

Contents

Introduction	2
Time Management	3
A place to study	4
How much should you revise ?	5
Shopping list	6
Revision planner	7—8
Stress Management	9
Brain food	10
What type of learner are you ?	11
Learning style survey	12-13
Learning style clues and tips	14
Revision is boring !	15
Posters	16
Flow charts	17-18
Mind mapping	19-20
Interlocking circles	21
Colour it	22
Charting progress	23
Clock sequence	24
Using ICT when revising	25
5 minutes to spare	26
Exam technique	27
Words used by the examiner	28

Introduction

This booklet will give you advice and guidance on how to make the best of what you have learnt during your GCSE courses.

It is divided up into sections including time management, stress management, revision techniques and short activities that will be the icing on the revision cake.

There is also a list of useful websites to assist independent study and revision.

This booklet will be used during PSHE over the next few weeks so you will find it useful to bring it with you on Wednesdays.

Revision:

Is fixing in your memory the things that you know. Think of a computer. It can reproduce the information you have put into it, provided you ask it the right questions. Unlike the computer, your memory needs refreshing regularly, but if you do this, the information can be 'called up' in the same way.

Revision:

Is learning to unlock your memory. You need to have memory prompts to help you to 'call up' what you know.

Revision:

Is learning to select and adapt what you know. By doing this, you can answer different types of exam questions.



A Planning Tip

You should begin revising for examinations between 6-8 weeks before the exam. If you start later than this you can still succeed, but it will be more difficult because you will have less time to revise in - this means harder work and less time to enjoy yourself.

Time Management

Managing your time will help you become more effective and successful in the way you run your life. If you are to have time for both school work and relaxation you will understand where your time goes and how you can make better use of it.

It is a good idea to get in the habit of listing all your tasks on a daily and weekly basis—both what you have to do and also what you want to do. Some will be in your control and some won't.

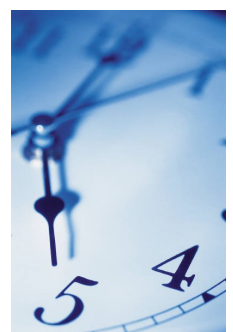
You will need to devise:

- A long Term Revision Timetable on which you work out which subjects you intend to revise on which day. (A3 planner)
- A Weekly Timetable on which you work out exactly when you are going to revise and also what topics you need to cover for each subject.

Top Ten Tips on Time Management

1. Make your timetable well in advance and be realistic, particularly as to how long tasks will take.
2. Mixing difficult tasks with easier ones will help you to keep to your timetable. Place difficult tasks in the 'best' slots.
3. Have deadlines and stick to them. Set realistic deadlines.
4. When you start a piece of work, try and finish it at the time. Otherwise you will waste time when you restart, trying to work out where you were and what you were going to do next.
5. Don't put off tasks that you don't want to do.
6. Do put off dealing with things that are unimportant.
7. If possible, share tasks or use the expertise of others who can help.
8. Analyse the interruptions you experience during the day and learn to say 'no' without feeling guilty.
9. Break down your work into manageable chunks.
10. Review your 'free time' - e.g. if you travel by bus or train could you use the time to read notes?

Don't just spend time, invest it



A place to study

Your study room should be quiet, not too hot or cold.

**Your eyes will get tired. Make sure there is plenty of light.
A table lamp is great.**



Make sure you have all the equipment you need around you before you start. Pens, pencils, highlighter, rubber, paper etc.

Do not study with the TV on. You will be continually distracted!



Some people prefer to have quiet music on in the background to help them to focus. Remember too much noise will distract you!

Some study can be done almost anywhere - why not take flash cards onto the bus with you?



Have a set place to study, you will quickly get into the right habits

How much should you revise ?

Many staff will not set homework except revision after the syllabus is finished. This means that in theory you could do some revision every night.

However our suggestion is.....

3 evenings in the week

1 whole day at weekends

This means you will have to plan your time. If you fail to do this, you may be kidding yourself about how much revision you are actually carrying out!

Think.....

I have never heard anyone say " I did too much revision!"

I have heard lots of students say " I wish I had done more revision !!! "

SHOPPING LIST

A4 pad of lined paper.

A3 paper or roll of wallpaper.

Highlighters.

Post-it notes.

Revision Guides.

Exercise Books

Past exam papers

Computer !

Exam pencil case including several black biros.

Revision Planner (during term time)

WK starting _____

After School

Evening

Mon

--	--

--	--

Tue

--	--

--	--

Wed

--	--

--	--

Thur

--	--

--	--

Fri

--	--

--	--

morning

afternoon

evening

Sat

--	--	--

Sun

--	--	--

Revision Planner (during study leave)

Morning

Afternoon

Evening

Mon

Tue

Wed

Thur

Fri

Sat

Sun

Stress Management

Learn to relax

Take mini breaks throughout the day. Work on relaxation techniques such as taking slow deep breaths.

Exercise

Physical activity provides relief from stress. 30 mins of sport or a short work out will do the trick.

Time

Recognise that you can only do so much in a given time. Try to pace, not race.

Make a List

Make a list of things that are worrying you and the possible things that could happen—then your brain will stop bringing them forward all the time.

Sleep

Don't become overtired by forcing yourself to work late. Your ideal sleep time is about 8 hours a night.

Get Organised

Have a realistic daily schedule including revision, sleep, eating, relationships and recreation.

Be Positive

Talk positively to yourself. Don't pay attention to that internal voice saying you can't do it; tell yourself you can do it and you will do it....

