

Parkside Parental Revision Session 2024

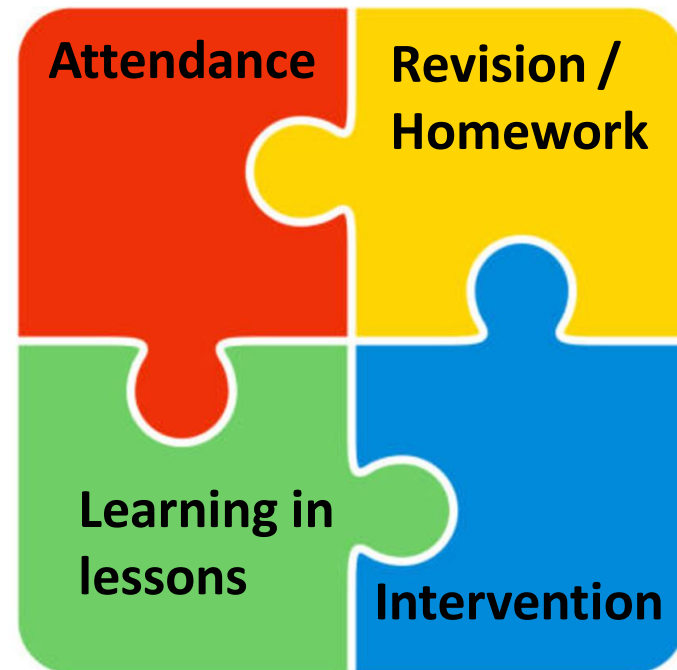




Year 11 Parental Revision Support

Aims

- Supporting your child to undertake effective revision
- Understand how you can support your child to be successful during the GCSE exam period



Revision – What's the point?

The point of revision is to reinforce what your child already knows and to find out and then learn what they don't know.

If they do their revision well they should be able to recall the things they have revised when it gets to the exams.

There are many different ways to revise and they will discover their favourite methods.

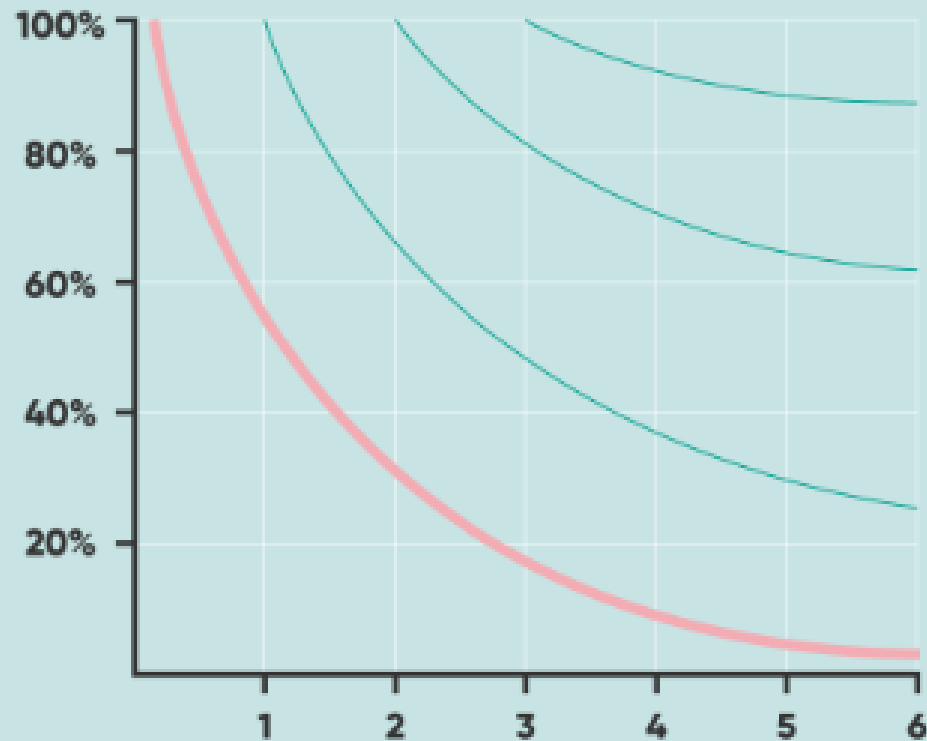
The most important thing is to try!

