



Making Revision Work

By Mr T Manson

***How to make your
revision more effective***

Name:	
Form Class :	

About this guide

At Cullybackey College our motto is 'creating opportunities for success'. Young people today are measured on their performances and grades across a host of subjects, so it is important that we support our students to achieve their very best.

We want our students to get into good habits of working hard and preparing thoroughly for exams from an early age. We want them to experiment with different revision techniques and to realise the important role that revision plays in making sure that they can be proud of the results that reflect their true ability.

This short guide offers some guidance to get you started in the right direction. However, no matter how many help guides you read the fact remains that there is no replacement for time spent reviewing and recapping on your work, taking notes and learning them. Revision is dull – it is not exciting but maybe the tips in this short guide can help make it more effective and manageable.

Don't forget that the grades you achieve are a direct result of the amount of effort, time and hard work that you put in.

All the very best for your exams,

Mr T Manson

Vice Principal



Getting ready for the exams . . .

Exams are not meant to be easy – they are designed to test your knowledge and understanding across the different subjects that you study.

Here are a few tips that might help

1. **Study environment:** try to find a quiet, peaceful place where you can work. Turn off the TV, your music, computers and digital devices.
2. **Know what you are meant to learn:** make sure that you know what you have been studying, that all missing notes have been copied up and that you know what might be coming up in the exam
3. **Make notes of your notes:** it is not enough to just sit with your book open to read – you need to rework your notes and try to remember the key points. Why not:
 - a. reduce your notes down to phrases or key words?
 - b. colour code your revision with highlighters?
 - c. create a mindmap?
 - d. turn your notes into pictures?
4. **Memorise:** you need to get your subject notes into your head!
 - Use your hand to cover, test and check what you can remember
 - Use Post its – put a question on one side and the answer on the other.
 - Make posters for your bedroom with the key things you need to remember – the more you see them, the better you will remember them.
 - Test yourself – ask a friend or parent to ask you questions.
5. **During the exam:** Close your eyes, take a deep breath . . .
 - Read every question carefully. Underline the key words in the question.
 - Show what you know!
6. **Stay fit and healthy:** During exams make sure that you drink enough water and get enough sleep. Both will help you to concentrate.

Help for students . . . Planning for the exams!

In this short guide – I want to provide a bit of help and support for students and parents in how to prepare for and organise your work as you move through examinations. I firmly believe that success in exams is a family thing. Students need as much help and support as possible – sometimes invisible and sometimes incredibly visible where they support students to stay on track and to tough it out through the hard times.

1. Planning for the exams

What are your goals?

Taking exams is not easy. Exams are tough. This means that students need a bit of self-motivation to get them through the tough times. They need an element of drive to get them up early on a Saturday morning, to turn off the Netflix or Xbox, or to climb the stairs. You need to think:

- What are your goals? What do you want to achieve in the future?
- Why do you want to do well in these exams?
- What are the steps you need to take to be prepared for your exams?

It's all about planning ahead and using your hopes and dreams to inspire you. In those long days when you have to work hard, it is your dreams and goals that will help motivate you!

Manage the stress

Exams are stressful. Obviously, if you leave all of your revision to the night before your exam – this will increase the amount of pressure on you. Therefore, it is essential that your revision time is carefully managed and structured in such a way that you build up gradually towards the exam.

The more work and revision that you do weeks (and months) before your exams – the less stress you will feel and the more prepared you will feel for each exam.

2. Exam Paper Strategy and Technique

Exams are designed to test your knowledge, understanding and skills in a particular subject. You need to be deliberate about how you tackle the question paper and make sure that you complete all your answers within the time allocated. Sometimes, people say that exams are easier than they used to be. They aren't. In fact, in many ways exams are more difficult than they used to be as you have more papers to do in a short period of time. You need to have an organised approach to revision. It's not just about the facts and figures – you also need to know how to structure your argument and how to squeeze the highest number of marks out of every answer.

Every subject has a different way of working and asking questions, so it is important that you know how your exam paper is structured. You need to have a strategy for working your way through your paper.

What to bring with you to the exam?

The rules and regulations for exams these days are pretty strict. You need to make sure that you have all the equipment that you need. Make sure that you bring 2 pens, a pencil and maths equipment (if required) like a ruler, calculator and a protractor (angle measure). There might also be some specific equipment needed for particular subjects that you need to have with you.

Just before the exam starts . . .

The front of the exam paper is filled with some useful information. Make sure that you read this while you are waiting for the exam to start. If you are sitting waiting on the exam invigilator to tell you to start – don't just sit silently and wait for the clock to tick to the start time . . . you can use this time to get your brain moving. Formula 1 racing drivers often sit before a race with their eyes closed and they 'visualise the course'. They imagine the turns, when to brake, when to accelerate, when to brake, where the straights are and think about catching the chequered flag at the finish. You should do the same. Close your eyes. Think your way through the paper – what topics could come up? What could the first question be? What are the case studies you need to know.

