

# *Welcome to KS4*

Key Question:

How can you support your child  
during the next 2 years?

Starter: Answer the exam questions you have been given.

## Who is who!

Mrs Williams

Mrs Roden

Mrs Hunt

Miss Evans

Mr Marret

Miss Ratchford

Mr Wheeler

# Year 10

## Busy year

- 38 weeks of school
- Starting GCSEs (continuing)
- English GCSE ~ May
- Coursework ~ ongoing
- Study skills
- Work experience
- Careers events
- Winter Wonderland Cardiff
- Alton Towers

**Learning**

**Learning**

**Learning**

# Year 10

|               |   |  |  |  |                 |
|---------------|---|--|--|--|-----------------|
| year 10 plan  | half termly focus   |  |  |  |                 |
| Autumn term 1 |   |  |  | welcome to year 10 parents evening: ho |                 |
| 4th sept      | welcome back and set the tone for the year . Good beginings |  |  |  |                 |
| 11th sept     | Work experience planning                                    |  |  |  |                 |
| 18th sept     | Work experience planning                                    |  |  |  |                 |
| 25th sept     |   |  |  |  |                 |
| 2nd oct       |   |  |  |  | careers evening |
| 9th Oct       |   |  |  |  |                 |
| 16th oct      |   |  |  |  |                 |
| Autumn term 2 |   |  |  |  |                 |
| 4th nov       | study skills preaudit                                       |  |  |  |                 |
| 13th nov      | Planning & time management                                  |  |  |  |                 |
| 20th nov      | Planning & time management                                  |  |  |  |                 |
| 27th nov      | Stress management   |  |  |  |                 |
| 4th dec       | Stress management & emotional intelligence                  |  |  |  |                 |
| 11th dec      |   |  |  | Christmas Market Cardiff               |                 |
| 17th dec      |   |  |  |  |                 |
| Winter term 1 |   |  |  |  |                 |
| 8th jan       | welcome back and set the tone for the term                  |  |  |  |                 |
| 15th jan      | Revision techniques Using mnemonics                         |  |  |  |                 |
| 22nd jan      | Revision techniques Using mnemonics                         |  |  |  |                 |

## Expectations

- Attending
- Learning
- Achieving



**Kingstone**  
ACADEMY TRUST

## **REMIND**

A reminder of 'this is how we do it here'

## **WARN**

Clarity given for the consequence if behaviour continues

## **INTERVENE**

Teacher consequence or strategy is applied

## **REMOVE**

On-call requested and student taken to triage with work



# *Year 10*

## Attendance

No time off!!

92% or below less likely to gain 9-4

Exams May 2024 & May to June 2025

# How the new grades compare with old ones

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

# Subject information

# English

## Year 10 examinations 2024 English Literature EDEXCEL

Students in Year 10 will be taking their English Literature exams this academic year. Please use the information below to ensure you are familiar with the dates and contents of the exams.

### Key Dates:

**Monday 13th May 2024 9am - Paper 1: Macbeth and An Inspector Calls (1hour 45 minutes + extra time)**

**Monday 20th May 2024 9am – Paper 2: A Christmas Carol and Poetry (2 hours 15 minutes + extra time)**

# Maths @ KHS



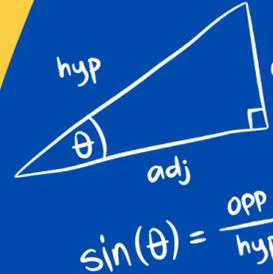
$$M = \left( \frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right)$$

**Exam Board**  
EDUQAS.co.uk

**Assessment Papers**  
1x Non Calculator (2hr 15mins)  
1x Calculator (2hr 15mins)

**GCSE After-school Revision**  
Starting after half-term

**Homework**  
Weekly on MathsWatch



## Useful Sites

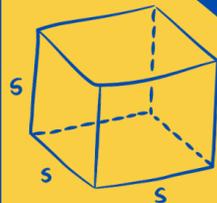
[vle.mathswatch.co.uk/vle](http://vle.mathswatch.co.uk/vle)

[corbettmaths.com](http://corbettmaths.com)

[piximaths.co.uk](http://piximaths.co.uk)

[thegcsemathstutor.co.uk](http://thegcsemathstutor.co.uk)

