

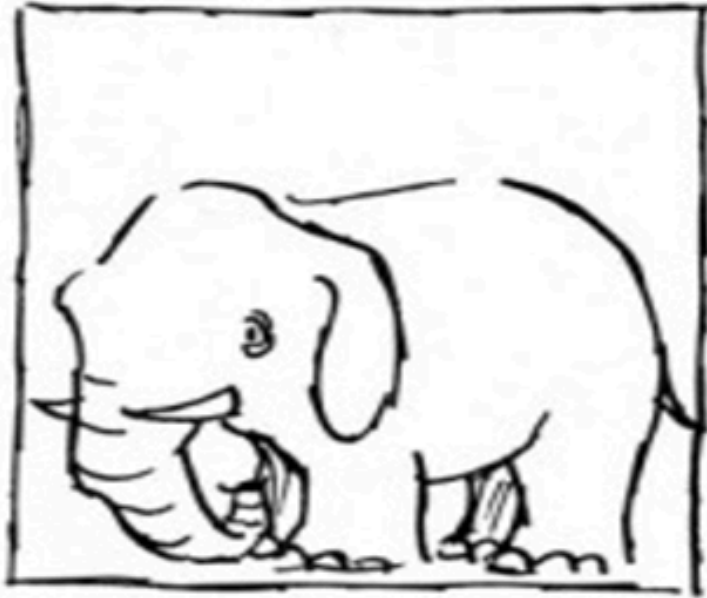
Helping your child with revision for GCSEs



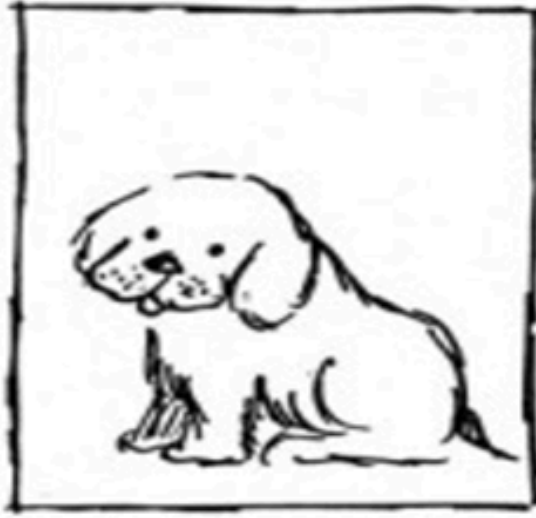
 **REDHILL**
ACADEMY TRUST

Equality and Achievement

Memories are made of this



NEVER FORGETS



SOMETIMES FORGETS



ALWAYS FORGETS

Collective memory (with or without chunking)

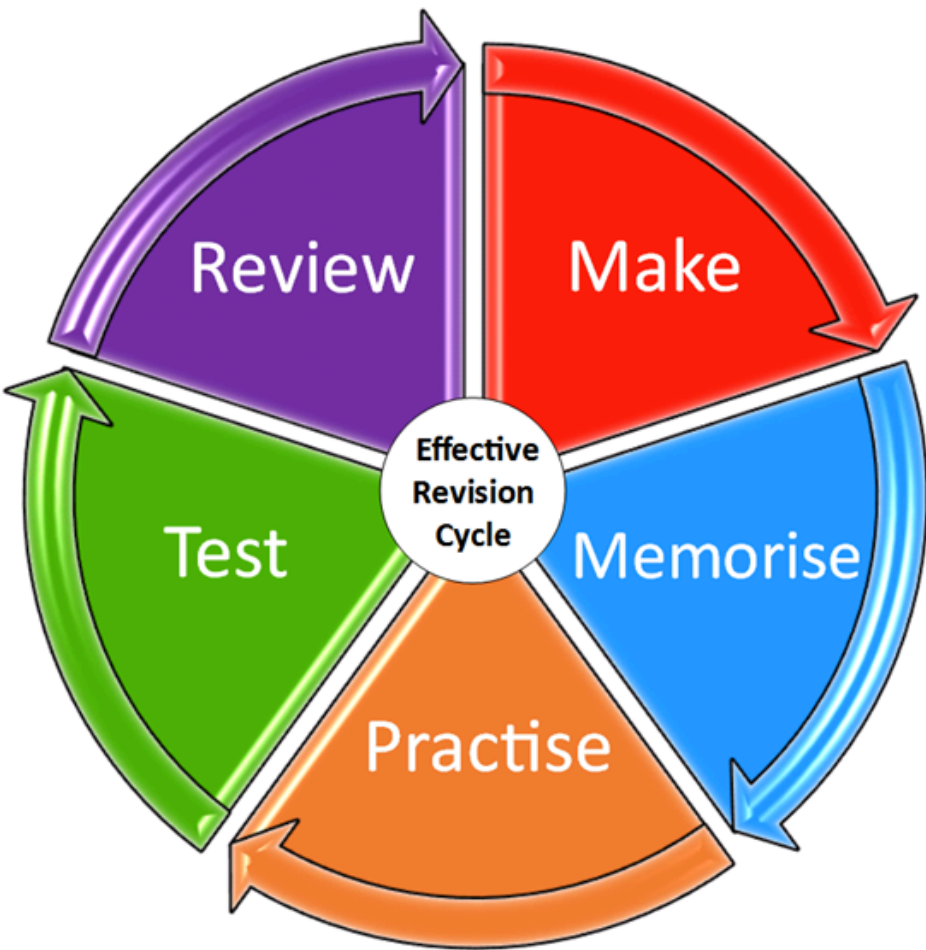


Can you remember these?



1

Effective revision cycle



Make – Transfer the skills, knowledge and understanding you need for your exams into a revision resource that is easy to use.

Memorise – Dedicate explicit time to actively commit this information to memory.

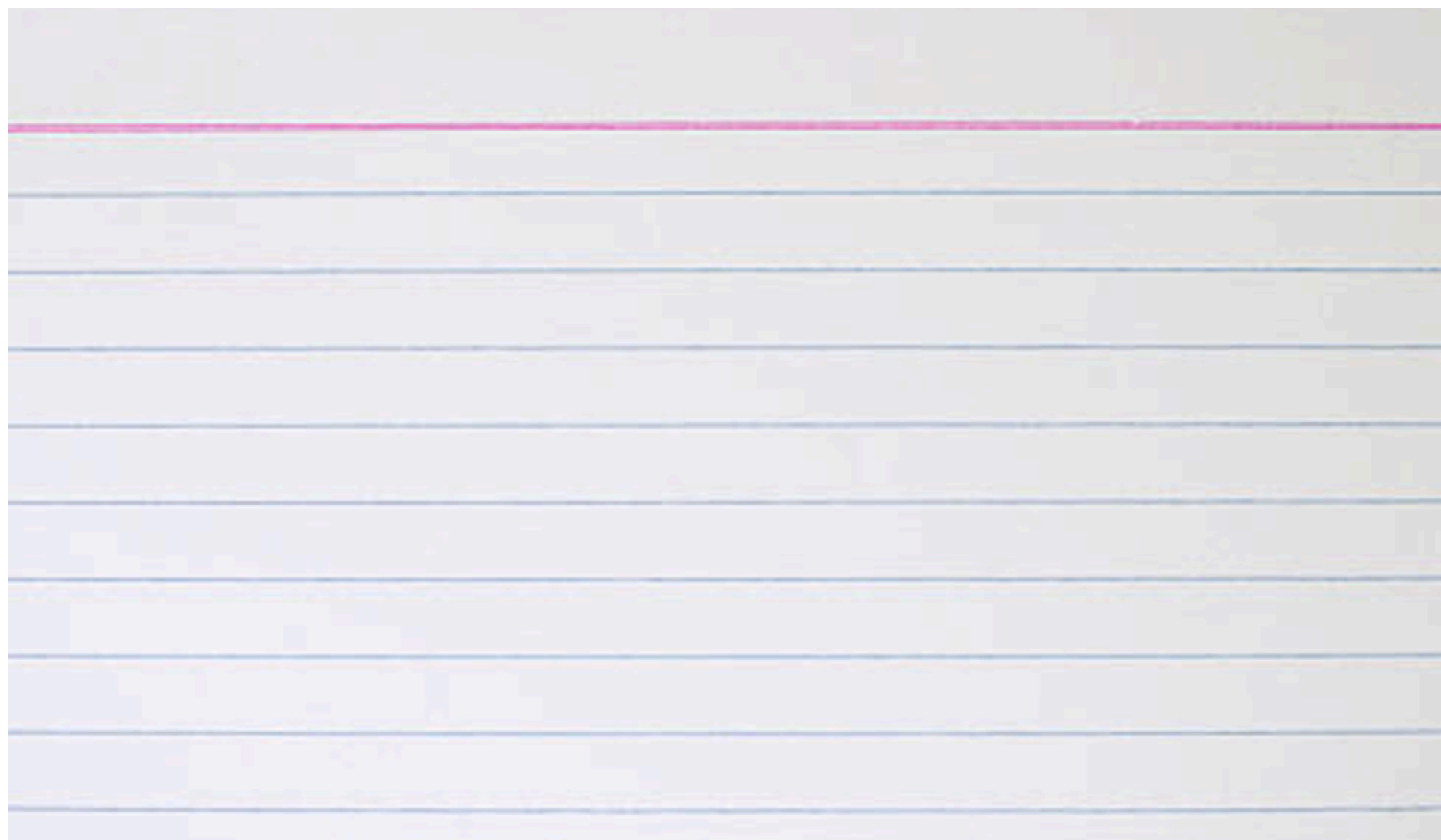
Practise – Revision needs to involve doing something. Do as many practise questions as you can. Ideally use exam questions for this.


