

# Supporting your child with their GCSE Exams



Final GCSE Exams start  
**9<sup>th</sup> May 2024**



**NB. Practical exams in Art/ DT will take place before this**

# Welcome

## This session will include:



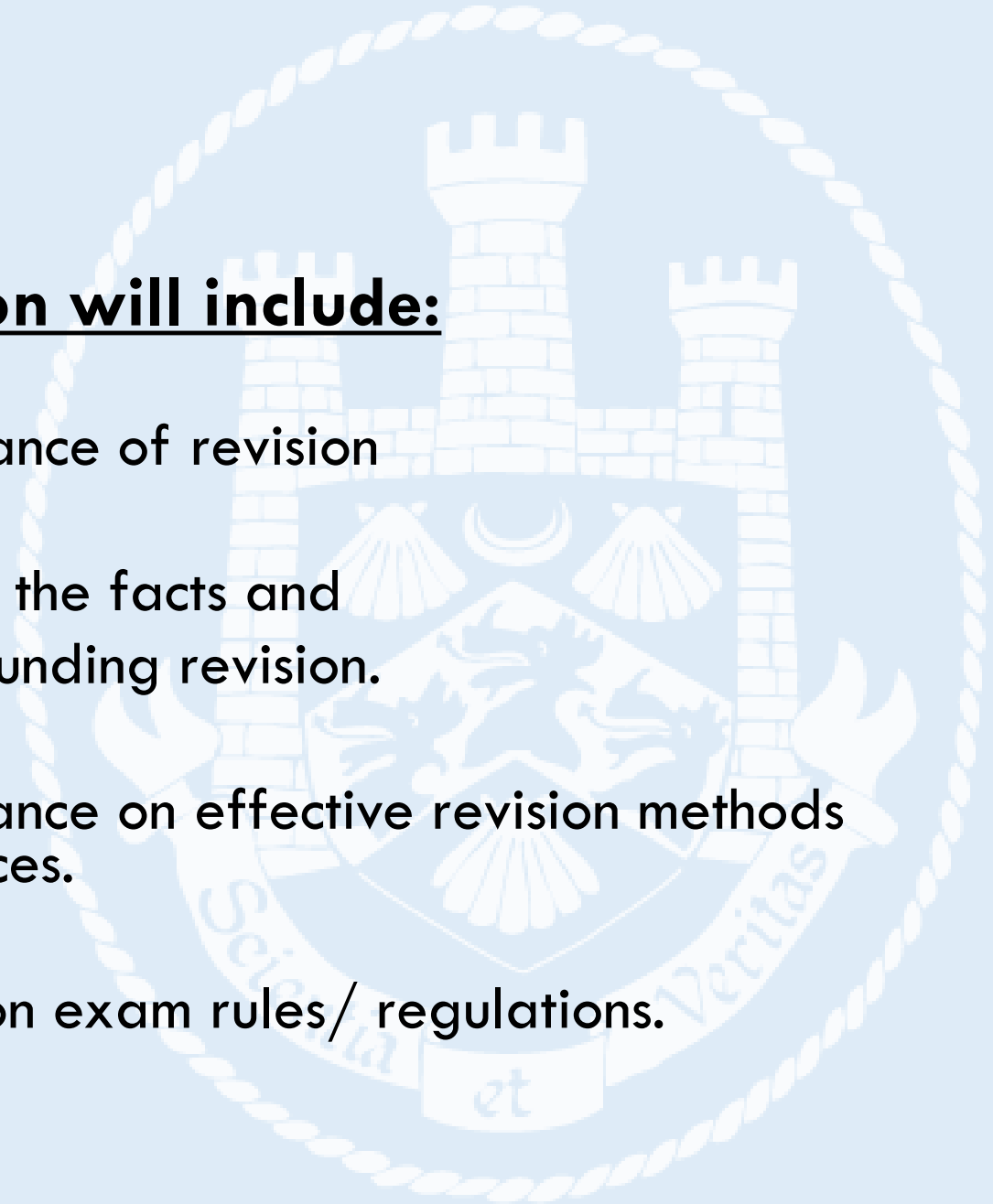
- The importance of revision



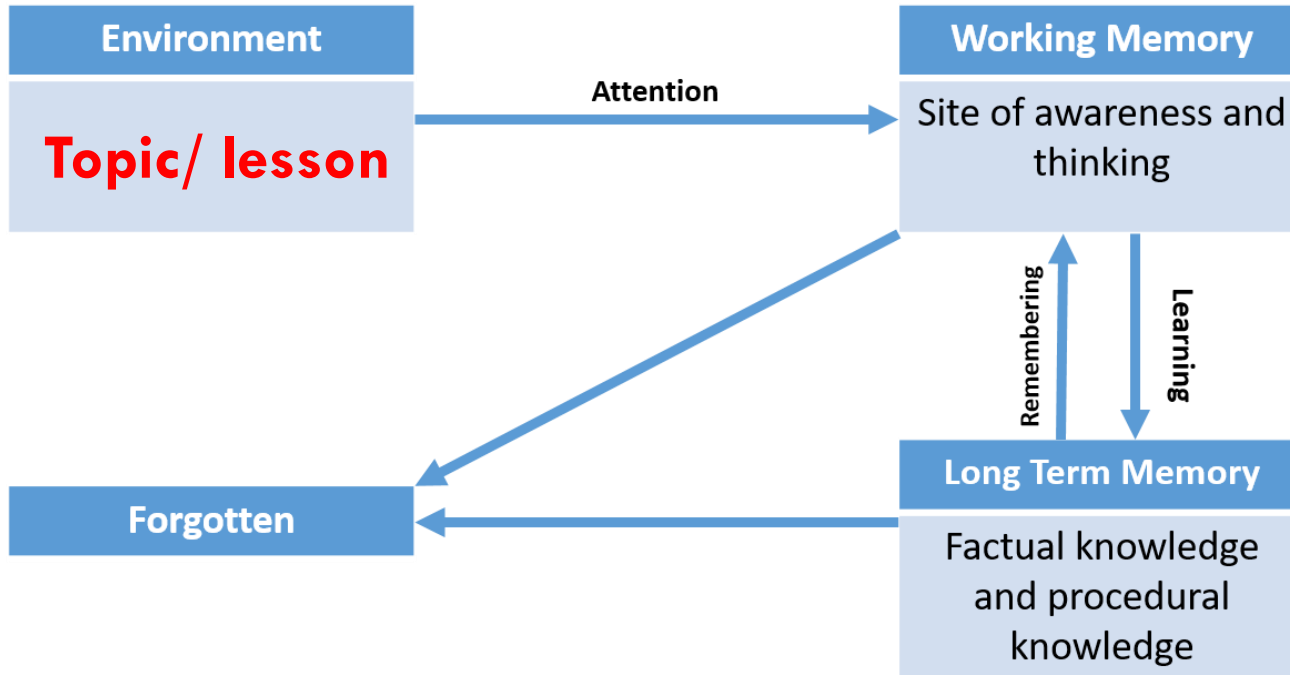
- Separating the facts and myths surrounding revision.



- Some guidance on effective revision methods and resources.
- Guidance on exam rules/ regulations.



