



Year 1 | Supporting Success Evening 2024



Agenda:



- GCSE exams – operational aspects



- Planning for effective revision



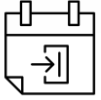
- Revision strategies



- AGS – GCSE intervention



- Well-being and support

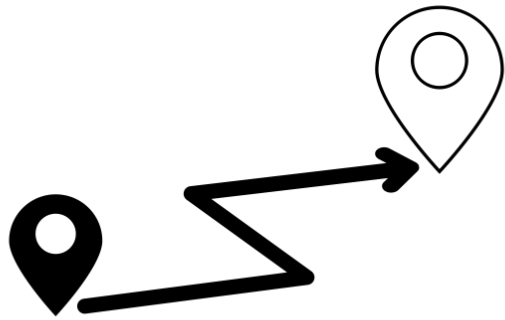


GCSE examinations 2024

- w/c 22nd April – Art/Tech/Photography and MFL Home languages GCSE exams
- w/c 29th April – MFL speaking examinations begin
- **7th May 2024 – GCSE examinations begin in the hall.**
- 21st June 2024 – GCSE examinations finish
- Students must be available to come into school until 1st July official contingency period is over.



7th May 2024* - GCSE exams begin

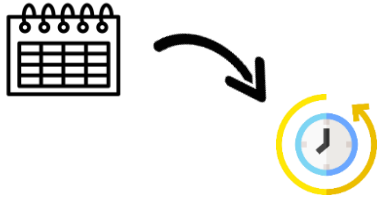


6 weeks until they start (from w/c 25th March 2024)

Still time to make an impact

****Practical subjects may have some elements of the final assessments before then.***

GCSE examinations 2024



- Exceptional circumstances are exceptional
- Return to complete pre-pandemic examinations – standards and expectations
- Support your child's attendance throughout the examination period



Late arrivals

- We **have** to inform the exam board
- Possible penalties e.g. marks deducted

Equipment



Clear pencil case



BRING A PEN!!



Water bottle - no label or writing



General exam stationary



Calculator - **NO LID**



NO PHONES



NO WATCHES



NO NOTES



NO HEADPHONES

Remember: possession of unauthorised material is breaking the rules, even if you do not intend to use it, and you will be subject to penalty and possible disqualification



GCSE Grading system

How the new grades compare with the old ones

Old Grades	New Grades
A*	9
A	8
B	7
B	6
C	5
C	4 Standard Pass
D	3
E	2
F	1
G	1
U	U

Source: Ofqual

MADE FOR MUMS



Results Day - Thursday 22nd August 2024

- Students have to provide consent for the CL to access their script

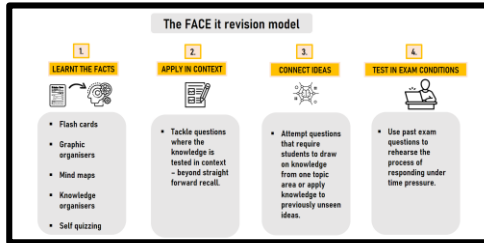


- Permission slip signed by the student on the day
- Student has to e-mail to provide permission if your child does not collect their script



- Concerns with exams – e-mail the Subject Curriculum leader
- Career's adviser available

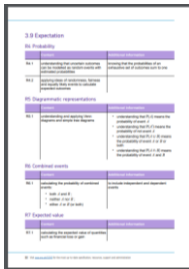
Clarity of revision



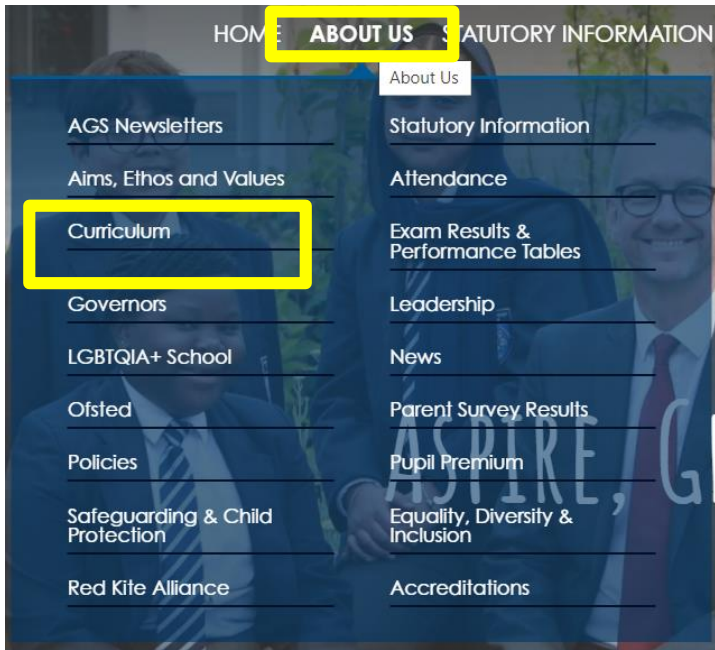
1. Subject specific **FACE IT** revision model.
This will help scaffold your revision techniques.



