



**DINNINGTON
HIGH SCHOOL**

Achieving Excellence

RAISE YOUR GRADE



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HIGH SCHOOL**
Achieving Excellence

RAISE YOUR GRADE

SCIENCE

Y11 Supporting success evening

About the course

GCSE COMBINED SCIENCE: TRILOGY

(8464)

These are the separate Sciences (biology, chemistry and physics) that produce three separate GCSE grades using the new 1 to 9 grading system



Y11 Supporting success evening

About the course



GCSE BIOLOGY

(8461)

This is Dual Science. Biology, Chemistry and Physics exams are combined to produce two GCSE grades using the new 1 to 9 grading system

GCSE CHEMISTRY

(8462)

GCSE PHYSICS

(8463)

About the course

GCSE BIOLOGY

(8461)

GCSE CHEMISTRY

(8462)

GCSE PHYSICS

(8463)

New GCSE Grading Structure



Summary of assessments:

GCSE	Number of papers to sit	Length of papers	Contribution of each paper	Types of question
Combined Science – trilogy	Six in total (2 for BCP)	75 minutes (70 marks)	16.7% for each paper	Multiple answer, short closed answer, structured, open response
Biology	Two papers	105 minutes (100 marks)	50% of the GCSE for each paper	Multiple answer, short closed answer, structured, open response
Chemistry	Two papers	105 minutes (100 marks)	50% of the GCSE for each paper	Multiple answer, short closed answer, structured, open response
Physics	Two papers	105 minutes (100 marks)	50% of the GCSE for each paper	Multiple answer, short closed answer, structured, open response

Areas we need to work together

To support your child we have the following in place:

- Be present in lessons
- Use textbooks provided by school
- Weekly revision quizzes that target the basics of Science.
- Engaging starters to improve recall, retention and application of the physics equations.
- We close gaps from marking and feedback and inform our lesson planning.
- Targeted tutor time interventions
- Thursday after school clubs to close learning gaps
- Questioning crib sheets (to take tonight)

How can you support us - joint success

You can support your child by ensuring they;

- Are attending lessons promptly
- Doing their best at the quizzes
- Being selfish in their learning
- Learning the basics (see crib sheets)
- Feel confident that they can do!!
- Making sure they are looking after themselves

Science mock content

This is what is on your November mock

Subject	What will be examined?
Biology	B1 Cell biology, B2 Organisation, B3 Infection and response, B4 Bioenergetics
Chemistry	C1 atomic structure and periodic table, C2 Bonding, structure and properties of matter, C3 Quantitative chemistry, C4 Chemical changes, C5 Energy changes
Physics	P1 Energy, P2 Electricity, P3 Particle model of matter, P4 Atomic structure

These are the opportunities you can take

- Be present and involved in your lessons
- Smash your weekly quizzes (knowing more)
- Use the textbooks school has bought
- GCSE bitesize (AQA trilogy)

<https://www.bbc.co.uk/bitesize/examspecs/z8r997h>

- SENECA learning

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

[Forest - Stay focused, be present \(forestapp.cc\)](https://forestapp.cc)

To take home

To support the success of your child to take:

The Biology, chemistry and physics crib sheets and test the basics

Paper one Biology Chemistry and physics knowledge organisers to use and memorise (look, say, copy, cover, check)



RAISE YOUR GRADE

MATHS

Maths exam dates

Thursday 16th May 2024 – non-calculator

Monday 3rd June 2024 - calculator

Monday 10th June 2024 - calculator

- Set 1 and Set 2 and some of set 3 will take the Higher exam (Grades 4-9).
- The majority of Set 3 to 6 will take the Foundation exam (Grades 1-5)
- Y11 will take Maths mock exams (actual past papers) in November and March
- This allows us to monitor progress and identify gaps in knowledge.

Making sense of the grades

NEW GRADING STRUCTURE	CURRENT GRADING STRUCTURE
9	A*
8	A
7	A
6	B
5	C
4	C
3	D
2	E
1	F
1	G
U	U



HOW YOU CAN HELP...

In general...

- Ensure good attendance.
- Keep in contact with the school about any concerns.
- Ensure homework, practice papers and revising is done in a planned and timely manner.



HOW YOU CAN HELP...

Intervention

Homework Club

After school revision

Revision guides



Useful websites

www.corbettmaths.com

www.mathsgenie.co.uk

www.mathsupgrade.co.uk

www.mymaths.co.uk

www.bbcbiteize.co.uk

www.revisionmaths.com

We recommend the following calculators by Casio, as they are reliable, cover all the requirements for GCSE and are familiar with Maths staff.



Your child has a personal log in for our online revision and homework platform, *My Maths*.

A letter with their details and a note of the previously websites were available at the evening presentation and have now been given to pupils.



What is MyMaths?

MyMaths is a whole-school subscription service for teaching and learning maths. It is written by experienced maths teachers to meet the demands of the UK curricula.

MyMaths includes:

- hundreds of homework activities
- a lesson to match each homework
- revision 'booster packs' which record of all your child's scores so you can track their progress





- Covers all topics from Y7 to Y13
- Gives instant feedback to pupils and enables pupils to comment allowing teachers to feedback further.
- Includes quality lessons to support learning with interactive tasks to check understanding throughout.
- Enables teachers to set specific task, whilst equally allowing pupils their freedom to chose further topics to develop independently.
- Provides grade specific booster packs to aid in GCSE revision.

