



Year 11

Getting Exam Ready

Aim of the Session

- Understand how to create a revision timetable
- Understand how to use revision websites and where to access them
- Know examination boards for each subject and how to access past papers
- Know how to create and use flashcards
- Understand how you can use your knowledge organisers to aid revision

Upcoming Exams

- Mock exams Monday 13th March – Thursday 16th March
- Exams in Maths, English and Science
- Actual GCSE exams begin from 15th May 2023
- You will get your exam timetable for your summer exams towards the end of this half term

7 Ways That Mocks Are Good For You

by @inner_drive | www.innerdrive.co.uk



1. Motivate you to do revision early
2. Help you identify topics you need to revise
3. Test effective revision strategies
4. You can get used to exam pressure
5. Allow you to practise exam techniques
6. Increase belief that exams are doable
7. Are an opportunity to ask for help

Exam Readiness

Are you making the use of the exam readiness classes that teachers are offering after school?

Link...

Mosslands Website
Year 11

Day	Week	Subject	Teacher	Venue	Time
Monday	A & B	Maths	Mrs Chapman	A23	3.30-4.20pm
Monday	A & B	Maths	Mr Walsh	A17	3.30-4.20pm
Monday	A & B	Maths	Mrs Anders	A25	3.30-4.20pm
Monday	A & B	Maths	Mr Wilson	A15	3.30-4.20pm
Monday	A & B	Maths	Mr Roche	A14	3.30-4.20pm
Monday	A & B	Maths	Mr Baas	A13	3.30-4.20pm
Monday	A & B	Maths	Miss Jones	A18	3.30-4.20pm
Tuesday	A & B	PE Coursework	Mr Kershaw	605	8.00-8.40am
Tuesday	A & B	Art & Design	Miss Robbins	C25	3.20-4.20pm
Tuesday	A & B	Art & Design	Miss Connor	C23	3.20-4.20pm
Tuesday	A & B	Art & Design	Ms Frost	C24	3.20-4.20pm
Tuesday	A & B	Drama	Mrs Brett	607/605	3.30-4.20pm
Tuesday	A & B	Spanish	Miss Liddle/Miss Owens	D01	3.30-4.20pm
Tuesday	A & B	Construction	Mr Bradshaw	B04	3.20-4.00pm
Tuesday	A & B	GCSE Design & Technology	Mr Jones/Miss Padmore	B05	3.20-4.20pm
Tuesday	B	History	Mr White/Mr Cauldwell	D03	3.30-4.20pm
Wednesday	A & B	Drama	Mrs Brett	607/605	3.30-4.20pm
Wednesday	A & B	Hospitality & Catering	Mrs Lubbe	B05	3.20-4.00pm
Wednesday	A & B	GCSE Design & Technology	Mr Jones/Miss Padmore	B05	3.20-4.20pm
Wednesday	A	History	Mr Adair/Mr Cauldwell	D05	3.30-4.20pm
Wednesday	A & B	English	Miss Kirkpatrick	AX6	3.20-4.20pm
Wednesday	A	English	Miss Adley	AX0	3.20-4.20pm
Wednesday	A	English	Mr Passingham	AX2	3.20-4.20pm
Wednesday	A & B	English	Mrs Hardie	AX1	3.20-4.20pm
Wednesday	A	English	Mr Gouldson	AX7	3.20-4.20pm
Wednesday	A & B	English	Mr Welch	AX3	3.20-4.20pm
Wednesday	A	English	Miss Farnell	AX5	3.20-4.20pm
Wednesday	A	English	Mrs Parkins	A05	3.20-4.20pm
Wednesday	A & B	Business Studies	Miss Haddad	A27	3.20-4.20pm
Wednesday	A & B	Biology	Miss Beddall	C12	3.20-4.15pm
Wednesday	A & B	Chemistry	Miss McEvoy/Mr Farrell/Mr Wood	C17	3.20-4.15pm
Wednesday	A & B	French	Miss Liddle	D02	3.30-4.20pm
Thursday	A & B	PE Coursework	Mr Kershaw	605	8.00-8.40am
Thursday	A & B	Geography	Miss Jones	D14	3.30-4.20pm
Thursday	A & B	Geography	Miss Stewart	D22	3.30-4.20pm
Thursday	A & B	Geography	Mr Davies	D15	3.30-4.20pm
Thursday	A & B	Geography	Mr Lightwing	D21	3.30-4.20pm
Thursday	A & B	GCSE Design & Technology	Mr Jones/Miss Padmore	B05	3.20-4.20pm
Thursday	A & B	Biology/Chemistry/Physics	Mrs Weston	C15	3.20-4.15pm
Thursday	A & B	Physics	Miss Carty	C06	3.20-4.15pm
Thursday	A & B	Chemistry	Miss Cowen	C03	3.20-4.15pm
Thursday	A & B	Physics/Biology	Miss Caetano	C01	3.20-4.15pm
Friday	A & B	Biology	Mrs Little	D29	3.20-4.15pm

