



Year 11

# Revision Strategy 2 Taking Exams

April 2005

Learning  
To Learn

## Aim

- I. To understand how effective revision techniques will improve results in major examinations



- Establish the aims of the session
- ♦ Re-cap exam prep work gone so far



## The Starter—Re-cap Good Exam Practice—Know the Goal Posts 5 mins

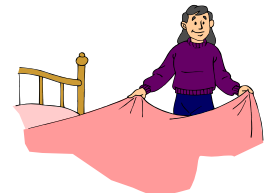
- That exam room vision in August.....
  - Prep done to date—self test
  - How many exam papers will you have ? How long are they ?
  - The Exam timetable. ... and other things YOU are expected to know.
- Session co-ordinated by Mr Watkins



## The Main Course 1—Shrinking & Chunking Re-cap 10 mins

### A. -The Shrinking Resource

Shrinking your notes into manageable proportions  
*Shrink and chunk*



### B -The Shrinking Mind Map

A particular example of how to shrink your notes and remember what they say, using a very powerful tool called mind mapping. We will show you how this works and show how you how mind maps can shrink down even further.

### C - Revision cards

Revision cards are an excellent way to chunk down your notes and to revise from.

This session will show you appropriate and effective ways to shrink content onto cards and how to revise from your cards

### D—Re-cap other revision techniques:

Use the revision guides to highlight other revision tips for examinations

- Mind-mapping
- Cassette tapes
- Song & Rhyme
- Mnemonics
- Flash cards & posters
- Lists, charts & notes
- Cards
- Word walls
- Study buddy
- ♦ Past papers

## The Main Course 2—Taking Exams—30 mins

### A—Exam Preparation for the BIG DAY

Being ready for the **big day**—tips and guidance to tackle the exam

Knowing the goal posts (again)

Having the right practice papers

Knowing the marks per minute



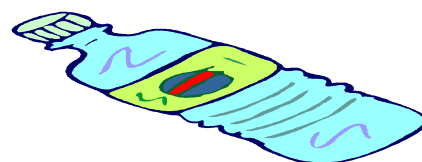
### B—Good intentions in exams

How to 'do' exam papers—special tips on tackling the actual paper !



### C—Exam Day Check

Question—what do you pack in your bag to bring to school the next day for an exam ? - Self test exercise



### D—Exam Tips and 5WH

Guidance from the top teachers in answering questions—squeezing all the marks out of an exam paper



### E—Breaking The Code

Understanding the exam question ! - Audience participation on Critical Word Analysis

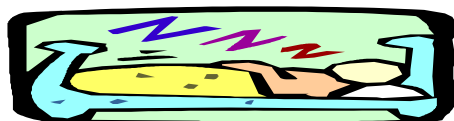
### F—You are the Examiner

Roles are reversed—yon play at being the examiner



### G—The Night Before !

Being smart to succeed.



## Session Four: The Plenary—Things to take away...

- If I knew what I know now
- Key points to take away
- Keeping the vision
- Being motivated to succeed / believing in success

**5 minutes**



YOUR FUTURE STARTS TODAY

TIME IS VALUABLE

THERE IS ONLY ONE LIFE.....THERE IS NO DRESS REHEARSAL

MAKE IT COUNT



Year 11

# Taking Exams - Stress Management

April 2006

Learning To Learn

## Aim

- To develop coping strategies for the run up to exams and strategies for coping during exams.



- Establish the aims of the session
- Re-cap exam prep work gone so far



**The Starter for 1 —Re-cap Shrinking & Chunking 2 mins**  
 Probing questions for students on effective mind maps and revision cards



**The Starter for 2 —Re-cap Exam Technique**  
 Probing questions for students on effective techniques to use in exams

3 mins

## The Main Course—Stress Management 40 mins

- What is Stress ?** —Exercise: Brainstorm of key factors that lead to stress. Know it so that you can deal with it.

Look at the brain-bit, flight or fight and how your brain shuts everything else down.

**Now to look at Stress-busting tips:**

- Stress Diaries**—Exercise: Write down the stressful incidents over the last 7 days.

Look at how you could have coped better to relieve this stress



- Study Analysis**— Exercise: Step outside of your life and look in—how could re-organising my life and my study habits reduce my stress ?



- Performance Planning**—Exercise: Prepare your own performance plan. NOW prepare a contingency plan in case something goes wrong  
Share your plan with a colleague



**5. Imagery / Mental Stress Management** —Exercise: Re-enacting a relaxing situation. Look at how this visual and mental technique can be reproduced during revision sessions and in the exam. Remember the brain bit—if you are stressed your brain will shut down so relax !