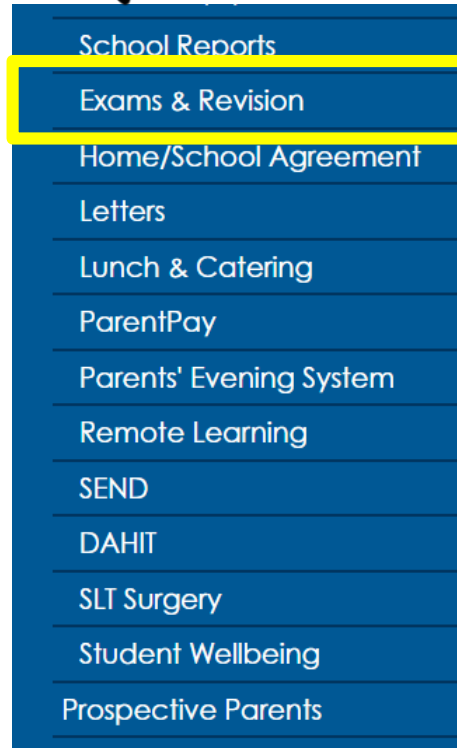
2. GCSE topic **check lists** for each paper



3. **Specification** for each unit (on website).



1.



2.

Online resources



YOU ARE HERE | HOME | PARENTS | CURRENT PARENTS | EXAMS & REVISION

Exams & Revision

On this page you will find resources to support your child with their revision this year. If you require any further information or support, please do not hesitate to contact the school.

For all information concerning exams, including Policies and Procedures, please contact [Kate Moore, Assistant Headteacher](#).

Exam timetables:

Exam timetables will be shared here when they are available.



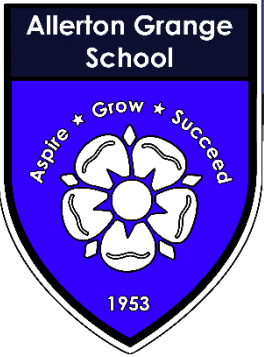
Please note that timetables are subject to change.

All Year 11 and Year 13 students who have sat exams must be available to come back into school, during the contingency widow, which is until 1 July 2024. Therefore, even if your child has completed their exams they must not go on holiday, until 1 July.

We wish you all the best in your exams!

Revision Resources for GCSEs and A levels:

3.



