



# **Year 11 Study Skills Evening**

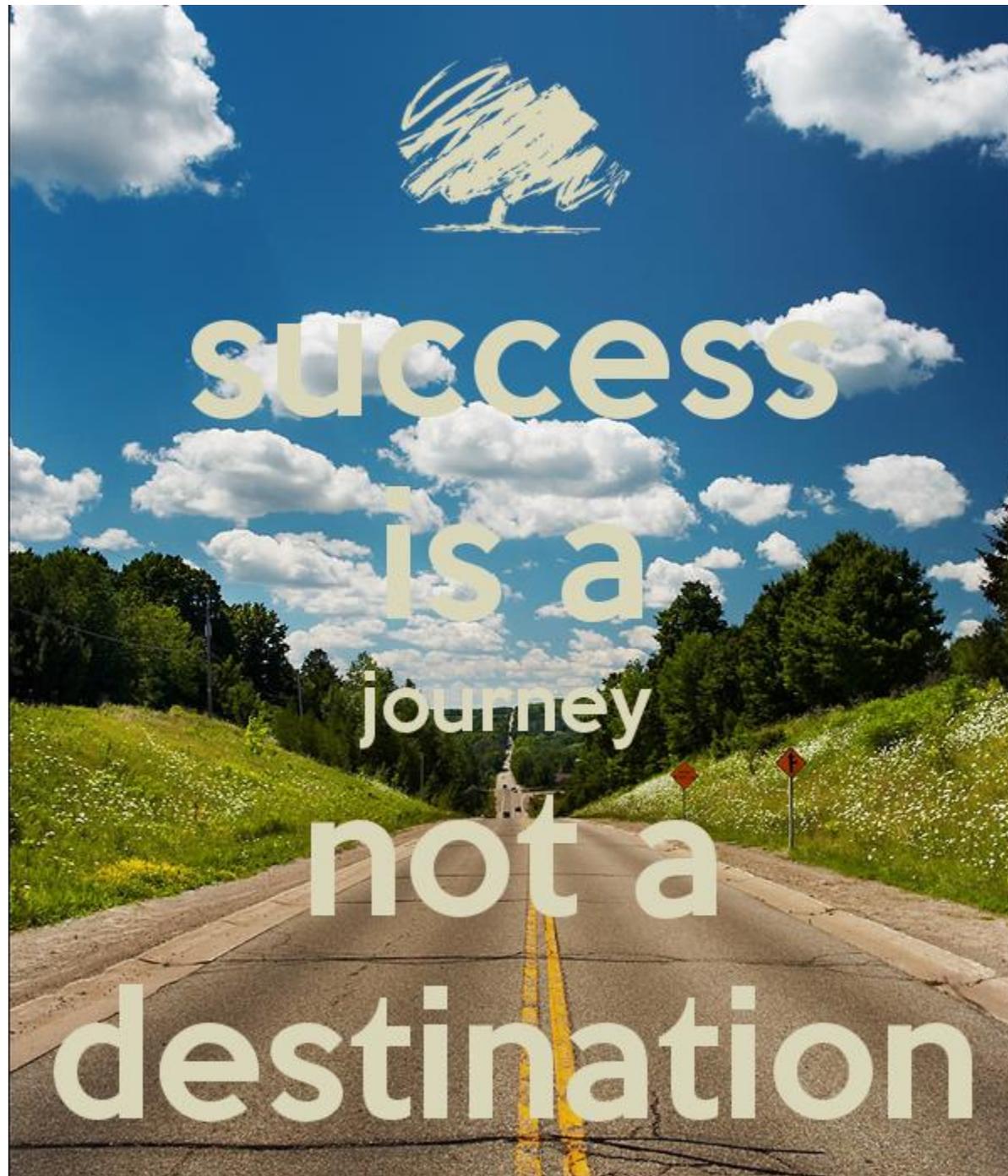
**Mrs Wijnberg – Deputy Headteacher**







Hesaly Heranto  
Year 11



success

is a

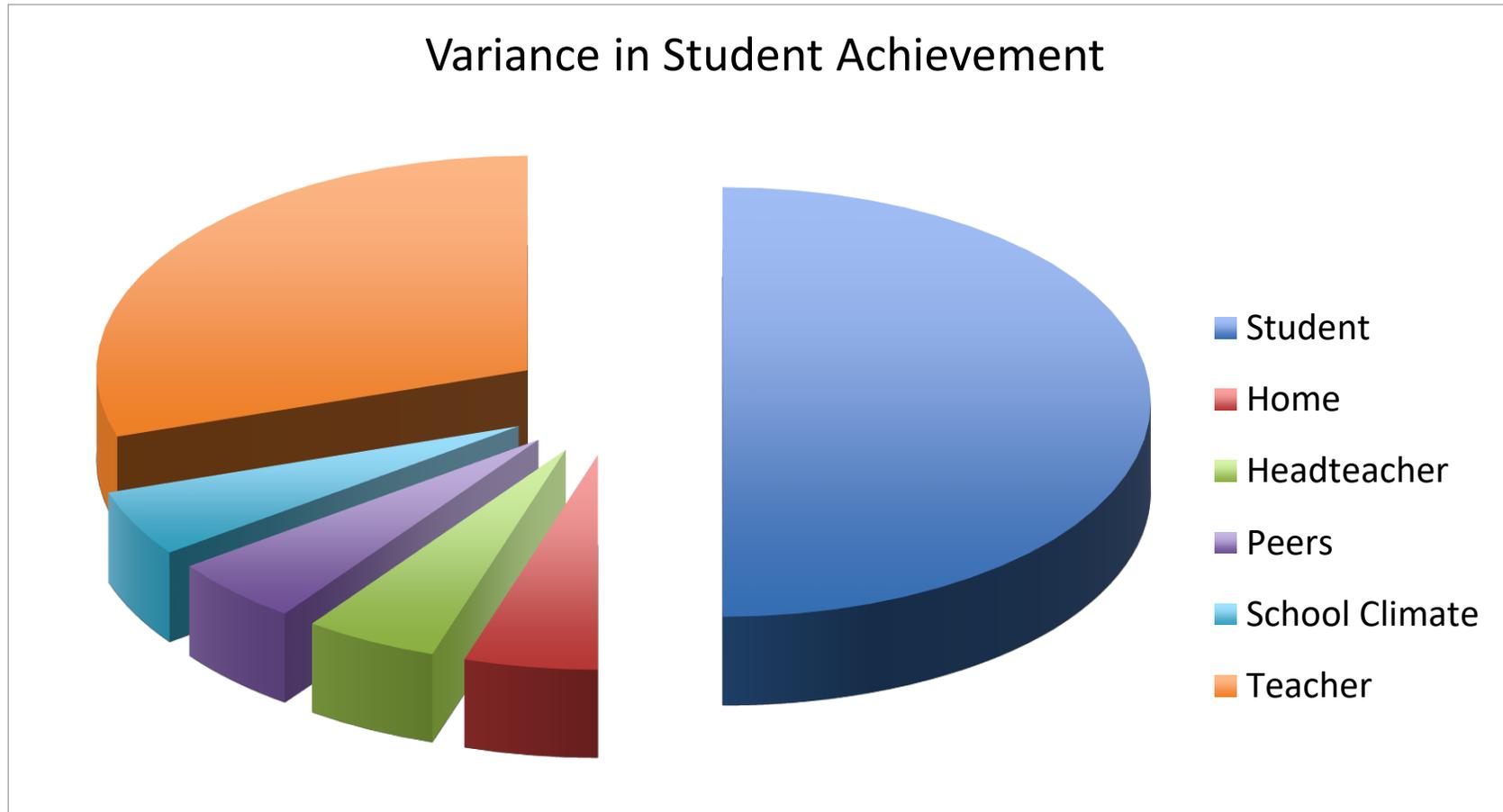
journey

not a

destination



# Our partnership can make a difference



*John Hattie: Visible Learning for Teachers*



# 5 HABITS OF AN EFFECTIVE learner



**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?*

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

- 1 Why does Shakespeare use this imagery here?
- 2 What does this reveal about Macbeth at this part of the play?
- 3 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 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



