Lord Grey Academy

Aspire, Learn, Achieve

Year 11 Revision Guide & Information for Students 2018/2019

Your Results, Your Future: Your Passport to Success

Lord Grey Academy, Rickley Lane, Bletchley, Milton Keynes, MK3 6EW
Tel: 01908 626110 *Email:* enquiries@lordgrey.org.uk *Web:* www.lordgrey.org.uk Twitter: @LordGreyAcademy

Contents

	Page
Introduction	3
Important Dates	4
Examination Calendars	5
Controlled Assessment/Coursework Helpful Hints for Students	6
Internal Examinations - The Facts	7
Example of a "Weekly Plan"	8
Example of a "Weekly Revision Timetable"	9
Things to do today	10
Revision Techniques	11
Are you Revision Ready?	23
Top Ten Revision Tips	24
How Should I Revise?	25
Surviving Speaking Exams	27
Internal Exams—Self Appraisal	28
Eating for Exams	29
Stress Management	30
Revision Card & Mentoring Form	31
Before/During the Exam	32
Examination Equipment	35
Some Key Terms used in Examination Questions	35
Answering Examination Questions	36
Examination/Information for Candidates	38
Being Clear and the Next Steps	42

Introduction

This Revision/Information Guide is intended to provide you with some helpful advice on how to revise and prepare successfully for examinations.

Examinations are stressful, revision causes anxiety and exam pressure can make you ill. Some students are able to handle the pressures, they get nervous but can cope. Others become anxious, agitated, bad-tempered, but it really doesn't have to be that way. Below are some general tips and throughout this information guide you will find many other suggestions and recommendations to help you.

Below are some general tips.

- Start early enough
- Decide on definite days and times to revise
- Have realistic achievable targets
- Use the syllabus to structure your revision
- Use the revision notes provided by your teachers
- Use support groups and help each other to succeed
- Make sure you know what will be examined in each subject and in each examination paper
- **Don't panic!**

Important Dates

- **Year 11 Parents' Evening: Thursday 13th December 2018**

- **Pre- Public Exams:**

- First round: Thursday 15th November – Tuesday 27th November 2018
- Second round: Tuesday 26th February – Tuesday 4th March 2019

- **Public Exams: Monday 13th May – Friday 21st June 2019**
- **GCSE Contingency Day: Wednesday 26th June 2019**

- **Year 11 Prom: Thursday 11th July 2019**
- **Progress Points:**

17th October 2018
12th December 2018
6th February 2019
27th March 2019

Examination Calendar

Ask your teacher to help fill in the rest...

Faculty	Subject	Exam Date
Creative Technology	Fine Art / Textile Design	
	Food & Cookery	
	Design & Technology	
	Creative Craft	
Communication	Business Studies	
	Business & Enterprise	
	French	
	Spanish	
	Citizenship Studies	
English	English Language	
	English Literature	
Humanities	Geography	
	History	
	Psychology	
	Sociology	
Mathematics	Maths	
	Statistics	
Performing Arts	Dance	
	Drama	
	Film Studies	
	Media Studies	
	Music	
Science	Combined Science	
	Biology	
	Chemistry	
	Physics	
Wellbeing	CNAT SPORT	

Controlled Assessment/Coursework
Helpful Hints For Students

- Make certain you are clear about all deadlines - both long and short term and leave yourself plenty of time.
- Take advantage of the support of all your teachers. Use the guidance sheets and booklets to ensure you have included everything you need to in your work. They may even be able to read your draft work and offer points for development.
- Read and re-read through your work before you hand it in. Set a fresh time to come back and read it carefully to make sure it is your best possible work.
- Good presentation makes the right impression and spelling and punctuation are usually taken into account in your marks.
- If you keep your work on a computer, make sure you always have a back-up copy and save your changes regularly. Keep a paper copy of any work handed in.
- Try to attend extra sessions when available. This will give you more support from subject teachers and help focus you on completing work on time.

Internal Examinations - The Facts

Internal examinations are designed to prepare you for the summer examination period. You will find that you have a large number of examinations spread over just a few days.

You will need to start your revision early and plan your time carefully in order to cover all subjects evenly. You will find that you have the following factors to contend with.

- Not enough time to revise.
- You are revising work from Year 9, Year 10 and Year 11 for the first time.
- You will be revising for all of your subjects at once.
- You will have more work to revise than ever before.
- You will be revising for examinations while still attending normal lessons.

The earlier you start your revision, the easier you will find it.

Why are internal examinations important?

- Internal examinations can provide you will a lot of useful information.
- They give you an opportunity to test your examination technique - ability to manage your time and answer questions effectively.
- They give you your current standard with a few months to go before the examinations.
- They allow you to see how big a jump is needed to get the grade you need.

The advantages of taking the internal examinations seriously.

- Gives you information about which topics you need to do or apply more revision sessions to.
- Allows you to try out your revision techniques and find out what works and what doesn't.
- Puts work into your long term memory.
- Is a useful practice for the examination.
- Brings familiarity with the revision guide being used.

Do not use them as a *"this is what I can get with no work"* test.
A lot of subjects will use these to determine your tier of entry in the summer - you need to ensure they are a realistic test of your knowledge and understanding WITH revision.

Example of a Weekly Plan

Allow yourself breaks and treats. Twenty minutes at a time on one topic is ideal before a five minute break. After twenty minutes your learning reduces significantly.

WEEKLY PLANNER

TIME	MONDAY	TUESDAY	WEDNES-DAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
9am-10am							
10am-11am							
11am-12pm							
12pm-1pm							
1pm-2pm							
2pm-3pm							
3pm-4pm							
4pm-5pm							
5pm-6pm							
6pm-7pm							
7pm-8pm							
8pm-9pm							
9pm10pm							

TIPS - Break everything down into bite size topics

Factor in your breaks, treats and relax time – make sure you have things to look forward to! 3 hours of work, 1 hour of play and 1 hour of rest is a good ration for success.... DON'T HAVE ANY REGRETS IN AUGUST!

"Revision Is Temporary- Results Are Forever".

Aspire, Learn, Achieve

Example of a Weekly Revision Timetable

Monday

Thursday

Key areas of revision to focus on this week:

1.

2.

3.

4.

5.

6.

7.

Tuesday

Friday

Wednesday

Sunday

Saturday

Aspire, Learn, Achieve

Things to do Today

Priority		Things to do today	Completed
☐	1.		☐
☐	2.		☐
☐	3.		☐
☐	4.		☐
☐	5.		☐
☐	6.		☐
☐	7.		☐
☐	8.		☐
☐	9.		☐
☐	10.		☐
☐	11.		☐
☐	12.		☐
☐	13.		☐
☐	14.		☐
☐	15.		☐

Points to keep in mind

1. Break big tasks up into smaller more manageable things to do.
2. Prioritise your goals for the day and as much as possible, do the most important ones first.
3. Stick to a policy of doing something now rather than later.
4. Always think of how you can best use the present time.
5. Do your best to make every day count.

THESE ARE IMPORTANT LIFE SKILLS!

