



# Supporting your child

Understand level of course

Know college requirements

Be aware of workload

Be aware of a variety of revision / work strategies

# Types of qualification

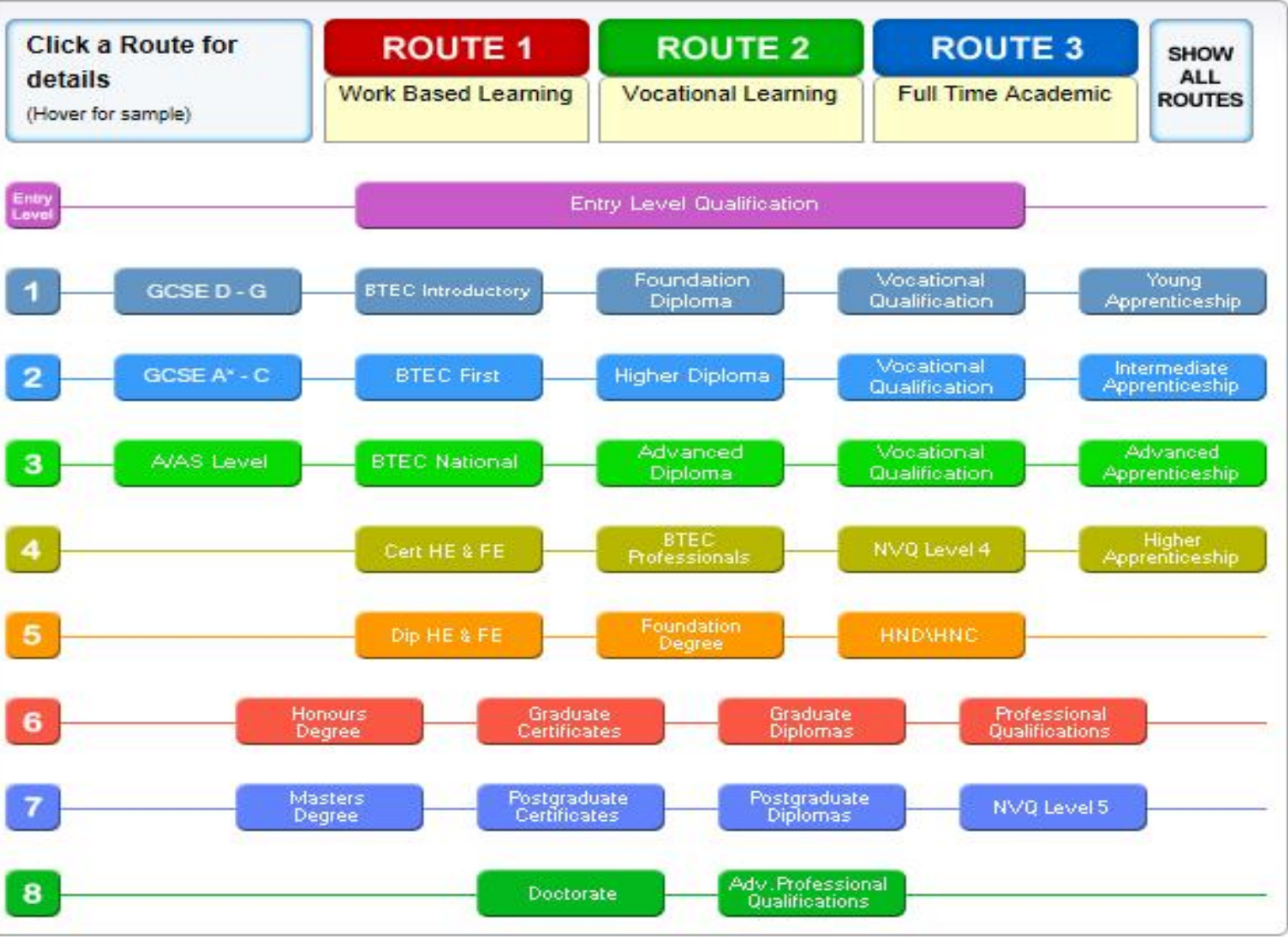
- ▶ Level 3 courses are A levels and equivalent.
- ▶ Level 2 courses are equivalent to GCSEs.
- ▶ Taking level 3 courses in year 12 means 2 years at college (not 3).
- ▶ Taking level 3 courses enables progression to university.
- ▶ Taking level 3 courses increases your potential career earnings.



