

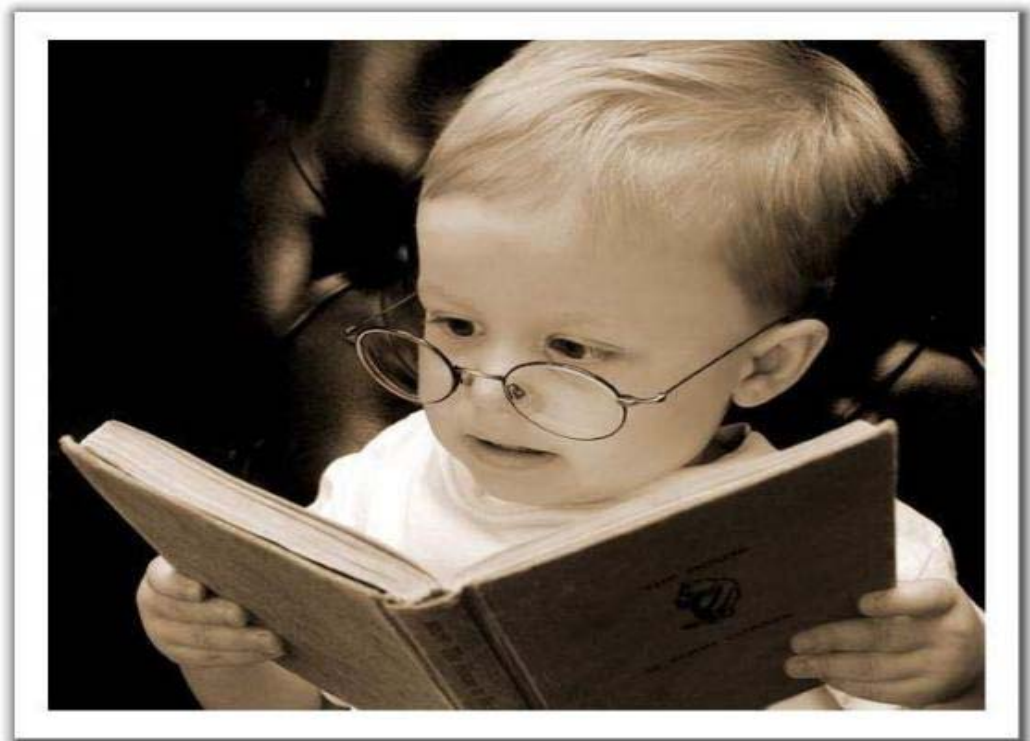


Revision Tips



Method:

- Everyone is different.
- Try different methods.
- There is no right way to revise.



Getting ready:



Get prepared:

Revising will feel better with the **right equipment!**

- ⇒ Pens and pencils; different colours;
- ⇒ Highlighters, felt pens;
- ⇒ A4 or A3 folders to store your class notes and revision notes;
- ⇒ Document or cardboard wallets;
- ⇒ Plastic wallets;
- ⇒ Exercise books or notepads;
- ⇒ File paper;
- ⇒ A5 or A6 Revision cards;
- ⇒ A3 or A4 plain or coloured paper;
- ⇒ Wall paper for timelines;
- ⇒ Post It notes;
- ⇒ Recording device (to play back)



Avoid all distractions:.

- Keep TV, computer, laptop, ipad, phone, kindle, Facebook, twitter and any games **away**.
- If **music** becomes a distraction, get rid of it.
- Do not waste time or delay starting.

Have regular breaks after 20-30 mins:

- move around;
- drink water;
- eat something .

Sleep:

- No working into the early hours of the morning
- Should be a break between finishing revision and going to bed.

Find a space comfortable to revise in:

- This might be bedroom, or a study or the kitchen. Some might find it easier to revise with parents there.

Parents/family in the house:

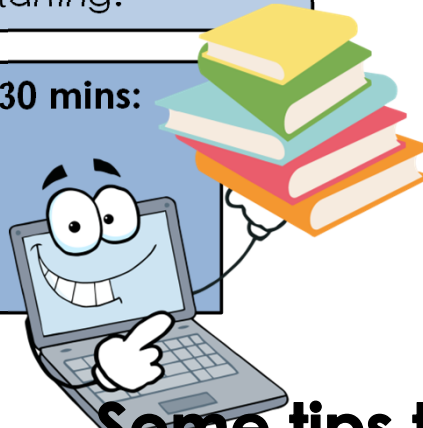
- Can help **by keeping distractions away** including themselves, brothers, sisters, friends and pets and keeping the house quiet.
- They can help and support by **testing and keeping on track if focus is lost**.

