EAST LEAKE ACADEMY AND SIXTH FORM

ENJOY, LEARN, ACHIEVE

The ultimate guide on revision strategies that work!

Student & Parent Study Skills Booklet

Time + Effort = Success

Maximise your progress starting today

Diverse Academies
Learning Partnership

Revision basic principles

C.R.A.V.E.

1. **Creativity** – The more creative your strategies the better and more enjoyable.

2. **Repetition** – You will need to cover content multiple times before you can remember it. Organisation is key to this so you use your time efficiently.

3. **Activity** – Try and make your learning as active as possible. Friends and family working with you can be even better.

4. **Visual** – Use visual aids (pictures) to link with key words.

5. **Environment** – Quiet and organised with all the equipment you need. No smart phones when working. Manageable chunks of time (25 min work, 5 min rest 'Pomodoro Technique' www.mindtools.com)

Also get some quality sleep & rest!

Scanning & Skimming

These techniques can be used to find information quickly and to prioritise information when reading text. You will not always have the time to read everything in detail during your revision.

- **Scanning** is used to find a specific word, phrase or piece of information.
- **Skimming** is used to find out what the text is about – **'to get the gist'.**

How to Scan:

- Try to **decide beforehand what information you want** to find out.
- **Don't try to read every word**. Instead let your eyes move quickly across the page until you find what you're looking for.
- Use clues on the page, such as **headings and titles**, to help you.
- Look out for **words highlighted in bold or underlined**.
- With longer books, use the **chapter list or index system**.

How to Skim:

- Read the **title, subtitles and subheadings** to find out what the text is about.
- Look at the **illustrations** to give you more information about the topic.
- Read the first and last sentence of each paragraph.
- **Don't read every word or every sentence**. Let your eyes skim over the text and look out for **key words.**

Example of 'Skimming'

By just reading these key points from the text it would be possible to work out if the article is relevant to the student without reading the whole text (the rest of the text has been blanked out). If it was relevant then the student could stop and read it in more detail and then use it within an active revision strategy.

dense woodland
30 miles   Nottingham to Worksop, Sherwood Forest
                  a royal hunting reserve   10th Century.

                                                      ideal cover
hunting deer   hunting with falcons.
          outcasts and outlaws

                                        Robin Hood
                                        rebel
          Merry Men   stolen   rich
feed   poor.

                              four noble families
'The Dukeries'.
                              reduced in size
exploitation.   nature
reserve   a million visitors
          800 — 1150 years old.   'Major Oak'

Once an area of dense woodland and heathland stretching over 30 miles from Nottingham to Worksop, Sherwood Forest was established as a royal hunting reserve in the 10th Century. This meant that it was illegal for anyone but Norman royalty and their chosen guests to hunt amongst the lands.

The sandy heath and thickets of Sherwood provided ideal cover for hunting deer and hunting with falcons. They also provided cover for outcasts and outlaws who were not welcome in medieval British society.

It was during this time the legend of Robin Hood also emerged. Portrayed as a fearless and heroic rebel, Robin Hood and his band of Merry Men were said to have stolen from the rich to feed the poor.

The link to royalty continued as parts of the forest eventually came under the ownership of four noble families — and became known as 'The Dukeries'.

Today Sherwood Forest is much reduced in size due to years of exploitation. However, it has now been designated a nature reserve and attracts over a million visitors each year. One of the biggest attractions is the 'Major Oak' which is believed to be between 800 — 1150 years old.

## Getting creative is often the best way!

Some simple ideas for making your revision more active by using information in other ways to help encourage deep processing! Deep processing helps your brain embed the concepts to long term memory.

Superficial strategy	Deeper processing 'Better' strategy
Read p7	Look at page 7 and find the most important piece of information. Tell someone what you think, and why
Watch a 5 minute video clip	Watch a 5 minute video clip and then discuss the main points with someone, or summarise the information on 1 side of A4 paper
Watch a video and at the end describe what you have seen	Watch a video and at the end describe what you have seen as if you are talking to someone who has lost their sight (greater detail)
Copying down key words for topics	Copy down key words and link with small pictures (visualisation)
Answer old questions on topics	Create your own new questions and then produce model answers for them
Answer questions in relation to text/video	Create a new list of questions in relation to a text/video
Do 10 calculations	Find 20 calculations do the 10 hardest ones for your ability
Read a paragraph	Read a paragraph and reduce to one single sentence/word
Read a story	Read and identify key character, event or turning point
Read an article	Read it and imagine you have been asked to edit so as not to lose the meaning, what would you cut out and why?
Summarise this page	Summarise this page in no more than 150 words
Reduce paragraphs down to 10 key words	Reduce paragraphs down to 10 key words Now reduce this down to 5 key words, now reduce this to 1 key word
Change information into a flow diagram	Change info into multiple forms: Describe visual info Flow diagram Cartoon strip Play, mime Jingle Poem Visualise text
Explain how something works	Use other materials to model or act out how something works
Explain a concept	Create an analogy. It's a bit like….
Prepare and deliver a presentation on something	Prepare and deliver a 40 second presentation on something
Summarise a topic by doing mind maps	Summarise a topic by doing a mind map on A4 paper (if you were allowed to take just this sheet into the exam what would you write?)
Explain a concept e.g. An Earthquake	Explain what causes an earthquake? You may not use the words: tectonic plates, pressure, fault line, energy etc.

Why are mind-maps useful?

Mind-maps help bring the left and right sides of the brain together...

I love you left brain...

