

Y11 Support

A Short Guide That Might Just Make a Difference.



#MONDAYMOTIV8RS

"We travel much further
when we work together."



DID YOU KNOW....

Students with
100% attendance
are **more than**
twice as likely to
achieve **5+ GCSEs**
grade 9-5

DUKE'S SECONDARY



Your target is 96% attendance or more

Attendance affects your learning

Attendance affects your future



ATTENDANCE JOURNEY Duke's Secondary

Did you know that attendance impacts upon achievement

SEPTEMBER

Your attendance is celebrated every week in tutor time.
Certificates.
Weekly attendance league.



Christmas reward event for all students with 96% attendance or more for the term

DECEMBER

Attendance breakfast on Fridays in the canteen. You need 100% in the previous month to be entered into the random draw.

"Employees who have 8 GCSEs earn on average £150 per week more than those who do not"

"Employers want a workforce that is committed and punctual."

APRIL

Friday 'Fast Track' break queue
Praising Stars Celebration Assembly
Termly Prize Draw for £10 vouchers

Easter reward event for all students with 96% attendance or more for the term.

>96%<100% At this level, you give yourself the best chance of achieving your potential. 96% equals 7.5 days absence in a year.

"Studies show there is a clear link between poor attendance and low academic achievement"



100% PERFECTION

Have you achieved 100% attendance for the whole academic year? You will receive an invite to the end of year reward event

Attendance Matters



80%

ATTITUDE



20%

ABILITY

APPLY YOURSELF TO BE YOUR
SUCCESSFUL SELF

The Iceberg Illusion

Success is an iceberg

SUCCESS!

WHAT PEOPLE SEE

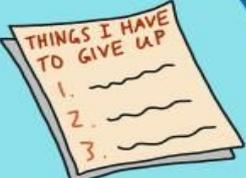
Persistence



Failure



Sacrifice



Disappointment



WHAT PEOPLE DON'T SEE

Dedication



Hard work



Good habits



@sylvia duckworth

The Big Picture

Exams	Subjects	School Weeks From Now	Start Date	End Date
Vocational modular exams	All BTEC and CAMTECH subjects	4	Monday 8th January	Friday 19th January
Duke's Mock Exam Period	All GCSE subjects	6	Monday 22nd January	Friday 2nd February
Final GCSE period	All GCSE and Vocational subjects	18	Tuesday 6th May	Thursday 20th June

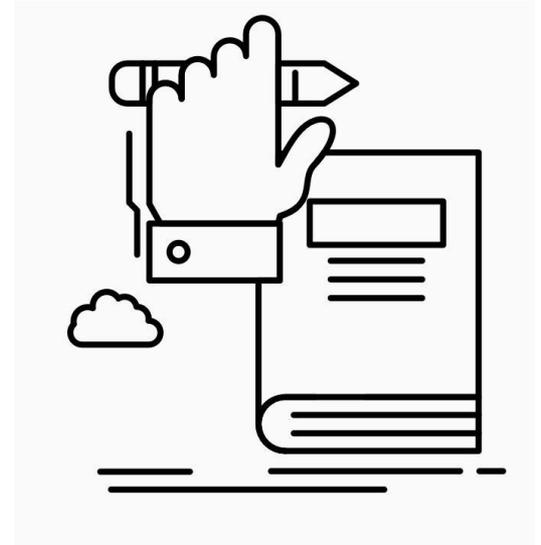
Organisation and Planning

Revision works best when you have thought about the **WHAT** and the **WHEN**

Spend time on a revision plan **BEFORE** you begin to revise

A **REVISION PLAN** will help you to:

- Cover everything
- Not forget anything
- Prioritise 'difficult' subjects
- Reduce your stress levels



The Right Revision Environment

There is no one right place to revise. However, effective revision is most likely to occur when the place used is:

- Quiet
- Free from distractions such as TV and mobile phone
- Tidy and organised
- Well lit
- Has access to drinks and the occasional snack



Duke's Secondary



3 Steps to

Effective Examination Preparation



Learn



Revise



Test



The Revision Process

Using the correct process is important. Generally the best way is the 3 simple steps of **LEARN > REVISE > TEST**

LEARN - before you revise a topic, make sure you understand it. If you don't, then research it or ask your teacher

REVISE - There are many different ways to do this, but some are more effective than others. Simply reading your notes is not effective

TEST - Do a quiz or a past paper question. Using your knowledge helps move it from short to long term memory



Revision Techniques-

- Flash Cards
- Past Exam Papers, mark schemes
- Specifications
- Mnemonics
- Quiz
- Mind maps
- Flow Charts



English Language and Literature

Revision materials

(All students already have access to these)





Google Classrooms

Every teacher shared revision materials for GCSE English Language and Literature - remember these are two different google classrooms

There is a video talking you through what to do for each paper on your Google Classroom - this is perfect for the night before the exam!

