



Welcome to Year 10 Evening



Learners of today. Leaders of tomorrow.

www.riddlesdown.org

Riddlesdown Collegiate



Welcome to Year 10 Evening

- 1) Top tips from students
- 2) Curriculum, assessment and reporting
- 3) Subject specific information
 - English
 - Maths
 - Science
 - Religion and Worldviews
 - Creative and Performing Arts
- 4) Effective independent study
- 5) Your role in the GCSE journey



Advice to Succeed in Year 10



KS4 Curriculum

Subject	Lessons per fortnight	
	Year 10	Year 11
English	8	9
Maths	8	9
Science	12	12
RE	5	0
PE*	4	4
PSHCE*	1	1
Core Computing*	2	1
Option A	5	6
Option B	5	6
Option C	5	6
Option D	5	6
	60	60



Curriculum Information

Riddlesdown Collegiate

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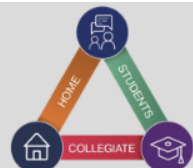
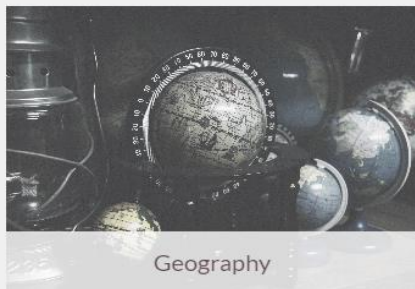
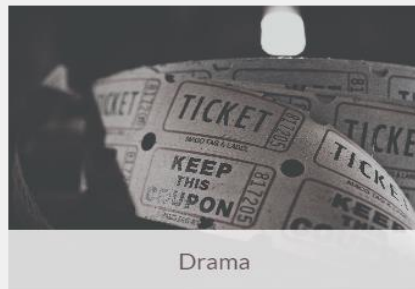
[Admissions](#) ▾

[Curriculum](#) ▾

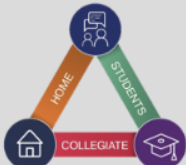
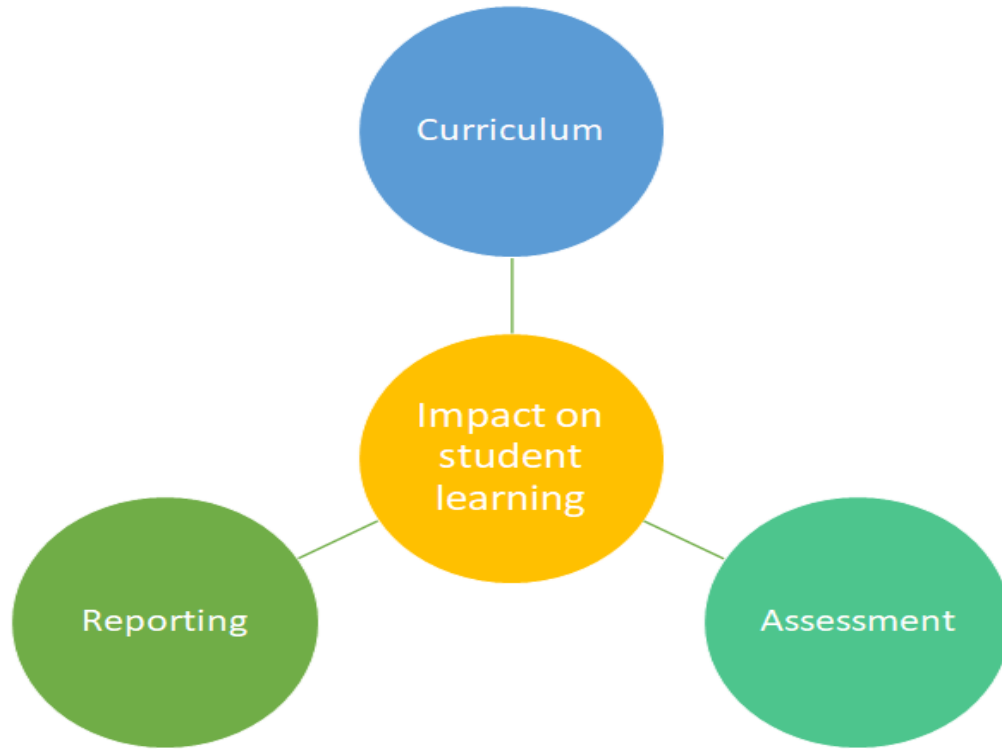
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Curriculum, Assessment & Reporting

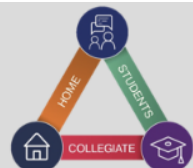


Key Stage 4 Student Report

Subject	ATL Classwork	ATL Independent Study	Most Likely Grade (MLG)	Assessment Grade
English Language	Good	Outstanding	7	6
English Literature			5	5
Maths	Good	Good	5	5
Science	Outstanding	Good	5-4	5-4
Business	Outstanding	Outstanding	7	7
Computing	Good	Good	M1	M1
Geography	Outstanding	Good	8	7
Media	Good	Good	5	7
PE	Good	Good	5	5
RE	Good	Good		
PSHEE	Outstanding	Good		

Term 1 reports will not have a progress rating.

Most recent assessment grade. Grade is based on prior year's GCSE grade boundaries.



