

# Year 11

2023- 24

**"THE BEST WAY TO PREDICT YOUR  
FUTURE IS TO CREATE IT."**

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*- Abraham Lincoln*

**Perseverance | Respect | Inclusivity | Determination | Excellence**

# Have P.R.I.D.E in your revision

P

Perseverance- Stick at it ! Its ok to make a mistake or get something wrong , keep moving forwards

R

Have Resect for yourself and others . Respect yourself enough to give it all you have got and allow others to do the same

I

Inclusivity – Help others and yourself . Support each other

D

Determination – You can achieve anything you want to achieve , if you work for it!

E

Excellence – Achieve the best you can , be the best you can

# Weston Favell Academy- Intervention Sessions

3PM -4:15PM EVERY DAY – These will be updated throughout the year.

P

R

I

D

E

Monday	Tuesday	Wednesday	Thursday	Fridays
Maths Grade 5 Grade 5 B2	Getting English grade 7+ CST A8	My Tutor – LBE Invites only	Science (all) aiming for grade 4-5 KDA E1	Higher Maths Grade 6-7 BOL B5
Maths- Grade 4 B6 AND B4 and B7	Getting English Grade 5+ - LHE A3		Biology DDA D7	
Year 11 Art and design- CW support AAJ C6	Getting English Grade 3-4 WHO A10		Science (all) aiming for grade 6-9 (10 and 11) JBA I E5	
Maths Homework Club B1	Getting English grade 2-3 – NDA A20		Child development- CW LTI IT2	
	English LIT Grade 6+ DWE A11		History -	
	English LIT Grade 4+ JKE A2		Geog-	
	English LIT Grade 2+ EPA A4			
	French Speaking support RCO B14			
	Grade 5 Maths NPA B10			

Rewards for attendance! – Prom points , Food , Vouchers , Prize draws ..... Not to mention better grades!!!!!!!

# What are my aims ?

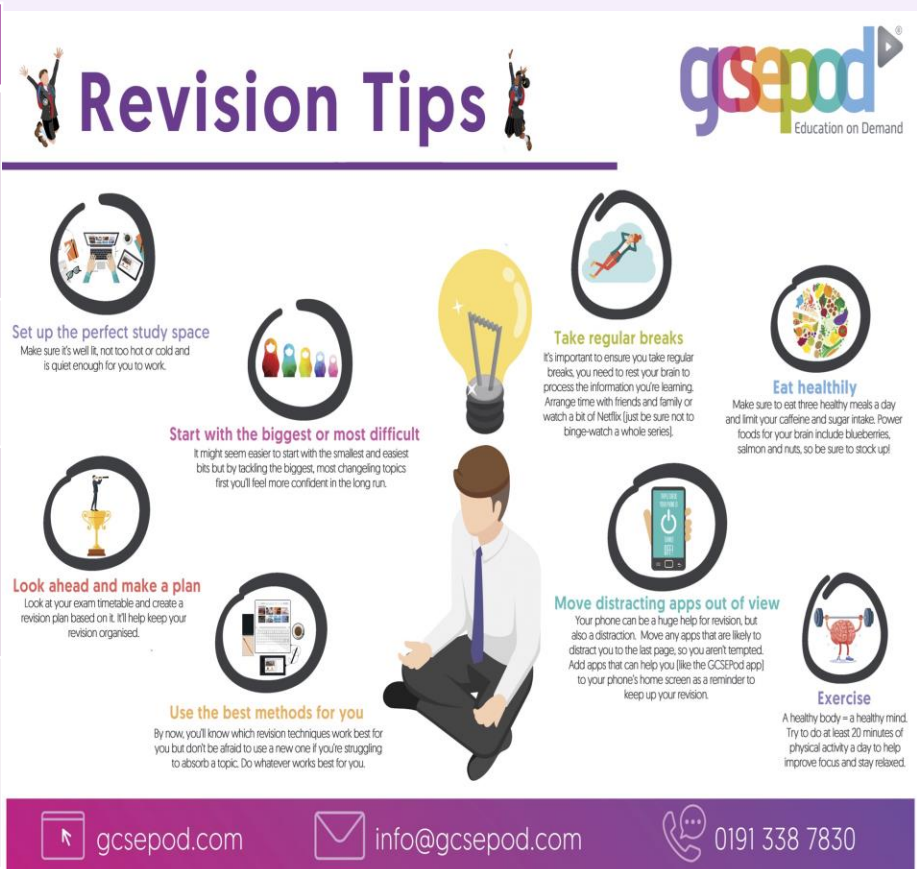
What do I want to achieve?	Who do I need to see for help?	What materials do I need?

