



Court Fields School Year 11 Student Guide 2024-25

(GCSE/BTEC/OCR)

Practical advice, tips and ideas

The advice in this booklet will help you to be ready for your PPEs, support your work in Year 11, and ensure that you are prepared for your final exams in May.



Achieve | Belong | Participate

Section 1 - How can you help?

Contents	2
How can you get prepared? Part 1	3
How can you get prepared? ? Part 2	4
How can you get prepared? ? Part 3	5
How can you get prepared? ? Part 4	6
What if I feel like it's 'too little, too late' or like 'revision doesn't work for me'?	6
What are your teachers doing to help you prepare?	7
Get Revising Stage 1: Planning	8
Get Revising Stage 2: Plan a 'typical' revision day	8
STUDENT REVISION PLANNER - example week	9
Get Revising Stage 3: Getting the environment right	10
Get Revising Stage 4: Beat exam Stress	10
Top tips to reduce stress	11
How does the brain work when it comes to revision?	12 - 13
Get Revising Stage 5: Decide how you are going to revise	14
Get Revising Stage 6: Start Revising!	14
Weekly Revision Planner - blank for your own use	15 - 24

Section 2 - Practical hints and tips

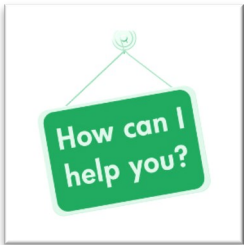
Introduction to Section 2	25
Top tips for storing and retrieving information from your brain	26
Exam Skills 1	27
Exams Skills 2	28
Mind Map & 5 minute review	29
Memory Tools: mind map	30
Memory Tools: journey	31
Memory Tools: mnemonic	32
Memory Tools: acronym	33
Memory Tools: story	34
Memory Tools: movement	35
Revision Tools & Tips 1 - 4	36 - 41
Spelling, Punctuation & Grammar (SPaG) 1 - 7	42 - 48
Public Examination Guidelines	48
Final thoughts	49
PPE Timetable—December 2020	50
JCQ Regulations and Key Information	51

Get Prepared - Part 1

The GCSE examinations are your chance to gain qualifications that can set you up for further education, apprenticeships, employment or training. To prepare you for your GCSE exams, we have had PPEs at the end of Year 10, and there will be two sets of PPEs again in Year 11.

These are not a 'practice' go at your GCSE exams. You need to use these as your chance to show that you are on track to get the best results you can.

Preparing thoroughly for your PPEs in Year 11 gives you the best opportunity at achieving success in your GCSEs. This preparation will allow you to identify which areas to focus on, act on your teachers' advice on how to improve your work, and will help you to make the progress that you deserve.



Some children sail through exams with very little stress. For others even small tests cause real anxiety.

There are lots of ways to help you deal with exam stress, from practical things like eating healthy food and getting organised, to getting support with revision. This short guide is aimed at showing what you can do to help your revision.

So what can you do?

Focus, Goals, Aims: Have you got an aim, a goal, a target to aim for? If you don't know what you are aiming for you won't know what to do. By now you should have considered your next steps post-16. If not, do so as soon as possible. Please contact your Tutor if you would like support with this. You will also have a careers appointment with Mrs Hunt, our Careers Advisor.

Expectations: Be realistic about what you can achieve. Don't expect 10 Grade 9s if your estimated grades are nowhere near this. Also, don't underestimate and settle for less than what you are capable of. Your recent report will give you a current picture including your Target Grades, which you can use as an indicator of what you should achieve. Speak to individual subject staff if you have questions or concerns. Imagine you are on a flight path. You need to show in the Year 10 PPEs that you are on track to meet or exceed your Minimum Expectation at the end of Year 11. The results from your PPEs will show your teachers what you know, and don't know. If you don't prepare or revise properly, this will not give an accurate picture, so you must prepare as if each set of PPEs are the real thing.

Getting Organised: Work out a revision timetable early on so that you allow enough time to cover all the topics you need to revise. Ticking off each topic as it's done can help revision seem more manageable. The rule is little and often!

Get Prepared - Part 2

Environment for Learning: You will need your own space. Make it comfortable and relaxed (but not too relaxed!). Take away any distractions like games consoles or mobile phones. Revision or homework cannot be done effectively if the TV or music is on in the background.

Revision Techniques: Do you know how to revise? Revision needs to be active: reading through notes will not make them stick in your memory. We would encourage you to make notes, to highlight key points and words and to go over each topic several times. At the end of each topic, make a short list of the main points. These will be useful for a quick revision session the night before each exam. See Revision Tips later in this booklet.

Equipment: Have you got everything you need to succeed? Pens, pencils, calculators etc. Post-it notes to stick key words and phrases on the wardrobe door. The right equipment for practical subjects, ingredients for food etc.

Websites: There are plenty of websites which offer revision games and activities as well as practice papers with mark schemes. Using a variety of techniques will help all the information to sink in.

Revision Guides: Subject revision guides are available to buy via scopay. Please check the school website and with your teacher to order.

Structure: Sit down and use the revision timetable templates to structure your revision time/down time, and also to plan what subjects you will revise and when.

During the Exams:

On a calendar, mark exam dates and get a thick pen to cross off exam days once they're over. This will help you feel that there is an end in sight!

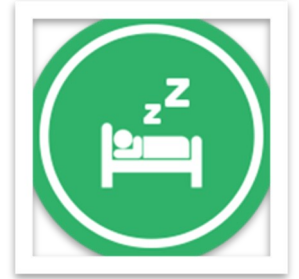
Organise your clothes, food and equipment the night before each exam. Feeling organised about the little things will help to cut down on stress. Try to get plenty of sleep and take regular breaks while you're revising. The brain will work better if it's rested.



Get Prepared - Part 3

Sleep and rest: Trying to cram in last-minute revision the night before an exam is generally a bad idea. It will make you panic and might even affect your performance the following day. It's much better to have a relaxing evening the night before each exam

Exercise, even a walk to the shops, will help you to concentrate when you get back to work. It can also help you to sleep better. Make sure an alarm is set for the next morning! Waking up in a panic or even arriving late for an exam only makes things more stressful.




**EAT
HEALTHY
AND
STAY
HEALTHY**

Food and Drink: It's important to eat a healthy, balanced diet all the time, but during exam times this is vital. Eating well will help you to focus and do your best. Exam stress can make some people lose their appetites. If this happens, aim to eat light meals or sandwiches. Try not to eat lots of sugary snacks, as these can actually stop you from concentrating. Avoid drinking caffeine-rich drinks like tea, coffee and cola in the evening as caffeine can disturb sleep.

Energy drinks will negatively affect your ability to focus and do your best in your exams. Energy drinks can cause a number of unwanted side effects for young people. The caffeine in energy drinks can lead to fidgeting, nervousness, upset stomach, headaches, difficulty concentrating, difficulty sleeping, mood swings and frequent urination. The caffeine and sugar in these drinks provide a huge 'rush' to the brain, which will mean that you are much less likely to be able to focus in an exam situation.

Water: The human brain is made of around 85% water. When you are not properly hydrated the effects can be felt in the brain as symptoms like headaches, poor concentration and reduced short-term memory. Make sure you take a bottle of water into the exams. It will help you to stay alert. This is especially true during the long exams.