Talk

Talking and meeting with friends and occasionally sharing deep feelings and thoughts can be helpful in reducing stress.

Stay Calm

Make sure you are in a calm, positive mood before you start studying.

Be Healthy

Watch your eating habits. Make sure you eat sensibly and have a balanced diet. Drink plenty of water.

Stress Management

Brain Food

Just as an athlete needs to follow a regime to reach their peak fitness, your brain also needs a regime to reach its full potential.

- **Plenty of sleep**

Your brain needs time to sort out the information it has come across during the day.



- **Drink lots of water**

The brain is made mostly of water and dehydration will lead to headaches and tiredness.

- **Eat a balanced diet**

The brain needs a balanced diet, so eat plenty of fruit and vegetables, 'brain food'.

- **Exercise your body**

The brain uses 20% of oxygen in the blood so you need to think about your posture and exercise to make sure your body gets enough.



- **Exercise your mind**

Just as muscles need to be stretched and worked so does your mind - use brain gyms or puzzles.

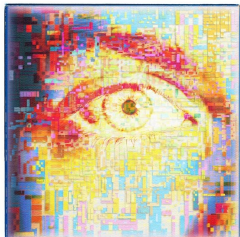


- **Avoid too much...**

Chocolate, cola, caffeine and foods with lots of additives. These substances interfere with the way your brain functions.

What type of Learner are you?

Visual



Auditory



Kinaesthetic



Revising at Home

Know how you learn best

Everybody has a way of learning that suits them well. What works best for you? Do you remember things better if you write them down in a list or perhaps draw a 'spider diagram' or maybe record some notes on cassette tape?

Try some of these to see what works for you

- Music in the background sometimes helps, but don't try to revise with the TV or radio on.
- Read through a topic and make brief notes on index cards which can be used for further revision later.
- Instead of writing notes in sentences use key words, bullet points or diagrams
- Redraw diagrams and check how well they match the original
- Use flow charts to sequence events or activities. Use linking words between boxes to illustrate the nature of the sequence.
- Draw concept maps using key words from topics. Label the linking lines with, for example, 'comes before', 'is eroded into', 'reacts to form', 'is the past tense of', 'was the father of'.
- Use colours to highlight key words in your notes or revision books.
- Work with a partner to help and test each other on, for example, explaining the meaning of key words (and spelling them correctly), rearranging chemical equations, performing calculations, recalling linked facts or dates, drawing conclusions from evidence.
- Try the learning Style Survey on the next pages.

Learning Style Survey

1.	If I have to learn how to do something, I learn best when I:	✓
a	Watch someone show me how.	<input type="checkbox"/>
b	Hear someone tell me how.	<input type="checkbox"/>
c	Try to do it myself.	<input type="checkbox"/>
2.	When I read, I often find that I:	
a	Visualise what I am reading in my mind's eye.	<input type="checkbox"/>
b	Read out loud or hear the words inside my head.	<input type="checkbox"/>
c	Fidget and try to 'feel' the content.	<input type="checkbox"/>
3.	When asked to give directions, I:	
a	See the actual places in my mind as I say them or prefer to draw them.	<input type="checkbox"/>
b	Have no difficulty in giving them verbally.	<input type="checkbox"/>
c	Have to point out or move my body as I give them.	<input type="checkbox"/>
4.	If I am unsure how to spell a word, I:	
a	Write it in order to determine if it looks right.	<input type="checkbox"/>
b	Spell it out loud in order to determine if it sounds right.	<input type="checkbox"/>
c	Write it in order to determine if it feels right.	<input type="checkbox"/>
5.	When I write I:	
a	Am concerned how neat and well spaced my letters and words appear.	<input type="checkbox"/>
b	Often say the letters and words to myself.	<input type="checkbox"/>
c	Push hard on my pen and can feel the flow of the words or letters as I form them.	<input type="checkbox"/>
6.	If I had to remember a list of items, I would remember it best if I:	
a	Wrote them down.	<input type="checkbox"/>
b	Said them over and over to myself.	<input type="checkbox"/>
c	Moved around and used my fingers to name each item.	<input type="checkbox"/>
7.	I prefer teachers who:	
a	Use the board or overhead projector while they lecture.	<input type="checkbox"/>
b	Talk with a lot of expression.	<input type="checkbox"/>
c	Use hands on activities.	<input type="checkbox"/>

8. When trying to concentrate, I have a difficult time when: ✓
- | | | |
|---|--|--------------------------|
| a | There is a lot of clutter or movement in the room. | <input type="checkbox"/> |
| b | There is a lot of noise in the room. | <input type="checkbox"/> |
| c | I have to sit still for any length of time. | <input type="checkbox"/> |
9. When solving a problem I:
- | | | |
|---|--|--------------------------|
| a | Write or draw diagrams to see it. | <input type="checkbox"/> |
| b | Talk myself through it. | <input type="checkbox"/> |
| c | Use my entire body or move objects to help me think. | <input type="checkbox"/> |
10. When given written instructions on how to build something I:
- | | | |
|---|--|--------------------------|
| a | Read them silently and try to visualise how the parts will fit together. | <input type="checkbox"/> |
| b | Read them out loud and talk to myself as I put the parts together. | <input type="checkbox"/> |
| c | Try to put the parts together first and read later. | <input type="checkbox"/> |
11. To keep occupied while waiting, I:
- | | | |
|---|---|--------------------------|
| a | Look around, stare, or read. | <input type="checkbox"/> |
| b | Talk or listen to others. | <input type="checkbox"/> |
| c | Walk around, manipulate things with my hands, or move/shake my feet as I sit. | <input type="checkbox"/> |
12. If I had to verbally describe something to another person, I would:
- | | | |
|---|---|--------------------------|
| a | Be brief because I do not like to talk at length. | <input type="checkbox"/> |
| b | Go into great detail because I like to talk. | <input type="checkbox"/> |
| c | Gesture and move around while talking. | <input type="checkbox"/> |
13. If someone were verbally describing something to me, I would:
- | | | |
|---|--|--------------------------|
| a | Try to visualise what they were saying. | <input type="checkbox"/> |
| b | Enjoy listening but want to interrupt and talk myself. | <input type="checkbox"/> |
| c | Become bored if their description got too long and detailed. | <input type="checkbox"/> |
14. When trying to recall names, I remember:
- | | | |
|---|--|--------------------------|
| a | Faces but forget names. | <input type="checkbox"/> |
| b | Names but forget faces. | <input type="checkbox"/> |
| c | The situation in which I met the person other than the person's name or face | <input type="checkbox"/> |