I love you right brain...
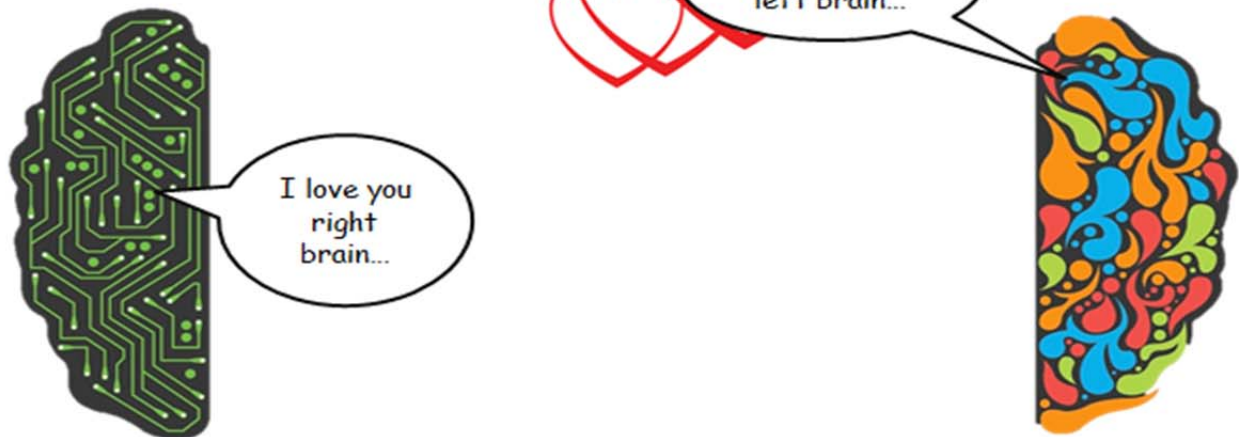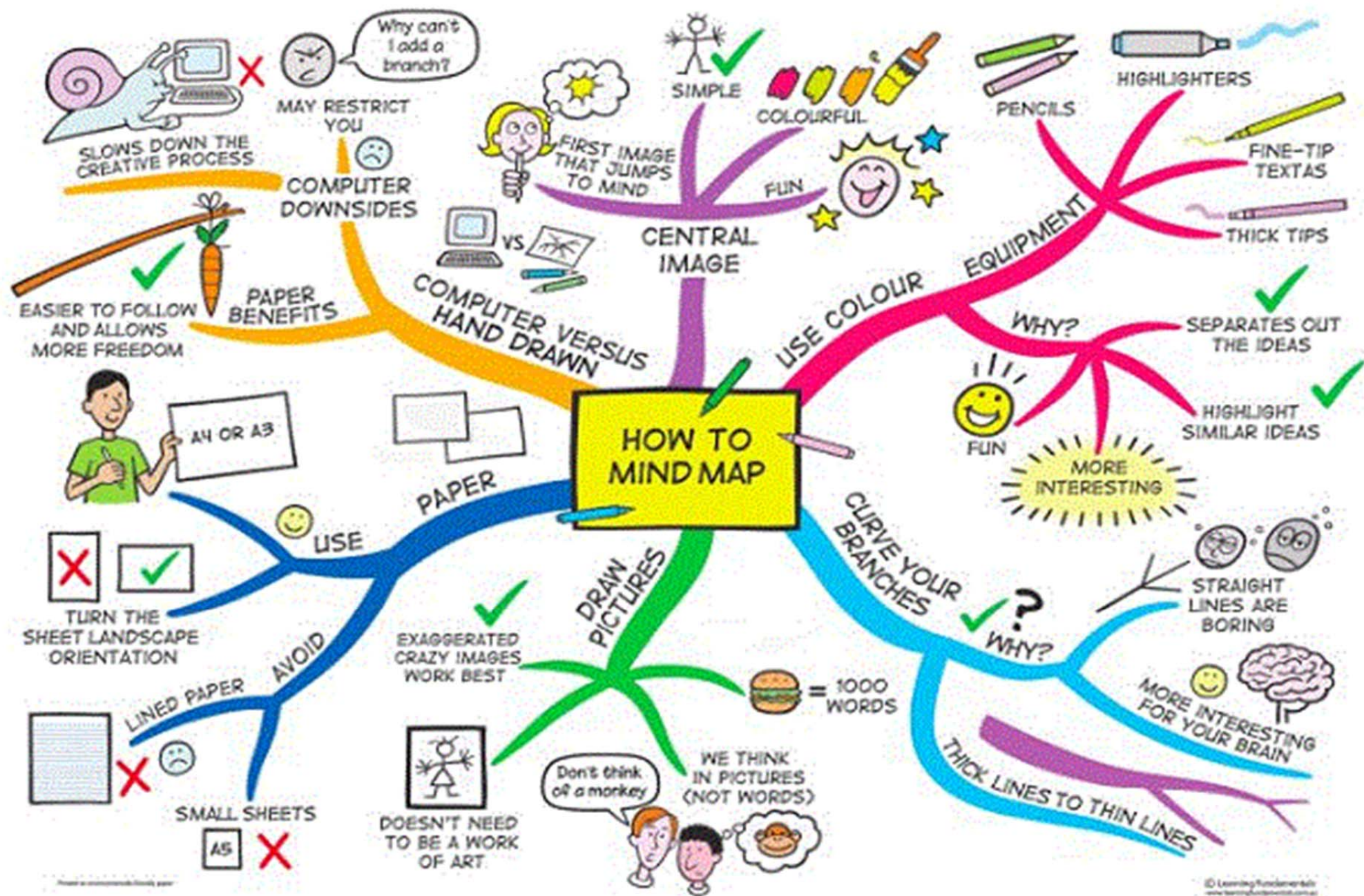
Remembering and revising

