Exam preparation

Exam preparation

Welfare check – ask students how they are doing

Last data set – what did you get and where do you want to be?

What are your strengths? Which subjects are you performing well on?

What are your areas for development? Which subjects/topics?

Attendance to school and conduct in lessons? Check ClassCharts

What can we do to support?

Revision key questions

Are you completing all of your homework – this is only a small part of revision?

How much revision are you doing at home, daily, weekly?

Do you have a revision timetable?

What other commitments do you have outside of school?

Do you have a quiet space to revise?

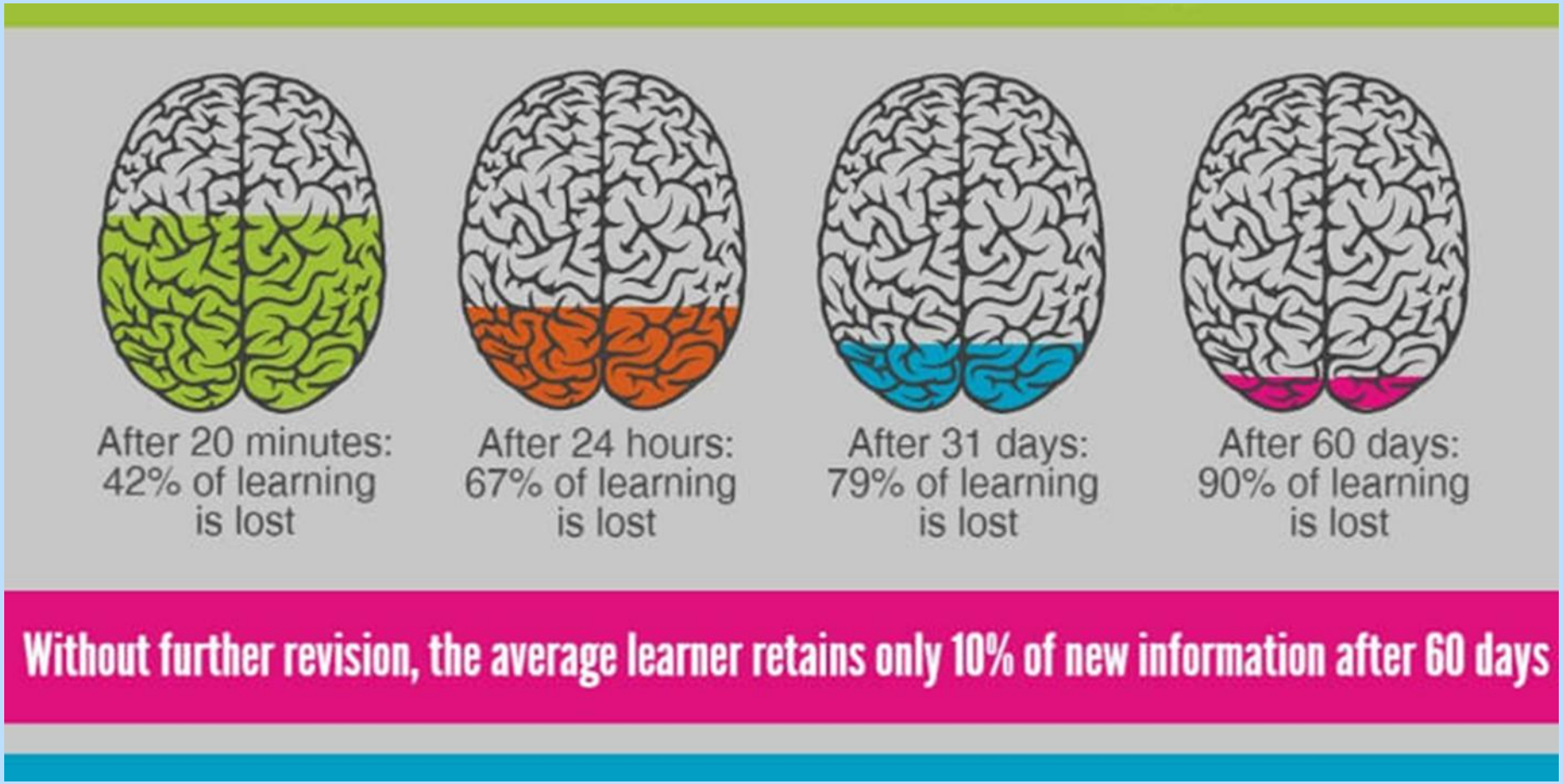
What makes effective revision?