# Types of level 3 course

- ▶ **AS and A2 level – academic, theory based**
  - Give access to university courses (honours degree)
  - A and AS levels are one of the main routes into higher education, but they're also useful if you want to go straight into a job, such as office administration or trainee accountancy.
- ▶ **Vocational – vocational, learning by doing**
  - Give access to university courses (foundation degree)
  - Vocational qualifications can help you:
    - get the skills you need to start a job
    - progress in your career
    - go on to further learning





# East Surrey Requirements

<p>4 or 5 GCSEs Grade 9-4 (A*-C)                      NVQ Level 2                      BTEC Level 2 Extended Certificate                      Intermediate Apprenticeship</p>	<p><b>Level 3</b></p>	<ul style="list-style-type: none"> <li>» A-Level</li> <li>» Access Course</li> <li>» BTEC Extended Diploma</li> <li>» BTEC Sub Dip/90 Credit Dip</li> </ul>	<ul style="list-style-type: none"> <li>» CACHE Level 3 Award/ Certificate/Diploma</li> <li>» NVQ Level 3/Level 3 Diploma</li> <li>» Advanced Apprenticeship</li> </ul>
<p>4 GCSEs Grade 9-3 (A*-D)                      Foundation Level (Merit)                      NVQ Level 1                      BTEC Level 1 Diploma (Merit)</p>	<p><b>Level 2</b></p>	<ul style="list-style-type: none"> <li>» BTEC Level 2 Diploma</li> <li>» BTEC Level 2 Ext Certificate</li> <li>» CACHE Level 2 Diploma</li> </ul>	<ul style="list-style-type: none"> <li>» NVQ Level 2/Level 2 Diploma</li> <li>» Intermediate Apprenticeship</li> <li>» GCSE English and Maths</li> </ul>
<p>GCSEs Grade 2 (E)                      Employability/Work Skills Programmes                      Progression Awards                      Basic Skills Entry Level 3</p>	<p><b>Level 1</b></p>	<ul style="list-style-type: none"> <li>» Foundation Level Courses</li> <li>» BTEC Level 1 Award/ Certificate/Diploma</li> </ul>	<ul style="list-style-type: none"> <li>» NVQ Level 1/Level 1 Diploma</li> <li>» Functional Skills English, Maths and IT</li> </ul>
<p>No or few formal qualifications,                      or if you are looking to improve                      your basic skills</p>	<p><b>Pre Entry/ Entry Level</b></p>	<ul style="list-style-type: none"> <li>» Entry Functional Skills In English and Maths</li> <li>» Progression Award</li> </ul>	<ul style="list-style-type: none"> <li>» Skills for Working Life Programme</li> <li>» Vocational Studies</li> <li>» Life Skills Programmes</li> </ul>



# Reigate College entry requirements

GCSE Grade Profile	Recommended Study Programme
Mostly Grades 9 to 7	Three A Levels (or equivalent) in the first year, with the possibility of taking an additional AS in the first year or fourth A Level over two years. Aspire Programme (Including EPQ in the Upper Sixth)
Mostly Grades 7 to 6	Three A Levels (or equivalent) over two years. Aspire Programme (Including EPQ in the Upper Sixth)
Mostly Grades 6 to 5	Three subjects including at least one or two BTEC Level 3 courses.
Mostly Grades 5 to 4	Three subjects including two or three BTEC Level 3 courses
Mostly Grades 3	Intermediate Level 2 Programme (see left)

# Implications for our students

- ▶ Offers will be made for the number of 4+ grades but courses will be allocated dependent on numbers of B/6+ and GCSE average grades.
- ▶ Students can not concentrate only on post 16 options.
- ▶ One subject can make the difference.
- ▶ Available post 16 options will affect potential career choices.



