



**Queen Elizabeth Grammar School
Penrith**

Year 11 Examination Success Evening

Welcome



Programme

- ▶ 1. Welcome and introduction Mr Buckland
- ▶ 2. Study Skills Dr Mawson
- ▶ 3. Preparing for Exams Mr Dawson
- ▶ 4. Pastoral Issues Mrs Chapman
- ▶ 5. Mindsets & Progress 8 Mr Buckland
- ▶ 6. Refreshments / Departure



ANATOMY OF A TEENAGER'S BRAIN

THE BIRDS AND THE BEES LOBE

REBELLION CENTER

SUPERTURBO REBELLION CENTER

SELF-IMAGE

PRONE TO BRUISING

FITTING-IN GLAND

INTERNET/PHONE ADDICTIONS

CENTER OF UNIVERSE CENTER

EVERY EPISODE OF THE SIMPSONS

PEER PRESSURE RESISTANCE

"COOL" GAUGE

PERSONALITY FLUCTUATOR

INDESTRUCTIBILITY CORTEX

SLANG DECODER

MEMORY FOR MUSIC

LOVE FOR PARENTS

SLAM DOOR REFLEX

CAR KEYS CRAVING

ABILITY TO BE SEEN IN PUBLIC WITH PARENTS

JUDGEMENT GLAND

MEMORY FOR CHORES, HOMEWORK, ETC.

DISDAIN FOR PARENTS

ALL THE ANSWERS

www.offthemark.com
ATLANTIC FEATURE SYND. ©2002 MARK PARISI
1/21
1/21
1/21
1/21

MarkParisi@aol.com

925

**NUMBER OF
DAYS IN
SCHOOL FROM
YEAR 7 TO 11**

84

**NUMBER OF DAYS
LEFT BEFORE
EXAMS BEGIN**

58

**NUMBER OF
SCHOOL DAYS
BEFORE EXAMS
BEGIN**

6

**WEEKS OF
SUMMER
HOLIDAY**

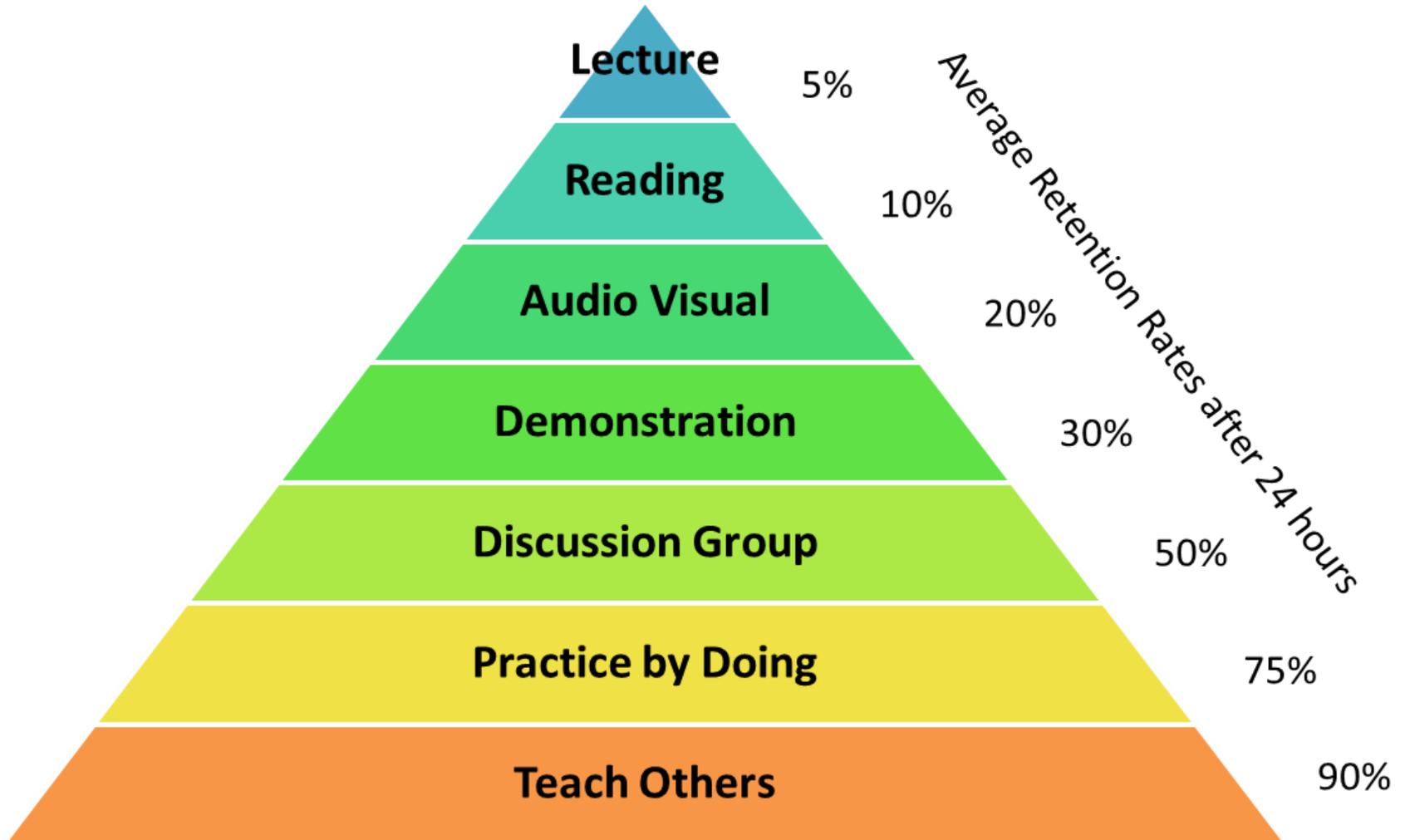
Study Skills in Key Stage 4



A hierarchy of Thinking Skills:

Synthesis	Plan an effective medieval castle, using the site of our main school. Which defensive features can't you use? Which should you use?
Analysis	Explain the purposes of some of the defensive features
Comprehension	How can we tell that this is a medieval castle?
Knowledge	Name 4 features of a medieval castle

The Learning Pyramid



Source: National Training Laboratories, Bethel Maine

How can parents help?

When your child revises, please encourage them to go beyond reeling off facts.

Ask them to answer the questions “how” and “why”.



HOW TO PRESENT AN ARGUMENT

Oral or Written Arguments



How to present an argument:

- Exams demand the ability to present an argument dispassionately.
- Do not rant, or insult the opposing speaker/writer
- Instead look at both sides of the debate in neutral language and only then come to a conclusion of your own.



How can parents help?

Discuss what your child is learning at home.

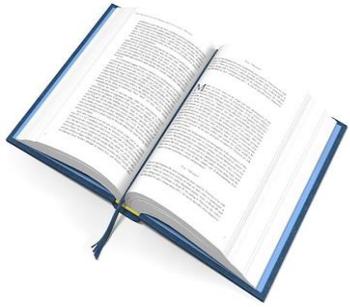
Ask them their views on it, and take the opposing view.

Encourage them to show respect for this opposing view.

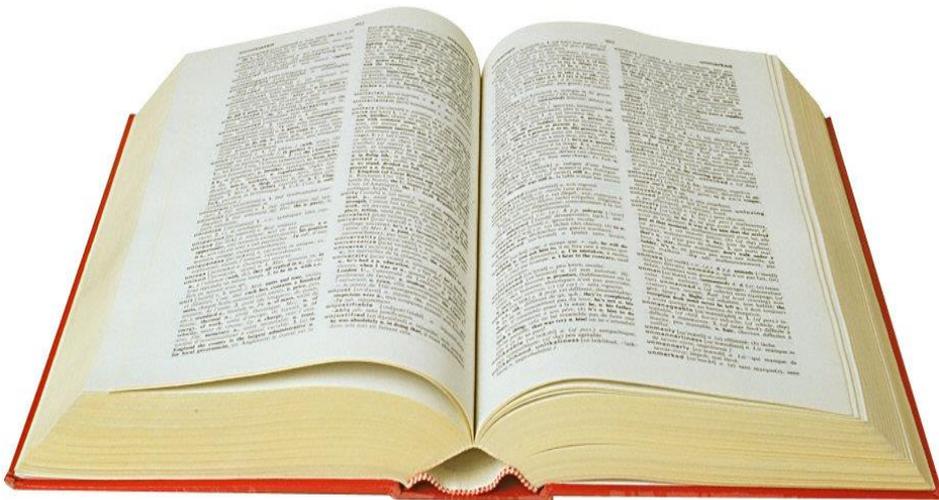


MEMORY TECHNIQUES





NOTE TAKING FROM TEXT



When, in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness.

