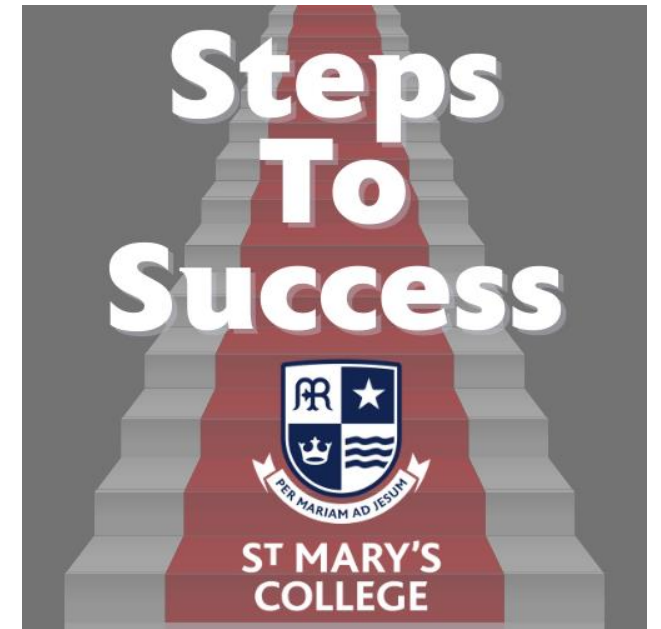


World class thinking. World class achieving.



St Mary's College

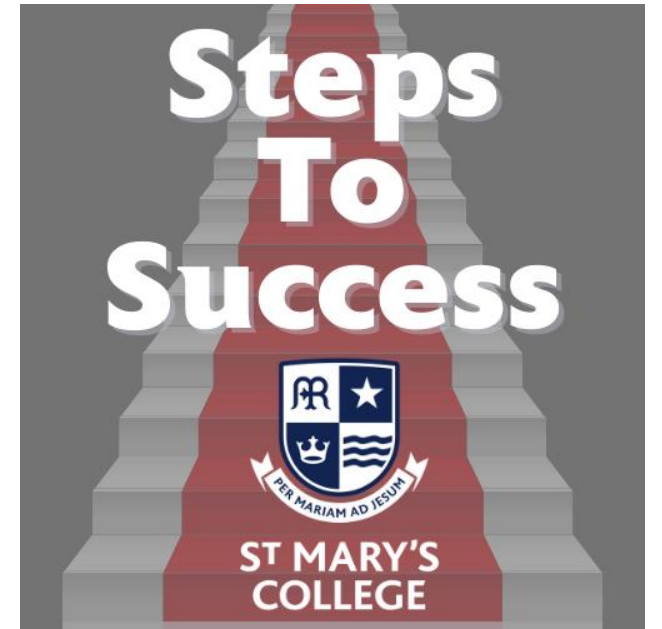
Year 10 - Steps to Success



World class thinking. World class achieving.

Welcome

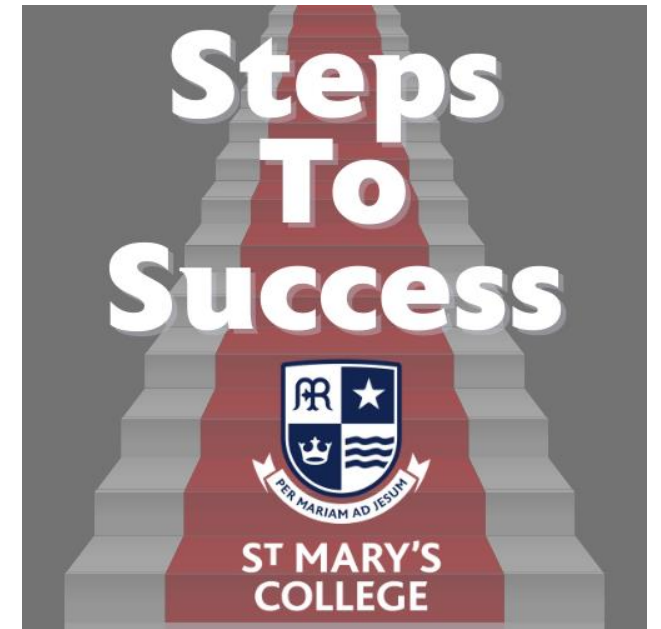
Head of Year – Mr Dawson



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Early entry

Assistant Head – KS4 - Dr Wild





New GCSEs: An introduction

Reformed GCSEs are being introduced gradually over three years and started in September 2015.