The screenshot displays a Google Classroom interface for a class named '11xy-En3'. The top navigation bar includes 'Stream', 'Classwork', 'People', and 'Marks'. The main content area is organized into sections: 'Past paper Questions' (with items like 'past paper questions' and 'English Language past papers'), 'Revision guides' (with 'English Language revision guides'), 'Paper 1 Q5 SKills' (with 'Paper 1 Q5'), and 'Knowledge Organisers' (with 'English Language Knowledge Organisers'). A red circle highlights the Google Classroom icon in the bottom navigation bar, with a red arrow pointing to it. The bottom of the page features the Duke's Secondary School logo and navigation links: 'ABOUT OUR SCHOOL', 'USEFUL INFO', 'NEWS', 'CURRICULUM', 'SIXTH FORM', 'CALENDAR', and 'CONTACT'.

English Language Revision Guide

Comes with free online resource - can download to any device. *We have copies available to borrow*

Practice questions

Tips for each of the questions



Contents	
Section 1: Reading	1-10
Section 2: Writing	11-20
Section 3: Language	21-30
Section 4: Grammar	31-40
Section 5: Spelling	41-50
Section 6: Punctuation	51-60
Section 7: Vocabulary	61-70
Section 8: Listening	71-80
Section 9: Speaking	81-90
Section 10: Revision	91-100

GCSE English Language About your exam

Paper 1, Question 2

Question 2 in Paper 1 tests your ability to explain how the writer has used language to affect the reader.

Assessment objective 2

This question assesses AO2. For this you need to:

- explain, comment on and analyse how writers use language to achieve effects and influence readers
- use relevant subject terminology

Language

You will be provided with an extract from the source text. You will need to write about:

- vocabulary choices
- word choice
- metaphors
- figurative language
- sentence forms

Exam facts

You must spend 10 minutes on Question 2. Plan to spend 10 minutes on Question 2.

Exam explainer

Look in detail at this extract from *How I got it* by the author.

Section 1 - Read the text

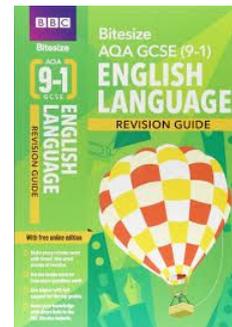
The text is an extract from the author's autobiography. It is set in the year 1954 and is written in the first person. The text is a letter to the author's mother, written in the year 1954. The text is a letter to the author's mother, written in the year 1954.

Section 2 - Write your answer

Write your answer to the question in the space provided. You should write in full sentences. You should write in your own words. You should write in your own words.

Must be:
English
Language
AQA

8700/1
8700/2



English Literature

Preparing for closed book exams

1. **Macbeth** by William Shakespeare
2. **The Strange Case of Dr. Jekyll and Mr. Hyde** by R. L. Stevenson
3. **An Inspector Calls** by J.B.Priestley
4. **AQA Power & Conflict** poetry
5. **AQA Unseen** poetry

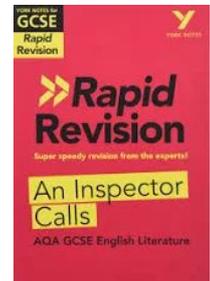
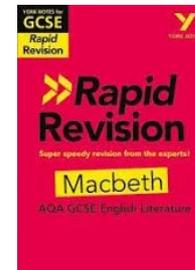
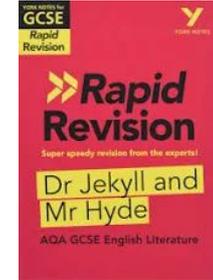
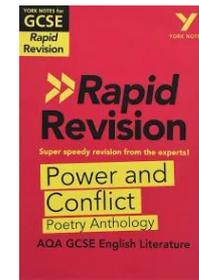
Copies of the texts, audiobooks, revision guides and past papers on Google Classroom.

Knowing the plot, characters, themes and key quotes is essential for success.

Must be: English Literature

AQA

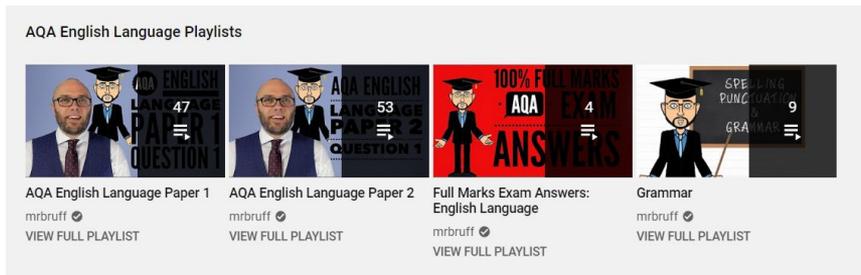
8702/1 8702/2



Both English Language and Literature

Watch YouTube tutorials:

- Model answers
- Exam tips
- Strategies for each question



Recommended:

Mr Bruff



Links to the in Google Classrooms

Knowledge organisers

Available to download from Google Classrooms

Tips for each of the questions, how to answer each question, terminology etc.