Note taking:

- Good notes contain key words and concepts
- Use highlighter and colour to emphasise such key words
- Individuals should consider how they could best present their notes
- Active note taking increases a student's active vocabulary
- Leave space for follow-up tasks
- Make connections and inferences



How can parents help?

Look at your child's notes with them

Are the notes comprehensive?

Do they make sense?

Do they allow the child to answer not just the question "what" but also "how" and "why"?

Do they make connections?



How can parents help here?

*Encourage your child to look beyond
Wikipedia*

*Encourage them to approach all sources
critically*

*Encourage them to use several sources
for each piece of research*





Review and Revise

Review and revise

4 distinct steps:

- Learning facts
- Understanding the topic (seeing connections)
- Reviewing the topic (when it has been finished)
- Revising the topic (for a specific progress test or exam)

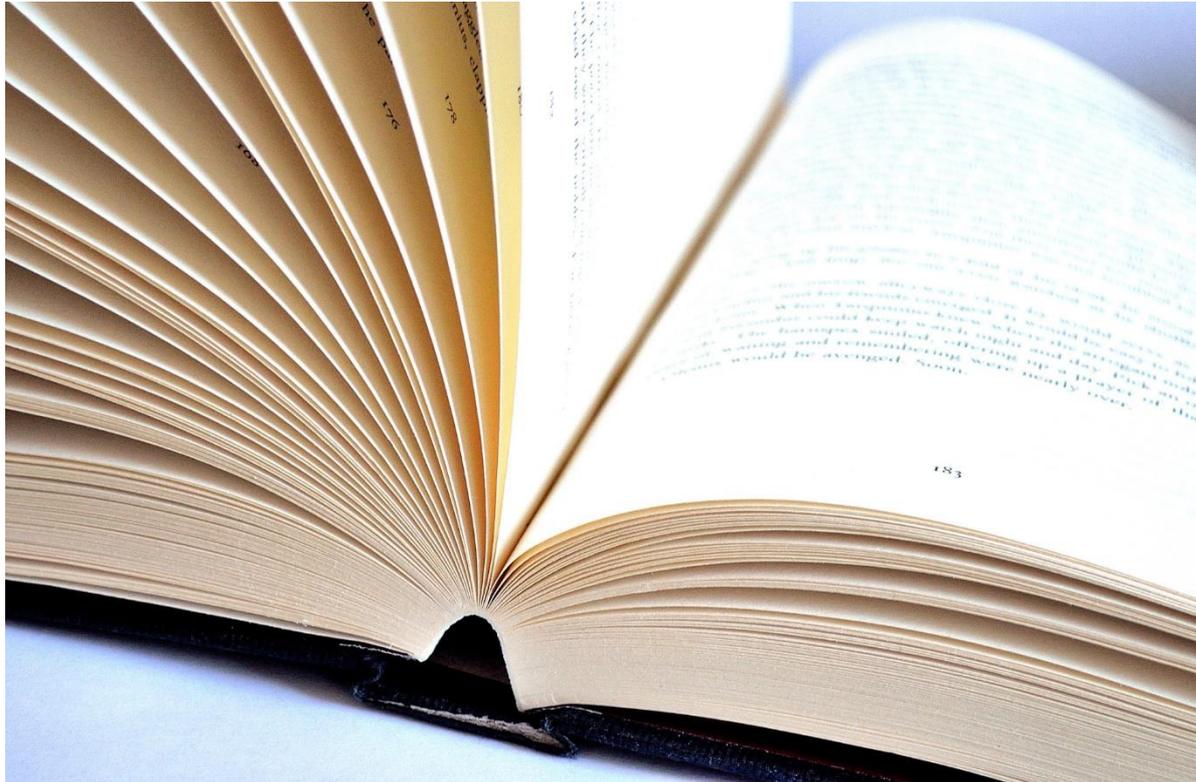


Revision activities

- Mind maps to see connections
- Flash cards to remember key information
- Information sheets up on the walls at home
- Get someone to test you
- Explain key ideas to someone else
- Memory aides e,g, mnemonics
- So short tests
- Use exam papers and markschemes for feedback



Reading the textbook is not good revision....



Revision needs to be active.



Parental Support

In 2003

A study found that parental support was

8 times more important in determining a child's academic success than social class.

(TES October 2003)



Every Lesson Counts



Parents can play many roles in EXAM SUCCESS



School Partner

Engage with school by finding out how you can best help your son or daughter.



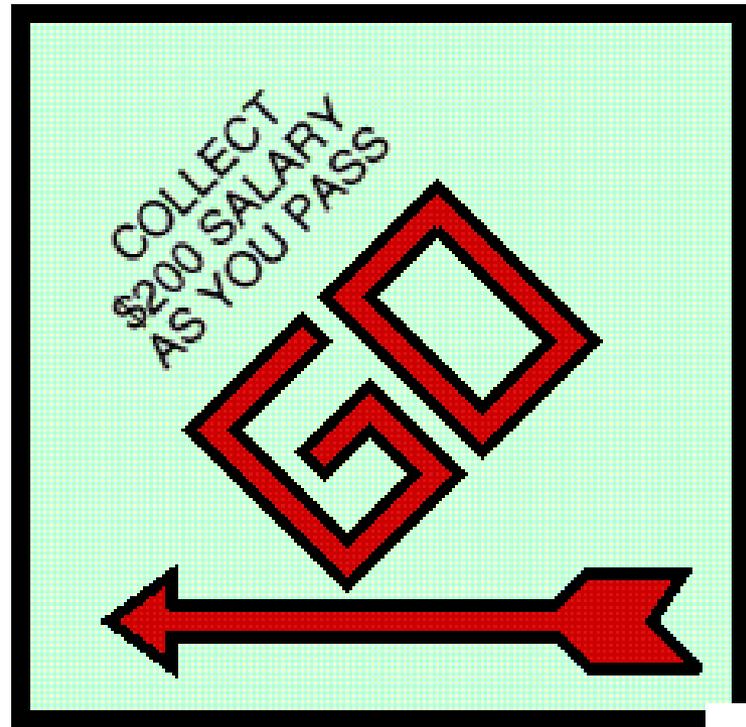
Tool Provider

- **Quiet Space**
- **Work Box**
- **Pens Etc.**



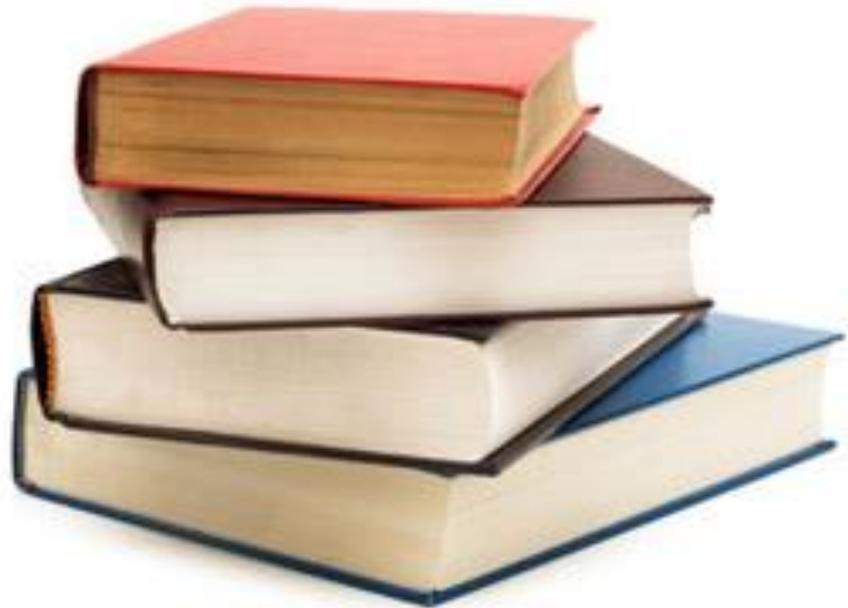
Banker

- **Tools**
- **Files**
- **Revision Guides**



Study Partner

- **Take an interest.**
- **Test them.**
- **Ask Questions.**
- **Be the student.**