[mathsgenie.co.uk](http://mathsgenie.co.uk)



$$V = s^3$$

# *Subject information*

## Science Information

Combined Science & Triple Science

2 Biology exams

2 chemistry exams

2 physics exams

Educake for homework

# GCSE Art and Design Overview

GCSE is split into 2 components:

The Portfolio 60% (Year 10 and 1st term year 11)

**2 Projects**

**Project 1 Fantastic and Strange**

**Teacher led and focuses on developing a wide range of different skills and techniques.**

**Project 2: Mock ESA**

**Chosen by the student and focuses on their strengths artists.**

The Externally Set Assignment (ESA) 40% (Spring and Summer Term year 11)

**1 Project set by the exam board.**

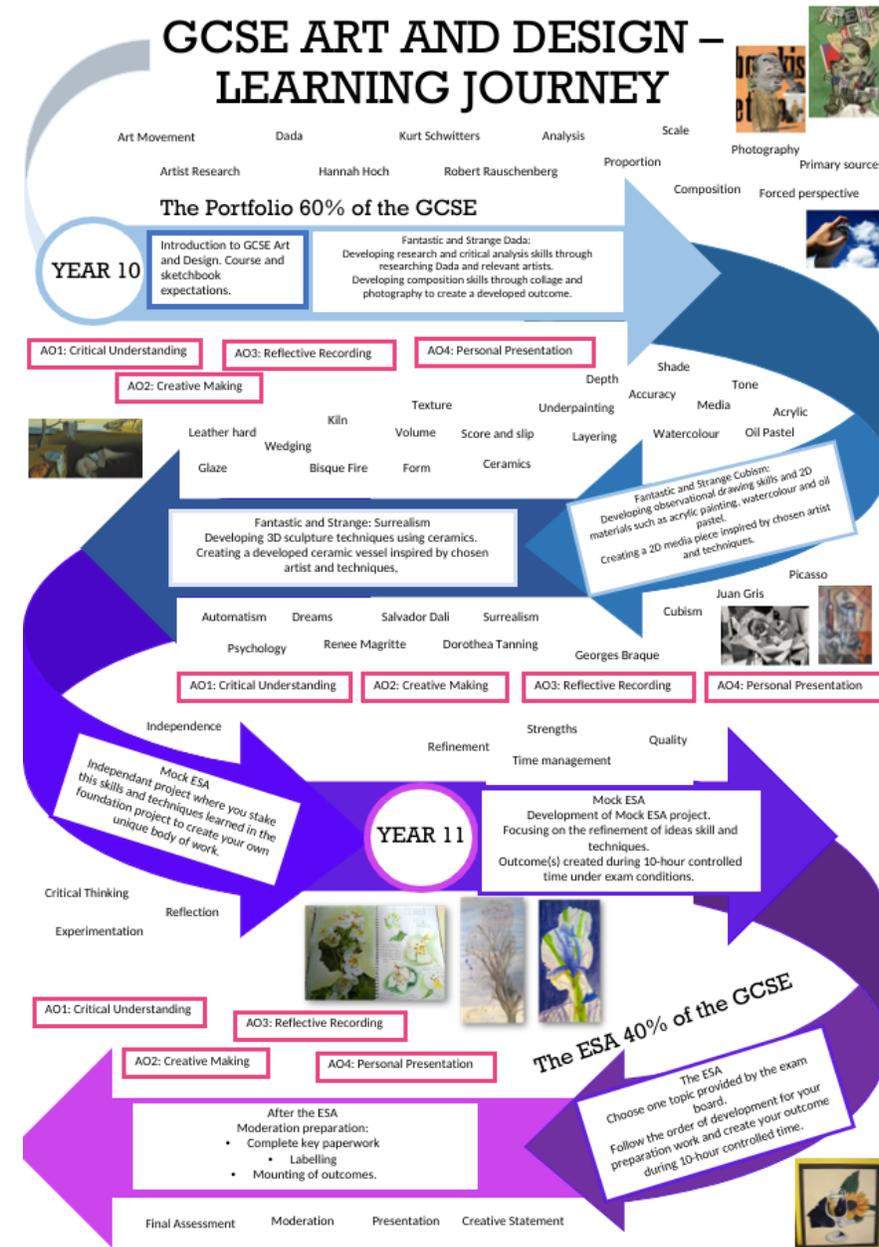
**Preparatory period of sketchbook work.**

**10 hour-controlled time to create final pieces.**

# GCSE Art and Design Overview

All students have been given a GCSE Art and Design learning journey and it is stuck inside their sketchbook.

