

# Year 11 Welcome Evening Information Pack



**GCSE English Course Overview:**

	<b>Language</b>	<b>Literature</b>
<b>Paper 1</b>	<p>1 hour 45 minutes</p> <p>Fiction paper</p> <p>1 source</p> <p>Reading section-4 questions</p> <p>40 marks</p> <p>1 hour</p> <p>Writing Section-1 question</p> <p>40 marks</p> <p>45 minutes</p>	<p>1 hour 45 minutes</p> <p><b>Section A: <u>Macbeth</u></b></p> <p>30 marks (+4 SPAG)</p> <p>Extract Question</p> <p><b>Section B: <u>A Christmas Carol</u></b></p> <p>30 marks</p> <p>Extract Question</p>
<b>Paper 2</b>	<p>1 hour 45 minutes</p> <p>Non-Fiction paper</p> <p>2 sources</p> <p>Reading section-4 questions</p> <p>40 marks</p> <p>1 hour</p> <p>Writing Section-1 question</p> <p>40 marks</p> <p>45 minutes</p>	<p>2 hours 15 minutes</p> <p><b>Section A: <u>An Inspector Calls</u></b></p> <p>30 marks (+4 SPAG)</p> <p>Choice of two questions-PICK ONE!</p> <p><b>Section B: <u>Poetry Anthology</u></b></p> <p>30 marks</p> <p>Power and Conflict Poetry</p> <p>COMPARISON between a printed poem and one other from the anthology</p> <p><b>Section C: <u>Unseen Poetry</u></b></p> <p>A. 24 marks - Analysis of an unseen poem</p> <p>B. 8 marks - Comparison between a new poem and the previous unseen poem</p>



## English Language Assessment Objectives:

### Reading:

#### AO1:

- Identify and interpret explicit and implicit information and ideas
- Select and synthesise evidence from different texts

#### AO2:

- Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

#### AO3:

- Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

#### AO4:

- Evaluate texts critically and support this with appropriate textual references

### Writing:

#### AO5:

- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

#### AO6:

- Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

## English Literature Assessment Objectives:

#### AO1:

- Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response and use textual references, including quotations, to support and illustrate interpretations.

#### AO2:

- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

#### AO3:

- Show understanding of the relationships between texts and the contexts in which they were written.

#### AO4:

- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

### Teaching Staff:

11z1 - Miss R Winrow

11z1 - Mrs R Kelly

11z3 - Miss N Oldbury

11y1 – Mr D Morton

11y2 – Mrs R Kelly

11y3 – Miss C McHugh



## GCSE Maths Course Overview:

### Qualification aims and objectives:

The aims and objectives of the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Mathematics are to enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

### Qualification at a glance Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Mathematics:

The assessments will cover the following content headings:

- 1) Number
- 2) Algebra
- 3) Ratio, proportion and rates of change
- 4) Geometry and measures
- 5) Probability
- 6) Statistics

- Two tiers are available: Foundation and Higher (content is defined for each tier).
- The qualification consists of three equally-weighted written examination papers
- Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper
- Each paper is 1 hour and 30 minutes long.
- Each paper has 80 marks. Total of 240 marks available.

The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Individual papers are not graded.

Foundation tier: grades 1 to 5.

Higher tier: grades 4 to 9 (grade 3 allowed).



## Tier Topic area Weighting

The table below illustrates the topic areas covered in this qualification and the topic area weightings for the assessment of the Foundation tier and the assessment of the Higher tier.

### Foundation

Topic area	Weighting
Number	22 - 28%
Algebra	17 - 23%
Ratio, Proportion and Rates of change	22 - 28%
Geometry and Measures	12 - 18%
Statistics & Probability	12 - 18%

### Higher

Topic area	Weighting
Number	12 - 18%
Algebra	27 - 33%
Ratio, Proportion and Rates of change	17 - 23%
Geometry and Measures	17 - 23%
Statistics & Probability	12 - 18%

