

# Year 11 Study Skills Evening

How to support your child with preparation for GCSEs



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# Staff Introductions



Mrs K Key  
Headteacher



Mrs A Thatcher  
Deputy  
Headteacher



Mr D Cole  
Associate Assistant  
Headteacher



Mrs A McGeehan  
Associate Assistant  
Headteacher



Mr R Foster  
Head of English



Mrs Riley  
Head of Science



Mr Albery  
Head of Chemistry



Mr Trippett  
Assistant Head of Year 11



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# Key Dates for Year 11

- **Trial 1 Exams** – Mon 20<sup>th</sup> October – Fri 7<sup>th</sup> November
- **Year 11 Parents Evening** – Thursday 4<sup>th</sup> December
- **Trial 2 Exams** – Mon 9<sup>th</sup> February – Fri 27<sup>th</sup> February
- **GCSE qualifications commence** - Thursday 7<sup>th</sup> May



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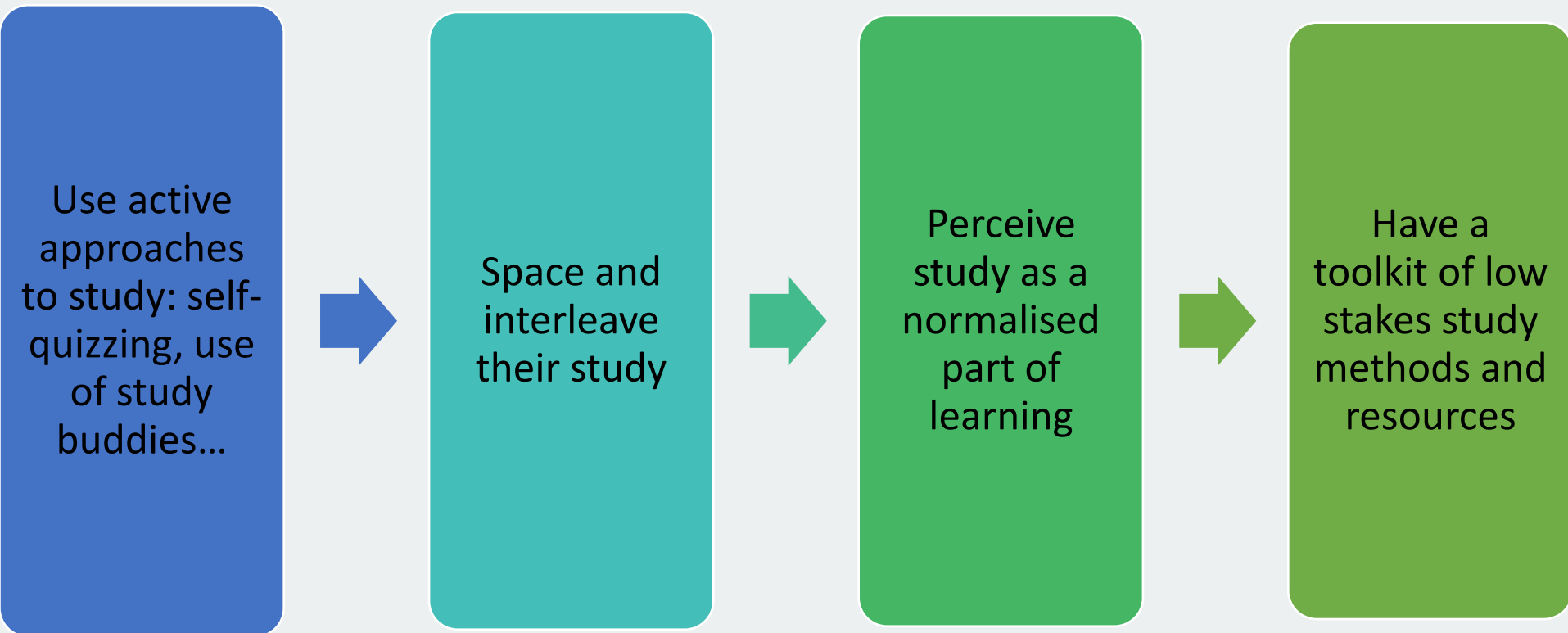


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# Effective Students



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# Our Study Skills Curriculum

The following strategies are being explicitly taught to improve students' ability to **study independently**, **revise effectively** and **remember more**.

