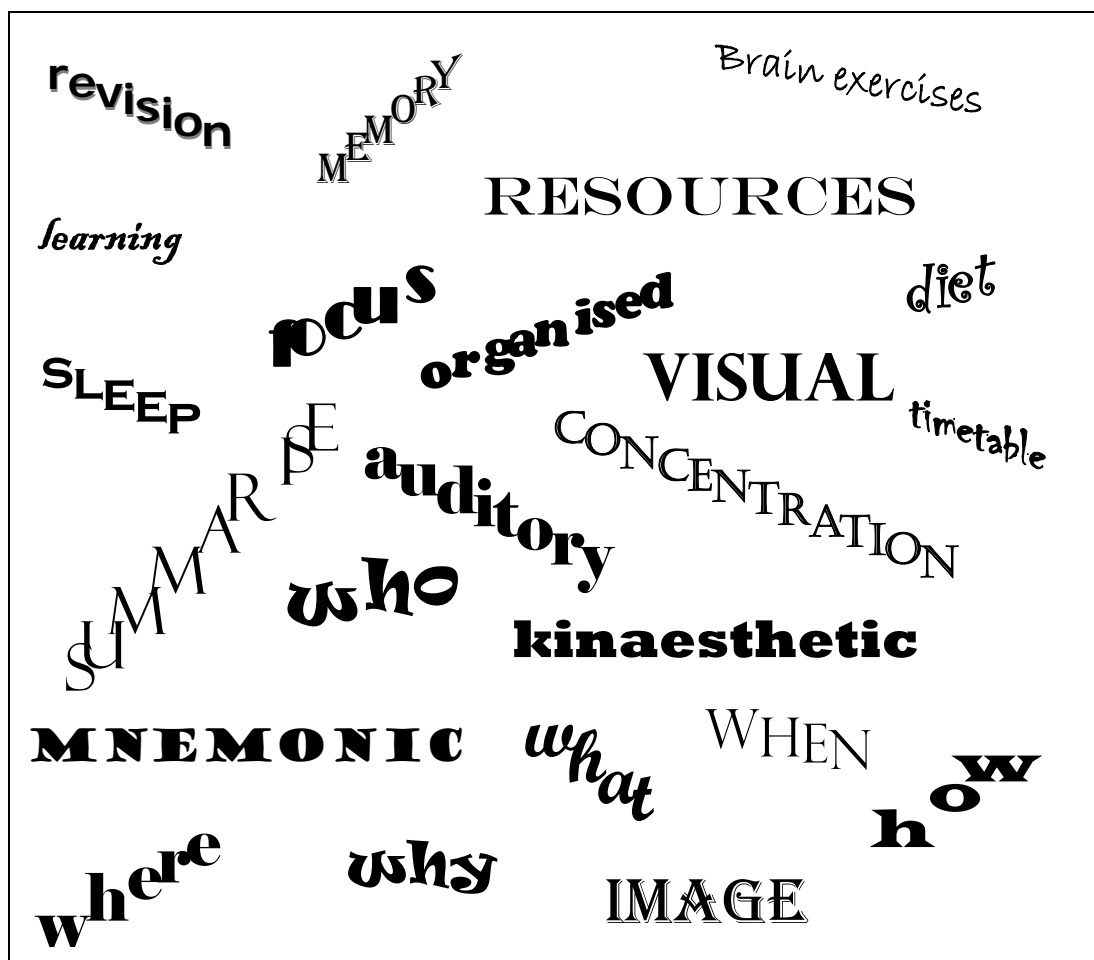


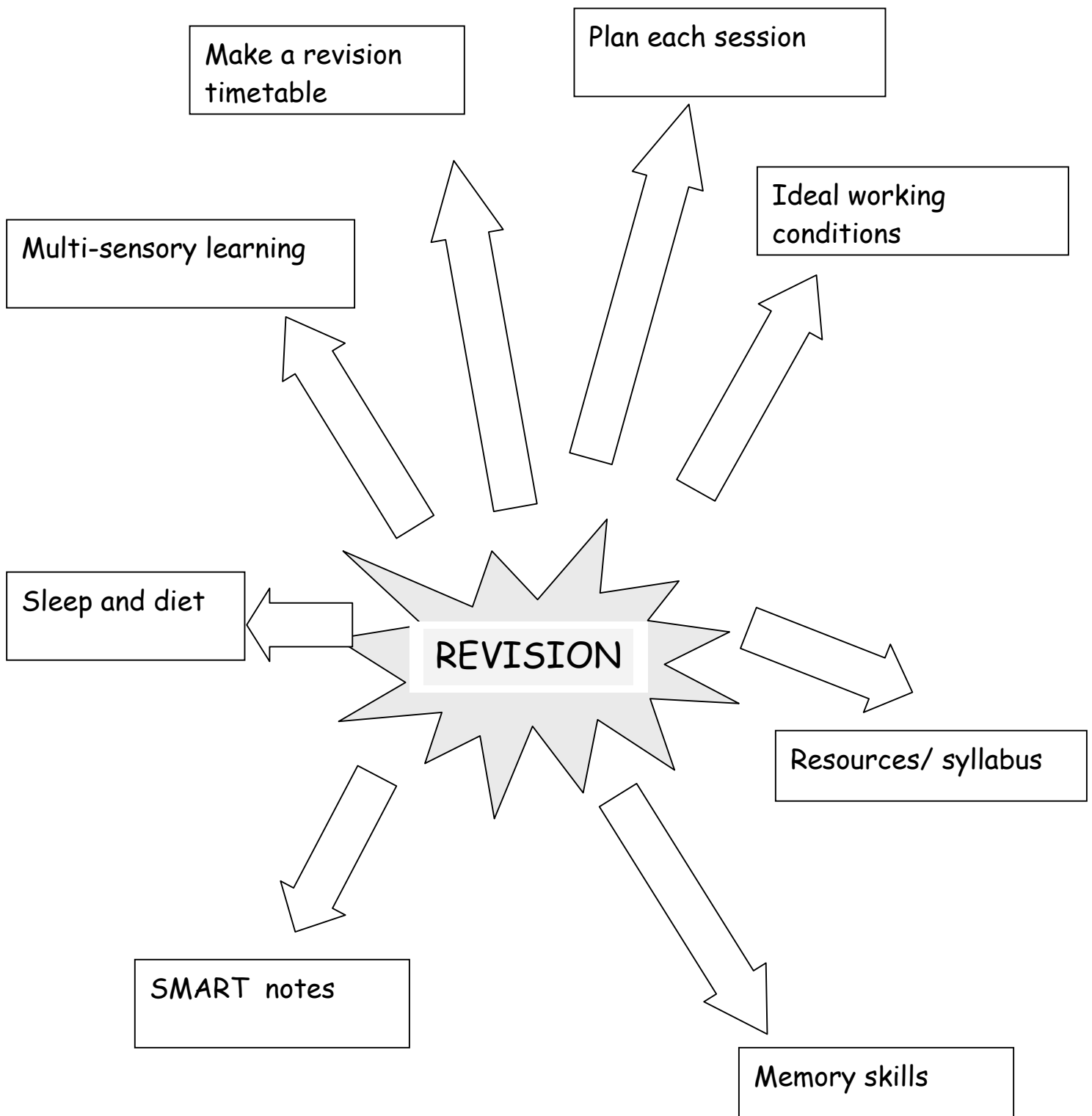
North Axholme School

Y11 Revision Guide

for students and parents



2008 Examinations



YOUR REVISION

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Multi-sensory learning

Did you know most people remember:

20% of what they READ

30% of what they HEAR

40% of what they SEE

50% of what they SAY

60% of what they DO?

BUT, if they read, hear, see, say and do something with the information, they remember 90% of it

How do you prefer to learn?

Everyone has a favourite way to learn. Make sure that you use the best way for you.



AUDITORY LEARNER Learns by hearing things - listening to your teacher, stories, or audio-tapes.



VISUAL LEARNER Learns by seeing things - posters, pictures, videos, computers, TV.



KINAESTHETIC (PHYSICAL) LEARNER - Learns by writing notes, moving around as you learn, making models or acting things out.

