

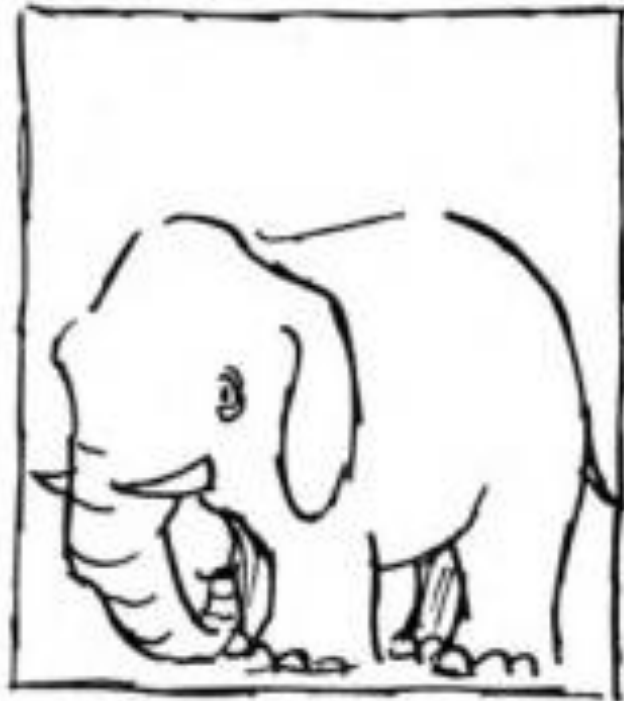


The
Carlton
Academy



**Help Your Child Revise
2024-25**

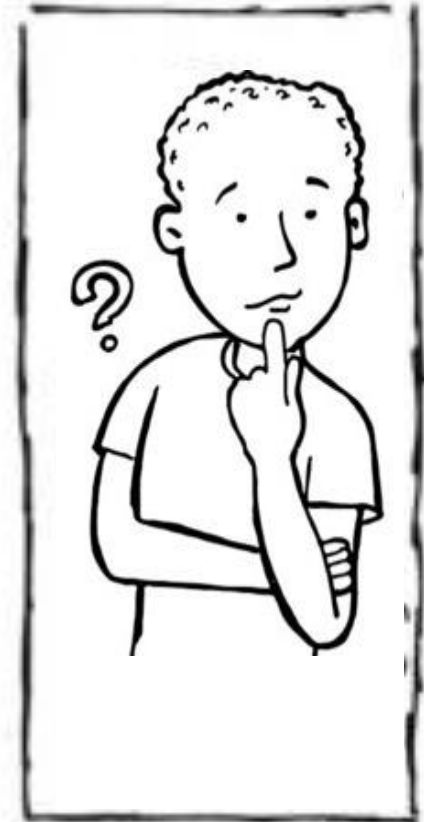
Memories are made of this



NEVER FORGETS



SOMETIMES FORGETS



ALWAYS FORGETS

Memories are made of this

These 4 athletes know how to leave the starting blocks and win.....but how much do you know about them?



Memories are made of this

You will see this information several times – you have paper on your table for notes – 1 box per athlete.



You will be tested in about 2 minutes time!

Linford Christie



1. **Born in Jamaica April 1960**
2. **First European to break the 10 second barrier for 100m**
3. **Still holds the British record for 100m with a time of 9.87 seconds – set 15th August 1993**
4. **With 24 major championship medals including 10 gold medals, he is the most decorated British male athlete**
5. **Won Olympic Gold in Barcelona in 1992 and the World title in 1993**



Usain Bolt

1. Born in Jamaica August 1986
2. Same height now as he was at age 15 – 6 ft 5 inches
3. Can run at a speed of 23.7 mph
4. Holds the world record for the 100m sprint (9.58 secs) and 200m (19.19 secs)
5. First won Gold at Beijing in 2008 and he is the only person to break 3 world records in a single Olympic Games

Mo Farrah



1. Born in Somalia March 1983.
2. Came to England aged 8 and was separated from his twin brother who missed the plane as he was ill.
3. A huge football fan, his PE teacher bribed him to do athletics by promising him a football strip.
4. Became first British athlete to run 5000m in under 13 minutes (12:57:94). 2012 won 2 Olympic Golds for the 10,000 and 5.000 metres.
5. Runs a minimum of 130 miles every week – less in the run up to a race.

Jessica Ennis-Hill



- 1. Born in Sheffield January 1986**
- 2. Her son Reggie was born in July 2014**
- 3. She has had the same coach; Toni Minichiello since the age of 11**
- 4. Started athletics when her parents took her to Don Valley in the summer holidays to 'get her out of the house'**
- 5. She is 5 ft 5 inches tall and weights 8 st 13 lb – a frame considered too petite for heptathalon – she won Olympic Gold in 2012.**

Test Yourself

Using your 4 boxes, how much did you remember?



Key Points

- The recall process can be engaging
- Information gained needs to be revisited
- The unusual, bizarre, weird can be really effective!
- A competitive element can be very powerful





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Academy**



**Help Your Child Revise
2024-25**

Key Dates and Events

Dates	Event	Time
10 October	Post 16 Open Evening	6:30pm
Wb 14 October	Y11 Tutor Review Week	After school
18-30 November	Y11 Mocks	During the school day
4 December	Y11 Geography Fieldwork	During the school day
6-26 January	English Speaking Exams	During the school day
8 January	Y11 Parents' Evening	4:00pm - 7:00pm
20-24 January	GCSE Mock MFL Speaking exams	During the school day
28 January	Y11 Art Visit (Birmingham)	During the school day
17 -19 February	Half-Term Revision sessions (TBC)	9:00am - 3:00pm
24 Feb – 7 March	Mock 2 (Core in theatre)	During the school day
11-13 March	GCSE Food Practical	During the school day
7-10 April	Easter Revision Sessions (TBC)	9:00am - 3:00pm
29-30 April	Y11 Fine Art and Graphics Final Exam	During the school day
1-2 May	Y11 Photography Final Exam	During the school day
12 May – 25 June	GCSE Examination Series (provisional)	8:45am and 1:00pm starts
26-28 May	Half-Term Revision sessions (TBC)	9:00am - 3:00pm
21-Aug-25	GCSE Results Day	9:00am - 11:00am

Year 11 Make it Count

**Helping you to achieve great things this
academic year**





Year 11 Make it Count

what you do
EVERY
DAY
matters more than
what you do
EVERY
ONCE
in a while.

The academic year,
not the week(s)
before exams.

This is an exam
year



Year 11 Make it Count



7 weeks until Mock exams

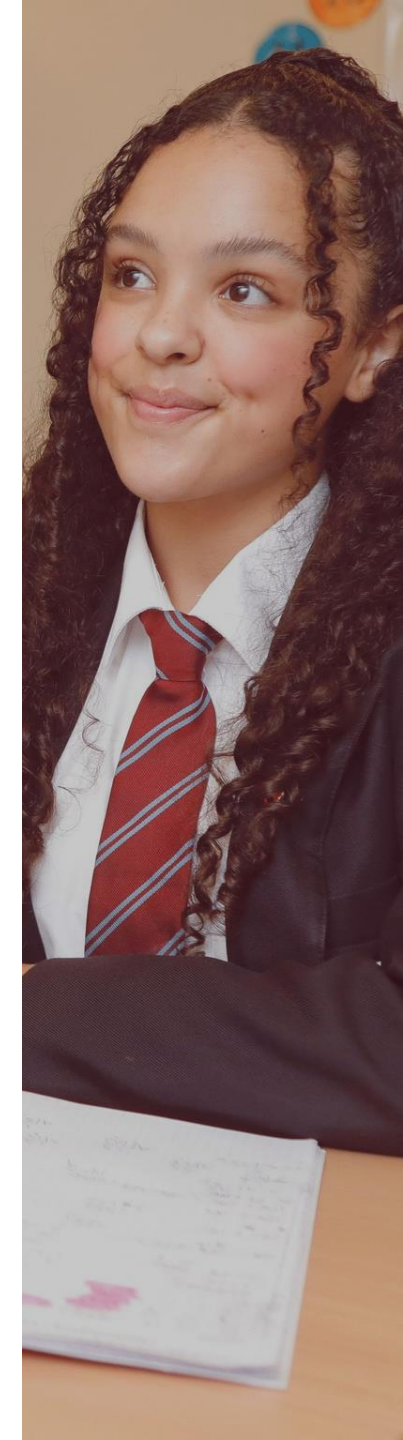
21 weeks until Mock exams

Approx. 33 school weeks until GCSE exams start

Make them Count!



Monday	Tuesday	Wednesday	Thursday	Friday
GCSE PE (P6)	Maths 7+ (P6)	Maths 7+ and 5+ Invited (P0)	English (P0) Starts 4/11/24	Music/ Music Tech (Lunch)
DMA / LGR	Maths Team	Maths Team	Class Teacher	ACN
PE2	U4	Open Area	U8-15	MU3
BTEC Sport (P6)	Music/ Music Tech (Lunch)	Maths Clinic (P6)	Maths - Aiming for 5 Invited (P0)	
LGR / CWR	ACN	Maths Team	Maths Team	
PE1	MU3	Open Area	U2	
Music/ Music Tech (Lunch)	Design Tecnnology (P6)	Science (P6) Invite only	Sociology (Lunch)	
ACN	DME	SLI	KAR	
MU3	Design Studio	Sc8	L5	
Computer Science (Lunch)	Photography (P6 Week 1)	MFL (Lunch)	Music/ Music Tech (Lunch)	
EDI	NHO	MFL Team	ACN	
IT3	PH1	L2	MU3	
	Art Graphics (P6)	Music/ Music Tech (Lunch)	Engineering (P6)	
	RSL	ACN	JWE	
	AR2	MU3	DT4	
	GCSE Food (P6)	GCSE Business (Lunch)	Geography (Lunch)	
	NWL	JWT / IPE	SRE	
	FD1	IT2	H4	
	Fine Art (P6)	Geography (P6)		
	HDY	CSI		
	AR1	H6		
		Catering (P6)		
		DDA		
		FD1		
		Fine Art (P6)		
		HDY		
		AR1		



STUDY LOUNGE (15:10 - 16:10)

Open Area

October Half-Term

History Session - TBC

Post November Mock Exams

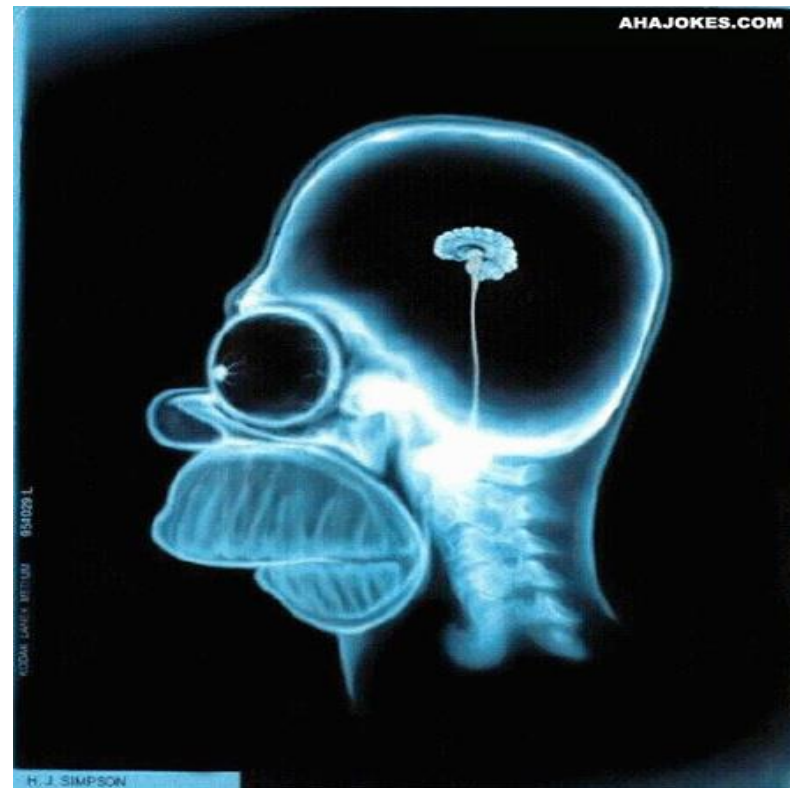
English Clinic Period 6 - TBC



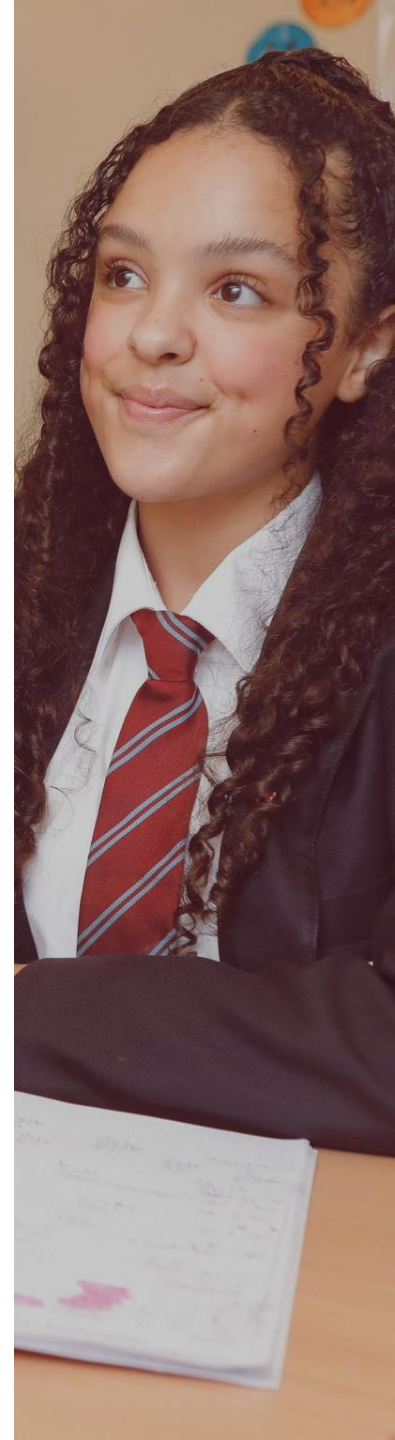
Some people just have a better memory!

Is this you?

Or this?



How many words can you remember?





Can you remember these?

Mercedes

Desert

Eighteen

Cactus

Ford

Red

November

Toyota

Blue

Yellow

January

Thirty Six

Twelve

Oasis

March



Colours

Blue

Red

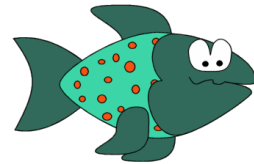
Yellow

Environment

Cactus

Oasis

Desert



Months

November

January

March

Numbers

Twelve

Eighteen

Thirty Six

Cars

Toyota

Ford

Mercedes

(Toy Former)





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Revision Techniques

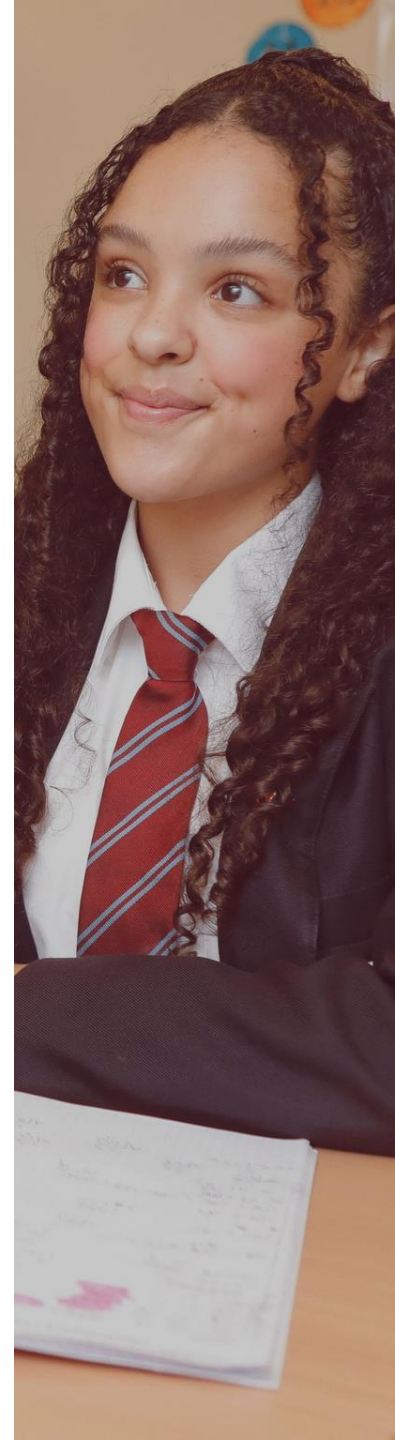
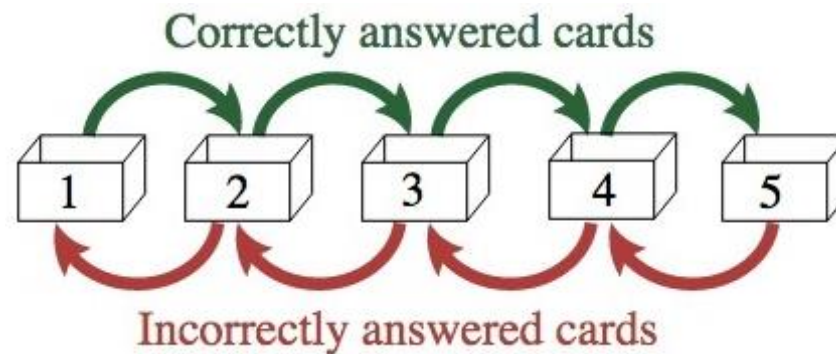
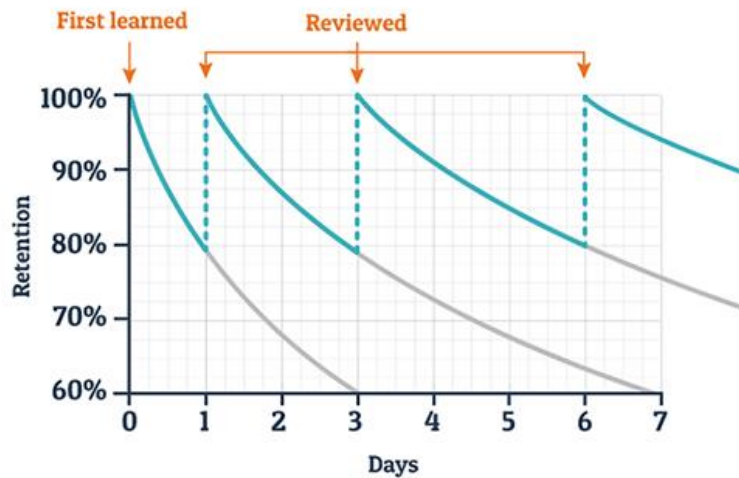


Develop your Memory

- Your brain is like a muscle.
- Exercise it to make it stronger.

