

Seaford Head School

Achieving Excellence Together



Preparing for Success Year 11 Study skills guide





Introduction

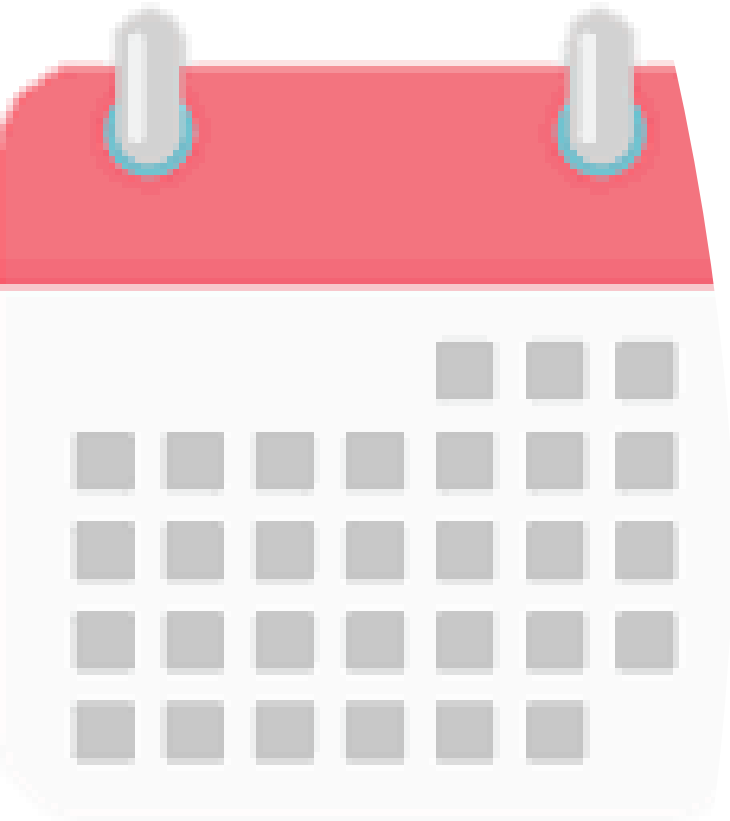
Independent study and thorough revision is more important than ever as there are a higher number of papers (25+) in contrast to the old GCSEs

At SHS Yr. 11 have already taken their Ethics and their 'option A' exams which will reduce the impact of this.

It is important that we manage the challenge that year 11 presents by starting to prepare now.

In year 11 you have to believe that you can achieve!

Key dates for 2023/24



- 13th – 24th November: Mock exams
- 14th December: parent Consultation evening (virtual)
- 26th Feb – 8th March : Mock exams series 2
- 18th April: Parent Consultation evening 2
- 13th May to 28th June: Summer exam series
- 1st July - Prom date

#NeuroNinja Top **Revision** Tips



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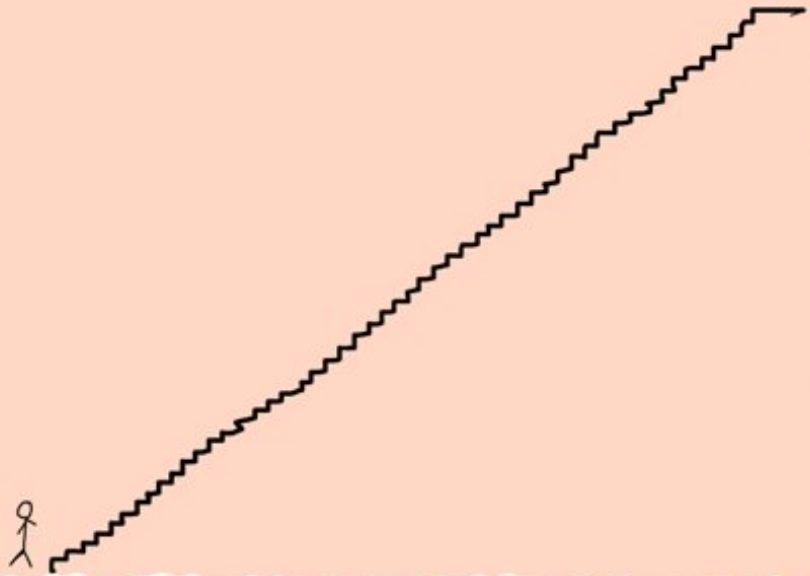
Plan, plan, plan...