### Teaching Staff:

11y1 = Miss K Banks

11y2 = Mr S Jones

11y3 = Mrs J Rennox

11z1 = Mr S Campbell

11z2 = Mr S Jones

11z3 = Miss K Banks



## Foundation tier knowledge, skills and understanding

Below is an example of what students need to learn for each topic area

### **1. Number Structure and calculation What students need to learn:**

**N1** order positive and negative integers, decimals and fractions; use the symbols =, ≠, , ≤, ≥

**N2** apply the four operations, including formal written methods, to integers, decimals and simple fractions (proper and improper), and mixed numbers – all both positive and negative; understand and use place value (e.g. when working with very large or very small numbers, and when calculating with decimals)

**N3** recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions); use conventional notation for priority of operations, including brackets, powers, roots and reciprocals

### **2. Algebra Notation, vocabulary and manipulation What students need to learn:**

**A1** use and interpret algebraic manipulation, including:

- $ab$  in place of  $a \times b$
- $3y$  in place of  $y + y + y$  and  $3 \times y$
- $a^2$  in place of  $a \times a$ ,  $a^3$  in place of  $a \times a \times a$ ,  $a^2b$  in place of  $a \times a \times b$
- $a/b$  in place of  $a \div b$
- coefficients written as fractions rather than as decimals
- brackets

**A2** substitute numerical values into formulae and expressions, including scientific formulae

**A3** understand and use the concepts and vocabulary of expressions, equations, formulae, identities, inequalities, terms and factors

### **3. Ratio, proportion and rates of change What students need to learn:**

**R1** change freely between related standard units (e.g. time, length, area, volume/capacity, mass) and compound units (e.g. speed, rates of pay, prices, density, pressure) in numerical and algebraic contexts

**R2** use scale factors, scale diagrams and maps

**R3** express one quantity as a fraction of another, where the fraction is less than 1 or greater than 1

### **4. Geometry and measures Properties and constructions What students need to learn:**

**G1** use conventional terms and notation: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotation symmetries; use the standard conventions for labelling and referring to the sides and angles of triangles; draw diagrams from written description



**G2** use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle); use these to construct given figures and solve loci problems; know that the perpendicular distance from a point to a line is the shortest distance to the line

**G3** apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles; understand and use alternate and corresponding angles on parallel lines; derive and use the sum of angles in a triangle (e.g. to deduce and use the angle sum in any polygon, and to derive properties of regular polygons)

## **5. Probability What students need to learn:**

**P1** record, describe and analyse the frequency of outcomes of probability experiments using tables and frequency trees

**P2** apply ideas of randomness, fairness and equally likely events to calculate expected outcomes of multiple future experiments

**P3** relate relative expected frequencies to theoretical p

## **6. Statistics What students need to learn:**

**S1** infer properties of populations or distributions from a sample, while knowing the limitations of sampling

**S2** interpret and construct tables, charts and diagrams, including frequency tables, bar charts, pie charts and pictograms for categorical data, vertical line charts for ungrouped discrete numerical data, tables and line graphs for time series data and know their appropriate use

**S3** interpret, analyse and compare the distributions of data sets from univariate empirical distributions through:

- appropriate graphical representation involving discrete, continuous and grouped data
- appropriate measures of central tendency (median, mean, mode and modal class) and spread (range, including consideration of outliers)



## Higher tier knowledge, skills and understanding

Below is an example of what students need to learn for each topic area

### **1. Number Structure and calculation What students need to learn:**

**N1** order positive and negative integers, decimals and fractions; use the symbols =,  $\neq$ ,  $<$ ,  $\leq$ ,  $>$ ,  $\geq$

**N2** apply the four operations, including formal written methods, to integers, decimals and simple fractions (proper and improper), and mixed numbers – all both positive and negative; understand and use place value (e.g. when working with very large or very small numbers, and when calculating with decimals)

**N3** recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions); use conventional notation for priority of operations, including brackets, powers, roots and reciprocals

### **2. Algebra Notation, vocabulary and manipulation What students need to learn:**

**A1** use and interpret algebraic manipulation, including:

- $ab$  in place of  $a \times b$
- $3y$  in place of  $y + y + y$  and  $3 \times y$
- $a^2$  in place of  $a \times a$ ,  $a^3$  in place of  $a \times a \times a$ ,  $a^2b$  in place of  $a \times a \times b$
- $a/b$  in place of  $a \div b$
- coefficients written as fractions rather than as decimals
- brackets

