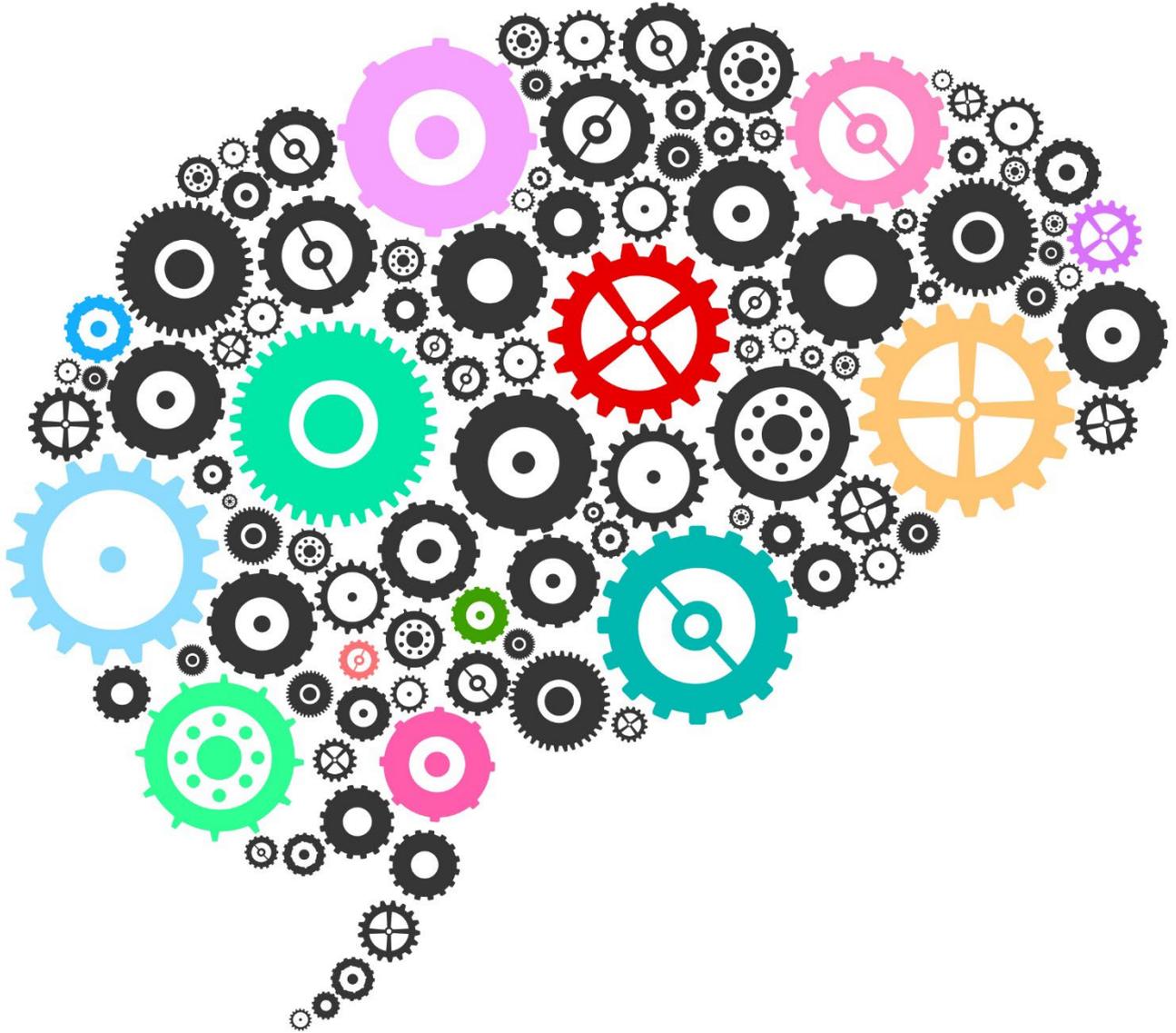


# **COPLESTON HIGH SCHOOL**



## **STUDENT REVISION GUIDE 2019-20**

## 1. DO'S AND DON'TS FOR PREPARING FOR EXAMINATIONS

### HERE ARE SOME PRACTICAL 'DO'S'

**DO** make sure that you get all that you can from each lesson.

It makes sense to ask if you don't understand.

**DO** make sure you understand new concepts – if in doubt ask.

Never leave something you don't understand in the hope that it will sort itself out. It won't happen.

**DO** discuss new ideas and concepts with a friend.

Try to test your own understanding by explaining the idea or concept to someone else.

**DO** go over your day's work at home.

You know that homework helps you to learn your classwork – programmes the brain – and helps you understand new concepts. Don't let yourself down – do it!

**DO** practise doing questions.

This helps to ensure that you understand your work, gives you practice in doing research and helps your memory.

**DO** develop ways of memorising information.

Write notes or read out loud – this helps concentration. Keep doing this until you can remember all the information easily.

### BEATING STRESS

If you are organised, you are far less likely to suffer from stress. Some people can cope with stress and always seem to be very relaxed, but most of us find stress difficult to cope with. If you experience some of the symptoms of stress, the chances are you are under too much strain. Here are some strategies, which may help you to cope with stressful times.

