

EXAMS ...

Dates for your diary

- w/c 4th December - mock results and updated current & predicted grades published
- 14th December - Year 11 Parents' evening - including mock feedback and current & predicted grade updates
- 8th-19th January - Level 3 vocational exams (sort and H&SC - Year 13 /12)
- 22nd January - 2nd February Year 11 mocks exam (timetable to be published before the Christmas holidays)
- 19th - 28th February Year 13 mock exams (timetable to be published early January)
- 4th - 16th March Year 12 mock exams (timetable to be published early February)
- **6th March - EXAM SUCCESS evening - advice on all things exam related**
- w/c 18th March Year 11 reports published (a summer exam timetable should be available by now too)
- Easter holiday 'study lounge' revision - Tuesday April 2nd - Thursday April 4th & Tuesday April 9th - Thursday April 11th (10:00am -2:00pm)
- **9th May - GCSE, Btec and A Level exams START**
- **28th June - Exam 'contingency day' - just in case an exam has to be rescheduled ... please don't book holidays before this!**

When it comes
to revision ...



Which one is
your child?



Classic revision avoidance thoughts

Revision is never going to be exciting ... but it's important

Only YOU matter

No-one else has started yet

The more you use it ... the better it gets

My memory doesn't work very well

Start with something easy ... build up to the harder stuff

I don't know where to start

No-one really enjoys it ...

Revision is boring and I don't enjoy it

There is no point revising because I am rubbish at exams

Revision = practice ... practice = you getting better

Just do as much as you can

There is so much stuff that I know I can't learn it all

I can never remember what I have been reading

I don't have any revision materials

I like to do it all in a rush at the last minute

I don't have a complete set of course notes to work from

Write it down, colour it in, share it, test it

Ask Miss Cooper!