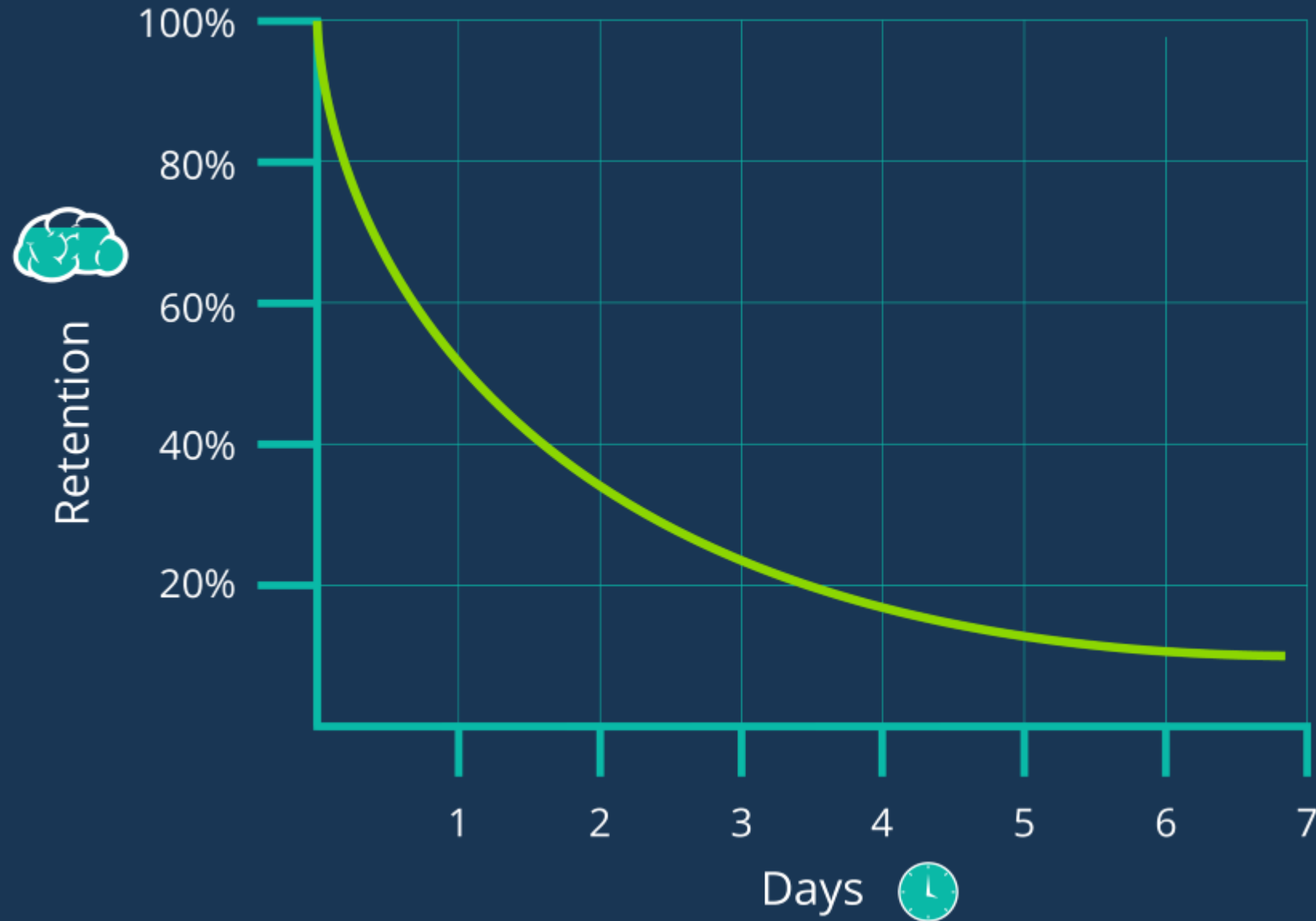
Plan revision

Year 10 – PPE revision schedule 2024

It is important that you take rest days and revision breaks during the holiday. You have to create a timetable that works around the plans you have with friends and family. You can blank out the days, which are appropriate days for you to taken rest breaks. It is important that you take these days off for your well-being.

Revision Week	w/c	Day of the week	Session 1	Session 2	Session 3	Session 4	Session 5
1	Monday 12 th February	Sat 10 th					
		Sun 11 th					
		Mon 12 th					
		Tues 13 th					
		Weds 14 th					
		Thurs 15 th					
		Fri 16 th					
		Sat 17 th					
		Sun 18 th					

THE FORGETTING CURVE



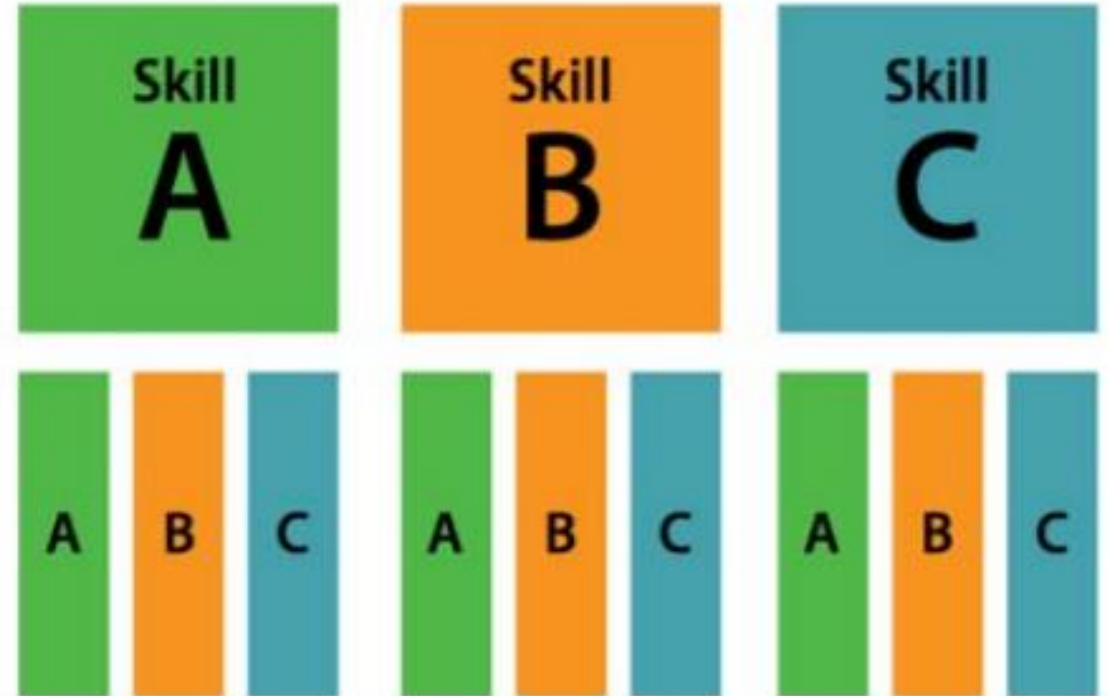
Maximising revision

Interleaving

1. Short sessions – *30 minutes*
2. Switch between topics
3. Include breaks
4. Mix it up

The opposite of cramming

Blocking vs. Interleaving



Maximizing Revision

Interleaving

- Chunk down revision
- Specific topics not generic subjects
- It's best to deal with each element or topic of the course.

