

STUDY SKILLS EVENING

PLANNING YOUR REVISION

“The bad news is that from now onwards time flies, the good news is you’re the pilot”





PREPARATION FOR SUCCESS

- × **Plan** – A clear revision timetable will focus your studies.
- × **Understanding** - Know what you have to cover.
- × **Resources** – Teachers, books, revision sites, exam magic.
- × **Environment** – Create an environment that is effective for you.
- × **Stay Focused** – Revise the key topic areas.
- × **Individual Strategies** – What works best for you.
- × **Mock Exams** – Use these as a starting point for your revision.
- × **Preparation** – Be organised.
- × **Learning Styles** – Understand and use them.
- × **End Goal** – Big Picture.



TIMETABLE OVERVIEW

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week Beg 4 th Nov							
Week Beg 11 th Nov							
Week Beg 18 th Nov	<i>FRENCH & SPANISH READING</i>	<i>PE ADDITIONAL SCIENCE BTEC SCIENCE</i>	<i>ENGLISH LITERATURE BIOLOGY</i>	<i>MUSIC GERMAN READING</i>	<i>MATHS NON- CALCULATOR HISTORY</i>		
Week Beg 25 th Nov	<i>GERMAN LISTENING</i>	<i>CHEMISTRY</i>	<i>FRENCH & SPANISH LISTENING FOOD TECH, RESISTANT MATERIALS & TEXTILES</i>	<i>PHYSICS</i>	<i>MATHS NON- CALCULATOR GEOGRAPHY DANCE</i>		

PLANNING REVISION – ALL SUBJECTS

Date	Session 1	Session 2	Session 3	Session 4
Sunday 10 th November	Maths	Science	English	French
Area	Number	Human Body	Anthology	Oral
Method	Mind Mapping	Cards	Notes	Cards
Aim-	To understand ...	To list the...	To look for...	To prepare...



TIMETABLE – SUBJECT SPECIFIC

Subject	Area	Topic	Resources	Priority
Maths	Numbers	Equations	<ul style="list-style-type: none">•Class Notes•Past Paper	Low
	Graphs	Pie Charts	<ul style="list-style-type: none">•Class Notes (some missing)• Past Paper	High



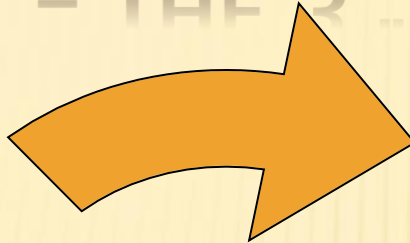
INTERVENTION AT FRAMINGHAM EARL



INTERVENTION - THE 3 "I"'S



Impact



Information



Intervention



INFORMATION

- ✘ Throughout Key Stage 4 subject teachers enter data about students' progress.
- ✘ This information is entered into our new tracking system "Go 4 Schools" which can then be used to analyse pupils' progress.
- ✘ The Raising Attainment Group meets fortnightly to discuss the data and individuals progress in core subjects.



INTERVENTION

- ✘ There are a number of different intervention strategies that we use at Framingham Earl:
- ✘ Whole year group strategies – e.g. Futures Day, Study Skills Workshop.
- ✘ Small Group Tutoring.
- ✘ Tutor Time Sessions and workshops.
- ✘ Individual Mentoring.



IMPACT

- ✘ We have been running intervention programmes over the last 4 years and have consistently produced good results.
- ✘ Intervention is part of the steps to success.
- ✘ This year we have already worked with lots of students and there has been more time, effort and money invested into intervention.



2013-2014

Date	Activity	Description	Workshops	Small Group Tutoring	Tutor Time Intervention	Mentoring
24/09/13	Year 11 Futures Day – Part 1	An opportunity for students to meet prospective VI form colleges and understand the Help You Choose Process.	Throughout Year 10 and Year 11	Throughout Year 10 and Year 11	From September for Year 11 Students	To take place following Year 11 mock exam evaluation
25/09/13	Year 11 Post 16 Pathways Evening	An evening for all students and parents in Year 11 to explain post 16 pathways and the application process.				
01/10/13	Learning Performance Workshop	A two hour study skills workshop delivered by Eric O'Hallehan				
06/11/13	Year 11 Study Skills Evening	An evening for all students in Year 11 on how to prepare effectively for the mock exam period.				
24/01/14	Study Skills Day	An opportunity for students to develop study skills in preparation for the exam period.				
27/02/14	Year 11 Study Skills Evening	An interactive session to explore the different ways in which to prepare for forthcoming exams.				



