



Steps to Success Evening

3rd April 2025

WFA – “Excellence in everything we do!”
Raising Standards - Transforming Lives

What we are doing

Create the environment and opportunities for pupils to excel

- **Fluid planning** – responsive to assessments
- **Quality first teaching** – Planning for Progress
- **GAT support** – subject networking groups
- **Exam board relationship** – a phone call away!
- **Interventions**– after school revision
- **National Tutoring Programme** – small group tutoring
- **Year 11 conference days** – motivation and study skills workshops
- **Mastery subject conferences** – across other Trust schools
- **Tiers of entry** – Foundation vs Higher paper
- **PPE Booster programme** – pre-exam revision sessions
- **Year team** – HOY, Tutor, SLT link
- **Form time** – English, Maths and Science intervention



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The exam period

- We, as an Academy, do not give the pupils 'study leave'.
- We believe that the best place for them to be is in front of their teachers, which gives them the best opportunity to ask questions and be supported.
- The school timetable changes to ensure they are supported for the upcoming exams - these are highlighted in their Exam Booklet.
- The day still Starts at 8:40am and finishes at 3:10pm.



Exam Days

- 08:00 School opens for PPE breakfast/revision in the restaurant
- 08:20 **All students must arrive via reception. You need your student card!!!**

- 08:30 Booster Session
- 08:50 Walk to exam venues
- 09:00 Exam start

- Period 3 Afternoon exam pre-session
- 12:15 Early lunch
- 12:30 Booster (LRC/restaurant or main hall)
- 12:55 Walk to exam venue
- 13:15 Exam start


Any Issue you have in the morning you need to contact the school on either :

**01604 402121
07825 903954**



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WESTON FAVELL
ACADEMY

Y11 EXAM BOOKLET
SUMMER 2025
Student Copy

Wednesday 14 th May			
PERIOD	EXAM	PRE-EXAM REVISION	REVISION LINKS
1	Year 11 Geography Paper 1 (1h 30)		Tomorrow's exam is: Maths <ul style="list-style-type: none"> • Paper 1 • Paper 4
2			
3			
4		Maths	
Lunch			
5	Year 13 English Lit Paper 1 (3h)		



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Weston Favell Academy- Easter Sessions WB 7/4/25

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Monday	Tuesday	Wednesday	Thursday	Friday
Morning sessions 10am-12pm				
Science Phs Paper 1 WPE E2	Catering HHA C1	Drama- HFU PA4	Science Bio Paper 1 JBA E5	Science Bio Paper 2 JBA E5
ART HRO	Geography – Paper 1 CWH	Art- both year 11 classes AHA		Maths DAY – Library Foundation
		History Paper 1 – WW1 Illness and Injuries. Source Skills (GPE B16) History Paper 1 –Key Individuals (CCO B17)		Maths RBO B20 Higher
Lunch 12pm-12:30pm				
Afternoon sessions 12:30pm-2:30pm				
Science Phs Paper 2 WPE E2	Catering HHA C1	Drama- HFU PA4	Science Chem Paper 1 JBA E5	Science Chem Paper 2 JBA E5
ART HRO	Geography – Paper 2 CWH	Art- both year 11 classes AHA		
		History Paper 1 – WW1 Illness and Injuries. Source Skills. (GPE B16) + History Paper 1 – Key Individuals (CCO B17)		

Rewards for attendance! – Prom points , food , vouchers , prize draws... not to mention better grades!

Revision Techniques

Having a range of revision techniques will help you learn information better.

It will also prevent you from getting bored by giving you variation.



