



# Court Fields School Year 11 Parent Guide (GCSE/BTEC/OCR)

Practical advice, tips and ideas  
to help your child  
be successful in Year 11

The advice in this booklet will assist you in supporting your child to be ready for their exams, and to ensure that they are able to be successful if Centre Assessed Grades or PPE Results are required to be submitted this year.



**Achieve | Belong | Participate**

Your involvement as a parent/carer during this crucial time before the exams can make all the difference in the results your child gains.

Parent/carer and family support can be up to eight times more important in determining a child's academic success than anything else. You can have a huge impact on how they revise, how prepared they feel, and ultimately, how they perform on the exam days.

You do not have to be an expert in the GCSE subjects that your child has chosen to be able to make a real difference. You just need to know how best to support your child in spending their time at each stage of the GCSE process, to support their learning process.

One of the hardest things for our Year 11 students to understand is the long term importance of achieving the best they possibly can. They will need to make some short term sacrifices to ensure they get the results they deserve, and make the progress of which they are capable.

The aim of this booklet is to provide you, the parents/carers, with key help and tips to support your child's preparation and exam period.

As always your child's Tutor is your key point of contact and they can be quickly and easily contacted direct via email using the school address ([sch.552@educ.somerset.gov.uk](mailto:sch.552@educ.somerset.gov.uk)) marking your email for the attention of that particular Tutor.

We hope that you find this booklet useful. If you have any comments or feedback on how this can be improved for the future please email [sch.552@educ.somerset.gov.uk](mailto:sch.552@educ.somerset.gov.uk).

We are very proud of this group of Year 11 students. Their ethos, values and work ethic put them quite literally at the top of the school. We have every expectation and confidence that they can achieve by far the best results in the school's history. This is their time.

Thank you for your support.

Mrs Matthews & the Court Fields School Team

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# How can you help your child to be prepared for their Year 11 exams? Part 1

The public examinations are your child's chance to gain qualifications that can set them up for further education, apprenticeships, employment or training.

There are no more opportunities to have a 'practice' go at their GCSE exams. This is for real and they don't get a second chance. You want to support them to make sure that they get the best results that they can.

Preparing thoroughly for their exams gives your child the best opportunity at achieving success in their GCSEs. This preparation will allow them to identify which areas to focus on, act on their teachers' advice on how to improve their work, and will help them to make the progress that they deserve.



Some children sail through exams with very little stress. In fact, some parents wish their children would get more stressed about exams! For others even small tests cause real anxiety.

There are lots of ways to help your child deal with exam stress, from practical things like providing healthy food and helping them to getting organised, to actually supporting your child with revision. This short guide is aimed at showing what you can do to help your child.

## So what can you do?

**Focus, Goals, Aims:** Has your child got an aim, a goal, a target to aim for? If they don't know what they are aiming for they won't know what to do. By now they should have applied for their next steps post-16. If not, help them to do so as soon as possible. Please contact your child's Tutor if you would like support with this.

**Expectations:** Be realistic about what they can achieve. Don't expect 10 Grade 9s if their estimated grades are nowhere near this. Also, don't underestimate and let them settle for less than what they are capable of. The recent report will give you a current picture including their Target Grades which you can use as an indicator of what they should achieve. Speak to individual subject staff if you have questions or concerns.

**Getting Organised:** Work out a revision timetable together early on so that your child allows enough time to cover all the topics s/he needs to revise. Ticking off each topic as it's done can help revision seem more manageable. The rule is little and often!

# How can you help your child to be prepared for their Year 11 exams? Part 2

**Environment for Learning:** Your child will need their own space. Make it comfortable and relaxed (but not too relaxed!). Take away any distractions like games consoles or mobile phones. Revision or homework cannot be done effectively if the TV or music is on in the background.

**Revision Techniques:** Does your child know how to revise? Revision needs to be active: reading through notes will not make them stick in your child's memory. Encourage them to make notes, to highlight key points and words and to go over each topic several times. At the end of each topic, suggest they make a short list of the main points. These will be useful for a quick revision session the night before each exam. See Revision Tips later in this booklet.

**Praise & Encouragement:** Praise your child when they are working hard and encourage them to keep going. It can be hard for young people to stick at something when they might not be able to see automatic results from their work. Small rewards can be a real incentive to work, too.

**Equipment:** Has your child got everything they need to succeed? Pens, pencils, calculators etc. Post-it notes to stick key words and phrases on the wardrobe door. The right equipment for practical subjects, ingredients for food etc.

**Websites, Revision Guides:** There are plenty of websites which offer revision games and activities as well as practice papers with mark schemes. Using a variety of techniques will help all the information to sink in. Subject revision guides are available from major booksellers and most are available in school.

**Structure:** Sit down with your child and use the revision timetable templates to structure their revision time/down time, and also to plan what subjects they will revise and when.

## During the Exams:

On a calendar, mark exam dates and get a thick pen to cross off exam days once they're over. This will help you both feel that there is an end in sight!

Help your child to organise their clothes, food and pens the night before each exam. Feeling organised about the little things will help to cut down on stress. Encourage your child to get plenty of sleep and to take regular breaks while they're revising. The brain will work better if it's rested.



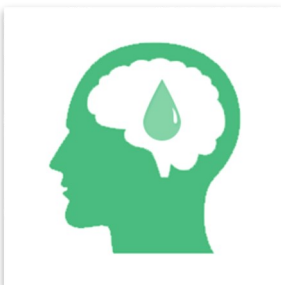
# How can you help your child to be prepared for their Year 11 exams? Part 3

**Sleep and rest:** Trying to cram in last-minute revision the night before an exam is generally a bad idea. It will make your child panic and might even affect their performance the following day. It's much better to have a relaxing evening the night before each exam

Exercise, even a walk to the shops, will help your child to concentrate when they get back to work. It can also help them to sleep better. Make sure an alarm is set for the next morning! Waking up in a panic or even arriving late for an exam only makes things more stressful.



**Food and Drink:** It's important to eat a healthy, balanced diet all the time, but during exam times this is vital. Eating well will help your child to focus and do their best. Exam stress can make some children lose their appetites. If this happens, encourage your child to eat light meals or sandwiches. Try to discourage your child from eating lots of sugary snacks, as these can actually stop them from concentrating. Discourage your child from drinking caffeine-rich drinks like tea, coffee and cola in the evening as caffeine can disturb sleep.



Energy drinks will negatively affect your child's ability to focus and do their best in their exams. Energy drinks can cause a number of unwanted side effects for young people. The caffeine in energy drinks can lead to fidgeting, nervousness, upset stomach, headaches, difficulty concentrating, difficulty sleeping, mood swings and frequent urination. The caffeine and sugar in these drinks provide a huge 'rush' to the brain, which will mean that they are much less likely to be able to focus in an exam situation.

**Water:** The human brain is made of around 85% water. When you are not properly hydrated the effects can be felt in the brain as symptoms like headaches, poor concentration and reduced short-term memory. Make sure your child takes a bottle of water into the exams. It will help them to stay alert. This is especially true during the long exams.

Exams are a very stressful time for young people. The signs of stress could include:

- Sleeping or eating more or less than usual
- Loss of concentration and interest
- Tears, tantrums and panic attacks
- Excessive drinking or smoking
- Lack of confidence
- Calls for help such as "hanging round" seeming to want to talk

# How can you help your child to be prepared for their Year 11 exams? Part 4

If your son or daughter is showing signs of stress, you will obviously want to do all you can to reduce that stress.

Offer practical support, such as making sure they eat well and get enough sleep and exercise. This may be difficult to enforce, but will make a difference.

Emotional support is important too. Expect that during exam time your son or daughter may be snappy or short with you. The best thing by far is simply to listen, and allow and encourage them to express their worries and fears. Offer them the space to talk, cry or simply to be.

Keep Encouraging: However difficult, keep emphasising the positive things that keep happening! Remind them how good they will feel when they open that envelope on Results Day and they know they've done the best they could.

Results: Results Day is Friday 27th August 2020

Celebrate: Whatever their results, as long as they have done their best, celebrate their results.

## What if my child feels like it's 'too little, too late' or says 'revision doesn't work for me'?

Research suggests that two simple revision strategies can improve students' outcomes in exams considerably, even they have done little revision to date. They are:

- Practice testing - Self-testing to check knowledge - especially using flash cards
- Spreading revision over time using a structured revision plan

It's never too late for your child to make an improvement in their grades. The only question will be just how much that could be: 1, 2, 3 grades, or more... it just depends on how much work they put in.

As for revision not working, or your child not 'being able to remember' things, just think how much they remember every day... For example, computer games.

Computer games are something many young people spend many hours practising, and players have to remember large amounts of information in order to improve their score each time as they practise. Players even finish the game with a score that tells them how good they are.

If your child plays computer games, they definitely have good memory skills and will be able to apply these to their revision!!

# What are their teachers doing to help your child prepare for their exams?

Your child's teachers have been working really hard to teach them all of the knowledge and skills that they will need to be successful in their GCSE course.

