



YEAR 11 PARENT AND STUDENT REVISION HANDBOOK



Year 11 Key Dates

Pre Public Assessments

PPEs for Year 11 will take place during the following periods this year:

- Autumn Term - Monday 16th October to Friday 3rd November 2023 (split by the October half term)
- Spring Term - Monday 12th February to Friday 1st March 2024 (split by the February half term)

Parent Consultation Evening

The Year 11 Parent Consultation Evening will take place in the Spring Term on Wednesday 10th January 2024.

Grade Cards

Grade Cards will be sent home on/around the following dates:

- Friday 6th October 2023
- Friday 8th December 2023 – this grade card will include the results from the PPEs taken in October/November
- Thursday 28th March 2024 – this grade card will include the results from the PPEs taken in February/March

Subject Information 2023/24

SUBJECT	EXAM BOARD	Exam Grading
English Literature	AQA	GCSE 9-1
English Language	AQA	GCSE 9-1
Mathematics	EDEXCEL	GCSE 9-1
Science	AQA	GCSE 9-1
Art	EDEXCEL	GCSE 9-1
Business Studies	EDEXCEL	GCSE 9-1
Classical Civilisation	OCR	GCSE 9-1
Computer Science	OCR	GCSE 9-1
Creative iMedia	OCR Cambridge Nationals Level 1 / 2	Vocational
Design and Technology	AQA	GCSE 9-1
Drama	AQA	GCSE 9-1
Engineering	OCR Cambridge Nationals Level 1 / 2	Vocational
Food Preparation and	AQA	GCSE 9-1
French	AQA	GCSE 9-1
Geography	AQA	GCSE 9-1
Graphic Communication	AQA	GCSE 9-1
Health and Social Care	BTEC Level 1/2	Vocational
History	AQA	GCSE 9-1
ICT	BTEC LEVEL 1/2	Vocational
Media Studies	EDUQAS	GCSE 9-1
Music	EDUQAS	GCSE 9-1
Philosophy and Ethics	AQA	GCSE 9-1
Sport Studies	OCR Cambridge Nationals Level 1 / 2	Vocational
PE	EDEXCEL	GCSE 9-1
Spanish	AQA	GCSE 9-1

GCSE Subjects will all be graded using the 9-1 grading criteria. Vocational courses, including BTECs, will be graded using Pass, Merit and Distinction (at Level 1 and 2).

Preparing for Internal Assessments and Pre Public Examinations

Students will have access to their subject topic lists from their teachers and on their google classrooms. These should be used to help prepare for each exam. If you have any questions regarding topics which may be covered in the assessment please contact the class teacher directly.

It is recommended to develop a regular study habit. Completing small 'chunks' of work (maximum of 30 minutes at a time) is proven to be the most effective. Building a revision timetable which outlines which topics/subject students will focus on during each revision session will help organise both time and ensure all aspects are covered prior to the exam.

We also have Study Hub sessions that take place every Wednesday and Thursday from 3:10-4:10pm in Brooks Suite. This is an excellent opportunity to work with staff to go through key topics, explore revision methods and access practice questions.

Some revision tips can be found in the remainder of this booklet. This is by no means an exhaustive list, but hopefully will serve as a starting point. There are also a number of revision websites which will help support revision in addition to class notes, revision guides and material provided by subject teachers:

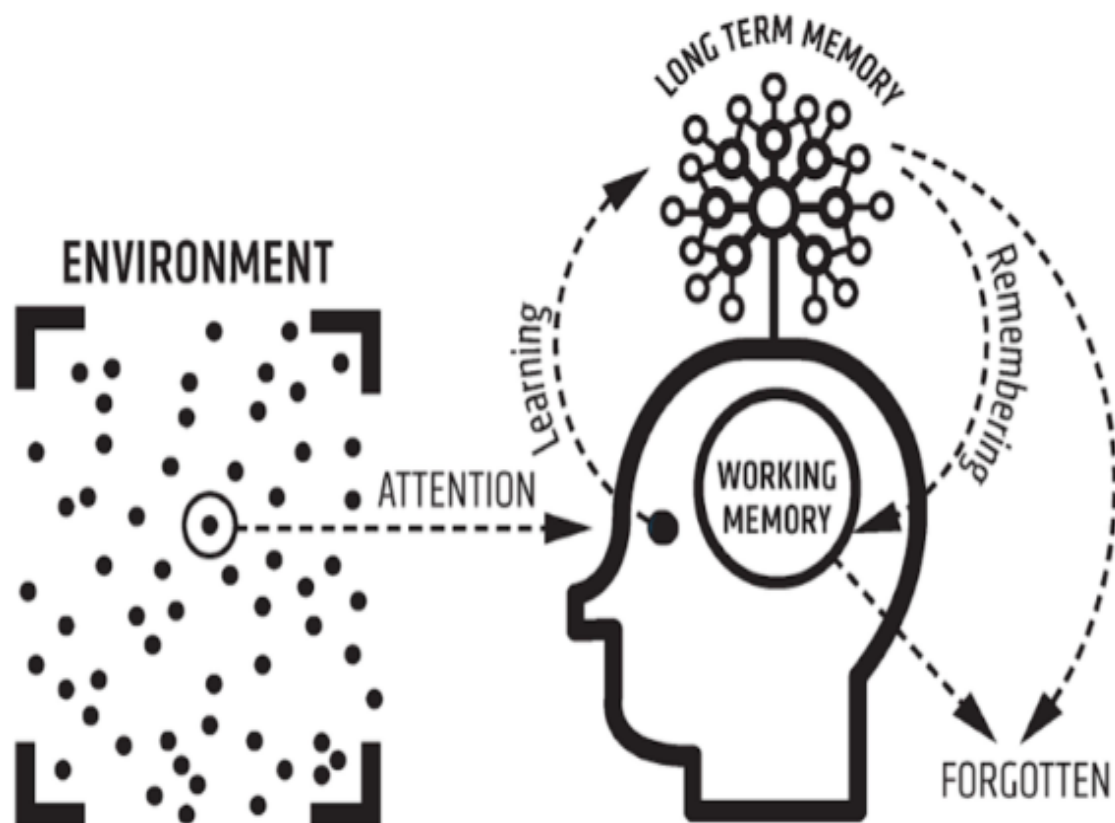
- Seneca Learning
- GCSE Pod
- Collins Connect
- GCSE Bitesize
- EverLearner
- S-Cool
- Smart Notes
- Quizlett
- SparkNotes

