



Final Exams Preparation

Your guide to revision for examinations at
Framwellgate School Durham

Key Information and Revision Ideas

Name

Revision Hints and Tips

GOOD REVISERS

by @Inner_Drive
www.innerdrive.co.uk

POOR REVISERS

Eat breakfast		Skip breakfast
Sleep 8–10 hours a night		Get little sleep
Have regular bedtimes		Have inconsistent bedtimes
Get fresh air each day		Stay indoors all day
Exercise regularly		Do no exercise
Do past papers		Mostly revise highlighting 'key' passages
Spread out their revision		Cram their revision
Keep a diary to capture negative thoughts		Dwell on worst case scenarios
Revise in a quiet environment		Revise whilst listening to music or TV
Drink water regularly		Forget to stay hydrated
Put their phone away during revision		Revise with their mobile phone next to them

Week Beginning 8th June

	Monday	Tuesday	Wednesday	Thursday Parents Evening	Friday	Saturday	Sunday
8am-8:30							
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Week Beginning 1st June

	Monday	Tuesday	Wednesday	Thursday Parents Evening	Friday	Saturday	Sunday
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My Information

	Target grade	Predicted Grade	Aspirational Grade	Advice from my teacher– Review and Reflect Week	Exam Dates
Subject 1					
Subject 2					
Subject 3					
Subject 4					

Preparation for Revision Where are you currently? Put a tick or cross into each box showing your progress with revision

	Subject 1	Subject 2	Subject 3	Subject 4
Past papers used				
Past Papers printed ready to used				
Mark Schemes Used				
Mark Schemes printed ready to use				
Revision Cards started				
Mind Maps				
Testing using revision cards				
Self testing of mind maps and notes				

Revision Session Timetable

	Lunch	After School	Year 12 Lessons for Year 1 Revision
Monday		Sociology 3:00-4:00 Mrs Mersh-Roberts and Mrs Machin B2 (Week 2 Research Methods Week 1 Topic- Family and Education) English Mrs King A1	
Tuesday	Maths Mr Boardman B21 Health and Social Care B14 Maths GCSE Revision B18	Art 3:00- 6:00 pm Mrs Atkinson D5 Politics 2:30-4:00pm Mr Ward - SFA Geography 3:00- 4:00 pm Mrs Laidlaw and Mr Knights D2	
Wednesday	Maths Mr Boardman B21 Health and Social Care B14 Maths GCSE Revision B18		Sociology Period 4 - Research Methods and Methods in Context B2
Thursday	Maths Mr Boardman B21 Health and Social Care B14 Maths GCSE Revision B18	History 2:30 pm- 4:00 pm Russian History with Mrs Johnson 2.30pm - 3.15pm in D12 British History with Mr Brown 3.15pm - 4pm in D8 French 1 to 1 Speaking Practise (see individual appointment schedule) Mrs Langford BTEC Sport Unit 1 Revision Sports Hall 2:30-3:00 Unit 1 Revision	
Friday		French 1 to 1 Speaking Practise (see individual appointment schedule) Mrs Langford BTEC Sport Unit 1 Revision Sports Hall 2:30-3:00 Unit 1 Revision	Sociology Period 1 & 3- Education B2

Week Beginning 25th May

	Monday	Tuesday	Wednesday	Thursday Parents Evening	Friday	Saturday	Sunday
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Week Beginning 18th May

	Monday	Tuesday	Wednesday	Thursday Parents Evening	Friday	Saturday	Sunday
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Sixth Form Silent Study Rooms

You can work in library any period of the week and you also can work in the new Einstein’s dining area.

If you need to use a computer in the study rooms, we have laptops that you can book out with Steph or Mrs Mersh-Roberts.

