

Colchester County High School for Girls

Year 11 Essential Information

2026-2027



Year 11 Essential Information

The Year 11 Tutor Team

Madame Ollite	11C	kollite@cchsg.com
Mr Fogarty	11O	pfogarty@cchsg.com
Ms Lawson	11L	klawson@cchsg.com
Miss Picciau	11H	spicciau@cchsg.com
Mrs Meadows	11E	ameadows@cchsg.com
Ms Box	11S	pbox@cchsg.com

The first point of contact is the Year 11 Tutor

Contacting us

Mrs Pye	Examinations Officer	exams@cchsg.com
Mrs Daniels	Year Leader Y10 & 11 & Associate to SLT	kdaniels@cchsg.com
Mrs Ashworth	Pastoral Support, Y10 & 11	sashworth@cchsg.com
Mrs Frost	Associate Principal - Pastoral	dfrost@cchsg.com
Mr Kidby	Associate to SLT, SENCO	kkidby@cchsg.com

Dates for your diary

September

- 24 Thorpe Park Trip - £52
- 30 GCSE Drama NEA Performance

October

- 11 Year 11 Parent Consultation Evening
- 19 Progress Check 1 sent home
- 19 GCSE Music NEA Solo Performance
- 21 Sixth Form Open Evening

November

- 5 GCSE Music NEA Ensemble Performance
- 11 Sixth Form Taster Day
- 23 Year 11 Mock Examinations start (until 4 December)

December

- 11 Sixth Form Application Deadline

January

- 18 Mock Examination results sent home
- 25-29 MFL Mock Speaking Assessments

March

- 1 Year 11 Reports sent home
- 22 GCSE Graphics Examination (until 23 March)

April

- 13 GCSE Art Examination (until 14 April)
- w/c 19 MFL Speaking Assessments (until 23 April - tbc)

May

- 10 GCSE Examinations begin

June

- 23 JCQ Contingency day for external examinations
- 24 Year 11 Celebration Evening

August

- 26 GCSE Results Day

Upcoming Trips and Payments – dates and exact costs are to be confirmed

- December 2026 – GCSE Art and Graphics Trip – approx. £50
- February 2027 - GCSE History Trip – approx. £50
- March 2027 - Yearbook and Hoodie Orders Placed – approx. £25 – 30
- June 2027 – Year 11 Celebration Evening – approx. £55

Safeguarding at CCHSG

CCHSG believes in supporting all aspects of children and young people's development and learning, including keeping children safe. We understand that children and young people can and do experience social, personal and emotional barriers to their learning, over differing periods of time and at different stages of their development, which can have an effect on their academic learning. We recognise that education staff play a crucial role in helping to identify welfare concerns and indicators of possible abuse or neglect at an early stage.

Safeguarding depends on staff being made aware of issues by students. Form Tutors have the role of "First Responders" and work closely with the Pastoral Team to help identify issues and support students. Students are aware of the Pastoral Team and Safeguarding Team with posters around the school to help them identify those members of staff and how to contact them.

The student planner also provides advice and gives details of support organisations and useful contacts; The Student Voice Team work with the Safeguarding Team to help ensure the content and advice is appropriate and updated annually.

We understand that some students may find reporting difficult, especially communicating worries and concerns to members of staff for a variety of reasons and as such CCHSG introduced an anonymous online reporting system 'Whisper' to enable students to report more freely; This can be accessed through the "Never Acceptable" link on the school website.

The Safeguarding Team

Designated Safeguarding Lead (DSL):

Mrs Daniels kdaniels@cchsg.com

Deputy DSL:

Mrs Frost	dfrost@cchsg.com
Dr Parrott	sparrott@cchsg.com
Mrs Hughes	shughes@cchsg.com
Mr Kidby	kkidby@cchsg.com
Mrs Sharp	ksharp@cchsg.com
Mr Snow	ssnow@cchsg.com
Mr Maulkerson	dmaulkerson@cchsg.com
Mr Gordon	bgordon@cchsg.com
Mrs Ashworth	sashworth@cchsg.com

ATTENDANCE & PUNCTUALITY

Expectations

- ▶ It is the responsibility of everyone to ensure good attendance. The school target for attendance is 97%.
- ▶ We expect students to attend every day that the school is open. There is a direct link between attainment and attendance.
- ▶ Attendance for most students is actually between 98% -100%.
- ▶ We monitor and review the attendance of all students constantly and will involve parents when attendance falls below expectations.

Supporting Good Attendance

- ▶ **Email** us at studentabsence@cchsg.com by 08:45 to tell us why your child is absent, and when you expect them to return.
- ▶ Only grant days at home for **genuine** illness (please see the guide overleaf).
- ▶ If you notice a problem, contact us so that we can work together to resolve the issue. Pursuing the reason for poor attendance is important.
- ▶ If your child is ill, work will not be set by the school. Your child needs to recover from their illness. Help your child to catch up with missed work.

Please note that holidays taken in term time cannot be authorised.

Punctuality

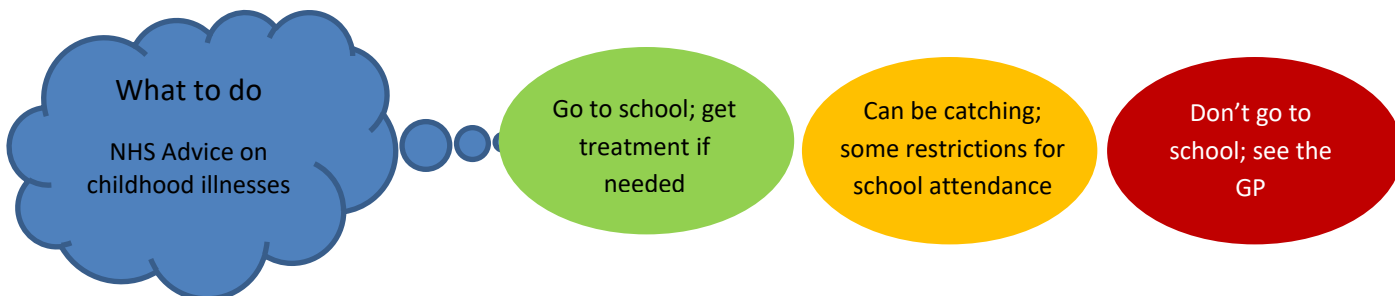
Daily lateness adds up:

- | | |
|-------------------|-------------------------------|
| ▶ 5 minutes late | 3 days lost per school year |
| ▶ 10 minutes late | 6.5 days lost per school year |
| ▶ 15 minutes late | 10 days lost per school year |
| ▶ 20 minutes late | 13 days lost per school year |
| ▶ 30 minutes late | 19 days lost per school year |

Good punctuality is as important as good attendance.

A student who is late disrupts the tutor group at an important part of the day; morning tutor time is filled with timetabled activities. In addition, students might also miss any announcements of importance to them.

Year 11 Essential Information



What it's called	What it's like	Going to school	Getting treatment	More advice
Chicken Pox	Rash begins as small, red, flat spots; develop into itchy fluid-filled blisters		Pharmacy	Back to school 5 days after onset of rash
Common Cold	Runny nose, sneezing, sore throat		Pharmacy	Ensure good hand hygiene
Conjunctivitis	Teary, red, itchy, painful eye(s)		Pharmacy	Try not to touch eye to avoid spreading
Flu	Fever, cough, sneezing, runny nose, headache, body aches & pain, exhaustion, sore throat		Pharmacy	Ensure good hand hygiene
German Measles	Fever, tiredness. Raised, red, rash that starts on the face and spreads downwards		GP	Back to school 6 days from onset of rash
Glandular Fever	High temperature, sore throat; usually more painful than any before, swollen glands		GP	Child needs to be able to concentrate
Hand, Foot & Mouth Disease	Fever, sore throat, headache, small painful blisters inside the mouth on the tongue and gums (may appear on hands and feet)		GP	Only need to stay off school if feeling too ill
Head Lice	Itchy scalp (may be worse at night)		Pharmacy	No need to be off school, but please tell the school
Impetigo	Clusters of red bumps or blisters surrounded by area of redness.		GP	Back to school when lesions crust or 48 hours after start of antibiotics
Measles	Fever, cough, runny nose and watery, inflamed eyes. Small red spots with white or bluish white centres in the mouth. Red, blotchy rash.		GP	Back to school 4 days from onset of rash.
Ringworm	Red ring-shaped rash; may be itchy. May be dry and scaly or wet and crusty.		GP	Back to school once treatment started
Scabies	Intense itching; pimple-like rash – all over body or, more commonly, between the fingers, wrists, elbows and arms.		GP	Back to school after first treatment
Shingles	Pain, itching or tingling along the affected nerve pathway. Blister-type rash		GP	Only stay off school if rash is weeping and cannot be covered
Sickness Bug/Diarrhoea	Stomach cramps, nausea, vomiting and diarrhoea.		Pharmacy	See GP if symptoms persist after 48 hours.
Threadworms	Intense itchiness around anus.		Pharmacy	Ensure good hand hygiene.
Tonsillitis	Intense sore throat		Pharmacy	See GP if temperature lasts more than 48 hours or cannot swallow.
Whooping Cough	Violent cough, over and over, until child inhales with 'whooping' sound to get air into lungs.		GP	Back to school after 5 days of antibiotics or 21 days from onset of illness.

