



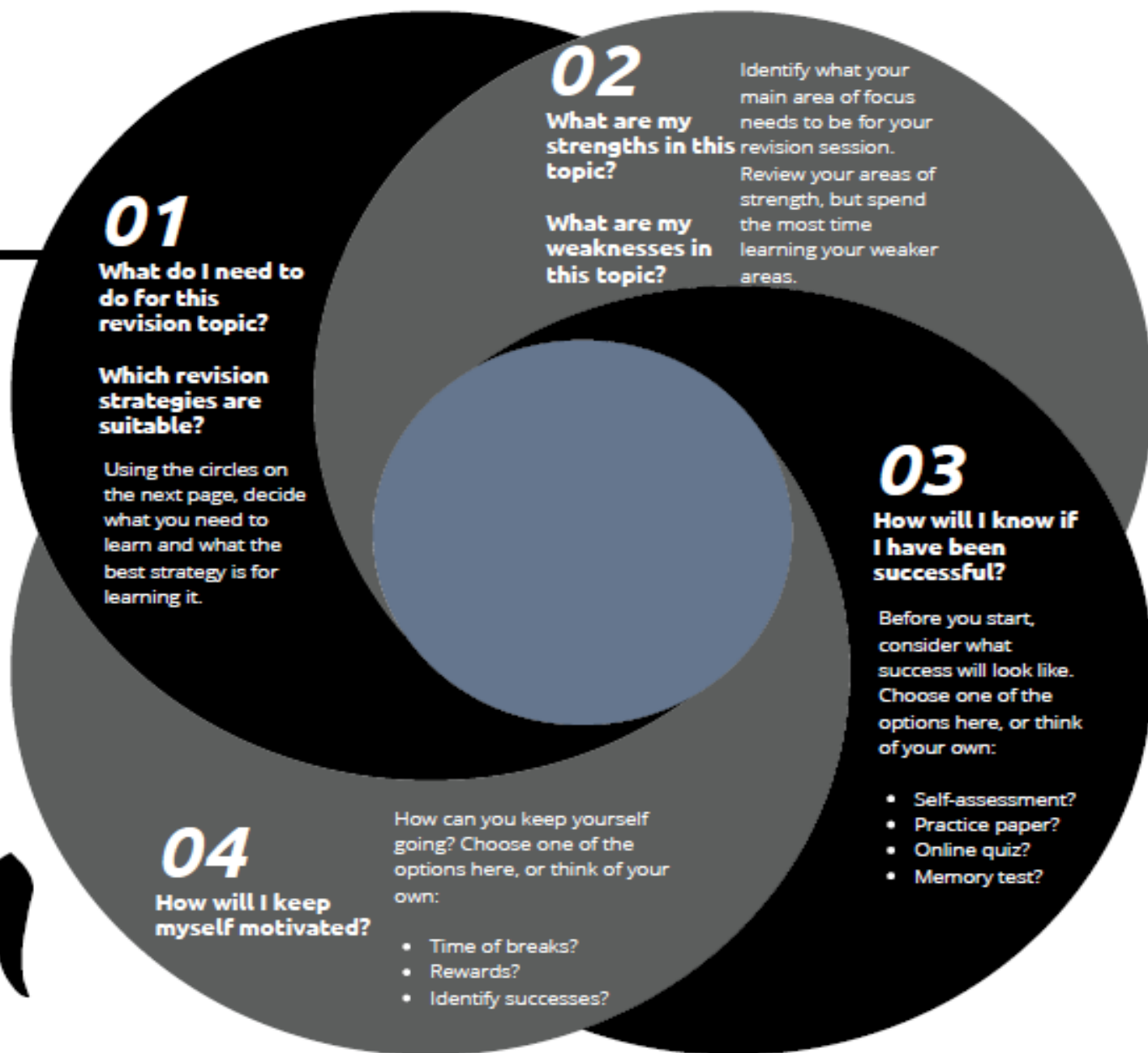
# **Year 10 Revision Skills**

## **Booklet**