- Clear space to store folders, textbooks and revision notes.
- Make sure everyone knows where it is so they do not move it or throw it out!

- Need a **desk or a table** that is not cluttered so they can spread things out on, or leave things out for the next session.

- Doing some form of **exercise** during revision and exams helps relieve stress and engage the brain.

- **Reward** them at the end of their revision session.



Some tips to help when revising:

There will always be distractions!



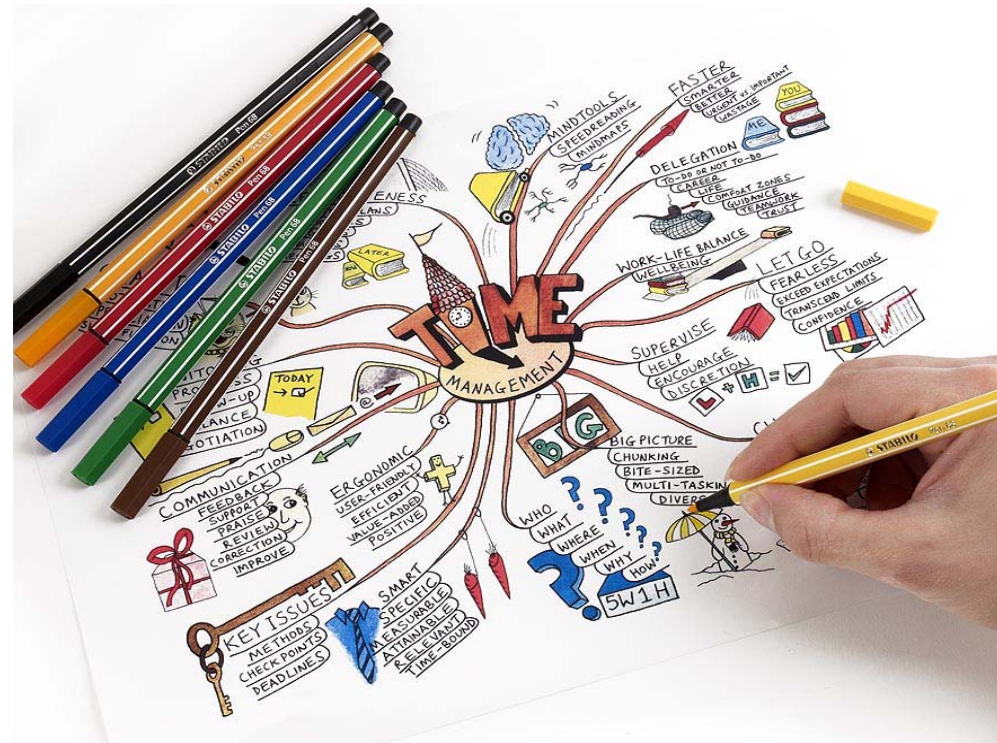
Could these be minimised?



When your son/daughter has revised well – reward them!



Revision: Planning (not cramming)!



Understanding how to make the most of the time available...

Work out the available hours
in the week.



| Time | Saturday | Sunday | Monday | Tuesday | Weds | Thurs | Friday |
|-------|----------|--------|--------|---------|------|-------|--------|
| 8.00 | | | | | | | |
| 9.00 | | | | | | | |
| 10.00 | | | | | | | |
| 11.00 | | | | | | | |
| 12.00 | | | | | | | |
| 1.00 | | | | | | | |
| 2.00 | | | | | | | |
| 3.00 | | | | | | | |
| 4.00 | | | | | | | |
| 5.00 | | | | | | | |
| 6.00 | | | | | | | |
| 7.00 | | | | | | | |

Put in social plans, rewards + mealtimes.



| Time | Saturday | Sunday | Monday | Tuesday | Weds | Thurs | Friday |
|-------|----------|--------|-----------|-----------|-----------|-----------|-----------|
| 8.00 | Lie | Lie | Gym | Breakfast | Breakfast | Breakfast | Gym |
| 9.00 | in | in | Breakfast | | | | Breakfast |
| 10.00 | | | | Tennis | | | |
| 11.00 | | | | | Clarinet | See | |
| 12.00 | | | | | | Gran | |
| 1.00 | Lunch | Lunch | Lunch | Lunch | Lunch | Lunch | Lunch |
| 2.00 | | | | | | | |
| 3.00 | | | | | | | |
| 4.00 | | | | Hair- | | | |
| 5.00 | | | Visit | dressers | | Piano | |
| 6.00 | Gym | Film | Sarah | | Gym | | Film |
| 7.00 | Gym | night | | | Gym | | night |

