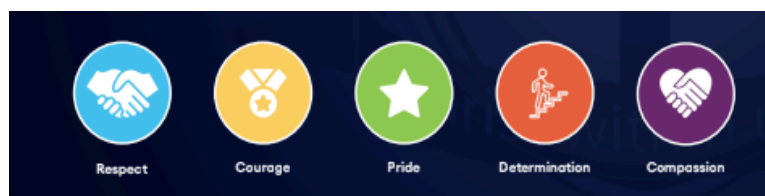


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Year 11 March Mock Examinations Information Booklet





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Year 11 Mock Examinations

25th February - 14th March

During the next half term, pupils will have their second of two sets of Mock examinations. These Mock examinations enable both teachers and pupils to identify the strengths and areas for development in a subject.

Success in assessments is a team effort which involves you, the school and pupils working together and so there are many things you can do to support your child at home.

As well as the subject specific support on the next few pages, we have put together some revision tips which we will also be talking to pupils about in assemblies and form time.

Revision Support

Subject Teachers will begin preparing pupils for the summative assessment over the next few days in lessons. Revision guidance and materials for each subject area is available on:

- **GoogleClassroom** As you will know, revision and support resources are also always available on Google Classroom which all pupils have a unique school-based login for. More information, including help videos, on how pupils can and should access this platform is available [here](#).
- Period 6 intervention sessions
- Pupils can stay in the library to complete revision until 4pm each night.
- Helping pupils with their Mental Health during Exams - we will be running some support sessions on this to support healthy habits to reduce anxiety during exams. There are also lots of helpful resources on our [website](#) and a video about exam anxiety and how to deal with it [here](#).

We will be using the results and analysis of the Mock examinations to plan revision support and adapt and personalise our curriculum offer in the run up to the summer GCSE examinations.



Subject Specific Assessment Information

Subject	Type of Assessment	What will my child be assessed on?	What can my child do to revise?	Resources
English Language	English Language Two Written Papers Component 1 and Component 2	<p>Your child will be assessed on:</p> <p>C1 Section A: Reading a piece of fiction and answering questions about that text</p> <p>C1 Section B: Creating a piece of fiction</p> <p>C2 Section A: Reading two pieces of nonfiction and answering questions about those texts</p> <p>C2 Section B: Creating 2 pieces of nonfiction</p>	<p>Your child has been given the following revision guide</p> <p>English Language Revision Guide</p> <p>Alongside this they have been given a pack of resources to help them to revise efficiently</p> <p>They have access to past papers on GC</p> <p>Their teachers are setting homeworks on GC to aid with revision.</p>	<p>C1 Exam Walkthrough</p> <p>Writing a Narrative</p> <p>C2 Exam Walkthrough</p> <p>Transactional Writing</p> <p>Past Papers and Mark Schemes</p>
Maths	Three fWritten Exam Papers all 1hr 30mins:: Paper 1 Non calc Paper 2 Calc Paper 3 Calc	<p>Questions based on:</p> <ul style="list-style-type: none"> Algebra Number Data handling Geometry and proportion Ratio. <p>The questions will range from remembering knowledge to problem solving.</p>	<ul style="list-style-type: none"> Students have been given a revision guide and workbook to support their studies. 	<p>Sparx Maths</p>
Science	<p>Three full written past examination papers (70 marks).</p> <p>Each paper is 1hr 15mins</p>	<p>All paper 2 content for Biology, Chemistry and Physics including;</p> <p>Biology Homeostasis and response Inheritance, variation and evolution Ecology</p> <p>Chemistry Rate and extent of chemical change Organic chemistry Chemical analysis</p>	<p>Students should revise by;</p> <ul style="list-style-type: none"> Completing all daily tasks on tassomai Use their revision guide to produce mind maps and flash cards Complete past exam papers and use the markscheme to assess their progress 	<p>Tassomai The learning program</p>



