



**THE CEDARS
ACADEMY**

Lionheart Educational Trust

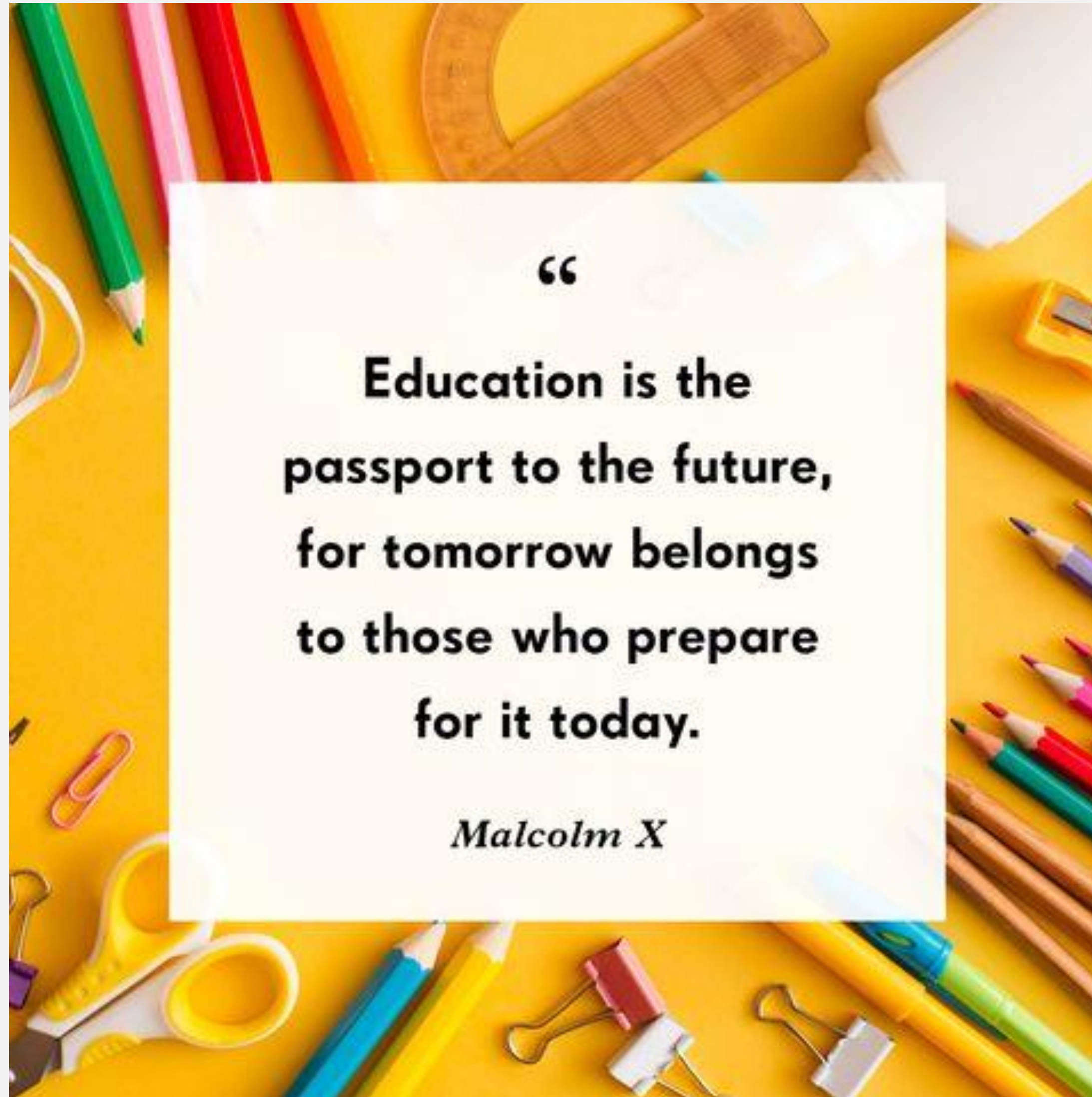
Y11 REVISION INFORMATION SESSION

**UNDERSTANDING HOW WE LEARN - AND
HOW TO BEST SUPPORT YOUR CHILD IN
THE RUN-UP TO THEIR EXAMS**





HOW TO REVISE EFFECTIVELY – MR ALLARD & MR THOMAS



WHY INDEPENDENT STUDY IS SO IMPORTANT



Qualifications at Key Stage 4 have become increasingly more challenging. Many subjects have lost their controlled assessments (previously known as coursework) and these have been replaced with additional exam papers.

The focus of many of these exams is the **retrieval** and application of key knowledge.

At home, **students need to use a range of methods to ensure they'll be able to effectively retain this knowledge, so that they can confidently apply this in their exams.**



UNDERSTANDING HOW WE LEARN



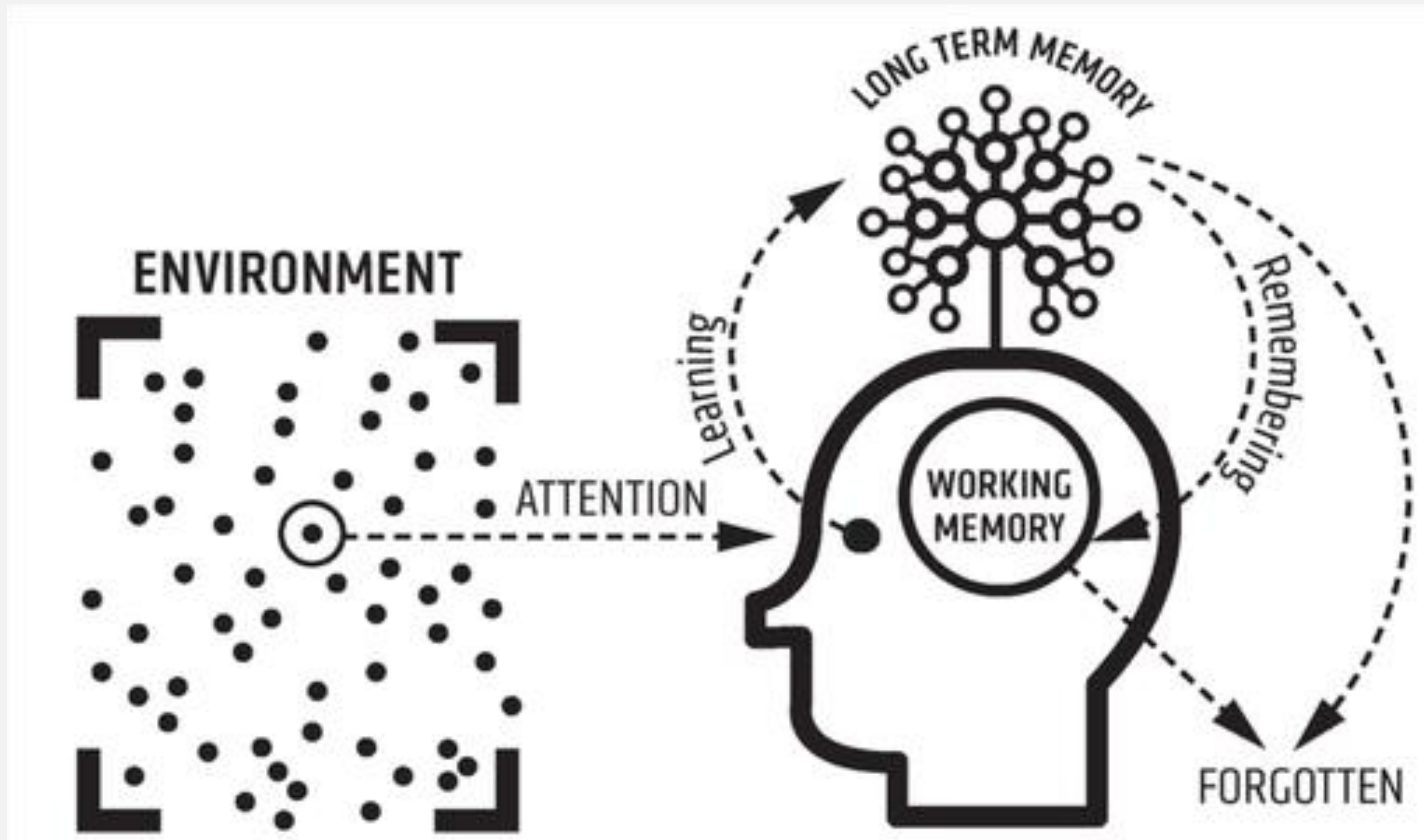
Our short-term memory is designed to be just that, it has limited capacity. Our aim is to try and put our learning in to the **long-term memory**.

The secret to success is to **regularly revisit** the knowledge being learnt (known as '**retrieval practice**').

Over time, **retrieval practice** helps to transfer the knowledge from the short-term memory to the long-term memory.