Most topics will have to be revised more than once and some several times before the information sticks.

THE FORGETTING CURVE



MEMORY



TIME REMEMBERED (DAYS)



The best revision methods involve being active. So don't just sit there – **DO SOMETHING!**

Passively reading through your notes and textbooks is a very poor method of revision. It doesn't help you to understand or remember what you are revising.

Revising actively is the best way to make sense of the material you are revising and helps you to remember it.

Writing revision notes

Getting others to test you

Trying past papers

Online quizzes

Recording key points onto your phone

Testing yourself

Doing sample questions

Using revision websites/apps

Reading notes aloud

More confidence, less nerves

- A recent study on the power of the testing effect found that:
 - 92% of students said it helped them learn
 - **72% felt it had made them less nervous about their upcoming exams.**



Enhanced memory at times of stress

- Too much stress can reduce memory and hinder focus.
- Research has shown that “participants who **learned just by restudying demonstrated the typical stress-related memory impairment**, whereas those who learned by retrieval practice were immune to the harmful effects of stress”.
- Not only does testing yourself improve your memory, the effect is magnified during times of anxiety.



TESTING, TESTING, TESTING!

- For important definitions, quotations, ideas make sure that your child tests regularly
- Repeated testing with a short gap in between works really well.

Example - English

- Pick a quote and try to recall it until you can do it perfectly 5 times in a row without any mistakes. Then take a break, go do something else. Now go back and keep practising the same quote until you can recite it 5 times in a row perfectly again.

Let's have a go!

**‘[Aside] If chance may have me king,
why, chance may crown me/without
my stir’.**

What does it mean?

- It shows Macbeth's ambition is low at this point
- He would like to be king, but won't do anything about it
- **Aside** means he says it to himself, even thinking of being king is treason
- **Repetition** of **chance** suggests he will leave things to fate
- Links to the theme of fate vs free will

Making flashcards

Think about doing some of the following:

- Draw a **margin** down the left-hand side of each card, about 3cm from the edge. This is useful for adding extra notes
- Write the **subject** in the top right-hand corner of the card
- Put a **title** at the top of the card
- Develop your own method for **numbering** the cards.
- Cards covering the same topic or subject should be kept together. A good way of doing this is to use an elastic band tied through a **hole** in the left-hand corner of the cards. Make the hole with a hole punch.

- When you find something that's particularly tricky to remember, write it on a flashcard and stick it somewhere in your bedroom or in the house where you are going to see it. By looking at the card every day it will help the information to sink in.
- Another way of writing flashcards is as questions and answers. Where questions are written on one side of the card and the answers on the reverse. This approach is particularly useful as someone else (parent, friend) can test you without needing to understand the topic.

Satchel one – the best place to find revision resources



Where do I find my English resources?

satchel:one

Mrs Asher
[Account settings](#)

Create task

Dashboard

My classes

Calendar

Timetable

Behaviour

Detentions

My drive

Community resources

My resources

Documents

Reports

Notice board

Satchel Pulse

Support

Logout

Calendar

My calendar School calendar

Year 11



Classwork



English

12 Feb - 18 Feb



Today

Monday 12th Feb	Tuesday 13th Feb	Wednesday 14th Feb	Thursday 15th Feb
<div>Y11ab/En1 English Miss L. Tunnell</div>		<div>Y11ab/En1 English Miss E. Huddleston</div>	
<div>Y11ab/En5 English Miss L. Tunnell</div>			
<div>Y11ab/En3 English Miss L. Tunnell</div>			
<div>Y11ab/En2 English Miss L. Tunnell</div>			
<div>Y11ab/En4 English Miss L. Tunnell</div>			



Mrs Asher
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Miss L. Tunnell set this assignment for group Y11ab/En1 - English

Set on Mon 12 Feb

Due on Fri 19 Jul

Task description

If you have missed or forgotten any Literature texts, please use these resources to help you catch up on your learning.

You can also use these if you feel you need any extra revision.

