

## Exam Preparation Workshop



# What are we doing to support our students?



- NEA catch up sessions
- Afterschool intervention
- Maximise Your Potential seminar
- Easter revision classes
- Revision materials provided by teachers
- Mock exams planned
- Walking talking mocks
- Reports provided with SMART targets from teachers
- Revision technique workshop for students provided before mock exams
- Mentoring



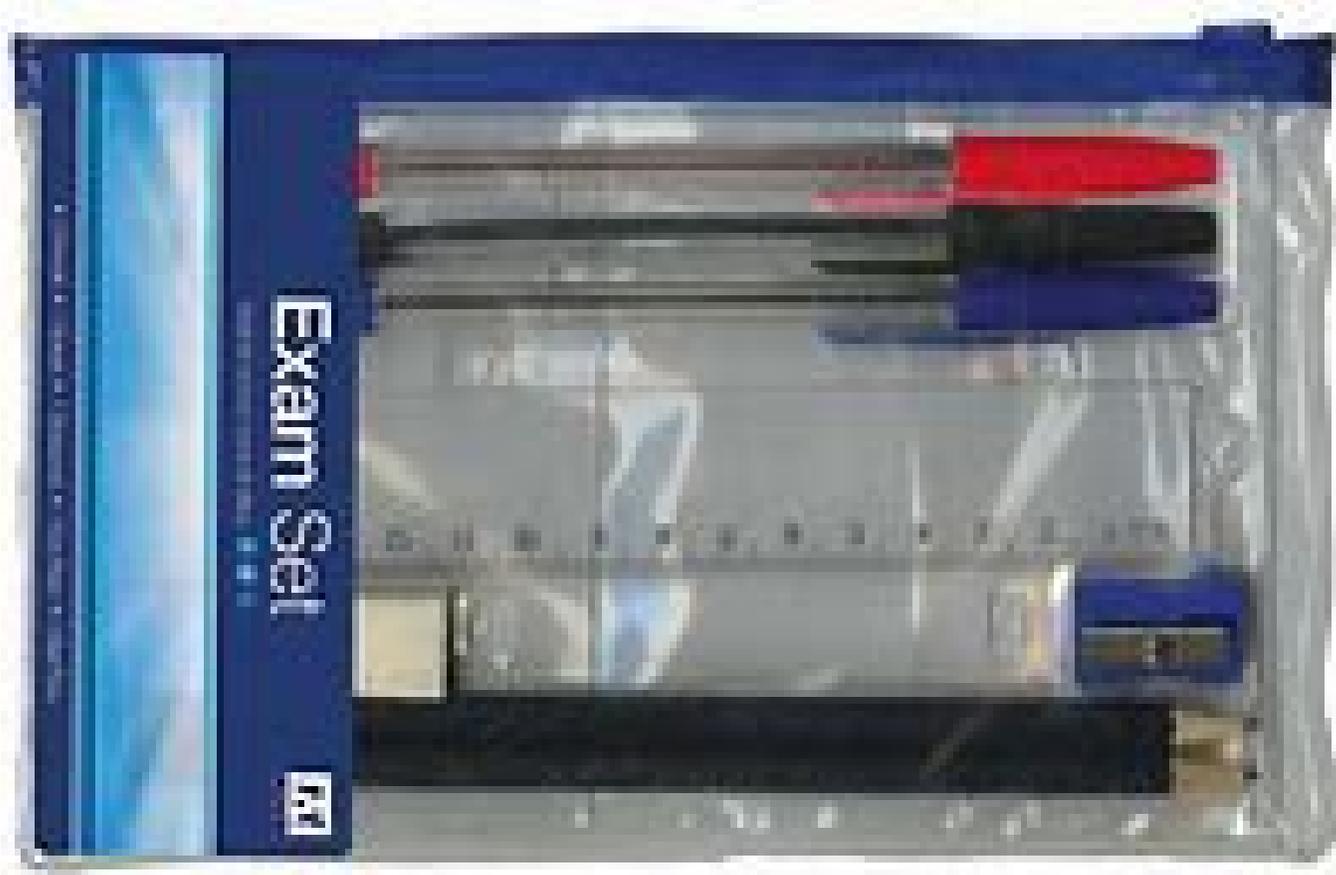
# Getting Organised



- Create a work space that is calm, organised and quiet
- Take away distractions during revision time
- Set a timer
- Have an exam pencil case
- Create a revision timetable
- Revise using methods that work for the individual
- Write down dates and times of exams
- Plan relaxation time



# Getting Organised



# Revision Plan



*STUDY TIMETABLE* 

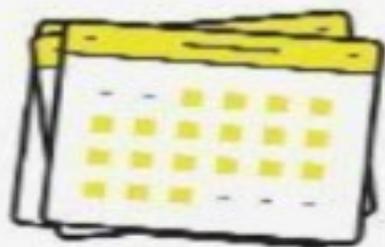
Mon	Tue	Wed	Thu	Fri	Sat	Sun

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- Start with hobbies and down time.
- Do not avoid subjects you find hard, prioritise them.
- Be flexible – do not worry if you can not stuck to every item but instead re plan it into your week.
- Do not put things off till the next week.
- Interleave revision so that you are doing a mixed range of subjects
- Plan revision in 25 minute chunks but in that time put 100% energy into revision with no distractions.
- Ask for a copy of the revision timetable and discuss it together.