**DO** establish a routine – and stick to it. Make sure that you have proper meals and that you sleep well and keep to your work plan.

**DO** get plenty of exercise. If you are fit, your mind will be more alert and revision will be just that little bit easier.

**DO** start revising as early as possible. Give yourself a headstart.

**DO** take regular breaks with revising. The result is less stress.

**DO** practise past papers. These help you to know what to expect and give you experience in doing exam papers.

**DO** build in variety. Beat the boredom factor this way.

**DO** seek company. Make sure that you see friends regularly, enjoy yourself and get right away from work!

**DO** your best. Decide what works for you, and stick to it. If others are panicking, keep away from them.

**DO** relax regularly. Make sure you still have plenty of fun.

### **HERE ARE SOME PRACTICAL 'DON'TS'**

**DON'T** let yourself get tired.

Your brain will be 'fuzzy' after a really late night and even easy tasks may seem harder.

**DON'T** worry if you haven't solved every single problem before you finish your evening's work.

The brain is a problem solver and can solve problems while you are asleep – use it!

**DON'T** imagine you can learn everything you need to know the night before the exam. Your memory won't cope and apart from anything else, it may well turn out that you have more than one exam on the same day. What then?

**DON'T** imagine that life will go on as 'normal' during important examinations. It won't. This is a critical time in your life, possibly with HUGE implications for your future. You must be prepared to make some sacrifices to make sure that you do the very best that you can.

**DON'T** be negative about what you think you can achieve. Revising thoroughly and receiving the help and support of the people around you will make all the difference. So, don't tell yourself you "can't do it anyway" – that's just opting out.

**DON'T** think it will be enough simply to read through the notes. It won't. Very few of us have a photographic memory. You will need to employ other techniques.

**DON'T** feel guilty. If you miss a session in your revision plan, try not to panic – you can catch up as time goes on.

## **2. OK SO LET'S BE POSITIVE. HOW CAN WE MAKE CERTAIN THAT WE ARE FULLY PREPARED FOR EXAMS?**

- Come to school!
- Listen in class and complete all your class and homework to the best of your ability.
- Make sure that your controlled assessments are completed on time and, again, to the best of your ability.
- Make sure that you know what your target grades are and, most importantly, what you need to do to achieve them.
- Check this against your own work. Identify with your teacher what you need to focus on to improve your work and increase your chances of achieving your target grade.

## **3. GIVE YOURSELF THE BEST CHANCE YOU CAN**

- Go to revision classes offered by your teachers. These will be available after school, during holiday times and even at weekends for some subjects
- Revision needs to be planned. As soon as you know when your examinations will take place, draw up a revision timetable/study planner. Be specific; don't just write in 'maths' – write in 'maths, algebra', for example. A study planner is included in this pack
- Plan your revision in 40 minute chunks with built-in 5 to 10 minutes breaks. Every couple of hours, take a slightly longer break of, say, 15 minutes. During your break, forget about revision – have a drink and a snack. Talk to your family.

After all, your friends will be unavailable.....they will all be revising.

- Revise in a quiet environment. Close the door. Ask your friends not to call, text or e-mail you and tell your brothers and sisters to stay away.
- Stick to your timetable, but build in room for manoeuvre. Make sure that all areas of each subject are covered within your timetable.

- Avoid the temptation to focus on what you are good at, or what you most enjoy. We all do this to make ourselves feel successful, it's human nature.
- Make sure you devote extra time to those areas you find more difficult and, possibly, less interesting. These things have an equal chance of appearing on the examination paper.

#### **4. STAYING HEALTHY DURING YOUR EXAMINATIONS**

- Examination time is not a good time to go on a diet.
- Eat breakfast.
- Eat lunch.
- Eat dinner.
- Eat healthy snacks.
- Your brain needs and uses energy and burns calories. So feed it.

#### **5. ENVIRONMENT**

##### **BASICS**

- No distractions, e.g. TV, radio, iPod, mobile 'phone or computer games and no 'phone calls. Turn all of these off.
- Lighting – Make sure the room is well lit. Natural light is better than artificial light.

##### **DESK SPACE**

- The simple ideas are always the best.
- Make sure you have a quiet place to work and a tidy place at a table or desk.
- Have all your books ready, so there is no need to move to a different room.

##### **TIMINGS**

- Put aside a set period of time and try to stick to this.
- Suggested timings:
  - 40 MINUTES REVISING
  - 10 MINUTES TESTING
  - 10 MINUTES RESTING
- When you return, see what you can remember from the first 20 minutes. Revisit the ideas you cannot remember and move on.
- Set yourself little tests to do on occasions in your 40 minute revision slot. Or try mocks for an hour.