Question [marks] <i>timing</i>	How do I structure my response?	What key things must I remember?
Section A – READING 40 marks (50% of Language paper 1) 1 hour <i>Follow the timing guidance for each question, that's 30 minutes to plan and write your answers and 10 minutes for reading / checking</i>		
1. List FOUR things [4 marks] 5 minutes	• One idea per line Can quote or paraphrase	Make sure each idea links back to what the question has asked. Check you are looking in the right part of the text (hint: highlight a box around it)
2. How does the writer use language to... • Words & phrases • Language features and techniques • Sentence forms [8 marks] 15 minutes	When writing, use PEEA: point: Answer the question evidence: Choose a quote explains why your quote supports your point AnalysE: Zoom in on specific words and techniques that have been used. Describe the effects (what they make you think, feel or imagine)	*Analyse - Say a lot about a little - this part gets the most marks. How does the word / technique make you feel, what does it make you imagine or think about (the connotations)? Technical terminology (see OS tips for definitions) Words: adjectives (describe), adverbs (describe actions), verbs (actions), nouns (things) Techniques: metaphor, simile, personification, alliteration
3. How does the writer use structure to interest you as a reader? [12 marks] 10 minutes	When writing, use PEE: point: Answer the question evidence: reference to the text explains why does the structure suggest this atmosphere? What is the effect? (what does it make you think, feel or imagine?)	Paper 1 Q3 – structural techniques beginning, middle and ending – why the order of events is effective sudden or gradual introduction of new characters at significant points expanding the focus moving from inside a building to outside e.g. starts inside a cabin, then describes every window & door zooming in on something big to small e.g. first paragraph about an ocean, then next paragraph about a ship narrowing the focus moving from outside to inside e.g. starting by describing wild weather then describe inside a vehicle or zooming out from something small to big e.g. first paragraph about a ship, then next paragraph about an ocean flashbacks that help shape the story, switching between different points of view developing / repeating a point of view. Circular structure e.g. starting and ending with the same idea
4. To what extent do you agree with... [statements] [16 marks] 30 minutes	When writing, use SEIZE: statement – respond to statement Evaluate** – do your own words – why do you agree / disagree Evidence – ____ Zoom in (analyse)** – Find a method (language / structure) that the writer has used which also backs up your view. Effect – explain the effect of the method (language / structure)	*Analyse – See Q2 information ** Evaluate This is where you respond to the statement in your own words explaining in detail why you agree / disagree. Remember – This question is worth 20 marks so you need to be writing more than for Q2/Q3 which are only 8 marks. Aim for at least 3 evaluation / analysis paragraphs and make sure you explain your own ideas about it too
Section B – Creative Writing 40 marks (50% of Language paper 1 – 45 minutes)		
You are given a choice between narrative and/or descriptive. [10 marks: 24 marks SP5] 45 minutes	You will be given the choice of writing a piece inspired by an image or from a statement. Don't focus too much on narrative (story) or description – just make sure your writing is clear. YOU MUST PLAN: • 1st person or 3rd person? Past tense or present tense (stick with one tense) • How do you want your writing to begin? • What will be the topics of your paragraph? • How do you want your writing to end? (Cliffhanger? Circular structure?)	Things to include for effects: • Varying paragraph lengths • One sentence paragraph • Range of sentence structures • Range of punctuation ; : - ... • Ambitious vocabulary
		Describing a picture: Annotate 4 or 5 things you can see, then annotate those things with emotions / colours / techniques / 5 senses Writing from statements: Decide what the main events are: How do they happen? Why do they happen? What was the result?
		Creative techniques: Simile – comparing two things with like or as (as sparkling as a diamond) Metaphor – comparing things by using it (the boy is a giant) Alliteration – repetition of the sounds at the start of words (Totally, Tropical, Taste) Onomatopoeia – words that sound like they do in real life (splash, bang, creak) Personification – giving human qualities to an inanimate object (the tree danced in the wind) Repetition – when a word / phrase is repeated throughout the text NOUN – a thing. PROPER NOUN – names of people, places, brands etc. – needs capital letter. ADJECTIVE – describes a thing. VERB – an action. ADVERB – describes an action.



Both English Language and Literature

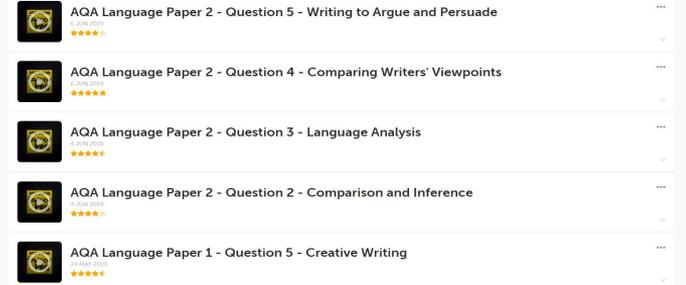
PODCASTS

Listen to podcasts:

- Model answers
- Exam tips
- Strategies for each question



43 episodes



Recommended:

Mr Bruff

GCSE English revision pod



**Both English
Language and
Literature**

Engaging with revision resources



Engaging with revision resources

Mini Quizzes

Take key information from revision guide / knowledge organiser / podcast / video and make quizzes and answer sheets

Test yourselves or be tested



QUESTIONS

1. What does AFORREST stand for?
2. How many marks is paper 1 Question 3 worth?
3. What is the key skill for paper 1 Question 2?
4. How should you structure your answer for paper 1 Question 4?
5. How long should you spend on question 5?