7 hours a day x 7 = 49 hours a week

Divide subjects into the total.



| Time | Saturday | Sunday | Monday | Tuesday | Weds | Thurs | Friday |
|-------|----------|--------|--------|-----------|-----------|-----------|-----------|
| 8.00 | Lie | Lie | Gym | Breakfast | Breakfast | Breakfast | Gym |
| 9.00 | in | | | | | | Breakfast |
| 10.00 | | | | | | | |
| 11.00 | | | | | | | |
| 12.00 | | | | | | | |
| 1.00 | Lunch | | | | | | Lunch |
| 2.00 | | | | | | | |
| 3.00 | | | | | | | |
| 4.00 | | | | | | | |
| 5.00 | | | Visit | hair- | | Piano | |
| 6.00 | Gym | Film | Sarah | dressers | Gym | | Film |
| 7.00 | Gym | night | | | Gym | | night |

French 16
 Maths 16
 Psychology 17
 TOTAL = 49

7 hours a day x 7 = 49 hours a week

Change the weighting to reflect priorities.



| Time | Saturday | Sunday | Monday | Tuesday | Weds | Thurs | Friday |
|-------|----------|------------|-------------|---------------|-----------|-----------|------------|
| 8.00 | Lie in | Lie | Gym | Breakfast | Breakfast | Breakfast | Gym |
| 9.00 | | | | | | | Breakfast |
| 10.00 | | | | | | | |
| 11.00 | | | | | | | |
| 12.00 | | | | | | | |
| 1.00 | Lunch | | | | | | Lunch |
| 2.00 | | | | | | | |
| 3.00 | | | | | | | |
| 4.00 | | | | | | | |
| 5.00 | | | Visit Sarah | Hair-dressers | | Piano | |
| 6.00 | Gym | Film night | | | Gym | | Film night |
| 7.00 | Gym | | | | Gym | | |

French 12
 Maths 23
 Psychology 14
 TOTAL = 49

7 hours a day x 7 = 49 hours a week

Spread the first subject out through the week.



| Time | Saturday | Sunday | Monday | Tuesday | Weds | Thurs | Friday |
|-------|----------|------------|-------------|---------------|-----------|-----------|------------|
| 8.00 | Lie in | Lie in | Gym | Breakfast | Breakfast | Breakfast | Gym |
| 9.00 | | | Breakfast | | | | Breakfast |
| 10.00 | French | | French | Tennis | | | |
| 11.00 | French | | French | French | Clarinet | See Gran | |
| 12.00 | | | | French | | | |
| 1.00 | Lunch | Lunch | Lunch | Lunch | Lunch | Lunch | Lunch |
| 2.00 | | | | | | | |
| 3.00 | | | | | | French | |
| 4.00 | | French | | Hair-dressers | French | French | |
| 5.00 | | French | Visit Sarah | | French | Piano | |
| 6.00 | Gym | Film night | | | Gym | | Film night |
| 7.00 | Gym | | | | Gym | | |

French = 12

Add the second subject.



| Time | Saturday | Sunday | Monday | Tuesday | Weds | Thurs | Friday |
|-------|----------|------------|-------------|---------------|-----------|-----------|------------|
| 8.00 | Lie in | Lie in | Gym | Breakfast | Breakfast | Breakfast | Gym |
| 9.00 | | | Breakfast | | Psych. | | Breakfast |
| 10.00 | French | Psych. | French | Tennis | Psych. | | |
| 11.00 | French | Psych. | French | French | Clarinet | See Gran | |
| 12.00 | | | | French | | | Psych. |
| 1.00 | Lunch | Lunch | Lunch | Lunch | Lunch | Lunch | Lunch |
| 2.00 | Psych. | | | | | | |
| 3.00 | Psych. | Psych. | Psych. | | | French | Psych. |
| 4.00 | | French | Psych. | Hair-dressers | French | French | Psych. |
| 5.00 | | French | Visit Sarah | | French | Piano | |
| 6.00 | Gym | Film night | | Psych. | Gym | | Film night |
| 7.00 | Gym | | | Psych. | Gym | | |