Revision Techniques & Preparing for Examinations

TECHNIQUE	TICK IF TRIED ☑	WAS IT EFFECTIVE YES/NO
Past Papers		
Mind map		
Use highlighters		
Plan revision time		
Break revision into manageable 'chunks'		
Post notes around the room		
Tick each topic as it has been revised		
Make a revision timetable		
Reduce notes to key words		
Make a poster		
Make a chart		
Make a diagram		
Make a cartoon		
Make notes on key ideas		
Create a picture in your imagination		
Practice in timed conditions		
Say key ideas out loud		
Explain key ideas to another student		
Explain key ideas to the dog!		
Get someone to test you		
Exchange key ideas with a friend		
Build in rewards such as watching TV		
Approach revision positively		
Take regular breaks		
Seek advice on difficult concepts		
Review the progress of revision to make sure the appropriate techniques are being used		

REMEMBER the average person needs to revisit something five times. Give time for it to be retained in memory.

Aspire, Learn, Achieve

Revision Techniques & Preparing for Examinations

It can take a couple of weeks to understand a new topic at first, but it may only take twenty minutes to revise it!

So when you want to do your best in your examinations, a little revision goes a long way…

Effective learners do not loose their social lives, friends, health and sanity while revising, effective learners use the 6 Ps to Revision.

- Plan it!
- Pace it!
- Identify and use preferred learning styles!
- Prepare your bodies!
- Prepare your minds!
- Find a place - somewhere that's quiet!

These revision tips allow you to make the most of the time you spend revising. They show you how to plan so you get to be a fantastic success in your examinations, and still watch your favourite TV programmes, go out and stay sane.

Be a successful examination candidate!

- Find the best learning style for you.
- Find the best place to revise.
- Practise jotting down answers and making essay plans.
- Practise writing against the clock (within the allocated time) using past exam papers.
- Check that you have really answered the question and have not strayed off the point.
- Familiarise yourself with past papers (question types, mark allocation etc.).
- Make a timetable for revising.
- Carefully select the topics you are going to revise.
- Use good quality notes and refine them further, if possible, into lists or diagrams and transfer them on to index cards.
- Keep in touch with other students and practise your academic writing skills in your other modules. It's a good idea to form study groups as you can use these to clarify points you don't understand.
- Practise your handwriting – make sure it's neat and legible.

LEARN TO STUDY USING...

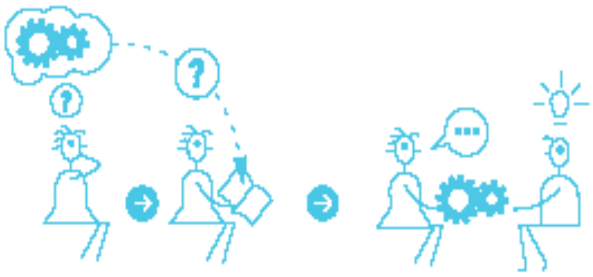
Elaboration

EXPLAIN AND DESCRIBE IDEAS WITH MANY DETAILS

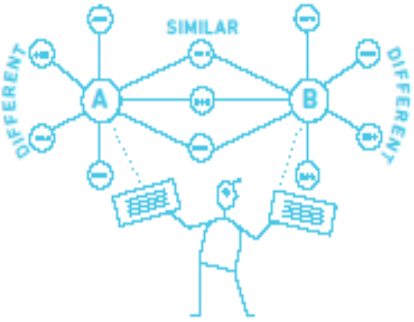
LEARNINGSCIENTISTS.ORG

HOW TO DO IT

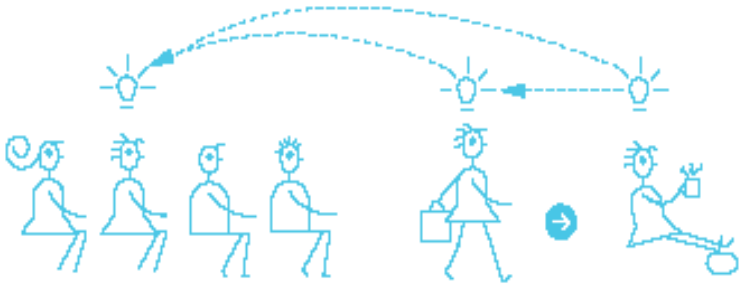
Ask yourself questions while you are studying about how things work and why, and then find the answers in your class materials and discuss them with your classmates.



As you elaborate, make connections between different ideas to explain how they work together. Take two ideas and think of ways they are similar and different.



Describe how the ideas you are studying apply to your own experiences or memories. As you go through your day, make connections to the ideas you are learning in class.



HOLD ON!

Make sure the way you are explaining and describing an idea is accurate. Don't overextend the elaborations, and always check your class materials or ask your teacher.

Work your way up so that you can describe and explain without looking at your class materials.

RESEARCH

Read more about elaboration as a study strategy

McDaniel, M. A., & Donnelly, C. M. (1996). Learning with analogy and elaborative interrogation. *Journal of Educational Psychology, 88*, 508-519.

Wong, B. Y. L. (1985). Self-questioning instructional research: A review. *Review of Educational Research, 55*, 227-268.

Content by Yana Weinstein (University of Massachusetts Lowell) & Megan Smith (Rhode Island College) | Illustrations by Oliver Caviglioli (teachinghow2s.com/cogsci)
Funding provided by the APS Fund for Teaching and Public Understanding of Psychological Science

Aspire, Learn, Achieve

LEARN TO STUDY USING...

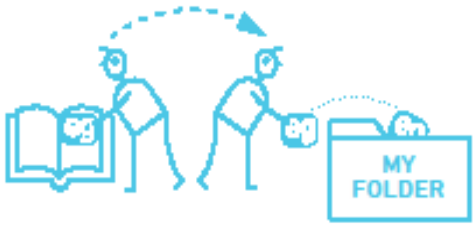
Concrete Examples

USE SPECIFIC EXAMPLES TO UNDERSTAND ABSTRACT IDEAS

LEARNINGSCIENTISTS.ORG

HOW TO DO IT

Collect examples your teacher has used, and look in your class materials for as many examples as you can find.



Make the link between the idea you are studying and each example, so that you understand how the example applies to the idea.

Share examples with friends, and explain them to each other for added benefits.

HOLD ON!

You may find examples on the internet that are not used appropriately. Make sure your examples are correct - check with your teacher.

Ultimately, creating your own relevant examples will be the most helpful for learning.

RESEARCH

Read more about concrete examples as a study strategy

Rawson, K. A., Thomas, R. C., & Jacoby, L. L. (2014). The power of examples: Illustrative examples enhance conceptual learning of declarative concepts. *Educational Psychology Review, 27*, 483-504.

Content by Yana Weinstein (University of Massachusetts Lowell) & Megan Smith (Rhode Island College) | Illustrations by Oliver Caviglioli (teachinghow2s.com/cogsci)
Funding provided by the APS Fund for Teaching and Public Understanding of Psychological Science

Aspire, Learn, Achieve

LEARN TO STUDY USING...

Dual Coding

COMBINE WORDS AND VISUALS

LEARNINGSCIENTISTS.ORG

HOW TO DO IT

Look at your class materials and find visuals. Look over the visuals and compare to the words.

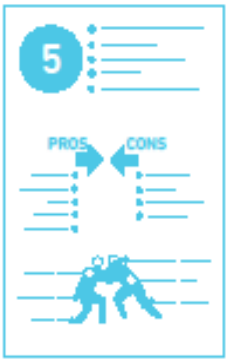
Look at visuals, and explain in your own words what they mean.

Take information that you are trying to learn, and draw visuals to go along with it.

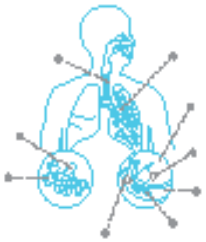
HOLD ON!

