

AIMS:

THE BEST POSSIBLE OUTCOME FOR YOUR DAUGHTERS

- The aim of this study support presentation is to offer advice about how you can best support your daughter. including what to expect, how examinations will be conducted and how to support her studies at home.
- The more information you have, the more we can all work in collaboration to ensure the best possible outcomes for your daughter.

LOOKING FORWARD

- Most qualifications will be awarded a 9-1 numerical grade.

To ensure the highest standards are maintained. Teaching staff will continue to review and challenge you daughter, throughout the year, in order to support your daughter achieving the best that she can

KEY WORD:

Collaboration



The more we can work together and have a shared vision/understanding, the more likely your daughter is going to be in achieving her GCSE'S.



**IF WE WORK IN
PARTNERSHIP - PARENT,
PUPIL & SCHOOL - THEN YOU
CAN BE SURE YOUR
DAUGHTER WILL ACHIEVE
THE BEST RESULT POSSIBLE.**

**IT IS IMPORTANT YOU TALK TO US
ABOUT ANY CONCERNS YOU HAVE
OVER YOUR DAUGHTER'S
PROGRESS, ATTENDANCE,
HOMEWORK, COURSEWORK OR
EXAMS –**

**WE CAN'T HELP IF
WE DON'T KNOW!**



Where ever possible your
daughter needs to be
in school every day,
working at her best.



Do any of these seem familiar?

I didn't even
do GCSEs!
How can I
help?

She always
leaves things to
the last minute,
so she's all
stressed out
the night before
her deadlines.

She's going out
again when
she's got exams
coming up.

I can't stand the arguments and
stress when I tell her GCSEs are
important and try to make her
work, it always ends in a row
with 'it's my life!'

- Pupils in yr 9 should be doing between **1½ to 2½ hours each evening.**
- **(and more at the weekend!)**
 - Your daughter needs to develop **her own routine** for homework and revision – not everyone works in the same way.
 - Try to ensure your daughter has a place to suit her, where she can study.



