



# Year 11 Information Evening September 2023

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# Programme

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- Welcome
- Revision tips
- A student perspective
- PSHE
- Attendance
- Important dates for the diary
- Sixth Form Applications



Make  
a plan



# Year 11 Revision Information

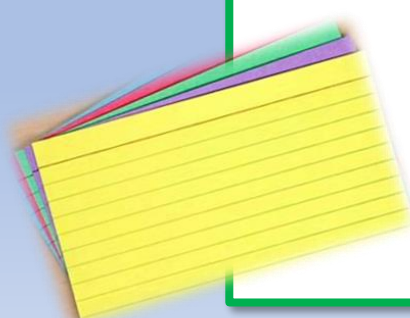
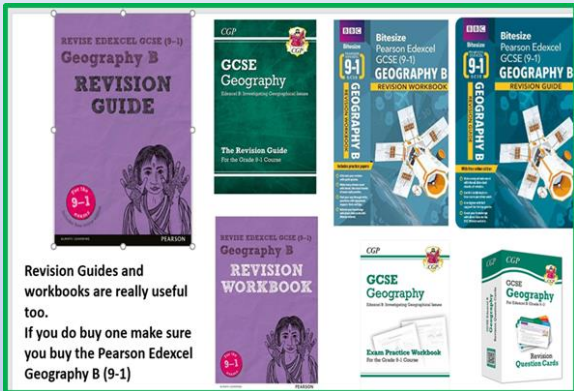


## Outline of revision information:

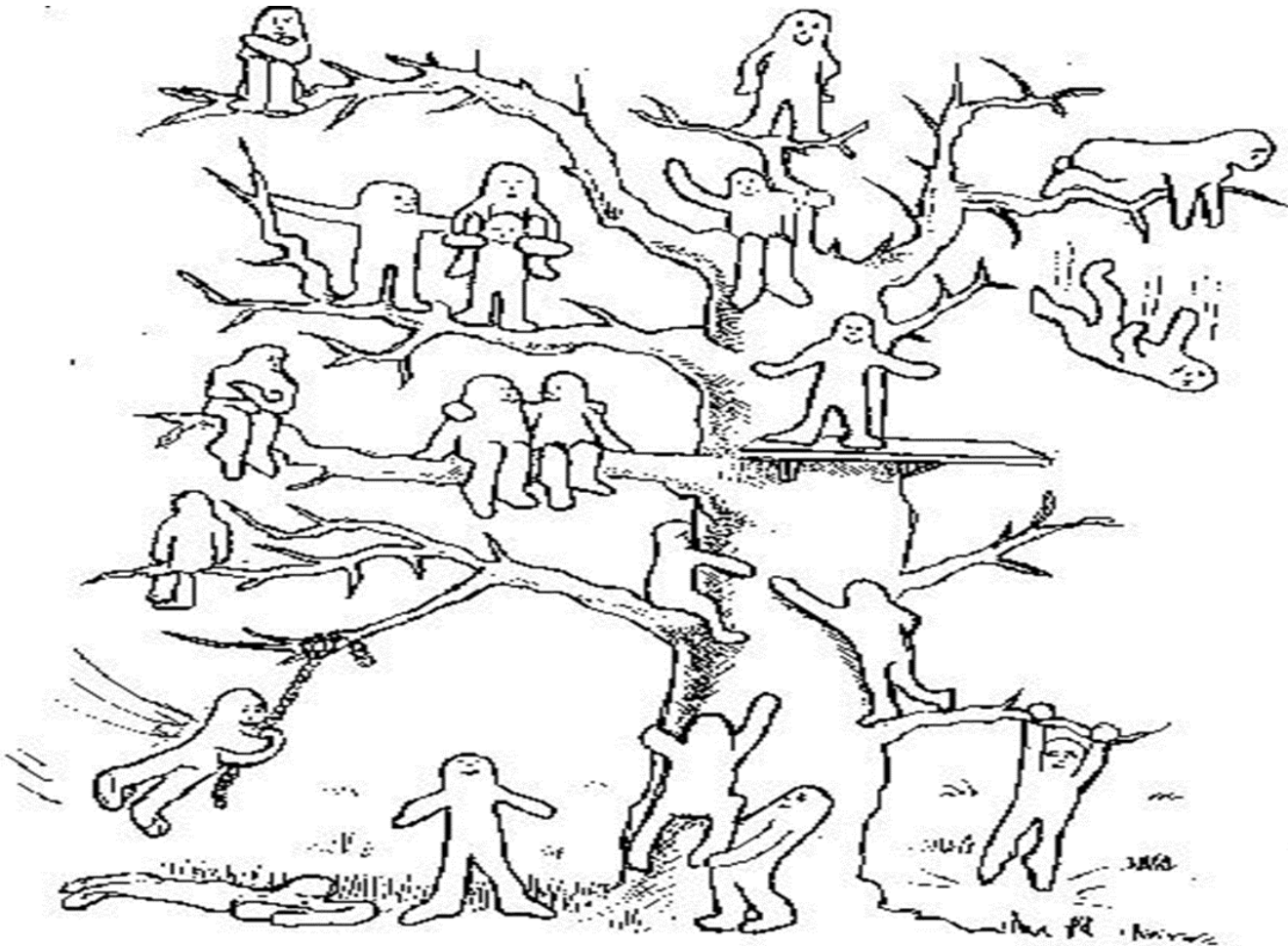
- self- reflection and personal commitment
- effective revision methods
- websites and resources

