

REACHING YOUR POTENTIAL

2022/23 EDITION



Saint Joseph's

CATHOLIC SCHOOL

HELPING YOU
PREPARE FOR
YOUR EXAMS



REVISION MYTHS

I already know how to revise
 I don't need to revise for English or Maths
 If I don't know it now I never will!
 I've done alright so far without revising
 I'll start after Easter, I'll be ok
 I need my phone with me
 I can do it on my own, I don't need any help
 I'll revise later
 I don't care!
 I don't need any help.

The next six months is one of the most important times in a student's life. It is the culmination of many years of school education. The grades achieved this summer remain with a student throughout their life no matter what else they go on to achieve.

More frequently we are seeing colleges, employers and Further Education institutions declining applications from people that do not have at least a grade 4 in English and Maths at GCSE, even if they are applying as a mature student.

Our young people can rarely achieve their best independently; the best results are always achieved when a partnership is formed between student, family and school, and your support as parents is fundamental to success.

The aim of this booklet is to give you some useful information that will help you to become involved in the revision process over the coming months. It is worth remembering that an examination is a test of learning, not memory. It is important that the revision process starts early.

This guide is intended to help you with your exam preparation, so that you can make the most of what you have learned. It does NOT offer you a way around the problem of lack of effort in the past, but it CAN help you make the best use of the time you have left!

The most important thing is to LISTEN and PARTICIPATE in class. Pay attention and ask for help if/when you need it. The harder you work in class NOW, the easier your revision and preparation will be later.

This booklet will look at the following aspects:

- Why should you need to revise?
- Where should you revise?
- When do you revise?
- How often should you revise?
- How should you revise?

Your brain forgets details of the work you did weeks or months ago,

But ...

...you need these details to achieve your target or full potential during exams,

therefore ...

...you must 'top-up' your brain using effective and appropriate revision techniques/ strategies regularly.

Always remember,

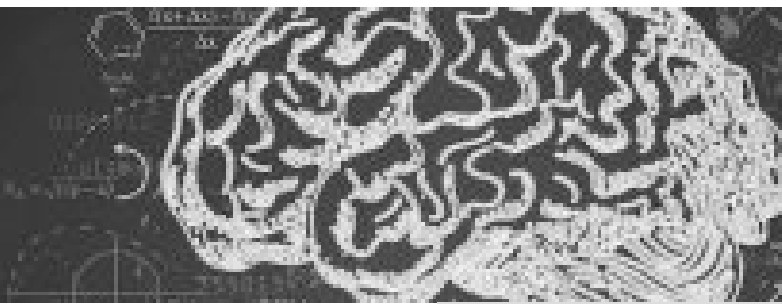
Exams are not memory tests which require you to write every thing you know about a given topic.

Instead,

They require you to demonstrate how much you know and understand about the topic, idea, principle; skills how to calculate, evaluate, interpret data and so on.

Effective revision strategies will help you to recall and consolidate the information that you have learnt or studied; restructure your knowledge and understanding in an organised and coherent way.

Revising isn't something that should be challenging or difficult at all. What revising is, unfortunately, is time consuming. It takes a while. That's why you might like to start early.



PARENTS MATTER!

Revision needs to be a partnership between parents, student and school.

How can parents help?

Getting the revision space right and managing distractions

Providing a quiet space away from distractions

Providing a well lit space

Making sure your child is fully equipped with resources

Make 45 minute checks during revision

Ensure students realise you are there to support not interfere

Encourage no contact from friends - e.g. social media

Ensure no phones

Encourage regular breaks - 5 minutes per half hour of revision

Help with feelings of stress / anxiety

Encourage a good diet

Promote good sleep

Try a revision contract

Remember the most effective revision is found in school - attendance is vital

UNCONDITIONAL LOVE

Some of the most fascinating research on successful parenting concludes that the most effective parents provide their children with both challenge and unconditional love. Beyond recognising the need for your child to exhibit the vision, self-discipline and fortitude required to secure a good set of GCSE grades, remember that when preparing for exams students will inevitably be subjected to a variety of forces that are largely beyond their control. Due to this, students are at times likely to experience a significant degree of uncertainty and insecurity. Providing your child with the reassurance that, whatever the mistakes they make and whatever misfortunes they encounter, you will always be there to love and support them will enable them to approach exams with greater confidence. Some antidotes to exam anxiety:

Regularly invite your child to talk to you openly and confidently about how they are feeling and to let you know if there is anything at all that you can do to help. At these times, restrain yourself from trying to 'solve' the 'problems' by offering immediate 'solutions' and continue to affirm instead that you understand how they are feeling or just hear them out.