# REVISION TIPS!



Create and use a revision planner



Be ready and prepared to revise



Prioritise your time



Set an alarm and start early!



Question the question



Use a post-it note



Lock your phone and limit distractions



Visualise your goal!



# Retrieval Practice



This technique involves students actively recalling what they have been taught. It increases understanding and drives the information into the long term memory.

A lot of students may try to revise by re-reading either their own notes or notes from a text book. This however will not help them to understand the topic or embed it into the long term memory. Retrieval practice is a much more effective strategy.



# Retrieval Practice



Once you have read a topic put your notes to one side and write down everything you can remember. Check afterwards for accuracy.

Do practice tests – use apps that can help you.

Make flashcards. Write ques on one side and the answer on the other. You can also use images to help you remember.

Implement spaced practice which involves reviewing a topic over a period.



# Effective Apps



Quizlet

SENECA

Learn better, faster, free.

**BBC**  
Bitesize

XMinc

anki™



Gojimo

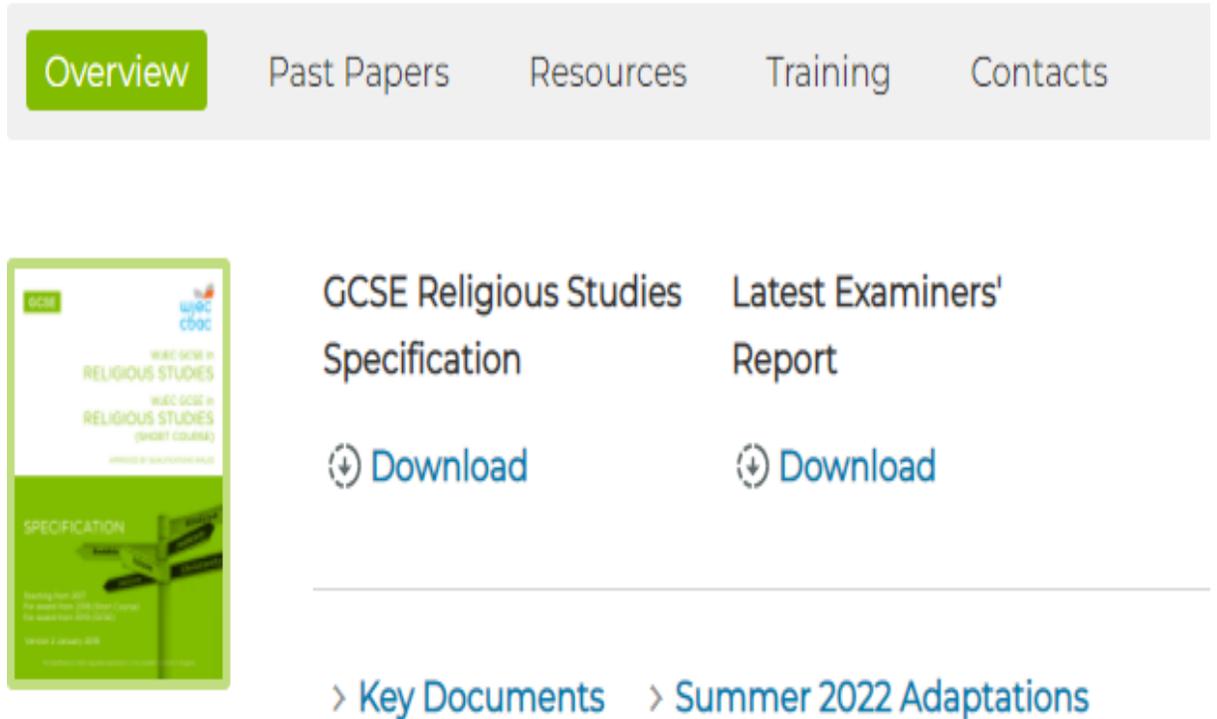


Stay focused, be present



Use the WJEC website. It has a very good selection of resources to help with revision:

- Knowledge organisers
- Specifications
- Digital resources
- Past papers and mark schemes
- Model answers
- Exam reports
- Summer adaption information



The screenshot shows the WJEC website interface. At the top, there is a navigation menu with the following items: Overview (highlighted in green), Past Papers, Resources, Training, and Contacts. Below the menu, there is a grid of content. On the left, there is a book cover for 'WJEC GCSE in RELIGIOUS STUDIES (SHORT COURSE) SPECIFICATION'. To the right of the book cover, there are two main content items: 'GCSE Religious Studies Specification' and 'Latest Examiners' Report'. Each of these items has a 'Download' button with a download icon. At the bottom of the page, there are two links: '> Key Documents' and '> Summer 2022 Adaptations'.

