A Guide to Preparing for Exams

The coming weeks and months are an important time for Year 11 students as you prepare for your examinations. This set of slides is aimed at helping all students to plan and use their revision time effectively, as well as giving parents/carers some tips on how you can help and support your child at home.

THE SNAITH SCHOOL

A Guide to Preparing for Exams

Contents:

THE SNAITH SCHOOL

Revision Skills

The revision techniques and examples that follow form part of the Year 11 tutor time revision programme that all students have worked through since returning in September.
Every student will find the techniques they feel suit their own style of learning. There is not one fixed way to revise.

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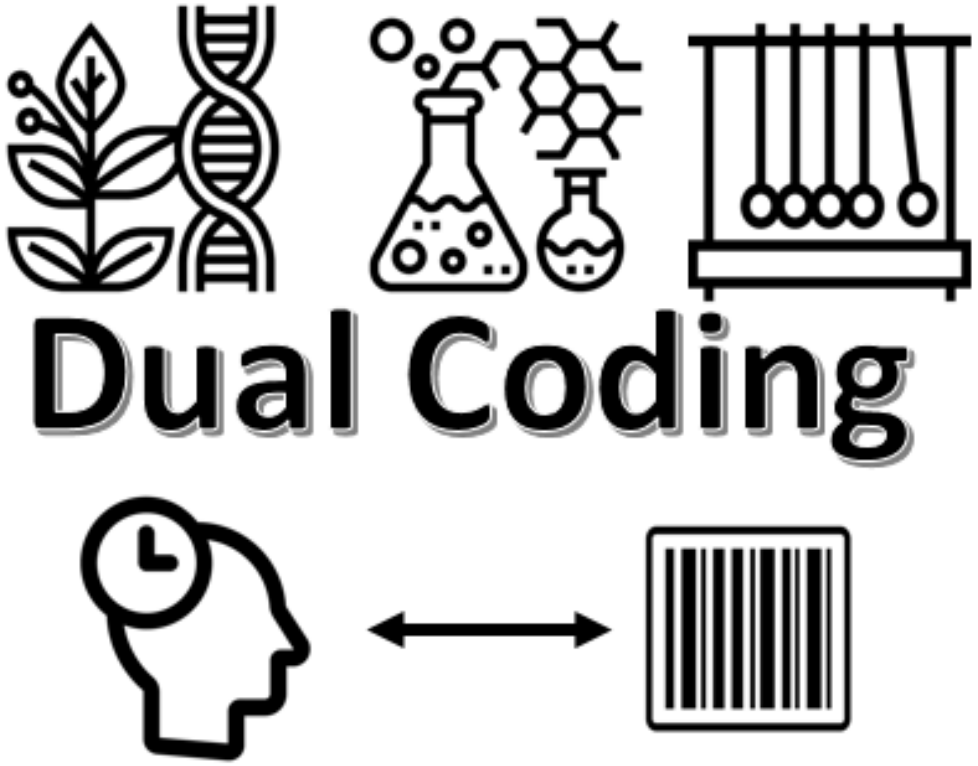
Revision Technique 1: Dual coding

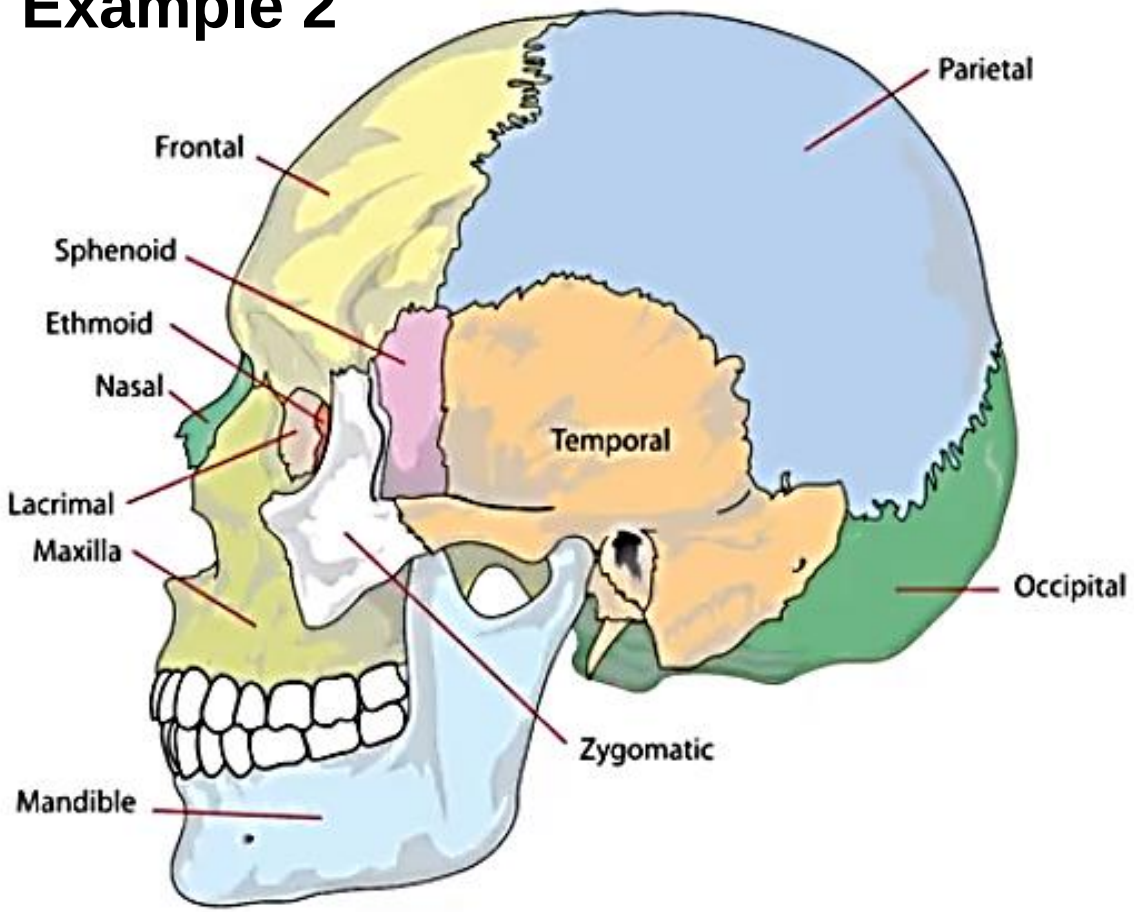


Cognitive scientists have found that **connecting pictures and words** can help you remember information more effectively than just using one or the other. This is called **dual coding.**

Ready to Revise: How can I use **dual coding** to improve my recall and retention of information?

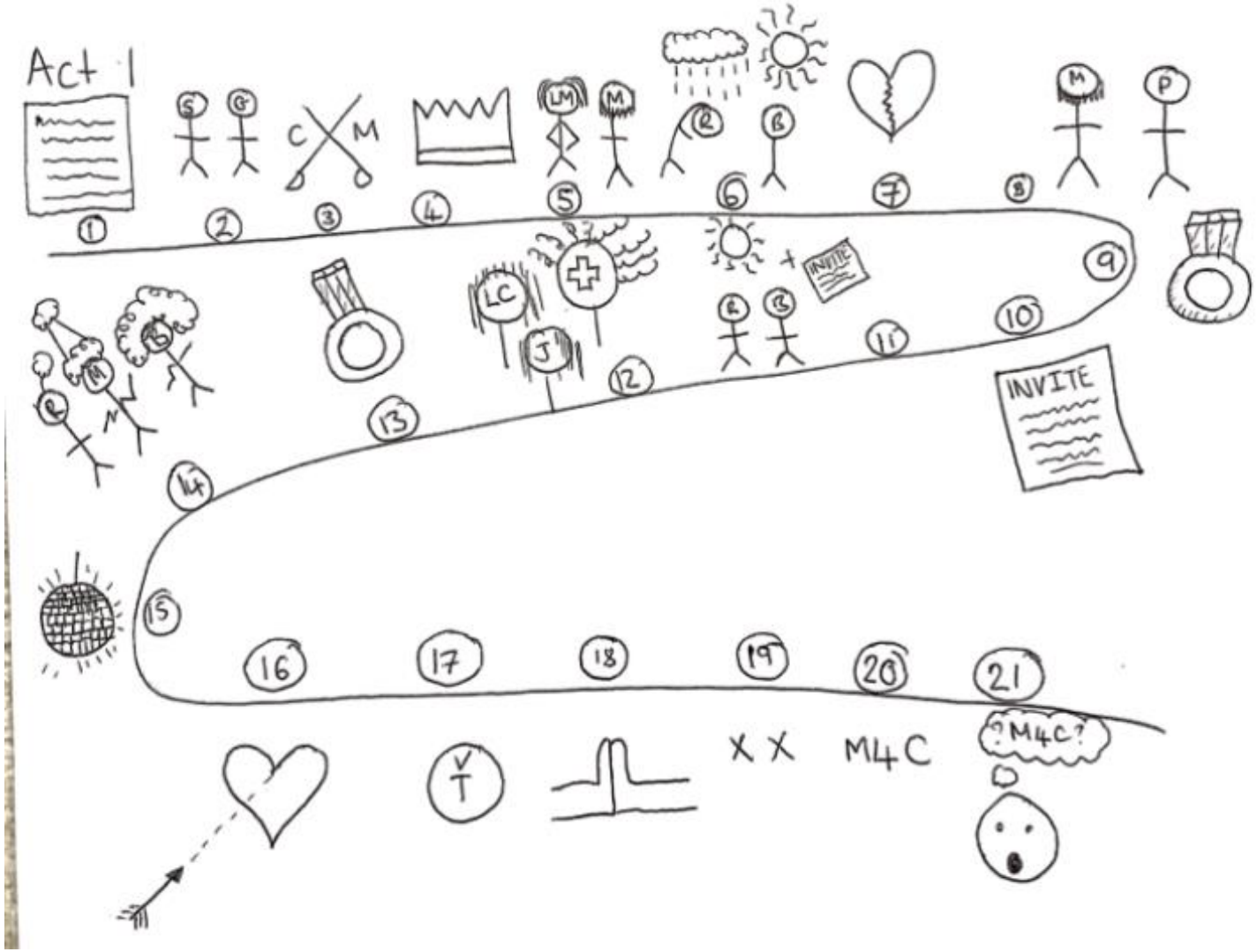
- **Example 1:** The skull is made up of a number of different areas that include the parietal (the top of the head), occipital (at the base of the skull near the neck), the frontal (near the forehead), and the temporal (near the temples). The facial bones are part of the skull. The mandible is known more commonly as the jaw with the maxilla being the upper jaw. The eye sockets are called the lacrimal.

