

# Securing Success in Year 11

Spring Term 2024



Saltash  
Community  
School

Achieving More Together

# Welcome

Good evening,

It is with great pleasure that I am able to welcome you to the second Securing Success for Year 11 event of the year.

Although I am new to the role of Raising Standards Lead, I have been teaching at Saltash now for seven full years. Watching this year group grow up from their pre-pandemic beginnings to where they are now has been a delight. A year group that has faced such huge challenges in their school lives deserves the very best opportunity to succeed in their final exams, and I will do everything I can to ensure that they meet these exams as fully prepared as they can be.

The role of a Raising Standards Lead within a school is to act as a coordinator between all GCSE departments to ensure that each individual student in a year group is supported to succeed. Although I will not give any subject-specific advice regarding revision and exam preparation, I will gladly help you and your child find the answers that they need.

With this in mind, Year 11 know that my office (along the Languages corridor) is always open to them whenever I am in there, should they want to come and ask me anything about their exam preparation. For parents and carers, my email address is on the "TEAM Around Year 11" page of this booklet, and I will always aim to respond to any queries you have as soon as I can.

I wish all Year 11 learners, as well as their parents and carers, a positive and productive exam period. Good luck!

Tom Ward  
Raising Standards Lead

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# The TEAM Around Year 11



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# Provisional Exam Timetable

Please note:

Below is a provisional timetable based on draft exam dates from each board, which is therefore subject to change. It does not include every exam from every board.

Final exam timetables for each pupil will be released in April.

Date	Exam	Time
<b>Thursday 9<sup>th</sup> May</b>	Drama   Understanding Drama	<b>1.00pm</b>
	Religious Studies   Component 1	<b>9.00am</b>
<b>Friday 10<sup>th</sup> May</b>	Biology   Paper 1	<b>9.00am</b>
	Combined Science   Biology: Paper 1	<b>9.00am</b>
<b>Monday 13<sup>th</sup> May</b>		
<b>Monday 13<sup>th</sup> May</b>	English Literature   Shakespeare and the 19th century novel	<b>9.00am</b>
	Sports Studies   Contemporary issues in sport	<b>1.00pm</b>
<b>Tuesday 14<sup>th</sup> May</b>	French   Listening	<b>9.00am</b>
	French   Reading	<b>9.00am</b>
	Business   Paper 1: Investigating Small Business	<b>1.00pm</b>
<b>Wednesday 15<sup>th</sup> May</b>	History   Paper 1: Thematic study and historic environment	<b>9.00am</b>
	Computer Science   Computer Systems	<b>1.00pm</b>
<b>Thursday 16<sup>th</sup> May</b>	Maths   Paper 1: Non-Calculator Foundation	<b>9.00am</b>
	Maths   Paper 1: Non-Calculator Higher	<b>9.00am</b>
	Religious Studies   Component 2	<b>1.00pm</b>
<b>Friday 17<sup>th</sup> May</b>	Chemistry   Paper 1	<b>9.00am</b>
	Combined Science   Chemistry: Paper 1	<b>9.00am</b>
	Geography   Paper 1: Living with the physical environment	<b>1.00pm</b>
<b>Monday 20<sup>th</sup> May</b>		
<b>Monday 20<sup>th</sup> May</b>	English Literature   Modern texts and poetry	<b>9.00am</b>
<b>Tuesday 21<sup>st</sup> May</b>	Computer Science   Computational thinking, algorithms and programming	<b>1.00pm</b>
<b>Wednesday 22<sup>nd</sup> May</b>	Combined Science   Physics: Paper 1	<b>9.00am</b>
	Physics   Paper 1	<b>9.00am</b>
<b>Thursday 23<sup>rd</sup> May</b>	English Language   Explorations in creative reading and writing	<b>9.00am</b>
<b>Friday 24<sup>th</sup> May</b>	French   Writing	<b>9.00am</b>
<b>HALF TERM WEEK</b>		

