

REVISION GUIDANCE AND STRATEGIES



Alderman White School

A member of The White Hills Park Trust

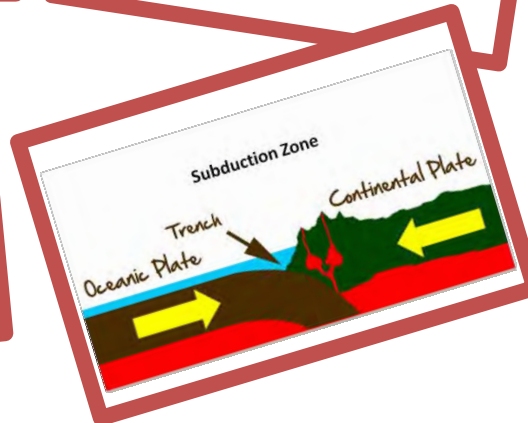
The Pairs Game

Great for learning key words and meanings, or dates and events, or quotations and who said them.

HOW TO DO IT

- ✓ Cut up equal sized plain cards
- ✓ Write out the information / quotations / formulas (draw diagrams) on the cards in pairs or even sets of three (shown here)
- ✓ Lay them out face down and turn two (or three) over to see if you can find a matching set ...
- ✓ IF they make a set **keep** them
- ✓ If they don't make a set, turn them over and try again (and keep on trying)

Convergent
Plate Boundary



Sub ducted
When the **more** dense oceanic plate is pushed under the **less dense** continental plate



Look, dash and draw

1st

If you're revising *upstairs* and you're trying to revise a diagram or a mind map ...

Try to remember facts, dates, key words, images as you go back up ...

Draw / write out what you can remember when you get back to your work ...
REPEAT until you've got it

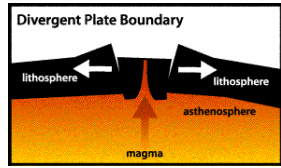
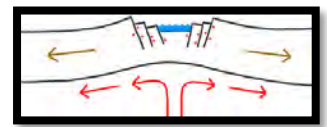
2nd

Stick a copy of the diagram or poster *downstairs*
(or in another room if you don't have a 'downstairs')
LOOK at the poster and try to remember a part of it

3rd

4th

Great for ...
Remembering diagrams, formulas and mind maps

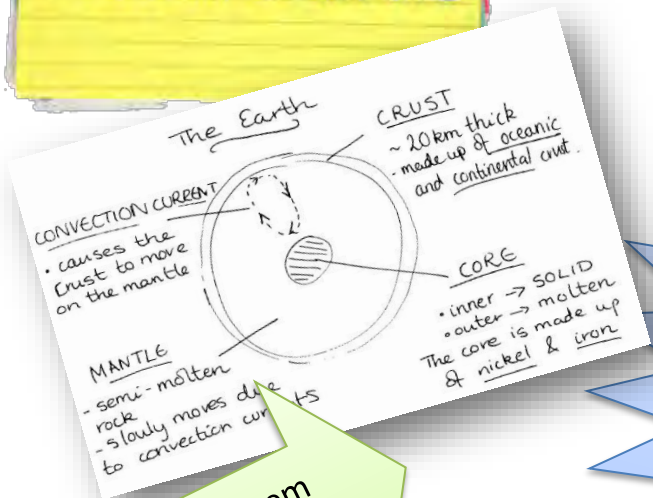


Flash Cards and Post-Its



100 from
TESCO for £1

Great for quotations,
dates, or events etc.
You can put them up all
over the house too!



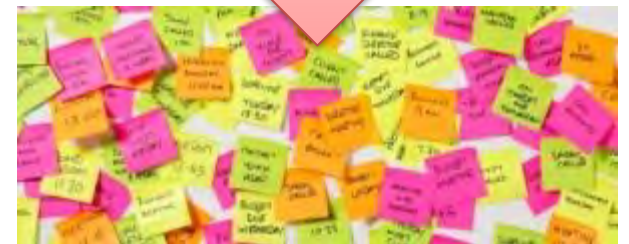
Colour makes them
more memorable



Great for ... breaking
down large amounts of
info into smaller easier to
manage chunks.

PLUS you can put them in
your bag or pocket and
use short blocks of time
to revise

Don't over-do it! You will
struggle to remember all of
them if there are too many







Key Words & Meanings

Dates & Events

Equipment & Uses Etc.

