

# Year 10 Information Evening

13<sup>th</sup> June 2024





LEADERSHIP  
CENTURION

# Year 10 Information Evening

13<sup>th</sup> June 2024



# Agenda

- Introduction
- Timeline
- Mock Exams
- Support from the School
- Preparing for Year 11
- Parental Involvement
- Next Steps and Future Planning

- **Year 11 Information Evening:** 19<sup>th</sup> September 2024
- **Year 11 'Revise with us' session:** Term 2 dates TBC
- **6th Form Open Evening:** 7<sup>th</sup> November 2024
- **Post-16 applications via Kent Choices:** December 2024
- **Year 11 Parents' Evening:** 21<sup>st</sup> November 2024
- **Year 11 Mock Exams:** February 2025
- **Exams Begin:** 8<sup>th</sup> May 2025 (TBC)
- **Study Leave Begins:** May 2025 (TBC)
- **Y11 Prom:** July 2025 (TBC)
- **Results Day:** 21<sup>st</sup> August 2025 (TBC)
- **GCSE Awards Evening:** November 2025 (TBC)



## Key Dates

# Mock exams

- 17th June – 4<sup>th</sup> July
- Purpose and Importance of Mock Exams
- Preparing for Mock Exams
- Conducting Mock Exams at Home
- Supporting Students During Mock Exams

## How the new grades compare with the 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

# Next steps into Year 11



# How we are supporting

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



## 4 BEST BETS for LEARNING from RESEARCH

### RETRIEVAL PRACTICE



### SPACED LEARNING



### DRAWING your UNDERSTANDING



### ELABORATION / making connections



## 4 Methods of Retrieval Practice

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

### Retrieval Practice Examples

- Exit tickets
- Flashy questions
- Multiple choice questions
- Short answer tests
- Test marks
- Think-pair-share
- Reading & writing
- Challenge goals

### BRAIN DUMP

Write down a private note in a notebook on everything you know about a topic.



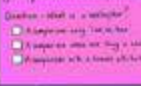
### FLASHCARDS

Create your own (handwritten) questions on one side, answers on the other. Can you recall links between the cards?



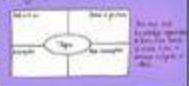
### QUIZZING

Create questions, questions or in a topic, answer your questions in 10-15 minutes of class.



### KNOWLEDGE ORGANISERS

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



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



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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
Conservation of Mass	88	90	Conservation 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	93-95		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