This will mean that once the exam starts your brain is already 'warmed up', that you will be able to start quickly rather than have your writing and thinking speed up the further you get into the exam.

"You may begin"

Make sure that you know exactly how long your paper is (and if you have access to any extra time – how many minutes does that give you). Know how to divide the different sections of the exam paper up. For example, two of the GCSE Geography exam papers are 1 ½ hours each. There are 100 marks on the exam paper which means that you earn slightly less than 1 mark per minute in the exam. The exam paper is also broken up into 4 equal sections of 25 marks each so you should spend just 22 minutes on each section.

You might need to make sure that you work your way quickly through shorter questions so that you have a little longer to spend on the longer response questions.

Time management is really important in an exam – so know how long you should spend on an answer and keep one eye on the exam clock so that you are keeping the right pace.

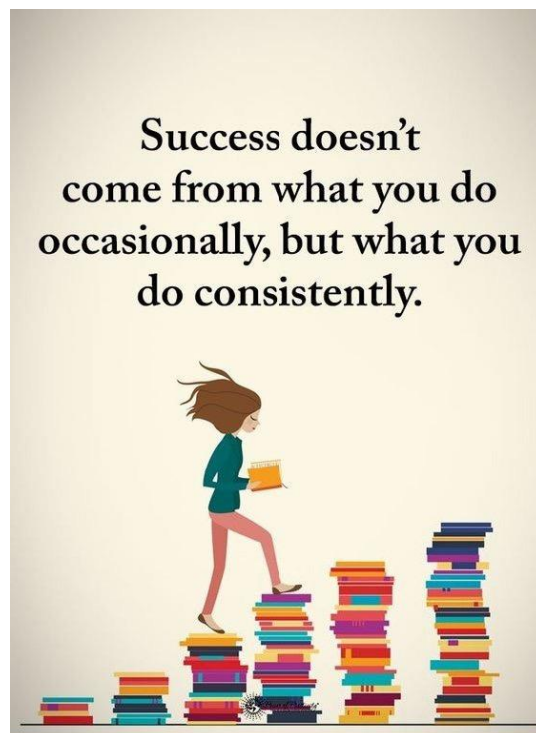
What are you going to get tested on?

It is really important that you know exactly what is going to be tested on an exam paper. I know this sounds obvious but you need to know what topics are on the exam paper so that your preparation can be focused solely on what is required. You can check this by looking up subject specifications, past papers or by checking content with textbooks and revision guides.

Circle the key words in the question

It is amazing the number of students who read a question and then write an answer for the wrong question. You need to make sure that you are breaking down a question fully. Sometimes the questions can be long and wordy so you need to make sure that you work out what the question is asking for.

One way to combat this is to get into the habit of reading a question **three** times. On the third reading, it is a good idea to put a circle around any command words or key words in the question. This will help you to focus on the things that will help you score points in your answer. If the question asks you to refer to a resource or a case study – make sure that you use specific facts and details that are relevant.



Command words

Easy marks can be lost when students fail to answer a question in the right way. There is a big difference between an answer that asks you to **describe** a graph and one that asks you to **explain** the reasons why the graph is a particular shape.

Make sure that you know and understand the common words for the subject you are doing (they can be different) as this will help you structure your answer.

Some of the most common command words include:

Compare	What are the main differences and similarities?
Contrast	What are the main differences?
Describe	Give details of a known concept or case study or use details to show the shape or pattern of a resource. What does it look like? What are the highs, lows and averages?
Explain	Give reasons why a pattern or feature exists using geographical knowledge
Evaluate	Look at the positive and negative points of a particular strategy or theory and give an overall concluding statement.
Identify	Choose or select.
Outline	Set out the main characteristics. Provide a brief description or explanation as required by the question.

Use the marks as a guide

Exam questions are usually broken down into smaller parts and will have marks allocated for each answer. Different subjects will have different ways of doing this.

Use the marks allocated alongside each part to help you to work out how long to spend on each section and how much depth you need for your answer. You should aim to work quicker through short questions (worth fewer marks) so that you have a little extra time to handle the longer questions.

Answer the question asked

It is important to read each question thoroughly to make sure that you know exactly what you are being asked to do. One of the biggest mistakes that candidates can make is answering the question asked on the exam paper. They *think* they know what is being asked rather than what is *actually* being asked. Ideally, you should read each question three times. On the third reading you should aim to circle any command or key words in the question.