If you have any questions or concerns, please contact your subject teacher or form tutor in the first instance.

Remember, good preparation is key! Start a regular revision routine and build those good habits!

Memory – the science of learning

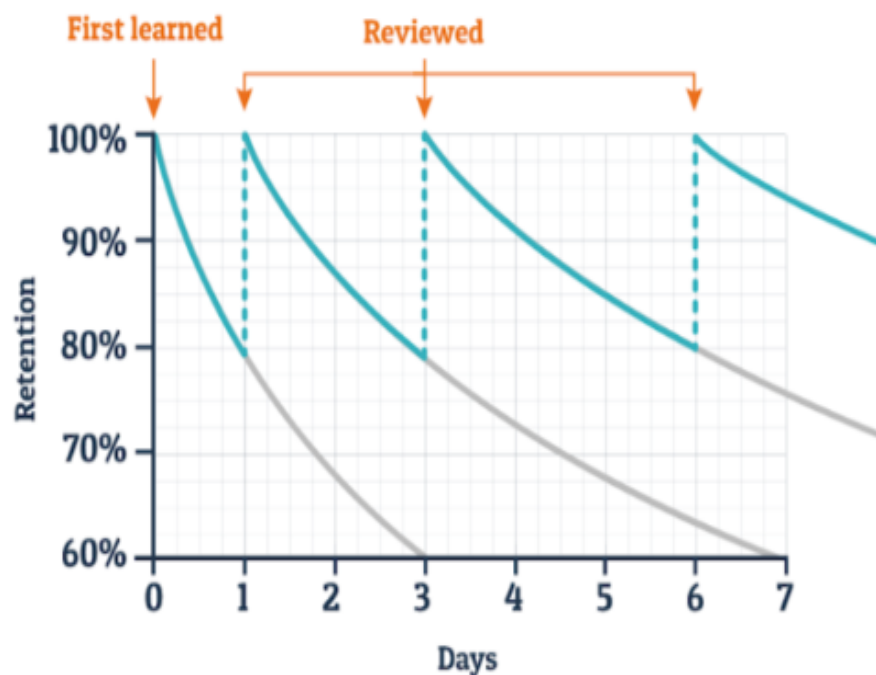
In recent years, there has been lots of research around the science of learning and how we learn and retain information.



1. We have a certain amount of attention to pay and this can be limited and can dramatically vary depending on the individual or the environment. In the diagram above, 'attention' means we acknowledge new information and this is then transferred into our working memory.
2. Our **working memory** is where you do your thinking and where you take in new information. It is finite and we can only absorb a limited amount of information at a given time otherwise it gets crowded (research suggests we can hold 5 things in our working memory at one time). This may be up to 30 seconds. *As an example, if you write down a 'long number' and try and remember it every 30 seconds, you will be surprised how difficult this is to do!*
3. Information is processed into our **long-term memory** through 'learning'. This long-term memory is effectively unlimited, and we can retrieve information from here back into our working memory as needed in a given moment. When we remember something, it comes from here. *As an example, this might be your phone number or address. We don't walk around thinking about those two things every second of the day but it is in our long-term memory ready to be used and retrieved when needed.* However, if we don't use the information it fades (is forgotten). **Learning is therefore a change in your long-term memory.** Whatever you think about, that's what you remember. Therefore, revision activities must require you to think hard.
4. Information in our **long-term memory** is interconnected and linked with prior knowledge. Anything that is not connected or not successfully stored well enough in our long-term memory is forgotten and this is completely natural.
5. If students undertake enough **retrieval practice**, generating the information in our long-term memory, it increases a level of fluency within the subject. Practice makes perfect!

Forgetting is completely natural. Research has shown that over time you forget a majority of what you've learnt and it happens immediately. The following diagram outlines this process and is called the **Ebbinghaus Forgetting Curve** (1885).