LESSONS

MyMaths **Lessons** are specifically designed to help children learn and master the skills needed in the homework. Each lesson will start with learning objectives for that specific topic.

Lesson | Simplifying 2

Chapter title	
1	Some basic rules >
2	Some basic questions >
3	Harder examples and solutions >
4	5 questions >
5	Choose the correct expressions >
6	How to divide expressions >
7	6 questions >

Objectives:

- Multiplying and dividing simple algebraic expressions.

eg. $4xy \times 2x$
 $4xy \div 2x$

Oxford University Press 2018

Menu

HOMWORK

Q1 will usually contain straightforward questions to ease a child into the topic and build their confidence.

Online Homework | Rotating shapes

Q1 Q1 - Describing rotations

Each diagram shows a shape being rotated from position A to position B.
Describe each rotation fully. (You can copy the diagram and do it on paper first.)

0/12

Q2 0/6

No calc

Total 0/18

centre (,) [2] centre (,) [2] centre (,) [2]

angle [2] angle [2] angle [2]

For the angle, type 90c, 90a or 180 ('c' for clockwise, 'a' for anticlockwise.)

Mark it

HOMework

Q2 contains slightly more complex questions to encourage your child's progression. They may find it helpful to have paper to hand for working out their answers.

Online Homework | Short division

Q1 Q2 – Word problems Oxford University Press | Pupil A

0/14 Solve the word problems using short division.

A car park has 1088 spaces. If there are 4 rows of cars, how many cars are in each row?

If 8 people share a competition prize of £1352, how much would each person get? £

Q2

0/4


No calc

A building has 3 floors and 570 flats. If there are the same number of flats on each floor, how many flats are on each floor?

A lady buys 8 chairs for £512. How much does each chair cost? £

Total

0/18



[4]

Mark it

Select Curriculum

Classic MyMaths

Revision and assessment

GCSE booster pack:
grades 1 and 2

GCSE booster pack:
grades 3 and 4

GCSE booster pack:
grades 4 and 5

GCSE booster pack:
grades 6 and 7

GCSE booster pack:
grades 8 and 9

Revision and assessment

Students: These booster packs will help you **assess** what you know and **revise** the topics you are not sure about. Find out from your teacher which pack is best for you.

Test yourself with the **worksheet** and use the **revision lesson** to go over any areas you find difficult. If you need to go deeper into a particular topic, you can use the supporting lessons and homework tasks.

Make sure you are logged in to My Portal to save your scores and track your progress.

Choose your booster pack on the left then choose a topic to get started.

HOMework

Their teacher will be able to see their results right away.

Your child can go to the Summary tab to see how they scored. Their most recent attempt is displayed under 'This score'.

Online Homework | Short division

Oxford University Press - Primary | Pupil A

Your homework has been saved!

Question	This score		Your best scores Number of attempts: 2	
	Mark	Percentage	Mark	Percentage
Q1 - Division problems	$\frac{14}{14}$	100%	$\frac{14}{14}$	100%
Q2 - Word problems	$\frac{4}{4}$	100%	$\frac{4}{4}$	100%
Overall	$\frac{18}{18}$	100%	$\frac{18}{18}$	100%

Try again | Finish and close



**Attendance
Matters**

Every student. Every day.

ATTENDANCE

The way forward for DHS – working together, no excuses



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ENGLISH

English session:

- What key information do I need to know?
- What can I expect my child to be learning about?
- What methods can my child use to revise?
- How can I best support my child with revision at home?

English Language

- **Paper 1 (1hr 45 mins)**

1. One source text to read
2. Four reading questions (45 mins)
3. One creative writing question (45 mins)

- **Paper 2 (1hr 45 mins)**

1. Two source texts to read
2. Four reading questions (45 mins)
3. One transactional writing question (45 mins)

- Ways you can support:

- Encourage your child to access the mini mock revision practice sheets on TEAMs
- Encourage your child to write creatively, for fun (use a picture stimulus)
- Encourage your child to read for pleasure as often as they can (build vocabulary, fosters creativity, models effective sentence types, allows students to become more fluent readers)
- Watch Mr Bruff YouTube videos on 'how to answer question...' as he offers specific, targeted advice per question
- BBC Bitesize
- GCSE Pod (podcasts)
- Seneca

Paper 1: - 1 hour 45 mins

10/15 mins to read the text then:

45 mins:

Q1 - Pick 4 things (*4 marks - 4 mins*)

Q2 - Language analysis (*8 marks - 10 mins*)

Q3 - Structure analysis (*8 marks - 10mins*)

Q4 - Get a quote from a student about the text - *have to say if you agree or disagree (20 marks - 22mins)*

Total = 40 marks for the reading

45 mins:

Q5 - Creative writing - choice of two questions - *either describe a picture or write a story (40 marks - 45 mins)*

Total = 40 marks for the writing

Paper 2: - 1 hour 45 mins

10/15 mins to read the text then:

45 mins:

Q1 - Select 4 true boxes - information retrieval - *(4 marks , 4 mins)*

Q2 - Summarise the differences - *(8 marks, 10 mins)*

Q3 - Language analysis (just like paper 1)- *(12 marks , 14 mins)*

Q4 - Comparison of writers' perspectives - *(16 marks, 18 mins)*

Total = 40 marks for the reading

45 mins:

Q5 - Transactional writing - (40 marks , 45 mins) 

Total = 40 marks for the writing

Students could be asked
to write the text for:

- a leaflet
- a speech
- a letter
- a broadsheet newspaper
article
- an essay

English literature- closed book exam

- **Paper 1 (1hr 45)**

1. Romeo and Juliet-extract
2. A Christmas Carol -extract

- **Paper 2 (2hrs 15)**

1. An Inspector Calls- no extract
2. Power and Conflict Poetry (15 poems)- copy of ONE given poem
3. Unseen Poetry

- Students need to know the texts well (read/re-read/watch)
- Learn quotations off by heart (knowledge organisers support with this)
- We also have a DHS revision guide that includes these KOs to help support students
- Again, practice is the key- get past papers, get practice papers, recall quotations off by heart and then say as much as you can about the quotations. How do they link to characters? Themes? Theories?

What the exam will ask you to do:

Romeo and Juliet

Read the following extract from Act 1 Scene 1 of *Romeo and Juliet* and then answer the question that follows.

At this point in the play, the male servants of the house of Capulet have seen the male servants from the house of Montague and a fight is about to start.

SAMPSON
My naked weapon is out. Quarrel, I will back thee.
GREGORY
How, turn thy back and run?
SAMPSON
Fear me not.
GREGORY
No, marry, I fear thee!
SAMPSON
5 Let us take the law of our sides, let them begin.
GREGORY
I will frown as I pass by, and let them take it as they list.
SAMPSON
Nay, as they dare. I will bite my thumb at them, which is disgrace to them if they bear it.
ABRAM
Do you bite your thumb at us, sir?
SAMPSON
10 I do bite my thumb, sir.
ABRAM
Do you bite your thumb at us, sir?
SAMPSON
[Aside to Gregory] Is the law of our side if I say ay?
GREGORY
[Aside to Sampson] No.
SAMPSON
No, sir, I do not bite my thumb at you, sir, but I bite my thumb, sir.

Starting with this conversation, explore how Shakespeare presents aggressive male behaviour in *Romeo and Juliet*.

Write about:

- how Shakespeare presents aggressive male behaviour in this conversation
- how Shakespeare presents aggressive male behaviour in the play as a whole.

[30 marks]
AO4 [4 marks]

Extract to whole text - answer the question using the extract. Then link to the rest of the text.

Remember:

- Highlight the keywords in the question. You must ANSWER it. You won't get marks for writing about the extract/text if it isn't linked to the question!

- Highlight 2/3 quotes in the extract you can say a lot about. Annotate a lot about a little. You get marks for writers' techniques.

- Bullet point what you will say about the text as a whole. Can you remember any key quotes to link to? Any techniques used?

- Make sure that for a couple of your points you link to **CONTEXT!!!**

4 marks available for Shakespeare for SPAG!

Section A - The INSPECTOR CALLS EXAM.

What the exam will ask you to do:

JB Priestley: *An Inspector Calls*

EITHER

0 1

How far does Priestley present Mrs Birling as an unlikeable character?

Write about:

- what Mrs Birling says and does in the play
- how Priestley presents her by the ways he writes.

[30 marks]
AO4 [4 marks]

OR

0 2

How does Priestley use the character of the Inspector to suggest ways that society could be improved?

Write about:

- what society is shown to be like in the play and how it might be improved
- how Priestley presents society through what the Inspector says and does.

[30 marks]
AO4 [4 marks]

You get a choice of question

CHOOSE ONE

Remember - you get marks for:

- AO1 - Making good points on the text/using evidence
- AO2 - Understanding and explaining writer's techniques
- AO3 - Being able to link the text to context

Aim for: - 3-4 PETER paragraphs, with a couple of links to context.

Section B - the anthology poetry exam

1. Read the question carefully and highlight the key words. It will always be a question around how power and/or conflict is shown in both poems

Compare how poets present the effects of war in 'Bayonet Charge' and in **one** other poem from 'Power and conflict'.

Bayonet Charge

Suddenly he awoke and was running – raw
In raw-seamed hot khaki, his sweat heavy,
Stumbling across a field of clods towards a green hedge
That dazzled with rifle fire, hearing
5 Bullets smacking the belly out of the air –
He lugged a rifle numb as a smashed arm;
The patriotic tear that had brimmed in his eye
Sweating like molten iron from the centre of his chest, –

In bewilderment then he almost stopped –
10 In what cold clockwork of the stars and the nations
Was he the hand pointing that second? He was running
Like a man who has jumped up in the dark and runs
Listening between his footfalls for the reason
Of his still running, and his foot hung like
15 Statuary in mid-stride. Then the shot-slashed furrows

Threw up a yellow hare that rolled like a flame
And crawled in a threshing circle, its mouth wide
Open silent, its eyes standing out.
He plunged past with his bayonet toward the green hedge,
20 King, honour, human dignity, etcetera
Dropped like luxuries in a yelling alarm
To get out of that blue crackling air
His terror's touchy dynamite.