There's too much and it will make you panic

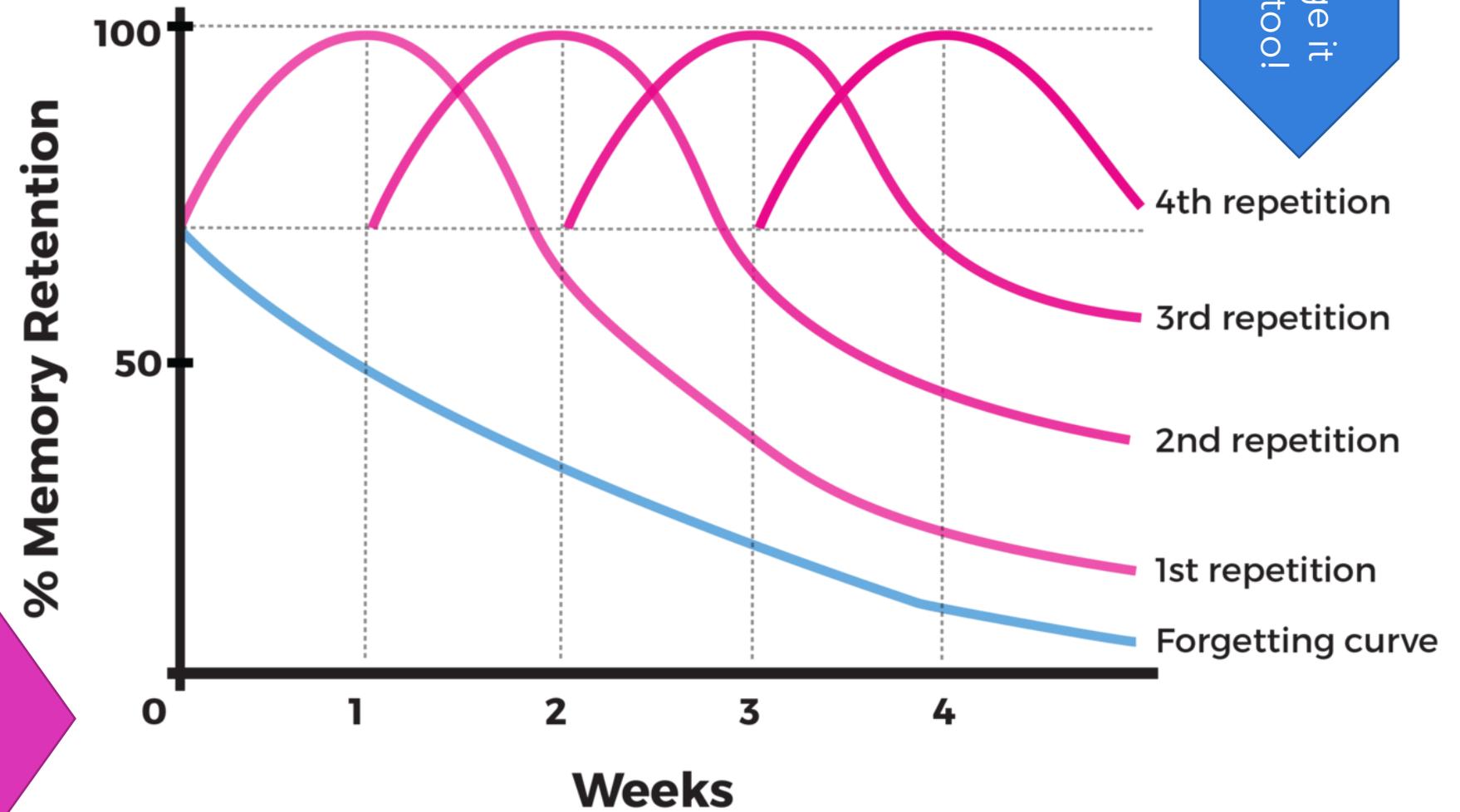
Check Teams .. Ask your teachers

It IS boring because you keep going over the same stuff, but it works!

Curve of Forgetting

For newly learned information

By this stage it gets easier too!



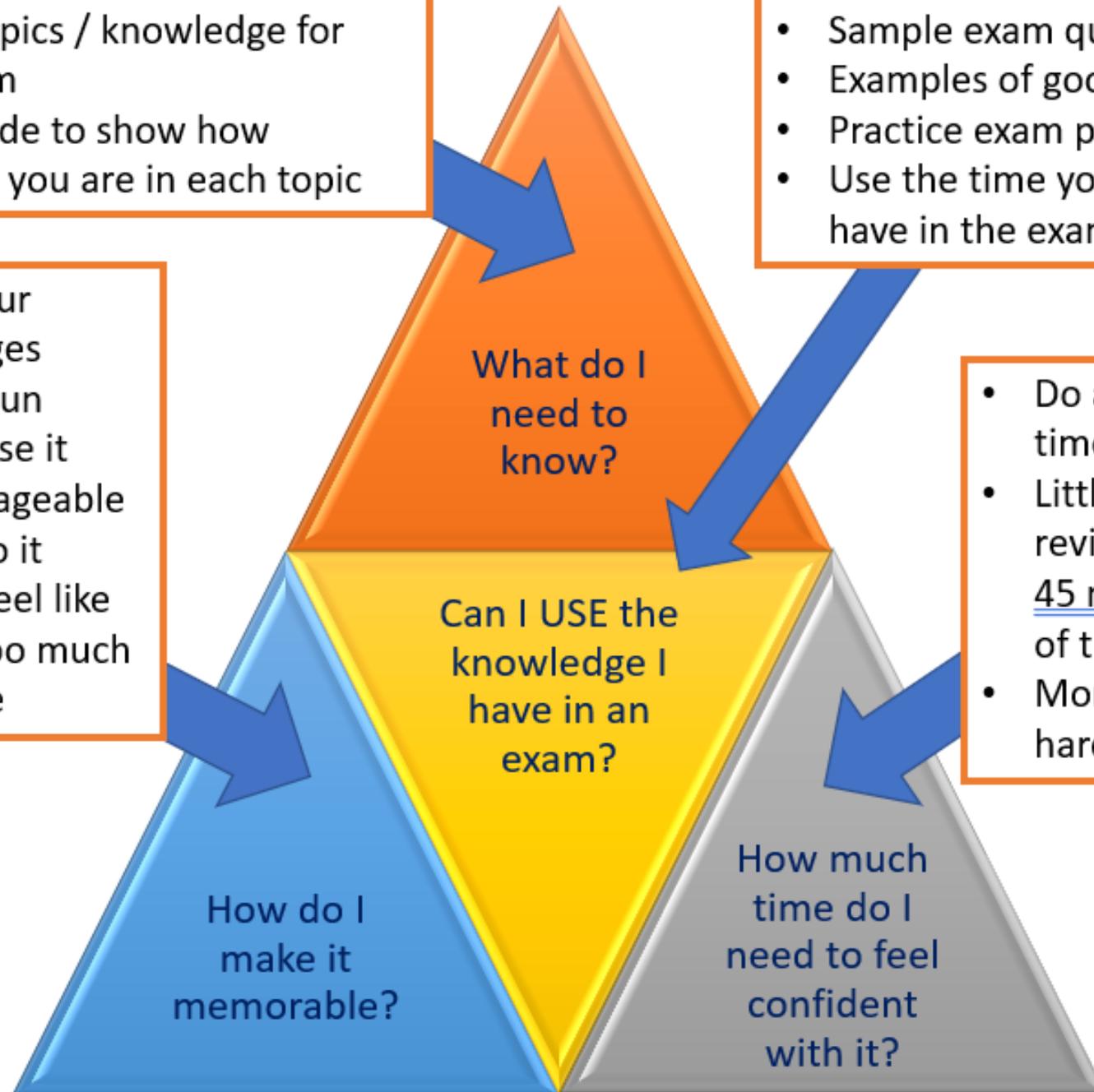
Students remember a higher % of what they've looked at **every time** they go over your revision notes / card

