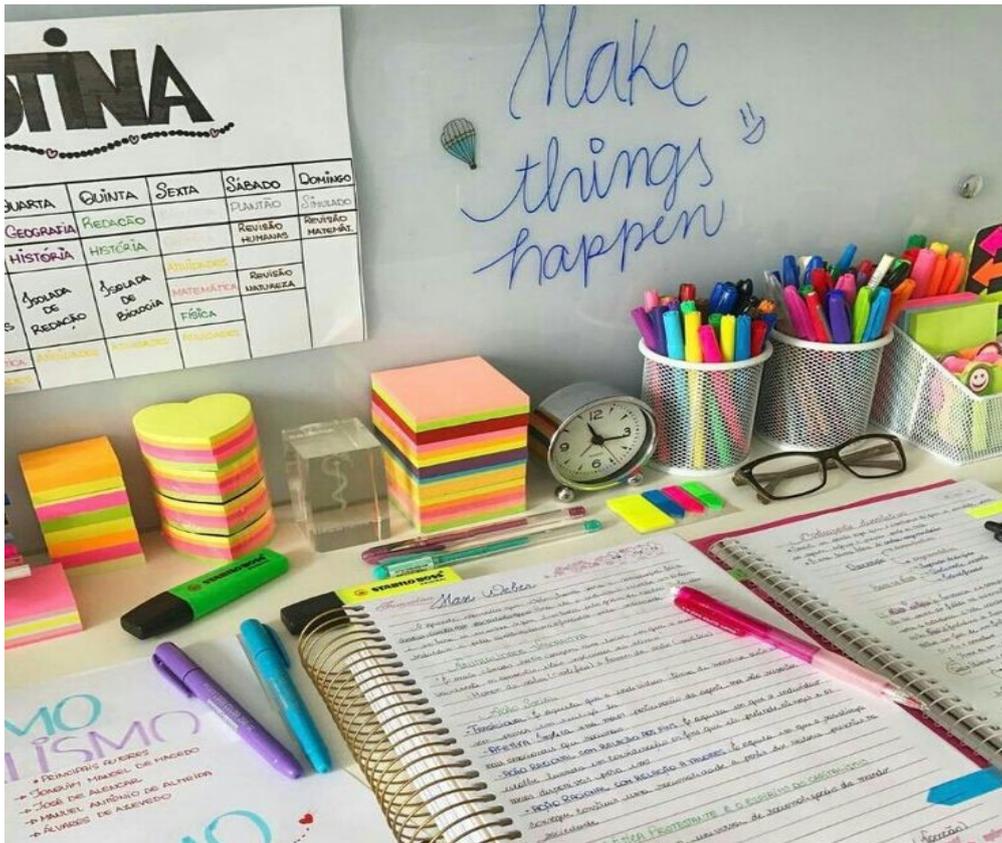




TCS Exam Preparation



Information for Parents and Students





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TCS Exam Preparation

Dear Parents, Carers and Students,

Welcome to our revision programme booklet. The aim of this booklet is to introduce you to our plans for intervention and revision over the coming weeks, explain the rationale and scientific evidence behind our plan and to equip parents with information that will allow you to help.

This programme closely follows the programme that was followed over the last two academic years. The fantastic GCSE and BTEC results achieved by our students in both Teacher Assessed grades and in external examinations in previous years are strong evidence of the impact of this programme. Student voice questionnaires completed by our students confirmed that they felt that the revision programme equipped them for their final exams while encouraging them to become independent learners.

The GCSE specifications

The GCSE specifications even with the adaptations for 2022, are very challenging. The sheer volume of material that students need to memorise means that revision is a long term process and not a last minute fix. Unfortunately, we cannot learn the content for our students; they need to spend many hours learning the key words, formulae, statistics, quotes and concepts for themselves. There are no short cuts to revision and recalling information and therefore for students to be successful, they will need to put in the hard yards.

We have moved away from traditional revision classes in favour of a more strategic and bespoke provision. Even if students attended revision sessions after school every day, it wouldn't be enough and they (and their teachers) would end up exhausted. This is why our approach is much more targeted, efficient and is designed to work alongside high quality teaching in class and students working independently at home.

Details of this strategy can be found inside this booklet. We hope you find the information useful.

Yours faithfully,

Jenny MacAulay

Assistant Head



Why not 'traditional' revision classes?