Scoring Instructions

Add the number of responses for each letter and enter the total below. The area with the highest number of responses is probably your primary mode of learning. Because most people learn through a mixture of all three styles, read all of the learning suggestions given and select those you feel will work best for you.

Visual	a	<input type="text"/>
Auditory	b	<input type="text"/>
Kinaesthetic	c	<input type="text"/>

I am a	<input type="text"/>	Learner!
--------	----------------------	----------

Learning Style-Clues and Learning Tips

Clues

Visual Learners usually:

- Need to see it to know it
- Have a strong sense of colour
- May have artistic ability
- Often have difficulty with spoken directions
- May over react to sounds
- May have trouble following lectures
- Often misinterpret words.

Auditory Learners usually:

- Prefer to get information by listening
- Need to hear it to know it
- May have difficulty following written directions
- Have difficulty with reading
- Have problems with writing
- Are unable to read body language and facial expressions.

Kinesthetic learners usually:

- Prefer hands on learning
- Are able to assemble parts without reading directions
- Have difficulty sitting still
- Learn better when physical activity is involved
- May be very well co-ordinated and have athletic ability.

Learning tips

Visual Learners should:

- Use graphics to reinforce learning; films, Slides, illustrations, diagrams and doodles
- Colour code to organise notes and possessions
- Ask for written directions
- Use flow charts and diagrams for note taking
- Visualise spelling of words or facts to be memorised.

Auditory Learners should:

- Use tapes for reading and for class and lecture notes
- Learn by interviewing or by participating in discussions
- Have test questions or directions read aloud or put on tape.

Kinesthetic learners should:

- Engage in experiential learning (making models, doing lab work and role playing)
- Take frequent breaks in study periods
- Trace letters and words to learn spelling and remember facts
- Use computers to reinforce learning through sense of touch
- Memorise or drill while walking or exercising
- Express abilities through dance, drama or gymnastics.

Revision is Boring!

You've spent 11 years of your life at school and a few months of well planned revision is a small price to pay for future success.

An odd hour here and there is not enough. You need to keep to both your long term and weekly revision timetables.

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 cupboard 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. If there is a teacher with whom you get on well at school ask for their e-mail address so you can clarify points you are unsure of whilst on study leave.
- 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.

Posters

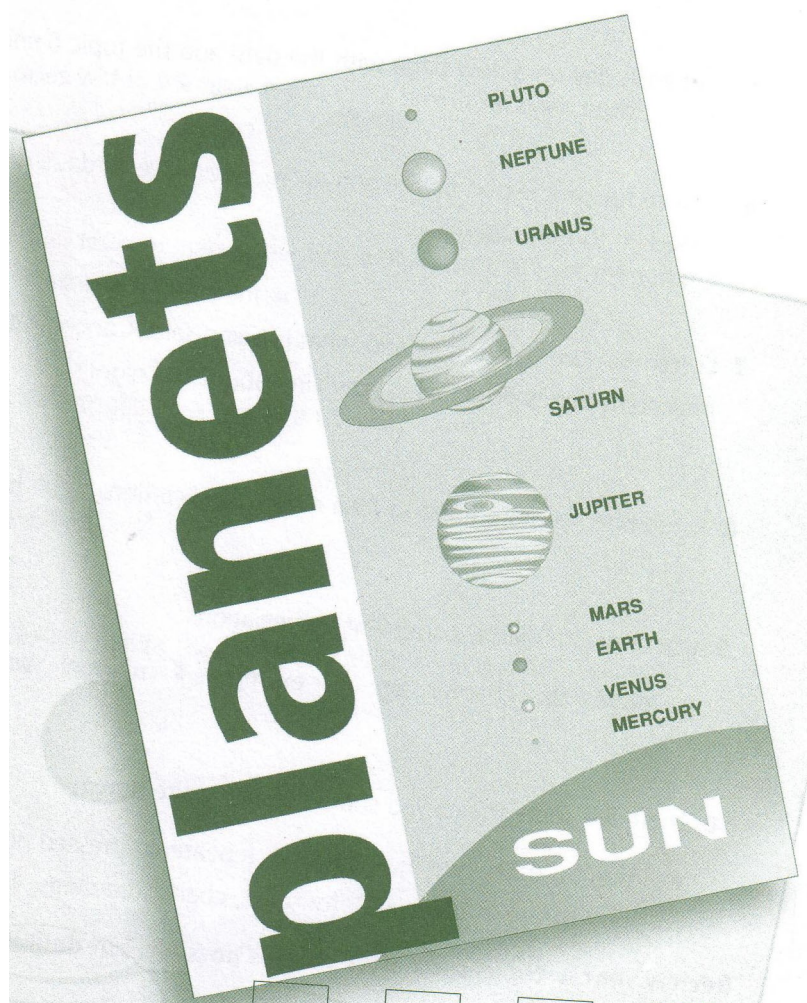
As you prepare for tests and exams, you will probably find some things that you just cannot seem to learn. These could be all sorts of things: dates, vocabulary, mathematical and chemical formulae or the names and locations of places.

