

Year 11 Information Evening

9 September 2025

Work Hard- Be Kind- Be Proud



Key Dates for Year 11

- Tuesday 9th September – Y11 Parent Information Evening
- Thursday 9th October – Post 16 Careers Fayre (evening)
- Friday 17th October Y11 report to parents
- Friday 21st November – Deadline for applications to college
- Monday 24th November – Fri 5th December – Y11 Mock Exams
- Thursday 15th January – Y11 Parents' Evening
- Thursday 22nd January – Y11 Parent Information Evening
- Wednesday 25th – Fri 27th February – Y11 Mock Exams (provisional date)
- Friday 20th March – Y11 Report to parents & Macbeth Theatre Visit
- Friday 8th May – GCSE Exams Begin

Post 16 Fayre – 9th October 6pm-8pm

AFDA

Beauchamp College

Beauchamp City

Brooksby Melton College

DMU

Fire Service

Harrington School

Leicester College

Leicester Grammar

Moulton

Robert Smyth

WQE College

Your chance to talk to the Post 16 providers who will be in the Sports Hall plus there will be a talk from Mrs Rees and Jamie about the application process in the Main Hall at 6pm and again at 7pm

Mock exams: 24 November to 5 December

Purpose:

- To allow your child to experience pressures similar to real GCSEs
- To allow your child to practice and refine revision strategies
- To embed knowledge into long term memory
- To enable teachers and students to make a plan for success
- To make the real GCSEs easier as more knowledge is retained
- To allow your child to experience success
- **On the next slide is a sample timetable. 2025 timetable to follow.**

Last year's mock timetable- an example

Period	Monday 18 th	Tuesday 19 th	Wednesday 20 th	Thursday 21 st	Friday 22 nd
1	Mathematics 8300/1F&H 1½ hours ↓	English Language 8700/1 1¾ hours ↓	Combined Biology 8464/B/1F&H 1¼ hours & Triple Biology 8461/1H 1¾ hours ↓	History 1 hour ↓	Combined Chemistry 8464/C/1F&H 1¼ hours & Triple Chemistry 8462/1H 1¾ hours ↓
2	↓	↓	↓	↓	↓
Break					
3	Geography 8035/1 1½ hours ↓	French (W) 8658/WF/H 1 hour / 1¼ hours Spanish (W) 8698WF/H 1 hour / 1¼ hours ↓	Business J204/01&2 1½ hours ↓	Sociology C200QS 1¼ hours Drama 8261/1 1 hour ↓	Product Design 8552/W 1¼ hours ↓
4	↓	↓	↓	↓	↓
Lunch					

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Last year's mock timetable- an example

Period	Monday 25 th	Tuesday 26 th	Wednesday 27 th	Thursday 28 th	Friday 29 th
1	French (R & L) 8658/H 1¾ hours Spanish (R & L) 8658/H 1¾ hours Music J536/05 1½ hours	English Literature 8702/1 1¾ hours	Mathematics 8300/2F&H 1½ hours	Combined Physics 8464/P/1F&H 1¾ hours & Triple Physics 8463/1H	Mathematics 8300/3F&H 1½ hours
2	↓	↓	↓	↓	↓
Break					
3	French (R & L) 8658/F 1 hr 20 mins Spanish (R & L) 8698/F 1 hr 20 mins	Comp Science J277/01 1½ hours	Economics 8136/2 1¾ hours	Food Preparation 8585/W 1¾ hours	PE J587/01 1 hour Sports Studies R184 1 hour
4	↓	↓	↓	↓	↓
Lunch					

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Last year's mock timetable- an example

Period	Monday 2 nd	Tuesday 3 rd	Wednesday 4 th	Thursday 5 th	Friday 6 th
	No Exams	Art J171/02	Art J171/02	No Exams	No Exams
1		↓	↓		
2		↓	↓		
Break					
3		↓	↓		
4		↓	↓		
Lunch					
5		↓	↓		

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Feedback from the Year 10 mocks

- **Not all students had full equipment**
- ***Impact: delays start of exam, which has knock-on delays for rest of day***
- **Very large number of toilet visits**
- ***Impact: disrupts exam for other students; prevents invigilators helping other students***

Feedback from the Year 10 mocks

- **Black** biro pens, pencil, clear 30cm ruler, **pair of compasses**, **clear protractor**, rubber, pencil sharpener, **scientific calculator**, and coloured pencils for Design & technology.

- **Optional:**

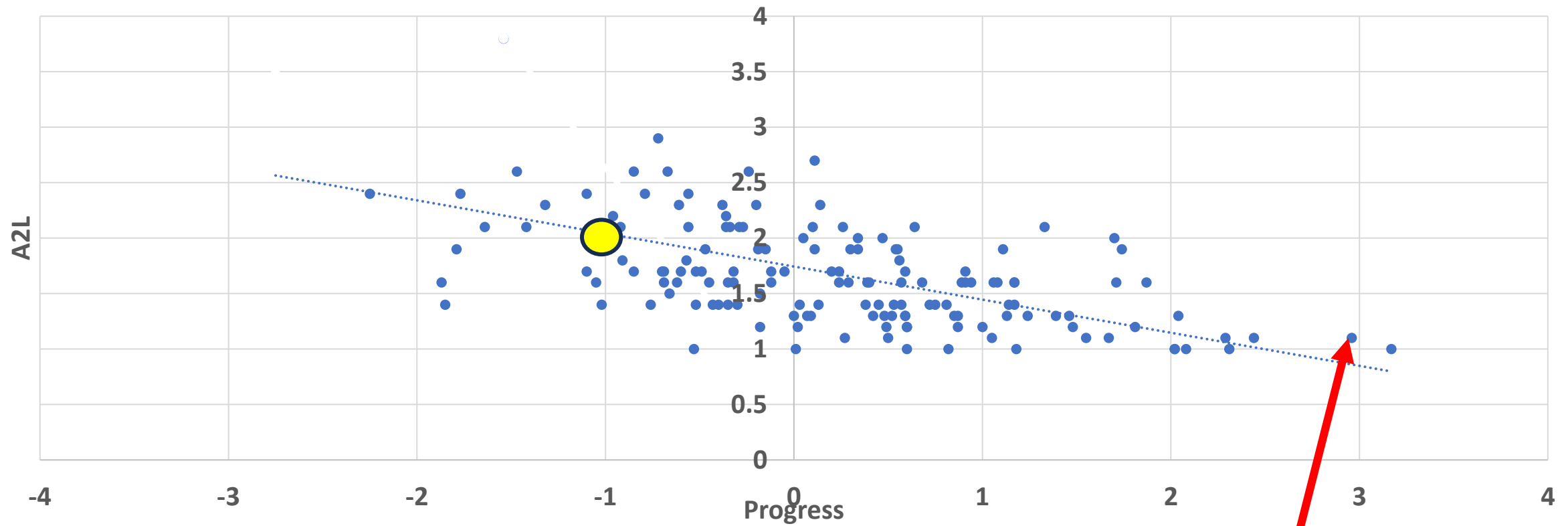
Pencil case (must be clear), highlighters

10 school weeks to the mock exams

- **The future starts today**

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Relationship between attitude to learning and progress



Work hard- be kind- be proud

Three Mantras

- **"Little and often"**
- This is my top tip for revising. Start now. Each evening, do about 30 mins of revision (this is in addition to your homework). These little half hours soon add up and help reinforce your memory and ability to recall the info in exam situations.
- **"The right balance of work rest and play"**
- Outside of this work, you should make sure that you are doing fun stuff too. See friends, play sport/music etc. Rest and sleep are crucial too.

