



**BELVOIR**  
A PRIORY ACADEMY

# Year 9 Exams Revision

## The Rules!

- You will decide which subjects to revise on which days, and then which topics to focus on. **Do your best to stick to it.**
- Each session needs to be **30 minutes** with NO distractions. Put your phone in another room, turn the TV off and tell your family you are revising.
- Your sessions should be **5 mins self-quizzing, 20 mins active revision, 5 mins writing a quiz for next time.**
- Revision sessions need to be **active**. This means NOT just reading and highlighting. Do something with the information – turn it into pictures, summarise it onto revision cards, test yourself or get someone to test you.
- After each session, have a **20 minute break**. Do something different – go outside, talk to your family, eat a snack, get a drink.
- Set yourself a day off each week. Remember this can be flexible each week depending on your plans, but you should be **revising for six out of seven days.**

## Active vs Passive Revision

**Cognitively active revision** is where the revision activities you are doing make your brain work. They require you to think about the information, to recall it and to actively do something with it.

**Cognitively passive strategies** like highlighting are much less effective because you are not doing anything with the information.

### How many examples of ACTIVE revision can you think of?

|  |  |  |
|--|--|--|
| Make a mind map of the most important information                              |  |  |
| Rewrite the information from memory, then check to see how much you remembered |  |  |
| Turn the information into a song, rap, TikTok etc                              |  |  |

### Add revision strategies into this table to turn these passive strategies into ACTIVE strategies:

|                                       |  |
|---------------------------------------|--|
| Rereading the text                    |  |
| Looked through your exercise book     |  |
| Copied out of the text book           |  |
| Highlighted key information in a text |  |
| Watched a revision video on YouTube   |  |
| Looked at the text book               |  |

## TOPICS TO REVISE

|                   |  |  |   |  |
|-------------------|--|--|---|--|
| English           | <ol style="list-style-type: none"><li>1. Fred and Scrooge’s relationship (Stave 1 p3-6)</li><li>2. Scrooge and Fan’s relationship (Stave 2, p25-30)</li><li>3. Scrooge and his fiancé Belle, (Stave 2, p33-38)</li><li>4. Bob Cratchit and his family’s relationship (Stave 3, p46-52)</li></ol> |  | <ol style="list-style-type: none"><li>5. Fred at Christmas (Stave3, p55-60)</li><li>6. Dead Scrooge with no family (Stave 4, p71-72)</li><li>7. Dead Tiny Tim and Bob (Stave 4, p73-76 )</li><li>8. Scrooge and Fred (Stave 5, p83-84)</li><li>9. Scrooge and Bob (Stave 5, p84-85)</li></ol> |  |
| Maths             | <ol style="list-style-type: none"><li>1. Straight line graphs</li><li>2. Forming and solving equations</li></ol>   |  | <ol style="list-style-type: none"><li>3. Testing Conjectures</li><li>4. Three dimensional shapes</li></ol>  |  |
| History           | <u>Suffragettes:</u> <ol style="list-style-type: none"><li>1. Women’s rights before 1900</li><li>2. Differences between suffragists and suffragettes</li><li>3. Role in WW1</li><li>4. Can they be seen as terrorists?</li></ol>   | <u>Causes of WW1:</u> <ol style="list-style-type: none"><li>1. Long term events e.g. Franco-Prussian War, Moroccan Crises, Balkan Wars, Assassination of Franz Ferdinand</li><li>2. MAIN</li><li>3. Treaty of Versailles</li></ol> | <u>WW1 Significance</u> <ol style="list-style-type: none"><li>1. Outbreak of the war</li><li>2. Battles (Somme, Passchendaele, Jutland)</li><li>3. Home Front</li><li>4. Gallipoli</li><li>5. Italian Front</li><li>6. Eastern Front</li></ol>  |  |
|                   | Your History exam will also cover topics from Year 7 and 8 History, so you need to go over these.  |  |   |  |
| Science           | <u>Chemistry</u> <ol style="list-style-type: none"><li>1. Atomic structure</li><li>2. Separating mixtures</li><li>3. Atomic theory</li><li>4. Electron arrangement</li></ol>   |  | <u>Physics</u> <ol style="list-style-type: none"><li>1. Generating electricity</li><li>2. Energy resources</li><li>3. Density</li><li>4. Changes of state</li></ol>   |  |
| Religious Studies | <ol style="list-style-type: none"><li>1. The Ten Commandments in Biblical Times</li><li>2. The Ten Commandments in Contemporary Society</li></ol>  |  |   |  |
| Geography         | <u>The Middle East</u> <ol style="list-style-type: none"><li>1. Location and climate</li><li>2. Arabian Peninsula – opportunities and challenges</li><li>3. Syria</li></ol>  |  | <u>Development</u> <ol style="list-style-type: none"><li>1. Population - distribution and structure</li><li>2. Development indicators</li><li>3. The Demographic Transition Model</li><li>4. China</li></ol>  |  |
| Music             | <ol style="list-style-type: none"><li>1. Film music (how to create emotion in music)</li><li>2. Music theory (treble clef, note values)</li><li>3. Instrument sounds</li><li>4. MAD T SHIRT</li></ol>  |  |   |  |
| French            | <u>Food:</u> <ol style="list-style-type: none"><li>1. Food items</li><li>2. Opinions</li><li>3. Verbs like “I drink/I do not drink”</li><li>4. Comparatives</li></ol>  | <u>Holidays:</u> <ol style="list-style-type: none"><li>1. Countries</li><li>2. Means of transport</li><li>3. Comparatives</li><li>4. Weather</li><li>5. Activities in the present, past and future tenses</li></ol>                | <u>Family:</u> <ol style="list-style-type: none"><li>1. Names, ages, birthdays</li><li>2. Family members</li><li>3. Physical and personality descriptions.</li></ol>  |  |