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Cognitive Load Theory

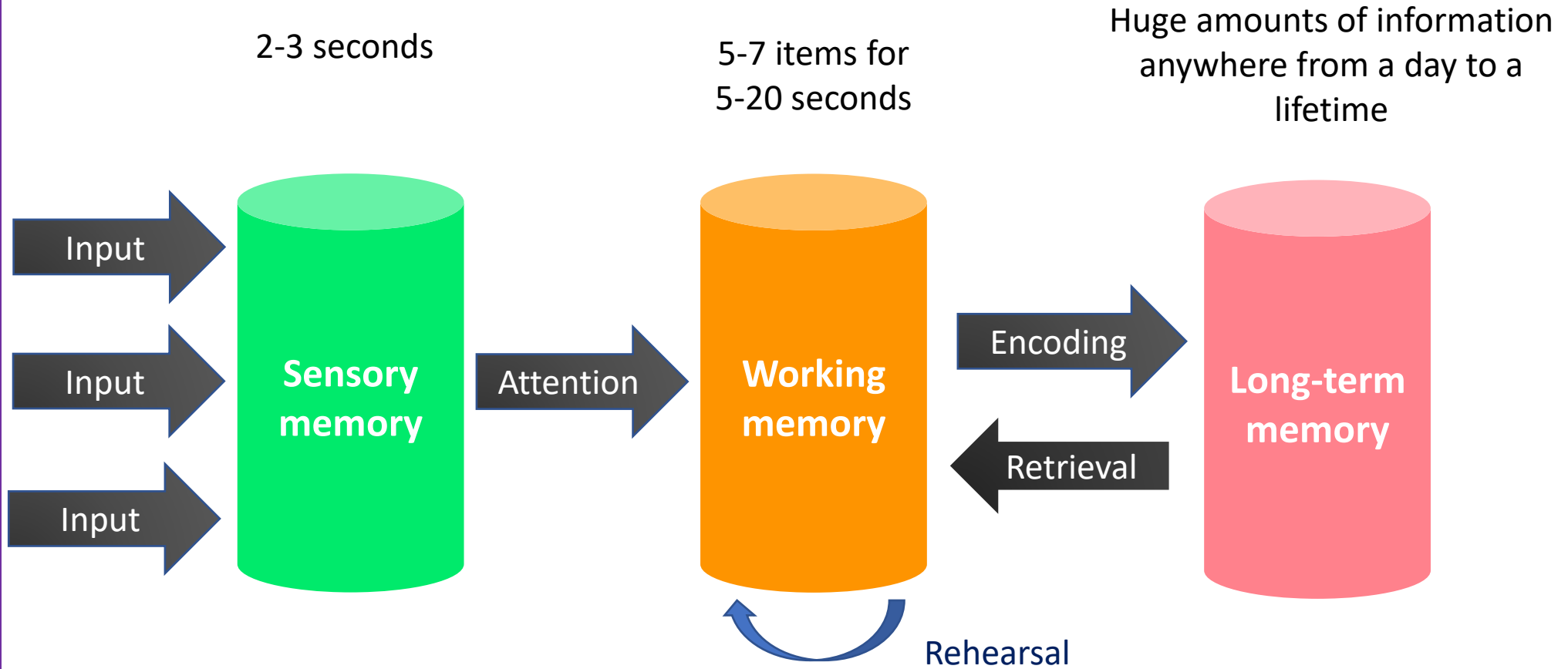
Helping you to revisit
and learn information

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How do we process information?