**A2** substitute numerical values into formulae and expressions, including scientific formulae

**A3** understand and use the concepts and vocabulary of expressions, equations, formulae, identities, inequalities, terms and factors

### **3. Ratio, proportion and rates of change What students need to learn:**

**R1** change freely between related standard units (e.g. time, length, area, volume/capacity, mass) and compound units (e.g. speed, rates of pay, prices, density, pressure) in numerical and algebraic contexts

**R2** use scale factors, scale diagrams and maps

**R3** express one quantity as a fraction of another, where the fraction is less than 1 or greater than 1





#### **4. Geometry and measures Properties and constructions What students need to learn:**

**G1** use conventional terms and notations: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotation symmetries; use the standard conventions for labelling and referring to the sides and angles of triangles; draw diagrams from written description

**G2** use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle); use these to construct given figures and solve loci problems; know that the perpendicular distance from a point to a line is the shortest distance to the line

**G3** apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles; understand and use alternate and corresponding angles on parallel lines; derive and use the sum of angles in a triangle (e.g. to deduce and use the angle sum in any polygon, and to derive properties of regular polygons)

#### **5. Probability What students need to learn:**

**P1** record, describe and analyse the frequency of outcomes of probability experiments using tables and frequency trees

**P2** apply ideas of randomness, fairness and equally likely events to calculate expected outcomes of multiple future experiments

**P3** relate relative expected frequencies to theoretical probability, using appropriate language and the 0-1 probability scale

#### **6. Statistics What students need to learn:**

**S1** infer properties of populations or distributions from a sample, while knowing the limitations of sampling

**S2** interpret and construct tables, charts and diagrams, including frequency tables, bar charts, pie charts and pictograms for categorical data, vertical line charts for ungrouped discrete numerical data, tables and line graphs for time series data and know their appropriate use

**S3** construct and interpret diagrams for grouped discrete data and continuous data, i.e. histograms with equal and unequal class intervals and cumulative frequency graphs, and know their appropriate use



## GCSE Edexcel Combined Science Assessment Objectives:

### **A01:**

- Demonstrate knowledge and understanding of scientific ideas and scientific techniques and procedures

### **A02:**

- Apply knowledge and understanding of scientific ideas, scientific enquiry, techniques and procedures

### **A03:**

- Analyse information and ideas to interpret and evaluate, make judgements, draw conclusion and develop and improve experimental procedures

### **Breakdown of Assessment Objectives**

	<b>AO1%</b>	<b>AO2%</b>	<b>AO3%</b>	<b>Total for all AOs</b>
<b>Paper 1:</b> Biology	6.67	6.67	3.33	16.67%
<b>Paper 2:</b> Biology	6.67	6.67	3.33	16.67%
<b>Paper 3:</b> Chemistry	6.67	6.67	3.33	16.67%
<b>Paper 4:</b> Chemistry	6.67	6.67	3.33	16.67%
<b>Paper 5:</b> Physics	6.67	6.67	3.33	16.67%
<b>Paper 6:</b> Physics	6.67	6.67	3.33	16.67%
<b>Total for GCSE</b>	40%	40%	20%	100%

- Each paper is a written examination of 1 hour 10 minutes in length
- Each paper is worth 60 marks and contains different question styles including multiple choice questions, short answer questions, calculations and extended open-response questions

### **Teaching Staff:**

11y Biology – Mrs E Gibbs

11y Chemistry – Miss C Lane

11y Physics – Miss F Green

11z Biology - Miss S Miller

11z Chemistry – Mrs J Pollard

11z Physics - Dr J Barber



## GCSE Options Revision Guidance:

### Design Technology

#### Useful websites:

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

[www.BBC.co.uk/Bitesize](http://www.BBC.co.uk/Bitesize) (specifically - <https://www.bbc.co.uk/bitesize/examspecs/zby2bdm> )

