

How to ensure the mocks run smoothly for you

Year 11

8 November 2023

KLB



KATHARINE
LADY
BERKELEY'S
SCHOOL
FOUNDED 1384

Timeline

| Term | Weeks |
|--------|--|
| Term 1 | 8 |
| Term 2 | 6½ weeks Mock exams – start halfway through week 4 (last 2 weeks) |
| Term 3 | 5½ weeks |
| Term 4 | 5½ weeks |
| Term 5 | 6½ weeks Timetabled lessons: 4 weeks Celebration day: Friday 3 May GCSE exams start: Thursday 8 May, run for 2 ½ weeks before half term |
| Term 6 | 2½ weeks of exams Finish 19 June |

Today.....

- Preparation for mocks
 - Arrangements
 - Subject information
 - Revision advice – when, what and how?
- Support from school

Why do mock examinations matter?

- Chance to revise some of the content and assess effectiveness of that revision
- Dress rehearsal in formal setting reduces stress
- Inform progress towards next steps in a subject
- Indicators for pupils and teachers
- Delivers a message – motivates/warning message
- In the event of a pandemic.....

Arrangements for the fortnight

- Start Wednesday 6 December and last 2 weeks
- Sports Hall or squash courts
- 3 school weeks before they start (from start of next week)

- In school at all times – in exam or in lessons
- In lessons: revise independently or have structured revision sessions
- **Further details to follow about expectations**

Examination details

| Date | Session 1 | Session 2 | Session 3 |
|-------------------------|---------------------------------------|-----------------------------------|---|
| Wednesday 6th December | English Language | | Computer Science/Cambridge IT |
| Thursday 7th December | Business Studies | | Maths non calculator |
| Friday 8th December | Sociology | | Combined Science/Separate Science Biology |
| Monday 11th December | Graphic Products/ Resistant Materials | Cope/ Cn, Jp, Sp Reading | Cope/ Cn, Jp, Sp Writing |
| Tuesday 12th December | History | Drama/ Separate Science Chemistry | PE/ VCERT Health and Fitness |
| Wednesday 13th December | English Literature | | Geography |
| Thursday 14th December | Food | French Reading | French Writing |
| Friday 15th December | Art all day | Art all day | Art all day |
| Monday 18th December | Drama | | Combined Science/Separate Science Physics |
| Tuesday 19th December | Music | | Cambridge Health and Social Care |
| Wednesday 20th December | Maths Calculator | | |

Examination details

- Basic schedule..... to use for planning
- Individual timetable (venue, seat no.) issued next week
- Extra time?

Details of each exam

- Email with link to all this information
- One page per subject

Mock Examination Summary Information

Subject: English Language


| | |
|-------------------------------------|---|
| | Include: |
| Paper information - overview | <p><i>One paper which lasts for 1 hour and 45 minutes: English Language Paper 2 – Writers’ Viewpoints and Perspectives:</i></p> <p><i>Section A (reading and answering four questions of increasing difficulty based on two extracts from a modern non-fiction text and a 19th century non-fiction text); Section B (pupil’s own writing from a viewpoint)</i></p> |

| | |
|------------------------|---|
| | Include: |
| Content details | <p>English Language Paper 2 Section A: four questions of increasing difficulty based on two non-fiction extracts – one modern, one from the 19th century.</p> <ul style="list-style-type: none">• Question 1: find four statements about an extract which are true (4 marks)• Question 2: question on summarising similarities or differences between the two extracts. (8 marks)• Question 3: question about the effect the language used by the writer has in one of the extracts (12 marks)• Question 4: comparing how the two texts convey different viewpoints (16 marks) <p>English Language Paper 2 Section B: viewpoint writing</p> <ul style="list-style-type: none">• Question 5: viewpoint writing based on a statement printed in the exam; pupils are required to respond to this statement. No choice of question. (40 marks: 24 marks for content and organisation; 16 marks for spelling, punctuation and grammar) |

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You need a plan!

You need a plan!

- Some subjects have started already
- Structured 3 week plans for each subject
- Our advice:
 - 2 sessions (45 – 60 minutes) each evening Mon –Thurs
 - 5 sessions at the weekend
 - Extra if you can manage it?
- **No other homework set**
- **Remove distractions**
- **Be organised – all resources ready in advance**
- Equal spread across all subjects
- **Here's how.....**

List subjects.....

- Mathematics
- English
- Science
- French
- History
- PE
- Sociology

Weight subjects.....

- Mathematics
- **English Language**
- **English Literature**
- Science
- **Science**
- French
- History
- PE
- Sociology

You can prioritise...

- Mathematics
- English Language
- English Literature
- Science
- Science
- French
- History
- PE
- Sociology
- **Mathematics**

Mix them up!

- Mathematics
- English Literature
- Science
- French
- History
- PE
- English Language
- Science
- Sociology

Number them = “unit”

1. Mathematics
2. English Literature
3. Science
4. French
5. History
6. PE
7. English Language
8. Science
9. Sociology

Fill in the sessions...

- For the 3 week plan
- Leave an occasional gap?
- You can do more if you want to!