Advisor

- **Break down tasks so they are manageable.**
- **Monitor progress and celebrate achievements.**



Project Manager

- **Agree the rules for homework & revision.**
- **Make a realistic timetable.**
- **Find the balance between work and fun.**



Life Timetable

	Before School	1&2	Break	3&4	Break	5&6	Lunch	7&8(9)	4-5pm	5 – 6pm	6-7pm	7-8pm	8-9pm	9-10pm
MON														
TUES														
WED														
THUR														
FRI														
	8am	9am	10am	11am	Noon	1pm	2pm	3pm	4-5pm	5 – 6pm	6-7pm	7-8pm	8-9pm	9-10pm
SAT														
SUN														



Exam Preparation

- **Know your exam TIMETABLE.**
- **Know the duration/start time/venue.**
- Make the most of revision time.



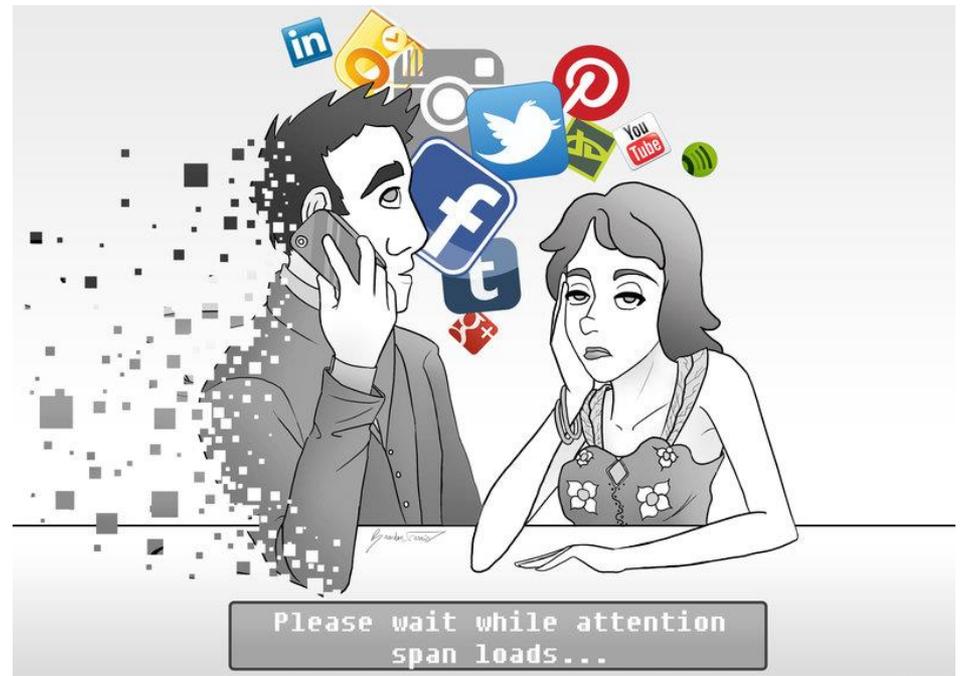
Can you fill the 'unforgiving minute'?

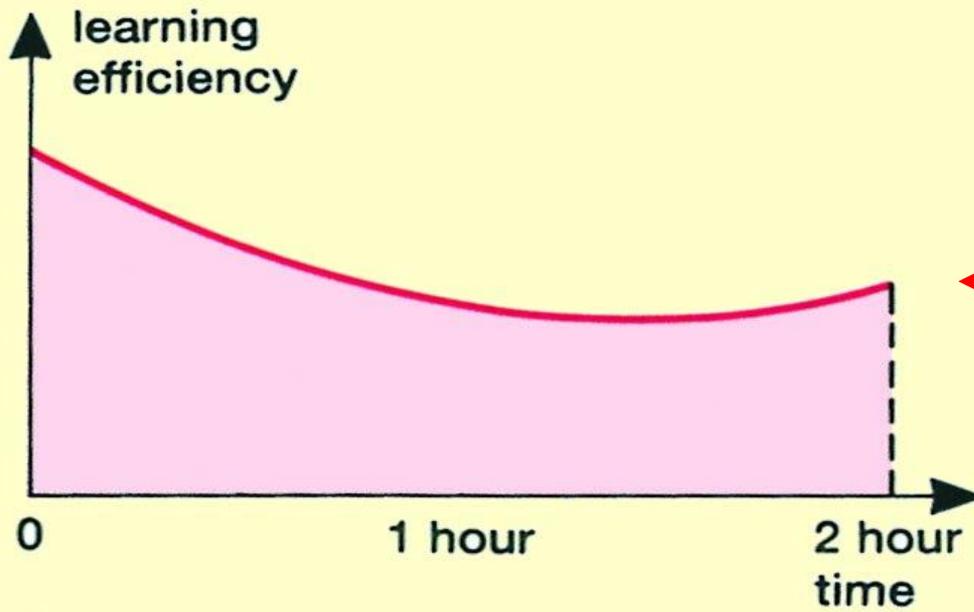
- In the car? **Discussion**
- On the bus or train? **Review Cards!**
- Cut down on 'useless time'. **Stay at school before training.**



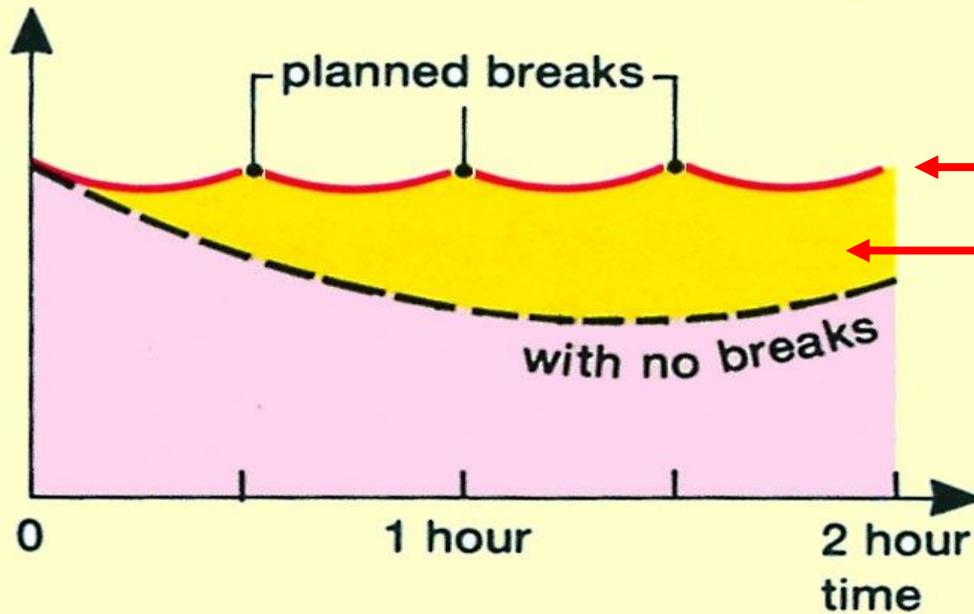
Key Considerations

- Attention Span
- Distractions
- Procrastination
- Focus





One solid session



4 shorter sessions

The yellow area shows the improvement.



Momentum is vital!

Making a start is a big hurdle.