# Use Specifications



## Catholic - Core beliefs, teachings and practices

### Beliefs

#### God

- Creator *ex nihilo* (St. Augustine's Confessions XII, 7) and sustainer. Omnipotence, omnibenevolence, omniscience, omnipresence
- Trinity: The three persons of one God - Father (Luke 15:11-32), Son (John 1:1-3, 14), Holy Spirit (John 14:25-26, Galatians 5:22-23). St. Augustine's *De Trinitate* 8.10
- Jesus as Messiah (Matthew 16:13-17), Saviour, Word, the Incarnation (John 1:1-3, 14), salvation and atonement (John 3:16, 14:6)
- Jesus' birth, crucifixion, resurrection and ascension (key elements of the accounts of his birth, death, resurrection and ascension)

#### Creation

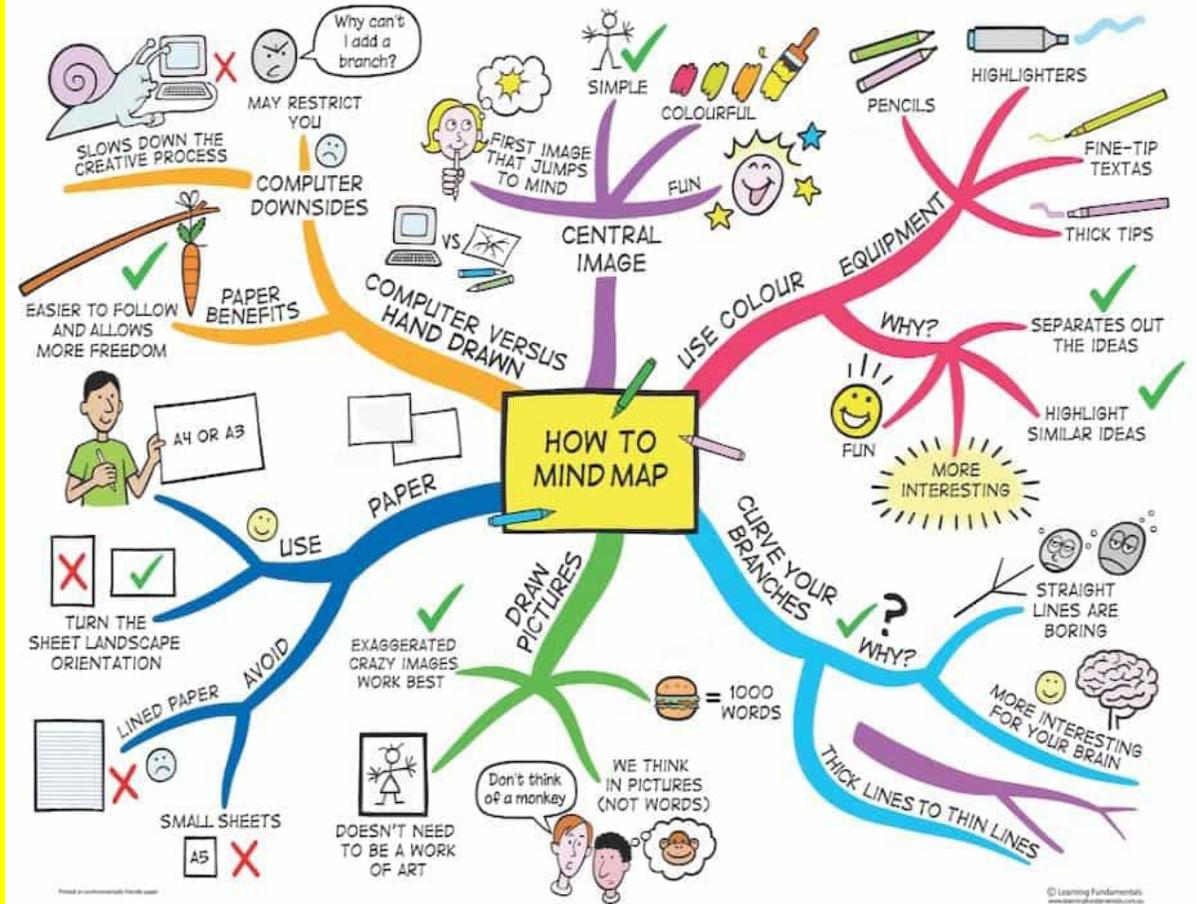
- Beliefs and teachings on Creation from the Genesis accounts (Genesis 1-3,)
- Nature of Humanity: image of God ('imago Dei'), soul, moral, free will, rational, creative, fallen, Original Sin (Genesis 1-3, esp. Genesis 1:26-28 and 2:15-17)
- Teachings of Thomas Aquinas on human nature as essentially good



# Mind Mapping



Mind mapping is a great example of active recall. It helps to organise knowledge, thoughts and ideas and enables students to see the bigger picture and make links. It is a good idea to use colour and images as this makes it easier for the brain to recall rather than plain text.