ANSWERS

1. Anecdote, alliteration, fact, opinion, rhetorical question, repetition, emotive language, statistics, triplets
2. 12 marks
3. Language analysis
4. Statement, evaluation, evidence, zoom in, effect (SEEZE)
5. 45 minutes

**Both English
Language and
Literature**

Skill will help both English Language and Literature

Practical tips:

Choose an extract from a book / newspaper article.

Underline effective words

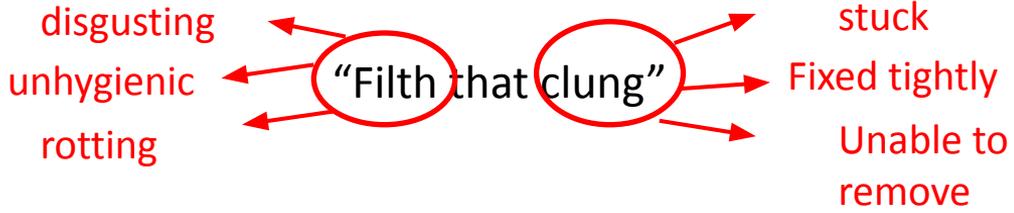
Then ‘explode’ the words to consider the effect – what the words make you think / feel / imagine

Developing **analysis** skills

(needed for Paper 1 Q2 and Q4, Paper 2 Q3 and Q4)

Her name was Mrs. Pratchett. She was a small skinny old hag with a moustache on her upper lip and a mouth as sour as a green gooseberry. She never smiled. She never welcomed us when we went in, and the only times she spoke were when she said things like, ‘I’m watchin’ you so keep yer thievin’ fingers off them chocolates!’ Or ‘I don’t want you in ‘ere just to look around! Either you *forks* out or you *gets* out’.

But by far the most loathsome thing about Mrs. Pratchett was the filth that clung around her. Her apron was grey and greasy. Her blouse had bits of breakfast all over it, toast-crumbs and tea stains and splotches of dried egg-yolk. It was her hands, however, that disturbed us most. They were disgusting. They were black with dirt and grime. They looked as though they had been putting lumps of coal on the fire all day long.



From:
Mrs Pratchett was dirty
To...

Mrs Pratchett was so dirty, she was unhygienic. The word ‘filth’ is effective because it makes us think that there was disgusting, rotting food on her and the verb ‘clung’ emphasizes how long it had been there as it would be very difficult to get off.

Language techniques (methods) Paper 1 Q2 &4

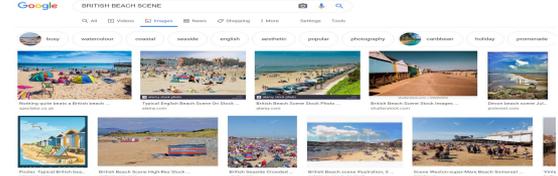
- Simile** – comparing two things with *like* or *as* (*as sparkling as a diamond*)
- Metaphor** – comparing things by using *is* (*the boy is a giant*)
- Repetition** – when a word / phrase is repeated throughout the text
- Alliteration** – repetition of the sounds at the start of words (*Totally, Tropical, Taste*)
- Onomatopoeia** – words that sound like they do in real life (*splash, bang, crash*)
- Assonance** – repetition of vowel sounds (*crying time, hop-scotch, how now brown cow*)
- Personification** – giving human qualities to an inanimate object (*the tree danced in the wind*)
- NOUN** – a thing
- ADJECTIVE** – describes a thing
- ADVERB** – describes an action
- PROPER NOUN** – names of people, places, brands etc. – *needs capital letter!*
- VERB** – an action

Practise Writing

English Language



Use Google Images to find interesting photographs to act as stimulus for writing.



Write whole thing or just planning.

Practical tips:

Annotate a picture with **what you can see**

Add in other senses / what else you could imagine being there

Up-level vocabulary / techniques—
add more detail with a range of adjectives, similes, metaphors (use knowledge organiser)

PICTURE FROM EXAM QUESTION

Velvet carpet studded with brilliant diamonds

Night sky

Ancient buildings tower over the market

Frost glitters on top of the stalls like shimmering

Cold breeze / frost

trees

Old buildings

Fairy lights

Market stalls

Sounds of people chatting / music
Angelic voices of the choir

Sweet melodic carols

People pushing by

People shopping

Focused shoppers charge by

Smell of food
Delicious aromas fill the frosty air



Extra support in school

English Literature past paper club Tuesdays 3-4pm Mrs Hartley

English Language past paper club Thursdays 3-4pm various teachers

English Language & Literature drop in / revision space - every day, passes needed

English Enrichment Thursdays 3-4pm Mrs Wardle - exploring a range of genres, themes and texts to compliment the study of English - not revision

Small group interventions with Ms Everton

Extra!