- › They will be graded from **9 to 1**, instead of A* to G. (Students taking GCSEs over this period will therefore receive a mixture of 9 to 1 and A* to G grades.)
- › Coursework has been largely removed and exams tend to be longer and greater in number.
- › Exams are linear (sat at the end of courses).

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

Figure a: Comparison of current and revised grading structures with reference points for analysis¹

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**Steps
To
Success**



**ST MARY'S
COLLEGE**

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English Language Exam- Year 10 Information





English at SMC- Year 10 updates



All Year 10 students are working towards early entry for their GCSE English Language qualification.

What are the benefits of early entry?

What will my child have to do in their exams?

- **Language Paper 1:** Explorations in Creative reading and writing
- **Language Paper 2:** Writers' viewpoints and perspectives



Why?

Our results in English:



	National	SMC Y11 2020	SMC Y11 2019	SMC Y11 2018
Students achieving Grade 4+	60%	75%	72%	79%
Students achieving Grade 5+	-	59%	56%	55%
Students achieving Grade 7+	13%	16%	14%	15%

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English at SMC:

What can I do to support my child?



- Revision strategies and techniques
- Homework tasks
- Revision guides
- SMC English Twitter feed: **@StMarysEnglish**



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Humanities at SMC: Year 10 updates



Geography



Component 1: Examination on 3 out of a possible 11 Geography topics

Component 2: Examination on 'problem solving'

Component 3: Examination on 'fieldwork' - **shortened to 1 hour 15 minutes as no actual fieldwork was carried out. This paper is now all theoretical.**

What will my child have to do in their exams?

History



Paper 1: Medicine in Britain c.1250-present and The British Sector of the Western Front / WW1

Paper 2: The American West c.1835-1895. **shortened to 55 minutes due to the removal of the 'Elizabeth' content.**

Paper 3: Weimar and Nazi Germany, 1918-39



Humanities at SMC:

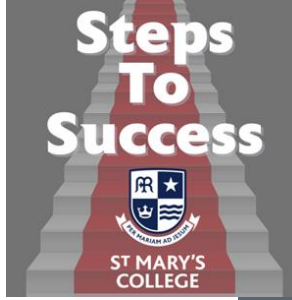
What can I do to support my child?

- Progress support sessions in History and Geography for selected cohorts on a Wednesday form time and Wednesday lunch
- History and Geography revision: Tuesday lunch and after school. All are welcome to attend!
- Weekly homework tasks
- Revision guides
- Post mock feedback
- Ask your teacher for extra exam questions

SMC Geography Twitter feed:
@geography_smc

SMC History Twitter feed:
@SMCHistoryDept

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**Steps
To
Success**



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Revision and exam preparation





Doing Your Revision



- **Active revision** is the most effective way to revise – don't just sit there, do something!
- Revise with the **exam** in mind – practice exam questions, complete them in timed conditions.
- Write your own **revision notes** – summarise the information you have to learn first.
- Use your revision notes to **test and re-test** yourself.
- Take advantage of **technology** – there are lots of great apps and websites to help you.
- Take advantage of **revision sessions** in school.