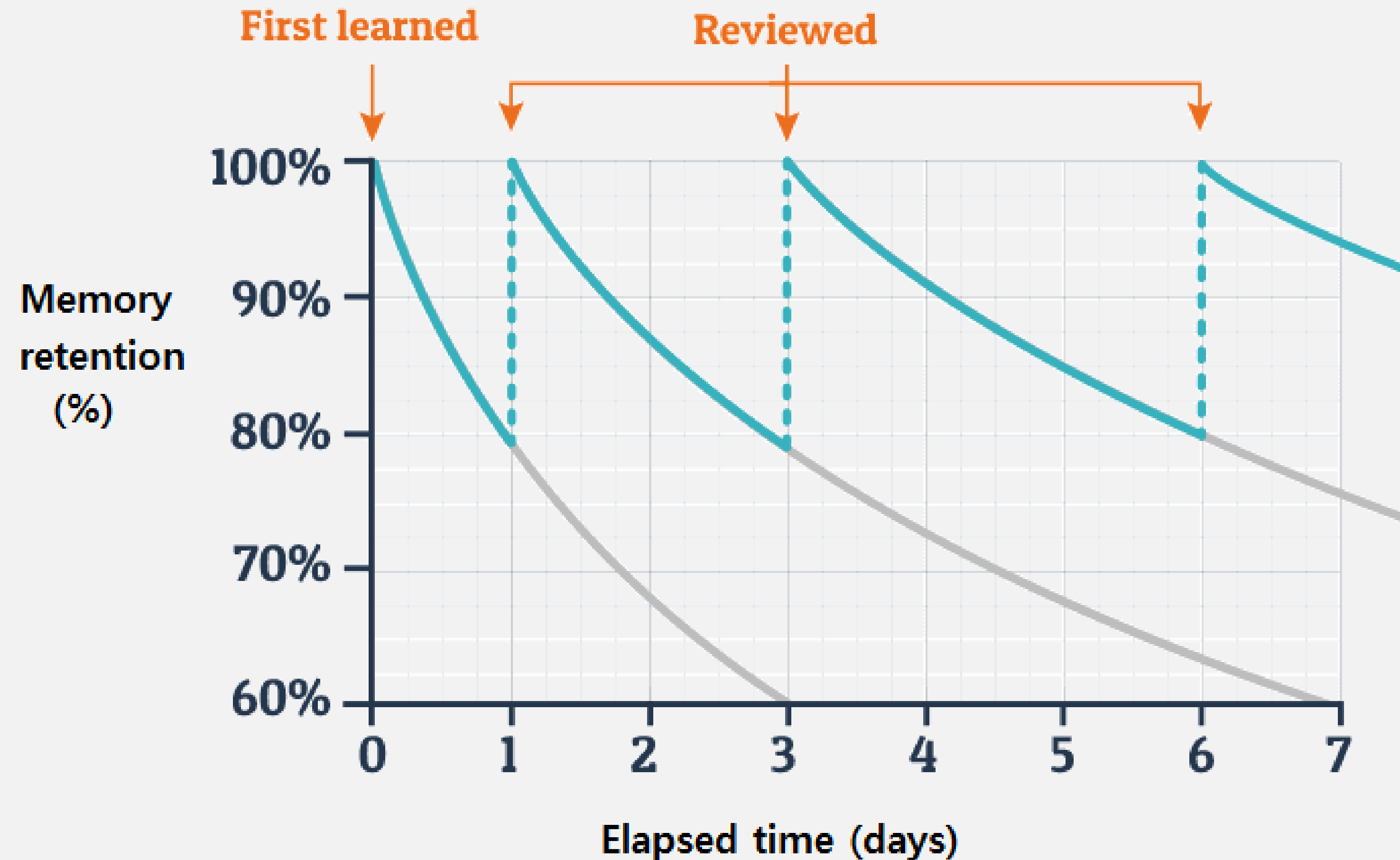
This not only helps to make learning 'stick', but it also frees up our short-term memory for day-to-day learning and experiences.

FORGETTING HELPS US TO REMEMBER!



- Our working memory is actually rather small and we easily forget knowledge at first.
- To secure knowledge and skills into our long term memory we **have to forget and revisit it several times.**
- Once stored in our long term memory (which is almost limitless) we can retrieve it easily.

HOW WE LEARN



For things to be really remembered we must keep revisiting them.

By retrieving information and revisiting it, it will eventually be committed to our long-term memories.

The more we revisit and practice key knowledge the more we will be able to **remember**.

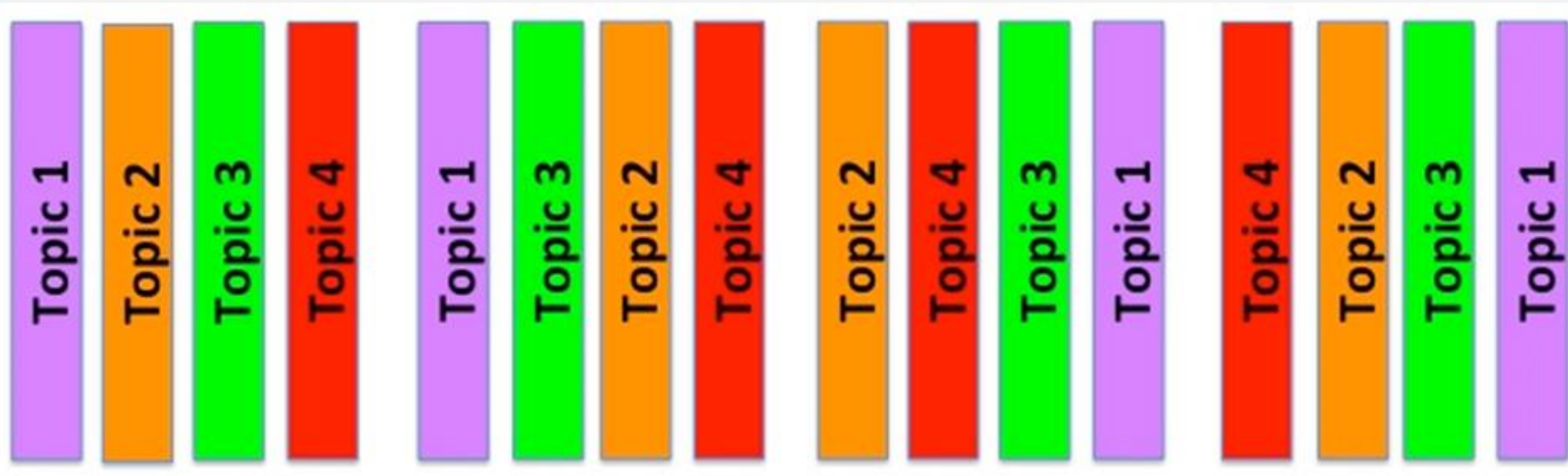
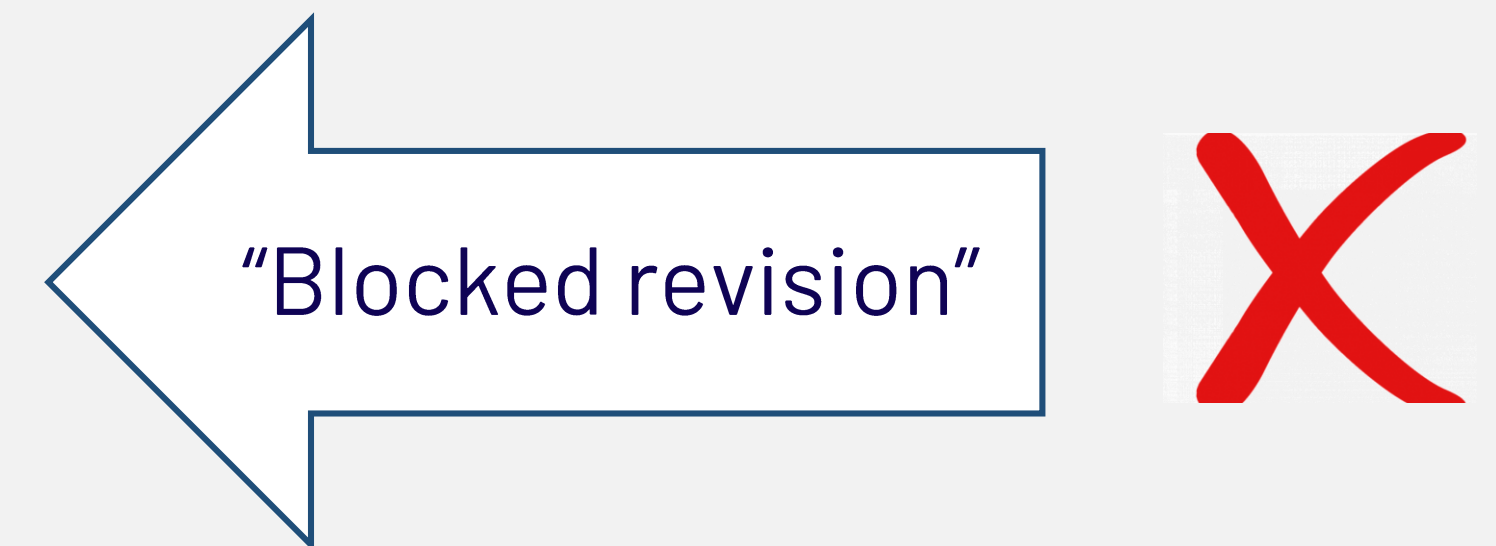
HOW WE LEARN



Retrieval should be spaced out.

‘Cramming’ for a particular subject or topic is not the most effective method for learning.

Instead, **retrieval** should be broken down in to small chunks that are repeated frequently.



IMPORTANT QUESTIONS TO ASK



Is this strategy effective in helping me to revise and remember this information?

Would a different strategy be more effective?

Which parts of the topic am I able to remember?

Which parts of the topic am I less confident with and need to revise/study further?

Do I need to ask my teacher for additional support with a particular part of the topic?





- ✓ Support your child by **regularly quizzing** them on the topics they've studied, or by supporting them in **setting and answering their own or teacher-set questions**
- ✓ Ensure that the **retrieval quizzes are rotated (spaced)** so that a **range** of topics / subjects are covered. 'Cramming' won't help!
- ✓ Check they are revising the areas they are **less confident** in.

