



Year 10 Assembly

Revision strategies and two week revision booklets



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Objectives



- Absolute clarity on how to revise- not wasting time on the wrong things.
- Know where to find your revision material



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Exams- 19th April Booklets issued- Today



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Why waste time revising in the wrong way



- The best pupils will spend two hours per night revising for the exams
- That's 14 hours a week
- 28 hours total

- The best students will revise 2 hours per night
- 56 hours per month
- 672 hours per year...
- Often spent using strategies which don't work



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The revision booklets- Planner Page



- Plan 3 20 minute slots per night
- Aim to do 3 different subject per night
- Cover each subject at least twice per week

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
4:00-4:30						(adjust times of revision slots)	
4:30-5:00							
5:00- 5:30							
5:30-6:00							
6:00-6:30							
6:30-7:00							
7:00-7:30							

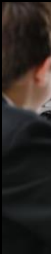


The revision booklets- Assessment manifests



- Everything you need to know for this particular exam
- Begin by rating each topic as **RED**, **AMBER** or **GREEN**
- Revise **red** often, **green** infrequently

What I need to know	Where can I find this info	B	A	G			
An overall understanding of the paper, the sources, the questions and timings	See Task 1						
Be able to summarise clearly from TWO sources (question 2)	https://youtu.be/tHTTc7P_OIc						
Know your language device terminology (question 3 & 4)	See Task 2						
Comment on techniques and language devices used and their effect (question 3 & 4)	See Task 3 & 4						
Zoom in on particular word choices in order to deepen analysis (question 3 & 4)	See Task 3						
Understand what is meant by, and be able to spot some different viewpoints/perspectives taken by writers on the same theme	https://youtu.be/DsWdCQw4nww						
Understand how to use discourse markers in question 4 (and 3)	https://youtu.be/pIH74wS1IS8						



The Revision booklets- Tasks

- The actions your teachers believe will have the highest impact when revising for this exam

TASK 3

Below is a model paragraph in answer to a question 3 on the text to the left.

3. How does the writer use language to describe Mr Derenzy?

Mr ~~Derenzy~~ is presented as empathetic, but perhaps naively so, when the writer uses the metaphor "tender-hearted". The metaphorical use of "tender" compares his feelings to something easily damaged, soft, even childlike, and therefore implies that whilst he empathises, this may lead him into unnecessary danger himself. The fact that the writer uses the connective "but" between the praise of his "courageous" action and the description of his "tender" heart, implies that one is positive and the other less so.

1. Highlight/underline the student's work with three colours to show where the student is using P.E.A.
2. Circle the language device terminology.



High, low or moderate success?



1. **Elaborative interrogation** - being able to explain a point or fact
2. **Self-explanation** - how a problem was solved
3. **Summarising** - writing summaries of texts
4. **Highlighting/underlining**
5. **Keyword mnemonics** - choosing a word to associate with information
6. **Imagery** - forming mental pictures while reading or listening
7. **Re-reading Practice testing** - Self-testing to check knowledge - especially using flash cards
8. **Distributed practice** - spreading out study over time
9. **Interleaved practice** - switching between different topics



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- **Elaborative interrogation** - being able to explain a point or fact - **MODERATE**
- **Self-explanation** - how a problem was solved - **MODERATE**
- **Summarising** - writing summaries of texts - **LOW**
- **Highlighting/underlining** - **LOW**
- **Keyword mnemonics** - choosing a word to associate with information - **LOW**
- **Imagery** - forming mental pictures while reading or listening - **Moderate**
- **Re-reading** - **LOW**
- **Practice testing** - Self-testing to check knowledge - especially using flash cards - **HIGH**
- **Distributed practice** - spreading out study over time - **HIGH**
- **Interleaved practice** - switching between different kinds of problems - **MODERATE**



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No 1= Distributed Practice- WHY?

- Exam only GCSEs put a greater emphasis on knowledge retention
- Pupils may study a topic in y10 Autumn 1, and be examined (without extensive re-teaching) in y11 Summer 1, 11 half terms later
- Historically and anecdotally **pupils show poor knowledge recall**
- **The most effective revision technique: Spaced Repetition**
- **Interleaving- Silent Starters**



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Heading

Subheading

- Trigger word
- TW
- TW

Subheading

- Trigger word
- TW
- TW

Heading

Subheading

- Trigger word
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Trigger words

Trigger words

Trigger word notes allow us to condense a large body of information into a few key phrases or words. In doing so, we reduce how much we write down and increase how much we can remember. See an example below comparing 2 sets of notes:

Which notes are easier to memorise?

Stalin & Families

Joseph Stalin, when he was the leader of Soviet Russia, encouraged families to be very close and loyal to each other. He encouraged children to be loyal and obedient to their parents, and parents would then be loyal and obedient to their parents. What this meant was that communities were quite harmonious and peaceful which meant there would be less of a chance of any uprising, rebellion or revolution. This is exactly what Stalin wanted as this allowed him to stay in power for longer.

Regular notes: 88 words

STALIN

Family - Soviet Russia

- Obedient children
- Community peace
- ↓ rebellion
- Stalin keeps power

Trigger word notes: 12 words



Revision Top Tips 1



- Organise your files into topics.
- Start your revision NOW!
- Make a revision timetable.
- Buy a revision guide/DVD.
- Have a place at home with all you need.
- Reduce your notes onto a single sheet of A4 for every topic.



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Revision Top Tips 2



- Use past papers to revise and get hold of the official mark schemes.
- Set yourself objectives for each revision session.
- Have a start and finish time and stick to them.
- Clear your head before you revise.



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Revision Top Tips 3



- Stop and take a break if you are getting frustrated.
- Write down anything you don't understand and take it to your teacher.
- Don't listen to your friends that say they are not revising.
- Don't revise things you already know.



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Revision Top Tips 4



- Break down all the exams into chunks.
- Do not just read notes – do something active.
- Rewrite notes – making shorter each time
- Test yourself
- Draw spider maps
- Make posters



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Revision Top Tips 5



- Put revision aids up around the house for 'rote learning' like formulae.
- Record yourself reading notes play back on the bus or whilst running.
- Go through your class notes and highlight important information
- Read a page then shut the book. What can you remember?



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Revision Top Tips 6



- Ask people to test you perhaps over dinner?
- Create your own acronyms
- Make yourself start no matter how much you don't want to.
- Build in short breaks
- Do frequent short exercises – stretches, neck and shoulder rolls.



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Revision Top Tips 7



- Drink lots of water and get fresh air.
- Keep the temperature cool.
- Eat healthily and avoid sugary food.
- Do something relaxing before going to sleep.
- Promise yourself rewards for revising.
- At the end of each session file away your notes, ready for next time.



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Revision Top Tips 8



- Try doing a YouTube search for topics
- GCSE Bitesize
- Kahoot Quizzes can be done with mates
- Exam board websites for past papers/mark schemes
- Ask your teacher for revision resources
- Refer to the revision document on the website



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