**w/b 13
Nov**

| | | | | | | | | | | | | | | | |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Monday | Monday | Tuesday | Tuesday | Wednesday | Wednesday | Thursday | Thursday | Weekend | Weekend | Weekend | Weekend | Weekend | Weekend | Extra | |
| Session 1 | Session 2 | Session 1 | Session 2 | Session 1 | Session 2 | Session 1 | Session 2 | Session 1 | Session 2 | Session 3 | Session 4 | Session 5 | Session 5 | Session 1 | Session 2 |
| | | | | | | | | | | | | | | | English |

**w/b 20
Nov**

| | | | | | | | | | | | | | | | |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Monday | Monday | Tuesday | Tuesday | Wednesday | Wednesday | Thursday | Thursday | Weekend | Weekend | Weekend | Weekend | Weekend | Weekend | Extra | |
| Session 1 | Session 2 | Session 1 | Session 2 | Session 1 | Session 2 | Session 1 | Session 2 | Session 1 | Session 2 | Session 3 | Session 4 | Session 5 | Session 5 | Session 1 | Session 2 |
| | | | | | | | | | | | | | | | Science |

**w/b 27
Nov**

| | | | | | | | | | | | | | | | |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Monday | Monday | Tuesday | Tuesday | Wednesday | Wednesday | Thursday | Thursday | Weekend | Weekend | Weekend | Weekend | Weekend | Weekend | Extra | |
| Session 1 | Session 2 | Session 1 | Session 2 | Session 1 | Session 2 | Session 1 | Session 2 | Session 1 | Session 2 | Session 3 | Session 4 | Session 5 | Session 5 | Session 1 | Session 2 |
| | | | | | | | | | | | | | | | Maths |

| | | | | | | | | | | | | | | | |
|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Monday | Monday | Tuesday | Tuesday | Wednesday | Wednesday | Thursday | Thursday | Weekend | | | | | | | |
| Session 1 | Session 2 | Session 1 | Session 2 | Session 1 | Session 2 | Session 1 | Session 2 | Session 1 | Session 2 | Session 1 | Session 2 | Session 1 | Session 2 | Session 1 | Session 2 |
| Maths | English | Science | French | History | PE | English | Science | Sociology | | | | | | | |

Repeat the “unit”

w/b 13
Nov

| | | | | | | | | | | | | | | | |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
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| | | | | | | | | | | | | | | | English |

w/b 20
Nov

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| | | | | | | | | | | | | | | | Science |

w/b 27
Nov

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| | | | | | | | | | | | | | | | Maths |

| | | | | | | | | | | | | | | | |
|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Monday | Monday | Tuesday | Tuesday | Wednesday | Wednesday | Thursday | Thursday | Weekend | Weekend | Weekend | Weekend | Weekend | Weekend | Extra | Extra |
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| Maths | English | Science | French | History | PE | English | Science | Sociology | | | | | | | |

Check.....

- After school session clashes

During the examination fortnight

- Personalise plan around your exams

During the examination fortnight

- Personalise plan around your exams
- Add exams onto your plan.....but wait for advice about how to organise revision over this period

| | | Lesson | Exam/Rev | | | Lesson | Exam/Rev | | | Lesson | Exam/Rev | | | Revision | |
|--|--|--------------|----------|--|--|--------------|----------|--|--|--------------|----------|--|--|--------------|--|
| | | Wed 6 Dec | | | | Thurs 7 Dec | | | | Fri 8 Dec | | | | Weekend | |
| | | Period 1 | | | | Period 1 | | | | Period 1 | | | | Session 1 | |
| | | Period 2 | | | | Period 2 | | | | Period 2 | | | | Session 2 | |
| | | Period 3 | | | | Period 3 | | | | Period 3 | | | | Session 3 | |
| | | Period 4 | | | | Period 4 | | | | Period 4 | | | | Session 4 | |
| | | Period 5 | | | | Period 5 | | | | Period 5 | | | | Session 5 | |
| | | After school | | | | After school | | | | | | | | | |
| | | After school | | | | After school | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | Lesson | Exam/Rev | | | Lesson | Exam/Rev | | | Lesson | Exam/Rev | | | Revision | |
| | | Mon 11 Dec | | | | Tues 12 Dec | | | | Wed 13 Dec | | | | Thurs 14 Dec | |
| | | Period 1 | | | | Period 1 | | | | Period 1 | | | | Fri 15 Dec | |
| | | Period 2 | | | | Period 2 | | | | Period 2 | | | | Period 1 | |
| | | Period 3 | | | | Period 3 | | | | Period 3 | | | | Period 2 | |
| | | Period 4 | | | | Period 4 | | | | Period 4 | | | | Period 3 | |
| | | Period 5 | | | | Period 5 | | | | Period 5 | | | | Period 4 | |
| | | After school | | | | After school | | | | After school | | | | Period 5 | |
| | | After school | | | | After school | | | | After school | | | | Session 1 | |
| | | | | | | | | | | | | | | Session 2 | |
| | | | | | | | | | | | | | | Session 3 | |
| | | | | | | | | | | | | | | Session 4 | |
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| | | | | | | | | | | | | | | | |
| | | Lesson | Exam/Rev | | | Lesson | Exam/Rev | | | | | | | | |
| | | Mon 18 Dec | | | | Tues 19 Dec | | | | | | | | | |
| | | Period 1 | | | | Period 1 | | | | | | | | | |
| | | Period 2 | | | | Period 2 | | | | | | | | | |
| | | Period 3 | | | | Period 3 | | | | | | | | | |
| | | Period 4 | | | | Period 4 | | | | | | | | | |
| | | Period 5 | | | | Period 5 | | | | | | | | | |
| | | After school | | | | After school | | | | | | | | | |
| | | After school | | | | After school | | | | | | | | | |

