



THE  
**MALLING**  
SCHOOL



# Year 11 Information Evening

23rd March 2023

# Next steps in year 11



- **Y11 receive offers on Kent Choices:** March 2023
- **GCSE Exams Begin:** 15th May
- **Y11 Last Day in School including BBQ:** 26th May
- **Y11 optional attendance at revision lessons:** from 5th June
- **Y11 Prom:** 23rd June
- **Sixth form induction:** June 2023
- **GCSE Results Day:** 24th August 2023
- **GCSE Awards Evening:** December 2023



# Key Dates

# How we are supporting

- Tracking & monitoring
- PSHE
- P1 intervention
- GCSE Mindset
- Assemblies
- Revision guides
- Resources on Teams
- P6 sessions
- Holiday revision sessions
- Careers & sixth form interviews





YEAR 11

# REVISION GUIDE



## EASTER HOLIDAY REVISION SESSIONS

SUBJECT	DATE	TIME	TEACHER	ROOM	AVAILABLE TO STUDENTS AS INDICATED BELOW	DETAILS
Computing	3/4/23 and 4/4/23	9.00-15.00	VFa	B13	All art students in Year 11	Exam prep.
Computing	4/4/23	10.00-15.00	PMA/GRE	B4B3	All computing students	Revision for exams
English	4/4/23	10.00-12.00	VTh LRo	R17	All students	English Language Paper 1 and 2
Music	5/4/23	09.00-1.00	ECO	M6	All students	Component 3 exam work
Business	5/4/23	10.00-12.30	KKE	T7	All students	Theme 1 revision & practice
Business	6/4/23	10.00-12.30	KKE	T7	All students	Theme revision & practice
Science	6/4/23	10.00-12.00	CGA	R8	All students	Bio/Chem/Phys
Maths	6/4/23	12.30-2.30	Bda/STh	R15/R16	All students	Revision for exams on key topics

Psychology 3/4/23 10.00-2.30 MBL B5 All students Revision & exam prep

## 4 BEST BETS for LEARNING from RESEARCH

### RETRIEVAL PRACTICE



### SPACED LEARNING



### DRAWING your UNDERSTANDING



### ELABORATION / making connections



## 4 Methods of Retrieval Practice

### General Practice Examples

- Exit tickets
- Starter questions
- Multiple choice questions
- Short answer tests
- True or false
- Think, pair, share
- Ranking & shuffling
- Challenge cards

### BRAIN DUMP

Write down a picture, answer or mind map on everything you know about a topic.



How good is this? How many concepts can you write down? How many can you write down? How many can you write down?

### FLASHCARDS

Create your own (handwritten) questions on one side, answers on the other. Can you recall facts, definitions, the names?



You need to repeat the flashcards for 10-15 minutes, then test yourself frequently for 1-2 minutes, then test yourself frequently for 1-2 minutes, then test yourself frequently for 1-2 minutes.

Before you start put away all your books & classroom materials!

### QUIZBANG

Create questions, questions on a topic, keep your questions in for a period of interest.



### KNOWLEDGE ORGANISERS

Complete a knowledge organiser template for key information about a topic.



Use the template to complete your knowledge organiser. Use the template to complete your knowledge organiser. Use the template to complete your knowledge organiser.

After you have retrieved as much as you can go back to your books to check what you've missed. Next time focus on that missing information.



## Chemistry Paper One – Monday 22<sup>nd</sup> May 2023

Topic	CGP Revision Guide		BBC Bitesize link
	Higher	Foundation	
Atomic Structure & Periodic Table	77-82	77-82	Atomic Structure Periodic Table
Ionic Bonding	83-85, 76	83-85	Ionic Compounds
Covalent Bonding	86-87	86-88	Simple Molecules Giant Covalent
Metallic Bonding	88	89	Metals & Non-metals
Concentration of Mass	89	90	Concentration of Mass
Relative Formula Mass & Empirical	90	91	Relative Formula Mass
Concentration	92	94	Concentration
Empirical Formulae	93	92-93	Empirical Formula 1 Empirical Formula 2
Moles & Reacting Masses	94-95		Higher only Calculations
States of Matter & Separating Techniques	97-104	96-100	States of Matter & Mixtures
Acids & Alkalis	105-109	104-109	Acids & Alkalis Making Salts
Electrolysis	110-112	110-112	Electrolysis
Extracting Metals	114-120	114-119	Extracting Metals
Reversible Reactions	121-122	120	Reversible Reactions