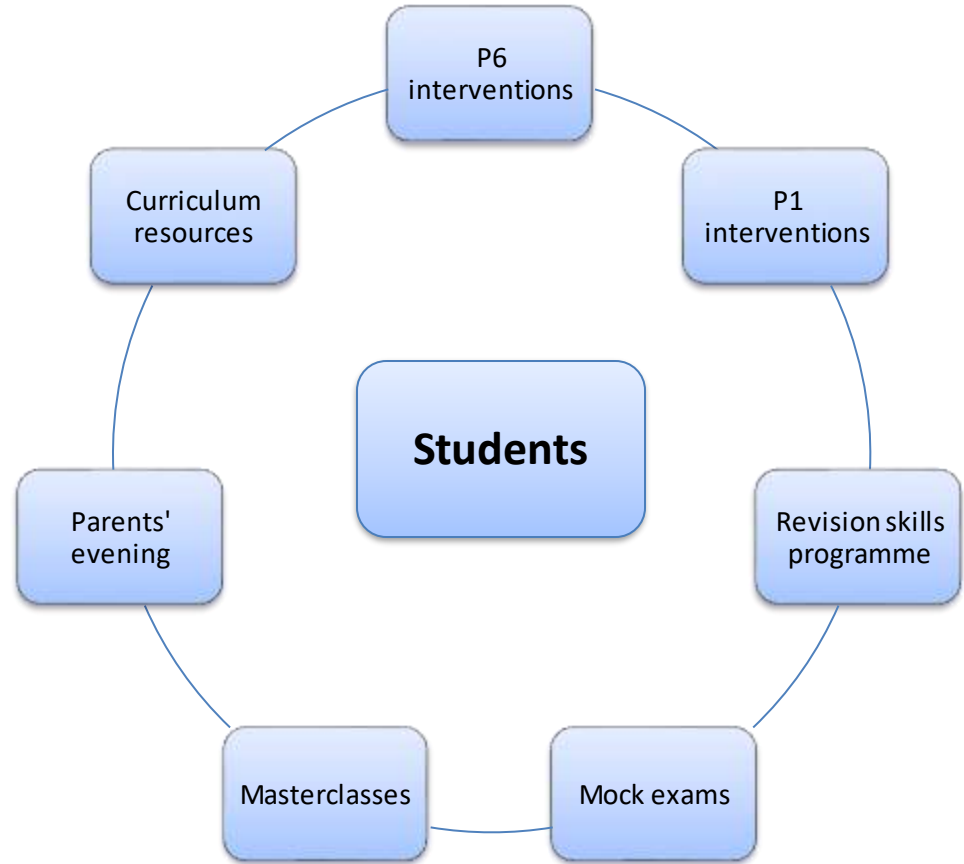
Topic	CGP Revision Guide		BBC Bitesize link
	Higher	Foundation	
Motion & Forces	145-155	145-155	Scalar & Vector Motion Newton's Laws Motions of Particles Momentum (Higher only)
Energy	156-162	156-163	Energy
Waves	164-167	165-169	Waves
EM Spectrum	168-171	170-172	EM Spectrum
Radioactivity	172-177	173-179	Radioactivity

## Year 11 Support

- Miss Withers will be leading on assemblies, celebrating rewards, addressing behaviour and/or pastoral concerns.
- Dr Shirley will be focused on academic progress of Y11 students.

## P1 Sessions

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



# Monitoring & intervention

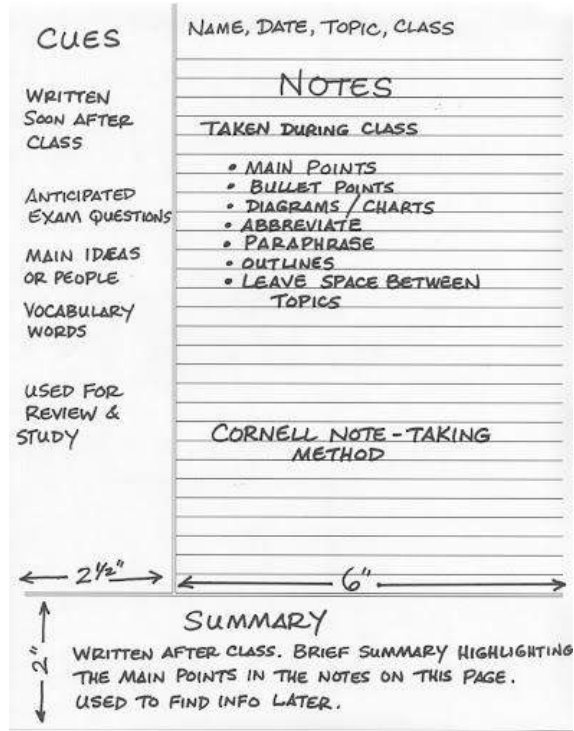


## Our Period 1 Vision

# Structure of the week

Monday	PSHE
Tuesday	GCSE mindset
Wednesday	Revision strategies & Intervention
Thursday	Revision strategies & Intervention
Friday	Assembly