Exams are a very stressful time. The signs of stress could include:

- Sleeping or eating more or less than usual
- Loss of concentration and interest
- Tears, tantrums and panic attacks
- Excessive drinking or smoking
- Lack of confidence
- Calls for help such as "hanging round" seeming to want to talk

Get Prepared - Part 4

**Winners Are Not
People Who
Never Fail,
But People Who
Never Quit**



**What if you feel like it's
'too little, too late' or feel like
'revision doesn't work for me'?**

Research suggests that two simple revision strategies can improve your outcomes in exams considerably, even if you have done little revision to date. They are:

- Practice testing - Self-testing to check knowledge - especially using flash cards
- Spreading revision over time using a structured revision plan

It's never too late for you to make an improvement in your grades. The only question will be just how much that could be: 1, 2, 3 grades, or more... it just depends on how much work you put in.

As for revision not working, or not 'being able to remember' things, just think how much you remember every day... For example, computer games.

Computer games are something many young people spend many hours practising, and players have to remember large amounts of information in order to improve their score each time as they practise. Players even finish the game with a score that tells them how good they are.

If you play computer games, you definitely have good memory skills and will be able to apply these to your revision!!

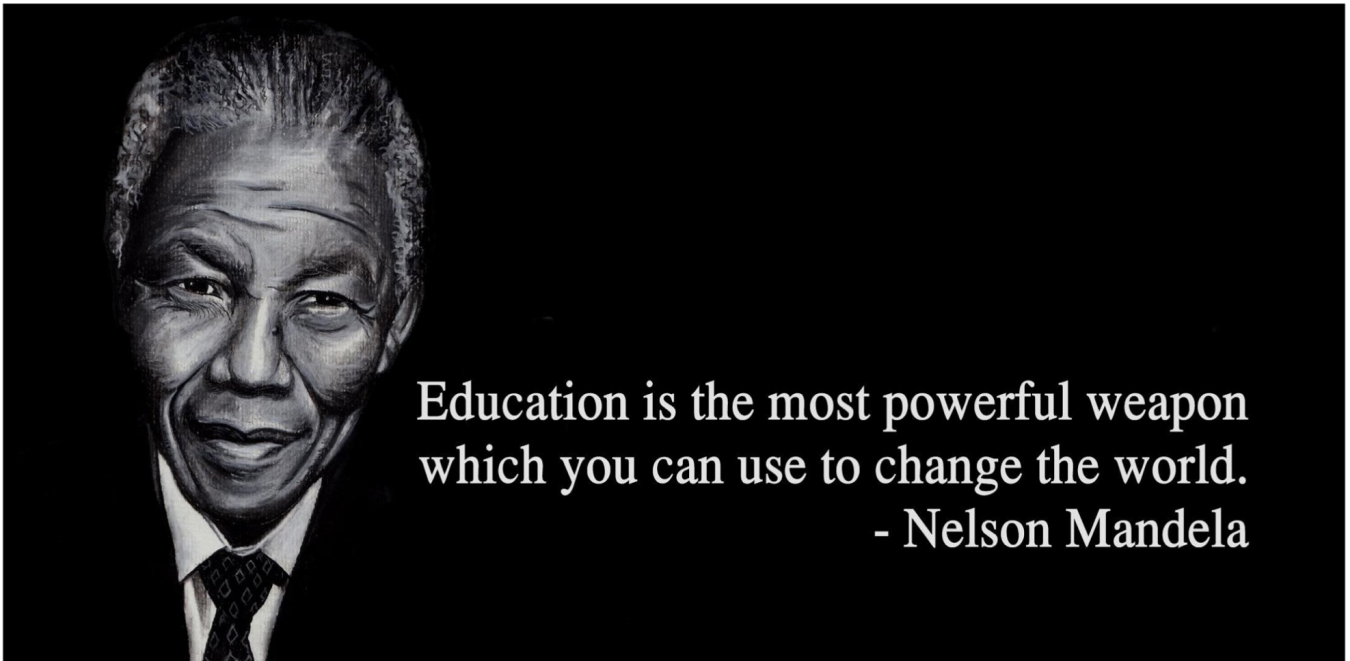
How your teachers help you prepare

Your teachers have been working really hard to teach you all of the knowledge and skills that you will need to be successful in your GCSE course.

Your lessons over the coming weeks, revision planning and revision sessions are a great opportunity for you and your teachers to identify what you have understood, and also the bits that might need some more work. They will also be working on exam technique and coaching you on how to apply your knowledge in the best way to gain the most marks from each question.

Your teachers will be including lots of things in lessons that will help you prepare for your exams: knowledge, skills, revision tips etc. Talk to someone at the end of each day, go through what you have done in each lesson, and take your teachers' advice on board and complete any activities that they suggest.

Remember that your teachers are experts in preparing students for exams. If they suggest that you complete a task, it will be for a very good reason and it should be completed on time. Similarly, if they ask you to complete practice questions or 'mock' exams, you should complete these to the best of your ability. Otherwise teachers will not be able to identify where there are gaps in your knowledge.



Get Revising Stage 1: Planning

You can start your revision at any point, but you should really start to focus on your revision about 6 weeks before exams start.

You should begin by planning your revision and making a revision timetable. This will help you to get organised, making sure that you have enough time to cover all of your subjects. You can fill in the example below or make your own.

Make sure you know what to revise. You should ask your subject teachers for a 'checklist' of what is in each exam. Be honest with yourself – which areas do you really need to focus on (it's only natural to want to revise the stuff that you already know!!). Make a list of your key priorities – you will be at risk of stressing yourself out if you try to do everything.

Get Revising Stage 2: Plan a 'typical' revision day

Every evening, if you do not have homework set, you should aim to spend between 2 and 3 hours revising. You should aim to study between 2 and 3 subjects during this time.

On the weekend and holidays, when not in school you should aim to spend between 3 and 6 hours revising. You should aim to study between 2 and 4 subjects each day.

If you follow the guide below, you should have the foundation for a solid revision schedule.

- **Preparation** – 5 minutes
- **Revision** – 30-45 minutes maximum (our attention span can't handle more than **this**)
- **Power Break** – 10 minutes Get up and move. Send a text, make a cup of tea – do anything that gets you up and about!

Repeating this cycle for each topic will help you to cover all of the subjects that you need to revise.

Make sure that you leave at least 30 minutes between each subject, and, crucially, an hour before going to sleep so that you can relax and unwind.

Use the example schedule on the next page to go through what realistic proportion of each day you can allocate to revision.

Weekly Revision Planner - map out your days

Week Starting: _____

STUDENT REVISION PLANNER - example week. Write in what you do each part of the day including sleep, work, eat, socialise, and revise!

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
7am							
8am							
9am		<p>Block out any prior commitments e.g. school, work, clubs etc.</p> <p>Divide up your subjects and think how you could spread them out across the week – it is <u>vital</u> that you include breaks and relaxing time.</p> <p>You need time to unwind and de-stress – a break will make you more efficient during the times when you are revising.</p> <p>It's important to have some time with your friends and family, but remember, this next few weeks of hard work are just a short period of time in the big scheme of things. Short term effort, for long term gain.</p> <p>There are blank sheets at the back of this guide for each week working up to and through the exams, so get planning and fill in your time!</p> <p>Remember to use the help from your Tutor and your exam timetable to help you map your revision effectively.</p>					
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							
10pm							
11pm							

Get Revising Stage 3: The environment

Find a quiet spot in which to revise. Try to clear it of any distractions – phones, TVs etc.

