

REVISION SKILLS & EXAM PREP

YEAR 10

school

STUDENT

**Parents/
carers**

WHAT IS MY ROLE AS A PARENT/CARER?



HOW TO REVISE - TIPS AND TECHNIQUES TO MAKE REVISION EASIER

- **Step 1 – Start by creating a revision timetable**
- **Step 2 - Make your notes manageable**
- **Step 3 - It is vital that you READ**
- **Step 4 - Form an argument and have an opinion**
- **Step 5 - Write don't type**
- **Step 6 – Time is of the essence**
- **Step 7 - Know your learning Style (see link in notes)**



WHAT KIND OF LEARNER ARE YOU?



VISUAL LEARNERS

- Learn by seeing.
- Best understand words that evoke images.
- Respond well to demonstrations.
- Enjoy visually pleasing presentations.



KINESTHETIC LEARNERS

- Learn through doing and trial-and-error.
- Prefer hands-on approaches.
- Use multiple senses to engage with material.
- Enjoy solving real-life problems.



READ-WRITE LEARNERS

- Learn by reading and writing.
- Best understand explanations on paper/screen.
- Organize thoughts and make lists.
- Translate lessons into words.



AUDITORY LEARNERS

- Learn by listening and verbalizing.
- Listen for keywords and phrases.
- Respond well when things are explained aloud.
- Think in a linear fashion.























• **Visual Learners**

- Learn best by remembering information in fun and interesting ways
- Very creative / artistic
- Revise best by using mind maps, post it notes and highlighters!
- **TIP:** Organise your notes by using different colours to represent different themes or topics.



TYPES OF LEARNERS

<p>Best test type: Diagramming, reading maps, essays, anything showing a process</p> <p>Worst test type: Listen and respond tests</p>	<p>VISUAL LEARNERS</p> 	<p>LEARNING SUGGESTIONS</p>  <ul style="list-style-type: none">• Draw or outline the information you need to remember• Copy what's on the board• Diagram sentences• Take notes and make lists• Color code, highlight, circle and underline words in your notes• Use flashcards						
<p>CHARACTERISTICS</p> <table border="0"><tr><td><p>Tend to be fast talkers, may interrupt</p></td><td><p>Learn by seeing charts and diagrams</p></td><td><p>Need quiet study time</p></td><td><p>May think in pictures</p></td><td><p>Take detailed notes</p></td><td><p>Like to sit at the front of the class</p></td></tr></table>			 <p>Tend to be fast talkers, may interrupt</p>	 <p>Learn by seeing charts and diagrams</p>	 <p>Need quiet study time</p>	 <p>May think in pictures</p>	 <p>Take detailed notes</p>	 <p>Like to sit at the front of the class</p>
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Visual SEE IT	
Auditory HEAR IT	
Kinesthetic DO IT	



Visual Learners

- Prefer to see how to do things
- 29% of us prefer to learn by storing images in our brains.

Possible revision techniques:

- use pictures, mind maps, computers, diagrams, flowcharts, key words, posters, timelines
- Videos
- Mind maps.
- use **colour and highlighters** to help the brain remember.
- write information in bullet points or as key words on “post-its” – (they come in different colours).
- Careful layout of notes

• **Auditory Learners**

- Learn best by hearing information over and over again
- Revise best by talking out loud to yourselves or having to explain topics to friends or parents
- **TIP:** If you're feeling rather creative you could make up songs, rhymes or raps to remember certain topics or themes!



AUDITORY LEARNERS

LEARNING SUGGESTIONS

Best test type:
Writing responses to lectures they've heard; oral exams

Worst test type:
Reading passages and writing answers in a timed test

CHARACTERISTICS

- Tend to speak slowly, explain things well
- Tend to be natural listeners
- Tend to repeat things aloud
- Think linearly
- Read slowly
- Prefer to hear, rather than read, information

Learning Suggestions:

- Use word association to remember facts and lines
- Record lectures and watch videos
- Repeat facts with eyes closed
- Participate in group discussions
- Record notes after writing them

An infographic for Auditory Learners. It features a central illustration of an ear with a musical note. The text is organized into sections: 'Best test type', 'Worst test type', 'CHARACTERISTICS', and 'LEARNING SUGGESTIONS'. Each characteristic is accompanied by a small icon (e.g., lips for speaking, an ear for listening, a speech bubble for repeating, an arrow for linear thinking, a book for reading slowly, and lips for hearing information).

Visual
SEE IT

Auditory
HEAR IT

Kinesthetic
DO IT

An infographic showing three learning styles. 'Visual SEE IT' is accompanied by an eye icon. 'Auditory HEAR IT' is accompanied by an ear icon. 'Kinesthetic DO IT' is accompanied by an icon of a person running.