| <b><u>Exam Checklist</u></b>   | <b><u>English</u></b> | <b><u>Maths</u></b> | <b><u>Science</u></b> | <b><u>History</u></b> | <b><u>RS</u></b> | <b><u>French</u></b> | <b><u>Music</u></b> | <b><u>Geography</u></b> |
|--|-----------------------|---------------------|-----------------------|-----------------------|------------------|----------------------|---------------------|-------------------------|
| I know the date and time of my exam in this subject.   |                       |                     |                       |                       |                  |                      |                     |                         |
| I know how long my exam is and how long I should spend on each question/section.                 |                       |                     |                       |                       |                  |                      |                     |                         |
| I know how many marks the exam paper is worth and how these marks are divided between questions. |                       |                     |                       |                       |                  |                      |                     |                         |
| I have broken this topic down into sections or chunks so that I can revise it in smaller pieces. |                       |                     |                       |                       |                  |                      |                     |                         |
| I know what the questions or tasks on the exam paper will look like.                             |                       |                     |                       |                       |                  |                      |                     |                         |
| I know how to revise for this exam.  |                       |                     |                       |                       |                  |                      |                     |                         |


**Week 1**

| <b>Monday 1<sup>st</sup> Dec</b> | <b>Tuesday 2<sup>nd</sup> Dec</b> | <b>Weds 3<sup>rd</sup> Dec</b> | <b>Thursday 4<sup>th</sup> Dec</b> | <b>Friday 5<sup>th</sup> Dec</b> | <b>Saturday 6<sup>th</sup> Dec</b> | <b>Sunday 7<sup>th</sup> Dec</b> |
|----------------------------------|-----------------------------------|--------------------------------|------------------------------------|----------------------------------|------------------------------------|----------------------------------|
|                                  |                                   |                                |                                    |                                  |                                    |                                  |
|                                  |                                   |                                |                                    |                                  |                                    |                                  |