Try to come up with different ways to represent the information visually, for example an infographic, a timeline, a cartoon strip, or a diagram of parts that work together.

INFOGRAPHIC



CARTOON STRIP



DIAGRAM

TIMELINE

GRAPHIC ORGANIZER

Work your way up to drawing what you know from memory.

RESEARCH

Read more about dual coding as a study strategy

Mayer, R. E., & Anderson, R. B. (1992). The instructive animation: Helping students build connections between words and pictures in multimedia learning. *Journal of Educational Psychology*, *4*, 444-452.

Content by Yana Weinstein (University of Massachusetts Lowell) & Megan Smith (Rhode Island College) | Illustrations by Oliver Caviglioli (teachinghow2s.com/cogsci)
Funding provided by the APS Fund for Teaching and Public Understanding of Psychological Science

Aspire, Learn, Achieve

LEARN TO STUDY USING...

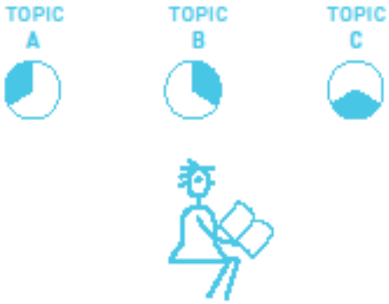
Interleaving

SWITCH BETWEEN IDEAS WHILE YOU STUDY

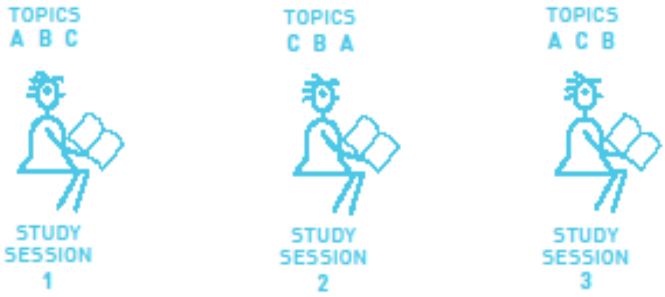
LEARNINGSCIENTISTS.ORG

HOW TO DO IT

Switch between ideas during a study session. Don't study one idea for too long.



Go back over the ideas again in different orders to strengthen your understanding.



Make links between different ideas as you switch between them.

HOLD ON!

While it's good to switch between ideas, don't switch too often, or spend too little time on any one idea; you need to make sure you understand them.

Interleaving will feel harder than studying the same thing for a long time. But don't worry - this is actually helpful to your learning!

RESEARCH

Read more about interleaving as a study strategy

Rohrer, D. (2012). Interleaving helps students distinguish among similar concepts. *Educational Psychology Review, 24*, 355-367.

Content by Yana Weinstein (University of Massachusetts Lowell) & Megan Smith (Rhode Island College) | Illustrations by Oliver Caviglioli (teachinghow2s.com/cogsci)
Funding provided by the APS Fund for Teaching and Public Understanding of Psychological Science

Aspire, Learn, Achieve

LEARN TO STUDY USING...

Retrieval Practice

PRACTICE BRINGING INFORMATION TO MIND

LEARNINGSCIENTISTS.ORG

HOW TO DO IT

Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.

Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.

You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.

HOLD ON!

Retrieval practice works best when you go back to check your class materials for accuracy afterward.

Retrieval is hard! If you're struggling, identify the things you've missed from your class materials, and work your way up to recalling it on your own with the class materials closed.

Don't only recall words and definitions. Make sure to recall main ideas, how things are related or different from one another, and new examples.

RESEARCH

Read more about retrieval practice as a study strategy

Roediger, H. L., Putnam, A. L., & Smith, M. A. (2011). Ten benefits of testing and their applications to educational practice. In J. Mestre & B. Ross (Eds.), *Psychology of learning and motivation: Cognition in education*, (pp. 1-36). Oxford: Elsevier.

Content by Yana Weinstein (University of Massachusetts Lowell) & Megan Smith (Rhode Island College) | Illustrations by Oliver Caviglioli (teachinghow2s.com/cogsci)
Funding provided by the APS Fund for Teaching and Public Understanding of Psychological Science

Aspire, Learn, Achieve

LEARN TO STUDY USING...

Spaced Practice

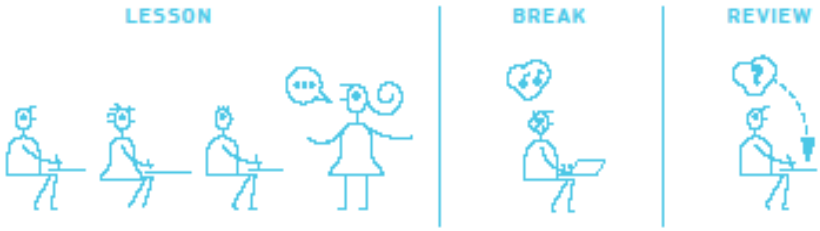
SPACE OUT YOUR STUDYING OVER TIME

LEARNINGSCIENTISTS.ORG

HOW TO DO IT

Start planning early for exams, and set aside a little bit of time every day. Five hours spread out over two weeks is better than the same five hours all at once.

Review information from each class, but not immediately after class.



After you review information from the most recent class, make sure to go back and study important older information to keep it fresh.

HOLD ON!

When you sit down to study, make sure you are using effective study strategies rather than just re-reading your class notes.

This may seem difficult and you may forget some information from day to day, but this is actually a good thing! This forces you to retrieve information from memory (see Retrieval Practice poster).

Create small spaces (a few days) and do a little bit over time, so that it adds up!

RESEARCH

Read more about spaced pratice as a study strategy

Benjamin, A. S., & Tullis, J. (2010). What makes distributed practice effective? *Cognitive Psychology*, *61*, 228-247.

Content by Yana Weinstein (University of Massachusetts Lowell) & Megan Smith (Rhode Island College) | Illustrations by Oliver Caviglioli (teachinghow2s.com/cogsci)

Funding provided by the APS Fund for Teaching and Public Understanding of Psychological Science

Aspire, Learn, Achieve

Revision Techniques & Preparing for Examinations

MNEMONICS

If you were trying to teach yourself the colours of the visible spectrum, you would probably have a list and a picture like this somewhere on your mind map.

- Red
- Orange
- Yellow
- Green
- Blue
- Indigo
- Violet

You may have noticed that the first letter of each word on the list has been highlighted. If you take each of these letters and place them in order you get a word that you can read.

ROYGBIV

This is not always the case with lists of words. You may need to rearrange the first letters to make yourself a word or phrase like this.

BOY VIRG

The most important thing is that it is meaningful to you and that you remember it. In the exam you could write the word or phrase on a piece of paper and then fill in the gaps like so.

B lue
O range
Y ellow
V iolet
I ndigo
R ed
G reen

In cases like these, it is sometimes better not to do this, as there is a certain order in which the list must be remembered.

A good way to overcome this problem is to make a sentence with words beginning with the first letter of each word:

Rampant Owls Yelled Give Back Ian's Video

It is almost certain that you could do better than the examples shown. Please try.

Revision Techniques & Preparing for Examinations

MEMORY TECHNIQUES

Memory techniques or mnemonics are ways of remembering information that is otherwise quite difficult to recall. If you need help revising for your exam, try some of these.