## TIMETABLE

- Make yourself a revision timetable/study planner. I have included a study planner template in this pack
- Put up multiple copies around your house.
- Add in essentials:
  1. **EXAMS** - Include time for final revision sessions at school e.g. the hour before the examination.
  2. **REVISION BLOCKS** - For each subject (remember, these should be 40 minute blocks).
  3. **BREAKS** - Food and fresh air (remember these should be in 10 minute blocks).
  4. **EXERCISE** – Make sure you get plenty of fresh air and regular exercise.
  5. **SOCIALISING** – You will need to see friends and relax at times.

## SO, HOW WILL YOU LEARN? WHAT TECHNIQUES WILL YOU USE?

- We all have different learning styles, but a mixture of all of them suits most of us best. Here are some you might like to try:
  - You will need to write things down. You may need to do this more than once to get it into your head.
  - Complete practice papers. Your teachers will be only too happy to provide them for you and give you advice. There is a link to past papers on the GCSE Revision area of the school website. Further information about this is provided later in this booklet.

## TOP REVISION TIPS

- **CONDENSE INFORMATION** – First to one side of A4 then onto a post card.
- **HIGHLIGHT** key words and phrases.
- **RECORD** key information and quotes onto PC/MP3 player or phone and play them back.
- **TALK** – Read notes and recall key points out loud.
- **TEST** progress regularly.
- **ANSWER PAST QUESTIONS AND PAPERS** in real time.

## MEMORY TECHNIQUES

- **ACRONYMS**  
E.g. SPORT (Specificity, Progression, Overload, Reversibility, Tedium).
- **MNEMONICS**  
E.g. Richard of York Gave Battle in Vain. (colours of the rainbow)

## GOOD WEBSITES CAN MAKE REVISION ACTIVE

- [www.gcse.com](http://www.gcse.com)
- [www.bbc.co.uk/gcsebitesize](http://www.bbc.co.uk/gcsebitesize)
- [www.s-school.co.uk](http://www.s-school.co.uk)
- [www.studystack.com](http://www.studystack.com)
- [www.quizlet.com](http://www.quizlet.com)
- [www.linguascope.com](http://www.linguascope.com)
- [www.mymaths.co.uk](http://www.mymaths.co.uk)
- [Hegarty.com](http://Hegarty.com)

## DURING THE REVISION PROCESS

- Little and often.
- Regular breaks.
- Food and water.
- Do something different – go for a walk.
- Good sleep pattern.

## DURING THE EXAMINATIONS

- Do not listen to those who claim they are doing no revision...they are probably exaggerating their lack of work.
- Check the examination timetable for dates and times.
- Adjust revision focus linked to when the exams are taking place. You may need to spend more time on those subjects you have first in the early part of your revision timetable.
- Serious problems? – Talk to a teacher.

## EXAMINATION PREPARATION

Now that you know how you think and have guidelines to help you learn.

You cannot revise effectively if you don't have all the information you need so...

- **GET COPIES OF THE SPECIFICATIONS.** Make sure you have a copy of the specification for each of your courses so you know what you need to know. Your teacher may have given you one. If not, you can find a link to these on the GCSE revision page on our website. If you don't know how to do this, ask a teacher.
- **GET COPIES OF PAST PAPERS.** These are available on our School Website in the GCSE revision area for students. How to access these is shown below:

## HOW TO ACCESS PAST PAPERS

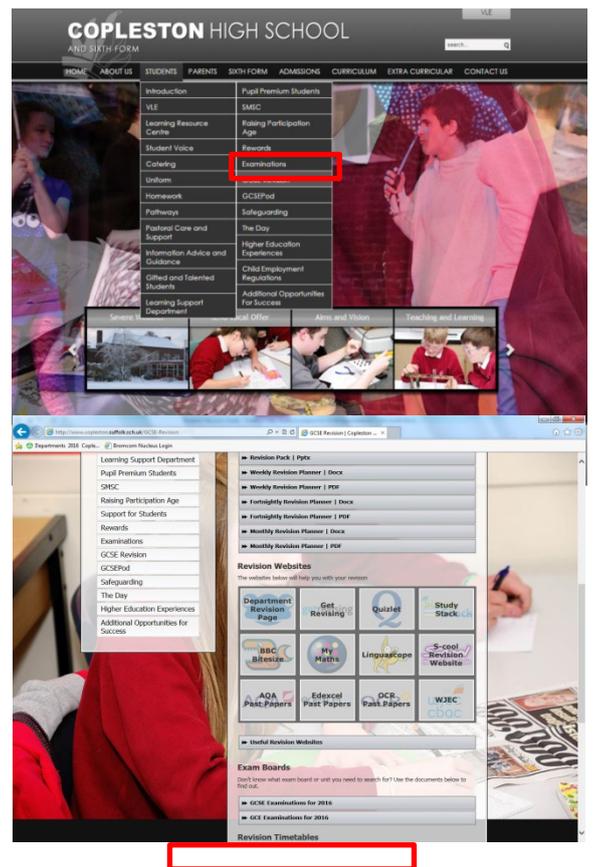
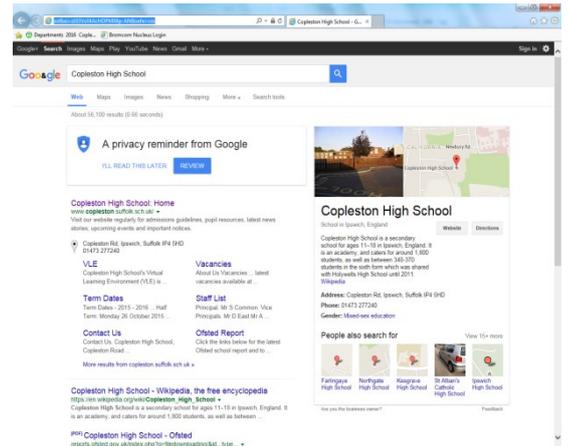
Go to Copleston High School Website.