Examination Countdown

Link...

Mosslands Website –
Year 11 –
Term Dates

Week No	Week Beginning	Key Information
1	27 th February	27 th Feb - INSET Day , 28 th Feb - Industrial Action
2	6 th March	
3	13 th March	
4	20 th March	
5	27 th March	
6	3 rd April	Spring Break – School Closed
7	10 th April	Spring Break – School Closed
9	17 th April	
10	24 th April	
11	1 st May	1 st May – Bank Holiday School Closed
12	8 th May	
13	15 th May	Examinations
14	22 rd May	Examinations
15	29 th May	Half Term – School Closed
16	5 th June	Examinations
17	12 th June	Examinations
18	19 th June	Examinations

THE **POMODORO** TECHNIQUE

①



**Decide on the
Task That
You Need to
Do**

②



**Set the
Timer to 25
Minutes**

③



**Work on the
Task Until the
Timer Rings**

④



**Take a Short
5 Minute
Break**

⑤



**After 4
Cycles Take a
15-30 Minute
Break**

Regular Revision Hours Add up Quickly!

Example

Maths GCSE Paper 1 – 19th May

- 30 minutes of Maths revision at home x 4 times per week
 - 2 hours per week
 - 2 hours per week for next 11 weeks = 22 hours of revision
- Easter Holidays – if you did an extra 2 hours per week during this break

Total hours 26 hours



What's your revision plan?



Revision Timetable Hints

- Write in everything you have planned prior to creating your revision timetable (attending exam readiness sessions, going to the gym, playing sport etc)
- Look at the dates of your upcoming exams & deadlines
- Not every space needs to be full – leave yourself time to relax too!
- Spread out the subjects, so you are doing regular chunks of revision rather than cramming for a subject the night before the exam.
- Write in the subjects you are going to cover and when.
- Try to be specific around what you will cover each time you sit down and revise – what will the focus be? E.g. Biology – Cell Biology

Revision Timetable – Example with personal commitments

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	To do
8.45-9.05am	Registration	Registration	Registration	Registration	Registration	Sleep	Sleep	
9.05 – 9.55am	Period 1	Period 1	Period 1	Period 1	Period 1	Sleep	Sleep	
9.55 – 10.45am	Period 2	Period 2	Period 2	Period 2	Period 2	Sleep	Sleep	
10.45 -11.00am	Break	Break	Break	Break	Break		Sleep	
11.00-11.50am	Period 3	Period 3	Period 3	Period 3	Period 3		Football	
11.50-12.40pm	Period 4	Period 4	Period 4	Period 4	Period 4		Football	
12.40-1.40pm	Lunch & Form	Lunch & Form	Lunch & Form	Lunch & Form	Lunch & Form		Football	
1.40-2.30pm	Period 5	Period 5	Period 5	Period 5	Period 5		See Friends	
2.30-3.20pm	Period 6	Period 6	Period 6	Period 6	Period 6		See Friends	
3.20-4.15pm							See Friends	Subjects Covered This Week
4.15-4.45pm	Gym						See Friends	
4.45-5.15pm	Gym						Dinner	
5.15-5.45pm	Dinner			Dinner	Football		Dinner	
5.45-6.15pm					Football	Dinner		
6.15-6.45pm		Dinner	Dinner		Football	Night off		
6.45-7.15pm					Football	Night off		
7.15-8.00pm			Football		Night off	Night off		
8.00-8.30pm			Football		Night off	Night off		
8.30-9.00pm					Night off	Night off		

