



URSULINE HIGH SCHOOL

Year 8 End of Year Exams

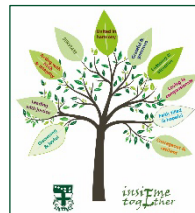
Information and Advice

Miss Guiheen and Miss Smith
Heads of Year 8



Key Information

- End of Year Exams will take place Monday 5th June – Friday 11th June 2023.
 - First week back after May Half-Term break
 - Exam timetable TBC.
- Exams will assess learning from across the whole year – not just most recent units / schemes of learning.
- Most exams will be around 1hr in length, maximum.
- Non-exam time during exam week will be allocated for independent revision in school.
- Revision information, including revision guides, is available.



Purpose of End of Year Exams



- End of Year exams are **formative** to help teachers identify any gaps in students' learning, and to help students identify targets and next steps.
- Results **not** used to set students next year.
- Structured exam week, helping to prepare students for the future.
- Not the be-all-and-end-all; but a step on a longer journey.

How to prepare?

- **Reflect** – what areas do I need to prioritise for revision?
 - **R/A/G** *rating topics and checklists can be a good way of thinking about this.*
- **Revise** – use the resources given to you by your teachers to help you, along with the resources and techniques that work for you.
- **Routine** – allocate time to revision, but also make sure there is time for everything else.
 - *Little and often is more effective than hours and hours of cramming.*



Revision Timetable (Example)

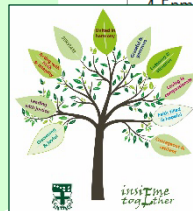
Term Time / Half Term

MY REVISION TIMETABLE								(Make one of these for each of the weeks before the exams)		How many sessions per week ?
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY	Subjects		
9 - 10am								ENGLISH	x	
10-11am								MATHS	x	
11-12am								SCIENCE	x	
12-1pm									x	
1-2pm									x	
2-3pm									x	
3-4pm									x	
4-5pm									x	

Revision Timetable during term time

Are timings realistic?
Is enough time have a rest planned in?
Should the same amount of time allocated to each subject?

Review the timetable if it doesn't work.

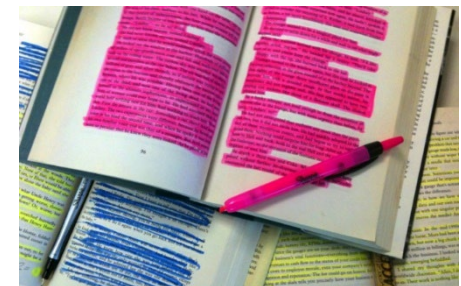
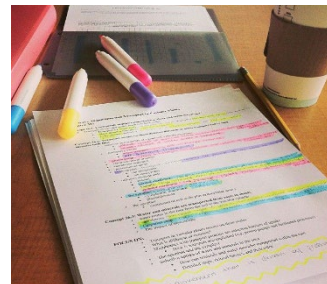
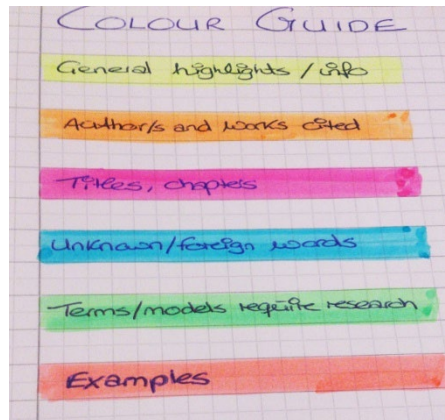


When do I work most effectively?
Morning
Afternoon
Evening

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Revision Timetable during half term

Revision Techniques

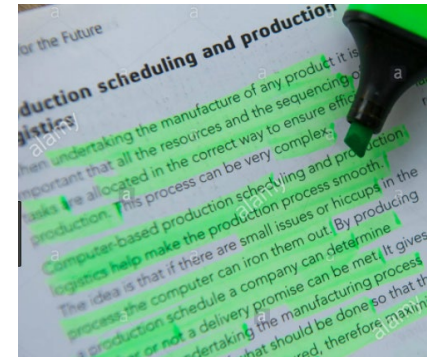


Remember – different people learn in different ways. What works for somebody else might not work as well for you. That's ok!!

