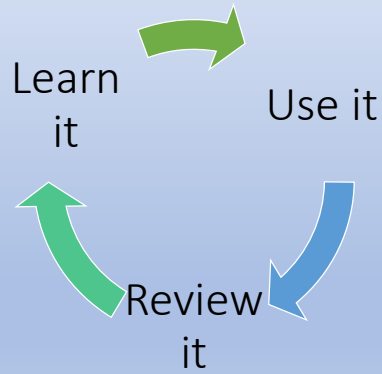




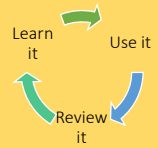
Session 2: Use it

How to apply learnt knowledge to exam-style questions



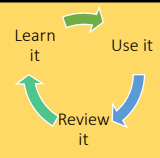


Session 2: Use it

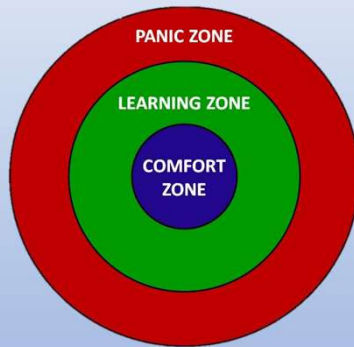


This part of the revision cycle involves applying knowledge to the desired outcome; in our case, exam practice.

Generally speaking, students are less willing to do this part of the cycle. It often involves longer periods of focus, and can require extended writing. It can be perceived as more challenging, and so some students would prefer to avoid the challenge and spend more time on the first part of the cycle.



Session 2: Use it



The challenge of this part of the cycle is precisely why it is valuable.

The more times students can struggle with, and eventually overcome, a challenge, they better prepared they will be when faced with that same challenge in the exam.

As part of this, students should be building up strategies for what to do if they get stuck in an exam.

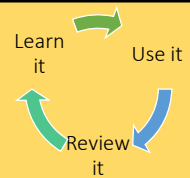
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Session 2: Use it Common mistakes



1. Timings



2. Using additional resources.



1. Timings

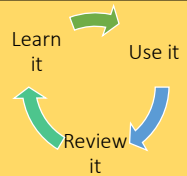
Exam practice should ideally be done in exam timings. Spending longer than would be allowed in an exam doesn't give an accurate reflection of current ability.

2. Using additional resources.

If a student is using resources that they wouldn't be allowed in an exam to answer an exam question then they should be taking note of what support they needed and making sure they are adding it to their 'Learn it' sessions. For example, if they had to look up quotes to be able to answer their English Literature question, they should be making sure they are making time to learn those quotes in future.



Session 2: Use it Suggested activities



1. Past papers

Google search for the exam board and the subject (e.g. AQA English Language past papers)

- <https://www.revisely.co.uk/>
- <https://www.savemyexams.co.uk/gcse/>
- www.mathsgenie.com
- www.onmaths.com
- www.Corbettmaths.com



This is obviously the 'purest' form of exam practice.

Exam boards publish the papers that have been sat in previous years, and they are available for free online.

Ideally, try to complete these in exam conditions (so without extra revision notes, in the right timings and in a quiet, undistracted place)

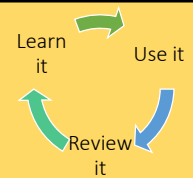
If they are completed with extra help, make sure that you are building in other learning revision activities so that you won't need the extra help in future.

Examples of Exam Questions available from:

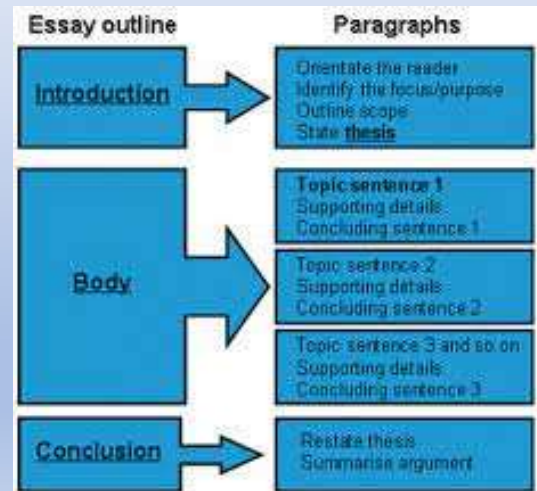
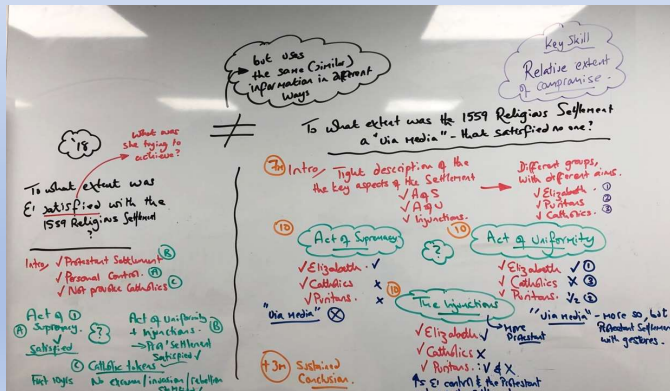
- <https://www.revisely.co.uk/>
- <https://www.savemyexams.co.uk/gcse/>
- www.mathsgenie.com
- www.onmaths.com
- www.Corbettmaths.com



Session 2: Use it Suggested activities



2. Essay plans



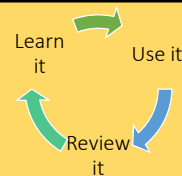
Step one – create a mind map for an essay plan e.g. Shakespeare presents Romeo and Juliet's relationship as problematic. Each main idea should have three thought shower ideas, quotations and context. These should be fairly detailed.