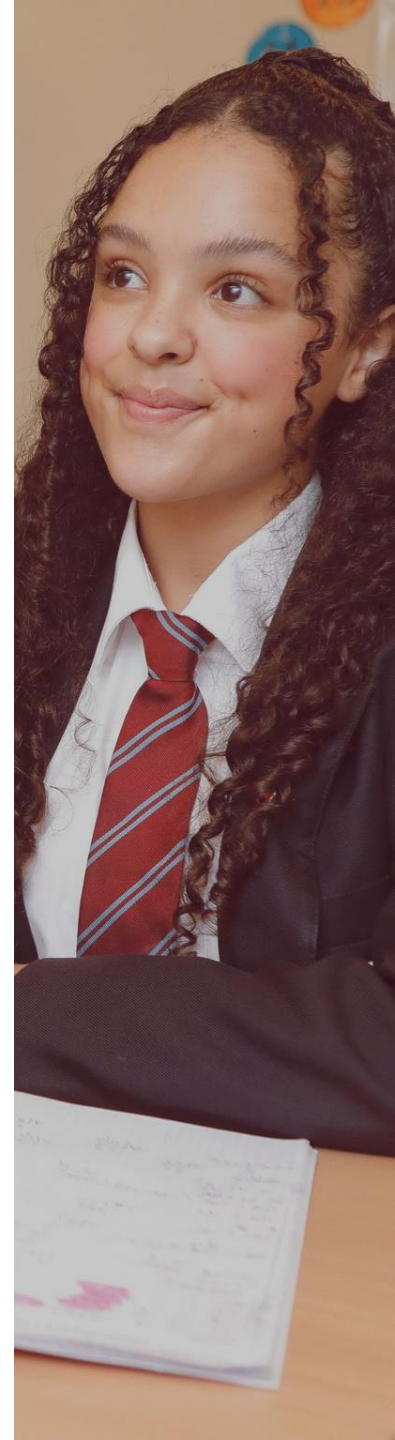
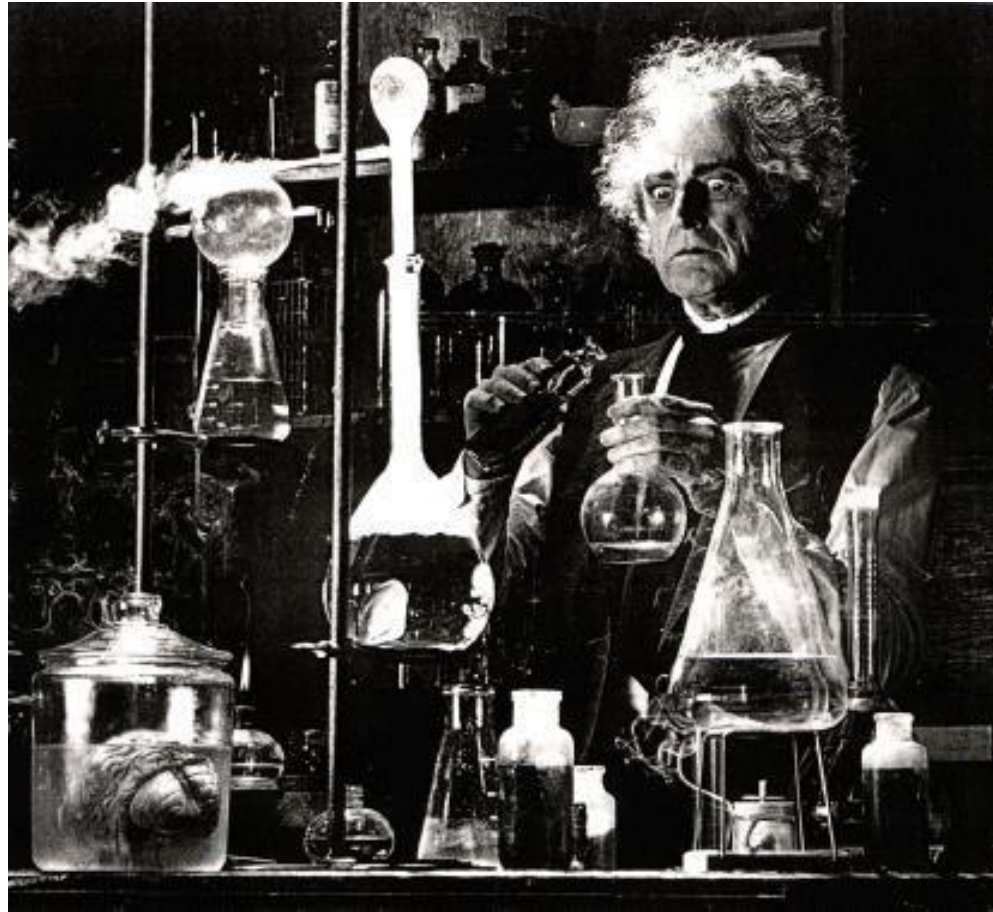


Stages of successful revision

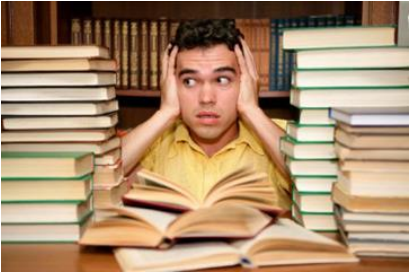





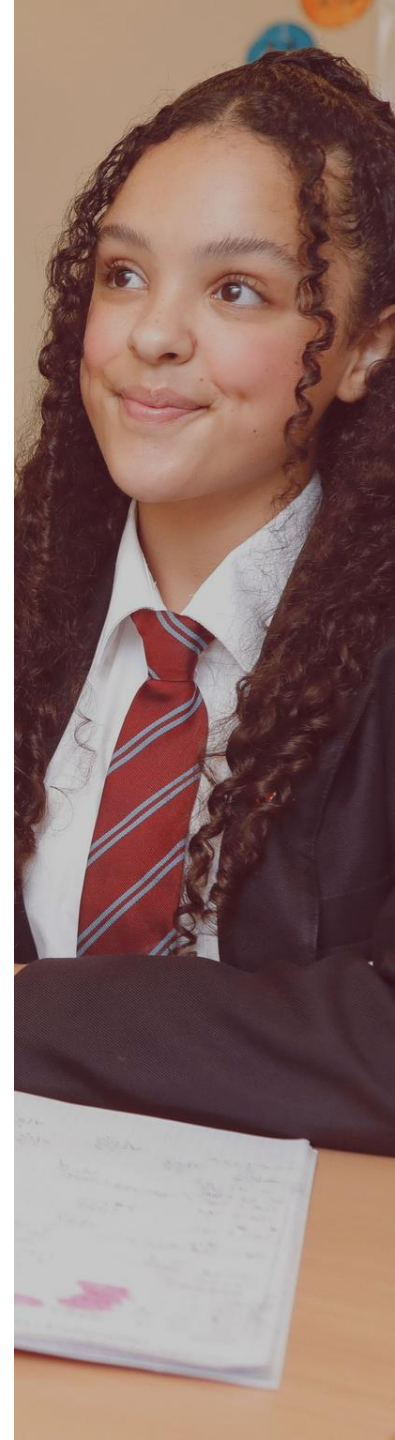
Research says...

- Robert Bjork
- John Dunlosky
- Herman Ebbinghaus



Bjork – memory doesn't decay!

	Low storage strength	High storage strength
High retrieval strength	Crammed 	Mastered 
Low retrieval strength	Forgotten 	Buried 



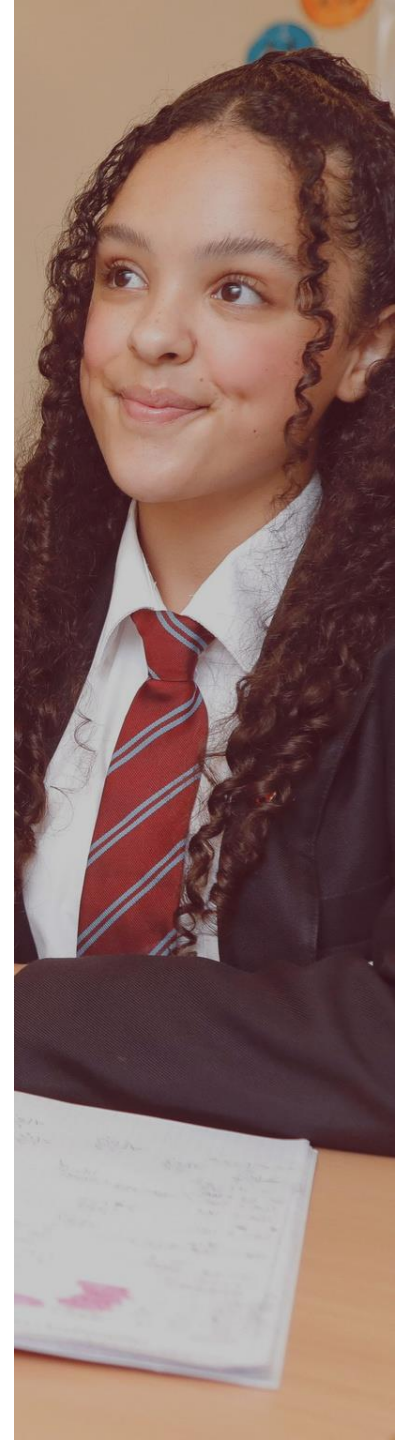
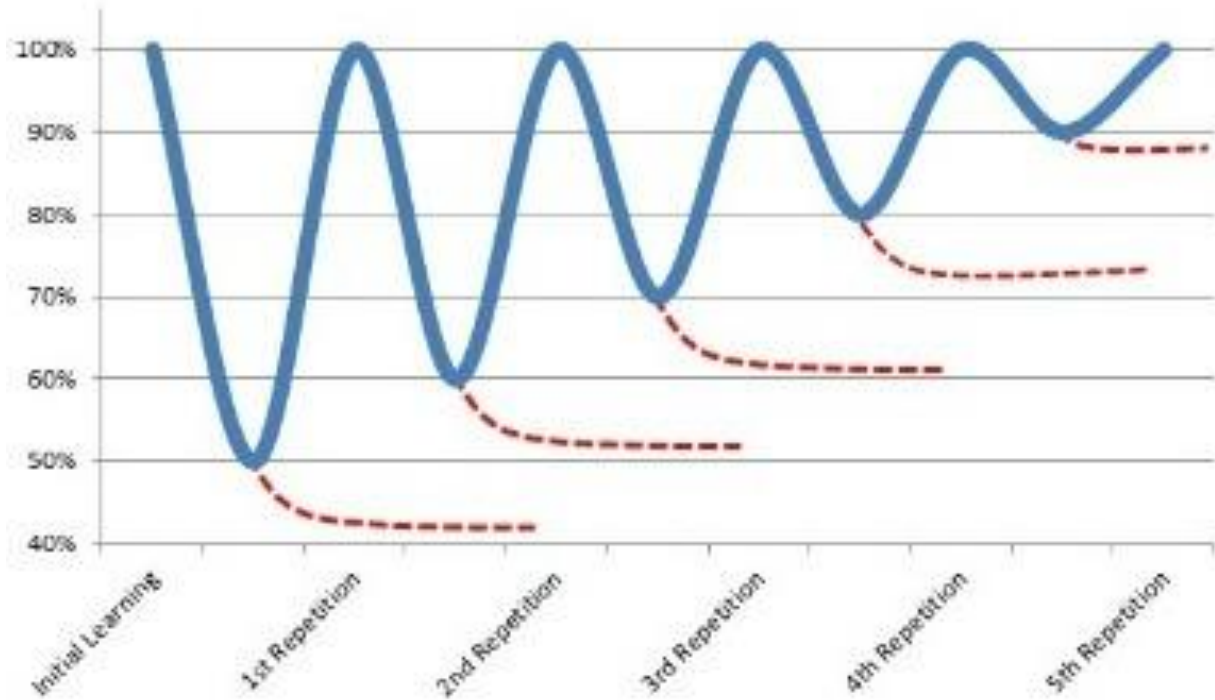
Dunlosky – most effective strategies?

Distributed practice

- Spread out revision rather than ‘massed practice’
- Students need persuading – it seems slower
- Students need help planning



Ebbinghaus' Forgetting Curve



How much new information is forgotten in 24 hours?
Humans forget approx 50% of new information within an hour and an average of 70% within 24 hours.

Ebbinghaus' Forgetting Curve

On your own, from memory, no prompts, no discussion, you must write something.

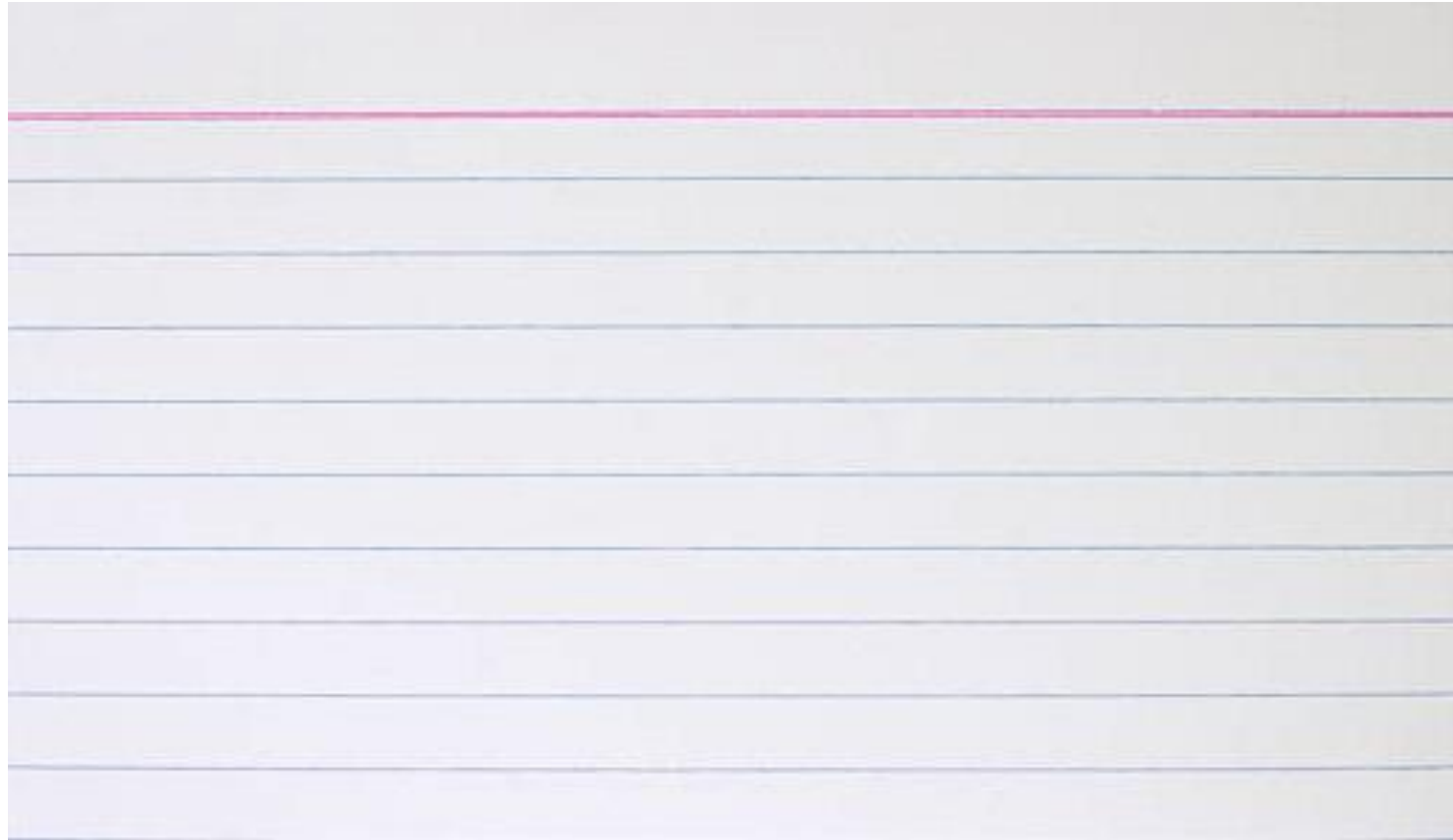
Spaced Retrieval

1. What is the telephone number of your childhood home?
2. What is the mobile number of your mum/partner/best friend?
3. What did you have for dinner last Tuesday?