- Selection of correct technique
- Correct structure
- Appropriate study space
- Supportive and encouraging parents/carers
- Balance & incentives

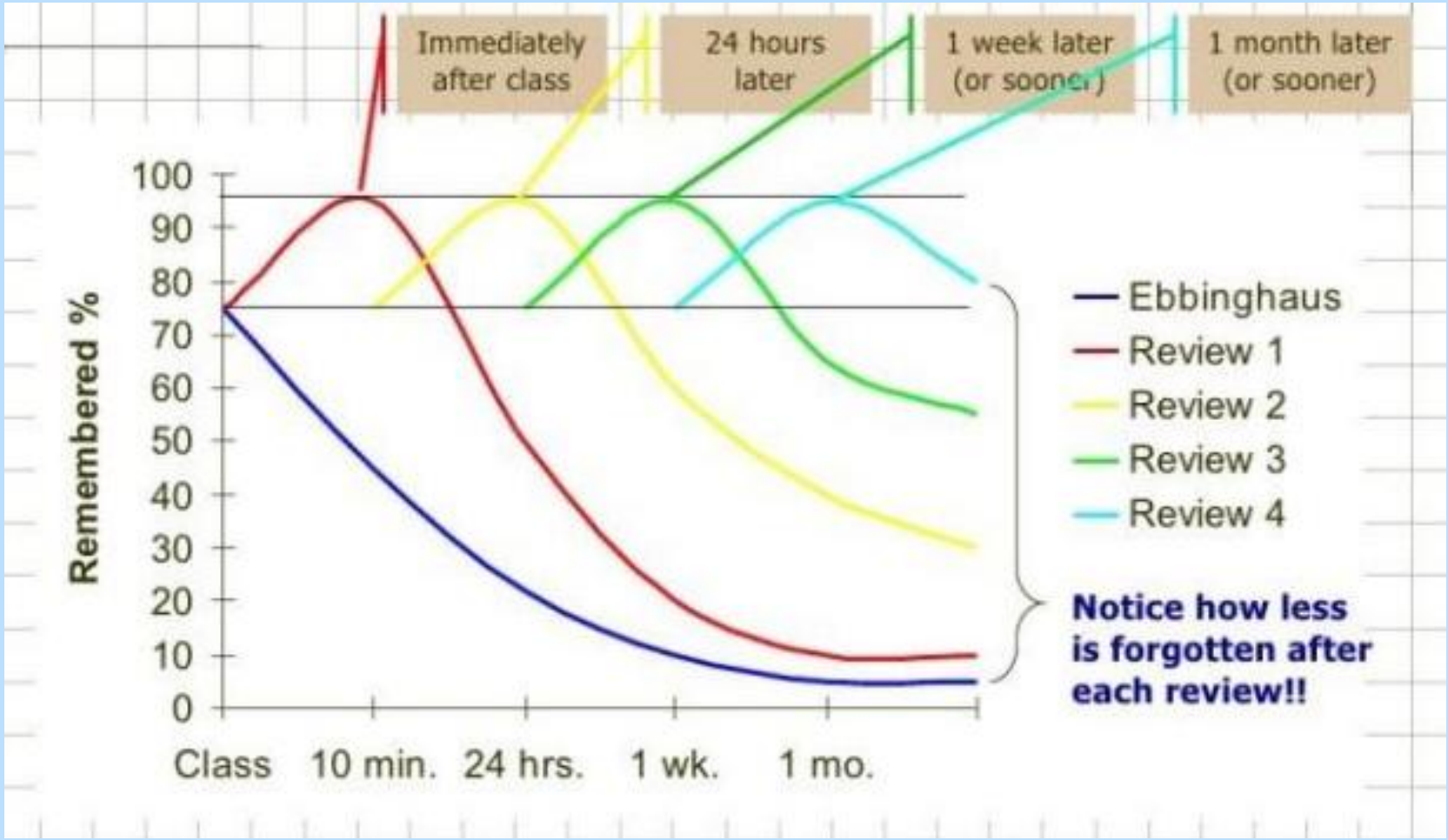
Learn- transform- apply & test

RESPECT - ASPIRATION - DETERMINATION - INDEPENDENCE

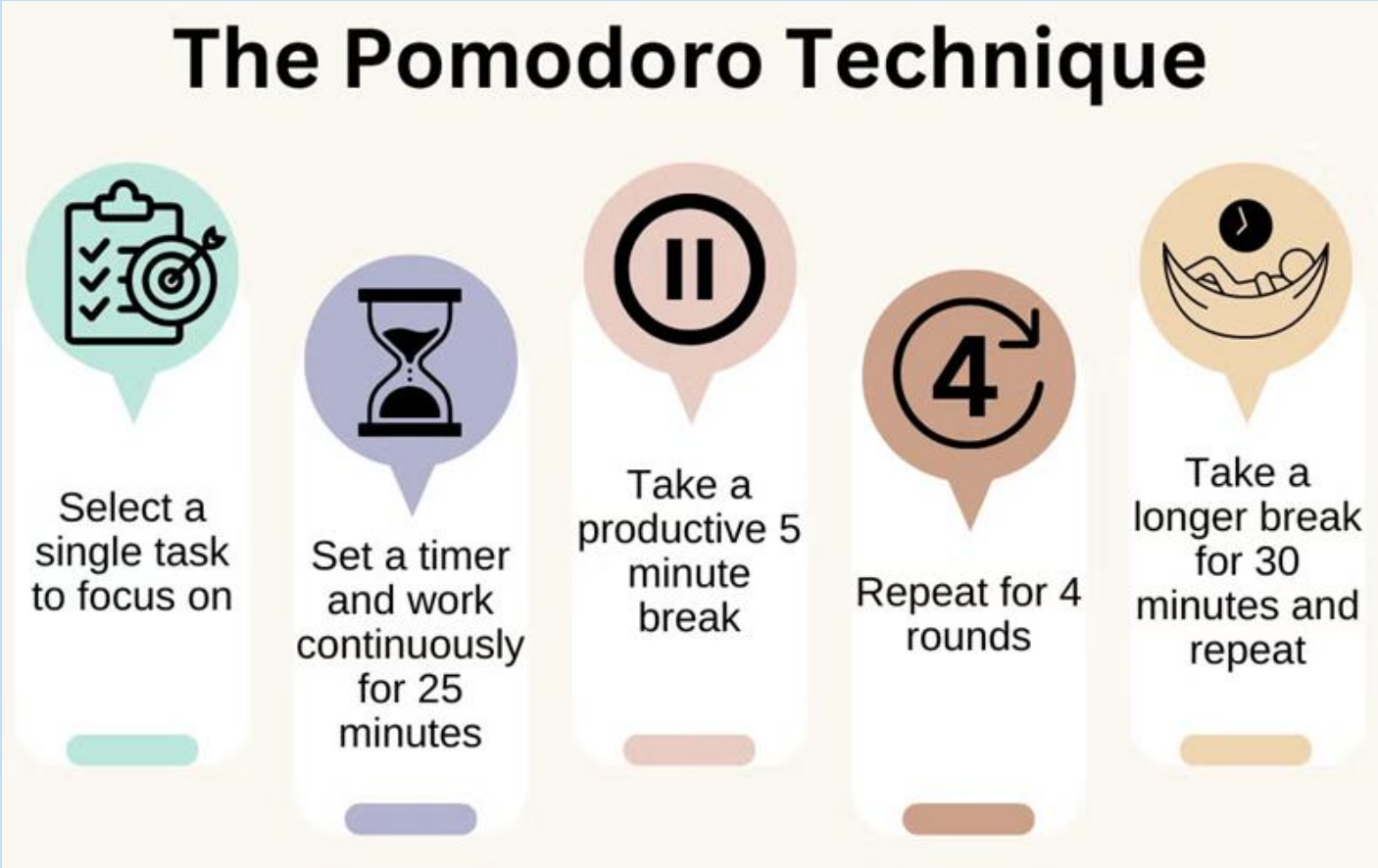
Breaking the forgetting curve



Breaking the forgetting curve



Structure of effective revision



Structure of effective revision

➔ Think about when you are able to work, e.g. you will be able to revise for longer at the weekends and in school holidays than on normal school days

➔ Fill in your other commitments so that you can plan your revision around things like sport, tutoring, music lessons etc.