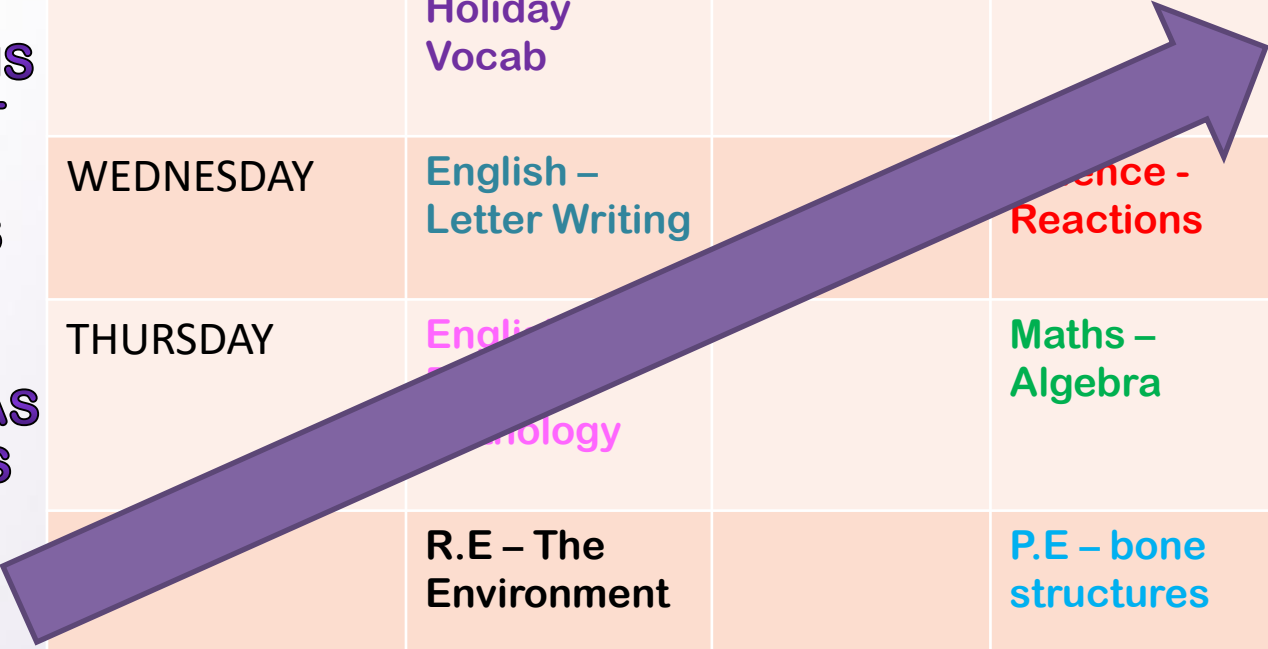
**STRUCTURING TIME/HOURS OF THE DAY
IS KEY.**

ESSENTIAL TO HAVE ROUTINE: A REVISION TIMETABLE PROVIDES STRUCTURE WHICH ENSURES STUDENTS FEEL LESS OVER WHELMED BY THEIR EXAMS/REVISION/COVERING THE EXTENSIVE CONTENT




EXAMPLE REVISION TIMETABLE.

NOTE – THIS IS NOT SET IN STONE. STUDENTS CAN MOVE TOPICS IN AND OUT AS PROGRESS IS MADE.

	4 – 5PM	BREAK	6-7PM	OPTIONAL EXTRA 8-9
MONDAY	Science – Human Body		Maths - Quadratics	As students draw closer to their exams the extra hour will become more beneficial.
TUESDAY	French – Holiday Vocab		Geog - Cities	
WEDNESDAY	English – Letter Writing		Science - Reactions	
THURSDAY	English – Technology		Maths – Algebra	
	R.E – The Environment		P.E – bone structures	



LEARNING STYLES AWARENESS:

Visual	Auditory	Kinaesthetic
		
<p>Some learners prefer to look at information & create visual representations of information to aid their memory.</p>	<p>Some learners prefer to engage with their work by listening and talk things through with others.</p>	<p>Some learners prefer a hands on approach, being actively involved and moving around.</p>