Rhyme

You are more likely to remember the words of a song or a poem rather than a paragraph from a book. That's because rhyme often sticks in your mind. You can use this 'sticking power' by making up a verse about the topic you are revising, for example:

30 days have September, April, June and November.
All the rest have 31, except for February alone.
When leap year comes once in four, February then has one day more.
In fourteen hundred and ninety-two,
Columbus sailed the ocean blue.

Acrostic

One way to remember a list of words in order is to make up an acrostic, using the first letter of each word in the list, for example: the colours of the rainbow in order, from the outside to inside are:

red, orange, yellow, green, blue, indigo and violet.

They can be remembered using this acrostic

Richard Of York Gave Battle In Vain.

Acronyms

Acronyms are similar to acrostics but they are words (as opposed to sentences) created by the first letters of a series of words. Many organisations use acronyms such as Action on Smoking and Health or ASH.

Here are five things you might need to bring to school

games Kit, reading Book, packed Lunch, school Trip money, Calculator

This gives you the acronym

BLoCK iT!

A top tip is to use vowels (aeiou) in the acronym but only let the consonants stand for the words to be remembered.

Persuasive Writing

Direct address
Alliteration
Fact
Opinion
Repetition
Rhetorical questions
Expert opinion
Statistics
The power of three

Revision Techniques & Preparing for Examinations

Numbers and Rhyme

A way of remembering numbers is by picturing objects that rhyme with each digit from 1 to 10, for example:

1 rhymes with bun
8 rhymes with gate
6 rhymes with sticks

So to remember that the speed of light is 186,000 miles per second, you imagine a bun (1) going through a gate (8) made of sticks (6) whilst being struck by a two bolts of lightening.

This strange visual image will help you remember the numbers one, eight, and six in order and associate that figure with 'light' (lightning) and 'per second' (two bolts).

Spelling Techniques

Breaking words down into parts can help you remember how to spell them, see below for examples.
A friend is always there when the end comes
I before e except after c. This helps you remember how to spell words like retrieve and receive. But remember weird is spelt weird!
Separate is a rat of a word to spell
You wear one collar and two socks. This is a reminder of how many cs and ss in necessary.

Grouping

A good way to remember a long list of items is to group them into categories. Look at this list of sports.

Skiing, basketball, netball, tennis, long jump, 100m sprint, hockey, rounders, ice-skating, discus, golf, high jump, volleyball, javelin, football, rugby, lacrosse, cricket, gymnastics, hurdles.

It is easier to remember them if you separate them into categories, e.g. athletics, sports played on a pitch, racquet sports. That way you will have less sports to remember per group.

Names and Pictures

You are more likely to remember something out of the ordinary. Creating strange images in your head helps you remember.

For example, if a new girl called Nina joined your class and you wanted to remember her name, you could think of an object image associated with her name, for example:

- ambulance (siren sound ni-na).
- knee (Ni-na).

Picture your classmate alongside one of these objects e.g. with a flashing siren on her head. This strange visual image will make it easier to remember their new name.

Revision Techniques & Preparing for Examinations

Journey and Peg

Another way to remember a chain of information is to peg each bit on a landmark from a familiar journey.

- Think of a journey you do quite regularly. This could be your route to school or the journey from your bedroom to the front door
- Write down all the landmarks you pass in order on a piece of paper; each on a separate line
- Now pick some information from one of the subjects you need to learn
- Write down each bit of information next to a landmark
- Now imagine yourself making the journey, passing each bit of information pegged to each landmark. This will help you recall the details more easily.

Teach

Another good way of retaining information is to teach someone else what you have learned. This method can help you remember 90 per cent of the information.

Internal Examinations/Past Exam Papers

- Research suggests this is the most effective technique
- Past exam papers - see your subject teacher
- It is vital you look at past papers to familiarise yourself with the type and number of questions, timing, allocation of marks etc.
- Use a quiet room with a clock, take in pens, paper and an exercise book. Sit the exam as if it were the real exam
- Read and follow instructions carefully
- Decide what the question is asking you to do *e.g.* for example, whether to discuss/compare/evaluate etc., plan what you will put into your introduction, into the paragraphs of the main body and the conclusion
- Planning ensures that you generate ideas and that you note down relevant information
- If you structure your plan clearly you will be able to see the logical order of your ideas and reduce the need to spend valuable time re-writing.

Not Much Time Left in the Examination

If you had only a few minutes left in an examination, how could your write your answers more quickly?

Abbreviations can save time and space. Some abbreviations that might be useful in an examination are below. See how many more you can think of. Add them to your list.

Suggestion: read a newspaper or magazine article and then write down all the main points from it in one minute. Use abbreviations to help you write quickly. Ask someone to read what you have written and then tell you what the article was about!

eg	for example
ie	that is
Cont	continued

Are You Revision Ready?

For every subject, complete the following check list.

I know my exam board: _____

I know my exam date/s: _____

_____

_____

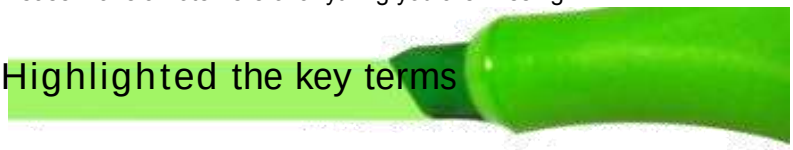
The big picture?
(What is your target grade?)

I have...

☐ Got a completed set of notes

Please make a note here of anything you are missing...

☐ Highlighted the key terms



☐ Checked off my PLC

☐ Shrunk down my learning on post its

Revision Tools I Have Ready...

☐ Revision cards/acronyms for case studies

☐ Flash cards for keywords

☐ Mind map for topic / table mat

☐ Sequence and process cards

Top Ten Revision Tips

1. Short bursts of revision (30-40 minutes) are most effective. Your concentration lapses after about an hour and you need to take a short break (5-10 minutes).

2. Find a quiet place to revise - your bedroom, school, the library - and refuse to be interrupted or distracted.

3. Make sure you don't just revise the subjects and topics you like. Work on your weaker ones as well.

4. Make your own revision notes because you will remember what you have written down more easily. Stick key notes to cupboards or doors so you see them everyday.

5. Rewrite the key points of your revision notes; read them out loud to yourself. We remember more than twice as much of what we say aloud than of what we merely read.

6. Use different techniques. Make your own learning maps, use Post-it notes to write key words on, create flash cards. Record your notes on tape and listen to them back on your Walkman. Ask friends and family to test you. Use highlighter pens to mark important points. Chant or make up a rap song.

7. Practise on past exam papers or revision tests available on the web Initially do one section at a time and progress to doing an entire paper against the clock.

8. You will need help at some stage, ask parents, older brothers and sisters, teachers or friends. If there is a teacher with whom you get on well at school ask for their e-mail address so you can clarify points you are unsure of whilst on study leave. Use websites specifically designed for revision.

9. Don't get stressed out! Eat properly and get lots of sleep!

10. Believe in yourself and be positive. If you think you can succeed you will; if you convince yourself that you will fail, that's what will probably happen.

How Should I Revise?

Try one of these...