- Delivery of revision lessons after school, at weekends and in holidays reduces the time available for teachers to plan effective lessons and give feedback on work. We must remember that the greatest amount of time students have to access a teacher is in timetabled lessons.
- Students become stressed, tired and effectively burnt out by Easter because they have been under pressure to attend revision classes until 5pm every night, in addition to holiday and weekend attendance. This means that they do not reach their peak performance at the right time, it is unsustainable and, in our experience, impacts mental health and general wellbeing.
- Students will be required to study independently to succeed at College and University. Generic revision sessions promote a dependency culture where students are not able to take responsibility for their own learning and achievement and cannot function effectively in further and higher education.
- We want students to realise that the provision of revision and intervention opportunities is a luxury that is not afforded to students in further and higher education.
- We aim to ensure that students are able to achieve their best whilst preparing them to be expert learners in the future.



Mock Feedback

Following the mock exams, students have been provided with a personalised document to signpost the revision needed to progress. This is a very powerful document and, along with other information from class assessments and classwork, will ensure that students are clear about areas they need to work on at home.

Very Insecure Topics	Insecure Topics	Secure Topics
Straight line directions	Explain formation of spits, nays and bars	6 fig grid references
One reason for uneven shape of coastline	Describe the distribution of hot deserts	Direction
How sea defences protect the coastline	Outline 1 possible impact of deforestation	Name a process of erosion
Describe and explain the features of the rainforest vegetation	Suggest one way that international co-help make tropic more sustainabl	Using map to locate large scale
Reading % change bar graph	Asses the extent effects of earthq significant than :	
For a hot desert you have studied, to what extent does that environment provide both opportunities and challenges for development?	Discuss the effec on people and tl Use figure 2 and major city in the	

Paper 2	Max Mark
1.1. Megacity definition	1
1.2 Complete bar graph	2
1.3 Calculate the mean %	1
1.4 2 pull factors to LIC urban areas	2
1.5 Suggest why sanitation systems cause challenges in LICs. Use figure 2 and own understanding	4
1.6 Complete graph	1
1.7 Outline 1 advantage of recycling waste	2
1.8 Assess the importance of managing transport as part of urban sustainability	6
SPG	3
1.9 6 fig grid reference	1
1.10 Straight line distance	1
1.11 Suggest how regeneration can solve urban problems	9
SPG	3
3.1 Suggest how the % of income spent on food influences wellbeing	2
3.2 What is organic farming	1
3.3 Explain why there is a growing demand in the UK for food in LICs?	3
3.4 There are economic and environmental issues assoc with exploitation of energy resources. Explain using figure.	6
4.1 Complete map	2
4.2 Describe distribution of countries with 5-14.9% of their population undernourished	2
4.3 Suggest one reason for the differences in undernourishment between countries	2
4.4 What is meant by famine?	1
4.5 Suggest how food supplies can be made more sustainable?	6



What additional support will be happening?

iPrep

Independent Preparation, Revision and Exam Practice – student led

ELK

Enhanced Learning and Knowledge Sessions – teacher led

Additional Sessions

Invite only sessions

Most students will attend a mixture of iPREP and ELK sessions as and when they need them. We will be recommending, via the Mock feedback documents which sessions students should attend but we will not be following up if students fail to attend classes after school. The responsibility of each student's attendance rests with the student.





iPREP

iPREP

- The vast majority of our students are able to revise and learn independently. To support these students we are also offering Independent Preparation, Revision and Exam Practice (iPREP) sessions. The library will be available after school for students to work independently or in small study groups to complete past papers in a quiet and studious environment, free of the distractions that home can sometimes provide. Using their feedback sheets will allow them to use iPREP sessions to really focus their revision.
- iPREP will be available in the **library on Wednesday until 4pm**. We have restocked the revision guide section for students to access which makes it an ideal place for quiet, independent study. Students also have IT access so they can use revision websites such as Sharepoint, Teams, BBC bitesize, GCSE Pod and Corbett Maths.





