



GCSE Support and Guidance: Revision and Examinations

24th September 2024



The GCSE Years!

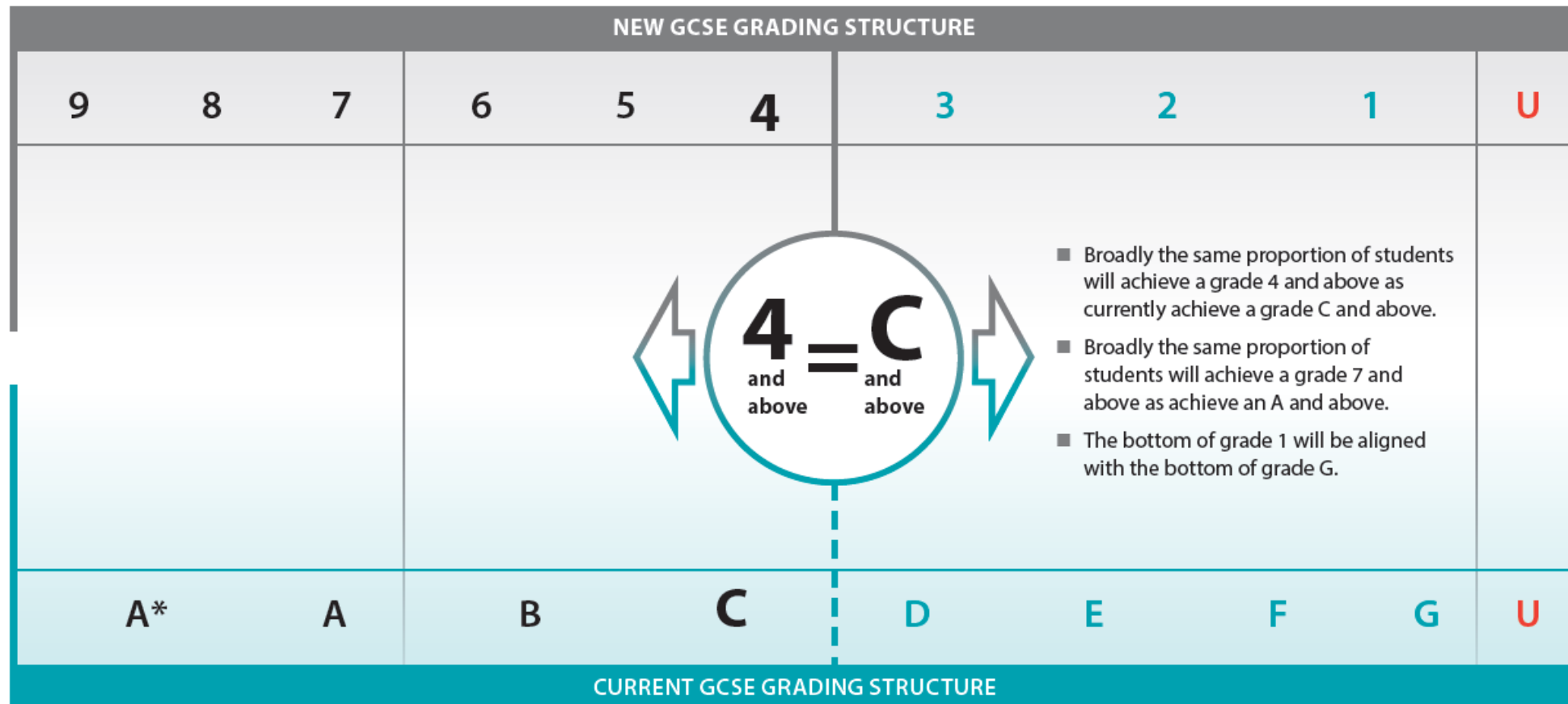
- REAL Exams – all at the end!
- Non-Examined Assessment (Coursework)

What can WE do to help ensure success?



THE NEW GCSEs

Grading the New GCSEs in 2017





Ofqual Guidance

- Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above – referred to as a '**Standard Pass**'
- Broadly the same proportion of students will achieve a grade 7 and above as currently achieve an A and above
- For each examination, approximately the top 20 per cent of those who get grade 7 or above will get a grade 9 – the very highest performers
- The bottom of grade 1 will be aligned with the bottom of grade G
- Grade 5 will be positioned in the top third of the marks for a current Grade C and bottom third of the marks for a current Grade B – referred to as a '**Strong Pass**'



Criteria for Success

- High aspirations
- Setting challenging but achievable targets
- Good habits & routines
- Work ethic
- **INDEPENDENT LEARNING**
- Emphasis on quality
- Active revision



Effort Grades

Effort comments are as follows:

1. Exceptional levels of effort.
2. Good levels of effort.
3. Can work well, but **sometimes** not to his full potential.
4. Inconsistent levels of effort - often lacks enthusiasm and commitment.
5. Makes little or no effort



Attendance

- There is a direct correlation between attendance and success.
- Students attendance should not fall below 95%.
- In the GCSE years this is more important than ever.



Link between absence and attainment

Pupils with higher attainment at KS4 had lower levels of absence over the key stage compared to those with lower attainment.

- Pupils who did not achieve grade 9 to 4 in English and maths GCSEs in 2019 had an overall absence rate of 8.8% over the key stage, compared with 5.2% among pupils who achieved a grade 4 and 3.7% among pupils who achieved grade 9 to 5 in both English and maths.



Link between absence and attainment

- Generally, the higher the percentage of sessions missed across the key stage at KS4, the lower the level of attainment at the end of the key stage.
 - Among pupils with no missed sessions over KS4, 83.7% achieved grades 9 to 4 in English and maths compared to 35.6% of pupils who were persistently absent.



Supporting Together – Key Dates

- Progress Grades reported three times a year – November, January and June
- May - effort grades are reported only.
- Progress Grade Reviews-in school
- Year 10 exams – WB 10th & 17th March
- Year 10 Parents Evening – Wednesday 12th February



Common **features** of the most **successful** students...

- Avoiding 'That will do!' – An ethic of excellence.

EXCELLENT

WORK IN

MATHS



Table of values



Title



Calculations

High quality diagrams



Final solution clear

Straight lines with a ruler

Key Points

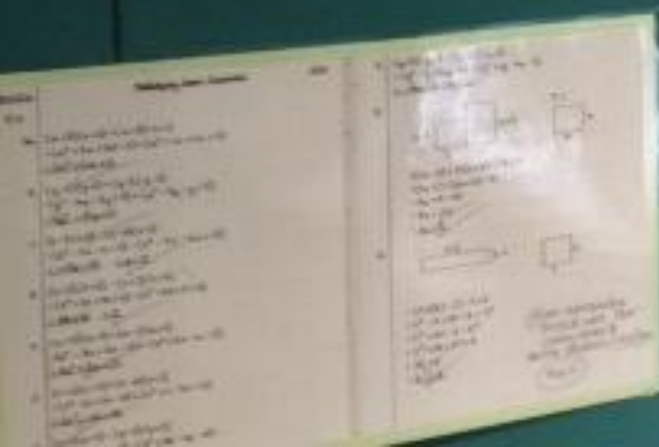
Date & Title

Work neatly set out

Step by step method

Question indicated

labelled





Students Excelling at Carre's

Geography

History

STRUCTURE OF THE EARTH

www.carres.lines.scb

rammar School

www.carres.lines.scb

re's Grammar School



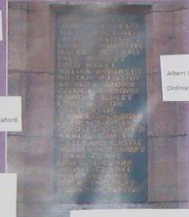


Carre's Grammar School

Year 9 First World War History Project



Sydney Lovelace died 17/05/17 aged 25 years.
Soldier in London Regiment. Lived at 26 Aldon Terrace, Seaford.



