



Bramcote College

A member of The White Hills Park Trust

I know I've got to
revise but ...

I don't know HOW to revise!



Revision has got to be done in stages ...

Know what you need to know ...
topic lists, notes,
flash cards, mind
maps ...

... make it
memorable in
LOTS of ways ...
go over it 4 or
more times ...

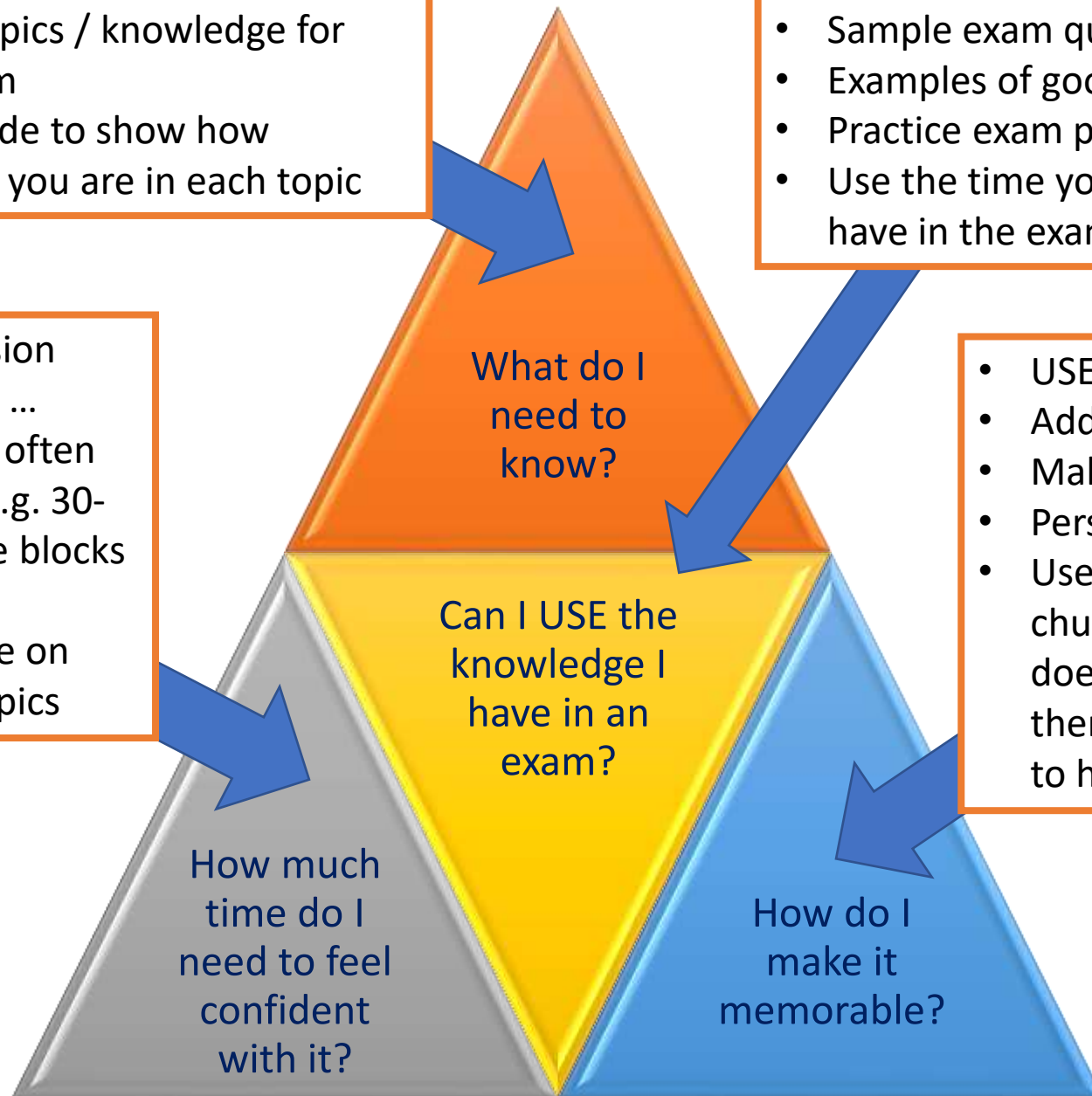
... check you
know it AND that
you can use it ...
practice exam
questions etc.