Three Mantras

- **"Work hard now, chill in July, celebrate in August"**

This mantra recognises that the balance between work, rest and play will change during the next 12 months. We are now in a "work hard" phase. When it comes to mid June, July and August, you will have 12 weeks of 'ZERO WORK' and 100% Chill! So work hard now and you will be celebrating in August.

Look forward to seeing you out there. Keep being awesome!

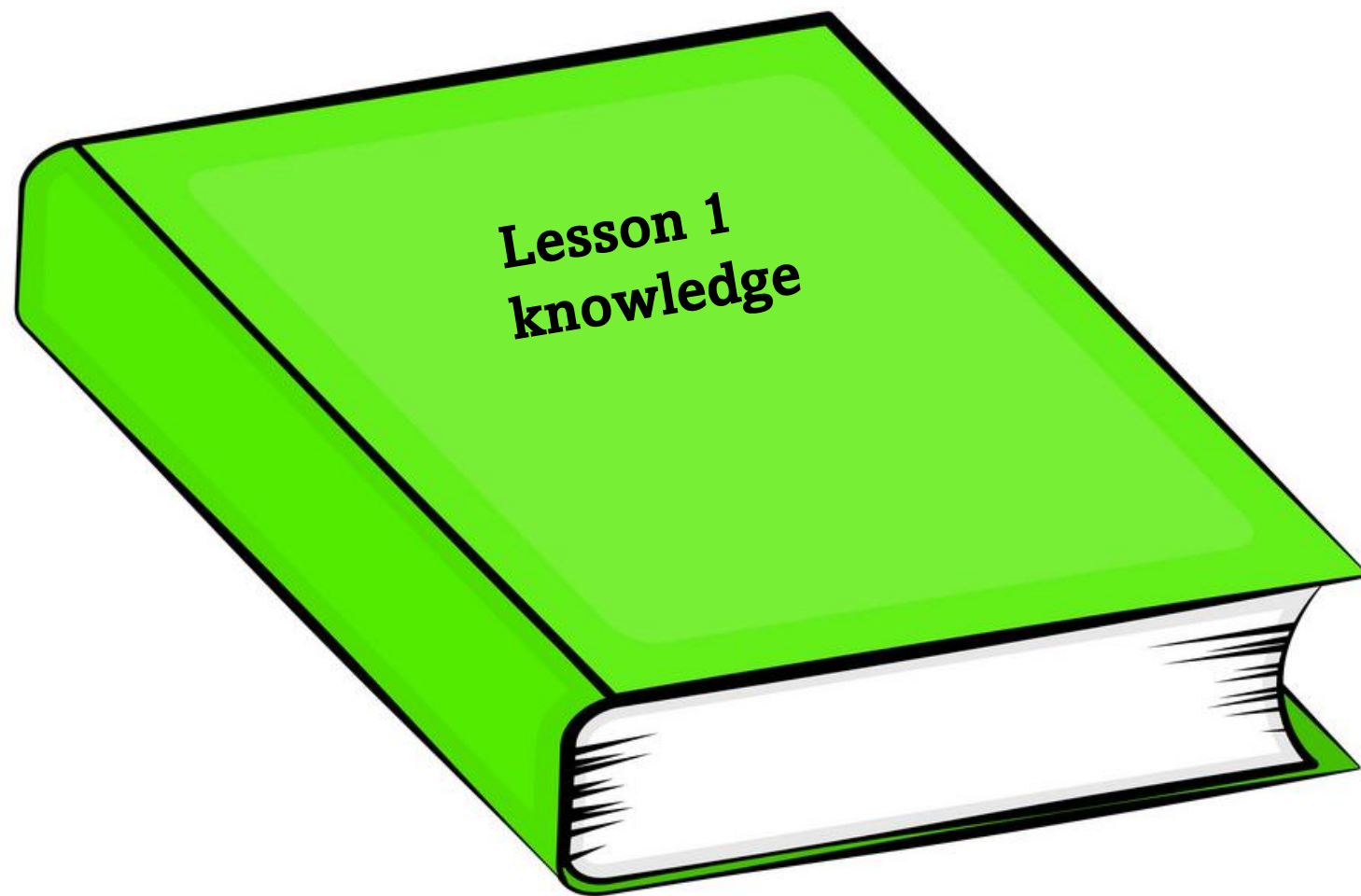
Steps to Success programme: the science of learning