Enhanced Learning and Knowledge (ELK sessions)

- Students can complement their revision and home study by attending our Enhancing Learning and Knowledge (ELK) sessions. ELK sessions will be offered over the course of the week using lunchtimes and afterschool. Each session will be an intense 35 minute class that will focus on a common area of weakness from the mock exams. An ELK session timetable will be provided in advance so that students know which one to attend. In each ELK session the teachers will provide the resources for students to fill the gaps in their knowledge and understanding and will be available to signpost websites, textbook and activities; mark exam questions; re-explain the concept as required.
- Students are only expected to attend an ELK session if it addresses a specific area they need to work on.
- We have limited opportunities to run ELK sessions due to meetings, extra curricular activities and therefore students may need to prioritise or alternate subjects each week.
- A provisional timetable will be published by the end of term so students can start to plan.
- ELKs will begin in the second week back in the new year.





Study Based Behaviours & the Intervention Code of Conduct

The vast majority of our students are extremely well behaved and hard working. To ensure that they can attend ELK, iPREP and any additional sessions and gain maximum benefit from them the following rules must apply:

- Students who attend ELK and iPREP sessions must have demonstrated that they are working hard in class, completing homework and revising at home. A range of evidence, including attitude to learning scores and reports from teachers, will be used to determine this.
- Students who disrupt these additional sessions will be removed and unable to attend future sessions.
- Parents must agree to collect students early if they are unable to get home independently but have disrupted ELK or iPREP sessions.
- Attendance at any alternative revision provision will be subject to the stipulations above as well as other specific pre-requisites.

We would like to stress again that these stipulations are in place to protect the learning and exam preparation of the vast majority of our students.



Which revision techniques should I use?

Quizzing

Quizzing and low stakes testing is proven to be the most effective revision technique.

“The frequency of students’ reported use of practice testing was significantly correlated with their performance on a final exam ([Hartwig & Dunlosky, 2012](#)).”

Once you are confident on a topic, then apply it to past exam questions.

DO NOT spend time re-reading notes, highlighting, summarising. These do not work and will waste your time.

Quizzing can be done using flashcards, questions and answers or through quizzing websites like SENECA, GCSE Pod, Educake.

Past papers

Getting inside the mind of the examiner and decoding the exam questions are really useful skills. Often the best way to do this is, with deliberate practice, answer past questions and look at the mark schemes.

These can be accessed from the exam board websites.

Pearson/Edexcel [Past papers](#) | [Past exam papers](#) | [Pearson qualifications](#)

AQA [AQA](#) | [Find past papers and mark schemes](#)

OCR [Past papers materials finder - OCR](#)

Planning your revision

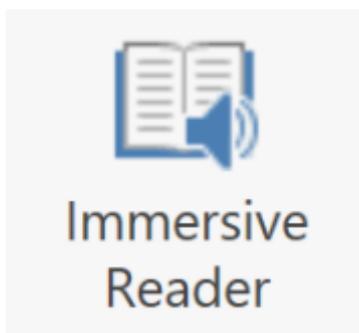
Although this isn’t a technique, it is really important your revision has a structure so you know you are concentrating on the areas of weakness, difficult concepts etc and not just going over information you know already.

There are lots of online revision planners and [BBC bitesize](#) has some downloadable templates you can customise.



What strategies can support students with additional needs?

- Plan your revision so you have a routine for the week. Use the template planner on our website or those on BBC bitesize.
- Online quizzing websites like Seneca, GCSE Pod or Educake allow high quality revision without spending time making notes. This is a much more efficient way of learning.
- Record some questions and answers into the voice recorder on your phone
- Consider purchasing pre made flashcards from CGP so your time can be spent on quizzing, not writing.
- Use [Immersive Reader](#) (found in Word Documents, MS Quizzes, PowerPoints) to read the text aloud
- Use GCSE pod for audio narration, subtitles and lots of visual information. You can then select the 'Check and Challenge' tasks to test yourself.
- Short sessions of revision are far more effective than spending hours on a subject.
- If you use a WP, consider using PowerPoint to type flashcards with questions on one slide, answers on the next. Print out as a handout.
- Create mind maps on a topic and then reproduce another one from memory. [How To Mind Map With Tony Buzan \(Using 3 Simple Rules\) | MindMaps Unleashed](#)
- Use a coloured overlay with revision notes, cards and coloured paper for flashcards.
- Plan to answer past exam questions in your independent revision. Read questions carefully before starting to answer them.
- Use mark schemes to see what the examiner is looking for. Then see if you can write your own. This will really improve your exam technique.
- Always ask your teachers or tutor for help if you need assistance with anything.





