

The Final 14 Months...



RIDGEWOOD
HIGH SCHOOL

Park Road West, Wollaston, Stourbridge, West Midlands. DY8 3NQ

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The Final 14 Months...

- Year 10 Exams – wb. 29 April 2024 (Sports Hall, Exam conditions, AM and PM sessions). These will be one of three exam experiences students have prior to the Summer 2025 Exams.
- Year 11 Parents Revision Evening – end of September/October 2024. This will include bespoke workshops on English, Maths, Science and wellbeing and mental health.
- Year 11 Mock Exams – November 2024... a two-week cycle of examinations in all subjects, with a 'Results Day' experience afterwards.
- Year 11 Mini-Mocks – March 2025... a final check-in to identify remaining gaps in learning.
- Year 11 GCSE Exams – Week beginning 7 May 2025
- End of Year trips, Leavers Assembly, Prom, **Results Day (20 August 2024)**...





Why do we do Mock Exams?

- There are lots of reasons why we ask students to do Mock Exams...
 - For students to show us **how well they are doing** – and they really are doing well.
 - To **celebrate the progress** students have made so far. This is very important to us.
 - For teachers to see where any **gaps in knowledge** might be and **adapt teaching and the curriculum** to address these gaps.
 - For students to **'live' the experience of an exam** – lining up, entry in silence, working under timed conditions, in the Sport Hall.
 - Research tells us that practicing this over time, works and **reduces stress!**
- **Year 10 Exams begin on 29th April 2024...**



Target, Transform, Test

- This is our shared language of revision here at Ridgewood, teachers will make reference to it in their lessons...

Target

- Using **Confidence Grids** to identify gaps in learning.
- Being resilient, brave and honest – where are the issues?

Transform

- Active revision – **Transform activities** to address the gaps.
- Chunking, over time with lots of opportunities to revisit.

Test

- **Deliberate practice** using exam questions.
- Timed, replicated conditions, handed in for feedback.



Confidence Grids?

- These are *lists of knowledge* that students will be given in their Subject lessons.
- These lists indicate what needs to 'be known' in order to experience success in assessments or exams.
- There is an example in your booklet.
- They are also available on our website now, underneath the Parent and Student tab, for you to refer to. These have been shared now to allow ample opportunity for revision prior to the Year 10 Exams.

[Home](#)[About](#)[Admissions](#)[Parents and Students](#)[Curriculum](#)[Statutory Information](#)[News](#)[Contact us](#)

Year 10 Exams 2023/2024



AM	Monday 29 th April	Tuesday 30 th April	Wednesday 1 st May	Thursday 2 nd May	Friday 3 rd May
Sessions 1 & 2	Maths Paper 1 1 hour	OPTION D DT 2 hours Food 1 hour 45 mins Geography 1 hour 30 mins Media Studies 1 hour 15 mins Music 1 hour 30 mins Triple Science 1 hour 45 mins	OPTION A Drama 1 hour 30 mins DT 2 hours French 1 hour 25 mins History 1 hour 30 mins RS 1 hour 45 mins	OPTION B Computer Science 1 hour Dance 1 hour 30 mins Food 1 hour 45 mins History 1 hour 30 mins Media Studies 1 hour 15 mins	OPTION C Geography 1 hour 30mins History 1 hour 30mins RS 1 hour 45 mins
Session 3	Usual timetabled lessons				
PM					
Session 4	English Literature - 1 hour	Combined Science 1 hour 15 mins			
Session 5				Maths Paper 2 1 hour	

Please note there are no exams in this examination week for Sport/iMedia/Art/English Language.

With all that in mind...



- Encourage your child to engage with the **Confidence Grids**.
- Ask them about **Target, Transform, Test**.
- **Remind** them that **revision is part of the learning journey**. They need to **revisit** their previous learning, again and again.
- **Reassure** them that 'I don't get it' will soon become 'Oh I understand now' - that journey is called learning, and it is a struggle.
- **Discuss** their **Mock Exam Timetable**, this is on the website now, and is in the booklet.
- It is normal for students to feel nervous about exams, reassure them that this opportunity is designed so this time next year they feel more at ease.



What else is taking place in Year 10 to support my child?



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Speakers Trust – Presentational Talk

As part of the GCSE English programme of student students are awarded a grade for their level of spoken English.

This will either be a **PASS/MERIT/DISTINCTION**.

On 12th JUNE an organisation called Speakers Trust will come in and work with our Year 10's on presentational talk.

Students will complete some preparatory work prior to the event, on the day they will plan and deliver a speech on an area of interest. This will be used as part of the preparation for their spoken standard English grade.

Speakers Trust



ABOUT US.

Training young people to become more effective communicators and to use their voices to effect change.

Sparx Maths

 Sparx Learning



GCSE MATHS

To support your child please remind them to complete their SPARX homework.