#### Revision guide:

<https://www.amazon.co.uk/Grade-Design-Technology-Revision-Guide/dp/1782947523>

### Photography

Unit 1 (Coursework)	60%
Unit 2 (ESA Exam)	40%

#### Useful Websites:

**Youtube** - Mr E's Art Club: <https://www.youtube.com/@nickengland151>

**Pinterest** - Miss K Walsh

### Fine Art

Unit 1 (Coursework)	60%
Unit 2 (ESA Exam)	40%

#### Useful Websites:

**Youtube** - Mr E's Art Club: <https://www.youtube.com/@nickengland151>

**Pinterest** - Miss K Walsh



## Hospitality and Catering

<b>Unit 1 - written exam</b>	<b>40%</b>
<b>Unit 2 - controlled assessment (practical)</b>	<b>60%</b>

### **Revision Guide:**

WJEC Vocational Award Hospitality and Catering Level 1/2: Study & Revision Guide - Available from Miss Walsh

### **Useful Websites:**

<https://www.bbc.co.uk/bitesize/subjects/zbtvxyx>

## Geography

<b>UNIT 1 - Physical Geography</b>	<b>UNIT 2 - Human Geography</b>	<b>UNIT 3 - Fieldwork and Skills</b>
Exam - 1 hour 30 minutes 35% of GCSE	Exam - 1 hour 30 minutes 35% of GCSE	Exam - 1 hour 15 minutes 30% of GCSE

### **Seneca Learning**

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

This website is a free online resource – all you need to do is join class and enter some details. It is a series of PowerPoint interactive slide and then it asks you to complete multiple-choice style questions. Your teacher can monitor the time you have spent on this website and see how many questions you have attempted. It is proven to increase GCSE grades and has been created by geography examiners.

### **BBC Bitesize**

[www.BBC.com/bitesize](http://www.BBC.com/bitesize)

Go into secondary – KS4 – Geography – Exam board AQA

This contains key information for both the human and physical exams. There is information that you can read, video clips and short tests that you can complete.

### **Get revising**

<https://getrevising.co.uk/resources/level/gcse/subjects/geography>

Click GCSE Geography. Exam board AQA. This will then bring up a range of resources from mindmaps/flashcards/notes/timelines. This website is completely free to join.

### **Revision Guide to Buy**

[GCSE 9-1 Geography AQA Revision Guide: Get Revision with Results \(GCSE Geography AQA 2016\): Amazon.co.uk: Bayliss, Tim, Tudor, Rebecca, Hurst, Catherine, Digby, Bob: 9780198423461: Books](#)



This revision guide is the best for the GCSE course we follow as it relates to the majority of our case studies.

## **Youtube**

Follow the following educators

Mr B - [Mr B - YouTube](#)

Mrs Geography - [Mrs Geography - YouTube](#)

## **Spanish**

School Spanish Revision Website: <https://sites.google.com/deantrustrosebridge.co.uk/spanishgcserevision>

Language Gym: <https://language-gym.com/#/>

BBC Bitesize for AQA GCSE Spanish [www.bbc.co.uk/bitesize/examspecs/z4yyjhw](http://www.bbc.co.uk/bitesize/examspecs/z4yyjhw)

Seneca Learning [www.senecalearning.com](http://www.senecalearning.com)

## **Vocabulary Revision Websites**

Fluent U: <https://www.fluentu.com/en/>

Duo Lingo: <https://www.duolingo.com/> (also available as a mobile app)

Memrise: <https://memrise.com> (also available as a mobile app)

## **Youtube Revision Videos**

Señor Wooly: <https://www.youtube.com/channel/UCjqSPwnW2XOempvubmKUXuQ>

Señor Jordan: <https://www.youtube.com/channel/UC3l2scc15jBct61vIxt3zcv>

Butterfly Spanish: <https://www.youtube.com/channel/UC9yudInUYzMh9H4gJs4DrHg>

## **History**

### **Seneca Learning**

**[www.senecalearning.com](http://www.senecalearning.com)**

Class code: **o1qlsb6c3x**

This website is a free online resource – all you need to do is join class and enter some details. It contains information for Crime and Punishment, Anglo Saxon and Norman England, American West and The USA 1954-75. It is a series of PowerPoint interactive slides and then it asks you to complete multiple choice style questions. Your teacher can monitor the time you have spent on this website and see how many questions you have attempted. It is proven to increase GCSE grades and has been created by history examiners. I have selected the classes you will need but if you wish to use it independently remember to select **Edexcel** as the exam board to complete the activities that are pertinent for our course.