Revision Timetable – Example Exam Readiness and Subjects (ER = Exam Readiness in School)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	To do
8.45-9.05am	Registration	Registration	Registration	Registration	Registration	Sleep	Sleep	
9.05 – 9.55am	Period 1	Period 1	Period 1	Period 1	Period 1	Sleep	Sleep	
9.55 – 10.45am	Period 2	Period 2	Period 2	Period 2	Period 2	Sleep	Sleep	
10.45 -11.00am	Break	Break	Break	Break	Break			
11.00-11.50am	Period 3	Period 3	Period 3	Period 3	Period 3	Maths	Football	
11.50-12.40pm	Period 4	Period 4	Period 4	Period 4	Period 4	History	Football	
12.40-1.40pm	Lunch & Form	Lunch & Form	Lunch & Form	Lunch & Form	Lunch & Form	English	Football	
1.40-2.30pm	Period 5	Period 5	Period 5	Period 5	Period 5	Break	See Friends	
2.30-3.20pm	Period 6	Period 6	Period 6	Period 6	Period 6	Physics	See Friends	
3.20-4.15pm	Maths ER	History ER	English ER	Geography ER	Biology ER	Chemistry	See Friends	Subjects Covered This Week
4.15-4.45pm						Geography	See Friends	Maths English History Geography Biology Physics Chemistry Spanish DT
4.45-5.15pm	Gym					Break	Dinner	
5.15-5.45pm	Gym			Dinner	Football	Spanish	Dinner	
5.45-6.15pm	Dinner	DT		English	Football	Dinner		
6.15-6.45pm	English	Dinner	Dinner	Chemistry	Football	Night off	Maths	
6.45-7.15pm	Chemistry	Maths	Physics	Maths	Dinner	Night off	Biology	
7.15-8.00pm	History	Spanish	Football	Break	Night off	Night off	DT	
8.00-8.30pm	Break	Break	Football	Spanish	Night off	Night off	Break	
8.30-9.00pm	Geography	Biology		DT	Night off	Night off	Geography	



Creating An Effective Revision Environment

Find a quiet, tidy room with minimal distractions – your bedroom, library or classroom.

Put your revision timetable, exam timetable and other documents visible on your wall

Make sure you have a drink and snack with you, staying hydrated and full is important



Put your phone in another room, it is too much of a distraction -

Loud music is a distraction, if you must listen, it needs to be low tempo, without lyrics

Have all your revision materials and stationary on your desk ready to go - make it obvious

Exam Boards

Subject	Level	Board	QN Code	Examination Board Link
Art	GCSE	AQA	60180882	AQA GCSE Art
Biology	GCSE	AQA	60187529	AQA GCSE Biology
Business	BTEC	Edexcel	60319161	Edexcel BTEC Business
Chemistry	GCSE	AQA	60187578	AQA GCSE Chemistry
Combined Science	GCSE	AQA	6018758X	AQA GCSE Science
Computer Science	GCSE	OCR	6018355X	OCR GCSE Computer Science
Construction	L1/2	WJEC	60330685	WJEC Construction
Digital Information Technology	BTEC	Edexcel	60327406	Edexcel BTEC DIT
DT	GCSE	AQA	60309842	AQA GCSE Design Technology
English Language 2.0	GCSE	Edexcel	60372230	Edexcel GCSE English Language 2.0
English Lit	GCSE	AQA	60144476	AQA GCSE English Literature
French	GCSE	AQA	60181576	AQA GCSE French
Further Maths	GCSE	AQA	60331045	AQA Further Maths
Geography	GCSE	AQA	60184103	AQA GCSE Geography
History	GCSE	WJEC	60182398	WJEC GCSE History
Hospitality & Catering	L1/2	WJEC	60177032	WJEC Hospitality and Catering
Maths	GCSE	Edexcel	60147003	Edexcel GCSE Maths
Performing Arts	BTEC	Edexcel	60304066	Edexcel BTEC Performing Arts
Physics	GCSE	AQA	60187517	AQA GCSE Physics
Spanish	GCSE	AQA	60181606	AQA GCSE Spanish
Sport	CNAT	OCR	60051231	OCR CNAT Sport Studies

Link...

