



**Year 10 and 11 Gifted and Talented  
student/parent information**

**2014/2015**



## How to revise: 15 top tips!

You and your parents know the importance of revising for your exams. Do you know how to revise, or how you can improve your revision? Below are some ways of revising that you can try with your parents and friends as well as revising individually.

- ✓ **Do lots of past paper questions:** Often similar questions will keep popping up in exams; practice will make perfect!
- ✓ **Going to after school revision classes:** Take advantage of the subject teacher being there so you can work through any problems.
- ✓ **Question and answer with a partner:** This may not only be good for 'bouncing ideas' off each other, but also offer moral support. Remember: you are not alone!
- ✓ **Teach someone else the content:** If you can do this so that someone else can understand, you know that *you* really know the content.
- ✓ **Condensing your notes into bullet points/ small revision cards:** This will help you to 'chunk' information together and make the task look less intimidating.
- ✓ **Start revising early:** Months, not days, before the exam. Give you and your brain some time to organise and make a revision plan.
- ✓ **Don't spend time revising things you know!** Though this makes you feel great you need to revise the things you *don't* know as that content may come up too!
- ✓ **Don't spend too long making your notes look pretty:** Be brave and start learning the content instead of worrying about how the content looks!
- ✓ **Use anagrams, make up stories or funny sayings to help you remember:** Making the content 'fun' will help you remember!
- ✓ **Take short breaks:** It is a proven fact that teenagers (and even adults!) cannot focus for longer than 40 – 60 minutes without a break. Try the 30/10 rule; 30 minutes of revision/ 10 minute break.
- ✓ **Use revision guides:** This will help focus your revision and ensure that you are learning the correct content.
- ✓ **Stick revision notes around your house:** This will help your subconscious retain information and add variety to your learning environment. Maths in the kitchen? Why not?
- ✓ **Sleep!** 15/16 year olds need at least 8 hours of sleep a night. Your brain cannot be at its best if it has not rested!
- ✓ **Fuel yourself properly:** Healthy snacks and drinks, such as fruit and water, instead of crisps and energy drinks. Hydrating your brain can raise attainment by up to 30%!
- ✓ **Find the right environment to revise:** A proper desk and quiet working environment where you can concentrate. Try and avoid listening to music; this does not help you to focus!

**Finally: Try to keep calm and treat yourself. It is important that you do not spend 24/7 revising. Continue playing sport, musical instruments, or just relaxing. You need to keep doing the activities in your life that alleviate stress. This will help your brain recover and make you more efficient when you do revise.**

## Developing thinking skills

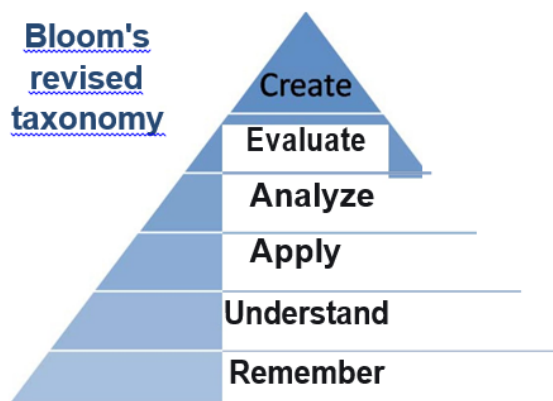
### 1. Developing a Growth mind-set (*Carol Dweck*)

Many gifted students have a 'fixed mind –set' where they avoid challenges as they fear that failure will mean that they are not 'gifted'. This can lead to underachievement and a lack of learning skills essential for success in later life. We need to help them develop a 'growth mind –set' to combat this.