Ted Hughes

[30 marks]

3. Complete a quick chart showing similarities/differences - 2/3
4. Turn each point into a PETER paragraph, making sure you write about techniques (language or structure) and use comparing/contrasting connectives to link to the other poem.
5. Make sure you have in at least one link to **context** per poem

Section C - The UNSEEN EXAM.

Remember there are 2 parts to this exam! Lots of students forget there's an 8 mark comparison question at the end (in the exam paper it will be on the last couple of pages so keep flicking on)!

So you need to spend about 30 mins on the first question and 15 mins on the last.

Section C: Unseen poetry

Answer **both** questions in this section.

Autumn

Autumn arrives
Like an experienced robber
Grabbing the green stuff
Then cunningly covering his tracks
5 With a deep multitude
Of colourful distractions.
And the wind,
The wind is his accomplice
Putting an air of chaos
10 Into the careful diversions
So branches shake
And dead leaves are suddenly blown
In the faces of inquisitive strangers.
The theft chills the world,
15 Changes the temper of the earth
Till the normally placid sky
Glow red with a quiet rage.

Alan Bold

[24 marks]

1 In 'Autumn', how does the poet present the effects of the season of autumn?

Today

If ever there were a spring day so perfect,
so uplifted by a warm intermittent breeze
that it made you want to throw
open all the windows in the house
5 and unlatch the door to the canary's cage,
indeed, rip the little door from its jamb*,
a day when the cool brick paths
and the garden bursting with peonies**
seemed so etched in sunlight
10 that you felt like taking
a hammer to the glass paperweight
on the living room end table,
releasing the inhabitants
from their snow-covered cottage
15 so they could walk out,
holding hands and squinting
into this larger dome of blue and white,
well, today is just that kind of day.

Billy Collins

* jamb – the sides of a doorway or opening
** peonies – flowers

2 In both 'Today' and 'Autumn' the speakers describe attitudes towards the seasons.

What are the similarities and/or differences between the ways the poets present these attitudes?

[8 marks]

Q1 is straightforward - pick 3 quotes you can say the most about in answer to the question (highlight key words) and write up in PETER paragraphs

Q2 wants you to **COMPARE** **TECHNIQUES** used in each poem. That could be:

- Key words/phrases
- Language techniques
- Structure techniques

For Both Romeo and Juliet and A Christmas Carol, you will always get an extract with a question, usually on character/theme. You will be asked to:

- Write about how the character/theme is shown in the extract and:
- Write about how the character/theme is shown across the whole text.

1. Highlight the key words in the question.

2. Plan your answer: Highlight THREE quotes in the extract that you think you can say the most about (in answer to the question) and annotate (LOT about a little) Then, underneath the second bullet point (linking to the whole text) bullet point 3 points you are going to make, ideally each from different parts of the texts so you can show you know it really well.

3. Aim to write 3 PETER paragraphs on the extract, linking to context where you can and writing a 'lot about a little' for quotes, discussing the effect of techniques used within the quote but also linking to bigger techniques used within the extract (contrast / dramatic irony / tension building / foreshadowing / structural techniques etc). Use analysis vocabulary.

4. Aim to write 3 PETER paragraphs on the rest of the text. Ideally, use quotes that you have learned to support these points but if you don't know any, then just refer to a specific bit of the play as your evidence. Exactly as above, analyse language in any actual quotes you use (if you've used a quote) , but also discuss bigger techniques used in the evidence you've mentioned. Link to context again – try to make at least 3 links to context across the answer. Use analysis vocabulary.

Use the words 'The writer uses... (this character/theme/idea)... to show....

You need to show you understand that everything in the text is a **deliberate** choice by the writer.

Higher bands – will give multiple interpretations of quotes and a really detailed analysis.

They might also find it easier to give a developed 'thorough' response by writing a PETER paragraph on the extract and then LINKING to elsewhere in the text to compare or contrast, so using a PETER paragraph, and then repeating.

Top band – will *drive forward an argument*. They will have an introduction which takes a stance in relation to the question and the rest of the essay will push forward that viewpoint.

For Inspector Calls you will get a choice of 2 essay questions which will usually be on either character or theme (but could be on the importance of a certain point of the text, like the ending).

You WILL NOT GET AN EXTRACT so it is vital that you LEARN QUOTES.

1. Highlight the key words in the question.

2. Plan about 5 points you are going to make in answer to the question. It might be easier to take a chronological approach through the text when looking at a character or theme.

3. Then turn each point into a PETER paragraph . Ideally, use quotes that you have learned to support these points but if you don't know any, then just refer to a specific bit of the play as your evidence. Exactly as above, analyse language in any actual quotes you use (if you've used a quote) , but also discuss bigger techniques used in the evidence you've mentioned. Link to context again – try to make at least 3 links to context across the answer.

Use the words 'The writer uses... (this character/theme/idea)... to show....

You need to show you understand that everything in the text is a **deliberate** choice by the writer. **Use analysis vocabulary.**

Higher bands – will give multiple interpretations of quotes and a really detailed analysis.

Top band – will *drive forward an argument*. They will have an introduction which takes a stance in relation to the question and the rest of the essay will push forward that viewpoint.