The opposite of cramming

GCSE Biology includes:

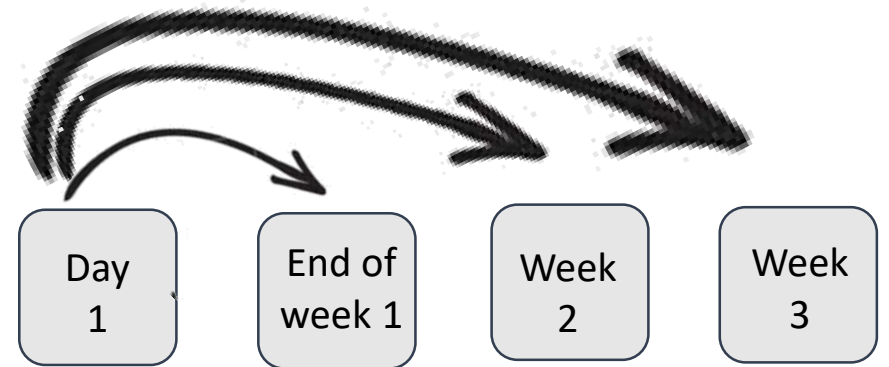
- Health
- Responses to the environment
- Evolution
- Ecology
- Cells
- Photosynthesis
- Organisms and their environments • Protein functions and uses
- Respiration
- Genetics
- Speciation

Maximising revision

Spaced Retrieval

- short, sharp bursts of learning
- Revisit and self-test
- Builds memory recall

Involves planning a revision schedule



The FACE it revision model

1.

LEARNT THE FACTS



- Flash cards
- Graphic organisers
- Mind maps
- Knowledge organisers
- Self quizzing

2.

APPLY IN CONTEXT



- Tackle questions where the knowledge is tested in context – beyond straight forward recall.

3.

CONNECT IDEAS



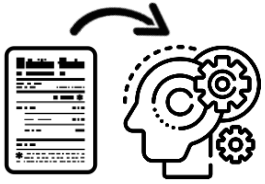
- Attempt questions that require students to draw on knowledge from one topic area or apply knowledge to previously unseen ideas.

4.

TEST IN EXAM CONDITIONS

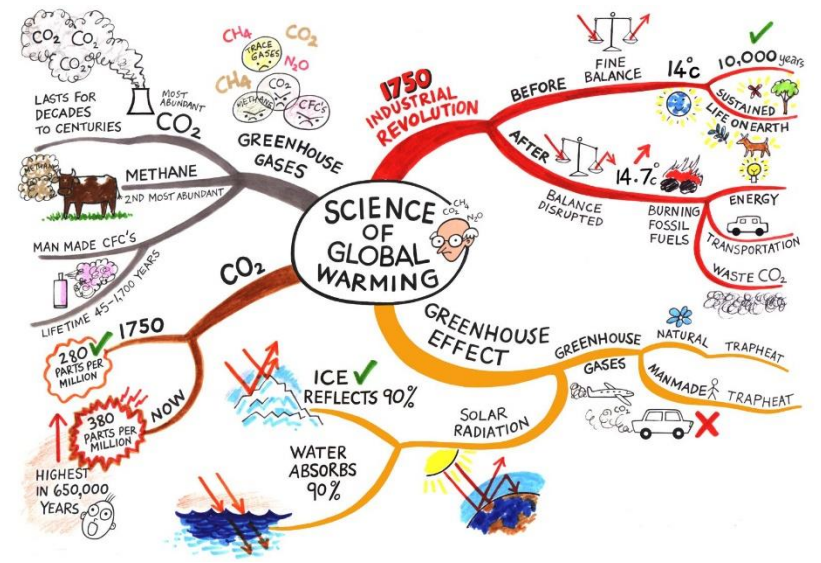
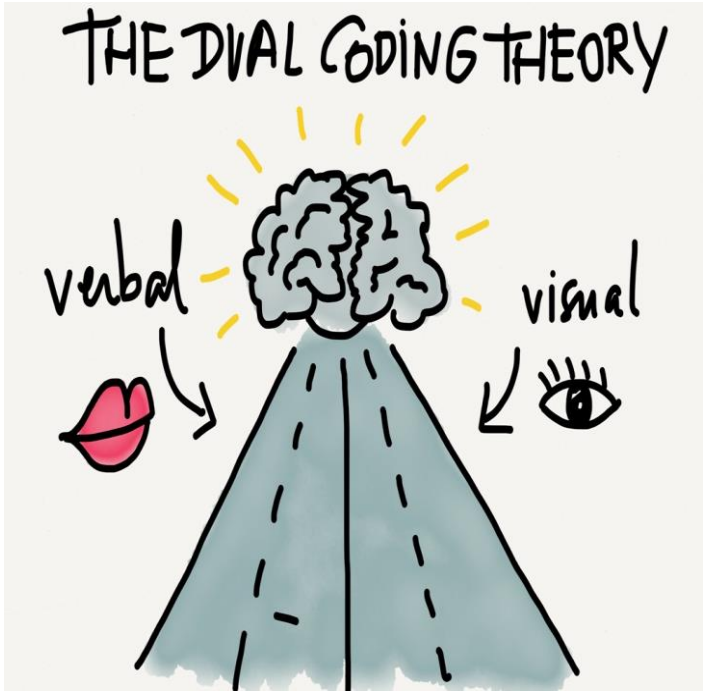
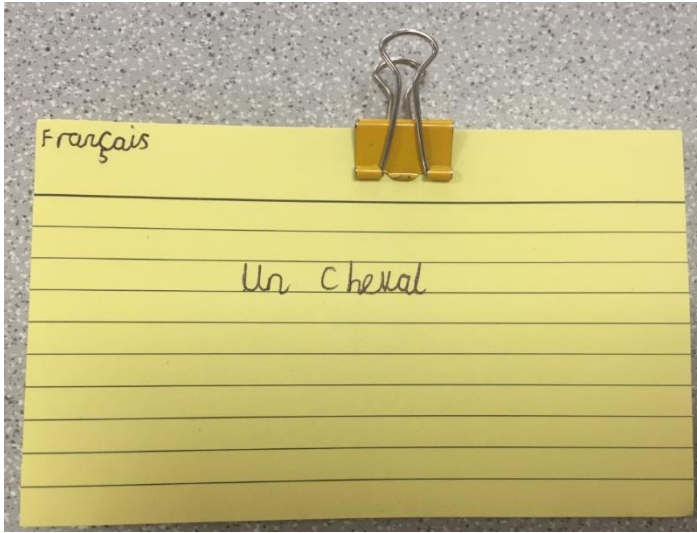