What?

Mock Content

- Content selected by departments
- Summary sheet provides brief notes

| | |
|------------------------|--|
| | Include: |
| Content details | <p>For Section A USA 1919-1948 you could be examined on the following:</p> <p>1920s USA including the causes of the boom, economic hardships, women, prejudice and intolerance for political views, racism towards African Americans and prohibition.</p> <p>1930s USA including the causes of the Wall Street Crash, the Great Depression, the 1932 election, the New Deal and opposition to the New Deal.</p> <p>1940s USA including the war economy WW2, the treatment of Japanese and African Americans.</p> <p>For Section B Empire 1688-1730 you will be examined on the following:</p> <p>Ireland, Scotland, emigration, the trans-Atlantic trade, the East India Company, the British economy and empire and the impact of Empire on British people (working lives, consumer habits, political ideas and racial ideas)</p> |

Detailed Revision Plans

- Week by week
- Content to cover (chunked down)
- Resources
- Strategies.....

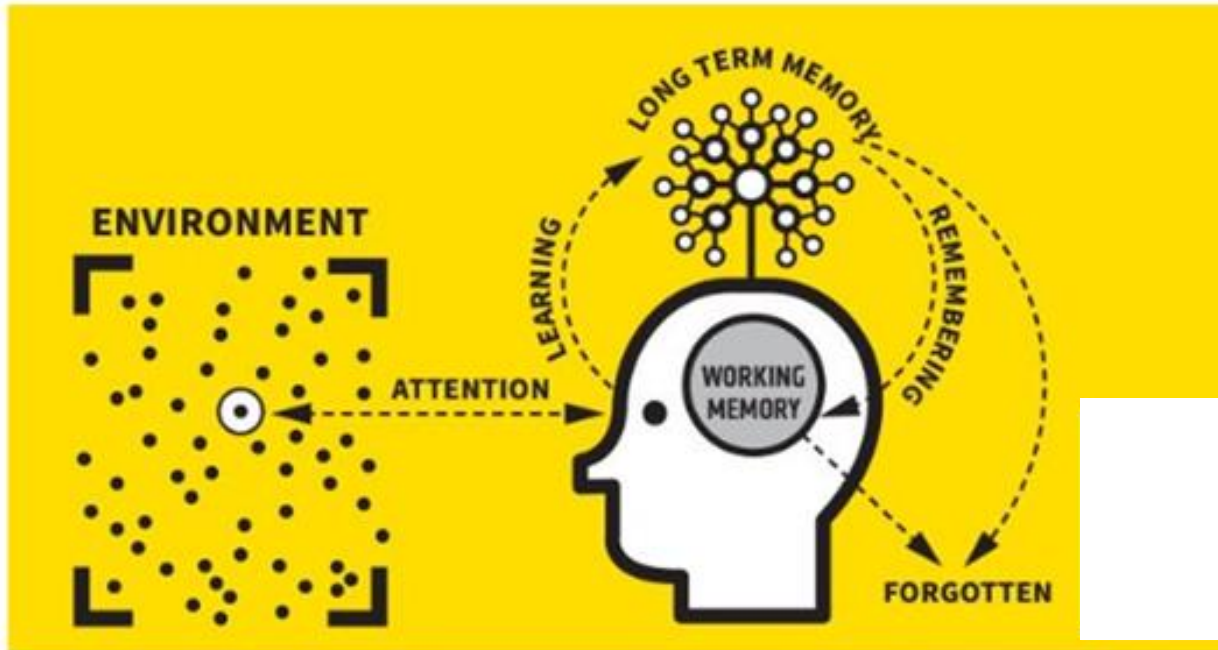
| Topic: | Tasks to complete: |
|---|---|
| <p><u>THEME ONE</u></p> <p>Topic 1.2 Spotting a business opportunity</p> <ul style="list-style-type: none"> • Customer needs • The role of market research • Types of market research • Market research data • Market segmentation • Market mapping • The competitive environment | <p>Revision guide: pages 6-14</p> <p>GCSE Pod: https://members.gcsepod.com/shared/playlists/playlist/1397450</p> <p>https://members.gcsepod.com/shared/podcasts/title/11457 (market maps & competition)</p> <p>GCSE Bitesize: What is a business? https://www.bbc.com/education/guides/zrvb9j6/revision</p> <p>Why set up a business? https://www.bbc.com/education/guides/zc3gkqt/revision/1</p> <p>Understanding customer needs, market mapping, segmentation, competition, adding value https://www.bbc.com/education/guides/zd4kq6f/revision/1</p> |

Detailed Revision Plans

- Week by week
- Content to cover (chunked down)
- Resources

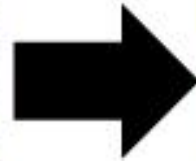
- Strategies.....**How?**

Long term memory is where you store all your factual information and procedural knowledge (skills).