See www.patient.co.uk for further information on each of these conditions.



This information is a guide and has been checked by health professionals, however, if you are unsure about your child's wellbeing we recommend you contact your Pharmacy or GP.

Wellbeing Support and Early Help

Pastoral Team – Form Tutor, Year Leader and Pastoral Assistant 1:1 meetings and monitoring.

MHST Team – Appointments by Year Leader referral. Drop-in sessions are also available.

YES – Appointments by Year Leader referral.

School Nurse – Appointments arranged by Pastoral Assistants. Drop-in sessions are also available on Friday lunchtimes.

e-Safety - Who you can turn to:

All students receive e-Safety guidance both in lessons and assemblies and the school utilises filtering and monitoring software. However, we strongly encourage parents to take an active role in monitoring their child's on-line and social media activity to ensure they are safe. You can find more helpful information on the e-safety section of the CCHSG website or alternatively access the websites below. If you have a specific e-safety concern regarding one of our students then please do not hesitate to contact the school safeguarding lead, Mrs Daniels, or a member of the pastoral team. There is a weekly e-safety update in the parent and student bulletin and there will be e-safety events taking place during the school year.

CEOP – <https://www.ceop.police.uk>

Share Aware - <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/>

Common Sense Media - <https://www.common sense media.org/>

Think U Know - <https://www.thinkuknow.co.uk/>

Mr Nachman (cnachman@cchsg.com) – CCHSG e-Safety coordinator

Mobile phones must remain turned off during the school day.

External Examinations

If there are any circumstances you feel may affect your child's examination performance or access arrangement requests, please ensure that you have informed Mrs Pye our Examinations Manager. Mrs Pye can be contacted by telephone on 01206 576973 or via email at exams@cchsg.com. If a student is ill on the day of the examination Mrs Pye must be informed that day and a letter from the GP is required for the school to be able to apply for special considerations. Please see the examinations area of the school website for more information.

Recording Progress in Year 11 2026-27

Students' attainment and progress will be measured using the GCSE Grades 9 to 1.

In Year 9 each student was issued with a School Target Measure (GCSE Grade) for each subject. GCSE Grades (9-1) are in line with the reformed examination specifications for GCSE and are generated from the FFT Aspire database. This database uses the school context and Key Stage 2 information to provide an indication of the GCSE Grade the student should achieve at the end of Year 11. We take these grades as a starting point but also took into consideration progress in Years 7 and 8.

Progress Checks and School Reports issued during Year 11 will provide a Working at Measure (GCSE Grade) for each subject that will be generated as a result of the consideration of the classwork, homework, assessment tasks and in-school examinations carried out by the student. It suggests the **GCSE grade** the subject teacher considers the student **may achieve in their GCSE at the end of the GCSE course if they continue to work in the current manner.**

School Examination Results will provide the Progress Measure (GCSE Grade) the student achieved in the assessment set by the subject. All students in the year group studying a subject will sit the same assessment during the Year 11 Examinations later in the autumn term.

Attitude to Learning

After each progress check students will also be issued with an Attitude to Learning Measure (ATL) which indicates the current approach they are taking towards their studies. They will be issued with a measure between 1 and 4; the descriptors of which can be found below:

- 1 – Attitude to learning is outstanding
- 2 – Attitude to learning is good
- 3 – Attitude to learning requires improvement
- 4 – Attitude to learning is unsatisfactory

Supporting Success in Year 11: Art and Design



Qualification:	Art and Design
Head of Department	Mrs Saunders: Msaunders@cchsg.com
Exam board details and website link:	Pearson Edexcel Art and Design (9-1) Edexcel GCSE Art and Design (2016) Pearson qualifications
Scheme of Assessment (number of papers / durations etc):	Component 1 – 60% Coursework portfolio This is completed in class with your teachers over your three year course. Component 2 – 40% Externally Set Assignment 10 hours The preparatory study period begins when you receive your paper and continues up until the start of the period of sustained focus. The period of sustained focus consists of ten hours working under supervised examination conditions in an appropriate studio setting. During the ten-hour period of sustained focus you will produce your final outcome(s), based on your preparatory studies, in response to the Externally Set Assignment theme chosen by the exam board. The period of sustained focus may take place over more than one session. Once the ten-hour supervised sustained focus period has ended, you will not be able to add to or alter any of your work. Your teacher will inform you of the dates and times when you will complete your ten hours of unaided work for the Externally Set Assignment. The Externally Set Assignment is worth 40% of the GCSE.
How to access past / sample exam papers, mark schemes, examiners reports:	Edexcel GCSE Art and Design (2016) Pearson qualifications SAMs-GCSE-ArtDesign-2016.pdf Exemplar Gallery Pearson qualifications
Where/how to access revision materials:	Department WAGOL Guides SharePoint BBC Bitesize and other revision websites Lunchtime workshops for 1:1 support and technique guidance Gallery visits and trips for contextual understanding Teacher feedback and exemplar sketchbooks (in class/SharePoint) School library and gallery websites (e.g. Tate) for artist research Art tutorials (e.g. YouTube) for techniques Personal sketchbook practice and independent experimentation.
Optional revision guides / texts to purchase:	Glow Up Your Grades: GCSE Art Sketchbook Guide GCSE Art & Design Student Guide (Edexcel) – supports understanding of assessment objectives (AO1–AO4) How to be an Artist Sketchbook (various authors) – practical ideas for development and experimentation The GCSE Art Book (CGP or similar publishers where available) Artist-specific to support contextual studies. Tate Gallery and National Gallery exhibition books/catalogues for high-quality artist research.

Suggested revision techniques:	Develop your portfolio continuously – GCSE Art is not about last-minute revision. Regularly refine, extend, and improve your coursework. Annotate your work clearly – Explain your ideas, influences, and decisions. Use subject-specific vocabulary (composition, tone, contrast, texture, etc.). Artist research and comparison – Study relevant artists and clearly show how their work has influenced your own. Include analysis, not just description. Experiment widely – Try different media (paint, pencil, collage, digital), techniques, and compositions. Show risk-taking and creativity. Refine, don't just produce – Go back to earlier work and improve it. Development is key for higher marks. Practise observational drawing – Regular drawing from real objects will strengthen your recording skills (AO3). Plan your final outcomes carefully – Use your prep work to inform strong, intentional final pieces. Use feedback effectively – Act on teacher advice and document improvements. Create mind maps and visual plans – Develop ideas around themes before starting pieces. Attend workshops and use studio time – Extra time leads to stronger outcomes.
Useful exam tips / Common mistakes to avoid	Start preparing early – Use the preparatory period wisely; do not leave ideas underdeveloped. Clearly link your work to the theme – Ensure your ideas directly respond to the exam question. Bring materials ready – Be organised so no time is wasted. Manage your time across sessions – Plan what you will complete in each block. Stick to your strengths – Use techniques and materials you are confident with in the final piece. Refer back to your preparatory work – Your final outcome should clearly connect to your development work. Stay focused during the timed sessions – You cannot add work afterwards, so maximise every minute. Common Mistakes to Avoid: Leaving page incomplete – Every page in your sketchbook should show clear thought, effort, and development. Too much copying, not enough originality – Artist studies must lead into your own ideas. Weak annotations – Avoid brief or vague comments; depth is required. Not showing development – Simply producing final pieces without exploration limits marks. Poor time management – Rushing the final outcome without preparation leads to weaker results. Ignoring feedback – Not acting on advice prevents improvement. Playing too safe – Higher grades reward creativity, experimentation, and ambition. Messy presentation – Your sketchbook should be visually engaging and clearly organised.

Supporting Success in Year 11: Biology



Qualification:	Biology
Head of Department	Mrs Ukwatte: mukwatte@cchsg.com
Exam board details and website link:	Edexcel GCSE Biology
Scheme of Assessment (number of papers / durations etc):	Paper 1 – 1 hour 45 minutes Paper 2 – 1 hour 45 minutes
How to access past / sample exam papers, mark schemes, examiners reports:	Edexcel GCSE Sciences (2016) Pearson qualifications Physics and Maths Tutor
Where/how to access revision materials:	▪ CCHSG Revision HUB - Biology KS4 Revision – CCHSG ▪ GCSE Chemistry Revision - Save My Exams ▪ Free Science Lessons - Youtube ▪ Revision websites: BBC Bitesize, Biology GCSE Revision Revision Science ▪ Online quizzes: Seneca, Quizlet
Optional revision guides / texts to purchase:	GCSE Biology for Edexcel: Student Book (with Online Edition) CGP Books CGP Revision Guide CGP Exam Workbook Edexcel GCSE (9-1) Biology Student Book
Suggested revision techniques:	• Blurting — the fastest way to find knowledge gaps • Topic: Osmosis You might write: Movement of water, High to low concentration, partially permeable membrane • Then check the spec and add missing detail like in a different colour: Osmosis is a type of passive transport • Flashcards • Use questions (e.g. what is the role of mitochondria?) • Include key terms, definitions, equations, and required practical steps • Use spaced repetition apps (e.g. Anki, Quizlet) • Make required practical recall sheets • Aim, method, variables, expected results • Practice questions • Use past papers and textbook questions • Focus on Edexcel-style wording and mark schemes • Redo questions you get wrong after a few days • Active mind maps • Link related topics (e.g. respiration, lungs) • Helps with seeing the “big picture” • Teach someone else