Conclude these conversations by reminding them how much you love and care for them and remind them you are committed to supporting in any way you can.

Create opportunities for your child to engage in activities that are completely removed from the world of school, homework, revision and exams. Consider for example taking a few days' break or getting a film in for the night.

Keep things in perspective - your child may not be doing things in the way that you would do them, or as often as you would like, but they are doing the best they can in the way that works for them at the stage they are at.



POSITIVE HOME ENVIRONMENT

The inevitable pressures on the limited shared resources available in your home make it essential that you find ways of ensuring that the legitimate demands of other family members are balanced against the particular needs of your child in the run-up to GCSEs. It is especially important that GCSE students are provided with ample space and time to revise. Some related issues to bear in mind:

At the very least, GCSE students deserve a quiet, private space (e.g. a desk in the bedroom) where they can study and revise undisturbed. You may therefore need to insist that at certain times of day the TV is turned down (or off) and noise levels are kept to an absolute minimum. It can also be helpful to designate this as a family 'quiet time' where everyone (parents included!) participates in 'studious' activities such as doing homework, catching up on email, reading the newspaper or surfing the web.

We are all creatures of habit and tend to be enabled and constrained not only by our own daily routine but also by the daily routines of those closely connected to us such as siblings and friends. Have a think about ways that family members habits limit the extent to which your child can prepare for exams. For example, bringing forward meal times may release more time for study or leaving for school earlier may allow time to browse notes before the day starts.



WHEN TO START?

Most successful students start their revision 6-12 weeks before the exam.

Aim to revise for 15-30 hours per GCSE subject.

There are just over 6 months left.

Spend a couple of hours this week creating a revision timetable as a family.

PLANNING AND TIMETABLING REVISION

To help you avoid wasting precious revision time, take a look at our top tips for success:

Start your focussed revision at least six weeks before your exams begin. It is helpful to look at your exam dates and work backwards from the first date.

List all of your exam subjects and the amount of time you think you will need for each one. It is unlikely that the amounts will be equal. Many people find it advisable to allocate more time to the subjects or topics they find most difficult.

Draw up a revision plan for each week - think carefully about the times in the day when you concentrate best and put new or more difficult topics in these slots. You will get more done at weekends - plan to use these.

Fill in any regular commitments you have first and the dates of your exams.

Use revision checklists for each subject as a starting point. Look at what you need to know and try to identify any gaps in your knowledge. (a good way of doing this is to look at past papers or tests you have worked through).

Divide your time for each subject into topics based on the units in the revision checklist and make sure you allow enough time for each one.

Plan your time carefully, assigning more time to subjects and topics you find difficult.

Revise often; try and do a little every day.

Plan time off, including time for activities which can be done out in the fresh air. Take a 10 minute break every 40 minutes, go for a short walk or make a drink.

You may find it helpful to change from one subject to another at 'break time', for example doing one or two sessions of Maths and then changing to Geography, or alternating a favourite subject with a more difficult one. It helps to build in some variety.

Write up your plan and display it somewhere obvious.

Positive thinking is important! There will be times when you are not in the mood or that it is just not sticking - Don't Panic! Take a break and try to think just about the task you are on, not everything together. All the bits will come together in the end.

Important things to know about your memory and revision...

Make your brain take notice:

Paradoxically, the reason you might struggle to remember things is because your brain is so efficient. When the brain sees things that are familiar and unthreatening, it tends to register them as unimportant. If you want to remember things, you have to make your brain stop and take note.

Engage with the info: Just reading, highlighting or copying will not work. You need to engage with information on a deeper level to remember it. You should reorganise the content of your notes, hand-outs and books, turning it into charts, mind maps or pictures.

