



KIRKHAM GRAMMAR SCHOOL

EXAMINATION PREPARATION: SUMMER 2022

MIDDLE SCHOOL: FOURTH YEAR

NAME:

FORM:

(1) My Exam Results

Write down all of the subjects that you are taking and the highest grade you believe you can achieve in each subject at this point in the two year course.

	Subject	Grade
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

(2) Benefits of Exam Success

Most students accept that the levels of success that they achieve in exams are partly dependent on their efforts (rather than, say, as a result solely of innate intelligence or good luck). Here are ten possible reasons why a student might be motivated to work hard during the run up to their exams. Choose the three that most motivate you to achieve a good set of exam results:

1. Avoiding humiliation of my classmates doing better than me
2. Being awarded a place at college/in the sixth form
3. Improving the way that people think about my school
4. Making my parents feel really proud of me
5. Leaving school with a sense of personal achievement and accomplishment
6. Having the satisfaction of knowing that I tried as hard as I could
7. Proving to other people that I am not as stupid as they think
8. Gaining more opportunities to apply for well paid jobs when I leave school
9. Experiencing a greater sense of self-worth and confidence
10. Inspiring younger students in my school to do well when they take their exams

Most people assume that every student wants to do well in their exams. Can you think of any reasons why some students might be afraid of exam success? If so, what could they do to overcome these fears?

(3) Qualities of the Successful Student

Why do some students achieve much better exam grades than others? Is it all down to their natural 'ability' and 'intelligence' or are other factors involved? Here are four possible reasons why some students do well in exams. Rank them from 1 to 4 in terms of your view of their importance for exam success (1 is the most important for exam success and 4 is the least important for exam success).

Students do well in their exams because they work hard

Students do well in exams because they are intelligent

Students do well in exams because they are lucky

Students do well in exams because they have good study skills

Discuss your responses in pairs. Having completed this discussion, are there any changes that you would like to make to the way that you have ranked the four reasons for exam success above?

(4) My Priorities

Rank the importance to you over the coming months, of these 10 activities (most important = 1 and least important = 10)

Spending time with my family

Watching television

Improving my appearance

Doing some voluntary work for local charities

Socialising with friends

Keeping fit and playing sports

Shopping

Spending time with my partner or searching for a new partner

Doing paid work to earn some extra cash

Preparing and revising for my exams

(5) Thinking Positively About Revision

Think of yourself as an athlete preparing for a big race: preparation and the right frame of mind are essential to success. You can get into the 'zone' for revision and exams, just like athletes get into the 'zone' for a competition. How much success do you think an athlete would have if they thought negatively about their likely performance? It doesn't have to be that way ...

A group of friends is discussing revision and exams. One half of the group is totally negative about the process – their words are on the left. The responses of their friends are missing can you write in their more positive replies? The first has been done as an example:

Revision periods are lonely and dull	Not if you plan some group revision, and give yourself some rewards too
Some people are naturally better at exams than others	
You either know your subject or you don't there is no point in trying to learn for an exam	
You just have to accept that revision is going to be boring and get on with it	
I get too stressed to do well in exams	
You can over-prepare for exams	
I always know I am going to do badly so I don't bother to prepare	
I just hope for the best – I never have a target to achieve	
Exams are always such a surprise – it is not possible to know what might come up	
Someone has got to fail – I know it will be me	

(6) Avoiding Revision

There are so many good excuses for not revising! It is amazing how many TV programmes are unmissable, how many dogs eat notes, how many other days there are before the exam...

Look at the following reasons why students put off revising. What advice would you give them that might help them get started?

My memory does not work very well	
I do not know where to start	
Revision is boring and I do not enjoy it	
I do not have a complete set of course notes to work from	
I can never remember what I have been reading	
There is no point revising because I am rubbish at exams	
I do not have any revision materials	
No-one else has started yet	
There is so much stuff that I know I cannot learn it all.	

Take another look at the list. Have you used any of these excuses? If so – should you follow your own advice?

(7) Resources for Revision

No student can expect to do effective revision if they do not have the right environment and the right materials. So it is worth spending a bit of time working out exactly what you need.