	• Explain concepts to a friend or even out loud to yourself • If you struggle to explain, you don't fully understand it yet • Past paper extraction • Target specific question types (e.g. all 6 mark questions on enzymes, all data interpretation questions) • Learn command words • "Describe", "Explain", "Compare" all require different answers • Practise structuring answers correctly • Attending revision sessions
Useful exam tips / Common mistakes to avoid	Exam Tips • Answer the command word properly • <i>Describe</i> = say what you see • <i>Explain</i> = say why, give reasons (often needs "because") • <i>Compare</i> = similarities and differences • <i>Evaluate</i> = give pros, cons • Use scientific keywords • Marks are often tied to specific terms. Revise specific vocabulary • Show full working in calculations • You can still get marks even if the final answer is wrong • Include units (e.g. g, dm/min) • Use data given • If a question includes numbers or a graph, refer to it explicitly in your answer • Plan longer answers (6 markers) briefly • Annotate questions with key words • Revise required practicals properly • Know: method, variables, explanations, improvements, and sources of error
	Common Mistakes to Avoid • Mixing up similar processes • e.g. <i>diffusion/osmosis, mitosis/meiosis</i>. • Not reading the question fully • E.g. missing "give two reasons" or "calculate to 2 sig. figures" • Describe vs. Explain • Overwriting correct answers • Stick with your first answer unless you're sure it's wrong • 1 mark questions – one fact. • Not linking cause and effect • Instead of "enzymes stop working" → Write "High temperature breaks bonds → active site changes shape → substrate no longer fits"

Supporting Success in Year 11: Chemistry



Qualification:	Chemistry
Head of Department	Mr Nash: rnash@cchsg.com Mrs Clayton (Head of Science): aclayton@cchsg.com
Exam board details and website link:	Edexcel GCSE Chemistry
Scheme of Assessment (number of papers / durations etc):	Paper 1 – 1 hour 45 minutes Paper 2 – 1 hour 45 minutes
How to access past / sample exam papers, mark schemes, examiners reports:	Edexcel GCSE Sciences (2016) Pearson qualifications Physics and Maths Tutor
Where/how to access revision materials:	▪ CCHSG Revision HUB - Chemistry KS4 Revision – CCHSG ▪ GCSE Chemistry Revision - Save My Exams ▪ Free Science Lessons - Youtube ▪ Revision websites: BBC Bitesize, Chemistry GCSE Revision Revision Science ▪ Online quizzes: Seneca, Quizlet
Optional revision guides / texts to purchase:	• CGP Revision Guide • CGP Exam Workbook
Suggested revision techniques:	• Flashcards • Use for key terms (e.g. “ionic bonding”, “electrolysis”) • Include definitions, equations, and required practical steps • Use spaced repetition apps (e.g. Anki, Quizlet) • Practice questions • Use past papers and textbook questions • Focus on Edexcel-style wording and mark schemes • Redo questions you get wrong after a few days • Mind maps • Link related topics (e.g. bonding → structure → properties), this helps with seeing the “big picture” • Teach someone else • Explain concepts to a friend or even out loud to yourself • If you struggle to explain, you don’t fully understand it yet • Use mnemonics • Create memory aids for reactivity series, tests, etc. • Learn command words • “Describe”, “Explain”, “Compare” all require different answers • Practise structuring answers correctly • Attending revision sessions

Useful exam tips / Common mistakes to avoid	Exam tips • Answer the command word properly • <i>Describe</i> = say what happens • <i>Explain</i> = give reasons (often needs “because” or particles) • <i>Evaluate</i> = give pros, cons, and a conclusion • Use scientific keywords • Familiarise yourself with mark schemes to understand which specific terms frequently come up (e.g. <i>electrons transferred</i>, <i>collision frequency</i>, <i>equilibrium shifts</i>) • Show full working in calculations • You can still get marks even if the final answer is wrong • Include units (e.g. g, mol/dm³) • Use data given • If a question includes numbers or a graph, refer to it explicitly in your answer • Plan longer answers (6 markers) briefly • Think: point → explain → link → compare (if needed) • Revise required practicals properly • Know: method, variables, improvements, and sources of error
	Common Mistakes to Avoid • Forgetting state symbols • (s), (l), (g), (aq) can be required for full marks • Mixing up key concepts • e.g. <i>atoms vs ions</i>, <i>mass vs moles</i>, <i>exothermic vs endothermic</i> • Not balancing equations • A very common lost mark • Being too vague • “It reacts faster” ✗ • “Increased temperature gives particles more kinetic energy, increasing successful collisions” ✓ • Not reading the question fully • E.g. missing “give two reasons” or “in terms of particles” • Forgetting charges in ionic equations • Charges must balance as well as atoms • Leaving blanks • Always attempt something — you might pick up method marks

Supporting Success in Year 11:

Computer Science



Qualification:	Computer Science
Head of Department	Mr Nachman: cnachman@cchsg.com
Exam board details and website link:	OCR: GCSE - Computer Science (9-1) - J277 (from 2020)
Scheme of Assessment (number of papers / durations etc):	2 x 1hr 30m Papers
How to access past / sample exam papers, mark schemes, examiners reports:	GCSE - Computer Science (9-1) - J277 (from 2020)
Where/how to access revision materials:	Websites / Online Revision Platforms - SmartRevise: https://smartrevise.online/Account/Login (H/Ws and Tests set fortnightly) - Teach-ICT: Teach-ICT OCR J277 Syllabus - ISAAC Computer Science: Login — Isaac Computer Science - Seneca Learning: https://app.senecalearning.com/ - GCSE Bitesize: GCSE Computer Science - OCR - BBC Bitesize - Physics and Maths Tutor: Physics & Maths Tutor - CSNewbs: https://www.csnewbs.com/ocr-gcse - Ada Computer Science: https://adacomputerscience.org/ Textbooks / Guides/ PDF Documents - CCHSG – GCSE Computer Science Revision Sessions Workbook (in Teams) - PG Online Textbook – J277 Computer Science (in Teams) - Zig-Zag Learner Companion – J277 Computer Science (in Teams) - Pocket Posters – GCSE Computer Science Revision (in Teams) Videos - Craig 'n' Dave: GCSE (J277): OCR Specification Order - YouTube - CSNewbs: OCR GCSE Computer Science J277 Paper 1 - YouTube Classes / Revision sessions / Clinics / Online Workshops - Monday lunchtime revision with AGE – CCHSG, Rm T17, Monday 12.40-1.15 - Tuesday afterschool revision with CNA – CCHSG, Rm T17, Tuesday 15.40 – 16.30 - STEM Tutoring (paid online tutor sessions): https://stemtutoring.co.uk/computer-science/

	- ISAAC GCSE Booster Events: Events — Isaac Computer Science - STEM Tutoring – Night before exam webinars – Posted in Teams (evening before the final exam) Programming Resources: Websites / Online Revision Platforms - Go Code It: https://gocodeit.online/ - username and password has been issued - Time2Code: https://time2code.today/ - (needs no log-in) - Mission Encodable: https://missionencodable.com/get-started - (needs no log-in) PDF Documents / Files - Python Exercises for GCSE Computer Science (ZigZag) – (in Teams) 150 Challenges – (in Teams) - Python Programming Guide – (in Teams) - Python Programming for OCR GCSE J277 – (in Teams) - Python Challenges (PowerPoint) – (in Teams)
Optional revision guides / texts to purchase:	CGP – Revision and Practice Guides
Suggested revision techniques:	General revision ideas - Answer exam questions and self/peer mark against the mark scheme – (lots available in Teams) - Attempt some algorithm / programming challenges - (can ask AI to generate or find examples in Teams) - Interactive quizzes (lots of different online platforms available including lots of the above). - Active recall – read-hide-recall-compare. - Create a knowledge organiser / topic on a page - Test a friend and have them test you. - Write your own exam questions (you know the answers to / swap with a friend) - Complete the activities from the workbook then check the answers. – (in Teams) - Complete a timed past paper. - Draw some diagrams using the different types of learning map.
Useful exam tips / Common mistakes to avoid	Exam Technique - Exam Technique Presentation (PowerPoint) – (in Teams) - Exam Technique (Word handout) – (in Teams) - Command word definitions (Word) – (in Teams) - Exam Technique Poster (PDF) – (in Teams) - Exam technique videos - Exam Technique - YouTube

Supporting Success in Year 11:

Drama



Qualification:	Drama
Head of Department	Mrs M Cudmore-Rice: mcudmore@cchsg.com
Exam board details and website link:	Wjec Eduqas www.eduqas.co.uk
Scheme of Assessment (number of papers / durations etc):	Component One – Devising Theatre – NEA – internally assessed and externally moderated Component Two – Performance From a Text – Assessed by visiting examiner Component Three – Exam Paper – 1hr and 5minute
How to access past / sample exam papers, mark schemes, examiners reports:	www.eduqas.co.uk/qualifications/drama-gcse/#tab_pastpapers www.eduqas.co.uk/qualifications/drama-gcse/#tab_keydocuments
Where/how to access revision materials:	▪ Revision websites: BBC Bitesize and Wjec Eduqas resources ▪ You Tube Videos – posted in TEAMS ▪ Drama Online
Optional revision guides / texts to purchase:	N/A
Suggested revision techniques:	• Watching live theatre • Watching productions of set text • Practice Papers • Writing own questions • Completion of Revision Task Booklets
Useful exam tips / Common mistakes to avoid	• Read the questions carefully • Address all bullet points in the long answer questions • Give attention to the number of marks available and spend the appropriate amount of time on each question. • Make sure you can write about original staging and don't forget context. • Don't forget a personal response to live theatre in your section B response. • Choose an appropriate scene for your response to the wider text

Supporting Success in Year 11: English Language



Qualification:	English Language
Head of Department	Miss Simcock: ASimcock@cchsg.com
Exam board details and website link:	AQA AQA English Language 8700
Scheme of Assessment (number of papers / durations etc):	Paper 1 – 1 hour 45 minutes Paper 2 – 1 hour 45 minutes
How to access past / sample exam papers, mark schemes, examiners reports:	AQA Past Papers and Assessment Resources Physics and Maths Tutor
Where/how to access revision materials:	▪ CCHSG Revision HUB - English KS4 Revision ▪ Mr Salles Teaches English - YouTube ▪ Mr Bruff - YouTube ▪ Snap revision guides ▪ Revision websites: BBC Bitesize, SparkNotes ▪ Online quizzes: Seneca, Quizlet
Optional revision guides / texts to purchase:	▪ Glow up your grades
Suggested revision techniques:	• Complete practice papers in timed conditions. You should then use the mark scheme to self-assess, identifying what level you are working on and how you can move up the mark scheme. • Read opinion articles from online sources such as the Daily Mail, the Guardian, the Telegraph, the Independent to gain a sense of tone and structure. • Read both fiction and non-fiction texts widely. Discuss them with friends and family, even the texts that you have not enjoyed. Be evaluative: why haven't they worked for you? Would they work for other people?
Useful exam tips / Common mistakes to avoid	• Read the extract(s) carefully, ensuring you understand what is happening in the text(s). • Read all questions carefully: Paper 1 Q2 and Q4 and Paper 2 Q3 have line numbers in the question, and you are penalised if you take evidence outside of those line numbers. • Do not analyse language for Paper 1 Q3 – you are tasked to look at opening hooks, climax/anti-climax, sentence forms, etc – not connotations or single word analysis. • Do not analyse language for Paper 2 Q2 – you are tasked to create inferences for each text, not analyse the methods used.

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| | <ul style="list-style-type: none">• Ensure you are discussing methods for Paper 1 and 2 Q4 – AQA want you to discuss broader structural techniques, such as how the texts are organised.• Ensure you are discussing both halves of the statement for Paper 1 Q4. The statement is designed for you to agree with it; only critically engage with the statement if you have the evidence to do so.• Plan your creative and non-fiction writing – you should have a clear beginning, middle and end to the work you create, even if you are only writing a section, such as the opening to a story.• You are marked on your use of form for Paper 2 Q5 – ensure you are revising the key features of a speech, letter and article.• Take time at the end of working on Q5 to re-read through your work. You are marked on how well you use punctuation, vocabulary, and how well you have ordered your work. |
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Supporting Success in Year 11:

English Literature



Qualification:	English Literature
Head of Department	Miss A Simcock: ASimcock@cchsg.com
Exam board details and website link:	AQA AQA English Literature 8702
Scheme of Assessment (number of papers / durations etc):	Paper 1 – <i>Romeo and Juliet, Pride and Prejudice</i> : 1 hour 45 minutes Paper 2 – <i>An Inspector Calls, Power and Conflict Poetry, Unseen Poetry</i> : 2 hour 15 minutes
How to access past / sample exam papers, mark schemes, examiners reports:	AQA Past Papers and Assessment Resources Physics and Maths Tutor
Where/how to access revision materials:	▪ CCHSG Revision HUB - English KS4 Revision ▪ Mr Salles Teaches English - YouTube ▪ Mr Bruff - YouTube ▪ Collins Snap revision guides ▪ Revision websites: BBC Bitesize, SparkNotes, LitCharts - Online quizzes: Seneca, Quizlet
Optional revision guides / texts to purchase:	▪ Glow Up Your Grades (also a YouTube channel) ▪ CGP revision guides - York Notes guides (Advanced for aiming high)
Suggested revision techniques:	▪ Spider diagrams ▪ Quotation banks ▪ Flow charts ▪ Quizzes ▪ Watching BBC <i>Pride and Prejudice</i> Watching adaptations of <i>Romeo and Juliet</i>
Useful exam tips / Common mistakes to avoid	▪ Read the wording of the question carefully ▪ Plan your response ▪ Use short quotations ▪ Keep linking back to the question ▪ Practise under timed conditions ▪ Analyse moments, don't summarise the entire plot. ▪ Do not rely on AI, verify any quotations or information before using in essays. ▪ Do not rely on TikTok for revision, verify any quotations or information before using in essays.

Supporting Success in Year 11: French



Qualification:	French
Head of Department	Madame Ollite: kollite@cchsg.com
Exam board details and website link:	AQA - GCSE French 8652 Specification AQA
Scheme of Assessment (number of papers / durations etc):	Paper 1 – 45 minutes – Listening examination Paper 2 – 15m prep. 12 minutes - Speaking examination Paper 3 – 1 hour - Reading examination Paper 4 – 1 hour 15 minutes – Writing examination
How to access past / sample exam papers, mark schemes, examiners reports:	GCSE French 8652 Assessment Resources AQA
Where/how to access revision materials:	▪ CCHSG Revision HUB - French KS4 Revision – Colchester County High School for Girls ▪ Revision websites: BBC Bitesize ▪ Online quizzes: Seneca, Quizlet ▪ Conjuguemos.com ▪ Languagesonline.org.uk
Optional revision guides / texts to purchase:	▪ CGP Revision guides
Suggested revision techniques:	▪ Learn vocabulary in full phrases, not single words ▪ Practise writing in all 3 tenses and memorise “Mrs Van Der Tramp” verbs ▪ Practise speaking questions both written and aloud regularly over the summer ▪ Record yourself to improve fluency, pronunciation and pace ▪ Review Listening to papers with transcripts and note key repeated words ▪ Watch and listen to French media (audio French, subtitles English)
Useful exam tips / Common mistakes to avoid	▪ Block time in your calendar for each task. ▪ Track progress with a weekly checklist. ▪ Mix listening, speaking, and writing tasks to keep revision balanced.

Supporting Success in Year 11: Geography



Qualification:	Geography
Head of Department	Mr J King: jking@cchsg.com
Exam board details and website link:	AQA https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification
Scheme of Assessment (number of papers / durations etc):	Paper 1 – 1 hour 30 minutes Paper 2 – 1 hour 30 minutes Paper 3 – 1 hour 30minutes
How to access past / sample exam papers, mark schemes, examiners reports:	GCSE Geography 8035 Assessment Resources AQA
Where/how to access revision materials:	▪ Coolgeography - GCSE - Revision Zone ▪ AQA GCSE Geography - Internet Geography ▪ GCSE Geography - AQA - BBC Bitesize ▪ Geography KS4 Revision – Colchester County High School for Girls
Optional revision guides / texts to purchase:	Oxford Revise AQA GCSE Geography GCSE Geography AQA Complete Revision & Practice AQA GCSE 9-1 Geography Complete Revision & Practice (Collins GCSE Grade 9-1 Revision) Hodder AQA GCSE (9–1) Geography Workbook
Suggested revision techniques:	7-3-2-1 study method - a spaced repetition technique designed to combat the "forgetting curve" and permanently move information from short-term to long-term memory. Instead of cramming, you systematically review your study material over a period of time: 7 days, 3 days, 2 days, and today 3 Colour Pen method – using past papers/mark schemes Mind maps Knowledge organisers Structure Strips
Useful exam tips / Common mistakes to avoid	#1 – Answer the question. Ensure you follow the directive of the command word. Explicit use of correct examination language. #2 Use the Figure, make accurate use of information within the exam booklet to scaffold and support your answers #3 – Avoid the “Geography of anywhere”, be specific and support your answers with relevant case study detail and key terms.