Step two - fold you page in half and repeat this process this time using only short phrases of no more than 3 words for each branch.

Step three – fold paper into a quarter and repeat, this time using only a word for each branch.

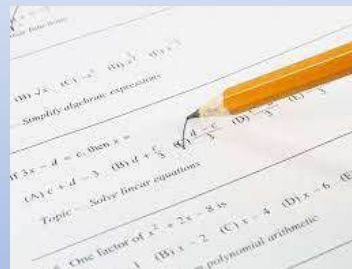


Session 2: Use it Suggested activities



3. Online self marking / student marked exam questions

- ReviseCS
- Quizziz
- Seneca/ Flyp Academy
- www.Onmaths.com



ReviseCS there are aspects that are automatically marked, and longer questions that the mark scheme is made available

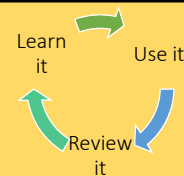
Quizziz questions

Seneca/ Flyp Academy– Multiple Choice, Short exam questions, and Longer Questions

Use www.Onmaths.com to gain instant self marked answers



Session 2: Use it Suggested activities



4. Use models or previous answers



Make improvements to previous answers you've written using your new knowledge

Label answers with how it will hit the assessment criteria.

Use [www.mathsgenie](http://www.mathsgenie.com) for maths modelled answers to identify and improve mistakes

What a good one looks like --> give students a model example but also can be WABOLL --> a weaker example

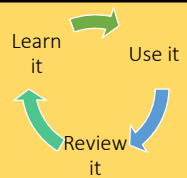
Students can then improve the WABOLL or mark the WAGOLL

Give students 2 different WAGOLL and get them to colour code using a student friendly mark scheme. To demonstrate how marks can be achieved with different types of answers.

Take a model answer and rewrite it so that it is answering a different question (using sentence starters/structure of the initial answer)



Session 2: Use it Suggested activities



5. Create your own exams



Make improvements to previous answers you've written using your new knowledge

Label answers with how it will hit the assessment criteria.

Use www.mathsgenie for maths modelled answers to identify and improve mistakes

What a good one looks like --> give students a model example but also can be WABOLL --> a weaker example

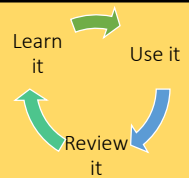
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Session 2: Use it Suggested activities



6. Marking code visual models

Mark Scheme

L1: Identifies a valid with relevant knowledge. One mark for each point identified. (ID)

1-4

L2: One explained point (Ex) or knowledge (K) of more than one related event

5-8

L3: Two explained points or One explained point (Ex) and knowledge (K) more than one related of event. This must include explanation of the stated factor (generals).

9-12

L4 Two explained points (Ex) and complex judgement (J)

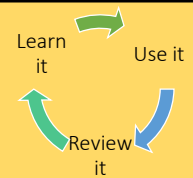
13-16



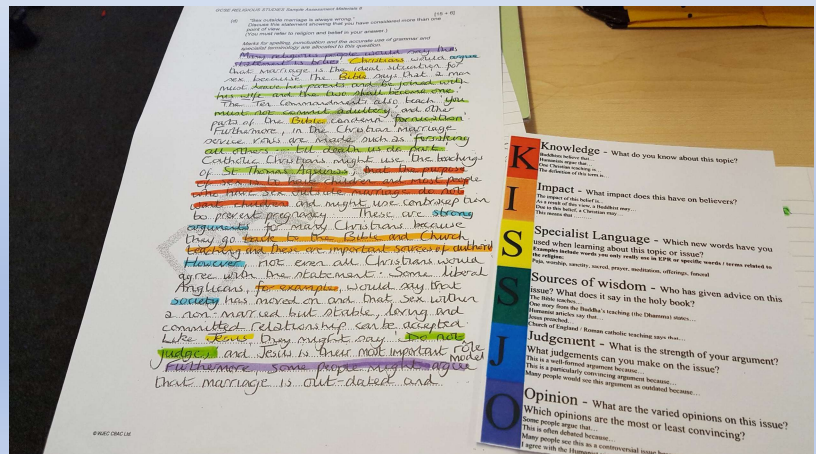
Rather than writing answers- visual representations can be used to check understanding of the mark scheme



Session 2: Use it Suggested activities



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Rather than writing answers- visual representations can be used to check understanding of the mark scheme