Which one was easier to remember? Why?



How to Make a Flashcard




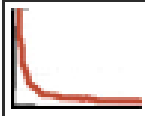
How to Make a Flashcard



*Hydraulic Action
(rivers)*

*The force of water hitting
the bed and the banks of the
river wearing it away*



Type of Study Item	Example of Front Side of Card	Example of Back Side of Card
Vocabulary word	Perigee	the nearest point to earth of an object orbiting the earth
Math formula	Area of a triangle	$A = 1/2$ (Base times Height)
Chemical formula	Formula for sulphuric acid	H ₂ SO ₄
Icon		Pause icon
Graph		Asymptote
Question	Name three vaccinations a 1-year-old dog should have	DHPPC (Distemper, Hepatitis, Parainfluenza, Parvovirus, Corona Virus), Rabies, Bordetella
Dates	December 7, 1941	Attack on Pearl Harbour
Acronym	PSC	Permanent Split Capacitor, a capacitor that remains in active in the circuit after motor start





Use of colour – Red (danger)
need to know



All Facts

No
Sentences

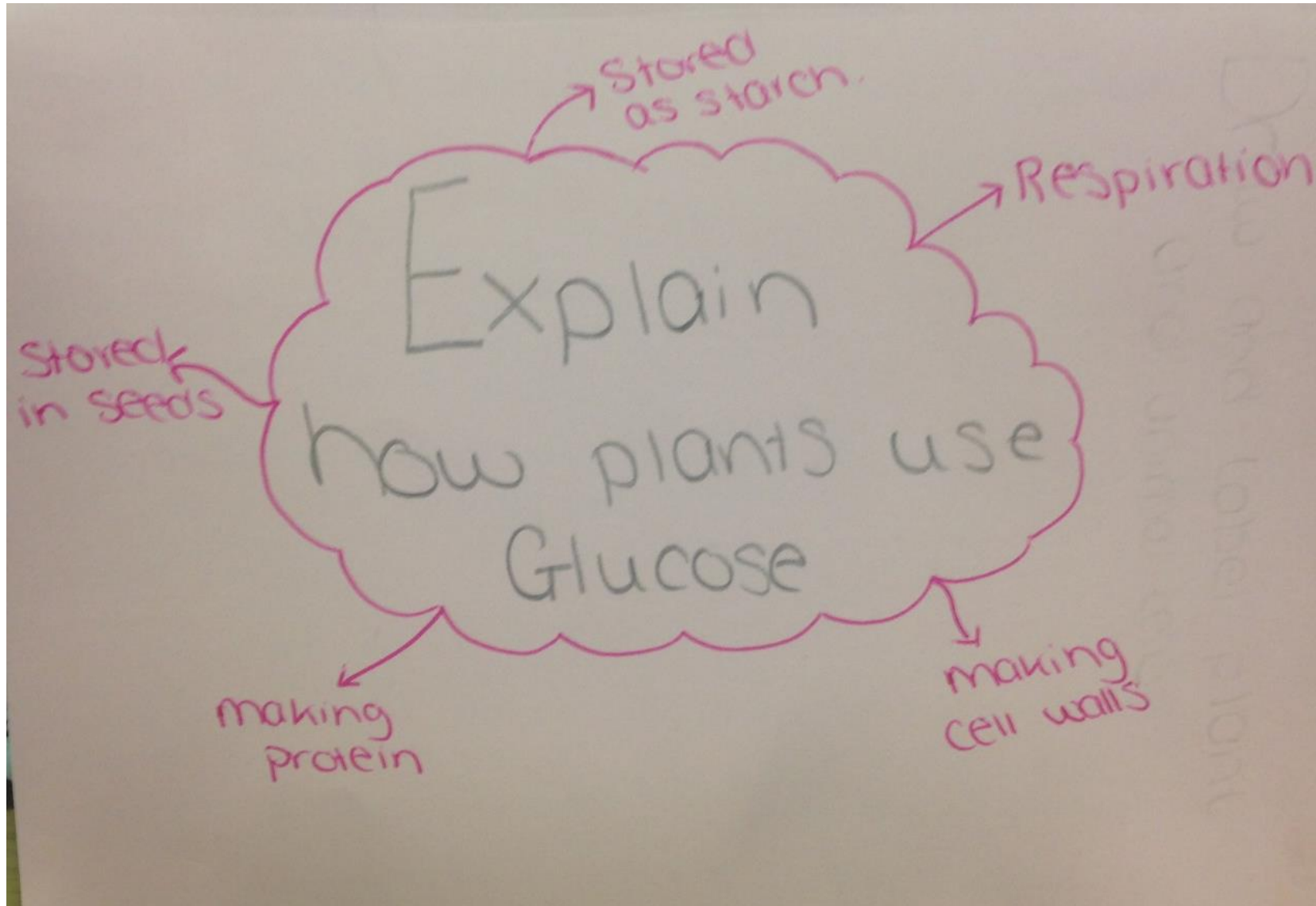
SOCIAL DARWINISM

↓ pure ↓

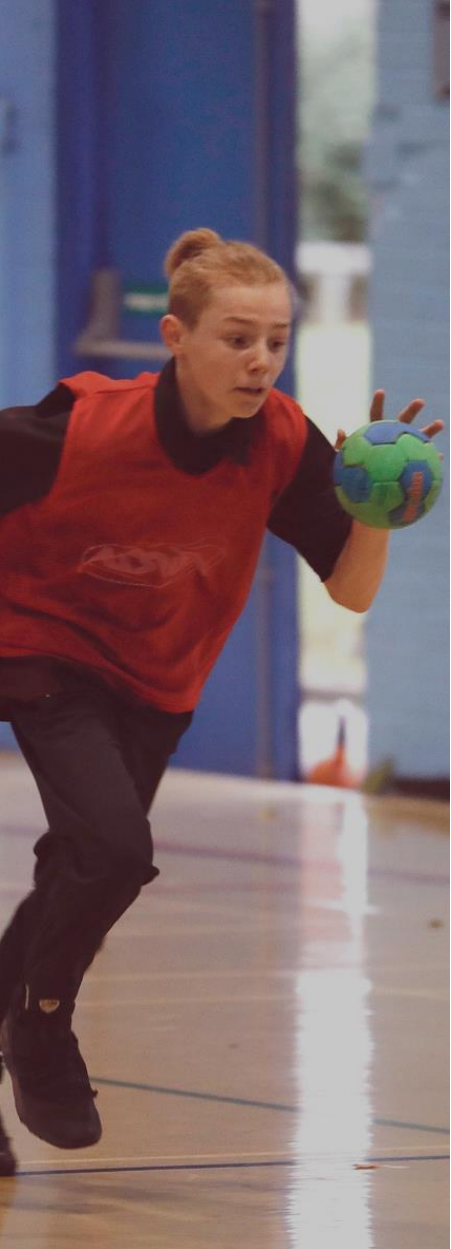
- Survival of the fittest → Aryan, Nordic 'Herrenvolk'
→ Inteleigent, work hard, sacrifice for country.
- Inferior - Untermenschen ~ Slavs.
- Selective breeding ~ Lebensborn - purity of master race

INTERNATIONAL JEWISH CONSPIRACY

- Jewish plot - corrupt government of 'leading nations'
- Film 1937 'The Eternal Jew'
- Hitler labels Weimar Republic = Jew Republic
- Destructive actions - Stab in the back November 1918
Treaty of Versailles 28th 1919 (June)
• Caused wall street crash and depression - Jews - all to blame.
• Jewish money lenders.



Question with some initial ideas.



For Respiration

- Glucose provides energy
- Energy allows plant to convert glucose into various substances which they use to grow

Making Protein

- Combined with nitrate ions - which were absorbed from soil
- This makes amino acids, which are converted into protein.

Stored as starch

- Turned into starch - stored in roots, stems and leaves,
- Ready for when photosynthesis is not happening.

Making Cell walls.

- Converted to cellulose - makes strong walls
- Especially in a rapidly growing plant.

Stored in seeds

- Turned into lipids, (fats/oils) for storage.

Key words

- Respiration = process to release energy
- Cellulose = what cell walls are made of
- Lipids = fats/oils
- Protein = used for cell growth/repair/replacement



Flashcard and key words with definitions.



Answer

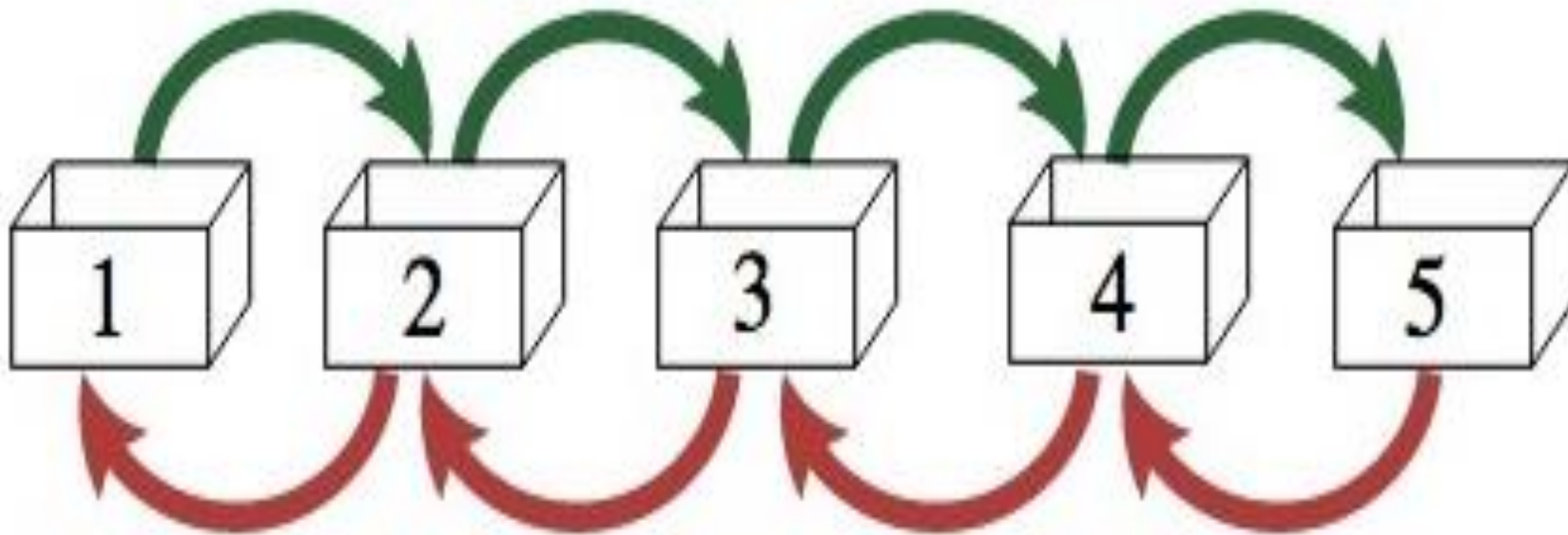
- Used in respiration to provide energy, energy is used to convert things to useful substances
- Used to make protein, combined with nitrate ions to make amino acids, which is converted to protein.
- Stored as starch in roots, stems and leaves, for when photosynthesis is not happening.
- Stored in seeds as lipids (fats and oils)
- making cell walls, converted to cellulose, especially needed in rapidly growing plants.

Student answer.

Don't just revise the same thing over and over



Correctly answered cards

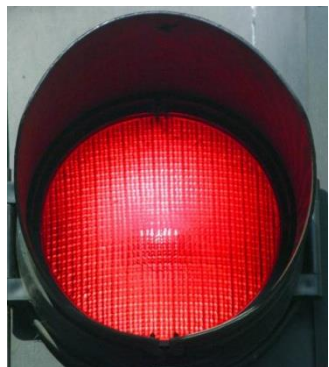


Incorrectly answered cards



Traffic light content check (RAG rate)

Don't just revise the same thing over and over



- Mark in green everything that you completely understand
- Mark in amber where you some but not all of the content
- Mark in red anything that you feel concerned about



Don't just revise the same thing over and over



Paper 1 Education		Green – very happy with this topic Yellow – happy with most aspects of the topic, some need developing Red – happy with few/ no aspects of this topic	
Topic	Revision type e.g. spider diagram, cue cards, poster	Confidence [] check	Confidence [] check
1. Social Class	Spider diagram	[Green checkmark]	[]
2. Ethnicity	Spider diagram	[Green checkmark]	[]
3. Gender	Flash Cards	[Green checkmark]	[]
4. Education policy: selection	Spider diagram	[Yellow checkmark]	[]
5. Education policy: marketisation & privatisation	Flash Cards	[Red checkmark]	[]
6. Compensatory education	Spider diagram	[Yellow checkmark]	[]
7. Theoretical perspectives	Spider diagram	[Green checkmark]	[]



Revision Technique: Transformations



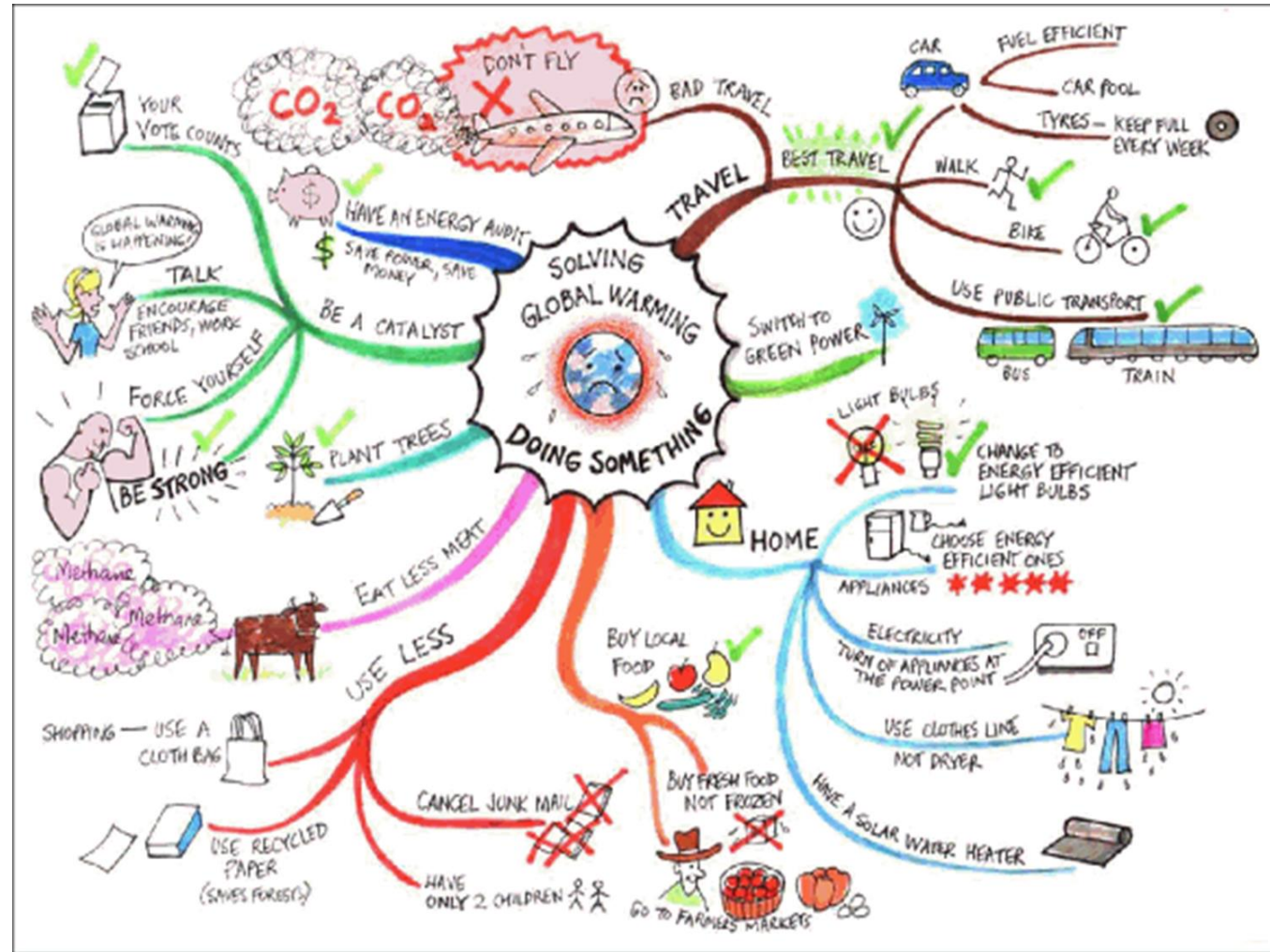
From this...