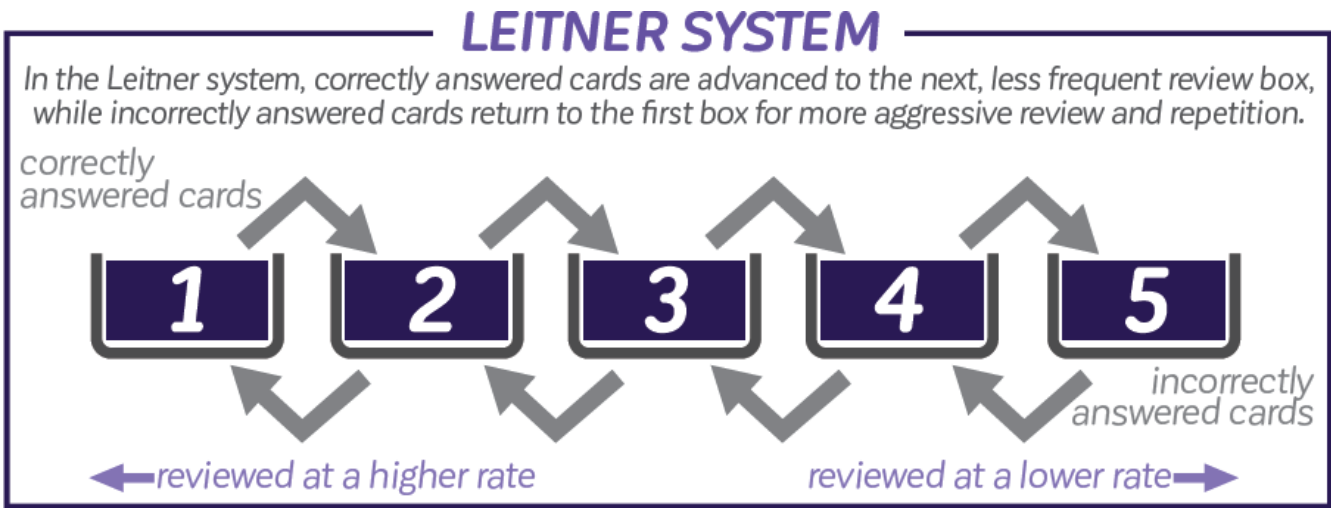
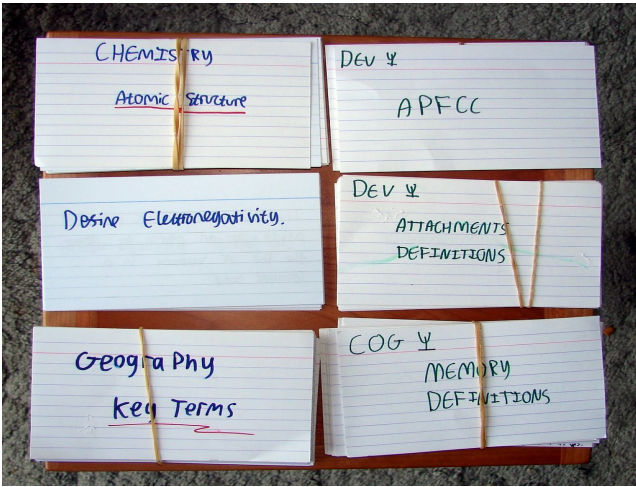
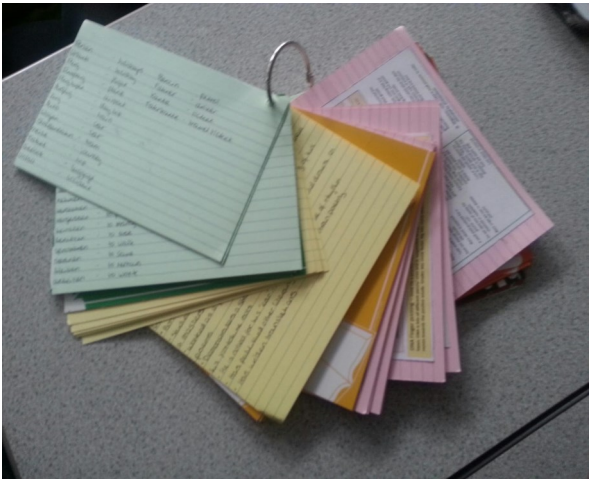
Is someone not being quiet? Report them to Steph or Mrs Mersh.

	Monday	Tuesday	Wednesday	Thursday	Friday
1	B5	LRC	D11	B5 LRC	B2 LRC
2	B5	B5	LRC	B5	B2
3	D11	D11 B2	B2	B8 LRC	B8
4	B5	LRC	LRC	B8 LRC	B8
5	B5	D11	LRC	B2	B8

Examples of retrieval practices

Flashcards:

- 1. Make them. Use reliable resources.
- 2. Test yourself. Ask the question and say the answer out loud or write it down.
- 3. Check that it is perfect...
- 4. Sort into ones you know ones you don't.



Week Beginning 11th May

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Revision

POWER HOUR

Get the most out of your revision with a power hour. Here's a step-by-step of how to do it.

STEP 01

Choose a past paper question

Google your subject, level and exam board e.g. "Geography A-Level Past Papers AQA"

STEP 02

Revise

Spend 20 minutes revising what you need to know to answer your question

STEP 03

Do the question

Set a timer for 20 minutes and answer the past paper question you chose

STEP 04


Mark your answer


Using the mark scheme for the past paper mark your answer. This will help you to think like an examiner


STEP 05


Get feedback


Show your teacher your work. Ask them whether your marking is accurate and how you could improve your answers











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Read and Quiz – Elaboration

- Step 1: Choose a passage/text that you need to revise. This is ideal for a study guide page. Read the information.
- Step 2: As you read, write questions about the content on a separate piece of paper.
- Step 3: Look at your questions and write the answers from memory.
- Step 4: Check your answers against the original passage. Did you get it right? Did you miss anything out? If it wasn't perfect, then do it again!