- Lists of topics / knowledge for each exam
- Colour code to show how confident you are in each topic

- Sample exam questions
- Examples of good answers
- Practice exam papers
- Use the time you would have in the exam

- USE Colour
- Add Images
- Make it Fun
- Personalise it
- Use manageable chunks so it doesn't feel like there's too much to handle

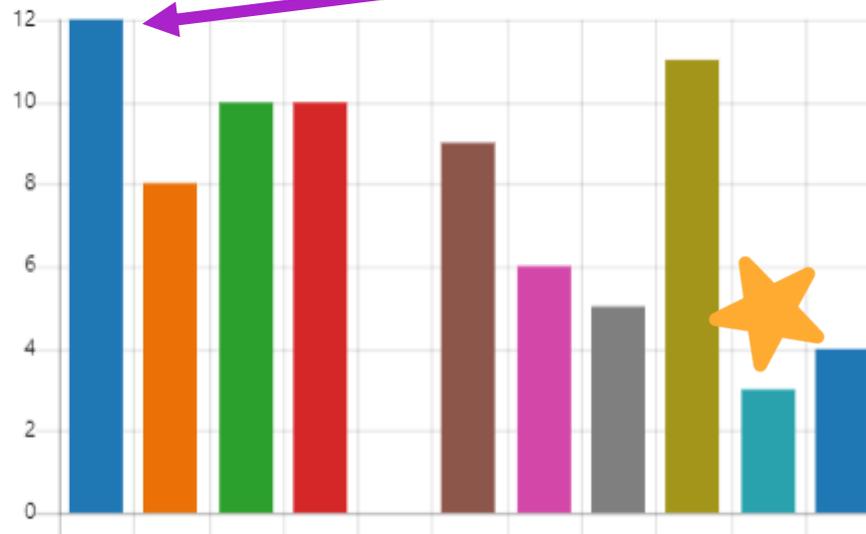
- Do a revision timetable ...
- Little and often revision e.g. 30-45 minute blocks of time
- More time on harder topics



Our survey said ...

We did a survey with Year 11 students to ask them how they revised for the Year 10 Summer mocks and here's what they said ...

Read through my notes	12
Shorten my notes onto flash c...	8
Practice exam questions	10
Try to memorise as much as I ...	10
Make songs/rhymes/mnemoni...	0
Highlight important facts/info...	9
Use seneca	6
Use BBC bitesize	5
Use Century	11
Make questions to answer, bas...	3
Other	4



Reading through notes gives about 20% retention at best!