**VISUAL + AUDITORY + KINAESTHETIC
= MULTI-SENSORY LEARNING**

Visual Learners

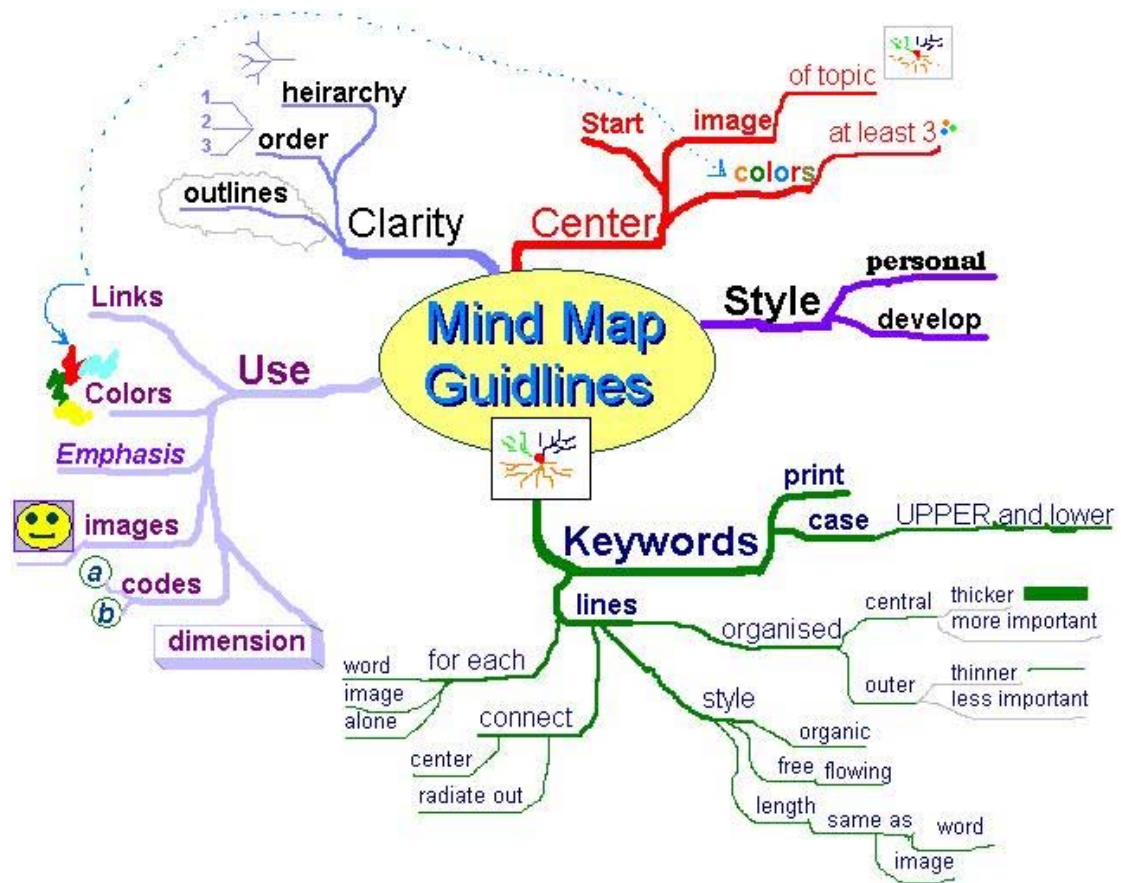
'A picture is worth a thousand words'

Highlighting - Use a highlighter to pick out any important points. Don't highlight too much on the page. Use different colours for different types of information.

Mind Maps - Your brain prefers pictures and colours to words. If you present information that evolves out from the centre, in a bright and colourful way it will help your brain to remember it.

Tony Buzan suggests using the following foundation structures for Mind Mapping:

- ✓ Start in the centre with an image of the topic, using at least 3 colours.
- ✓ *Use images, symbols, codes, and dimensions throughout your Mind Map.*
- ✓ Select key words and print using upper or lower case letters.
- ✓ Each word/image must be alone and sitting on its own line.
- ✓ *The lines must be connected, starting from the central image.* The central lines are thicker, organic and flowing, becoming thinner as they radiate out from the centre.
- ✓ Make the lines the same length as the word/image.
- ✓ *Use colours* - your own code - throughout the Mind Map.
- ✓ Develop your own personal style of Mind Mapping.
- ✓ *Use emphasis and show associations in your Mind Map.*
- ✓ Keep the Mind Map clear by using radial hierarchy, numerical order or outlines to embrace your branches.