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Date	Exam	Time
<b>Monday 3<sup>rd</sup> June</b>	Maths   Paper 2 (Calculator) Foundation Tier	<b>9.00am</b>
	Maths   Paper 2 (Calculator) Higher Tier	<b>9.00am</b>
<b>Tuesday 4<sup>th</sup> June</b>	History   Paper 2: British depth study & Period study	<b>1.00pm</b>
<b>Wednesday 5<sup>th</sup> June</b>	Geography   Paper 2: Challenges in the human environment	<b>9.00am</b>
	Business   Paper 2: Building a Business	<b>1.00pm</b>
<b>Thursday 6<sup>th</sup> June</b>	English Language   Writers' viewpoints and perspectives	<b>9.00am</b>
<b>Friday 7<sup>th</sup> June</b>	Religious Studies   Component 3	<b>9.00am</b>
	Biology   Paper 2	<b>1.00pm</b>
	Combined Science   Biology: Paper 2	<b>1.00pm</b>
<b>Monday 10<sup>th</sup> June</b>	Maths   Paper 3 (Calculator) Foundation Tier	<b>9.00am</b>
	Maths   Paper 3 (Calculator) Higher Tier	<b>9.00am</b>
<b>Tuesday 11<sup>th</sup> June</b>	Chemistry   Paper 2	<b>9.00pm</b>
	Combined Science   Chemistry: Paper 2	<b>9.00am</b>
	History   Paper 3: Modern depth study	<b>1.00pm</b>
<b>Wednesday 12<sup>th</sup> June</b>		
<b>Thursday 13<sup>th</sup> June</b>		
<b>Friday 14<sup>th</sup> June</b>	Geography   Paper 3: Geographical applications	<b>9.00am</b>
	Combined Science   Physics: Paper 3	<b>1.00pm</b>
	Physics   Paper 2	<b>1.00pm</b>
<b>Monday 17<sup>th</sup> June</b>	Music   Listening and appraising	<b>1.00pm</b>
<b>Tuesday 18<sup>th</sup> June</b>	Design and Technology	<b>9.00am</b>

# Key Dates

When?	What is happening?
February – ongoing	Changes to morning tutor times: Tuesday, Wednesday and Thursday mornings focus on English and Maths revision.
Thursday 22 <sup>nd</sup> February	Y11 parents evening
Week beginning 4 <sup>th</sup> March	Final English and Maths mocks in exam conditions
March – ongoing	Changes to tutor time intervention groups based on mock results
Easter Holidays Friday 29 <sup>th</sup> March – Sunday 14 <sup>th</sup> April	Revision materials will be sent home via ClassCharts.
April TBC	Final exam timetable released.  Individual exam timetables will be distributed via tutors.
May – ongoing	Collapsed timetables for pupils who have an exam either the next morning or the same afternoon.  Prom Pass VIPs announced.
Monday 5 <sup>th</sup> May – Friday 21 <sup>st</sup> June	This is the confirmed “exam window” where all formal exams will take place.
Wednesday 26 <sup>th</sup> June	Exam contingency day – in the event of local or national disruption, exam boards keep this day in reserve for missed exams. This is NOT a day available for any individual missed exams.

# The Exam Period

- The vast majority of lessons will continue as normal, all the way through the exam period.
- The exceptions to this are **Art (post-exam)**, **Core RE** and **Personal Development** lessons, where students will be expected to bring revision with them to work from and use.
- All exams begin with a silent line-up in the Quad area and a pre-exam briefing from the Head of Department.
- Pupils with exam access arrangements which include a smaller/private room will be roomed in the same area of the building for all exams (rooms 10, 11 and 12).
- Lessons during and immediately after exams will continue as normal.

## Exam Equipment

- All learners in all year groups are expected to be equipped to learn each morning, with their tools for learning in a clear pencil case. This remains the expectation during the exam period, where clear pencil cases are required and pupils are expected to bring their own pens, pencils and other equipment.
- At this stage, we recommend that pupils add a set of highlighters to their pencil cases, as many exams benefit from having a highlighter handy. We also advise Year 11 pupils settle on a “favourite” style of pen – one that they can write quickly and neatly with. This can make a big difference to longer written exams like English and History.



# “How Do I Revise?”



- Our published revision strategies will all be underpinned by the work of The Learning Scientists – a team of educational psychologists whose primary focus is the science of learning.
- Our advice can be distilled down into three clear revision activities:
  - **flashcards**
  - **mind maps**
  - **exam-style practice**

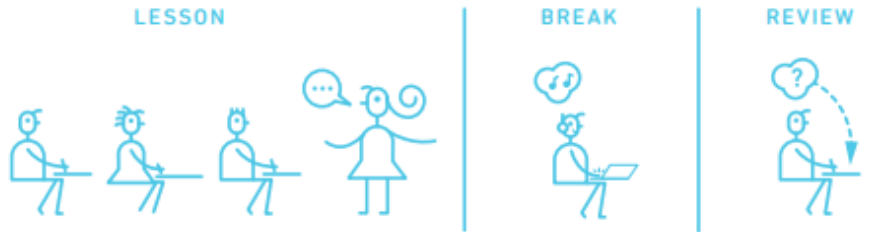
# “How Do I Revise?” – Spaced Practice

## HOW TO DO IT

Start planning early for exams, and set aside a little bit of time every day. Five hours spread out over two weeks is better than the same five hours all at once.



Review information from each class, but not immediately after class.



After you review information from the most recent class, make sure to go back and study important older information to keep it fresh.



## HOLD ON!

TESTING 1      2 SPACING      3 SKETCHING



When you sit down to study, make sure you are using effective study strategies rather than just re-reading your class notes.