# Further details

- ▶ Both East Surrey and Reigate College have specific entry requirements for individual courses.
- ▶ These are available on their prospectus which can be downloaded from their website.

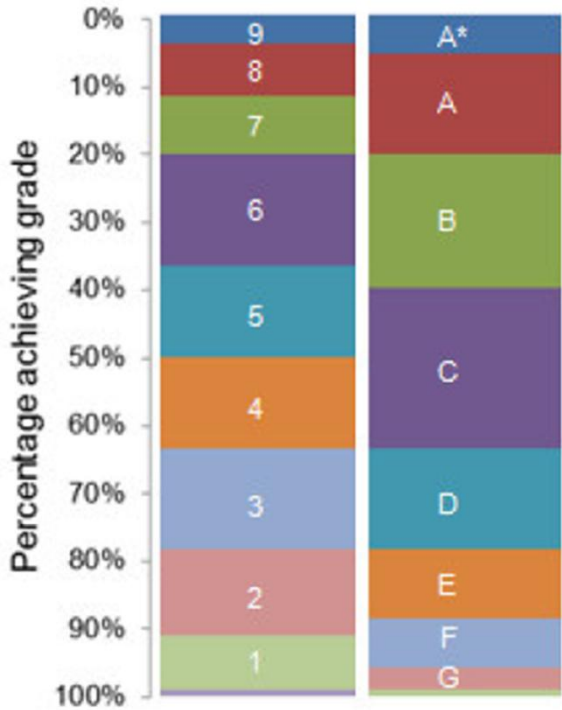
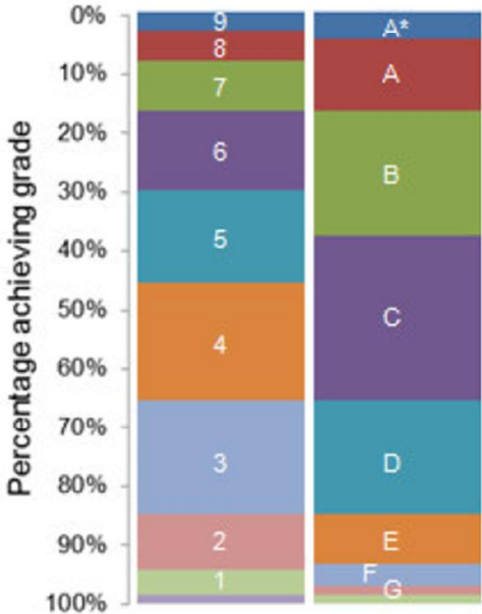




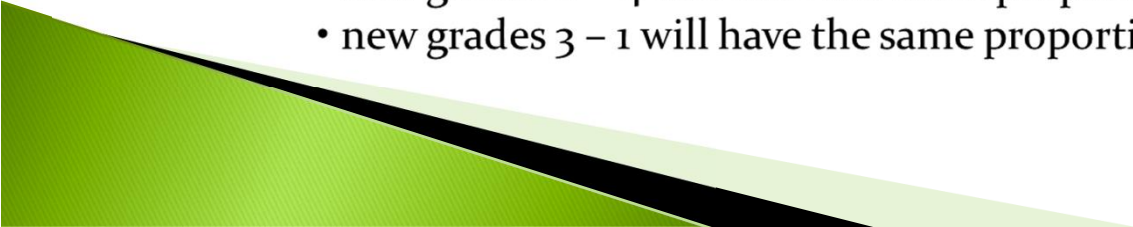
# New GCSE for KS4

## New GCSE grades MATHEMATICS

ENGLISH



- new grades 9 – 7 will have the same proportion of students as A\*/A
- new grades 6 – 4 will have the same proportion of students as B/C
- new grades 3 – 1 will have the same proportion of students as D – G



