

YEAR 11



**HELP WITH
REVISION**

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Did you know?



Exam stress can be really challenging, not only for children but for those that live with them. Research shows that having someone to talk to about their work can help. Support from a parent, teacher or friend can help young people share their worries and keep things in perspective.

Survey research has identified that exams are a significant source of stress and worry for pupils in secondary school. In particular, failing important examinations, and the consequences of failing these examinations, are rated as more important than a range of other personal and social worries. (Optimus education)

The NHS highlight that Children and young people who experience stress may:

- worry a lot
- feel tense
- get lots of headaches and stomach pains
- not sleep well
- be irritable
- lose interest in food, or eat more than normal
- not enjoy activities they previously enjoyed
- seem negative and low in their mood
- seem hopeless about the future



What can you do?

Watch out for signs of stress and encourage your child to talk to a member of school staff or someone who they feel is supportive. If you feel your child isn't coping, it may also be helpful for you to talk to their teachers at school.

Encourage and support your child to build and maintain healthy habits before and during the exam period, such as eating a healthy balanced diet, staying hydrated, getting enough sleep, doing exercise, having time to relax and to socialise with friends.

Remind your child that feeling nervous and anxious is

normal. Support them to be organised, have a routine and build a revision timetable. Try not to add to their pressure by being flexible with them. Talk to them about how they feel, remind them of their goals in life and motivate them to stay focused. Staying calm will help them remain calm - and exams don't last forever.



Did you know?



Self-care is anything you enjoy doing that helps make you happy and maintains your physical, mental or emotional health. Self-care helps parents and teens deal with life's everyday pressures in a more positive and rewarding way. Recent research has revealed that teaching teenagers how to balance their own needs now will help them in the future, while reducing some of the strain on their lives right now. Self-care can lead to healthier, happier, more adjusted young people. Studies have demonstrated that when parents practice self-care, it's been shown that teens are encouraged to do the same, and take this positive habit into later life. So, your self-care helps teach your child how to look after themselves better.

Research shows that we need to build self-care habits from an early age so that when your child hits difficulties and roadblocks, they are able to navigate them skilfully and stay strong and steady. Self-care for teenagers is crucial with all the hormone changes, mood swings, struggles with self-image, self-esteem and building independence.



What can you do?

Helping your child learn self-care can help them get through tough times such as exams, challenges or adversities. Suggest ideas to them about how to take care of their physical health, mental health and to be creative. Ideas include exercising, walking, having a manicure, going for a haircut, seeing friends, having a bath, reading books, listening to podcasts or drawing.

Self-care works best as a routine to help your child feel energised and deal with pressures well. Talk to your child about the importance of doing things they enjoy and that make them feel happy. Bounce ideas around with them, put them in the calendar and support them as they do them.

Encourage your child to make self-care a priority, remind them about it every so often and help them with what you can do together. Doing self-care activities together not only helps your child to cultivate good habits, it also helps your mind and body be at its best. Ideas don't need to be time consuming or elaborate, and sometimes they might be indulging! Get started by cooking healthy meals together, pursuing hobbies, taking pride in each other's appearance, having fun, getting outdoors, volunteering, or by watching a feel-good film.



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Social Media: what do we know and what should we do?

Information for parents and carers

Did you know?



Research shows that high use of social media is linked to poor mental health. One recent study shows that young adults who used social media heavily were three times more likely to be depressed than occasional users. Another study discovered that young people who exceeded two hours of social media use per day were more likely to claim that their mental health was 'fair' or 'poor' than occasional users.

Sleep is crucial for productive engagement and wellbeing. Research has shown that social media and screen time in general is linked to lower quality of sleep.

Each social media site is able to decide how they protect their users; there is no agreed set of child safety rules to protect young people from the risks. Each site will have its own age ratings, for example Whatsapp has recently set its minimum age to 16 years old. Even YouTube has a minimum age requirement, which is 18, but from 13 years old a child can sign up as long as they have a guardian's permission.

What can you do?



