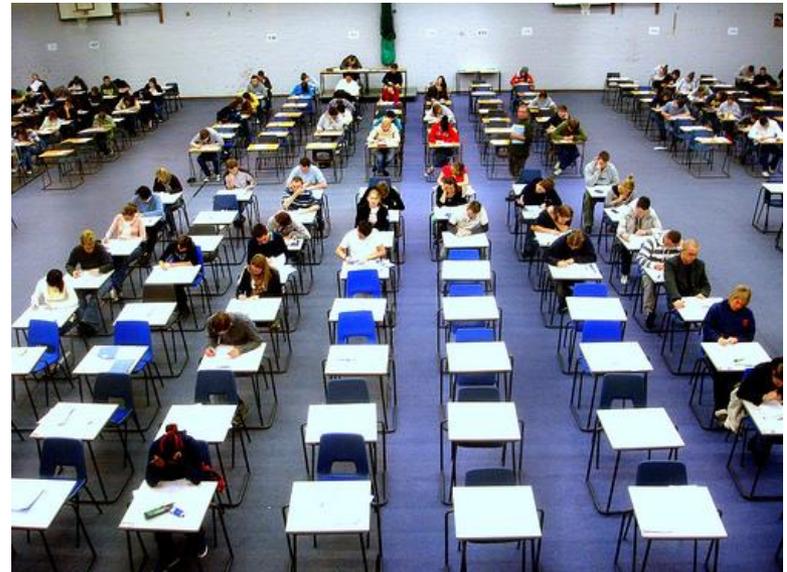


The MAIN thing right now...

‘Go confidently in the direction of your dreams. Live the life you’ve imagined’ **Henry Thoreau**





BEWARE!

Constant use of extremely offensive language, right from the very start and throughout.

Offensive language such as...

HARD WORK

REVISION

FOCUS

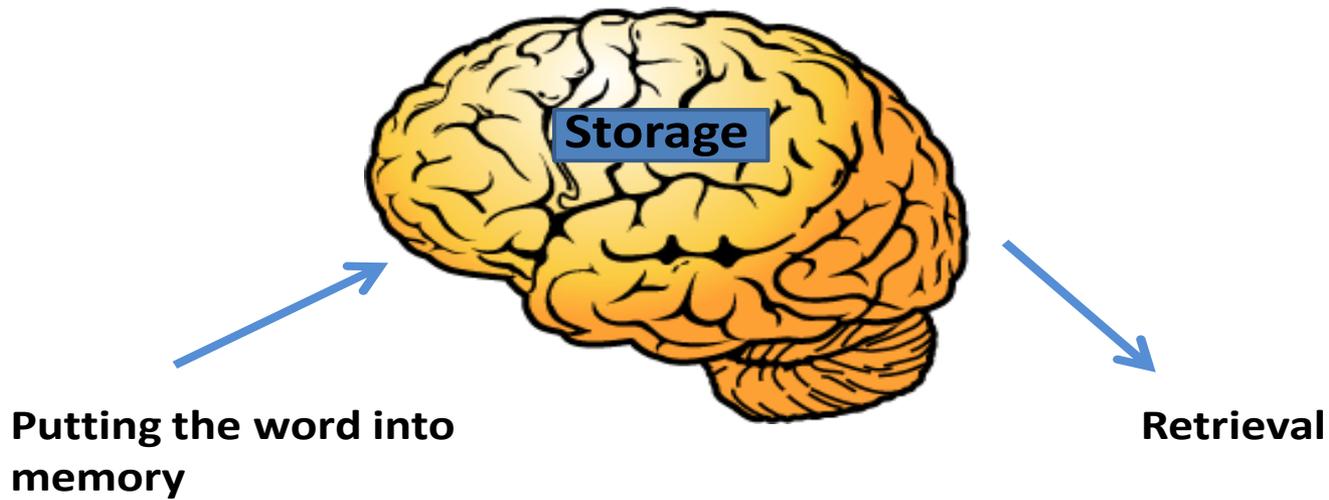
GETTING ENOUGH SLEEP

PAST PAPERS

10%

How do I revise!?

Where does it go wrong?