Assembly follow up

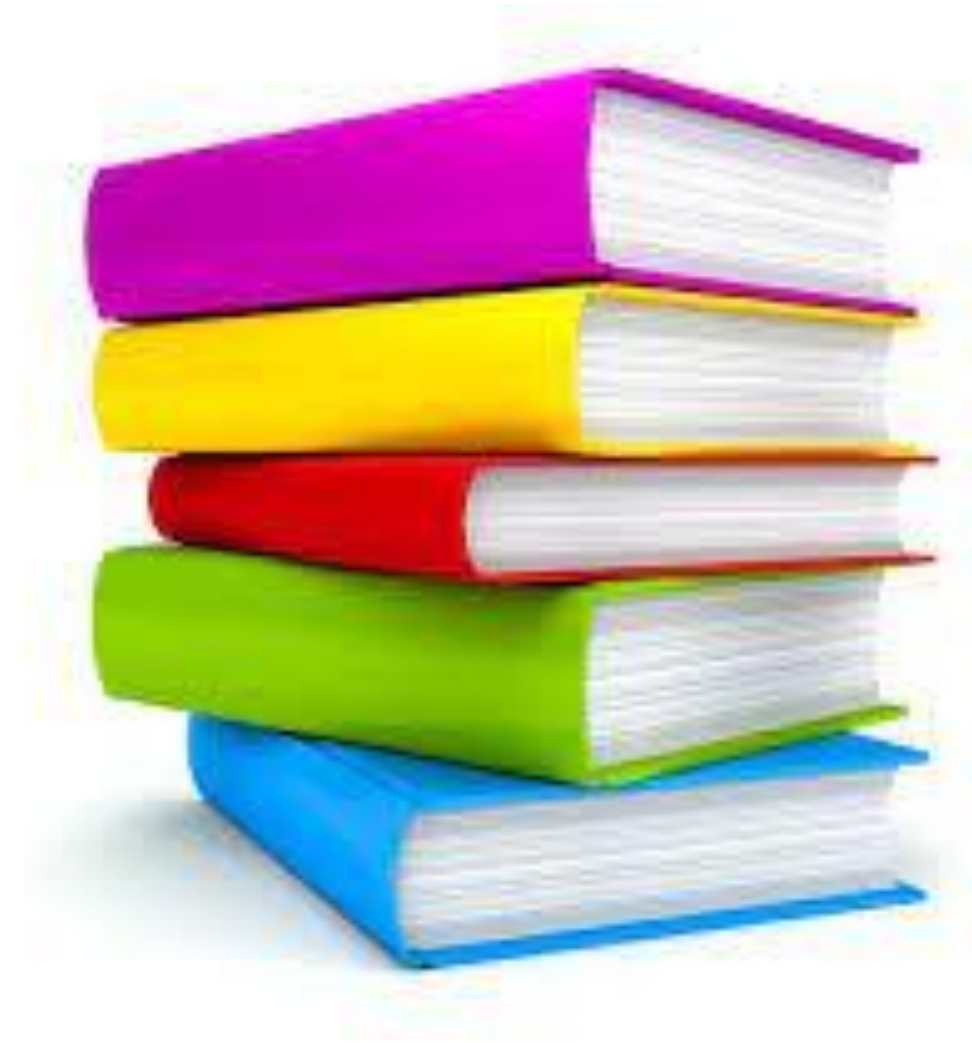
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Year 11

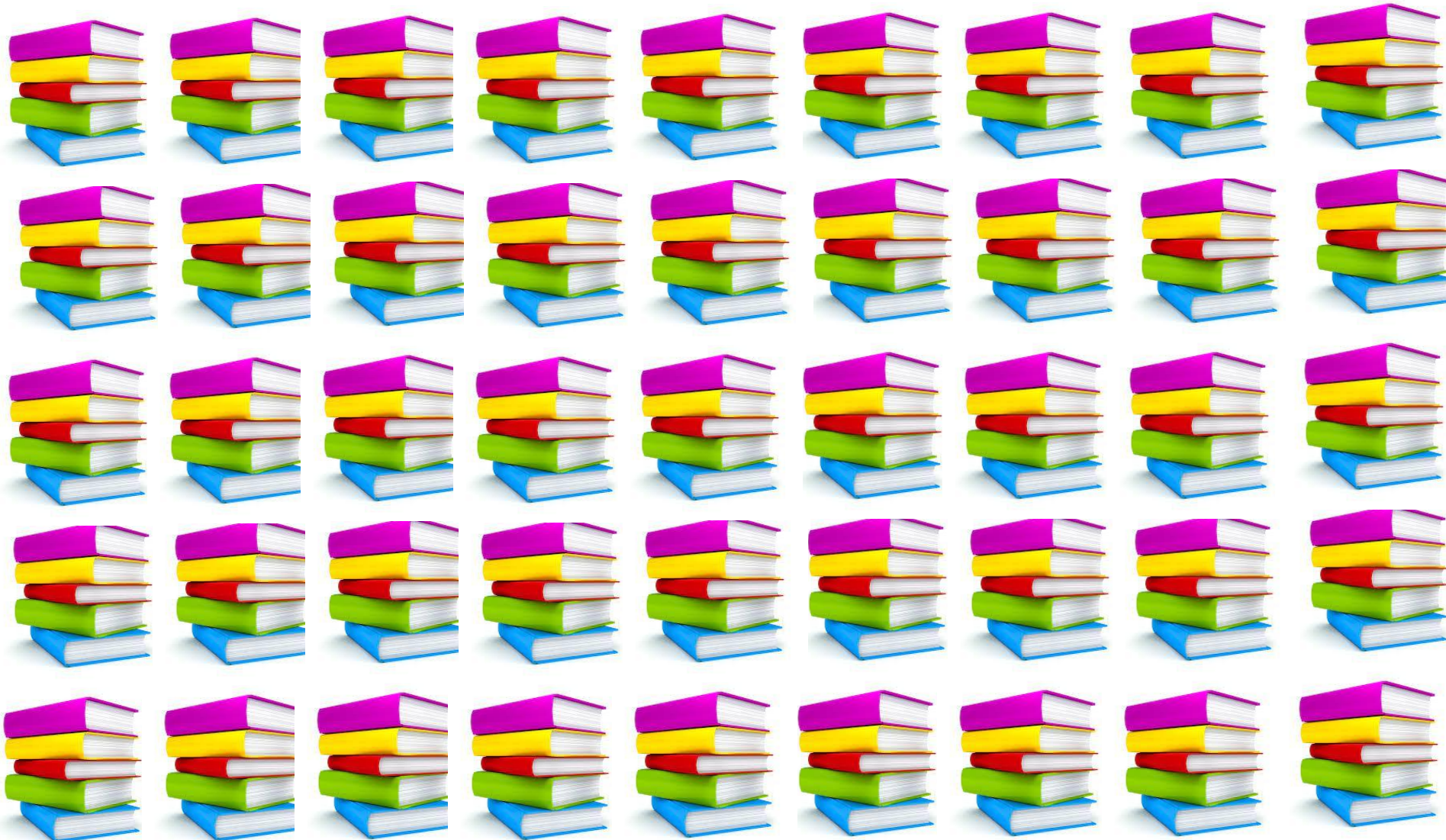
1 September	Assembly	Steps to Success- overview
2 September	PSHE 1	The Science of Learning
w/c 8 September	PSHE 2	Forgetting Happens
w/c 8 September	PSHE 3	Using Flashcards
9 September	Parent information evening	Steps to Success overview
w/c 8 September	Subject focus	Practical use of Flashcards
w/c 15 September	PSHE 4	Summarising and chunking
w/c 15 September	Subject focus	Practical use of summarising and chunking
w/c 15 September	PSHE 5	Revision timetables
10- 24 November	Subject focus	Applying revision strategies in lessons
17 November	Assembly	Mock exams
16 December	PSHE 6	Mock reflections and planning next steps
6 January	Assembly	New Year Resolutions
15 January	Parents' evening	Feedback on performance
22 January	Parent information evening	Steps to Success: The final stages
23 February	Assembly	Mock exams
19 March	PSHE 7	Mock reflections and planning next steps
13 April	Assembly	Final exam guidance
May-June	Booster sessions	Timetable adjustments to allow a subject booster session prior to each exam
May-June	Pre-exam assemblies	Last minute advice before every exam