PAPER 3: TOPIC 12: GLOBALISATION	
Crime and globalisation	Green crime – harms against the environment
<p>The global crime economy</p> <ul style="list-style-type: none"> Casella (1995) argues the global crime economy or transnational organised crime is worth over \$1 trillion per year. Examples include: <ul style="list-style-type: none"> Trafficking of women and children – often linked to prostitution. Drugs trade – estimated to be \$400 billion each year. Cyber-crimes – e.g. identity theft and child pornography. Green crimes – damage to the environment, e.g. illegal dumping of hazardous wastes. International terrorism – ideological links made via the Internet and other ICT. E.g. al-Qaeda. The growth of global crime is due to factors such as the spread of communication technology, cheap air travel, difficulty in policing, growth of terrorism. The global crime economy has both a supply and demand side. Part of the reason for the scale of transnational organised crime is the demand for its products and services in the rich West. However, the global criminal economy could not function without a supply side that provides the source of drugs, sex workers for the West. Supply is linked to the globalisation process – e.g. Third World drug-producing countries such as Colombia & Peru have large populations living in poverty. Drug cultivation is an attractive option that requires little investment in technology & commands high prices compared to other crops. In Colombia, 20% of the population depends on cocaine production for their livelihood, it outsells all Colombia's other exports combined. <p>Evaluation ⊕ – as research is very difficult in these areas there are very few 'hard' facts on the extent of global crime. Global crimes are NOT new forms of crime but are more prominent as the world is effectively shrinking.</p> <p>⊖ - Opinions on the impact of globalisation can vary. In China & India for example, globalisation is considered as progressive as it has had a positive effect on both economies. However, there is a tendency to focus on the negatives or dangers it can cause.</p> <p>Global risk consciousness</p> <ul style="list-style-type: none"> The globalisation of crime has created new fears, insecurities and 'risk consciousness', where risk is seen as global rather than local. For example, concerns and anxieties about crime and disorder by migrant workers and asylum seekers, threats from al-Qaeda. Much risk consciousness is artificially created by moral panics set off by the media. E.g. the media often stereotype immigrants as terrorists or scroungers flooding the country. This in turn has given rise to hate crimes against immigrants. Risk consciousness has increased social control by nation-states (countries). E.g. many European countries with land borders have fences, CCTV, and thermal imaging to prevent illegal crossings. Risk consciousness has also increased international cooperation and control – e.g. 'wars' on terror and drugs especially since 9/11. <p>Globalisation, capitalism and Crime</p> <p>Taylor (1997) argues a globalised capitalist economy has created greater inequality and rising crime. Marketisation/capitalism has encouraged people to see themselves as individual consumers, calculating the personal cost of each action & undermining social cohesion. Furthermore, global media promotes materialistic culture in terms of lifestyle & consumption. Globalisation has created crime at both ends of the social spectrum:</p> <p>a) Crimes of the powerless</p> <ul style="list-style-type: none"> Capitalism has created insecurity & inequality that encourage the poor to turn to crime (through lack of legitimate job opportunities). Transnational corporations have created job insecurity, unemployment and poverty in the West by switching manufacturing to low wage countries (de-industrialisation). With corresponding cuts in welfare certain social groups (e.g. working class, blacks) in the UK are faced with widening inequality which encourages the poor to turn to crime e.g. drug dealing. In LA de-industrialisation has led to the growth of drug gangs (15,000 members), with gang related killings running at one a day. <p>b) Crimes of the powerful</p> <ul style="list-style-type: none"> Globalisation creates criminal opportunities on a grand scale for elite groups e.g. deregulation of financial markets (not controlled by governments) – increased opportunities for insider trading (e.g. Nick Leeson) and the movement of funds around the world to avoid paying taxation. New patterns of illegal working – working for below the minimum wage or breaking health and safety laws (Bangladesh Rana Plaza disaster or Qatar World Cup migrant worker deaths 2013). <p>Evaluation of Taylor</p> <p>⊕ Links global trends in the capitalist economy to changes in the extent and nature/patterns of crime.</p> <p>⊖ Does not adequately explain how the changes above make people behave in criminal ways – not all poor people who have insecure jobs turn to crime.</p> <p>Patterns of criminal organisation</p> <p>1. Global organisation - Globalisation and de-industrialisation have given rise to new criminal opportunities and patterns at a local level. Hobbs and Dunningham (1995) claim that although new criminal organisations have international links, especially with the drugs trade, crime is still rooted in a local context. Thus crime is less large scale and hierarchical (mafia like) and more 'pocket' – locally based with flexible opportunistic criminals having global connections. The form it takes will vary from place to place according to local conditions and global influences will depend upon availability (of drugs for example). E.g. drug dealing is influenced by supplies from countries such as Colombia but the form/pattern of dealing is shaped by local conditions/networks.</p> <p>Evaluation ⊕ Hobbs and Dunningham's explanation changes. Local criminal networks have always existed and the power and control of larger mafia style organisations still dominate the criminal underworld e.g. Mafia.</p> <p>2. McMafia - Glenn (2008) argues that the fall of communism in Russia and Eastern Europe (in 1999) and the deregulation of the global financial markets gave rise to Mafia organisations in former communist countries). Under communism, the Soviet state has regulated the price of everything, following the fall the Russian government deregulated most sectors of the economy. oligarchs (former communist leaders who became the capitalist class) – made money by buying oil, gas, diamonds etc. at old communist prices and selling them for huge profits on deregulated world financial markets. The collapse of communism heralded a period of disorder, to protect their wealth capitalists turned to the mafia. These mafias formed purely to pursue self-interest and they began to franchise and sell their protection rackets in other towns. With assistance of these violent organisations, billionaires were able to protect their wealth and a means of moving it out of the country. This meant that the Russian mafias were able to build links with criminal organisations in other parts of the world.</p>	<p>The globalisation of green crime</p> <ul style="list-style-type: none"> Threats to the eco-system are global not just local Illegal industrial pollution in one country can lead to acid rain in another, destroying forests etc. The Chernobyl disaster in the Ukraine (1986) spread radioactive waste over thousands of miles. The Bhopal gas disaster (1984) led to thousands of deaths. <p>'Global risk societies' and the environment</p> <ul style="list-style-type: none"> Stark (1992) claims late modern society has created new global 'manufactured (human made) risks'. For example, CO2 emissions from industry have created global warming and climate change. <p>Are green crimes illegal?</p> <ul style="list-style-type: none"> There is major debate about how to regard actions that harm the environment. Many green crimes raise issues about how to decide on or measure 'harm to the environment' (subjective) showing that to social scientists green crimes are a globalised issue. There are further complications in deciding what makes global issues on green crime and how actions come to be classed as legal/illegal. For example, the American Right often dispute the fact that global warming exists. It is argued that acknowledging global warming and taking action is extremely costly and would change the way manufacturing and production is organised. Marxists would argue that it is in the economic interest of rich nation states to deny the existence of global warming in order to protect capitalism. <p>Green Criminology – two schools of thought</p> <p>Traditional criminology</p> <ul style="list-style-type: none"> has not been concerned with green crimes as often no laws have been broken. Define green crime as an act that breaks the law. However, this approach too readily accepts official definitions of environmental problems and crimes which are often shaped by powerful groups such as big businesses to serve their own interests. <p>Green criminology (White, 2008)</p> <p>is a more radical approach that focuses on harms (to the environment, animals and humans) rather than criminal law. Green criminology sees both humans and the environment as liable to exploitation, by global capitalism This is for three reasons:</p> <ol style="list-style-type: none"> Some of the worst environmental harms are not illegal. Different countries have different laws on what counts as an environmental crime – definitions of crime are culturally relative. Powerful groups, nation-states and transnational corporations (multinational businesses) are able to define in their own interests in what counts as unacceptable environmental harm. They tend to be 'anthropocentric' (economic growth before the environment) rather than ecocentric (environment before economic growth). <p>Types of green crimes – classified by South (2014)</p> <ol style="list-style-type: none"> Primary green crimes – crimes that result directly from the destruction of the earth's resources. <ul style="list-style-type: none"> Air pollution – the burning of fossil fuels by governments, business and the public adds 3 billion tons of carbon into the atmosphere each year – creates global warming. Deforestation – forests such as the Amazon are destroyed by governments, cattle ranchers and logging companies (often illegally). Species decline and animal rights – 50 species a day are becoming extinct. Up to 95% of the earth's species live in the rainforests, which are under severe threat (see deforestation). Many animals or animal parts are trafficked. Water pollution – 25 million people die each year from drinking contaminated water. Marine pollution threatens 50% of the world's ocean reefs and 34% of its fish. Businesses that dump toxic waste and governments that discharge untreated sewage into rivers and seas are to blame. Secondary green crimes – crime that grow out of the breaking of rules aimed at preventing environmental disasters. <ul style="list-style-type: none"> State violence against oppositional groups – in 1985 the French secret service blew up the Greenpeace ship 'Rainbow Warrior' which was attempting to prevent a green crime – nuclear weapons testing in the south Pacific. Hazardous waste and organised crime – because of the high costs of safe waste disposal business often employ people to dump toxic wastes illegally. 25,500 rusting barrels of radioactive waste lie on the seabed of the Channel Islands, dumped by UK authorities and corporations. Illegal dumping is global – e.g. hazardous wastes in the West are often shipped to be processed in Third World countries where costs are lower (\$2,500 v \$3 a ton) and health and safety laws often non-existent. <p>Evaluation of green criminology</p> <p>⊕ By moving from legal definitions of crime, green criminology can develop a global view on environmental harms which recognises the risks of environmental damage both to humans and non-human animals.</p>

Revision Technique: Transformations



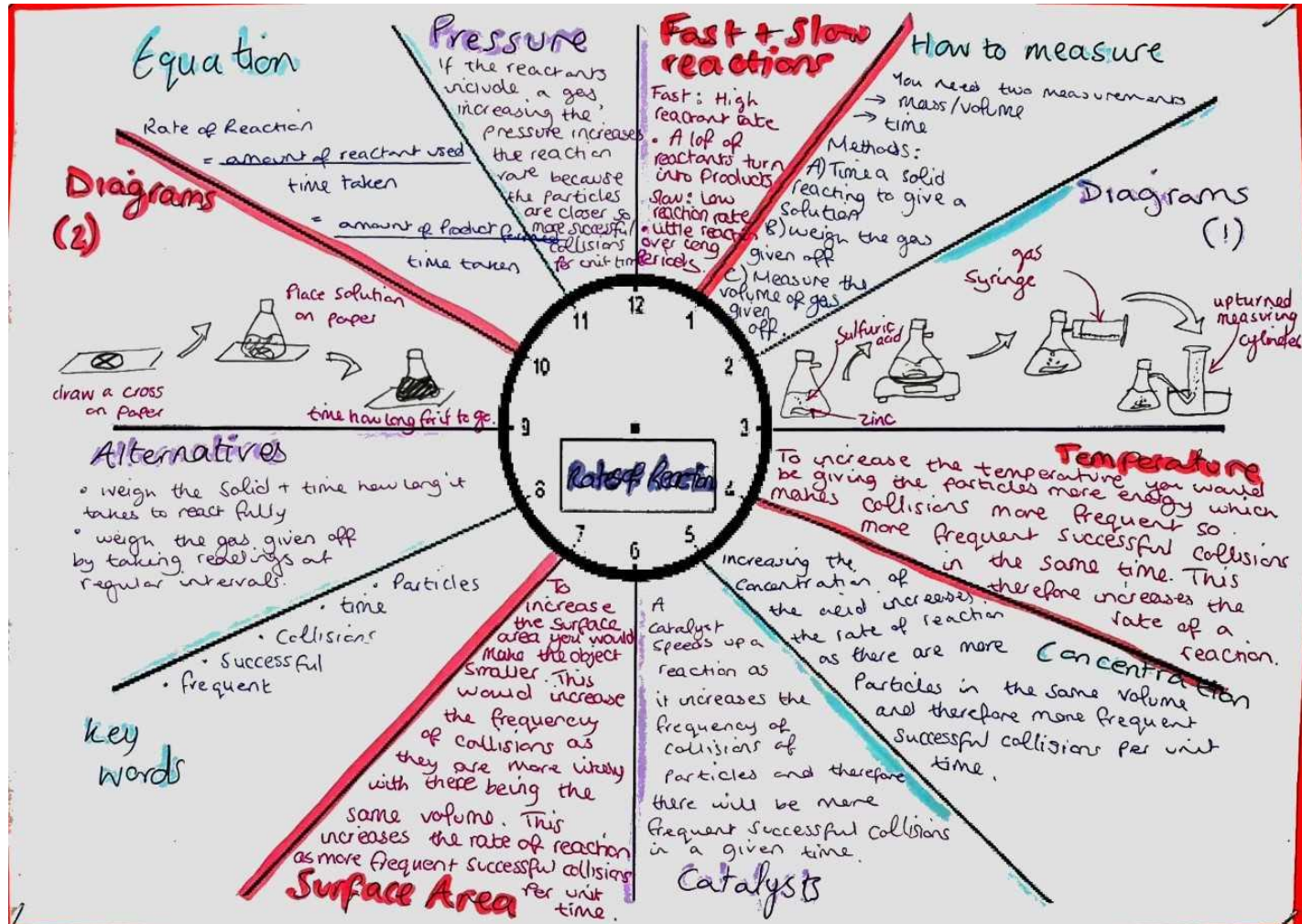
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Revision Technique: Transformations

