



NAILSEA SCHOOL
Preparation for Success
Virtual Event 11th November 2021



Dear Parent/Carer

Thank you for coming tonight to Nailsea School's 'Preparing for Success' Evening.

The evening has been put together to help you, as parents of students in Year 11, support your son/daughter in these important final months before GCSE exams begin.

Over the course of this evening, you will have the opportunity to virtually meet with representatives from departments and familiarise (and maybe even practise!) the types of questions and skills that students need to complete to achieve their potential in these subjects.

If you have any questions, then please direct them to the subject staff in the first instance (link inserted below), and if it is more of a general enquiry, then please email me kdee@nailseaschool.com

I hope you find the evening useful as we move towards the mock examinations in mid November.

Yours Faithfully

Miss K Dee

Associate Assistant Headteacher



Subject 1 Notes:



Subject 2 Notes:



Subject 3 Notes:



Subject 4 Notes:



General Tips

Diet

Make sure there are plenty of healthy snacks in the fridge and try to provide good, nutritious food at regular intervals. Encourage your child to join family meals, even if it's a busy revision day - it's important to have a change of scene and get away from the books and computer for a while.

What foods stimulate the brain?

Oily fish – promotes good brain function

Wholegrain – releases energy slower

Vitamin C – boosts mental agility

Blueberries and bananas—especially good just before an exam begins.



Revision

Make home life as calm and pleasant as possible. It helps if other members of the household (younger siblings for example) are aware that your child may be under pressure and that (reasonable) allowances should be made for this.

Encourage them to condense notes onto postcards or post it notes to act as revision prompts. These can be placed in various locations.



Go through school notes with your child or listen while they revise a topic.

Break revision time into small chunks. 40 – 60-minute sessions with short breaks at intervals often works well.

Students should concentrate on the modules/topics they know they are weakest at, first.

The following notes are intended to provide some suggestions about how you and your child might best approach the whole process.



As a parent, please could you:

1. **Ensure your child attends school regularly and on time** – 90% attendance means one in ten days is missed; over the course of a school year this is the equivalent of four weeks and can be worth more than a grade! If students do miss lessons, they should ensure that they catch up the work so that they do not fall behind.
2. **Talk to your child about what they're learning**, any homework/coursework they have to do and deadlines they have.
3. **Contact your child's tutor if you have any questions** or concerns about your child. If it is a subject specific query, contact your child's teacher or the Head of Department for advice.
4. **Agree the balance of work and social life** and stick to the agreement – flexibility is key – i.e. if a special night arises, agree that they can make up the work another (specified) time.
5. **Understand that all students fall behind, feel demotivated or overwhelmed and struggle with a work/life balance.** When they do feel like this talk to them about, acknowledge their feelings and adopt a sensible attitude to finding a solution. Threatening behaviour will only have a negative impact.
6. **Be flexible and use the 80/20 rule** – if your child is sticking to what they are supposed to be doing 80% of the time, they will be doing it right.
7. **Support your child when they ask for your support** – encourage them to see the difficulties in perspective. Teenagers often take an all or nothing 'catastrophic' approach to difficulties that can be unhealthy e.g. "I've messed up this essay, I might as well give up."

Practical support you can offer:

1. **Help them plan their work and revision and meet deadlines** – "The student room" provide a very good online tool for helping your child plan their revision around their other commitments.
2. **Stick key dates in a prominent place** e.g. kitchen fridge.
3. **Provide your child with a quiet place to study** – preferably a dining room / study where they will not be disturbed and there is a table to work at.
4. **Ensure that your child has a range of stationery available to them** – this can range from highlighters and colour pens, smaller "flash card" style pieces of paper or card, A3 paper etc.
5. **Encourage your child to have a clear goal by the end of their revision period** – e.g. 'At the end of these 2 hours I will be able to label a diagram of the heart and answer a question on how the heart works.'
6. **Make sure they take regular breaks** – for every twenty to forty minutes of revision students should have a ten-minute break. Students shouldn't revise for longer than forty-minute sessions
7. **Test your child on the work he/she has been revising** – this will help them (and you) understand what they know and where they need to focus more attention.
8. **Check that your child has found out about any available after school revision/catch up study sessions** – these are offered by almost all subjects in the build up to exam time but are not a substitute to timetabled lessons.
9. **Ensure that they eat healthy food and drink plenty of water** – a balanced diet is just as



important now as ever.