It is vital that they keep trying until they reach **100%**.

The programme is **designed to keep testing their ability** to apply a formula, until the programme is confident that they **understand** it, it will keep asking different questions.



GCSE ENGLISH/GEOGRAPHY

Please remind your child to use [Educake](#).

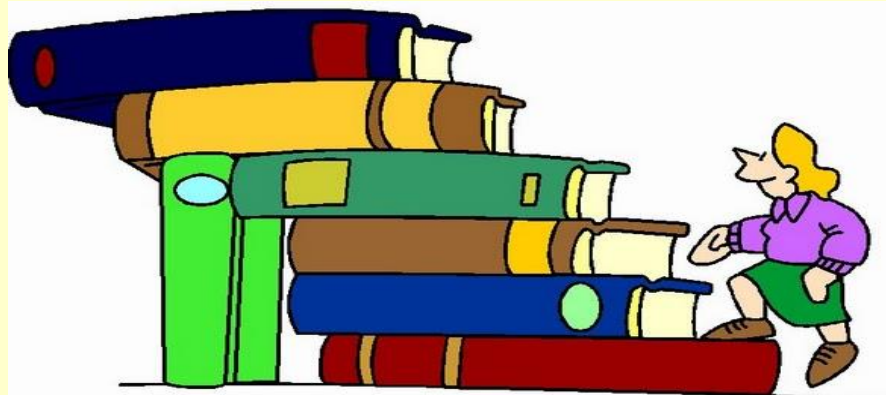
The programme is **designed to keep testing their ability** to retrieve information, linked to specific content that need to know for their exams, teachers select questions that are assigned to your child and are bespoke to their learning.

There are activities that your child can access now to assist their revision.

YEAR 10 EASTER SCHOOL SPORT CATCH UP

28th March

Dear Year 10,
Please be aware that there are places available on Wednesday 28th March for Sport students in Year 10, they are now on EduLink.
These sessions will be run by Mrs Jones. If you wish to attend, you need to book a place via EduLink. A letter will be sent to your parents by the end of the week.
Thanks



REVISION



Registrations

- Will provide opportunities to discuss the Target, Transform, Test model.
- To discuss concerns.
- Ask questions

Breakfast Drop In's

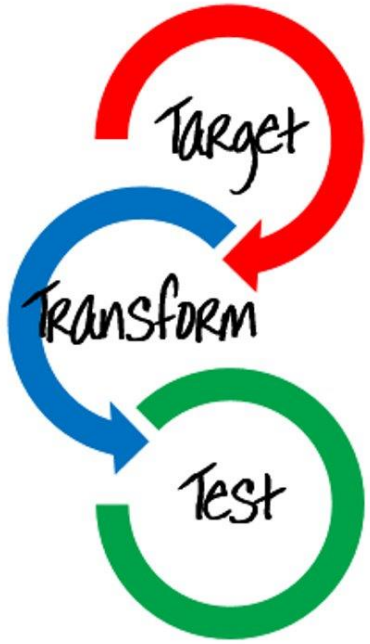
We will host three drop in's leading up to the exam week for students to come along if they are

- worried about your exams and need a chat.
- unsure about how to revise.
- unsure about what to expect during the exam season.

Infoline: [0300 123 3393](tel:03001233393)



Target Transform Test



Preparing our students for exam success



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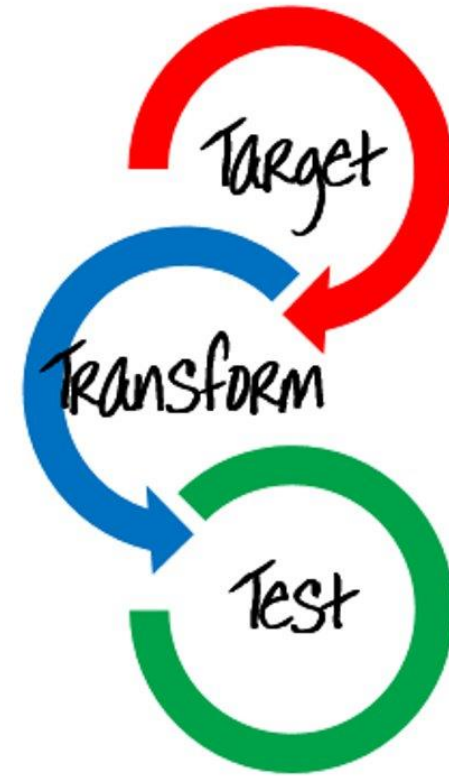
Revision is 'Actively looking over work on an ongoing basis'.

Why do we do it?