- Use past exam questions to rehearse the process of responding under time pressure.



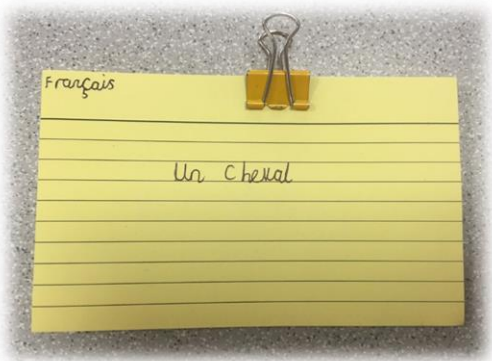
1.

LEARNT THE FACTS



Flash Cards

A flash card is a small piece of card or paper which is used to help remember key information from a topic or subject



On one side ...	On the back ...
A question	The answer
French / Spanish / German vocabulary or phrases	A translation
A formula	Use of this formula in a context
A quotation from a book or poem	An analysis of the quotation, picking about key points
Key terminology that is specific to a subject	The definition
An exam question e.g. 12 mark question	How to structure your response
Part of a process, cycle or story	Details of the process, cycle or story – mix them up and reorder into a sequence

Look, cover, check



LOOK



COVER

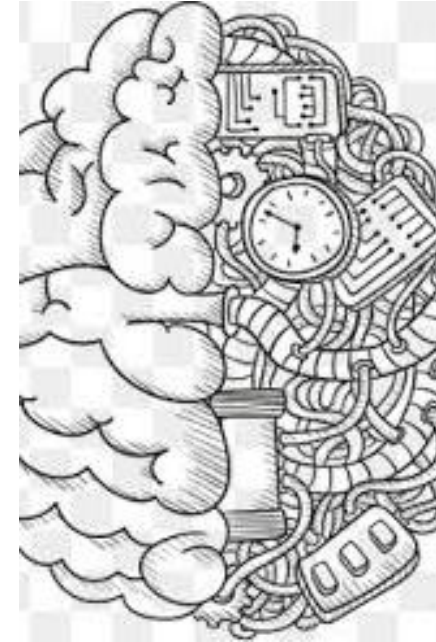
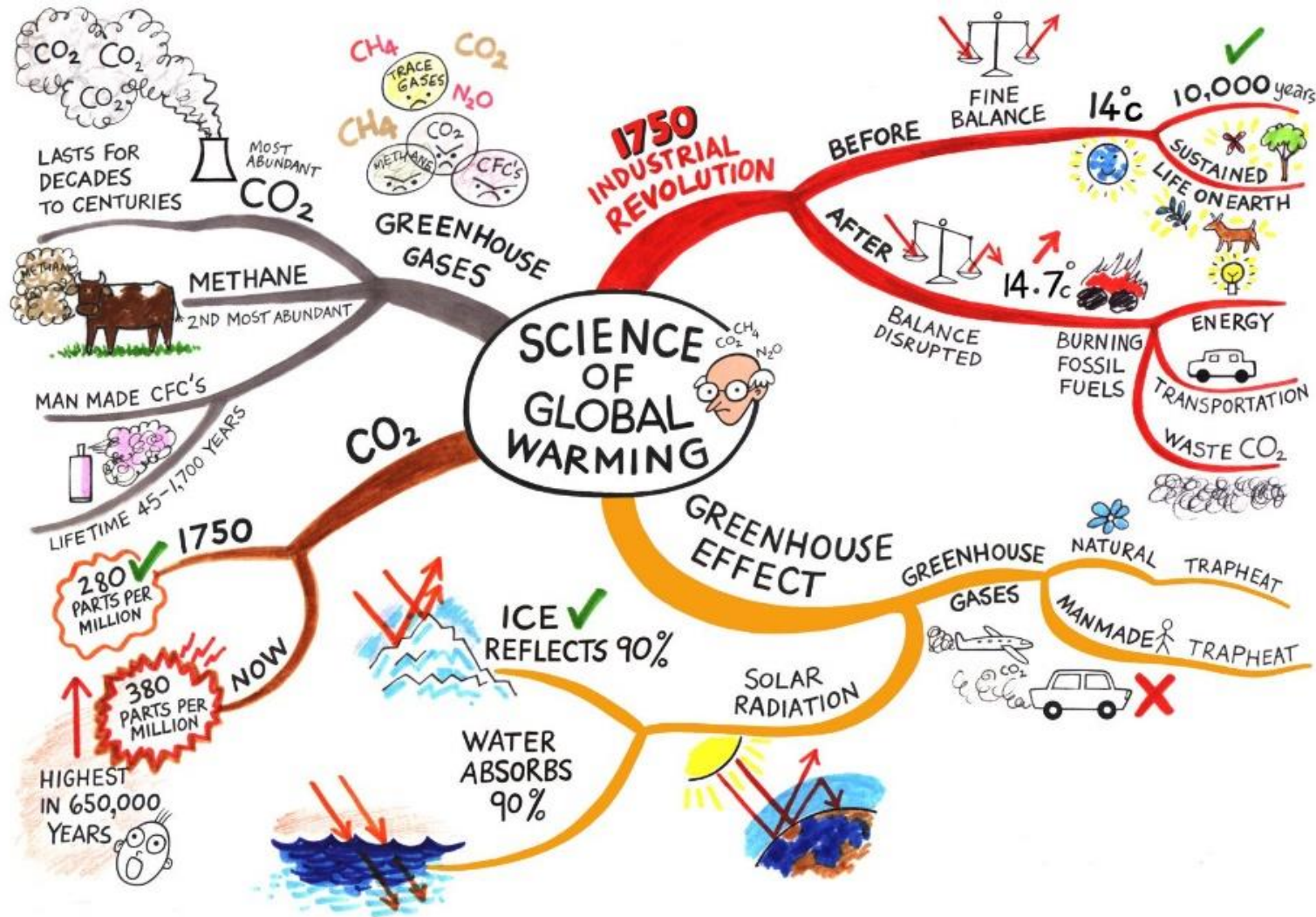


