

Welcome to our Year 11 Newsletter.

What should we do in the final few weeks before exams?

Well, research tells us that there are a few key things to focus on.

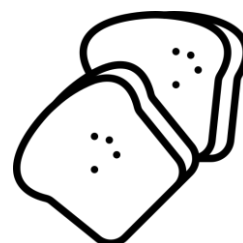
1. **Make yourself a 'How To' guide for each of your subjects.** Write down HOW to answer each question. Are there any key words you might use as a prompt?
2. **Balance revision with some stress management techniques.** More information on that on page 2.
3. Practise your technique by having a go at answering **past paper questions**. Paper copies should be available in each department. Ask your teacher to provide feedback OR even better, check your answer against success criteria.



Free toast!

We will be providing free toast to all our Year 11 pupils every morning from 8.15am in the dining hall. We hope to support them in doing some independent revision in their final few weeks.

The BEC will also be available as a silent study area from 8.00am.



Year 11 Attendance:

Year 11-91%

Whole school-92%

We know that pupils with excellent attendance achieve higher grades. You need to be here to benefit from the expertise that subject specialist teachers can provide.



Week A	Lunch	Afterschool
Monday French speaking exams		VCert Business-BEC
Tuesday French speaking exams	Dr Godley: Foundation Chemistry Lab 5 Mr Coleman-History-room 12 Mrs Pearson-Higher Maths room 22 Miss Bowers-RE-room 19	Mr Youde-Foundation Maths-room 8 Mr Coleman-History-room 12
Wednesday French speaking exams Maths Masterclass P5	Miss Cochrane Biology Foundation Lab 3 Mrs Smith-History-room 13 Mrs Blackburn-room 5-11b/En3 Mrs Hendey-French-room 21 PE analysis task help –BEC	Staff meetings may impact some of these sessions Miss Clayton-Foundation Maths-room 7 Mr Jack-Higher Maths-room 10 Mrs Youde-Higher Maths-room 11
Thursday French speaking exams	Mr Joyce-History-room 17 Mrs Hardy-room 16 Mr Coleman-History drop in-room 12	Mr Binns-Foundation Maths-room 7 Mrs Pearson-Higher Maths –room 22 Mr Joyce-History-room 17 Mrs Small: Higher Physics Lab 2 Miss Shaw-French-room 20 Mr Shaw-NEA-T1
Friday French speaking exams		Miss Finley-RE-room 23



Small Actions To Make Big Changes



CONNECT WITH SOMEONE

Are they okay? · Are you okay? · Check in with your support network · Connect with someone new · A sense of belonging and community can help reduce feelings of loneliness.

PRIORITISE SLEEP

Take small steps to improve your bedtime routine.

Wind down before bed by minimizing your screen time · Make your bedroom a 'tech-free' zone · Create a clean and restful sleep environment · Jot down what's on your mind and set it aside for tomorrow · Avoid caffeine after 4pm.



MOVE IN YOUR OWN WAY

Get moving the way you want to. This could be walking, running, yoga, stretches, doing some gardening. Move in a way you'll enjoy, get those endorphins flowing and let off some steam.

SPEND TIME IN NATURE

Take some time out of your day to step outside, get some fresh air and spend time in nature. This could be eating your lunch outside, or taking a short work after work. Stimulate your senses and look at the beauty of nature



BREATHE DEEP

Your breath is a powerful tool to help with stress reduction and relaxation. Short, shallow breaths can heighten anxiety so being conscious and taking time to breathe deep helps us shift into a relaxation mode.

PRACTICE MINDFULNESS

Practicing mindfulness allows you to focus on the here and now. It aids self-awareness, helps you practice emotional regulation and control. You can actively practice during a designated mindfulness session or be mindful of your all five of your sense whilst participating in an activity, such as a nature walk.



#LittleByLittle

THE BUTTERFLY EFFECT

This term, coined by Edward Lorenz in 1963, is a concept from chaos theory: a small change to one part of a complex system, can cause an effect on the entire system. It stresses the interconnectedness of our world - some changes could have an effect on us all. So little by little, our small actions towards improving our mental wellbeing could even help others to improve theirs!



36.7%

A meta-analysis on stress interventions discovered that just 9 minutes of daily spontaneous laughter can significantly reduce cortisol levels, benefiting both our physical and mental health.

Wormer et al (2022)

MINUTES ON THE CLOCK

10

minutes of consecutive standing time. This might seem obvious but many of us do not do it enough in the modern working environment! Take 10 minutes a day to get that blood circulating around!

20

minutes of simply being outdoors in nature a day can improve our mental wellbeing, not just physical. No need for strenuous activity, walking in the green will keep our mental fitness lean!

30

minutes to wind down and relax before bed at least. No screens, no work in sight. Take this time for yourself, take a bath, read a book, have some tea, dedicate 30 minutes to yourself.

Harvard Health Publishing (2019)

TIPPING THE KINDNESS SCALES

Simply saying **one** positive self-affirmation a day, and offering them to others can profoundly alter neural pathways and combat **double** the negative thoughts, enhancing both our self-image and the perception of those we uplift with encouraging words.



Cassio et al (2016)

How to revise

For most of your subjects (apart from Maths, where revision is best done through answering exam questions), the best way to start is to make sure you can remember the knowledge first. Below are some great ways for you to revise core knowledge. Make sure you have revision notes or knowledge organisers to hand when you use these techniques.

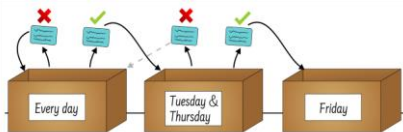
Flash Cards



1 Identify knowledge

What are you creating flash cards on? Have cards or bits of paper ready.

Use your knowledge organiser, book or revision guide.