- To remind ourselves of things we have forgotten
- To reinforce learning
- To check our understanding
- To identify what we don't yet know

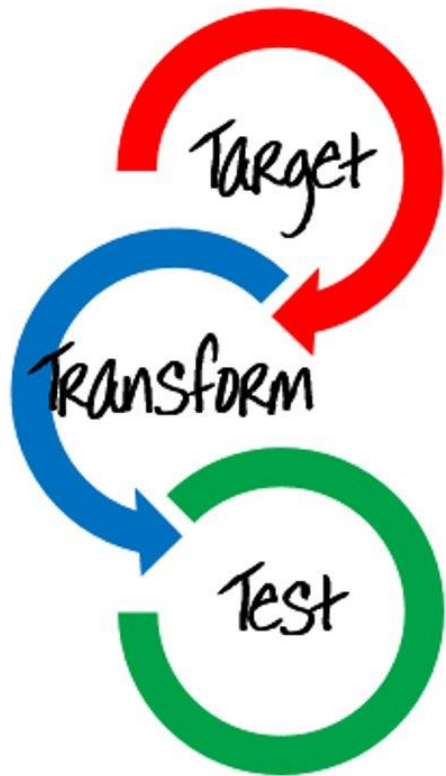


- ✓ Target: Confidence grids
Self-review and rating confidence
Prioritise and organise
- ✓ Transform: Revision strategies
- ✓ Test: Quizzing
Deliberate practice



How does Nathan approach revision? Why is this approach likely to be effective?

Nathan knew that to revise properly he would need a technology 'black out'. With a little help from his father, Nathan made his bedroom more like an office than a games room during his GCSE revision. Each evening at seven o'clock, just after dinner, Nathan would switch off his phone and go upstairs to revise. First, he'd check his revision plan and get out what he needed before steeling himself to do some hard work. Strategy number one was always a quick flashcard challenge, mixing up his cards from his different subjects, before testing himself. Then Nathan would test himself on different topics, with past questions or simply seeing what he could recall with a blank piece of paper, before ticking them off his revision plan. Expecting his usual lull after forty-five minutes, Nathan would grab a drink and a biscuit (or three) before getting back to his revision. At the end of his revision session, he would end with the nightly ritual of returning to his revision plan to chalk up his victories and losses.



Paper 1 – Section B / D Conflict and Tension in Asia

	R.	A.	G.
Why did the USA become involved in the Korean War? <ul style="list-style-type: none"> Different political systems – communism v capitalism The Cold War context – USA v USSR / China The division of North Korea and South Korea North Korea's invasion of South Korea US policy of containment UN involvement 			
What were the tactics of the Vietcong and why were they so effective? <ul style="list-style-type: none"> Identify and describe tactics used by the Vietcong e.g. guerrilla warfare, booby traps, hanging on to their belts, spider holes, tunnel network, weapons used, support from USSR and China, Ho Chi Minh trails etc. Motivations and morale of Vietcong Explain why these tactics proved effective against the US army 			
Why was the My Lai Massacre shocking to the American public? <ul style="list-style-type: none"> What happened at My Lai? How were events at My Lai covered up and then exposed? What was the impact on: US government? US army? US public? Why did My Lai lead to problems in the USA? 			
Why did Nixon introduce Vietnamisation? <ul style="list-style-type: none"> What was Vietnamisation and why did Nixon introduce the policy? Why was Vietnamisation a success initially? Was Vietnamisation a failure? 			
How did the war in Vietnam come to an end? <ul style="list-style-type: none"> Paris Peace Talks US troops withdraw in 1973 The fall of Saigon to communists in 1975 / evacuation of Saigon 			

Paper 2 – Section A / B Britain; Health and the People

What did people believe about illness in Medieval England?

- Supernatural ideas vs scientific ideas
- Who treated Medieval people when they were ill?
- How did Hippocrates and Galen influence medieval medicine?
- Short-term / long-term
- What was the Theory of the Four Humours? How did it affect treatment?
- How did Christianity affect Medieval medicine? Positive / negative / help / hinder / short-term / long-term
- How did Islam affect Medieval medicine? Positive / negative / help / hinder / short-term / long-term

What was public health like in Medieval England?

- What problems were there with public health?
- What impact did local councils have on public health?
- Where was public health better and why?
- Why did poor public health lead to outbreaks of the Black Death? Why did the Black Death spread so quickly?
- What actions were taken to deal with the Black Death? Why were these actions limited?
- What was the impact of the Black Death on: economic, political, social, religious?

What did people believe about illness in Renaissance England?

- Which ideas about illness stayed from the Middle Ages?
- What evidence was there of progress in medicine?
- Who treated people when they were ill?
- How scientific was seventeenth century medicine?
- What can we learn from the scientific revolution?
- What new discoveries / approaches were there?
- What was the impact of the Renaissance on medicine?

What was public health like in Renaissance England?