A Christmas Carol:

1. Read the text or listen to the audio book via Youtube: https://www.youtube.com/watch?v=Pe0jzsj_Kpc
2. Recap the plot, characters and themes on BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/zwhkxsg>
3. Watch Loom lessons on Macbeth here: <https://loom.com/share/folder/2cc0129b47fe48f494465642190a1dfb>
4. Complete the work book or revision guide

Macbeth:

1. Read the text or listen to the audio version of the play <https://myshakespeare.com/macbeth/act-1-scene-1>
2. Watch the Animated Tales version here: https://www.youtube.com/watch?v=qfnUq2_0FOY
3. Recap the plot, characters and themes on BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/zk3dmbk/articles/z77xs82#z9r2p9q>
- 4.. Watch Loom lessons on Macbeth here: <https://loom.com/share/folder/2cc0129b47fe48f494465642190a1dfb>
5. Complete the work book or revision guide

An Inspector Calls:

1. Read the text or listen to the audio version of the play: <https://www.youtube.com/watch?app=desktop&v=TG2x0z9PVx8>
2. Recap the plot, characters and themes on BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/zk3dmbk/articles/zrw2p9q>
3. Complete the revision guide

Power and Conflict Poetry:

1. Read the resources on some of the poems on BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/zprysg8>
The poems we study on this are: Remains, Tissue, Kamikaze, Exposure, The Emigree
2. Complete the revision booklets

Resources to help you

DOCX

A_Christmas_Carol_PUPIL_C.docx

↓ Download

DOCX

Macbeth_revision_guide.docx

↓ Download

DOCX

ACC_revision_guide.docx

↓ Download

DOCX

A_Christmas_Carol_Cover_wv.docx

↓ Download

DOCX

Macbeth_Cover_work.docx

↓ Download

DOCX

AIC_complete_revision_boa.docx

↓ Download

DOCX

Golden_7_revision.docx

↓ Download

DOCX

Poetry_booklet_other_8.docx

↓ Download

Web links



www.bbc.co.uk/bitesize/topi...



www.youtube.com/watch?v=...



myshakespeare.com/macbet...



www.bbc.co.uk/bitesize/topi...



www.youtube.com/watch?v=...



www.youtube.com/watch?ap...



www.bbc.co.uk/bitesize/topi...





















www.bbc.co.uk/bitesize/topi...

Mind-maps

- Give you an overall view of the topic and are good for showing links and connections.
- Steps:
 - 1) Write the **MAIN TOPIC** in the middle of the paper and draw a ring around it.
 - 2) For each key point draw a branch out from the main topic.
 - 3) Write a **KEY WORD** or **PHRASE** on each branch.
 - 4) Build out further branches and add **DETAILS**.
 - add **diagrams, pictures** and **symbols** where you can
 - highlight **links** and **connections**
 - be **creative** and **personalise** it

Examples of effective revision strategies

	Look, cover, write, check	Definitions of Key words	Flash cards	Self-quizzing	Mind maps	Paired Retrieval
Step 1	<p>Look at and study specific areas of your KO or information sheet</p> 	<p>Write down the key words and definitions</p> 	<p>Use your KO to condense and write down key facts or information onto flash cards.</p> 	<p>Use your KO to create a mini quiz. Write down your questions using your KO.</p> 	<p>Create a mind map with all the information you can remember from your KO</p> 	<p>Ask a friend or family member to have the KO or flash cards in their hands.</p> 
Step 2	<p>Cover or flip the sheet over and write down everything you can remember</p> 	<p>Try not to use your KO to help you.</p> 	<p>Add pictures to help support. Then self-quiz using the flashcards. You could write questions on one side and the answers on the other!</p> 	<p>Answer the questions and remember to use full sentences.</p> 	<p>Check your KO to see if there are any mistakes on your mind map.</p> 	<p>They can test you by asking you different questions on different sections of your KO</p> 
Step 3	<p>Check what you have written down. Correct any mistakes in green pen and add anything you have missed. Repeat</p> 	<p>Use your green pen to check your work</p> 	<p>Ask a friend or family member to quiz you on the knowledge</p> 	<p>Ask a friend or family member to quiz you using the questions</p> 	<p>Try to make connections, linking the information together</p> 	<p>Write down your answers</p> 

Year 11 Intervention Sessions

3.00pm until 4.00pm

Refreshments available in the canteen
from 3.00pm until 3.10pm



	Tuesday	Wednesday	Thursday	Friday
Week 1	Maths	English	Science	History Geography
Week 2	Spanish H&SC Performing Arts	Business Photography Art Engineering*	Creative iMedia H&SC Photography	BTEC Sport Art Sep. Sciences

Please use your Intervention Sessions Timetable to know which sessions to attend.
If you need a replacement timetable, or have any questions, please see Mrs Asher

Why should you regularly attend?