# Why do we need to revise?

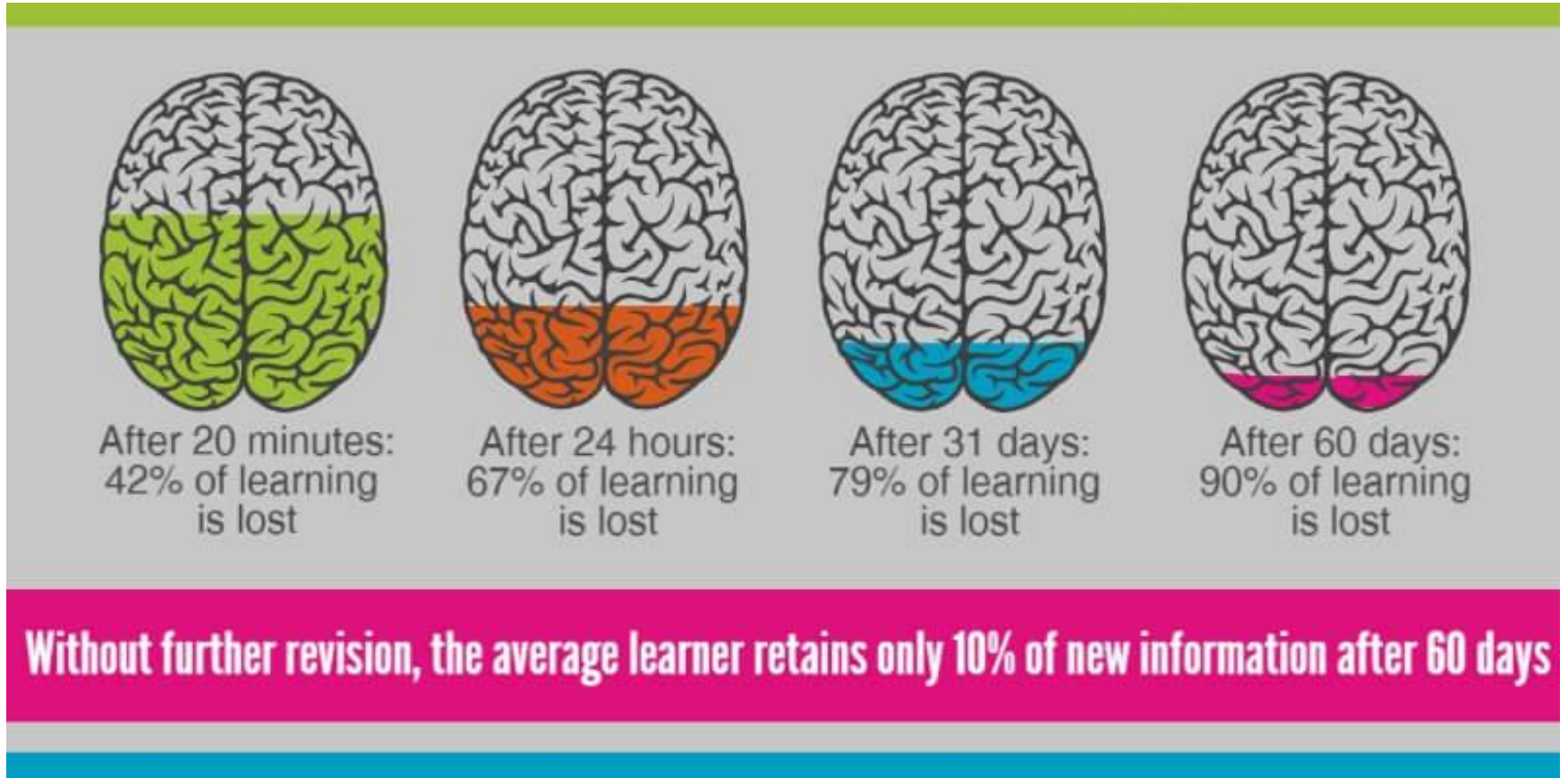


Working memory has a **limited capacity** (5-7 pieces of information). **You can't increase the capacity of your working memory.** It is the part of your memory you use to work things out, complete a task, solve a problem, or answer an exam question.

**Your long term memory has unlimited space.** Information that is in your long term memory doesn't use up the space in your working memory.