All work counts towards submission for both units. Sketchbooks and final pieces.



# GCSE Art and Design Overview

How are they assessed?

**AO1** 25%  
EXPLORE  
ANNOTATE  
BEGIN TO LINK A  
THEME  
TO YOUR CHOSEN ARTISTS WORK  
WRITTEN ANALYSIS  
LINK ARTISTS WORK TO  
IDEAS AND ARTWORK

**AO2** 25%  
EXPERIMENT  
WITH A  
DRAWING  
LINKING TECHNIQUES  
TO ARTISTS  
CHANGE  
OF MEDIA  
TERCOLOUR  
AND INK

**AO3**  
IDEAS LINKING TO  
ARTISTS WORK  
OBSERVATIONAL  
DRAWINGS  
ALL ARTWORK  
LINKING TOGETHER  
PLANS, DESIGNS  
IN A RANGE OF  
DIFFERENT MEDIA  
EXPLANATIONS  
ANNOTATION

**AO4** 25%  
FINAL  
MEANINGFUL  
PIECE OF WORK  
INFORMED  
SHOW UNDERSTANDING  
RESPONSE  
LINKS  
LINK BETWEEN  
VISUALS AND ARTISTS  
PRESENTATION  
TO ARTISTS WORK  
RELEVANT

4 Assessment Objectives and all are equally weighted.  
Portfolio marked out of 120  
ESA mark out of 80  
Total 200 marks

# GCSE Art and Design Overview

## Expectations

All sketchbooks are the student's responsibility to bring to every lesson.

KS4 Art Club is every Tuesday 3.20pm to 4.20pm, this is an opportunity to catch up on missing work, develop work and complete homework.

Homework is set weekly.

# *Subject information*

## Languages Information

French & Spanish Year 10 have been given a course break down so they have an idea of how the course works.

Homework is set once a week and students are expected to speak to us in between lessons if there are issues or they need additional support

# *Subject information*

## PE Information

### Core PE

All students can now wear WHITE socks if they wish.

However, if they are on Football or Rugby, they MUST wear their blue knee length socks.

If wearing trousers, socks should not be white, (same as normal uniform policy). If wearing leggings, they can be navy or white as per last year.

Layers can be worn, but top layers must be KHS kit.

If missing items, students must have a note or there will be a sanction depending on how many times they've forgotten items.

No coats to be worn - we are working on this, but no coats.

### GCSE PE

It is strongly advised that students are representing school teams and attending training to help boost the 40% of their grade that they can control.

Revision guides, flash cards and work books are on sale and should be appearing on ParentPay.

# *Subject information*

## PE Information

### Sport Science

Students will have their first controlled assessment around May, all work between now and then is building up to this assessment.

### Childcare

Students will have their first controlled assessment around March, all work between now and then is building up to this assessment.

**Component 1 Performing 30%**

**Teacher assessed**

A minimum of two pieces, lasting a total of 4-6 minutes, recorded in the year of assessment:  
One piece must be an ensemble (group piece) lasting at least one minute  
One piece linked to an Area of Study (see below)  
Grade 3 music is the standard level and can score full marks if played perfectly  
You can use any instrument or voice, or choose a technology option.

**Component 2 Composing 30%**

**Teacher assessed**

Two pieces:  
One in response to a brief set by WJEC – there are 4 to choose from each year.  
One free composition – ANY style you want to write in.

**Component 3 Appraising 40%**

**Externally assessed examination**

Listening examination:  
8 questions, 2 on each area of study:  
AoS 1 Musical Forms and Devices (including a set work\*)  
AoS 2 Music for Ensemble  
AoS 3 Film Music  
AoS 4 Popular Music (including a set work\*)



**GCSE  
Music**

# RE GCSE Topics

## Y10 (Religion)



### Component 3: A Study of a World Faith: JUDAISM

This Component allows an exploration of the world faith of Judaism. You will study the beliefs, teachings and practices of Judaism and the impact they have on the lives of Jewish people.

### Component 2: A Study of Christianity



This Component provides you with the opportunity to undertake an in-depth study of Christianity as a world religion. You will look at Christian beliefs, teachings and practices and the impact they have on communities and individual believers.