Typical Forgetting Curve for Newly Learned Information



Ebbinghaus proposed that humans start losing 'memory of knowledge' over time unless the knowledge is consciously reviewed time and time again. He conducted a series of tests on himself which included the memorization of a meaningless set of words. He tested himself consistently across a period of time to see if he could retain the information. He found that:

- Memory retention is 100% at the time of learning any particular piece of information (in the moment). However, this drops to 60% after three days.
- A range of factors affect the rate of forgetting including motivation, the meaningful nature of the information, the strategies for revision and also psychological factors (sleep for example).
- If each day, repetition of learning occurs and students take time to repeat information then the effects of forgetting are decreased. According to research, information should be repeated within the first 24 hours of learning to reduce the rate of memory loss.

Practice and retrieval help to break this 'forgetting curve' as it strengthens the long-term memory and stops information from fading.

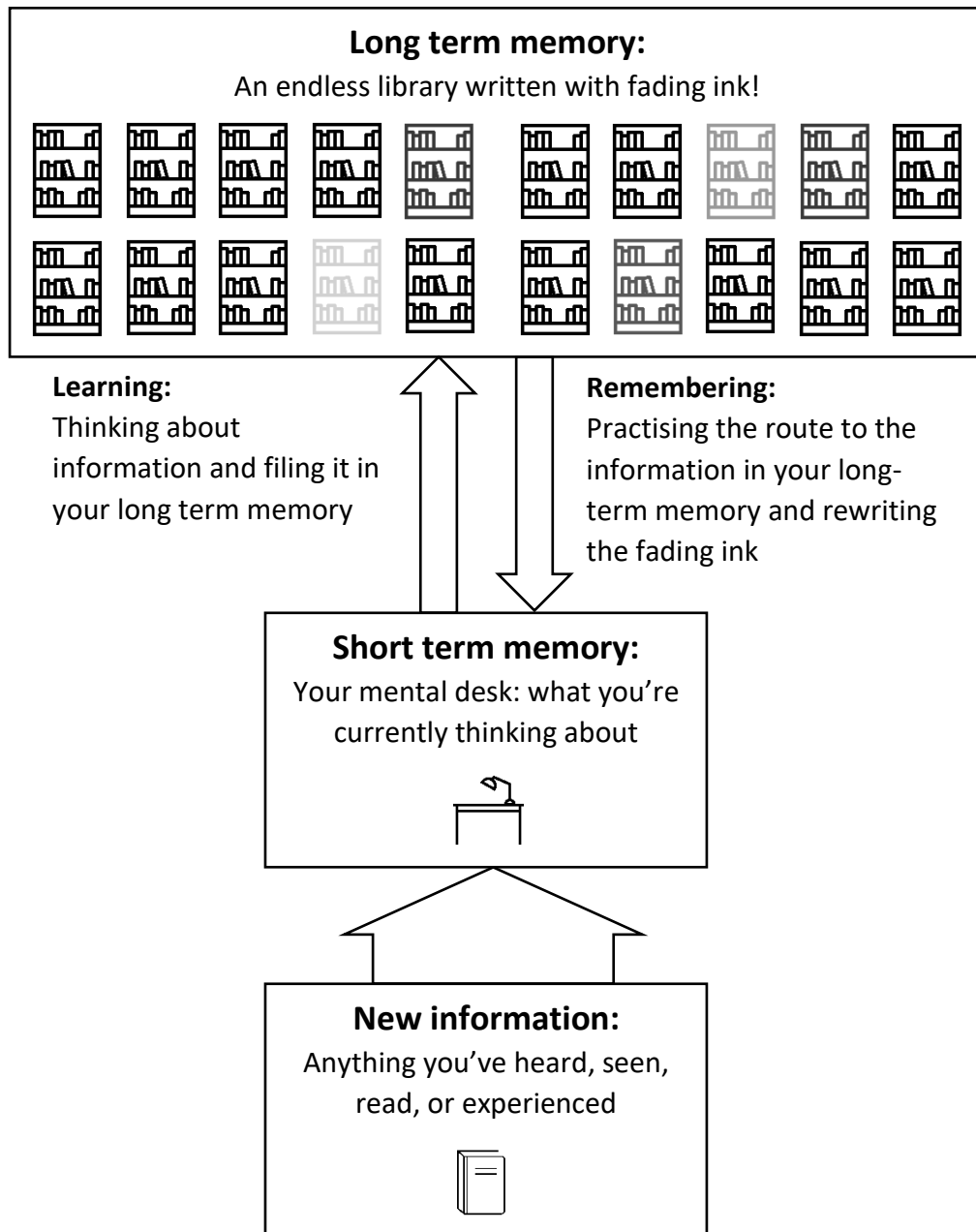
In summary, what do we know about memory?

- Consistent practice and revisiting previous material strengthen memory and boosts learning.
- Our working memory is finite and limited and so overloading this or cramming for revision doesn't work.
- Information, if not revisited, is 'lost' from our memory.

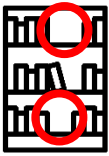
How do I revise?

In exams, you want to be able to remember a lot of knowledge quickly. This knowledge includes facts and methods which you can use to answer exam questions. To remember a lot of knowledge quickly, that knowledge needs to be securely stored in your long term memory.

To make sure knowledge goes into your long term memory, stays there, and to make sure you can find it quickly, you need to spend time thinking hard about that knowledge in your short term memory.



