



Year 11

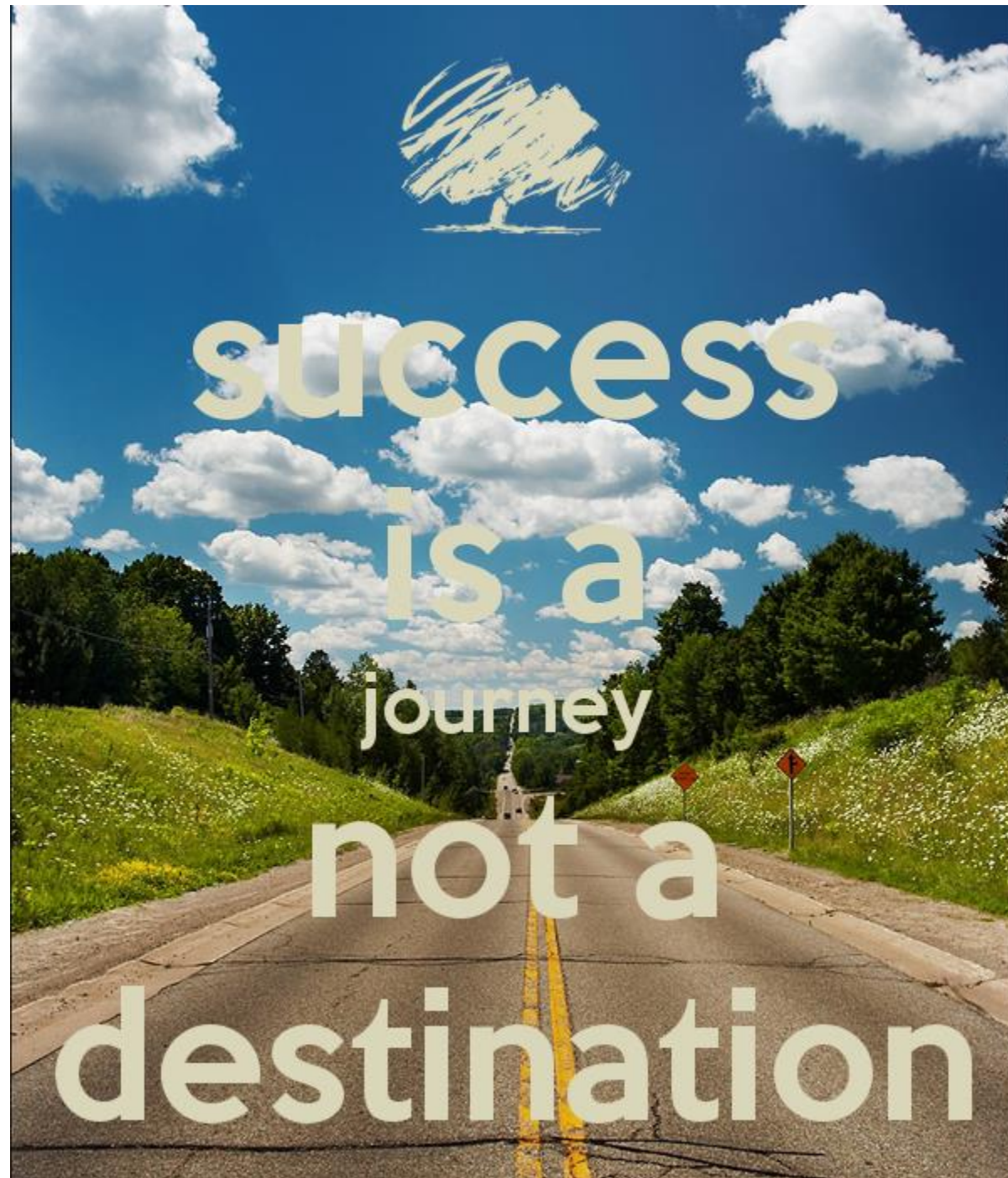
Study Skills Evening

Mrs Wijnberg– Deputy Headteacher





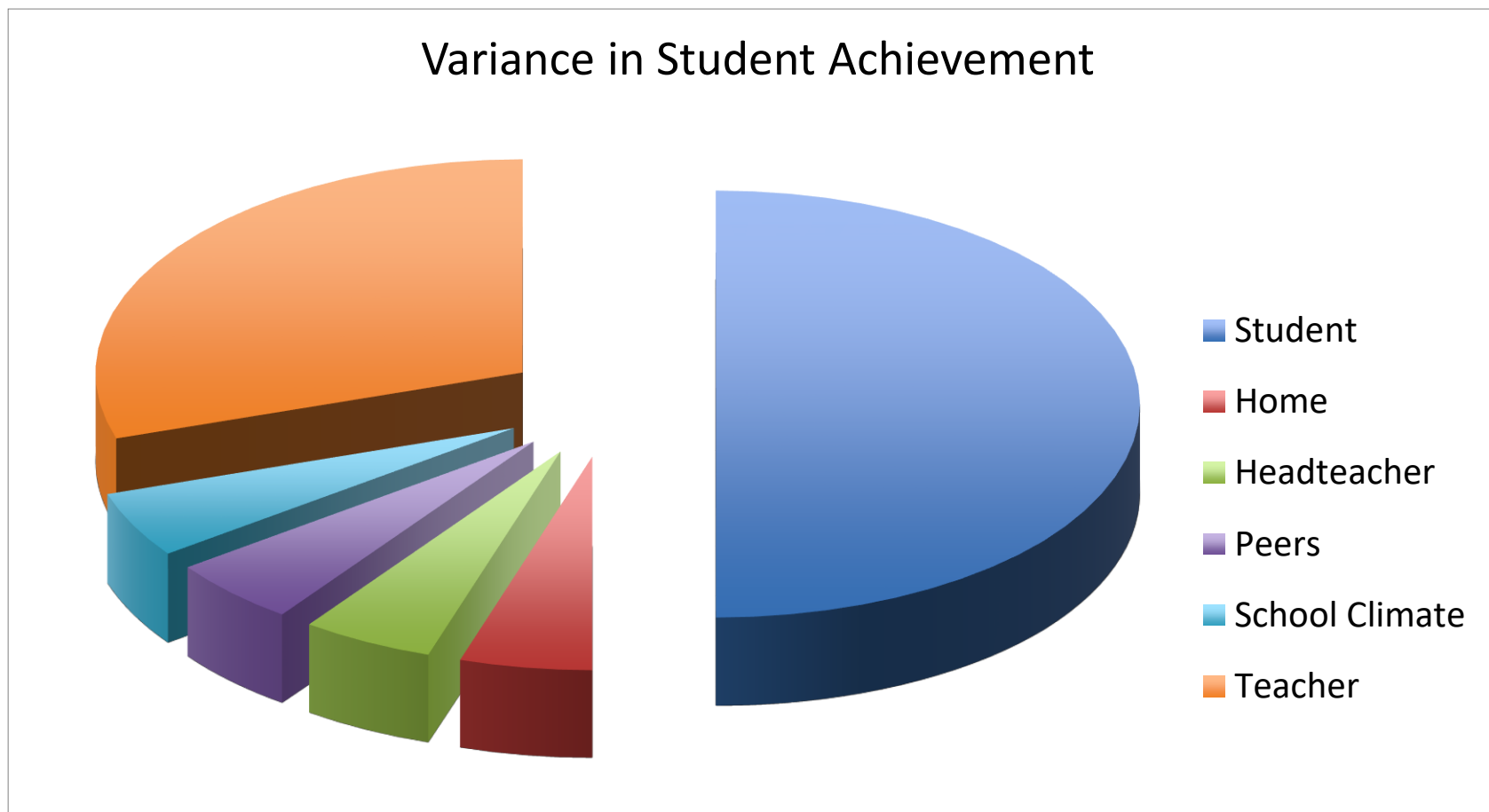




success
is a
journey
not a
destination



Our partnership can make a difference



John Hattie: Visible Learning for Teachers



5 HABITS OF AN EFFECTIVE learner



Resilience



Perseverance



Realising



**Sydenham School
Study Guide**

*How the science of learning
can improve your revision
and reduce stress.*

Retrieval Practice

Questioning & Elaboration

Concrete Examples

Spaced Practice

Interleaving



Retrieval Practice

Retrieval practice means trying to remember material you have learned as opposed to re-reading it. Two of the least effective ways of studying are reading over stuff and highlighting it, which are also two of the most common things students do when revising.

Reading over material and highlighting it can give a false sense of mastery and make you think you have learned it when in reality, you will often forget that material a week later.



A far more effective technique is to put everything away and test yourself on what you remember from a particular unit or chapter. By regularly making yourself try to retrieve it from memory, you will build a far stronger memory of it in the long term.

Parent Top Tip

Quiz your daughter or son using their flashcards. Give them plenty of time to answer. The more they struggle, the better for memory.

- | | |
|---------------|--|
| STEP 1 | Make a list of all the important information you need to know from a particular unit or chapter. |
| STEP 2 | Close the books and create a quiz using flashcards or app. |
| STEP 3 | Try to retrieve everything you remember. |
| STEP 4 | Go back and check all your answers. |

It's important to remember to space out your learning and not only do this once. Repeated exposure to learned material helps you to retain it better.

