

Cornelius Vermuyden



“Year 11 Raising Achievement”

2017-18

Deputy Headteacher - Ian Hockey



What is tonight all about?



- Importance of Parental Involvement
- Understanding the term 'success'
- New 9-1 Assessment
- Base Camp – Where are we now?
- Rhythm of the Year – Key Dates
- Revision Matters (How to revise effectively)
- Core Subject Information





The Key Message



GCSE attainment is positively influenced by the level of **parental engagement** : The more parents get involved, the higher the level of attainment.

Parents have the greatest influence on the achievement of pupils through **supporting their learning in the home** rather than supporting activities in the school. It is your support of learning within the home environment that makes the maximum difference to achievement.

(DfE, 2013)

What can parents do to support from home?

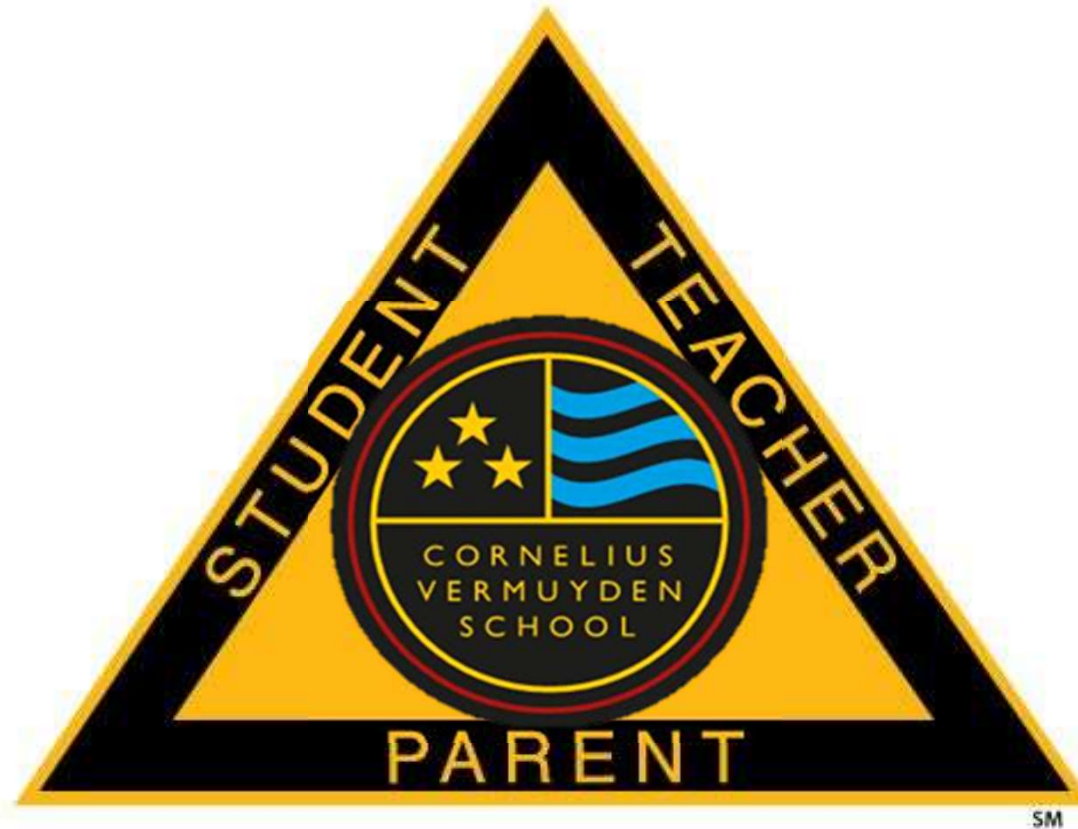
- Reinforce a positive and resilient 'can do' attitude.
- Support excellent attendance to lessons and extra sessions.
- Engage with your child about their work and academic reports.
- Monitor organisation of learning equipment, revision material/timetable, deadlines and homework.
- Create an appropriate independent study area at home or support attendance to the school's study area.



“The Holy Trinity”



“SUCCESS”





Guess the number.....