Start by thinking about the physical environment around you. Answer these questions to get help get you started:

Where can you revise effectively?

What kind of environment do you need? (for example, do you need silence or music?)

Are you better at revising on your own or with other people?

If there are problems finding the right environment at home or you are easily distracted, how about going somewhere else – maybe school, a friend or relation's house or your local library.

Switching revision sessions between different places can provide some useful variety

Circle the materials that would be useful for your revision

Textbooks	Pens and pencils	Lined paper	Post-it notes
Blank cards	Calculator	Large sheets of blank paper	your classwork, homework, and notes
A revision guide	Highlighter pens	Computer access	Past exam papers

Anything else you need?

Discuss your answers with other students: is there anything you have forgotten?

(8) How Should I Revise?

We asked some students how they revised. This is what they said:

- I have a small tape recorder so I read notes (sometimes from a revision guide) into it and play them back when I am doing other things.
- I like to use coloured paper. I remember things better by remembering the colour.
- I cannot revise without highlighter pens – they make text stand out for me, and it is less boring than just black and white.
- My mum brought me a roll of wallpaper lining paper so that I had loads of space to scribble things down.
- I have a fantastic software package on my computer which enables me to create mind maps and spider diagrams – in colour, with notes. Brilliant!
- I use index cards or blank postcards: I summarise one topic on a single card.

Look at the following list of some of the most common ways of revising. Tick those which you normally use or want to try (and add any which are missing):

Turning text into pictures or pictures into text

Using different coloured paper or highlighters

Putting material into strange or outrageous contexts

Creating spider diagrams and mind maps

Making revision cards

Learning material in different places

Making numbered lists

Making up rhymes

Learning with or teaching other people

Recording yourself and listening back to it

Other ways:

Now make a list of the materials you think you will need for revision.

(9) Calculating Number of Hours Needed to Revise

Subjects to revise	Hours needed

Total estimated hours needed	
Total number of days to exams	
Average number of hours of revision needed to be done per day	

(10) My Daily Routine

1. Make a note of typical things that you do on weekdays and on Saturdays or Sundays (focus on either Saturdays or Sundays)
2. Identify one hour on weekdays and one hour on Saturdays when you would prefer to revise

Time	Typical Activities	
	Weekdays	Weekends
0600		
0700		
0800		
0900		
1000		
1100		
1200		
1300		
1400		
1500		
1600		
1700		
1800		
1900		
2000		
2100		
2200		
2300		

Remember that good time managers have clear priorities, start their revision early, set aside at least an hour a day to revise and are **assertive!**

(11A) COUNTDOWN TO EXAMS

Week commencing	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
25 April							
2 May							
9 May							

(11A) COUNTDOWN TO EXAMS

Week commencing	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
16 May							
23 May							
30 May							

(11B) TIME PLANNING SHEET FOR A WEEK OFF SCHOOL

Date:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9 am - 10 am							
10 am - 11 am							
11 am - 12 noon							
12 noon - 1 pm							
1 pm - 2 pm							
2 pm - 3 pm							
3 pm - 4 pm							
4 pm - 5 pm							
5 pm - 6 pm							
6 pm - 7 pm							
7 pm - 8 pm							
8 pm - 9 pm							
9 pm - 10 pm							
10 pm - 11 pm							

(12A) HOW DO YOU REVISE?

MAKING REVISION NOTES

REVIEW CARD

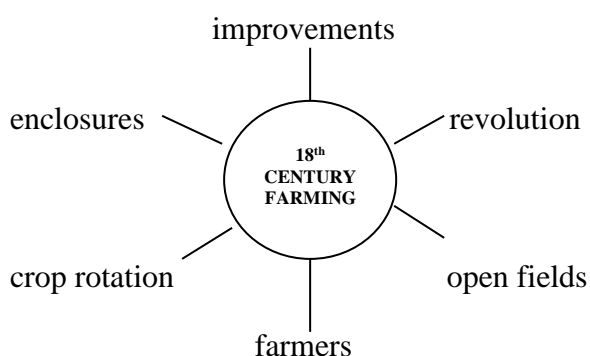
In the 18th century a revolution took place that altered the face of England. At the beginning of the century there were still millions of acres of land farmed in great open fields that had stood unchanged for 1,000 years.

