

GCSE Revision Support



Revision



Effective revision has a considerable impact on your final grades. The keys to effective revision are:

- Start your revision in good time.
- Plan a revision timetable.
- Highlight coursework deadlines and examination dates and times.
- Spread your subjects out over time so you cover each one several times.
- Plan for one-hour slots and break this into three 20 minutes sessions with a 2 minute break in between each. Any more of one subject and nothing extra sinks in.
- In the evenings after school, two or three subjects only. Leave time for relaxation.
- Allow yourself some days off but not in the few weeks just before the exams.
- Plan to revise specific topics or aspects of a subject, for example not just science but human systems, or waves, or chemical reactions, or electricity.

Identify a starting point

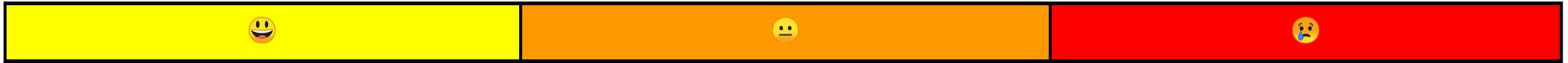
- Write out your subjects in order; spend more time revising the subjects you find harder. The template below may help.
- For each subject print out the specification or topic checklist from your teacher. Read each statement in the specification whilst considering the question “if I was in the exam now would I be able to get full marks on this topic?”
- If the answer is yes highlight green, if the answer is maybe highlight yellow and if the answer is no highlight in red.
- Start by revising all of the topics you have highlighted red.

Write down all your subjects in order of the easiest to the most difficult.
Prioritise spending more time on the subjects you find harder.

1 hour every three days

30 Mins every other day

45 minutes everyday



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Get organised

- Create a revision timetable, see the examples below.
- Start with the dates of your exams, any regular commitments you may have and holidays.
- Plan in 2-3 revision slots per night starting with 20 minutes sessions and building up to one hour sessions as we get closer to the exams.
- On a weekly basis decide which topics/subjects you will focus on that week, remember those topics highlighted as red.
- Remember to take into account meal times, relaxation time, exercise and time for other commitments.

Revision Planner

When planning for your revision, start by writing down all of your subjects and subdivide by the number of exams you have for each subject. You should revise per exam, not per subject. This will help you to plan enough revision in the right areas. At the end of this booklet we have included some pages you could use for this with the exams and revision sessions pre-populated at the end of this booklet.

Plan Online

A great free online study planner can be found here: <https://getrevising.co.uk/planner> You can use this to schedule your time easily, add exams, deadlines and more. It breaks up the time you have at home into manageable chunks to help plan revision effectively. Don't forget to 'plan a life' too but make sure that you balance this in the correct proportions. The site will also send you 'reminders' to keep on track!

The planner looks like this:

View a week or a month

Study Planner

[Edit subjects](#) [Edit classes](#) [Edit exams](#)

[Printable PDF](#)
[Study leave](#)
[Add exams and deadlines](#)
[Erase and start again](#)

Help: Using the Study Planner

week ◀ **1st - 7th December** ▶ **Week** **Month**

See earlier	Mon 1st	Tue 2nd	Wed 3rd	Thu 4th	Fri 5th	Sat 6th	Sun 7th
08:00 - 09:00						add activity	add activity
09:00 - 10:00						meeting with friends	free
10:00 - 11:00						Geography Paper 1 revision	History Paper 1 revision
11:00 - 12:00		School	School	School	School	EATI	X-Box
12:00 - 13:00						Maths Paper 1 revision	English Language revision
14:00 - 15:00						Science Biology revision	free
15:00 - 16:00						Family afternoon activity	Product Design Coursework
16:00 - 17:00			French Writing revision	English Lit Revision	Maths Paper 2 Revision		
			French reading revision	Science Physics revision	Geography Paper 2 revision		free

Adds blocks for school time

Use colours to split up subjects

Plan after school time

Weekend slots broken into 1hr

Example Weekly Topic Plan

- Each week decide which topics you are going to focus on for each subject.
- Remember to include time to recap topics studied in the previous weeks.