Attitude to Learning Grades

ATL Classwork	<i>Outstanding</i>	<i>Effort, contribution in class and behaviour for learning are exemplary. The Riddlesdown VALUES are always demonstrated by the student.</i>
	<i>Good</i>	<i>Effort, contribution in class and behaviour for learning are good. The students' behaviours are in line with the Riddlesdown VALUES.</i>
	<i>Inconsistent</i>	<i>Effort, contribution in class and behaviour for learning are inconsistent. On occasion, the student fails to adhere to some or all of the Riddlesdown VALUES.</i>
	<i>Unsatisfactory</i>	<i>Effort, contribution in class and behaviour for learning are inadequate. The student fails to adhere to some or all of the Riddlesdown VALUES.</i>
ATL Independent Study	<i>Outstanding</i>	<i>Independent Study is always completed on time and to a very high standard. The student shows dedication to the subject and is adept at reviewing and refining previous work.</i>
	<i>Good</i>	<i>Independent Study is completed on time and to a high standard. The student reviews and refines previous work.</i>
	<i>Inconsistent</i>	<i>Independent Study is completed inconsistently, or not to a high enough standard. The student is inconsistent in reviewing and refining previous work.</i>
	<i>Unsatisfactory</i>	<i>Independent Study is not always completed on time, or to a high enough standard. The student is yet to begin reviewing and refining previous work.</i>





English

Feedback from Examiners – English

- Exams are making greater demands; students require **wider knowledge**, the ability to **think critically** and a sophisticated facility with **written expression**
- **Making links between themes, texts and contexts is key**
- **Careful, attentive reading of questions is vital**
- **Students need to demonstrate a personal, thoughtful engagement with the subject in their responses**
- **Originality and flair are rewarded more than sticking to rigid structures**
- **Time management in exams is just as important as ever**



What might my child be anxious about?

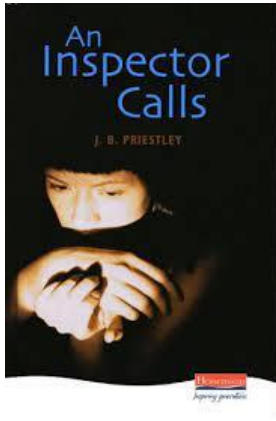
- *The fact that many of the texts in the exam are 'unseen'*
- *The high level of challenge involved when reading and decoding the prepared literature texts*
- *The expectation to learn many quotes by rote*
- *The struggle involved in formulating and developing extended written responses*
- *The uncertainty surrounding what makes a written response worthy of the very best grades*



How might I help my child deal with these challenges?

- **Model for them what it means to be a 'critical thinker'**
- **Ensure they are exposed to excellent examples of verbal and written communication**
- **Challenge them to express themselves well**
- **Encourage them to complete rote learning over time and remind them of the strategies they could use to do this**
- **Offer them opportunities that will allow them to build a rich general knowledge that will allow them to consider the texts they are studying in a wider context**
- **Procure a copy of the primary text they are studying**





OR





Mathematics

Mathematics Learning Journey

Year 10 Scheme of Work - HIGHER						
Year Theme:		Solving problems with equations, formulae, and graphs.				
Term 1						
Threshold Knowledge is highlighted in orange. This knowledge is the priority for retrieval practice and should carefully considered.						
Section	Seq. of lessons	Topic	Learning Objectives	Pre-requisite Knowledge & Resources	Extension Topic	Further Maths (Set 1 & 2)
						Further Maths Only Topic
Algebra I	3	Expanding brackets (up to triple brackets)- Recap	1. To expand single brackets 2. To expand double brackets 3. To expand triple brackets			Ex1A-1E The binomial expansion E1/F
	3	Factorising (up to quadratics with $a \neq 1$)- Recap	1. To factorise linear expressions 2. To factorise quadratic expressions ($a=1$) 3. To factorise quadratic expressions ($a \neq 1$) AC METHOD			Ex2A The binomial expansion E1/F
	1	Plotting a quadratic curve and solving with a Quadratic Graph	1. Draw graphs of quadratic functions from the equation of the graph 2. Investigate the effect of changing a , b and c on the shape of a graph in the form $ax^2 + bx + c = 0$ 3. To find the solutions of a quadratic equation graphically.	Draw graphs in the form: $y = x^2 + c$ $y = a(x-h)^2 + k$ $y = x^2 + bx + c$ Use lots of practical examples to help model the quadratic function, e.g. draw a graph to model the trajectory of a projectile or predict when it will hit the ground. Geogebra will allow students to see the impact of changing variables on the function.		Ex4A (Q1D)- covered in Algebra II
1	Solve Quadratics by Factorising	1. To solve quadratic equations by factorising				Ex4A (Q1D)- covered in Algebra II

Area and Perimeter			
No. of lessons	Skill	Learning Objectives	Notes
1	Perimeter	Calculate the perimeter of 2d shapes Find the a missing length when you are given the perimeter Extension: Perimeter with shapes that have algebraic lengths	
1	Perimeter	Calculate the perimeter of compound shapes (e.g. L-shapes, T-shapes) 1st step: Calculate the perimeter of the L-shape where all lengths are given 2nd step: Calculate the perimeter fo the L-shape where some lengths are missing.	
1	Area	Calculate the area of rectangles and triangles	
1	Area	Calculate the area of parallelograms and trapeziums	
1	Consolidation	Recap perimeter and area, try extension questions	
1	Compound Area	Calculate the area of compound shapes (e.g L-shapes) where all side lengths are given.	
1	Compound Area	Calculate the area of compound shapes (e.g L-shapes) where there are some missing side lengths.	