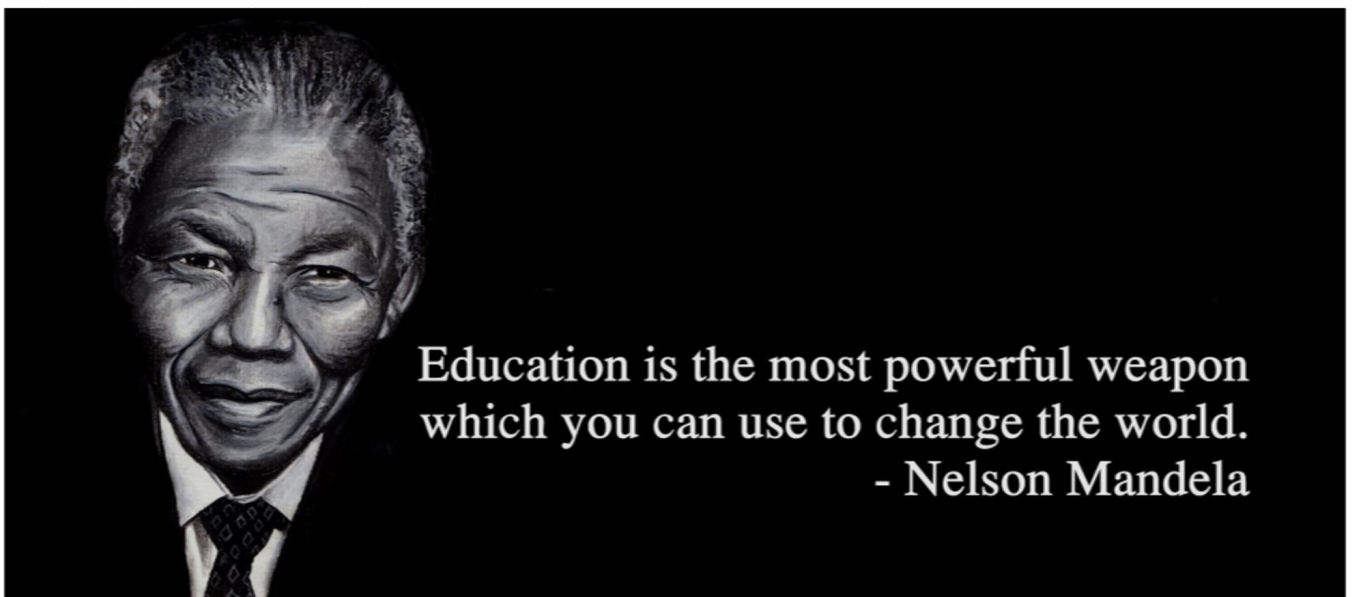
Their lessons over the coming weeks, revision planning and revision sessions are a great opportunity for teachers and students to identify what students have understood, and also the bits that might need some more work. They will also be working on exam technique and coaching students how to apply their knowledge in the best way to gain the most marks from each question.

Their teachers will be including lots of things in lessons that will help them prepare for their exams: knowledge, skills, revision tips etc. Talk to your child at the end of each day, go through what they have done in each lesson, and encourage them to take their teachers' advice on board and complete any activities that they suggest.

Please remind your child that the teachers are experts in preparing students for exams. If they suggest that students complete a task, it will be for a very good reason and it should be completed on time. Similarly, if they ask students to complete practice questions or 'mock' exams, they should complete these to the best of their ability. Otherwise teachers will not be able to identify where there are gaps in a student's knowledge.

In many subjects there will be a variety of revision sessions available. Some of these will be voluntary, and some will be compulsory. Check the school website for the revision timetable and contact their child's Tutor if you are unsure about which sessions your child should be attending.

The revision sessions are a valuable opportunity to get some extra advice and tips on completing the exams. If your child's not so good at revising at home, this is also a good way to make sure that they're getting in 30-40 minutes of revision a few times a week.





# Get Them Revising Stage 1: Planning

Your child can start their revision at any point, but lots of people really start to focus on their revision about 3 or 4 weeks before the exams start.

They should begin by planning their revision and making a revision timetable. This will help them to get organised, making sure that they have enough time to cover all of their subjects. They can fill in the example below or make their own.

Make sure they know what to revise. They should ask their subject teachers for a 'checklist' of what is in each exam. Ask them to be honest with themselves – which areas do they really need to focus on (it's only natural to want to revise the stuff that they already know!!). Make a list of their key priorities – they will be at risk of stressing themselves out if they try to do everything.

## Get Them Revising Stage 2: Plan a 'typical' revision day

**Every evening, if your child does not have homework set, they should aim to spend between 2 and 3 hours revising. They should aim to study between 2 and 3 subjects during this time.**

**On the weekend and holidays, when not in school your child should aim to spend between 3 and 6 hours revising. They should aim to study between 2 and 4 subjects each day.**

**If they follow the guide below, they should have the foundation for a solid revision schedule.**

- **Preparation** – 5 minutes
- **Revision** – 30 minutes maximum (our attention span can't handle any more than **this**)
- **Power Break** – 10 minutes Get up and move. Send a text, make a cup of tea – do anything that gets them up and about!

**Repeating this cycle for each topic will help them to cover all of the subjects that they need to revise.**

# WEEKLY REVISION PLANNER - when will they do what each day?

WEEK STARTING: \_\_\_\_\_ (Example)

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
6am							
7am							
8am							
9am							
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Block out any prior commitments e.g. school, work, clubs etc. Divide up their subjects and think how they could spread them out across the week – it is vital that they include breaks and relaxing time. They need time to unwind and de-stress – a break will make them more efficient during the times when they are revising.

# Get Them Revising Stage 3: Getting the environment right

Find them a quiet spot in which to revise. Try to clear it of any distractions – phones, TVs etc.

Make sure they have everything they need before they start – pens, paper, revision guide etc. Remember school gave them a pencil case about a month ago with everything they need for revision, including highlighters, pens, pencils etc.

Set a timer – break up their revision into small chunks. Every 10 – 15 minutes, get them to have a 5 minute break (make a cup of tea, send a text etc.). This means that they will be more likely to remember the information that they are looking at.

Make sure that they eat regularly – healthy snacks will keep them energised.

Don't revise too late and make sure they get plenty of sleep. Staying up all night will not help them have a clear head for their exam or for school.

Find time to relax! Being stressed isn't going to help them. Make sure they build in time to their revision schedule to see their friends and do the things they enjoy.

## Get Them Revising Stage 4: Beat Exam Stress

**Tests and exams, including GCSEs, can be a challenging part of school life for students**

### **What is Stress?**

Stress is the feeling of being under too much mental or emotional pressure.

Pressure turns into stress when you feel unable to cope. People have different ways of reacting to stress, so a situation that feels stressful to one person may in fact be motivating to another. Many of life's demands can cause stress, when young people feel stressed, it can affect everything they do.

Stress can affect how they feel, how they think, how they behave and how their body works. Sleeping problems, sweating, loss of appetite, headaches, stomach pains and difficulty concentrating are common signs of stress.