Example 2



Which example would help you learn the parts of the skull **most effectively**? *Why?*

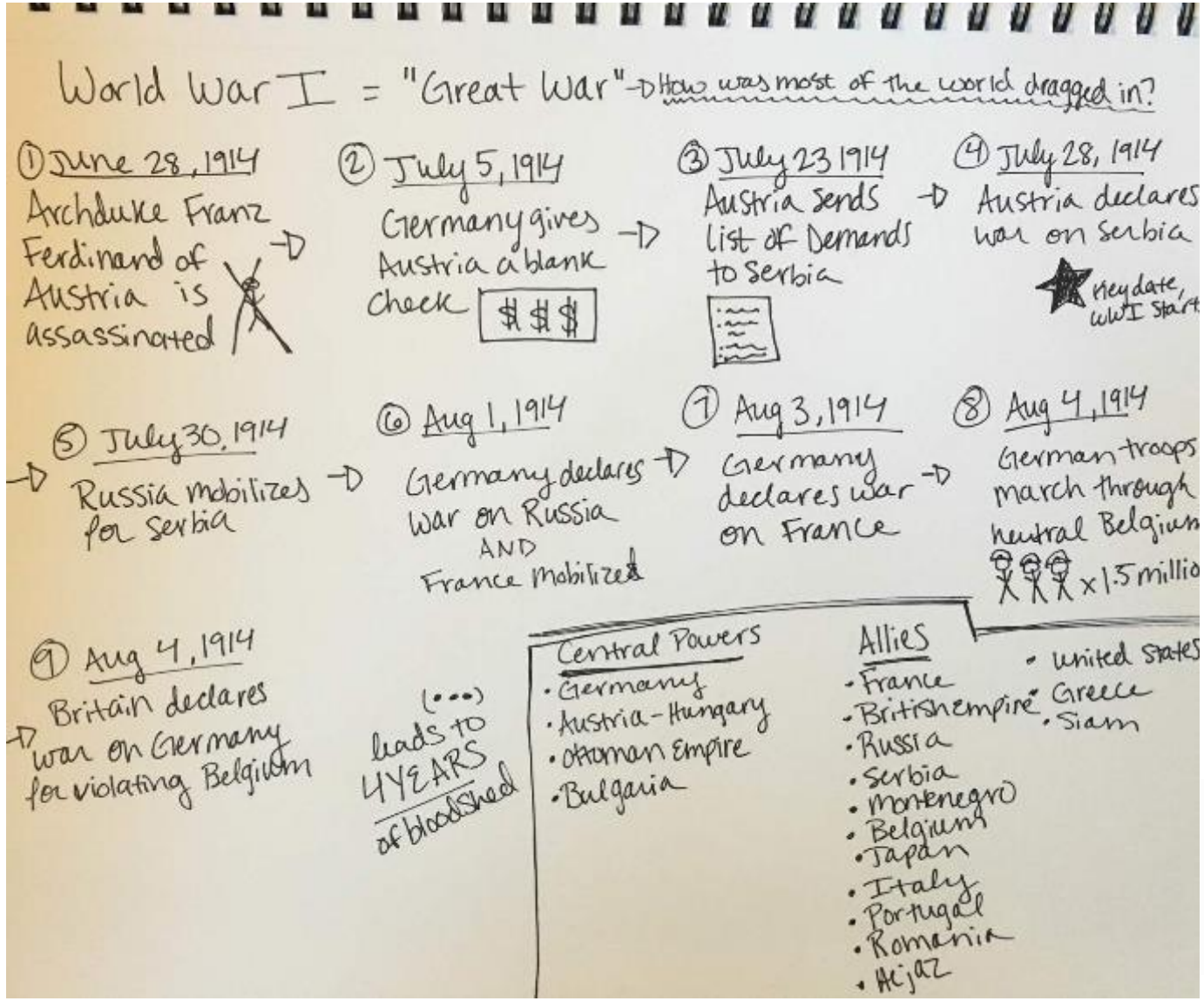
Ready to Revise: How can I use **dual coding** to improve my recall and retention of information?



How can I use **dual coding** to improve my recall and retention of information?

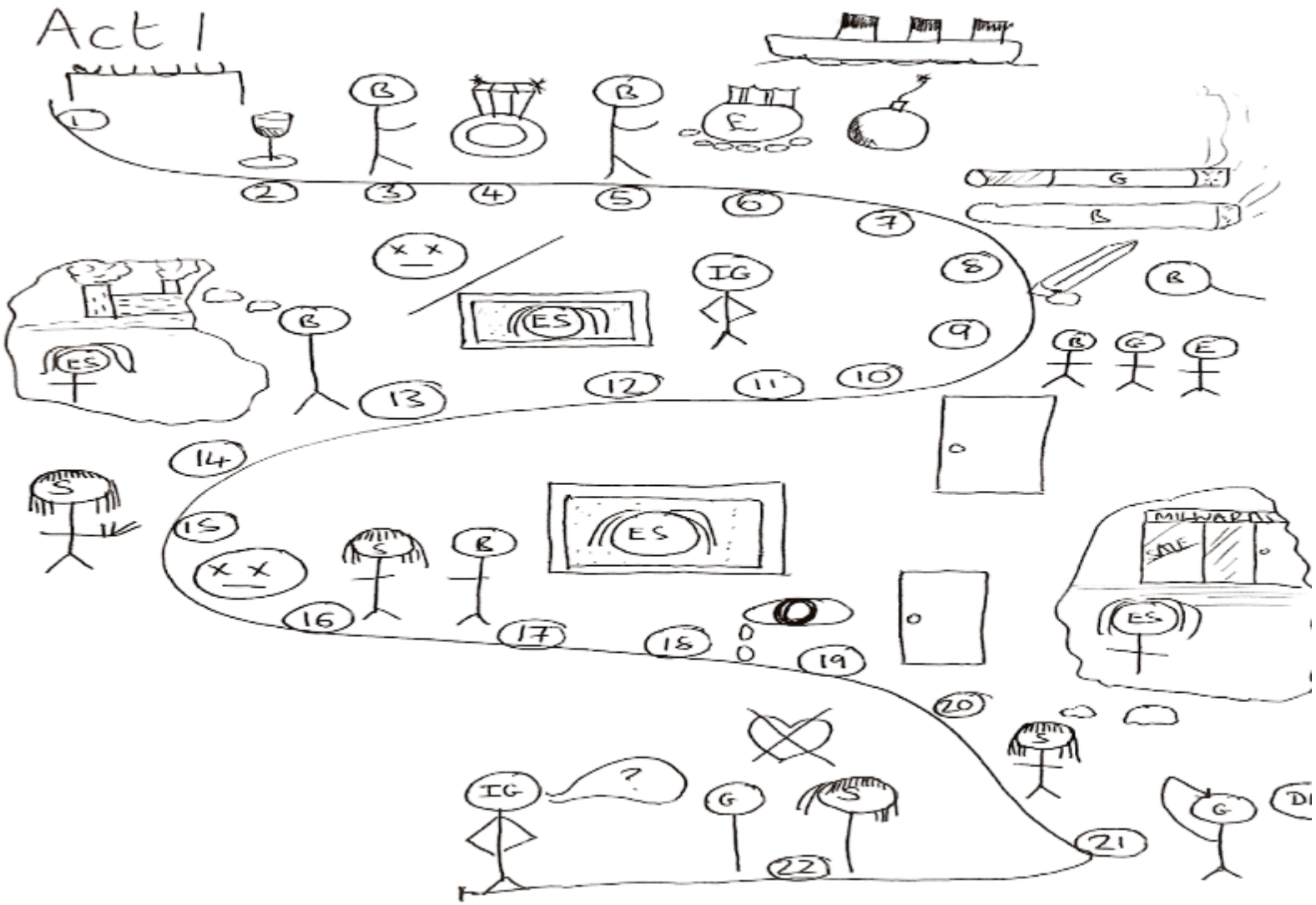
How about this one for World War 1?

*On a sheet of paper create your own **dual coding** guide to Act 1 of 'An Inspector Calls'.*
Add quotes if you can

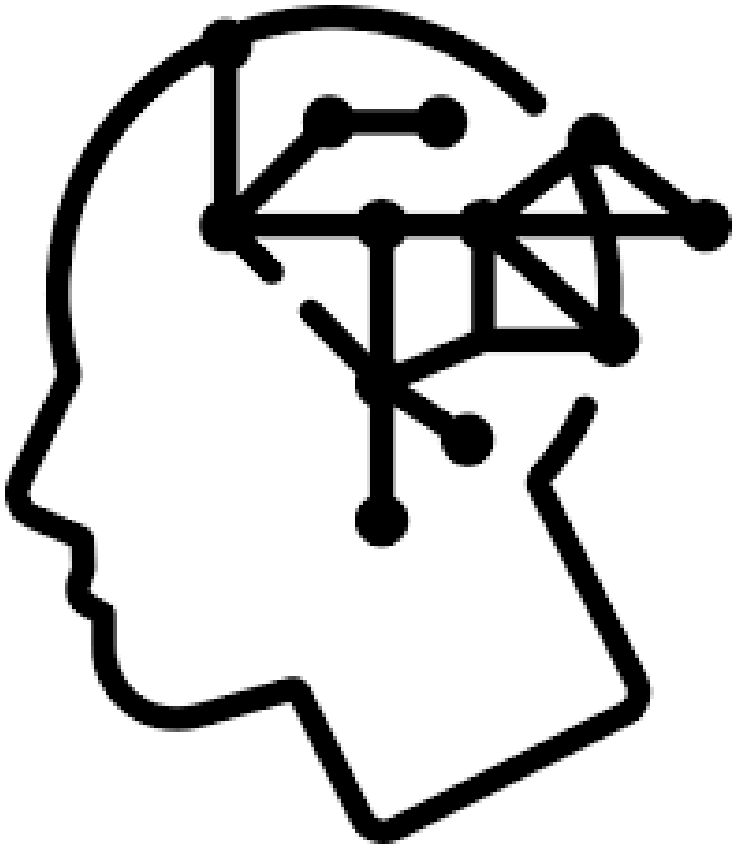


How can I use **dual coding** to improve my recall and retention of information?

Act 1 of 'An Inspector Calls'.

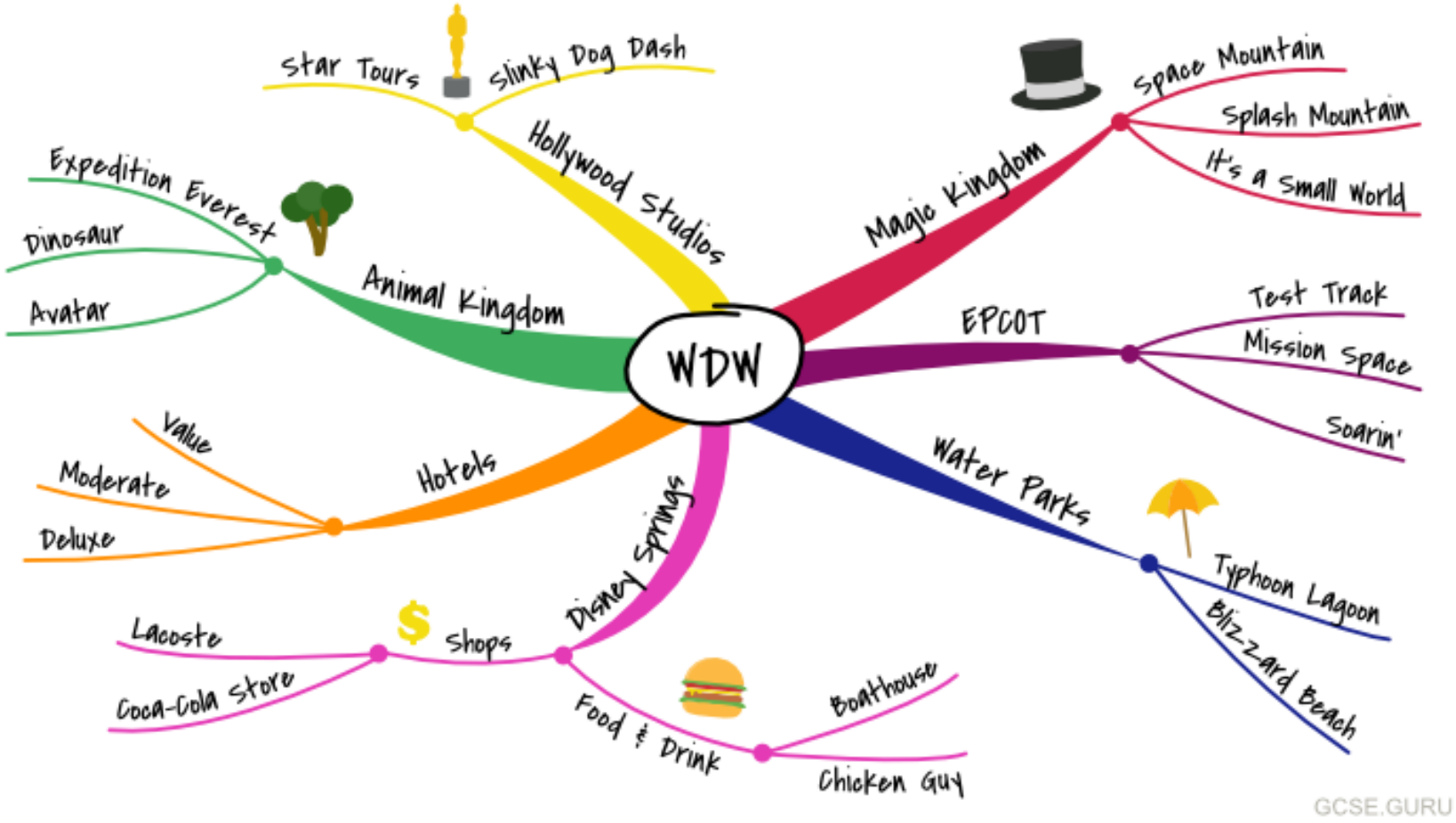


Revision Technique 2: Mind-map



A mind map is a visual diagram that provides an overview or summary of a topic or idea.

