

# YEAR 11

## ESSENTIAL INFORMATION EVENING 2019

‘Be prepared, work hard, and hope for a little luck.  
Recognise that the harder you work and the better  
prepared you are, the more luck you might have.’

**Ed Bradley**



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# INFORMATION PACKS

You should have received:

- Staff contact list
- Subject exam board details
- Key dates for your diary



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# PURPOSE OF THIS EVENING

- Share information regarding the coming year
- Details of mock exam season
- Rules and regulations regarding external exams
- Guidance on how best to support your son/daughter through the year ahead
- Knowledge on tried and tested secrets of highly effective studying



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
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# Year 10 GCSE Statistics

9-1 Sub Grades (Att8 Points)

Name	9	8	7	6
<a href="#">10C/Sa1</a>	0	<a href="#">3</a>	<a href="#">4</a>	<a href="#">3</a>
Summary	0	3	4	3

On average, each student achieved over a grade more than what would be expected when compared to other students studying Statistics nationally who achieved similarly at primary school.

Average Points	Residual	Subject Progress Index	SP1 Chart	Positive SP1	In A8 Basket
5.85	0.00	1.13		19	20
5.85	0.00	1.13		19	20



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# P8 BY ATTENDANCE GROUP (AUG 2019)

Name	Filter Value	Stu Count (June 2019)	Total P8 (Aug 2019)
Attendance Group	1. Below 85%	9	-1.301
Attendance Group	2. 85% - 90%	8	-0.175
Attendance Group	3. 90% - 95%	19	-0.514
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# HOW MUCH TIME DO WE HAVE LEFT?

OCTOBER 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
					Notes:	

MAY 2020						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
					Notes:	

- Exactly **125 school days** until first hall-based exam (practicals will have been completed by that point)
- Options subjects: 75 hours of lessons
- Core subjects: 125 hours of lessons



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**STRESS**



# Stress Paralysis

*Noun*

1. A state of high anxiety where you have so much to do you start by doing...nothing!



# OUR MOST PRODUCTIVE

‘When in the state of stress the body automatically creates hormones such as adrenaline. This hormone increases the heart rate, delivering more oxygen and blood surge to power important muscles and gives you a surge of energy which can help focus your mind.

So, in certain situations a degree of stress can be useful to focus and sharpen our minds so that we achieve our goals and objectives’ (Shah, 2015).



# EAT THE FROG

Mark Twain – *“Eat a live frog first thing in a morning and nothing worse will happen to you for the rest of the day.”*

What's the most difficult task you are dreading doing?

**Start with that!**



# ORDER THE IMPORTANCE

When we revise, how often do we start with what we already know (not eating the frog)?

RAG (**Red**, **Amber** and **Green**) your tasks, your revision guides, your class notes, and try to turn **reds** to **amber** and **ambers** to **green**.