Supporting Success in Year 11: German



Qualification:	German
Head of Department	Mr S Page: spage@cchsg.com
Exam board details and website link:	AQA GCSE German 8662 Specification AQA
Scheme of Assessment (number of papers / durations etc):	Paper 1 –45 minutes – Listening examination Paper 2 – 15m prep. 12 minutes - Speaking examination Paper 3 – 1 hour - Reading examination Paper 4 – 1 hour 15 minutes – Writing examination
How to access past / sample exam papers, mark schemes, examiners reports:	GCSE German 8662 Assessment Resources AQA
Where/how to access revision materials:	▪ CCHSG Revision HUB - German KS4 Revision – Colchester County High School for Girls ▪ Revision websites: BBC Bitesize GCSE German - AQA - BBC Bitesize ▪ Online quizzes: Seneca, Quizlet
Optional revision guides / texts to purchase:	▪ CGP Revision guides
Suggested revision techniques:	▪ Review all listening tasks/papers with the transcript. Analyse key words that commonly occur. ▪ Regularly review your speaking questions in both a written and spoken manner to practise production skills. ▪ Use your mini whiteboard to practise writing. ▪ Learn vocabulary in phrases
Useful exam tips / Common mistakes to avoid	▪ Avoid overcomplicating answers and use what you know ▪ Don't panic if there is a word you're not sure of. Work out the general meaning. ▪ Write the word order equations into your writing plan. That will help you get the correct word order. ▪ Gebäude (buildings), bedroht (threatened) and Verkehr (traffic/transport) have all been tested most years. Make sure you know them!

Supporting Success in Year 11: History



Qualification:	History
Head of Department	Mrs S Sanderson: ssanderson@cchsg.com
Exam board details and website link:	AQA GCSE History 8145 Specification Specification At A Glance AQA
Scheme of Assessment (number of papers / durations etc):	Paper 1 – 2 hours Paper 2 – 2 hours
How to access past / sample exam papers, mark schemes, examiners reports:	GCSE History 8145 Assessment Resources AQA AQA GCSE History Past Papers [PDFs & Mark Schemes]
Where/how to access revision materials:	▪ CCHSG Revision HUB - History KS4 Revision – Colchester County High School for Girls ▪ Revision websites: BBC Bitesize GCSE History - AQA - BBC Bitesize, John D. Clare, GCSE History by Clever Lili, Mr Allsop History, Save My Exams, Revisely. ▪ Online quizzes: Seneca, Quizlet, Kahoot
Optional revision guides / texts to purchase:	▪ Oxford AQA GCSE History: Germany 1890-1945 Democracy and Dictatorship Revision Guide (9-1) ▪ Oxford AQA GCSE History: Britain: Health and the People c1000-Present Day Revision Guide (9-1) ▪ Oxford AQA GCSE History: Elizabethan England c1568-1603 Revision Guide (9-1)
Suggested revision techniques:	▪ Create a series of flash cards for each of the four main topics areas. ▪ Create a timeline of key events and consider the cause/consequence/links of events. ▪ Create living graphs to show the change and continuity of topic/policy areas. ▪ Create colourful mind-maps for key topic areas. Include pictures to make the information more memorable. ▪ Test knowledge by attempting quizzes on Teams/listed websites. ▪ Attend revision sessions delivered by the History Department. ▪ Plan and write past paper questions.
Useful exam tips / Common mistakes to avoid	▪ Timing: Remember every 4 marks = 1 paragraph = 5 minutes. ▪ Always write paragraphs with a Point, Evidence (key details) and Explanation. ▪ Always consider the provenance (particularly the purpose) of a source, not just the content. ▪ Never include the provenance of the interpretations for Question 2 on the Germany Paper.

Supporting Success in Year 11: Latin



Qualification:	Latin
Head of Department	Miss Swettenham: MSwettenham@cchsg.com
Exam board details and website link:	OCR GCSE - Latin (9-1) - J282
Scheme of Assessment (number of papers / durations etc):	Paper 1 – Language – 1 hour 30 minutes Paper 2 – Prose Literature – 1 hour Paper 3 – Verse Literature – 1 hour
How to access past / sample exam papers, mark schemes, examiners reports:	OCR Website – Latin GCSE – Assessment GCSE - Latin (9-1) - J282
Where/how to access revision materials:	▪ CCHSG Revision HUB ▪ Online quizzes: Quizlet ▪ 400 Revision Sentences Booklet ▪ CCHSG Grammar Revision Booklet ▪ Lesson slides on TEAMS
Optional revision guides / texts to purchase:	Essential GCSE Latin Latin to GCSE Book 1 and 2 Latin Stories ZigZag Education Literature Guides
Suggested revision techniques:	Language Revision Techniques: • Vocabulary: ○ Make your own flash cards ○ Use online platforms such as <i>Quizlet</i>, <i>Memrise</i> or <i>Latin Vocabulary Tester</i> ○ Learn all the different forms ○ Little and often is key • Grammar: ○ Revisit lesson slides on the class TEAMS page ○ Review the GCSE specification and write out everything you know on a topic, then, go back and compare your notes ○ Learn noun and verb endings by practising writing them out ○ Practise unseen translations, comprehensions, grammar questions and English to Latin sentences Literature Revision Techniques: • Number your translation so that you can translate every word • Select passages to translate and analyse without notes • Practice 4, 8 and 10 mark questions - either use mind maps or write them in full • Write a plot summary for each of texts • Make mind maps of themes and characterisation of characters

Useful exam tips /
Common mistakes to
avoid

Useful Exam Tips (Language):

- **Read the question carefully** and check exactly what it is asking before answering.
- **Learn vocabulary thoroughly** – knowing common words quickly saves time in translation questions.
- **Identify verb endings first** to work out who is doing the action and when it happens.
- **Use context clues** from the passage if you do not know a word.
- **Manage your time** so you leave enough time for all sections and can check your answers.

Common Mistakes to Avoid (Language):

- **Ignoring case endings**, which can lead to mixing up subjects and objects.
- **Translating word-for-word without considering meaning**, resulting in awkward or incorrect English.
- **Missing small but important words** such as *non* (not), *et* (and), or *sed* (but).
- **Forgetting tense changes**, especially between present, imperfect, perfect, and future verbs.
- **Rushing comprehension questions** and failing to use evidence from the text.
- **Leaving blanks** when unsure—make an educated guess.

Useful Exam Tips (Literature):

- **Learn key quotations** from your set texts. Short quotations can support an explanation effectively.
- **Know the context of each passage**—who is speaking, what has happened before etc.
- **Focus on the author's style of writing** (word choice, imagery, sound effects, characterisation, humour, suspense, etc).
- **Use evidence in every answer** by referring to specific words from the text.
- **Answer the question directly** rather than writing everything you know about the passage.

Common Mistakes to Avoid (Literature):

- **Retelling the story** instead of analysing how the author creates an effect.
- **Making a point without evidence** from the text.
- **Spotting a technique but not explaining its effect** on the reader.
- **Ignoring the Latin text** and relying only on the English translation.
- **Repeating the same idea** in different words instead of making new points.

Supporting Success in Year 11: Mathematics



Qualification:	Mathematics
Head of Department	Mrs Roshen: broshen@cchsg.com
Exam board details and website link:	Edexcel Higher Tier 1MA1/H
Scheme of Assessment (number of papers / durations etc):	Paper 1 (non-calculator) – 1 hour 30 minutes Paper 2 (calculator) – 1 hour 30 minutes Paper 3 (calculator) – 1 hour 30 minutes
How to access past / sample exam papers, mark schemes, examiners reports:	Pearson website – Past Papers Past papers Past exam papers Pearson qualifications Physics and Maths Tutor – Past Papers (https://www.physicsandmathstutor.com/past-papers/)
Where/how to access revision materials:	▪ CCHSG Revision HUB - Mathematics KS4 Revision – Colchester County High School for Girls ▪ Bicen Maths: GCSE Exam Questions - YouTube ▪ More practice papers PRACTICE PAPERS 1st Class Maths (https://www.1stclassmaths.com/exam-papers) ▪ Revision websites: Edexcel GCSE Maths Revision Maths Genie BBC Bitesize: GCSE Maths - Edexcel - BBC Bitesize
Optional revision guides / texts to purchase:	CGP and Pearson Revision guides & Practice Books
Suggested revision techniques:	Five tips and tricks to help with GCSE Maths revision - BBC Bitesize Learn how to use your calculator well (choose topic relevant to GCSE): Graphical calculators: CG50 fx-CG50 Archives - Casio Calculators CG100 fx-CG100 Archives - Casio Calculators
Useful exam tips / Common mistakes to avoid	Common GCSE Maths Mistakes & How to Avoid Them – SaveMy Exams (1 March 2026)

Supporting Success in Year 11:

Music



Qualification:	Music
Head of Department	Ms G Bartille: GBartille@cchsg.com Mrs K Sharp: KSharp@cchsg.com
Exam board details and website link:	Eduqas GCSE MUSIC - SPECIFICATION
Scheme of Assessment (number of papers / durations etc):	Component 1: Performing 30% Component 2: Composing 30% Component 3: Appraising Listening paper 1h15 Min 40%
How to access past / sample exam papers, mark schemes, examiners reports:	GCSE Music Eduqas
Where/how to access revision materials:	CCHSG Revision HUB - Music KS4 Revision – Colchester County High School for Girls GCSE Music - Eduqas - BBC Bitesize Eduqas Digital Educational Resources TEAMS – All revision guides for all AOS are on the Y10 TEAMS page
Optional revision guides / texts to purchase:	WJEC/Eduqas GCSE Music Revision Guide - Revised Edition GCSE Music WJEC/Eduqas Complete Revision & Practice (with Audio & Online Edition): for the 2026 exams (CGP GCSE Music) GCSE Music - Revision Guide Comprehensive Study Book for WJEC and Eduqas Exams Music Theory, Listening and Appraising Practice for Students and Teachers Exam Preparation and Learning Support
Suggested revision techniques:	Regular practice on your instrument for the solo and ensemble exam in October / November 2026 ensuring that <u>both</u> pieces are at least four minutes in length. Break down listening exercises for the Areas of Study using the Eduqas digital resources. Eduqas Digital Educational Resources AOS1 Bach and WCT AOS2 Music for Ensembles - Chamber, Blues/Jazz, Musical Theatre AOS 3: Film Music (10 Mark essay) AOS4: Africa and Popular music / Fusion Continue with regular theory and dictation exercises: Eduqas GCSE Music Revision (General) - YouTube

**Useful exam tips /
Common mistakes to
avoid**

Make sure you know the musical elements and their definitions

[Resource](#)

Ensure you know both set works (Bach and Africa) really well

For the 10 mark question use MAD TSHIRT to plan your response with justifications for each element identified linking to the question theme.