# Revision tips

- 1.Start early. Starting your revision early means you can spread it out and avoid last-minute panic.
- 2.Find out the exam format.
- 3.Find a revision method that works for you.
- 4.Test yourself. ...
- 5.Teach someone else.
- 6.Space out your revision and take breaks.
- 7.Look after yourself.

## How do I revise? ( Check the revision help packs from steps to success)

Useful sites	
<a href="https://www.bbc.co.uk/bitesize/levels/z98jmp3">https://www.bbc.co.uk/bitesize/levels/z98jmp3</a>	
<a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a>	
<a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a>	
<a href="https://vle.mathswatch.co.uk/vle/">https://vle.mathswatch.co.uk/vle/</a>	

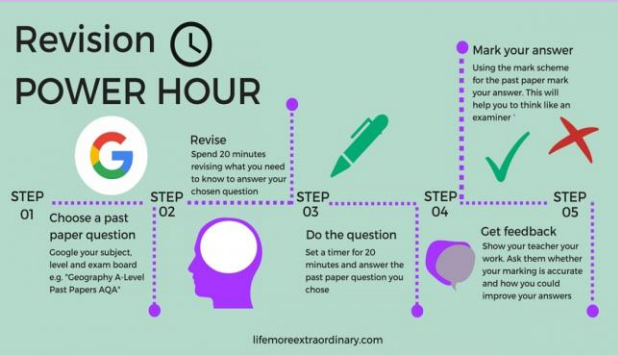


### Revision Tips

- Set up the perfect study space**  
Make sure it's well lit, not too hot or cold and is quiet enough for you to work.
- Take regular breaks**  
It's important to ensure you take regular breaks, you need to rest your brain to process the information you're learning. Arrange time with friends and family or watch a bit of Netflix (just be sure not to binge-watch a whole series).
- Eat healthily**  
Make sure to eat three healthy meals a day and limit your caffeine and sugar intake. Power foods for your brain include blueberries, salmon and nuts, so be sure to stock up!
- Start with the biggest or most difficult**  
It might seem easier to start with the smallest and easiest bits but by tackling the biggest, most challenging topics first you'll feel more confident in the long run.
- Look ahead and make a plan**  
Look at your exam timetable and create a revision plan based on it. It'll help keep your revision organised.
- Use the best methods for you**  
By now, you'll know which revision techniques work best for you but don't be afraid to use a new one if you're struggling to absorb a topic. Do whatever works best for you.
- Move distracting apps out of view**  
Your phone can be a huge help for revision, but also a distraction. Move any apps that are likely to distract you to the last page, so you aren't tempted. Add apps that can help you (like the GCSEPod app) to your phone's home screen as a reminder to keep up your revision.
- Exercise**  
A healthy body = a healthy mind. Try to do at least 20 minutes of physical activity a day to help improve focus and stay relaxed.

gcsepod.com   info@gcsepod.com   0191 338 7830

### Revision POWER HOUR



**STEP 01** Choose a past paper question  
Google your subject, level and exam board e.g. "Geography A-Level Past Papers AQA"

**STEP 02** Revise  
Spend 20 minutes revising what you need to know to answer your chosen question

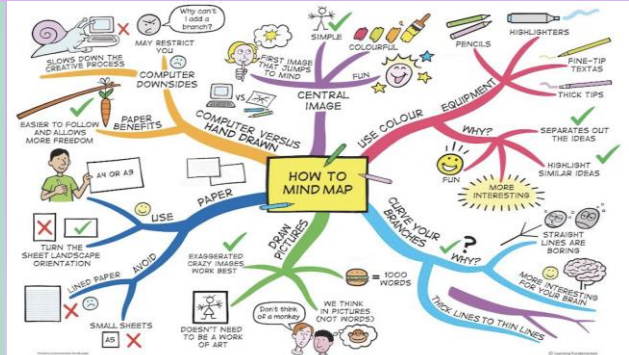
**STEP 03** Do the question  
Set a timer for 20 minutes and answer the past paper question you chose

**STEP 04** Get feedback  
Show your teacher your work. Ask them whether your marking is accurate and how you could improve your answers

**STEP 05** Mark your answer  
Using the mark scheme for the past paper mark your answer. This will help you to think like an examiner

lifemoreextraordinary.com

### HOW TO MIND MAP



**USE COLOUR**  
SIMPLE, COLOURFUL, FUN  
HIGHLIGHTERS  
PENCILS  
FINE-TIP TEXTAS  
THICK TIPS

**USE DRAWING**  
DRAW PICTURES  
EXAGGERATED CRAZY IMAGES WORK BEST  
DON'T THINK OF A MEMORY  
WE THINK IN PICTURES NOT WORDS  
1000 WORDS = 1 PICTURE