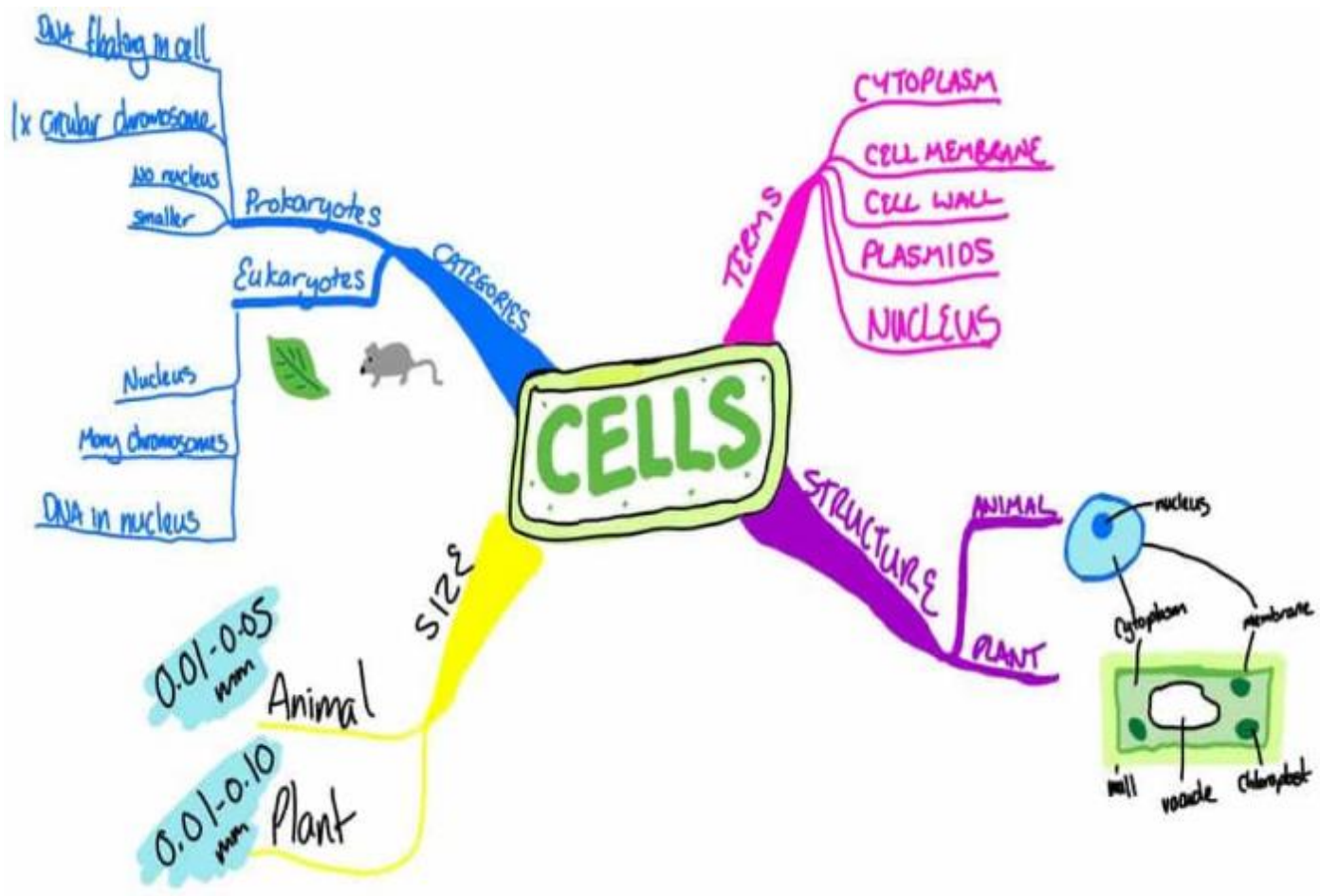
Creating mind maps is a technique that many students find effective when revising.



- The main subject, topic or idea is located in the centre, with related ideas and information branching from it in many directions.
- Each related idea may have further information or ideas branching from them.
- Both words and images can be used when creating a mind map.

Mind maps allow you to see everything at a glance

- Mind maps are concise and constrained to a single side of paper.
- This allows you to see all the information for that topic at a single glance, all in one place.
- Seeing the information in this format also helps you to quickly and easily spot connections and relationships.



How to create a mind map

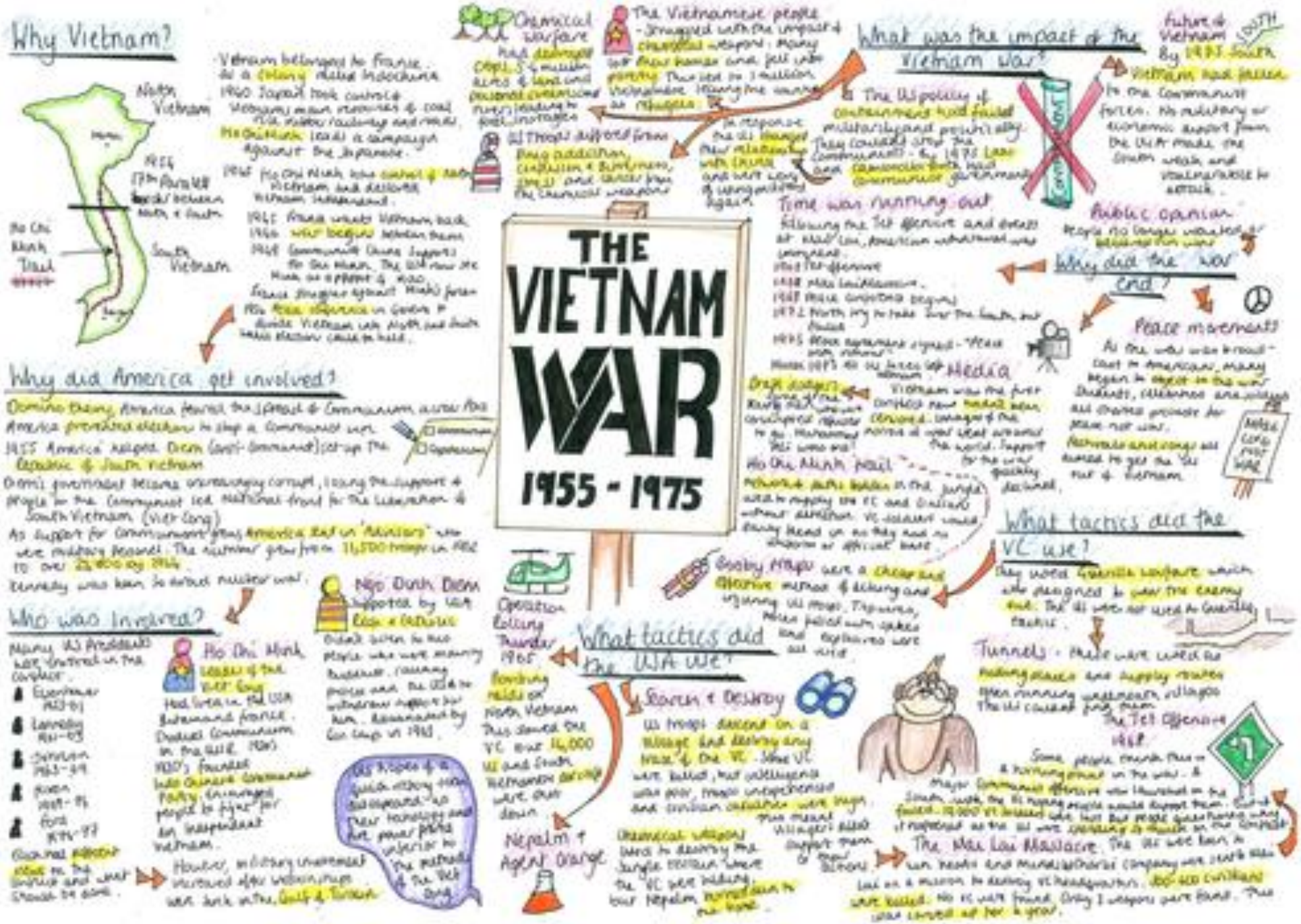
1. Put your main idea or topic in the middle of page and draw a circle around it. This will be your starting point
2. Add related keywords or phrases all around this, then use lines to connect these ‘first level branches’ to the starting point
3. As needed, connect further keywords and phrases to the first level branches (these are called child branches)
4. If needed, add further branches to your child branches

Remember:

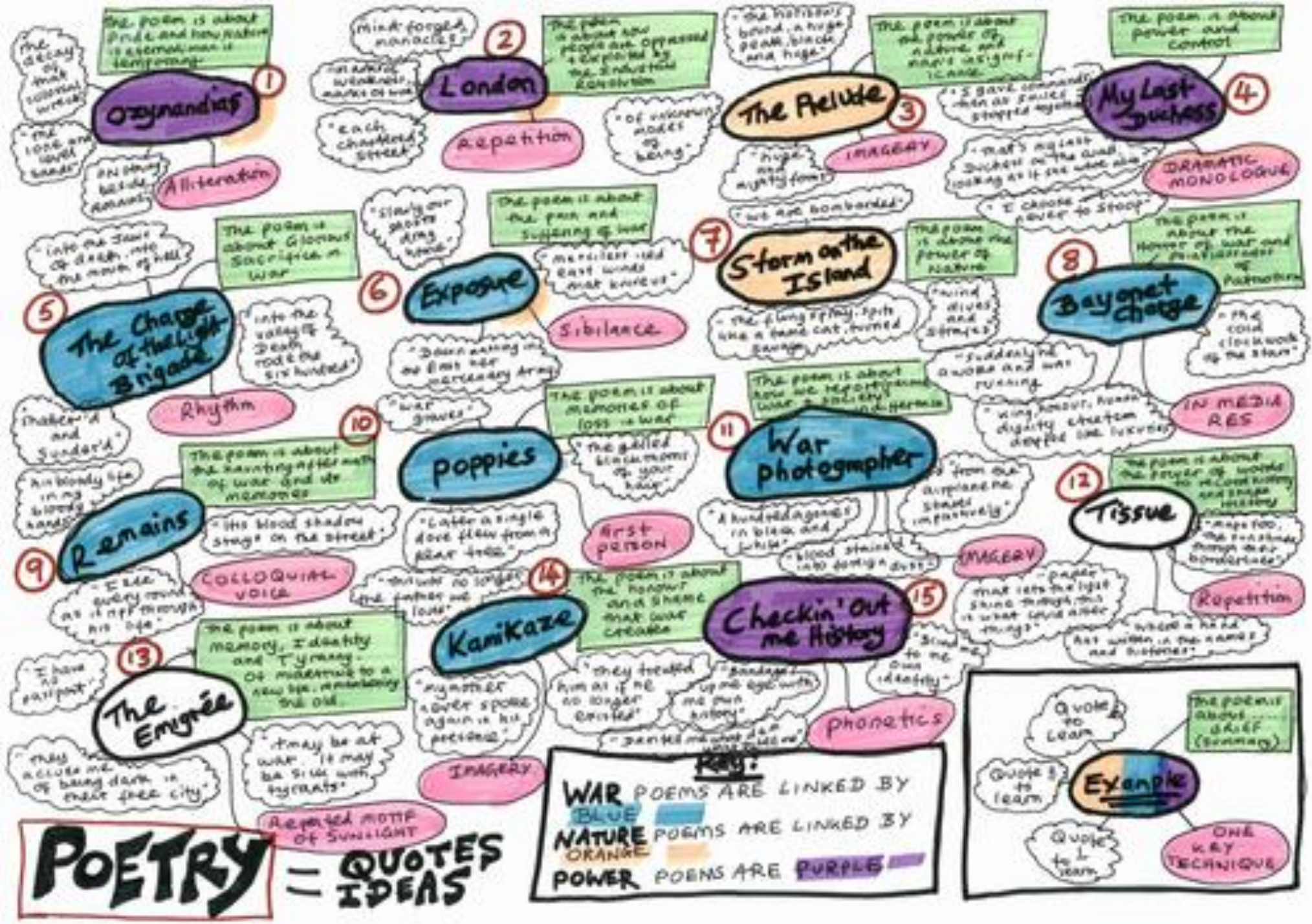
- Use keywords and short phrases, not full sentences
- Use images, icons and colour as you see fit. These are really helpful memory triggers
- Try to create a sense of hierarchy as you break down the information
- Keep the mind map to one side of paper
- Don’t worry about your artistic skills, it’s not a competition

On the following slides are examples from different subjects

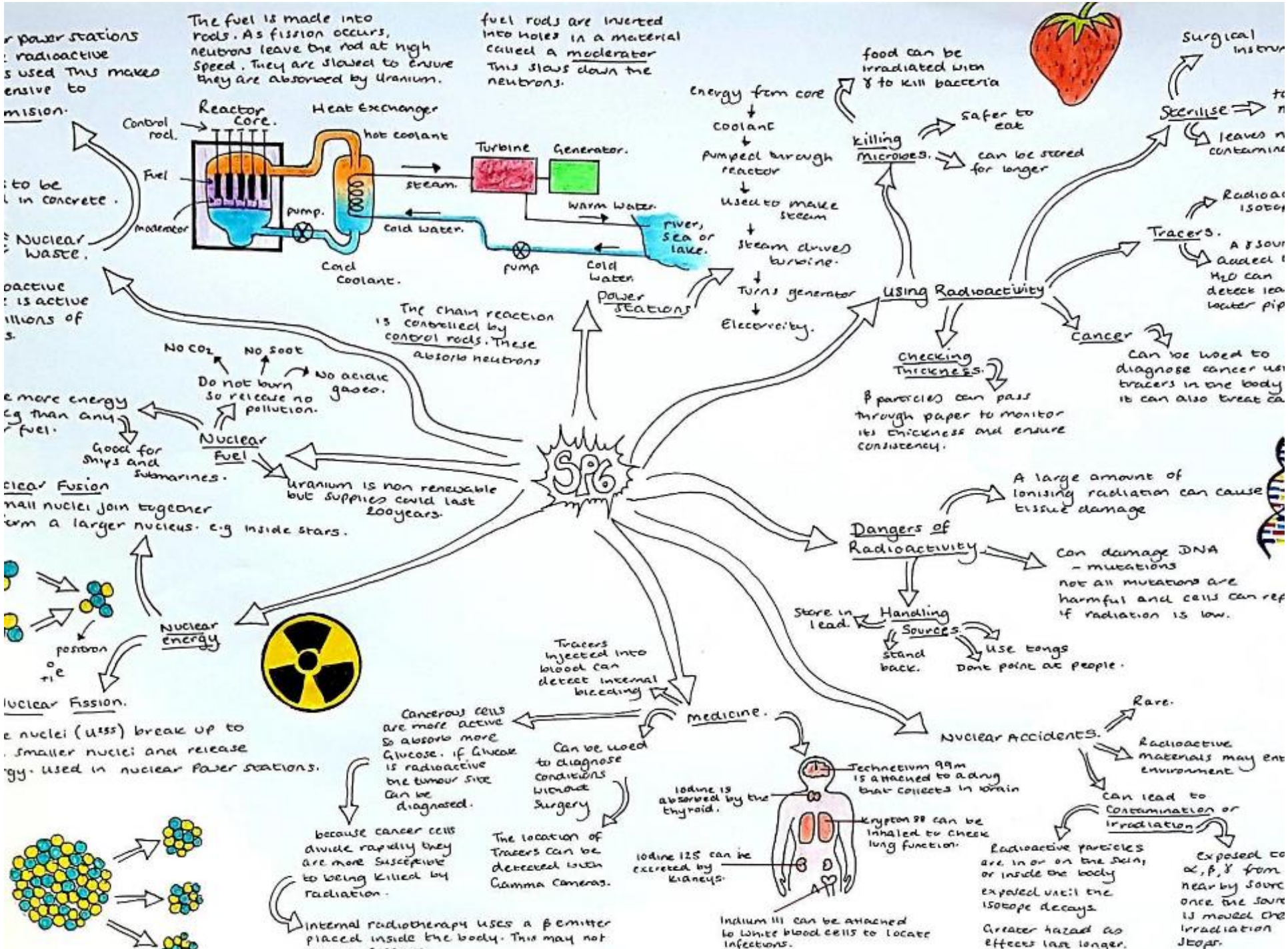
History


THE VIETNAM WAR
1955 - 1975
Why Vietnam?
North Vietnam
South Vietnam
Ho Chi Minh Trail
Why did America get involved?
Who was involved?
Ho Chi Minh
Ngo Dinh Diem
What tactics did the VC use?
Tunnels
What tactics did the USA use?
Search & Destroy
Operation Rolling Thunder 1965
Nepalm & Agent Orange
The Tet Offensive 1968
The Mai Lai Massacre
What was the impact of the Vietnam War?
Why did the war end?
Peace movement
Media
Public opinion
Time was running out
Future of Vietnam By 1975 South Vietnam had fallen to the communist forces.
Chemical warfare
The Vietnamese people

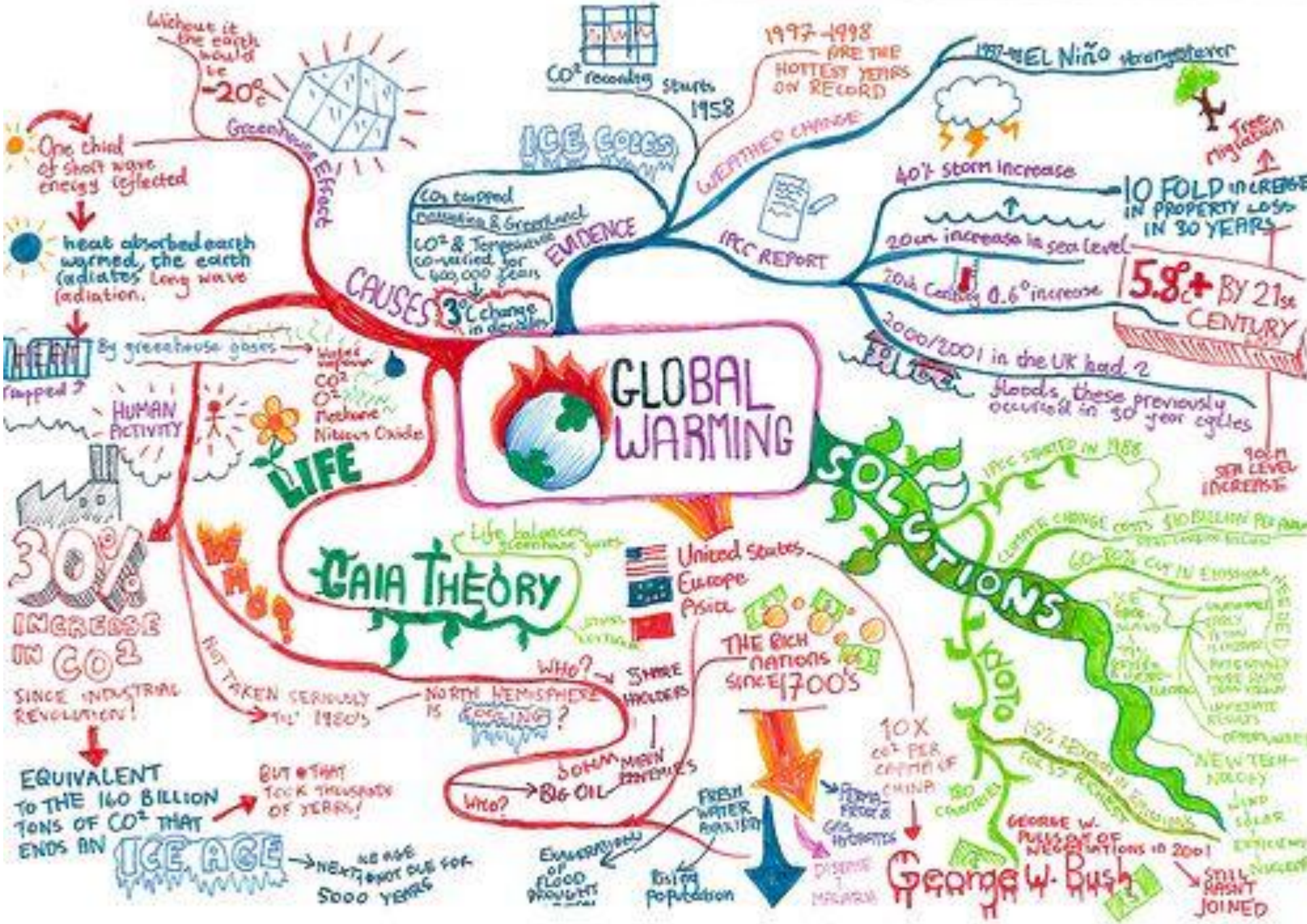
English Lit Poetry



Physics


Power stations
radioactive
s used This makes
ensive to
mision.
to be
in concrete.
Nuclear
waste.
oactive
is active
illions of
s.
The fuel is made into rods. As fission occurs, neutrons leave the rod at high speed. They are slowed to ensure they are absorbed by Uranium.
fuel rods are inserted into holes in a material called a moderator This slows down the neutrons.
Reactor core.
Heat Exchanger
Control rod.
Fuel
moderator
hot coolant
Turbine
Generator.
steam.
pump.
warm water.
cold water.
river, sea or lake.
Cold Coolant.
pump
Cold water
Power stations
Energy from core
coolant
pumped through reactor
used to make steam
steam driven turbine.
Turns generator
Electricity.
The chain reaction is controlled by control rods. These absorb neutrons
No CO_2
No soot
Do not burn so release no pollution.
No acidic gases.
more energy
g than any
fuel.
Good for ships and submarines.
Nuclear Fuel
Uranium is non renewable but supplies could last 200years.
clear Fusion
nall nuclei join together
rm a larger nucleus. e.g inside stars.
Nuclear energy
positron
$^{0}_{+1}e$
uclear Fission.
e nuclei (U^{235}) break up to
smaller nuclei and release
gy. used in nuclear Power stations.
food can be irradiated with γ to kill bacteria
Killing microbes.
safer to eat
can be stored for longer
Using Radioactivity
Checking Thickness.
β particles can pass through paper to monitor its thickness and ensure consistency.
Cancer
Can be used to diagnose cancer us
tracers in the body
it can also treat ca
Surgical instru
Sterilise
leaves n
contamina
Radioa
isotop
Tracers.
A γ sour
added
H_2O can
detect lea
locate pip
A large amount of ionising radiation can cause tissue damage
Dangers of Radioactivity
Can damage DNA - mutations
not all mutations are harmful and cells can rep
if radiation is low.
Handling Sources.
Store in lead.
stand back.
use tongs
Dont point at people.
Tracers injected into blood can detect internal bleeding
medicine.
Cancerous cells are more active so absorb more Glucose. if Glucose is radioactive the tumour site can be diagnosed.
Can be used to diagnose conditions without surgery
because cancer cells divide rapidly they are more susceptible to being killed by radiation.
The location of Tracers can be detected with Gamma Cameras.
Internal radiotherapy uses a β emitter placed inside the body. This may not
Iodine is absorbed by the thyroid.
Technetium 99m is attached to a dye that collects in brain
Krypton 88 can be inhaled to check lung function.
Iodine 125 can be excreted by kidneys.
Indium 111 can be attached to white blood cells to locate infections.
Nuclear Accidents.
Rare.
Radioactive materials may en
environment
can lead to Contamination or Irradiation
Radioactive particles are in or on the skin, or inside the body
exposed until the isotope decays
Greater hazard as effects last longer.
Exposed to α, β, γ from near by sourc
once the sourc is moved the irradiation stops.