**Information that is in your long term memory doesn't stay there forever – it can be lost (forgotten) over time. This means that you then have to re-learn the information. The only way to stop this is by practicing retrieving this information from your long term memory and spacing your retrievals out.**

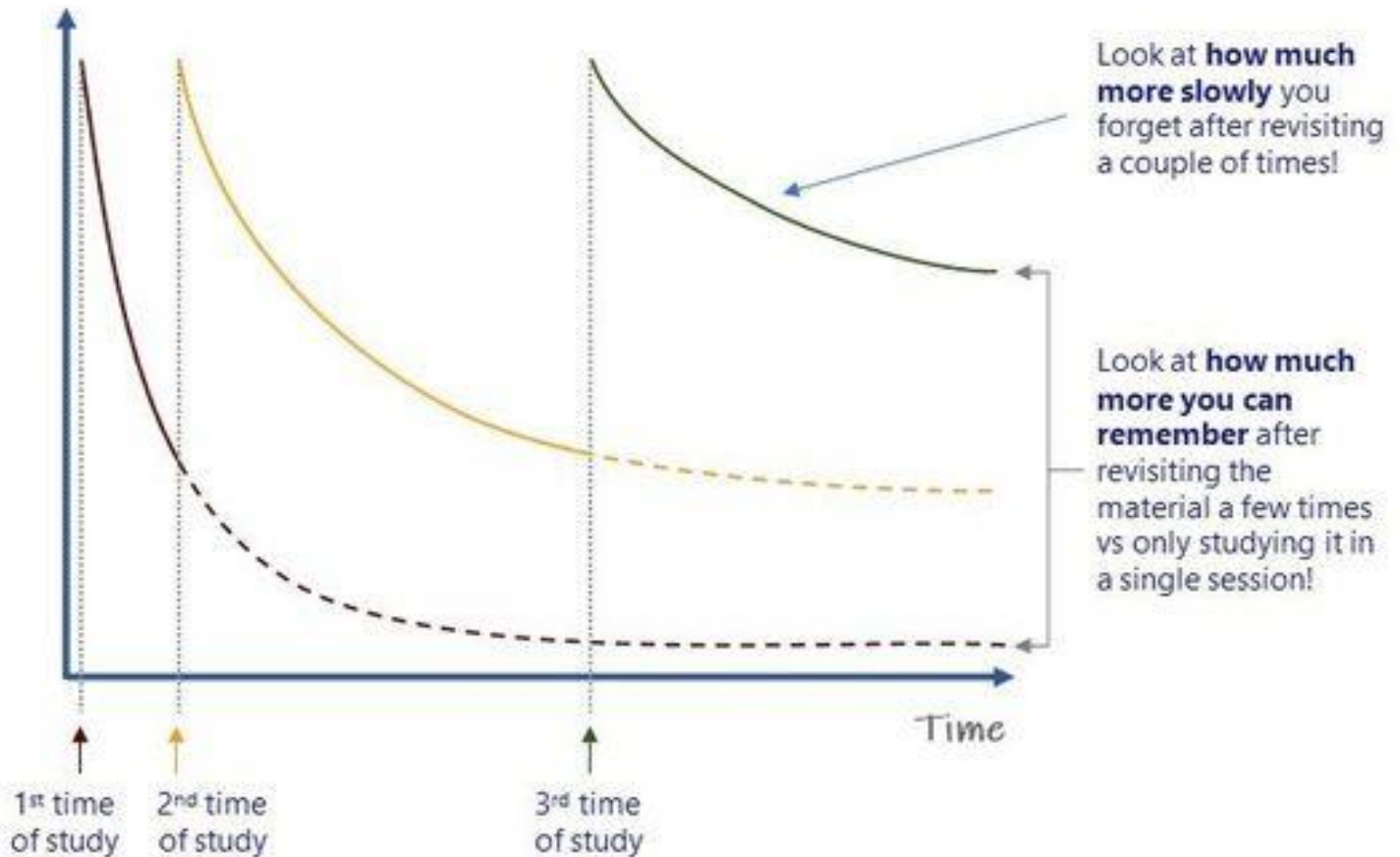
# Why do we need to revise?