39

..... Days until the Mock examinations begin

31

.....Weeks until the first examination

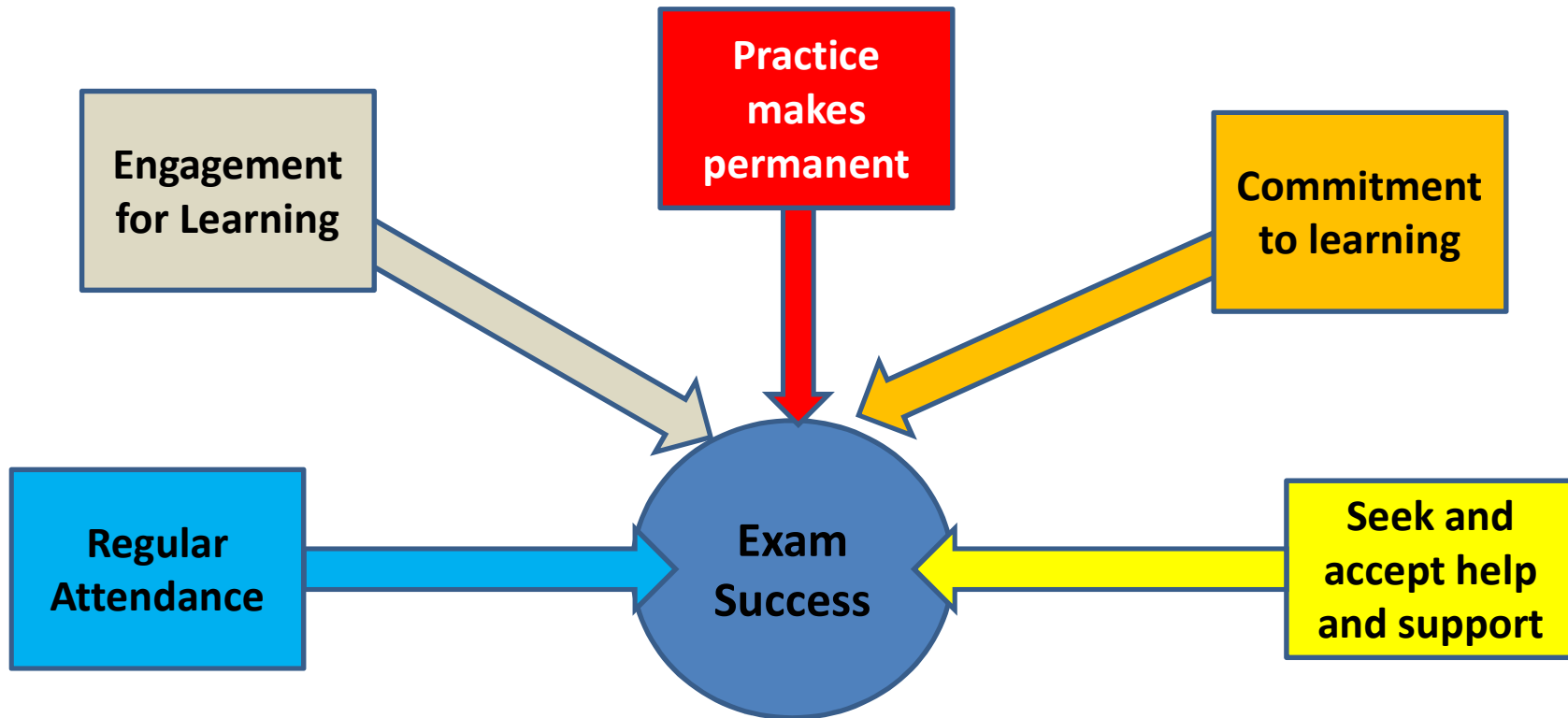
775

..... Lessons left until examinations start



What makes success?

“Individual journey”





A New Landscape.....



1	2	3	4	5	6	7	8	9
F/G	E/F	D/E	C-	C+/B-	B	A	A*	A**

- Much less coursework
- All exams at end of Year 11

New 1-9 grade system	Old A*- G grade system
9	A**
8	A*/A
7	A
6	B
5	B/C
4	C
3	D/E
2	E/F
1	F/G



Where are we now?



What will it take to reach the summit?

What got you here (base camp) might not get you to the summit



Summit

Personalised Timetables

Half Term School – May

Easter School – 03/04 -13/04

March PPE's (Blind Mocks)

21/03 – Data Collection 4

Half Term School 12/02 – 16/02

07/02 – Data Collection 3

Wave 3 Intervention 08/01

Early January 2017 – PPE Results Day
Parents Evening

13/12 – Data Collection 2

Starting 28th November PPE's (Blind Mocks)

Wave 2 Intervention 06/11

Half Term School – 23/10 – 27/10

18/10 – Data Collection 1

“Revision Cracked” Seminar 03/10

HT Personalised Intervention Timetables

Base Camp





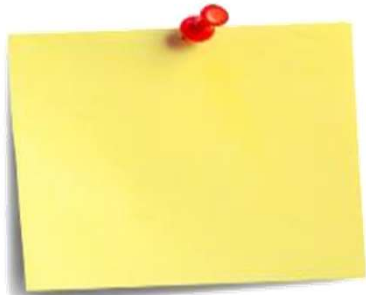
Revision Techniques

How do I revise???