1 day



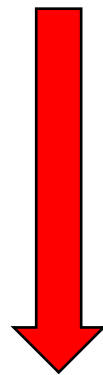
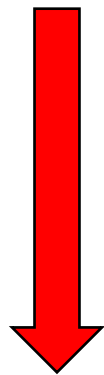
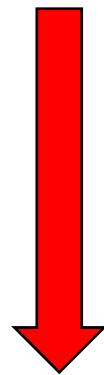
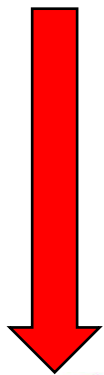
Half a term



1 year

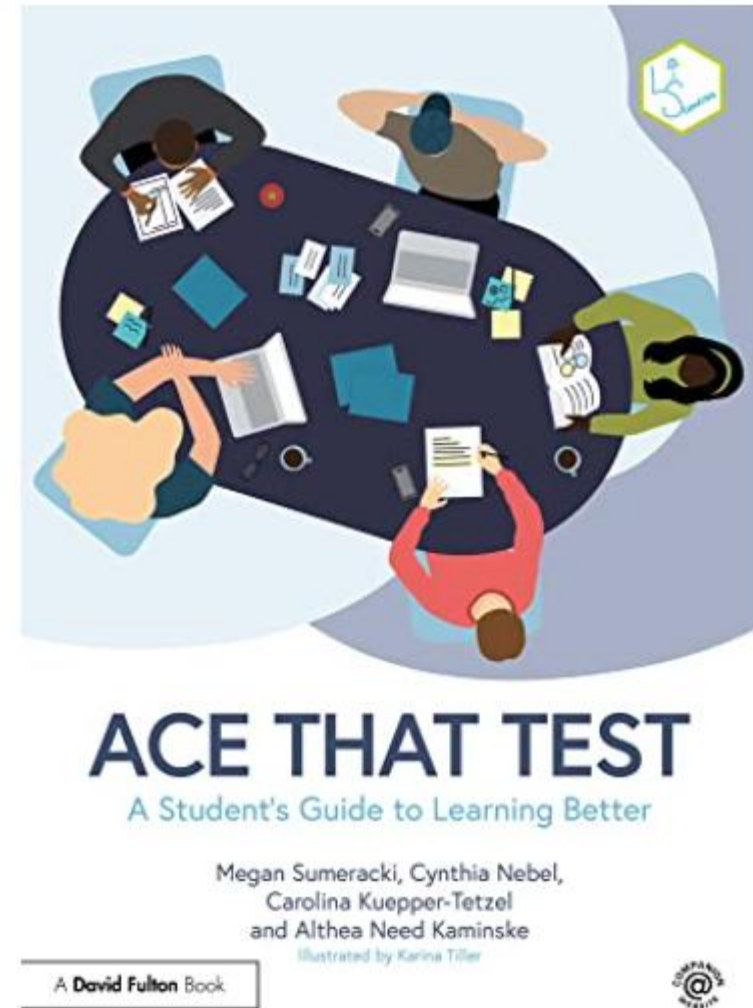


Y10
mock



Evidenced-based strategies

- [The Learning Scientists](#)



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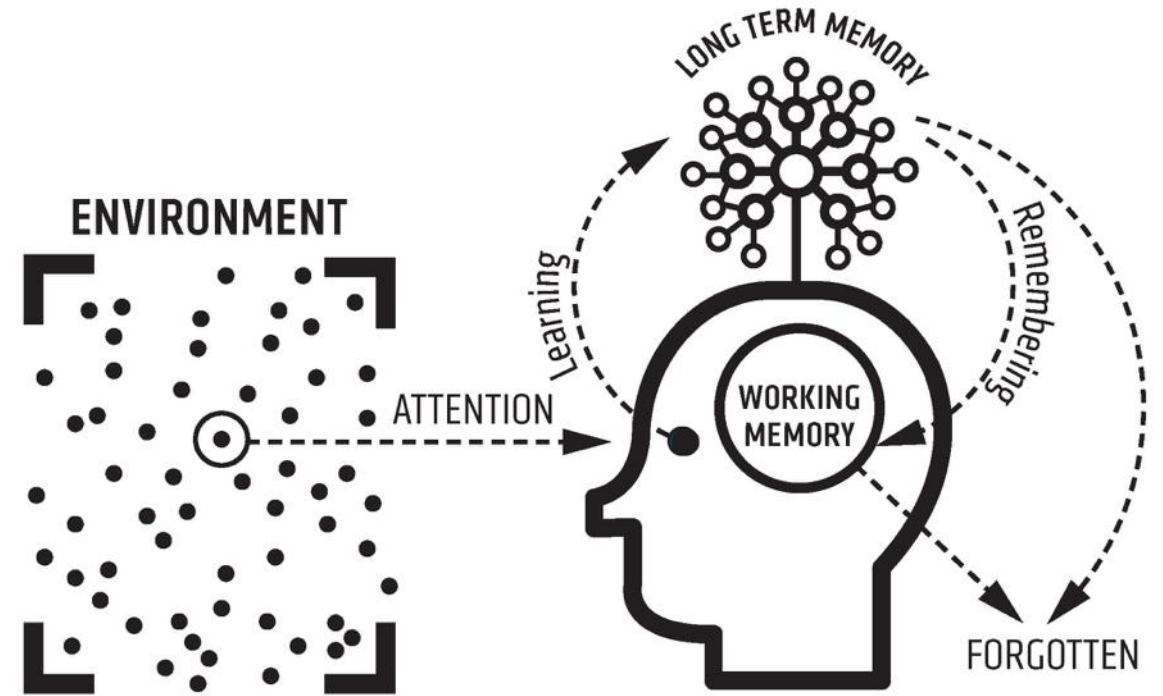
You have 20 seconds to memorise this number

Who can remember the number on the previous slide?

What strategies did you use?