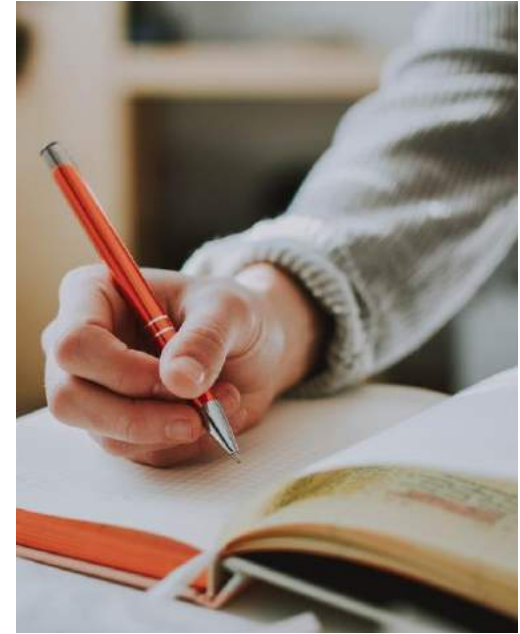
# CORNELL NOTES



# FLASHCARDS



# PLANNED PRACTICE



# Revision Techniques

## PERSONAL COMPAS

Entrepreneur Denis Svens is  
can be limiting - because if  
eventually abandon this aim

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

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

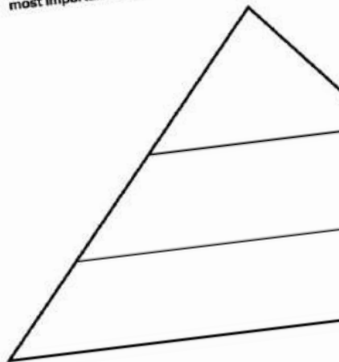
always!

Place

proof

Power	The need for influence, the ability to determine others; the responsibility for the performance
Saving	The need to collect things, to own things and order them.
Social Contact	The need for friends, to have extensive peer
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 fit
3. Place your **THREE** core values into the pyramid b most important value at the top and your least at th



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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

### QUESTION?

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

16. Study the list below and put a star

divisions
support and good feeling from those
against others - to complete and win.
to, 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
ty and social justice.
ability to organise and run
predictable environments;
ise and physical challenge.

# GCSE Mindset



# How to revise effectively

A REALLY HARD THING



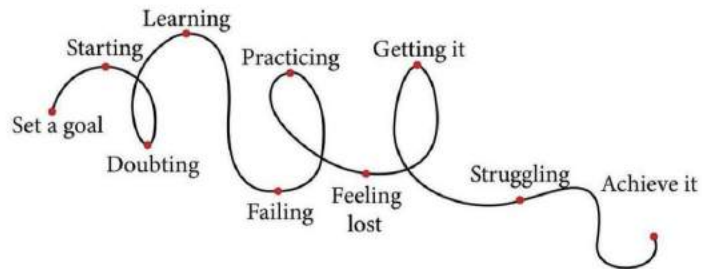
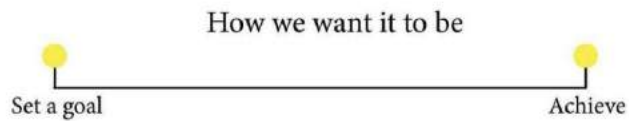
how it  
feels now