- 10. Ensure your child gets enough sleep** – teenagers need between eight- & ten-hours sleep (Sleep Foundation). *Sleep hygiene* is really important and avoiding the use of any technology around bed time can help students (and adults) sleep better.

Revision

Any effective revision must do more than just look at information i.e. re-reading text will not store facts into the long-term memory. In order for the information to 'stick', it is necessary to find a technique or a variety of techniques which will trigger recall. Students should then test themselves before they move on to another topic or subject so that they can be confident with their knowledge. A common tactic by many students is to focus on the areas they feel confident at the expense of the areas they don't. Revision should really begin with your child testing themselves to find out where their weaknesses in different subjects may be and devising a strategy to address these as well as the areas they have greater strength.

To help, below are some example revision techniques. Your child will have some idea about which may or may not work for them based on their experiences from their mock exams, but one particular strategy should not be used in isolation and may have to be done numerous times.

Revision ideas for your child to try:

1. Read notes and write summaries, before returning and using a highlighter for key points to use in testing.
 2. Work through old exam papers & practice questions – some are available on exam board websites, in revision guides and textbooks or from department staff. Students will know which subject uses which exam board. If not, this should be in their planners or can be found in the curriculum maps in the Key Stage 4 area of the school website.
 3. Record notes on an audio device and listen back to them.
 4. Put key points onto post-it notes and stick them around a room.
 5. Make mind maps to help recall key points in a topic.
 6. Create flash cards with questions on one side and the answers on the other – these are good for testing knowledge recall and it's easy for someone else to help.
 7. Use mnemonics to help remember items in a list.
 8. Buy or borrow individual subject revision guides (check with teachers to see which are most suitable).
 9. Teach someone else a topic once having revised it themselves.
 10. Prepare planned answers to potential exam questions and get these checked by teachers.
 11. Write answers to exam questions in full and get these checked by teachers.
- Listen to podcasts on GCSEPod, repetition is key, here.

In the run up to the mock exams, we would expect students to be studying for 1-2 hours every evening. This should build up as the real exams get closer, by the Easter holidays, from 4-6 hours a day; some students will begin revising earlier.



If you feel that your child is excessively anxious about their exams, please encourage them to talk to you and please let us know. You can contact their tutor or email their Head of House.

Key Dates:

14th October – Y11 Parents evening

21st October – Preparation for Success Evening (option subjects). An event exploring how you can support your child in the run up to their exams.

29th November – Mock Exams begin

16th December – Mock Exams end

20th January - Preparation for Success Evening. An event exploring how you can support your child in the run up to their exams for English, Maths and Science.

Please see the list below that includes suggestions made from Faculty and Subject Leaders as ways to support your son/daughter in the option subjects:

Drama

Component 2 – Devised (Dress and Tech 17 Dec Exam 1st Dec) - Students should be rehearsing regularly and keeping their notes from their rehearsals up to date. **There is a space for them to rehearse after school Tuesday to Friday.** Getting other people to watch their piece to get feedback. Making notes on the feedback and how it helps them to develop their piece. Completing the sections of the logbook by the deadlines and using the verbal feedback and checklists to improve them



Component 3 – Performance (completed term 3) - Students need to rehearse regularly. Learn their lines early. Use their dramatic intentions to help them achieve marks. Exam should be before Half Term (TBC).

Component 1 – Written paper (terms 4 & 5 and ongoing throughout the year) - Students need to attend the Friday sessions week 1 when they commence after half term. Ensure that their revision notes are completed and of a good standard for both 'Around the World in 80 Days' and the live performance. They have access to the live performance through Teams and they should watch this regularly to help them complete their revision notes and ensure the performance remains fresh in their minds. Completing past papers and using mark grids to improve their responses will be extremely beneficial.