Help your child revise



Duke's Secondary, 2023-24.

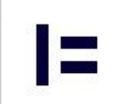
General advice.

- o Make a timetable.
- o Create a space.
- o Have resources to hand.
- o Explore different techniques.
- o Keep perspective.
- o Think carefully about offering rewards.

Away from school.

- 0 Involve friends/family members.
- 0 Revision during 'normal' conversation.
- 0 Post-it notes around the house.

Healthy competition?

- 0 Challenge them to do better than you at a set of questions...
- 0 But don't win!
- 0 'Eedi' for: 
 - Independent Learning,
 - Retrieval Practice.

Higher or Foundation?

- 0 Higher tier – grades 4 to 9.
- 0 Foundation tier – grades 1 to 5.
- 0 Grade **4** ‘**Standard Pass**’ (grade C).
- 0 Grade **5** ‘**Strong Pass**’ (grade C+/B-).
- 0 Grade 6/7/8/9 (grade B+/A/A*/A**).

Maths resources.

www.corbettmaths.com

- 0 Choose a video tutorial to watch.
- 0 Attempt some practice questions.
- 0 Check your answers (click **purple** text).

Maths resources.

www.mathsgenie.co.uk

- o Watch a video tutorial (click topic name).
- o Check your knowledge organiser for relevant info.
- o Attempt the exam questions.
- o Check your answers (click **Solutions**).

Booklets.

- Later this year, you will be given a **revision workbook**, for use at home.
- Attempt questions from it, **checking your answers every time.**

Other useful websites:

www.thenational.academy

www.drfrostmaths.com

www.thirdspacelearning.com

www.onmaths.com

www.senecalearning.com

Support.

- 0 Regular, concentrated practice is best.
- 0 Seek help if required - teachers **always** willing to talk!
- 0 Contact school;
 - Maths teachers via *Google Classroom*
 - Maths dept. ext. **383**
 - **james.butler@dukes.ncea.org.uk**

MATHS DEPARTMENT AFTER-SCHOOL SESSIONS, 2023.

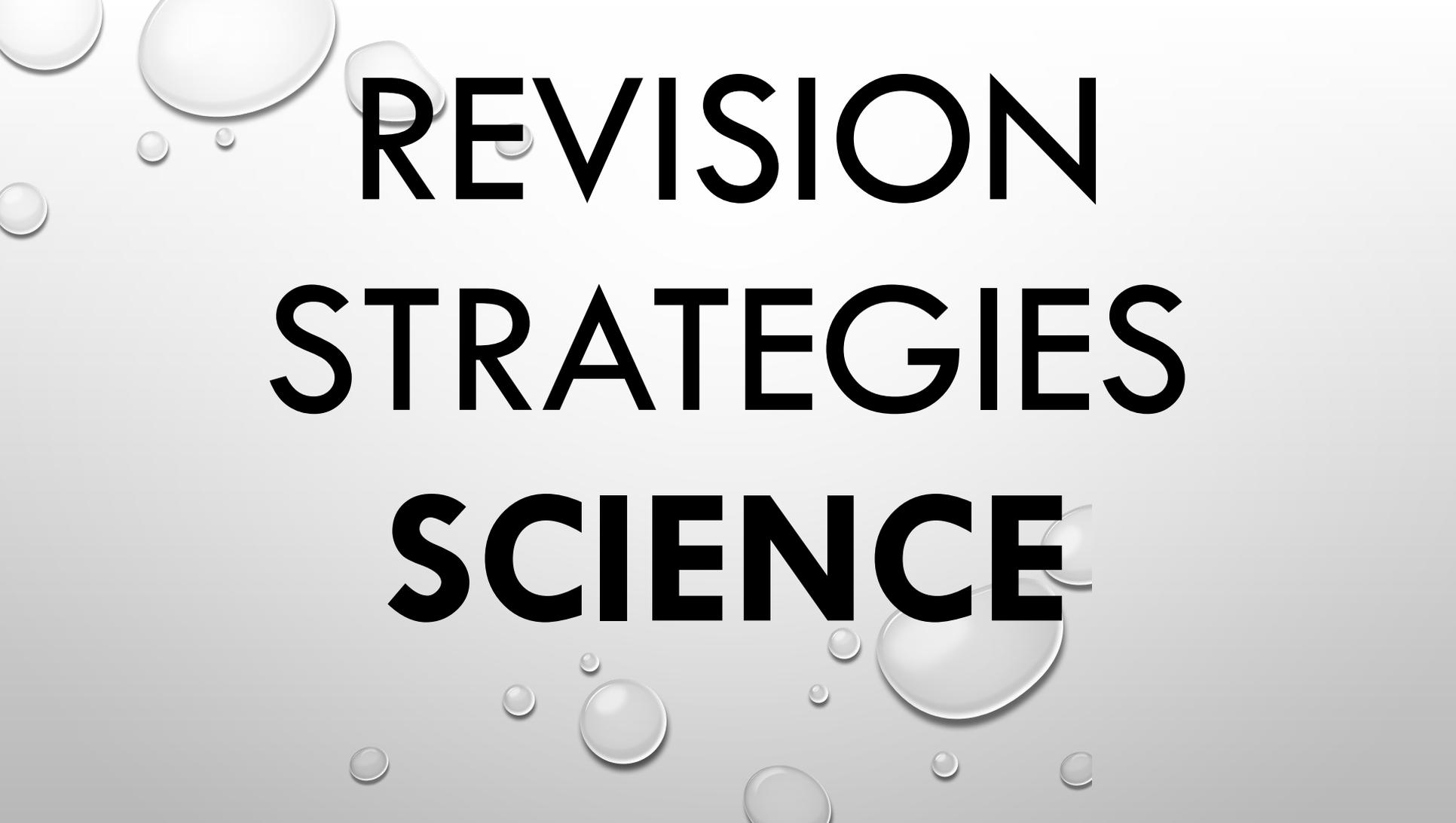
Session	Day & time:	Room	
Aiming for a grade 7/8/9	Monday, 3.05-4pm*	Ma2	For students going for one of the top grades.
Statistics revision.	Monday, 3.05-4pm*	Ma1	For GCSE Statistics students.
Aiming for a grade 4	Wednesday, 3.05-4pm*	Ma1	Open to anyone aiming for a 'standard pass' (<u>grade 4</u>).
Aiming for a grade 6	Wednesday, 3.05-4pm*	Ma6	Open to anyone aiming for a grade 6.
Past paper club	Thursday, (with biscuit) 3.05-4pm*	Ma3, Ma4.	Come and do a past paper of your choice! Ask for help and enjoy a biscuit, too! <i>...Who says Maths isn't fun?!</i>