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		Chemistry of the atmosphere Using resources Physics Forces Waves Magnetism and electromagnetism		
Biology (triple science)	One Written Paper(100 marks) Each paper is 1 hr 45 min	All paper 2 content; Homeostasis and response Inheritance, variation and evolution Ecology	Students should revise by; <ul style="list-style-type: none"> • Completing all daily tasks on tassomai • Use their revision guide to produce mind maps and flash cards • Complete past exam papers and use the markscheme to assess their progress 	Tassomai The learning program
Chemistry (triple science)	One Written Paper(100 marks) Each paper is 1 hr 45 min	All paper 2 content; Rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources	Students should revise by; <ul style="list-style-type: none"> • Completing all daily tasks on tassomai • Use their revision guide to produce mind maps and flash cards • Complete past exam papers and use the markscheme to assess their progress 	Tassomai The learning program
Physics (triple science)	One Written Paper(100 marks) Each paper is 1 hr 45 min	All paper 2 content; Forces Waves Magnetism and electromagnetism Space physics	Students should revise by; <ul style="list-style-type: none"> • Completing all daily tasks on tassomai • Use their revision guide to produce mind maps and flash cards • Complete past exam papers and use the markscheme to assess their progress 	Tassomai The learning program
RE	Three Written Exam Papers	<ul style="list-style-type: none"> • Origin and Meaning 	A google classroom has been created called 'Y11	Google Classroom GCSE RE (Eduqas) -



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	<p>Component 1 - Origin and Meaning (1hr30), Good and Evil</p> <p>Component 2 - Life and Death, Sin and Forgiveness (1hr30)</p> <p>Component 3 - Judaism (1hr)</p>	<ul style="list-style-type: none"> ● Creation ● The Bible ● Painting ● Symbolism ● Serving in the Catholic community ● Good, evil and suffering ● Trinity ● Incarnation ● Jesus and moral authority ● Sculptures ● Popular devotion in Catholic communities ● Death and afterlife ● Eschatology ● The Magisterium ● Artefacts ● Music and Funeral Rite ● Prayer within the Catholic community ● Crime and Punishment ● Redemption ● Church ● Buildings ● Sacraments ● Mission and Evangelisation ● The study of Judaism ● The nature of God ● Messiah ● Covenant ● Life on earth ● The afterlife ● Worship in Judaism ● The Synagogue ● Rituals ● Daily Life ● Festivals 	<p>RE Revision'. Here students will find Revision Guides, Past Papers, A tick off revision list.</p>	<p>Original Sin 5min recap</p> <p>RE Beck on YouTube has 5 minute recap revision videos to help you create flashcards and mindmaps.</p>
Engineering	Written Exam paper1 hour 30 minutes	<p>Unit 3</p> <ul style="list-style-type: none"> ●3.1 Understanding the effects of engineering achievements ●3.2 Understanding properties of engineering materials ●3.3 Understanding 	<ul style="list-style-type: none"> ● Revision in class ● Create mind maps on given topics ● Read information sheets on topics 	<p>Exam Board Knowledge Organisers</p> <p>BBC Bitesize Engineering</p>



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		<p>methods of preparation, forming, joining and finishing of engineering materials</p> <ul style="list-style-type: none"> ● 3.4 Solving engineering problems 		
Hospitality	<p>Written Exam Paper 1 hour 20 minutes</p>	<p>Unit 1:</p> <ul style="list-style-type: none"> ● Hospitality and catering provision ● How hospitality and catering provisions operate ● Health and safety in hospitality and catering ● Food safety in hospitality and catering 	<ul style="list-style-type: none"> ● Go over powerpoints on Google Classroom. ● Create mind maps on given topics ● Read information sheets on topics ● Revision session Friday 3.10-4pm 	<p>Exam Board Knowledge Organisers</p> <p>BBC Bitesize Hospitality</p>
History	<p>Three Written exam papers: Paper 1: Medicine Through Time & Medicine on the Western Front; Paper 2: Early Elizabethan England & Superpower Relations & the Cold War; Paper 3: USA: Conflict at Home & Abroad - Vietnam War & the Civil Rights Movement</p>	<ul style="list-style-type: none"> ● Paper 1: Injuries and treatments of in the First World War Trench ● Treatments in the medieval - modern period ● Methods to deal with Infectious disease 1500-1900. ● Paper 2: EEE - Elizabethan religion, ● Problems with Elizabeth's legitimacy and MQS ● Education ● Cold War: End of the Soviet Union ● Cuban Missile Crisis ● Cold War Crisis ● Paper 3: Civil Rights - achievements ● Vietnam - changing policy under Nixon 	<ul style="list-style-type: none"> ● Review work covered in class in exercise books ● All lesson resources are on Google Classroom ● Revision guides and checklists have been handed out in class for each topic ● Google Classroom has a wealth of revision videos posted to help with knowledge and exam skills ● Come to revision sessions: Thursday's 3.10pm HU5 ● Ask your teacher for past papers ● Drop into the History department at break or lunch to pick up extra resources or seek further revision support ● Ensure you complete Seneca revision homework 	<p>SENECA https://senecalearning.com/en-GB/</p> <p>BBC Bitesize https://www.bbc.co.uk/bitesize/examspecs/zw4bv4j</p> <p>Edexcel GCSE Revision Tips: https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/Teaching-and-learning-materials/pearson-edexcel-gcse-history-revision-tips.pdf</p> <p>History revision videos , revision guides and past papers https://classroom.google.com/c/NzEwNzEwNTI2MzI0?cjc=25pxrha</p>
Geography	<p>Three Written Exam Papers</p>	<p>Paper 1, students will be assessed on the content and skills</p>	<ul style="list-style-type: none"> ● Refer to their books and knowledge 	<p>SENECA: https://senecalearning.com/en-GB/</p>