Additional and optional extension activities:

- Watching live theatre theatres are open again and they are also offering streamed performances
- Going to any theatre trips that are on offer through the school and/or attending any screenings of live theatre either in school or at the cinema

Revision guides are available for GCSE drama from Illuminate Publishing. <https://www.illuminatepublishing.com>
<https://www.illuminatepublishing.com>

Geography

Key Text: 'My Revision Notes' OCR GCSE (9-1) Geography B. Ross, Payne and Blackshaw.
GCSE 9-1 Geography OCR B Oxford University Press Andrew Crampton

The OCR B website has past paper questions and mark schemes which can be downloaded.
<http://www.ocr.org.uk/qualifications/gcse-geography-b-geography-for-enquiring-minds-i384-from-2016/>

Seneca learning has great interactive activities for revising Geography, and is highly recommended.
<https://app.senecalearning.com/classroom/course/14a98700-493c-11e8-881e-61dc83d9cddb>

GCSE pod is another excellent online revision resource and is especially good for some of our case studies.
<https://members.gcsepod.com/login>



Case study revision guide, 50p or can be downloaded onto a memory stick for free.

History

Recommended revision guides:

- Revise Edexcel GCSE (9-1) History "The American West, c.1835-1895" (Pearson)
- Revise Edexcel GCSE (9-1) History "The USA Revision Guide and Workbook" (Pearson)
- Revise Edexcel GCSE (9-1) History "King Richard I and King John Revision Guide and Workbook" (Pearson)
 - As the specification is relatively new, there are limited practice questions, but these can be found at: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments> . You will also be given a list of past questions at the Prep for Success Evening.
 - Seneca Learning, Quizlet and GCSE Pod are also excellent and cover most of our topics. Make sure you search for Edexcel units.

OCR Cambridge Nationals in Information Technologies

<https://www.ocr.org.uk/qualifications/cambridge-nationals/information-technologies-level-1-2-i808/>

Unit 1– (1hr 45mins -Examined Unit R012) - Understanding tools, techniques, methods and processes for technological solutions (Written Exam - 50% Overall Mark) - Exam January 2022 for those sitting it.

Course book: Cambridge National in Information Technologies Level 1/2 (Hodder Education)

Author: Sonia Stuart and Brian Gillinder

ISBN: 9781510423275

Revision Guide: My Revision Notes Cambridge National Level 1/2 Information Technologies Available on Amazon (£9.99)

Author: Sonia Stuart

ISBN: 9781510423282

Unit 2- (20 Hours -Exam Board set controlled Course work Assessment Unit R013) – Developing technological solutions (50% Overall Mark)



Past papers are available to students via Office 365 and class charts. Checklists, sample work and guides to help completion are available to students via Office 365 and class charts. There will be learning opportunities after school to prepare for the exam in January and the completion of coursework prior to the deadline.

Coursework to be completed by 01/04/2022

MFL

Should students wish to purchase an additional revision resource to go alongside their textbook and class notes then Pearsons offer excellent revision workbooks (see links below) to practise reading, listening, writing and translation skills. All relevant topics are covered within the workbooks.

French Revision Workbook:

https://www.amazon.co.uk/Revise-GCSE-French-Revision-Guide/dp/129213142X/ref=asc_df_129213142X/?tag=googshopuk-21&linkCode=df0&hvadid=310783995501&hvpos=&hvnetw=g&hvrnd=9168734375369972713&hvptwo=&hvqmt=&hvdev=c&hvdvcmld=&hvlocint=&hvlocphy=1006567&hvtargid=pla-562934907079&psc=1&th=1&psc=1

Spanish Revision Workbook:

https://www.amazon.co.uk/Revise-GCSE-Spanish-Revision-Guide/dp/1292131446/ref=sr_1_6?crid=2OF7AOZUR9RIK&dchild=1&keywords=aqa+spanish+gcse+revision+guide&qid=1633973582&qsid=262-6521959-6690346&s=books&sprefix=aqa+spanish+gcse+revision%2Cstripbooks%2C175&sr=1-6&sres=1782945466%2CB08RXK28SR%2C1782945482%2C1292131446%2C178908458X%2C1789084571%2C1782945474%2C1292270276%2C0008166315%2C0008399344%2C1292131411%2C0008326754%2C178908718X%2C1789087201%2C1782945458%2C178294544X&srpt=ABIS_BOOK

To practise vocabulary regularly, we suggest downloading the quizlet app. Learning topic specific words will be one of the most important things in order to be successful at your GCSE exam.