10%

How do I revise!?



Break the HUGE meal into chunks!

‘When you *know* better, you *do* better’

– Maya Angelou

- Revision is probably not glamorous – it is head down, focused work.
- Revision is not **new** – it is revisiting work, knowledge and ideas already covered to embed.
- Knowledge is power and hard work carries rewards.
- Your teachers do not need to give you new materials every time you sit down to revise – **you** need to re-visit what you have and make sure you understand it thoroughly.
- If you’re in a group, unless you all have a specific focus and an objective, you’re not learning.

What are these GCSE worth to you?

- Education level reached:
- Degree =
- Higher education =
- A Levels =
- GCSE grades A*-C =
- Other qualifications =
- No qualifications =
- Median hourly rate of pay (on average):
- £16.10
- £12.60
- £10.00
- £8.68
- £8.07
- £6.93

£1,000,000 over a working life!

£148,720 (or 17%) more money than if you DON'T get your 5 A*-Cs including English and Maths

10%

The grades of students who slept seven hours each night during the exam period were nearly 10 percent higher than those of students who got less sleep - Dr. Stijn Baert, (Ghent University).

Students who extended their sleep duration from six to seven hours saw an average increase of 1.7 points (on a scale of 20) for each exam.



Base

01

ROOD

02

JOB
AN

03

STRUGGLE

04

YMWY

05

OTSQ1

06

Idea an

07

OK
PM

08

iiiiiiiiiii

09

NE1410S

10

ARM

11

ALICE

12

01= Base Line

02= Back Door

03= An Inside Job

04= An Uphill Struggle

05= Upset Tummy

06= Back To Square One

07= An Afterthought

08= Alright On the Night

09= A High IQ

10= Anyone For Tennis

11= Arm In Arm

12= Alice Through The Looking Glass

EXCUSES:

- **I don't know HOW to revise!**
- **I don't have the right books!**
- **Sir/Miss never covered this.**
- **I was away when we did that.**
- **I'm rubbish at...**
- **I learn best alone...**
- **I can't concentrate at school...**

SOLUTIONS:

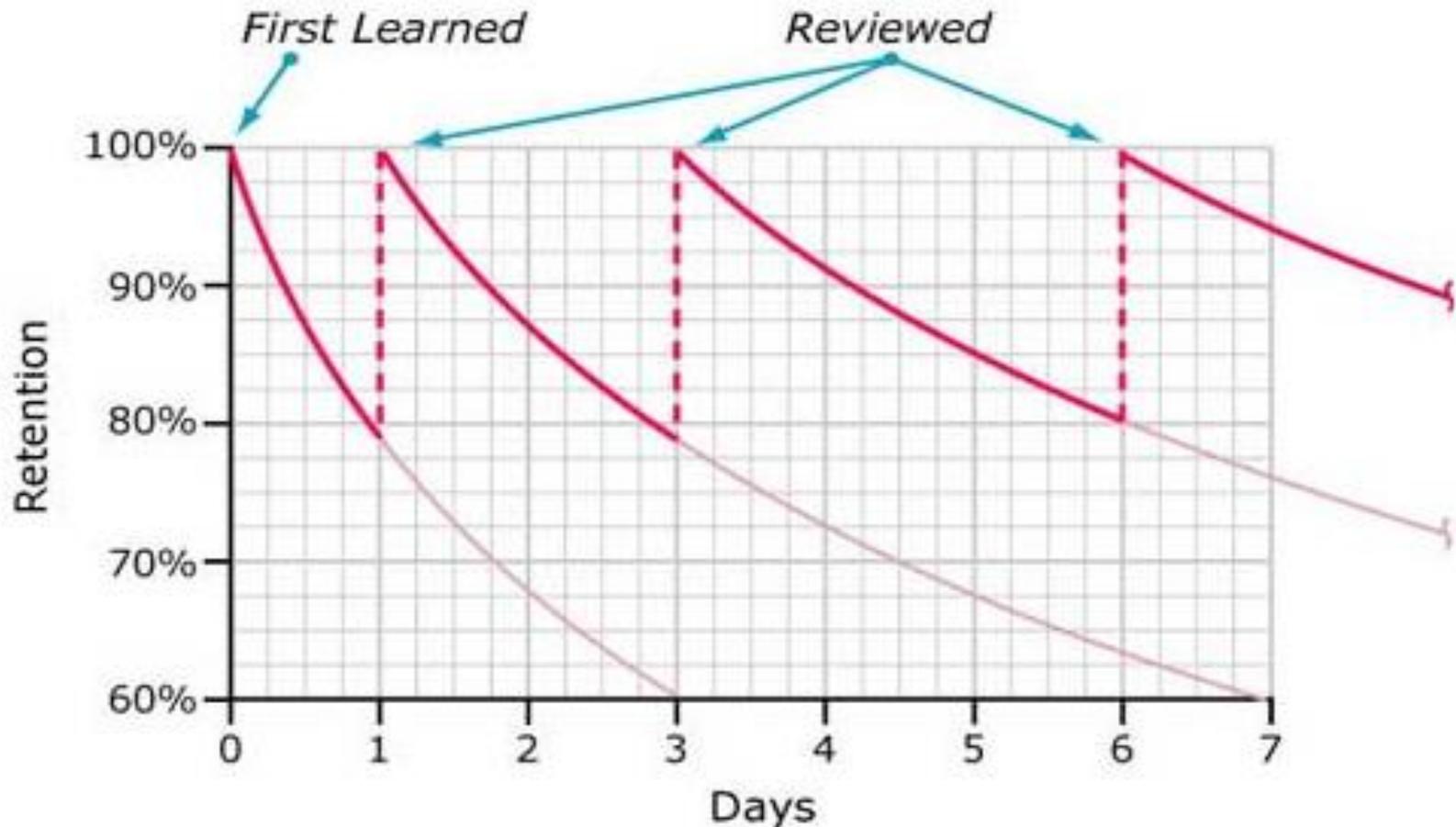
- **I can try one of the ideas Mr Spencer suggested!**
- **I can look under my bed/organise my folder/borrow from a friend/ask my teacher**
- **I can make sure I catch up or borrow the notes. I can attend the revision session. I can ask Sir/Miss to explain.**
- **If you really are rubbish at it (doubtful) – then the only answer is to practice!**
- **Move yourself away from your group. Go to the library, work in a quiet classroom. Attend session 6!**
- **Yes, really, you can.**

What does your revision timetable look like?



Back of a fag packet planning? Or...

Typical Forgetting Curve for Newly Learned Information



Repetition is key – you’re likely to have forgotten something a few days later unless you keep coming back to it to REVIEW and TEST yourself again!

Interleaved Practice

When you are revising a subject, the temptation is to do it in 'blocks' of topics. Like below:



Maths 30 mins



Geog Paper 1
30 mins



Art portfolio
30 mins



English Language
30 mins



Possibly NOT a sensible model...

‘Success is the sum of small efforts, repeated day in and day out’ – Robert Collier

The revision ‘power’ hour – 60 minutes well spent...

5 mins	15 mins	10 mins	15 mins	15 mins
<p>Re-cap Test</p> <p>What do I remember from the last session?</p> <ul style="list-style-type: none"> • Attempt a question. • Reproduce your new knowledge. • Transfer knowledge gained into a new form. 	<p>Topic 1</p> <p>Mind Map Repetition Condensing Exploding Listing Cue Cards</p> <p>BIOLOGY – B2.3 Photosynthesis</p>	<p>Rest, then test</p> <p>Drink Eat Music YouTube FB, Twitter <u>Don't</u> move!</p> <p>THEN...</p> <p>5 minute re-cap test of Topic 1</p>	<p>Topic 2</p> <p>Mind Map Repetition Condensing Exploding Listing Cue Cards</p> <p>Chemistry – C2.6 Acids, bases and salts</p>	<p>Test, Save and Share</p> <p>Attempt a question. Reproduce your new knowledge. Transfer new knowledge into a new form.</p> <ul style="list-style-type: none"> • Send your notes to a friend with a 50 word précis. • Save them in your file. • Self assess against mark scheme.