### **BBC Bitesize**

[www.BBC.com/bitesize](http://www.BBC.com/bitesize)



Go into secondary – KS4 – History – Exam board EDEXCEL

This contains key information for both the Anglo Saxons and Normans and there is a small section to help you with the Vietnam section of The USA course. There is information that you can read and short tests that you can complete.

## Tutor 2 U

[www.tutor2u.com](http://www.tutor2u.com)

Click subjects and select history. Click collections. Here you will find information to support the American West course. There is a range of study notes and interactive quizzes and games to test your knowledge.

## OCR Cambridge National Certificate in Sport Studies (J829)

This unit worth 40% of the overall mark	This unit worth 20% of the overall mark	This unit worth 40% of the overall mark
R185 Performance and Leadership	R186 Sport in the Media	R184 Examination Contemporary Issues In Sport
Completed in Y10	Sept - Dec 2023	Jan - May 2024
Written coursework and a practical assessment will formulate the grade for this unit.	Written coursework and 4 practical assessments will formulate the grade for this unit.	This written examination is an hour long paper worth 60 marks.

The focus for all Y11 Sport pupils is to ensure the written coursework and the external examination are completed to the highest possible standard. All written work is completed on Google Classroom during lessons, and can also be accessed out of school. It is imperative that all deadlines are met, as evidence of grades will be sent to an external moderator to verify the grades awarded.

### Google Classroom codes:

11C/Ss1 Miss Reilly: **lxei3ng**

11D/Ss1 Mr Shepherd: **5d5bjry**

### Coursework catch-up:

Both teachers run a weekly after school session for pupils to catch up on lost learning time. This takes place every Friday, 3-4 pm in computer room CS1.



## **BTEC Digital IT**

Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology

Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology		
Component Number and Title	Percent	Assessed
1. Exploring User Interface Design Principles and Project Planning Techniques	30%	Internal
2. Collecting, Presenting and Interpreting Data	30%	Internal
3. Effective Digital Working Practices	40%	External

**Coursework Catch up** - Pupils are encouraged to take advantage of coursework catch up sessions that take place every Wednesday after school.

Teaching staff - Mr Finnegan.

Useful Websites -

<https://www.knowitalninja.com/>

<https://www.pgonline.co.uk/resources/computer-science/btec-l2-dit/clearrevise-btec-dit/>

All pupils will be provided with a revision guide and revision material. It is very important that you start to revise for the C3 exam early in the academic year to maximise your mark /potential.

## **Health and Social Care**

[www.BBC.co.uk/bitesize](http://www.BBC.co.uk/bitesize)

Health and social care - Essential Skills Communication (Levels 1 and 2) - BBC Bitesize

Physical, emotional and social wellbeing - Health and wellbeing - AQA - GCSE Physical Education Revision - AQA - BBC Bitesize

[www.tutor2u.com](http://www.tutor2u.com)

Health & Social Care | tutor2u

[www.educationforum.co.uk/Health/index.htm](http://www.educationforum.co.uk/Health/index.htm) (select health section)



## Citizenship

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Citizenship Studies

Paper	Coverage
Paper 1 (50%) 80 marks, 1hr 45	Living together in the UK Democracy at work in the UK Law and justice
Paper 2 (50%) 80 marks, 1hr 45	Power and influence Taking citizenship action

**Teaching Staff: Miss Ashurst**

## Revision

[Citizenship lessons for Key Stage 4 students - Oak National Academy \(thenational.academy\)](#)

[Citizenship GCSE by Cre8tive Resources Flashcards | Quizlet](#)

Students also have their own copy of the Pearson revision guide and workbook to use for home revision, which includes online access to the book if they prefer to revise electronically.