Make sure you have everything you need before you start – pens, paper, revision guide etc. Remember school gave you a pencil case about a month ago with everything you need for revision, including highlighters, pens, pencils etc.

Set a timer – break up your revision into small chunks. Every 10 – 15 minutes, have a 5 minute break (make a cup of tea, send a text etc.). This means that you will be more likely to remember the information that you are looking at.

Make sure that you eat regularly – healthy snacks will keep you energised.

Don't revise too late and make sure you get plenty of sleep. Staying up all night will not help you have a clear head for your exam or for school.

Find time to relax! Being stressed isn't going to help you. Make sure you build in time to your revision schedule to see your friends and do the things you enjoy.

Organising your revision space is important in helping you to focus your attention. Don't worry about needing a large area for revision, you can effectively create a study space a smaller area too. In fact, having a small, focused area can sometimes be better. Remember to keep this space just for revision – creating a positive and relaxed space for study helps you to be more productive.

Revision shouldn't be something that you focus on for many hours at a time; creating an area where you can visit for short bursts of time is often more effective.

Follow these top 4 tips on creating an effective space for study and revision, outside the classroom.

1. Remove distractions:

If you are easily distracted by your mobile, tablet or TV, make sure you are away from your desk or that all distractions are turned off for the short time you are revising. Reward yourself with your favourite show, or time to go on a game, but only once your revision has finished.

If you can't get rid of distractions, like if you're enjoying practicing with friends at the library, consider plugging in headphones and playing relaxing music while you practice. There are some great learning playlists. This means you can stay where you are and focus a little more until your rep time is over.



Get Revising Stage 3: The environment

2. Just Use the Space for Study:

As much as possible, separate your space from other things you enjoy. While practicing in bed may seem like a good idea, finding a spot away from your bed can make you more productive. This helps you get into a good routine and means you have your own space. It also helps you switch off when the time is over. Find a place to learn, review, and go there when you want to do it again. Don't forget to tidy up and keep things in order



Even with limited space, keeping your study area clean can be a daunting task. However, having an organized place to study and review is very important to improve concentration. Have a flat surface, such as a table or desk, ready to use to clean up clutter and other books. An organized practice area helps you focus without distractions and contributes to a positive learning experience.

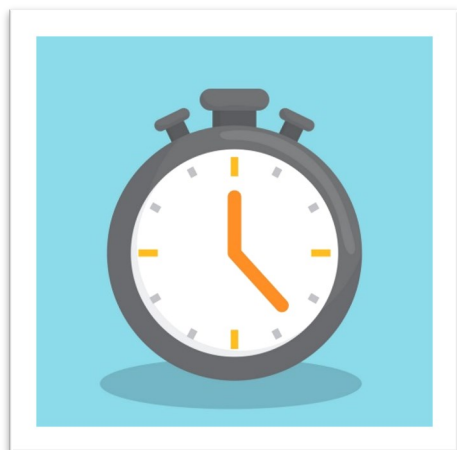
3. Make yourself Comfortable:

Make sure the place where you study is a place that doesn't bother you. While it's a good idea not to get too comfortable (you still have to be careful), it's important to be comfortable, so you'll want to stay in this space while you study.

4. Time Yourself:

You should consider setting goals at the beginning of your review session. Based on your plan, you can agree with your tutor how much time you would like to spend reviewing. If you have a mobile or can ask a friend or parent, set an alarm or timer to let them know you only have a certain amount of time to complete the activity. It helps you focus and lets you know you can do other things after your alarm goes off. Students often find it useful to 'chunk' time and this is a very simple and effective way to stay focused.

For example, you can spend 20-30 minutes with the timer on at your study area and practice what you have learned. It's a great way to organize your time so you don't have to spend longer than necessary to get your work done.



Above all, it is important to seek support and advice to create the best environment for revision outside the classroom. Your class teachers, Tutor, Head of Year, pastoral support, and many others at your school will always be there for you, as well as your friends and family.

Get Revising Stage 4: Beat Exam Stress

Tests and exams, including GCSEs, can be a challenging part of school life for students

What is Stress?

Stress is the feeling of being under too much mental or emotional pressure.

Pressure turns into stress when you feel unable to cope. People have different ways of reacting to stress, so a situation that feels stressful to one person may in fact be motivating to another. Many of life's demands can cause stress, when young people feel stressed, it can affect everything they do.

Stress can affect how you feel, how you think, how you behave and how your body works. Sleeping problems, sweating, loss of appetite, headaches, stomach pains and difficulty concentrating are common signs of stress.

But there are ways to ease the stress...



Get Revising Stage 5: Decide How

We all learn in different ways. Work out which of the ways you prefer to revise so that you can more effectively remember the information you need, and crucially, be able to recall it in an exam!

The brain stores loads of new patterns or information every day. This increases hugely when you are revising.

Provided with the right trigger, the brain should be able to retrieve any pattern. But if it keeps getting new information, or there is a poor connection to that information, the overworked brain might go wrong.

That's what happens when you think you've committed a new fact to memory, only to find 15 minutes later that it's disappeared again.

So the key is to try different ways to keep storing and making those links in the brain to be able to find the information later.

The better you can make those connections in your brain, the more effective your retrieval of information will be (this is why we practice retrieval at the start of lessons).

Get Revising Stage 6 : Actually Start Revising!

Decide on the strategies that you are going to use in your revision. If you are unsure, have a look at the techniques over the next few pages and see if there is one that seems to suit you more. Don't be afraid to try a range of activities – it doesn't matter if some don't work. You could try out some with a parent/friend to help you decide on the best ones.

**The key thing is to remember, whatever way you choose to revise,
you have to DO something with the information, not just read it.**

Use the revision resources and blank revision planning sheets to structure your revision, making sure you think about when your exams are taking place, not forgetting the subjects that you find hardest (!) and getting a balance between working and relaxing.