WRITE



CHECK

Mind maps



Images cues –
memory recall

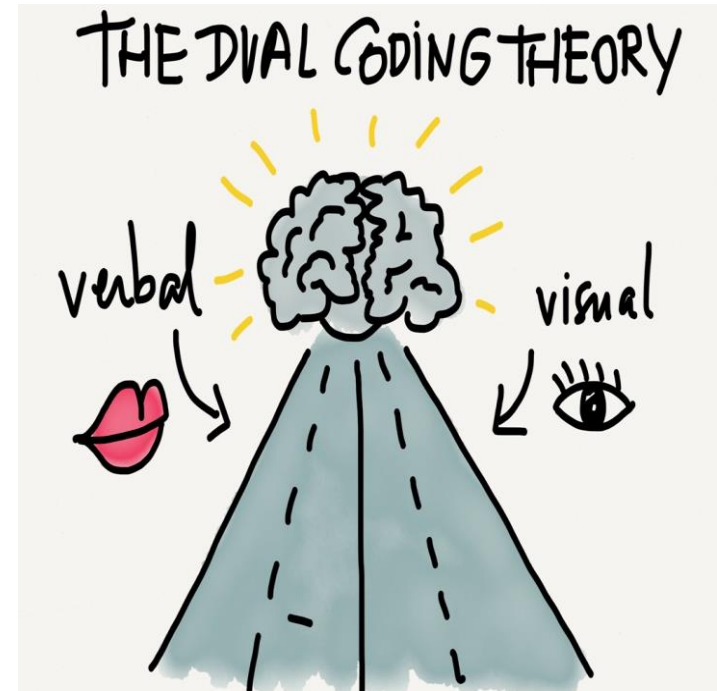


Mind Maps – revision approach

- **Balance.** No longer 30 mins.
- **Learn it.** Physical layout. Start in the middle and work out.
- **Test it.** Verbalise to a member of your family. What can you recall?
- **Reflect.** Any missed areas? Go back to the content and review what you have included.
- **Adapt.** Add additional content in another colour.

Dual Coding

1. Divide page in half: verbal and visual
2. Fold it in half so you can only see the images and try to explain the topic area using only the visual cues available.





2.

APPLY IN CONTEXT

- Application question
- Short responses
- Low stakes questions



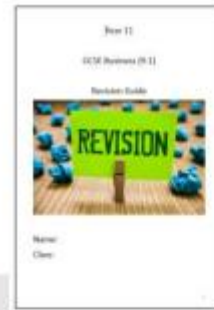


2.