Take a break: Studies have shown that recall goes down if you work solidly for too long. Once you have had a break, try testing yourself on what you revised before it.

Little and often: The more times you encounter something, the more likely you are to recall it. Therefore, it is better to cover the same thing several times for short periods, rather than spend a long time revising the same material on just one occasion.

Variety is key: We build up a more exact memory if we are exposed to the same information from lots of different perspectives. It is a good idea to revise using different books, journals and sources rather than reading the same handout or book all the time.

Get your sleep: When you are in deep, slow wave sleep, your brain goes on working, making sense of what you have learned and experienced during the day.

Start your revision early each evening, before your brain gets tired.

Make sure your revision timetable is realistic and "do-able!"



WHAT DOES A GOOD REVISION TIMETABLE LOOK LIKE?

Balancing studying with the fun stuff in life can be difficult. Revising can get in the way of everything from meeting friends to relaxing after school.

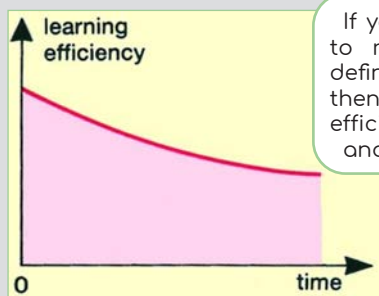
Building a revision plan helps you manage your time more effectively. It gives you a clear idea of what subjects and topics you'll be revising each day and helps you organise your studies around your life.

Need help building your timetable? www.getrevising.co.uk



	Mon 21st	Tue 22nd	Wed 23rd	Thu 24th	Fri 25th	Sat 26th	Sun 27th
08:00 - 09:00							GCSE Physics (Edexcel)
09:00 - 10:00							GCSE English (AQA)
10:00 - 11:00	School	School	School	School	School	Easter	GCSE Business Studies (AQA)
11:00 - 12:00	School	School	School	School	School	Easter	GCSE Mathematics (AQA)
12:00 - 13:00	School	School	School	School	School	Easter	GCSE Business Studies (AQA)
13:00 - 14:00	School	School	School	School	School	Easter	GCSE Mathematics (AQA)
14:00 - 15:00	School	School	School	School	School	Easter	GCSE Business Studies (AQA)
15:00 - 16:00	School	School	School	School	School	Easter	GCSE Business Studies (AQA)
16:00 - 17:00	GCSE Geography (Edexcel)	GCSE Chemistry (AQA)	GCSE Physical Education (AQA)	GCSE Mathematics (Edexcel)	GCSE English (AQA)		
17:00 - 18:00	GCSE Business Studies (AQA)	GCSE Business Studies (AQA)	GCSE Physics (Edexcel)				
18:00 - 19:00				music			
19:00 - 20:00	GCSE Design & Technology: Food Technology (WJEC)	GCSE Mathematics (Edexcel)	GCSE English (AQA)		GCSE Business Studies (AQA)		
20:00 - 21:00							

THE SCIENCE OF REVISION - EFFICIENCY



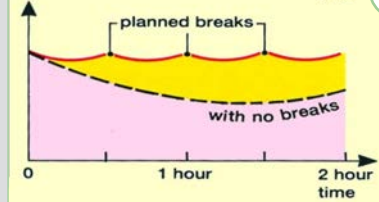
If you just sit down to revise, without a definite finishing time, then your learning efficiency falls lower and lower, like this:



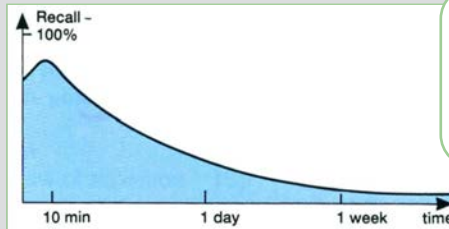
If you decide at the beginning how long you will work for, with a clock, then as your brain knows the end is coming, the graph rises towards the end



