

Year 11
Parents' Pre-Exam Support Evening
27th February 2018

Revision & Learning:
What we tell the students !

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Key Messages

- Revision is **essential** for exam success, it is hard work, but the challenge is to make it really effective
- **Starting early is better** “It’s a marathon, not a sprint”
- The key is **Organisation** and **planning**
- There is **no “best” technique for revising....**

College support

- March Deep learning Day
- Revision tasks for Home Learning, in planners
- Published revision guides
- Subject revision sessions, drop-ins – see timetable
- Tutor-time revision techniques sessions
- Y11 Examination Revision Guide, tutor support
- GCSEpod, Moodle, MathsWatch etc
- Pre-exam briefings

and just ask teachers!

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Revision Planning

- Max concentration span ?
- Max revision time per evening ?
- 45 mins/ hour (20-30 min bursts for some) with a break
 - Mix subjects (and techniques)
 - Holidays, weekends, study leave ?
- Planning is not revision but reduces stress



Morning revision sessions

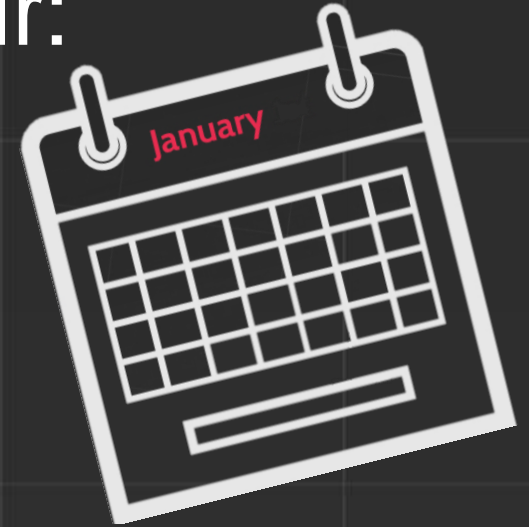
- ✓ **Year 11 are currently involved in a series of sessions helping them choose the most effective revision strategies for them.**

Week A	
MON	11RDH
TUE	
WED	
THUR	11NG
FRI	11RGG
Week B	
MON	11YNS
TUE	11GSW
WED	
THUR	
FRI	11YMPR

Start with a long term timetable

break it into subjects and their:

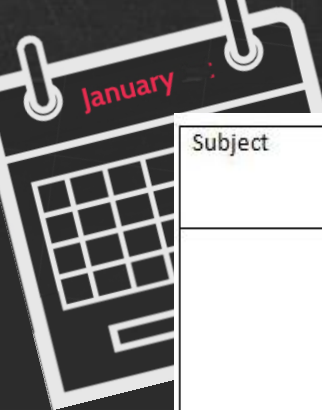
- units
- assessment objectives
- exam paper sections



How do I get it done?

- talk to teachers
- get help filling it in
- check there are no gaps in learning
(due to absence)

*maybe partner
with someone
you trust to
share the work
at this stage*



English Language

Subject	<ul style="list-style-type: none"> ▪ Paper ▪ Unit ▪ AO 	Skill	Revised when?	2 nd revision	3 rd revision	4 th revision	Mastered on	Next steps
		P 1 reading						
		AO1	ID/select					<input type="checkbox"/> speak to teacher <input type="checkbox"/> check with teacher <input type="checkbox"/> get someone to test me <input type="checkbox"/> compare what I know with what's in my book
		AO2	Lang/Struct					<input type="checkbox"/> speak to teacher <input type="checkbox"/> check with teacher <input type="checkbox"/> get someone to test me <input type="checkbox"/> compare what I know with what's in my book
		AO4	Evaluate					<input type="checkbox"/> speak to teacher <input type="checkbox"/> check with teacher <input type="checkbox"/> get someone to test me <input type="checkbox"/> compare what I know with what's in my book
								<input type="checkbox"/>
		P2 reading						
		AO1	ID/select					<input type="checkbox"/> speak to teacher <input type="checkbox"/> check with teacher <input type="checkbox"/> get someone to test me <input type="checkbox"/> compare what I know with what's in my book
		AO2	Lang/Struct					<input type="checkbox"/> speak to teacher <input type="checkbox"/> check with teacher <input type="checkbox"/> get someone to test me <input type="checkbox"/> compare what I know with what's in my book
		AO3	Compare					<input type="checkbox"/> speak to teacher <input type="checkbox"/> check with teacher <input type="checkbox"/> get someone to test me <input type="checkbox"/> compare what I know with what's in my book
		AO4	Evaluate					<input type="checkbox"/> speak to teacher <input type="checkbox"/> check with teacher <input type="checkbox"/> get someone to test me <input type="checkbox"/> compare what I know with what's in my book
		P1 writing						
		AO5	clear exp/org					<input type="checkbox"/> speak to teacher <input type="checkbox"/> check with teacher <input type="checkbox"/> get someone to test me <input type="checkbox"/> compare what I know with what's in my book
		AO6	VSSPaG					<input type="checkbox"/> speak to teacher <input type="checkbox"/> check with teacher <input type="checkbox"/> get someone to test me <input type="checkbox"/> compare what I know with what's in my book
		P2 writing						
		AO5	clear exp/org					<input type="checkbox"/> speak to teacher <input type="checkbox"/> check with teacher <input type="checkbox"/> get someone to test me <input type="checkbox"/> compare what I know with what's in my book
		AO6	VSSPaG					<input type="checkbox"/> speak to teacher <input type="checkbox"/> check with teacher <input type="checkbox"/> get someone to test me <input type="checkbox"/> compare what I know with what's in my book