Linear Equations			
No. of lessons	Skill	Learning Objectives	Notes
1	Solving	Solving 1-step equations	
1	Solving	Solving 2-step equations	
1	Solving	Solving 2-step equations	
1	Solving	Solving with unknowns on both sides	
1	Solving	Solving with unknowns on both sides	

- Schemes will be made available on the website and Google Classroom - look out for 'Topic Lists'
- Sets 1-5 will follow the Higher scheme, set 6 the Foundation scheme
- Sets 1&2 will also work towards a Further Maths GCSE alongside this



Assessment in Maths

We are preparing all students for the **Edexcel 1MA1 Mathematics** course.

Paper 1

1 hour 30 minutes

Non-calculator

80 marks

Paper 2

1 hour 30 minutes

Calculator

80 marks

Paper 3

1 hour 30 minutes

Calculator

80 marks



Recall – Apply – Problem Solve

A01

(a) Work out $3\frac{1}{7} + 2\frac{1}{4}$

(a) Write down the value of $25^{\frac{1}{2}}$

A02

Oliver trains for the ultramarathon.

The average speed he can run is now 15.27 km per hour.

(b) How does this affect your answer to part (a)?

The length of the side AB is reduced by 1 cm.

The length of the side BC is still 8 cm.

Angle x is still 90°

(b) Will the value of $\cos x$ increase or decrease?
You must give a reason for your answer.

A03

Hannah buys 6 kg of sweets to sell. €
She puts £12 for the sweets.

Hannah puts all the sweets into bags.
She puts 250 g of sweets into each bag.
She sells each bag of sweets for 75p.

Hannah sells all the bags of sweets.
Work out her percentage profit.

The perimeter of a right-angled triangle is 108 cm.
The lengths of its sides are in the ratio $\underline{3} : 4 : 5$
Work out the area of the triangle.



Supporting my Child in Mathematics

- ✓ *Encourage a little every day: review the lesson or revise using online platforms*
- ✓ *Are they marking work in class? And making corrections?*
- ✓ *Do they have the right equipment?*
- ✓ *Be positive*
- ✓ *Don't panic! There is lots out there to help...*



Resources to Support Learning

Sources of support:

CGP Revision packs – from CGP website

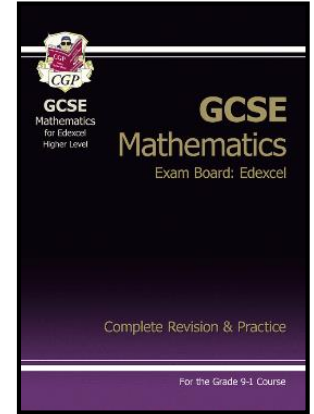
Corbett Maths Website – Video tutorials and resources:
www.corbettmaths.com

GCSE Bite Size – Excellent Support Website:
www.bbc.co.uk/schools/gcsebitesize/maths/

Dr Frost - Great source of practice and independent study (logins from teachers)
www.drfrostmaths.com

dfm

Maths Genie - Great for topic revision <https://www.mathsgenie.co.uk/gcse.html>



Maths Genie





Science

Science Learning Journey: GCSE

- **Biology** – Cells, control, genetics, natural selection, genetic modification, health and disease, plant structures, coordination and homeostasis, exchange and transport, ecosystems
- **Chemistry** – states of matter, chemical changes, extracting metals, equilibria, the periodic table, atoms, elements and compounds, rates of reactions, energy, fuels
- **Physics** – Motion, forces, energy, waves, light, the electromagnetic spectrum, radioactivity, electricity, magnetism, electromagnetic induction, particles and matter.



Science Learning Journey: Exams

- Exam board: **Edexcel**
- **Single Sciences:** Biology, Chemistry, Physics (Triple set 1)
 - Biology (Paper 1, Paper 2)
 - Chemistry (Paper 1, Paper 2)
 - Physics (Paper 1, Paper 2)
- **Combined Sciences:** Foundation (Grades 1-5, sets 5-6) and Higher (Grades 4-9, sets 1-4)
 - Paper 1 (Biology, Chemistry, Physics)
 - Paper 2 (Biology, Chemistry, Physics)
- Core practicals assessed within the exams

GCSE (9–1) Biology	GCSE (9–1) Chemistry	GCSE (9–1) Physics
Biology 1 Paper 1 1hr 45 100 marks	Chemistry 1 Paper 1 1hr 45 100 marks	Physics 1 Paper 1 1hr 45 100 marks
Biology 2 Paper 2 1hr 45 100 marks	Chemistry 2 Paper 2 1hr 45 100 marks	Physics 2 Paper 2 1hr 45 100 marks

Biology 1 Paper 1 1hr 10 60 marks	Chemistry 1 Paper 3 1hr 10 60 marks	Physics 1 Paper 5 1hr 10 60 marks
Biology 2 Paper 2 1hr 10 60 marks	Chemistry 2 Paper 4 1hr 10 60 marks	Physics 2 Paper 6 1hr 10 60 marks



Skills in Science

- Learning new information across all 3 Sciences
 - High level of **recall**
 - High level of **literacy**
- Maths skills
- Practical skills
- Working scientifically (analysis, evaluation, risk assessment, graphs)



