

King's Oak Academy | Upper School

Year 11 Parent Revision Session 2



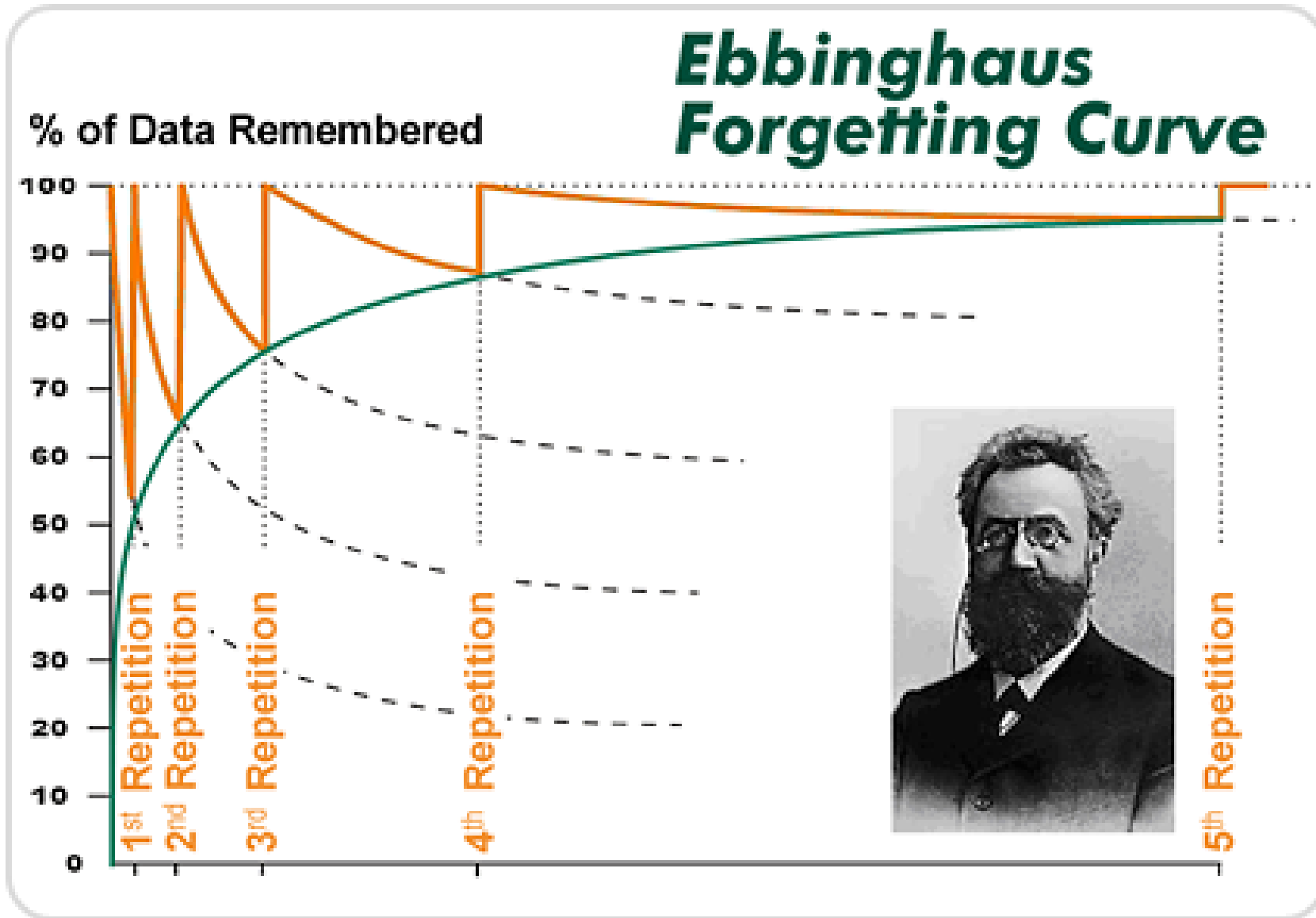
- Thursday 7th April 2022

3 WEEKS

15 SCHOOL DAYS

TO GO...

Embedding Information



Retrieval and testing

Revision shouldn't just be reading and re-reading a revision guide.

A mix of reading and testing is the most effective way to revise.

Students who had a reading session followed by retrieval practice did at least **30% better** than students who had 2 reading sessions.

The longer you need to remember something, the more effective retrieval practice is, and the less effective reading alone is.