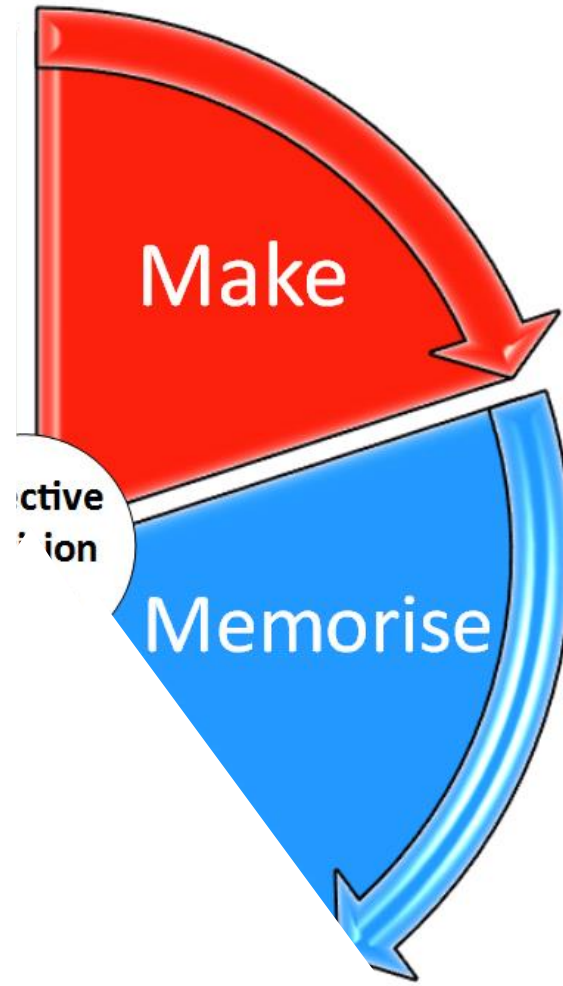


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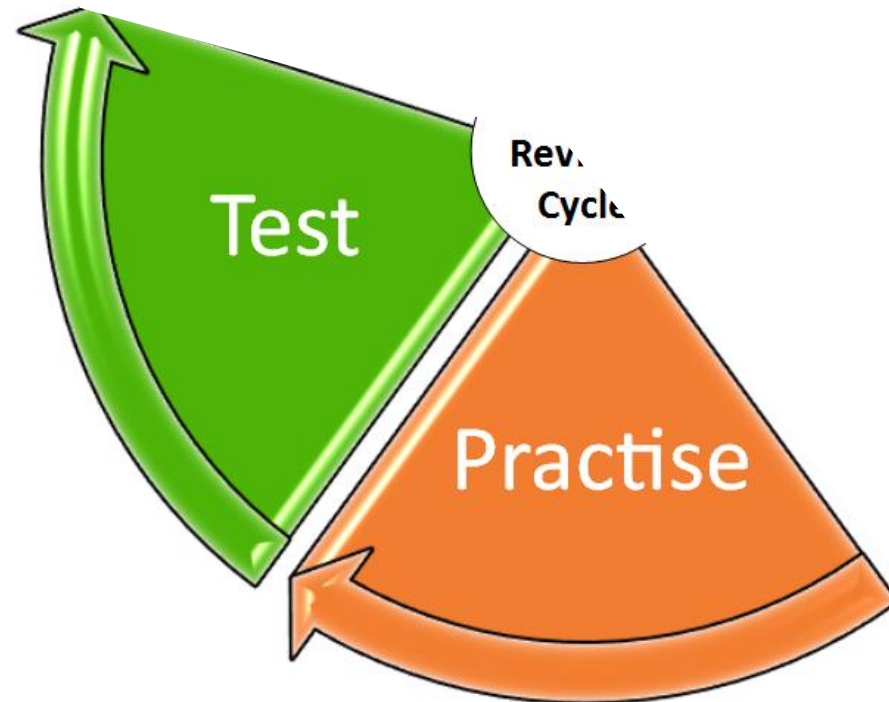




The student's role



The Parents' role



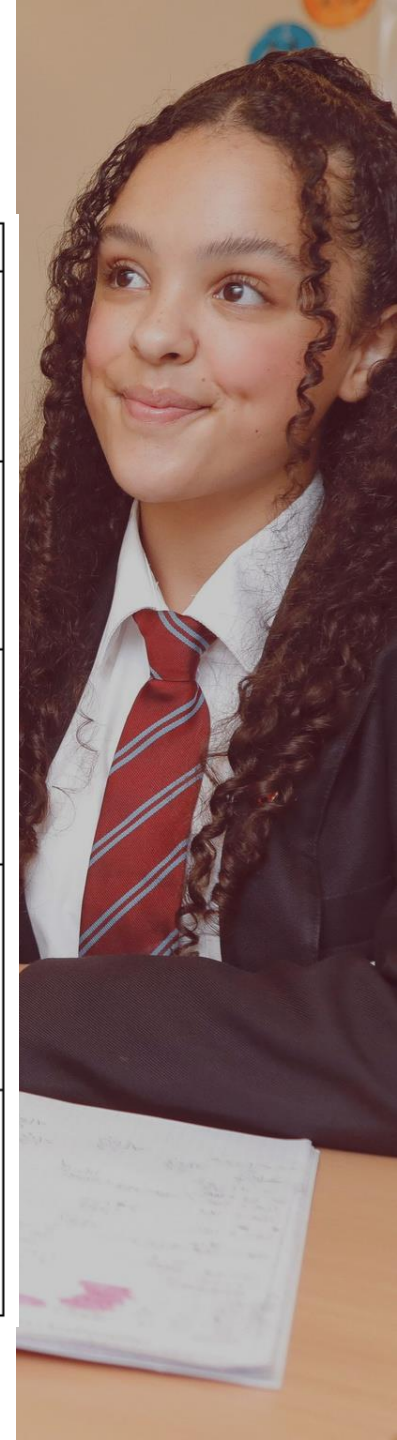
Revision Timetables



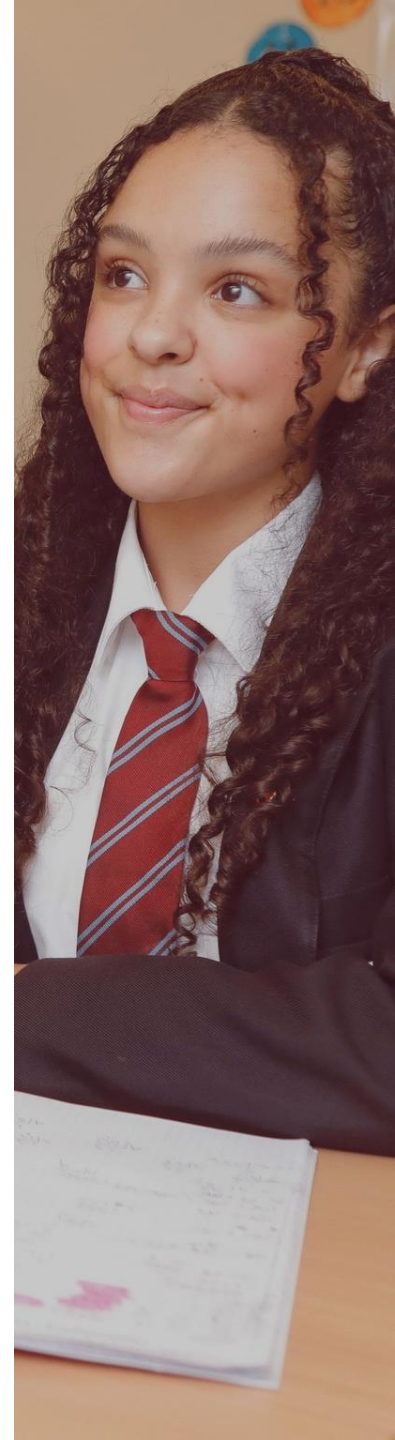
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Period 6							
Early evening							
Evening							

Year 11 Mock Exams

	P1	P2	Break	P3	Lunch	P4	P5
MONDAY 18 th Nov	ENGLISH LITERATURE 2 hours 15 minutes					MATHEMATICS: PAPER 1 (non-calculator) 1 hour 30 minutes	
TUESDAY 19 th Nov	SCIENCE: BIOLOGY: 1 Hour 15 minutes / 1 hour 45 minutes					HISTORY: PAPER 1 2 hours	
WEDNESDAY 20 th Nov	SCIENCE: CHEMISTRY 1 Hour 15 minutes / 1 hour 45 minutes					MATHEMATICS: PAPER 2 (calculator) 1 hour 30 minutes	
THURSDAY 21 st Nov	ENGLISH LANGUAGE 1 Hour 45 minutes			GCSE PE PAPER 1 1 hour		SOCIOLOGY / COMPUTER SCIENCE PAPER 1 1 hour 45 minutes / 1 hour 30 minutes	
FRIDAY 22 nd Nov	MATHEMATICS: PAPER 3 (calculator) 1 hour 30 minutes			MFL Listening Spanish Foundation and higher Foundation & Higher 35 minutes / 50 minutes		GEOGRAPHY: PAPER 1 1 hour 30 minutes	



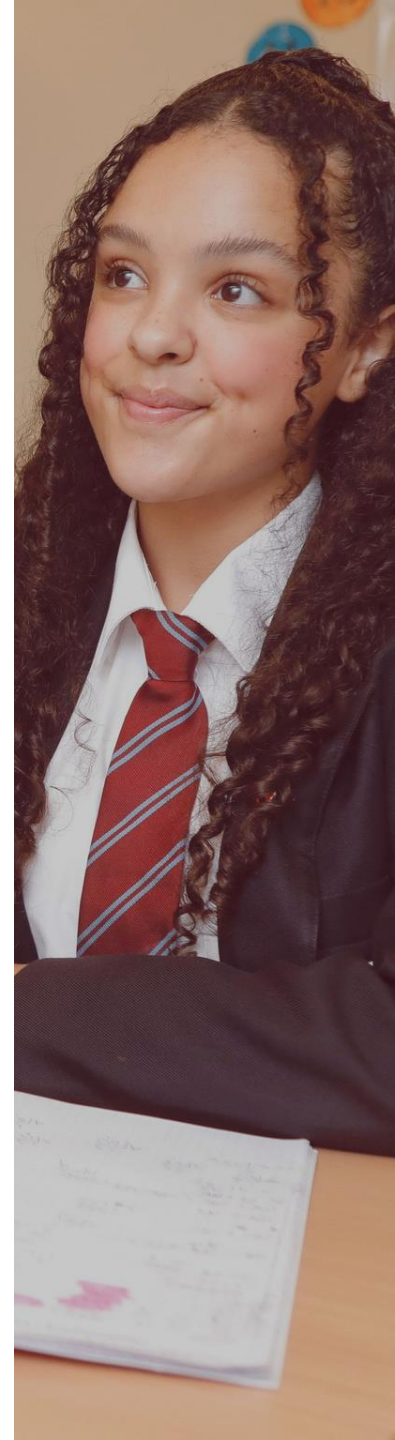
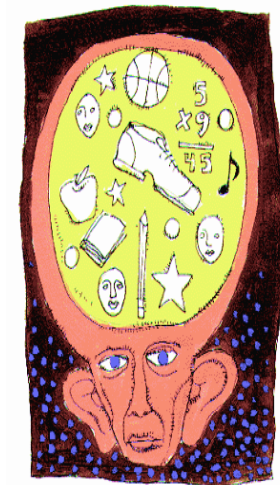
Year 11 Mock Exams



	P1	P2	Break	P3	Lunch	P4	P5
MONDAY 25th Nov	SCIENCE: Physics 1 Hour 15 minutes / 1 hour 45 minutes					BUSINESS / DT 1 hour 45 minutes/2 hour	
TUESDAY 26th Nov	ENGINEERING/ GCSE FOOD/ PSYCHOLOGY 1 hour 30 minutes/ 1 hour 45 minutes					MFL WRITING Spanish and French: Foundation & Higher 1 hour / 1 hour 15 minutes	
WED 27th Nov	COMPUTER SCIENCE: PAPER 2/ CATERING 1 hour 30 minutes/ 1 hour 20 minutes			MFL Listening French Foundation & Higher 35 minutes / 50 minutes		GEOGRAPHY: PAPER 2 1 hour 30 minutes	
THURSDAY 28th Nov	GCSE Music 1 hour 15 Minutes		BREAK TO BE TAKEN DURING TUTOR FOR THOSE WITH P3 EXAM. ARRIVE AT THEATRE AT 11.05	MFL READING SPANISH AND FRENCH Foundation and Higher 45 minutes / 1 hour		DRAMA/ GCSE PE Paper 2 / CACHE 1 hr 45 minutes/ 1 Hour /1hr 30	
FRIDAY 29th Nov	FINE ART/ GRAPHICS 5 Hours			FINE ART/ GRAPHICS 5 Hours		FINE ART/ GRAPHICS 5 Hours	

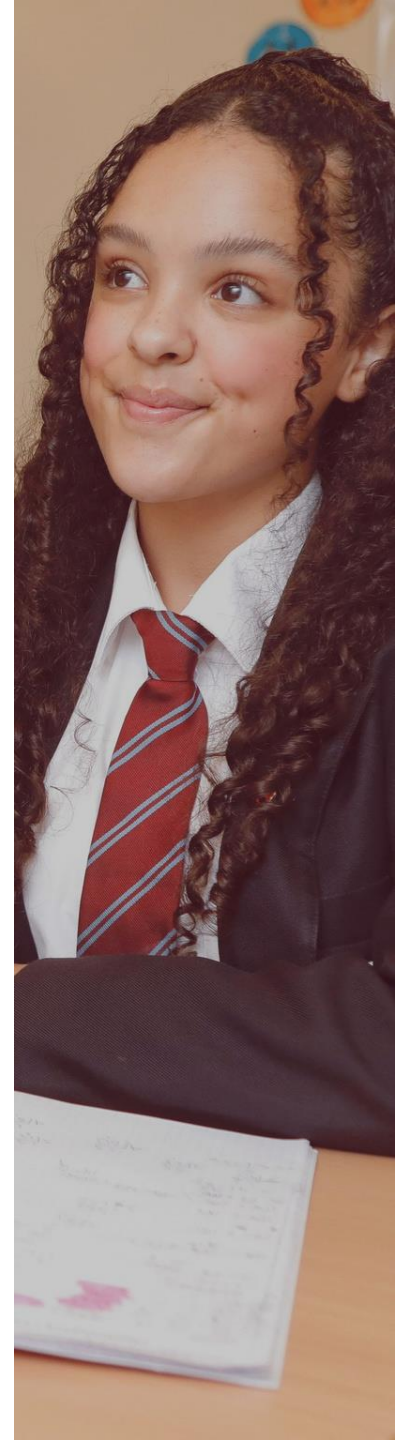
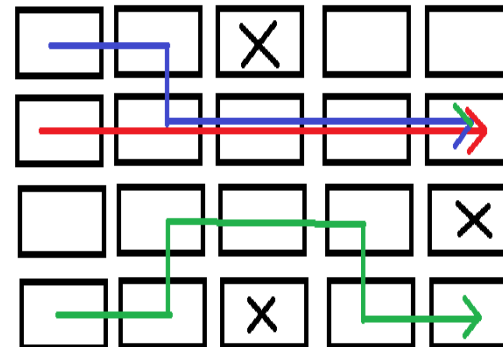
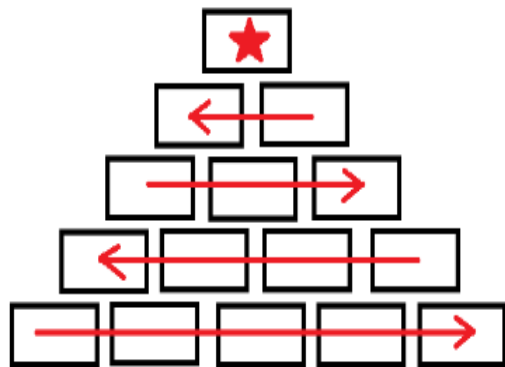
Transferring information (‘collective’ memory)

- Look at a piece of information for a short amount of time. Try to remember it.
- Move to a different part of the room and write down what you remember.
- Go back and ‘fetch’ some more information.
- Keep going until you know it all!



Turnover cards

- Place all the cards with the * facing up.
- Take it in turns to work out what is on the other side.
- Turn over to see if you are right.
- If Yes remove the card, if No the card stays in play.