Typical Forgetting Curve for Newly Learned Information





Active Revision

How to prepare for exams



Gather

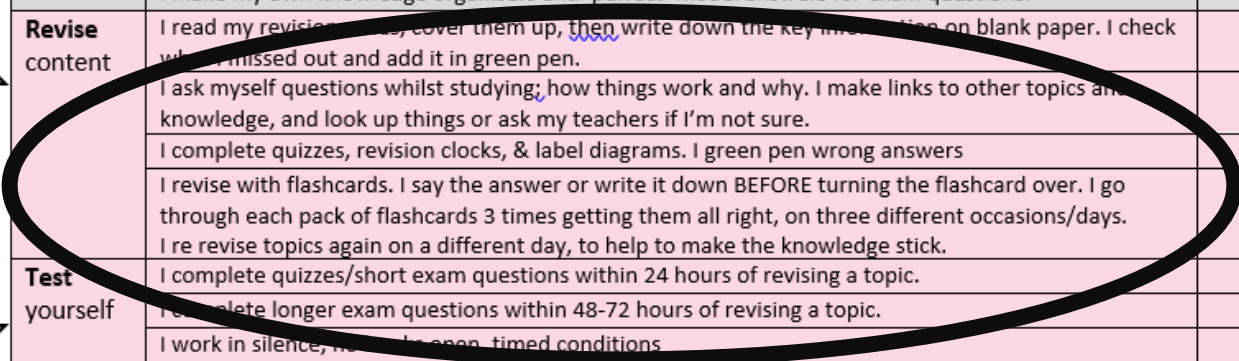
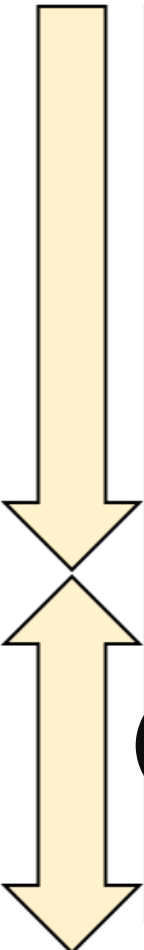
Make

Revise

Test

Personal revision audit

| Stage | How do you currently revise? | Yes | No | How could I revise more effectively? |
|--------------------------------------|--|-----|----|--------------------------------------|
| Plan revision | I plan revision in a timetable so it's spaced over several days or weeks | | | |
| | I revise in slots of no more than 45 minutes | | | |
| Gather what you need | My notes in my exercise books are up to-date, I copy up work if I miss a lesson. | | | 10% |
| | I have a copy of the exam board revision books for all my subjects | | | |
| | I know where to find the knowledge organisers & content checklists for each unit on the W Drive. I also know where to find quizzes/revision resources for each of my subjects on the W Drive and online. | | | |
| | I rag rate the content I need to revise; red amber green and I begin with 'red'. | | | |
| | I know the exam boards for my subjects and where to find past papers and mark schemes | | | |
| | I have a paper or plastic revision folder for each subject, paper to write on, blank flashcards, highlighters and post it notes | | | |
| Make revision resources | I have a blank planner/timetable I use to map out revision sessions | | | 20% |
| | I file flashcards I have made in my subject revision folder to reuse | | | |
| | I have an account with Quizlet or AnkiApp where I keep online flashcards | | | |
| | I make and keep revision notes/mind maps in my subject revision folder | | | |
| Revise content | I make my own knowledge organisers and 'perfect' model answers for exam questions. | | | 40% |
| | I read my revision notes, cover them up, then write down the key information on blank paper. I check what I missed out and add it in green pen. | | | |
| | I ask myself questions whilst studying; how things work and why. I make links to other topics and knowledge, and look up things or ask my teachers if I'm not sure. | | | |
| | I complete quizzes, revision clocks, & label diagrams. I green pen wrong answers | | | |
| | I revise with flashcards. I say the answer or write it down BEFORE turning the flashcard over. I go through each pack of flashcards 3 times getting them all right, on three different occasions/days. I re revise topics again on a different day, to help to make the knowledge stick. | | | |
| Test yourself | I complete quizzes/short exam questions within 24 hours of revising a topic. | | | 30% |
| | I complete longer exam questions within 48-72 hours of revising a topic. | | | |
| | I work in silence, no music on, timed conditions | | | |