Engineering

AQA Engineering: <https://www.aqa.org.uk/subjects/engineering/gcse/engineering-8852>

Food Preparation and Nutrition



- Use the online text book for information, exam practice questions and lots of lifelines. The login is snail4 then student 4. <https://www.illuminate.digital/edugasfood/> For each topic list the key words and facts that you need to get into your answers.
- Make mind maps to show how the topics are linked.
- Complete the whole of SENECA for FP&N and you will know you have enough factual information to answer any question in the exam.
- Answer all the questions in the revision guide and you will have covered all the concepts and knowledge in the FP&N syllabus.
- Practice, practice, practice GCSE questions, particularly the long answer, essay style questions which attract loads of marks.
- Check out the video resources – these are on the exam board website.
<https://www.edugas.co.uk/qualifications/food-preparation-and-nutrition/>

... and most importantly. work really hard in lessons and keep up to date with the NEAs as these add up to 50% of the total mark for the GCSE.

Fine Art

- Encourage your child to work on their coursework sketchbooks in a consistent manner. This should be in addition to homework tasks
- Draw, draw, draw! The more confident your child is with this key skill, the more likely they are to be able to meet the demands of the course.
- Regular attendance at catch-up club, held after school between 3-4pm, is strongly advised.

Photography

- Encourage your child to take photographs of the themes they are covering in coursework on a regular basis. These photographs can be added to coursework submissions and enhance grades.
- Watch YouTube tutorials on a range of Photoshop techniques so that your child feels more confident in how to edit their images.
- Regular attendance at catch-up club, held after school between 3-4pm, is strongly advised.

3D Art

- Encourage your child to work on their coursework sketchbooks in a consistent manner. This should be in addition to homework tasks
- Create lots of designs based on concepts and subject matter covered in class. The more variation and alternates, the better!
- Regular attendance at catch-up club, held after school between 3-4pm, is strongly advised.

Music Eduqas GCSE Music (9-1)



Recommended GCSE Music Revision books:

Eduqas GCSE Music Revision Guide By David Ventura Published by Rhinegold

<https://www.musicroom.com/search.aspx?q=Eduqas+GCSE+Music+Revision+Guide>

WJEC/EDUQAS GCSE Music Student Book By Jan Richards Published by Illuminate

<https://www.illuminatepublishing.com/product/wjec-eduqas-gcse-music-revision-guide-revised-edition>

Media Studies

This year's Media Studies exams are on the Close Study Products given to us by AQA alongside unseen sources of similar text types.

Media One:

This exam will test students' knowledge and understanding of the four areas of Media Language and Representations (Section A) and Media Industries and Audience (Section B). The Close Study Products assessed will be two of the following:

Section A:

Advertising and marketing
Magazines
Newspapers
Video Games
Film Industry

Section B

Radio
Music Video
Newspapers
Video Games

Media Two:

This exam will focus on the Television Close Study Products (Dr Who and Class) and one of either newspapers or video games. The questions can test any area of Media Language, Representation, Industry, Audience.

Both examinations will have a range of short, medium and extended responses questions.

In order to prepare for these exams, students should:

- Revise their knowledge and understanding of all the Close Study Products
- Make posters/revision cards/mind maps of the key ideas and concepts in the Close Study Products
- Ensure that they understand and can apply the key theories to the Close Study Products and unseen texts
- Practise written responses using MEDAL with a range of mock questions (available on One Drive)

For each Close Study Product, students could also complete the following activities:

| | |
|-------------------------------------|----------------------------|
| Dr Strange and I Daniel Blake films | Annotate the film posters. |
|-------------------------------------|----------------------------|



| | |
|---|---|
| | Compare the budgets and marketing strategies for each one. |
| Tatler and Reveal magazine covers | Annotate the covers without using your notes Reproduce the house style of the magazines |
| Dr Who and Class tv programmes | Watch both episodes again, making notes. Storyboard 3 key scenes in each episode. |
| Music Videos – 1D 'History', Common's 'Letter to the Free' | Storyboard the music videos. Screen shot 3 key scenes and annotate. |
| The Daily Mirror and The Times front pages | Annotate the covers without using your notes. Compare the front pages with other newspapers. |
| Kim Kardashian Hollywood and Lara Croft Go Video games | Watch instruction videos on Youtube. Compare the marketing strategies of each. |
| Galaxy chocolate TV advert, OMO print advert, NHS Blood and Transplant 'Represent' online advert | Storyboard the adverts. Turn the adverts into a different media platform, eg create a TV advert for OMO. |
| Tony Blackburn Radio One launch and Julie Adenuga Beats 1 | Listen to both radio shows. Write a transcript of each. |
| There is a Media Studies GCSE revision guide available from Amazon and www.illuminatepublishing.com | |