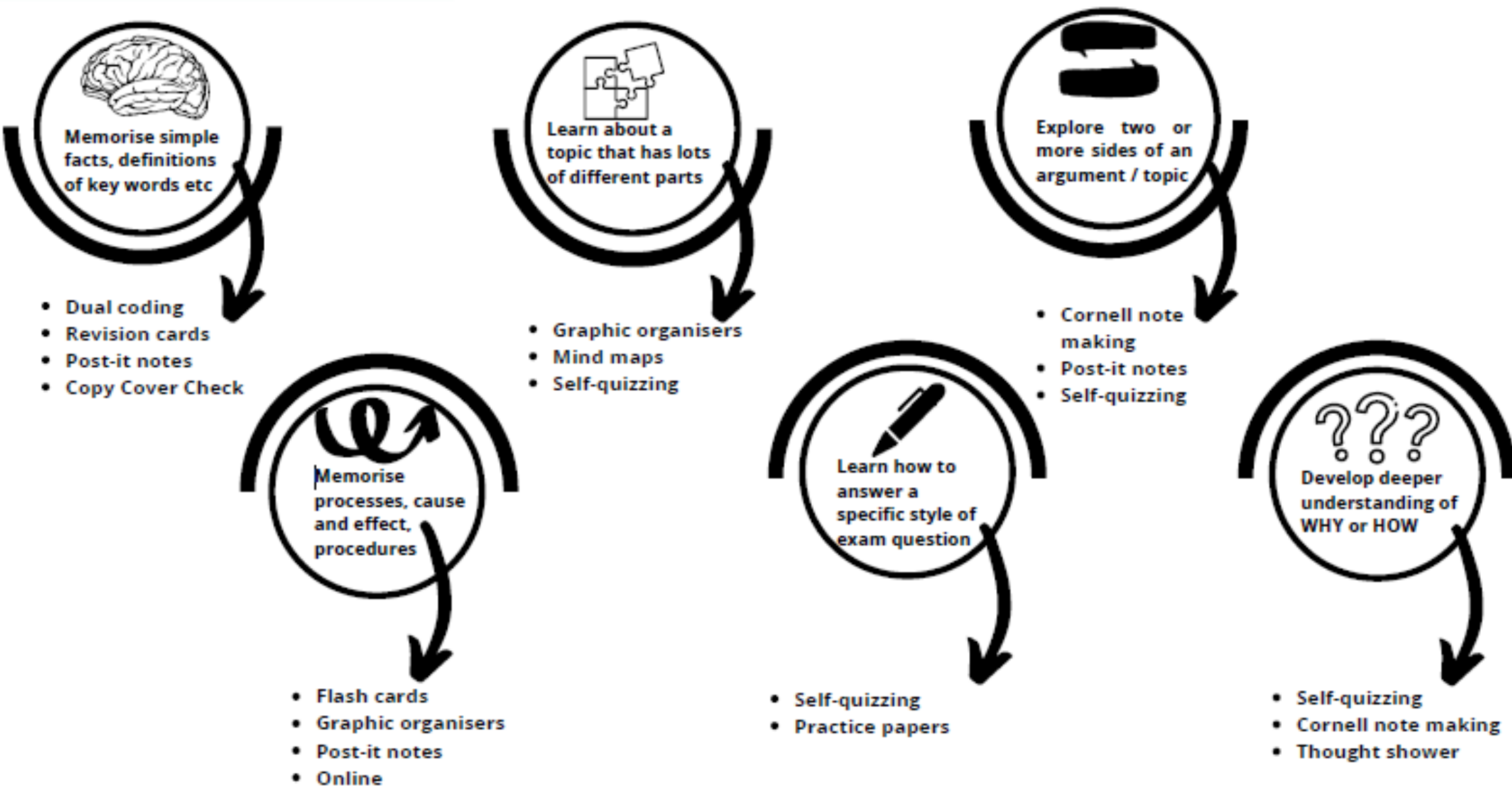
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# Upgrade Your Revision!

