



THE MINSTER SCHOOL

Revision Guidance

HAVE THE RIGHT ATTITUDE!

Having the right attitude to revision will make a massive difference to how successful you will be. Expect the best of yourself. Resolve to give yourself the best opportunity you can to reach those target grades by making revision your number 1 priority for the next few weeks.



PLANNING IS CRUCIAL!

Write down all the subjects you have to revise, and number them in the order you want to revise them. Make an exam timetable and write down beside each subject the date and time of the exam. Make time for perhaps 3 or 4 subjects that you want to revise each day with, say, 1 hour for each subject. Do plan it carefully, revising the hardest subjects at the beginning of the day when your mind is fresh and spending more time on those subjects you expect to struggle with. Remember that you will need to update it from week to week!

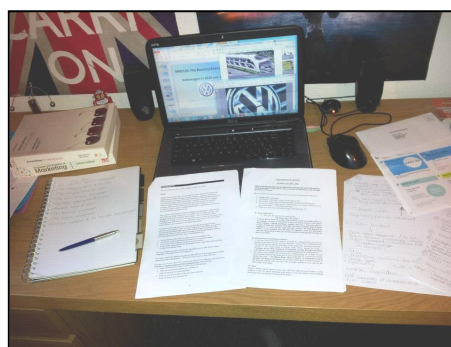
	12	13	14	15	16	17	18
9:00am - 10:00am Economics (New)	11:00am - 12:00pm Psychology A (New)	9:00am - 10:00am test paper 2 (New)	9:00am - 10:00am Accounting paper 1 (New)	11:00am - 12:00pm Economics (New)	11:00am - 12:00pm English (New)	9:00am - 10:00am Psychology A (New)	
11:00am - 12:00pm Psychology A (New)	1:00pm - 2:00pm Economics (New)	1:00pm - 2:00pm Psychology A (New)	11:00am - 12:00pm Accounting paper 1 (New)	5:00pm - 6:00pm Psychology A (New)	4:00pm Economics (New)	2:00pm - 3:00pm English (New)	
1:00pm - 2:00pm English (New)	3:00pm - 4:00pm English (New)	3:00pm - 4:00pm English (New)	3:00pm - 4:00pm Psychology A			4:00pm - 5:00pm test paper 2 (New)	
3:00pm - 4:00pm	5:00pm - 6:00pm	5:00pm - 6:00pm					

FIND A GOOD PLACE TO WORK

It must be quiet and uncluttered even if it means camping out at the library or your gran's house a few nights a week. Studying at a desk is much better than studying on a bed (which is a reminder to go to sleep!). Choose somewhere that will be empty and peaceful when you need it. This will be where you normally work. You won't be restricted to working in this one place but it is going to become a regular place for you to work. This regular place can be at home, school or elsewhere. It needs to be a place that is fairly quiet. You choose.

You are going to need:

- ⇒ A flat surface.
- ⇒ Enough space to spread out your books.
- ⇒ Reasonable lighting.
- ⇒ A comfortable chair at the right height for writing.



FIND A GOOD TIME TO LEARN

- You can't learn unless you are relaxed.
- You can't learn unless you have everything you need close by.
- You can't learn if you are tired.
- You can't learn if your mind is on other things.

You need to experiment with the right time to learn. It has to be:

- A time when you can work almost every day.
- A time when you feel wide awake and ready to learn.
- A time when you feel positive about learning.
- A time when there is a place available for you to learn.

USE REVISION GUIDES

Revision Guides can be useful but it is advisable stick to one, preferably the one your subject teacher recommends. You can use revision guides to test yourself and provide a focus for your revision but remember they are unlikely to cover everything you may need to know. Many subject areas at The Minster School prepare revision guides for you to use.

TAKE TIME OUT

Take a 15 minute break every 60 minutes and make sure you have at least an hour's break for meals. Use the time to snack; take some exercise; relax and just generally clear your mind!

Remember, for every revision session the first 20 minutes is when your brain is working at its best.



TEST YOURSELF

Testing yourself helps to identify areas where you need to work more. The school will provide you with past papers. Get together with your friends and test each other on key facts which you need to know – eg: French or German vocabulary, History names & dates, Biology key terms; Maths formulae.

