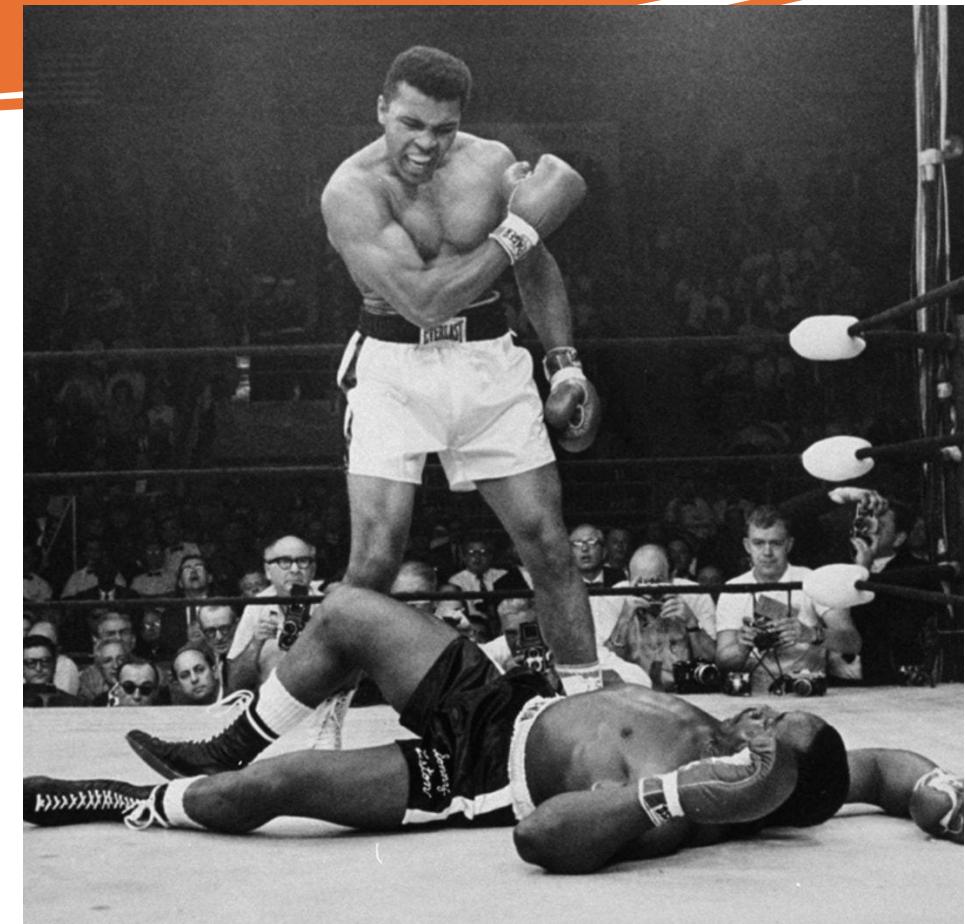


Yr11 GCSE Parental Workshop

21st January 2026

Who is this?

How much do you already
know about this person?



So why are we here?

Student voicing tells us:

They want help

Unsure of how best to revise

Unsure of the techniques that help them to consolidate learning



| Date | Morning Examinations (8:45am registration in mentor groups- exams to start at 9am) | Afternoon Examinations (12:30 early lunch – exams to start at 1:15pm) |
|-------------------------|--|---|
| Monday 9th February | History/Geography paper 1 | Music paper 1 |
| Tuesday 10th February | English paper 1 | Sociology paper 1 Computing paper 1 |
| Wednesday 11th February | Maths paper 1 | Child Care |
| Thursday 12th February | Biology paper 2 | Dance paper 1 Drama paper 1 |
| Friday 13th February | History/Geography paper 2 | French paper 1 Spanish paper 1 |
| Monday 23rd February | Chemistry paper 2 | GCSE P.E paper 1 BTEC Sport |
| Tuesday 24th February | English paper 2 | Religious Studies Business Studies |
| Wednesday 25th February | Maths paper 2 | Sociology paper 2 |
| Thursday 26th February | Physics paper 2 | French paper 2 Spanish paper 2 Clashes day 1 |
| Friday 27th February | Maths paper 3 | Computing and Clashes only |

Exam Support

Information for Year 10 and Year 11 Students

Please find below and attached some useful tips on how to improve your revision time and keep those nerves under control.

Study Skills

Where to study

Creating good conditions to study in can help you make the most of the time you spend revising. Here are some suggestions:

- Find a quiet place to study away from distractions
- Make sure your desk is well lit and you are sitting comfortably
- Keep background noise to a minimum
- Have everything you need to do your revision to hand before you start

How to Study

There is no 'right way' to revise, as long as the method you choose enables you to gain a solid grasp of key facts and consolidate your knowledge. In practice, most students find that mixing different revision techniques suits the varied nature of the subjects being revised, and provides essential variety when studying.

How long do you think it would take to learn this material?

MUHAMMAD ALI 1942-2016

Muhammad Ali, arguably the greatest boxer in the history of the sport. He was born in 1942, in Louisville, Kentucky in the United States. He was named after his father, Cassius Clay, Sr., who was named for the 19th century abolitionist and politician Cassius Clay. He changed it to Muhammad Ali in 1964. He became a boxer at the age of 12. As an amateur boxer he won many titles, culminating in the Light Heavyweight gold medal in the 1960 Olympics in Rome, Italy. When Ali returned home to the states, he was so proud that he wore the medal around his neck wherever he went. After a week, he went to a café and ordered a drink. The waiter said "I'm sorry, we don't serve coloured people". Ali was so incensed by this! He had represented his country, won the gold medal, and come back to this kind of treatment. Muhammad Ali ripped from his neck and threw it into a river. Ali turned professional at the age of 18. Ali's record was 100 wins, 5 losses when he ended his amateur career.

Ali became the World Champ at the age of 22. Clay was famed for his unorthodox fighting style. Rather than match his opponents with brute force, Clay brought tactics and strategy into the ring. With his fast-moving style, he was equally adept at dodging a punch as at delivering one. His fancy footwork soon became known as the 'Ali shuffle'. Ali also fought a great psychological game, often beating fighters before they stepped foot in the ring. It was in the pre-fight build up to his first world-title fight with Sonny Liston that Ali famously said "I will float like a butterfly and sting like a bee".

In 1967, when Ali refused on religious grounds to be drafted into the US army to fight in Vietnam, he was stripped of his title and banned from boxing, two decisions he successfully overturned in court. This he achieved by defending himself brilliantly without a lawyer.

In 1971, Ali lost the title to Joe Frazier. Ali went on to win it back and then fought in two of the most famous fights in the history of boxing; The Rumble in the Jungle, versus George Forman and The Thrilla in Manilla, again versus Joe Frazier. Ali is the only boxer to have held the

World title on 3 separate occasions. Ali retired from professional boxing in 1981, at the age of 39, with a career record of 56 wins and 5 losses, and as a three-time World Heavyweight Boxing Champion. Throughout his boxing career Ali was won over 50 million \$. Muhammad Ali became a Muslim around the age of 22, and a member of a group known as the Nation of Islam (or the Black Muslims) and was inspired by the teachings of Malcolm X. Muhammad Ali has been married 4 times, and has had nine children. There have been many films made of his life, most recently with Will Smith in the title role. Ali was awarded the coveted title of 'Sportsman of the Century' by the BBC in 1999. Although suffering from Parkinson's disease, Ali still makes many public appearances. He refuses to allow his disability to beat him. He travels around the world doing great work for charity.

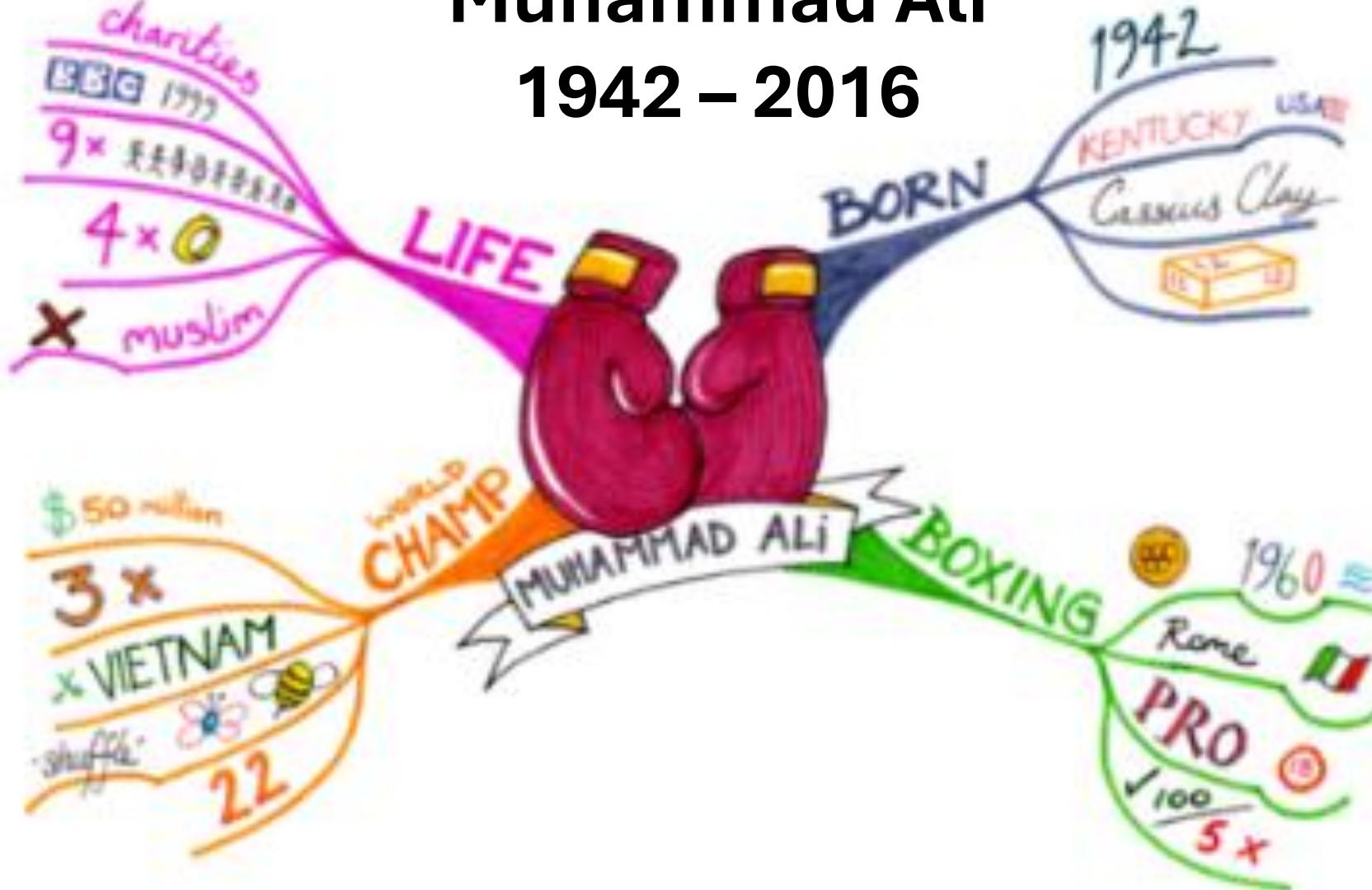
It's time to get creative- audience participation is required.