The image shows the front cover of an AQA GCSE Biology Higher Tier Paper 1H exam paper. It includes fields for Centre number, Candidate number, Surname, Forename(s), and Candidate signature. The exam is scheduled for Tuesday 14 May 2019, in the Afternoon, with a time allowed of 1 hour 45 minutes. It lists materials needed (ruler, calculator) and provides instructions for candidates. A table for the Examiner's Use is also present, with columns for Question and Marks. The paper number 8461/1H and a barcode are at the bottom.

Examiner's Use	
Question	Marks
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TOTAL	



# Self- reflection



Take some time to reflect on how confident you feel about subject revision.

Which blob are you in the image?  
Why have you chosen this image?



# How do you start your revision?



## What do you revise?

- **Start your revision with self assessment**
- Use the revision checklists that you have been given or subject specifications and rate your understanding for each bullet point.
- As you plan your revision prioritise the 'needs more revision' and 'do not understand/know' sections.
- Add post-it notes or highlighters to identify key information that you need to return to.
- **Remember to update your revision checklists so that you can see that you are making progress**

Revision Checklist for River Processes and Pressures

	Understand and know	Needs more revision	Do not understand
<b>Why is there a variety of river landscapes in the UK and what are the processes that shape them?</b>			
Know the definition of drainage basin, watershed, source, mouth, confluence and tributary			
Know how river landscapes contrast between their upper, middle and lower courses in terms of landforms, geology, climate and slope processes using the River Severn as an example			
Explain why channel shape (width and depth), valley profile, gradient, discharge, velocity and sediment shape and size change along the River Severn			
Know the definitions of 4 processes of river erosion: hydraulic action, abrasion, attrition and solution			
Know the definitions of 4 processes of river transport: traction, saltation, suspension and solution			
Explain how river processes of erosion and or deposition create the following river landforms: interlocking spurs, waterfalls, meanders, oxbow lakes, floodplains, levees and deltas			
Know how climate, geology and slope processes influence river landscapes and sediment load			
Explain how physical factors: geology, soil type, slope, drainage basin shape and antecedent conditions influence the steepness of the rising limb, length of lag time and peak discharge of hydrographs			
Explain how human activities: urbanisation, land use change and deforestation influence the steepness of the rising limb, length of lag time and peak discharge of hydrographs			
Explain how the interaction of physical and human factors caused the River Severn to flood			
<b>What are the challenges for river landscapes, people and property and how can they be managed?</b>			
Know why the risk of river flooding is increasing due to an increased frequency of storms and land use changes such as urbanisation, building on floodplains, draining marshland and turning woodland into farmland			
Know how flooding threatens people and the environment			
Know the costs and benefits of managing flood risk by hard engineering: flood walls, embankments, flood barriers and by soft			