In the navigation bar go to students and then GCSE Revision



Scroll down the page and click the GCSE Examinations for 2018 button.



Choose from the Subject and Link.

GCSE EXAM BOARD UNIT INFORMATION

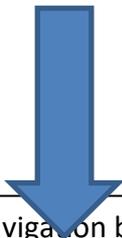
Subject	Exam Board	Units	Link
Art	Edexcel	5AD01, 5AD02	<a href="http://qualifications.pearson.com/en/qualifications/edexcel/gcse/art-and-design-2009.html">http://qualifications.pearson.com/en/qualifications/edexcel/gcse/art-and-design-2009.html</a>
Business Studies	Edexcel	5BS01, 5BS02, 5BS03	<a href="http://qualifications.pearson.com/en/qualifications/edexcel/gcse/business-studies-2009.html">http://qualifications.pearson.com/en/qualifications/edexcel/gcse/business-studies-2009.html</a>
Computing	OCR	A461, A462B, A463B	<a href="http://www.ocr.org.uk/qualifications/gcse-computing-2015-from-2014/">http://www.ocr.org.uk/qualifications/gcse-computing-2015-from-2014/</a>
Dance	AGA	42001, 42002, 42003, 42004	<a href="http://www.aga.org.uk/subject/education/gcse-dance-4200">http://www.aga.org.uk/subject/education/gcse-dance-4200</a>
Drama	OCR	A561, A562, A563	<a href="http://www.ocr.org.uk/qualifications/gcse-drama-2015-from-2014/">http://www.ocr.org.uk/qualifications/gcse-drama-2015-from-2014/</a>
English Language	WJEC	Foundation - 417101, 417201, 417301, 417401, 417501 Higher - 417102, 417202, Both - 420301, 420302	<a href="http://www.wjec.co.uk/qualifications/english/english-language/">http://www.wjec.co.uk/qualifications/english/english-language/</a>
English Literature	WJEC	Foundation - 420101, 420201, 420301 Higher - 420102, 420204, Both - 420301, 420302	<a href="http://www.wjec.co.uk/qualifications/english/english-literature/gcse/">http://www.wjec.co.uk/qualifications/english/english-literature/gcse/</a>
Food Tech	OCR	A321B, A323B, A325	<a href="http://www.ocr.org.uk/qualifications/gcse-design-and-technology/food-technology-302-from-2014/">http://www.ocr.org.uk/qualifications/gcse-design-and-technology/food-technology-302-from-2014/</a>
French	AGA	46551F4, 46552F4, 46553, 46554	<a href="http://www.aga.org.uk/subject/education/gcse-certificates/other-mathematics-6160">http://www.aga.org.uk/subject/education/gcse-certificates/other-mathematics-6160</a>
Further Maths	AGA	6901	<a href="http://www.aga.org.uk/subject/education/gcse-certificates/other-mathematics-6160">http://www.aga.org.uk/subject/education/gcse-certificates/other-mathematics-6160</a>
Geography	WJEC	42401A, 424101, 424202, 424201, 424202, 424301	<a href="http://www.wjec.co.uk/qualifications/gcse-geography/gcse-geography-b-4240">http://www.wjec.co.uk/qualifications/gcse-geography/gcse-geography-b-4240</a>
Graphics	OCR	A531B, A533B, A535	<a href="http://www.ocr.org.uk/qualifications/gcse-design-and-technology/graphics-303-from-2014/">http://www.ocr.org.uk/qualifications/gcse-design-and-technology/graphics-303-from-2014/</a>
History	OCR	A953B, A954C, A955A	<a href="http://www.ocr.org.uk/qualifications/gcse-history-school-history-2014-15-from-2014/">http://www.ocr.org.uk/qualifications/gcse-history-school-history-2014-15-from-2014/</a>
IT	Edexcel	5P101, 5P102D	<a href="http://qualifications.pearson.com/en/qualifications/edexcel/gcse/it-2009.html">http://qualifications.pearson.com/en/qualifications/edexcel/gcse/it-2009.html</a>
Mathematics	OCR	J507F4	<a href="http://www.ocr.org.uk/qualifications/gcse-mathematics-b-2012-from-2014/">http://www.ocr.org.uk/qualifications/gcse-mathematics-b-2012-from-2014/</a>
Media Studies	OCR	B327B, B322, B323, B324B	<a href="http://www.ocr.org.uk/qualifications/gcse-media-studies-326-from-2014/">http://www.ocr.org.uk/qualifications/gcse-media-studies-326-from-2014/</a>
Music	Edexcel	5M001, 5M002, 5M003	<a href="http://qualifications.pearson.com/en/qualifications/edexcel/gcse/music-2009.html">http://qualifications.pearson.com/en/qualifications/edexcel/gcse/music-2009.html</a>
RE	AGA	49502, 49503	<a href="http://www.aga.org.uk/subject/religion-studies/gcse/religion-studies-b-4025">http://www.aga.org.uk/subject/religion-studies/gcse/religion-studies-b-4025</a>
Resistant Materials	OCR	A561B, A563B, A565	<a href="http://www.ocr.org.uk/qualifications/gcse-design-and-technology/resistant-materials-306-2016-from-2014/">http://www.ocr.org.uk/qualifications/gcse-design-and-technology/resistant-materials-306-2016-from-2014/</a>

