

It's all hard work...but anything is possible.”
Mo Farah Double Olympic Champion



Year 11 Revision Planner

Student Name: _____ **Tutor:** _____

Our greatest weakness lies in giving up. The most certain way to succeed is always just trying one more time. *Thomas Edison Inventor*

HAVE YOU GOT WHAT IT TAKES?

1. For each subject, **make a list** of **what** you need to revise (**Main topics**)
2. **RAG your list** (*red = you need to re-learn it, green = you need to revise it*)
3. Write all the things that are already fixed into your revision planner – for example:
 - *the exam dates!*
 - *any clubs or activities you do regularly (in and out of school time)*
 - *people's birthday parties, Saturday morning lie-ins, football matches, TV you are not prepared to miss...*
4. Decide **what** you are going **to revise when**.
5. It's probably a good idea to **leave some sessions blank** so that if you come across something that is more difficult than you thought you have some extra time to use.
6. ++++ **Revise in chunks of 30 – 50 minute blasts and then take a 10 minute reward break!** ++++
7. **Copy the planner and stick the current week's page up in the kitchen** so that your family can help you to stick to it.
8. If you don't get something finished in the session you allocated for it, don't panic – remember that what you **have** done will help you.
9. **Don't give up!**
10. Be honest with yourself! If you are day-dreaming and being distracted by your phone, Facebook or Call of Duty, get rid of it and start doing some real work.
11. Talk your plan through with your parents. **They may reward you... ☺**

REVISION TECHNIQUES TO TRY!

QUESTION BANK

Put yourself in the examiner's position. Which questions would you ask to show that the students knew their stuff? Make question cards and write the answers on the back.

FLASH CARDS

Write one or two words onto the cards to jog your memory. Stick the flashcards around the house (put different subjects in different rooms – in the exam you might be able to picture the cards in your house.)

REVISION CARDS

Write down the key points of a unit of work in the form of bullet points onto the cards. Look at the revision cards on a regular basis - monthly, weekly or daily.

PUTTING THINGS IN TO YOUR OWN WORDS

Having to explain what you need to know to someone else, really tests your knowledge. Ask the person you are explaining to, to ask you questions.

MENTAL MOVIE

Imagine yourself actually using the knowledge you've learned. Run through the main events in your head. Become the main character of the novel you've been studying. Imagine being part of an electrical circuit.

MIND MAPS/SPIDER DIAGRAMS

Arrange the key words on the page and colour code them into units of work. Add pictures and symbols to help you recall the page when you're sat in the exam hall.

HIGHLIGHT KEY WORDS

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

TACKLE PAST EXAM PAPERS

Do past exam papers against the clock; it's an excellent way of getting up to speed.

TALK TO YOURSELF

- Try recording important points, quotes and formulae onto a cassette. If you hear them and read them, they're more likely to sink in. You can listen to the cassette as you go to sleep, in the car, while you have a bath...
- Read your revision notes out loud, it's one way of getting them to register.

MAKE NOTES

Condense what you need to know into note form. Can you re-write your notes from memory?

MNEMONICS

Remember lots of related information easily – use rhythm and rhyme... *Divorced, Beheaded, Died, Divorced, Beheaded, Survived* is a very commonly heard mnemonic for the six wives of Henry VIII.

Make up your own **ACRONYMS** - write down the first letter of each word you need to remember, choose words that start with the same letters and then form a memorable phrase.

Ex: Name the planets in their order from the Sun. *Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto*
My Very Excellent Mum Just Served Us Nine Pizzas.

REVISION TIMETABLE – week beginning

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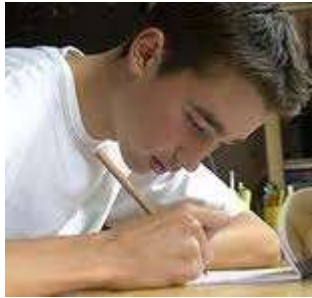
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EXAMINATION RULES

