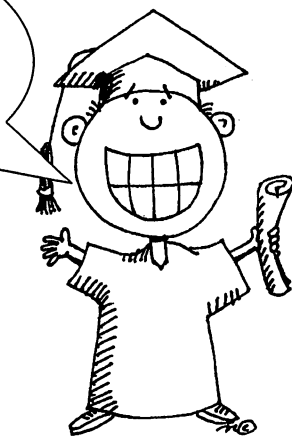


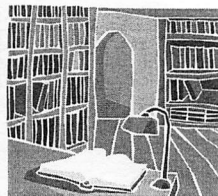
Revision Guidance

"If you think you can,
you can,
if you think you can't,
you can't!"
Henry Ford



Top Ten Revision Tips

1. Short bursts of revision (30-40 minutes) are most effective. Your concentration lapses after about an hour and you need to take a short break (5-10 minutes).
2. Find a quiet place to revise - your bedroom, school, the library - and refuse to be interrupted or distracted.
3. Make sure you don't just revise the subjects and topics you like. Work on your weaker ones as well.
4. Make your own revision notes because you will remember what you have written down more easily. Stick key notes to cupboards or doors so you see them everyday.
5. Rewrite the key points of your revision notes; read them out loud to yourself. We remember more than twice as much of what we say aloud than of what we merely read.
6. Use different techniques. Make your own learning maps, use post-it notes to write key words on, create flash cards. Record your notes on tape and listen to them back on your Walkman. Ask friends and family to test you. Use highlighter pens to mark important points. Chant or make up a rap song.
7. Practise on past exam papers or revision tests available on the web. Initially do one section at a time and progress to doing an entire paper against the clock.
8. You will need help at some stage, ask parents, older brothers and sisters, teachers or friends. Use websites specifically designed for revision.
9. **Don't get stressed out!** Eat properly and get lots of sleep!
10. **Believe in yourself and be positive.** If you think you can succeed you will; if you convince yourself that you will fail, that's what will probably happen.



Effective revision

To be effective, revision must be:

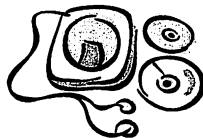
- **Active** - always work with a pen and paper, look for key points, test yourself. Never just sit down and read for a set period. Focus on tasks, not time. If you just read notes you'll only retain about 10% of the information.
- **Organised** - always ask yourself at the start of a study session "what do I want to have completed in this session?" Have a plan for what you want to cover this week and this month. Have an overview of the priority areas in each subject.

Getting started on revision

Where?

Find a fixed place to study (a particular desk/room at home, a spot in the library, etc.) that becomes firmly associated in your mind with productive work. All the equipment and materials you need should be within reach, and the room should be well lit and ventilated, but not too comfortable!

Turn your room into a positive learning environment. Keep books and notes on the desk to a minimum and decorate your walls with colourful notes and key facts. Music is fine as long as it helps you to study and blocks out distracting noises. The very best sound to study to is thought to be that of Baroque composers or Mozart. Experiments show that brains are positively stimulated and IQs boosted by such music.



What?

Remember that it's all about being active and *focused on tasks, not time!* Know at the start of a session what you want to have completed by the end of the period. Make the tasks specific and realistic, not vague and large.

How?

Always work with a pen and paper at the ready. Getting started is often the most difficult bit, so start by 'doing'. It usually helps to begin with a subject you like, move on to other less favoured areas, and then finish up with a favoured topic to maintain the interest.

When?



Try to schedule your study for times when you are more mentally alert. Most people find their ability to focus deteriorates towards the end of the day. Getting revision done earlier in the day aids efficiency and also offers the reward of having time to relax after the work is done.

Why?

Test your progress at the end of a study session. Ask yourself "what have I just learned?" Review the material covered in your revision session. Merely recognising material isn't enough - you must be able to reproduce it without the aid of the book or notes.

REVISION - Do's and don'ts

DO

1. Make a list of all the topics you need to revise:

Each subject that you are studying can be broken down into its constituent parts, with main sections, sub-topics and supporting details. A very useful start is to list out all the topics on the course according to this hierarchy and use this as a 'revision checklist' for the subject. Tick topics off as you've learnt them.

2. Create a realistic schedule.

Block the waking part of each day into three portions. Allow yourself one portion a day off and allocate subjects and topics to the remaining two. Put the schedule on display so that your family can see when you are available. It will also reassure your parents that you are in control.



3. Plan ahead by working backwards

By using revision checklists in your various subjects, you should know what quantity of material has to be covered over the coming months. Start from the final date (end of May) and divide your revision up week by week, allowing some flexibility for unforeseen delays. Surprise yourself by being ready in time! Use the timetables and other sheets you have been given.

4. Revise using your preferred learning style.



Have you tried..... mindmaps, diagrams, colour, mnemonics, recording yourself and listening back to it, rewriting your favourite song using your revision notes for a topic as the words, walking round (Great for kinaesthetic learners - try read out the positive effects of X standing on the left hand side of the room and negative effects on the right hand side).

DON'T

Just keep going! The body and the mind need regular 'time-outs'. When you're tired, concentration is more difficult, you get distracted much easier and learning and memorisation is less effective. There comes a point in an evening study session when it is counter-productive to stay at the desk - nothing is going in and you are only tiring yourself further. Use breaks effectively, particularly after completing a task.

Learning Styles

Know how you learn best and then you can revise in ways that suit your style.

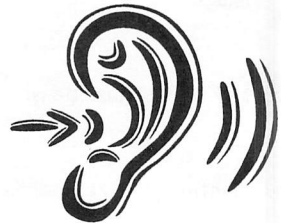


Visual learners prefer to:

- ❖ Draw pictures and diagrams
- ❖ Colour code their work
- ❖ Use different coloured paper, pens etc
- ❖ Use their own system of symbols etc
- ❖ Create images and scenes in their minds

Auditory learners prefer to:

- ❖ Say their work aloud
- ❖ Give presentations to an imaginary audience
- ❖ Record notes on a tape recorder
- ❖ Use silly noises to remember things
- ❖ Hear the information in their mind
- ❖ Play instrumental music



Kinaesthetic learners prefer to:

- ❖ Do actions when learning key facts
- ❖ Walk about when learning
- ❖ Find it harder to sit at a desk
- ❖ Add emotions and textures to exaggerate information
- ❖ Try to experience what they are learning

How should I revise?

Try one of these.....

A: MIND MAPS: Make mind-maps or association maps rather than taking linear notes. Mapping your notes by radiating key words out in a pattern of links from a central point will make best use of your memory. If you use colour and images on the maps, you'll be harnessing the power of both sides of your brain - creative and logical.

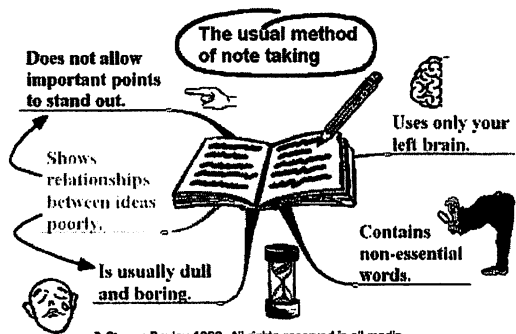
How to mind map:

1. Start with the theme in the middle of the page.

2. Then develop your main idea.

3. Each branch must relate to the branch before it.

4. Use only key words and images.



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5. Key words must be written along the branches.

6. Printing your key words makes them more memorable.

7. Use highlighters and coloured markers to colour code branches.



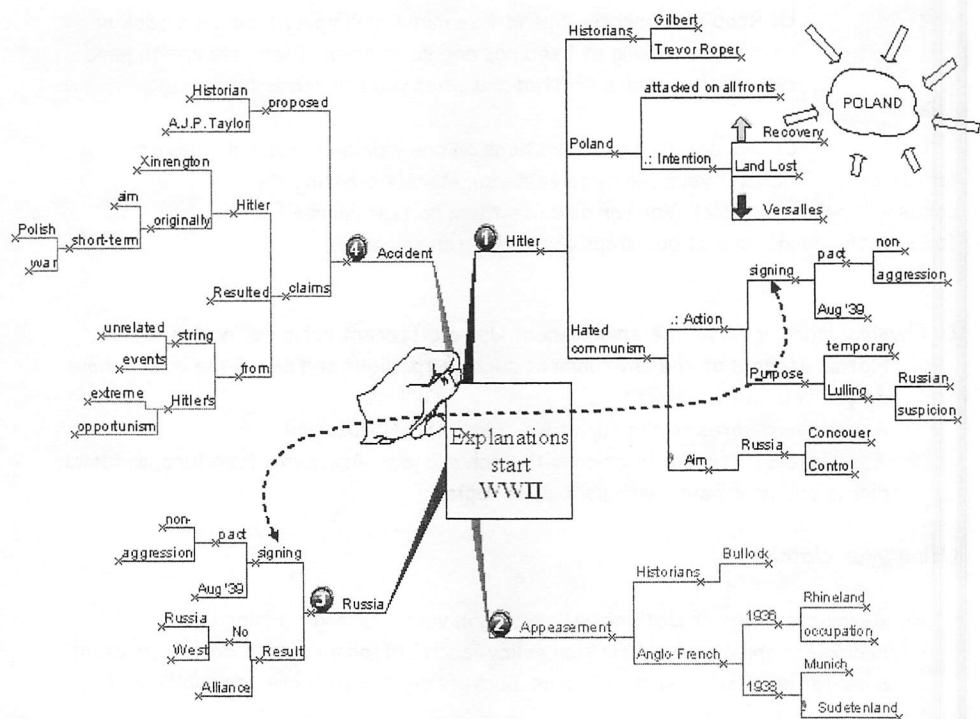
8. Make things stand out on the page so they stand out in your mind. (This doesn't show up well on a black and white photocopied booklet! You should use a different colour for each main branch and all its sub-branches)

9. Brainstorm ideas. Be creative.

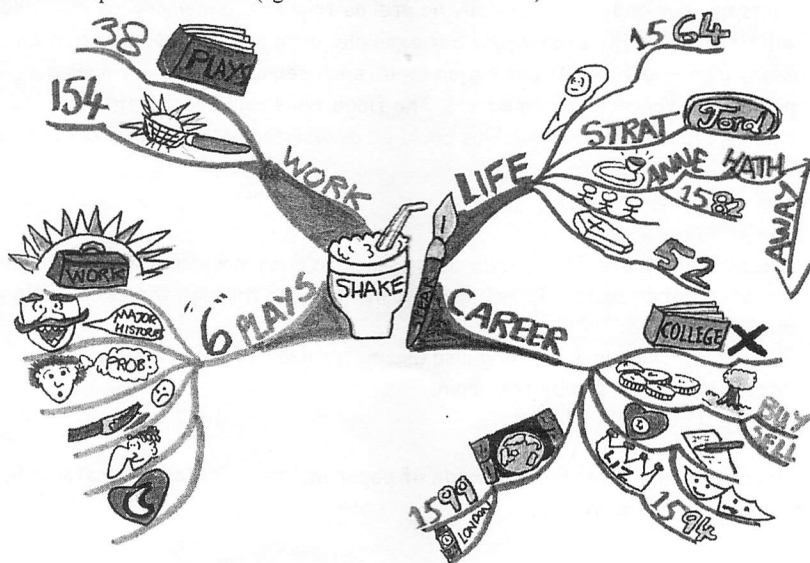


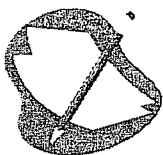
10. Design images you can relate to which will help you remember key information.

Mindmaps can be mostly text...



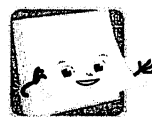
Or they can include more images (much easier to remember!) Look at this one summarising William Shakespeare's life..... (again – much better in colour!)





B: Read intelligently. Spend five minutes flipping through a book or your notes looking at headings and summaries. Then attempt to mind map what you have spotted and what you can remember.

C: Use cards. Write questions on one side and answers on the other. Then get your family to test you. Merely creating the cards will help your recall. You can also use them to test yourself when faced with 'dead' time at bus stops or waiting for someone.



D: Physical learning: Use the environment Use a different room for each subject.

- ❖ Notice aspects of the environment such as the light or feel of the room - how do you feel in that place?
- ❖ Attach your notes to the furniture. Notice their location.
- ❖ Associate a different location with each subject. Associate furniture, windows, plants and ornaments with particular topics.

Using your clothes

- ❖ Associate items of clothing with topics in your learning - a shoe could represent one aspect of foreign policy; each button on a shirt could represent a quotation. Clothes with patterns, pockets and buttons are especially useful.

Using the parts of your body

- ❖ Parts of your body are especially helpful as triggers to memory, as your body will be there in the exam room! For example, each hand could represent an essay plan - each finger one major topic; each segment of each finger a principal reference you would use. The fingernails could represent counterarguments; the knuckles could be associated with relevant quotations.

Use motor memory

- ❖ Study on the move. If you exercise, associate each movement with something you wish to remember. To refresh the memory, go through the exercise in your mind.
- ❖ Writing, drawing and speaking also use motor memory: the fine-muscle sequence is recorded by the brain.

E: Condense. Fitting notes onto one side of paper makes them easier to stomach, so rewrite and cut down as you go.

F: Highlight. Target key areas using colours and symbols. Visuals help you remember the facts.

G: Record. Try putting important points, quotes and formulae on tape. If you hear them and read them, they're more likely to sink in.



H: Talk. Read your notes out loud, it's one way of getting them to register.

I: Test. See what you can remember without notes, but avoid testing yourself on subjects you know already. Why not ask someone else to test you?

J: Time. Do past exam papers against the clock, it's an excellent way of getting up to speed and of checking where there are gaps in your knowledge.

Reading Better and Faster

Most students, when faced with a textbook or chapter to study, will 'start at the beginning, read through at the same pace until the end, then stop and put the book away'. This passive approach is a most inefficient way to learn, as it can take longer and leave you bogged down in detail, with no overall grasp of the subject matter. By adopting a more *active* approach to reading, you can begin to read better and faster within a very short space of time. The **PQ2R** method has proved to be most successful in this regard. Try it for the remaining weeks of term and see the benefits.

P = Preview

Begin your reading task with a quick skim (2-3 minutes) of the text, trying to get an overview of the chapter or text. Look for section headings, illustrative charts and diagrams, signposts or key words. Don't start highlighting text at this point.

Q = Question

This is the key to active learning. Look for answers to the basic questions of "Who?", "What?", "Where?", "Why?" and "When?" Identify the main theme or learning point of the particular text.

R = Read

Now read the chapter carefully, with these questions in mind. Your mind will be actively looking for answers as you read. Work with a pen and paper, make brief summary notes, look for 'topic sentences' that summarise the most important point in a paragraph or section and highlight them, if necessary. Vary your reading speed - move quickly over lighter, less important material and slow down when you come to a difficult section.

R = Review

Always check your understanding of the material by reviewing and testing your recall before putting the text away. Look at the notes you have taken and check that they answer your initial questions. Summarise your findings from this study session.

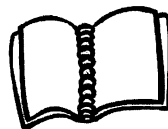
Making Your Notes Useful

The purpose of making summary notes on a topic or section is to aid your overall understanding of material, to help you distinguish between what is really important information (*depth*) and what is merely supporting *detail*.

In addition, good summary notes make retrieval of information quicker and easier.

- **Sort out your filing system**

If you haven't already done so, get your subject folders and notes organised immediately. Invest in some ring binders, dividers, plastic pockets, etc. Have a separate folder for each subject (a permanent reference point) and then keep a 'current folder' for managing notes in progress.



- **Less is always more**

When writing notes, remember they should contain a summary, not an extensive repetition of what is in the textbook. Don't crowd the page. Stick to main headings and sub-headings. Use abbreviations where appropriate. Try to reduce what you need to know on the topic down to one A4 sheet. Once you have an overview, it is easier to fill out the detail.

- **Make your notes visual**



Ensure your notes have a memorable appearance so that you can recall them easily. Use illustrations, diagrams, graphs, colours, and boxes ('a picture is worth a thousand words'). Arrange the material in a logical hierarchy (title, sub-point, explanation, example). Ideally, you should be able to close your eyes in an exam and visualise a particular page of notes.

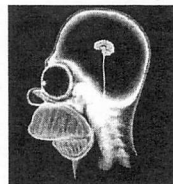
- **Beware of transcribing and highlighting!**

Merely re-writing the text from the book into your notes does not ensure retention. Try to put things in your own words and devise your own examples - this will make the material more meaningful. Only use the highlighter pen AFTER you have previewed and questioned a text, thus ensuring you identify the most important material and you avoid the creation of a fluorescent textbook!

- **'Save' your notes carefully**

Practice following the logic of your computer files, when storing information. Think - "Where does this material best fit (subject, section, topic, sub-topic, etc.)?" In this way, you will ensure that it is efficiently processed and easily retrieved both physically (during revision) and mentally (when you need it in an exam).

Improving Memory



We often blame our memory for poor performance ("I'm no good at remembering names / dates / rules / verbs / characteristics") when really we should be addressing our faulty storage system.

There is a big difference between short-term and long-term memory. If you study a topic one night and can recall most of it the next morning, don't be fooled into thinking that you will be able to remember it accurately in two months time.

If the goal is to improve your long-term memory, then the key to success is based on reducing the burden on the limited short-term memory, and channelling information into long-term storage.

- **'Chunking':** as the average person can only hold seven 'items' in short-term memory, grouping items together into 'chunks' can increase capacity. This is generally used for remembering numbers (think of how you remember phone numbers by grouping the seven digits into 2 or 3 chunks) but can be applied to other listings in various subjects.
- **Repetition:** up to 66% of material is forgotten within seven days if it is not reviewed or recited again by the student, and 88% is gone after six weeks. Don't make life harder for yourself - build in a brief daily and weekly review of material covered. It will save you having to re-learn material from scratch!
- **Application and association:** The best way to channel material to long-term memory is to organise it into meaningful associations. Link it to existing information and topics and create vivid personal examples which act as 'mental hooks' or 'cues' for recalling material in the future. If you learn a new formula / verb / rule, try to put it into practice immediately with a relevant example.
- **Use of mnemonics:** these are various word games which can act as memory aids and which allow personalisation and creativity. Think of *stalagtites* (come down from the ceiling) and *stalagmites* (go up from the ground); the colours of the rainbow - **Roy G. Biv** ('Richard Of York Gave Battle In Vain' to remember red, orange, yellow, green, blue, indigo, violet); the seven characteristics of living organisms - **Mr. Grief** (Movement, Reproduction, Growth, Respiration, Irritability, Excretion, Feeding). You can devise many more of these to aid your personalised recall of items in your subjects.

After a one hour memorising session:

10 minutes later revise the topic for 10 minutes

1 day later revise the topic for 5 minutes

1 week later revise the topic for 2-5 minutes

1 month later revise the topic for 2-5 minutes

Before exams revise the topic as required.

Each time knowledge is reinforced; it enters deeper into the long-term memory and becomes more stable.

OTHER BITS!

Healthy Body = Healthy Mind



Food for thought

Eating a variety of healthy foods doesn't just give your body a boost, it also benefits your brain cells. Skipping meals may well give you extra cramming time, but it can also leave you hungry and unable to concentrate. So, eat regularly and sensibly. Think wholemeal sandwiches and fruit, rather than cakes and biscuits!