# Practise with past papers

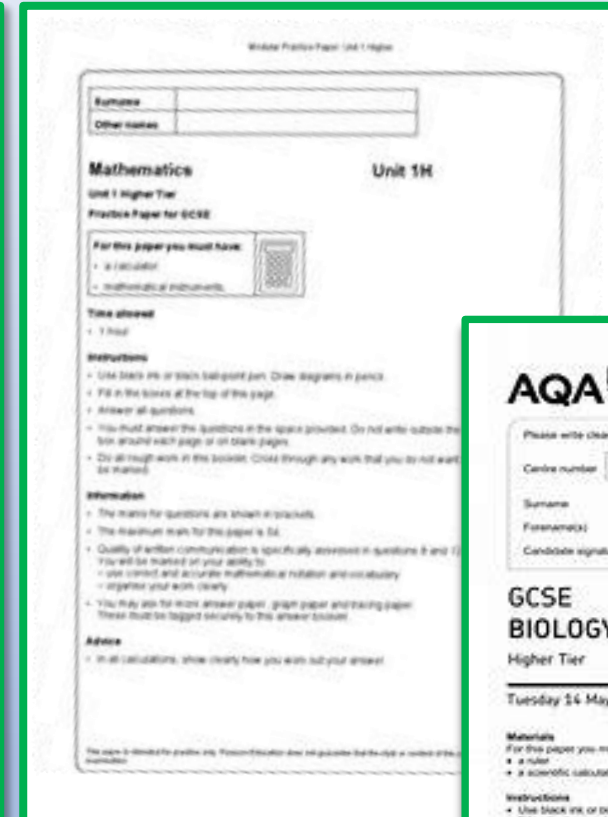
Make sure you have access to the **subject specifications**.

**Download or seek past papers** for all your written exams.

Complete the papers and use **mark scheme** to check answers.

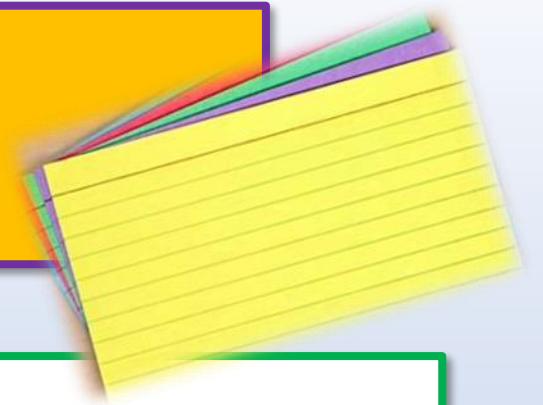
**Try timed answers** for the papers as a whole or small chunks to get used to the time allocated for each exam.

**Reflect back to your self review sheet and add notes for further practise.**





# Use Flashcards



- The most effective flashcards include a **question and answer**.
- Keep it simple. Don't force your brain to remember a complex and wordy answer. It's easier for your brain to process simpler information so split up your longer questions into smaller, simpler ones.
- **Multiple choice questions and short answer** questions from past papers make excellent flashcards.
- Keyword definitions and formulae are questions that work really well on flashcards
- Write your flashcards by hand as this will help with recall.
- Use colours and illustrations as long as they don't distract you. Studies show that visually appealing cards are more effective.
- Only make a few cards at a time. You'll end up making mistakes and messy cards if you spend too long on them, which is detrimental to your learning.
- If you're struggling with what to write on your cards, refer to the **AQA specification** that outlines the course content in detail.

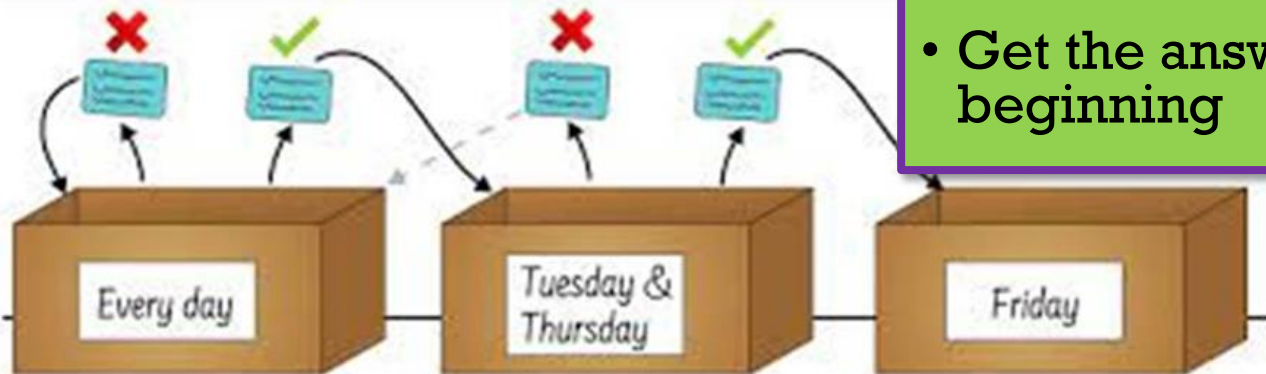




# Use Flashcards



- Have 3 boxes an **everyday box**, a **twice a week box** and a **once a week box**:
- Test yourself with them (or even better get someone to test you).
- If you get answers correct move the flash cards to the twice a week box.
- If you are still getting them write move them to the once a week box.
- Get the answer wrong move back to the beginning