<u>English Language</u>	Annotate two love and relationship poems. Create a mind map of the key themes and memorise.
<u>English Literature</u>	Create a mind map on the theme of guilt, include key quotes. Write out the mind map from memory. Complete one past paper essay on the theme of guilt. Complete a past question on the Macbeth themes revised last week.
<u>Maths</u>	Complete two past papers and self-mark. Attend maths support to work on problem areas.
<u>Physics</u>	Learn the key equations for motion. Re-do questions in exercise book and check answers. Complete two past paper questions.
<u>Chemistry</u>	Create a flash card for each positive and negative ion test. Test myself on them over two days. Complete two past paper questions. Get my sister to test me on the bonding key answers I learnt last week.
<u>Biology</u>	Create a mind map on DNA replication. Write out from memory and add anything that is missing in a different colour pen.
<u>French</u>	Complete a past paper listening paper. Make a list of vocab I do not understand and learn on the bus.
<u>History</u>	Complete one past paper question on causes of world war one.
<u>RM</u>	Stay behind after school on Wednesday to do some CAD design.
<u>Geography</u>	Complete three past paper questions on coasts. Self-mark and make flash card with any mistakes.

Technique

It is not effective to read notes over and over again. The following ideas may help you to revise:

Mind Maps	Pick a topic. Take 7 minutes to write as much as you can remember about the topic. Afterwards look at your textbook or notes and complete the mind map using a different colour pen. Repeat this process a number of times over the week so you can see how your memory improves.
Flashcards	Create flashcards with a question on one side and the answer on the other. Test yourself by saying the answers out loud. Make a pile of any questions you get wrong and write them out two times.

Timelines	Create a timeline with key dates and pictures. See if you can write it out from memory.
Post it notes	Write key vocab on post-it notes. Stick them ALL over the house. Every time you pass a note you have to say the key word out loud.
Past Papers	Go on exam board websites to find past papers. Once you have finished revising a topic find a relevant past paper question to attempt. Attempt the question without looking at your notes. If you get stuck start look up the answer, but write anything you add in a different colour pen. Anything written in the different colour should form the basis of your next revision session. Build up to doing whole past papers under timed conditions.
Time	Use an old school timer to time each revision session. Try the Pomodoro technique. Set a timer for 25 minutes; revise a topic in this time. When the alarm goes off take a five minute break and do something different e.g. stretch, check your phone, play some music, dance around your room. After the break set a timer for another 25 minutes; in the first five minutes recap what you did in the first 25 minutes and then start with a different topic.
Breaks!	Take regular breaks in between revision sessions. Do something fun in this time such as talking to friends, going for a walk or watching your favourite programme. This should give you something to look forward to.
Music	Don't listen to music when revising unless it is instrumental.
Useful Websites and Apps	https://getrevising.co.uk/make https://www.innerdrive.co.uk/what-are-the-best-ways-to-revise/ https://www.bbc.co.uk/education/levels/z98jimp3 CGP App - for android / iphone Flipd App Memrise App Studytracks App Gojimo App

Below are some strategies that would will find helpful to use in your revision. You will be going through these strategies in your PSHE lessons.

You have 'The Learning Scientists' 6 strategies for learning in your planners to help you!

Work at a speed that favours efficiency, control & precision

① Slow down



⑪

Find someone who is better

Learn from an expert practitioner.
Expand the challenge

⑩

Make it harder

The pressure of competition can speed up the learning process



⑨ Record the data & review

Track your progress & regularly review it to see what has worked

Knowing where you are going helps to create a plan

② Start with a goal in mind



Short, interim goals keep the journey simple & manageable

③ Chunk it



④

Practice at the edge of your abilities

Find that sweet spot where it is hard, but not so hard you want to quit

⑤

Get feedback

Feedback can be in person from a teacher or peer or via video



⑥

Repeat

Mastery = unconscious competence which comes from MANY repetitions



The 11 steps of Deliberate Practice



It is not just the amount but the quality of time spent

⑧ Count good repetitions

Stay focussed by making practice interesting

⑦ Vary your approach



4 Methods of Retrieval Practice

@ImpactWales

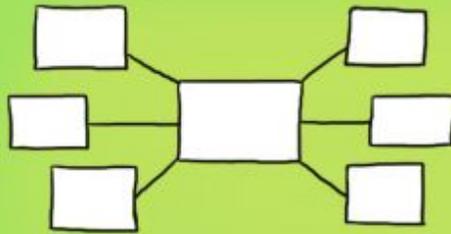
Before you start put away all your books & classroom materials.