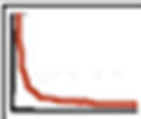
Test – Regularly test yourself ideally with exam papers

Review – Reflect on your performance in tests to help you identify the areas that you still need to work on.



2 Flash Cards

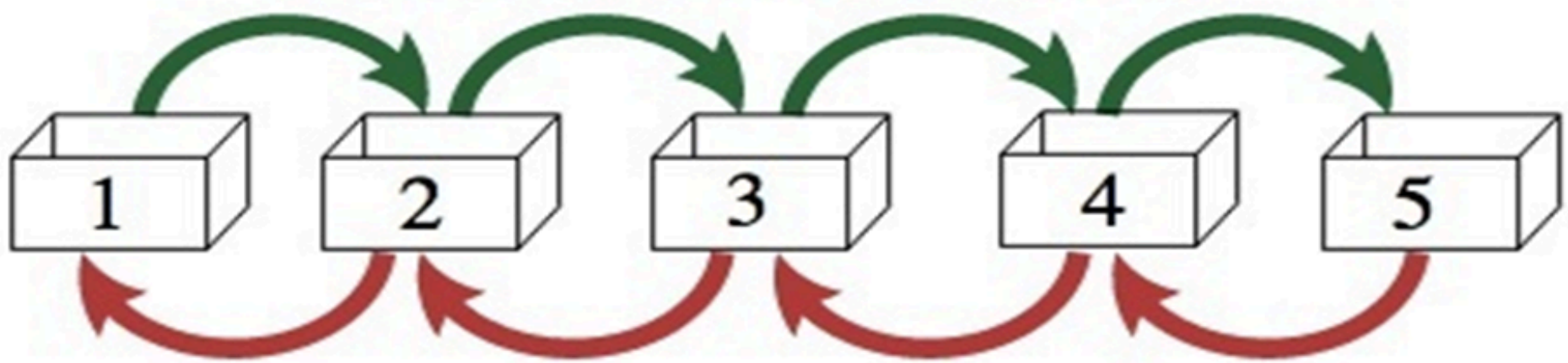


Type of Study Item	Example of Front Side of Card	Example of Back Side of Card
Vocabulary word	Perigee	the nearest point to earth of an object orbiting the earth
Math formula	Area of a triangle	$A = 1/2$ (Base times Height)
Chemical formula	Formula for sulphuric acid	H_2SO_4
Icon		Pause icon
Graph		Asymptote
Question	Name three vaccinations a 1-year-old dog should have	DHPPC (Distemper, Hepatitis, Parainfluenza, Parvovirus, Corona Virus), Rabies, Bordetella
Dates	December 7, 1941	Attack on Pearl Harbour
Acronym	PSC	Permanent Split Capacitor, a capacitor that remains in active in the circuit after motor start



Lietne Boxes

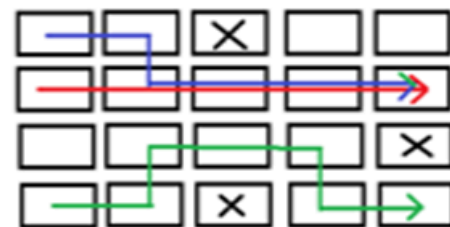
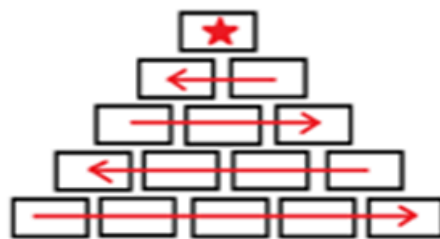
Correctly answered cards



Incorrectly answered cards

Turnover cards

- Place all the cards with the * facing up.
- Take it in turns to work out what is on the other side.
- Turn over to see if you are right.
- If Yes remove the card, if No the card stays in play.



Traffic lights

Parents test them on the red and amber until all become green

Traffic light content check (RAG rate)



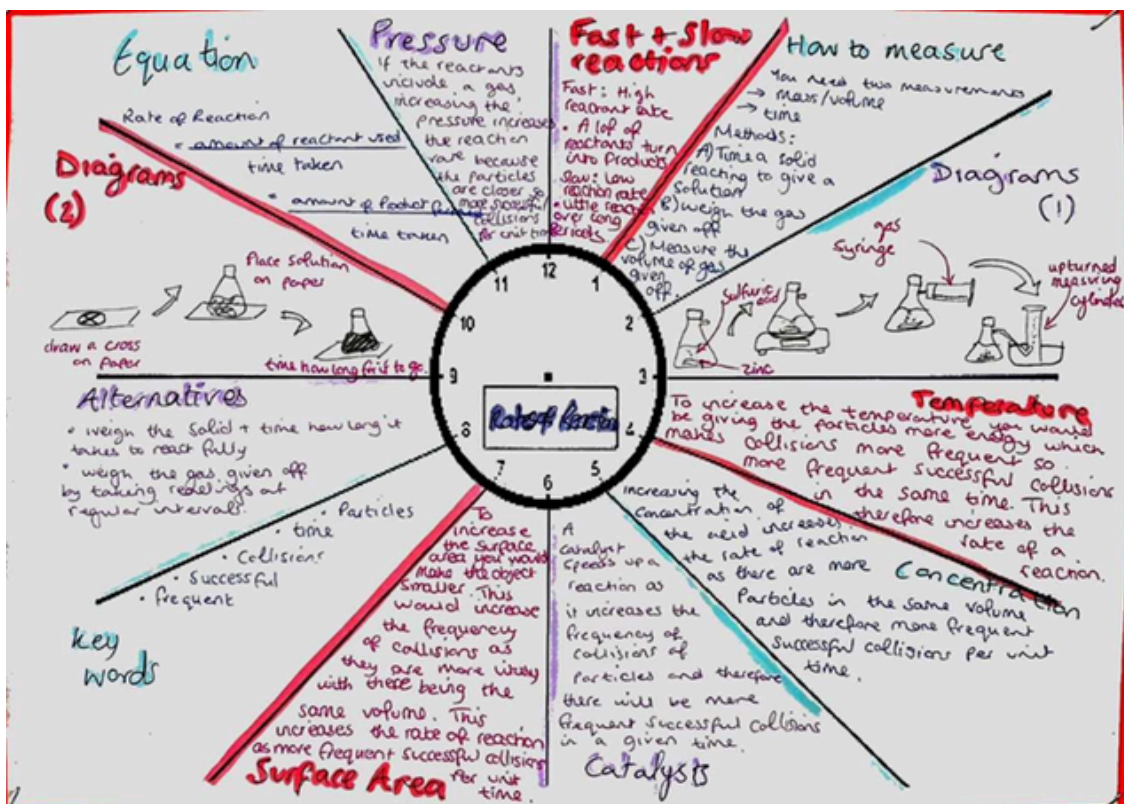
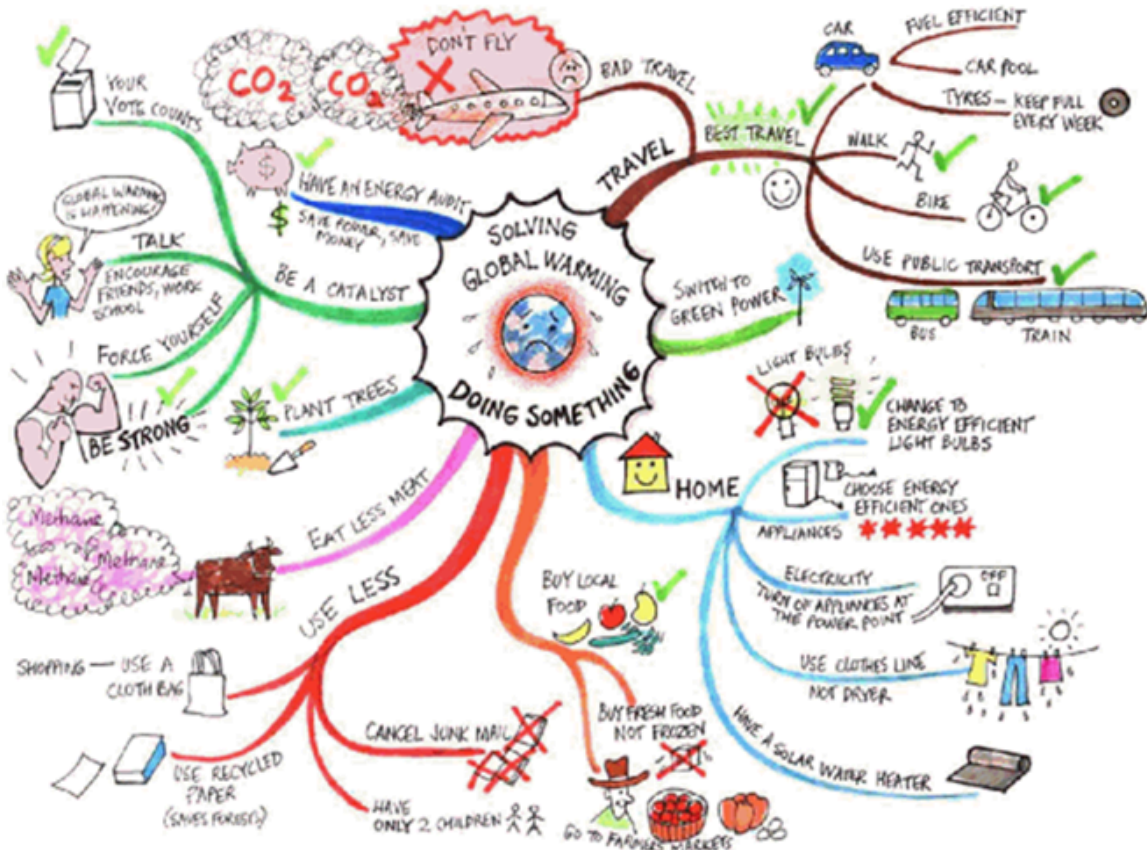
- Mark in green everything that you completely understand
- Mark in amber where you some but not all of the content
- Mark in red anything that you feel concerned about