Small improvements – **marginal gains!**



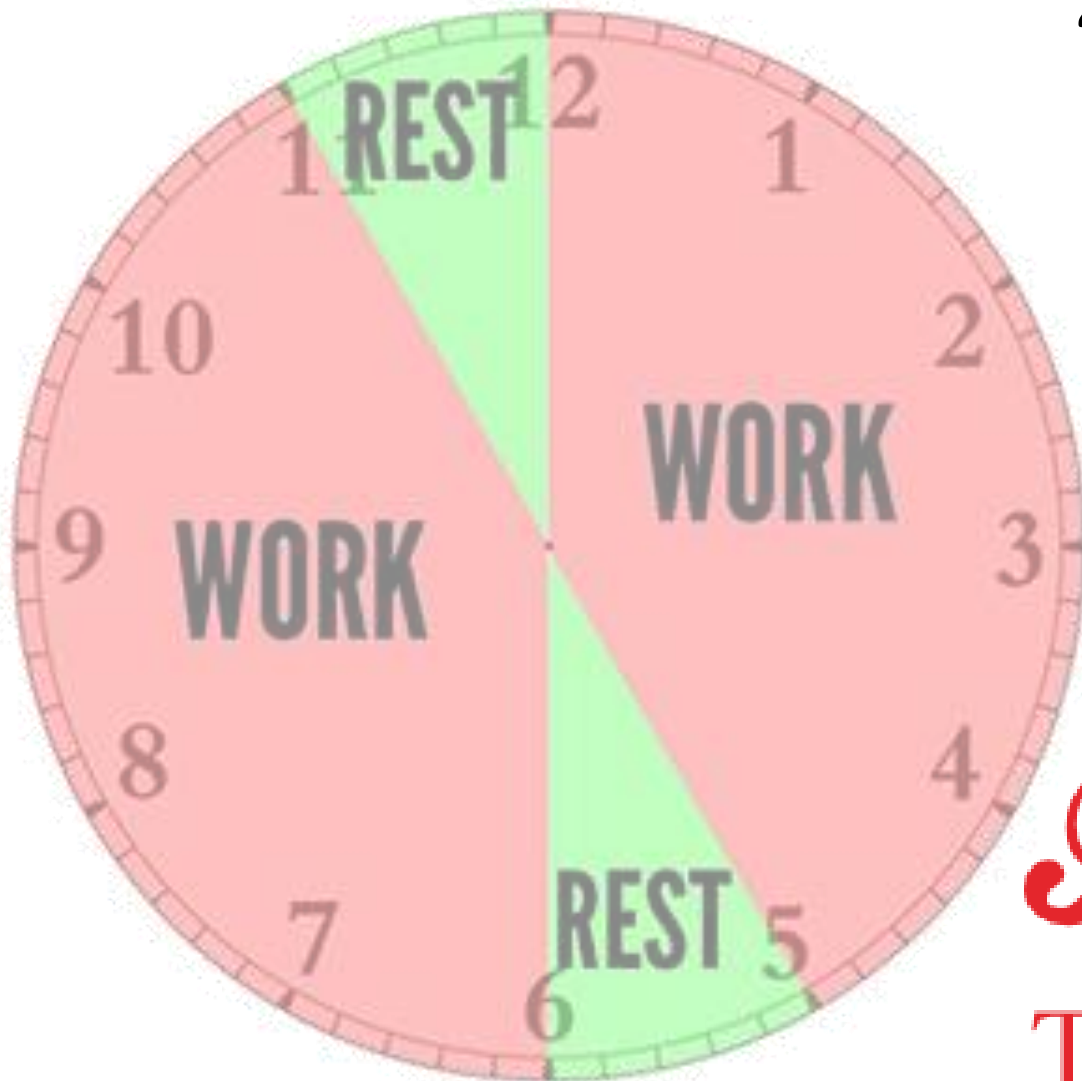
# ORDER THE TO-DO LIST

Use the **Covey Matrix**:

	Urgent	Not Urgent
Important	Q1. Important & Urgent	Q2. Important but Not Urgent
Not Important	Q3. Urgent But Not Important	Q4. Not Important & Not Urgent

# USE THE POMODORO

‘(...) frequent breaks can  
**improve mental agility**’  
(Cirillo).





**KEEP  
CALM  
THE  
DIET STARTS  
MONDAY**



START THE  
DIET  
TODAY!



**PERFECT  
IS THE ENEMY  
OF GOOD.**

---

**Voltaire**

We must be careful  
pressurising ourselves to  
the extent that we hit  
self-destruct.

Focus on **marginal gains** –  
small but regular and  
sustained improvements.

It's ok to get something  
wrong.

Work on turning the **reds**  
to **amber** and the **ambers**  
to **green**.

# SPEAK THE TRUTH

(particularly to yourself)



**You know** when you're avoiding dealing with the problem.

**You know** when you're "putting it off" and 'starting the diet on Monday'.

Don't kid yourself. It will stay in the back of your mind and fester, causing you increased amounts of stress.

*Who do you think you are fooling?*

**Deal with it today.**

# FACE THE UNKNOWN

Start by identifying **what you don't know**.

Until you are sure of what it is you need to work on you don't have a chance of improving.

Write a list, a mind map of the topics/aspects of the course you are not yet confident with.

**It is these we need to work on!**



# MAKE MARGINAL GAINS

The greatest amounts of **stress** are often caused by our own belief that we have to deal with **everything**.

Use the Covey Matrix, RAG (**Red**, **Amber** & **Green**) your to-do lists and your revision notes, and concentrate on making **marginal gains**.

Start with the 'FROG' - the 'urgent and important' task - and then move on to what's next.

Every 'marginal gain' is one less thing to **stress** about!



# GROW YOUR MINDSET



To improve, we must first  
believe that we can.

