Year 11 - Exams Revision

4th November 2026

5pm – 6pm

Practical revision strategies to support; Parents, Carers and Pupils

Exams Revision

- Introduction to the evening

• Wellbeing Support	Mr Nellis
• Science	Miss Foster
• Philosophy & Ethics	Miss Vernon
• Maths	Mr Malam
• English	Miss Knapper

Opportunity for questions

Purpose of this evening

- Starting Point for some
- What you and your child can expect from us
- Key dates for pupils & parents
- How you can support your child's revision
- Opportunity for questions

Weekly Revision Sessions

Year 11 Revision Schedule				
	Lunch		**3.30 - 4pm**	**4 - 4.30pm**
Monday	iMedia		Science	
			Product Design, Art, Textiles, Photo and Food	
Tuesday			Maths	
			Computer Science	
Wednesday			History	
			PE Practical	
Thursday	English		Philosophy & Ethics	
Friday	PE		PE Theory	
			BTEC Music	

Year 11 Timeline

- Data Captures: 8th December & 17th March
- Mock Examinations:
  wb 14th December **AND** first fortnight in January
- Final Parents Evening: Thursday 28th January
- Summer Examinations: 10th May – 18th June*

*'contingency day' 23rd June 2026

Wellbeing

Wellbeing

Mr Nellis – Pastoral Leader for Year 11

Mr Chell – Director of Inclusion

Wellbeing

It’s ok for your child to feel anxious or worried







Avoiding Distractions

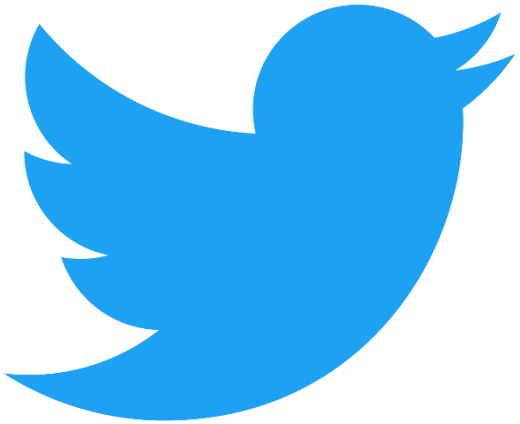




Nintendo®

XBOX

PlayStation™





Instagram



Stress



Stress causes physical changes in the body designed to help you take on threats or difficulties

- Your child may notice that their heart pounds, breathing quickens, their muscles tense, and they start to sweat. This is sometimes known as the fight or flight response
- Once the threat or difficulty passes, these physical effects usually fade
- These feelings are designed to help them cope with a challenging situation and its normal to experience this when we are under pressure
- They can harness feelings these to help you perform to their maximum in such situations

How your child can look after their wellbeing?

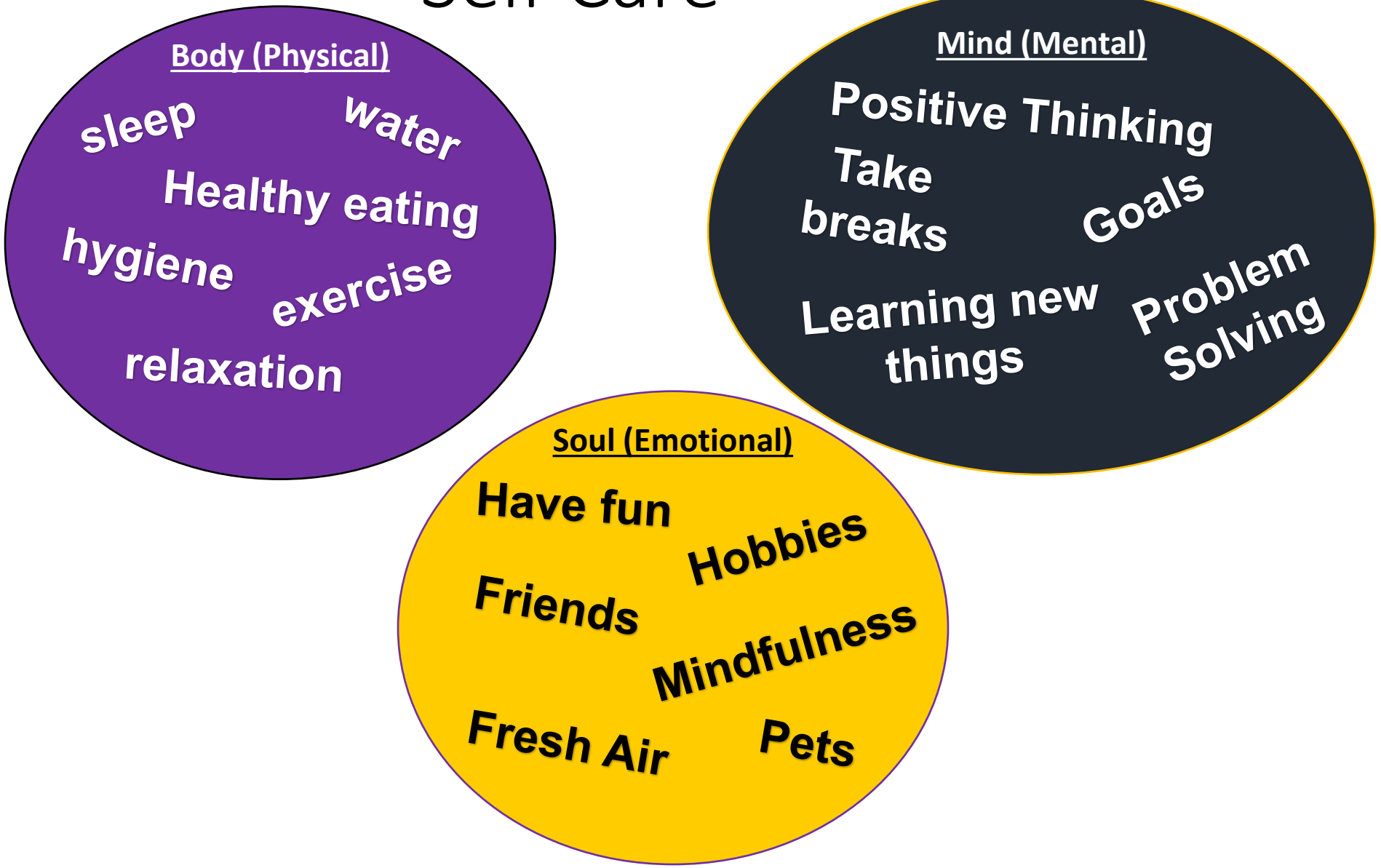
Stay Flexible. Resilient people expect to face challenges at different points in their lives. They are able to adjust their goals and find ways to adapt.

How your child can look after their wellbeing?

Learn Lessons. When you have a negative experience, focus on the positive lessons you can learn from it. When a tough situation arises, don't focus on who is to blame. Let go of asking "Why me?" and feeling like a victim. Ask yourself what you could do differently next time to have a better result.



Self Care


Body (Physical)
sleep
water
Healthy eating
hygiene
exercise
relaxation
Mind (Mental)
Positive Thinking
Take breaks
Goals
Learning new things
Problem Solving
Soul (Emotional)
Have fun
Hobbies
Friends
Mindfulness
Fresh Air
Pets

How do I get my day off to a good start?

- *One of the most important parts of a routine is having a good start to the day*
- Try these things when you wake up:
- 1. Give yourself more time in the morning – set an alarm at the same time everyday and give yourself an extra 10 minutes so you don't need to rush
- 2. Take a few minutes after you wake up to ask yourself how you're feeling
- 3. Drink a glass of water to kick start your body and mind
- 4. Shower or splash your face with cool water to wake you up
- 5. Always have breakfast, it is fuel for your brain and body
- 6. Take 5 deep breaths, in through your nose and out through your mouth
- 7. Do some relaxing morning exercises

How can I help myself to feel calmer?

- *Try one of these things every day:*
- **Be kind to yourself.** Think about what you'd say to a friend if they were in your position
- **Check your basic needs.** Think about whether you are hungry, thirsty or tired – and eat, drink or rest if you need to
- **Focus on things right now.** If you're feeling overwhelmed or angry, take yourself out of the situation by pausing for 30 seconds and feeling your feet firmly on the ground or your back against a chair
- **Take a break**. Make time to listen to music, go for a walk or have a chat with family or friends.
- **Take deep breaths.** Take 5 deep breaths in through your nose and out through your mouth.
- **Be kind to other people.** Help yourself to feel proud or good by doing a random act of kindness like offering to wash up, make someone a cup of tea or get involved in some voluntary work
- **Learn to say no.** Think about yourself before others – if someone is taking up a lot of your time and it's making you stressed or upset, let them know when you need a break

Struggling to sleep?

When you're struggling to get to sleep it can have a big effect on you. It can make it harder to concentrate during the day, or make you feel low and less able to cope.

There are many things that might make it difficult to get to sleep, including:-

- Struggling with difficult feelings or memories
- Worrying about homework or exams
- Difficulties at home and/or difficulties with family members and/or friends
- Having an unhealthy routine or diet

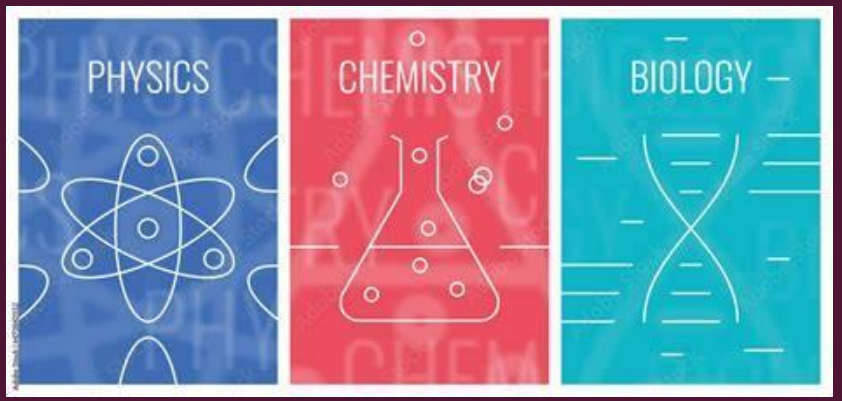
How can I sleep well?

Things to try to improve your sleep pattern….

- Get yourself into a comfortable position
- Take some slow, deep breaths, breathing in and out
- Listen to some calming music or white noise
- Close your eyes and picture yourself in your favourite place
- When you feel comfortable, turn off your phone and maintain a consistent routine for each and every bedtime

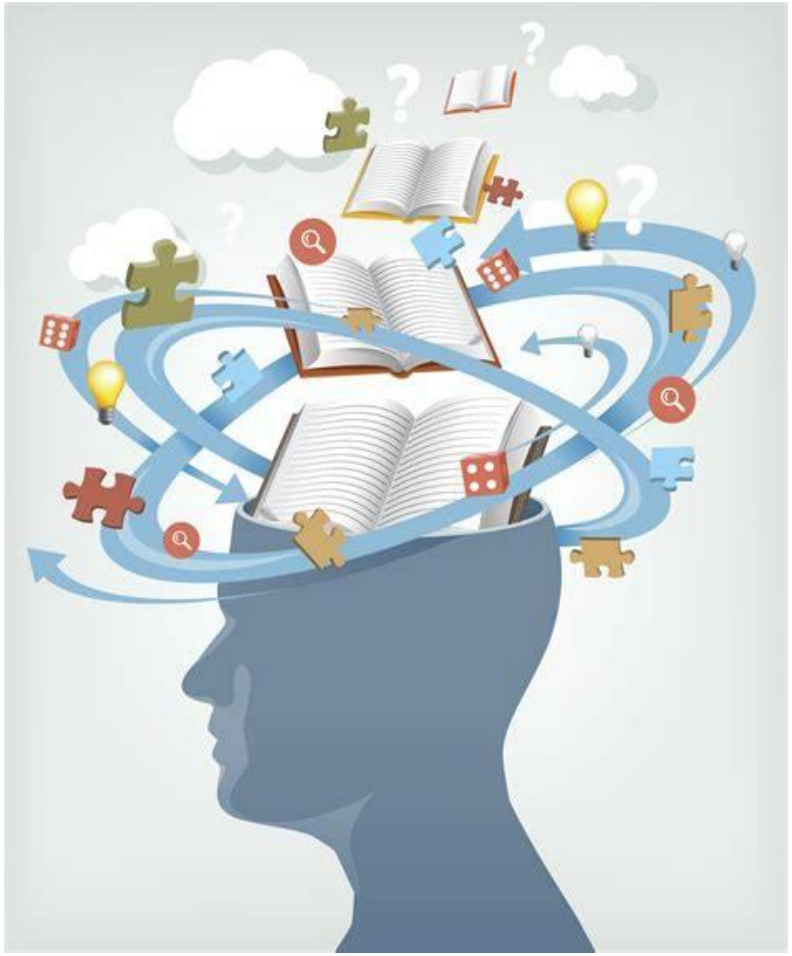
SCIENCE

MISS FOSTER



FOCUS

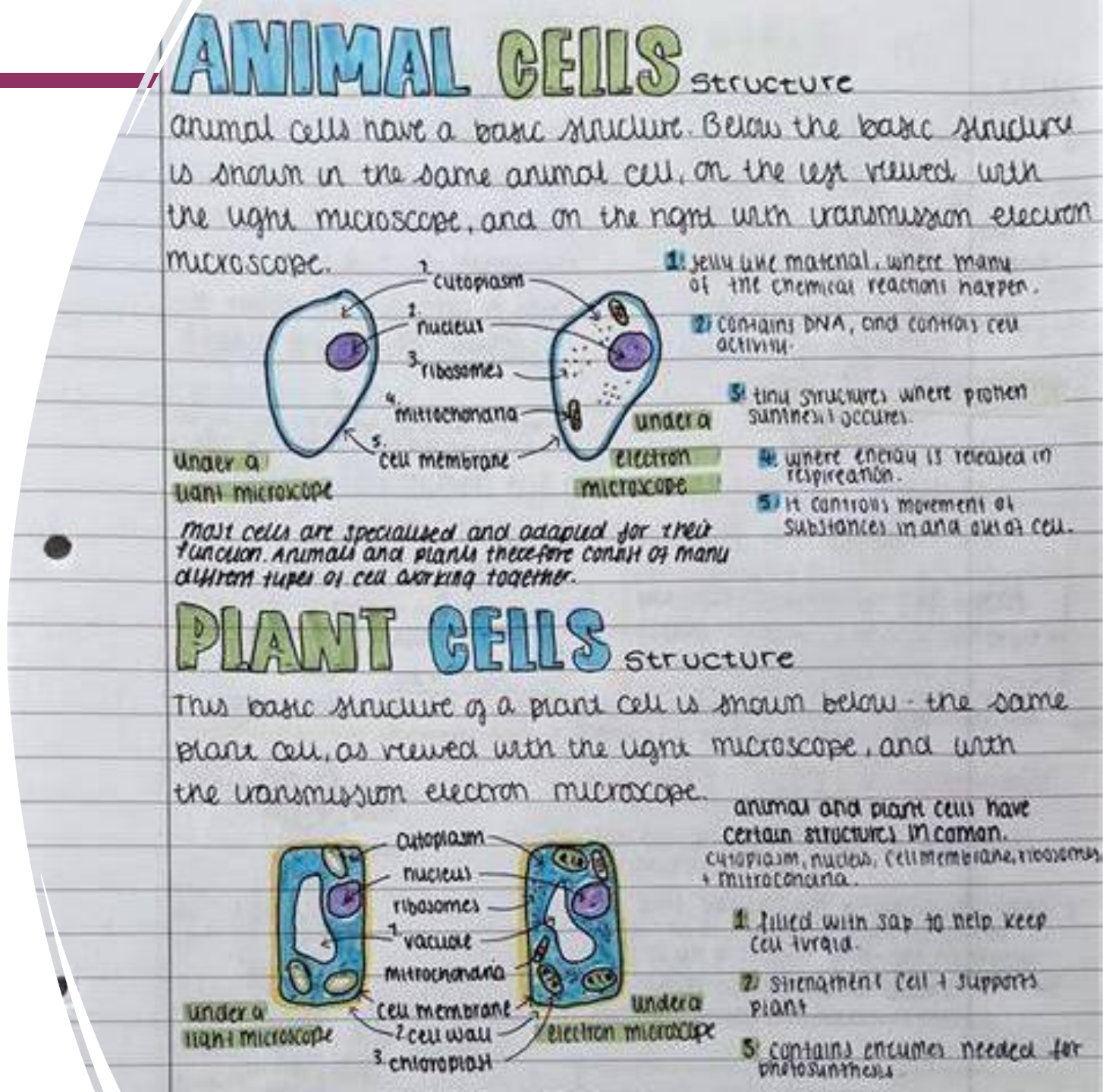
Condensing information ready for revision