Once you have got going, try and keep revision moving.

Doing something every day will help.

But: Build in 'down time'.



The night before!

Consider the individual.

Some people will need to relax, some will need to feel that they are working.

Prepare your tools!



A decent amount of sleep will be vital.



The day of the exam!

- Breakfast
- Wake Up & Warm Up
- Water

When do you want to arrive at school?



After the exam....

- **Avoid too much detailed chat with others!**
- **Reflect on the parts of the experience that will be repeated, and make any adjustments.**
- **Accept that you have done all you can, and focus on the next exam.**



File name	Date	Size
 How Parents can support EXAM SUCCESS	08-03-2016	1.35 MB
 KS4 Study Skills Overview for Parents	08-03-2016	1.01 MB
 How to present an Argument	24-02-2016	419.24 KB
 Taking Responsibility for Your Own Learning	16-11-2015	256.58 KB
 Time Management Skills	08-10-2015	369.13 KB
 Thinking Skills	08-10-2015	458.31 KB
 Review and Revise	08-10-2015	886.96 KB
 Research Skills	08-10-2015	559.74 KB
 Preparing for Tests	08-10-2015	670.36 KB
 Organising Homework	08-10-2015	421.32 KB
 Organising a Work Place at Home	08-10-2015	337.96 KB
 Note Taking from Text	08-10-2015	948.91 KB
 Memory Techniques	08-10-2015	778.11 KB
 Making use of Feedback	08-10-2015	651.8 KB
 How to Present an Argument	08-10-2015	312.01 KB
 Good Use of Your Planner	08-10-2015	378.49 KB

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Tweets by @QEGSPenrith



QEGS Penrith
@QEGSPenrith









14h



QEGS Penrith
@QEGSPenrith




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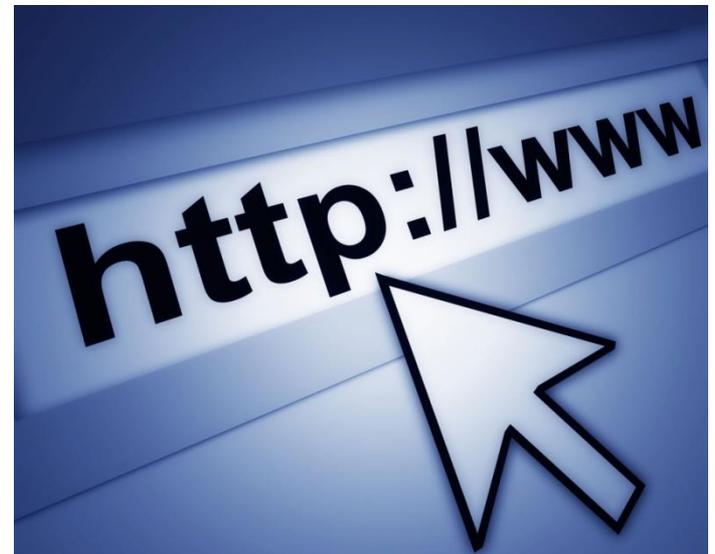
[View on Twitter](#)

Latest News

[Jacob Speaks in House of Commons](#)

Additional Information

- Handouts
- School Website
- BBC
- The Student Room
- S Cool
- SAM Learning
- Kerboodle
- MyMaths
- MyPE



Managing Stress



Basic tips / advice

1. Watch out for exam stress

- Stressed children may be irritable, not sleep well, lose interest in food, worry a lot and appear depressed or negative. Headaches and stomach pains can also be stress-related.

2. Ensure your child eats well at exam time

- A balance diet is vital for your child's health and can help them feel well during exam periods.

3. Sleep helps exam performance

- Good sleep will improve your child's thinking and concentration. Most teenagers need between 8 and 10 hours of sleep a night.
- Allow half an hour or so for your son or daughter to wind down between studying, watching TV or using a computer/device and going to bed, to help them get a good night's sleep.



4. Be flexible at exam time

- Family Lives advises parents to be flexible around exam time. An untidy room isn't the end of the world and exams don't last forever!

5. Don't add to exam pressure

- Support group ChildLine says that many of the children who contact them feel that the greatest pressure at exam time comes from their family.
- Trust your child. If they say they want to do well, they usually mean it. Help but try not to control or lead too much.
- Before they go in for a test or exam, be reassuring and positive. Make sure they know that failing isn't the end of the world.
- After each exam, encourage your child to talk it through with you. Then move on and focus on the next test, rather than dwelling on things that can't be changed.

6. Have treats after exams

- When the exams are over, help celebrate with a treat.
- Don't use rewards as bribes. Instead, encourage them to work for their own satisfaction, offering small, frequent treats.



No wonder you feel anxious

How's it going at school?

Is it **ok** to say that? That makes me **feel** better!

Would you like me to do **something** about it?

Can I tell you about something?

Don't tell my brother I said **th**

That's really **hard ...**

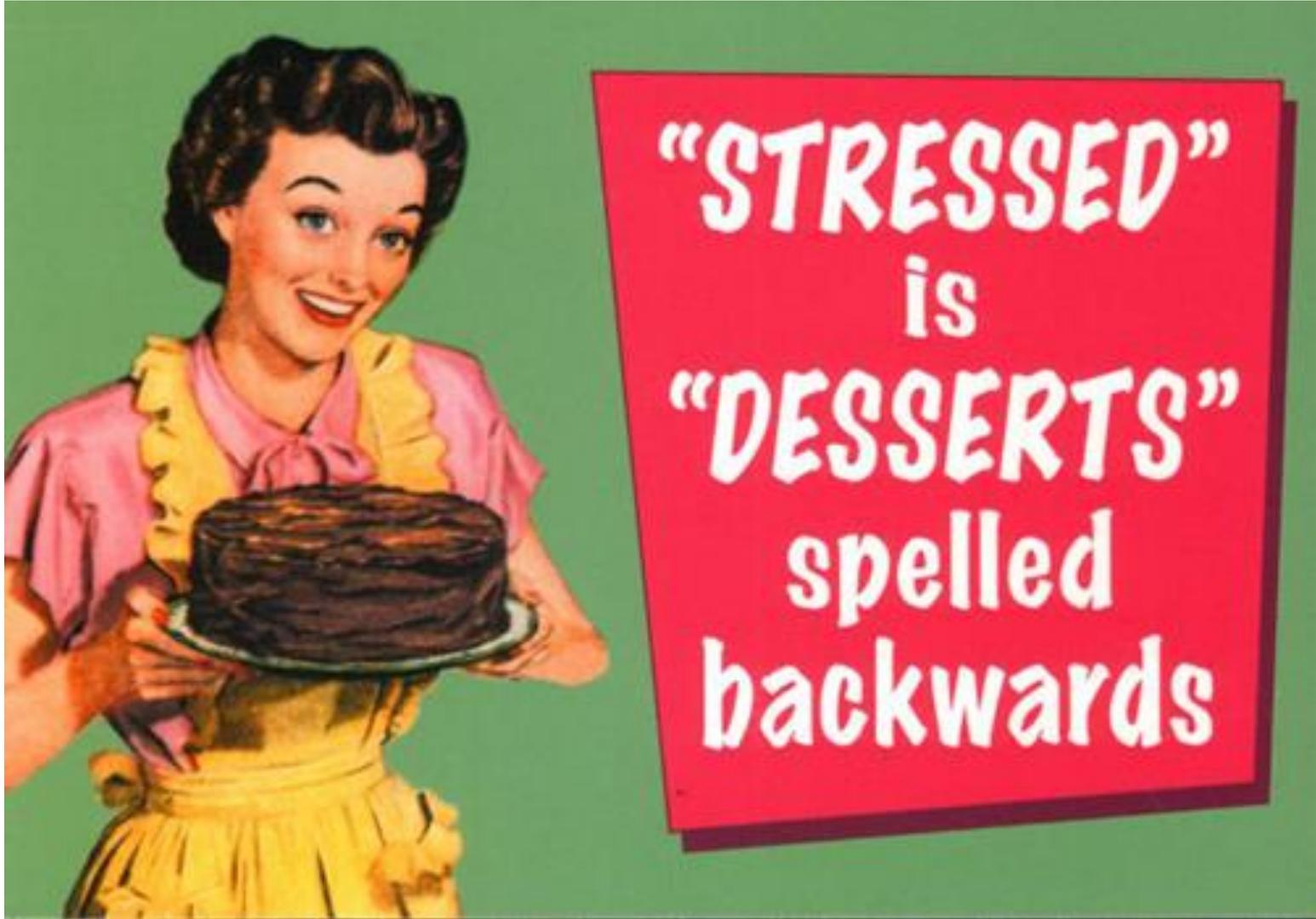
I don't really want to **hang**
around her any more ...