**Week 2**

| Monday 8 <sup>th</sup> Dec | Tuesday 9 <sup>th</sup> Dec | Weds 10 <sup>th</sup> Dec | Thursday 11 <sup>th</sup> Dec | Friday 12 <sup>th</sup> Dec | Saturday 13 <sup>th</sup> Dec | Sunday 14 <sup>th</sup> Dec |
|----------------------------|-----------------------------|---------------------------|-------------------------------|-----------------------------|-------------------------------|-----------------------------|
|                            |                             |                           |                               |                             |                               |                             |
|                            |                             |                           |                               |                             |                               |                             |

**Week 3**

| Monday 15 <sup>th</sup> Dec | Tuesday 16 <sup>th</sup> Dec | Weds 17 <sup>th</sup> Dec | Thursday 18 <sup>th</sup> Dec | Friday 19 <sup>th</sup> Dec | Saturday 20 <sup>th</sup> Dec  | Sunday 21 <sup>st</sup> Dec |
|-----------------------------|------------------------------|---------------------------|-------------------------------|-----------------------------|--|-----------------------------|
|                             |                              |                           |                               |                             |  |                             |
|                             |                              |                           |                               |                             |  |                             |

**Week 4**

| <b>Monday 29<sup>th</sup> Dec</b> | <b>Tuesday 30<sup>th</sup> Dec</b> | <b>Weds 31<sup>st</sup> Dec</b> | <b>Thursday 1<sup>st</sup> Jan</b> | <b>Friday 2<sup>nd</sup> Jan</b> | <b>Saturday 3<sup>rd</sup> Jan</b> | <b>Sunday 4<sup>th</sup> Jan</b> |
|-----------------------------------|------------------------------------|---------------------------------|------------------------------------|----------------------------------|------------------------------------|----------------------------------|
|                                   |                                    |                                 |                                    |                                  |                                    |                                  |
|                                   |                                    |                                 |                                    |                                  |                                    |                                  |



**Week 5**

| Monday 5 <sup>th</sup> Jan | Tuesday 6 <sup>th</sup> Jan | Weds 7 <sup>th</sup> Jan | Thursday 8 <sup>th</sup> Jan | Friday 9 <sup>th</sup> Jan | Saturday 10 <sup>th</sup> Jan | Sunday 11 <sup>th</sup> Jan |
|----------------------------|-----------------------------|--------------------------|------------------------------|----------------------------|-------------------------------|-----------------------------|
|                            |                             |                          |                              |                            |                               |                             |
|                            |                             |                          |                              |                            |                               |                             |

### Exams Week

| Monday 12 <sup>th</sup> Jan | Tuesday 13 <sup>th</sup> Jan | Weds 14 <sup>th</sup> Jan | Thursday 15 <sup>th</sup> Jan | Friday 16 <sup>th</sup> Jan | Saturday 17 <sup>th</sup> Jan | Sunday 18 <sup>th</sup> Jan |
|-----------------------------|------------------------------|---------------------------|-------------------------------|-----------------------------|-------------------------------|-----------------------------|
| Exams Today:                | Exams Today:                 | Exams Today:              | Exams Today:                  | Exams Today:                |                               |                             |
| Revision Today:             | Revision Today:              | Revision Today:           | Revision Today:               | Revision Today:             |                               |                             |

## How Do I Choose Revision Activities?

To choose the most effective revision activity, you first need to think about the topic you are revising.

Which of these types of information/learning do you need to do for the topic?

|   |  |  |
|---|--|--|
| <b>1. Memorise simple facts, definitions of key words etc</b>   | <b>2. Memorise processes, cause and effect, procedures</b> | <b>3. Learn about a topic that has lots of different parts</b> |
| <b>4. Learn how to answer a specific style of exam question</b> | <b>5. Explore two sides of an argument/topic</b>           | <b>6. Develop deeper understanding of WHY or HOW</b>           |

For example, for English, learning about the sections of *A Christmas Carol* is likely to be **3. Learn about a topic that has lots of different parts** because you need to learn what happens in the section, how the characters are presented, how the theme is presented and learn some quotations.

