SUPPORTING PROGRESS
GCSE THE NEW FRONTIER

Bramhall High School Tracking
Mr J. Longworth
(Assistant Headteacher – Outcomes)
GCSES: THE MAIN CHANGES

- Where possible students will be assessed by exam, with other forms of assessment only for particular subject skills (e.g. in art and design or physical education).
- Awarded through a 9-1 grading system (9 will be the highest).
- All exams will be at the end of a two year course of study.
- In most subjects, students will not be grouped in different ability tiers for the purposes of assessment – only maths, sciences and languages will have different papers for different groups of students.
  - Although students can improve their grades through re-takes, only their first result will count in performance tables.
NEW GCSE GRADING SYSTEM

• Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above
• Broadly the same proportion of students will achieve a grade 7 and above as currently achieve an A and above
• For each examination, approximately 3.6 per cent will achieve a grade 9 – the very highest performers. (This is half the number that currently achieve an A*
• The bottom of grade 1 will be aligned with the bottom of grade G and include up to the top of grade F
• Grade 5 will be positioned in the top third of the marks for a current Grade C and bottom third of the marks for a current Grade B. This will mean it will be of greater demand than the present grade C, and broadly in line with what the best available evidence tells us is the average PISA performance in countries such as Finland, Canada, the Netherlands and Switzerland
• The new maths GCSE will be tiered, with grades 4 and 5 available through both tiers
• This is measured from your child’s key stage 2 performance
• A level 4 student at primary school should achieve at least a grade C at GCSE so this would equate to a 4+ on the new grade system-Expected progress.
• A level 5 student at primary school should achieve at least a grade B at GCSE so this would equate to a 6+ on the new grade system-Expected progress.
• But the new grade 5 straddles the old C/B boundary so this will fine tune the progress measure so we are changing our target setting for this cohort.
Year 10
Using FFT for aspiration
All targets specific to the subject

Year 11

<table>
<thead>
<tr>
<th>Old System</th>
<th>Old Grades</th>
<th>New Grades</th>
<th>New System</th>
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</table>
Attainment - What the teacher believes your child will get given the current evidence.

Last Tracking Report - What the teacher predicted at the last assessment point

Attendance and punctuality because these influence how well a student does.

### Bramhall High School Progress Report

**Year 7**

**John Smith 7GFD**

**October 2016**

<table>
<thead>
<tr>
<th>Primary School Score</th>
<th>English</th>
<th>Mathematics</th>
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<td>104</td>
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#### Achievement

**How is my child doing?**

The national expectation for a child is that they achieve a grade 5 at GCSE. A child on course to meet this in any year should be a 4 or higher on our grading system and a 5 or higher by the end of each academic year.

<table>
<thead>
<tr>
<th>End of Year Target</th>
<th>Subject</th>
<th>Attainment</th>
<th>Last Tracking Report</th>
<th>Attitude</th>
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#### Attitude to Learning (401)

**Meanings**

Attitude to learning is a teacher’s judgement of effort and behaviour:

1. Excellent
2. Good
3. Requires Improvement
4. Unsatisfactory

#### Core Tutor Comment

(Forename) makes an excellent contribution to the school and class during core time. He is always willing to support (HISHER) peers.

Each subject area has created a clear set of criteria that a student needs to be able to achieve for each of the available 9-1 grades for each year. The target is the grade that your child should be at by the end of the current academic year and is the grade that we think your child should be striving to achieve at the end of year 11. Please use this report in conjunction with the subject criteria, detailed on our website, to see what your child is achieving and what they need to do to reach/exceed their target grade.

Please contact John’s core tutor, Mr S Stonehouse, if you would like any of this information clarifying or you have any concerns.
Our results are **GCSE only**, they do **not** include other Level 2 qualifications. We enter all students for their examinations when they have followed a GCSE course.

- A*-C in English and maths 72%
- Positive Progress 8
- A*-C Maths 78%
- English 77%
- Humanities 70%
- English Baccalaureate 31%
- 2 or more Sciences 73%
- 3 or more A*/A grades 25%

**Students on average gained 9 GCSEs each.**
GOOD RESULTS FOR CLASS OF 2016

100% in 5 subjects
90% and above in 12 subjects
80% and above in 17 subjects

There is a breakdown of every subject, student entry numbers and grades on the website.
Helping your child with the new English Language & English Literature GCSE

Alison Walker
(Head of English)
Skills, outcomes and assessments

GCSE English Language and GCSE English Literature (two GCSEs)

• English Language assesses reading, writing, speaking and listening.
• Speaking and listening remains compulsory but is not included in your child’s actual GCSE grade. Attainment is reported separately.
• English Literature assesses reading and there are some marks awarded for writing (5%).
• Both subjects have become increasingly context based: your child will need to know about the time in which texts were written/performed.
• Both subjects test your child’s ability to compare.
• Skills are assessed through examination ONLY at the end of the course.
• Exams in both subjects are no longer tiered.
• All exams are closed book.
Specification at a glance (see handout)

ENGLISH LANGUAGE
This extract is from the opening of a novel by Daphne du Maurier. Although written in 1936 it is set in the past. In this section a coach and horses, with its passengers, is making its way through Cornwall to Jamaica Inn.