➔ Make sure you include all of your subjects

➔ Add the topics you are going to revise

Start with Eng/Ma/Sci and use the gaps from your last progress report

Study timetable

@SMARTGIRLS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
DATE:							
8:00							
9:00							
10:00							
11:00							
12:00							
13:00							
14:00							
15:00							
16:00							
17:00							
18:00							
19:00							
20:00							
21:00							
22:00							

Revising effectively

- When you come in from school have a break, have a drink, get a snack, walk the dog, exercise…
- Spend 10-15 mins planning your revision. What you are going to revise, gathering your notes, online revision platforms
- 3-4 cycles using the Pomodoro technique

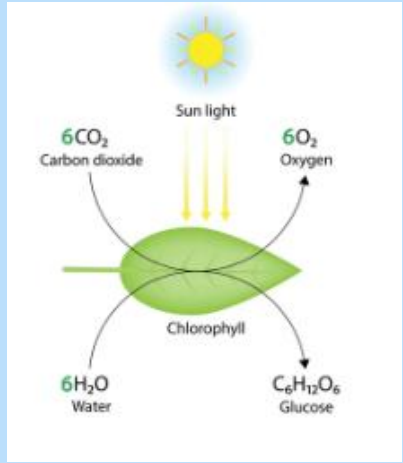
Creating a flashcard

On one side write the keyword/process **Photosynthesis**

On the other side write what it is: The process plants use to convert carbon dioxide, water, and light energy into glucose (food) and oxygen.

The word equation: Carbon dioxide + water $\xrightarrow{\textit{light energy}}$ glucose + oxygen

Dual coding →



Front of Flashcard

PHYSICS: TOPIC 4

3 BASIC STATES OF MATTER

Back of Flashcard

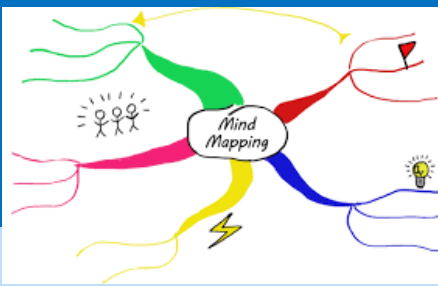
3 BASIC STATES OF MATTER

SOLID	LIQUID	GAS
		
VIBRATE ABOUT A FIXED POSITION	SLIDE AROUND EACH OTHER	MOVE QUICKLY IN RANDOM DIRECTIONS
REGULAR PATTERN	RANDOMLY ARRANGED	RANDOMLY ARRANGED
CLOSE TOGETHER	CLOSE TOGETHER	FAR APART
FIXED VOLUME	FIXED VOLUME	VOLUME CAN CHANGE
FIXED SHAPE	SHAPE CHANGES	SHAPE CHANGES

Using flashcards

- Use **spaced repetition**, focusing more time on the cards you find challenging. Review cards at increasing intervals to combat the forgetting curve. For example, go through them daily, then every few days, then weekly.
- Create separate flashcards for specific details, such as the limiting factors (light intensity, CO_2 concentration, temperature) or the difference between light-dependent and light-independent reactions.
- Consider making a flashcard for the practical investigations used to test the rate of photosynthesis, such as using a bubble potometer.
- **Test** in what the word is, what it means, what is the equation
- **Vary your methods:** Use flashcards alongside other study techniques, as they are one tool among many.

Mind-maps

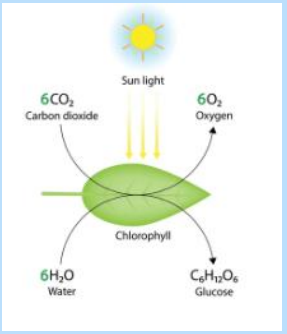


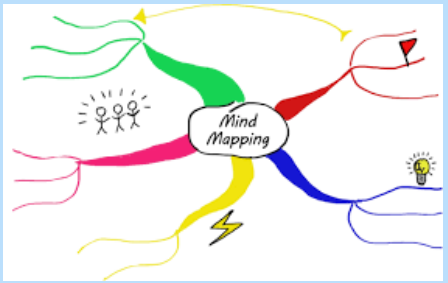
- A mind map is a visual tool used to organise and represent information in a hierarchical and interconnected format.
- It typically begins with a central topic or idea, which branches out into related subtopics, concepts, and details.
- Mind maps can incorporate text, images, colours, and symbols to convey information effectively.
- Sometimes mind maps are really creative and visually appealing (like the example here) but they do not need to be.