Answering the longer question

Some exam papers require students to write longer/ essay type answers. If an exam question seems daunting, try breaking it down into chunks. This will help you to structure the answer fully. You might even want to put together a quick essay plan to make sure that you are covering everything required for the answer.

For example, a GCSE Geography exam question might ask, 'Evaluate the river management strategy used on a river outside the British Isles that you have studied' [7]

To answer this question, you must:

1. Recognises that it is referring to:
 - a. River management, and
 - b. A river outside the British Isles (eg the Yangtse river, China)

2. Evaluate the management strategy, which means:
 - a. Briefly describe the details of the river management strategy case study within the context of the river
 - b. Look at the positive and negative features of this particular strategy.
 - c. Provide an overall concluding statement, which clearly shows whether the strategy was mostly positive or mostly negative.

If you have time left at the end

If you find that you have rattled your way through the exam paper and you find (to your amazement) that all your nervous energy has made you write so fast that you have time left to spare, then it is really important that you use this time to check through your answers to make sure that you have answered everything (and every page!).

One little tip here is that you should use your hand to cover up some answers and make sure that you have understood the question properly before removing your hand and checking that your answer is what should be there.

Use every second. There are no prizes for being first finished and then spending the remaining time looking out the window of the exam hall. Use your time wisely so that you squeeze every last mark out of the paper that you can.

Practice Papers

Make sure that you get into the habit of using Past papers. You can get these from your teacher or you can look these up on the exam board web site. You can use the papers to see what questions they have asked in the past and then look up the mark schemes to see if your answers would match with what the markers would have awarded.

- It is a good idea to print these out and to try to answer the questions first without your notes (to test your Retrieval memory)
- Then use your notes to try and add more detail to your answer – extend the answer as much as you can
- Finally, use the mark scheme to mark your work and look to see where

3. Revision & Learning Strategy

“We are successful because we practice what we are not good at”

(New Zealand All Blacks Rugby team captain)

Understanding the way that YOU learn is a very unique and individual thing. There is no one system that will work for everyone. It is unlikely that you will be able to learn and remember things in the same way that your friends learn and remember things. Therefore, it is important that you practise of a variety of revision and learning techniques so that you can find something that works for you. I am going to explain a few of the techniques that have worked for my students in the past. However, a word of warning. You can be as creative as you want and can arrange your revision in such a way that makes you really engaged but there are two very important things about revision you really need to know:

1. Revision is the most boring thing that you are ever likely to have to do in your life. It is dull, dull, dull. It is not interesting. It is not meant to be interesting. No-one in their right mind actually finds revision exciting. The human brain is conditioned to search for new experiences, it does not like nor want to have to go over things it already knows. You have to train your brain into learning things in the depth that you require. It is hard to stay focused whilst doing revision. There are far more interesting things to do and with all the advantages of modern technology, there are many ways that you can get distracted even though you tell your mum that you ‘have been revising all that time!’
2. The secret ingredient to successful revision is that you must LEARN stuff. I call this getting stuff from the page into your head and then back to your hand again. There are lots of amazing ways to revise, amazing technologies that you can use, but nothing replaces taking notes and learning them, reciting them, talking through them, asking and answering questions. Nothing replaces the hard graft needed to get facts, figures or case studies into your head so that you can recall the information in an organised and logical manner.

Don't get me wrong, I am all for students using as many different techniques and revision tools as possible. However, don't be distracted by the games, the questions, the drawings, the timetables – you need to make sure that learning the facts remains the most important aspect of everything that you do.

One important thing to remember is that you can't actually do very much revision sitting at your computer. There are some lovely places that will support your revision and help with your understanding of certain aspects but laptops, iPads and mobile phones are more of a distraction than a help. You need to turn them off, or leave your devices in another room, while you get down to the hard work of actually learning and getting information from the page and into your head. You need to get back to your quiet place and try to use some of the 'In-brain' strategies that follow.

Every time that I do a talk about revision and learning strategies I get asked about whether music can be a helpful part of the revision process. I always make the same comment. I love music. I always have music on in the background – everywhere I go, in my classroom, in my car and at home. Many young people today are similar and have music and noise constantly surrounding them. This is fine when you are doing something mechanical like a Maths homework or typing up a project. As part of Accelerated learning programmes we learn that music that has constant beats and can replicate an 'alpha' state which helps brain processing function and accelerates thought patterns. However, music can block out some aspects of key learning. The brain can be allowed to concentrate more on beats (as you tap your finger), lyrics (as you sing along) or even processing (as you think that your favourite track is coming next). Effective learning which allows the brain to focus constantly on remembering facts can only take place in silence. You need to turn the music off.