## Performing Arts

[BBC Bitesize Drama: https://www.bbc.co.uk/bitesize/examspecs/z4bfscw](https://www.bbc.co.uk/bitesize/examspecs/z4bfscw)

[BBC Bitesize Devising: https://www.bbc.co.uk/bitesize/topics/z4vm2sg](https://www.bbc.co.uk/bitesize/topics/z4vm2sg)

[BBC Bitesize Theatre Styles: https://www.bbc.co.uk/bitesize/guides/zmn9382/revision/1](https://www.bbc.co.uk/bitesize/guides/zmn9382/revision/1)

[Component 3 Revision Guide:](#)

<https://www.amazon.co.uk/Revise-Award-Performing-Revision-Guide/dp/129224562X>

## Music

[Unit 2 Revision - https://www.rushey-tmet.uk/wp-content/uploads/2019/08/BTEC-Music-U2.pdf](https://www.rushey-tmet.uk/wp-content/uploads/2019/08/BTEC-Music-U2.pdf)

Production and Promotion -

<https://stgeorges-school.s3.amazonaws.com/uploads/document/Revision-notes-on-Production-and-Promotion.pdf?t=1552058357?ts=1552058357>

The Music Industry -

<https://stgeorges-school.s3.amazonaws.com/uploads/document/The-Music-Industry-Revision-Guide.pdf?t=1552058357?ts=1552058357>





*The rest of this handbook is designed to support students and parents with effective strategies and techniques for revision.*

## **Areas covered are:**

1. Revision Timetable (A3 copy also in your pack)
2. Ineffective revision strategies
3. Effective Revision Strategies
  - A) Flash cards and The Leitner System
  - B) Mind Maps
  - C) Cornell Notes
  - D) Retrieval Practice
4. The importance of Habits and Routines
5. The Five Step Study Plan



# 1. Revision Timetable

Being organised and on top of their studies is important in pupils' success at school. In addition to putting the effort in during school hours, pupils are also required to dedicate time to their learning at home. This does not mean spending countless hours revising and doing homework, however it is important pupils do this consistently and have a plan of what, when and where they are going to work at home. We advise that you sit down with your child at the beginning of each half term and plan out their homework and revision for the following six- eight weeks.

## GCSE After School Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>4-5pm</b>	History: Homework	English: Homework	Maths: Homework	Spanish: Homework	Night off	Day off	PE: revision
<b>5-6pm</b>	Spend time with friends	Exercise / training	Swimming	Exercise / training			Drama: Revision
<b>6-7pm</b>	Have my tea and watch TV	Have my tea and watch TV	Have my tea and watch TV	Have my tea and watch TV	Have my tea and watch TV		
<b>7-8pm</b>	English: Poetry revision	Spanish: Verb flashcard revision	History: Crime and Punishment revision	Maths: Algebra revision	Science: Biology cells revision		Homework catch up session
<b>8-9pm</b>							

- 1) Do the hard things: do the work now for the person you want to be in the future.
- 2) Don't just read a textbook: make flash cards, answer and self assess practice questions, re-write notes from memory.
- 3) Stay positive, be disciplined and make sure you get the work done.



## 2. Ineffective Revision Techniques

Before looking at how best to revise, it is vitally important to think about strategies that students may employ that have a limited or no real benefit on learning or memory.

These include:

- Simply writing out notes or copying from a textbook/exercise book.
- Reading and doing nothing with the information. Trying to focus on 'too much information' on a single page and cramming revision.
- Highlighting information for the sake of it.
- Not enough silent work or attention to a given task. Attempting to revise while multitasking and doing other things.
- Comfort zone revision of easy material that pupils have already mastered because it makes you 'feel good'.

## 3. Effective Revision Techniques

### A) Flash Cards (The Leitner System)

One particularly effective strategy is the creation and use of **flashcards**. Flashcards are generally a card containing a small amount of information as an aid to learning. The use of flashcards are for low stakes testing to improve recall and to strengthen memory.

An effective flashcard may include the following (*in each subject they will be used in a different way*):

- A key term/key word with definition on the back.
- A key date with the event on the back.
- A key equation with its use in practice on the back.
- A past paper question and a model answer on the back.