Jamaica Inn

It was a cold grey day in late November. The weather had changed overnight, when a backing wind brought a granite sky and a mizzling rain with it, and although it was now only a little after two o’clock in the afternoon the pallor of a winter evening seemed to have closed upon the hills, cloaking them in mist. It would be dark by four. The air was clammy cold, and for all the tightly closed windows it penetrated the interior of the coach. The leather seats felt damp to the hands, and there must have been a small crack in the roof, because now and again little drips of rain fell softly through, smudging the leather and leaving a dark-blue stain like a splodge of ink.

The wind came in gusts, at times shaking the coach as it travelled round the bend of the road, and in the exposed places on the high ground it blew with such force that the whole body of the coach trembled and swayed, rocking between the high wheels like a drunken man. The driver, muffled in a greatcoat to his ears, bent almost double in his seat in a faint endeavour to gain shelter from his own shoulders, while the dispirited horses plodded sullenly to his command, too broken by the wind and the rain to feel the whip that now and again cracked above their heads, while it swung between the numb fingers of the driver.

The wheels of the coach creaked and groaned as they sank into the ruts on the road, and sometimes they flung up the soft spattered mud against the windows, where it mingled with the constant driving rain, and whatever view there might have been of the countryside was hopelessly obscured.

The few passengers huddled together for warmth, exclaiming in unison when the coach sank into a heavier rut than usual, and one old fellow, who had kept up a constant complaint ever since he had joined the coach at Truro, rose from his seat in a fury; and, fumbling with the window-sash, let the window down with a crash, bringing a shower of rain upon himself and his fellow-passengers. He thrust his head out and shouted up to the driver, cursing him in a high petulant voice for a rogue and a murderer; that they would all be dead before they reached Bodmin if he persisted in driving at breakneck speed; they had no breath left in their bodies as it was, and he for one would never travel by coach again.

Whether the driver heard him or not was uncertain: it seemed more likely that the stream of reproaches was carried away in the wind, for the old fellow, after waiting a moment, put up the window again, having thoroughly chilled the interior of the coach, and, settling himself once more in his corner, wrapped his blanket about his knees and muttered in his beard.

His nearest neighbour, a jovial, red-faced woman in a blue cloak, sighed heavily, in sympathy, and, with a wink to anyone who might be looking and a jerk of her head towards the old man, she remarked for at least the twentieth time that it was the dirtiest night she ever remembered, and she had known some; that it was proper old weather and no mistaking it for summer this time; and, burrowing into the depths of a large basket, she brought out a great hunk of cake and plunged into it with strong white teeth.
Example questions for Language Unit 1
Reading

How does the writer use language to describe the effects of the weather?

How has the writer structured the text to interest you as a reader?
You could write about:
• what the writer focuses your attention on at the beginning
• how and why the writer changes this focus as the extract develops
• any other structural features that interest you.

A student, having read this section of the text, said: “The writer brings the very different characters to life for the reader. It is as if you are inside the coach with them.”
To what extent do you agree?
In your response, you could:
• write about your own impressions of the characters
• evaluate how the writer has created these impressions
• support your opinions with quotations from the text.

[Total of 40 marks]
Example question for Language Unit 1 Writing

You are going to enter a creative writing competition. Your entry will be judged by a panel of people of your own age.

Either
Write a description suggested by this picture.
Or
Write the opening part of a story about a place that is severely affected by the weather.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]
Source A: A newspaper article called ‘Could you do your child’s homework?’
Source B: Two letters from the 1820s.

You now need to refer only to source B, the letter by Henry written to his father. How does Henry use language to try to influence his father?

For this question, you need to refer to the whole of source A together with source B, the father’s letter to a family friend. Compare how the two writers convey their different attitudes to parenting and education. In your answer you could:
• compare their different attitudes
• compare the methods they use to convey their attitudes
• support your ideas with quotations from both texts.

[Total of 40 marks]
Example question for Language Unit 2 Writing

‘Homework has no value. Some students get it done for them; some don’t do it at all. Students should be relaxing in their free time.’