The Carlton
Academy

3

Mind Maps and Revision clocks



4

Past papers and exam questions

GCSE Exam Boards for Revision

Subject	Exam Board and Specification
Maths	Pearson 1MA1
Further Maths	AQA 8365
English Language	AQA 8700
English Literature	AQA 8702
Science combined	AQA 8464
Science Triple	AQA 8461, 8462, 8463
Music	Educas C660QS
Drama	Pearson 1DROB
History	AQA 8145
Geography	AQA 8035
RE	Pearson 1RBOZN
French	AQA 8658
Spanish	AQA 8698
Computer Science	OCR J277
Sociology	WJEC C200QS
PE	OCR J587
Psychology	AQA 8182
CACHE	NCFE
DT	AQA 8552
Food Preparation	AQA 8585

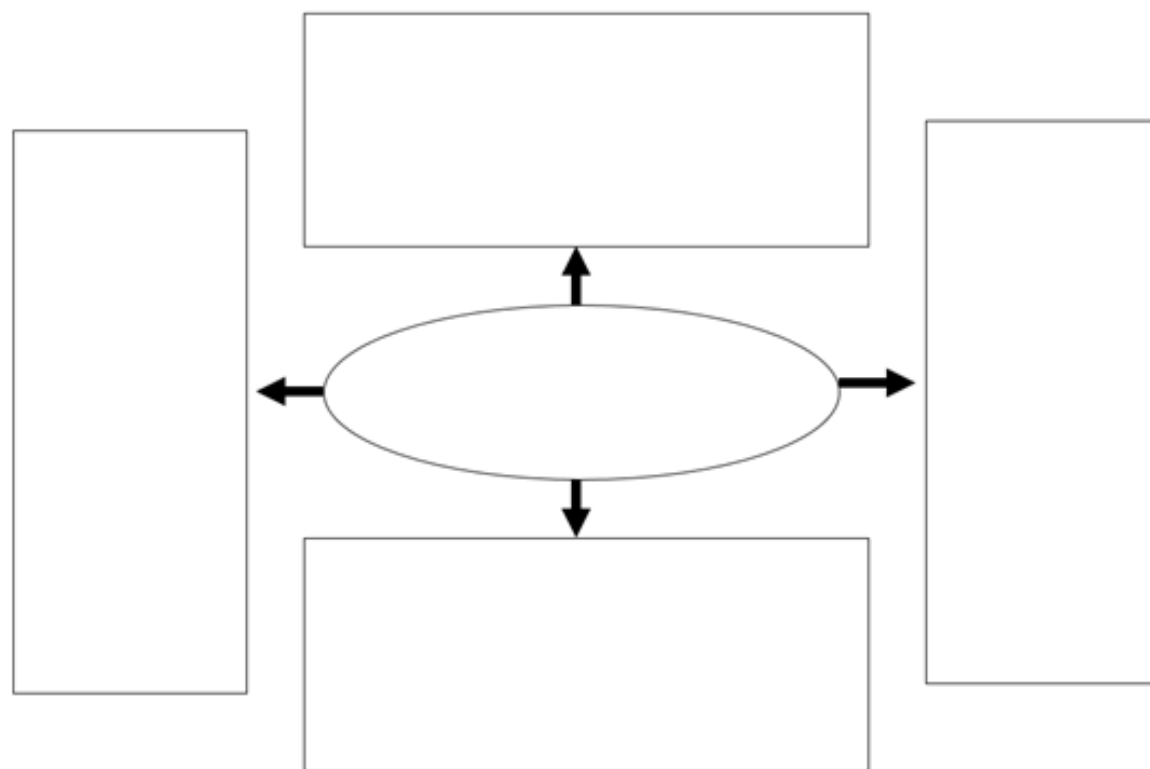
Use the above websites to find past papers and exam questions



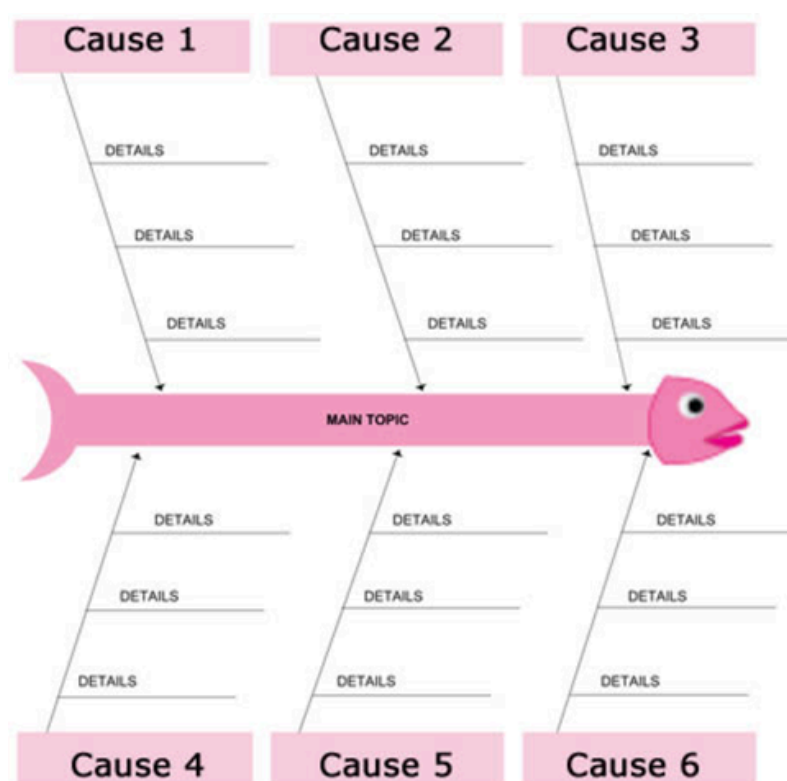
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Period 6							
Early evening							
Evening							

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Period 6							
Early evening							
Evening							