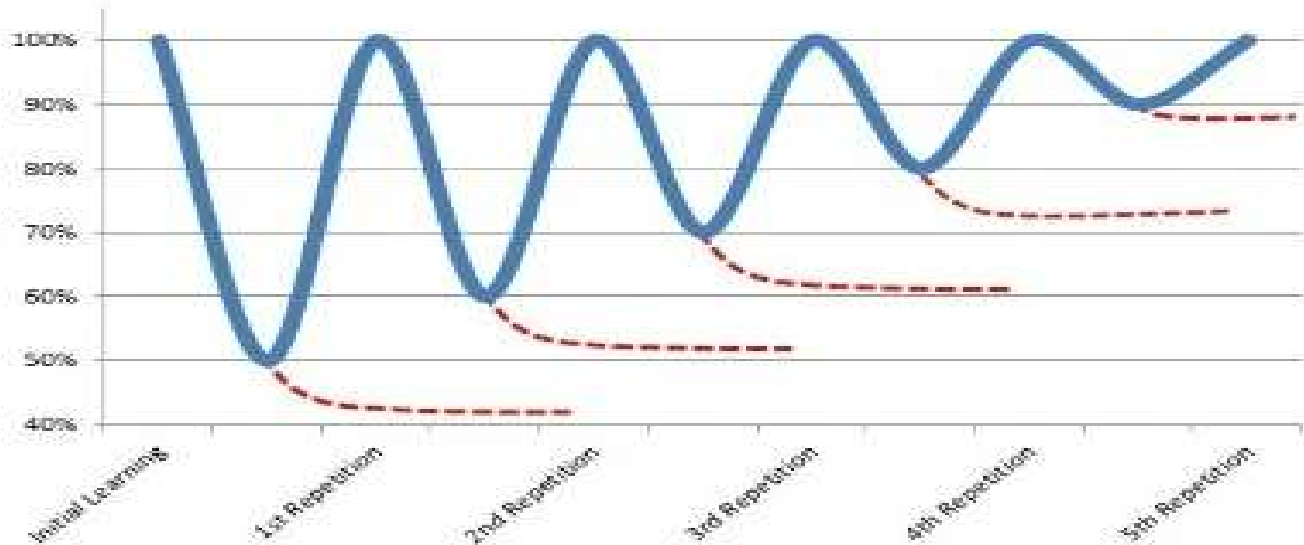


Revision Techniques

1. **Rehearse if you get less than half** – It is important that you produce model answers so that when you re-read them you are learning the correct answers. Read it to yourself.
2. **Just a minute!** – write down key terms, phrases, concepts, causes, linkers, by talking about the topic for one minute thus solidifying your subject knowledge without hesitating, doubting or repeating yourself.
3. **Flash cards!** – When making notes put a question on one side of a card and the answer on the other side. Get into the habit of linking key facts and pieces of information to exam style questions.
4. **Use a spinner** – Use a dice/spinner to stimulate notes. Give each number spot a category (e.g. [1] – define a key word for topic; [2] – state two advantages of topic; [3] – state two disadvantages of topic; [4] – suggest a 4 mark question that might come up in the exam on the topic etc.). They then take it rolled/paid answers questions. Alternatively, place questions in six numbered piles/envelopes. Questions are split according to the level of difficulty. Pupils then take a dice. If they roll a [1] they answer a easy question and so on. That way different topics can get covered in the same game.
5. **Create your own!** – Formulate your own exam style questions based on your revision notes. Alternatively, look at a sample of exam questions and write the corresponding mark schemes. Understanding what each exam question requires is key if you are to succeed.
6. **Linked maps** – are diagrams used to represent words, ideas, facts, or other key facts which are linked to and arranged around a central key word or idea. You can make links between words. You can use different colour pens to categorise branches of facts.
7. **Word families** – write down all the key terms associated with a specific topic e.g. for meander words would include bend, lower course, river, outer, erosion, deposition, rock.
8. **Taboo!** – Learn key terms/successes/concepts by playing taboo. This entails you describing a key word. However, you are given a list of associated words which you are unable to use when describing the keyword.
9. **Guess the result!** – Read sample answers. Get them off your peers or your subject teacher. Then using your knowledge of exam criteria, awarded them a mark. Can you justify your decision? Review mark schemes to check that you have done it correctly.
10. **Annotate the answers!** – Make comments relating to the mark scheme around exam answer.