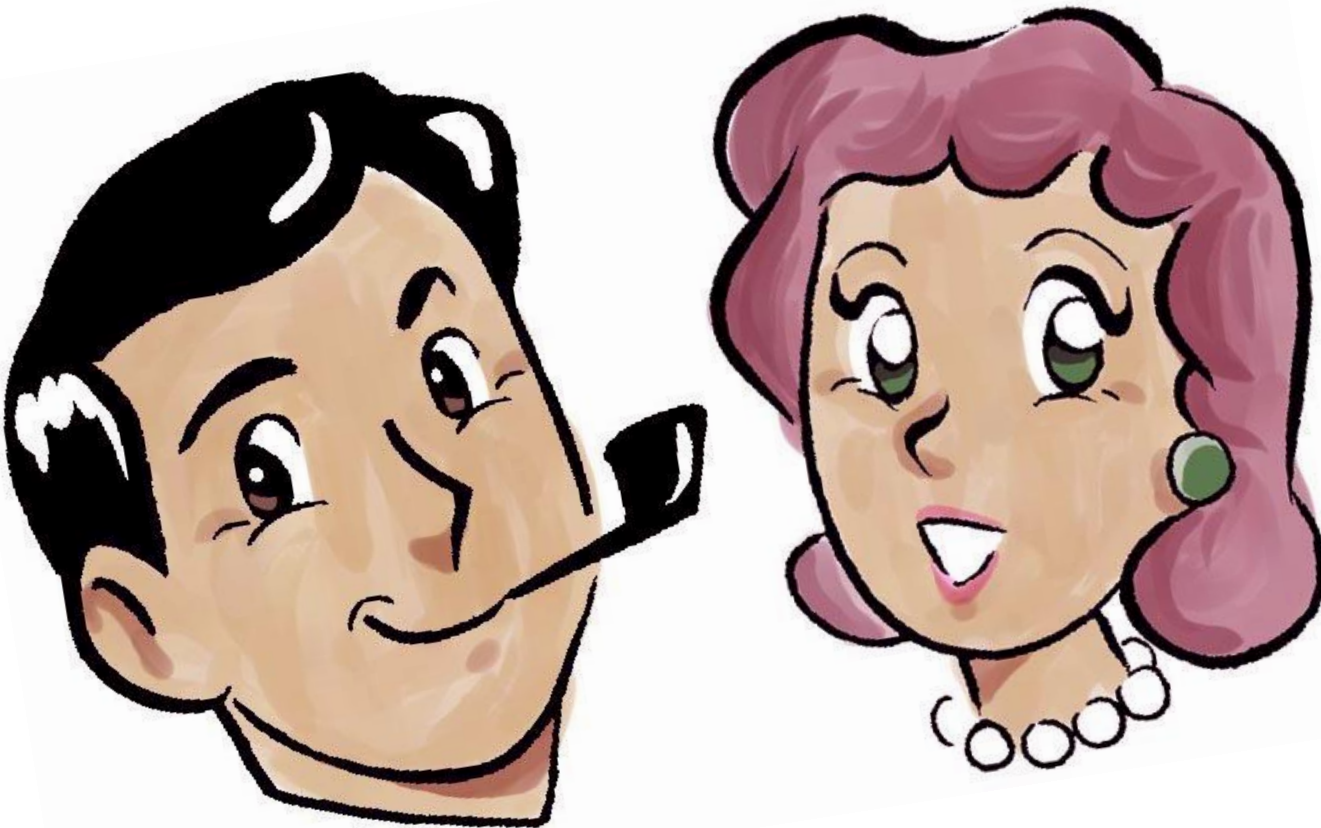
Forget the grades and marks  
you are achieving today,  
**focus on the improvements**  
you are making to achieve  
better grades in the summer.

Revision is about identifying  
what you **don't yet know**, not  
being satisfied with what you  
already do.

# **ACCEPT THE HELP**

**(particularly from those who care the most)**

Parents/guardians can help by providing us with a quiet working environment without distraction.



**Switch off the  
mobile.**

**Have a break from  
social media.**

**Focus on the study.**



“We must all make the  
choice between what is right  
and what is easy.”

– Albus Dumbledore





I REALLY CRAMMED LAST NIGHT.



# WHY WE FORGET

Forgetting is a normal part of how we learn.

Though 'new learning' will exist in our **short-term** memory for a period of time, for it to move into our **long-term** memory we have to keep **revisiting**.

The 'forgetting curve' illustrates this over time.



# THE FORGETTING CURVE

Days 

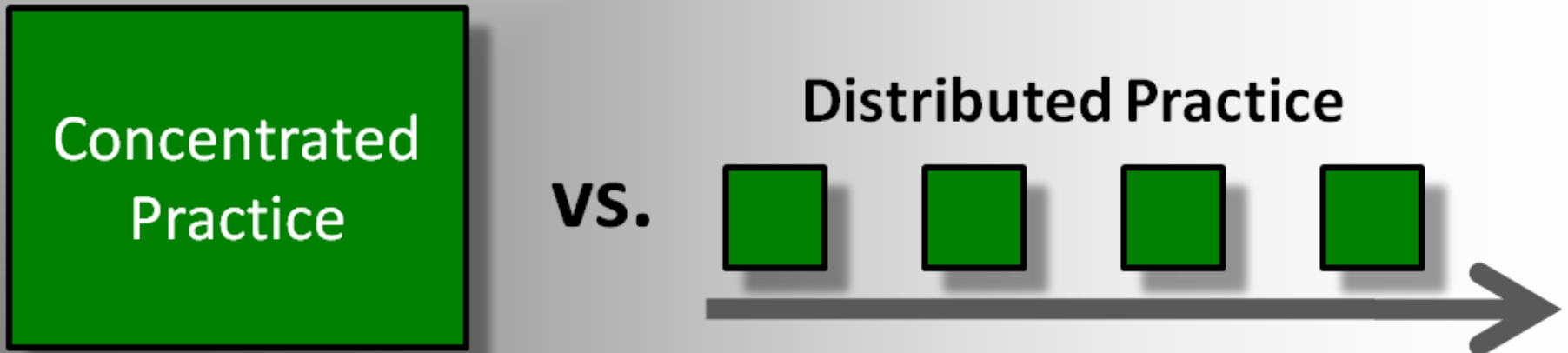
# DISTRIBUTE YOUR PRACTICE

Distributed practice has a high impact on memory.