**USE ORGANIZATION**  
CENTRAL IMAGE  
BRANCHES  
THICK LINES TO THIN LINES  
SEPARATES OUT THE IDEAS  
HIGHLIGHT SIMILAR IDEAS  
STRAIGHT LINES ARE BORING  
MORE INTERESTING FOR YOUR BRAIN

**USE EQUIPMENT**  
COMPUTER VERSUS HAND DRAWN  
PAPER BENEFITS  
EASIER TO FOLLOW AND ALLOWS MORE FREEDOM  
TURN THE SHEET LANDSCAPE ORIENTATION  
LINED PAPER  
SMALL SHEETS  
DON'T NEED TO BE A WORK OF ART

**WHY?**  
FUN  
MORE INTERESTING  
MORE EASY TO REMEMBER  
MORE INTERESTING FOR YOUR BRAIN

### Active Revision techniques



- Make mnemonics
- Draw - mind maps, diagrams etc
- Write flash cards
- Summarise your notes
- Do past exam papers
- Say or read your notes out loud

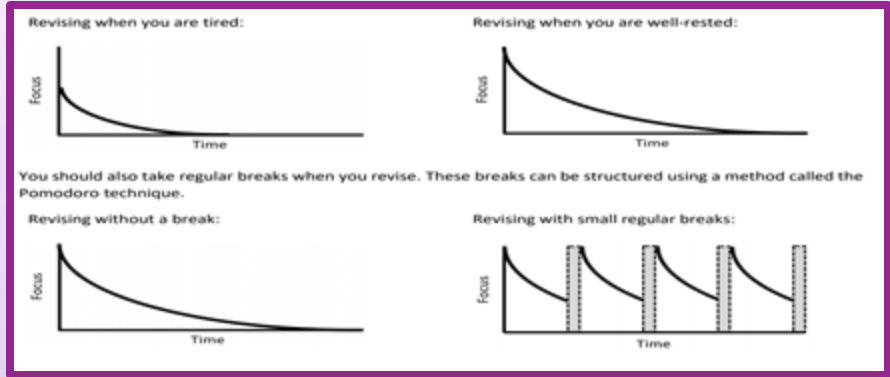
www.testtoolkit.net



# When should I revise?

## When should I revise?

In order to revise effectively, you have to think hard. Thinking hard is tiring. Therefore, when you revise, you should choose a time when find it easiest to focus. This should be a time when you are well-rested and when you are used to working.



### Managing your time when revising

Pomodoro technique is **highly effective** as it helps you effectively manage your time and work on a task without distractions. It is also beneficial as it helps you become more disciplined and think about your work. This technique is designed to combat multitasking and improve concentration.

STEP 1		Pick a task
STEP 2		Set a 25-minute timer
STEP 3		Work on your task until the time is up
STEP 4		Take a 5 minute break
STEP 5		Every 4 pomodoros, take a longer 15-30 minute break

## When revising:

### Do:

- Get into a routine of revising at a particular point every day.
- Revise when you are well-rested or at a time when you are used to working.
- Take regular small breaks.



### Don't:

- Depend on when you want to revise.
- Revise late at night or when you are tired.
- Try to force yourself to work for long periods of time without a break.



# Dealing with revision stress

## 9 Ways to Beat Revision Stress

by @inner\_drive | [www.innerdrive.co.uk](http://www.innerdrive.co.uk)

1

Do the actual work – revise!

2

When really stressed, talk to someone about it

3

Get some fresh air each day

4

Stick to regular meal times

5

Do something to switch off an hour before bed

6

Don't dwell on worst case scenarios

7

A good sleep the night before is better than last minute cramming

8

Once you've done the exam, move on to the next one

9

Don't aim for perfection – it's a myth and doesn't exist

## Revision Strategies

### Brain Dump



Choose a topic and write down as much as you can remember, without referring to your notes. Check your notes and see what you missed then try fill the gaps without the notes. Check your notes a third time and add the missing information.

### Flash cards



Write flash cards for each topic, in all subjects, then mix them up for the most effective revision. Check out the Leitner System for effective spacing and interleaving. Keep your flash cards simple – one question, one answer per card.

### Map it out



Take an essay question or writing question and map out your answer, without writing a full response. Look at the mark scheme and decide if you plan meets the criteria. DO this for a number of questions, then choose one and write the full response.

### Past papers



Ask your teacher for practice questions or exam papers. Complete them without notes in the exam conditions, then check your answers and identify the gaps in your knowledge, so you can target your revision.

