

<b>Teacher</b>	<b>S Nicholson</b>	<b>Subject</b>	<b>GCSE Exam Final Project and Exam Prep</b>
<b>Teaching group</b>	<b>11C/D</b>	<b>BromCom Code</b>	(if different from teaching group label)

<b>Day</b>	Monday/Friday	<b>Date</b>		<b>Lesson No. :</b>	<b>5-8 of 8</b>
<b>Topic</b>	<b>Extended Revision (Generic)</b>	<b>NC ref / SoW ref:</b>		<b>Key Stage 4</b>	

**Learning Objective(s)** (by the end of this lessons pupils should understand / know / be able to...)

Establish the key components of any Graphic Products Exam.

Establish "bite size" chunks for undertaking the revision process

Clarify your strengths and identify those procedures that will demonstrate your logical understanding of the subject

Develop a sense of pace and timing while undertaking exam questions

Enjoy confidence in demonstrating your ability - develop a sense of achievement

**Special Needs / differentiation**

All must... all should undertake past exam questions against the clock

Most should most should work with understanding towards improving their exam performance

Some should some should exceed their own targets and readjust accordingly

<b>Literacy</b>	<b>I.C.T.</b>	<b>Numeracy</b>
Annotation y	CAD y	Averages o
Answering Q in full sentences o	Databases o	Calculations (general) o
Crossword / Wordsearch o	Internet use o	Graph drawing; scales o
Keywords o	Spreadsheets o	Interpreting Data o
Labelling diagrams o	Word Processing o	Measuring o
Reading books / worksheets o	Other o	Other o
Writing frames o		
Other (give details)		

**Starter Activity**

Write your next Revision tasks in your diary

Get out the results of last week's revision tasks

"Show and Tell" what you have revised and learned in the process

**Homework**

Complete the homework sheet provided - copies downloadable from the net

Due in : next week

**Main Lesson Activities**

Timed sketching, both with and without the use of colour (against the clock)

Ideas drawing - relevant to the exam brief set.

Practice of the use of conventions in engineering and architectural drawing. (work sheets)

Answering specific past exam questions - against the clock

Work on comprehension of questions - what is actually being asked? Predicting possible questions - in relation to the exam brief.

**Plenary** Provide post-it notes for generating a revision task - content and or logic associated with the subject

**Learning Checks / assessment & summary**

Discussion with pupils	o	Q/A session with whole class	y
Looking at folders / written and sketched work	y	Test	y
Practical outcome	y		
Other			

Evaluation of the lesson may be found on the reverse of this lesson plan Key: o = possible, y = included, ? = may be