2 Colour coding

Use different coloured flash cards or paper for different subjects or topics.

This will help with organisation NOT recall.



3 Designing

1 question on the front per flashcard. Answer on the back.

Make them concise and clear.

- Maybe a key date and event
- Key term and definition
- Question and model answer

No long extended questions.



4 Using

Write your answers down, then check. Or say it aloud to someone else. This really shows the gaps in your knowledge. Do not just copy and re read.

Shuffle the cards each time you use them.

Use the Leitner system to use them every day.



5 Feedback

How have you performed when you look back at your answers?

What do you need to revisit in more detail?

When your knowledge is secure move on to applying knowledge in that area in a specific extended exam question.

Avoid answering the question 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 answer on the reverse, so you are truly testing if you can explain the answer properly.

Mind Map



1 Identify knowledge

Select a topic you wish to revise.

Have your knowledge organiser, book or revision guide ready.



2 Identify sub-topics

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

Sub topics might be different themes or methods that relate to the main topic.



3 Branch off

Branch off your sub topic with further detail.

This might include specific facts, key vocabulary, methods or formula that relate to the sub topic.

Try not to add too much writing to the page-it is more about word prompts.



4 Use images and colour

Dual code your notes.

Use images that relate to the information to provide a visual prompt.

This can increase learning as it helps to visually represent information in two different ways.

Colour code the information. E.g. all themes in one colour.



5 Put it somewhere visible.

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

Test yourself on what is written in each part of the mind map from memory before you walk in the room where it is placed.

Say it out loud (ideally to someone else).

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 you try to recall it.

How to revise

Getting people at home to help you by testing you is a really helpful way to check you can remember core knowledge.

If you are using mind maps or self quizzing, make sure you go back and see if you can write the same amount of information in a shorter amount of time.

Brain dumps



1 Identify knowledge

Identify the knowledge or topic area to want to cover.
Challenge yourself, pick a topic you know you may struggle with.



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 helps to categorise or make links.



4 Check understanding

Compare your brain dump with your knowledge organiser, book or revision guide to check your understanding.

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



5 Store and compare

Keep your brain dump safe and revisit it. Next time you try and remember that topic, try to remember the same amount of information in a shorter period of time or more information in the same time.

Brain dumps are a way of getting information out of your brain. They work best when you test yourself to recall the same amount in less time.

Self Quizzing



1 Identify knowledge

Identify the knowledge you want to recall.

Use a knowledge organiser, book or revision guide.



2 Review and create

Spend around 5-10 minutes reviewing the content.

Create 10 questions on the content.

Include questions on the previous topic you self quizzed and did not get right.



3 Cover and answer

Cover up your knowledge (e.g. knowledge organisers) and answer the questions from memory.

Take your time and where possible answer them in full sentences.



4 Self mark and reflect

Look back at the content and self mark your answers against the knowledge.

Only mark it correct if it is 100% right.

Get someone else to check your answers so you are completely honest.



5 Next time

Make a note of the answers you did not get right.

Plan to answer the same question next time you self quiz.

Ensure that you complete all subjects and all topics-not just the subjects you enjoy the most or find the easiest. The harder your brain has to think in order to recall information, the stronger the memory will be.

Once you are confident that you know the core knowledge, then you need to apply it to an exam question. When looking at exam questions, it is crucial that you read the question carefully.

Work out what the command word is:

- Describe, explain, evaluate, analyse, work out, draw etc.
- Then underline the key words
- Then check how many marks the question is worth to know how long to spend on it

6 The sets ξ , P and Q are shown below.

$\xi = \{\text{positive integers less than or equal to } 20\}$

$P = \{\text{prime numbers}\}$

$Q = \{1, 2, 3, 4, 6, 8, 12\}$

(a) List the members of the set $P \cap Q$

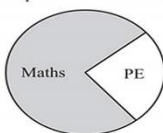
(b) Find $n(P \cup Q)$

Leave blank



- Have a go at answering the questions without your notes.
- Set a timer and write down how much you were able to do in the allocated time.
- Check your answer against knowledge organiser/revision notes or get your teacher to mark them.
- Try to beat your time when you try again.

7 Mathilde asks her group of friends whether they like Maths, PE or History lessons the most. She puts her results in a pie chart.



She claims that, "No one in my school likes History the most." Do you agree with her statement? Tick a box.

Yes ☐

No ☐

Explain your answer.

[Total 1 mark]



BUG this question

In what ways did the lives of Americans change due to the economic boom of the 1920's.

Explain your answer.

[8 marks]

Box the command words
Underline the key words/phrases
Glance back at the question and circle the marks.

Subject	Where to find revision materials	Staff emails
English	English Firefly	sblackburn@stbedeslytham.lancs.sch.uk
Maths	Maths Firefly	dyoude@stbedeslytham.lancs.sch.uk
Science	Science Firefly	gsmith@stbedeslytham.lancs.sch.uk
RE	RE Firefly	scuthbertson@stbedeslytham.lancs.sch.uk
Geography	https://saintbedes.fireflycloud.net/geography/key-stage-4/gcse-overview-/unit-3-fieldwork-and-skills/section-b-fieldwork	jhardy@stbedeslytham.lancs.sch.uk
History	History Firefly	rcoleman@stbedeslytham.lancs.sch.uk
French	French Firefly	ehendey@stbedeslytham.lancs.sch.uk
PE	PE Firefly	mfrankel@stbedeslytham.lancs.sch.uk
Art	Art Firefly	hwright@stbedeslytham.lancs.sch.uk
Drama		pping@stbedeslytham.lancs.sch.uk
Tech	Computer Science DT Product Design Food tech	ashaw@stbedeslytham.lancs.sch.uk

Revision strategies of the week



Videos on
revision tips for
students

