GCSE Preparation Evening

Information Evening

The ***ideal*** months ahead!

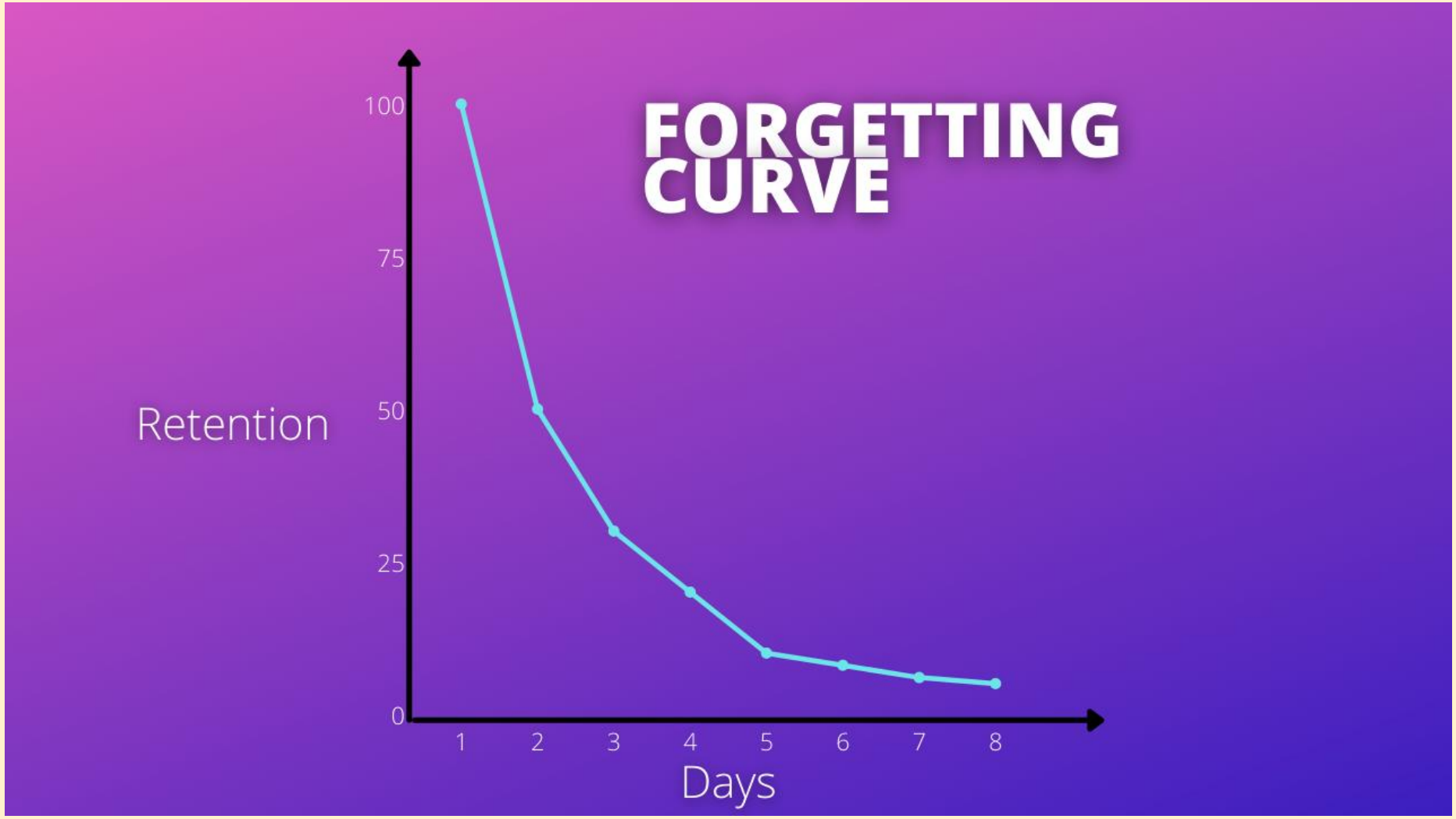
- Revise thoroughly for November mock exams
- Use mock exams as a chance to see what you know well and what you need to do to improve further from your Y10 mocks
- Attend after-school intervention/revision sessions
- Log on to Sparx maths and other revision websites regularly
- Collect all revision materials
- Set up and follow a revision timetable on an evening/weekend
- Consider post-16 plans
- Continue to work on controlled assessments

The ***likely*** months ahead!