Supporting Success in Year 11:

Physical Education



Qualification:	AQA GCSE Physical Education
Head of Department	Miss Freeman: lfreeman@cchsg.com
Exam board details and website link:	AQA GCSE Physical Education 8582 Specification AQA
Scheme of Assessment (number of papers / durations etc):	Paper 1 – 1 hour 15 minutes Paper 2 – 1 hour 15 minutes
How to access past / sample exam papers, mark schemes, examiners reports:	GCSE Physical Education 8582 Assessment Resources AQA
Where/how to access revision materials:	▪ CCHSG Revision HUB - Physical Education KS4 Revision – Colchester County High School for Girls ▪ Revision websites: BBC Bitesize, AQA GCSE PE Revision Resources – The PE Classroom ▪ Seneca
Optional revision guides / texts to purchase:	▪ CGP GCSE Physical Education AQA Revision Guide ▪ Hodder Education AQA GCSE (9-1) PE Second Edition ▪ The Pocket-Sized Physical Education Revision Guide
Suggested revision techniques:	▪ Exam questions – start with AO1 questions then move on to AO2 & AO3. ▪ Active recall – read a section, hide the notes and then write down everything you know on that section. ▪ Review content, then add sporting examples for all sections. ▪ Mind maps of all six sections with key information written and drawn.
Useful exam tips / Common mistakes to avoid	▪ Make sure you have given enough points for the amount of marks the exam question is. ▪ Ensure you are fully aware of each command word and what you need to do using that command word to answers the question. ▪ BUC – Box the command word, Underline the content, Circle the sport/context of the question. ▪ For your extended answer questions, think outside the box/outside of the topic that the question is asking you about.

Supporting Success in Year 11: Physics



Qualification:	Physics
Head of Department	Mrs Swannell: aswannell@cchsg.com
Exam board details and website link:	Edexcel Edexcel GCSE Sciences (2016) Pearson qualifications
Scheme of Assessment (number of papers / durations etc):	Paper 1 – 1 hour 45 minutes Paper 2 – 1 hour 45 minutes
How to access past / sample exam papers, mark schemes, examiners reports:	Edexcel GCSE Sciences (2016) Pearson qualifications Physics and Maths Tutor Physics Revision Resources (Save My Exams)
Where/how to access revision materials:	▪ Physics KS4 Revision – Colchester County High School for Girls ▪ Revision websites: BBC Bitesize, Free Science Lessons, Cognito Physics, GCSE Physics Online (some parts require subscription), Spotify (Cognito and Seneca have podcasts on Spotify) ▪ Online quizzes: Seneca, Quizlet, Isaac Science
Optional revision guides / texts to purchase:	All CGP: ▪ GCSE Edexcel Physics 9-1 Revision Guide ▪ GCSE Edexcel Physics Exam Practice Workbook ▪ GCSE Physics for Edexcel (Grade 9-1) 10 minute tests
Suggested revision techniques:	▪ Learn definitions and common answers to questions by rote (even if you think you know them!) ▪ Flashcards ▪ Seneca ▪ Get someone to test you! We will want you to be physics fluent by Feb half term. ▪ Practice calculation questions to check you can re-arrange equations and convert units – it should become boring (then you know you know it!) ▪ Practice past paper and exam style questions but don't give up too easily and check the answers too soon. ▪ Use the mark scheme to help you refine your answers so you know the correct way to structure your answers (particularly 6 mark Qs)

**Useful exam tips /
Common mistakes to
avoid**

You know what's coming...

- Show ALL your working out – equation, working, answer, units. Check whether you must convert any units.
- Highlight the relevant numbers in the question and write the symbol and any necessary conversions above it.
- If the question says 'You may draw a diagram,' DRAW ONE! Or annotate an existing diagram.
- Annotate graphs to show what you are reading from them.
- Be guided by the number of marks as to how much you need to include e.g. 3 marks for a calculation usually means either a unit conversion somewhere or a sig fig mark.
- If a question includes the word 'explain' your answer needs the word 'because'.
- If you are commenting on patterns from a graph your answer should be in the form 'as x increases/decreases, then y increases/decreases/stays the same. Your final statement is either linear or non-linear.

Supporting Success in Year 11: Psychology



Qualification:	Psychology
Head of Department	Miss Mckenna: sbridge@cchsg.com
Exam board details and website link:	Edexcel - Edexcel GCSE Psychology
Scheme of Assessment (number of papers / durations etc):	Paper 1 – 1 hour 45 minutes Paper 2 – 1 hour 20 minutes
How to access past / sample exam papers, mark schemes, examiners reports:	Pearson Edexcel Past Papers and Assessment Resources Psychology revision via PMT
Where/how to access revision materials:	▪ CCHSG Revision HUB - Psychology KS4 Revision ▪ The Learning Academy - Edexcel GCSE Psychology ▪ Edexcel Psychology - preparing for your exams ▪ 9 Mark Essays ▪ Exam Guidance ▪ Save My Exams ▪ Revision of Yr 9 Topics ▪ Tuxford Psychology ▪ Study Mind ▪ Tonnes of Revision Links! ▪ Online quizzes Key studies Quizlet Cards ▪ Ali Abbas revision guide
Optional revision guides / texts to purchase:	▪ GCSE study Hacks using Cognitive Psychology
Suggested revision techniques:	• Complete past exam questions and full papers under timed conditions. Afterwards, use the mark scheme to assess your answers, identify your current level, and see what you need to do to achieve higher marks. • Actively review key studies and topics by testing yourself regularly (e.g. flashcards, quizzes, or blurting), focusing on areas you find most difficult. • Read and summarise case studies or real-life examples linked to topics (e.g. brain & neuro topic or memory) to deepen your understanding of how psychology applies in real contexts. • Revise a range of topics across the course (e.g. Development, Memory, Social Influence) and practise explaining them clearly to others—this helps identify gaps in your knowledge.

	• Be evaluative in your revision: consider strengths, weaknesses, and issues with studies or theories (e.g. validity, reliability, ethics). Ask yourself <i>why</i> a study is useful or limited and whether findings can be generalised.
Useful exam tips / Common mistakes to avoid	• Read each question and any source material carefully, making sure you fully understand what is being described in the study, scenario, or data. • Pay close attention to command words (e.g. <i>describe</i>, <i>explain</i>, <i>evaluate</i>), as these tell you exactly what the question is asking you to do. • When referring to studies or scenarios, stick closely to the information provided and avoid adding irrelevant material. • Focus on the correct skill for each question: for example, don't just describe a study if you are being asked to <i>explain</i> or <i>evaluate</i> it. • In questions about research methods, make sure you understand key concepts such as variables, hypotheses, sampling methods, and experimental design. • When answering evaluation questions, include clear strengths and weaknesses (e.g. issues of validity, reliability, bias, or ethics). • Use key psychological terminology accurately (e.g. <i>independent variable</i>, <i>extraneous variables</i>, <i>validity</i>), as this helps secure marks. • Structure longer answers clearly, with a logical order and developed points. • When answering scenario-based questions, always link your answer directly back to the given example. • Leave time at the end to check your work, making sure your answers are clear, accurate, and use appropriate terminology.

