



Exam Preparation

Are you ready
for exams?



Is your exam preparation FLAT?

FOCUSED

Put your phone away

Turn the music off

Avoid distractions

Be in the right physical place to revise

Be in the right frame of mind to revise

LONG TERM

Start early to cut down on stress later in the year

Make a revision timetable and commit to it

Plan for 90 minutes to 2 hours study

Interleave different topics

ACTIVE

Engage your brain by creating effective resources

Test yourself, get others to test you

Practise exam techniques by writing or planning answers

Revise what you struggle with

TRANSFORMATIVE

Transform your knowledge into a different format

Make revision cards

Produce a timeline

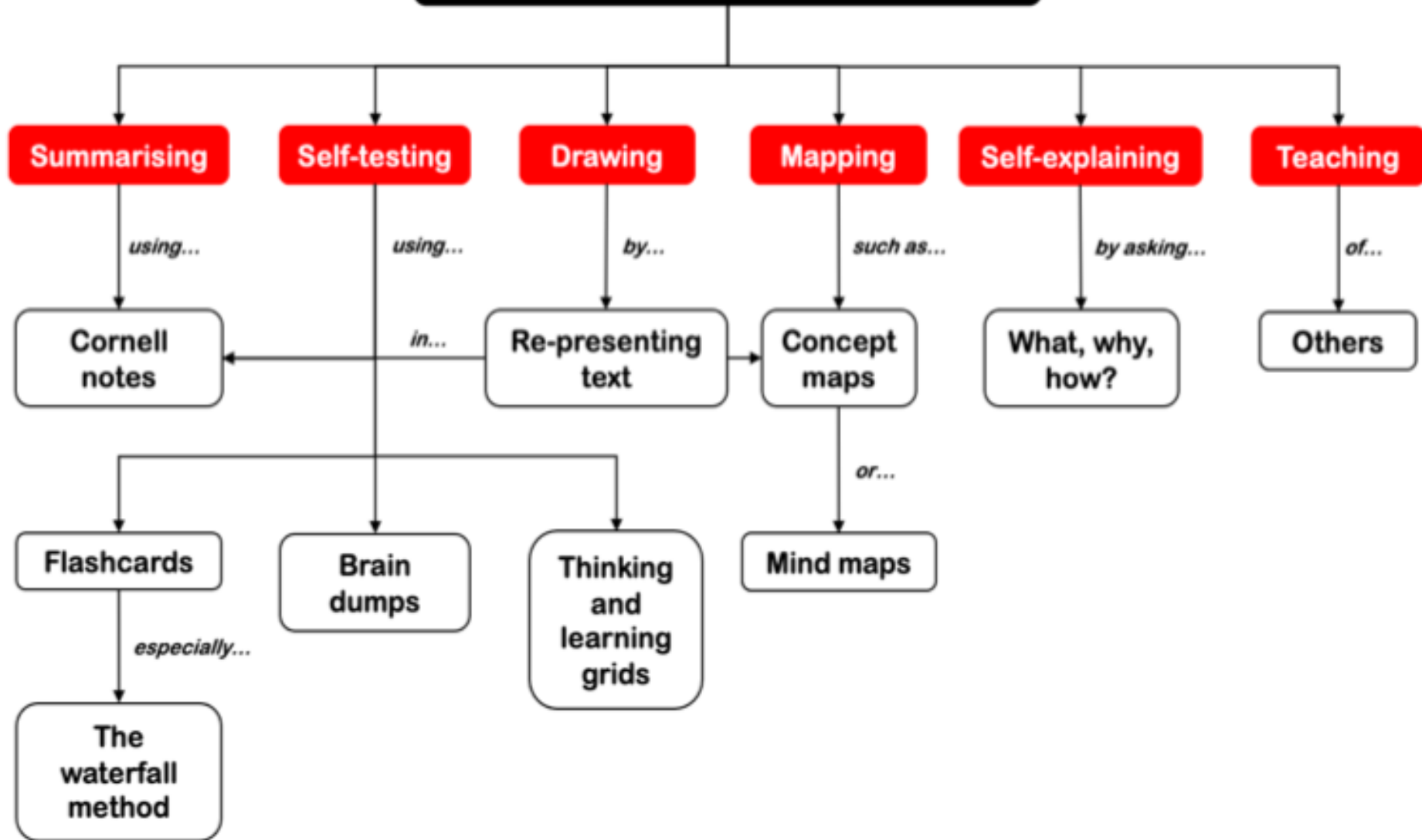
Invent a mnemonic

Create a mindmap

Design a flowchart

Teach it

Learning Strategies



How (not) to revise

- Revision - Generative not just reading/looking/highlighting
- Computers – style over substance



Key Revision Techniques

Use **Knowledge Organisers**,

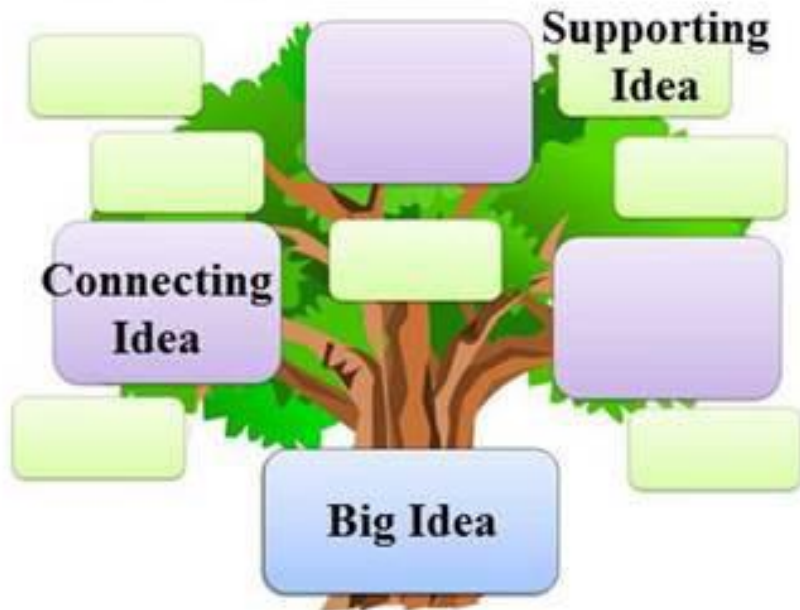
Create and use Revision **Cards**

Quizzing

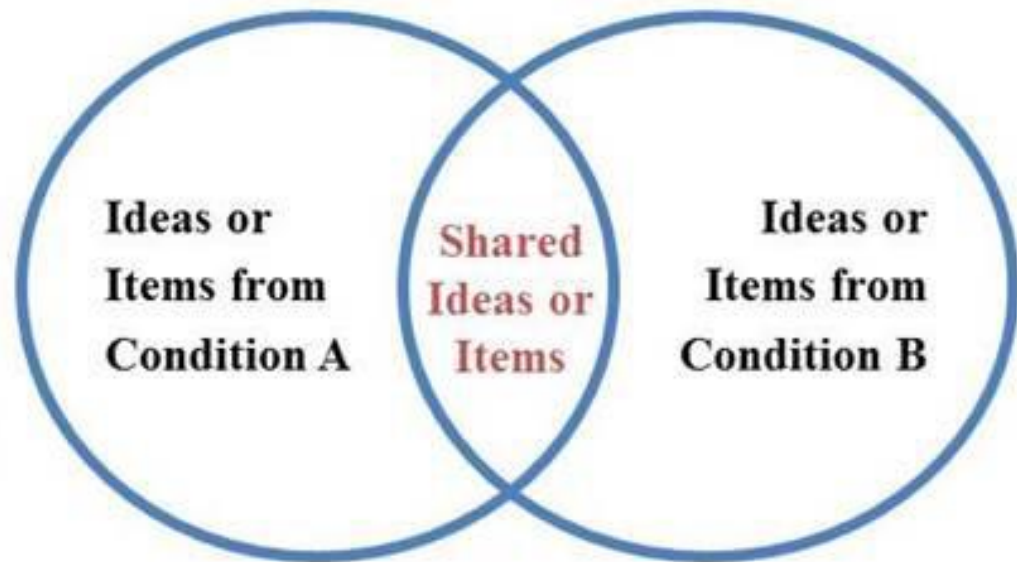
Apply knowledge to practice
exam questions