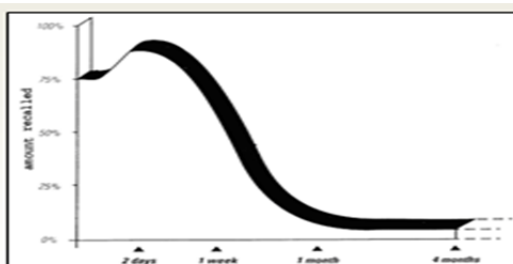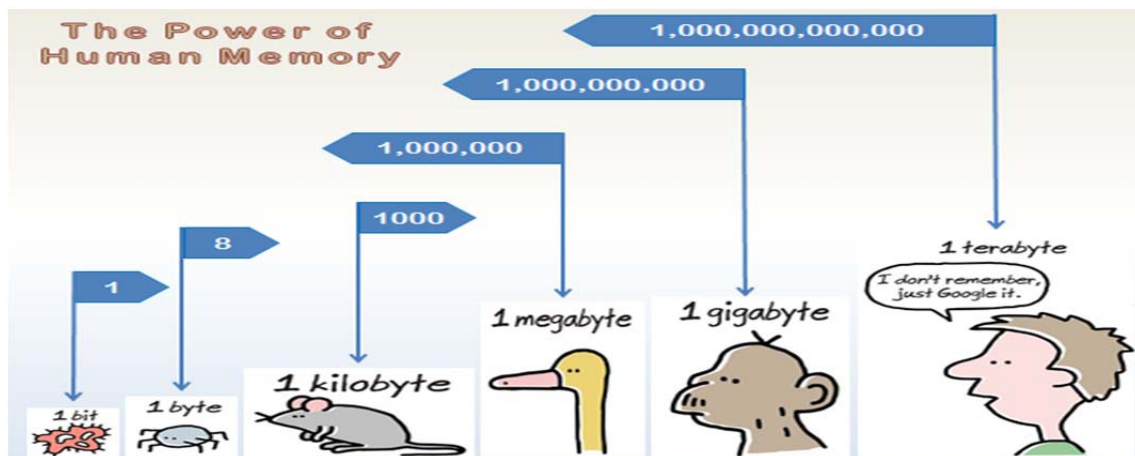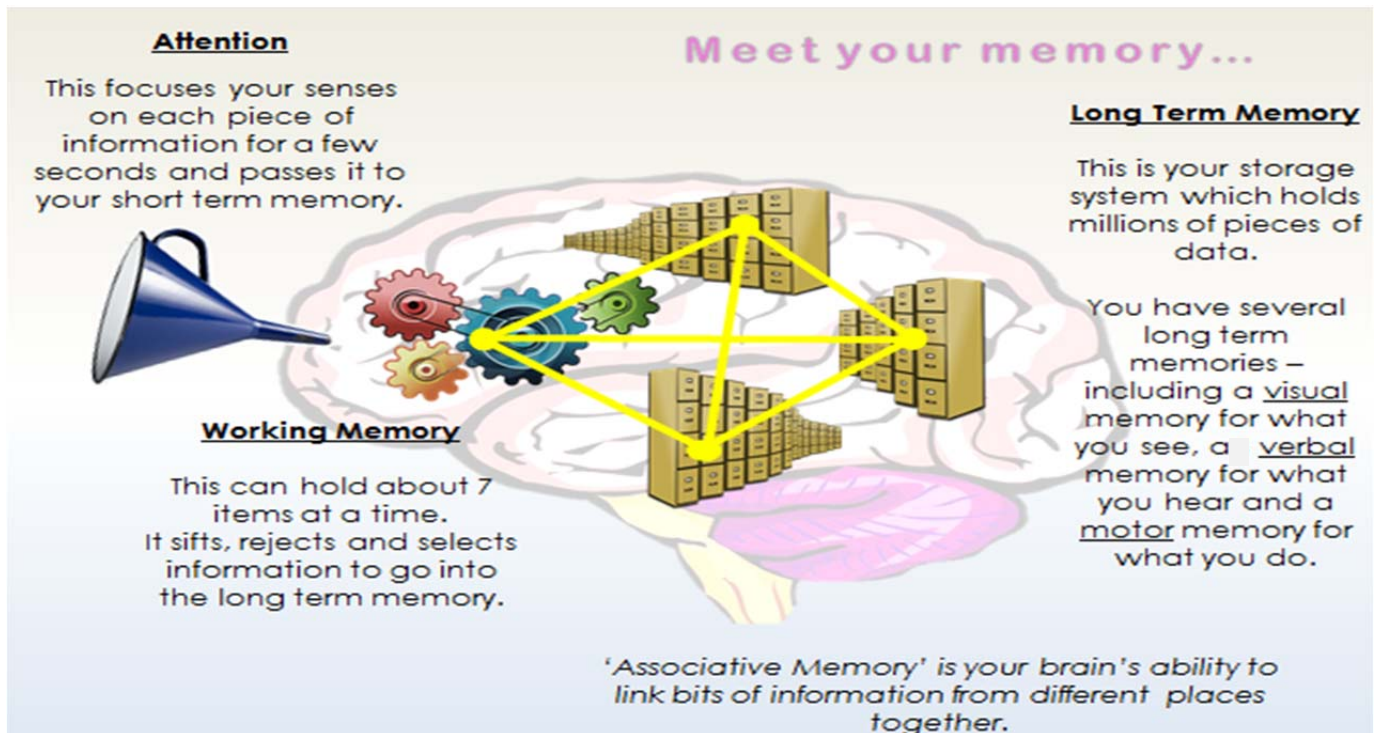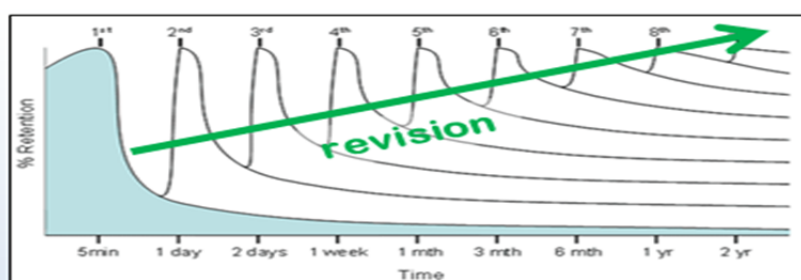Planning out ideas for writing

Planning out ideas for presentations

STOPPING THIS! ➜

See next page for a 'How to Mind Map' guide

5
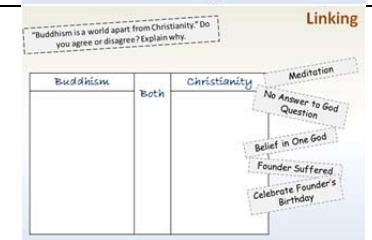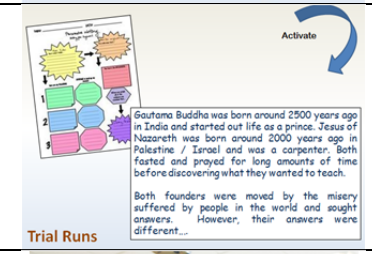
Practising things over and over gets the best out of your memory

Attention

This focuses your senses on each piece of information for a few seconds and passes it to your short term memory.