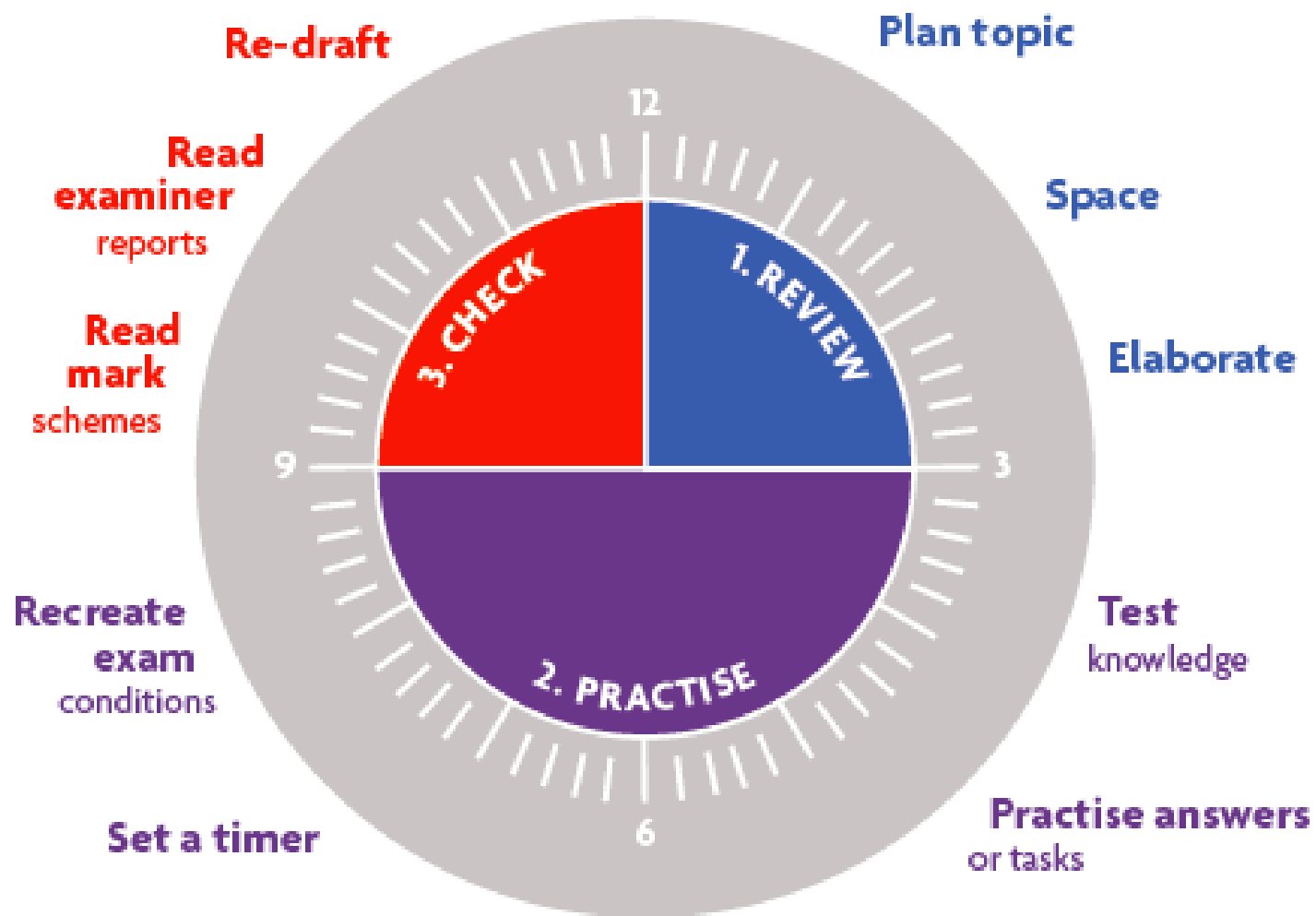


World class thinking. World class achieving.



How should I spend an hour revising?

By using the memory clock!





What is the memory clock?

- This is our recommendation of how to spend each hour when revising.
- Students can engage in ineffective revision which can limit their performance in examinations. Also, we are aware that it can be challenging to change students' ingrained study habits. Therefore, we have designed a simple model to help clarify the most effective strategies and what these might look like over a period of an hour. It is our hope that this will help inform all students about the most effective strategies.



The memory clock explained...