Top Tips to Reduce Stress

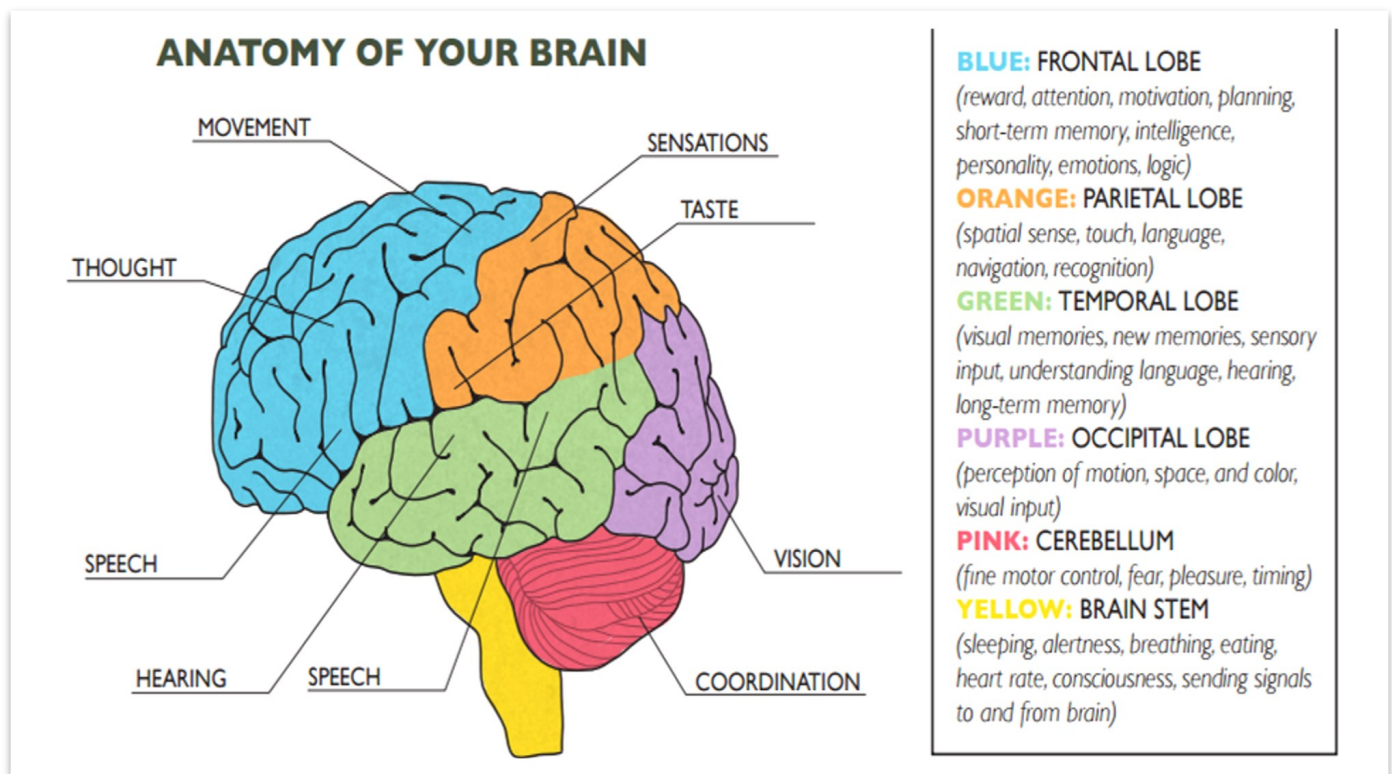
1. **Share:** Having someone to talk to can help. Support from a parent, Tutor or study partner can help you explore your worries and keep things in perspective.
Nervousness is a natural reaction to exams.
2. **Eat Healthy:** A balanced diet is vital for your health, and can help you feel well during exam periods. Foods such as: high-fat, high-sugar and high-caffeine foods and drinks (such as coke, sweets, chocolate, burgers and chips) can make you hyperactive, irritable and moody.
Make sure you keep your body hydrated - Drink at least 1.2 litres of water or fruit juice a day (try to avoid sugary drinks) .
3. **Sleep:** Good sleep will improve thinking and concentration. Most teenagers need between eight and ten hours' sleep a night. Allow at least half an hour (preferably an hour) between studying, watching TV or using a computer and going to bed. This will help you get a good night's sleep.
4. **Exercise:** Try to keep active. Exercise can help boost energy levels, clear the mind and relieve stress. Walking, cycling, swimming, football and dancing are all effective.
5. **Relaxation:** Relaxation, such as deep breathing, can help to relieve any stress symptoms. It can help you calm down and take a step back from a stressful situation. Relaxation techniques may not get rid of the cause of your stress but you will probably feel more able to deal with it once you have released the tension in your body and cleared your thoughts. You can also relieve tension by having some time to yourself, doing whatever you enjoy, such as: having a warm bath, reading, listening to music, occupying yourself with a hobby and exercising.

Following some or all of these suggestions may help relieve many anxieties that you have.

Remember to talk to your tutors or teachers if you are worried about anything.

If you feel that your anxiety is at a very high level, please contact your Tutor.

How Does the Brain Work?



Students rely on one brain function above all others: memory.

They need to find the best techniques for training the brain to hang on to as much information as possible. The process depends on the brain's ability to form new connections between its billions of cells.

How does it work?

Information is transmitted by brain cells called neurons. When you learn something new, a group of neurons activate in a part of the brain called the hippocampus (situated in the temporal lobes). It's like a pattern of light bulbs turning on.

To remember something your brain goes through the following process:

- First your brain consciously registers the memory, a process called encoding. The reason most people don't remember a name straight away is because they haven't encoded the name – perhaps because they were thinking about something else.
- Next, the brain must consolidate the memory,
- Followed by the last step which is called retrieval. This is where you are able to find the memory when you need to.

How Does the Brain Work?

The best way to help you improve your memory is to keep remembering the same thing, over and over again. This strengthens the neural pathway to the memory and makes a really strong connection so you can 'find' the memory easily.

It's a bit like a computer database or a filing cabinet. You can store files in different folders on your computer/in a drawer or filing cabinet so that you can find them more easily when you need them.

However, if you don't file things properly, get them in the wrong folder or you can't remember your password, then it's not easy to find them.

Some of the best ways to do this are by 'doing' (for example writing the information, or even better by 'teaching' it to someone else), by 'linking' (using skills such as mnemonics to link specific knowledge to more everyday/commonplace items), and by working with no distractions.

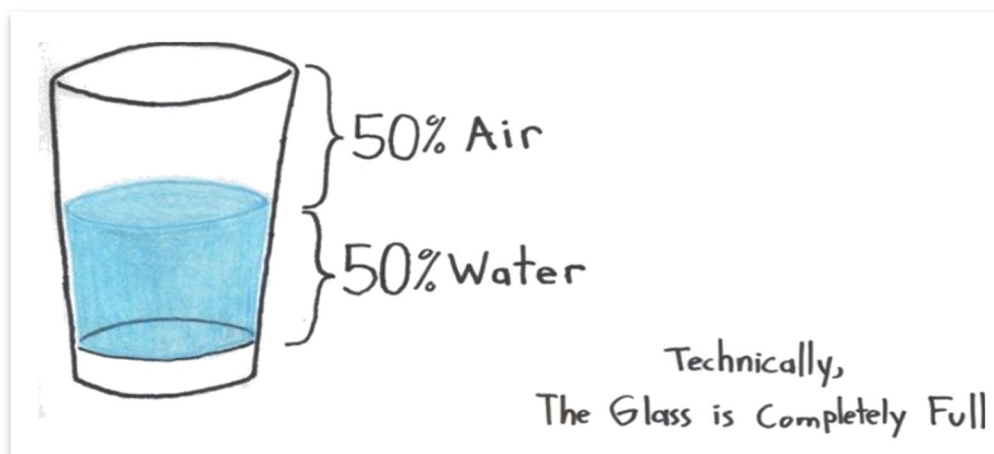
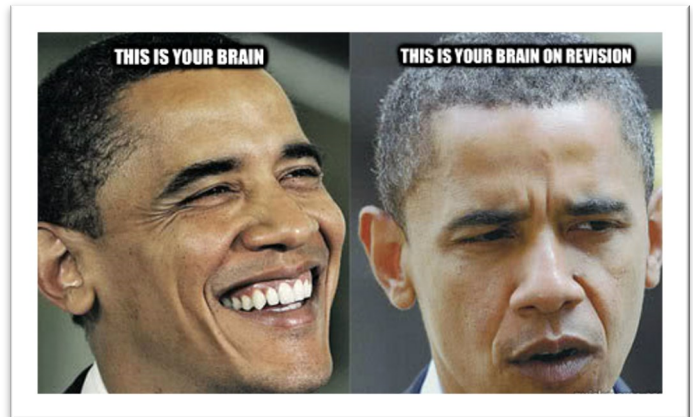
There are other things you can do to improve memory, such as getting into a regular sleep pattern, eating a balanced diet and exercising regularly.