**But there are ways to ease the stress...**

# TOP TIPS TO REDUCE EXAM STRESS

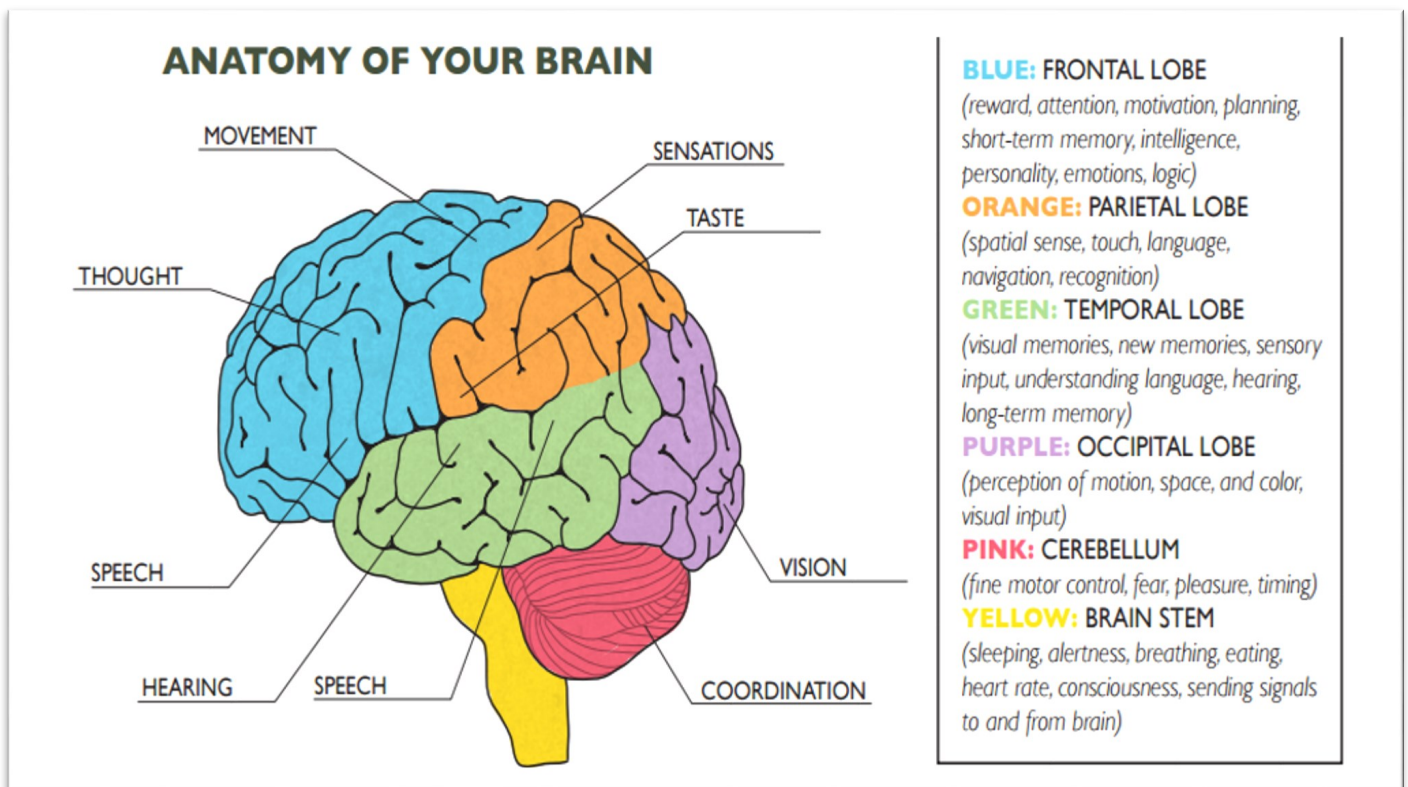
1. **Share:** Having someone to talk to can help. Support from a parent, Tutor or study partner can help them explore their worries and keep things in perspective. Nervousness is a natural reaction to exams.
2. **Eat Healthy:** A balanced diet is vital for their health, and can help them feel well during exam periods. Foods such as: high-fat, high-sugar and high-caffeine foods and drinks (such as coke, sweets, chocolate, burgers and chips) can make them hyperactive, irritable and moody.  
Make sure they keep their body hydrated- Drink at least 1.2 litres of water or fruit juice a day (try to avoid sugary drinks) .
3. **Sleep:** Good sleep will improve thinking and concentration. Most teenagers need between eight and ten hours' sleep a night. Allow at least half an hour (preferably an hour) between studying, watching TV or using a computer and going to bed. This will help them get a good night's sleep.
4. **Exercise:** Encourage them to keep active. Exercise can help boost energy levels, clear the mind and relieve stress. Walking, cycling, swimming, football and dancing are all effective.
5. **Relaxation:** Relaxation, such as deep breathing, can help to relieve their stress symptoms. It can help them calm down and take a step back from a stressful situation. Relaxation techniques may not get rid of the cause of their stress but they will probably feel more able to deal with it once you have released the tension in their body and cleared their thoughts.  
They can also relieve tension by having some time to themselves, doing whatever they enjoy, such as: having a warm bath, reading, listening to music, occupying themselves with a hobby and exercising.

**Following some or all of these suggestions may help relieve many anxieties that your child has.**

**Remember to encourage them to talk to their tutors or their teachers if they are worried about anything.**

**If you feel that their anxiety is at a very high level, please contact their Tutor.**

# How does the brain work when it comes to revision?



Students rely on one brain function above all others: memory.

They need to find the best techniques for training the brain to hang on to as much information as possible. The process depends on the brain's ability to form new connections between its billions of cells.

How does it work?

Information is transmitted by brain cells called neurons. When your child learns something new, a group of neurons activate in a part of the brain called the hippocampus (situated in the temporal lobes). It's like a pattern of light bulbs turning on.

To remember something their brain goes through the following process:

- First their brain consciously registers the memory, a process called encoding.  
The reason most people don't remember a name straight away is because they haven't encoded the name – perhaps because they were thinking about something else.
- Next, the brain must consolidate the memory,
- Followed by the last step which is called retrieval. This is where your child is able to find the memory when they need to.

# How does the brain work when it comes to revision?

The best way to help your child improve their memory is to encourage them to keep remembering the same thing, over and over again. This strengthens the neural pathway to the memory and makes a really strong connection so they can 'find' the memory easily.

It's a bit like a computer database or a filing cabinet. Your child can store files in different folders on their computer/in a drawer or filing cabinet so that they can find them more easily when they need them. However, if they don't file things properly, get them in the wrong folder or they can't remember their password, then it's not easy to find them.



Some of the best ways to do this are by 'doing' (for example writing the information, or even better by 'teaching' it to someone else), by 'linking' (using skills such as mnemonics to link specific knowledge to more everyday/commonplace items), and by working with no distractions.

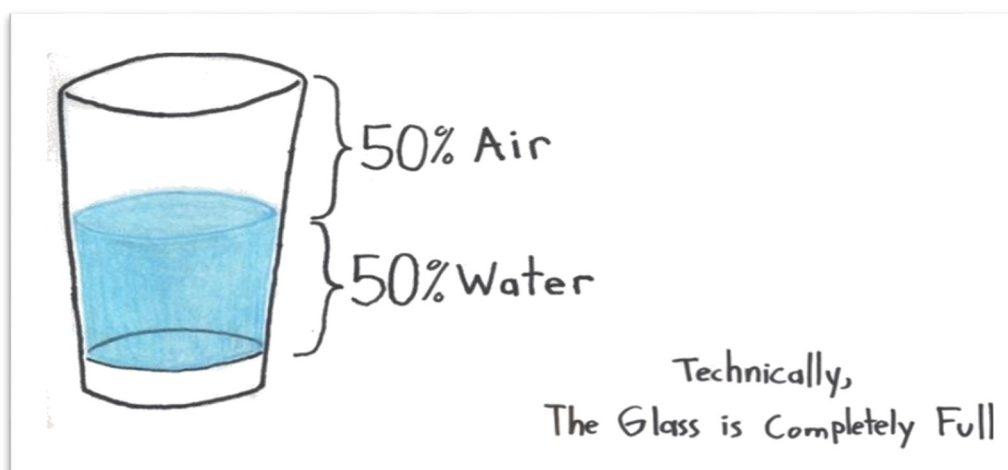
There are other things your child can do to improve memory, such as getting into a regular sleep pattern, eating a balanced diet and exercising regularly.

Remember, the brain depends on proper hydration to function optimally. Brain cells require a delicate balance between water and various elements to operate. If your child doesn't drink enough water, that balance is disrupted and their brain cells lose efficiency.

If your child is dehydrated they have more difficulty keeping their attention focused. Dehydration can impair short-term memory function and the recall of long-term memory. The ability to perform mental arithmetic is compromised when your child's fluids are low.

Your child needs to drink plenty of water to perform to their best in their exams. By the time they know the signs of 'feeling thirsty' they will already be dehydrated, so it's best to prepare with routinely drinking water throughout the day.

**Exams are a tough time for brains, so help your child look after theirs!!!!**



# Get Them Revising Stage 5: Help your child decide how they are going to revise

We all learn in different ways. Talk to your child and work out which of the ways they prefer to learn things and look for the symbols next to the revision ideas later in this book.

A lot of people find a mix of styles work for different subjects/topics.

## **Different Learning Styles**

**Auditory Learner (34% of us like to learn like this)** - Learn by listening and speaking

**Visual Learner (29% of us like to learn like this)** - Prefer to see how to do things

**Kinaesthetic Learner (37% of us like to learn like this)** - Learn by doing

The brain stores loads of new patterns or information every day. This increases hugely when a student is revising.

Provided with the right trigger, the brain should be able to retrieve any pattern. But if it keeps getting new information, or there is a poor connection to that information, the overworked brain might go wrong.

That's what happens when you think you've committed a new fact to memory, only to find 15 minutes later that it's disappeared again.

So the key is to try different ways to keep storing and making those links in the brain to be able to find the information later.

## Get Them Revising Stage 6 : Actually Get Them Revising!

Talk to your child and decide on the strategies that they are going to use in their revision. If they are unsure, have a look at the techniques over the next few pages and see if there is one that seems to suit them more. Don't be afraid to encourage them to try a range of activities – it doesn't matter if some don't work. You could try out some with them and help them to decide on the best ones.

**The key thing is to remember, whatever way your child chooses to revise,  
they have to DO something with the information, not just read it.**

Encourage them to use the revision resources and blank revision planning sheets to structure their revision, making sure they think about when their exams are taking place, not forgetting the subjects that they find hardest (!) and getting a balance between working and relaxing.

# WEEKLY REVISION PLANNER - when will they do what each day?

WEEK STARTING: \_\_\_\_\_ (October Half Term)

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# WEEKLY REVISION PLANNER - when will they do what each day?

WEEK STARTING: \_\_\_\_\_ (Christmas Holidays)

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# WEEKLY REVISION PLANNER - when will they do what each day?

WEEK STARTING: \_\_\_\_\_ (Christmas Holidays)

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# WEEKLY REVISION PLANNER - when will they do what each day?

WEEK STARTING: \_\_\_\_\_ (February Half Term)

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# WEEKLY REVISION PLANNER - when will they do what each day?

