

# SUPPORTING YOUR CHILD THROUGH THE GCSE EXAMINATIONS SUMMER 2025



**MR FARADAY  
DEPUTY PRINCIPAL**



# PURPOSE OF THE EVENING

**MR JAMES SMITH**  
**HEAD OF YEAR**

Nobody else can play the role that you do...

As Parent/Carer you can....

Reduce panic and anxiety in your child. Reassure them that if they are doing everything that is asked of them it will all be fine

Read your child better than we can – you know what works.

Help them organise themselves into a routine.

Make sure they know when, where and what GCSEs they are entered for.



**SUPPORT FOR YOUR CHILD'S WELLBEING**

# 10 TIPS FOR COPING WITH EXAM STRESS

1. Take regular breaks.
2. Don't let friends wind you up.
3. Make a revision timetable
4. Eat well.
5. Give yourself a chance to get a good night's sleep.
6. Use physical activity
7. Treat yourself.
8. Try relaxation techniques.
9. Don't take part in the exam 'post-mortem'.
10. Keep a sense of perspective.

## GENERAL ADVICE TO ALL Y11 STUDENTS

1. Keep it in perspective
2. Get that organised feeling
3. Get into some good habits
4. Avoid bad habits
5. Get support from family and friends

# WHO CAN HELP?

If you are struggling speak to one of the following:

FORM TUTOR – available every morning and after school

YEAR TEAM – available throughout the day

[jsmith2@jesmondparkacademy.org.uk](mailto:jsmith2@jesmondparkacademy.org.uk)

[mbooth@jesmondparkacademy.org.uk](mailto:mbooth@jesmondparkacademy.org.uk)

[ghenderson@jesmondparkacademy.org.uk](mailto:ghenderson@jesmondparkacademy.org.uk)

Email the year team at any time with any concerns.

Year Team can arrange intervention and support quickly and discreetly whenever needed

TEACHERS – available in lessons

ADULTS AT HOME – available whenever you need them

Don't ignore your feelings – talk to someone and we can find a solution together

**HOW WILL I KNOW IF MY CHILD IS  
READY FOR THE EXAMINATIONS?**

## Students that are “ready”

- Have a good subject knowledge
- Have high levels of attendance
- Have worked hard over an extended period of time, Y7-11
- Follow their teachers and parents advise
- Are well prepared
- Are well organised
- Are well rested
- Are confident and relaxed
- Take the process seriously
- Try hard, never give up
- Show perseverance after tough papers
- Use their time productively
- Attend all support on offer\*

# Things to look out for in students that may not be “ready”

- Know little about the subject they are studying
- Have low levels of attendance
- Do their own thing
- Do not prepare or revise – never or rarely
- Are disorganised with their timetable and preparation
- Are burned out
- Have wound themselves up and “stressed out”
- Think that mocks or practices are unimportant (they will wait for the “real thing”)
- Give up after one tough exam
- They waste time
- Do not attend anything in addition to their lessons



# PREPARING FOR THE EXAMINATIONS

**“IF YOU KEEP DOING WHAT YOU ARE DOING YOU  
WILL KEEP GETTING WHAT YOU ARE GETTING”**

Albert Einstein



If you are happy with your current results keep working the same way. If you want to improve in anything you must change something.

New type of study, more sessions or more intense study.

**“DON'T MISTAKE HABIT FOR HARD WORK”**

Shannon  
Sharpe



Revision is not sitting silently in your room with your books. Or doing the same thing over and over again. Try as many other techniques as you can.