Assessments in Science

- Linear assessments throughout the course
- No coursework
- All examinations in Summer 2023
 - 2 papers per Science (6 in total)
 - 1 hour 10 mins Combined, 1 hour 45 mins in Triple
 - 15% Maths
- Mixture of question types
 - Recall (MCQ, fill in blanks, diagrams, short)
 - Extended writing
 - Calculations



Supporting your Child in Science

- Encourage regular review and revision
- Memory games and testing recall of knowledge/equations
- Ensure they have a calculator
- Checking progress
- Use of revision guides
- Google Classroom

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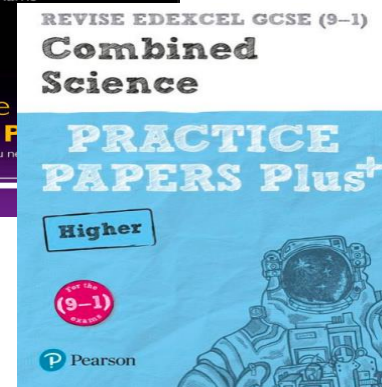
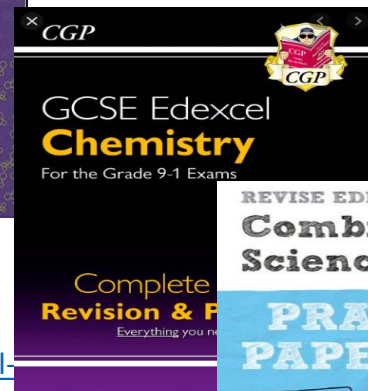
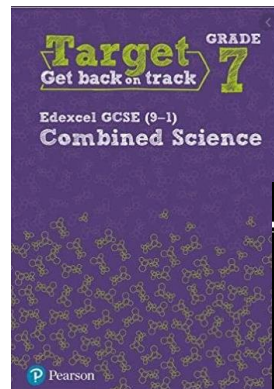
Skills Focus: Practical Skills

		At the end of the lesson	At the end of the topic
C1 States of Matter C2 Methods of Separating and Purifying Substances			
2.1 Describe the arrangement, movement and the relative energy of particles in each of the three states of matter: solid, liquid and gas	5		
2.2 Recall the names used for the interconversions between the three states of matter, recognising that these are physical changes: contrasted with chemical reactions that result in chemical changes	3		
2.3 Explain the changes in arrangement, movement and energy of particles during these interconversions	4		
2.4 Predict the physical state of a substance under specified conditions, given suitable data	5		



Resources to Support Learning

- [BBC Bitesize](#)
- [Khan Academy](#)
- [Seneca Learning](#)
- Edexcel Revision books/activities
 - Target 5/7
 - Revision guides
 - Practice papers
- [Chemsheets](#) (Chemistry only)
- [Primrose Kitten](#)
- Core Practicals: [Malmesbury Science](https://edu.rsc.org/resources/practical-16-students/4012090.article) <https://edu.rsc.org/resources/practical-16-students/4012090.article>
- [Physics and Maths Tutor](#)



***Religion
and
Worldviews***

RE to Religion and Worldviews (RW)

From September 2022, we have decided to relaunch our subject as Religion and Worldviews (RW) in recognition of current thinking and as a more accurate reflection of the existing content and scope of our curriculum.

The following video explores the concept of ‘worldviews’

[Nobody Stands Nowhere - YouTube](#)



Religion and Worldviews

Our students live in a very different world to that of 1944 when the Education Act enshrined in law a duty for all schools to teach Religious Education (RE).

In preparing for adult life, students need to develop awareness of local, national and global heritage and reflect on religious diversity across these communities.

In the context of today's world, we advocate that RW helps our students to understand and hold balanced, articulate and well-informed conversations about religious and non-religious belief.

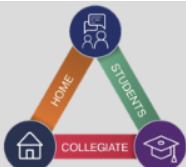


Why RW Matters

The ability to understand the faith or belief of individuals and communities, and how these may shape their culture and behaviour, is an invaluable asset for children in modern day Britain.

Explaining religious and non-religious worldviews in an academic way allows young people to engage with the complexities of belief, avoid stereotyping and contribute to an informed debate.

(The Religious Education Council of England and Wales)



Religious Studies GCSE Learning Journey

Full Course Specification Overview

ROUTE A

3 Components

Candidates will sit **three** written examinations, in total.

All examination questions will be compulsory and will focus on **knowledge, understanding** and **evaluation**.

COMPONENT 1

Religious, Philosophical and Ethical Studies in the Modern World

4 THEMES

1. Issues of Relationships
2. Issues of Life and Death
3. Issues of Good and Evil
4. Issues of Human Rights

2 hour written exam **50%**



COMPONENT 2 Study of Christianity

Beliefs and Teachings

1 hour written exam **25%**

Practices



COMPONENT 3

Study of a World Faith

Study of **one** of the following:

1. Buddhism
2. Hinduism
3. Islam
4. Judaism
5. Sikhism

1 hour written exam **25%**



Skills in Religious Studies

DEFINE

the a. questions
2 marks

This question is asking you to **define** one of the **key concepts** and add an example to show that you really understand what the word means.