Film Studies

This year's Film Studies exams are on the set films we have studied in class.

There are four core areas of study in film, which is called Film Form: Editing, Cinematography, Mise-en-scene and Sound. Film form will be assessed in all of the films studied, alongside understanding of the context of each film (what was happening socially, politically, historically at the time the film was being made/set). In addition, there are also specialist areas for each film (in brackets underneath).

Component 1: Key Developments in US Film

Written examination: 1 hour 30 minutes 35% of qualification

This component assesses knowledge and understanding of three US films chosen from a range of options. Assessment consists of four questions on one pair of US mainstream films and one US independent film:

Section A: US film comparative study

- one stepped question on Rebel Without A Cause (Film Form, Context, Genre, Narrative)
- one stepped question on Ferris Bueller's Day Off (Film Form, Context, Genre, Narrative)
- one question requiring a comparison of Rebel and Ferris (Film Form, Context, Genre, Narrative)

Section B: Key developments in film and film technology

- one multi-part question on developments in film and film technology



Section C: US independent film

- one question on Juno, based on critic reviews we have studied in class (Film Form, Context)

Component 2: Global Film: Narrative, Representation and Film Style

Written examination: 1 hour 30 minutes 35% of qualification

This component assesses knowledge and understanding of three global films produced outside the US chosen from a range of options. Assessment consists of three questions in three sections:

Section A:

- one stepped question on Slumdog Millionaire (Film Form, Context, Narrative)

Section B:

- one stepped question on Tsotsi (Film Form, Context, Representation)

Section C:

- one stepped question on Attack The Block (Film Form, Context, Aesthetics)

In order to prepare for these exams, students should:

- Revise their knowledge and understanding of all of the films studied
- Make posters/revision cards/mind maps of the key characters, themes, plots and messages in all films
- Ensure that they understand and can apply Film Form to all films
- Practise written responses using MEDAL with a range of mock questions (available on One Drive and TEAMS)

For each film, students could also complete the following tasks:

| Film | Suggested Tasks for Revision |
|--------------------|--|
| Rebel With A Cause | Screen print frames for the following key scenes: Opening police station, Chickie Run, Argument with parents, Ending scene For each of these scenes, annotate the stills with denotations and connotations. Think carefully about what the film form suggests for each. Link these scenes to the film's genre of teen film (how typical is the scene? Why?) Link these scenes to what was happening in the 1950s in USA |
| Ferris Bueller | Screen print frames for the following key scenes: Opening scene, Fooling head on the phone, museum and dance, Ending scene For each of these scenes, annotate the stills with denotations and connotations. Think carefully about what the film form suggests for each. Link these scenes to the film's genre of teen film (how typical is the scene? Why?) Link these scenes to what was happening in the 1980s in USA |
| Juno | Read over the specialist writing reviews again. Highlight the key ideas. Make revision cards using quotes from the review and your own opinion on it |



| | |
|---------------------|--|
| | Link each idea in the review to a key scene from the film |
| Slumdog Millionaire | Screen print frames for the following key scenes: Opening, slums, Latifa, Ending scene For each of these scenes, annotate the stills with denotations and connotations. Think carefully about what the film form suggests for each. Create a timeline of events in the film and annotate it with the effects of having these flashbacks |
| Tsotsi | Screen print frames for the following key scenes: Opening, Ending scene For each of these scenes, annotate the stills with denotations and connotations. Think carefully about what the film form suggests for each. How does our understanding of the characters develop through the film? Create a timeline/graph to show this. Link each scene to the context at this time |
| Attack The Block | Screen print frames for the following key scenes: Opening, Police van attack, Ending scene For each of these scenes, annotate the stills with denotations and connotations. Think carefully about what the film form suggests for each. Explain how the aesthetic is created in the film Link each scene to the sci-fi genre Link each scene to what was happening in London at this time |

OCR Cambridge National in PE

The OCR course is comprised of 4 units which are either assessed as an exam or through completion of coursework.