ink you did the right thing

You two get on really **well**
together **don't you?**

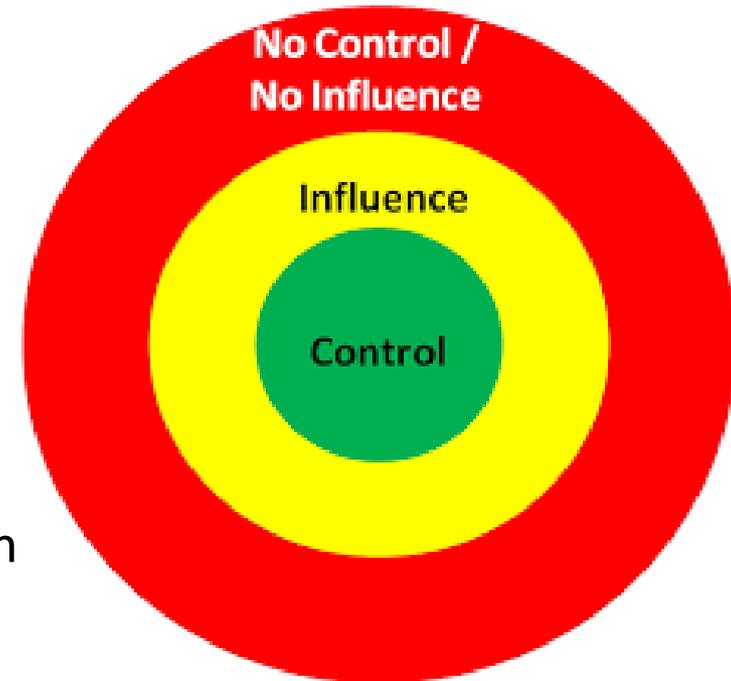
It was sooo funny the other day, mum ...





Circle of control

- You could encourage your child to analyse what's worrying them and break it down into these three elements, to try to formulate a plan.
- For example, they have no control over when the exams are or what the content of them is, but they can make sure they plan their revision and take enough time to relax and have fun.



Five ways to wellbeing

Connect

Encourage your son or daughter to spend time with friends and family and try to make time to talk to them and really listen to their answers.

Be active

Regular physical activity is associated with lower rates of depression and anxiety.

But it doesn't need to be particularly intense to feel good - slower-paced activities, such as walking, can have the benefit of encouraging social interactions as well providing some level of exercise.

Take notice

Reminding your child to 'take notice' can strengthen and broaden awareness.

Studies have shown that being aware of what is taking place in the present directly enhances your well-being and savouring 'the moment' can help to reaffirm your life priorities and enhance self-understanding..

Learn

Not everything needs to be about school work. Encourage them to keep up with hobbies or to enjoy learning something for the sake of it.

Give

Individuals who report a greater interest in helping others are more likely to rate themselves as happy.

Although you need to cut them some slack, don't completely let them off helping out at home, encourage them to think of others.



my plan



Pastoral Support at QEGS

Form tutor

- Please talk to or email your child's form tutor in the first instance if you are concerned about your child or feel they need some support.

Head of Year

- Mr Jones may then give you a call or arrange a meeting, if required.

SEND

- Mrs Bellas our SEND co-ordinator supports students with specific learning needs. She also works with some students to help them manage more severe anxiety.

Attendance and Support Officer

- Mrs Lowes supports students with low attendance and also co-ordinates provision for students who require support from external agencies.

Head of Student Welfare

- I work with students who require more intensive support and also liaise closely with the whole pastoral team to ensure we're able to respond to the changing needs of students.



Further help and advice

www.childline.org.uk

Secure | <https://www.childline.org.uk/info-advice/school-college-and-work/school-college/exam-stress/>

childline

Call 0800 1111  About us 

ONLINE, ON THE PHONE, ANYTIME

Your locker  ⁰

Sign in | Sign up

Info and advice 

Get support 

Toolbox 

Get involved 

You are here / [Home](#) / [Info and advice](#) / [School, college and work](#) / [School and college](#) / [Exam stress](#)

Search Childline_ 

EXAM STRESS AND PRESSURE

If you're feeling stressed about taking exams, you aren't alone. Get advice from us and other young people.

On this page

- [Exam results and expectations](#)
- [Problems at home?](#)
- [What you can do](#)

HIDE PAGE



Further help and advice

www.youngminds.org.uk

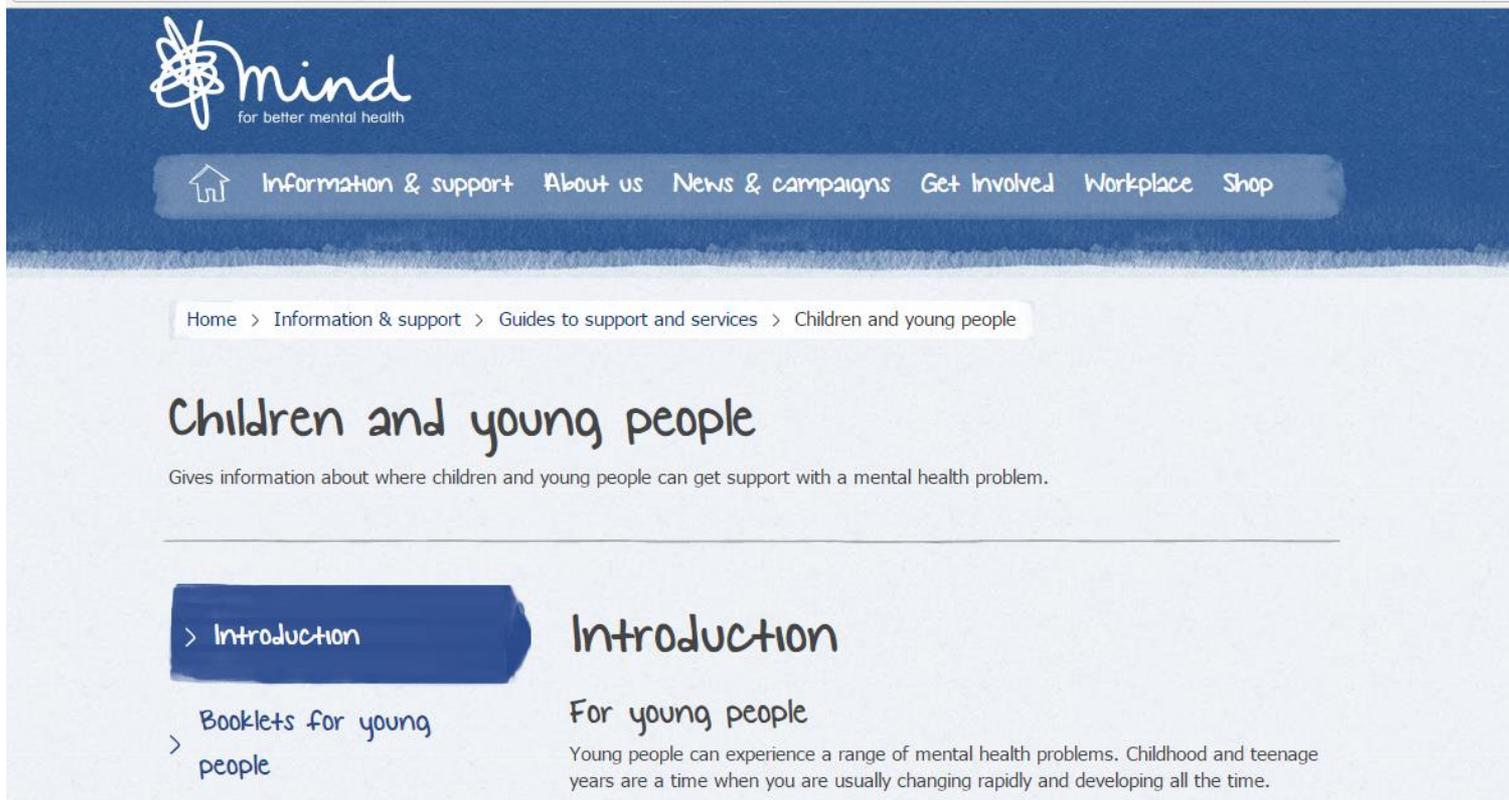
The screenshot shows the homepage of the YoungMinds website, specifically the 'FOR PARENTS' section. The browser address bar displays 'www.youngminds.org.uk/for_parents'. The website header features the 'YOUNGMINDS' logo in white and yellow, with the tagline 'The voice for young people's mental health and wellbeing'. To the right of the logo is an 'eNewsletter signup' field, a search bar with the placeholder 'Enter search term...', and social media icons for 'BLOG', Facebook, Twitter, and YouTube. Below the logo is a navigation menu with the following items: 'HOME', 'ABOUT US', 'FOR CHILDREN & YOUNG PEOPLE', 'FOR PARENTS' (highlighted in purple), 'FOR PROFESSIONALS', 'SUPPORT OUR WORK', 'NEWS', and 'CONTACT US'. A yellow 'DONATE' button is positioned to the right of the navigation menu. The main content area features a large purple heading 'FOR PARENTS' over a background image of a smiling woman and a young boy. Below this heading is a white box containing the following text: 'FOR PARENTS', 'YOUNGMINDS PARENTS HELPLINE', 'WORRIED ABOUT YOUR CHILD?', 'CHILDREN AND YOUNG PEOPLE SERVICES', 'Worried about a child or young person's behaviour or mental health? You're not alone. Call the YoungMinds Parents' Helpline free on 0808 802 5544 (Monday to Friday, 9.30am to 4pm)', and 'Please note that calls may be monitored or recorded for training and quality purposes.' At the bottom of the white box are two purple buttons: 'YOUNGMINDS PARENTS HELPLINE' and 'WORRIED ABOUT YOUR CHILD?'.