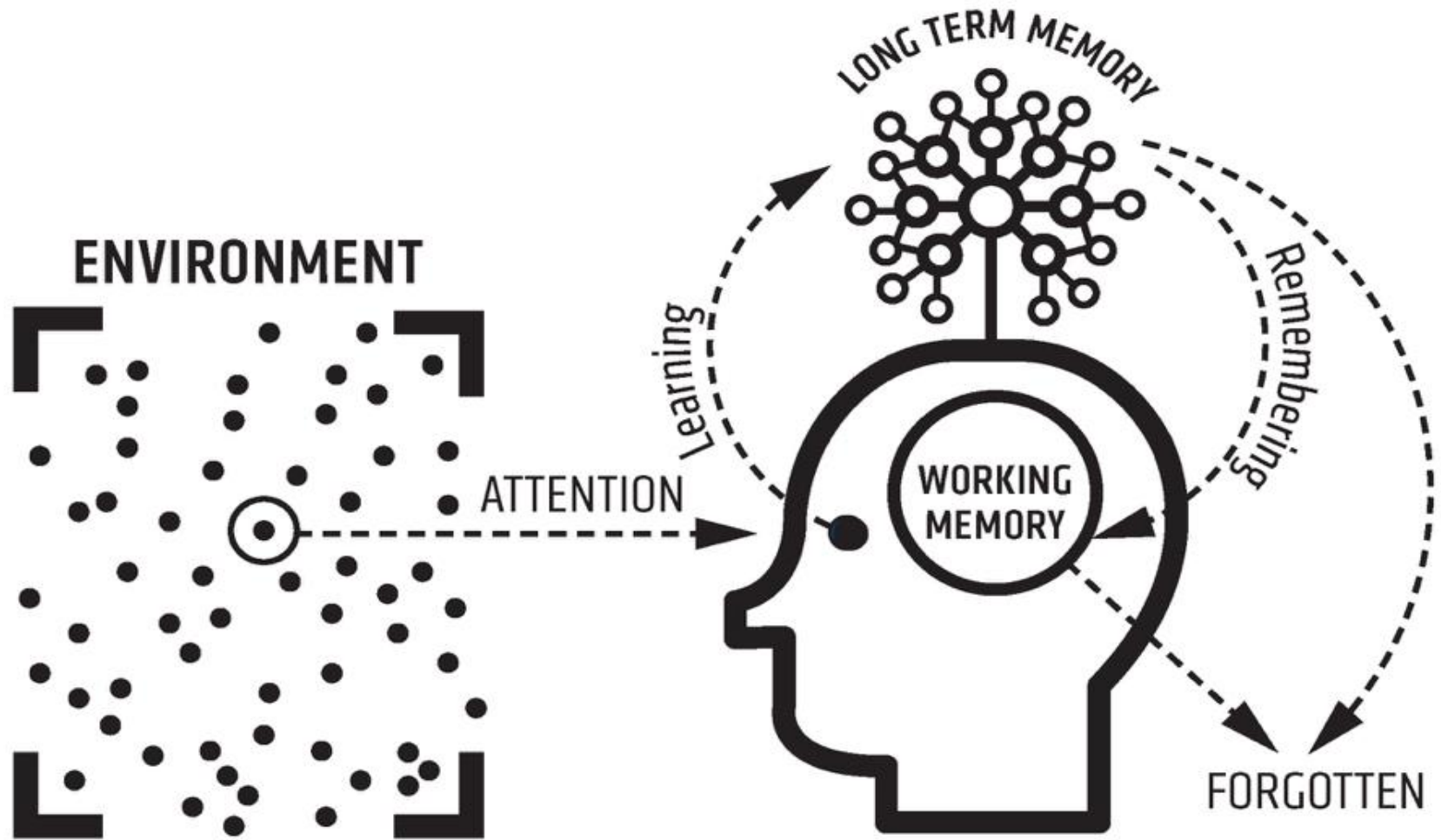
- Complete Past Papers  
look for common/similar  
type questions
- Past mark schemes
- RAG past papers (looking  
for gaps)
- Write notes
- Read revision  
guides/notes
- Use revision workbooks
- Make flash cards
- Record yourself
- Teach someone else
- Listen to pod casts
- On line revision sites
- GCSE Pod
- Discussion with friends or family
- Get someone to test you
- Create a mind maps, spider  
diagrams, flow diagrams,  
numbered lists etc
- Put posters/notes around the  
house – Key words, phrases,  
quotes, equations