**Starts after
Christmas...**

--- JUST TURN UP! ---

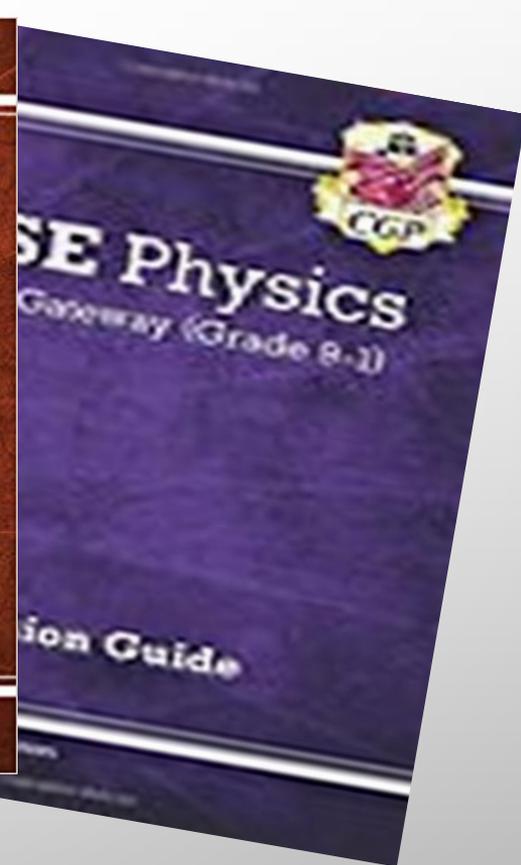
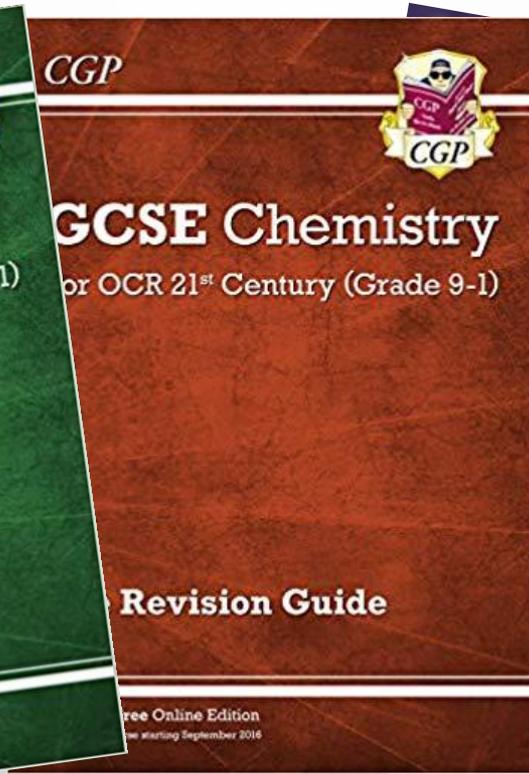
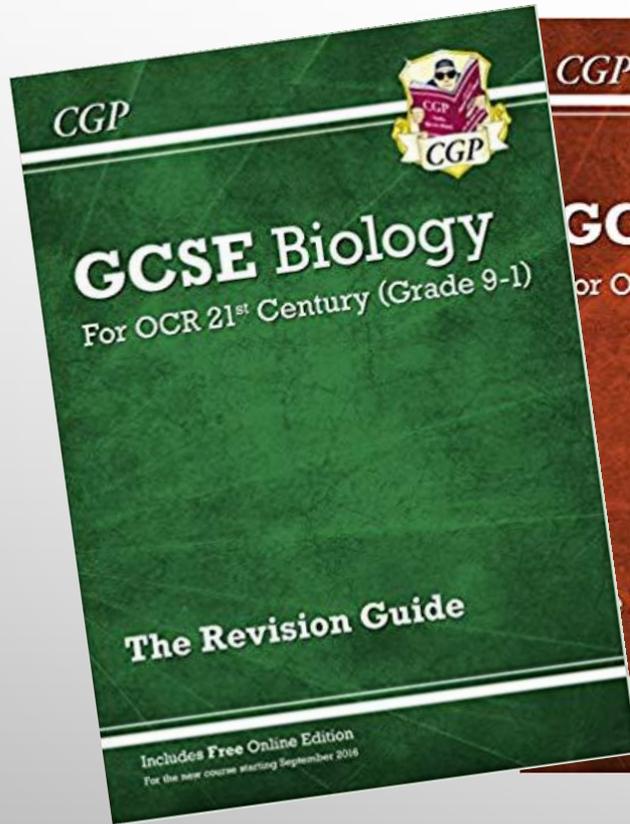
**A good grade in
Maths is NOT...**