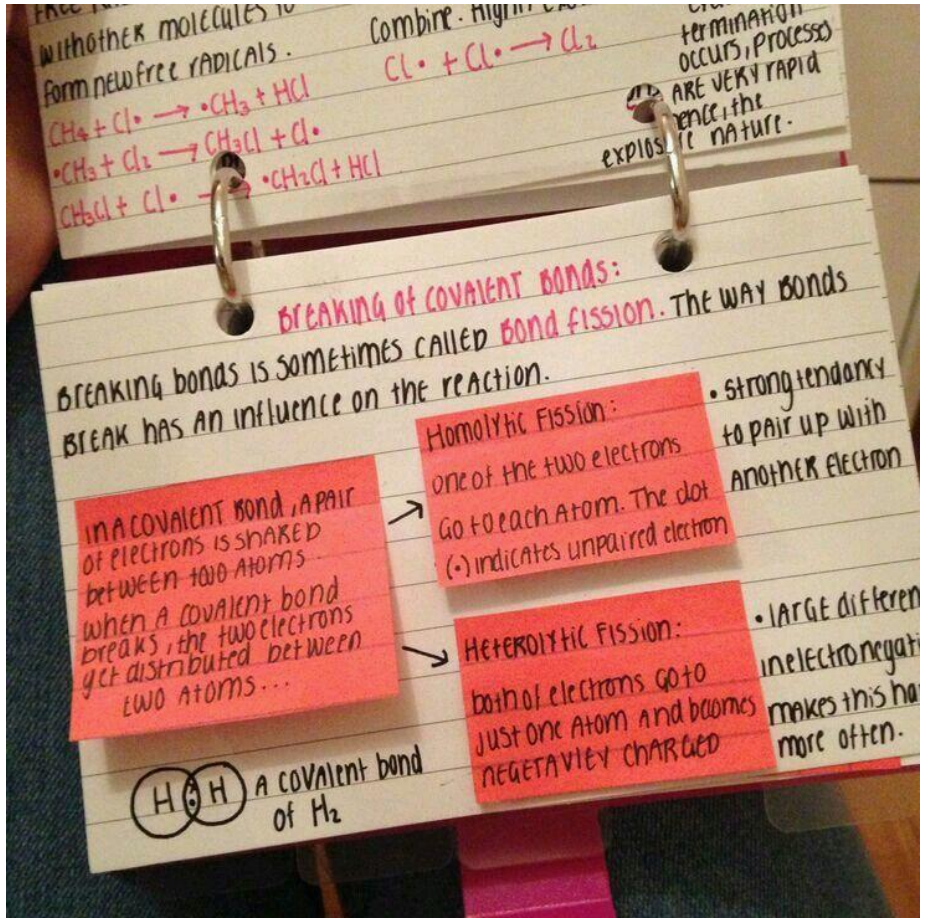
Science has lots of content – prioritise! Use exercise books, revision guides or even the AQA specification.

An active process

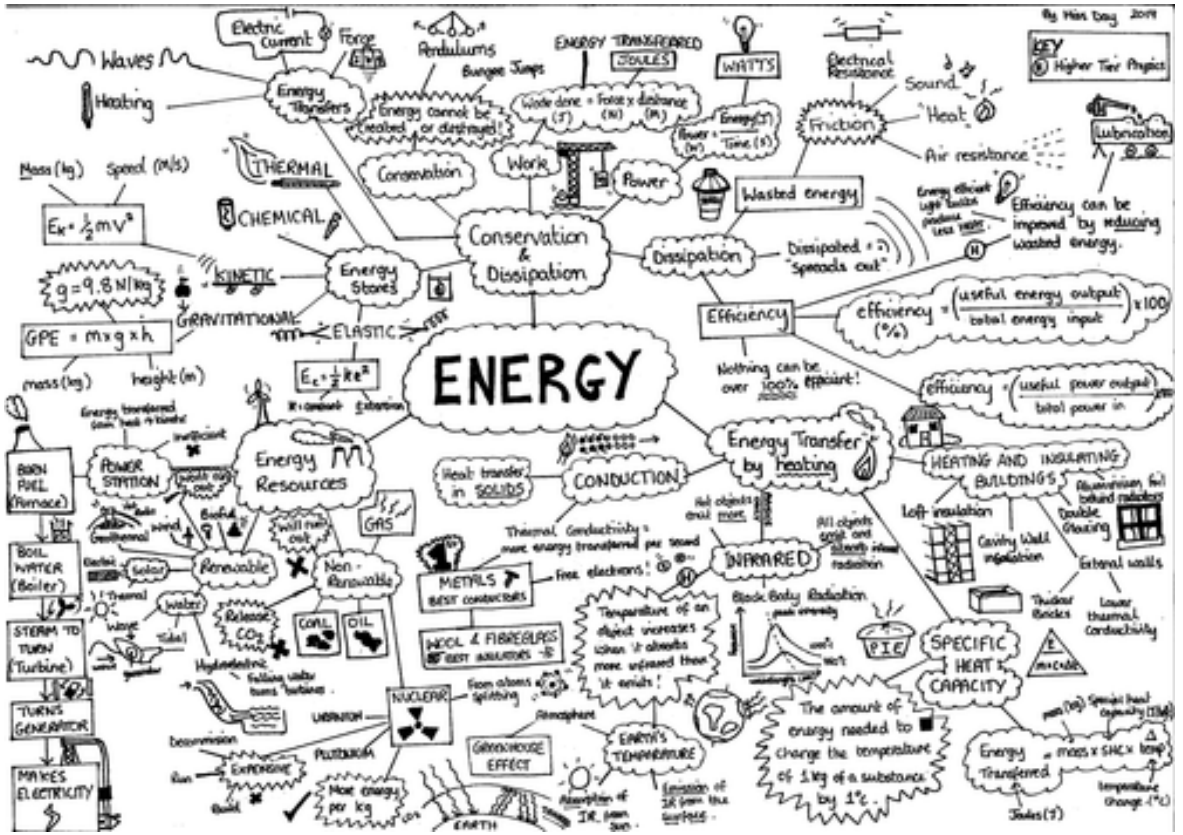
- Do not copy things down word for word
- Do write the key information in your own words to make your notes easier to understand and to refer to

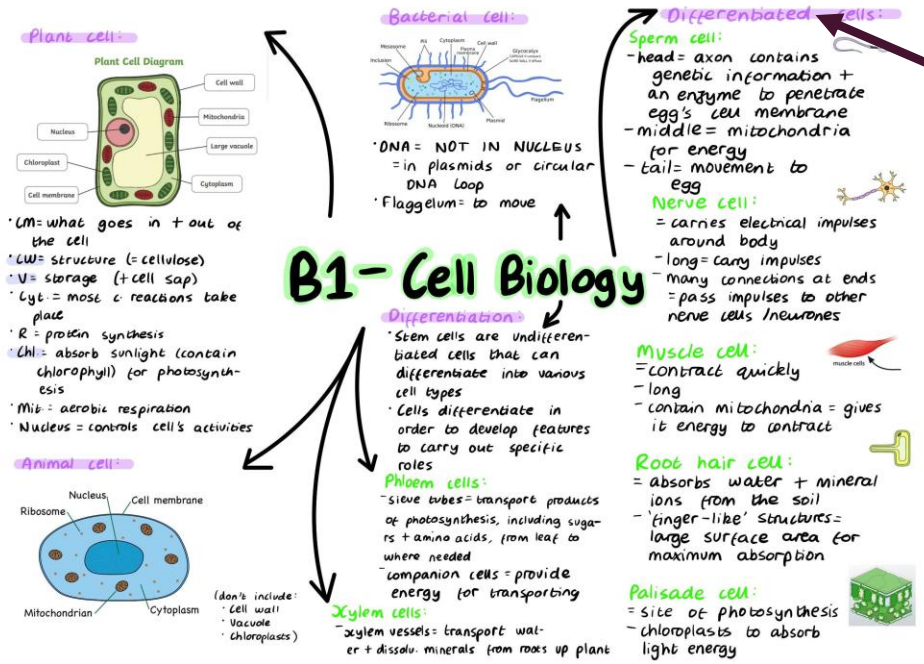


Revision cards

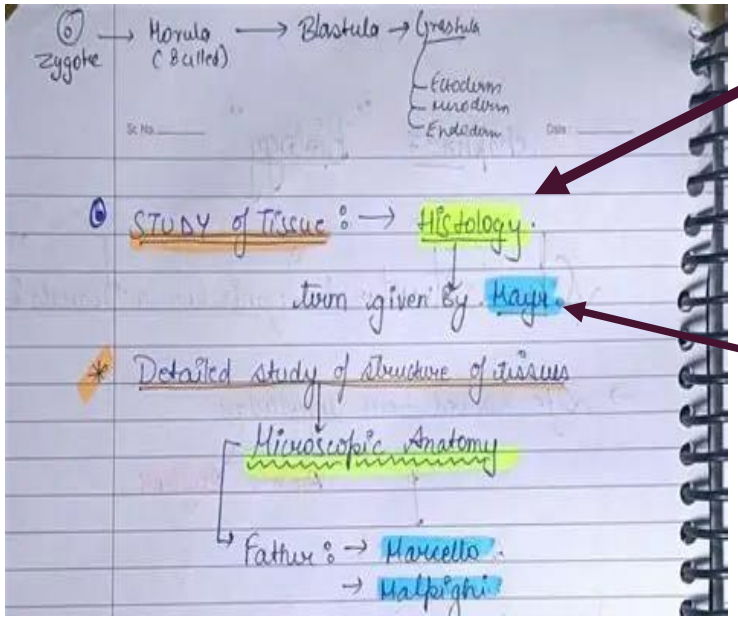


Spider diagrams





Add subheadings to your notes to organise the information



Use highlighting to pick out the most important points

Colour-code information to show links, e.g. write all definitions in red

Key Points

1. Simplify and summarise your notes into key points so they are easier to revise from.
2. Aim to get each topic onto a single page. Cut the waffle and pick out what's important.
3. Try to reorganise the material in some way, e.g. by grouping it differently or linking topics together.
4. How you present your notes may depend on the subject:

Labelled diagrams for Science.



A timeline of key dates for History.

1938 — Dec 7, 1941 Pearl Harbour — 1945

A page of key quotes for English Literature.



A table of formulas and rules for Maths.