✓ “Revision Cracked” External Workshop
03/10 – Share with you techniques to
utilise in preparation for the PPE’s (Mock
Exams)



Revision Timetables: Working Smartly

It is WHAT you revise not the QUANTITY that delivers success.

- A revision timetable will help your son or daughter plan their time and achieve the most - *avoid last minute panics and cramming.*
- Be honest & realistic – do they work best in the mornings, afternoons or evenings?

	9-10	10-11	11-12	12-1	1-2	2-3	3-4	4-5	5-6	6-7
Mo										
Tu										
We										

- Plan in breaks for regular hobbies.
- Incentivise & reward.
- Keep each session between 45 – 60 minutes max





Marginal Gains

What will make the difference for you?

Sir David Brailsford, Performance Director of British Cycling in the run-up to the 2012 Olympics, developed the concept of 'marginal gains'.

To improve an athlete's performance, the athlete simply has to make a 1% improvement, but in a number of areas. When these marginal improvements combine, they compound to have a real effect on overall performance.

Taking this principle, and applying it to a student's approach to their GCSEs, there are marginal gains that can be made in many areas. An individual marginal gain has no impact, but when stacked together, they can make a real difference to a student's grades.



Know Command Words

- Analyse
- Assess
- Compare
- Contrast
- Define
- Describe
- Differentiate
- Discuss
- Distinguish
- Evaluate
- Examine
- Explain
- Illustrate
- Interpret
- Justify
- Outline
- Relate
- State
- Summarise
- Trace

It is essential that students understand the command words.

Otherwise they will trip up before they can show their subject knowledge.



Music



Dr Nick Perham, University of Wales, Cardiff - research in 2010

Music impairs the ability to memorise information.

**Music without lyrics is better than with lyrics.
Background television has the same effect.**

Revise in a quiet place.



Note-taking



Pam Mueller – Princeton University Research 2014

**The pen is mightier than the keyboard for note taking.
Students who used laptops performed worst in test than
those who made handwritten notes.**



Repetition is the key to learning

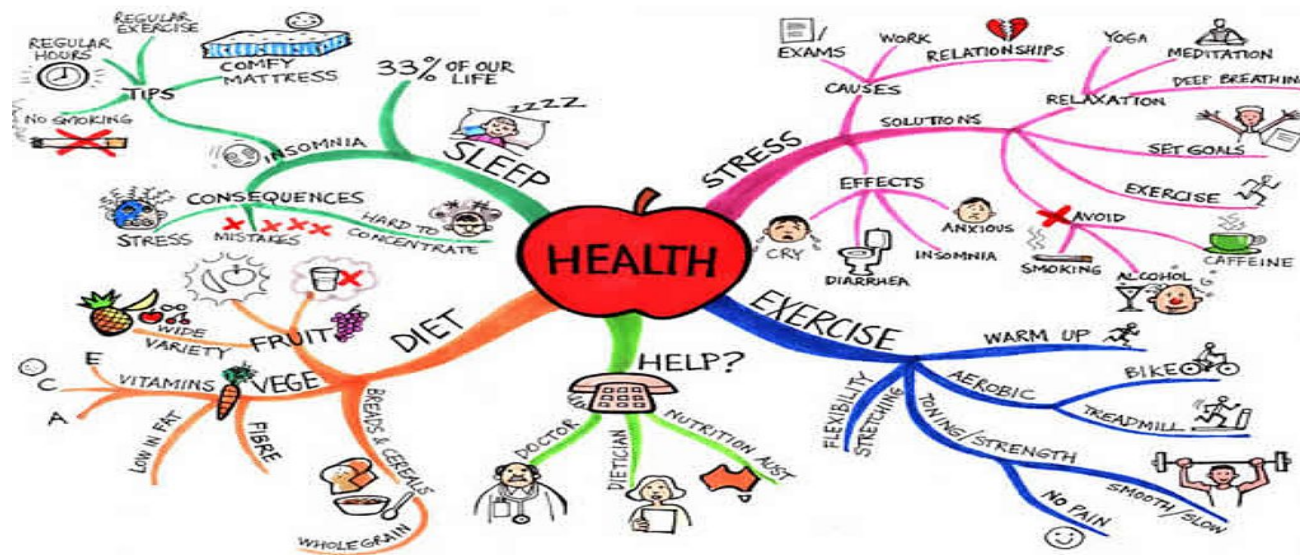
The hurricane
of 1922
was called
"Andrew"

Just writing the cards will help your recall. You can then test yourself

Use flash cards



Repetition is the key to learning



Stick mind maps all around the house.