- What problems were there with public health?
- Why did poor public health lead to outbreaks of the Great Plague?
- What actions were taken to deal with the Great Plague? Why were these actions limited?
- What was the impact of the Great Plague on: economic, political, social, religious?
- What similarities and differences were there between the Black Death and the outbreak of the Great Plague?
- Had public health improved in Renaissance England? Why / why not?

Revision Don'ts

84%



Students who test their knowledge perform better on tests than those who simply study

Proportion of recall on final testing

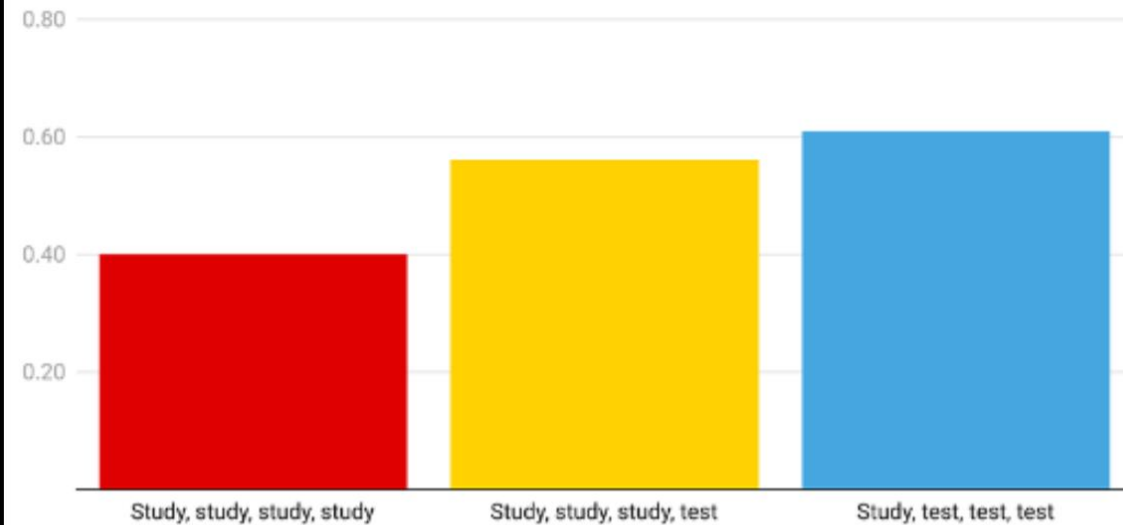


Chart: InnerDrive • Source: Roediger and Karpicke, 2006 • Created with Datawrapper



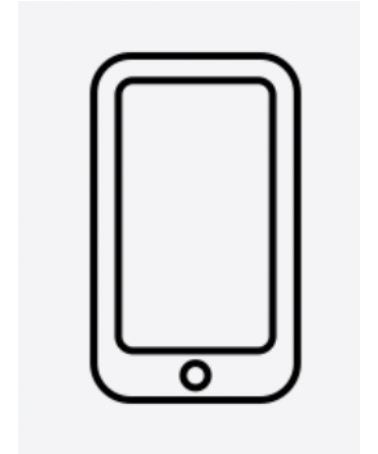
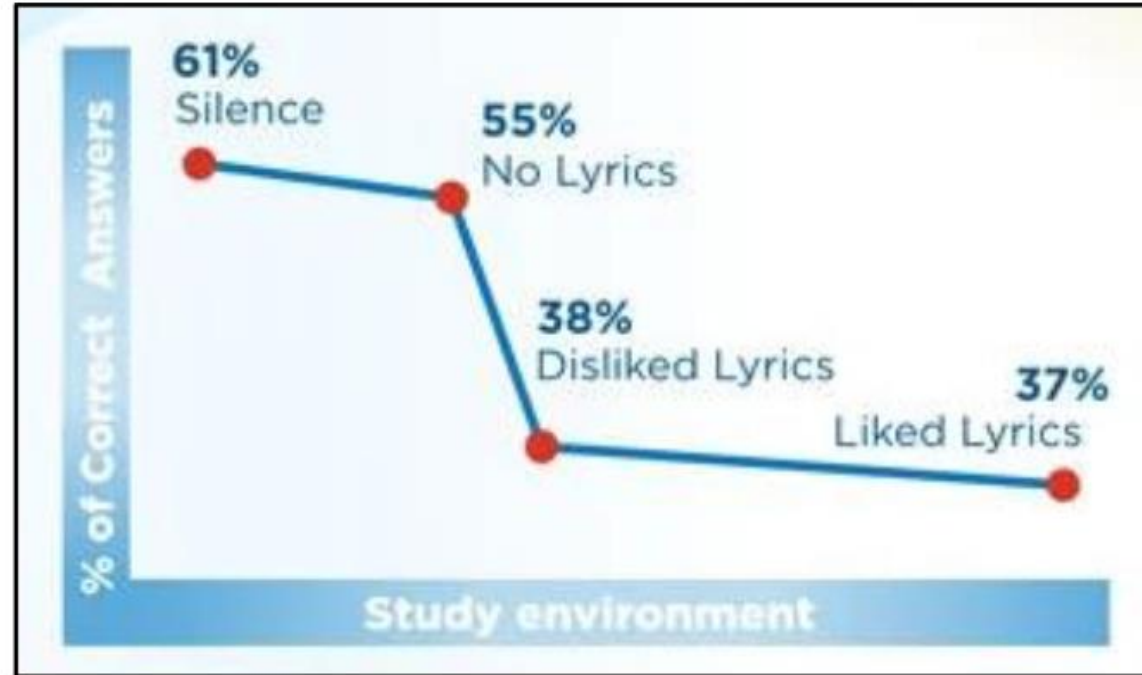
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Revision Don'ts