$a^2 + b^2 = c^2$



Step 1: Condense notes



Step 2: Memorise

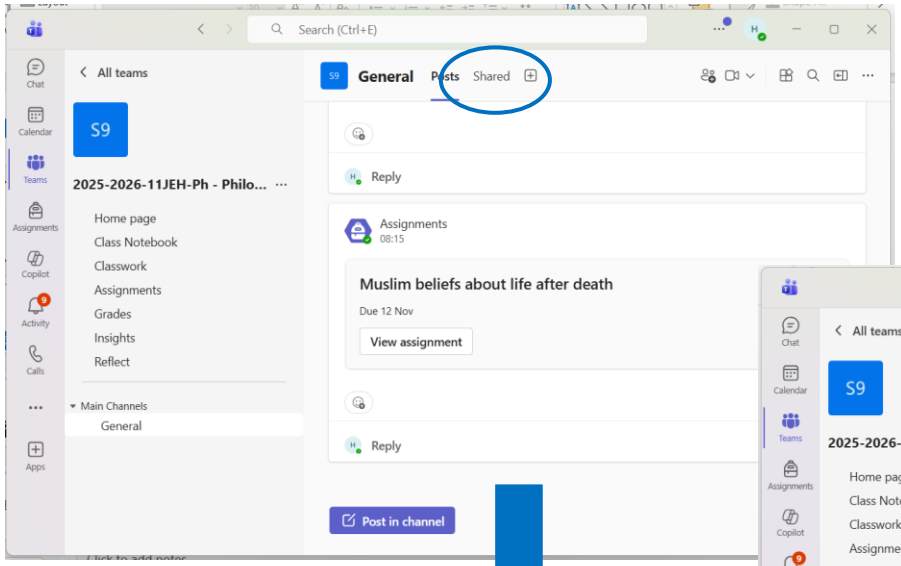
- Understanding
- Key words

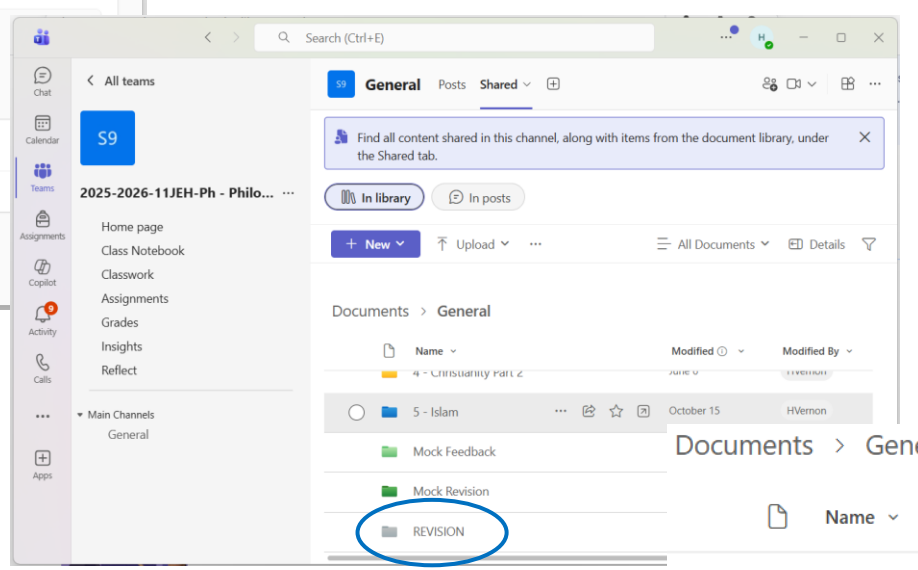


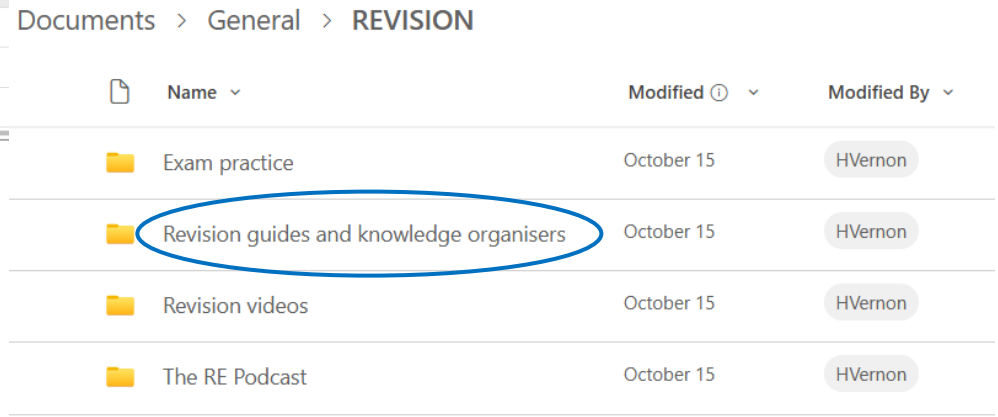
Step 3: Test yourself

Philosophy & Ethics

How to access revision materials on Teams







How to use a knowledge organiser to revise | Retrieve-Identify-Check

1 RETRIEVE from memory

2 IDENTIFY forgotten information

3 CHECK memory for improvement

Step 1 RETRIEVE from memory

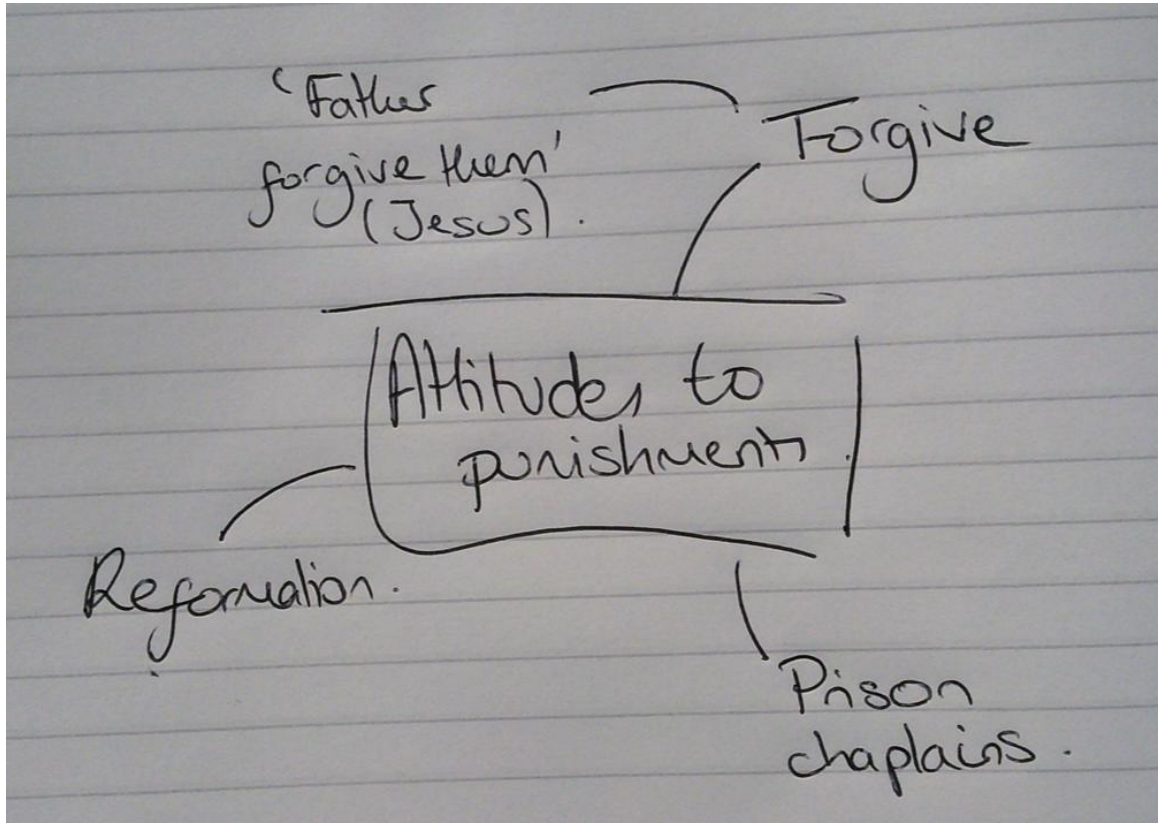
Time: 2 minutes

- Jot down as much as you can remember about Christian attitudes to punishment.

- This can be bullet-points, a mind-map or similar.



Step 1 RETRIEVE from memory



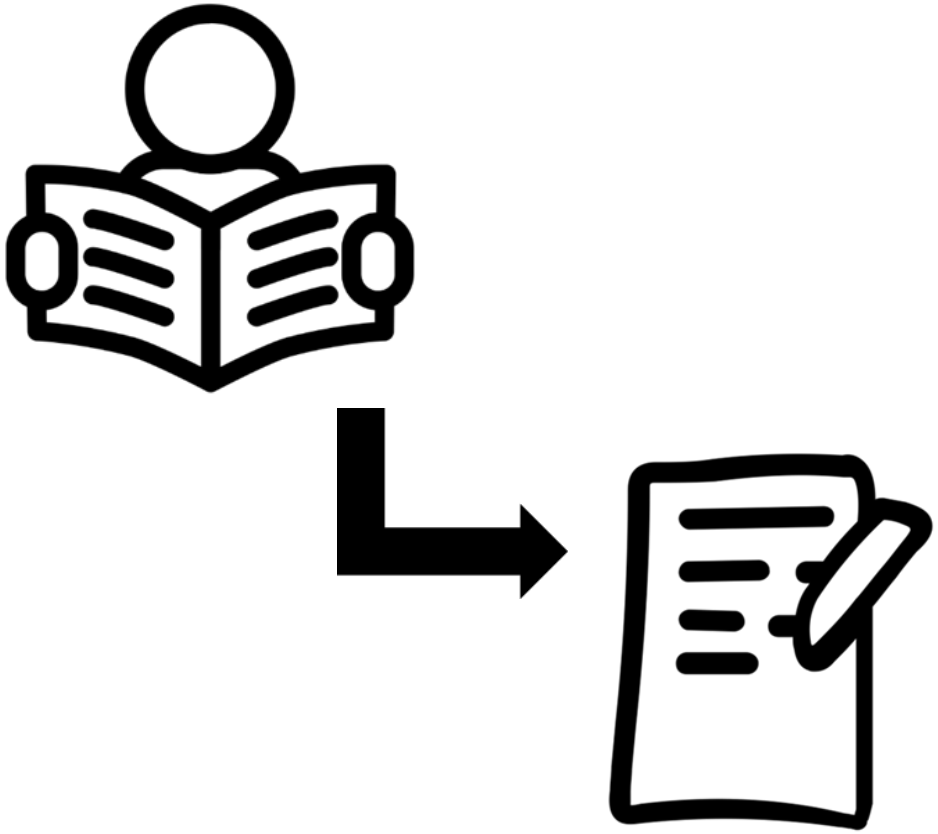


Step 2 IDENTIFY forgotten information

Time: 5 minutes

- First read through the knowledge-organiser.

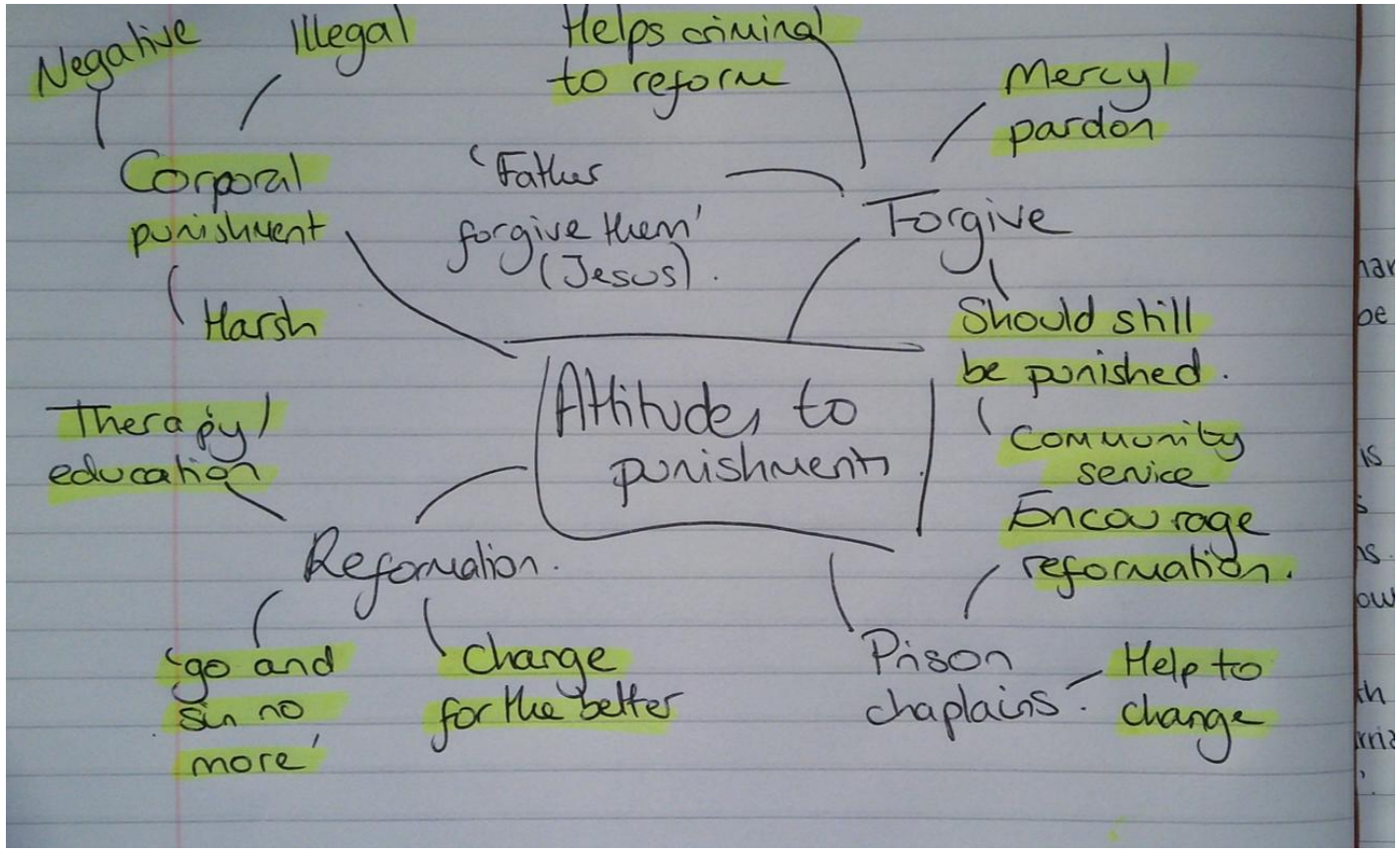
- Then add missing information to your notes.



Step 2 IDENTIFY forgotten information

Time: 5 minutes

KEY IDEAS			
Christian attitudes to crime	**GOOD AND EVIL INTENTIONS** The Bible warns Christians against having **evil** thoughts which lead to evil actions. Avoiding sin and temptation steers Christians away from crime. The **Ten Commandments** and the example of **Jesus** are guide to living a good life. The Bible warns that greed can lead to people to commit evil acts – **'The love of money is the root of all kinds of evil.'**		**ATTITUDES TO LAWBREAKERS** Christians believe that even the worst criminals can be forgiven. Jesus taught that people should not be too quick to judge others for their mistakes '**Let anyone who is without sin throw the first stone.**' Christians are taught to **"love the sinner, hate the sin"** which means they should **forgive** and show **mercy** to people who have done wrong. Some Christians visit prisoners to help them cope with their punishment and to encourage them to reform.
Reasons for crime	People are tempted to commit crime for a wide range of reasons, including: **poverty** (not having enough money or food), **upbringing** (where people are not taught right from wrong), **addiction** (some people commit crimes to feed an addiction), **greed** (committing crimes out of a desire for things they cannot afford), **hatred** or out of **opposition to unjust law** (breaking the law to oppose unjust laws).		
Three Aims of Punishment	**DETERRENCE** This aim of punishment seeks to **use punishment as a message** to others considering committing crime. By giving one criminal a harsh punishment, others may be put off committing a similar crime.	**REFORMATION** This aim of punishment seeks to help criminals **change their behaviour for the better**. It may involve therapy, education or training. Many Christians support this as a form **of 'love your neighbour'**.	**RETRIBUTION** This aim of punishment is society getting its own back on the offender. The Old Testament says **'an eye for an eye',** so some Christians would argue that this aim of punishment is just according to the Bible.
Forgiveness	**Forgiveness** is at the heart of Jesus' teaching. It means to show **mercy** and pardon someone for what they have done wrong, but showing someone forgiveness does not mean they should not also be justly punished for their crimes. When Jesus was crucified, he forgave those who sentenced him to death and crucified him saying: '**Father forgive them**'. Forgiveness leads Christians to support **reformation** as an aim of punishment as it helps the criminal to understand why their actions are wrong and to ask for forgiveness.		
Christian attitudes to punishment	**PRISONS** Many Christians believe prisoners should be **treated well** when in prison as a way of encouraging **reformation**. Some Christians visit prisoners to give them hope that they can change.	**CORPORAL PUNISHMENT** Most Christians do not support using physical pain as a form of punishment as it is **harmful** and **negative**. It is currently illegal in the UK and many Christians would rather seek to reform a criminal than punish them in this way.	**COMMUNITY SERVICE** Many Christians argue in favour of community service where criminals work to **repay** their community as a punishment. It allows criminals to make up for what they have done without spending time in prison.
Death penalty	**SUPPORT** Some Christians argue that the death penalty is a just punishment as retribution for murder as the Bible says both **'Do not murder** and **"an eye for an eye'**. They may also argue that it **deters** criminals from committing the worst crimes and keeps people safe. This fits with the **principle of utility** because it would benefit the greatest number of people if the worst criminals were no longer alive.		**OPPOSE** Some Christians argue that the death penalty goes against **sanctity of life**. Life is sacred and only God can give and take life. They might also argue that the death penalty goes against the aim of **reformation** as a dead criminal cannot be reformed. They believe that the worst criminals can change and be forgiven. Also, Jesus himself stopped the execution of a woman who had committed adultery.