## Physics Paper One – Thursday 25<sup>th</sup> May 2023

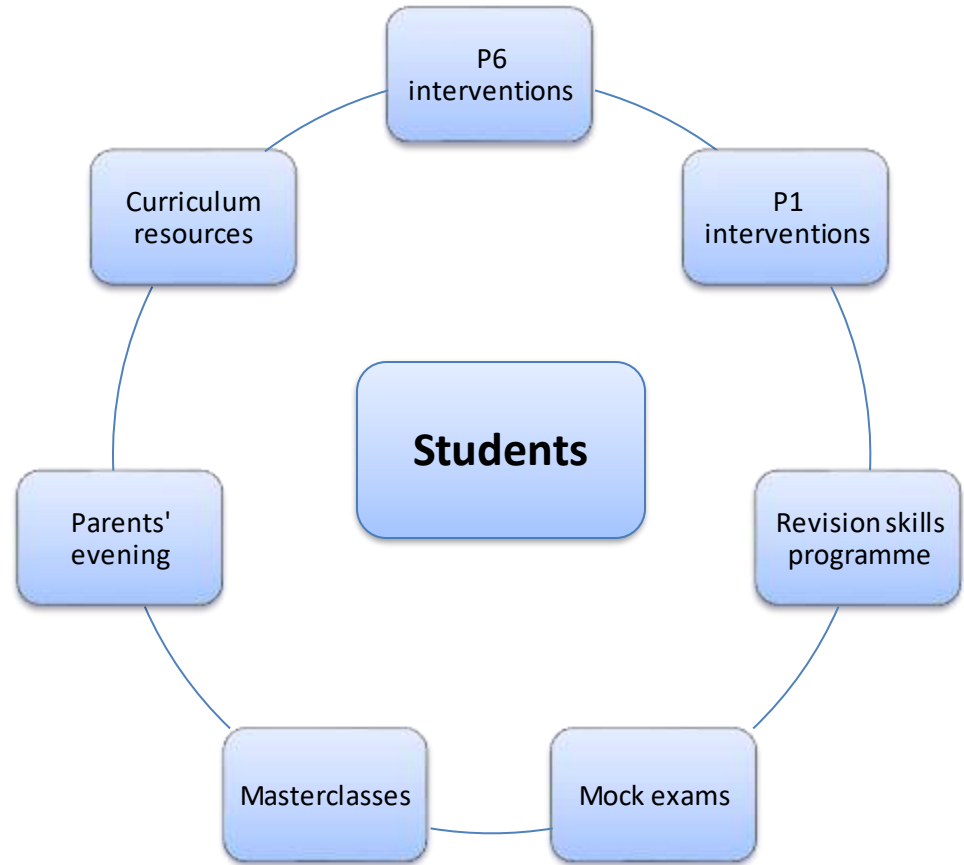
Topic	CGP Revision Guide		BBC Bitesize link
	Higher	Foundation	
Motion & Forces	145-155	145-155	Scalar & Vector Motion Newton's Laws Motions of Objects Momentum (Higher only)
Energy	156-162	156-163	Energy
Waves	164-167	165-169	Waves
EM Spectrum	168-173	170-172	EM Spectrum
Radioactivity	174-177	174-179	Radioactivity

## Year 11 Pastoral Lead

(Mr Barnes) will be leading on assemblies, PSHE, celebrating rewards, addressing behaviour and/or pastoral concerns

## P1 Sessions

Our DOLs are leading on P1 interventions, GCSE mindset, revision sessions & masterclasses