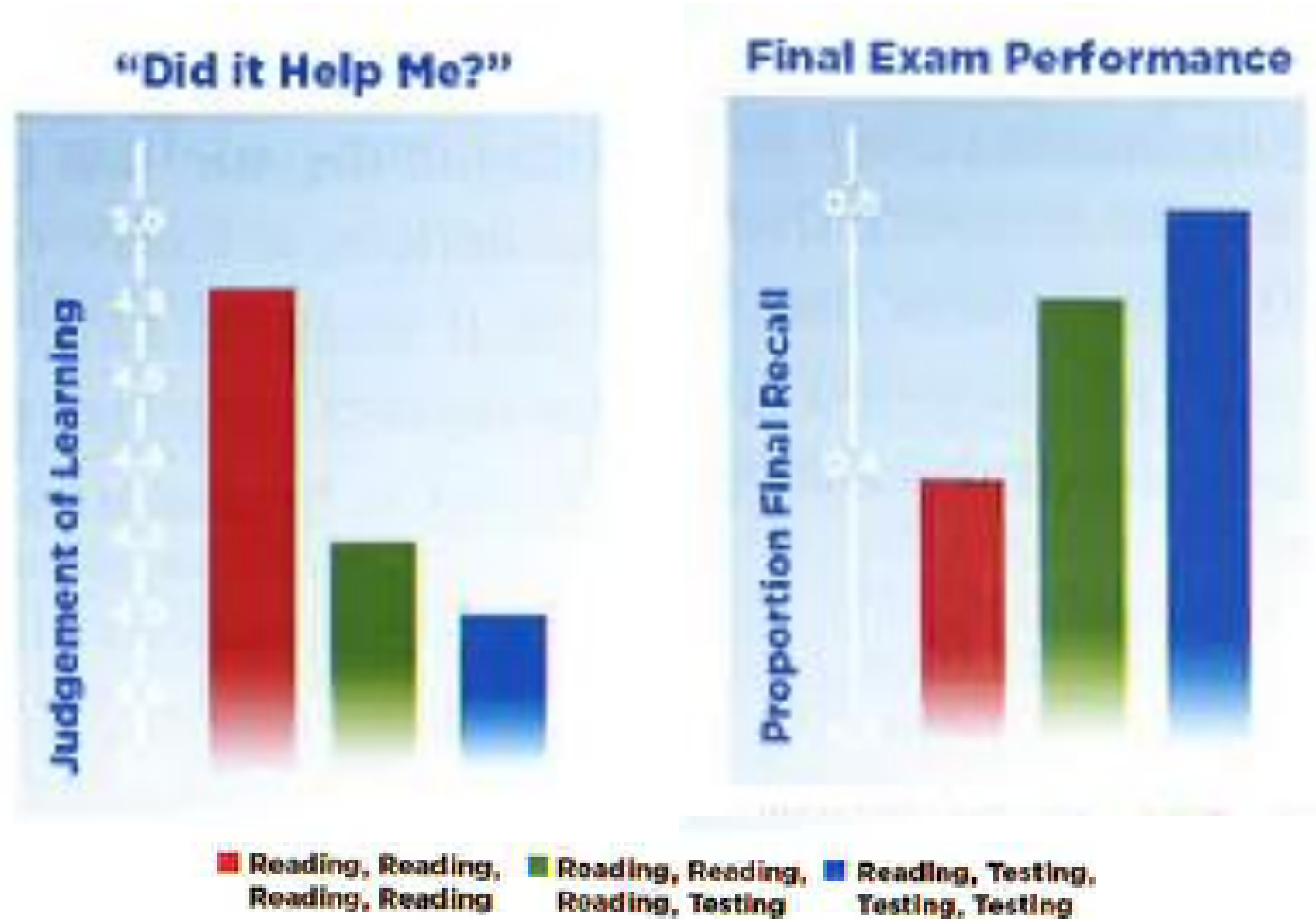


Students who mainly used retrieval practice remembered over 50% more than students who just read and re-read.

Retrieval and testing

Revision shouldn't just be reading and re-reading a revision guide.

A mix of reading and testing is the most effective way to revise.



Roediger and Karpicke 2006 Psychological Science

The impact of mobiles

We all know that mobile phones are a key part to everyday life, and can support revision and learning.

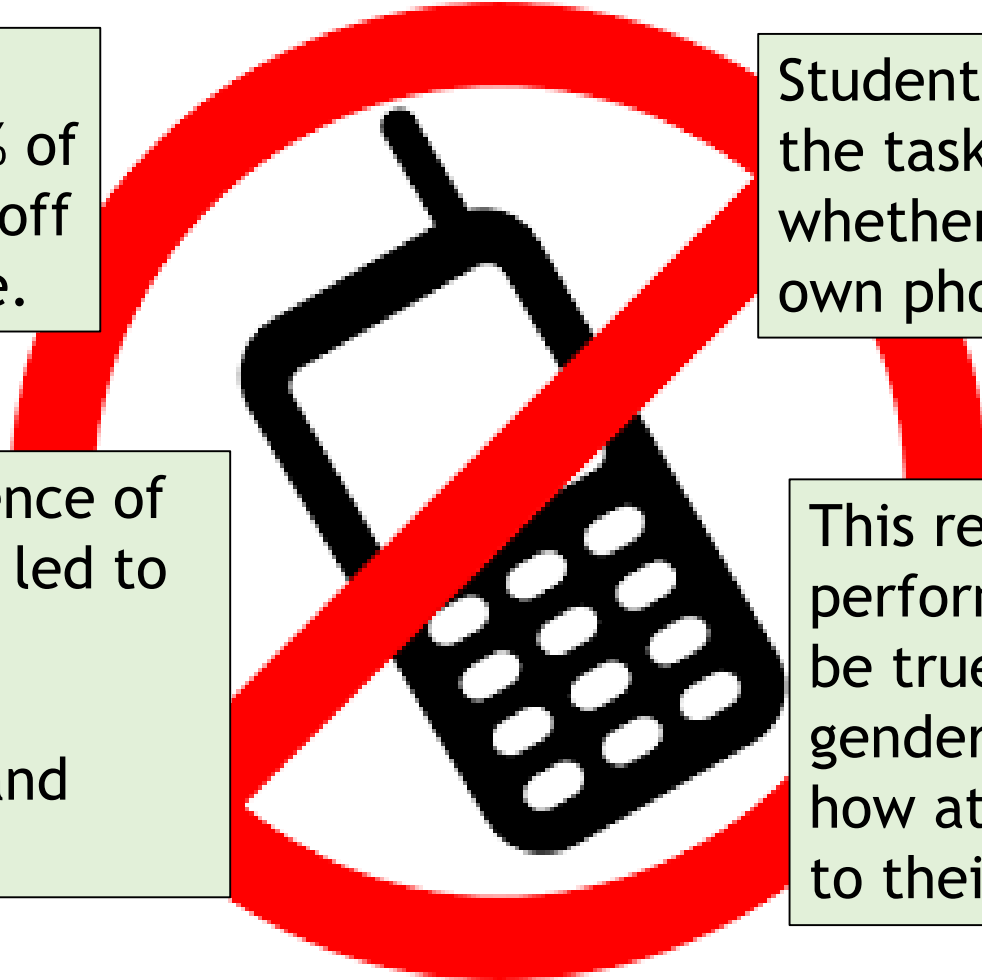
HOWEVER they can also cause a huge negative impact on learning.

