

Year 11 Supporting students with exam preparation and examinations



David Hinkins
Deputy Headteacher

Chipping Sodbury School continues to improve year on year

- In 2019 our students achieved the best results in our school's history!
- We are very proud of our improving examination results and you play a significant role

This year we know the students can do even better

- Year 11 is vital for students. Getting year 11 right affects their outcomes and as such their future choices.
- From past experience we know that the students who are organised and working hard from the outset do better at the end of the year.
- This information is to support you with being able to help students to fulfil their potential.

What should you be doing?

- All students should be completing regular homework which amounts to 10 hours a week, please regularly check Go4Schools to support with this.
- On top of this students should be revising for 1 hour each afternoon (after school).
- Weekends - students should be completing at least 2 hours revision each day.
- This should **increase** as we get closer to **examinations**
- No student has no work set.

- The work the students put in will dictate students next steps in terms of being able to follow post 16 pathways of choice.

Attendance in Year 11

- Attendance has a direct link to outcomes. Students in Year 11 need to be resilient and coming in to school each day.
- Statistics from previous year show that students with:
 - 95-100% attendance tend to make good progress.
 - 90-94% attendance underperform by approximately 1 grade in each subject
 - below 90% attendance tend to perform 2 grades below what they are capable of

How can parents/carers support your child with their examinations?

- Ensure they are fully prepared. Check they have all the resources they need, including revision books and stationery, scientific calculators and maths sets.
- Help them to organise their revision timetable and set aside a place where they can revise in a quiet, distraction free environment.
- Encourage students to not just revise subjects they find easy, but also those they find challenging.
- Try not to book any appointments during the school day and holidays should only be booked after all exams have finished.
- Make sure there are plenty of healthy snacks in the fridge and try to provide good, nutritious food at regular intervals. Encourage your child to join family meals, even if it's a busy revision day - it's important to have a change of scene and get away from the books and computer for a while. Also encourage your child to take regular exercise. A brisk walk around the block can help clear the mind before the next revision session.
- Try not to place too many demands on your child during exam time. Arguments are counter-productive and will only add unnecessary stress and distract from revision. It's important to get a good night's sleep before an exam, so discourage your child from staying up late to cram.
- Mobile phones are a major distraction when revising; agree for them to be removed from the area of study.
- We have a comprehensive interventions programme running throughout the examination period please encourage your child to attend (particularly if they struggle to revise independently).

How can parents/carers support their child on the day of the exam?

- Ensure that their school bag is packed and uniform is ready before they go to bed.
- A good night's sleep is essential; get them to remove any distractions from the bedroom.
- Ensure that they have breakfast or lunch before coming into school and get them to bring a bottle of water for during the day (with the label removed).
- If they are late or unable to attend then phone the school as soon as possible. If they are ill then you will need to get a medical certificate on the day.
- Try to not let them dwell on exams once they have finished; there is nothing they can do once the exam has finished and so remind them to focus on future examinations.
- Please remind your child that whatever the outcome of their examinations you will still love them, be proud of them and value all of their other attributes.

How to revise

- All students will be shown how to create a revision timetable. It is important that students create one and use it. It keeps them on schedule and give them a chance to rest and relax as well as minimise stress.
- By having a revision timetable it will break revision down into manageable chunks
- Ensure breaks are scheduled, it can be a stressful time.
- Students need to be doing something with the revision – not just reading the book. This could be answering examination questions, creating flash cards and mind maps, testing on key knowledge.

The Supported Study Overview is below and starts after the October break and runs through to the start of exams in May 2020.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>English (E1 & SF1) 3:25 – 4:15</p>	<p>Science (S4, S8, S3 & S1) 3:25 – 4:15 4 classes</p>	<p>French (L1 & L2) 3:25 – 4:15</p>	<p>Maths (M2) Lunchtime and 3:25 – 4:15</p>	x
Week 2	<p>English (E1 & SF1) 3:25 – 4:15</p> <p>P.E. (Sports Hall) 3:25 – 4:15</p>	<p>Science (S4 or S3) 3:25 – 4:15 Specific homework support</p>	<p>Option Subjects in subject classrooms 3:25 – 4:15 These sessions will be arranged in conjunction with subject teachers</p>	<p>Maths (M2) Lunchtime and 3:25 – 4:15</p> <p>R.E. (H5 & H6) 3:25 – 4:15</p>	x