Firstly review	Then practice	Finally check
<p>The first part of the clock focuses on the process of reviewing what needs to be learned. Planning is important to ensure that students have time to cover all topics, and this includes the consideration of spacing out and interleaving revision, rather than mass-revising topics. The review should only be short. Avoid spending an hour reading and highlighting notes as this is called passive revision. Instead only spend 15 minutes reviewing a topic.</p>	<p>Possibly the most important part of the process, how are you supposed to know what topics you know if you do not test yourself? You should spend 15 minutes practicing a topic. Consider doing the following? Quizzes Self – testing through revision cards Completing practice exam questions (without your notes).</p> <p>Although initially you may not be very good, this is the most important part of the learning process. If you know you are poor at a topic you can allocate more time to it.</p>	<p>Finally you should check your work. This highlights the need for you to correct yourself. This supports your learning by identifying any misconceptions or mistakes that need to be changed in order to be successful.</p>



Some examples..

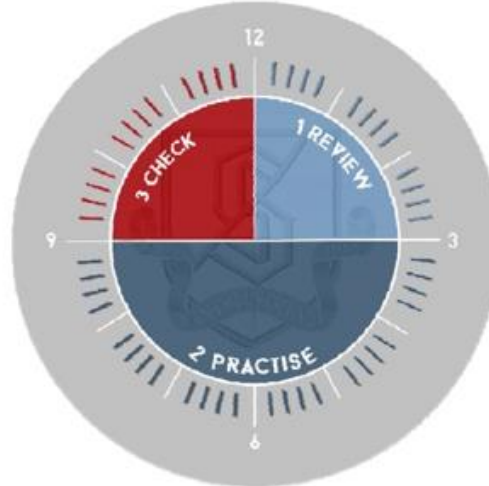
GEOGRAPHY

3. Check

Go back to your mind map and bullet points.

Redraft your paragraphs to include any missing info.

It is crucial to keep the length of answers to short paragraphs.



2. Practise:

Without looking at the mind map, **write out 5 key bullet points** which summarise the issue of gas supply between Russia and Europe, the impact this has on Russian power and the impacts of disruption to supply.

Look back at the mind map. **Add missing info.**

Take away all notes. **Write two short paragraphs to answer** these questions:

1. Assess the amount of power that Russia gains from its gas supply.
2. Explain the possible economic and political impacts of a disruption in the supply of gas from Russia to Europe.

1. **Review:** Look through your notes about Russian to European gas supply (pipelines). **Put together a mind map** to summarise the issue; ownership, control and route of pipelines, European reliance and impact of Russia/Ukraine disputes on supply.

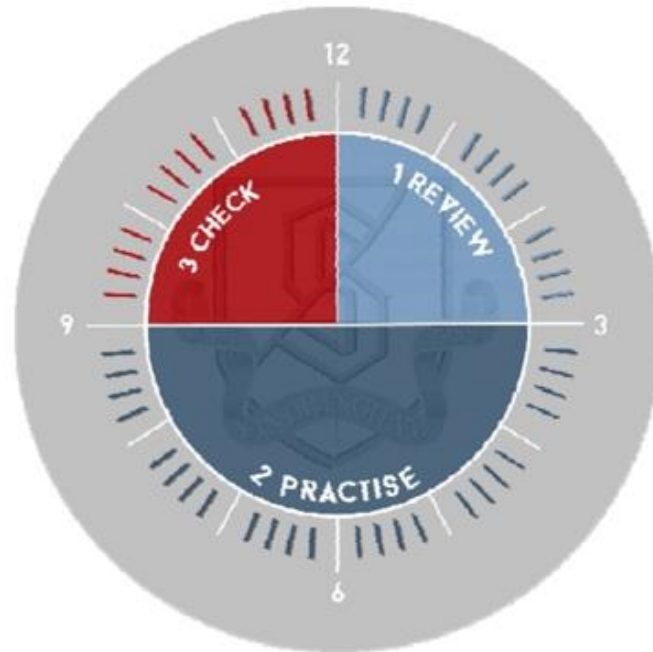
ENGLISH

3. Check

Go back to an MVQs you have forgotten and **write them out again**. Check the answers to your self-quiz on the Knowledge Grid. **Retest immediately**. Go back to your exam response the next day – **compare it to an exemplar and the marks scheme**. Improve the essay by annotating or extending it.