# Monitoring & intervention

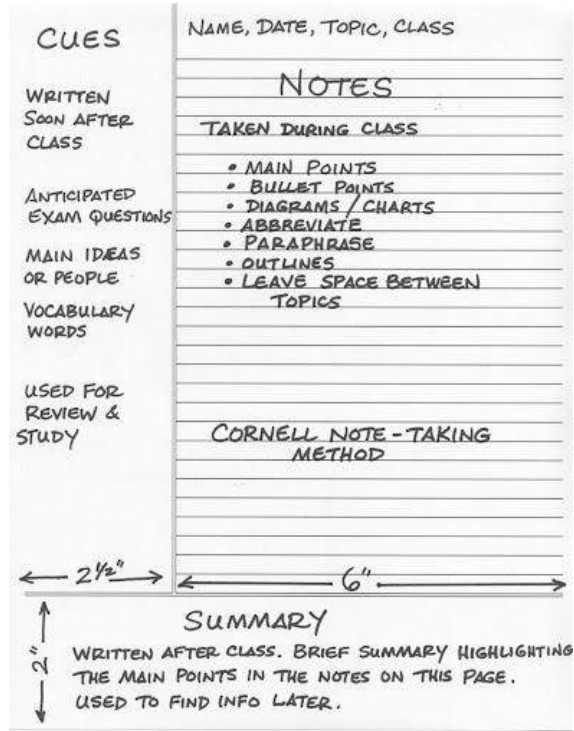
# P1 sessions

Students have been grouped into either English, maths or science based on their previous groupings, mock results and target grades

Monday	Revision Practise and Intervention (Core subjects)
Tuesday	Revision Practise and Intervention (Core subjects)
Wednesday	Revision Practise and Intervention (Core subjects)
Thursday	GCSE Mindset supported by intervention teachers
Friday	Assembly / PSHE



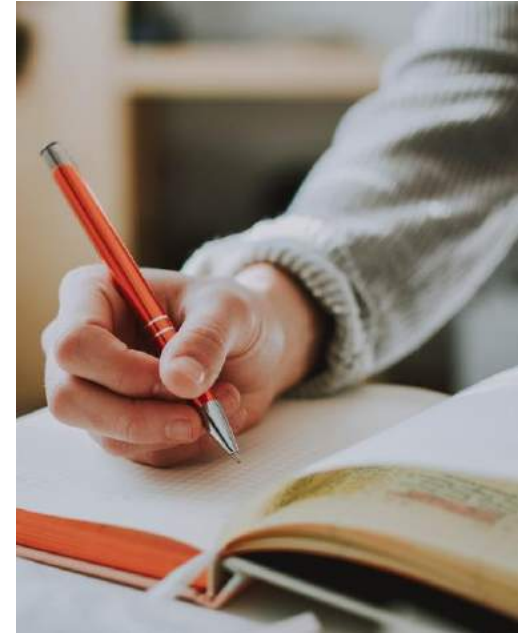
## CORNELL NOTES



## FLASHCARDS



## PLANNED PRACTICE



# Revision Techniques

## PERSONAL COMPASS

Entrepreneur Denis Svens is  
can be limiting - because it  
eventually abandon this an

Instead of a specific goal  
**the answer to a problem**  
goal set because even  
towards solving our own

Pupil:

I want to study medicine  
University and to

If Pupil A doesn't  
their goal is big  
different route  
voluntary work  
systems or not

Svens says  
know when  
by obstacle

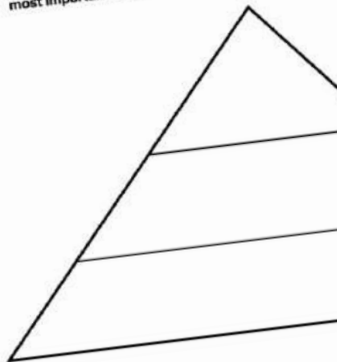
1. Build

Your N  
always!

Please  
proof

Power	The need for influence, the ability to determine others; the responsibility for the performance of others.
Saving	The need to collect things, to own things and order them.
Social Contact	The need for friends, to have extensive peer relationships.
Social Status	The need to appear to be of a high social person of importance.
Tranquility	The need to be calm, relaxed and safe.

2. Narrow your list down to **THREE** key values and then
3. Place your **THREE** core values into the pyramid by most important value at the top and your least at the bottom.



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## GCSE MINDSET

Year 11

Name: \_\_\_\_\_



# SEPTEMBER

can't go back  
change the  
ing, but you  
where you  
change the  
ing.'