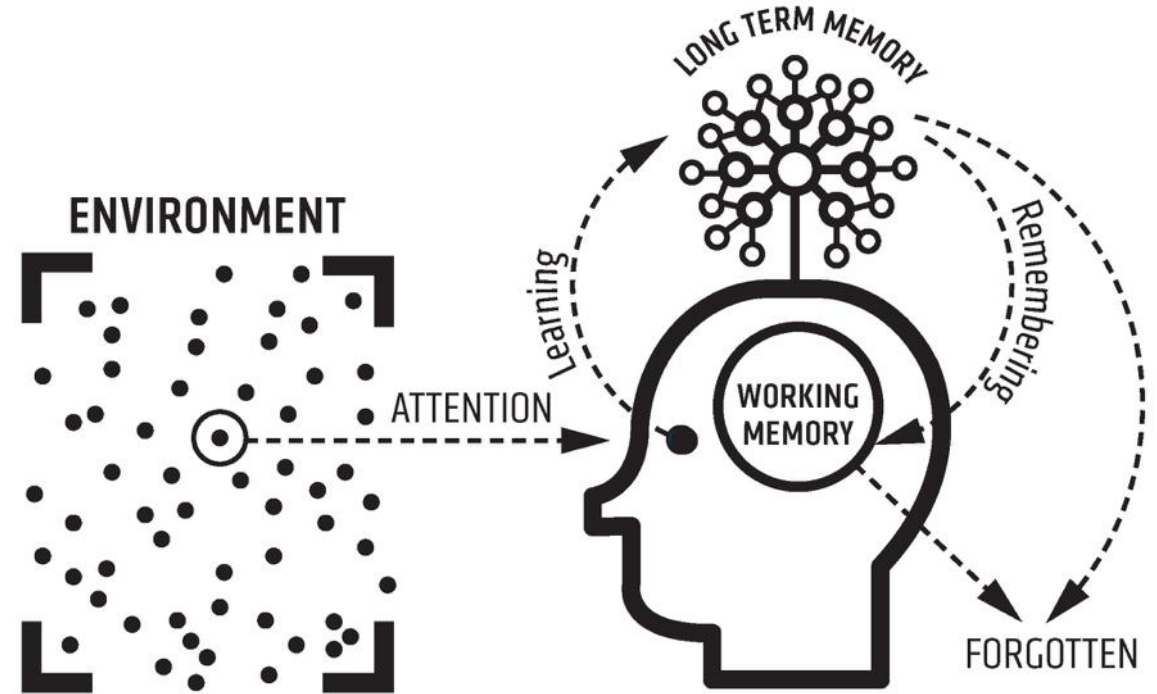
The science of learning

- In recent years, there has been lots of research around the science of learning and how we learn and retain information.
- We have a certain amount of attention to pay and this can be limited and can dramatically vary depending on the individual or the environment. In the diagram, '**attention**' means we receive new information and this is then transferred into our working memory.



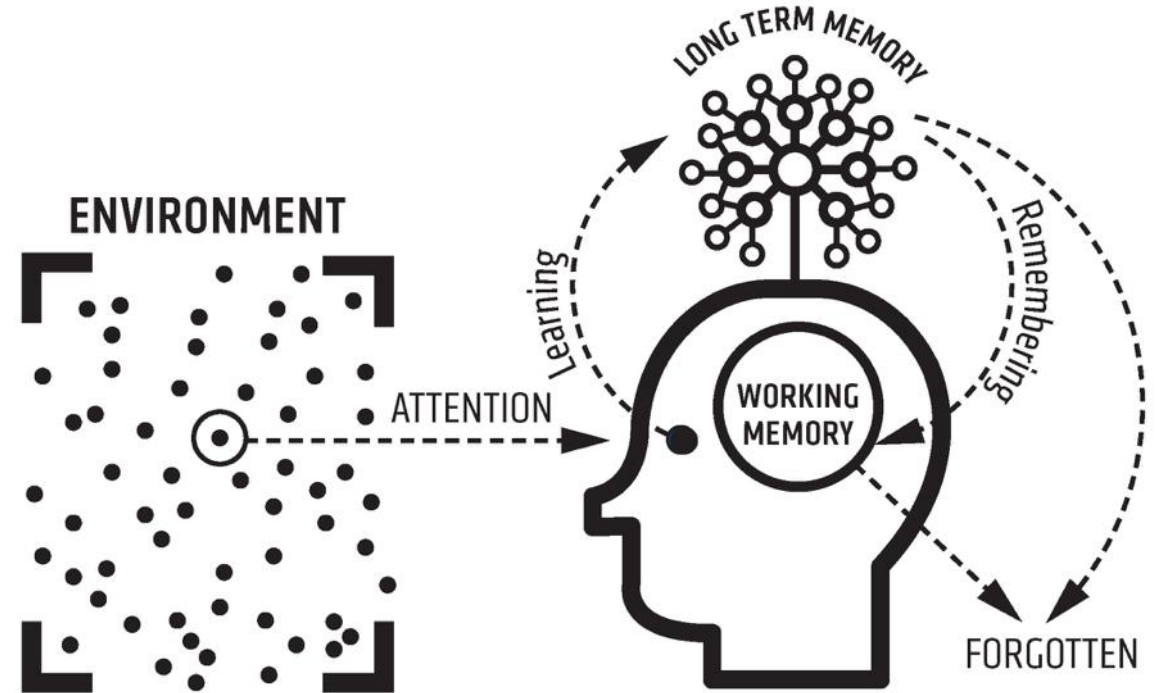
Working memory

- Our working memory is where you do your thinking and where you take in new information.
- It is finite and we can only absorb a limited amount of information at a given time otherwise it gets crowded
- Research suggests we can hold 5 things in our working memory at one time). This may be up to 30 seconds.



