



“Enabling all individuals to
unlock their unique potential”



STUDENT AND PARENT GUIDE TO REVISION

EVERYTHING STUDENTS AND PARENTS NEED TO
KNOW ABOUT SUCCESSFUL REVISION

CONTENTS



How to organise your revision	1
Making a revision timetable	2
Helpful habits	3
Revision techniques	4
Knowledge organisers	5
Flashcards	6
Transform it	7
The Cornell method	8
Diagram annotation	9
Formula summary	10
Interleaving and spacing	11
Practice papers and questions	12
Exam time	13



HOW TO ORGANISE YOUR REVISION



It can be very challenging to stay motivated and focused on your revision. The school website is a great place to start. Your teachers have uploaded lots of materials to help you. They can all be found here:

<http://www.todhigh.co.uk/gcse-revision/>

Below are some suggestions to help you be as productive as possible whilst you are revising.

How much you do is entirely up to you. You will do some revision activities in lessons and there may be an opportunity to revise in organised after school sessions but you should also be revising at home.

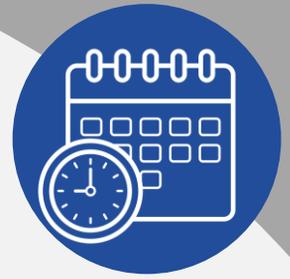
Ideally, you should be looking to revise for a few hours every day from now until your GCSE exams. There are benefits in starting early:

1. It will help to relieve any stress and panic because you will feel more prepared as the exams get nearer.
2. You will have plenty of time to ask teachers for help if you are struggling with something or not sure what to revise.
3. You will soon realise if you have missed any work and will have time to catch up on it.

What ever you do, delegate equal time to all subjects (remember that English and science represent multiple GCSEs and need proportionate revision time). Don't see one subject as being more important than any other. Also, when you are creating a revision plan, make sure you schedule in suitable breaks from work. Your brain needs time to relax and store the information you have learnt. A typical suggestion is to take a break every 40 minutes.



MAKING A REVISION TIMETABLE



WHAT DO I REVISE? You know what options you have taken but you should also know what you need to learn for each subject. Good revision guides will tell you this as a starting point but you can also find the information on the school website and your exam board website.

NEXT STEPS? You need to make a revision timetable to keep you on track and make sure you give proportionate time to all of your subjects.

HOW DO I DECIDE WHAT TO PUT ON MY TIMETABLE? Look at your exam timetable to confirm which subjects have exams; don't forget speaking exams and practical exams if you have them. Now make sure you prioritise the subjects you find hardest; don't fill your timetable with things you know how to do. Have a look at the example below.

HOW MUCH TIME SHOULD I SPEND REVISING? There's no easy answer; the more work you do, the better your outcomes will be. Watch the video below for some ideas on how to create a timetable that works for you.



This video includes a template that you can download and adapt to your needs.



This video will talk you through a hand drawn timetable.



HELPFUL HABITS



Have a dedicated work space, preferably somewhere that is not your bed. A desk or kitchen table would work nicely. This allows you to separate 'work time' and 'leisure time' by having separate spaces.



Log in to Class Charts to see if your teachers have set you any specific revision tasks to complete.



Put your phone/tablet away and out of sight (unless you are using it for online work). The science tells us that we are less productive when we have a phone nearby, even if that phone is switched off or on silent.



Schedule in breaks. Your brain works best when you work in chunks. Work for about 40 minutes before taking a five-ten minute break. Stick to this though; don't let the breaks take over.

MYTH BUSTING



Three common revision techniques that are **LEAST** effective in helping you revise are:

- Highlighting texts
- Re-reading
- Summarising text



REVISION TECHNIQUES



The following pages will give you lots of strategies for revision. When you are deciding what to do, keep these questions in mind:

- 1) Does the technique work for the subject?
- 2) Do you understand the technique?
- 3) Is it working for you? Are you learning?

A combination of revision techniques is often best as you are still finding out how your brain learns best. To store information, you need to move it from short term to long term memory. Scientists have found that there are four main ways of doing this:



CHUNKING

Taking small pieces of information and learning them a bit at a time before piecing it all together.



REPETITION

(Speaks for itself really, speaks for itself really, speaks.... get the idea?!)
Finding patterns: linking ideas together so you can recall them more easily.



LINKING

Using pictures, colour, stories, etc. Use as many of these as possible to achieve maximum success.