Year 7 Flash Cards

Year 8 Mind Maps/Knowledge Splats

Year 9 Dual coding

Year 10 Cornell Note Taking

Year 11 Use of Past Papers



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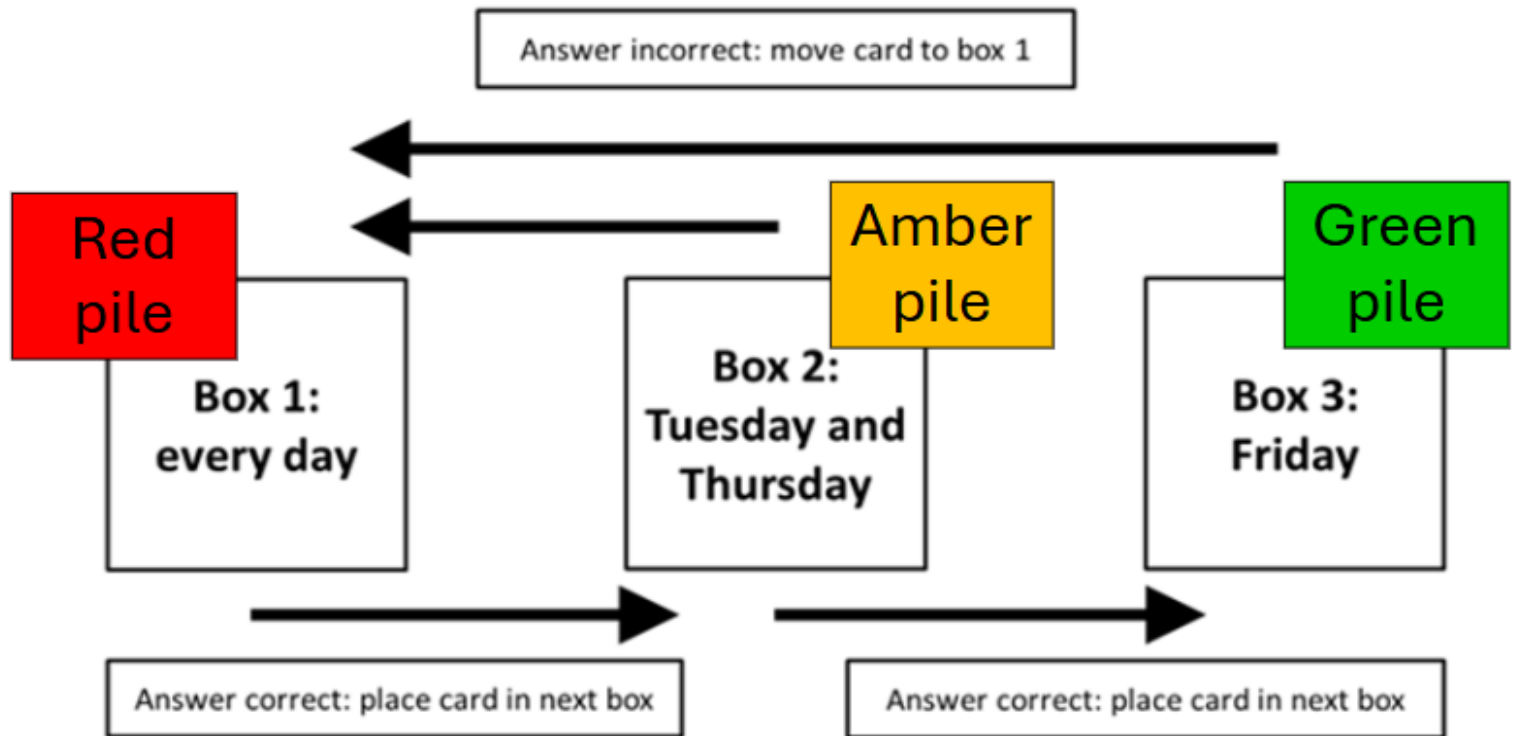


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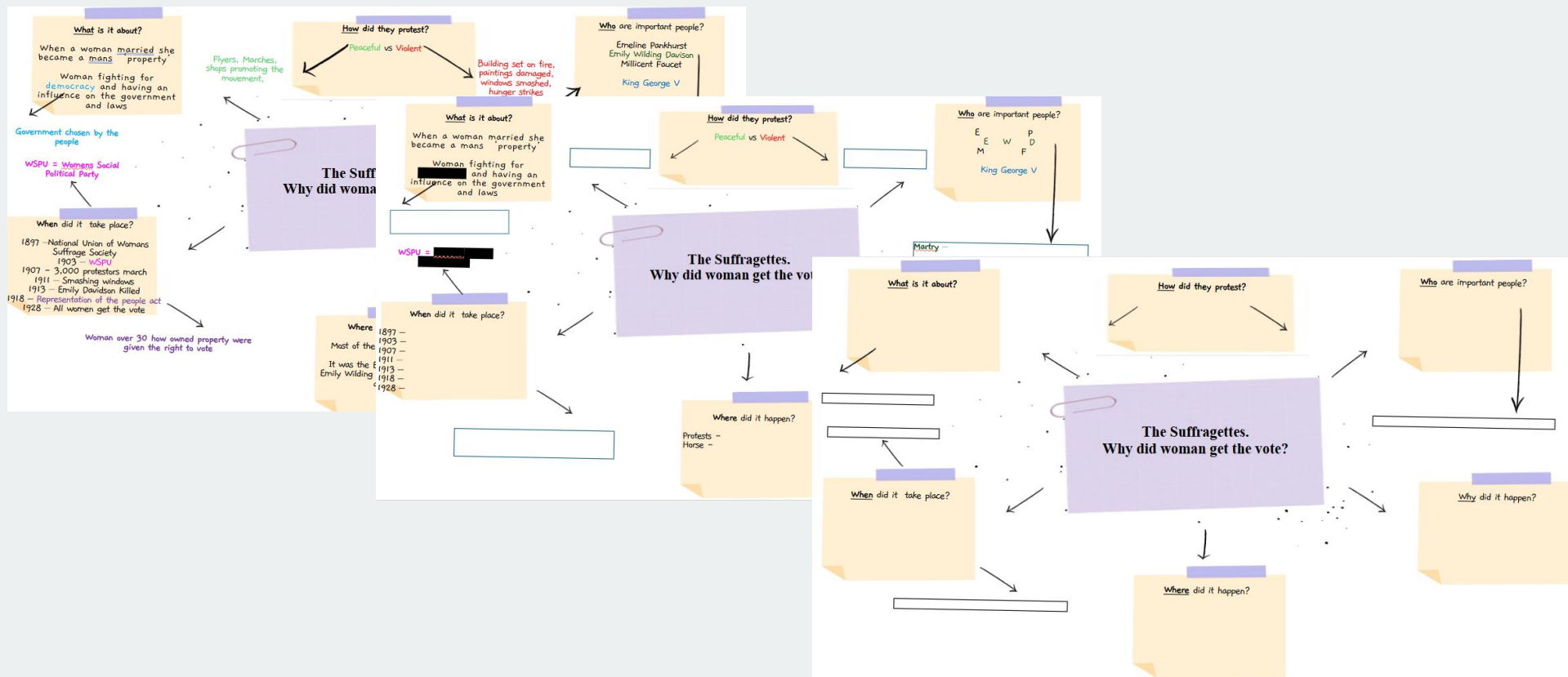
# The Leitner Method for Flashcards