Richard Faraday  
Deputy Principal  
Teaching and  
Learning

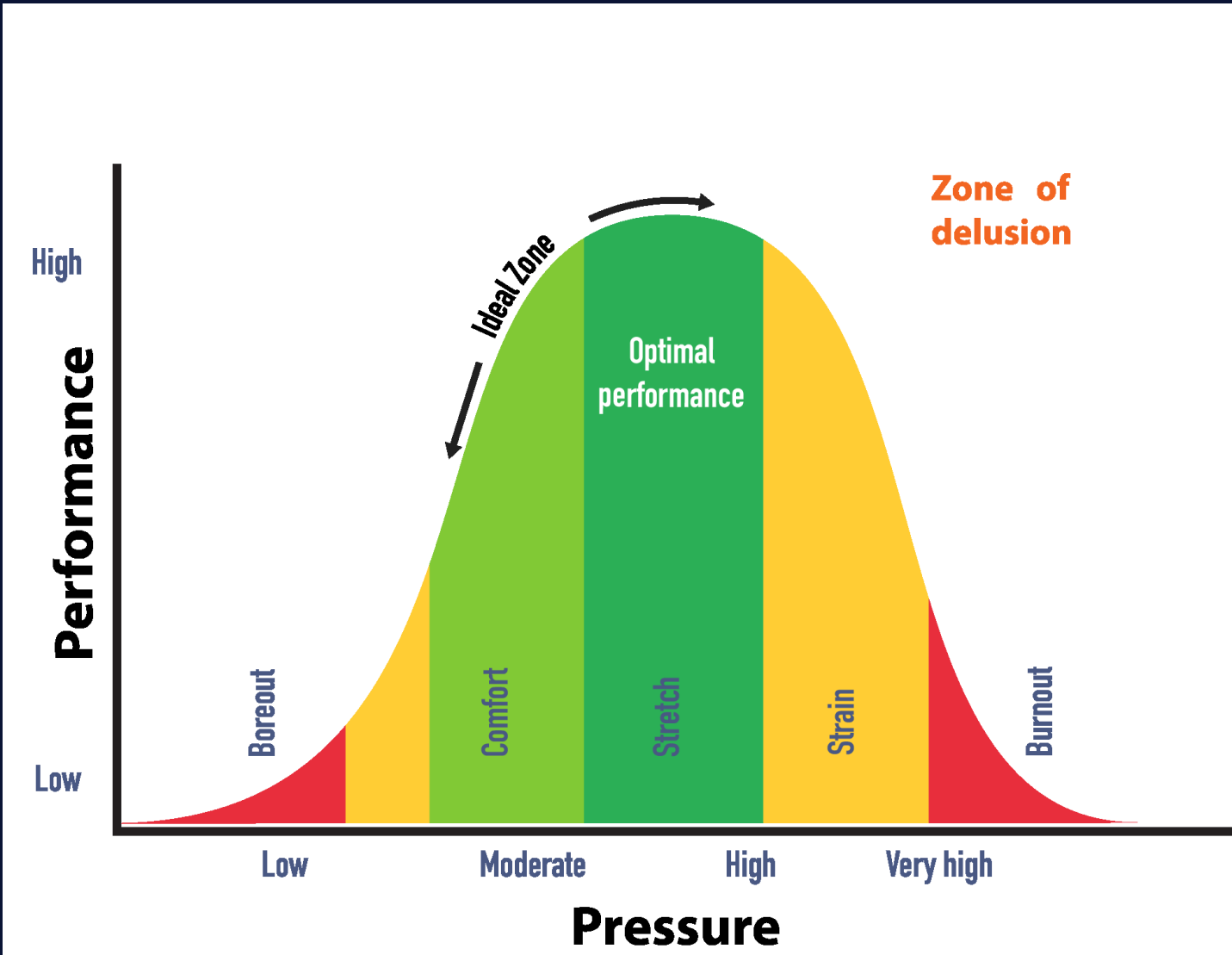


# ADVICE FOR EFFECTIVE REVISION

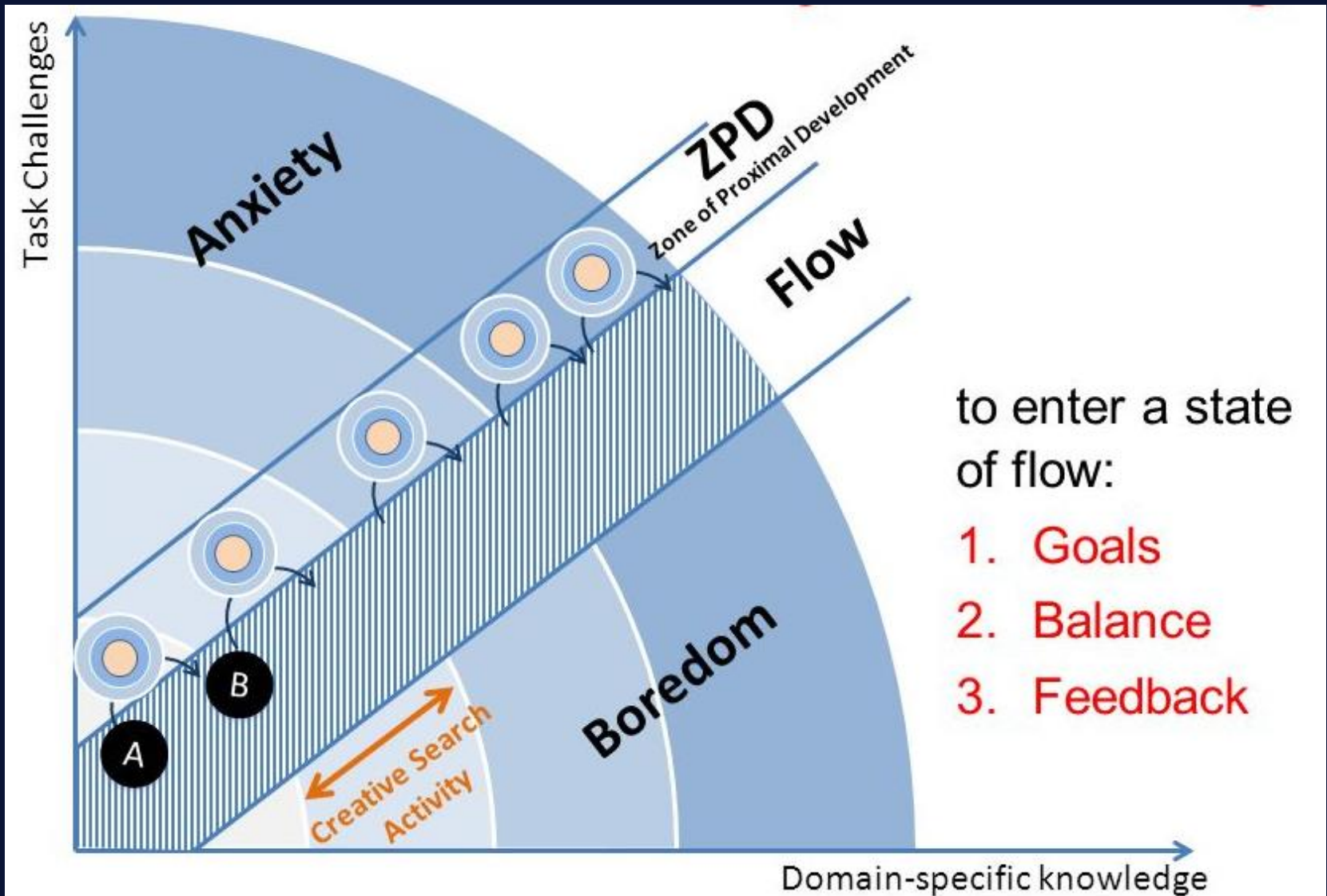
# ADVICE FOR EFFECTIVE REVISION



# GETTING IN THE RIGHT FRAME OF MIND



# PROXIMAL STATE OF FLOW



# 5 STEP REVISION PLAN

- 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?

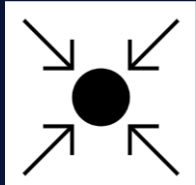


- 5. Close the gaps** - Repeat steps 3 & 4 as many times as you need until you are comfortable with everything.



