

# Year 10 Parents Information Evening

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26 September 2019

**BRACE YOURSELVES...**

**EXAMS ARE COMING**

DIYLOL.COM

**IF YOU DON'T REVISE**



**YOU SHALL NOT PASS**

memegenerator.net

# Mathematics

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Ms Serena Pelley

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**How can you support your  
son/daughter through their  
GCSE Maths course and  
exams?**

# The GCSE Maths course

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- Pearson Edexcel exam board
- Sit 3 papers, each 1 hour 30 minutes long
- Higher or Foundation tier

# Old style question

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12. Sylvie shares £45 between Ann, Bob and Cath in the ratio 2 : 3 : 4

Work out the amount each person gets.

Ann: .....

Bob: .....

Cath: .....

**(Total 3 marks)**

# New 9 – 1 question

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**4** Raya buys a van for £8500 plus VAT at 20%

Raya pays a deposit for the van.

She then pays the rest of the cost in 12 equal payments of £531.25 each month.

Find the ratio of the deposit Raya pays to the total of the 12 equal payments.

Give your answer in its simplest form.

.....  
**(Total for Question 4 is 5 marks)**

# All students.....

- Will have the chance to purchase revision guides/workbooks
- Will be issued with a revision list
- Have been told what equipment they need
- Have access to mathswatchvle
- Have access to mymaths
- Will have access to/be provided with practice/past papers

# How can you help?

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- Ensure they have a clear working space
- Unplug them from their phones/tablets for a set time
- Get them to do maths – completing lots of questions is the best way to revise!

# English

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Mr Greg Dale

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# GCSE English Language

- Assessment is by **2 external examinations** at the end of Year 11, each is worth 50%.
- Paper One – Responding to one literary extract with questions focusing on language, structure and evaluation. Section B will be a creative writing response.
- Paper Two – Responding to two non-fiction texts written in different time periods. Questions focus on comparison, language and writers' methods. Section B will be a discursive or argumentative response.
- **ALL students will sit the same paper.**

# GCSE English Literature

- Assessment is by **2 external examinations** at the end of Year 11. **Closed book.**
- Paper One:
  - A Shakespeare play – *Macbeth*
  - 19<sup>th</sup> century novel – *A Christmas Carol*
- Paper Two:
  - A modern text – *An Inspector Calls*
  - Poetry – seen and unseen.
- **All students will sit the same paper.**



# What you can do to support your child

- Encourage **wide reading** at home. Read texts together and ‘quality’ newspapers such as ‘The Guardian’, ‘The Independent’ or ‘The Telegraph’.
- Read the **set texts** your child is studying so you can ask questions about characters, plots and themes.
- Ask your child to read through their work with you, have a **thesaurus** and **dictionary** to hand.
- Purchase revision guides such as **York Notes** for the **3 GCSE set texts**. Use BBC Bitesize and the AQA website.

# Bristol University Grammar



Faculty of Arts

## Improve Your Writing

### Table of Contents

- A. Why improve your understanding of grammar and punctuation?
- B. Punctuation Marks
- C. Common Confusions
- D. Using quoted material.
- E. Other pitfalls and problems
- F. Style
- G. Exercises
  - 1. Using the Colon to Improve Style
  - 2. Using the colon.
  - 3. Using the semi-colon.
  - 4. Using the comma 1.
  - 5. Using the comma 2.

### Exercises

Here is a list of the exercises that have been developed to help you test your understanding of the different points covered.

[Using the colon to improve style.](#)

[The colon.](#)

[The semi-colon.](#)

[The comma 1.](#)

[The comma 2.](#)

[The comma splice.](#)

[Separating clauses.](#) This exercise tests your understanding of the colon, the semi-colon and the comma.