William Arnold died 25/04/17 aged 31 yrs.
Soldier in Royal Garrison Artillery. Lived 25 Drove Lane, Seaford.

James Barnett died 20/04/17 aged 21 years.
Private in Lincolnshire Regiment. Lived 23 Electric Station Road, Seaford.

Albert Curt died 24/05/18 aged 28 years.
Ordinary Seaman. Lived 21 Riverside Road, Seaford.

David Byde died 26/11/16 aged 23 years.
Royal Berkshire Regiment 7th Battalion. Lived 3 Market Place, Seaford.

Semuel Carter died 26/07/17 aged 25 years.
Private in Lincolnshire Regiment. Lived 81 Handley Street, Seaford.

Herbert W Hall died 27/05/18 aged 22.
Driver in the Royal Field Artillery. Lived 7 Aldon Terrace, Seaford.

Cyril May died 01/06/18 aged 30 years.
Ableman Kings Royal Rifle Corps. Lived 53 Carlton Terrace Road.

Charles Austin died 06/03/17 aged 33 years.
Lived 37 Andrew Station Road, Seaford.

John W Rutkin died 25/04/17 aged 23 years.
Private in Lincolnshire Regiment 17th Battalion.

Captain Cecil Peake, son of Henry and Alice Peake of Westholme, Seaford. He joined the army in 1912 and was killed in action while commanding bomb throwers 10th March 1915.



William Waddington died 21/07/16 aged 24 years.
Ableman. Lived 10 Gladstone Yard, Seaford.

Horace Fensly died 1/8/17 aged 22 years.
Private Nottingham and Derby Regiment. Lived 44 West Bank, Seaford.

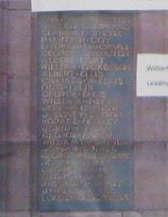


Captain Henry Peake, son of Henry and Alice Peake of Westholme, Seaford. Died 3rd July 1916 at the Battle of the Somme. He had been wounded in 1915 and then returned to the front line.

John W Fountain died 24/12/18 aged 26 years.
Lincolnshire Regiment. Lived 8 Playhouse Yard, Seaford.

Kenneth Peake, son of Henry and Alice Peake, Westholme of Seaford. Injured in the Dardanelles, died 9th August 1915.

Henry A Rush died 28/06/17 aged 27 years.
York and Lancaster Regiment. Lived 14 Springfield Cottages, Marsham Lane, Seaford with his wife A. Rush.



William G Parkman died 6/02/17 aged 30 years.
Leading Seaman HMS Churka. Lived Wood Bank, Seaford.

John Green died 11/7/18 aged 19 years.
Wood Yorkshire Regiment. 1 Greenham Road, Seaford.

George Gunthorpe died 26/11/17 aged 32 years.
Lance Corporal Northamptonshire Regiment, 17th Battalion. Lived Rockingham, Welford.



William E Lovelace died 8/03/17 aged 18 years.
Mechanic Royal Navy. Lived 18 Millard Terrace, Seaford.

William Dickinson-Hubbard
William was born in Seaford on 12th July 1898. His parents were Charles and Alice Hubbard. They lived at Riverside and William was the eldest of three children. William went to Carre's Grammar School and was a member before he left in 1916. William enjoyed playing cricket and he played for Seaford against Brighton in August 1916.

William joined up and left for France in February 1915. He joined in the 10th and then was sent to join the 10th Battalion, Lincolnshire Regiment (The Green Howards). He was made a Sergeant in May 1915.

William fought in the Battle of Arras (20th April 1917) and he then fought in the Battle of the Somme (the first day of the battle of the Somme) on 1st July 1916. He was killed during the night of 2nd July 1916, the night of his death. He was killed leading his men into action and he was one of the 'lions' of the war. He was never seen again with the others and his name was not on a roll of honour for the battle.

William's brother Charles Geoffrey Hubbard had transferred to the 10th Battalion in 1914 to 'fill up' and he joined the 10th Battalion in the night and fought with the regiment in Egypt. He survived the war.



David Byde
David Byde was born in Seaford on 11th March 1893. He was the son of David and Mary Byde. He was educated at Carre's Grammar School and was a member before he left in 1916. He was a member of the Seaford Cricket Club and he played for Seaford against Brighton in August 1916. He joined the army in 1912 and was a member of the 7th Battalion, Royal Berkshire Regiment. He was killed in action on 26th November 1916 at the Battle of the Somme. He was one of the 'lions' of the war and he was never seen again with the others. His name was not on a roll of honour for the battle.

John W Rutkin
John W Rutkin was born in Seaford on 12th April 1894. He was the son of John and Alice Rutkin. He was educated at Carre's Grammar School and was a member before he left in 1916. He was a member of the Seaford Cricket Club and he played for Seaford against Brighton in August 1916. He joined the army in 1912 and was a member of the 17th Battalion, Lincolnshire Regiment. He was killed in action on 25th April 1917 at the Battle of Arras. He was one of the 'lions' of the war and he was never seen again with the others. His name was not on a roll of honour for the battle.

John W Fountain
John W Fountain was born in Seaford on 24th December 1891. He was the son of John and Alice Fountain. He was educated at Carre's Grammar School and was a member before he left in 1916. He was a member of the Seaford Cricket Club and he played for Seaford against Brighton in August 1916. He joined the army in 1912 and was a member of the Lincolnshire Regiment. He was killed in action on 24th December 1918 at the Battle of the Somme. He was one of the 'lions' of the war and he was never seen again with the others. His name was not on a roll of honour for the battle.

Henry A Rush
Henry A Rush was born in Seaford on 28th June 1890. He was the son of Henry and Alice Rush. He was educated at Carre's Grammar School and was a member before he left in 1916. He was a member of the Seaford Cricket Club and he played for Seaford against Brighton in August 1916. He joined the army in 1912 and was a member of the York and Lancaster Regiment. He was killed in action on 28th June 1917 at the Battle of Arras. He was one of the 'lions' of the war and he was never seen again with the others. His name was not on a roll of honour for the battle.

George Gunthorpe
George Gunthorpe was born in Seaford on 26th November 1885. He was the son of George and Alice Gunthorpe. He was educated at Carre's Grammar School and was a member before he left in 1916. He was a member of the Seaford Cricket Club and he played for Seaford against Brighton in August 1916. He joined the army in 1912 and was a member of the Northamptonshire Regiment. He was killed in action on 26th November 1917 at the Battle of Arras. He was one of the 'lions' of the war and he was never seen again with the others. His name was not on a roll of honour for the battle.