Write an article for a broadsheet newspaper in which you explain your point of view on this statement.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]
Specification at a glance (see handout)

ENGLISH LITERATURE

- An Inspector Calls (Modern texts, English Literature Paper 2)
- Conflict poetry (AQA Anthology, English Literature Paper 2)
- Jekyll and Hyde (19th century novel, English Literature Paper 1)
- Romeo and Juliet (English Literature Paper 1, to be studied in Y11)
Romeo and Juliet
Read the following extract from Act 1 Scene 2 of Romeo and Juliet and then answer the question that follows.

PARIS: ..... 
CAPULET: ..... 

Starting with this conversation, explain how far you think Shakespeare presents Lord Capulet as a good father. Write about:
• how Shakespeare presents Lord Capulet in this extract
• how Shakespeare presents Lord Capulet in the play as a whole.

[30 marks + 4 marks SPAG]
The Strange Case of Dr Jekyll and Mr Hyde
Read the following extract from Chapter 2 and then answer the question that follows.
In this extract Mr Utterson has just met Mr Hyde for the first time.

“We have common friends,” said Mr Utterson...

Starting with this extract, how does Stevenson present Mr Hyde as a frightening outsider?
Write about:
• how Stevenson presents Mr Hyde in this extract
• how Stevenson presents Mr Hyde as a frightening outsider in the novel as a whole.

[30 marks]
An Inspector Calls

EITHER
How and why does Sheila change in *An Inspector Calls*? Write about:
• how Sheila responds to her family and to the Inspector
• how Priestley presents Sheila by the ways he writes.

[30 marks + 4 marks SPAG]

OR

How does Priestley explore responsibility in *An Inspector Calls*? Write about:
• the ideas about responsibility in *An Inspector Calls*
• how Priestley presents these ideas by the ways he writes.

[30 marks + 4 marks SPAG]
Compare the ways poets present ideas about power in ‘Ozymandias’ and one other poem from ‘Power and conflict’.

**Ozymandias**
I met a traveller from an antique land...

[30 marks]

**Unseen poems: copies given in the exam**
In ‘To a Daughter Leaving Home’, how does the poet present the speaker’s feelings about her daughter? [24 marks]

In both ‘Poem for My Sister’ and ‘To a Daughter Leaving Home’ the speakers describe feelings about watching someone they love grow up. What are the similarities and/or differences between the ways the poets present those feelings? [8 marks]
Current focus: Year 10

SOCIETY: CORRUPTION AND ABUSE OF POWER

- OZYMANDIAS
- MY LAST DUCHESS (poetry)
- THE PRELUDE
- REMAINS
- AN INSPECTOR CALLS (modern text)
- NON-FICTION (C20th and C21st texts)
Current focus: Year 11

SCHOOL
• AN INSPECTOR CALLS REVISION
• POETRY REVISION
• ROMEO AND JULIET

HOME
AIC REVISION
POETRY REVISION

NOVEMBER MOCK:
LITERATURE PAPER 2
LANGUAGE PAPER 2

JEKYLL AND HYDE
How can you help at home?

STUDY GUIDES
WEBSITES
AUDIO BOOKS
How can you help at home?

• Collect a scrap book of non-fiction and media texts.
• Create a spelling/word wall and ensure that your child has a dictionary and thesaurus available.
• Read through your child’s work and act as a sounding board.
• Encourage your child to create revision posters for display on bedroom walls/by the fridge etc.
• Have a word of the day.
• Encourage your child to read a wide range of texts (e.g. sports reports and film reviews) as well as fiction from the 19th, 20th and 21st centuries. This improves contextual understanding, vocabulary, awareness of sentence/text structure and creativity.
• Learn key quotations throughout the course and revisit them at regular intervals.
• Ensure homework is completed on time and to a high standard.
How can you help at home?

• Specimen papers can be found on the AQA website: http://www.aqa.org.uk/

• Click on the ‘past papers’ icon on the home page (purple box).

• Enter ENGLISH/GCSE/ENGLISH LANGUAGE 8700 or ENGLISH LITERATURE 8702.

• There are still actual past papers from the old syllabus on here (4705 and 9715). These are no longer applicable to your child’s programme of study.

• There is also a ‘student and parent support’ icon, which will hopefully be of use in the very near future.
Helping your child with GCSE mathematics

Mrs Read (Head of Mathematics)
Changes to the syllabus

• Numerical grades
• More challenge at all levels
• Three papers
• Increased focus on explaining
Ongoing assessment

• Every half term in class

• Year 10
  - Whole school exams: April 17th

• Year 11 Mocks
  - Week beginning Oct 31st, Jan 23rd, Mar 13th

• Intervention
Working at home

- ShowMyHomework
- Independent Learning
- Websites and Revision Guides
Revision Tips

• Regular practice

• Use the internet to access videos and other resources

• Learn the formulae
Exam Tips

• Read the question carefully
• Show all your working
• Does your answer make sense?
• Know your calculator
Organisation and Revision