	<b>Fixed mind-set</b>	<b>Growth mind-set</b>
<b>What does the student want to achieve?</b>	To look smart even at the cost of sacrificing learning by avoiding challenging tasks.	To learn new things even if hard or risky.
<b>How is failure seen?</b>	Failure is seen as an indication of low intelligence.	Failure is seen as an indication of low effort and/or poor strategy.
<b>How is effort seen?</b>	Effort is seen as an indication of low intelligence.	Effort activates and uses intelligence.
<b>Typical response after difficulty</b>	Less effort.	More effort.
<b>Self-defeating defensiveness</b>	High: not willing to risk mistakes.	Low: eager to learn and open to feedback about mistakes.
<b>Performance after difficulty.</b>	Impaired.	Equal or improved.

### 2. Higher order thinking skills


Bloom's taxonomy is a hierarchical chart which provides the foundation for gifted and talented learning and is also the driving force for **building learning power** (BLP). Teachers at The Stonehenge School provide regular opportunities in the classroom for students to use these skills.



## 10 Steps to the Stars!

Your teachers have put together these subject specific tips to help you revise. There are also tips for different things parents can do to help.



Wherever you see the  next to a subject, there will be a ton of revision materials aimed at A and A\* students in the R drive for you to put on a memory stick and take home.

These resources use the following ideas to help you to be more independent in your revision:

**Diagnosis** – an activity that allows you to check whether this is a skill that you are confident with or need to practise and develop (not every '10 steps to the stars' has a diagnosis section).

**Test** – an activity that allows you to test and check your ability in each part of the subject at a high level.

**Therapy** - for the areas where you find the test difficult or feel you need to practise more, complete the therapy activities or read the explanations. Try to just concentrate on the areas that you can't do easily.



## Art

### **Student:**

1. Ensure that you use your sketchbook to fully develop your ideas, record your experiences, and experiment with materials.
2. Don't settle for the first idea/material/technique that occurs to you. Extend and refine your work and be sure to annotate your work to explain your thoughts and choices.
3. Make sure that your research into, and knowledge of, other artists comes out in your own work (be influenced but don't copy).
4. Regularly attend after school sessions with your art teacher to develop your outcomes to a high standard.

### **Parents:**

1. Take time to look through your son or daughter's sketchbook with them. An enthusiastic audience at home can be a huge motivator.
2. Encourage your son or daughter to bounce ideas off you when they are thinking about which direction to take their work in. Sometimes students can generate great ideas just by talking through their work.



## Business Studies

1. Work to, and continually refer to the assignment brief. This provides a detailed guide as to what is required to complete each task.
2. All distinction tasks require evaluation. Therefore for each task ensure that you have at least two advantages and two disadvantages for each question, all of which contain evidence from research that you have carried out. Then discuss which of the two advantages is the most important and why. Do the same for the disadvantages. You then end up with one advantage and one disadvantage. Then conclude by stating which one is the most important and why.
3. Make sure that you are using key terminology at all times.

### **Parents:**

1. Discuss business related stories that are in the news with your child. Ask them to relate it to what we are studying at the moment.
2. Discuss the topics that we are covering and relate it to your place of work to give a vocational and real life aspect to the topic.

## Catering

### **Student:**

1. Analyse and evaluate dishes linking back to their criteria and aims of the project making sure to include a detailed nutritional analysis and sensory evaluation.
2. To know the macro and micro nutrients in detail, their role in the body, food sources and deficiencies.
3. To be able to evaluate food issues such as obesity levels, healthy eating campaigns, preparation of food hygienically and safely.
4. Understand why we add ingredients to recipes and basic cooking techniques and methods e.g. different pastries, cake making methods, sauces etc.

### **Parents:**

1. Get students cooking so they know basic techniques such as different pastries, roux sauce, or meat handling skills.
2. Regular testing of students - could be through the app *Home Economics Food and Nutrition* which is 99p.