Retrieval Practice Examples

- * Exit Tickets
- * Starter quizzes
- * Multiple choice quizzes
- * Short answer tests
- * Free write
- * Think, pair, share
- * Ranking & sorting
- * Challenge grids

BRAIN DUMP

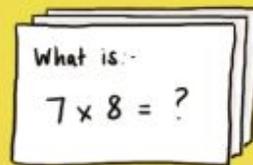
Write, draw a picture, create a mind-map on everything you know about a topic.



Give yourself a time limit, say 3 minutes, then have a look at your books & add a few things you forgot.

FLASHCARDS

Create your own flashcards, question on one side answer on the other. Can you make links between the cards?



You need to repeat the Q&A process for flashcards you fail on more frequently & less frequently for those you answer correctly.

QUIZZING

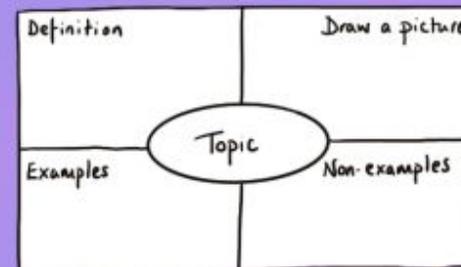
Create practice questions on a topic. Swap your questions with a partner & answer.

Question - What is a metaphor?

- A comparison using 'like, as, than'.
- A comparison where one thing is another.
- A comparison with a human attribute.

KNOWLEDGE ORGANISERS

Complete a knowledge organiser template for key information about a topic.

