



# Year 11 Study Evening

Monday 29<sup>th</sup> January 2024

Mr Wordsworth – Deputy Headteacher and Year 11 Lead



# Welcome

- Priorities for Year 11
  - PPEs (pre-public exams)
  - Wellbeing – support and success
  - Awards, rewards, positive recognition and celebration events
  - Post-16 progression pathways
  - Belonging and participating
  - Revision classes and intervention



Tutor time – revision and planning focus, including interventions

Extended tutor time Friday 19<sup>th</sup> January – metacognition & revision skills – PPE booklet

Richard Huish College & BTC interviews – post-16 planning and focus

GCSE Poetry Live Oxford – 24<sup>th</sup> January

National Citizenship Service (NCS) – 25<sup>th</sup> January

Day of revision planning, techniques, exam command words – 25<sup>th</sup> January

Year 11 Study Evening – Monday 29<sup>th</sup> January in school – students and families



Yr 11 pre-public exams (PPEs) – Feb/March 2024 – your last set of practice exams before the real exams – all subjects

Mid/end of March – Leavers' hoodies distributed

Thursday 29<sup>th</sup> March – PPE results day, Easter Eggs assembly, Yr 11 Progress Evening

Final external exams begin Thursday 9<sup>th</sup> May (some subjects will have controlled assessments / non-examined assessments before this date, such as the arts)

Leavers assembly – Tuesday 18<sup>th</sup> June 11:30am

Prom – Wednesday 26<sup>th</sup> June evening at Oake Manor Golf Club

Results Day – Thursday 22<sup>nd</sup> August



# Do you know how to revise?

- The purpose of revision is to build knowledge. Revisiting content again and again means it will stay in your brain!
- It isn't going to just happen... being in lessons is a good start, but you are going to need to do much more than this
- Being 'present' or being 'busy' doesn't mean you are learning
- You need to be tactical and focussed with revision...



# How to revise

Part  
1

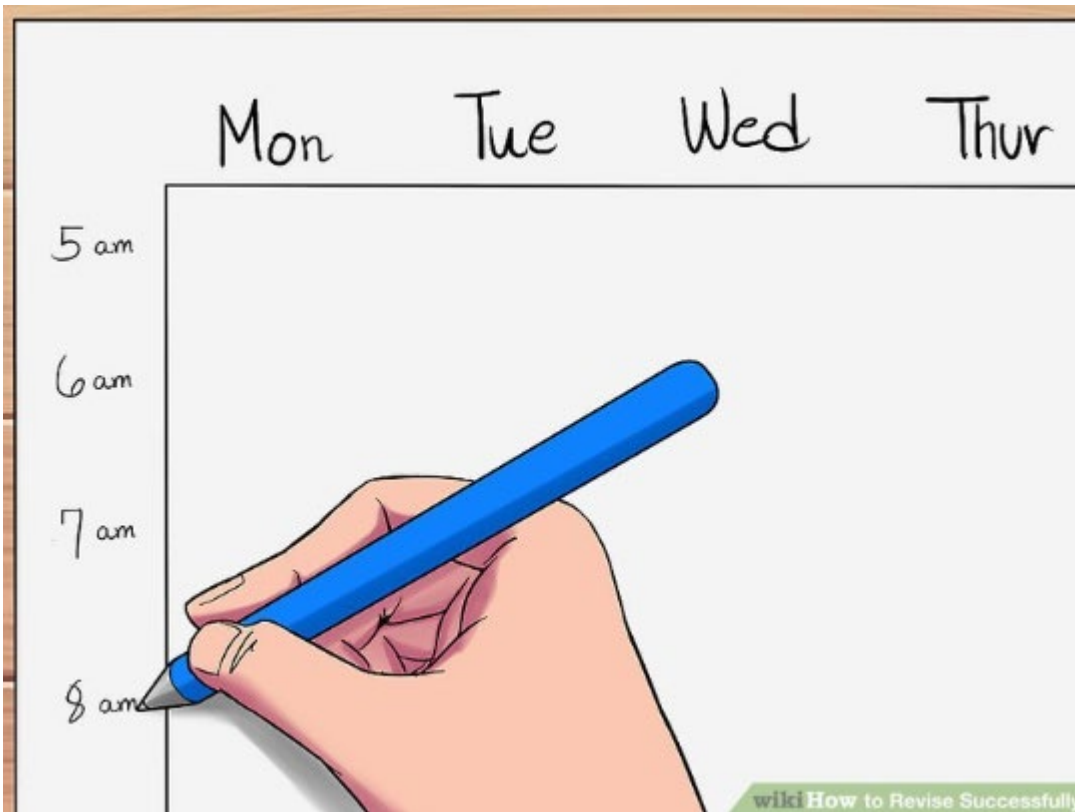
## Organizing Your Revision



- Quiet, well lit space
- No phone or social media
- Avoid distractions but do what helps you – music for example
- Revise in different places if it helps you – library, different rooms, coffee shop – if you're not at home, no TV or console