## Classics

### **Students**

1. Find a learning buddy to create materials and also test one another.
2. The difference between a B/C and an A\*/A is details. Be as specific as the question allows – try to use Latin terms.
3. Learn to spell Latin terms correctly ie. Triclinium, phalanx, Litterator, thermae
4. Read beyond our 6 chapters in the Odyssey. If you get a question on the character of Odysseus or on the gods you can technically refer to it- gives a wider understanding, ie especially when you look at how he deals with the suitors in the last chapter- shows a ruthlessness you don't see in our chapters.

### **Parents**

1. Test your children on their spellings.
2. Encourage them to watch television programmes from the Classical period. There are lots of documentaries on BB2 and BBC 4 – Mary Beard for example.

## Computer Science

### **Students:**

1. Install *Microsoft Visual Basic Premium* (which is free) at home so you can independently practise programming. There is a set of programs (*The Little Book of Programming Challenges*) which students can print and take home.
2. Be fully aware of technical vocabulary. It will be used in the exam, and you are expected to use it in your written answers. Use the glossaries which are in books to check understanding.
3. Attend revision sessions and ensure any absences are resolved; you will need to take a pro-active role in ensuring you don't have gaps in your knowledge.
4. Attend Controlled Assessment improvement sessions after school so that your teachers can give you verbal guidance to ensure you maximise your marks.



## Drama

### **Student:**

1. Plan a rehearsal schedule and ensure that there is a clear aim and outcomes for each session.
2. Come with lots of ideas to each rehearsal and ensure that you work with everyone professionally, according to our ground rules.
3. Act in character outside of lessons, particularly at home, to really 'get inside the skin' of your character.
4. Act on all feedback given and try multiple ways, rather than believing the first idea is the best!

### **Parents:**

1. If possible, watch theatre performances with your child and comment on how the actors have expressed meaning through characterisation and theatrical choices; this can be done through live theatre or through watching NT Live, YouTube, Digital Theatre, etc.
2. Encourage your child to learn lines and act as their character around the house, discussing with them their choices of physicality and voice to go with emotions and feelings they are wishing to communicate. *NB. If you wish to come into school and watch rehearsals please get in contact with the department.*

## English Language

### **Student:**

1. Read a selection of non-fiction texts, identify the writer's techniques and explain HOW the techniques apply to the specific audience and purpose of the text.
2. Find examples of texts on the same subject/ topic, for example different newspaper reports on the same story, and identify similarities and differences between them.
3. Find a glossary of complex language techniques (perhaps from AS Level English Language) to learn and use.
4. Practise using a range of language devices (focus on a small specific number at a time) in writing aimed at specific audiences and to achieve specific purposes.
5. Practice planning paragraphs for specific writing tasks – focus on how to sequence and link paragraphs fluently.

### **Parents:**

1. Encourage your child to discuss in detail the texts they are studying for their exams. – discuss characters/ setting/ plot/ style.
2. Read a range of newspapers/ magazines/ web sites with your child and discuss who they are aimed at (audience) and what they are trying to achieve (purpose) and how they have been written (structure and language features).



## English Literature

### **Student:**

1. Read a wide range of fictional texts, including classic novels (reading list in R drive with suggestions).
2. Make your own interpretations of the texts you read – what different meanings and messages can you find (whilst exploring themes of the novel or the use of close analysis).
3. Explore how language, structure and form contribute to the way the writer presents their ideas, themes and settings.
4. Explore the social and historical context of the novel, and explore how that affects the writer's attitude and message.
5. Find a glossary of complex literature terminology (perhaps from AS Level English Literature) to learn and use.
6. **Complete the '10 steps to the Stars' tests and therapies in the R drive!**

### **Parents:**

1. Read one of the suggested novels on the reading list alongside your child to hold discussions and explore your thoughts about the message, etc
2. Share your own favourite works of fiction with your son/daughter.