## Y11 (Ethics)



### Component 1: Religious, & Ethical Studies in the Modern World

This Component provides you with the opportunity to study four Philosophical themes:

- Issues of Relationships
- Issues Life and Death
- Issues of Good and Evil
- Issues of Human Rights

These are studied from a Jewish and Christian perspective as well as your own opinions.



You will be given:

- PRINTED CLASS & REVISION NOTES
- An exercise book for **notes**
- An exercise book for **assessment.**

Bring these to class in your **plastic folder.**



## RE GCSE Expectations

You are here to learn and prepare for an exam you have chosen, Be:

- ✓ READY TO LEARN (*Equipment, homework completed, focus in class*)
- ✓ RESPECTFUL (*follow instructions, listen to the speaker, accept others have diverse opinions*)
- ✓ SAFE (*arrive on time, be calm and mature in your GCSE class*)

## Homework

Set on G4S - Homework is part of the learning – you will have homework each week which often includes:

- ✓ SENECA ONLINE Classroom – reading information, quizzes and exam questions. You will be given a class code to join
- ✓ REVISION Using your notes and the Revision guides provided – where it is clear you have not revised, you will resit assessments in an after school support session
- ✓ PAST PAPER QUESTIONS – Timed practice to bring to class for marking against a model answer

## Catching Up

- You are responsible for catching up any missed lessons – all our learning is assessed in the exam.
- **Lessons are numbered** so you can easily see if one is missing and use **Teams and handouts** to complete it
- This can be done at home and if it is not done, then you will complete it at lunch times

# Exam Structure

The 4 question types are along the bottom of your sheet

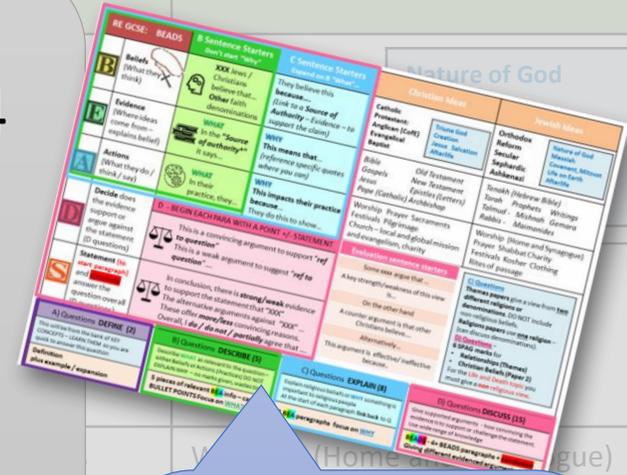
The question demands increase:  
A – 2 marks  
B – 5 marks  
C – 8 marks  
D – 15 marks

3 exams – 4 hours.

Judaism 60 mins:  
ABCD ABCD

Christianity 60 mins:  
ABCD ABCD

Ethical Themes 120 mins:  
ABCD ABCD  
ABCD ABCD



You will be given a structure sheet and practice A LOT of exam style questions

## A) Questions DEFINE (2)

This will be from the bank of KEY CONCEPTS – LEARN THEM so you are quick to answer this question

Definition plus example / expansion

## B) Questions DESCRIBE (5)

Describe WHAT as relevant to the question – either Beliefs or Actions (Practices) DO NOT EXPLAIN WHY – no marks given, wastes time

5 pieces of relevant BEA info – can be BULLET POINTS Focus on WHAT

## C) Questions EXPLAIN (8)

Explain religious beliefs or WHY something is important to religious people  
At the start of each paragraph link back to Q

2 BEA paragraphs focus on WHY

## D) Questions DISCUSS (15)

Give supported arguments - how convincing the evidence is to support or challenge the statement. Use wide range of knowledge

BEADS - 4+ BEADS paragraphs + conclusion  
Giving different evidenced arguments

# EDEXEL History GCSE Topics

## ***Y9 and Y10 PERIOD STUDY (MODERN)***



Superpower relations and the Cold War, 1941-91

## ***Y10 DEPTH STUDY (MEDIEVAL AND MODERN)***



Anglo-Saxon and Norman England, c1060-88.