The background of the slide is a light gray gradient. It is decorated with numerous realistic water droplets of various sizes, scattered across the page. Some droplets are in the top left corner, some are near the text, and others are in the bottom right corner. The droplets have highlights and shadows, giving them a three-dimensional appearance.

REVISION STRATEGIES SCIENCE

REVISION GUIDE



READ THE QUESTION!

- IF YOU ARE NOT SURE THEN READ IT AGAIN
- YOUR ANSWER MUST RELATE TO THE QUESTION OR YOU WON'T GET A MARK
- IF YOU'RE NOT SURE OF THE ANSWER AFTER READING THE QUESTION TWICE, MOVE ON AND COME BACK TO THE QUESTION
- Practise reading questions and decoding the language...

ANSWERING THE QUESTION...

- WRITE NEATLY AND CLEARLY! THE EXAMINER MIGHT NOT BE ABLE TO READ SMALL OR MESSY WRITING
- IF YOU FORGET A WORD DESCRIBE WHAT YOU'RE REFERRING TO
E.G. 'HEART', WRITE 'THE ORGAN THAT PUMPS THE BLOOD'
- DON'T USE THE WORDS IT OR THEY – STATE EXACTLY WHAT YOU MEAN OR YOU MIGHT LOSE MARKS!
- ALWAYS GO OVER YOUR ANSWERS AT THE END – YOU MIGHT THINK OF SOMETHING ELSE FOR AN EXTRA MARK!

...Decoding the questions

STATE – SHORT ANSWER. DON'T WASTE TIME DESCRIBING OR EXPLAINING!

DESCRIBE – RECALL FACTS E.G. WHAT DOES IT LOOK LIKE? WHAT HAPPENS?

STEP-BY-STEP

EXPLAIN – GIVE A CLEAR SCIENTIFIC REASON – LINK IT TO THE QUESTION

QUESTION INSTRUCTIONS

EVALUATE – USE YOUR KNOWLEDGE AND ANY INFORMATION GIVEN TO GIVE PROS AND CONS, AND MAKE A CONCLUSION (SCIENTIFIC JUSTIFICATION)

SUGGEST – APPLY YOUR KNOWLEDGE TO A NEW SITUATION. GIVE A SCIENTIFIC REASON

CALCULATE – USE THE NUMBERS GIVEN TO WORK OUT THE ANSWER. SHOW YOUR WORKING, YOU MIGHT GET MARKS FOR IT! ALWAYS USE THE CORRECT UNITS.

QUESTION INSTRUCTIONS

COMPARE – SIMILARITIES AND DIFFERENCES (MORE, LESS, INCREASE, DECREASE, WHEREAS, HOWEVER)

COMPLETE – WRITE YOUR ANSWER IN THE SPACE GIVEN

USE THE INFORMATION – YOU WON'T GET ANY MARKS IF YOU DON'T USE THE INFORMATION GIVEN! USE NUMBERS FROM A TABLE OR GRAPH THEN EXPLAIN THEM IT SCIENTIFICALLY

DON'T WASTE TIME AND SPACE RE-WRITING THE QUESTION

(b) Darwin was the first scientist to state that humans and other primates had common ancestors.

Many people were against Darwin's ideas at that time.

Give **two** reasons why they were against his ideas.

1 Many people were against Darwin's ideas because
.....
they were very religious and Darwin rejected God



2 People were strongly religious, Darwin rejected God
.....
.....



Looking at papers where candidates ended up with a grade 3, about 25% of candidates ran out of time!