Time Management



The largest pressure at GCSE level study are deadlines and time to revisit core learning.

“An extra hour a day of television, internet or computer game time in Year 11 is linked to poorer grades at GCSE, a Cambridge University study suggests”

BBC News 4th September 2015



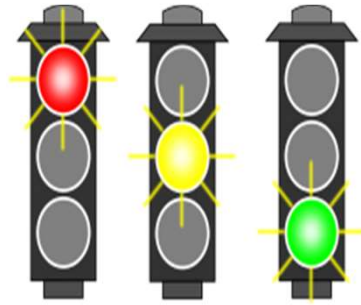


Mindset Matters



✓ **Positive**

*“mindset” (noun)
a set of beliefs or a way of
thinking that determines one's
behaviour, outlook and
mental attitude.*



Revision + Mindset = Success?

“Reach for the top of the tree and you may get to the first branch but reach for the stars and you’ll get to the top of the tree.” (Lemn Sissay, MBE)





Repetition is the key to learning



OCR
GENERAL CERTIFICATE OF SECONDARY EDUCATION
TWENTY FIRST CENTURY SCIENCE
CHEMISTRY A
Unit 2: Modules C4, C5, C6
(Higher Tier)

H
A322/02

Friday 23 January 2009
Morning
Duration: 40 minutes

Candidates answer on the question paper.
A calculator may be used for this paper.

OCR Supplied Materials:
None

Other Materials Required:
Pencil
Ruler (unmarked)

Candidate Forename: _____ Candidate Surname: _____

Centre Number: _____ Candidate Number: _____

INSTRUCTIONS TO CANDIDATES

- Write your name clearly in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully and make sure that you know what you have to do before starting your answer.
- Answer all the questions.
- Do not write in the list boxes.
- Write your answer to each question in the space provided, however additional paper may be used if necessary.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is 42.
- The Periodic Table is printed on the back page.
- This document consists of 29 pages. Any blank pages are indicated.

FOR EXAMINER'S USE		
Qn.	Mark	Mark
1	9	
2	5	
3	5	
4	3	
5	4	
6	9	
7	5	
TOTAL	42	

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Download pasted papers from the exam boards web site

Time your self on past papers.

Do as many as you can and check them against the mark scheme.



Remembering dates



Battle of Trafalgar 1805

A series of numbers means nothing and will blur together in your mind unless you can find a way to attach significance to them.



Marginal Gains

Using Facebook can lower exam results by up to 20%

By Nic Fleming

IT is what parents of teenagers who 'revise' in front of the computer have long feared.

Students who use Facebook while they study get significantly lower grades than those who do not, according to psychologists.

A study has found that the exam results of those who used the social networking site while working, even if it was on in the background, were 20 per cent lower than non-users. Researchers say the findings undermine the theory that young people's brains are better at multi-tasking on digital gadgets.

Study author Professor Paul Kirschner said: 'The problem is that most people have Facebook or other social networking sites, their emails and maybe instant messaging constantly running in the background while they are

MORE PRIVACY FEARS OVER 'STALKER BUTTON'

FACEBOOK faces fresh criticism from privacy campaigners after launching a 'stalker button' which lets users track a potential victim's every move.

The 'subscribe to friend' feature collects everything a Facebook user does, such as sharing photographs and comments and puts it on a list that is constantly updated. Some users' locations will also be displayed throughout the day. Potential

carrying out other tasks. Our study, and other previous work, suggests that while people may think constant task-switching allows them to get more done in less time, the reality is it extends the amount of time needed to carry out tasks and leads to more mistakes.'

His team studied 219 students aged between 19 and 54 at an

American university. The Facebook users among them had a typical grade point average - a score from zero up to four - of 3.06. Non-users had an average GPA of 3.82.

Those who did not use the site also said they devoted more time to studying, spending an average of 88 per cent longer working outside class. Three quarters of the

stalkers will have to be 'Facebook friends' with their intended target to see the list. But users will not be told who is monitoring them.

Big Brother Watch said: 'This new "stalker button" enables burglars and ex-partners to track people in real life more easily.'

Facebook said the feature was being tested on a 'small percentage of users'.

Facebook users said they didn't believe spending time on the site affected their academic performance.

But most of the remaining quarter admitted it had a harmful effect, with many saying it made them put off their work.

Professor Kirschner said that he expected to see similar results in

younger pupils. He also said he was not 'demonising' Facebook and pointed to the distracting nature of all social networking.

'We should resist the fashionable views of educational gurus that children can multi-task, and that we should adapt our education systems accordingly to keep up with the times,' he said.

The study by the psychologist from the Open University in the Netherlands will be published in the journal *Computers in Human Behaviour*.