Hurricanes

Hurricanes are a gigantic storm ranging to about 700km, which cause lots of destruction in towns and cities. Hurricanes are caused when a hot air pocket travels over a warm ocean (25-30 degrees), which then causes rapid evaporation. A large amount of cumulonimbus clouds are spawned, which are then spun by the Coriolis effect (the earth spinning).

Hurricanes, Cyclones and Typhoons are the same raging storms but have different names depending on what part of the world the storm was in. Hurricanes are in the Caribbean and southern US, Typhoons take place in the West Pacific and Cyclones are in the Indian Ocean, Africa and Australia.

The impact that some hurricanes can have on coastal cities and towns can be very extreme. Strong winds can blow cars off the road and destroy buildings as well as rip trees from the ground. Storm surges, caused by wind, can also wreck houses and drown a community with its own debris. Most people are killed by the storm surges and flash floods, as they cannot escape the horrific surge.

The Saffir Simpson scale measures hurricanes. This scale ranges from a category 1 (weakest), to a raging category 5 (strongest). Winds in a category 5 can reach up to a whopping 160mph the speed of an aircraft taking off.

To prepare for a hurricane you should bring in all outdoor furniture, board up all windows, fasten your roof, create a basic supplies kit and think of an emergency plan for your family. You should also listen to authorities as they will most likely evacuate you and listen out for any weather reports.

On August 29th 2005 Hurricane Katrina (one of the most extreme hurricanes) struck the Gulf of Mexico and Caribbean. Katrina was a raging category 5 with extremely powerful winds up to 175mph. It affected some 90,000 square miles of the USA and killed nearly 2000 residents with a further 35,000 people rescued from cities of coastline.

Tornadoes

A tornado is formed when hot and cold air meets with a large difference of temperature. The hot air rises rapidly and condenses quickly soon forming many cumulonimbus clouds. The wind then blows the mixture of clouds. A tornado is then formed in a spiral shape.

Tornadoes can form anywhere in the world but normally form in regions with flat, dry terrain. The most devastating tornadoes form in Tornado valley, a place in the US that includes Northern Texas, Oklahoma, Kansas and Nebraska.

The impact that tornadoes have on communities is devastating. They can push moving cars off roads, demolish mobile homes, tear roofs off houses, throw trains over and lift a whole house and carry it. However, their path of destruction is fairly narrow at approximately 50m wide.

The Fujita scale measures the strength of a tornado. This scale ranges from an F1 (weakest) to an F5 (strongest). Winds in a F5 can reach up to an amazing speed of 300mph the speed of the fastest train on earth!

The main rules to survive a tornado is get in, get down and cover up. You should listen out for any TV or radio reports as well as a siren. If you have any internal rooms in your house you should go to them immediately to ensure that any debris doesn't hit you. During a tornado make sure that you are always on the ground floor of your house. Because tornadoes happen so fast there is very little authorities can do to help, but you should always listen to them if they have any advice.

In 1999 one of the most extreme tornadoes struck Oklahoma. A total of 65 tornadoes were found in a 150 mile belt, which was responsible for 45 deaths and a further 8000 buildings destroyed. This tornado was an F5 and was the first 'One Billion Dollar Tornado'.

Extreme weather



Torrential rain/Flooding

Torrential rain is extremely heavy rain that can cause serious flooding and destruction to communities. One of the main causes of flooding is a river bursting its banks, however the prime cause of flooding is torrential rain. Torrential rain links closely with a monsoon. A monsoon is much like conventional rainfall-rapid evaporation causing many clouds resulting in heavy rainfall, however monsoons can last for a long period of time.

Heavy rainfall often occurs in low-lying areas close to streams and rivers. It can normally occur anywhere with the correct weather conditions however there are some countries that suffer from it the most. Australia is a very common place for torrential rain and flooding but monsoons usually form over the Indian Ocean meaning that Southern Asia also suffers from monsoons.

When a country is struck by torrential rain or flooding the aftermath can be tragic. Flash floods occur and rivers burst their banks, which causes lots of destruction to a community. Houses and buildings are destroyed leaving people startled and homeless. Due to the amount of water on the ground, the sewage over flows and the water becomes contaminated meaning that it is not safe to drink. Electricity can also be cut off and people can drown in their own homes.

Torrential rain and flooding is measured by the amount of water left on the ground after it has stopped precipitating. A rain gauge is used to measure it, which uses mm as the unit of measurement. The world record held for the most amount of rain in one day was 1075mm-43 inches!

To prepare for torrential rain you should repair existing flood banks, increase the amount of pumping, listen out for any flood warnings, shut all the windows in your house and put sandbags next to any doors. Listen to authorities, as they will most likely take a plan of action for the community.

In January 2011 one of the most extreme precipitation and flooding took place in Brisbane, Australia, which led to 22 deaths and a further 40000 were evacuated. 200000 people were affected by this flood, which costed billions of dollars to repair the damage.

Lightning

Lightning is a strong electrical current that can cause damage and can come in different forms. Lightning is formed when the hot ground heats the air above it, causing it to rise. As the warm air rises it cools down forming many clouds and as the air gets higher the water vapor begins to freeze and turns into ice. In the cloud, lots of small bits of ice crash together, (which is the cause of thunder) and this can produce an electrical current. Eventually, when the whole cloud fills with electrical charge, lightning is formed.

Lightning strikes mostly in places with warm, dry terrain however it can appear anywhere, except in some places it is more extreme. The USA is a very common place for lightning, with, on average, 70 lightning flashes per km² within a year in New York alone. It is estimated that the Empire State building gets struck on average 25 times a year! Lightning is also very common in Central Africa, Dubai and Northern Australia.

Lightning is not normally threatening or destructive to a community, however in some occasions it can be. Lightning can strike planes, ships and buildings, as it strikes the object that is closest to it. It can cause wild fires and destruction to buildings or houses, which could lead to death. In an unfortunate occasion an electrical current can strike a person, meaning that their heart could stop beating.

The force of the electrical charge is what is used to measure lightning. It is measured using the unit of measurement called volts.

The main advice given to protect yourself from lightning is never hide under a tree as it could be the highest object, instead if you find yourself outside during a thunder storm get as low to the ground as you can, without laying down. If you are indoors you are generally safe, however you should turn off all electrical items until the storm is over. If you are in a car, you don't have to worry, as it is one of the safest places you can be when lightning strikes.

Technically there isn't a most extreme case of lightning, however there have been times in the past where a lot of people have died from lightning. For example, the most deaths from lightning in the world were in 1943 when 432 people were killed.





Common **features** of the most **successful** students...

- Avoiding 'That will do!' – An ethic of excellence.
- Good attendance
- Homework
- Progress grades – areas to improve upon?
- Plan time carefully
- Things to look forward to
- Reviewing information and ideas – **start early**



GCSE **assessment** approach....

- Exams at the end of Year 11.
- Controlled assessments have gone!
- Consistently high standards needed.
- Strategies that allow students to remember and apply a large body of material effectively...



Did you know that.....?

- 70% of what you learn today you will have be forgotten tomorrow.
- Why is this the case?



Why do we forget?