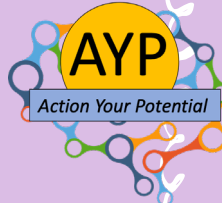
Plan your day and your revision, including breaks and well-being, plan a study habit



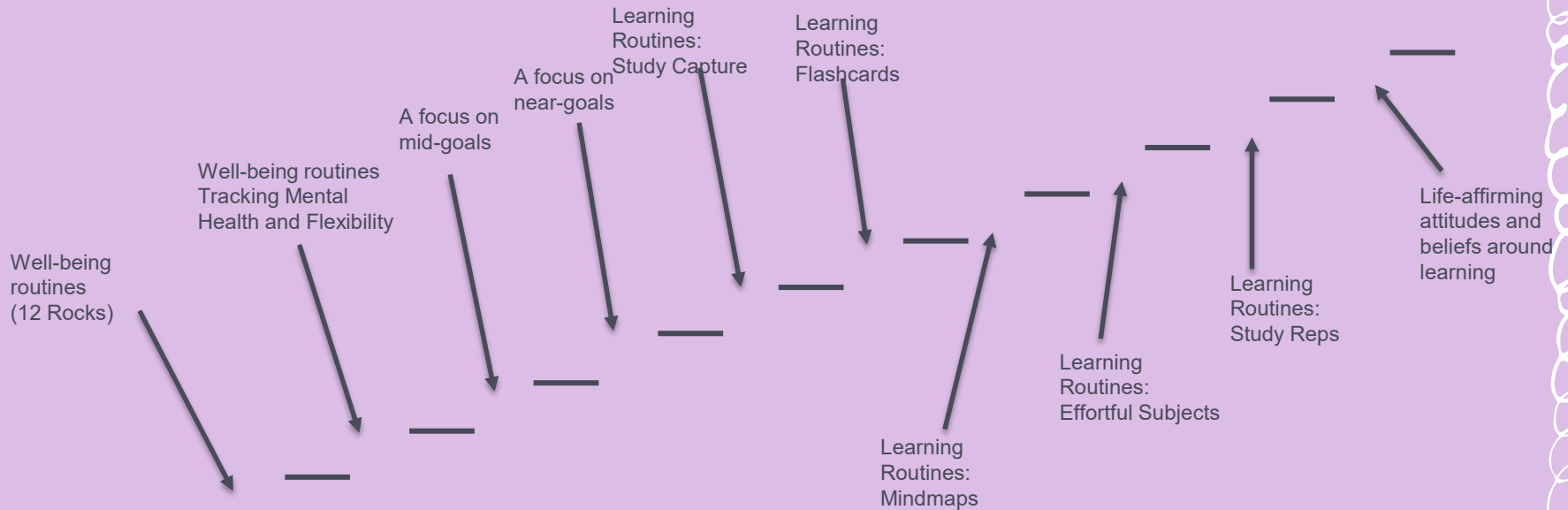
How do we do this?

- Graded exposure





10 Steps to Matilda's Success





Plan your Revision Programme

Setting Goals : Sitting GCSE's can be a challenging experience and at times your motivation may be low, so it's important to be able to remind yourself of the big picture and **writing down your goals** can help you do that.

Make goals specific e.g., “achieve a 6 or above in science” is a better target than “do well in science”

Try to construct short, medium, and long-term milestones e.g. short - plan revision timetable for all subjects by the weekend, medium – complete 3 pomodoro sessions as per timetable for the next 4 weeks/in the run up to mocks, Long – reevaluate time spent on subjects after mocks based on results, revise the schedule for mock 2, reach target grades of x in subjects .

Planning effective revision

Think S.I.T.

- S = Spacing is where you revise chunks of knowledge repeatedly over long periods of time. It's about making sure you do not try and cram. You must revise everything several times, with space between each attempt. In order to build in enough time to appropriately space revision, you must start early
- I = Interleaving – you may wish to try interleaving. Research shows that revision is much more effective when students interleave. This means dividing a topic into chunks and revising parts of one topic followed by parts of another before returning to the original topic to continue, this promotes links between topics. Try not to interleave too many topics in one session though as this can become confusing (no more than 3 ideally)
- T = Testing When you sit down to revise, you need to make sure that in some way shape or form, you are testing yourself. This is by far the best way to ensure you are storing material in your long term memory. The more we have to try and recall information from memory, the stronger those memories become. This is what matters for exams.