APPLY IN CONTEXT



Business

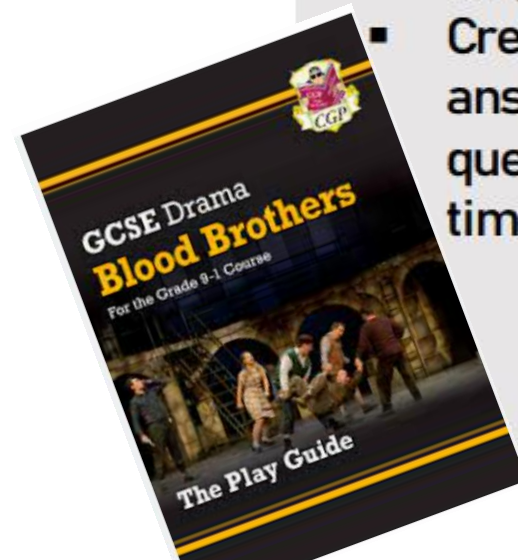


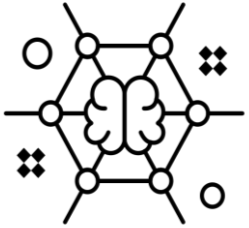
Test yourself - do you actually know the topic from memory?

- 'Brain-dump' mind-map on a general topic. Write down as much as you can, then check your notes to identify what you didn't remember!
- Use the quiz questions in your small paper revision guide.

Drama

- Can you explain how and why you would create meaning in every scene?
- Are you using the language of Drama?
- Create model answers for each question without a time limit.





3.

CONNECT IDEAS

- Broader questions
- You might have to compare/evaluate/use two skills to problem solve.
- This will show that your knowledge relates to other parts of the broader schema.
- High stakes questions, involving multiple stages.

Edexcel GCSE History Revision Checklist

Paper 1: Section A Western Front 1914-1918

Use this revision checklist to help you keep track of all the topics you need to revise for your exam. You need to have a confident grasp of the knowledge about each event. Try revising facts and key features about each event and recalling the key points and details on paper. Try to answer at least one exam question for each event.

	Topics	You should be able to	Check	Now practice an exam question:	Check
1. Wider context of WWI	The trench system (p. 33-34)	<ul style="list-style-type: none"> Describe what is meant by a trench Explain why trench warfare was used during WWI Describe the features of a trench system and their purpose (No Man's land; frontline trench; dug-outs; zigzag communication trench; support and reserve trench) 	<input type="checkbox"/>	Describe two features of the support trench system on the Western Front. [4 marks] – Sample paper Relevant as broader context for analysis of any source	<input type="checkbox"/>
	Challenges of the landscape (p. 34)	<ul style="list-style-type: none"> Describe how the exposed open trenches were affected by climate and weather Describe the impact that fertiliser in the soil had for infections such as gas gangrene Describe the diversity of terrain over 750km (wide open farmland, hills, valleys) Describe how this terrain made evacuation of injured soldiers challenging 	<input type="checkbox"/>		
	Key battles (p. 33)	<ul style="list-style-type: none"> Describe the importance of the Ypres Salient as a location to defend (Channel ports) Describe the use of tunnelling and mines at Hill 60 (1915) to change landscape Describe the use and effects of chlorine gas at the Second Battle for Ypres (1915) Describe the vast numbers of casualties from the Battle of the Somme (1916) and the impact this had on the evacuation chain and experiences of medical staff Describe the use of tunnelling into chalky ground to expand caves at Arras (1917) Describe the rain waterlogged conditions at the Battle of Passchendaele (1917) Describe how tanks were used to navigate tricky terrain at Battle of Cambrai (1917) 	<input type="checkbox"/>		
2. The evacuation chain	The evacuation chain (p. 35)	<ul style="list-style-type: none"> Describe the location, conditions and treatment offered at each stage of the evacuation chain: stretcher-bearers; RAP; ADS; CCS and base hospitals. Explain why complex operations could only be carried out at base hospitals. 	<input type="checkbox"/>	Describe two features of the dressing stations where injured soldiers might be taken to receive treatment. [4 marks] – 2021 How useful are Sources A and B for an enquiry into the system for dealing with injured soldiers on the Western Front? [8 marks] – Specimen paper https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-history-paper-1-specimen-papers.pdf Page 44/45	<input type="checkbox"/>
	Transportation (p. 34)	<ul style="list-style-type: none"> Describe the different reasons why moving injured soldiers was challenging (rescued from frontlines under fire; shelling caused craters, fertiliser in soil meant infection) Describe the different methods of transportation and their limitations (stretcher-bearers; horses; motorised ambulances; barges; trains; hospitals boats). 	<input type="checkbox"/>	How useful are Sources A and B for an enquiry into the work of the stretcher bearers on the Western Front? [8 marks] – 2019 https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/exam-materials/1H10_11_que_20190604.pdf pages 18/19	<input type="checkbox"/>
	The RAMC and FANY (p. 35)	<ul style="list-style-type: none"> Describe the role of the RAMC in overseeing the system. Describe the role of the FANY in supporting the RAMC's work 	<input type="checkbox"/>	How useful are Sources A and B for an enquiry into the treatment of battle injuries by medical staff on the Western Front? [8 marks] – 2018 https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/exam-materials/1H10_11_que_20180605.pdf Page 18	<input type="checkbox"/>
	The Underground Hospital at Arras (p. 35)	<ul style="list-style-type: none"> Describe the hospital created in the tunnels and caves at Arras from 1916. Explain why this hospital was unique in terms of the care so close to the front lines. Explain why the underground hospital had to be abandoned in 1917. 	<input type="checkbox"/>	Describe two features of the Underground Hospital at Arras. [4 marks] – 2022	<input type="checkbox"/>



4.