Subject	Exam Board	Units	Link
Science (Core)	OCR	B711F4, B712F4, B713B	<a href="http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-science-b-2015-from-2014/">http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-science-b-2015-from-2014/</a>
Add. Science	OCR	B721F4, B722F4, B723B	<a href="http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-additional-science-b-202-from-2014/">http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-additional-science-b-202-from-2014/</a>
Further Add. Science	OCR	B761F4, B762F4, B763B	<a href="http://www.ocr.org.uk/qualifications/gcse-extended-science-b-248-from-2014/">http://www.ocr.org.uk/qualifications/gcse-extended-science-b-248-from-2014/</a>
Biology	OCR	B731F4, B732F4, B733B	<a href="http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-biology-b-203-from-2014/">http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-biology-b-203-from-2014/</a>
Chemistry	OCR	B741F4, B742F4, B743B	<a href="http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-chemistry-b-204-from-2014/">http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-chemistry-b-204-from-2014/</a>
Physics	OCR	B751F4, B752F4, B753B	<a href="http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-physics-b-205-from-2014/">http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-physics-b-205-from-2014/</a>
Sociology	AGA	41901, 41902	<a href="http://www.aga.org.uk/subject/sociology/gcse/qualification-4190">http://www.aga.org.uk/subject/sociology/gcse/qualification-4190</a>
Spanish	AGA	46951F4, 46952F4, 46953, 46954	<a href="http://www.aga.org.uk/subject/languages/gcse/qualification-4695">http://www.aga.org.uk/subject/languages/gcse/qualification-4695</a>
Sport/PE	Edexcel	5PE01, 5PE02	<a href="http://qualifications.pearson.com/en/qualifications/edexcel/gcse/physical-education-2009.html">http://qualifications.pearson.com/en/qualifications/edexcel/gcse/physical-education-2009.html</a>
Textiles	OCR	A571B, A573B, A575	<a href="http://www.ocr.org.uk/qualifications/gcse-design-and-technology/textiles-307-from-2014/">http://www.ocr.org.uk/qualifications/gcse-design-and-technology/textiles-307-from-2014/</a>

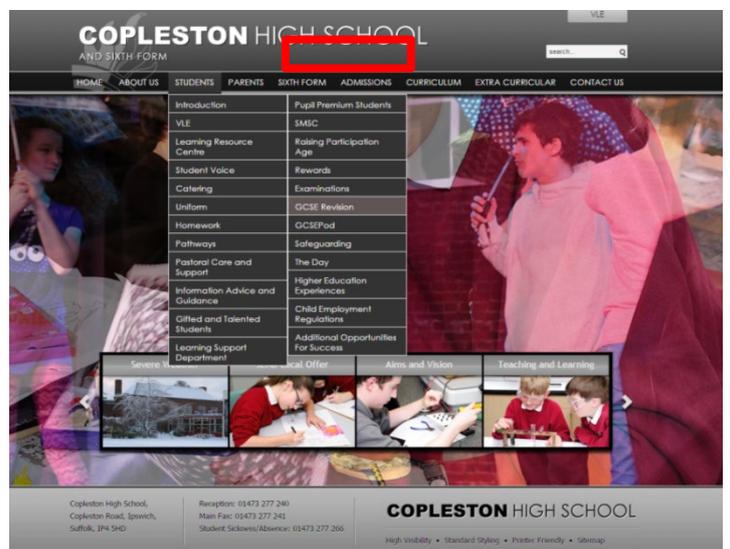
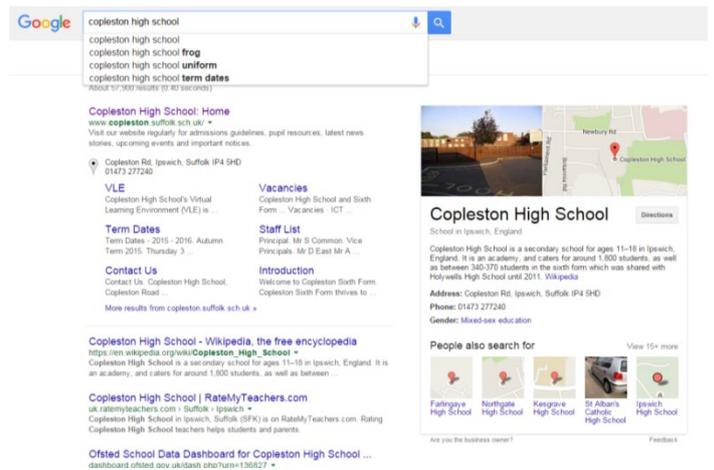
- **ORGANISE YOUR FILES.** Place your notes in sections that relate to the specification. Then you know what you have covered and have already started to place things in a logical order – this will help you remember how topics relate to each other. Ask your teacher to help you with this if necessary.
- **FIND MISSING WORK.** Check somebody else’s file if you have missing work. Choose this person wisely and ask first!
- **CHECK WITH OTHERS.** See what they are doing to revise and to see if they have found good revision guides or websites. However, do not be afraid to do your own thing and use a different resource if it suits your learning style better (see later section).
- **GATHER REVISION GUIDES AND A RANGE OF TEXT BOOKS.** They all have strengths and weaknesses – use what suits you best. Ask your teacher which is the best one to use.
- **USE SCHOOL REVISION RESOURCES AND OUR WEBSITE.** The resources are excellent. The example below is for Science.