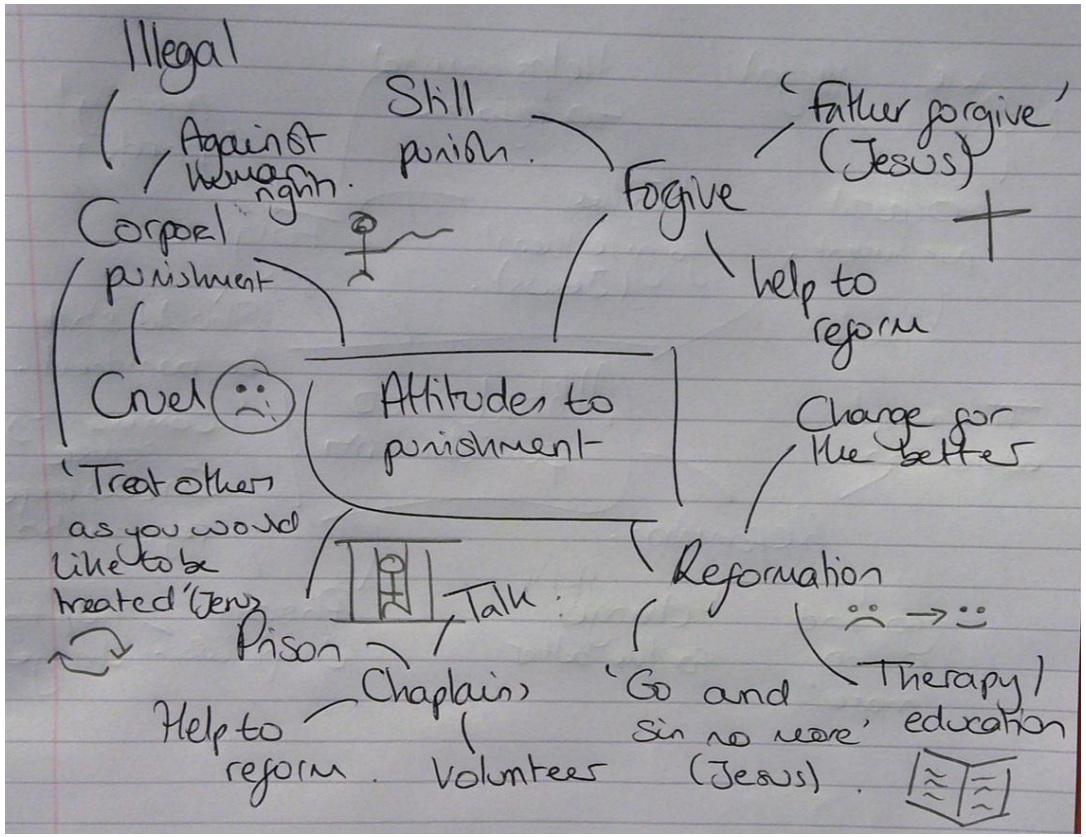


Step 3 CHECK memory for improvement

Time: 3 minutes

- Now cover your notes and write down the information you missed first time on a fresh sheet of paper.

- Then CHECK to see how you memory has improved.



Maths

Mr Malam – Curriculum Leader

The best way to revise maths is to do maths….

The best way to revise maths is to do maths….

So how do we access the maths?

Little and Often – 5 A-Day

https://corbettmaths.com

Corbettmaths

Welcome | Videos and Worksheets | Primary | 5-a-day | More | Revision Cards | Books

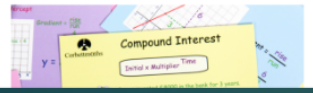
Welcome

5-a-day

Videos

Worksheets

GCSE Revision



Corbettmaths Revision Cards

GCSE Revision Cards



5-a-day Workbooks



The 5 a day sheets look like this; 5 topics every day, maximum 8 questions

10th October **Numeracy 5-a-day**

Corbettmaths

Write in words 4012	What is half of 4012
4 8 12 16 20 24 28 Above are some multiples of 4. Circle the square numbers	Underline the cube number.
A clock shows this time twice a day. 	Tick the two digital clocks that show this time. 20:40 08:40 04:40 16:40 17:40
Find the missing terms of this sequence. __ 400 200 100 50 ___ ___	Find the missing terms of this sequence. 8 13 18 23 __ __ 38
Tyler sat a maths test. He scored 16 out of 20. What percentage correct did he get?	

https://corbettmaths.com/5-a-day/gcse/

22nd October Numeracy Foundation Foundation Plus Higher Higher Plus

23rd October Numeracy Foundation Foundation Plus Higher Higher Plus

24th October Numeracy Foundation Foundation Plus Higher Higher Plus

25th October Numeracy Foundation Foundation Plus Higher Higher Plus

26th October Numeracy Foundation Foundation Plus Higher Higher Plus

27th October Numeracy Foundation Foundation Plus Higher Higher Plus

28th October Numeracy Foundation Foundation Plus Higher Higher Plus

29th October Numeracy Foundation Foundation Plus Higher Higher Plus

30th October Numeracy Foundation Foundation Plus Higher Higher Plus

31st October Numeracy Foundation Foundation Plus Higher Higher Plus

OCTOBER ANSWERS – CLICK HERE

Monthly Download

Numeracy Foundation Foundation Plus Higher Higher Plus

November

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Videos and Worksheets

Videos and Worksheets

Click here for answers

2D shapes: names Video 1 Practice Questions Textbook Exercise

2D shapes: quadrilaterals Video 2 Practice Questions Textbook Exercise

3D shapes Video 3 Practice Questions Textbook Exercise

3D shapes: nets Video 4 Practice Questions Textbook Exercise

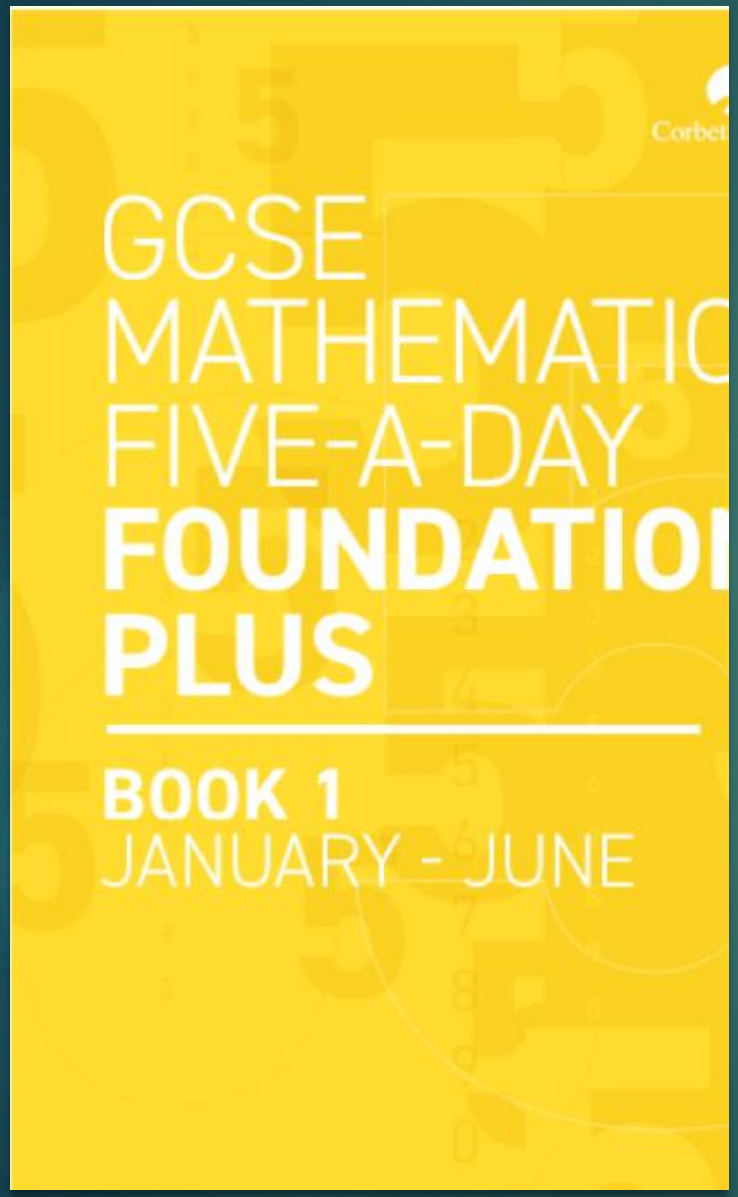
3D shapes: vertices, edges, faces Video 5 Practice Questions Textbook Exercise