Psychology = 14

Add the final subject.



| Time | Saturday | Sunday | Monday | Tuesday | Weds | Thurs | Friday |
|-------|----------|--------|-----------|---------------|-----------|-----------|-----------|
| 8.00 | Lie | Lie | Gym | Breakfast | Breakfast | Breakfast | Gym |
| 9.00 | in | in | Breakfast | Maths | Psych. | Maths | Breakfast |
| 10.00 | French | Psych. | French | Tennis | Psych. | Maths | Maths |
| 11.00 | French | Psych. | French | French | Clarinet | See | Maths |
| 12.00 | Maths | Maths | Maths | French | Maths | Gran | Psych. |
| 1.00 | Lunch | Lunch | Lunch | Lunch | Lunch | Lunch | Lunch |
| 2.00 | Psych. | Maths | Maths | Maths | Maths | Maths | Maths |
| 3.00 | Psych. | Psych. | Psych. | Maths | Maths | French | Psych. |
| 4.00 | Maths | French | Psych. | Hair-dressers | French | French | Psych. |
| 5.00 | Maths | French | Visit | | French | Piano | Maths |
| 6.00 | Gym | Film | Sarah | Psych. | Gym | Maths | Film |
| 7.00 | Gym | night | Maths | Psych. | Gym | Maths | night |

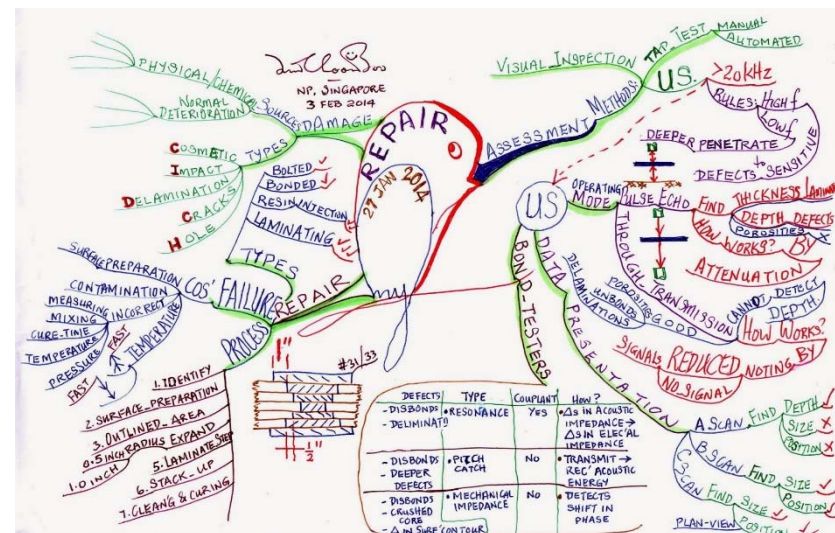
This should be seen as a weekly 'working' document.

Maths = 23



Revision Techniques

**KEEP CALM
AND
DO SOME MATHS
REVISION**

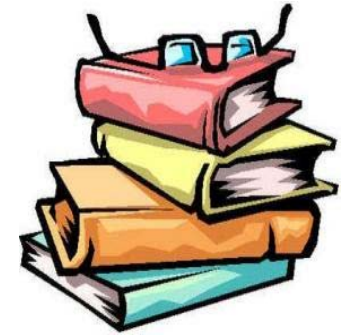


3 Phases:



Divide revision into three different phases:

- **Prepare It** - get everything organised.
- **Learn It** - doing things which will help to remember what is needed.
- **Test It** - find out what is known and what needs to be worked on.
- It's always best to use a range of different ways to revise – sitting reading through books is **not enough!**



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Qualifications

Qualifications by type




Find the qualification you are looking for through qualification type.

Qualifications by subject




Find your qualification through subject areas.

A-Z of qualifications



Find your qualifications through the A-Z listing.

Start a discussion



[Join the OCR Community](#) - collaborate with your colleagues and discuss education.

- Use revision checklists or syllabuses for each subject as a starting point.
- Try to identify gaps in knowledge.
- They can be easily found online or ask member of staff.