The other questions that I get asked a lot is about how much revision a student should do. Again, this is a very personal and individual response and it depends on how each person is wired. When I was at secondary school, it always frustrated me that my friends could revise for 30 mins before an exam and get 99% whilst I had to work unbelievably hard just to get a good pass!

There are a few suggestions that I think can make a difference:

1. Start revision early and plan it carefully so that you have enough time to cover the whole subject at least 3 times before the exam season starts
2. Revision is not just reading notes or books. There must be an element of taking notes, making mind maps or some form of processing of information.
3. Some people like to revise for 50 minutes and then take 10 minutes off to go for a walk, check their text messages or make a coffee and then they will work again for another 50 minutes. Some people will set themselves a target, work for 3 hours and aim to complete the target. It does not matter how you organise yourself – all that matters is that you put the time and effort in.
4. It is always good to set yourselves little targets. For example, you might decide that one evening you are going to revise rivers and the sustainable management of rivers. You work for 2 ½ hours and then treat yourself to a reward of watching Eastenders!
5. Finally, just because you are sitting at the desk in your bedroom does not mean that you are actually achieving anything. Don't fool yourself. If you don't get the work done and the preparation for the exams that you need to do – be honest and ask your friends and parents to check more to keep you on task.

Revision and Learning Techniques

Revision is all about making sure that we learn how to remember the important things we will need for an exam. In exams you are pressed for time, so the better you have learnt something, the quicker you will be able to recall the information/ answers in the exam.

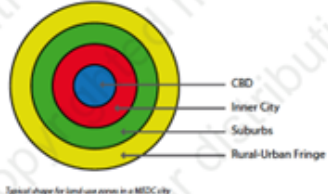



There are many different books available that will help you to develop your revision and learning techniques. Let me suggest a few different techniques that have worked for some of my students in the past

The traditional method

The traditional method of revising still works well for people who struggle to remember things over a long period of time. It does take a lot of time and effort but the aim is to create a set of 'trigger' words which will help to 'trigger' knowledge in the middle of the exam.

- ✓ Step 1: Go through your book on a particular topic and take down notes about what the important knowledge is that you need to remember.
- ✓ Step 2: Now go through the notes you had taken and try to condense these a second time onto a A5 page (one side)
- ✓ Step 3: Take your A5 page and condense the information for a third time – this time maybe just taking note of key words on one big A3 page. Your aim is to have one big page for each major topic and this will be packed with the key words or 'trigger' words that you need to remember
- ✓ Step 4: Sit and learn these trigger words. Go through each and say it to yourself. Put your finger on the word on the page and then try to think about what other information this trigger word leads you to.

12 Top Revision Techniques

<p>1 – Dual Coding</p>	 <p>Typical shape for land use zones in a MEDC city</p>	<p>Used to match up ideas and key words on a diagram. Always draw the diagram and add labels (with as much information as possible).</p>						
<p>2 – Revision Clock</p>	<p>Idea 23. Revision clock</p> <p>Students break down topics into 12 sub-topics.</p> <p>In each segment students can make illustrate diagrams and summarise key information.</p> <p>Each segment has a 5 minute time limit, in order to break down learning into smaller pieces.</p> 	<p>Choose a topic and break it down into 12 main categories. Revise each section for 5 minutes and then see how much you can recall for each of the sections.</p>						
<p>3 – Answer/ Essay Plans</p>	<p>Ethnic Diversity</p> <p>1. "There are a number of factors which influence the definition of ethnicity." Discuss this statement with general reference to places for illustration. (Write up an 18-mark essay on this title making reference to all 4 factors – race, nationality, language and religion – your definition of ethnicity and some reference to different places)</p> <table border="1" data-bbox="555 972 884 1205"> <tr> <td>1</td> <td>Introduction What is the definition of ethnicity?</td> </tr> <tr> <td>2</td> <td>Content 1: Factor 1 – Race – how does this influence the definition of ethnicity? (incl ref to places) 2: Factor 2 – Nationality – how does this influence the definition of ethnicity? (incl ref to places) 3: Factor 3 – Language – how does this influence the definition of ethnicity? (incl ref to places) 4: Factor 4 – Religion – how does this influence the definition of ethnicity? (incl ref to places)</td> </tr> <tr> <td>3</td> <td>Conclusion Reflection on which of the factors is the most important</td> </tr> </table>	1	Introduction What is the definition of ethnicity?	2	Content 1: Factor 1 – Race – how does this influence the definition of ethnicity? (incl ref to places) 2: Factor 2 – Nationality – how does this influence the definition of ethnicity? (incl ref to places) 3: Factor 3 – Language – how does this influence the definition of ethnicity? (incl ref to places) 4: Factor 4 – Religion – how does this influence the definition of ethnicity? (incl ref to places)	3	Conclusion Reflection on which of the factors is the most important	<p>Create your own essay plans for longer exam questions so that you know what needs to go in the answer if that question comes up.</p>
1	Introduction What is the definition of ethnicity?							
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3	Conclusion Reflection on which of the factors is the most important							
<p>4 – Retrieval Organisers</p>	<p>A5 Geography Unit 2: Human Geography Part 1C: Population and Resources (Case Study)</p> <p>Topic 1 Population</p> <p>Describe the need for a population fertility policy in China</p> <p>Evaluate the impact of the population fertility policy in China</p>  <p>Policy was introduced due to resource imbalance in China ... Describe how this resource imbalance happened</p> <p>Negative Impacts of the OCP</p> <p>Social impacts:</p> <ul style="list-style-type: none"> • • • • <p>Positive Impacts of the OCP</p> <p>Demographic impact:</p> <p>Economic impact:</p>	<p>Create your own knowledge/ retrieval organisers with the key facts/ figures for your subject. Add diagrams and pictures to make this stand out. If you draw these on A3 paper these can be posters on your wall.</p>						
<p>5 – Fishbone diagram</p>	<p>LEARN SPARK RECOMMENDED STUDY TOOLS</p> <p>FISHBONE DIAGRAM (ANALYSIS)</p> <p>Topic: _____</p>  <p>Main issue: _____</p>	<p>One of a series of diagrams that can be used to see how much of a topic you can remember.</p>						