**ATTRITION**

**The action of rock fragments colliding into each other causing them to become smaller and rounder over time.**



In order to use flashcards most effectively, the **Leitner System** is a desired strategy. Once you have created a set of flashcards, create three boxes/areas marked as the following.

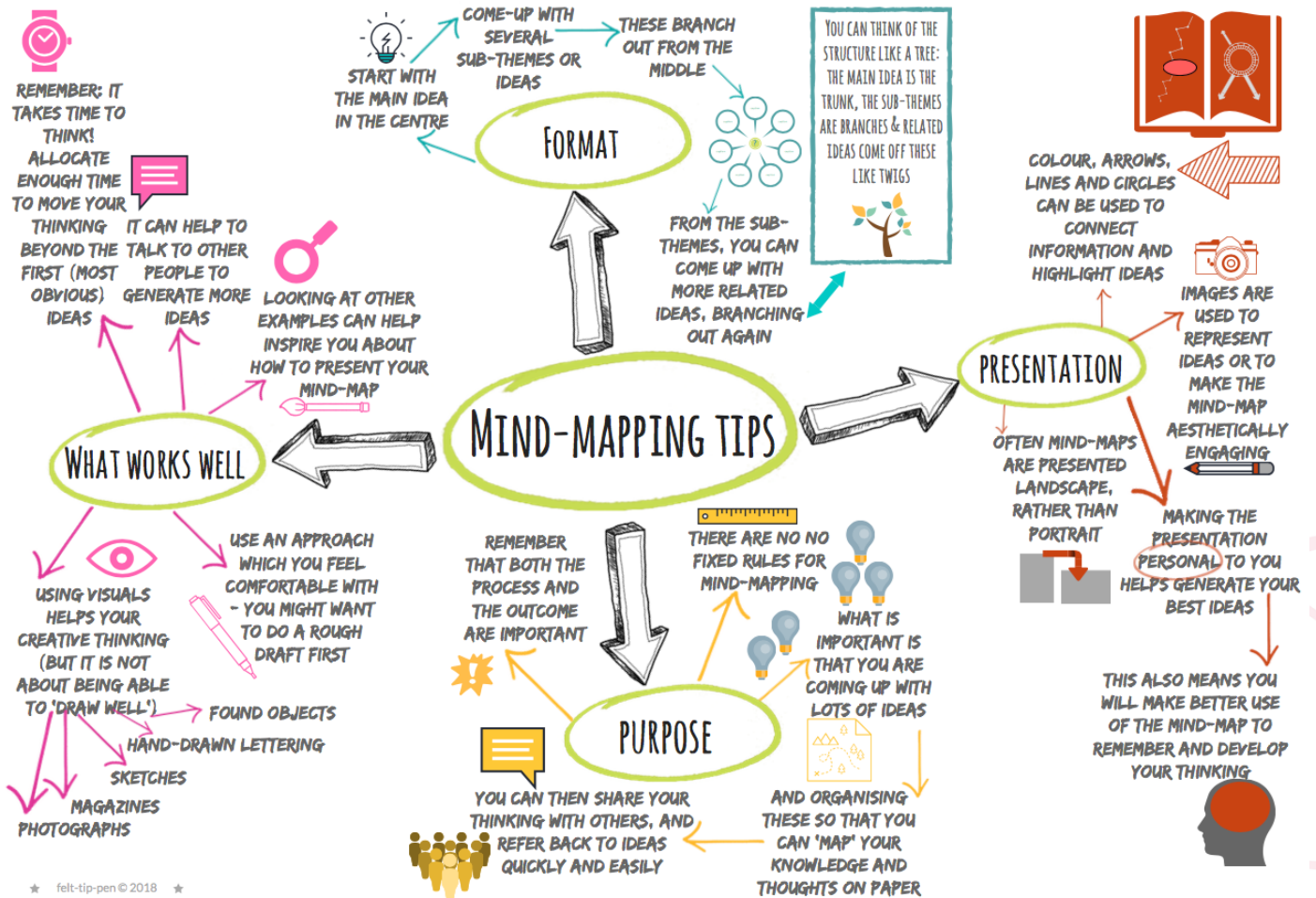
<b>BOX 1:</b> Every day	<b>BOX 2:</b> Twice a week	<b>BOX 3:</b> Once a week
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- Test yourself on the flashcards in the Box 1 pile. If you get the answer correct on the flashcard, move it to the Box 2 pile. If you get it incorrect, it stays in Box 1
- Twice a week, test yourself on the flashcards in Box 2. If you get the answer correct on the flashcard, move it to the Box 3 pile.
- If you get it incorrect, it stays in Box 2. The aim is to get all of the flashcards to Box 3.
- This video will help support you in using the Leitner system:  
<https://www.youtube.com/watch?v=C20EvKtdJwQ>
- This diagram will also further support your implementation of the **Leitner System**.