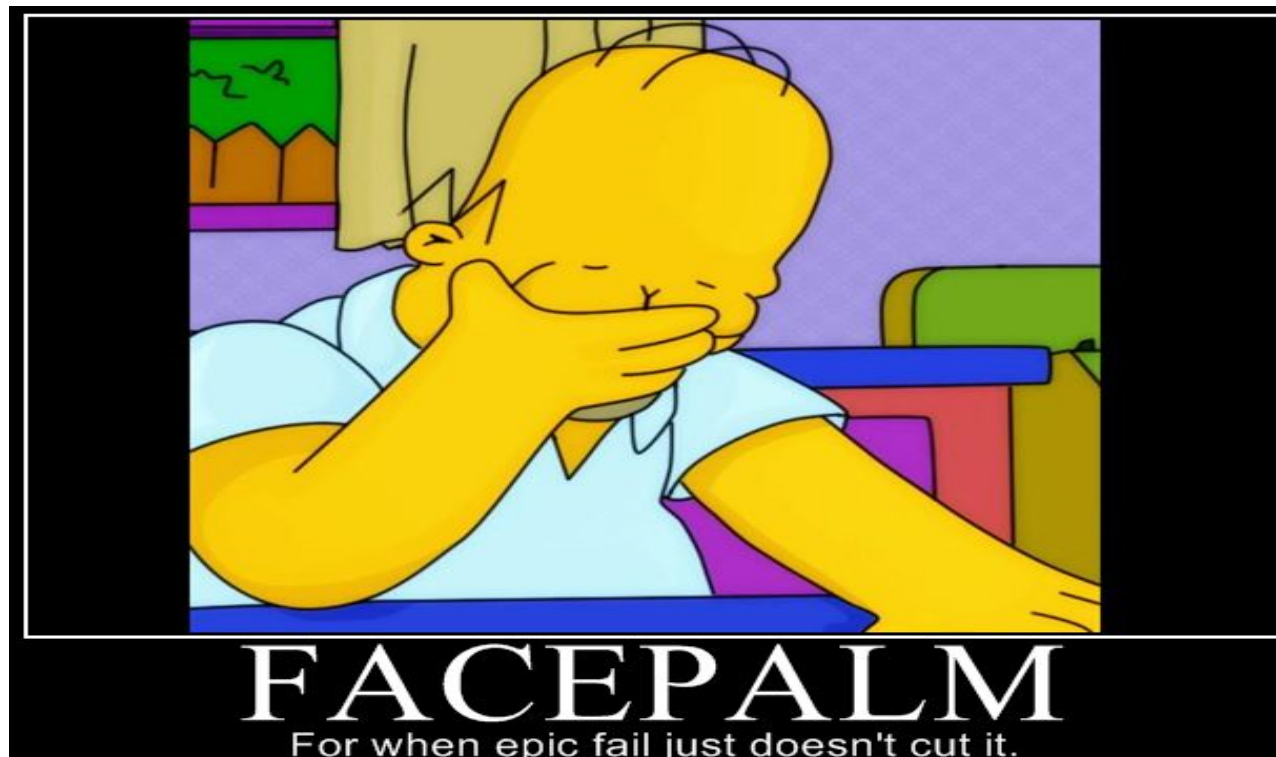
| Module: Unit 1 - Russia 1881-1953 | | | |
|--|-------|-------|-----|
| | Green | Amber | Red |
| Key Skills | | | |
| Can recall accurate and detailed historical knowledge | | | |
| Can select and deploy historical knowledge to meet the precise demands of a question | | | |
| Can call on a range and depth of information | | | |
| Can organise relevant information clearly and coherently | | | |
| Can argue a clear, logical and precise case. | | | |
| Can identify a causation question | | | |
| Can analyse causation | | | |
| Can make substantiated judgements | | | |
| Can identify a consequence question | | | |
| Can analyse consequence | | | |
| Can make substantiated judgements | | | |
| Can identify a continuity and change question | | | |
| Can analyse continuity and change | | | |
| Can make substantiated judgements about continuity and change | | | |
| Can identify a significance question | | | |
| Can explain significance | | | |
| Can analyse significance | | | |
| Can make substantiated judgements about significance | | | |