## WITH THE WHY

Week 1

TION?

on for your future, it is important to  
important to you.

15. Study the list below and put a star  
important to you.

motivations

support and good feeling from those  
against others - to complete and win.

is, research, discover and try new

, draw, build - to create art or

children, to nurture others or to work  
ing those around you.

key values of a group or society -  
expected and guide others in

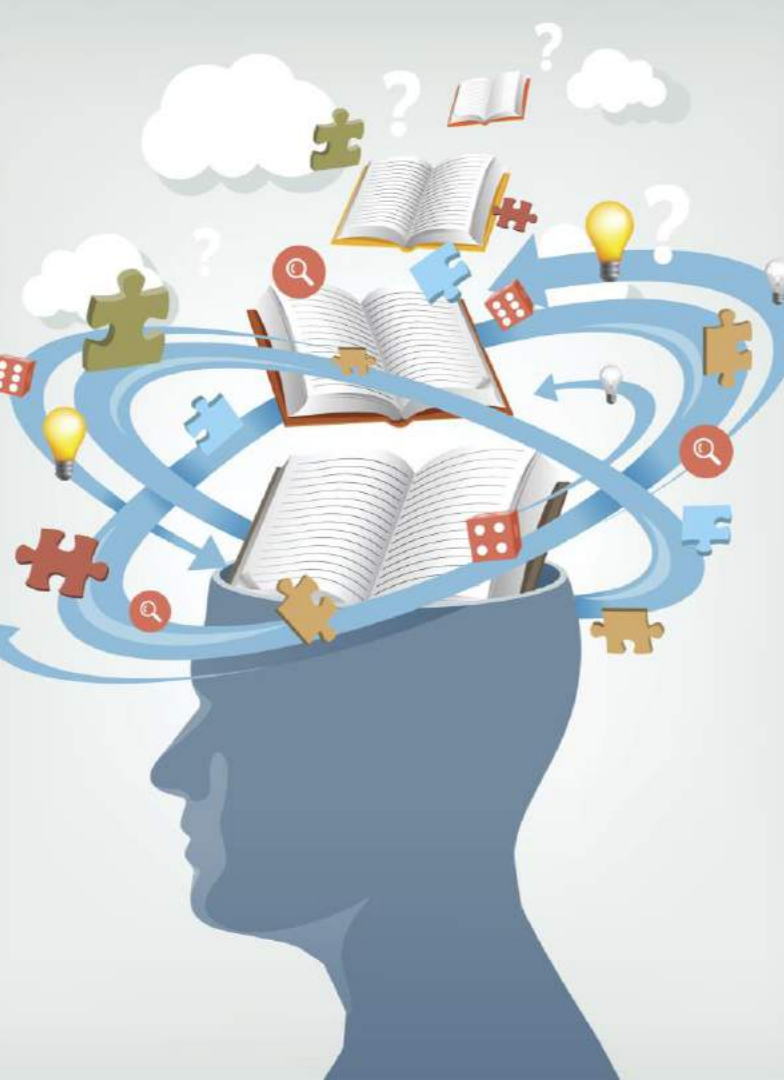
r and social justice.

ability to organise and run

t, predictable environments;

ise and physical challenge.

# GCSE Mindset



What makes  
effective revision?

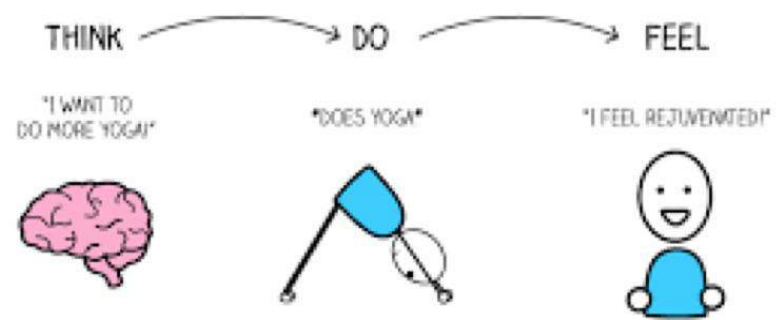
# Mind/Body Interaction

Start doing the right things and you will start believing!