# How to revise



- A timetable, or plan of some sort, will help keep you focussed and will also reduce anxiety – you are in control and you can see your goals being met
- Even a list of topics that you can tick off will help



# How to revise

Part  
2

## Revising Actively



- Revise actively – doesn't mean walk around reading...
- To revise successfully, you have to do something with your information/knowledge – this might include:
  - Mindmap/poster/cards
  - Exam Qs / practice applying
  - Quizzing
  - Read and summarise
- Don't just read or highlight – do more with the information





# How to revise



- Find support this year – from family, friends, teachers and school staff
- You are not alone in this and we've been through it all before – so we know what you need and how to help
- Manage your year with the right balance of relaxation, enjoyment and hard work



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## EXAM STRESS AND PRESSURE

If you're feeling stressed about your exams, you aren't alone. Get advice and tips to help you cope.

**On this Page**

- [Worrying about exams](#)
- [Dealing with exam stress](#)
- [Coping with pressure](#)
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## Help your child beat exam stress

Tests and exams can be a challenging part of school life for children and young people and their parents or carers. But there are ways to ease the stress.

### Watch for signs of stress

Children and young people who are stressed may:

- worry a lot

- feel tense



# How to support your child

- Watch for stress
- Make sure your child eats well
- Help your child get enough sleep
- Be flexible during exams
- Help them study
- Talk about exam nerves
- Encourage exercise during exams
- Do not add to the pressure
- Make time for treats
- Manage their devices with them



*How long have we got left?*

9 school days until February half term

29 school days until the Easter break

Then, 18 days

9<sup>th</sup> May – first formal GCSE external exam

You have **56** school days until the exams begin.



## *This evening...*

A focus on the core subjects that all students will complete:

English (Literature and Language)

Maths

Science (either Combined (two GCSEs) or Separate (three GCSEs))

*as well as a session on...*

Metacognition and revision skills

Revision guides and other materials available to purchase online.

Tutor Groups	6.00pm – 6.10pm	6.15pm – 6.30pm	6.30pm – 6.45pm	6.45pm – 7pm	7pm – 7.15pm
11M1 11M2	Welcome and plan for the evening Mr Wordsworth Main Hall	English Old Hall Mrs Whysall	Maths Room 09 Mrs Sully	Revision Skills and Metacognition New Hall Mr Simpson	Science Room T4 Mr Collings
11G 11O		Science Room T4 Mr Collings	English Old Hall Mrs Whysall	Maths Room 09 Mrs Sully	Revision Skills and Metacognition New Hall Mr Simpson
11B1 11B2		Revision Skills and Metacognition New Hall Mr Simpson	Science Room T4 Mr Collings	English Old Hall Mrs Whysall	Maths Room 09 Mrs Sully
11R 11Y		Maths Room 09 Mrs Sully	Revision Skills and Metacognition New Hall Mr Simpson	Science Room T4 Mr Collings	English Old Hall Mrs Whysall



*Thank you very much for taking the time this evening to be here and work with us to support your child.*





The Castle School

ACHIEVE | BELONG | PARTICIPATE

# English

Mrs Whysall – Head of English

Achieve . Belong . Participate

# English Language 2 exams: each 1hour 45 minutes.

Paper 1: Explorations in Creative Reading and Writing	Paper 2: Writers' viewpoints and perspectives
Assesses one literature fiction text from either C20th or C21st	Assesses two non-fiction texts linked by theme but from different centuries – C19th and either C20th or C21st
Section A Reading: Q1 find facts	Section A Reading: Q1 Identify statements which are true
Q2 Analyse effect of language	Q2 Summarise differences/ similarities from both texts
Q3 Exploration of the extract as a whole	Q3 Looking at only one of the texts, analyse effects of language
Q4 Explores impressions of characters created and how the author achieves this	Q4 Comparing both texts, explore how attitude is conveyed
Section B Writing: Choice of two questions. a) Write a description suggested by an image b) Write part of a story or describe emotions	Section B Writing: Writing for purpose Letter Article Speech