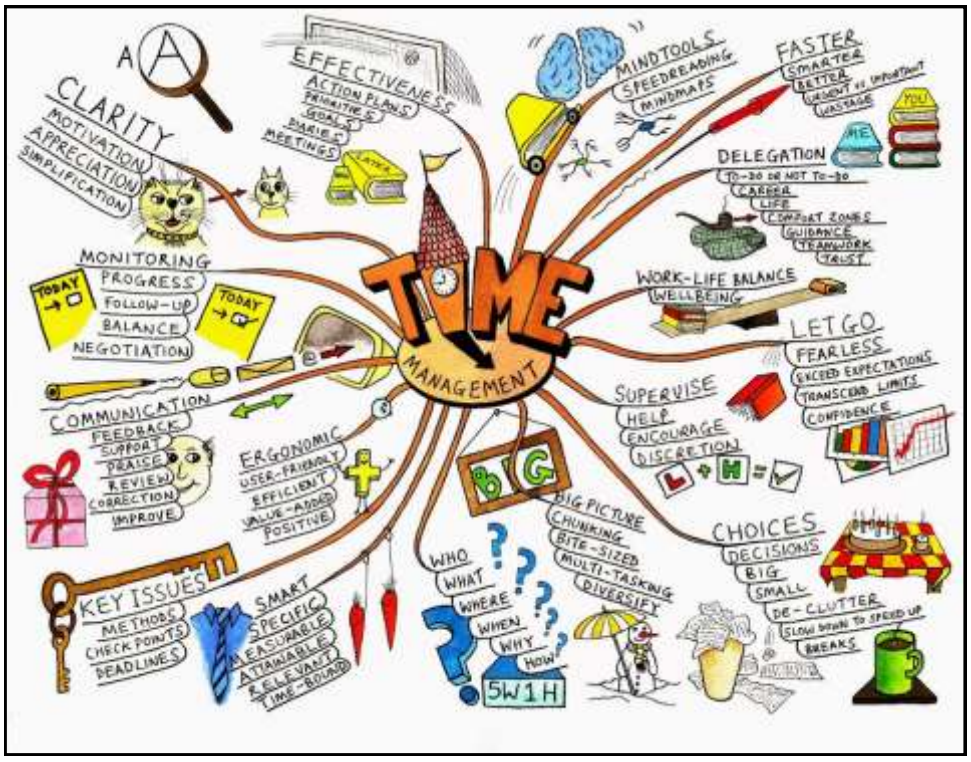
A. MIND MAPS

Make mind-maps or association maps rather than tak-ing linear notes. Mapping your notes by radiating key words out in a pattern of links from a central point will make best use of your memory. If you use colour and images on the maps, you'll be har-nessing the power of both sides of your brain - creative and logical.

HOW TO MIND MAP

1. Start with the theme in the middle of the page.
2. Then develop your main idea.
3. Each branch must relate to the branch before it.
4. Use only key words and images.
5. Key words must be written ON TOP OF the branches.
6. PRINTING your key words makes them more memorable.
7. Use highlighters and coloured markers to colour code branches.

8. Make things stand out on the page so they stand out in your mind.
   (This doesn't show up well on a black and whole photocopied booklet! You should use a different colour for each main branch and all its sub-branches)
9. Brainstorm ideas. Be creative.
10. Design images you can relate to which will help you remember key information.



How Should I Revise?
Try one of these...

B. READ INTELLIGENTLY

Spend five minutes flipping through a book or your notes looking at headings an summaries. Then attempt to mind map what you have spotted and what you can remember.

C. USE CARDS

Write questions on one side and answers on the other. Then get your family to test you. Merely creating the cards will help your recall. You can also use them to test yourself when faced with 'dead' time at bus stops or waiting for someone.

D. PHYSICAL LEARNING

Use the environment. Use a different room for each subject.

- Notice aspects of the environment such as the light or feel of the room - how do you feel in that place?
- Attach your notes to the furniture. Notice their location.
- Associate a different location with each subject. Associate furniture, windows, plants and ornaments with particular topics.

Using your clothes. Associate items of clothing with topics in your learning - a shoe could represent one aspect of foreign policy; each button on a shirt could represent a quotation. Clothes with patterns, pockets and buttons are especially useful.

Using the parts of your body. Parts of your body are especially helpful as triggers to memory, as your body will be there in the exam room! For example, each hand could represent an essay plan – each finger one major topic; each segment of each finger a principal reference you would use. The fingernails could represent counterarguments; the knuckles could be associated with relevant quotations.

Use motor memory. Study on the move. If you exercise, associate each movement with something you wish to remember. To refresh the memory, go through the exercise in your mind. Writing, drawing and speaking also use motor memory: the fine-muscle sequence is recorded by the brain.

E. CONDENSE.

Fitting notes onto one side of paper makes them easier to stomach, so rewrite and cut down as you go.

Surviving Speaking Examinations

An oral examination is probably the most nerve-wracking type of examination.

Why?

Make a list of all the nervous symptoms that can affect in an speaking examination.

Think about what you could do to prevent these symptoms. Share your anxieties with a friend, family or teacher.

- Perfect practice makes perfect
- Stay calm, don't rush into it
- Take your time, think about what you want to say
- Take pauses
- Try to relax.

To help practice your oral examinations; try and record yourself on your phone. You can play it back to see how it sounds.

Internal Exams - Self Appraisal

How did you revise for your Internal GCSEs?
Did your revision techniques work?
Which of the strategies that you used would be worth using again?

Did you/would you	Internal Exam		Future Exams	
	Yes	No	Yes	No
Read through your notes?				
Copy out old notes?				
Re-write your notes using topic phrases and bullet points?				
Reduce your notes on to index cards?				
Have question and answer sessions with your friends?				
Draw pictures/mind maps/flow charts/graphs?				
Practise using past papers?				
Plan answers to past questions?				
Revise topics as opposed to questions?				
Use mnemonics/numbers/rhymes/journey & peg/spelling techniques/grouping/names & pictures?				
Pace about whilst reciting information?				
Use interactive computer revision programmes?				
Practise experiments?				
Make lively posters and put them on your walls/ceiling?				
Revise to the sound of music?				
Attend subject revision classes?				

My next steps are:

Eating for Examinations

Examinations are hard enough as it is. If you find that you're stressed out, try using healthy food and drink as a relaxing break from your routine.

Some tips on how to remain in tip-top shape during exam time.

Breakfast Really IS the Most Important Meal of the Day
Studies have shown that eating a healthy breakfast increases exam success.

Fish Really IS "Smart Food"
It's true. Aside from fish there are other foods high in vitamins B, C and E (shown to increase memory and improve mood) and antioxidants that can add a little extra to your study efforts as well as increase immunity.

- Citrus fruits
- Peppers
- Berries
- Whole grains
- Leafy green veggies
- Dairy such as eggs, milk and yoghurt.

Feeling Tired and Stressed?
It may not be just your looming examinations, it is possible your are not getting enough iron in your diet. To pump up your iron stores try foods such as:

- chicken dishes
- baked beans
- eggs
- green leafy veggies
- wholemeal bread
- seeds such as sesame and sunflower
- dried fruits such as raisins, apricots, prunes or nuts.

Iron Tips
Avoid drinking tea or coffee at mealtimes, as it may reduce the amount of iron we absorb from food. Eating fresh fruit or salad vegetables or drinking fruit juice with meals might help the body absorb the iron in food.

Stress Management

Year 11 can be a particularly difficult time for many students. In order to achieve your potential you will need to be at your best, as much as possible. Try the tips below to help keep you relaxed when required.

Learn to Relax
Take mini breaks throughout the day. Work on relaxation techniques such as taking slow deep breaths.

Exercise
Physical activity provides relief from stress. 30 minutes of sport or a short work-out will do the trick!

Time
Recognise that you can only do so much in a given time. Try to pace, not race.