Taken from Tony Buzan

Posters/Diagrams -

Drawing your own colourful posters or diagrams is a fab. way to remember things like the circulatory system, photosynthesis or plate tectonics.

Make it bright and colourful to stimulate your brain.

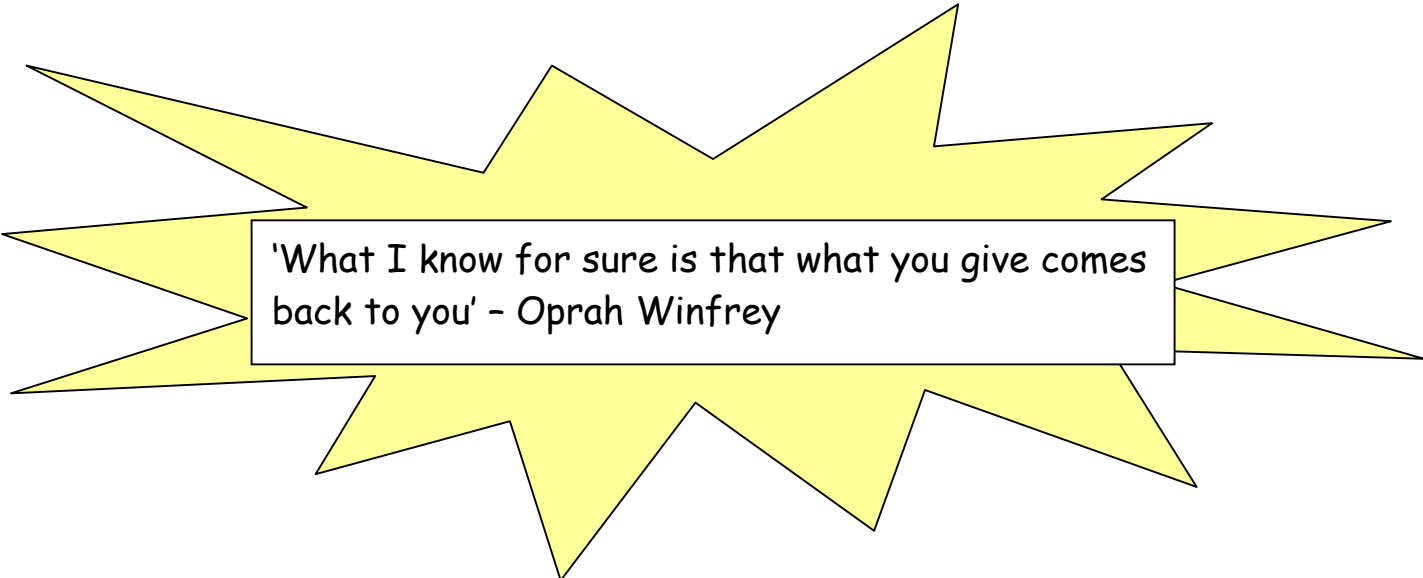


Auditory Learners

Make a recording - Make a podcast of key points. You can then listen to it on the bus or in the car.

Teach a friend - The sound of your own voice helps you to remember facts.

Shout it out loud - Shout in a silly voice. If it is unusual you are more likely to remember it.



'What I know for sure is that what you give comes back to you' - Oprah Winfrey

Kinaesthetic (physical learner) learner

Models – Make models out of paper or card.

Act it out – Pretend to be a historical character or a part of an atom. Good on your own, better with friends.

Learn with a friend – Ask each other questions, brainstorm together, teach the other person.

Move around – Change your position. Learn one thing in one place then move to somewhere else the room for the next bit.

EXERCISE YOUR BRAIN as well as your body!!!!

Put the index finger of your left hand on your nose and hold your left ear with your right hand. Swap over slowly, breathing deeply. The crossing over helps to link both sides of your brain.

Sit on a chair and cross your ankles. Put your hands out in front with your thumbs facing down. Cross your hands over and put your palms together. Link your fingers and bring your clasped hands towards you and up towards your chin. Close your eyes and breathe deeply for 30 seconds.

Revision techniques

To remember things for a long time you need to switch something from your short-term memory into your long-term memory.

The first rule of memory:

Anything can be remembered easily if it can be associated with something already KNOWN.

The second rule of memory:

Anything can be remembered MORE easily if it can be associated with something already known in an UNUSUAL way.

Try to follow things:

Mnemonics

You can use MNEMONICS.