Whenever you revise, you are doing one of three things:



1. Finding and closing gaps in your knowledge.



2. Strengthening fading knowledge in your long term memory.



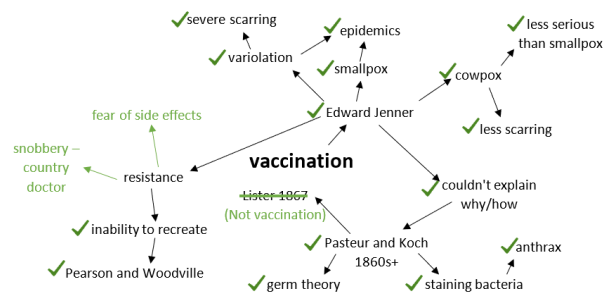
3. Practising recalling knowledge quickly.

In order to revise successfully, you should use one of the four strategies below. Each strategy is further explained in this pack.

Self-quizzing:

Topic	
Question 1	Answer 1
Question 2	Answer 2
Question 3	Answer 3
Question 4	Answer 4
Question 5	Answer 5
Question 6	Answer 6

Writing a knowledge dump:



Flashcards:

osmosis
Net movement of water from a high concentration to low concentration across a partially permeable membrane

Practising exam questions:



Flashcards

Flashcards are small sheets of paper or card with matching pieces of information on either side. They are a useful tool for learning facts and allow you to quickly check whether you have remembered something correctly.

1861	groynes	osmosis	Where is the pharmacy?
Pasteur published his paper about germ theory.	A low wall on the coastline which slows longshore drift	Net movement of water from a high concentration to low concentration across a partially permeable membrane	Où est la pharmacie?

When making and using flashcards:

Do:

- ✓ ...make flashcards quickly.
- ✓ ...put a single piece of information of each flashcard.
- ✓ ...sort your flashcards according to your confidence with them (see below).
- ✓ ...test yourself on the flashcards from memory.

Don't:

- X ...spend more time *making* flashcards than actually using them.
- X ...put lots of information onto each flashcard.
- X ...revise the flashcards in the same order every time that you use them.
- X ...only read through flashcards.

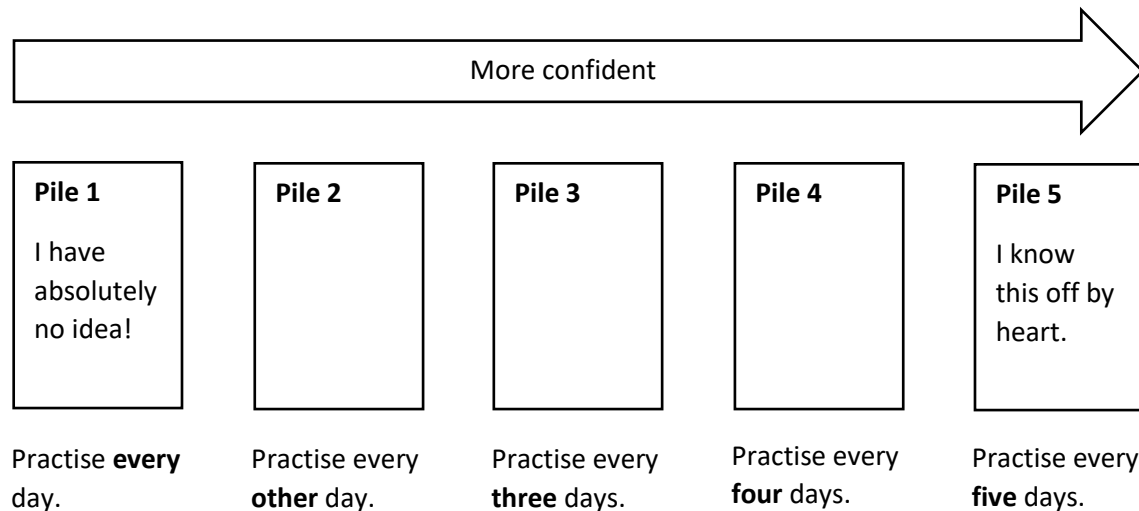
How to make flashcards:

1. If you can, get a set of flashcards from your teacher or from a website such as Quizlet!
2. If you can't find pre-made flashcards, find the information you want to put onto flashcards using your existing revision resources (e.g. a knowledge organiser).
3. Fold a piece of A4 paper into 8.
4. Write the questions on the top half of the paper.
5. Write the answers on the bottom half of the paper.
6. Cut the paper along the short folds.
7. Fold the strips of paper so that the writing is on either side.
8. If you can, glue the pieces of paper together.