# The DOM Method

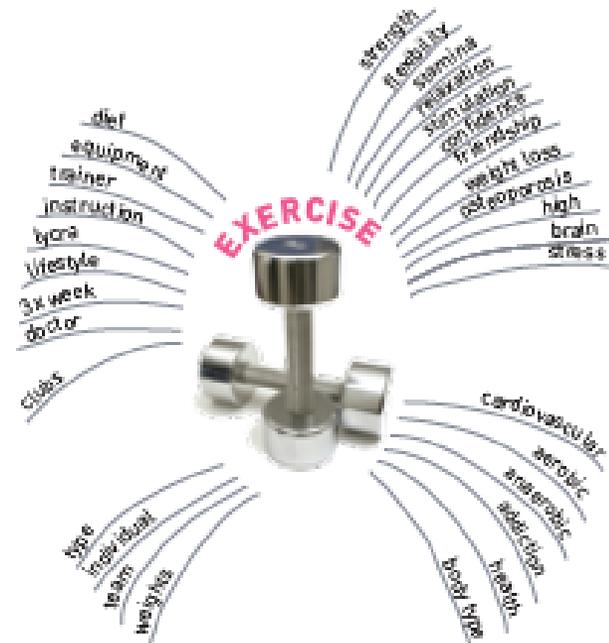


## 1 CREATE A MODEL MAP USING THE DOM METHOD

Work through the DOM process to produce a model map on the content for revision.



**DUMP:**  
GENERATE IDEAS



**ORGANISE:**  
SORT IDEAS



**MAP:**  
CATEGORISE IDEAS

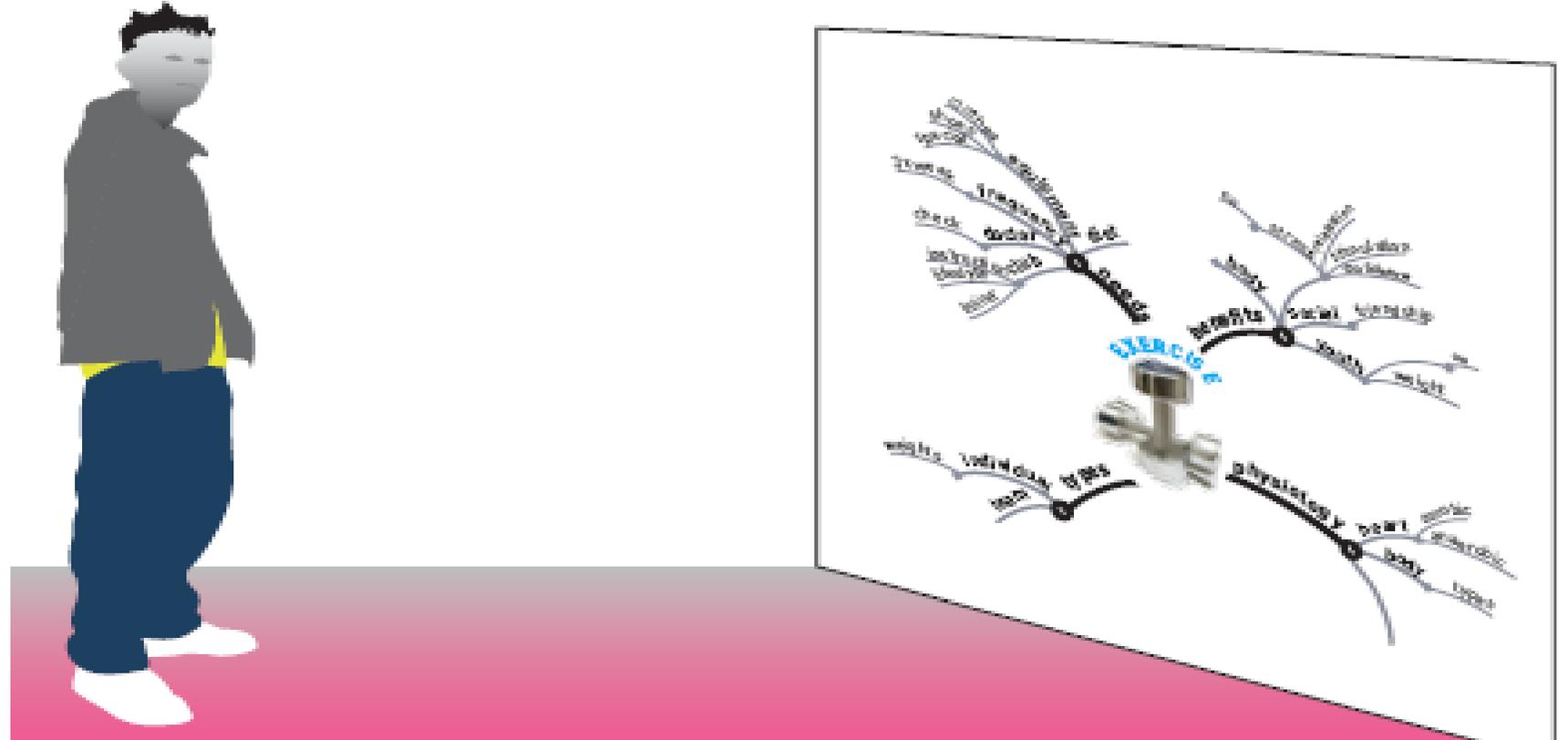


# Map From Memory



In order to evaluate pupils recall and understanding they must try and draw the map from memory. Then compare it with the original- adding or correcting details and then repeat the process several day later.