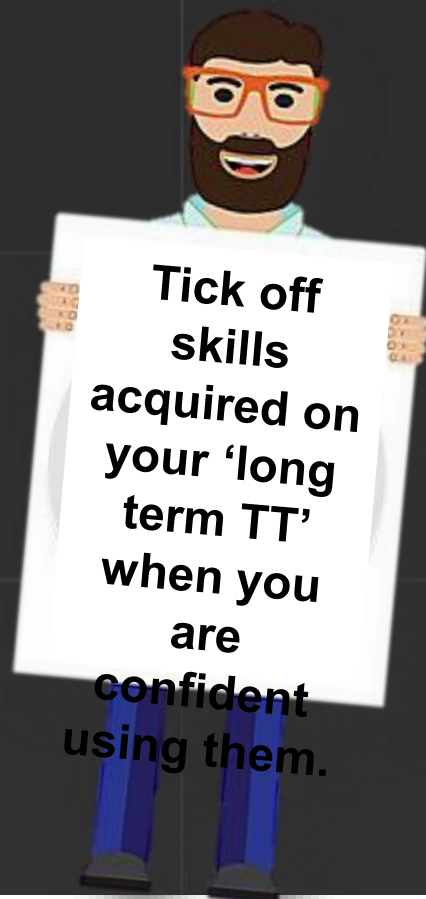
Develop a short term timetable

Once you've identified all the different skills to revise on your LTTT, you'll be ready to break them down into sensible, short term timetables. It identifies what to revise/ when to revise.



Week 2 Feb 6-12				
	PM1		PM2	
Monday	Eng lang P1 A05 A06 introduction and ending paragraphs	maths shapes volume	BASKETBALL	biology photosynthesis
Tuesday	history Treaty of Versailles	French verbs	Eng lang P1 A05 A06 sentence variety	chemistry bonding
Wednesday	RUGBY	RUGBY	physics reflection refraction diffraction	geography urbanisation
Thursday	chemistry atoms elements compounds	Eng lit Poetry comparison/structure	biology genetic variation	B&V Buddhism
Friday	geography erosion	maths pythagoras	TIME OFF	
	AM1	AM2	PM1	PM2
Saturday	French home and local area	PAINTBALL	Eng lit Animal Farm - context	B&V ethics/ rights responsibilities
Sunday	RUGBY	RUGBY	history Appesement - Chamberlain	physics velocity acceleration

- ✓ 25 min blocks
- ✓ alternate between easy and hard
- ✓ 5 min breaks in between
- ✓ When revision block is done give an EBI on a post it for next time



Tick off skills acquired on your 'long term TT' when you are confident using them.

Revision styles to try out...



- ✓ **Sub-vocalise** as you read.
This means reading with moving lips and then reading aloud key words/ terms or information that help you understand.
- ✓ You could also **record what you read** and play it back later.
Pause before you get to key words and see if you can name them before you say them on the