Before you start  
revising, take five  
minutes to go  
through these  
steps...



# What do I need to do for this revision topic?



## EFFECTIVE REVISION

```
graph TD; A[EFFECTIVE REVISION] --> B[1. Find out the topics you need to revise for each subject.]; A --> C[2. Make a weekly revision timetable.]; A --> D[3. Get the right resources, e.g. folders, dividers, paper, post-it notes, highlighters etc.]; A --> E[4. Make extensive notes e.g. mind maps.]; A --> F[5. Condense your notes into keywords.]; A --> G[6. Study old exam papers.]; A --> H[7. Practice questions against the clock. Practice essay questions.]; A --> I[8. Keep in contact with other students.];
```

1. Find out the topics you need to revise for each subject.

2. Make a weekly revision timetable.

3. Get the right resources, e.g. folders, dividers, paper, post-it notes, highlighters etc.

4. Make extensive notes e.g. mind maps.

5. Condense your notes into keywords.

6. Study old exam papers.

7. Practice questions against the clock.  
Practice essay questions.

8. Keep in contact with other students.

## Recommended Structure of a Revision session

50 minutes per session =

- 5 mins - self quizzing
- 40 mins – cognitively active revision
- 5 mins – write a quiz for next session

## Cognitively Active Revision

*Cognitively active revision* is....

*Cognitively passive revision* is....

Why must we make sure our revision techniques are **cognitively active**?

Rereading the text	Making flow charts or drawing diagrams to connect pieces of info
Printed information from the internet and highlighted it	Wrote my own study questions and used my notes to write the answers
Created a mindmap to make links between different topics or themes	Watched a revision video on YouTube and made a quiz to test myself next session
Memory tests without looking at the information	Copied out of the text book
Watched a revision video on YouTube	Completed a practice paper
Looked at the text book	Dual coding – drawing pictures to illustrate key points

# 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).

<b>Dual Coding</b>	<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>
<b>Graphic Organisers</b>	<ul style="list-style-type: none"> <li>• Graphic Organisers are visual ways of representing a lot of information. See page 7 for examples.</li> <li>• You will have used a lot of types of graphic organisers before, this won't be unfamiliar to you. You will recognise things like flow diagrams, mind maps and tree diagrams.</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>
<b>Self-Quizzing</b>	<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 6 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>
<b>Revision Cards</b>	<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 pages 10 and 14</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>
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	<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>						