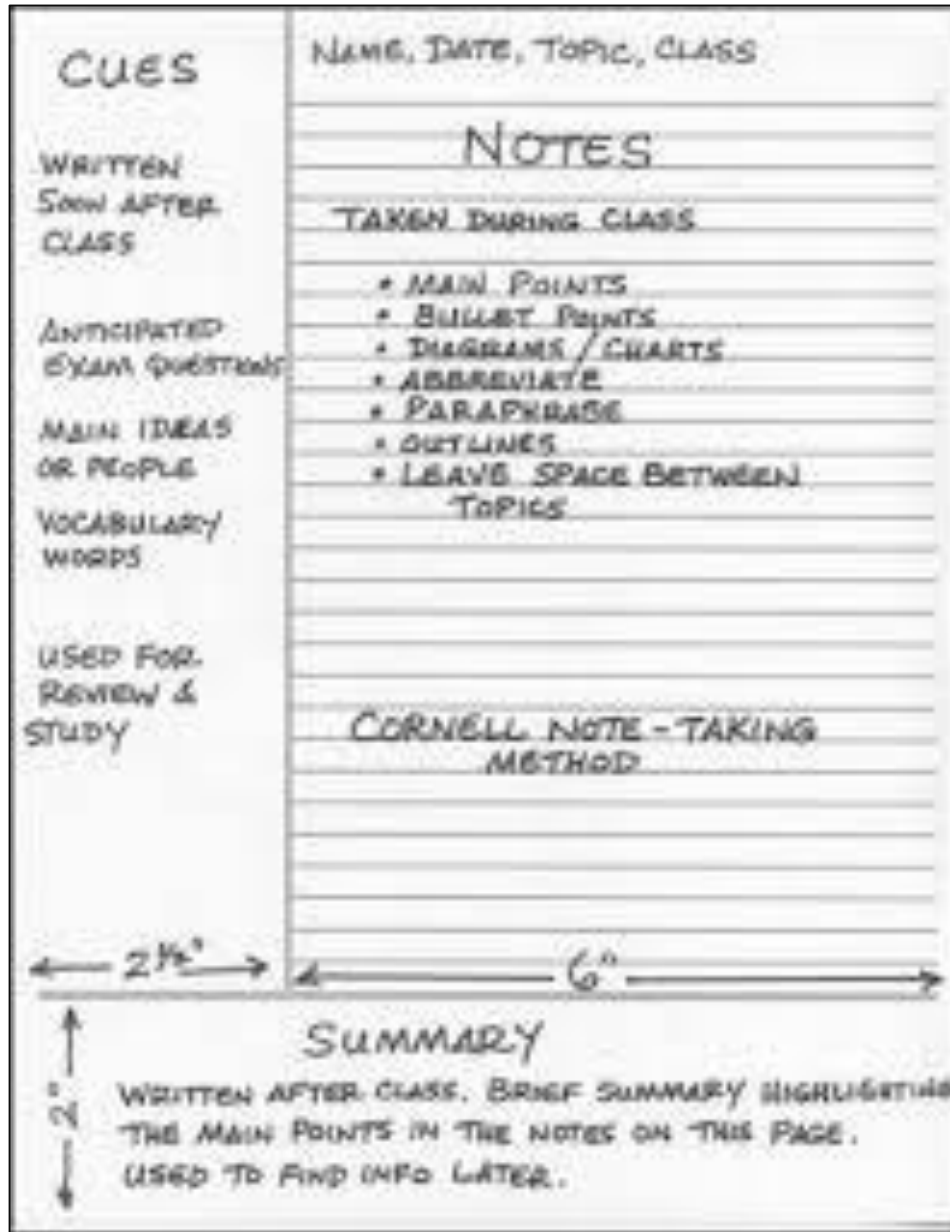
2. Practise:

Try to **recall** and write down as many of the **MVQs** as you can, without looking at the list. Create a **quiz** based on the **Knowledge Organiser** and use this to test your contextual and critical knowledge. Under timed conditions, complete an example exam question for this section of the exam, focused on *Rossetti* and *A Doll's House*.