Working Memory

This can hold about 7 items at a time. It sifts, rejects and selects information to go into the long term memory.

Meet your memory...

Long Term Memory

This is your storage system which holds millions of pieces of data.

You have several long term memories – including a visual memory for what you see, a verbal memory for what you hear and a motor memory for what you do.

'Associative Memory' is your brain's ability to link bits of information from different places together.

The Power of Human Memory

1,000,000,000,000
1,000,000,000
1,000,000
1000
8
1

1 terabyte
I don't remember, just Google it.

1 bit
1 byte
1 kilobyte
1 megabyte
1 gigabyte

'Practise makes perfect...'

revision

Other ways of practising and revising work

Strategy	How/why it works	What does it look like?
Flash Cards: Small cards with key words and reduced information, often including pictures which can be used to test yourself.	Helps with repetition and recall of information which can help lay down long term memory.	
Quizzes and challenges: Hot seat questioning, master mind specialist subject questions, 1 min talk about a topic including as much information as possible, explain a concept to an alien who has never seen it before etc.	Using information in different ways to solve questions or challenges. Re-using information in unfamiliar way which will help increase understanding.	
Creating information tables: Tables of information that looks at differences and similarities for different topics etc. Rank order of importance etc.	Makes you categorise information and think about where it fits into a concept or a subject. This helps improve understanding of complex issues through deep thinking.	
Trial Runs: Using information and having a go at answering questions or producing a piece of work. This includes practising previous exam questions or preparing/scripting answers to possible exam questions.	Using knowledge to answer questions requires you to process and re-organise the information improving understanding. Scripting helps organise your responses in exam situations and can save time planning within the exam giving you more time to answer the question.	
Teaching others: Using the information you have gathered on a subject/topic and teaching this to someone else so that you can explain the concept/subject that you have learned.	Research has shown that this is the best way to increase your understanding of a subject. You will need to process information and apply it in a clear way for others to grasp the same concept. This will improve understanding and lay down long term memory.	

Visualisation and Linking

Visualisation and linking is a very powerful way of improving memory re-call. This technique involves linking pictures to key words or concepts so that you can help remember them when asked to re-call the information.

E.g. A Law student is asked to remember the following legal case information:
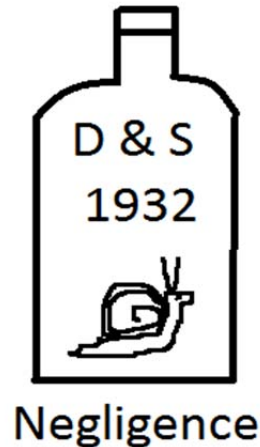
Donoghue v Stevenson *1932*

This case was a foundational decision in Scots delict law and English tort law by the House of Lords. It created the modern concept of negligence, by setting out general principles whereby one person would owe a duty of care to another person.

Also known as the "Paisley snail" or "snail in the bottle" case, the facts involved Mrs Donoghue drinking a bottle of ginger beer in a café in Paisley, Renfrewshire. A dead snail was in the bottle. She fell ill, and she sued the ginger beer manufacturer, Mr Stevenson. The House of Lords held that the manufacturer owed a duty of care to her, which was breached, because it was reasonably foreseeable that failure to ensure the product's safety would lead to harm of consumers.

This is a lot of information to remember in the exam so they decide to link the keys words from the case with a picture to help them remember.

The Law student creates the following visual representation of the case:

This is all the information the Law student needed to re-call that the case was Donoghue v Stevenson 1932 where Mrs Donoghue had drank from a ginger ale bottle and became ill and she therefore sued the company for negligence. The judge decided that the manufacturer Mr Stevenson had not ensured the safety of their product and so Donoghue was successful in her case.

This technique can be used for any subject to help remember facts and then re-call this information later. You don't have to be an artistic genius, the simpler the pictures the better. Try using small pictures linked to key words and put all the key words for topics with small pictures on no more than one side of A4 paper per topic.   This technique can also be used in Mind Maps to very good effect.

Useful revision websites

www.getrevising.co.uk/

Get revising has a really good online study planner and loads of resources for individual subjects.

East Leake Academy website!

'Supporting your child with revision' section in parent portal

This contains loads of helpful materials to help with your revision.

http://www.eastleake-ac.org.uk/?page_id=3005

A word of warning about GCSE Bitesize!

http://www.bbc.co.uk/schools/gcsebitesize/

BBC GCSE Bitesize has lots of information for individual subjects. **However it has recently been archived and is no longer updated. Therefore be careful as new specifications will differ in subject content!**

Knowledge Grids

Creating grids with all key words and information for a topic is another way of organising and revising. The example below covers all base knowledge Geometry concepts.

Geometry Knowledge Grid 1

1. Properties of shapes

Edge	The line or lines that define the outline of a shape.
Vertex (pl. vertices)	A point were two or more straight lines meet.
Face	A single space completely enclosed by edges.
Polygon	A plane shape where all edges are straight and are 'closed'.
	Examples of non-polygons: (not enclosed, edges cross, curved edge).
Regular polygon	A polygon with equal length edges and interior angles.