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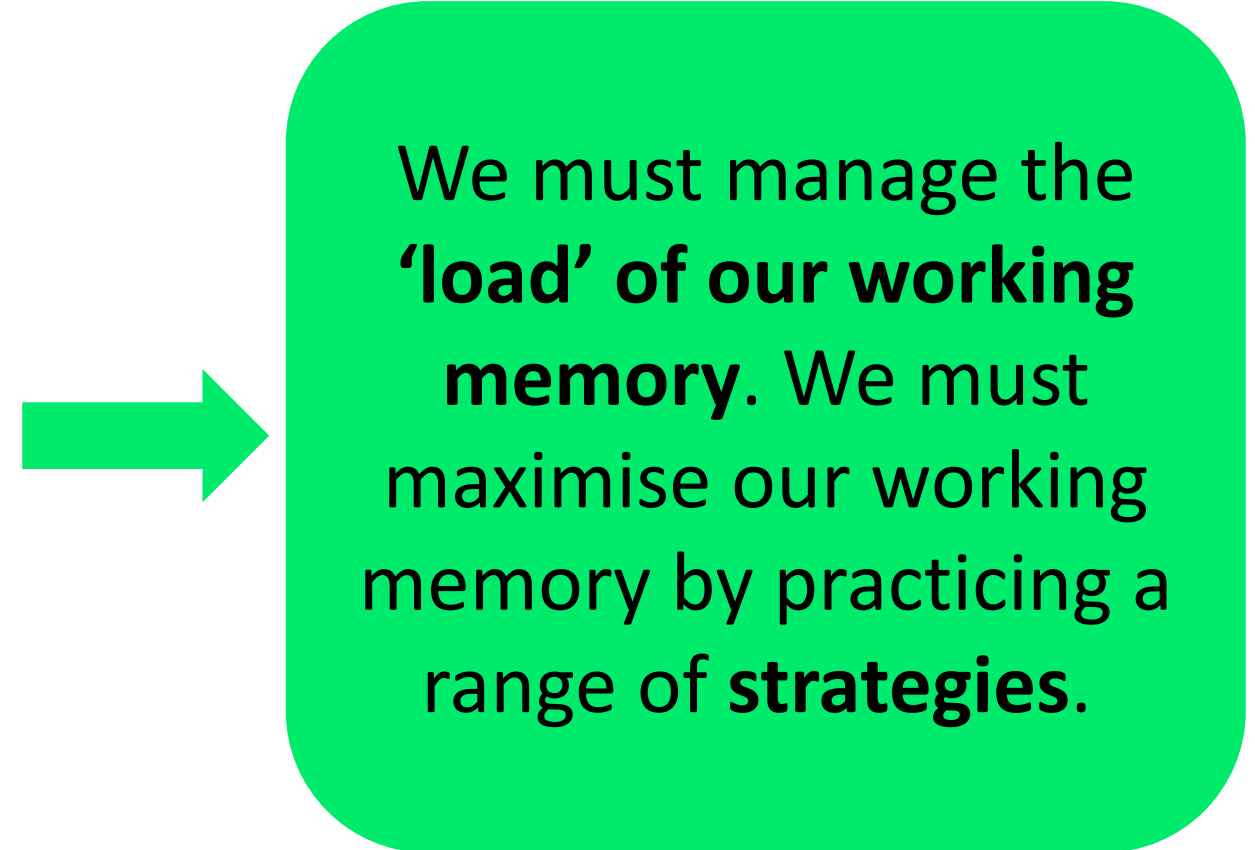
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The capacity of our working memory is limited



What does
this mean?



We must manage the
**'load' of our working
memory.** We must
maximise our working
memory by practicing a
range of **strategies.**

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What types of working memory are there?

1. Intrinsic Load – this means how complex a task is.

If a task or problem is really complex, then it can take over most of our working memory.

If a task is simple, it uses less working memory.



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What types of working memory are there?

2. Extraneous Load -
these are the instructions
you are given for how
questions are written.

Incomplete instructions
take up space in our
working memory and don't
help us learn.

What does this
mean? You should
ALWAYS ASK if you
don't understand
something.

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What types of working memory are there?

3. Germane Load

This is the amount of work you put in to create a permanent store of knowledge.



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How can you apply the cognitive load theory to help you revise and learn?

1. **Break the problem down into parts.** This reduces the problem space and lightens the cognitive load, making learning more effective.
2. **Look at worked examples** to understand how to complete tasks.
3. Take advantage of **auditory and visual channels** in your working memory.
4. Start with **learning simple information** and build on it.