Health Check:



Always shuffle the cards so you don't just learn the order.



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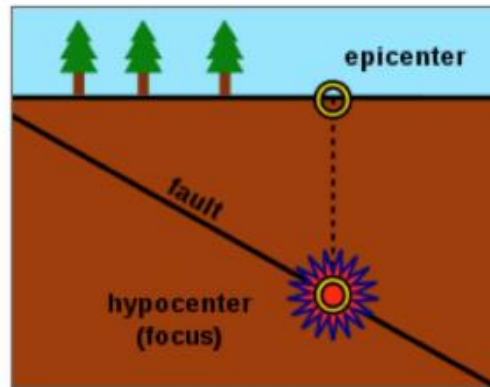
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The **epicenter** is the point on the earth's surface vertically above the hypocenter (focus), therefore the point in the crust where a **seismic** wave are felt more strongly.

Spoken and Written Word



Visuals



VOLCANOES	
<b>Volcano</b>	A volcano is an opening in the ground from which lava, ash and gases erupt.
<b>Magma Lava</b>	Molten rock that has been erupted from a volcano. Erupted magma is known as lava.
<b>Shield volcano</b>	A volcano found at constructive plate margins. It has runny lava, is low in height and has frequent eruptions. For example Laki in Iceland.
<b>Composite volcano</b>	A volcano found at destructive plate margins. It has thick lava, is tall in height with steep sides and has explosive eruptions. For example Mt Fuji in Japan.



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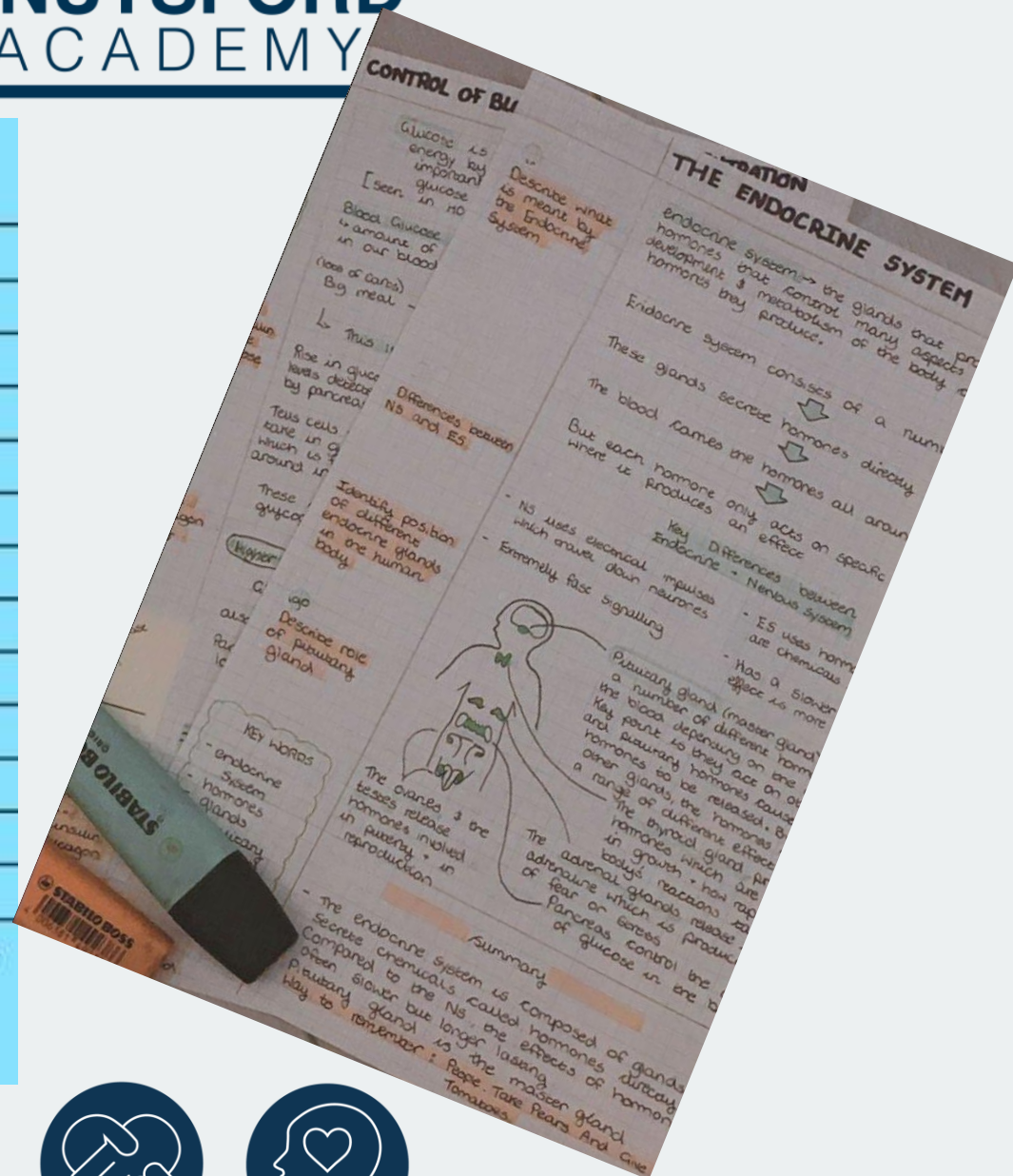
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TOPIC	DATE
CUES WRITTEN AFTER CLASS	NOTES
	TAKEN DURING CLASS LECTURE OR DURING TEXTBOOK READING
MAIN IDEAS	<ul style="list-style-type: none"> <li>MAIN POINTS</li> <li>PARAPHRASE</li> </ul>
VOCABULARY	<ul style="list-style-type: none"> <li>BULLET POINTS</li> <li>OUTLINES</li> <li>CHARTS/DIAGRAMS</li> </ul>
QUESTIONS ANSWERED BY NOTES	
BRIEF SUMMARY OF NOTES HIGHLIGHTING MAIN IDEAS	
SUMMARY WRITTEN AFTER CLASS	