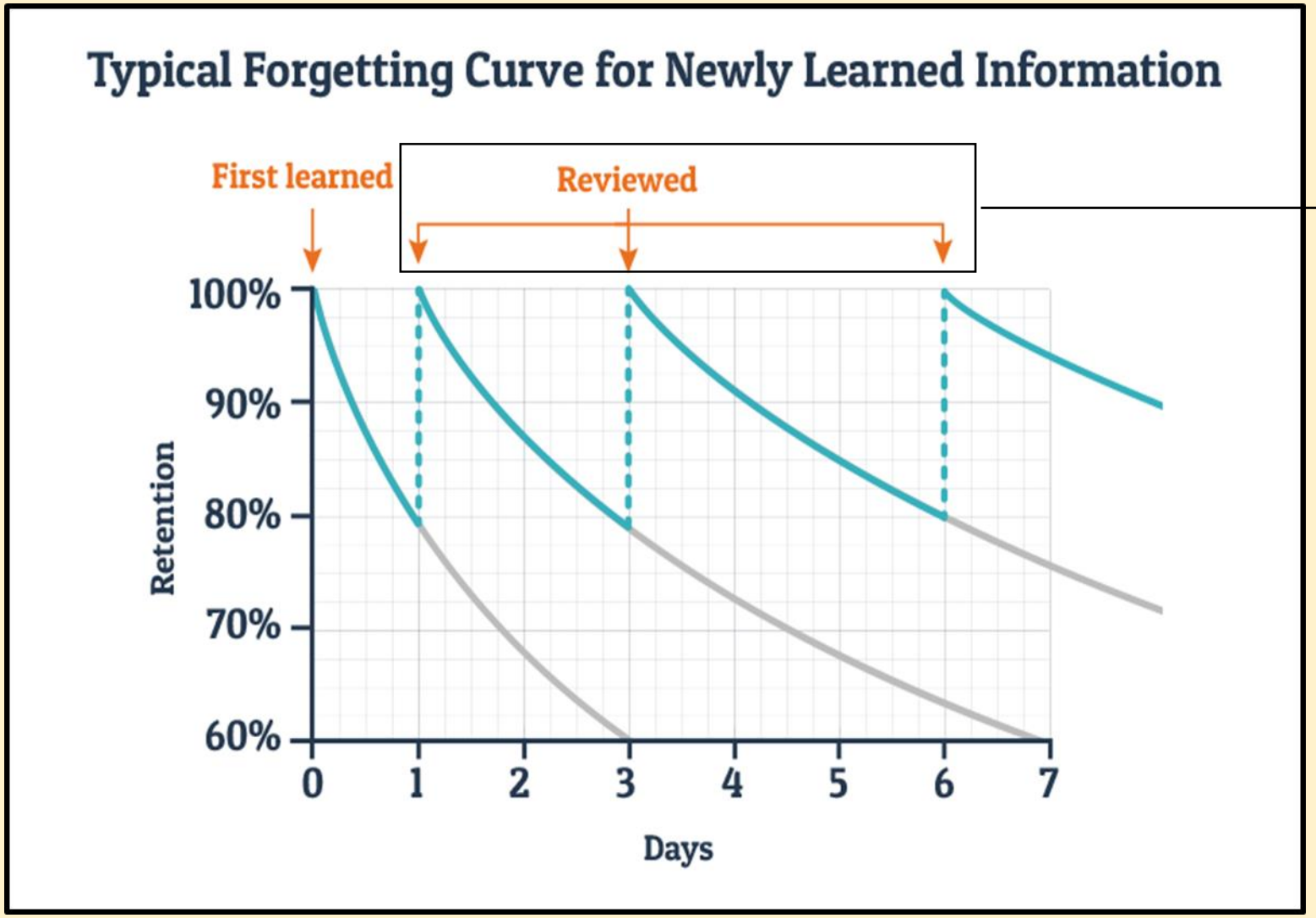
- Fall out with parents over lack of revision
- Exams will start
- Panic & get stressed!
- Dark nights set in and motivation dips
- Some revision done but struggle to know ‘how’ to revise

We want to support you to make the months ahead as ideal as possible!