ASK FOR HELP!

If you get stuck, talk to someone! You're not alone. Everyone has experienced exam stress and can sympathise with what you're going through. They might even suggest a way of moving forward that you hadn't seen.

MULTI-SENSORY LEARNING

You've got your learning time and place. Now you must do a homework on the subject of learning. Your learning should be multi-sensory. This means using as many of your senses as possible on all learning experiences. In this multi-sensory exercise we will look at

Touching - **Reading** - **Hearing** - **Speaking**

Take your homework each night and find a way of involving all four senses noted above.

For example, if you are given a question to answer you can...

Read the question as normal.

Touch the question by getting 20 cards and writing the key points on one side of each card and some details on the other.

Hear the question by saying or imagining the conversation of people involved in the situation the question relates to, or other people trying to solve the question some time ago.

Speak the question by talking yourself through the solution – perhaps while handling the cards you devised for touching, or while drawing a spider diagram.

The more you can involve these senses in learning, the easier learning becomes. Try to involve these senses in every item of learning that you undertake.

RELAX BEFORE LEARNING

You can't learn if you are tense.

You can't learn if you are half asleep.

Before you start any learning session, undertake some deep breathing. Your aim is to be both relaxed and alert, feeling calm and ready for action. Deep breathing helps. But how else are you going to relax? Some people relax through lying on the floor. Some keep the deep breathing up for five minutes. Some just clear their thoughts by imagining walking down some steps into a garden, and then down again into another pleasant area, and down again.

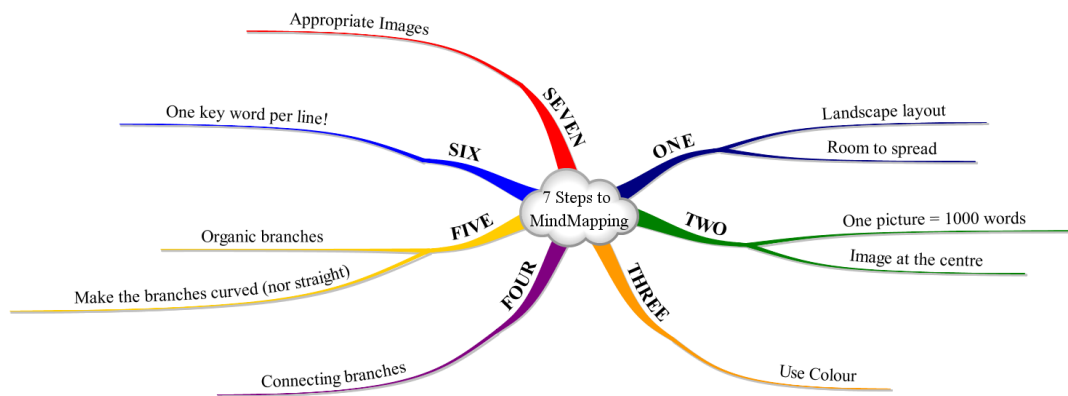
Tighten up some of your muscles. This gives you an extra sense of power over your body. You might tighten your stomach muscles. Or clench your fist.

Now relax again - slowly. This has begun to get the adrenaline to flow, but if you have relaxed properly at the end of the exercise you will still feel relaxed.

Write down your chosen method of relaxation below, and try it for your homework tonight. Then with the next homework, try another approach. Keep experimenting until you get a system that you find works for you.

MAKING NOTES

- ⇒ Notes are meant to be short memory-joggers!
- ⇒ There is no point in simply rewriting your class material.
- ⇒ Keep your notes as brief as possible. One method is to reduce all your notes into key words (a whole subject should fit onto 1 side of A4 paper).
- ⇒ The brain remembers things best by seeing them or storing them in different ways. For example, if you read about the causes of World War I, draw them in a diagram and then discuss them with a friend or teacher.
- ⇒ You are more likely to remember what you revise if you are able to articulate what you have learned.
- ⇒ Use highlighting pens to colour-code your notes.
- ⇒ Use Mind Maps, flowcharts, spider diagrams and other visual tools to make your notes more distinctive.