But new ideas of farming were introduced by two Norfolk farmers, Viscount "Turnip" Townshend and Thomas Coke. Their methods involved a four year crop rotation system which gave greater yields and reduced pests and diseases, but meant the land had to be enclosed into fields to keep livestock away from crops.

Farmers rapidly became converted to the new ideas, and by the mid-18th century the open fields were being swept away by a wave of parliamentary enclosure acts. Throughout central England, where the open-field system had been most widely used, a new network of fields was created. Each field was about 10 acres in size, more or less square, and enclosed by hawthorn hedges or stone walls.

Between 4 million and 5 million acres of rural England were remoulded in this way between 1750 and 1850, creating the rural pattern of small hedged fields that has existed up to the present day.

SPIDER PLAN



REVIEW CARD NOTES

18th Century Farming

- 1 Revolution 1750 – 1850
- 2 New methods – crop rotation
- 3 Turnip Townsend and Thomas Coke
- 4 Open fields – enclosures
- 5 Enclosure acts
- 6 10 acre fields with hedges or stone walls

(12B) HOW DO YOU REVISE?

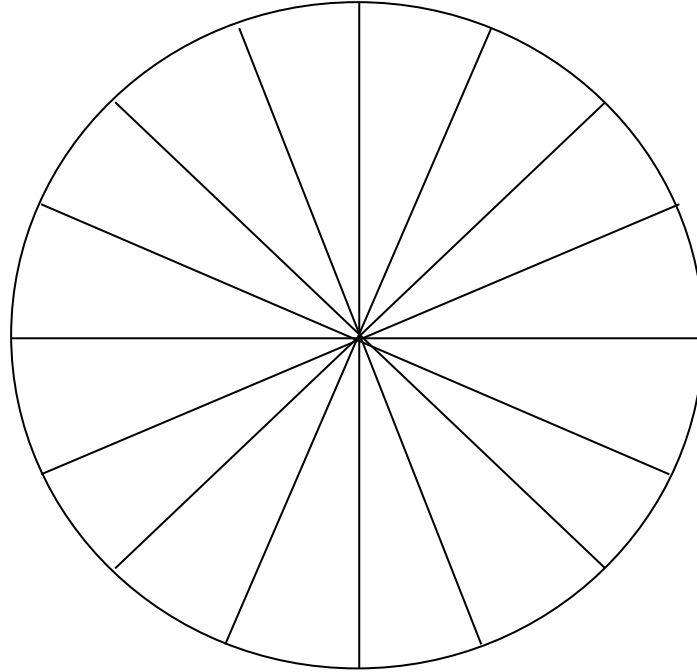
SUMMARY CIRCLE

THE LIFE OF DAVID BECKHAM

1. Born in North London on 2nd May 1975.
2. First played for the Manchester United senior team at 17.
3. Blamed for England's defeat in the 1998 World Cup after being sent off for a foul against an Argentinean player.
4. First child, Brooklyn, was born in March 1999.
5. Married Posh Spice (Victoria Adams) in Ireland in July 1999.
6. Captained the England team during the 2002 World Cup.
7. Second child, Romeo, was born in September 2002.
8. Transferred to Real Madrid in summer of 2003.
9. Third child, Cruz is born in February 2005 in Madrid.
10. Resigns as England Captain after the World Cup in Germany.
11. Signs for Los Angeles Galaxy in January 2007.
12. Plays for AC Milan during two loan spells, in 2009 and 2010.
13. Has a daughter, Harper Seven, born July 2011 in Los Angeles.
14. Signs for Paris Saint-Germain in January 2013.

A SUMMARY CIRCLE ON THE LIFE OF DAVID BECKHAM

Fill in the summary circle with the key words, symbols and colours that you have chosen to annotate the text.