## HOW I THOUGHT BEHAVIOR WORKED... (THE INEFFECTIVE FRAMING)



## HOW BEHAVIOR REALLY WORKS: AN EFFECTIVE MODEL FOR BEHAVIOR CHANGE



# Effective revision techniques?

A - Creating phrases, songs or lists to recall information

B - Spacing practise out – revisiting topics every few weeks

C - Writing summaries of information

D - Teaching someone else the topic

E - Writing out explanations of complex ideas

F - Re-reading notes

G - Moving from topic to topic while revising – snaking rather than bingeing

H - Reading whilst highlighting key terms

I – Self testing

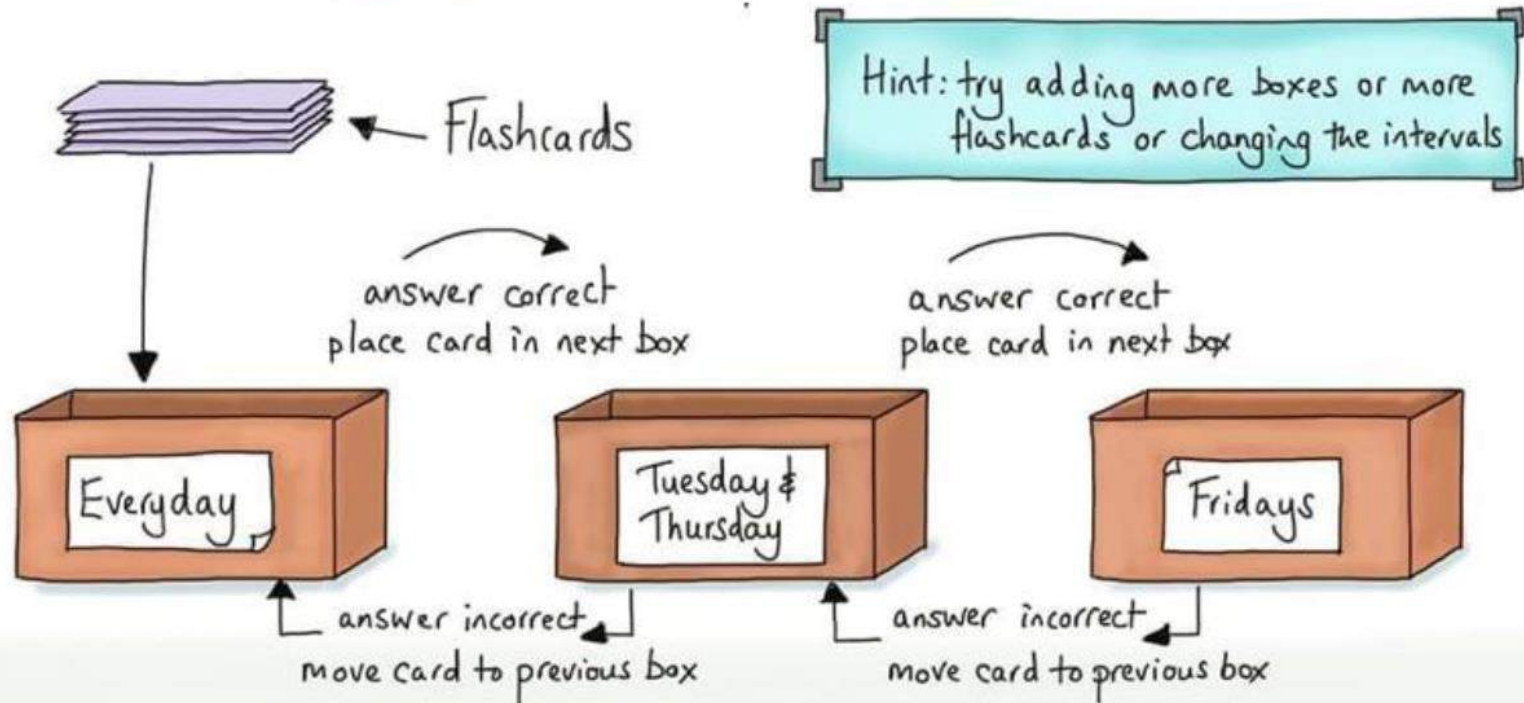
J - Turning information into images



# In order of proven effectiveness

- 1) **I Self Testing (High)**
- 2) **B Spacing practice out – revisiting topics every few weeks (High)**
- 3) **D Teaching someone else the topic (High)**
- 4) E Writing out explanations of complex ideas (Med)
- 5) G Moving from topic to topic while revising – snaking rather than binging (Med)
- 6) C Writing summaries of information (Med)
- 7) H Reading whilst highlighting key terms (Med)
- 8) A Creating phrases, songs or lists to recall information (low)
- 9) J Turning information into images (low)
- 10) F Re-Reading notes (low)

# LEITNER Flash card method



# Closed Book Notetaking

First, you'll need to choose something you want to learn. You'll need a section of textbook – not too long – or a study guide or some notes you've already made. Once you've chosen what you're aiming to learn, do this:

1. Read the section of textbook/information without taking notes. Just highlight key ideas – really connect and concentrate as you read and highlight.
2. Now close the book/put your information away
3. Now write the notes on the section you've just covered without looking at the information. **IT WILL FEEL HARD!** You might get frustrated, and you won't be able to remember everything. No problem, leave lots of space for the forgotten information. Scatter the notes around the page with lots of subheadings and leave lots of white papers.