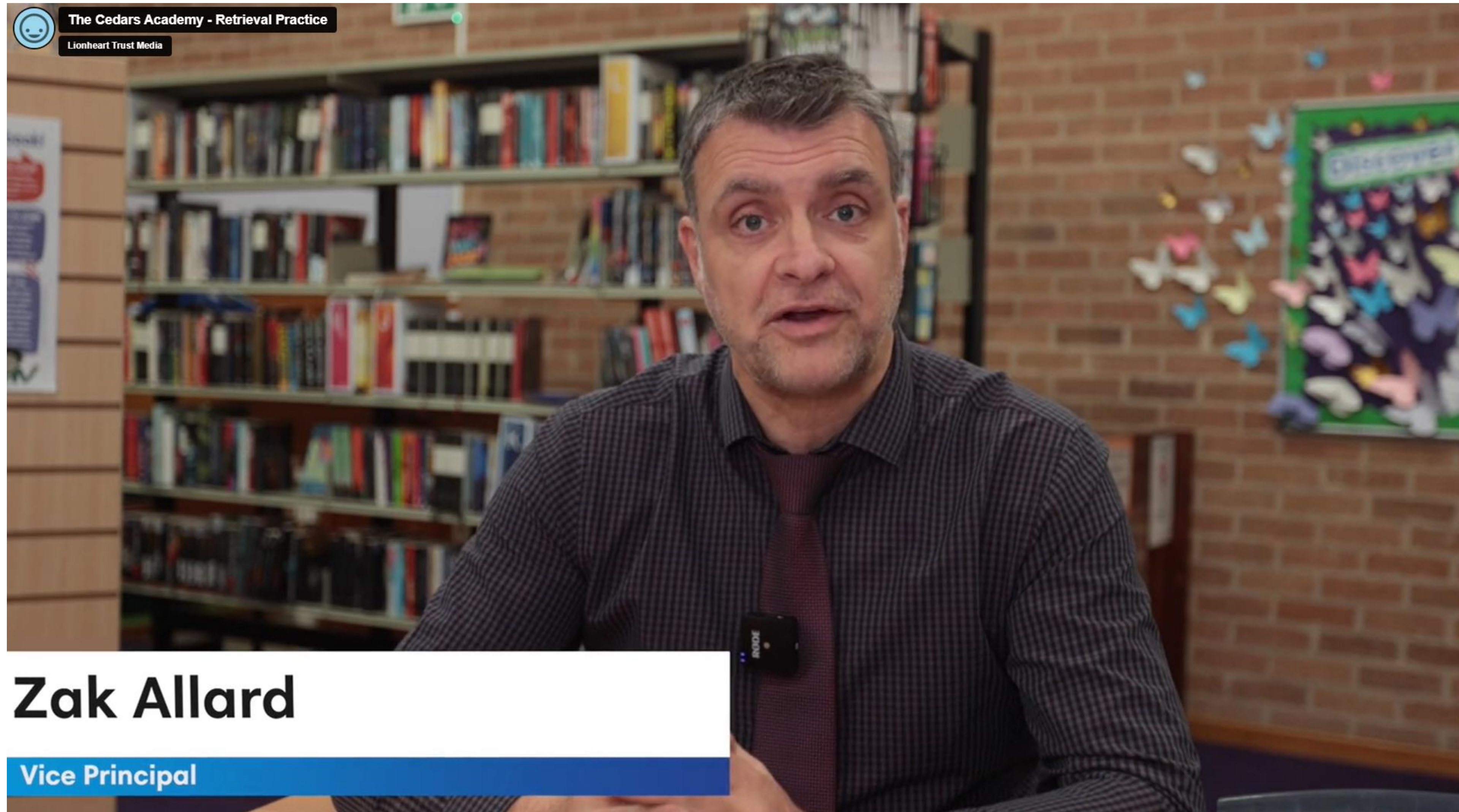


ONLINE RESOURCES– LONG TERM REVISION PLAN

C4				
	B	C	D	E
1	History			
2	weekly revision topics pair with the homework that is set each Monday as well as the retrieval activities students are doing in lesson. We end therefore that they supplement this by completing retrieval activities using their own revision resources e.g. past questions, flashcards, ematic mind maps. If they are unsure of what to focus on within each topic, the Key Points column outlines what they need to know.			
3	Topic	Key points	Supporting links and information	
4	1.3 USA: Divided Society	Organised crime, prohibition and their impact on society; the causes of racial tension, the experiences of immigrants and the impact of immigration; the Ku Klux Klan; the Red Scare and the significance of the Sacco and Vanzetti case		
5	1.2 Cold War: Iron Curtain	Soviet expansion in East Europe; US policies; the Truman Doctrine and Marshall Plan, their purpose and Stalin's reaction; Cominform; Comecon; Yugoslavia; the Berlin Blockade and Airlift		
6	1.2: Medicine: Medical Progress	The contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques		
7	1.2 USA: Social	Entertainment, including cinema and jazz; the position of women in society, including flappers		HALF TERM
8	2.1 CW: Asia	USSR's support for Mao Tsetung and Communist revolution in China, and the military campaigns waged by North Korea against the UN and by the Vietcong against France and the USA		
9	1.3 Medicine: Public Health	Towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention		
10	2.1 USA: Depression	Unemployment; farmers; businessmen; Hoover's responses and unpopularity; Roosevelt's election as president		
11	2.2 CW: Military Rivalries	The arms race; membership and purposes of NATO and the Warsaw Pact; the space race, including Sputnik, ICBMs, Polaris, Gagarin, Apollo		
12	2.1 Medicine: Renaissance	Challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Paré, William Harvey; opposition to change		Y11 Trial Exams
13	2.2 USA: New Deal	Successes and limitations including opposition towards the New Deal from Supreme Court, Republicans and Radical politicians; Roosevelt's contribution as president; popular culture		
		Hungary, the protest movement and the reforms of Nagy; Soviet fears, how		

PUPIL CENTRED, POSITIVE AND PROFESSIONAL

ONLINE RESOURCES – VIDEOS ON LEARNING



PUPIL CENTRED, POSITIVE AND PROFESSIONAL

ONLINE RESOURCES– STUDY PLANNERS



Day Planner: Spring half term break 18th – 26th February (1 session is around 30-40 mins)

	English 6 sessions	Maths 6 sessions	Science 6 sessions	Option 1 4 sessions	Option 2 4 sessions	Option 3 4 sessions	Option 4 4 sessions
Saturday 18 th February							
Sunday 19 th February							
Monday 20 th February							
Tuesday 21 st February							
Wednesday 22 nd February							
Thursday 23 rd February							
Friday 24 th February							
Saturday 25 th February							
Sunday 26 th February							





Tuesday – Maths and Science

Wednesday – English

Thursday – History and Geography

Friday – PE/Sports studies and Biology

Monday – Wednesday on rotation –
creatives

Targeted days – French

TRIAL EXAMS IN NOVEMBER



FINAL Trial Exams – November 2023

	9.00 – 10.45 9.00 Start	break	11.05 – 12.45 (11.15 start)	lunch	13.25-15.05 (13.25 start)
Monday 20 November	Y11 English Language 1hr 45				Y11 Maths 90min
Tuesday 21 November	Y11 Biology 75/105		Y11 French Writing 60/75m		P16 CTEC H&SC unit 7 90 mins Y10/11 CNat H&SC 60 mins
Wednesday 22 November	Y11 Chemistry 75/105		Y11 Geography 75m Y10 Statistics 90m		
Thursday 23 November	Y11 Physics 75/105		Food 90 m Computer science* 90m (2 clashes)		(Computer Science x 2 clash students)
Friday 24 November	Y11 English Lit 1hr 45				TBC: Year 7 LCKC 70m

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Monday 27 November	Y11 History 2h Y11 French L/R (1st group)				Y11 French L/R (2nd group) P16 Biology 90m
Tuesday 28 November	Design 2 h P16 Eng Lit 2.5h P16 Maths 90m				TBC: Year 9 LCKC 70m
Wednesday 29 November	P16 Sociology 2h P16 Chemistry 2h				TBC: Year 8 LCKC 70m
Thursday 30 November	P16 Psychology 2h P16 Physics* 90m (1 clash)				(P16 Physics x 1 clash student)
Friday 1 December	INSET DAY				

Monday 4 December	CTEC H&SC unit 4 2h				
Tuesday 5 December	Art & Textiles – all day				

PUPIL CENTRED, POSITIVE AND PROFESSIONAL



Research shows that independent study is most effective when the conditions represent an 'exam' environment.

- Sit at a desk.
- Avoid distractions: NO PHONES/ MUSIC.
- Work in a quiet space.