Activity 1: Memory & Revision Strategies



Memory & Revision Strategies



Regularly reviewing **and using** information **in a variety of ways** improves our 'retrieval capacity'. Our 'storage capacity' is virtually limitless but if the information is not used, retrieval capacity approaches 0%.

Specific Revision Techniques: Chunking

M4TVBBCE17MMRITVAOK

Specific Revision Techniques: Chunking

How about now?

M4 TV BBC E17 MMR ITV AOK

Specific Revision Techniques: Chunking

- Chunking is taking big pieces of information and breaking it down into smaller, easy to manage chunks
- A good starting point is to look at a topic a student is revising, and break it into more manageable subtopics
- From there they can use effective revision techniques and it is not so daunting

Tip to parents/guardians:

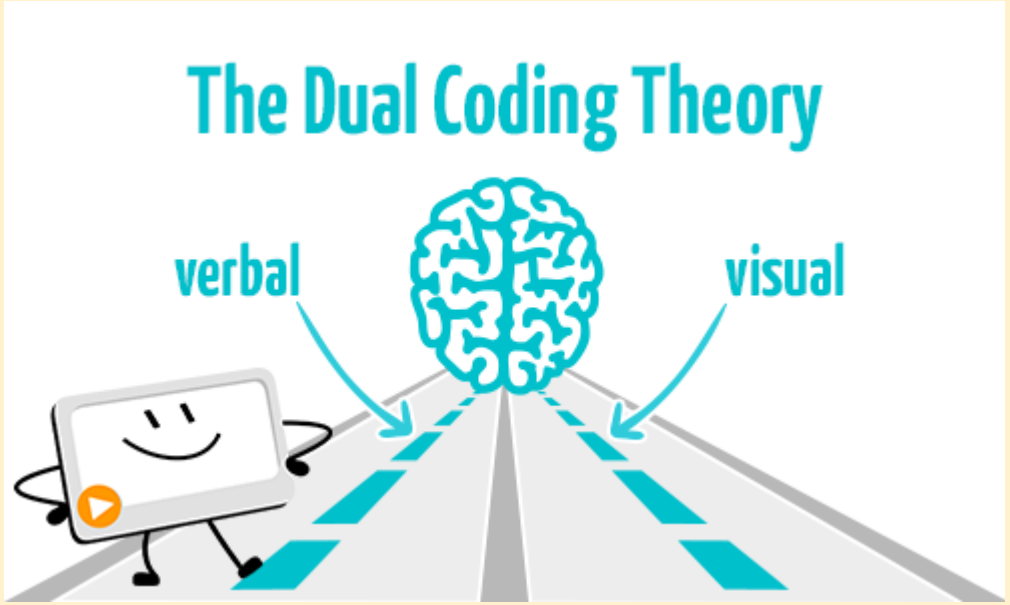
Ask your child to break each subject down into sub-topics, and then use this to do their revision timetable. More on this later!