Spread your revision over time.

Learn little 'bits' of different 'stuff' at a time and **revisit** multiple times to help your memory.

It's about visiting and revisiting.



# RELIANCE ON LONG-TERM MEMORY

A series of **numbers** will appear. Please try to remember as many of them in the correct order as possible:

**5, 11, 14, 6, 9, 21, 54, 3, 8, 19, 25, 4, 1, 6, 8,  
12, 10.**



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# RELIANCE ON LONG-TERM MEMORY

A series of **letters** will appear. Please try to remember as many of them in the correct order as possible:

**T, H, E, C, A, T, S, A, T, O, N, T, H, E, M, A, T.**



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# THE IMPORTANCE OF LONG-TERM MEMORY

‘The aim of all instruction is to **alter long-term memory**. If nothing has changed in the long-term memory, nothing has been learned.’

Kirschner, Paul A., John Sweller, and Richard E. Clark. ‘Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential, and inquiry-based teaching.’ *Educational psychologist* 41.2 (2000) 75-86



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# SPIRAL YOUR LEARNING

Rather than learning in blocks (see below) and then revising at the end...

TOPIC 1	TOPIC 2	TOPIC 3	TOPIC 4	TOPIC 5	TOPIC 6	TOPIC 7	TOPIC 8	REVISE ALL TOPICS	TEST
------------	------------	------------	------------	------------	------------	------------	------------	-------------------------	------

Spiral learning keeps revisiting but introduces a little more each time...

TOPIC 1	TEST TOPIC 1	TOPIC 2	TEST TOPIC 1&2	TOPIC 3	TEST TOPIC 1 - 3	TOPIC 4	TEST TOPIC 1 - 4	REVISE ALL TOPICS	TEST
------------	--------------------	------------	----------------------	------------	------------------------	------------	------------------------	-------------------------	------

**We can't revise in May what we learned in October and expect to recall effectively.**

# TIMETABLING YOUR REVISION

The 'big mistakes' made by all students when creating a revision timetable:

General Maths Study Timetable						
	MON	TUE	WED	THURS	FRI	SAT
WEEK 1	26 SEP	27 Flat Rate Loans Loan Repayment Tables Future Value Formula	28	29 Comparing Loans Credit Cards Future Value of Annuities Present Value of an Annuity	30	1 OCT Loan Repayments (P1) Loan Repayments (P2) Organizing Data
WEEK 2	3	4 Displaying Data (P2) Tabulating Data Z-Score Normal Distribution	5 Samples as Estimates for Population Sampling Techniques Area of a Circle	6 Simpson's Rule SA of Right Prisms SA of Cylinders & Spheres Area of Composite Shapes	7	8 Volumes & Measurement Error Trig & Measurement of Angles Cosine Rule
WEEK 3	10 Obtuse angles, Sine Rule & Area Formula Bearings & Map Problems Surveying w/ Trig	11 Latitude & Longitude Distances on Earth's Surface Time Zones (P1) Time Zones (P2)	12 Tree Diagrams Counting Techniques Counting & Probability	13	14 Probability Trees Expected Outcomes Like Terms Index Laws	15 Solving Equations Simultaneous Equations Linear Functions Intersecting Graphs
WEEK 4	17	18 Intro to Linear Relationships Correlation	19 Least Squares Line of Best Fit Interpreting the Least Squares Line	20	21 General Maths Exam (at 9:25am)	22 23