Further help and advice

www.mind.org.uk / www.cemind.org.uk

www.mind.org.uk/information-support/guides-to-support-and-services/children-and-young-people/



The screenshot shows the Mind website's page for children and young people. At the top, there is a dark blue header with the Mind logo (a stylized brain) and the text "mind for better mental health". Below the logo is a navigation bar with a home icon and links for "Information & support", "About us", "News & campaigns", "Get Involved", "Workplace", and "Shop". A breadcrumb trail below the navigation bar reads "Home > Information & support > Guides to support and services > Children and young people". The main heading is "Children and young people" in a large, dark font. Below the heading is a sub-heading: "Gives information about where children and young people can get support with a mental health problem." A horizontal line separates this from the content below. On the left, there is a dark blue button with a white right-pointing chevron and the text "Introduction". Below this button is a link "Booklets for young people" with a smaller chevron. On the right, the heading "Introduction" is displayed in a large, dark font, followed by the sub-heading "For young people" and a paragraph of text: "Young people can experience a range of mental health problems. Childhood and teenage years are a time when you are usually changing rapidly and developing all the time."

mind
for better mental health

Information & support About us News & campaigns Get Involved Workplace Shop

Home > Information & support > Guides to support and services > Children and young people

Children and young people

Gives information about where children and young people can get support with a mental health problem.

> Introduction

> Booklets for young people

Introduction

For young people

Young people can experience a range of mental health problems. Childhood and teenage years are a time when you are usually changing rapidly and developing all the time.



Further help and advice

www.familylives.org.uk

The screenshot shows the Family Lives website interface. At the top, there are browser tabs for 'resources | TES', 'Carlisle Eden Mind (Penn)', and 'Teenagers - Family Lives'. The address bar shows 'www.familylives.org.uk/advice/teenagers/'. The main header features the 'family lives' logo with the tagline 'Listening, supportive and non-judgemental'. Navigation links include 'Home | Press | Work for us' and social media icons for Facebook, Google+, Twitter, and YouTube. A helpline number '0808 800 2222' is displayed next to a mobile phone icon. A search bar contains the text 'Search Family Lives'. A purple navigation bar includes links for 'Advice', 'How we can help', 'About us', and 'Support us', along with buttons for 'Visit our forums' and 'DONATE NOW'. The main content area is titled 'Got a teenager?' and contains a paragraph about parenting teenagers. Below this are two columns of links: 'Drugs/Alcohol' (Talking about drugs, Underage drinking, Illegal drugs - A-Z of guide) and 'Communicating with teens' (Why it's important, Encouraging communication, Rules of good communication). On the right, a 'Get Advice' sidebar lists categories: Pregnancy and baby, Toddlers/preschool, Primary, Secondary, Teenagers (highlighted), Bullying, and Your family.

resources | TES x Carlisle Eden Mind (Penn) x Teenagers - Family Lives x

www.familylives.org.uk/advice/teenagers/

Home | Press | Work for us

family lives
Listening, supportive and non-judgemental

Get advice and support whenever you need it

Helpline 0808 800 2222

Search Family Lives

Advice How we can help About us Support us

Visit our forums
Chat to other families

DONATE NOW

Home > Advice > Teenagers

Got a teenager?

Parenting teenagers can be likened to a rollercoaster, with many ups and downs along the way. Some parents see changes in their teenager almost overnight whereas others may see a gradual change. Teenagers can also experience highs and lows through changes in their lives, both emotionally and physically. You may feel more anxious as your teen becomes more independent and it can become harder to give them advice. Parenting teenagers can be an enjoyable experience with a little bit of preparation and we offer a wealth of information on the different issues you might face.

Drugs/Alcohol

- Talking about drugs
- Underage drinking
- Illegal drugs - A-Z of guide

Communicating with teens

- Why it's important
- Encouraging communication
- Rules of good communication

Get Advice

- Pregnancy and baby
- Toddlers/preschool
- Primary
- Secondary
- Teenagers
- Bullying
- Your family



Further help and advice

www.nhs.uk/livewell

www.nhs.uk/Livewell/family-health/mates/coping-with-your-teenage-behaviour

NHS choices Your health, your choices

Enter a search term



Health A-Z

Live Well

Care and support

Health news

Services near you

Coping with your teenager

Share: Save: Subscribe: Print:

Many parents feel stressed by their teenager's behaviour, and worry about whether it is normal. We look at changes children go through in their teenage years, and how to deal with the effects of bad teenage behaviour.

Normal teenage behaviour

They say being a parent is the toughest job in the world. For some, it can certainly feel that way during the teenage years.

Teenagers' behaviour can be baffling, stressful, hurtful and often worrying. But in most cases it doesn't mean that there is anything more serious going on than the natural process of becoming an adult.

Many of the common behaviour issues that parents find hard are an essential part of [puberty](#) and growing up.

Surges of hormones, combined with body changes, struggling to find

Useful links

NHS Choices links

[Talking to your teenager](#)

[Talking to your teen about drugs](#)

[Worried about your teenager?](#)

[Teen aggression and arguments](#)

External links

[Family Lives: teenage behaviour advice](#)

[Relate: parenting teenagers](#)



Barry Hymer

Carol Dweck



"If you manage people or are a parent (which is a form of managing people), drop everything and read *Mindset*."
—GUY KAWASAKI, author of *The Art of the Start*

mindset

THE NEW PSYCHOLOGY OF SUCCESS

HOW WE CAN
LEARN TO FULFILL
OUR POTENTIAL

- *parenting
- *business
- *school
- *relationships

"Will prove to be one of the most influential books ever about motivation."
—Po BRONSON, author of *NurtureShock*

CAROL S. DWECK, Ph.D.