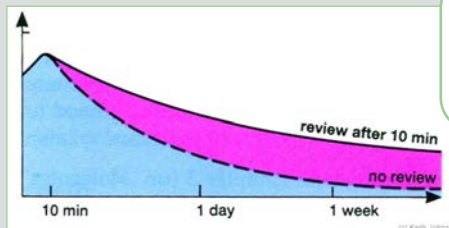
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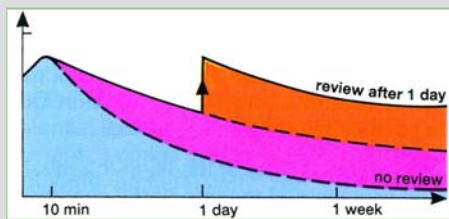
THE SCIENCE OF REVISION - REGULARITY



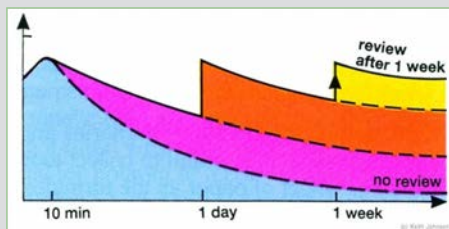
How often should you revise? Look at the graph: It shows how much your brain can recall later. It rises for about 10 minutes ...and then falls.



However, if you quickly re-revise after 10 minutes, then it falls more slowly! This is good. Analyse the new graph:



Even better, if you quickly re-revise again, after 1 day, then it falls even more slowly! Good! Analyse the new graph:



And even better still, if you quickly re-revise again, after 1 week, then it falls even more slowly! Great! Analyse the new graph:





We remember:

20% of what we read

30% of what we hear

40% of what we see

50% of what we say

60% of what we do

And 90% of what we read, hear, see, say and do

Memory thrives on organisation. By incorporating a range of revision techniques, such as reading, reading aloud, discussing with peers, drawing diagrams, you can enhance your memory.

Effective revision strategies - what the research says:

Higher effectiveness

- Regular practice testing
- Distributed practice (short sessions)

Moderate effectiveness

- Elaborative interrogation (turning facts to be learned into why-questions and then answering them)
- Self-explanation (explaining to yourself what you are doing and thinking)
- Interleaved practice)

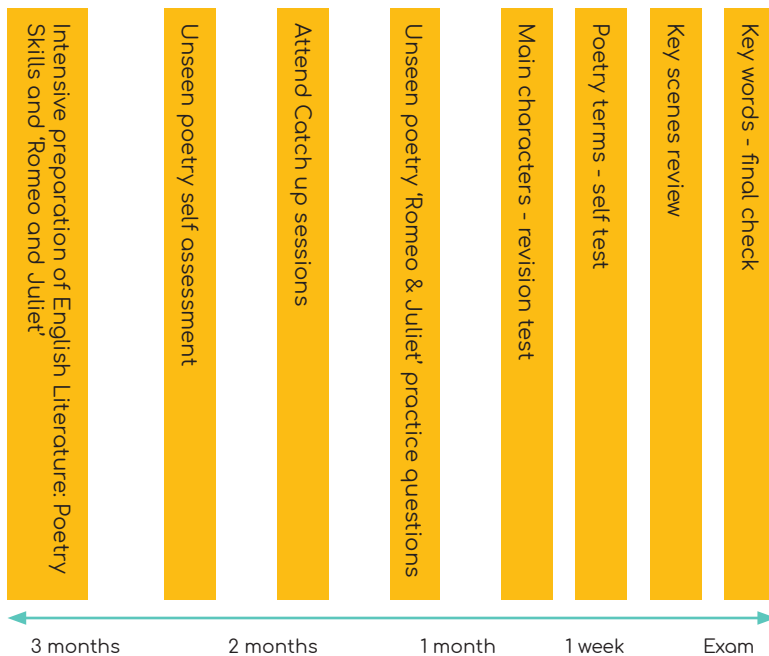
Lower effectiveness

- Summarising
- Highlighting
- Mnemonics
- Imagery to represent text
- Re-reading

A blend of these techniques, tailored to how you like to learn is more effective than using one technique in isolation.

There is a strong scientific consensus that regular and distributed practice have the greatest impact and should be part of any revision strategy.