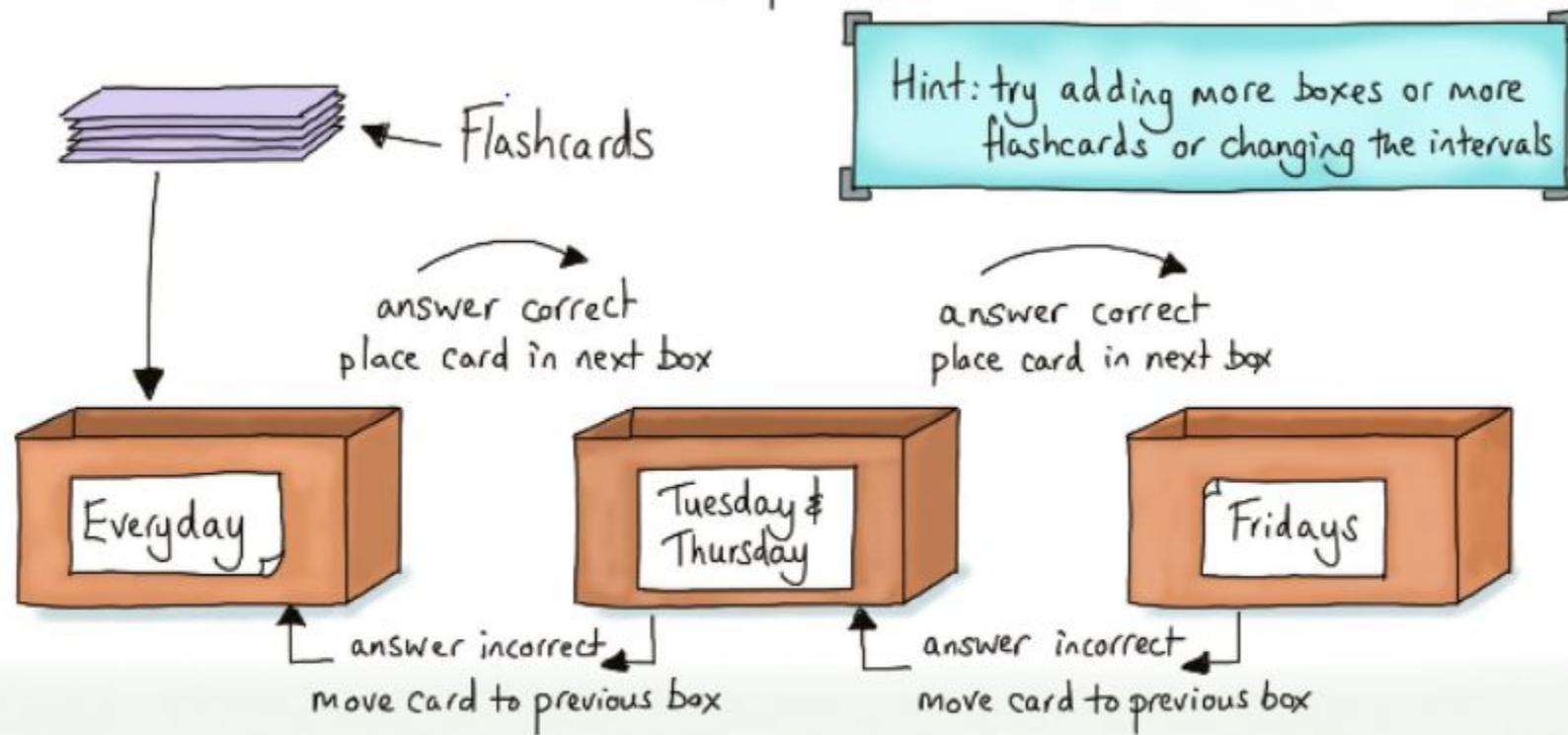


You can use knowledge organisers to learn new vocab & make links in between subjects or ideas.

After you have retrieved as much as you can go back to your books & check what you've missed. Next time focus on that missing information

LEITNER Flash card method

@ImpactWales



An effective use of flashcards to prompt & recall learning using spaced practice proposed by Leitner in the 1970s. It focuses on the proficiency of recall of the learner. Information which is easily recalled has a longer time lapse before the next recall opportunity.

**Questions from Texts,
Teachers and Tests**

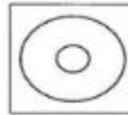
Thinking Processes

**Thinking Maps
as Tools**

How are you defining this thing or idea? What is the context? What is your frame of reference?

**DEFINING IN
CONTEXT**

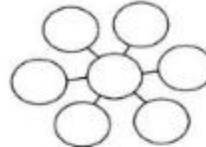
Circle
Map



How are you describing this thing? Which adjectives would best describe this thing?

**DESCRIBING
QUALITIES**

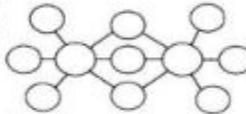
Bubble
Map



What are the similar and different qualities of these things? Which qualities do you value most? Why?

**COMPARING and
CONTRASTING**

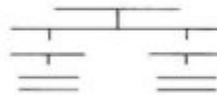
Double
Bubble
Map



What are the main ideas, supporting ideas, and details in this information?

CLASSIFYING

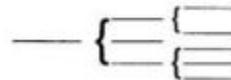
Tree
Map



What are the component parts and subparts of this whole physical object?

PART-WHOLE

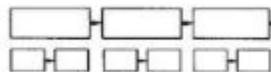
Brace
Map



What happened? What is the sequence of events? What are the substages?

SEQUENCING

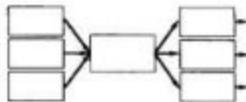
Flow
Map



What are the causes and effects of this event? What might happen next?