"mindset" {noun}

a set of beliefs or a way of thinking that determines one's behavior, outlook and mental attitude.

A Mindset for Learning...

...is the belief we hold about our intellect and ability.

Two mindsets (or beliefs) about our abilities that affect how we respond to challenges...

"mindset" {noun}

a set of beliefs or a way of thinking that determines one's behavior, outlook and mental attitude.

Fixed Mindset...

Intelligence is a fixed trait.

What you have you have and that is
all you get and you can't get any more
of it...

"mindset" {noun}

a set of beliefs or a way of thinking that determines one's behavior, outlook and mental attitude.

Growth Mindset...

Your basic qualities are things you can cultivate through your efforts – everyone can grow through application and experience.

Intelligence is a malleable quality; a potential that can be developed.

Carol Dweck

"mindset" {noun}

a set of beliefs or a way of thinking that determines one's behavior, outlook and mental attitude.

Brain Plasticity



"mindset" {noun}

a set of beliefs or a way of thinking that determines one's behavior, outlook and mental attitude.

Network of Cells (Neurons)



"mindset" {noun}

a set of beliefs or a way of thinking that determines one's behavior, outlook and mental attitude.

Some Exceptions



Homer's Rule



"mindset" {noun}

a set of beliefs or a way of thinking that determines one's behavior, outlook and mental attitude.

Mindset Rule 1

Fixed Mindset :

LOOK CLEVER AT ALL COSTS

Growth Mindset:

LEARN AT ALL COSTS

"mindset" {noun}

a set of beliefs or a way of thinking that determines one's behavior, outlook and mental attitude.

Mindset Rule 2

Fixed Mindset :

IT SHOULD COME NATURALLY

GROWTH MINDSET :

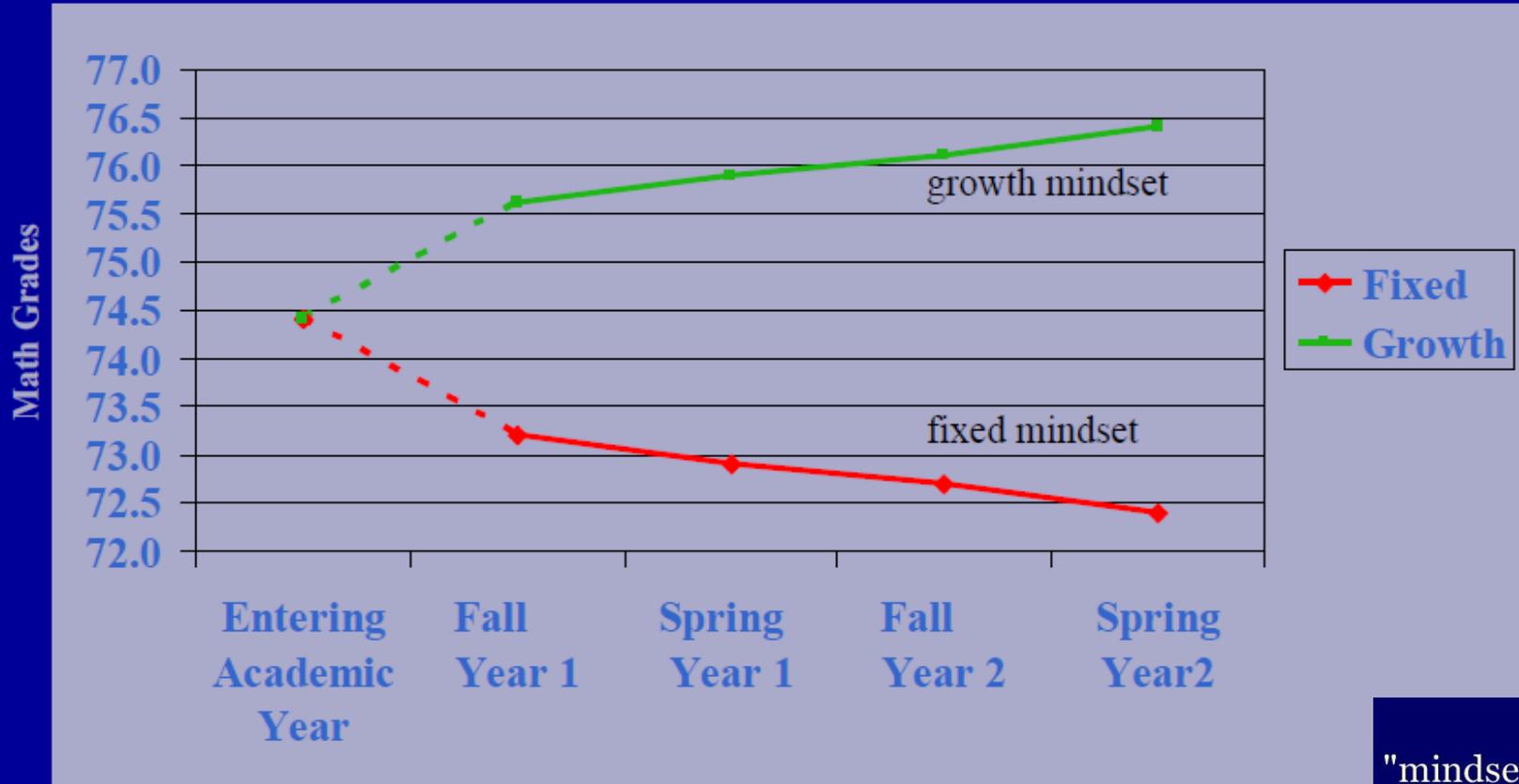
WORK HARD, EFFORT IS THE KEY

"mindset" {noun}

a set of beliefs or a way of thinking that determines one's behavior, outlook and mental attitude.

Math Achievement in Grades 7 & 8

Blackwell, Dweck, & Trzesniewski (2007)