TEST IN EXAM CONDITIONS

Please check the examination details below before entering your candidate information	
Candidate surname	Other names
Pearson Edexcel	Centre Number
GCSE (9–1)	Candidate Number
Tuesday 9 June 2020	
Morning (Time: 1 hour 20 minutes)	Paper Reference 1HI0/31
History	
Paper 3: Modern depth study	
Option 31: Weimar and Nazi Germany, 1918–39	
You must have: Sources/Interpretations Booklet (enclosed)	Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 52.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- The marks available for spelling, punctuation, grammar and use of specialist terminology are clearly indicated.

Advice

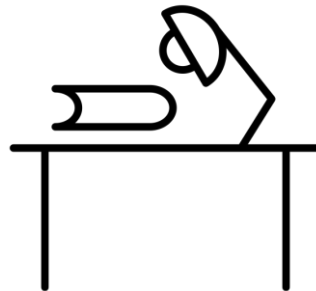
- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over >

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1/1/1

Pearson

- Silent conditions at a table/desk.
- Stick to the precise timings of the examination.



1 hour 20 minute



METACOGNITION

Is about the ways learners monitor and purposefully direct their learning.

1. Planning



3. Evaluation

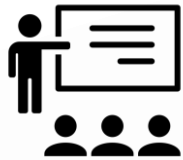
2. Monitoring

It is the thinking. It is the mental process of knowing and understanding.

COGNITION

Three areas to focus on, to improve your grades

1. Class Engagement



2. Homework engagement



3. Revision strategies



Successful GCSE results

March 2024
Predicted
grades given



Closing the 'gap' in your knowledge is the key to the next steps.



Reading for pleasure is the
single most important predictor
of academic success *Clark and
DeZoya (2011)*



Why is Reading important?

- Reading enhances access and understanding in all subjects
- Supports good mental health
- Supports the teenage brain to think more creatively
- Encourage your teenager to read little and often: 5-10 mins per evening is the best approach to begin with

Thank you for your support. Any questions, please email Sophie Halaka (Curriculum Leader for English) – sophiehalaka@allertongrange.com



English Language GCSE

Exam board: AQA

- Paper 1: **Explorations in Creative Reading and Writing** – 1hr45mins

Section A: reading, Section B: writing – Thursday 23rd May

- Paper 2: **Writers' Viewpoints and Perspectives** – 1hr45mins

Section A: reading, Section B: writing – Thursday 6th June



English Literature GCSE

- Exam board: AQA
- Paper 1: **Shakespeare and the 19th century novel – 1hr 45mins**
Macbeth and A Christmas Carol – Monday 13th May
- Paper 2: **Modern texts and poetry – 2hrs 15mins**
An Inspector Calls, Power and Conflict Poetry Anthology, Unseen Poetry – Monday 20th May



English revision materials

- Revision – on the website
- FACE-it revision method
- Students are welcome to borrow revision books from the department – these must be signed for and returned after the exams – just speak to your class teacher



Maths

- Maths [revision guides](#) & workbooks
- [Maths Genie](#) – practice papers, mark schemes, walkthrough videos.
- [Corbett Maths](#) –worksheets and exam questions.
- [Sparx Maths*](#)
 - practice topics online
 - different degrees of difficulty
 - can track their progress.
- [Pinpoint Learning*](#) - bespoke topic lists and questions based on previous topics of difficulty.
- (*[Sparx and Pinpoint logins needed](#). Speak to their Maths teachers).



Maths - Exam Dates

- Paper 1 – Thursday 16 May – Non-calculator
- Paper 2 – Monday 3 June – Calculator
- Paper 3 – Monday 10 June – Calculator



Maths - Other help

Ask your teacher!

- The Maths teachers are always on hand to answer questions the students may have, and will always make time to discuss a question that has caused any difficulty.
- If students do this, they should be prepared with the question that they would like to go through.



AGS Interventions

- Academic mastery – every morning
- After school revision

Mon	Tues	Weds	Thurs	Fri
Art A03 3.00 -4.00 p.m.	Art A03 3.00 -4.00 p.m.	Art A03 3.00 -4.00 p.m.	Art A03 3.00 -4.00 p.m.	Art A03 3.00 -4.00 p.m.
	English English pod 3.00 p.m. – 3.45 p.m.	Geography L022 3.10-4.00 p.m.	History L027 3.10-4.00 p.m. <i>All students</i>	Computer Science I001 3.00 – 4.00 p.m.
		History L027 3.10 – 4.10 p.m. <i>Aiming for a Grade 4</i>	PE L44 3.00 – 3. 50 p.m.	
			English English pod 3.00 p.m. – 3.45 p.m.	

Dealing with distractions



- Leave mobile phones in a different room.



- Work with a clear desk.



- Quiet Space.

How to make your home a revision-friendly environment



Well-being

- Exam worry - normal
- Talk to friends and family
- Ask for help.
- Be kind to yourself
- Plan in breaks – exercise
- Plan fun!
- Eat well
- Don't compare yourself to others

Kooth, Samaritans, ChildLine, The Education Hub