WEEK STARTING: \_\_\_\_\_ (Easter Holidays)

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# WEEKLY REVISION PLANNER - when will they do what each day?

WEEK STARTING: \_\_\_\_\_ (Easter Holidays)

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# WEEKLY REVISION PLANNER - when will they do what each day?

WEEK STARTING: \_\_\_\_\_ (May Half Term)

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# Term Time Revision Plan

Date:

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
08.35 – 15:20	School	School	School	School	School	3x30mins	3x30mins
15:15 – 16:00 After School Workshops							
16:00 – 17:00 (2x30mins) B11/12							
Break						Lunch	Lunch
Evening Revision 1hr (2x30mins)						3x30mins	3x30mins
Eat/Drink	Meal	Meal	Meal	Meal	Meal	Meal	Meal
Evening Revision 1hr (2x30mins)						3x30mins	3x30mins
21:00	Relaxation time and sleep	Relaxation time and sleep	Relaxation time and sleep	Relaxation time and sleep	Relaxation time and sleep	Relaxation time and sleep	Relaxation time and sleep

# Term Time Revision Plan

Date:

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
08.35 – 15:20	School	School	School	School	School	3x30mins	3x30mins
15:15 – 16:00 After School Workshops							
16:00 – 17:00 (2x30mins) B11/12							
Break						Lunch	Lunch
Evening Revision 1hr (2x30mins)						3x30mins	3x30mins
Eat/Drink	Meal	Meal	Meal	Meal	Meal	Meal	Meal
Evening Revision 1hr (2x30mins)						3x30mins	3x30mins
21:00	Relaxation time and sleep	Relaxation time and sleep	Relaxation time and sleep	Relaxation time and sleep	Relaxation time and sleep	Relaxation time and sleep	Relaxation time and sleep



<b>Term Time Revision Plan</b>							
							Date:
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
08.35 – 15:20	School	School	School	School	School	3x30mins	3x30mins
15:15 – 16:00 After School Workshops							Break
16:00 – 17:00 (2x30mins) B11/12							3x30mins
Break						Lunch	Lunch
Evening Revision 1hr (2x30mins)						3x30mins	3x30mins
Eat/Drink	Meal	Meal	Meal	Meal	Meal	Meal	Meal
Evening Revision 1hr (2x30mins)						3x30mins	3x30mins
21:00	Relaxation time and sleep	Relaxation time and sleep	Relaxation time and sleep	Relaxation time and sleep	Relaxation time and sleep	Relaxation time and sleep	Relaxation time and sleep

# Practical hints and tips to help your child revise more effectively

On the next few pages we have outlined a number of ways that your child can revise effectively. Whilst there is no one approach that will work for everyone, there are several key things to remember.

## **Don't just read – do!**

Reading through revision notes may seem like a good way for a student to familiarise themselves with the material, but reading alone is unlikely to be enough to help them remember the information sufficiently to recall it in the exam. Practising exam questions, as well as memorising the knowledge and content, will help students improve their marks. For many exams, practice really can make perfect.

## **Use memory techniques**

Many exams require the recall of key facts and information and it can be overwhelming trying to commit everything to memory. Research shows that the short-term memory cannot hold vast amounts of information, but there are many memory techniques that could help.

The obvious one is the use of mnemonics. For example, many of us will have used the phrase 'Richard of York gave battle in vain' to help us remember the colours of the rainbow.

Mnemonics are great for two reasons. Firstly, remembering only one word or phrase gives access to many other words without cluttering the short-term memory. Secondly, they give an order or priority to the list of words. There are many other memory techniques too.

## **Have a balanced approach to revision - scheduled or organised time**

Some students like to cram the night before an exam and some draw up a revision timetable many weeks in advance. Encourage your child to be organised and arrange their time so they have time for revision and sufficient down time for relaxing/seeing friends.

## **Use the wisdom of previous examiners**

The marking of exams is heavily regulated and consistency is important, but this means there is a lot of information available about exactly what the examiners are looking for and what will allow students access those crucial marks. Their teachers will direct them to appropriate resources, and also give them practice papers in class.

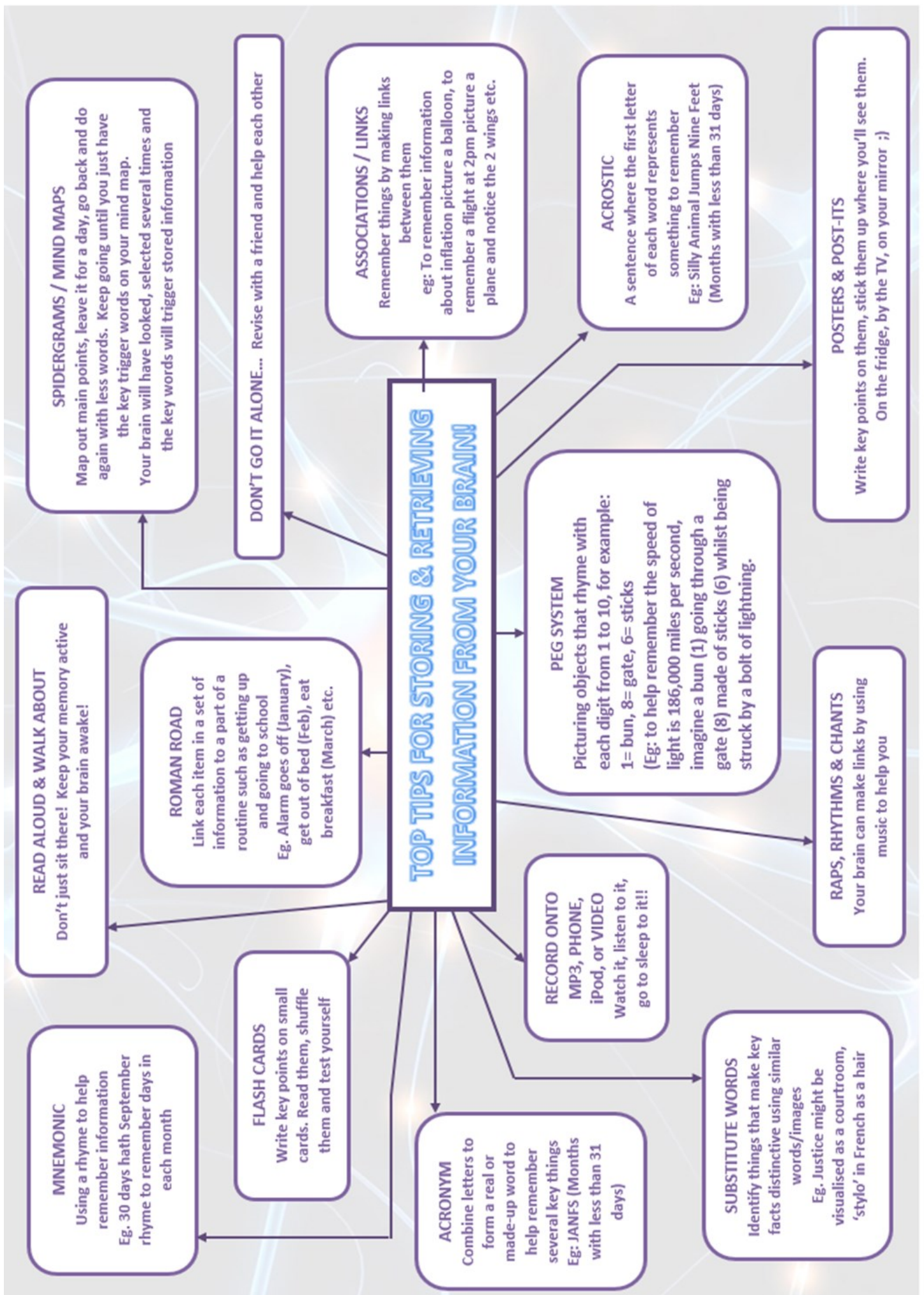
## **Write an executive summary**

Executive summaries are often used in business to put across complex information or concepts in a clear and brief way. However, they can be a useful revision tool too.

At the end of each section of revision, see if they can cover the main concepts and key points on no more than one page of A4 paper. The process of writing the summary will help to embed the information into their memory and they will end up with a condensed version of their revision notes.

Have a look at the revision strategies with your child, try them out and see which ones work best for them.

Keep a check on how they are getting on with their revision, ask to see their notes or flashcards etc. It's not about 'checking up' on them, but getting them to talk through what they're done will help the information to stick in their brain!



**NAME:** \_\_\_\_\_

We all know revision can be boring, but the tools in this kit will make your revision easier, more fun and the run up to your exams smoother. And exams can be stressful, but these tools will give you what you need to do in exams to get the best marks, so you can feel calm and confident when you walk into the exam room.

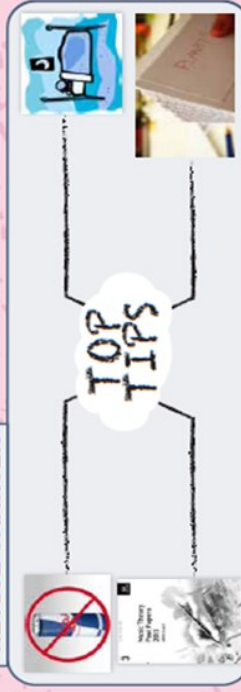
What will I gain by revising easier and more effectively?