**Before step 1**  
Prepare a distraction free study area with everything needed (study materials and equipment)

# FLAT REVISION



## 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  
actively creating  
revision resources

Test yourself, get  
others to test you

Practise exam  
technique by writing  
or planning answers

Revise what you  
struggle with



## TRANSFORMED

Transform the  
knowledge you want  
to learn into a  
different format

Make flashcards  
Produce a timeline  
Record a podcast  
Invent a mnemonic  
Create a mindmap  
Design a flowchart  
Make a powerpoint  
Teach it

# REVISION TIMETABLE

Day	8:30 - 10:00	10:00 - 11:00	11:00 - 12:00	12:00 - 1:00	1:00 - 2:35	2:35 - 4:00	4:00 - 5:00	5:00 - 6:00	6:00 - 7:00	7:00 - 8:00	8:00 - 9:00	9:00 - 10:00
Monday						English	RE	Break	Music	English	Relax	Relax
Tuesday						Science	Break	Break	Maths	Geometry	Relax	Relax
Wednesday						Break	Geometry	English	Break	Maths	Music	Relax
Thursday						Maths	Science	Break	Business Studies	Relax	Relax	Relax
Friday						Play football	Break	English	Break	Maths	Business Studies	Relax
Saturday	Science	Maths	Geometry	Science	Football	Football	Football	Football	Relax	Relax	Relax	Relax
Sunday	Geometry	Football	Football	Relax	Relax	Science	maths	Break	Geometry	RE	Relax	relax

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
School 9.00 - 15.00	School 9.00 - 15.00	School 9.00 - 15.00	School 9.00 - 15.00	School 9.00 - 15.00	Homework 10.00 - 12.00	General Revision 10.00 - 11.30
Homework 16.00 - 16.40	Homework 16.00 - 16.40	Homework 16.00 - 16.40	Homework 16.00 - 16.40	Homework 16.00 - 16.40	General Revision 13.00 - 14.00	Homework 12.00 - 13.30
Chemistry 17.00 - 17.40	English 17.00 - 17.40	History 17.00 - 17.40	Maths 17.00 - 17.40	English 17.00 - 17.40	General Revision 17.00 - 18.00	General Revision 16.30 - 17.30
Dinner Maths 18.40 - 19.20	Dinner French 18.40 - 19.20	Dinner Biology 18.40 - 19.20	Dinner Physics 18.40 - 19.20	Dinner Geography 18.40 - 19.20	Dinner	Dinner

## Maths

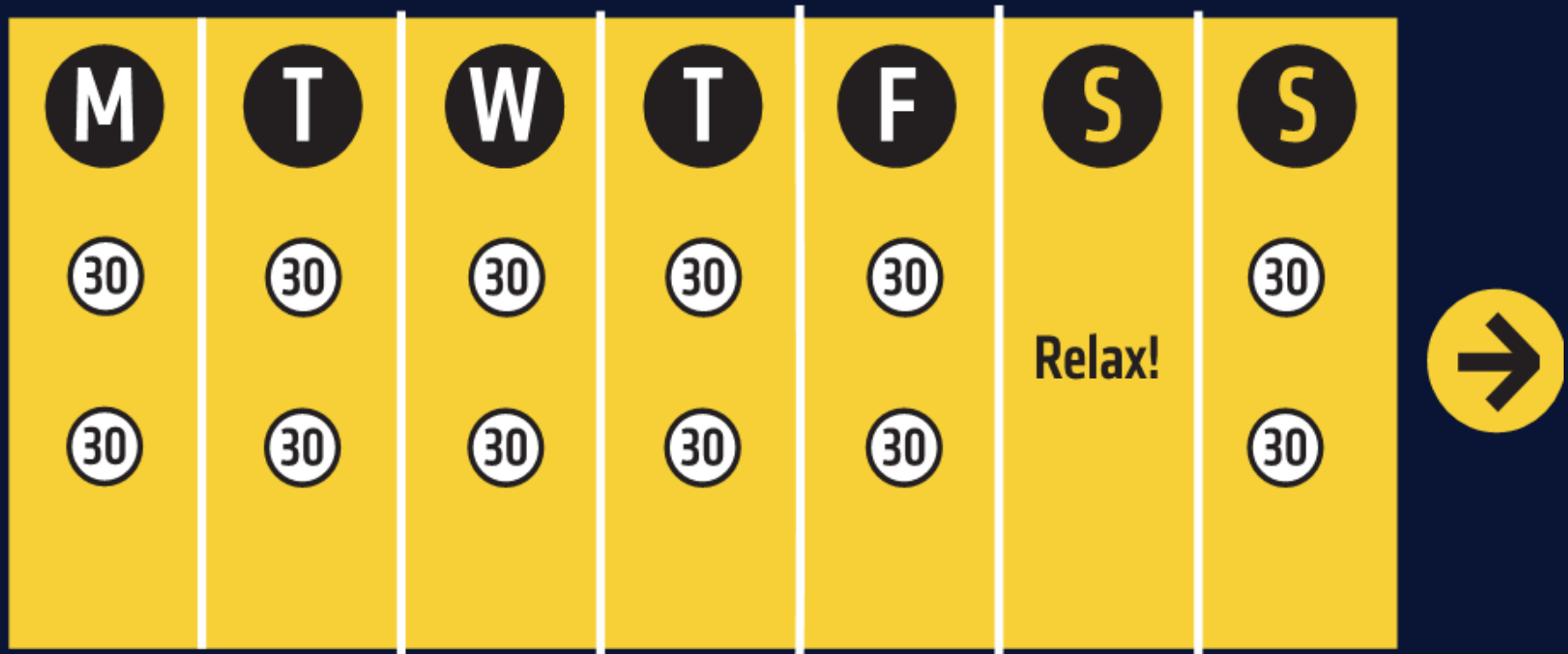
Algebra and functions	19/11/2020 ●	20/11/2020 ●	23/11/2020 ●	
Coordinate geometry	19/11/2020 ●	23/11/2020 ●	24/11/2020 ●	26/11/2020 ●
Sequences and series	20/11/2020 ●	23/11/2020 ●	25/11/2020 ●	27/11/2020 ●
Trigonometry	18/11/2020 ●	20/11/2020 ●	23/11/2020 ●	
Exponentials and logarithms	19/11/2020 ●	22/11/2020 ●	24/11/2020 ●	
Differentiation	20/11/2020 ●	22/11/2020 ●	25/11/2020 ●	27/11/2020 ●
Numerical methods	18/11/2020 ●			
Vectors	18/11/2020 ●	19/11/2020 ●		