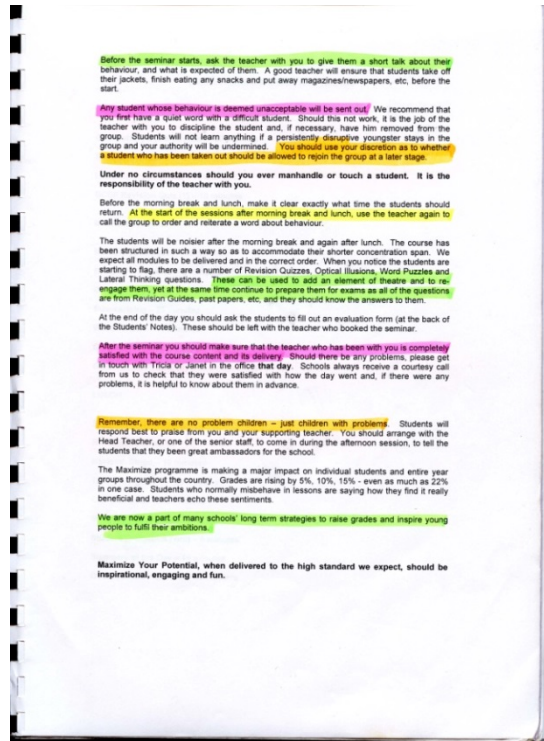
It will compound fears over the superficial approach that experts say is encouraged by an increasingly distracting online world that promotes multi-tasking.

In the influential book *The Shallows*, Nicholas Carr argues the internet has given rise to 'cursorious reading, hurried and distracted thinking and superficial learning'.

Using social networking sites while studying lowers grades.



Marginal Gains



Develop a colour-coding scheme using highlighters
- key points in one colour, secondary points in another, etc.

This is a way of identifying key points later.



Marginal Gains



A screenshot of the BBC Bitesize website. The top navigation bar includes BBC, Home, News, Sport, Weather, iPlayer, TV, Radio, and More... with a search box. Below this is a banner for 'GCSE Bitesize' with BBC Radio 1 and BBC 1Xtra logos. A central menu lists subjects: Art & Design, Business Studies, Design & Technology, DiDA, Drama, English, English Literature, French, Geography, German, History, ICT, Irish, Maths, Music, Physical Education, Religious Studies, Science, and Spanish. A featured section titled 'Can't get your head around History? Modern World History activities' shows two students looking at a laptop. Below are three columns: 'Watch' with a 'Drawing' video, 'Play' with a 'Mobile quiz', and 'Links' with 'KS3 Bitesize' and 'Student Life' links.

Use revision web sites.

Test yourself on past papers available on line.

Look at the learner guides and video clips on BBC Bitesize.



Marginal Gains



- Health, diet and sleep
- Attend every lesson
 - Sit at the front
- Take detailed notes
- Presentation matters
 - Hit deadlines
 - Use a planner
- Questions and feedback
- Use your study periods
 - Positive attitude



Year 11 English

Mrs Peel

Key Dates

- W/b 2nd October: Paper 1 MOCK (CLASSROOM BASED)
- December Mocks (PIXL WAVE)
- March Mocks (PIXL WAVE)
- Exams:
- Paper 1: Tuesday 5th June 2018 am
- Paper 2: Friday 8th June 2018 am



Edexcel English Language

Paper 1:

1 HOUR 45 MINS = 40%

19TH CENTURY FICTION AND IMAGINATIVE WRITING

READING QUESTIONS: 24 MARKS

INFORMATION RETRIEVAL

ANALYSE

EVALUATE

WRITING TASK: 40 MARKS

CHOICE OF 2 TASKS

NARRATE/DESCRIBE



GCSE English Language

Paper 2:

Non-fiction, Literary Non-fiction and Transactional Writing - 2 hours (worth 60%).

- Section A: short answers on two non-fiction texts, followed by a longer response question which is a comparison of BOTH TEXTS

(1 hour 15 minutes) (worth 35%)

- Section B: two options of writing tasks linked to themes of reading materials – letters, job applications, articles etc. (45 minutes) (worth 25%).



Spoken Language Endorsement

- Pass
- Merit
- Distinction

- Separate endorsement
- Not part of English Language GCSE
- Completed in summer term 2017

PIXL CURVE FEEDBACK

- Paper 1 C19th Fiction and Creative Writing
- Q1: 1 mark quote retrieval
- Q2: 2 mark comprehension question
- Q3: 6 mark analysis of language and structure
- Q4: 15 mark evaluation of writer's technique
- Q5: Creative Writing (40 marks)
- 24 marks for information, ideas and organisation
- 16 marks for vocabulary, sentence structure and punctuation.