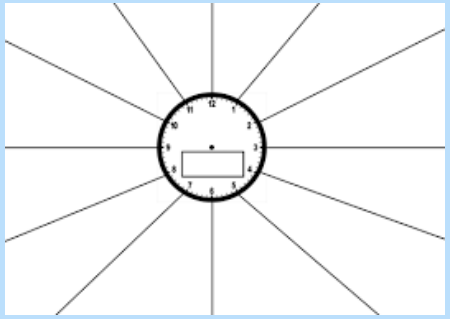
Achieve + Learn Trust.
Better, together.

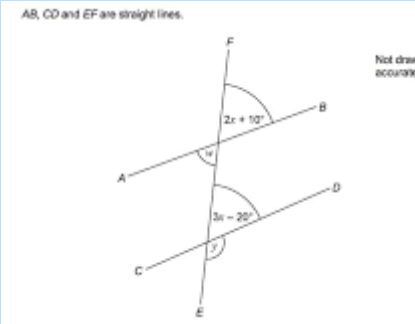
What other techniques are working for you?

- Flashcards
- Flow diagrams
- Mind-maps
- Revision clocks
- Applying to exam questions







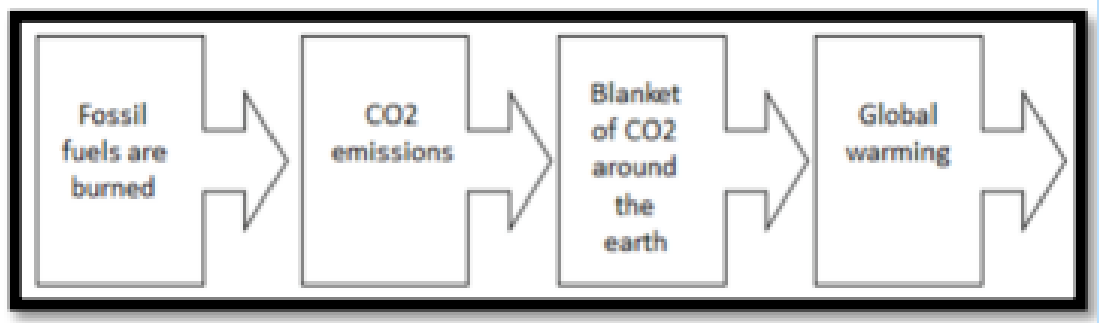


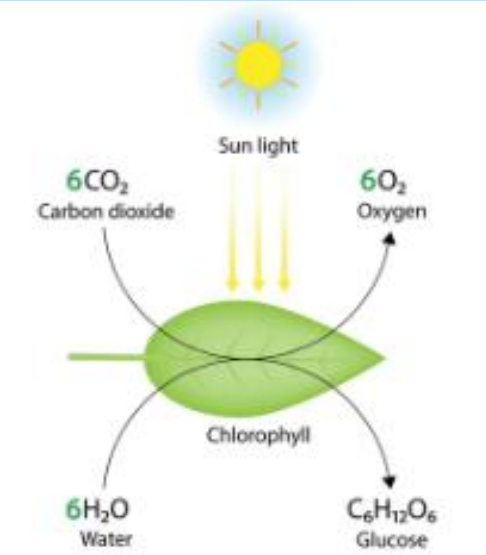
Achieve Learn Trust.
Better, together.

Flow diagrams

- Creating and reviewing these can help to revise a sequence of what happens next and why. This flow chart shows how global warming takes place. The diagram is a visual representation of the same phenomenon.