Supporting Success in Year 11: Religion and World Views



Qualification:	Religion and World Views
Head of Department	Mrs Stern: hstern@cchsg.com
Exam board details and website link:	OCR GCSE (9-1) Religious Studies (Full Course) J625 specification
Scheme of Assessment (number of papers / durations etc):	Paper 1 - 1 hour (J625/01) Paper 2 - 1 hour (J625/02) Paper 3 – 2 hours (J625/06)
How to access past / sample exam papers, mark schemes, examiners reports:	https://www.ocr.org.uk/qualifications/gcse/religious-studies-j625-j125-from-2016/assessment/
Where/how to access revision materials:	▪ CCHSG Revision HUB ▪ BBC Bitesize ▪ Online quizzes: Seneca, Quizlet ▪ Youtube: Ben Wardle (AQA GCSE has overlapping content with OCR)
Optional revision guides / texts to purchase:	My revision notes Workbook Revision guide
Suggested revision techniques:	Strategies to help you learn key terms, sources of wisdom and authority (SOWAA) and range (denominational views): • Make flashcards • Prioritise short SOWAAs as they are easier to learn • Look, cover, write, check • Use post it notes around the house Strategies to help you improve exam technique: • Use structure mats • Answer practice questions • Review mark schemes Strategies to help you learn content: • Mind maps • Break topics into small chunks • Blurting
Useful exam tips / Common mistakes to avoid	• Use the specification to help you review content • Make sure you know the difference between AO1 (knowledge and understanding) and AO2 (evaluation) questions • Practice your timing • You cannot achieve a high band without knowing the key term definitions, sources of wisdom and authority and denominational views

Supporting Success in Year 11: Spanish



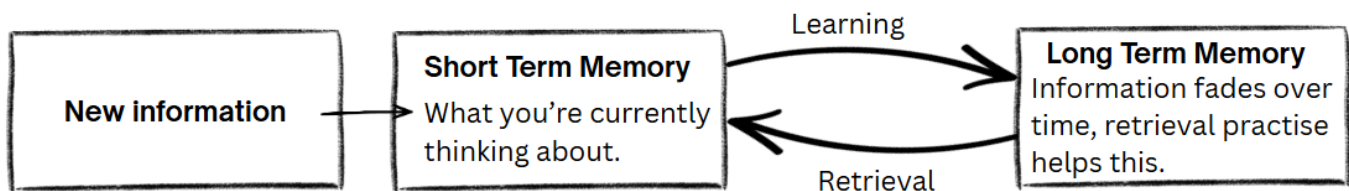
Qualification:	Spanish
Head of Department	Mrs Picciau: spicciau@cchsg.com
Exam board details and website link:	AQA GCSE Spanish 8692 Specification AQA
Scheme of Assessment (number of papers / durations etc):	Paper 1 – Listening - 45 minutes Paper 2 – Speaking -12 minutes + 15 minutes supervised preparation Paper 3 – Reading - 1 hour Paper 4 – Writing - 1 hour 15 minutes
How to access past / sample exam papers, mark schemes, examiners reports:	GCSE Spanish 8692 Assessment Resources AQA
Where/how to access revision materials:	▪ NotebookLM – speaking questions practice ▪ NotebookLM – reading past paper practice ▪ Revision websites: BBC Bitesize ▪ Vocabulary practice: Quizlet
Optional revision guides / texts to purchase:	
Suggested revision techniques:	▪ Regularly review your speaking questions in both a written and spoken manner to practise production skills. ▪ Use your mini whiteboard to practise writing. ▪ Learn vocabulary in phrases
Useful exam tips / Common mistakes to avoid	Listening: ▪ Annotate questions, in particular complex vocabulary ▪ Check if the sentences in the dictation are grammatically accurate Reading: ▪ Read the question carefully, focussing on question words ▪ Check you have not missed out words in the translation Writing ▪ Ensure you are answering all bullet points ▪ Don't overcomplicate your answer Speaking ▪ Write accurate notes during the preparation time, as you will be able to read from them during the exam



The Science of Learning

Research into cognitive science has provided us with advice on the science of learning what ways do students learn best, and what should be avoided.

How memory works

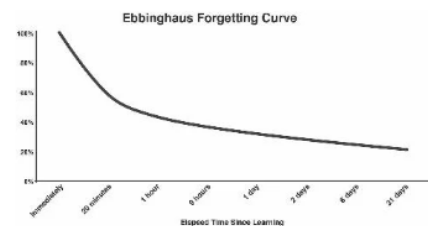


How Learning Works

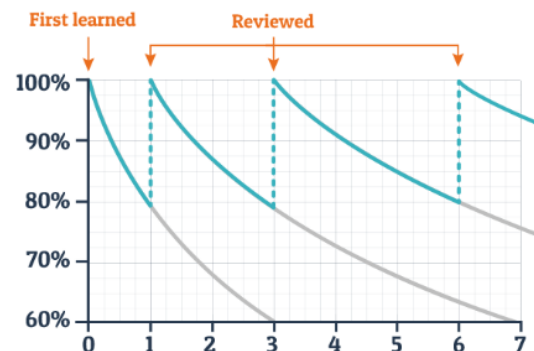
We know that for information or skills to be learnt and stored in your long term memory, the mind must work hard. Therefore, when doing any revision activity, you must do things which actively make you think hard.

Forgetting and retrieval

We also know that information and skills are naturally forgotten if not revisited or practiced. Research has shown that over time you forget a majority of what you've learnt, it happens immediately.



- Practice and retrieval helps to 'Break the Forgetting Curve' as it strengthens long term memory it stops the information 'fading' from your Long Term Memory
- Retrieval helps organise information in your memory, making it easier and quicker to remember in the future
- Retrieval helps you learn even more, knowledge is sticky!



What we know doesn't work:

- The science of learning has also told us there are several ineffective revision strategies which remain popular. Students often feel as they have been 'busy' doing these, thinking that they are revising hard. However, they have little impact.



Re-Reading

This gives a false sense that you 'know it'. However, but your brain isn't doing any hard work or learning.



Highlighting

It wastes time & leaves you focusing on a narrow area, often missing the big picture of the notes.



Cramming

This essentially overloads your working memory, you can't learn it all. It causes stress/anxiety before exams



Re-Writing

Writing out your notes again isn't making your brain do any hard work, it simply wastes time.



Effective Revision Strategies

The Pomodoro Technique

This is an effective strategy to manage your time and break tasks down into manageable chunks. This allows you to tick things off your list without becoming too overwhelmed by information.

Useful if:

- You get overwhelmed by how much revision you have to do, so end up not doing any at all.
- You get distracted by everything – checking your phone, tidying your room – basically anything that isn't revision.
- You're struggling to motivate yourself and find revision really boring.
- You have exams coming up soon and need to do your revision in a short amount of time.



How does this method work?

First, decide how long you want to revise for and what you want to revise.

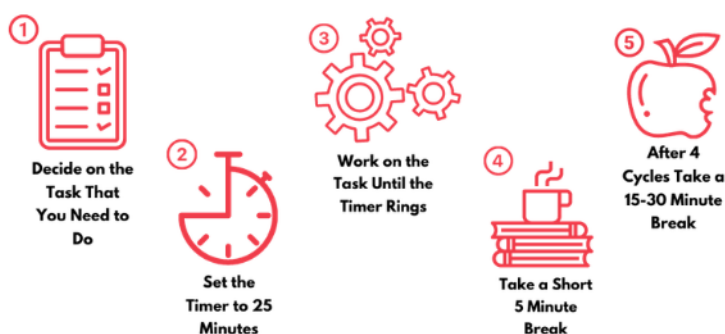
Set a timer for the length of time you want to revise.

Once your timer finishes, take a break. This could be from 5 minutes to an hour.

Example schedule:

- 25 minutes – revise
- 5 minutes – break
- 25 minutes – revise
- 5 minutes – break
- 25 minutes – revise
- 5 minutes – break
- 25 minutes – revise
- 25 minutes – longer break

THE POMODORO TECHNIQUE



Taking breaks is essential for this method, it helps you prevent overwhelm and allows you to feel refreshed after each break.

On your longer breaks, you could try to get outdoors or do something you enjoy.



Effective Revision Strategies

Spaced repetition and the 2357 method

Spaced repetition is based on the forgetting curve and is a scientifically proven method that involves reviewing information at regular intervals to boost your memory, and make it less likely you'll forget everything.

Here's how to do it:

1. **Straight after a lesson** – summarise the key points in your own words, create a study guide or make flashcards
2. **Next day** – use active recall to test yourself without looking at your notes
3. **Three days later** – test yourself again, try blurting, the Feynman technique or do past exam paper questions
4. **One week later** – keep testing and identify what you're struggling with the most, focus on that

The 2357 method

The 2357 method is a type of spaced repetition where you review a topic at increasingly longer intervals. Again, this is based on the forgetting curve and works by revising something just before you're most likely to forget it. This is an effective method to use around exams periods as it factors in exam days.

How to use this method:

1. Start from the date of your exam and plan a revision session the day before
2. Two days before your last session plan another one
3. Then count three days back from that and plan another session
4. Count five days back and plan a session there
5. Then count seven days back and plan your first study session

THE 2, 3, 5, 7 METHOD



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
	1	2	3	4	5 Revise Maths	6 Revise English
7	8	9	10 Revise Biology	11	12 Revise Maths	13 Revise English
14	15	16	17 Revise Maths Revise Biology	18 Revise English	19	20 Revise Maths
21 Revise English	22 Revise Maths Revise Biology	23 Revise English Maths exam	24 English exam	25 Revise Biology	26	27 Revise Biology
28 Biology exam	29	30	31			



Effective Revision Strategies

Flashcards

This isn't a new technique, but it is one that needs to be used correctly in order to be effective. Generally, flashcards are best used to remember key words, definitions, facts, quotes and smaller chunks of information.



Using Flashcards effectively

Use images and colours - using visual aids help to trigger your memory. Use different colour flashcards, pens or highlighters to differentiate between topics.

Test yourself - this is a form of active recall. Don't just read the flashcards, see if you can remember what is on them. Ask a friend or family member to test you as well.

Use the Leitner system - sort your flashcards into piles depending on whether you got them right or wrong. Cards you got right can be reviewed less often. Once you get a card wrong, it goes back into the box to be reviewed more often.