Mosslands Website –
Year 11 –
Examination Boards

Some Useful Revision Websites

[BBC Bitesize](#)

[GCSEPod](#)

[PhysicsandMathsTutor](#)

[SENECA](#)

[CorbettMaths](#)

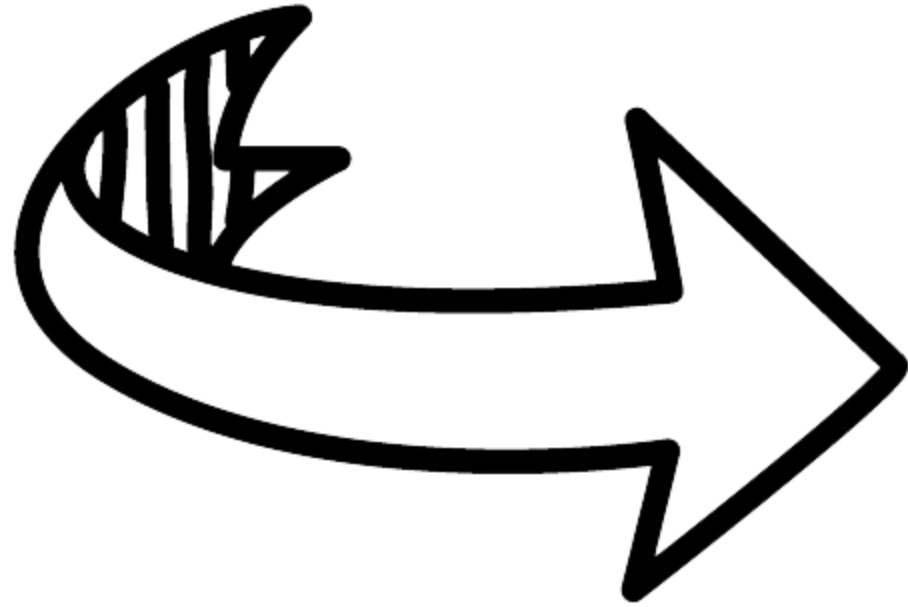
[Quizlet](#)

[Memrise](#)

Link...

Mosslands Website –
Year 11 –
Revision Websites

take a closer look.



Useful Revision Techniques

Summary: How to use flash cards



1.

Identify knowledge

What are you creating flash cards on?

Do you have your knowledge organizer?

Use your book to look at previous misconceptions from whole class feedback.



2.

Colour coding

Use different coloured flash cards for different topics. This helps with organization NOT recall



3.

Designing

1 Question per flashcard.

Making them concise and clear.

Use a one word prompt, so that you can recall as much as you can.

No extended answer questions.



4.

Using

Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.

Do not just copy & re-read.

Shuffle the cards each time you use them.

Use the Leitner system to use flash cards everyday.



5.

Feedback

How have you performed when you look back at your answers?

Is there anything you need to revisit in more detail?

Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.

Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly

Flash Cards – Top Tips

- You can buy Flash Cards from most supermarkets or Wilko / Poundland /Home Bargains
- The most effective flashcards include one question followed by one answer (or one term followed by one definition).
- Don't force your brain to remember a complex and wordy answer.
- It's easier for your brain to process simpler information so split up your longer questions into smaller, simpler ones.
- You will end up with more flashcards this way but your learning will be a lot more effective.



Using Flash Cards

Self Quizzing

1. Read the question on your flash card
2. Write your answer in your notebook or say the answer aloud
3. Put your flash card down to one side
4. Move onto the next card
5. Repeat steps 1-3
6. Keep your flash cards in the order you have quizzed them in.
7. Mark your answers – highlight any answers you got incorrect.

Summary: Self Quizzing



1.

Identify knowledge

Identify knowledge/content you wish to cover.



2.

Review and create

Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)

Create x10 questions on the content (If your teacher has not provided you with questions)



3.

Cover and answer

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.



4.

Self mark & reflect

Go back to the content and self mark your answers in **green** pen.



5.