[Conjunctions.](#)

[The hyphen.](#)

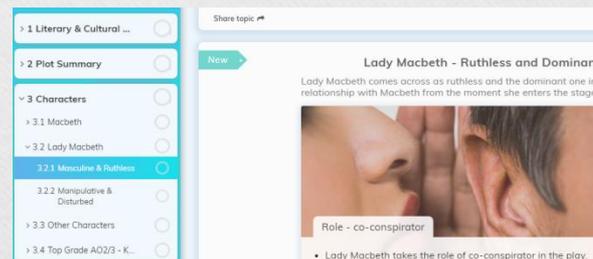
[Contracted word forms.](#)

# English apps

- GCSE pod

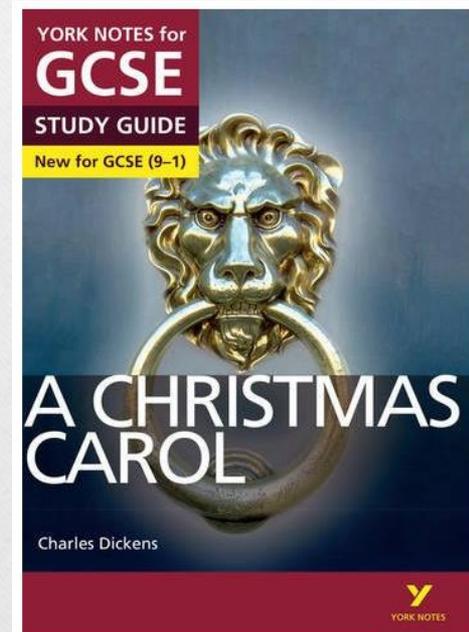


- Seneca



# Continuous revision

- Revision of plots and themes – mind maps, timelines, knowledge organisers etc.
- Revise characters – what happens to them, relationships with other characters.
- Quotation cards and flashcards.
- Listen to audio versions of the texts.
- Use youtube, sparknotes, BBC bitesize etc
- **Re-read the texts.**



# 14 – 16 Qualifications Different Approaches

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Mrs Kelly Tyrrell

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# The difference between GCSE and Vocational Qualifications

How to prepare for GCSE and vocational  
qualifications

# The difference between GCSE and Vocational Qualifications

## Vocational Courses

- Designed to develop practical skills and knowledge related to a particular vocation.
- Combine classroom-based and practical activities based around real-life situations.
- Mainly coursework plus an exam element.
- Level 2 Distinction\* - Level 1 Pass

## GCSE 9-1

- Traditional qualifications taught and assessed in a way most people are familiar with.
- Mainly focused around developing academic knowledge and understanding.
- Mainly exam based plus a coursework element.
- 9-1

# Vocational Assessments

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- The vast majority of assessments are coursework based, requiring students to work independently on assignments in most lessons.
- Assignment deadlines spread throughout the year – failing to meet a deadline will have a knock on effect to the next assignment.
- Exam unit (25%) – In some subjects this is completed in Yr10
- Strict guidelines on marking and feedback. Teachers are only permitted to give summative feedback. Teachers are not permitted to give direct feedback on how students can improve their assignment.

# Grade comparisons

Plymstock  
Pathway

GCSE  
Grades

<b>P</b>	<b>9</b>	<b>Level 2 Distinction*</b>
<b>L</b>	<b>8</b>	<b>Level 2 Distinction</b>
<b>Y</b>	<b>7</b>	<b>Level 2 Merit</b>
<b>M</b>	<b>6</b>	<b>Level 2 Pass</b>
<b>S</b>	<b>5</b>	<b>Level 1 Distinction</b>
<b>T</b>	<b>4</b>	<b>Level 1 Merit</b>
<b>O</b>	<b>3</b>	<b>Level 1 Pass</b>
<b>C</b>	<b>2</b>	
<b>K</b>	<b>1</b>	

Cambridge  
Nationals

# How can you help?

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- Help with time management and tracking assignment deadlines. (these are likely to be on SMHW)
- Reiterate the importance of doing it well and doing it once.
- Check assignments have met the brief and covered all of the relevant topics in the mark scheme / syllabus.

Help is on the way  
with revision!