Questioning and Elaboration

So now you have learned a lot of material, what should you do with it? Two of the most effective things you can do is to ask questions of what you have learned and then try to find connections between new ideas and concepts.

So for example, let's say you have learned a lot of material about World War II. Instead of asking when did this happen, ask yourself why did this happen? Or how did this happen? You can do this on your own or in pairs or even in a study group. The more information you have about a topic, the richer the conversation will be.



Parent Top Tip

Take an interest in the content of your daughter/son's revision. Ask plenty of questions to extend thinking and to find out more. Start questions with how and why.

Another example. Let's say you have learned some quotes from Macbeth such as the dagger scene:

*Is this a dagger which I see before me,
The handle toward my hand?*

Once you have learned quotes like these, you might then move to asking yourself the following questions:

- ❶ **Why does Shakespeare use this imagery here?**
- ❷ **What does this reveal about Macbeth at this part of the play?**
- ❸ **How does this connect with what we know with Macbeth at other stages in the play?**

By elaborating on what you have already learned, you will be able to establish new links and ideas and create a far richer mental model of the topic you are studying and will be far better prepared for answering more open exam questions. As Professor Dan Willingham reminds us, *"Understanding is remembering in disguise."*

Concrete Examples

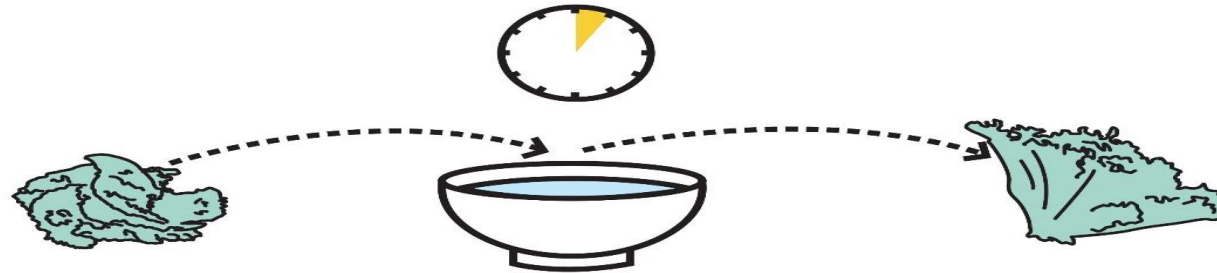
Learning abstract concepts or 'big ideas' is all well and good but often we struggle to relate them to other things. By using concrete examples, you will be able to create a much stronger representation of that concept and be able to use it in a range of situations.

So you have learned lots of material, you have asked important questions about that material and elaborated on its wider implications but what do you do next? Does this always transfer into exam results? Not always. Having lots of information and ideas swirling around your head doesn't always mean you can get it down in an exam in a way that will succeed.

One of the most effective things you can do is to get concrete examples of abstract ideas you have learned in class. For example,

Osmosis

Water moves from where there is a high water potential (a lot of free water and a low concentration of solute) to an area of low water potential (little free water and a high concentration of a solute).



Another useful way to use concrete examples is to study the best possible example of the thing you are trying to do, such as writing an essay.

It's very difficult to be excellent if you don't know what excellence looks like.

By evaluating an A or A* essay and taking it apart or 'reverse engineering it' you will begin to learn how to put together all the information you have learned with the bigger concepts and ideas that underpin it. Ask yourself:

- 1 How have they structured the essay?
- 2 What particular phrases have they used to discuss their ideas?
- 3 What specific examples have they used as evidence to support their arguments?



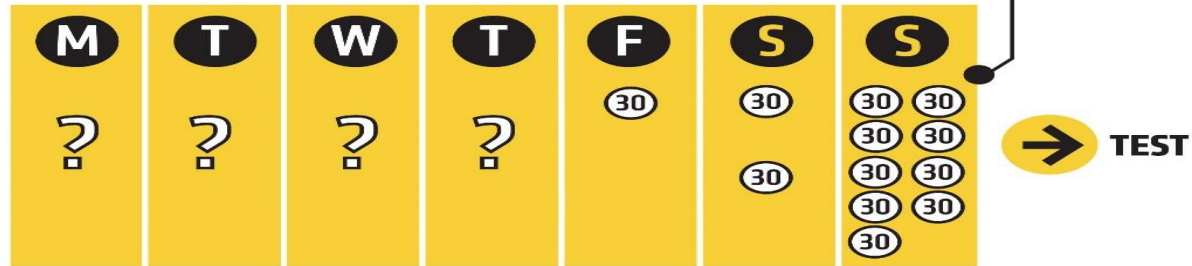
Spaced Practice



Procrastination is part of human nature. Simply put, the human brain doesn't want to have to think hard and will take all kinds of shortcuts in order to avoid it. This usually results in putting things off until you have no other option but to do it last minute. By spacing out your revision in smaller chunks over a period of time, you will remember that material far better and will also be a lot less stressed.