Choose one or two of these and make posters on A3 or A4 paper. Stick them up in your room where you will see them every day. Position the posters above eye level and your eyes will be drawn to them more frequently. Rotate the posters periodically to add variety. Slowly and surely you will become so familiar with them that you remember what is written on them.

Don't try to write too much on each poster. Make the poster attractive and colourful. Use pictures and diagrams to enhance the content of the poster.

The best posters will only have a little information on them so that you can gradually learn it.

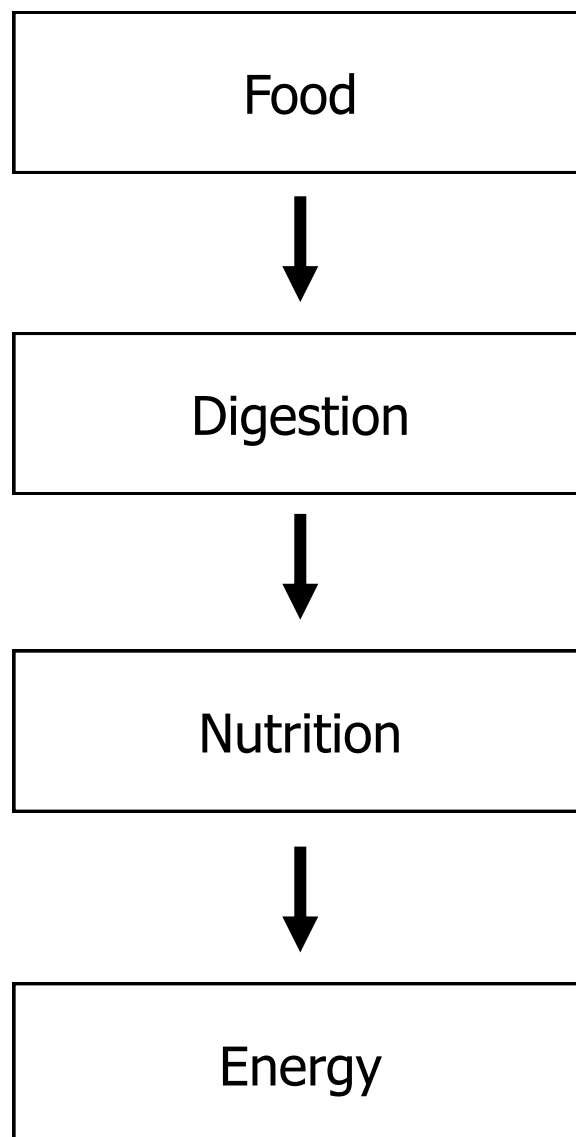
Share/swap posters between friends with whom you study the same subjects.



Flow Chart

If your mind works better in straight lines - try this.