The image shows a chalkboard with mathematical work. On the left, there is a graph of a curve labeled $y = g(x)$ with a secant line drawn through two points on the curve, labeled "Secant Lines". Below the graph, the expression $x+h$ is written. On the right, the derivative is defined as a limit: $f'(x) = \lim_{h \rightarrow 0} \frac{f(x+h) - f(x)}{h}$. Below this, the expression $f(x) = \lim_{h \rightarrow 0} \frac{(x+h)^2 - x^2}{h}$ is written, which is then simplified to $= \lim_{h \rightarrow 0} \frac{x^2 + 2xh + h^2 - x^2}{h}$, and finally to $= \lim_{h \rightarrow 0} \frac{2xh + h^2}{h}$.

counterintuitive but the results are immense.

M	T	W	T	F
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH

M	T	W	T	F
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
MATHS	FRENCH	SCIENCE	GEOGRAPHY	ENGLISH
SCIENCE	ENGLISH	FRENCH	MATHS	GEOGRAPHY

Planning
effective
revision:
prioritise

It may feel overwhelming at times how many subjects you are assessed on so having a well thought out revision timetable which allows you cover each subject regularly and based on priorities will give you one less thing to think about. You should try to spend more time on your areas of weakness, alongside consolidating your strengths.

It is important to vary what you do, this means mixing up the subjects alongside leaving time between study sessions. This technique of 'forgetting' and then trying to remember information helps to improve the strength of a memory in the future.

A simple example

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Time 4.30 - 5.00	<i>Biology B1, microscopes and cell structure</i>						
Break	<i>Relax, short walk, 10 minutes</i>						
Time 5.10 – 5.40	<i>Maths simultaneous equations</i>						
Break	<i>Relax, have a refreshment. 10 minutes</i>						
Time 5.50 - 6.20	<i>Chemistry C1, periodic table.</i>						
Break	<i>Quick game of <u>fifa/fortnite</u>/COD</i>						
Review 6.30 – 7.00	<i>Quickly go through tonight's study. Flashcards.</i>						

How much time do I spend revising?

THE POMODORO TECHNIQUE®

A SIMPLE METHOD TO BALANCE FOCUS WITH DELIBERATE BREAKS



1 PLAN YOUR TASKS
How many pomodoros might you need?

2 DO 1 POMODORO
Time for 25 mins then take a 5 min break

NO SNEAKY
WORKING!

PROTECT
YOUR POMODORO!



3 REPEAT x 4 POMODOROS
Then take a longer break



- As year 11 goes on we want you to build up the time you spend each evening revising. One way to help you do this is to use the pomodoro technique
- Try this method now, and as the year goes on start doing more pomodoros per session, and study more nights a week.

#NeuroNinja Top **Revision** Tips



2 Study Capture...

Each day at the same time, complete your study capture sheet - (what did you do today in each subject what did you learn, and score it red, amber or green)



Study capture

- Review your school day noting down the information below
- Strengthens the neural networks that are associated with knowledge recall (helps 'cement your learning')
- 10 - 15mins each day at the end of the school day when home OR as a starter to your revision sessions
- Every day



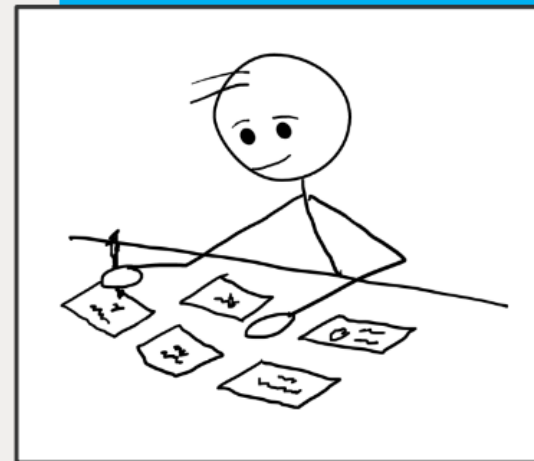
Date	Subject	Topic	Key Take Away	Key Words	Rating
Monday	Science	Rate of reaction	Quantity of reactant used divided by time taken = mean rate of reaction		
	French	Exam technique	How to differentiate between past, present, future (tenses)		
	English	Revising for mocks	Macbeth: Watched a clip, 30 min animation, timeline of key events - witches (when will they meet again) and Lady Macbeth		
	Maths	Matrices	Basics of matrix (how to multiply a double vector by singular)		
	History	What problems did Germany face after WW1	Terms of the treaty of versaille. Video impact of the treaty. Weimar republic		
Tuesday	English				
	Maths				
	PE				
	History				
Wednesday	Geography				
Thursday					
Friday					