Monday	Tuesday	Wednesday	Thursday	Friday
Topic 1	Topic 4	Topic 2	Topic 5	Topic 3
Topic 2	Topic 5	Topic 3	Topic 1	Topic 4
Topic 3	Topic 1	Topic 4	Topic 2	Topic 5



# MASSED VS SPACED LEARNING

Instead of mass practice, a much more effective way of revising is to space out your revision like this:



By breaking up your revision into 30 minute chunks and spacing out the time between revision, you will consolidate what you have learned and retain the material much more effectively.

# BLOCKING VS INTERLEAVING

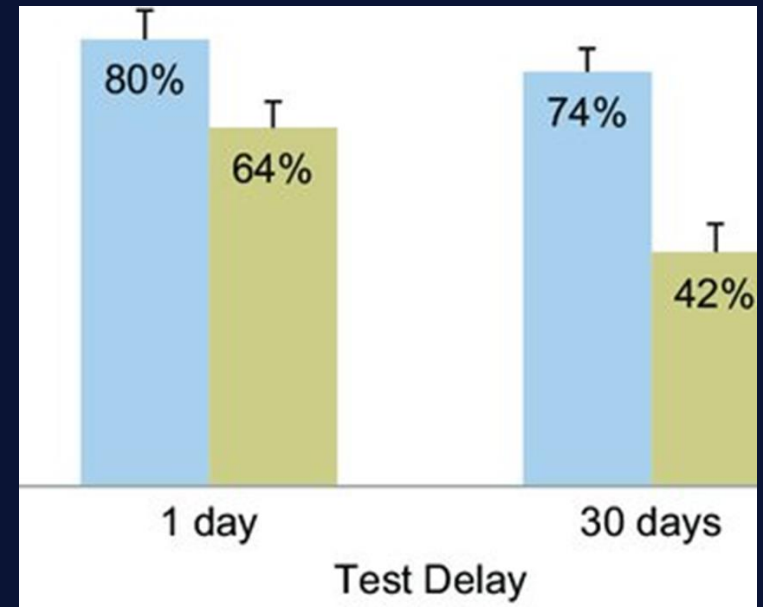
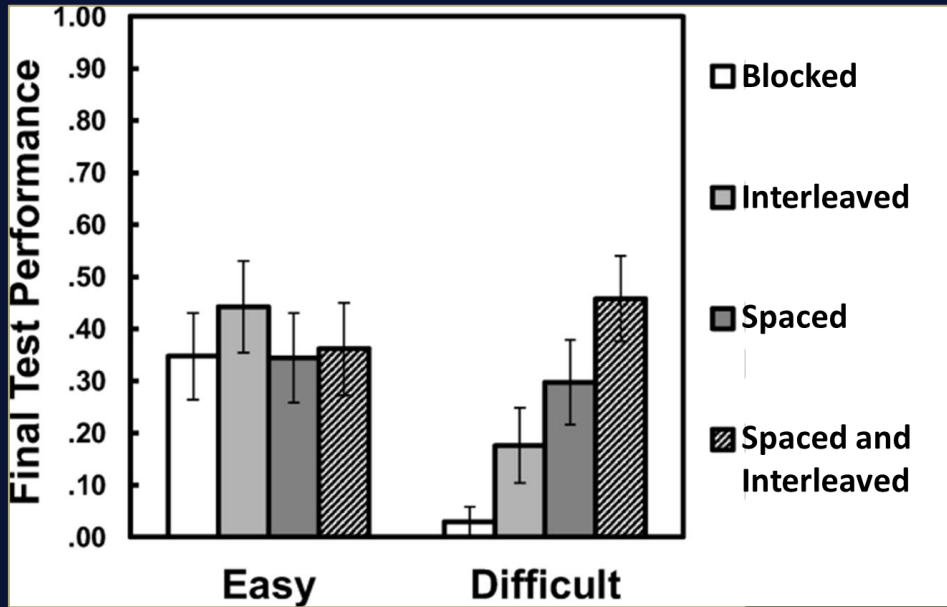
<b>M</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>F</b>
MACBETH	AN INSPECTOR CALLS	CREATIVE WRITING	UNSEEN POETRY	JEKYLL AND HYDE
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# BLOCKING VS INTERLEAVING

<b>M</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>F</b>
MACBETH	UNSEEN POETRY	AN INSPECTOR CALLS	JEKYLL AND HYDE	CREATIVE WRITING
AN INSPECTOR CALLS	JEKYLL AND HYDE	CREATIVE WRITING	MACBETH	UNSEEN POETRY
CREATIVE WRITING	MACBETH	UNSEEN POETRY	AN INSPECTOR CALLS	JEKYLL AND HYDE

As you are doing this, another highly effective strategy is to try to think of connections between topics you are studying considering similarities and differences.