## HOW TO ACCESS SCIENCE REVISION RESOURCES

Go to the Copleston High School Website.



In the navigation bar go to Students and then GCSE Revision.



Scroll down the page and click the Department Revision Page button.



Double click the Science Revision folder.



Double Click the Science Revision link.



## USING YOUR REVISION TIMETABLE

- A revision timetable/study planner will help you to know what you want to do and when you want to do it.

You have been given a revision timetable/study planner in this pack like the one below.

2 November – 8 November		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning	7-8							
	8-9							
	9-10						History Revision	
	10-11						Geog Revision	
	11-12						English Revision	
Afternoon	12-1							
	1-2						Play football	Maths Revision
	2-3			WOW – my time to enjoy!			Play football	French Revision
	3-4						Play football	Science Revision
	4-5	Homework	Homework	Homework	Homework	Homework		
	5-6	Eat and chillout	Eat and chillout	Eat and chillout	Eat and chillout	Eat and chillout		
Evening	6-7	Maths Revision	English Revision	Science Revision	Free Revision	Relax and/or Exercise	Go out with mates	
	7-8	English Revision	Science Revision	History Revision	Geog Revision	Relax and/or Exercise	Go out with mates	
	8-9						Go out with mates	
	9-10							
	10-11							

## LEARNING STYLE AUDIT – SEE HOW YOU MIGHT LEARN BEST

Different Learning Styles: Learning Style Questionnaire.

Begin by reading the words in the left hand column. Of the three responses to the right, circle the one that is most like you, answering as honestly as possible. Count the number of circled items and write your total at the bottom of each column. This will show you your main/primary learning style. After this you will find a list of strategies that suit your own style.

CONCENTRATION	Does seeing untidiness or movement distract you? Do you notice things in your visual field that other people don't?	Are you distracted by sounds or noises? Do you prefer to manage the amount and the type of noise around you?	Are you distracted by activity around you? Do you shut out conversations and go inside yourself?
VISUALISING	Do you see vivid, detailed pictures in your thoughts?	Do you think in sounds and voices?	Do the images you see in your thoughts involve movement?
TALKING	Do you dislike listening for a long time? Do you often use words such as see, picture and imagine?	Do you enjoy listening? (Or, maybe, you're impatient to talk?) Do you often use words such as say, hear, tune and think?	Do you like to gesture and use expressive movements? Do you often use words such as feel, touch and hold?
CONTACTING PEOPLE	Do you prefer direct, face-to-face personal meetings?	Do you prefer the telephone for intense conversations?	Do you prefer to talk while walking or participating in an activity?
MEETING SOMEONE AGAIN	Do you forget names but remember faces? Can you usually remember where you met someone.	Do you tend to remember people's names? Can you usually remember what you talked about?	Do you tend to remember what you did together? Can you almost feel your time together?
RELAXING	Do you prefer to watch TV, see a play, or go to a movie?	Do you prefer to listen to the radio, play music, read and talk with a friend.	Do you prefer to play sports, knit and build something with your hands?
READING	Do you like descriptive scenes? Do you pause to imagine an action?	Do you enjoy the dialogue most? Can you 'hear' the characters talk?	Do you prefer action stories? (Or maybe don't even enjoy reading for pleasure?)
SPELLING	Do you try to see the word in your mind? Do you imagine what it would look like on paper?	Do you use a phonetic approach to sound out the word? Do you hear it in your thoughts or say it aloud?	Do you write down the word to find out if it feels right?
DOING SOMETHING NEW AT WORK	Do you like to see demonstrations, diagrams and flow charts? Do you seek out pictures or diagrams?	Do you find verbal and written instructions helpful? Do you like talking it over? Do you ask a neighbour?	Do you prefer to jump right in and try it? Do you keep trying? Do you try different ways?
PUTTING SOMETHING TOGETHER	Do you look at the picture and then maybe read the directions?	Do you like reading or talking with someone about it? Do you find yourself talking aloud as you work?	Do you usually ignore the directions and figure it out as you go along?
INTERPRETING MOOD	Do you primarily look at facial expressions?	Do you listen to the tone of voice?	Do you watch for body language?
TEACHING PEOPLE	Do you prefer to show them?	Do you prefer to tell them? Write it out?	Do you demonstrate how it is done? Ask them to try it?
TOTAL	Visual:	Auditory:	Tactile/Kinesthetic:

My primary learning style is:

## DIFFERENT LEARNING STYLES – STRATEGIES TO HELP YOU REVISE

Now that you know which learning style you rely on most, you can boost your own exam chances by using this learning style when revising from your exercise books and notes. The table below shows the revision strategies that are likely to be the best for a pupil whose main learning style is visual, auditory or kinaesthetic.

LEARNING STYLES	REVISION STRATEGIES I SHOULD TRY
I AM MAINLY A VISUAL LEARNER	<ul style="list-style-type: none"> <li>• Watch a revision programme about a topic (e.g. Bitesize revision programmes).</li> <li>• Draw diagrams or flow charts by hand or on your computer. As they are great time savers you can experiment with diagrams and draw ones which help you. There is no wrong or right revision diagram (see next page).</li> <li>• Test yourself by covering a diagram and then draw it again and check it against the original.</li> <li>• Read through subject revision guides for the subjects you study.</li> </ul>
I AM MAINLY AN AUDITORY LEARNER	<ul style="list-style-type: none"> <li>• Read information out loud to yourself to help you remember it.</li> <li>• Make up word games or fun rhymes to help you remember a particular point.</li> <li>• Talk about a topic with someone else (e.g. a friend or your parents).</li> <li>• Persuade someone to test and re-test you on a topic (e.g. a parent).</li> <li>• Use a recording device – eg phone to test yourself.</li> <li>• Try teaching or explaining a topic to your parents.</li> <li>• Repetition is an excellent way of learning and so repeating things out loud is likely to help.</li> </ul>
I AM MAINLY A KINESTHETIC	<ul style="list-style-type: none"> <li>• Use a pencil or highlighter pen to underline/highlight sentences that are really important.</li> <li>• Condense your work by transferring the information in your exercise books and folder onto revision cards. This will make revising a lot easier.</li> <li>• Walk around your room as you revise rather than sitting still.</li> <li>• Make a note on scrap paper of any thoughts that come into your mind when revising. This can often help get ideas fixed in your head.</li> </ul>

	<ul style="list-style-type: none"><li>Remember to take regular exercise (e.g. a walk, swim etc.) as a kinesthetic learner needs to keep busy both mentally and physically.</li></ul>
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## REDUCE IT ALL TO A SET OF REVISION NOTES

Read through your notes, along with relevant sections from revision guides, text books and websites one section at a time and reduce the material to brief notes, using the tips below:

Discipline yourself to write down KEY POINTS, NOT whole paragraphs.

'C H U G' Along: To help highlight key points (names, dates, evaluation points, definitions etc.) revision notes could include the use of:

- Coloured pens
- Highlighters
- Underlining
- Gaps (spaces between points)

Revision Cards (or A4 paper folded in half) are a device to force you to reduce notes to a set of bullet points. Revision guides often help to highlight the key points.

Diagrams. Force yourself to organise your material:

- You might remember a diagram better than a whole page of notes.
- Diagrams force you to think about the material – which idea is connected to another idea – so they aid understanding.

It is the process of reducing your class notes and other material down to a brief set of key points and diagrams that will help you to revise.

There is no point simply reading the notes you have already got and maybe highlighting bits in the text. You might kid yourself you have done something useful, but you'll probably forget most of it.

Also, having a few revision cards and maybe a diagram or two to look over before the exam, is far more productive than trying to read a whole text book 15 minutes before the exam starts.

## REMEMBERING INFORMATION

Once you have reduced your notes to a set of revision points, it is time to commit them to memory. In the exam, you will recall information from your LONG TERM MEMORY (LTM). Revision the night before is still part of the LTM. Short Term Memory only lasts for about 1-30 seconds, so don't rely on it for the exam!

## THE GOOD NEWS

Once you've got information into your LTM, it should stay there!

## THE BAD NEWS

The problem is how to locate the information once it is in your LTM.

## WAYS TO GET INFORMATION INTO YOUR LONG TERM MEMORY

- **REHEARSAL** (re-reading your notes). Improves recall a bit but the best way to ensure you can recall information is to understand your notes in the first place. Make sure you ask questions at school if you are unsure. Remember you can't check your understanding with a teacher when you are at home.
- **EFFORT** - Proper revision is hard work. You need to get organised and plan revision sessions, with breaks to give your brain a rest. If you are lying on your bed, listening to music and simply reading your notes over and over again, you probably won't learn much. Have you ever read a page over and over again and then looked up and realised you cannot remember a thing?
- **MAKE NOTES** – It is a good idea to make notes as you go, but don't just copy. The process of reading something, understanding it and then reducing it to a few key points, words or a diagram really helps to get it into your LTM.
- **RECORD INFORMATION** - Some people like to record themselves talking through a topic and play it back to themselves. Just the process of thinking what to say will help you to retain the information.