Once you know what type of learning you need to do, you can then use the table below to choose an effective revision strategy:

|  |   |
|--|---|
| <b>1. For memorising simple facts, definitions of key words etc</b>    | Dual coding, revision cards using the Leitner method, post-it notes, Copy Cover Check |
| <b>2. For memorising processes, cause and effect, procedures</b>       | Post-it notes, revision cards, online, dual coding,                                   |
| <b>3. For learning about a topic that has lots of different parts</b>  | Mind maps, revision cards, self-quizzing  |
| <b>4. For learning how to answer a specific style of exam question</b> | Self-quizzing, practice papers  |
| <b>5. For exploring two sides of an argument/topic</b>                 | Post-it notes, revision cards, self-quizzing  |
| <b>6. For developing deeper understanding of WHY or HOW</b>            | Self-quizzing, practice papers, online resources                                      |

So for English, you might decide to make revision cards OR mind maps for each section of the story so that you can make notes on lots of different types of information.

You could then use the Leitner method with your flashcards to see how much you can remember OR turn your mind maps into questions to do a self-quiz.

## Notes on how to revise

|                           |   |
|---------------------------|---|
| <u>Dual Coding</u>        | <ul style="list-style-type: none"> <li>• Draw simple pictures to illustrate a key fact.</li> <li>• Make sure the images are meaningful to you, they don't need to make sense to anyone else as long as you understand them! A good way to revise is to explain your images to another person to see if they can see your connections.</li> <li>• Your brain remembers pictures and words in different ways, so this doubles your chance of remembering the information.</li> <li>• Use symbols like arrows, plus/minus signs etc to show the relationship between ideas.</li> <li>• Quiz yourself by seeing if you can remember the words that match the picture, then swap round.</li> </ul>   |
| <u>Graphic Organisers</u> | <ul style="list-style-type: none"> <li>• Graphic Organisers are visual ways of representing a lot of information. See page 14 for examples.</li> <li>• You will have used a lot of types of graphic organisers before, this won't be unfamiliar to you.</li> <li>• You can make these diagrams from your notes to organise all of the information into one place that is easy to read.</li> <li>• Once you've revised a topic, you could try to create a graphic organiser from memory to see how much you have learned.</li> </ul>   |
| <u>Quizzing</u>           | <ul style="list-style-type: none"> <li>• An effective quiz has a mixture of different question styles to prompt you to think about a topic in different ways.</li> <li>• Use the question grid on page 9 to help you create a range of different question styles.</li> <li>• In order of difficulty, the question styles are FACTUAL, ANALYTICAL, PREDICTIVE, APPLICATION/SYNTHESIS.</li> <li>• Once you have designed a series of questions, plan your answers to them, swap with a friend and see if you can answer each other's questions or save them for the next time you revise this topic.</li> </ul>   |
| <u>Revision Cards</u>     | <p><u>Ways to make revision cards:</u></p> <ul style="list-style-type: none"> <li>• Write a key word on one side, then the definition on the other side.</li> <li>• Write an example exam question on one side, then the key ideas you would need to answer that question.</li> <li>• Write a key word or topic on one side, then make links to other key words and topics on the other side.</li> <li>• See also page 15.</li> </ul> <p><u>Once you have made the cards...</u></p> <ul style="list-style-type: none"> <li>• Quiz yourself on your cards or get someone else to quiz you.</li> <li>• Use the Leitner method of three boxes to structure your use of the cards (you can find explanations of this method on YouTube).</li> </ul> |

|                |                   |                   |                              |
|----------------|-------------------|-------------------|------------------------------|
| <b>Factual</b> | <b>Predictive</b> | <b>Analytical</b> | <b>Application/Synthesis</b> |
|----------------|-------------------|-------------------|------------------------------|

|              | <b>Is/Are</b> | <b>Did/Do</b> | <b>Can</b> | <b>Would/Should</b> | <b>Will</b> | <b>Might/Could</b> |
|--------------|---------------|---------------|------------|---------------------|-------------|--------------------|
| <b>What</b>  |               |               |            |                     |             |                    |
| <b>Where</b> |               |               |            |                     |             |                    |
| <b>When</b>  |               |               |            |                     |             |                    |
| <b>Who</b>   |               |               |            |                     |             |                    |
| <b>Why</b>   |               |               |            |                     |             |                    |
| <b>How</b>   |               |               |            |                     |             |                    |