Blurting

This technique is all about testing yourself and utilising active recall. This method works by testing your memory to retrieve the information from a topic without looking at your notes.

How To Blurt

1. Study a topic briefly
2. Cover your notes
3. Write down everything you remember from a topic, this can be in bullet points or as a mind map.
4. Check your notes to see what you have missed, you can fill in any gaps in a different colour pen so you can see what you have forgotten.
5. Repeat this process, you should have fewer gaps each time.

Tips On Blurting

- Start with smaller topics rather than whole chapters.
- Combine blurting with flashcards or past papers.
- Space blurting sessions across several days - you could factor this into the 2357 method.



Effective Revision Strategies

The Feynman Technique

This technique, developed by Richard Feynman, requires you to teach a concept in simple terms. Sometimes described as 'explaining it to a child'!



How To Use The Feynman Technique

- **Choose a topic** - pick a topic you want to understand and review your notes
- **Teach the topic to someone else** - you could explain this to a younger sibling or imagine talking to a young child. Use simple terms to ensure they understand it. Only refer back to your notes when you absolutely need to.
- **Identify gaps in your knowledge** - you may be asked questions about the topic that could identify gaps you have in your understanding.
- **Review your notes** - refer back to your notes and fill in any gaps you may be missing.
- **Teach it again** - teach someone the topic again, refine your explanation and simplify your terms.

Past Exam Papers



This technique is highly effective and a good way to check you have retained the information that you revised. It also helps identify gaps you have in your knowledge and what to focus on next.

This methods allows you to:

- Apply your knowledge, solve problems and analyse information.
- Understand command words
- Manage your time effectively
- Mark your work, look at mark schemes and identify patterns



Developing Revision Habits

Creating habits

Habits are extremely important in helping you to succeed. Building these habits early will help you stay on track for your goals. Habits are hard to develop and it takes time for them to 'stick' but if you remain consistent, they will help you reach your goals.

Four Principles for Building Effective Habits

There are four principles for building effective habits, these are called the 'Habit Loop' and each phase is important.

Make it Obvious

Revise in one designated area.
Leave your revision materials out ready to start.
Schedule your revision so you have a plan when you sit down.

Make it Attractive

Revise with friends and plan study sessions together.
Reward yourself once you have completed your revision.

Make it Easy

Start small - 10 minutes a day at first then build up over time.
Reduce distractions when you revise.
Ask your family to support and encourage you.
Create a revision timetable.

Make it Rewarding

Start by using easy tests/quizzes then build up the challenge over time.
Reframe your mindset to focus on working efficiently.
Track your progress.



Caring For Your Well-Being During Exams

Managing your wellbeing is essential in the lead up to and during exams, try the following tips to help you look after yourself and always talk to a trusted adult if you are struggling.

Make time for things you enjoy

Find ways to release stress and celebrate progress. You could listen to music, draw, cook, play with a pet or go for a walk. You can try things alone or with friends.

Find balance

Be realistic about what you can do in a day or a week. And try to balance studying with breaks. A revision timetable might help with this.

Be kind to yourself

It's also important to be kind to ourselves and practice self-compassion.

Ask for help

If you are struggling with your studies, ask your teacher for help. If you are struggling with your wellbeing, speak to your form tutor, a member of the pastoral team or your parents for support.

Talk to others about how you feel

Connect with other people, especially people who are going through the same thing. This could be with a friend or family.

Get enough sleep

Create a relaxing bedtime routine to give yourself time to unwind before going to sleep.

Look after your physical health as well as your mental health

Make sure you are eating well to fuel yourself. Aim to drink around 2L of water each day and include regular exercise in your routine, this will help you unwind.

PRACTICAL STRESS BUSTERS FOR TEENAGERS ADVICE

DIET	Eat healthily – make sure you have a balanced diet. Remember your 5 a day (full of antioxidants which can help reduce stress-driven unstable free radicals). Complex carbohydrates sustain long term energy levels and brain power. Eat breakfast. If you eat late, then eat light – no heavy meals before bed. You get out of your body what you put into it – junk in/junk out!
WATER	Keep hydrated; drinking plenty of fluid keeps your digestion healthy and moving. Carry a small bottle of water with you and refill when empty.
SLEEP	Your body needs rest. Have a good bedtime routine: • Avoid TV, games, Facebook, Instagram, phones, tablets etc., half an hour before bed as they are too stimulating. • TURN OFF PHONES – don't get distracted just before trying to get to sleep. • Read a book for 10 minutes or listen to quiet music. • Keep bedroom dark and quiet • Don't go to bed too late; you won't sleep if you are overtired.
EXERCISE	Do what you enjoy – running, cycling, aerobics, football, walking, swimming, yoga, pilates, playing drums(!) – use physical exercise to work off pent up feelings of irritation, annoyance, anger, frustration, aggression, etc.
BAD HABITS/PROPS	Recognise when you are tempted to use bad coping strategies, such as controlling your eating; they are not answers for dealing with stress – they just cause more anxiety: Your body is your best friend, treat it well – treat it with respect.
SHARE	Talk. Talk to someone about your problems - don't bottle up your feelings.
PRACTICAL	Use small exercises to ease physical tension – for instance stretch your shoulders front and back to loosen tense neck muscles. Take time for yourself – reading, seeing friends, hobbies, etc. Watch a funny show or crack a joke with a friend and notice how a little laughter can improve your entire mood. Sit or lie quietly with eyes closed: • Concentrate on your breathing • Breathe deeply but without force • Visualise yourself somewhere peaceful/safe/happy • Allow positive feelings to fill you from within • Use positive affirmation: 'I can' 'I am' • Open your eyes slowly, listening to external sounds, and get up gently. • YOU CAN USE THIS ANYWHERE, ANYTIME.

VALUE YOURSELF AND GIVE YOURSELF THE CARE YOU DESERVE

Sources of Support

- CAMHS: <https://www.nelft.nhs.uk/set-camhs>
- Website for young people: <https://kooth.com/>
- Young Minds also have a parent helpline: <https://youngminds.org.uk/>
- Parent advice: <http://www.theministryofparenting.com/>
- Self- help CBT approaches www.getselfhelp.co.uk
- Childline www.childline.org.uk Tel: 0800 1111
- Samaritans www.samaritans.org/how-we-can-help-you/contact-us Tel: 116 123
- Youth Enquiry Service <https://www.yesyouthenquiryservice.org/>

What to do?

- Talk to the young person and let them talk – they need you to listen and to understand
- Refer to your GP who may make a referral to EWMHS
- Young people can also self-refer to EWMHS if 14 or over

Student Pastoral Support

Kooth and Mental Health Essex

Kooth is a free, anonymous, confidential, safe online counselling and wellbeing commissioned by the CCG to support young people in Essex from aged 11 to 19. Counsellors are available 365 days a year, Monday – Friday 12.00 – 22.00 and Saturday and Sunday 18.00 – 22.00, assessable on mobile phone, laptop and tablet via www.kooth.com

Their website also includes discussion boards, Kooth Magazine with help articles, journal and self-help tools.

Inspire Suffolk - Wellbeing Service Supporting Young People aged 16-25 living in Suffolk and Essex

Their wellbeing service can offer weekly 30-minute distance counselling sessions with a BACP Accredited Counsellor; to explore choices within mental health, resilience and confidence within mental health. These sessions will aim to provide young people with the knowledge, tools and coping strategies to deal with their own mental health in a positive way during the coronavirus outbreak, lockdown and life in general. Full details are available on their website:

<https://inspiresuffolk.org.uk/courses/wellbeing-service/>

All information correct at the time of publication. Some information may be subject to change depending on changes to current restrictions and Government guidance.



North East London
NHS Foundation Trust

24/7 Support



Text **SHOUT** to **85258**. Shout provides free, 24/7 text support for young people across the UK experiencing a mental health crisis.

Papyrus **0800 068 4141 Text 88247** Email pat@papyrus-uk.org Confidential advice and support if you're struggling with suicidal thoughts, and information about how to make a safety plan.

To get urgent mental health advice from the NHS, **call 111** and select the mental health option. NHS 111 can support anyone who is feeling unsafe, distressed or worried about their mental health. They can also give information and advice about what to do if you're worried about someone else.

If you would rather get help online, you can use [111 online](https://www.nhs.uk/111).

A confidential telephone support service for children and young people which is free to phone on: **0800 111**

Other Support



www.youngminds.org.uk Information and advice for young people on mental health.
Call to parents helpline: 08088025544 (Monday – Friday 09.30am – 4pm).

<https://togetherall.com/en-gb/> is for young people aged 16+, online support programmes and support network (previously known as bigwhitewall).

WYSA App available in App Store <https://www.wysa.io>
WYSA is an AI life coach that helps you to move forwards and to build emotional resilience.

Keeth, anonymous, online counselling for children and young people.

Mood Tools, app that helps combat depression with 6 evidence-based tools.

www.themix.org.uk Freephone 08088084994. Mental health advice and support for anyone under 25.

Stay Alive app is a suicide prevention resource for the UK, packed full of useful information and tools to help you stay safe in crisis.

Striving to provide the best care by the best people