TEST YOURSELF

Once you have completed the summary circle, test yourself.

- Talk through Beckham's life aloud.
- Close your eyes and try to visualise the contents of the circle in your mind's eye.
- Try to fill in a blank eight part circle that you have sketched on a rough piece of paper.
- Ask a friend or a member of your family to test you on Beckham's life.

You may well be surprised just how much you can remember!

(13) Understanding Exams

You may have done lots of them already – but how much do you really know about exams? Test yourself with this true or false quiz.

	True	False
1. All exams are marked by computers		
2. It is a waste of time reading the front of an exam paper		
3. There is not enough time to read the whole exam paper before you start		
4. Students with special learning needs may be allowed extra time in some exams		
5. In the exam, if you think you have been given the wrong exam paper there is nothing you can do about it		
6. The people who are supervising the exams ('invigilators') are not allowed to help you understand the questions		
7. You must not underline or highlight words on the exam paper		
8. Some exam scripts are scanned into a computer, and answers or words written in the margins are likely to be missed by the scanner		
9. In some exams you are expected to take in your own equipment, text book or coursework		
10. It is always a waste of time to plan an answer		
11. It does not matter if your handwriting is almost impossible to read		
12. Some exams carry more marks (and are more important) than others		
13. Exam questions have nothing to do with the content of the specification or syllabus		
14. It is not possible to work out how much time to spend on each answer		
15. There is no point in revising for exams		

How many did you get right?

0-6

Cause for concern! Maybe you have not done many exams yet? Or maybe you have not paid much attention to them so far? If you have got exams coming up make sure you familiarise yourself with everything about them.

7-11

Could do better! There are some aspects of exams which you are not familiar with, but you have an idea about some of the important things. Pay attention to the details when it comes to exam preparation.

12-15

Good! You seem to have a good knowledge of how exams work. Put your knowledge to good use by preparing thoroughly.

(14) Understanding Examiners' Instructions

You are taking a driving test. The examiner gives you an instruction – and you ignore it and do something else. You would expect to fail the test.

That is why it is important to read the instructions on exam papers very carefully. These are likely to include the number of questions to answer, the amount of time available and so on. These instructions are sometimes known as 'rubric' and if you do not follow them you are very likely to lose marks.

Look carefully at the exam paper on the following page and then answer the following questions.

1. How long is the exam?
2. How many questions in total have to be answered?
3. What is the maximum mark for the paper?
4. How much choice of question does the candidate have in Section A?
5. How many minutes should be spent on each question in Section A?
6. Where should the answers be written?
7. What will happen if the candidate writes in the margins?
8. Which writing implements can be used in this exam?
9. Are handwriting and spelling taken into account in the marking of this exam?
10. How much choice of question does the candidate have in Section B?
11. How many minutes should the candidate spend on Section B?

The following questions are also relevant – but the answers are not found on the exam paper:

1. Is it necessary to answer questions in the same order as they are on the exam paper?
2. What is the examiner likely to do if two questions are answered in Section B?
3. It may seem like a good idea to answer too many questions – but what is the cost of doing so?
4. What advice would you give someone who leaves answers blank when they are not sure of the answer?

GENERAL KNOWLEDGE (SPECIFICATION A) GKA

Unit 1 Core Concepts in General Knowledge

Monday 14 January 2009 9.00 am to 10.00 am

Time allowed: 1 hour

Instructions

- Use blue or black ink or ball-point pen. You may use pencil for diagrams and graphs.
- Fill in your personal details in the boxes at the top of the answer booklet.
- Answer all questions in Section A and one question from Section B.
- Answer the questions in the booklet provided. Do not write in the margins as this paper will be scanned prior to marking and any work in the margins will be lost. You may use additional booklets if more paper is required.
- Do all rough work in the booklet provided. Cross through any work you do not want to be marked.