(Short bursts - 20-30 minutes,

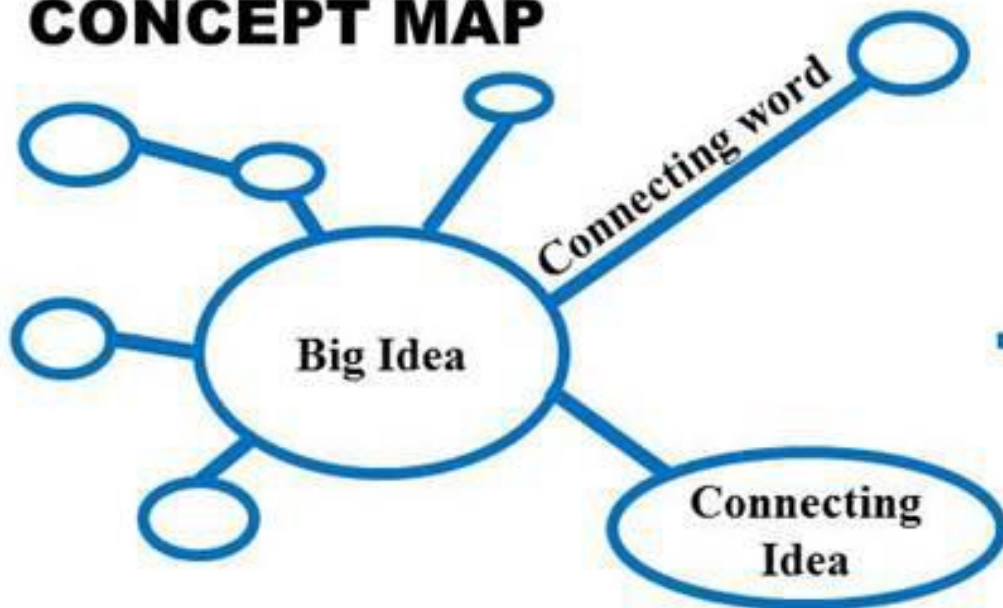
TREE CHART



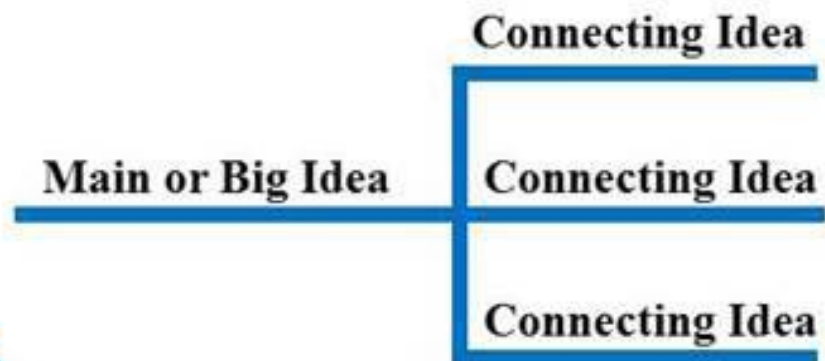
VENN DIAGRAM

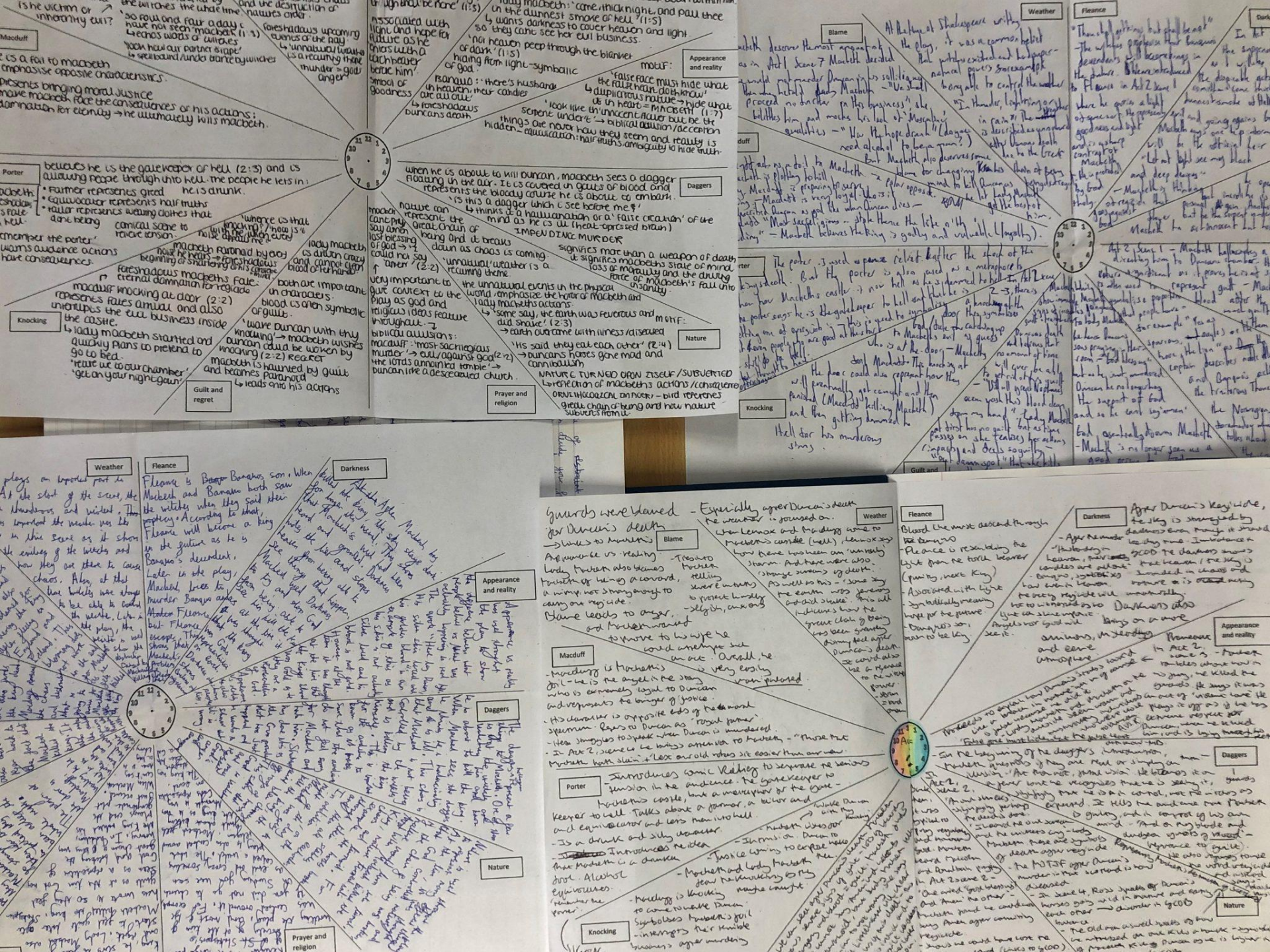


CONCEPT MAP



E CHART





Consolidate- Know what you need to revise

Use the **specifications** (found on the exam board websites) or the **curriculum overviews** to work out exactly what you are supposed to know, and what you then need to relearn or revisit.



Condense- Cornell Note Taking

- Named after the US university, this strategy gets students thinking **metacognitively**, asking questions, noting key terms, and summarising the content being revised.

The Cornell Method

1

2

3

Notes

This is the section where you should take your notes during the course of the lecture. Use bullets, sentences, short-hand, etc.

Cues

Questions, main points, visual clues, and other clues that jog your memory go here. Fill this section in after class.

Summary

Most important points and main ideas go here. Fill in this section after class when you are in the reviewing process.