- Poor understanding.
- Poor attention.
- Physical state – tiredness, anxiety, emotions, mood and stress.
- Interference – new information being confused with existing information.
- Poor learning strategy – not having cues or memory triggers to unlock and retrieve the facts.
- Improper organisation – trying to cram too much information into your memory without sorting it into categories.



We will look at....

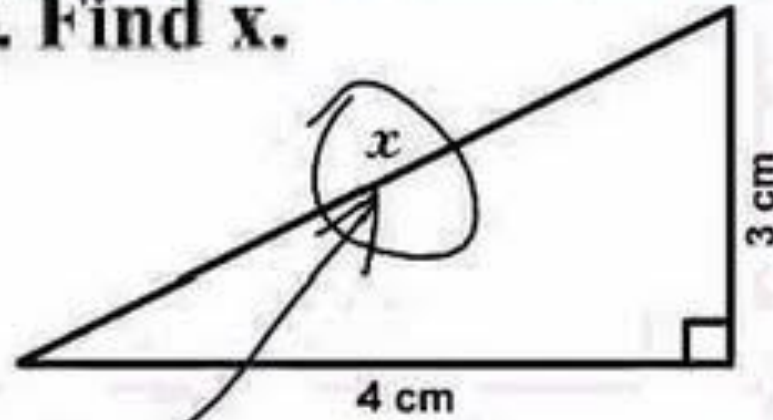
- **Why** you should revise.
- **Where** you should revise.
- **When** you should revise.
- The **TOP TIPS** on **how** you should revise.



We are trying to **avoid** this....



3. Find x .



Here it is



Where was the American Declaration of Independence signed?

At the bottom.



Name six animals which live specifically in the Arctic.

Two polar bears
~~Three~~ four seals



ParSCORE™ TEST FORM

0/100

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NAME BENSON MICHAEL
LAST FIRST MIDDLE

SUBJECT INTRO TO COMMUNICATIONS 101

DATE 5/01/07 HOUR/DAY Tuesday 1:30

T	F	T	F
1	A	51	A
2	A	52	A
3	A	53	A
4	A	54	A
5	A	55	A
6	A	56	A
7	A	57	A
8	A	58	A
9	A	59	A
10	A	60	A
11	A	61	A
12	A	62	A
13	A	63	A
14	A	64	A
15	A	65	A
16	A	66	A
17	A	67	A
18	A	68	A
19	A	69	A
20	A	70	A
21	A	71	A
22	A	72	A
23	A	73	A
24	A	74	A
25	A	75	A
26	A	76	A
27	A	77	A
28	A	78	A
29	A	79	A
30	A	80	A
31	A	81	A
32	A	82	A
33	A	83	A
34	A	84	A
35	A	85	A
36	A	86	A
37	A	87	A
38	A	88	A
39	A	89	A
40	A	90	A
41	A	91	A
42	A	92	A
43	A	93	A
44	A	94	A
45	A	95	A
46	A	96	A
47	A	97	A
48	A	98	A
49	A	99	A
50	A	100	A

DIRECTIONS

← **USE ONLY PENCILS!**

- MAKE DARK MARKS
- ERASE COMPLETELY TO CHANGE
- EX. A B C D E

I.D. NUMBER

203215883

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
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TEST FORM

A B C D

EXAM NUMBER

40	0	0
41	0	0
42	0	0
43	0	0
44	0	0
45	0	0
46	0	0
47	0	0
48	0	0
49	0	0

↑ FEED THIS DIRECTION ↓

SIDE 1



Using supply and demand, explain the increase in the price of petrol.

PETROL STATION OWNERS
DEMAND THAT DRIVERS
SUPPLY THEM WITH MORE
MONEY



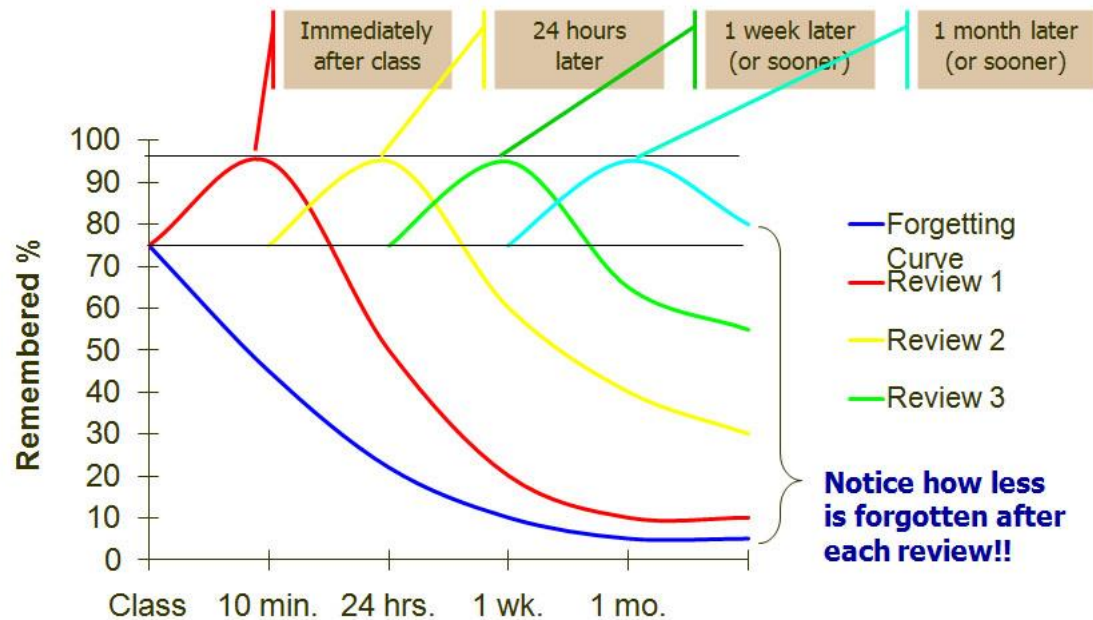
Why should you revise and review?

- Your brain forgets details of work that was done months ago, but....
- You need these details to tackle the requirements of the exam, so....
- You need to 'top up', using the correct revision technique and strategies.