Remember, the brain depends on proper hydration to function optimally. Brain cells require a delicate balance between water and various elements to operate. If you don't drink enough water, that balance is disrupted and your brain cells lose efficiency.

If you are dehydrated you have more difficulty keeping your attention focused. Dehydration can impair short-term memory function and the recall of long-term memory. The ability to perform mental arithmetic is compromised when your fluids are low.

You need to drink plenty of water to perform to your best in your exams. By the time you know the signs of 'feeling thirsty' you will already be dehydrated, so it's best to prepare with routinely drinking water throughout the day.

Exams are a tough time for brains, so help look after yours!!!!



Practical Revision Hints and Tips

On the next few pages we have outlined a number of ways that you can revise effectively. Whilst there is no one approach that will work for everyone, there are several key things to remember. We have also identified 4 key strategies that will enable you to revise successfully:

- Mind Maps
- Flash Cards
- Self/Peer Quizzing
- Cornell notes

Don't just read – do!

Reading through revision notes may seem like a good way for you to familiarise yourself with the material, but reading alone is unlikely to be enough to help you remember the information sufficiently to recall it in the exam. Practising exam questions, as well as memorising the knowledge and content, will help you improve your marks. For many exams, practice really can make perfect.

Use memory techniques

Many exams require the recall of key facts and information and it can be overwhelming trying to commit everything to memory. Research shows that the short-term memory cannot hold vast amounts of information, but there are many memory techniques that could help.

The obvious one is the use of mnemonics. For example, many of us will have used the phrase 'Richard of York gave battle in vain' to help us remember the colours of the rainbow.

Mnemonics are great for two reasons. Firstly, remembering only one word or phrase gives access to many other words without cluttering the short-term memory. Secondly, they give an order or priority to the list of words. There are many other memory techniques too.

Have a balanced approach to revision - scheduled or organised time

Some students like to cram the night before an exam and some draw up a revision timetable many weeks in advance. We would encourage you to be organised and arrange your time so you have time for revision and sufficient down time for relaxing/seeing friends.

Use the wisdom of previous examiners

The marking of exams is heavily regulated and consistency is important, but this means there is a lot of information available about exactly what the examiners are looking for and what will allow you to access those crucial marks. Your teachers will direct you to appropriate resources, and also give you practice papers in class.

Write an executive summary

Executive summaries are often used in business to put across complex information or concepts in a clear and brief way. However, they can be a useful revision tool too.

At the end of each section of revision, see if you can cover the main concepts and key points on no more than one page of A4 paper. The process of writing the summary will help to embed the information into your memory and you will end up with a condensed version of your revision notes. Have a look at the revision strategies, try them out and see which ones work best for you.

Practical Revision 1: Mind Maps

Mind Maps are an effective method to summarise larger pieces of content or topics, into more manageable chunks.

Mind Maps can be on one topic or multiple topics, depending on how much depth you wish to include. Remember, the key here is not to rewrite the textbook!

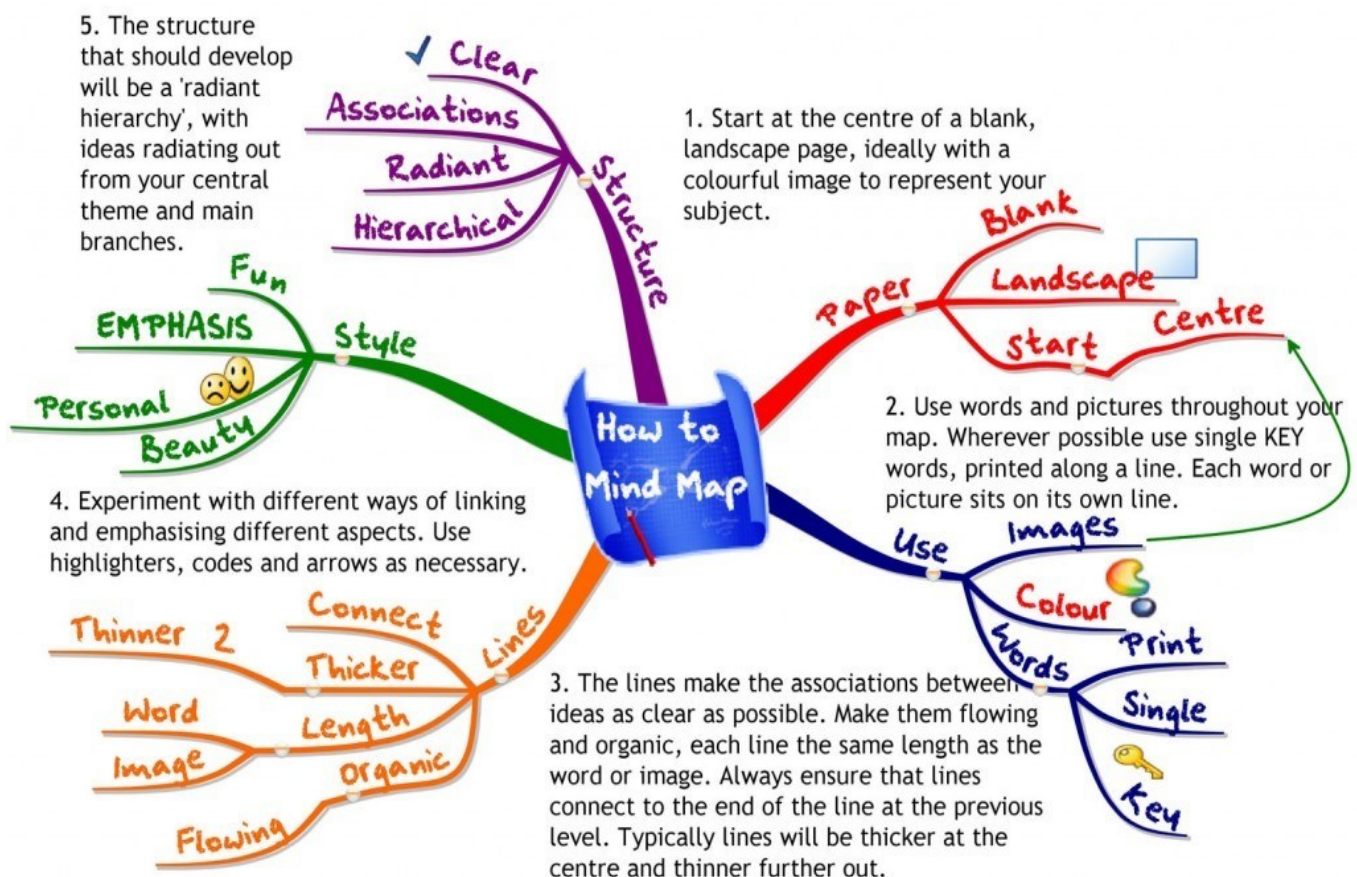
A Mind Map is a summary document (paper or digital) and can be colour coded, complemented with small pictures/diagrams to help you to remember.