6 – Mind Maps



A useful way to organise all the different ideas, concepts and key points that you have been learning in a topic. Try to map out one topic at a time on an A3 page and add little diagrams/doodles to help trigger your memory.

7 – Flashcards



Towards the end of your revision process, create a set of cards that contain the basic/ most important things that you need to learn. Have key words on one side with the definitions on the other so that other people can help you learn. You can also use them for sorting into piles of what you can remember or not!

8 – Traffic Lighting



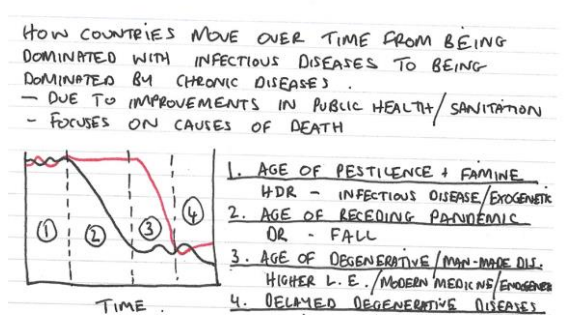


Not a learning technique but more a way of working out how much of what you have learnt has been remembered. You can use a highlighter to code things on a page – Green means you know it well, Yellow means you know most of it and Red means you need to focus more and re-learn.

9 – Brain Dump



After you have revised a topic. Take a blank sheet and without any cues or notes – take 5 minutes to write down as much as you can remember. Then (and this is the important bit) take out your notes and check what you have missed/forgotten and add these in using a different colour. These forgotten things are what you need to focus on.

<p>10 – Self Quizzing</p>	 <p>Self-quizzing</p> <p>Self-quizzing - retrieving knowledge and skills from memory - is far more effective than simply re-reading. When you read a text or study notes, you should pause periodically to ask yourself questions - without looking in the text - such as:</p> <ol style="list-style-type: none"> 1. What are the key ideas? 2. What terms or ideas are new to me? How would I define them? 3. How do the ideas in this text relate to what I already know? 	<p>Lots of revision books and guides contain 'Test Yourself' questions that can be used to either answer questions orally or by writing down the answer. Always try to write down an answer, check it and then add any corrections - it is making sure that you correct yourself that makes this a powerful tool.</p>
<p>11 – Past Papers</p>		<p>Teachers will regularly use past paper questions and past papers to show you how exam questions have been asked in the future. Use these (and the online mark schemes) to write model answers for the questions. Most exam subjects can be found on the CCEA web site at https://ccea.org.uk</p>
<p>12. Key Vocab</p>	 <p>HOW COUNTRIES MOVE OVER TIME FROM BEING DOMINATED WITH INFECTIOUS DISEASES TO BEING DOMINATED BY CHRONIC DISEASES - DUE TO IMPROVEMENTS IN PUBLIC HEALTH/SANITATION - FOCUSES ON CAUSES OF DEATH</p> <p>① AGE OF PESTILENCE + FAMINE HDR - INFECTIOUS DISEASE/EXOGENIC</p> <p>② AGE OF RECEDED PANDEMIC DR - FALL</p> <p>③ AGE OF DEGENERATIVE/MAN-MADE DIS. HIGHER L. E./MODERN MEDICINE/EMERGEN</p> <p>④ DELAYED DEGENERATIVE DISEASES - 'OLD AGE' ILLNESS</p>	<p>Sometimes the single most important thing you can do is make sure that you can write down and know the definitions for the key words or key vocabulary attached to a subject. Write them down and add diagrams when you can.</p>

The LearnSpark web site has an excellent set of revision/study resources that can be downloaded and printed out (under the View our full range of recommended Study Tools).