Auditory Learners

- Learn by listening and speaking
- 34% of us prefer to learn by storing sounds in our brains.


Possible revision techniques

- Talk over the work with someone else
- Record notes (use your phone) and play them back
- Listen to music while revising – no words
- Repeat their work out loud in funny voices.
- Make up rhymes or raps about work.
- Get someone to ask you questions about the work.

• Kinesthetic Learners

- Learn best by taking a "hands on" approach to revision
- Very interactive / outgoing
- Revise best by re-writing notes and making visual aids throughout revision
- **TIP:** Kinesthetic learners often find that playing sport and exercise during revision stimulates their learning!



KINESTHETIC LEARNERS		LEARNING SUGGESTIONS
Best test type: Short definitions, fill-ins, multiple choice		 <ul style="list-style-type: none">• Study in short blocks• Take lab classes• Go on field trips• Study with others• Use memory games and flash cards to memorize facts
Worst test type: Long essays, tests		
CHARACTERISTICS		
 Tend to be the slowest talkers	 Learn by doing and solving real-life problems	
 Like hands-on approaches	 Can't sit still for long, get fidgety	
 Take breaks when studying	 Suffer from short attention spans	

Visual SEE IT	
Auditory HEAR IT	
Kinesthetic DO IT	



Kinaesthetic Learners

- Learn by doing
- 37% of us prefer to learn by movement or touch.

Possible revision techniques

- Key word cards
- put their notes on cards or "post-its" and sequence them (perhaps rank the cards in order of importance or make into sentences).
- walk between notes or "post-its" that are on the floor or on the walls.
- walk around while reading.
- stand up – stretch or exercise – at least every 20 minutes.
- draw pictures, mind maps – run a finger between the words on the map, say each one out loud.
- squeeze a sponge or stress release ball while working.

MOST PEOPLE PRACTICE THE WRONG TASKS...



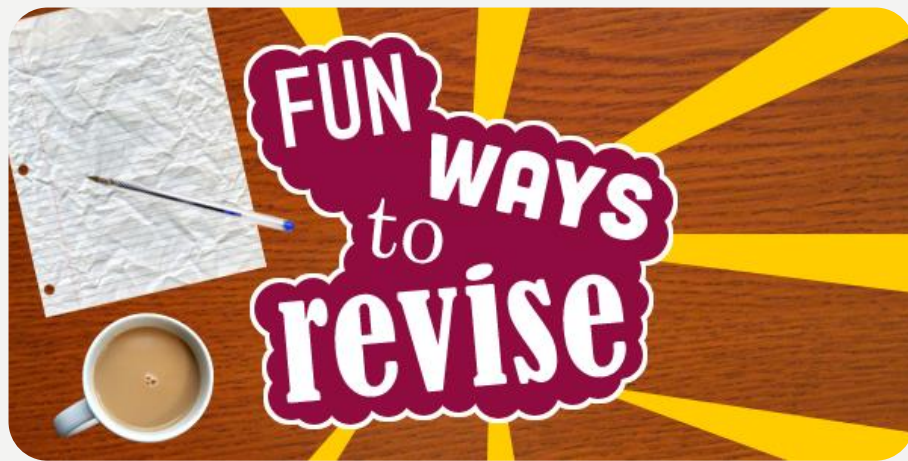
psychologist

- 1. Test, don't recognise** – rather than just reading through notes, test your self on them, for example, make note cards with questions on one side and answers on the other
- 2. Space, don't cram** – spacing your practice out doesn't feel as satisfying, as doing a full 5-6 hours but it results in memories that are more likely to be useful when exam day comes around
- 3. Effort, not flow** – when you're revising, you have to focus on the things you know least well, not the things you know best... revision shouldn't be for reassuring yourself about what you know, it needs to be the deliberate effort to identify what you don't
- 4. Practice output, not input** – any effective study plan needs to include answering questions with the information you've revised, but often we're tempted to leave that out in favour of focusing on learning the information in the first place

REST AND SLEEP

- New research shows that a brief rest after learning something can help you remember it a week later. Other experiments have shown that a full night's sleep helps you learn new skills or retain information.
- Even napping can help consolidate your memories, and maybe even make you more creative. This is great news for those of us who like to nap during the day, and is a signal to all of us that staying up all night to revise probably isn't a good idea.





- **WATCH ONLINE VIDEOS:** There are lots of videos out there to help you with things that you don't understand, for example, https://www.youtube.com/watch?v=zFENz_nnrq8
- **GET ARTY:** Making posters or drawing spider diagrams with lots of colourful pens not only is great fun but has been proved to make you more effective in your revision.
- **WATCH FILMS:** Watching the film of the book you're studying can be a great way of understanding it better and getting a better picture of what's going on, but remember that this can **never** be a substitute for reading the text!
- **GET RECORDING:** Listening to your voice back on tape is actually a great way to go through your notes without just writing them out time and time again.



