

Welcome to our



KS4 Evening

KEY STAGE 4 STUDY FORUM



**KEY MOMENTS IN THE KEY STAGE 4
CYCLE**

STUDY/REVISION STRATEGIES

GIVE IT A GO

KEY STAGE 4



- THE GCSE YEARS
 - YEAR 10
 - YEAR 11

- THE KEY TOOL FOR YOUR SON DURING THESE TWO YEARS WILL BE HIS INTERIM ASSESSMENT REPORTS
 - (IAR'S)

THE IAR CYCLE FOR YEAR 10



- IAR 1 NOVEMBER ‘.. THE GOOD HABITS TO SUCCESS..’ IAR
- IAR 2 JANUARY ‘..THE CONSOLIDATION, PRESCRIPTIVE..’ IAR
- IAR 3 MAY ‘ ..THE WHAT DO I NEED TO DO FOR Y10 EXAM’S..’ IAR
- IAR 4 JULY ‘..THE OUTCOME..’ IAR SCHOOL EXAM RESULTS

THE IAR CYCLE FOR YEAR 11



- IAR 1 OCTOBER THE EARLY Y11 ISSUES IAR
- IAR2 JANUARY THE FULL REPORT IAR
- IAR3 MARCH MOCK EXAM RESULTS AND TEACHER
PREDICITONS
- GCSE MAY/JUNE GOOD LUCK!

KEY QUESTIONS FOR YOUR SON LEADING TO THE IAR



- Does he have good study habits?
 - Study area organised?
 - Regular study times in the evenings/weekends?
 - Able to avoid distractions-phone, Internet...?
 - Good revision skills...?

INTERNAL EXAMS



- YEAR 10 EXAMS

JUNE OF YEAR 10

FULL GCSE MOCKS

FEBRUARY OF YEAR 11

(immediately following the
spring half-term)

THE POST-16 PROCESS



- ENTRY CRITERIA FOR SIXTH FORM:
- 52 POINTS IN THE EIGHT BEST GCSE SCORES
where

9 (A* of old)

8 (A*..)

7 (A..)

6 (B..)

Plus

6 in those subjects that your son wishes to take forward into the Sixth Form and pass grades in English and maths (5).

A FURTHER KEY TO SUCCESS



- HOME-SCHOOL COMMUNICATION:
 - DIARY
 - IAR
 - PARENT'S EVENING
 - TELEPHONE/EMAIL
 - Go4Schools
 - SMHW

The pastoral team



Mr G Cornal
(Director of Key Stage)

gsc@shsb.org.uk

Mr J Nzemeke
(Head of Year)

jcn@shsb.org.uk

Mrs J Andrews
(KS4 Admin)

ks4admin@shsb.org.uk

- **Post 16 Choices.**
- **Mentoring.**
- **Revision Activities during form time.**
- **Mental and Physical wellbeing.**

What is my role as a parent?



- Attendance officer
- Attendee
- Stationary shop
- Banker
- Study buddy
- Entertainments officer
- Sounding board and advisor
- Go between

Objectives:



- The most common frustrations for parents
- How can parents make a difference?
- Revision
- Tips on working alongside the school
- Useful resources - SMHW

How can I make a difference?



Parental support is eight times more important in determining a child's academic success than social class, according to a study in 2003. The campaign for learning found that parental involvement in a child's education can mean the difference between A (Level 9, 8) and B (Level 7) at GCSE - TES*

Section 1: Introduction

The most common frustrations for parents

He's always got an excuse – I don't know what to believe.

Surely he shouldn't be going out again when he's got exams coming up?

I can't stand the arguments and stress when I tell him exams are important and try to make him work – it always ends up with him saying it's his life and slamming the door.

He always leaves everything to the last minute – one moment he has all the time in the world – the next it's all stress and stopping because it has to be in tomorrow and he hasn't got the stuff he needs to do it...

I don't understand all this coursework, levels and module exams – it's completely different from when I was at school.

he's always panicked in exams – when I try to help him it always ends in a slanging match – it always seems to end in me making him more stressed.