Look / cover / write / check

- Step 1: Read the information. Be realistic and make this a manageable amount!
- Step 2: Cover up the information. Making your brain work hard to retrieve the information forms memories.
- Step 3: Write down the information from memory - everything you can remember.
- Step 4: Check/correct it. Did you get it right? Did you miss anything out? If it wasn't perfect, then do it again!

Use past exam papers as your route

In our view, students make the mistake of using past exam papers only as a means to test their knowledge, such as doing a few mock exams under time conditions. This may be the wrong approach.

Ideally, past papers should be the primary way to revise. Learning from books and class notes are well and good, but it has been shown that student are more effective in their learning when they start from exam paper questions. These questions should then lead students to refer to notes and other materials.

Why are past papers more effective?

Increase familiarity

Students become familiar with the kinds of questions that come up in exams. More importantly, they pick up on slight nuances in questions, as well as become accustomed to answering a variety of different questions.

Variety of topics

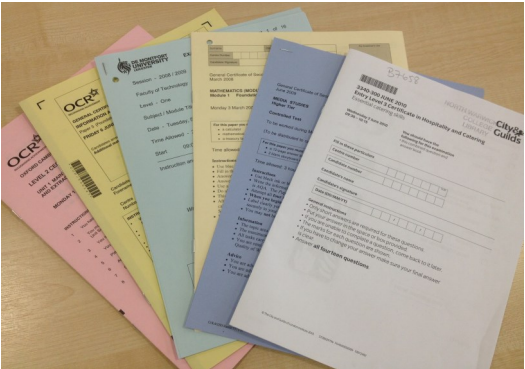
Revising from past exam papers compel students to study a range of topics in short space of time. Past papers also require students to study topics they not like very much, but which is a necessary part of an exam board’s specification. In a span of an hour, a student can have revised over a dozen topic areas, recalling previously learned topics from memory as well as notes.

Identify learning gaps

Past papers enable students to identify learning gaps faster, and in time, developed a degree of self-awareness about their knowledge gaps. The aim is to reduce their gaps as they continue to study.

Reduce anxiety

Focusing on past exam papers helps remove the fear out of exams. The more past papers students do as part of their daily revision, the better prepared they’ll be for the actual exam. A recently study¹ suggests that learning by taking practical tests have shown to protect memory from negative effect of stress, which impacts on the receiving of information from memory.



Week Beginning 27th April

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What’s a good past paper focused revision plan?

The following is just one example of a simple revision plan that puts past papers at the centre of a student’s revision methodology.

1. Gather all learning materials

Though students will rely on past papers, they will require their notes as learning references. Students must firstly gather together all available notes, books, web browser bookmarks, CDs, and any other learning aids, and organise them nearby.

2. Download (and print) the exam-board specification

Every student will sit an exam that follows an exam board specification, so it’s a good idea to know the topic areas. This may serve as a general learning checklist.

3. Download and organise all available past papers

We recommend students use a laptop to view the past papers (instead of printing them). The laptop should be placed on a large enough table, with all learning materials within easy reach. Space should be made directly in front for answering questions.

Download as many exam papers from the relevant exam boards and categorise them in folders. It may be a good idea to download papers from other exam boards too, just to increase the pool size of potential questions

4. Develop a repeatable process

- 1. Attempt an exam question
 - 2. If it’s too difficult, go to the relevant learning materials and revise that topic
 - 3. Attempt the same question again, then check the answer in the mark scheme
- Go to the next question and repeat the process



May: Revision rounds 2 and 3							
Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		(1 st) Theory and Methods: Functionalism, Marxism	Theory and Methods: Feminism and social action theory	Theory and Methods: modernism and postmodernity	R and R	Sociology and science and value freedom, sociology and social policy	ROUND 2: Education: perspectives and in-school factors
6	(7 th) Education: social class, gender and ethnicity	(28 th) Education: policies and research methods	Research methods and methods in context	Families: perspectives, marriage and divorce and family diversity	R and R	(14 th) Families: gender equality, childhood, social policy and demography	Global development: globalisation, defining development, theories of development
7	(14 th) Global development: aid and trade and organisations	Global development: everything else	Crime and deviance: the perspectives	Crime and deviance: class, gender ethnicity and victimology	R and R	Crime and deviance: everything else	Theory and Methods: The Perspectives
8	(21 st) Science/ value freedom/ social policy	ROUND 3 Review all of education	Review all of methods and methods in context	Review all of families	R and R	Review all of global development	Review all of crime and deviance
9	(28 th) Review all of theories and methods	ROUND 4 Education	Education	Research Methods			



Easter

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Interleaving

As we have seen with spaced practice, leaving gaps between studying is very effective but what if you are studying multiple topics within a subject? Interleaving means mixing it up and not studying all the material at once.