**6. Physical Relaxation Techniques**

Look at physical techniques of:

- Deep breathing
- Progressive Muscular Relaxation
- Relaxation Response



Exercise: Conduct the physical techniques above !

**7. Thought Awareness, Rational Thinking & Positive Thinking**

In this section we look at fighting the perception of weakness & failure, challenging the can't do and replacing it with the can-do success philosophy.

Exercise: Look back at your Stress Diary—now challenge some of your perceptions—turn round some of your perceptions and look at the positive side

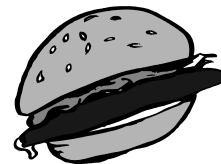
**8. Rest, Relaxation and Sleep**— Exercise: Add up the amount of:

- sleep
  - exercise
  - rest
- } you have had over the last 7 days



**9. Eating & Drinking** -Exercise—List the foods and drinks to:

- A. Avoid during the exam period
- B. Consume during the exam period



**10. On Exam Day .....**

Looking at tackling nerves on the big day



**Session Four: The Plenary—Things to take away...**

5 minutes

- ◆ Understand the symptoms of stress
- ◆ Stress Busting tips to take away
- ◆ Stress busting techniques re-capped
- ◆ Being Positive—keep the vision !



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Year 11

# Revision Strategy

Monday 15th  
November 2004  
P1 / P2

Learning  
To Learn

## Aim

- To understand how effective revision techniques will improve results in major examinations



- Year 11 meet in the hall, sitting in tutor groups, (3 tables per TG) conference style tables
- Establish the aims of the session
- ◆ Re-cap exam prep work gone so far

## The Starter, 5 mins

***Dedication, practice and hard work gives results***

Session co-ordinated by Mr Watkins



## Good Exam Practice—Know the Goal Posts

### The Recap, 5 mins

How many exam papers will you have? How long are they? ... and other things YOU are expected to know.

Session co-ordinated by Mr Watkins



## The Main Course

### -The Shrinking Resource

Shrinking your notes into manageable proportions—the Russian doll idea. Be ready for your GCSE mock examinations.

*Shrink and chunk*

session led by Mr Ball, 5 minutes



### -The Shrinking Mind Map

A particular example of how to shrink your notes and remember what they say, using a very powerful tool called mind mapping. We will show you how this works and show how you how mind maps can shrink down even further.

session led by Mr Ball, 7 minutes

### Key points

- ◆ Notes—process them—learn them
- ◆ Shrinking the resource / Russian doll idea / chunking down
- ◆ Pruning the tree

## Revision cards

Revision cards are an excellent way to chunk down your notes and to revise from.

This session will show you appropriate and effective ways to shrink content onto cards and how to revise from your cards.

Session led by Miss Greenway

7 minutes

## Thinking about Revision Technique

- Thinking about revision exercise
- Methods of revision

Students to work in groups on tables on reflective questions regarding their revision practice and come up with three key improvement targets relating to revision.

10 minutes



## Highlight other revision techniques:

Use the revision guides to highlight other revision tips for examinations

- Mind-mapping
- Cassette tapes
- Song & Rhyme
- Mnemonics
- Flash cards & posters
- Lists, charts & notes
- Cards
- Word walls
- Study buddy
- ♦ Past papers

Session led by Mr Ball, 5—10 minutes

## Session Four: The Plenary

### Things to take away...

- If I knew what I know now
- Key points to take away
- Keeping the vision
- Being motivated to succeed / believing in success

5 minutes



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Year 11

# Revision & Exam Strategy

Friday 14th  
November 2003  
Tutor time & P1

Learning  
To Learn

## Aims

1. To be pro-active in learning about and using revision techniques for major examinations
1. To be smart about getting the most out of exams when faced with the exam paper



## 8.45: The Starter

Session co-ordinated by Mr Watkins

- Register in the hall, sitting in tutor groups
- Establish the aims of the mini-conference
- Re-cap exam prep work gone so far



## 8.55—9.15 am Session One—The Shrinking Resource

Session co-ordinated by Mr Ball

Examine different revision techniques:

- Mind-mapping
- Cassette tapes
- Song & Rhyme
- Mnemonics
- Flash cards & posters
- Lists, charts & notes
- Cards
- Word walls
- Study buddy
- Past papers