Putting off the work is a lot harder than doing the work.

Let's say you have a test one week and you have 5 hours to prepare for it broken down into 30 minute chunks. Very often that process looks like this.



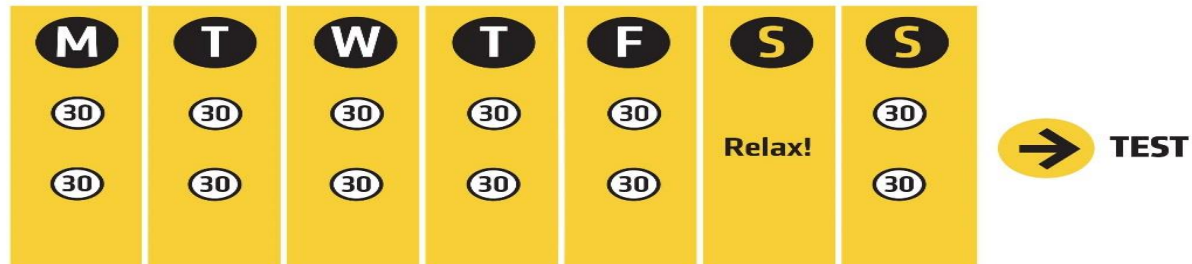
Parent Top Tip
Support your daughter/son to follow the spaced practice structure below. Study should be broken down into smaller chunks

We call this process *mass practice* or cramming, and it's one of the least effective ways of learning anything. It may get you through the exam but most of the material is quickly forgotten.

It also tends to make people very stressed and unable to work properly.

If, for example, you do this for a mock exam in March, it's highly likely you will not retain any of what you have learned by June and will have to do the whole process again.

Instead of mass practice, a much more effective way of revising is to space out your revision like this:



By breaking up your revision into 30 minute chunks and spacing out the time between revision, you will consolidate what you have learned and retain the material much more effectively.

Space out your revision: little and often is much more effective than all at once.



Interleaving



As we have seen with spaced practice, leaving gaps between studying is very effective but what if you are studying multiple topics within a subject? Interleaving means mixing it up and not studying all the material at once.

For example, instead of organising your revision week like this:

M	T	W	T	F
MACBETH	AN INSPECTOR CALLS	CREATIVE WRITING	UNSEEN POETRY	JEKYLL AND HYDE
MACBETH	AN INSPECTOR CALLS	CREATIVE WRITING	UNSEEN POETRY	JEKYLL AND HYDE
MACBETH	AN INSPECTOR CALLS	CREATIVE WRITING	UNSEEN POETRY	JEKYLL AND HYDE

A much more effective way of organising your revision would be like this:

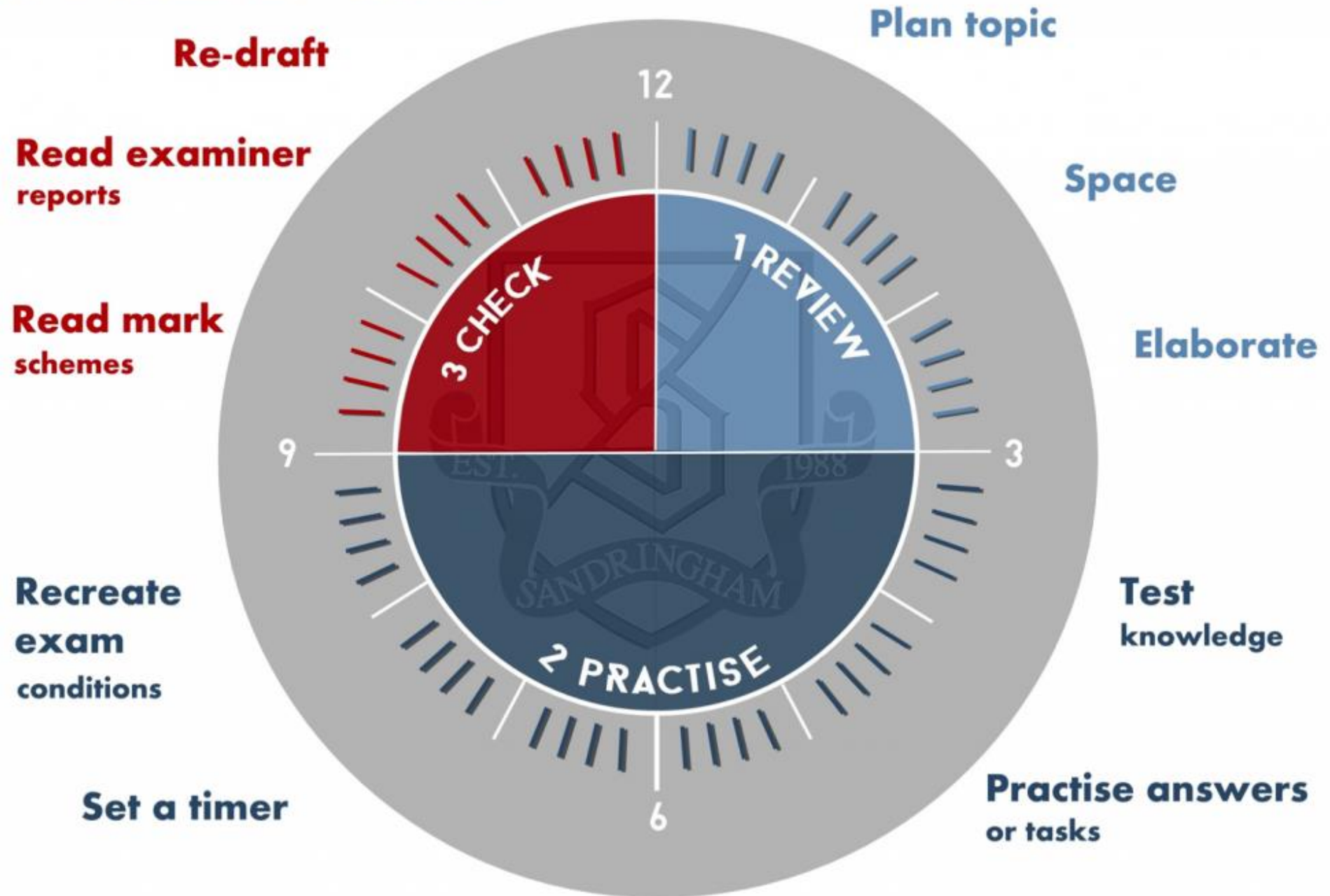
M	T	W	T	F
MACBETH	UNSEEN POETRY	AN INSPECTOR CALLS	JEKYLL AND HYDE	CREATIVE WRITING
AN INSPECTOR CALLS	JEKYLL AND HYDE	CREATIVE WRITING	MACBETH	UNSEEN POETRY
CREATIVE WRITING	MACBETH	UNSEEN POETRY	AN INSPECTOR CALLS	JEKYLL AND HYDE

As you are doing this, another highly effective strategy is to try to think of connections between topics you are studying considering similarities and differences.

Studying one topic for a long time can give them impression you have mastered it but often this can be misleading.

By mixing up or 'interleaving' what you revise and when, you will remember that material far more effectively simply due to the fact that you will have to revisit that material multiple times with more gaps in between.

THE MEMORY CLOCK





The Year Ahead



November 11th – 22nd: Autumn Mock Exams

January 22nd: Year 11 Parents' Evening

February 10th – 14th: Spring Mock Exams

May 11th: Start of GCSE Exams (Provisional)

July 2nd: Year 11 Prom

Safeguarding Mental Health at Sydenham

Ms Quartey – Assistant Headteacher

- Encourage a calm and organised environment at home for studying
- Encourage a regular routine- avoid studying late at night and support with a healthy diet
- Support your child with the 5 Ws so they have a balanced life- even in exam time!
- Discuss with your child the benefit of no phones in bedrooms whilst sleeping, and limiting their use before bedtime
- Be vigilant for any changes and communicate concerns with your child's tutor or Ms Alexander so they can put support in place



Academic Interventions

Ms Alexander– Year 11 Learning Coordinator

- Study Room.

Monday-Friday lunchtimes. Room GG11.

- Revision Timetables.

Before school, after school and at lunchtimes.

- Academic Peer Mentoring.

Year 12 supporting Year 11 after school. Supervised sessions.