Talk to your child about the positives and negatives of social media. Most young people are very aware of these and know that there are changes they could make to use the internet in general in a healthier way. Being

upfront about our own habits (even any unhealthy ones!) and setting goals together can sometimes help to avoid making it a source of conflict. One key aspect of this is discussing how social media can affect our

reputation through the digital footprint we create for anyone to access.

Encourage screen-free time before bed. If possible, having a family-wide screen-free curfew could help model good use of screens and place value on everyone caring for their wellbeing through winding down activities and increased quality of sleep.

Help your child to spend more time on activities they enjoy and which make them feel good. Perhaps encourage them to re-join a sports team they used to like, take up a hobby that they've expressed an interest in, or spend time as a family doing things together. This could include, for example, family movie time using films your child has recommended, or trips out together etc.

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Keeping active during Revision

Information for parents and carers

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Did you know?



Research shows that physically active students have more active brains. Even walking for just 20 minutes can significantly increase activity in the brain. This means that it is really important for students to take regular breaks in their learning.

Exercise triggers the release of various hormones and chemical compounds in the body and has many benefits to learning:

- It improves cognitive brain function
- It improves students' ability to focus for longer periods of time
- It can reduce stress levels
- It can improve memory retention

Studies have shown that exercise helps to oxygenate the brain and release tension, helping students to keep calm, mentally relax and study more efficiently. Productive people often work smarter rather than harder and exercise has a huge part to play in this.



What can you do?

Support your child to take regular breaks so they are less likely to get distracted whilst revising. It's much better to spend 60 minutes revising well and 10 minutes on a break than for your child to spend longer half revising and half playing with their phone! Suggest to your child that they take breaks every 60-90 minutes when revising.

Encourage your child to do something active with their break, such as getting some fresh air, playing sport, going for a walk or a run, or doing housework. Remind them that exercise doesn't have to last for hours to count.

Work with your child to help them work efficiently and find a routine that works for them. They need to be flexible to work around their timetables and could do some exercise early in the morning, at lunchtimes or early evenings. Alongside exercising, help your child to take care of themselves by eating well, sleeping well, relaxing, socialising and having some down time.

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better future - brighter hope

Did you know?



The Sleep Council highlights how quality sleep is essential for growth and development and that your child needs between 8-10 hours sleep every night. Teen's body clocks naturally shift to make them feel tired later in the evening, but early school starts do not enable them to sleep in the mornings. Chronic sleep deprivation can have a huge effect on a teenager's life and mental wellbeing.

Further research shows that there is a link between getting enough sleep, sleep awareness and student performance. Numerous studies have shown that not getting enough sleep can negatively affect school performance and impair cognitive function.

Teens need more sleep than adults. Research shows that the brain's ability to process information declines with lack of sleep. Our emotional responses, empathy towards others and tendency to do silly things all goes up with lack of sleep. Long term sleep deprivation can suppress the immune system, lead to forms of cancer, heart disease and metabolic abnormalities.

What can you do?



Help your child establish a good sleep routine. Encourage them to limit screen time before bed and to read a book or magazine instead. Get them to keep a sleep diary over a two-week period to see how much sleep they are getting and how they can improve it. Have a conversation with your child about their sleep.

Eating late at night is not good for digestion or aiding a better night's sleep. Make sure your child avoids sugary and heavy foods late at night and doesn't drink caffeine or energy drinks from lunchtime onwards. Healthy habits such as warm milk or camomile tea, daily exercise, relaxing in the evening and having a calming bedroom environment, can all help your child get a better night's sleep.

Try to get your child to go to bed at the same time each night and wake up at the same time each morning – even on a weekend. A consistent sleep-wake cycle is really important for them to function well. Know the signs of sleep deprivation and work with your child to find a routine that works for them.