## Key points

- ◆ Notes—process them—learn them
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## **Session Two: 9.15—9.40 Break out time with tutors**

### **Thinking about Revision Technique**

Session run by tutors in allocated rooms



- 'Thinking about revision' exercise
- Methods of revision
- Working with your notes
- Planning and rehearsing for exams
- Discussion on best ways to learn

*Information pack with tasks in will be supplied to direct student activities*

## **Session Three: 9.40—10.00 The Exam !**

Session co-ordinated by Mr Silverthorne

Look at tactics in going into the exam

- Exam preparation
- Bringing your memory map into the exam room
- Good intentions in exams
- Exam day check
- Tips
- Breaking the code—critical word analysis
- You are the examiner
- Final tips & suggestions



## **Session Four: The Plenary**

### **Things to take away...**

- If I knew what I know now—a perspective from some of last year's Year 11
- Key points to take away
- Keeping the vision
- Being motivated to succeed / believing in success



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Year 11

# Revision Strategy

Wed 18th October 2006  
P1 / P2

Name:

Learning  
To Learn

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### The Recap, 5 mins

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Session led by Mr Ball, 5—10 minutes



## Session Four: The Plenary

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# Gordano School

TO LEARN  
TO LEARN  
Learning

## Taking Exams



*Water*



*Sleep*



*Equipment*



*Planning*



*Tactics*



*focused*

# Exam Preparation



1. How many exam papers will you get for each subject ?
2. How long will each paper last ?
3. How many questions will you need to answer ?
4. Do you have to do all of the questions OR is there a choice ?
5. For your mock will you have a complete GCSE paper ? Have you covered enough to answer all the questions ?
6. Do you have a resources booklet to work from ?
7. Are all the questions worth the same marks ?
8. How many marks can you get per minute ?
9. Which tier are you doing ?
10. Have you seen examples of the type of questions you will get ?
11. Are the questions structured or will they require long answers ?
12. Have you seen a copy of the syllabus for your subjects ? Are you sure that you have covered all of the topics ?

# Good intentions in exams



1. Answer the question that is written and not the question that you think is written
2. Write the answer in the form required for each individual exam
3. Give all questions appropriate time and not leave just two minutes for the last question
4. Note carefully the number of questions that you have to answer
5. Show your understanding of specialist terms by defining them and giving examples
6. Select relevant evidence to back up your points and not try to put all you know into the answer
7. Show that you understand technical terms
8. Make sure that you know the meaning of key exam instructions such as 'discuss' and 'explain'
9. Read through your answers for errors and gaps
10. Do not waffle - be precise and concise in your writing.
11. Never leave a question unanswered—give it a go
12. Give examples, quotes and other sharp-edged answers
13. Do your best !

# Exam Day Check

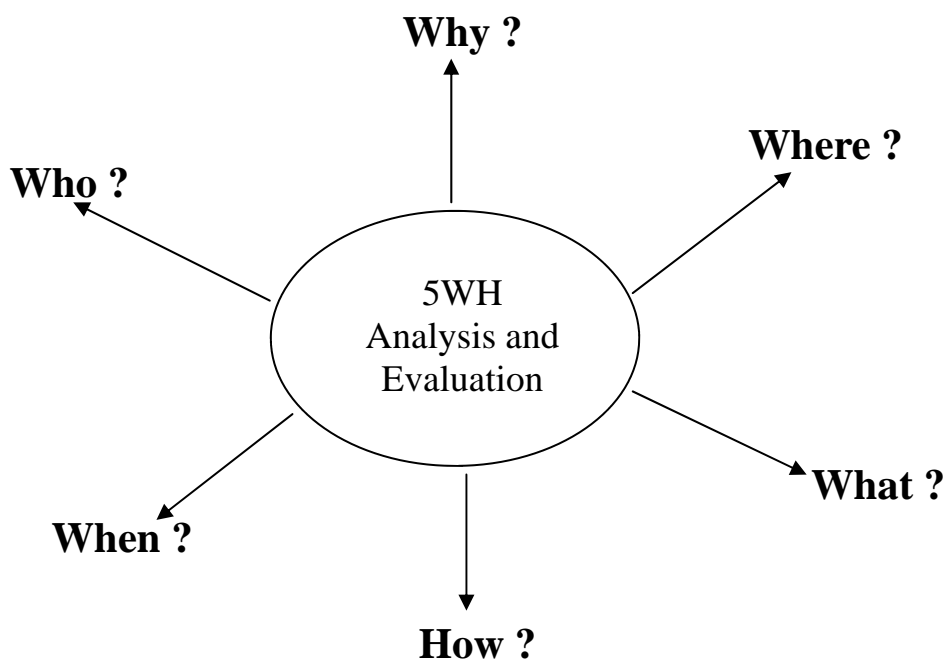
- Check the exam date, time and place
- Check your seat number
- Check how long the exam is
- Check how many questions there are
- Check the format of the questions
- Arrive in good time for the exam, don't panic yourself
- On arrival in the hall write down your memory maps immediately on rough paper
- Read the questions two or three times, slowly
- Give quality time to choosing your questions
- Plan your answers
- Plan your time allocation
- Don't rush, plan and pace yourself
- Appropriate equipment