You wouldn't practice for a tennis match by never playing tennis...

and you shouldn't study for an exam by never testing yourself on writing full answers in exam conditions...



PAST EXAM PAPERS



PEARSON

edexcel 

REVISION MATERIALS



When creating revision timetables, rather than trying to revise all your subjects every week, focus on revising half of the subjects you're taking in one week and the other half the following week, etc.

A revision timetable tells you what you need to revise each day and puts you in control of your revision. Don't worry if at any point you get behind. By working towards revising all topics by your first exam, you can catch up between exams.

CREATE YOUR REVISION PLAN

1. Write the name of the subjects you are revising along the top. Make a note of which week your planner is for and create a new planner for each week of your revision timetable. (Template is on the next page so you can print off as many as you need)
2. Enter the name of the topic you are going to be revising and how long you are going to revise for against each day of the week (see example planner on the right)

EXAMPLE PLANNER

WEEK 1

WEEK	English Language	Maths	Biology	Physics	French	Geography	TOTAL
Monday	Writing (1 hour)				Sport (1 hour)		2 hours
Tuesday		Fractions (1 hour)	Enzymes (1 hour)			Trade/Aid (1 hour)	3 hours
Wednesday				Energy (1 hour)	Transport (1 hour)		2 hours
Thursday		Vectors (1 hour)				Settlements (1 hour)	2 hours
Friday			Evolution (1 hour)				1 hour
Saturday			Nerves and hormones (1 hour)			Volcanoes (1 hour)	2 hours
Sunday		Triangles (1 hour)		Waves (1 hour)			2 hours
TOTAL	1 hour	3 hours	3 hours	2 hours	2 hours	3 hours	14 hours