100* Things Handbook

We will be providing students with a handbook containing facts which, when memorised, will greatly improve their chance of success. The new specifications demand that a lot more information is committed to memory from formulae in maths, quotes in English and huge amounts of vocabulary in MFL. The handbooks can be downloaded from our website.

Memorising content is one key part of the examinations. Without knowing the subject matter you can't even begin to apply it, analyse it or evaluate it. Therefore learning the facts by heart will go a long way to being better prepared for the exams.

This booklet is designed to be downloaded, carried around and used daily for quick quizzes and testing oneself/each other. Parents can also help by asking questions on the facts learnt. It could be used in tutor time, waiting for the bus or any small chunks of time during the day.

Teachers have taken the time to put together the key information they think would make a big difference to their subjects if learnt. It will be one of the most powerful resources in their school bags!

The 100 THINGS challenge

* Disclaimer: The exact number of facts may vary. The amount shown is an approximate figure.



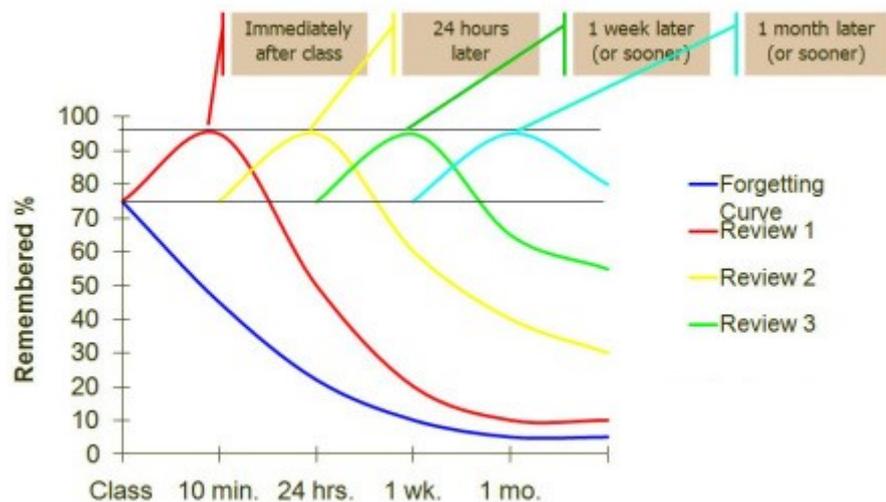
What can parents do to help?

During the final run up to GCSEs students need to ensure that any part time jobs are kept to a minimum to ensure students are well rested for school. There is lots of evidence to emphasise that attendance in school is absolutely essential to success at GCSE.

If you have concerns about a particular issue during the next few months, please do get in touch with the relevant teacher, tutor or Mrs Yacoby as soon as possible. Often concerns can quickly be resolved with swift intervention.

Please re-enforce at home that revision and exam preparation is a lot of hard work. There are no short cuts and it isn't easy. However it is a relatively short period of students' lives which will require this intense effort. Students inevitably forget information so the regular revisiting of information and regular low-stakes quizzes and quick tests is really important.

We show students 'The Forgetting Curve' to demonstrate the importance of revising content several times to ensure it stays in our long term memory. Only 50% of information learnt on day 1 is likely to be remembered the following day. Therefore, revisiting it and learning it again a 2nd and 3rd time will improve the amount retained. To allow students time to do this, revision has to be a long term task which starts today.





What can parents do to help?

Some students spend a lot of time making beautifully neat revision posters and spider diagrams or claim they revise by re-reading and highlighting. These are all proven to be fairly ineffective and give students a false sense of security. Please challenge your sons/daughters to revise by completing past exam questions (with or without their books/mark schemes) and doing quizzes. Parents can really help by offering to quiz their child at the end of their revision time for a few minutes. The act of recalling that information for the quick quiz will help it stick for longer.

Good quality sleep is essential to a successful school day and exam. Please encourage lights out (and wifi off!) at a sensible time and impose limits on games and screen time late at night.

Revision should be done in silence. Listening to the radio or to music is distracting. Removing phones or tablets from the room during revision time is a good plan because it reduces the distractions and can then be used as a reward for breaks. Although it isn't everyone's favourite meal of the day a good breakfast also helps provide the energy needed.