Information

- The maximum mark for this paper is 60.
- The marks for questions are shown in brackets.
- You will be marked on your ability to use an appropriate form and style of writing, to organise relevant information clearly and coherently, and to use specialist vocabulary where appropriate. The legibility of your handwriting and the accuracy of your spelling will also be considered

Section A

Answer all questions in this section. Write in the answer booklet. Leave margins blank

- 1a. Describe the use of hairspray to control hairstyles. (2 marks)
- 1b. Contrast the use of hairspray and hair putty between people under 20 and people over 60. (4 marks)
2. Explain the life cycle of a butterfly. (6 marks)
3. With reference to examples, account for the diversity in women's magazines. (6 marks)
4. Give a brief account of the events of 1917 leading to the Russian Revolution. (6 marks)
5. Evaluate the evidence that suggests fishing is Britain's most popular sporting activity. (6 marks)

Section B

Answer one question from this section. Write in the answer booklet. Leave margins blank.

6. With reference to examples, evaluate the importance of the internet to popular music, including its impacts and benefits. (30 marks)
7. Describe and assess the role of Marmite as a cultural icon. (30 marks)
8. Evaluate the evidence that dogs may be capable of dreaming. (30 marks)

(15) Understanding Exam Questions: Command Words

You cannot do very well in an exam if you do not understand what the question is asking for. This is why it is important to have a good understanding of the words used by examiners.

It is well worth spending time looking at exam questions and working out exactly what they mean.

Command Words are the instruction words that tell you what to do such as **outline, describe, discuss, identify, assess.**

Match these command words with their correct definitions. Draw a line to connect the command word with its correct definition.

Justify	Explain the difference between
Examine	Sum up the main points
Summarise	Support (with facts/figures/examples)
Compare	Explain the similarities and differences
Criticise	Debate the issue from different standpoints
Discuss	Give a concise statement of meaning and/or identify the main characteristics
Contrast	Identify problems/disadvantages
Prove	Investigate closely, ask questions of
Describe	Demonstrate, make certain
Evaluate	Weigh up the strengths and weaknesses

Go through a past exam paper and list all the commands in the questions. If any of them are not listed above, find out exactly what they mean.

Command word	Explained above? y/n	If no, what does it mean?

(16) Understanding Exam Questions: Key Words

In the following examples, underline the commands and circle the key words:

1. Evaluate the importance of pop musicians as role models for young people.
2. Explain the role of the internet in Barack Obama's victory in the 2008 US Presidential Election.
3. Compare Alf Ramsey and Fabio Capello as England football managers.
4. Discuss the importance of sculpture in the art of ancient Greece

Go through a past exam paper and list all the key words in the questions. If you are not familiar with any of them, find out exactly what they mean.

Key words	Do you know what they mean? y/n	If no, what do they mean?

(17) What Makes a Successful Exam-Taker?

It seems that the importance of exams keeps growing. For most students, being successful in exams is very important. You need to be well prepared for exams and aware of what is good practice once you are in the exam.

The table below contains a list of top tips for exam success.

1. Tick the ones you do already
2. Think about the ones you do not do – and make a note next to them to say how and when you can do this

Before the exam	Tick	How and when I can do this
Put enough time aside for revision		
Plan a good revision timetable and review it regularly		
Revise in ways that you know suit the way you learn		
Know the format of the paper		
Know how questions will be worded		
Know how long should be spent on each question		
Make sure you know the meaning of key examiners' instructions such as 'Discuss' and 'Evaluate'		
Check the regulations about what you can and cannot bring to the exam		
Take some water with you to drink during the exam		
Arrive in good time for the exam		

In the exam	Tick	How and when I can do this
Carefully read the instructions on the paper before starting		
Carefully read each question before starting your answer		
Answer the questions set, not the ones you want		
Allocate time to each question according to the marks available		
Do not write the question out, just its number		

In the exam	Tick	How and when I can do this
Plan longer answers on the answer paper – cross your rough plan out at the end		
Use technical terms from the subject wherever appropriate		
Try to write as accurately as possible – use sentences, paragraphs and punctuation		
Do not panic – if you get stuck, take some deep breaths and go back to the question		
Keep an eye on the time		
Read through the answers for mistakes		

After the exam	Tick	How and when I can do this
Avoid too much discussion about the exam – there is nothing you can do!		