Sleep
Don't become overtired by forcing yourself to work late. Your ideal sleep time is about 8 hours a night.

Stress Management

Make a List
Make a list of things that are worrying you - then your brain will stop bringing them forward all the time.

Get Organised
Have a realistic daily schedule.

Be Positive
Talk positively to **yourself. Don't listen to** that voice saying you **can't; tell yourself you will** can and you will.

Talk
Talking and meeting with friends and sharing your feelings and thoughts can be helpful in reducing stress.

Stay Calm
Make sure you are in a calm, positive mood before you start studying.

Be Healthy
Watch your eating habits. Make sure you eat sensibly and have a balanced diet. Drink plenty of water.

Aspire, Learn, Achieve

Revision Card & Mentoring

Year 11

REVISION CARD

NAME:

TUTOR: TUTOR GROUP:

CARD NUMBER:

DATE OF ISSUE:

WORK HARD, PLAN AHEAD, ATTEND
REVISION SESSIONS, EARN HOUSE POINTS!

Gateway to the Prom, all students must have over 96% attendance, be on time to school and all lessons...
20 hours revision between 06 Sept–19 Dec
25 hours revision between 03 Jan-23 Mar
20 hours revision between 09 Apr–25 May

Lord Grey School, Rickley Lane, Bletchley, MK3 6EW
T: 01908 626110 W: www.lordgrey.org.uk

Revision Sessions

Attendance at revisions sessions is essential in supporting students to succeed in their examinations. Therefore, Year 11 students will be issued with a Lord Grey Revision Card so that we can monitor how many revision sessions have been attended during the year. We would expect to see students attending a significantly higher number of sessions in the lead up to the Internal Examinations in December, and the final GCSE Examinations in the summer.

In order to be eligible to go to the school Prom, students must attend a minimum of ten revision sessions per term. These sessions will be signed off each term.

Revision sessions will take place before school, at lunchtime, after school, during the holidays and on a Saturday by invitation only. All these sessions will count towards the thirty required to purchase a ticket to the school Prom.

Time spent on Hegartymaths and SAM Learning are also valuable but will not be counted on the Revision Card.

It is essential that the completed Revision Card is presented to the relevant Head of House to be authorised in order to purchase a ticket to the school Prom.

We want everyone to be able to attend the Prom, so to ensure you succeed, make sure you attend at least 30 revision sessions.

Before/During the Examination

Contact Details

Sometimes in the past students have had problems getting to an exam on time. This can be as a result of car breakdown, traffic jams, buses not turning up etc. Although we encourage all students to arrive in plenty of time for all examinations so that there isn't a last minute panic, it is important that we have up-to-date contact telephone numbers for both you and your parents, or anybody else who might be able to help in an emergency. We already have this information in school but we do not have your own personal mobile number - this would be most useful if you have not turned up for an examination and we have not received any message.

If you are late for an exam, we may not be able to get your exam paper accepted by the Examining Body. We therefore need to move fast if there is a genuine problem.

Please check with your tutor that the contact numbers on the school system are correct.

We also suggest that you save the Absence Line telephone number on your mobile phone so you can call in and leave a message if you have a serious problem - 01908 626167 – please emphasise that you are due to sit an examination.

Please can you complete the relevant information below. This will be kept confidentially within the school for the duration of your examinations.

If you would like the school to have your personal mobile number, just in case you need to be contacted, please give the information below and hand the slip to Mrs Greenwood.

Name: _____

Tutor Group: _____

Mobile Telephone Number: _____

Please return this form to Mrs Greenwood, Examinations Manager.

Before/During the Examination

Before the Exam

- Before your exam, get enough sleep. Staying up all night will make your tired.
- Consider putting together an exam pack. You need to make sure that you bring in ALL relevant materials and equipment for each examination, e.g. a calculator, angle indicator and pair of compasses for a Maths examination. Please make sure you also bring in black pens, pencils, eraser, ruler and a sharpener in a clear pencil case or plastic bag. Whatever you do, take at least three pens into the examination.
- YOU ARE NOT ALLOWED TO USE CORRECTING FLUID/TAPE, HIGHLIGHTERS OR GEL PENS IN YOUR ANSWERS.
- Dress Code - You will be expected to be in full uniform when you sit your examinations.
- Room and Seat Number - Make sure you know which room to go to for each examination and your seat number. This information will be on your timetable and in Insight.
- Mobile Phones or any other Electronic Devices - We cannot stress enough how important it is NOT TO HAVE MOBILE PHONES OR ANY OTHER ELECTRONIC DEVICES ON YOU IN THE EXAMINATION ROOM. Your mobile phone, mp3 player or any other electronic device must be either left at home or handed in to an invigilator. Anyone in possession of any unauthorised item risks disqualification from all examinations.
- Regulations - Make sure you have read and understood the Joint Council Qualification (JCQ) "Notice to Candidates" (Examinations) document printed in your planner.
- Examining Bodies - The school uses the following Examining Bodies:

AQA	www.aqa.org.uk
Edexcel	www.edexcel.org.uk
OCR	www.ocr.org.uk
Eduqas	www.eduqas.co.uk

  Student and parent resources are available on examining body websites.
- Controlled Assessments/Coursework - All controlled assessment/coursework must be handed in to your teacher by the deadline he/she has given you. You must ensure that all the work is your own. The JCQ "Notice to Candidates" (Controlled Assessment/Coursework) in your planner explains all the rules and regulations in connection with submitting controlled assessment/coursework.
- Candidate Number - You will be given a four-digit "Candidate Number". This will appear on your timetable and your Statements of Entry. You must write this number on every examination paper and controlled assessment/coursework cover sheet, so please LEARN IT.
- Centre No - You must also write our school centre number on your examination papers and controlled assessment/coursework cover sheets - this is 52309.
- Arrive at the exam room in good time.

Before/During the Examination

In the Exam

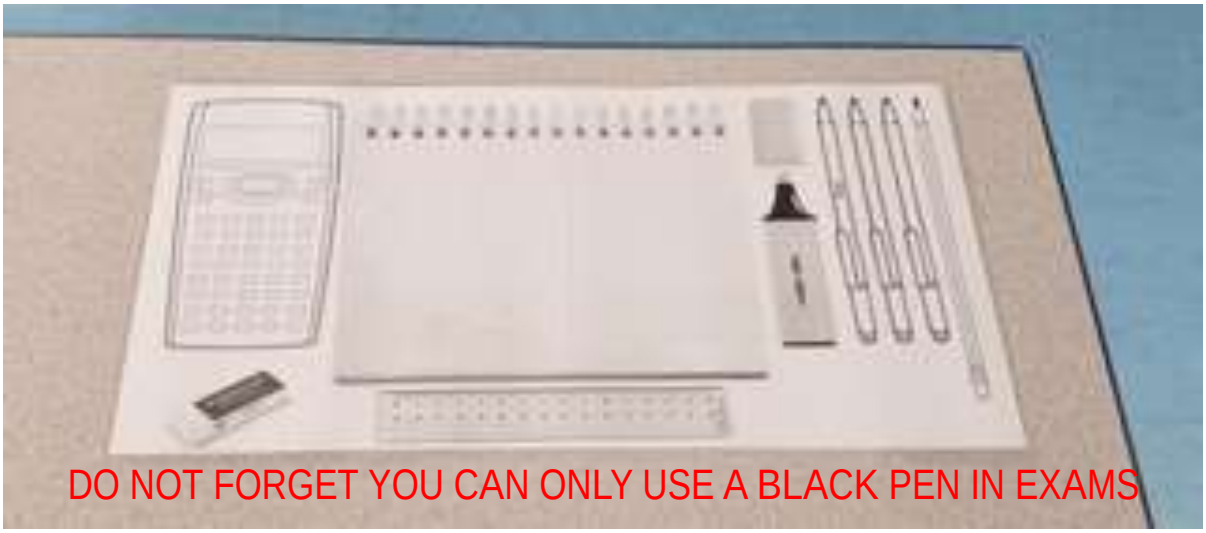
Don't rush! The first five to ten minutes of the exam are important.