- Candidates should aim to **arrive 15 minutes prior to the start time of their examination**. Please wait quietly outside your exam room until you are asked to enter by the exam invigilators. Students sitting exams in the Sports Hall (SH) should enter through the Sports Hall Entrance and students sitting exams in Lady Mabel Hall (LMH) through the front of Lady Mabel Hall.
- Candidates who arrive late for an examination should go to the Sports Hall entrance and need to wait outside the exam hall until they can be admitted by an invigilator. If you know you are going to be late for your exam please let us know asap!
- **Full School Uniform must be worn by all students sitting exams**
- **Make sure you have all the correct equipment including spares for all your examinations. All items of equipment, pens, pencils, compass, protractor, calculator etc, etc should be visible to the invigilators at all times. You must either use a transparent pencil case or clear plastic bag. Pens should be black ink only.**
- Do not attempt to communicate with or distract other candidates.
- Examination regulations are very strict regarding items that may be taken into the exam rooms. If you break these rules you may be disqualified from the examination.
- **Mobile phones MUST NOT BE BROUGHT INTO THE EXAMINATION ROOM**, please leave your phones in your bags or coats and leave in the designated areas.
- No food is allowed in the examination rooms but you may bring a bottle of water, please remove the label. Please store all drinks under your chair during the examination to avoid spillage.
- Please leave your student name label on the desk in clear view this is to ensure you are sat in the correct seat and will be collected during the exam by an exam invigilator. Do not destroy them.
- Check that you have the correct question paper – check the subject, paper and tier of entry.
- Read all instructions carefully and number answers clearly.
- Invigilators will collect your exam papers before you leave the room. Absolute silence must be maintained during this time. Remember you are still under examination conditions until you have left the room.
- When the exam finishes you must return to the lesson you should be in according to your timetable.



TOP TIP!
Is your revision
ACTIVE?



It's important that you make your revision as **ACTIVE** as possible. Don't just read through your notes – do something with them.

✓ ACTIVE REVISION

- ✓ Make revision cards
- ✓ Do past exam papers
- ✓ Condense your notes into bullet points
- ✓ Create a mind map
- ✓ Record info onto an mp3 player
- ✓ Write formulae and key points onto post-it notes
- ✓ Use body tagging or mnemonics to memorise

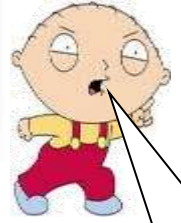


Post It Notes
Write down key points and post the notes around the house. Great for remembering the names of shapes or formulae in Maths.



× Passive Revision

- × Reading your notes
- × Copying out your notes
- × Typing up your notes
- × Watching TV whilst reading your notes

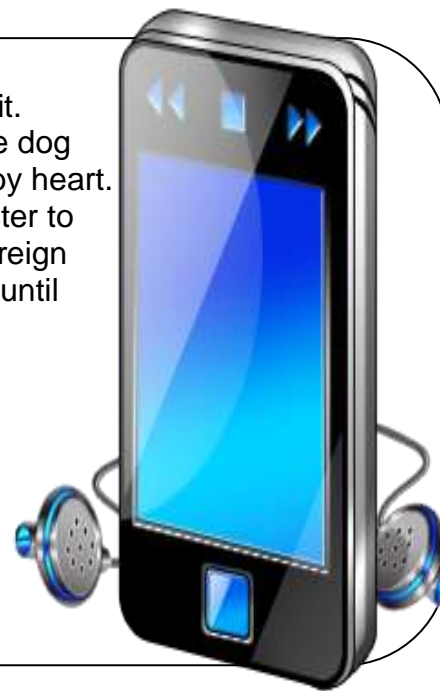


You are all under my control. Revise *actively* if you want to succeed!



Record your revision or download a revision app and then listen to it. This way, you can play it back while you are on the bus, walking the dog etc. This works best if you have something that needs to be learnt by heart. Don't waste time by putting entire books onto tape – it would be faster to read them! But if you have vocabulary to learn for example, for a foreign language, it can be really useful to be able to play it over and over, until you have it fixed firmly in your head.

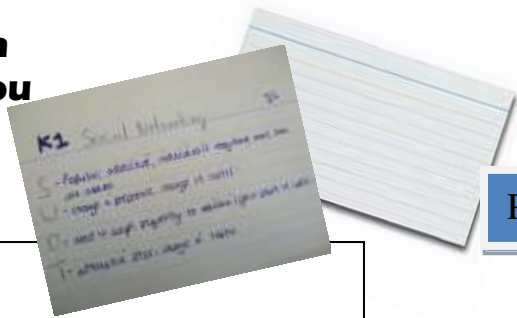
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- maths-it.org.uk/Podcasts/Podcasts.php
- www.bbc.co.uk/schools/gcsebitesize/audio/english
- www.reviseonthemove.com