# Graphic Organisers

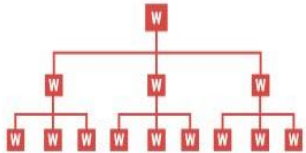
**Container** – info that stays the same (compare, describe, explain)

**Path** – info that changes (process, cause and effect, time sequence)

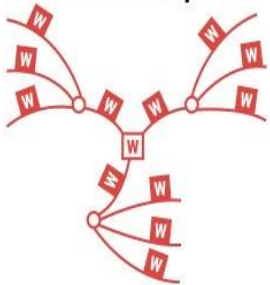
## CONTAINER MODEL

### CHUNK

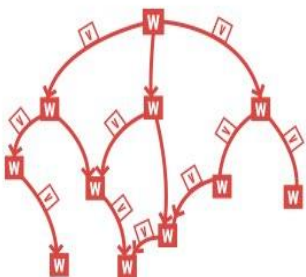
Tree Diagram



Mind Map

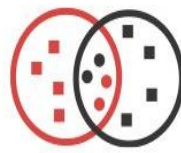


Concept Map

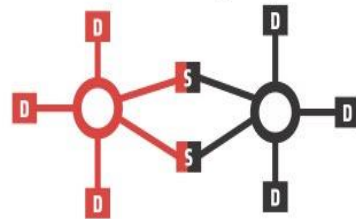


### COMPARE

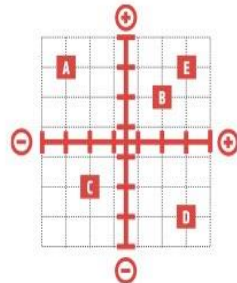
Venn Diagram



Double Spray



Crossed Continua



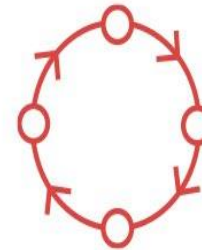
## PATH MODEL

### SEQUENCE

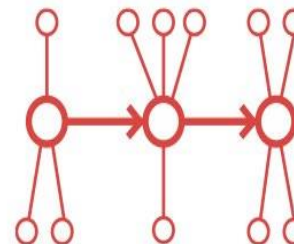
Flow Chart



Cycle

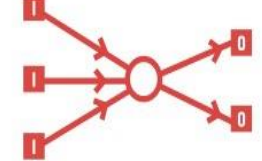


Flow Spray

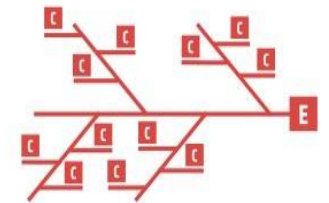


### CAUSE & EFFECT

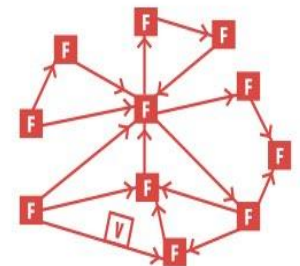
Input-Output Diagram



Fishbone Diagram



Relations Diagram



# How Do I Revise?

|   |  |
|---|--|
| <p style="text-align: center;"><b><u>Mind maps</u></b></p> <ul style="list-style-type: none"> <li>• Start with a large piece of paper.</li> <li>• Revise a topic or a sub-topic.</li> <li>• Use a selection of words and diagrams.</li> <li>• Use colour, shapes, symbols, pictures and cuttings to bring the information to life.</li> <li>• Use lines and arrows to connect ideas.</li> <li>• Stick your learning map on your wall/door, anywhere it can be seen easily and often.</li> </ul>   | <p style="text-align: center;"><b><u>Revision Cards</u></b></p> <ul style="list-style-type: none"> <li>• Reduce the information from one sub-topic to key points/bullet points. This could build up into a little booklet that you can carry wherever you are. You can put the key points on one side and the detail on the other if you want.</li> <li>• Create a quiz for yourself. For example, write key words on one side of your revision cards and definitions on the other side. Get a friend or family member to test you.</li> </ul> |
| <p style="text-align: center;"><b><u>Copy, Cover, Check</u></b></p> <ul style="list-style-type: none"> <li>• Divide your page into three columns.</li> <li>• Write key information in the left-hand column.</li> <li>• Go back to the top of your page. Cover the left-hand column and see how much you can remember to write into the middle column. Uncover and check your answers. Correct any mistakes.</li> <li>• Do it again! Cover both columns and try to recall more information to write into the final column. Check and correct.</li> </ul> | <p style="text-align: center;"><b><u>Post-It Notes</u></b></p> <ul style="list-style-type: none"> <li>• Create your own sorting activity. For example, write parts of a cycle or important dates on separate post-it notes and then try to organise them into the correct order. Do this a few times over a number of days.</li> <li>• Decorate your bedroom (or even your house!) with key information, facts, definitions etc that you need to know so that you are seeing them all the time.</li> </ul>                                     |