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Mr Simon O'Neil

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*This is a team effort*

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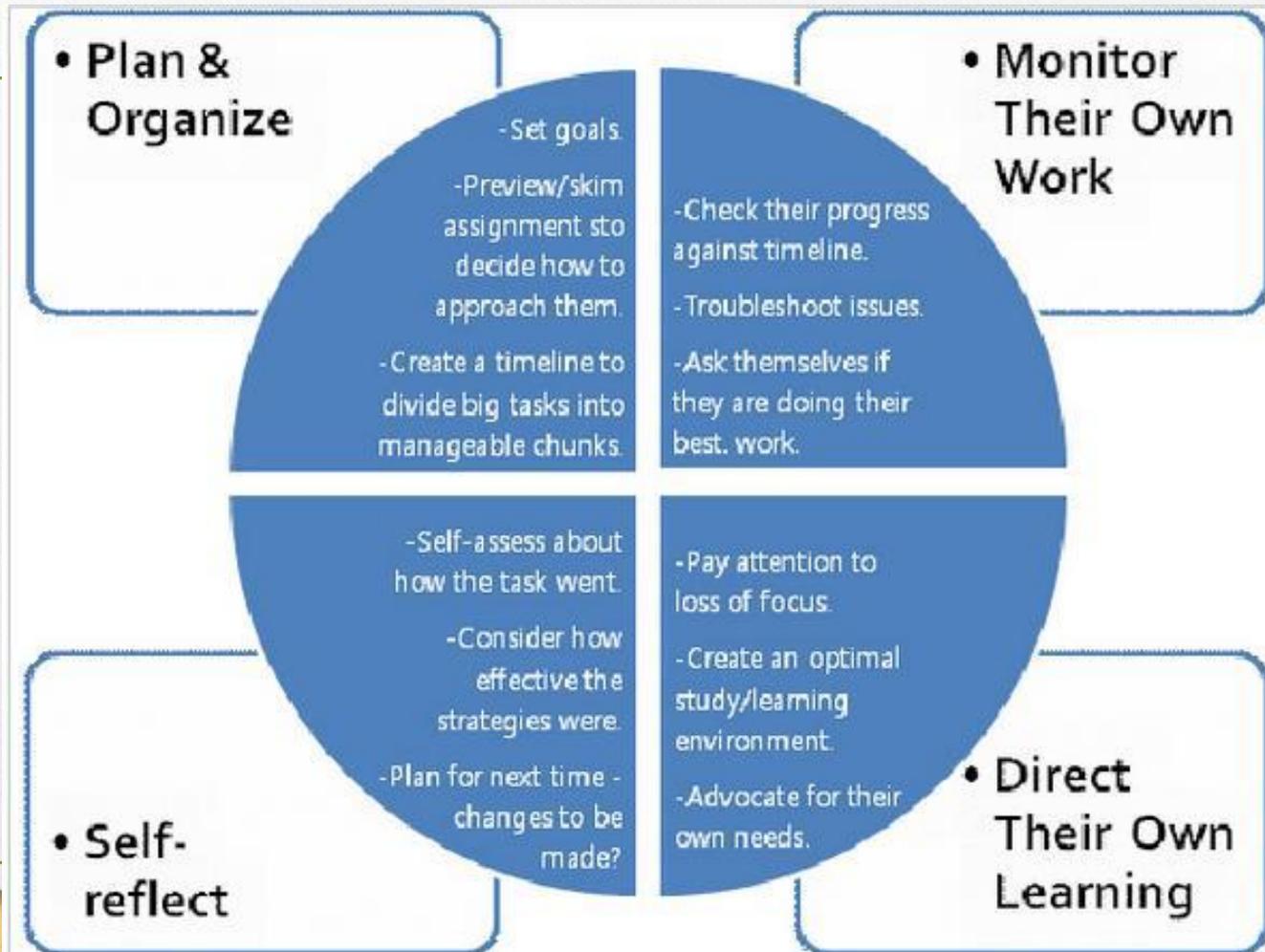
- Getting the basics right
  - How successful students learn
  - Key strategies
-

## **The basics**

- Creating the right environment
  - Having the right resources
  - Focussing their time
-

# Helping at home

## What successful students do



- We need to teach them to revise

**Things to think about before I start**

- What am I trying to learn?
- What resources will help me (revision guide, textbook, past papers, online clips, flash cards)?
- What revision method will help me learn this topic? Check list on back of sheet.
- How will I assess whether I have learned the topic (past papers, online quiz, question booklet, question partners, flash cards)?

**What do I already know about his topic?**

**Things to think about while I'm revising**

- Is this revision method working?
- Do I understand the key concepts and ideas for this topic?
- Which areas am I finding most difficult, what could I do to help me learn these?

**Things to think about after revising**

- How did I do in my assessment?
- What do I still need to work on?
- How will improve my understanding more?
- Was my revision method suitable for this task?