- Help yourself to paper, pens and highlighters.
- Post-it notes and revision cards are also available for activities.



Muhammad Ali

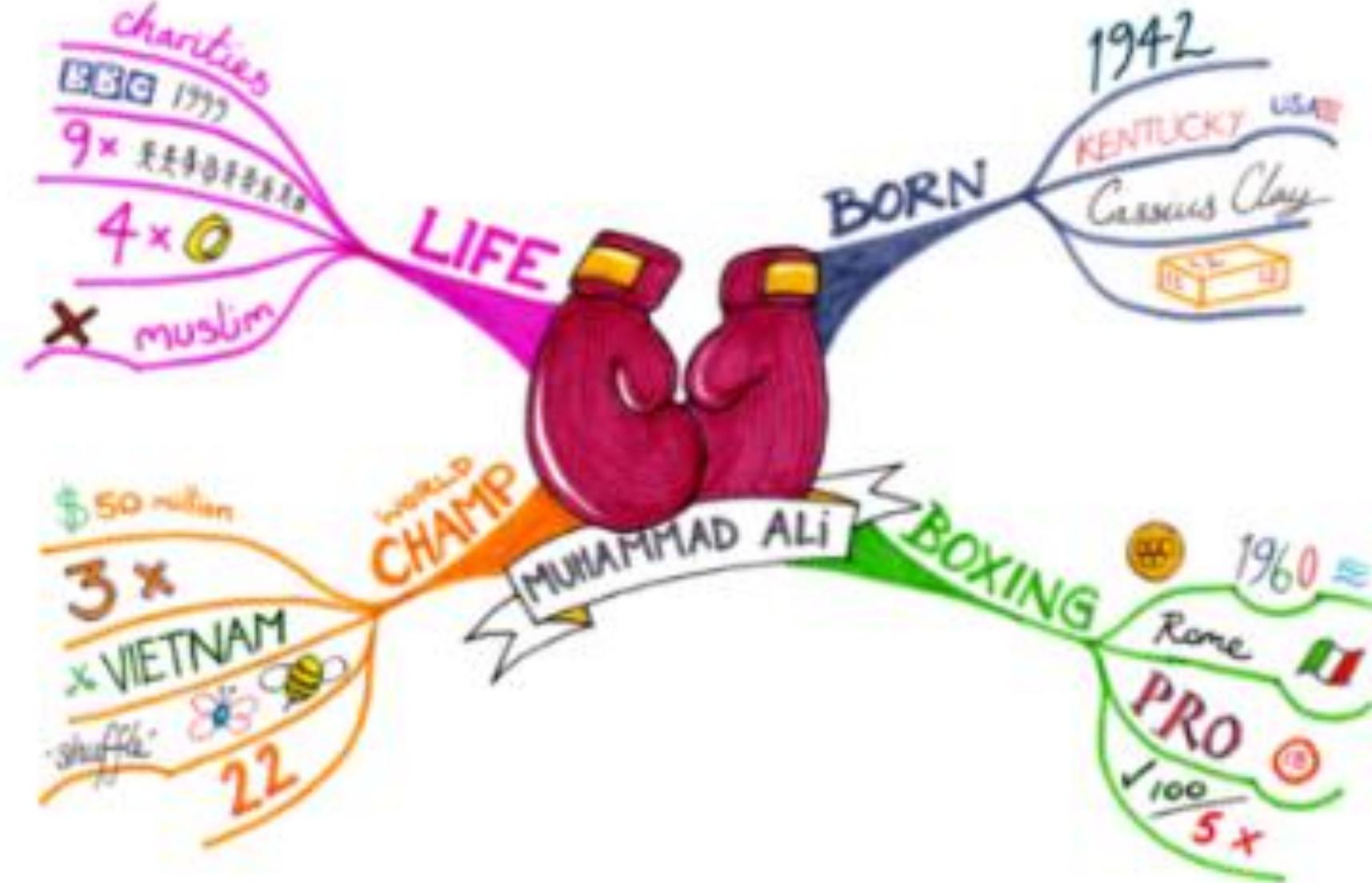
1942 – 2016



Take a few minutes to read the information on here.

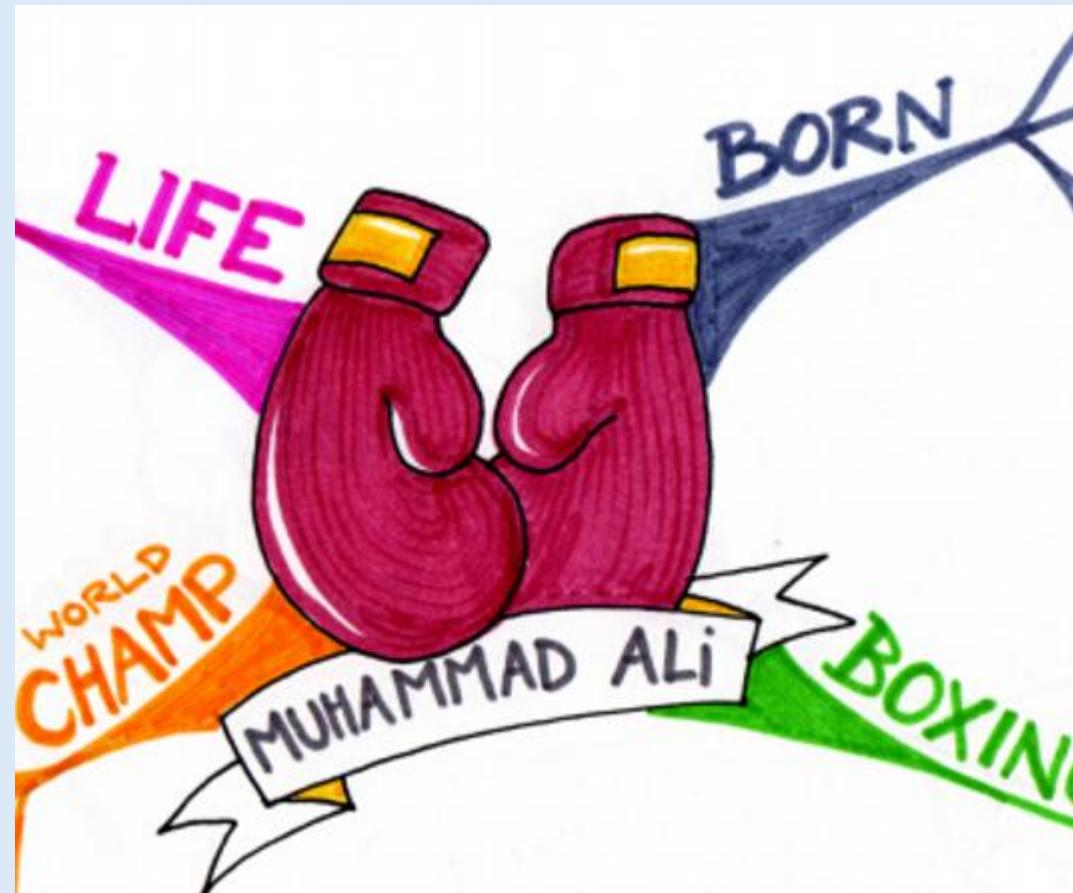
Visualise it.