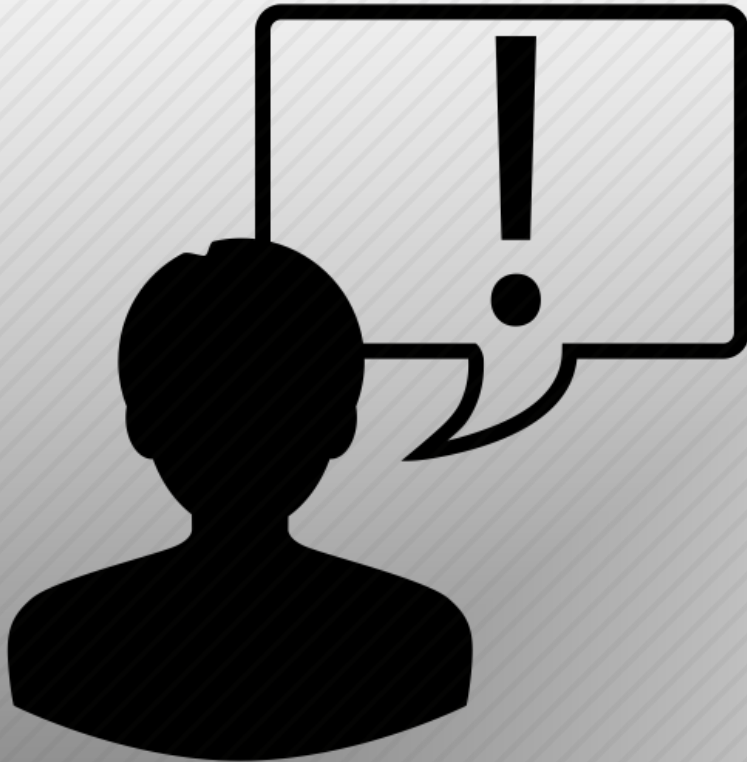
- The timetable must be **specific** – avoid stating 'Study Biology'

- Specify the topic that you will focus on

- Concentrate your time on what you cannot do, not what you have already mastered.**



# THE BEST ADVICE



- **Spiral** your learning so that you keep going over the same ideas/skills, making it a little harder each time.
- **Mastering** something in November does not mean you will be able to demonstrate it in May – keep revisiting.
- **Revise a little all of the time** – don't just revise immediately before.

# LEARN THE TERMINOLOGY

Learning key terminology is crucial for the study of any subject; be it in exams or coursework, you need to be using the subject-specific language.



Learning the **key words** and the **contexts** for when they should be used will often increase your marks.

# VISUALISE THE SITUATION

**Visualise** the **process** of what you need to do, not the outcome.

You need to think through the process of **dealing with what needs to be done.**

So often, the reason  
nothing improves is  
because we ignore the  
problem staring us in the  
face.

## Visualise your solutions!



# PRACTICE THE BASICS

Often, we lose marks on exam papers for silly mistakes. In stressful situations, we often forget to do what we would normally do without any great deal of thought.

Once you have got it, **rework the basics**: go through it backwards, run it through at speed.

Make the basics **second nature**.



# See what you think...



**LOW!**

**Moderate!**

**High!**

Check your answers

# Writing summary of texts / Bullet Point Notes

Remember

These are a simple way of  
listing key points

TL

Bullet Point

:

World War

One:

**LOW!**

Making  
brain  
inform

Use different colours and  
sub-headings to make  
them easier to read...



- 
- 
- 
-

# Revision Cards

Remember

Check your answers

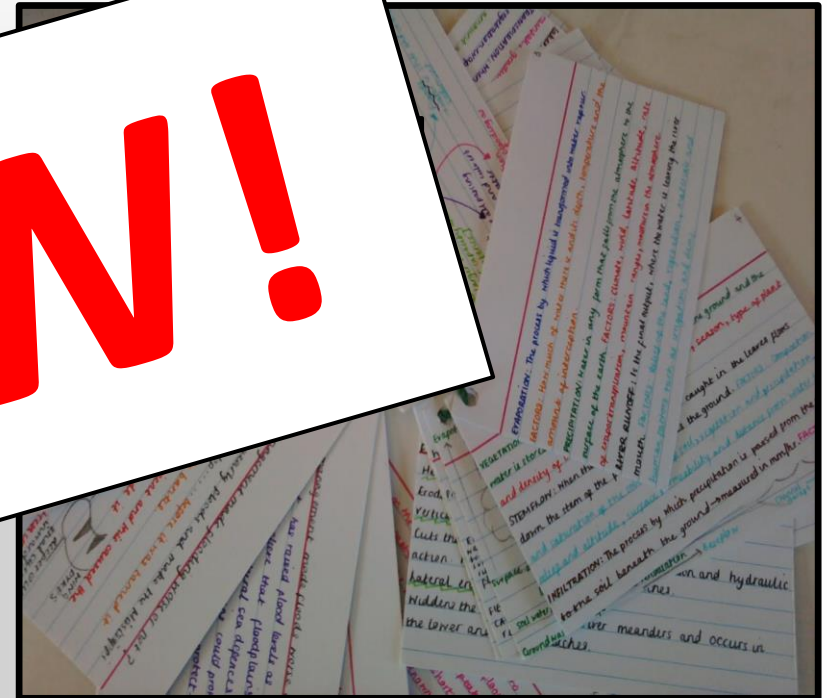
Use revision cards (flash cards) to

- use

un

One card

LOW!