Mr P. Wraith
(Assistant Headteacher – Teaching, Learning and Assessment)
Attendance and Punctuality

• Research shows that a drop in attendance below 95% can effect student outcomes by a whole grade.
• 95% attendance sounds high – it is actually 1 day off every 4 weeks.
<table>
<thead>
<tr>
<th>Lunchtime</th>
<th>After School</th>
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<tbody>
<tr>
<td><strong>Monday</strong></td>
<td></td>
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<tr>
<td>All D&amp;T classrooms are available for extra support when needed – individual arrangements made with subject staff.</td>
<td>History catch up/ Intervention/revision/drop in sessions GCSE Intervention Class (Physics)</td>
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<tr>
<td>Year 11 Science drop in clinic and revision. (S26)</td>
<td>Year 11 Drama exam rehearsal (Commencing March 2017)</td>
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<tr>
<td>Mathematics Year 11 L12 with Mrs Ellis</td>
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<td>Y11 English (drop in)</td>
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<td>Enterprise and Technology Year 10-11 GCSE Catch up (L225)</td>
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<td>L19 open y10-11 GCSE ART</td>
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<td>KS3 Years 7, 8, 9 – ICT suite L224</td>
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<td><strong>Tuesday</strong></td>
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<td>After Ocat half term Yr11 begin to access Support at lunch with CA.</td>
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<td>Year 11 Drama exam rehearsal (Commencing January 2017)</td>
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<td>Textiles club S29</td>
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<td>Y11 English (drop in)</td>
<td>Year 11 Science drop in clinic and revision. (S26)</td>
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<td>Year 11 Mathematics L11 with Mrs Read</td>
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<td>Year 11 Mathematics L10 with Ms Pathan Foundation</td>
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<td>Graphics Catch up</td>
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<td>Year 11 Mathematics L5 with Ms Squire Higher</td>
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<td>Year 11 Mathematics L9 with Mr Brown Foundation</td>
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<td>Extra RS Revision or Catch Up – S122 Miss Carr</td>
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<td>Textiles catch up</td>
<td>L5 with Mejabi Higher</td>
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<td>KS3 Years 7, 8, 9 – ICT suite L224</td>
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</table>
Key Dates for your Calendar

Year 11

• College Open Events – see handout.
• Year 11 ‘Mock’ exams – Mon. 31st October – Fri. 11th November
• Track 1 printed – 21/11/16
• Closing date for Aquinas applications – End of November (2016)
• Mock results event - 11th January 2017
• Year 11 Parents’ Evening – 11th and 12th January 2017
• Interviews for Aquinas – January 2017 (based on 2016)
• Track 2 printed – 30/01/17

Actual Exam season runs from May to the 23rd of June 2017
Key Dates for your Calendar

Year 10

• College Open Events – see handout.
• Year 10 Parents’ Evening – 1st and 2nd February 2017
• Year 10 Exams – 18th – 28th April 2017
• Year 10 Written reports in the Summer Term
Expectations of Revision?

Key Stage 4

• Up to 2 hours per week per subject of homework should be completed (see Homework Timetable on the website).

• In addition students should be revising for their GCSEs. This should start now as a few hours a week and build up as we move towards the ‘Mocks’ and final examinations.

• March onwards I would expect to see 1 - 1 ½ hours a day of revision.
What is a revision timetable?

<table>
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<tr>
<th>Time</th>
<th>Monday</th>
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When should students revise?

• The key is frequently for half hour to an hour chunks.
• Research suggests revision before a rest can help you remember it. First thing when you wake up has also shown to be a period of retention.
• Avoid procrastination and be realistic.
• Avoid distractions
• Build in time for relaxation – there is nothing wrong with having a day off!
How should students revise?

• There is no magic formula.
• Students should use a variety of techniques and find what works for them.
• Practice past exam papers (specimen questions are available on exam sites)
• Look at Mark Schemes – including before trying a question out.

DO NOT :-

• Just read your notes
• Just rely on Revision Guides.
• Just watch YouTube videos.
‘Cheat’ Sheets – Revising without knowing it?

Stage 1 – Creating the resource
• Students create a concise sheet of information in any format.
• This should cover a whole topic or unit.
• They are only allowed one page per topic

Stage 2 – Assessment
• Students complete a ‘test’ where they can use the ‘cheat’ sheet.
• Helps build confidence at assessment level.
• The assessment also tests the quality of the revision material.
• Students have created a bank of revision resources.
Revision Techniques

Producing Notes – these should get shorter each time

Podcasts – record yourself making 10 key points.

Highlighting notes

Revision Aids on walls

Testing yourself

Spider Diagrams

Revision Posters

Explain to someone something you have just revised