# Into college

- ▶ 4+ in English and maths plus C+ in 3 other GCSE's qualifies for level 3 courses.
- ▶ To have an “open” choice of level 3 courses students will need to achieve mainly grade 6 and above.
- ▶ The media may, in future, identify with the governments international standard, 5+ in English and maths. This may influence employers.



# Workload and study skills

a) How much time should be spent on school work?

b) Independent learning tasks:

- Normal homework
- Revision
- Reading around the subject
- Coursework / controlled assessment

c) Other obligations and priorities:


- Part-time job
- Socialising
- Sport
- Music
- School work

Need to adjust the balance at key times




# Achieving success

Pupils who do well:

1. Are self motivated
  2. Develop resilience
  3. Are organised
  4. Are independent workers
  5. Plan their time over a long period
  6. Understand the exam requirements
  7. Plan and carry out revision
  8. Perfect exam technique
- 


# What can a parent / carer do?

The more parents are engaged in the education of their children, the more likely their children are to succeed in the education system. The scale of the impact is evident across all social classes and all ethnic groups.

1. Home - school link
  2. Mediator with school
  3. Provide a suitable working environment
  4. Provide equipment
  5. Pay for materials that will help them succeed
- 

6. Support study by:
  - A) Talk to your sons and daughters about work
  - B) Look at their Record Book
  - C) Check marking and feedback from teachers
  - D) Test them on work they have done
  - E) Help them find past exam papers on the internet
  - F) Help with time management and breaking down

tasks

7. Arrange activities that are enjoyable and educational
  8. Agreeing and monitoring revision and homework rules
  9. Analyse and discuss school reports
  10. Challenge teachers, school, governors, yourselves, if your child is underperforming
- 

# In school

- ▶ Your child will receive directed use of tutor time for;
- ▶ work / revision timetable
- ▶ Simple revision strategies;
  - a) Mnemonics
  - b) Flashcards
  - c) Mind maps
  - d) Past papers and quizzes

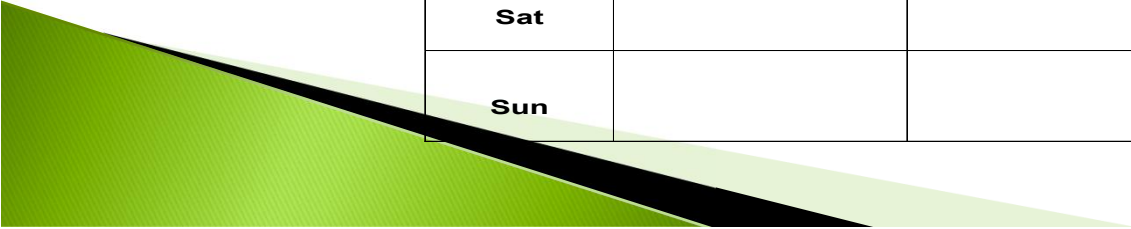


# A revision / work timetable

- Enables work to be distributed evenly.

**Revision Timetable**

Date	Subject / Topic to cover			
	Registration Period	Evening		
Mon				
Tues				
Weds				
Thurs				
Fri				
	Morning	Afternoon	Evening	
Sat				
Sun				





# Yr.11: Revision Skill Focus of the Week

## Similar Traits Technique:

Two words you would like to remember and link in your mind:

RICHMOND - VIRGINIA

Find things they have in common (e.g., second letter "I"; eight letters)

Find smaller words within the words:

RICH MAN - VIRGINIA

Make up a sentence or short visual/story:

"The rich man drinks gin and lives in Virginia"

## Peg Systems

- Uses something you know (and won't forget) to "hang" new information on;
- Pairs old information with new information in a visual format;
- Good for remembering items in order;
- Common pegs: the alphabet; numbers; furniture in your house

# Mnemonics

*A pattern of letters, ideas, or associations which assists in remembering something.*

## Forming Sentences with First Letters

In this technique, which most students have learned in school, the first letters of a list of words that need to be remembered are taken out to form a silly sentence or another word that is easy to remember.