### MEMORY BOOSTER

Top tips for a powerful memory:  
 Each one of these will boost your ability to easily remember.

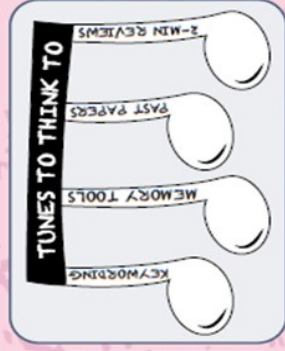
### STUDY SMARTER

### REVISE SMARTER



### REVISION PLANNING

DAY	TIME	2-MIN REVIEW
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		
SATURDAY		
SUNDAY		



**EX 2-MINUTE REVIEWS**  
 Review the most important bits for exams at least 5 times at these intervals.

2 MONTHS BEFORE

2 WEEKS BEFORE

1 WEEK BEFORE

1 DAY BEFORE

DAY OF EXAM

## EXAM SKILLS

### KEYWORDING

- Keywords are the most important words or facts in a piece of text
- Circle the topic and underline key words in this exam question
- You can also use this to find keywords to use with memory tools.

**Exam Question**  
 Some Year 7 students have mobile phones and some don't. They all need to find out how to use them wisely and learn from those who know. So you are to give a presentation to the new Year 7 group with the title 'Mobile Phones: a blessing or a curse?'. Write what you would say including your own experiences and ideas.

### TASK & CONTENT WORDS

- Write the keywords that tell you WHAT TO DO under **TASK WORDS**
- Write the keywords that tell you what to DO IT TO under **CONTENT WORDS**
- Use these as instructions to answer your question.

### RAPID PLANNING



## TOP TIPS FOR EXAMS

### BEFORE

- Practice Past Papers
- Review on Day 7/11
- Breathing
- Imagine Success

### DURING

- Read Paper + Order Questions
- Breaks + Relax
- Mind Map if Stuck
- Check at End

### AFTER

- Reflect
- Learn from Mistakes
- Celebrate/Reward

How I Currently Revise:

How I WILL Revise:

Who I WILL Show This To:

How Many Facts I Remembered:

NOTES

1. Write Facts

-----  
-----  
-----

2. Write First Letters of Each Word

-----  
-----  
-----

3. Write Sentence with Words starting with Same First Letters

To remember a List, take the first letter of each word and make up a sentence from these letters, like 'Never Eat Shredded Wheat' for North/East/South/West.

To remember a list:

- take the first letter of each word in the list
- make up a word which begins with these letters
- when you remember the word, it will trigger your memory of the list

-----  
-----  
-----

6 Memory Tools T Y

MIND MAP

Mnemonic

Acronym

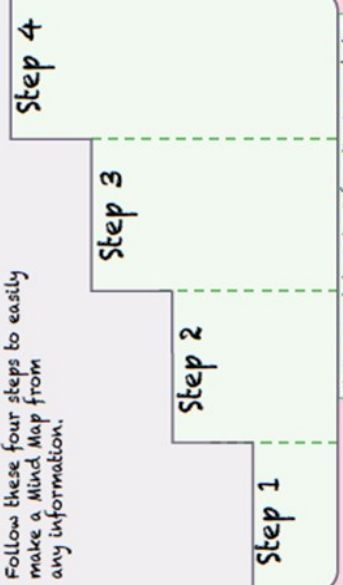
Movements

Journey

Story

Use Mind Maps to remember information as pictures and tap into the full power of your brain.

Follow these four steps to easily make a Mind Map from any information.



Use movements to anchor information in your body - different movements to remember each fact.

Make a 'journey' around a room and 'peg' pictures of things to remember in each place.

FACTS	PICTURE	PLACE IN ROOM

Use the Story Technique to remember facts. Draw a picture for each fact and then make up a story to connect the pictures.

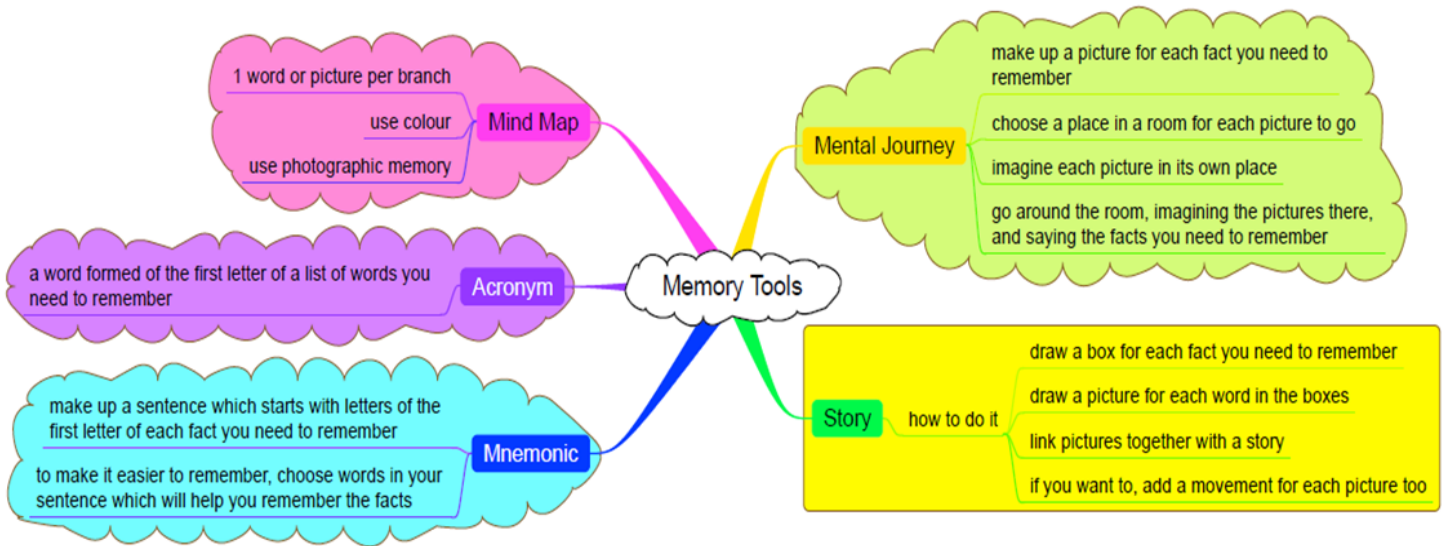
1. Write Facts

-----  
-----  
-----  
-----  
-----  
-----  
-----  
-----  
-----  
-----

2. Draw Pictures

3. Write Story

NOTES



## 5 x 2 Minute Review

Subject ..... Date of Exam: ..... Name ..... Year .....

	Day of the exam	Date of Review 5	On the day of the Exam!			
1 Day before exam	Date of Review 4					
Between 3 days-1 week before exam	Date of Review 3					
About 2 weeks before exam	Date of Review 2					
Revise topic about 1-2 months before exam	Date of Review 1					
When to do reviews:	TOPIC					

NAME:

TOPIC:

Memory Tool: **MIND MAP**

SUBJECT:

**Tips**

- underline keywords
- word + pic in central focus

- make branches different colours
- add details onto twigs

- 1 word or picture per branch and twig
- remember map as pictures, review & recall facts



NOTES

Memory Tool: **JOURNEY**

NAME:

SUBJECT:

TOPIC:

- ✓ Write facts in the **FACTS** column below and choose a picture you associate for each fact, write it in the **PICTURE** column below
- ✓ Choose a different place for each picture in this room/your bedroom/any other place, and draw or write it in **PLACE** column
- ✓ Imagine each picture in each of the different places around the room
- ✓ You will remember the journey around the different places, and the pictures that are there, then you will remember the facts

**Tips**

FACTS	PICTURE	PLACE IN THE ROOM

NOTES



Memory Tool: **MNEMONIC**      NAME:

SUBJECT:      TOPIC:

**Tips**

- ✓ Make up a sentence which starts with the first letters of facts you need to learn (Never Eat Shredded Wheat for North/East/South/West)
- ✓ The words don't have to be in the same order as they are on the sheet
- ✓ It can be as funny, strange, unusual or rude as you like
- ✓ Its easier to remember the facts if the words you choose are similar to the facts

NOTES

1. Write the facts here

.....

2. Write the first letter of each word here

.....

3. Write Mnemonics here (turn over if you need more space)

.....

.....

.....



Memory Tool: **ACRONYM**

NAME:

SUBJECT:

TOPIC:

- ✓ Make up a word from the first letters of the facts you need to learn (like PEE for Point/Evidence/Explanation)
- ✓ Rearrange the first letters to make a word that you will remember
- ✓ It can be as funny, strange, unusual or rude as you like
- ✓ Then when you remember the word, it will trigger your memory of the facts

**Tips**

1. Write facts

.....

.....

.....

.....

.....

.....

.....

2. Write 1st letter of each word

.....

.....

.....

.....