Paper 2: Non- Fiction texts and Transactional Writing

- TEXT 1
- Q1: 2 mark comprehension question
- Q2: 2 mark quote selection and language technique analysis
- Q3: 15 ark analysis of language and structure
- TEXT 2
- Q4: 2 mark comprehension
- Q5: 1 mark language example from text
- Q6: 15 mark evaluation question
- COMPARISON
- Q7a): 6 mark comparison of similarities
- Q7b) 14 mark comparison of ideas/ perspectives
- Q8: Transactional Writing: 40 marks

English Qualifications and Post 16 Education

- Your son or daughter must have a minimum of one level 4 in either Language or Literature to avoid having to retake English in Year 12.
- 60% of our pupils have already achieved Level 4+ with their Literature Qualification. (Well done!)
- Intervention following our first mock this week will target pupils not achieving Level 4+, in the first instance as well as those not meeting their target grade
- Intervention: Wednesday Lesson 2
- Period 6



Top Tips for English

- Specimen papers, mark schemes and other resources are available on the Edexcel website: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses.html>
- Encourage your son/daughter to read and discuss non-fiction texts e.g. newspapers, leaflets, letters and magazines. The internet is awash with older 19th Century fiction and non-fiction texts because most are out of copyright.
- Practise creative writing, ensuring that each paragraph uses a range of language and structural devices to impress the examiner.
- Have a good piece of imaginative writing saved up to re- work in the exam.

More Tips...

- Don't write about usual teenage events. Be more original.
- Sound like an expert by regularly using stock evaluative phrases that you have learnt.

Creative Writing

- A short sentence
- A range of punctuation . , ? ; : ... ' '
- Use of the 5 senses
- Alliteration
- A simile, metaphor or use of personification
- A sentence that starts with an adverb
- Extended vocabulary

ANALYSE

- Language and Structure
- Same skills as Literature exams but on unseen texts.
- Terminology
- Effect on the reader
- Close focus on the “nuts and bolts of the text”

EVALUATE

- NEW skill
- Big picture
- TIES: Themes, Ideas, Events and Settings
- How effective?
- What is the effect on the reader?

COMPARE

- Skill used in literature exam for poetry.
- Compare writers' ideas and perspectives
- Compare viewpoint
- Compare themes
- Compare language and structure

Evaluative Phrases

- The author makes a connection between
- There are a variety of themes which have a strong link to the moral of the text
- The writer provides some examples
- He offers ideas
- This juxtaposes with
- He shows that over time
- He takes his argument further in suggesting that
- Making the direct link between
- This is further emphasised by the fact
- In addition to this
- Ultimately
- Endeavours to show that
- Provides some excellent examples of



Revision Workbook

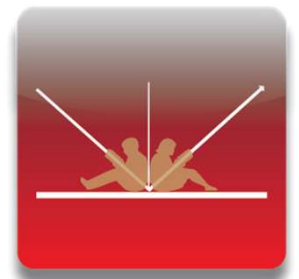
Edexcel Revision Workbook

Tips and exercises to complete.

£2.50

Please pay on Parent Pay

Available without charge for pupils in receipt of the Pupil Premium Grant



Thank you for attending, this evening.

- Please collect Revision Work books from the table in the Street.
- English Staff will be available to talk to you and answer any questions you may have.



Year 11

Core Subject Information Evening

Maths at Cornelius Vermuyden

Mr Iain Williams

Key points for tonight

- New GCSE Curriculum
- Progress and Contact
- Homework
- Exam preparation and revision resources
- How parents can help

New maths GCSE grades for 2018

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

Top 3% of pupils achieve 9

7 is anchored to old A

5 is set between B and C
4 is anchored to old C

1 is the old F and G

Maths GCSE for 2018

All students will study towards a GCSE in Mathematics Higher or Foundation tier

Higher	9	8	7	6	5	4			
Foundation				5	4	3	2	1	

Maths GCSE for 2018

- Edexcel Linear 1MA1
- 100% examined (no coursework)
- **THREE** written exams
- Paper 1 Non calculator (80 marks) 1 ½ hours
- Paper 2 Calculator (80 marks) 1 ½ hours
- Paper 3 Calculator (80 marks) 1 ½ hours

Maths GCSE content for 2018

- Greater focus on problem-solving.
- Requirement to provide clear mathematical arguments.
- New added content at both Higher and Foundation level.
- Fewer formulae provided. (students expected to remember them!)