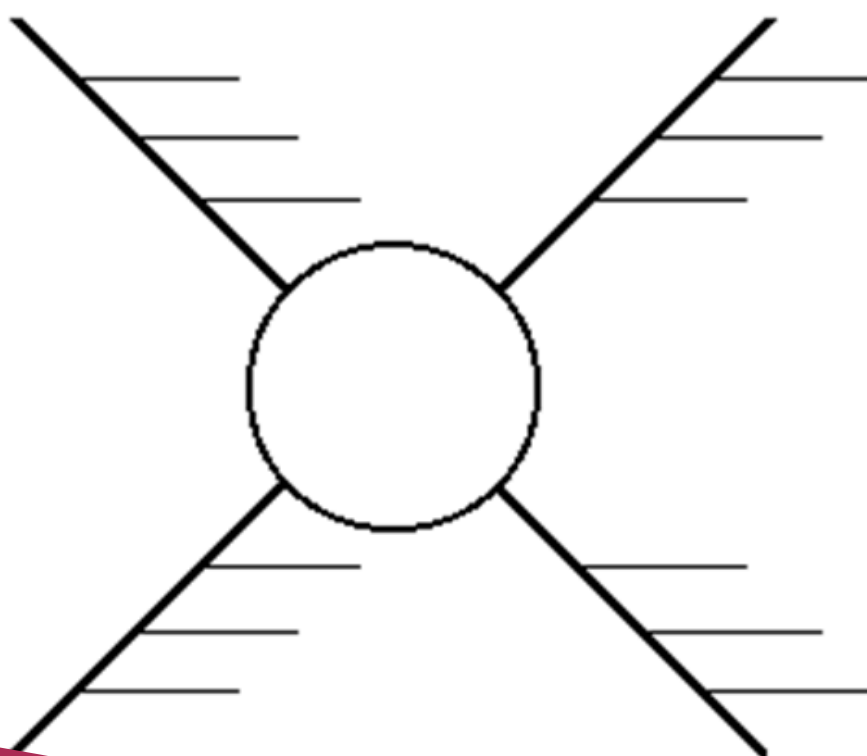
A5 Revision Cards



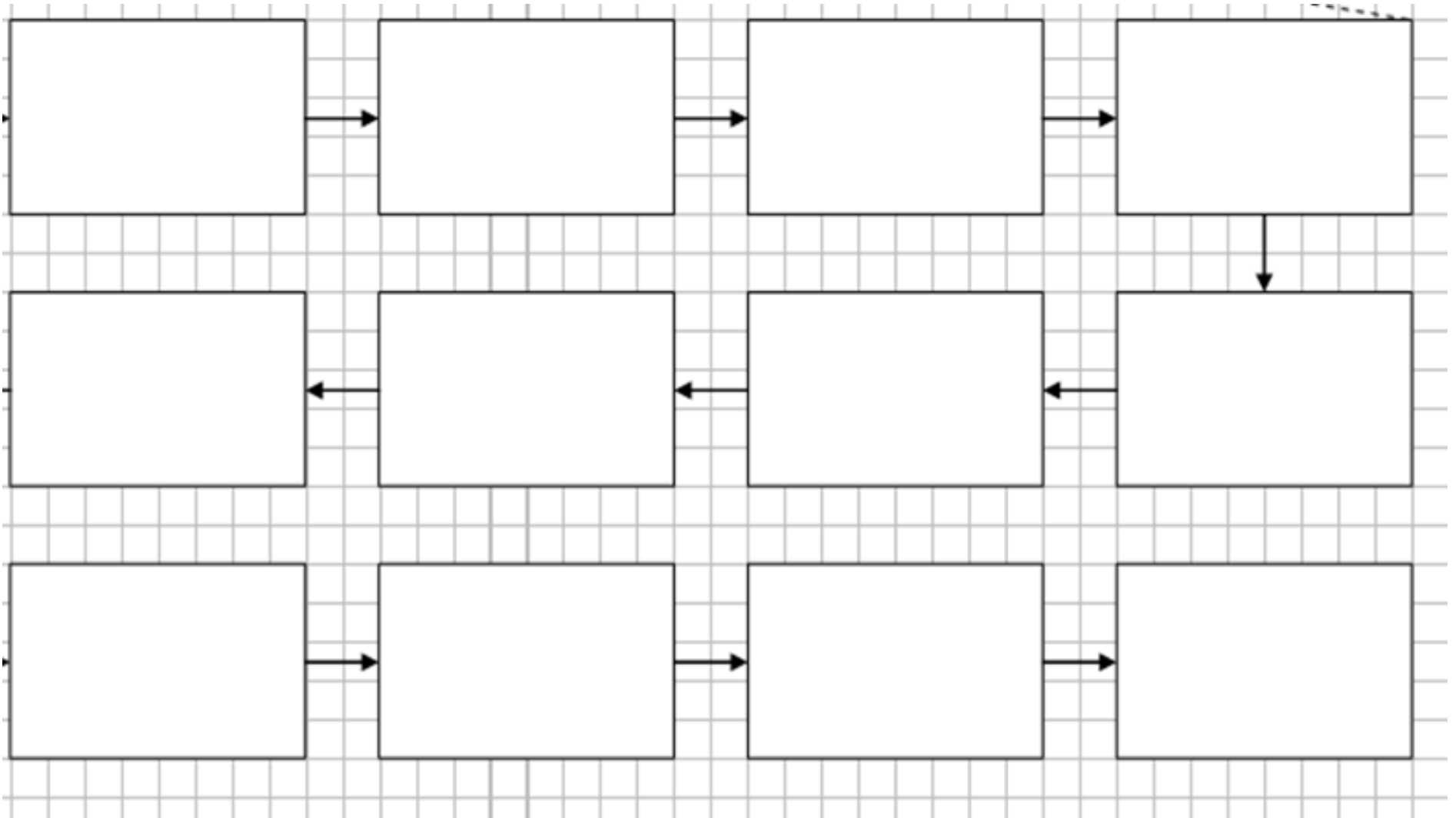
Fishbone diagrams



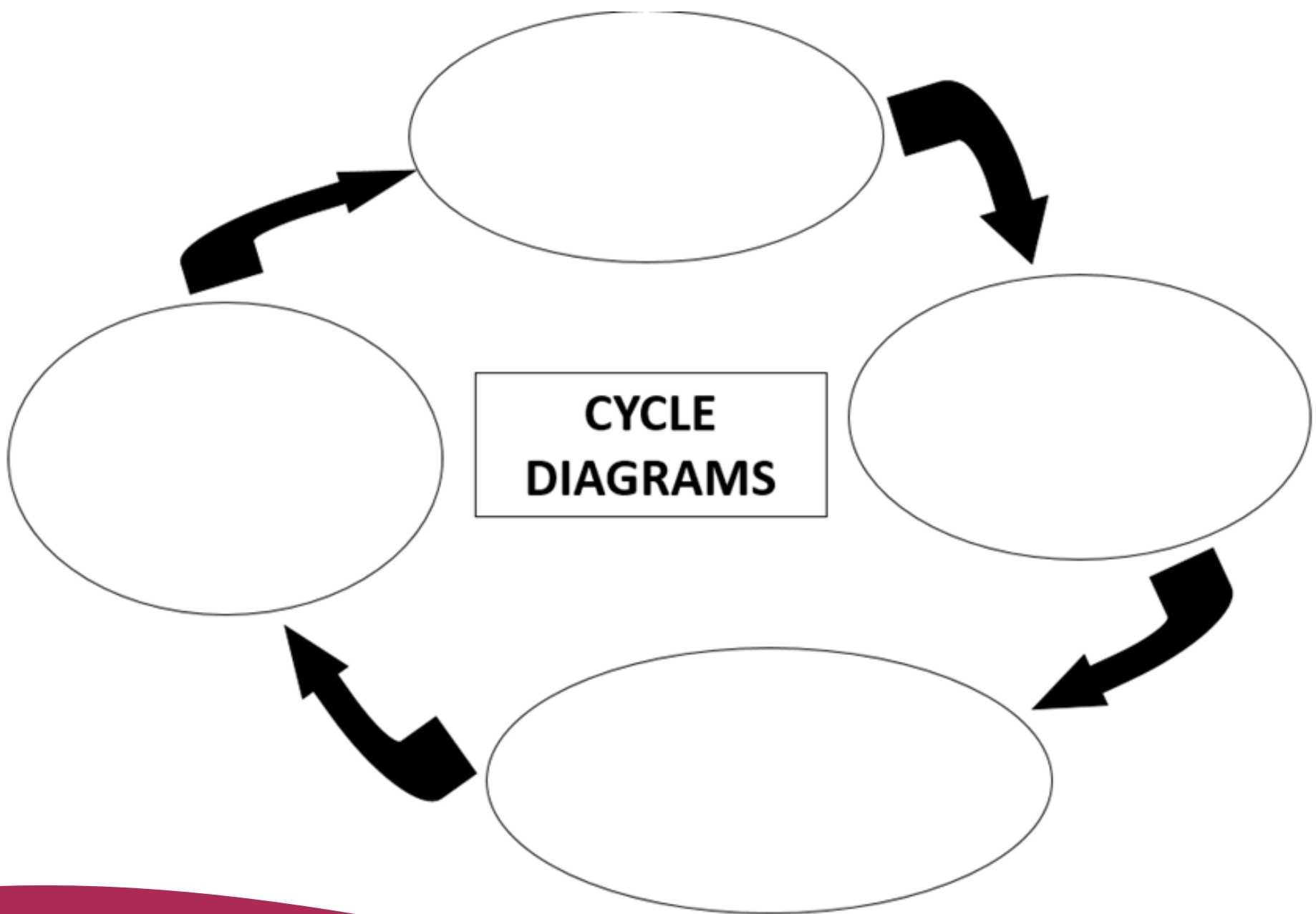
Spider Diagrams



Flow diagram



Cycle Diagrams



Exam command words

Make sure you understand what the question is asking you to do. Some of these will vary from subject to subject, so check with your class teacher.