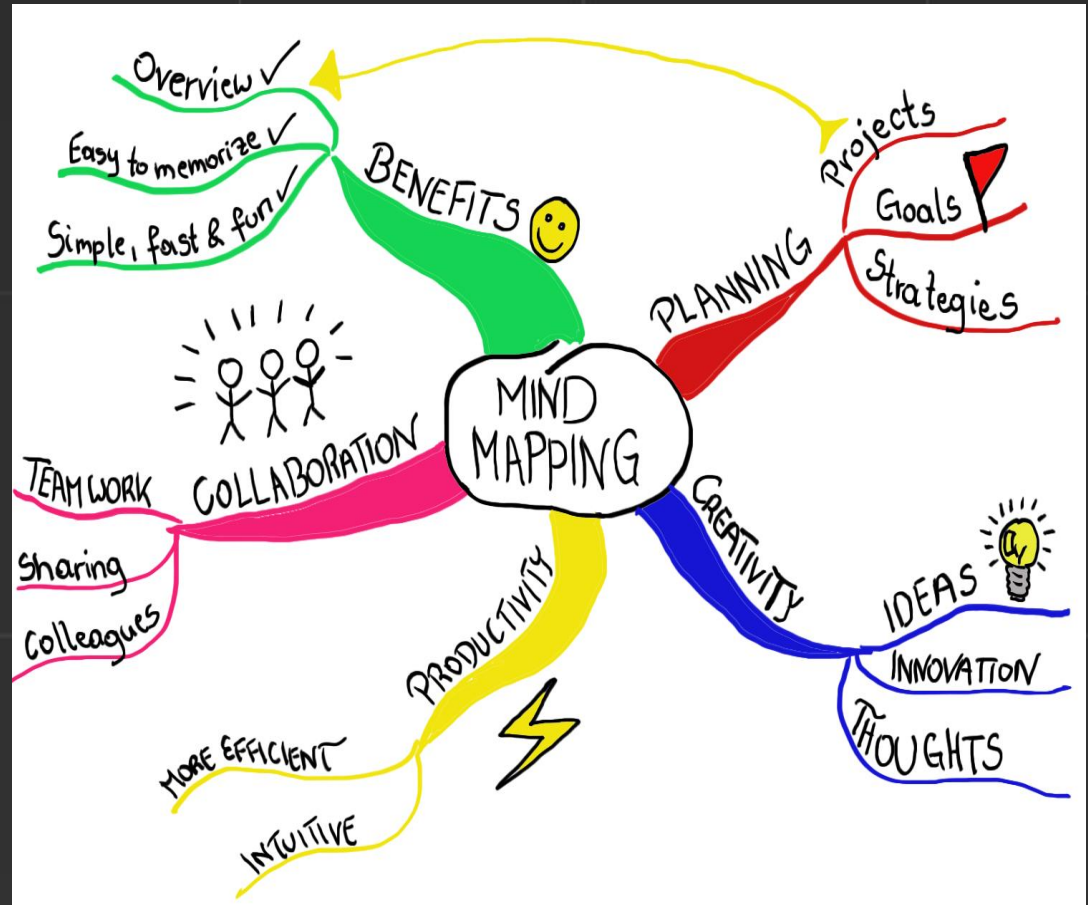
Sub vocalising
improves your
retention by 200%

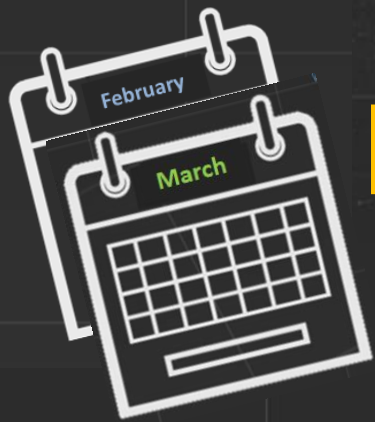




Revision styles to try out...

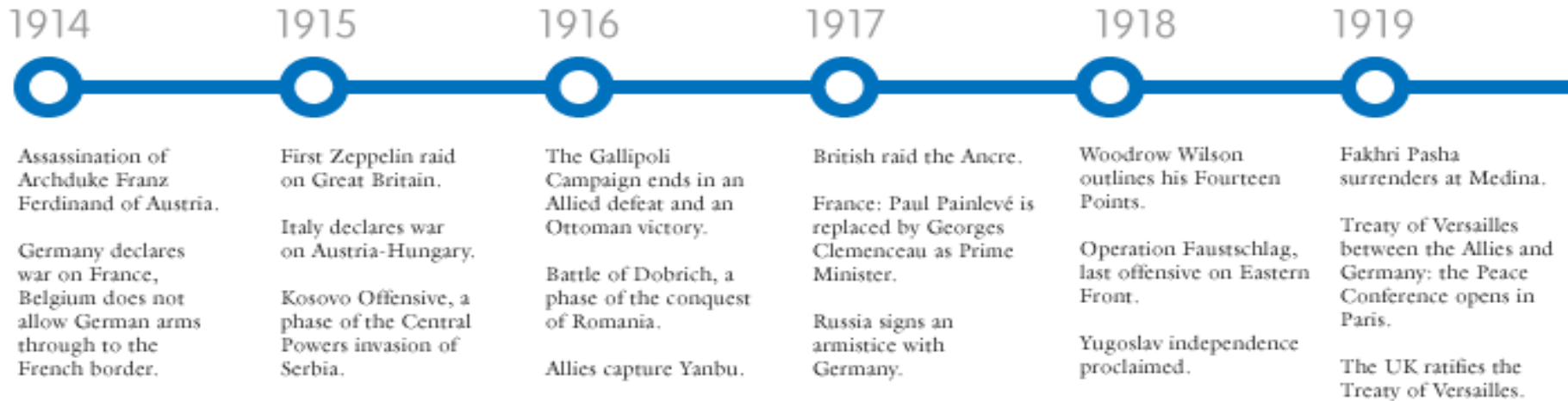
- ✓ **Mind map** units and break them down into headings. Use images and colours to help info burn into your memory





Revision styles to try out...