You can combine lots of different effective revision methods using a mind map. For example:

- Use blank page retrieval to write down everything you can remember from the mind map on a separate page
- Create flashcards and use the Leitner method for the key definitions and formulae from the mind map.

Make your own questions or ask a peer/parent to test you on your recall of the mind map.



Practical Revision 2: Look, cover, write, check



What is look, cover, write, check?

It is a method of revision which enables students to be able to store knowledge in their long term memory.

Any method of revision that facilitates the ability to store knowledge in the long term memory is beneficial. Look, cover, write, check is a method which enables this to happen.

This method is useful when trying to remember definitions, quotations and short style answers.

How to use look, cover, write, check? Below is an example of how to use it effectively.

Remembering the equation to calculate magnification.

- 1) Look at the equation (Magnification = Image \div Actual object)
- 2) Cover the equation with your hand.
- 3) Write the equation out on a separate piece of paper
- 4) Check you correctly wrote down the equation.
- 5) Repeat steps 1-4 until you can remember the equation off by heart.

Hint—If you are struggling to remember the whole equation from the first instance. Break it down into sections and learn those sections off by heart, before putting it all together. For example—Remember the equation for magnification.

- 1) Look at the equation and take just the magnification =
- 2) Cover the magnification = section.
- 3) Write down magnification =
- 4) Check you correctly wrote down that section.
- 5) Repeat steps 1-4 for each part of the equation before putting all sections together.

Practical Revision 3: Flashcards

Flashcards are an effective way to write down key information such as definitions, formula or short pieces of content from your subjects.

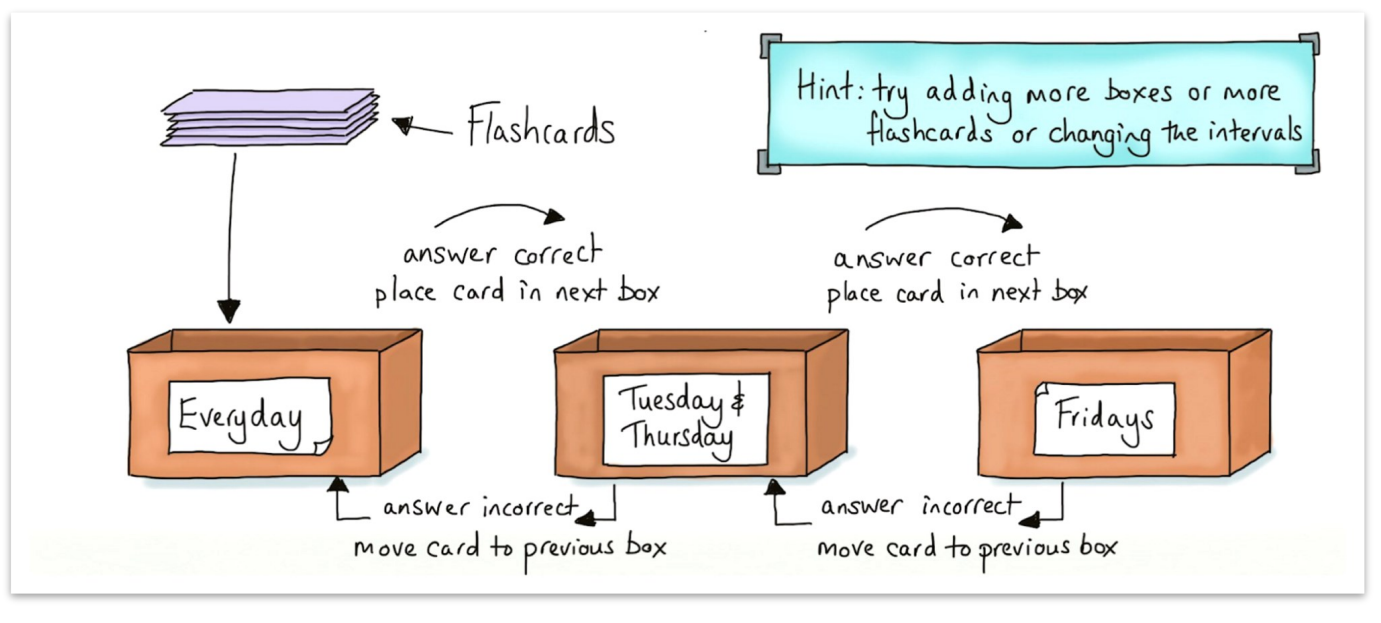
The best way to create flashcards is by writing a question or key term on one side, and the answer on the other side. You can create them on paper, or digitally. To use them effectively, a paper-based method would be the best as you can put them into practice using the Leitner method. This is a method of checking that you know the information and can actively recall the information from the flashcards, over a period of time.

How it works:

- Put all your flashcards in one pile.
- Check that you know the first flashcard, or ask a friend or parent to check that you know it. If you do, move it along to the second pile. If you don't, keep it in that pile.
- Pile 1 flashcards should be reviewed every day. As soon as you know the card, move it to the second pile.
- Pile 2 flashcards should be reviewed twice a week, for example, on a Tuesday and Thursday etc.
- When reviewing flashcards in pile 2, if you know the flashcard, move it to pile three, where you should check this again after 5 days. If you don't know it, move it back to pile 1.
- If you know it in pile 3, keep it there and check back a week later. If you don't, move it back to pile 2 and repeat the process.
- Keep track of what days you are looking to review your flashcards.
- For example; pile 1 = everyday, pile 2 = twice a week, pile 3 = weekly
- It's best to keep a note in your calendar

The Leitner method is super effective to make sure that the information sticks in your long term memory. Like any skill, it needs to be practised and you should aim to continuously use this method for information such as definitions, small pieces of content and calculations/formulae.

Find out more here: <https://youtu.be/sd20YMOJfGE>



Practical Revision 4: Self/Peer Quizzing

Self and peer quizzing is one of the most effective ways to revise. Being able to create your own questions, alongside testing yourself or asking a friend or parent to test you, is a great way to check you can recall the information you have been taught in class.

The video below will help you in how to create different types of questions, including some examples here:

Missing word quiz questions

- You can create your own missing word questions by writing sentences with the key words missing. Remember to make a note of the answers, and keep revisiting or testing yourself so that you know the full sentences

Questions

- By simply reading your book, textbook or revision guide, you can pick out the key bits of information and make a question. You can then make a note of the answer and test yourself or ask a friend to test you. Doing this over time will help you to remember it for the long term.

Blank page retrieval

- This method will help you to see what you can recall, and what you still need to revise. You can do this by simply reading the information you need to remember, and then getting a blank page and writing everything you can remember. This is useful when looking at a summary revision worksheet that you may have created, before you use this method.