Subject Revision Timetable

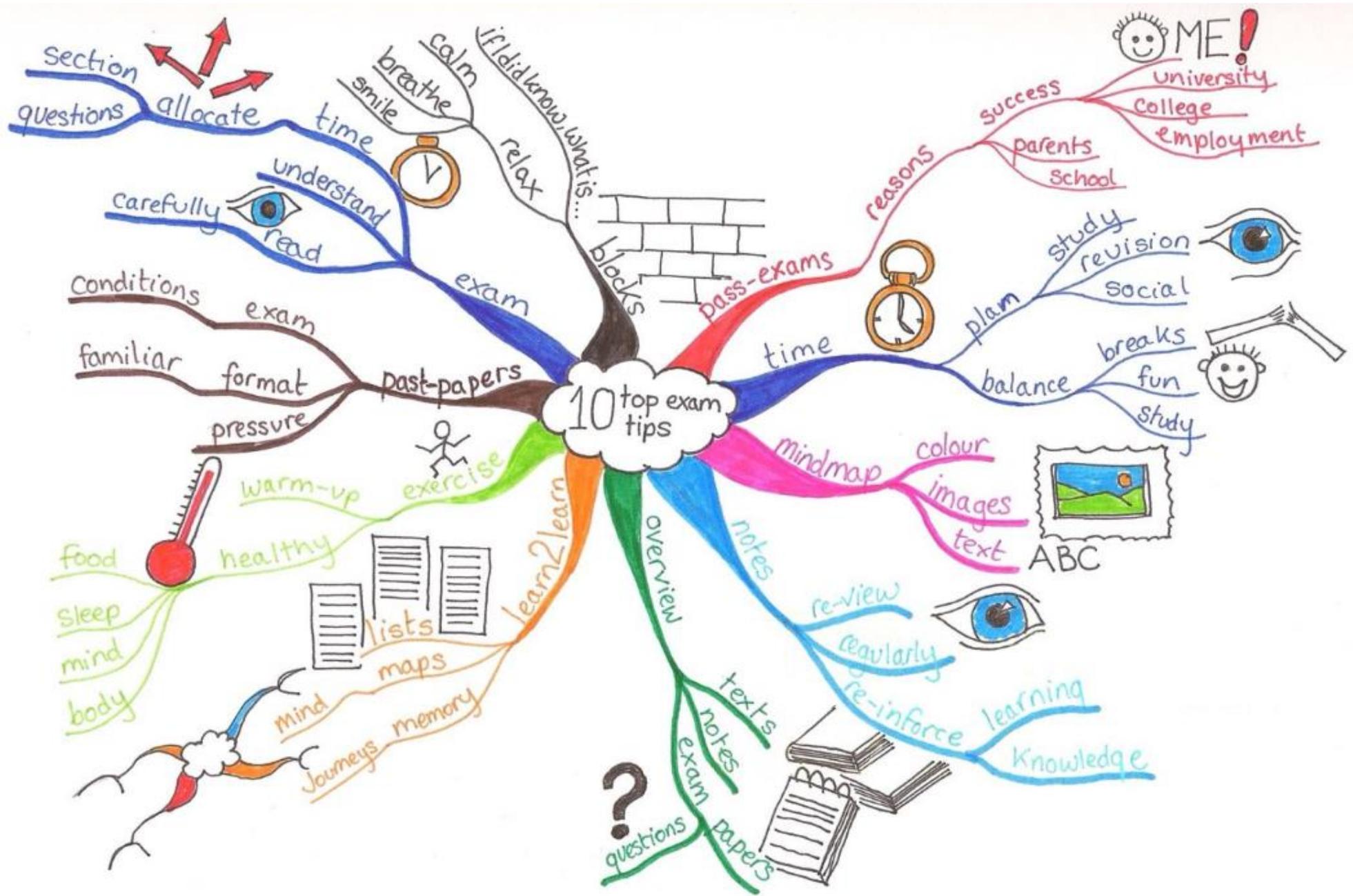
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Friday
8am	Wake up and have breakfast	Wake up and have breakfast	Wake up and have breakfast	Wake up and have breakfast	Wake up and have breakfast	Wake up and have breakfast	Wake up and have breakfast
8:45 – 9:30	English revision Macbeth Key characters						
9:30 – 9:45	Break	Break	Break	Break	Break	Break	Break
9:45 – 10:30	Maths – practice paper 20 mins and then Maths Watch Video						
10:30 – 10:45	Break	Break	Break	Break	Break	Break	Break
10:45 – 11:30	Business Studies Key words tests and make flash cards						
11:30 – 13:00	Lunch and exercise	Lunch and exercise	Lunch and exercise	Lunch and exercise	Lunch and exercise	Lunch and exercise	Lunch and exercise
13:00 – 13:45	Biology revision – Examination questions						
13:45 – 14:00	Break	Break	Break	Break	Break	Break	Break
14:00 – 14:45	Geography – Flow charts are weather and climate						
14:45 – 15:00	Break	Break	Break	Break	Break	Break	Break
15:00 – 15:45	Chemistry revision – create flash cards on key terms						