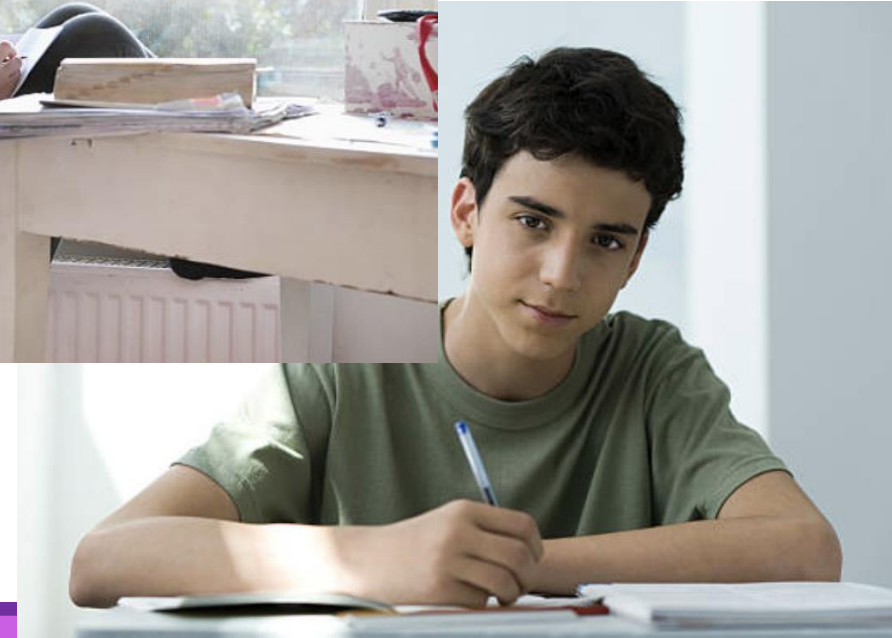


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What should you do to help your working memory perform better?

5. Create an environment with as few distractions as possible so turn off your phone, music and the TV. Distractions add to your working memory.



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What should you do to help your working memory perform better?

6. Avoid overloading your brain with too much information at one time.



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What should you do to help your working memory perform better?

7. Always review information from your lessons as you go along because this will help improve your retention. You will be able to commit more knowledge to your long-term memory.



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What should you do to help your working memory perform better?

8. Focus on one task or topic at a time.

9. Rehearse the components of a complex task so that it becomes automated, thus freeing up working memory capacity.

10. Create stories from information to help you remember it, or group information into more memorable categories and more accessible chunks.

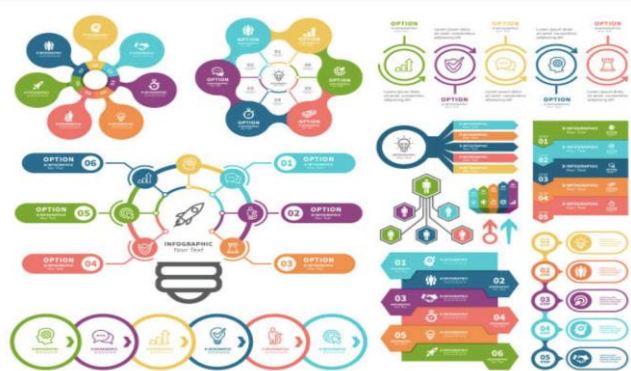
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Did you know?

Top Tips

Too much visual information and text displayed together compete with each other in your mind



- **Incorporate labels into diagrams** rather than writing text in separate boxes.
- **Use acronyms to help you learn** so information can be 'retrieved' easier from your memory.
- **Try talking through the problem out loud.**
- **Watch videos with animation and voiceovers.**



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Using Flashcards

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Using flashcards

- Using flashcards is a repetition strategy.
- They are a simple 'cue' on the front and an 'answer' on the back.
- Flashcards engage 'active recall'.



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Why do flashcards help you learn?

- They help you to **'recall' information** – this creates stronger connections for your memory.
- They promote **self-reflection** which helps to ingrain knowledge in your memory.



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Why do flashcards help you learn?

- They help you to memorise facts quickly.
- **Drilling** - flashcards help you to practise the same information over and over again – and, as we know, practice makes perfect!



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Remember

Flashcards should be used to **test your knowledge**, they aren't just a way to **condense your notes further**.

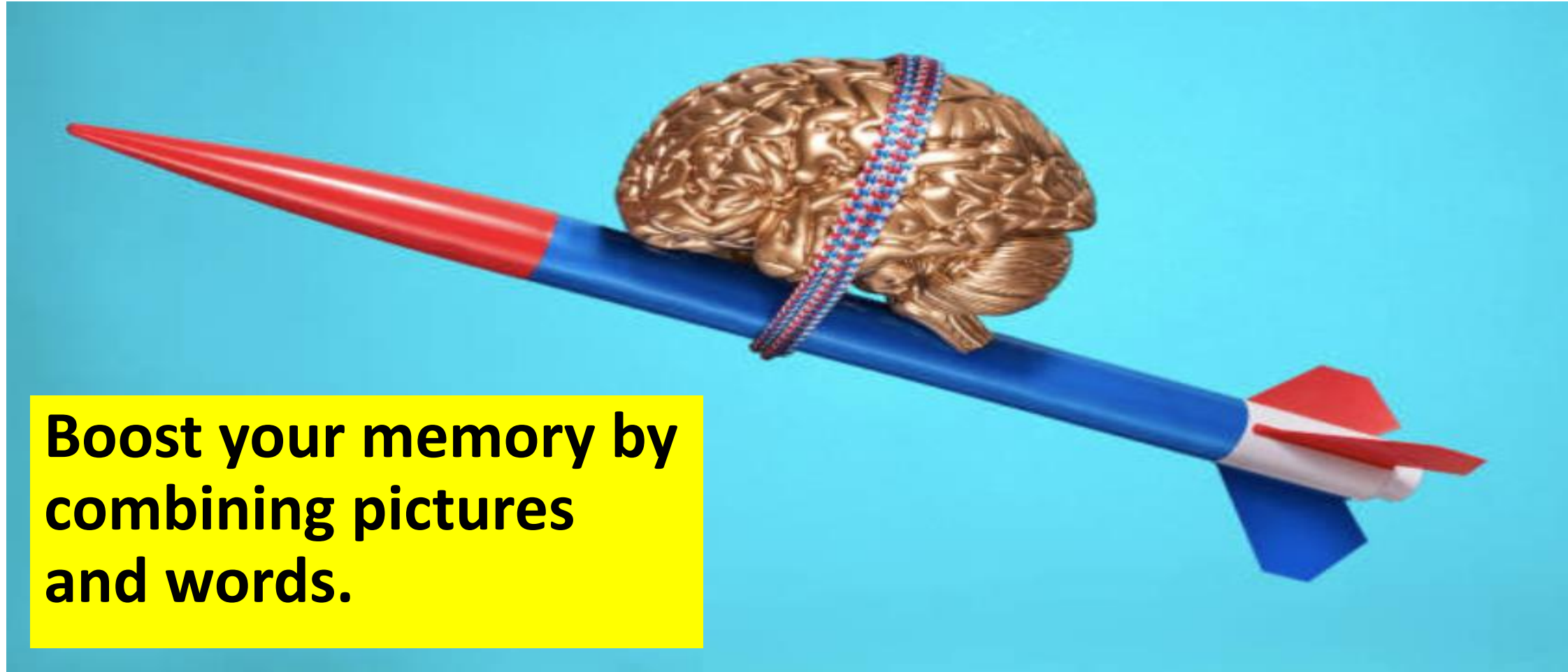
Re-reading notes is a passive learning activity so it is not an economical use of your revision time.



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Top tip



Boost your memory by combining pictures and words.

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Top tip

Flashcards are a great revision tool and they should be used along with other revision techniques, such as mind maps, quizzes and exam questions.



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The Chunking Technique

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What is the chunking technique?

- It is a technique which can improve your **memory**.
- Chunking is the process of taking individual pieces of information (**chunks**) and **grouping them into larger units**.



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The chunking process

1. **Break down** larger amounts of information into smaller units.
2. **Identify similarities** or patterns.
3. **Organise** the information.
4. **Group information** into manageable units.



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The chunking process

Use **HEADINGS** and **TITLES** for different sections

Use **TABLES** to summarise **LARGE AMOUNTS of DATA**

Use **BULLET POINTS** to summarise and **CLARIFY IMPORTANT POINTS**

Combine quick **ILLUSTRATIONS** with **TEXT** to create **VISUAL ASSOCIATIONS**

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Example of chunking



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Top tips to effective chunking

1. Practise:

- Challenge yourself to remember lists of things, whether it's a shopping list, vocabulary words or important dates.

2. Look for Connections:

- Try to link groups together.
- Think about what they have in common and what makes sense.

3. Associate:

- Linking groups of items to things from your memory can also help make things more memorable.



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Top tips to effective chunking

4. Incorporate other memory strategies:

- For example, you might use mnemonics as a way to chunk different units of information. If you need to remember a list of things—such as buying **figs, lettuce, oranges, apples and tomatoes**—you can create a word out of the first letters, e.g. **'FLOAT'**.



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Top tips to effective chunking

5. Separate your revision

- Separating revision into relevant sections can help you digest everything and remember it more easily.
- If you can create **links** between different bits of information and put them in meaningful categories, it can help you remember them better.



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Summary

- Use a range of revision techniques for each subject.
- Plan out your tactics for revising.
- Form patterns and make connections within your learning.



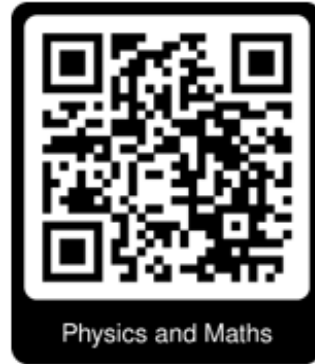
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Use of QLA to support your child

Questions	Topic	Score	MWAC
1a*	Sample space diagrams	2 / 2	126
1b*	Sample space diagrams	2 / 2	126
2*	Finding the percentage an amount has changed by	0 / 3	109
3*	Using equivalent ratios to find unknown amounts	4 / 4	165 a,b,c
4a*	Finding averages from grouped data	4 / 4	130b
4b*	Finding averages from grouped data	0 / 1	130b
5	Changing the subject of formulae with two or more steps	2 / 2	136, 190
6a*	Understanding column vectors	2 / 2	174
6b*	Adding and subtracting column vectors	2 / 2	174, 219
6c*	Understanding column vectors	1 / 1	174
7	Constructing loci	2 / 2	146
8a	Finding the HCF and LCM using prime factor decomposition	2 / 2	78, 80
8b(i)	Finding the HCF and LCM using prime factor decomposition	0 / 1	78, 80
8b(ii)	Finding the HCF and LCM using prime factor decomposition	2 / 2	78, 80
9a	Special sequences	2 / 2	104
9b	Special sequences	4 / 4	104
10	Finding the volume of spheres, Standard form with a calculator	2 / 6	169
11a	Function machines with letters	2 / 2	36, 214 a, b, 215
11b	Solving simultaneous equations using elimination	5 / 5	162
12a	Solving double inequalities	3 / 3	139
12b	Reading and drawing inequalities on number lines	0 / 1	138
13	Combining transformations	0 / 4	182
14a	Simplifying expressions using index laws	2 / 2	131
14b	Simplifying expressions using index laws, Indices of the form a/b	1 / 2	188, 154
15	Converting recurring decimals to fractions	3 / 3	177
16	The cosine rule, Using the exact values of trigonometric ratios	4 / 4	173, 202b
17a	Tree diagrams for dependent events	3 / 3	175
17b	Conditional probabilities from tree diagrams	0 / 4	204
18	Inverse proportion equations, Find the percentage an amount has changed by	1 / 4	199
19a	Calculating with rates	2 / 2	216b
19b	Estimating gradients of non-linear graphs using tangents	4 / 4	216a
20	Expanding triple brackets	6 / 6	178
21	Using Pythagoras' theorem in 3D, Trigonometry in 3D shapes	5 / 5	217, 218
22a(i)	Graphs of exponential functions	0 / 1	194
22a(ii)	Equations of circles and tangents	1 / 1	197, 208
22b	Graphs of trigonometric functions, Translating graphs	0 / 2	195 a, b





Year11 Maths Revision @ WFA

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What next?

- If you have an appointment to see a subject specialist, these are based in the E corridor in science.
- In the Conference Room upstairs are more of the subject areas who will be able to give more information on specifics for each area.
- When you leave here, please make your way to the central staircase to access these areas.
- On your way out, there is a goody bag for you to collect with the documents we have discussed in here plus, some more revision materials and the chance to win some prizes!



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