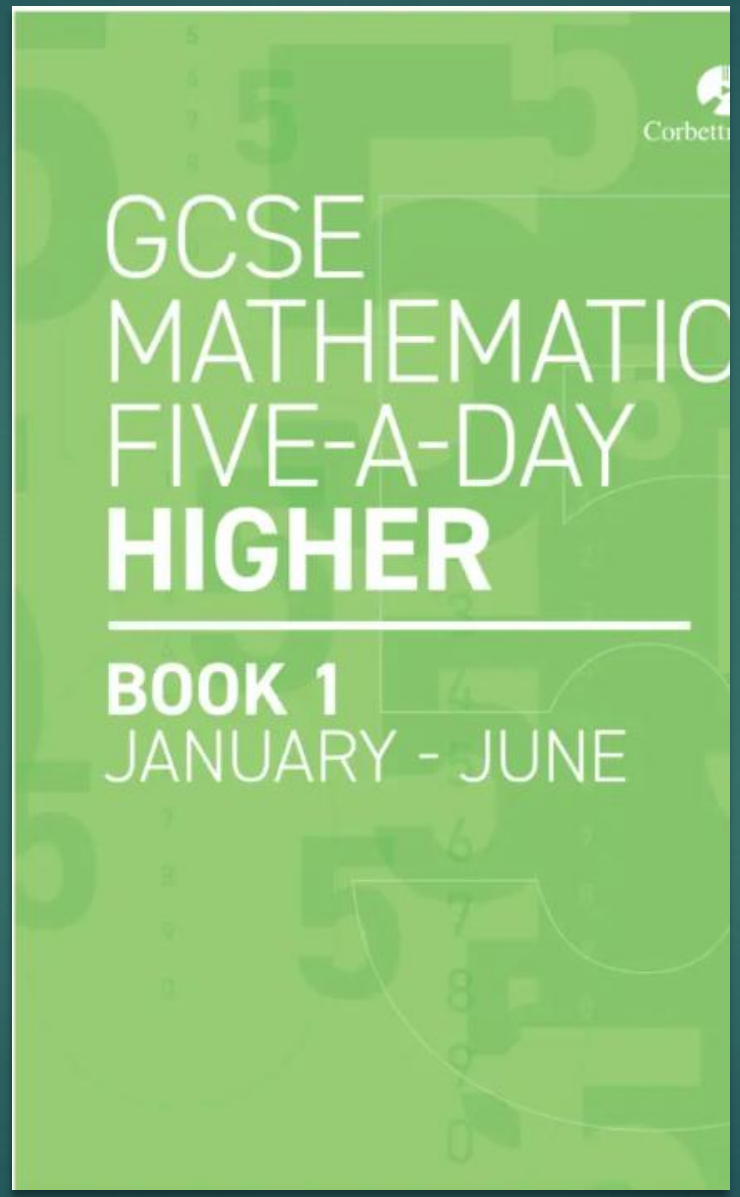
GCSE Revision Cards



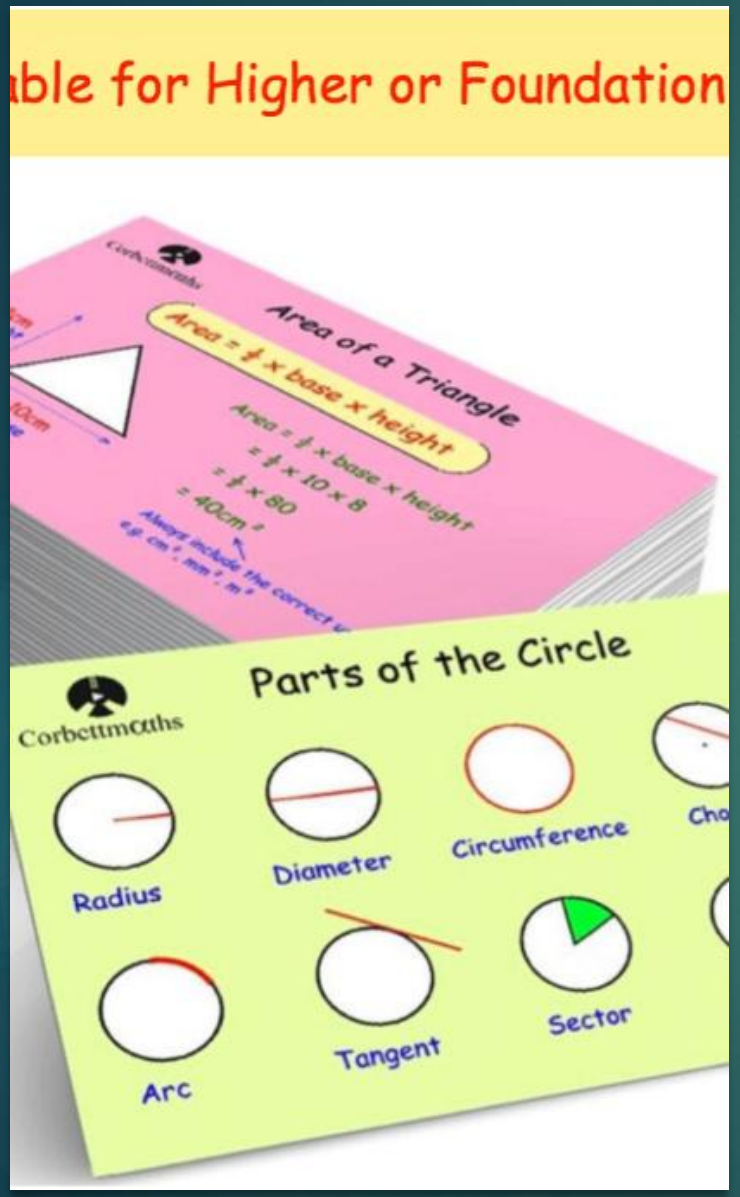
5-a-day Workbooks

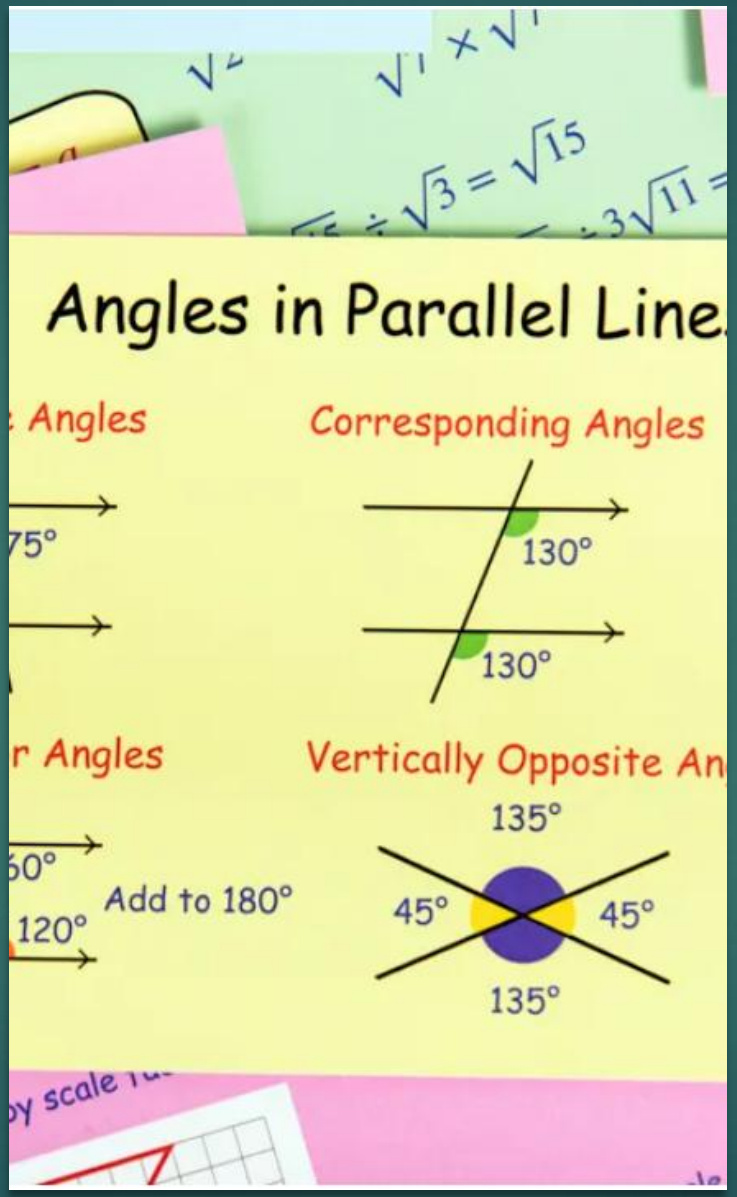






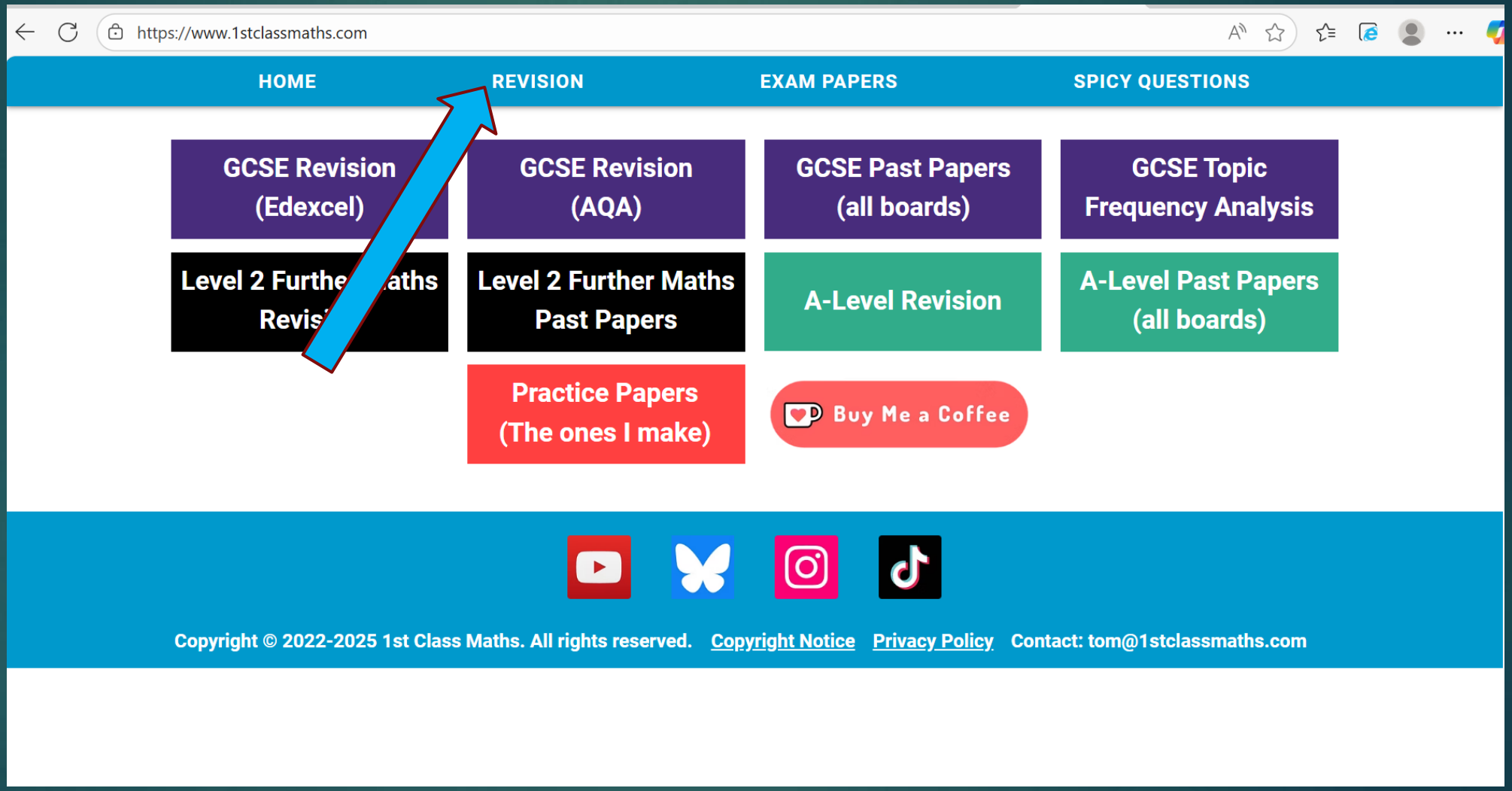
In Book Format





Revision Cards

1st Class Maths



https://www.1stclassmaths.com/aqarevision

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Search for topics here...

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Topic	Video Explanation	Exam Questions	Solutions	Grade	Past Series Appearance*
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Rationalise the Denominator		PDF	PDF	8+	55%
Speed Time Graphs		PDF	PDF	8+	91%
Transformations of Graphs		PDF	PDF	8+	64%

Cookie settings

Rationalising the Denominator

SCAN ME

REVISE THIS TOPIC

CHECK YOUR ANSWERS

SCAN ME

1 Show that $\frac{10}{\sqrt{5}}$ can be written in the form $a\sqrt{b}$ where a and b are integers. **[2 marks]**

2 Show that $\frac{18}{\sqrt{6}}$ can be written in the form $a\sqrt{b}$ where a and b are integers. **[2 marks]**

3 Show that $\frac{70}{\ldots}$ can be written in the form $a\sqrt{b}$ where a and b are integers

For the entire booklet

Look out for Specific Revision Lists on Teams

Higher Revision List PFP Year 11

All the topics below will be on your PFP. Login to Sparx Maths with the same login as always and work your way through the list

Topic	Sparx Maths Code	Completed
Parts of a Circle	U767	
Finding averages from grouped data	U877	
Symmetry	U849	
Pythagoras	U385, U828	
Scale Diagrams	U257	
Inverse Proportion	U996	
Density/Mass/Volume	U910	
Error Intervals	U657	
Reverse Percentages	U278	
Sharing in a Ratio	U577, U595	
Right Angled Trigonometry	U283, U545	
Angles in Parallel Lines	U826, U599	
Solving Quadratic Equations	U228	
Cumulative Frequency Graphs	U182, U642	
Converting Units of Area	U248	
Circle Theorems	U808	

Areas of Improvement

Mathematics Assessment Feedback

Paper Name	Paper Name
Name	Example Pupil
Teacher	Enter Teacher Name

sparx

Questions	Topic	Score	Sparx Code
1a	Parts of a Circle	1 / 1	U767
1b	Parts of a Circle	1 / 1	U768
1c	Parts of a Circle	1 / 1	U769
2	Finding averages from grouped data	2 / 3	U877
3	Symmetry	0 / 2	U849
4	Scale Diagrams	3 / 3	U257
5	Inverse Proportion	1 / 1	U996
6	Pythagoras	2 / 2	U385, U828
7	Density/Mass/Volume	1 / 2	U910
8	Error Intervals	2 / 2	U657
9	Reverse Percentages	0 / 3	U278
10	Sharing in a Ratio	4 / 4	U577, U595
11	Right Angled Trigonometry	4 / 4	U283, U545
12	Angles in Parallel Lines	4 / 4	U826, U599
13	Solving Quadratic Equations	3 / 4	U228
14a	Drawing Cumulative Frequency Graphs	1 / 3	U182, U642
14b	Interpreting Cumulative Frequency Graphs	0 / 4	U182, U642
15	Converting Units of Area	5 / 5	U248
16a	Circle Theorems	2 / 2	U808
16b	Circle Theorems	0 / 4	U808
		/	

sparxmaths.uk

- All Year 11 students still have access to SPARX Maths.
- This is an excellent revision tool

Sparx Maths Independent Learning

0 XP Teacher Menu

Home

Personal Practice

Independent Learning

Independent Learning

Previous activity

Search for topics: U509

Your curriculum: GCSE

Default level: Level 3

1 topic found in GCSE | 0 in other curricula

Clear search

GCSE

Algebra > Inequalities

Reading and drawing inequalities on number lines - U509

Ratio and Proportion

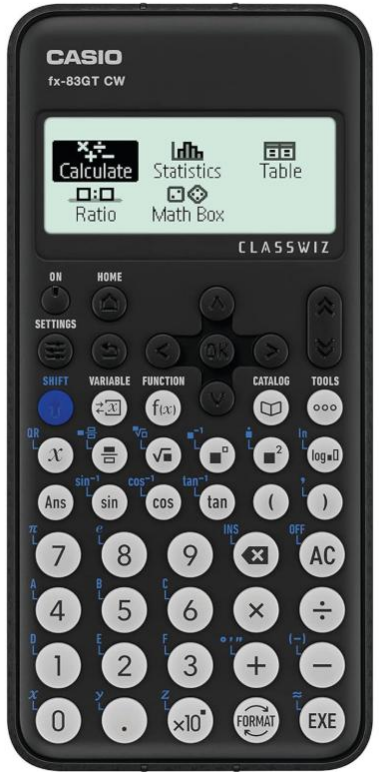
Geometry

Probability

Statistics

Calculators and Equipment

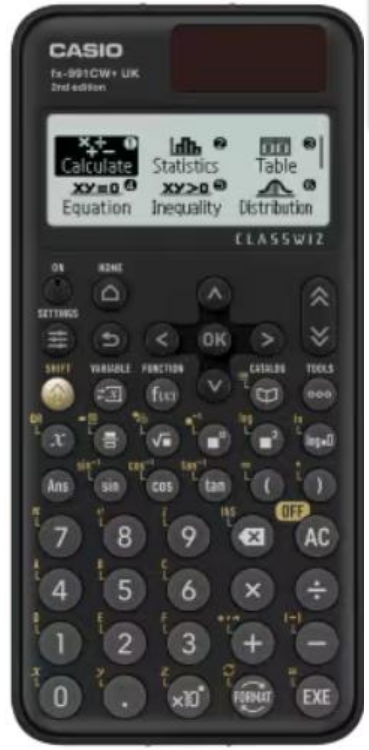
- Pen
- Pencil
- Scientific calculator (paper 2 and 3)
- Ruler
- **Compass**
- **Protractor**



Standard Scientific Calculators

fx-83GT CW+ Black

£16.99



Standard Scientific Calculators

fx-991CW+ UK

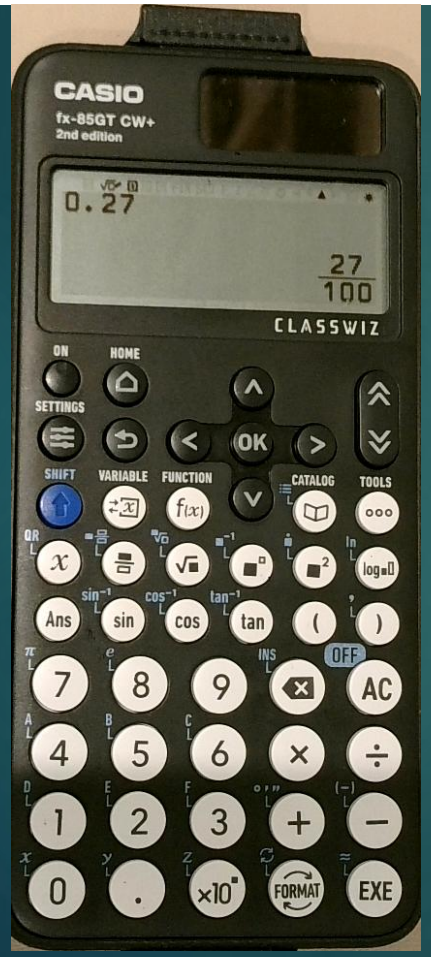
£35.99

Advantages of the Standard Calculator

Write 0.27 as a fraction.

Answer _____

(Total 1 mark)





Standard Scientific Calculators

fx-83GT CW+ Black

£16.99

Advantages of the Standard Calculator

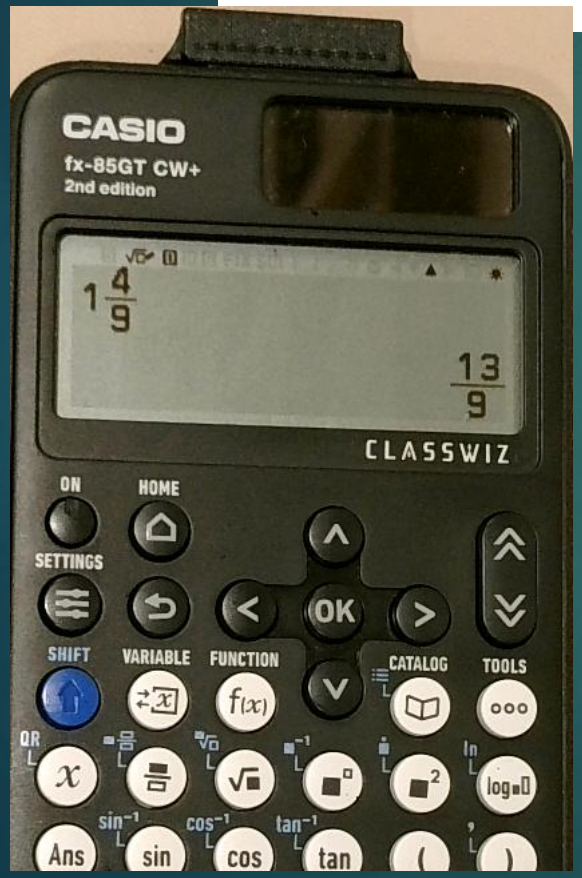
Write $1\frac{4}{9}$ as an improper fraction.