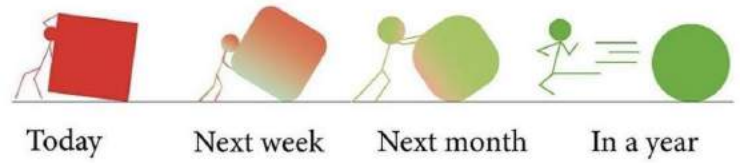
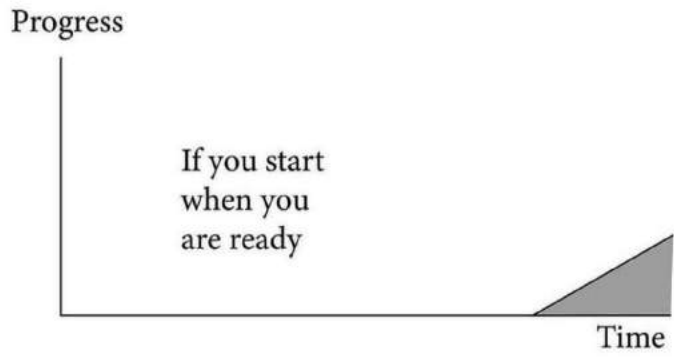
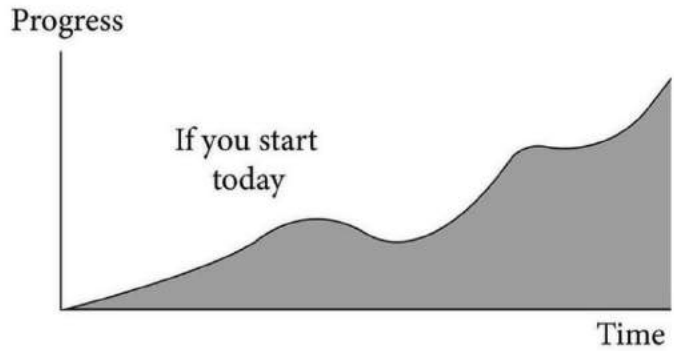
how it'll feel  
in a few months