This may seem difficult and you may forget some information from day to day, but this is actually a good thing! This forces you to retrieve information from memory (see Retrieval Practice poster).



Create small spaces (a few days) and do a little bit over time, so that it adds up!

## RESEARCH

Read more about spaced practice as a study strategy

Benjamin, A. S., & Tullis, J. [2010]. What makes distributed practice effective? *Cognitive Psychology*, 61, 228-247.

# “How Do I Revise?” - Interleaving

## HOW TO DO IT

TOPIC  
A



TOPIC  
B



TOPIC  
C



Switch between ideas during a study session. Don't study one idea for too long.



TOPICS  
A B C



STUDY  
SESSION  
1

TOPICS  
C B A



STUDY  
SESSION  
2

TOPICS  
A C B



STUDY  
SESSION  
3

Go back over the ideas again in different orders to strengthen your understanding.



Make links between different ideas as you switch between them.

## HOLD ON!



While it's good to switch between ideas, don't switch too often, or spend too little time on any one idea; you need to make sure you understand them.



Interleaving will feel harder than studying the same thing for a long time. But don't worry - this is actually helpful to your learning!

## RESEARCH

Read more about interleaving as a study strategy

Rohrer, D. [2012]. Interleaving helps students distinguish among similar concepts. *Educational Psychology Review*, 24, 355-367.

# “How Do I Revise?” – Retrieval Practice

## HOW TO DO IT

Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.



Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.



You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.



## HOLD ON!



Retrieval practice works best when you go back to check your class materials for accuracy afterward.



Retrieval is hard! If you're struggling, identify the things you've missed from your class materials, and work your way up to recalling it on your own with the class materials closed.



Don't only recall words and definitions. Make sure to recall main ideas, how things are related or different from one another, and new examples.

## RESEARCH

Read more about retrieval practice as a study strategy

Roediger, H. L., Putnam, A. L., & Smith, M. A. (2011). Ten benefits of testing and their applications to educational practice. In J. Mestre & B. Ross (Eds.), *Psychology of learning and motivation: Cognition in education*, (pp. 1-36). Oxford: Elsevier.

# “How Do I Revise?” – Dual Coding

## HOW TO DO IT



Look at your class materials and find visuals. Look over the visuals and compare to the words.



Look at visuals, and explain in your own words what they mean.



Take information that you are trying to learn, and draw visuals to go along with it.

## HOLD ON!

Try to come up with different ways to represent the information visually, for example an infographic, a timeline, a cartoon strip, or a diagram of parts that work together.

### INFOGRAPHIC



### CARTOON STRIP



### DIAGRAM

### TIMELINE



### GRAPHIC ORGANIZER

Work your way up to drawing what you know from memory.



## RESEARCH

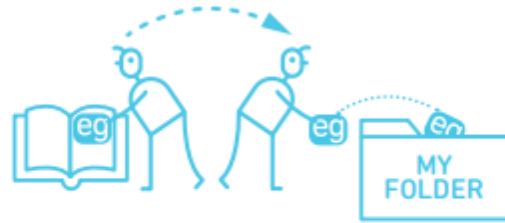
Read more about dual coding as a study strategy

Mayer, R. E., & Anderson, R. B. (1992). The instructive animation: Helping students build connections between words and pictures in multimedia learning. *Journal of Educational Psychology*, 4, 444-452.

# “How Do I Revise?” – Concrete Examples

## HOW TO DO IT

Collect examples your teacher has used, and look in your class materials for as many examples as you can find.



Make the link between the idea you are studying and each example, so that you understand how the example applies to the idea.



Share examples with friends, and explain them to each other for added benefits.



## HOLD ON!



You may find examples on the internet that are not used appropriately. Make sure your examples are correct - check with your teacher.



Ultimately, creating your own relevant examples will be the most helpful for learning.

## RESEARCH

Read more about concrete examples as a study strategy

Rawson, K. A., Thomas, R. C., & Jacoby, L. L. (2014). The power of examples: Illustrative examples enhance conceptual learning of declarative concepts. *Educational Psychology Review*, 27, 483-504.