## WAYS TO GET INFORMATION OUT OF YOUR LONG TERM MEMORY

The trick here is to develop your own retrieval cues (things that jog your memory) e.g.

- **"Methods of loci"**. (method of places). Place the key points you need to remember in an imaginary room or place. Then try to remember the layout of the room (e.g. To remember a shopping list – a picture of a carrot on the wall, peas scattered on the floor, a glass of milk on the coffee table, etc.)
- **"Associations"**. Associate ideas with an 'odd' or 'bizarre' image (e.g. To remember two criticisms of a study – you might have an image of the researcher arguing over the two criticisms and the person criticising holding two hands up!)

- **“Mnemonics”**. Think of the first letter of each of a series of key points then make a word from them to help you remember all the points (e.g. For a shopping list: CHAP: cabbage, ham, apples, pears). Hint: manipulate words (i.e. Manipulate the key points so that you can find a memorable word).
- **“Organisation”**. Sorting notes into categories/topics might help retrieval cues. Using the shopping list example again, categories such as bakery, meat, fruit and vegetables, dairy – might help recall a greater range of items. Mark schemes often reward a range of issues rather than lots of points from a similar point of view. Organising notes into categories will help you recall a range of points.

Remember, you do not have to use any of the methods above – they are just suggestions – but make sure you have got a method that suits you.

## TESTING YOURSELF

Find out if you can actually recall what you have revised BEFORE the exam.

- Ask yourself simple questions.  
e.g. recall 5 key points about a theory.
- Ask yourself awkward questions (use past paper questions).

You might have learned lots of information, but can you use it to answer an exam question? The questions YOU ask yourself and the questions the EXAMINER might ask could be very different. Speak to your teacher if you need any help here.

- Write down key points from a page of notes/revision card, cover the page and see if you can remember all the points. Those you forgot you should write down and then try the process again.
- Remember to ask yourself:
  - What if the examiner asks me something awkward?
  - Can I answer questions under time conditions?
  - Am I balancing remembering material with applying the material to the exam questions? Many students start revision too late, spending all their time learning and only applying what they know for the first time in the real exam.

## IN THE EXAM

It can be difficult to be confident in the exam itself, but if you remember the following, you are likely to perform much better:

- **READ THE EXAM INSTRUCTIONS**  
e.g. How many questions from each section? Find this out before the exam.
- **IDENTIFY THE SKILLS REQUIRED FROM EACH SECTION/QUESTION**  
e.g. Have you examined which skills are required for each type of question? (e.g. knowledge, evaluation, interpretation).
- **IDENTIFY THE KEY WORDS IN THE QUESTION**  
Make sure you underline the key points in the question (the skill, e.g. describe, discuss; how many examples to use; instructions – either/or; key words).  
Remember – the exam question paper is yours throughout the exam so feel free to make notes on it to help you.
- **PLAN AND SHOW YOUR WORKING OUT**  
Everything that appears on your answer sheet can be rewarded so if you have a plan, do not cross it out. Examiners cannot deduct marks – only reward you.
- **BE DISCIPLINED IN THE EXAM – KEEP TO TIME**  
Work out how much time to spend on each question. Be strategic – answer all questions, particularly those that carry extra marks. Do not spend too much time on questions which only carry a few marks.
- **FINALLY, PLEASE, PLEASE, PLEASE, REMEMBER TO**

## **READ THE QUESTION**

It sounds silly, but in every exam, there are always lots of students who write really good answers, but not to the question they have been asked. Don't be one of them!

**GOOD LUCK.....**

*But remember, if you have used this guide properly, you won't need it!!*

## CHECKLISTS FOR REVISION PLANNING

HOW TO PREPARE FOR YOUR GCSE EXAMINATIONS	v
See how you might learn best by using the Learning Style Audit.	
Use school resources and websites to gather revision information, along with a range of text books. Ask your teacher if you have any problems.	
Organise your files.	
Put a revision timetable up on a wall.	
Make sure you stay healthy - eat healthy meals and snacks.	
Ensure you take regular exercise and plenty of sleep.	
Go to revision classes offered by your teachers and ask if you need extra support.	
Make sure you have a quiet, well-lit, dedicated study area at a table or desk. Switch off mobile, radio, TV etc. Ask people not to disturb you – not even to bring you a coffee – until your revision period has finished.	
Have all your books/revision notes and resources ready for revising.	
Suggested timings: 40 minutes revising 10 minutes testing 10 minutes resting Make sure you take regular breaks and get some fresh air.	
Include every subject in your revision planning.	
Make a list of all the topics to revise for each subject.	
Highlight those parts of your work you are not sure of, and give them more time.	
Ensure that there is enough time to go through each topic several times.	
Leave some time during the final week of revision to cover the most difficult topics again.	
Divide each topic into manageable parts.	