Account for	Explain why something is the way it is.
Analyse	Explain your view of why the main points of an idea, text or process are important. Do not just describe.
Calculate	Show the method and obtain a numerical answer.
Compare	Write about the differences and similarities. Look out for 'How similar...' or 'How different...' where you would be expected to give both similar and different points.
Conclude	Reach a decision or view after thinking something through.
Contrast	Show the differences between two things.
Criticise	Analyse the pros and cons of something, make a judgement then give an overall opinion. Do not just be negative; give a balanced view looking at both sides.
Define	Give a brief explanation of what something means.
Describe	Say what something or someone is like or give an account of something that has happened.
Discuss	Explain two sides to an issue then give your overall viewpoint e.g. the advantages and disadvantages of something.
Evaluate	Make a judgement about the quality of something, taking all of the evidence into account.
Explain	Give reasons WHY something is as like it is or HOW it works. Give reasons using words like because to make clear you are focusing on explaining WHY
Identify	Point out key features or reasons that are asked for.
Interpret	Explain what you understand to be the meaning, or what someone else intended the meaning to be.
Justify	Give reasons to support a viewpoint or course of action.
Summarise	Briefly give the main points of an idea or an argument.



Collective Memory

You need to transfer information from one place to another

- Look at a piece of information for a short amount of time. Try to remember it
- Move to a different part of the room and write down what you remember
- Go back and 'fetch' some more information
- Keep going until you know it all!

Key word cards

Key word cards have related information on both sides. Create them then work with them to learn.

Place all the cards with one set of sides facing up.

Take it in turns to work out what is on the other side. Turn over to see if you are right. If Yes remove the card, if No the card stays in play

Red and black pen

Look at the information, give yourself 45 seconds to memorise as much as you can.

Write down what you can remember.

Add the parts you have forgotten in a different colour.

Target these areas when memorising for a second time. You have 45 seconds.

Write the information that you had forgotten the first time.
REPEAT!



Traffic light exam questions

Mark in green everything that you got completely correct.

Mark in orange where you have dropped some marks but generally did ok.

Mark in red anything that you got wrong or feel concerned about.

Other ideas

Make a recording of yourself talking about key information. Listen whenever you can.

Revise with friends/family – take turns to give key points to answer a question about a topic so everyone is on the spot.

Reduce information – try to keep reducing your notes into a few pages/key words. Big challenge – whole topic on a flashcard.

Mind maps

A mind map is a diagram used to visually organise information. They were first popularised by British psychology author and television personality Tony Buzan. He has produced a range of books and resources on this method. He argues that for mind maps to be most effective they should:

- Use plain paper landscape layout
- Start with a central image/topic preferably using different at least 3 different colours
- Thick branches radiate from the centre with the big ideas and then become thinner with the supporting details. Use different colours for each branch
- Use multiple colours throughout the mind map, for visual stimulation and also for grouping
- Print words using upper or lower case letters
- Write single words along the branches. Try to make the branch length match the length of the word
- Draw simple pictures or symbols to help create associations
- Make any links you can see between the bigger branches




Make up a story

Take a set of key words for a topic and turn them into a story that will help you remember them. This story could be related to the topic or something totally different. The key is something that is memorable to YOU.

Text into pictures

Read a story or piece of text. You have to turn the details into a series of visual images. You are allowed to use a maximum of 5 words. The rest of the information must be shown as pictures, symbols or diagrams. Numbers are free!

Key word cards

<u>Key Word</u>	<u>Definition</u>	<u>Link story</u>	<u>Picture</u>
Health Insurance	Workers, bosses and Government <u>pay in</u> to a <u>fund</u> to <u>support</u> the <u>sick</u> and <u>ill</u> when they are off work	My aunties remember paying into the scheme so they were sure of money when off work ill. This meant they were healthy and could play football.	
<u>Sounds like</u>			
Healthy, sure aunts			

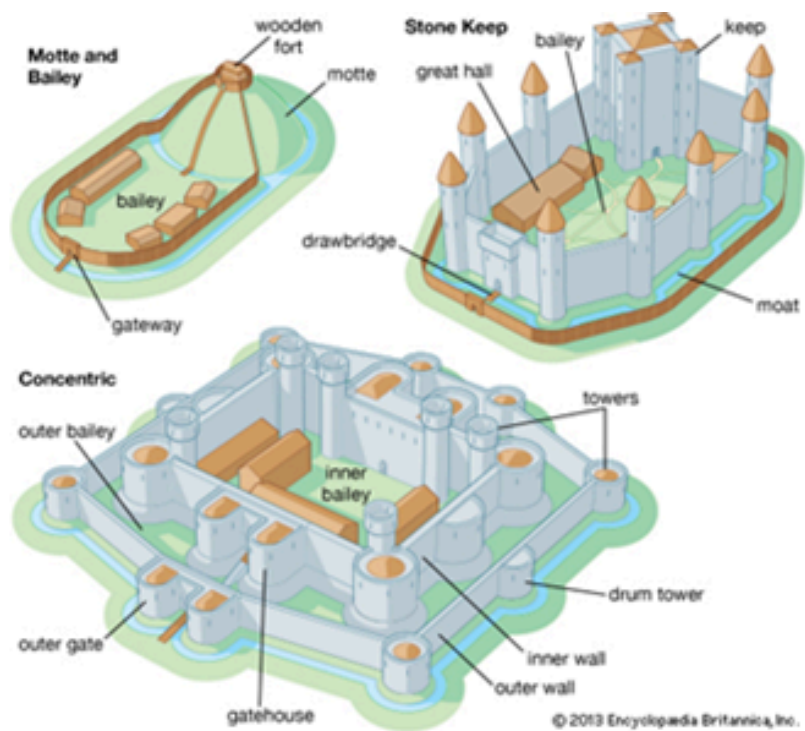


Failing to prepare is preparing to fail

1. Have a good breakfast	2. Listen really carefully to all instructions about which questions to answer	3. Design a revision timetable to take you right through to the last exam
4. Attend any revision or help classes run in the subjects you are taking	5. Be at the Theatre (or other exam venue) in plenty of time	6. Attend the Easter and May revision sessions
7. Identify the areas you find hard to remember or are not sure about. Focus your revision on these areas	8. Make sure you have all the equipment you need plus spares (e.g. pens)	9. Ask teachers for links to the syllabus, past exam questions and mark schemes
10. Attend the subject sessions that are run just before the exams e.g. breakfast sessions	11. Aim to reduce all your content for a subject / topic onto one side of A4	12. Don't stay up really late revising. Have a good night's sleep
13. Read all parts of a question before you decide how to answer it	14. Scale down time spent on social media etc. and texting to allow more time for revision	15. Get together with friends to undertake joint revision on areas you are not so sure about



What features make a good Flashcard:

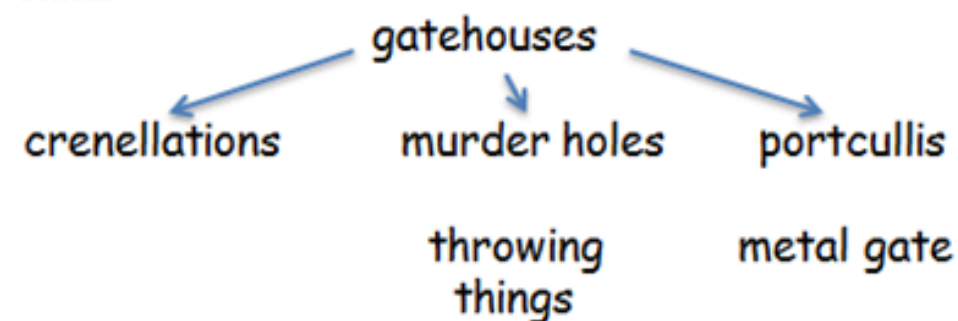


Castles defended themselves in a number of ways. Firstly, they often had a thick curtain wall surrounding the main part of the castle. This was thick, high and made of stone. Another feature castles had were tall towers. These were very high and again made of thick stone to make it difficult to attack. Sometimes, castles were surrounded by deep moats, often filled with water, but sometimes without water. Even if moats had no water in they were so steep that it would have been impossible to climb up. Many castles also had gatehouses. These had lots of features which helped to protect a castle including crenellations (which allowed archers to hide behind before shooting), murder holes (for dropping hot sand down) and portcullises (big metal gates).

curtain wall → thick/stone/tall

towers → tall/thick/stone

moats - water or dry → steep/hard to climb



curtain wall → thick/stone/tall

towers → tall/thick/stone

moats - water or dry → steep/hard to climb



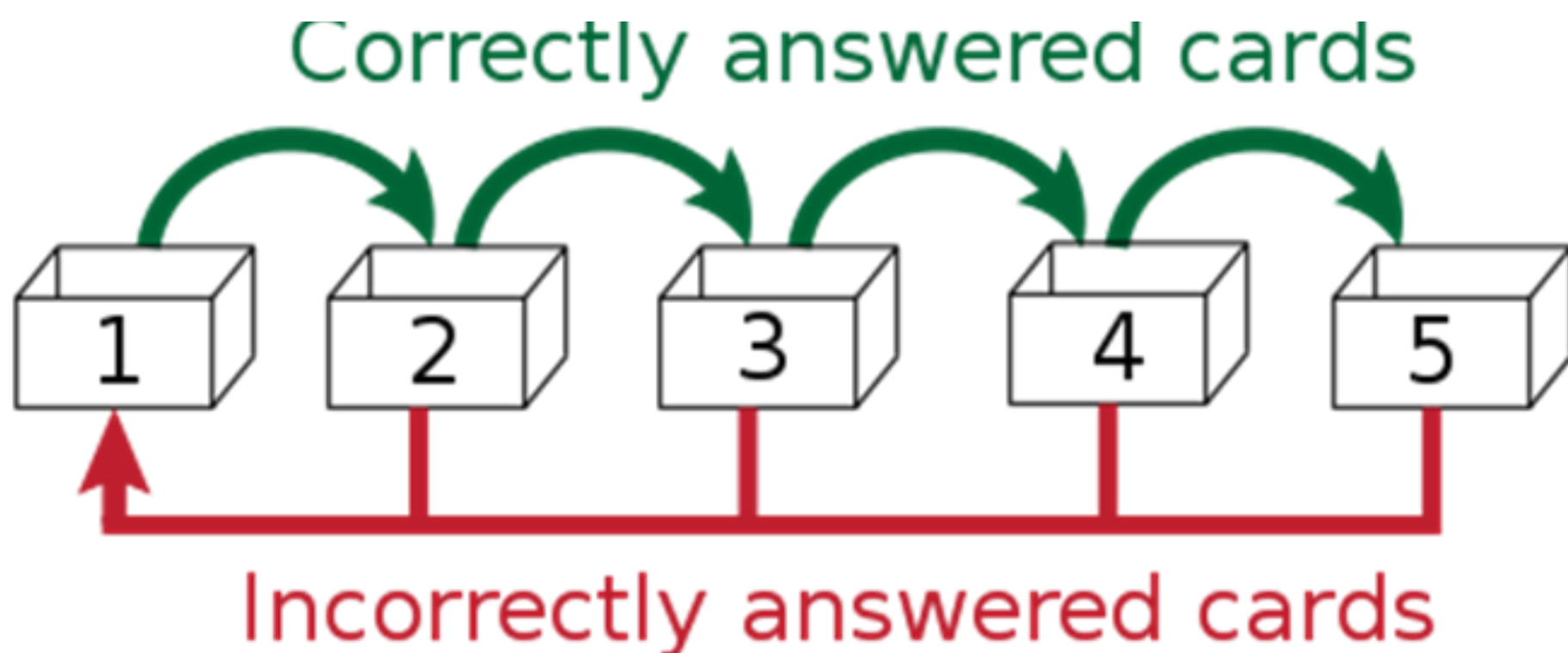
The fourth example above will be most effective for the majority of students due to the use of keywords, colour and flow diagrams.

Some ideas for flashcards include:

- Keywords and definitions
- Questions and answers
- Exam questions and marks schemes
- Exam technique cards; 'How to' cards with a question and an answer



Leitner boxes are a good way of getting students to prioritise their revision:



Box 1 contains the cards that must be frequently practiced because you make frequently mistakes when using them

Box 2 contains the cards that you are pretty good at and so get practiced less often (perhaps 50% of time of box 1?)

Box 3 contains cards that you are more confident in still and are practiced less often

Box 4 contains the cards that you know the best and you practice these least

Box 5 contains those cards that you know and do not need to practice except very rarely

When you can completely retrieve the information on a card it moves up to the next box.

When you can't retrieve the information on a card it moves down a box.



Red pen, black pen

This technique helps students to prioritise their revision on areas that they are less confident in. Any coloured pens can be used as long as they are different colours.

1. Look at the information. This could be a piece of text, diagram or flash card or mind map made previously. Set a time limit to memorise as much as you can
2. When the time limit is up, write down what you remember in one colour
3. Then look back at the original and add the parts you have forgotten in a different colour
4. Allow time to memorise these areas. Target only these areas when memorising for a second time – write up this information
5. Repeat



Folding cue sheets

This technique provides students with a revision tool that students can use to test themselves on definition, key questions, facts like dates and units etc. It requires no resources other than a pen and paper.

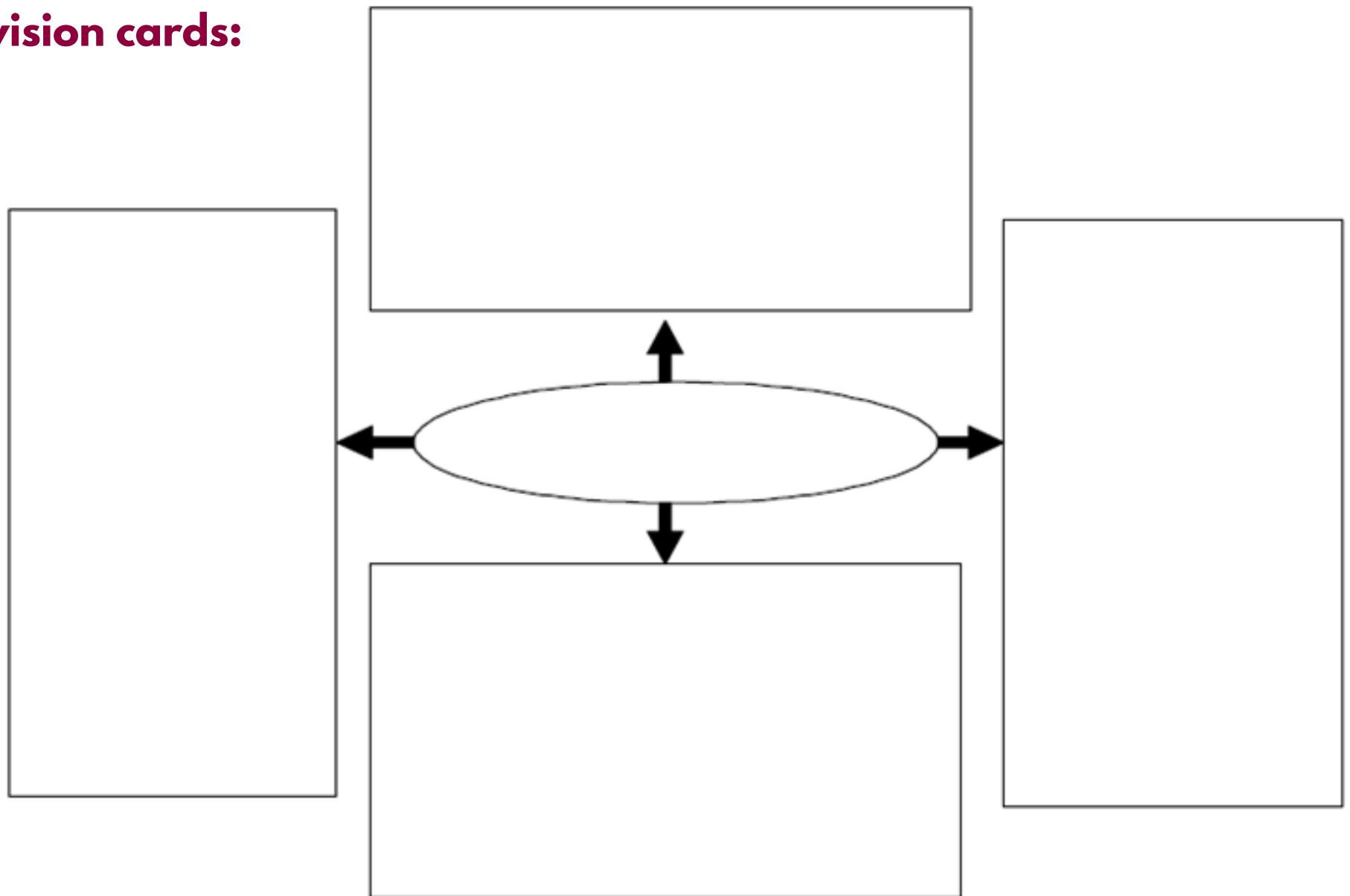
- Place a piece of paper portrait and fold the left-hand side over to make a flap
- Write keywords/questions/prompts on this flap in a vertical list
- Write the definitions/answers on the sheet next to the definitions but not on the flap so that they are actually on the other side of the paper to the list written in step 2
- Students can then look at either side to test their knowledge and fold the flap to check the answers (e.g. keywords and recall the definitions or look at the definitions and recall the keywords).