Geography


GLOBAL WARMING
CAUSES
Without it the earth would be -20°c
Greenhouse Effect
One third of short wave energy reflected
heat absorbed earth warmed, the earth radiates long wave radiation.
By greenhouse gases
trapped
Water vapour
CO2
O2
Methane
Nitrous Oxide
HUMAN ACTIVITY
LIFE
30% INCREASE IN CO2 SINCE INDUSTRIAL REVOLUTION!
EQUIVALENT TO THE 160 BILLION TONS OF CO2 THAT ENDS AN ICE AGE
BUT THAT TOOK THOUSANDS OF YEARS!
ICE AGE
NEXT ICE AGE NOT DUE FOR 5000 YEARS
WHO?
NOT TAKEN SERIOUSLY TILL 1980'S
NORTH HEMISPHERE IS COOLING?
GAIA THEORY
Life balances greenhouse gases
EVIDENCE
CO2 trapped
Greenland
CO2 & Temperature co-varied for 160,000 years
3°C change in decades
ICE CORES
CO2 recording starts 1958
1997-1998 ARE THE HOTTEST YEARS ON RECORD
WEATHER CHANGE
IPCC REPORT
1997 EL Niño strongest ever
40% storm increase
10 FOLD INCREASE IN PROPERTY LOSS IN 30 YEARS
Tree regeneration
20cm increase in sea level
20th Century 0.6° increase
5.8°c+ BY 21st CENTURY
2000/2001 in the UK had 2 floods, these previously occurred in 30 year cycles
90cm SEA LEVEL INCREASE
SOLUTIONS
IPCC STARTED IN 1988
CLIMATE CHANGE COSTS $10 BILLION PER ANNUM
60-80% CUT IN EMISSIONS
KYOTO
1997 RETURN TO EARTH SUMMIT FOR 5YR REVIEW
NEW TECHNOLOGY
WIND
SOLAR
GEORGE W. BUSH PULLOUT OF NEGOTIATIONS IN 2001
George W. Bush
STILL HASN'T JOINED
United States
Europe
Asia
THE RICH NATIONS SINCE 1700'S
10X CO2 PER CAPITA OF CHINA
SHARE HOLDERS
WHO?
SOME MEN BETTER
WHO?
BIG OIL
FRESH WATER AVAILABILITY
EXAGGERATED OF FLOOD DROUGHT
Rising population

PE

MOVEMENT ANALYSIS – PLANES, AXES & LEVERS

PLANE – 'a flat surface that divides the body into 2 sections / halves.'
Learn 3

FRONTAL – top to bottom
front & back. Abduction/adduction

TRANSVERSE – top and bottom
top = superior
bottom = inferior
Rotation

SAGITTAL – top to bottom
side to side, left and right
Flexion / Extension.

PLANES & AXES cross/intersect.
This is where movement occurs.

MOVEMENTS .... learn 3 (+)

SOMERSAULT – front or back, tuck or pike. Sagittal plane, transverse axis. Also ... forward roll, running.

CARTWHEEL – frontal plane, sagittal axis.

360° TWIST – full twist jump, ice skating spin, discus rotation.
Transverse plane, longitudinal axis.

AXES – movement around an axis.
'an imaginary line about which the body rotates / turns.'

TRANSVERSE – side to side through the waist. Flexion/extension.

SAGITTAL – front to back, through the waist, Abduction/adduction.

LONGITUDINAL – vertical top to bottom. Rotation.

Remember.....
1 - F
2 - L
3 - E
} component in the middle of the lever

MECHANICAL ADVANTAGE
Short effort arm = faster movements
Short resistance arm = lift heavier weight

LEVERS – move around a fixed point. They have 3 key components.

FULCRUM – the point around which the lever moves. Is a joint.

LOAD – what you are trying to move.

EFFORT – the force applied to move the load.

+ the **LEVER** (arm) – a bone.

NEED to know...
* 1 – Resistance Arm
2 – Effort Arm
▲ – FULCRUM
■ – LOAD
↓ – EFFORT
▬ – LEVER (arm)

1st, 2nd, 3rd } CLASS LEVERS

1ST

– few in the body neck... heading a ball, arm extension at elbow

2ND

– calf raise.... plantar flexion at ankle.

3RD

– most common in body bicep curl (elbow)

→ 2ND

Revision Technique 3: Flash cards

One of the best and most widely-used methods of using flashcards is known as the Leitner system. This system involves grouping your flashcards according to how well you remember the contents of each card. Essentially, it helps you spend more time studying the cards you are the least familiar with.

Flash cards

- There is always a relationship between the information on both sides of the card, e.g. key term and definition, question and answer etc.
- Because you can only see one side of the card at a time, you can use flash cards to test your knowledge, by instantly checking your guess.
- Flash cards are an effective tool for revising keywords, vocabulary, and other subject specific information.

How to create your own set of flash cards

- A flashcard is basically an opportunity to condense, simplify or summarise a topic. Of course, you can still use mind maps or flow charts etc for more complicated topics.

- The main thing is to move away from pages and pages of dense information to help separate it all out.

Just How Useful are Flashcards?

Chunking down firstly makes it easier to remember key information. Secondly, it can kickstart revision when you're stuck.

- Flashcards are a great way to test yourself
- Use them to spot gaps in your knowledge
- They are ideal for learning dates, language vocabulary, formulae, definitions
- Because they are small, they're transportable. Flick through them on the bus home, take them to a mates if having a study ***sesh***, go through subject ones before a test to jog your memory

How to use your flash cards properly

Flash cards are used to test your knowledge, a quick way to check what you know.

- Read the question or key term from the front of the card
- Try to remember the definition or answer without looking
- Check your guess by looking at the back of the card
- As you work through your flash cards, it is a good idea to separate them into different piles:

- I know this
- Not sure about this
- I don’t know this at all

Biology

Eukaryotes

- Animal and plant
- Genetic material in a nucleus
- Micrometres

1mm = 1000μm

Prokaryotes

- Bacteria
- Single loop of DNA
- Plasmids
- Nanometres

1μm = 1000nm

Prokaryotes are MUCH SMALLER THAN EUKARYOTES

Nerve Cell

- Carries electrical impulses

Dendrites allow electrical signals to be passed

Axon which is long and thin allows for maximum surface area of signal to be passed down

Myelin sheath insulates, speeding up the process

ANIMAL CELLS

Cytoplasm where chemical reactions take place

Nucleus where genetic material is stored and all activity monitored

Membrane controls movement on inside/outside of materials (glucose)

Mitochondria where aerobic respiration takes place, giving energy

Ribosomes where protein synthesis takes place

Muscle Cells

- Contracts allowing movement

Mitochondria for energy

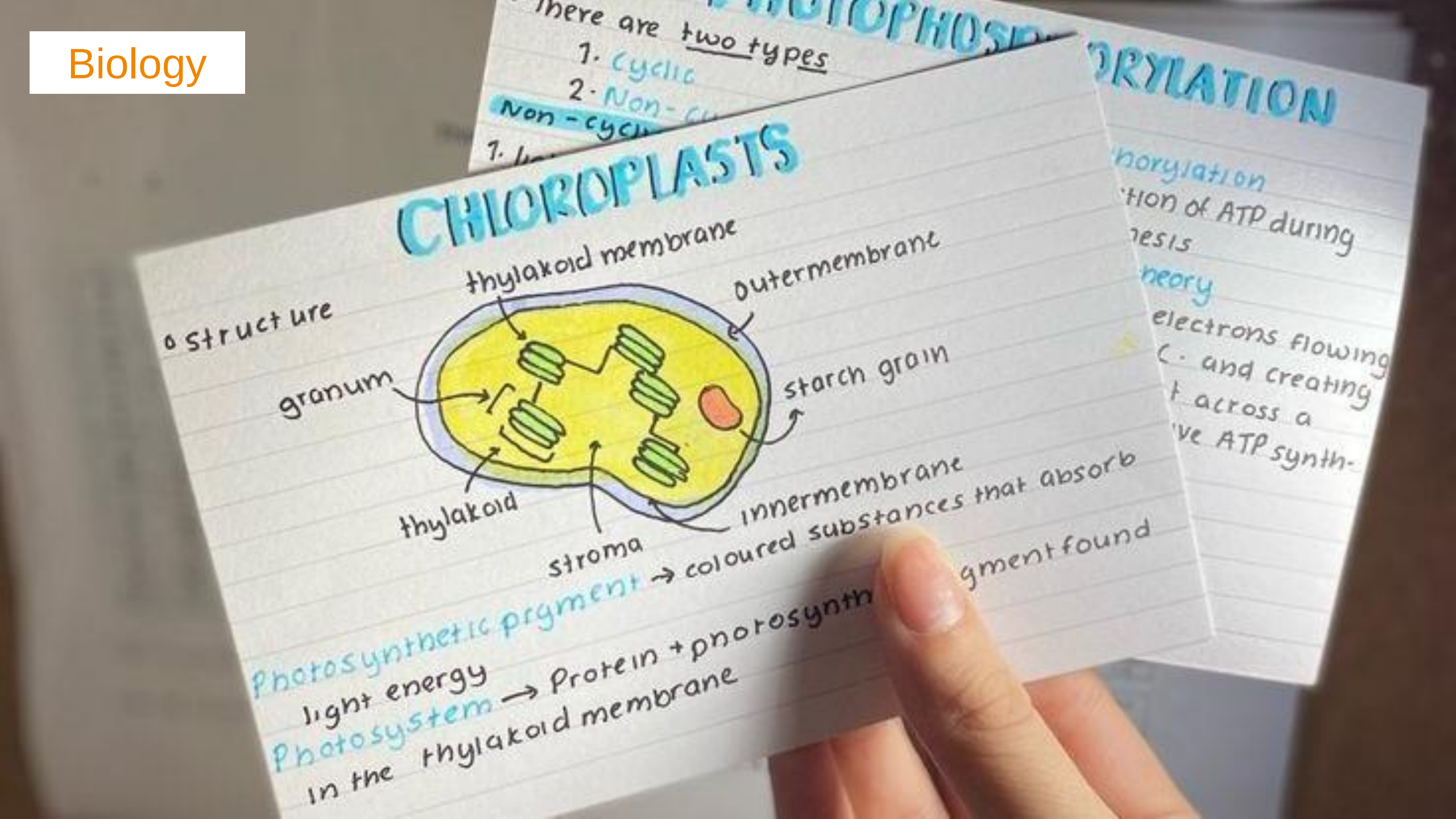
Muscle fibres slide

Glycogen which turns into glucose for respiration

Plant cells

Root Cell

Biology


CHLOROPLASTS
structure
thylakoid membrane
outermembrane
granum
starch grain
thylakoid
stroma
innermembrane
Photosynthetic pigment → coloured substances that absorb light energy
Photosystem → Protein + photosynth
in the thylakoid membrane
there are two types
1. Cyclic
2. Non-
Non-cyc
ORYLATION
horylation
tion of ATP during
esis
heory
electrons flowing
and creating
across a
ve ATP synth-
gment found

Maths

etnod

Horizontal axis:

$\pi \int_a^b [f(x)]^2 \, dx$

→ integrate in terms of x (a & b are x values)

vertical axis:

$\pi \int_c^d [f(y)] \, dy$

→ integrate in terms of ...