ENGLISH REVISION

Miss. Bunn - English Teacher





GCSE ENGLISH AND ENGLISH LITERATURE



GCSE ENGLISH

- ✘ Following the re-sit exam on Tuesday 5th November, all Year 11 students have now finished their GCSE English Language course. They have been a hard-working year group and, subject to grade-boundary changes, it will be possible to calculate their results once these exams have been marked.

Well done to them for all their hard work and thank you for your continued support.



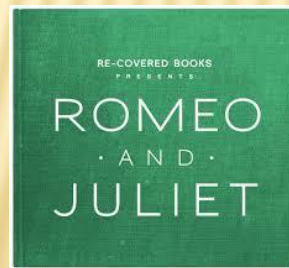
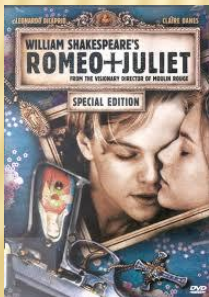
GCSE ENGLISH LITERATURE

- ✘ For the rest of the year we will be completing the AQA English Literature GCSE. This course is made up of the following components:
- ✘ Shakespeare controlled assessment (comparing scenes from *Macbeth* and *Romeo and Juliet*)
- ✘ Exploring Modern Texts exam (*Of Mice and Men* and *An Inspector Calls*)
- ✘ Poetry Across Time exam (*Moon on the Tides* anthology and *unseen poetry*)



CONTROLLED ASSESSMENT:

After the mocks, students will begin work on their final piece of controlled assessment work. This will involve revisiting *Romeo and Juliet* (previously covered in Year 9) and studying *Macbeth* in order to compare scenes.



IDEAS TO PREPARE:

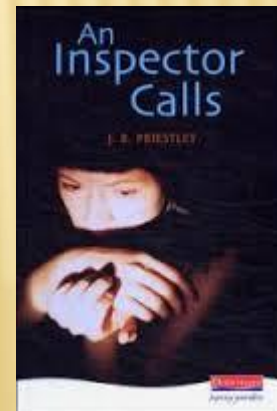
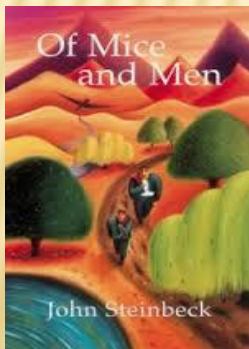
- ✘ The texts will be studied in class and students will be provided with materials to allow them to prepare fully for this exam. **If they would like to start preparing a little earlier** then they could familiarise themselves with both plays by reading them or using online summary sites. There are also several film versions of both which they could watch (including a new film of *Romeo and Juliet* currently in cinemas)





THE EXAMS

- ✘ Both Literature exams will be taking place during the summer season. There is a mock for the *Exploring Modern Texts* paper this November which students are currently revising for in class. This is a 90 minute exam with 45 minutes spent on *Of Mice and Men* and 45 on *An Inspector Calls*.



POETRY ACROSS TIME



After Christmas all students will be issued with their own copy of the *Moon on the Tides* poetry anthology. We will be studying the section titled **Character and Voice**. In the exam, candidates are asked to compare two poems from the section and also to write about an *unseen* poem which is taken from elsewhere and not revealed until the exam.

After February half-term Year 11 will be divided up into different groups to study the poems and prepare for the exam. These groups will be based on target grades. The students will spend about 7 lessons with each English teacher on a rotation. Each teacher is responsible for two or three of the poems and some unseen practice.



STUDY GUIDES

We are often asked about study guides and whether they are useful and, when it comes to revising, any additional material can be helpful to make the candidate feel secure.