- ✓ MRS GREN is a MNEMONIC that helps you remember the seven life processes. It is an example of a first letter trigger.
- ✓ You can recall the shape of Italy but probably not France or Spain. Why? Because you associate the image of Italy with a boot. IMAGE MNEMONIC
- ✓ Thirty days has September is a RHYME MNEMONIC.

Repeat it

You need to repeat information about 4 times to switch something from short-term to long-term memory.

Short sessions

You remember more at the beginnings and ends of study sessions. So, split up revision into short chunks you then have more beginnings and ends.

'I'm going to remember this'

Say it!

Text

If you spend a lot of time texting your friends. Add something you each need to remember for your exams at the end of each text.

Sleep well

While you sleep your brain makes sense of what you have learned during the day. Try revising for 5 minutes, 30 minutes before you go to bed. In the morning revise the same things for a few minutes. You should find that by doing this you really remember.

Relax

Your mind goes blank when you are stressed.

Decorate your room

Use post-it notes, bright diagrams and keywords to decorate your bedroom. Then whatever you are doing, drying your hair, getting dressed, you can revise.

Summarising

A good summary will be easier to understand, easier to memorise, easier to revise and easier to recall than the original text. It is a skill that is an important part of the process of understanding, and in the end will help you with your memorising and revising.

Find the detail

- * WHO
- * WHAT
- * WHEN
- * WHERE
- * WHY
- * HOW

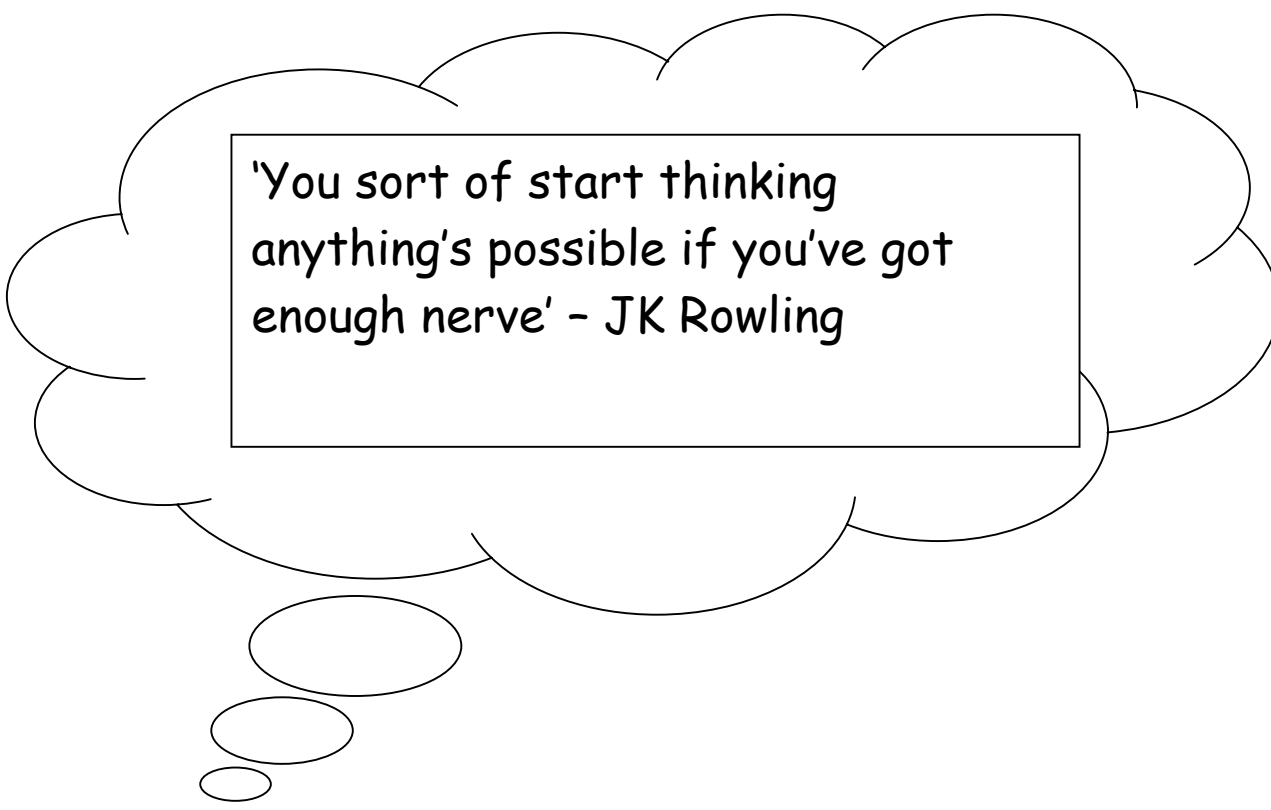
Sing

Make up a song with a catchy tune. If you have got a favourite song change the lyrics to facts that you need to remember. They should stick in your mind longer if you associate them with a tune.

Past exam papers

Do as many exam papers as you can. Not only will they tell you what to revise they will give you a guide on your strengths and highlight areas that you need to go over again. Exam publishers publish loads of past papers on their websites.

Not everybody revises in the same way - find the best way for you.



'You sort of start thinking anything's possible if you've got enough nerve' - JK Rowling

Making a revision timetable

Don't leave revision to the last minute. Don't kid yourself that you can cram two years' worth of work into a few days' revision. A little revision regularly is the best way to be successful.

Use the monthly calendars and make a long term plan.

- ☑ Put in any exams that you have and put in any events that you have where you cannot revise and any leisure time that you need.

Then fill in the weekly timetables.

- ☑ Assess the amount of time you need to revise for each subject on a weekly basis. Remember that all subjects don't require the same amount of time.
- ☑ Decide on time slots for each week for each subject.
- ☑ Break the revision up into manageable sections.
