

# YEAR 11

# EFFORT = ACHIEVEMENT

## YEARS 7-11 EFFORT DATA TARGETS AND PERFORMANCE DATA

	EFFORT 1-2	EFFORT 2-3
YEAR 7	139 (92%)	12 (8%)
YEAR 8	149 (83%)	30 (17%)
YEAR 9	137 (79%)	37 (21%)
YEAR 10	140 (81%)	33 (19%)
YEAR 11	141 (81%)	33 (19%)

# YEAR 11

## ARRANGEMENTS FOR PPEs

- All morning PPEs **START at 9.00**. You must be **in school for 8.45**. If you are late to an exam, you will not get the time you miss added to the end of the exam. Any lateness or non-attendance to exams will be followed up immediately with a phone call home.
- Seating plans will be in up in advance of the exam each day. Seating plans will be different for each exam (even the ones that everyone does) so make sure you carefully check them **EVERY DAY**. **Seating plans will be displayed on two display boards – one in the canteen (lift side) and the other outside of the Conference Hall. Check the downstairs board when you arrive to school.**
- If you do not have a morning exam, you must be **IN SCHOOL** and attending normal lessons. You will be registered in the normal way and non attendance to these lessons will be followed up in the normal way. You will also return to lessons after morning exams.
- Afternoon exams **BEGIN AT 1.40**. You must be outside the Conference Hall at **1.35 at the latest**. If you are late to an exam, you will not get the time you miss added to the end of the exam. Any lateness or non-attendance to exams will be followed up immediately with a phone call home.

# YEAR 11

## ARRANGEMENTS FOR PPEs

- If you do not have an exam in the afternoon, you will have independent study time. Some of you will be required to stay in school for this. We will speak to you individually about this if this is the case.
- Make sure you have the correct equipment for all your exams.
- Limited spaces will be available in the Library and Careers Hub – **these will be bookable spaces only**. I will give you some more information about this by the end of the week.
- You will receive your PPE timetable in the next two days. You will also receive a plastic folder with dividers and generic resources for revision. You should also keep any revision booklets and your revision timetable in these folders.
- If you have any worries, concerns or questions about the PPEs, please come and speak to me.

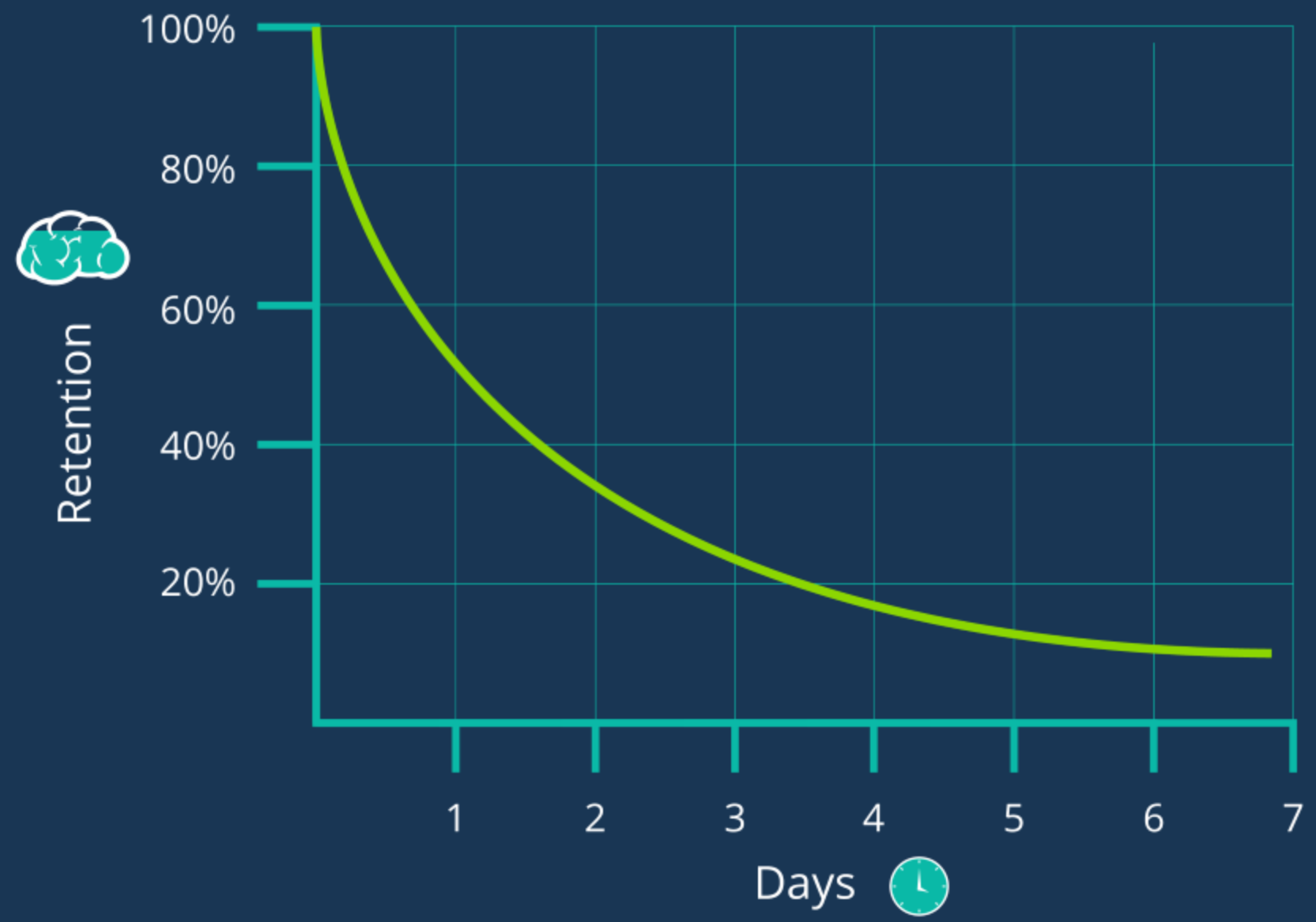
**How many of these strategies have you used?**