A recent survey suggested that 81% of people never turn off their mobile phone.

The mere presence of a mobile phone led to a 20% drop in attention, concentration and **performance.**

Students performed worse on the task regardless of whether they could see their own phone or someone else's.

This reduction in performance was found to be true regardless of age, gender, normal phone use or how attached students felt to their phone.



The impact of music

Music is a great tool to help us relax. It can also be a great way to learn information, especially simple lists or key words.

HOWEVER, it is also a huge distraction when trying to retain knowledge.

Students who revised in a quiet environment performed over **60% better** than their peers who revised whilst listening to music with lyrics

55%
No Lyrics

Students who revised whilst listening to music without lyrics did better than those with lyrics.

38%
Disliked Lyrics

It made no difference if students revised listening to songs they liked or disliked, both led to a reduction in performance.

Most Common Exam Mistakes

The stress and pressure of the exam situation can lead you to make some silly mistakes that cost you marks, but by remaining calm and planning carefully, you can avoid losing precious marks and give yourself the best chance of achieving the top grades.



Not reading the question properly

Human brains have a habit of seeing what they want to see, and this is especially true in the high-pressure environment of the exam room. If you don't read a question carefully enough, your brain can easily trick you into thinking that the question is asking you something that it's not - leading you to write a completely different essay that doesn't answer the actual question you've been set.



Read the question very carefully, and then read it again. Say it silently in your head. Underline the 'Instruction' part of the question and the 'Focus' part of the question

Writing what you want - not what is being asked

Even if you've understood the question, it's still very easy to fall into the trap of writing the essay you want to write, rather than the essay you've been set. This is a particular problem if you're really confident in one area but it ends up not coming up in the exam. The temptation is to write it anyway!



Imagine your teacher reading that question. What would they say to include? Make sure your revision has covered all the main topics in the first place. Re-read your first paragraph once you have written it before moving on. Does it really answer the question or are you just throwing what you know at it?

Not writing a long answer question plan

To answer an exam question effectively, it's important to have a structure for your essay in mind before you begin. If you don't write a plan beforehand, you risk losing your train of thought, forgetting what you were going to say, or writing things incoherently and in the wrong order.



You don't have to write a detailed plan - there isn't time for that, just enough to jog your memory and keep your writing on the right track. A very brief bullet point list, with one or two words summarising each area you want to cover, in the right order, will suffice.

Leaving the easier questions until last

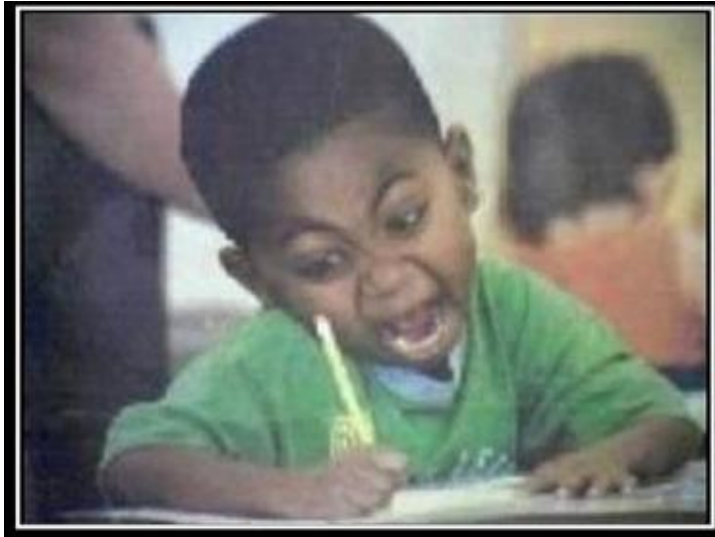
However sensible it might seem to try to get the difficult questions over and done with first - leaving the nice easy ones as a reward to finish with - this is not always a good idea.



If you've identified questions you think you can answer relatively easily, do them first. This way, you quickly pick up the safe marks. Work through the exam paper and get as many marks as you can from the questions you find more straightforward, and tackle the trickier ones later.