Earthquakes and Volcanoes Key words & big ideas

Key word / big idea	Meaning / explanation	Diagram / illustration
Convergent margin	Where two plates are meeting if one is an oceanic plate and the other is continental, the oceanic is subducted under the continental, forming a volcano	
Divergent margin	A point where plates are moving away from each other, allowing magma to reach the surface, forming new land (e.g. Iceland)	
Transform margin	Where two plates are moving past each other - this causes friction and the build up of energy, which can cause an earthquake	
Core	The hot centre of the earth	
Mantle	The layer of molten magma under the crust	
Crust	The earth's surface - made up of plates	e.g. collapsed buildings, trapped / injured / dead
Primary effect	The direct effects of an earthquake of a volcanic eruption	Diseases spread Injured die Businesses stay closed
Secondary effect	The after effects of the natural disaster - these might go on for years	Rescue, food, water, shelter, medical care
Short term response	Actions which will save lives straight after the disaster	Clearing damaged buildings and roads businesses re-open
Medium term response	The clear up operation and how people get their lives back to normal	Build earthquake proof buildings, train & equip emergency services
Long term response	Being prepared for the next big disaster - aiming to reduce the death toll or amount of damage	

Very Useful

- ✓ Tables like this can help you to organise information
- ✓ A lot of exams now give 3 SPAG marks for longer pieces of writing and key words can help with this
- ✓ The exam board will **use these words in exam questions**; you need to **know what they mean** to be able to understand and answer the question

Great for ...
knowing and
understanding the
language of GCSE
exam questions &
answers

Works well with

The Pairs Game



HOW TO DO IT

- ✓ Cut up your diagrams
- ✓ Write out the information, definitions / formulae, etc. on the back of the cards
- ✓ Lay them out face down and turn two or three over to see if you have a matching pair
- ✓ If you have a match then...
- ✓ If you don't have a match then turn them back and try again and keep trying!

Flash Cards and Post-Its



Great for ...

- ✓ Great for quotations, dates, or events etc. You can put them up all over the house too!
- ✓ "Trust yourself. You know more than you think you do."
- ✓ Great for ... creating short large amounts of the info, smaller rather than longer notes.
- ✓ PLUS you can put them in your bag or pocket and use them back of one to another.
- ✓ Don't over-do it! You will struggle to remember all of them if there are too many!

Mind Maps



Great for ...

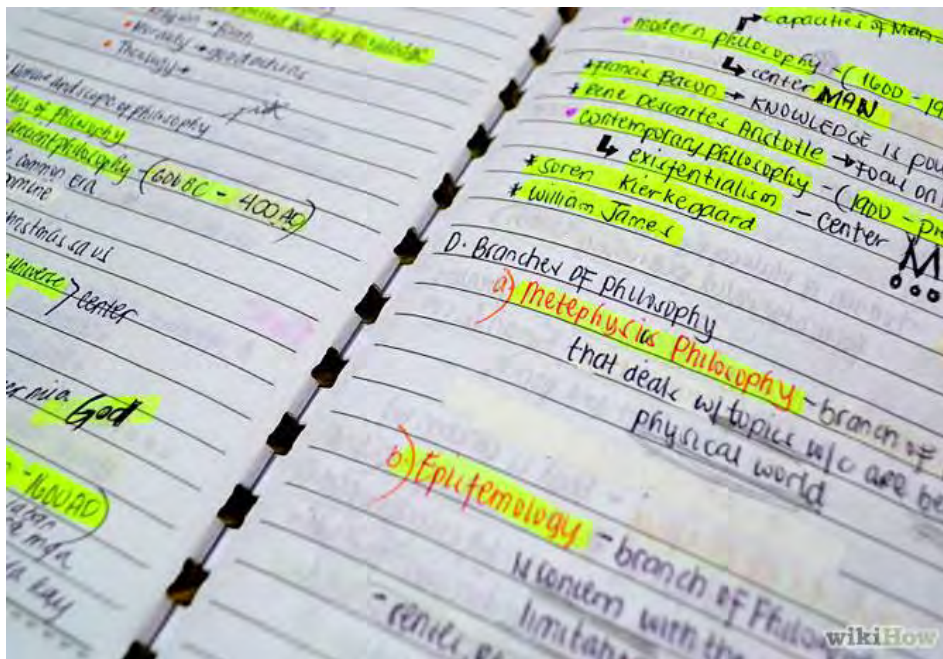
- ✓ Great for ... pretty much anything.
- ✓ You can summarise lots of information onto one sheet with lots of colour and pictures too.
- ✓ Mind Map Tips:
 - ✓ You will need felt tip or crayons - colour helps to make it more memorable
 - ✓ Have them where you can see them - above or next to your bed, on the back of the ice door, next to the TV

Really Good Revision Notes

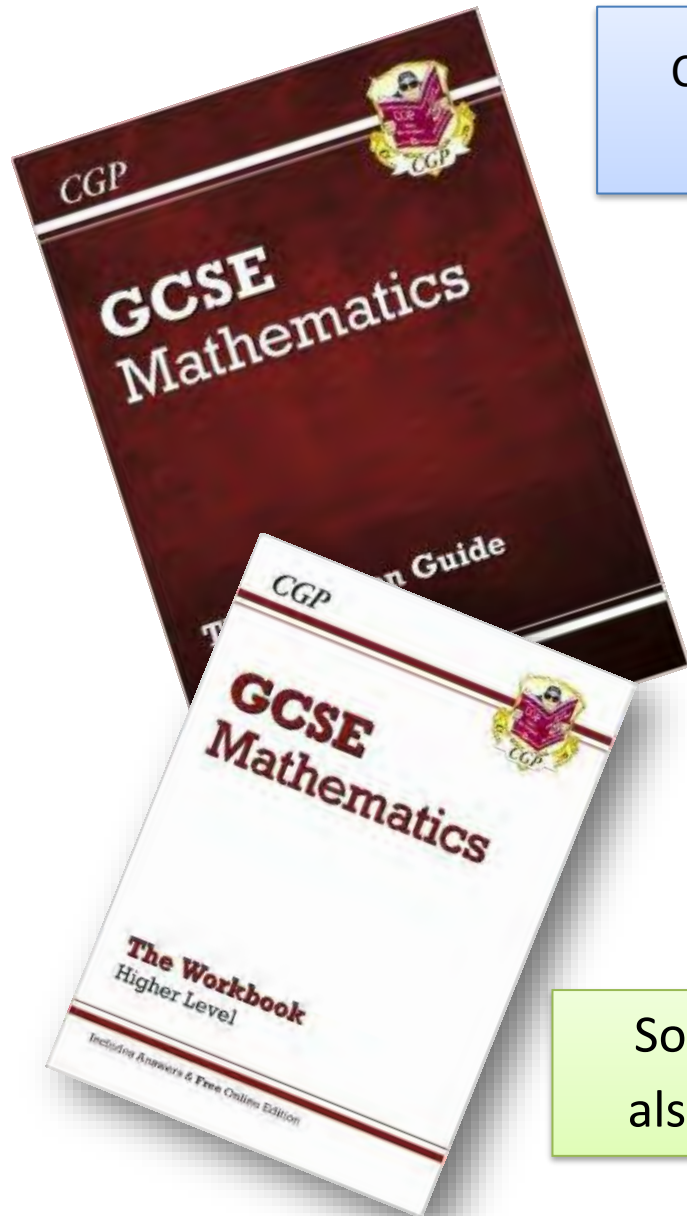
ONLY 10% of you can learn by JUST reading notes ... You HAVE to **actively** revise ... DO something ... Even if it is just making a really good set of revision notes ...

- ✓ Keep your notes **organised** (buy some note pads or a folder to put them in)
- ✓ ONLY write out the **important information**
- ✓ Then go through it again and **highlight the REALLY important information**
- ✓ Then re-read the really important highlighted bits ...

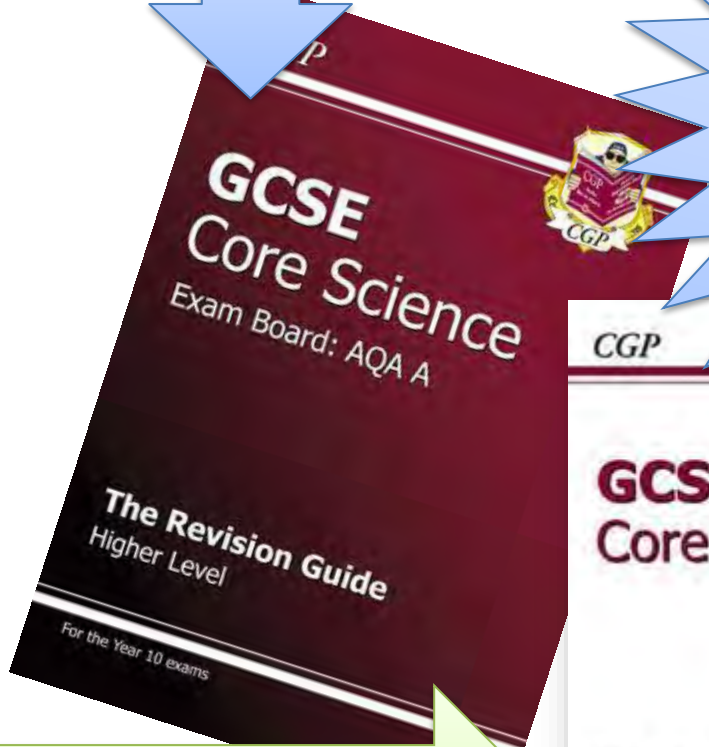
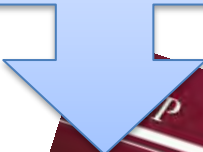
Great for ... revising in a really simple way – especially if you think running about and using felt tips and drawing silly pictures will just distract you ...



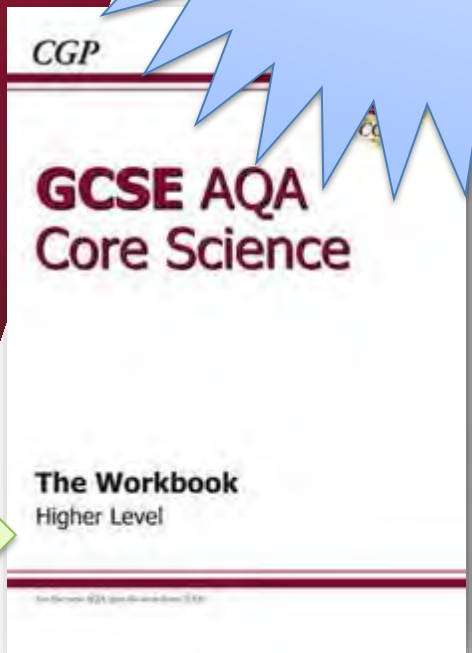
Exam Board Revision Guides



CHECK you get the RIGHT one for the **exam board** you're doing



Some revision guides also have a workbook

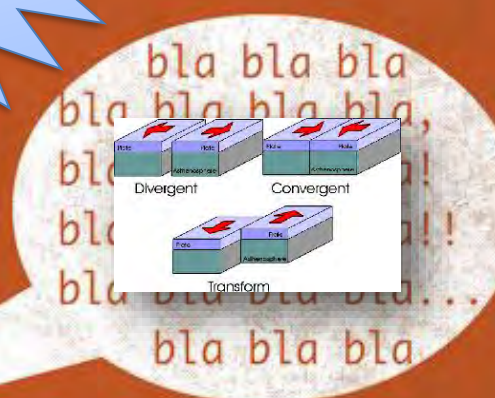
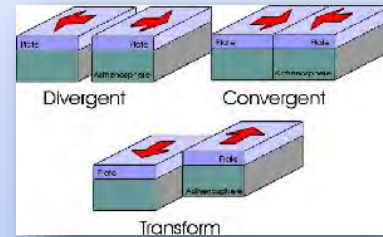


These are GREAT for SOME subjects e.g. Maths & Science. Don't assume they work for ALL subjects

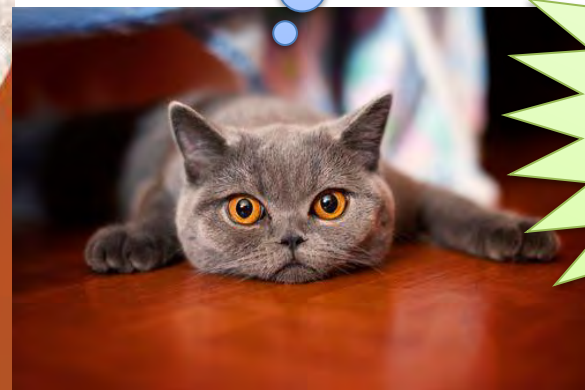
Teach Your Teddy

(OR your cat, dog, ferret, friend etc.)

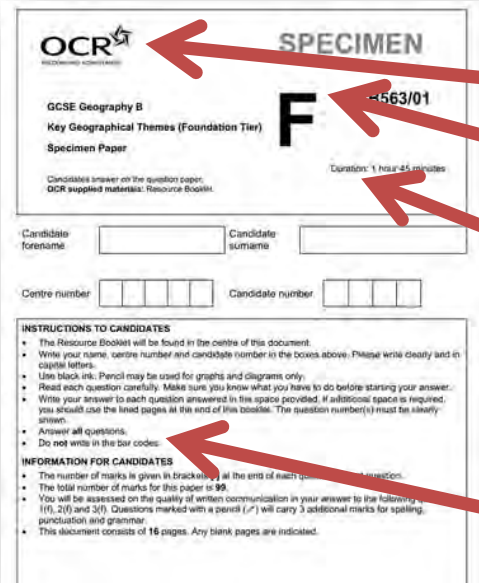
Great for ... If you know it but you NEED to talk it through to check you know it



Make sure you know what you're talking about FIRST



Sample Answers and Exam Papers



Things to know about sample exam papers

- ✓ Make sure you have the right exam board
- ✓ Make sure you have the right tier (if there is one)
- ✓ Remember timings are important – some exam papers expect you to earn one mark per minute
- ✓ Know what the exam instructions are – do you answer ALL questions, or do you CHOOSE?

Level 1 U-E	Level 2 D-C	Level 3 B-A*
<ul style="list-style-type: none"> • Simple descriptions • Little or no evidence • Doesn't get to the point • Fails to answer the question fully • Poor English – frequent mistakes in grammar and spelling 	<ul style="list-style-type: none"> • Some points are being explained • Geographical EVIDENCE included • Tackles the question although it is a little vague in places • Writing is mostly clear and spelling is good • A few key words are included for a grade C 	<ul style="list-style-type: none"> • Good explanations, with evidence used to back up the points made • The question is thoroughly answered • There is structure in the answer (start, middle, conclusion) • Writing is excellent – points flow together and words are where appropriate
0-3 marks	4-6 marks	7-8 marks
Mark awarded		

Use a mark scheme so you know **how to get the marks** you want OR so you can mark answers you have written and see **how to get a better mark**

As we read the poet (and reader) zoom in on one man, a spec in the distance whose only distinguishing feature is his white shirt, 'twirling and turning' in the wind as he, presumably, hangs precariously from a ledge or window high up on one of the two buildings.

In the extract what we see is speaker's last, desperate moments. The extract starts by establishing a point of view and engaging the reader through the use of the pronoun 'you' which draws reader's focus.

A lot of the video footage of the disaster was shot from the high windows of adjacent buildings, and from far below at street level. The shaky, amateur quality of the footage, some of it shot on camera phones, gave the attacks a sharply defined human quality that is often lost amongst the high budget, narrow focus of big name news corporations. This is emphasised through the word 'distant'.

The poet is doing two important things here, firstly he is establishing a sense of drama and anxiety and secondly he is moving what we call the narrative focus on the poem from the general to the particular, or put another way, from the big picture to the fine details, in this instance the man hanging from the window. This technique refines the reader's perception of the poem.

You have picked up on it. Through a distant shot of a building burning you have noticed now that a white cotton shirt is twirling, turning.

In fact I am waving, waving. Small in the clouds, but waving, waving. Does anyone see a soul worth saving?

Just like in films, whenever the director zooms in we know that we are supposed to pay attention since important information is being presented. The speaker tells us that he is waving and the twitching, twirling of his shirt is his desperate attempts to attract attention. This wave forms an interesting juxtaposition between the horror of the situation and a the friendly gesture of a wave. On the other hand we might also think about the implications of a wave of goodbye, one last salute to the world.

The last two lines of the second stanza could suggest he feels people are able but unwilling to help or alternatively, highlights his feelings of insignificance and inconsequentiality. This can link to the casualties and victims of war which is relevant to a number of poems in this cluster.

Example answers and **essay plans** will help you to see how to organise the information you know and **practice exam questions** will give you a chance to check what you do and don't know



Make sure you stick to the timings on the exam paper – half the battle is making sure you can answer the questions in the time you get.

Get Organised, Be Prepared

Produce a revision timetable ... make sure you put enough time into the subjects you're struggling with to help you get on top of them BUT don't neglect the subjects you feel confident about.

You could use a key to colour code what you will do with your time every day to fit your revision in.

	Mon	Tue	Wed	Thurs	Fri	Sat	Sun
9:00							
9:30							
10:00							
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11:00							
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9:30							

Key to colour code timetable with

- English
- Maths
- Science
- _____
- _____
- _____
- _____
- _____
- _____
- Eat / Break
- In school
- RELAX

Find a balance between revision time and time off to relax –it's only a few weeks now until the exams are over

Revise



Relax

AVOID the things you know distract you when you should be revising. Enjoy them when you have a break.



Know Your Key Dates To Aim For

MAY 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
20	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

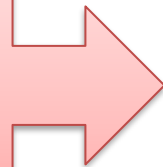
Printable Calendars From 123Calendars.Com



KNOW when your exams are.
Write them onto a calendar to check to see if there are any clashes OR times when you will be really busy

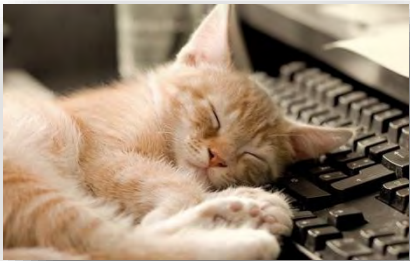
JUNE 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
20	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Printable Calendars From 123Calendars.Com



Cross off exams (and revision) as you complete them – it feels good!
Have a treat planned for the end of the exams ... box set, party, shopping spree 😊

Things To Do ...



DO ...

- ✓ Revise in lots of blocks of 30 to 45 minutes
- ✓ Take breaks when you struggle to concentrate
- ✓ Vary your revision methods
- ✓ Sleep well and at *normal* times (don't work past 11:00 at night)
- ✓ Eat properly (junk food isn't brain food)
- ✓ Get some exercise
- ✓ Start revision early enough to give yourself a chance learn everything you need to know

What NOT To Do ...

DON'T ...

- ✘ Kid yourself; you can't learn 2 years' worth of information the day or evening before the exam
- ✘ Overdo it; you'll get so stressed or tired that you can't think properly
- ✘ Forget to ask for help; that is what your teachers and the Key Stage team are here for
- ✘ Panic; if you've revised enough the exam should be fine



And remember...

Revision and exams don't last forever, so it's worth putting in the time now, to make sure you get the results you WANT in your envelope on results day!



Keeping active during Revision

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Did you know?



Research shows that physically active students have more active brains. Even walking for just 20 minutes can significantly increase activity in the brain. This means that it is really important for students to take regular breaks in their learning.

Exercise triggers the release of various hormones and chemical compounds in the body and has many benefits to learning:

- It improves cognitive brain function
- It improves students' ability to focus for longer periods of time
- It can reduce stress levels
- It can improve memory retention

Studies have shown that exercise helps to oxygenate the brain and release tension, helping students to keep calm, mentally relax and study more efficiently. Productive people often work smarter rather than harder and exercise has a huge part to play in this.

What can you do?



Support your child to take regular breaks so they are less likely to get distracted whilst revising. It's much better to spend 60 minutes revising well and 10 minutes on a break than for your child to spend longer half revising and half playing with their phone! Suggest to your child that they take breaks every 60-90 minutes when revising.

Encourage your child to do something active with their break, such as getting some fresh air, playing sport, going for a walk or a run, or doing housework. Remind them that exercise doesn't have to last for hours to count.

Work with your child to help them work efficiently and find a routine that works for them. They need to be flexible to work around their timetables and could do some exercise early in the morning, at lunchtimes or early evenings. Alongside exercising, help your child to take care of themselves by eating well, sleeping well, relaxing, socialising and having some down time.

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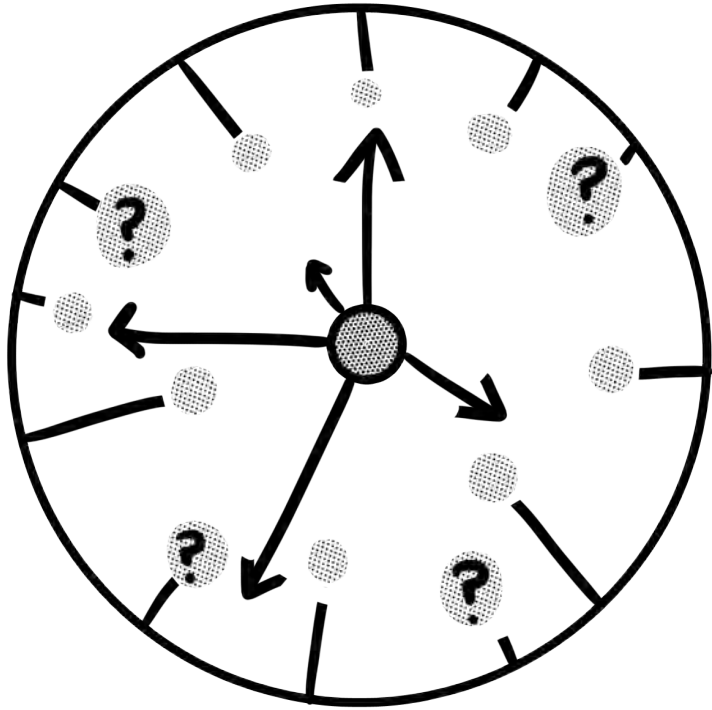
Spacing and Timing of Revision

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Did you know?



Spacing is a revision technique which is all about spacing revision so students don't get swamped and overwhelmed. It means introducing time intervals into their revision sessions as well as spacing out the days on which they revise for topics.

Research shows that doing something little and often is better than doing it at once, or cramming. For example, revising for eight hours in one day is not as effective as doing one hour of revision for eight days. This is because the time in between revising allows students to forget and re-learn the information, which cements it in their long-term memory.

The 'Spacing Effect' is one of the longest and most enduring findings in cognitive psychology. Research suggests there is an 'optimal gap' between revision sessions for students to retain information. In some studies, using spacing instead of cramming has resulted in a 10% to 30% difference in final test results.

What can you do?

Help your child create a revision plan which maps out what they are going to revise and when. Help them to choose a mixture of subject topics to focus on each day to make sure they are spacing them out.

Encourage them to review information using different revision techniques to help them carry out some 5-10-minute reviews of topics, such as reading through notes, highlighting information or making post-it notes. Students can also transform their learning by doing 30-minute activities, such as writing summary sheets, flash cards or mind maps for topics.

Work with your child to practise testing them on different topics and to help them complete exam questions. Remind your child that five hours of time, spent in smaller chunks and spaced periodically, is a far more effective way to learn something than five hours spent the night before.



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The chunking technique

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Did you know?



Chunking is a technique which can improve the **memory**. Chunking is the process of taking individual pieces of information (**chunks**) and **grouping them into larger units**.

The chunking process encourages students to break down larger amounts of information into smaller units, identify similarities or patterns, organise information and group information into manageable units. Studies have shown that students have gone from remembering seven pieces of information to over 80 by using the chunking technique.

Research shows that chunking is useful because it can help students' memory system become far more efficient as they are able to retain information better. They will then be able to recall relevant information in their exams.

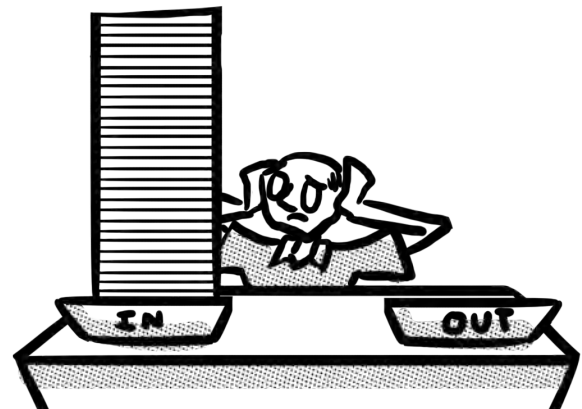
What can you do?

Support your child to **challenge themselves** to remember lists of things, whether it's a shopping list, vocabulary words or important topics they are learning about.

Help your child to **separate their revision into relevant sections** as this will help them digest everything and remember the information more easily. Encourage them to create links between different bits of information and put them into meaningful categories because it can help them remember them better.

Chunking works well if work is **organised and neat**, so help your child to use headings and titles

for different sections, use tables to summarise data, bullet points to summarise key points and also combine illustrations with text to create visual associations.



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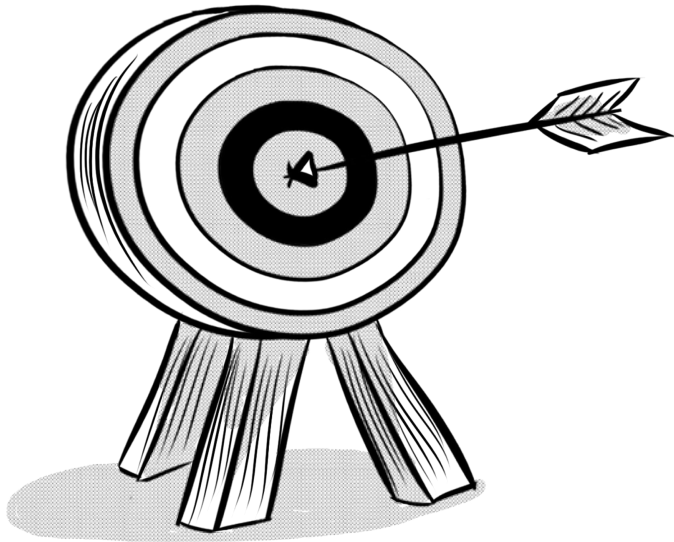
The 'Flipped Learning' Technique

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Did you know?



Flipped learning is the pre-lesson preparation, reflection and questioning that pupils undertake to help inform a teacher's planning (Mazur, 1997). Prior to a lesson, a teacher could direct students towards specific resources (often online media) that they need to digest and respond to.

Flipped learning will help stretch students' learning and understanding of topics, allow them time in the lesson to ask questions and make lessons more purposeful.

Research suggests that there have been some promising results from flipped learning where students have reported higher levels of satisfaction, greater engagement and consistent achievement.



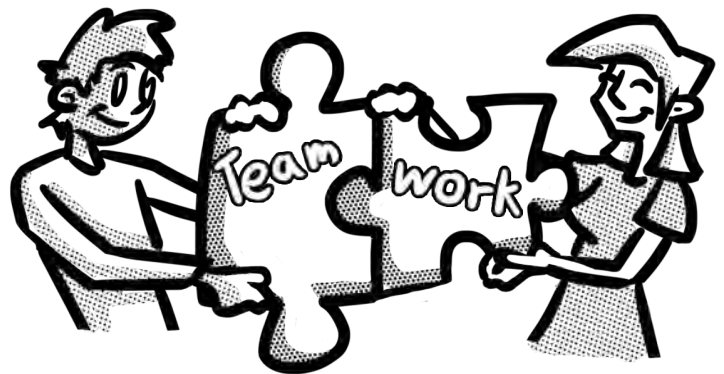
What can you do?

Be willing to talk to your child about their homework or study tasks and help them to access different materials they may need to look at.

Help your child identify the important information within a source, article or video and encourage them to write down questions about the areas of their learning that they do not fully understand, make notes on the topic or create a mind map.

Support your child to be proactive by thinking ahead and asking the teacher which topics are coming up next so they can actively start to understand them. Help your child take responsibility for their learning, prioritise their

work, set themselves targets and get into a good routine with out of school learning.



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The Interleaving technique

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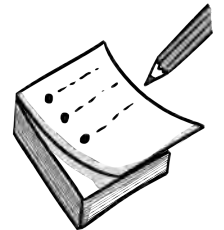


Interleaving is a method used to help students revise and remember more for the exam. It is about what students do with their time when they revise. With the interleaving technique, learning is spread over time, in smaller chunks, rather than dedicating a whole day for one subject or topic.

Research says 'Mixing it up boosts learning' when compared to more traditional methods of block learning where students master one topic before moving on to the next in preparation for exams. Studies have highlighted that students who use interleaving perform better on the examination if the examination was more than one day away.

Evidence highlights that interleaving strengthens memory recall because by revisiting material from each topic several times, in short bursts, students can increase the amount they remember in exams.

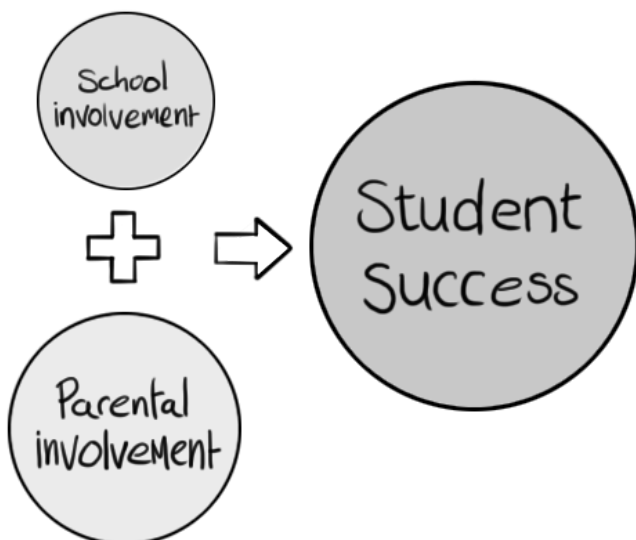
What can you do?



Watch this video with your child to understand more about how interleaving works - <https://youtu.be/WbDpYMp8F6o>

Help your child to decide on the key topics they need to learn for each subject. Work with your child to create a revision timetable which spaces their topics out across a good period of time.

Short bursts of revision are more effective than long sessions so encourage your child to mix topics up and do little and often as quality is better than quantity. Encourage them to take regular breaks in their revision and not to focus on the same topic for a whole day!



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Using Flashcards

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Did you know?



Using flashcards is a repetition strategy. They are a simple 'cue' on the front and an 'answer' on the back. Flashcards engage students in "active recall", which means they are creating connections with their memory.

Research shows that using flashcards can enhance long-term learning and help students to memorise facts quickly. Flashcards are not an effective method for last-minute cramming!

Studies have found that it's more effective to review a whole stack of cards in one sitting rather than to carry them around and have students glance at them every so often.

What can you do?

Encourage your child to make flashcards as part of their revision strategy. The key is to have a question or key term on one side and the answer or definition on the other. Suggest using different colours for topics to help categorise information and to keep them neat. Flashcards containing just notes are not effective.

Try testing your child using the flashcards and give them time to digest the question before answering. If they get the answer right, don't discard the card – they need to keep repeating it again and over time.

When using the flashcards, help your child review their cards using a system. With your child, read

through this article which explains how to use flashcards effectively using a system approach: <https://www.parent24.com/Learn/School-exams/watch-how-to-study-using-flashcards-20160825>



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**KEEP
CALM
AND
PASS YOUR
EXAMS**



Alderman White School

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