The Cornell Note-taking Method

Topic:	
Recall cues	Notes:
Summary	

Memorise and Apply

An Inspector Calls – J. B. Priestley

Brief Plot Summary

The play takes place in the comfortable dining room of the Birlings, a middle class family from the Midlands. The year is 1912.

Act One: The Birling family are celebrating the engagement of Sheila Birling to Gerald Croft. A police inspector arrives and announces that a girl has died. The audience discovers that Arthur Birling (the patriarch of the family) sacked the girl (Eva Smith) from her job because she was striking for better pay and working conditions. Sheila Birling then got her sacked from her next job because she felt the girl laughed at her when Sheila was trying on clothes in a shop. The audience then learns that Eva Smith changed her name to Daisy Renton. It becomes clear that Gerald Croft knew her and was seeing her romantically at the same time as Sheila.

Act Two: The audience discovers that Daisy was Gerald's mistress for a time. However, he broke it off when she fell in love with him. Sheila breaks off her engagement to Gerald. Sybil Birling then finds that she knew the girl. Daisy/Eva had come to Sybil's charity asking for help because she had fallen pregnant. Sheila Birling refused to help her because Daisy used the Birling name when she visited the charity. Mrs Birling refuses to take any responsibility for what happened to the girl. She says it is the fault of the man Daisy was seeing. Sheila realises this man is most likely Eric (her brother).

Act Three: Eric confesses to having an affair with Daisy. She told him that she was pregnant and he tried to help her by stealing money. She eventually refused his help when she realised that the money he was giving her was stolen. The Birlings and Gerald Croft begin to reflect on their feelings of responsibility for what happened to the girl. The younger generation (Sheila and Eric) feel much more responsibility than the older members of the group. The family then begin to suspect that the inspector was not genuine. Gerald phones the infirmary and finds out that no girl has recently died there. The family begins to rejoice but the phone soon rings. The police are calling to say that a young woman has died in the infirmary and that a police inspector is on his way to visit the family.

Characters

Arthur Birling: Head of the household. Birling is a wealthy business owner. He is rich but still wishes for more. He is a member of the community. He strives for acceptance by the upper-middle class and wishes for a knighthood.

Sybil Birling: She is the mother of Sheila and Eric. Sybil is quite snobbish and cold-hearted. She is a member of the community. She is above all other considerations.

Sheila Birling: She is in her early to mid-twenties and has become engaged to Gerald Croft. She is a member of the community. She is attractive but insecure and is more easily shocked than the rest of the family. She becomes a member of the community.

Eric Birling: He is the younger brother of Sheila and the family worries about his tendency to drink. He is a member of the community. He is a lost soul at the beginning of the play. He becomes, like Sheila, one of the moral spokespersons in the play. He is successful in business but also a liar and it is soon discovered that he has been unfaithful to Sheila.

Eva Smith/Daisy Renton: The audience never meets this character – she is the focus of most of the conversation in the play but is never seen. Eva was a working in Arthur Birling's factory before being sacked from this and another job. She falls on hard times and, by the time the play begins, has died by her own hand.

Inspector Goole: The Inspector is shown to be a "Tale" inspector by the end of the play. He is purposeful and moral and holds nothing back in trying to get the family to confess their sins. When we learn that he is not a real inspector, we are left to wonder who, or indeed what, he is.

Key Techniques

Act	Character	Setting
Character	Dramatic irony	Smile
Emotive language	Stage directions	
Play	Staging	
Playwright		
Scene		

Use knowledge organisers to create practice essay plans.

Practise writing essays in timed conditions.



Learn key quotations by sticking them around the house in places you regularly go and reading them every time.

Highlight and annotate key passages / extracts from texts.

Scrooge

Not as solitary as an open in the past. He remembers who they are, he clearly cared. There are lots and yet Scrooge still remembers them.

Repetition of the opening of a chapter.

It adds emphasis to the questioning statement emphasizing how Scrooge has changed.

Does the building act as a metaphor for Scrooge's life?

Broken: Scrooge's misery / position in society like Scrooge's decayed: Scrooge is old, lonely, barrenness - his interactions with others.

