



Tudor Grange Academy Redditch



Thursday 5th February 2015



Redditch



Solihull



Worcester

Revision Advice

PLANNING A REVISION TIMETABLE AND REVISION TECHNIQUES

There are very few people in life who are so gifted that they can walk into all of their exams and attain a grade A without having adopted a programme of preparation beforehand. The advice which follows is not intended to be prescriptive but it is offered as a means of helping you to revise effectively thus enabling you to do justice to your ability in your upcoming exams.

PLANNING A REVISION TIMETABLE

1. A timetable needs to be devised in which time is allocated up to and including the study period for:
 - a. Completing weekly homework
 - b. Completing ongoing coursework
 - c. Completing revision
 - d. Relaxation
2. It is essential that any revision timetable is realistic
3. The use of a diary, year planner or calendar is ideal so that specific periods of time can be plotted and viewed at a glance.
4. Plan ahead taking into consideration your own levels of concentration. Remember it is **NOT the quantity** of revision completed which leads to effectiveness **but the quality of revision completed.**
5. Decide which subjects/topics will require more time to revise than others and plan accordingly.
6. When planning ahead consider the demands on your time. Begin early – do not leave revision until the last minute.

Try to adhere to your revision programme once you have completed it.

REVISION TECHNIQUES

These tend to revolve around:

1. Recalling information.
2. Applying skills already learned.
3. The recognition of information when it is presented on an exam paper.

Stage 1

This involves:

1. Collating and organising relevant material.
2. Deciding which topics are easy to revise and which are more difficult.
3. Making a list of the topics/aspects covered within a subject.

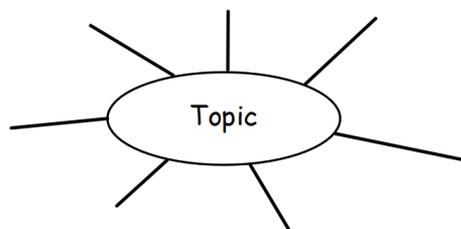
Stage 2

This may include:

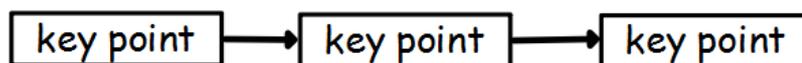
1. Summarising notes and highlighting key points.
2. Using abbreviations or personal codes e.g. colours to identify/remember key points.
3. Presenting key points in a form which you can assimilate/remember.

Examples

- a) Key points on revision cards. A set of cards per topic/subject.
- b) Using a mind map.



c) Using a flow chart to remember key points in a specific order.



d) Using a tree tabular chart.

Main subject	Key points	Detail

e) Using coloured 'Post-its' – affix in places at home where you will see the information regularly. Move them, mix them, colour code them.

Stage 3

This may involve 'active' revision

1. Explaining a topic to a friend or relative.
2. Discussing a topic with a small group of students
3. Setting yourself quiz type questions
4. Practicing answering past exam questions

PAST PAPERS

Use past exam papers (make sure they are right ones) to familiarise yourself with the type of questions you will be asked and the structure of the exam.

Use mark schemes so you understand what marks are awarded for. Use them to check your own work, not to answer the question.

Key words

Make sure you understand what key words mean:

- Compare:** Are the things very alike (similar) or are there important differences? Which is best and why?
- Contrast:** Look for differences.
- Criticise:** Use evidence to support your opinion on the value or merit of theories, facts or views of others.
- Define:** Give the meaning.
- Describe:** Write in detail about the individual features of something.
- Differentiate:** Explain the difference.
- Discuss:** Write about the important aspects of a topic. Are there two sides to the question? Consider arguments for and against.
- Distinguish:** Explain the difference.
- Evaluate:** Judge the importance or success.
- Explain:** Make clear.
- Illustrate:** Give examples which make the point clear.
- Interpret:** Explain the meaning in your own words, for example you may be asked to interpret a graph.
- Justify:** Give reasons to support and argument or action.
- Outline:** Choose the most important aspects of a topic. Ignore the minor detail.
- Relate:** Show the connection between things.
- State:** Write briefly the main point.
- Summarise:** Bring the main points together.
- Trace:** Show something has developed from beginning to end.

IN THE EXAM

Take a deep breath and relax. Remember you are in control.

Choosing your questions

Scan all the questions and tick the ones you could answer. Read these questions carefully – it is easy to misread titles under pressure. Every year examiners report that thousands of candidates penalise themselves by not answering the question set or by answering the incorrect number of questions.