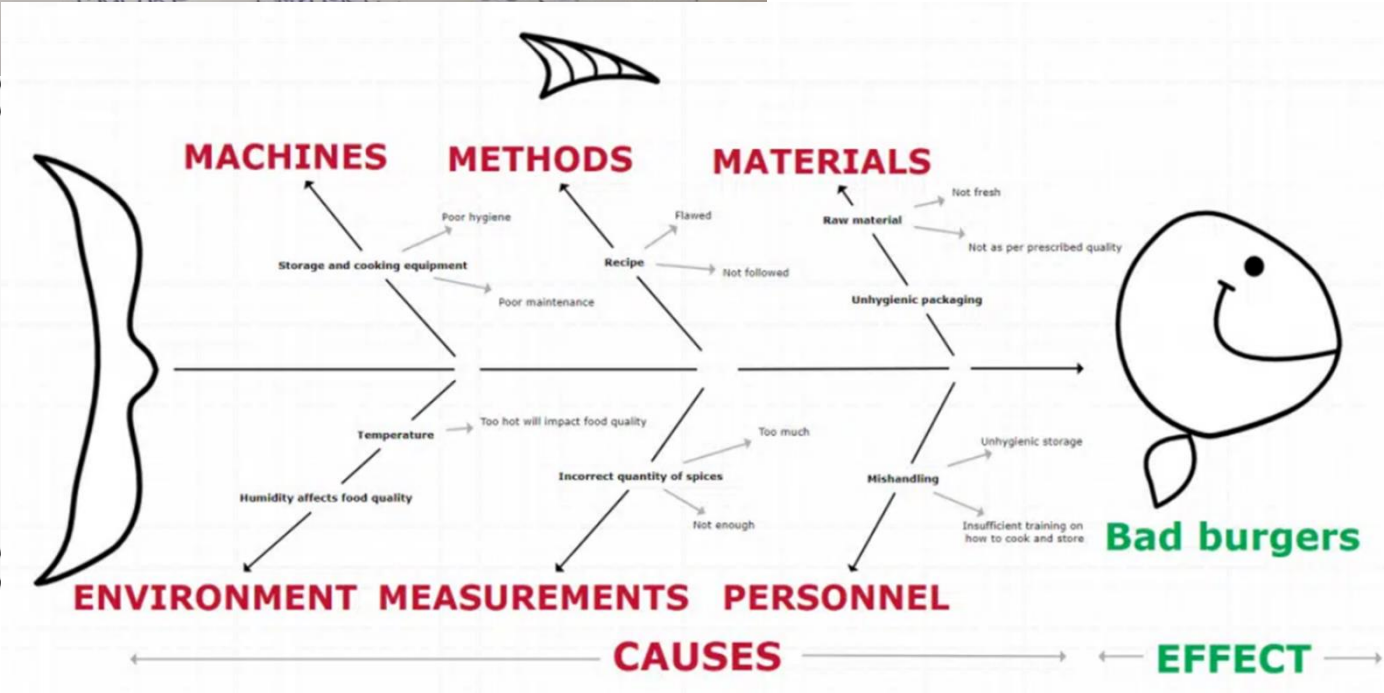
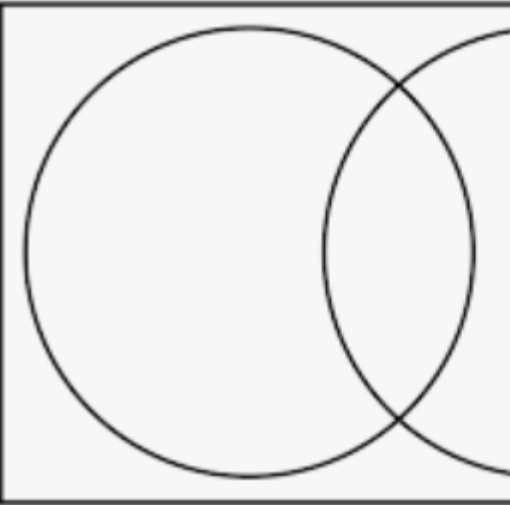
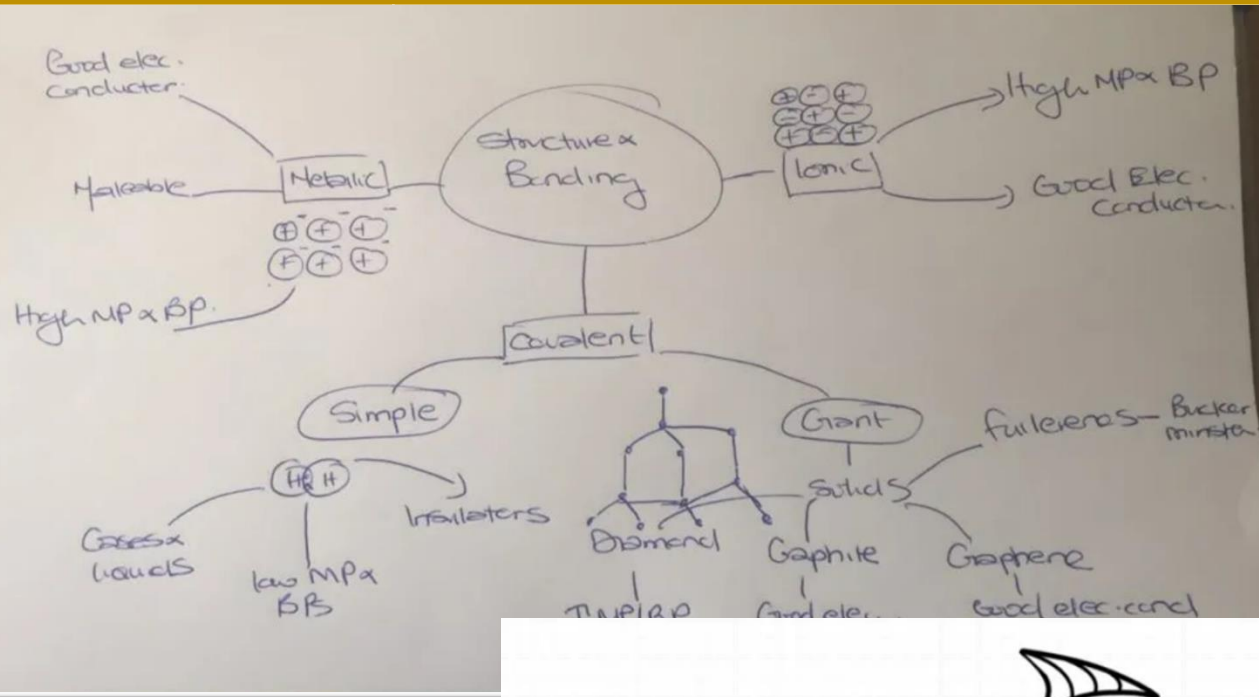
10% of your time