## **Equipment Check**

- Pens
- Coloured pencils
- Eraser
- Calculator
- Sharpener
- Ruler
- Protractor
- Spare pens & pencils
- Highlighter pens
- A watch
- Water

# Tips

- Answer in note form IF you are running out of time
- Leave gaps for questions you want to go back to
- Highlight key examiners' instructions
- Write clearly—if the examiner cannot read your handwriting you will not get any marks (even if the answer is correct)
- Write on every other line if you have unclear handwriting or know you will have lots to add or correct
- Use 5WH



In many subjects extending your analysis and judgements (evaluations) will get you extra marks. Use 5WH (5 Ws and an H—as above diagram shows) will prompt you)

# Key Words in Exams

## Breaking The Code—Critical Word Analysis



These are action words—trigger words that examiners use that ask YOU to do something.

They are absolutely CRITICAL as it tells you WHAT you must do.

**Contrast**—explain the difference between..

**Summarise**—sum up the main points

**Examine**—investigate, closely ask questions of..

**Discuss**—debate the issue from different viewpoints

**Evaluate**—weigh up the strengths and weaknesses

**Prove**—demonstrate, make certain

**Compare**—explain the similarities and differences

**Justify**—support with facts and or figures, examples, references

**Describe**—give a concise statement of meaning and/or identify the main characteristics

**Criticise**—identify problems/disadvantages

**Define**—give the meaning

**Distinguish**—explain the difference

**Relate**—show the connection between things

**Trace**—show how something has developed from beginning to end

**Outline**—choose the most important aspects of a topic

**Interpret**—explain the meaning in your own words

**Differentiate**—explain the difference



# You are the examiner !

Which of these do the examiners want to see and which do they not ?	Yes	No
1. Answers that deal with the question		
2. Illustrations and diagrams where and when appropriate		
3. To see all you know about a topic		
4. Extra questions answered to show how clever you are		
5. All parts of a question answered		
6. Answers that criticise when asked to discuss		
7. Appropriate examples		
8. No indication of where an answer is leading		
9. Unsubstantiated opinion—'in my opinion...'		
10. Words and phrases used repeatedly		

## The Night Before

Set out everything that you need, such as pens, pencils, paper, revision cards etc so as to avoid a rush in the morning. Avoid negative stress before the exam.

Some students prefer to take a complete break the night before, whilst others do some final revision. Go over your shrunken resources, but don't overdo it otherwise you will be tired. Do enough to keep your brain sharp and prepared.



Have a warm bath & relax

**Go to bed early and eat breakfast in the morning**

## Your Final Tips



- Skim read the whole paper at the start to enable your subconscious brain to start working on the key points
- Memory-map your shrunken resources down as soon as you get in the exam room
- Brain-storm large questions—organise your thoughts before you start writing. This stops you from missing things out
- Focus your energies on where the marks lie—don't waste time trying to squeeze marks out of a 2 mark question at the expense of not giving enough time to a 12 mark question
- Show your thought processes and workings, you will most likely pick up marks for this
- Use diagrams, drawing, maps to illustrate your answers where relevant
- Write legibly
- Keep work as neat as possible
- Leave a line space between new paragraphs and don't overcrowd the page
- Number your answers appropriately
- Keep quotes brief and to the point, using quotation marks
- Graphs and diagrams should be as accurate as possible, clearly labelled and be clear on their purpose
- Go over your paper at the end
- Think first, then write

### **In the exam room**

- Get out your equipment and arrange it on your desk
- Take your watch off and check your timings against it
- Bring some water to drink to refresh your brain
- Don't worry about other people, block out everybody and everything and think that you are on your own in your own room and focus on the task ahead.