how it'll feel  
in a few years







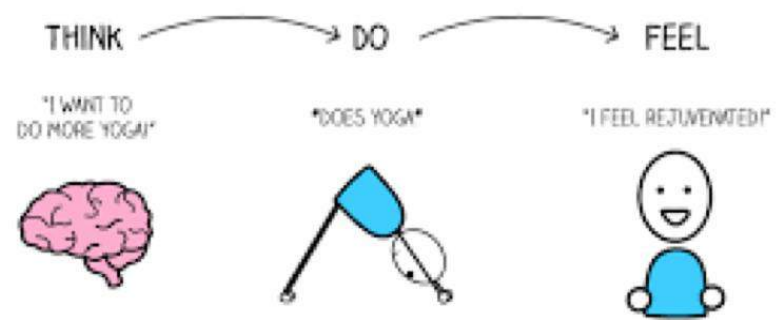
# Mind/Body Interaction

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

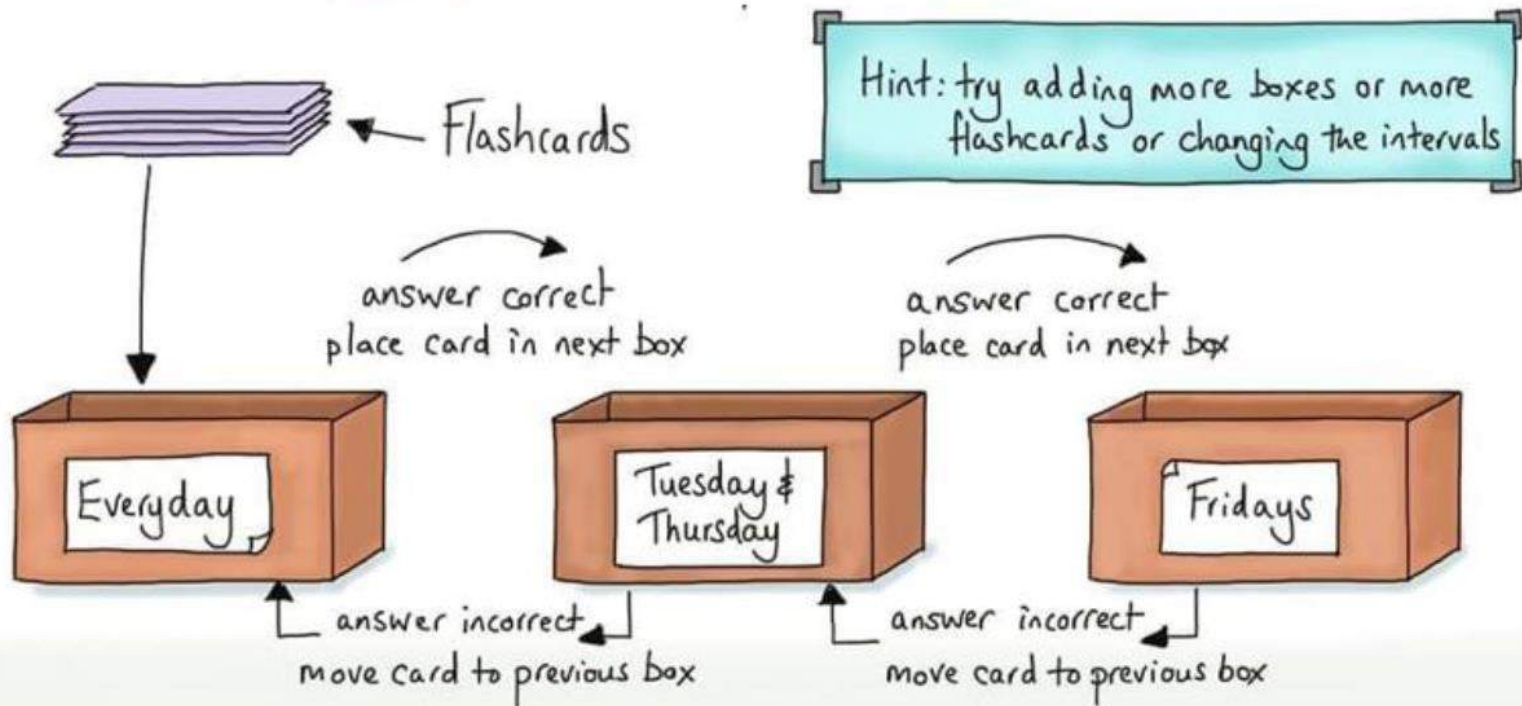
I – Self testing

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



# The Vernon Lewis Technique

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.

# Blurting

1. **Choose a Topic:** Select a specific topic or concept you want to revise.
2. **Set a Timer:** Set a timer for 2-3 minutes.
3. **Start Blurting:** When the timer starts, begin writing or speaking out loud everything you know about the topic, without stopping or referring to any notes or materials.
4. **Keep Going:** If you get stuck or run out of things to say, keep writing or speaking, even if it's just repeating what you've already said or writing "I don't know" until the timer goes off.
5. **Review:** After the timer goes off, review your notes or recording, and identify any gaps or areas where you struggled.
6. **Fill the Gaps:** Use your study materials to fill in the gaps and reinforce the areas you struggled with.
7. **Repeat:** Repeat the process for the same topic, setting a new timer and trying to blurt out more information than the previous round.
8. **Move to a New Topic:** Once you feel confident with the first topic, move on to a new topic and repeat the process.

The key to this technique is to force yourself to actively recall and articulate the information you know, rather than passively reading or reviewing notes. It helps identify areas of weakness and reinforces the material through active retrieval and repetition.



# 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!**

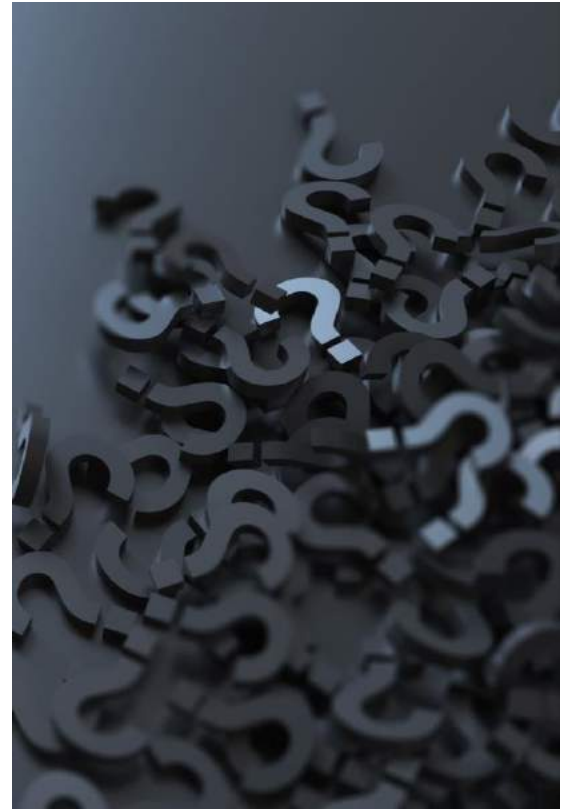


# Teaching someone else

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.