Weimar and Nazi Germany, 1918-39



## ***Y11 THEMATIC UNIT***



Migrants in Britain, c800–present and Notting Hill, c1948–c1970\*

This course is 100% exam based:

- **Paper 1 (30%)**  
Thematic Study – Migrants in Britain. 1 hour and 15 minutes
- **Paper 2 (40%)**  
Period Study – Superpower Relations  
Depth Study – Anglo Saxon and Norman England  
1 hour and 45 minutes
- **Paper 3 (30%)**  
Modern Depth Study – Weimar and Nazi Germany  
1 hour and 20 minutes

*Note: ALL papers demand **extended writing skills** – you will write several essays under timed conditions*

# History GCSE Exam Structure

| Paper 3: Germany Q1  | Paper 3: Germany Q2  | Paper 3: Germany Q3 (a)   |                     |  |  |   |
|--|--|---|---------------------|--|--|---|
| 2 inferences [4]   | EXPLAIN Causation [12]   | Source Usefulness [8]   |                     |  |  |   |
| Inference 1:   | Paragraph 1 PEEL<br>(no intro or conclusion needed)  | Paragraph 1 - Source A (COPS)<br>Paragraph 2 - Source B (COPS)  |                     |  |  |   |
| <ul style="list-style-type: none"> <li>Identify your first inference</li> <li>Quote/description from the source to support the inference</li> </ul>  | <ul style="list-style-type: none"> <li><b>Point</b> - introduce first cause /reason with reference to the question</li> <li><b>Evidence - SPEND</b> to support that reason</li> <li><b>Explain and link</b> - Show how the SPEND links to the point. Link back to the Q briefly</li> </ul>   | <ul style="list-style-type: none"> <li><b>Content</b> - describe what you see, summarise what it says, support with quotes/details</li> <li><b>Own Knowledge</b> - add context what else do you know about the topic that supports or questions the source for accuracy?</li> </ul> |                     |  |  |   |
| Inference 2:   | Para 2 PEEL. Para 3 PEEL.  | <ul style="list-style-type: none"> <li><b>Provenance</b> - Nature (What?)<br/>Origin (Who, When? Where?)<br/>Purpose (Why?)</li> <li><b>Statement</b> - Mini conclusion on usefulness of Source to the topic</li> </ul>   |                     |  |  |   |
| <ul style="list-style-type: none"> <li>Identify your second inference</li> <li>Quote/description from the source to support the inference</li> </ul> | <ul style="list-style-type: none"> <li><b>Point</b> - introduce next cause /reason with reference to the question</li> <li><b>Evidence - SPEND</b> to support that reason</li> <li><b>Explain and link</b> - Show how the SPEND links to the point. Link back to the Q briefly</li> </ul>  | Paragraph 3 - Conclusion  |                     |  |  |   |
| FILL THE SPACE PROVIDED<br>5 minutes maximum   | <table border="1"> <thead> <tr> <th>SPEND Evidence</th> <th>Helpful connectives</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>Statistics</li> <li>Places</li> <li>Events</li> <li>Names</li> <li>Dates</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>One reason for...</li> <li>This therefore led to...</li> <li>As well as...</li> <li>As a result...</li> <li>Because of...</li> <li>This meant...</li> </ul> </td> </tr> </tbody> </table> | SPEND Evidence  | Helpful connectives | <ul style="list-style-type: none"> <li>Statistics</li> <li>Places</li> <li>Events</li> <li>Names</li> <li>Dates</li> </ul> | <ul style="list-style-type: none"> <li>One reason for...</li> <li>This therefore led to...</li> <li>As well as...</li> <li>As a result...</li> <li>Because of...</li> <li>This meant...</li> </ul> | <ul style="list-style-type: none"> <li>Clear <b>judgement</b> on how useful <b>BOTH</b> sources are to the enquiry</li> </ul> |
| SPEND Evidence   | Helpful connectives  |   |                     |  |  |   |
| <ul style="list-style-type: none"> <li>Statistics</li> <li>Places</li> <li>Events</li> <li>Names</li> <li>Dates</li> </ul>                           | <ul style="list-style-type: none"> <li>One reason for...</li> <li>This therefore led to...</li> <li>As well as...</li> <li>As a result...</li> <li>Because of...</li> <li>This meant...</li> </ul>   |   |                     |  |  |   |
|  |  | <ul style="list-style-type: none"> <li>COPS - can be in any order in each paragraph, but make sure you cover it all.</li> <li>15 minutes maximum</li> </ul>   |                     |  |  |   |
|  | 15 mins  |   |                     |  |  |   |

Paper 3: Germany  
Section 1 hour 20 minutes  
Detailed Structure strips

There are 14 different question stems to learn – you have already become familiar with many of these in KS3

Marks range from 4 marks for brief descriptions to 20 marks for extended writing.