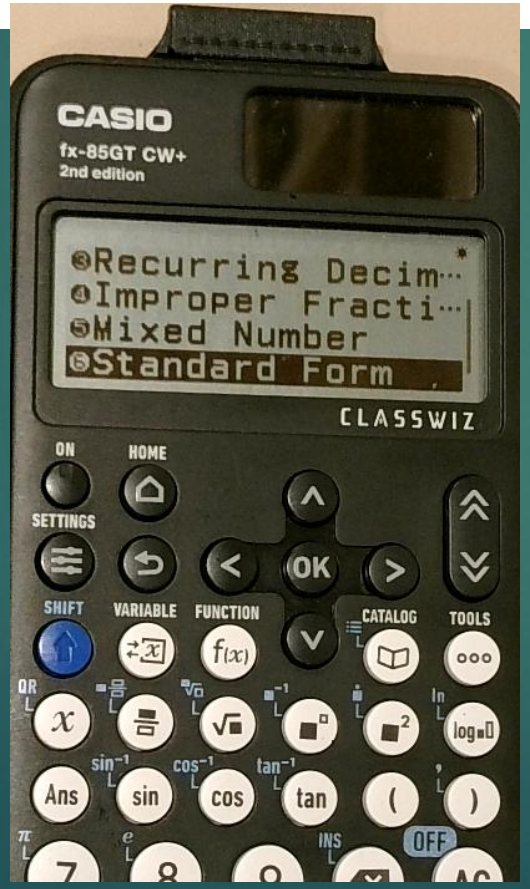
_____

_____

Answer _____

(Total 1 mark)







Standard Scientific Calculators

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Advantages of the Higher Calculator

Solve these simultaneous equations.

$7x + 2y = 100$
$3x + 2y = 48$

$x =$ _____ $y =$ _____

(Total 3 marks)









Standard Scientific Calculators

fx-991CW+ UK

£35.99

Advantages of the Higher Calculator

Solve $2x^2 + 3x - 6 = 0$

Give your answers to 2 decimal places.

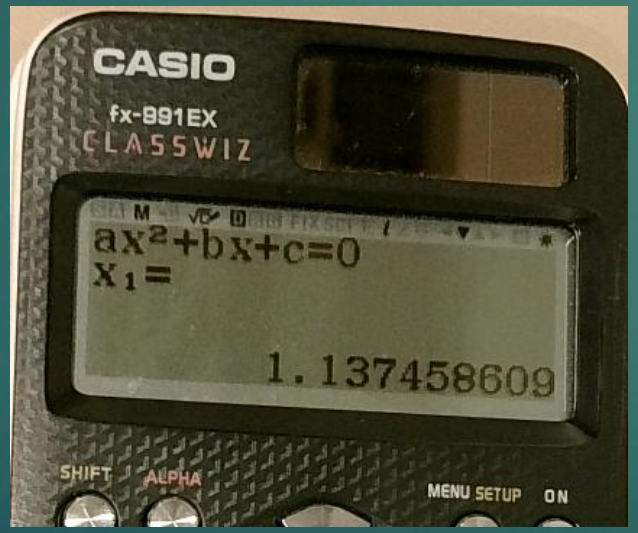
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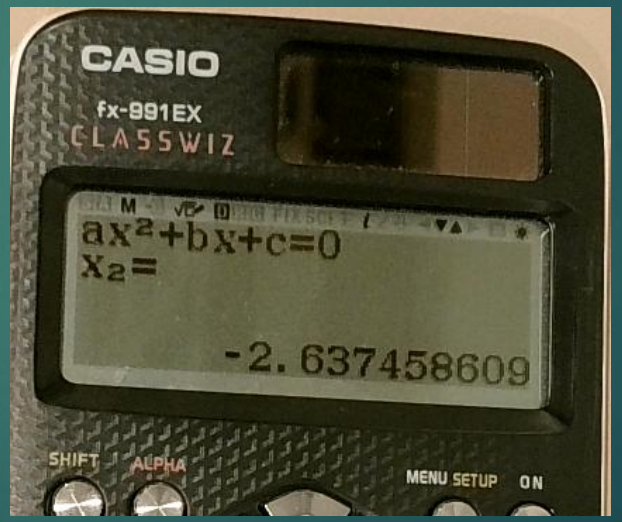
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Answer _____ and _____

(Total 3 marks)





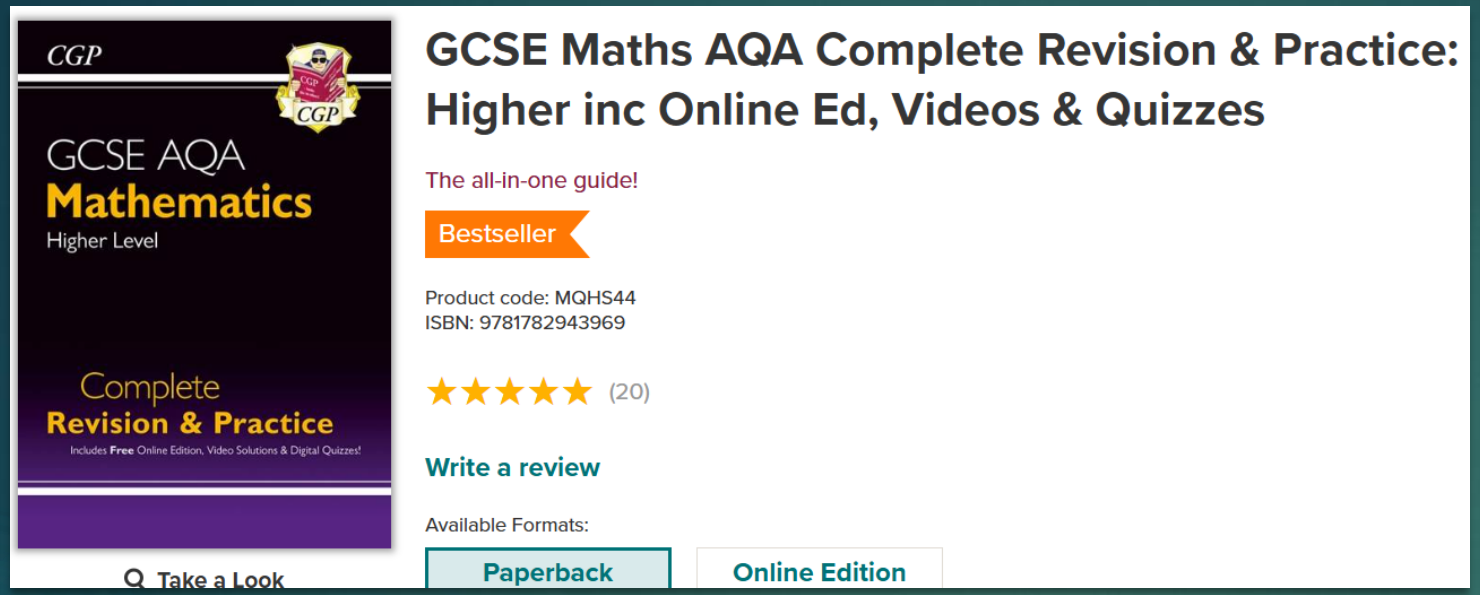


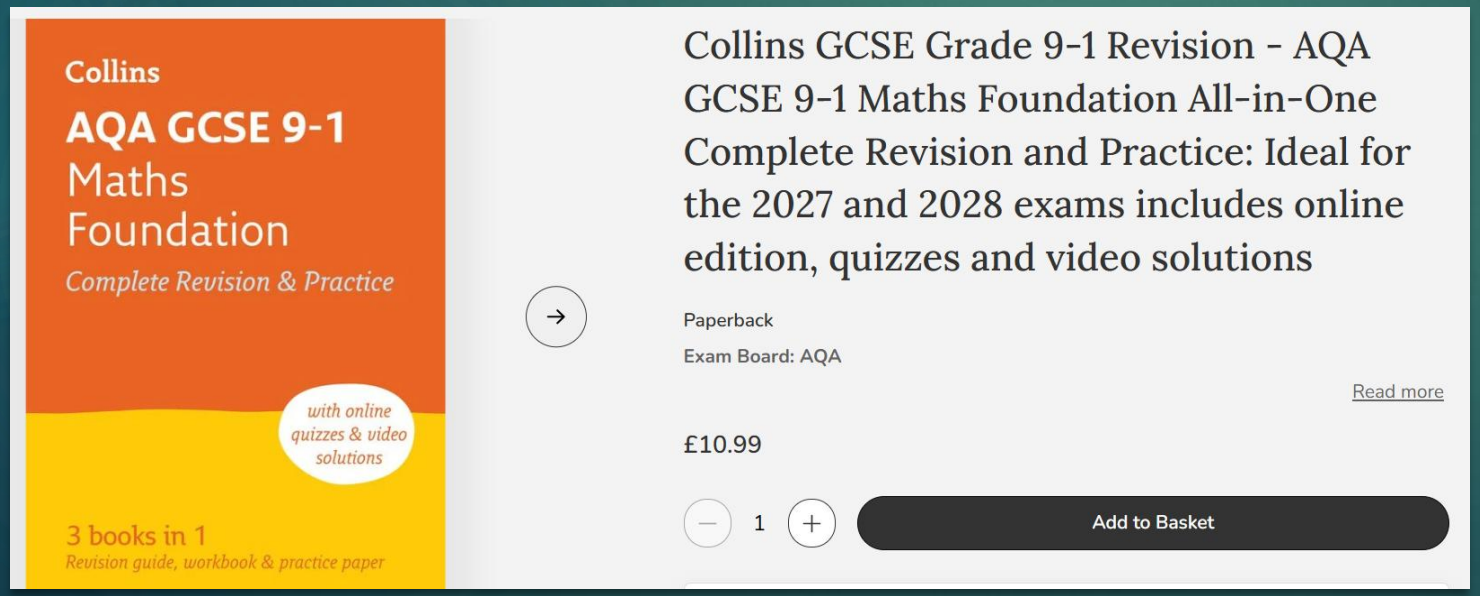


Standard Scientific Calculators

fx-991CW+ UK

£35.99





Revision Guides

Corbett Maths



1st Class Maths QR Code



SPARX Maths



QR Codes for all websites

English



What is revision?

Revision is a way of remembering key concepts or information.

In English, what do you think you're going to have to remember in order to be successful in the exams?

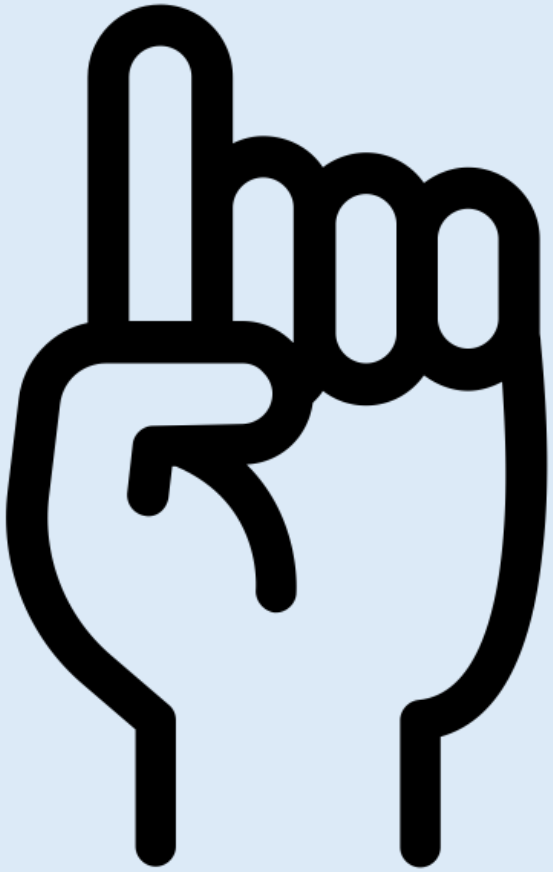
For English you need to know:

- The requirements of each exam paper
- How to answer each question
- Key subject terminology
- Key quotations
- Contextual information
- Theoretical viewpoints
- SPaG

New information from colleges
(South Cheshire and Reaseheath)

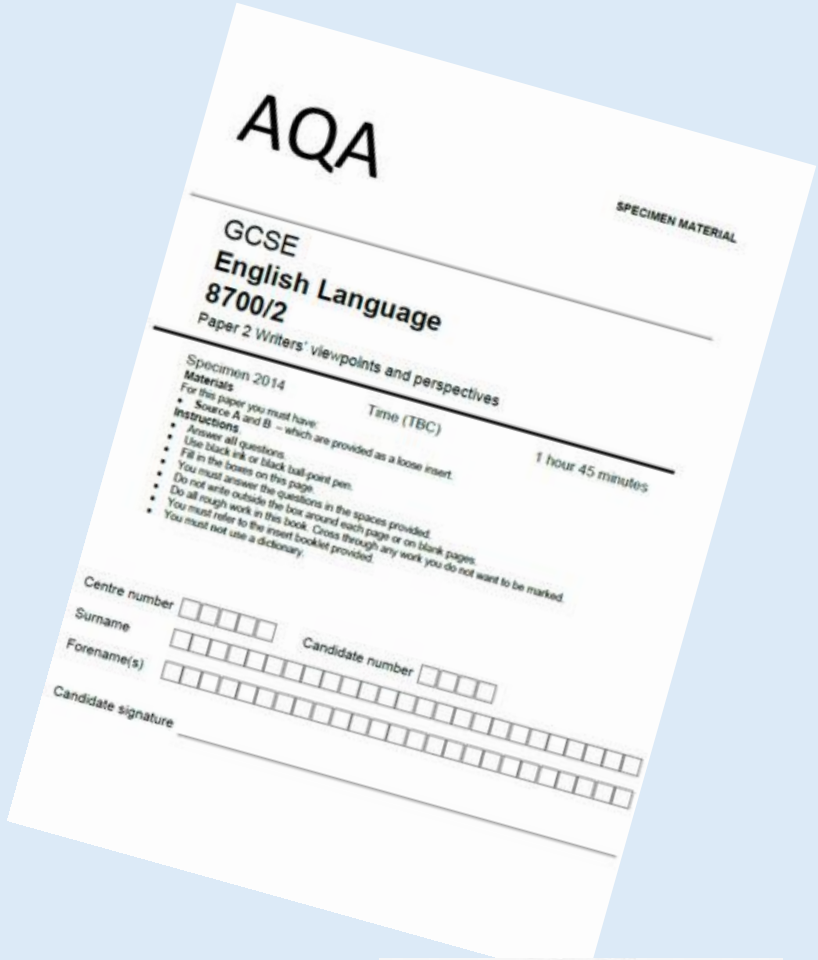
If you achieve a Grade 4 in EITHER Language OR Literature, you will not need to re-sit UNLESS you need a Grade 4 in Language for your course or University course.