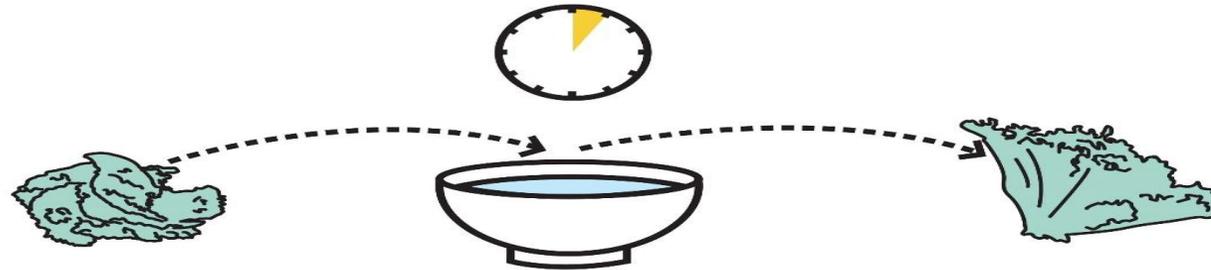
*Learning abstract concepts or 'big ideas' is all well and good but often we struggle to relate them to other things. By using concrete examples, you will be able to create a much stronger representation of that concept and be able to use it in a range of situations.*

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:

- ❶ **How have they structured the essay?**
- ❷ **What particular phrases have they used to discuss their ideas?**
- ❸ **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.



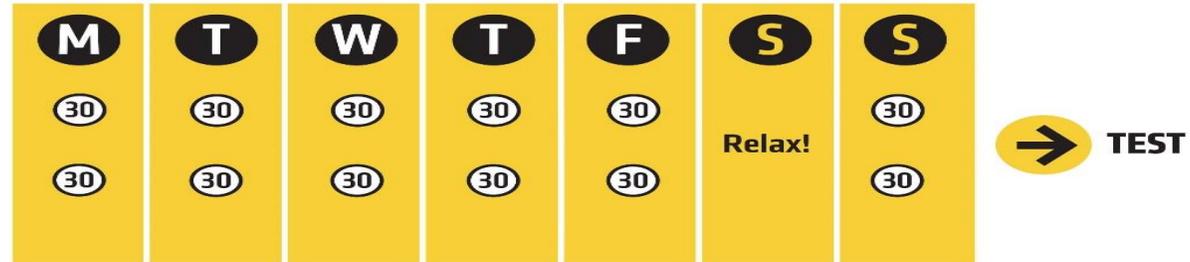
**Parent Top Tip**  
Support your daughter/son to follow the spaced practice structure below. Study should be broken down into smaller chunks

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:

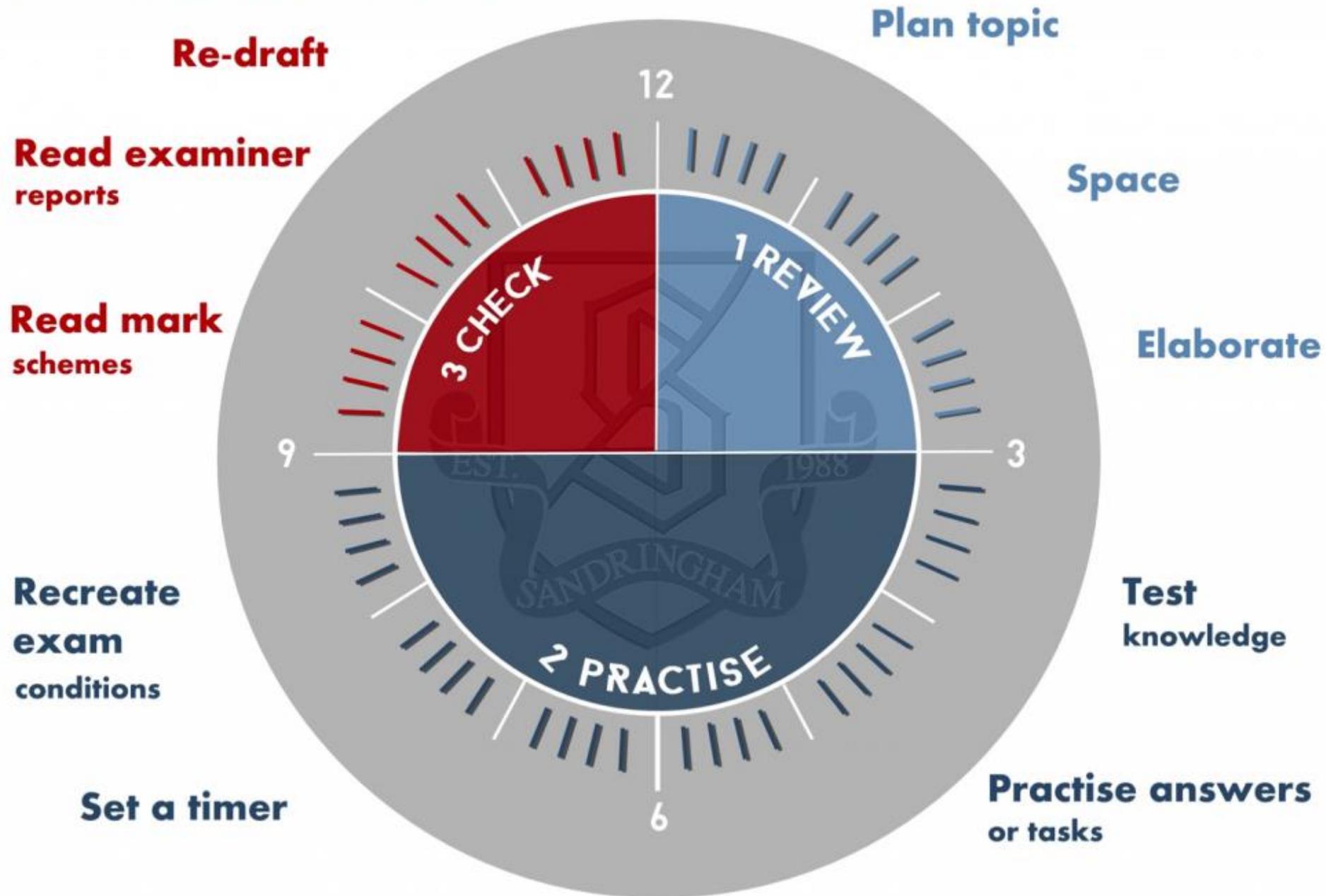
M	T	W	T	F
MACBETH	UNSEEN POETRY	AN INSPECTOR CALLS	JEKYLL AND HYDE	CREATIVE WRITING
AN INSPECTOR CALLS	JEKYLL AND HYDE	CREATIVE WRITING	MACBETH	UNSEEN POETRY
CREATIVE WRITING	MACBETH	UNSEEN POETRY	AN INSPECTOR CALLS	JEKYLL AND HYDE

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 11<sup>th</sup> – 22<sup>nd</sup>: Autumn Mock Exams**

**January 22<sup>nd</sup>: Year 11 Parents' Evening**

**February 10<sup>th</sup> – 14<sup>th</sup>: Spring Mock Exams**

**May 11<sup>th</sup>: Start of GCSE Exams (Provisional)**

**July 2<sup>nd</sup>: 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

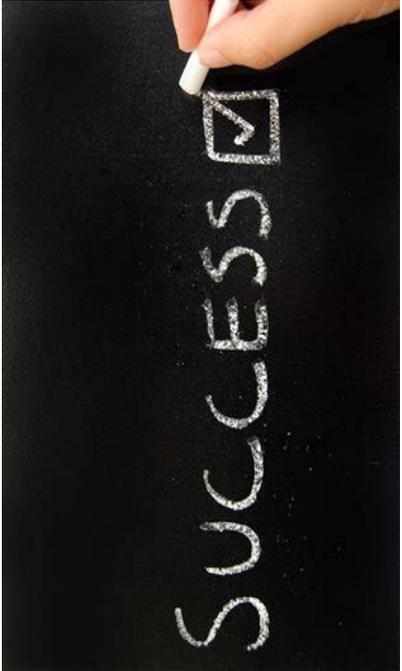
Each 90 mins

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](http://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)