Ways students can revise

Romeo and Juliet Knowledge Organiser			
Ideas / Concepts / Knowledge	Key Terms	Key Quotes	
<p>William Shakespeare : 1546-1616</p> <p>Romeo & Juliet written early in career</p> <p>Aristotle: Laid out rules for tragedy – said hero should have a ‘fatal flaw’</p> <p>Freytag – came up with a triangular diagram for the structure of drama</p> <p>Tragedy: the downfall of the main character(s) through their own flaws of character and the actions of fate</p> <p>Fate: Elizabethans believed that fate controlled their lives, and they had very little free will</p> <p>Prologue: Sonnet; reveals entire plot; suggests it is people rather than fate that causes deaths</p> <p>Love: family; romantic; lust; friendship</p> <p>Marriage: commonplace for families to decide who children should marry</p> <p>Patriarchal society: the society in which the play was set was ruled by men and women were seen as inferior.</p> <p>Superstition: Elizabethans believed a dying man’s curse would be fulfilled</p>	<p>Tragedy</p> <p>Fate</p> <p>Unrequited</p> <p>Sonnet</p> <p>Dramatic irony</p> <p>Blank verse / Iambic pentameter</p> <p>Prose</p> <p>Rhyming couplet</p> <p>Oxymoron</p> <p>Courtly love</p>	<ol style="list-style-type: none"> "A pair of star crossed lovers" "Deny thy father and refuse thy name!" - "My only love sprung from my only hate" "A rose by any other word would smell as sweet" "Did my heart love till now?" - "My lips, two blushing pilgrims, ready stand" "Juliet is the sun" Tybalt calls Romeo a "boy" and says he has done him "injuries" "Calm, dishonourable, vile submission!" "A plague on both your houses!" - "And you be mine, I'll give you to my friend: And you be not, hang, beg starve, die in the streets!" Capulet to Juliet when she refuses to marry Paris "This day's black fate on more days doth depend This but begins the woe others must end." - "I am fortune’s fool!" "Here lies Juliet, and her beauty makes This vault a feasting presence full of light." - "A glooming peace this morning with it brings" 	
	Themes		<p>The Power of Love</p> <p>The Individual v Society</p> <p>Conflict</p> <p>Fate</p>
	Symbolism and Imagery		
	<p>Light / dark</p> <p>Day / Night</p> <p>Time</p> <p>Contrasts</p> <p>Religion</p>		

The main thing is students have everything at their disposal...

- Mock exams in November (start revising now, if not already begun!)
- Mock exams in January/ February
- Final exams

- Our job together is to manage expectations and support; we need to look after their well being. You can't pour from an empty cup, as they say! If your child has never revised, we need to help them learn how to; if your child has colour-coded everything and a revision schedule already, then we need to support them in being realistic about what they can manage and when. We don't want anyone feeling overwhelmed.



RAISE YOUR GRADE

CAREERS



**DHS
Careers**
Aspire - Dream - Achieve

THE TEAM



• Mrs Jones – Careers Lead
Ordinator



Mrs Sykes – Careers Advisor



Miss Skill – Careers Co-

Year 11 – WHAT'S NEXT?

- IT'S A YEAR OF HARD WORK AND STRESS LEADING UP TO THE FINAL EXAMINATIONS – ON TOP OF THIS STUDENTS ALSO NEED TO MAKE DECISIONS ABOUT THEIR NEXT STEPS
- SO, HOW CAN WE HELP WITH THIS?

WHAT WE OFFER AND HOW WE SUPPORT

- CAREERS LESSONS IN 'LIFE' – THIS GIVES INFORMATION ON WHAT IS AVAILABLE – SUCH AS SIXTH FORM/COLLEGE/APPRENTICESHIPS AND INFORMATION ON HIGHER EDUCATION
- 1:1 APPOINTMENT WITH THE CAREERS ADVISOR
- CAREERS FAIR
- SIXTH FORM OPEN EVENING
- APPRENTICESHIP WORKSHOP
- 'SEARCH FOR A STAR' APPRENTICESHIP OFFER
- COLLEGE ASSEMBLIES AND APPLICATION SUPPORT
- EXTERNAL ROADSHOWS AND VISITORS – BBC BITESIZE CAREERS
- TUTORS HAVE INFORMATION TO SIGN POST



WHAT IS ON OFFER FOR YOUR SON/DAUGHTER?

- SIXTH FORM – LEVEL 3/A LEVELS – OPEN EVENING IN OCTOBER – MORE INFO TO FOLLOW
- COLLEGE – LEVEL 1/2/3 COURSES AND T LEVELS
- APPRENTICESHIPS
- TRAINING PROVIDERS

STUDENTS CAN APPLY FOR AS MANY COURSES AT DIFFERENT PLACES AS THEY WISH.