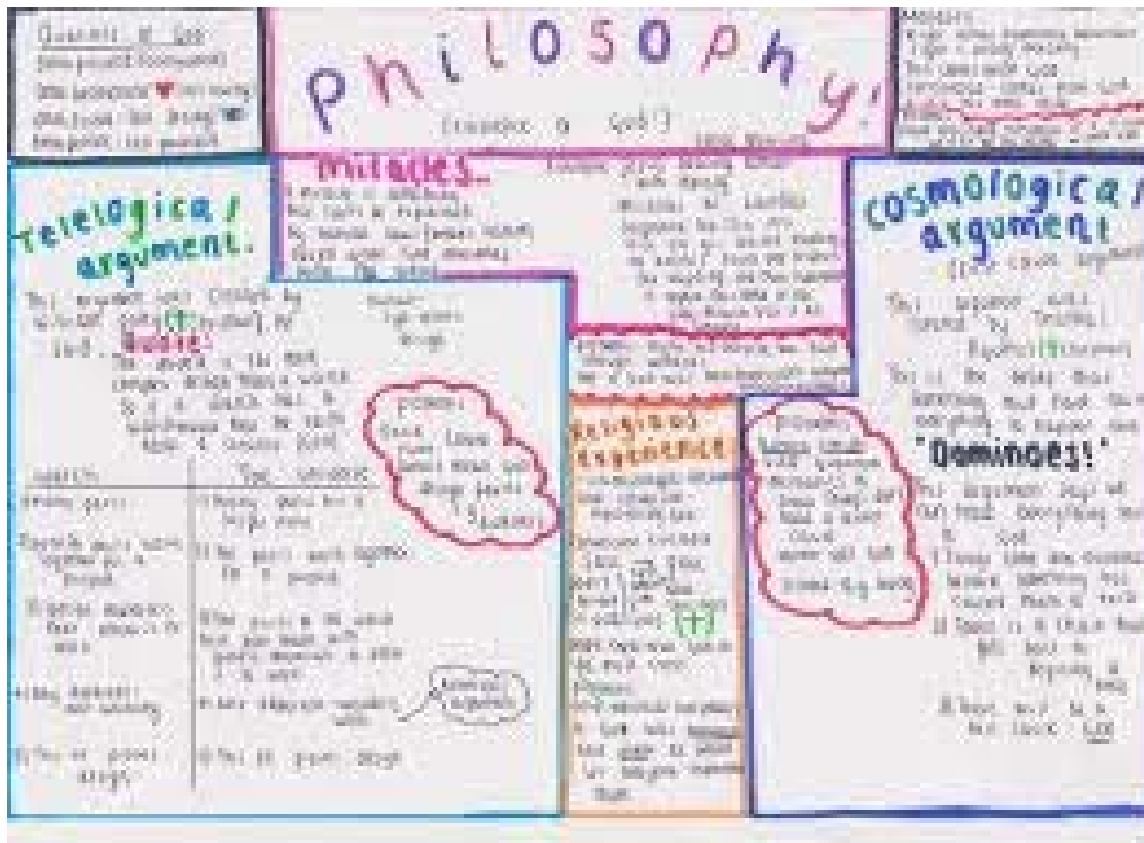
What is
known
already?
Knowledge
audit

A common mistake:



- More time is often spent revising for things that are already known, instead of things found difficult.





Make *posters* of key notes, facts and equations and stick them around the house where they can be seen (in places spent the most).



*Reduce/
condense
notes!*

Step 1 – start BIG (A3)

Step 2 – reduce/condense
(A4)