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# Effective Use of Past Papers



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# Why are Past Papers Important?



Understand  
the Mark  
Scheme



Identify  
Command  
Words



Improve  
exam  
technique



Improve  
time  
keeping



Boost  
Confidence



Cover a  
range of  
topics



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Understand  
the Mark  
Scheme

# How do I use the Mark Scheme?

- It's not good enough just to give an answer. Different subjects have different allocation of marks.
- The next few slides talk you through how marks are allocated on a **Maths question**.



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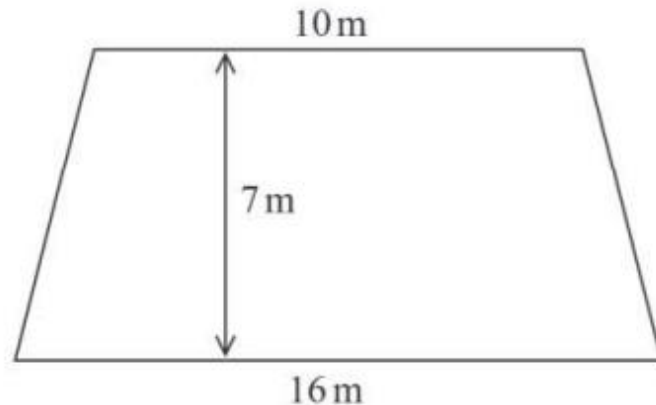


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- 5 The diagram shows a floor in the shape of a trapezium.



John is going to paint the floor.

Each 5 litre tin of paint costs £16.99  
1 litre of paint covers an area of  $2 \text{ m}^2$

John has £160 to spend on paint.

Has John got enough money to buy all the paint he needs?  
You must show how you get your answer.

This is a 5-mark question.



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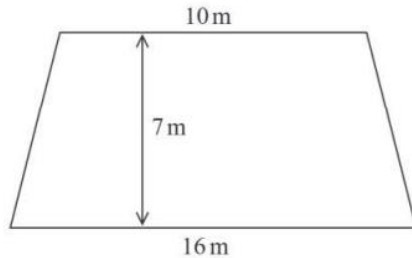


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5 The diagram shows a floor in the shape of a trapezium.



John is going to paint the floor.

Each 5 litre tin of paint costs £16.99  
1 litre of paint covers an area of 2 m<sup>2</sup>

John has £160 to spend on paint.

Has John got enough money to buy all the paint he needs?  
You must show how you get your answer.

The mark scheme has **3 P marks**.

These are awarded for your **process** to calculate something. This is your working out.

The examiner is not interested in your answer(s) for these marks, it is your working out that is being marked.

There is one A mark. This is for the correct answer only (seen as cao on the mark scheme)

There is one C mark. This is a communication mark for writing a sentence to explain your answer.

P1	For calculating the area of the trapezium e.g. $\frac{1}{2} \times (10 + 16) \times 7$ (=91)
P1	For a process to find the number of litres of paint needed e.g. "91" ÷ 2 (=45.5)
P1	For a process to find the number of tins needed.e.g. "45.5" ÷ 5 (=9.1)
A1	£169.90 cao
C1	No with a supporting statement e.g. He doesn't have enough money, or he needs an extra £69.90

The "area of the trapezium" needs to be clearly stated if the process of finding the area is not clear



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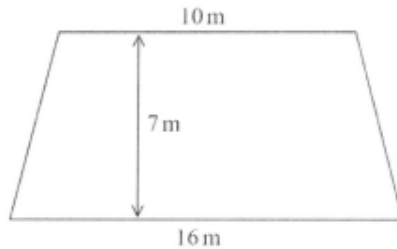
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5 The diagram shows a floor in the shape of a trapezium.

## Example



John is going to paint the floor.

Each 5 litre tin of paint costs £16.99  
1 litre of paint covers an area of  $2\text{ m}^2$

John has £160 to spend on paint.