#NeuroNinja Top **Revision** Tips



3 Flashcards...

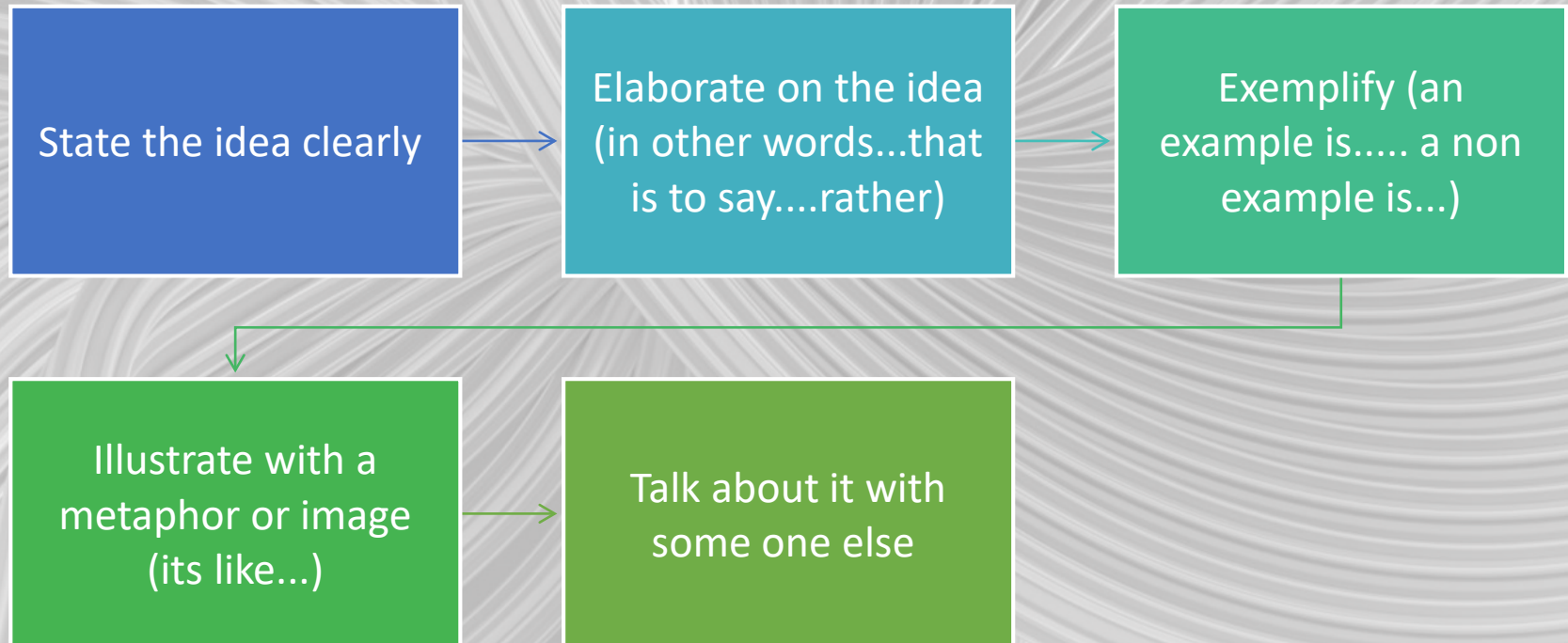
Make 5 flashcards, read them, read yesterday's, repeat each day


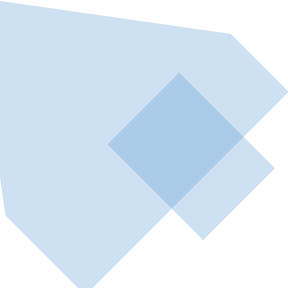


S.E.E.I.T flashcards

Strengthen recall of key vocab, concepts

Encourages multiple ways of processing and communicating information so supports more in depth understanding





Flash Card Title

S:

E:

E:

I:

T:

|

Flash Card Title


State the idea clearly

Elaborate on the idea (in other words...that is to say.. rather.)

Exemplify (An example is.... A non-example is...)

Illustrate with a metaphor or image (It's like..)

Talk with some else about this.



The Leitner box system



ONCE YOU HAVE MADE A SET OF FLASHCARDS FOR A UNIT IT'S IMPORTANT YOU COVER AND RECOVER THE INFORMATION UNTIL IT IS STORED IN YOUR LONG-TERM MEMORY. ONE WAY TO DO THIS IS USING THE LEITNER BOX SYSTEM.