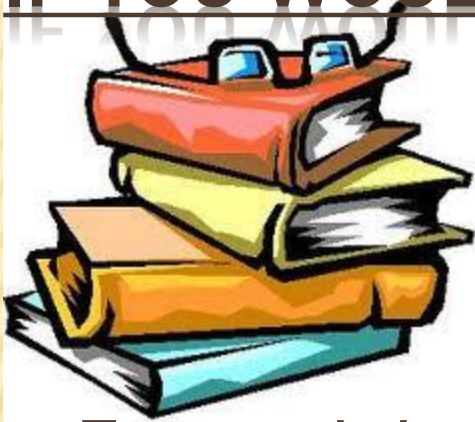
Students definitely do not have to have these bought for them however. We provide a copy of the relevant pages of the official AQA *Moon on the Tides* study guide, free of charge, to all students. Teachers will provide resources for each of the poems and for both texts studied too.



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- ✘ Sometimes, if students have study guides in class to look at, particularly alongside the poems, it can stop them from coming up with their own ideas. Some students buy study guides and pre-annotate the poems before the lessons; we would definitely not recommend this, as students need to be able to analyse a blank poem for themselves, in preparation for the unseen part of the exam.



IF YOU WOULD LIKE TO BUY A STUDY GUIDE...



- ✘ Ensure it is for AQA English Literature (to be examined in 2014)
- ✘ Buy it with your child so that they can have a good look at it to see if it's in a style that they will get on with (- e.g both **Letts** and **CPG** are good but are presented in very different ways and different students will have different preferences)



WEBSITES

The internet is a great source of free revision material

getrevising.co.uk

bbcbitesize

revisionworld.co.uk/gcse-revision/english-literature

englishtutorhome2.blogspot.com

The Guardian Education webpage also has AQA revision resources.

*There are many, many more. The key is that the students use the information if they **understand it, agree with it and use it to develop what they already know.***



HOW ELSE CAN YOU HELP?

This is what they said . . .

- Help them to prioritise when they become overwhelmed



- Encourage them to take regular breaks/ to get the balance right



and . . .

Stop younger siblings from being too annoying!!!



SCIENCE REVISION

Mrs. Hirst – Director of Science



SCIENCE PREPARATION

- Revision
- Cue cards
- Mind maps
- Revision guides
- Collinsonlinelearning
- Youtube



EXAM PREPARATION

- ✘ Command words in questions: Describe, explain.
- ✘ Read questions, underline keywords.
- ✘ Data in exams.
- ✘ Data in answers.
- ✘ Scientific language in written answers.
- ✘ 1 mark = 1 fact.



PHYSICS EQUATION SHEET.

- ✘ The answers on a sheet.
- ✘ Not expected to memorise but will need to be able to rearrange.
- ✘ Relationships e.g What is the relationship between speed, distance and time?



CHEMISTRY SHEET.

- ✘ Periodic table.
- ✘ Reactivity series of metals.
- ✘ Formulae of ions.



**ANY QUESTIONS ABOUT SCIENCE
PREPARATION?**



MATHS REVISION

Mr J Rix - Director of Mathematics

“It is good to have an end to journey toward; but it is the journey that matters, in the end.”

Ursula Le Guin



RESOURCES

- ✘ Personalised Revision Plan
- ✘ Own books
- ✘ In school revision sessions
- ✘ <https://sites.google.com/site/framinghamearlmathematics/home>
- ✘ Internet:

www.mymaths.co.uk

www.bbc.co.uk/schools/gcsebitesize/maths

www.edexcel.com/quals/gcse/gcseleg/maths/1380/Pages/default.aspx

www.gcsemathspastpapers.com/gcse-maths-past-papersquestions.htm



MATHS IS ALL ABOUT THE METHOD

- ✗ Cover up the answer and method.
- ✗ Try the question.
- ✗ Check the answer.
- ✗ Do it again if not sure. Maybe work backwards from the answer.
- ✗ Bring in the question and ask any maths teacher.