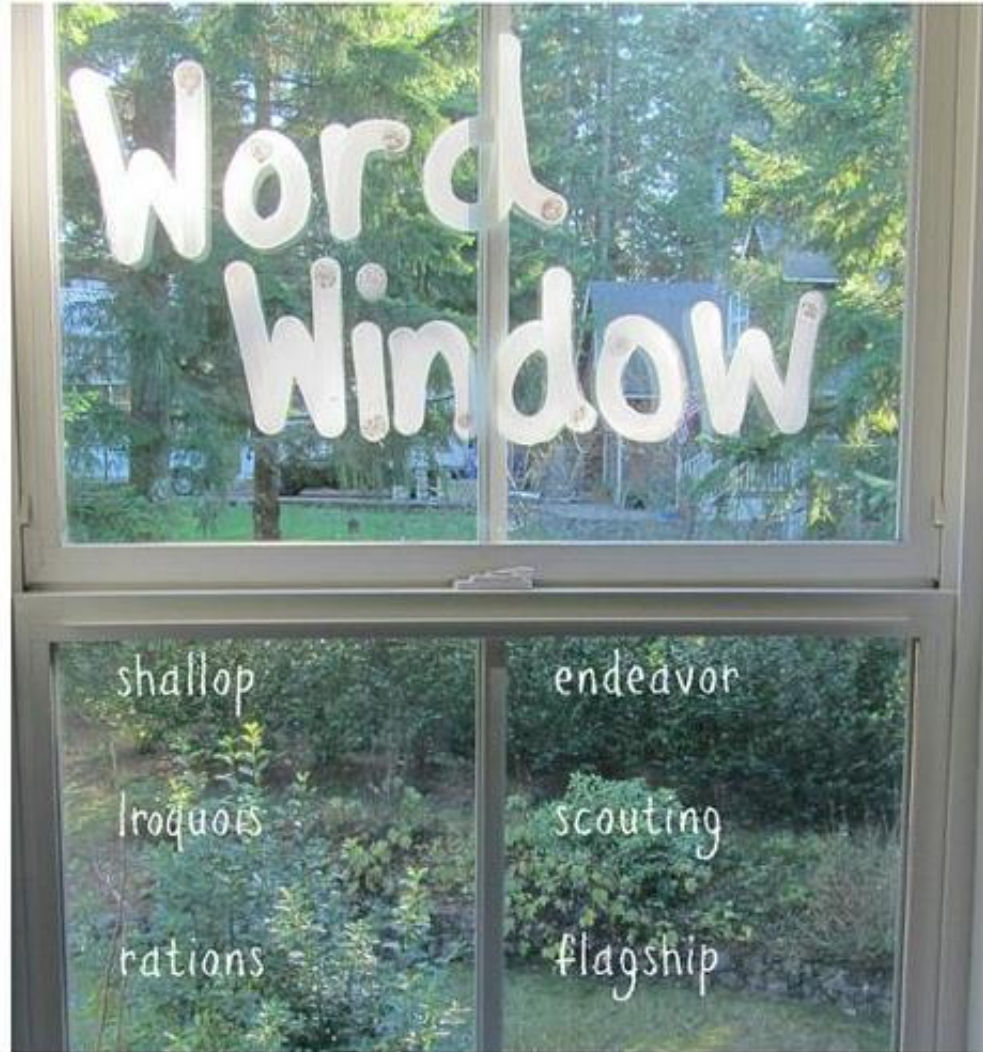
Collins

REVISION TIMETABLE

WEEK _____

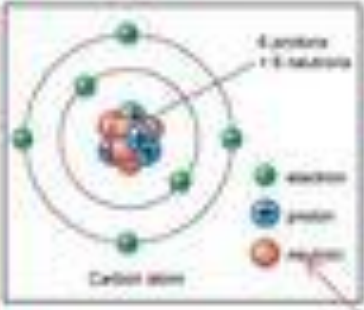
WEEK							TOTAL
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Sunday							
TOTAL							

Glass pens & chalk paint ideas...

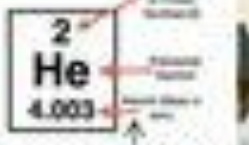
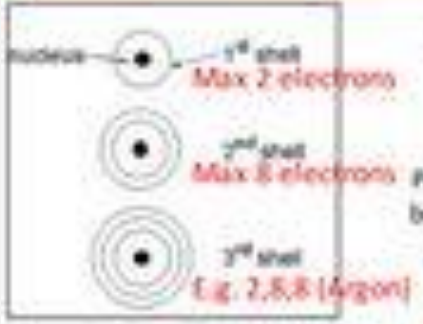
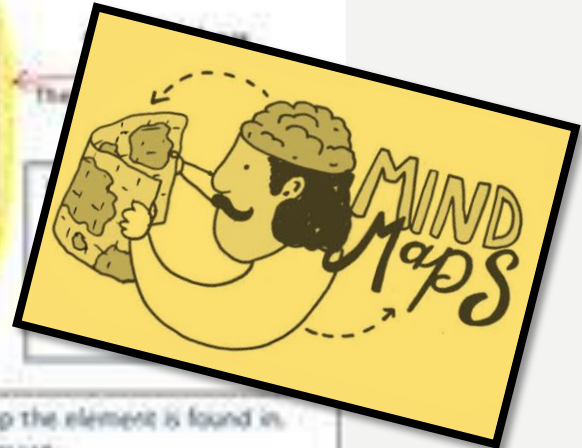


Definitions

- Atom** - Particles that make up all substances.
- Element** - A substance made up of only one kind of atom.
- Compound** - A substance made of different types of atoms joined together.
- Mixture** - A substance made of atoms that can be easily separated as they are not joined together.



Periodic Table of the Elements

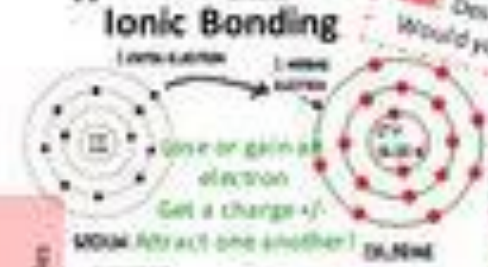


No charge

The number of outer shell electrons match the group the element is found in.
E.g. Lithium 2.1 is a group 1 element.

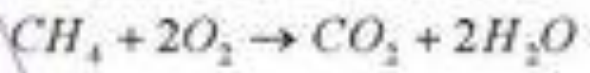
The number of electrons an atom has effect the way it reacts.

Covalent Bonding
Non-metals sharing electrons



Carbonates
Decompose when heated
React with acid
= Salt + water + CO_2

Balanced Equations



A balanced equation has the same number of atoms of each element on both sides

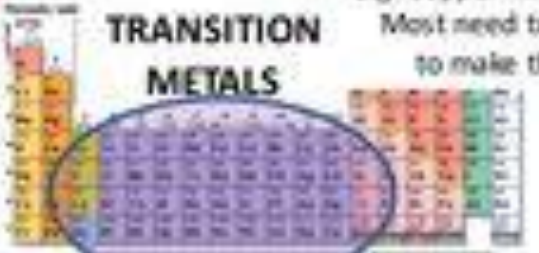
Using Molecules: In this equation, the large number in front of the chemical symbol tells us the molecules needed.
e.g. 1 CH_4 molecule reacts with 2 O_2 molecules

QUARRYING
Good: More jobs
Bad: Destroy habitats and Landscape
Would you want to live next to one?