Network Access



Step 2: Make





Use images
alongside
simple text

Top tips for using mind maps to revise

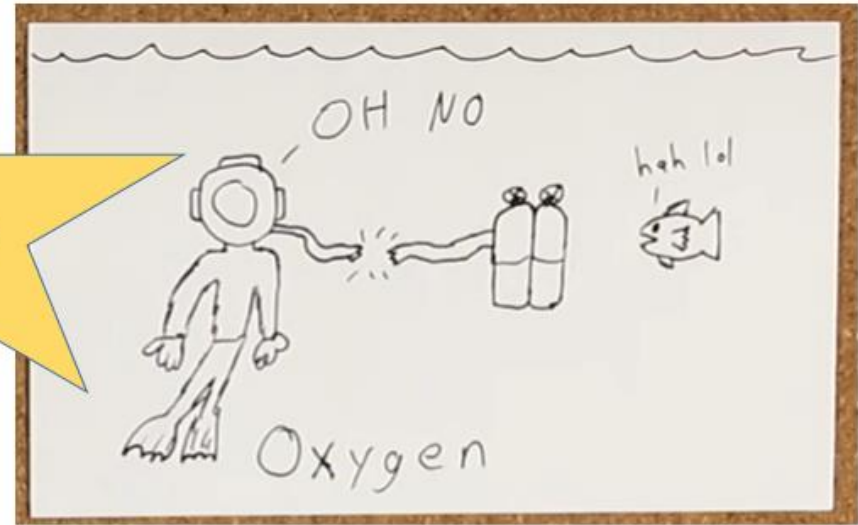
Don't spend ages
making them
'pretty'

**Create concept
maps** as well as
mind maps

**Don't
overload**
them with
information

Use them for retrieval practice

- get someone to ask you questions using the mind map
- Reproduce it on a blank piece of paper
- Use the original mind map to check your answers



What and when was
the Volstead Act?

Front

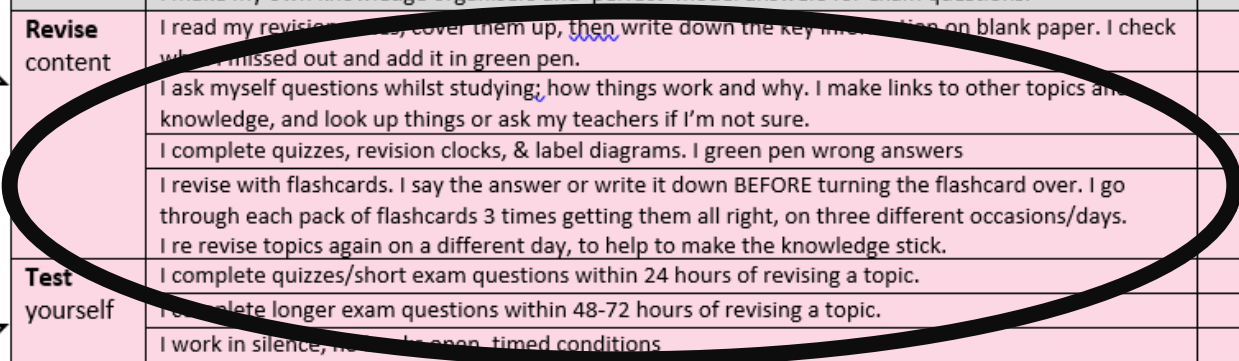
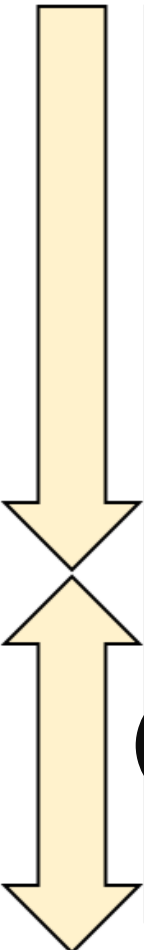
USA 1920
Prohibition of alcohol