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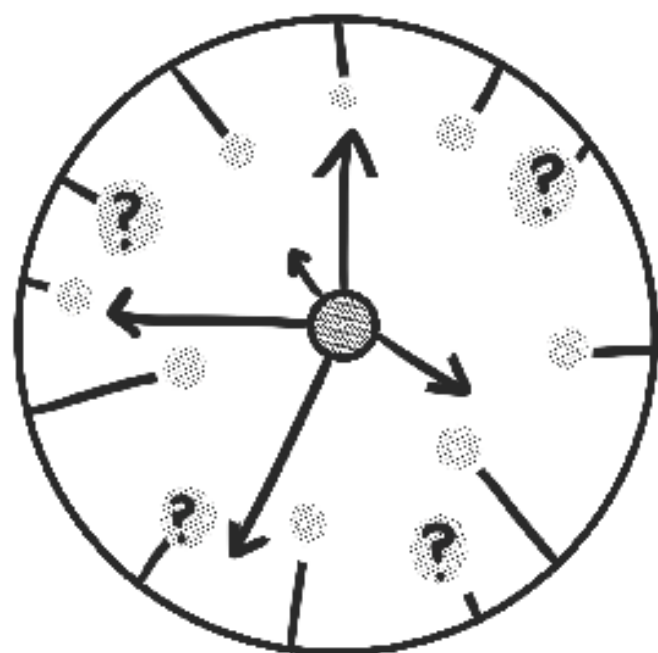
Spacing and Timing of Revision

Information for parents and carers

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Did you know?



Spacing is a revision technique which is all about spacing revision so students don't get swamped and overwhelmed. It means introducing time intervals into their revision sessions as well as spacing out the days on which they revise for topics.

Research shows that doing something little and often is better than doing it at once, or cramming. For example, revising for eight hours in one day is not as effective as doing one hour of revision for eight days. This is because the time in between revising allows students to forget and re-learn the information, which cements it in their long-term memory.

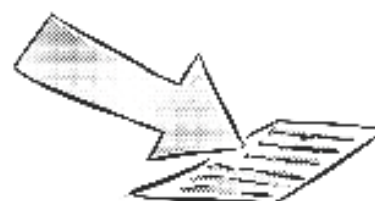
The 'Spacing Effect' is one of the longest and most enduring findings in cognitive psychology. Research suggests there is an 'optimal gap' between revision sessions for students to retain information. In some studies, using spacing instead of cramming has resulted in a 10% to 30% difference in final test results.

What can you do?

Help your child create a revision plan which maps out what they are going to revise and when. Help them to choose a mixture of subject topics to focus on each day to make sure they are spacing them out.

Encourage them to review information using different revision techniques to help them carry out some 5-10-minute reviews of topics, such as reading through notes, highlighting information or making post-it notes. Students can also transform their learning by doing 30-minute activities, such as writing summary sheets, flash cards or mind maps for topics.

Work with your child to practise testing them on different topics and to help them complete exam questions. Remind your child that five hours of time, spent in smaller chunks and spaced periodically, is a far more effective way to learn something than five hours spent the night before.



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better future - brighter hope

How can I remember key information...?

Reduce-make the information as concise as possible. Write keywords and key concepts, not full sentences

Transform-change its form, convert images to keywords, or ideas to flow diagrams or images

Revision Techniques:
Remembering key information



Deconstruct-break your information into smaller chunks, use mindmaps or organisation chart

Top tips

- **Be realistic** and plan time away from your work to avoid burn-out! Avoid working constantly over the bank holidays and weekends.
- **Be focused:** 20 minutes working followed by 10 minutes rest is a good starting point.
- **Planning** helps you to balance your time so that you don't spend all your time revising one subject. Start with the revision timetable on the back.
- If you **share your revision plan** with friends or family then you are more likely to stick to it!
- **Don't worry** about other students' revision plans, everyone does it differently!

		Monday	Tuesday	Wednesday	Thursday	Friday
eg	Subject	Business	Break	Science	Maths	Science
	Topic	LO1-customer segmentation	Football training	P5- Balanced/unbalanced forces	Surds	C8-ionic equations
	How long	30 minutes-flashcards and sample questions	60 minutes	30 minutes force diagrams	Mathswatch-30 minutes	30 minutes-past paper questions
6-6.30pm	Subject					
	Topic					
	How long					
6.30-7pm	Subject					
	Topic					
	How long					
7-7.30pm	Subject					
	Topic					
	How long					
7.30-8pm	Subject					
	Topic					
	How long					
8-8.30pm	Subject					
	Topic					
	How long					
8.30-9pm	Subject					
	Topic					
	How long					

How can I make revision more effective...?