Running out of time

It's a classic student mistake: spending too long on the first few questions and not leaving enough time to finish, meaning an incomplete final long answer question. Timing is crucial in an exam, and must be carefully rationed, as you'll have a lot to get through in a very short space of



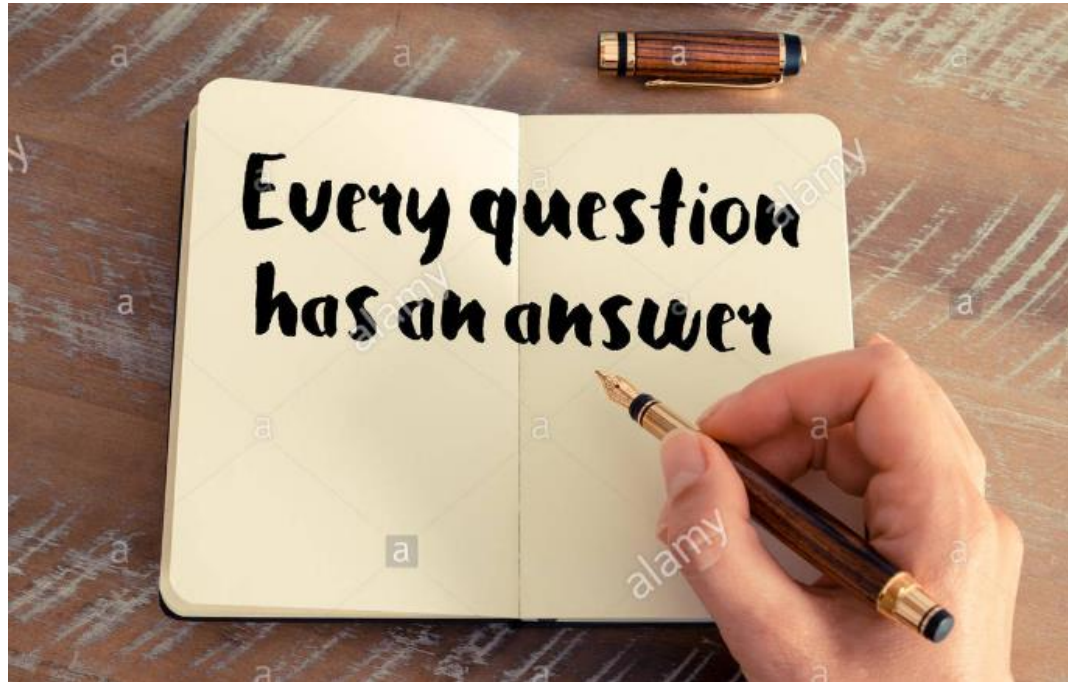
Make sure you know how long you have and how many marks there are. From there, you can calculate how long you have to answer each question, including factoring in a couple of minutes at the start and end for planning and checking. It is usually a mark a minute.

2 Mark Question - 2 minutes

10 Mark Question - 10 minutes

Leaving questions out

Some students lose out on easy marks by not putting any answer at all for the questions they don't know the answer to. You're not going to lose marks for an incorrect answer.



Writing down what you do know about the topic may give you at least some of the marks even if it is not exactly what the question is asking for. It has to be worth a guess. You will not lose marks for guessing and it may just gain you a mark. If it is a multiple choice question then eliminate the answers that you definitely know is incorrect and then once again make an educated guess.

Finishing early

If you've worked very efficiently, or found the exam easy, you may steam through it with time to spare. At this point, some students make the mistake of closing their exam, putting their head on the desk and zoning out.



If you finish early, use that extra time at the end to read through your answers and make sure that you've answered them to the best of your abilities. As you read through what you've written, you may find that additional points occur to you that would be worth including.

The Exams



ENGLISH LITERATURE AQA

25TH May - AM
8th June - AM

ENGLISH LANGUAGE AQA

18TH May - AM
10th June - AM

HoD TOP TIP

1. Use Seneca to revise the plots of texts and the poems.
2. Practice word level analysis (pick out quotations about write about what words mean).
3. Read the news



MATHS AQA

20th May - AM
7th June - AM
13th June - AM

HoD TOP TIP

1. Use Hegarty Maths
2. Follow the revision pack given to you by your Maths teacher.
3. Use your question level analysis sheets to identify specific revision areas.

The Exams



COMBINED SCIENCE EDEXCEL

TRIPLE SCIENCE EDEXCEL

Chem - 27th May AM and 20th June AM

Bio - 17th May AM and 15th June AM

Phys - 9th June PM and 23rd June AM

HoD TOP TIP

1. Use one drive to access resources
2. Complete the exam questions given
3. Use specification point sheets to guide revision



GEOGRAPHY AQA

23rd May - AM

7th June - PM

14th June - AM

HoD TOP TIP

1. Use Seneca set around topics
2. Look at case study audits to focus revision over the 3 papers
3. Use revision guides provided by KOA

The Exams



HISTORY EDEXCEL

19th May AM
9th May AM
16th June AM
21st June AM

HoD TOP TIP

1. Pay attention to the period stated in the question
2. Where there is a sources provided, use this resource and paraphrase
3. Use revision resources provided



RELIGIOUS STUDIES EDUQAS

16th May - AM
26th May - AM
8th June - PM

HoD TOP TIP

1. Revise sources of wisdom
2. Ensure balanced arguments are used in questions
3. Use the revision resources provided including past papers

The Exams



FRENCH AQA

Speaking endorsement submitted by 23rd May
Listening / Reading 24th May - AM
Writing 16th June - PM

HoD TOP TIP

1. Speaking practice is essential. Use role plays, photo cards and general conversation questions provided
2. Use 'brain dumps' of topic vocab and fancy phrases