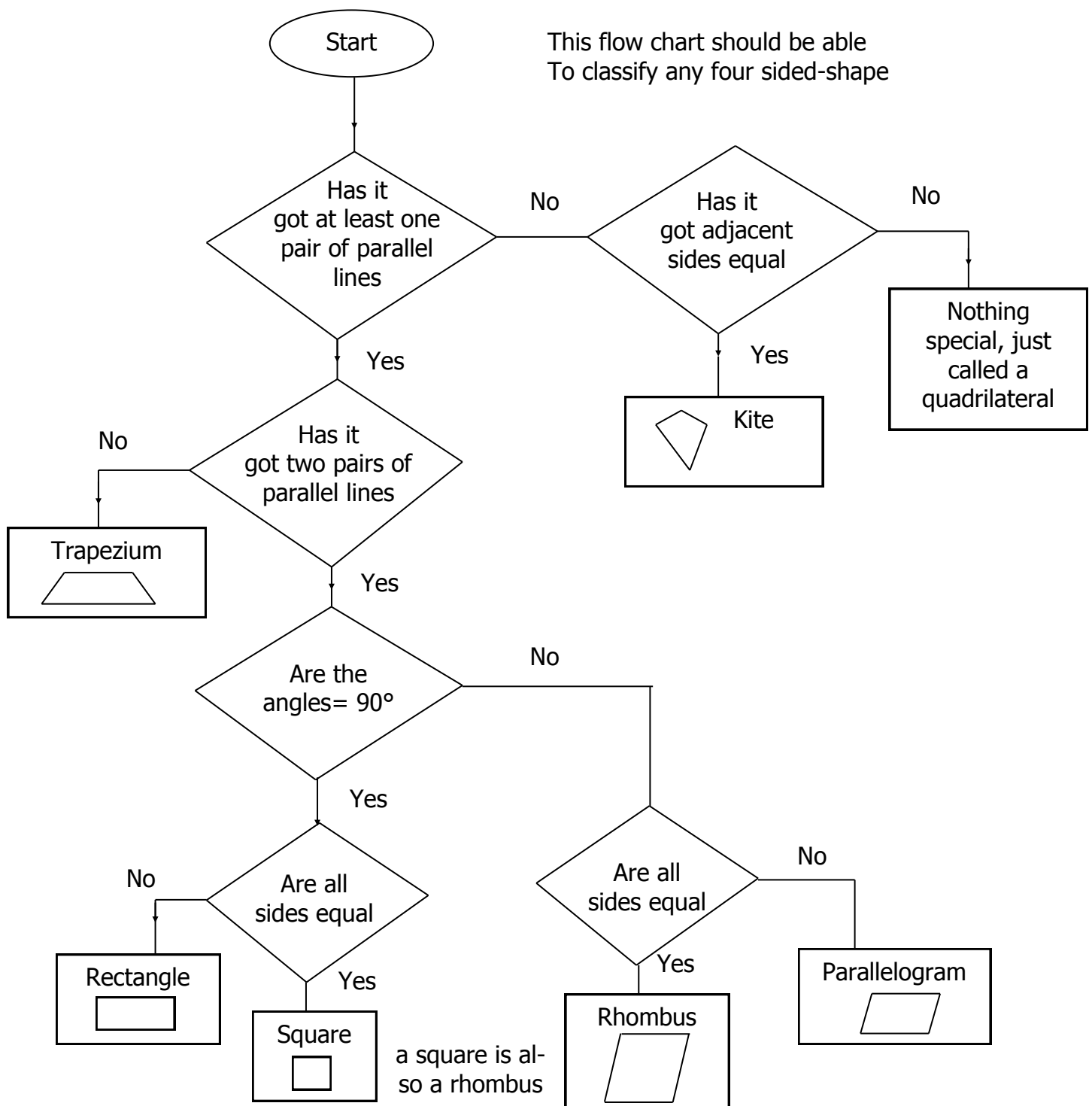
Create a list of connecting ideas



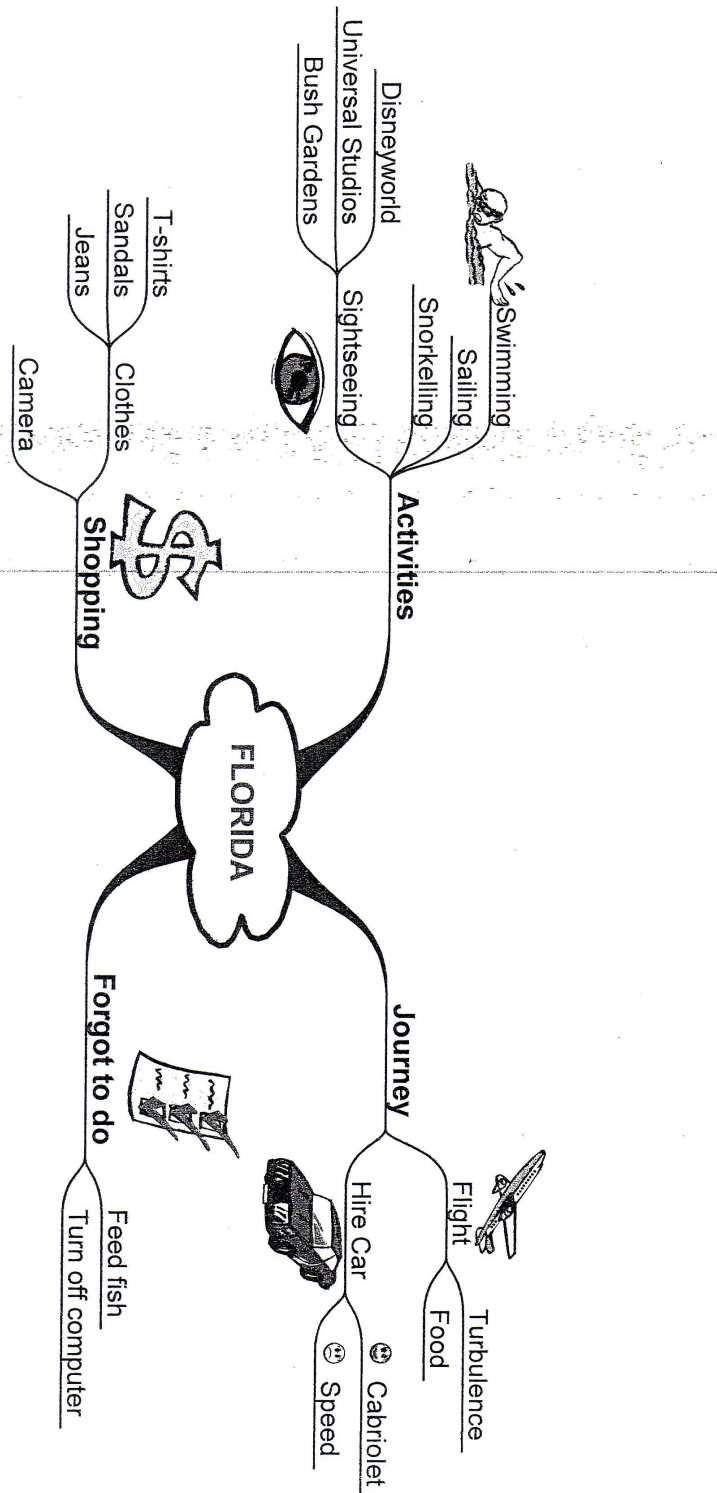
Flow Chart continued

Sometimes the connections between ideas are too complicated to be shown as a single straight line. For example, the courses and effects of the Battle of the Little Bighorn could look like a map of the London Underground.