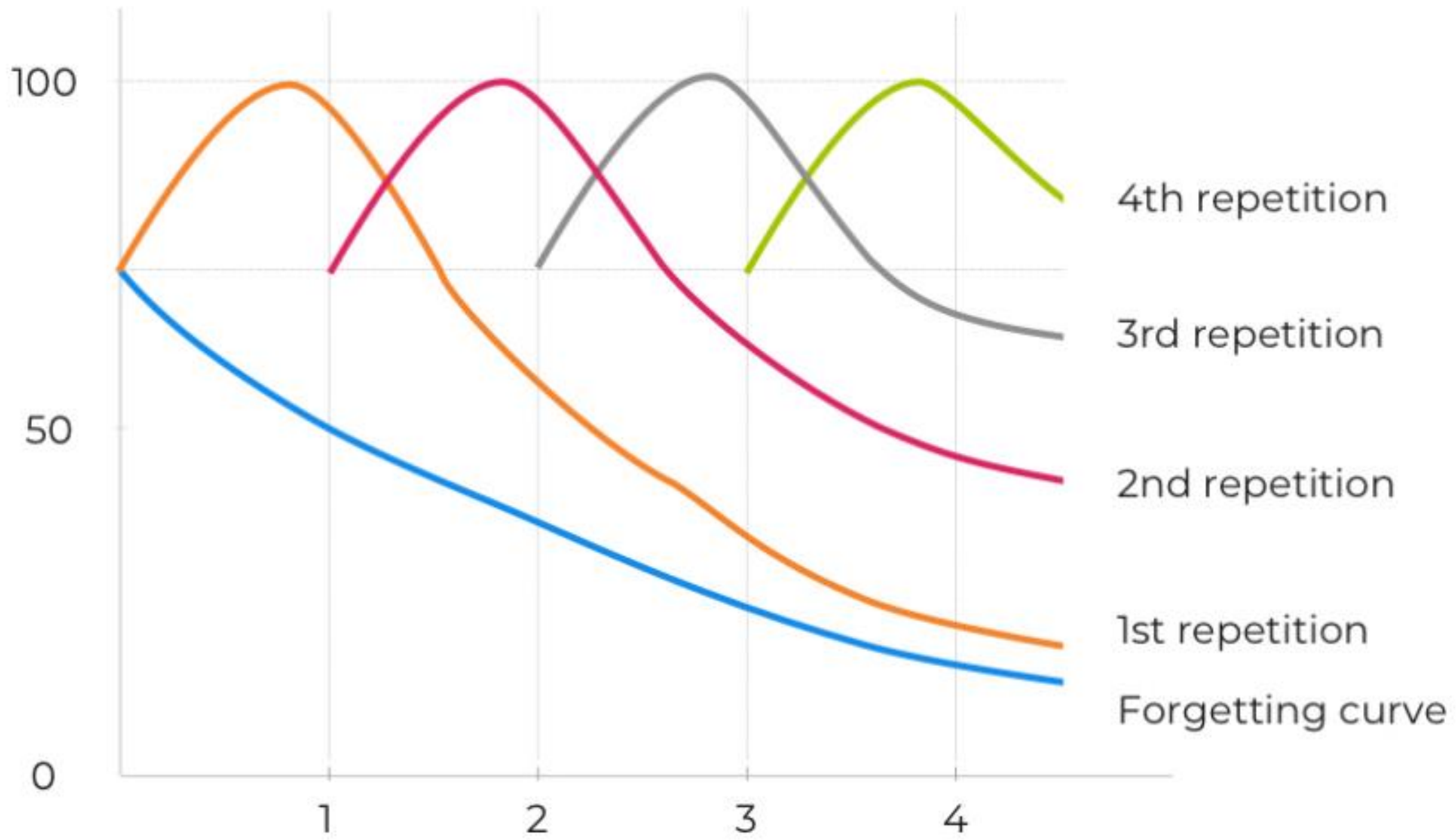
**How effective do you think they are?**