- RO51 Contemporary issues in Sport-exam
- RO52 Developing Sports Skills-Coursework
- RO53 Sports Leadership- Coursework
- RO54 Sport and the Media- Coursework

We are currently offering your child support in two ways. Firstly, through their OCR PE lessons for which they have begun coursework units RO53 and RO54. Students will be set tasks of creating their final draft of coursework as homework tasks, for which parental support with meeting deadlines set through classcharts will be greatly appreciated. The second aspect of support is via period 6 sessions, which are open to all students; however, we will have sent targeted correspondence if we feel it is in the best interests for your child to attend these. In the first instance this is to support students who have been recommended to take the RO51 exam. These sessions will run from 1st November until the exam in January. Following the January RO51 exam these support sessions will become coursework support sessions. The link below will take you directly to the assessment section of the OCR website where past papers and mark schemes can be found which should be used to prepare for the January RO51 exam.



<https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/assessment/>

Details regarding exam board (OCR) and the full content of the course can be found on the exam board website

<https://www.ocr.org.uk/Images/260775-cambridge-technical-sport-and-physical-activity-summary-brochure.pdf>

Religious Studies

Key Text: Revision Guide. Highly recommended for all students for both classroom and independent use. In the view of the RS Team this Revision Guide is the best that has been published. If students had their own copy and used it effectively they will do very well next summer.

<https://www.amazon.co.uk/AQA-GCSE-Religious-Studies-9-1/dp/0198432542>

The AQA website contains past papers and mark schemes that can be downloaded.

<https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/assessment-resources>

Students have been given an 'Aim Higher Booklet' that contains advice on exam technique that if followed can ensure they succeed in GCSE RS.



General Preparation for Exams.

Six simple steps for your students ahead of exams:

1. Make sure you get **plenty of sleep** the night before the exam and prepare your supplies in advance to avoid extra stress.
2. In the exam, **plan your answers before you start writing**. Read all of the questions before choosing the options you feel most confident answering.
3. If you're stuck, **identifying the key information and command words** in the question can help you create your line of argument, so read the question carefully
4. The question **paper is yours to annotate and highlight** during the exam, so if that helps you, scribble away.
5. Keep an eye on the **time**, spend the appropriate time on each question based on how many marks it's worth.
6. When you have **finished, go through the paper** and check all your work for errors and make sure you have attempted every question you are required to.

GCSE Pod

<https://www.gcsepod.com/> All students can access the site and podcasts by signing up. Log-in details are the same as the student email log in. Just click on the 'log in with 365' orange button on the home page.

ASCL Association of School and College Leaders

gcsepod Supporting your child through their GCSES

SUPPORTING YOUR CHILD THROUGH THEIR GCSES

GCSE examinations can be a worrying prospect for your child and they will be under a great deal of pressure with deadlines and examination preparation. Here's how you can help.

POSITIVE START TO THE DAY
The beginning of the school day can be a rush for everyone. Here are some tips for a routine in the morning and evening to help the day start smoothly and with minimum stress.

The night before
Encourage your child to pack their school bag and lay out their uniforms before going to bed each evening. Check for letters, home, permission forms or homework diaries to sign as this will help avoid early morning panic and items being forgotten.

Breakfast
Try to make sure your child eats breakfast. This provides essential energy and will help him or her perform better at school.

Don't rush
Allow plenty of time for your child to get to school - build extra time into your morning routine so that if there are transport or other problems, he or she won't be late for registration.

ENSURE YOU ARE KEPT INFORMED
Signing up to the school's Facebook, Twitter, text and email communications can ensure you have a better understanding of what's actually going on in school and what teachers are communicating to both students and parents.