4. When you're done, check your notes. Read them over once more, then close the book and do it again. Now note take for the second time...
5. ...add the stuff you missed or forgot in another colour, filling the space you left the first time around.

That's it – this approach is more effective than reading it four times. You may even finish quicker than reading it four times.

It will feel much harder than re-reading. It's not as comfortable and you may feel exhausted at the end. **But it is extremely effective.**

# The Vernon Lewis Technique

Like closed book notetaking, but with an extra step. **This is more effective with content you are familiar with.**

1. Summarise a topic/page of textbook/notes into a list of key points.
2. These key points should be sufficient for you to be able to explain the whole topic when recalled.
3. Read through the points several times or set a time limit
4. Cover the list up and write from memory.
5. Repeat this process until you can recall it all
6. Crucially with this method you start from scratch each time you write out the list from memory.

Then move onto the next topic, and the next – at the end of the session and the beginning of the second session - try and write out the whole lot!

Shorthand writing or recitals are just as effective.

# Teaching someone else the topic

You can say you truly understand something when you can explain it to a small child and they understand it...





**This can be anyone!**

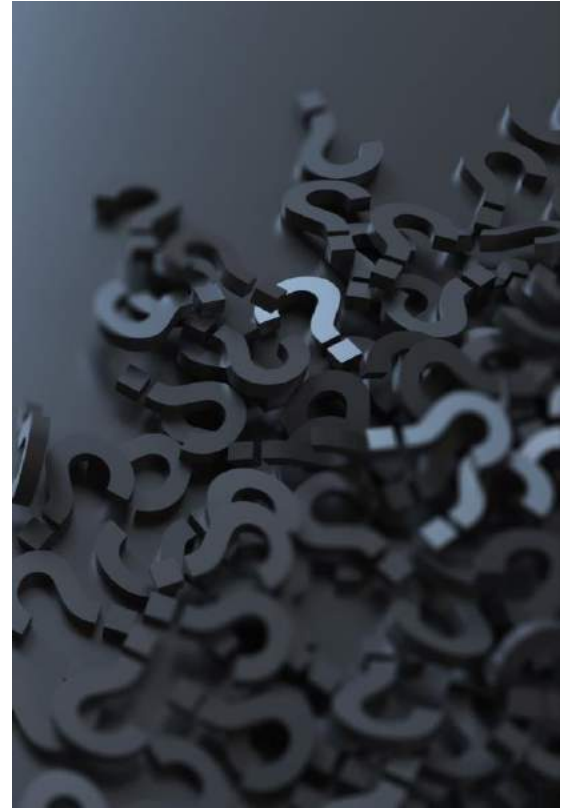


# Teaching someone else

Essentially the technique is the same. Once you feel you have understood a concept or sequence of events, rather than write it out again talk it through with someone else.