**Some scary statistics!**

# Why do we need to revise?

**3-4** well-spaced repetitions are often sufficient to generate a fairly long-lasting memory.



**Original lesson**

**Quiz/ recap in next lesson OR independent study**

**End of topic exam question/ test/ mock**

**Revision for final exam**

**EXAM STUDY EXPERT**

# Key messages

- Build in **time to forget** and re-remember. **Short and frequent** (20-30 mins) beats a one-off marathon.
- **Revision is doing.** If you have nothing to show for your time spent revising it won't have been that effective as you need to be thinking for it to be a meaningful review of information.

- **Testing/ quizzing** is essential



MY ABILITY TO REMEMBER SONG LYRICS FROM THE 80S FAR EXCEEDS MY ABILITY TO REMEMBER WHY I WALKED INTO THE KITCHEN.

- Space out your learning and interleave different topics/ subjects



# Revision Myths

It's too early to start yet...

It's too late to start now...

Nobody else is revising...

You can't revise for...  
(English Language/  
DT...)

Revision is boring, it's just staring at a book...

I can revise and listen to music / watch TV / have my phone next to me...





# Where will they revise?

Here...



or here?





# Effective revision methods and resources

## Plan your revision

Please see the revision booklet with checklists for each subject and a revision planner in the back.

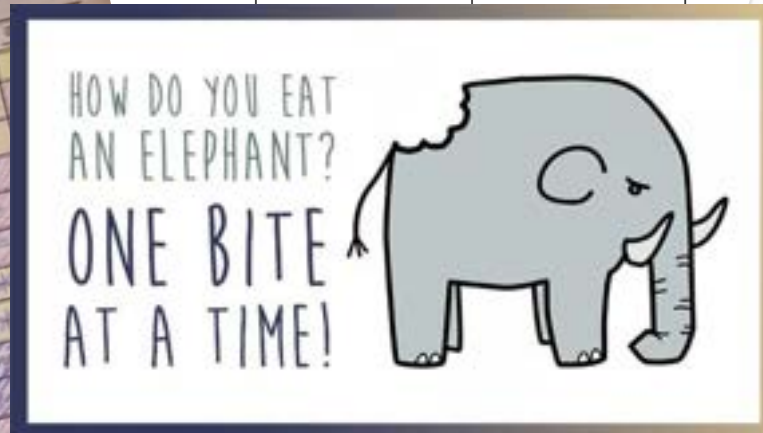
Revision Planner      Date: \_\_/\_\_/\_\_

You should be aiming for approximately 30 minutes of revision in each of the slots below.

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Subject 1							
Subject 2							

**REVISION**

	MON	TUES	WED	THURS	FRI	SAT	SUN
7:00-7:30	maths	english	maths	maths	maths	maths	maths
7:30-8:00	maths	english	maths	maths	maths	maths	maths
8:00-8:30	maths	english	maths	maths	maths	maths	maths
8:30-9:00	maths	english	maths	maths	maths	maths	maths



**Revision Timetable**

Name: \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday
7.00am					
8.00am					
9.00am					
10.00am					
11.00am					
12.00pm					
1.00pm					
2.00pm					
3.00pm					

# What makes effective revision?

## Ineffective revision methods:

- Reading class notes
- Reading the revision guide
- Highlighting notes
- Being a passenger at a revision session
- Reading GCSE Bitesize – but not doing anything with the information
- Copying out class notes without thinking