WHAT THIS COULD LOOK LIKE



10 LEARNING TECHNIQUES WHICH ARE MOST EFFICIENT

Whether out of habit or by conscious choice, we all make use of various learning techniques when we attempt to store new information in our long-term memory. But not all study habits are created equal; some may be more efficient than others, especially when you factor in the amount of time it takes to implement each technique.

Researchers have recently characterized ten learning techniques according to whether they provide high, moderate, or low utility, based on each technique's relative efficacy, ease of use, and applicability to a broad range of learning goals.

HIGH UTILITY



PRACTICE TESTING

Using practice tests to review information



DISTRIBUTED PRACTICE

Spreading out study sessions over time

MODERATE UTILITY



ELABORATIVE INTERROGATION

Asking yourself "why" as you read



SELF-EXPLANATION

Generating reasons to explain new information

LOW UTILITY



SUMMARIZATION

Summarizing lengthy information



KEYWORD MNEMONICS

Associating new words with similar sounding words



VISUALIZING

Generating mental images while you read



HIGH UTILITY

Emphasizing key points

MAKING IT WORK FOR YOU

GATHER

Session 1
After the first time you have revised a topic you should not need to do any further 'gathering'

20% of your time

You will need:

- Exercise books
- Revision guides/ checklists
- Questions you have tackled during lessons
- Old assessments you have completed

Before you start, rank the topics you need to cover from most to least confidence. Begin with the topics lowest on the list.

Read through and become familiar with the information that you need to know in order to be successful.

Identify any bits of knowledge you have missing and go to see your teacher to help fill this gap.

Gathering is NOT REVISION; don't spend ages on this stage.

FILTER

Session 2
After the 2nd or 3rd time you have revised a topic you should not need to do any further 'filtering'

30% of your time

Reduce the amount of information you have down to essential parts of the knowledge. You can do this by:

Creating mind maps or flash cards.

Creating Crib sheets - these are like pages from a revision guide with all the essential information.

Writing 'perfect' exam answers from your notes.

Making your own knowledge organiser or summary sheet of the topics.

Copying out information word for word is not filtering or learning.

LEARN

Session 3
Give yourself a variety of activities and change where you work from time to time. Don't forget to revise with friends sometimes too.

30% of your time

Use these strategies to learn the information so that you can recall it easily.

Look/cover/write/check

Read and repeat information for 2-3 minutes, do something else for 10 minutes and then try to recreate from memory.

Complete exam/assessment questions and then go back and self-mark. Fill in the gaps in a different coloured pen. Revise the bits you missed again.

TEST

Session 4 >
As you approach your exam date you should be spending more and more time on the testing stage and making the tests more challenging.

20% of your time

Low stakes testing
Easy, quick quizzes which test small pieces of knowledge. This works well for simple facts, dates, key words or important formulae. You must complete some low stakes testing within 24 hours of revising a topic to anchor learning in your memory.

High stakes testing
These are longer exam style questions which apply knowledge as you would have to in the exam. These should be completed within 48-72 hours of revising a topic and then repeated regularly to keep your revision 'fresh'.

Silent. No support. Timed.

TECHNIQUES

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PRACTICE

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INTERLEAVED PRACTICE

Trying out different types of problems when you practice

HIGHLIGHTING UNDERLINING

...hasizing key
...ts in the text

REREADING

Reviewing information multiple times

A 2010 study (Perham and Vizard): music did not improve learning; In the study someone else talking, music enjoyed by students and music disliked by students all had a similarly distracting effect The best condition for study and the learning of new information was silence.





Different techniques work for different people. Try out some of the memory techniques below to see what suits your learning style. But remember: understanding your subject enough to apply, adapt and scrutinise information is the key to exam success.

REMEMBER...

Ineffective Revision:

- Reading from notes, textbooks or computer screen
- Making notes direct from textbooks

Effective revision requires thinking and active learning reading then making notes from memory:

- Use bright colours to help memorise words
- Practising timed exam questions then checking the answers
- Rehearse answers verbally with family
- Use computerised packages such as Seneca
- List the topics you need to study and practise them in small chunks
- Getting questions wrong? Flash card them and practise the answer until you become competent

Repetition - don't leave too much time between revising the same topic again-the quicker you recap the more it sticks in the memory

Stay focused - fed up with one subject -don't do nothing, study another subject
Don't revise with music

We are all different -find the right strategies for you.