Online Help Available

Remember all you Daughters work will be available on the VLE

She also has access to the following online resources

GCSE Pod www.gcsepod.com • Educake

www.educake.co.uk • BBC Bitesize

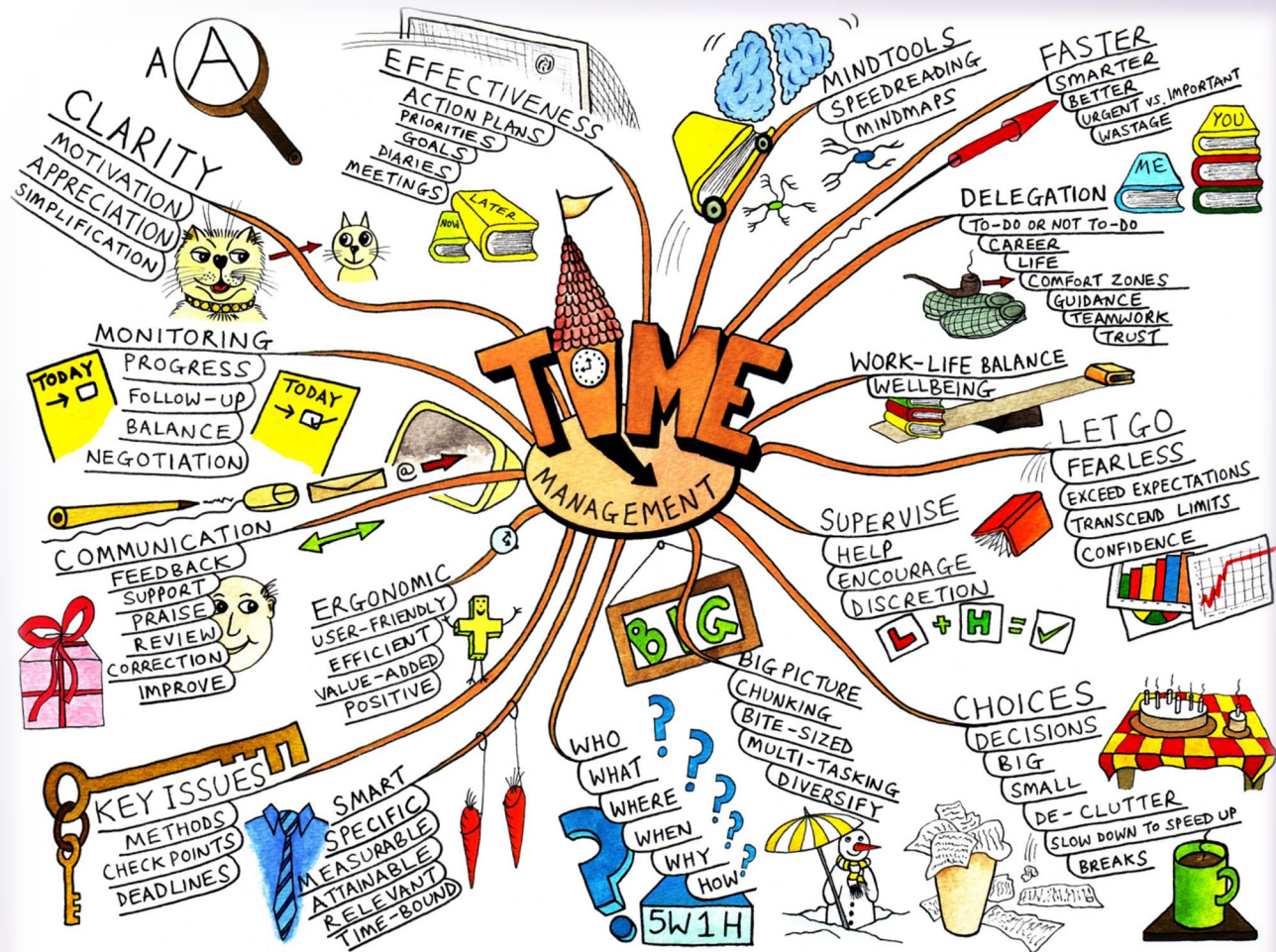
www.bbc.co.uk/bitesize • Mathswatch

www.mathswatch.co.uk • Oak National Academy

Online Classroom

<https://www.thenational.academy/online-classroom>

MIND MAPS



FLASH CARDS

Cue cards

- handy
- key word
- summaries

Stick them
around your
home to help
you remember

Use mindmaps, diagrams and colour



MNEMONICS

A memory trick and a powerful way to remember tricky concepts.

Persuasive Devices in English:

A → Alliteration

F → Facts

O → Opinion

R → Rhetorical Questions

E → Exaggeration

S → Statistics

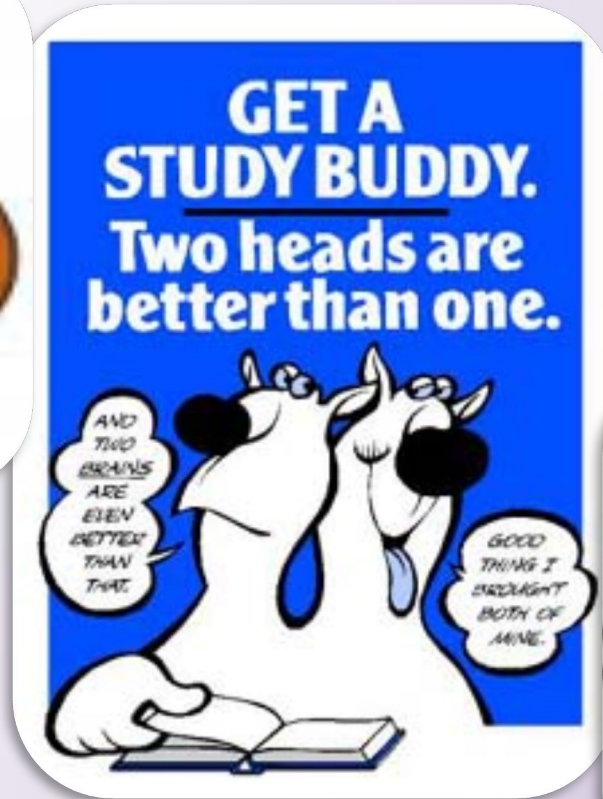
T → Triples



TALK IT THROUGH



**TEACH
SOMEONE
ELSE**



**STUDY
BUDDY**



RELAX!

It is important that your daughter understands that it is not a waste of time to take half an hour and relax! Pupils who relax are often better at revision and better motivated before exams.

Imagine you are
somewhere else

Have a bath or
shower to unwind

Do some exercise

Listen to music you
enjoy

Do something different
– read a book or watch
a film

Lie in a dark room
& close your eyes.

HELP YOUR DAUGHTER IMPROVE HER CONCENTRATION BY:

7/8 hours sleep per night

- Maintain a balanced diet
- Eat breakfast
- Wind down before bed – phones/IPads switched off at least 30 minutes beforehand
- Avoid caffeine drinks after 6pm
- Exercise regularly to increase endorphins – active positive emotions



THE IMPORTANCE OF LITERACY ACROSS ALL EXAMS -

why are spelling and vocabulary important?

Did you know?

- **Vocabulary** skills at age five have been shown to be one of the strongest predictors of success at GCSE level and beyond.
- It is through vocabulary that we store and learn new concepts and ideas.
- How students organise their vocabulary and link information affects their ability to use those words accurately and appropriately in speech and writing – exams.

Being able to spell accurately:

- Improves standards in all subjects.
- Gives pupils better access to the curriculum.
- Improves pupils' self-esteem.

HELP YOUR DAUGHTER IMPROVE HER LITERACY THROUGHOUT ALL EXAMS BY:

- **Modelling high level vocabulary at home – use the word ‘immense’ instead of ‘big’, for example.**
- **Asking your daughters if they can ‘think of better words for . . .’**
- **Using the correct spellings in text messages/email/social media.**
- **Encouraging your daughter to read as often as possible to digest new vocabulary and spellings.**



**REMEMBER, YOUR CHIEF ROLE WILL
ALWAYS BE THAT OF THE PERSON
WHO CARES THE MOST AND WILL BE
PROUD OF HER –
WHATEVER HAPPENS.**

Revision Techniques

Checklist for planning:

Remember to:

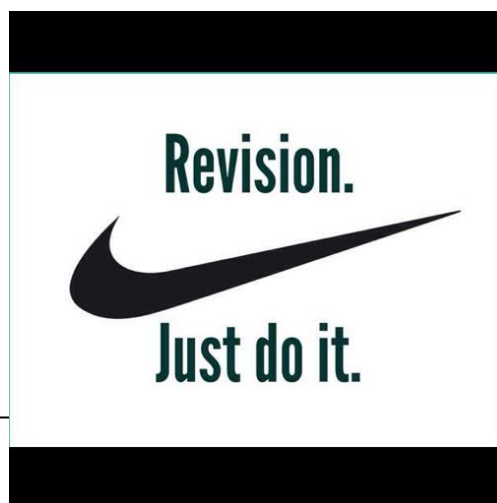
- Make a **list** of all topics to revise
- **Highlight** the parts of work you are not sure of and give them more time
- Make sure you have enough **time** to cover all topics at least once
- Divide each topics into **manageable** chunks
- Find a **quiet place** where you can work undisturbed.
- Include **every subject** in your revision.
- Plan to do **short burst of revision** in a variety of subjects every day.
- Get into the **habit** of revising at set times. Different people learn best at different times. Find out which is the best time for you.
- Arrange to have **regular breaks** of 5-10 minutes between revision sessions. Can you use this time to treat yourself to something you really enjoy?
- Switch off net flicks and Instagram. Your mind will concentrate better if you are **not distracted**. Ask people not to disturb you – not even to bring you a costa – until your revision period has finished.