Timeline of World War I



✓ **Time lines** help you to organise when and in what order things happened. Ideal for History but really useful for other subjects too.

Revision styles to try out...

lib·er·tar·i·an

(noun) One who advocates maximizing individual rights, minimizing the role of the state, and the non-initiation of force



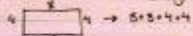
Definition cards create these for key words and terms that are new or unfamiliar to you. Stick them in 'high traffic' where you'll see them regularly. Once you are familiar with them, organise them into a set and get someone to test you on them. Put the ones you got wrong back in the high traffic areas and repeat.

Look – say – cover - write – check Do this with tricky key words/vocabulary/ spellings to get them right

Geometry Vocabulary

obtuse

The distance around a 2D figure



radius

parallel

An angle measuring between 0° and 90°



diameter

area

right (angle)

polygon

Revision styles to try out...



✓ **Mnemonics and acronyms** can help you memorise tricky information. Ask your teacher if there are any that are useful in their subject. Put them on revision cards and place them in high traffic areas!

GCSE PE ACRONYMS

- CHIRPS**
CULTURE, HEALTH, IMAGE, RESOURCES, PEOPLE, SOCIAL ECONOMIC
- PMS**
PHYSICAL
MENTAL
SOCIAL
- RIC**
AGENCIES - RETAIN, INSPIRE, CHALLENGE
- FAT MEN EAT MORE SWEETS COS FIT BOYS CANT**
FLEXIBILITY, MUSCULAR ENDURANCE
MUSCULAR STRENGTH, CARDIOVASCULAR FITNESS, FLEXIBILITY, BODY COMPOSITION
- PCRABS**
POWER CRABS
POWER, COORDINATION, REACTION TIME, AGILITY, BALANCE, SPEED
- INDIVIDUAL NEEDS, SPECIFICITY, PROGRESSIVE OVERLOAD, REST AND RECOVERY, FREQUENCY, INTENSITY, TIME, TYPE**
- ISPORR FITT**
- CIFCWC**
COME INSIDE FOR CHEESE WITH CRACKERS
CONTINUOUS, INTERVAL, FARTLEK, CROSS, WEIGHT, CIRCUIT
- SMART BAND SP**
SPECIFIC, MEASURABLE, ACHIEVABLE, REALISTIC, TIME BOUND
- BETA BLOCKERS, ANABOLIC STEROIDS, NARCOTIC ANALGESICS, DIURETICS, STIMULANTS, PEPTIDE HORMONES**
- A FEAR**
ADDUCTION, FLEXION, EXTENSION, ABDUCTION, ROTATION

PETER
AFOREST
BIDMAS



Revision styles to try out...

- ✓ **Refine to learn!** This nifty method works for lots of people.

1. Read a page of notes in your book

2. Put the page away then bullet point key info onto a an index card

3. Write 5 words that sum up your learning on the index card

4. Finally, using the post it **only**, see if you can explain what you've learned from the sheet to someone else.

over Lennie. Firstly is the concern he shows for Lennie's health 'You gonna be sick like you was last night' He tries to remind Lennie to be careful drawing his attention to previous sick that it will s like water. He wa protect Lenn 'an impart usef drink water advice is off tten to the reader tries to Lennie ere opels unlikely Lennie i mp George also organoes work for them let you carry your own work card?' Shows his frustration at the lack of o, your... control Lennie has over his life. This frustration is also shown in George's bad language 'You crazy bastard' this is George's only outlet for his anger at the utterly responsible role he plays in their friendship. Finally George could be seen as playing the part of the parent 'Come on, give it here?' He asserts his authority over Lennie, ^{using commands like 'give'} to protect him from making bad choices that could make him ill.

Revision styles to try out...



✓ Use a highlighter!

Read through notes in your exercise book – have a colour code already sorted for each subject and categorise key information by highlighting it.



HOW TO HIGHLIGHT

By Viola
@studybunbunny

- Do not use one single-coloured highlighter
- Instead, try use several different colours
- Assign each colour a specific purpose
- This creates a colour coding system.
- Therefore making your your material easier to understand and learn

good
luck
mf

EXAMPLE OF A SYSTEM

- **Pink**: titles and headlines
- **Blue**: for terminology and vocab.
- **Green**: definitions and explanations of terminology (green explains blue)
- **Orange**: Examples of the term.
- **Yellow**: Other things, misc.

Tip: Use light colours when highlighting a lot of text, like green

APPLYING IT TO A TEXT

Berries and fruit

The botanical definition of a berry is a **fleshy fruit produced from a single flower and containing one single ovary**. There are both **poisonous and edible berries**. Some common edible ones include **strawberries, tomatoes and peppers**.