Our library is open every day for silent revision/study/reading

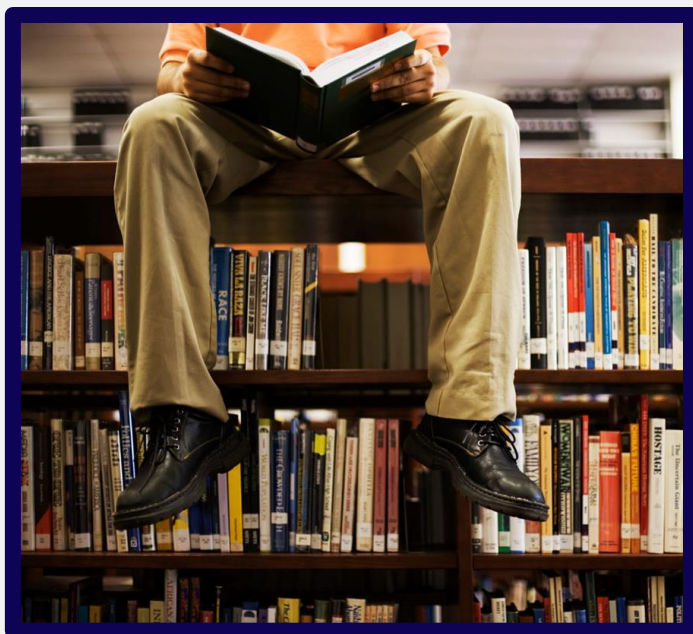
ACTIVE, NOT PASSIVE



Retrieval/revising should be ACTIVE not passive



Highlighting



Re reading texts

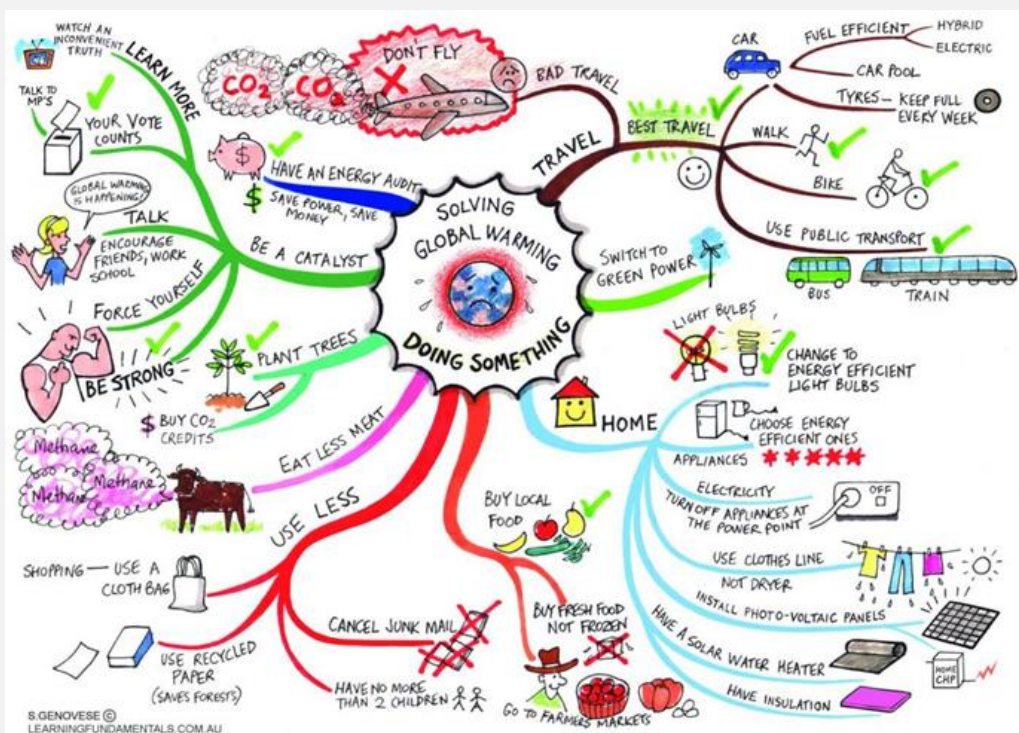


To revise all elements of GCSE English Lang+Lit

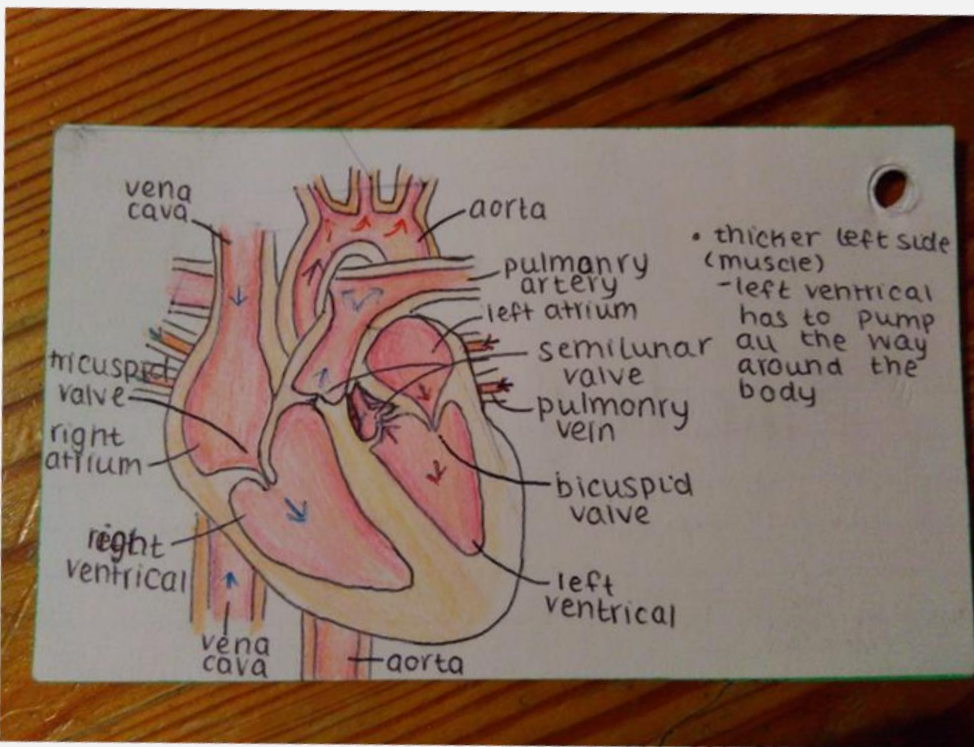
Interleaved Revision Quiz 1 – 20 marks

Macbeth	1. Who becomes King at the end of the play? (1)
J+Hyde	2. What is the name of the character Hyde murders? (1)
AlCalls	3. Which character got Eva pregnant? (1)
Poetry	4. Which is the only poem written by a serving soldier? (1)
Lang P1	5. List how many marks the 5 questions are worth. (5)
Macbeth	6. Give a quotation you could use for Macbeth AND ambition. (1)
J+Hyde	7. What language technique is used in "hissing" "savage" "snarled"? (1)
AlCalls	8. Give 2 quotations which you could use for Sheila AND gender. (2)
Poetry	9. Which poem contains "mind-forged manacles" + what method is it? (2)
Lang P2	10. List how many marks the 5 questions are worth. (5)

Complete
QUIZZES



Create MIND MAPS



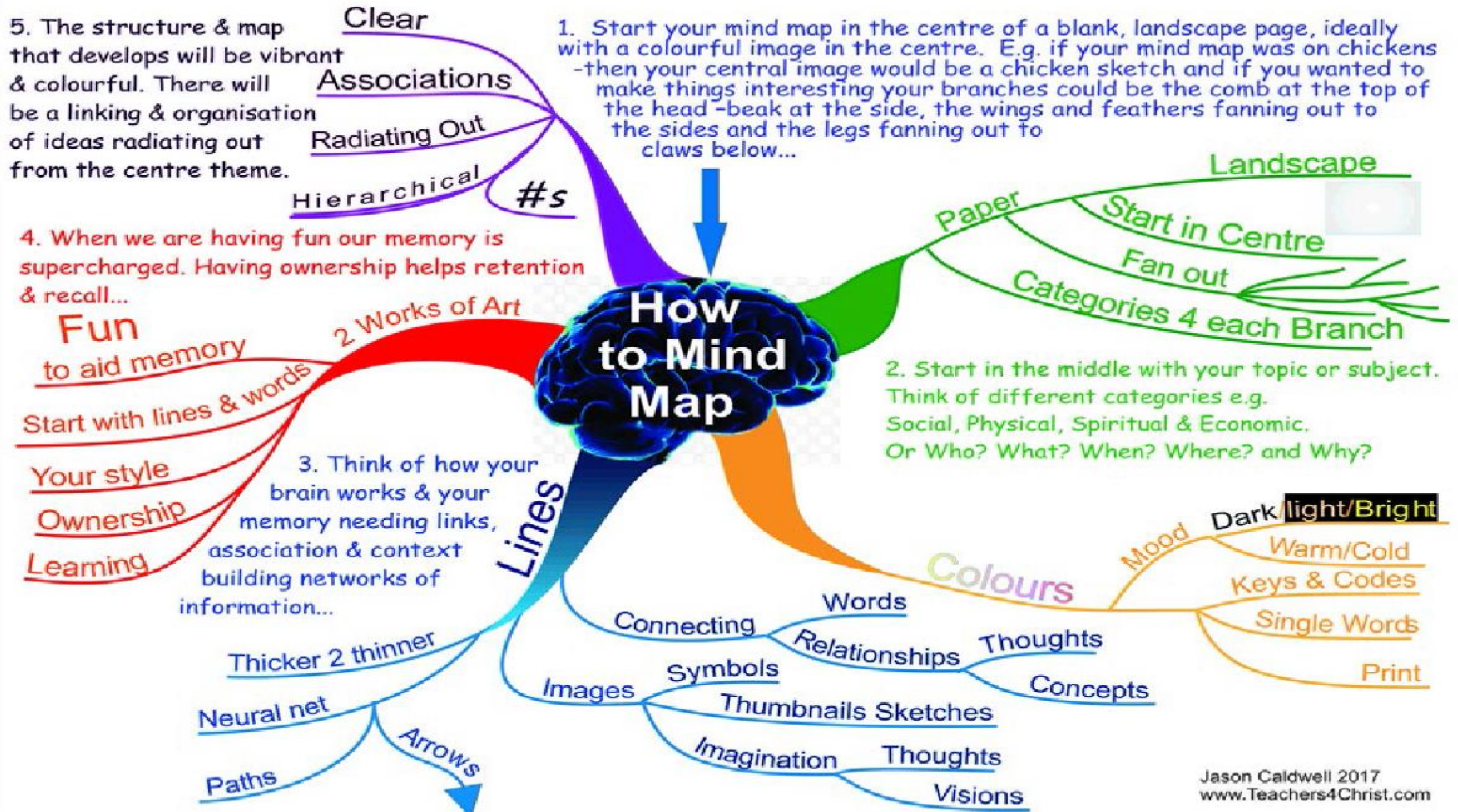
Flashcards



ACTIVE REVISION - MIND MAPS



Mind Mapping is a process that involves a combination of text, images, colour and visual-spatial arrangement.