KNOWLEDGE ORGANISERS



History: Conflict and tension 1918 – 1939, The peace treaties Todmorden High School

<p>Key people</p> <p>The Big Three</p> <p>Woodrow Wilson President of America at the end of the First World War. He pushed for the idea of the League of Nations.</p> <p>Georges Clemenceau Prime Minister of France at the end of the First World War. He wanted to punish Germany and make sure they could never threaten France again.</p> <p>Summary</p> <p>League of Nations Created by Wilson and signed by George V of England, King of Germany before and during WW1.</p> <p>Key events</p> <p>July 20 1918 The gas attack on Ypres during WW1.</p> <p>1918 The end of WW1.</p> <p>1919 The Paris Peace Conference.</p> <p>1920 The League of Nations established.</p> <p>1921 The Treaty of Versailles signed.</p> <p>1923 The Dawes Plan implemented.</p> <p>1924 The Locarno Treaties signed.</p> <p>1925 The Locarno Conference held.</p> <p>1926 The Locarno Conference held.</p> <p>1927 The Locarno Conference held.</p> <p>1928 The Locarno Conference held.</p> <p>1929 The Locarno Conference held.</p> <p>1930 The Locarno Conference held.</p> <p>1931 The Locarno Conference held.</p> <p>1932 The Locarno Conference held.</p> <p>1933 The Locarno Conference held.</p> <p>1934 The Locarno Conference held.</p> <p>1935 The Locarno Conference held.</p> <p>1936 The Locarno Conference held.</p> <p>1937 The Locarno Conference held.</p> <p>1938 The Locarno Conference held.</p> <p>1939 The Locarno Conference held.</p>	<p>Key events</p> <p>1918 The end of WW1.</p> <p>1919 The Paris Peace Conference.</p> <p>1920 The League of Nations established.</p> <p>1921 The Treaty of Versailles signed.</p> <p>1923 The Dawes Plan implemented.</p> <p>1924 The Locarno Treaties signed.</p> <p>1925 The Locarno Conference held.</p> <p>1926 The Locarno Conference held.</p> <p>1927 The Locarno Conference held.</p> <p>1928 The Locarno Conference held.</p> <p>1929 The Locarno Conference held.</p> <p>1930 The Locarno Conference held.</p> <p>1931 The Locarno Conference held.</p> <p>1932 The Locarno Conference held.</p> <p>1933 The Locarno Conference held.</p> <p>1934 The Locarno Conference held.</p> <p>1935 The Locarno Conference held.</p> <p>1936 The Locarno Conference held.</p> <p>1937 The Locarno Conference held.</p> <p>1938 The Locarno Conference held.</p> <p>1939 The Locarno Conference held.</p>
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Your knowledge organiser is a great place to start your revision. It contains all of the information that your teachers consider to be the basis of a unit of work.

HOW TO USE KNOWLEDGE ORGANISERS:

Your knowledge organisers will help you with all of the other revision strategies mentioned in this booklet. They are a starting point. You need to make sure you know all of the information on them.

DEVELOPING YOUR KNOWLEDGE ORGANISER KNOWLEDGE:

Use your other resources (exercise books, revision guides etc.) to add more to your knowledge organiser. You might include more complicated formulae, practise using the language, or develop the plot summary that a knowledge organiser has given you.



FLASHCARDS



Simply create with questions on side and answers on the other side. You can colour code for specific topics and quiz yourself or others. Post its can be also useful for key words and timelines



USING FLASHCARDS

The Leitner Method; scan the QR code to watch a video which will help you.



QUIZLET

You can also create excellent flashcards online or on your phone using Quizlet which also has an app. Scan the QR code to go straight to the website. (It's free!) Or do it the old fashioned way with a pen and paper; nothing fancy needed.



HOW TO USE FLASHCARDS:

KEY TERMS

For keywords and terms.

CAUSATION

To explain the causes of events or steps in a process.

JUDGMENTS

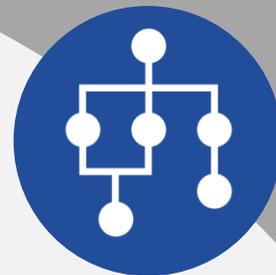
To consider an 'agree or disagree' argument against a quote.

NARRATIVE

To show the events of a narrative in order.