.....

.....

.....

3. Make up new word from 1st letters

.....

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.....

.....

4. Write facts in new order

.....

.....

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.....

.....

.....

NOTES

Memory Tool: **STORY** **NAME:**

**SUBJECT:** **TOPIC:**

✓ Write facts in boxes below  
 ✓ If you can, think of a picture for each fact and draw it in boxes (or you can skip straight to the story)  
 ✓ Think of a story that links the pictures together and write it in the boxes  
 ✓ Test yourself to remember the story and the facts at the same time  
 ✓ The story can be random, or around your bedroom or other room, or with movement too

**1. WRITE FACTS IN HERE (USE OTHER SIDE IF NECESSARY)**

--	--	--	--

**2. DRAW PICTURES IN HERE**

--	--	--	--

**3. WRITE STORY IN HERE**

--	--	--	--

NOTES

NAME:

Memory Tool: **MOVEMENT**

TOPIC:

SUBJECT:

✓ Write facts in boxes below  
 ✓ Think of a movement for each fact and write it in boxes  
 ✓ Think of a story that links the movements together and write it in the boxes  
 ✓ Practice the movements many times while saying the story to lock the facts into your muscle memory  
 ✓ Test yourself to remember the facts

**Tips**

**1. WRITE FACTS IN HERE (USE OTHER SIDE IF NECESSARY)**

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------

**2. THINK OF & WRITE A MOVEMENT IN HERE FOR EACH FACT**

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------

**3. WRITE STORY IN HERE TO CONNECT MOVEMENTS**

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------

NOTES

# Revision Tools & Tips 1

## 'Chunking'



Chunking is breaking up a big piece of information into smaller chunks. Bullet points are often helpful for this. Try using different colours.

## Watch TV



BBC BiteSize programmes about the topic you are studying.



## Word/Place Association

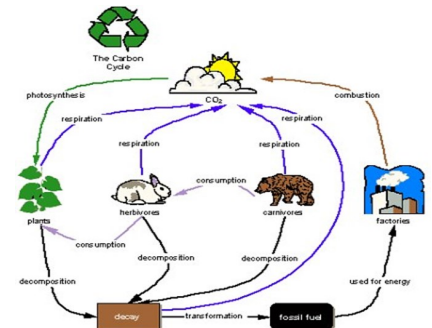


Association helps a lot of people to remember, because it is much more powerful when we use our imagination. The idea is to link objects and ideas to each other in the craziest way possible. Try imagining a journey linking pictures with the things you need to remember.

## Concept map



Similar to a mind map but there are not any sub-topics. This method links the key ideas together.



## Use the internet



**BBC BiteSize** [www.bbc.co.uk/bitesize/](http://www.bbc.co.uk/bitesize/)  
**Biology Mad** [www.biologymad.com/](http://www.biologymad.com/)  
**GCSE Maths** [www.gcse-math.co.uk/](http://www.gcse-math.co.uk/)  
**Get Revising** [www.getrevising.co.uk/](http://www.getrevising.co.uk/)  
**School History** [www.schoolhistory.co.uk/](http://www.schoolhistory.co.uk/)  
**Spanish Revision** [www.spanishrevision.co.uk/](http://www.spanishrevision.co.uk/)  
**Study Maths** [www.studymaths.co.uk/](http://www.studymaths.co.uk/)

Ask their subject teachers for more websites to use.

## Teach



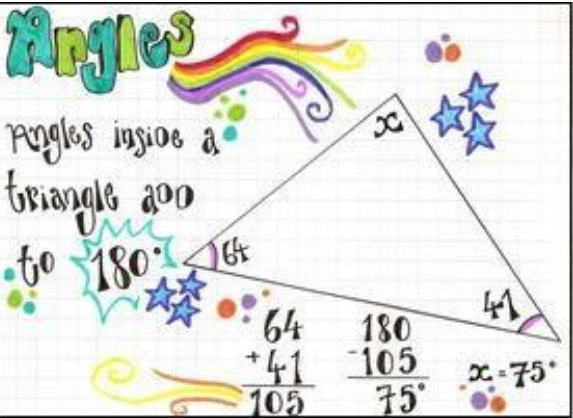
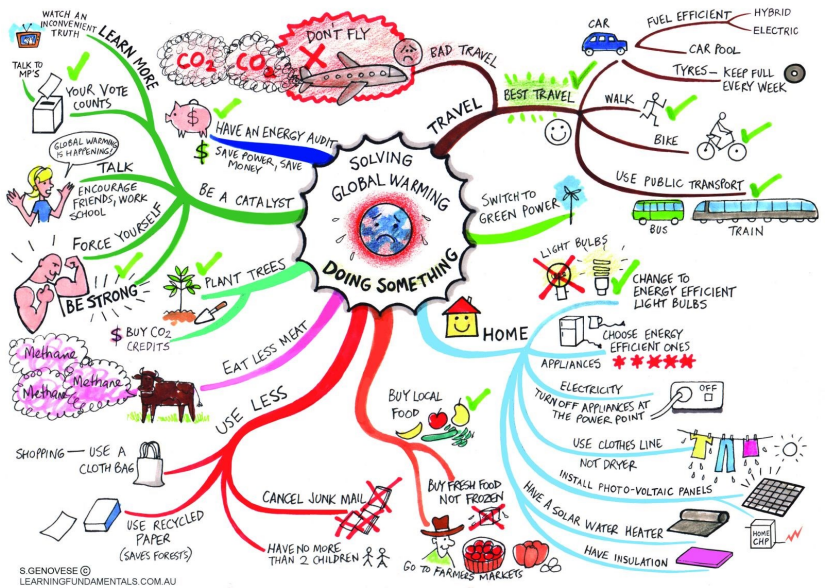
Teach family/friends the topic areas they are revising. Use visual aids and walk around while explaining the ideas to them.

# Revision Tools & Tips 2



## Mind map

Create a mind map showing the key points of the topic they are studying. Use different colours for each of the main points.



## Posters

Create a poster explaining the main points of the topic they are studying. Use more pictures than words to help them. Once they have done this put the poster up in their room.

## Pictures

Use pictures/cartoons to help them remember the key points.



Draw the pictures and use symbols.



## Listen to music

Listen to music (without words) while revising.



## Mnemonics

Remember information using a memorable phrase.



# Revision Tools & Tips 3

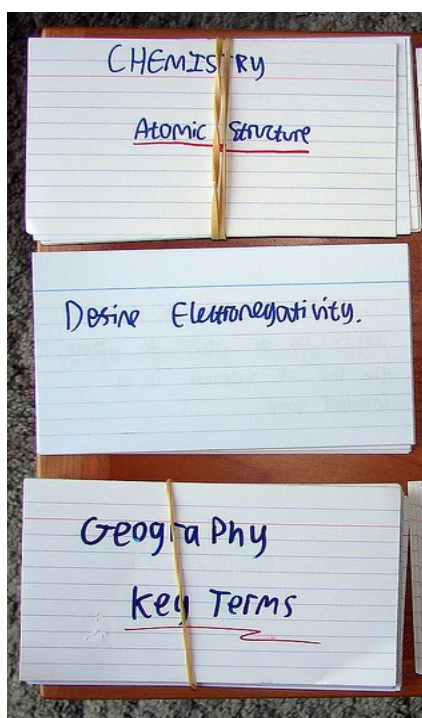


## Post it notes

Write down key information on different coloured post it notes. Stick the post it notes to the fridge, coffee, mirror etc.

Every time they open the fridge/make a coffee etc. read the information out loud.

Change the post it notes once they are comfortable they know the information.



## Flash cards



Write what they need to know on flash cards

(1/4 of a piece of A4 paper).

The flash cards could be different colours if this helps them.

If they have to remember a series of dates or something in order, put them on the stairs and recite the information as they walk up the stairs. Once they are confident ask someone at home/a friend to test them.

## Flash cards questions



Get together with a friend who is studying the same subject as them. Create question and answer cards

for the topic. Write questions on the front of the card and answers on the back. Either swap questions or ask one another the questions.

Maybe have a prize for the winner? Chocolate is always a good bet!!

# Revision Tools & Tips 4



## Voice recording

Record themselves reading their notes on their phone. They can then listen to it on the bus, when going for a jog or in bed. They could also get together with their friends and share the recordings.



## Sing



Make up a song about what they need to learn (listen to League of Nations song on You Tube for inspiration– it is to the tune of Mama Mia). Once they have made it sing it and video it on their phone. Great for revising with their friends.



## Coloured notes

Re-write their notes using coloured pens to highlight the main points. Use coloured pens, highlighters and underline key points.



## Read out loud

Read revision notes out loud in the following accents:

- Jamaican
- Scottish
- German
- Like Yoda (revise you must!)



## Read and walk

Read revision notes out loud while walking around.





# Revision Tools & Tips 5



## 5 reasons why Seneca Learning can help your students revise for their GCSEs



### 1. Evidence-informed

Our platform is based on cognitive sciences. We apply strategies known to enhance learning, such as retrieval practice, spaced practice, interleaving and dual-coding.