MOST COMMON MISTAKES

- NOT READING THE QUESTION PROPERLY
- NOT FINISHING THE PAPER – TIMING!
- IGNORING THE MARKING SCHEME – ALLOCATE MARKS!
- REPETITION – MAKING THE POINT MORE THAN ONCE WON'T GET YOU ANY EXTRA MARKS
- MISSING PART OF A QUESTION –
E.G. “DESCRIBE AND EXPLAIN”, DON'T FORGET TO EXPLAIN!

WHY REVISE?

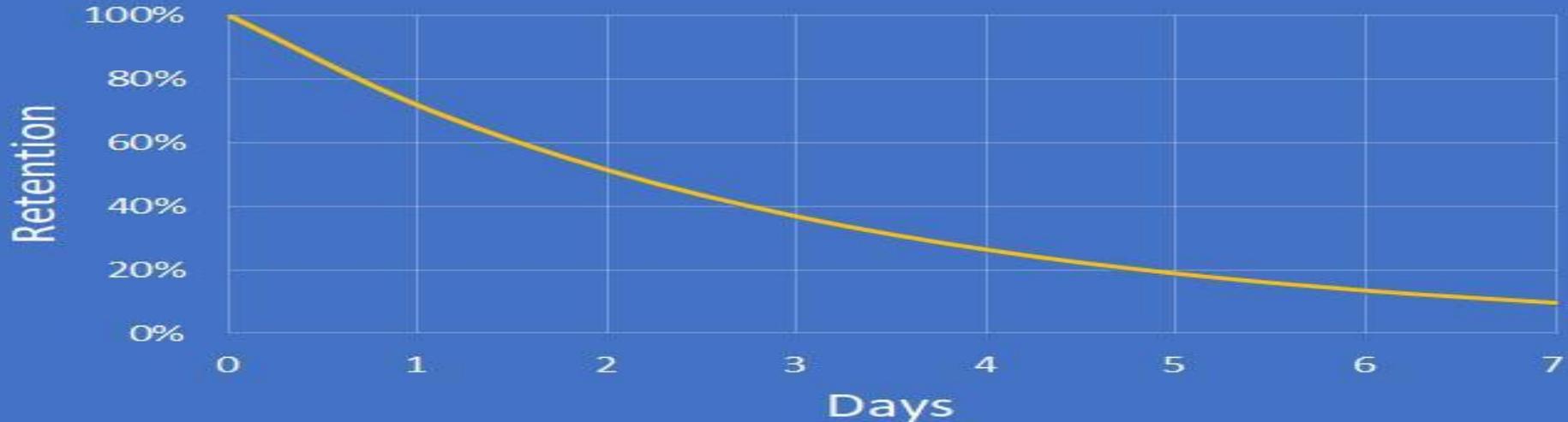
REVISION IS GOING OVER INFORMATION.

WHEN YOU LEARN SOMETHING NEW YOUR BRAIN MAKES A NEW CONNECTION.

IF THIS CONNECTION IS NOT FIRED AGAIN, THEN IT WILL DISAPPEAR AND YOU WILL LOSE THAT SKILL OR KNOWLEDGE.

85% MATERIAL IS FORGOTTEN AFTER 7 DAYS

THE FORGETTING CURVE



AIM TO GO OVER SUBJECT MATERIAL FREQUENTLY, SO THAT REINFORCES NEW LINK IN THE BRAIN.

THE MORE FREQUENTLY MATERIAL IS REVIEWED, THE STRONGER THE LINKS WILL BE AND MORE OF THE SKILL OR KNOWLEDGE WILL BE RETAINED LONG TERM



TIPS

- WHERE:

SITTING AT A DESK IN A QUIET ROOM – NO DISTRACTIONS! GO TO THE LIBRARY IF HOME ISN'T QUIET ENOUGH.

YOUR BRAIN NEEDS TO FOCUS ON SCIENCE... NOT TV PICTURES OR SONG LYRICS. THIS ALSO MEANS THAT YOUR PHONE NEEDS TO BE ON SILENT!

- WHAT:

SET YOURSELF A SPECIFIC & REALISTIC GOAL

(E.G. I WILL REVISE EVOLUTION AND COMPLETE ONE PAST PAPER)

TIPS

- HOW:

DON'T AVOID DIFFICULT TOPICS!

SANDWICH THEM WITH TOPICS YOU DON'T MIND (LIKE DIFFICULT
 LIKE)

- WHEN:

AS SOON AS YOU GET IN FROM SCHOOL WHEN YOU ARE NOT
TIRED – IF YOU ARE TIRED YOU WILL FEEL MORE STRESSED AND FIND
IT HARDER TO CONCENTRATE

ONE MARK CAN MAKE THE DIFFERENCE AND IMPROVE A GRADE!



YOUR EXAM CERTIFICATES STAY WITH YOU
FOREVER

EMPLOYERS WILL ASK TO SEE YOUR
CERTIFICATES – MAKE SURE YOU GET RESULTS
YOU ARE PROUD TO PUT ON YOUR CV

ON THE DAY THINK POSITIVE AND STAY CALM!