Key Revision Websites

There are lots of good revision websites which can help to add variety to the process of revising. They should be used as part of the process and should never be relied upon as the main tool. Many of them provide content and ideas for the specifications but they rarely include enough detail to get a grade 7 or above. Often they do provide some good quizzes which can provide a great way of checking that a topic has been understood and memorised.

Websites

www.mymaths.co.uk

www.Senecalearning.com

www.gcsepod.com

www.bbc.co.uk/education

www.kerboodle.com

www.memrise.com

www.quizlet.com

www.conjugemos.com (MFL)

www.duolingo.com (MFL)

www.focusonsound.com (Music)

www.studentartguide.co.uk (Art)

www.photoutopia.co.uk (Art Photo)

Apps

- Diagnostic questions (maths)
- Quizlet
- Memrise





GCSE Pod

What is it?

- One website, 3 apps and over 6000 pods
- Can be used on mobile devices, tablets and PCs
- Short 3-5 minute clips
- Helps with learning, homework and revision
- Selected material for our exam boards
- It is free for Year s 10 and Year 11 students at Testbourne

How does it work?

- You can create personal playlists
- You can download specific playlists to listen to offline
- Consistent use in just 10-minute chunks is proven to support achievement up to a grade 9
- Each pod has a subject expert reading and explaining everything clearly and precisely. The pods include facts, quotes, keywords and annotated diagrams on screen.
- You can complete 'check and challenge' activities which will quiz you on the GCSE pods you have just watched. They will self-mark to give you instant feedback.



My Courses

Keep yourself organised by viewing a list of your upcoming exams in subject or date order. View an exam playlist to see all the Pods relevant to that exam, select the areas you find tricky and download to watch on the way to school.



Playlists

Create a new playlist, give it a name, add some Pods and save. Watch the playlist online to brush up on your knowledge or download it and take it out and about with you on your device.



Check & Challenge

Test your knowledge on Pods by completing quizzes and questions. Receive instant feedback on your answer with helpful tips to help you understand why it's right or wrong.

How do I get started?

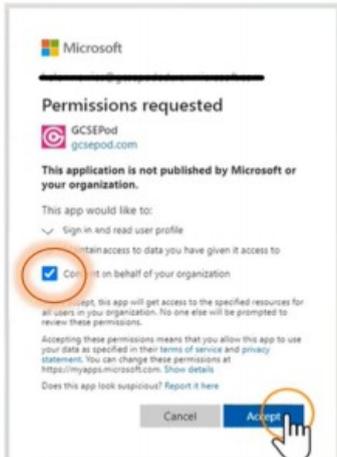
Activating your GCSEPod account through Office 365

- Go to www.gcsepod.com and click 'Login'
- Click the Office 365 button:

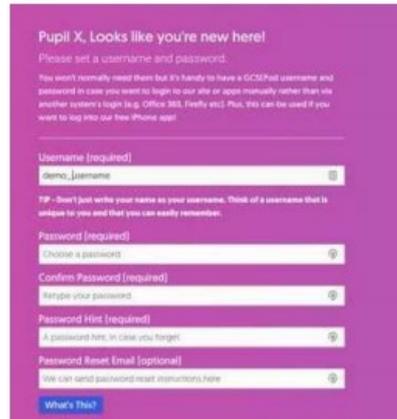
On the next screen click the Office 365 button again or enter your email and click 'Login'



3 Tick the consent box on the popup and then click 'Accept'.



4 You'll need to fill in a few details here and set a password to use with our GCSEPod app.



5 You're now logged in and ready to get started!
The next time you sign in you just need to **repeat steps 1 and 2** to sign in again.

KNOWLEDGE ROUND-UP

Test your child on their Pod knowledge with some of these general questions

GENERAL QUESTIONS

1. What did you learn from watching the Pod?
2. What will you remember?
3. Tell me 3 key words you have learned from the Pod.
4. Tell me everything you know on the topic.
5. How confident do you feel on the subject?
6. Do you think you need to learn more on that subject?
7. What part of the Pod interested you the most?
8. What was your favourite part of the Pod?
9. Teach me what you've learned
10. Where you surprised by what you've learned?
11. What was your least favourite part?



TIP

Print out this page, take it everywhere you go and ask questions when you're in the supermarket, in the car, cooking dinner...

TIP

Think of some specific questions on other subjects, like photosynthesis, algebra or WWII