PROVIDING ALL-ROUND SUPPORT
The best way to support your child during this stressful time is to make home life as calm and pleasant as possible. Try not to nag or make too many demands. Arguments are counter-productive and will only add unnecessary stress. Make sure there are plenty of healthy snacks in the fridge and try to provide good, nutritious food at regular intervals. Encourage your child to join family meals, even if it's a busy revision day - it's important to have a change of scene and get away from the books and computer for a while. Also encourage your child to take regular exercise to help clear the mind.

HOMEWORK
Homework can often feel like a chore, and there are a million things your child would rather be doing! However, in years 10 and 11 your child should aim to do from 90 to 120 minutes of homework per day. Though this work is done independently, your interest and input is still important and helps your child to do well. Ask your child if there's anything you can do to help with homework. Discuss the organisation of the work. If your child has several assignments due in on the same day, suggest they space the work out rather than leave it all until the night before.

- ✔ Set up the perfect study space: Provide somewhere that's well lit, not too hot or cold, with enough space for all their materials and without distractions
- ✔ Choose the best time to work
- ✔ Help them get their homework done better and faster if they do it right after school? Pick the best time and help them stick to it.
- ✔ No homework right before bed
- ✔ Doing homework right before bed can stress them out and mess with their sleep patterns. Help them get it done earlier and enjoy their rest.
- ✔ Start with the most difficult
- ✔ Starting with the biggest or most difficult and then moving onto the easiest parts will make it seem much less of a chore
- ✔ Plan ahead
- ✔ If they have a large project coming up help them work out realistically how long it is going to take and schedule when it can be done to avoid last minute panic.

REVISION
The secret to doing well in exams lies in planning. You can help your child to create a clear revision plan and method of studying that will make them feel in control of their work.

- ✔ Work out a revision timetable for each subject
- ✔ Break revision time into small chunks - hour-long sessions with short breaks at the end of each session often work well
- ✔ Condense notes onto postcards to act as revision prompts
- ✔ Buy new stationery, highlighters and pens to make revision more interesting
- ✔ Go through school notes with your child or listen while they revise a topic
- ✔ Time your child's attempts at practice papers

THE DAY OF THE EXAM
It's important to get a good night's sleep before an exam, so encourage your child from staying up late to cram. Make sure he or she eats a good breakfast on the morning of the exam and get them there with plenty of time. Reassure them that although you want them to do well no matter what happens you are very proud of them.

EVERY STUDENT COUNTS

GCSEPOD.COM | INFO@GCSEPOD.COM | 0191 330 7830

"I can genuinely say that my daughter could not have managed without GCSEPod. I only wish that I'd known about GCSEPod when her GCSEs began, as I know that I should send it to reinforce her learning after each topic area, the impact would have been even greater."
Lisa Chappell, Parent

HOW CAN GCSEPOD HELP?

- ✔ We understand how important it is for you to support your child during their GCSEs, so we've created a page full of useful advice, guidance and resources, especially for you!
- ✔ GCSEPod makes it easy to understand the subject knowledge your child is learning.
- ✔ Log into your child's account to monitor homework and any areas in which they may be struggling.
- ✔ Monitor your child's progress for every subject throughout the year.
- ✔ Our support team is on-hand to answer your questions even during school holidays!
- ✔ The parents' page on our website is packed full of useful resources to help and support both you and your child.

Revision Advice from parents of past students



Start revising early in the New Year

A paper revision timetable to cross off the days (& make adjustments as necessary)

A dedicated revision space where books etc. can be left out but in the main part of the house where parents can “wander past” to encourage/motivate (nag)/ provide snacks etc.

Keep hydrated.

Recognised breaks away from the revision space so that it is clear to everyone when the student is working and when they are having a break (reduces arguments/mis-understanding over time spent on social media etc.).

Only look at/use social media during the breaks (difficult to monitor but you can get software which measures how long the student is looking at social media websites vs revision sites.)

Discussion at dinner time – how has today’s revision gone? What subjects have you covered? Did you get as much/more/less done than you thought you would? If more/less do you need to adjust your revision schedule?

Strict finish homework/revision, wind down and then bed times. (No all-nighters!)

Revision should be active - notetaking/mind maps/revision cards/quizlet/practising questions – not just highlighting the exercise books.

Some work better with background music/radio but I know some prefer total silence so that is something for the individual to work out.

Breakfast/lunch before an exam.

A few things that I tried, these were the ones that were appreciated!