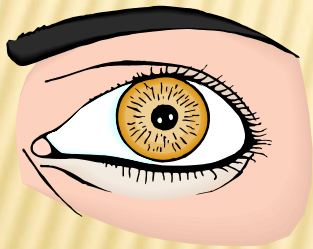


LEARNING HOW TO REVISE

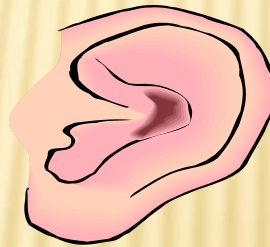
VAK

VISUAL / AUDITORY / KINAESTHETIC

Mr R Li-Rocchi - Assistant Headteacher



The Human Eye



The Ear



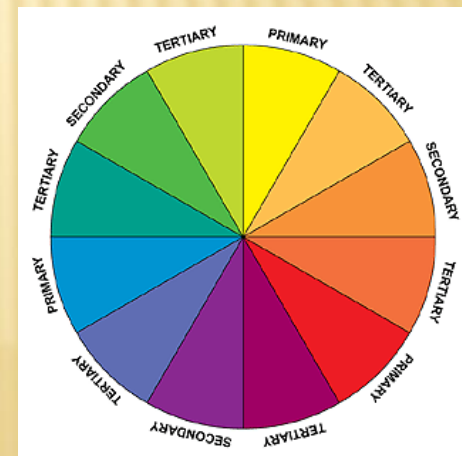
WHAT ARE VISUAL LEARNERS LIKE?

Visual Learners...

Like to use pictures and diagrams to learn.

Understand & remember best when they see information.

Enjoy using colour coding to help them remember.



WHAT ARE AUDITORY LEARNERS LIKE?

Auditory Learners...

Like to hear information.

Enjoy doing presentations and discussions.

Find long periods of silence difficult to learn in.



WHAT ARE KINAESTHETIC LEARNERS LIKE?

Kinaesthetic Learners...

Prefer to be doing things to help their learning.

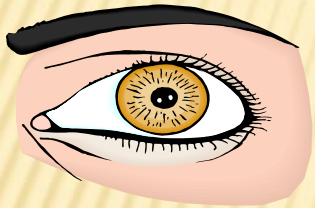
Can like taking notes or 'doodling' as they listen.

Like making things and doing work using ICT.

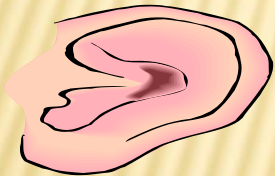


What type of learner are you?

LEARNING STYLES



The Human Eye



The Ear



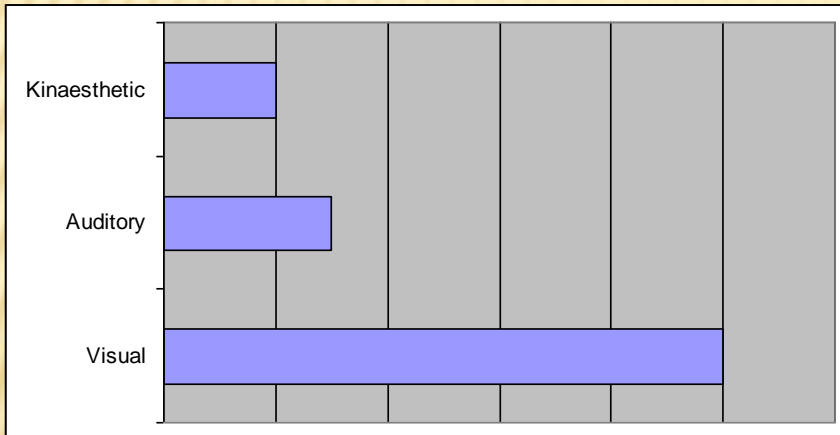
Try a learning styles test

www.berghuis.co.nz/abiator/lsi/lisiframe.html

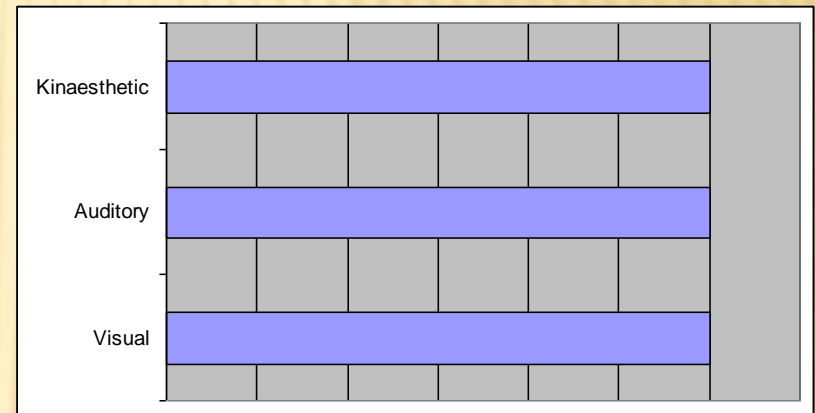
(click on test 2 link or try both to compare)