- Lists of topics / knowledge for each exam
- Colour code to show how confident you are in each topic

- Sample exam questions
- Examples of good answers
- Practice exam papers
- Use the time you would have in the exam

- Do a revision timetable ...
- Little and often revision e.g. 30-45 minute blocks of time
- More time on harder topics

- USE Colour
- Add Images
- Make it Fun
- Personalise it
- Use manageable chunks so it doesn't feel like there's too much to handle



Know what you need to know ...
Chunk this knowledge ...
Make it manageable ...

... make it memorable
in LOTS of ways ... go
over it 4 or more times
... the more the better

What do you need to know?

- Do you know **what will come up in each exam** – if not ... ASK!
- **Colour code** the things you have to know ... green = I know it really well, yellow = I sort of know it, red = It confuses me and it's too hard! ... You need to **spend** most of **your time** on the red stuff and some of your time on the yellow stuff and a bit less time on the green stuff ... Red x3, Yellow x2, Green x1

Chunk it

- Turn revision guides / notes into **smaller chunks** of information that you can handle using flash cards
- Turn flash cards into colourful mind maps / diagrams with pictures and colours **to stick in your memory** ... try to make it a bit fun ...

Interleaving

This is essentially mixing it to keep it interesting and memorable ... vary topic orders and if some topics need more work than others, adjust the number of sessions to reflect this.

Topic 1 x 3 ... Topic 2 x 2 ...

Topic 3 x 2 ... Topic 4 x 1

Blocking



Interleaving



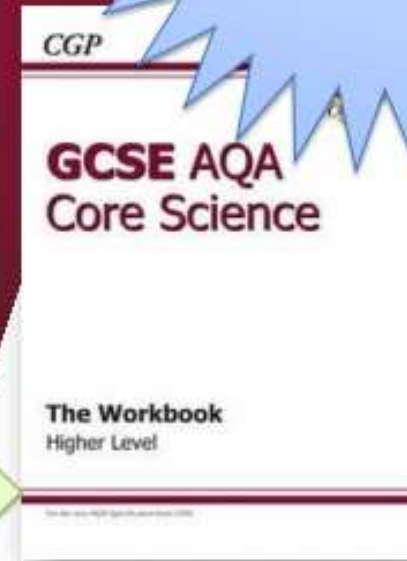
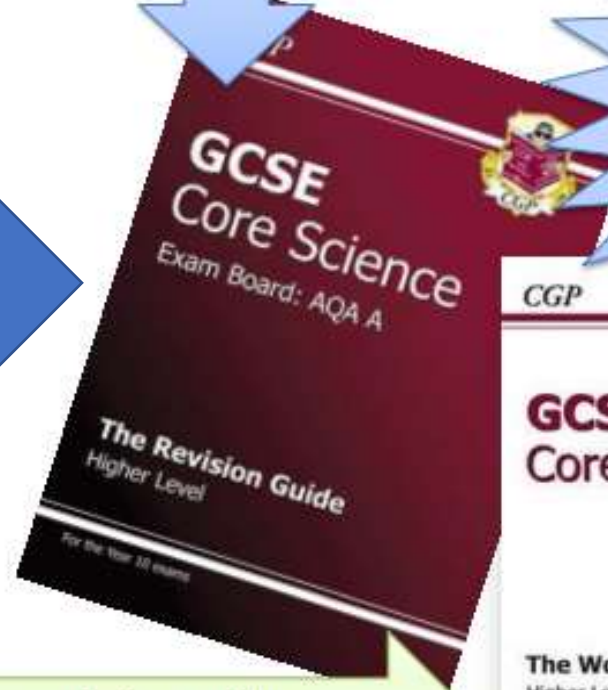
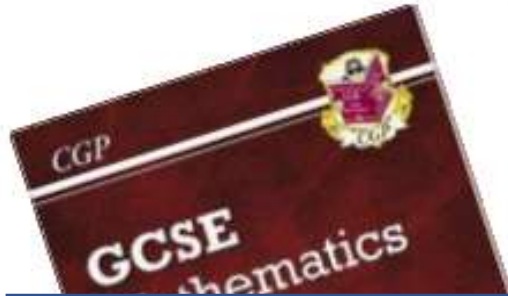
Exam Board Revision Guides

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

These can be great but they can also be quite overwhelming – a lot of info in one place and often more than is actually needed.