Has John got enough money to buy all the paint he needs?  
You must show how you get your answer.

$$\frac{10+16 \times 7}{2} = 91 \text{ (area)}$$

Correct process to find the area

$$\frac{91}{2} = 45.5 \text{ (litres)}$$

Divided "their" answer by 2

$$\frac{45.5}{5} = 9.1 \text{ (tins)}$$

Divided "their" answer by 5

$$9 \times £16.99 = £152.91$$

Correct answer

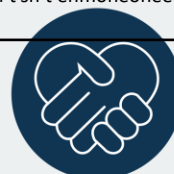
4 marks in total as no sentence for the communication mark

(Total for Question 5 is 5 marks)

5	No with supported figures	<p>P1 ✓</p> <p>P1 ✓</p> <p>P1 ✓</p> <p>A1 ✓</p> <p>C1 ✗</p>	<p>For calculating the area of the trapezium e.g. <math>\frac{1}{2} \times (10 + 16) \times 7 (=91)</math></p> <p>For a process to find the number of litres of paint needed e.g. "<math>91 \div 2 (=45.5)</math>"</p> <p>For a process to find the number of tins needed. e.g. "<math>45.5 \div 5 (=9.1)</math>"</p> <p>£169.90</p> <p>No wisupportstatement megtemegdoesn't sn't enmoneoneedextraextraextra £69.9069.9069.90</p>	<p>The "area of the trapezium" needs to be clearly stated if the process of finding the area is not clear</p>
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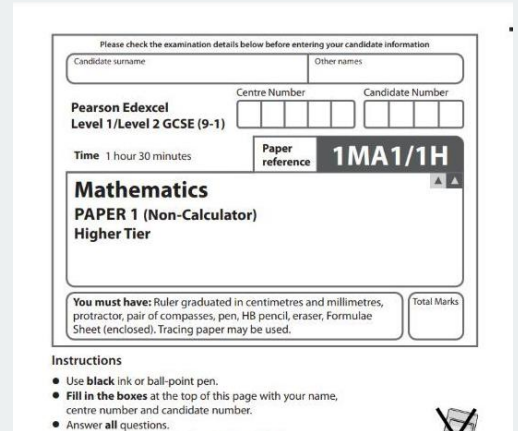


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# Top Tips for Maths

- Our exam board is **Pearson Edexcel**.
- There are 3 papers. **1 non-calculator and 2 calculator**
- The papers get progressively harder.
- Content can be assessed on any paper
- The only way to get better at Maths, is to do Maths.
- Our go to website is **mathsgenie**.



Please check the examination details below before entering your candidate information

Candidate surname: \_\_\_\_\_ Other names: \_\_\_\_\_

Centre Number: \_\_\_\_\_ Candidate Number: \_\_\_\_\_

Pearson Edexcel  
Level 1/Level 2 GCSE (9-1)

Time: 1 hour 30 minutes Paper reference: **1MA1/1H**

**Mathematics**  
**PAPER 1 (Non-Calculator)**  
**Higher Tier**

**You must have:** Ruler graduated in centimetres and millimetres, protractor, pair of compasses, pen, HB pencil, eraser, Formulae Sheet (enclosed). Tracing paper may be used.

Total Marks: \_\_\_\_\_

**Instructions**

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.



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Identify  
Command  
Words

# What are Command Words?

- Command words are the words and phrases used in exams that tell you how you should answer the question.
- Past Papers can be used to find examples of command words.
- The following words occur across multiple subjects; by understanding these words, you'll know what type of answers to give and how to structure them.



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- **Compare** - This requires the student to describe the similarities and/or differences between things, not just write about one.
- **Explain** - Students should make something clear, or state the reasons for something happening.
- **Evaluate** - Students should use the information supplied, as well as their knowledge and understanding, to consider evidence for and against when making a judgement.



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- **Describe** - Students may be asked to recall some facts, events or process in an accurate way.
- **Justify** - Use evidence from the information supplied to support an answer.
- **Calculate** - Students should use numbers given in the question to work out the answer



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- Misunderstanding command words is one of the biggest reasons why marks are lost, even when students know the science.
- For example, “**describe**” means *say what you see* (no reasons), while “**explain**” means *give reasons and show understanding*.
- Examiners often look for **cause-and-effect language** – words like *because, this is due to, therefore*.



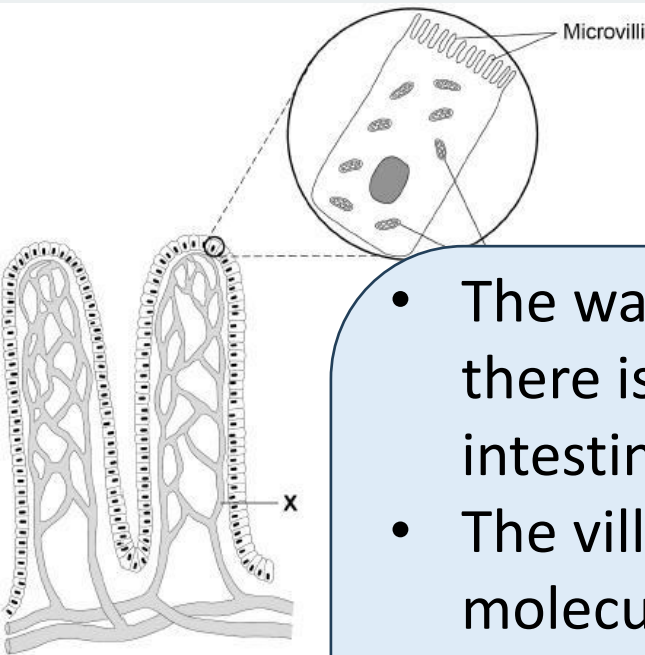
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**Explain** how villi are adapted for efficient absorption of sugar molecules.