The problem with this is, is that it doesn't support the importance of repetition – which is so important to learning. Think slices not topics. Revisit and repeat rather than learn and park.



This means that you keep coming back to the topics. So, instead of doing a one hour block of revision on topic 1, do 15 minutes on topic 1, then 15 minutes on topic 2, then the same for topic 3 and 4.

Circle command words and the marks available.

These are the STEER words that should DRIVE your answer!



Scribble words/ideas the question makes you think of.

In the rest of the novel, **how** does Steinbeck show that some people on the ranch are considered **more important** than others? How does this reflect the **society** in which the novel is set?

How means methods, techniques – words, words, words! Also means actions – what they do to each other.

Most important – equality, status, fear, racism, sexism, women, animals, mice, Lennie, CW, Crooks, Can + Dog.

Society – 1930s – racism and unemployment. Everyone out for themselves, lynching. Women's place in the home – mental health crisis.

P10, 23, 56, 67 x 2, 4, 12, 43

No-one cares what you write on the exam paper! – There are no marks for being NEAT (only for being legible). Cross things out, start again – the examiner would prefer that to basic errors.

- 1. Analyse**
- 2. Discuss**
- 3. Evaluate**
- 4. Explain**
- 5. Assess**
- 6. Compare**
- 7. Relate**
- 8. Define**
- 9. Describe**
- 10. Illustrate**
- 11. Apply**
- 12. Contrast**

- A. put into effect in a recognised way**
- B. identify differences**
- C. specify meaning**
- D. examine in detail, then explain and interpret the information**
- E. identify similarities**
- F. demonstrate connections between items**
- G. present key points**
- H. present clarifying examples**
- I. make an informed judgement**
- J. judge from available evidence**
- K. set out characteristics**
- L. set out purposes (how) and/or reasons (why)**

1 Analyse

D examine in detail, then explain and interpret the information

2 Discuss

G present key points

3 Evaluate

J judge from available evidence

4 Explain

L set out purposes (how) and/or reasons (why)

5 Assess

I make an informed judgement

6 Compare

E identify similarities

7 Relate

F demonstrate connections between items

8 Define

C specify meaning

9 Describe

K set out characteristics

10 Illustrate

H present clarifying examples

11 Apply

A put into effect in a recognised way

12 Contrast

B identify differences

Answer **all parts** of the question.

If you're really stuck, try and write ***anything*** rather than nothing, even if you know it isn't 100% correct - a few marks are better than none!

If you finish early, check the front page instructions. You might have missed something!

10%

Check and Change! Read your answer and correct your own mistakes.

You'll be surprised what you miss when you're in a rush. Examiners have to award marks for spelling, punctuation and grammar. Simple mistakes can influence the way an examiner views a candidate. Should an A grade student 'forget' to use a capital letter for a name?

**Do not rush. Plan
your time!**



Question 1 (8 marks)	5 mins	15 mins
Question 2 (16 marks)	15 mins	15 mins
Question 3 (32 marks)	30 mins	20 mins
Question 4 (8 marks)	5 mins	10 mins
	5 mins Checking	
64 marks – One hour		

If you finish check the front page instructions and correct any simple errors!

Getting CREATIVE with revision...

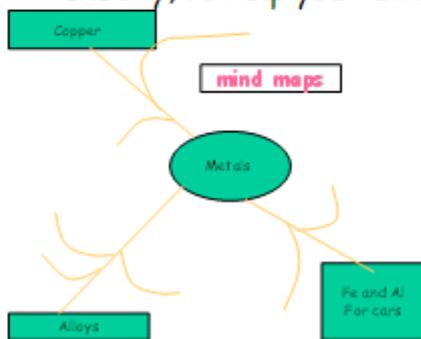
- T-Shirts! Buy some fabric pens.
- Revision songs
- Post-it frenzy!
- Use of wiki-spaces/social media to share
- Using unusual ICT packages like prezi. Screenr or Sparkol to create interesting and creative presentations to keep and share.