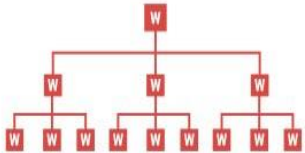
# Graphic Organisers

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

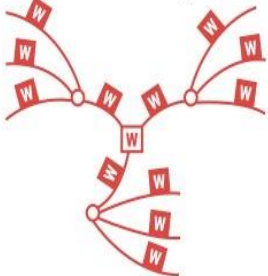
## CONTAINER MODEL

### CHUNK

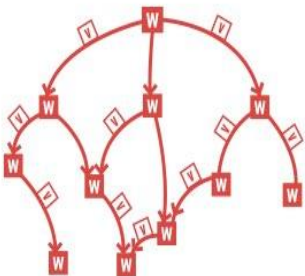
Tree Diagram



Mind Map



Concept Map

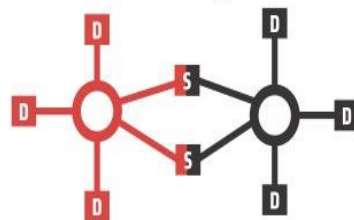


### COMPARE

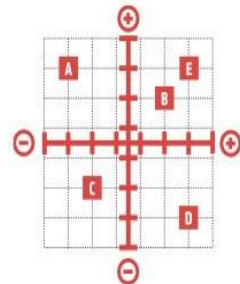
Venn Diagram



Double Spray



Crossed Continua



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

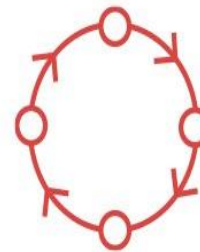
## PATH MODEL

### SEQUENCE

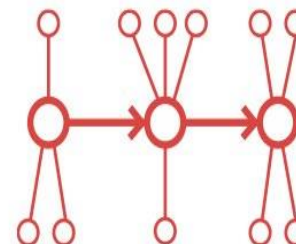
Flow Chart



Cycle

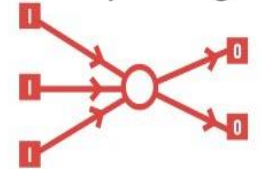


Flow Spray

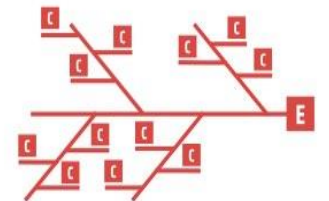


### CAUSE & EFFECT

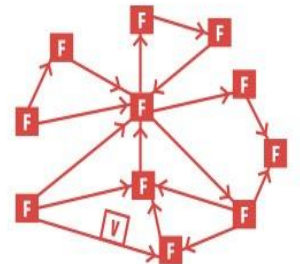
Input-Output Diagram



Fishbone Diagram



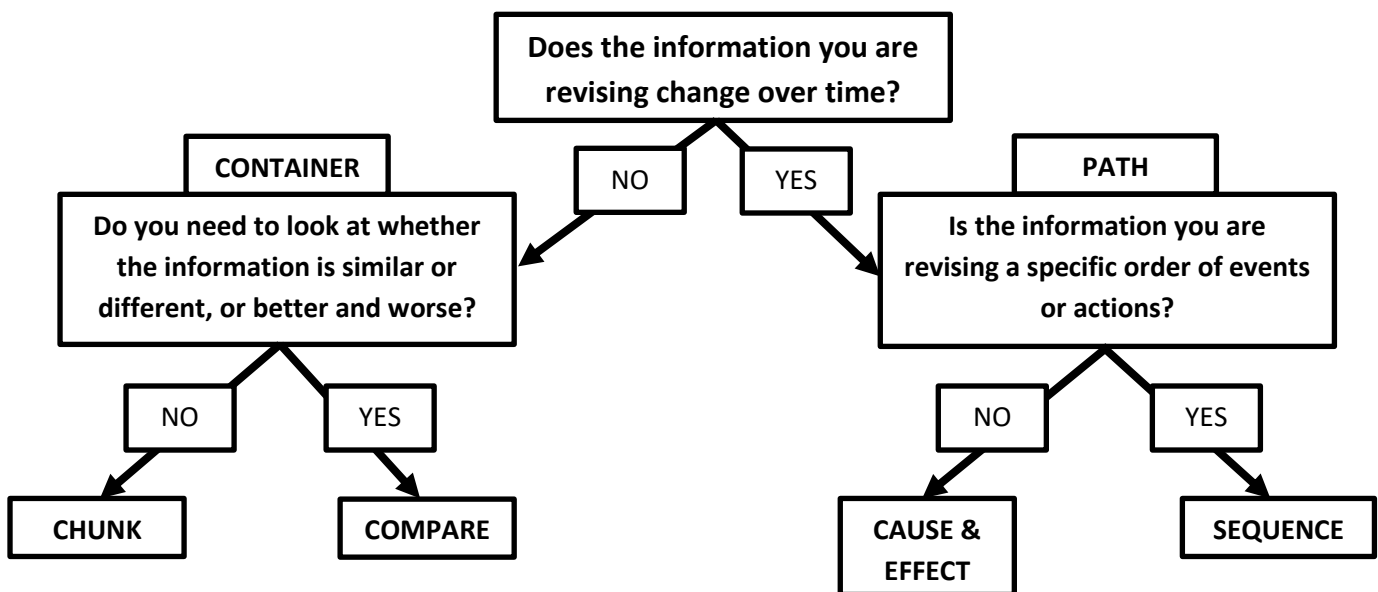
Relations Diagram



## Using Graphic Organisers

Using graphic organisers starts with choosing the correct one for the topic you want to revise. Graphic organisers are in two categories:

<b>CONTAINER = INFORMATION THAT STAYS THE SAME = CHUNK or COMPARE MODELS</b>  <b>Classify, compare, categorise, concept, explain, describe</b>	<b>PATH = INFORMATION CHANGES OVER TIME = SEQUENCE or CAUSE AND EFFECT MODELS</b>  <b>Sequence, cause and effect, episodes, procedure, process</b>
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<u>Which type of graphic organiser would be best?</u>	CONTAINER		PATH	
	CHUNK	COMPARE	CAUSE & EFFECT	SEQUENCE
Who is the best King in 'Macbeth': Duncan, Malcolm or Macbeth?				
What happens in 'Boys Don't Cry'?				
What is the main message of the poem 'Jamaican British'?				
How does Scrooge change in 'A Christmas Carol' and what causes each change?				
What is the timeline of events in 'Macbeth'?				
What are the effects of homophobia in 'Boys Don't Cry'?				
What are the similarities in the poems 'My Mother's Kitchen' and 'The Emigree'?				
What is Dickens' intention in writing 'A Christmas Carol'?				

# How Do I Revise?

<p><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><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><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><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><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, GCSEPod, and the Learning Zone on the school website are great places to start as they cover 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><b><u>Practice Papers</u></b></p> <ul style="list-style-type: none"> <li>• Ask your teacher for a practice paper that you can try out at home.</li> <li>• Look through your exercise book for questions similar to the ones on your exam paper. 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 TO LEARN**

### **The KEY: Revise the right stuff**

Break the subject down into **topics**, then **sub-topics**, and then revise the information for just one small part of the course at a time. You can find out all the sub-topics by looking in a revision guide.

For example:     Subject = Science (Chemistry)

#### **Topics**

1. Fundamental Ideas
2. Rocks and Building Materials
3. **Metals and their use**
4. Crude Oil and fuels

#### **Sub-Topics of Metal and their Uses**

- Extracting Metals
- **Iron and Steels**
- Aluminium and Titanium

#### **Information about Irons and Steels that I need to learn:**

- Carbon Steel
  - Small amount of carbon in iron = carbon steel
  - High carbon steel = hard
  - Low carbon steel = soft
- Alloy Steels
  - Low alloy steel = 1%- 5% other metals
  - High alloy steel = 5%+ other metals
  - Stainless steel = chromium/ nickel in them