Brain Fuel



- Bread, pasta, cereals and potatoes are filling and packed with starchy carbohydrates, which release energy slowly, meaning you can keep going for longer.
- Fruit and vegetables give you essential vitamins and minerals. Aim for at least five portions a day.
- Food like pasties, chips and crisps are high in fat. Unless you want to emerge from your room looking like Jabba the Hut, keep them for treats.
- Drink plenty of fluids. Dehydrated brains don't think clearly and water is healthier than sweet, fizzy drinks.
- Meat, fish, pulses, milk and dairy foods are good sources of protein. Moderate amounts are essential for a healthy diet.
- Make sure you eat breakfast on the day of an exam.
- If you're not getting enough iron then you'll damage your ability to concentrate for long periods of time and your energy levels will begin to drop. If hour long sessions of revision are proving too much, try eating more red meat, eggs and leafy green vegetables like spinach.

Exercise: Staying in your room can seem like the best option when revision time is short. But a bit of the great outdoors can blow the cobwebs away and help you relax. If you can't get out, at least get up and out of your chair for a stretch and a wander. Better still, go for a swim or put those footie boots on and give your mind and body a workout.



Websites to help your revision:

REMEMBER: Making your own revision notes from your classwork and homework and are the most effective forms of revision notes. However, if you feel it would help you to spend part of your revision time using the internet here are some suggestions for you:



SUBJECT	WEBSITE	KS3/ KS4
How to revise	http://www.bbc.co.uk/radio1/onelife/education/revision/planners.shtml (on line revision planners) http://www.nwlg.org/pages/resources/nowitall/index.htm guidance website (e.g. how to plan your revision etc) http://www.neale-wade.cambs.sch.uk/revision/mindmapper.html (allows you to create your own mini-mindmaps online to print off) http://www.bbc.co.uk/schools/communities/onionstreet/skills/revision_guides.shtml (podcasts with guidance on revision - good for aural learners!)	
Revision	www.s-cool.co.uk www.bbc.co.uk/schools/gcsebitesize/ http://www.revision-notes.co.uk/GCSE/ http://www.projectgcse.co.uk/ www.topmarks.co.uk has links to other revision websites www.revisiontime.com http://lgfl.skool.co.uk/examcentre.aspx?id=128 (for Maths and Science) Revision notes and exam help.	
Welsh	http://www.ngfl-cymru.org.uk/cym/tinopolis-gramadeg http://www.bbc.co.uk/schools/gcsebitesize/welshsecondlanguage/	
D&T	www.technologystudent.co.uk www.dtonline.org/ www.conran.co.uk www.howstuffworks.com www.anglepoise.co.uk	
English	www.thesaurus.reference.com/ www.englishcornwallis.co.uk	
Geography	www.mapzone.ordnancesurvey.co.uk/ www.geography.learnontheinternet.co.uk www.ngfl-cymru.org.uk/ www.bbc.co.uk/schools/gcsebitesize/geography www.s-cool.co.uk/ For case studies news websites such as www.bbc.co.uk or newspaper such as www.guardian.co.uk	
Food Technology	www.foodtech.org.uk www.nutrition.org.uk www.foodforum.org.uk www.bnf.co.uk www.sainsburys.co.uk	
History	www.schoolshistory.org.uk/gcserhistoryrevision_medicinethroughthetime.htm www.bbc.co.uk/history www.history.org.uk/	

	www.schoolhistory.co.uk/ Covers British and world history with work sheets, quizzes and lessons. Highly recommended. www.activehistory.co.uk/ www.historychannel.com www.historygcse.org www.schoolshistory.org.uk www.revisioncentre.co.uk www.ilovehistory.co.uk www.toothill.notts.sch.uk/html/news.asp?id=1169051914	
ICT	www.teach-ict.co.uk www.theteacher.org.uk www.bbc.co.uk/schools/bitesize Covers spreadsheets, databases, word processing, DTP and Web pages.	
Languages	www.rgshw.com/languagesonline www.languagesonline.org.uk www.reallyusefulgerman.co.uk www.reallyusefulfrench.co.uk www.Goethe.de www.homeworkcentral.co.uk www.languagesonline.org.uk www.gut.languageskills.co.uk www.2inflex.com www.bonjour.org.uk For students from Key Stage 3 through to A Level. Includes vocabulary, language knowledge and pronunciation. www.frenchrevision.co.uk/ Includes French exercises, past papers and advice on grammar, Really Useful French www.btinternet.com/~s.glover.S.Glover/languagesite/Default.htm Really Useful German www.atschool.eduweb.co.uk/halberg/reallyusefulge/default.htm	
Maths	www.mymaths.co.uk http://www.bbc.co.uk/schools/ks3bitesize/maths/ http://www.bbc.co.uk/skillswise/	KS3
	www.mymaths.co.uk http://www.bbc.co.uk/schools/gcsebitesize/maths/ www.samlearning.co.uk *Revision guides are available for purchase*	KS4
Music	(Information rather than specifically revision) www.hnh.com/intro.htm (Introduction to classical music) www.hnh.com/mgloss.htm (online glossary) www.filmmusic.com (database of information on film music) http://worldmusic.miningco.com	KS3 & 4
PE	www.physicaleducation.co.uk/GCSE/gcse.htm www.arrowvale.worcs.sch.uk/sportscollege/pe.htm www.sportsinjuryclinic.net/ www.brianmac.demon.co.uk/ www.sportengland.org/ www.teachpe.com www.physicaleducation.co.uk	KS4
RE	www.reonline.org.uk www.request.org.uk	KS3 & 4

