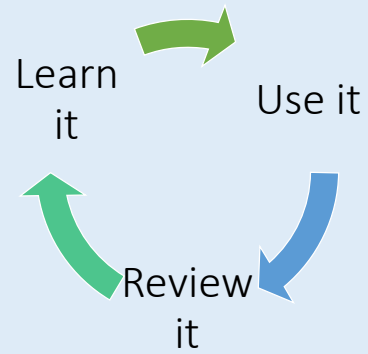




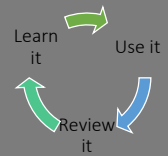
Session 3: Review it

How to judge the success of exam-style question practice





Session 3: Review it

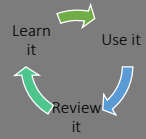


To complete (and restart!) the revision cycle, students need to be able to review their competence and confidence in a particular subject area.

They should reflect on their strengths and identify areas which need further work, thereby starting the cycle again.



Session 3: Review it



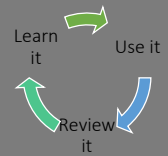
It is important to be honest in this section, both in terms of strengths and development points.

This should help to increase their confidence as they identify how they have improved over the course of the revision cycle and therefore motivate them to complete more revision.

Identifying areas which still need work should help to give focus to the rest of their revision.



Session 3: Review it Suggested activities



1. Marking exam answers



- Use mark schemes (the mark schemes for past papers are published by exam boards)
- Ask your teacher if they would mind looking at it.
- Colour code based on what your teachers have told you should be in exam answers.
- Use your class book/revision notes to make improvements to your answer.



Session 3: Review it Suggested activities



2. WWW EBI



Reflect on your experience of writing an exam answer.

WWW = What Went Well.

What were you pleased with?

What do you think you did that would get you marks from the examiner.

EBI – Even Better If.

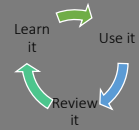
What did you struggle with?

What was most difficult about completing the exam answer? Why?

How could you make this easier next time?



Session 3: Review it Suggested activities



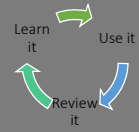
3. RAG



- Get a topic list of everything you could be asked about in a particular module/unit of work.
- Red, amber, green them based on your confidence if a question came up in that area.
- Red = wouldn't have a clue. Would struggle to do anything at all.
- Amber = would have some ideas and would be able to give the answer a go, but would be confident that it would be a good answer.
- Green = feeling confident in this area. If this question came up in the exam I would know that to write and I think I would do well.
- Prioritise red and amber in your future revision, giving red the most time of all.
- Allow occasional sessions on the green topics, just to make sure the knowledge stays in your head.



Session 3: Review it Suggested activities



4. Mark schemes

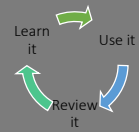
Communicating clearly/ using forms	
Band 5	<ul style="list-style-type: none">sophistication and subtlety prevail; distinct reasons for readers wanting to read this: 'delightful', 'flair'; 'originality'subject matter/ideas presented in completely measured and effectively judged depth/detailartful and self-conscious use of language, with consistent crafting for impactimpressive exploitation of form for purpose and audience, with impressive sense of immersion in the chosen genre.
Band 4	<ul style="list-style-type: none">writing is shaped by an assured awareness of purpose and audience throughoutsubject matter/ideas presented in appropriately sustained way; assured judgements made about the impact of depth/detail on readers' engagementassured and confident control and crafting of language, with words' effects deliberately worked forconfident and skilful use of form, with assured absorption of generic elements.

awareness of readers/audience
ideas presented in appropriate depth & detail
crafting of words/language
use of form & understanding of genre

Familiarise yourself with mark schemes using real mark schemes and/or student friendly versions.



Session 3: Review it Suggested activities



5. Rank order



- List the themes or topics for a unit or text
- Rank these in order of how well you know them
- Rank your favourite
- Prioritise your next topics/themes for revision
- Rank these in order of ready/nearly ready/nowhere near
- Or
- Rank these in order of sorted/ask a mate/ask the teacher



Session 3: Review it Suggested activities



6. Notes from lessons



When you don't know the answer to a question in lesson, make a note of it and use this as your 'go to' revision, rather than trying to 'attack' the whole topic list!



Session 3: Review it Suggested activities



7. Flash card organiser/Leitner system



Every time you get a flash card correct, put it in a separate pile.
If you get a flash card incorrect, put it in another separate pile.
Keep repeating the flash cards that are in the 'incorrect' pile, to ensure learning sticks.

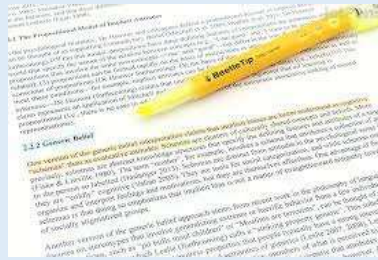
In future sessions, do 3 from the previous 'incorrect pile', 1 from the 'correct pile' (to continuously retrieve knowledge), and repeat the process



Session 3: Review it Suggested activities



8. Self mark



With a highlighter, highlight the different mark scheme criteria's (e.g., AO1, AO2, AO3)

Reflect on answer – which 'colour' is your answer lacking?

Ensure that you concentrate on the assessment criteria that you are lacking in future revision/exam questions