GCSE Mathematics

Mr Freakes – Head of Mathematics

Edexcel Exam Board

100% Exam

No Coursework

3 papers in the summer

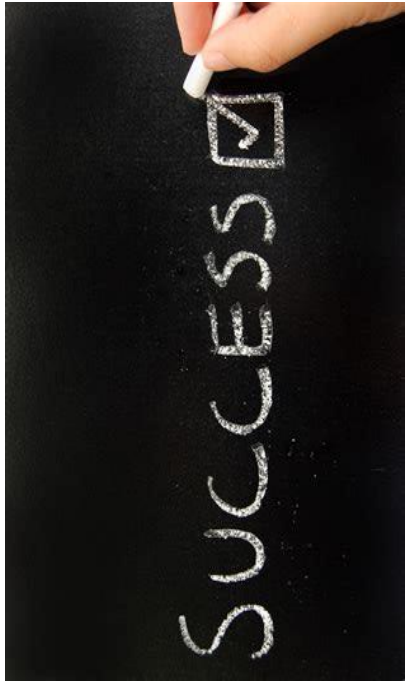
Each 90 mins

One Non Calculator and Two Calculator exams

Equal weighting for all papers



Helping your daughter succeed in Maths



1. Check she has the **equipment** she needs
2. Encourage her to **believe** she can progress
3. Ask her to **show** you her Fortnightly Practice Paper (FPP)
4. Use the FPP to identify what to revise on **Mathswatch**
5. Use Mathswatch **several** times a week
6. **Clinic** on Tuesday and Thursday lunchtimes



Revision Guidance for MathsWatch

When using vle.mathswatch.co.uk:

- Copy the teacher's **examples**
- **Attempt** the question when she says 'Press pause and have a go'
- **Revisit** the same topic a few days later using
 - **One Minute Maths** and then again a few days after that with the
 - **Interactive Questions.**
- **Correct** mistakes and work out where went wrong
- **Repeat** the questions that were wrong again a few days later





GCSE English

Ms.Johnson – Head of English

- All students sit both English Language and English Literature.
- These are two separate GCSEs.
- Students sit four exams in total at the end of Year 11 – two for English Language and two for English Literature.
- They are graded 9 to 1.
- It is a 3 year course (Years 9 -11).
- The exam board is AQA.
- 100% exam – no coursework.



AQA GCSE English Language



Paper 1 50%

1 hour and 45 minutes

Section A *Reading*

4 questions.
One unseen
literature
fiction text.

(40 marks)

Section B *Writing*

Descriptive
or narrative
writing.

(40 marks)

Paper 2 50%

1 hour and 45 minutes

Section A *Reading*

4 questions.
Two unseen
non-fiction texts.

(40 marks)

Section B *Writing*

Writing to
present a
viewpoint.

(40 marks)



Speaking and Listening

- Students also complete a speaking and listening assessment as part of their English Language GCSE.
- This is compulsory but does not count towards the final 9-1 grade.
- It is graded Distinction, Merit, Pass or Ungraded.
- Students receive a separate speaking and listening certificate on results day.
- Students completed this during **Spring Term 2 in Year 10.**



AQA GCSE English Literature

Paper 1 40%

1 hour and 45 minutes

Section A
Shakespeare
'Macbeth'

(30 marks + 4
A04 marks)

Section B
*19th Century
Novel*
'A Christmas
Carol'

(30 marks)

Paper 2 60%

2 hours and 15 minutes

Section A
Modern Text
'An Inspector
Calls'

(30 marks +
4 A04 marks)

Section B
*Poetry
Comparison*
'Love and
Relationships'
Poetry

(30 marks)

Section C
*Unseen
Poetry*

2 questions
(32 marks)



Year 11 English Curriculum

Term	Scheme of Work/ Revision	In preparation for...
Autumn 1	Macbeth	Literature Paper 1
Autumn 2	Revise Language Paper 1 (3 weeks) Revise 'A Christmas Carol' (2 weeks) Revise Poetry (2 weeks)	November Mock Exams - Language Paper 1 Literature Paper 1
Spring 1	Revise Language Paper 2 (2 weeks) Revise 'An Inspector Calls' (2 weeks) Revise Poetry (2 weeks)	February Mock Exams - Language Paper 2 Literature Paper 2
Spring 2	Revise Language Paper 2 (2 weeks) Revise Macbeth (2 weeks) Revise Poetry (2 weeks)	
Summer 1	Revision – all papers based on individual class needs	Public Examinations (GCSEs)

Year 11 Revision Guidance for English

1. Bring **all books and equipment** to every lesson, including copies of set texts - 'A Christmas Carol,' 'Macbeth' and 'An Inspector Calls.'
2. **Re-read the set texts** independently – know them inside out!
3. Act on **teachers' feedback**, taking action to improve and redraft work.
4. Create **flashcards** to help learn key quotations from each text and self-test little and often.
5. Use **Mr. Bruff's** videos on Youtube to consolidate knowledge and practise answering questions – watch the video, make notes, and then answer the question individually.
6. Use **Seneca Learning** and **BBC Bitesize** to test your knowledge and complete independent revision.
7. Use the **booklets** given in **tutor time** and as **homework** to practise the different questions.
8. Use **revision checklists** provided by the English Department and uploaded on www.padlet.com/englishpractice
9. Complete **mock papers** in **timed conditions** (especially Language).
10. Attend all the **revision sessions** regularly.
11. **Talk to subject teacher** or **Ms. Johnson** for more help.