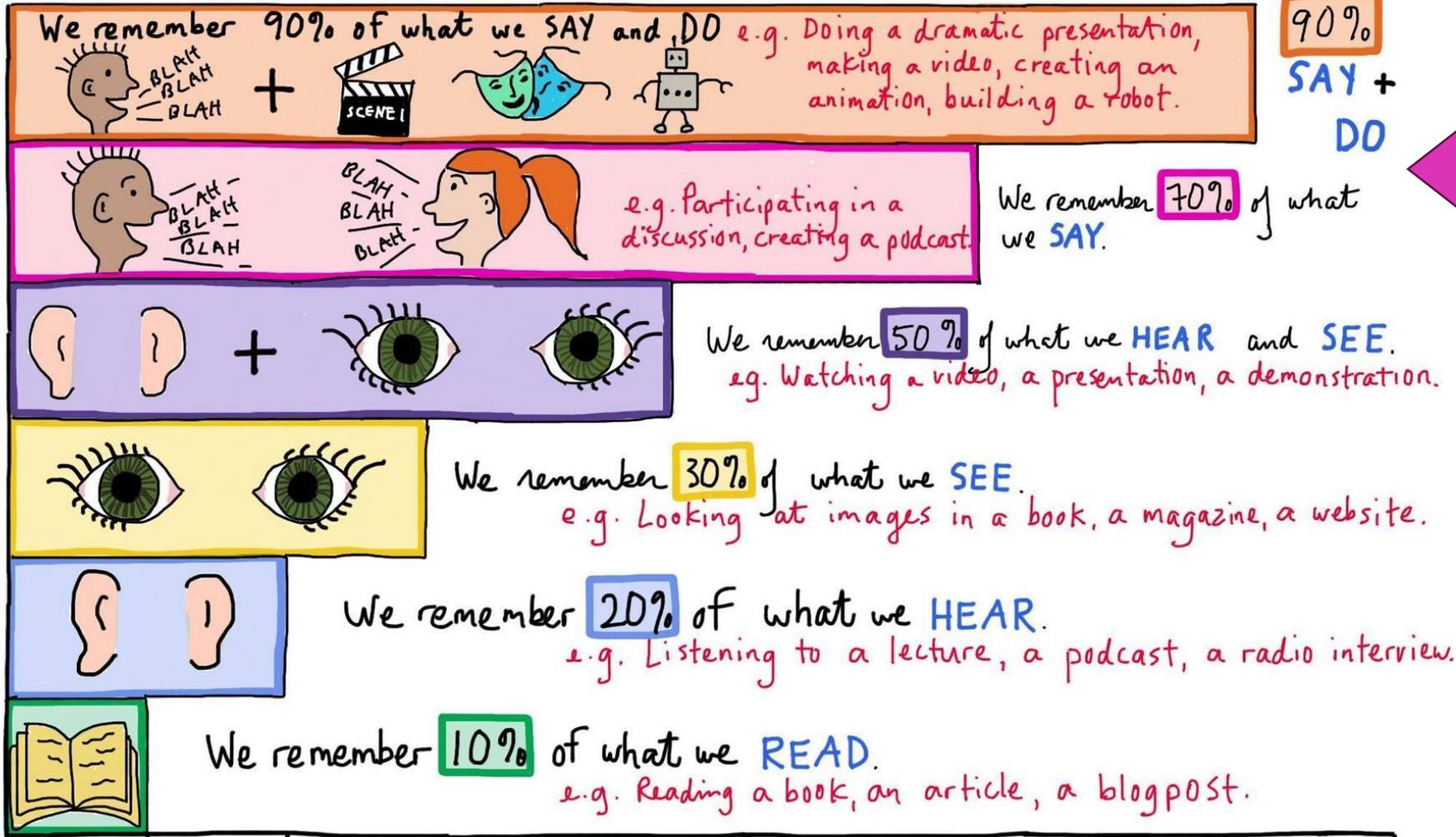


BE ACTIVE - do something with the notes ... making the action and the information memorable



Exam questions help you check if you can use what you know ... gold star!

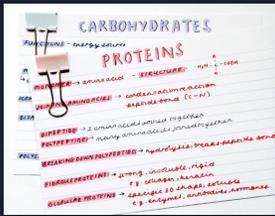
What We Remember



Asking questions or asking to have something explained to you will help your child to structure answers, remember things and self edit if they get it wrong and need to try again ...