<https://learnspark.co.uk/#Study-Skills-Development>

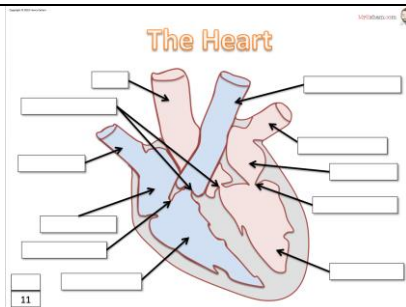
There is also a really good online video called 'Effective Study Strategies: Webinar for parents and carers' by Kate Jones that you might be interested in.

<https://www.youtube.com/watch?v=2FLodJngqFc>

DO YOU UNDERSTAND?

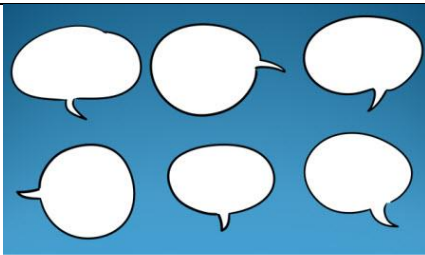
There are 3 easy ways to check that you understand what you have been learning:

Draw it



- It's okay to doodle in your revision
- Draw diagrams and then try to come up with the labels without looking at the answers
 - Keep them neat though!

Say it

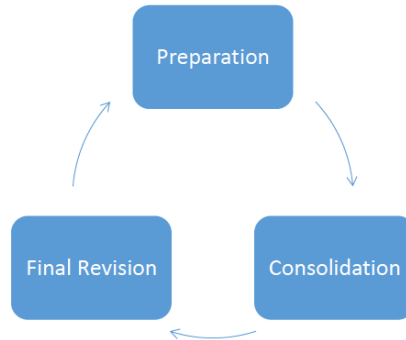


- Sometimes talking out loud will help your brain process information
- Ask a friend/ parent to ask you questions or get them to listen as you try to explain the key ideas in a subject
- Why not record yourself as you speak?

Write it



- Can you write down the key ideas for a question?
- How much can you write – enough to fill a question/ get full marks?
 - Does your answer make sense?
 - You can also practise past paper questions but make sure you do learn how to IMPROVE any answer you write.



Stage 1: Preparation (from Feb to mid-March) 1 hour a night	<input type="checkbox"/> Get organised <input type="checkbox"/> Check you have all the notes you need <input type="checkbox"/> Go back over old topics <input type="checkbox"/> Take revision notes <input type="checkbox"/> Take notes of key words and phrases/ diagrams
Stage 2: Consolidation (from mid-March to early May) 2 hours a night	<input type="checkbox"/> Review your revision notes and reduce to key words/ mindmaps/ note cards <input type="checkbox"/> Look up past paper questions and create (and learn) model answers
Stage 3: Final Revision (from early May to end of exams) As much time as possible	<input type="checkbox"/> Review your notes and re-learn your note cards <input type="checkbox"/> Practice answers orally and by writing.

Revision should be FLAT!

Focused	<ul style="list-style-type: none"> ▪ Put your phone away ▪ Turn the music/TV off ▪ Avoid distractions ▪ Find a quiet place to revise ▪ Be in the right frame of mind
Long Term	<ul style="list-style-type: none"> ▪ Start early to cut down on stress ▪ Make a revision timetable and stick to it ▪ Aim for an hour a night at first ▪ Interleave different topics
Active	<ul style="list-style-type: none"> ▪ Engage your brain by taking notes/ create your own revision resources ▪ Test yourself or get someone else to test you ▪ Practice exam techniques/ plan model answers ▪ Revise what you struggle with
Transformed	<ul style="list-style-type: none"> ▪ Transform what you want to learn into a different format ▪ Make flashcards; Produce a timeline; Take Cornell notes; Create a mindmap; Write up a series of lists; Design a flowchart.

Some advice for parents

Parents, it is all too easy to put too much pressure on our kids. We might think that our kids do not realise how important these exams are. My experience is that most of the kids know precisely how important the exams are. Your support and how you help them can often help or hinder their progress and it can make all the difference. It is hard to have to revise over a 4-month period for up to 9 different subjects. Your child already has 9 different teachers plus you adding expectation and pressure to their lives.