ACTIVE REVISION - TIME LINES

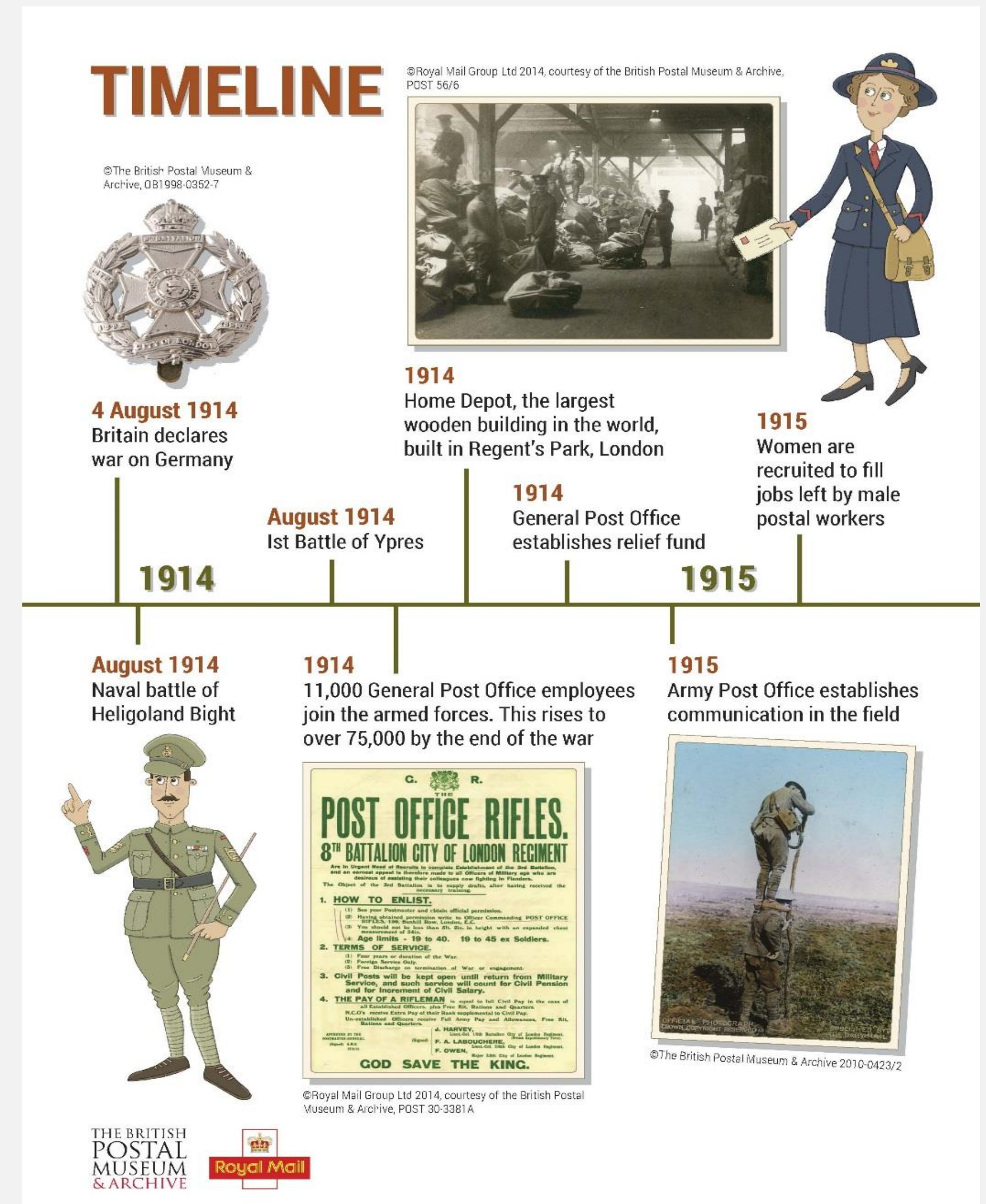


Timelines are useful when the order of specific knowledge is important.

They can be used to help remember the chronological order of events.

This could be the key events of a particular time period, or could be the events (plot) of a play or book.

Like a mind map it can help if students use colour to categorise and use pictures/diagrams to help remember certain facts (dual coding).



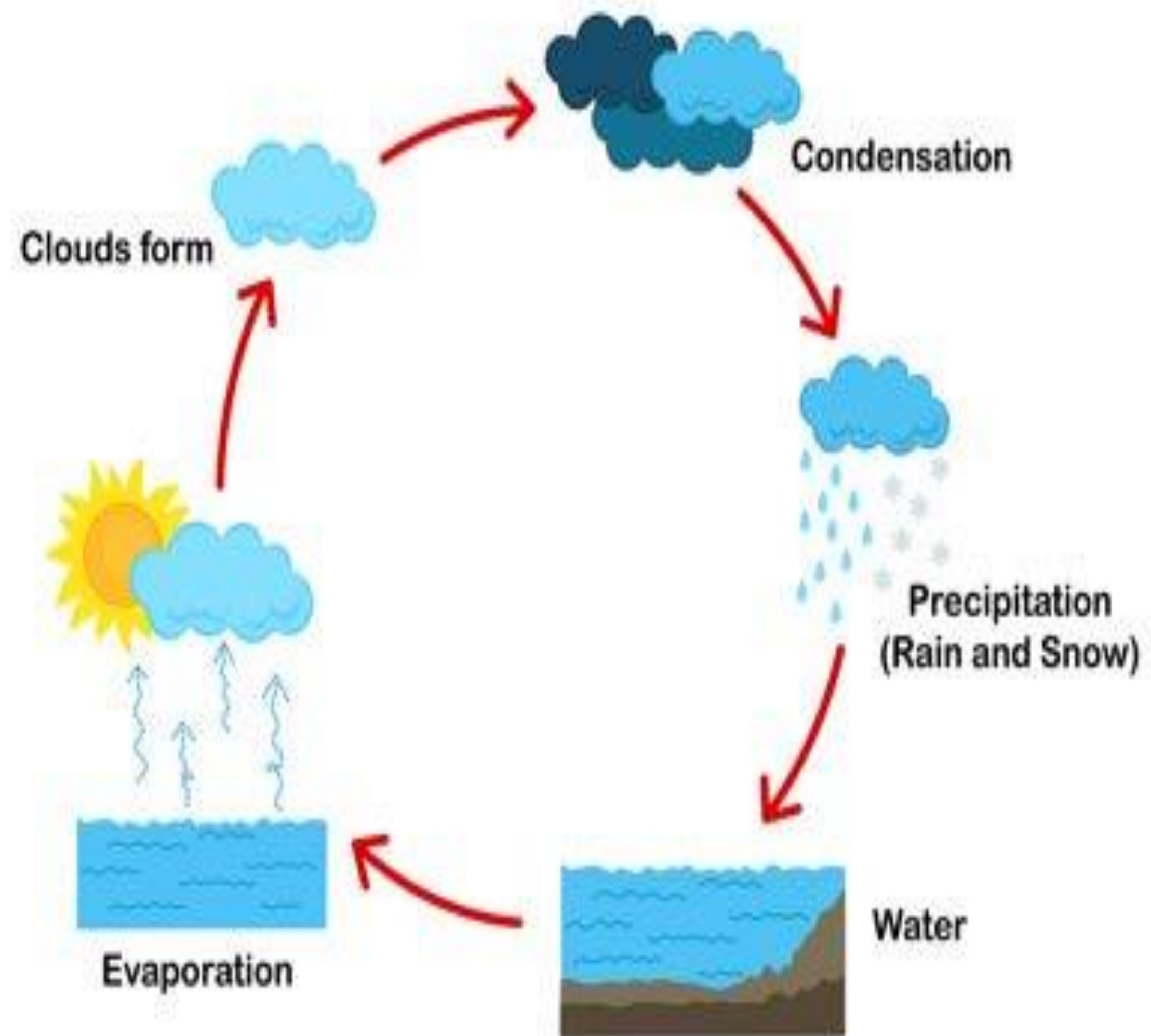
ACTIVE REVISION – DIAGRAMS



Diagrams can be an effective memory trigger.

Students should challenge themselves to condense key information on the knowledge organiser down to key words and diagrams.

Students should use colours and images to help make the information meaningful and memorable.