Redraw the map within 5 days. Display the map on a wall.



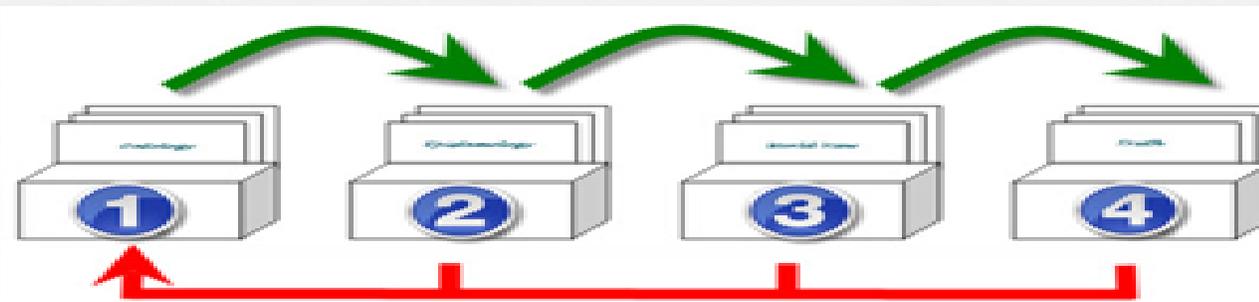
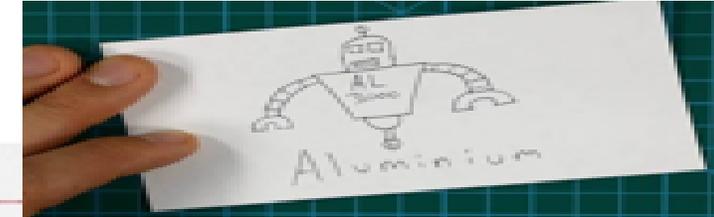
# Flashcards



## Flashcards

### Effective use

- ✓ Make your own, don't use pre-made ones.
- ✓ Use them as testing cards – 1 card/1question.
- ✓ Mix pictures and words.
- ✓ Say the answers out loud.
- ✓ Focus only on the flash cards when self testing.
- ✓ Create a system where you test yourself on the ones you don't know more frequently.



# Past Paper Questions



You will find past paper questions and mark schemes on the WJEC website.

An effective way of revising and improving exam technique is to complete exam questions and past papers.

It is important to do this also in timed conditions as it will be in the real exam.

Questions can be marked using the mark schemes or teachers will mark them.

Overview **Past Papers** Resources Training Contacts

Filter

2019

All Types

All Series

All Years

33 documents found

- Mark Scheme - Summer - Religious Studies Unit 2A:  
Written: Religion and Ethical Themes - Christianity and Judaism
- Mark Scheme - Summer - Religious Studies Unit 2B:  
Written: Religion and Ethical Themes - Christianity and Islam