Limestone is heated in a Rotary Lime Kiln
You then have Cement or Mortar by adding water and sand.
If you add crushed rocks you get Concrete

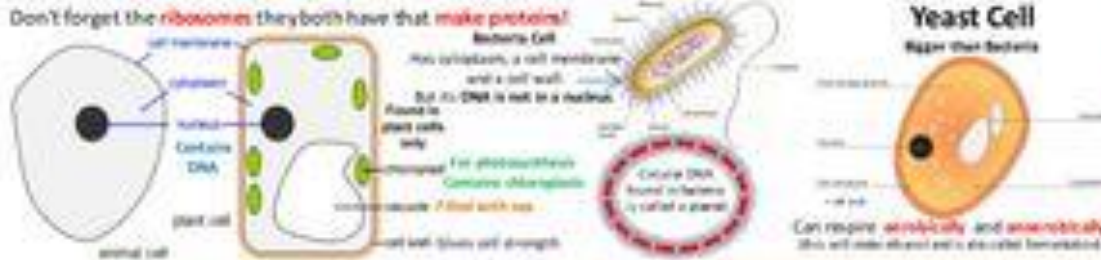
Metals - Very useful
e.g. Copper wires conduct well
Most need to be ALLOWED to make them harder

TRANSITION METALS



Metals which are un-reactive are found in their NATIVE STATE e.g. GOLD
More reactive metals are found as METALS ORES and need to be EXTRACTED

C1 CHEMISTRY

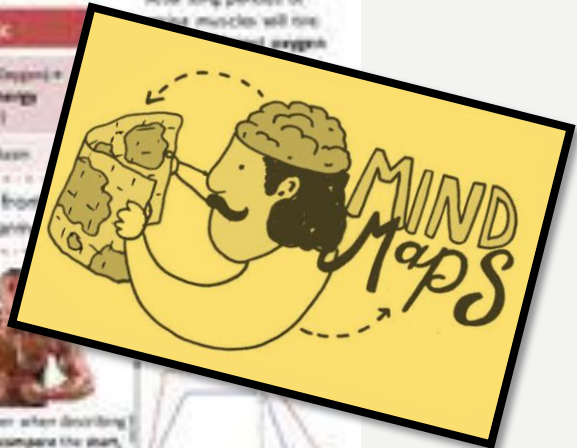


Respiration

Aerobic	Anaerobic
Glucose + O ₂ = CO ₂ + H ₂ O + Energy	Just Glucose (No Oxygen) = Lactic Acid + Energy (less energy)
Occurs in Mitochondria	Occurs in Cytoplasm

Why respire? Energy to build big molecules from small ones, move muscles and keep you warm

If you're using your muscle you'll need more glucose and oxygen, you'll produce more CO₂



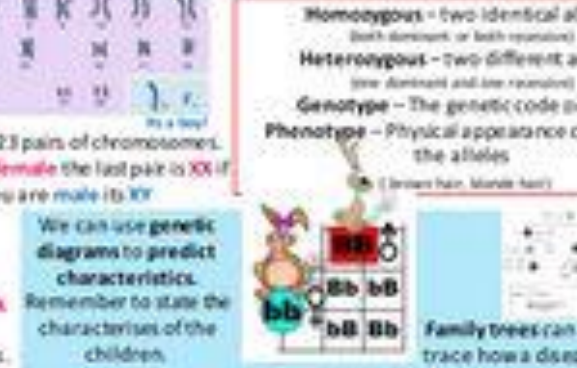
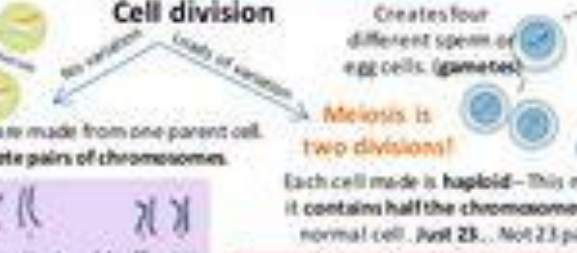
Biology Unit 2



Sex cell division - Meiosis

Produced in the: Mouth, Pancreas and small intestine

Enzyme	Substrate	Product
Salivary amylase	Carbohydrates (amylose)	Sugars
Trypsin	Protein	Amino Acids
Lipase	Lipids (fats)	Fatty acids and Glycerol