[Good, sensible advice...](#)

1. MIND MAPPING

Produce a mindmap

- Work in pencil.
- Topic name in the centre (small)
- Draw one branch away from the centre for each sub-topic.
- Write the sub-topic prompts at the ends of each branch.
- Add in the detail, as branches use pictures, funny or cheeky, to help you remember (should look organic)



2. REDUCE

Take your topic

- Read through each section and pick out the important bits (underline).
- Put it into fewer words,
- Draw simpler diagrams.
- Make up pictures to show bits of info (don't need to be good, so long as YOU know what they mean).
- Number points so you know how many bits to remember (great for chunking).
- Look up words you don't understand (explain them in your own words).
- GET IT ALL ONTO ONE PAGE.

4. EXPLODING

Why? It makes you go over every topic again; to jog and test you plus it gives you everything you need to cover on one sheet of paper - what a bonus!

- Show all the wads of info for a TOPIC on one page.
- Explode the subject, same as above but shows the whole subject in a MONSTER picture.

Extension: Draw arrows to connect bits of the whole subject that go together. It may look messy but it will get your brain working!

5. CUE CARDS

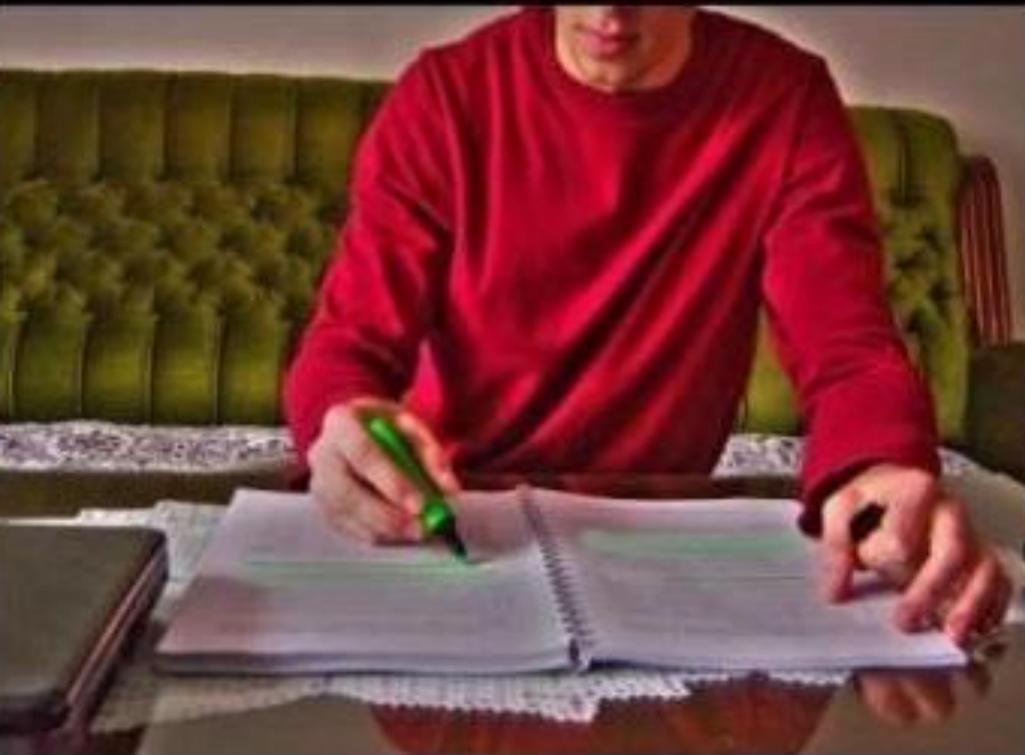
Produce a cue card using one or more of the following techniques

- Mindmap
- Devise questions - Separate answers to questions on the back (less likely to cheat)
- Reduce information onto a card (don't just write smaller). Simplify on the reverse information using code or shorthand.
- Quiz with Clues on the reverse.
-

HINT When reading always think 'what am I supposed to do with this info?' - turn it into 5 quick questions.