- Take time to read all the sections. Breathe deeply and stay calm. Pay close attention to the instructions. Read through the question carefully at least twice! What is the question asking you to do? (This process will be helped by the preparation work you will have done with past papers)
- Planning and thinking are vital to exam success. General advice is that you should think for 30% of the time and write for 70%. This means that in a two hour exam, approximately 35 of the 120 minutes should be spent thinking and planning
- Make sure you follow instructions carefully otherwise you will lose marks. (Most marks are lost either because the student does not follow instructions/answer the question or because the student runs out of time)
- Organise and keep track of your time. Plan how long you will spend on each section bearing in mind mark allocation. Do not exceed the time limit for each section.

Finally, remember that exam results are often much better than you think they are going to be!

Examination Equipment

EQUIPMENT



- All stationery must be carried MUST be carried in a clear pencil case.
- Water bottles will need to have all labels removed and must be see through.
- **Complete the table below if you need a 'reminder' of the equipment required for each** subject examination.

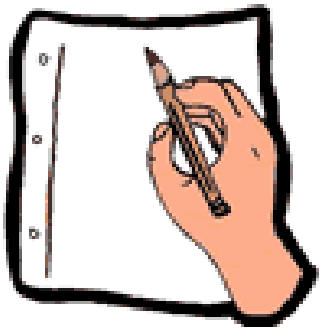
SUBJECT	EQUIPMENT REQUIRED
Science	Black pen, pencil, calculator
English	Black pen, pencil, highlighters
Maths	Black pen, pencil, rubber, pencil sharpener, scientific calculator, ruler, protractor and compass

Some Key Terms Used in Examination Questions

Account for - Explain the process or reason for something being the way it is.	Discuss - Explore the subject by looking at its advantages and disadvantages (i.e. for and against). Attempt to come to some sort of judgement.
Analyse - Explore the main ideas of the subject, show they are important and how they are related.	Distinguish - Explain the difference.
Calculate - Find out using mathematics.	Enumerate - Make a list of the points under discussion.
Comment on - Discuss the subject, explain it and give an opinion on it.	Estimate - Guess the amount or value.
Compare - Show the similarities (but you can also point out the differences).	Explain - Describe, giving reasons ad causes.
Complete - Finish off.	Express - Put the ideas into words.
Conclude - Decide after reasoning something out.	Evaluate - Give an opinion by exploring the good and bad points. It's a bit like asking you to assess something. Attempt to support your argument with expert opinion.
Concise - Short and brief.	Factors - The fact or circumstances that contribute to a result.
Contrast - Show the differences ~ compare and contrast questions are very common in exams – they want you to say how something is similar and how it may be different too.	Give an account of - Describe.
Criticise - Analyse and them make a judgement or give an opinion. You could show both the good and bad points. You could refer to an expert's opinion within this question.	Give reasons for - Use words like *because* in your answer as you will be explaining how or why something is that way.
Define - Give the meaning. This should be short.	Identify - Recognise, prove something as being certain.
Describe - Give a detailed account.	Illustrate - Show by explaining and giving examples.
Differentiate - Explore and explain the difference.	Indicate - Point out, make something known.
Interpret - Explain the meaning by using examples and opinions.	Relate - Show the connection between things.
Justify - Give a good reason for offering an opinion.	State - Write briefly the main points.
List - An item-by-item record of relevant images. This would normally be in note form without any need to be descriptive.	Summarise - Give the main points of an idea or argument. Leave out unnecessary details that could cloud the issue.
Outline - Concentrate on the main bits of the topic or item. Ignore the minor detail.	Trace - Show how something has developed from beginning to end.
Prove - Give real evidence, not opinion, which proves an argument and shows it to be true	

Answering Examination Questions

1. Scan all the questions.
2. Mark all the questions you could answer.
3. Read these questions carefully.
4. Choose the correct number of questions in each section.
5. Decide on an order: *best answers first*.
6. Divide up your time, allowing more time for the questions with the most marks.
7. Underline the key words in the question.
8. Plan your answer.
9. Stick to the point of the question.
10. Write your answer.
11. Use the plan at every stage – e.g. every paragraph.
12. Check your answer against the plan.
13. Look out for mistakes.
13. If you have time, re-read the questions and your answers and make any necessary corrections.



Examination/Information to Candidates

WRITTEN EXAMINATIONS: JCQ GUIDELINES

Regulations – Make sure you understand the rules.

- Be on time for all your examinations. If you are late, your work might not be accepted and you may feel frustrated - not a good start.
- Do not become involved in any unfair or dishonest practice during the examination.
- If you try to cheat, or break the rules in any way, you could be disqualified from all your subjects.
- Only take into the examination room the materials and equipment which are allowed.
- Do not take into the examination room any unauthorised materials or equipment which might give you an unfair advantage. This includes notes, calculator cases/instruction leaflets, bags, personal TVs/stereos, digital equipment, wrist watches, reading pens, electronic or radio communication devices, **including mobile telephones**, iPods, MP3/4 players , iWatches, or any other products with text/digital facilities. Any pencil cases taken into the examination room must be see-through.
  REMEMBER: possession of unauthorised material is breaking the rules, even if you do not intend to use it, and you will be subject to penalty and possible disqualification.

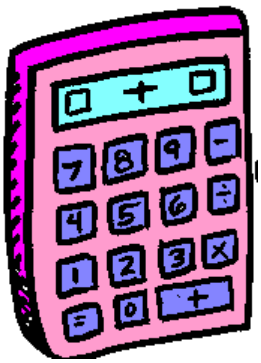
- Do not use correcting pens, fluid or tape, highlighters or pale coloured gel pens in your answers.
- From the time you enter the exam room, you are classed as being under 'exam conditions'.
- Do not talk to or try to communicate with or disturb other candidates once in the examination room.
- If you leave the examination room unaccompanied by an invigilator before the examination has finished, you will not be allowed to return.
- Do not borrow anything from another candidate during the examination.
- Labels should be removed from water bottles before taken into the exam room.

Information – Make sure you attend and bring what you need

- Know the dates and times of all your examinations.
- Arrive at least ten minutes before the start of each examination.
- If you arrive late for an examination, report to the invigilator running the examination.
- If you arrive more than one hour after the published starting time for the examination, you may not be allowed to take it.
- Only take into the examination room the pens, pencils and any other equipment which you need for the examination.
- You must write in **BLACK** ink. Coloured pencils or inks may be used only for diagrams, maps, charts, etc. unless the instructions printed on the front of the question paper state otherwise.

Examination/Information to Candidates

Calculators, Dictionaries and Computer Spell-checkers



- You may use a calculator unless you are told otherwise.
- If you use a calculator:
  - ◊ make sure it works properly; check that the batteries are working properly and clear anything stored in it
  - ◊ remove any parts such as cases, lids or covers which have printed instructions or formulas
  - ◊ do not bring into the examination room any operating instructions or prepared programs.
- Do not use a dictionary or computer spell checker unless told otherwise.