- The wall of the villus is only **one cell thick**, therefore there is a **short diffusion pathway** between the intestine and the blood vessels
- The villi have a **good blood supply** to transport food molecules away and **maintain a concentration gradient**
- The cells have **lots of mitochondria** because this is where respiration takes place which **releases the energy** needed for **active transport** needed to absorb food molecules.

This is a 4-r  
Students w  
features the  
diagram.



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# How can you support at home?

- Encourage students to practise using **“because”** in their answers.
- When revising, ask them to go one step further: *“Why does that happen?”*
- Look at past exam questions together – highlight the command word first, then check if the answer meets that instruction.



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# Top Tips for Science

- Triple science 3 separate GCSEs
- Combined science (trilogy) 2 GCSEs
- Focus on Required Practicals – make sure you understand the equipment, method, and results
- Best way to revise - SPARX and active engagement
- Use the website Physics & Maths for past papers and revision notes



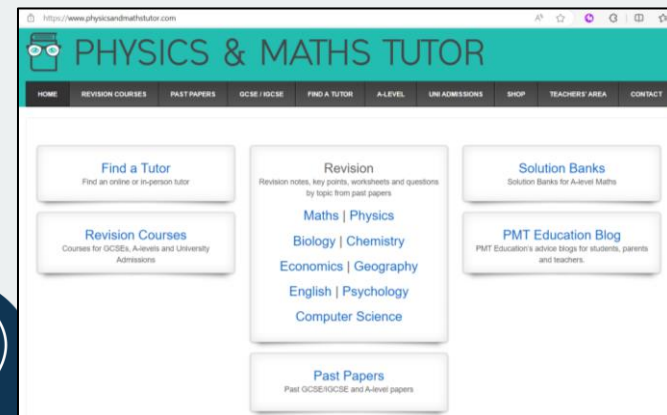
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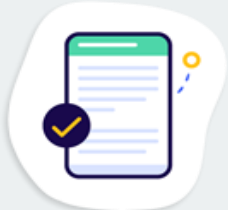
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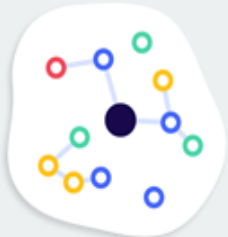
## What is Sparx Science?



**Individualised homework based on student's ability**



**Tailored support to ensure students can get every question right**



**Promotes deep thinking about scientific knowledge**



**Meaningful practice of what students have learnt in lesson**



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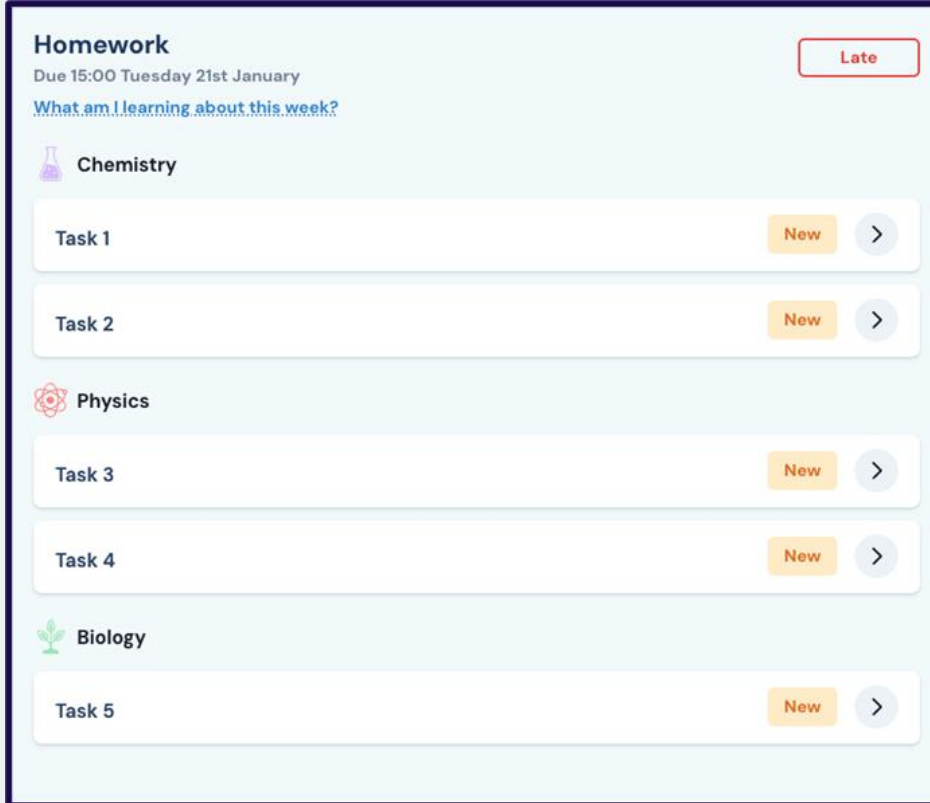
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## How does it work?



Each week students will be given a set of tasks based on the topics that have been recently learnt in lessons (and from previous weeks).

Tasks are split by subject.

Homework will be set at 9am each Friday and due at 9am each Friday of the following week.



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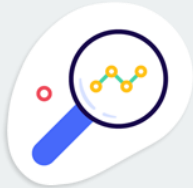


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## How does it work?