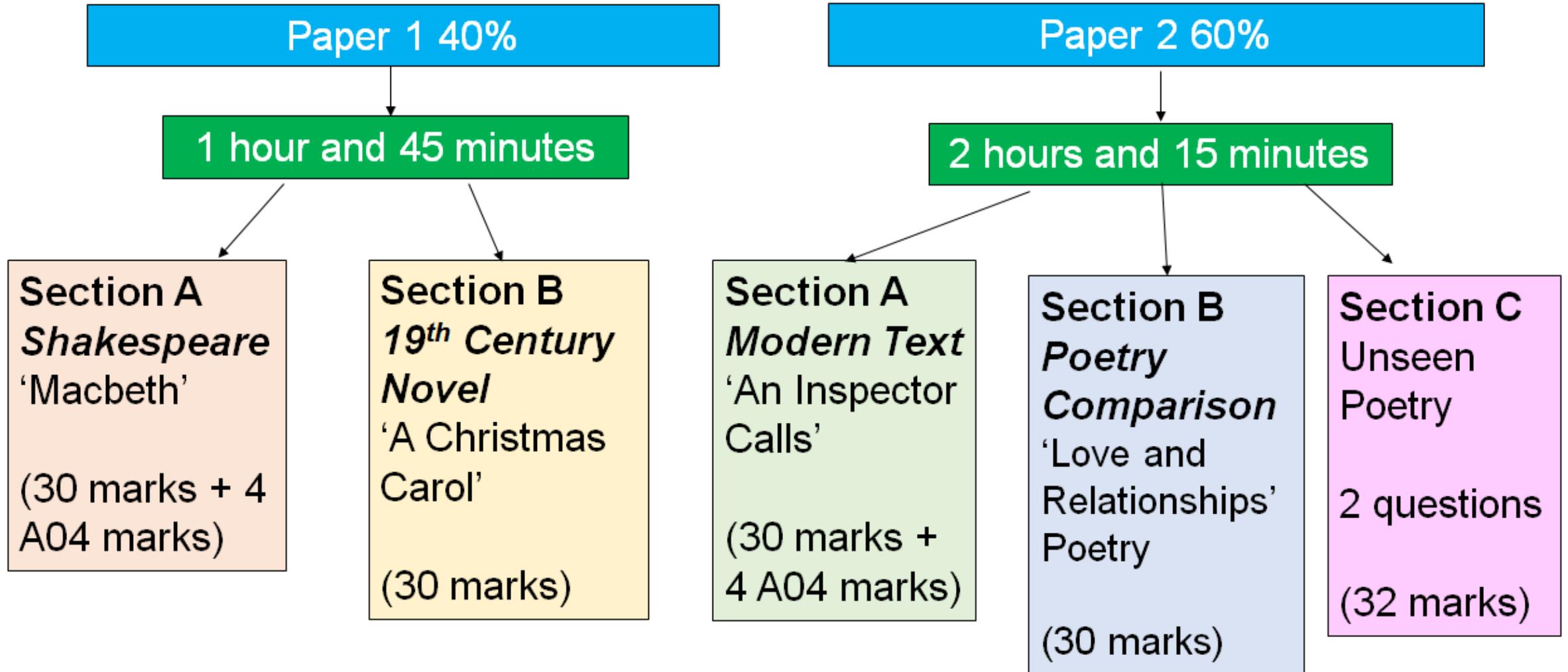


# Speaking and Listening

- 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





# Year 11 English Curriculum



Term	Scheme of Work/ Revision	In preparation for...
<b>Autumn 1</b>	<b>Macbeth</b>	Literature Paper 1
<b>Autumn 2</b>	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
<b>Spring 1</b>	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
<b>Spring 2</b>	Revise Language Paper 2 (2 weeks) Revise Macbeth (2 weeks) Revise Poetry (2 weeks)	
<b>Summer 1</b>	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](http://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
<b>CB1</b> Key concepts in Biology <b>CB2</b> Cells and Control <b>CB3</b> Genetics <b>CB4</b> Natural selection & Genetic modification <b>CB5</b> Health, disease & the development of Medicines.	<b>CB1</b> Key concepts in biology <b>CB6</b> Plants and their functions <b>CB7</b> Animal coordination, control and homeostasis <b>CB8</b> Exchange and transport in animals <b>CB9</b> Ecosystems and material cycles	<b>CC1</b> States of matter <b>CC2</b> Methods of separating and purifying substances <b>CC3</b> Atomic structure <b>CC4</b> The periodic table <b>CC5</b> Ionic bonding <b>CC6</b> Covalent bonding <b>CC7</b> Types of substance <b>CC8</b> Acids and Alkalis <b>CC9</b> Calculations involving masses <b>CC10</b> Electrolytic processes <b>CC11</b> Obtaining and using metals <b>CC12</b> Reversible reactions and equilibria	<b>CC3</b> Atomic structure <b>CC4</b> The periodic table <b>CC5</b> Ionic bonding <b>CC6</b> Covalent bonding <b>CC7</b> Types of substance <b>CC9</b> Calculations involving masses <b>CC13</b> Groups in the periodic table <b>CC14</b> Rates of reaction <b>CC15</b> Heat Energy changes in chemical reactions <b>CC16</b> Fuels <b>CC17</b> Earth and atmospheric science	<b>CP1</b> Motion <b>CP2</b> Forces and Motion <b>CP3</b> Conservation of energy <b>CP4</b> Waves <b>CP5</b> Light and the EM spectrum <b>CP6</b> Radioactivity	<b>CP7</b> Energy – Forces doing work <b>CP8</b> Forces and their effects <b>CP9</b> Electricity and Circuits <b>CP10</b> Magnetism and the motor effect <b>CP11</b> Electromagnetic Induction <b>CP12</b> Particle Model <b>CP13</b> 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