... revise in a way that is linked to what is needed in the exam. It is unlikely the exam will say *"write all you know about..."*

It is more likely to say *"evaluate..."* or *"assess..."*

So surely it makes sense to revise in a way that is useful to answer exam questions.

1. Break revision into **small sections**-you can only process 4-5 pieces of information at a time
2. **Little and often** is more effective-break revision down into 30 minute chunks
3. **Keep reviewing** knowledge-test regularly to make sure revision 'sticks'
4. **Rephrase, summarise and extend** notes, rather than just reading through them. Try using the templates in this booklet. Blank copies are always available
5. **Link** revision to something you already know, this makes it easier to remember
6. **Challenge yourself** to see what you remember without checking your notes. This will improve your memory by up to 50%!



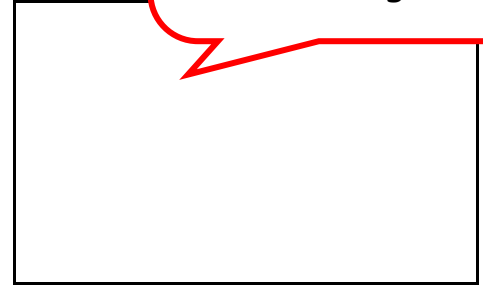
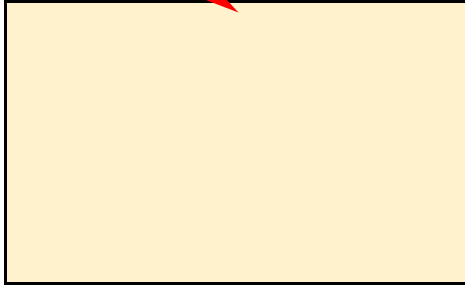
PiXL Revisit: Reduce and Transform

Unit/Topic:

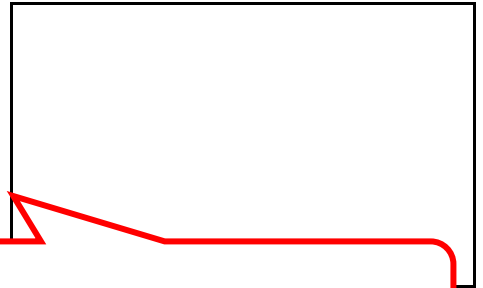
1. Reduce the information down into the key points.

3. Transform: change the information into drawings.

1.

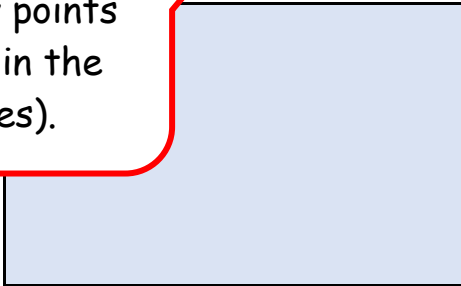


2.

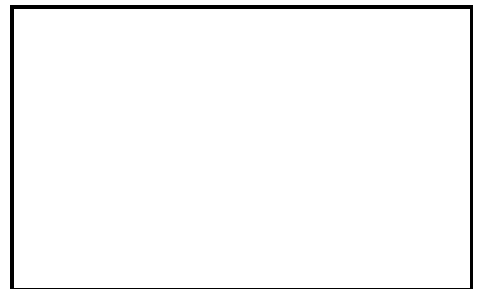
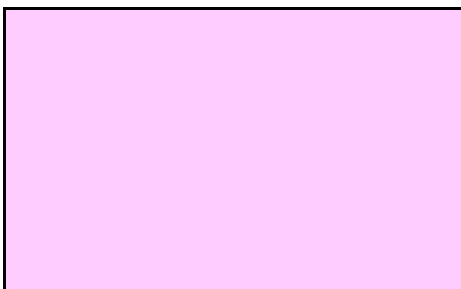