Proven to improve your grades and secure your first-choice Post-16 pathway.

Sessions will focus on strengthening areas of weak knowledge identified from assessments.

A chance to ask questions about your learning with your teacher.

Part of your 'Passport to the Prom'.

Connect the jigsaw pieces; lessons, intervention, homework, revision.



Intervention Sessions



11NRA



**Please find below your
individual timetable for the
sessions you must attend.**

Intervention Timetable

Week 1 - Maths, Mr Havard - Tuesday, 3.00pm, M5

Week 1 - English, Mrs McCammon - Wednesday, 3.00pm, A3

Week 1 - Science, Mrs Welsh - Thursday, 3.00pm, S3

Week 2 - Health & Social Care, Mrs Wilson - Tuesday, 3.00pm, B2

Week 2 - Photography, Mr Nichols - Thursday, 3.00pm, B4

Week 2 - BTEC Sport, Mr Gould - Friday, 3.00pm, C4

*Engineering intervention sessions will start after February Half-Term



Revision planning

What have we done to support your child to revise:

- Provided with a revision planning booklet
- Equipment – 4-colour pen, revision cards, revision exercise book, highlighter pen, revision materials

It's always better to have a plan!

What we have told them:

- ✓ To set up a routine and organise yourself
- ✓ To keep up with your revision and spread it out
- ✓ To get the right balance between revision and leisure time
- ✓ To make sure you carry on doing the things you enjoy and don't overwork yourself
- ✓ To share revision time between subjects
- ✓ To avoid last minute panic revision a few days before an exam

Revision planning during term time

On school days the best way to ensure you get a regular amount of revision done is to follow a routine which starts and finishes roughly about the same time each day once you are home from school.

You should spend 5-10 mins making a quick revision plan for that evening. This should involve giving some thought to which subjects to revise, for how long, when to take breaks and when to finish, taking into account mealtimes and not forgetting any homework.

9 hours a week

Reminder: 5pm

Routine: One hour and thirty minutes of activity in a quiet place, finishing at 6.30pm, broken into the following five sections

1. Twenty-five minutes of high intensity work with no distractions and your phone on airplane settings
2. Five minutes off. Time for a quick check of social media, one tune, a stretch or a walk
3. Twenty-five minutes on again: super-intense, no distractions whatsoever!
4. Five minutes off
5. Twenty-five minutes on again. Same as above – intense and focused

If you can do this for a week, you will have done close to nine hours revision!

Revision planning during school holidays

During school holidays there is far more time available for revision than on a normal school day.

The Easter break and may half-term offer a great opportunity to put in a good number of hours of revision.

WEEKLY REVISION PLANNER WEEK : Monday 1 April (Easter holidays)

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time	Saturday	Sunday

Getting the environment right

- Try to work in good light
- You can't revise whilst at the same time spending time checking social media, messaging, gaming or streaming videos. The simplest way to do this is to put your phone away in a different room where temptation is out of the way – and to put it on silent mode!
- Under no circumstances should you revise in front of the TV
- Ideally, you should not listen to music while revising

Sitting your exams

The night before an exam

The night before an exam they should only attempt light revision using revision notes and not try to do any totally new revision. This does of course depend on whether they have been revising hard in the weeks leading up to the exam!

We will arrange a pre-exam revision session so your child will need to be in school earlier than usual. Think about how this might affect their travel arrangements to school.

Sitting your exams

On the day

On the day of an exam your child needs to get up in plenty of time, perhaps earlier than usual so that they don't have to rush.

Some students like to do some last-minute revision such as revising flash cards whilst others simply want to get to school.

Remember it will totally normal for them to be nervous before exams.