There are different ways to revise, and everyone has their own favourite way. Try different ways of revising and test yourself to see which works best.

However, everyone should revise:

- in a quiet place where you won't be disturbed – no background TV or music!
- sitting on a chair at a desk, not slumped on the sofa
- in good light – so you don't strain your eyes
- with the correct equipment – paper, pens, pencils, clock, etc.





Revision ⌚ POWER HOUR



STEP
01

Choose a past paper question

Google your subject, level and exam board e.g. "Geography A-Level Past Papers AQA"

STEP
02



Revise

Spend 20 minutes revising what you need to know to answer your chosen question

STEP
03



Do the question

Set a timer for 20 minutes and answer the past paper question you chose

STEP
04



Get feedback

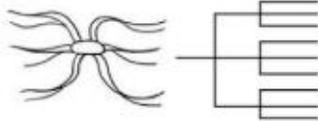
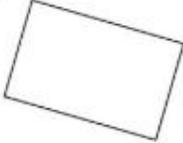
Show your teacher your work. Ask them whether your marking is accurate and how you could improve your answers

STEP
05

Mark your answer
Using the mark scheme for the past paper mark your answer. This will help you to think like an examiner *



Learning/Revision Techniques

<h2>Map It</h2> <p>Create a mind map of the key points.</p> 	<h2>Journey It</h2> <p>Remember lists of information by placing images on a journey.</p> 	<h2>Index It</h2> <p>Transfer the key points to index cards.</p> 
<h2>Story It</h2> <p>Create a weird and vivid story using the key points.</p> 	<h2>Mnemonic It</h2> <p>Use the first letter of key words to create a sentence.</p> <p>A well known example: Never Eat Shredded Wheat</p> 	<h2>Click It</h2> <p>Create a presentation about the key points.</p> 
<h2>Flip It</h2> <p>Write questions and answers and flip it anywhere.</p> 	<h2>Timeline It</h2> <p>Place key points along a line in date order.</p> 	<h2>Sing It</h2> <p>Set key points to some familiar music/rap.</p> 
<h2>Record It</h2> <p>Use your mobile to record yourself explaining the key points and play it back regularly.</p> 	<h2>Post It</h2> <p>Write key words on to Post Its and stick them around your room.</p> 	<h2>Comic It</h2> <p>Create your own comic strip using the key points.</p> 

Above, so air expands, becomes lighter, rises, forming low pressure. (high = opposite to lower)

Ocean Current and Pressure systems

The Gulf Stream is one of several ocean currents. The current draws warmer salty water over the ocean surface from areas near the equator. When it heats, it also heats the air.

cell systems

The cells are caused by heating and cooling, and between them create the world's high and low pressure systems.