Let me give you a few key pointers about the best way that you can support your child through the exam season.

1. Don't keep going on and on about the lack of revision that your child seems to be doing. Try to be supportive and positive. If you feel you need to push your child to more work – do this positively.
2. Offer your help – offer to help with organising files, asking questions, getting pens and paper. Try to be interested in what they are doing and ask questions like 'What did you learn about tonight?' This is a lot more effective than 'How much did you do tonight?'
3. Create a quiet, supportive, and non-confrontational atmosphere. Proper learning can only really happen in silence. You need to help here by turning the TV down and creating a special 'quiet place' where your child can actually concentrate to work. Most children today need to get used to the silence of the exam hall – they are used to having noise, music, and TV programmes always on as background noise and the silence of the hall can be a shock to the system . . . you can make a big difference here!
4. Support by treat! Pop in with a cup of coffee, a chocolate bar etc from time to time. This is called a 'positive intervention'. Your child will be more likely to keep working and the treat will give a little more energy and incentive to do a little more. You can even push this further by offering to record their favourite programmes or why not just sit on the bed for a quick chat – you might be surprised how motivating it can be when kids feel supported!
5. Kids should have breaks – current research shows that kids should have breaks every 45 minutes or so. Help to manage these – but do this positively. Instead of saying, 'Right, back up the stairs for another hour', say something like 'Ok, do you want me to make you a cup of tea and get a bit of cake for your next break? When will that be?'
6. Take care – more and more young people today are starting to burn out because of exam stress. Watch out for them and if you are concerned that they are working too hard – have a chat with their teachers or talk to your GP. Sometimes the best thing you can do is to take them out for some pizza or order them out to the cinema with their mates!
7. Attendance: make sure they attend every lesson in the run up to exams. This is often where final tips/ hints/ model answers will be developed!

Some final hints . . .

1. Exams are your chance to show what you know. Aim to write a full answer. Use all the space on the paper and make sure you include any facts and figures that will support your answer.
2. Plan your time: make sure that you have worked out a plan of attack for each different exam paper – know what questions to focus on and make sure that you know the structure of the paper (ask your teachers to help you with this).
3. FINISH YOUR PAPER: an unfinished paper rarely achieves a pass grade. Stay to the end and make sure that you use any extra time to check your answers carefully.
4. Aim to walk out of every exam knowing that you could not have prepared any better and knowing that you used every opportunity to help you do your best.

When you are struggling:

You are not expected to revise every second of every day through the exam season. It is easy to lose motivation and to get tired . . .

- Think about your future – why do you NEED to work hard? Imagine what it will be like to open up your exam results and think what you want to do next year and how your results might help you get there . . .
- Break up your revision – Spend an hour working and then go for a walk round the house, get a glass of water, change subject – don't sit for hours doing the same thing . . .
- Stay Active – do try and do some sport if you can – it helps get you thinking. Go for a short walk. Run up and down the stairs in the house.
- Talk – don't be afraid to ask for help – ask a friend or a parent for help. Get someone else to sit with you. Get them to ask you questions. Ask your parents to drop in every hour to see how things are doing. Don't be afraid to get the people around you to support you. Successful sports stars all have large teams of people who are there to help them to perform to their best. Learn to use the people around you to support you!
- Your teachers are always happy to help – write down questions that you might have and then talk to them in school.

How to use the Revision Timetable

1. Consider the different subjects that you are doing – how many exams do you have to complete? When are they due to take place? Use the 'My subjects' table below and decide on a colour to use to highlight this subject on your revision timetable.
2. Use your exam timetable to insert the exam times onto the revision timetable.
3. Chunk your time – a lot of revision research tells us that we focus better when we break work down into chunks. Work out what chunk of time is best for you – 20 mins, 30 mins or an hour and then take a 5-minute break. Make sure that you build these into your revision timetable.
4. Start with this week and identify some time when you can revise and think about what subject and what topic you can revise. Put this on your timetable.

My Subjects

Enter the names of the subjects you have with exams and decide on a colour to use to highlight this subject on your revision timetable.

Ps – I have left the dates out of the Revision Guides below so that you can fill in your own!