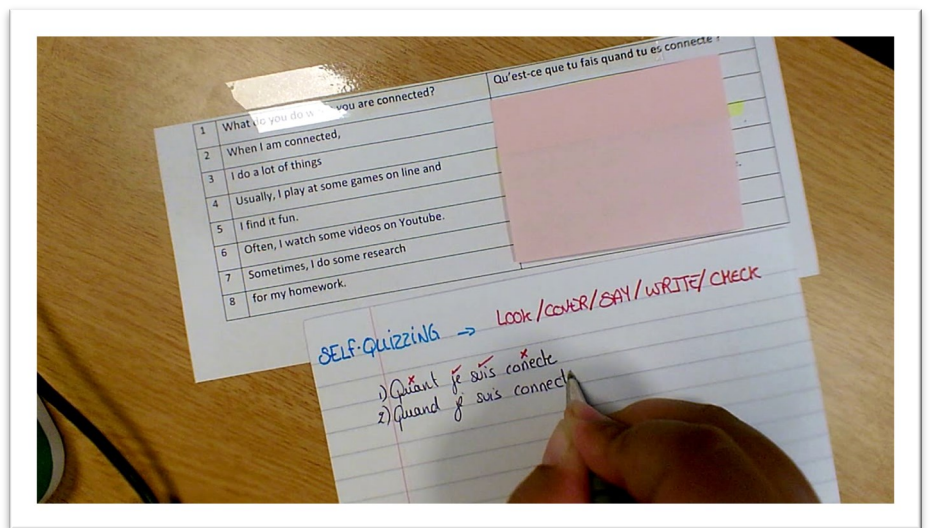
Existing quizzes online

- Platforms such as Kahoot and Quizlet have their own pre-made quizzes that you can search for by topic. Please ensure you check with a staff member as to the content of the quiz as you want to ensure the information is correct before you learn it!

Asking a friend or parent/houseparent to test you, is an effective way to truly make sure you can recall information. It is important that whatever technique or self/peer quizzing you use, you review your answers. This means, checking which ones you got right, and what else you still need to recall. Making a note of what the incorrect answers or missing information is when testing yourself, will help you to set a target for your next revision session.

Find out more here:

<https://youtu.be/nCBaHXqwjfl>



Practical Revision 5: Cornell Notes

Cornell notes are an effective note-taking method, often used at university but great to practice during Key Stage 5. Your notes double up as your revision resource and like any other skill, needs to be practised over time. Cornell notes are split into three sections:

The note taking area (right hand side)

- This is where you would take down the main parts of your notes from the lesson or from the video (you may choose to watch when revising.) This section isn't a word-for-word account of what was said, but includes the key points.

The cue column (left hand side)


- This is the part where you would write the key sub topic titles and/or additional questions from the lesson, making sure not to clutter this part up. It should be easy to see on the left hand side, which part relates to what in your summary notes

The summary section (bottom)

- This is a summary of the key information from the whole lesson and should include just a few lines. If you could sum up the entire lesson in a couple of sentences, the summary section will be it.

Cornell Notes help with four important revision strategies:

- Reduce:** Chunk information down by 80%. Summarizing clarifies meanings and relationships, reinforces continuity, and strengthens memory.
- Recite:** Cover the Note Taking Area, using only your questions in the Question Column, say over the facts and ideas of the notes as fully as you can, not mechanically, but in your own words. Then, verify what you have said.
- Reflect:** Draw out opinions from your notes and use them as a starting point for your own reflections on the course and how it relates to your other courses. Reflection will help prevent ideas from being inert and soon forgotten.
- Review:** Spend 10 minutes every week in quick review of your notes, and you will retain most of what you have learned.

Cornell Notes	Topic/Objective:	Name:
	Identify significant literary devices that define a writer's style and use to interpret work	Class/Period: Lang. ARTS Date: Oct. 12, 2009
Essential Question: How does Langston Hughes' poem, "Mother to Son", advise the reader to overcome difficulty and keep from giving up in life?		
Questions:	Notes:	
1. What is the significance of the speaker in the poem?	1. Speaker - * Voice that communicates a poem's ideas, actions, descriptions, & feelings - similar to narrator - can be unknown or specific (like character)	
2. How does a poet's choice of speaker affect the mood/meaning of a poem?	2. Imp. - Poet's choice of speaker - contributes to the poem's mood/meaning - who speaks is as imp. as what is said - different points of view regarding same event (ie. parent, child, elderly person) * the person telling the story gives point of view and affects the message told ← P.O.V.	
3. How does Hughes use vocabulary to contribute to and convey his message?	3. Writer's/poet's style Vocab - helps to understand meaning "crystal stair" = luxuries (metaphor) <small>Compares 2 things</small> ie. "Life for me ain't been no crystal stair" "reachin" - replace letter at end of word (dialect) "Cause" = because → slang <small>var. lang used by group speech patt.</small>	
Summary: The speaker/voice in the poem is important because it communicates the ideas/feelings of the poem. Who the poet chooses as the speaker identifies the point of view and affects the message/meaning. Hughes uses vocabulary and style to convey the message that life is hard when Mother says "Life for me ain't been no crystal staircase."		

See the completed English example with additional highlighting and annotation following revisiting revision notes.

Find out more here:

<https://gcserevisionbuddy.co.uk/how-to-make-effective-revision-notes/>

Revision Tools & Tips



5 reasons why Seneca Learning can help your students revise for their GCSEs



1. Evidence-informed

Our platform is based on cognitive sciences. We apply strategies known to enhance learning, such as retrieval practice, spaced practice, interleaving and dual-coding.



2. Research

In a randomised control trial with 1200 pupils, those using Seneca performed 2x better than peers using revision guides. The full report was published in the IMPACT journal.



3. Free

Seneca's GCSE resources are free for students, teachers and schools. No ads and no hidden costs.



4. Exam-board specific

Our GCSE courses were written by senior examiners and experienced teachers. It's exam-board specific (AQA, OCR, Edexcel, CIE, IGCSE, WJEC).



5. Monitor students' progress

The courses are automatically marked and you can monitor students' progress. Analytics show how the class responds to each lesson, assisting you when planning the next one.

For more information and to try our free GCSE courses, visit

www.senecalearning.com



- Seneca is an online learning platform used in Schools
- The free parent platform allows you to monitor your child's progress
- To sign up simply scan the QR code with your phone camera or go to senecalearning.com/signup
- Once you have signed up connect your account to your child's



SCAN ME



How Does Seneca Work?

Seneca Combines Neuroscience, AI and Data Science

Cognitive Neuroscience
Seneca uses spaced repetition, active retrieval, interleaving, multimodal representations and visual memory cues to increase students' retention of information.



Improved Understanding

Seneca teaches students concepts in as many different contexts as possible to help them understand which variables matter and which don't. Using concrete, sensory-motor examples and disexamples should lead to improvements in understanding.



AI and Data

Seneca's algorithms are adaptive and personalize students' education to their abilities, prior knowledge and performance. Our algorithms are based on students' knowledge and performance, as well as principles such as the 'Forgetting Curve' to deliver an optimal learning experience.



Revision Tools & Tips



<http://www.bbc.com/bitesize/>

BBC Bitesize is a free online study support resource designed to help with learning, revision and homework!

Bitesize provides support for learners aged 5 to 16+ across a wide range of school subjects.

Bitesize guides are written by teachers and subject experts and are mapped to follow the curricula of the UK.

Bitesize uses a rich mix of written content, audio, video, infographics, interactive activities and guides. It is a valued resource for students, with 80% of GCSE users agreeing that it made them feel more prepared for their exams.

www.educake.co.uk/

Educake is an online platform that provides homework tasks or revision resources. Once these have been used to learn a topic students can set themselves a personalised quiz that will focus on students strengths and areas for improvement.



[www.classcharts.com/
student/login](http://www.classcharts.com/student/login)

ClassCharts has all the information for each subject from your teachers.