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Spacing

Cutting up your revision into smaller chunks and spacing them out over a period of time is much more beneficial than cramming an entire subject in a day. An hour of Physics each day for 5 days is much more effective than 5 hours in one day.

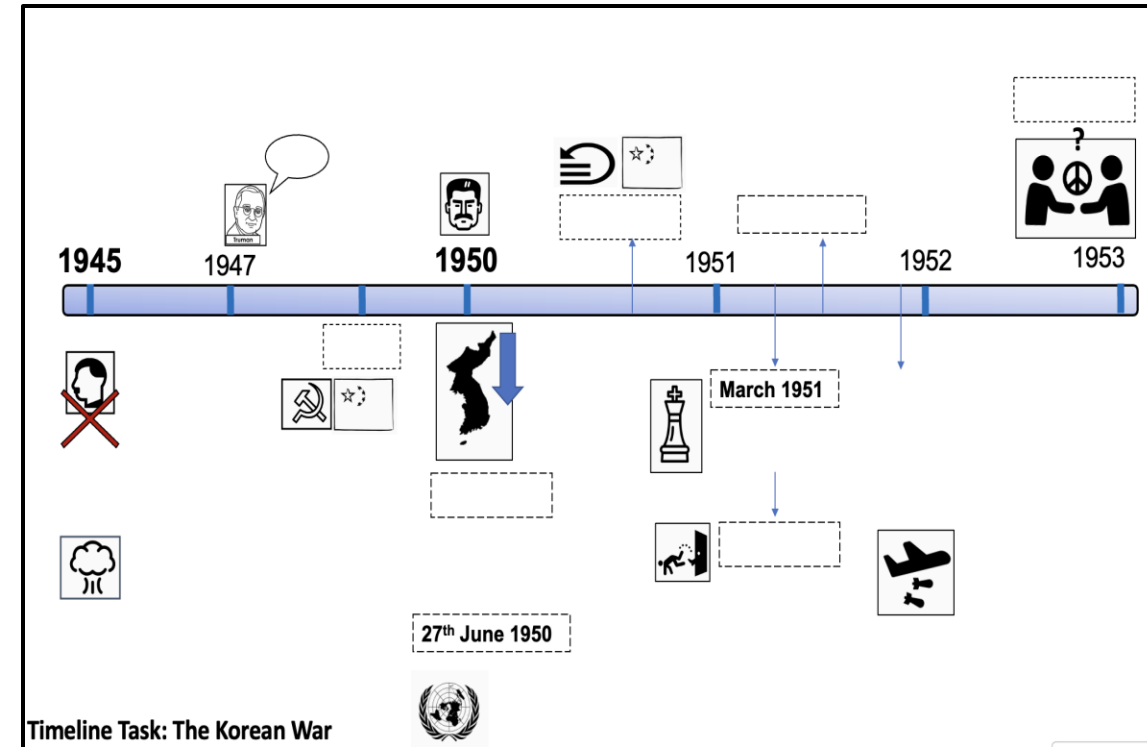
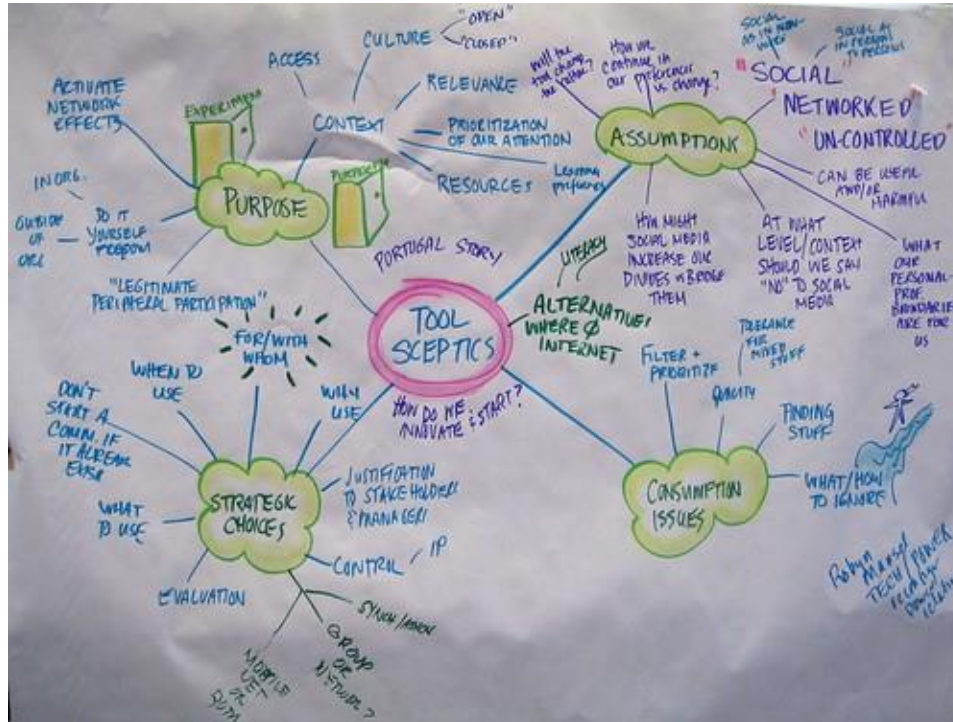