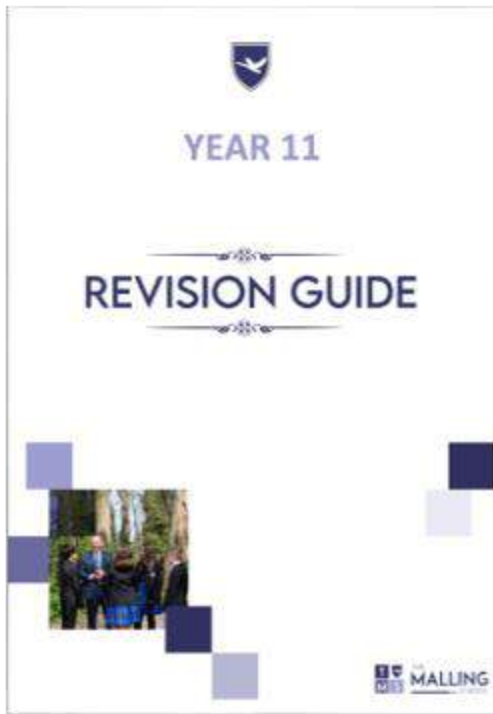
**Remember** – do not expect perfection first time around - it may take several attempts to get it right!



# 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

# How can parents support?



8<sup>th</sup> September 2023

N<sup>o</sup> 2

## YEAR 11 BULLETIN

CARING - DETERMINED - REFLECTIVE

### Welcome back to all Year 11 students

It's been a successful first week back at school. Students demonstrated their determination to do well by working hard from the start of the very first lesson.

### GCSE MINDSET



Before the summer holidays, students reflected on what motivated them and on an over-arching goal. In order to reach that goal, students came up with their missions and medals. The mission being the work and the medal being the reward.

Last week, students revisited their missions and medals which they wrote at the end of last term. We encouraged them to consider their summer holidays and if they had experienced anything which has changed their outlook on their life and consequently what they would like to become. They then took some time to design an activity record for the coming week. An activity record includes any school based activities and any out of school activities that your child might engage with (homework, hobbies, revision, playing on the

### WHY DO WE DO THIS?

We want our students to have a clear vision on what they need to do to be successful, what they want that success to lead to and what they can do in order to get there. They have previously discussed their moral compass where they have turned their goal into a mission / question, for example 'Instead of wanting to study medicine being the goal it becomes 'How can we improve the quality of the healthcare in the NHS?'



### WHAT CAN YOU DO?

Discuss with your child what their plan looks like, how much time they have given for their missions and what their medals are.

Consider if there is a way that you can get involved with the medals and actively encourage your child to receive them. Medals can be anything from giving themselves a pamper session, extra time playing football with friends or maybe asking for a cheeky take away!  
It doesn't matter what it is, what matters is that they feel it is worth earning.

Every student has thought about and noted down a 'lead 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.

## 4 BEST BETS for LEARNING from RESEARCH

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### SPACED LEARNING



### DRAWING your UNDERSTANDING



### ELABORATION / making connections



## 4 Methods of Retrieval Practice

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### Retrieval Practice Examples

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- Challenge cards

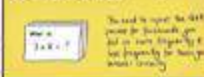
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### FLASHCARDS

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### QUIZZING

Create questions, questions or a topic, answer your questions in the partner of interest.



