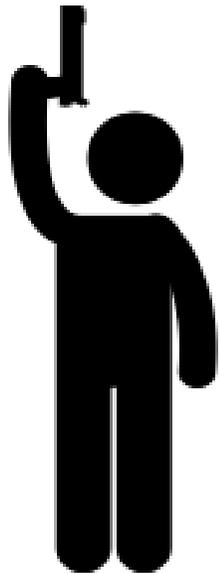


# Getting revision ready



# Revision techniques to help you remember more!

With exams fast approaching, these useful techniques are a great way to give a final boost to your revision sessions.



## Retrieval Practice

Practice bringing information from memory for better results. Retrieval practice is the act of recalling information without having it in front of you.

### How it works

In recent years, cognitive psychologists have been comparing retrieval practice with other methods of studying. What they have found is that nothing cements long-term learning as powerfully as retrieval practice.

#### Write it down

Try writing down everything you know about a topic. Then go back and check to see what you have missed.

#### Partner Up

Get together with a friend and write down everything you can remember about a topic. Compare notes and see what's missing.

#### Flash Cards

Make some flash cards and then try recalling the information on them.



## Dual Coding

The science behind why students get better results with the help of GCSEPod. Dual coding is the theory that for successful retrieval of knowledge you need to combine both words and visuals for better revision.

### How it works

Simplifying complex ideas by linking words and visuals improves encoding. This will help you remember more and, most importantly, you will then be able to recall the information better in the actual exam.

#### Compare words to visuals

Look at visuals and compare them to the words in your notes.

#### Explain in your own words

Look at an image, diagram, graph or timeline and explain in your own words what information is trying to be conveyed.

#### Turn your notes into visuals

Take the information you are trying to learn and draw visuals to represent it. This will make it easier to recall when you are reviewing revision notes.



## Interleaving

Inteleave your revision to help you remember more.

Interleaving is the theory that revising more than one topic in each revision session will help you make better links between them.

### How it works

Interleaving strengthens memory association. The brain is continuously engaged by retrieving different responses and bringing them into short-term memory. Repeating that process can reinforce connections between different tasks and correct responses, which enhances learning.

#### Switch

Switch between topics during each session.

#### Review in different orders

When reviewing make sure you do in a different order than you learnt them.

#### Make links to remember more

Try to make links between ideas and review your revision notes.



## Spaced Practice

Revise, rest, repeat...space out your revision for better results.

Spaced practice is the theory that short, sharp bursts of learning are more effective than cramming just before the exam.

### How it works

Combine spaced revision with retrieval practice for best results.

Self-test during a number of revision sessions until you can accurately recall the target information from memory.

#### Mind Mapping - After class

Write down everything you know about a topic straight after class or after watching one of our Pods.

#### Review your Maps - A few hours later

Cover your mind map and see how much you can remember. Highlight any info you couldn't remember and revise it again.

#### Memory Cards - Next revision session

Create memory cards with answers on the back and test your knowledge. Repeat every few sessions.



REVISE



TAKE A BREAK



REPEAT



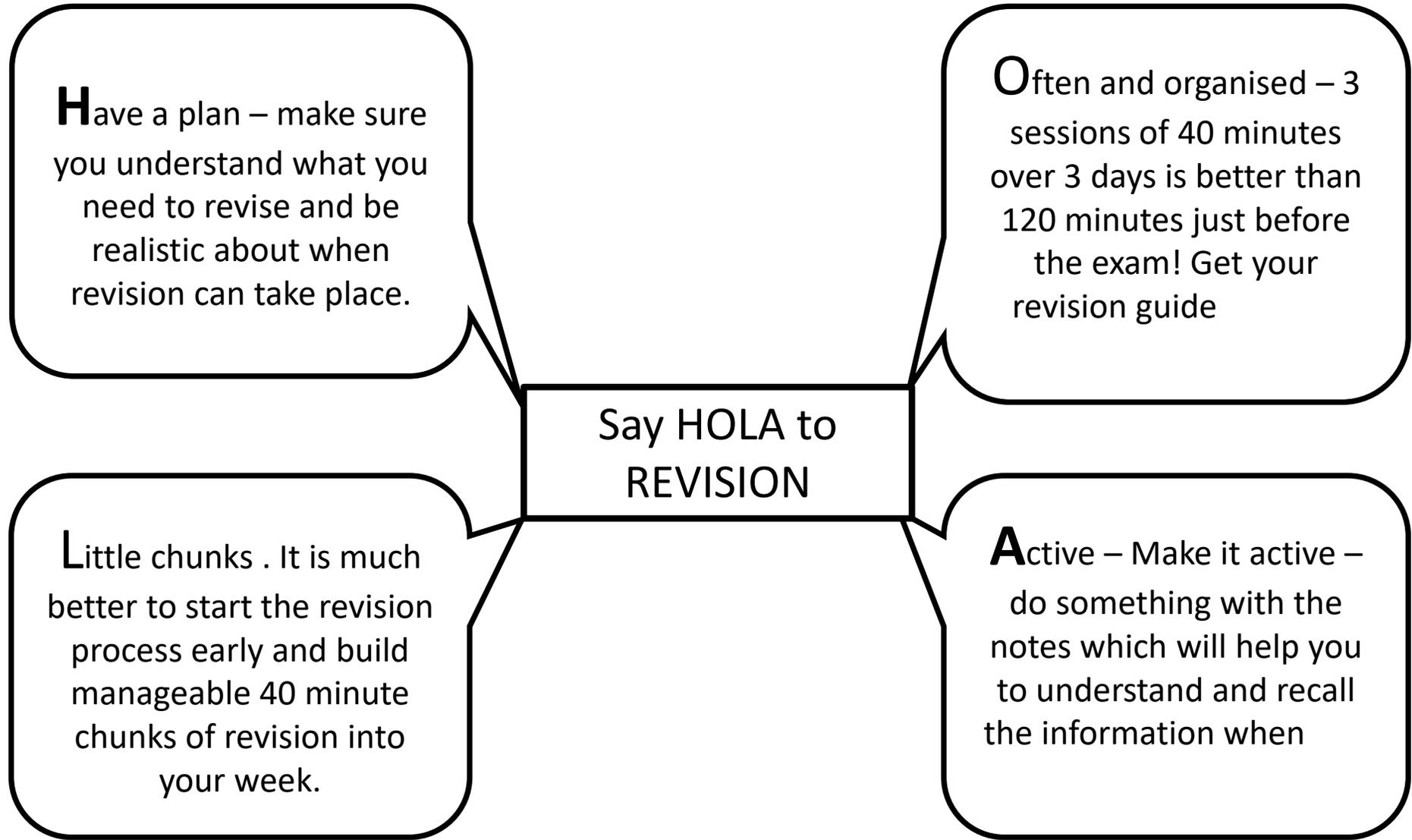
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info@gcsepod.com



0191 338 7830



**Be prepared not scared!**

## How to create a revision timetable

### Step one

Right down all the subjects that you are studying for GCSE and what you need to do revision for.

### Step two

Now rank the subjects in order, with the first being the subject which you need to do the most revision for.

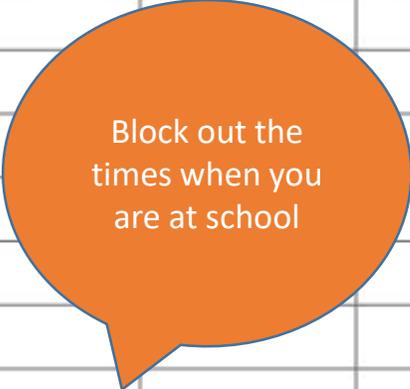
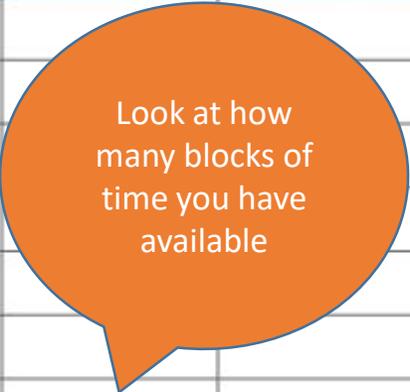
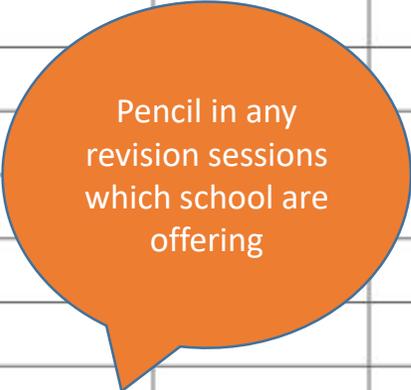
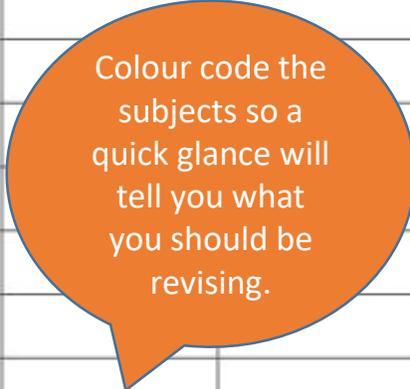
**All subjects should be built into revision**, but following the mock examinations you may feel that you need to do more work in some areas than in others.

### Step three

Creating your term time revision calendar and your holiday time revision calendar – see the next slide.

# REVISION TIMETABLE

Week Commencing:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9:00am							
10:00am							
11:00am							
12:00am							
1:00pm							
2:00pm							
3:00pm							
4:00pm							
5:00pm							
6:00pm							
7:00pm							
8:00pm							
9:00pm							
10:00pm							

**REVISION TIMETABLE**

Week Commencing:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9:00am							
10:00am							
11:00am							
12:00am							
1:00pm							
2:00pm							
3:00pm							
4:00pm							
5:00pm							
6:00pm							
7:00pm							
8:00pm							
9:00pm							
10:00pm							

# REVISION TIMETABLE

HOLIDAY

Week Commencing:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9:00am							
10:00am	<p>You have a lot more flexibility in the holidays but make sure you utilise this time.</p>		<p>Block out any commitments you have in the week – clubs or work</p>		<p>Look at how many blocks of time you have available</p>		
11:00am							
12:00am							
1:00pm							
2:00pm							
3:00pm							
4:00pm							
5:00pm	<p>Start to distribute the lessons you need to revise for over the time you have left</p>		<p>Colour code the subjects so a quick glance will tell you what you should be revising.</p>				
6:00pm							
7:00pm							
8:00pm							
9:00pm							
10:00pm							

HOLIDAY

## REVISION TIMETABLE

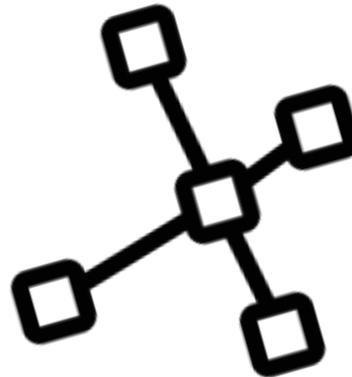
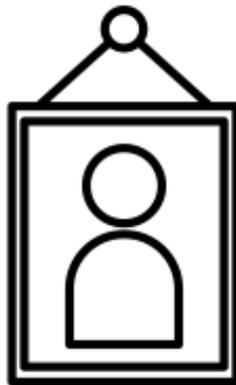
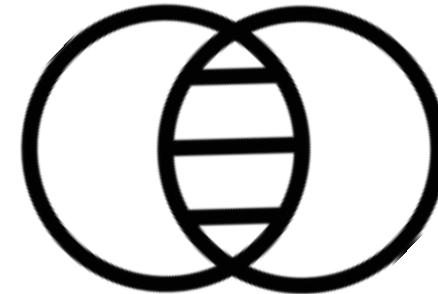
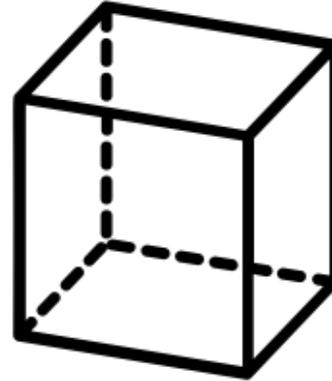
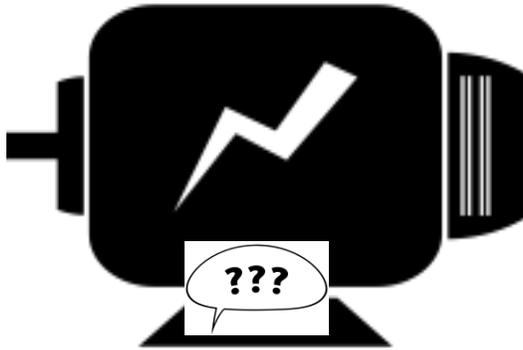
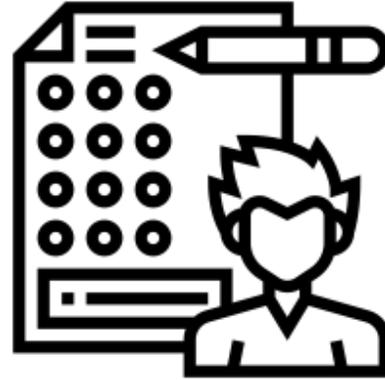
Week Commencing:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9:00am							
10:00am							
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5:00pm							
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7:00pm							
8:00pm							
9:00pm							
10:00pm							

## **A good revision timetable will:**

- ✓ Be carefully planned to cover all the subjects you need in the time you have available.
- ✓ Realistic – you can't do 12 hours of straight revision in just one subject on a Saturday - build in bursts of revision time and variety of subjects.
- ✓ Have rewards built in – this could be a 20 minute break to speak to a friend or an hour to go to the gym or watch some TV.
- ✓ Put your timetable on display in the place where you revise and also add in reminders to your mobile phone so you can commit to revision.

# Nine nifty revision techniques



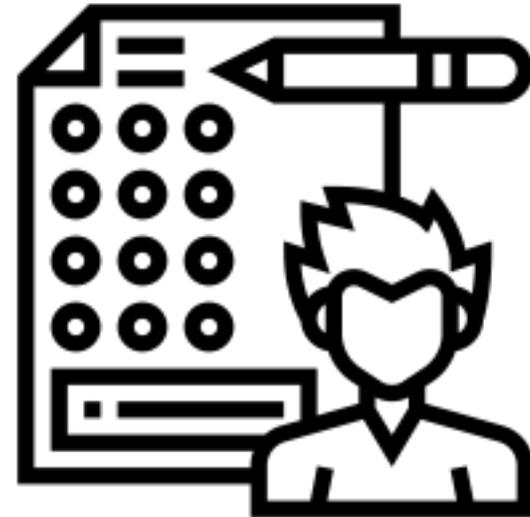
## Fill the gap

Go back through your books and start to identify any gaps in your work – use your checklists from your teachers and respond to all those star questions and EBI that your teacher has set for you. These tasks are designed to fill in any gaps in your knowledge.



## Quiz

As you go through your notes write a multiple choice quiz of 15 questions linked to the topic. Using the specification (spec check) may help with this. Writing these questions will allow you to recap the key aspects of what will come up and remind you what needs to be covered. You can complete the quiz the next time you revise to see how much you remember.



## Flash cards

These are a useful tool for keywords, concepts and processes. On one side of the card write or draw the keyword or concept and then on the reverse write a definition or explanation. Use these cards to test yourself or your friends.

Quizlet allows you to create these electronically.



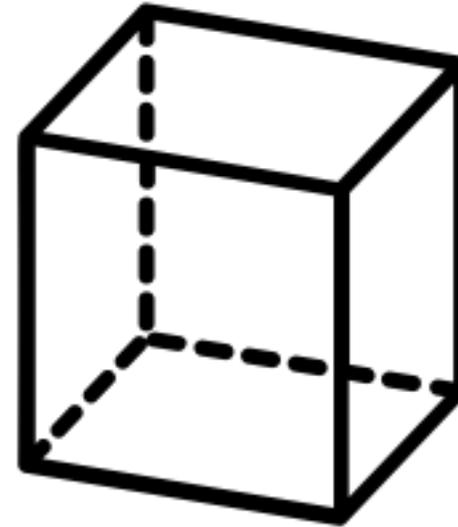
## Exam Question Creator

Take on the role of the examiner and write your own exam questions and mark schemes. Using command words such as identify, describe, explain, compare, examine, assess and evaluate – along with the specification – write 1,2,4,6,8,12 mark questions. Also use your notes to create a mark scheme bullet pointing what needs to be included.



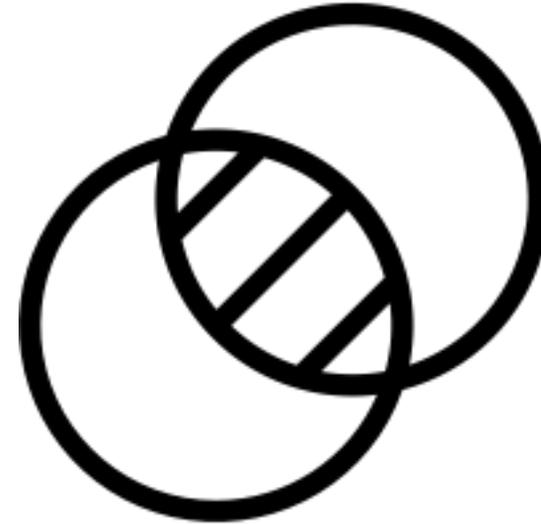
## Cramming cube

An alternative to flash cards could be a cramming cube. Using a cube outline identify six key aspects linked to the topic. These could be keywords, processes, concepts or exam questions.



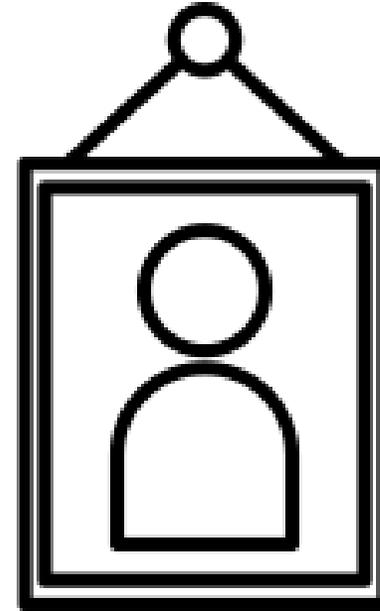
## Venn diagram or Comparison alley

This is an excellent technique for comparing two places or processes. Simply draw a diagonal 'alley' across your flash card or your page – on either side of the 'alley' write down features/characteristics which are unique to the place/process and in the alley way list the similarities.



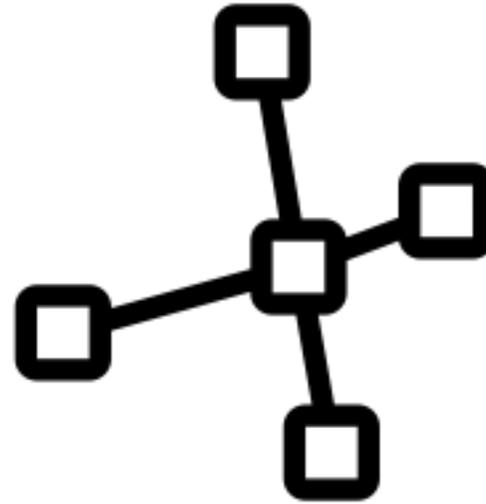
## Picture it

Read through a chunk of text and transform it into a series of pictures. This could be a visual set of prompts for an extended question. You can use numbers, arrows, emojis, flags or other icons. See if someone else can decode your pictures and answer the question.



## Concept map and revision clocks

Develop a concept map or mind map for an entire topic. This can be structured under key headings. Combine key trigger words and illustrations to provide an overview.



## Practice, practice, practice

Past papers may not seem the most exciting way to revise but they are actually really helpful in developing exam technique such as pace and for getting used to the structure of the paper.

Remember – exam reports show that pupils that highlight command and keywords and plan for the extended questions, perform better.



## Looking at some examples of high tariff exam questions from across the curriculum

**Science:** Use ideas about structure and bonding to explain the similarities and differences between the properties of carbon dioxide and silicon dioxide. [6 marks]

**History:** Has the role of the individual been the main factor in developing the treatment of disease in Britain? Explain your answer with reference to the role of the individual and other factors. Use a range of examples from across your study of Health and the people: c1000 to the present day. [16 marks] [SPaG 4 marks]

**Geography:** The worldwide economic impacts of climate change are more concerning than the environmental impacts.' To what extent do you agree with this statement? [8 marks]

**RP:** (d) "It is a woman's right to choose abortion." [15 marks] Discuss the statement showing that you have considered more than one point of view. (You must refer to religious and non-religious beliefs, such as those held by Humanists and Atheists, in your answer.)

**Business Studies:** Evaluate the likely impact on *Sainsbury's* of replacing Fairtrade with its own Fairly Traded scheme. You should use the information provided as well as your knowledge of business. [12 marks]

**Drama:** You are performing the role of Mickey. Describe how you would use your acting skills to interpret Mickey's character. Explain why your ideas are appropriate for: this extract and your performance of your role in the play overall. [20 marks]

**Music:** Evaluate how effectively Beethoven and Handel write for solo keyboards and exploit the use of rhythm and temp in these two extracts. [12 marks]

**Music Technology:** Evaluate the suitability of different types of microphones for recording the drum kit in a recording studio. [8 marks]



Read



Plan



Scan

Has the role of the individual been the main factor in developing the treatment of disease in Britain? **Explain** your answer **with reference** to the role of the individual and other factors. **Use a range of examples** from across your study of Health and the people: c1000 to the present day. [16 marks] [SPaG 4 marks]



Read



Gavin Smart

@gavinsmart

Simple but very useful resource for students to help them understand command words in questions. #asechat #scichat [pic.twitter.com/Xb231hLO2m](https://pic.twitter.com/Xb231hLO2m)

The list below explains some of the common words you will see used in exam questions.

#### Calculate

Work out a number. You can use your calculator to help you. You may need to use an equation. The question will say if your working must be shown. (Hint: don't confuse with 'Estimate' or 'Predict')

#### Compare

Write about the similarities and differences between two things.

#### Describe

Write a detailed answer that covers what happens, when it happens, and where it happens. Talk about facts and characteristics. (Hint: don't confuse with 'Explain')

#### Discuss

Write about the issues related to a topic. You may need to talk about the opposing sides of a debate, and you may need to show the difference between ideas, opinions, and facts.

#### Estimate

Suggest an approximate (rough) value, without performing a full calculation or an accurate measurement. Don't just guess – use your knowledge of science to suggest a realistic value. (Hint: don't confuse with 'Calculate' and 'Predict')

#### Explain

Write a detailed answer that covers how and why a thing happens. Talk about mechanisms and reasons. (Hint: don't confuse with 'Describe')

#### Evaluate

You will be given some facts, data or other information. Write about the data or facts and provide your own conclusion or opinion on them.

#### Justify

Give some evidence or write down an explanation to tell the examiner why you gave an answer.

#### Outline

Give only the key facts of the topic. You may need to set out the steps of a procedure or process – make sure you write down the steps in the correct order.

#### Predict

Look at some data and suggest a realistic value or outcome. You may use a calculation to help. Don't guess – look at trends in the data and use your knowledge of science. (Hint: don't confuse with 'Calculate' or 'Estimate')

#### Show

Write down the details, steps or calculations needed to prove an answer that you have been given.

#### Suggest

Think about what you've learnt and apply it to a new situation or a context. You may not know the answer. Use what you have learnt to suggest sensible answers to the question.

#### Write down

Give a short answer, without a supporting argument.

#### Top tips

Always read exam questions carefully, even if you recognise the word used. Look at the information in the question and the number of answer lines to see how much detail the examiner is looking for.

You can use bullet points or a diagram if it helps your answer.

If a number needs units you should include them, unless the units are already given on the answer line.



# Read

**Has the role of the individual been the main factor in developing the treatment of disease in Britain? Explain your answer with reference to the role of the individual and other factors. Use a range of examples from across your study of Health and the people: c1000 to the present day. [16 marks] [SPaG 4 marks]**

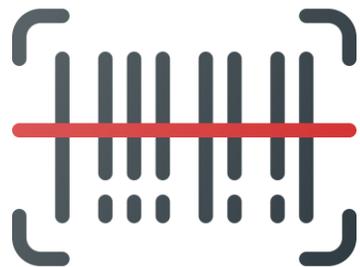


# Plan

Tips:

- Make sure that you have discussed at least 2 factors but ideally 3.
- Make sure that you have discussed the long term and short term impacts of a range of discoveries.
- Make sure that in your conclusion you have answered the question showing a well explained judgement AND that you have said how the factors are linked together. If you are running out of time prioritise your conclusion.

**Has the role of the individual been the main factor in developing the treatment of disease in Britain? Explain your answer with reference to the role of the individual and other factors. Use a range of examples from across your study of Health and the people: c1000 to the present day. [16 marks] [SPaG 4 marks]**



**Scan**

Read the question carefully and ensure you have **used link sentences at the start and end of every paragraph.**

Make sure that you check your work carefully- remember there are 4 marks for SPAG available on this question.

# 3 top tips for improving performance in examinations



- Read the question carefully. Deconstruct it and rewrite it in your own words if necessary.
- Identify the command words and also the subject specific terminology.
- Look at the marks available as an indicator of time available.



- Make a few bullet points on what you need to include or the specific knowledge that you need to build into this answer.
- Work through the plan and allow it to act as a prompt or memory booster for when you are in full flow.



- Once you have written the first part of your answer, using your plan, scan back over what you have written – are you still answering the question or are you drifting off point?
- Don't wait till the very end to scan. It will also help you avoid waffle.



If goats can climb trees, you can get GCSEs!