This includes:

- Topic lists for PPEs revision
- Revision resources
- Homework tasks



Extra Information

Personal Learning Checklists (PLCs)

You will be given a personal learning checklist for each subject which can be used in preparation for your PPEs and Final GCSE Exams.

You should use these to make sure you know what to revise for each subject and each exam. PLCs can be used as a review so you can see which topics you feel confident with or need to revise

You can also use the checklist to RAG rate topics for revision and decide which topics need more time spent on them when revising.

- Red: I am not confident and need to revise this topic several times
- Amber: I know this but need to revise this further
- Green: I am confident in this area



JCQ Exam Regulations

More information about the rules about exams and other assessment can be viewed on the JCQ website:

<https://www.jcq.org.uk/exams-office/information-for-candidates-documents/>

You must make sure that you read and are familiar with all the guidance, particularly the following rules around social media:

You need to know that the following would be malpractice:

- copying or allowing work to be copied – e.g. posting written work on social networking sites prior to an examination/assessment;
- collusion: allowing others to help produce your work or helping others with theirs;
- asking others about what questions your exam will include (even if no one tells you);
- having or sharing details about exam questions before the exam - whether you think these are real or fake; or
- not telling exam boards or your school/college about exam information being shared.

JCQ On your **exam day**

This checklist will help you to be as prepared as possible for your exams, so that on the day itself you can focus on doing your best.

Before sitting your exams, ensure you know:

- the date, time and location of your exams – you might find it helpful to write this information in a calendar or planner
- who to contact at school or college in case there's an emergency that makes you late or unable to sit your exam

What you cannot take into exams:

- any type of phone
- revision notes
- any type of watch (this includes analogue, digital and smart watches)

What you will need:

- a clear pencil case
- at least two black ink pens – blue pens are not acceptable
- an approved calculator for relevant exams
- appropriate apparatus such as a ruler or protractor for relevant exams
- a clear water bottle if you wish to take one in – it must not have a label

Other important information:

- Listen carefully to the invigilator's instructions which will be specific to your exam. If you are unsure of anything, please raise your hand and wait for the invigilator.
- Fill in your details on the front of your answer booklet.
- If you need additional answer sheets, raise your hand and wait for an invigilator who will provide you with one. Remember to add your details to this booklet too.
- If you need to use the toilet or feel unwell, raise your hand and wait for an invigilator who will escort you from the exam room.
- Make sure you stay silent – talking to a fellow candidate could result in disqualification from all your exams.

If you have any questions about the format on the day, please ask your teacher or exams officer.

You can also find useful information about preparing for exams at www.jcq.org.uk/exams-office/information-for-candidates-documents

EFFECTIVE FROM 1 SEPTEMBER 2022

Final Thoughts...

Come up with a list of priorities – which areas can you work on independently at home? Which areas do you need help with?

Go for it! You can prove people wrong if they have doubted you can do it, prove people right who've said you can, prove to yourself how much progress you can make.

Think about how you felt when you got a test result you were not happy with. Do you want to feel the same? Do you want to feel better, have done better? How could your revision help you to do better? How could you do it differently?

Learn from previous assessments. Which areas can you work on before the PPEs and the final GCSE exams? What help do you need to do this? Remember, it's ok if you didn't do as well in previous assessments as you hoped – its how you deal with the Year 10 & 11 PPEs and the final GCSE Exams that count.

Ensure that you take on board all of the feedback that your teachers give you. It will seem like a lot, but you need to take time to digest it. This will be the best advice you will get on how to improve in the real exams.

Remember... This next year will be hard, but imagine how amazing it will feel when you open your results in August and you get the grades that you want. Short term pain, long term gain! This few months is such a short time in your life, it's so worth it to cut back on some things to focus on your revision and get the best results you can.

And lastly...

The work you put in now will be the key to your future life choices.

We don't know where you will live, or what jobs you will have in the future. We can only support you to get the best grades now so you can choose whatever, wherever that will be.

**This is your time.
Make it count.
Don't have any regrets when you open
that results envelope in August...**

Weekly Revision Planner - Date:

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
7am							
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							
10pm							
11pm							
Notes							

Weekly Revision Planner - Date:

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
7am							
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							
10pm							
11pm							

Notes

Weekly Revision Planner - Date:

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
7am							
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							
10pm							
11pm							
Notes							

Weekly Revision Planner - Date:

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
7am							
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							
10pm							
11pm							

Notes

Weekly Revision Planner - Date:

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
7am							
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							
10pm							
11pm							
Notes							

Weekly Revision Planner - Date:

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
7am							
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							
10pm							
11pm							

Notes

Weekly Revision Planner - Date:

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
7am							
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							
10pm							
11pm							
Notes							

Weekly Revision Planner - Date:

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
7am							
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							
10pm							
11pm							

Notes

Weekly Revision Planner - Date:

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
7am							
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							
10pm							
11pm							
Notes							

Weekly Revision Planner - Date:

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
7am							
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							
10pm							
11pm							
Notes							

Weekly Revision Planner - Date:

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
7am							
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							
10pm							
11pm							

Notes

Weekly Revision Planner - Date:

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
7am							
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							
10pm							
11pm							
Notes							

Weekly Revision Planner - Date:

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
7am							
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							
10pm							
11pm							
Notes							

Weekly Revision Planner - Date:

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
7am							
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							
10pm							
11pm							

Notes

Weekly Revision Planner - Date:

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
7am							
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							
10pm							
11pm							

Notes

Weekly Revision Planner - Date:

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
7am							
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							
10pm							
11pm							

Notes

Weekly Revision Planner - Date:

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
7am							
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							
10pm							
11pm							
Notes							

Weekly Revision Planner - Date:

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
7am							
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							
10pm							
11pm							
Notes							

Weekly Revision Planner - Date:

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
7am							
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							
10pm							
11pm							
Notes							

Weekly Revision Planner - Date:

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
7am							
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							
10pm							
11pm							
Notes							

Weekly Revision Planner - Date:

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
7am							
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							
10pm							
11pm							

Notes

Useful Information

Where To Go for Extra Support

Teachers	Your teachers are here to help you. Please make sure you ask in lessons if you need something explained or don't understand something. Your teachers want you to do the best you can and will help as much as they can.
Form Tutors	Your form tutors will introduce effective revision methods in form time, and then continue to support you as you practice these throughout the academic year. Please speak to them if you need additional help or support
Buddy Up	A revision buddy is a great way to work together to support each other with studying and revision. This can be your friend, someone in your form, or you can speak to your form tutor or head of year who can help to pair you up with a revision buddy. Often, this is a highly effective way to support your revision and you can work together on each other's revision.

Please also keep checking back on the Year 11 Information page, for additional help and support, including future revision methods to add to your toolkit. Find all the information you need here:

Key Dates

Date	Information
13th - 17th Feb	February Half Term
27th Feb - 10th March	Year 11 Second PPEs
3rd April - 14th April	Easter Holiday
Tuesday 9th May	MFL Speaking Exams
Tuesday 16th May	2023 GCSE Exam Series Starts
29th May - 2nd June	May Half Term
Friday 16th June	Year 11 Leavers' Assembly, Leavers Tea & Shirt Signing (3 - 5pm)
Friday 7th July	Year 11 Prom (arrivals from 6.30pm)
Thursday 24th August	Results Day (arrangements TBC)
TBC	Year 12 Presentation Evening



**Achieve.
Belong.
Participate.**