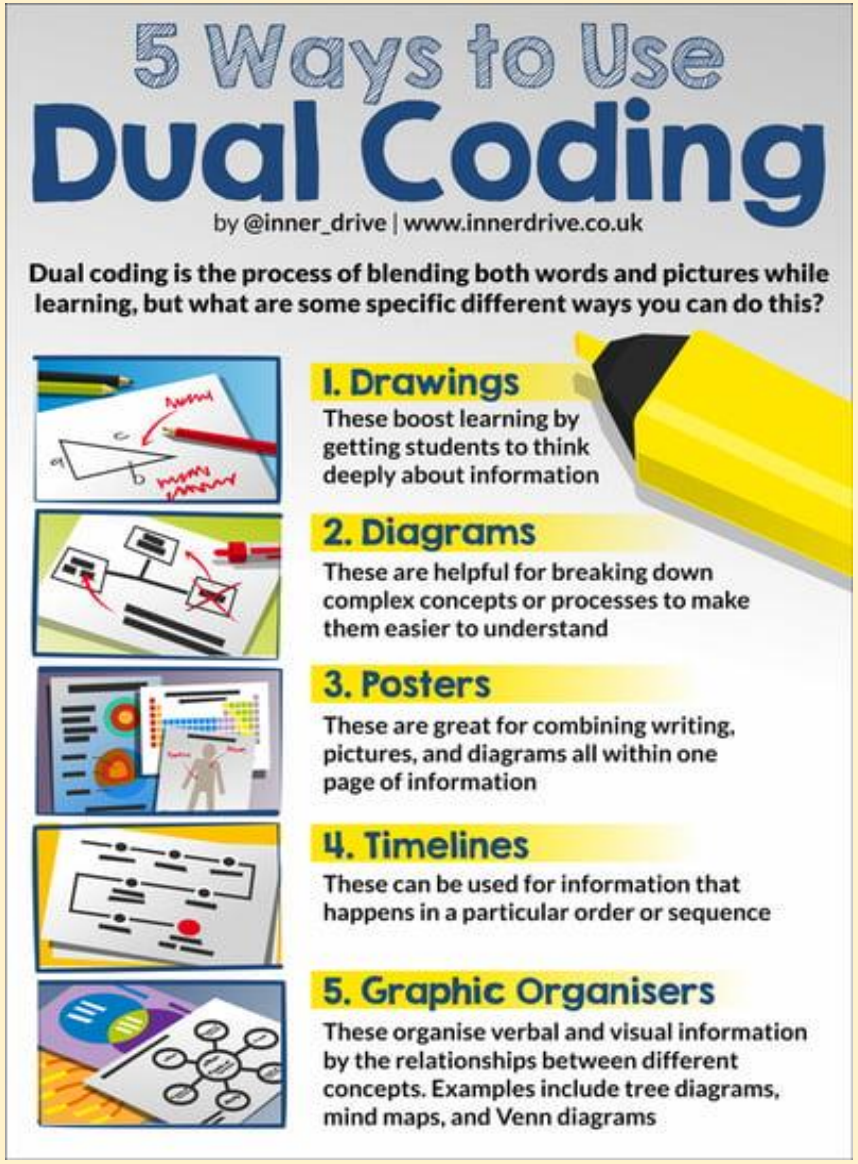
Use your everyday space

How long do you spend looking in the mirror each morning, brushing your teeth or combing your hair?

Now imagine you had a post-it, revision card or key note with information that you always forget stuck to the side of the mirror. This could be as simple as a key definition or as complex as a diagram of a cell.

Dual coding


The Dual Coding Theory
verbal
visual


5 Ways to Use
Dual Coding
by @inner_drive | www.innerdrive.co.uk
Dual coding is the process of blending both words and pictures while learning, but what are some specific different ways you can do this?
1. Drawings
These boost learning by getting students to think deeply about information
2. Diagrams
These are helpful for breaking down complex concepts or processes to make them easier to understand
3. Posters
These are great for combining writing, pictures, and diagrams all within one page of information
4. Timelines
These can be used for information that happens in a particular order or sequence
5. Graphic Organisers
These organise verbal and visual information by the relationships between different concepts. Examples include tree diagrams, mind maps, and Venn diagrams

@ImpactWales

WHY SKETCHNOTE?

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Dual Coding Theory by Allan Pairio

This theory

states that when we learn new information we can code that information either as an image or as a word APPLE. Both, or either of these codes can be used to retrieve or remember the information. Presenting new information as both image and word APPLE improves the chance of accurately remembering the new learning.

Contact us at enquiries@impact.wales for support to use sketchnotes with your pupils

Mnemonics

WILSON

How to approach an unseen poem:

What is it about? Who is speaking? Where are they? What happens and why?

Ideas - what ideas or themes does the poet explore?

Language - Are there any specific words or language techniques?

Structure - how is the poem laid out and organised? Is the title effective?

Opinion - why do you think the poet wrote it? Is there a message?

Now plan - plan your answer so it is clearly structured.

Activity 2

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REVISION STRATEGIES

Specific Revision Techniques: Location

- Students should try learning in a new location. The physical position you are in fixes references in your mind
- They could go to their local library, sit in a different room of the house, stay back after school, sit in the back garden, etc.

Specific Revision Techniques: Colour

- The colour of something triggers responses in your mind
- Students can try to associate topics with colours
- Do not colour everything
- Different colour backgrounds such as cards can help to separate topics and ideas in students' minds

Tip to parents/guardians:

Provide your child with coloured pens, felt tips, etc. and paper. They are available from the school if there are none at home.

Specific Revision Techniques: Colour

Red and yellow both help to stimulate the mind but they do so in different ways.