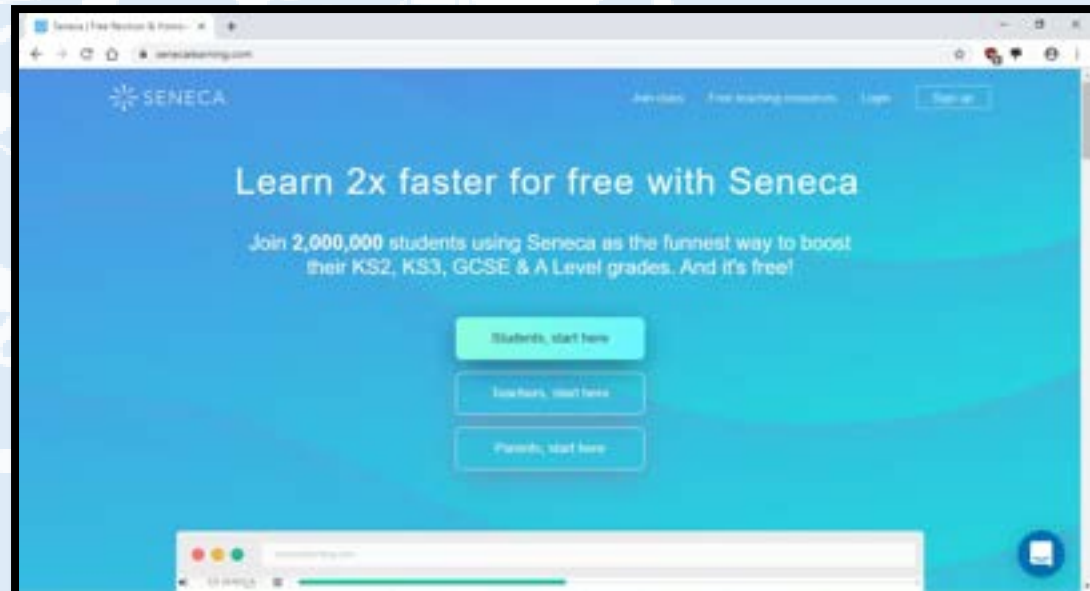
## Effective revision methods:

- Making revision cards
- Making mind maps
- Key terms flashcards
- Revision clocks
- Writing summaries
- Testing yourself (online or otherwise)
- Completing practice questions
- Going to a revision session – if you engage!

# Online resources

- All subjects - <https://www.revisely.com/gcse> and GCSE Bitesize <https://www.bbc.co.uk/bitesize/levels/z98jmp3>
- Maths – **mathsgenie** <https://www.mathsgenie.co.uk/> and **corbettmaths 5-a-day**
- English – **Mr Bruff**
- Science – **Seneca**

**Seneca Learning** is an online platform which has interactive content for many subjects.



# Student Platform

<https://senecalearning.com/en-GB/>

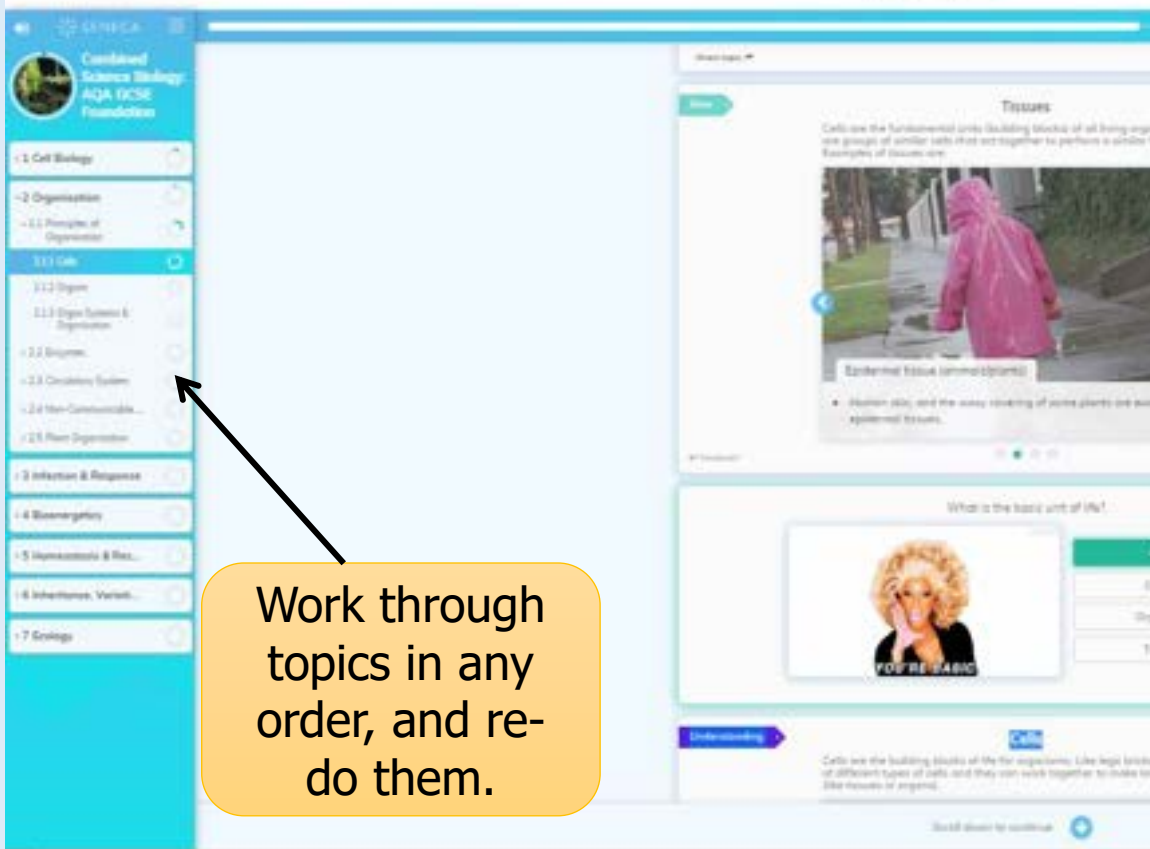
**Caution:** Make sure you select the correct exam board!