2. Summarise the key points (write in the boxes).

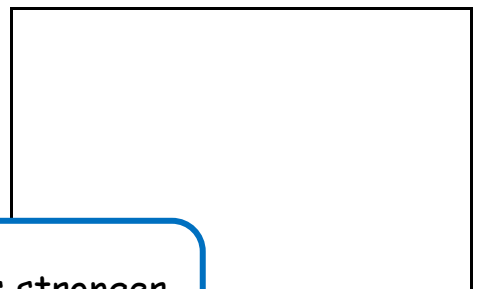
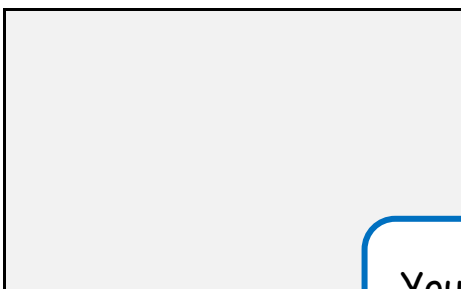
Art work NOT required.



4.



5.



Your visual memory is stronger than your written memory.

1. Prioritise: pick out the key points for a topic.

Topic:

Key Facts, Dates, Words, Vocab:

3. Identify key facts, places, dates, words, quotes.

4. Rank it: Write a number in the box to show rank order.

2. Summarise the key points (write in the boxes).

5. Justify: give reasons for your order of priority.

1.

2.

4.

5.

WHY?

WHY?

WHY?

WHY?

WHY?

1. Choose a topic/book/chapter.

2. Identify the main themes.

Chapter theme/topic

Main idea 4

Main idea 3

Main idea 2

Main idea 1

Specific detail K

Specific detail J

Specific detail I

Specific detail G

Specific detail F

Specific detail D

Specific detail C

Specific detail B

Specific detail K

Specific detail H

Specific detail E

Specific detail A

3. Pick out the details that link to the main ideas: these could be, quotes, places, dates, facts, key words.

Lots of exam questions will expect you to develop your points and use evidence.

PiXL Revisit: Transforming

Name of Topic: _____

Name: _____

Class: _____

Turn the material you have read into up to six pictures – one per paragraph or one per key piece of information. The pictures must represent the information so that they can act as a reminder of what the text said. Underneath each picture, explain your thinking.

1.	2.	3.
4.	5.	

1. Change it: change information from text to drawings or vice versa.

Now restore your pictures back into its original form.

PiXL Revisit: Quizzing

1. Test it: choose one of your weakest topics.

2. Test it: think of questions that might be asked about this topic, use your notes and revision guides to do this.

Questions to ask someone about the text.

	Answer
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

3. Test it: write an answer to the question.

Note. Some more complex questions might have more than one possible answer.