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	<p>Paper 1 - Changing Physical Landscapes (1hr 30 mins) (Y10 content)</p> <p>Paper 2 - Environmental and Developmental Issues (1 hr 30 Mins) (Y11 content)</p> <p>Paper 3 - Applied Fieldwork Enquiry (1 hr 30 mins)</p>	<p>learnt in Y10. This may be anything learnt in the following units:</p> <ul style="list-style-type: none"> ● Theme 1: Distinctive Landscapes (National Parks, Rivers and Coasts) ● Theme 2: Rural Urban Links (Counterurbanisation, Retail patterns, commuting, UK population change, challenges in London/Mumbai). ● Theme 4: Coastal Hazards & Management (Sea Level rise, coastal erosion & flooding, Coastal Management) <p>Paper 2, students will be assessed on the content and skills learnt to this point in Year 11. This may be anything from:</p> <ul style="list-style-type: none"> ● Theme 5: Weather, Climate and Ecosystems (Climate change, Tropical storms, drought, UK weather) ● Theme 6: Economic Development (How to measure development, impacts of globalisation, global trade and aid). ● Theme 8: Environmental Challenges (Impacts of climate change, responses to climate change, impacts of consumerism.). <p>Both papers are a mixture of short knowledge questions,</p>	<p>checklists from last year to recap classroom learning - <i>active strategies such as flashcard making or posters are most effective.</i></p> <ul style="list-style-type: none"> ● Log into Seneca https://senecalearning.com/en-GB/ with their school login details and complete the revision activities. Parents can also sign up to see what and how much revision students are doing on this free website. ● Use the revision guides given to them at the end of Year 10 (Available from staff/ Google Classroom) to test knowledge. ● Attend lunch club on a Friday at 1:10pm in Humanities 2. An agenda will be shared with students to what is being revised each week via the KS4 noticeboard in Humanities. ● Download exam board knowledge organisers for each unit https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rId=1315 ● Ask any geography teacher for support and guidance. ● Refer back to the 	<p>BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/ztp2qty</p> <p>Exam Board Knowledge organisers: https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rId=1315</p> <p>SMCC Geography Revision Website (School login required) https://sites.google.com/stmaryswallasey.com/eduqasgcsegeography?usp=sharing (In progress but has links to blended learning activities and exam questions).</p>
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		<p>4/6 mark explanation questions and 8 mark balanced argument questions. Students should attempt all types of questions for the relevant units.</p> <p>Paper 3 - A written examination in three parts using a variety of structured data response questions, some of which will require extended responses.</p> <p>Part A will assess approaches to measuring flows, representation and analysis of this data.</p> <p>Part B will assess how fieldwork enquiry may be used to investigate sustainability.</p> <p>Part C will assess the application of an unseen geographical issue that the UK faces and assess the ability to make and justify a decision.</p>	<p>lesson resources in their Year 10/ 11 Google Classroom.</p> <ul style="list-style-type: none"> • Complete practice exam questions available as homework through Google Classroom. 	
French	<p>4 Full exams papers</p> <p>P1 listening P2 Reading P3 Speaking P4 Writing</p>	<p>An AQA past paper with previously seen and unseen material just like the real exam.</p> <ul style="list-style-type: none"> • Speaking exam: <p>Pupils will only be assessed on questions prepared in class. They will still need to answer a role play and a photo of previously studied topics.</p> <p>4 skills are being tested alongside their reading ability as they have to answer questions and make sure they recognise</p>	<ul style="list-style-type: none"> • Attend intervention after school on Mondays. • Do all work set on seneca. • Take books home and memorise new vocabulary from the knowledge organisers. • Immerse themselves in French and consistently watch films in the target language. • Practice Grammar 	<p>Seneca.com Quizlet.com memrize.com languagesonline.org</p> <p>https://senecalearning.com/en-GB/seneca-certified-resources/french-2-gcse-aqa/</p> <p>https://revisionworld.com/gcse-revision/french</p> <p>https://www.frenchinaclick.com/learnfrench</p> <p>Brand new speaking booklets redrafted to facilitate learning by</p>