**What questions do I still have?**

- **Encourage better methods**

<b>More Effective</b>  <b>Less</b>	Practice Question
	Revising over a period of time <i>Little and often</i>
	Writing explanations for key ideas
	Rewriting information <b>in your own words</b>
	Use different types of study
	Writing summaries of information <i>Mind-mapping</i>
	Flash cards <i>You need to use these often</i>
	Highlighting important information
	Memorising keywords and ideas
	Rereading revision notes

## **Key strategies**

- Distributed practice
  - Elaborative interrogation
  - Self-explanation
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- Interleaved practice

## **Distributed practice**

Five hours spread over two weeks is better than five hours all at once.

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## **Distributed practice**

- Review lessons but not immediately after the class.
  - Revise information from older topics also.
  - Use short bites of information
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- Free science lessons
  - Single page of revision guide
- **DO NOT WORRY ABOUT FORGETTING**

## **Distributed practice – how to help**

- Encourage '*little and often*'
  - Timetable regular revision
  - Encourage revision of previous lessons/topics
- 
- Start now!

## **Elaborative interrogation**

Learning facts and figures will get you so far, but.....

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asking questions about what you are learning will give you a depth of knowledge you can rely on no matter what they ask you.

## **Elaborative interrogation**

*Describe two problems facing Jews living in Germany during the years 1933 to 1939. [4 marks]*

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Student 1

I've read the revision guide and I know two problems Jews faced. I now know about Jews and the Nazis.

Revision done – X Box on!

## **Elaborative interrogation**

*Describe two problems facing Jews living in Germany during the years 1933 to 1939. [4 marks]*

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Student 2

- I've read the revision guide but I also want to know:
- Why were Jewish people attacked by the Nazis?
- What happened in Germany before 1933?
- How did this effect Jews after WW2?

## **Elaborative interrogation – how to help**

- Ask questions to push depth of knowledge
  - Encourage further reading/viewing of topic
-

## **Self explanation**

*The best way to learn a subject is to teach it.*

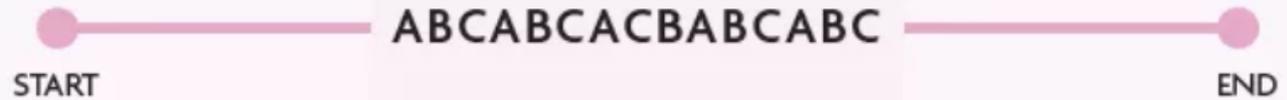
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- **Self explanation**
- *2 people take 6 hours to paint a room. Assuming that they all work at this rate, how long will it take 3 people to paint the room?*
- Students need to be very aware of what they are doing at each step and talk about it / explain it.
- *I need to work out how long 1 person takes.*
- *I can then work out for any number of people by dividing that time by the number of people.*
- *This method would work for any question comparing rates.*

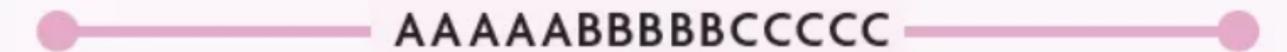
- **Self explanation – how to help**
- Make then *teach* you.
- Ask difficult questions:
  - How did you get that answer?
  - How did you know that was the right answer?
  - Why did you do it that way?
  - Could you have done it any other way?

- Interleaved practice

Interleaved



Blocked



- **Interleaved practice**
- Year 11 GCSE Science exams:

<b>Science exam</b>	<b>Topics examined</b>
Biology 1	Cells, Organisation, Infection & response, Bioenergetics.
Biology 2	Homeostasis & response, Inheritance, variation & evolution, Ecology.
Chemistry 1	Atomic structure & periodic table, Bonding, structure & properties of matter, Quantitative chemistry, Chemical changes, Energy changes.
Chemistry 2	Rates and extent of chemical change, Organic chemistry, Chemical analysis, The atmosphere, Using resources.
Physics 1	Energy, Electricity, Particle model & matter, Atomic structure.
Physics 2	Forces, Waves, Magnetism & Electromagnetism.