- Red generally means something is important and needs our attention, so it is good for memory retrieval
- Yellow helps to stimulate mental activity and highlights important information

Cue Cards or Flashcards

- Ensure the right questions and knowledge are on the cards/ double sided.
- Keep information as short as possible.
- Write clearly. Students should be able to read what they wrote at a very quick glance.
- Use different coloured cards or pens to categorise your flashcards. For example, use a different colour for each subject or topic. This can help the brain to categorise information better.
- Use spaced repetition - Review the cards at specific, increasing intervals: for example on Day 1, Day 2, Day 4, Day 8 and so on. This activates the long term memory & moves information from the working memory!

Specific Revision Techniques: Look, Say, Cover, Write, Check

- Read the information
- Say it out loud
- Cover the information
- Write what you can remember
- Check it against the information
- Write what you can remember again
- Check it against the information
- Get someone to test you on what you've just done

Tip to parents/guardians:

Test your child on what they can remember. Take the revision guide off them and ask them questions from the pages they have revised <u>in a random order</u>.

Specific Revision Techniques: Mindmapping

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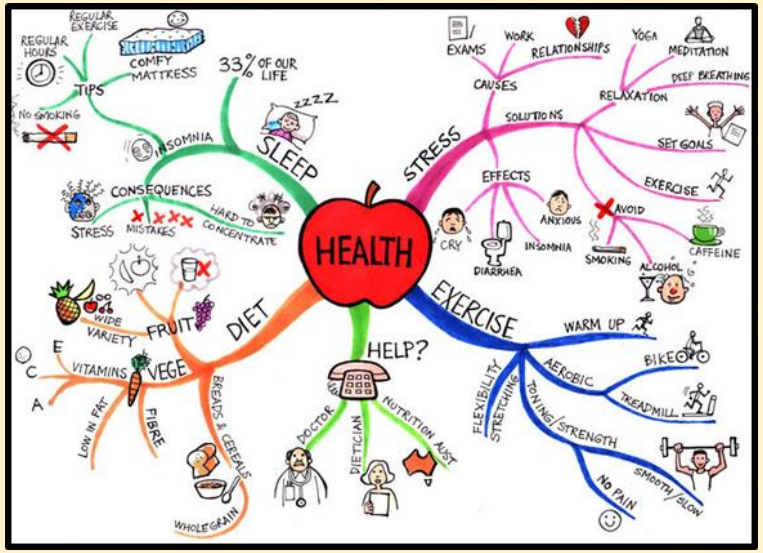
- Split a topic into subtopics, and then create a mind map or dual coded image. The process of drawing pictures that are unique to you helps commit information to your long term memory
- Place the mind map somewhere you will see it often, bedroom door, wardrobe, ceiling of bedroom!