DESCRIBE

the b. questions
5 marks

For these questions, you will need to **describe** an event, belief, teaching, attitude or practice. Remember to include good religious language and sources of wisdom and authority in your description. You should also

EXPLAIN

the c. questions
8 marks

This time the question is asking you to **explain** an event, belief, teaching, attitude or practice. 'Explain' questions require you to provide a detailed explanation of not just 'what' but also 'why'. Using the word 'because' is a good way to do this.

DISCUSS

the d. questions
15 marks

These questions ask you to **discuss** the given statement. Read the statement carefully, **analyse** it and consider it from **more than one viewpoint**. You need to **evaluate** how true or valid the statement is according to different viewpoints and

They will be required to:

- Define key concepts and use key terminology.
- Describe an event, belief, teaching, attitude or practice.
- Explain traditions and beliefs from two religious traditions.
- Discuss a statement in order to analyse and evaluate the views of Christians and Muslims on the topic being discussed.



Assessments in Religious Studies

Religious Studies Exam Board
WJEC Eduqas
Course Code C120P3

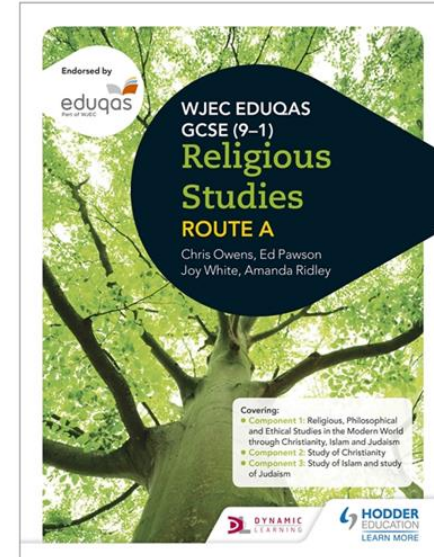
Assessment and Examination Dates:

Mock 1 Examination w/c 7/11/22 -18/11/22

Mock 2 Examination w/c 6/3/23

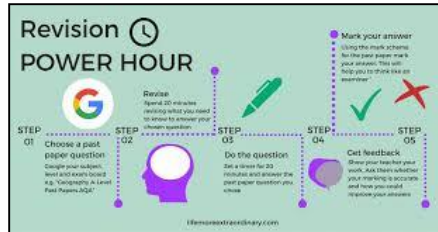
Three final GCSE papers May 2023:

(Provisional dates yet to be published)



Supporting your Child in Religious Studies

- Encourage wider-reading around the subject.
- Support with revision: mini tests; flash-cards; quote banks; visible posters around the home/bedroom.
- Help them to stick to timings and deadlines when completing independent study tasks.
- Purchase copies of the exam text book and revision book.



REVISION TIMETABLE						
MON	TUE	WED	THU	FRI	SAT	SUN
8AM - 10AM REVISION SUBJECT 1	8AM - 10AM REVISION SUBJECT 1	8AM - 10AM REVISION SUBJECT 1	8AM - 11AM REVISION SUBJECT 1	10AM - 12PM REVISION SUBJECT 1		REST!
11:30AM - 1:00PM REVISION SUBJECT 2	11:30AM - 1:00PM REVISION SUBJECT 2	11:30AM - 1:00PM REVISION SUBJECT 2	11:30AM - 1:00PM REVISION SUBJECT 2	1:30PM - 2:30PM REVISION SUBJECT 2		REST!
BREAK!						
2PM - 4PM REVISION SUBJECT 3	2PM - 4PM REVISION SUBJECT 3	2PM - 4PM REVISION SUBJECT 3	2PM - 4PM REVISION SUBJECT 3	2PM - 4PM REVISION SUBJECT 3	3PM - 5PM REVISION SUBJECT 3	REST!
BREAK!						
6:15PM - 8:15PM REVISION	6:15PM - 8:15PM REVISION	6:15PM - 8:15PM REVISION	6:15PM - 8:15PM REVISION	6:15PM - 8:15PM REVISION	GO HAVE FUN!	REST!

Resources to Support Learning

Independent Study and Wider Reading

<https://www.reonline.org.uk/>

<https://www.educationquizzes.com/ks3/religious-education/>

http://www.bbc.co.uk/schools/websites/11_16/site/re.shtml

<https://www.biblegateway.com/>

<https://www.islam-guide.com/>

www.request.org.uk

www.bbc.co.uk/schools/gcsebiteize

<https://www.thenational.academy/>

<https://senecalearning.com/en-GB/>

Exam Support

www.eduqas.co.uk

<https://www.hoddereducation.co.uk/parent-hub>

Key Resources:

- WJEC Eduqas GCSE (9-1) Religious Studies Route A by Joy White, Chris Owens, Ed Pawson, Amanda Ridley. ISBN: 9781471866340.
- My Revision Notes WJEC Eduqas Religious Studies Route A by Joy White, Gavin Craigen. ISBN: 9781510414624.
- All schemes of work/lessons and revision documents are on Google Classroom.



The CPA

#beactive

How to achieve in your
coursework...



#becreative

The Iceberg Illusion

Success is an iceberg

SUCCESS!

WHAT PEOPLE SEE

Persistence



Failure



Sacrifice



Disappointment



WHAT PEOPLE DON'T SEE

Dedication



Hard work



Good habits



@sylvia duckworth

CPA CREATE VALUES



HOW TO ACHIEVE IN YOUR COURSEWORK...