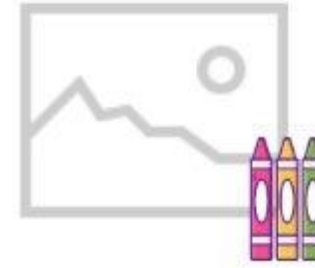
Next time

Revisit the areas where there were gaps in knowledge, and include these same questions next time.

Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest.

Practice makes perfect!

Summary: How to create a mind map



1.

Identify knowledge

Select a topic you wish to revise. Have your class notes/knowledge organisers ready.

2.

Identify sub topics

Place the main topic in the centre of your page and identify sub topics that will branch off.

3.

Branch off

Branch off your sub topics with further detail.

Try not to fill the page with too much writing.

4.

Use images & colour

Use images and colour to help topics stick into your memory.

5.

Put it somewhere visible

Place completed mind maps in places where you can see them frequently.

Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it

Blood is a Symbol of GUILT

* Macbeth, after Killing Duncan, thinks he will never wash the blood from his hands. Lady Macbeth then imagine 'spots' of blood that she can't get rid of... *

Guilt

Macbeth

Feels guilt for both Duncan and Banquo's murders

→ Blood = guilt - Macbeth feels he can never get rid of it.
"What, will these hands ne'er be clean?" Act 2, Sc 2

"I should against his murderer shut the door, not bear the knife myself."

Act 1, Sc 7
He knew that killing Duncan was wrong

The world cannot rest - the murder was unnatural

"It will have blood they say... blood will have blood" Act 3, Sc 4

Implies that he will be punished i.e. 'an eye for an eye'

"False face must hide what the false hearth doth know" Act 1, Sc 7

Banquo's ghost is a symbol of Macbeth's guilt.

→ Here she shows little remorse for killing Duncan.

"Out damn spot, out I say" Act 5, Sc 1

Her guilt is making her mental state deteriorate

"What's done is done" Act 3, Sc 2

Lady Macbeth

Feels guilt for Duncan's murder.

"The queen, my lord, is dead." Act 5, Sc 5

In the end, her guilt drives her to suicide

"What's done cannot be undone" Act 5, Sc 1

→ This gives more of a sense of remorse as she may wish it could be 'undone' and take back the murder.

"All my pretty ones..." Act 4, Sc 3

- He feels guilt for not being at home to defend his family.

Macduff

He feels nothing can be done to right the wrong of Macbeth being king.

"I have lost my hopes." Act 4, Sc 3

"Sinful Macduff They were all struck for thee." Act 4, Sc 3

Macduff tries to reconcile his guilt by returning the rightful

Other Useful Techniques

Summary: Brain dumps



1.

Identify knowledge

Identify the knowledge/topic area you want to cover.



2.

Write it down

Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts)

Give yourself a timed limit (e.g. 10 minutes)



3.

Organise information

Once complete and you cannot remember any more use different colours to highlight/underline words in groups.

This categories/links information.



4.

Check understanding

Compare your brain dump to your K/O or book and check understanding.

Add any key information you have missed (key words) in a different colour.



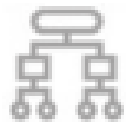
5.

Store and compare

Keep your brain dump safe and revisit it.

Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.

Brain dumps are a way of getting information out of your brain.



Map it out

Take an essay question or writing question and map out your answer, without writing a full response. Look at the mark scheme and decide if your plan meets the criteria. DO this for a number of questions, then choose one and write the full response.



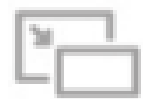
Past papers

Ask your teacher for practice questions or exam papers. Complete them without notes in the exam conditions, then check your answers and identify the gaps in your knowledge, so you can target your revision.



Quizzes

Write a set of questions and answers and ask someone to test you. It's important to either write or say your answers loud. Reading through quizzes in your head can give you a false sense of security.



Thinking hard: Reduce

Read a section of your notes then put them aside and reduce what you need into 3 bullet points, each one no more than 10 words. Look back at the notes and decide if you missed anything important. Hide the notes and write a fourth bullet point.



Practice Introductions

For essay subjects, take a past exam question and practice writing effective introductions and conclusion. Look back at your notes and remind yourself of the important things to remember. Practice for different topics, texts and papers.