## Geography

### **Student:**

1. Learn and apply the *specific case study detail* for 8-mark case study questions.
2. Used linked sentences in description and explanation.
3. Be sure of which case studies relate to which aspects of the syllabus – for instance the question will not say ‘write about China’s one child policy’ it will refer to a population policy and you are expected to make a connection.
4. Practise geographical skills (e.g. using graphs, maps, photographs) to be certain of achieving the ‘easy’ marks early in exams.
5. **Complete the ‘10 steps to the Stars’ tests and therapies in the R drive!**

### **Parents:**

1. Encourage your child to add an extra layers of detail to statements – for example, ‘Mean temperatures are increasing *this causes* increased snowmelt *meaning that* ski resorts have a shorter season. *This results in* reduced income from tourists.
2. Test your child’s knowledge of the 24(!) case studies they need to learn.

## Health and Social Care

### **Student:**

1. Read the assignment brief carefully, ensuring they understand all the key terms.
2. Complete all criteria for Distinction tasks, read carefully to ensure enough analysis or comparison is completed.
3. Work to the deadlines given to ensure that all work is completed on time.
4. In class work with others on tasks to increase knowledge and understanding
5. If possible volunteer at a care home to gain practical experience

### **Parents:**

1. Discuss Social Care matters with your child, such as care homes.
2. Watch news that covers any Health and Social Care issues.
3. Help your son/daughter meet their deadline dates.

## History



### **Student:**

1. To be able to recall very detailed information about all events studied, and use technical historical vocabulary in your writing.
2. To understand, and be able to convincingly explain, how events or factors link together.
3. To understand, and be able to convincingly explain, the differing levels of importance of events or factors.
4. To understand and be able to convincingly explain, the varying usefulness of sources based on their level of content, nature, origin, purpose and typicality.
5. **Complete the '10 steps to the Stars' tests and therapies in the R drive!**

### **Parents:**

1. Regularly test them on specific details of events, for example: dates, names, key features, causes and consequences (who, what, when, where, why)
2. Encourage them to complete past-paper exam questions and get them marked by their teacher, to ensure they are covering all aspects of the mark scheme



## ICT

### **Students:**

1. Use a spreadsheet to model 'what if' questions and explain the benefits.
2. Explain the importance of consistency of data and ways to ensure this.
3. What impact does emerging technology have on individuals and organisations?
4. What impact does ICT have on businesses and employees?
5. What is the importance of staying safe online?
6. What threats are there to security and how can ICT prevent them?
7. What is the relationship between ICT and the environment?
8. How does ICT impact on a range of people across the world?
9. What impact has ICT had on the way people interact?
10. How does network technology impact on individuals and organisations?
11. **Complete the '10 steps to the Stars' tests and therapies in the R drive!**

### **Parents:**

1. Discuss the uses of ICT in your own job or business.
2. Explore issues surrounding staying safe online.

## Maths



### Students:

1. Have a revision book: for every topic write notes, formulae and a worked example (use colours for very important notes).
2. Go to [edexcel.com](http://edexcel.com) and find the Higher past papers – aim to go through a whole paper a week.
3. Write all the topics that you find hard in the paper; use mymaths, your book, a revision book, a text book (ask your teacher) to go through this topic and make notes in your revision book until you understand it.
4. Find other similar questions and solve them – do not give up until they all seem easy!
5. **Complete the '10 steps to the stars' tasks in the R drive.**

### Parents:

1. Give your son/daughter the opportunity to explain/show you a difficult topic/question (could be mymaths); they will learn a lot more from this activity. It will give them more confidence in themselves and they will remember it easily
2. Help them mark their papers (mark schemes available on [edexcel.com](http://edexcel.com))



## Modern Foreign Languages

### Students:

1. Understand and correctly use a range of tenses and verb forms in the past, present and future: learn verbs by heart.
2. Use complex sentences with a wide variety of **connectives**.
3. Use a variety of **justified opinions, intensifiers, negative structures and adverbs of frequency** to add interest and detail.
4. Use **higher order, sophisticated vocabulary** and avoid using cognates.
5. **Complete the '10 steps to the stars' French Tests and Therapy, and Grammar tasks in the R drive.**
6. **Complete the '10 Steps to the stars' Spanish Tests and explore the other resources to support Reading, Writing and Speaking and Listening in the R drive.**
7. **Complete the '10 steps to the stars' Tests and Therapies for German in the R drive.**