Papers 1 and 3 have **stimulus material** (sources and interpretations)

For each question, you will be supported with **structure strips** and lots of practice.

# History GCSE Progress Checking

# Class and Revision Materials

| Topic  | Specification   | Are you confident that you know...?  | R | A | G  | Assessment Points  |
|--|---|--|---|---|--|--|
| 1. WEIMAR REPUBLIC (1918-29)   | 1.1 The origins of the Republic, 1918-19  |  |   |   |  |  |
|  | 1.1a LESSON 1<br>The legacy of the First World War.<br>The abdication of the Kaiser, the armistice and revolution, 1918-19.   | The <b>political turmoil</b> facing Germany at the immediate end of the First World War. How the chaos of the <b>mutinies and revolts</b> of 'the German revolution' led to the Kaiser's <b>abdication</b> , Ebert's signing of the <b>armistice</b> and the setting up of a <b>democratic government</b> .  |   |   |  | <b>Modelled</b> - Source inference   |
|  | 1.1b LESSON 4&5<br>The setting up of the Weimar Republic.<br>The strengths and weaknesses of the new Constitution.  | The <b>establishment</b> of democratic government. The Constitution's <b>key strengths and weaknesses</b> , for example the extent of the franchise, the system of checks and balances, the system of proportional representation used and the provision of Article 48.  |   |   |  | <b>Homework</b> – 1 judgement paragraph<br><b>Modelled ASSESSMENT</b> – Interpretation judgement |
|  | 1.2a LESSON 2 & 3<br>Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles (ToV).   | The reasons for <b>resentment</b> of the ToV, for example opposition particularly from the <b>right wing</b> who felt the Weimar government had betrayed Germany.<br>The <b>impact</b> of key terms of the Treaty on the popularity of the Republic including:<br>• <b>territorial terms</b> (loss of territory)<br>• <b>military terms</b> (reductions in armed forces)<br>• <b>reparations and economic impact</b><br>• <b>War Guilt</b> |   |   |  | <b>Homework</b> – Interpretations on ToV<br><b>Modelled</b> – Source inference                   |
|  | 1.2b LESSON 6<br>Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch.   | The range of <b>political opposition</b> to the Republic from both left-wing and right-wing, including:<br>• the left-wing <b>Spartacists'</b> communist uprising<br>• the right-wing <b>Kapp Putsch</b><br>• Role of the <b>Freikorps</b> .   |   |   |  |  |
| 1.2c LESSON 7&8<br>The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr. | The impact of <b>reparations payments</b> by 1923, leading both to the French occupation of the Ruhr and hyperinflation.<br>• The <b>consequences of hyperinflation</b> for various groups in society.<br>• The <b>reasons for the occupation</b> of the Ruhr and its <b>consequences</b> , for example political reaction in the form of <b>passive resistance</b> and the <b>economic consequence</b> of worsening inflation. |  |   |   | <b>Assessment</b> Source inference (image) |  |

Revision Guides will be available on Parentpay at £12 for all 4 units you need. Further revision is available on Seneca and BBC Bitesize

You will be given:

- An exercise book for notes
- An exercise book for assessment.

Bring these to class in your plastic folder.

For each unit, you will have a lesson checklist – this shows you the specification and enables you to spot if you have missed any lessons and need to catch up

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# Geography

The GCSE Geography course follows the AQA Syllabus which requires students to study a broad range of both human and physical Geography, using case studies from both the UK as well as places around the world.

The work done in Year 9 Geography is part of the syllabus so it is very important students do not lose or throw out their books and work from last year.