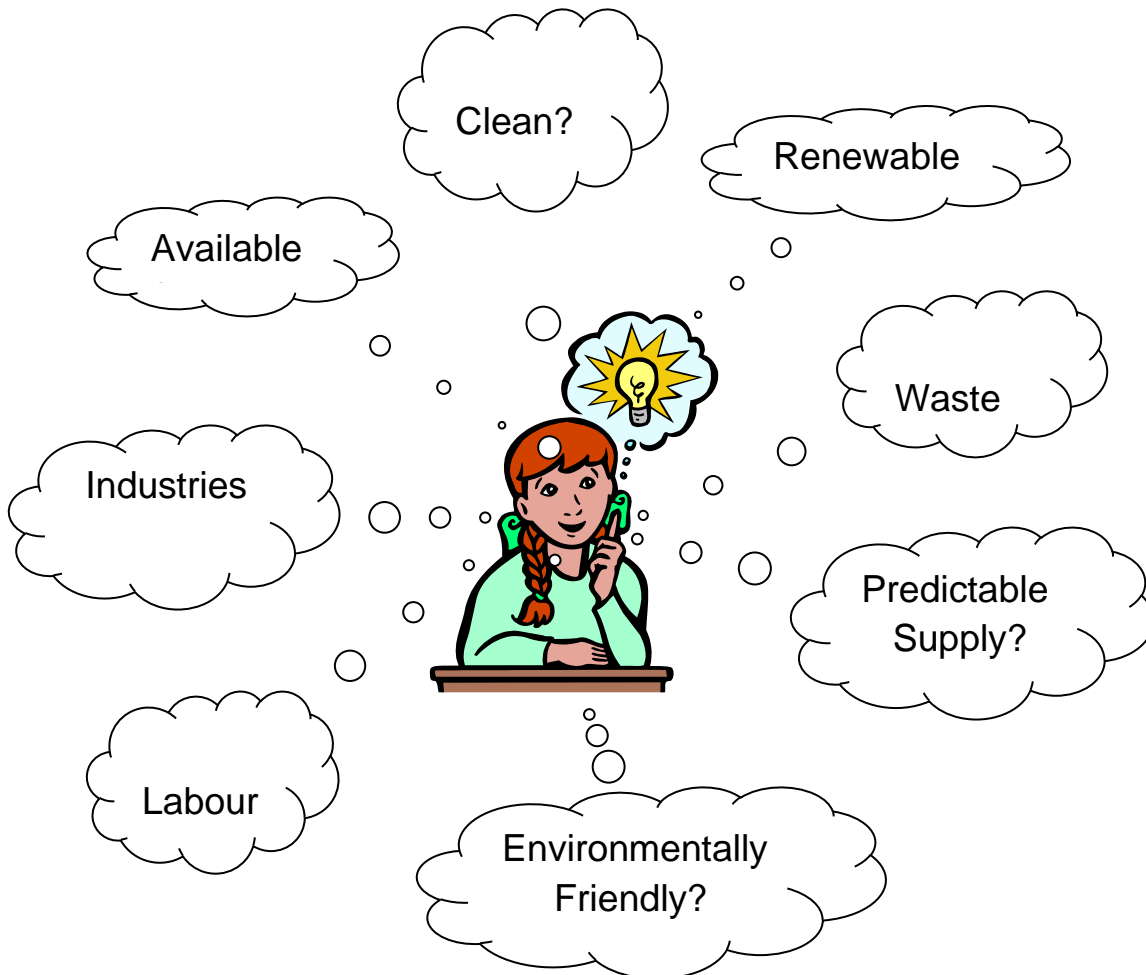
#### **Audio / Visual/Interactive**

- Listen to GCSEPod on your phone – remember, listen to the topics and subtopics that are relevant.
- Go to the various ‘online sites’ that your teachers direct you to – e.g. BBC Bitesize.
- These sites will be in the topics booklet on the Priory Belvoir website (Learning Zone).
- Go on Youtube sites set up by teachers and watch and listen to the information.
- If a teacher doesn’t have a YouTube site, search for the topic you want to revise. Lots of teachers from other schools have created presentations and videos to illustrate and explain key GCSE topics.

## HOW TO LEARN

### **Mind Map – Brainstorming – Thought Shower – Spider Graph**

- Read the text you are revising carefully. Now cover it up and write down all the information you can remember as fast as you can in any order.
- Look at the text again and add bits you missed.
- This is a good technique for remembering key information, BUT NOT for ordering your thoughts.
- It is a good technique to get you going – but you must now ‘order’ your thoughts using either a mind map or flash cards.



## HOW TO LEARN

### CORNELL NOTE MAKING

The diagram shows a template for Cornell notes. It consists of a large rectangle divided into three main sections. The top section is split vertically into two columns: 'Questions:' on the left and 'Notes:' on the right. The bottom section is a single row labeled 'Summary:'. Three blue boxes with white text provide instructions, with arrows pointing to the relevant sections:

- 1. In this section, summarise your topic/information.** (Points to the 'Notes' column)
- 2. You can use this section for different purposes:**
  - Questions to ask yourself
  - Links to existing knowledge
  - Recall cues/dual coding(Points to the 'Questions' column)
- 3. In this section, summarise your notes into as few words as possible. Make sure it's clear WHY this is important, HOW it can be applied and WHAT conclusions can be made.** (Points to the 'Summary' row)

#### Title: The Plot of *Macbeth* Act 1

##### Questions:

1. Who are the witches? Do they really know the future?
- 2.
3. How far would M have gone without LM?
- 4.
- 5.
- 6.
- 7.