<b>SB1</b> Key concepts in Biology <b>SB2</b> Cells and Control <b>SB3</b> Genetics <b>SB4</b> Natural selection & Genetic modification <b>SB5</b> Health, disease & the development of Medicines.	<b>SB1</b> Key concepts in biology <b>SB6</b> Plants and their functions <b>SB7</b> Animal coordination, control and homeostasis <b>SB8</b> Exchange and transport in animals <b>SB9</b> Ecosystems and material cycles	<b>SC1</b> States of matter <b>SC2</b> Methods of separating and purifying substances <b>SC3</b> Atomic structure <b>SC4</b> The periodic table <b>SC5</b> Ionic bonding <b>SC6</b> Covalent bonding <b>SC7</b> Types of substance <b>SC8</b> Acids and Alkalis <b>SC9</b> Calculations involving masses <b>SC10</b> Electrolytic processes <b>SC11</b> Obtaining and using metals <b>SC12</b> Reversible reactions and equilibria <b>SC13</b> Transition metals, Alloys and Corrosion <b>SC14</b> Quantitative Analysis <b>SC15</b> Dynamic equilibria, Calculations involving volumes of gases <b>SC16</b> Chemical cells and Fuel Cells	<b>SC3</b> Atomic structure <b>SC4</b> The periodic table <b>SC5</b> Ionic bonding <b>SC6</b> Covalent bonding <b>SC7</b> Types of substance <b>SC9</b> Calculations involving masses <b>SC17</b> Groups in the periodic table <b>SC18</b> Rates of Reaction <b>SC19</b> Heat energy changes <b>SC20</b> Fuels <b>SC21</b> Earth and Atmospheric Science <b>SC22</b> Hydrocarbons <b>SC23</b> Alcohols and Carboxylic acids <b>SC24</b> Polymers <b>SC25</b> Qualitative Analysis: Tests for ions <b>SC26</b> Bulk and Surface properties of matter including nanoparticles.	<b>SP1</b> Motion <b>SP2</b> Forces and Motion <b>SP3</b> Conservation of energy <b>SP4</b> Waves <b>SP5</b> Light and the EM spectrum <b>SP6</b> Radioactivity <b>SP7</b> Astronomy	<b>SP8</b> Energy – Forces doing work <b>SP9</b> Forces and their effects <b>SP10</b> Electricity and Circuits <b>SP11</b> Static Electricity <b>SP12</b> Magnetism and the motor effect <b>SP13</b> Electromagnetic Induction <b>SP14</b> Particle Model <b>SP15</b> Forces and matter