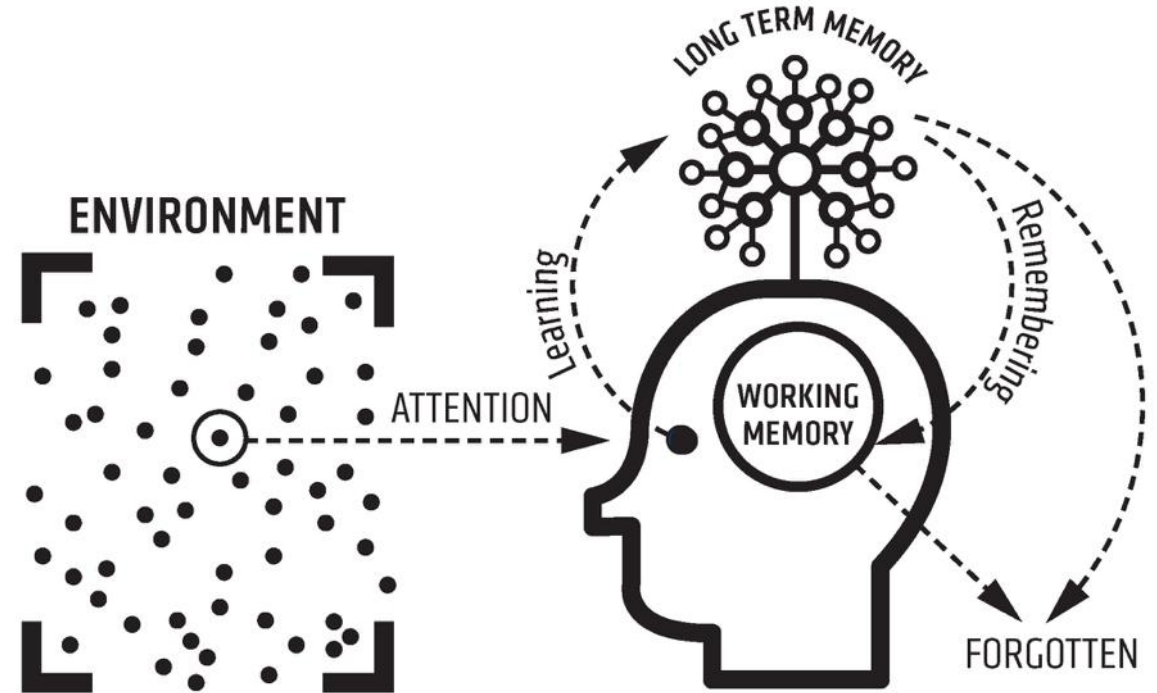
Long term memory

- Information is processed into our **long-term memory** through 'learning'.
- This long-term memory is effectively unlimited, and we can retrieve information from here back into our working memory as needed in a given moment. When we remember something, it comes from here.
- *E.g. your phone number or address.*
- If we don't use the information it fades (is forgotten).



What is learning?

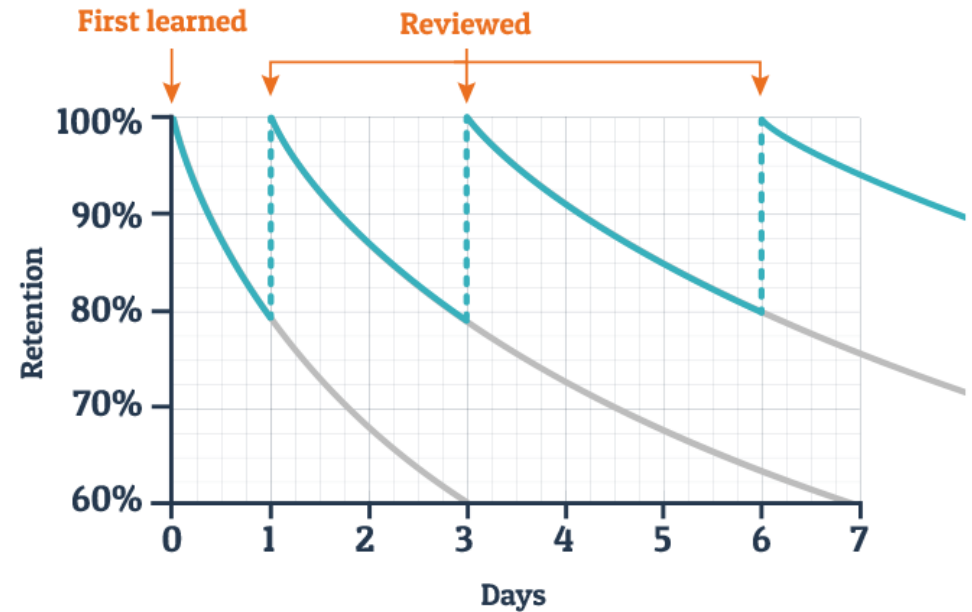
- Learning is therefore a change in your long-term memory.
- Whatever you think about, that's what you remember.
- Therefore, revision activities must require you to think hard.



The forgetting curve

- Forgetting over time is normal
- Ebbinghaus found that:
- Memory retention is 100% at the time of learning any particular piece of information (in the moment).
- However, this drops to 60% after three days.

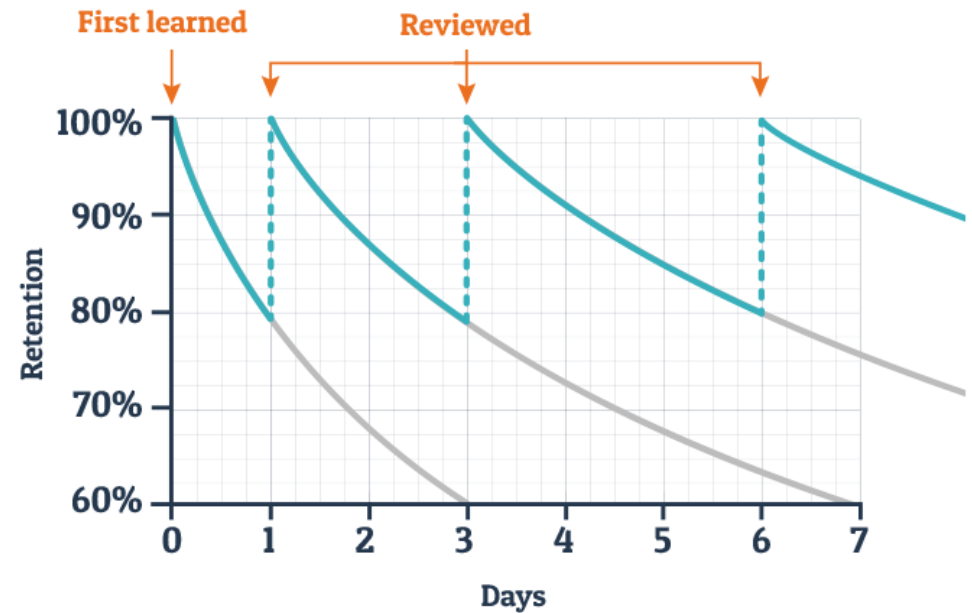
Typical Forgetting Curve for Newly Learned Information



The forgetting curve

- A range of factors affect the rate of forgetting including motivation, the meaningful nature of the information, the strategies for revision and also psychological factors (sleep for example).
- If each day, repetition of learning occurs and students take time to repeat information then the effects of forgetting are decreased.
- According to research, information should be repeated within the first 24 hours of learning to reduce the rate of memory loss.

Typical Forgetting Curve for Newly Learned Information



Who can remember the
number from earlier?