Scrooge, as a young boy, read and imagined a character from a book. His imagination makes his wish real. He has to create a friend for himself.

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CONSOLIDATE



CONDENSE



MEMORISE



APPLY

How Parents and Carers Can Help.



Organisation and Planning

- It is important to have a plan as to when & what you will revise.
- Encourage your child to take breaks from revision – they should not really revise for longer than an hour without a short break.
- Use regular praise and encourage them to make a start on revision tasks.
- It is important to have a quiet place free from distractions to revise.

Useful Techniques

1. Mind Mapping

- They are a great way to give an overview of a topic.
- You can be very creative with them.
- Plain paper and some coloured pens are all you really need in terms of resources.
- Your child can then display them on the wall and in key places before their exam.

Mind Maps Use:

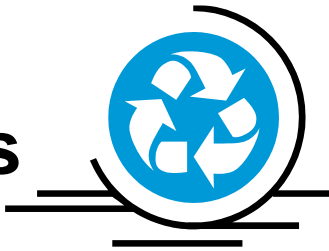


Lines



Color

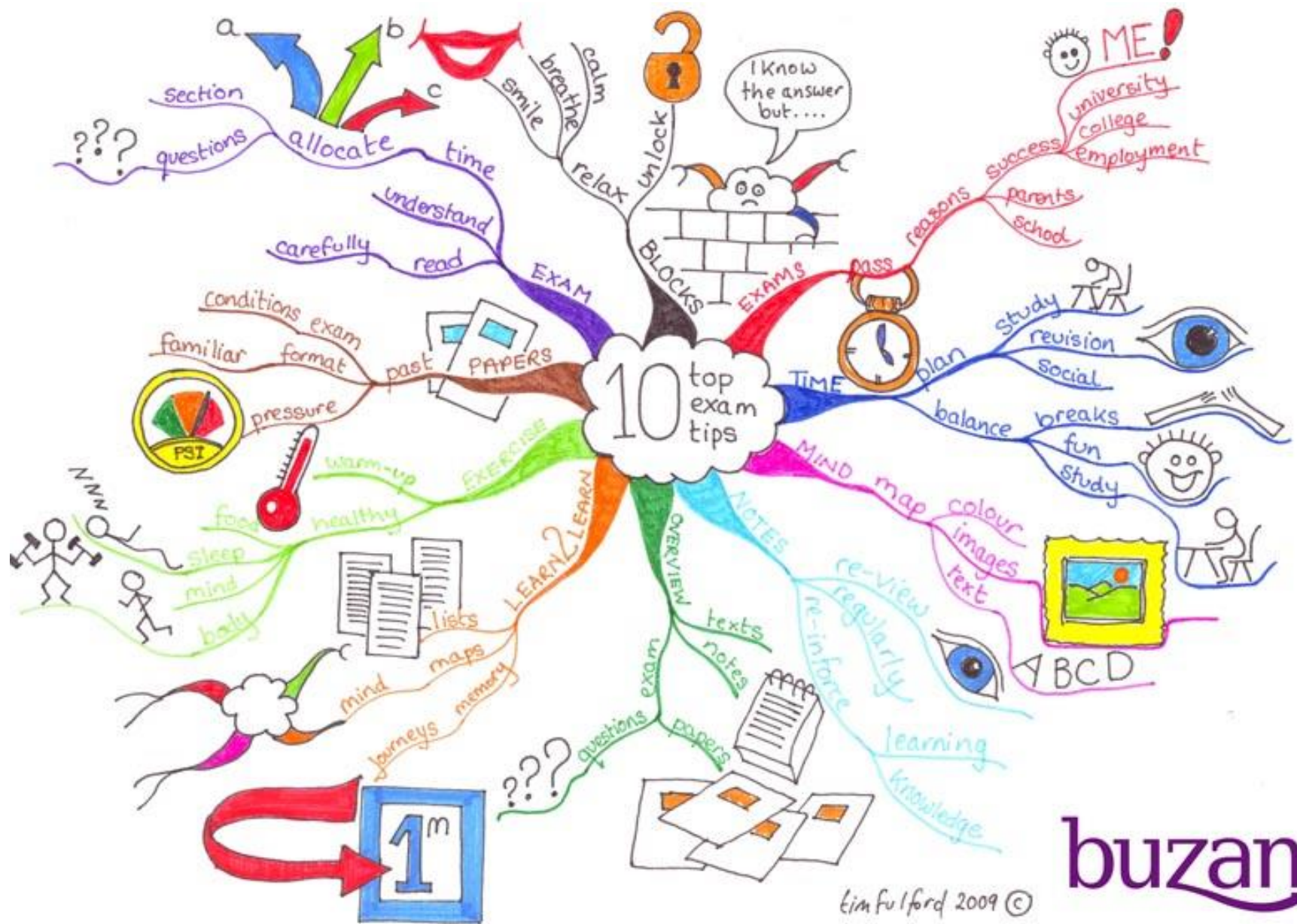
Symbols



Images

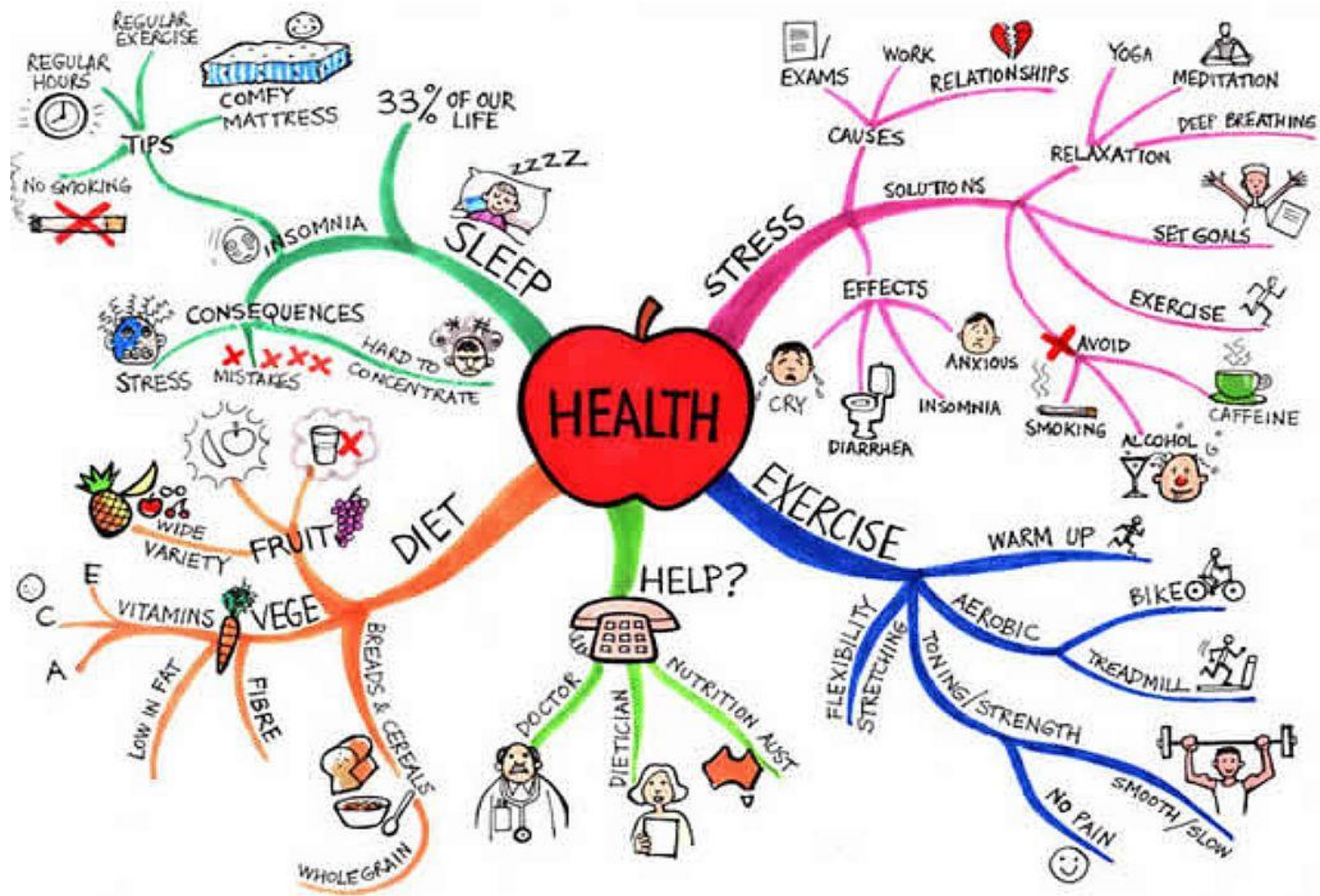


WORDS



buzan

tim fulford 2009 ©



Useful Techniques

2. Revision Cards

- A great idea to create a selection of cards that cover a topic.
- Try to condense the information and include questions.
- These are a great place for parents and carers to support by asking the questions and checking answers.
- Cards are available in most shops.

Revision Cards

The website quizlet is really useful in helping with revision cards.



Useful Techniques