1. Polar cell
2. Ferrell cell
3. Hadley cell

Climate change

4 past theories

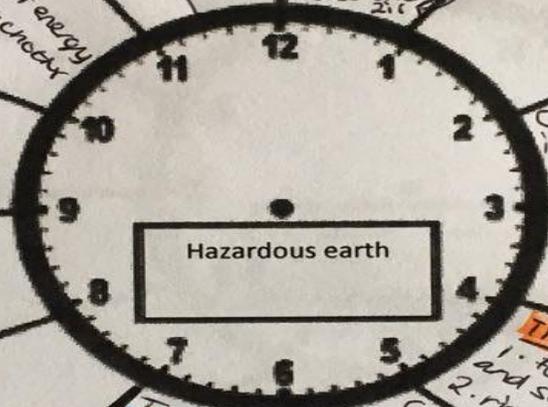
1. Sunspot
2. Asteroid
3. eruption
4. orbital

Evidence

- ice cores
- tree rings
- historical sources

Climate change is a difference in temperature, caused by the ozone layer and atmosphere.

environmental = flooding
Economic = can't grow crops
social = people can die



Earthquake impacts

Japan
magnitude = 9.0
epicentre = 70km from the coast

Haiti
magnitude = 7.0
epicentre = 25km from port au prince

Earthquakes
cannot be predicted, release of energy building up energy, sending pulses of

• Cannot be predicted by tectonic plates by to push past each other building up energy, sending pulses of energy.
• Measured on the Richter scale.
• Seasonal on the Richter scale.

Volcanic impacts

Japan

steepsided stratovolcano over 1000m
Magma type: Andesite, high gas content
Explosivity: VEI 4-5
hazards: lava flows

DRC

stratovolcano over 3400m but less steep
basalt, low gas content
VEI 1
hazards: lava flows

volcanoes

Primary effects = caused instantly by the eruption. These are directly linked to the volcano eg, lava, acid, rain, gases.

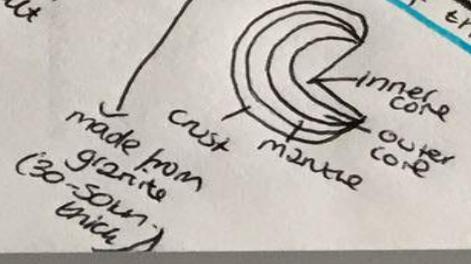
Secondary effects = in the hours, days and weeks after the eruption, such as diseases, food and water shortages.

Plate boundaries

conservative = destructive earthquakes up to magnitude 8.5. No volcanoes
divergent = small earthquakes up to magnitude 5-6 on the Richter scale.
convergent = very destructive up to magnitude 9.5. tsunamis can form
collision zone = destructive up to magnitude 9.5.
collision magnitude divergent

Tectonic plates

the inner core is so deep and under such huge pressure that it stays solid. the outer core is liquid because it is under lower pressure. As heat rises from the core, it creates convection currents in the liquid outer core and



The USA

1. forecasting, warning and satellite
2. risk and evacuation

Layers of the Earth

1. Weather forecasting
2. satellite technology
3. warning systems
4. Evacuation strategies

Tropical storms

1. warm air currents rise, as it rises, more air rushes in to replace it.
2. Condensation releases heat energy stored in water vapour, which powers the cyclone further.

Preparing for tropical storms

Bangladesh - LEOC MEDC

Case studies

English Language and Literature GCSE

English Literature		English Language	
Paper 1	Paper 2	Paper 1	Paper 2
Section A: Shakespeare	Section A: Modern texts	Section A: Reading	Section A: Reading
Macbeth 	An Inspector Calls 	Q1 Finding information Q2 Language Analysis Q3 Structure Analysis Q4 How far do you agree?	Q1 True or false Q2 Synthesise and Infer Q3 Language Analysis Q4 Compare viewpoints
Section B: 19 th C Novel	Section B: Anthology	Section B: Writing	Section B: Writing
A Christmas Carol 	Power and Conflict	Q5 Descriptive or narrative writing	Q5 Writing to give an opinion
	Section C: Unseen Poetry		
	Analysing an unseen poem, and comparing		
13th May	21st May	2nd June	5th June

English Language and Literature GCSE

- Students need an excellent knowledge of the set texts - re-reading all texts is a MUST DO.
- Exams are 'closed book' although students will be provided with an extract from Macbeth, A Christmas Carol and one poem.
- Encourage them to learn very short quotations - using flashcards or displaying them might help.
- Planning responses to exam questions is a good way of revising.
- Write answers in timed conditions and hand them in to receive feedback.