# Can they explain terminology? This is all needed for both Language and Literature

- Do they know the difference between a common noun, a proper noun, an abstract noun and a pronoun?
- Can they tell you what an adjective does for a noun?
- Can they explain how verbs and adverbs work? What about modal verbs?
- Can they identify a simile and explain the effect?
- What about a metaphor, personification, onomatopoeia, sibilance, juxtaposition and oxymoron?
- What about zoom in, focus shift, narrative perspective, wide view?
- There are lovely exercises on BBC Bitesize to help with these

# How to revise English Language

- Make sure you understand the skill of each of the questions on the two papers (8 questions in the combined Section As): get someone to test you
- Make sure you are practising annotating extracts so that you are actively reading and identifying information as you go
- Use past papers to see which questions are weak or strong and practise these (watch Mr Bruff's videos to help you).
- Read articles – what is the viewpoint, how is this attitude created through the language, sentence length and punctuation?
- Make sure you know lots of different techniques and you are able to talk about the effect created.
- Revise the very specific terminology for Q3, LP1 (different to every other question)
- Attend revision and the targeted intervention sessions (tutors have lists of students' names and parents have been informed)

# English Literature 2 exams: 1 hour 45 minutes and 2 hours 15 minutes

## Paper 1: Shakespeare and the C19th Novel

Section A Shakespeare, one question on play studied  
Explores character in an extract and the wider play

Section B C19th Novel, one question on the text studied  
Explores an extract and the wider novel

## Paper 2: Modern texts and poetry

Section A Modern texts, one essay question from a choice of two. This must show knowledge of the whole novel

Section B Poetry, one comparative question on one named poem printed on the exam paper and one other from their chosen anthology cluster

Section C Poetry, one question on an unseen poem and one question comparing that poem to another unseen poem.



"Choir!  
Stand still!"



"'I ought to be chief,' said Jack with a simple arrogance"



"Jack drew his knife again with a flourish"



"the enormity of the knife descending and cutting into living flesh"



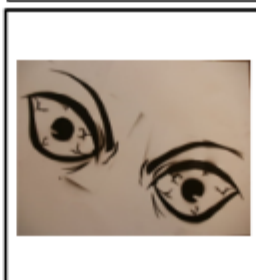
"'We've got to have rules and obey them. After all, we're not savages.'"



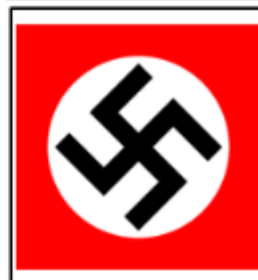
"We're English; and the English are best at everything."



"He was down like a sprinter"



"The opaque, mad look came into his eyes again"



"Jack planned his new face" - "white", "red" and "black"



"an awesome stranger."

# How to use the metacognition sheets

- Print the sheets, cut them up into individual images and quotes (remember to write the character's name on the back).
- First, learn the quote with the image.
- Next, fold the quote behind and recite the quote (keeping the images in the same order).
- Then, muddle the images up and recite the quotes linking to context if possible.
- Once confident with characters' quotes, create theme maps (see slide 9: savagery).
- Again, start with quotes and images (but you should be much faster at being able to recite quotes from just the images).



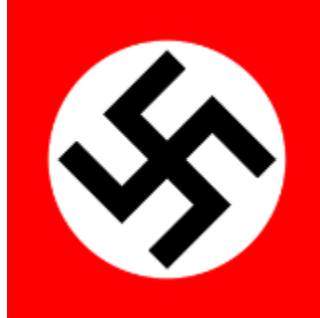




“bloodthirsty snarling”



“A blackness within, a blackness that spread”



“Jack planned his new face” –  
“white”, “red” and “black”



“stuck his fist into Piggy’s stomach”



“Unless we get frightened of people”

Theme map: savagery



“Shut up, fatty!”



“Wielding a nameless authority”



“Roger sharpened a stick at both ends.”



“the desire to squeeze and hurt was over mastering”



“Ralph wept for the end of innocence”



# Character pages – collated quotes

Men, gives the right  
command

Human condition =

Men produces evil like  
beasts produce  
horror.

What can he do more than he has?  
about Jack

"It's all we got. Sam - let me hold  
on to you."

"Unless we get frightened  
of people."

"Piggy could think. Only Piggy was  
no chief. But Piggy, with his  
ludicrous <sup>eyes</sup> body, had brains."

... and friend called Piggy  
had opened and stuff come  
out turned out Piggy's arms and legs  
and a bit, like a pig's after it has been killed.

