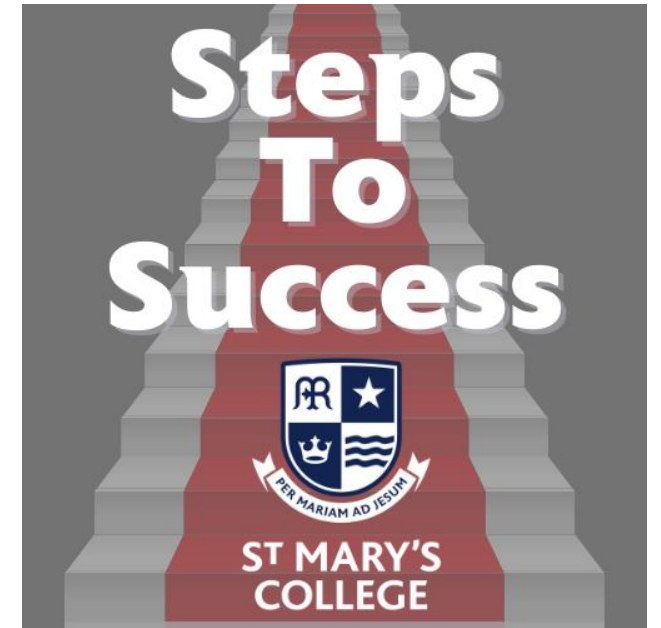


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Year 10 - Steps to Success



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Early entry

Assistant Head – KS4 - Dr Wild

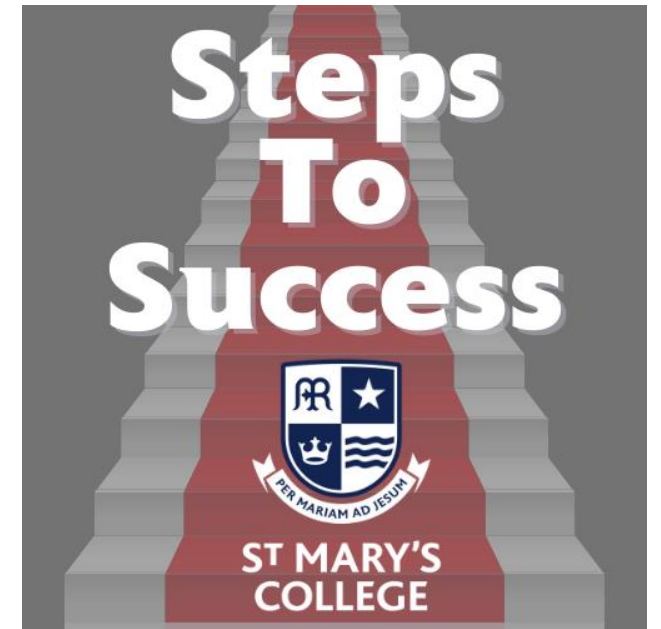




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Welcome

Head of Year – Mrs Lilley







New GCSEs: An introduction

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

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

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

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

AWARDING
4 and above = bottom of C and above

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



Humanities at SMC: Year 10 updates

Geography



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

Component 2: Examination on 'problem solving'

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

What will
my child
have to do
in their
exams?

History



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

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

Paper 3: Weimar and Nazi Germany, 1918-39



Humanities at SMC:

What can I do to support my child?

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

SMC Geography Twitter feed:
@geography_smc

SMC History Twitter feed:
@SMCHistoryDept



**Steps
To
Success**



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Revision and exam preparation