- **Interleaved practice – how to help**
- Monitor revision
- Timetable times to revise previous topics/subjects

## Helping students assess themselves

- Importance of assessment
  - Methods of assessment
  - How you can help
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- **Further information**
- Handout
- [www.learningscientists.org](http://www.learningscientists.org)



*This is a team effort*

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# The whole child

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Ms Sophie Harris

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# The Whole Child



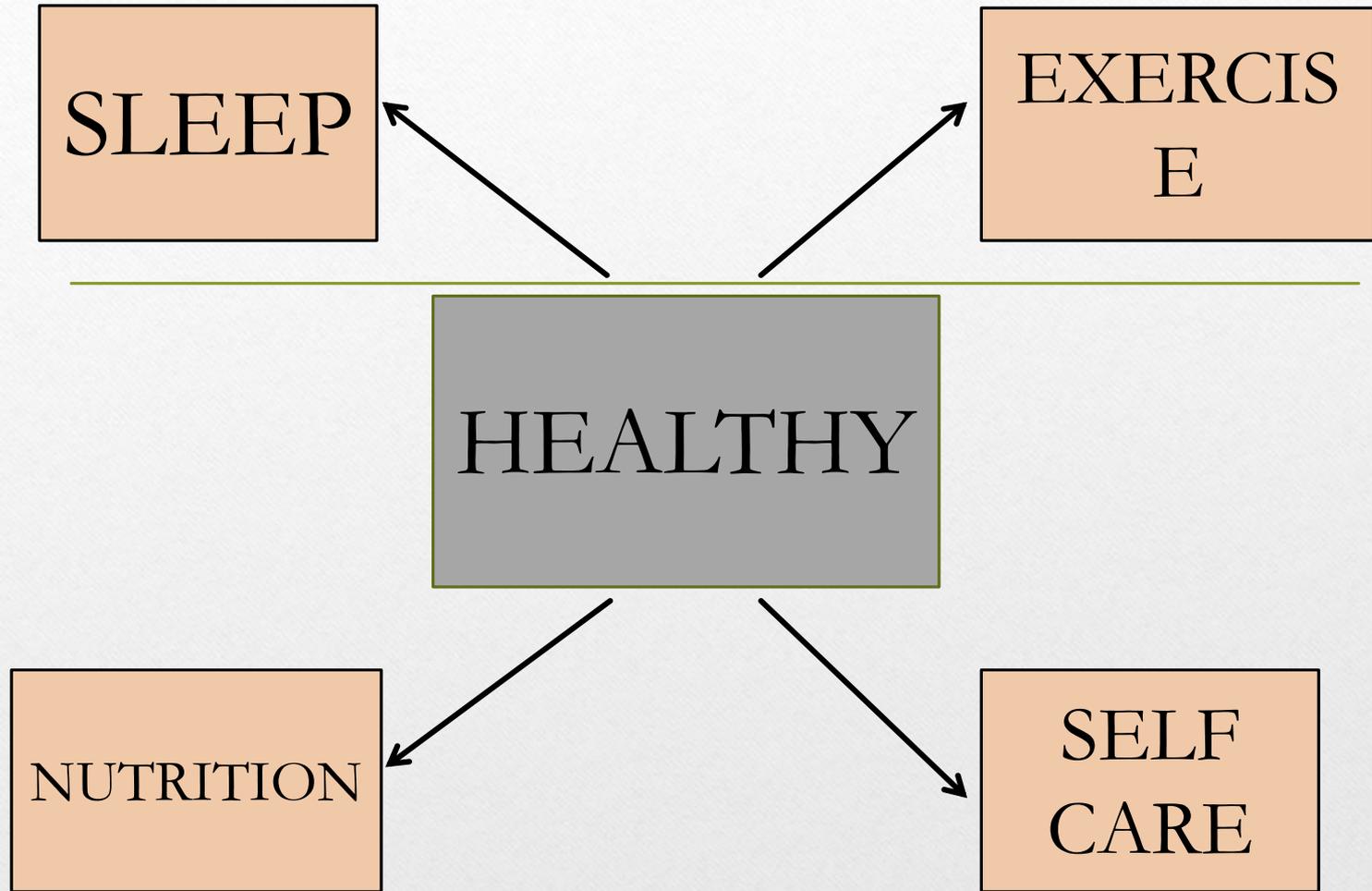
SLEEP

EXERCIS  
E

HEALTHY

NUTRITION

SELF  
CARE



# HEALTHY – Sleep

- Sleep helps learning and memory in two distinct ways.
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# HEALTHY – Exercise

- Increases energy levels.
- Kick starts brain function.
- Levels emotional state.