This can be used for talking through a concept or a lengthy mark exam question.

**Remember** – do not expect perfection first time around - it may take several attempts to get it right!



# How can parents support?

12th September 2021 N°2

## YEAR 11 BULLETIN

CARING - DETERMINED - REFLECTIVE

### REVISION SKILL: CORNELL NOTE TAKING

This week students have been learning about a technique called 'Cornell Note Taking'.

This is a system for taking, organising and reviewing notes.

A Cornell Notes page will include the following:

**NOTES**  
**CUES/ MAIN IDEAS/ QUESTIONS**  
**SUMMARY**

Every student has been given a Cornell notebook to take home and practice with.

Watch the following video with your child and have them teach you the technique!

<https://www.youtube.com/watch?v=9EFT2wAGUM8&list=PL4869654145420456>

**GCSE MINDSET**

This week, students have been thinking about their personal compass. Rather than having a specific goal, Derek Owens argues, we should spend our time pursuing the answer to a problem. This way, whatever obstacles come our way, we can find another route to solving our problem.


**FOR EXAMPLE, RATHER THAN SETTING THE GOAL OF STUDYING MEDICINE AT MANCHESTER UNIVERSITY, A STUDENT MIGHT PURSUE THE ANSWER TO THE FOLLOWING QUESTION: HOW CAN WE IMPROVE THE QUALITY OF HEALTHCARE IN THE NHS?**

**WHY DO WE DO THIS?**

We want students to have a really clear vision for their future as research suggests that this is a key motivator. However, very specific goals, such as studying medicine or playing football, can be limiting because if obstacles keep getting in the way, it's a way to abandon. By presenting a goal as problems or questions, we can find different routes to success no matter what obstacles come our way.


Every student has thought about and noted down a 'hard problem' that they want to solve. Ask your son or daughter about what they have chosen and some possible career paths that may be relevant.


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## YEAR 11

# REVISION GUIDE





 **MALLING**  
SCHOOL

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## 4 Methods of Retrieval Practice

### General Practice

#### Examples

#### Self-Quizzing

#### Flashcards

#### Multiple choice questions

#### Short answer questions

#### True or False

#### Think, pair, share

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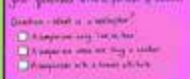
### FLASHCARDS

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### QUIZZING

Create questions, questions on a topic, using your questions as a guide to answer.



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	Before School (early morning: 7.30-8.30)	During School (morning and early afternoon: 8.45-3.20)	After School (twilight 4.00-4.30)	Evening (7.00-9.30_
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				



	Before School (early morning: 7.30-8.30)	During School (morning and early afternoon: 8.45-3.20)	After School (twilight 4.00-4.30)	Evening (7.00-9.30)
Monday	Tassomai - 4 daily goals	At School	Rest	Geography - coastal landforms 45 mins Create flashcards and start testing.
Tuesday	Tassomai - 4 daily goals	At School	Maths Intervention	Rest
Wednesday	Tassomai - 4 daily goals	At School	Science Intervention	History - Medicine 1 hr Remiss mock exam questions with mark scheme. Create revision.
Thursday	Tassomai - 4 daily goals	At School	English Intervention	Rest
Friday	Tassomai - 4 daily goals	At School	Rest	BTEC Sport course work 1 hr Write 250 words and make 5 improvements to whole project.
Saturday	Lay in :)	English Literature - 'An Inspector Calls' 1 hr Exam question - 15 minutes planning + 5 minutes writing.	Rest	English Language 15 mins P1 - Test myself on all 5 question strategies.
Sunday	Lay in :)	Rest	Maths - Ratios - Watch Heggarty video and complete tasks 30 mins Weakness from mock exam.	Rest

# Homework habits

- Be organised
- Keep a record of your homework
- Aim to complete it on the day it is set
- Use the school facilities to complete tasks
- Have a set amount of time dedicated to each homework session
- Work in a calm & quiet place away from distractions
- Turn off mobile phones

Total number of weeks missed in Years 10 and 11	% of students achieving 5+ GCSEs standard passes
0	79
0-1	74
1-2	69
2-3	64
3-4	58
4-5	52
5-6	46
6-7	40
7-8	35
8-9	31
9-10	28