**Each task contains a number of questions based on students previous performance.**



**If a student gets a question wrong they can re-attempt it.**



**If they are still getting it wrong then they will be given appropriate support to get the correct answer.**



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# Completing homework

**Homework** Completed

Due 15:00 Tuesday 10th December

[What am I learning about this week?](#)


 **Physics**

Task 1

100% ✓

Task 2

100% ✓

 **Biology**

Task 3

100% ✓

Task 4

100% ✓



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**A task completes when all questions are correct.**

**A homework is complete when all tasks are 100% complete.**

**The tailored levels and support Sparx provides means everyone should be able to complete 100% of their homework.**

## Our Homework expectations



**All students complete 100% of their homework on time each week by the deadline**

## Support

- After school support on Thursday to help with homework completion
- Students should take screenshots of the questions that they are finding difficult and bring along to the support class before the Friday deadline



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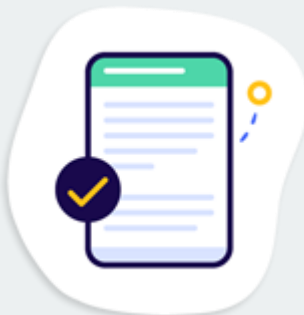
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To login students should:

1. Visit <https://sparxscience.com> and click Log in
2. Choose their school
3. Use their Sparx account to log in, either:
  - a. using their school Microsoft account.
  - b. using the same username and password that they use for Sparx Maths.



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Improve  
exam  
technique

# How do you improve an answer?

- In written subjects you should use past papers and the mark scheme to identify how you can improve your answer.
- For this, you must be able to compare your answer with the mark scheme and highlight areas where you have met the criteria.
- The next slides take you through how to do this with an **English paper**.



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# The mark scheme for language analysis – a skill used throughout both language and literature.

## Level 2: **Some** understanding and comment

**Focus:** Some focus on language

**Grade 3-4**

**Explanation:** Some relevant comments about language and its effects

**Quotations:** Some relevant references or quotes to support points

## Level 3: **Clear** understanding and explanation

**Focus:** Clear focus on specific language choices

**Explanation:** Clear explanation of how language is used to create effects

**Quotations:** Clear and relevant use of quotes to support analysis

**Grade 5-6**

## Level 4: **Detailed, perceptive** analysis

**Focus:** Detailed and insightful focus on precise language choices

**Explanation:** Perceptive and detailed analysis of how language is used to create effects

**Quotations:** Detailed and integrated use of quotes to support perceptive points

**Grade 7-9**



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# Grade 5+

# Grade 8

**A strong pass needs a focus on language choices.**

In the extract, the writer uses descriptive language to create a detailed picture of the man and woman in the photograph. The man is described as wearing a "light-coloured hat, angled down on his head and partially shading his face," which helps the reader imagine his appearance and the way he is positioned. This detail also makes the scene feel more realistic.

The simile "the whiteness of his teeth shows up like a scratched match flaring" creates a strong image of the man's smile. This comparison makes his smile seem bright and sudden, which catches the reader's attention. It also makes it more engaging.

The writer creates a sense of mystery by describing the man's raised hand. The hand could be "to fend her off in play," "to protect himself from the camera," or to shield himself from future viewers of the photo. This invites the reader to think more deeply about what the man might be feeling or thinking.

**A strong pass requires a clear explanation of how language creates effect.**

**A strong pass needs relevant use of quotes.**

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**A grade 8 requires a detailed analysis of how language creates effect.**

In the extract, the writer employs descriptive language to conjure a vivid and evocative image of the scene captured in the photograph. The man's "light-coloured hat, angled down on his head and partially shading his face" not only helps the reader visualize his appearance but also creates the image with a sense of mystery and introspection. The hat's shadow from the verb 'shading' suggests he is hiding or protecting something, adding depth to his character.

The simile "the whiteness of his teeth shows up like a scratched match flaring" not only vividly illuminates his smile but also evokes a sense of fleeting brilliance, much like a match that briefly flares before extinguishing. This comparison adds a dynamic, almost ephemeral quality to the man's smile, making the moment feel both vivid and transient.

The ambiguity surrounding the man's raised hand could be interpreted as a playful gesture, a protective action against the camera, or even a shield from the scrutiny of future viewers. This range of interpretations invites the reader to delve deeper into the characters' possible motivations and emotions, enhancing the complexity of the scene.

The repetition of the phrase "as if to protect" underscores the protective nature of the man's gesture. This repetition serves to highlight the tension between intimacy and distance, suggesting that while he might be shielding himself from the camera or future observers, he might also be trying to protect the woman or their shared moment from intrusion.

**A grade 8 requires insightful focus on precise language choices.**



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# Top Tips for English Language

- The questions for the two papers are the same each year and so the most important thing is to, **KNOW THE QUESTIONS** and **WHAT SKILLS THEY WANT**.
- Use the AQA website, past trial exams and notes in exercise books to remind yourself what's on each paper.
- Pupils should create revision material around what each question requires of them. e.g.
  - Skills / phrases for language analysis
  - Skills / phrases for evaluation
  - Skills / phrases to compare viewpoints

## **Paper 1: Fiction**

Section A: Reading  
(language analysis,  
structural analysis,  
evaluation)

Section B: creative writing

## **Paper 2: Non-Fiction**

Section A: Reading  
(inference, language  
analysis, comparison)  
Section B: transactional  
writing



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# Top Tips for English Literature

## Know the texts!

Students must know **Jekyll and Hyde, Macbeth, An Inspector Calls** and their **conflict poems (including context)** in detail as we move through the year.

## Know the questions!

Be secure on the part A part B difference.

Know your terminology!

Know the different skills used by writers - Be able to spot and **explain/analyse verbs, nouns, similes, metaphors, sentence types, rhyme schemes** etc...