### Parents:

1. Test vocabulary and grammar using bilingual resources supplied by class teacher.
2. Encourage use of websites:

[www.memrise.com](http://www.memrise.com)

[www.quizlet.com](http://www.quizlet.com)

[www.s-cool.co.uk](http://www.s-cool.co.uk)

[www.bbc.co.uk/schools/gcsebitesize](http://www.bbc.co.uk/schools/gcsebitesize)

# Music

## Student:

### 1) Performing – Unit 3

With 40% of the total marks for your GCSE, maintaining your practice and pushing yourself with more demanding music over the course of year 10 & 11 is essential. Technique and control is essential for your 'solo' performance. To gain the high end marks in the 'ensemble' performance it is essential that planning, preparation and rehearsal has been apparent. Liaising with your Instrumental / singing and music teacher is essential. Do not leave this to the last minute as marks will be lost. If you are not happy with your performances or your teacher thinks you can improve, act on the feedback and record again.

**Read through the specification and focus on the marking criteria to understand what is needed to get the top grades.**

### 2) Composing – Unit 4.

Ensure you work consistently through the 25 hours (controlled assessment) that is given. Stick to your plan and listen to styles / genres of music that may give you inspiration. Extend and refine your work, reflecting on every step of the process. The keyword is 'DEVELOPMENT' if you wish to get the best grades. Ensure your score has fine detail, using music specific terms and is accurate. Keep a composing log and refer to this constantly – reflect and improve.

**Read through the specification and focus on the marking criteria to understand what is needed to get the top grades. Read through the specification and focus on the marking criteria to understand what is needed to get the top grades.**

### 3) Composing & Appraising - Unit 2.

Ensure you work consistently through the 20 hours (controlled assessment) that is given. Stick to your plan and listen to styles / genres of music that may give you inspiration. Extend and refine your work, reflecting on every step of the process. The keyword is 'DEVELOPMENT' if you wish to get the best grades. Ensure your score has fine detail, using music specific terms and is accurate. You need to prepare for the 2 hour exam, ensuring you understand the 5 questions and make links to the 'Strand of Learning'. Keep a composing log and refer to this constantly – reflect and improve.

**Read through the specification and focus on the marking criteria to understand what is needed to get the top grades. Read through the specification and focus on the marking criteria to understand what is needed to get the top grades.**

### 4) Unit 1 – Listening & Appraising Music.

This is an essential part of the qualification in attempting to get an A or A\*. You must be able to understand and describe a wide range of musical terms and theory. Working through graded ABRSM theory material will help considerably. Revision is essential and working through previous exam papers will give you a distinct advantage.

**Read through the specification and focus on the 'Listening and Appraising' section. Do you understand the terms associated with the 'Areas of Study'.**

**The links below will also help - GCSE Bitesize and SAM Learning.**

## Philosophy and Ethics

### **Student:**

1. Revise specifically for mock exams creating summary notes to be tested.
2. Find a learning buddy to create teaching materials & test.
3. Answer relevant questions in the textbook and, more usefully, the end of chapter GCSE questions.

### **Parents:**

1. Ensure children attend revision sessions. There is a lot to remember in this subject so testing students/ ensuring students have resources according to their learning style (visual/auditory etc.) is important.
2. Constantly communicate to your child that by far the best tool for revision is their exercise books and the textbooks we wish to issue (there is only one relevant text book).



## Physical Education (GCSE)

### **Student:**

1. Maintain fitness throughout the course and attend extra-curricular clubs/training for chosen sports.
2. Download past papers and mark schemes from the VLE to complete.
3. Access GCSE bitesize.
4. Access different roles available for chosen sports e.g. officiating or coaching.