Cystic Fibrosis - Recessive disorder

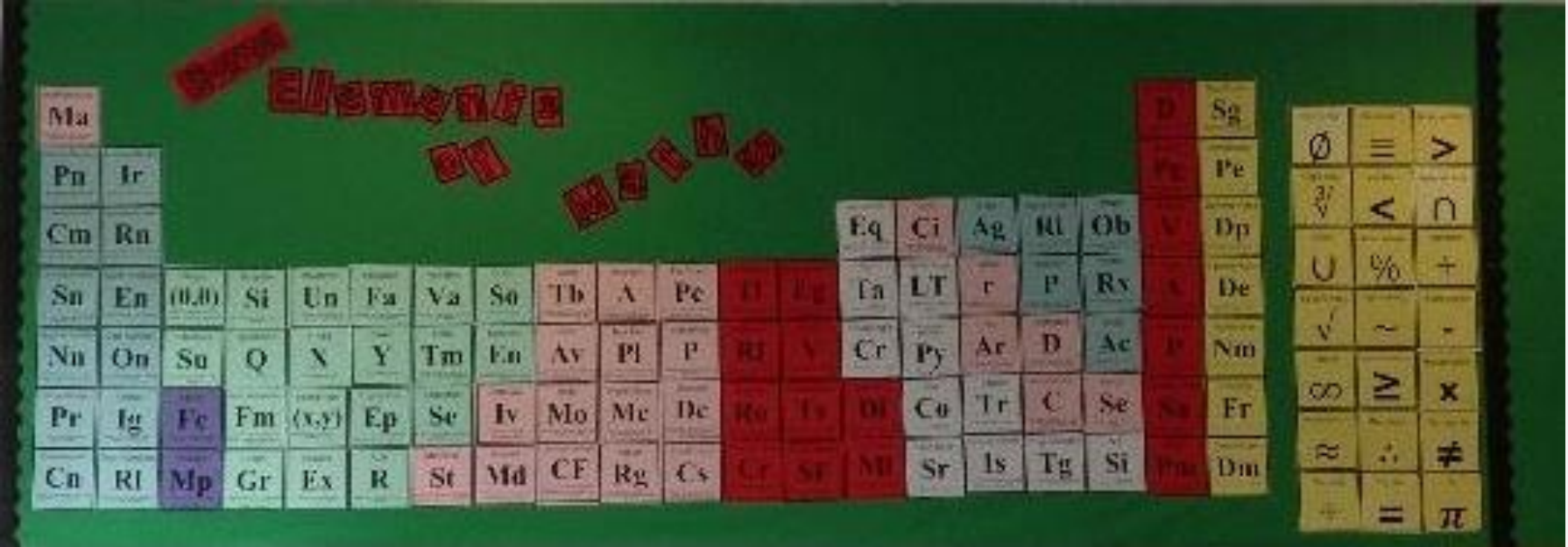
It is caused by a recessive allele in both parents has to give the allele and two recessive alleles must be inherited to be a sufferer.

Dominant disorder -

Recessive disorder -



**Make displays for your
bedroom wall... or your
ceiling...**





**More ideas for
your bedroom
wall**



Revision ⌚ POWER HOUR



STEP
01

Choose a past
paper question

Google your subject,
level and exam board
e.g. "Geography A-Level
Past Papers AQA"

STEP
02



Revise

Spend 20 minutes
revising what you need
to know to answer your
chosen question

STEP
03

Do the question

Set a timer for 20
minutes and answer the
past paper question you
chose



STEP
04

Get feedback

Show your teacher your
work. Ask them whether
your marking is accurate
and how you could
improve your answers