# HEALTHY – Nutrition

- Nutrient intake can influence the cognitive ability and intelligence levels of school-aged children.
- Provide a balanced diet for better behaviors and learning environments

# HEALTHY – Self Care

- Produces positive feelings and boosts confidence and self-esteem.
- Self care ensures that students stay sharp, motivated and healthy.

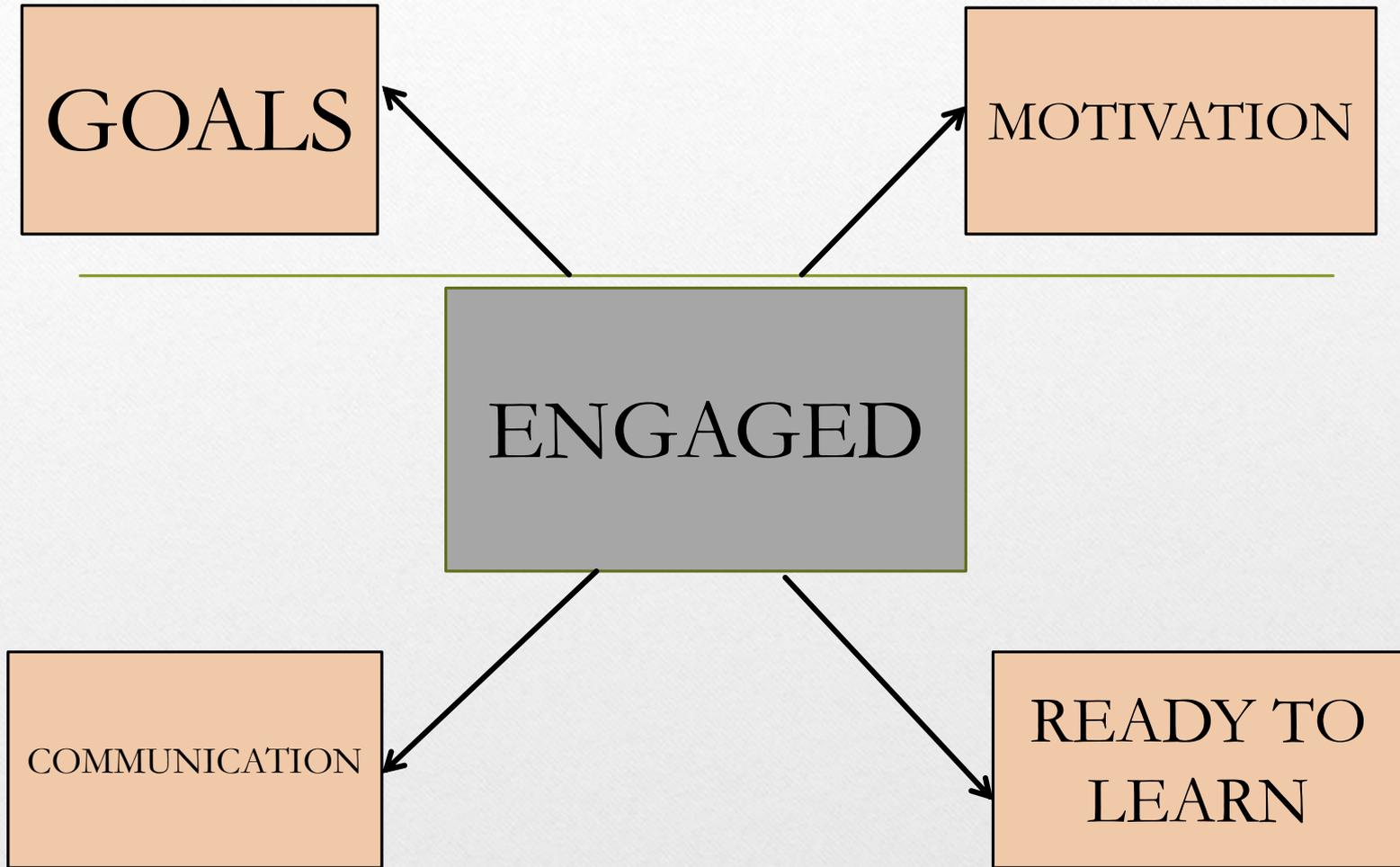
GOALS

MOTIVATION

ENGAGED

COMMUNICATION

READY TO  
LEARN



# ENGAGED – Rewards

- Reward them for good effort
- Give them a sense of ownership and control

# ENGAGED –Goals

- Focus on the long game
- Help them to find their intrinsic motivation
- Help them to make goals high but attainable