USING YOUR TEST PROFILE



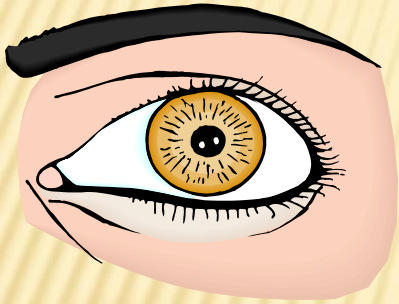
Dominance – use visual revision techniques



Use variety of revision techniques

The Visual Learner

If you are a visual learner, try these techniques:



The Human Eye

- + **Write key facts on different colour** cards (eg grouped in to topics) – you can then lay them out in front of yourself.
- + **Aim to visualise** what you are learning – sit back and try to **see a picture** of the ideas or information.
- + Write down important facts on **Post-it notes** and stick them in key places! E.g. Mirror, TV etc.
- + Use **mind maps, pictures, cartoon story boards, photo's, diagrams** to summarise information.
- + **Use illustrated books** from the library.
- + Search the **internet for interactive learning** sites.



Auditory Learner.

If you are an auditory learner, try these techniques:



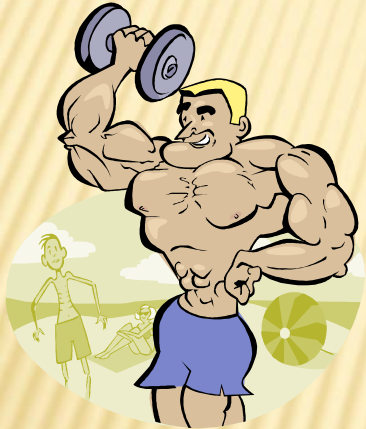
The Ear

- ✘ Summarise the subject in ***your own words***, talking through them as you do so.
- ✘ ***Read notes out loud*** as you go through them – rehearse delivering your notes as a ***speech*** on stage.
- ✘ Make mp3 files or cds of the information and ***play them back*** to yourself.
- ✘ ***Explain*** the subject to other people.
- ✘ Put the information to a famous tune and ***sing it*** back yourself.



KINAESTHETIC LEARNERS

If you are a kinaesthetic learner, try these techniques:



- ✘ **Move around as you learn.** This could be something simple like pacing up and down in your room.
- ✘ **Retype** the information on a computer into a colour, font and print size that you like.
- ✘ Write down the facts on to **key facts cards**. You can **shuffle them** like a pack of cards and keep reading them.
- ✘ When you are working at home give yourself '**kinaesthetic breaks**', e.g. jogging, cooking.
- ✘ Create **big bold mind maps** that allow you to express the information freely.



THE ROUNDED LEARNER

It may help to choose techniques for revision according to your learning style.

The long term goal should be to develop the style(s) you are not so strong at.

You will then become a rounded learner.



ROLE OF THE PARENT/ CARER IN SUPPORTING EXAM PREPARATION

Mr. VandenBergh – Assistant Headteacher



SUPPORT

- Discussion
- Think of ways together you can relieve the pressure
- Consider what currently gets in the way of their studies
- Share the importance of this period with other family members
- Organise a quiet space
- Low profile – but available



TO DO:

Prepare together

Display a copy of their timetable

Encouragement and compromise are key words

Setting a suitable pattern now which you can agree on and support is a good idea

Plan your work, work your plan



HELPFUL TIPS:

- ✘ Equipment check pre-exam period
- ✘ Revision in small time slots
- ✘ Exercise/relax between revision chunks
- ✘ Revision with your mate is not a good use of time
- ✘ Social networks – set time?
- ✘ Cut down their chores during busy times!



RECOGNISE:

- ✘ They will be going over revision material in lessons
- ✘ They will all have different ways of preparing for exams
- ✘ They will have different thresholds for revising
- ✘ Reduced homework during this period