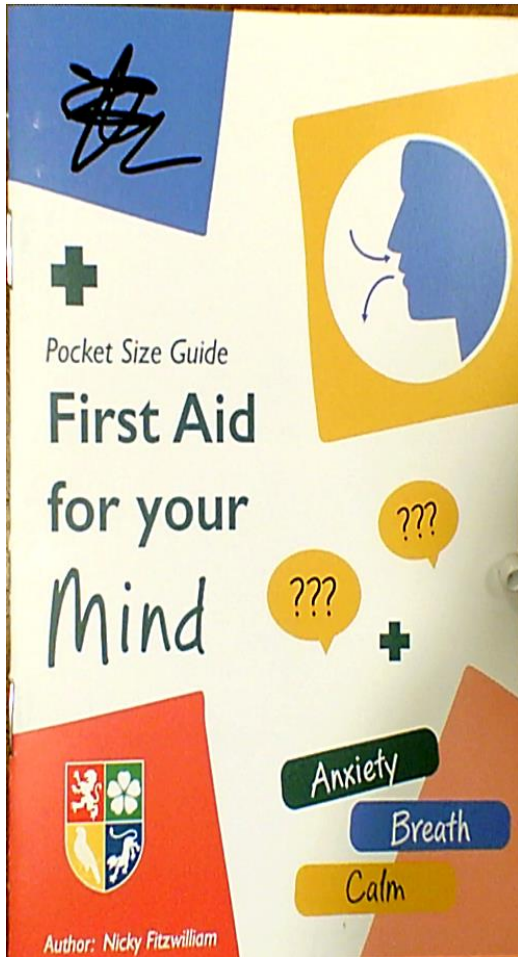
PARENT/CARER/FAMILY – YOU ARE IMPORTANT

- ENGAGE IN CONVERSATIONS ABOUT THEIR NEXT STEPS
- ACCESS INFORMATION ONLINE
- PLEASE **DO NOT HESITATE TO CONTACT US** WITH ANY QUESTIONS
- USE THE INFORMATION LEAFLET TO HELP WITH RESEARCH



RAISE YOUR GRADE

Pastoral Team



Key Dates

to help year 11 succeed

Sixth Form Open Evening:	12th October 2023
Year 11 Mock Exam Dates:	6th – 17th November 2023
Year 11 Mock Results Day:	7th December 2023
Year 11 Reports Home:	7th December 2023
Year 11 Awards Assembly:	8th December 2023
Year 11 External Voc Exams:	January/February 2024 (some students)
Year 11 Parents Evening:	11th January 2024
Year 11 Mock Exam Dates:	20th February – 1st March 2024
Year 11 Reports Home:	21st March 2024
Year 11 Practical Exams:	April/May 2024 (some students)
Year 11 GCSE Exam Dates:	10th May – 26th June 2024
Year 11 Leavers' Assembly:	18th June 2024 (provisional date)
Year 11 Prom:	20th June 2024 (provisional date)
Year 11 Results Day:	22nd August 2024

Year leader team

- Here to assist as we can
- Let us know where we can help!

Form tutors/Tutor time

- Overall intention is to support pupils in successfully completing the year
- Everything is around developing & supporting pupils to understand their next steps
- Introduction to 6th form/ college/ apprenticeships (applications)
- Revision techniques/materials to use
- Stress management/support systems

- Being in school on time for this is really important

Revision

- Revision Guides - Check specifications & course titles with Year leaders/Tutors/Teachers
- Techniques
- Additional sessions – P6's
- Planning/timetables

Support from home

- Sleep
- Diet
- Exercise
- Mobile Phones
- Building good habits
- Balance

Attendance

- Our minimum target is 96%
- Attendance does significantly impact on attainment
- Punctuality to school and lessons – lost learning
- How you can help – appointments/holidays etc.
- Keep in touch with school attendance@din.leap-mat.org.uk



**DINNINGTON
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STRATEGIES

Revision

I must do my revision
I must do my revision
I must do my revision
I must do my revision
I must do my revision



Describe Revision! What does it mean to you?

'Just Revise'... We've all heard this in the past but what does it mean?

How **do** you do revision?

Maximise your learning potential by introducing you to:

- ✓ a variety of different revision techniques.

EFFORT + TIME = SUCCESS

RAISE YOUR GRADE

Chunking



Chunking is breaking up a big piece of information into smaller chunks rather like steps in a ladder. It can be used for numbers and words. Often students use Bullet points to break up information.

Try to remember this by breaking it up into chunks:

The average person can take in four numbers or words at a time, can concentrate on revision for a maximum of 45 minutes at a time and remembers information best shortly before bedtime.

Chunked:

- ❖ Remember 4 words/numbers at a time
- ❖ Revision max 45 mins.
- ❖ Remember best before bedtime

Mnemonics

Mnemonics help you to remember by using short words that stand for something to help you. Here is a Mnemonic for **REVISION & STUDY**.

Rest

Exercise

Variety

Imagination

Structure

Individual

Ongoing

Not too long

Sleep

Take a Break

Underline Key Words

Device a Revision Plan

YOU CAN DO IT!