Spider Diagrams are good for summarising KEY POINTS

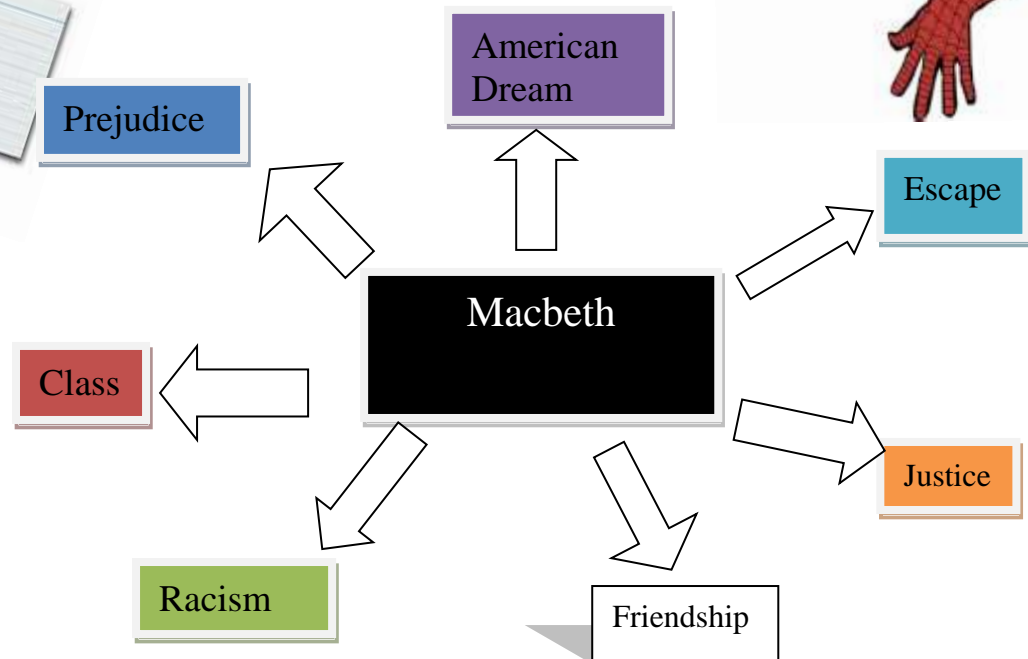


If you can teach someone else, you know it!



Revision Cards

- Every subject can be summarised on revision cards. Some students share their revision cards online. Check out www.getrevising.co.uk/revision-cards
- Cards could be used to learn the key features of the different types of text for the English exam e.g., writing to persuade, argue, analyse, describe.
- Be creative! Write a question on one side and the answer on the other and ask your family to test you.



Understanding the Exam Question

Half the battle is recognising what the question in an exam is actually asking you to do. By looking at past papers, you will be able to recognise patterns in exam questioning. This grid will help you understand what the examiner wants you to write about and why...

| | |
|------------------------|---|
| Account for ... | Give reason for something or give evidence to support a statement. Do not confuse with 'give an account of' which is really asking for description. |
| Analyse... | Examine and explain the relationships between various parts of a topic. |
| Argue... | Use evidence to prove or disprove a point of view. Set it out logically and try to disprove other points of view. |
| Assess.... | Use evidence to estimate the value or importance of something. |
| Comment on... | Unfortunately, a very commonly used 'coverall' phrase which is rather vague. The person who sets the question probably really wants you to analyse or assess. |
| Compare... | Concentrate on those aspects which two or more things have in common although it would be wise to deal with any differences as well. |
| Contrast... | Concentrate on the differences – but do mention any similarities. |
| Criticise | Try to find fault with the value of something or the truth of a statement. You must state the evidence upon which you base your judgement. |
| Define... | State precisely the meaning of something. |
| Describe... | Relate what something looks (or sounds, feels, smells) like, how a sequence of events happened or what are the main characteristics of a topic. |
| Discuss.... | Another word open to various interpretations – similar to 'comment on' but you are usually expected to write a logical argument about the subject. |
| Evaluate.... | This is similar to 'assess' but, in this case, you should be weighing up the performance of something which has already happened. |
| Explain.... | Relate how things work, how something happened or give reasons for certain actions. Usually, the word 'because' should come in the response. |
| Identify.... | Single out the main features of something. |
| Illustrate... | You are required to give examples, statistics, diagrams, sketches, etc. to support your statements. |
| Indicate.... | Point out the main features of something (may be used instead of 'identify'). |
| Justify.... | State valid evidence for accepting a statement or conclusion (similar to 'argue'). |
| List | An item-by-item record of relevant items. This would normally be in note form without any need to describe – but do check if you are unsure. |
| Outline | Point out the main features of a topic or sequence of events. |
| Prove.... | Establish the truth of something by offering indisputable evidence or a logical sequence of steps or statements that establishes the truth. |
| Review... | Look back on or survey a topic and estimate its value (may be used instead of 'evaluate'). |
| State.... | Write down the main points of something. |
| Summarise... | Give the main points of an idea or argument, leaving out all the unnecessary detail. |