Lightly **tidying their room** and making the bed whilst she was at school! Nice to come home to!

Being there to listen and chat to her when needed, not just when I had a spare 5 minutes!

Going for a **walk** - often to Costa for a break - it was a “no exam” talk time unless she wanted!

Adapting revision timetable if work wasn't going in! No point in studying if it's not the right time...

Timetable in chosen activities or just **free time**.

Have ‘the friends round’ for a **pamper/video night**, they all loved it!

Allow them to **cover** the walls with revision

Something I didn't think about before the exams

They were always **plugged into music when revising** and found the 1st couple of exams really difficult as they were obviously **silent!**

If they have the very **1st exam**, and not many of their friends do....this can become a MASSIVE stumbling block but then it was one ticked off the list!

Print as many **previous papers** as possible (this may be difficult with the new exams but there will be specimen papers issues by the exam boards). Once printed go through the paper with your child and get them to write down the correct answer. Use this as an aid to revising.

Encourage them to make **notes** as early as possible. All the subjects have all the key objectives for the whole syllabus available.

Ensure they get plenty of **breaks** during revising and plenty of **sleep** the night before the exams.

Encourage your children to go to any **revision classes**.

Go to any **events** at school yourself as they will provide guidance and ideas on how you can support



your children.

There were also **YouTube videos** on Science and Maths and BBC Bitesize for many subjects.

During the exam period there will be many low periods where your child will need to be “picked up” after an exam hasn’t gone as well as they wanted. This will be especially relevant when there is an exam in the morning and one in the afternoon.

- Encourage them to have a healthy balance of revision, breaks and other activities – try and keep up with extra-curricular activities to give them time and space to think about something other than exams
- Put up an exam calendar so the whole family can see what is going on and when the hardest times might be
- Try not to appear bored when you’re asked to test them on something for the tenth time
- If they want to cover the house in revision posters or hang notes from the ceiling – go with it!
- Encourage them to get some fresh air each day – a 20 min walk with them in the evening can be a good way to catch up on how things are going
- Find a study buddy so that they can help each other
- If an exam goes badly and your reassurance hasn’t helped encourage them to go and talk to the subject teacher about it and then not to dwell on what’s done and can’t be changed
- Plan a treat for the end of exams

I tried to help them through their exams in an opposite way to what my parents did with me! I took the **relaxed approach**...Slightly brave but I knew it wouldn't help by me being up tight, I made sure I had some **nice social things** to help with that.

Period 6

Departments have been allocated days of the week where Period 6 lessons can be offered. For coursework and practical based lessons, this may be used early in Year 11 to help support students. Letters will be sent home if students are required to attend these. Other subjects may not use these until closer to the exams when revision begins – parents and students will be notified by subjects when these are running.

For more information, see below:

| Week 1 | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------|---|---------|-----------|---------------------------|--------|
| Lunchtime | Cambridge National PE | Music | | | |
| After School | Art Film Studies Food and Nutrition | Maths | Science | History French/Spanish | Drama |

Week 1 Rooming:

Cambridge National PE
Art

Room 011
Room 149



| | |
|--------------------|--------------|
| Film Studies | Room 127 |
| Food and Nutrition | Room 059 |
| Music | Room 055 |
| Maths | Room 042/043 |
| Science | Room 028 |
| History | Room 119 |
| French | Room 136 |
| Spanish | Room 138 |

| Week 2 | Monday | Tuesday | Wednesday | Thursday |
|--------------|-------------|-----------------------------------|-----------|-------------------------------|
| Lunchtime | GCSE PE | | | |
| After School | Photography | Geography DT/Engineering IT | English | Media Studies 3D Art RE |

Week 2 Rooming:

| | |
|--------------------|---------------------------------|
| GCSE PE | Room 011 |
| Photography | Room 146 |
| Drama | Room 141 |
| Geography | Room 120 (will start in term 2) |
| Design Engineering | Room 063 (will start in term 2) |
| GCSE Engineering | Room 059 (will start in term 2) |
| IT | Room 155 (will start in term 2) |
| English | Room 130, 129, 128, 127 |
| Media Studies | Room 127 |
| Music | Room 051 |
| 3D Art | Room 147 |
| RE | Room 140 |