Fold and Flip



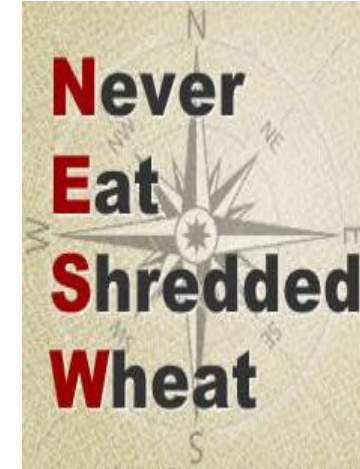
↓ E) Leave blank for test	← D) Practice by writing out the definition or term here ↓
Ecological validity	
Contracts to produce movement also known as the prime mover.	
A detailed description of how to make or do something.	
Perpendicular	
Value Consensus	
Appeasement	
A powerful computer that stores files and applications for sharing across the network.	
Complex changes including an increase in skills, abilities and capabilities.	
Independent variable	
4	5

B) Fold p1 under here to recall terms →	A) Fold p3 over here to "Cover and Check" definitions →	C) Test a partner	B) Write the key terms here ↓
Agonist muscle	Contracts to produce movement also known as the prime mover.		
Server	A powerful computer that stores files and applications for sharing across the network.		
Ecological validity	The extent to which the methods, materials and setting of the experiment approximate the real life situation being studied.		
Appeasement	The name given to the British policy of 'giving in' to Hitler in exchange for peace in the late 1930s.		
Value Consensus	An agreement on the key values in a particular society.		
Development	Complex changes including an increase in skills, abilities and capabilities.		
Specification	A detailed description of how to make or do something.		
Independent variable	The variable that is changed when carrying out an investigation.		
Perpendicular	Is the relationship between two lines which meet at a right angle, for example coordinate axis.		
1	2	3	



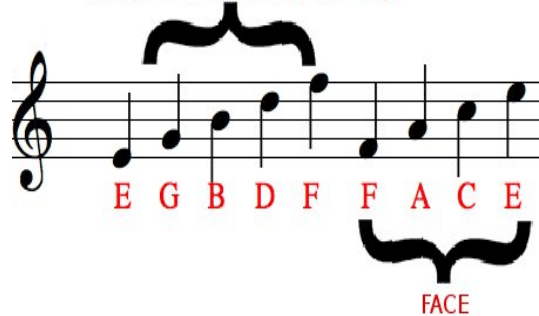
Mnemonics

BIDMAS



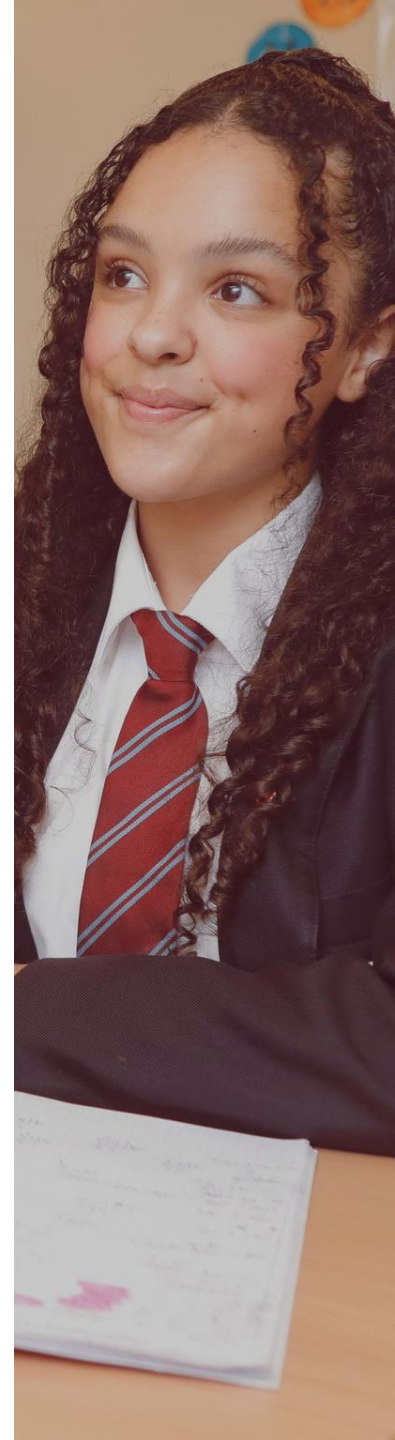
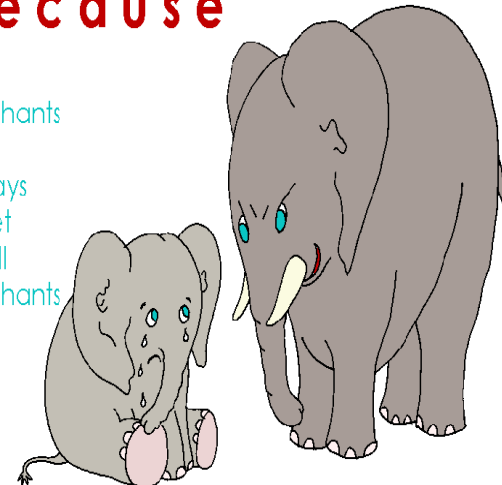
() X^Y ÷ × ±

Every Good Boy Deserves Fudge



because

big
elephants
can
always
upset
small
elephants




Roman room and Greek loci

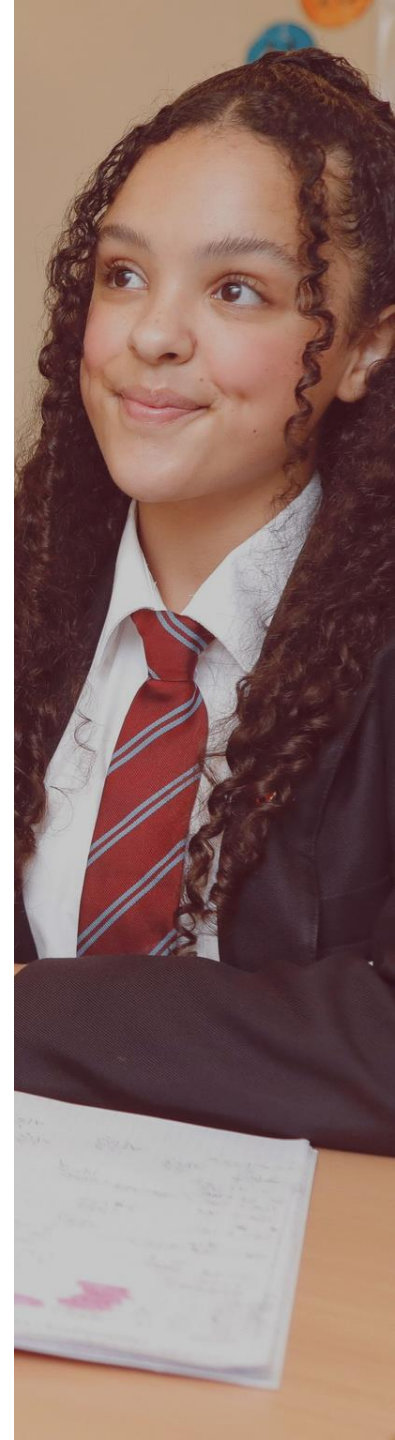
- Imagine a room, place or journey (e.g. your sitting room or bedroom, your route to school).
- Within that room/route are objects. Associate the things you need to remember with objects in the room or places on the journey.
- To recall information, simply take a tour in your mind, visualising the known objects/places and their associated connections.
- Remember that bizarre links can often be the most effective.



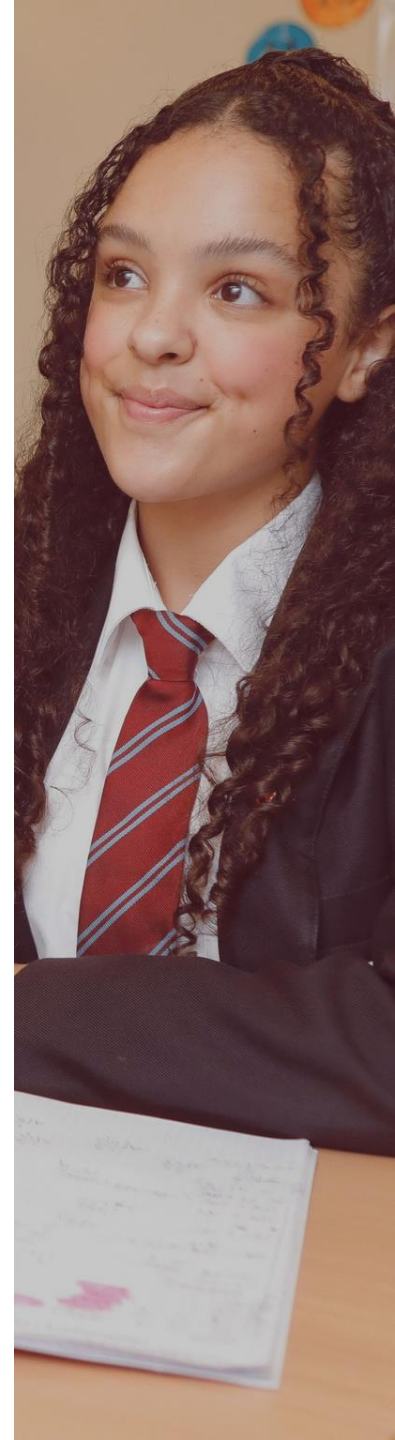
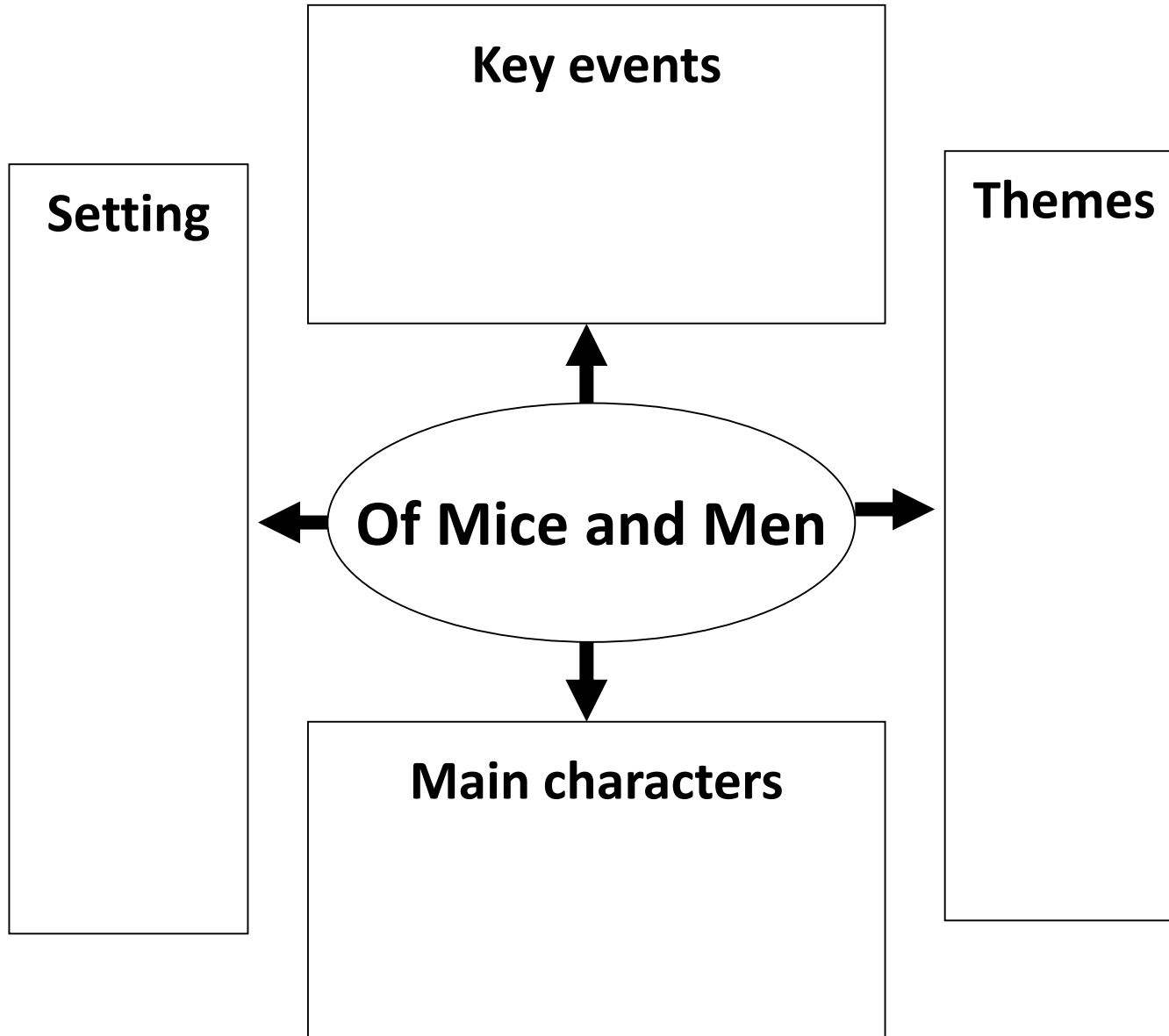
Key word cards

- Lo

<u>Key Word</u>	<u>Definition</u>	<u>Link story</u>	<u>Picture</u>
Migrate	Movement of people from one place to another in search of a better life	My great Aunt migrated to Australia because she was sick of the English weather and loves cold lager.	
<u>Sounds like</u> My great (Aunt)			