ACTIVE REVISION – FLASH CARDS

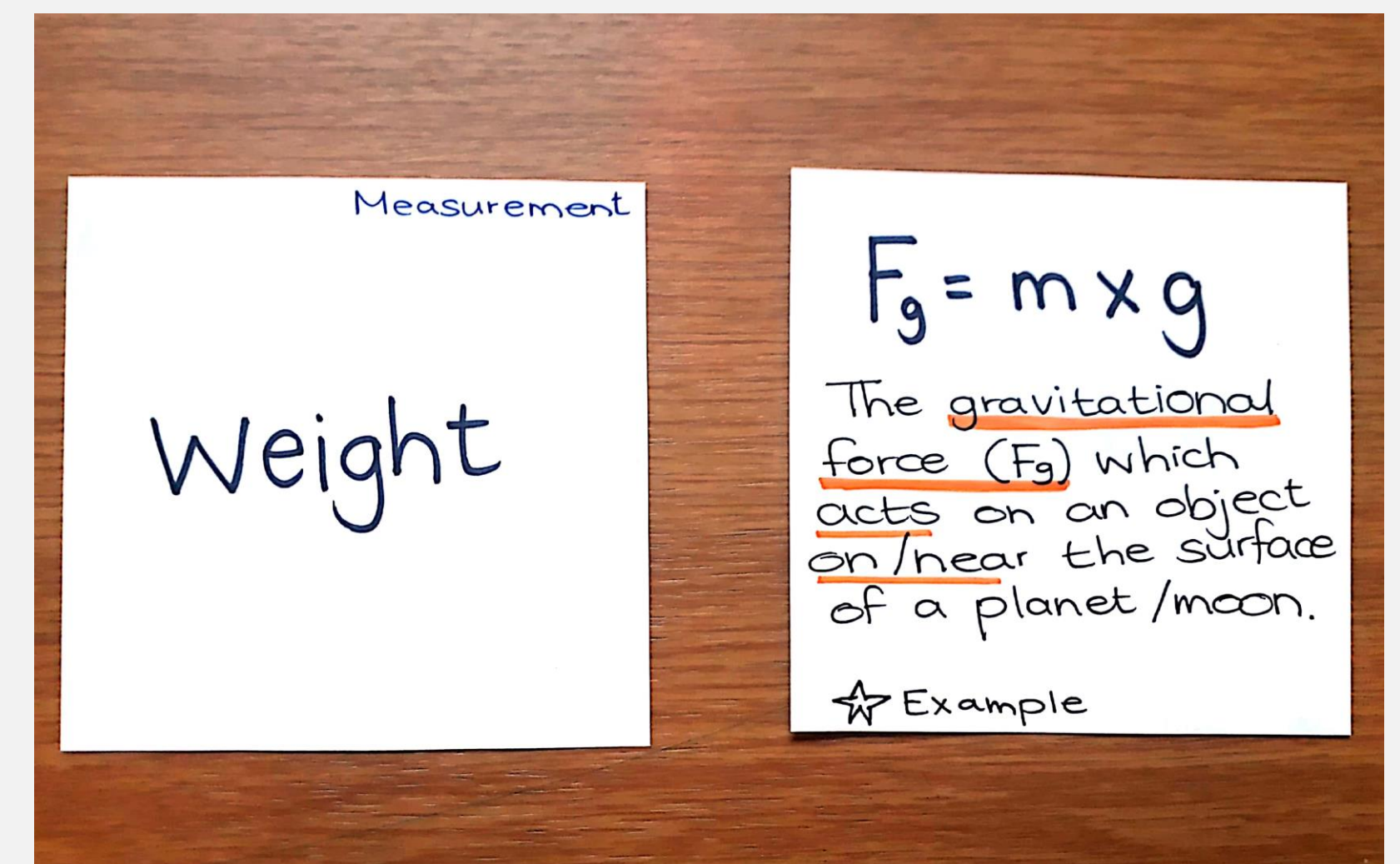
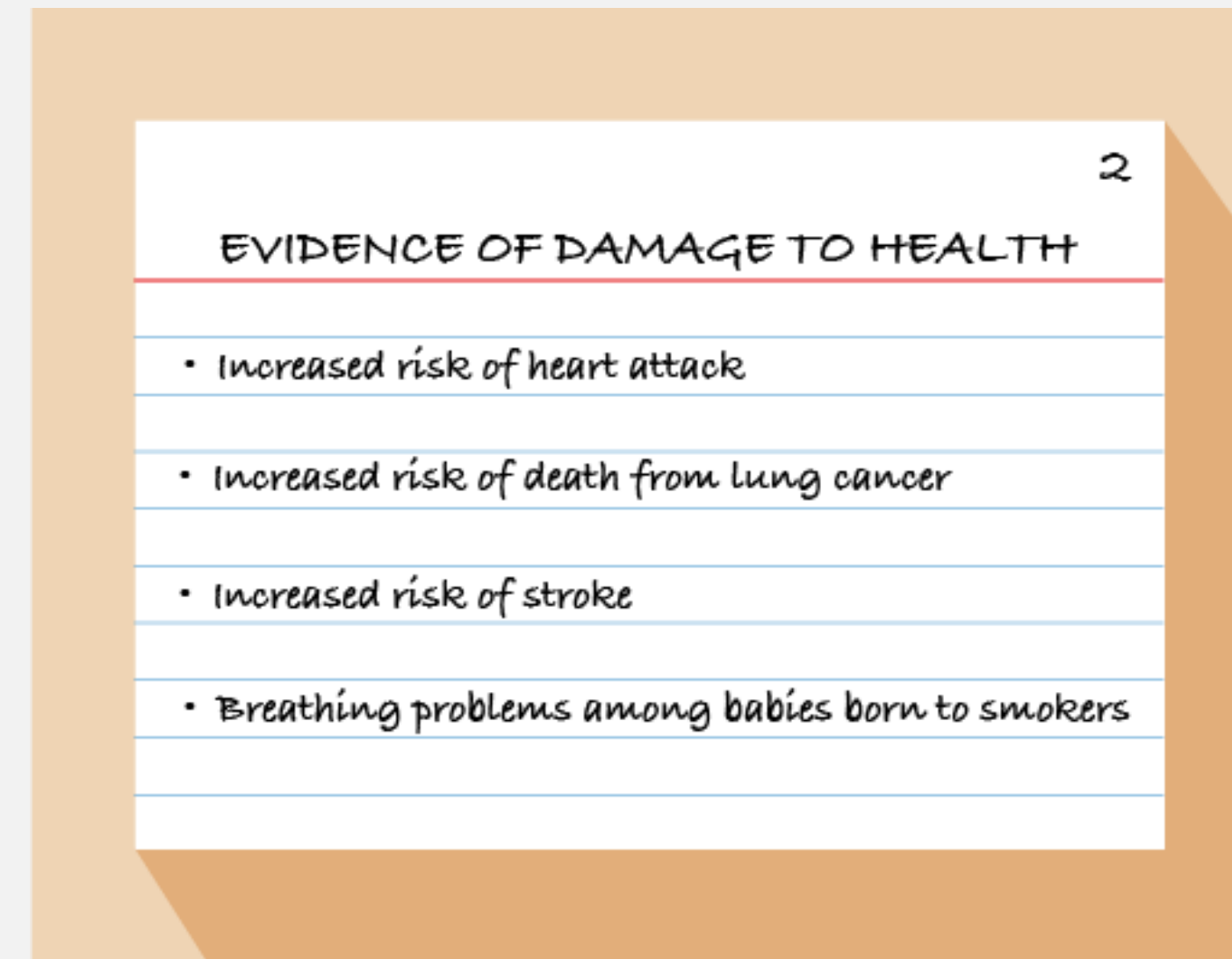


Flash cards help to separate large chunks of information into smaller, more manageable sections.

These help students to identify the **most important information** to be learnt and retrieved.

Flash cards should have **limited information** on them – several bullet points, one quote, one key fact – they shouldn't be paragraphs of writing.

Creating question and answer cue cards can be really effective for revision.

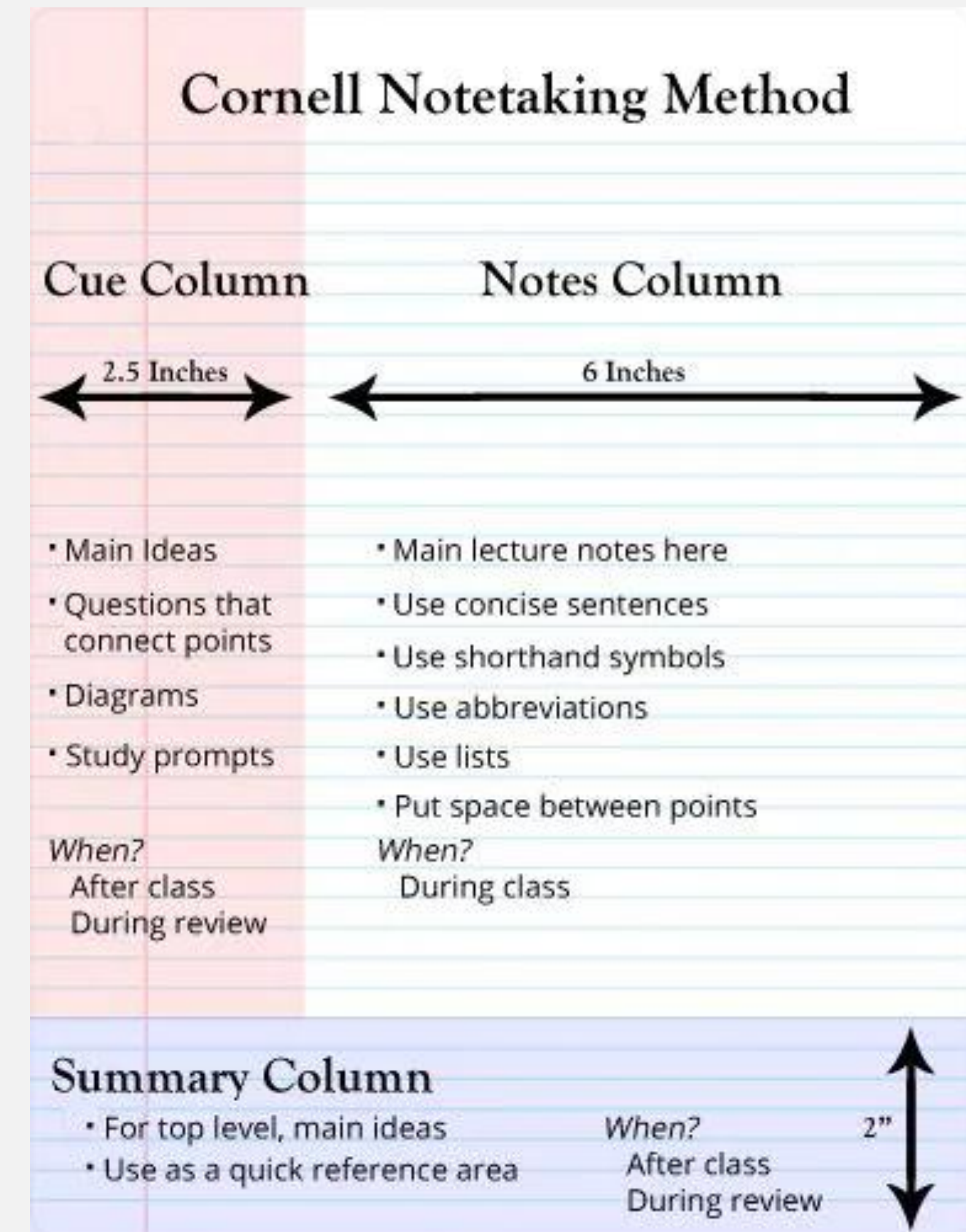


ACTIVE REVISION – CORNELL NOTES



Cornell Notetaking is a way of **actively** reading and **revising** your previous notes (as opposed to just passively re-reading them!)

- 1) **Re-read** original notes – **highlight** key ideas
- 2) **In the margin, react** to this information – **draw** a quick diagram; ask yourself a **question**; **bullet point** main ideas.
- 3) At the end of each section, **write a summary** of the key ideas.





- ✓ Ensure your child has a **quiet space** in the house dedicated to independent study - away from all distractions.
- ✓ Ensure that they're **actively, not passively revising!** They should be creating questions, diagrams, mind-maps, timelines and cue cards from the information.
- ✓ **Remember: simply re-reading** texts or their written notes **won't help** in the exam!