##### Notes:

1. Macbeth and Banquo meet witches – prophecies given
2. Duncan makes M Thane of Cawdor
3. M writes to Lady Macbeth – she starts the plot to kill
- 4.
- 5.
- 6.
- 7.

##### Summary:

- Importance of Act 1 – introduction of characters – M weak, LM strong, B good, D good
- Impact of the supernatural – catalyst, drives whole play
- Fate vs free will – is this a self-fulfilling prophecy?

## **HOW TO LEARN**

### **Flash Cards**

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.

For Example:

**Social Injustice –When a group of people are treated badly like women or poor people. Examples of social injustice : Racism, Sexism, Poverty**

- **Why fight against injustice?**
  1. Conscience
  2. Treat others as ....
  3. Love your neighbour – good Samaritan
- **Who has fought Injustice?**
  1. Martin Luther King – Racism in USA
  2. Elizabeth Fry – Prison Conditions 1800's
  3. William Wilberforce – Slavery 1800's
- **How do people fight Injustice?**
  1. Protests
  2. Disobeying unjust laws
  3. Giving money to charity like Amn Int.

- Hide and Seek – Try to memorise the key points. Hide them and see if you write them out.
- Expand the **reason** behind each point. This is the real learning!
- Ask someone else to ask you questions:
  - The basic facts
  - The deeper point behind each point, get them to ask: Why?

### **Practice Papers**

- Do lots of past papers.
- For longer style answers, do a plan first.
- Get the papers from your teacher or from the exam board website (See topics booklet for link to past papers – found on Priory Belvoir Website).

## **EXAM TECHNIQUE**

### **Answering the question**

Pupils often fail to answer the exam question properly. They put what they think it is asking, not what 'it is' asking. Below are three activities that help pupils to answer the questions properly:

#### **a. BUG the question**

B = Bracket the command word (this is the verb, the doing word)

U = Underline the key terms (this is the topic)

G = Glance at the time given or the marks available (this tells you how much to write)

#### **b. Put the question in the answer**

This activity helps pupils to keep focused on the question and avoid going off on a tangent.

eg. Q – What are the effects of steroids on muscle growth?

A – The effects of steroids on muscle growth are.....

#### **c. Say it again!**

When revising, look at an exam question and rewrite it in your own words. This helps you to think about what exam questions are really wanting from you.

E.g. "The death sentence is the only way to reduce serious crime in the UK" - discuss.

To: "Are there other ways to reduce serious crime in the UK apart from the death penalty?"

### **Answering the question – How to expand**

The next problem that pupils have is expanding their answers and providing enough detail. The activities below encourage pupils to transfer skills from other subjects and develop a longer answer.

#### **a. PEE**

Point – Make your point

Evidence – Back it up with some evidence. Something from the text or a quote

Explain – Explain the text or quote, fact or figure



**b. This means.....**

Simply using phrases such as “This means”, “This tells us” and “This could suggest” are excellent ways to show the examiner that you understand the passage, poem, script, chart or graph.

**c. Because..... However..... Because**

The last activity helps pupils to justify opinions and show a different perspective on an issue.

Pupils often miss out on the top marks because they fail to explain their thinking and also fail to show a different opinion. If you can make sure you include:

“.....because..... however..... because.....” in your answer you are on the way to getting great marks.

.....I think the UK should invest more money in wind farms **BECAUSE** wind farms are a renewable source of energy production **HOWEVER**, the wind farms are not popular with conservationists **BECAUSE** they are an eyesore.



**GOOD  
LUCK!**