## B) Mind Maps

Mind maps are used as a way of presenting ideas all on one page, using colours, pictures, diagrams and abbreviations to organise your thoughts and ideas. Once completed mind maps are a great way to have a large amount of information together, that can be revised and used to test yourself against. Look at the image below to help you.



★ felt-tip-pen © 2018 ★



## C) Cornell Notes

Cornell notes is a system of note taking that supports pupils remembering information by having them write down notes, pick out key ideas and summarise. The act of doing this allows pupils to shorten a large amount of information to key ideas so that it is more digestible and easier to remember. This can be done in lessons, in revision sessions, whilst reading a textbook and whilst watching videos.



- 1) Divide an a4 page as above.
- 2) Write down the title of the lesson, revision session, text book or video at the top.
- 3) During the lesson, revision session, reading the text book or watching the video, write down the key information and ideas in the main notes section..
- 4) Once finished, in the left hand column simplify this information even further with key words, dates, numbers, times, pictures, questions.
- 5) At the bottom write a summary of what you have learned.
- 6) Keep the notes and use them to test yourself by writing your own questions, answering questions in a text book, answering past paper questions, getting a friend or family member to test you.



## D) Retrieval Practice / Deliberate Practice

- This follows a simple process to support your revision. Start by spending time reviewing a topic/unit (this could be reading over work, making flashcards, making a mind map or taking Cornell notes)
- Once you have made your flashcards or taken your notes, spend 5-10 minutes reviewing them.
- Once you have reviewed them now answer questions on them. You could make questions yourself or answer questions from the textbook or a past paper. **Do this with no notes and from your memory (this is vital for revision).**
- Once you have finished, check your answers.
- **This will support you in showing where your 'knowledge gaps' are and where focus needs to be in your future revision.**
- Revision shouldn't keep you in your comfort zone, you need to be thinking hard and identifying your own areas for development. Avoid simply revising topics you enjoy.



## 4. The importance of Habits and Routines

Within your revision, it is vitally important to establish a strong routine. Having goals are good for setting a direction. What do you want to achieve in *this* revision session?

In order to support the forming of good revision habits, there are a number of areas to consider:

**Start small and build up** – reduce distractions where and when you revise and get your family to encourage the creation of a revision timetable and placing it somewhere visual in your house. Ensure someone else is knowledgeable of this timetable to enable accountability and aid support.

**Make it attractive** – collaborative focused revision is beneficial (alongside attending interventions or revision sessions) but you could also ensure there is a 'reward' at the end of a revision session. *If I complete this, I can do this.*

**Make it satisfying** – challenge yourself, track your own revision progress and ensure you stick to your revision timetable. Small steps build success and motivation. Use PLCs or checklists to support.

**Make it obvious** – revise in one area, leave your materials out ready to support your organisation and ensure routines are stuck to. Ensure your environment is clear, uncluttered and comfortable.

## 5. The Five Step Study Plan

### Five-step study plan

by @KateJones\_teach & @Inner\_Drive | innerdrive.co.uk

- 1. Make a list** - What do you need to know?
- 2. Timetable a spaced schedule** - Study each topic little but often, and leave yourself enough time.
- 3. Use effective study strategies** - Test yourself and keep the re-reading and highlighting to a minimum.
- 4. Identify the gaps in your knowledge** - What do you need to study more? What can you move on from?
- 5. Close the gaps** - Repeat steps 3 & 4 as many times as you need until you are comfortable with everything.