* f(x)

around

$\pi \int_a^b [to$

Mean Value Theorem

→ f continuous on [a,b], differentiable on (ab). must exist a number c in (a,b) such that

$$f'(c) = \frac{f(b) - f(a)}{b - a}$$

(slope of tan line = slope of sec line)

1) find f'(x) & set equal to ... slope

$\frac{f(b) - f(a)}{b - a}$

2) plug va find x

Particle motion

- S(t): position of object
- S'(t) = v(t): velocity of object
  - → positive: right / up
  - → negative: left / down
- S''(t) = v'(t) = a(t): acceleration of object
  - → positive: increasing
  - → negative: decreasing
- |v(t)|: speed (always positive)
  - → increasing when velocity & acceleration
  - → decreasing when velocity & acceleration

fractions

DATE 16 May 2021

multiplication and division

① check for common factor
② factorise
③ cross cancel

Cross cancelling: ⋈ $\frac{3}{4} \times \frac{4}{3} = 1$

can't factorise → see if it matches w/ trinomial

examples: $\frac{9x^2-4}{3x^3-4x^2-4x} \div \frac{2x+3}{2x^2-x-6}$

$= \frac{(3x+2)(3x-2)}{x(3x+2)(x-2} \times \frac{(2x+3)(x-2)}{(2x+3)}$

$= \frac{3x-2}{x}$

$\frac{x^3-8}{4x^2-x^4} \times \frac{x^3+3x^2}{x^2+2x+4}$

$= \frac{(x-2)(x^2+2x+4)}{x^2(2-x)(2+x)} \times \frac{x^2(x+3)}{(x^2+2x+4)}$

$= \frac{(x-2)}{-(x-2)(x+2)} \times \frac{(x+3)}{1}$

$= -\frac{x+3}{x+2}$

Note: only ⋈ if there is one term on top and one term on bottom

addition and subtraction

① factorise denominators
② find lowest common denominator
③ multiply numerators by LCD

LCD: $\frac{3}{a+2} - \frac{4}{a-3} = \frac{3}{(a+2)} - \frac{4}{(a-3)}$

∴ LCD = $(a+2)(a-3)$

examples: $\frac{x-1}{x+2} - \frac{2x+1}{x}$ LCD = $x(x+2)$

$= \frac{x(x-1) - (2x+1)(x+2)}{x(x+2)}$

$= \frac{x^2 - x - (2x^2+5x+2)}{x(x+2)}$

$= -\frac{x^2-6x-2}{x(x+2)}$

$\frac{3}{4x^2-12x+9} + \frac{2x}{4x^2-9}$

$= \frac{3}{(2x-3)(2x-3)} + \frac{2x}{(2x+3)(2x-3)}$

$= \frac{3(2x+3) + 2x(2x-3)}{(2x+3)(2x-3)^2}$ LCD = $(2x+3)(2x-3)^2$

$= \frac{4x^2+9}{(2x+3)(2x-3)^2}$

RE

Miracles of Jesus

paralysed hand

- synagogue, man with shrivelled hand.
The religious leaders watched him - they wanted to accuse him.
He looked around at them and, deeply distressed at their stubborn hearts, said to the man, "strech out your
t was restored
es went out and
Kill Jes

Son of Man

Disagree
been misinter-

Son of David

Disagree

Messiah

Disagree

Son of God

Agree	Disagree
- states clearly what christianity teaches	- may be off-putting

The Lep
and told
Jesus cou
a town op
stayed out
places. Yet
Still came to
everywh

Geography

TYPES OF ERUPTION

= magma type.

...ava flow from fissures.

...a flow from central vent.

STROMBOLIAN = basaltic frequent tephra and steam eruptions occasional lava flow.

VULCANIAN = basaltic, andesitic rhyolitic. gas, ash + tephra less frequent.

VESUVIAN = (long inactive then violent gas + ash explosions.

PELÉEAN = andesitic rhyolitic. violent nuées ardentes eruptions.

PLINIAN = rhyolitic, very violent eruptions of gases, ash and pumice. Torrential rainstorms also occur which cause dangerous lahars.

CAUSES OF SEISMICITY

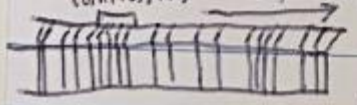
① Friction along plate margins of moving plates builds up stresses in the lithosphere

② The stress is released and the rocks fracture along faults releasing seismic shockwaves to the surface. The release of the stress takes place at the focus.

③ The seismic shocks become less severe further from the epicentre.

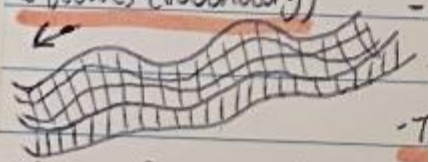
SEISMIC SHOCKWAVES

P waves (Primary)



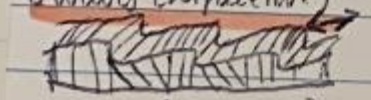
- fastest reach surface first, - travel through mantle core to opposite side of earth.
- push forwards into areas of compression.

S waves (secondary)



- second fastest reach surface second.
- shake like a skipping rope.
- Travel through mantle but not core.

L waves (surface wave)



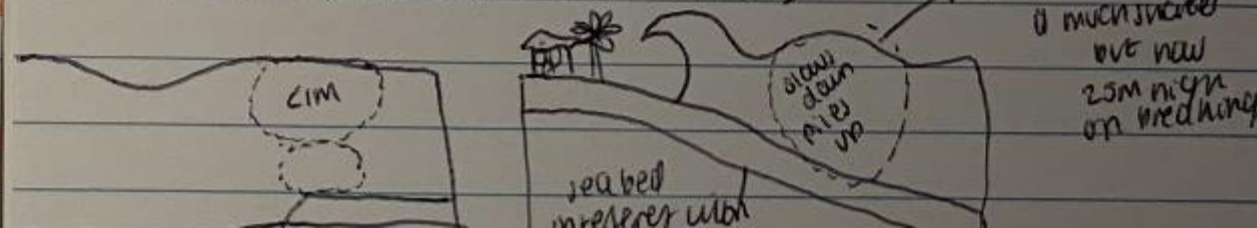
- side to side
- slowest - cause the most damage.

R waves (Rayleigh)

- up and down
- low frequency from earthquakes

TSUNAMIS

- Generated by seismic activity e.g. ocean floor earthquake / submarine volcanic eruption
- long wavelength 100-1000km low wave height <1m until shore.
- between 640-960km per hour.
- Usually a series of waves with a wave period (time between waves) of 10-60 minutes.
- Slow down + pile up at coast before breaking.



PE

BICEPS FEMORIS
biceps femoris

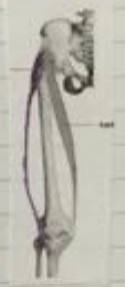
PROXIMAL → ischial tuberosity (long head)
Linea aspera / lateral su.cond. line (F - short head)
DISTAL → Lateral side of head of fibula
INNERVATION → Sciatic nerve
ACTIONS → flexes / rotates leg laterally ~~medially~~ (when knee = flexed) / extends thigh (most lateral)

POPLITEUS
D

popliteus

PROXIMAL → lat. surface of lat. condyle of femur & lat. meniscus
DISTAL → posterior surface of tibia (superior to soleal line)
INNERVATION → tibial nerve
ACTIONS → weakly flexes / unlocks knee, medially rotates tibia of unplanted limb

TENSOR FASCIAE LATAE
tensor fasciae latae



PROXIMAL → ASIS
DISTAL → Iliotibial tract
INNERVATION → Gluteal nerve (superior)
ACTIONS → Abduct / medially rotate thigh

PSOAS MAJOR
(F)

psoas major

PROXIMAL → sides of T12-L5 vertebrae
DISTAL → lesser trochanter of femur

INNERVATION → Lumbar Nerves
ACTIONS → flexing thigh at hip joint & STABILISING

QUADRATUS FEMORIS
quadratus femoris

PROXIMAL → Lateral border of ischial tuberosity
DISTAL → Quadrate tubercle on intertrochanteric crest of femur
INNERVATION → Nerve to quadratus femoris
ACTIONS → Laterally rotates thigh; steadies femoral head in acetabulum

ILIACUS
(F)

iliacus

PROXIMAL → Iliac crest / iliac fossa
DISTAL → tendon of psoas major, lesser trochanter (+ femur distal)
INNERVATION → Femoral nerve
ACTIONS → flexing thigh at hip joint & STABILISING

ADDUCTOR LONGUS
adductor longus

PROXIMAL → Body of pubis (inferior to pubic crest)
DISTAL → middle ⅓ of linea aspera of femur
INNERVATION → Obturator nerve
ACTIONS → Adducts thigh

PECTINEUS
(F)

pectineus

PROXIMAL → Superior ramus of pubis (pectineal line)
DISTAL → pectineal line of femur
INNERVATION → Femoral nerve
ACTIONS → Adducts / flexes thigh
medial rotation of thigh (assist)

FIBULARIS TERTIUS
A.C

fibularis tertius

PROXIMAL → inferior ⅓ of anterior surface of fibula / interosseus membrane
DISTAL → Dorsum of base of 5th metatarsal
INNERVATION → Deep fibular nerve
ACTIONS → Dorsiflexes ankle / aids in eversion of foot

Eng Lit

Romeo

Metaphor

"Juliet is the sun"

↳ references to sonnet 130 where Shakespeare rejects the blazon form, "My mistress' eyes are nothing like the sun"

↳ presents his unrealistic and idealistic feelings for Juliet

↳ Immature.

Oxymorons

"O brawling love, O loving hate"

↳ associates fighting with love

↳ Shows immaturity

↓

lack of childhood due to patriarchy places pressure on men resulting in men showing off to prove masculinity

Arrogance

his hubris is falling in love which results in his death as well as Juliet's.

"Nor ope her lap to Saint-seducing gold"

↳ confuses lust for love

↳ shows immaturity

↳ sees women and love as a wholly sexual thing

Eng Lit

London
- William Blake

sad, negative.
"every black'ning church appalls".
not used.

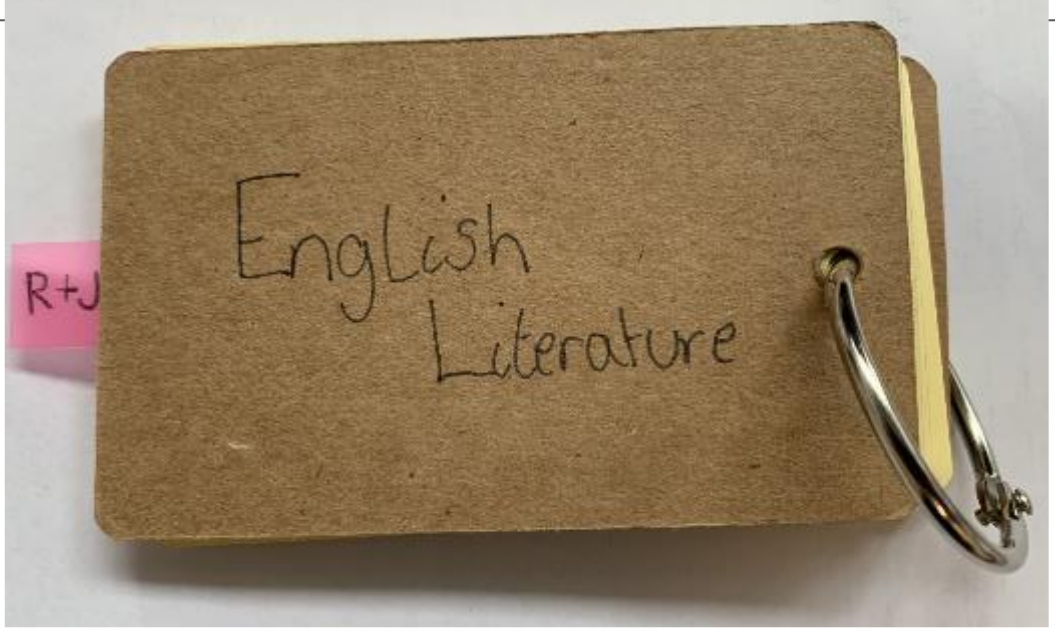
"I wander through each chartered street, near where the chartered Thames doesn't flow."
everything owned, rule.