Content written by examiners.

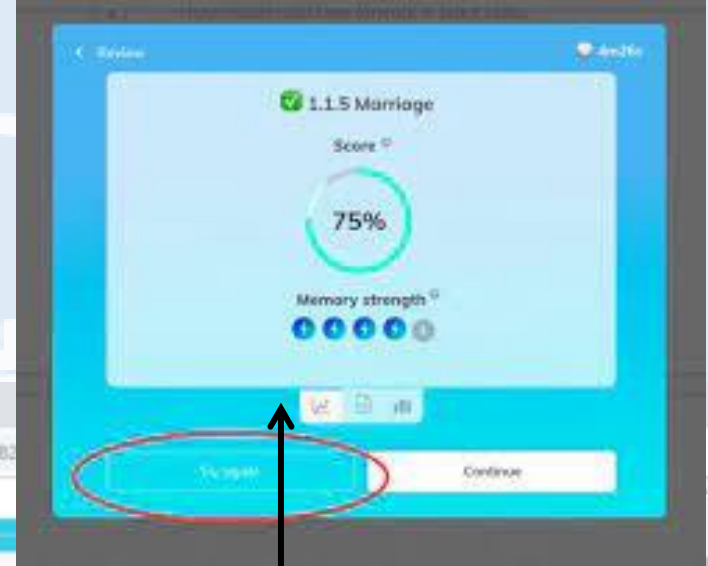
The screenshot shows the Seneca Learning student dashboard. At the top, there are navigation links for Home, Courses, Classes & Assignments, Tournaments, and a user profile for Tom. Below the navigation is a search bar labeled "Search your courses...". A yellow callout box with the text "Content written by examiners." has an arrow pointing to the search bar. Below the search bar, there are three course cards visible: "Combined Science Biology: AQA GCSE Foundation", "Combined Science Chemistry: AQA GCSE Foundation", and "Combined Science Physics: AQA GCSE Foundation". A second yellow callout box with the text "Caution: Make sure you select the correct exam board!" has an arrow pointing to the "AQA GCSE Foundation" text on the Chemistry card. The dashboard also features a "Back to teacher platform" link and an "Archive Courses" button.



# Student Platform



Work through topics in any order, and re-do them.



It gives you an overall score for accuracy.

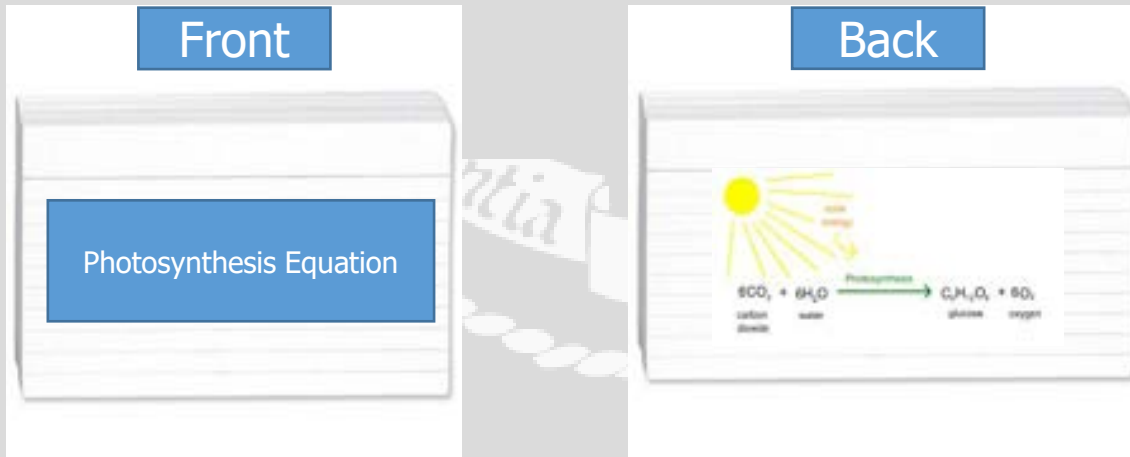
Questions to test your understanding.