### Quizzes



Write a set of questions and answers and ask someone to test you. Its important to either write or say your answers loud. Reading through quizzes in your head can give you a false sense of security.

### Thinking hard: Reduce



Read a section of your notes then put them aside and reduce what you need into 3 bullet points, each one no more than 10 words. Look back at the notes and decide if you missed anything important. Hide the notes and write a fourth bullet point.

### Practice Introductions



For essay subjects, take a past exam question and practice writing effective introductions and conclusion. Look back at your notes and remind yourself of the important things to remember. Practice for different topics, texts and papers.

### Thinking hard: Connect



For each subject, consider the exam paper and group together questions that require the same technique to answer. Write down the requirements for each type. Find a previous example you have completed and identify where you've met the criteria.

### Thinking hard: Transform



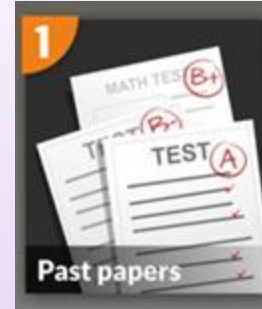
Read a paragraph from your notes or a text book, and transform it into a diagram, chart or sketch – no words allowed. OR Look a diagram in science, for example, and transform it into a paragraph of explanation.

### Key vocabulary



For a particular topic, make a list of key vocabulary, then do the following: define each word; use each term in a sentence; create a question where the key word is the answer; identify other words which connect to each of the words in your list.

## 9 ways to use retrieval when revising



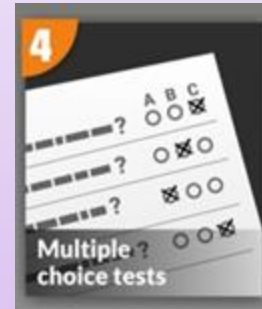
Past papers



Practice tests



Quizzes



Multiple choice tests



Essay answers



Answering a spoken question



Testing yourself on what was on your flashcards



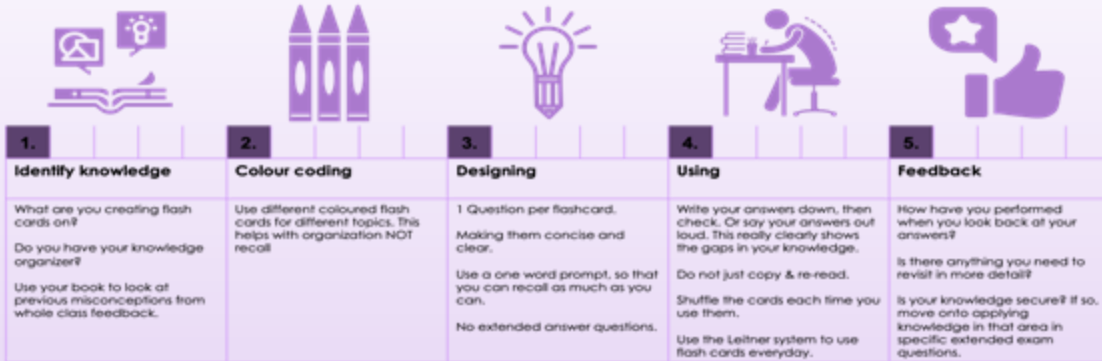
Making your own questions and answering them



Having someone ask you 3 questions about a topic

Retrieval practice is one of the most effective ways to revise. By answering questions rather than merely reading or highlighting information, you're putting yourself in the best position possible to succeed and remember as much of your subjects as possible. Past papers, essays, multiple choice tests and flashcards are a great way of doing it.

# Summary: How to use flash cards



Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly

## Flash card top tips

- The most effective flashcards include one question followed by one answer (or one term followed by one definition).
- Don't force your brain to remember a complex and wordy answer. It's easier for your brain to process simpler information so split up your longer questions into smaller, simpler ones.
- You will end up with more flashcards this way but your learning will be a lot more effective.

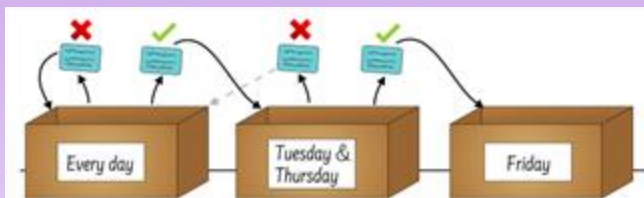


## Using flash cards

### Self Quizzing

1. Read the question on your flash card
2. Write your answer in your HL book
3. Put your flash card down to one side
4. Move onto the next card
5. Repeat steps 1-3
6. Keep your flash cards in the order you have quizzed them in.
7. Mark your answers – highlight any answers you got incorrect.