Which is better, to be a part of  
power - like you do, or to be sensible  
like Ralph is?  
Which is better, to have rules and agree or  
to hunt and kill?.

Vulnerable

Intelligent

Threatened

Abused

Allegory

Piggy

Resolute

The fat boy wanted to be a

My auntie told me not to run

Ass man

"Shove in your ass man" Ralph

I've been wearing specs since

They used to call me Piggy

They're all dead. or

nobody does know where he

nobody does know.

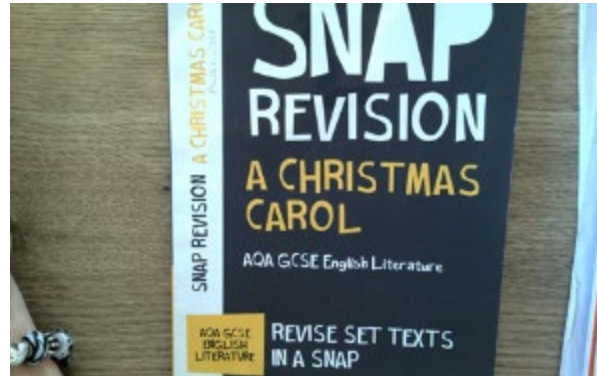




Context: Talking about why the author wrote the text is key. If students do not include this, they will limit their potential grade.

Level 6  <i>Convincing, critical analysis and exploration</i>  26–30 marks	AO1	<ul style="list-style-type: none"> <li>• Critical, exploratory, <del>conceptualised</del> response to task and whole text</li> <li>• Judicious use of precise references to support interpretation(s)</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>• Analysis of writer's methods with subject terminology used judiciously</li> <li>• Exploration of effects of writer's methods on reader</li> </ul>
	AO3	<ul style="list-style-type: none"> <li>• Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task</li> </ul>
Level 5  <i>Thoughtful, developed consideration</i>  21–25 marks	AO1	<ul style="list-style-type: none"> <li>• Thoughtful, developed response to task and whole text</li> <li>• Apt references integrated into interpretation(s)</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>• Examination of writer's methods with subject terminology used effectively to support consideration of methods</li> <li>• Examination of effects of writer's methods on reader</li> </ul>
	AO3	<ul style="list-style-type: none"> <li>• Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task</li> </ul>

# Revision Resources



We sell a range of books – all really good. Character and theme pages, exam style questions and responses.

New this year: Flip Cards  
We have them for all of the topics  
Again, cover characters,  
themes, key terminology



WAR PHOTOGRAPHER - DUFFY 1985 24

**Context and themes**

Carol Ann Duffy is a British playwright and poet, born in Glasgow, and was the British Poet Laureate from 2009 to 2019. Her poetry includes themes of gender, oppression, and love. The latter two are intertwined here in the backdrop of almost religious commitment taken by the photographer, who devotes his life to this dramatic, sacred work.

Through this essay but guided determined poet, intended to interpret signs and impart meaning, Duffy connects the arts of photography and poetry as tools of understanding and communication that should challenge their audiences.

**Key quotations**

- speak of suffering actual in ordered rows
- as though this were a church
- All flesh is grass
- He has a job to do
- a half-formed ghost
- the first drives into foreign dust
- A hundred agonies



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KEY VOCABULARY 40

anastrophe	the formation of a word from the associated sound
oxymoron	terms which are contradictory, appearing together
paradox	a seemingly absurd or self-contradictory statement
refrain	repetition of phrases or lines at regular intervals within and across different stanzas
rhythm	strong, regular, repeated pattern of sound
alliteration	repetition of flosive sounds such as /s/, /b/, and /f/

# How you can help with Literature and Language revision

- Make sure your child is completing homework and taking it into school.
- Around your child's room, encourage them to have key quotes for each of the key characters for the **three** texts and **15** poems.
- If you have time, ask them to recite quotes. Can they separate them into themes? Can they link them to context? Can they explain how different character's quotes can be linked together?
- Make sure they understand the requirements for each question in the Language exams.
- They should know where their gaps are in Language: this would be any question where they received less than half marks. Work on these skills at home. If they log into 'youtube' and look at 'Mr Bruff' his videos talk students through the questions.
- Encourage attendance at intervention and revision sessions.
- On revision timetables, don't just write 'English' but build in time for each of the topics covered (including English Language), spending less time on areas they feel most confident.
- If you are concerned, please contact your child's teacher who will be able to help.