Here are two further examples:



Mind Mapping



MindManager.emm - 22/09/2003

Mind Mapping

Top Ten Tips on Mapping

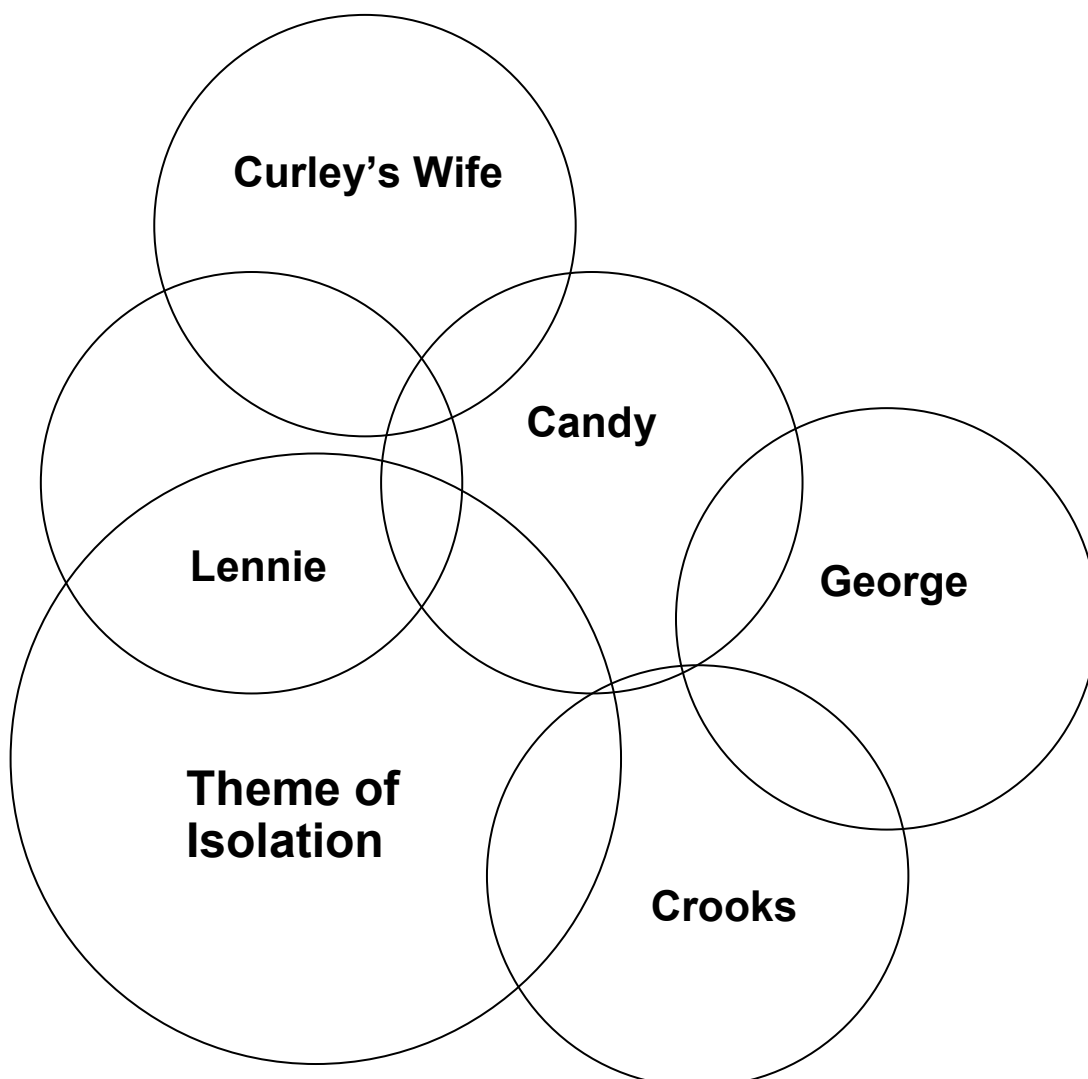
- 1 Start with the theme in the centre of the page and work outwards.
- 2 Then develop your main idea.
- 3 Each branch must relate to the branch before it.
- 4 Use only key words and images.
- 5 Key words must be written along the branches.
- 6 Printing your key words makes them more memorable.
- 7 Use highlighters and coloured markers to colour code branches.
- 8 Make things stand out on the page so they stand out in your mind.
- 9 Brainstorm ideas. Be creative.
- 10 Design images you can relate to which will help you remember key information.

Interlocking circles

Arrange your information in circles like this:

Overlap the circles to show the connections between ideas. This will work for most subjects. The circles can be made to interlock when one part of the topic you are revising relates to other areas too.