For example, instead of organising your revision week like this:

M	T	W	T	F
MACBETH	AN INSPECTOR CALLS	CREATIVE WRITING	UNSEEN POETRY	JEKYLL AND HYDE
MACBETH	AN INSPECTOR CALLS	CREATIVE WRITING	UNSEEN POETRY	JEKYLL AND HYDE
MACBETH	AN INSPECTOR CALLS	CREATIVE WRITING	UNSEEN POETRY	JEKYLL AND HYDE

A much more effective way of organising your revision would be like this:

M	T	W	T	F
MACBETH	UNSEEN POETRY	AN INSPECTOR CALLS	JEKYLL AND HYDE	CREATIVE WRITING
AN INSPECTOR CALLS	JEKYLL AND HYDE	CREATIVE WRITING	MACBETH	UNSEEN POETRY
CREATIVE WRITING	MACBETH	UNSEEN POETRY	AN INSPECTOR CALLS	JEKYLL AND HYDE

As you are doing this, another highly effective strategy is to try to think of connections between topics you are studying considering similarities and differences.

Studying one topic for a long time can give them impression you have mastered it but often this can be misleading.

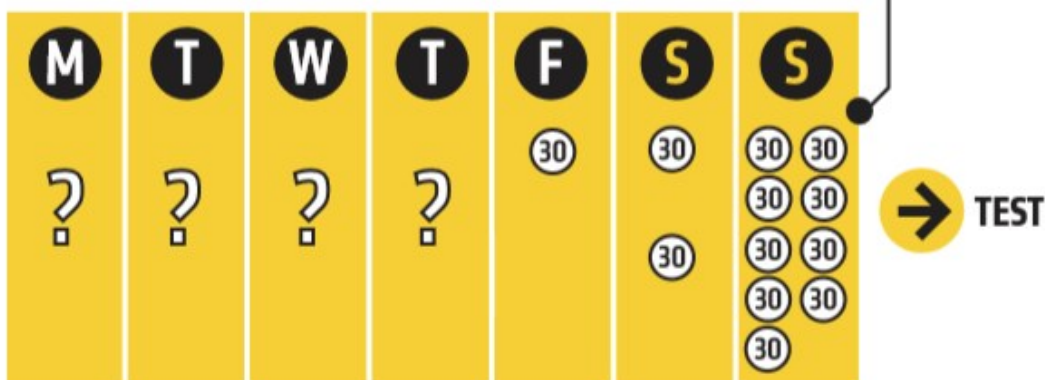
By mixing up or 'interleaving' what you revise and when, you will remember that material far more effectively simply due to the fact that you will have to revisit that material multiple times with more gaps in between.

Spaced Practice

Procrastination is part of human nature. Simply put, the human brain doesn't want to have to think hard and will take all kinds of shortcuts in order to avoid it. This usually results in putting things off until you have no other option but to do it last minute. By spacing out your revision in smaller chunks over a period of time, you will remember that material far better and will also be a lot less stressed.

Putting off the work is a lot harder than doing the work.

Let's say you have a test one week and you have 5 hours to prepare for it broken down into 30 minute chunks. Very often that process looks like this.



We call this process *mass practice* or cramming, and it's one of the least effective ways of learning anything. It may get you through the exam but most of the material is quickly forgotten.

It also tends to make people very stressed and unable to work properly.

If, for example, you do this for a mock exam in March, it's highly likely you will not retain any of what you have learned by June and will have to do the whole process again.

Instead of mass practice, a much more effective way of revising is to space out your revision like this:



By breaking up your revision into 30 minute chunks and spacing out the time between revision, you will consolidate what you have learned and retain the material much more effectively.

Space out your revision: little and often is much more effective than all at once.

Week Beginning 30th March

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Week Beginning 23rd March

	Monday	Tuesday	Wednesday	Thursday Parents Evening	Friday	Saturday	Sunday
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Week Beginning 24th February

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Week Beginning 2nd March

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Week Beginning 23rd March

	Monday	Tuesday	Wednesday	Thursday Parents Evening	Friday	Saturday	Sunday
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Week Beginning 16th March

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Week Beginning 9th March

	Monday	Tuesday	Wednesday	Thursday Parents Evening	Friday	Saturday	Sunday
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