Thinking hard: Connect

For each subject, consider the exam paper and group together questions that require the same technique to answer. Write down the requirements for each type. Find a previous example you have completed and identify where you've met the criteria.



Thinking hard: Transform

Read a paragraph from your notes or a text book, and transform it into a diagram, chart or sketch – no words allowed. OR Look a diagram in science, for example, and transform it into a paragraph of explanation.



Key vocabulary

For a particular topic, make a list of key vocabulary, then do the following: define each word; use each term in a sentence; create a question where the key word is the answer; identify other words which connect to each of the words in your list.

How Can Students Revise Effectively?

by @inner_drive | www.innerdrive.co.uk

TEST YOURSELF

Research has shown that testing yourself helps you remember significantly more than just re-reading information.

Testing yourself can also help reduce the negative effects of stress associated with exams.



USE SPACING

Spread out your learning of material across several days and revisit it.

This helps transfer information to your long-term memory.

STOP PROCRASTINATING

Schedule the revision of harder topics for the morning when you will be most awake.

This stops you using tiredness as an excuse for leaving the harder topics until the next day.



MANAGE YOUR TIME

Break your revision down and give yourself a certain amount of content to learn each day.

Five-step study plan

by @KateJones_teach & @Inner_Drive | innerdrive.co.uk

- 1.** **Make a list** - What do you need to know?



- 2.** **Timetable a spaced schedule** - Study each topic little but often, and leave yourself enough time.



- 3.** **Use effective study strategies** - Test yourself and keep the re-reading and highlighting to a minimum.



- 4.** **Identify the gaps in your knowledge**
What do you need to study more?
What can you move on from?



- 5.** **Close the gaps** - Repeat steps 3 & 4 as many times as you need until you are comfortable with everything.



6 REASONS THE TESTING EFFECT IS IMPORTANT

The power of tests, quizzes and retrieval

by @inner_drive | www.innerdrive.co.uk



Improved memory, retention and recall



Makes you a more confident learner



Reduces exam nerves



Enhanced memory during stressful situations



Helps you identify what you do and don't know



More effective revision

9 Ways to use retrieval practice

by @inner_drive | www.innerdrive.co.uk

1



Past papers

2



Practice tests

3



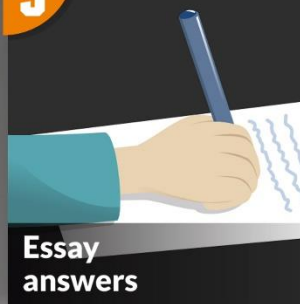
Quizzes

4



Multiple choice tests

5



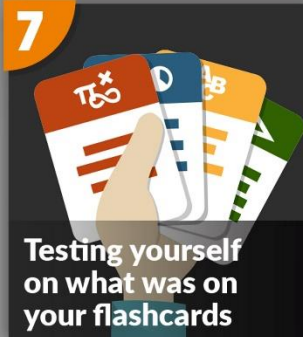
Essay answers

6



Answering a spoken question

7



Testing yourself on what was on your flashcards

8



Making your own questions and answering them

9



Having someone ask you 3 questions about a topic

7 Ways to **STOP** Panic Taking Over During an Exam

by @inner_drive | www.innerdrive.co.uk



- 1. TAKE SOME DEEP BREATHS**
This will help clear your head and give you time to think.
- 2. RE-READ THE QUESTION**
This will help ensure you don't misread the question and avoid making sloppy mistakes.
- 3. THINK BACK TO YOUR REVISION**
Have you answered similar questions previously during your revision?
- 4. WHAT WOULD YOUR TEACHER SAY?**
What advice would your teacher give you to help you right now?
- 5. SOMETHING IS BETTER THAN NOTHING**
Better to guess the answer than leave it blank. If you don't write anything down you are guaranteed to get zero marks.
- 6. STICK TO YOUR EXAM STRATEGY**
If you have a bad first question, stick to your pre-planned strategy and don't let the bad start affect your performance on the next question.
- 7. DON'T PUT TOO MUCH PRESSURE ON YOURSELF**
Work your hardest and do your best. Some stress is good but becoming too stressed doesn't help you think clearly under pressure.