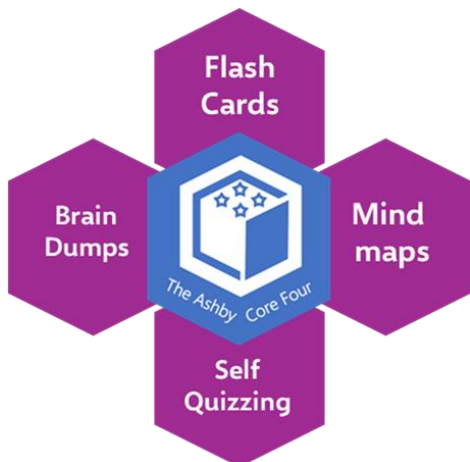


Focus of the week:



Flashcards

Flashcards are a great way to revise because they help you remember important information more easily.

By writing a question on one side and the answer on the other, you actively test your memory, which makes it easier to recall things in an exam.

Using flashcards regularly helps move information from your short-term memory to your long-term memory. They're also easy to carry around, so you can revise anytime, anywhere.

To help with your studies, all students have been given a pack of flashcards in form time to make revision more effective.

Mr Newton has made a video on how to make flashcards which can be found here:

<https://youtu.be/mqPCEUhcBvk>

Summary: How to create flash cards



1.

Identify knowledge

What are you creating flash cards on?

Do you have your knowledge organizer?

Use your book to look at previous misconceptions from whole class feedback.



2.

Colour coding

Use different coloured flash cards for different topics. This helps with organization NOT recall



3.

Designing

1 Question per flashcard.

Making them concise and clear.

Use a one word prompt, so that you can recall as much as you can.

No extended answer questions.

Number your flash cards for self quizzing.



4.

Using

Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.

Do not just copy & re-read.

Shuffle the cards each time you use them.

Use the Leitner system to use flash cards everyday.



5.

Feedback

How have you performed when you look back at your answers?

Is there anything you need to revisit in more detail?

Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.

THE ONE ABOUT STUDENT RESILIENCE

@inner_drive | www.innerdrive.co.uk

THE STUDY

Calvin Coolidge, the 30th President of the United States of America, once noted that “nothing in this world can take the place of persistence. Talent will not; nothing is more common than unsuccessful men with talent. Genius will not; unrewarded genius is almost a proverb. Education will not; the world is full of educated derelicts. Persistence and determination alone are omnipotent”. Whilst he might have been slightly over-exaggerating the importance of resilience, the desire to help students improve these skills is probably more popular now than ever. But is resilience something that can be learnt and developed?

Resilience, originally studied in young children suffering major traumatic events, has since been researched in both sport and business. A recent study has now turned the focus to resilience in education. Through interviews with students, researchers identified three key attributes that lead to resilient learners, as well as suggesting what academic institutions can do to help facilitate their development.

THE MAIN FINDINGS

Researchers found three key attributes behind resilience:



A sense of perspective

This included managing one's emotions, concentrating on things one can control and setting both short- and long-term goals. Central to maintaining a sense of perspective was the importance of self-reflection, which allowed students to manage new or uncomfortable situations.



Staying healthy

This helped students respond well under pressure and during adversity. Ways to do this included doing physical activity and participating in team sports, which prompted more social interactions. Identifying and celebrating successes and positive self-talk helped improve mental wellbeing.



Social support

The more someone isolates themselves, the more likely they are to brood over bad decisions. Maintaining good relationships with friends, family and teachers helps students either feel better about their setbacks and/or provide suggestions on how they can possibly overcome them.

Finally, the study looked at what academic institutions could do to help foster resilient environments for their students. They found that helping them experience and learn from failures in a safe environment, providing high-quality feedback that focuses on strategies and next steps, as well as access to extra-curricular activities helped.

Subject Focus



Year 11 GCSE French Speaking examinations 2025:

From Wednesday 9th April until Wednesday 7th May (excluding Easter holidays) year 11 students will have their GCSE French Speaking examination; this will count towards **25%** of their overall grade. All of the students will be given the exact date, time and place of this examination over the next couple of weeks.

The languages teachers know how challenging the last few years have been and are therefore keen for students to be aware of the following important information regarding this component of the exam. It is their first GCSE exam this summer and good preparation will be key to a successful outcome.

Students will need to adhere to their allocated time and ensure they arrive promptly as failure to do so will affect their preparation time and the running order of the exam on the day and they would then receive an absent mark and therefore zero for this component. If your son/ daughter is ill on the day of this exam please email:

N-Fitzpatrick@ashbyschool.org.uk

The speaking exam for foundation/ higher consists of 3 parts:

1. Roleplay scenario in a café/ school/ workplace situation etc.
2. Picture based task.
3. 2 sets of speaking questions (1 chosen by the candidate and 1 chosen by the exam board).

These are all based on the 5 themes we have assessments over the last 2 years.



Please see below some strategies to help with the revision of these in the weeks ahead:

- Use Quizlet.com to check pronunciation of words you are unsure of or create your own speaking question online flashcards.
- Record yourself and repeat your answers whilst listening.
- If you like moving around! - Write the question(s) out on a post-it note and stick them on a door. Go to the door, try to memorise some of the question then write it down OR create a 'memory palace' by linking each question to a place in your room.
- Use the cue cards to assist- we will distribute these in lessons!
- Copy out your questions onto separate, different coloured pieces of paper and put them into a box once you have learned each one – then CHECK!
- Ask someone at home or a friend to help.
- SENECA will assist all 4 language skills and the students have access to this.

Revision Guides:

These are the revision guides we recommend (further details can be found on the school's website)

Pearson Edexcel GCSE (9-1) French Revision Workbook **Second Edition** ISBN: 9781292412177

Pearson Edexcel GCSE (9-1) French Revision Guide **Second Edition** ISBN: 9781292412153

Studio Edexcel GCSE (9-1) French Grammar and Translation Workbook ISBN: 9781292132990

Recommended websites:

- www.senecalearning.com free website – students have a login.
- www.quizlet.com a free website for students to create an account to play games with vocabulary.
- www.languagesonline.co.uk a free website for students to work on any grammar weaknesses.
- www.zut.languageskills.org.uk free after 4pm, good for listening exercises.
- <https://www.bbc.co.uk/bitesize/examspecs/zhyl647h> BBC Bitesize has an Edexcel specific section.

Revision

After school revision sessions are as follows from 3:15-4:15 over this half term also:

- Mon 3rd March SDU in L2
- Tues 11th March GBA in L4
- Mon 17th March SDU in L2
- Tues 25th March GBA in L4
- Mon 31st March NFI in L2
- Mon 7th April NPU in L1

There will also be a revision session in the Easter Holidays.

GCSE Afterschool Revision 3rd – 7th March

School Day	Monday	Tuesday	Wednesday	Thursday	Friday
	Day 6	Day 7	Day 8	Day 9	Day 10
Subject	English	Science	Design and Technology	Private Study	Private Study
Room / information	Paper 2 LIT Unseen and comp poetry in E7 with Mrs Morris	Physics in S6 with Mr Oakley	Smart and Modern Materials - RM and Graphics revision in D1 with Mrs Patel		
			Processes - machining, plastic processing Engineering revision in D7 with Mr Cooper		
			Textiles NEA in D3 with Mrs Sheldon		
Subject	Geography		Maths		
Room / information	In H1 with Mr Griggs		In M4 with Mr Blatherwick		
Subject	French		History		
Room / information	With Mrs Pullen in L1		Stalin's USSR in H5 with Mrs Lawrance		
Subject	Food Technology				
Room / information	Food Technology in D2 with Miss Middleton				