English Language and Literature GCSE

- The format of the papers will always remain the same - students need to know what to expect from each paper.
- Encourage wider reading and discussion at home of fiction and non fiction texts.
- Use sample papers that they have been given to practise questions that are more challenging.
- Plan out how to answer longer questions in the reading section.
- Practise the creative writing task using images from newspapers or magazines.
- Focus on quality writing rather than quantity.

Tips for Maths

- Students need to have excellent standards of basic numeracy as the new GCSE's have increased the content of this style of question
- This includes:
 - Adding/subtracting/multiplying/dividing large numbers
 - Fractions
 - Decimals
 - Percentages
 - Ratio
 - All of the above are expected to be competent skills without the use of calculators
 - Students need to know all of the important formulae as they are required to commit these to memory now. They will have a sheet in their revision folders.

Tips for Maths

- Students will complete a past paper every two weeks in maths and feedback given in class.
- This allows students' progress to be tracked closely ensuring any areas for development are highlighted and tackled quickly.
- Most students have purchased a revision guide, workbook and exam practice book. These should be used by students to support the work in lessons and for independent learning.
- Some students prefer e-learning. MyMaths and CorbettMaths are 2 useful websites that students can use.

Science Entries

- Students can either be entered for combined science or separate science
- For both they have studied biology, chemistry and physics and will be assessed in the exams on all three across 6 exams
- For separate science the exams are 105 minutes and three GCSEs are gained
- For combined (the standard route) the exams are 75 minutes and two GCSEs are gained
- Students can be entered for higher or foundation in both
 - It isn't particularly beneficial for most students to sit foundation separate
 - For the most part year 11 students know their tier and qualification, for some we are still finalising the correct choice
- Any questions on tiers/qualifications should be directed to the science team

Tips for French



1. Listening and Reading Exams

These exams are predominantly test how much French vocabulary you recognise and can work out from the context.

All students have been given a paper copy of the GCSE vocabulary list, and also have a personal username and password for the [Kerboodle](#) website to use in conjunction with the booklet.

Guidance on how to work on vocabulary recognition through seven simple steps is provided on page 1 of the booklet.

All students should have completed the Vocabulary builders exercises for the twelve topics on [Kerboodle](#) by Friday 29th November.

Use Kerboodle for practising exams skills for all the GCSE topics.



Wednesday 15th January: Supported Study 3.15-4.15

Next steps with Listening and Reading
following on from the Mock Exams

ALL STUDENTS SHOULD ATTEND THIS KEY SESSION

Tips for French



2. Speaking and Writing Exams

These exams give you the chance to show off what you know – you can prepare each topic thoroughly in advance.



All students have set up their own accounts to practise key vocabulary, phrases and verb tenses with spaced repetition on the **CSS_French** course on [Memrise](#).

Parents can help students to learn their **pre-prepared answers** for the Speaking Exam:

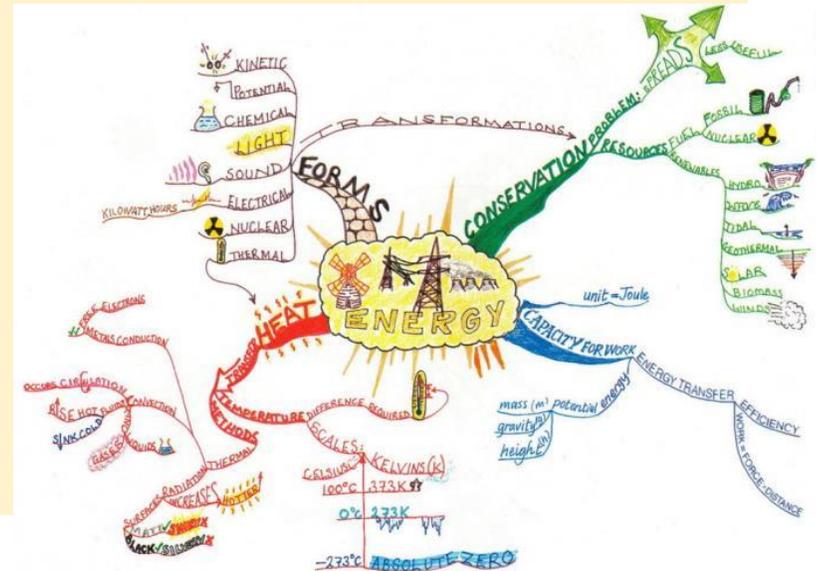
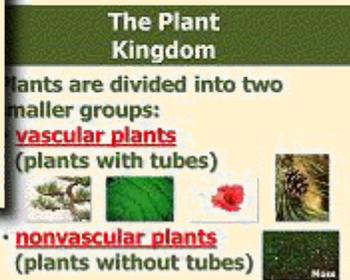
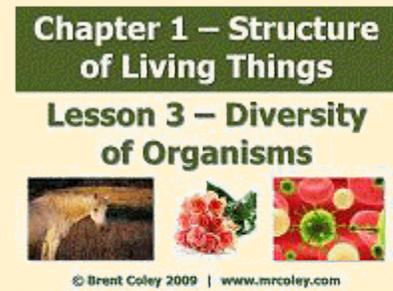
- Students choose one ‘Theme’ in advance, and will have questions from the other two ‘Themes’.
- See the booklet “How to smash the speaking exam” for full details.

The image shows the cover of a booklet titled "How to smash the Speaking Exam GCSE French". At the top right is the crest of the University of Birmingham. Below it is a box for the student's name. The main title is "How to smash the Speaking Exam GCSE French". Underneath, it says "Preparing for Paper 2". The "Contents:" section lists five topics: 1. What's in the Speaking Exam? (Preparation; Role Play, Photo Card, General Conversation); 2. How is the Speaking Exam marked? (What criteria are in the Mark Schemes?); 3. What do I need to learn for the Role Play? (Answering the question; Repair strategies); 4. What do I need to learn for the Photo Card? (The first question; Giving and explaining opinions; Repair strategies); 5. How do I prepare for the General Conversation? (Themes; Asking question; Repair strategies). At the bottom right is a logo for "Languages" featuring two stylized profiles of heads facing each other.

Equipment and Revision Resources

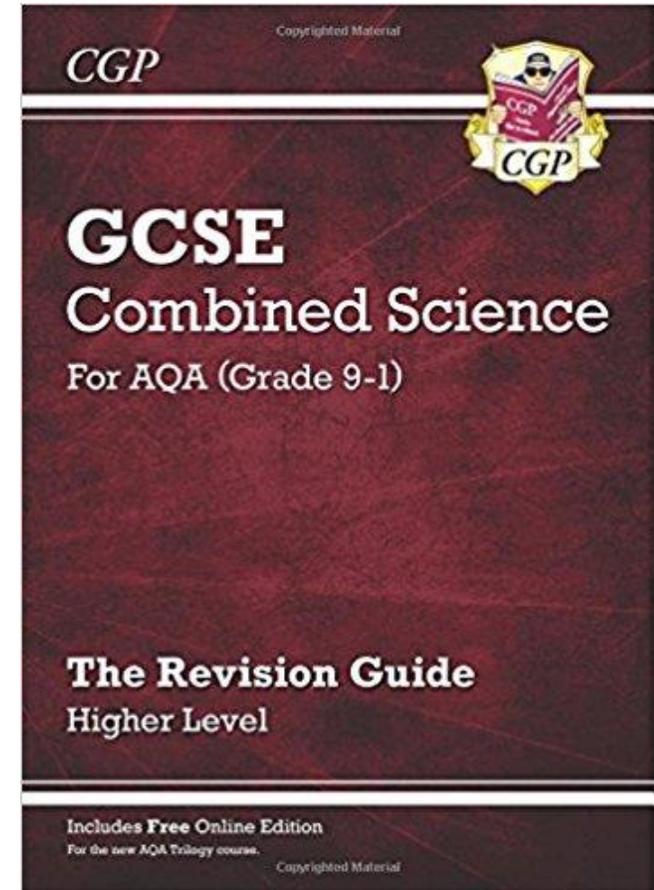
- It is absolutely **vital** that students bring calculators to all Science exams.
- Flash cards and mind maps are a great idea to summarise key info
- Exam questions are an excellent way once these notes have been made