# ENGAGED – Communication

- Ask them if there's anything they're struggling with – and do something about it

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- Stay in touch with teachers
- Find a space and time to talk

# ENGAGED – Ready to learn

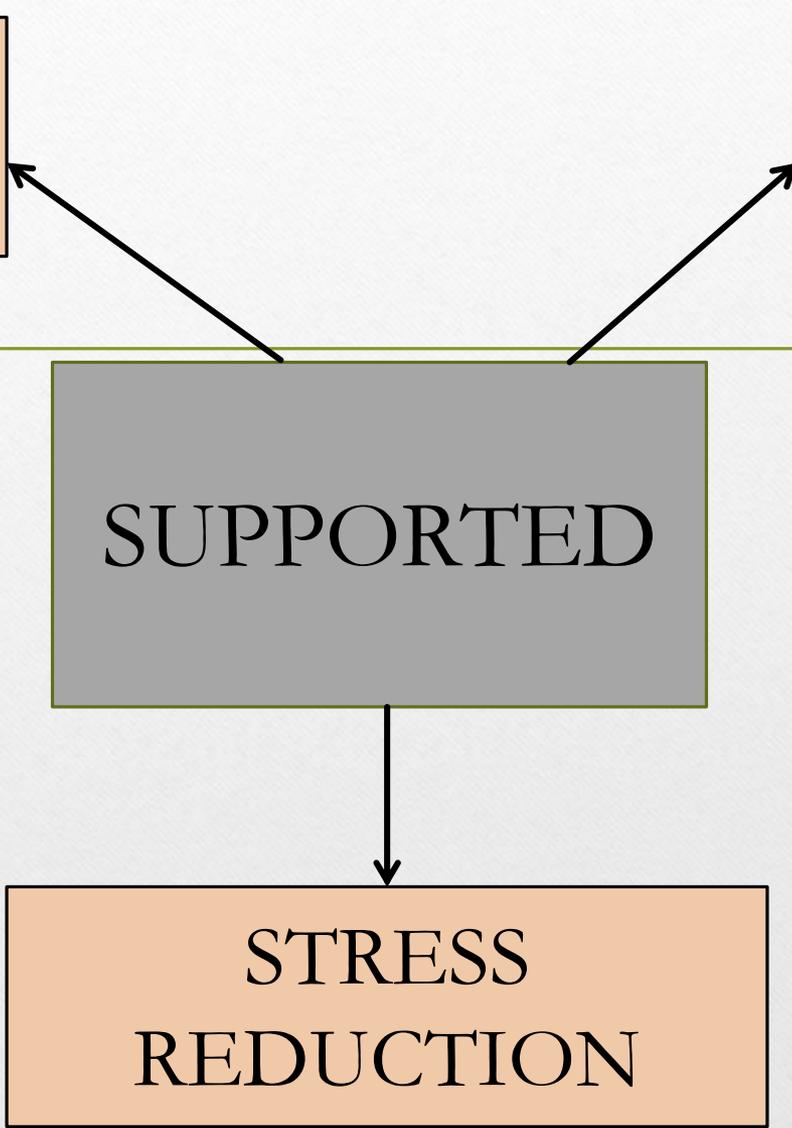
- Minimise boundaries to learning
- Minimise negative interactions

Home  
Environment

Phones

SUPPORTED

STRESS  
REDUCTION



## **SUPPORTED – Home Environment**

- Studies show that the environment can affect a student's progress by as much as 25%.
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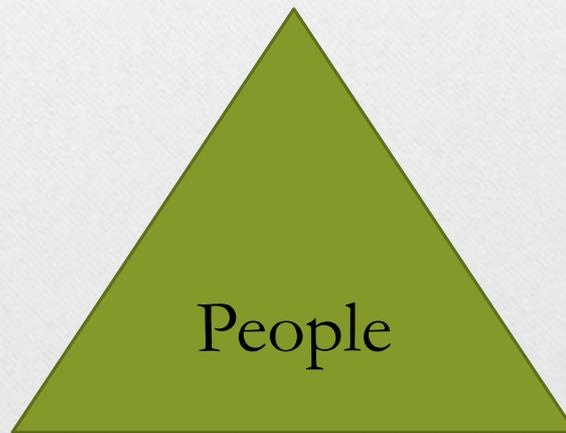
## **SUPPORTED – Phones**