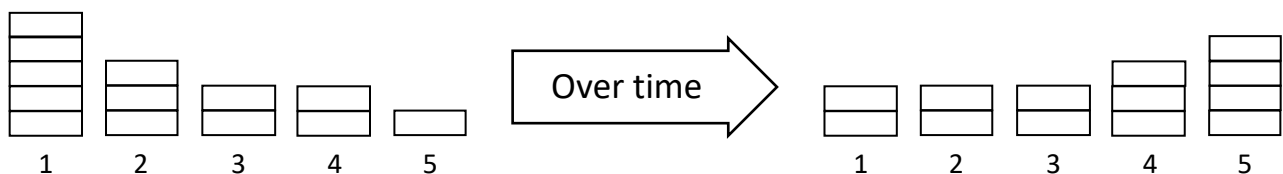
Definition 1	Definition 2	Definition 3	Definition 4	Definition 5
Answer 1	Answer 2	Answer 3	Answer 4	Answer 5

How to use flashcards:

1. Test yourself using the flashcards.
2. As you test yourself, sort the flashcards into up to five piles according to how confident you are with the content.
3. Put the piles into numbered envelopes (1-5).
4. Test yourself on the different piles on different days (see below):



5. As you test yourself on the different piles, move the cards into different piles as you become more confident.



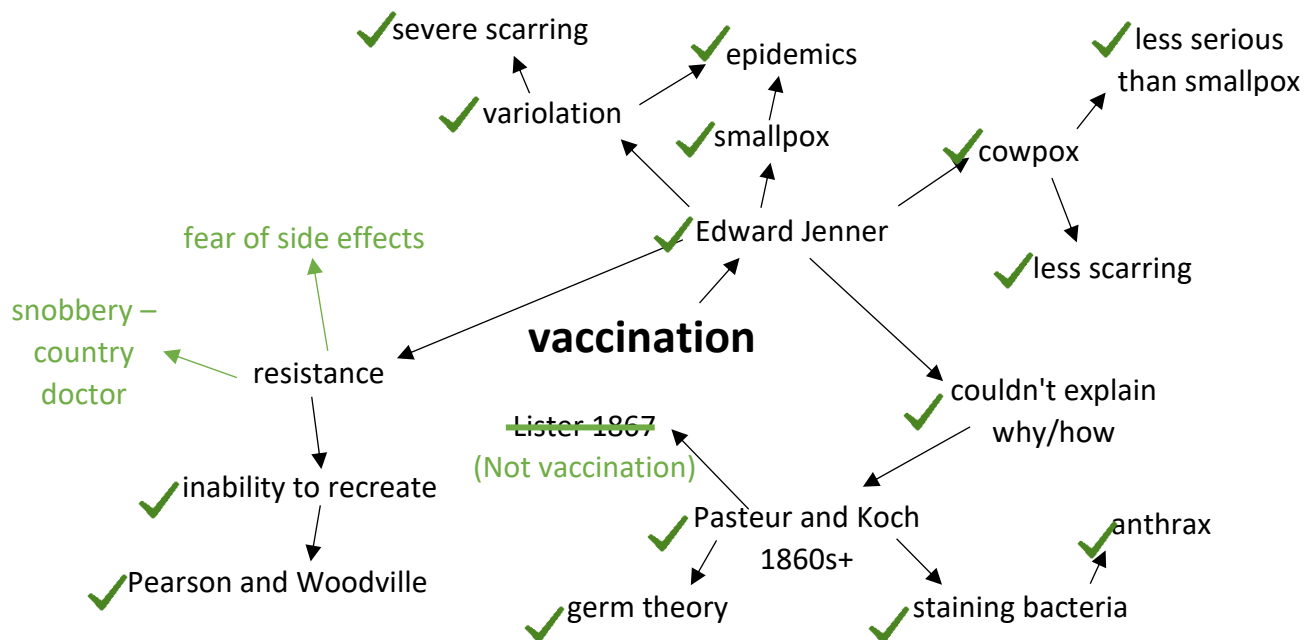
Useful resources:

www.quizlet.com – This free website allows you to quickly create flashcards which you can print, use on a computer, or use on your phone.

This video will help support you in using the Flashcard system: <https://www.youtube.com/watch?v=C20EvKtdJwQ>

Knowledge dumps

A knowledge dump is when you write down everything you can remember about a topic. They are a useful tool for finding out what you know and where the gaps are in your knowledge.



When writing knowledge dumps:

Do:

- ✓ ...write from memory.
- ✓ ...check what you have written against a textbook or knowledge organiser.
- ✓ ...connect information together in a spider diagram format (see below). This will allow you to remember more.

Don't:

- X ...copy information from textbooks and knowledge organisers.
- X ...assume that everything you have written is correct.
- X ...write a list (see below).

How to write a knowledge dump:

1. Use an empty piece of paper.
2. Write the date at the top of the page.
3. Without any support, write down the first thing you can remember about the topic you have chosen. Use single words or phrases.
4. As this fact triggers more information, write those facts down. Connect the facts together with lines or arrows.
5. Once you can't remember anything else about the area you started writing about, try to remember another fact to start another 'web' of knowledge. Stop once you can't remember anything else.
6. Using a knowledge organiser or textbook, check and correct your knowledge using a different coloured pen.
7. Keep your knowledge dump. This will allow you to compare knowledge dumps over time so you can see your success.
8. Note down what you corrected or added. Practise these gaps using flashcards or quizzing.

Self-quizzing

Self-quizzing is when you answer a series of questions about a topic from memory. It is a useful tool for finding specific gaps in your knowledge within a topic and it allows you to quickly check whether you have remembered something correctly.

Self-quizzing can be completed in lots of different ways. For example, you could answer specific questions, you could complete gap fill-activities, or you could fill in a diagram from memory.