Interleaving

To improve your results further, also consider interleaving. This is where you mix up the subjects and topics you revise: 30 minutes of Shakespeare, 30 minutes of algebra, 30 minutes of Poetry, 30 minutes of Ratio - rather than an hour of English and an hour of Maths.

MON	TUE	WED	THU	FRI
4:00pm MATHS - HISTOGRAMS	4:00pm TECH- MATERIALS	4:00pm MATHS - AREA & VOLUME	4:00pm HISTORY NAPOLEON	4:00pm MATHS - ALGEBRA
4:30pm	4:30pm MATHS - CUMULATIVE FREQUENCY	4:30pm	4:30pm MATHS - QUADRATICS	4:30pm
5:00pm	5:00pm	5:00pm	5:00pm	5:00pm
5:30pm GEOG - POPULATION	5:30pm	5:30pm GEOG - ECONOMY	5:30pm	5:30pm GEOG - WEATHERING & EROSION
6:00pm	6:00pm GEOG - TIDAL SYSTEM	6:00pm	6:00pm GEOG - TOURISM	6:00pm
6:30pm ENGLISH LIT	6:30pm	6:30pm ENGLISH LIT	6:30pm	6:30pm ENGLISH LIT
7:00pm SCIENCE CELL DIVISION	7:00pm	7:00pm SCIENCE - ANATOMY	7:00pm	7:00pm SCIENCE ENZYMES
7:30pm	7:30pm COMPUTING DATA BASES	7:30pm	7:30pm COMPUTING NETWORKS	7:30pm

Revision Do's Visuals



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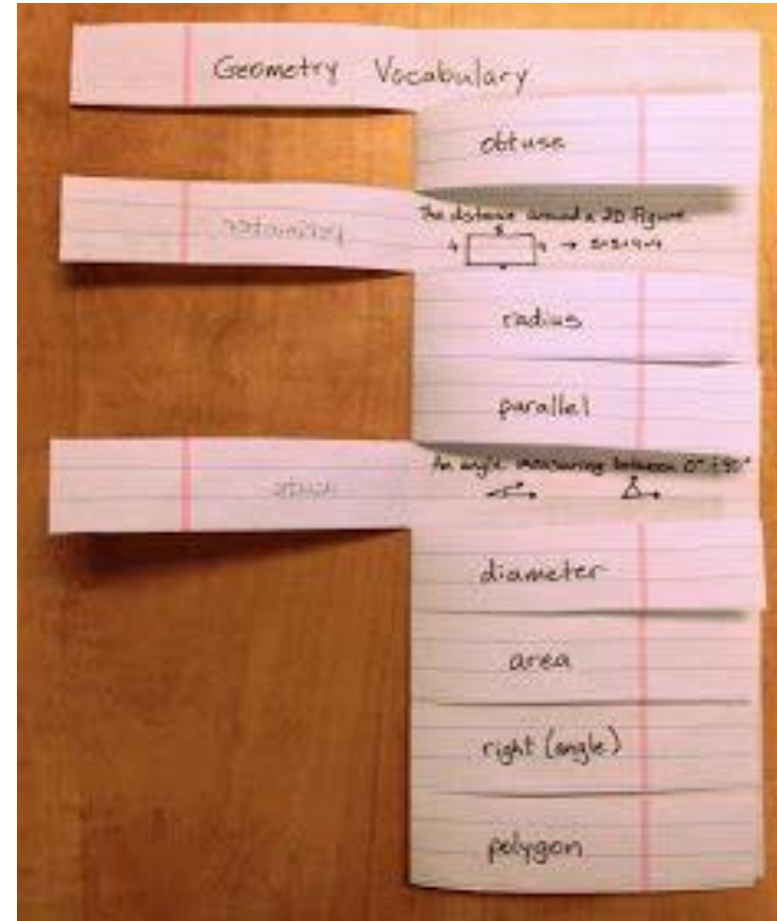
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Revision Do's