DT EDUQAS

15th June - PM

HoD TOP TIP

1. Use resources provided
2. Reference named examples for designers
3. Reference case studies and influencers

The Exams



**ART
AQA**

Portfolio submitted by 31st May

HoD TOP TIP

1. Complete portfolio work by the deadline given



**PERFORMING ARTS
BTEC**

Responding to a brief submitted my 12th May

HoD TOP TIP

1. Check the brief details and ensure this is fully addressed before submission



**HOSPITALITY & CATERING
WJEC**

Yr11 RESITS 21st June - PM

HoD TOP TIP

1. One course meal preparation for the exam

What your child already has been doing:



- Term 1-3: A study skills booklet and a post-16 destinations and careers booklet.
- A core course document with topic lists and a retrospective revision timetable.
- Mornings: 1 English, Maths and Science Question per day.
- Mondays: Core Revision
- Fridays: Options Revision
- NEW: Quote Explosion Wednesdays

Wednesday 6th April
2022



Tutor Time Programme:

Monday: Core Revision
Tuesday: AWARDS ASSEMBLY IN HEX.
Wednesday: Quote Explosion
Thursday: PSHE
Friday: Options Revision

3 Core Questions a day!

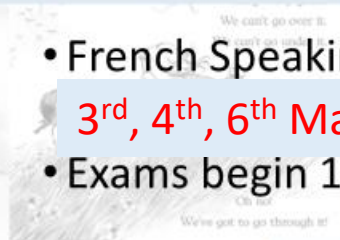
Year 11 Countdown –
as of now:

- 6 weeks until exams.
- 4 weeks of lessons left.



Year 11 Calendar – key
dates:

- French Speaking Exam
3rd, 4th, 6th May
- Exams begin 16th May



What are you doing right now to work up to this?
What are you going to continue?



What is the electron configuration of helium?

Name that poem: ... 'A thing to do, and all her hair In
one long yellow string I wound Three times her little
throat around'

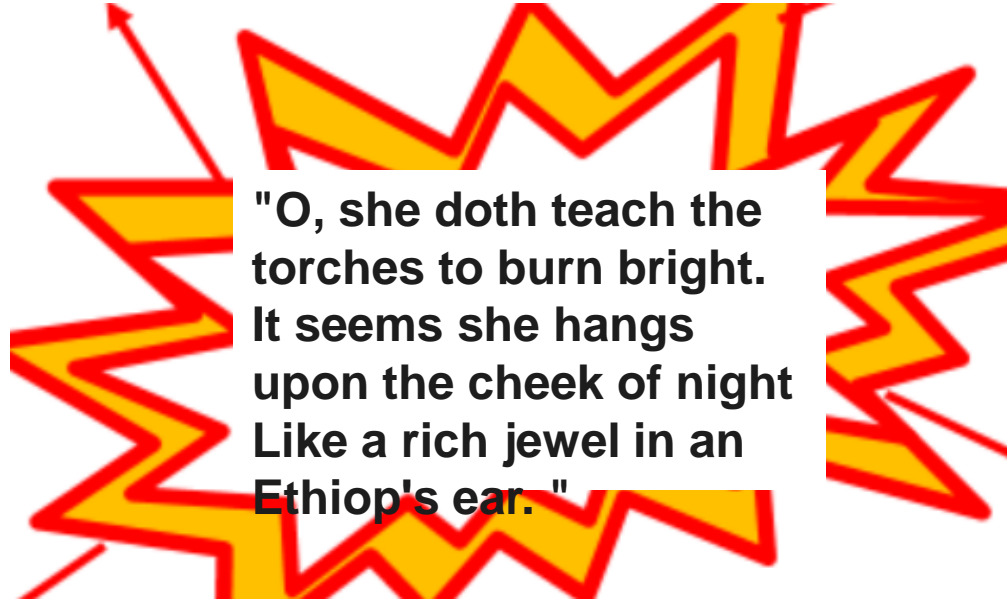
Three numbers have a mean of 23
Two of the numbers have a mean of 12
Two of the numbers have a mean of 30
What are the three numbers?

2, Porphyria's Lover, 9/15/45.

Who says this?
When?
Who are they talking about?

Analyse:
*'it seems she hangs upon the
cheek of the night like a rich
jewel'*

Analyse:
'O'



Analyse:
*'she doth teach the torches
to burn bright'*

What does this quote show
us about a theme in the
play?

Who says this? **Romeo**

When? **Act 1 Scene 5**

Who are they talking about? **Juliet – he sees her at the Capulet party for the first time and instantly falls in love.**

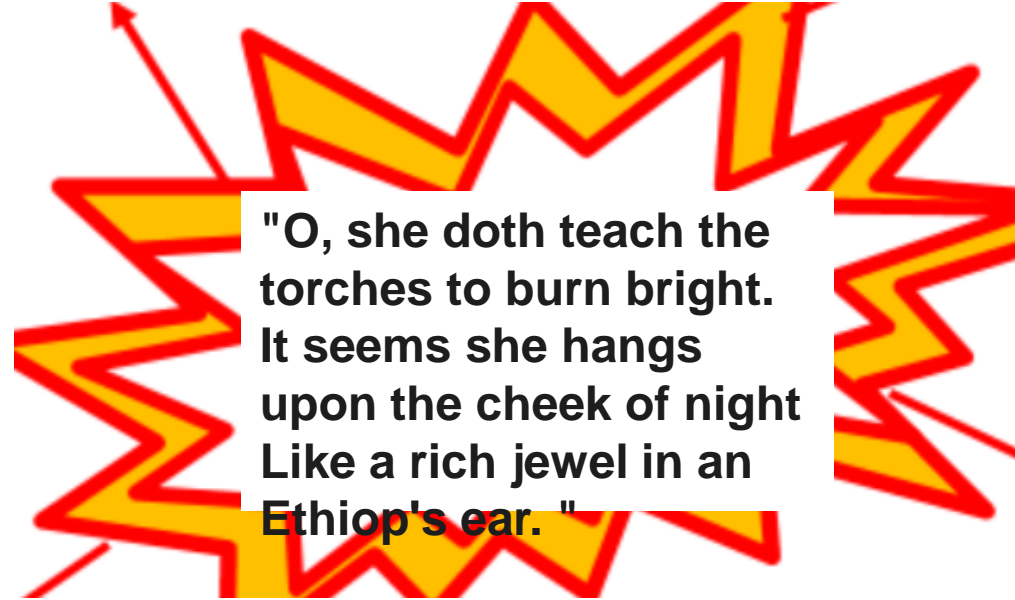
Analyse:

'O' – shows Romeo is exclaiming his joy/love/awe/wonder for Juliet.

Analyse:

'she doth teach the torches to burn bright' – Juliet shines brightly, so much so that she outshines the torches.

Shakespeare has Romeo using this imagery to express how much he is dazzled by her, her beauty and her radiance.



What does this quote show us about a theme in the play? **Love/Passion/Desire – how quickly Romeo falls in love and how quickly he is consumed by his feelings of love.**

Analyse:

'it seems she hangs upon the cheek of the night like a rich jewel' - He goes on personify Juliet as a jewel on the night's cheek, again exemplifying her radiant beauty. He compares this to a jewel in the ear of an African queen, which again shows us how quickly Romeo has fallen in love, as he is already comparing Juliet to jewels and royalty. Juliet stands out in the night amongst the faces and scene Romeo has grown so accustomed to, a contrast which has a brilliance similar to the way a gem would dangle and hang with simplicity in the ear of an African queen. There is also a contrast between light (burn bright) and dark (night) which

What is revision in retrospect?



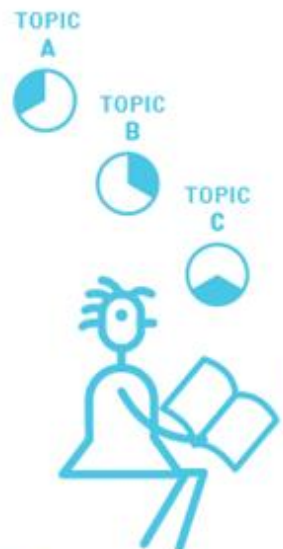

- Rather than making a timetable, which can often not be followed and becomes a waste of time...
- Use topic lists/lists from your teachers to pinpoint areas to revise, and then record that you have revised it – like a diary! You can colour code this to show how easy/difficult it was, to know when to come back to it or when to ask for help.

Date	Subject and Topic/Subtopic	How it went – what are the next steps?

How do I revise?

Examples we have tried:

mind maps
(words/pictures),
storyboards, Q+A
flashcards, definition flash
cards, mind dump (write
down or say aloud
everything you can without
looking at notes),
quizzing/testing yourself
and others, teaching
somebody else, using
websites and apps to self-
quiz or revisit a previous
topic.

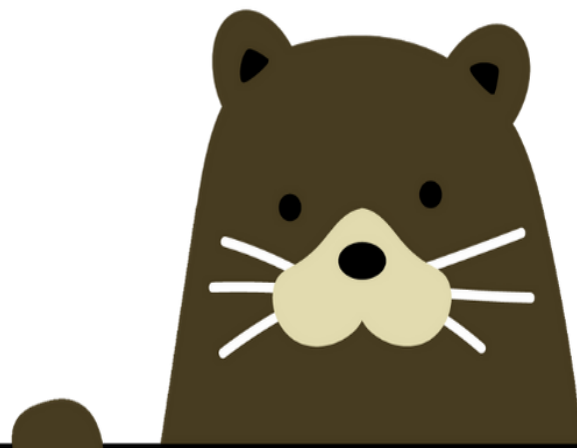
Dual Coding	Retrieval Practice	Interleaving	Spaced Practice
<p>COMBINE WORDS AND VISUALS</p>  <p>HOW TO DO IT</p> <p>Look at your class materials and find visuals. Look over the visuals and compare to the words.</p> <p>Look at visuals, and explain in your own words what they mean.</p> <p>Take information that you are trying to learn, and draw visuals to go along with it.</p>	<p>PRACTICE BRINGING INFORMATION TO MIND</p>  <p>HOW TO DO IT</p> <p>Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.</p> <p>Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.</p> <p>You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.</p>	<p>SWITCH BETWEEN IDEAS WHILE YOU STUDY</p>  <p>HOW TO DO IT</p> <p>Switch between ideas during a study session. Don't study one idea for too long.</p> <p>Go back over the ideas again in different orders to strengthen your understanding.</p> <p>Make links between different ideas as you switch between them.</p>	<p>SPACE OUT YOUR STUDYING OVER TIME</p> <ol style="list-style-type: none">1 TESTING2 SPACING3 SKETCHING  <p>HOW TO DO IT</p> <p>Start planning early for exams, and set aside a little bit of time every day. Five hours spread out over two weeks is better than the same five hours all at once.</p> <p>Review information from each class, but not immediately after class.</p> <p>After you review information from the most recent class, make sure to go back and study important older information to keep it fresh.</p>
<p>learningscientists.org</p>	<p>learningscientists.org</p>	<p>learningscientists.org</p>	<p>learningscientists.org</p>

Research shows that students who use memory tricks perform better than those who do not. Memory tricks help you expand your working memory and access long term memory. These techniques can also enable you to remember some concepts for years or even for life. Finally, memory tricks like these lead to understanding and higher order thinking.