# How to INTERLEAVE revision in Science

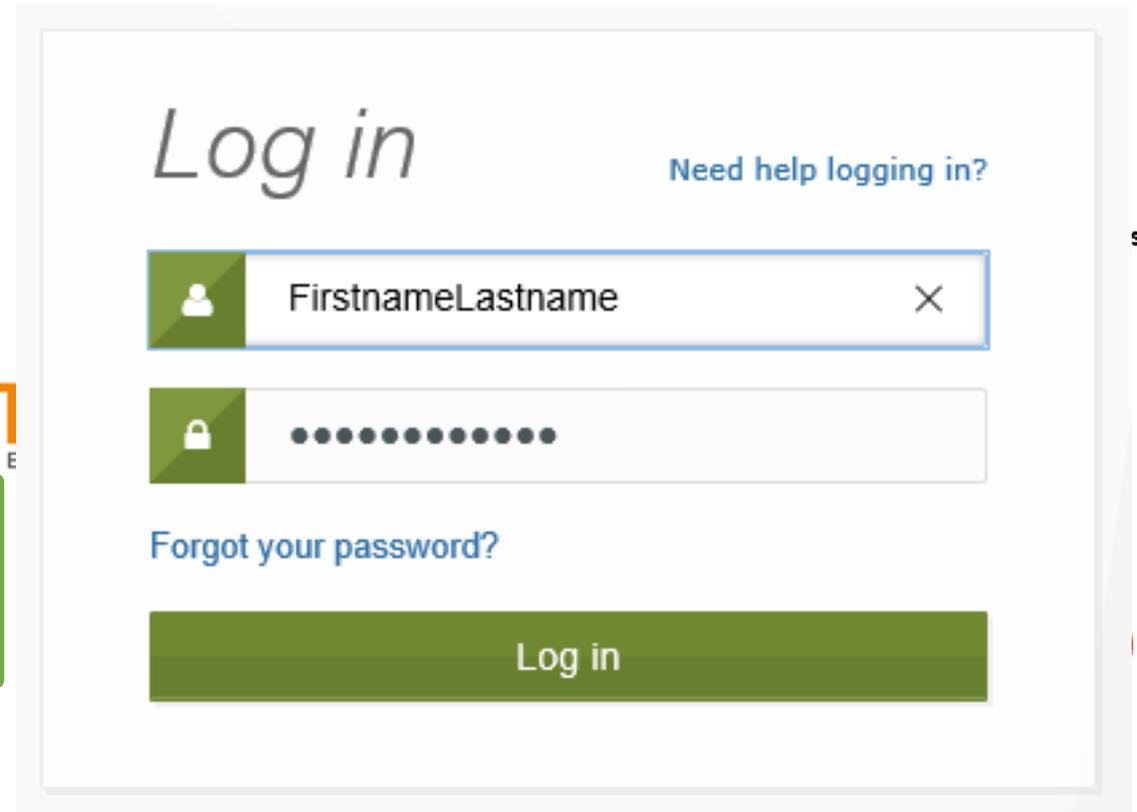
1. Access the Sydenham School Science revision webpage [www.revise4science.weebly.com](http://www.revise4science.weebly.com) this has ALL the revision checklists for Science.
2. Use the checklists to identify key topics to focus upon.
3. Go to Free Science Lessons: [https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3\\_bw](https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3_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