The forgetting curve - Ebbinghaus

Overcoming the Curve

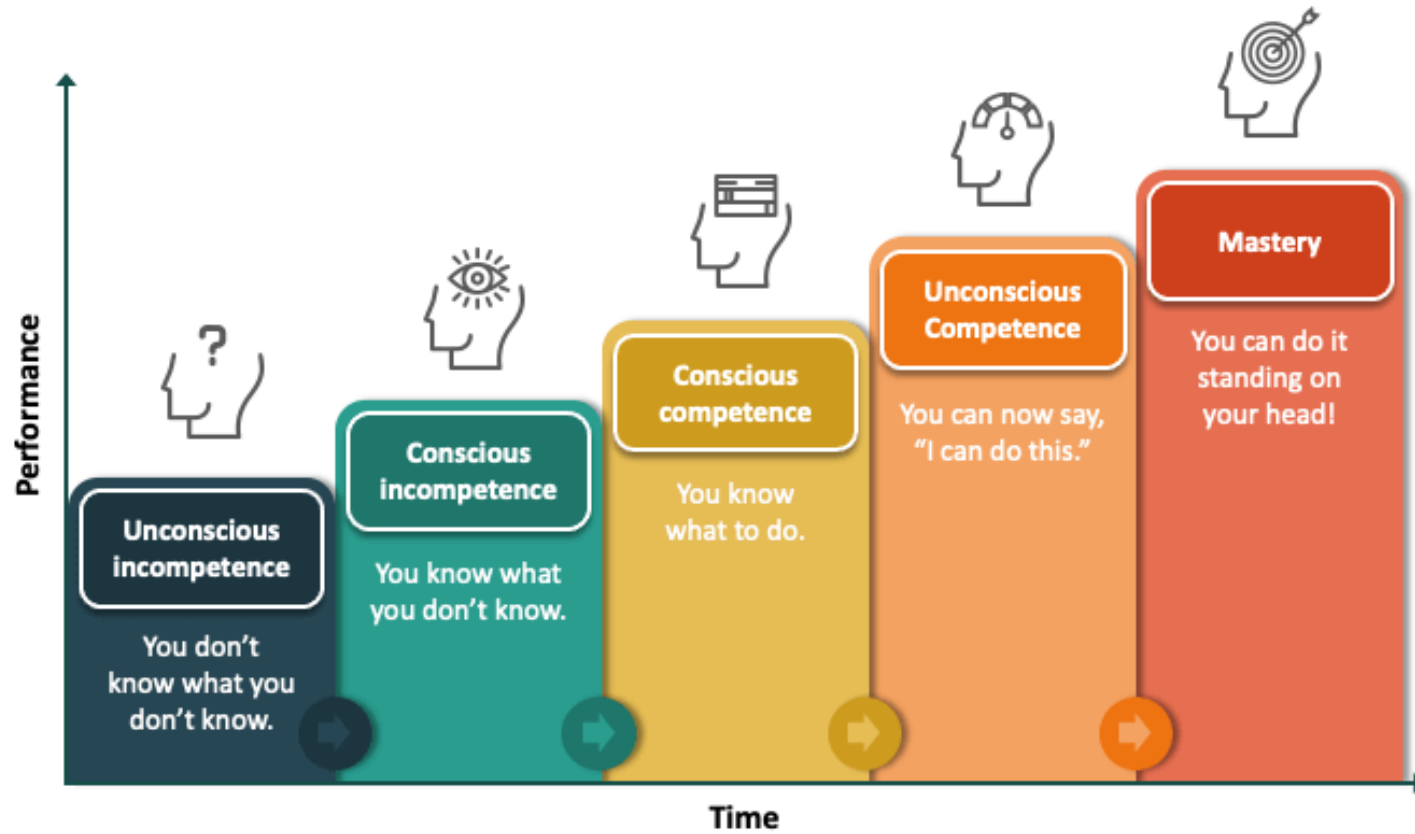


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CONSCIOUS COMPETENCE LEARNING MODEL

Enter your sub headline here





Where to revise?

- A quiet room away from distractions.....
- Warm and well lit.
- Close to organised revision notes, books and folders – everything together.
- Near a clock for timing.





When should you revise and review?

- Early evening whilst your brain is not too tired.
- During study leave/ weekends – when do you work best?
- Divide the day into three parts and use two of these per day (timetabling)



Pam Clapham Learning Mentor



Mental Health First Aider
MHFA England



What's important at this time?

Getting organised

Mrs Angell has discussed this

Self care

Being resilient

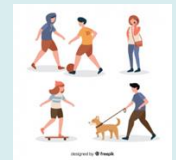
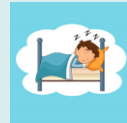


Self care

Is about finding a balance, they do not need to be consumed by schoolwork and revision, We need to encourage pupils to take care of themselves and getting ahead of the stress which may lead to anxiety.! If they can find this work life balance in year 10 then hopefully this will make year 11 easier.

Things to consider:

- Eat well
 - Drink lots of water
 - Get enough sleep
 - Find activities to help relax
 - Schedule time to work and schedule time to unwind and socialise
 - Break down work/revision into manageable chunks – have a plan





Let's talk about Anxiety

Anxiety is a very broad term, covering a wide range of different symptoms.

Anxiety at this time can be displayed through:

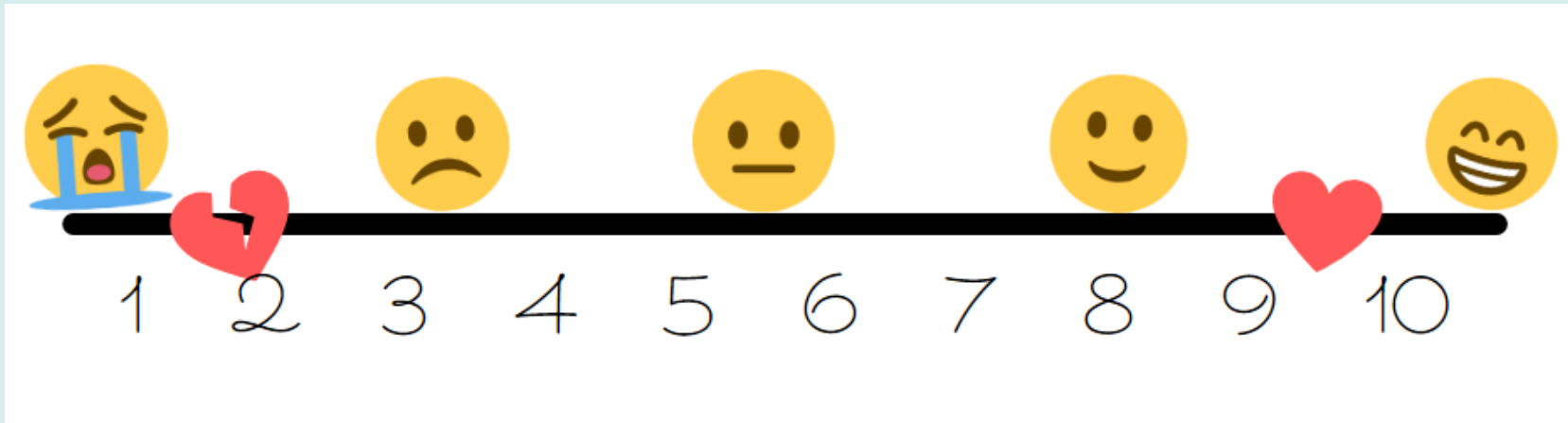
- Fatigue
 - Inability to relax
 - Fear of making mistakes
 - Disturbed sleep
 - Excessive worrying/panic
 - Emotional/mood swings



Remember everyone experiences stress & anxiety differently and on different levels. You know your child if you have concerns talk to your GP or school.



Let's have a check in? How are you, today?





Dare to share?

Consider.....

As an adult, how do you experience stress or anxiety?

What do you do to combat these?

Remind them that stress if short-lived can makes us more alert and helps us perform better in certain situations. If prolonged it can change to anxiety





Consider.....

As 15/16-year-olds, how do they display anxiety?

(*Thinking of the previous list*)

How do they tackle it.?

Do they have healthy coping mechanisms?

Ask them!