SET UP FIVE "BOXES" TO PUT YOUR FLASHCARDS IN, EACH BOX WILL BE STUDIED AT DIFFERENT INTERVALS OF TIME. TEST YOUR MEMORY USING YOUR FLASHCARDS, IF YOU GET THE ANSWER TO THE QUESTION ON YOUR CARD CORRECT THE CARD MOVES INTO THE NEXT BOX, IF YOU GET IT WRONG IT GOES BACK TO BOX 1.



THE IDEA IS THAT YOU WILL COVER THINGS YOU DO NOT KNOW MORE OFTEN THAN THINGS YOU DO AND SPEND INCREASING LENGTHS OF TIME BETWEEN RESTUDYING WHICH HELPS MEMORY BECAUSE FORGETTING IS ACTUALLY AN IMPORTANT PART OF THE LEARNING PROCESS.

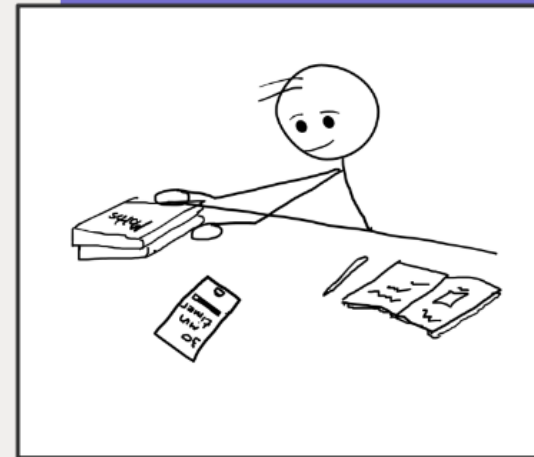
[Search youtube for Leitner system or click this link](#)

#NeuroNinja Top **Revision** Tips



4 Space it out...

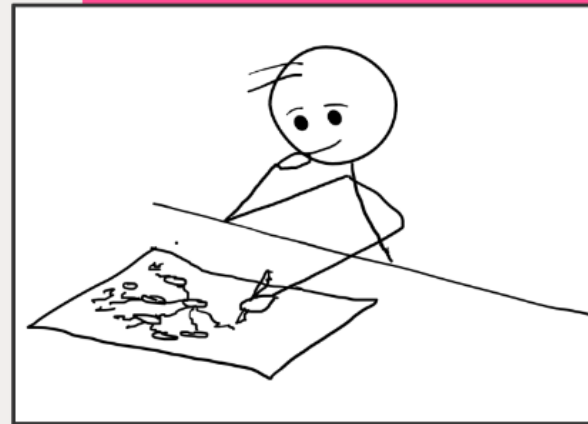
Swap subjects every 30 minutes,
(helps your brain to remember each
time it sees it)



#NeuroNinja Top **Revision** Tips

5 Mind Maps...

Create a mind map each day - 6 days a week, different topic each time



Mind maps



Help you :

Improve your memory with visual cues, words and images

Identify relationships between different topics

Develop your subject understanding

Connect your ideas and experiences to the literature you study

Explore subjects broadly and in depth

Really useful for humanities, English and science (plus many others)

[There are many 'how to' guides on Youtube or use this](#)

How do I do it?

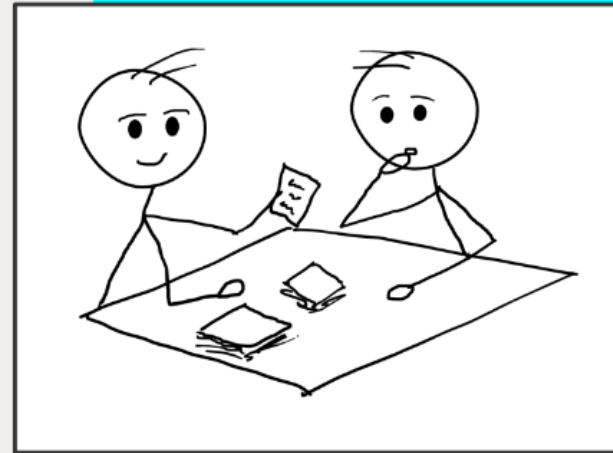
- **Write your map subject** in the middle of your page. Your content will link to your subject and spread out from the main heading. Your subject could be a topic or idea, or information from a text.
- **Add key ideas** to your map by writing their headings on the page and drawing a connecting line between them and your main heading. Continue breaking each section down and adding links between subjects to create smaller, specific mind maps on the page. This is a great chance to explore specific topics more deeply.
- **Use key words or images** to represent each piece of information.
- **Change the style, size or colour of items** to represent important content.
- **Use colours to identify themes and relationships.** Some information in your map may fit more than one map 'branch'. Colour-coding and extra connecting lines will help you understand this.