## CHARACTERS in ROMEO & JULIET

Juliet - lover of Romeo - a Capulet

Tybalt - Juliet's cousin - hates Romeo + Montagues

Nurse - Juliet's nanny / mad - loves + helps her

They are easy to flick through and check what has been remembered.



Check your answers

# Post-Its

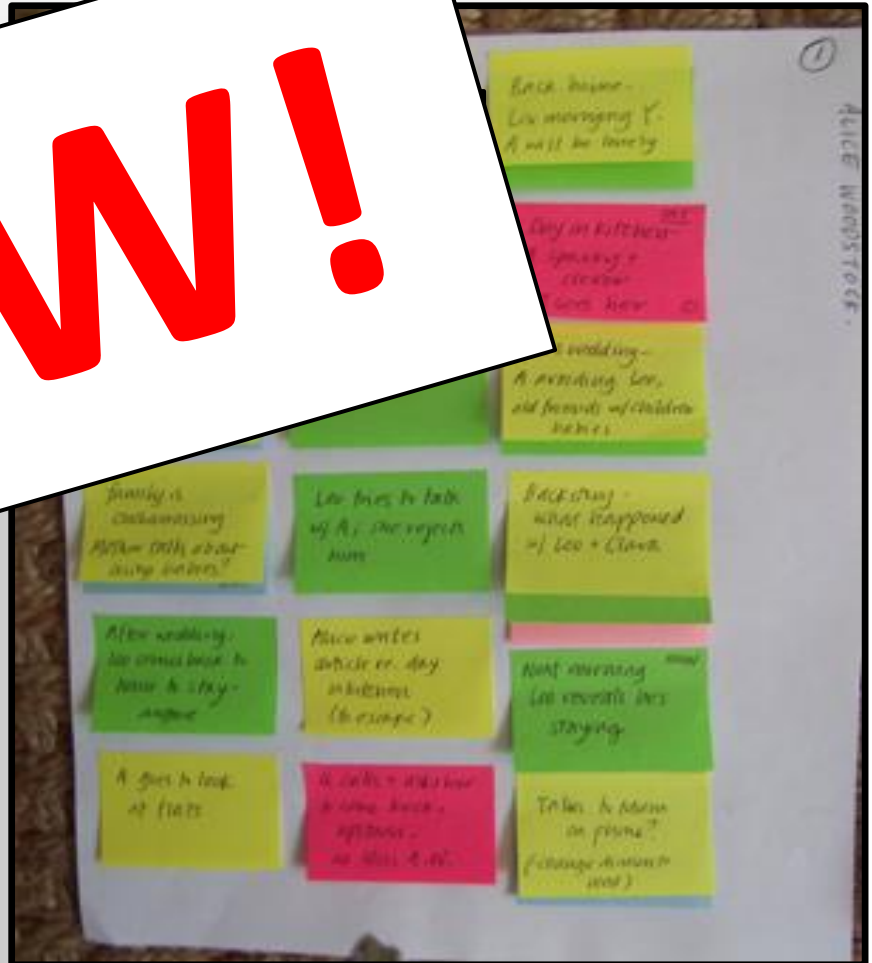
Remember

Write up points on a topic  
and put them in a PEEL

**LOW!**

Keywords  
work well...

PEEL and exam skills  
too...





Check your answers

# Mind Maps

Apply

A mind map is an  
image  
writing

You can have  
and separate  
each part

Those branches break  
into twigs for smaller  
points and examples...

LOW!