GCSE Science

Ms Vickers– Head of Science

Exam structure June 2019 6 exams

1hr 10mins each

Combined Science – Terminal exams (May/June)

Each paper is 1 hour and 10 minutes and is 60 marks.

Paper one Biology 1	Paper two Biology 2	Paper three Chemistry 1	Paper four Chemistry 2	Paper five Physics 1	Paper six Physics 2
CB1 Key concepts in Biology CB2 Cells and Control CB3 Genetics CB4 Natural selection & Genetic modification CB5 Health, disease & the development of Medicines.	CB1 Key concepts in biology CB6 Plants and their functions CB7 Animal coordination, control and homeostasis CB8 Exchange and transport in animals CB9 Ecosystems and material cycles	CC1 States of matter CC2 Methods of separating and purifying substances CC3 Atomic structure CC4 The periodic table CC5 Ionic bonding CC6 Covalent bonding CC7 Types of substance CC8 Acids and Alkalis CC9 Calculations involving masses CC10 Electrolytic processes CC11 Obtaining and using metals CC12 Reversible reactions and equilibria	CC3 Atomic structure CC4 The periodic table CC5 Ionic bonding CC6 Covalent bonding CC7 Types of substance CC9 Calculations involving masses CC13 Groups in the periodic table CC14 Rates of reaction CC15 Heat Energy changes in chemical reactions CC16 Fuels CC17 Earth and atmospheric science	CP1 Motion CP2 Forces and Motion CP3 Conservation of energy CP4 Waves CP5 Light and the EM spectrum CP6 Radioactivity	CP7 Energy – Forces doing work CP8 Forces and their effects CP9 Electricity and Circuits CP10 Magnetism and the motor effect CP11 Electromagnetic Induction CP12 Particle Model CP13 Forces and matter

Exam structure

June 2019

Triple science:

6 Exams

1hr 45min each

Triple Science – Terminal Exams (May/June)

Each paper is 1 hour and 45 minutes and is 100 marks.



Paper one 1Bio/1H	Paper two 1Bio/2H	Paper three 1Che/1H	Paper four 1Che/2H	Paper five 1Phy/1H	Paper six 1Phy/2H
SB1 Key concepts in Biology SB2 Cells and Control SB3 Genetics SB4 Natural selection & Genetic modification SB5 Health, disease & the development of Medicines.	SB1 Key concepts in biology SB6 Plants and their functions SB7 Animal coordination, control and homeostasis SB8 Exchange and transport in animals SB9 Ecosystems and material cycles	SC1 States of matter SC2 Methods of separating and purifying substances SC3 Atomic structure SC4 The periodic table SC5 Ionic bonding SC6 Covalent bonding SC7 Types of substance SC8 Acids and Alkalis SC9 Calculations involving masses SC10 Electrolytic processes SC11 Obtaining and using metals SC12 Reversible reactions and equilibria SC13 Transition metals, Alloys and Corrosion SC14 Quantitative Analysis SC15 Dynamic equilibria, Calculations involving volumes of gases SC16 Chemical cells and Fuel Cells	SC3 Atomic structure SC4 The periodic table SC5 Ionic bonding SC6 Covalent bonding SC7 Types of substance SC9 Calculations involving masses SC17 Groups in the periodic table SC18 Rates of Reaction SC19 Heat energy changes SC20 Fuels SC21 Earth and Atmospheric Science SC22 Hydrocarbons SC23 Alcohols and Carboxylic acids SC24 Polymers SC25 Qualitative Analysis: Tests for ions SC26 Bulk and Surface properties of matter including nanoparticles.	SP1 Motion SP2 Forces and Motion SP3 Conservation of energy SP4 Waves SP5 Light and the EM spectrum SP6 Radioactivity SP7 Astronomy	SP8 Energy – Forces doing work SP9 Forces and their effects SP10 Electricity and Circuits SP11 Static Electricity SP12 Magnetism and the motor effect SP13 Electromagnetic Induction SP14 Particle Model SP15 Forces and matter



How to INTERLEAVE revision in Science

1. Access the Sydenham School Science revision webpage www.revise4science.weebly.com this has ALL the revision checklists for Science.
2. Use the checklists to identify key topics to focus upon.
3. Go to Free Science Lessons: https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3_bw
4. Search for the topic in this channel and watch.
5. While watching and afterwards make notes and practice retrieval practice.
6. Use the checklist to track progress. Return to the topic after a few weeks (once it is almost forgotten).