Top Tip number 1



Timed responses and plans

- You don't always have to write full answers
- Create 5 minute plans
- Practice timed responses to the questions you are less confident with
- Use example past papers
- [AQA GCSE English Language Past Papers - Revision World]


AQA

SPECIMEN MATERIAL

GCSE
English Language
8700/2
Paper 2 Writers' viewpoints and perspectives

Specimen 2014
Time (TBC)
1 hour 45 minutes

Materials
For this paper you must have:
- Source A and B – which are provided as a loose insert.

Instructions
- Answer all questions.
- Use black ink or black ball-point pen.
- Fill in the boxes on this page.
- You must answer the questions in the spaces provided.
- Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.
- You must refer to the insert booklet provided.
- You must not use a dictionary.

Centre number
Surname
Candidate number
Forename(s)
Candidate signature



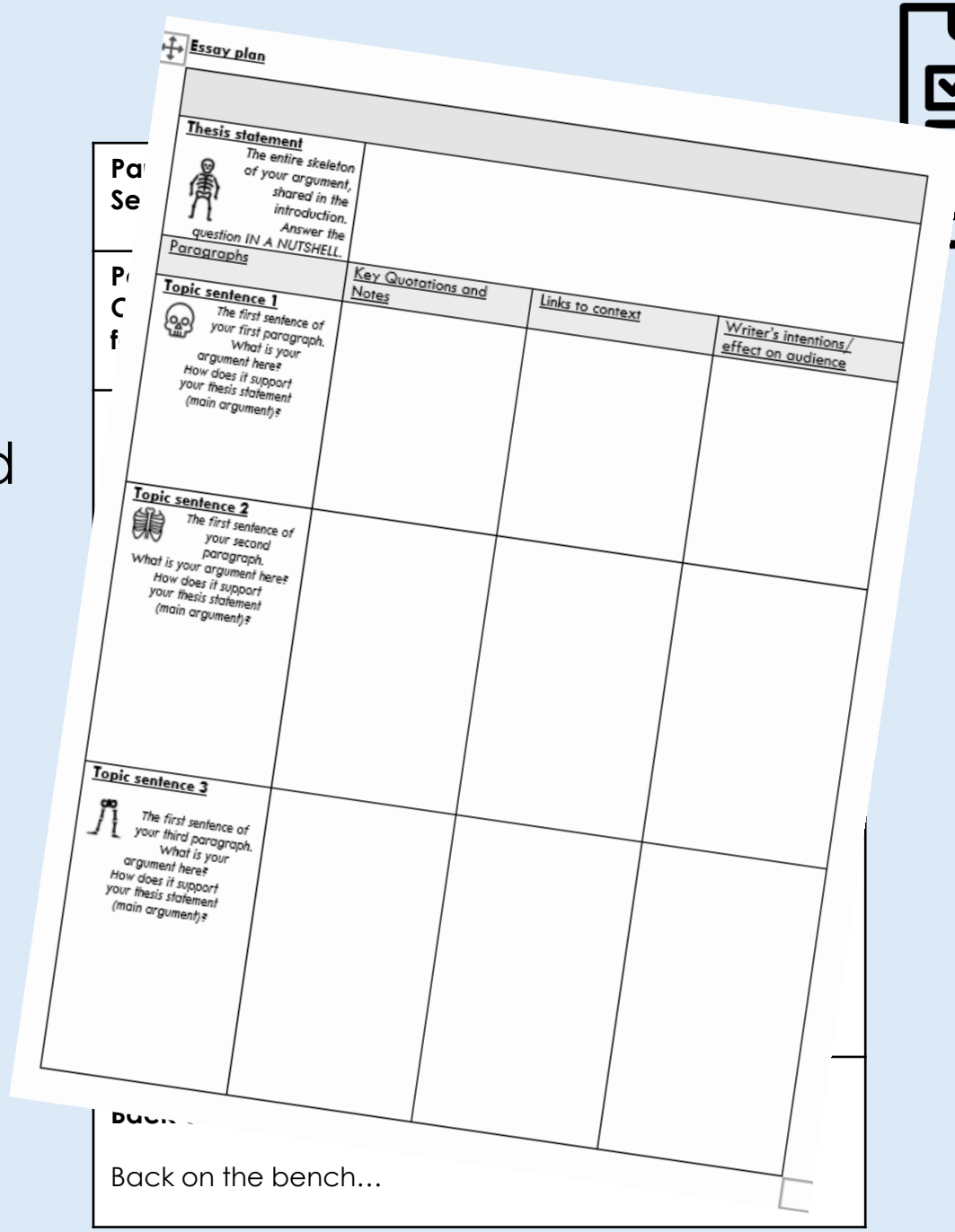
- LEARN FROM YOUR MISTAKES - Use your feedback from previous questions to ensure you focus on your areas of weakness

Planning for success:

- Planning is JUST as important as writing your responses

- Gathering ideas and ordering your thoughts is crucial to a well-rounded response

- It is useful for:
    - quotation gathering
    - contextual links
    - ordering your points
    - linking beginning to ending
    - developing a thread for your argument



Checklist:

Answer the question in a nutshell – Come up with 3 adjectives to answer the question. How DOES the writer use language to present the garden? E.g.

'The writer uses language to present the garden as a mysterious entity. It is overgrown and creates a foreboding atmosphere to the extract.

Use quotation to support the points you are making - prove your nutshell!

Ensure you **focus on the correct line references**

Develop alternative interpretations within your analysis: 'this could also suggest…'

Develop the detail in your analysis – answer the why? /how?

Zoom in on individual words/phrases and explore their connotations: 'the verb 'ripped' has connotations of violence and aggression but also suggests a conscious and purposeful action.'

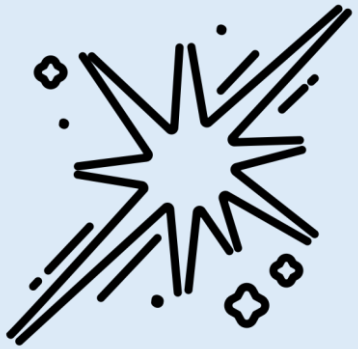
Language analysis Paper 2, Question 3

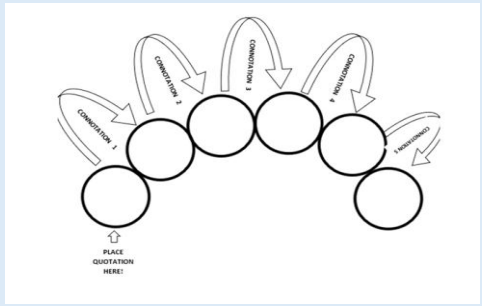


Annotate your extract and explode any effective words/ phrases – do you notice anything? Semantic field, mood, motif

Zoom in on one key quotation and explore everything you can about it – look for 3-5 things to say before you move on

Make a link with a secondary quotation that builds your analysis – now explore this quotation in detail







Viewpoint writing
Paper 2, Question 5



Checklist:

Present a CLEAR viewpoint in response to the statement. DON'T offer both sides of the argument.

Write 2-3 sides in your exam booklet

Proof-read your writing – 16 marks are available for SPaG

Use adverbs like: surely, undoubtedly, clearly, truly, **to express confidence**

Follow the suggested structure

Include persuasive devices like: personal pronouns, imperative, rhetorical questions and facts/ statistics

Think carefully about your vocabulary choices and ensure they have impact on your reader

CHALLENGE: Include an extended metaphor







NON-FICTION WRITING

DESCRIBE
Imply what your view is by asking the reader to imagine a scene and describing it

POSITION
Make your view explicit, offering an overview of why you think what you think

RELEVANCE
Address why this issue is relevant to modern society and why we should be thinking about it

NOW
Exhort your reader to take some kind of action or concrete steps to address the points you have made

LINK
Link your viewpoint back to your character to provide a coherent structure to your response

Anecdote
Pathos
Emotive language

Facts and statistics
Logos
Opinion

As a modern day society…
As a 21st century…
Nowadays…

3 short sentences
Personal pronouns – you/ we
Imperatives

Return to your character

Make your quotations work harder

- Don't revise different quotations for EVERY theme or character, revise quotations that work for a range of characters and themes…

	Violence 	Betrayal	Kingship 	App v Reality 	Ambition 	Temptation 	Power 	Supernatural 	Manipulation 	Masculinity 	Tyranny 	Guilt 
"All hail Macbeth that shalt be King hereafter" A1, S3 – The Witches												
"Unseam'd him from the nave to the chaps" A1, S2 - Captain												
"Stars hide your fires, let not light see my black and deep desires" A1, S4 - Macbeth												
"Look like the innocent flower but be the serpent under't" A1, S5 – Lady Macbeth												
"Come you spirits that tend on mortal thought, unsex me here and fill me from the top to the toe, full of direst cruelty" A1, S5 – Lady Macbeth												
"I have no spur to prick the sides of my intent, only vaulting ambition" A1, S7 - Macbeth												
"Is this a dagger which I see before me, the handle toward my hand" A2, S1 - Macbeth												
"Fair is foul and foul is fair" A1, S1 – The Witches "So fair and foul a day I have not seen" A1, S3 - Macbeth												
"A little water clears us of this deed" A2, S2 – Lady Macbeth "What, will these hands ne'er be clean" A5, S1 – Lady Macbeth												
"Brave Macbeth" "Noble" "Worthy" Act 1 – ABOUT Macbeth "Tyrant" "Dead butcher and his fiend like Queen" Act 5 – ABOUT Macbeth												

And then pre-learn your analysis…

Key quotation 1

'All' – collective pronoun – suggests everyone will praise him – start of his ambition

'hail' – trust, worship, idolising, respect, praise

'shalt be' – Imperative, definite, makes him believe

Giving him a guide to become King – prophecy – supernatural

"All hail Macbeth that shalt be King hereafter"

Act 1, Scene 3 – The Witches

Key quotation 2

Simile – connotations of beauty, pretty, natural/ real, Innocent – untainted, pure

Under't – connotations of hidden, secret, locked away

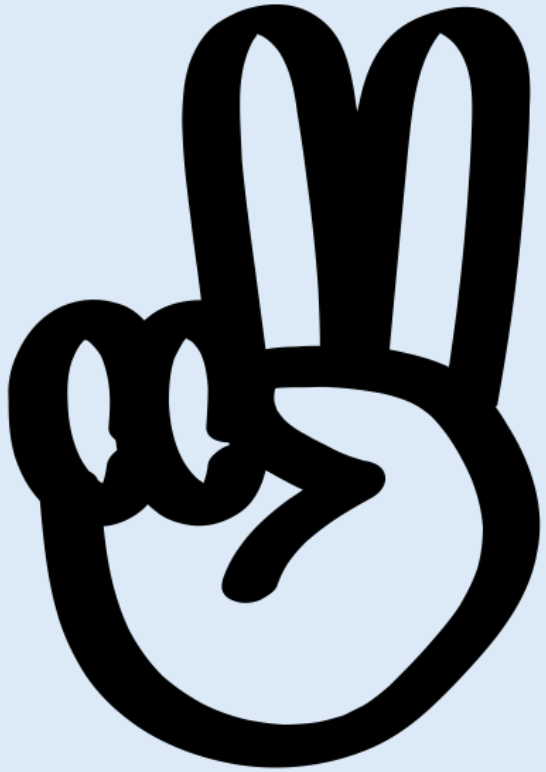
"Look like the innocent flower but be the serpent under't"

Act 1, Scene 5 – Lady Macbeth

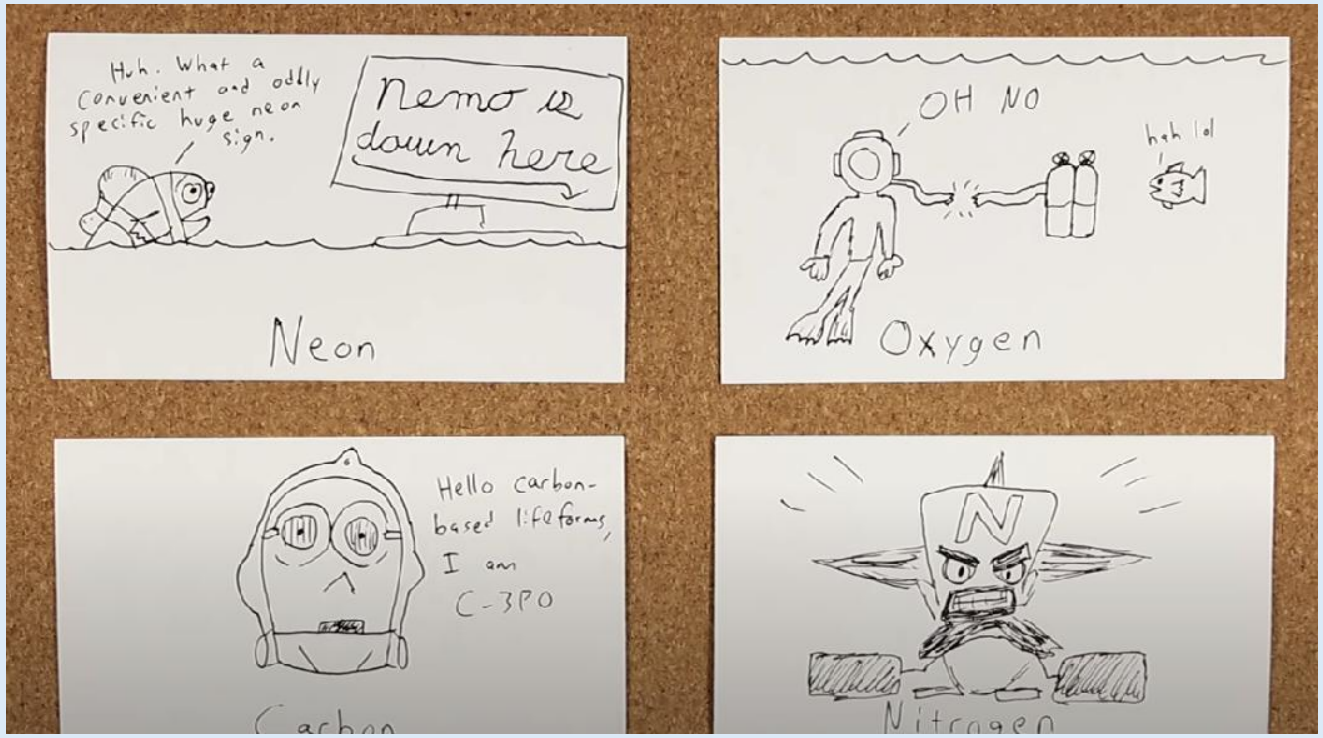
Metaphor – connotations – evil, manipulative, devilish
Links to witches