2. Angles

Angle	The amount of turn between two straight lines that have a common vertex.
Degree	The angle made by $\frac{1}{360}$ of a full turn.
Acute angle	An angle less than 90°.
Right angle	An angle equal to 90°, one quarter of a full revolution.
Obtuse angle	An angle greater than 90° and less than 180°.
Straight line	An angle of 180°. A half turn.
Reflex angle	An angle more than 180° but less than 360°.
Full turn	The angle made when the line turning has moved right around and returned to its starting point.
Interior angles	An angle formed inside a polygon.
Exterior angles	An angle formed outside a polygon between any one edge and the edge adjacent to it, extended.

3. Notation

Parallel lines. Two (or more) lines that will never meet, however far they are extended.
Lines are the same length.

4. Triangles

Triangle	A polygon with three edges.
Right-angled triangle	A triangle with an interior angle of 90°.
Hypotenuse	The edge of a right-angled triangle which is opposite the right-angle and is the longest edge.
Isosceles triangle	A triangle with two edges of the same length two angles are equal.
Equilateral triangle	A triangle where all the edges are of equal length. All the interior angles are 60°.
Scalene triangle	A triangle where all the edges have different lengths and all the interior angles are different.
Acute triangle	A triangle where all the interior angles are less than 90°.
Obtuse triangle	A triangle with an interior angle greater than 90°.

5. Polygons

Triangle	A polygon with 3 edges.
Quadrilateral	A polygon with 4 edges.
Pentagon	A polygon with 5 edges.
Hexagon	A polygon with 6 edges.
Heptagon	A polygon with 7 edges.
Octagon	A polygon with 8 edges.
Nonagon	A polygon with 9 edges.
Decagon	A polygon with 10 edges.
Hendecagon	A polygon with 11 edges.
Dodecagon	A polygon with 12 edges.

6. Types of quadrilateral

Rectangle	A polygon with four edges and every interior angle is 90°. Opposite edges are also equal in length.
Square	A polygon with four edges of equal length and every interior angle is 90°.
Parallelogram	A quadrilateral with two pairs of parallel edges.
Rhombus	A parallelogram where all the edges are of equal length.
Trapezium	A quadrilateral with one pair of parallel edges.
Isosceles trapezium	A trapezium where the non-parallel edges are equal in length.
Kite	A quadrilateral with two pairs of adjacent edges; each pair is equal in length.

7. Angle facts

Angles at a point add up to 360°.	$a+b+c+d=360°$
Angles on a straight line add up to 180°.	$a+b+c=180°$
The interior angles in any triangle add up to 180°.	$a+b+c=180°$
The interior angles in an equilateral triangle are all 60°.	
An isosceles triangle has two angles of the same size.	equal angles
The interior angles in any quadrilateral add up to 360°.	$a+b+c+d=360°$
When two straight lines intersect, the opposite angles are equal.	
When a straight line intersects a pair of parallel lines, the **corresponding angles** are equal.	
When a straight line intersects a pair of parallel lines, the **alternate angles** are equal.	

Algebra Knowledge Grid 1

1. Algebra key words

Variable	A symbol (usually a letter such as x, y, z) that may take any value from a given range of values.	
Constant	A value that does not change. The opposite of a variable.	Coeffici Varia
Operator	The symbol used to show which operation is to be done.	$4x - 7$
Coefficient	A constant attached to the front of a variable or group of variables.	Opera Consta In $3x$ $7xy$ Ax^2y y^2 the coefficients are 3, 7, A and 1

3. Terms and degrees

Term	The quantities in an algebraic expression that are linked to each other by means of + or – signs.	
Like term	Terms that are completely identical in respect of their variables.	a $2a$ $100a$ $-7a$ $-a$ are like terms xy $5xy$ $-11xy$ $-xy$ are like terms a^2b $6a^2b$ $-3a^2b$ $0.5a^2b$ are like terms
Unlike term	Terms that are not completely identical in respect to their variables.	$2a$ $5b$ $-4ab$ $2a^2b$ are unlike terms $2xy$ $-x^4y$ $10x^2y^3$ $2xy^2$ are unlike terms $2f^3gh$ $2f^2g^6h^3$ $2fg^3h^2$ are unlike terms
Degree of a term	The value found by adding together all the power of the variables in a term.	$2x^3$ has a degree of 3 $4x^3y^2$ has a degree of 5 $3xy$ has a degree of 2
Degree of an expression	The highest value found among the degrees of all terms in an expression.	$b^2 + 2$ is an expression of degree 2 $x^4 + 4x^3y^2 + 6y^2$ is an expression of degree 5 (the middle term)
Linear equation	An equation involving only expressions of degree 1.	$y = 3x + 2$ $x + y = -2$ $4 - a = b$ $y = 4$ $a = -1$ $1 + b = 2 - a$ $x = 3y - 5$ $x + y + z = 10$ $e + w = s - t$
Non-linear equation	An equation where one or more expression have degrees other than 1.	$y = 2x^2$ $2ab = 5$ $a^2 + b^2$ $y = 2x^2 + 5$ $3xy = 0$ $a^3 = 2b + 1$ $3g^4 = 2b + 1$
Quadratic equation	An equation where the highest degree of a variable is 2.	$x^2 + 3x - 5 = 0$ $3(x + 1)^2 = 0$ $4x^2 - 3x + 4 = 0$