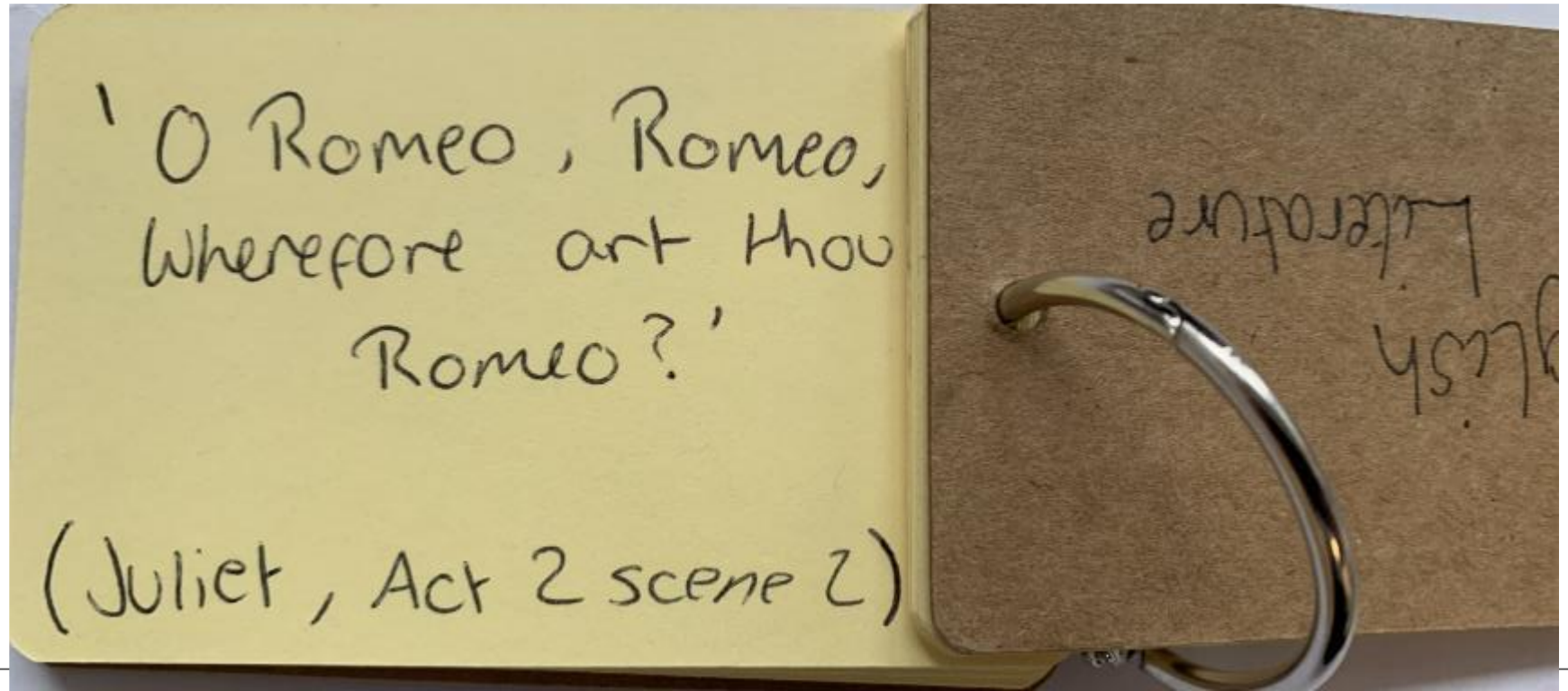
Kamikaze
- Beatrice Garland

fullstop. something big.
"once a tuna, the dark prince, muscular, dangerous!". emphasis.

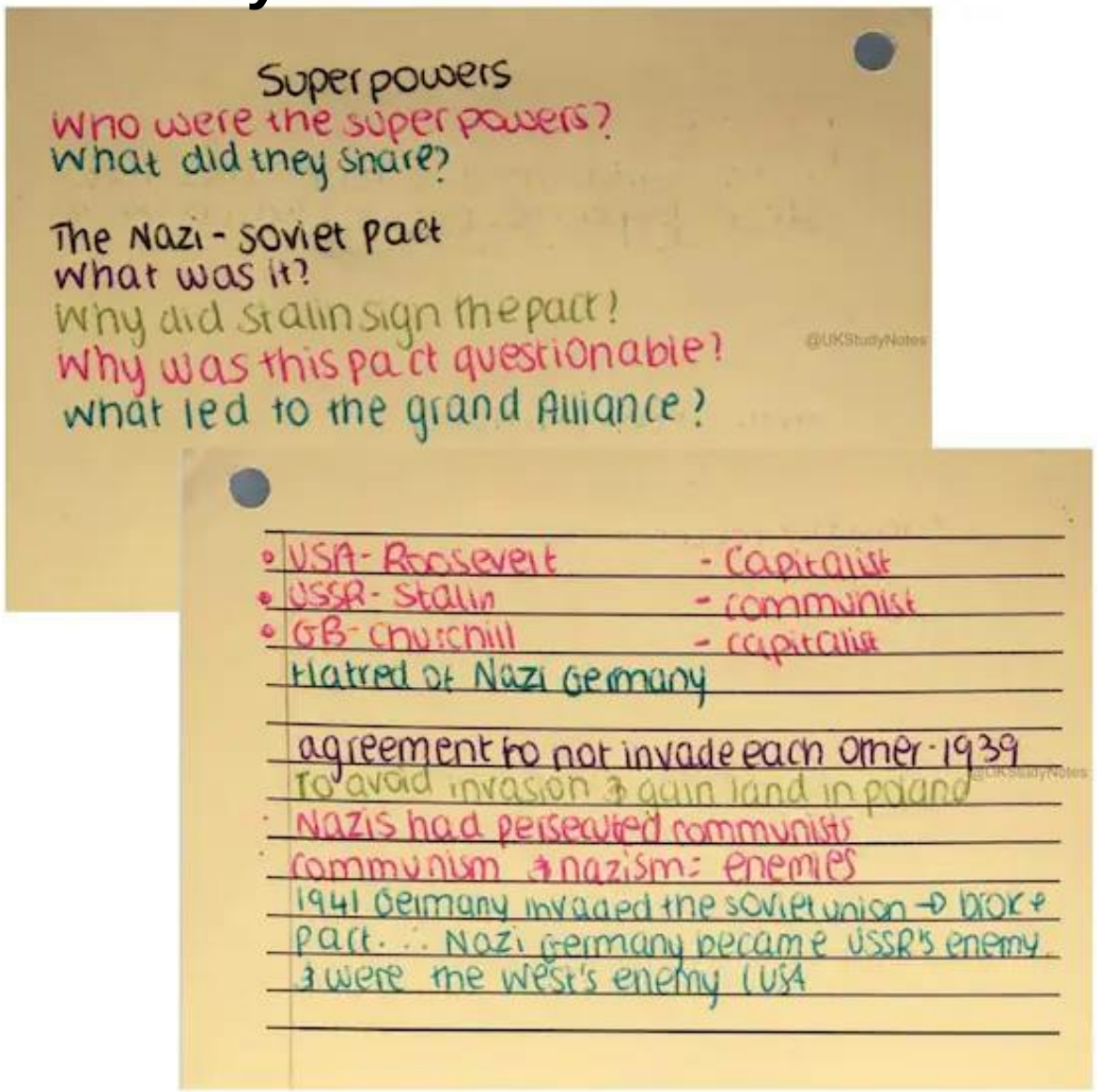
- shame on family.
- set in WW2.

Eng Lit


R+J
English
Literature


'O Romeo, Romeo,
Wherefore art thou
Romeo?'
(Juliet, Act 2 scene 2)

History



Side 1

What 3 main countries were part of the Allied Powers?

click to flip

Side 2

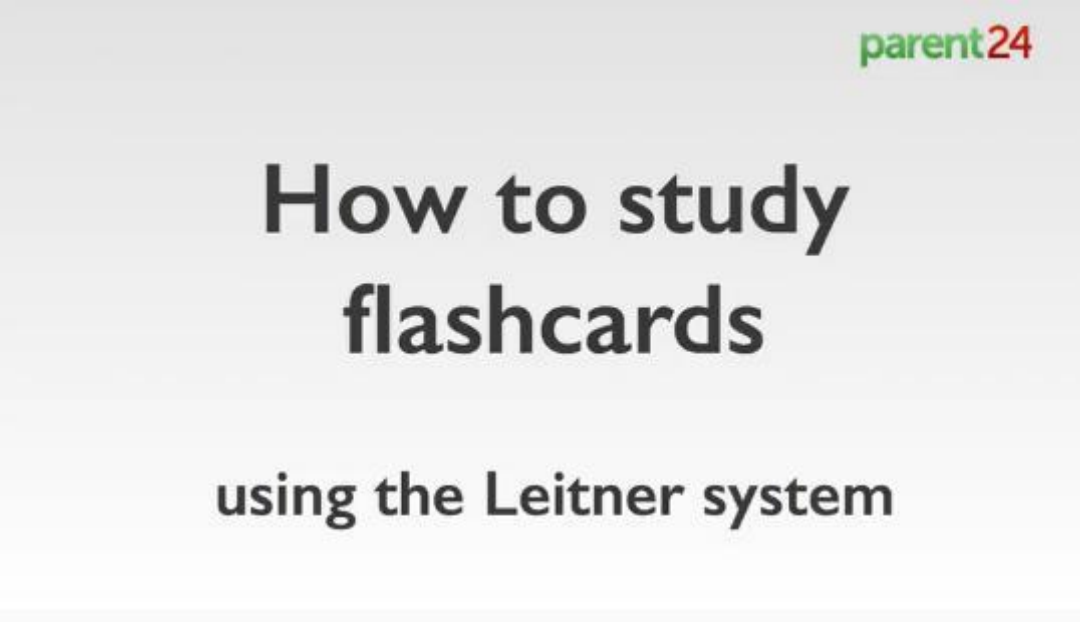
U.S., England, Soviet Union

Revision Technique 3: Flash cards
The Leitner Technique

One of the best and most widely-used methods of using flashcards is known as the Leitner system. This system involves grouping your flashcards according to how well you remember the contents of each card. Essentially, it helps you spend more time studying the cards you are the least familiar with.

Ready to Revise: How can I use flashcards and self-quizzing effectively?

Click image below to watch the clip



This system ensures you review the flashcards on information you don’t know yet, most often.

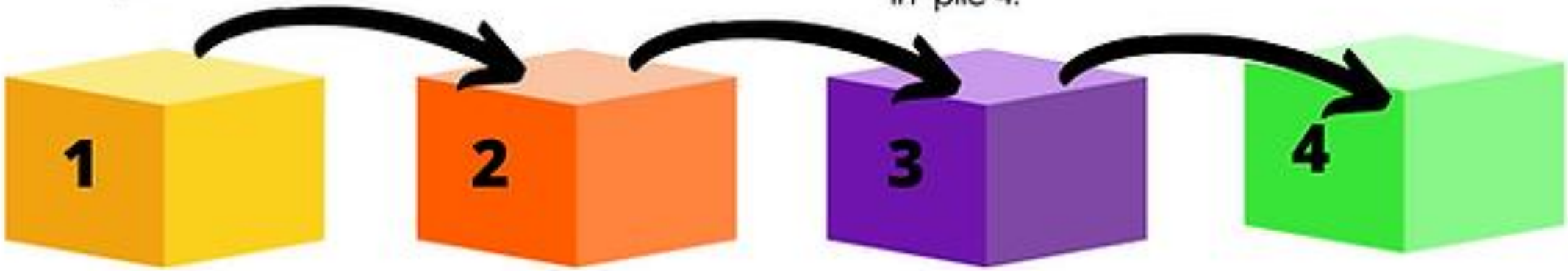
Introducing the Leitner System

All flash cards start off in pile 1 .
As you review the cards,
each card you answer **correctly** goes into pile 2.

If you give the wrong answer the card stays in pile 1.

When you review cards in pile 2, if you **get it right** you move the card to pile 3 and so on until all cards are in pile 4.

If you answer a card incorrectly in any pile it moves back to pile 1 for you to go over again.



Revision Technique 3: Using videos

Wouldn’t it be great if you could just sit in front of some videos for a few hours and all the maths knowledge you need to pass your GCSE would just download into your brain and stay there?
Unfortunately, our brains don’t work like that, learning is hard work and takes effort.

If using a phone to view video, mute notifications and messages.

In order to make the time you spend revising worthwhile and effective, follow these steps when you use a video to revise.

1. Give your full attention to the video. You remember what you pay attention, so concentrate on the video and don’t do other things (like messaging etc) at the same time.
2. Watch and re-watch the video or parts of it as many times as you need to. Unlike your teacher, a video can be rewound and paused. Take your time and make sure you understand each part before moving on.