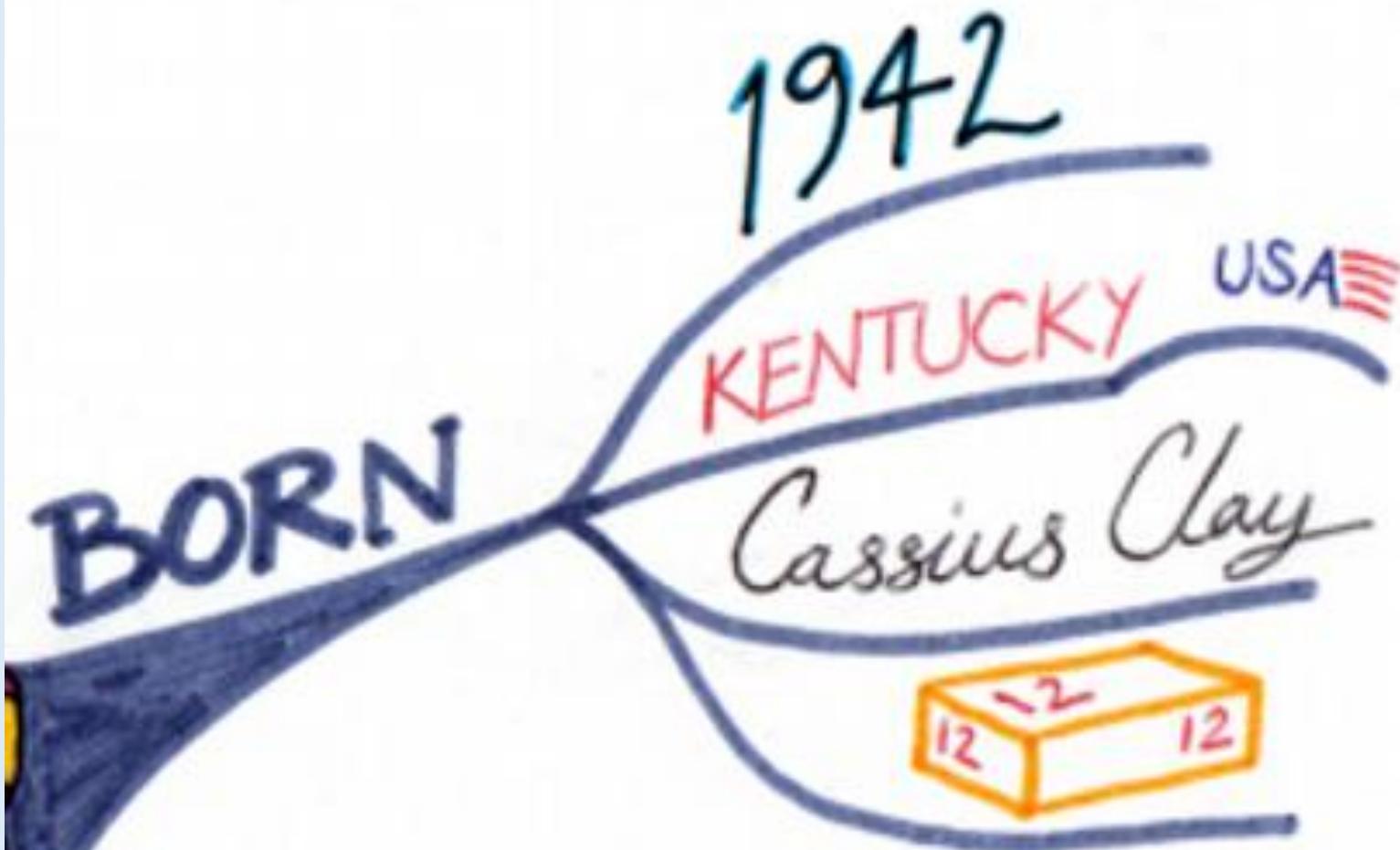
Talk to the person next to you about it.



There are lots of stages to learning new information.

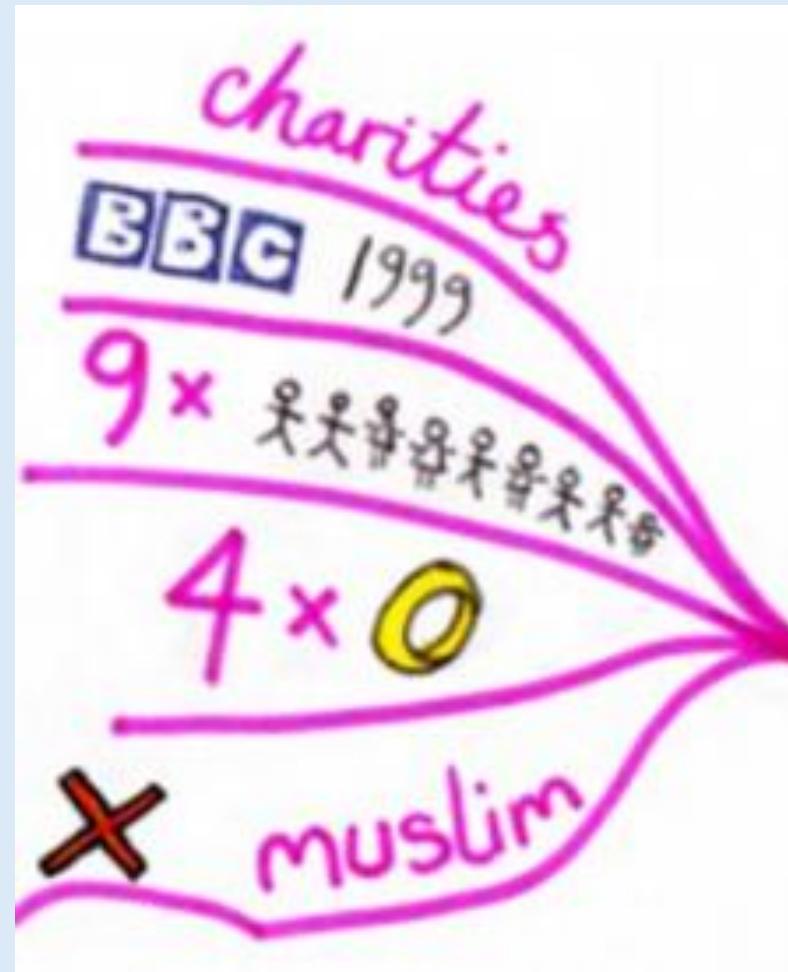
How much can you already remember?