For example, if one is trying to remember the planets of the solar system:

**Mercury, Venus, Earth, Mars, Jupiter Saturn, Uranus, Neptune, Pluto**

Take the letters M, V, E, M, J, S, U, N and P and form a sentence:

"My very extravagant mother just sent us nine pizzas"

## The Link & Story Method

Works by making associations between items in a list, linking them in a story, or a flowing image.

The counties of England: Avon, Dorset, Somerset, Cornwall, Devon, Gloucestershire, Hampshire, Surrey:

- An AVON (Avon) lady knocking on a heavy oak DOOR (Dorset)
- The DOOR opening to show a beautiful SuMMER landscape with a SETting sun (Somerset)
- The setting sun shines down onto a field of CORN (Cornwall)
- The WILTing stalks slowly droop onto the tail of the sleeping DEVil (Devon)
- On the DEVil's horn a woman has impaled a GLOSSy (Gloucestershire) HAM (Hampshire) when she hit him over the head with it
- Now the Devil feels soRRY (Surrey) he bothered her.

Note that there need not be any reason or underlying plot to the sequence of images: only the images and the links between them are important.

# Yr.11: Revision Skill Focus of the Week

## RULE 1: MAKE YOUR OWN FLASHCARDS

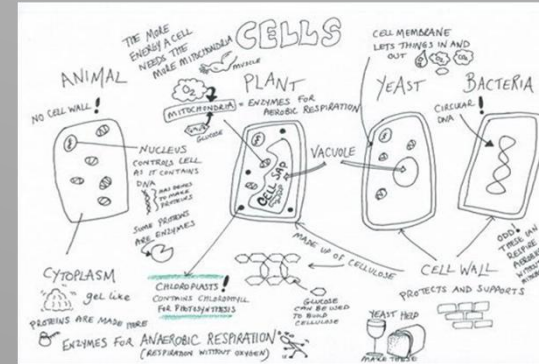
This is the most important part of the learning process:

Recall learnt information

Add new information

Create a card that helps trigger your memory!

## RULE 2: MIX PICTURES & WORDS – IT WILL INCREASE YOUR BRAIN'S ABILITY TO RECALL



# Flashcards

*a card containing a small amount of information to help aid active recall*

RULE 4: FOCUS ONE FLASHCARD ON ONE ASPECT OF THE TOPIC = YOU WILL HAVE A COLLECTION OF FLASHCARDS FOR EACH TOPIC.



RULE 3: USE MNEMONIC DEVICES TO CREATE MENTAL CONNECTIONS

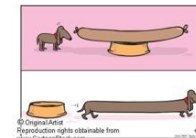
**Power and Conflict Poetry:**

Compare **HOW** the poets do 'X'.