Public Health in the Industrial Revolution

Questions:

1. Give two reasons why people migrated to urban areas during the Industrial Revolution.
2. Why did increased population density increase the risk of epidemics in urban areas?
3. Give an example which shows that many public health systems in urban areas were overwhelmed during the Industrial Revolution.
4. Why did many people living in damp and overcrowded housing increase the risk of epidemics during the Industrial Revolution?
5. Why didn't the government in the early Industrial Revolution take steps to improve public health services and living conditions?
6. Give an example of a disease, caused by poor public health, of which there were epidemics during the Industrial Revolution.

Answers:

1. Improvements in agricultural technology and the invention of the factory ✓
2. Diseases could easily spread from person to person. ✓
3. Multiple families would share one overflowing cesspit. ✓
4. People had weak immune systems which made them less able to fight off diseases. ✓
5. The government had a laissez-faire attitude to public health, meaning that they did not think that improving public health should be their responsibility. ✓
6. The plague X **Cholera or typhus (the plague was in the Middle Ages and the Renaissance)**

5/6 (83%)

When answering quiz questions:

Do:

- ✓ ...answer every question, even if you are unsure.
- ✓ ...write the answers to the questions from memory.
- ✓ ...answer the questions in as much depth as you can.
- ✓ ...mark and correct your answers after you have finished.
- ✓ ...improve your knowledge of incorrect answers after you have marked your answers.
- ✓ ...keep a record of your scores.

Don't:

- X ...skip questions because you find them difficult or you are unsure about the answer.
- X ...answer the questions using textbooks or knowledge organisers.
- X ...write single word answers so you can answer the question as quickly as possible.
- X ...assume that your answers are correct.
- X ...throw the quiz away as soon as you have finished it.

How to write quiz questions:

1. If you can, get a set of questions from your teacher or from a website such as Quizlet!
2. If you can't find pre-made questions, find the information you want to convert into questions using your existing revision resources (e.g. a knowledge organiser).
3. Fold a piece of in half.
4. On the right-hand side of the page, write down the most important facts about your chosen topic. Use a knowledge organiser or textbook and write your facts in a numbered list. These are your answers.
5. For each numbered fact, write a matching question on the left-hand side of the page. Check that your questions don't accidentally give the answer away.

Topic	
Question 1	Answer 1
Question 2	Answer 2
Question 3	Answer 3
Question 4	Answer 4
Question 5	Answer 5
Question 6	Answer 6

How to answer quiz questions:

1. Cover up the answers to the questions you are answering.
2. Use an empty piece of paper.
3. Write the date at the top of the page.
4. Answer each question, even if you are unsure.
5. Once you have finished answering all of the questions, check and correct your answers using a different coloured pen.
6. Write down the total of correct answers at the bottom of your quiz.
7. Keep track of your scores. This will allow you to see your success over time.
8. Note down what you corrected or added. Practise these gaps using flashcards and further self-quizzing.

Useful resources:

www.quizlet.com – This free website allows you to quickly create sets of questions and answers. It also allows you to generate different types of quizzes on that information.

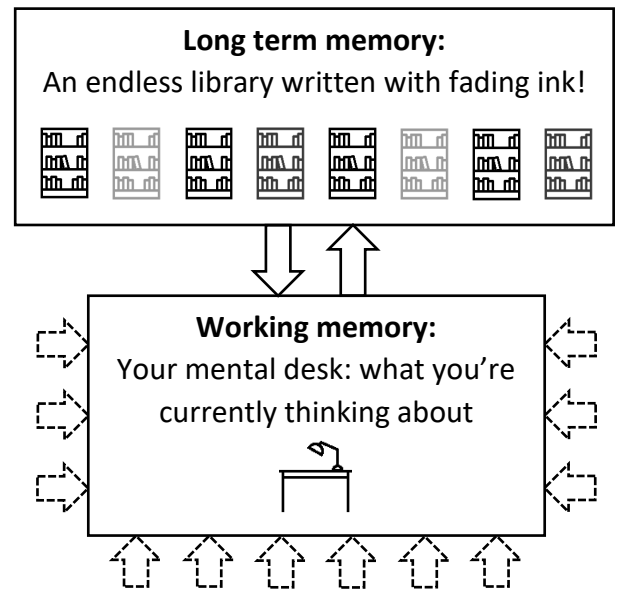
www.senecalearning.com – This free website has a wide range of questions about different subjects. It also has videos and explanations to support you further.

Where should I revise?

When you revise effectively, you pull information from your long term memory and strengthen it in your working memory. You may also be finding gaps in your long term memory and closing them by thinking hard about new information in your working memory.

Your working memory can only hold a small amount of information at once. In order to revise and learn effectively, you should use techniques which stop your working memory from becoming overwhelmed.

Anything that you are currently experiencing or paying attention to takes up space in your working memory. One way that you can free up space in your working memory is by working in an environment which is free from distractions.



When creating a space to revise:

Do:

- ✓ ...work in a tidy environment where you have the tools you need to revise effectively.
- ✓ ...work in a quiet environment.
- ✓ ...put your phone in another room or use an app on your which blocks social media.
- ✓ ...work in a space which you only use for home study, schoolwork or revision.

Don't:

- X ...work in a cluttered environment.
- X ...distract yourself with (loud) music or noise.
- X ...work near your phone or other devices which can access social media.
- X ...work in the same space where you relax.