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

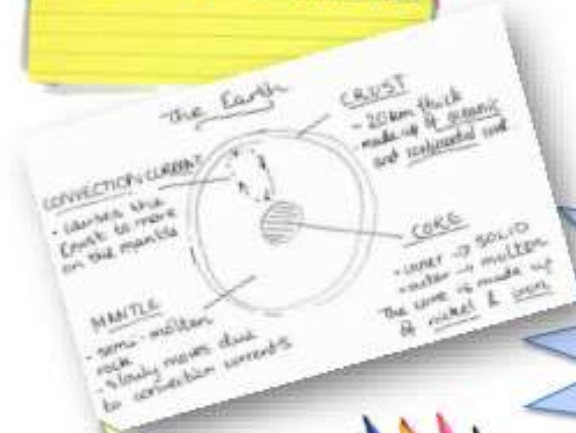
Some revision guides also have a workbook



Flash Cards and Post-Its



100 from
TESCO for £1



Colour makes
them better



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.”

— Benjamin Spock

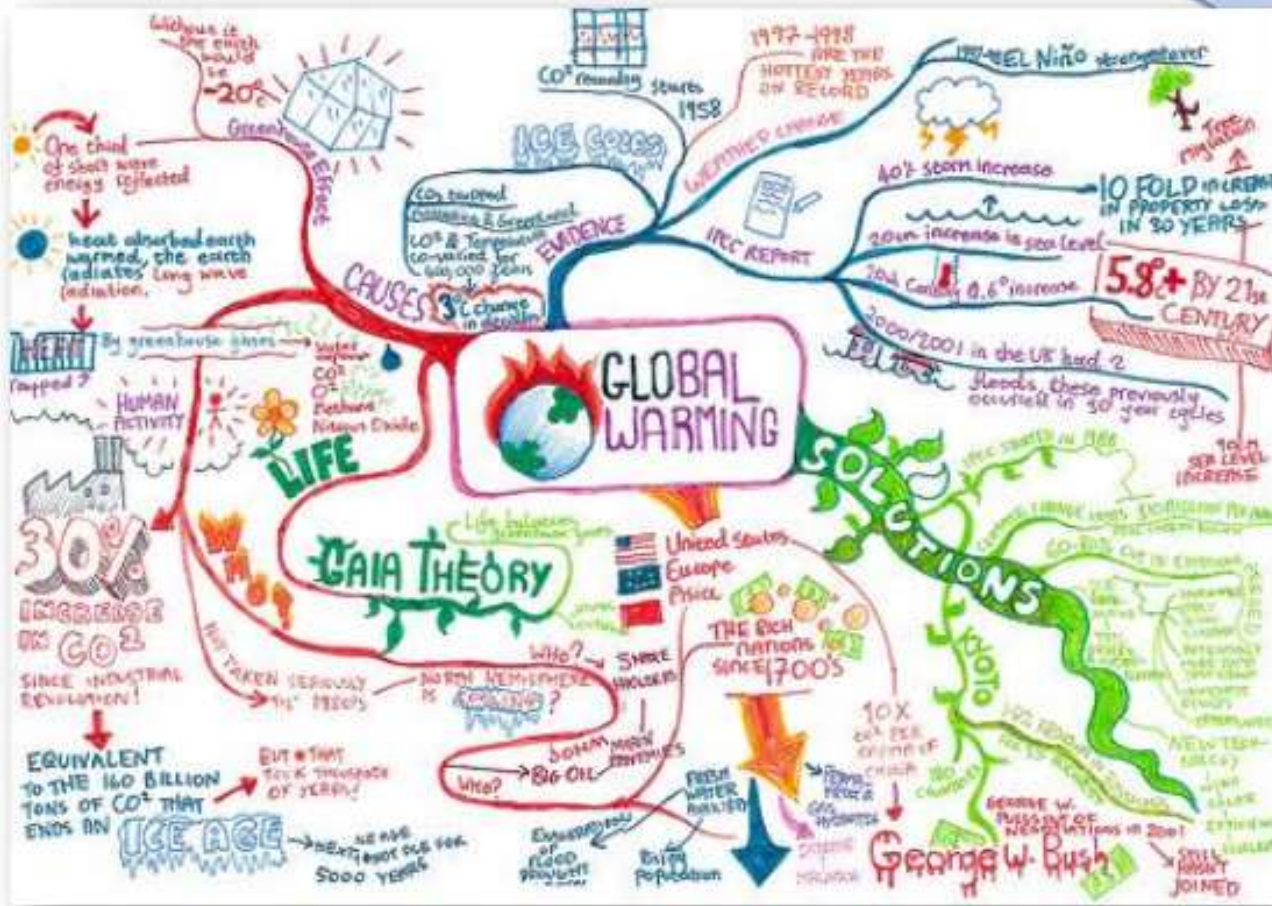
Great for ... breaking
down large amounts of
info into smaller easier to
manage chunks.