PiXL Revisit: Ranking Triangle

Name of Topic: _____

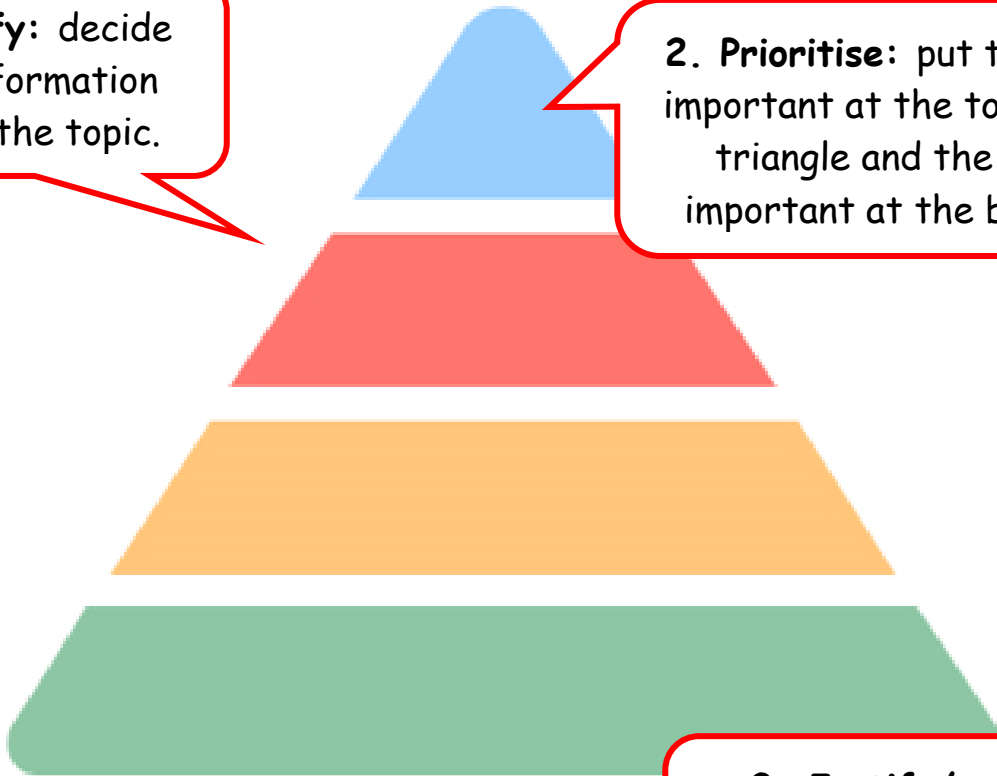
Name: _____

Class: _____

The most important information goes at the top and then the least important at the bottom. Make sure you justify WHY you think it the most/least important.

1. Identify: decide on key information linked to the topic.

2. Prioritise: put the most important at the top of the triangle and the least important at the bottom.



3. Justify/make a judgement: give reasons for your order.

Often the questions such as "evaluate" "assess" or "to what extent" need you to think about the most and the least to get the highest marks. A **JUDGEMENT** is needed.

1. The source: find a graph, map, photo or piece of text that links to the topic you are revising.

PiXL Revisit: Transform

Unit/Topic:

SOURCE/INFO/RESOURCE

Key Points

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



2. Zone it: identify the key parts to the source and circle them.

In lots of exams you will be asked to "use figure/source ..."

3. The key points: use your zones to make sure you write about all elements of the source. Write a key point for each.

4. Prioritise: state which is the most important and why.

Most
important
+ WHY:

Subject specific information

Subject	Specification	Assessment	Resources	Homework
English	AQA GCSE English Language AQA GCSE English literature	Spoken language NEA is completed in year 11 (reported as pass/merit/ distinction) There are 2 external exams Students sit 2 exams.	CGP revision guides and workbooks are shared as students study the texts.	Students have a booklet with tasks set each week. Students are also expected to revise independently using the revision guides and workbooks.
Maths	Pearson Edexcel GCSE Mathematics Pearson Edexcel GCSE Statistics	Students will sit 3 x 1hr 30 minute papers: 2 calculator papers, and 1 non-calculator paper.	Revision guides will be shared before half term, alongside a week by week revision plan.	Homework alternates between completing exam questions, checking definitions and methods, and content based revision.
Science	AQA GCSE Combined Science: Trilogy OR AQA Biology/ Chemistry/ Physics	2 exam papers each will be sat for Biology, Chemistry and Physics	CGP revision guides and workbooks have been given to students	Students follow a published outline of revision linked to the guides and workbook. Work is checked fortnightly.
Art	AQA GCSE Art & Design/ OR Art, Craft and Design	60% is from students' portfolio of work. 40% of the grade comes from an externally set task.	Revision is not applicable.	Homework tasks link to student's individual focus and theme. Intervention runs on Wednesday and Thursday after school.
Business	OCR GCSE Business	Students sit 2x 90 minute exams.	Revision flashcards have been given to all students.	Homework alternates between revision activities and exam paper practice.
Computing	OCR GCSE Computer Science	Students sit 2 x 90 minute exams.	Revision guides, revision cards and practice workbooks have been given out.	Homework is completed electronically and uses retrieval and revision tasks based on key topics.
Creative iMedia	Cambridge Nationals Creative iMedia Level 1/2	60% of the course is from coursework (January 2023 & 2024) and 40% from a 90 minute external exam in year 11.	Exam unit revision guides have been given to students.	Homework follows a set schedule of pages for revision and preparation.
Drama	Pearson Edexcel GCSE Drama	60% is assessed through devising and performance. An external exam accounts for 40%	Revision guides will be distributed shortly.	Homework is completed each week through booklets given in class.
Geography	AQA GCSE Geography	Students sit 3 separate exams	CGP geography revision guide and workbooks were given out in year 10, alongside a case study booklet.	Homework focuses on revision. Students are directed to specific topics and techniques, followed up with question booklets and recall questions.