	www.gcse.org.uk (E&P only)	KS4																		
Science	<p>http://www.ntsscience.co.uk/learning-resource.html resources include quizzes, mindmaps, worksheets.</p> <p>http://www.bbc.co.uk/schools/ks3bitesize/science</p> <p>please refer to the table below to see the different topics covered in each year.</p> <p>Year 7</p> <table><tr><td>Interdependence of Organisms</td><td>Cells Plant and Animal Adaptations Populations and Ecosystems The Environment Pollution</td></tr><tr><td>The Sustainable Earth</td><td>Elements, Mixtures and Compounds Separating Techniques Matter Change of State</td></tr><tr><td>How Things Work</td><td>Energy</td></tr></table> <p>Year 8</p> <table><tr><td>Interdependence of Organisms</td><td>The Body Reproduction (animal and plant) Health Diet Drugs</td></tr><tr><td>The Sustainable Earth</td><td>Physical and Chemical Changes Materials Acids and Alkalis</td></tr><tr><td>How Things Work</td><td>Sight and Sound Forces</td></tr></table> <p>Year 9</p> <table><tr><td>Interdependence of Organisms</td><td>Digestion Respiration Cell Structure Photosynthesis</td></tr><tr><td>The Sustainable Earth</td><td>Industrial Chemistry Chemical Reactions Recycling Sustainability</td></tr><tr><td>How Things Work</td><td>Magnetism and Electricity Work Done Power</td></tr></table> <p>http://www.bbc.co.uk/schools/gcsebitesize/science/ocr_gateway/ details on books not available at this time because the GCSE Science course is changing from September 2011.</p> <p>http://getrevising.co.uk/resources you need to register with this site</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/science/add_gateway/ Revision guides available from the Science Department cost £3. There is a limited supply.</p> <p>http://getrevising.co.uk/resources you need to register with this site</p>	Interdependence of Organisms	Cells Plant and Animal Adaptations Populations and Ecosystems The Environment Pollution	The Sustainable Earth	Elements, Mixtures and Compounds Separating Techniques Matter Change of State	How Things Work	Energy	Interdependence of Organisms	The Body Reproduction (animal and plant) Health Diet Drugs	The Sustainable Earth	Physical and Chemical Changes Materials Acids and Alkalis	How Things Work	Sight and Sound Forces	Interdependence of Organisms	Digestion Respiration Cell Structure Photosynthesis	The Sustainable Earth	Industrial Chemistry Chemical Reactions Recycling Sustainability	How Things Work	Magnetism and Electricity Work Done Power	KS3
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The Sustainable Earth	Elements, Mixtures and Compounds Separating Techniques Matter Change of State																			
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How Things Work	Magnetism and Electricity Work Done Power																			
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	http://www.bbc.co.uk/schools/gcsebitesize/science/add_gateway/ Revision guides available from the Science Department cost £3. There is a limited supply.	KS4 Yr 11																		
Media	http://media.edusites.co.uk/	KS4																		