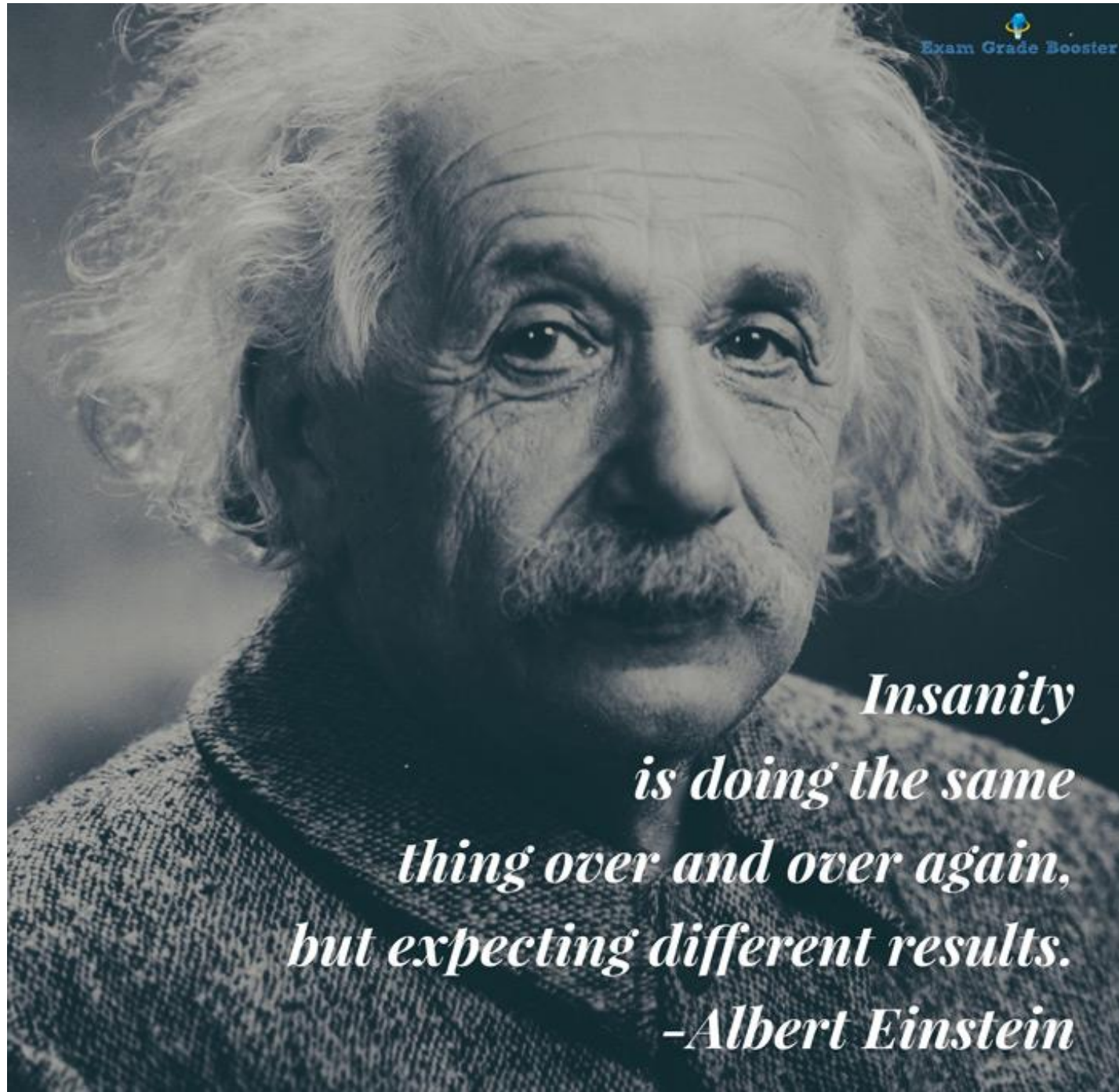
How to get on to ACTIVELEARN

1. Access the school website and go to the Student page
2. Click on Sydenham Apps
3. Scroll down to ActiveLearn app
4. Login with username and password

Username:
FirstnameLastname
e.g.
MarieCurie

Password:
Sydenham2019

A screenshot of the ActiveLearn login page. The page has a light blue header with the text 'Log in' in a large, grey, serif font. To the right of the header is a link that says 'Need help logging in?'. Below the header are two input fields. The first field is for the username, with a green icon of a person on the left and a blue border. It contains the text 'FirstnameLastname' and a small 'X' icon on the right. The second field is for the password, with a green icon of a padlock on the left and a blue border. It contains a series of dots. Below the password field is a link that says 'Forgot your password?'. At the bottom of the form is a green button with the text 'Log in' in white. There is a small 's' character to the right of the login form.



*Insanity
is doing the same
thing over and over again,
but expecting different results.
-Albert Einstein*