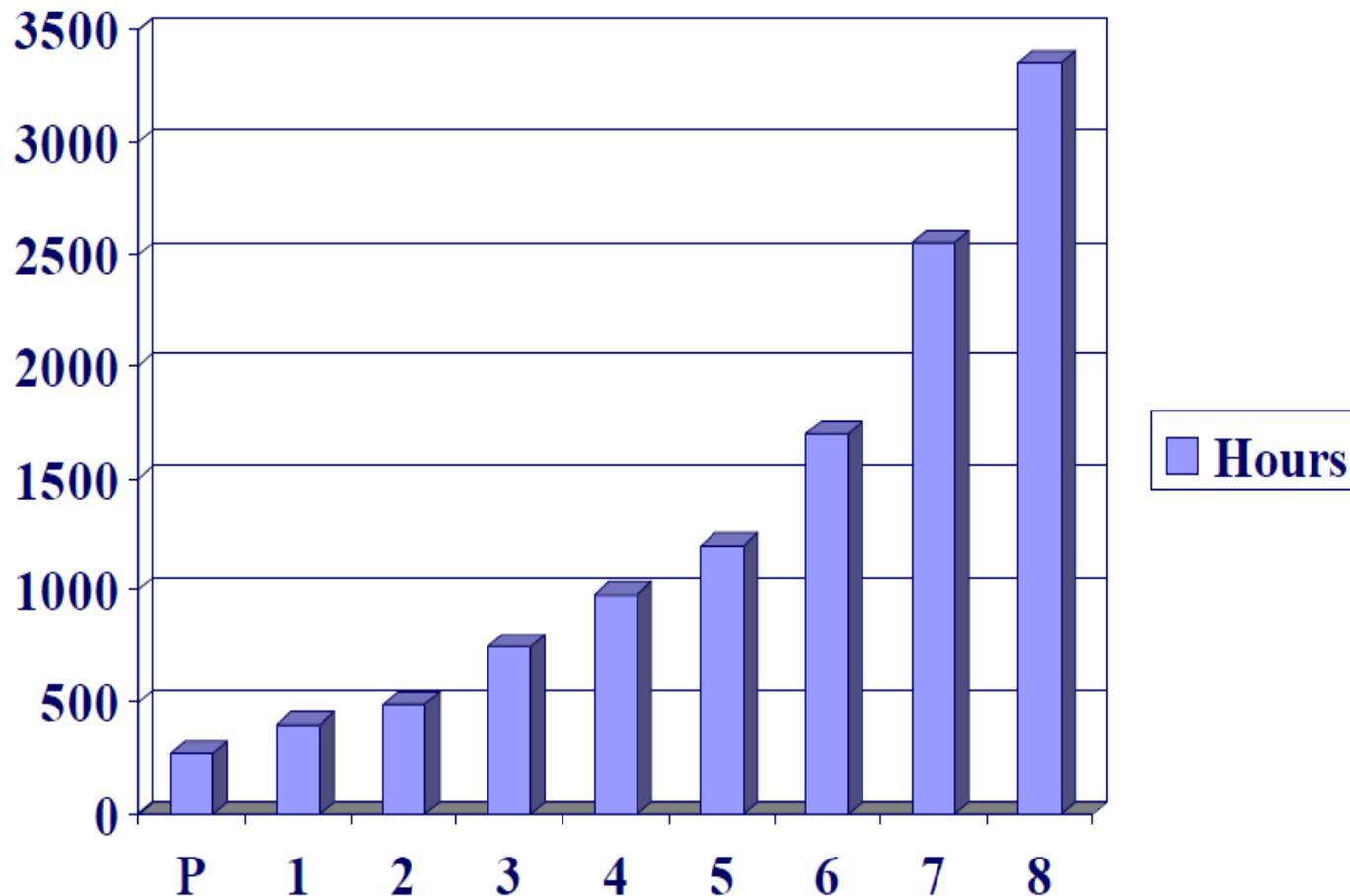


"mindset" {noun}

a set of beliefs or a way of thinking that determines one's behavior, outlook and mental attitude.

Do Geniuses Work-- Or Does it Just Come Naturally?





Mean hours of practice: grade achievement
(257 instrumentalists in five ability groups,
Sloboda, 2005)



Mindset Rule 3

IN THE FACE OF SETBACKS.....

Fixed Mindset: It's all about me

Hide mistakes & deficiencies

Growth Mindset : It's all about learning

Confront mistakes & deficiencies

"mindset" {noun}

a set of beliefs or a way of thinking that determines one's behavior, outlook and mental attitude.

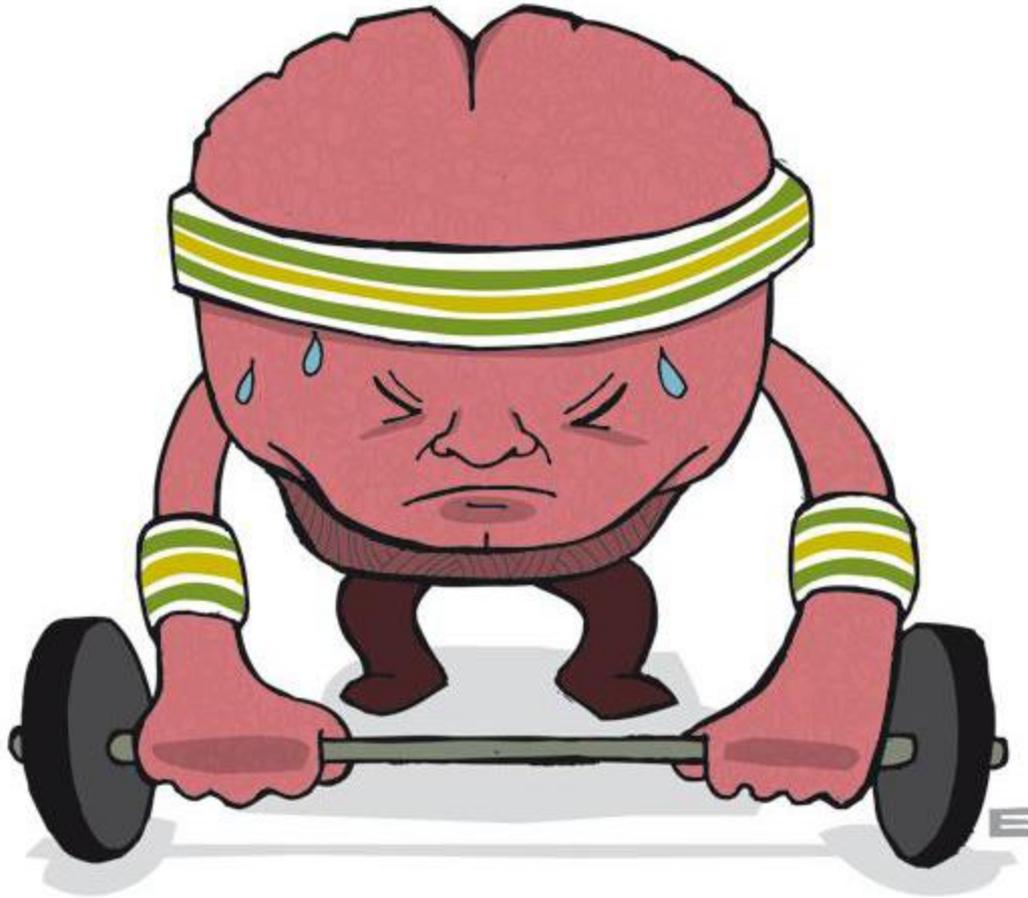
Mindset:	Fixed	Growth
Your belief:	Intelligence is a fixed trait	Intelligence is cultivated through learning
Your priority:	Look smart, not thick	Become smarter, through learning
You feel smart:	Achieving easy, low effort successes and outperforming others	Engaging fully with new tasks, exerting effort, stretching and applying skills
You avoid:	Effort, difficulty, setbacks, higher-performing peers	Easy, previously mastered tasks

The Power of 'Yet'

The word "YET" is written in a large, bold, maroon serif font. The letters are thick and have a classic, slightly stylized appearance. The 'Y' is particularly prominent, with a wide base and a curved top. The 'E' and 'T' are also very bold, with the 'E' having a distinct horizontal bar and the 'T' being a simple, vertical stroke with a horizontal top bar.

"mindset" {noun}

a set of beliefs or a way of thinking that determines one's behavior, outlook and mental attitude.



"mindset" {noun}

a set of beliefs or a way of thinking that determines one's behavior, outlook and mental attitude.

Grading the New GCSEs in 2017

NEW GCSE GRADING STRUCTURE										
9	8	7	6	5	4	3	2	1	U	
A*		A	B	C	D	E	F	G	U	
CURRENT GCSE GRADING STRUCTURE										

New GCSE Qualifications

First teaching of 9-1 course	2015	2016	2017
First examination of 9-1 course	2017	2018	2019
Current year group	Year 11	Year 10	Year 9
Subjects	English Literature; English Language; maths	Art and design; biology; chemistry; drama; food preparation and nutrition; French; geography; German; history; music; physical education; physics; and religious studies.	Design and Technology.

What is Progress 8?

- ▶ The Progress 8 measure will be the **only** measure used for floor standards.
- ▶ A school will fall below the new floor standard if their Progress 8 score is below **-0.5**
- ▶ This score would indicate that the average achievement of a school's pupils is **half of a grade worse per subject** than the national average of other pupils with the same prior attainment.
- ▶ If schools fall below this floor standard, this may trigger an Ofsted inspection

How is Progress 8 used?

- ▶ **Progress 8** is a new secondary accountability measure aimed at measuring the progress of pupils across a selected set of 8 subjects.
- ▶ It is a type of **value added measure**, meaning that pupils' results are compared to the actual achievements of other pupils with the same points score at the end of Key Stage 2, Year 6.
- ▶ It has been introduced alongside another new accountability measure; **Attainment 8** – the two are linked.
- ▶ <https://www.youtube.com/user/educationgovuk>