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		<p>cognates and false friends.</p> <ul style="list-style-type: none"> ● Listening exam: Pupils will hear French people talking and will have to respond to questions related to what they hear. Present past and future tense will be used. ● Writing exam: Pupils will answer 2 questions, a 40 word and a 90 word question. Pupils will also complete a translation and description of a picture. ● Higher Tier pupils will answer 90 and 150 word questions. ● Examples will be set on Google classroom and through Seneca. 	<p>in the grammar booklet handed out at the beginning of the year.</p> <ul style="list-style-type: none"> ● Use Quizlet for 15 minutes daily. Download the Quizlet app on their phones. ● Learn the answers from their speaking booklet by heart. ● Focus on all lessons. 	MFL teachers
ICT	<p>Unit 1 - ICT in Society (Software topic) Online Exam 1 hour 20 minutes</p>	<p><u>Functionality of software</u> Topics pupils will be assessed on are:</p> <ul style="list-style-type: none"> ● System software ● Applications software ● Utility software ● Specialist software ● information handling software ● Open source software ● Communication 	<ul style="list-style-type: none"> ● Pupils have been given a copy of the course companion to look through. ● They have got a series of detailed classwork notes on Google Classroom. ● Pupils should create a set of detailed revision notes. 	Google classroom Course companion



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		software.		
Computer Science	<p>Paper 1: Principles of Computer Science Written Paper 1hr 30mins</p> <p>Paper 2: Online Exam 2hrs</p>	<ul style="list-style-type: none"> ● Topic 1 Computational thinking Understanding of what algorithms are, what they are used for and how they work Following, amending and writing algorithms Constructing truth table ● Topic 2 Data Understanding of binary, data representation, data storage and compression. ● Topic 3 Computers Understanding of hardware and software components of computer systems and characteristics of programming languages ● Topic 4 Networks Understanding of computer networks and network security ● Topic 5 Issues and impact Emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues. ● Topic 6 Programming Understanding what algorithms are, what they are used for and how they work in relation to creating programs. Understanding how to decompose and 	<ul style="list-style-type: none"> ● Complete past papers and review their answers using the markschemes. ● Access lesson resources on Google Classroom.to create revision maps and notes. 	<p>Revision resources in Google Classroom</p> <p>Past Papers and Markschemes https://qualifications.pearson.com/content/dam/pdf/GCSE/Computer-science/2020/Exam-materials/1c-p2-01-que-20230520.pdf</p> <p>https://qualifications.pearson.com/content/dam/pdf/GCSE/Computer-science/2020/Exam-materials/1c-p2-01-rms-20230824.pdf</p> <p>https://qualifications.pearson.com/content/dam/pdf/GCSE/Computer-science/2020/Exam-materials/1c-p2-02-que-20230526.pdf</p> <p>https://qualifications.pearson.com/content/dam/pdf/GCSE/Computer-science/2020/Exam-materials/1c-p2-02-rms-20230824.pdf</p>