SUBJECT SPECIFIC ADVICE - FRENCH – MISS WILKINSON

SUMMARY FOR GCSE FRENCH



Topics:

- 3 Themes each divided into several topics and sub topics – all must be prepared for

Skills:

- Listening, Speaking, Reading, Writing

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

Exams:

- Each skill is examined separately although the Listening and Reading exams are always back to back in the same sitting. Each exam can cover any/all of the topics studied
- Speaking is much earlier than all other exams – likely to be late April
- Exams are tiered (Foundation 1-5, Higher 4-9)

<https://filestore.aqa.org.uk/resources/french/specifications/AQA-8658-SP-2016.PDF> Further info can be found here in the specification. Pages 11-12 list the topics, pages 23-85 list vocabulary. Exam information can also be found within this document.

PREPARATION AND REVISION FOR GCSE FRENCH



Fundamentals for a grade 5:

- Be familiar with and able to use a **wide range of vocabulary** covering all the themes including **high frequency words** which appear across all topics
- Be able to listen to/read and **understand a range of texts**
- Be able to **express opinions with reasons**
- Be able to speak and write using **3 tenses** (past/present/future or other combination)

Aiming for grades 6-9:

- In addition to the items above, be able to use a broad range of **complex grammar structures** within speaking/writing
- Be able to tackle **more challenging listening/reading texts**

Steps to take for revision:

- Learn and revise as much vocabulary as possible using previous classwork, Kerboodle or any other GCSE revision resource
- Prepare for the speaking exam thoroughly as this will also double up as writing exam revision (ensure all questions are complete within the yellow booklet and answers are practised)
- Learn as many set phrases as possible in a range of tenses (past/present/future) as well as high frequency words such as connectives, time phrases and so on
- For Higher tier: do the same for more complex grammar points such as superlative, comparative, subjunctive etc



GEOGRAPHY - MR WELLS



SUMMARY FOR GCSE GEOGRAPHY



Units:

- Urban Futures, Dynamic Development, UK 21st Century, Resource Reliance
- Distinctive Landscapes, Changing Climate, Sustaining Ecosystems, Global Hazards

Exams:

- Paper 1 – Our Natural World (Physical)
- Paper 2 – People & Society (Human)
- Paper 3 – Geographical Exploration

Revision Focus:

- 6 mark questions
- Case Studies – Place Specific Detail

Revision Resources can be found under the 'Cedars Geography Revision' section:
<https://vle.lionhearttrust.org.uk/course/view.php?id=143#section-28>

- Knowledge Organisers
- Practice exam style questions and mark schemes
- Unit Summary PowerPoints for all units which include key knowledge you need to understand
- A copy of the GCSE Textbook
- Quick quizzes

<https://www.ocr.org.uk/Images/207307-specification-accredited-gcse-geography-b-j384.pdf> - OCR B Geography Specification.

<https://www.ocr.org.uk/qualifications/gcse/geography-b-geography-for-enquiring-minds-j384-from-2016/assessment/> - Past Papers & Mark Schemes



MATHS – MISS STANGER



MATHS REVISION – COMPLETE MATHS



All pupils have been given access to Complete Maths www.completemaths.com

Pupils work on personal targets so the more they do, the more progress they are able to make.

All pupils should be completing 2 “goals” per week for homework as a minimum, but we are encouraging pupils to make as much use of this as they can.

The site also includes “memory boosts” to help with retrieval of the skills they have worked on.

<https://tutor.completemaths.com/>

Parents can create a free account which enables you to view how much work is being completed.

MATHS REVISION – COMPLETE MATHS



Pupil A – 103 goals completed this year – y10 test grade 7 – year 11 test grade 8

Pupil B – 36 goals completed this year – y10 test (just a) grade 3 – year 11 test grade (high) 3

Pupil C – 30 goals completed – y10 test grade 8 – year 11 test grade 8 (3 marks off a 9)

Pupil D – 28 goals completed – y10 test grade 1 – year 11 test grade 2

Pupil E – 27 goals completed – y10 test grade 6 – year 11 test grade 7



**ENGLISH -
MR ROWE**





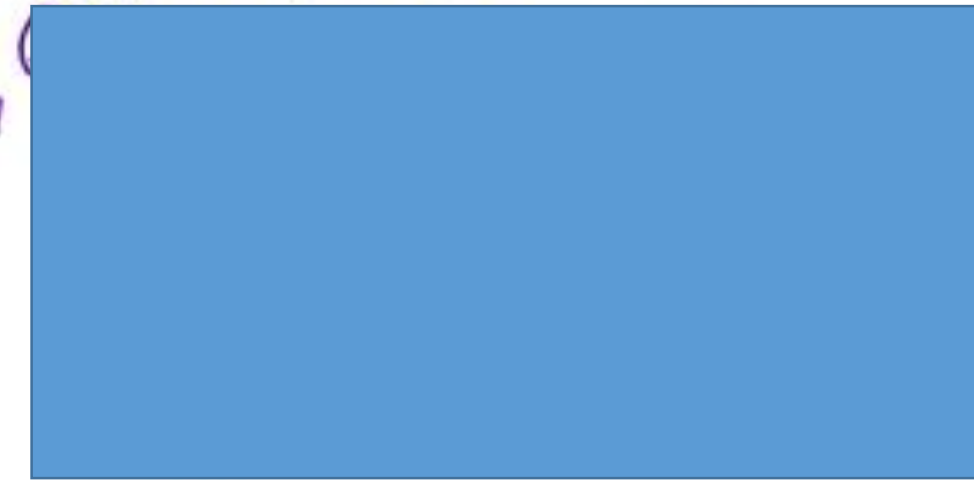
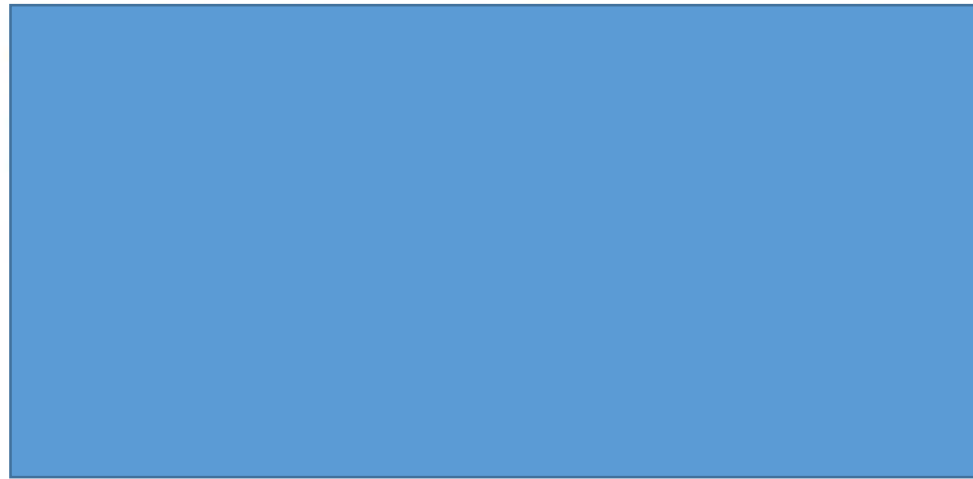
- Key texts:
 - Macbeth
 - A Christmas Carol
 - An Inspector Calls
- 15 poems – Power and Conflict

- For each text:
 1. Memorise plot:
 - Text timelines
 2. Learn Killer Quotes:
 - Short and easy to remember
 - Contain powerful language
 - Cover most themes so can be used in virtually any exam question
 - See example
 3. Character profiles:
 - Show how the character changes over the course of the text