Mind Maps

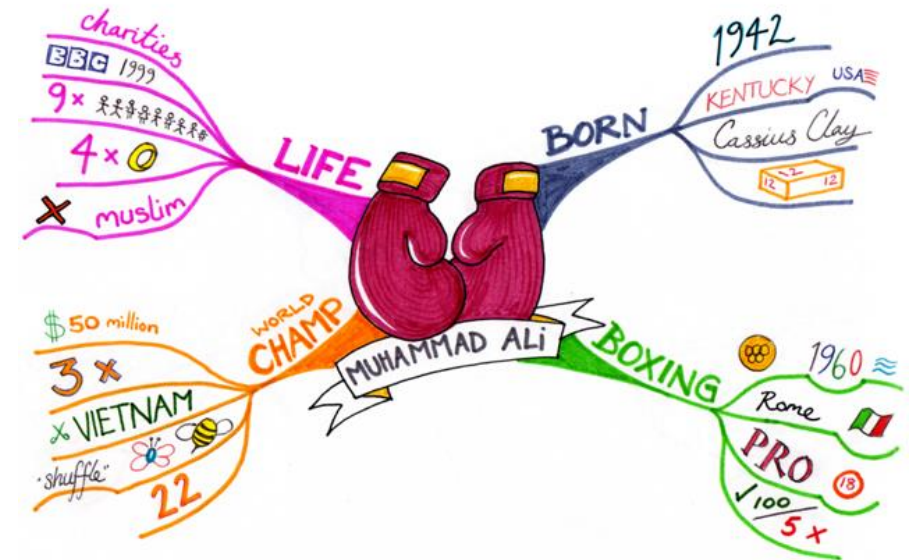
Mind Maps help a lot of people to remember, because it is much more powerful when we use our imagination. The idea is to link objects and ideas to each other in the craziest way possible.

Mind Maps – The Rules!

- ✓ Use paper in landscape
- ✓ Have a central image to symbolise the topic
- ✓ Have wide main branches to organise ideas that taper out to the...
- ✓ More detailed branches which have key words about the topic

Use:

- Images
- Colour
- Single key words



Mind maps (or spider diagrams) are good for remembering topics and sub-topics, such as characters in a book.

Connect 4

A fun way to help you memorise key information

Quotes – Dates – Definitions – Characters – Key Terms – Themes

What year was Priestley born?

Where was Priestley Born?

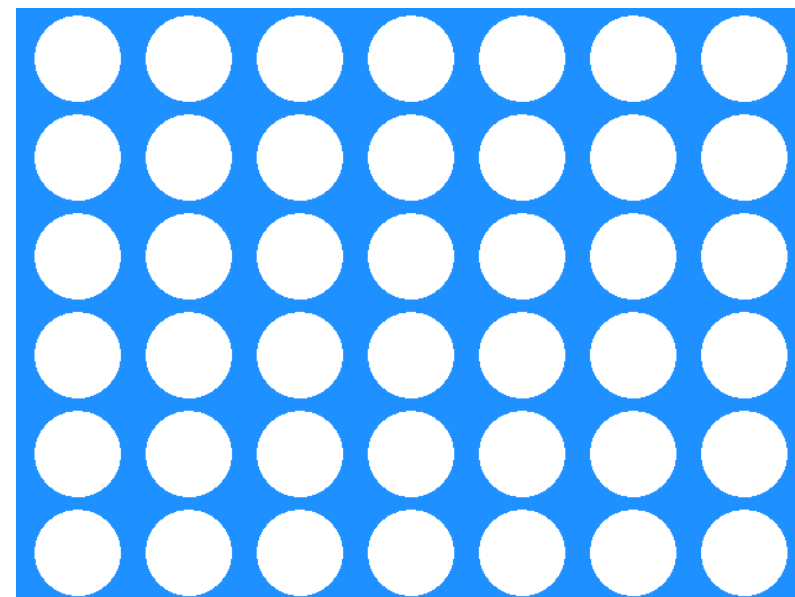
Who was born in 1894 in Bradford, Yorkshire?

Who said ... (*Laughs hysterically*) "Why-you fool-he knows.

Of course he knows."

Tell me a quote that Eric said?

A person's sense of what is right or wrong is called?



Post-It Challenge

Read the text provided. On a post it note, write down everything you can remember.

CHALLENGE: Try not to leave any blank space!



Repeat this at the end of the lesson- how full is your post it note?

Picture from memory



There is a picture. One member of your group will go to the picture and get 30 seconds to study it.

They then must go back to their group and describe what they saw to a scribe.

The scribe will then try and replicate the picture based on what they hear.

Tarsia

What is it?

Tarsia is a piece of freely available software which allows you to create a wide range of jigsaws and domino activities very easily.

How can I use it?

Having selected what type of activity you wish to create, use the Input screen to input as many questions and answers as you like. The software jumbles up the answers ready for you print off and complete. Finished Tarsias also make nice revision displays.



Record it



This method is excellent for remembering longer pieces of text and the best bit is that you can do it anytime, anywhere!

TOP TIPS

- ❖ After a few listens try pausing the track and see if you can predict the next part of your notes .
- ❖ After a few days of revision try re-recording it and see if you can remember all of your key points.

- Practice reading your notes out loud.
- When you are happy, record yourself saying key information out loud.
- You can listen to your notes whilst on the bus, in bed or whilst getting ready in the morning!

Colour Coding



Highlighters

As you read through your notes use different coloured highlighters to pick out key words /themes/ideas/ points etc.

You could try a different colour for each theme or topic.

Use Colour

Your brain just adores colour and will remember things much more easily if you use it.

E.g. put all the important words in red, the important concepts in green, important dates in purple etc.

Underlining

As you read through the work in your exercise book underline key words.

You could come up with a predicted list before you start or you could make a list of the key words at the end.

You could underline in different colours, patterns or lines like wiggly, thick etc.

Songs & Rhymes

How often does a song get into your head and you end up singing it all day?



Why not find some of your favourites tunes and change the words to fit in with a revision topic?

The song will help your brain to trigger the information.