Active

Flappy



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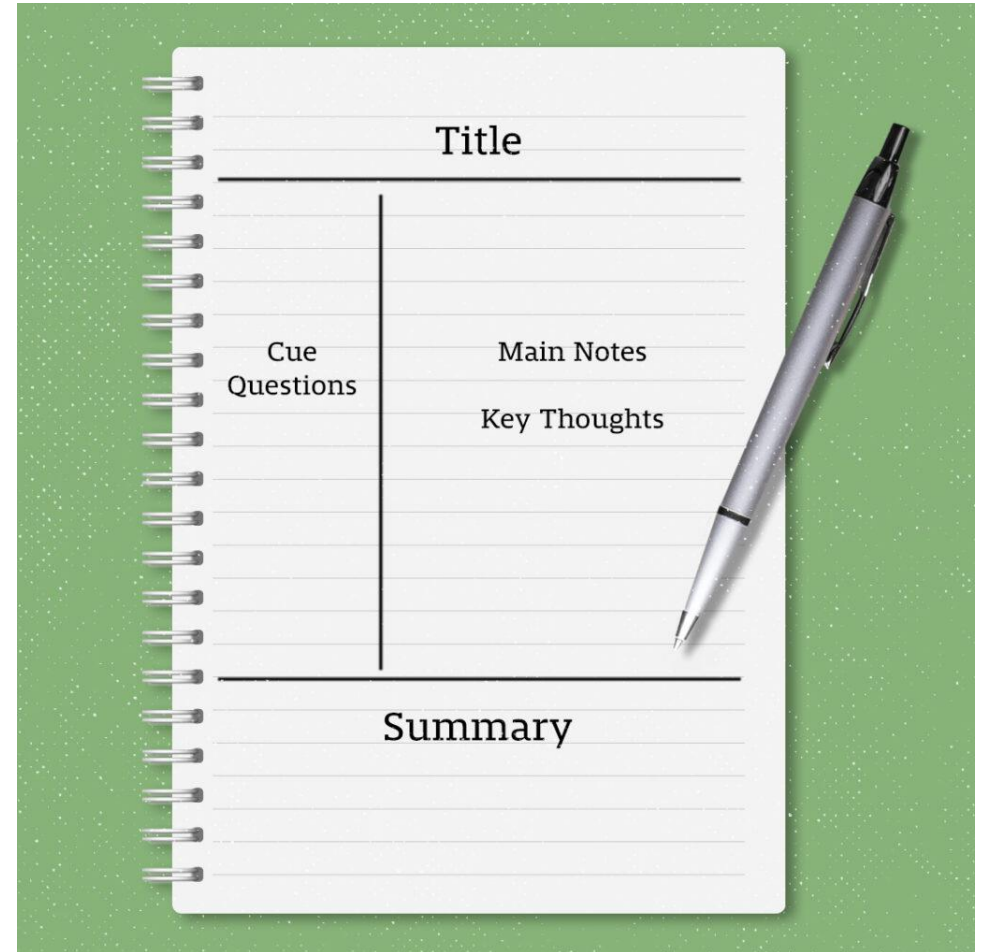
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Revision Do's *Reduction*