Coping with stress – what should we tell our children?

Get plenty of sleep – it enables us to deal with the emotional stress of the exams

Revision planning

A major source of stress is the feeling that they are unprepared and haven't done enough revision.

Revision plans and attending intervention after school can reduce these feelings of anxiety and boost confidence

Positive thinking!

A lot of exam success can be put down to positive thinking.

Replace unhelpful self-talk with statements like 'This subject is difficult but I've had difficult subjects before' or 'I can get my revision done in time when I make a revision plan'.

Coping with stress – what should we tell our children?

Eat well

Eating well reduces the overall stress on the body and can also make you feel good about yourself

Use breathing techniques

- 1) Sit comfortably and close your eyes
- 2) Breathe in slowly through your nose to the count of five
- 3) Hold this breath while you count to five again
- 4) Now let out your breath slowly and count to five once more
- 5) Repeat these steps three times more

Have a look at these videos explaining how to manage stress and how to cope during the GCSE exam period

- [managing stress](#)
- [How to help your child manage exam stress](#)
- [How to help your child during the GCSE exam period](#)

Constructing a revision timetable

Know what you'll be tested on

- ☐ Check the spec!
- ☐ Look at the exam board specifications for all your subjects.
- ☐ Specifications tell you what you'll be tested on – check which topics you'll have to answer questions on before you start revising.
- ☐ They also tell you how many papers you'll have to sit for each subject, how long you'll have for each paper and what percentage of your overall grade each paper is worth.
- ☐ Make sure you look at past papers too – they show you types of questions that could come up.

GCSE Combined Science: Trilogy

8464

Specification

Planning resources

Teaching resources

Assessment resources

Key dates

Introduction >

Specification at a glance

Specification at a glance

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

Subject content

Biology

- 1. Cell biology
- 2. Organisation
- 3. Infection and response
- 4. Bioenergetics
- 5. Homeostasis and response
- 6. Inheritance, variation and evolution
- 7. Ecology



4.1.1 Cell structure

4.1.1.1 Eukaryotes and prokaryotes

Content	Key opportunities for skills development
Plant and animal cells (eukaryotic cells) have a cell membrane, cytoplasm and genetic material enclosed in a nucleus.	
Bacterial cells (prokaryotic cells) are much smaller in comparison. They have cytoplasm and a cell membrane surrounded by a cell wall. The genetic material is not enclosed in a nucleus. It is a single DNA loop and there may be one or more small rings of DNA called plasmids.	
Students should be able to demonstrate an understanding of the scale and size of cells and be able to make order of magnitude calculations, including the use of standard form.	MS 1b, 2a, 2h WS 4.4 Use prefixes centi, milli, micro and nano.

Step 1: Break each subject down into topics

- ☐ Fill in the topic planners in your booklet for each of your subjects
- ☐ Look at the exam board specification for each subject to find a list of topics or ask your teachers
- ☐ Put a tick in the correct column to show how happy you are with each topic. Throughout your revision, update the table as you feel more confident
- ☐ Make sure you do enough revision and practice so that you're happy with each topic

Step 2: Start filling in your Revision planner

- ☐ Write down all your exams in the correct days on your timetable
- ☐ Start from the end – write down your last exam on the last page of the timetable, then work backwards, filling in the dates and other exams until you get to your first exam
- ☐ Use pencil rather than pen so you can amend it later if you need to

WEEKLY REVISION PLANNER WEEK : Monday 10 June

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time	Saturday	Sunday
9am		Chemistry paper 2			Geography applied fieldwork			
1:15pm	Spanish Writing exam	Weimar and Nazi Germany			Physics paper 2			

Step 3: Divide your time into sessions

1 To help you divide your day into revision sessions, think about:

- ☐ what time of day you work best
- ☐ when you get up and go to bed
- ☐ how long you'll revise each day
- ☐ fitting in sensible breaks

2 It's up to you how long each session is

3 Remember, your timetable will be different at the weekends compared to weekdays and during the holidays compared to term time.