Attendance

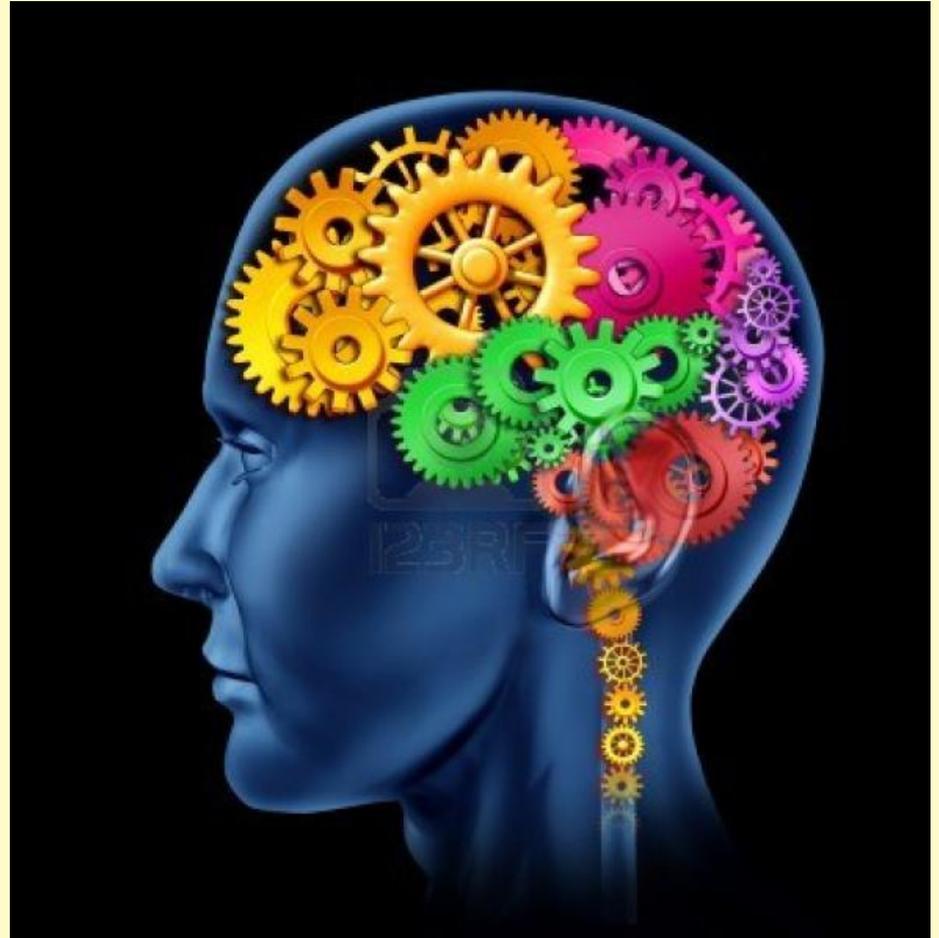


- Research shows that attendance is an important factor in student achievement

What does revision look like?



1. Understanding
2. Condensing
3. Memorising
4. Reviewing



What can they do?

First make a timetable



Why plan?

- Athletes in training Need recovery time
- They work on their strengths and weaknesses.
- They need to be self aware
- They can't train randomly or in an unstructured way.

So what makes a good timetable?



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8.30-12.00	school	school	school	school	school	History, RE, and Geography	Church Service Lie in
12.00-4.00	school	school	school	school	1pm Mosque. school	Out with friends	science
4.30-5.20	English	Maths	X-box	Art/Drama	Computer Science	Out with friends	music
5.30-6.30	HW	spare	HW	spare	spare	spare	spare
6.30-7.00	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
7.00-9.30	TV	Taekwondo	Maths	TV	Taekwondo	History	Taekwondo

Understanding



- In order to understand something, the first thing that you need to do is break the information down into its individual Parts, whether it is a section of a text book, a report or just your lesson notes.
- All information is organised into hierarchies. A simple way to break information down is to consider the overall theme, the main ideas and the details. A Theme is the main point of the text, it can usually be found in the title. Main ideas are like mini-themes; they fit together to give an overview of the information

When trying to understand a topic, take note of the following advice:

- A main idea is what the paragraph/section/chapter is all about. Look for clues:
- Look for words that are often repeated
- Look for ideas that seem to connect to each other
- Look for details that might give a clue to the main idea they describe.
- A detail is information that supports, or is about, a main idea.

condensing



- Many words, such as: the, and, it, is, whether, when, due, if, however and many more, are only included in a piece of text to aid the reader's initial understanding of it.
- It has been found that these sorts of words form approximately 80% of the total number of words; only about 20% contain the actual meaning of the text.
- This is great news for students who are taking notes because it means that, once you understand a piece of text, you only need about 20% of the words to remember it all.