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		analyse problems. Reading, writing, refining and evaluating programs.		
Art	AO4, which focuses on how well they create a personal and meaningful response to their chosen examination theme.	<p>Pupil's responses should be linked to their chosen GCSE question, reflecting their ideas and demonstrating meaningful connections to the artists or movements they have researched. The planning and development process is essential, and their sketchbooks should show how their work has evolved from initial concepts to the final piece. Their completed artwork will be assessed on how well it demonstrates an understanding of both the techniques and themes explored in relation to their chosen question.</p>	<p>To prepare for the mock exam, pupils should ensure their research is complete and clearly linked to their work. Their sketchbooks should show how chosen artists or movements have influenced their ideas. Finalising their exam piece with quick sketches or a mock-up will help with composition planning.</p> <p>They should also practise using their chosen techniques and materials to build confidence. Planning how to manage time across the exam is essential, ensuring each stage is completed effectively. Lastly, preparing and testing materials in advance will help them stay organised and focused.</p>	<p>In the lead-up to the mock exam, pupils will have 1:1 meetings with their teacher to ensure they are fully prepared. To support their revision, they can explore various resources. Researching artists through books, online articles, and websites like Tate or MoMA will deepen their understanding of relevant artists and movements. Art documentaries and video tutorials on platforms like YouTube can also help refine their techniques.</p> <p>Pupils should use Pinterest for visual inspiration, creating mood boards linked to their theme. Websites like Student Art Guide offer excellent examples of sketchbooks and portfolios to support their planning. Visiting local galleries or exploring virtual exhibitions on Google Arts & Culture will further develop their ideas and visual language.</p>



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Drama	C3 REAL examination 5 hrs	<p>This exam is split into 4 Activities:</p> <p>Activity 1 - Understand how to respond to a brief</p> <p>Activity 2 - Select and develop skills and techniques in response to a brief</p> <p>Activity 3- Apply skills and techniques in a workshop performance in response to a brief</p> <p>Activity 4 - Evaluate the development process and outcome in response to a brief</p> <p>Students will have completed Activity 1 in the previous week.</p> <p>This Practical exam day will be about the development stages of Activity 2 :</p> <ul style="list-style-type: none">• Their role in the group• The skills and techniques they have selected• How their skills meet the requirements of the brief<ul style="list-style-type: none">• How they have developed their skills and techniques• Their individual contribution to the rehearsal/development process• How the work of practitioners has influenced the development of skills and techniques.	All C3 work is on the google classroom and a devising booklet has been created for students to support this written element of this exam.	C3 devising booklet "Joint Effort"
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Dance	C3 REAL examination 5 hrs	<p>This exam is split into 4 Activities:</p> <p>Activity 1 - Understand how to respond to a brief</p> <p>Activity 2 - Select and develop skills and techniques in response to a brief</p> <p>Activity 3- Apply skills and techniques in a workshop performance in response to a brief</p> <p>Activity 4 - Evaluate the development process and outcome in response to a brief</p> <p>Students will have completed Activity 1 in the previous week.</p> <p>This Practical exam day will be about the development stages of Activity 2 :</p> <ul style="list-style-type: none"> • Their role in the group • The skills and techniques they have selected • How their skills meet the requirements of the brief <ul style="list-style-type: none"> • How they have developed their skills and techniques • Their individual contribution to the rehearsal/development process • How the work of practitioners has influenced the development of skills and techniques. 	All C3 work is on the google classroom and a devising booklet has been created for students to support this written element of this exam.	
PE	Written Paper 1 Hr 20mins	WJEC Sport and Coaching principles Unit 1- Fitness for Sport	Complete everlearner topic and assessment along with the past papers given to the students from their teacher	Unit 1 Fitness for Sport- Knowledge organisers
Psychology	Written Paper 1 Hr 30 Min	Paper 2 Studies in Psychology	Use Class Books / Notes Use revision guide to support revision.	Revision Guides - Links to revision resources / Videos on



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			<ul style="list-style-type: none"> • Create mind maps on given topics • Create fact cards on given topics to test themselves. 	Google Classroom
Business	Component 3: Marketing and Finance for Enterprise Written Paper 2hrs	<p>A Marketing activities</p> <ul style="list-style-type: none"> • Targeting and segmenting the market • 4Ps of the marketing mix • Factors influencing the choice of marketing methods • Trust, reputation and loyalty <p>B Financial documents and statements</p> <ul style="list-style-type: none"> • Financial documents • Payment methods • Revenue and costs • Financial statements • Profitability and liquidity <p>C Financial planning and forecasting</p> <ul style="list-style-type: none"> • Budgeting • Cash flow • Suggesting improvements to cash flow problems • Break-even point and break-even analysis • Sources of business finance 	<ul style="list-style-type: none"> • Complete past papers and review their answers using the markschemes. • Access lesson resources on Google Classroom to create revision maps and notes. 	Revision resources in Google Classroom <u>Past Papers and Markschemes</u> May 2024 BEN03 Paper May 2024 mark scheme
Media	C3 Exam	Assessment objectives - AO1 Understand how to develop ideas in	All C3 work is on the google classroom and a devising booklet has been created for students to support this written	