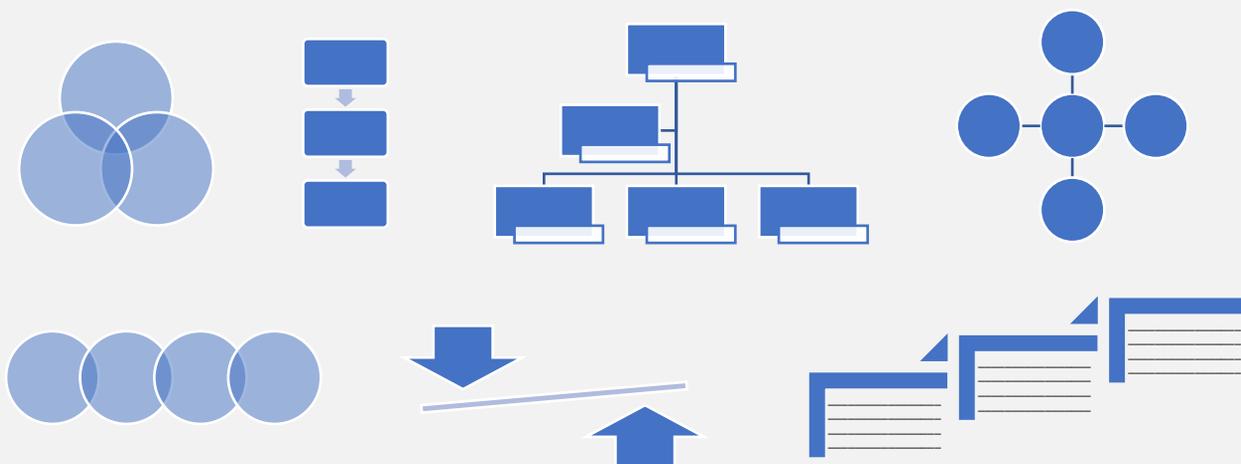


TRANSFORM IT



Graphic organisers are a great way of 'transforming' your notes/information into visual revision topics.

They can be used to create links, show a narrative, identify the causes/consequences and importance of something. There are lots of different types of graphic organiser, the diagram below shows you lots of different ways that you can lay your information out.



HOW TO USE GRAPHIC ORGANISERS:

CONCEPT MAPPING

At the end of a week, mind map all you can remember about a topic and link areas together. Then, add to your mind map in a different colour using your notes to help you.

SHOWING OVERLAP

Create a Venn diagram to demonstrate where a topic overlaps.

CREATE AN ARGUMENT

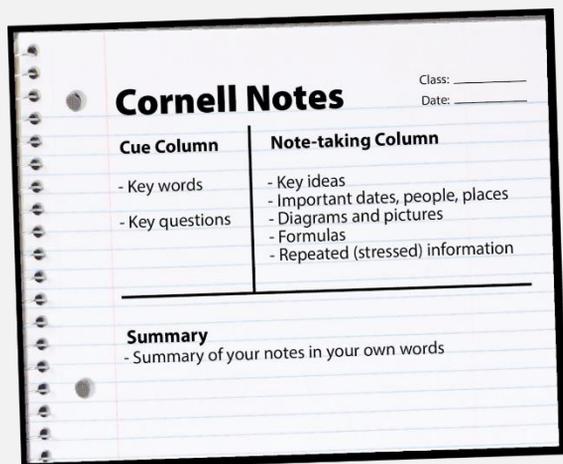
Balance all of your evidence and decide what your opinion is on the topic.

SHOW A PROCESS

Show how something happens.



THE CORNELL METHOD



This is great method to get you to think about whole topics and to make you focus on what it is important to remember. Simply split your page into three sections as shown in the diagram on the left:

- Note-taking
- Cues
- Summary

HOW TO USE THE CORNELL METHOD:

TOPIC SUMMARY

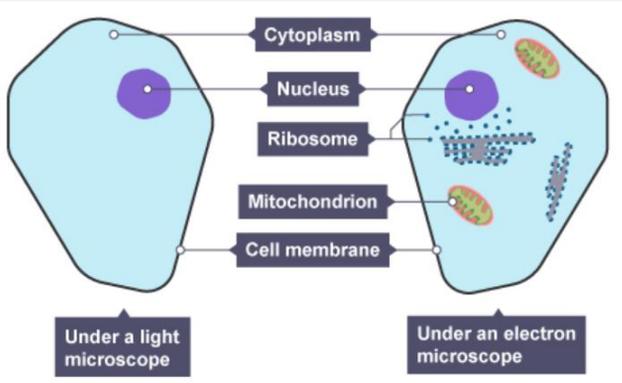
Use the Cornell sheet to summarise an entire topic. You can use words, images or a combination of both.

TOPIC REVIEW

At the end of a week, create a Cornell sheet to show everything that you can remember about a topic. Then, once you have done everything you can, add to it in green pen using your other revision resources.



DIAGRAM ANNOTATION



This is really helpful for remembering how things are structured or how a process happens.

Make sure you have all of the key elements labelled and that you are using the correct terms or names for them.

HOW TO USE DIAGRAM ANNOTATION:

PROCESS SUMMARY

Create annotated diagrams, for example to show exactly how a waterfall develops. You need to show each step of the process.

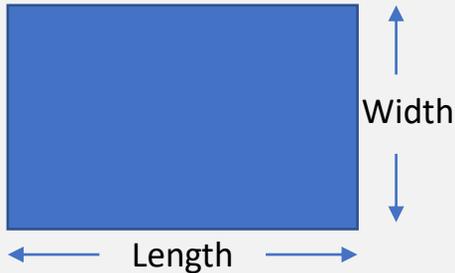
VISUAL EXPLANATION

If you learn better when you can see things laid out with images, you can break ideas down into stages/components and add an image that you annotate to help you explain this.