### Leitner System



1. Every card starts in Box 1.
2. If you get a card right, move it to the next Box.
3. If you get the card wrong, move it down a box — in the original version you move it all the way back to Box 1.

## Spacing

### Summary: Spacing

- Spacing is regularly revisiting material so that you are doing little and often instead of all at once.
- Doing a little amount regularly is more effective than doing a lot all at once. We do this so that we don't get swamped and overwhelmed

**To commit something to memory, it takes time and repetition.**

WHY? This is because the time in between allows you to forget and re-learn the information, which cements it in your long-term memory

### Optimum Spacing

- Research suggests there is an 'optimal gap' between revision sessions so you can retain the information.
- If the test is in a month, you should review the information around once a week.  
If the test is in a week, create time once a day.

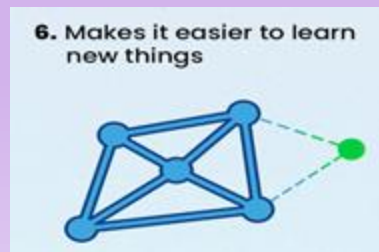
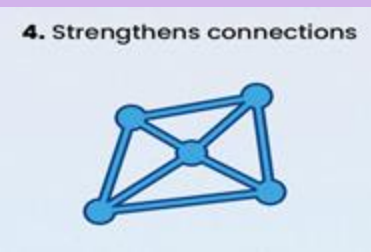
### Why use Spacing?

- Doing something little and often – spacing – beats doing it at once, or cramming
- The time in between revision allows you to forget and re-learn the information, which cements it in your long-term memory
- It cements information into your long-term memory
- We can learn more information over time than in one longer session
- It helps you revise more efficiently

Time to the test	Revision Gap
1 Week	1-2 days
1 Month	1 week
3 Months	2 weeks
6 Months	3 weeks
1 Year	1 month

## Retrieval

“ Retrieval practice is defined by **Mark Enser** as 'retrieving something from our memories to make it easier to recall in future.' If using it makes recall easier, surely this is a big win for learning and the progress of our students. ”





# Summary: Interleaving

Interleaving is a theory that revising more than one topic in each session will help you make better links between them.

A ⇒ B ⇒ C ⇒ D

B ⇒ D ⇒ A ⇒ C



1.

## Switch

Switch between topics during each session. It allows you to think about what you are doing with your time when you are revising.

2.

## Review in different orders

When reviewing make sure you do it in a different order that you learnt them, or previously revised them.

By revisiting material from each topic several times, in short bursts, this **increases the amount of information you can recall in your exams.**

3.

## Make links to remember more.

Try to make links between ideas and review your revision notes.

This helps you make connections between topics and forces you to think harder about which strategies need to be applied to which problems.

## Applying Interleaving to your revision

1. Break units down into small chunks and split these over a few days rather than revising one whole topic all at once.
2. Decide on the key topics you need to learn for each subject.
3. Create a revision timetable to organise your time and space your learning.

### Blocking



### Interleaving



Interleaving is for topics within one subject – not subjects themselves.

You can apply this in your revision timetable.

When revising science, mix up the topics that you study in that session, don't just focus on one.

# Summary: Dual Coding

Dual coding is the process of blending both **words** and **pictures** while learning. Viewing those two formats gives us **two different representations** of the **same piece of information**.



1.

## Drawings

These boost learning by getting you to think deeply about information.

2.

## Diagrams

These are helpful for breaking down complex concepts or processes to make them easier to understand.

3.

## Posters

These are great for combining writing, pictures and diagrams all within one page of information.

4.

## Timelines

These can be used of information that happens in a particular order or sequence.

5.

## Graphic organisers

These organise verbal and visual information by the relationships between different concepts. Examples include tree diagrams, mind maps and Venn diagrams.

## 4 Key Principles for using dual coding



**Cut** - Reduce the amount of content, be selective and only use the most important information.



**Chunk** - Divide the content into groups of related information;



**Align** - Make sure that words and pictures are neatly ordered, making them easier to read;



**Restrain** - Avoid "overdoing" it. In other words, don't go crazy with different colours and fonts.

# Summary: Self Quizzing



1.

## Identify knowledge

Identify knowledge/content you wish to cover.

2.

## Review and create

Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)

Create x10 questions on the content (if your teacher has not provided you with questions)

3.

## Cover and answer

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.

4.

## Self mark & reflect

Go back to the content and self mark your answers in green pen.

5.

## Next time

Revisit the areas where there were gaps in knowledge, and include these same questions next time.

Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest.  
Practice makes perfect!