8 Suggestion That May Help



Connect with people



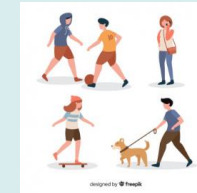
Speak to an adult (parent, teacher or someone you trust)



Get creative!



Keep Active



Set up a daily routine



Good Sleep habits



Eat Healthy & Regularly



Relaxation/ Meditation



Being resilient

YOUNG PEOPLE ARE NOT ALWAYS FRAGILE...

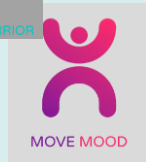


Many of our children can be likened to springs or balls and can 'bounce back'/learn to be resilient





Sources of Information and Support.



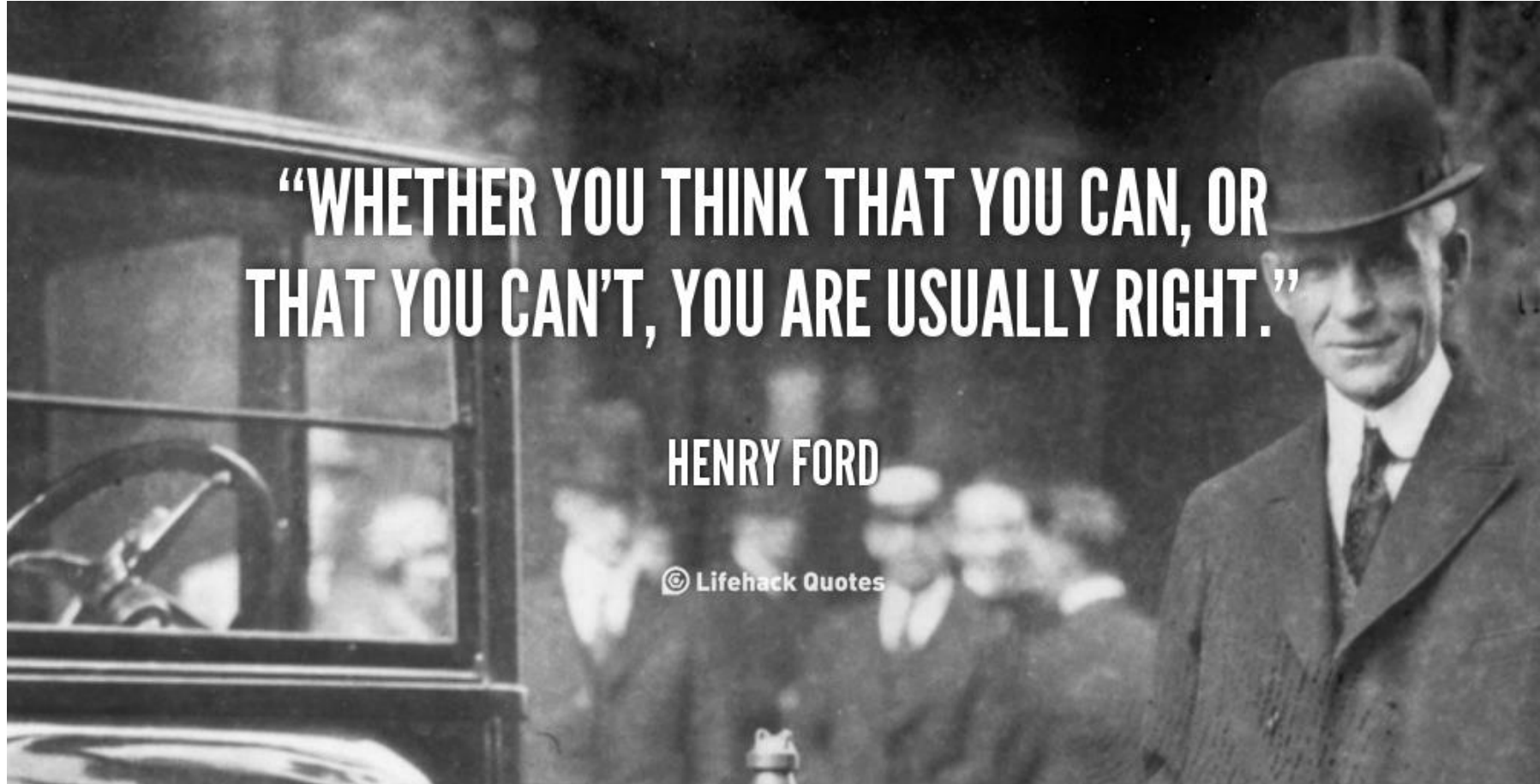


How should you revise and review?

- Try to increase learning efficiency..... but how is it done?



1) Be **positive**





2) **Structure** your time

- Topic lists for each subject area – break it down into smaller parts.
- Revision plans– breaking the time down into blocks.



Creating a 'Perfect Plan'

- Plan early
- Identify strengths and weaknesses
- Subjects in a strategic order
- Different amounts of time
- Scale it up
- Flexibility





Revision Timetable

Day	4pm	5pm	6pm	7pm	8pm	9pm	10pm
Mon							
Tues							
Wed							
Thurs							
Fri							



Create your smart Study Planner

Make revision manageable. Build a plan around your life. Get confident for your exams.

Organise your revision time

Balancing studying with the fun stuff in life can be difficult. Revising can get in the way of everything from meeting friends to relaxing after school.

Building a revision plan helps you manage your time more effectively. It gives you a clear idea of what subjects and topics you'll be revising each day and helps you organise your studies around your life.