What doesn't work so well



- **Re-reading class books / notes without summarizing or note taking.**
 - Revision should be more active: you should be doing something with the information you revise.
- **Excessive or thoughtless highlighting of notes**
 - Can you explain why you've highlighted what you've highlighted?
 - Have you used different colours for different things?
 - If the whole page is highlighted, what is the point?



Top Tip:

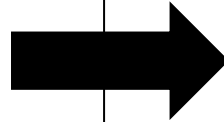
When re-reading your notes, you could summarise key points onto flashcards or mindmaps, or annotate your notes.



Effective Highlighting and Summarising



There are many forms of revision techniques that are thought to be effective, including: highlighting of notes; creation of flashcards and revision mindmaps; low-stakes quizzing; the use of past exam papers; creating songs, poems or raps to aid revision; presenting and talking about key concepts & ideas to others; and many more. Simply reading over lots of information has been shown to be less effective.




Good Revision:

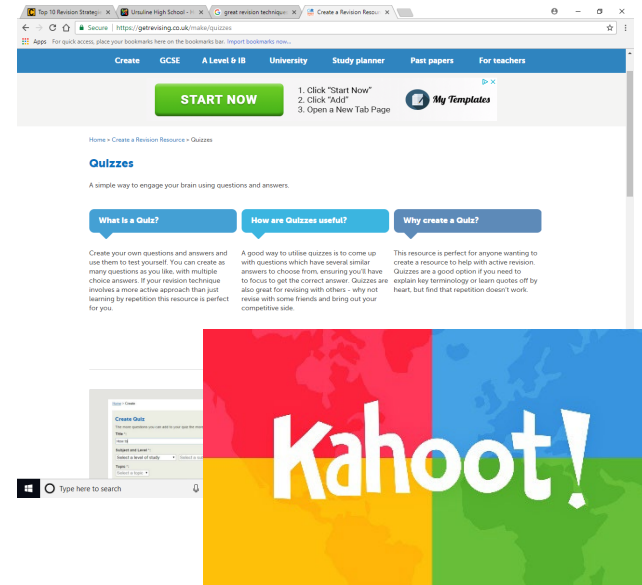
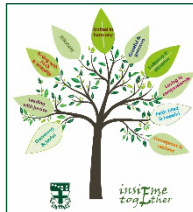
- ✓ Flashcards, mindmaps, posters.
- ✓ Past exam papers.
- ✓ Songs, poems, raps.
- ✓ Quizzes.

Bad Revision:

- Highlighting everything.
- Just reading over notes.
- Cramming the night before the test.