BRAIN DUMP

Choose a topic and write down as much as you can remember, without referring to your notes. Check your notes and see what you missed then try fill the gaps without the notes. Check your notes a third time and add the missing information.

MAP IT OUT

Take an essay or writing question & map out your answer, without writing a full response. Look at the mark scheme & decide if you plan meets the criteria. Do this for a number of questions, then choose one & write the full response.

FLASH CARDS

Write flash cards for each topic, in all subjects, then mix them up for the most effective revision. Check out the Leitner System for effective spacing and interleaving. Keep your flash cards simple – one question, one answer per card.

PAST PAPERS

Ask your teacher for practice questions or exam papers. Complete them without notes in the exam conditions, then check you answers and identify the gaps in your knowledge, so you can target your revision.

SELF QUIZZING

Write a set of questions and answers and ask someone to test you. Its important to either write or say your answers loud. Reading through quizzes in your head can give you a false sense of security.

PRACTICE INTRODUCTONS

For essay subjects, tale a past exam question and practice writing effective introductions and conclusion. Look back at your notes and remind yourself of the important things to remember. Practice for different topics, texts and papers.

KEY VOCABULARY

For a particular topic, make a list of key vocabulary, then: define each word; use each term in a sentence; create a question where the key word is the answer; identify other words which connect to each of the words in your list.

STICKY NOTES

Write facts on flashcards or post-it notes and stick them around prominent places in your home; next to the kettle or on the bathroom mirror. Look at them and say them to yourself everyday. When you know them, add them to your flashcards for testing another time.

THINKING HARD - REDUCE - CAN BE DONE EFFECTIVELY WITH FLASHCARDS

Read a section of your notes then put them aside and reduce what you need into 3 bullet points, each one no more than 10 words. Look back at the notes and decide if you missed anything important. Hide the notes and write a fourth bullet point.

THINKING HARD - CONNECT - INTERLEAVING

For each subject, consider the exam paper and group together questions that require the same technique to answer. Write down the requirements for each type. Find a previous example you have completed and identify where you've met the criteria.

THINKING HARD - TRANSFORM - DUAL CODING

Read a paragraph from your notes or a text book, and transform it into a diagram, chart or sketch – no words allowed. OR Look a diagram in science, for example, and transform it into a paragraph of explanation.

BRAIN DUMP

Brain dumps are a great way of getting information out of your brain!!



1.

Identify knowledge

Identify the knowledge/topic area you want to cover.



2.

Write it down

Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts)

Give yourself a timed limit (e.g. 10 minutes)



3.

Organise information

Once complete and you cannot remember any more use different colours to highlight/underline words in groups.

This categories/links information.



4.

Check understanding

Compare your brain dump to your K/O or book and check understanding.

Add any key information you have missed (key words) in a different colour.



5.

Store and compare

Keep your brain dump safe and revisit it.

Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.

MAP IT OUT

Avoid adding too much information; map maps are designed to summarise key information and connect topics. If you overcrowd the page you will find it harder to visualise the information later.



1.

Identify knowledge

Select a topic you wish to revise. Have your class notes/knowledge organisers ready.



2.

Identify sub topics

Place the main topic in the centre of your page and identify sub topics that will branch off.



3.

Branch off

Branch of your sub topics with further detail.

Try not to fill the page with too much writing.



4.

Use images & colour

Use images and colour to help topics stick into your memory.



5.

Put it somewhere visible

Place completed mind maps in places where you can see them frequently.

SELF QUIZZING

make sure you complete all subjects and topics - not just the easy ones or the ones you enjoy!!



1.

Identify knowledge

Identify knowledge/content you wish to cover.



2.

Review and create

Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)

Create x10 questions on the content (If your teacher has not provided you with questions)



3.

Cover and answer

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.



4.

Self mark & reflect

Go back to the content and self mark your answers in **green** pen.



5.

Next time

Revisit the areas where there were gaps in knowledge, and include these same questions next time.

