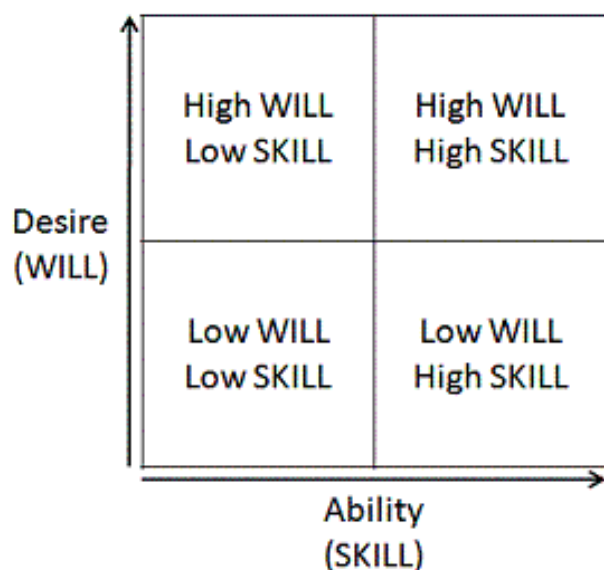


YEAR 11 BULLETIN

CARING - DETERMINED - REFLECTIVE

GCSE mindset: Will Vs Skill.

In Will Vs Skill, students discussed the example of Usain Bolt, one of the world’s most successful sprinters. Bolt is very tall for a sprinter, getting out of the blocks requires huge effort and, initially, he was not great at it. This was an area of ‘low skill’ for him. It was also something that he didn’t particularly enjoy training for, it was an area of ‘low will’ for him because he would have to force himself to do it. However, knowing this was an area that he could make the biggest improvements in, Bolt would dedicate a lot of his training to improving his starts. Bolt described how he would identify his weak spots and dedicate more time to training in those areas. As the picture shows, spending time improving your ‘low skill’ areas pays off.



Students then made a list of all the topic areas that they would need to cover in their revision for a particular subject. They then organised them using the Will Vs Skill matrix. From here they reflected on what they were currently spending the majority of their study time on. Are they tackling their low skill, low will topics or ignoring them? This should be a topic to revise when highly motivated. Maybe to set as a ‘mission’ that can be rewarded with a ‘medal’ when completed.

WHAT CAN YOU DO?

Go through the process of organising revision for a subject and/or topic using the Will Vs Skill grid with your child. Identify the best time to work on the ‘Low Will and Low Skill’ topics so they can make the biggest gains. You can refer to the session on the ‘Three Types of Attention’ (week 7) to work out the best time for the revision that requires the most effort.

STUDY SESSIONS

A reminder that all Year 11 students are welcome to use the sixth form hub as a quiet study space for completing homework and/or independent revision. These are supervised study sessions and refreshments are provided. Please encourage your child to make the most of this opportunity.

REREVISION NEWS

Our period 6 sessions offer students the support with revision and exam preparations. We strongly recommend that students attend as many p.6 sessions as they can. Supervised study sessions are run every night of the week in the sixth form hub.

Period 6 Timetable: 3.30-4.30 pm

DAY	SUBJECT	LOCATION
Monday	Art, 3D Design & Textiles	Art studios
	Science	R8
Tuesday	History	B9/B10
	Business	R19
	Textiles—invite only	Textiles studio
Wednesday	Maths	Maths corridor
	Computer Science	B4
	French	T16
Thursday	English	English corridor
	Spanish	T20
	Music	M6
	Drama	M6
	Hair & Beauty	Salon

Science p.6: Plants & photosynthesis

Further information on p.6 sessions are shared via Virtual Y11 school on Teams

Tremendous Thursdays: Lunchtime English revision session in TSS

What to revise this week?

Biology: 7. Animal coordination and control and homeostasis - blood glucose regulation, metabolic rate & adrenaline - [BBC bitesize: Hormones - blood glucose regulation, metabolic rate & adrenaline.](#)

Chemistry: 5. Groups in the periodic table: alkali metals - [BBC bitesize: Alkali metals](#)

Physics: 9. Electricity - Current - [BBC bitesize : Current & charge](#)

Geography: Weather & climate - Drought causes & locations, California USA & Ethiopia (CASE STUDIES) - Rev guide p.39-41

History: Different types of wounds, treatments, the use of blood banks and the use of gas in WWI - [resource](#)

Business Studies: Theme 1.5 Legislation

Psychology: Piaget's stages of development and Mindset theory - [Development CB P10-15, 20-22](#)

Sociology: Working class achievement - Purple book p.56 and your curriculum book

GCSE Modern Foreign Languages:

- Use the **Pearson Active Learn Learning Platform** [select your language and choose AQA], and **AQA GCSE French or Spanish Revision Guide** . You should revise all topics.

- You Tube: **Easy French/Spanish** chose a topic to revise/learn and practise the vocabulary/listening and grammar.

- **Duolingo App** to revise/learn and practise the vocabulary/listening and grammar.