In Year 10 and Year 11 we study the following topics:

| Year 10   | Year 11   |
|---|---|
| <p>Bristol – A Major UK city<br/>Bristol Fieldwork<br/>Extreme Weather – Tropical Storms &amp; Climate Change<br/>Deindustrialisation in the UK<br/>Tectonic Activity (Earthquakes)<br/>Rio de Janeiro – A Major NEE City</p> | <p>River landscapes in the UK<br/>River Fieldwork (Grwyne Fawr)<br/>Resource Management (Water, Food &amp; Energy)<br/>Coastal Landscapes in the UK<br/>Geographical Issue &amp; Revision</p> |

# Geography

Homework is set on a regular basis and logged on Go4Schools. This often takes the form of learning keywords, revising or answering practise GCSE questions from past papers. These are done in the small green assessment books which are then marked and feedback DIRT provided.

Students sit 3 exams at the end of year 11:

- Paper 1 = Living with the Physical Environment – 90 minutes (35%)
- Paper 2 = Challenges in the Human Environment – 90 minutes (35%)
- Paper 3 = Geographical Applications (Fieldwork & Issus Evaluation) – 90 minutes (30%)

Students undertake 2 fieldwork opportunities in Key Stage 4, In Year 10 there is a trip to Bristol to see the redevelopment around the Harbourside area and then a visit to 2 residential areas to do a comparative study. Details of the Bristol trip will be out shortly. Then in Year 11, students carry out a river study. The work done on these fieldtrips are then assessed in Paper 3 of the final exams.





- No external GCSE assessment.
- Three 30 minutes lessons each week
- Year group assembly with regular guest speakers and two or three 'drop down' days a year.

Part of the SPHERE time in Key Stage 4 is spent preparing for work experience and helping students to plan what they intend to do when they leave Kingstone. This includes developing CVs, having 'mock interviews' and also developing links with local colleges through visits and assemblies.

# *SEND*

## Access arrangements

- Extra time
- Readers
- Scribes

# Year 10

## Careers Support

Work experience Mon 8<sup>th</sup> July  
Three Colleges Day Tues 2<sup>nd</sup> July

University of Worcester day visit January 2024

**Our Careers Evening is expected to be on Thursday 25<sup>th</sup> January: 6-8pm for years 9-11 inc.**

**February is the Skills Show at the Racecourse.**

# *Work experience*

8<sup>th</sup> July 2024

Name of company / employer

Address

Contact person

**MUST** have Employers liability insurance

# What is Revising?



- Its NOT just about reading!

# Revising

- Using a variety of methods to help consolidate knowledge.
- But what are the methods?

# Revising methods

- Reading
- Cue cards
- Mnemonics
- Acting
- Singing
- Post-it notes
- Flash cards
- Past papers

# What does it mean?

- Everyone is different.
  - We all have different strengths
  - There are many different ways to revise.
- 
- It is a tough time but don't panic

# Do

- ✓ Discuss revision with your child and decide together what your role could be.
- ✓ Be available and supportive when you are asked for help. If you can't help immediately then suggest a convenient time.
- ✓ Give plenty of praise and encouragement.
- ✓ Be willing to discuss problems. Everything becomes more emotional during this revision and examination process.
- ✓ Keep them well supplied with food & drink.
- ✓ Try to stay calm yourself and don't expect too much.
- ✓ Encourage them to take regular breaks if they have been revising for a long time.
- ✓ Encourage morning revision when the brain is more receptive.
- ✓ Discourage studying right up to bed time.
- ✓ Consider where in the house studying can take place effectively.
- ✓ Come to Parents evening on 30<sup>th</sup> November 2023 & 25<sup>th</sup> April 2023.

# Don't

- ✘ Make comparisons with brothers, sisters or their friends.
- ✘ Unintentionally add to their anxieties by constantly referring to revision and exams.
- ✘ Expect them to study ALL the time. Taking some time out to relax has a positive effect on their work.
- ✘ Make a battleground out of whether they listen to music or not when doing their revision.
- ✘ Distract them unnecessarily.
- ✘ Worry if their revision techniques seem unusual or strange.
- ✘ Relate too much to your own experiences of revision and exams.
- ✘ Discourage studying with friends.

## Work together

We all have the same goal.  
Communication is essential

## Parents evening

30<sup>th</sup> November 2023

25<sup>th</sup> April 2024

# *Looking ahead*

Student Council

Year 11 Student Leadership  
team

# *Looking ahead*

Remember the challenge

We can do better than previous year groups

We will do better!

# *Welcome to KS4*

Key Question:

How can you support your child  
during the next 2 years?

?