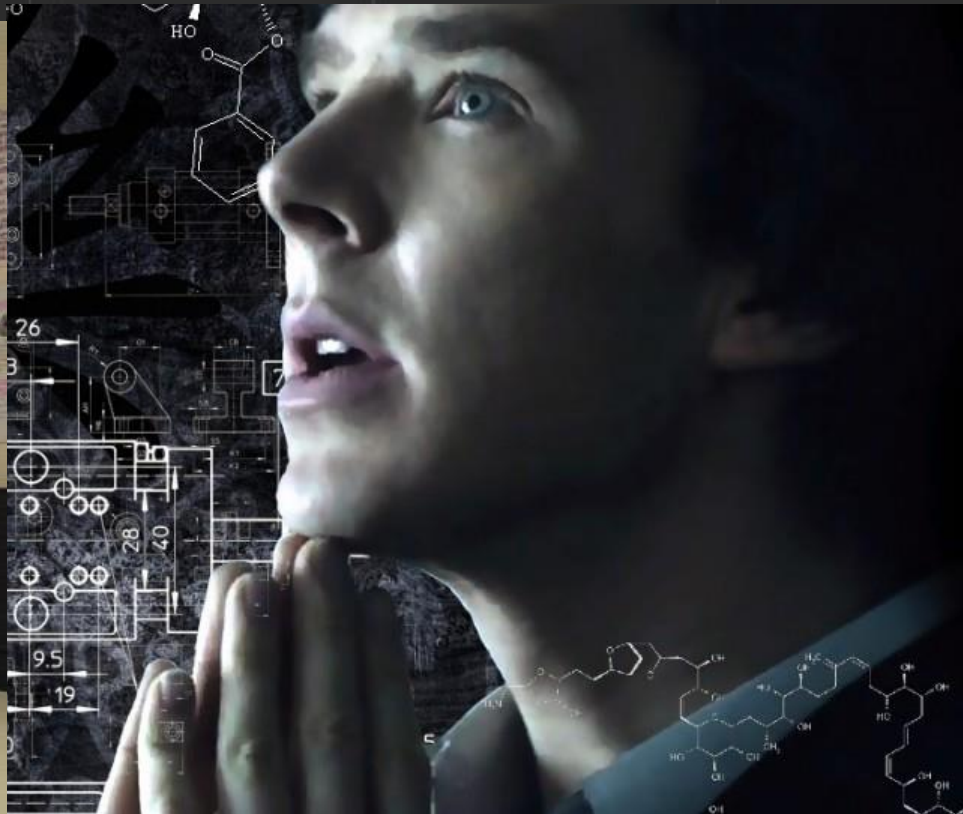
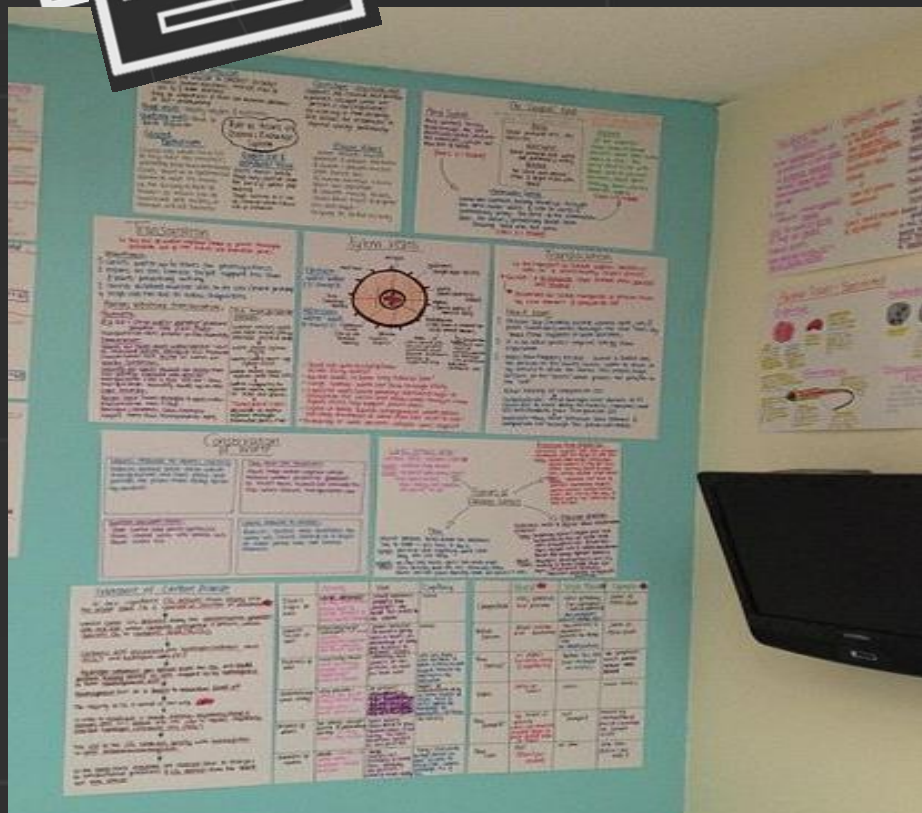
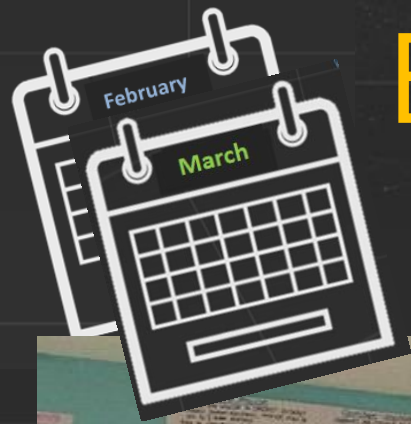