1. **Try to understand the information first.** Information that is organized and makes sense to you is easier to memorize.
2. **Link it.** Connect the information you are trying to memorize to something that you already know.
3. **Sleep on it.** Studies show that your brain processes and stores information while you sleep. Try to review information just before you go to sleep.
4. **Self-test.** Quiz yourself every so often by actively recalling the information you are trying to study. Make sure to actively quiz yourself—do not simply reread notes or a textbook.
5. **Use repetition to firmly lodge information in your memory.** Repetition techniques can involve things like flash cards, using the simple tips in this section, and self-testing. Space out your studying and repetition.
6. **Write it out.** Writing appears to help us more deeply encode information that we're trying to learn because there is a direct connection between our hand and our brain.
7. **Talk to yourself.** It may seem strange at first, but talking to yourself about the material you are trying to memorize can be an effective memory tool.
8. **Practice interleaving.** Interleaving is the idea of mixing or alternating skills or concepts that you want to memorize.
9. **Songs and jingles.** Much like the memory palace and images, songs or jingles use your brain's right hemisphere and can help us remember tricky things like equations and lists. There are already plenty of songs out there too.

What's on offer?

Monday	Tuesday	Wednesday	Thursday	Friday
R.S. Revision – lunchtime in EG5 with LTy	Study Club And French/Sports Studies – E13 with HPh/SHy	History Revision – BG6 lunchtime	French Revision with SMa in EG4	Science Revision – Exam Practice with AMa in DG3
Maths in AG7 with AWn/SWt	Chemistry/Triple Science with BGe DG2	Romeo and Juliet Revision with ZSe and JPl.	Geography Revision in BG8/9	
Biology – Foundation Dr Kelly D23 Higher Miss Cleaves D21	English with JPl.		Physics Mrs Phillips D14	
DT Coursework improvement/exam revision with LBn				



COPING STRATEGIES – EXAM STRESS

Mental Health Support Team

Circuit Breaker/Distraktion Technique

5 things that you can SEE



4 things that you can TOUCH



3 things that you can HEAR



2 things that you can SMELL



1 DEEP BREATH



Relaxation Techniques

Progressive Muscle Relaxation

Breathing

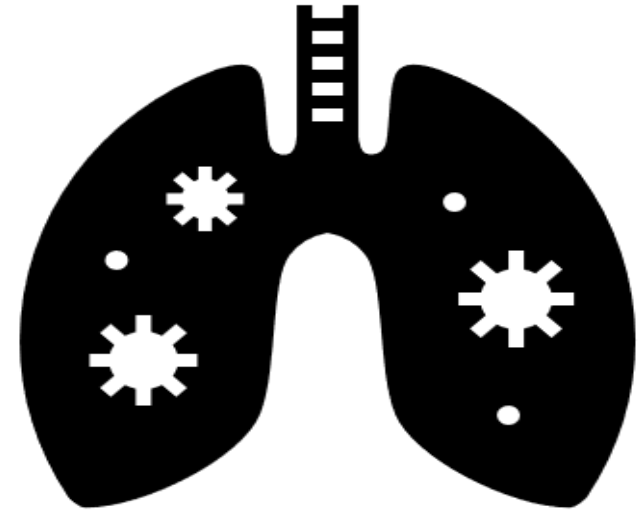
Useful APPS: (all free)

SAM (Self Help for Anxiety
Management)

Fear Tools

Mindshift

REACH



BE AWARE

What else can make your body feel that way?

Caffeine
Energy Drinks
Any stimulants



What else can make your body feel better?