Back

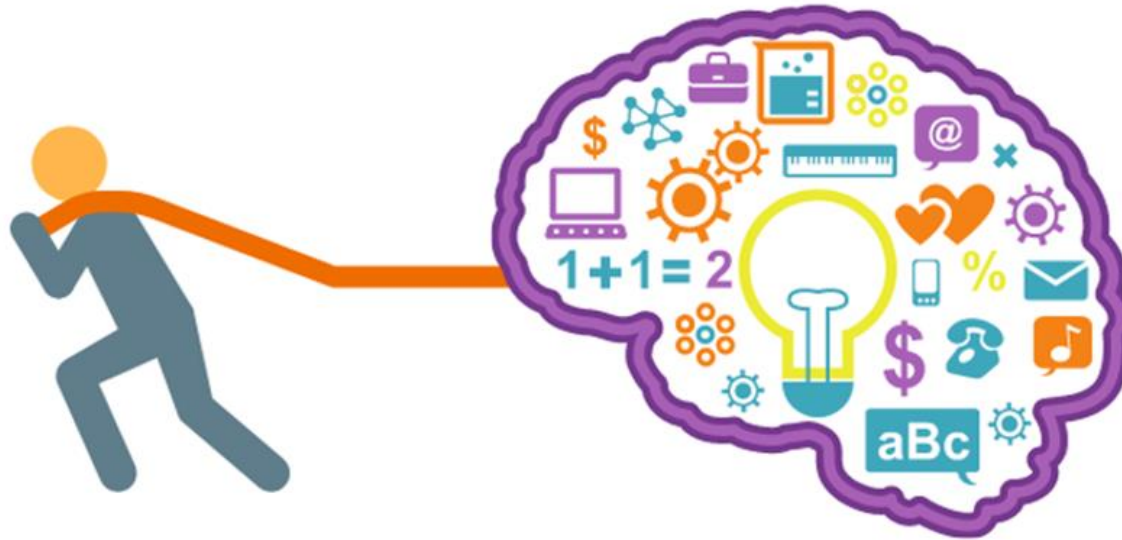
Personal revision audit

| Stage | How do you currently revise? | Yes | No | How could I revise more effectively? |
|--------------------------------------|--|-----|----|--------------------------------------|
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| Gather what you need | My notes in my exercise books are up to-date, I copy up work if I miss a lesson. | | | |
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| | I complete longer exam questions within 48-72 hours of revising a topic. | | | |
| | I work in silence, no music on, timed conditions | | | |

70%



RETRIEVAL PRACTICE IS PULLING INFORMATION OUT





Mix up
flashcards from
different topics

Make instruction flashcards
you can use for every
subject to test your depth of
understanding

What is the
opposite of this
concept?

How would you
explain this to
someone that
has never heard
of this before?

Give an
example of
a similar
concept

Why is this
concept
important?

Draw this
concept

Flash card caution!



Front

What were the causes of the 1920s US economic boom?

Back

- First World War
- Natural resources
- Republican policies
 - = laissez faire
 - = trusts
 - \ low taxation
 - tariffs
- New industries + methods of production
- State of mind

Don't confuse recognition with recall!