Card Cover & Flash Cards

Two ways to practice with cards:

1. Put the answers on the back, but you will need to remember more at once before you check



OR

2. Use a piece of paper and move down to reveal answers as you guess the contents.



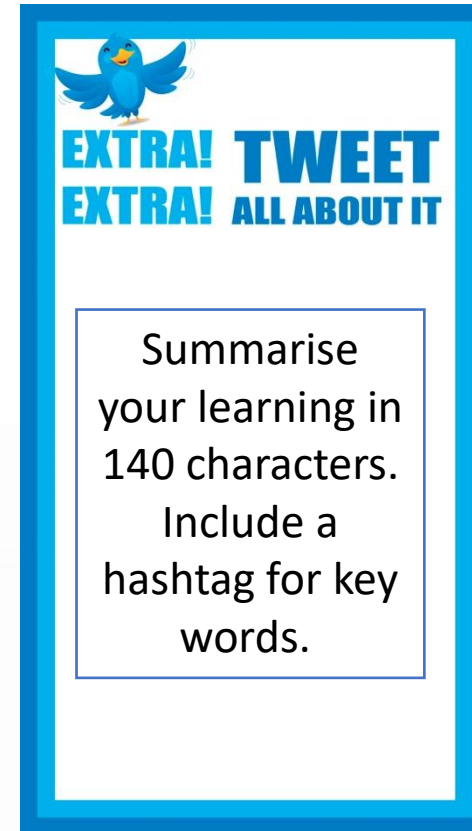
These techniques are very useful for checking that you know key facts.

Social Media



Instagram each other with revision ideas, share your techniques and notes. Take a picture of a character/ quote/ equation and summarise key information. Create a revision 'Storey'

Create a revision SnapChat 'Storey' with revision ideas, share your techniques and notes. Take a picture of a character/ quote/ equation and summarise key information.



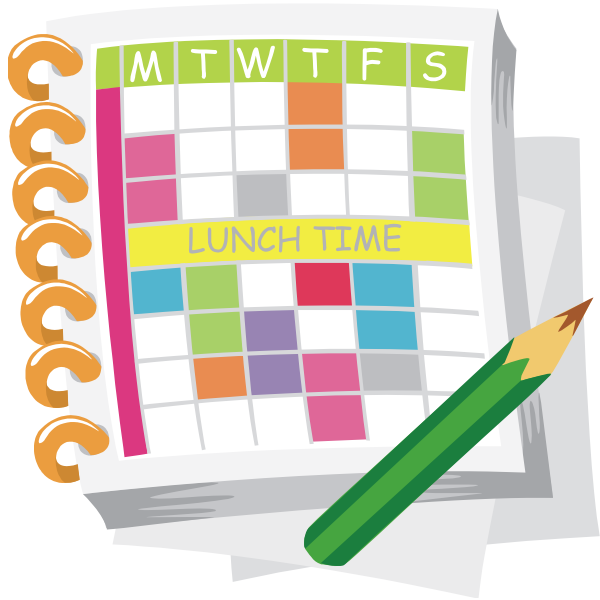
Write a Facebook status about a character/ Quote/Ask Questions to each other etc. Create a revision 'Storey'



Online



Revision Timetable



Create a revision timetable to help organise your time between now and the exam...

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	1 hour Science Physics	
					1 hour Science Chemistry	1 hour Maths Graphs
1 hour Science The human body	1 hour English (writing to persuade)	1 hour English (writing to inform)	1 hour Spanish Topic: going on holiday	<u>Rest day</u>		1 hour Science Chemistry
1 hour Maths Fractions	15 minute break					

Do you know what you need to revise for each subject?

What do you need to revise?

Mobile phone off



Snacks and drinks



A buddy



Highlighters



Music



Post it notes



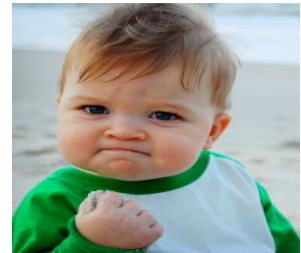
Your own space



Books and notes



Perseverance



Coloured pens



19 th May AM: Maths PM: Statistics	20 th May AM: Maths PM: Maths	21 st May AM: Maths PM: Maths	22 nd May MATHS EXAM	23 rd May AM: Free PM: Statistics	24 th May AM: Free PM: Politics
25 th May AM: Statistics PM: Politics	26 th May AM: Free PM: Free	27 th May AM: Free PM: Politics	28 th May AM: Free PM: Statistics	29 th May AM: Free PM: Statistics	30 th May AM: Free PM: Politics
31 st May AM: Politics PM: Politics	1 st June AM: Politics PM: Politics	2 nd June AM: Politics PM: Politics	3 rd June POLITICS EXAM	4 th June AM: Free PM: Statistics	5 th June AM: Free PM: Statistics
6 th June AM: Free PM: Statistics	7 th June AM: Free PM: Free	8 th June AM: Free PM: Free	9 th June AM: Statistics PM: Statistics	10 th June AM: Statistics PM: Statistics	11 th June AM: Free PM: Free
12 th June STUDY LEAVE ENDS	13 th June AM: Free PM: Statistics	14 th June AM: Free PM: Statistics	15 th June STATS EXAM	Revision Timetable: 19 th May – 15 th May	

Revision timetable



Free from interruptions



Select at least five things and be prepared to explain your choices.