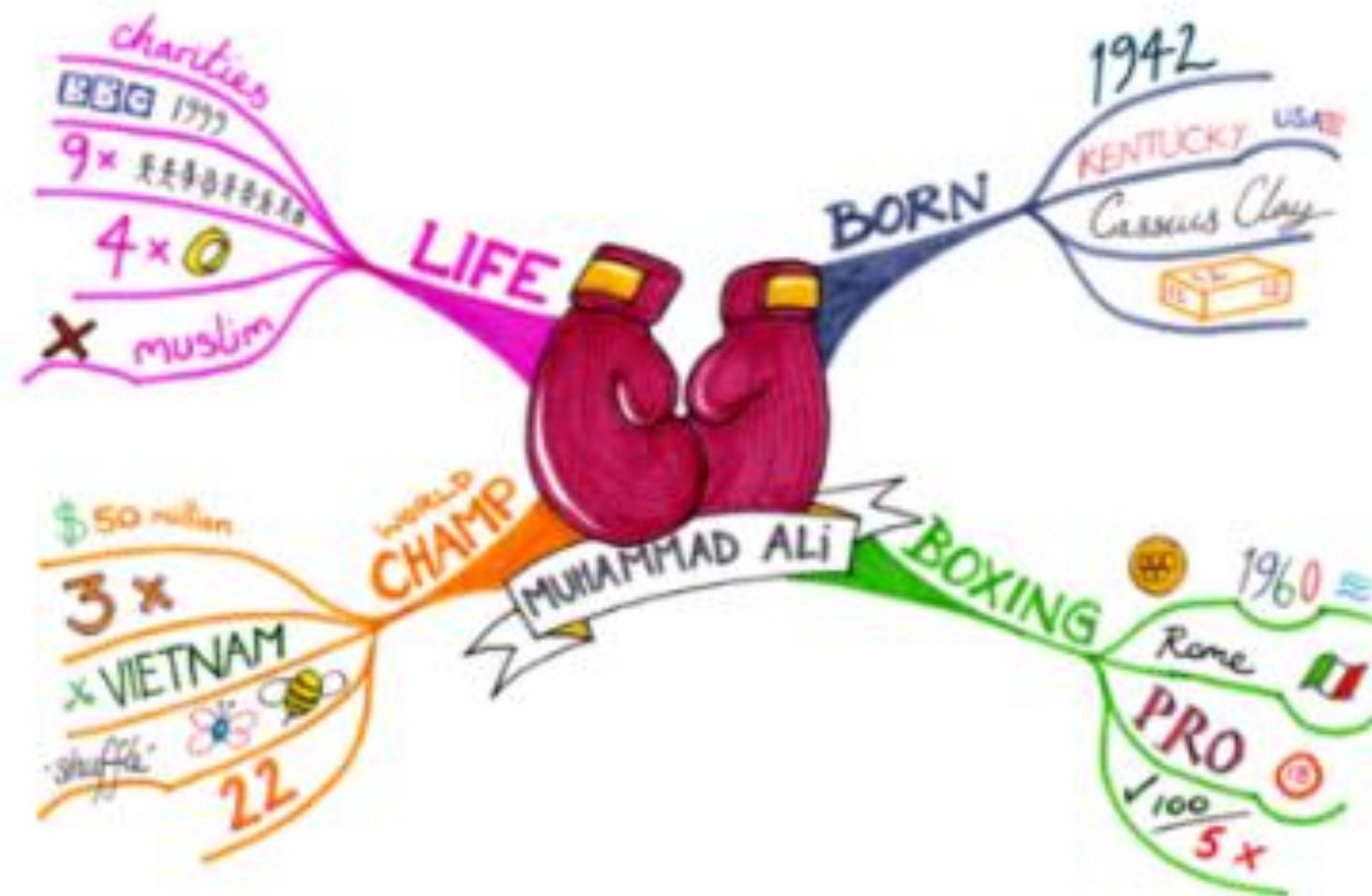








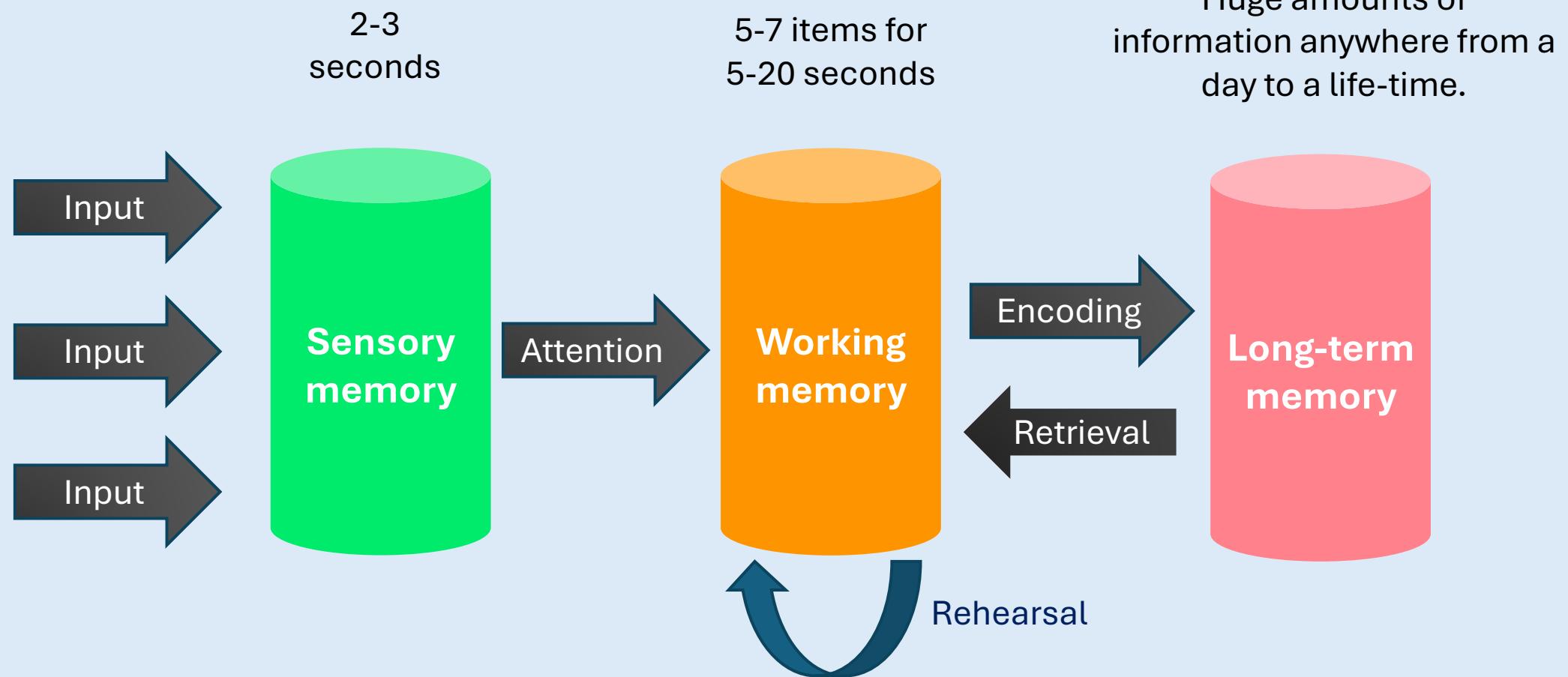




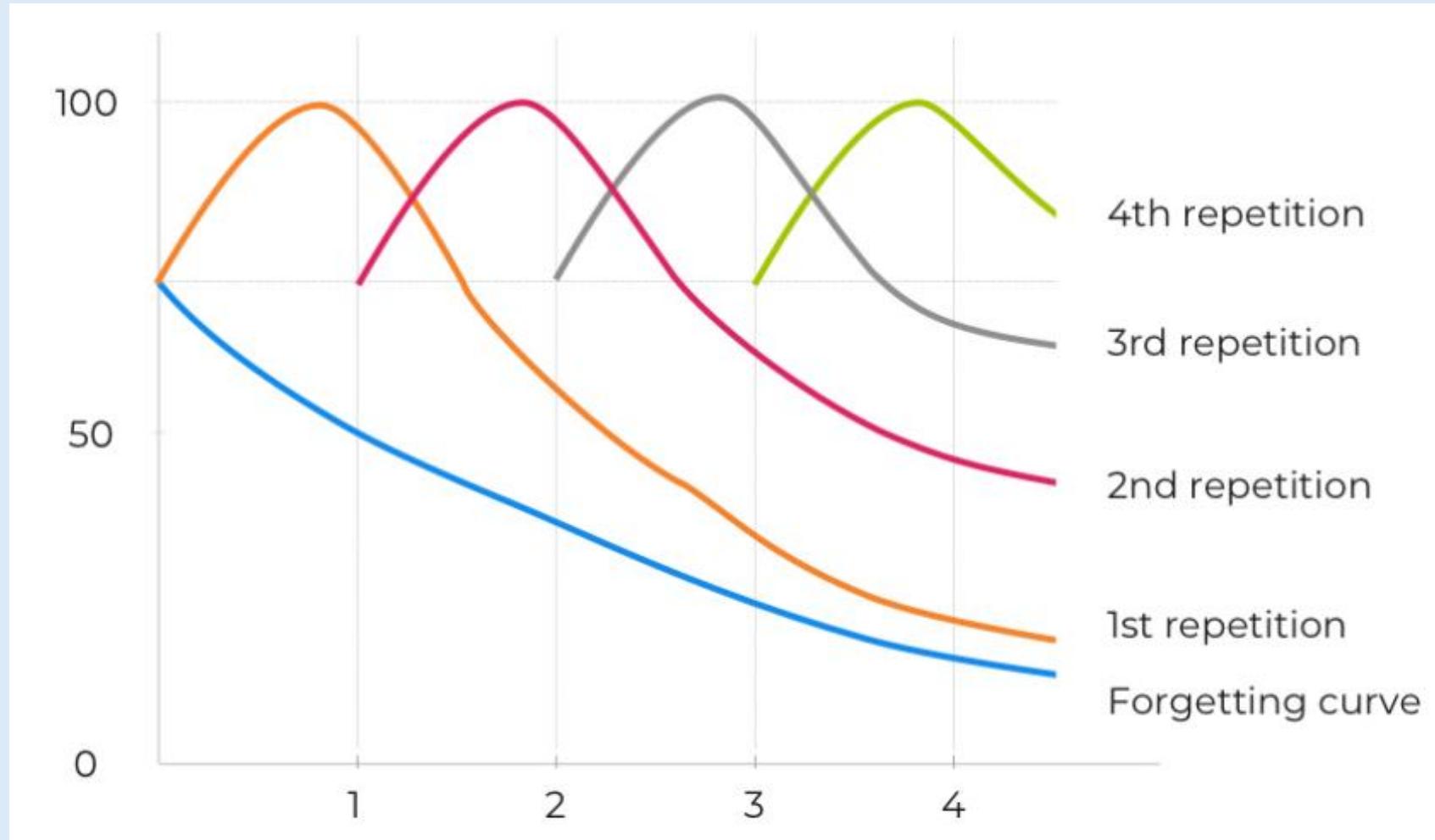
Marginal gains



How do we process information?



Why are we doing all of this?



... to beat the forgetting curve!

Our brain forgets things FAST.

Within 24 hours, you can lose **up to 70%** of what you learned
unless you review it.

This is called **The Forgetting Curve**.

- Day 1: You feel confident
- Day 2: You've forgotten half
- Day 6: It's as if you never learned it

(Ebbinghaus, 1885)

Every time you revisit a topic, the curve flattens — and the memory lasts longer. That's why planned revision beats last-minute cramming every time.



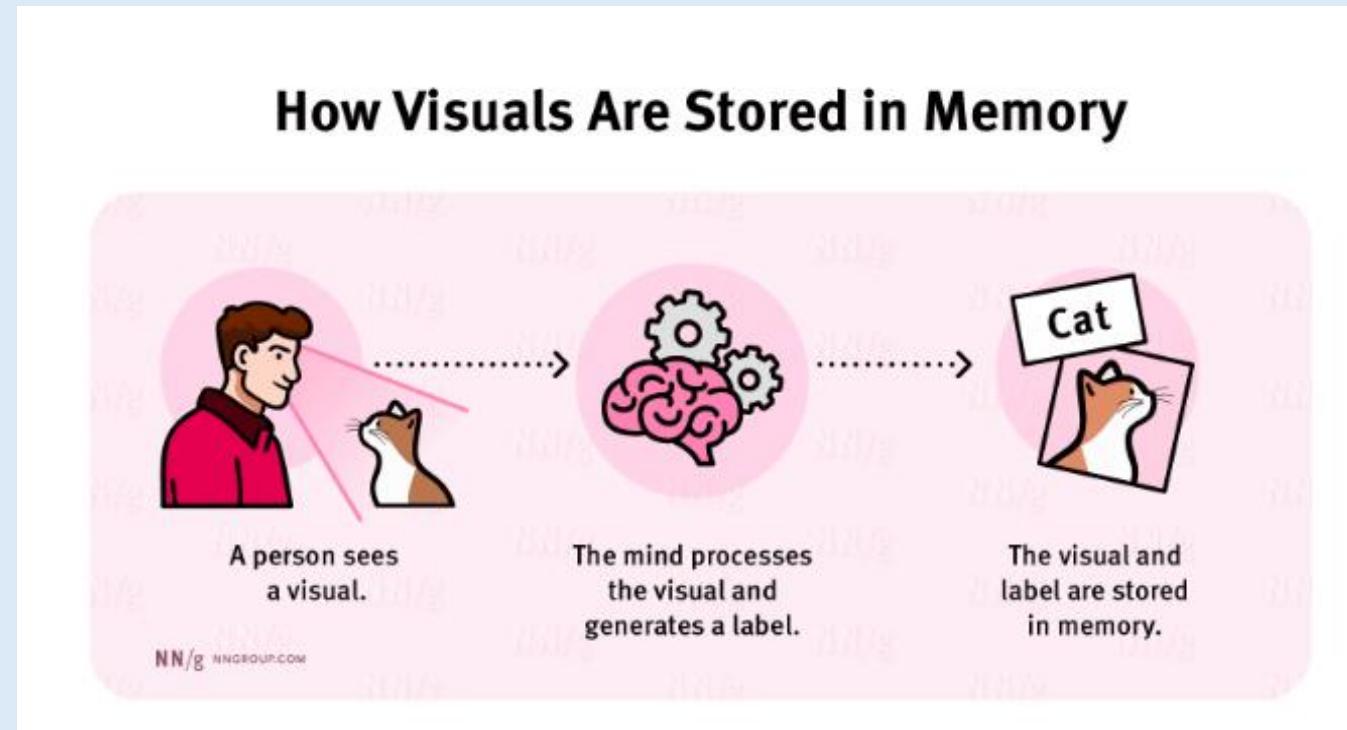
Effective Revision Techniques

- * Active Recall
- * Practice testing – exam questions



Use colour and pictures

- The picture-superiority effect
- Pictures are stored in our memory in 2 ways:
 - An image
 - A word or phrase that describes the image



Qualities of Memorable Visuals

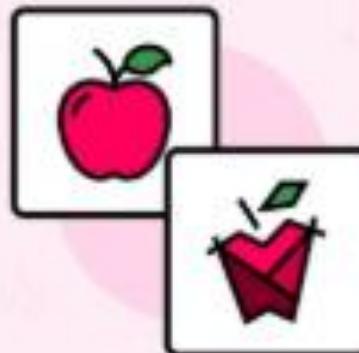
Discoverability

Is the visual easily noticed?