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		<p>response to a brief</p> <p>AO2 Develop planning materials in response to a brief</p> <p>AO3 Apply media production skills and techniques to the creation of a media product</p> <p>AO4 Create and refine a media product to meet the requirements of a brief</p>	<p>element of this exam</p>	
Child development	Written Paper 1 Hr 15 Min	<p>Unit R057 - Health and Wellbeing for Child Development</p> <p>TA1 - Preconception Health & Reproduction</p> <p>TA2 - Antenatal Care and Preparation for Birth</p> <p>TA3 - Postnatal Checks, postnatal care and the conditions for development.</p>	<p>Use Class Booklets / Notes</p> <p>Use revision guide to support revision.</p> <ul style="list-style-type: none"> ● Create mind maps on given topics ● Create fact cards on given topics to test themselves. 	Child Development Revision Guide and Work Booklet
Health and Social Care	Written Paper 1Hr 15 Min	<p>Unit R032 - Principles of care in health and social care settings</p> <p>TA1 - The Rights of Service Users in HSC Settings</p> <p>TA2 - Person Centred Values</p> <p>TA3 - Effective Communication in HSC Settings</p>	<p>Use Class Books / Notes</p> <p>Use revision guide to support revision.</p> <ul style="list-style-type: none"> ● Create mind maps on given topics ● Create fact cards on given topics to test themselves. 	Health & Social Care Revision Guide and Work Booklet



Revision Tips

There is no correct way to parent learners when preparing for assessments. Choose the approaches that work best for you, your family, and your situation. Below are a few suggestions you may wish to trial.

- Talk to your child about their upcoming assessments.
- Ask them how you can help.
- Try to provide a quiet space for your child to complete homework/revision.
- Encourage your child to think creatively about revision e.g. Record facts/ revision notes on your phone/ laptop, make your revision notes into a podcast, listen to it a couple of times a day.
- Talk to your child about having their mobile phone in another room when completing homework/revision.
- Ensure learners get enough sleep. Regular bedtimes, and wake times, will help concentration spans.
- Set your child a challenge. For example, you could ask them to revise a short topic; using the revision resources, you could then 'test' them on what they have just revised.
- Talk to your child about the importance of trying to get their 5-a-day, enough exercise.
- Encourage your child to drink lots of water.
- Ensure they take adequate breaks.
- Stay positive. Look for ways in which you can help them to believe in themselves by reminding them of the successes they have had.
- If there are any revision sessions/intervention at school that your child has been invited to, encourage them to attend.
- Remember teachers will set homework tasks that will count towards preparation/revision for the assessment.
- Children should avoid 'just' reading a revision guide; always try and build some activity or interactivity e.g. summarise in their own words, draw and label diagrams, get someone to test them, use online resources that the school has to offer; Google Classroom; Sparx Maths, QUIZLET, Seneca learning, Educake.
- Read the next page for Revision Tips

How Do I Revise?



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1. Space your practice

People who leave gaps between practice attempts go on to score higher. In fact, the longer the gaps, the higher the scores. The difference is huge: people who leave more than 24 hours between their first five attempts at a test/revision activity and their second five attempts score as highly, on average, as people who have practiced 50% more than them. Research confirms this theory: if you want to study effectively, you should spread out your revision rather than cramming. This is easier said than done, but if you are organised enough, you can spend less time revising and remember more.

2. Make sure you fail occasionally

People who are most inconsistent when they first start have better scores later on. These people are pushing themselves to learn new things and make links with their existing knowledge which improves their overall memory and understanding. The moral is clear: invest some time in trying things out, which may mean failing occasionally, if you want to maximise learning in the long run.

3. Practise the thing you'll be tested on

The big mistake many students make is not practising the thing they will be tested on. If your exam involves writing an essay, you need to practise essay-writing. Merely memorising the material is not enough. Writing exam answers is a skill, just like playing an online game is a skill. You wouldn't try and improve at a game by trying to memorise moves, you'd practise making them. Other research confirms that practising retrieving information is one of the best ways to ensure you remember it.

4. Structure information, don't try to remember it

Trying to remember something has been shown to have almost no effect on whether you do remember it. The implication for revision is clear: just looking at your notes won't help you learn them. Instead, you need to reorganise or rewrite the information in some way – whether by making notes of your notes, thinking about how what you're reading relates to other material, or practising writing answers.