| <p style="text-align: center;"><b><u>Online</u></b></p> <ul style="list-style-type: none"> <li>• Ask your teacher for any key websites that might be useful to help you revise.</li> <li>• BBC Bitesize is usually a great place to start as it covers lots of different subjects.</li> <li>• Go on Youtube sites set up by teachers and watch and listen to the information. Search for the topic you want to revise and find a presentation.</li> </ul>   | <p style="text-align: center;"><b><u>Practice Questions</u></b></p> <ul style="list-style-type: none"> <li>• Ask your teacher for practice questions that you can try out at home.</li> <li>• Look through your exercise book for questions similar to the ones on your exam. Try to rewrite your answers, improving them and following any teacher feedback.</li> <li>• Work with a partner to create your own exam-style tasks, then try to answer each other's questions.</li> </ul>  |

# How Do I Revise?

## 1. Space your practice

People who leave gaps between practice attempts go on to score higher. In fact, the longer the gaps, the higher the scores. The difference is huge: people who leave more than 24 hours between their first five attempts at a test/revision activity and their second five attempts score as highly, on average, as people who have practiced 50% more than them.

Research confirms this theory: if you want to study effectively, you should spread out your revision rather than cramming. This is easier said than done, but if you are organised enough, you can spend less time revising and remember more.

## 2. Make sure you fail occasionally

People who are most inconsistent when they first start have better scores later on. These people are pushing themselves to learn new things and make links with their existing knowledge which improves their overall memory and understanding.

The moral is clear: invest some time in trying things out, which may mean failing occasionally, if you want to maximise learning in the long run.

## 3. Practise the thing you'll be tested on

The big mistake many students make is not practising the thing they will be tested on. If your exam involves writing an essay, you need to practise essay-writing. Merely memorising the material is not enough.

Writing exam answers is a skill, just like playing an online game is a skill. You wouldn't try and improve at a game by trying to memorise moves, you'd practise making them. Other research confirms that practising retrieving information is one of the best ways to ensure you remember it.

## 4. Structure information, don't try to remember it

Trying to remember something has been shown to have almost no effect on whether you do remember it. The implication for revision is clear: just looking at your notes won't help you learn them.

Instead, you need to reorganise or rewrite the information in some way – whether by making notes of your notes, thinking about how what you're reading relates to other material, or practising writing answers.

## 5. Rest and sleep

A full night's sleep helps you learn new skills or retain information. Staying up all night to revise will increase your stress levels and cramming will not help your memory in the long term (see number 1).