If using a phone to view video, mute notifications and messages.

3. Pause the video regularly to:

- Take notes of examples and any important information. Writing things down will help you remember them better.
- Complete questions or examples before watching the solutions.
- Resist watching solutions as soon as questions become difficult.

4. After you have watched the video find some questions on the same topic or skill to practice and check your understanding.

5. Go back to the topic a few days later to practice some more questions. Watch the video again if you need to.

Use a ‘thinking hard’ strategy – ‘Boxing up’

Divide a page into 3 sections and use the headings below.

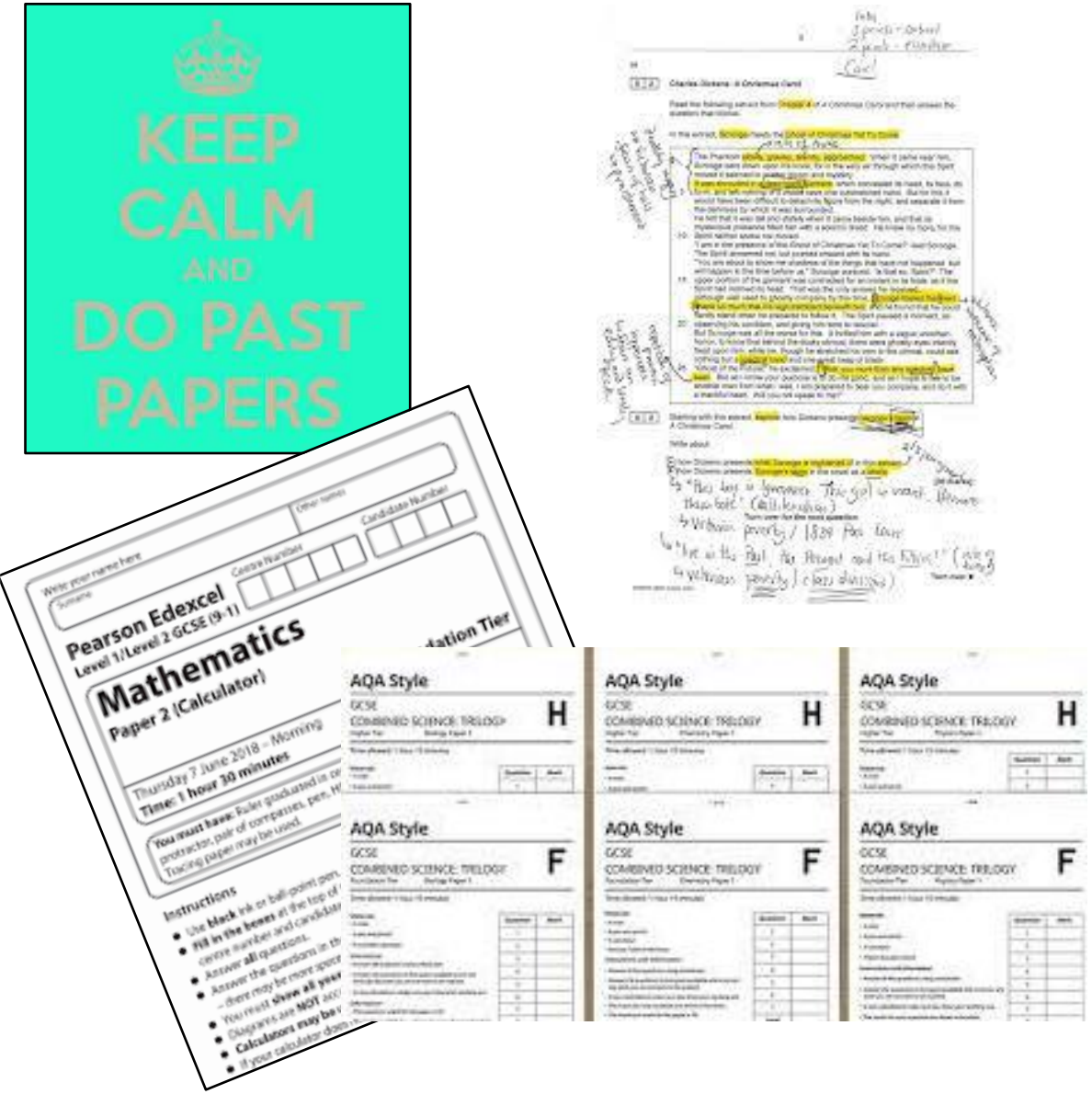
Watch a revision clip, GSCEpod, Bitesize, Mr Bruff etc…divide longer clips into 5 min chunks. Pause and try to add at least 1 idea to each box every 5 mins. Try it out with this clip on ***context in Jekyll and Hyde***. (click on image to play)

Box 1 – three things I did not know.
Box 2 – three things I understand better now.
Box 3 – three things I already knew.

Don’t forget about gcsepod!
All your subjects with bitesize videos, quizzes and questions

gcsepod
education on demand

Revision Strategy 5 :Past paper questions.



You should begin trying past paper questions as far in advance of your exam as possible.

Ask your subject teacher the exact name of the exam board and specification.

Exam board websites have lots of past papers on their websites.
Ask your teacher for extra examples

Revision Strategy 5 :Past paper questions.

Checking on your progress isn’t just about using past papers.

•Check out command words carefully to understand what the question is asking of you!

•Use past papers to make sure that you are managing your time well. Set yourself a time frame to complete each question

•Go through past paper answers with a different colour pen to highlight any marks you lose or mistakes you make

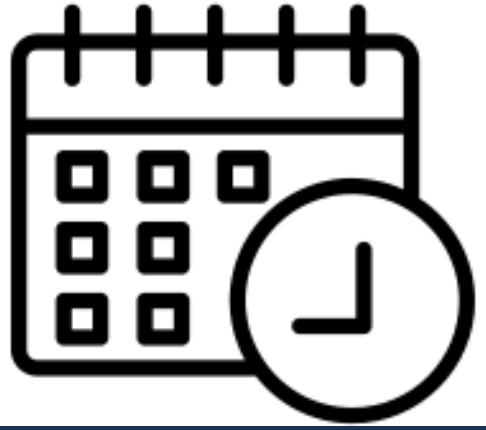
•Test yourself. Find out if your revision has been effective by using past papers or ask someone to test you

•If your notes are all bullet points, past papers might be the first chance you have to write in clear and linked sentences!

•Examiner reports can give you an idea of where students went wrong in previous exams

•Repeat your testing – it is important you test yourself more than once. Try it ten minutes after revising a topic, one day after, then a week later.

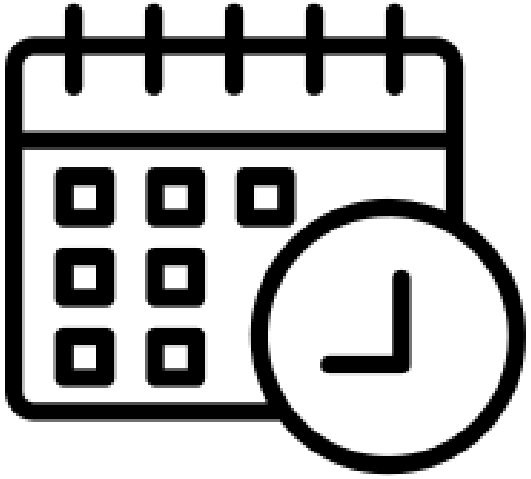
Revision Skills



How to create a revision timetable

THE SNAITH SCHOOL

How to create a revision timetable



All students have been given

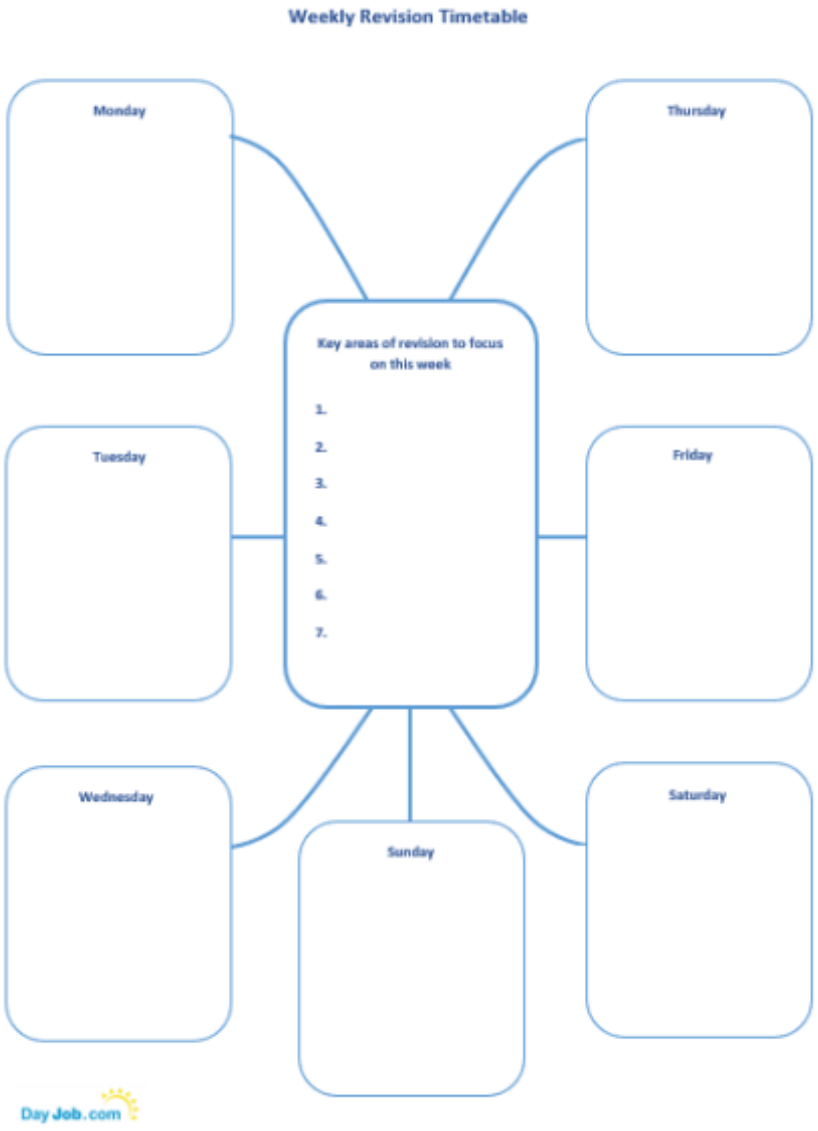
a personalised mock timetable

- **Blank revision timetables**
- **A revision booklet with all topics for mocks and for summer exams**

All students have been given multiple copies of these timetables…they should choose which they prefer…or even make their own.

Revision timetable Name:

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



First task…

- List all the subjects that you need to do revision for.
- Now rank them in order, with the first being the subject in which you need to do the most revision.
- Discuss this with teachers if you need to.
- See example on next slide.

An example:

Subjects to revise for:

- Maths
- English
- Science
- Geography
- RE
- Music
- Business Studies

Rank order (most revision needed)

1st. Science
2nd. Maths
3rd. Geography
4th. English
5th. Business Studies
6th. Music
7th. RE

So, what’s your next step?

1st. Science
2nd. Maths
3rd. Business
4th. English
5th. Geography
6th. Music
7th. RE

- Look at your mock timetable.
- Plan the subjects you feel you need to revise most in order of where they come in the 2-week mock timetable.
- All core subjects are in first week, mix those with the first ones that come in week 2
- Don’t start with only subjects that are in week 2

Now it’s time for you to think about planning your own timetable using **the Pomodoro Technique**

1. Choose a time when you are well-rested and used to working.
2. Decide the specific task you are going to complete (***e.g. I will complete a Science revision module about electrolysis of aqueous substances).***
3. Set up your study area.
4. Decide on how many 25-minute slots you will need to complete the task you have decided to complete.
5. Set a timer for 25 minutes. Ideally use a digital timer which is *not* on your phone.
6. Spend the *entire* 25 minutes working. If you have spare time at the end, start another task.
7. When the timer goes off, leave your working area and take a 5-minute break.
8. Repeat. Take a longer break after every 3x25-minute sessions.