**HOW** = techniques/strategies poets use:

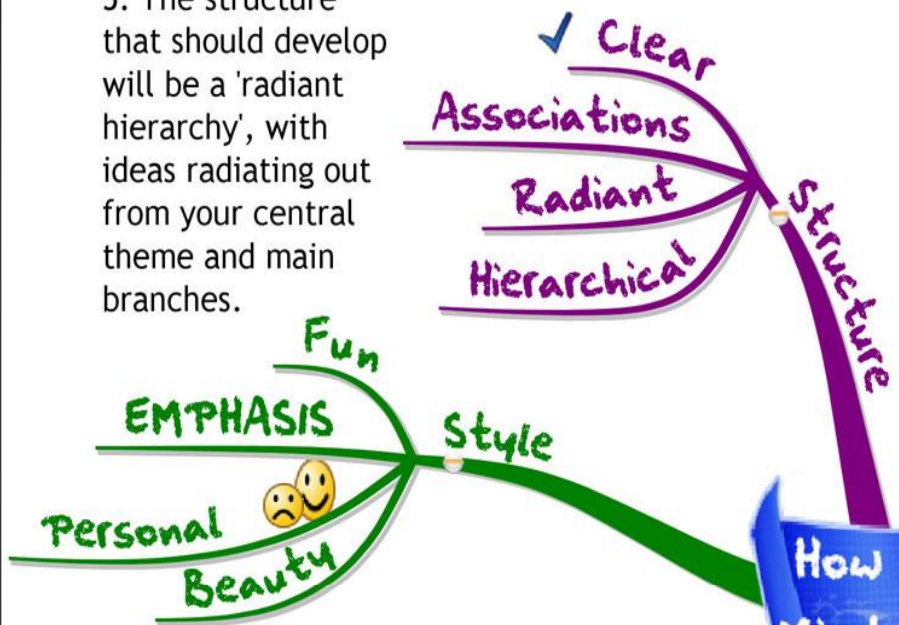
- **S**ITUATION
- **L**ANGUAGE
- **S**TRUCTURE

**Silly Little Sausages!**



# Yr.11: Revision Skill Focus of the Week

5. The structure that should develop will be a 'radiant hierarchy', with ideas radiating out from your central theme and main branches.



4. Experiment with different ways of linking and emphasising different aspects. Use highlighters, codes and arrows as necessary.

1. Start at the centre of a blank, landscape page, ideally with a colourful image to represent your subject.



2. Use words and pictures throughout your map. Wherever possible use single KEY words, printed along a line. Each word or picture sits on its own line.

3. The lines make the associations between ideas as clear as possible. Make them flowing and organic, each line the same length as the word or image. Always ensure that lines connect to the end of the line at the previous level. Typically lines will be thicker at the centre and thinner further out.

# Yr.11: Revision Skill Focus of the Week

1. Helps you focus on common exam themes

3. Develops/improves your time management

2. Allows you to practice with actual exam-style questions

## Past Papers & Quizzes

5. Helps you to refine your exam skills by knowing the mark scheme

6. The key to retrieving and moving information from your stored memory, to your working memory.

4. Helps you get a feel for the real exam paper

# Revision structure

- ▶ Set an aim for each session
- ▶ Set a time for each session
- ▶ Break each topic into chunks
- ▶ Produce notes or mind maps containing key ideas
- ▶ Test yourself
- ▶ Have a way to check progress
- ▶ Revisit revision



# Active revision

- ▶ Mind maps on large paper
- ▶ Display pictures and posters around the house
- ▶ Display revision prompts around the house
- ▶ Record revision and play it another time
- ▶ Highlighting (some individual subjects have individual highlighting tips)
- ▶ Listen to podcasts – GCSE Pod
- ▶ Use apps and video clips
- ▶ Read then test yourself
- ▶ Verbalise what you have learnt
- ▶ Ask someone to quiz you



# Work Strategies

## Self Assessment

- Red = 'I find this very difficult'
- Amber = 'I'm not too bad at this but could improve my knowledge'
- Green = 'I feel confident with this'



To sum up

Successful Students have :

- A full set of notes
- A revision timetable & checklists
- Identify successful work strategies
- A range of resources
- Independent learning skills
- Parents who encourage them!





# Useful websites

- ▶ [www.warwick.surrey.sch.uk](http://www.warwick.surrey.sch.uk)
- ▶ [www.getrevising.co.uk](http://www.getrevising.co.uk)
- ▶ [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)
- ▶ [www.s-cool.co.uk](http://www.s-cool.co.uk)
- ▶ <http://www.gcsepod.com/>