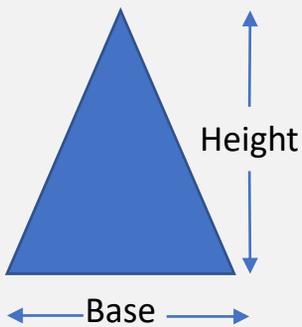
Make sure you annotate your diagrams from memory and then go back and add any information that you had forgotten. You then need to learn that new information.



FORMULA SUMMARY



Area of a rectangle = length x width



Area of triangle = $\frac{1}{2}$ base x perpendicular height

HOW TO USE FORMULA SUMMARY:

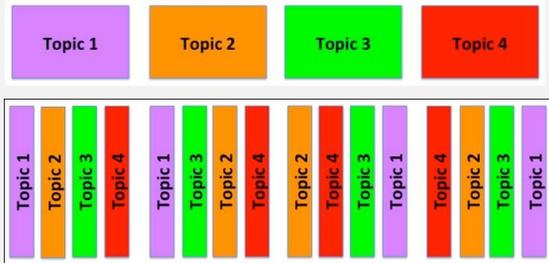
Write a list of any formulae that you need to learn for a particular subject or topic. Make sure you sketch out an accurate diagram that shows how the formula works.

Once you have your lists and diagrams organised, you need to learn the information. Practise remembering the different formulae until you can create the diagrams and list them without having to check.

Don't forget to revisit these, even if you think you have learnt them.



INTERLEAVING AND SPACING



Don't revise all of the topics for a subject in one go (cramming); you should revise 'chunks' of a topic for small amounts of time (20 minutes) and then move onto another 'chunk' of a different topic from the same subject.

This will improve your memory!

For example, if you were revising history, you could do 20 minutes on the 'medicine' topic before moving to do 20 minutes on the 'America' topic.

HOW TO USE INTERLEAVING AND SPACING:

1. Create a revision plan to address topics you need to cover (do the ones you are least confident with first!) and then go back over them again later.
2. Spread out your learning in small sections: break five hours down into five one-hour sessions.
3. Use any of the revision materials you create to test yourself on old and new topics.



PRACTICE PAPERS AND QUESTIONS



Write your name here	
Surname	Other names
Pearson Edexcel Level 1 / Level 2 GCSE (9-1)	
Centre Number	Candidate Number
Mathematics Paper 1 (Non-Calculator)	
Higher Tier	
Thursday 25 May 2017 – Morning Time: 1 hour 30 minutes	Paper Reference 1MA1/1H
You must have: Ruler graduated in centimetres and millimetres, protractor, pair of compasses, pen, HB pencil, eraser. Tracing paper may be used.	Total Marks

You'll find it far easier to answer questions in the exam if you've tried similar ones at home beforehand. You can also ask your teachers to mark your questions and help you to identify where you need to do some more revision.

WHERE DO YOU FIND EXAM PAPERS TO USE?

There are lots of different places you can look for practice exam papers and questions:

- 1) Ask your teachers, they can help you.
- 2) Look on your exam board's website.
- 3) Revision guides often have exam questions and answers (make sure you stay away from the answers until you have had a go).

HOW DO YOU USE PRACTICE EXAM PAPERS AND QUESTIONS?

Revise a section of work and then test what you have learnt by completing a question. If you find a particular question hard, make sure you go back and work on the area that you found difficult.



EXAM TIME



You've revised, you've practised exam technique, now you've got to perform! Before your exam make sure you are:



FEELING ALERT

Your brain works best when it's rested. A good night's sleep (at least eight hours) before your exam will do your brain more good than last minute cramming.



WELL FED AND HYDRATED

Your brain needs fuel to function properly so make sure you are hydrated before the exam and don't forget to have a healthy breakfast or lunch.



COMFORTABLE

We know uniforms can be uncomfortable, but you are expected to wear this for every exam. Don't start exams off with aggravation from teachers for not having correct uniform- it won't help your stress levels in the slightest!



AWARE OF THE TIME

Check what time your exam starts before you go to bed. Set your alarm to give you plenty of time so you are not rushing around in the morning.



AWARE OF YOUR GOAL

Remember, once the exam is over that's it. Take some time to relax before you focus on your next one. Each exam brings you one step closer to achieving grades you can be really proud of on results day.



WELL EQUIPPED

Have a few pens, pencils, a pencil sharpener, a highlighter, a scientific calculator, a protractor, a compass etc. If you need to ask for equipment in exams it can hold you up from completing your answers in time.