A5 revision cards and fishbone diagrams

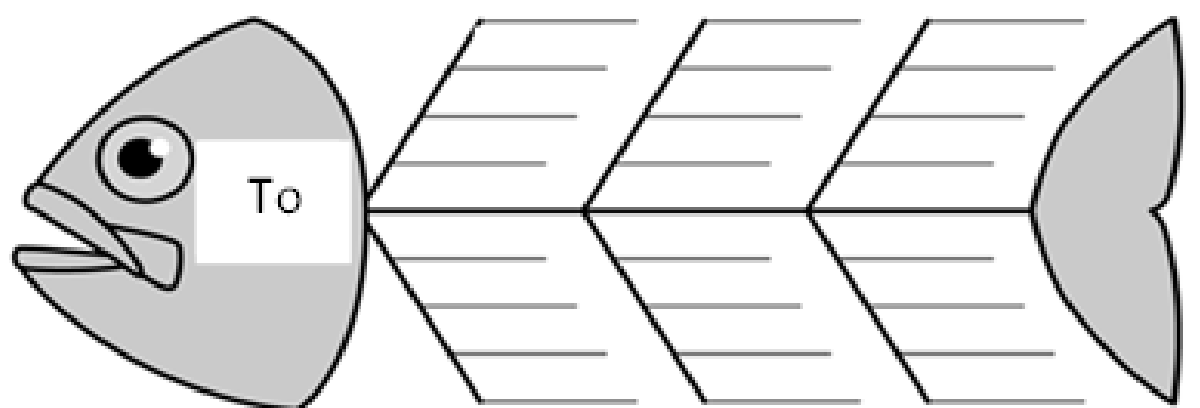
Often students find it easier to recall information if they have organised it in a way that makes sense to them. These two strategies are templates to help students to structure this for themselves.

A5 revision cards:



Students write the topic in the central oval and then record the information in groups/lists in a way that suits them. Students can then test their retrieval of one box at a time.

These are great for summarising two sides of an argument, advantages/disadvantages etc. Students can then test the retrieval of one side of the fish at a time.



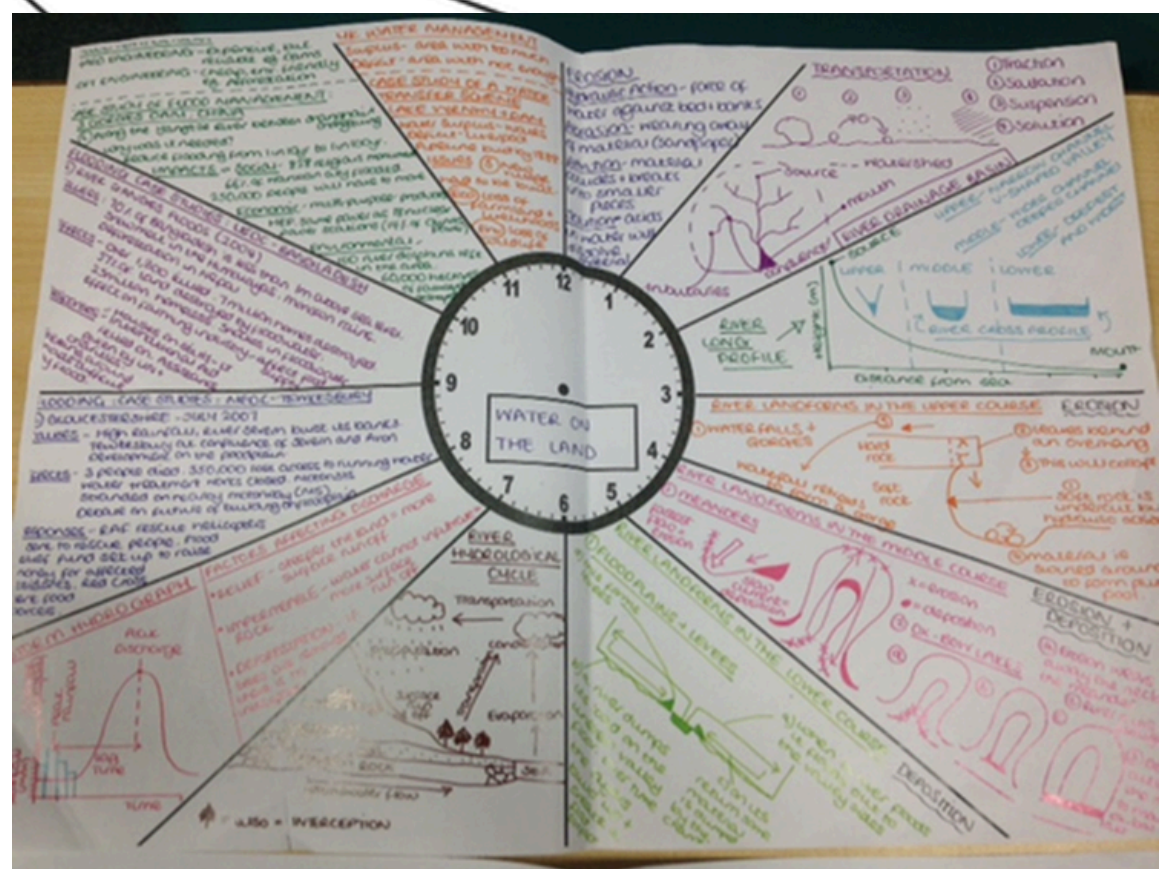
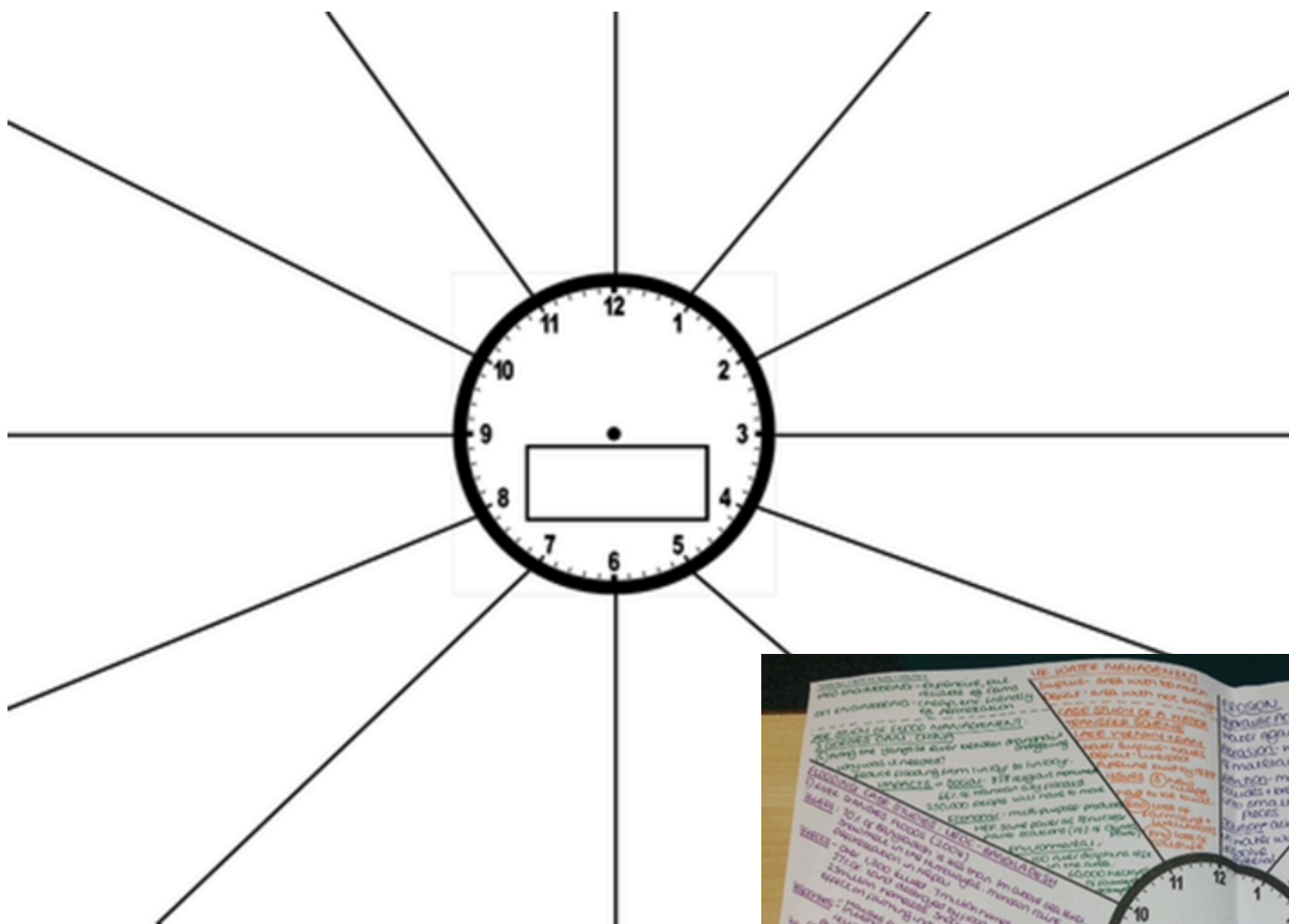
With both techniques please remember that the focus is not on producing the resources but on using these to test knowledge and practice retrieval.