- I read through my book / revision guide.
- I copy what I read on to another piece of paper.
- I don't need to revise because I already know it.



# THE FORGETTING CURVE





# THE POMODORO TECHNIQUE



**STEP 1**  
CHOOSE THE TASK



**STEP 2**  
SET A TIMER FOR  
20 MINUTES



**STEP 3**  
WORK ON THE  
TASK UNTIL TIMER  
BEEPS



**STEP 4**  
TAKE A SHORT  
BREAK OF 3-5 MIN



**STEP 5**  
REPEAT THE CYCLE 4 TIMES  
TAKE A LONGER BREAK AFTER 4 SESSIONS

## Why might this help me to revise?

- Avoid procrastination. By breaking tasks down into smaller chunks, it is way less intimidating to get started.
- Avoid distractions – whilst the timer is on, no social media etc is allowed!
- Clear process and steps to achieving your revision goals.

## The Cornell notes method

- Useful for organising your thinking when making revision notes.
- Colour coded to make it easy to find the relevant answer when returning to your notes.
- Built in summary to return to and consolidate learning.

Question/Focus <b>What is the best way to revise?</b>	
Notes - It is clear that the students who revise most effectively, go on to achieve much better results in their final exams.	Questions/cues: Why? What? How? When?
Summary	



Theme/topic Cheese

Main idea 1: Types

Main idea 2: Production

Main idea 3: Flavour

Main idea 4: Sale

French

Italian

English

Brie

Boursin

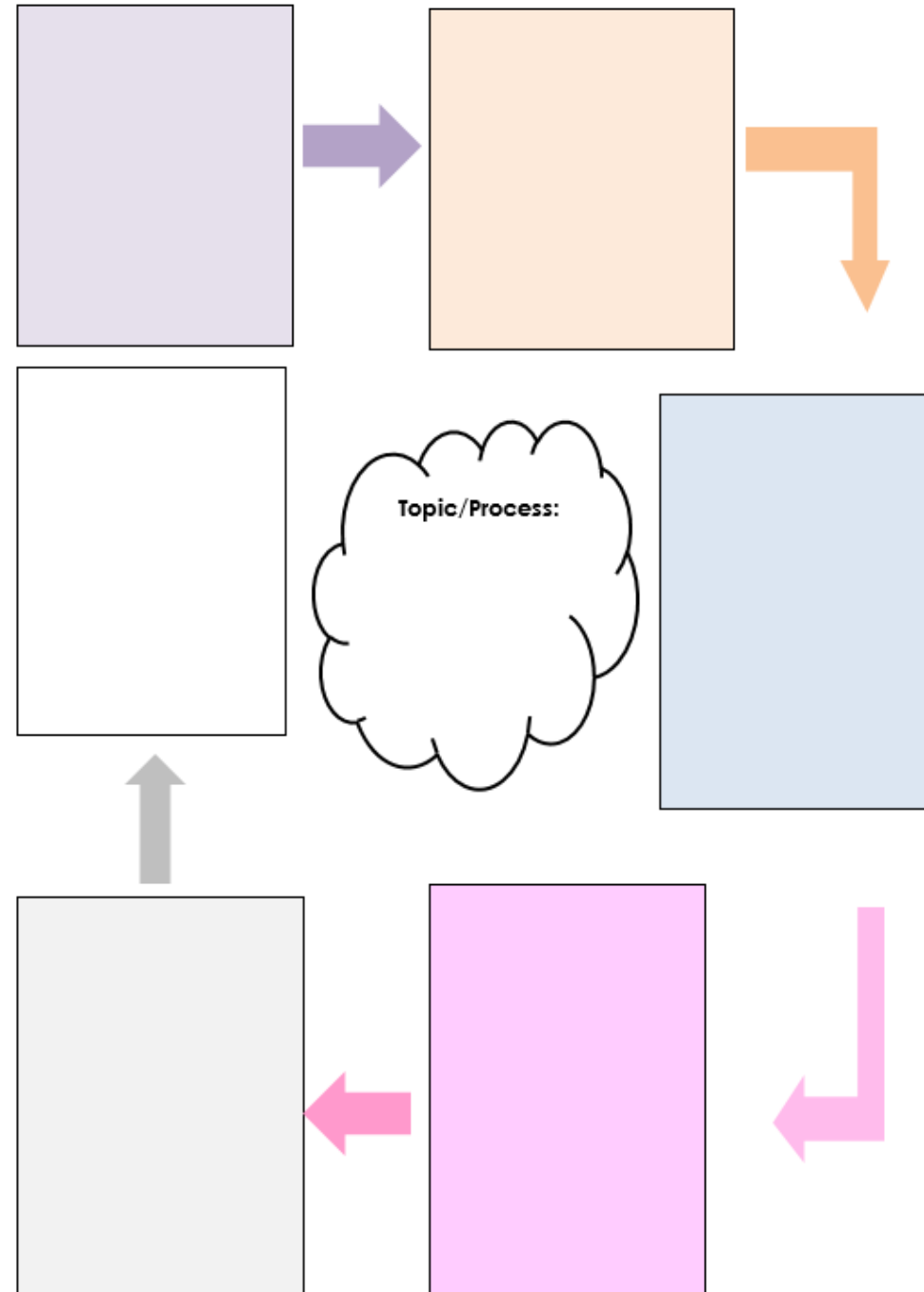
Camembert

## Processing.

Break down big ideas into in to smaller steps/stages.