5. Rest and sleep

A full night's sleep helps you learn new skills or retain information. Staying up all night to revise will increase your stress levels and cramming will not help your memory in the long term (see number 1).



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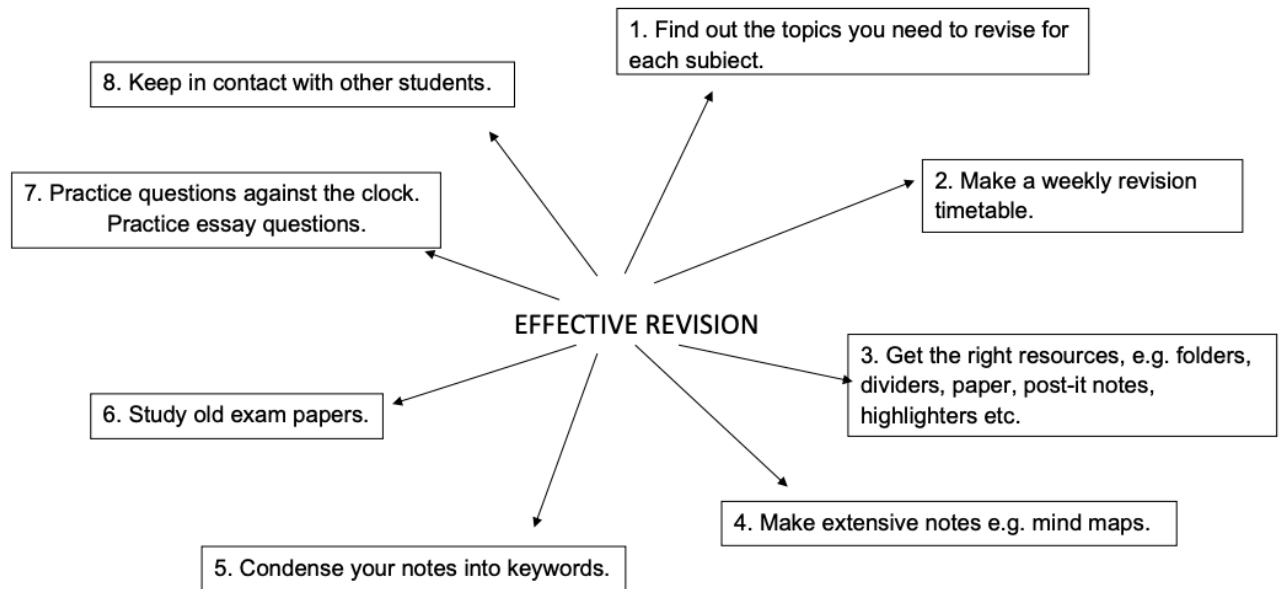