JUST READING TEXTBOOKS/GUIDES OR NOTES WILL NOT WORK

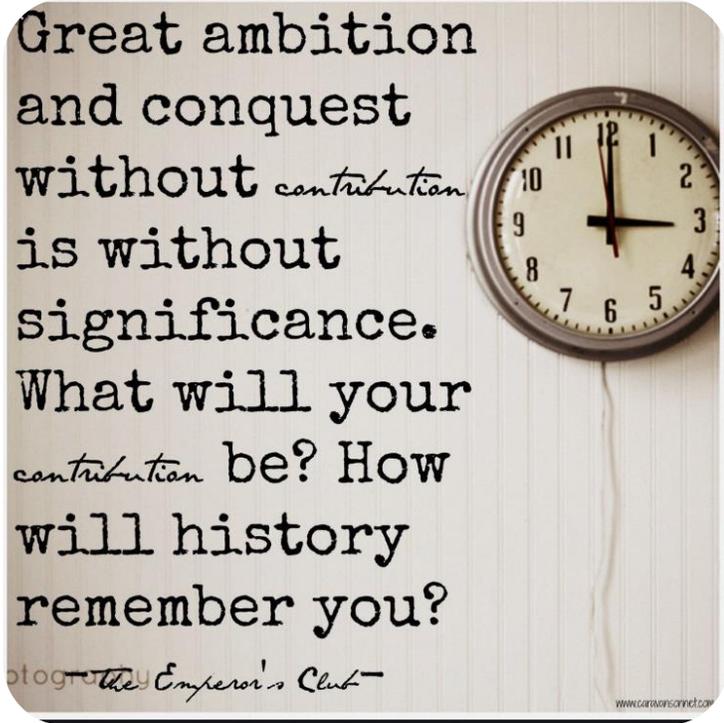


Revision Resources

- We have a large supply of CGP revision guides and flash cards which can be purchased via Parent Pay.
- There are excellent revision videos on YouTube that students can use to create revision resources such as mind maps or use as a tutorial before completing past papers from the AQA website.
 - e.g. [mygcscience](#) and [freesciencelessons](#).
- WE encourage the use of Seneca and all students should have logins.
 - **Seneca** has revision information and questions about all topics and is an excellent resource
 - It can be used on phones but initially the login has to be on a computer.



CEDGE Sixth Form



Why our Sixth
form is the right
choice for you?

“Education is the
key to unlocking
the world, a passport
to freedom.”

Oprah Winfrey

Curriculum



- ✓ Students will be taking 3 A- Levels from the start of Year 12.
- ✓ Data captures are scheduled throughout the year to help monitor progress and plan interventions as required to support our students.
- ✓ Students receive bespoke high quality support in their lessons and in private study hours. This is unique to our school and provides a nurturing environment for the young peoples.

Chipping Sodbury School Values Leaders

- **What does it mean to be a sixth form ambassador?**
- Students within the sixth form have a wonderful opportunity to one of our ambassadors. This provides them with an opportunity to showcase their leadership skills, which can then be included in their UCAS applications and CVs.

Success is the
good fortune
that comes from
aspiration,
desperation,
perspiration and
inspiration.
Evan Esar

Work experience opportunities / internships

Over the past few years, our sixth formers have excelled when they have been placed in prestigious companies during work experience.

You too could have this opportunity to get 'hand on' experience of the real working world whilst studying.

Companies that our students have worked with:

Rolls-Royce plc
UNIVERSITY OF KENT
Lovell Property Consultants
WAIN HOMES (SEVERN VALLEY)
Bovis Homes Limited
Windmill Sporting Ltd
BROMFORD
BURO HAPPOLD
Ian Williams
Tumpy Green Equestrian Centre
Old Sodbury Primary School

And many more...

Upcoming events for Year 11 to look forward to

From now until the end of year 11, the students can engage in the following school events to gain full insight into the life of the sixth form.

We offer the following:

- Head of Sixth Form one to one meetings to support you in your A Level choices.
- Meet and greet with specific sixth formers who enjoy and study your chosen subjects