Health and social care	Pearson BTEC Level 1/2 Tech Award in Health and Social Care	60% is from 2 coursework units. 1 exam accounts for the other 40%.	CGP revision guides are available for note taking and will be shared once internal assessment is complete.	Homework involves research, notetaking and practice in preparation for the Unit 2 assessment
History	Pearson Edexcel GCSE History	Students sit 3 separate exams	CGP revision guides and workbooks were given to students in year 10.	Weekly homework is completed using the revision resources, and the workbooks are used for exam practice.
Hospitality and catering	WJEC Level 1/2 Hospitality and Catering	Students will sit an external exam in year 11. NEA accounts for 60% of the grade	CGP revision guides will be shared with students. Printed sections have been shared.	Homework alternates between revision activities and research tasks.
Media Studies	Eduqas GCSE Media Studies	2 exams contribute 70% towards the final grade. 30% is from coursework (must be completed by Summer 2023)	Revision guides have been given out in class, alongside directed activities.	Homework follows a structured schedule, using different activities to practice revision.
Music	WJEC Eduqas GCSE in Music	70% is assessed through performing and composing. An external exam accounts for 30%	Revision guides will be distributed shortly.	Homework is completed each week through booklets given in class.
PE	Edexcel GCSE Physical Education	Students complete 2 pieces of NEA worth 30%, and 2 exams worth 70%	Revision guides have been shared with students.	Homework alternates between a range of differentiated tasks and preparation for assessment.
RE	AQA GCSE Religious Studies A	Students have been provided with Oxford revision guides and workbooks.	Revision guides and workbooks were distributed in year 10.	Homework alternates between revision activities and GCSE practice questions.
Spanish	AQA GCSE Spanish	25% weighting from speaking, listening, reading and writing components.	CGP revision guides have been given to students.	Homework comprises vocabulary-learning, and weekly reading/workbook and written tasks.
Sport Science	Cambridge Nationals Sport Science Level 1/2	60% is assessed through coursework, and 40% through an external exam.	Students have been given revision guides and workbooks.	Homework work on set topics and complete knowledge tests on Boost learning.
Technology	AQA GCSE Design & Technology qualification	Coursework accounts for 50% of the final grade.	Students have been given CGP revision guides, exam practice workbooks and question cards.	Homework alternates theory/revision work with tasks from the NEA. Workshop time is offered Wednesday after school, week B.
Travel and tourism	Pearson BTEC Level 1/2 Tech Award in Travel and Tourism	NEA accounts for 60% of the grade. Students sit 1 external exam worth 40%. Revision guides are not currently available.	Revision guides are not available, but resources will be shared when applicable.	Homework focuses on developing skills needed for component 2 coursework.

Key Dates



Autumn half term

Half term intervention

Year 11 revision weekend

Year 11 Autumn mocks

Christmas holiday

AC1 reports

Year 11 parents' evening

February half term

(full revision schedule)

Half term revision

Year 11 Spring mocks

AC2 reports

Easter holiday

(full revision schedule)

GCSE Art exam period

Speaking and listening exams

Summer half term

(full revision schedule)