# Stage 1 - Making them!

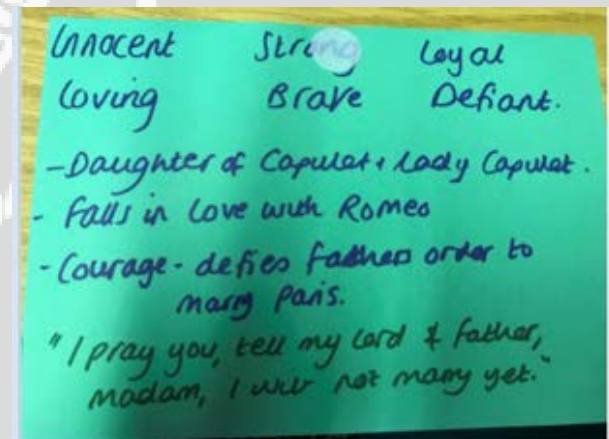
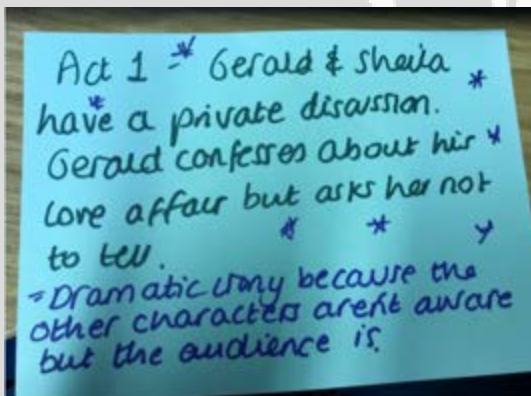
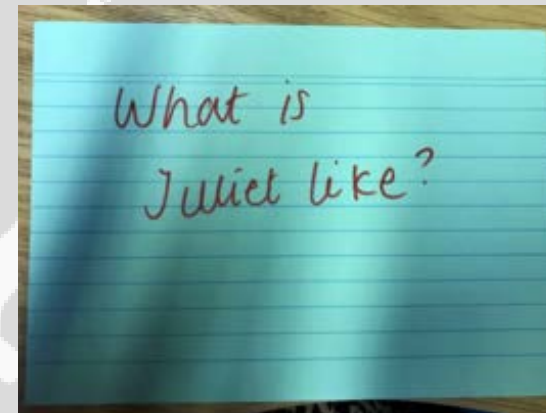
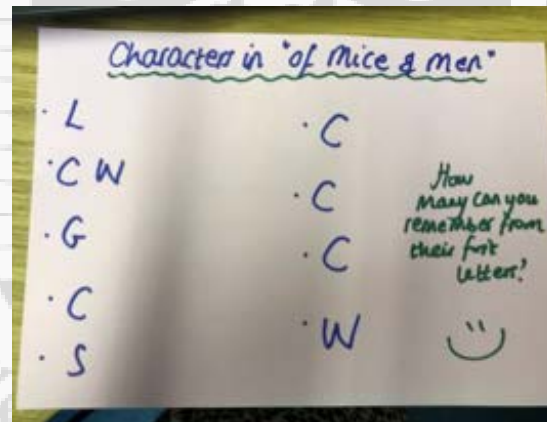
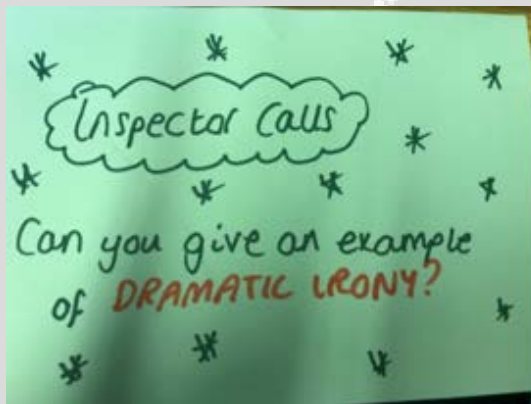
- 1. Buy or make some cards.** Make sure that they are approximately A6 size (half of an A5 piece of paper). You could use a different colour for each different subject!
- 2. On one side of each card** you could have a **formula/quote/key concept/diagram/case study facts/ series of bullet points** that you need to remember.
- 3. On the other side of each card** you could have a question/heading that links with the knowledge on the other side.



4. **Make up several cards for each subject.** Using your exam checklists and revision guides is a good way of checking you have made as many cards as you need!

5. **Make the cards differently depending on the subject.** For example, you could make some for English where on the front of a card you have 'An Inspector Calls: Characters' and on the other side you have a list of all characters.

6. Create **piles** of cards for **each topic/subject**



## Stage 2- Using them!

1. You could **read the cards aloud** to yourself, or to someone else. You could **walk around** at home (or outside) whilst reading them. You could **record yourself** reading them and play this back to yourself.
2. **Test yourself or get someone else to test you.** You can do this by either:
  - Pick up the first card and read the keywords/phrase OR question.
  - Try to recall as much of the information as you can.
  - Flip over the card and see if you got the answer(s) right.
  - If you're happy you got the information right, put that card on the 'right' pile. If you got the information wrong or incomplete, put it on the 'wrong' pile.
3. **Do this for all the cards.** When you've gone through all the cards, go back to the 'wrong' pile, and repeat the process. Keep going through the 'wrong' pile until you get the information right, and there are no cards left in the 'wrong' pile.
4. **Repeat this process.** Make sure you also complete some **practice questions** to check you can apply your knowledge.