Planning

Underline the key words in the question to focus your attention on exactly what you are being asked.

In essay writing ask yourself:

- does the title require an analytical or factual essay?
- does the title provide a structure for your answer?

Planning:

- gives you the opportunity to demonstrate to the examiner that you can make decisions on priorities, allocating the greatest attention to the most relevant parts.
- helps you to write your answer in a coherent way.
- gives you confidence during the exam.
- helps you think clearly.
- makes you feel calmer when you're writing.
- prevents you repeating yourself, or writing too much or too little.

USFUL WEBSITES

There are number websites available which can extremely useful to supporting your revision. Below are a sample of these listed by subject:

Geography

<http://tgispace.tgacademy.org.uk/redditch/course/view.php?id=150§ion=1>
<http://www.coolgeography.co.uk/index.html>
<http://www.acegeography.com/aqa-a-level.html>
<http://www.aqa.org.uk/subjects/geography/a-level/geography-2030>

Resistant Materials

<http://www.bbc.co.uk/schools/gcsebitesize/design/resistantmaterials/>

Food Technology

<http://www.bbc.co.uk/schools/gcsebitesize/design/foodtech/>

Maths

<http://www.redditch.tgacademy.org.uk/subjects/maths/top-40/>
<http://www.bbc.co.uk/education/subjects/z6pfb9q>

Graphics

<http://www.bbc.co.uk/schools/gcsebitesize/design/graphics/>

Science

<http://www.bbc.co.uk/education/subjects/zrkw2hv>
<http://www.s-cool.co.uk>

French

<http://www.bbc.co.uk/schools/gcsebitesize/french/>

German

<http://www.bbc.co.uk/schools/gcsebitesize/german/>

English

<http://www.bbc.co.uk/education/subjects/zr9d7ty>

English Literature

http://www.bbc.co.uk/schools/gcsebitesize/english_literature/

Business Studies

<http://www.bbc.co.uk/education/subjects/zpsvr82>
<http://www.businessstudiesonline.co.uk>

ICT

<http://www.bbc.co.uk/education/subjects/zqmtsbk>

History

<http://tgispace.tgacademy.org.uk/redditch/course/view.php?id=150§ion=1>

Timing

Divide your time carefully between the number of questions you have to answer and stick to your time limits. Marks are awarded for valid points made in an answer. Most exams have a detailed mark scheme of points the examiner is looking for. Marks are not gained for writing at great length.

The number of marks allocated to a section gives a true indication of how much is required from you. A two mark question will require a couple of key points, an eight mark question will require a thoughtfully constructed answer.

Writing

Many students, particularly those who haven't developed the habit of planning, go into excessive, often irrelevant detail in answering a question. The examiner needs to find a sense of direction in the essay to award marks. Too often examiners are left unsure of where they are going or when they have arrived.

Answer your best question first but do not get carried away and try and impress the examiner with irrelevant information. There are no extra marks for answering questions which were not set. As you writing, keep refereeing back to the question and you plan.

Concluding

If you wish, you can summarise your argument, but try not to repeat what you have already said.

Presentation

- write legibly.
- keep your work as neat as possible.
- begin your paragraphs about 5 letters in from the margin.
- number your answers (and any subsections) clearly.
- keep quotes brief and to the point. Direct quotes should be in quotation marks.

It is a waste of time writing an essay in rough then copying it out again.

Graphs, diagrams and tables should:

- be as accurate as possible.
- be clearly labelled.
- show their purpose.

In mathematical working, the sequence of operations in an answer must be clear. Marks are awarded for logical deduction as well as the correct answer.

Checking

- Make sure errors are clearly corrected or deleted.
- Rough work should be clearly crossed out.

WHAT TO DO IF ANXIETY TAKES OVER

1. Accept that everyone becomes anxious at times. Most students feel some anxiety before exams. Try to keep the situation in perspective.
2. Address the situation; face up to it and do not avoid it. Talk about to worries with someone. Seek help from parents, family, friends, subject teachers, heads of department, heads of year, form tutors.
3. Consider what opportunities are available. Try to choose the one which is the most likely to work – focus on the most urgent first. Concentrate on those and treat yourself when you start to feel in control again.
4. Take time to relax. Try to ensure you receive adequate sleep, a healthy diet and exercise, so that you can ‘recharge your batteries’ and your mind is receptive.
5. Remember to set yourself realistic goals. Reward yourself and accept praise for those areas which are progressing well.
6. Do not be over-critical with yourself. Be positive, think confidently and be confident. It helps.

We wish you success!