Data from a DfE research report highlights the strong link between attendance and excellent attainment at KS4

# Attendance & punctuality

# **Top 10 tips for successful revision**

- 1) Think quality, not quantity
- 2) Get organised and start early
- 3) Make a revision timetable
- 4) Set yourself focused targets
- 5) Make use of all the support available
- 6) Hunt down past papers & teachers
- 7) Schedule in some treats
- 8) Remember regular breaks are key
- 9) Make an exam plan
- 10) Ask for help if you need it



**Sixth form – next steps**



# Post-16 options



# Sixth form courses

**We have 3 pathways available:**

- The International Baccalaureate Career-related Programme (IB CP)
- The International Baccalaureate Diploma Programme (IB DP)
- Bespoke Level 2 programme

# Sixth form pathways at TMS

## IBCP

- The standard IB CP student will take:
- **2 IB Diploma subjects**
- **2 CR subjects** (Career related, known as BTECs and WJECs).
- **IB CP Core** Designed to develop students holistically.

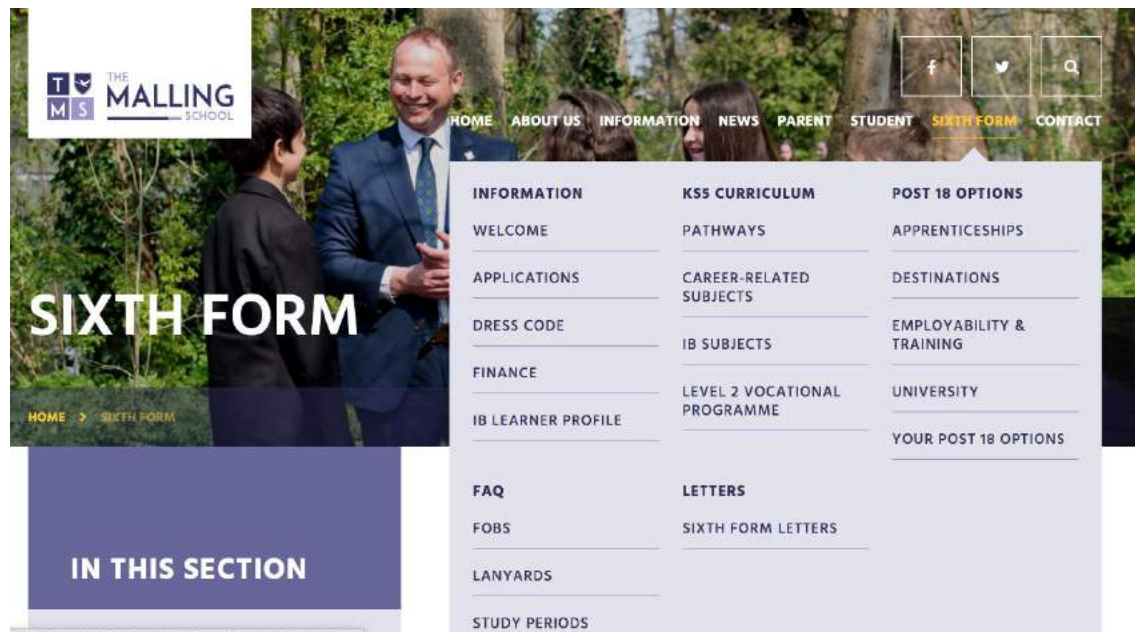
## IBDP

- IB DP students have to take a subject from **each group 1-5**
- For their 6th subject, they can either take a **group 6 subject or another subject from either group 3 or 4.**
- Students also study the **IB DP Core** programme which is designed to develop students holistically.

## Level 2

- Our Level 2 course is aimed at students who have not got a grade 4 or more in English and Maths at GCSE.
- Students will study:
  - **Maths**
  - **English**
  - **Employability skills**
  - **IT**
  - **And an option course**
- This course is bespoke as it will depend on the student as to which level they start each course.

For further  
information



<https://www.themallingschool.kent.sch.uk/page/?title=Sixth+Form&pid=7>

Thank you  
for your time



# THE MALLING SCHOOL WAY

*'Caring, Determined and Reflective'*