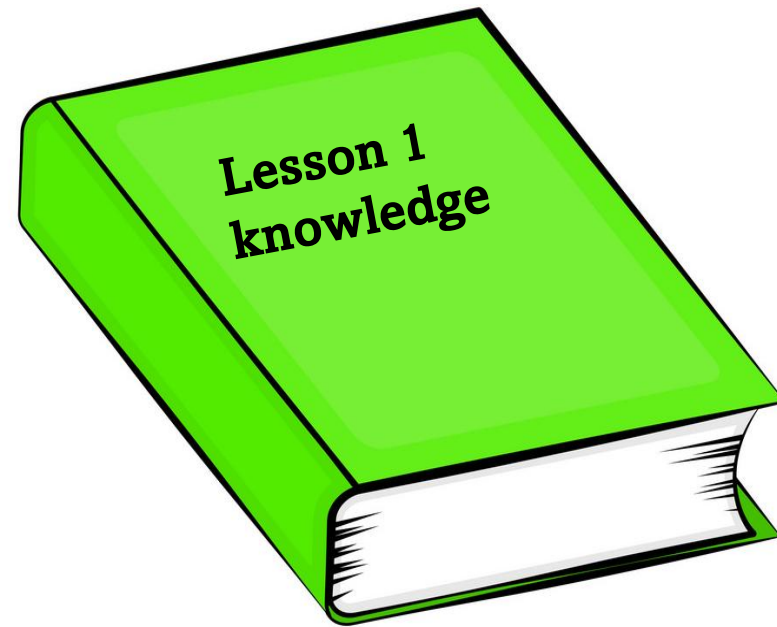
Practice and retrieval help to break this ‘forgetting curve’ as it strengthens the long-term memory and stops information from fading.

To summarise:

- Consistent practice and revisiting previous material strengthen memory and boosts learning.
- Our working memory is finite and limited and so overloading this or cramming for revision doesn't work.
- Information, if not revisited, is ‘lost’ from our memory.

How to apply this at school

- Do it as you go along
- Make every lesson count
- Make every test count



Post lesson review

After every lesson spend up to ten minutes reviewing their learning.

Make flashcards/notes as you go along.

Stages of exam preparation

1. Learn the content first time around

- Attend lessons
- Work hard
- Ask questions when you are unsure
- Post lesson review

Stages of exam preparation

2. Gather the information you need to revise

- Exercise books or notes or revision guides or knowledge organisers.
- Use specification to check you have all the information
- Start early (Spaced practice)

<https://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF>

4.1.1.3 Cell specialisation

Content

Students should be able to, when provided with appropriate information, explain how the structure of different types of cell relate to their function in a tissue, an organ or organ system, or the whole organism.

Cells may be specialised to carry out a particular function:

- sperm cells, nerve cells and muscle cells in animals
- root hair cells, xylem and phloem cells in plants.

4.1.1.4 Cell differentiation

Content

Students should be able to explain the importance of cell differentiation.

As an organism develops, cells differentiate to form different types of cells.

Stages of exam preparation

3. Organise this information

- Mind maps or flashcards or summarise into notes
- Need to **think** hard
- Dual coding is really effective

Strategies that are unlikely to be effective:

- Reading over your notes
- Copying text
- highlighting



front

Weight
Mass

back

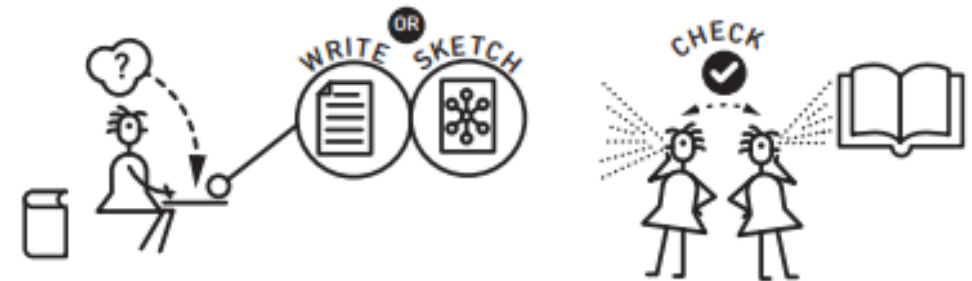
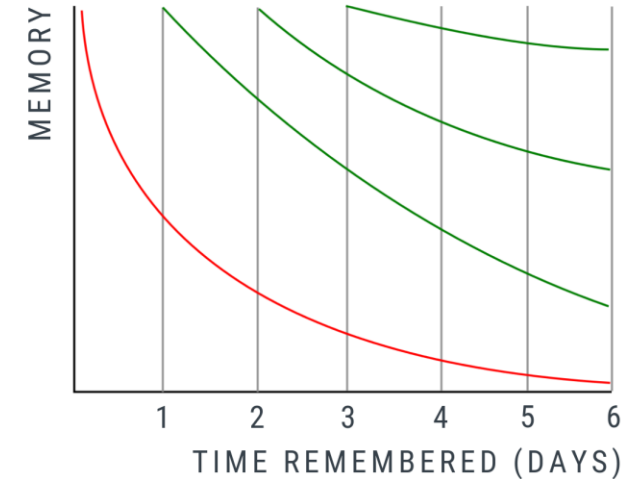
$$[W = \underline{mg}]$$

W Newtons (N)
 m kilograms (kg)
 g Newtons per kilogram
(N/kg)

Stages of exam preparation

4. Retrieval practice

- Testing yourself increases the memory trace
- Frequent testing embeds knowledge into long term memory
- Strategies:
 - Recalling mindmaps from memory
 - Look-cover-write-check
 - Quizlet
 - Flashcard testing
 - Braindump



Stages of exam preparation

5. Exam practice

Concluding Remarks

This paper was broadly similar to papers from previous series. The errors that students made in calculations were common errors, usually involving incorrect unit conversions or failing to convert units.

An area of the specification that stood out as being particularly poorly answered was section 4.2 which was tested in the Required Practical Activity in question 3 and again in question 10.

Most of the students understand the importance of showing clear working out when completing a calculation. This is crucial in the more complex calculations.

Similar to previous series, a significant number of the students were unable to read values from graphs accurately and failed to realise when numerical values were not given in standard SI units.

Organise your time from now on

	Mon	Tues	Wed	Thurs	Fri
4-5	Gym	Lesson review/ notetaking	Lesson review/ notetaking	Gym	homework
5-6	Dinner and family catch up				
6-7	Homework slot	See grandparents	netball	homework	See Friends
7-8					
8-9		Revision	Revision	Revision	
9-10					

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Or

Mr Wilkinson Revision Timetable – The right balance of work, rest and

Work
Rest
Play

	Mon	Tues	Wed	Thurs	Fri
6:30	Motivational Video (5 mins) Shower and breakfast	Motivational Video (5 mins) Shower and breakfast	Motivational Video (5 mins) Shower and breakfast	Motivational Video (5 mins) Shower and breakfast	Motivational Video (5 mins) Shower and breakfast
7:30	Leave for school	Leave for school	Leave for school	Leave for school	Leave for school
8:00 – 3:00	School	School	School	School	School
3:00 – 4:00	Rest Check phone/chill	Rest Check phone/chill	Rest Check phone/chill	Rest Check phone/chill	Rest Check phone/chill
4:00 – 4:30	Maths session 1	English session 1	HSC session 1	Maths session 1	Chill with mates
4:30- 5:00	Maths session 2	English session 2	HSC session 2	Maths session 2	Go out with mates
5:00 – 5:30	PE bones	Science 1	Science 1	Science 1	
5:30 – 6:00	PE muscles	Science 2	Science 2	Science 2	
6:00 – 6:30	Dinner	Dinner	Dinner	Dinner	
6:30 - 7:30	Insta Time	Insta Time	Football Training	Insta Time	
7:30 – 9:00	Go out with mates	Visit Nana		Go out with mates	
9:00 – 10:00	No phone or device hour	No phone or device hour	No phone or device hour	No phone or device hour	No phone or device hour
10:00	Sleep	Sleep	Sleep	Sleep	Sleep

Avoiding stress

- Be aware of the signs of stress
- Eat well
- Get enough sleep
- Get some exercise
- **Are you working too hard? How can you change your approach?**
- Talk to someone about how you feel
- Make time for rest, other activities and hobbies

KS4 Revision Strategies for Success

Why?