AVOIDABLE STRESS

A little bit of stress can be good for you, but too much of it causes strain, which is very harmful.

Reasons for Stress:

- Loneliness
- Fear of failure
- overwork
- Pressure from parents
- Guilt
- Boredom



good for you, but too much of very harmful.

from excess stress often show it.

they often:

- want to be alone
- have difficulty in sleeping
- lose the ability to concentrate
- become very emotional or sensitive
- lose self-esteem and feel depressed
- become irritable and short-tempered
- suffer from headaches, skin problems etc.

BEATING STRESS

If you are **organised**, you are far less likely to suffer from stress. Some people can cope with stress and always seem to be very relaxed, but most of us find stress difficult to cope with. If you experience some of the symptoms of stress, the chances are that you are under too much strain. Here are some strategies which may help you to cope with stressful times.

- DO **establish a routine** – and stick to it. Make sure that you have proper meals and that you sleep well and keep to your work plan.
- DO get **plenty of exercise**. If you are fit, your mind will be more alert and revision will be just that little bit easier.
- DO start **revising as early** as possible. Give yourself a head start.
- DO take **regular breaks** when revising – the result is less stress
- DO **practice past papers** – these help you to know what to expect and give you experience in doing exam papers.

- DO build in **variety** – beat the boredom factor this way.
- DO seek **company** – make sure that you see friends regularly, enjoy yourself and get right away from work!
- **Do your best.** Decide what works for you, and stick to it. If others are panicking keep away from them.
- DO **relax regularly.** Make sure you still have plenty of fun.
- **DON'T feel guilty.** If you miss a session in your revision plan try not to panic – you can catch up as time goes on.

Do you mean to tell me a stress ball isn't for throwing at people who stress you out?



FIVE TIPS FOR EFFECTIVE REVISION

1) Prepare your Workplace

Make sure you have:

- A tidy, undisturbed place to work
- A comfortable chair
- A table which gives you enough room for your books etc
- A bright table lamp
- All the books you need – school notes, revision guides etc
- Pens, pencils, scrap paper
- Highlighters
- Post it notes



2) Learning by Heart

Try to memories:

Some people jog their memories using word patterns – using initial letters, names etc. Some are show below:

- Word association, e.g. meiosis in ovaries, mitosis in toes.
- Initial letters e.g. common elements which have an initial letter only for their symbol – CHOPINS – Carbon, Hydrogen, Oxygen, Phosphorus, Iodine, Nitrogen, Sulphur.
- Rhymes, e.g. winds blow from high to low

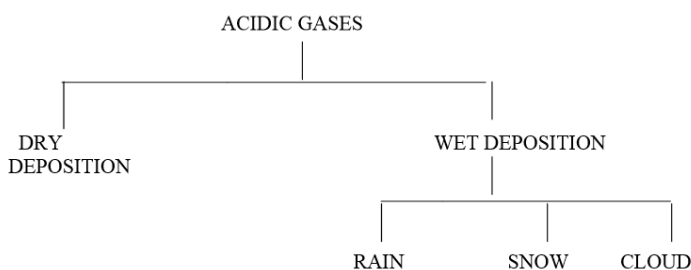
5) PATTERNS AND PICTURES TO JOG YOUR MEMORY IN THE EXAM

Quick diagrams of the main points you need to answer a question help you to collect maximum marks. Experiment with diagrams, as they are great time-savers. Also, '**pictures**' of important patterns are much easier to remember than words, and are quicker to read. A funny – or rude – mental picture will certainly help you to remember facts and patterns.