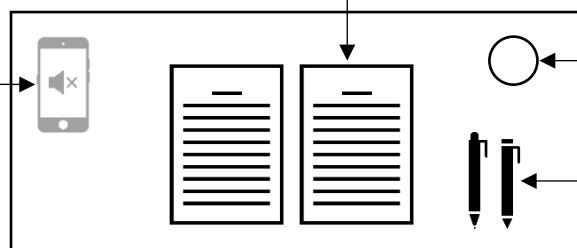
An example of an effective revision space:



A quiet environment, such as a classroom or library

The resources you will need to revise using your chosen method

Put your phone on silent if you will need to use it or put it in another room.



A drink, such as a glass of water

The pens and pencils you will need to revise

A chair which is similar to the chair you use at school (not a sofa or bed)

How do I improve my sleep?

In order to learn and revise effectively, you have to think hard. Being able to think hard partially depends on being well-rested and sleeping well. There are strategies you can use which can help you get to sleep more quickly and which can improve the quality of your sleep.

If you have serious and/or long-term issues with your sleep, discuss it with your parents or carers.

When revising:

Do:

- ✓ ...establish times for when you go to bed and wake up every day (including weekends).
- ✓ ...create a routine which you follow before you go to bed.
- ✓ ...avoid screens for at least an hour before you go to bed.
- ✓ ...avoid caffeine in the evening.
- ✓ ...make your sleeping environment quiet, dark, and cool in temperature.
- ✓ ...get up and reset if you're finding it difficult to sleep.

Don't:

- X ...go to bed and get up at different times each day or over the weekend.
- X ...prepare for bed differently every night.
- X ...browse your phone or computer directly before you go to bed.
- X ...drink caffeine before you go to bed.
- X ...try to sleep in a bright or stimulating environment.
- X ...try to force yourself to sleep.

An example of a routine which encourages good quality sleep:

Several hours before you go to bed:

1. Get some light exercise, ideally outside.
2. Stop drinking drinks containing caffeine, such as coffee, tea, cola, or energy drinks.

An hour before you go to bed:

1. Put your phone on charge in a different room to where you are going to go to bed.
2. If you *have* to have your phone in room you are going to sleep in because it is your alarm clock, set your alarm now and place your phone face down.
3. Stop using and turn off any devices with screens, such as computers, TVs, laptops, and tablets.
4. Go through your bedtime routine. This could include tasks to prepare for bed, such as cleaning your teeth or having a shower, but could also include calming activities, such as reading a chapter of a book or meditating.

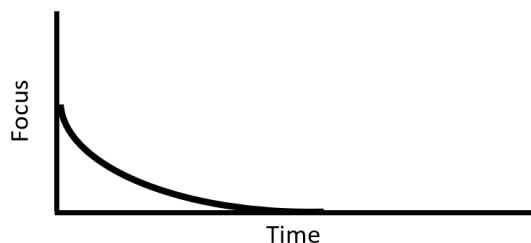
Once you've gone to bed:

1. Close the blinds or curtains and turn off the lights.
2. Make sure your room is a cool but comfortable temperature by turning on a fan or opening a window (if safe to do so).
3. Go to bed, ideally at the same time every night.
4. If you can't sleep, get up, leave the room, and spend 15 minutes resetting. Reset by having a short walk or doing something which *doesn't* force you to think hard.
5. Try again after you have reset.

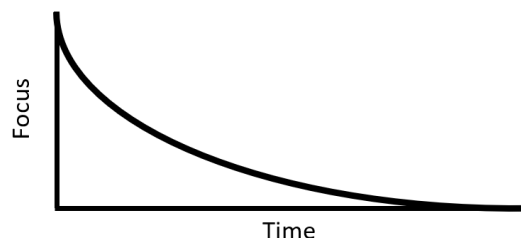
When should I revise?

In order to revise effectively, you have to think hard. Thinking hard is tiring. Therefore, when you revise, you should choose a time when find it easiest to focus. This should be a time when you are well-rested and when you are used to working.

Revising when you are tired:

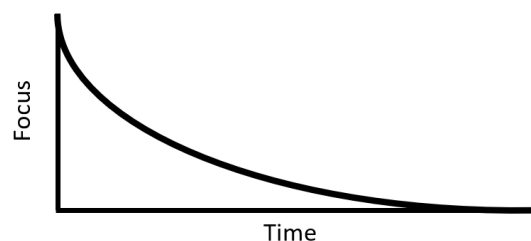


Revising when you are well-rested:

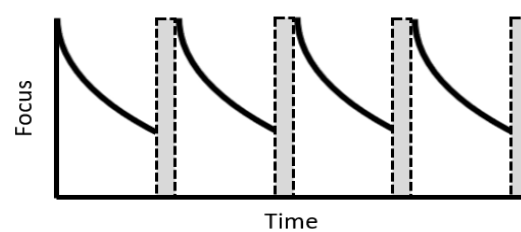


You should also take regular breaks when you revise. These breaks can be structured using a method called the Pomodoro technique.

Revising without a break:



Revising with small regular breaks:



When revising:

Do:

- ✓ ...get into a routine of revising at a particular point every day.
- ✓ ...revise when you are well-rested or at a time when you are used to working.
- ✓ ...take regular small breaks.