MAKE YOUR LEARNING ACTIVE

When your learning is active it will then be:

Far faster - Far more effective - Much more fun.

Reading a book or looking at your notes is not an active form of learning. If you find reading through notes is not helping you to learn, then find a way of making it more active. Reading notes or a textbook can be active learning if you take that information and do something with it.

There are several ways of making learning active.

Read the information you wish to learn.

Write some notes on what you have learned.

Summarise this information, perhaps by talking it through with a friend, or drawing a spider diagram or mind map.

Listen to someone else's summary or look at someone else's spider diagram or mind map.

USING POST-ITS MEMORY JOGGERS

Buy yourself some “Post-its” which can be used to write keywords, concepts, vocabulary, quotes, formulae, etc and then stuck around the house in the rooms that you spend a lot of time in (with parents’ permission of course). This means that you have a ready source of revision in your line of vision, even when you are not formally revising!



REVISING USING MNEMONICS

Mnemonics (pronounced without the ‘M’ nemonics) need not be as complicated as they sound. This word literally means ‘memory’. It’s about putting something memorable into your mind to help you recall information. You create a code using rhymes, phrases or acronyms which helps you to recall information that is essential for doing well in your exams. Mnemonics have been used for centuries in education. Anyone remember these?

“Never Eat Shredded Wheat”
It refers to the points of a compass:
North, East, South, West

‘Every Good Boy Deserves Favour’
This stands for the musical notes
E, G, B, D, and F.

The point is you have fun making up your own to remember keywords, formulae and key facts for any subject you like. Remember that Mnemonics should be short and memorable. The funnier the better, however ludicrous the Mnemonic is! Below are some further examples relevant to your subjects for revision. Once you’ve read these try making up your own, then write them on a Post-it, stick them on a wall or mirror somewhere at home and memorise them!

‘Richard Of York Gave Battle In Vain’
refers to the colours of the spectrum
Red, Orange, Yellow, Green,
Blue, Indigo, Violet

**DIVORCED, BEHEADED,
DIED, DIVORCED, BEHEADED, SURVIVED**
helps you to remember what happened
to the six wives of Henry VIII

OIL RIG
In Chemistry in relation to Electrons
Oxidation **I**s **L**oss
Reduction **I**s **G**ain

SOHCAHTOA
Trigonometry in Maths -
SOH ... Sine - Opposite leg divided by the Hypotenuse.
CAH ... Cosine - Adjacent leg divided by the Hypotenuse.
TOA ... Tangent - Opposite leg divided
by the Adjacent leg.

**KINGS PLAY CARDS ON
FAT GREEN STOOLS**
the order of taxonomy in biology
Kingdom, **P**hylum, **C**lass, **O**rder,
Family, **G**enus, **S**pecies

REVISING WITH AN MP3

You may learn best by listening, so why not 'talk'! Do some revision by recording your notes onto your MP3 and then listen to these while lying in bed, travelling in a car, or walking to the shops. This also takes the 'guilt' out of being out and about instead of in front of the books.



REVISING WITH FRIENDS

Another great way to revise is to talk about what you do know about your subject to friends who are studying the same subjects as you. Take it in turns because you will learn insights into your subjects from each other that you may not have even considered before, and this will help clarify anything you have not fully understood.

Be careful, though, to be disciplined about using your time for revision and not just for idle chit chat!

EXAM TIPS

- ⇒ By the time your exams come round you will need to give yourself the best possible chance by making sure you follow some basic advice.
- ⇒ Be sure to cut down on your weekend/evening job. Most employers know that you need to commit time to your exams and revision and should not expect you to do extra hours.
- ⇒ Ensure you eat and sleep properly. Exam time is not the time to diet, drink alcohol or stay up all night.
- ⇒ Check your exam timetable. What time is the exam? Where is it? Do make sure you double check!
- ⇒ Organise what you need for your exam the evening before.
- ⇒ Make sure you have the correct equipment (calculators, rulers etc). Find out what you are not allowed to take in to the exam (mobile phones, pagers text messages etc). Your exam invigilator will remind you of this before the exam starts. Taking unauthorised equipment into the exam room could result in you being disqualified.