Revision styles to try out...

- ✓ **Quiz a pal.** Pick a topic with a friend. You both create 12 questions on it. Categorise them so there are easy/ medium/ difficult questions. Swap them and mark each other. Get more people to join you and up the number of questions you attempt.



Be like Sherlock...



Create a 'mind palace' with your revision materials. Use different places in your house for memorable posters and lists. Create subject zones. i.e utility room =



The sprint finish!

- The five minute essay plan
- RAMBAM (read a min – bullet a min)
- Mindmap a topic without your notes
- Practise past papers one section at a time (or try ones done in class again if it's a new GCSE)
- Ten minute tests
- Read mark schemes and mark your own work using them
- Go through mock papers/ read advice/ improve each section of the paper.

The sprint finish!



Have a revision **Power HOUR**



Choose a past paper question



Google your subject level and exam board e.g 'Geography GCSE past papers AQA'



Revise topic for 20 minutes



Do the question (set a timer for that section)



Mark your answer (use the mark scheme)



Get feedback (show teacher and ask if your marking is accurate)

Computer/phone/ipad Health Warning

- **Internet:- Productive use**

CVCC Moodle, GCSEpod, BBC Bitesize, Exam Board sites, internet research – lists in Revision Guide

- **Internet:- Unproductive use**

games, shopping, non-revision sites, chat rooms and blogs, messaging, social media (unless related to study)

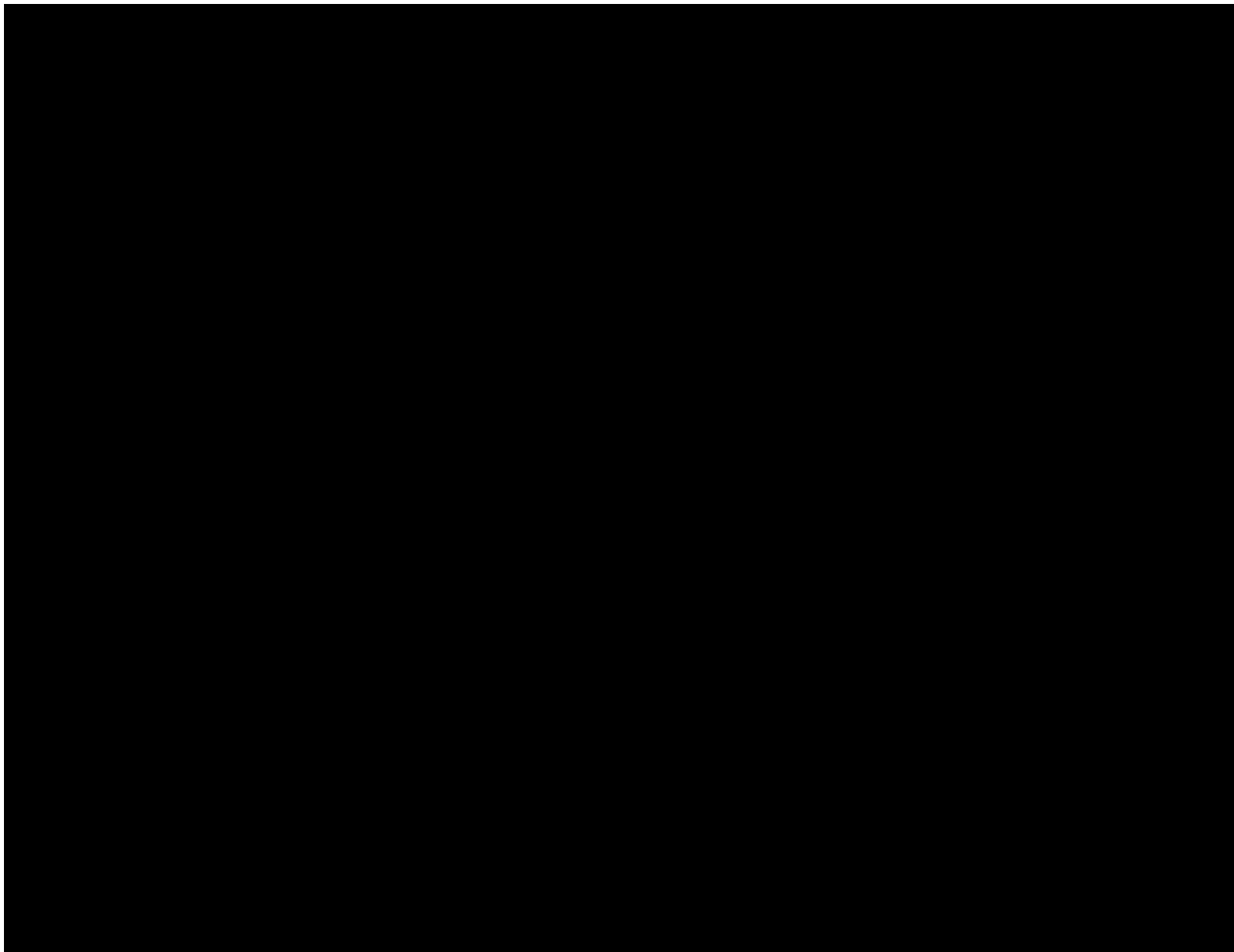
- **Using the internet for revision requires:**
self-discipline and careful policing