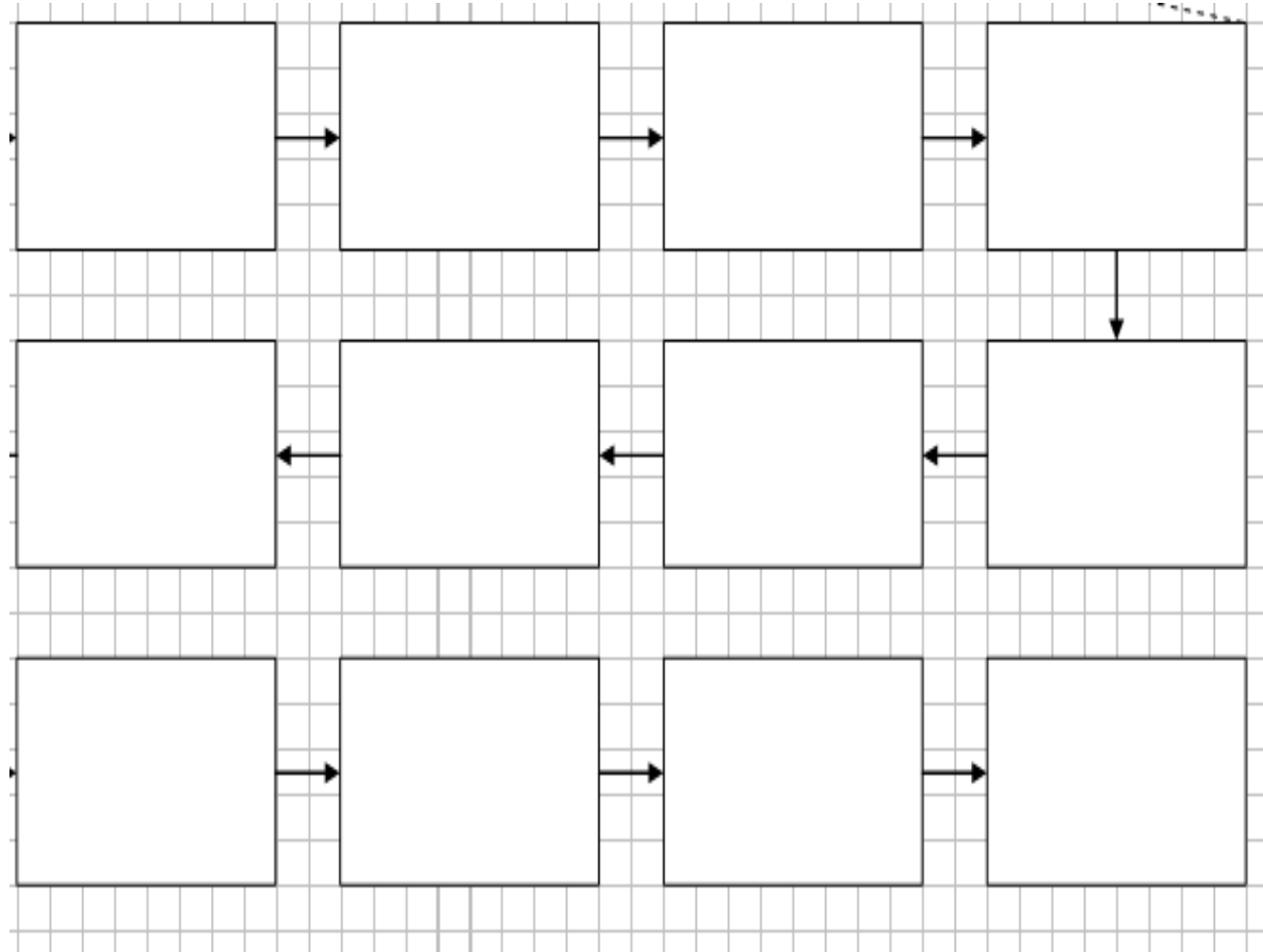


A5 Revision cards

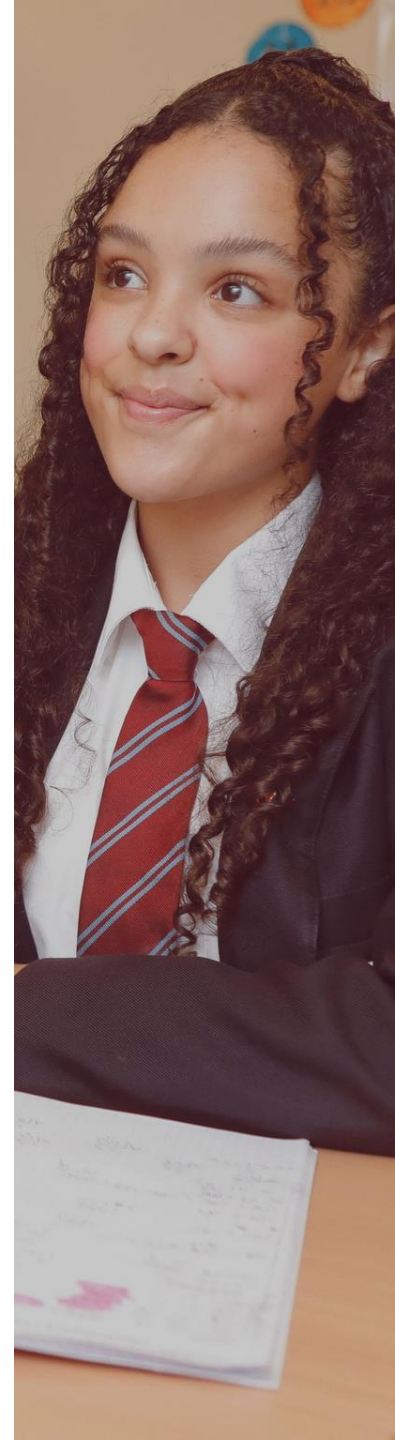


Flow Diagrams

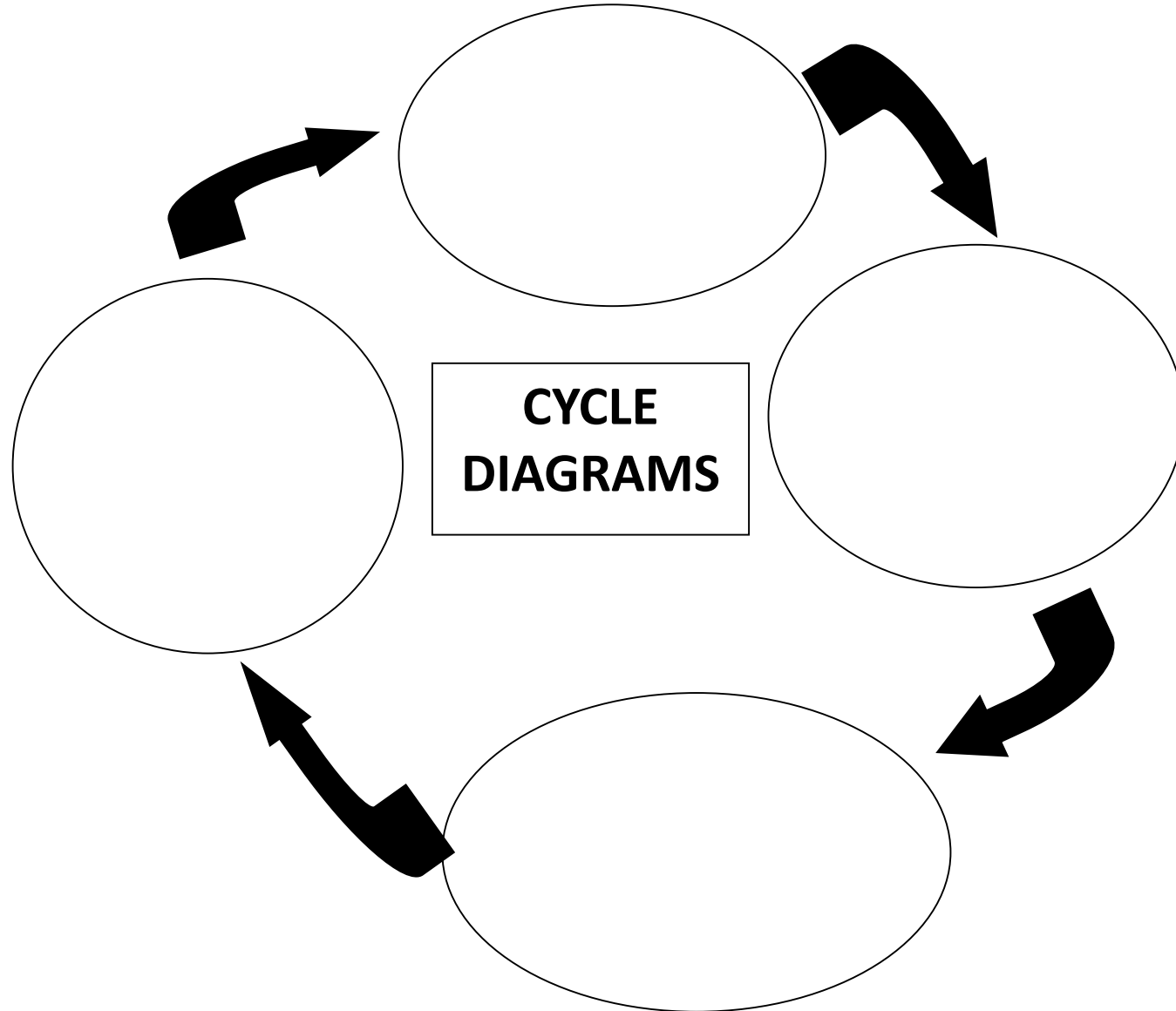
Topic Area:



- Lo

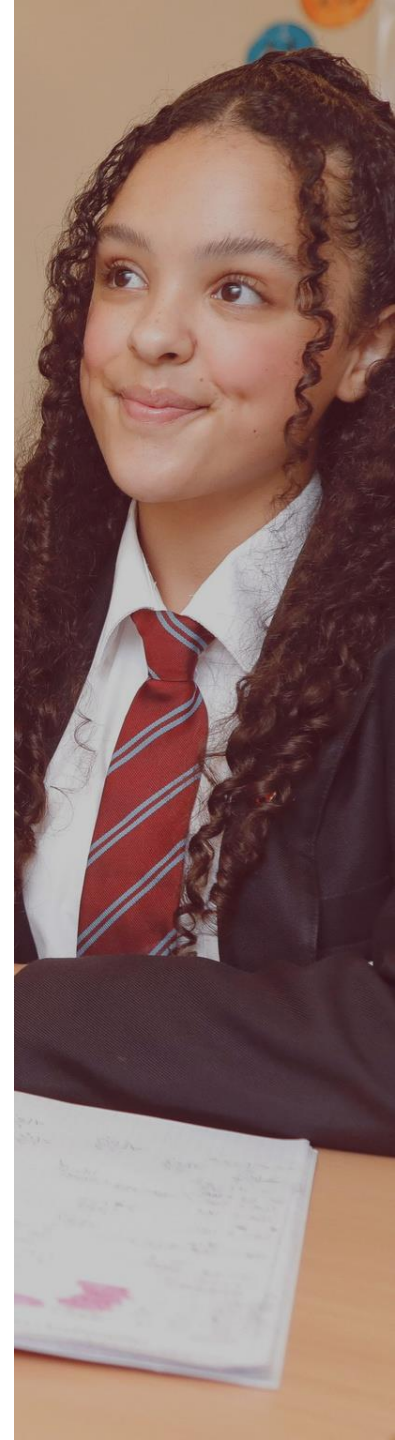


Cycle Diagrams



Red pen, black pen

- Study a section of your knowledge organiser and try to remember it.
- Cover the knowledge organiser and write what you can remember in your prep book in blue or black pen.
- Check your knowledge organiser and add anything that you had forgotten in red pen.
- Repeat with a different section of the knowledge organiser.



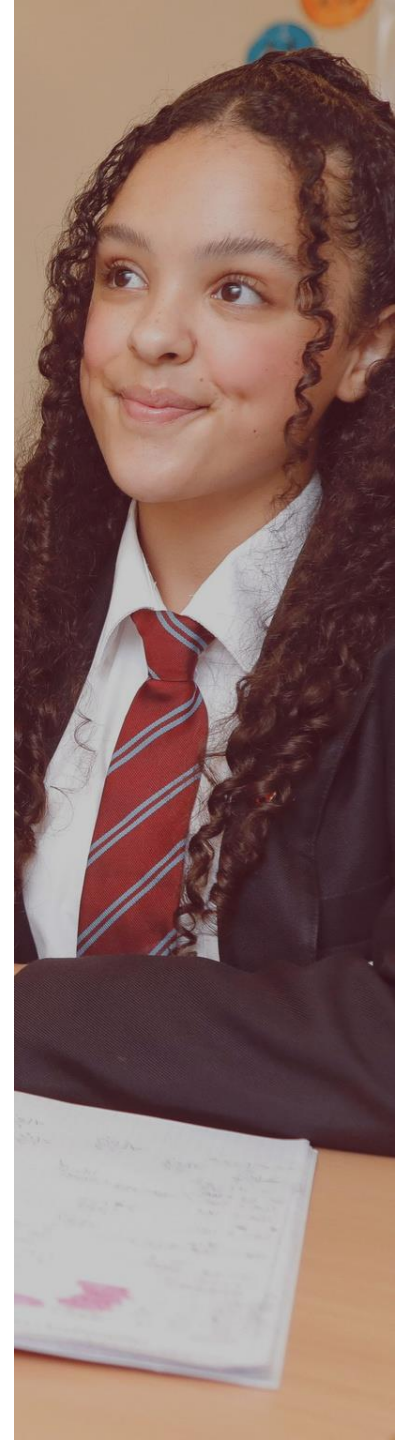
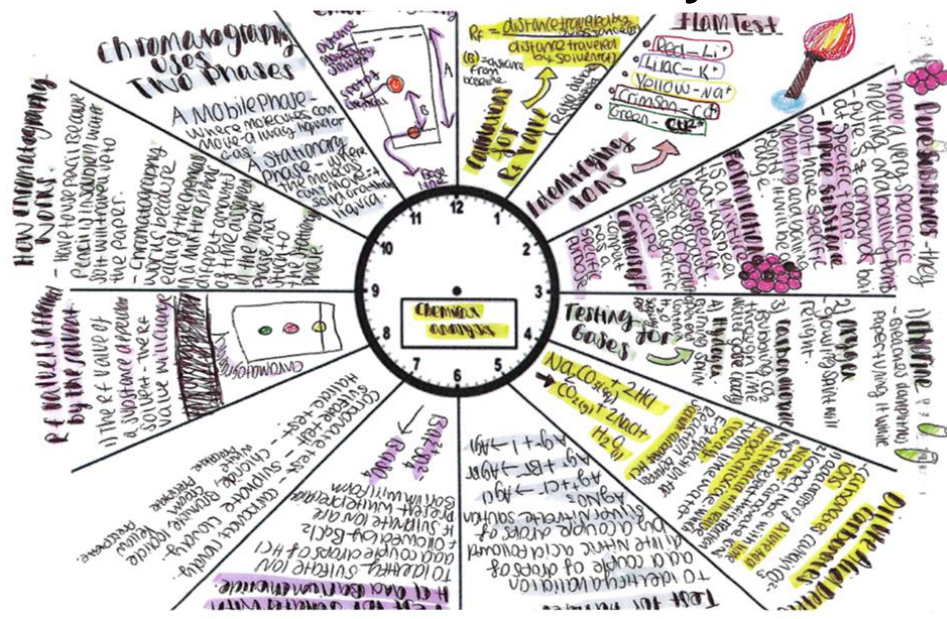
Questions and answers

- Use your knowledge organiser to write a list of questions in your prep book.
- Cover your knowledge organiser and write the answers in your prep book.
- Check your answers and correct any that you got wrong.



Revision clocks

- Study a section of your work and try to remember it.
- Cover the knowledge organiser and write what you can remember in the first section of your revision clock.
- Check your work and add anything that you had forgotten.
- Repeat with a different section of your work



Which technique will work best for you and why?

- Think about this question:
- Try different approaches
- Find the way that works best for you / the subject



Don't forget the Exams section of the TCA website

[🏠](#) [OUR SCHOOL](#) [PARENTS](#) [STUDENTS](#) [SIXTH FORM](#) [NEWS & EVENTS](#) [CONTACT US](#)

This page contains information about examinations held at The Carlton Academy. Including:

- Timetables for GCSE and GCE public examinations
- Internal exams for students who attend The Carlton Academy

Students take exams regularly as part of their learning in all year groups. We believe that this prepares them for formal public examinations and helps to improve progress and attainment.

Please ensure that you do not plan for any absence during the exam period including booking holidays.

Period 6 Sessions ▼

Booster Sessions ▼

Summer 2024 Exam Timetables GCSE & A Level ▼

Revision Guides ▲

[GCSE Revision Guide](#)

Year 10 Mock Timetable ▼

Year 12 Mock Timetable ▼



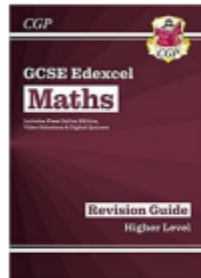
Don't forget the Exams section of the TCA website

Year 11 Revision Guide Recommendations

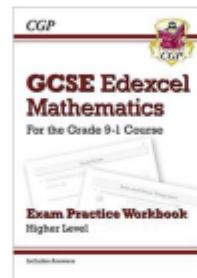
It is vital that your child revises carefully and thoroughly for their GCSE exams. The staff at The Carlton Academy have put together this recommended list of revision guides which can all be purchased from Amazon. Click the image to go directly to the Amazon page to buy the guide.