Your GCSE exams test up to five years worth of knowledge. Trying to learn **all** this knowledge in summer of Year 11 is too late- you need to be making the learning from EVERY lesson stick in your brain. We need to space out the learning over time (spaced practice). This will help you build up a really solid and deep understanding of each subject and will reduce your overall stress levels. This guide is based on scientific research on how the brain works. For more information go to www.learningscientists.org.

Post lesson REVIEW

After every lesson spend up to ten minutes doing a post-lesson review.

1. Read over the lesson notes to review and check your understanding.
2. Examine the knowledge organiser/revision guide/Bitesize
3. Retrieval practice on key knowledge by self-testing
4. Investigate links to previous work **Elaboration**
5. Explain key concepts to yourself **Elaboration**
6. What's coming up next lesson? Predict and anticipate.

How to revise for a test/exam

1. Give yourself plenty of time so start the process early. ***Spaced practice.***
2. Gather together all your notes for the topic.
3. Make a mindmap or flashcards on the topic to organise the knowledge. ***Use dual coding.***
4. Test yourself on the mindmap or flashcards (***retrieval practice***)
5. Use past paper questions without using your notes.
6. Identify where you have lost marks.
7. Review the topics where you have lost marks and try the past papers again.
8. Switch between different topics and in different orders ***interleaving.***

Making and using effective flashcards

Flashcards work for learning definitions, vocabulary, quotes etc. and allow **retrieval practice** through recall.

- Put a question or heading/key word on one side and the answer or definition on the other.
- Try adding a picture (***dual coding***).
- Only one question/keyword per card to ensure 100% recall
- Self test by calling out answers.
- Try it both ways round: start with the answer and recall the question.

Weight
Mass

front

$$[W = mg]$$

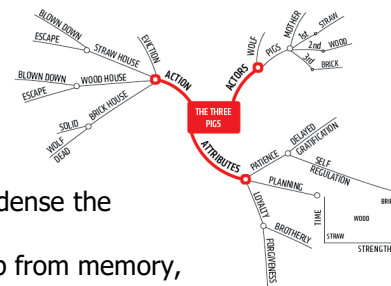
W	Newtons (N)
m	kilograms (kg)
g	Newtons per kilogram (N/kg)

back

Making and using effective mindmaps

Mindmaps work for a theme or topic.

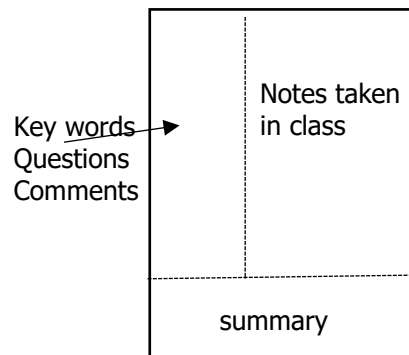
- Subdivide the topic into the main themes.
- Subdivide each theme further, adding keywords and key information.
- The aim is to summarise and condense the information.
- Self test by recalling the mindmap from memory, ***elaborating*** on each word and adding detail.



Cornell notes- a memorisation strategy

We don't **learn** without **thinking**. So your brain needs to be working hard in lessons and in your independent study.

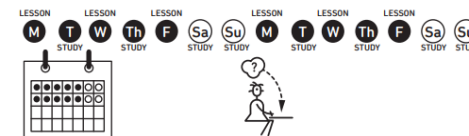
Activities like copying text, where you are not thinking, do not help you learn. Cornell notes is a note taking technique that gets you to **think**.



Glossary- Revision strategies that are proven to work

Spaced practice

Space out your revision over time. Review knowledge regularly, e.g. 1 month, 1 week, 1 day before test.



Retrieval practice

Practice recalling the knowledge from your memory. Regularly test yourself. Try revision apps like quizlet.



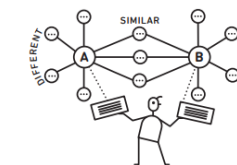
Dual coding

Combine words and visuals. The brain processes words and visuals separately so this leaves two memory traces.



Elaboration

Explain and describe ideas with many details. Make connections.



Interleaving

Switch between ideas during a revision session. Go back over the topics in different orders.



**You are not on
your own**

Year 11

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2 September	PSHE 1	The Science of Learning
w/c 8 September	PSHE 2	Forgetting Happens
w/c 8 September	PSHE 3	Using Flashcards
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Day	Revision Session
Tuesday	Maths revision , lunchtime, M4 Economics revision, Mrs Rees (3pm – 4pm), E7 Geography revision, Miss Mathers (3-4pm), H3 Combined Physics revision- Higher and foundation, Mr Rice S4 (3-4pm) (starting w/c 22 nd Sept) History revision, Miss Edgworth (3pm-4pm) H5
Wednesday	Maths revision , lunchtime, M4 Sociology dropins, lunch, H6 Sociology Revision (3-4pm) H6 Combined Chemistry revision- Higher and Foundation- Mrs Sharpe- S5 (starts w/c 22 Sept) Art supported study- (3-4pm) A3
Thursday	Triple Biology revision- Mrs Francis, S5 (starts w/c 22 Sept) Business revision (3.10pm – 4pm) in E7 Design and Technology NEA catch up session (3-4pm), Miss Barratt, A1 Food NEA catch up session (3-4pm), Miss Freeman, ICT1 Combined Biology revision-Higher and Foundation-Mrs Rashid, S2 (starts w/c 22 Sept) Triple Chemistry revision- Lunch- Mr Carr- S3 (w/c 22 Sept)
Friday	Triple Physics revision- Dr Thompson- S2 (starting w/c 22 nd Sept) Computing revision- Mr Simpson- ICT2 (starting w/c 22 nd Sept)

Essential Equipment

- Scientific Calculator
- Casio FX-83 GTCW or the legacy Casio FX-83 GTX
- Supply of flashcards



Support materials

- Steps to Success: How to revise
- Website

Advice from Mr Wilkinson