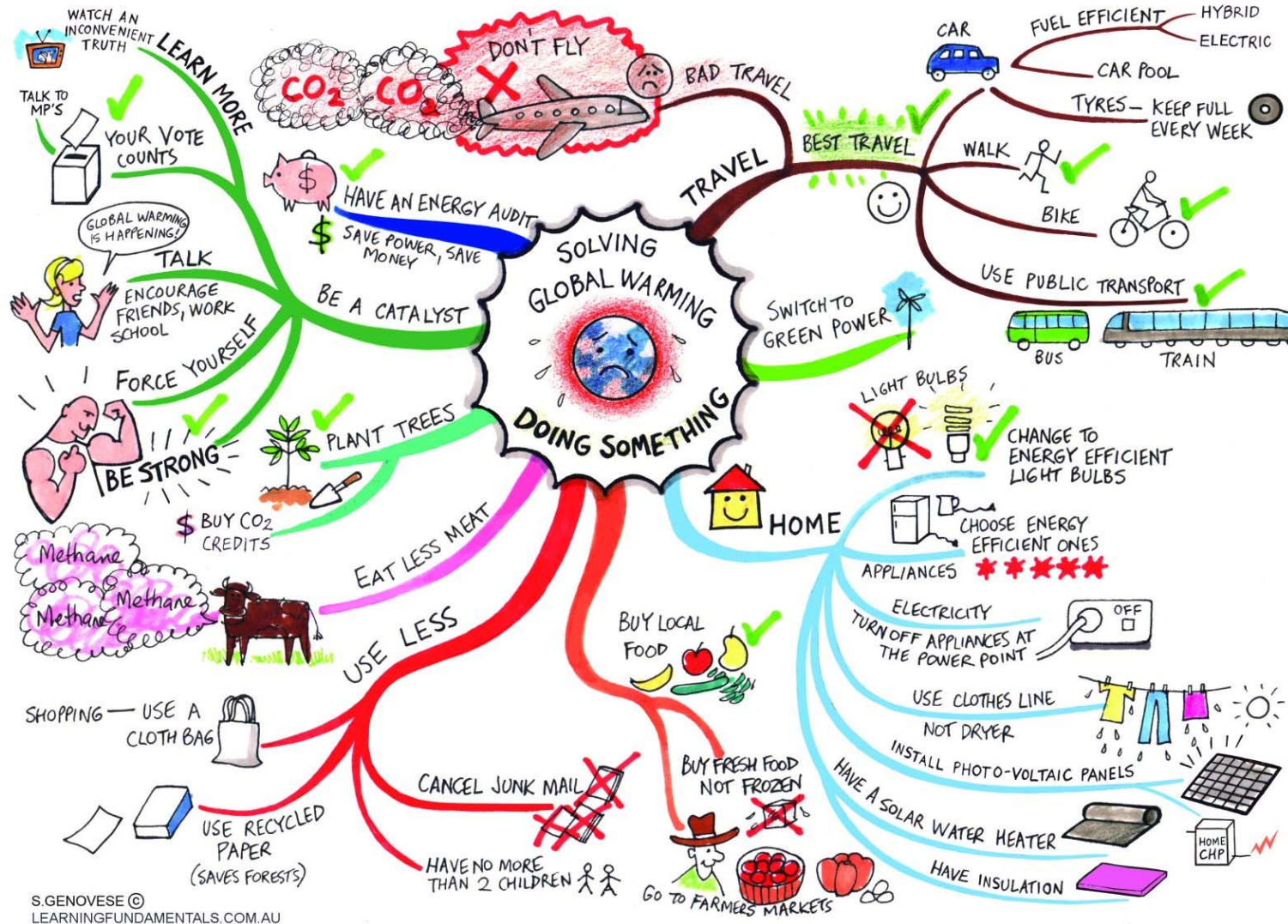
Step 3 – reduce again (revision
cards)



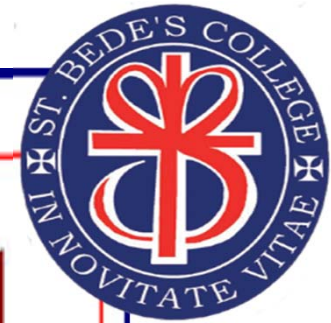
- *Record* notes to listen to.
- Most smart phones have a voice recording facility and there are so many free online programmes.



The creative could create a song of their notes, or a play list with speaking over the top.
This techniques is very helpful for MFL.



- Create memory aids such as *diagrams* or mind maps.
- There are lots of free online mind mapping tools.



Look, say, cover, write, check visual aids



Look at it

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Look, say, cover, write, check visual aids



Say it

Look, say, cover, write, check visual aids



Cover it

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Write it

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Look, say, cover, write, check visual aids



Check it

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Collaboration:

- Studying with friends or parents and test knowledge.
- Remember you are meeting to revise rather than to chat!



*Facetime/Skype/
WhatsApp can
work very well for
students who are
revising from their
own study areas.*

Exam questions and papers under *timed* conditions



- You can get these from teachers or online.
- You can also download **mark schemes** to give the answers and **examiners' reports** which point out common errors.

Why are we doing this?

- This is for your son/daughter
- Success in exams is not the be all and end all in life BUT IT DOES HELP!
- Exams do mean **grades** and good grades mean a better chance of a good job or further and higher education, a career and opportunities.
- Encourage them not to throw opportunities away because they are too lazy or impatient for the summer to begin.
- **GCSEs are not impossible**; they are designed for most people to do well in.
- Help them set a **target** and **go for it!**



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