### KNOWLEDGE ORGANISERS

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Radioactivity	172-177	173-179	Radioactivity

	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	45 mins Geography - coastal landforms 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 Revisi: mock exam questions with mark scheme, create perfect answers.
Thursday	Tassomai - 4 daily goals	At School	English Intervention	Rest
Friday	Tassomai - 4 daily goals	At School	Rest	1 hr BTEC Sport course work write 250 words and make 5 improvements to whole project.
Saturday	Lay in ☺	1 hr English Literature - 'An Inspector Calls' Exam question - 15 minutes planning + 5 minutes writing.	Rest	15 mins English Language P1 - Test myself on all 5 question strategies.
Sunday	Lay in ☺	Rest	30 mins Maths - Ratios - Watch Heggarty video and complete tasks Weakness from mock exam.	Rest



# How can parents support?

Good sleep habits

A nutritious breakfast

Minimising distractions

Studying using Retrieval Practice

Making use of the Protégé Effect (teach someone else)

Combatting procrastination

Managing expectations

Motivation

Making outdoor exercise a habit

Balancing work, rest & play

<https://blog.innerdrive.co.uk/10-ways-parents-can-help-their-child-revise>



# Tips for managing the exam period

## **Students:**

- Develop a Study Plan and Set Realistic Goals
- Take Regular Breaks
- Practice Self-Care
- Build a Support System
- Ask for help when you need it

## **Parents:**

- Encourage Breaks and Self-Care
- Be Supportive and Understanding
- Seek Professional Help if Needed

# TIPS FOR A GOOD MENTAL HEALTH



Eat Healthy



Enough Sleep



Meditation



Exercise



Keep Connect  
To People



Talk With Friends



Be Positive

# 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



**Sixth form – next steps**

# Why Study at The Malling School Sixth Form?

- International success – TMS continuously gets higher than the world average in a majority of subjects
- Internationally recognised qualifications
- Huge range of subjects
- Different pathways
- First school globally to add the IBDP to IBCP
- Sixth form team to support you
- Laptop scheme
- Top university success
- International university success
- Top apprenticeship success
- Academic and non-academic trips
- Meaningful work experience



# Sixth form courses

## **We have 4 pathways available:**

- The International Baccalaureate Career-related Programme (IB CP)
- The International Baccalaureate Diploma Programme (IB DP)
- Level 3 Vocational pathway
- Bespoke Level 2 programme

# Why study the IB?

- An international outlook
- A positive attitude to independent learning
- Learning beyond traditional subjects
- Opportunities for in-depth enquiry
- Critical thinking skills
- Research-based learning skills
- Ability to think critically and challenge assumptions
- University recognition of the level of challenges
- Ability to communicate internationally
- An understanding of how they learn





# Why study the IB?

- Research from HESA shows that IB students are more likely than their peers to succeed in gaining a place at one of the UK's top 20 universities and have impressive outcomes at university.
- Some of the key findings include:

## IB Students are...

Source: HESA



More than twice as likely to enrol at one of the UK's top 20 universities



30% more likely to gain a first class honours degree



Nearly twice as likely to succeed in application to Medicine or Dentistry



Twice as likely to continue with further study after their first degree

# 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.

## Level 3

- Level 3 students take a Level 3 Extended Diploma in a BTEC subject
- Students also student for an EPQ (Extended Project Qualification) which is designed to develop students holistically.
- Students will be required to complete a project based on a research topic of their choice.

# Sixth form successes

- Many of our subjects achieve above **global averages**.
- All 2023 Year 13 students secured a **meaningful destination**, including going university to study subjects ranging from computing and cyber security to ancient history, the arts and physiotherapy.
- Destinations have included the University of Durham, London School of Economics, York and Newcastle University.
- Students also secured **apprenticeships, supported internships** and positions with the Armed Forces & Police.