Specific Revision Techniques: Mindmapping

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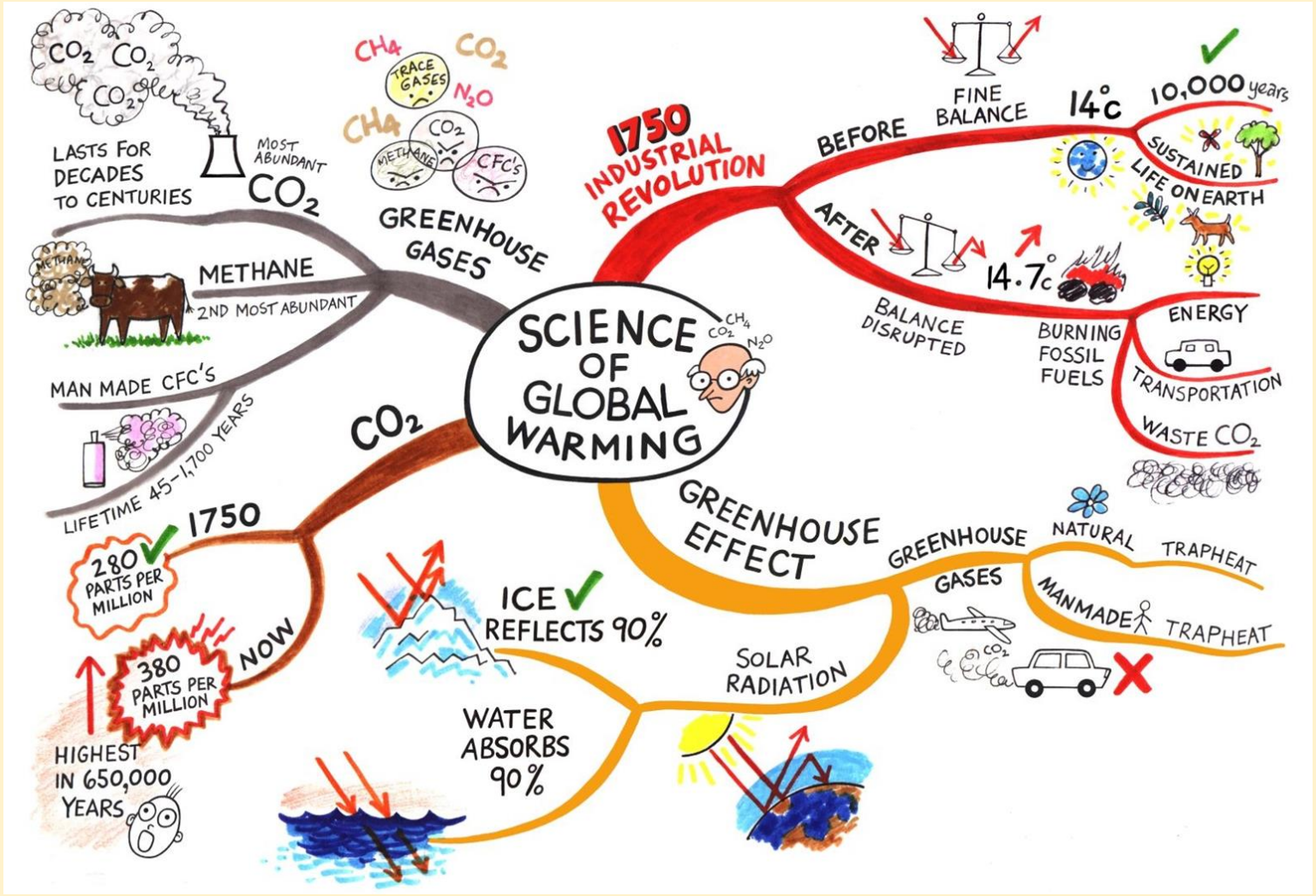
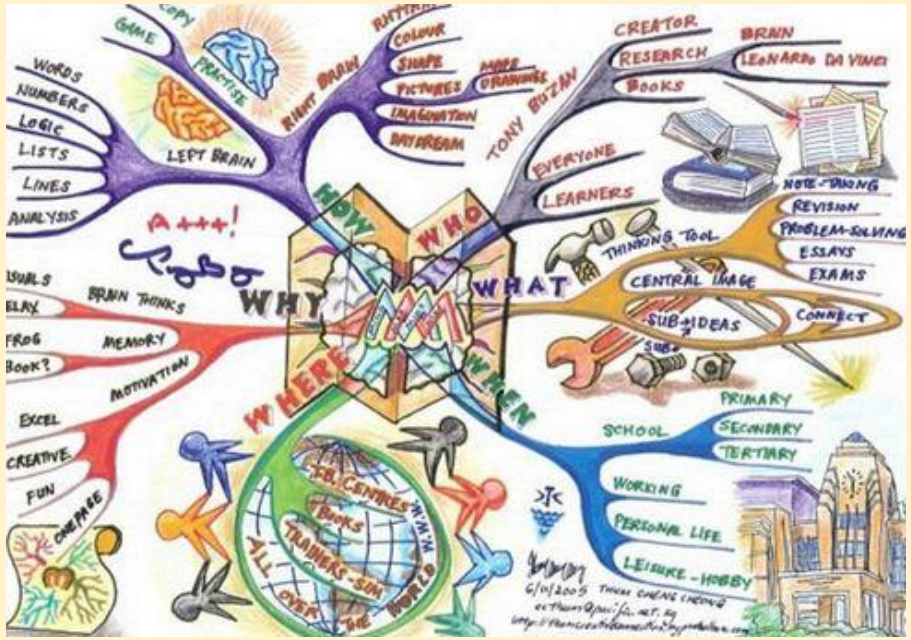




Specific Revision Techniques:

The Egg Timer

- This time management technique was developed by Italian psychologist Francesco Cirillo in the 1980s
- Getting a very basic egg timer (**not** one on your smartphone) and setting it to 45 minutes is probably the best mental preparation you can do for revision – you are *both* consciously *and* subconsciously saying to yourself that you are ready to start work, and that you will only do it for a set amount of time
- There is a simple rule – when the timer is ticking, you are working. You don't do anything else that pops into your head while the timer is on, and you never cut it short. You will get it done quicker if you focus 100% for set amounts of time, and take a less relaxed approached.