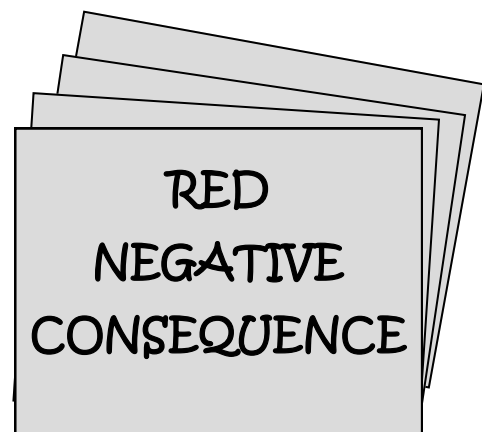
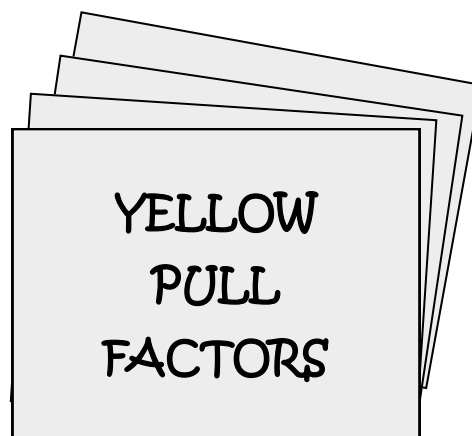
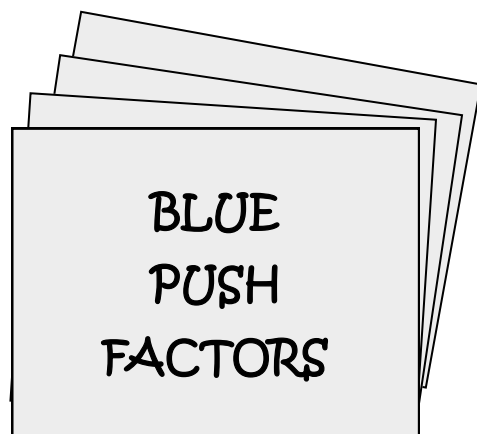
Characters connected by the **theme of isolation** in “**Of Mice and Men**”



Colour it

Write key points on coloured cards or bits of coloured paper.

Use different colours for different aspects of the topic. For example if you are revising the topic “migration” in geography, use colours for factors affecting migration:



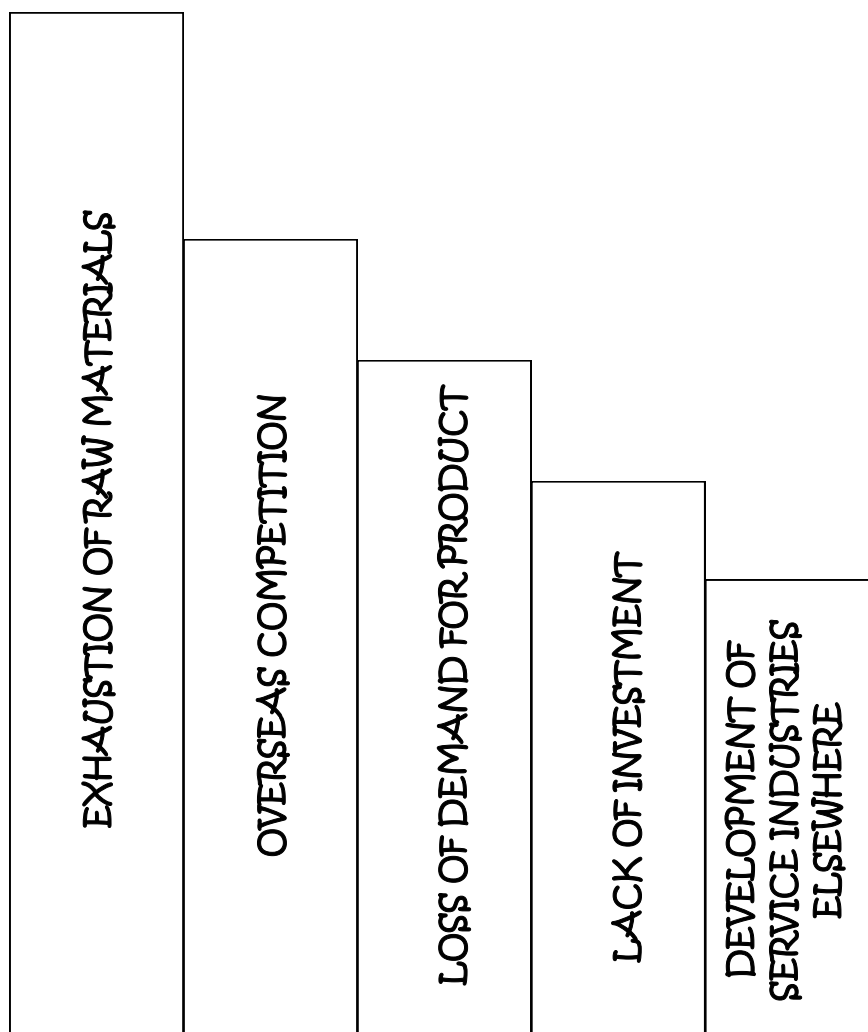
Arrange the items on the floor or on a table in a way that makes sense to you. Turn the pieces of paper over to use as flash cards and test yourself.

Which type(s) of intelligence Would this work for?	What can I learn in this way?
---	-------------------------------

Charting progress

Use bar charts or pie charts to show different pieces of information. This helps you to see and remember the relative importance of each item.