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



Mind Maps



Great for ... pretty much anything...
 You can summarise LOTS of information onto one sheet with LOTS of colour and pictures too



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 moving towards each other. In subduction, the oceanic plate is forced under the continental forming a trench.	
Divergent margin	Where two plates are moving away from each other. Magma rises to reach the surface.	
Transform margin	Where two plates are moving past each other in the same direction. They can cause an earthquake.	
Core	The hot centre of the planet.	
Mantle	The level of the planet between the crust and the core.	
Crust	The Earth's surface - made up of rocks.	
Volcanic effect	The effect of an eruption of a volcano on the atmosphere.	
Secondary effect	The after-effects of the volcanic eruption - e.g. landslides or tsunamis.	
Short-term response	Actions which will take place straight after the disaster.	
Medium-term response	The first or two years and how people get their lives back to normal.	
Long-term response	Being prepared for the next big disaster - e.g. trying to reduce the impact before the next disaster.	

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



Works well with ...

- All of the main types of plate boundaries
- How they are formed
- The features of each type of plate boundary
- The hazards of each type of plate boundary
- The impact of each type of plate boundary

Flash Cards and Post-Its



Great for ...

- All of the main types of plate boundaries
- How they are formed
- The features of each type of plate boundary
- The hazards of each type of plate boundary
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Mind Maps