"If it begins, it rings." – Francesco Cirillo

Tip to parents / guardians:

Egg timers are available from most supermarkets for about £1. Students very quickly get used to the ticking noise.

Be the Teacher: 'Protege Effect'!

- The *protégé effect* is a psychological phenomenon where teaching, pretending to teach, or preparing to teach information to others helps a person learn that information.
- The protégé effect improves your learning process by increasing your metacognitive processing, increasing your use of effective learning strategies, increasing your motivation to learn the material, and increasing your feelings of competence and autonomy.
- Beyond improving your ability to learn the material, teaching others can also lead to additional benefits, such as improved communication skills, increased confidence, and improved leadership ability.
- To take advantage of the protégé effect, you can learn the material as if you're going to teach it, pretend to teach it to someone, or teach it to other people in reality, or you can use some combination of these techniques.

Tip to parents/guardians:

Pretend to be the student and ask your child to teach you about the topic/ subject area. You could hold their cue cards or revision notes and prompt them. Or tell them what they missed once they have finished!

To sum up…

DON'T	DO
• Revise in long stretches • Read passively • Eat badly • Drink energy drinks • Revise when stressed • Revise before bed • Confuse work with learning • 'Cram' by revising each subject in the order that they appear on your exam timetable and not before! • Leave things until it's too late • Ignore a topic that you find particularly challenging	• Eat well and hydrate with water • Exercise • Take breaks & do something you enjoy • Plan the time that you will revise with no distractions (egg timer) • Repeat and recall as often as possible • Use sound and colour (mind maps) • Make associations & connections • Chunk information into smaller parts using something like flashcards • Discuss with each other & get tested • Teach each other • Create a checklist • Tackle the challenging topics soon and ask if you need help • **Make a revision timetable**

Activity 3

Exam Technique

Important Information

- ★ There were over 5.3 million GCSE (or equivalent) exam entries in 2023
- ★ Lots of competition!
- ★ Each qualification is from 1 - 3 papers + other elements
- ★ GCSE written exams will start on Monday 8 May and continue for 5 ½ weeks until Wednesday 25 June
- ★ Practicals (drama, food), MFL speaking tests, Art / photography will be completed before the written papers
- ★ Some aspects continue after the written papers (Engineering)
- ★ Written exam lengths vary: 35 minutes to 2 hours 15

➢ Preparation and Technique are crucial!