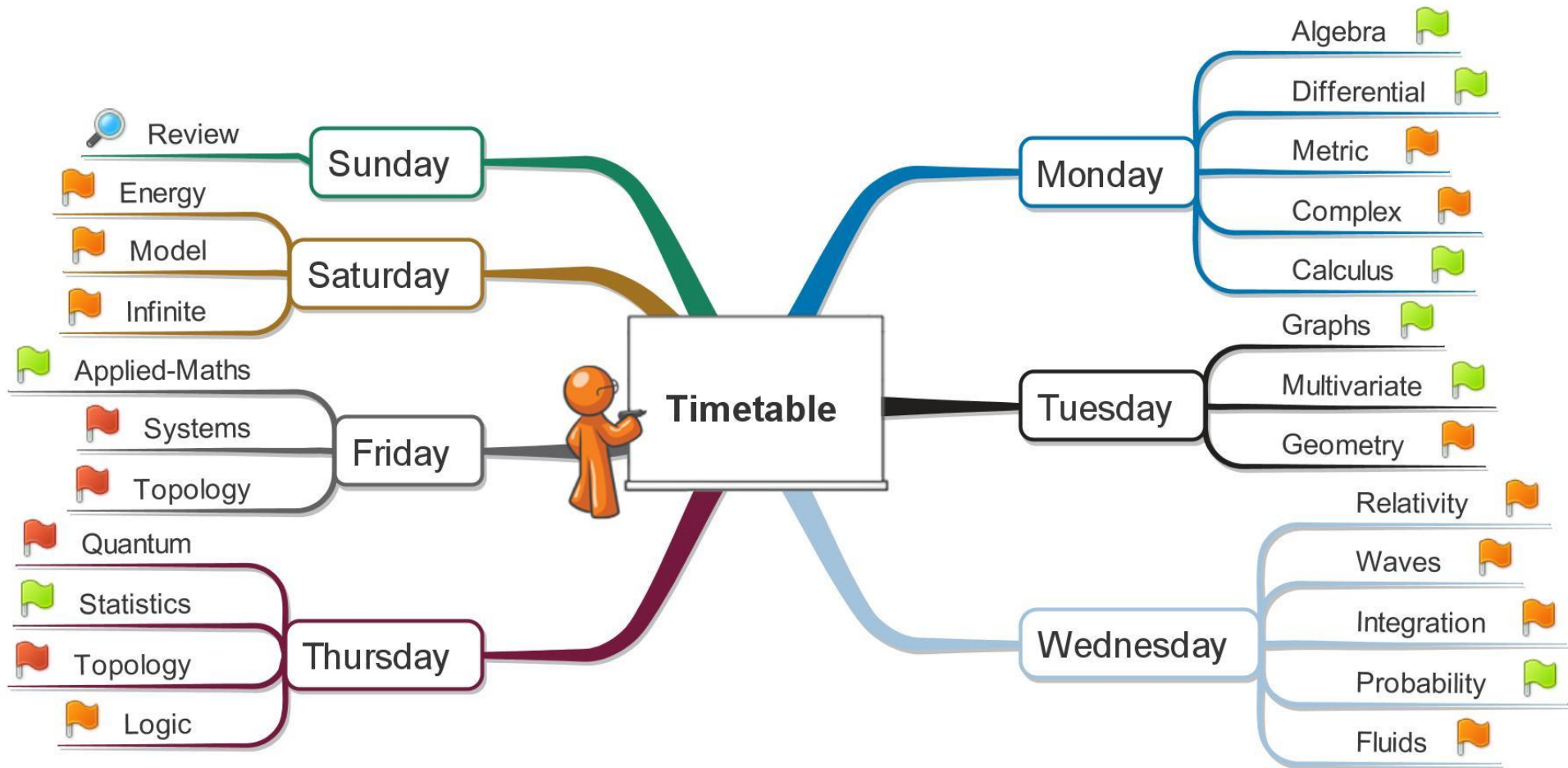
The Get Revising Study Planner:

- ✓ Builds revision sessions around your life
- ✓ Automatically adds revision sessions for you
- ✓ Prioritises subjects you find difficult

[Get started. It's free](#)

This week 20th - 26th April

See earlier -	Mon 20th	Tue 21st	Wed 22nd	Thu 23rd	Fri 24th	Sat 25th	Sun 26th
09:00 - 10:00	GCSE Law	AS Mathematics	AS Psychology	AS Biology	AS Psychology	Lie in	Lie in
10:00 - 11:00	AS Mathematics			add activity	add activity	Badminton	AS Psychology
11:00 - 12:00	AS English Literature (AQA)	Free time	AS Biology	GCSE Law	AS English Literature		add activity
12:00 - 13:00	AS Mathematics (Edexcel)	add activity	add activity	AS English Literature (AQA)	add activity	AS Biology	AS Mathematics (Edexcel)
13:00 - 14:00	Extra Maths revision	AS English Literature	add activity	AS Biology	Lunch with Izzy	AS Biology	add activity
14:00 - 15:00	AS Biology		GCSE Law	AS Psychology	add activity	AS Psychology	add activity
15:00 - 16:00	Individual help	Free time		AS Mathematics	AS Biology	AS Psychology	
16:00 - 17:00			AS Psychology	add activity	add activity	AS Mathematics (Edexcel)	Sarah's birthday
17:00 - 18:00	add activity	add activity	add activity	add activity	add activity	GCSE Law	
18:00 - 19:00	Play rehearsal		GCSE Law	Play rehearsal			
	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner





Spaced Practice

- NO cramming!
- Review information from each lesson.
- 2-3 days between a particular topic.
- What if I forget? Don't worry!
- Review after.....
- 24 hours
- A week
- A month
- Six months
- Just before your exam/ assessment



3) Interleaving - SWITCH

- Switch between ideas during a study session.
- Go back over the ideas in different orders.
- This will be tougher than studying the same topic.



4) Retrieval Practice

- Put away your notes – write or sketch everything you know on a particular topic – **EMPTY** your brain.
- How accurate is it?
- Recall main ideas plus relationships and links.
- Look for new examples.



5) Revise **actively** and reframe ideas

- Presenting your ideas in a different way.
- It's all about **active** learning.
- It should help your understanding **and** your memory.



Remembering

Learning Pyramid



People retain only 20% of what they see and 30% of what they hear. But they remember 50% of what they see and hear, and as much as 80% of what they see, hear and do simultaneously (Computer Technology Research, 1993).



Elaboration – ASK, EXPLAIN and CONNECT

- Question yourself and discuss them.
- Make connections with your own experiences or memories.
- Look for examples in daily life.

How doctors learn....

- **See** one
- **Do** one
- **Teach** one





6) Strategies to improve revision **effectiveness**

- Each time you come back to a topic, condense it into half the space you used before, by choosing key words and ideas.
- Dual coding – **WORDS** and **VISUALS**



Strategies to improve effectiveness

- Linear notes into mind maps
- Mind maps into linear notes
- Diagrams into words
- Words into diagrams
- Notes into a spoken explanation
- 2 pages of notes into 1 page
- Videos on YouTube
- 1 page into a postcard
- Notes into posters
- Mnemonics
- Acronyms e.g. LASER
- Topics into PowerPoint presentations
- Record notes to create a Podcast
- Post-it notes
- Teach it.....
- Word association.....



7) Use of **online** resources



GetRevising

learn together

https://getrevising.co.uk/resources?q=&level_id%5B%5D 4,343 Geography resources

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- Coastal zones
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 ★★★★★ **Teacher recommended**
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Flags of the World

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History by azrael42

Chronology of Ancient History



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Memrise.....

I feel sorry for the people of Belgium,
having all those Brussels sprouts.





8) Social **restraint**

- Agree with friends when it is and isn't alright to ring each other; or.....
- Turn your phone off!
- Turn your computer off (social networking) - **Go Off Line!**
- Give your **XBOX/ PS4** to your parents!
- If you're going out with friends, agree a time that will not disrupt your revision/ homework.
- Jobs – cut down hours/have an extended break/resign?
- Reward yourself when you successfully complete a task.



9) Try to stay **healthy**

- Eat healthily.
- Avoid caffeine – it causes anxiety and tension.
- Drink plenty of water.
- Try to exercise.
- No major lifestyle changes – don't start or end a relationship!
- Try to stay calm.
- Don't forget what you enjoy!



10) **Play** the 'Exam Game'

- Understand what the examiners are looking for.
- Learn how to give the examiners what they are looking for.
- To do this it is necessary to.....



Exam Skills

- Understand how the exam papers are structured:
 - a) How long is the exam?
 - b) How many questions do you have to answer?
 - c) What format are the exam questions?
 - d) How are the marks divided?
 - e) How are the exams marked?
- It is also necessary to.....



Exam Skills

Practice in conditions as near to the real event as possible.