Based on the work of Edgar Dale

@sylviaaduckworth



Revision is a 3 step process ...

Making ...

Your brain remembers the process of making flash cards ...

- **SMALL chunks** of info is easier to remember
- **Colour and pictures** make info more memorable for you (it creates mental links!)
- **Memory joggers** for YOU ... 'mnemonics' e.g. BODMAS / PETAL paragraphs

<https://www.youtube.com/watch?v=mzCEJVtEDOU>

Remembering ...

- **Explaining** to someone else
- **Learn facts in both directions** ... date - event
- date ... character - quote character ...
- **RAG rate them** ... for 'spaced repetition ...
red = I need to work hard to learn this
amber (orange) = I sort of know it but need to spend some time on it,
green = I've got it!

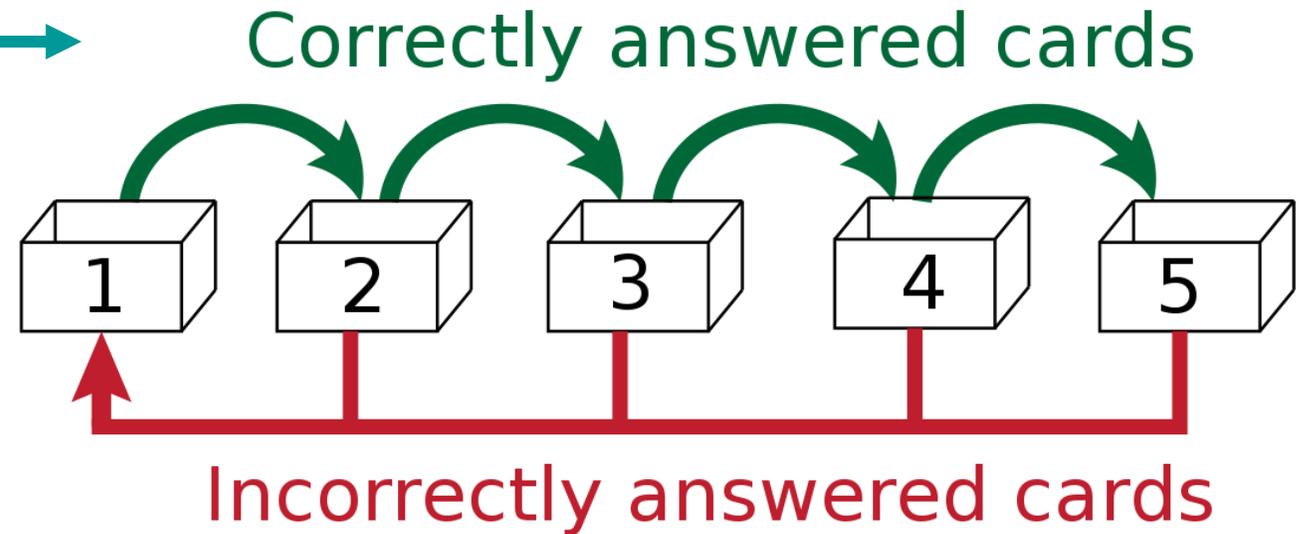
<https://www.youtube.com/watch?v=eVajQPuRmk8>

Try Spaced Repetition ... explained on the next slide ...

Checking ...

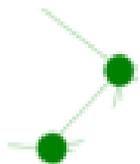
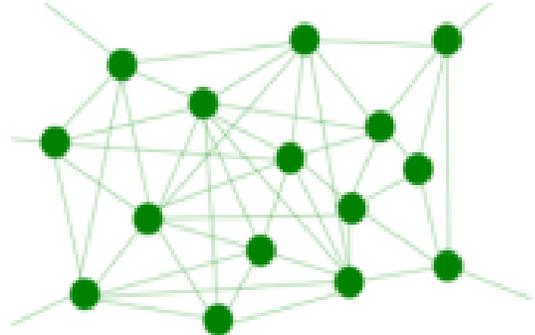
- **Say what your cards have on them** (in both directions) - check as you go along
- Do **practice Exam questions** ... no need to do a whole paper ... you do that in the mocks ... focus on what you find difficult or what you had got wrong ... if you've got the head space ... if not ... practice questions you find easier ... but remember you have got to do the difficult stuff eventually.