## Do the homework!

This term is focussed on revising the key texts we did in year 10 – we have produced bespoke revision materials for each chapter / act to help guide pupils through their revision.



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# Top Tips for Option Subjects

## GCSE Art and Design

Forget Pinterest and Google and **take your own photographs**- your phones are always with you! Photography helps you explore **themes**, **compositions**, and **textures** that can be developed into drawings, paintings, or mixed media pieces. It's a springboard for creativity

## GCSE Business Studies

You must know key terms precisely and advantages and disadvantages.



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# Top Tips for Option Subjects

## GCSE Computer Science

Practice writing programs in **Python**. Programming using **assignment**, **selection** and **iteration** is assessed throughout paper 1.

## GCSE Dance, Drama and Music

**Rehearsal, practice** and **preparation** are key to success. This can be instrumental practice, theatrical or movement rehearsal and also the preparation and continuous practice of theoretical concepts and ideas. Practice really does make perfect!



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# Top Tips for Option Subjects

## GCSE French and Spanish

Encourage your child to learn their **tenses crib sheet off by heart** and write it down at the start of their Writing and Speaking exams. This simple habit helps them stay focused and **ensures they accurately use three different tenses throughout their answers** — a key requirement for achieving higher marks. It's a small step that makes a big difference in exam performance!



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# Top Tips for Option Subjects

## GCSE Geography

Separate your **case-studies and examples** from your **main notes**.

Case-studies are important to provide more detail when making points and evaluating, so revise them carefully using **Cornell note-making** or **mind maps**.

## GCSE History

**Revision resources** are shared using **Teams**. Students should access these as frequently as possible.



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# Top Tips for Option Subjects

## GCSE PE

Ensure you are regularly engaging in **3 relevant sporting activities**, within school and / or outside of school to boost practical marks. Make regular use of the **flashcards** you have made, so that definitions become second nature, allowing you to focus on **APPLYING the knowledge to practical examples**.

## GCSE Psychology

Students should ensure they have **flash cards** for all key terminology. Revision must be taking place now.



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# Top Tips for Option Subjects

## **GCSE Religious Studies**

Use **flashcards** to learn and remember your religious quotes.  
Students need to know what each quote means.



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# Top Tips for Option Subjects

## Level 2 Child Development

When preparing for NEA/Coursework, make sure to **complete extra reading/wider materials (provided)**. NEA requires good literacy skills, so be sure to ask for help with sentence structure and starters. The NEA is 70% of their grade, so these skills are necessary.

## Level 2 Health and Social Care

Practice the extended writing components of the course. Ensure your **notes remain organised**.



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**gcsepod**  
education on demand

**GCSE Pod** is a platform available to all our students.

It enables students to watch a variety of 'pods' for different subject areas.

It is clear and engaging and can 'check and 'challenge' students' knowledge.



# Helping your child - Create the right study environment



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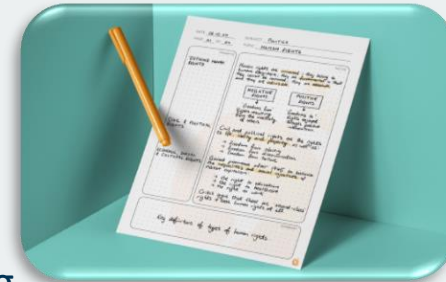


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# Helping your child - Revision checklist.

## Each day, do you have...?

- ✓ Time for three meals a day
- ✓ Time to be outside/exercise
- ✓ Time to take a break in your study session
- ✓ A variety of subjects to study
- ✓ Your subjects broken down into topics
- ✓ Time to focus on the topics you find the most difficult
- ✓ Achievable goals that you reward yourself for achieving
- ✓ Study support sessions to attend in school
- ✓ Time to prepare for the next day
- ✓ An hour before bed to relax



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# Helping your child - Revision planner

## WEEKLY REVISION PLANNER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY
8:30AM -4PM	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	9AM- 10AM	BREAKFAST/ SHOWER	BREAKFAST/ SHOWER
4PM- 5PM	HOMEWORK	TV/ GAMING/ SOCIAL MEDIA	HOMEWORK	TV/ GAMING/ SOCIAL MEDIA	HOMEWORK	10AM- 11AM	REVISION - ENGLISH	REVISION - SCIENCE
5PM- 6PM	DINNER	DINNER	DINNER	DINNER	DINNER	11AM- 1PM	SEEING FRIENDS/ LUNCH	SPORT/ LUNCH
6PM- 7PM	REVISION - GEOGRAPHY	HOMEWORK	REVISION - HISTORY	REVISION - FRENCH	REVISION - SCIENCE	1PM- 3PM	REVISION - MATHS	REVISION - FLASH CARDS
7PM- 8PM	REVISION - MATHS	REVISION - ENGLISH	FREE TIME	HOMEWORK	FREE TIME	3PM- 5PM	OUT WITH FAMILY	SPORT/ TV/ GAMING
8PM- 9PM	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	6PM- 8PM	DINNER/ FREE TIME	DINNER/ FREE TIME



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## WEEKLY REVISION PLANNER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY



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# Next Steps

- Find the most effective study skills for your child.
- Create the 'right study environment'.
- Create a revision timetable – starting tomorrow!
- Encourage your child to attend in school revision sessions.
- Browse GCSE Pod – search the parental support sections.
- Be positive, supporting and encouraging.
- **Year 11 Trial 1 exams start on Monday 20th October.**



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