Progress and contact

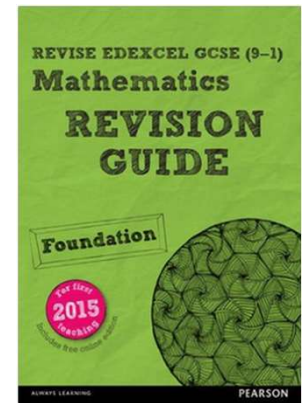
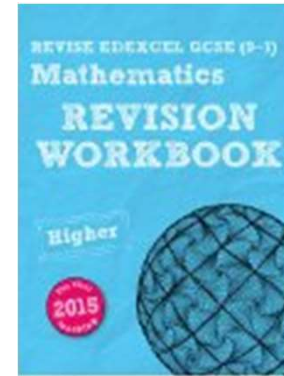
- Progress monitored by teacher through class work and homework
- Mock exams
- All these will be used to ensure correct tier of entry
- Go4schools data
- Contacting your child's teacher – email is preferable in the first instance

Homework

- Set every week.
- Designed to reinforce content learnt in lessons.
- Sufficient time always given to enable students to ask teacher for help if needed.
- Contact made with home if homework is not regularly completed.
- Homework will be recorded on 'Show My Homework'.

Exam preparation and resources

- Revision guides and workbooks produced by Edexcel will be available to buy from school.
- Scientific calculator
- Practice, practice, practice makes perfect.
- Work through exam papers.
- Use GCSE booklets (available on Edexcel website) to work on 'weak' topics.
- Attend revision sessions.



Further resources

- www.mrbartonmaths.com
- www.vle.mathswatch.co.uk
- www.corbettmaths.com
- www.methodmaths.com
- www.mathsapp.pixl.org.uk

What can you do to help?

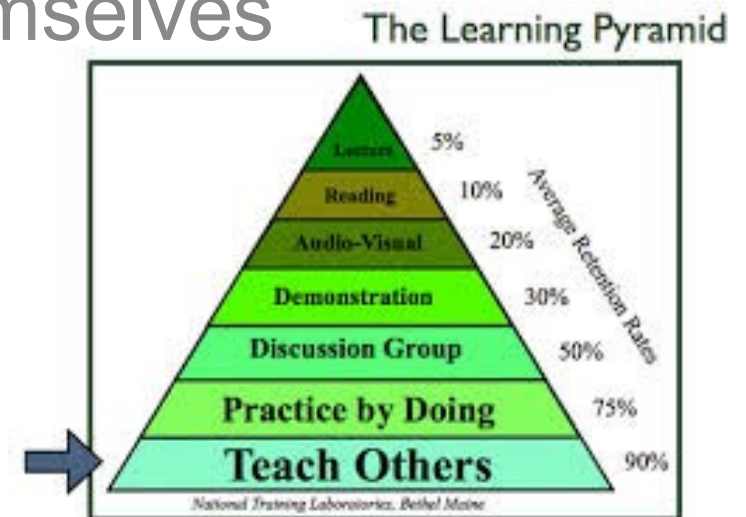
Be positive



'I was never very good at Maths...'

What can you do to help?

- Act as a “Project Manager”
- Know your child’s target grade
- Be positive & supportive
- Help them to organise themselves
- Get your child to explain



Exam Dates

- Paper 1 (non calculator) 24th May - AM
- Paper 2 (calculator) 7th June - AM
- Paper 3 (calculator) 12th June – AM

Summer 1/2 term between papers 1 and 2

**Any further questions
can be answered in B0.1 after
this meeting**

Science Information Evening

Double Science

- 6 exam papers in total
- 2 papers in Biology
- 2 papers in Chemistry
- 2 papers in Physics

- All exams are 60 marks in total
- 1 hour 10 minutes each

Key Dates

- Biology 1 - 15th May pm
- Chemistry 1 – 17th May am
- Physics 1 – 23rd May pm

- Biology 2 - 11th June am
- Chemistry 2 – 13th June am
- Physics 2 – 15th June am

What's Important?

- Knowledge recall
- Large quantity of subject content
- Practice

How to help

- Attendance to class and intervention sessions if required.
- Homework
- Active Revision for all assessments, including in class assessments and mock examinations.

Revision Techniques

- Past Papers
- <http://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html>
- Post it notes
- Revision cards
- Mind maps
- Card sorts

Revision Materials

- Revision guides or
- Student books
- Come to the Dining Area to decide.

Next Step.....

Please look at the top left hand corner of your examination timetable.

To ease congestion.....

RED – Canteen Science

ORANGE – B0.1 Maths

YELLOW – D0.2 English