- **If in doubt, turn it off.**



“But it helps me to concentrate!”

- TV/video
 - computer games
 - messaging sites
 - music in general
-
- **Unfortunately it is an illusion that any of these help with concentration and taking information in!**



Exam Stress

- Quite normal for young people to be anxious about exams
- Revision planning
- Healthy habits
- Thinking positively
- Keeping things in perspective
- Organisation immediately before an exam

and if they're struggling?

- preparation will alleviate most problems
- vast majority manage – important to maintain normal balance
- daily contact with tutor, support, open dialogue with home
- college counsellor, group or individual work
- concerns – please contact tutor initially
- www.youngminds.org.uk/school-pressure
- www.childline.org.uk/info-advice/school-college-and-work

Finally



It's a balancing act between trying to push your son / daughter to revise and not waste their time and giving them space and support when they need it.



YEAR 11 EXAMINATIONS

Procedures

and

Most frequently asked questions





- ❖ We are an approved and registered examination centre and must abide by the JCQ 'Instructions for conducting examinations'. These are set out and updated annually in a document known as the ICE booklet.
- ❖ We are inspected annually to check that exams are being conducted in line with these regulations. If not, we may have our status as an approved exam centre removed.
- ❖ This evening I will be providing you with information about how the exams will run in line with these regulations.



Exam Booklet

All Year 11 students will be issued with an Exam Booklet which they should all read as it contains important information about their exams.

The booklet will be issued, along with an individual exam timetable, towards the end of this term but it is also already available on the college website.

The exam regulations students should adhere to are made very clear in the booklet. Exam Boards will not make allowances for students who say they did not know the rules if they have been issued with them by their college.



Exam Dates



- The official GCSE exam period runs from **14th May to 22nd June 2018.**
- In addition to these dates students may have practical exams and non-examined assessments which also form part of their exams.
- Students have been issued with Statements of Entry and have now been entered for their exams.
- Towards the end of this term they will receive an individual exam timetable with the following information.....

Individual Candidate Timetable

Individual Candidate Timetable

Season : Summer 2018

Centre Number : 54203

Name : xxxxxxxxxxxxxx

Year : xx

Candidate Number : 4032

Reg Group : xxxx

UCI : 54203xxxxxxxxxx

ULN : xxxxxxxxxxxxxx

Date	Start Time	Board	Level code	Element code	Element Title	Component	Component title	Duration	Room	Seat
Tues 19 May	9:00	Edexcel	GCSE	5FR03	English Literature A	5FR03H	English Literature A higher	0h 35m	HALL	D2
Wed 20 May	9:00	Edexcel	GCSE	4BIO	Biology	4BIO/1B	Biology	1h 00m	HALL	F4
Thur 22 May	1:30	AQA	GCSE	90302	Geography A Unit 2	90302F	Geography A Unit 2 Foundation	1h 30m	HALL	B9
Fri 13 June	1:30	Edexcel	GCSE	1MAO/1	Mathematics 2	1MAO/1F	Mathematics 2: Foundation	1h 45m	HALL	G12

Responsibilities

It is the student's responsibility to attend the **correct examinations** at the **correct times** on the **correct days**.