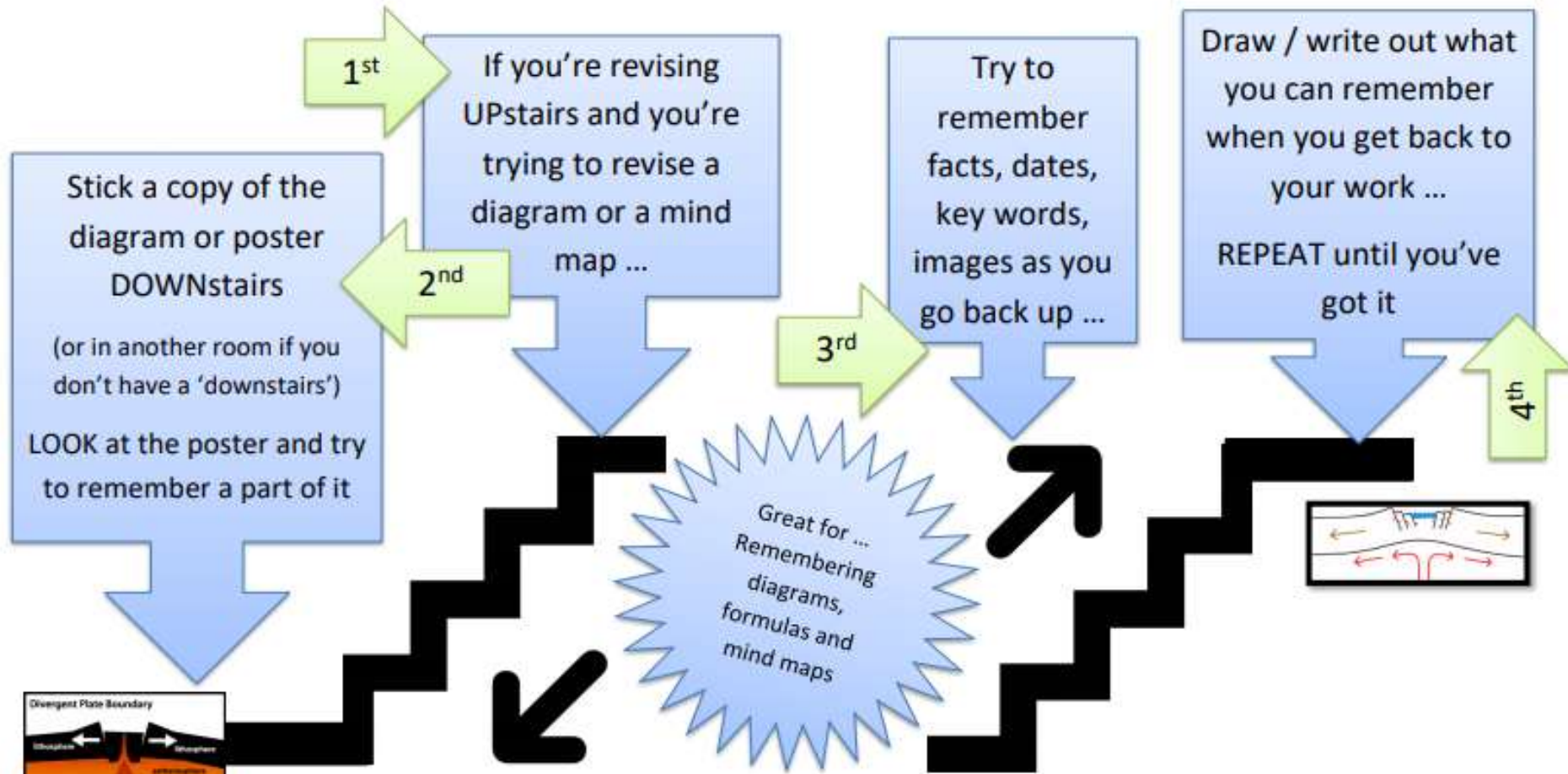


Works well with ...

- All of the main types of plate boundaries
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Active revision is best

Look, dash and draw



Active revision is best

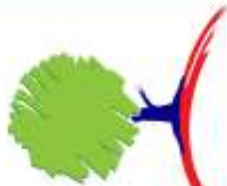
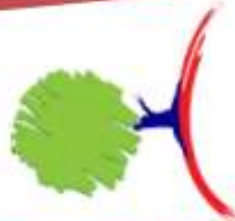
The Pairs Game

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 trying

Convergent
Plate Boundary



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



... Check you know it AND that you can use it ... practice exam questions etc.

How do you feel confident that you **KNOW** the stuff you've covered?

How do you make sure you don't just know it but you also know **HOW TO USE IT**?

- **TEACH it** to someone / something else ... this makes the knowledge you have 80% more memorable ... and it lets you spot the bits you don't feel so confident with and need to work on more.
- **USE it** in exam questions and practice papers ... knowing it is important but it's pointless if you don't know how to use it!

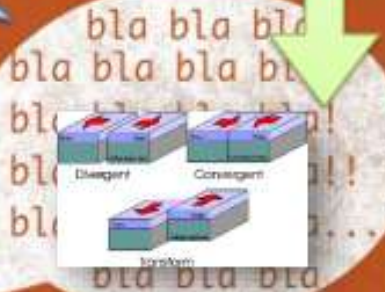
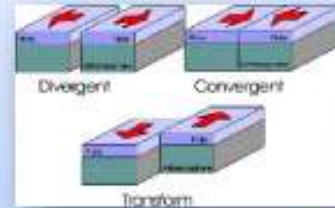
Low stakes
retrieval &
editing

Teach Your Teddy

(OR your cat, dog, little sister, friend etc.)

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

Talking it through gives you a
chance to correct yourself if
you need to ... instant Target
Tackling Time!



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 3-C	Level 3-D-C	Level 3-B+
<ul style="list-style-type: none"> 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, conclude) Writing is clear and points flow together and words are where appropriate

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**

Low stakes retrieval & editing in context

As we read the poem (and reader) zoom in on one man, a spec in the distance whose only distinguishing feature is his white shirt, 'tumbling and turning' in the wind as he, presumably, lunge 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 'tumble'.

The poem 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 that a white cotton shirt is tumbling, 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 the feels people are able but unwilling to help or alternatively, highlights his feelings of insignificance and inconsequentiality. This can link to the causation and victims of war which is relevant to a number of poems in this cluster.

Just like in film, 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 attempt to attract attention. The wife forms an interesting juxtaposition between the horror of the situation and a the friendly gesture of a wave. Or the other hand we might also think about the implications of a wave of goodbye, and 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.

Do you
need to
know
more?

<https://bramcote.college/parents-and-students/learning-from-home/90-study-skills>

There are 6 study skills sessions that students have covered in a half term of 'study skills' lessons – these outline a range of ideas ...

- Memory skills
- Independent learning
- Active / experiencing learning
- Stress management
- Blending and balancing
- Self awareness



Revision online

- <https://collins.co.uk/pages/revision-for-students>
- <https://app.century.tech/login/> Century for maths, English & Science
- <https://senecalearning.com/en-GB/> free online learning – create a login and pick the right course
- <https://www.bbc.co.uk/bitesize/levels/z98jmp3>

But beware too much online learning might not cover all the bases and won't always offer a chance to go over things, so it's focussed on short term retrieval and doesn't do much interleaving.

(But Century does, which is why we have invested in it.)