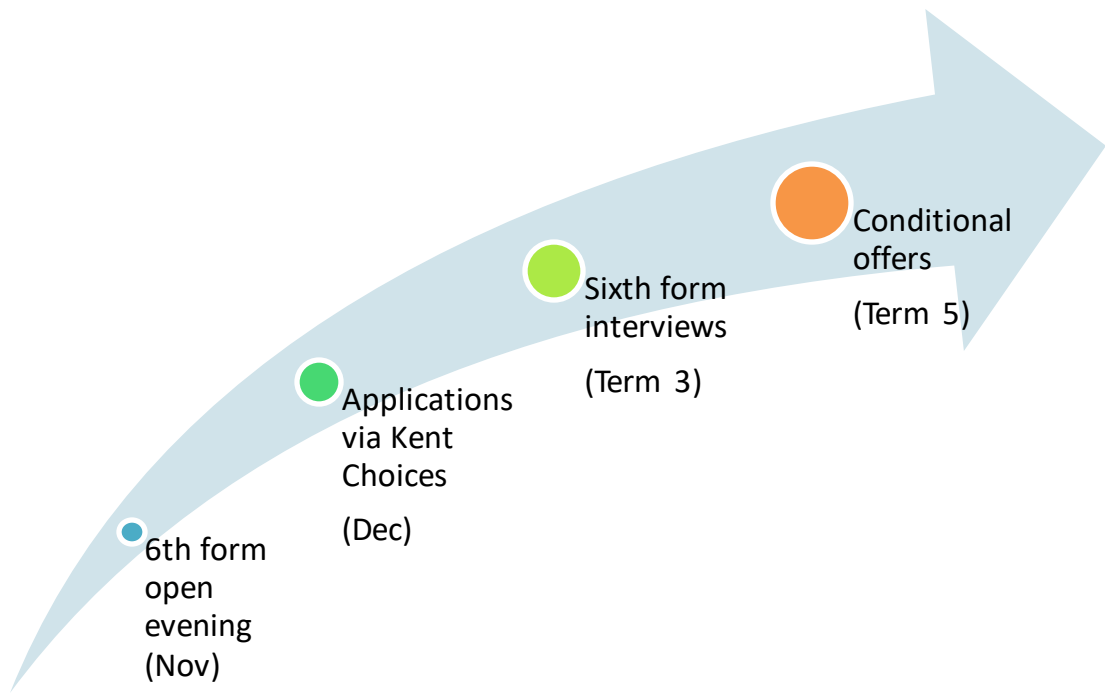




**Sixth form – our students**



# Sixth form – the road ahead



# Careers support & applying for post-16 options



**Future You - The Malling School**

@FutureYouTheMallingSchool · Education

Following

**KENT CHOICES**

Get In Touch

Your account

Log in

Home

Opportunities

User Guides

Events

About our prospectus

## Welcome to KentChoices - Your Online Careers and Education Hub

KentChoices is a free online prospectus and application system for young people to apply to sixth forms, colleges, training providers and apprenticeships.



Support for Young People and Parents



Support for Teachers and Professionals



**APPRENTICE KENT**

For further  
information

The Malling School

HOME ABOUT US INFORMATION NEWS PARENT STUDENT **SIXTH FORM** CONTACT

**SIXTH FORM**

HOME > SIXTH FORM

<b>INFORMATION</b>	<b>KS5 CURRICULUM</b>	<b>POST 18 OPTIONS</b>
WELCOME	PATHWAYS	APPRENTICESHIPS
APPLICATIONS	CAREER-RELATED SUBJECTS	DESTINATIONS
DRESS CODE	IB SUBJECTS	EMPLOYABILITY & TRAINING
FINANCE	LEVEL 2 VOCATIONAL PROGRAMME	UNIVERSITY
IB LEARNER PROFILE		YOUR POST 18 OPTIONS
<b>FAQ</b>	<b>LETTERS</b>	
FOBS	SIXTH FORM LETTERS	
LANYARDS		
STUDY PERIODS		

**IN THIS SECTION**

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

Office@themallingschool.kent.sch.uk

Thank you  
for your time



**THE MALLING SCHOOL WAY**  
*'Caring, Determined and Reflective'*