### **Parents:**

1. Support extra-curricular attendance.
2. Assist with revision schedules to revolve around practical activities and theory work; ensuring work-school balance.



## Physical Education (BTEC)

### Student:

1. Work to the assignment brief understanding the key terminology and the difference between meeting Merit and Distinction criteria.
2. Have a school work timetable to plan to ensure all deadlines are met.
3. Peer observations completed thoroughly to increase the knowledge of task.
4. Increase work experience and volunteer to help at extra-curricular clubs to gain communication skills and confidence.

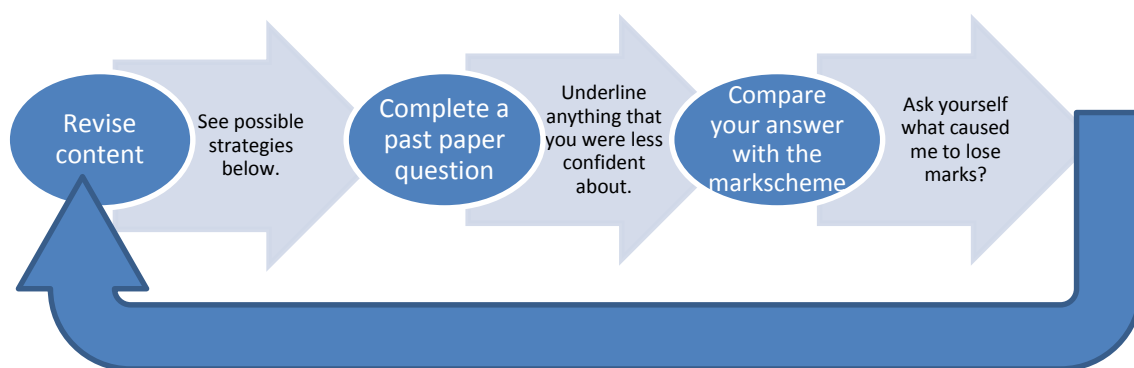
### Parents:

1. Support extra-curricular attendance.
2. Assist with work schedule to ensure the students meet all the deadlines and maintain a work / life balance.

## Science

### Students:

1. The only way to get an A\* is to make sure that you absolutely nail down every little detail. If there is something that you find difficult, tackle it.
2. As well as ensuring that you have good knowledge, you must make sure that your skills are up to scratch e.g. answering extended questions, rearranging equations, analysing data etc.
3. Do plenty of independent study. You all have a revision guide and access to online revision resources e.g. BBC Bitesize. Past papers are available from [www.aqa.org.uk](http://www.aqa.org.uk) .



4. Start your revision programme now. If you find any areas you are not 100% sure of, make a list so when your teacher asks you what you would like to revise you already have a list prepared.

**Parents:**

1. In terms of workload this will be a very demanding year for your child. Good organisation is essential in ensuring your child is prepared for their science examinations. In double science they will sit six exams B1, B2, C1, C2, P1 and P2. If your child is doing triple science there will be three additional exams B3, C3 and P3. Make sure they have revision folders for each of these. The highlighted modules will have been covered in full in year 10, so revision for these can start now.
2. Please monitor your child's work/life balance. High attaining students can put themselves under tremendous pressure. Make sure they leave time in their schedule for relaxation.

**Textiles:****Student:**

1. Detailed and continuous evaluation of every stage of the controlled assessment through annotation of samples or design ideas.
2. Taking initiative in practical lessons in order to problem solve and move work forward without relying on teacher input.
3. Working independently on project work and taking responsibility to meet deadlines.
4. Creativity and innovation: thinking outside of the box and coming up with designs and ideas supported by self-directed research and planning.

**Parents:**

1. Encourage and support attending practical homework that must be completed in school (controlled assessment)
2. Encourage the use of independent revision tools such as Bitesize and the Collins Essential revision guide to test them and to target individual areas of weakness in subject knowledge.