Empire 1688-1730

1

2

3

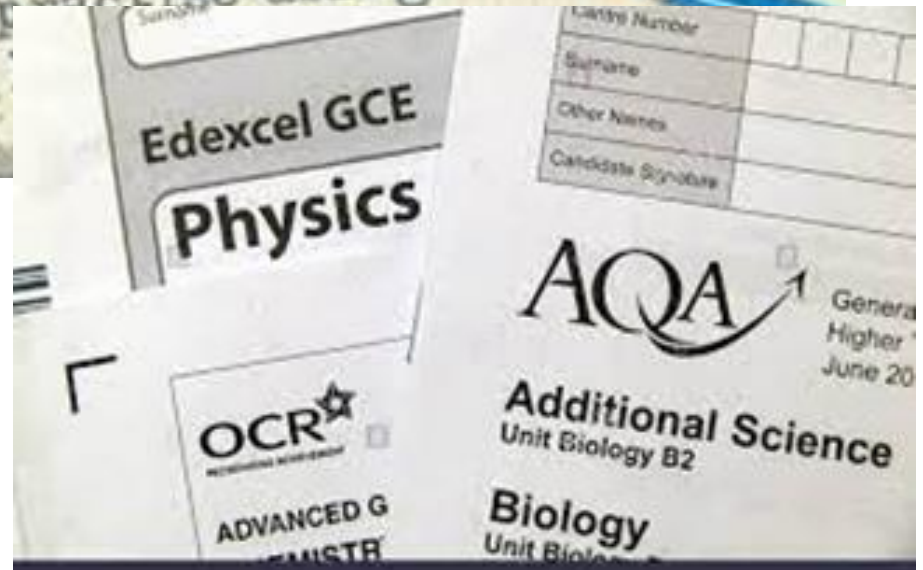
4

5

Ireland

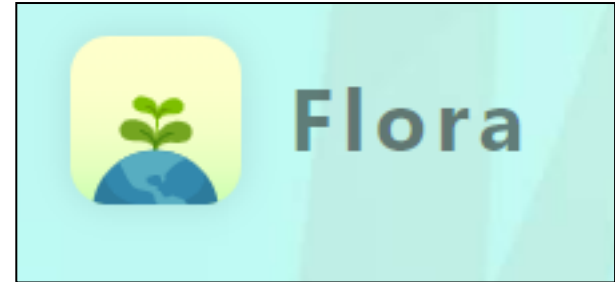
| You tell me 5... | You need to revise this urgently | Starting to improve | Competent but still work to do | Knowledge is progressing well | Getting exam ready – keep it up! | Total |
|--|--|--|---|---|---|-------|
| reasons there was tension & the English wanted to control Ireland | Ulster region rebellious towards the English | Religious tension: England was Protestant and Ireland Catholic | 1688 Glorious Revolution saw the English Catholic King James, replaced by Protestant William. Catholics ousted from govt. | James' supporters (Jacobites) continued to support and fight for him even when W & M on the throne | Tension over the Plantations | |
| new key words and definitions | Beyond the Pale anti Irish racial slur | Glorious Revolution 1688 James II abdicated and William and Mary took the throne | Jacobites: supporters of James II who hoped he would return to the throne (Catholics) | Williamites: supporters of William III of Orange (protestants) known as Orangemen | Plantations a large area of land where the English attempted to colonise the IRISH | |
| key figures from this period/unit and who they were | Oliver Cromwell – crushed the Catholics in 1640s | James II (Duke of York) Catholic brother of Charles II. Abdicated 1688 | Richard Talbot – Earl of Tryconnell , a Catholic | William and Mary | | |
| battles and treaties and why they were significant | Drogheda – Cromwell massacred the Irish Catholics | Battle of the Boyne 1690 between Jacobites and William's army. No clear winner but James left Ireland | Battle of Aughrim 1691 follow up battle – victory for William | Treaty of Limerick : Jacobite landowners can keep their land if they swear an oath to William | Seige of Derry 1689 William's forces broke the Jacobite seige | |
| Consequences or effects of the English taking control of Ireland after 1691 | The Protestant controlled Irish Parliament passed harsh laws against Catholics | Ireland was now more directly ruled by London | Main winners were the wealthy Protestants known as the Protestant Ascendancy. They formed a pro-English elite group. | England began to assert her authority more over Ireland, controlling it like a colony (halfpenny, new laws) | Ireland changed also in terms of farming. Land was cleared to plant a new crop which was easy to grow, the potato | |

Step 4: Test





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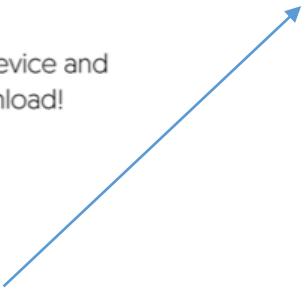
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Dashboard

Shows an overview of upcoming GCSE exams, assignment deadlines and your playlists. Quickly navigate to key areas of the app with ease.

My Courses

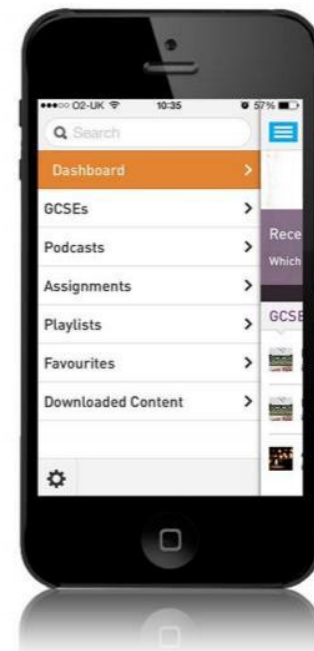
Choose a subject area to view a list of upcoming exams relevant to your school. Select to view a playlist containing all the pods relevant to that exam.

Pods

Browse pods by subject and topic area. Once you've chosen a topic, watch the Pods online, star your favourites or download the whole playlist for offline viewing.

Playlists

Watch the playlists you've created on the GCSEPod website and access a quick link back to the website where you can create and edit your playlists.



Support

- Success Lounge (Monday – Thursday every week in **H1** from 3 – 4.30pm)
- After school sessions and lunchtime sessions
- Lessons – stay engaged and focused!

And finally.....

- Make a plan (Thurs p5 or Fri p5)
- Check emails and Class Charts for links to key documents
- Ask if you need help
- Managing stress