Causes of Industrial Decline in South Wales

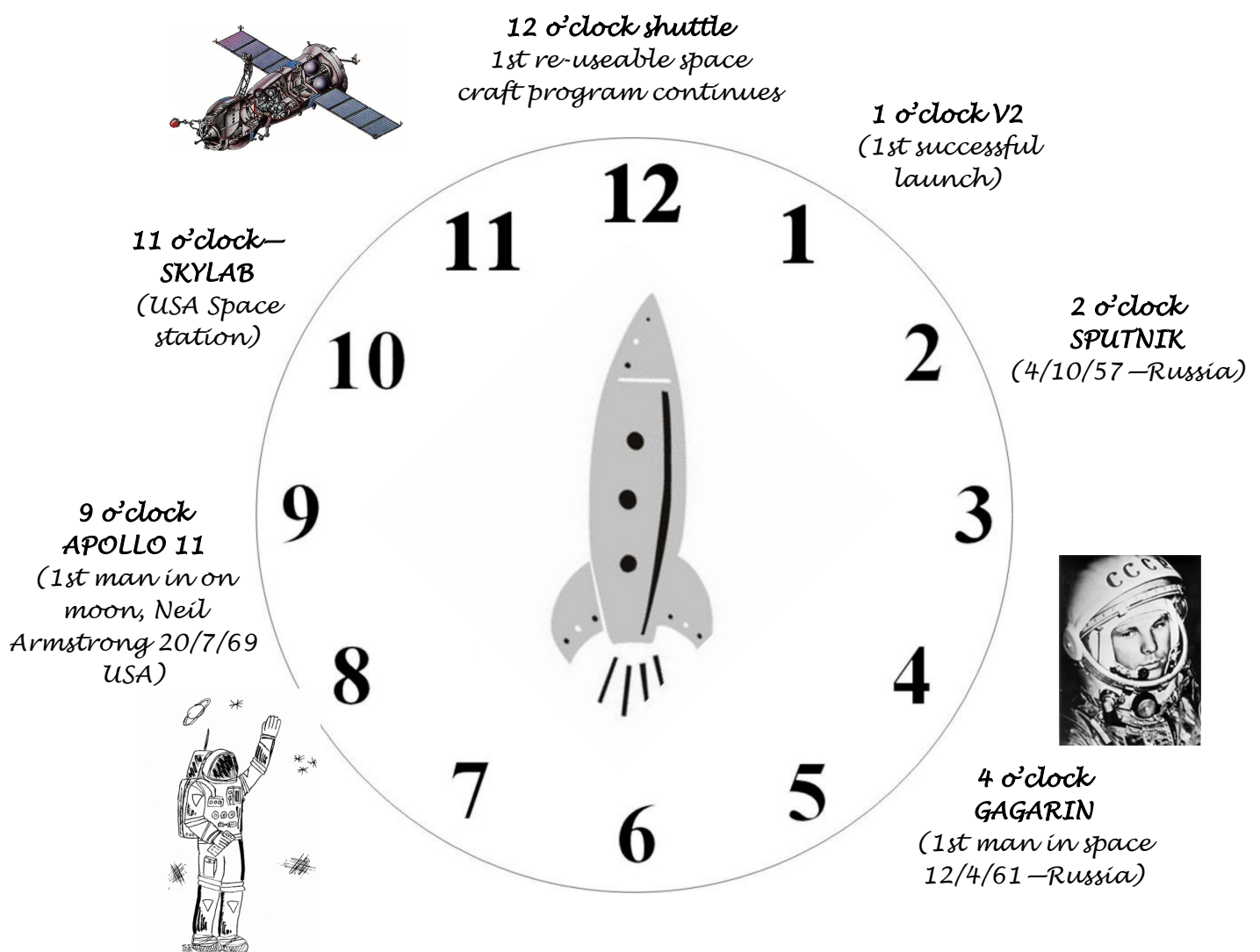


Which types of intelligence Would this work for?	What can I learn in this way?
---	-------------------------------

Clock Sequence

A way of connecting key points to an idea or mental picture that is already familiar to you. For example, a clock face can help you sequence key ideas. You don't have to have 12 items. It's the thought that counts. You can remember different parts of the topic as hours of the clock.

For example, the history of space travel.....



Which type(s) of intelligence Would this work for?	What can I learn in this way?

Using ICT when revising

1. Sam Learning

Sam learning is an online revision package we have purchased to assist with revision. Each student has an individual user area. While monitors usage—to login you need the following details. Statistics show that 10 hours can lead to improvement of one GCSE grade.

School identification

DY7 EH

User name

- date of birth followed by initials (forename and surname)

Password

as user name unless student has changed it.

The package allows revision and exam practice. Statistics show that it is the exam practice section that leads to the most progress being made. Bite size revision does not have the exam practice facility.

2. Bite size

3. www.getrevising.co.uk

4. AQA or OCR or EDEXCEL

5. www.mymaths.co.uk

6. www.Tutor2.com (Business)

7. www.technologystudent.com (DT)

8. www.schoolphysics.co.uk/age14-16 (Triple Group)

9. York online (English Literature)

10. linguascope (username Edgecliff password mfl2013)

5 Minutes to spare!

- ♦ Using post it notes write down some bullet points to be learned and put them on the fridge. Ask someone to rearrange them every night ready for you to answer in the morning.
E.g. nutrients - function
French vocabulary - meaning
- ♦ Put one of your posters or mind maps on the bathroom door so you can read it while in the shower, bath or on the loo.
- ♦ Set up a "text friend group" - text a question a day to someone in the group.
- ♦ Morning registration! Don't waste it.
- ♦ Mnemonic it - make up a couple of mnemonics and go over them on the way to school.

Exam Technique

The morning of....	When you arrive...	In the exam room....
Once you have your paper....	Starting the exam....	Exam Technique....
Mistakes....	Long questions....	Anything else.....

Words used by the examiner

Word Used	What does the examiner expect?
Calculate	
Complete	
Define	
Describe	
Discuss	
Explain	
Find	
Outline	
Predict	
State	
Suggest	