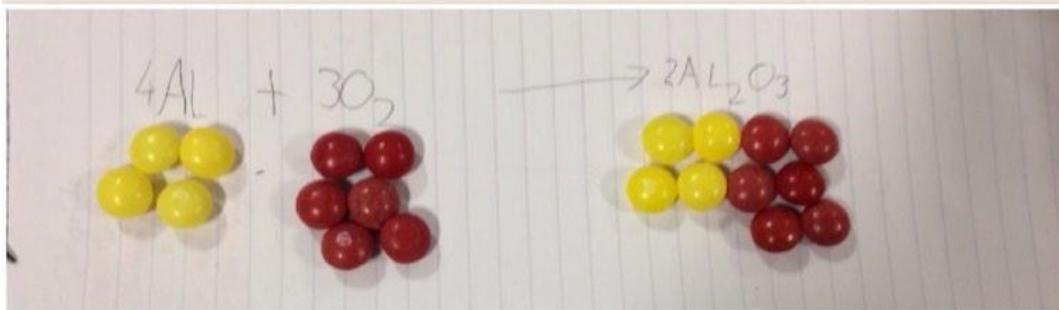
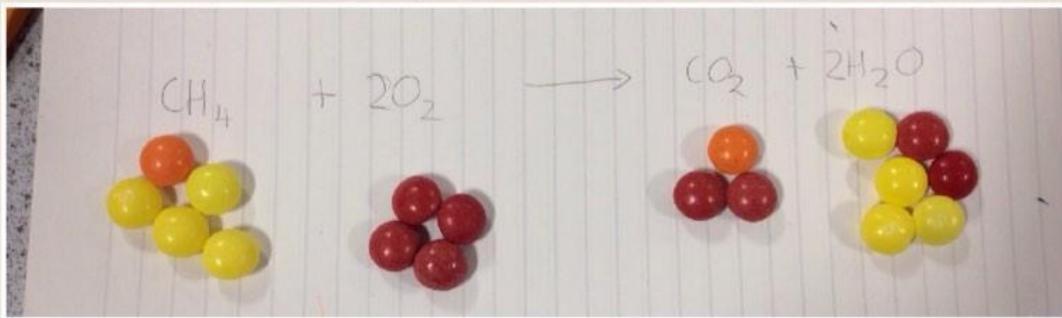
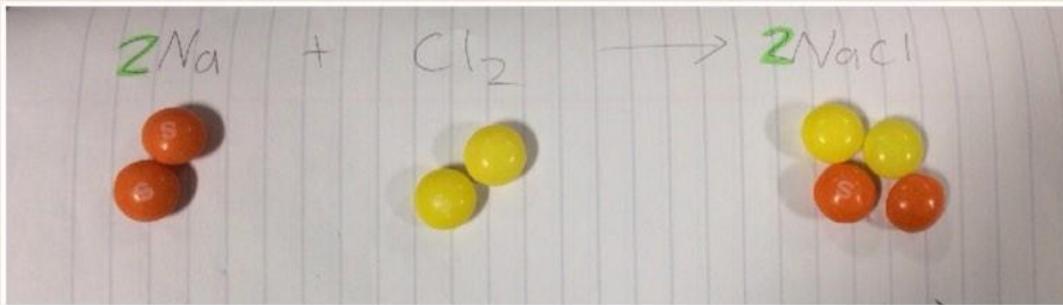
Highlighting
Re-reading
Summarising