- ☑ Set the best time slots for the most difficult subjects (don't put your worst subject on a Friday night!).

REMEMBER!!

- ☑ If your timetable is too ambitious you will not stick to it.
- ☑ Don't listen to friends about how much they have done or not done.

'You cannot escape the responsibility of tomorrow by evading it today'
- Abraham Lincoln



The Exam

Think positively - believe in yourself.

- ⊕ Check the subject information sheets for details about the equipment you will need for the exam.
- ⊕ While waiting for the exam to start, read the front of the paper so you know exactly what to do.
- ⊕ Listen to all instructions given by the teacher/invigilator.
- ⊕ Read the question carefully - twice is better than once. Check how many marks are available for the answer. Try not to write more than is needed. Don't miss the point.
- ⊕ Answer the question: don't simply repeat it.
- ⊕ If you are not confident with a question, go on to the next and come back to it at the end.
- ⊕ Check all calculations. Do they make sense and have you added units?
- ⊕ Use a sharp pencil and a ruler to draw graphs, diagrams and charts.
- ⊕ Go over the paper again, answering the difficult questions.
- ⊕ If your mind goes blank take some deep breaths and massage your ear lobes. Try to visualise your revision notes.

Panic only makes remembering harder.

What are they asking?

Word	Definition
Analyse	Look very closely at the detail.
Clarify	Make it simple and clear.
Comment on	Give your opinions or point of view.
Compare	Say how things are the same and different.
Consider	Take into account. What are your thoughts about it?
Contrast	Show how things are different.
Demonstrate	Show using lots of examples.
Describe	Give a detailed account of something as it is. You do not need to give your opinion on it.
Discuss	Give the important reasons for and against and come to some conclusion from these.
Explain	Make the information clear by giving reasons for it.
Illustrate	Give examples to make your points clear. It can also mean to use diagrams, drawings or figures to support your answer.
Outline	Describe without too much detail.
Review	Go over the whole thing picking out the important parts to give your opinion on.
State	Present information clearly but briefly.
Summarise	Using your own words, bring together the main points without including details or examples.

Revision websites

Below is a list of a few websites, although there are loads more,

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

http://www.support4learning.org.uk/education/revision_and_study_skills_.cfm

<http://www.topmarks.co.uk/>

<http://www.wpbschoolhouse.btinternet.co.uk/>

<http://www.rickmansworth.herts.sch.uk/GCSErev.htm>

<http://bmsmathematics.moonfruit.com/revisionwebsites/4515940121>

http://www.e-gfl.org/custom/resources_ftp/client_ftp/teacher/other/revision/revision_websites.htm

<http://www.hounslowvtc2.org.uk/SecStu/Post16/Revision.htm>

Don't forget to use the websites on the subject sheets.