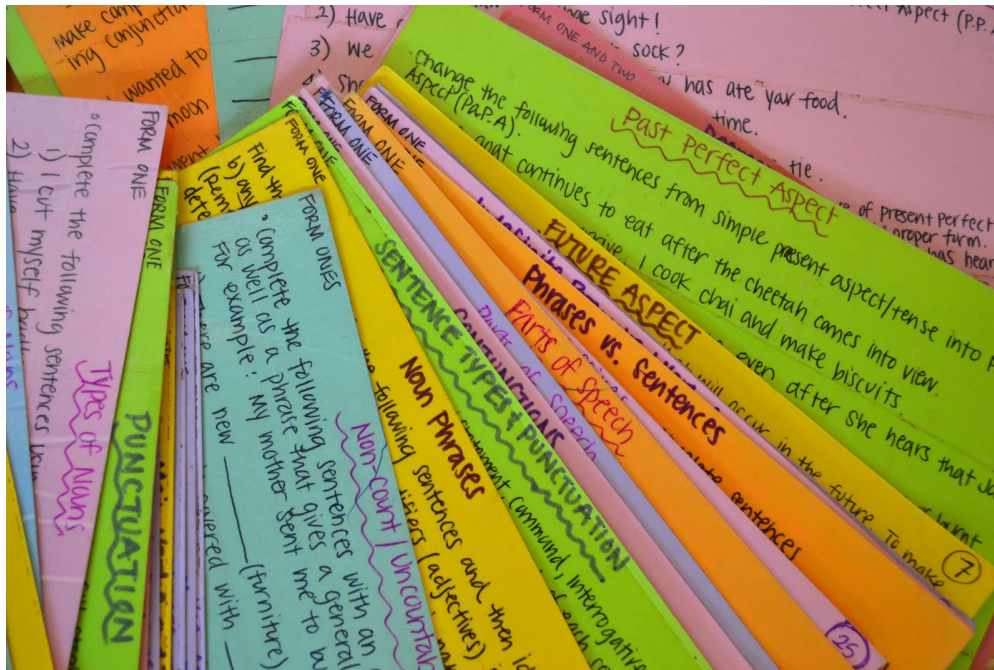
Quizzes and past papers

- Past papers and quizzes are an ideal vehicle to get students self-testing.
 - Proven to be a robust revision strategy, so that students can calibrate their knowledge and remembering.
 - There are various types of quizzes, of course, such as short answer, multiple-choice or true and false.
 - Students can create their own quiz resources to help themselves & their peers revise.
- 



While past papers might not be as relevant to Year 8 as to GCSE and A Level Students, completing practise exam-style questions enables students to develop their exam skills in preparation for their tests!

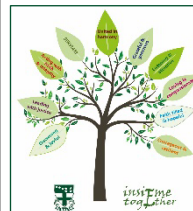
Use of flashcards



Questions to consider:

- Are the flashcards clearly labelled, e.g. with clear questions or headings?
- Are they arranged and organised in a logical way, e.g. by topic / unit?
- Is the information on the card(s) supported by images / diagrams?

Try **Cram.com**. This is a website where you can make digital flashcards. It also has games that help you revise!

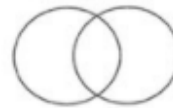


CRAM

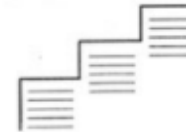
Active Reading

- Summarizing
- Explaining
- Identifying and key words and concepts
- Knowing why you read a text
- Knowing what information you look for
 - “From this information, I am looking for three reasons why...”

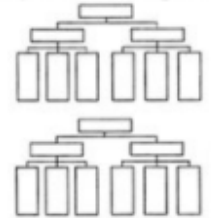
Venn Diagram



Sequential Thinking Model



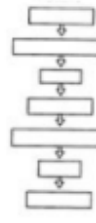
Sequential Thinking Model



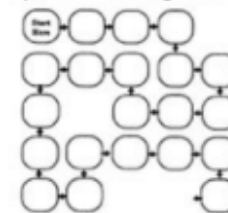
Chain



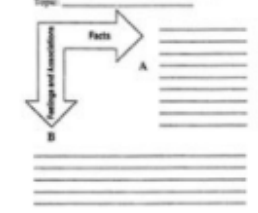
Chain



Sequential Thinking Model



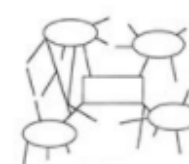
Thinking at Right Angles



Spider Map



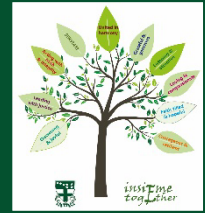
Web



Mind Map



Presenting/Teaching



Ask your daughter to present a topic for a minute or to teach you about what they've been revising.

WHY?

A good way of checking that your child is revising, and revising effectively.

Shows you are invested in their education.

HOW?

Parent: What have you been revising tonight?

Child: Science.

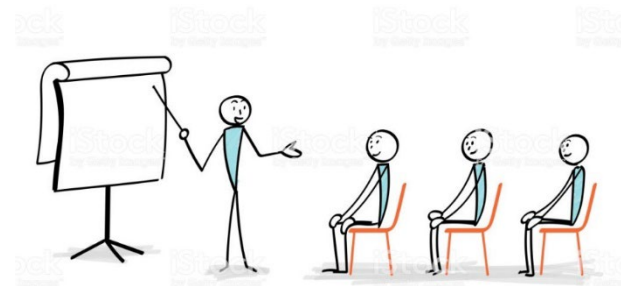
Parent: Specifically?

Child: Plant cells.

Parent: OK, tell me about...