### **Could be useful in:**

- Processes in science e.g. digestion
- Processes in Geography – e.g. weather
- Chronology in History
- Narrative in English.



Unit/Topic: \_\_\_\_\_

# Ranking

1. Make notes on each factor first.
2. Include key facts and words in the cloud for each factor.
3. Then rank the factors in terms of importance, and justify your decision.

**E.g. Reasons why the Americans lost the war in Vietnam.**

Notes:

1.

2.

3.

4.

5.

Key Facts, Dates, Words,



Number of Priority:

WHY?

WHY?

WHY?

WHY?

WHY?

# Quizzing

1. Break down a topic into quiz questions.
2. Write down the answers.
3. Fold the sheet in half and test yourself, or give it to someone else who can test you.
4. Repeat the quiz often in order to embed knowledge.

Name of Topic: \_\_\_\_\_

Read the text and come up with 12 questions to ask someone about the text.

	Question	Answer
1		
2		
3		
4		
5		
6		

## How to make a great set of flashcards:

### 1. Keep it simple!

On the front of the card, write a key term or question.

On the back of the card, answer that question or write the definition for the term. Don't try to fit too much on to one card.

### 2. Use colour!

Use colour to organise and categorise your cards.

e.g Blue cards = Biology

Yellow cards = Chemistry

### 3. Test yourself!

Try to guess the answer/definition on the front before checking the answer on the back. You should refer back to your flashcards many times, in short revision sessions.