Expectation



Reality

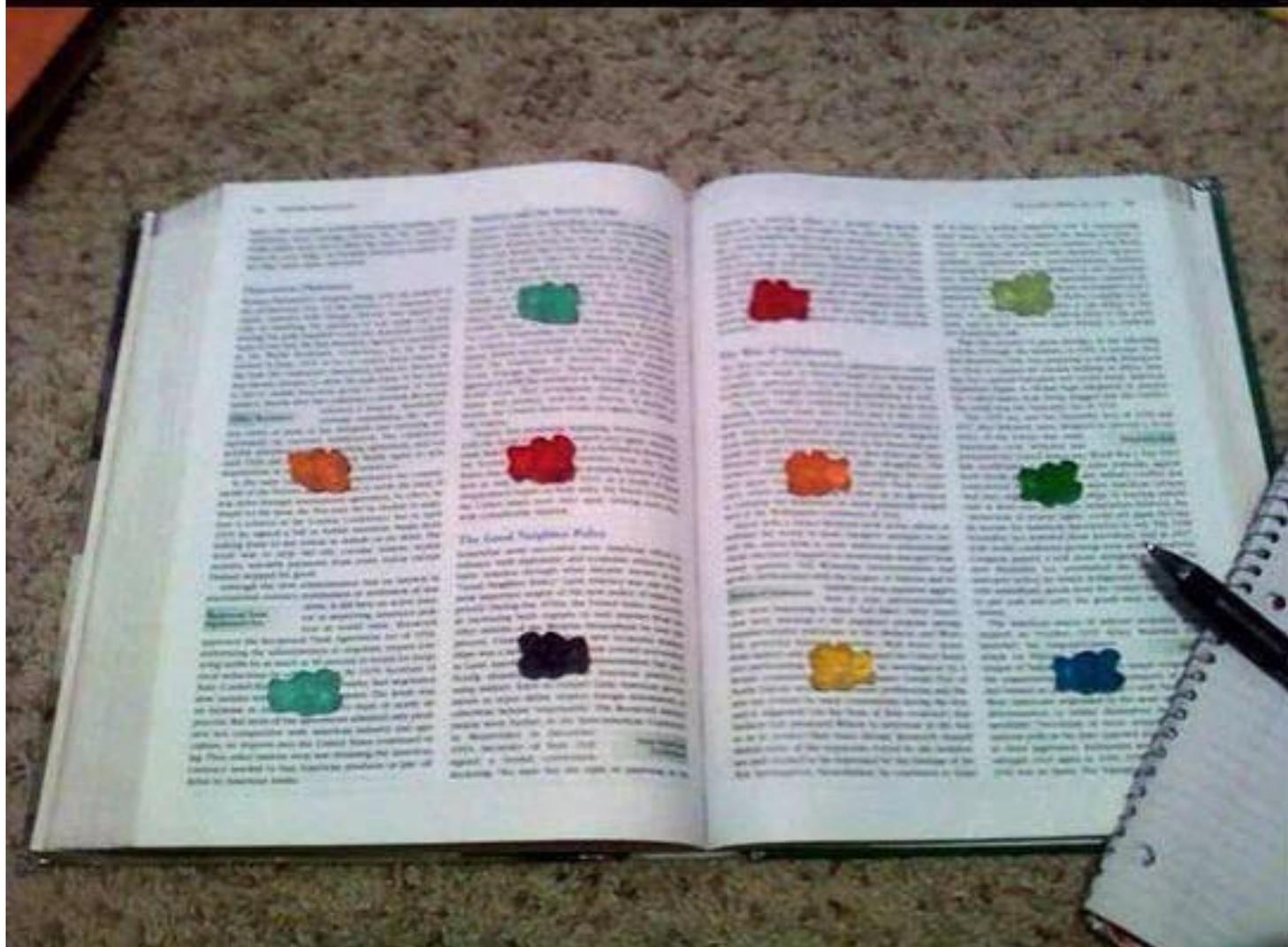




Skittle revision

Use skittles to represent different topics (in this case elements of a formula), themes, subjects or ideas. Eat your skittles once you feel confident!

STUDYING INCENTIVE: WHEN YOU REACH A GUMMY BEAR, YOU GET TO EAT IT. I'VE BEEN STUDYING WRONG MY WHOLE LIFE.





Revision T Shirts

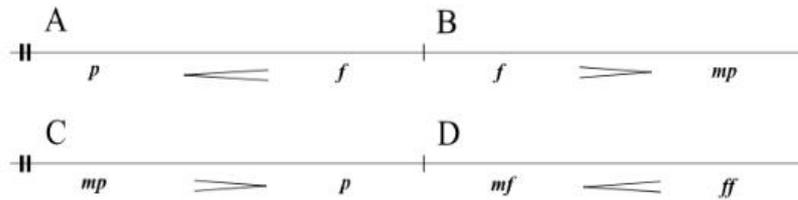
Either buy some cheap plain white T Shirts or use an old one you don't use anymore (be careful!).

Use fabric pens to record key words and information onto different parts of the shirt to help you remember and select the important information.