Bullet points



- **Greg's day**
- Shopping
- TX Max
- Trousers
- Tracksuit
- Pink hat sister

- Football
- Claris park
- Afternoon
- Friends
-
- Homework
- Not done
- Not bothered

Maps



- Flow diagrams and/or bullet points are very logical and very useful ways of taking notes. However, they only really tap into one side of the brain. To get both sides of the brain involved, we suggest getting creative with your notes by using Association Maps.
- A-Maps are excellent memory techniques because, by using a mixture of colour, pictures and imagination with logical and sequential information, they use both sides of your brain.
- We recommend that you use A-Maps to organise your condensed notes (i.e. the approximately 20% of the original words).
- Remember how all information is broken down? The theme, followed by the main ideas and then the individual details.



A-Map Guidelines



1. Use Colour and imagination
2. Try using curved lines instead of straight lines
3. Use pictures to represent words and ideas
4. Always write or draw information on the lines
5. Make each main branch a different colour

Benefits



- ✓ They use far fewer words (around 20%) than will actually be in the work, so they are quick to create
- ✓ All of the required facts are written down in a logical order. This takes some of the pressure off when trying to recall facts later on
- ✓ They allow you to see the big picture before writing a single word
- ✓ They focus your thoughts, saving you lots of thinking time!

Mnemonics



Technique one

- **First letter triggers** otherwise known as mnemonics are a quick and easy way to remember short lists of words.
- You take the first letter of each word in the list and use them as the first letters of words in an imaginative sentence. The first letter then reminds you of the original word when you need to remember it.

TCP/IP comes in A TIN



Application

Transport

Internet

Network

Reviewing:



- This is the most important stage of all. It involves testing and checking memorised work.
- The whole point of the review stage is to stop you from forgetting any of it!
- When we learn something, new linkages are formed between neurons in the brain. These connections are strengthened every time you think of what you have learned.
- However, if you do not use the connections from time to time, they will begin to fade.

How to review:



- If you review your work at key times, then you will strengthen your neural connections and the information won't fade away. It isn't a complicated process. In fact it's very simple!

When you test yourself, we recommend the following:

- Try to redraw your A-Map - or write out your condensed notes, or rewrite your image chain or mnemonic - from memory.
- With an A-Map, for example, simply look over your work, spot the connections and how they fit together. Turn it over and sketch a version from memory a couple of times. (You don't need all of the colours and pictures you may have had on the original-just the main ideas and details!)
- If you are auditory, you might like to give a speech to an imaginary audience from your map/notes.
- However you review, you will be surprised by how much you remember!

When to review:



After spending 30-45 minutes studying and creating A-Maps or other types of imaginative notes, you need to have a 10 minute break. Then you need to start the review process. The question is, how often should you review your work, and for how long?

This is the result of 50 years of research into how your brain works.

review	When?	For how long?
First review	10 minutes later	For about 10 mins
Second review	1 day later	For about 5 mins
Third review	1 week later	For about 2-3 mins
Fourth review	1 month later	For about 2-3 mins

Final Tips



- **If you are struggling in a subject:** Tell me..... Think about what specifically you don't like. What would you like to happen?
- **If you think you can't cope:** Talk about it honestly and start a plan. Prioritise. In some cases deadlines can be extended etc. We cant help if we don't know.
- **If you have left it too late to do any work:** Don't just give up. Its not all or nothing. Its not too late until you enter the exam room. A little knowledge is better than none. Prioritise, we can help with that.
- **If you are stressed:** Do something you enjoy, eat, talk about it. Parents just listen. No-one is going to die, remember times you overcame difficulties in the past.