3. Quizzing

- So, you have condensed all the knowledge you think you need to know and you have used various strategies to memorise it. What now?
- Quizzing yourself or getting others to quiz you can be very effective in evaluating what you know and where the gaps are.

Useful Techniques

4. Knowledge Organisers

- You can create your own to quiz how much you know but you can also find excellent models online so you can use them to quiz yourself on where your gaps are.

Past Papers and Quizzes

- Exam boards/Revision guides
- Familiarity with the examination
- Online platforms
- Quizzing/quizzing yourself/others

AQA

Please write clearly in block capitals.

Centre number Candidate number

Surname _____

Forename(s) _____

Candidate signature _____

GCSE
HISTORY

Paper 1A/A: America, 1840–1895: Expansion and consolidation

Specimen Material Session Time allowed: 1 hour 45 minutes

Materials
For this paper you must have:

- You **must** ensure you have the other optional question paper/answer booklet for the **Paper 1 Section B** topic you are entered for.
You will have 1 hour 45 minutes to complete **both** papers.
- an Interpretations Booklet (enclosed).

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all six** questions.
- Do all rough work in this book.

Cross through any work you do not want to be marked.

- You must answer the questions in the spaces provided.
- Do **not** write outside the box around each page or on blank pages.

For Examiner's Use	
Question	Mark
01	
02	
03	
04	
05	
06	
TOTAL	

REVISION

* = revise if possible
 // = no revision/break