1. **Review:** Read through the **Rossetti MVQs** and **elaborate** by creating a mind-map for each quotation. Look back at your Rossetti revision grids and **summarise** by writing a paragraph about each poem. Reread the **Rossetti Knowledge Organiser** and **internalise** by rephrasing contextual and critical points in your own words.

MVQ = multiple choice questions



Condensing notes using the Cornell method.

Look at the example on the left or click below for a video explanation of how this works.

Topic: Short story Elements	Name:
Questions/Main Ideas	Class: English
What is the definition of plot?	Period: 6
	Date:
	Notes
	plot: events that take place in a story
	- exposition: beginning, intro (char, setting, etc.)
	- rising action: building up the climax; filled w/ suspense & tension
	- climax: turning point of story; decision of fate
	- falling action: events that lead to resolution; release of tension
	- resolution: conclusion/the end; conflict is resolved
	* conflicts: person vs person - than a people
	person vs nature - natural disasters
	person vs society - mainstream society
	person vs self - w/in soul, heart, mind
	person vs supernatural - supernatural entity
Take note:	A good story has more than one conflict!
What are the different types of characters?	static (flat): a character whose personality does not change
	dynamic (round): a character whose personality changes throughout the story
What is the definition/purpose of theme?	Theme: moral message or overall point of the story
	- author creates the theme
	- it's purpose to enlighten/educate/inform
What defines setting?	- cleanse/purge your heart/soul/mind/spirit
	Setting: the description, time (era) of which the story takes place
Summary:	geographical location, historical time period, social
	we're re-learning the elements of a short story. We went over the different types of conflict. We also reviewed the 2 types of characters: static and dynamic. I'd say the main character of

CLICK HERE



<https://www.youtube.com/watch?v=ogHlyREqLd4>



Create a Revision Timetable



What's the point?

- Avoids a last-minute **rush**
- Sets up a **routine** and makes you **discipline** yourself
- Allows you to share revision time between subjects
- Ensures you keep on top of revision
- **Spreads out** revision (avoids cramming!)
- Creates a **balance** between revision and leisure time
- Avoids **time-wasting** deciding what you're going to revise.

REVISION TIMETABLE

Week Commencing:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9:00am							
10:00am							
11:00am							
12:00am							
1:00pm							
2:00pm							
3:00pm							
4:00pm							
5:00pm							
6:00pm							
7:00pm							
8:00pm							
9:00pm							
10:00pm							



Create a Revision Timetable



How do I do it?

- Divide up your day into sections, but plan in lessons, other study, clubs and importantly, social/relaxation time
- Draw up a trial timetable and review it after one week. If it doesn't work, redraft it.
- Review your timetable at the end of each week
- Put it somewhere prominent in your room

REVISION TIMETABLE

Week Commencing:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9:00am							
10:00am							
11:00am							
12:00am							
1:00pm							
2:00pm							
3:00pm							
4:00pm							
5:00pm							
6:00pm							
7:00pm							
8:00pm							
9:00pm							
10:00pm							



Organising Revision Sessions

- Make a topic checklist
- Set a start and finish time and stick to it
- Put your phone in a different room!
- Exercise some self-control if using a laptop/tablet – an hour on Facebook does not equate to an hour's revision!
- Start with shorter sessions and build up to bigger ones
- Take regular breaks
- Reward yourself – give yourself something to work towards





Online revision tools.



- **Quizzizz**
 - Online quiz maker – can share with friends and test each other. Also many ready-made quizzes.
 - <https://quizzizz.com>
- **Quizlet**
 - Online flash card generator. Also lots of pre-made quizzes on a variety of curriculum topics.
 - www.padlet.com
- **BBC Bitesize**
 - www.bbc.co.uk/bitesize. Lots of revision for a variety of GCSE topics
- **Oak Academy**
 - <https://www.thenational.academy/>, The Government's national academy. Lots of lessons to help with revision.



Other revision ideas.