# Summary: Brain dumps



1.

## Identify knowledge

Identify the knowledge/topic area you want to cover.

2.

## Write it down

Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts)

Give yourself a timed limit (e.g. 10 minutes)

3.

## Organise information

Once complete and you cannot remember any more use different colours to highlight/underline words in groups.

This categories/links information.

4.

## Check understanding

Compare your brain dump to your K/O or book and check understanding.

Add any key information you have missed (key words) in a different colour.

5.

## Store and compare

Keep your brain dump safe and revisit it.

Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.

Brain dumps are a way of getting information out of your brain.

# Summary: How to create a mind map



1.

## Identify knowledge

Select a topic you wish to revise. Have your class notes/knowledge organisers ready.

2.

## Identify sub topics

Place the main topic in the centre of your page and identify sub topics that will branch off.

3.

## Branch off

Branch off your sub topics with further detail.  
Try not to fill the page with too much writing.

4.

## Use images & colour

Use images and colour to help topics stick into your memory.

5.

## Put it somewhere visible

Place completed mind maps in places where you can see them frequently.

Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it

# Useful websites and apps

COURSE	USEFUL WEBSITES and APPS
BTEC Art & Design	<a href="http://www.tate.org.uk/art/art-terms/f/found-object">www.tate.org.uk/art/art-terms/f/found-object</a> <a href="http://www.vam.ac.uk/collections/furniture">www.vam.ac.uk/collections/furniture</a> <a href="http://www.artsy.net/gene/found-objects">www.artsy.net/gene/found-objects</a>
BTEC Creative Media	<a href="http://www.bbc.co.uk/bitesize/subjects/ztnygk7">www.bbc.co.uk/bitesize/subjects/ztnygk7</a> <a href="http://www.studiobinder.com/blog/different-types-of-camera-movements-in-film">www.studiobinder.com/blog/different-types-of-camera-movements-in-film</a> <a href="http://www.studiobinder.com/blog/how-to-plan-a-film-shoot-time">www.studiobinder.com/blog/how-to-plan-a-film-shoot-time</a>
BTEC Music	<a href="http://www.prsformusic.com">www.prsformusic.com</a> <a href="http://www.quizlet.com">www.quizlet.com</a> <a href="http://www.musiciansunion.org.uk">www.musiciansunion.org.uk</a>
BTEC Tech Award in Enterprise	<a href="http://www.businessstudiesonline.com">www.businessstudiesonline.com</a> <a href="http://www.bized.co.uk">www.bized.co.uk</a> <a href="http://www.times100.co.uk">www.times100.co.uk</a> <a href="http://www.tutor2u.net">www.tutor2u.net</a>
Art & Design	<a href="http://www.studentartguide.com">www.studentartguide.com</a> <a href="http://www.bbc.co.uk/schools/gcsebitesize/art">www.bbc.co.uk/schools/gcsebitesize/art</a> <a href="http://www.dearphotograph.com">www.dearphotograph.com</a>
Biology	<a href="http://www.gcsepod.com">www.gcsepod.com</a> (link on school website) <a href="http://www.bbc.co.uk/education">www.bbc.co.uk/education</a> <a href="http://www.kerboodle.com">www.kerboodle.com</a> <a href="http://www.senecalearning.com">www.senecalearning.com</a> <b>For required practicals type in free science videos on YouTube</b>
Chemistry	<a href="http://www.gcsepod.com">www.gcsepod.com</a> (link on school website) <a href="http://www.bbc.co.uk/education">www.bbc.co.uk/education</a> <a href="http://www.kerboodle.com">www.kerboodle.com</a> <a href="http://www.senecalearning.com">www.senecalearning.com</a> <b>For required practicals type in free science videos on YouTube</b>
Combined Science	<a href="http://www.gcsepod.com">www.gcsepod.com</a> (link on school website) <a href="http://www.bbc.co.uk/education">www.bbc.co.uk/education</a> <a href="http://www.kerboodle.com">www.kerboodle.com</a> <a href="http://www.senecalearning.com">www.senecalearning.com</a> <b>For required practicals type in free science videos on YouTube</b>