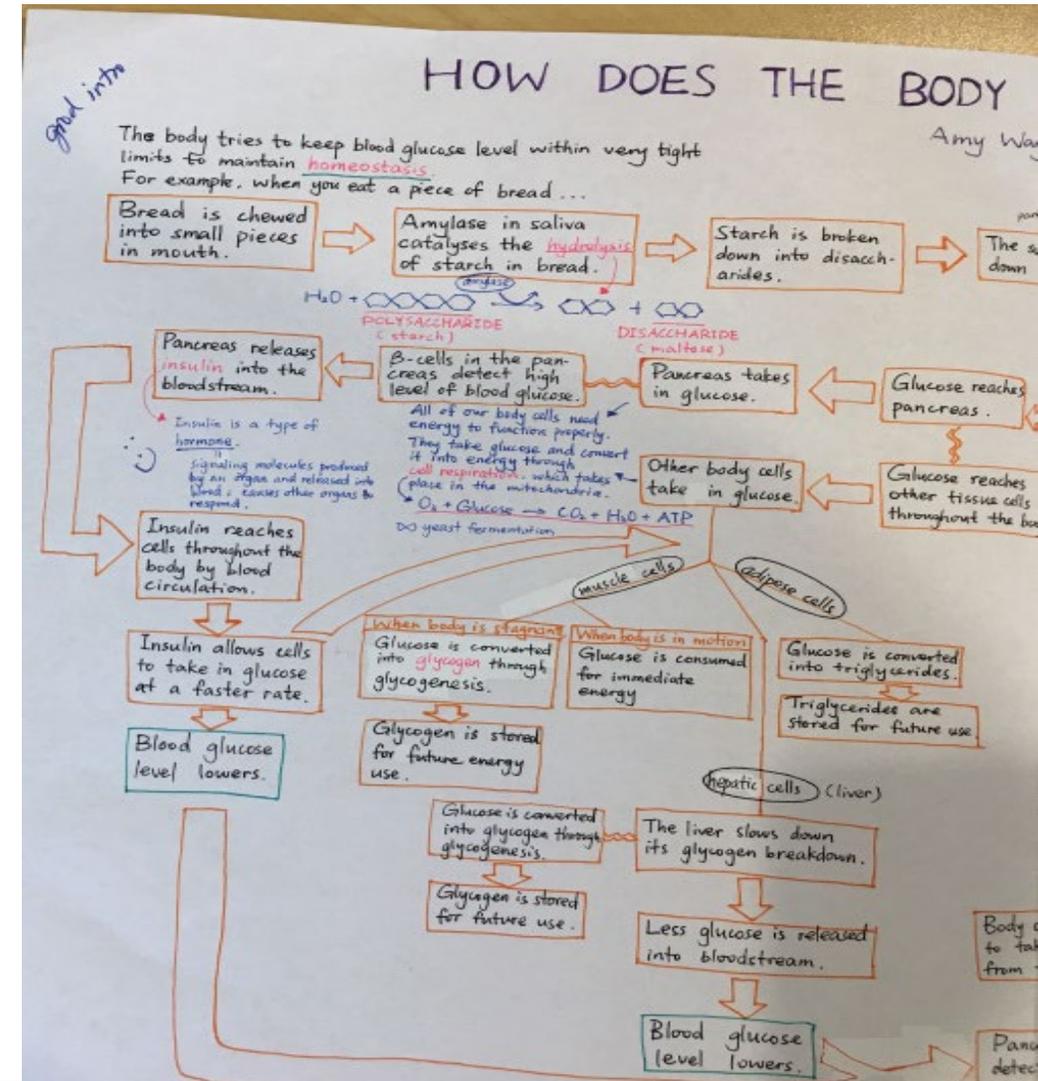
# Flow Charts



Flow charts are useful to break information down into smaller chunks to help students remember it.

They also show how you can connect information together and make links so that it is understood more.

Colour coding and images can also be used.



# Post It Notes



Post it notes are very useful to help students:

- Improve their memory
- Learn the sequence of things
- Testing themselves

Equations

$4x+5=7$

$4n+5=13$

$3n+4=10$

$3n-5=10$

Collect terms

more than one Symbol

$18p+p$

$12p-4q+8p-2q$

$3a+2b-2a+6$

multiply out

$2(4y+3)$

$7(5x+3)$

Factorise

$2x+3y+6x+9$

$7x+6$

Simplify brackets

la sanchina

la ruca

amarillo

el lápiz



# Summarising



A good summary should reduce the key points of a text to between 20-40% of its original size, without losing any of the important information.

1. Read the text carefully
2. Read it again and highlight or underline key points
3. Consider changing the order of the points or grouping some together to save words
4. Turn several similar points into one sentence
5. Do not copy but reword it
6. Keep it clear and simple

[12 marks]

One way the writer uses language to describe the haunted occurrences witnessed by the ghost-hunter is through the use of **imagery**. The bowl of oranges moves up into the air all by itself 'as if a clever magician had made his assistant float into the air'. The use of 'as if' is important because ~~it's~~ it's conditional, so the simile really emphasises the disbelief of the ghost-hunter because the event is just too weird to be true. It's like a spell has been cast and none of it is real, just a ballroom illusion, a stage of act of theatrical trickery and deceit performed on the ghost hunter and designed to deliberately deceive those watching. Another way the writer uses language is by using quite violent and harsh sounding verbs such as 'plummeted' and 'shattered'. The verb 'plummeted' to describe how the bowl of oranges fell to the ground creates a sense of speed, and also suggests a lack of control, as if the ball is plunging to the ground and no one can stop it because supernatural forces are at work. 'Shattered' describes the force of the landing, because the bowl smashes into millions of pieces on impact.

Perceptive analysis of language.

Sophisticated use of subject terminology.

Range of relevant textual detail.

Clear explanation of the effect of language.