Clarity

Is the visual obvious and not abstract?



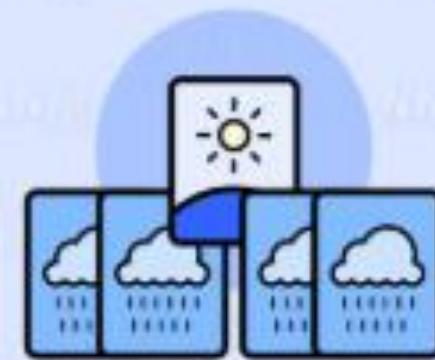
Familiarity

Is the visual recognizable by our target audience?



Uniqueness

Does the visual stand out compared to others?



**You have 30 seconds to remember as many of
these words as you can**

Apple Flower Cat Bell Mug

Cake Glasses Hand Ball Truck

White Board Sandwich Balloons Present Bird

Spy Glass Dog Pencil Seven Tree

Flag Trumpet Earth Bike Book

Write down as many of the words as you can
on your paper



You now have
30 seconds to
look at these
images...

How many of
these can you
remember?

Write down as many as you can on your paper.
Did you remember more pictures than words?

Physical Journey

- Triggers to help us remember information by looking at things around us.
- It uses the room you are in/or a room you are familiar with to trigger your memory.

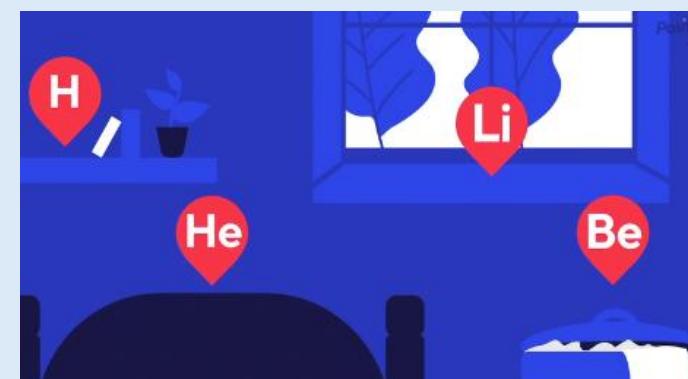
The process

- Take what we want to remember.
- Create an image.
- Make it outstanding.
- Associate it with something we already know.
- Repeat the information regularly.



Elements of the periodic table

1. Look around the room and pick your locations – fixed items.
2. Think about what the word or fact looks like, sounds like or reminds us of to create an image.
3. Example – Hydrogen
4. When we see and think of the location it reminds us of the image, which reminds us of the information.





Using Flash Cards

- Please help yourself to some flash cards.
- Flash cards are a great way for your child to engage their brain with the information they are trying to learn.
- Your child can use them to test themselves or get others to test them - the people testing you don't even have to have a good knowledge of the topic.

**List the capital
cities in Europe**

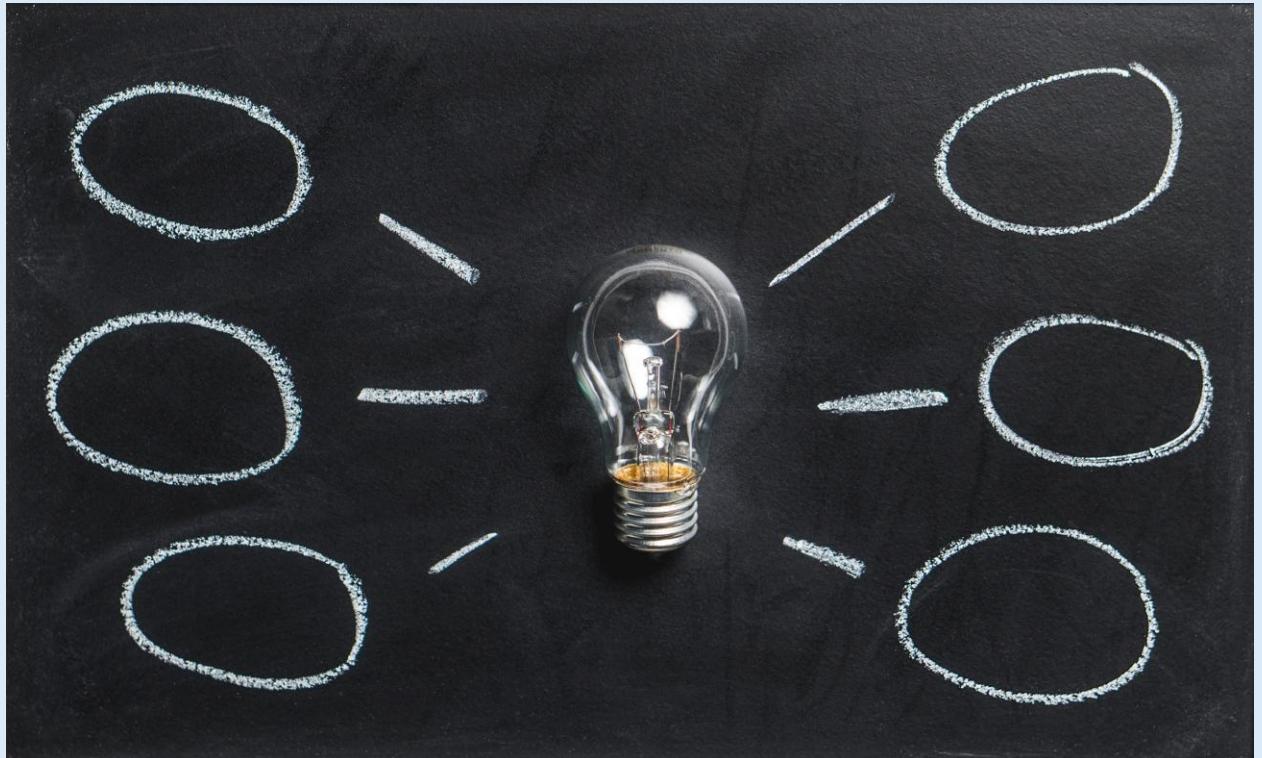
**What is the capital
city of**

**Don't use open
ended questions**

**Use specific, single
answer questions**

Using flashcards

- Using flashcards is a repetition strategy.
- They are a simple ‘cue’ on the front and an ‘answer’ on the back.
- Flashcards engage “active recall”.



TASK: Making flashcards

1. Pick a **subject and topic** you want to focus on.
2. Write a **question or key term** on one side of the flashcard and the **answer or definition** on the other side.



Retrieval Practice

Don't just read — *remember*.

Examples:

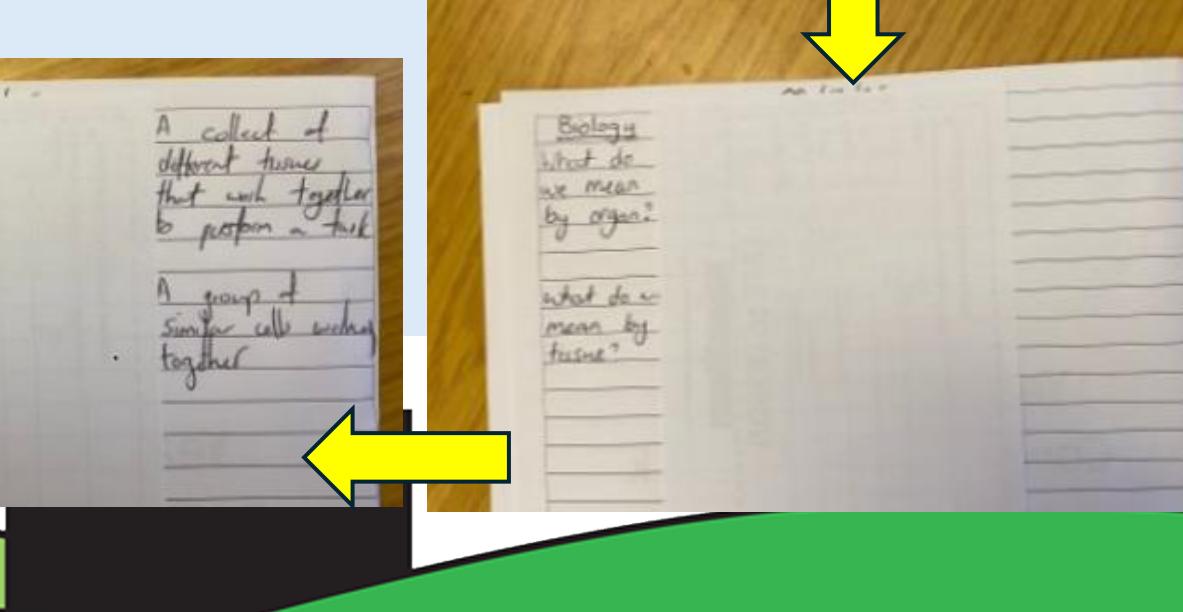
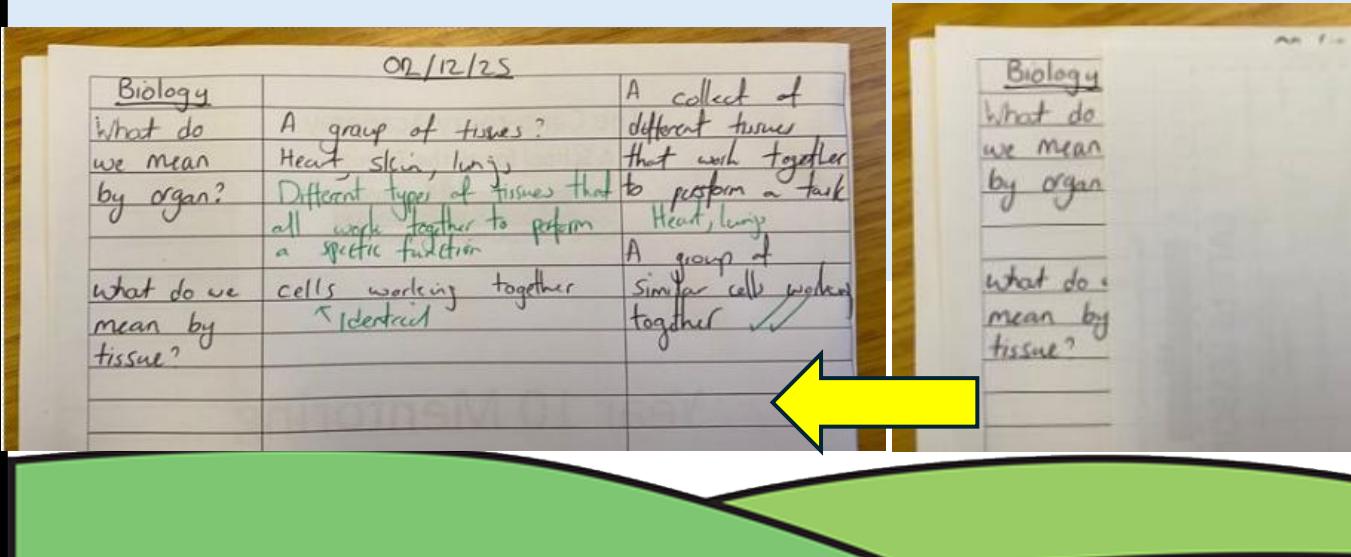
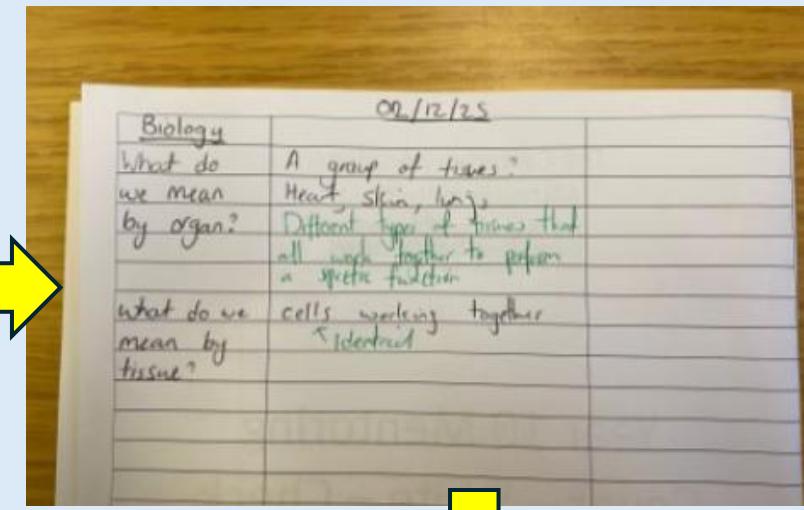
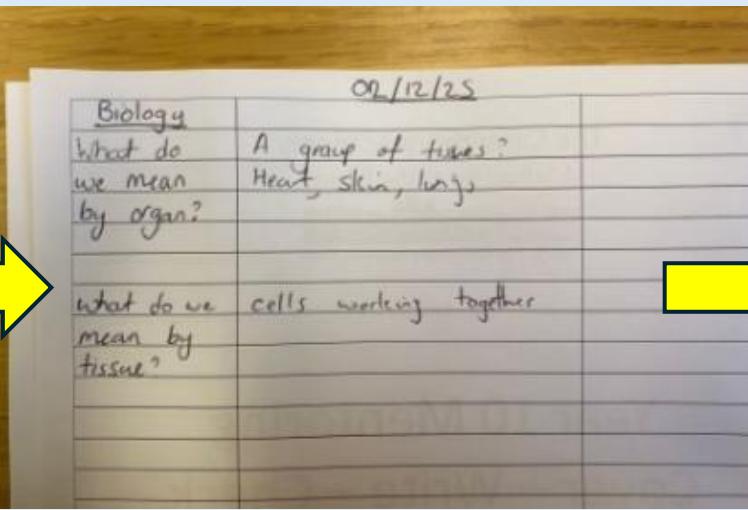
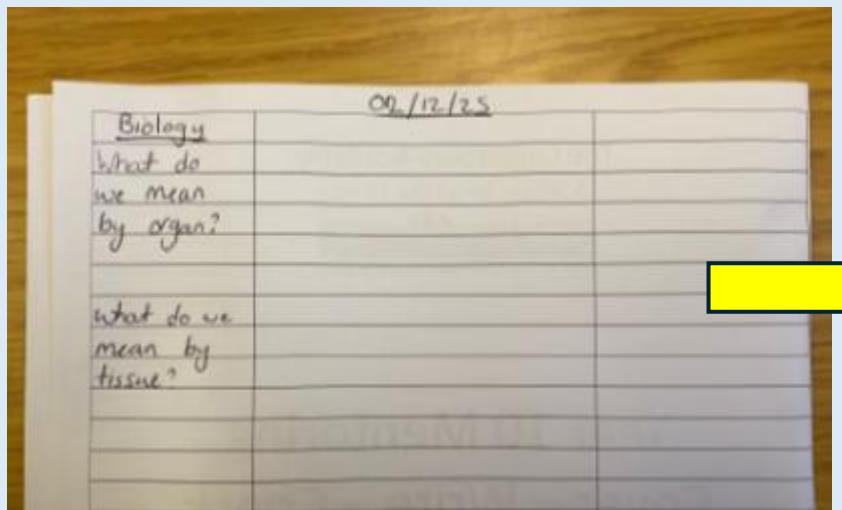
- Practice questions
- Flashcards
- “Close the book” recall

Look – Cover - Write

Strengthens memory *far more* than re-reading.



Write – Cover – Check



3 BIG MISTAKES

People Make When
Revising for Exams

brandfit.co.uk



We are going to use your 3 flashcards to talk about,
and learn, the 3 common revision mistakes...

Mistake 1: Passive Revision

(Reading Notes
and Highlighting
Text)

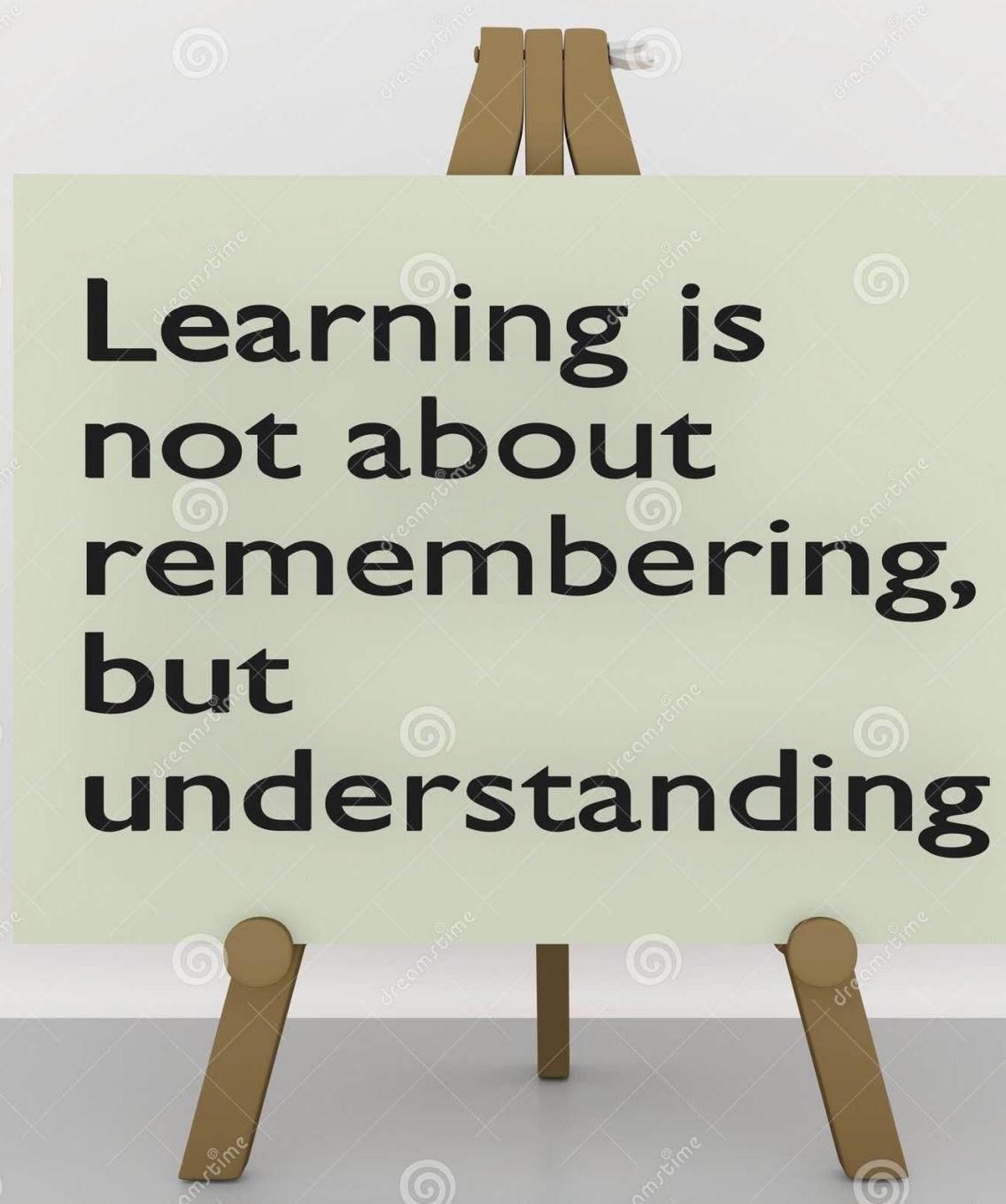
Highlighting texts feels good. You can draw attention of people to a word or perhaps even to a whole sentence that spans across multiple lines in such a way that hyphenation etc. are not affected.