# Useful websites and apps

Design & Technology	<a href="http://www.bbc.co.uk/bitesize/examspecs">www.bbc.co.uk/bitesize/examspecs</a> <a href="http://www.technologystudent.com/despro_flash/NEW_GCSE3">www.technologystudent.com/despro_flash/NEW_GCSE3</a> <a href="http://www.app.senecaleearning.com">www.app.senecaleearning.com</a>
English Language	<a href="http://www.gcsepod.com">www.gcsepod.com</a> (link on school website) <a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a> <a href="http://www.sparknotes.com">www.sparknotes.com</a> <a href="http://www.shmoop.com">www.shmoop.com</a> <a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
English Literature	<a href="http://www.gcsepod.com">www.gcsepod.com</a> (link on school website) <a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a> <a href="http://www.sparknotes.com">www.sparknotes.com</a> <a href="http://www.shmoop.com">www.shmoop.com</a> <a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
French	<a href="http://www.linguascope.com">www.linguascope.com</a> (foundation tier) <a href="http://www.linguastars.co.uk">www.linguastars.co.uk</a> (higher tier) <b>school user name:westonfav</b> <b>password: time4kings</b> <a href="http://www.bbc.co.uk/schools/gcsebitesize">www.bbc.co.uk/schools/gcsebitesize</a> <a href="http://www.quizlet.co.uk">www.quizlet.co.uk</a> <a href="http://www.targetlanguage.co.uk">www.targetlanguage.co.uk</a> <a href="http://www.duolingo.com">www.duolingo.com</a> <a href="http://www.gcsepod.com">www.gcsepod.com</a> (link on school website)
Geography	<a href="http://www.aqa.org.uk/subjects/geography/gcse/geography-8035">www.aqa.org.uk/subjects/geography/gcse/geography-8035</a> <a href="http://www.s-cool.co.uk/gcse/geography">www.s-cool.co.uk/gcse/geography</a> <a href="http://www.gcsepod.com">www.gcsepod.com</a> (link on school website) PiXL app – Geography <b>Surname and first letter of first name = user name and password</b> <b>School ID: WF4071</b>
Health & Social Care	<a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a>



# Useful websites and apps

Hospitality & Catering	<a href="http://www.foodsafety.gov">www.foodsafety.gov</a> <a href="http://www.nutrition.org.uk">www.nutrition.org.uk</a> <a href="http://www.food4life.org.uk/key-stage-four/health-and-nutrition/nutritional-requirements">www.food4life.org.uk/key-stage-four/health-and-nutrition/nutritional-requirements</a> <a href="http://www.gdalabel.org.uk/gda/gda_values.aspx">www.gdalabel.org.uk/gda/gda_values.aspx</a>
History	<a href="http://www.bbc.co.uk/education/examspecs/zw4bv4">www.bbc.co.uk/education/examspecs/zw4bv4</a> <a href="http://www.gcsepod.com">www.gcsepod.com</a> <b>(link on school website)</b> <a href="http://www.getrevising.co.uk">www.getrevising.co.uk</a>
Maths	<a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a> <b>Username: favell</b> <b>Password square</b> <a href="http://www.mathswatchvle.com">www.mathswatchvle.com</a> <b>Example: Sam Joe</b> <b>Login: SJoe@westonfavell</b> <b>Password: changeme</b> <a href="http://mathsapp.pixl.org.uk">mathsapp.pixl.org.uk</a> <b>Surname and first letter of first name = user name and password</b> <b>School ID: WF4071</b>
Physics	<a href="http://www.gcsepod.com">www.gcsepod.com</a> (link on school website) <a href="http://www.bbc.co.uk/education">www.bbc.co.uk/education</a> <a href="http://www.kerboodle.com">www.kerboodle.com</a> <a href="http://www.senecalearning.com">www.senecalearning.com</a> <b>For required practicals type in free science videos on YouTube</b>
Sport Science	<a href="http://www.teachPE.com">www.teachPE.com</a> <a href="http://www.brianmac.co.uk">www.brianmac.co.uk</a> <a href="http://www.topendsports.com">www.topendsports.com</a> <a href="http://www.bbc.co.uk/bitesize/gcsepe">www.bbc.co.uk/bitesize/gcsepe</a>