Have an early night before your exam and get up early enough to have a good breakfast before you leave for school. Stay calm and allow plenty of time to get to school. Attend revision sessions at school if available, to prepare your mind for action. Remember that you can only do your best and if you do that you will have no regrets!

IN THE EXAMINATION - LAYOUT YOUR ANSWERS CLEARLY

Remember to use the space given.

The Exam Boards have worked out how much space a well laid out answer will take and have put that into the paper. For numerical questions show all your working out as credit will be given for the method, even if you don't get the correct answer.

It will be possible in most cases to get follow-through marks even if you carry an incorrect answer through, but use the correct method. If you write down random numbers i.e. don't show how you got them, you can't get the method marks, and in some cases may not even get the mark for the correct answer.

For some subjects, short answer questions that are worth up to 4 or 5 marks can be answered with bullet points. **But always make sure that you check with your teacher if it is appropriate in their subject.** If there are, for example, 3 marks, then you must make 3 points to get them. Before you answer the question, look at how many marks it is worth. Space out the same number of bullet points as marks, over the space given for the answer and write down a point next to each bullet point. The advantage in doing this is that it gives you breathing space, it focuses you on making enough points to get all the marks for the question, and it makes your communication to the examiner much clearer than a sentence that starts, waffles around a bit and eventually ends not having covered the appropriate number of points because you lost track of what you were doing.

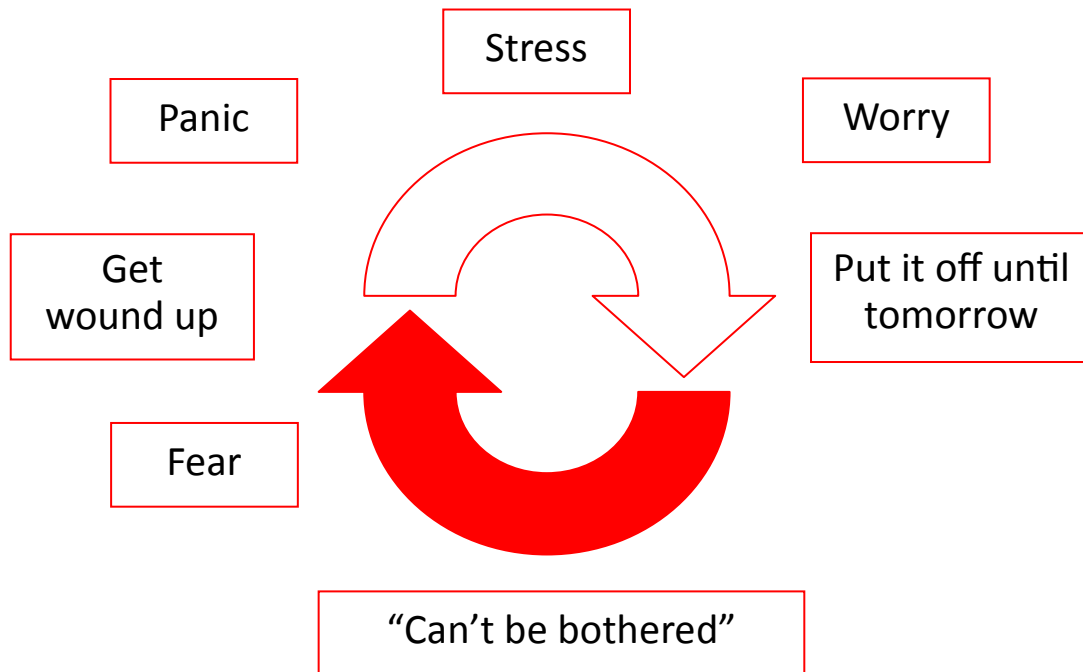
Don't spend too long on any one question at the expense of others. As a rough guide, you should aim to spend as many minutes on a question as there are marks for it. Think, 'a mark, a minute'. This means that you should be working for most of the time that the exam is going on, with a short time at the end for checking your work.

If you get really stuck on a question, write down all the keywords you associate with that topic. Leave it. Move on to the next question.

When you have finished, go back to the question that you had trouble with. Look at the words you have written down. See if they help you find the correct answer now.



DOING IT WRONG



DOING IT RIGHT