# Read and Record



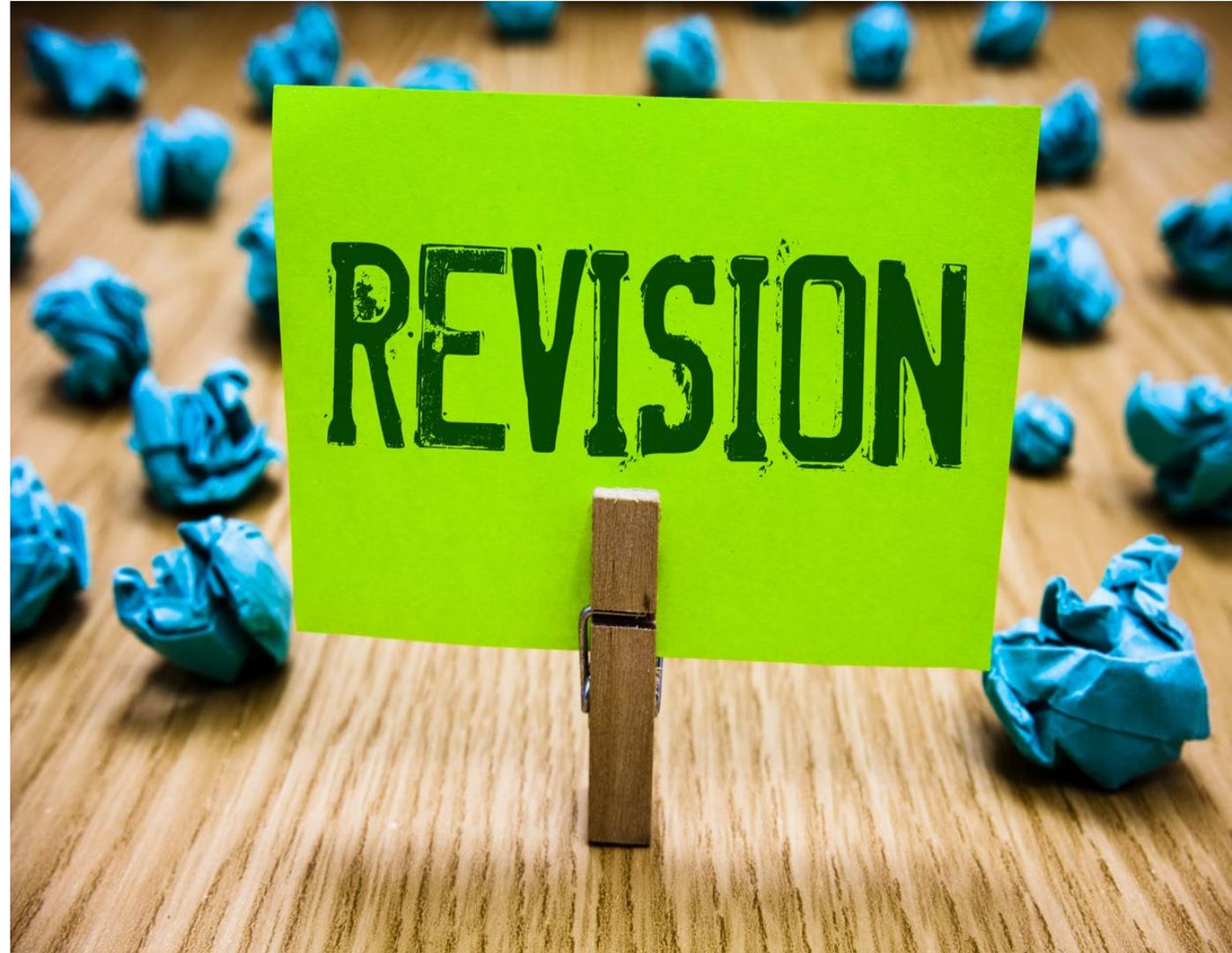
Students could use their phones to record voice notes of revision. This can be played back whilst on the bus, walking to school and even in the gym.



# Attend Intervention



All students have been given an intervention timetable. They should commit to attending some each week and prioritise the subjects they need support with. Easter intervention classes will also be available.