# Mind Maps and Cheat Sheets



AMBITION	VIOLENCE	SUPERNATURAL
<p><b>DEFINITIONS:</b></p> <ul style="list-style-type: none"> <li>1.1 A strong desire to achieve something or to reach a goal.</li> <li>1.2 A strong desire to achieve something or to reach a goal.</li> </ul> <p><b>KEY QUOTATIONS:</b></p> <ul style="list-style-type: none"> <li>1.1 "I have a dream that one day, down in Alabama, little boys will be able to join the other little boys and girls at school."</li> <li>1.2 "I have a dream that one day, down in Alabama, little boys will be able to join the other little boys and girls at school."</li> </ul> <p><b>CONCEPTS:</b></p> <ul style="list-style-type: none"> <li>1.1 A strong desire to achieve something or to reach a goal.</li> <li>1.2 A strong desire to achieve something or to reach a goal.</li> </ul>	<p><b>DEFINITIONS:</b></p> <ul style="list-style-type: none"> <li>1.1 The use of force and violence to achieve a goal.</li> <li>1.2 The use of force and violence to achieve a goal.</li> </ul> <p><b>KEY QUOTATIONS:</b></p> <ul style="list-style-type: none"> <li>1.1 "I have a dream that one day, down in Alabama, little boys will be able to join the other little boys and girls at school."</li> <li>1.2 "I have a dream that one day, down in Alabama, little boys will be able to join the other little boys and girls at school."</li> </ul> <p><b>CONCEPTS:</b></p> <ul style="list-style-type: none"> <li>1.1 The use of force and violence to achieve a goal.</li> <li>1.2 The use of force and violence to achieve a goal.</li> </ul>	<p><b>DEFINITIONS:</b></p> <ul style="list-style-type: none"> <li>1.1 Something that cannot be explained by natural laws.</li> <li>1.2 Something that cannot be explained by natural laws.</li> </ul> <p><b>KEY QUOTATIONS:</b></p> <ul style="list-style-type: none"> <li>1.1 "I have a dream that one day, down in Alabama, little boys will be able to join the other little boys and girls at school."</li> <li>1.2 "I have a dream that one day, down in Alabama, little boys will be able to join the other little boys and girls at school."</li> </ul> <p><b>CONCEPTS:</b></p> <ul style="list-style-type: none"> <li>1.1 Something that cannot be explained by natural laws.</li> <li>1.2 Something that cannot be explained by natural laws.</li> </ul>
COURAGE	DECEIT	GUILT
<p><b>DEFINITIONS:</b></p> <ul style="list-style-type: none"> <li>1.1 The ability to do something that is difficult or dangerous.</li> <li>1.2 The ability to do something that is difficult or dangerous.</li> </ul> <p><b>KEY QUOTATIONS:</b></p> <ul style="list-style-type: none"> <li>1.1 "I have a dream that one day, down in Alabama, little boys will be able to join the other little boys and girls at school."</li> <li>1.2 "I have a dream that one day, down in Alabama, little boys will be able to join the other little boys and girls at school."</li> </ul> <p><b>CONCEPTS:</b></p> <ul style="list-style-type: none"> <li>1.1 The ability to do something that is difficult or dangerous.</li> <li>1.2 The ability to do something that is difficult or dangerous.</li> </ul>	<p><b>DEFINITIONS:</b></p> <ul style="list-style-type: none"> <li>1.1 The act of deceiving or lying.</li> <li>1.2 The act of deceiving or lying.</li> </ul> <p><b>KEY QUOTATIONS:</b></p> <ul style="list-style-type: none"> <li>1.1 "I have a dream that one day, down in Alabama, little boys will be able to join the other little boys and girls at school."</li> <li>1.2 "I have a dream that one day, down in Alabama, little boys will be able to join the other little boys and girls at school."</li> </ul> <p><b>CONCEPTS:</b></p> <ul style="list-style-type: none"> <li>1.1 The act of deceiving or lying.</li> <li>1.2 The act of deceiving or lying.</li> </ul>	<p><b>DEFINITIONS:</b></p> <ul style="list-style-type: none"> <li>1.1 A feeling of responsibility for a wrongdoing.</li> <li>1.2 A feeling of responsibility for a wrongdoing.</li> </ul> <p><b>KEY QUOTATIONS:</b></p> <ul style="list-style-type: none"> <li>1.1 "I have a dream that one day, down in Alabama, little boys will be able to join the other little boys and girls at school."</li> <li>1.2 "I have a dream that one day, down in Alabama, little boys will be able to join the other little boys and girls at school."</li> </ul> <p><b>CONCEPTS:</b></p> <ul style="list-style-type: none"> <li>1.1 A feeling of responsibility for a wrongdoing.</li> <li>1.2 A feeling of responsibility for a wrongdoing.</li> </ul>