DUAL CODING

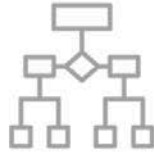
Dual coding is the process of blending both WORDS and PICTURES while learning. Viewing these two formats gives us two different representations of the same piece of information



1.

Drawings

These boost learning by getting you to think deeply about information.



2.

Diagrams

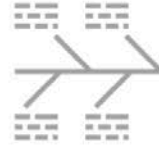
These are helpful for breaking down complex concepts or processes to make them easier to understand.



3.

Posters

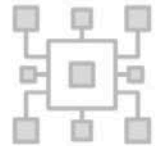
These are great for combining writing, pictures and diagrams all within one page of information.



4.

Timelines

These can be used of information that happens in a particular order or sequence.



5.

Graphic organisers

These organise verbal and visual information by the relationships between different concepts. Examples include tree diagrams, mind maps and Venn diagrams.

4 key principles for the use of dual coding



Cut - Reduce the amount of content, be selective and only use the most important information.



Chunk - Divide the content into groups of related information;



Align - Make sure that words and pictures are neatly ordered, making them easier to read;



Restrain - Avoid "overdoing" it. In other words, don't go crazy with different colours and fonts.

INTERLEAVING

Interleaving is a theory that revising more than one topic in each revision session will help you make better links between them.

A → B → C → D

B → D → A → C



1.

Switch

Switch between topics during each session.

It allows you to think about what you are doing with your time when you are revising.

2.

Review in different orders

When reviewing make sure you do it in a different order that you learnt them, or previously revised them.

By revisiting material from each topic several times, in short bursts, this **increases the amount of information you can recall in your exams.**

3.

Make links to remember more.

Try to make links between ideas and review your revision notes.

This helps you make connections between top and forces you to think harder about which strategies need to be applied to which problem.

Applying interleaving to your revision...

1. Break units down into small chunks and split these over a few days rather than revising one whole topic all at once.
2. Decide on the key topics you need to learn for each subject.
3. Create a revision timetable to organise your time and space your learning.

BLOCKING



Interleaving is for topics within one subject, not subjects themselves

INTERLEAVING



You can apply this in your revision timetable.

When revising science, mix up the topics that you study in that session.

Don't just focus on one.

FLASH CARDS

Flash cards are a key tool in revision, but they need to be used effectively.

Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing it effectively.

Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can answer it properly.



1.

Identify knowledge

What are you creating flash cards on?

Check the exam board syllabus/module lists from your teachers/knowledge organisers



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.



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

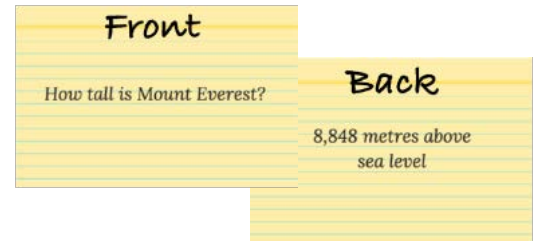
How have you performed when you look back at your answers?

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.

FLASH CARD TOP TIPS

1. The most effective flashcards include one question/or a small numbered list of information to recall, followed by one answer (or one term followed by one definition).
2. Don't force your brain to remember a complex and wordy answer. It's easier for your brain to process simpler information so split up your longer questions into smaller, simpler ones.
3. You will end up with more flashcards this way but your learning will be a lot more effective.