## Afterschool Intervention Classes

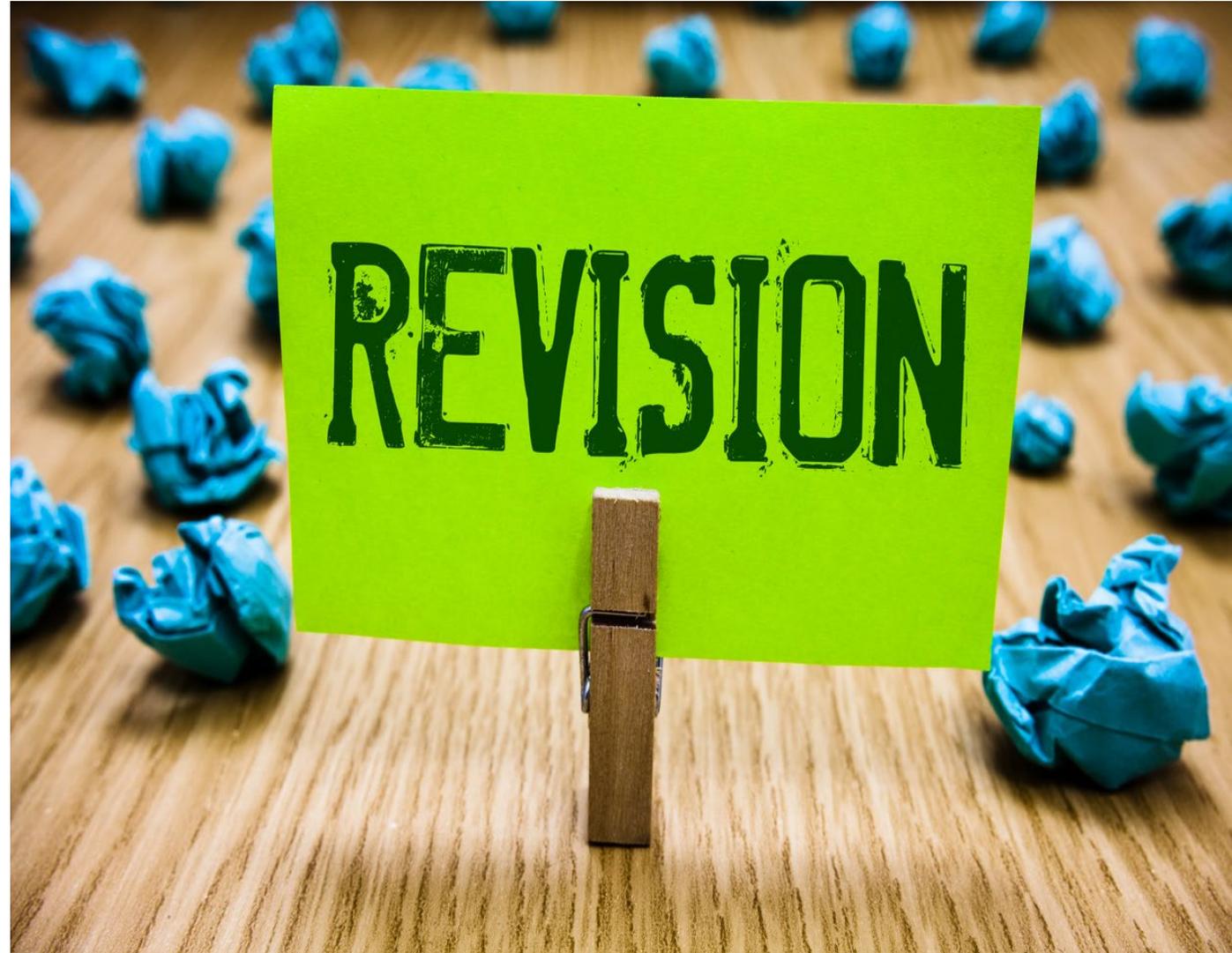


Monday	Tuesday	Wednesday
History (starting after Easter)	Maths 11MA1 – CHO	Art Years 11,12,13
Geography(Starting after Easter)	English Year 11 – Week A only	Photography Years 11,12,13
Art Years 11,12,13	Food and Nutrition	GCSE German Foundation and Higher
Photography Years 11,12,13	Drama	Maths Year 13 CHO
RE- KC	Year 10 Music	Maths Year 12 TD
Business Studies	PE	English Year 10 – Week B only
	RE – SEJ, MOR	Year 11 Music (beginning 16 <sup>th</sup> March)
	Sociology	ICT
	Psychology	RE – LWA
	Welsh	Sociology
		Psychology
		Health and Social Care – Years 10 and 11

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# Resting to Reset and Repair



Rest is when you stop “doing” and allow your body and mind time to recover a repair. It is something we should all schedule into our day, especially through the demands of exam preparation.

*Refocus.  
Refresh.  
Restart.*

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# Stress Management



Stress is a natural and important part of life which helps us to solve problems and motivates us to reach goals.

However too much prolonged stress can be overwhelming and so its important we have some strategies to manage stress.



# Stress Management



1. Be organised and make a to do list every night for the next day.
2. Set realistic daily targets and make sure time for relaxation is given.
3. Exercise or even just go for a walk in the fresh air.
4. Encourage students to talk to parents, carers, brothers, sisters, friends.
5. Ask students to write a list of all the things that are worrying them and talk through what steps can be taken to help them.
6. Learn to say “no”
7. Look after your health. Try and get 8 hours sleep a night, eat a sensible diet and stay hydrated.



# Useful Apps



- **Headspace**-It offers meditation series that address various topics, like anxiety, stress, sleep, and physical exercise. It has a wide array of features including “sleepcasts,” which are unique, soothing audio experiences to help you drift off.
- **Smiling Mind** - This app offers guided meditations for adults but is mostly geared toward children to improve their mental health and academic performance.
- **Stop, Breathe, Think** - Developed for adults, teens, and children, it is perfect when for when you’re overwhelmed by intense emotions like anxiety, stress, sadness, or anger.
- **Aura** - This app pairs your current mental state with the best meditation or relaxation strategies to help you reduce stress and anxiety, improve sleep, as well as increase happiness.



# Exam Dates



**GCSE exams start on Monday 16<sup>th</sup> May and end on Friday 17<sup>th</sup> June**  
**AS/A Level exams start on Monday 16<sup>th</sup> May and end on Friday 24<sup>th</sup> June.**

Mock exams will take place for Year 11 during the last week of term. Sixth form students will complete mock papers in class.

Year 10 students will complete mocks in subjects they will have an exam in: RE, English, History and Science. This will take place during the first week of the Summer term.



# Dream Big



Every child needs a champion and we are those champions. Lets encourage our children to dream big and not let anyone else define them. Lets help them to achieve their dreams through planning and preparation. They will face obstacles along the way but we need to equip them with the skills to overcome them and persevere.



# Exam Preparation Workshop



Thank you!!!