### 2. Research

In a randomised control trial with 1200 pupils, those using Seneca performed 2x better than peers using revision guides. The full report was published in the IMPACT journal.



### 3. Free

Seneca's GCSE resources are free for students, teachers and schools. No ads and no hidden costs.



### 4. Exam-board specific

Our GCSE courses were written by senior examiners and experienced teachers. It's exam-board specific (AQA, OCR, Edexcel, CIE, IGCSE, WJEC).



### 5. Monitor students' progress

The courses are automatically marked and you can monitor students' progress. Analytics show how the class responds to each lesson, assisting you when planning the next one.

For more information and to try our free GCSE courses, visit

[www.senecalearning.com](http://www.senecalearning.com)



- Seneca is an online learning platform used in Schools
- The free parent platform allows you to monitor your child's progress
- To sign up simply scan the QR code with your phone camera or go to [senecalearning.com/signup](http://senecalearning.com/signup)
- Once you have signed up connect your account to your child's



SCAN ME



## How Does Seneca Work?

Seneca Combines Neuroscience, AI and Data Science

**Cognitive Neuroscience**  
Seneca uses spaced repetition, active retrieval, interleaving, multimodal representations and visual memory cues to increase students' retention of information.



### Improved Understanding

Seneca teaches students concepts in as many different contexts as possible to help them understand which variables matter and which don't. Using concrete, sensory-motor examples and disexamples should lead to improvements in understanding.



### AI and Data

Seneca's algorithms are adaptive and personalize students' education to their abilities, prior knowledge and performance. Our algorithms are based on students' knowledge and performance, as well as principles such as the 'Forgetting Curve' to deliver an optimal learning experience.



# Revision Tools & Tips 5



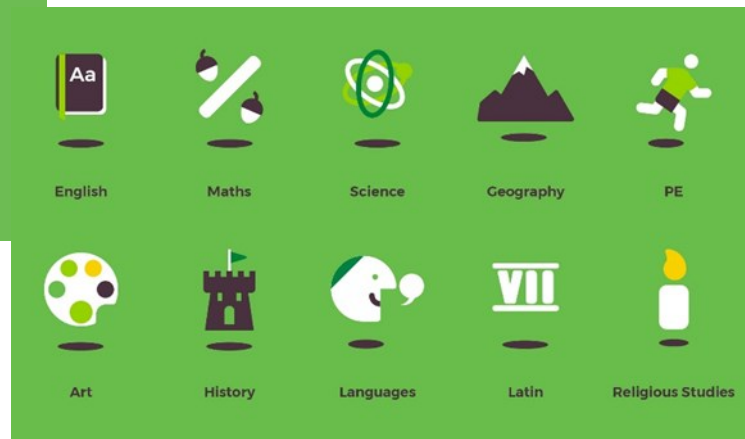
<http://www.bbc.com/bitesize/>

**BBC Bitesize** is a free online study support resource designed to help with learning, revision and homework!

**Bitesize** provides support for learners aged 5 to 16+ across a wide range of school subjects.

**Bitesize** guides are written by teachers and subject experts and are mapped to follow the curricula of the UK.

**Bitesize** uses a rich mix of written content, audio, video, infographics, interactive activities and guides. It is a valued resource for students, with 80% of GCSE users agreeing that it made them feel more prepared for their exams.



Welcome to Oak National Academy, the online classroom made by teachers, for teachers. Our free, high-quality video lessons and resources are available throughout 2020/21. With an uncertain year ahead, we can ease your remote and in-school learning. Whatever happens, we're here to support every teacher, as they support every pupil.

# SPaG (Spelling, Punctuation & Grammar) 1

Your child will need to use correct SPaG to help them to get the marks they need, not just in their English exams, but in all subjects. Your child can gain marks simply by following SPaG rules. On the next few pages are a variety of information and guidance to help you support your child with SPaG.



Spelling is  
~~difficult~~  
~~challenging~~  
hard.

## Why is spelling important?

Your child's ability to spell correctly is important to their success in their English studies. A total of 40 marks can be awarded for spelling and grammar across English Literature and English Language exams. That truly is a grade changer!

Below are just two examples of how they are marked for spelling in English Literature and Language:

Starting with this speech, explain how far you think Shakespeare presents Lady Macbeth as a powerful woman.

Write about:

- how Shakespeare presents Lady Macbeth in this speech
- how Shakespeare presents Lady Macbeth in the play as a whole.

[30 marks]  
AO4 [4 marks]

English  
Literature  
GCSE –  
Section A,  
Paper 1

Write the opening part of a story about a place that is severely affected by the weather.

(24 marks for content and organisation and  
16 marks for technical accuracy)  
[40 marks]

English  
Language  
GCSE -  
Question 5,  
Paper 1

It's not just important for their English studies though. Most of your child's subjects award a certain percentage of marks to the quality of spelling. For example, below is just one example of how students are marked for spelling in their Geography exam.

0 3 . 3 Three projects have been suggested to try and improve the quality of life for the urban poor in Kolkata. These are described in **Figure 5**.

Which of the three projects do you think will improve the socio-economic and environmental conditions for the urban poor of Kolkata most effectively?

Use evidence from the resources booklet and your own understanding to explain why you have reached this decision.

[9 marks]  
[+ 3 SPaG marks]

Geography  
GCSE -  
Question 3  
(3), Paper 3

# SPaG (Spelling, Punctuation & Grammar) 2

## Top Tips for Learning Spellings

- Use look, cover, write, check.
- Create mnemonics (big elephants can always use small exits = because).
- Research the history of the word to see if that can help your child remember how to spell it.
- Break down the word into its separate parts (root, prefix and suffix). Sometimes these parts fit together just like other parts of words – this may help your child remember how to spell a collection of words rather than just one singular word.

## General Spelling List No. 1

Below is a list of the basic words that your child should be able to spell by the time they sit their Year 11 exams.

accident accidentally actual actually address although answer appear arrive believe bicycle breath breathe build busy business calendar caught centre century certain circle complete consider continue decide describe	different difficult disappear early earth eight eighth enough exercise experience experiment extreme famous favourite February forward fruit grammar group guard guide heard heart height history imagine	increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion occasionally often opposite ordinary particular peculiar perhaps popular position possess	possession possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though thought through various weight woman Women
---	--	---	--

## Subject Specific Spellings

On the next page are the top 10 misspelt words in each of the GCSE subjects at Court Fields. Make sure your child can spell the key words for their subjects correctly.

# SPaG (Spelling, Punctuation & Grammar) 3

<p><b><u>Science</u></b>          separate          particle          aerobic          anaerobic          parallel          oesophagus          yield          respiration          negative          temperature</p>	<p><b><u>Geography</u></b>          temperature          environment          government          indigenous          desert          precipitation          vegetation          accessible          subsistence          infrastructure</p>	<p><b><u>RE</u></b>          deity          omnibenevolence          crucifixion          conscience          euthanasia          conscientious objectors          retribution          apartheid          proselytising          ecumenism</p>	<p><b><u>DT Resistant Materials</u></b>          design          specification          evaluation          malleable          analysis          plasticity          acrylic          idea          aesthetics          ergonomic</p>
<p><b><u>Maths</u></b>          parallelogram          adjacent          cylinder          isosceles          alternate          corresponding          circumference          parallel          correlation          simultaneous</p>	<p><b><u>Music</u></b>          rhythm          accompaniment          piece (of music)          to practise          orchestra          guitar          bass          dynamics          cymbal          performance</p>	<p><b><u>Art</u></b>          aesthetic          psychological          contextual          colour          proportion          distortion          exaggeration          acrylic          lens          different</p>	<p><b><u>Dance</u></b>          Choreography          Composition          Contemporary          Canon          Choreographic devices          Preparation          Extension          Development          Focus          Alignment</p>
<p><b><u>English</u></b>          soliloquy          anthropomorphism          characterisation          rhythm          rhyme          naturalism          expressionism          simile          repetition          Priestley</p>	<p><b><u>History</u></b>          Versailles          Lloyd George          Clemenceau          parliament          Appeasement          segregation          assimilation          Mississippi          Montgomery          amendment</p>	<p><b><u>IT</u></b>          Latency          Protocol          Peripheral          Phishing          VoIP          (Voice over Internet Protocol)          Blu-Ray          Mb, Gb (Megabyte, Gigabyte)          Ergonomics          Netiquette          Geotag</p>	<p><b><u>DT Food</u></b>          coeliac          anaemia          analyse          carbohydrates          deteriorate          deficiency          aeration          viscosity          contamination          fibre</p>
<p><b><u>Business Studies</u></b>          business          customer          government          liability          debtor          receivable          complaint          hierarchy          recruitment          legislation</p>	<p><b><u>French</u></b>          je m'appelle          deux          huit          parce que          c'est          une soeur          bien          ennuyeux          les yeux          les cheveux</p>	<p><b><u>Drama</u></b>          rehearsal          rehearse          audience          scene          monologue          improvisation          character          choral          theatre          tableau</p>	<p><b><u>DT Textiles</u></b>          design          specification          evaluation          flexible          analysis          appliqué          synthetic          idea          aesthetics          ergonomic</p>
<p><b><u>PE</u></b>          choreography, specificity, programme, gastrocnemius, respiratory, haemoglobin, muscles          February, cardiovascular, mitochondria</p>			

# SPaG (Spelling, Punctuation & Grammar) 4

## General Spelling List No. 2

Below is a second set of the basic words that your child should be able to spell by the time they sit their Year 11 exams.

accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise	critic curiosity definite desperate determined develop dictionary disastrous embarrass environment equip equipped equipment especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance Identity	immediate immediately individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise	recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere sincerely soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht
--	--	---	--

## **PUNCTUATION EXPLAINED**

### Full stops

Full stops go at the end of sentences (new thought = new sentence).