CAUSE and EFFECT

Multi-
Flow
Map



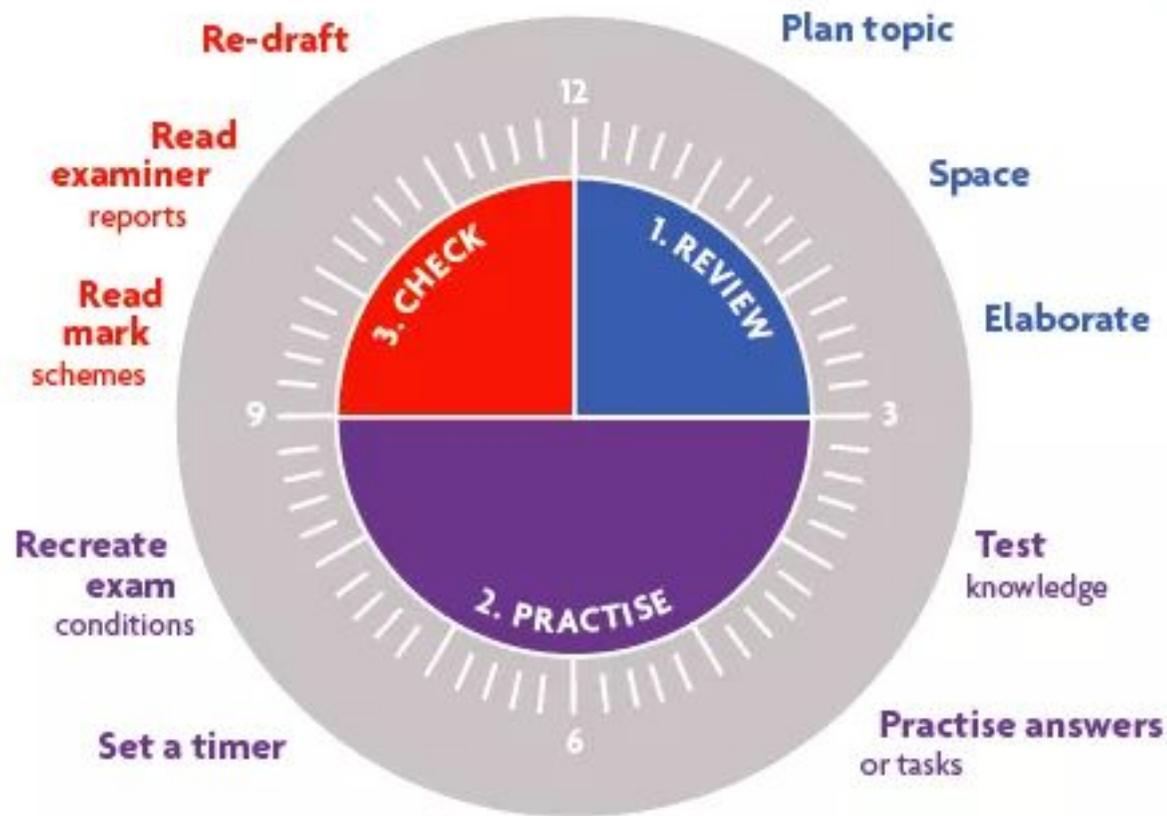
What is the analogy being used? What is the guiding metaphor?

**SEEING
ANALOGIES**

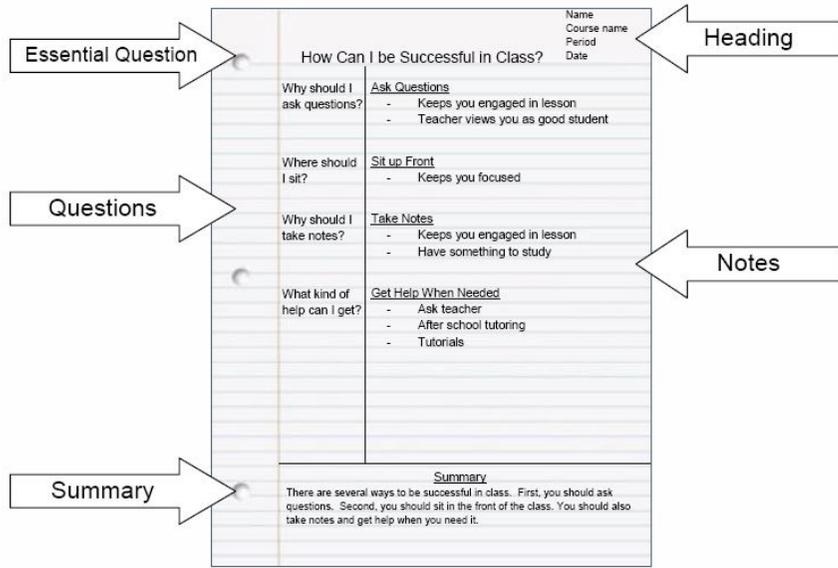
Bridge
Map



FIGURE 1:
THE MEMORY CLOCK



Cornell note taking is a really good way of condensing your notes and identifying key points and questions