# EVIDENCE



# STRATEGIES FOR TRANSFORMATION

Mindmaps

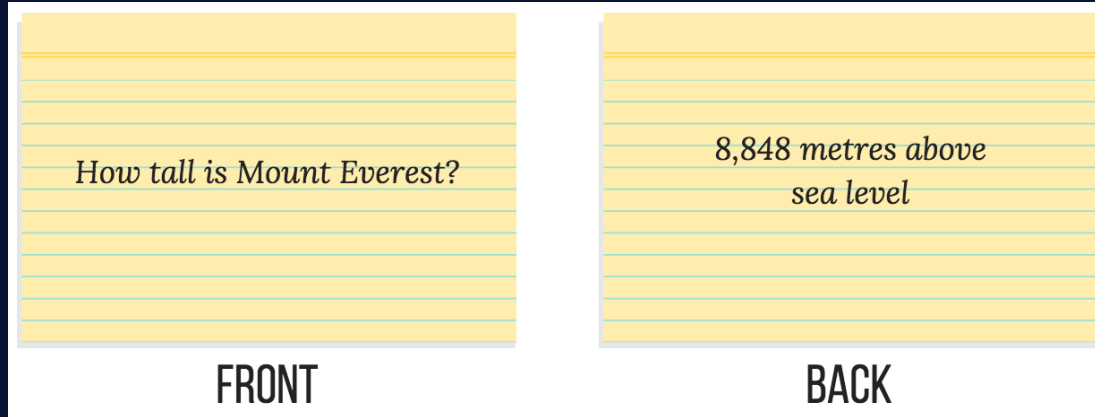
Graphic Organisers

Use of Dual Coding

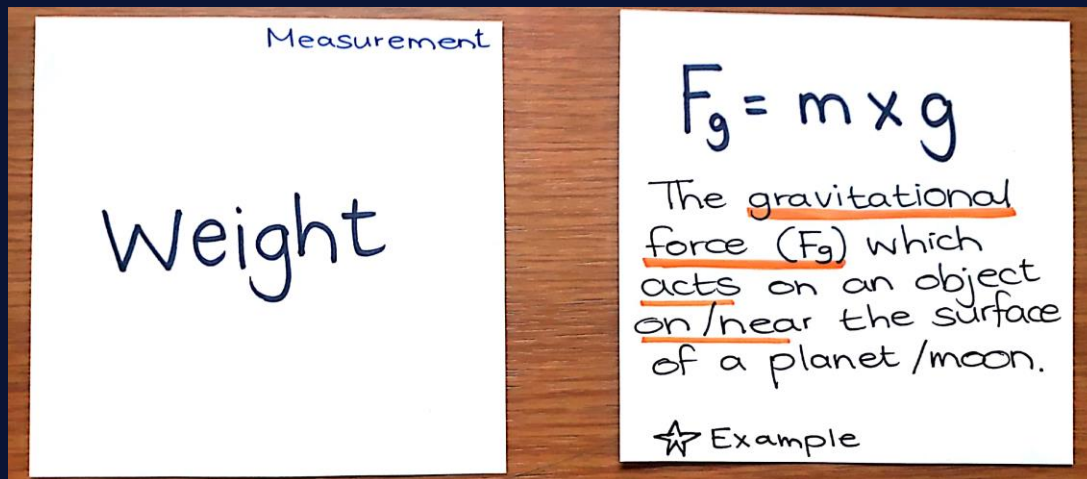
Flashcards and the Leitner system

Memory tricks

# FLASH CARDS



Q and A



Topic and key facts

- Keep text to a minimum use memory tricks e.g diagram, mnemonics, rhyme , acrostics etc

# LEITNER SYSTEM

1



You will need five boxes, or you can split a box into 5 different sections and label them 1 to 5.



2



Place all your flashcards into box 1.

3



Practise and then test yourself on a flashcard.



4



If you can recall the knowledge correctly, place the card in box 2, if not place it back in box 1.

5



Carry on testing yourself and every time you recall the knowledge correctly move the flashcard into the next box.

Review and practice flashcards from box 1 daily, flashcards from box 2 every other day, from box 3 every third day...