# Revision Clock

- Create them from memory first
- Then look back through your notes and add any detail you missed (in a different colour)
- Write a key question at the top of each section. Test yourself on the questions, covering the section up. Highlight anything you couldn't remember.

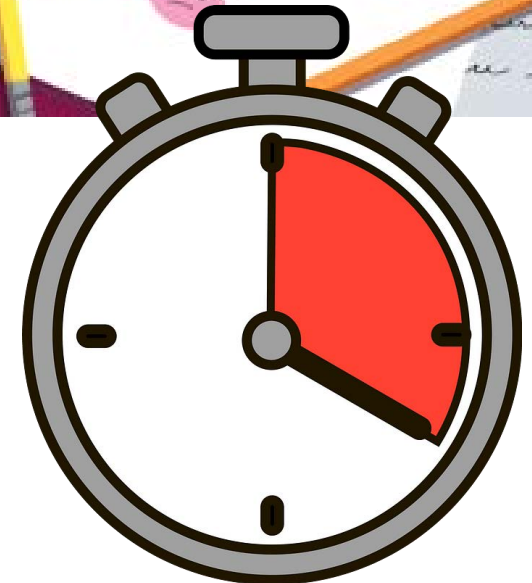
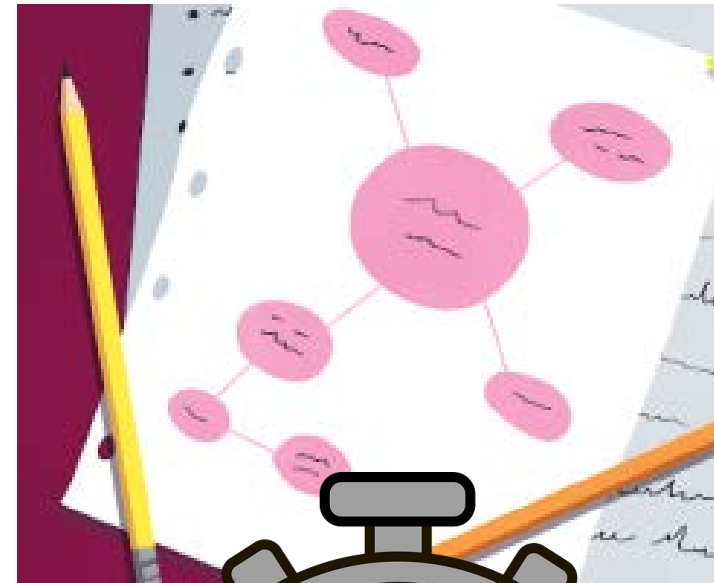




# Blurting

This is another active recall method to use after you have reviewed content via revision cards/ mindmaps/ revision clocks

1. **Choose a topic and create a flashcard/ mind map/ revision clock** on it.
2. Try to **learn the flashcard** via **quizzing**.
3. Set a **timer**. On a **blank piece of paper**, try to **recall and record as much as you can** about that topic from memory.
4. When the time is up, **check what you missed off or got wrong**. Use a **different coloured pen** to edit/ add to your work.





# How can parents support the revision process?

1. Help them to **make a plan**. 90% of effort is often getting started.
2. **Ask your child** what they would find helpful/ not helpful – you may not agree!
3. Consider where they complete revision – sometimes a **communal space** is better.
4. **Check children have access to stationary** such as highlighter pens, paper, card for flashcards.
5. Rather than asking ‘what revision have you done?’ **ask ‘what have you produced?’** at the end of the 20 minutes.
6. Help **quiz/ test** them.
7. Police their **phone/ games consoles**
8. Ensure your child has breaks, eats well and has a **work-life balance**.
9. Support your child to have **good attendance**



# Results from last year highlight the importance of having good attendance

## Effect of Attendance on Progress and Attainment

	All	Above 90%	Below 90%
Five 9 - 4 (incl. Eng & Maths)	72%	81%	47%
Five 9 - 4	75%	83%	50%
Five 9 - 7	20%	24%	6%
Five Passes	97%	99%	89%
English 9 - 4	83%	89%	63%
Maths	81%	89%	58%
2 Science 9 - 4	72%	79%	48%

# What can students bring to into the exam?

**Yes**

- Black biro x 2 NO BALLPOINT (runny ink)
- Pencil
- Rubber
- Ruler
- Highlighter pen
- Calculator if allowed
- Clear pencil case
- Water in clear plastic bottle (no labels)

**No**

- Bags
- Phones
- Ear pods
- Watches
- Other electronic devices
- Other drinks
- Notes
- Tip-ex



No headphones  
inc.airpods



Switch off phone and  
put it in your bag



No watches



Bring a black pen



Clear bottles of water  
only



Clear pencil cases  
only

**Students will be issued their personal exam timetable before Easter**

**Morning exams start at 9 AM and afternoon exams start at 1 PM**

**Thank you  
for coming**

**Any  
questions?**