Summer GCSE exams

Results Day

Saturday 21st October-Sunday 29th October

Monday 23rd -Thursday 26th October

Friday 3rd November

Monday 13th November-Friday 2nd December

Friday 22nd December-Sunday 7th January

Week beginning 15th January

Thursday 1st February

Saturday 10th-Sunday 18th February

Monday 13th-Thursday 16th February

Monday 19th February-Friday 2nd March

Week beginning 25th March

Friday 29th March-Sunday 14th April

Monday 15th-Monday 22nd April

Window opens Monday 29th April

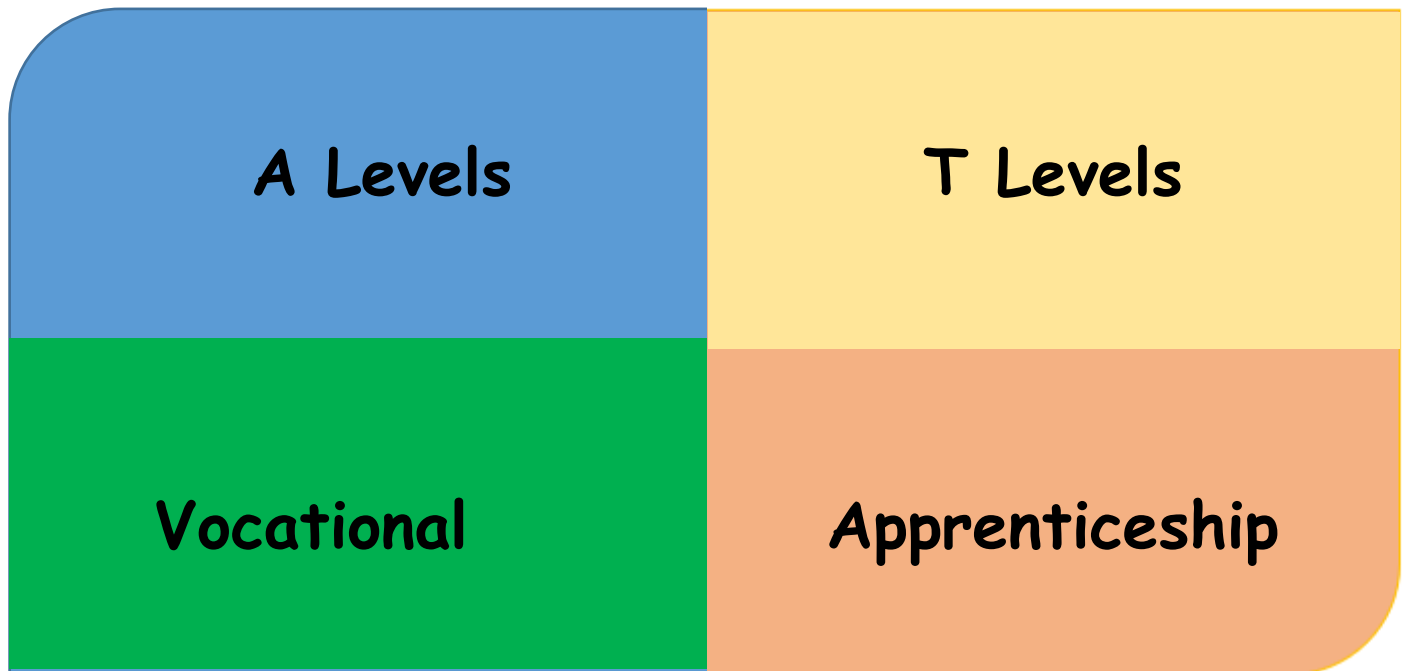
Saturday 25th May-Sunday 2nd June

Friday 3rd May-Wednesday 26th June

Thursday 22nd August



Year 11 post 16 options



Open events have begun - dates can be found on our website: <https://shuttleworthcollege.org/year-11-post-16-options/>

Year 11 IAG appointments are underway, providing individual information, advice & guidance for every student

The post 16 applications process runs from October - March

Enrolment happens on GCSE Results Day



Key information

All key messages and information are now communicated via our school app

<https://app.weduc.co.uk/shuttleworthcollege>

This can be accessed via mobile, or web browser



Year 11 parents' evening will be held on **Thursday 1st February** through school cloud.

This can be accessed directly through the Shuttleworth app. Once you have logged in once, you shouldn't need to again. Your child will bring home a reminder of login details. Please contact Mr Turner or admin for support.

Year 11 reports will be available to view on the app at the beginning of January.

The app can be also be used by both parents and students to view homework.

Contact admin@shuttleworth.lancs.sch.uk for support

11^{Year}

PGT

Revision & Weekend

SHUTTLEWORTH

COLLEGE

Newby Wiske

**See Mrs Turner or Mr Turner
for details – £120**



FRIDAY 3 NOVEMBER – SUNDAY 5 NOVEMBER 2023