GCSE Maths	

My Revision Timetable

Week beginning Mon

(1st week April)

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9 – 10am							
10 – 11am							
11 – 12am							
12 – 1pm							
1 – 2pm							
2 – 3pm							
3 – 4pm							
4 – 5 pm							
5 – 6pm							
6 – 7 pm							
7 – 8pm							
8 – 9pm							
9 – 10pm							

My Revision Timetable

Week beginning Mon

(Second week in April - 4 weeks to go)

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9 – 10am							
10 – 11am							
11 – 12am							
12 – 1pm							
1 – 2pm							
2 – 3pm							
3 – 4pm							
4 – 5 pm							
5 – 6pm							
6 – 7 pm							
7 – 8pm							
8 – 9pm							
9 – 10pm							

My Revision Timetable

Week beginning Mon

(3rd week in April - 3 weeks to go)

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9 – 10am							
10 – 11am							
11 – 12am							
12 – 1pm							
1 – 2pm							
2 – 3pm							
3 – 4pm							
4 – 5 pm							
5 – 6pm							
6 – 7 pm							
7 – 8pm							
8 – 9pm							
9 – 10pm							

My Revision Timetable

Week beginning Mon

(4th week in April - 2 weeks to go)

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9 – 10am							
10 – 11am							
11 – 12am							
12 – 1pm							
1 – 2pm							
2 – 3pm							
3 – 4pm							
4 – 5 pm							
5 – 6pm							
6 – 7 pm							
7 – 8pm							
8 – 9pm							
9 – 10pm							

My Revision Timetable

Week beginning Mon

(1st week in May - 1 week to go!)

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9 – 10am							
10 – 11am							
11 – 12am							
12 – 1pm							
1 – 2pm							
2 – 3pm							
3 – 4pm							
4 – 5 pm							
5 – 6pm							
6 – 7 pm							
7 – 8pm							
8 – 9pm							
9 – 10pm							

My Revision Timetable

Week beginning Mon

(2nd week of May - Exams week 1)

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9 – 10am							
10 – 11am							
11 – 12am							
12 – 1pm							
1 – 2pm							
2 – 3pm							
3 – 4pm							
4 – 5 pm							
5 – 6pm							
6 – 7 pm							
7 – 8pm							
8 – 9pm							
9 – 10pm							

My Revision Timetable

Week beginning Mon

(3rd week of May - Exams week 2)

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9 – 10am							
10 – 11am							
11 – 12am							
12 – 1pm							
1 – 2pm							
2 – 3pm							
3 – 4pm							
4 – 5 pm							
5 – 6pm							
6 – 7 pm							
7 – 8pm							
8 – 9pm							
9 – 10pm							

My Revision Timetable

Week beginning Mon

(4th week of May - Exams week 3)

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9 – 10am							
10 – 11am							
11 – 12am							
12 – 1pm							
1 – 2pm							
2 – 3pm							
3 – 4pm							
4 – 5 pm							
5 – 6pm							
6 – 7 pm							
7 – 8pm							
8 – 9pm							
9 – 10pm							

My Revision Timetable

Week beginning Mon

(5th week of May - Exams week 4)

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9 – 10am							
10 – 11am							
11 – 12am							
12 – 1pm							
1 – 2pm							
2 – 3pm							
3 – 4pm							
4 – 5 pm							
5 – 6pm							
6 – 7 pm							
7 – 8pm							
8 – 9pm							
9 – 10pm							

My Revision Timetable

Week beginning Mon

(1st week of June - Exams week 5)

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9 – 10am							
10 – 11am							
11 – 12am							
12 – 1pm							
1 – 2pm							
2 – 3pm							
3 – 4pm							
4 – 5 pm							
5 – 6pm							
6 – 7 pm							
7 – 8pm							
8 – 9pm							
9 – 10pm							

My Revision Timetable

Week beginning Mon

(2nd week of June - Exams week 6)

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9 – 10am							
10 – 11am							
11 – 12am							
12 – 1pm							
1 – 2pm							
2 – 3pm							
3 – 4pm							
4 – 5 pm							
5 – 6pm							
6 – 7 pm							
7 – 8pm							
8 – 9pm							
9 – 10pm							

Top Exam Tips

Make sure you get lots of sleep the night before an exam

Don't leave too much to the night before – you should have been revising already!

Be well organised. Have a different file for each subject and make sure that you work carefully through your book. Leave nothing out!

You can get Past Papers from the internet – use these with mark schemes to see what you got right and what you need to improve on

Turn off **ALL** distractions – like phones, computers, music and TV

Talk to your teachers – ask them for help and to explain things you are stuck with – they are really glad to help!

Final Preparations for the Exam

- ✓ Check that you know **when** your exam starts
- ✓ Be ready to enter the exam hall 15 minutes before the start time
- ✓ Make sure that you have enough pencils and black pens
- ✓ Bring a watch to make sure that you watch your timings
- ✓ Make sure that you have **ALL** the equipment you need including calculators/ rulers/ colouring pencils.
- ✓ Do not talk once you come into the exam hall
- ✓ Read the front cover of the exam paper carefully – make sure that you know exactly what you need to do (and that you have the right paper!)
- ✓ Don't forget to start to start thinking about what questions **could** come up as you wait for the invigilator to tell you to begin . . .