# What do the exam command words mean ?

- **Analyse**-Break down the content of a topic, or issue, into its constituent elements in order to provide an in-depth account and convey an understanding of it.
- **Annotate**- Add to a diagram, image or graphic a number of words that describe and/or explain features, rather than just identify them (which is labelling).
- **Assess**- Consider several options or arguments and weigh them up so as to come to a conclusion about their effectiveness or validity.
- **Calculate**- Work out the value of something.
- **Critically**- Often occurs before 'Assess' or 'Evaluate' inviting an examination of an issue from the point of view of a critic with a particular focus on the strengths and weaknesses of the points of view being expressed.
- **Define..., What is meant by...**- State the precise meaning of an idea or concept. There is usually a low tariff of marks for this.
- **Describe**- Give an account in words of a phenomenon which may be an entity, an event, a feature, a pattern, a distribution or a process. For example, if describing a landform say what it looks like, give some indication of size or scale, what it is made of, and where it is in relation to something else (field relationship).
- **Discuss**- Set out both sides of an argument (for and against), and come to a conclusion related to the content and emphasis of the discussion. There should be some evidence of balance, though not necessarily of equal weighting.
- **Evaluate**- Consider several options, ideas or arguments and come to a conclusion about their importance/success/worth.
- **Examine**- Consider carefully and provide a detailed account of the indicated topic.
- **Explain..., Why..., Suggest reasons for...**- Set out the causes of a phenomenon and/or the factors which influence its form/nature. This usually requires an understanding of processes. Explanation is a higher-level skill than description and this is often reflected in its greater mark weighting.
- **Interpret**- Ascribe meaning.
- **Justify**- Give reasons for the validity of a view or idea why some action should be undertaken. This might reasonably involve discussing and discounting alternative views or actions. Each of the views present or options available will have positives and negatives. For the outcome(s) chosen, the positives outweigh the negatives. Students should be able to explain all of this review process.
- **Outline..., Summarise...**- Provide a brief account of relevant information.
- **To what extent...**- Form and express a view as to the merit or validity of a view or statement after examining the evidence available and/or different sides of an argument.

# Revision timetable – Planner

My subjects : ( How many papers? What topics?)

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Times	Saturday	Sunday
After School Intervention						10-11		
5-6						11:30-12:30		
Break								
6:30- 7:30						2-3		
Break								
Any extras?						Evening ?		

# September 2023

P

R

I

D

E

Monday	Tuesday	Wednesday	Thursday	Friday
				1 Training day for staff
4 Training day for staff	5 Only Year 7 and 12 in	6 First day - <b>226 days Until Practical exams</b>	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Things I need to revise this week ?

Deadlines to meet ?

# October 2023

P

R

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D

E

Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5 Vocational subjects / coursework deadlines ( Topic you did in year 10)	6
9	10	11	12 STEPS TO SUCCESS! Come in for revision support	13
16	17	18	19	20
23 Half term – Make sure you check for revision sessions this week	24	25	26	27
30	31			

Things I need to revise this week ?

Deadlines to meet ?



# November 2023

P

R

I

D

E

Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
6	7	8	9	10
13	14	15	16	17
Mock weeks				
20	21	22	23	24
27	28	29	30	

Things I need to revise this week ?

Deadlines to meet ?

# December 2023

P

R

I

D

E

Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6	7	8
11	12	13	14 Parents Evening	15
18	19 Vocational Coursework deadline	20	21 Start of the Christmas break	22
25	26	27	28	29

Things I need to revise this week ?

Deadlines to meet ?

# January 2024

P

R

I

D

E

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4 Training day for staff	5 Back AT school!
8	9	10	11	12
15	16	17	18	19
22	23	24	25 Sixth form open evening	26
29	30	31		

Things I need to revise this week ?

Deadlines to meet ?

# February 2024

P

R

I

D

E

Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5	6	7	8	9
12	13	14	15	16
19 Half term – Make sure you check for revision sessions this week	20	21	22	23
26	27	28	29	

Things I need to revise this week ?

Deadlines to meet ?



# March 2024

P

R

I

D

E

Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29 Bank Holiday

Things I need to revise this week ?

Deadlines to meet ?

# April 2024

P

R

I

D

E

Monday	Tuesday	Wednesday	Thursday	Friday
1 Easter break – Make sure you check for revision sessions these weeks	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
Practical EXAMS ! ART/DT/CATERING/DRAM/DANCE				
29	30			

Things I need to revise this week ?

Deadlines to meet ?

# May 2024

P

R

I

D

E

Monday	Tuesday	Wednesday	Thursday	Friday
Practical EXAMS ! ART/DT/CATERING/DRAM/DANCE				
		1	2	3
6 Bank Holiday	7	8 1	9	10
13	14	15	16	17
EXAMS !				
20	21	22	23	24
EXAMS !				
27 Half term – Make sure you check for revision sessions this week	28	29	30	31

Things I need to revise this week ?

Deadlines to meet ?

# June 2024

P

R

I

D

E

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
EXAMS !				
10	11	12	13	14
17	18	19	20	21
EXAMS !				
24	25	26	27	28

Things I need to revise this week ?

Deadlines to meet ?

# July 2024

P

R

I

D

E

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8	9	10	11	12
15	16	17	18 Last day !	19
22	23	24	25	26
29	30	31		

Things I need to revise this week ?

Deadlines to meet ?

# August 2024

P

R

I

D

E

Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21 RESULTS DAY !	22	23
26	27	28	29	30

Things I need to revise this week ?

Deadlines to meet ?