2. Types of algebraic notation

Expression	A term or collection of terms which can contain variables and numbers.	$2a$ $-5y + 1$ $-9f^3gh^7$ $4x + 5$ $3x^3y$ $9f^3gh^7 + 2 + x$ $7x - 5$ $-8agh$ $x^2 + 2ab - y^7$
Equation	A statement linking two expressions as equal.	$2x + 7 = 13$ $x^2 + 4 = -110$ $2(a + 5) = -4$ $2a^{11} = 2 - a$
Formula (pl. formulae)	A statement, often written as an equation, that shows the exact relationship between different variables.	$F = ma$ $v = u + at$ $e = mc^2$ $v^2 = u^2 + 2as$ Area of circle $= \pi r^2$ $s = \frac{1}{2}(u + v)t$
Identity	An equation which is true for all possible values of the variable.	$3(x + 5) \equiv 3x + 15$ $x + 1 \equiv 1 + x$
Conditional equation	An equation which is only true for a particular value, or number of values, of the variable. The opposite of an identity.	$2x + 7 = 15$ is only true when $x = 4$ $x^2 = 4$ is only true when $x = 2$ or $x = -2$

4. Linear sequences

Sequence	A list of numbers following a certain pattern.	
Common difference	The difference between any two consecutive terms in a linear sequence.	1st 2nd 3rd 4th ter ter ter ter 3, 7, 11,
Term	The numbers in a sequence.	+ + +
General rule (nth term)	An algebraic expression giving the rule to find any number in a sequence.	The common difference is +4

5. Instructions

Simplifying	Gathering all like terms together in a single term.	$2x + 3y + x$ simplifies to $3x + 3y$ $2a - b - a + 5b$ simplifies to $a + 4b$
Expansion	Making an expression as much as possible into a collection of terms connected only by + and – signs.	$3(x + 2)$ expands to $3x + 6$ $-(y + 3)$ expands to $3 - y$ $x(x + 3)$ expands to $x^2 + 3x$
Substitution	Replacing variables with numbers.	What is the value of $y = x + 5$ if $x = 2$? Answer: $y = (2) + 5 = 7$
Evaluating	Finding the value of an expression when the variables take on certain values.	Evaluate $2x + 5$ when $x = 3$: Answer: $2(3) + 5 = 6 + 5 = 11$
Changing the subject	Isolating a variable on one side of an equation.	Make x the subject of $y = 2x + 1$ Answer: $x = 0.5(y - 1)$
Generalise	To make a statement that is true in all cases.	All even numbers have a final digit of 0, 2, 4, 6 or 8.
Factorising	The operation of resolving a quantity into factors.	$3a + 6$ factorises to $3(a + 2)$ $15 - 10b$ factorises to $5(3 - 2b)$ $8c^2 + 12c$ factorises to $4c(2c + 3)$

a	a or a^1
$a \times a =$	a^2
$a \times a \times a =$	a^3
$a \times a \times a \times a =$	a^4
$a \times a \times a \times a \times a =$	a^5

b	$b =$	b
$b + b =$	$2 \times b =$	$2b$
$b + b + b =$	$3 \times b =$	$3b$
$b + b + b + b =$	$4 \times b =$	$4b$
$b + b + b + b + b =$	$5 \times b =$	$5b$

$xy =$	$xy =$	xy
$xy + xy =$	$2 \times xy =$	$2xy$
$xy + xy + xy =$	$3 \times xy =$	$3xy$
$xy + xy + xy + xy =$	$4 \times xy =$	$4xy$
$xy + xy + xy + xy + xy =$	$5 \times xy =$	$5xy$

a^{-1}	$\frac{1}{a^1}$	$b^{\frac{1}{2}}$	$\sqrt{b}$
a^{-2}	$\frac{1}{a^2}$	$b^{\frac{1}{3}}$	$\sqrt[3]{b}$
a^{-3}	$\frac{1}{a^3}$	$b^{\frac{1}{4}}$	$\sqrt[4]{b}$
a^{-4}	$\frac{1}{a^4}$	$b^{\frac{1}{5}}$	$\sqrt[5]{b}$
a^{-5}	$\frac{1}{a^5}$	$b^{\frac{1}{6}}$	$\sqrt[6]{b}$

An Inspector Calls Knowledge Organiser

Characters

Inspector	Priestley's mouthpiece; advocates social justice
Mr Birling	Businessman, capitalist, against social equality
Mrs Birling	Husband's social superior, believes in personal responsibility
Sheila	Young girl, comes to change views and pities Eva, feels regret
Eric	Young man, drinks too much, regrets actions
Gerald	Businessman, engaged to Sheila, politically closest to Birling
Eva	Unseen in play, comes to stand for victims of social injustice

Plot

Act 1	Sheila and Gerald's engagement is celebrated
Act 1	Birling says there will be no war; references Titanic
Act 1	Inspector arrives; a young girl has committed suicide
Act 1	Birling threw her out after strike; Sheila had her fired for laughing
Act 2	Gerald had an affair with Daisy Renton
Act 2	Mrs Birling refused to give charity to Eva; blames father
Act 3	Eric's involvement revealed
Act 3	Inspector leaves. Gerald returns; met policeman, no Inspector G
Act 3	Telephone rings; an inspector is coming

Key quotes

Birling's confidence	'We're in for a time of steadily increasing prosperity'
Birling on society	'the way some of these cranks talk and write now, you'd think everybody has to look after everybody else'
Sheila's recognition	'but these girls aren't cheap labour – they're *people*'
Sheila's regret	'it's the only time I've ever done anything like that, and I'll never, never do it again to anybody'
Sheila on the Inspector	'we all started like that – so confident, so pleased with ourselves until he began asking us questions'
Sheila on Eric	'he's been steadily drinking too much for the last two years'
Inspector on guilt	'I think you did something terribly wrong – and that you're going to spend the rest of your life regretting it'
Mrs Birling defends herself	'she was claiming elaborate fine feelings and scruples that were simply absurd in a girl in her position'
Eric explains	'I'm not very clear about it, but afterwards she told me she didn't want me to go in but that – well, I was in that state when a chap easily turns nasty – and I threatened to make a row'
The Inspector says	'but each of you helped to kill her. Remember that'
Inspector's message	'there are millions and millions and millions of Eva Smiths and John Smiths still left with us, with their lives, their hopes and fears, their suffering, and chance of happiness, all intertwined with our lives, with what we think and say and do. We don't live alone.'
Birling's confidence	'the famous younger generation who know it all'