Doing Your Revision



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

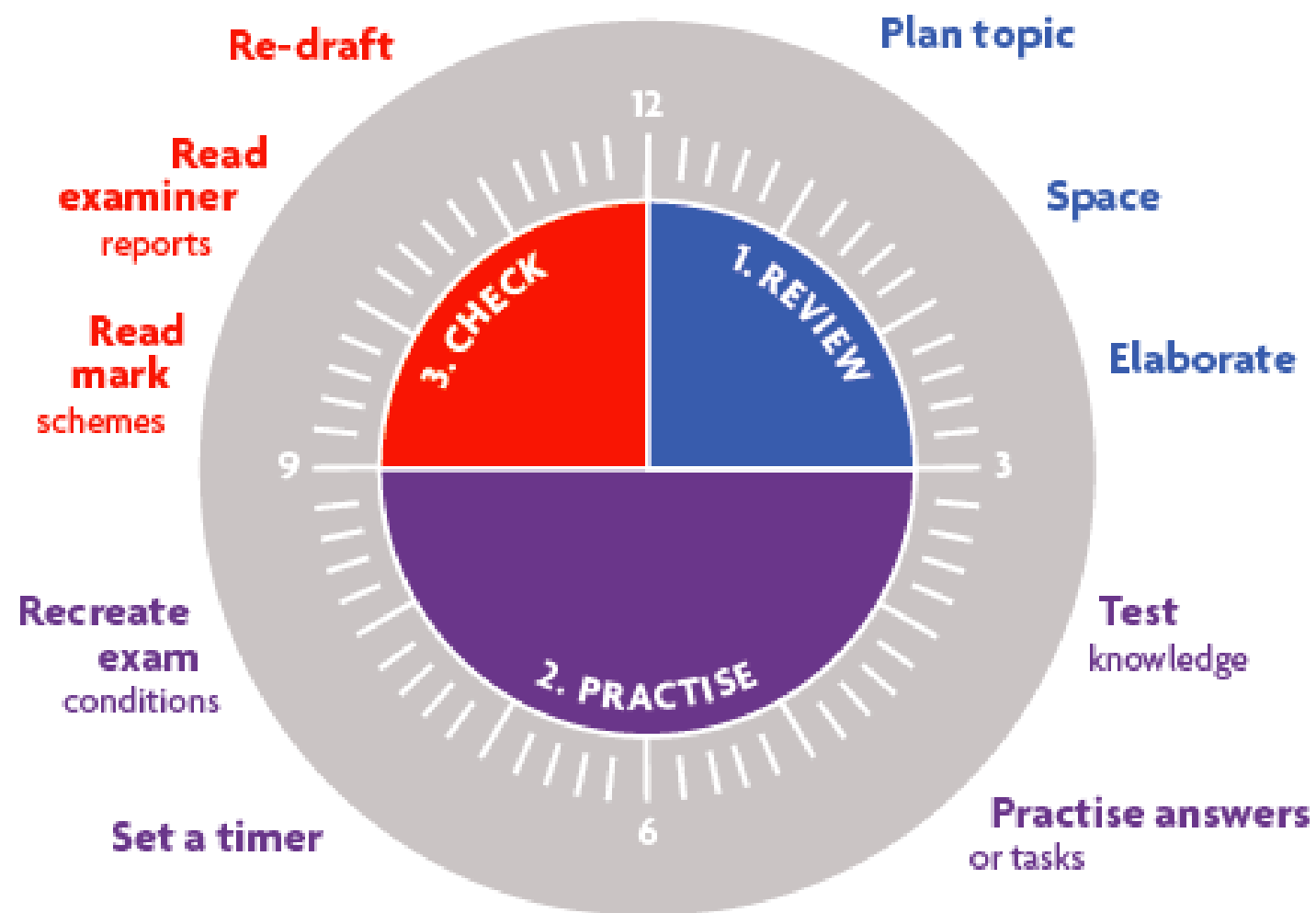


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How should I spend an hour revising?

By using
the
memory
clock!





What is the memory clock?

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



The memory clock explained...

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



Some examples..

GEOGRAPHY

3. Check

Go back to your mind map and bullet points.

Redraft your paragraphs to include any missing info. It is crucial to keep the length of answers to short paragraphs.



2. Practise:

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

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

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

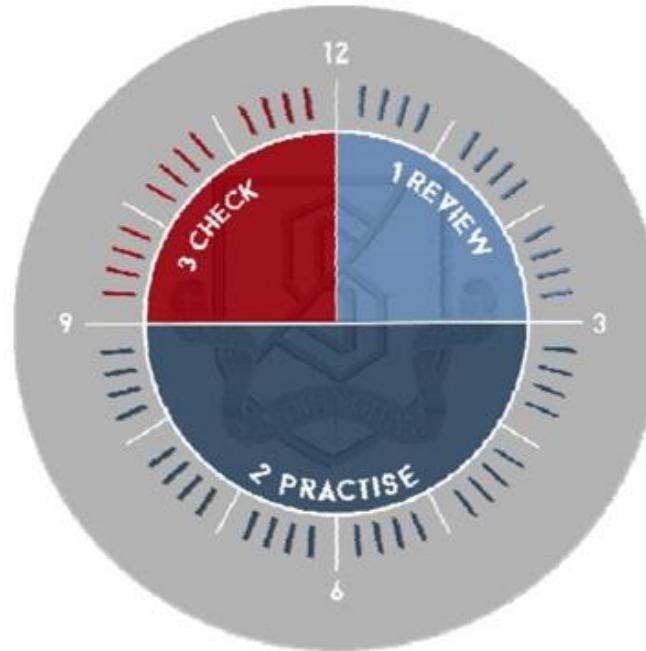
1. Assess the amount of power that Russia gains from its gas supply.
2. Explain the possible economic and political impacts of a disruption in the supply of gas from Russia to Europe.