9 hours a week

Reminder: 5pm

Routine: One hour and thirty minutes of activity in a quiet place, finishing at 6.30pm, broken into the following five sections

1. Twenty-five minutes of high intensity work with no distractions and your phone on airplane settings
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3. Twenty-five minutes on again: super-intense, no distractions whatsoever!
4. Five minutes off
5. Twenty-five minutes on again. Same as above – intense and focused

If you can do this for a week, you will have done close to nine hours revision!

Step 4: Fill in your commitments

You can't revise all the time – you need to keep time for other commitments.

1) Go through your revision booklet adding in the time for things like:

- ☐ hobbies and regular exercise
- ☐ holidays and birthdays
- ☐ time with family and friends
- ☐ part-time jobs

Step 5: Add your subjects

1. Decide how much time you'll need to spend on each subject by thinking about:

- ☐ which you find the hardest
- ☐ which have more content
- ☐ which you will be examined on first

2. Add your subjects into the timetable, working backwards from the exam.

3. Add in your intervention sessions you have been asked to attend.

4. Make sure you allow enough time for each subject and space them out over the time you have.

WEEKLY REVISION PLANNER WEEK

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time	Saturday	Sunday
3pm – 4pm		Maths Intervention	English Intervention		History Intervention	10am –11am		
4pm – 5pm	Break	Break	Break	Break	Break	11am –12pm	Revision English Maths	
5pm - 6pm	Revision Science English	Revision History Engineering	Football training	Revision Science Engineering	Revision English Science	12pm – 1pm	History	
6pm – 7pm	Maths	Health and Social Care	Revision Maths English	Health and Social Care	History	1pm – 2pm		
8pm – 9pm			History		Football training	2pm – 3pm		Revision Science Maths
						3pm – 4pm		Revision History
						4pm – 5pm		

Step 6: Add your topics

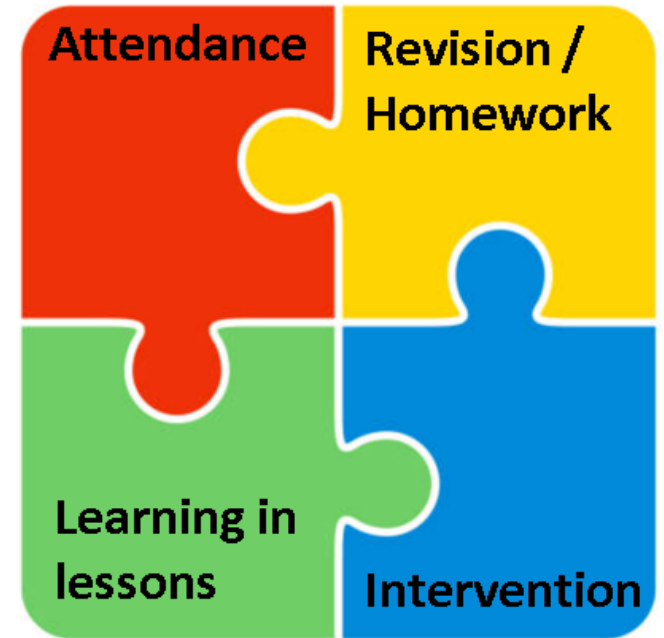
1. For each subject, look at the topics in your topic planner – think about which you should prioritise (like you did with your subjects) and add those first
2. Aim to include topics multiple times to give you a chance to revise them thoroughly and concisely each time, e.g. by using a range of techniques like we've covered today
3. Make sure you leave plenty of space for all your topics – you might want to write in pencil to start with

You don't have to do this step straight away – you might prefer to fill in the topics at the start of the week once you know how you're getting on. Don't be afraid to edit your timetable as you go along, depending on what's going well and what you feel less confident with. Just make sure you leave enough time to cover every topic in enough detail.

Check your timetable

- ☐ Have you included all your exams for every subject?
- ☐ Have you added in topics for at least the first few weeks?
- ☐ Have you double-checked the dates?
- ☐ Does the timetable cover a mixture of subjects each day?
- ☐ Have you planned in regular breaks?
- ☐ Have you left time for things you enjoy doing?
- ☐ Have you left a few gaps to change things if you need to?

Key messages



Attendance to the Prom:

- 1 Demonstrate good attendance or an improvement in your attendance since January
- 2 Attend 90% of your intervention sessions
- 3 Meet school's expected behaviour