What is 'spaced repetition'?



Make 5 piles / boxes of flash cards to start with ... this will help you know how often you need to revise each topic ... then go over the information on the cards ... If you get it right ... move it forward into the next pile / box ...if you get it wrong ... move it backwards into an earlier box until you know it and can move it forward again.

LEARNING is the ACQUISITION of SCHEMA

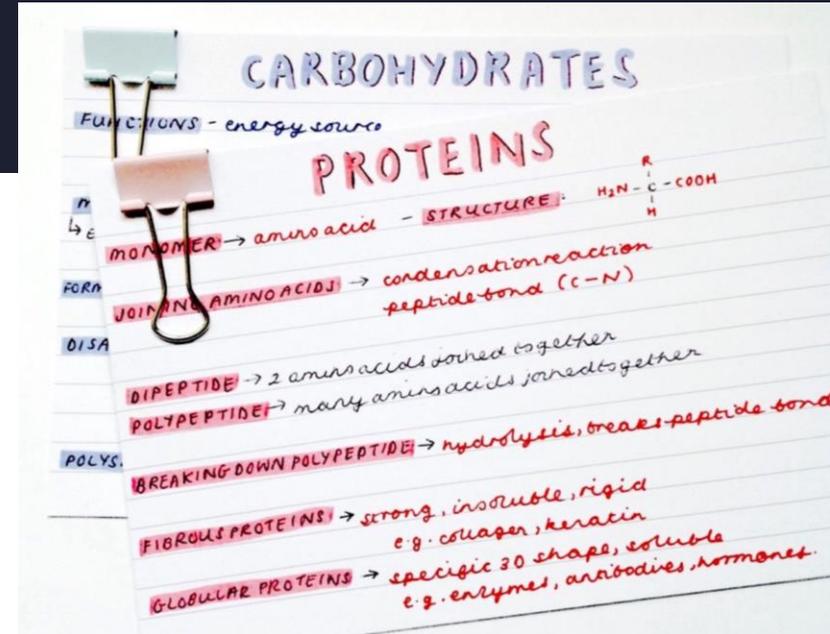
Stage of learning	NOVICE	DEVELOPING	EXPERT
			
When presented with new information	The student struggles to connect the content with existing knowledge: they can't refer it to anything.	There are more connections and some reliance on existing knowledge can be made	Multiple connections. Student fluently refers to and recalls existing knowledge
Consequences for learning	Working memory used exclusively. Strong scaffolding required	Some automaticity relieves pressure on working memory. Faded examples are effective	Working memory freed. Deeper exploration of content. Self-directed investigations possible

Mini tip ... 'Cheat cards' / Last minute memory boosters

DON'T actually cheat ... BUT write down

- ✓ The things you keep forgetting
- ✓ The things you KNOW are really important in the exam
- ✓ Key dates / facts / quotes you know you're going to use

You can look at these just before the exam as last minute memory joggers ...



As it is last minute, DON'T do more than 2 or 3 cards MAXIMUM ... otherwise you will panic about how much you need to go through.

What ACTUALLY worries you about exams ...

Our Year 11 student survey showed is this ...

Before the exams start

- 21% I don't know if I've got everything I need.
- 78% There's SO much to revise.
- 40% I'm worried I haven't done enough revision for the exam.

Try to be organised ... ask your teachers for notes & lists of what's coming up ... do lots of little bits of revision in the weeks before the exam ...
You can only do what you can do!

On the day of the exam

- 31% Waiting to go into the exam ... everyone else seems to know more than me.
- 22% I don't know what the questions will be ... will I be able to answer them?
- 14% What if I panic and can't cope in the exam?

No one knows the exams before you ... it's too late to change what you know ... All you can do is your best - nothing more.

After the exam

- 57% Other people gave different answers to me ...
- 48% Other people found it easier than me ...

It's over and done with ... there is nothing you can do to change it ... forget about it!