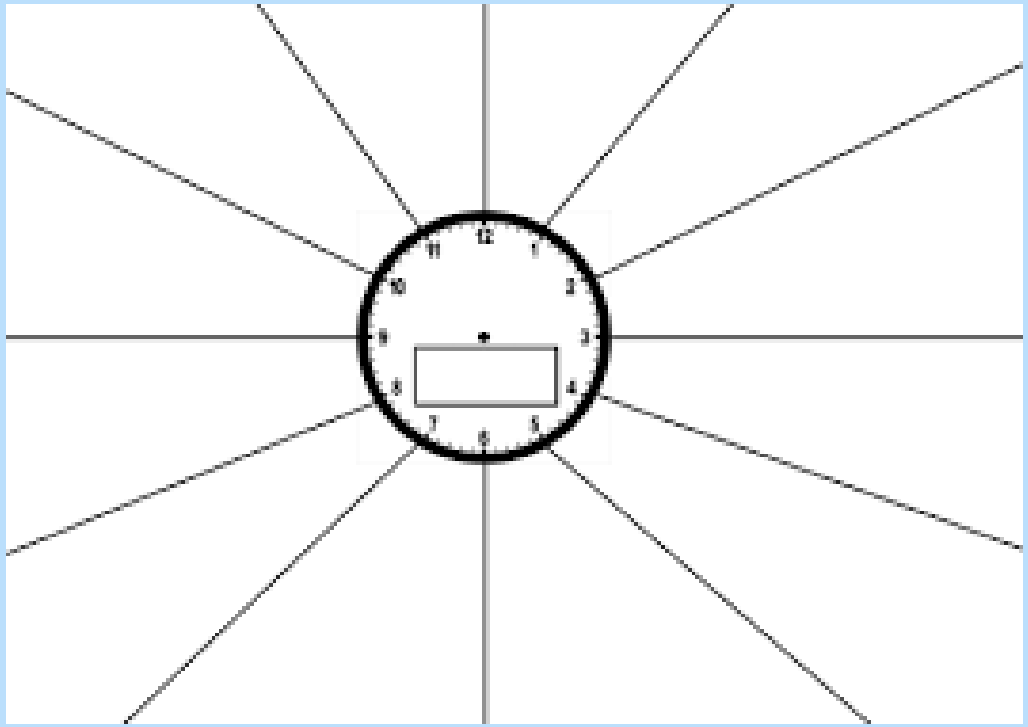
- Another effective use of these techniques is to complete the missing information from a partially complete flowchart/diagram and identify the misplaced/incorrect information





Revision clocks

- Main topic is the centre of the clock
- Ideally A3 and landscape
- Divided into 12 sections of 5 minutes each
- Break the topic into sections to help organise ideas – your brain likes this -it helps knowledge to 'stick'.
- Each section should have a visible title and key words or facts
- Add images – brains remember images before words
- Colour code



Revision clocks – how to use them

- Look at a section on the Revision Clock – read it.
- Say it out loud – it will help you remember it.
- Cover the section up.
- Write down what you can remember.
- Check what you missed and try again.
- Work your way around the sections of the clock.
- Eventually, you should try and recreate the whole Revision Clock from memory!

Achieve Learn Trust. Better, together.

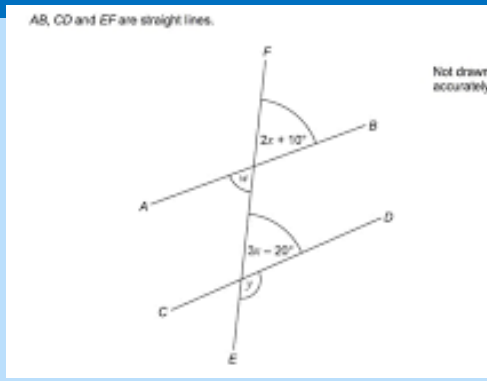
Reddish Vale

Revision clocks – how to use them

- Each section on the clock is 5 minutes
- Spend five minutes revising each section using the Look, Say, Cover, Write, Check and then write out from memory. USE A TIMER!
- Then move on to the next section – another 5 minutes and so on…
- Section 6 you could leave blank or write in 5-minute break. Have a break!
- Then repeat the above with the remaining sections of the clock.
- This will feel like a fast –paced 1 hour revision session!

Exam questions

- Completing past papers is a highly effective revision strategy. It familiarises students with the format, structure, and style of the actual exam, reducing anxiety and increasing confidence.
- It allows students to practice applying their knowledge and skills to exam-style questions, helping them understand how to approach different types of questions effectively.
- It identifies areas of weakness or misunderstanding, enabling targeted revision and improvement.
- Additionally, by reviewing past papers, students gain insight into common themes, topics, and question patterns, aiding in strategic study planning.



Remember

- Pomodoro technique - Revision needs to be structured to allow maximum retention.
- Revision needs to be spaced and repeated
- Choose the technique/techniques that work for you
- Knowledge needs to be applied to examination questions