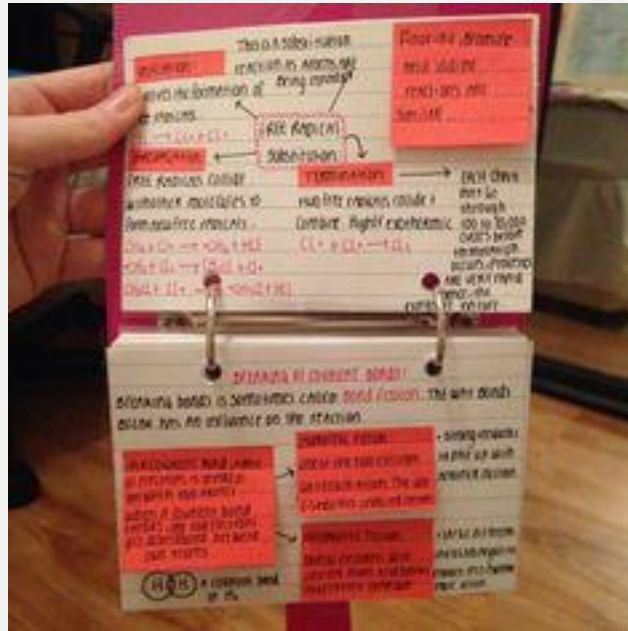
Mark your answer

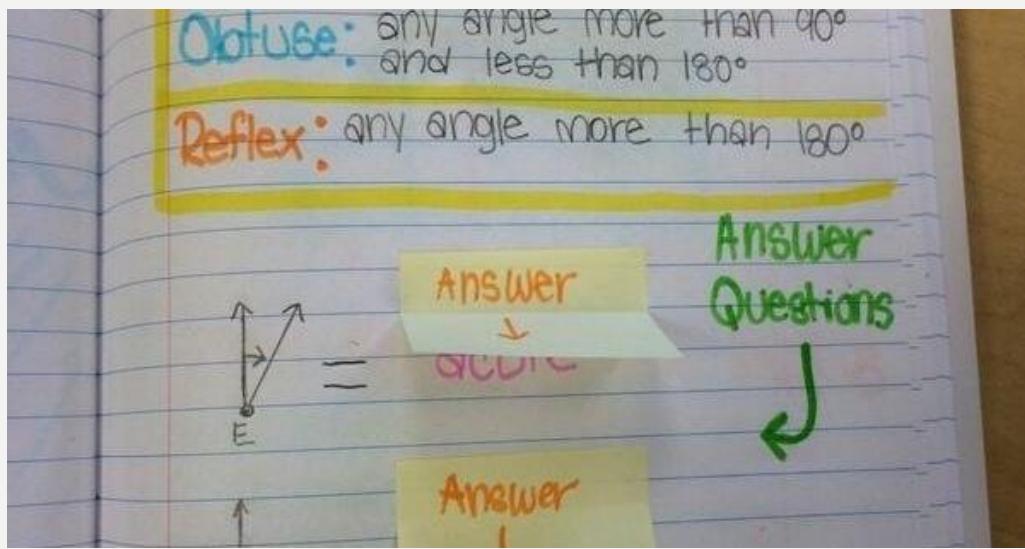
Using the mark scheme
for the past paper mark
your answer. This will
help you to think like an
examiner



STEP
05

Ways to use revision cards





Using post-it notes...

Post-it notes are great because you can stick them all over the house, in places you are likely to **look**.

Write **key facts** onto a post-it note (e.g. the number of people who died in a disaster, the name of a prime minister, or a chemical equation).

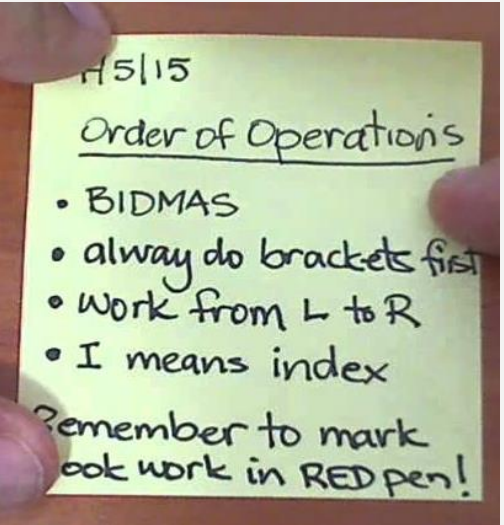
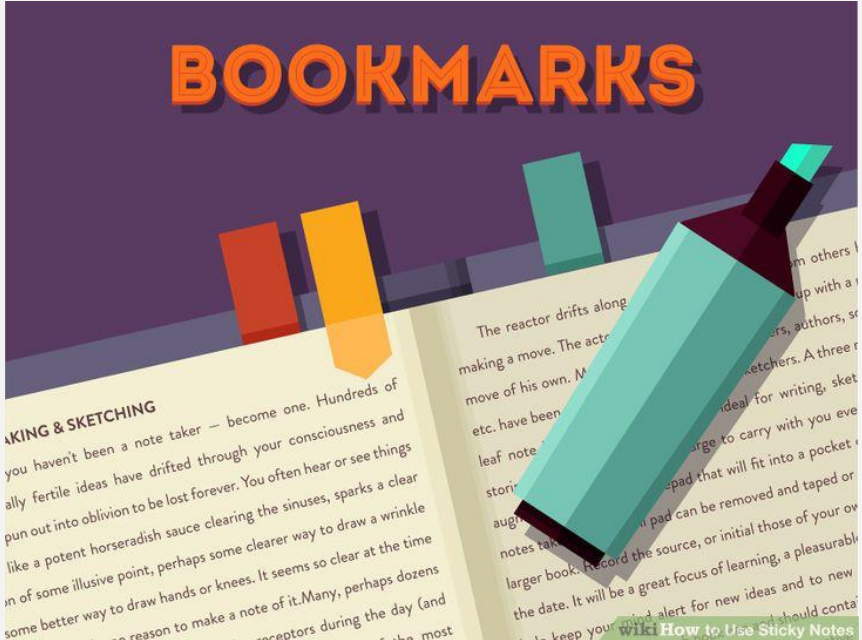
Every time you see the post-it note, read it **out loud!**

Why do you need to read them **out loud?**

It's ACTIVE revision!