Theatrical Stagecraft: Dramatic Devices

1. Dramatic irony	the audience knows what the characters don't
2. Stage directions	Instructions for the actors; often revealing
3. Setting	Constant throughout but subtle changes e.g. lighting
4. Tension	Builds up throughout the play
5. Cliff-hanger	The ending allows the audience to make up their minds

Key concepts and context

1912	Play is set here; just before WWI and sinking of the Titanic
1945	Priestley wrote the play then; start of the welfare state and ideals of social equality made real
Social responsibility	Or socialism; we must all look after each other
Capitalism	Business should make money no matter the human cost; we are all responsible only for ourselves
Class	Upper and lower social classes are segregated
Age	Old vs young; new and old ideas counterposed
Attitudes to women	Patriarchal leading to misogyny

Weekly Revision Timetable

Monday

Thursday

Key areas of revision to focus on this week:

1.

2.

3.

4.

5.

6.

7.

Tuesday

Friday

Wednesday

Saturday

Sunday
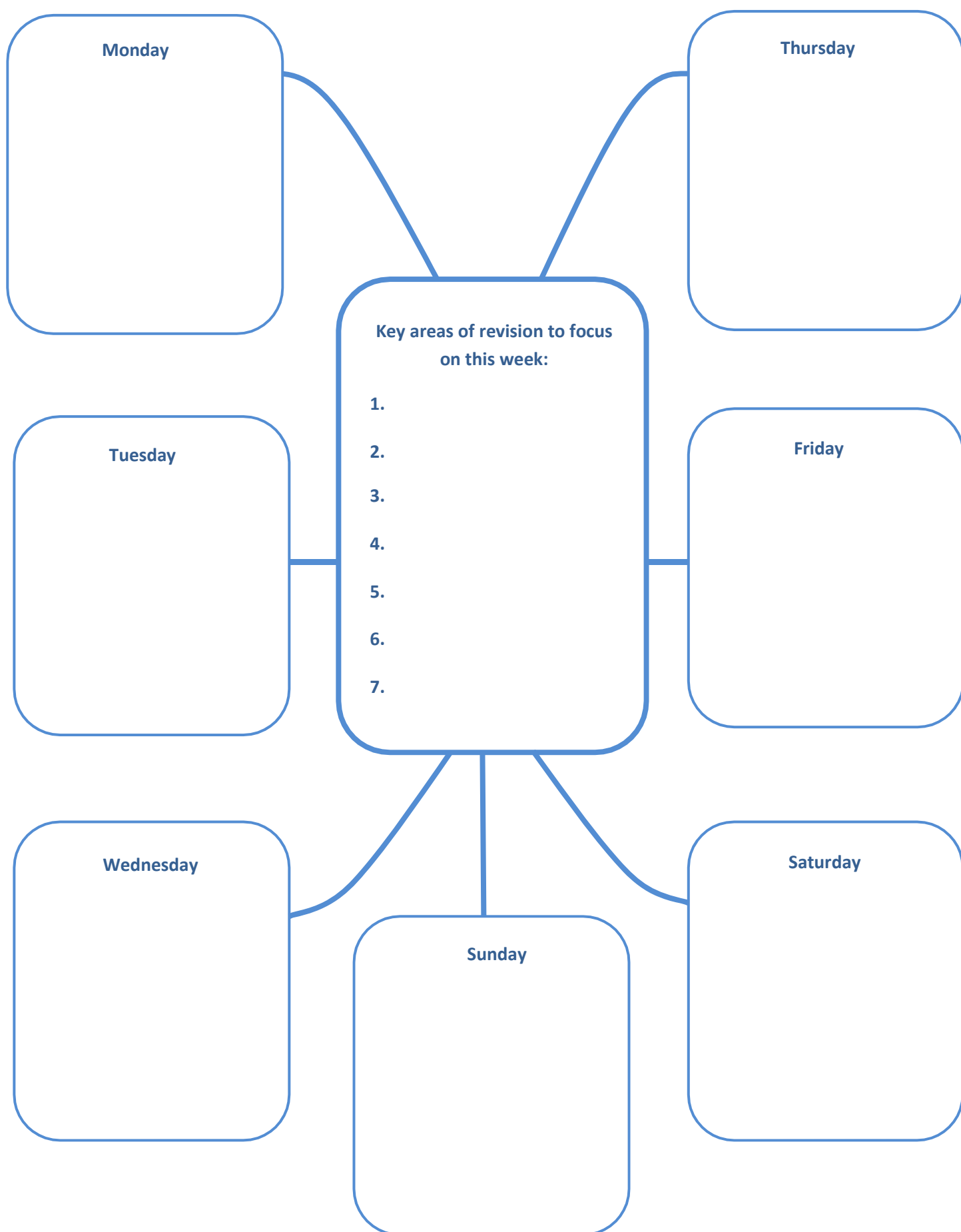
OTHER MEMORY TECHNIQUES

- ACRONYMS
    E.g. SPORT (Specificity, Progression, Overload, Reversibility, Tedium).
- MNEMONICS
    E.g. Richard of York Gave Battle in Vain. (colours of the rainbow)

GOOD WEBSITES CAN MAKE REVISION ACTIVE

- www.gcse.com
- www.s-chool.co.uk
- www.studystack.com
- www.quizlet.com
- www.linguascope.com
- www.mymaths.co.uk

DURING THE REVISION PROCESS

- Little and often.
- Regular breaks.
- Food and water.
- Do something different – go for a walk.
- Good sleep pattern.

DURING THE EXAMINATIONS

- Do not listen to those who claim they are doing no revision…they are probably exaggerating their lack of work.
- Check the examination timetable for dates and times.
- Adjust revision focus linked to when the exams are taking place. You may need to spend more time on those subjects you have first in the early part of your revision timetable.
- Serious problems? – Talk to a teacher.