Try asking yourself the following questions while you are revising – and when you're sitting in the exam room.

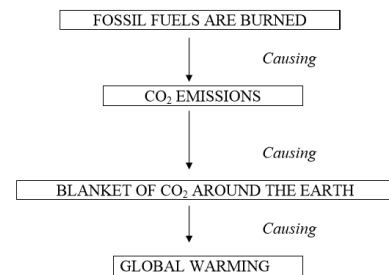
What happens next? Can you make a **chronological list of events** which, for instance, lead up to a battle in history, or an important event in the plot of a novel?

Tree charts may help to trigger your memory.



What happens next and why? Try to use the **Consequences of each action** to jog your **Memory about the next stage**.

This makes a useful **flowchart** of events.
Here's one to illustrate how global warming happens:



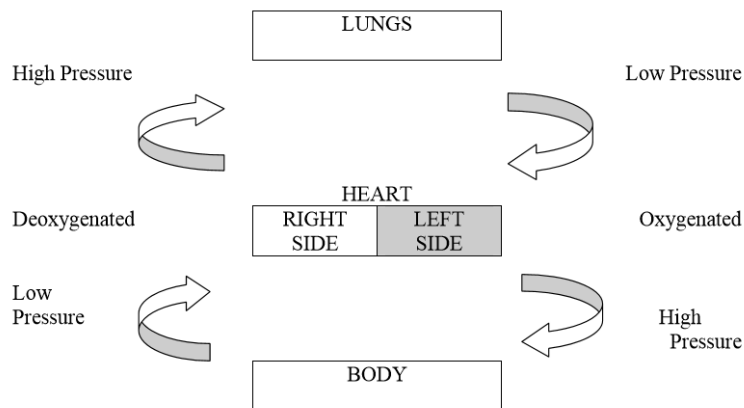
What are the two sides to an argument? What are the arguments for and against a point or question? Try drawing up a split list with for and against points to be included. This one compares the pros and cons of using a credit card:

ADVANTAGES (Pro)	DISADVANTAGES (Con)
a. Wide range of outlets b. Buy now, pay later c. Convenience of payment d. Security – no cash e. ‘Perks’ – e.g. insurance, gift schemes.	a. Need good credit record b. Interest charged after time allowed for repayment c. Minimum age 18 (usually) d. High interest rates e. Risk of fraud

What are the similarities and differences between objects or substances? Again, split lists which compare and contrast are good memory joggers. This one compares two types of blood vessel:

ARTERY	VEIN
<ul style="list-style-type: none"> • TUBULAR • ENDOTHELIUM PRESENT • TRANSPORTS BLOOD • THICK WALL • NO VALVES • CAN CONSTRICT • BLOOD FROM HEART • HIGH PRESSURE 	<ul style="list-style-type: none"> • TUBULAR • ENDOTHELIUM PRESENT • TRANSPORTS BLOOD • THIN WALL • POCKET VALVES • CAN'T CONSTRICT • BLOOD TO HEART • LOW PRESSURE

Can a **simple diagram** help you to explain a complicated process? Diagrams such as this one, showing several stages in the process of oxygenating blood, keep you on the right track when there are lots of interrelated features to remember.