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

ENGLISH

3. Check

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



2. Practise:

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

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

MVQ = multiple choice questions



CUES	NAME, DATE, TOPIC, CLASS
WRITTEN SOON AFTER CLASS	NOTES
ANTICIPATED EXAM QUESTIONS	TAKEN DURING CLASS
MAIN IDEAS OR PEOPLE	<ul style="list-style-type: none">• MAIN POINTS• BULLET POINTS• DIAGRAMS / CHARTS• ABBREVIATE• PARAPHRASE• OUTLINES• LEAVE SPACE BETWEEN TOPICS
VOCABULARY WORDS	
USED FOR REVIEW & STUDY	CORNELL NOTE-TAKING METHOD
<div>← 2 1/2" → ← 6" →</div> <div>↑ ↓</div> <div>SUMMARY</div> <div>WRITTEN AFTER CLASS. BRIEF SUMMARY HIGHLIGHTING THE MAIN POINTS IN THE NOTES ON THIS PAGE. USED TO FIND INFO LATER.</div>	

Condensing notes using the Cornell method.

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

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

CLICK HERE



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



Create a Revision Timetable



What's the point?

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

REVISION TIMETABLE

Week Commencing:

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



Create a Revision Timetable



How do I do it?

- Divide up your day into sections, but plan in lessons, other study, clubs and importantly, social/relaxation time
- Draw up a trial timetable and review it after one week. If it doesn't work, redraft it.
- Review your timetable at the end of each week
- Put it somewhere prominent in your room
- For an online version, click on the link below.
- <https://getrevising.co.uk/planner>

REVISION TIMETABLE

Week Commencing:

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



Organising Revision Sessions

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


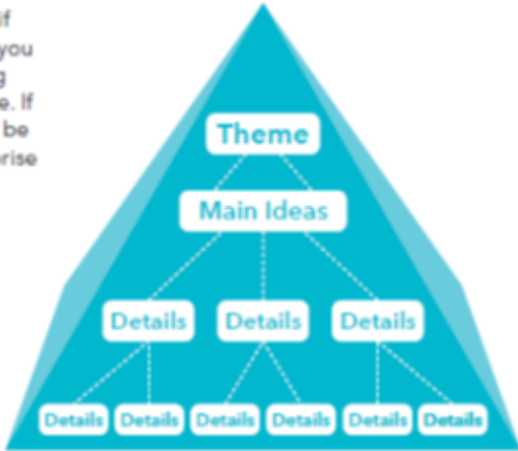


A Frames and 5-5-1

STEP
1

Understand it

You won't remember a unit of work for long if you don't understand it. Think of each topic you study as a giant jigsaw puzzle and everything you learn as a piece to completing the puzzle. If you understand how it all fits together, it will be less confusing and you will be able to memorise it all easily.

Can you condense the sheet into one of these methods?

For the A Frames, you can use diagrams as well as quick reminders.

5 Sentences

5 words

- 1
- 2
- 3
- 4
- 5

1 word



Online revision tools.



› Quizzizz

› Online quiz maker – can share with friends and test each other. Also many ready-made quiz:

› <https://quizzizz.com>

› Quizlet

› Online flash card generator. Also lots of pre-made quizzes on a variety of curriculum topics.

› www.quizlet.com

› BBC Bitesize

› www.bbc.co.uk/bitesize. Lots of revision for a variety of GCSE topics

› Oak Academy

› <https://www.thenational.academy/>, The Government's national academy. Lots of lessons to help with revision.

› Padlet

› www.padlet.com Online collaboration board where you can revise with friends and put online sticky notes on a shared board..



Other revision ideas.



› Spaced Practice

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



Coping with Stress



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

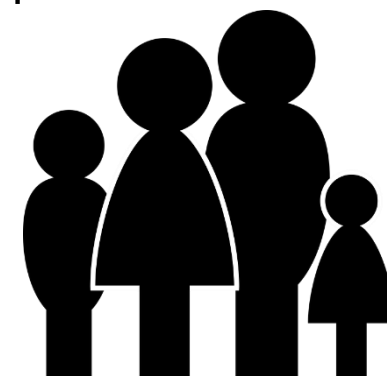




How can parents and carers help?



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



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Work Experience

Second week in July

Year 10

Hull City Council are due to release guidance on Work Experience in January 2022. We await that guidance before sharing our position on Work Experience for Year 10 this academic year.