AN EXAMPLE

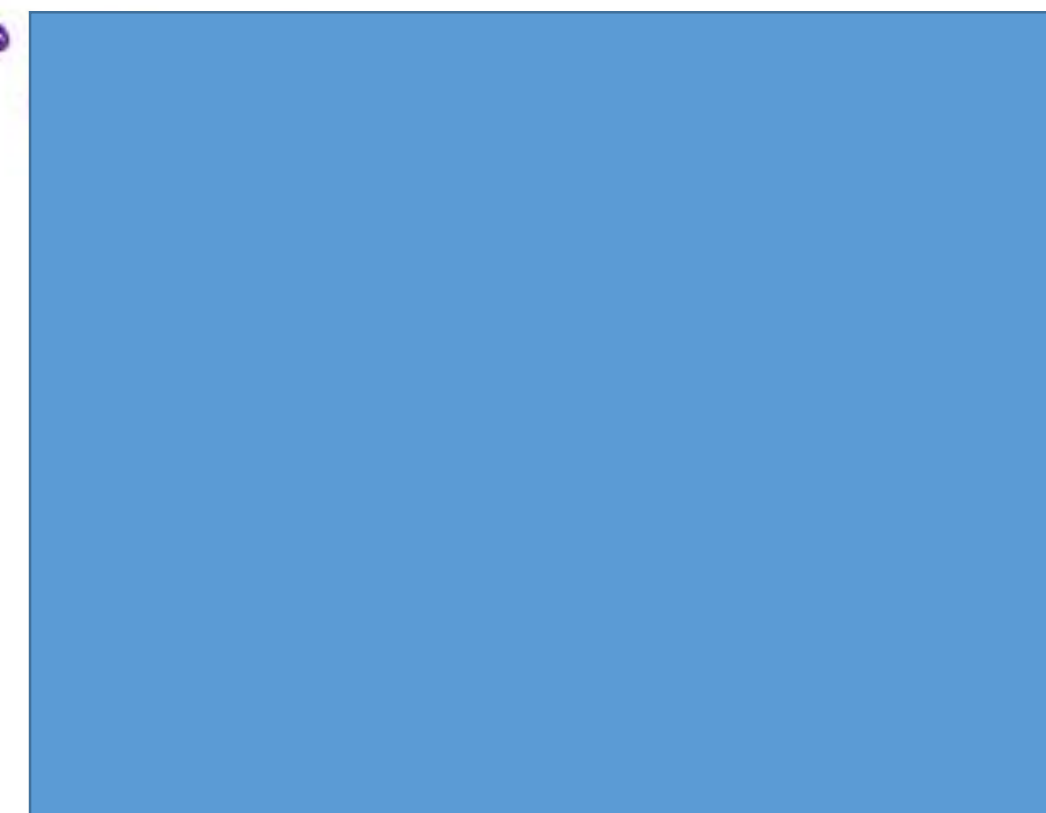
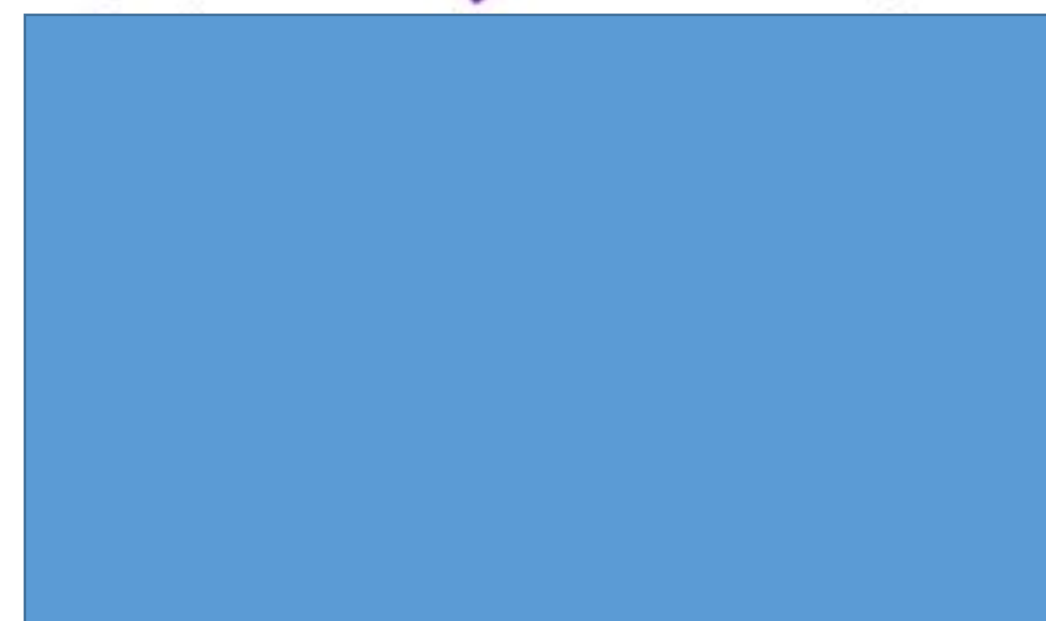
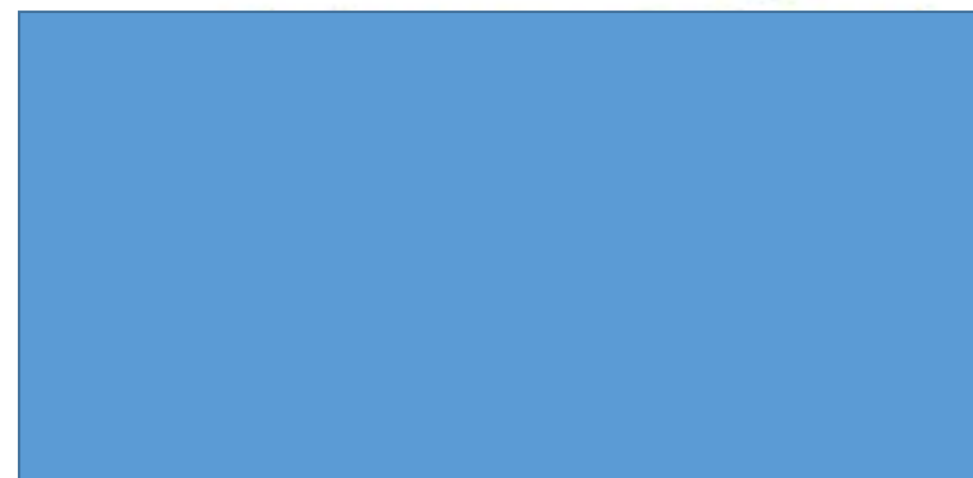


Today's killer quote:



'Look like the innocent flower

but be the serpent under it'



POWER AND CONFLICT POETRY



- Complete the 1 sheet revision resources – 1 for each poem

POWER CONFLICT

ONE SHEET REVISION

'Ozymandias' by Percy Bysshe Shelley

Summarise what the poem is about in full sentences:

Annotate the poem with points you can remember from your initial study:

I met a traveller from an antique land,
Who said—"Two vast and trunkless legs of stone
Stand in the desert. . . . Near them, on the sand,
Half sunk a shattered visage lies, whose frown,
And wrinkled lip, and sneer of cold command,
Tell that its sculptor well those passions read
Which yet survive, stamped on these lifeless things,
The hand that mocked them, and the heart that fed;
And on the pedestal, these words appear:
My name is Ozymandias, King of Kings;
Look on my Works, ye Mighty, and despair!
Nothing beside remains. Round the decay
Of that colossal Wreck, boundless and bare
The lone and level sands stretch far away."

Complete the following questions:

- 1) Percy Bysshe Shelley is known as a Romantic poet. What does this mean?
- 2) 'Ozy' comes from the Greek 'ozium' which means either 'to breathe' or 'air'. 'Mandias' comes from the Greek 'mandate' which means 'to rule'. How can we relate this information to what Shelley is saying in the poem?
- 3) Why do you think Shelley picks a statue as a metaphor for power?

Complete each analytical verb with a different idea:

Percy Bysshe Shelley may have written the poem:

to criticise

to teach

to warn

to reveal the importance of

to celebrate

ONE SHEET REVISION

Use the following quotations by answering the questions for each:

What does the line mean?

What does the line suggest?

How has Shelley used language to present power in 'Ozymandias'?

'sneer of cold command'

'My name is Ozymandias, King of Kings'

'Nothing beside remains'

'Round the decay of that colossal wreck, boundless and bare'

How has Percy Bysshe Shelley presented power in 'Ozymandias'?

in full sentences.

SUMMARY FOR GCSE ENGLISH LANGUAGE



- Best practice is past papers
- Readily available online or via the W drive (student shared)
- W:\English Language past papers



Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE ENGLISH LANGUAGE

Paper 2 Writers' viewpoints and perspectives

Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:

- **Source A** and **Source B** – provided as a separate insert.

Instructions

- Answer **all** questions.
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- You must answer the questions in the spaces provided.
- Do not write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- 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.

Information

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
TOTAL	



**SCIENCE -
MISS VARIA**



SUMMARY FOR GCSE SCIENCE



Exams overview:

Split over 2 papers (each pupils will sit 6 exams for Science; 2 biology, 2 chemistry and 2 physics)

- **Paper 1 topics:**

Biology – cells, organisation, infection and response, bioenergetics

Chemistry – atomic structure/periodic table, structure and bonding, quantitative chemistry, energy changes

Physics – energy, electricity, particle model and atomic structure/radioactivity

All topics for paper 1 were completed by end of year 10

- **Paper 2 topics:**

Biology - homeostasis & response, inheritance, variation & evolution, ecology

Chemistry - the rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere, using resources

Physics - forces, waves, magnetism and electromagnetism, space physics (triple physics only)

Exams:

- Knowledge, practical application, data analysis and evaluation skills all tested through the exams.
- Exams are tiered (Foundation 1-5, Higher 4-9); pupils need to gain a grade 6 or above in trials to sit the higher tier paper. Movement out of single/triple science is also considered if a pupil is failing to meet the expected grade.

REVISION SUPPORT FOR GCSE SCIENCE



Past papers – direct from AQA

<https://www.aqa.org.uk/find-past-papers-and-mark-schemes>
(filter for bio/chem/phys for triple and trilogy for double).

Monitored homework – set by teacher

Layouts and 10 questions set allow pupils to retrieve knowledge from year 9-11.

KayScience – all pupils have a school-bought account; work set from end of year 10 so pupils could revise over the summer.

Revision app with videos/quiz questions; all pupils should use the app for 6 x 20 mins a week

BBC Bitesize/Carousel learning/Seneca/Cognito – free apps with lots of quizzes.

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POSITIVE HEALTH AND WELL-BEING – MS SEDGLEY



SELF - CARE TO MINIMISE STRESS

Plan and manage revision-
Revision planner – Get
revising

	This week	20th - 26th April						Week	Month
See earlier	Mon 20th	Tue 21st	Wed 22nd	Thu 23rd	Fri 24th	Sat 25th	Sun 26th		
09:00 - 10:00	GCSE Law	AS Mathematics	AS Psychology	AS Biology	AS Psychology	Lie in	Lie in		
10:00 - 11:00	AS Mathematics			add activity	add activity	Badminton	AS Psychology		
11:00 - 12:00	AS English Literature (AQA)	Free time	AS Biology	GCSE Law	AS English Literature		add activity		
12:00 - 13:00	AS Mathematics (Edexcel)	add activity	add activity	AS English Literature (AQA)	add activity	AS Biology	AS Mathematics (Edexcel)		
13:00 - 14:00	Extra Maths revision	AS English Literature	add activity	AS Biology	Lunch with Izzy	AS Biology	add activity		
14:00 - 15:00	AS Biology	Free time	GCSE Law	AS Psychology	add activity	AS Psychology	add activity		
15:00 - 16:00				AS Mathematics	AS Biology	AS Psychology			
16:00 - 17:00	Individual help		AS Psychology	add activity	add activity	AS Mathematics (Edexcel)	Sarah's birthday		
17:00 - 18:00	add activity	add activity	add activity	add activity	add activity	GCSE Law			
18:00 - 19:00	Play rehearsal		GCSE Law	Play rehearsal					
	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner		

SELF -CARE TO MINIMISE STRESS



- Sleep
- Eat well
- Drink water
- Exercise
- Mindfulness
- Study with friends
- Reach out for support



- Teen Health <https://www.leicestershire.gov.uk/education-and-children/schools-colleges-and-academies/teen-health-11-19>
- Relate sessions in school
- Pastoral support
- Yoga



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**Education is the
passport to the future,
for tomorrow belongs
to those who prepare
for it today.**

Malcolm X

Thank you for your time.

Feel free to stay behind if
you have any additional
questions for us or the
Subject Leaders.