Year 11 Revision Timetable

January	February	March	April	May	June
Wed 1	Sat 1	Sat 1	Tue 1	Thu 1	Sun 1
Thu 2	Sun 2	Sun 2	Wed 2	Fri 2	Mon 2 Return
Fri 3	Mon 3	Mon 3	Thu 3	Sat 3	Tue 3
Sat 4	Tue 4	Tue 4	Fri 4	Sun 4	Wed 4 *Maths P2 *RE P3
Sun 5	Wed 5	Wed 5	Sat 5	Mon 5	Thu 5
Mon 6	Thu 6	Thu 6	Sun 6	Tue 6	Fri 6 *Eng Lang P2
Tue 7	Fri 7	Fri 7	Mon 7 Easter Break	Wed 7	Sat 7
Wed 8	Sat 8	Sat 8	Tue 8	Thu 8	Sun 8
Thu 9	Sun 9	Sun 9	Wed 9	Fri 9	Mon 9 *Bio P2
Fri 10	Mon 10	Mon 10	Thu 10	Sat 10	Tue 10
Sat 11	Tue 11	Tue 11	Fri 11	Sun 11	Wed 11 *Maths P3
Sun 12	Wed 12	Wed 12	Sat 12	Mon 12 *Eng Lit P1	Thu 12
Mon 13	Thu 13	Thu 13	Sun 13	Tue 13 *Bio P1 *RE P1	Fri 13 *Chem P2
Tue 14	Fri 14	Fri 14	Mon 14	Wed 14	Sat 14
Wed 15	Sat 15	Sat 15	Tue 15	Thu 15 *Maths P1	Sun 15
Thu 16	Sun 16	Sun 16	Wed 16	Fri 16	Mon 16 *Phys P2
Fri 17	Mon 17	Mon 17 Feb Half Term	Thu 17	Sat 17	Tue 17
Sat 18	Tue 18	Tue 18	Fri 18	Sun 18	Wed 18
Sun 19	Wed 19	Wed 19	Sat 19	Mon 19 Chem P1	Thu 19
Mon 20	Thu 20	Thu 20	Sun 20	Tue 20 *Eng Lit P2	Fri 20
Tue 21	Fri 21	Fri 21	Mon 21	Wed 21 *RE P2	Y11 Celebration
Wed 22	Sat 22	Sat 22	Tue 22 Return	Thu 22 *Phys P1	
Thu 23	Sun 23	Sun 23	Wed 23	Fri 23 *Eng Lang P1	
Fri 24	Mon 24	Mon 24 Return	Thu 24	Sat 24	
Sat 25	Tue 25	Tue 25	Fri 25	Sun 25	
Sun 26	Wed 26	Wed 26	Sat 26	Mon 26 May Half Term	
Mon 27	Thu 27	Thu 27	Sun 27	Tue 27	
Tue 28	Fri 28	Fri 28	Mon 28	Wed 28	
Wed 29	Sat 29	Sat 29	Tue 29	Thu 29	
Thu 30		Sun 30	Wed 30	Fri 30	
Fri 31		Mon 31	Thu 31	Sat 31	



Work together; Succeed together





Work together; Succeed together

<p style="text-align: center;"><u>Mind maps</u></p> <ul style="list-style-type: none">• Start with a large piece of paper.• Revise a topic or a sub-topic.• Use a selection of words and diagrams.• Use colour, shapes, symbols, pictures and cuttings to bring the information to life.• Use lines and arrows to connect ideas.• Stick your learning map on your wall/door, anywhere it can be seen easily and often.	<p style="text-align: center;"><u>Revision Cards</u></p> <ul style="list-style-type: none">• Reduce the information from one sub-topic to key points/bullet points. This could build up into a little booklet that you can carry wherever you are. You can put the key points on one side and the detail on the other if you want.• Create a quiz for yourself. For example, write key words on one side of your revision cards and definitions on the other side. Get a friend or family member to test you.
<p style="text-align: center;"><u>Copy, Cover, Check</u></p> <ul style="list-style-type: none">• Divide your page into three columns.• Write key information in the left-hand column.• Go back to the top of your page. Cover the left-hand column and see how much you can remember to write into the middle column. Uncover and check your answers. Correct any mistakes.• Do it again! Cover both columns and try to recall more information to write into the final column. Check and correct.	<p style="text-align: center;"><u>Post-It Notes</u></p> <ul style="list-style-type: none">• Create your own sorting activity. For example, write parts of a cycle or important dates on separate post-it notes and then try to organise them into the correct order. Do this a few times over a number of days.• Decorate your bedroom (or even your house!) with key information, facts, definitions etc that you need to know so that you are seeing them all the time.
<p style="text-align: center;"><u>Online</u></p> <ul style="list-style-type: none">• Ask your teacher for any key websites that might be useful to help you revise.• BBC Bitesize, GCSEPod, and the Learning Zone on the school website are great places to start as they cover lots of different subjects.• Go on Youtube sites set up by teachers and watch and listen to the information. Search for the topic you want to revise and find a presentation.	<p style="text-align: center;"><u>Practice Papers</u></p> <ul style="list-style-type: none">• Ask your teacher for a practice paper that you can try out at home.• Look through your exercise book for questions similar to the ones on your exam paper. Try to rewrite your answers, improving them and following any teacher feedback.• Work with a partner to create your own exam-style tasks, then try to answer each other's questions.



TECHNIQUES THAT DO NOT WORK!

- Revision techniques that **require little effort are ineffective**
- **You need to process information by meaning rather than visually**
- This requires more effort
- This means more cognitive demands- making your brain think!
- This leads to being able to recall more from your memory

AVOID

- × Highlighting lots of information
- × Cramming
- × Rereading information
- × Copying everything down word for word
- × All of the above techniques require little brain effort and you process the information visually rather than understanding what it means