Topic: Graphing Linear Equations	Name: _____
Class: Algebra	Period: 4
Date: _____	
Questions/Main Ideas	Notes
Standard form: $Ax + By = C$ ex $4x + 3y = 9$	
Slope intercept form: $y = mx + b$ ex $y = 2x + 1$	
slope - rise = change in y value = $y_2 - y_1$ run change x value $x_2 - x_1$	
$2x + 4y = 20$	
Find the slope: subtract $2x$	$2x + 4y = 20$ $-2x \quad -2x$ $4y = -2x + 20$ slope = $-\frac{1}{2}$
divide by 4	$4y = -2x + 20$ y-intercept = 5 $y = \frac{1}{2} - \frac{1}{2}x + 5$
How do you graph a slope?	# Graphing 1. Plot y-intercept 2. Follow slope 3. connect line
Find the slope:	$(1, 4), (3, 2)$ $y_2 - y_1 = 2 - 4 = -2 = a$ $x_2 - x_1 = 3 - 1 = 2 = b$ $y = \frac{a}{b}x + b = y = \frac{-2}{2}x + 0$
Find slope:	$y = \frac{a}{b}x + b$ slope-intercept = 0
substitute	$4 = \frac{a}{b}(1) + b$ slope-intercept = 0 $4 = 4 + b$ $b = 0$ y-intercept = 0
Summary:	Today in class we learned the standard form ($Ax + By = C$) the slope intercept form ($y = mx + b$) and what a slope is (rise over run) we also learned that when graphing you plot the y first then follow the slope.

Cornell Notes	Topic/Objective: Identify significant literary devices that define a writer's style and how to interpret work	Name: _____
XAVID	Class/Period: Lang. Arts	Date: Oct. 12, 2009
Essential Questions	Notes	
How does Langston Hughes' poem "Mother to Son", advise the reader to overcome difficulty and keep from giving up in life?		
Questions:		
1) What is the significance of the speaker in the poem?	1) Speaker - voice that communicates a poem's ideas, actions, descriptions, & feelings - similar to narrator - can be unknown or specific (like character)	
2) How does a poet's choice of speaker affect the mood/meaning of a poem?	Imp. - Poet's choice of speaker contributes to the poem's mood/meaning - who speaks is as imp. as what is said - different points of view regarding same event (ie. parent, child, elderly person) - the person telling the story gives point of view and affects the message told - writer's/poet's style	
3) How does Hughes use vocabulary to contribute to and convey his message?	Vocab - helps to understand meaning "crystal stair" = luxuries (metaphor for things) ie. "Life for me ain't been no crystal stair" "reach in" - replace letter at end of word (dialect) "Cause" = because - slang var. lang used by groups speech act.	
Summary:	The speaker/voice in the poem is important because it communicates the ideas/feelings of the poem. who the poet chooses as the speaker identifies the point of view and affects the message/meaning. Hughes uses vocabulary and style to convey the message that life is hard when Mother says life for me ain't been no crystal staircase.	



Six Strategies for Effective Learning

LEARNINGSOCIETYS.ORG

All of these strategies have supporting evidence from cognitive psychology. For each strategy, we explain how to do it, some points to consider, and where to find more information.



Explain and describe ideas with many details



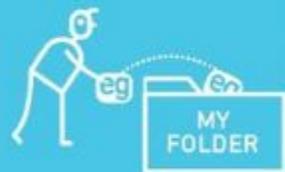
ELABORATION

Practice bringing information to mind



RETRIEVAL PRACTICE

Use specific examples to understand abstract ideas



CONCRETE EXAMPLES

Space out your studying over time



SPACED PRACTICE

INTERLEAVING



Switch between ideas while you study

DUAL CODING



Combine words and visuals



Motivation and Support

- Make sure you take time out from revision.
- Keep a list of all the revision you have completed, including scores on past paper questions and past papers. Over time you can see how much effort you are putting in.
- Talk to your friends and family about the revision you are doing. There will be days where things do not go to plan, this is OK. Start afresh the next day.
- Create a relaxing evening routine by not revising too late and ensuring you get 8 hours of sleep per night.
- Keep active. This may be as simple as going for a walk with your dog after doing some revision or planning an activity at the weekend.

If you are struggling with your revision or would like some additional support please talk to Ms Beswick, Miss Leibowitz, your tutor, matron or a teacher. We can help you with: creating revision timetables; relaxation techniques; supervised study sessions; organising support sessions, listening to your concerns and much more!