Connect main ideas, contexts and understanding together. Develop further by adding key quotations or exam style questions.

Use key terms and pictures to embed understanding.

Link topics together as they may be linked in the exams.

A GCSE cheat sheet might have equations to remember, all of the vocab words you need for a particular topic and important quotations from particular texts.





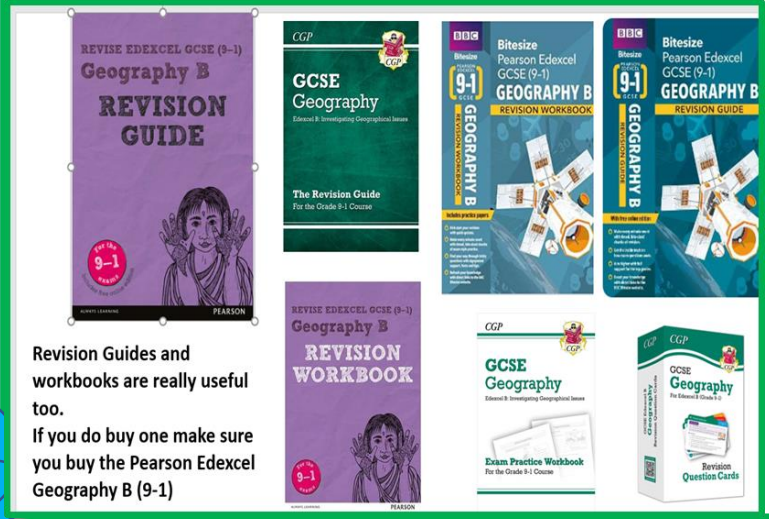
# Organisation and resources



Make a **list** of all the resources, revision guides and subject specifications for each subject.

Create a tick list for the items that you need and methodically check them off.

**Ask for help** from your subject teachers if you feel that you cannot access the material you need.



Revision Guides and workbooks are really useful too. If you do buy one make sure you buy the Pearson Edexcel Geography B (9-1)





# Sixth Form Applications – Key Dates

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**Open Evening:** Tuesday 21st November 2023 7pm to 9pm

**Sixth Former for a Day:** Friday 1st December 2023

**Deadline for Applications:** Friday 8th December 2023

**Sixth Form Interviews:** January 2024



# Attendance

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Last year's Y11 who had attendance above 95% averaged a grade 6, with an even higher average grade in Maths and English

95% = 50 missed lessons

Student who attended 90 to 95% of the time, had an average grade of 5.5

90% = 100 missed lessons

80% = 8 weeks which is 200 missed lessons



# Tutor Time

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- MONDAY - Personal Development Curriculum
- TUESDAY - BBC NEWS and Current Events
- WEDNESDAY - Enrichment (Numeracy, Literacy and Careers)
- THURSDAY - Assembly
- FRIDAY - Reading

# PSHE CURRICULUM



08/09	22/09	04/10	17/10
AfC Indecent Imagery	Relationship Abuse	Sharing Sexual Images	Reframing negative thinking
31/10	22/11	30/11	11/12
Recognising mental ill-health	Focus on Careers	Substance abuse and assessing risk	Reflection on Exams
04/01	18/01	29/01	
Substance use and managing influence	Finance	Careers CV Writing	





# Important Dates

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6<sup>th</sup> November 2023 – Mock Exams Begin

17<sup>th</sup> November 2023 – Mock Exams End

21<sup>st</sup> November 2023 – 6<sup>th</sup> Form Open evening

11<sup>th</sup> January 2024 – Year 11 Parents evening

9<sup>th</sup> May 2024 – GCSE exams begin

19<sup>th</sup> June 2024 – GCSE exams end

# REMEMBER THE THREE C's

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Commitment

Courage

Compassion