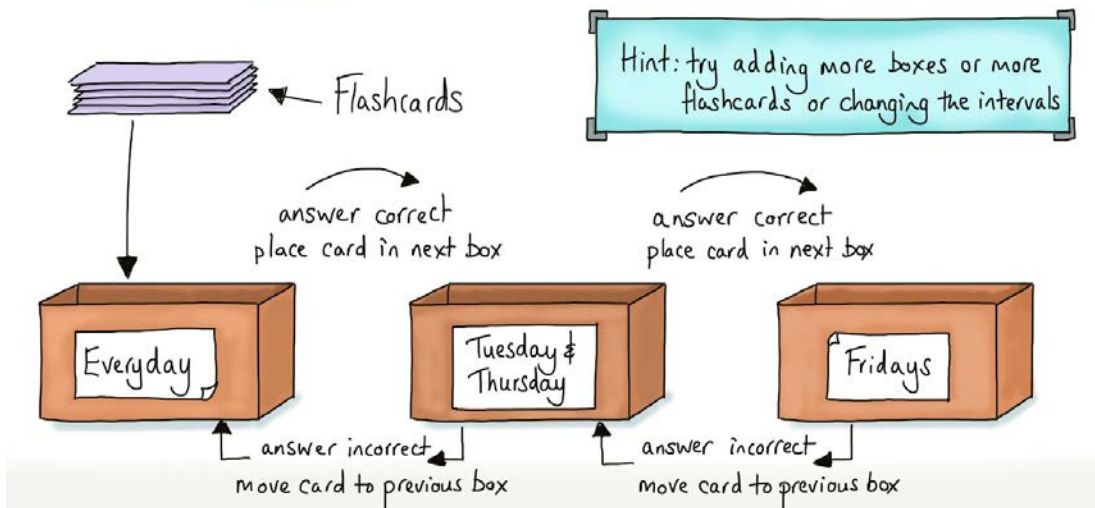


FLASH CARD SELF QUIZZING

1. Read the question on your flash card
2. Write your answer in your HL book
3. Put your flash card down to one side
4. Move onto the next card
5. Repeat steps 1-3
6. Keep your flash cards in the order you have quizzed them in.
7. Mark your answers - highlight any answers you got incorrect.



LEITNER Flash card method



An effective use of flash cards to prompt and recall learning uses spaced practice.

It focusses on the proficiency of recall of you as a learner.

Information that is easily recalled has a longer time lapse before the next recall opportunity.



DONT PANIC!!!!

Remember, exams are NOT designed to catch you out – rather, to allow you to show what you have learned. Being calm and thoughtful in the exam will help you get the most out of your preparation.

IN THE EXAM ROOM

Follow the instructions to the letter. Read any instructions given on the paper, or listen carefully to the teacher who gives out the exam. Read the questions very carefully, and if there are examples given study them carefully too. The clue as to how to answer the question will be in the example. Make sure you answer the question given – There is little point telling the examiner what you know, if it has nothing to do with the question set! Plan your time well in the exam – if you only manage to attempt half of the questions, the best mark you can possibly get is only 50%! Make sure your answers are well-presented. Write clearly and neatly and label diagrams or pictures, if this helps your answer.

Avoid writing straight away!

Check all instructions - misreading instructions will cost you marks

Allow time for planning and understanding (You always have 5-10 mins!).

Read through the questions 2-3 times:

Underline instruction words/content words

Brainstorm initial ideas

Put ideas into an order

Divide your time according to the weighting of the questions

PREPARING TO SIT AN EXAM

As exam time approaches, it is a good idea to practice in the same/similar manner in which you will be assessed, e.g.: practice answering challenging questions WITHOUT access to your notes (check your answers after)

If you do not have access to past papers/practice materials, ask your classmates to set you exam questions and try to answer the questions WITHOUT access to your notes. This should expose weaknesses in your knowledge. (TIP: only do this once you are ready and have completed making your own notes)

TIMED WRITING

Time spent reading the question carefully, planning your answer, and checking through, is time well spent. Practise writing to time, it is completely different to ordinary assignment writing.

Stick to your timings and your answer plan as far as possible.

Don't waffle! marks are given for quality not quantity!

*Make sure that you are answering the question. It's okay to stop and think. Don't feel you have to be writing all the time.

WRITING EXAM ESSAYS

When writing an exam essay, keep it simple:

Write a short but focused introduction

Write about one idea/topic per paragraph

Keep sentences clear and straightforward

Write a short but focused conclusion

Allow time to quickly check your essay

BE PREPARED...

Exam Information - Subject, paper, tier, seat number, centre number, candidate number.

Equipment - Black biros, sharpened HB pencils, ruler, eraser, subject specific equipment, calculator if allowed.

Clear, transparent pencil case.

Bottle of water in clear bottle with no label.

KEY DATES...

Date of MOCK EXAMS:

Date of PARENTS EVENING:

Date of FIRST EXAM: