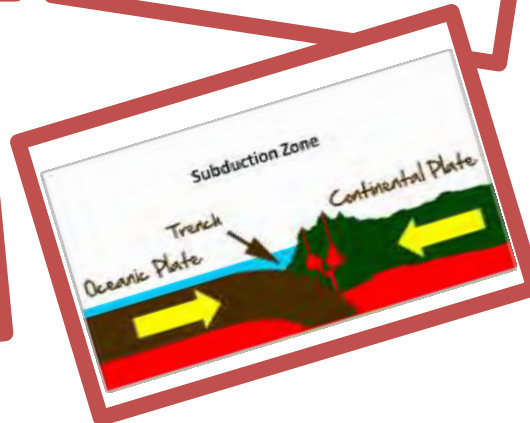


# The Pairs Game



Convergent  
Plate Boundary



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



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 trying

# Look, dash and draw



1<sup>st</sup>

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

2<sup>nd</sup>

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

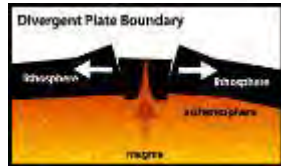
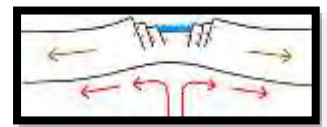
3<sup>rd</sup>

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

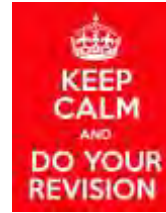
Draw / write out what you can remember when you get back to your work ...  
REPEAT until you've got it

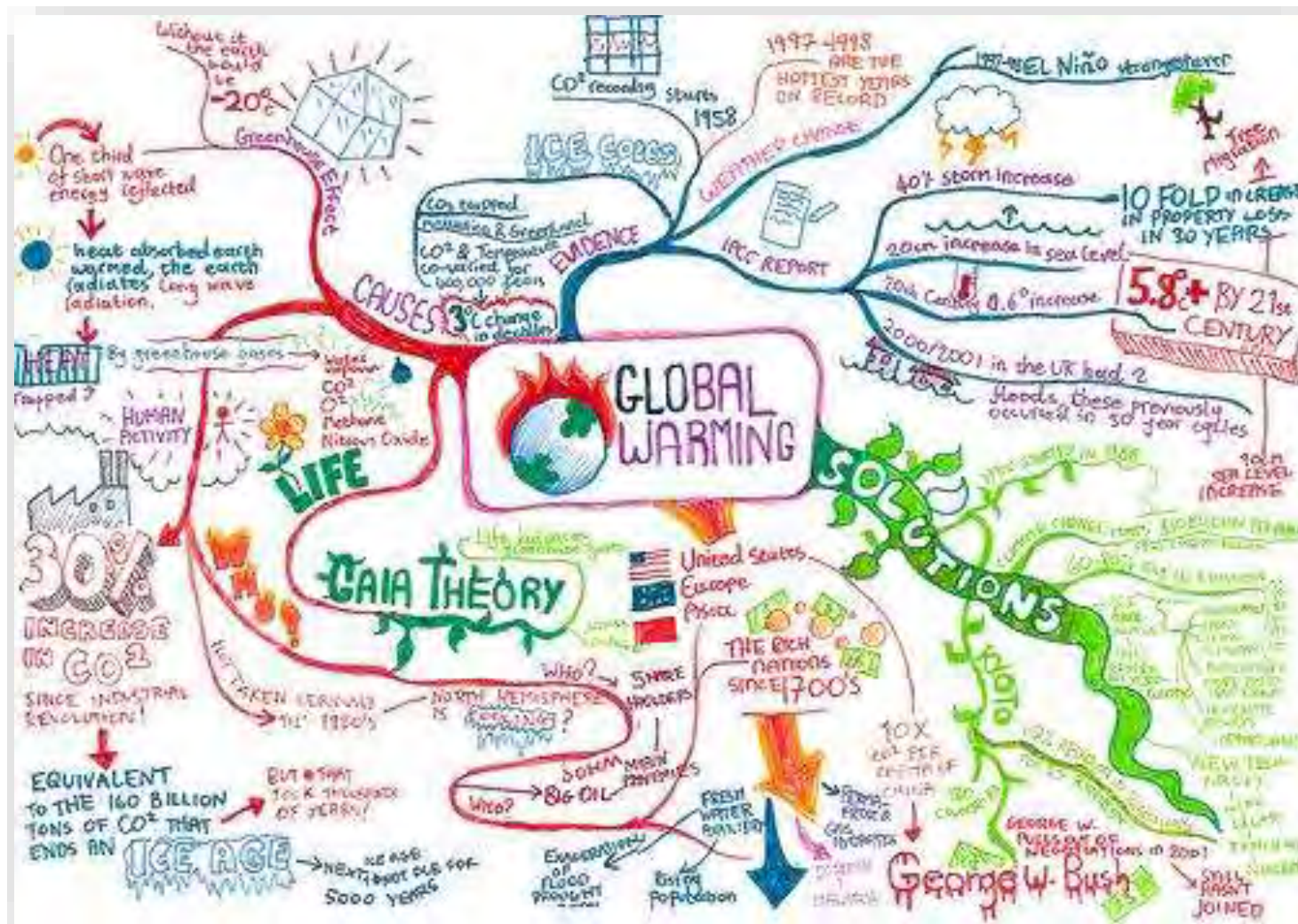
4<sup>th</sup>

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



# Mind Maps





# Flash Cards and Post-Its



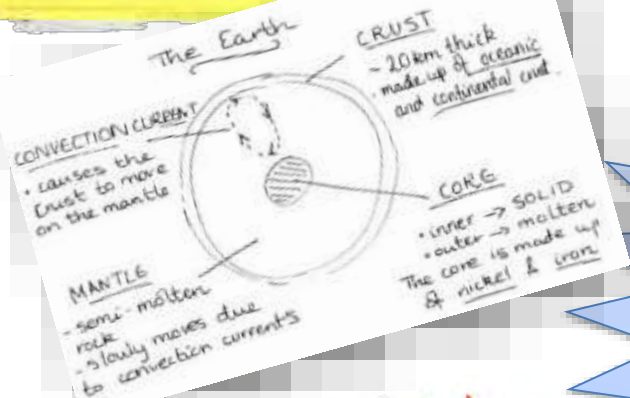
100 from  
TESCO for £1



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



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



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

Colour makes  
them better



# 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 <b>meeting</b> if one is an oceanic plate and the other is continental, the oceanic is <b>subducted</b> 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 <b>molten</b> magma under the crust	
Crust	The earth's surface - made up of <b>plates</b>	e.g. collapsed buildings, trapped / injured / dead
Primary effect	The <b>direct</b> effects of an earthquake of a volcanic eruption	Diseases spread, Injured die
Secondary effect	The after effects of the natural disaster - these might go on for years	Businesses stay closed, 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 play: Match the diagram to the definition. If you get a pair, you win!

### Flash Cards and Post-Its

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

### Mind Maps

Mind Map Tip: If you are asked to look at a topic - other than to make a book - make one. It will help you to see the big picture, where it fits in your class, and the best of the best, and to the top!

# 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 ...

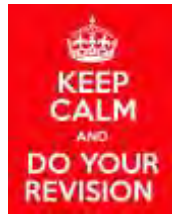


Great for ... revising in a really simple way – especially if you think running about and using felt tips and drawing silly pictures will just distract you ...

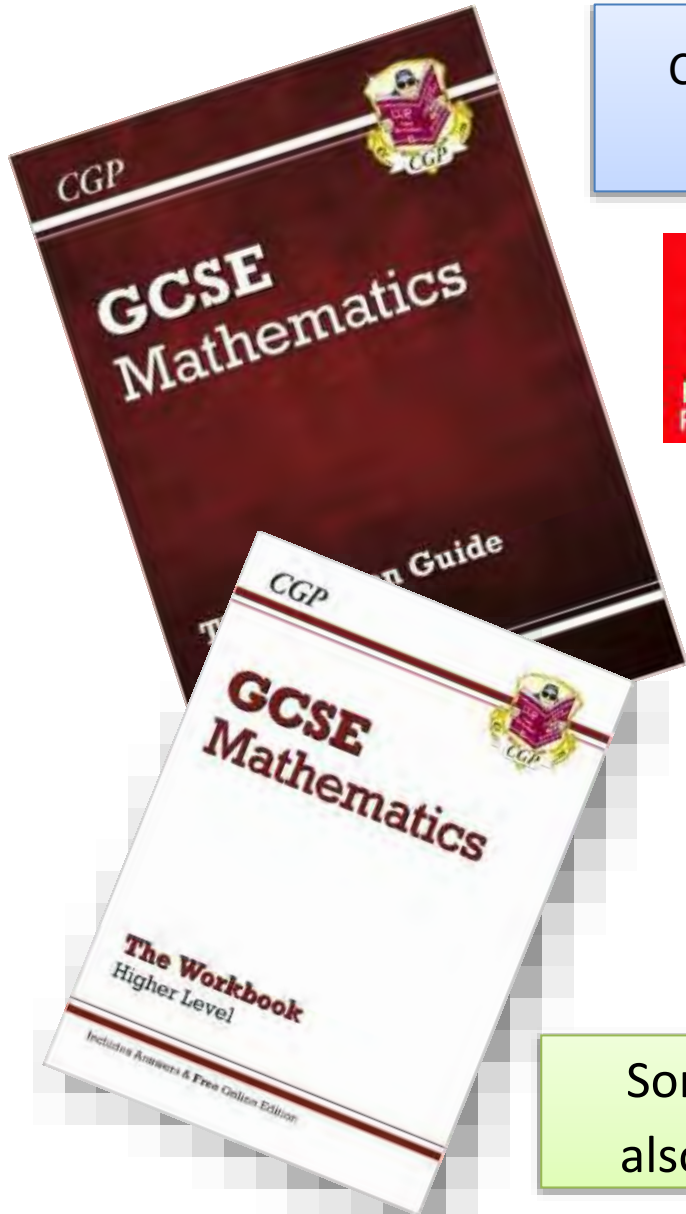


# Exam Board Revision Guides

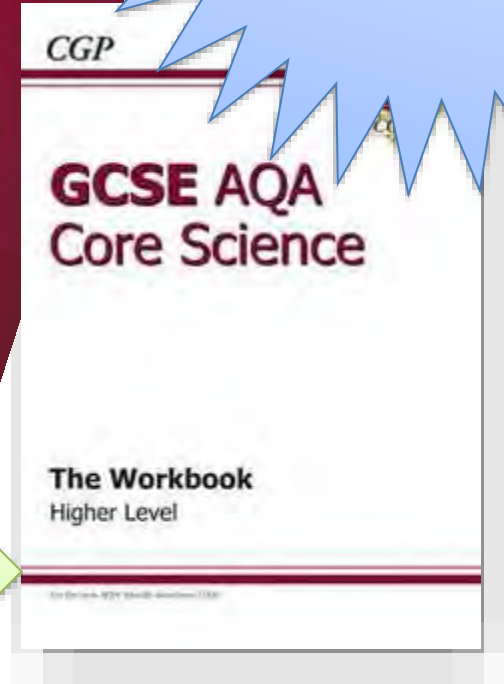
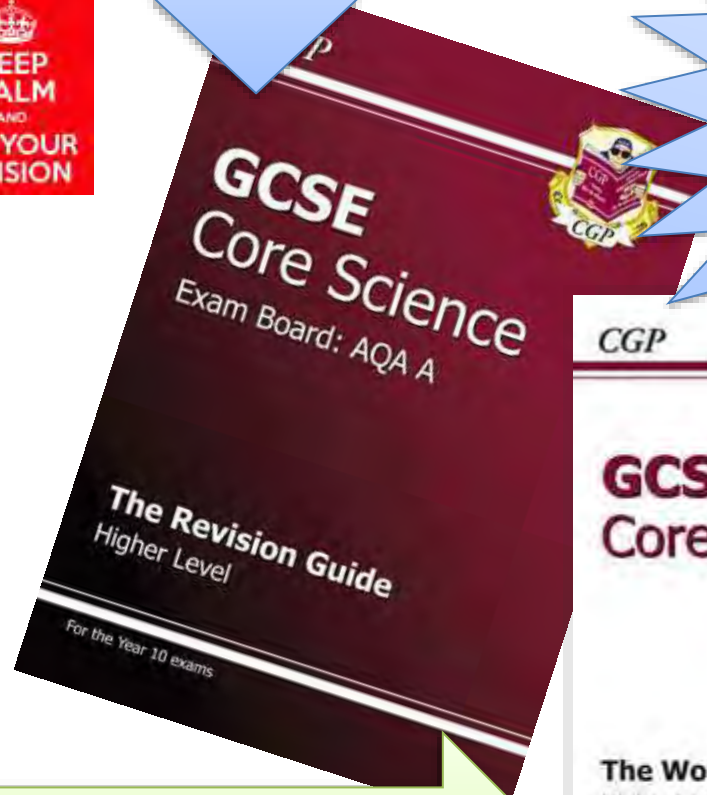
CHECK you get the RIGHT one for the **exam board** you're doing



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



Some revision guides also have a workbook

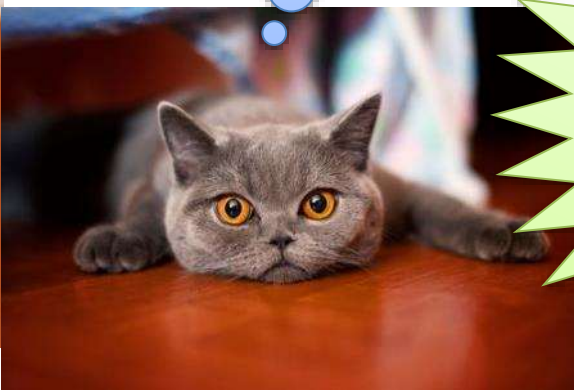
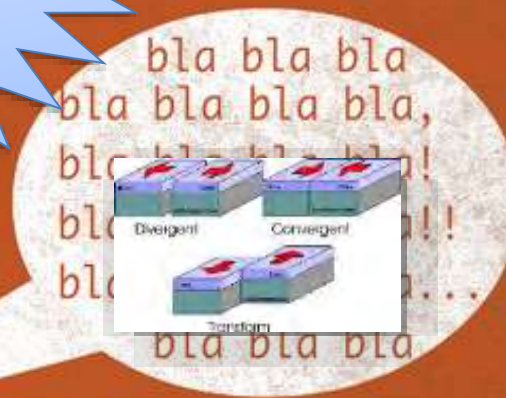
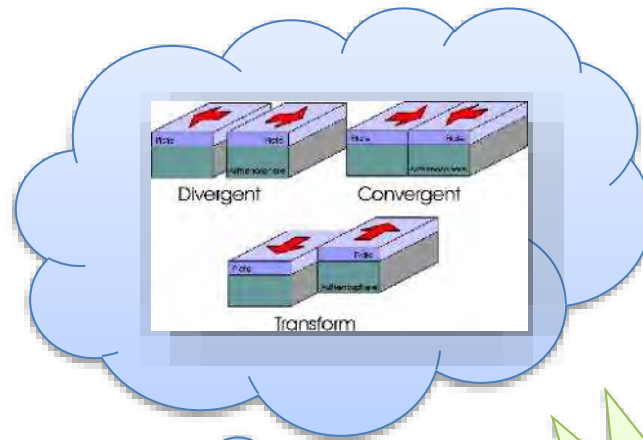
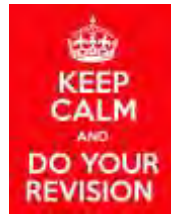




# Teach Your Teddy

(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

# Quizzing Me, Quizzing You

WARNING ...  
Only try this if  
you know you  
work well with  
other people



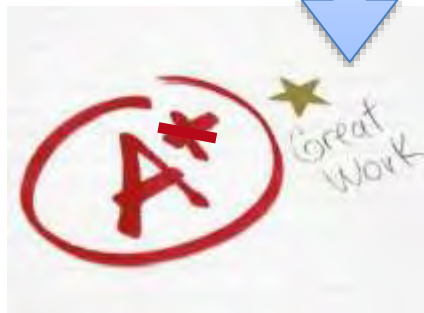
AND  
**DO YOUR  
REVISION**

## HOW to do this ...

- ✓ Make a list of all the topics you need to know
- ✓ Pick SOME topics you might want to discuss or look into in more detail
- ✓ Work in a pair or a small group (think about people you work well with)
- ✓ Each person writes a quick quiz of up to 10 question (they need to know the topic well)
- ✓ Do each other's quizzes
- ✓ Mark them and discuss answers

Make sure you really do discuss the answers when you are marking the quiz to check understanding

  
**KEEP  
CALM**  
IT'S  
**TIME FOR  
A QUIZ**



THIS IS STAGE 2 ...  
You must revise first,  
to make sure you  
know what you're  
talking before you  
try this

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

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.

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.


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?

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.

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'.

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.



**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

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



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.

- 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

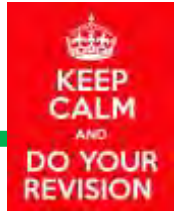


Relax

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



# Things To Do ...



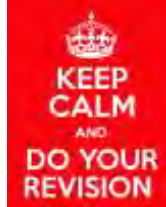
## DO ...

- ✓ 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)
- ✓ 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!