Maths

Higher

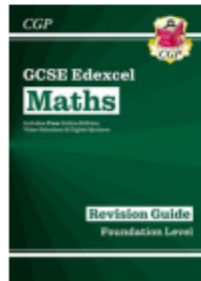


**CGP GCSE
Edexcel Maths
Revision
Guide –
Higher Level**

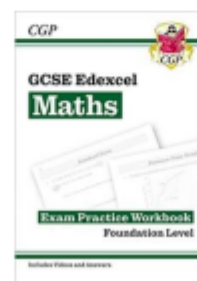


**CGP GCSE
Edexcel Maths
for the Grade 9-
1 Course. Exam
Practice
Workbook –
Higher Level**

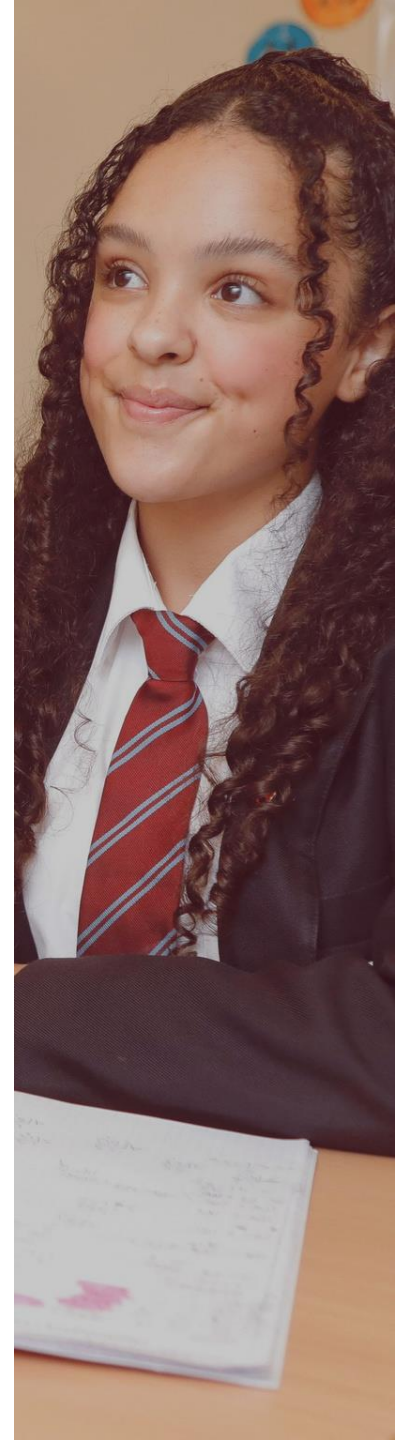
Foundation



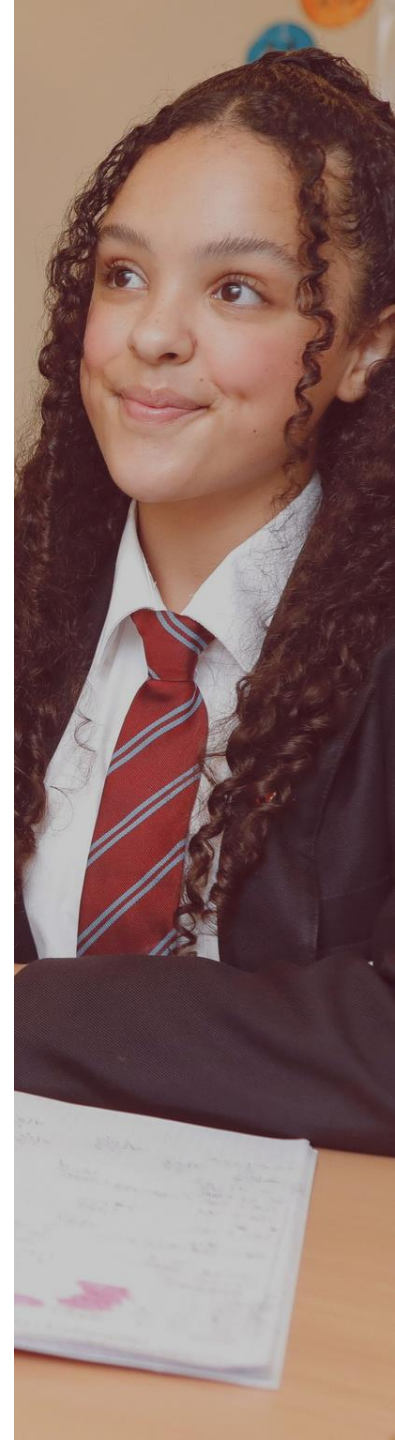
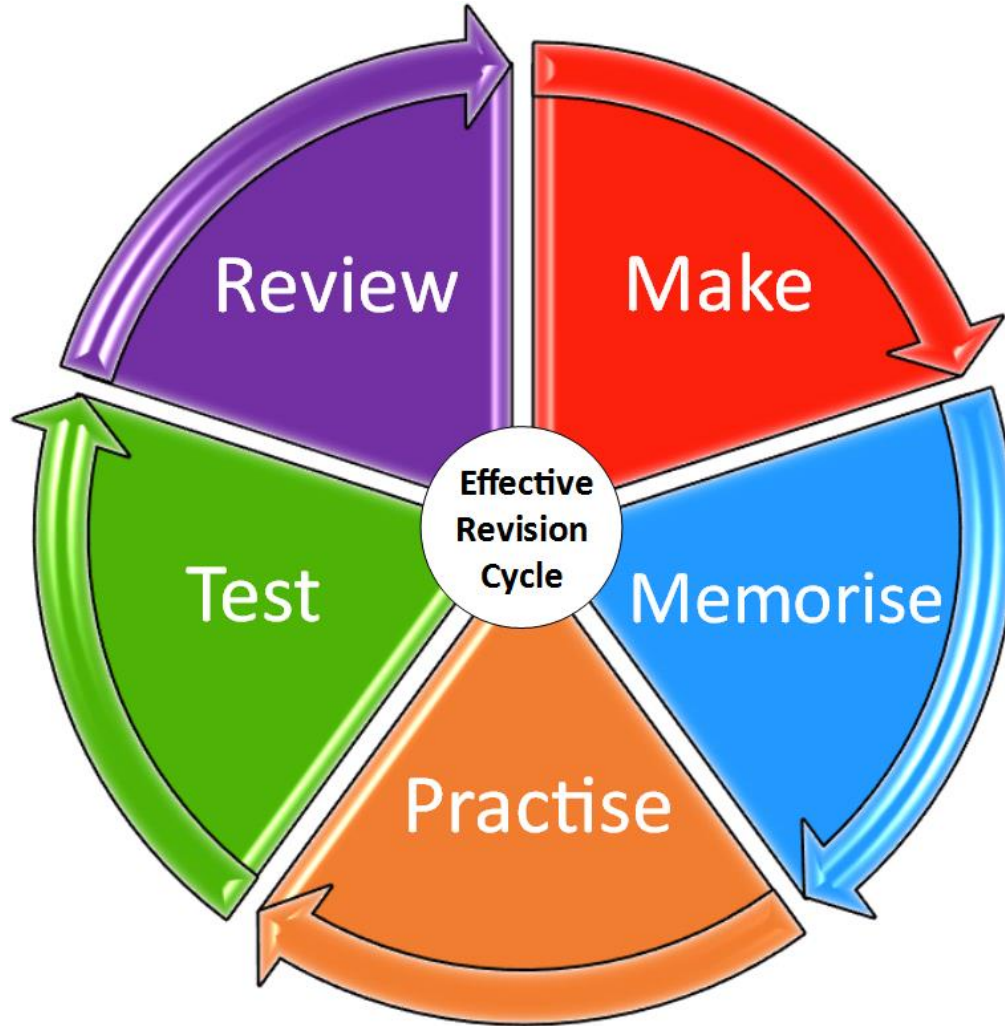
**CGP GCSE
Edexcel Maths
Revision
Guide–
Foundation
Level**

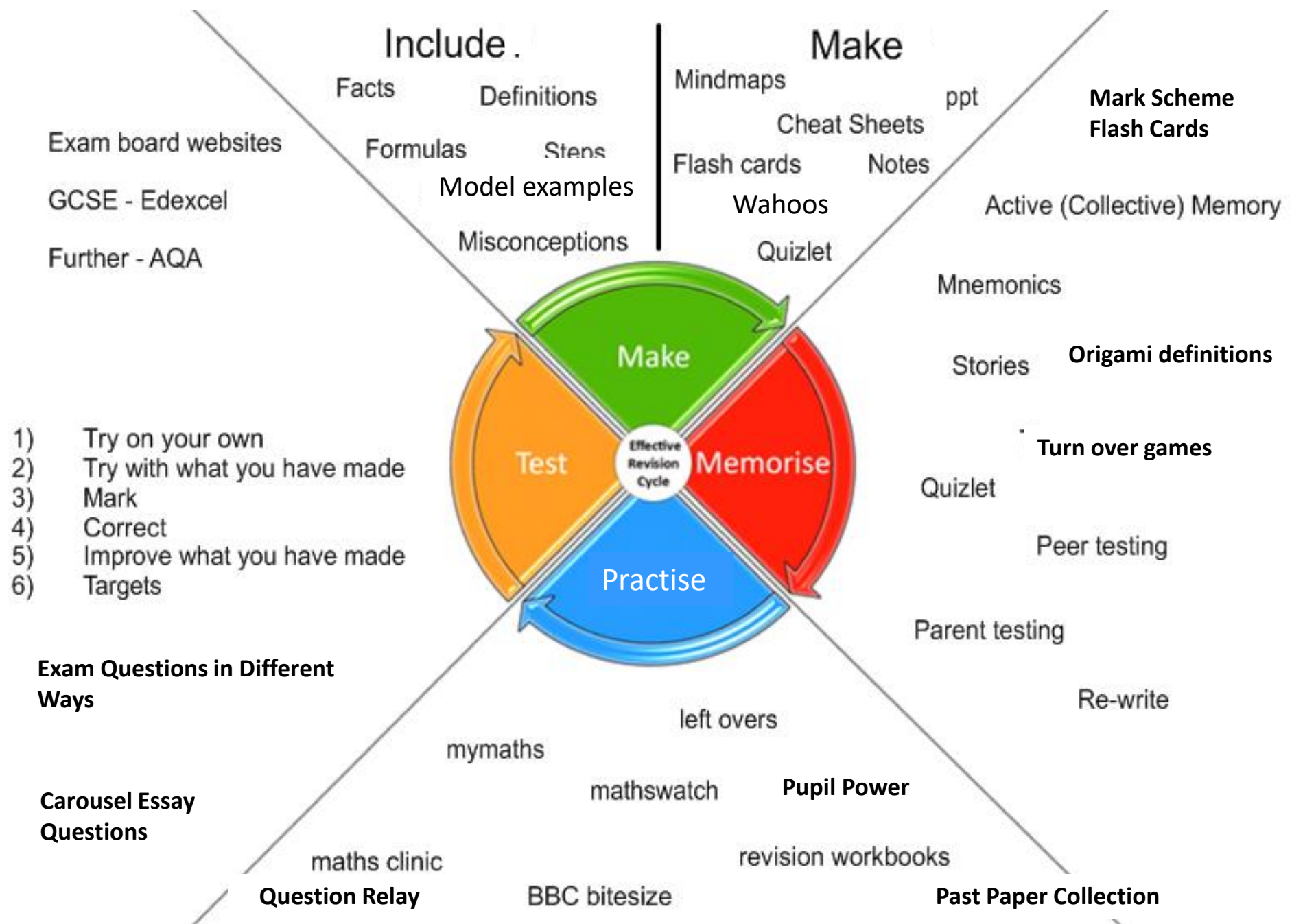


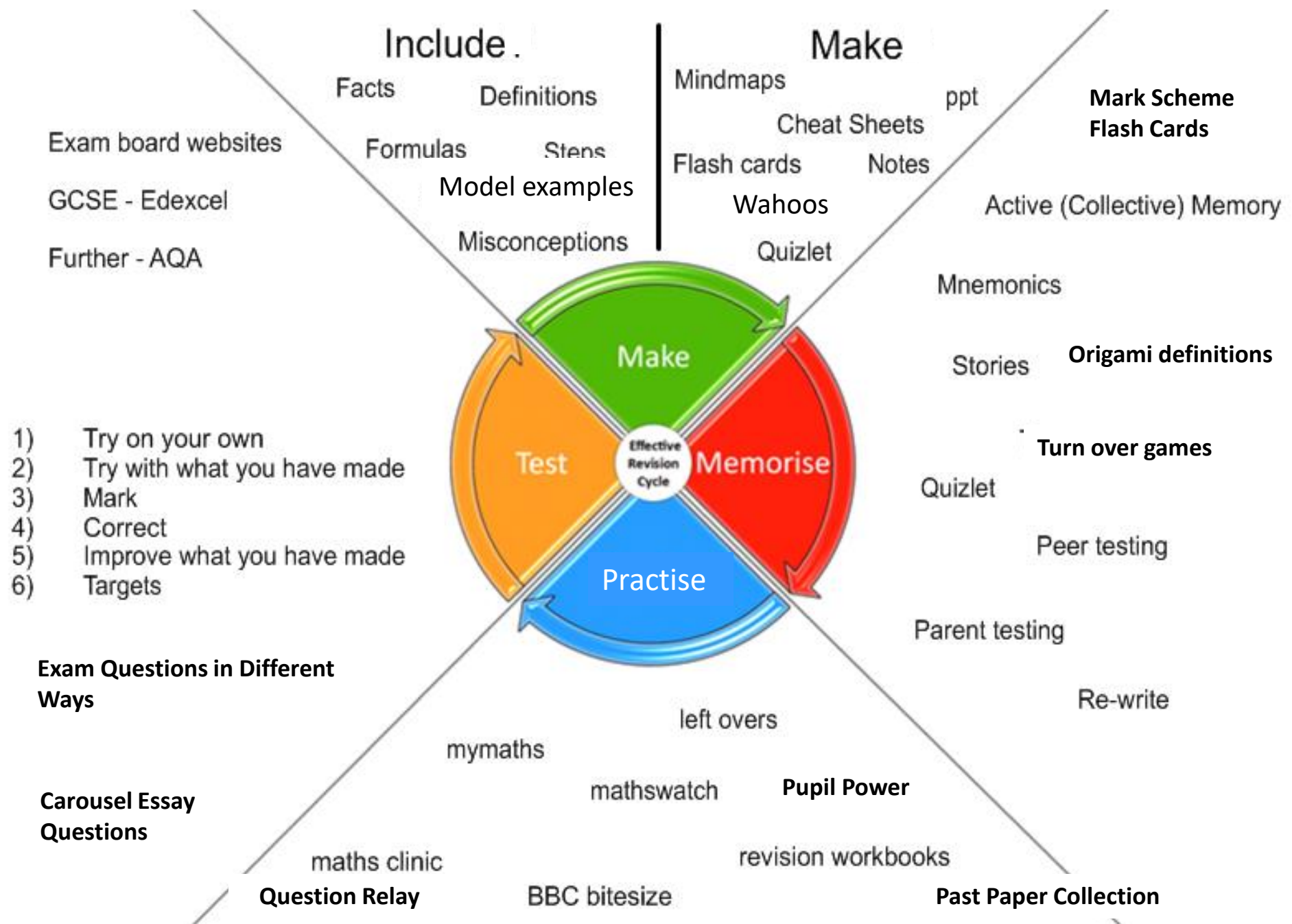
**CGP GCSE Edexcel
Maths for the
Grade 9-1 Course.
Exam Practice
Workbook –
Foundation Level**



Revision Cycle

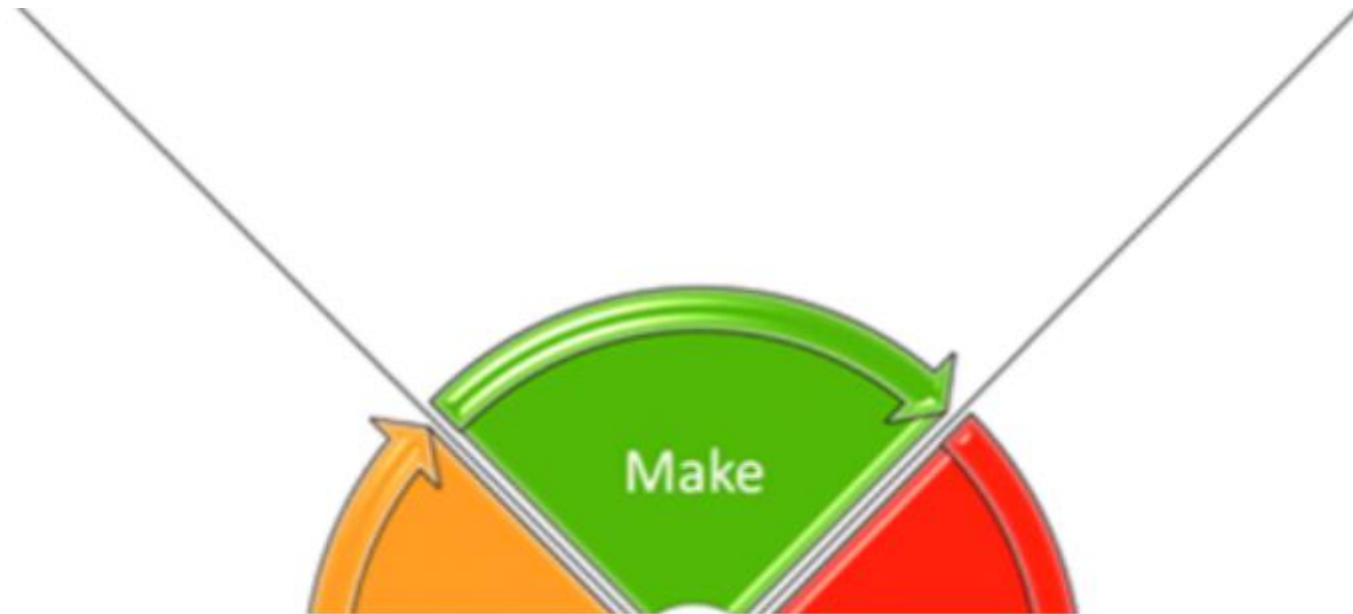






Make - Possible structure:

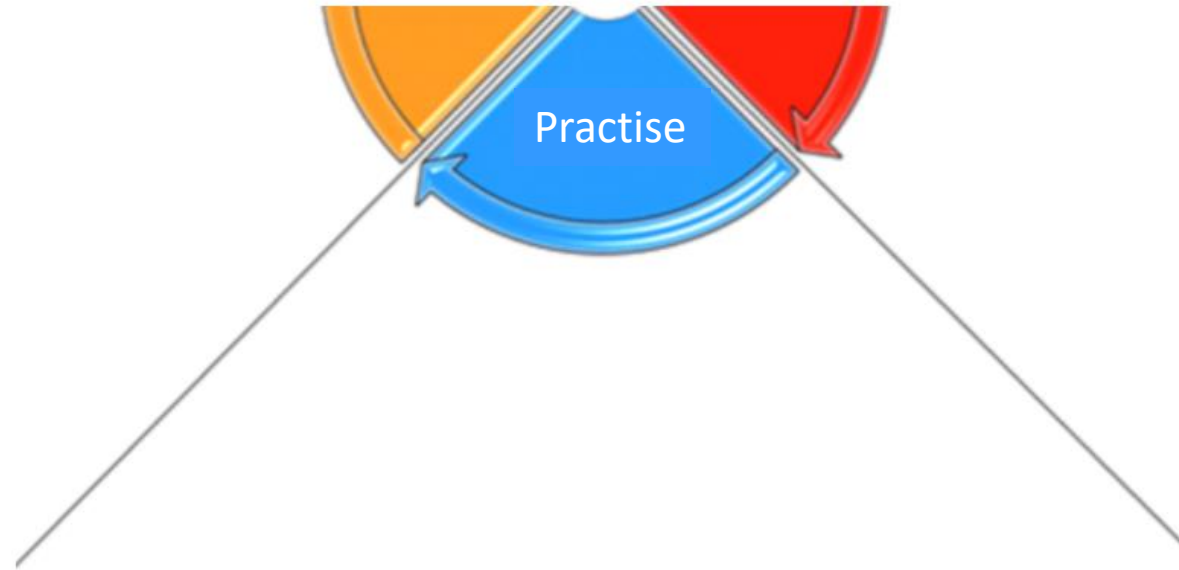
- a) Pick 3 or 4 areas – identify problem topics
- b) Gather/Present key information
- c) Allow yourself **time** to make resources





Memorise:

- a) Use the created resources and take the **time** to memorise the information
- b) Use strategies spoken about today/in lessons
- c) Working collaboratively can be very effective



Practise:

- a) Practise using exam questions – e.g. Seneca
- b) Design/write questions for each topic
- c) You can use revision resources

Test:

- a) Teacher sets standardised test for all (in class testing)
- b) Students choose an appropriate test (independent)
- c) At this point revision resources **should not** be used