- Be organised!
- Create a plan for big assignments/projects
- Track progress by breaking the large task into small achievable tasks
- Research the task – do the background work first.
- Map out ideas – be focused and revisit this plan all the time.
- Be Realistic. When it comes to planning time to work on the coursework, be realistic about the time each section will take to complete.
- Listen to your teacher - see guidance and advice
- Know the mark scheme and expectations of how to get the best grade
- If taking more than one CPA subject, then planning and organisation is paramount.
- Talk to the teachers, the subject specialists
- Avoid distractions
- Rewards, especially when the job is done.
- Creative work takes time – don't rush it!
- It's ok to make mistakes, this is part of the creative process

HOW TO SUCCEED IN PRACTICAL EXAMS & ASSESSMENTS?

- PRACTISE!!!!!!!!!!!!!!
- Take part in extra curricular activities.
- To achieve a grade 7 or above you have to outstanding in your skill, whether that be football, netball, dancing or playing a musical instrument.
- Watch Dance videos in a range of Dance styles to improve your choreography and versatility as a dancer
- E.g. A music student should be practicing everyday – the more you do the better you get.

HOW CAN YOU HELP YOUR CHILD ACHIEVE IN CPA SUBJECTS?

- Help them learn their lines for drama
- Get them to read their written work out loud to see if it makes sense
- Encourage students to practice their instrument/voice individually every day, this helps to build stamina and master technique
- Encourage them to take part in extra curricular clubs. It helps with their ensemble skills and sports skills.
- Listen to a variety of different musical styles and compare them to the pieces that you study in class.
- Wider reading – students should be finding out more about their subjects.
- Test them on what they have learnt. There are a lot of facts to learn
- Encourage wider-reading around the subject matter- for example gender representation in TV Drama, music videos, film, newspaper and magazine articles
- Support with terminology and theory: mini tests; flash-cards; visible posters around the home/bedroom
- Read through copies of the set exam texts
- Look-over/proof-read work with them; identifying and correcting common errors in SPaG and encourage them to complete 5/10 minutes a day of SPaG related activities.



BROADEN THEIR CULTURAL CAPITAL
**IMMERSE YOURSELF INTO THE WORLD
OF SPORT AND THE ARTS**

WATCH DOCUMENTARIES **LISTEN TO
PODCASTS**

**GO TO THE
THEATRE** **VISIT ART GALLERIES**

**READ ABOUT YOUR FAVOURITE ARTIST,
MUSICIAN, DESIGNER, SPORTS PERSON**

#beactive

#becreative

#beactive

listen.

INSPIRE

imagine

EXCELLENCE

KNOWLEDGE

Adaptability

CREATIVITY TAKES COURAGE

INNOVATION

Tenacity

VISION

#becreative

Enterprise

observation concentration thinking

confidence

self expression

diversity

evaluating organisation culture analytical

problem solving

imagination research

communication

focus collaboration risk taking

creativity time management design

risk taking discipline

perseverance

innovation open-mindedness

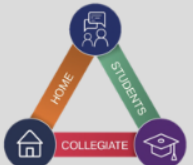
memory curiosity knowledge

***Effective
Independent
Study***

An excellent platform for Independent Study



Google Classroom



Google Classroom

Benefits for Students:

- They can view their all ***Independent Study*** at the click of a button
- A **personalised** experience to help stay organised
- Students have more time to listen in class
- Resources are electronic and **support revision from day one**
- Challenge & wider reading/research material is easily accessible (to support with attainment of higher grades)

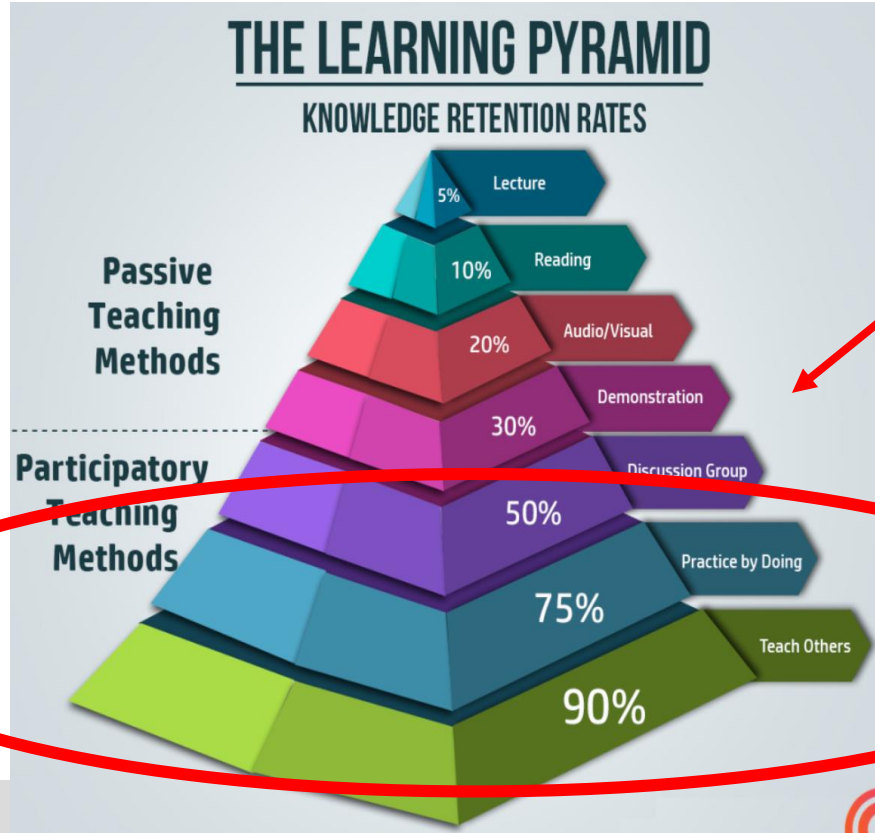
Benefits for Parents/Guardians:

- You can see exactly what *Independent Study/revision* has been set
- You can easily **take part and support with** home learning
- It helps parents to support with organisation & time management
- It can help create more positive relationship with teachers & the child



***Memory,
revision
techniques
& tips!***

Revise Smart



Focus your energy on **active revision methods**.

It's scientifically proven to be a far more effective way to revise and retain information.

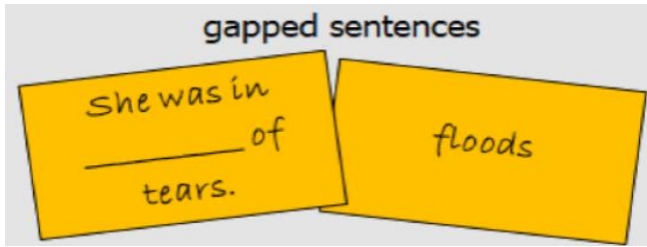
Use a variety of different approaches



- There are so many incredibly useful and interactive resources available online – to help with **active revision**; students should take full advantage of them.
- Changing your approach to revision regularly helps to support your brain to **encode new knowledge** and transfer it from your **working memory** to **your long term memory**.



Using Flashcards



1. On the front of the card, write a key term or question
2. On the back of the card, answer that question or write the definition for the term
3. Try to guess the answer/definition on the front before checking the answer on the back.

Top Tips:

- Create your own
- One idea, one flashcard
- Combine images & words
- Use spaced repetition to memorise your flashcards

Using flashcards effectively....

USING FLASHCARDS TO REVISE

by @inner_drive | www.innerdrive.co.uk

- 1** Split a box into 5 different compartments and label them 1 to 5.
- 2** Place all your flashcards in compartment 1.
- 3** Test yourself on a flashcard
- 4** If you can correctly recall the information move the flashcard into compartment 2, if not then put it back in compartment 1.
- 5** Continue to test yourself and each time you correctly recall the information, move the flashcard into the next compartment. Flashcards from compartment 1 should be reviewed daily, with flashcards from compartment 2 being reviewed every other day, compartment 3 every third day and so on.
- 6** Eventually, all your flashcards will have been transferred to compartment 5 and the information they contain stored in your long-term memory.

- A really effective way of making revision **manageable**
- You can identify **easily** the areas you still need to work on further
- It becomes **visible** as knowledge moves from the **short-term** to **long-term memory** = demonstrating that it's working and effective (a great **motivator**)

Closing any gaps....

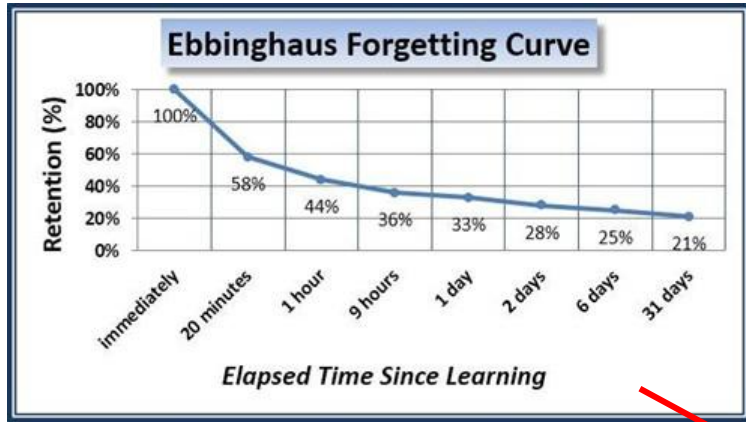


Students should be smart with their revision. Making sure it's **targeted and addresses gaps** in their learning or understanding.

- Students should ascertain these areas for 'development' from their teachers if they're unsure.
- These could be areas of knowledge or particular skills.
- Students can then use this information to focus their revision and help to 'close' their own gaps.



Space the learning & revision over time



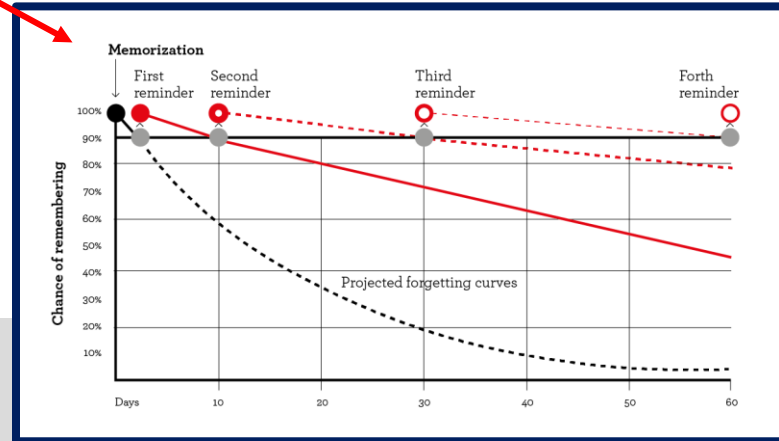
Comparatively - the possibility of retaining knowledge; if completed regularly and over time.