The Exam Boards will not make any allowances for 'mis-reading' or 'losing' the timetable.





FAQ by students



What if I am late? Can I still take my exam?

- For an exam lasting more than an hour you must arrive within 1 hour of the published start time (i.e. before 10:00am for morning exams and before 2:30pm for afternoon exams.) For exams that are less than an hour students must arrive before the published finish time
- Students will be allowed into the exam and given the time missed at the end (if required)
- If you know you are going to be late you should ring the college as soon as possible – **01392 461407** and, if possible, email **exams@clystvale.org**



FAQ by students



What if I am ill and can't take an exam

- If you have completed at least 25% of the total assessment we can apply for special consideration
- You must contact the Exams Office within 7 days of the missed exam
- A letter or email from your parent/carer, to confirm the illness, and possibly a Dr's certificate, must be received within 7 days of the missed exam
- Exam boards do not use mock exam results to estimate marks for missed exams.

FAQ by students



What if I become ill during an exam?

- Raise your hand to let an invigilator know. If necessary, you will be allowed to leave the exam room temporarily (accompanied by an invigilator) until you feel better. The time lost will be added to the end of your exam.
- If you are too ill to continue the exam you will be sent home and the Exams Officer will apply for special consideration on your behalf (as long as you have completed at least 25% of the overall assessment)

FAQ by students

Can I leave early if I have finished my exam?

- NO, as it disturbs other candidates
- NO, because it will break the confidentiality rules



FAQ by students

Can I do my exam in a small room if I am feeling anxious?

NO. The JCQ regulations state that the candidate's difficulties must be established within the centre and must reflect the candidate's normal way of working in internal school tests and mock exams as a consequence of a long term medical condition or long term social, mental or emotional needs.





FAQ by students

What happens if I have forgotten my exam number or seat number?

- A copy of the full exam timetable will be on the notice board where students sign in
- Your candidate ID card on your exam desk will show your exam number and the centre number.
- A copy of the day's seating plan, including exam number, room and seat number will be displayed by the changing rooms adjacent to the Main Hall
- It is important you check this BEFORE you go into the exam room if you are unsure

FAQ by students



What equipment will I need?

- The College cannot be relied on to lend equipment
- It is the student's responsibility to bring all the necessary equipment, i.e. pens, pencils, rulers, calculator, protractor (except for a specialist subject like Graphic Products)
- you must write **only in black ink** (scripts are scanned or photocopied)
- you should have **more than one** pen
- All equipment should be in a clear pencil case or a plastic bag – Labels should also be removed from bottles of water.

FAQ by students



What are the rules about mobile phones?

- The rules about mobile phones are very strict
- If a mobile phone is on the candidate and goes off during an exam this must be reported to the Exam Board and is most likely to result in disqualification from the exam.
- If a mobile phone is on the candidate even if it is switched off this must be reported to the Exam Board – you risk being disqualified from that exam
- If a mobile phone goes off in the exam room but is not on the candidate this must be reported to the Exam Board - you also risk being disqualified from that exam

Prevention

- To try and stop this being a problem all students must leave their bag and mobile phone in the PE changing rooms, which are then locked
- We will remind you about mobile phones at the start of every exam
- **ALL OF THE ABOVE ALSO APPLIES TO iPods, MP3s, INTERNET WATCHES; AND HEADPHONES.**
- All watches must be removed and placed on the desk in front of you.

Study Leave



- Lessons will continue until Friday 25th May 3.20pm
- After this date you will be on official study leave
- You should arrive in plenty of time for your exam, 10-15 mins before the start
- You will be expected to sign in and out on the sheets by the “Giraffe House”
- Staff will still be available during timetabled lesson slots
- Study rooms will be available
- Formal revision sessions will continue
- Pre-exam briefings (where practical)
- You must wear the correct school uniform during exams

Results Day

- College computer generated results slips will be available from 9 a.m. on **Thursday 23rd August**
- You should come in to college to collect this slip. Third parties (**even parents!**) will need written permission from you to collect results.
- Those not collected will be posted home.
- **We do not issue results over the phone or via email.**

Exam Appeals

If a student achieves a surprising result in an exam they may be able to make an appeal to the Exam Board.

This must be done via the college . You can find a form in the back of the Exam Booklet and forms will be available on Results Day.

Exam boards charge approximately £40 per paper to carry out a review of marking.

Non-Examined Assessment Appeals

Some work is internally marked by teachers but forms part of the overall exam qualification. Students will be informed of the marks awarded for their work before it is sent to the exam boards. There is an opportunity to appeal against this mark. Details can be found in the Exam Booklet and on the website.

Official GCSE Certificates



These arrive at the end of October and should be collected at the celebration evening which will take place in November.

Any uncollected certificates can be collected in person after this date. A relative or friend can collect the certificates on behalf of a student if they have the student's written permission.