Revision clocks

These are very popular with students and staff and there are lots of great examples seen around school in many different subject areas.

The idea is that a revision clock summarises a topic that can be revised in an hour. Each section of the clock should contain information that can be revised in 5 minutes before moving on to the next section. As with the A5 revision cards and fishbone diagrams, the emphasis must be on students using the information on the clock to test their retrieval of the topic one section at a time. Perhaps they have a second blank clock on which they record the information that they could not retrieve in preparation for revising the topic a second time.



Text to pictures (and back again)

In this technique students take a piece of text and convert it into series of pictures, a bit like a catchphrase. It is important that the pictures are personalised and the funnier and more memorable they are the more effective this technique should be. This technique can build into other techniques such as drawing mind maps.

Students turn a piece of text into a series of personalised pictures and symbols

Use these images to prompt memory of the text

It is important for students to design their own images and this will need modelling the first few times

Students can then use their pictures to recreate the original text

Make a note of any information that they could not recall and focus on this next time

An effective teaching technique is to do this at home:

Parent reads a piece of text one sentence at a time

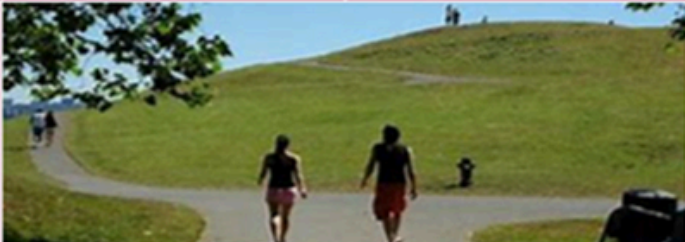
Working individually, students draw image to represent the sentences

Students then get recreate the original text using their pictures

Finally, student answers questions on the information contained in the original text



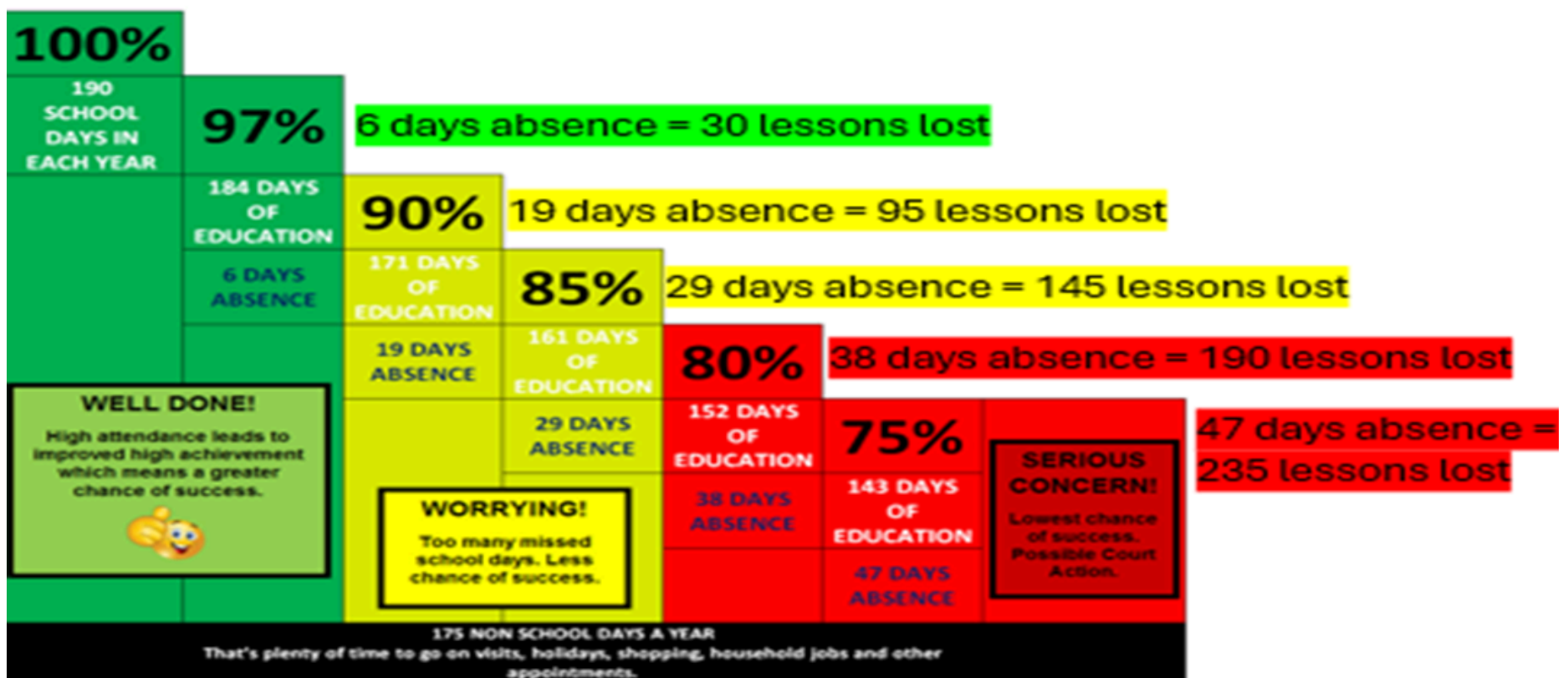
Top Tips for Revision

Start revising early (months not days before the exams)	Create a revision timetable	Set up a tidy study space	Vary your revision with different activities (mind-maps, flashcards, etc.)
Do lots of practice papers and questions	Make sure that you set aside time to relax	Keep your phone and other distractions away	Get plenty of sleep, eat well and spend time outside / exercising
You may like to listen to relaxing music whilst you revise, others may prefer silence			On the day of your exams, arrive with plenty of time



Attend to Achieve

- You have to be here to achieve great things



Top tips

- Speak to your child about what they don't already know or that they find difficult
 - Students have a tendency to want to start at the beginning and usually this is the easiest content that they have been studying for the longest
 - Look for topic lists using the GCSE specifications online and support them in highlighting what it is they already feel confident with, and what it is they need to work on
 - Always encourage them to start here as there's no point revising things they already know
- Help your child to create a revision space
- Try to ensure they are eating a balanced diet
- Try to ensure that they are getting enough sleep, consider the amount of screen time
- Try to ensure that they are still socialising and have a balance between revising and enjoying themselves
- Contact your child's Head of House if you need any support

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Further Support



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