Don't:

- X ...depend on when you *want* to revise.
- X ...revise late at night or when you are tired.
- X ...try to force yourself to work for long periods of time without a break.

Planning revision sessions using the Pomodoro Technique:

1. Choose a time when you are well-rested and used to working.
2. Decide the specific task you are going to complete (e.g. I will complete a Seneca module about electrolysis of aqueous substances).
3. Set up your study area (See "Where should I revise?").
4. Decide on how many 25-minute slots you will need to complete the task you have decided to complete.
5. Remove your phone and any other distractions from your working space.
6. Set a timer for 25 minutes. Ideally use a digital timer which is *not* on your phone.
7. Spend the *entire* 25 minutes working. If you have spare time at the end, start another task.
8. When the timer goes off, leave your working area and take a 5-minute break.
9. Repeat. Take a longer break after every 3 25-minute sessions.

How do I organise home study?

Every day, you have a lot to think about and you have to make a lot of decisions. During year 11, you have even more to think about than in your previous years at school. Because you have a lot to think about, it can be easy for forget about small but important jobs, such as home study. As a result, it is important that you decide and plan when you are going to complete home study in advance.

Planning when you are going to complete home study reduces the number of decisions you need to make every day and will reduce the risks of forgetting to complete your home study or not having the resources you need to complete it.

How to make a home study timetable:

1. Find out the weekly home study deadlines for each of your subjects. Write them out in a table.

Maths	English	Science	French	History	PE	Computer Science
Fri	Mon	Wed	Tue	Tue	Thu	Thu

2. Make a table containing each day of the week. Cross off any days when you can't do home study because of clubs or other commitments. Cross off one day in which you won't do any home study.

Mon	Tue	Wed	Thu	Fri	Sat	Sun
1. 2.	X	1. 2.	1. 2.	1. 2.	X	1. 2.

3. Write the subjects into the table. Leave yourself at least **two days** between when you do your home study and when it is due. This will allow you to solve any problems such as lost or forgotten sheets.

If your home study is due on a **Monday**, plan to do it **no later than Thursday**. This will give you time on Thursday and Friday to speak to your teacher if you need to; you cannot guarantee that your teacher will reply over the weekend.

Mon	Tue	Wed	Thu	Fri	Sat	Sun
1. PE 2. Computer science	X	1. Maths 2.	1. English 2. Science	1. 2.	X	1. French 2. History

4. Put your home study timetable somewhere you can easily access it. You could take a photo of it using your phone.
5. If you find it difficult to keep to your timetable, make lots of copies of it and write the dates onto the days. Whenever you stick to the timetable, tick that day so that you can clearly see your success.

Mon 20/06	Tue 21/06	Wed 22/06	Thu 23/06	Fri 24/06	Sat 25/06	Sun 26/06
1. PE 2. Computer science	X	1. Maths 2.	1. English 2. Science	1. 2.	X	1. French 2. History
Mon 27/06	Tue 28/06	Wed 29/06	Thu 30/06	Fri 01/07	Sat 02/07	Sun 03/07
1. PE 2. Computer science	X	1. Maths 2.	1. English 2. Science	1. 2.	X	1. French 2. History

How do I plan my revision?

When you are preparing for assessments and exams, you have a lot to think about and a lot of different things which you have to juggle. You should revise independently so that you can close the specific gaps which you have in your knowledge. However, because you have to plan your own independent revision, it's easy to forget revision or to only do it in large bursts right before an assessment.

Planning when and what you are going to revise reduces the number of decisions you need to make every day and will reduce the risks of you not revising or your revision being ineffective because you have left it until the last minute.

How to make a revision timetable:

1. You can adapt the home study timetable.

Mon	Tue	Wed	Thu	Fri	Sat	Sun
1. PE 2. Computer science	X	1. Maths 2.	1. English 2. Science	1. 2.	X	1. French 2. History

2. Fill in the "home study" section of the revision timetable on the next page.
3. Decide on the subjects and sub-topics you should focus on when revising. If you don't have a list of sub-topics yet, use the prompts below to find possible gaps in your knowledge.

What topics **don't** I enjoy or feel success in?

What does my teacher think I need to revise?

What are my weakest areas on platforms like Seneca?

In which topics or questions did I struggle in my last assessment?

4. Add at least one revision session to each of your 'home study days'. Tagging revision onto the existing habit of doing your home study on particular days will make you more likely to do it.
5. For each session write down:
 - The subject you're going to revise
 - The topic you're going to revise
 - How you're going to do revise it
6. Tick or cross the revision sessions when you complete them. This will give you a sense of achievement and remind you of the small steps you are taking towards success.

Example:

	Mon 03/10	Tue 04/10	Wed 05/10	Thu 06/10	Fri 07/10	Sat 08/10	Sun 09/10
Home study	1. PE 2. Computer science	X	1. Maths	1. English 2. Science	_____	X	1. French 2. History
Revision 1:	English A Christmas Carol Seneca	X	French Past tense Language	Sports Studies Issues in Sport Flashcards	History The NHS Retrieval booklet	X	Maths The nth term Sparx
Revision 2:	_____	X	_____	_____	Science Seneca Covalent bonds	X	_____

Your revision timetable for the week commencing 03/10:

[illegible]