PRACTISING EXAMINATION QUESTIONS

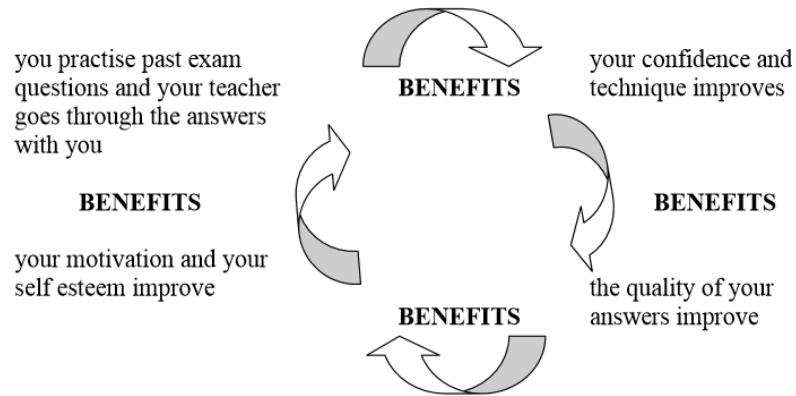
Practicing exam questions is a very good use of your time. Different kinds of exam questions are designed to make you:

- Select relevant and important points – those that relate only to the question.
- Combine points from different aspects of a topic or from different topics
- Interpret unseen information and apply your knowledge and understanding of a topic to new situations.

The good news is:

Exam questions help you to remember important points in your revision.

- Examiners have a limited number of ways of asking questions, so the more practice you get the less likely you are to be caught out by an unfamiliar style of question
- Practice helps you to understand how many questions to answer on each paper and how many marks each part carries
- Practicing questions helps you to time how long different types take to answer
- Practicing longer-style questions, such as essays, will help you to score the best marks



The bad news is:

If you try past exam questions before you have thoroughly revised a topic, you will get stressed out.

Hints to help tackle past papers:

- Keep to the time limit
- Underline or highlight important points in the question
- Make brief answer plans for essay questions
- Do as many essay questions as you can

Essay questions

Planning is vital, of course. Before you start writing an essay spend a few minutes planning what you are going to say. Write down brief notes on the:

Introduction - this tells the examiner what the essay is about. This can be very useful if you do not finish since it may give the examiner some information for which marks can be awarded.

Headings - these are your main points. You will need around five, and should plan to write a paragraph on each.

Key words - these are the notes you will use when you write the essay proper. Key words will help jog your memory.

Evidence - each new idea should be in a new paragraph, and you need to provide some evidence for each point you made. Use quotation marks 'quote' when quoting speech etc and be precise.

Conclusion - this is a short section used to sum up your ideas at the end.

TOP TIP

It's a good idea to put a pencil cross through your rough plan when you've finished the essay. This way, the examiner can see that you have planned carefully. If you happen to run out of time when writing that essay, you may well be awarded marks just for the plan.

WORDS USED BY EXAMINERS - *command words*

It is very important that you understand what the command word is asking of you.

Check out these words – they're all used by examiners. How sure are you of their meanings?

Analyse - Separate information into components and identify their characteristics.

Define - Specify meaning.

Evaluate - Judge from available evidence.

Explain - Set out purposes or reasons. Write down what you understand

Outline - Set out main characteristics.

Outline and explain - Set out main characteristics and develop these purposes or reasons.

Using one example, briefly explain Give a brief account of.

Calculate – this means that a numerical answer is needed – remember, show your working

Complete – you must complete a sentence, drawing, table, graph, etc.

‘Don’t start answering a question before you’ve read it! The question itself contains information which is there to help you – and it’s obvious which candidates have ignored it”. Bob – GCSE Examiner

Describe – a series of important points which must be written down in a few sentences.

Discuss – you must indicate points in favour of an argument and points against – then sum up in a conclusion at the end

“Students tend to make the same mistakes year after year. They run out of time on the last essay question because they’ve spent too long on the first answers. **Watch your timing carefully**”. Bob – GCSE Examiner

Predict – use some given information or information which you have found to say what is likely to happen as a result

State – a brief answer giving basic facts is needed

“I actually took a Maths exam when I was a girl in which I got the answer wrong in every single question – but I still passed because I got all the working right!” Ann – GCSE Examiner

Remember that the examiner is on your side – he or she wants to give you the marks if at all possible – but you have to earn them.