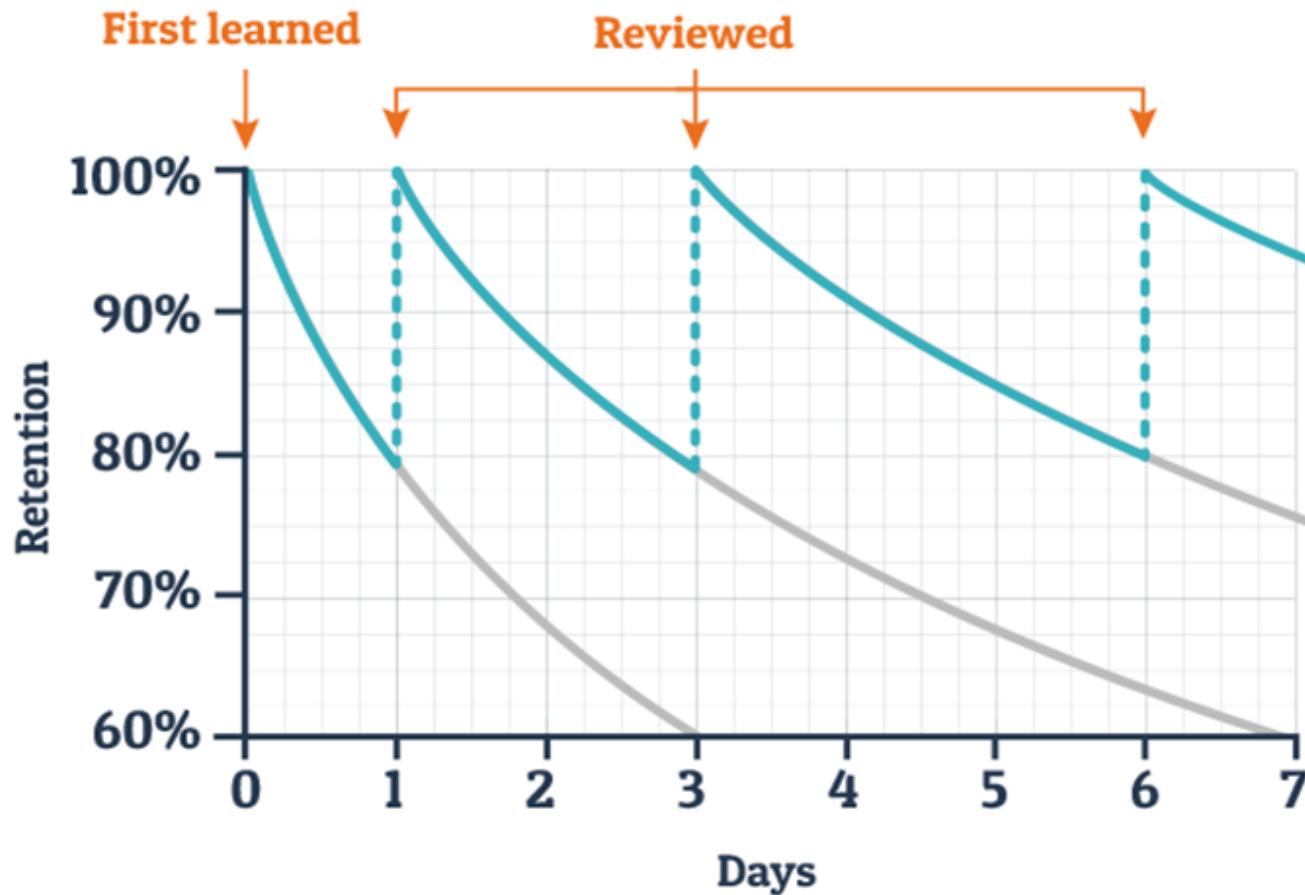
6



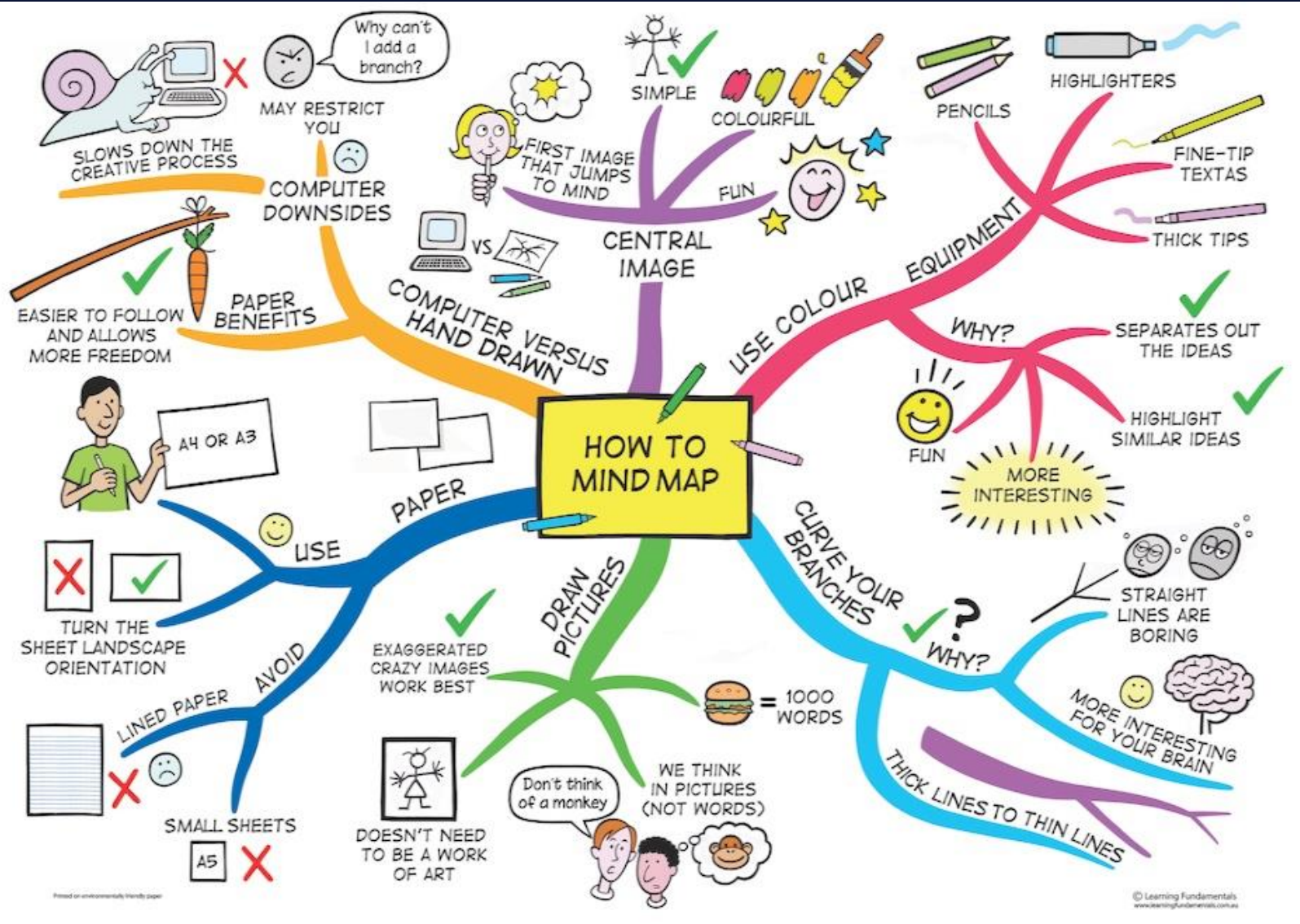
In time, all your flashcards will be moved to box 5 and the knowledge they hold, will be stored in your long-term memory.