Imperatives – commands – manipulative, controlling, LM is dominant

Top Tip number 2



Flashcards

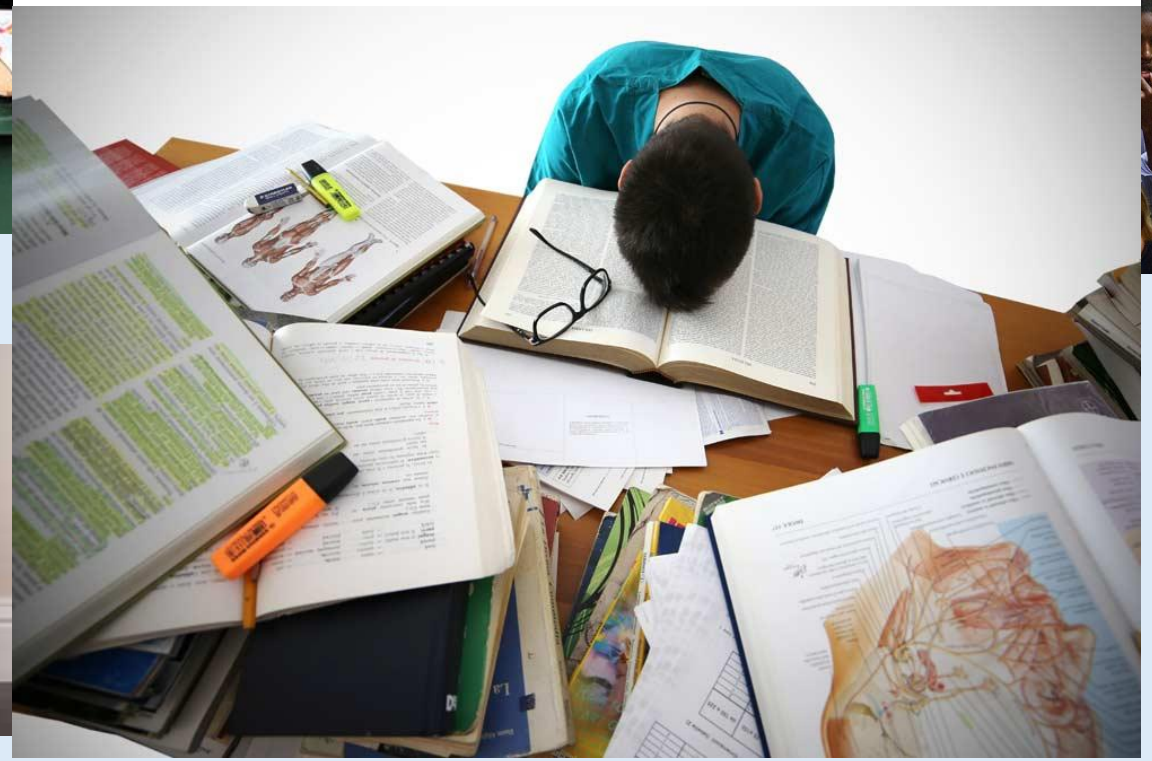


- Design flashcards that work for you
- Keep them simple
- Too much information is counter-productive
- Make sure you are testing yourself on the key information
- Use pictures or diagrams to reinforce the key information
- Use mnemonics (associations)

Which one word could we use to describe these everyday images?



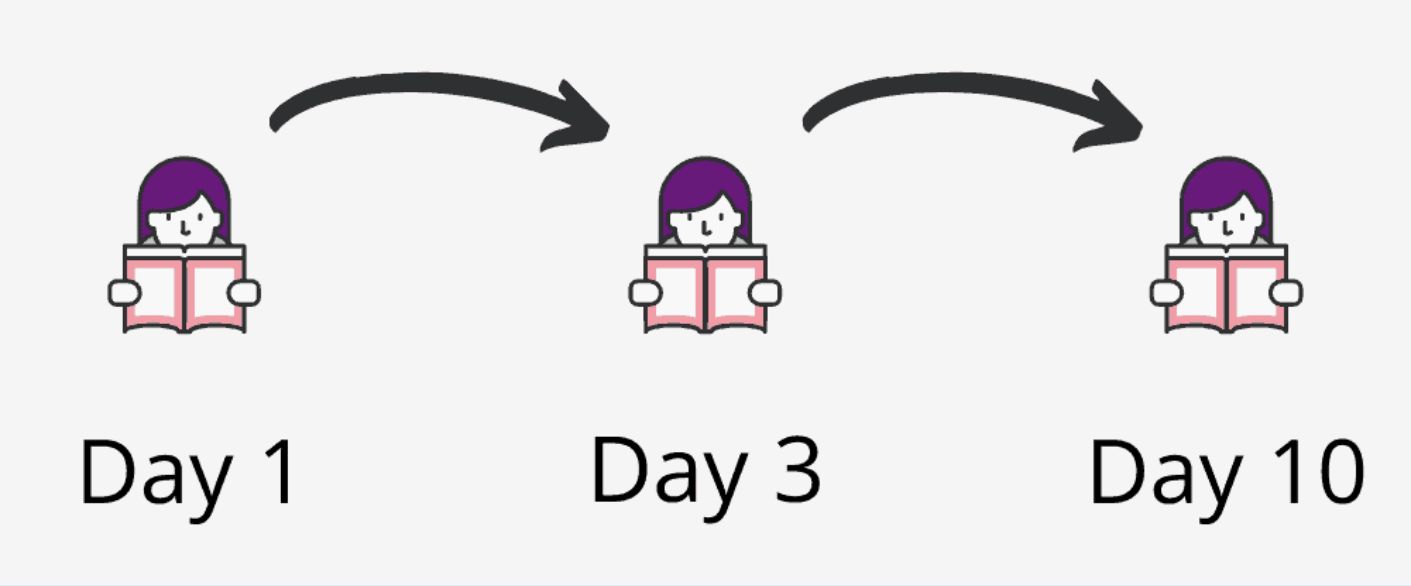
CRAMMED





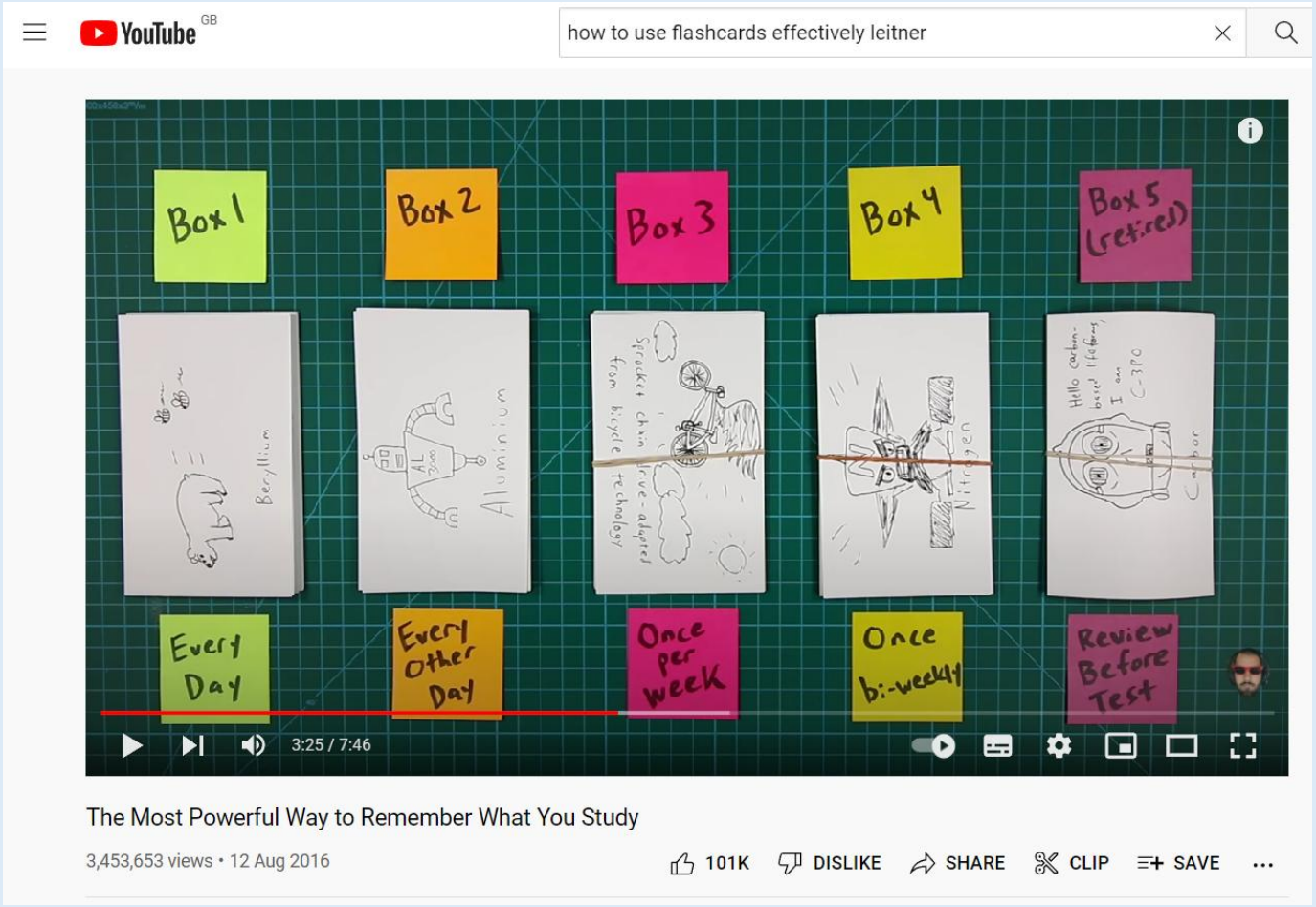
Spaced repetition

Spaced repetition is a powerful memory technique that involves reviewing and recalling information at optimal spacing intervals until the information is learned at a sufficient level.



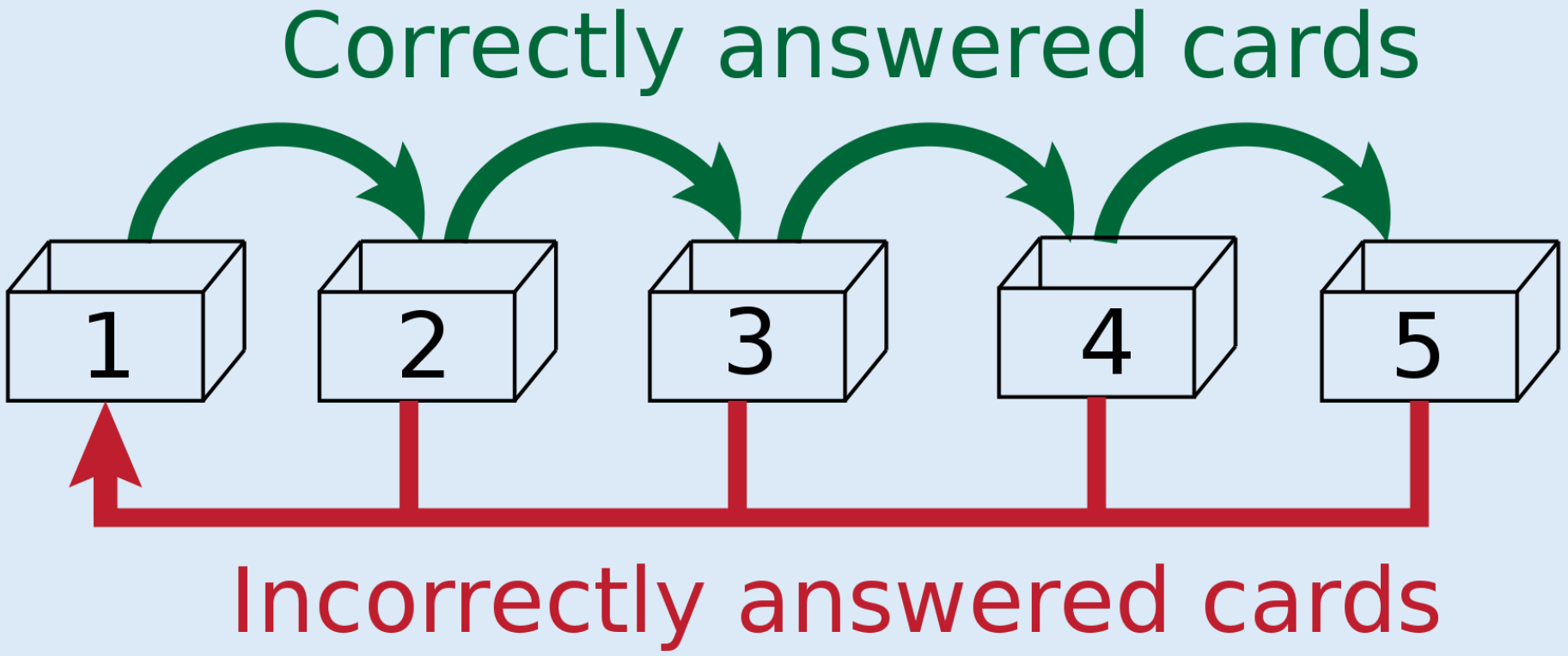
And now… how do you USE flashcards effectively?

- All of your flashcards start in Box 1
- Every time you can recall the flashcard accurately you move it to the next box
- This means that you see this card less as you have already mastered it
- If at any point you recall a card incorrectly it moves all the way back to Box 1
- By using this technique of spaced repetition you are testing yourself on the knowledge you are less confident with



For a more detailed explanation of the Leitner method, watch this clip: The Most Powerful Way to Remember What You Study - YouTube

Have a go at using making your own flashcards and using them to test out this technique…



English extra revision sessions

Date: Thursday lunchtime	Session 1 – E3	Session 2 – E4
5th Nov	How to revise VIK	How to revise JES
12th Nov	How to revise KAR	How to revise KIP
19th Nov	Theme of guilt in Macbeth VIT	Paper 2 Q3 top tips KAK
26th Nov	Theme of violence in Macbeth KIP	Paper 2 Q3 planning and practice KAK
3rd Dec	Theme of supernatural in Macbeth VIT	Paper 2 Q5 top tips LAS
10th Dec	Theme of gender in Macbeth KIP	Paper 2 Q5 planning and practice LAS

What to do before your mocks in Dec/ Jan

- Attend the extra revision sessions
- Use the revision materials provided this evening – Macbeth grid, language checklists, planning sheets, flashcard idea, past paper questions
- Pre-learn your analysis for the Macbeth quotations
- Ensure you are confident with the exam skills for P2, Q3 and P2, Q5
- Practice some questions and have your teacher mark them then practice again and focus on your area of feedback

Finally…

Thank you

Huge thank you for coming along this evening

I hope that you all found something that could help your child

Please do contact the relevant people here at the Academy if we can be of any further help over the coming months