### Commas

Commas are used to separate clauses within a sentence.

*Although the mountains were beautiful, the night sky was even more breath taking.  
The game was over, but the crowd refused to leave.*

Often you do not need to put a comma if you have used a conjunction (and, but etc.). However, you do here as the second clause of the sentence does not make sense on its own.

You should insert a comma to break down items in a list.

Commas are also used to separate two adjectives which are describing something.

*The cold, dreary day.*

Commas should also be used to insert extra information into a sentence.

*Benvolio, Romeo's cousin, tries to cheer Romeo up.*

# SPaG (Spelling, Punctuation & Grammar) 5

## **Omission Apostrophes**

When you contract two words together, you will often have to take away a letter and insert an apostrophe.

*do not = don't*

*let us = let's*

*who is = who's*

## **Possession Apostrophes**

To show that a noun has possession over another noun, you need to insert an apostrophe and an s (exception: if the noun that possesses the other noun is plural and ends in an s already, then you only need to add an apostrophe at the end).

*Harry's phone.*

*The ladies' laughter. (plural - more than one lady)*

*The lady's laughter. (singular – one lady)*

*The Boss's phone. (Boss' would also be acceptable)*

## **Exclamation mark**

Should go at the end of a sentence to show shock, surprise or excitement. These sentences should now start with 'how' or 'what.'

## **Question mark**

Should go at the end of sentences that ask a question.

## **Colon**

You should use a colon to introduce a list.

*There are many examples of religious charities: Christian Aid, Islamic Relief, Tearfund, World Jewish Relief and CAFOD.*

They can also be used to add extra information to a sentence. It's almost as though it's a question and then an answer.

*The army suffered heavy losses in the war: 10 000 troops died.*

## **Semicolon**

Semicolons break down larger pieces of information in a list.

*Important Jewish festivals include Yom Kippur, which takes place ten days after Jewish New Year; Pesach, or Passover, which commemorates the night of the Exodus from Egypt; and Hanukkah, which celebrates the story of a day's worth of oil burning for eight days during the rededication ceremony for the Temple in Jerusalem.*

Use a semicolon to combine two sentences that make sense of their own.

*Some people like Coke; other people like Pepsi.*

Use semicolons to combine clauses connected by conjunctions or transitional phrases.

*I wanted to go to the movie; however, I didn't have the money.*

## **Brackets (parenthesis)**

Add information to a sentence.

*Christians believe that God sacrificed Jesus (his son) to forgive the sins of mankind.*

## **Speech marks**

Direct speech should open with a speech mark and close with a speech mark.

Direct speech always ends with a punctuation mark. The speech mark should go on the outside of the punctuation.

*"Comrades!" shouted the Major.*

Direct speech always starts with a capital letter.

A new line should be started for a new speaker.

A comma should signify the end of narrative and the start of direct speech.

*He said, "The river discharge tells us how much water flows in the river."*

*"I'm going to get up early tomorrow," Ben said.*

## **PARAGRAPHS EXPLAINED**

Use the TIPTOP paragraph rule.

*TI for time change, P for place change, TO for topic and P for person.*

## **CAPITAL LETTERS EXPLAINED**

You should always use capital letters for names of people and places etc. (proper nouns).

*February*

*John*

*London*

You should always start a sentence with a capital letter.

## **HOMOPHONES EXPLAINED**

**(words that sound the same but have different meanings and spellings)**

1) *their/they're/there* (belonging / contraction of 'they' and 'are' / place)

2) *too/to/two* (degree of something / .... / number)

3) *hear/here* (listening / place)

4) *which/witch* (questioning / supernatural)

5) *where/wear* (place / clothing)

## **FULL SENTENCES EXPLAINED**

Must contain a verb.

Must start with a capital letter.

Must end with some sort of punctuation mark.

## **ARTICLES AND DETERMINERS**

You should use 'an' if a word that starts with a vowel sound follows it.

*I would like an envelope please.*

You should use 'a' if a word that starts with a consonant sound follows it.

*I would like a stapler please.*

## **PRONUNCIATION VS. WRITTEN EXPRESSION EXPLAINED**

*should have, would have, could have*

**NEVER...** 'of'



## Common mistakes:

- loose / lose (loose clothing / lose something)
- fewer / less (fewer is for things you count, and less is for things you cannot count)
- what / which (in general, we use "which" instead of "what" when there is an option or choice)
- practice / practise (practice is a noun / practise is a verb)
- advice / advise (advice is a noun / advise is a verb).

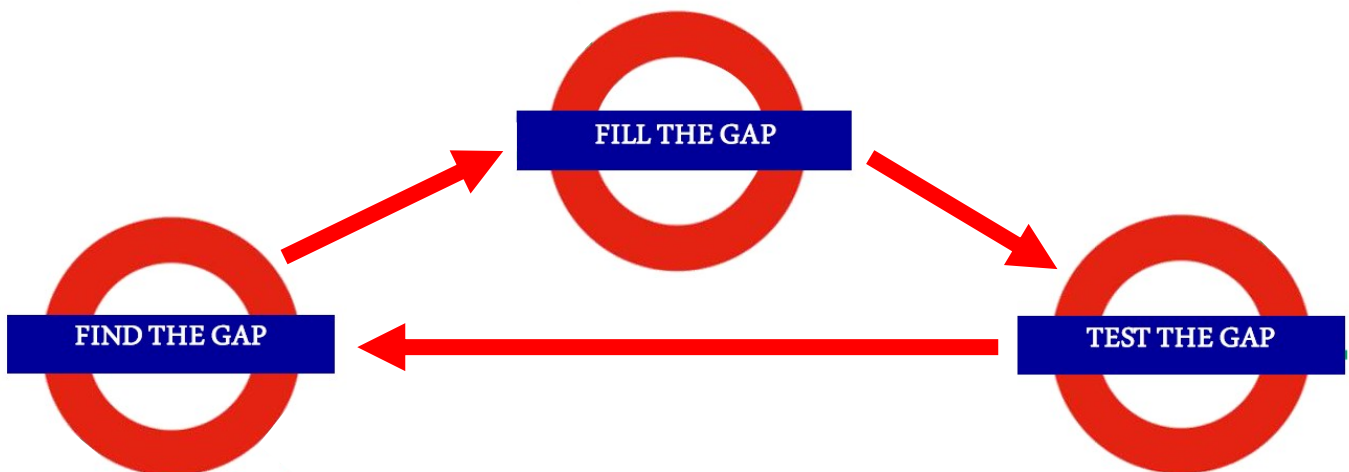
## Personal Learning Checklists (PLCs)

Your child will be given a personal learning checklist for each subject which can be used in preparation for their PPEs and Final GCSE Exams.

Students should use these to make sure they know what to revise for each subject and each exam. PLCs can be used as a review so students can see which topics they feel confident with or need to revise

Students can also use the checklist to RAG rate topics for revision and decide which topics need more time spent on them when revising.

- Red: I am not confident and need to revise this topic several times
- Amber: I know this but need to revise this further
- Green: I am confident in this area



# Final Thoughts...

Come up with a list of priorities – which areas can they work on independently at home? Which areas does your child need help with?

It's never too late to start revising. The work your child puts in now can make a real difference to their final grade.

Encourage them to go for it, whatever motivates them. They can prove people wrong if they have doubted they can do it, prove people right who've said they can, prove to themselves how much progress they can make. Whichever, just do it.

Ask them to think about how they felt when they got a test result they were not happy with. Do they want to feel the same? Do they want to feel better, have done better? How could their revision help them to do better? How could they do it differently?

Learn from previous assessments. Which areas can they work on before the PPEs and the final GCSE exams? What help do they need to do this? Remember, it's ok if they didn't do as well in previous assessments as they hoped – its how they deal with the Year 11 PPEs and the final GCSE Exams that count.

Ensure that they take on board all of the feedback that their teachers give them. It will seem like a lot, but they need to take time to digest it. This will be the best advice they will get on how to improve in the real exams.

Remember... This next few months will be hard, but imagine how amazing it will feel when your child opens their results in August and they get the grades that they want. Short term pain, long term gain! Remind them that this few months is such a short time in their life, it's so worth it to cut back on some things to focus on their revision and get the best results they can.

## **And lastly...**

The work your child puts in now will be the key to their future life choices.

We don't know where they will live, or what jobs they will have in the future. We can only support them to get the best grades now so they can choose whatever, wherever that will be.

Thank you for supporting them at home. What you do will make a difference.

**This is their time**