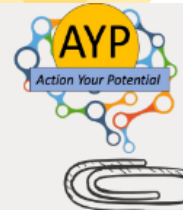
#NeuroNinja Top **Revision** Tips



6 Quiz-time...

Get others to quiz you on your flashcards



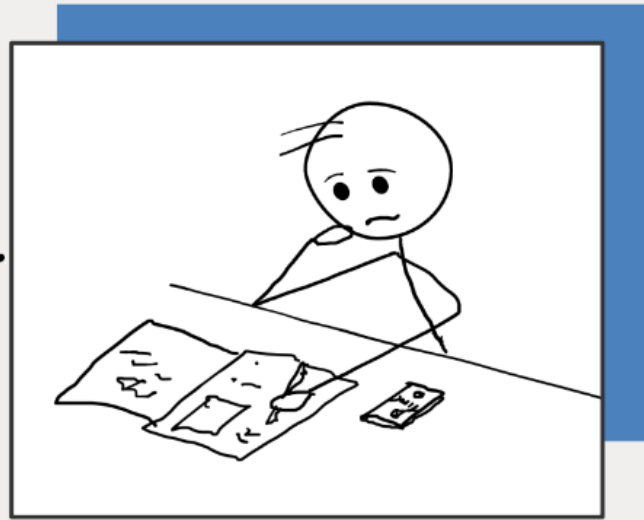


#NeuroNinja Top **Revision** Tips



7 Effortful Subjects...

10 minutes each day on subjects or topics you find the hardest

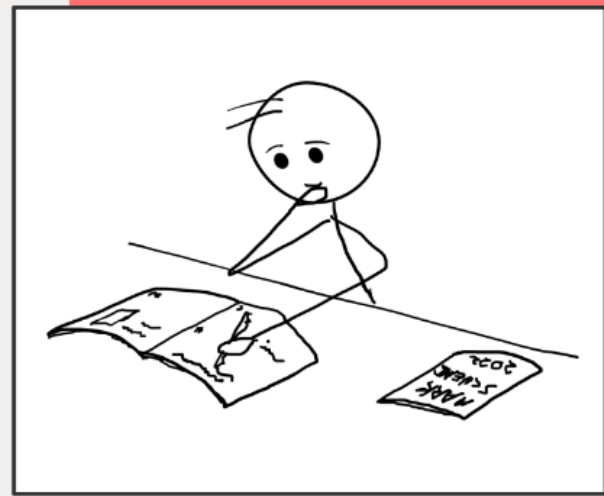


#NeuroNinja Top **Revision** Tips



8 Past papers...

Use past papers - do the question, look at the mark scheme, fill in the blanks



Practicing exam questions



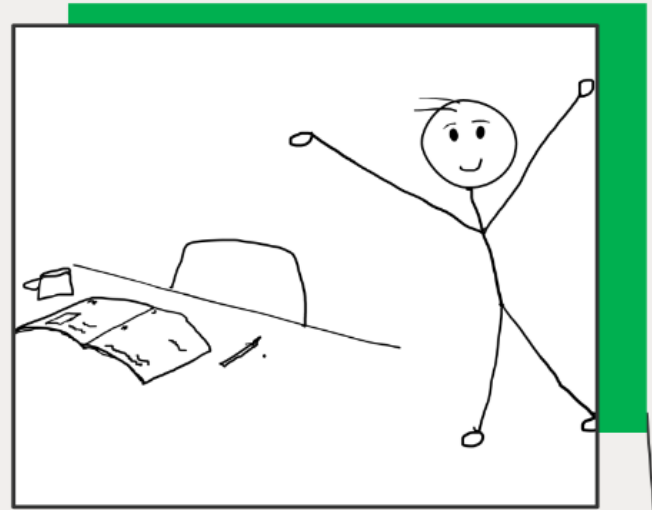
- Once you have studied a topic and are beginning to feel more confident the best way to solidify your understanding is to complete as many exam-style questions as you can get your hands on!
- When answering exam questions, you should use the mark scheme to self-mark, this will not only help to improve your recall but will also get you used to the way examiners ask questions, and develop your exam technique. All of this will help you feel more confident and less daunted about sitting exams.
- An example of a website that contains access to these is below
- [gcse-maths-past-papers](#)
- Past papers are available online for other subjects, simply search for your exam body (AQA, OCR, Edexcel) and the subject you are looking for followed by GCSE past papers. (E.g. AQA Sports studies GCSE past papers)