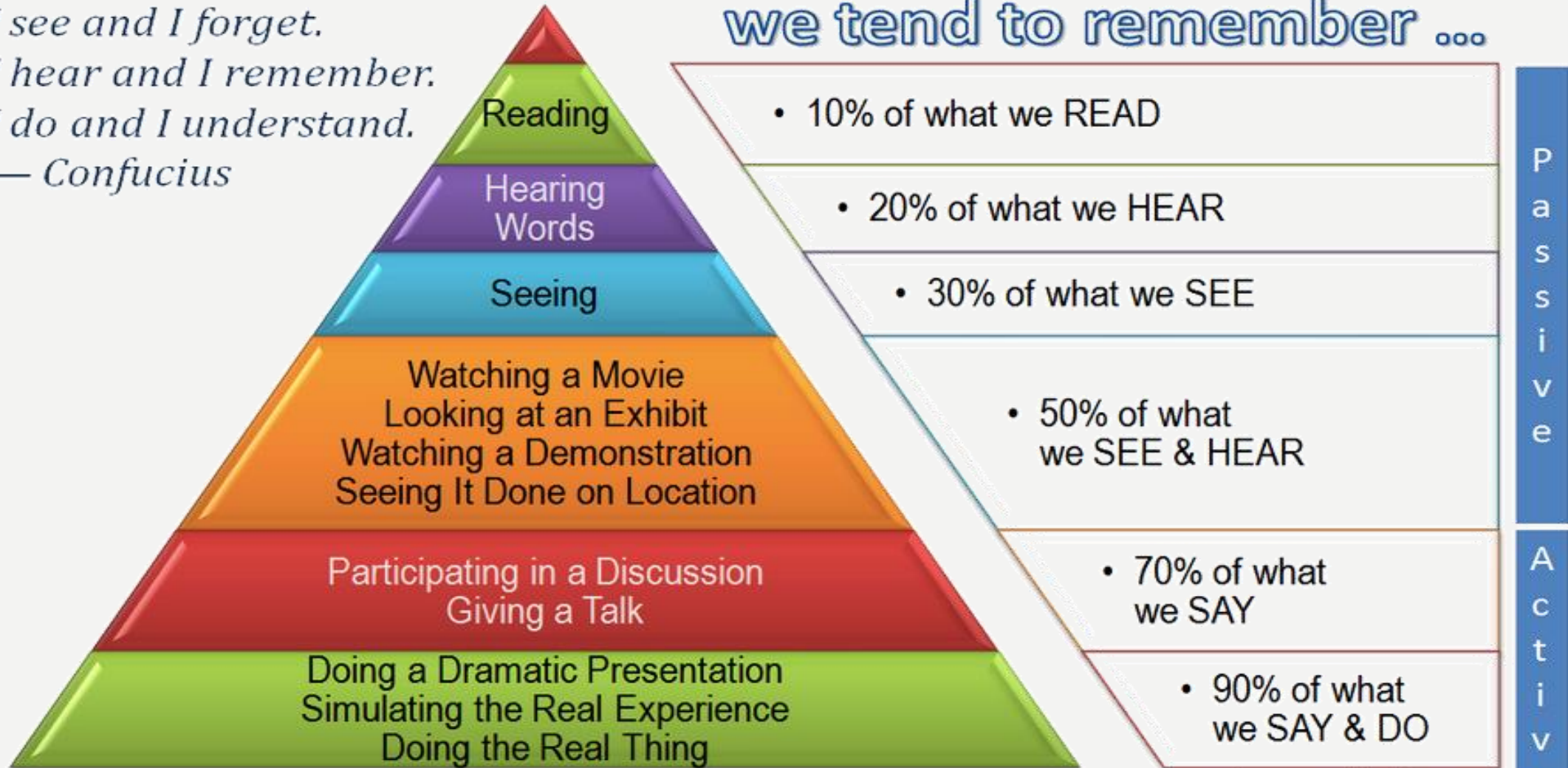


Ideas for post-it notes



The Cone of Learning

*I see and I forget.
I hear and I remember.
I do and I understand.*
— Confucius



After 2 weeks,
we tend to remember ...

Homework

- Choose one topic you have learnt this week
- It can be from any lesson
- Teach someone in your household about that topic
- **One week later...** test each other on that topic



Homework

- Between now and Christmas, test out the different methods of revision that you have been introduced to tonight

