

BBG PATHFINDERS



GCSE Preparation Evening

November 2022

Rationale of this evening

- All year 11 students have already had a session on revision strategies.
- Everything we tell you this evening, Year 11 have already been spoken to about.
- This evening is about making sure that students are getting the same messages at school and at home so that they are receiving the most effective support possible in the run up to their exams.

The Revision Process

Broadly speaking, the revision process can be divided into a 3 part cycle:

1. Learn it.

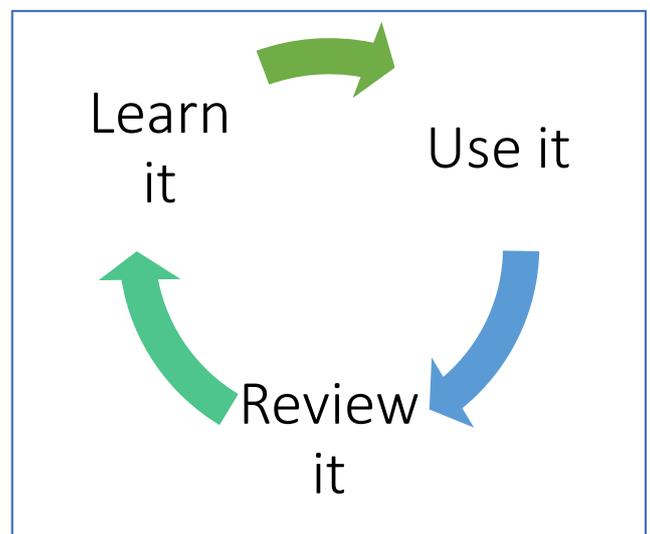
The process of learning new information, or relearning information previously covered in class.

2. Use it.

Applying the information that has been learnt into exam practice.

3. Review it.

Review the success of the previous exam practice, and what still needs to be learnt.



Workshop overview

This evening, you will attend 4 sessions (although possibly not in this order!)

Session 1: Learn it

Effective strategies for learning (and relearning) information.

Session 2: Use it

How to apply learnt knowledge to exam-style questions during revision.

Session 3: Review it

How to judge the success of exam-style question practice during revision.

Session 4: Organisation

How to plan and manage an effective revision schedule.



Session 1: Learn it



- Generally speaking, this part of the process is what most people think of when they think about revision.
- It is 'reviewing' information that you have been taught in class.
- In some subjects (English, for example) it might also involve identifying areas to consider; new things that could be learnt which would give a wider knowledge of the topic and so support exam responses.

HOWEVER, as we know, this is not the only part of revision. There is a danger that students could spend a disproportionate amount of time learning information and never get around to practicing applying their knowledge to exam questions.

Our aim in this section of the revision cycle, therefore, is to use strategies for learning information which are both effective and efficient..

They should be difficult! Students should be trying to remember things, rather than just reading information in front of them. It is this struggle (and eventually remembering/working out the answer) which leads to stronger connections between neurons in the brain and more securely 'learnt' knowledge.

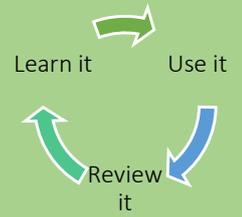
Obviously, the struggle needs to be at an appropriate level. No matter how long I spend trying to remember or work out the periodic table, I am never going to get it. I will need clues and hints to help me remember or work it out.

Learn It: Suggested Activities

Activity	Notes
1. Look, Cover, Write, Check	
2. Using Websites	
3. Flashcards	
4. Mind Maps	
5. Knowledge Organisers	
6. Course Requirements	



Session 1: Learn it



Learn It: Suggested Activities, ctd

Activity	Notes
7. Oracy	
8. Case Study Hands	
9. Memorising Facts	

Any other notes:



Session 2: Use it



How to apply learnt knowledge to exam-style questions

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.

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.

COMMON MISTAKES of the 'USE IT' Revision

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.

SUGGESTED ACTIVITIES

1. Past papers

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.

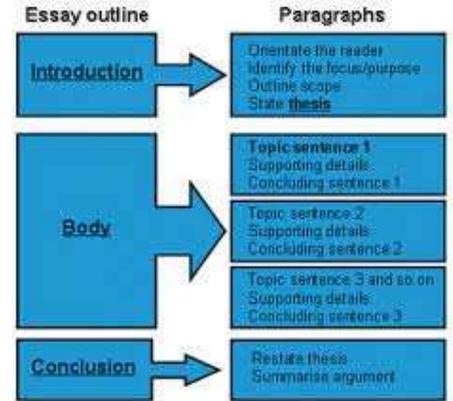
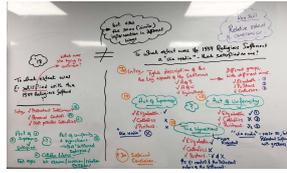
Examples of Exam Questions available from:

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

SUGGESTED ACTIVITIES

2. Essay Planning

NOTES:



3. Online self marking / student marked exam questions

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

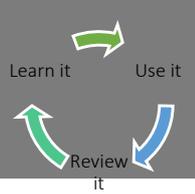
4. Use models or previous answers

5. Create your own exams

6. Marking code visual models



Session 3: Review it



How to judge the success of exam-style question practice

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.

Activity	Notes
1. Marking Exam Answers	
2. WWW EBI	
3. RAG	
4. Mark Schemes	
5. Flash Card Organisers	
6. Self-Mark	



Session 4: Organisation



In this session, we will consider how to put the revision cycle in to practice so that it manageable and effective.

We will go through a number of practical suggestions.

Lots of explanations for the organization of revision can be found in the Parents Revision Guide!

Activity	Notes
1. Chunking up Subjects	
2. Prioritise	
3. Be Realistic	
4. Apply the Revision Cycle	
5. Plan a bit at a time.	
6. Plan your breaks!	
7. Environment	
8. NEAs and Practical Exams	
9. Take Care of Yourself!	