#NeuroNinja Top **Revision** Tips



9 Move...

Get up and move - every 30 minutes



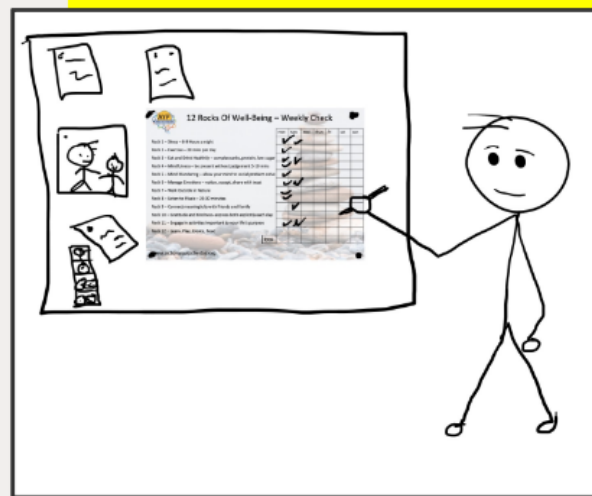


#NeuroNinja Top **Revision** Tips



10 Do Your Rocks...

Make sure you do your 12 rocks of well-being every day



Other top revision techniques...



Revision clocks



Discussion – got to know it to share it



Interactive resources
eg Seneca, GCSE
bitesize



Using AI

Using AI

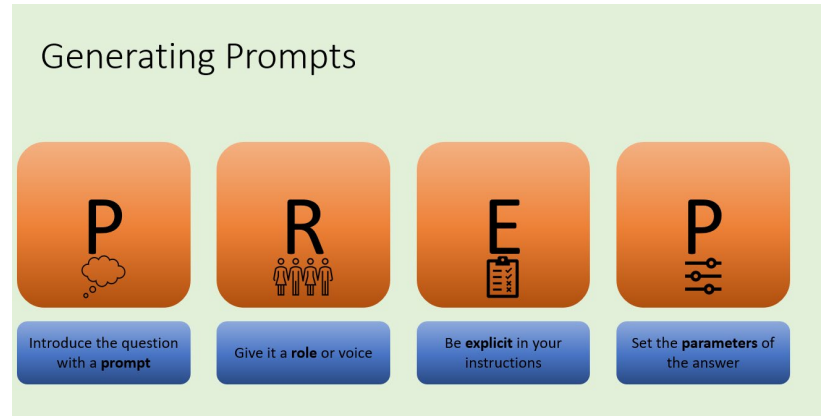
Generative AI is a type of artificial intelligence that can create new content, such as text, images, and code. It does this by learning from existing data and then generating new data that is similar to the data it has learned from.

The main generative AI chatbots at the moment are:

- ChatGPT (<https://chat.openai.com/>)
- Google Bard (<https://bard.google.com/>)
- Microsoft Bing Chat (www.chat.bing.com)

Officially you must be over 13, but if you are 13-18 you need parental consent to use any of the AI chat bots.

You can ask AI to be a tutor/coach on a subject



AI example



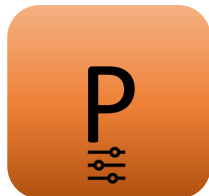
Prompt: Create a quiz about coastal erosion.



Role: You are a geography student who is learning about coastal erosion and wants engaging quizzes



Explicit: Include questions on hydraulic action, compression, abrasion and attrition