- **Spaced Practice**
 - Try to create mind maps of things you did last lesson, last week, last month. Where there are gaps, go through your notes and fill them in. Revise from your new sheet and repeat the exercise next week.
- **List of 10** – Go to the exam board's website and look at past papers. For each question, try to think of 10 things you would put in and why?
- **Bounce back** – text your friends questions. If they get it right, they can "bounce back" a question of their own (or create a Quizzizz revision quiz for them to do).
- **Practice questions and exams.** This is the best way. Do as many as you can. Create your own exam questions and answers – check them with your teachers.



Coping with Stress

- **Talk** about it
- Take time out to have **fun**
- **Exercise** regularly
- Think **positively**
- Eat well and keep hydrated
- Use **breathing** techniques to help you relax

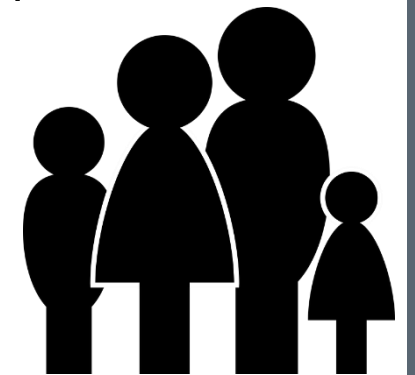




How can parents and carers help?



- **Discuss** with your child how you could help them
- Provide the **right environment** for success – quiet and well-lit if possible
- Give plenty of **praise** and **encouragement**
- Keep your child well supplied with food and drink
- Be prepared to **listen**
- Encourage **regular breaks** during long periods of revision
- Encourage morning revision over late evening revision – brains tend to be more receptive in the morning



World Of Work (WOW)

Second week in July for Year 10

Due to the Covid-19 pandemic, work experience is not likely to be a viable option for this year's cohort of Y10 students.

Nevertheless, there is a still a need to prepare our students for the career path that lies ahead of them and hopefully help them feel equipped to make their first steps into the workplace.



Whilst it is impossible to replicate the experience of spending time in the workplace, we can endeavour to give students an insight into the world of work and help them to understand themselves and the types of study and work that may suit them in the future.

With this in mind, we are planning a **World of Work [WOW]** focus week, supported by a bank of online and virtual work experience resources, substituting some of the experience they should have received.



Our **WOW** focus week will include supporting students to:

- ❖ Profile themselves and consider their strengths and aptitudes
- ❖ Investigate Career Pathways
- ❖ Prepare for Year 11 and Beyond
- ❖ Explore Labour Market Information
- ❖ Observe A Day in the Life of...



How will it work?

Some of the sessions will be delivered during class time, whilst others are designed to be completed in the students own time so they can build the experience they want.

In addition, all students have a login to our Unifrog careers platform which will help students to use, develop and enhance their research skills, and apply those skills in their study programmes.



Unifrog

Unifrog is our new online resource. It helps students plan their future by bringing all the available information into one single, impartial, user-friendly platform. It supports and enables students to make the best choices and submit the strongest CVs, UCAS and job applications.

www.unifrog.org



Careers e-Library

- ❖ <https://nationalcareersservice.direct.gov.uk/job-profiles/home> - look at the "Job Profiles" section. Factual up to date information about careers.
- ❖ <http://www.bestcourse4me.com/> - gives help with "A" level, degree and career choices.
- ❖ <http://www.careerpilot.org.uk/> - gives help with choices at 14, 16 and beyond.
- ❖ <http://www.icould.com/> - general careers advice and short careers film clips.
- ❖ <http://www.tomorrowsengineers.org.uk/> - information on everything to do with engineering careers.
- ❖ <http://www.apprenticeships.org.uk/> - access to the national apprenticeships database and general information.
- ❖ <http://www.ucas.com/> - all university information and websites.
- ❖ <http://www.careersbox.co.uk/> - short careers film clips.
- ❖ <http://www.russellgroup.ac.uk/> - to access 'Informed Choices' booklet which gives definitive information on GCSEs, 'A' Level and I.B. subject choices.
- ❖ <https://www.unifrog.org/student>
- ❖ <http://movingonmagazine.co.uk/>
- ❖ <https://successatschool.org/advice/subjects>