Check your answers

# Annotation

Understand

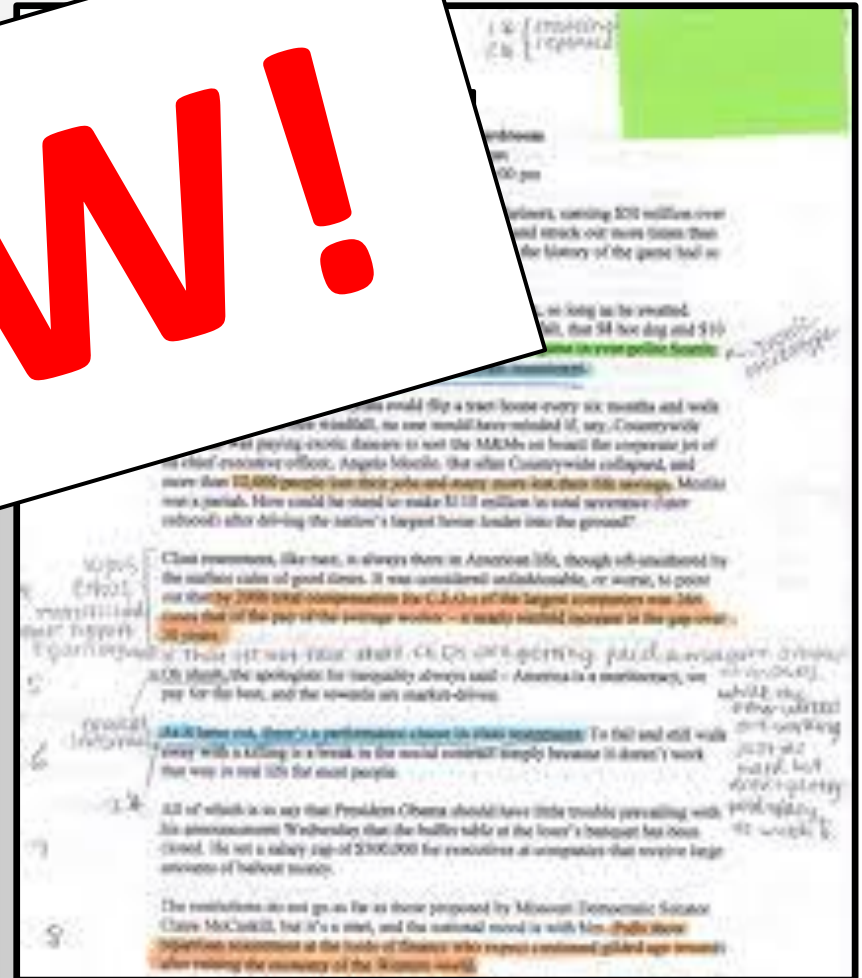
Making notes of a main

pic **TI**

**LOW!**

This could be a guide, re-exercise

Lots of colours, arrows, highlighting, etc...



# 1. QUIZZING

- Self-testing
- Proven to be a robust revision strategy, so that students can calibrate their knowledge and remembering.
  - short answer quizzing
  - multiple choice
  - a hybrid of the two



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## 2. FLASHCARDS

- A very familiar tool used by students.
- Crucially, however, too many students fail to use them for effective self-testing – (only 30% in research).
- Students should also beware dropping flashcards they think they know.



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# 3. GRAPHICS ORGANISERS

- Students need to be active in revision, not just reading their notes and doing some colouring in with a rainbow of highlighters.
- A handy vehicle to get students reconstructing their revision topics, making meaningful links and connections (in cognitive science, this is labelled the **‘generation effect’**).

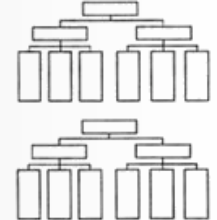
Venn Diagram



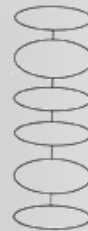
Sequential Thinking Model



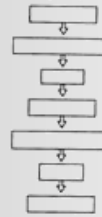
Sequential Thinking Model



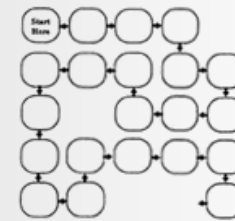
Chain



Chain



Sequential Thinking Model



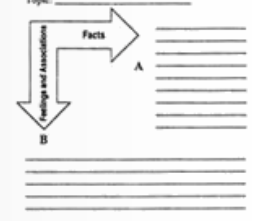
Spider Map



Web



Thinking at Right Angles



Mind Map

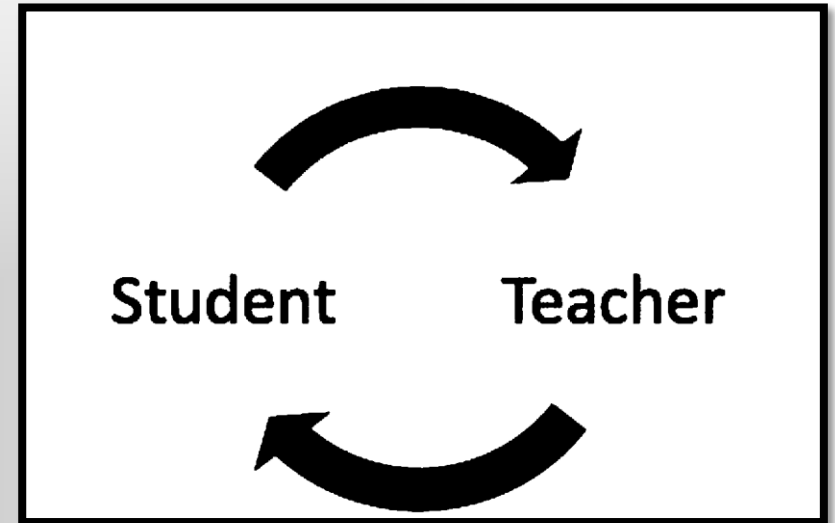


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## 4. PREPARE TO TEACH

- *'Prepare to teach'* strategy involves the common idea of getting students to teach a peer a topic/term from their revision.
- Once more, it gets students to **elaborate** on their knowledge.