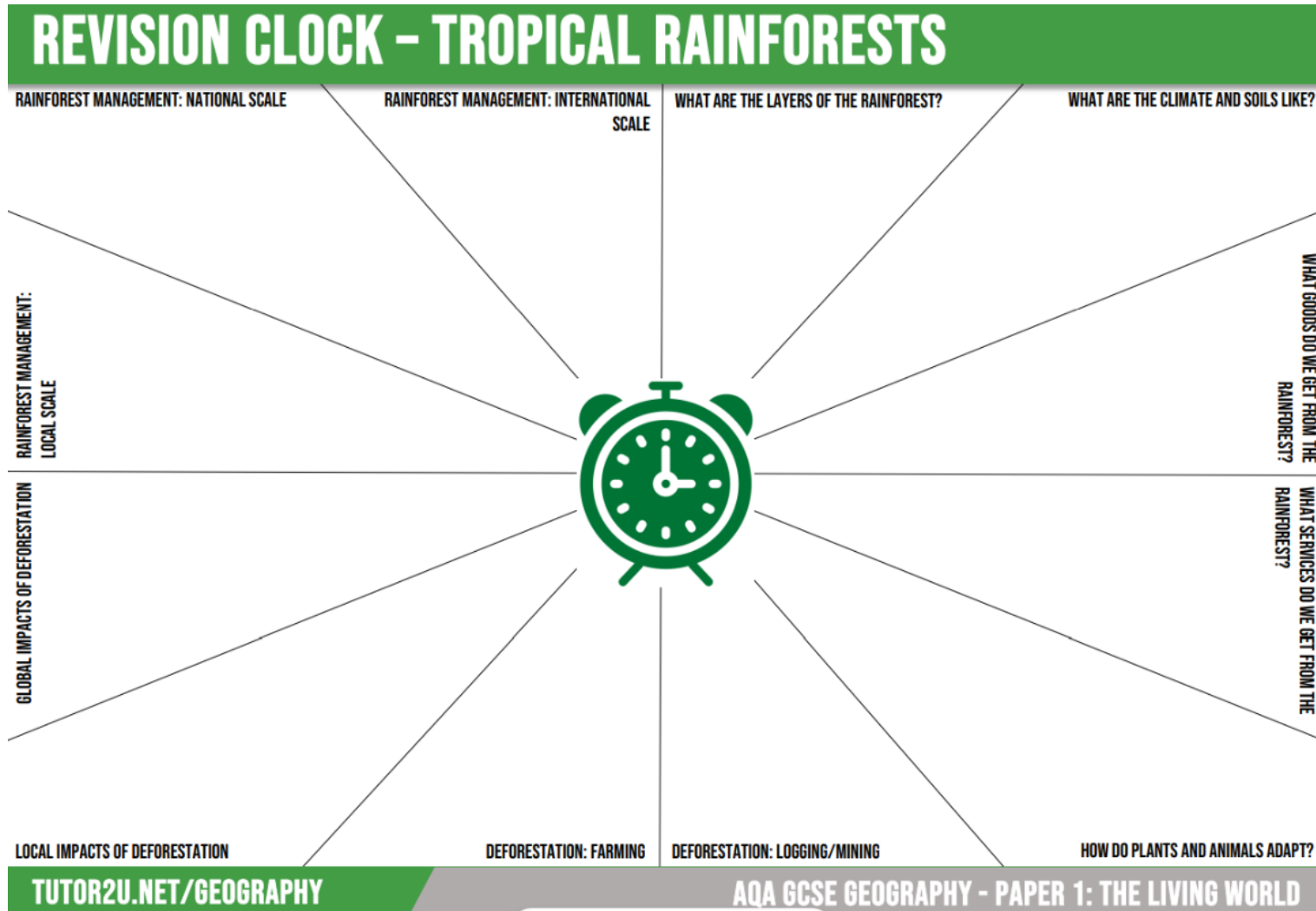
Parameters: Write 10 multiple-choice questions. Write them with a reading age of 14 years old. Include answers at the end.



1. Which of the following is not a cause of coastal erosion?
A. Hydraulic action
B. Wave refraction
C. Abrasion
D. Human intervention

2. What is hydraulic action?
A. The force of waves breaking down rocks and cliffs
B. The grinding action of pebbles on a beach

Revision clocks example



Interactive resources

- Your year 11 teachers will be using online resources such as Seneca and Sparx to set specific revision tasks
- There are a huge number of online revision support materials eg Youtube, GCSE BBC bitesize and many many more (just google 'top ten GCSE revision sites') however you don't need to get caught up trying to find a huge amount of different resources. What you have in this booklet in addition to the support your year 11 teachers are providing is enough. The key to success is preparing early, using the principles highlighted in this booklet.

Finally: Turn behaviours into habits



- Remember, difficult things feel easier when we make them into habits, so choose a specific time and place to revise each evening afterschool, and stick to it!
- This will be more effective than waiting for the inspiration to strike you (which let's face it, won't be that often) and will help you avoid procrastination!
- Time to believe you can achieve!