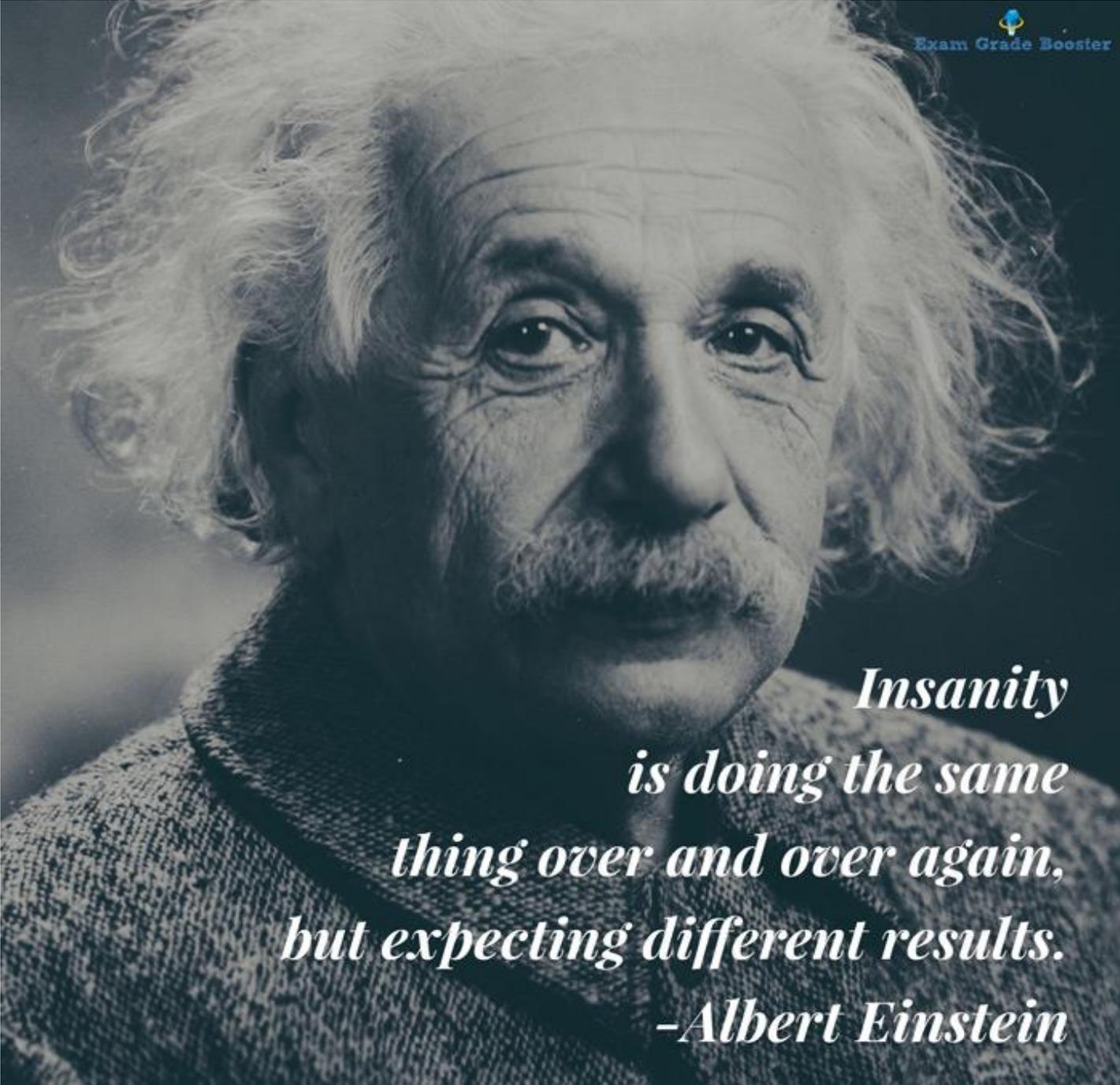
Password:  
Sydenham2019



The screenshot shows a login interface with the following elements:

- Header: "Log in" in a large, grey font, with a link "Need help logging in?" to the right.
- Username field: A text input box with a green icon of a person on the left, the placeholder text "FirstnameLastname", and a close button (X) on the right.
- Password field: A text input box with a green icon of a padlock on the left and a series of dots representing the password.
- Forgot password link: A blue link "Forgot your password?" below the password field.
- Log in button: A large green button with the text "Log in" centered on it.

A red curved arrow points from the "and password" text in the instructions to the password field in the screenshot.

A black and white portrait of Albert Einstein, showing his characteristic wild white hair and mustache. He is looking directly at the camera with a serious expression.

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