Instructions during the Examination

- Listen to the invigilator and follow their instructions at all times.
- Tell the invigilator at once:
  - ◊ if you think you have not been given the right question paper or all of the materials listed on the front of the paper
  - ◊ if the question paper is incomplete or badly printed.
- Read carefully and follow the instructions printed on the question paper and/or on the answer booklet.
- Fill in all the details required on the front of the question paper and/or the answer booklet before you start the examination.
- Remember to write your answers within the designated sections of the answer booklet.
- Write all rough work in your answer book and neatly cross it through with a single line.

- Advice and Assistance

- If on the day of the examination you feel that your work may be affected by ill health or any other reason, tell the invigilator.
- Put up your hand during the examination if:
  - ◊ you have a problem and are in doubt about what you should do
  - ◊ you do not feel well
  - ◊ you need more paper/equipment.
- You must not ask for, and will not be given, any explanation of the questions.

At the end of the Examination

- If you have used more than one answer booklet and/or any loose sheets of paper, make sure they are labelled correctly and place them in the correct order.
- Do not leave the examination room until told to do so by the invigilator.
- Do not take from the examination room any examination stationery, (i.e. the question paper, answer booklets used or unused), rough work or any other materials provided for the examination.

Examination/Information to Candidates

CONTROLLED ASSESSMENTS & COURSEWORK: JCQ GUIDELINES

Before you submit any work for marking, you will be asked to sign an authentication statement confirming that you have read and followed these regulations. If there is anything that you do not understand, you must ask your teacher or lecturer.

Controlled Assessment and Coursework will provide you with an opportunity to do some independent research into a topic. The research you do may involve looking for information in published sources such as textbooks, encyclopaedias, journals, TV, radio, and on the internet.

Using information from published sources (including the internet) as the basis for your assignment is a good way to demonstrate your knowledge and understanding of a subject, but you must take care how you use this material - you cannot copy it and claim it as your own work.

The regulations state that:
"The work which you submit for assessment must be your own."
"You must not copy from someone else or allow another candidate to copy from you."

If you use the same wording as a published source, you must place quotation marks around the passage and state where it came from. This is called "referencing". You must make sure that you give detailed references for everything in your work which is not in your own words. A reference from a printed book or journal should show the name of the author, the year of publication and the page number, for example: (Morrison, 2000, pg.29).

For material taken from the internet, your reference should show the date when the material was downloaded and must show the precise web page, not the search engine used to locate it. This can be copied from the address line.
For example: (http://www.bbc.co.uk/schools/16/sosteacherhistory/49766.shtml),downloaded 12 February 2014.

You may be required to include a bibliography at the end of your work. Your teacher will tell you whether a bibliography is necessary. Where required, your bibliography must list the full details of publications you have used in your research, even where these are not directly referred to, for example: Morrison, A. (2000) "Mary, Queen of Scots", London: Weston Press.

If you copy the words or ideas of others and don't show your sources in references and a bibliography, this will be considered as cheating.

Examination/Information to Candidates

Preparing Your Work – Good Practice

If you receive help and guidance from someone other than your teacher, you must tell your teacher who will then record the nature of the assistance given to you. If you worked as part of a group on an assignment, for example, undertaking field research, you must each write up your own account of the assignment. Even if the data you have is the same, the description of how that data was obtained and the conclusions you draw from it should be in your own words.

You must meet the deadlines that your teacher gives you. Remember - your teachers are there to guide and assist you - showing them your work as it progresses will allow you and your teacher time to sort out any problems before it is too late.

Take care of your work and keep it safe. Don't leave it lying around where your classmates can find it. You must always keep your work secure and confidential whilst you are preparing it; do not share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you don't need.

Don't be tempted to use essays from online essay banks — this is cheating. Electronic tools used by awarding bodies can detect this sort of copying.

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. It is a form of cheating which is taken very seriously.

Penalties for breaking the regulations

If your work is submitted and it is discovered that you have broken the regulations, one of the following penalties will be applied:

- the piece of work will be awarded zero marks
- you will be disqualified from that unit for that examination series
- you will be disqualified from the whole subject for that examination series
- you will be disqualified from all subjects and barred from entering again for a period of time.

The awarding body will decide which penalty is appropriate.

REMEMBER IT'S YOUR QUALIFICATION SO IT NEEDS TO BE YOUR OWN WORK.

All documents relating to examinations will be given to every student well in advance by the Examinations Manager including Rules and Regulations for Controlled Assessment, which you should read carefully.

The documents will be available on the Lord Grey School website:
www.lordgrey.org.uk/info/students/examinations.php
and the Joint Council for Qualifications website: www.jcq.org.uk/

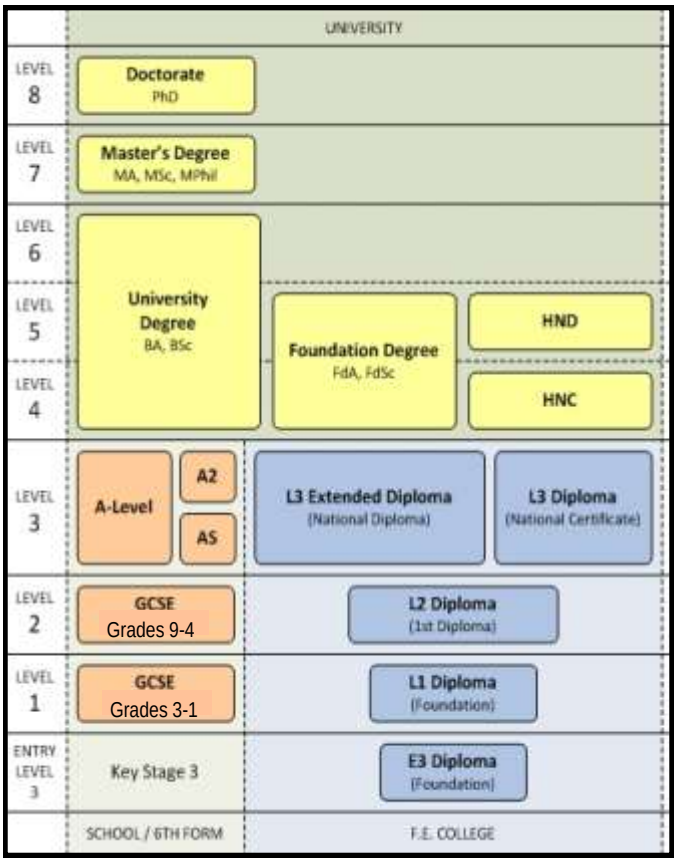
Being Clear and the Next Steps

This is the new grading structure for GCSEs which all students will now follow.

Ofqual

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	A*
8	
7	A
6	B
5	
4	C
3	D
	E
2	
	F
1	
	G
U	U



This framework helps learners make informed decisions about the qualifications they want to pursue by comparing levels of different qualifications and identifying different progression routes.

Lord Grey Can

Aspire, Learn, Achieve

Lord Grey Academy
Rickley Lane
Bletchley
MK3 6EW

T: 01908 626110
W: www.lordgrey.org.uk
Email: enquiries@lordgrey.org.uk
Twitter: @LordGreyAcademy

Aspire, Learn, Achieve