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## 5. PAST QUESTIONS

- No rewards here for originality: students need to practise examination questions, over and over, well spaced over time.
- The effect of exploring **worked examples** or exam answers, as well as writing their own, helps students process, practise and refine their revision to meet the parameters of exam success.



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# DISTRIBUTE YOUR PRACTICE

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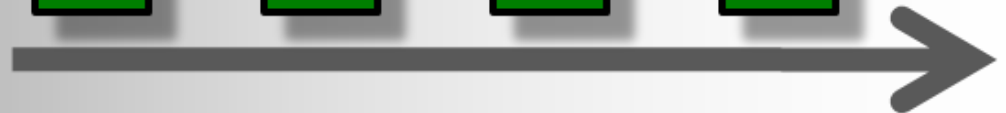
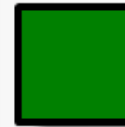
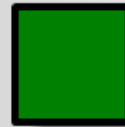
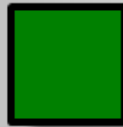


Concentrated  
Practice

The diagram illustrates the difference between concentrated and distributed practice. On the left, a large green square represents 'Concentrated Practice'. To its right is the text 'vs.'. Further right, under the heading 'Distributed Practice', four small green squares are spaced out along a horizontal timeline that ends in an arrow, representing the same total practice time divided into multiple sessions.

vs.

Distributed Practice





don't expect  
to all a  
CHANGE  
if you don't  
MAKE ONE

# TIERS OF ENTRY



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# TIERS OF ENTRY

- Applies to:
  - GCSE Maths
  - GCSE French
  - GCSE Combined Science
  - GCSE Triple Sciences (Biology, Chemistry, Physics)
  - GCSE Statistics



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# TIERS OF ENTRY

‘We must ensure that **no students** are entered for a Higher paper who are **at risk of not grading** because they are not able to correctly answer a sufficient amount of the paper.’



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# MOCK EXAM PREPARATION

- Students will **study in school** with the support of their teacher.
- Time will be spent:
  - **re-calling** key content
  - **practising** exam papers
  - understanding how to **maximise marks**
- Students will attend all lessons unless in an exam
- Portfolio-based subjects (BTEC/vocational qualifications) will continue as normal



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# MOCK EXAM SEASON 2019

- Required to assemble at venue 20 mins before exam start-time.
  - **Morning Exams: 8.40am**
  - **Afternoon Exams: 1.30pm**
- C2 detentions will be issued for lateness to exams.



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**PUPIL GUIDE TO GCSE  
EXAMS**



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# MOCK EXAM SEASON 2019

- Exams must be sat in **full school uniform**.



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**PUPIL GUIDE TO GCSE  
EXAMS**



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# MOCK EXAM SEASON 2019

- All **mobile phones** and all **intelligent watches** must be **handed in to the invigilators**.
- Normal watches are placed on the exam desks.



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**PUPIL GUIDE TO GCSE  
EXAMS**



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# MOCK EXAM SEASON 2019

- **Clear pencil cases** only are to be taken in to the exam.
- **Water bottles** (without labels) are permitted.
- **Ensure you are prepared** and have all the necessary equipment with you.



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## PUPIL GUIDE TO GCSE EXAMS



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# MOCK EXAM SEASON 2019

- Everyone will be trying their best to succeed in the mock exams.
- Poor behaviour will be treated with the most serious consequences.
- We work hard and support one another for one another – not about individuals, about **Team CCHS**.



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## **PUPIL GUIDE TO GCSE EXAMS**



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# MOCK EXAM SEASON 2019

- **Clashes:** Indicated on your timetable. Small number of students will be isolated and complete the exam at an alternative time that day.



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## PUPIL GUIDE TO GCSE EXAMS



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# EXAM DAYS

## What happens if I am ill?

- Call school ASAP
- For all external exams, obtain a doctor's note



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# EXAM PREPARATION

**National Exams Contingency Date:  
Wednesday 24<sup>th</sup> June 2020**

The final date when any cancelled exams could take place.

Please avoid holidays until after this date.



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# RESULTS DAY



- **Thursday 20 August 2020**  
at **9am** in Sixth Form  
Centre.
- Please see Mrs Fellows,  
Exams Officer, for postage  
of results (details in your  
exams booklet).



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# P8 BY ATTENDANCE GROUP (AUG 2019)

Name	Filter Value	Stu Count (June 2019)	Total P8 (Aug 2019)
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Attendance Group	2. 85% - 90%	8	-0.175
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Attendance Group	4. Above 95%	93	+0.227

**Students who attend more do better.**



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THE MOMENT YOU'RE READY TO QUIT  
IS USUALLY THE MOMENT  
RIGHT BEFORE A  
MIRACLE HAPPENS!!!

P.S. -

DON'T GIVE UP !