TIME	MON	TUES	WED	THURS	FRI	SAT	SUN
8:30-4:30	school	school	school	school	school	*	*
4:30-5:00	media	chemistry	media	maths	english	maths*	//
5:00-5:30	english	chemistry	media	maths	english	maths*	//
5:30-6:00	//	//	maths	english	media	//	//
6:00-6:30	english	english	//	//	//	//	//
6:30-7:00	maths	english	//	//	chemistry	//	//
7:00-7:30	//	//	english	chemistry	//	*	biology
7:30-8:00	//	//	physics	chemistry	//	*	media
8:00-8:30	maths	biology	//	//	chemistry	english	//
8:30-9:00	maths	maths	maths	biology	physics	english	//

Questions received from parents

Feedback on mock exams and copies of the papers so that problem areas can be focused on	Specific feedback on which topics my child particularly needs to focus on	Details about exam leave and timings of exams	A reminder of the best revision techniques
How can my child boost their predicted grades and secure passes?	Help with topics that have been missed due to absence	When are the practical exams for subjects such as Drama and PE?	Support with how to structure revision and break it down so that it's little and often
Details of revision classes being held at lunchtime or after school	What revision resources are available?	At what point does new content stop being taught and revision start?	How are students being prepared for their exams and supported?
Will there be extended library hours or additional supervised study sessions available for students to utilise for their revision in the various subjects?		What measures will be taken in relation to GCSE grading in view of Covid?	Where can we access past papers?