MAKE IT
FUN

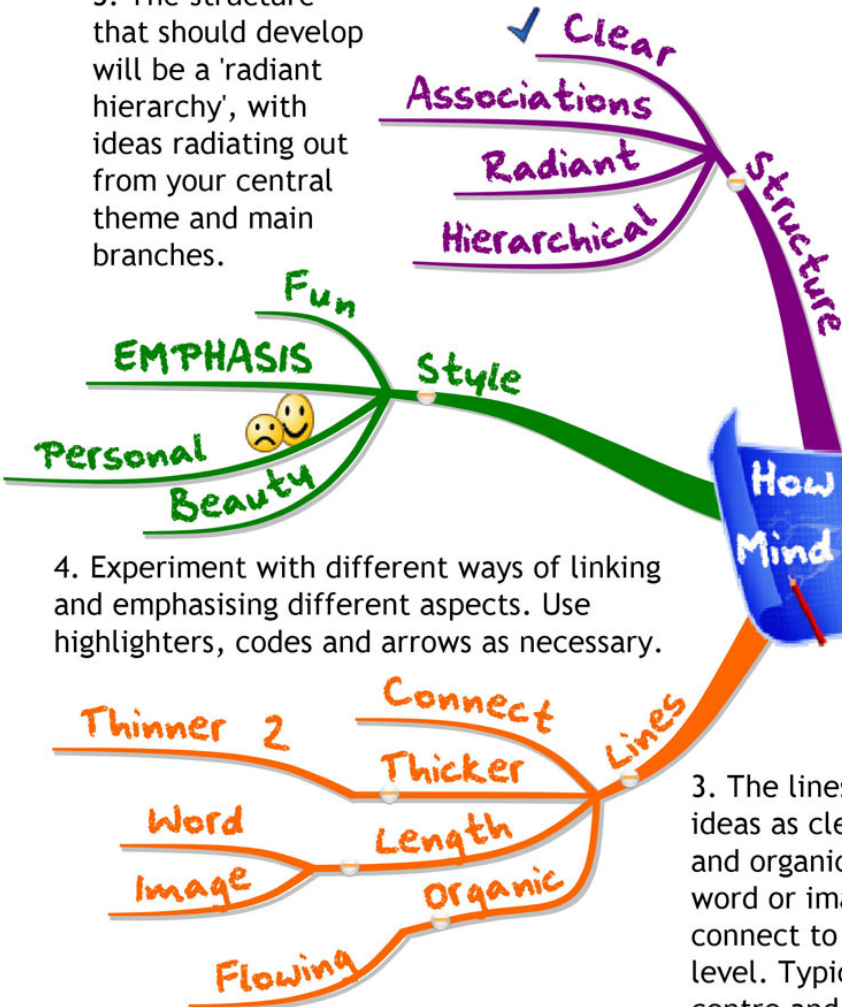
Why not play games like 'Just a Minute'. Give your child 1 minute to talk about a revision topic of their choice without hesitation, deviation, etc. Can you incentivise it?



Creating a Mindmap



5. The structure that should develop will be a 'radiant hierarchy', with ideas radiating out from your central theme and main branches.



1. Start at the centre of a blank, landscape page, ideally with a colourful image to represent your subject.

2. Use words and pictures throughout your map. Wherever possible use single KEY words, printed along a line. Each word or picture sits on its own line.

3. The lines make the associations between ideas as clear as possible. Make them flowing and organic, each line the same length as the word or image. Always ensure that lines connect to the end of the line at the previous level. Typically lines will be thicker at the centre and thinner further out.

4. Experiment with different ways of linking and emphasising different aspects. Use highlighters, codes and arrows as necessary.

How can parents help?

- Wherever possible provide a quiet dedicated space to revise.
- Check that a revision timetable is in place and that it allows for enough rest time.
- Ask your daughter to explain to you what she is doing.
- Ensure that distractions are minimized (mobile phones etc.).
 - Students may **say** that having music, etc. on helps them; this isn't necessarily true.
- Ensure that your daughter has enough sleep and refreshments.
- Check her school and revision material.
- **Provide reassurance**
- Check during the exam period that your daughter does not have access to any of her resources (this will give teachers a much clearer idea what needs to be taught when we return to school)
- Remind your daughter that support is available in school (Form Tutor, Head of Year, PSA etc)



What Resources are Available to my Daughter?

- Her class notes.
- Revision guide in digital format:
 - Year 8 Revision Team.
 - Hard copy available for £3.50 via ParentPay.
 - See email from Mr. Nichols for details.
- Knowledge Maps
 - Provided by departments for each unit.



Q&A

If there are any urgent questions relating to revision, please do email us:

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