# WHY DOES THIS WORK?

Typical Forgetting Curve for Newly Learned Information



# MINDMAPS

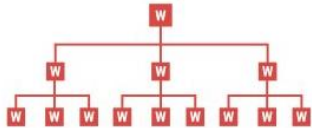


# GRAPHIC ORGANISERS FOR CHUNKS OF INFO

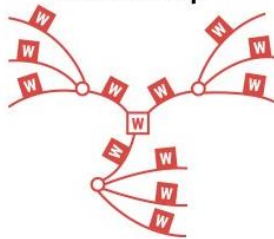
## CONTAINER MODEL

### CHUNK

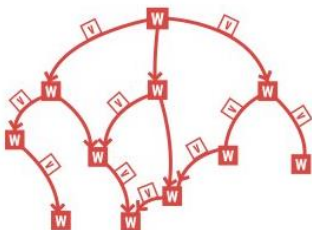
Tree Diagram



Mind Map



Concept Map

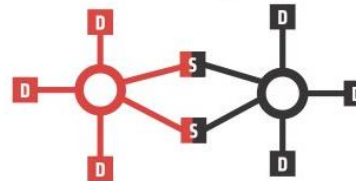


### COMPARE

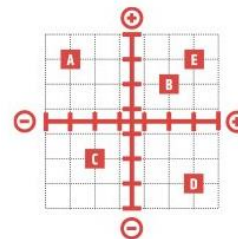
Venn Diagram



Double Spray



Crossed Continua





# DUAL CODING

## Steps to use DUAL CODING for new vocabulary

### 1. Question



**Ask yourself:** Have I heard this word before? What do I already know?



Read the definition. **Think hard:** Do I understand what the definition is saying?

### 2. Draw



Draw a picture that represents the meaning.



OR find a picture from a resource to help draw it.

### 3. Explain



Use your picture to explain the definition to another person.

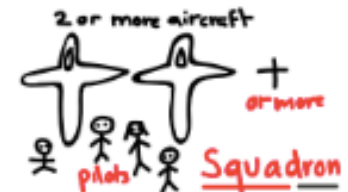


OR say it aloud to yourself!

### 4. Label



Label the picture using the WORD and the DEFINITION.



## Tips from the Teacher

**UNDERLINE KEY WORDS.** Ask for help if you need it.



**KEEP IT SIMPLE!** Draw only what you need.

**GIVE EXAMPLES** to help explain it.

**LABEL WITHOUT LOOKING**—and then check your answer.

# WHAT NOT TO DO

Just copying from a textbook/exercise book.

Doing nothing with the information.

Trying to cram 'too much information' in:  
remember cognitive load

Highlighting information for the sake of it.

Not enough attention to a task e.g.  
distractions and multitasking

Comfort zone revision

Mrs Hooker  
Head of Key  
Stage Four

# TIMELINE

Final GCSE Examination support and procedures.

Before Easter; Lessons as normal - Students being taught in lessons and ongoing assessments.

Over Easter; Some Easter school sessions taking place. These are invite only. All students given revision materials to support independent study and revision over the Easter break.

After Easter from the Monday 28th April there will be a mixture of teaching, revision and targeted support. MFL speaking tests (1<sup>st</sup> May) and Art exams (29<sup>th</sup> April) will also take place during this time.

# TIMELINE

Students continue to attend school full time. Lessons, examinations and examination warmups in place before school, lunchtime (where appropriate) and P7 during this time. This is very carefully mapped out and students will receive a timetable before the Easter break.

Over May half term some revision sessions taking place. All students given revision material to support independent study over the half term break.

After May half term, students continue to attend school full time until instructed not to. Lessons, examinations and examination warm ups in place before school, lunchtime (where appropriate) and P7 during this time.

# TIMELINE

Towards the end of the second three-week block of examinations taking place after May half term some subjects may have had their final exam. These lessons become silent independent study lessons for Year 11 students. The class teacher will facilitate silent study in these lessons. Students should bring revision materials into school with them. This also happens earlier in the term, for example after the Art exam.

This is very carefully mapped out for students and parent/carers and will be explained in detail before the Easter break.

# LOOKING FORWARD IN SUMMARY



There is no 'study leave'. Students will be in school every day full time until more or less the end of the GCSE examinations.

In the booklets it will be stated when the last full day in school is. After this students attend when they have exam warm up preparations or examinations. These are all compulsory. This will be explained fully before the Easter break.

**2 x CONTINGENCY DAYS:** The afternoon of the 11<sup>th</sup> June and the 25<sup>th</sup> June

Year 12 Sixth Form taster sessions will also take place towards the end of term.

# PROM

Friday 20<sup>th</sup> June

Discovery Museum Blandford  
Square

Invitation to buy a ticket  
based on

- Attendance\*
- Punctuality
- PRAISE code
- Comments and stamps
- Detentions/Iso/exclusion
- Attendance to exam  
intervention/preparation
- General conduct