Cornell Note Taking



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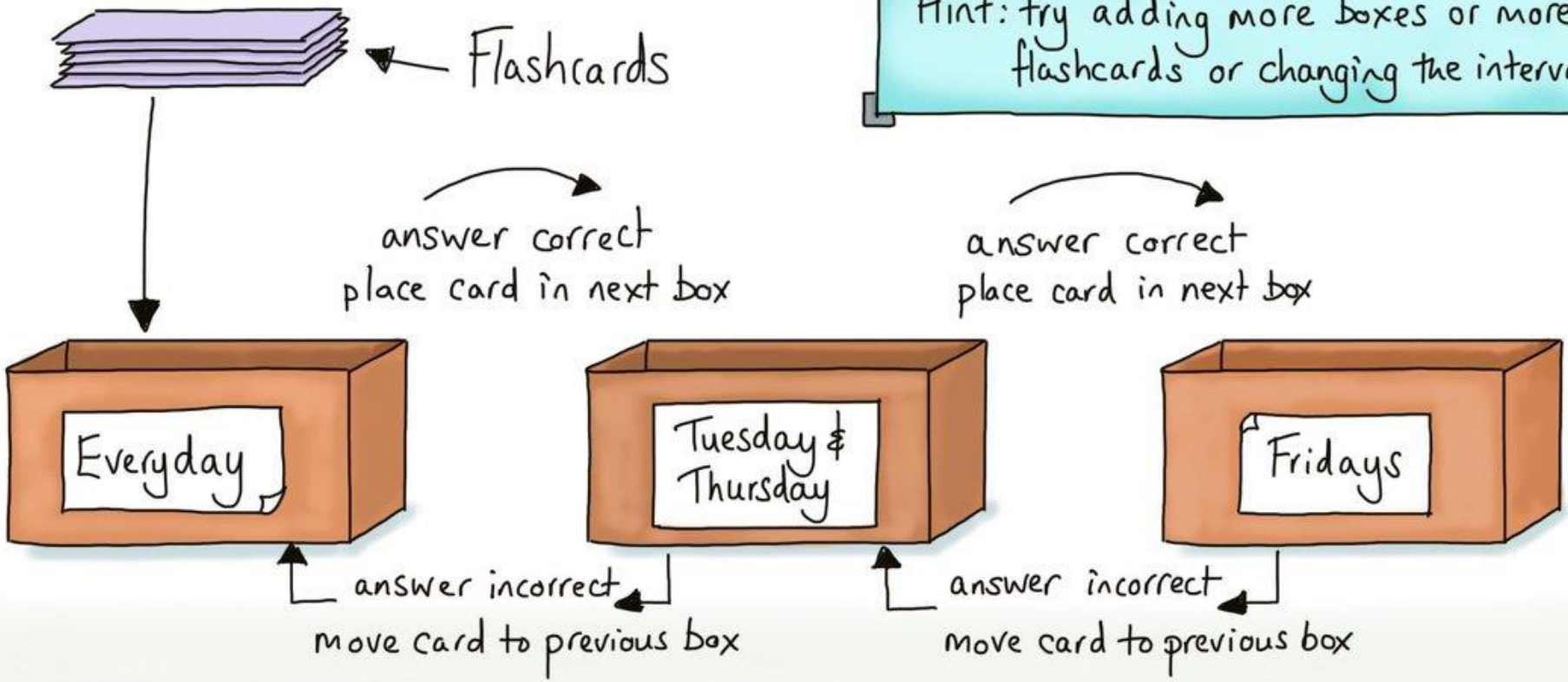
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LEITNER Flash card method

@ImpactWales

Hint: try adding more boxes or more flashcards or changing the intervals

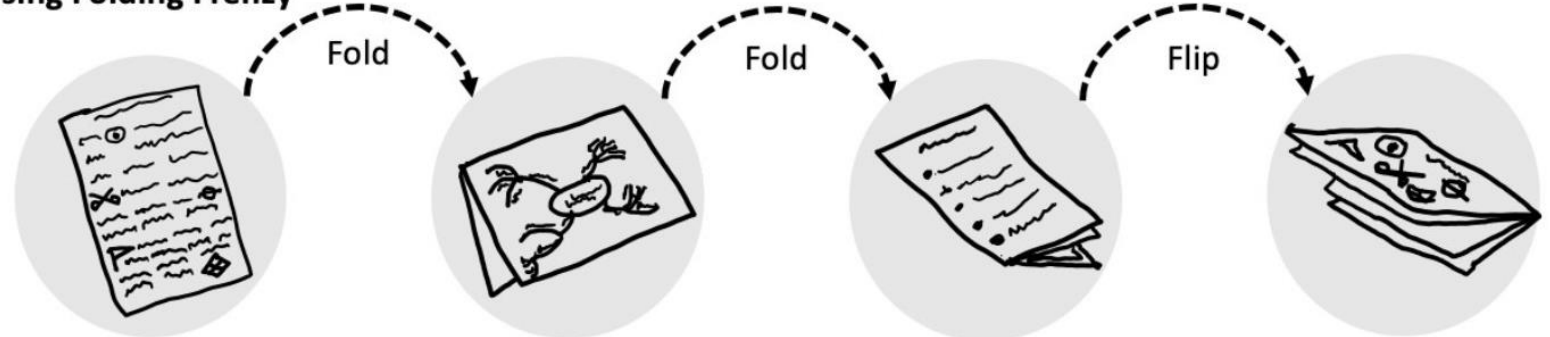


Revision Do's

Reduction

Folding frenzy

Using Folding Frenzy



Notes

Students write a page of notes on a piece of blank paper on a specifically chosen topic. Focussing on;

1. key vocabulary
2. summarising content
3. using symbols

Graphic Organiser

Students then create a graphic organiser representing the core terminology of the notes.

Flashcard

Students write down 5/6 keywords that summarise the topic.

Symbols

Students use the symbols from their original notes.



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If you really want
TO DO SOMETHING,
YOU'LL FIND A WAY.
IF YOU DON'T,
YOU'LL FIND
AN EXCUSE.