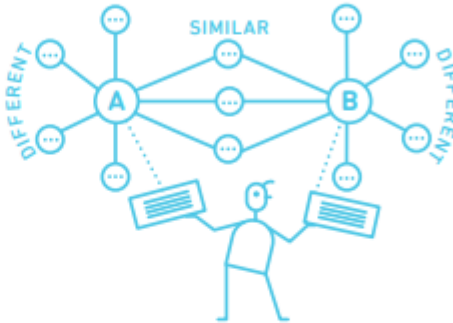
# “How Do I Revise?” - Elaboration

## HOW TO DO IT

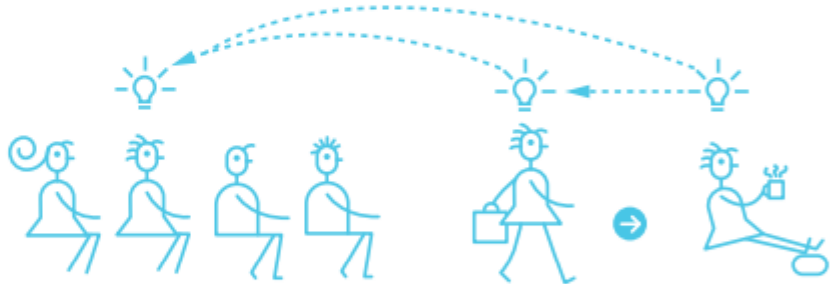
Ask yourself questions while you are studying about how things work and why, and then find the answers in your class materials and discuss them with your classmates.



As you elaborate, make connections between different ideas to explain how they work together. Take two ideas and think of ways they are similar and different.



Describe how the ideas you are studying apply to your own experiences or memories. As you go through your day, make connections to the ideas you are learning in class.



## HOLD ON!



Make sure the way you are explaining and describing an idea is accurate. Don't overextend the elaborations, and always check your class materials or ask your teacher.



Work your way up so that you can describe and explain without looking at your class materials.

## RESEARCH

Read more about elaboration as a study strategy

McDaniel, M. A., & Donnelly, C. M. (1996). Learning with analogy and elaborative interrogation. *Journal of Educational Psychology, 88*, 508-519.

Wong, B. Y. L. (1985). Self-questioning instructional research: A review. *Review of Educational Research, 55*, 227-268.





# “How Do I Revise?” – Revision Timetable Example



Feel free to photocopy this example or use it as a starting point to craft your own – revision timetables only work when they are useful for the individual learner. They shouldn't just look pretty and stay up on the fridge!

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
0900-0930	Maths - shape	English - poetry	Bio - human	Physics - forces	Maths - shape	English – Opinion writing	Physics - electricity
0930-1000	English - Macbeth	Maths - algebra	English - creative	Maths - Statistics	English - ACC	Maths - Algebra	English – Q 4
1000-1030	Physics - atoms	Chem - reactions	Maths - number	English - AIC	Chem - organic	Bio - animals	Maths - number
<b>Tea break</b>							
1100-1130	History - Medicine	French - verbs	Geog - physical	French - listening	Geog - physical	Maths - shape	History - medicine
1130-1200	French – my day	History - Germany	English - Scrooge	Geog – water	French - writing	History - suffrage	Geog - human
1200-1230	English - AIC	Geog - human	History - suffrage	French - reading	History – Germany	French - tenses	Physics - atoms
1230-1300	Geog – water	English - Poetry	French - hobbies	History - medicine	Geog - human	Geog - physical	French – my day
<b>Lunch and social time</b>							
1600-1700	Macbeth	Atoms	Poetry	AIC	Number	Medicine	Macbeth
Recall prior learning	Algebra	My Day	Reactions	ACC	Human	Statistics	Q4
	Medicine	Water	Germany	Macbeth	Verbs	Poetry	Tenses

This timetable would work for a learner who worked best in a set routine for each day of a half term or Easter break. The “big” subjects – English, Maths and Science – are tackled early morning when motivation is highest. Each day ends with an hour of retrieval practice based on previous topics – this is the technique of “interleaving” in action. Subjects aren't just written in – a specific focus is selected for each part of the day.

# Helping from Home

- Provide a clear and calm **study environment** wherever possible.
  - Help create a **revision schedule** that is realistic.
  - Model mobile phone breaks and enable good-quality **sleep**.
  - Support with **rest breaks**.
  - Ask your child to **elaborate** – engage with their flashcards and mind maps.
  - Check they are using the **revision techniques** described.
  - Keep **key dates** and timetable on the fridge.
  - **Talk** with them.
  - **Talk** with us.
- 
- We are all here to help and are experienced in bringing Year 11 groups through the exam period – please get in touch if you have any questions or need any advice.

Common Concern	The QR codes provide further information – simply scan them with the camera on your phone.
Where can I find all of the exam information for each subject?	
What materials are available for [subject]?	<p>In the first instance, contact the Head of Department for the subject. If you do not know this please email <a href="mailto:TWard@saltashcloud.net">TWard@saltashcloud.net</a> and I will put you in touch with the right person.</p>
Where can I find out more about the science of learning?	
My child has exams access arrangements in place, or I would like to apply for arrangements to be made.	<p>Mrs Hodson, our SENCO coordinates all exams access arrangements and testing. <a href="mailto:HHodson@saltashcloud.net">HHodson@saltashcloud.net</a></p>