EXAMINATION PREPARATION

Now that you know how you think and have guidelines to help you learn.

You cannot revise effectively if you don't have all the information you need so…

- **GET COPIES OF THE SPECIFICATIONS**.   Make sure you have a copy of the specification for each of your courses so you know what you need to know. Your teacher may have given you one. If not, you can find a link to these on the GCSE revision page on our website. If you don't know how to do this, ask a teacher.

STUDENT CHECKLISTS FOR REVISION PLANNING

HOW TO PREPARE FOR YOUR GCSE EXAMINATIONS	√
See how you might learn best by using lots of different techniques.	
Use school resources and websites to gather revision information, along with a range of text books. Ask your teacher if you have any problems.	
Organise your files and resources.	
Put a revision timetable up on a wall and use it.	
Make sure you stay healthy - eat healthy meals and snacks.	
Ensure you take regular exercise and plenty of sleep.	
Go to revision classes offered by your teachers and ask if you need extra support.	
Make sure you have a quiet, well-lit, dedicated study area at a table or desk. Switch off mobile, radio, TV etc. Ask people not to disturb you until your revision period has finished.	
Have all your books/revision notes and resources ready for revising.	
Suggested timings: 20 minutes revising 5 minutes testing 5 minutes resting Make sure you take regular breaks and get some fresh air.	
Include every subject in your revision planning.	
Make a list of all the topics to revise for each subject.	
Highlight those parts of your work you are not sure of, and give them more time.	
Ensure that there is enough time to go through each topic several times.	
Leave some time during the final week of revision to cover the most difficult topics again.	
Divide each topic into manageable parts.	

PARENTS GUIDE TO SUPPORTING YOUR CHILD DURING GCSE EXAMINATIONS (including Mocks)

- Students will have a mock or real examination timetable.
- Ensure that they know which mock/real examination they have on each day. Is it in the morning or the afternoon?
- Check that they know what equipment they should have for each mock/real examination.

1. ANY ISSUES DURING THE EXAMINATIONS

- ILLNESS - Contact the school and make an appointment with your GP.
- PASTORAL ISSUES - Contact the House team for support.
- SUBJECT CONCERNS – Speak to the member of staff and refer to the guidance given.

2. HOW CAN I HELP MY CHILD?

- Ask if they need help on regular occasions. Gentle reminders work best.
- Stay calm. Teenagers takings exams can get tunnel vision, so rows can be common place at a stressful time. Anger can be a cover for fear.
- You can't make them study, but you can emphasise why they need to study.
- Try to diffuse negative thoughts. Try to be realistic.
- Ensure your son/daughter gets fresh air and is eating regular healthy meals and snacks and sleeps well.

3. SUGGESTED REVISION TIMINGS

- Suggest they put aside a set period of time to revise and try to stick to this.
- Suggested timings:

  > 20 MINUTES REVISING
  > 5 MINUTES TESTING
  > 5 MINUTES RESTING (repeat)

- When they return, see what they can remember from the first 20 minutes and revisit the ideas they cannot remember and move on.
- Suggest little tests to do in 2 minutes, or try mocks for an hour.

4. HOW TO HELP YOUR CHILD DEAL WITH COMMON EXAMINATION ISSUES

"There is so much to learn"

- Have a revision calendar.
- Divide the day into three sessions (morning, afternoon and evening).
- Write on the exams and key dates.
- Focus on subject topics.
- Have variety in subjects and activities.

"I can't concentrate"

- Concentration levels do vary for each individual.
- Begin working for short periods.
- Introduce the ideas of rewards and goals.

"This is so boring……"

- Revision is not always fun.
- Get actively involved with the materials.
- Use a range of techniques.
- Have variety and goals*.*

"I like studying in bed"

- Have a quiet place without distractions.
- Insist on no TV, radio, IPod, mobile 'phone, or computer games and no 'phone calls when revising.
- Ensure a quiet and tidy place at a table or desk.
- Ensure the room is well lit. Natural light is better than artificial light.
- Quiet music in the background.

"I can't remember anything"

- This is a panic cry.
- Try to recall information after a revision session.
- Use strategies such as charts to jog memories, post-it notes of key terms.

"I don't understand"

- Contact the subject teacher.
- Use a range of resources including textbook, revision guides and notes.
- Examination Boards have guidance*.*

5. TIPS FROM PARENTS

"As a parent, it is never good to get caught up in arguing about revision, however frustrated you may get. Try to remain calm and be open to negotiation when it comes to free time/rewards".

"Don't try to make your child sit at a table for hours revising. It doesn't work. Encourage short timed sessions of revision".

"Encourage them to talk to you about what they have been doing. It is good for them to know that you are interested".

"Help them to stay calm. It is always about them trying to do their best, and come away knowing that they have tried their hardest".

"If you find yourself getting stressed out, step back. Ask for support from a family member. Share the worry".

"Plan a 'guilt-free' me time. This will reward revision. Let them enjoy playing on the computer game, watching TV etc."

"Organisation! Organisation! Organisation!"

"Make sure they have a dedicated study area. Try to organise work by subjects. Stick the revision timetable up somewhere".

"Keep in touch with them. Encourage them every day…….don't nag!"

REVISION CHECKLIST

HOW TO SUPPORT YOUR CHILD	√
Put the revision timetable up on a wall.	
Make sure they eat healthy meals and snacks.	
Ensure they take regular exercise and plenty of sleep.	
Ensure that they know which examination they have on each day.	
Check that they know what equipment they need for each examination.	
Make sure they have a quiet, well-lit, dedicated study area at a table or desk.	
Stay calm and emphasise why they need to study.	
Ask if they need help on regular occasions, diffusing negative thoughts and being positive and realistic.	
Make sure they take regular breaks.	
Suggested timings: 20 minutes revising 5 minutes testing 5 minutes resting	
Try a mock examination for an hour.	
Plan a "guilt-free" me time for your child doing something they enjoy, sport, watching a film etc.	