90% knowledge retention!

There's a significant difference....

What happens when you don't complete review activities & revision – regularly and overtime.

Cramming the night before **only** supports students to retain **30%** of what they learnt.



Effective Revision Techniques

- Know what to revise – what are the key gaps?
- Testing works (practice by **doing**)
- Space the learning/review/revision
- Use a variety of different revision techniques
- **Manipulate** information – don't just read or copy
- Use class exercise books; they're the best source of information and material available
- Revise with others; **teaching** someone else helps to retain more information - it's scientifically proven



GCSE Exam Boards



- Computer Science
- DT
- Dance
- English Language & Literature
- PE
- MFL (French & Spanish)
- Business Studies



- RE
- Media Studies



- Art
- Drama
- History
- Health & Social Care
- Maths & Further Maths
- Music
- Science (triple & combined)
- Geography



- Economics
- Latin & Classics

***Supporting your
child through
their GCSEs***

The Role of Parents and Carers

An EEF-commissioned study suggests that parental engagement in students' learning can increase progress by up to three months in a year (Axford et al., 2019).

However, parental expertise in a subject area was not found to have an effect. This means you do not need to know all the answers!

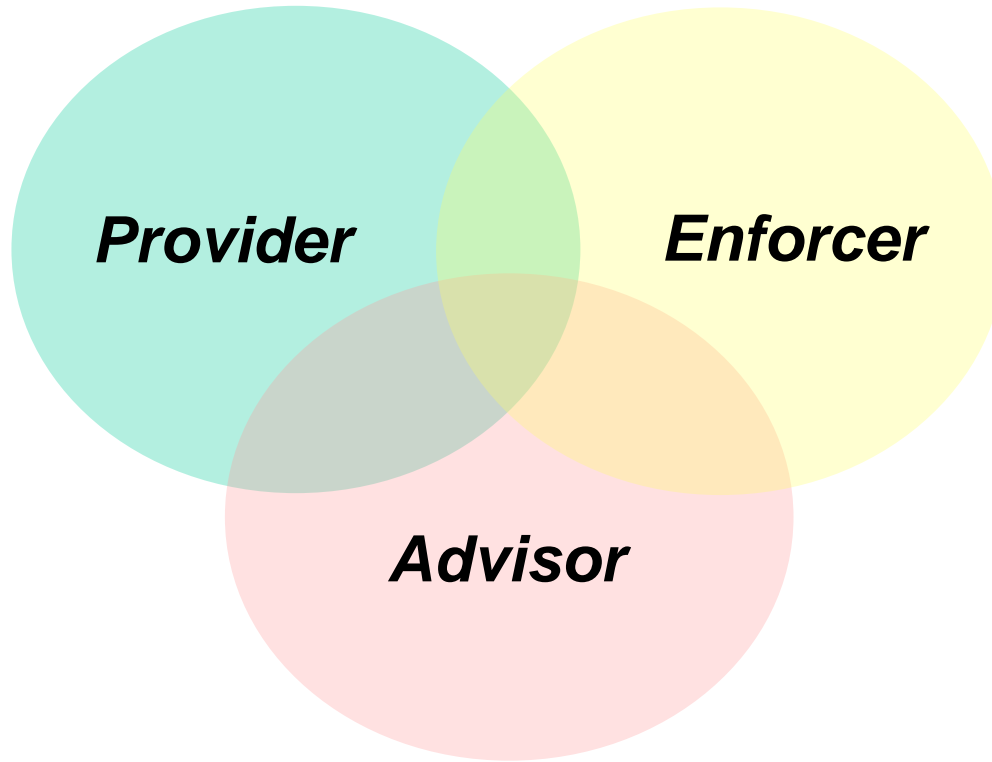


New Challenges

- Being more self-motivated and taking more responsibility for their own learning
- Asking when they do not understand.
- Developing their abilities to overcome frustrations and strategies for persisting when they are learning material that they find challenging.
- Organising themselves, notes, handouts and information for different subjects, and different topics within these.
- Completing more work at home, independently.
- Understanding the exam structure and the relative importance of each piece of work to their final grade.
- Planning and carrying out their revision.
- Developing their 'exam technique'.



Supporting Roles



Supporting Roles

Provider

- Provider of the tools for homework and revision – a quiet space, a ‘workbox’ of pens, paper and other necessities.
- Getting copies of old exam papers, searching for useful websites, finding out about the subject, exam structures and content.

Advisor

- Attending parents’ evenings, asking questions and finding out how you can best help your child at home.
- Showing an interest in the subject, helping with homework (but not doing it for them), testing them when they ask you etc.
- Helping your child to break tasks down so that they are manageable, keeping an eye on progress and celebrating achievements.
- Reminding your child of the importance and worth of all this hard work.

Enforcer

- Making sure your child gets to college and lessons on time and understands the importance of making the most of lesson-times.
- Agreeing the rules for homework or revision, helping them to make a realistic timetable, balancing work against the ‘fun stuff’ and revising the plans as necessary.