Practice Testing

This technique is pretty straightforward – keep testing yourself (or each other) on what you have got to learn. This technique has been shown to have the highest impact in terms of supporting student learning.

- (c) Which of the following shows the correct dynamic changes in sections 1 + 2 of this excerpt? [1]



- (d) Section 3. Tick the box next to the term which best describes this section. [1]

cadenza	<input type="checkbox"/>
bridge	<input type="checkbox"/>
coda	<input type="checkbox"/>
introduction	<input type="checkbox"/>

How can I keep testing myself?

- Create some flashcards, with questions on one side and answers on the other – and keep testing yourself.
- Work through past exam papers – many can be acquired through exam board websites.
- Simply quiz each other (or yourself) on key bits of information.
- Create ‘fill the gap’ exercises for you and a friend to complete.
- Create multiple choice quizzes for friends to complete.

CUT CUT CUT

01

PREIST

02

HIS
HAT

03

STANDING
MISS

04

WETHER

05

WHEEL DRIVE
WHEEL
WHEEL
WHEEL

06

GIVE X 4
GET X 4

07

LITTLE
LITTLE

LATE
LATE

08

Bob
Bob

09

bc

10

Pod
Pod Pod

11

NOH
SUN
NOH

12

01= A Cut Above The Rest

02= A Clerical Error

03= A Bit Of This & A Bit Of That

04= A Big Miss Under Standing

05= A Bad Spell Of Weather

06= 4 Wheel Drive

07= 4 Give & 4 Get

08= Too Little Too Late

09= 2 Bob

10= Be Seeing You

11= Tripod

12= Square Meal

Scribble words/ideas the question makes you think of.

In the rest of the novel, **how** does Steinbeck show that some people on the ranch are considered **more important** than others? How does this reflect the **society** in which the novel is set?

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REVISION TIPS



Create and use a revision planner

Plan out your revision timetable. How long have you got before each exam? Which exams require more revision time?



Set an alarm and start early!

The morning is the best time to revise and remember the sooner you start the sooner you're finished.



Find a nice space to revise in

Some where bright, hot, comfortable and free of distractions.



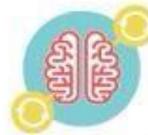
Be ready and prepared to revise

Create a checklist of things you need. Plan a 'bag of notes' for exams or revision guide or book or...



Limit distractions

Keep possible distractions to a minimum. Switch your phone to flight mode. (You can check this a revision later)



Revise, Repeat, Remember

Every time you revise and repeat differently teaches your brain. Find what best for you and stick with it. **Revise, Repeat, Remember**



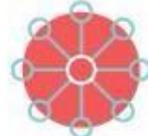
Prioritise your time

Give extra time to subjects and areas you're struggling with.



Set a target!

Write the next three pages of notes. Revise for an hour. Complete an past exam paper.



Use a mind map

Mind maps are a brilliant visual tool for remembering facts and dates.



Use a post-it note

Struggling to remember a key fact? Set it down on a post-it note and stick it around the house. Try the mirror, on the fridge or the back of the toilet door!



Question the question

Is there a better, more precise way to answer the question? Now is the time to think of and revise your answers.



The more you put in the more you get out!

Reward yourself once you meet a revision target.

Most of all stay positive and try your best!

& Good Luck

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Find a nice space to revise in

Some where bright, tidy, comfortable and free of distractions.



Be ready and prepared to revise

Create a checklist of things you need Pen ✓ Paper ✓ Water ✓ Post-its ✓ Revision guide ✓ Ink & stick ✓



Limit distractions

Every possible distraction is a weakness. Switch your device to flight mode. (You can check for a reward later)



Revise, Repeat, Remember

Everyone revises and repeats differently find the system that works best for you and stick with it. **Revise. Repeat. Remember**



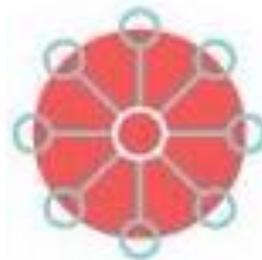
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What's the point?



Research has shown that, after getting their exam results, eight out of ten English students wish that they had revised more.



Research has also shown that 85% of students who revise achieve their target grades or better.