- Practice old exam questions i.e. **Command** words such as describe, explain, compare
- Work under **time** pressure.
- **Check answers** afterwards for accuracy (mark schemes)
- Learn to work **quickly** in planning, writing and checking answers.
- Set up **mock** exam conditions.



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Cog Load Theory

50,000

students surveyed



REVISION CENSUS

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by **EXAM STUDY EXPERT**

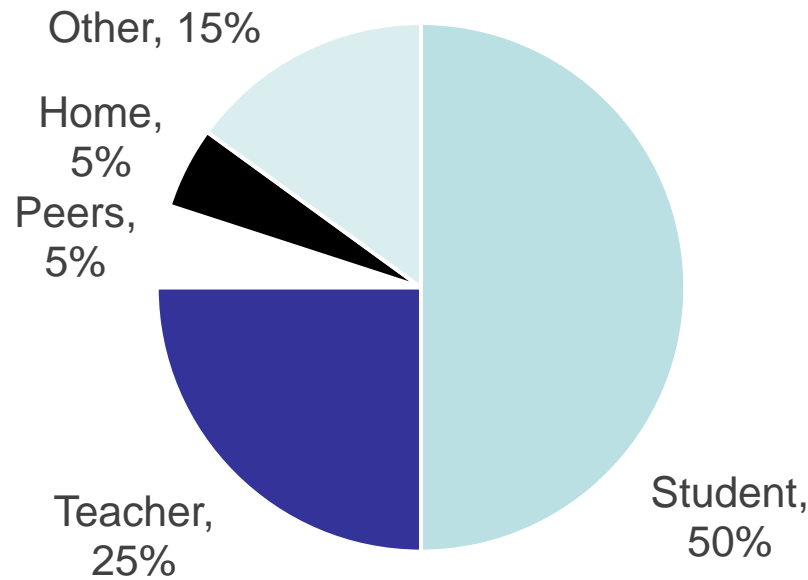
As featured by:



THE TIMES



- **“Student” factors explain 50% of the variance in academic outcomes** – e.g. conscientiousness, quality of study strategy



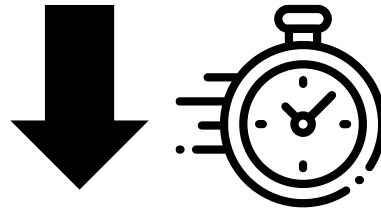
Seminal meta analysis based on 250,000,000 individual student responses (not a typo)

Dunlosky & Gurung, based on Hattie, 2015

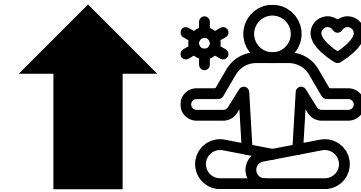
- Why study (even) smarter?



Higher attainment



More time effective

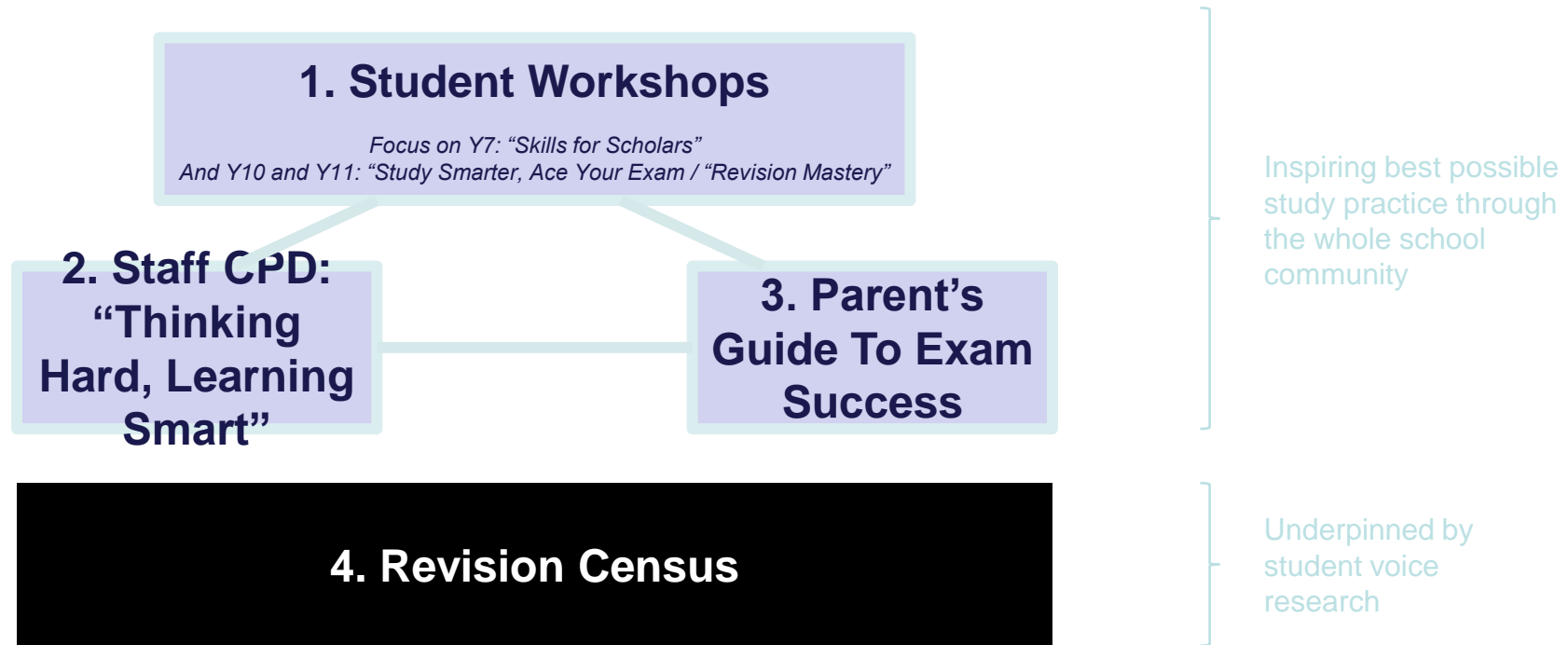


Improved wellbeing

*St Mary's Ascot Y10,
Spring 2024*



- **Carre's <> Exam Study Expert partnership**





If your son is under-achieving:

- Ideally, he should know what he needs to do to improve
- Is independent learning or class work incomplete or to a poor standard?
- Is quality of factual support in answers too brief?
- Is lack of organisation a factor?
- Time wasting in class?



Intervention

- Subject underachievement is dealt with by the Heads of Subject (in a range of ways)

BUT if your son is under-achieving in a number of subject areas, there are a range of options open to us:

- Report
- Meeting with parents
- If your son is underachieving across the board, he may enter a **MENTOR PROGRAMME**
- The mentor may be the Form Tutor, a Learning Support Assistant, Head of Year, Pastoral Leader or member of the Senior Team



Remember.....



**Your GCSEs will fly
by...**





For further simple but effective and up to date information..



THE LEARNING SCIENTISTS

- The Learning Scientists
- [Exam Study Expert home - how to study like never before](https://www.learningscientists.org)
- www.learningscientists.org



STUDY SMARTER: THE 6 PILLARS [PDF]

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