Fix: Use Active Revision Techniques

Flash Cards

Cheat Sheets

Mind Maps



**Learning is
not about
remembering,
but
understanding**

**Mistake 2: Remembering
Without Understanding**



Fix: Practice Understanding

Explain To Others

Use Diagrams

Make Connections



Mistake 3: **Ignoring** **Wellbeing**

Burnout

Overworking



drink plenty of



coffee or energy



get a full night of



get some fresh

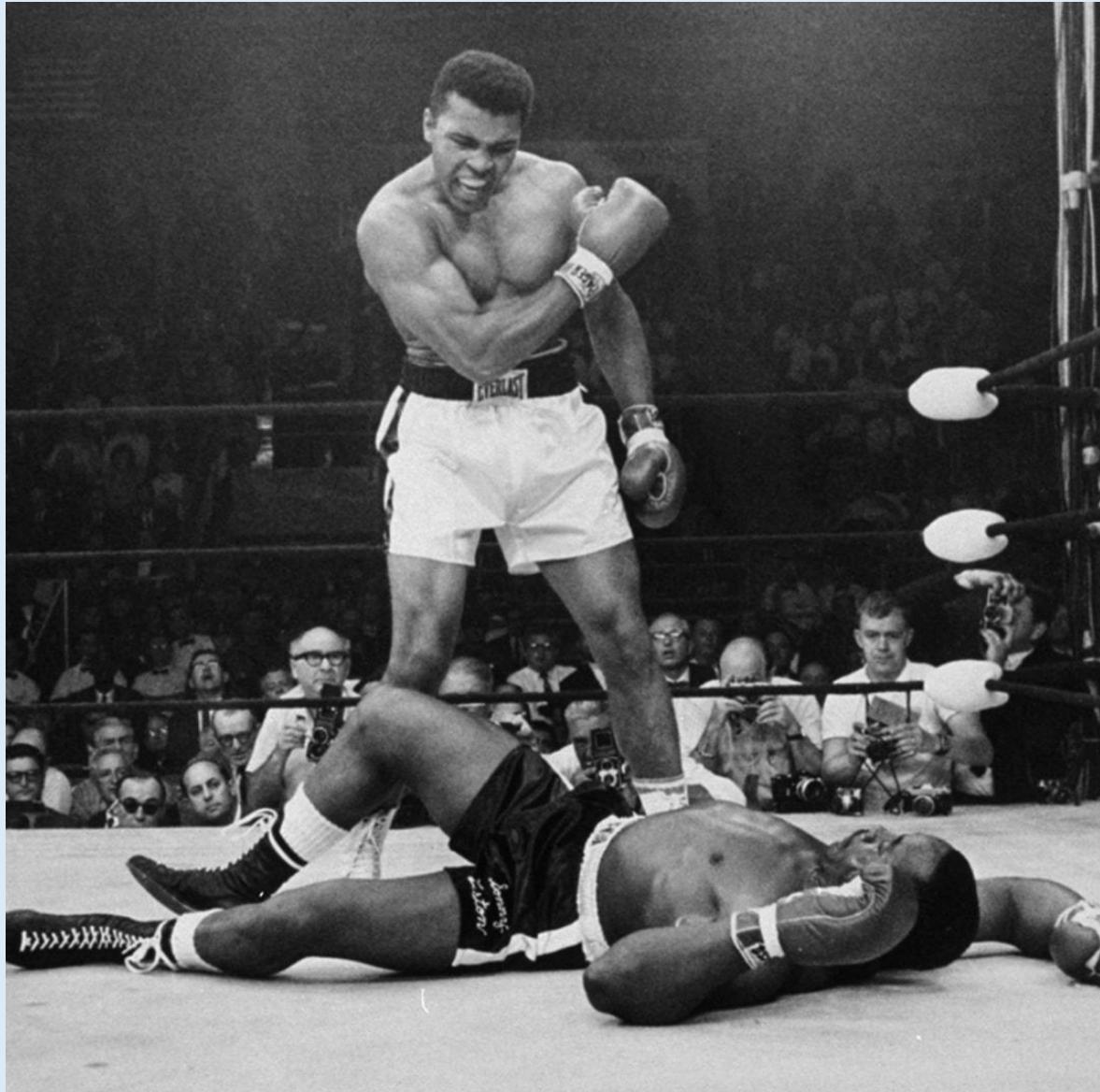
Fix: Self Care & Stress Management

Take Breaks

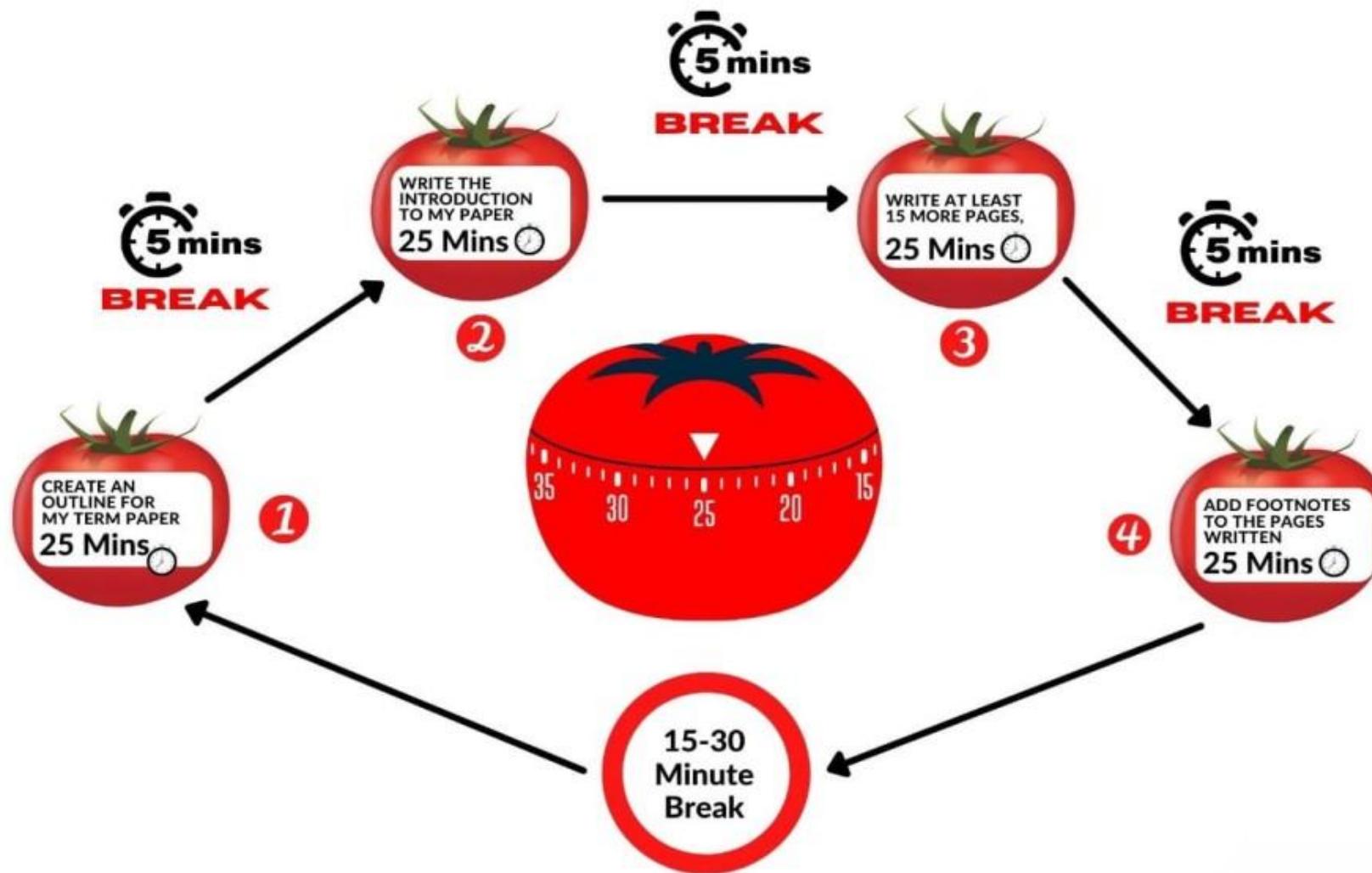
See Friends

Reward Goals

Can you still
remember?



THE POMODORO TECHNIQUE



Pomodoro Technique

How long can your child focus when revising?

Do they take regular breaks?

Do they find it difficult to study for long periods of time?



February Mock Exams

- Week commencing 9th February and 23rd February
 - Mock exam schedule
- February mock exam revision information booklet to follow next week



Year 11 Support Sessions- 3:15-4pm

| Monday- Week A | Tuesday | Wednesday | Thursday | Friday |
|---|--------------------------------|---------------------|--|--------|
| History-200s Geography 70s RE- 200s Food- 92 | English- 700s Business- 30s | Maths- 720s and 80s | Science- 60s and 70s Sociology- 6 ICT- 22 PE (BNU/JLU)- 8 | |

| Monday- Week B | Tuesday | Wednesday | Thursday | Friday |
|--|---------------|---------------------|---|--------|
| History-200s Geography 70s RE- 200s Food 92 | English- 700s | Maths- 720s and 80s | Science- 60s and 70s Sociology- 6 ICT- 22 PE (BNU/JLU)-8 | |

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|---------|--|---|--------|
| Lunchtime 1.40pm- 2.10pm | Child Development/ H&S Care Room 101a HWI | | Art Room 45 SPL Hair & Beauty Room 101a EMI | DT Room 93 VSC Textiles Room 48 ECA/ JWO | |

Challenge Card - 'Perfect Week'

To complete the 'perfect week' pupils will need to do the following

1. Attend three afterschool sessions
2. Have 100% attendance
3. Have positive net conduct points

If you achieve this, you can receive a contribution towards your Prom ticket.



Congratulations YEAR 11!

142 students have been busy on their Kent Choices!

6 students have accepted OFFERS which is fantastic news!

43 students have been invited to attend a college interview.

7 students have been invited to book a college interview.
Please check if this is you.