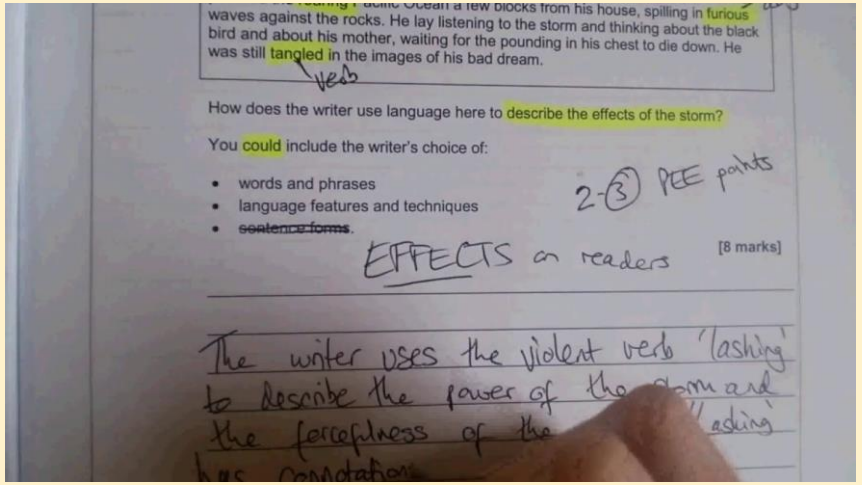
Exam technique

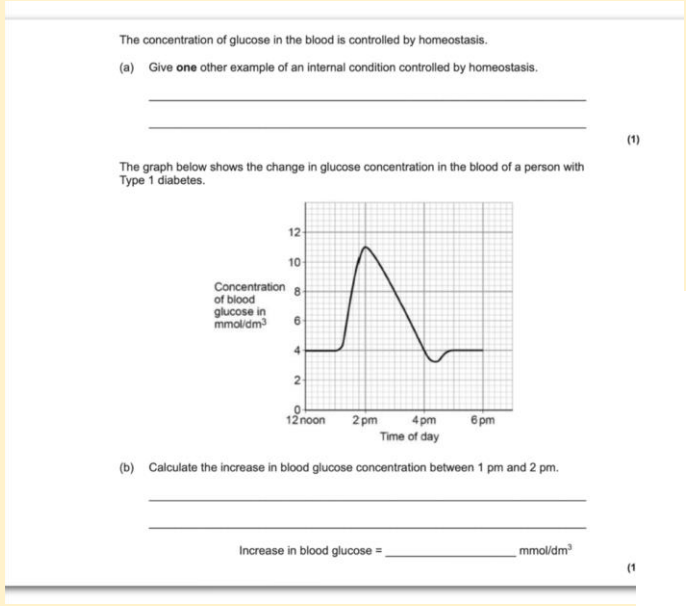
- **Know** your exams & be ready!
  - How many papers?
  - How long is each paper?
  - Weighting of exams
  - Morning / Afternoon
  - Equipment required

  - Practise exam papers to develop your technique!
  - Make it familiar!

Answering Exam Questions

- What type of questions to expect?
- How many questions?
- Is there a choice? Be Careful!
- How many marks per question?
- How long to spend on each question?
- Understand about your **command** terms





(a) Expand $p(p^2 - 3p)$

.....

(2)

(b) Factorise $y^2 + 5y$

.....

(2)

(c) Factorise completely $2x^2 + 6xy$

.....

(2)

(d) Solve $x^2 - 2x - 15 = 0$

.....

(2)

(Total 8 marks)

GCSE History 12 Mark Question

Explain why US involvement in Vietnam increased in the years 1963-65.
12 Marks

You may use the following in your answer:

- US advisors
- The Gulf of Tonkin Resolution

You must also use information of your own.

BUG

BOX **UNDERLINE** **GO OVER**

Box the **command** words:

list | describe | explain | compare | calculate | evaluate

Underline the key information:

Words numbers comparisons content variables

Go over the question again:

Check the marks allocated make a brief plan read over your answer

Explain

Write a detailed answer that covers how and why a thing happens. Talk about mechanisms and reasons. (Hint: don't confuse with "**describe**").

Describe

Write a detailed answer that covers what happens, when it happens, and where it happens. Talk about facts and characteristics. (Hint: don't confuse with "**explain**").

Calculate

Work out a number. You can use your calculator to help you. You may need to use an equation.

Evaluate

You will be given some facts, data, or other kind of information. Write about the data or facts and provide your own conclusion or opinion on them.

Compare

Write about the similarities and differences between two things.

Justify

Give some evidence or write down an explanation to tell the examiner why you gave an answer.

Suggest

Think about what you've learnt and apply it to a new situation or context. Use what you have learnt to suggest sensible answers to the question.

Predict

Look at some data and suggest a realistic value or outcome. You may use a calculator to help. Don't guess – look at trends in the data and use your knowledge of science. (Hint: don't confuse with "**calculate**" or "**estimate**").

Every Mark Counts!

72	9
66	8
60	7
54	6
48	5
42	4
36	3
30	2
21	1

- Don't miss out questions - try!
- Show working
- Always do multiple choice questions
- Aim to complete the paper
- Go back to questions you can't do
- If in doubt…guess!
- Use all of the time
- You can do it!

During the Exams

- Bring your own equipment (black pens!)
- Organise your desk
- Water bottle
- READ instructions carefully
- THINK before you write - keep it relevant
- Keep your focus!
- Any doubts - ask questions!
- Don't go to the toilet - it wastes time!
- Use all of the time - finish the paper
- CHECK your answers

Supporting your child

Every student will feel demotivated, overwhelmed, etc. during the exam period and the build up to it – talk to them about the issues and avoid confrontation as best you can!
Remind them it is ok to feel like this <u>but</u> they cant become either of the below….

How to support revision

- Discourage working for long periods
- Encourage joint revision with others
- Be wary of time spent vs output
- Self care
- Strike a balance - set a realistic timetable

- Discourage reading passively

- Minimise distractions
  - Mobile phones

    45 minutes rule
- Be wary of 'Immediate recall'