- On average young people check their phones 150 times a day.
- 75% percent keep a phone nearby when they sleep, and 50% their phone in the middle of the night

# SUPPORTED – Stress Reduction

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- Watch for signs of stress
- Support triad



ATTENDANC  
E

E

HOMEWOR  
K

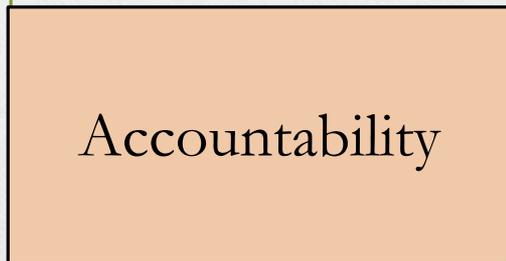
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CHALLENGE

D

Accountability

RtL



# ● CHALLENGED – Attendance

- Recent studies show that missing only 17 days can lead to a drop of one whole GCSE grade.
- This in turn could impact on your child's future earnings.
- For example:
  - No qualifications could earn £7.44 per hour.
  - GCSE qualifications could earn £9.02 per hour.
  - A level qualification could earn £10.25 per hour.
  - Graduate degree qualifications could earn £15.01 per hour

## CHALLENGED – Homework

- Homework Club Tues/Wed/Thurs TE11

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## CHALLENGED – Ready to Learn

- Students will show they are ‘ready to learn’ by adhering to 10 clear rules:
  - 1. Arrive on time, usually within three minutes of the bell, and by the second bell after break and lunch, ensuring an orderly entry and exit.
  - 2. Always try your best and be positive.
  - 3. Start work as soon as instructed by the member of staff.
  - 4. Listen respectfully when others are talking – there should be no calling out or interrupting.
  - 5. Keep ‘off-task’ conversations for social times only.
  - 6. Follow all seating arrangements.
  - 7. Focus on your own work and do not distract the learning of others.
  - 8. Stay in your seat unless instructed otherwise by a member of staff.
  - 9. Don’t eat, drink or chew gum (water is allowed, if the teacher permits it) and put all litter in the bin.
  - 10. Speak to all staff and other students with respect

# CHALLENGED – Accountability

- Set expectations for your child's studies

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- Be clear about these expectations
- They need to take responsibility for meeting them

# External support

- The Mix

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- BBC Bitesize: The Mind Set
- Student Minds
- MindEd

# Important Dates

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Mr Mark Taylor

Assistant Head Teacher

Director of Learning for Years 10 & 11

## Calendared Events 2019 - 2020

26.09	Parents Information Evening
7.10	Assessment Fortnight
14.11	Progress Check Home
20.11	Parents' Evening
23.01	Progress Check Home
21.04	Mock Examinations (21.04 – 1.05)
21.05	Progress Check Home
3.06	Invitation Parents' Evening
23.06	Geography Physical Fieldwork (23.06 – 25.06)
29.06	MFL Speaking Exams (29.06 – 3.07)
6.07	Work Experience (6.07 – 10.07)
17.07	Last Day of Term

# People to speak to

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**Heads of Departments and Tutors**

**Assistant Head of Year 10 – Ms C Offer**

[coffer@plymstockschool.org.uk](mailto:coffer@plymstockschool.org.uk)

**Head of Year 10 – Ms Sophie Harris**

[sharris@plymstockschool.org.uk](mailto:sharris@plymstockschool.org.uk)

**Assistant Head Teacher – Mr Mark Taylor**

[mataylor@plymstockschool.org.uk](mailto:mataylor@plymstockschool.org.uk)

**Careers/Work Experience – Miss Rickard & Mr Steward**

- [trickard@plymstockschool.org.uk](mailto:trickard@plymstockschool.org.uk)
- [psteward@plymstockschool.org.uk](mailto:psteward@plymstockschool.org.uk)