KENT CHOICES

79 students have been acknowledged for Sixth Forms and will attend interviews later this year.

Kent Choices application support TUESDAY lunchtimes room 711 and **THURSDAY** lunchtimes room 44

Meetings can be booked for either before school or after school / after revision
Please email Mrs Jennings Ljennings@canterbury.kent.sch.uk

IF applying to COLLEGE it is IMPORTANT that you apply AS SOON AS POSSIBLE to book your interview



Year 11 Key Dates

| Date | Activity |
|---------------------------|---|
| W/C 9th February | February mock Examinations – week 1 |
| W/C 16th February | February holiday |
| W/C 23rd February | February mock examinations – week 2 |
| Wednesday 25th March 2026 | Year 11 Parents' Evening & Sixth Form Interview Evening |
| Monday 4th May 2026 | Year 11 Hoodies – order deadline |
| Wednesday 24th June 2026 | GCSE Exam National Contingency Date |
| Thursday 2nd July 2026 | Year 11 Prom |



GCSE Exam National Contingency Date

Wednesday 24th June 2026

All students must be available until this date



Creating a Targeted Improvement Plan

Identify Knowledge Gaps – Most subjects have clear curriculum areas where you might need additional support. Don't be afraid to ask for extra help or resources.

Develop a Structured Revision Timetable – Random revision is about as effective as trying to navigate the London Underground without a map. Create a structured revision plan that:

- Allocates more time to challenging subjects
- Breaks down revision into manageable chunks
- Includes regular breaks to prevent burnout
- Incorporates active learning techniques like past papers, flashcards, and mind mapping



| | 8-8.45 | 10-10.45 | 11-11.45 | 12-12.45 | Lunch | 1-2.45 | 3-3.45 | 4-4.45 | 5-5.45 | Evening |
|--------|---|---------------------------------|---|-------------------|-------|-----------------------------|--------------------------|--------------------------------|------------------------------|---------|
| Monday | Science: 1) Electronic structure 2) Ionic bonding | Geography: (Insert 2 topics) | History: (Insert 2 topics) | (Insert 2 topics) | | Maths: (Insert 2 topics) | RE: (Insert 2 topics) | Business: (Insert 2 topics) | French: (Insert 2 topics) | |
| | Science: (Insert 2 topics) | English: (Insert 2 topics) | Resistant Materials: (Insert 2 topics) | | | | | | | |



What are your GAPS?

Use the mock examination PLCs to help guide revision.

| 'I Can' Statements | | Question | Marks | R | A | G |
|--|--|-----------------|-------|---|---|---|
| I can recall and describe basic energy transfers | | 1a | / 2 | | | |
| I can calculate efficiency, useful and wasted power output | | 1b | / 2 | | | |
| I can describe what it means to be 'efficient' | | 1c | / 2 | | | |
| I can recall renewable and non-renewable energy resources | | 2a | / 2 | | | |
| I can evaluate the environmental impact of energy resources using data provided | | 2b | / 4 | | | |
| I can recall the formula for energy transferred, power and time | | 3a | / 1 | | | |
| I can calculate the energy transferred in a system | | 3b | / 3 | | | |
| I can recall and describe features and dangers of the different types of radiation | | 4a, 4b, 4c & 5e | / 5 | | | |
| I can explain what 'irradiation' is and the factors that affect it | | 4d & 4e | / 3 | | | |
| Final element | | 5a | / 1 | | | |

For each exam taken, students will receive a **PLC** (Personalised Learning Checklist) of red, amber and green topics.

The **PLCs** (personalised learning checklists) help students to identify their strengths and areas of development. These should be used to best target revision topics.



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short videos
(‘Pods’)
covering 27
IGCSE
subjects.



gcsepod
education on demand

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Shout out to GCSEPod for
getting me where I am!
”

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”

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“
GCSEPod saves
the day again!
”

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filtered for the
curriculums
you are being
taught.

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Your password, is your school
password.

LOG IN NOW

www.gcsepod.com



POD-O-METER



ONE LAST PUSH

DON'T STOP NOW!

NEARLY HALF WAY

KEEP GOING...

AND WE'RE OFF!





Year 11 Hoodies

£27

**With an option to add your initials
for an additional £3.**

Choose your colour and size

Available to purchase from Hartland
Hoodies via the link below from
now until **Monday, 4th May.**



<https://account.hartlandhoodies.com/invite/6WRR9NR7/>

Example sizes are available in room 7a

If you have any questions, please speak with Miss Phillips or email lphillips@canterbury.kent.sch.uk



Year 11 Prom 2026

Thursday, 2nd July 2026

Tickets £30 paid via Arbor

Includes transport, welcome mocktails, food, photobooth and a DJ

If you have any questions, please speak with Miss Phillips or
email lp Phillips@canterbury.kent.sch.uk





<https://login.arbor.sc/>

Arbor@canterbury.kent.sch.uk



Navigating Exam Season : Supporting your Child to Beat Exam Stress



Exams can be a challenging time for young people, and the lead up to exams can be worrying and very stressful.

As parents and carers, it can be difficult for us to know how best to support them.

Tips for Parents and Carers



Look for signs of stress

Stress can present differently in everyone. Signs of stress could include not sleeping or sleeping more than usual, losing interest in food or eating more than usual, being irritable, having headaches or stomach aches, being negative, feeling hopeless, or not enjoying activities they previously enjoyed.

If you notice your child is struggling, ask them what you can do to help them.



Talk about stress and nerves

Remind your child that it's perfectly normal to feel worried or stressed about their exams. The key is to put these nerves to positive use.

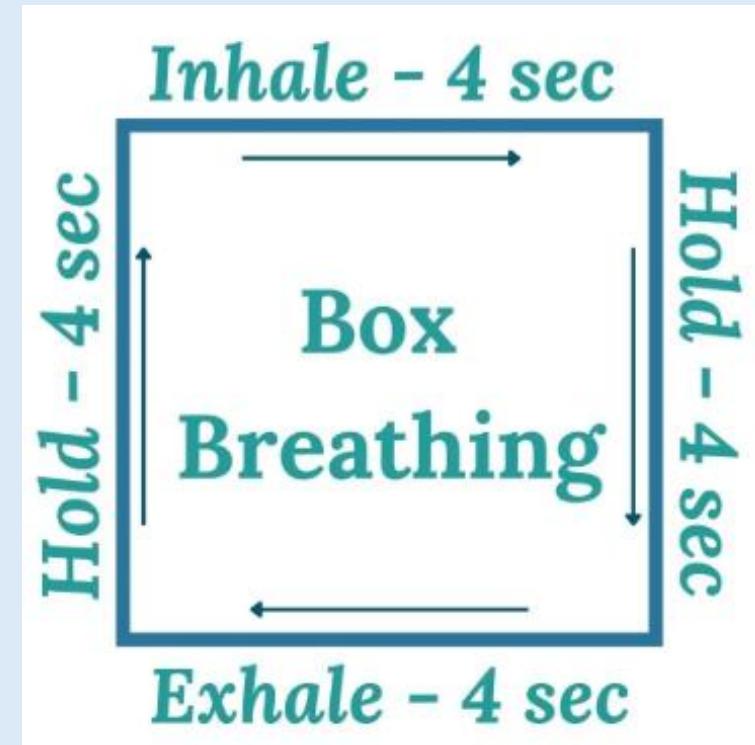
Talk openly about how you cope with your own stressful situations, so your child has a positive role model for managing their emotions and time.

Pract
NHS

Relaxation and Grounding



Be present...



and remember to just breathe...



Support your child to create a routine

Routines and rituals can help your child keep healthy habits, and can help you ensure your child is getting enough sleep and eating well.

If they haven't already, encourage your child to create a revision plan or timetable, splitting their day up into chunks. Encourage them to take regular breaks - which they could use to have a meal, get some exercise or unwind – and try to discourage them from staying up late revising.



Try not to add to the pressure

Many young people feel pressure to do well in their exams to make their teachers, or families proud. Try not to add to this pressure. Be reassuring, positive, and help put things into perspective. Remind them that there is more to life than their grades, and their results don't define who they are. Reassure them you will be proud of them 'no matter what'.



Make yourself available to listen

Sometimes your child may not want to talk, and it's important we don't force them to have a conversation they don't want to have. Make yourself available but don't pressure them to talk.

You may find that your child opens up in situations where they feel less pressure – for example when you're in the car on the way home from school, or during a walk



Help them unwind after exams

Find ways to help your child unwind after each exam, so they don't dwell on things they could have done better or differently. After each exam, you and your child could watch a film or enjoy your favourite meal together, before they start revising for the next test.

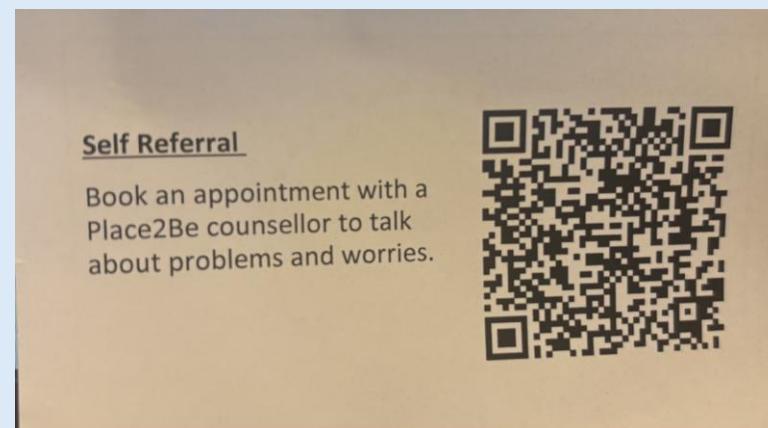


Remember –

- Revision and routine
- Listen and *hear* what your young person is saying when they want to express how they feel
- Positivity, perspective and pride
- Normalise their stress and worry – it's okay not to feel okay

All anyone can do is try their best, and that is good enough!

If you need a place to talk, scan the QR code or speak to Miss Felts and she can refer you to Place2Be...



Read it twice



*“Everyone you meet is fighting a battle
you know nothing about.*

Be kind. Always.”