Sports
Exercise
Outdoor activities
Dance
Listen to Music
Make Music
Read a book



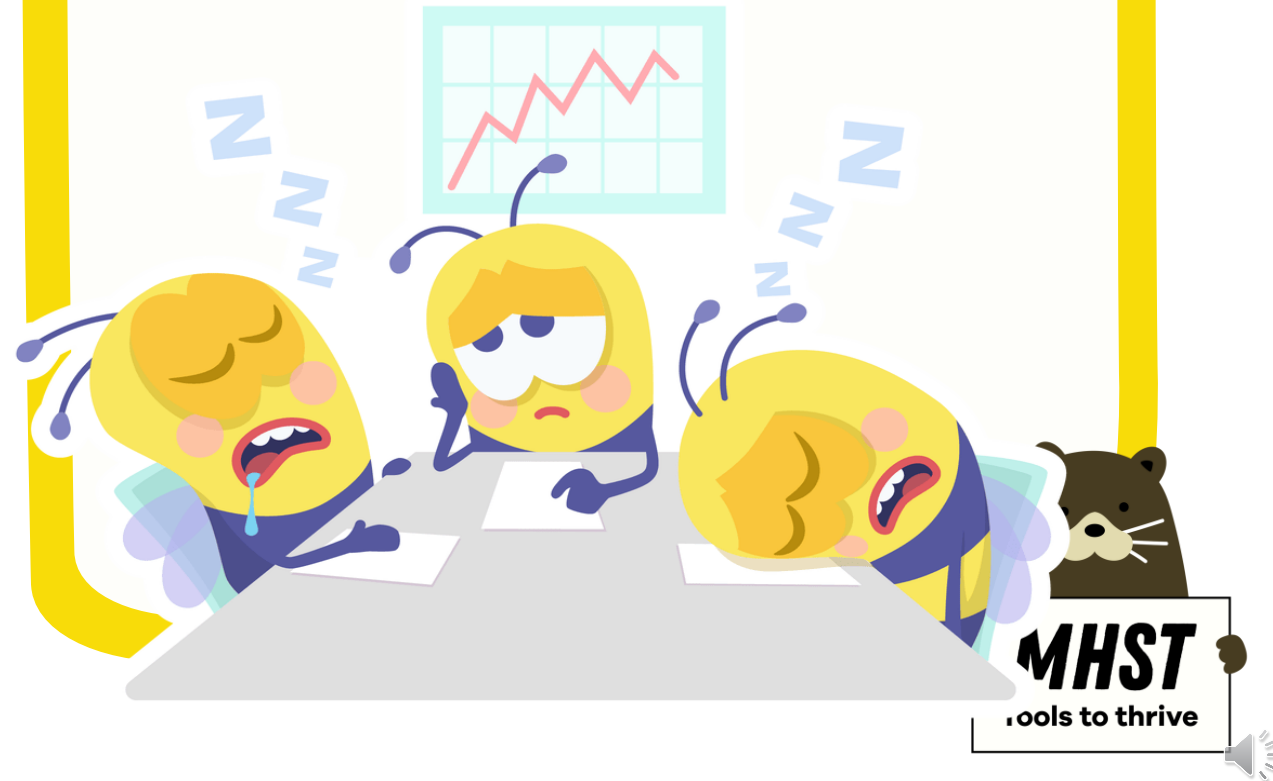
Do something that you enjoy!





Stress and Anxiety also affect the way that we THINK.....

Negative Self Talk can get really
LOUD
and hard to ignore



Need to try and turn up the POSITIVES –

Do the things that make you smile

Eat the things that makes your body feel good

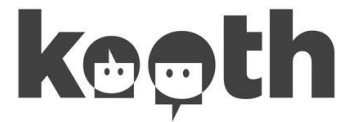
Tell yourself that you are doing well

Create a Positivity Board

If that all feels like it still isn't working then REMEMBER, what you are feeling is NORMAL and talk to someone.....

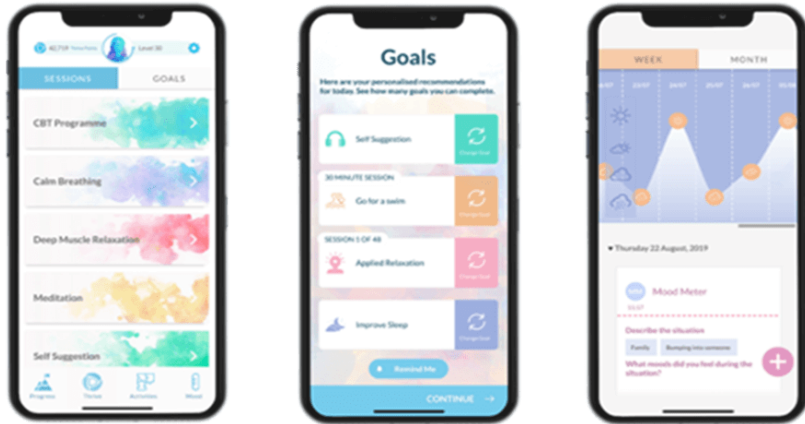


Always Talk to a Trusted Adult if you are worried about your Mental Health. Check out the Other places below if you want any more support either in person or online



Happy Easter! Stay safe and happy this half-term.

- Download the Thrive app (Thrive: Mental Wellbeing – access code = CLFTHRIVE).



Exam Time - The Exam Room



JCQ City School | City School | City School | City School | City School | City School

Warning to Candidates

1. You **must** be on time for all your examinations.
2. **Possession of a mobile phone or other unauthorised material is not allowed** even if you do not intend to use it. You will be subject to penalty and possible disqualification from the exam/qualification.
3. You **must not** talk to, attempt to communicate with or disturb other candidates once you have entered the examination room.
4. You **must** follow the instructions of the invigilator.
5. You **must not** sit an examination in the name of another candidate.
6. You **must not** become involved in any unfair or dishonest practice in any part of the examination.
7. If you are confused about anything, only speak to an invigilator.

The Warning to Candidates must be displayed in a prominent place outside each examination room. This may be a hard copy A3 paper version or an image of the poster projected onto a wall or screen for all Candidates to see.

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NO MOBILE PHONES SMARTWATCHES MP3/4 PLAYERS

NO POTENTIAL TECHNOLOGICAL/WEB
ENABLED SOURCES OF INFORMATION



Possession of unauthorised items, such as a mobile phone, is a serious offence and could result in **DISQUALIFICATION** from your examination and your overall qualification.

This poster must be displayed in a prominent place outside each examination room.

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Equipment

- Black Ink Pen
- Pencil
- Rubber
- Ruler
- Sharpener
- Scientific Calculator
- Compass
- Protractor
- CLEAR pencil case
- CLEAR water bottle

Post Exams- What happens next?

Results Day – Thursday 25th August – Details will be sent at the end of Term 6

Re-sit – Students have the opportunity to resit exams in November 2022

Exam Access Arrangements – Support arrangements can be emailed to students/parents for college meetings. Form 8's and copy of applications will be sent to college/Post 16 in September.

Certificates – Will be available for collection in January 2023.