



SCHOOL
BASSALEG

Revision Skills



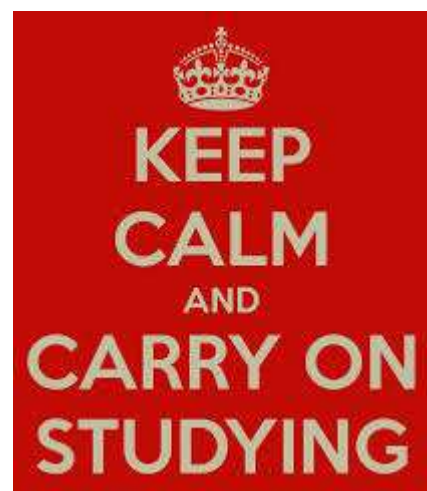
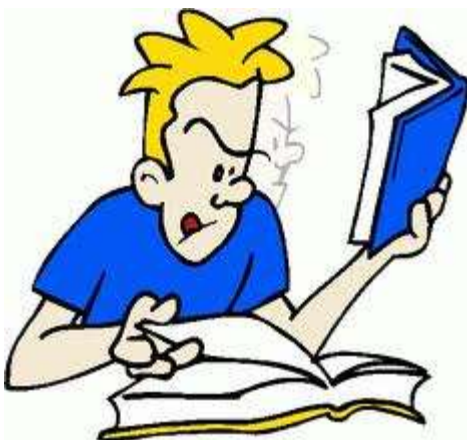
***Some succeed because they are destined to.
Most succeed because they are determined to.***

BUILDING GOOD INDEPENDENT STUDY SKILLS

It is very important to **build good independent study skills** at the start of Year 10, in order that you achieve your best in your Level 2 qualifications. This not only refers to your study habits in the classroom but also in your independent study at home. In the classroom it is essential you **make the most of every learning experience**. Teachers will vary their teaching methods to ensure you **learn independently, in pairs and in group activities**. They will also use a range of **visual, auditory and kinaesthetic activities**. Find out more about these different learning styles on page 6.

Use this booklet to identify your individual preferred **learning style** (page 5) so that you can match the **study technique** to your learning style. This booklet identifies a range of study techniques and through this process you will find methods that work best for you.

Over the next two years you will be expected to **manage your workload**, which includes classwork, homework, coursework, portfolio work and revision, for all of your pathway choices. This can be difficult at first but if you can develop **good time management** both in school and in your independent study you should minimise any pressurised situations later on.



CONSIDER THE FOLLOWING GOOD STUDY HABITS:

Looking after yourself so that you are fit and healthy. Your brain cannot function at its best without good food, plenty of water and sleep. Regular exercise also helps get oxygen to your brain to aid your concentration.



Good use of your student planner to record, in detail, your homework, coursework and deadlines.

Making time each evening and on weekends to complete your independent study. If you organise this time effectively you will find you have time to work and time for enjoying yourself. Applying a 'little and often' approach is a very good strategy. We will look more at time management later.



Making sure you have a good place to work at home that includes a chair and table with no distractions around you i.e somewhere away from other people so you have the space to think and concentrate, no television etc

Understanding how you learn best and employing methods in your independent study that help you to review your work effectively.



Regular reviews of your work will help commit knowledge to your long term memory

THE IDEAL REVISION SESSION

You will be a **FASTER REVISER.....**

When you are motivated

When you are relaxed

When you are eating and sleeping well

When you use both sides of your brain

When you believe you are going to do well in your exams

When you like the subject

You will be a **SLOWER REVISER...**

When you are bored

When you are worried

When you are tired, hungry or thirsty

When you revise in an uncomfortable place

When you cannot see the point of what you are revising

When you do not like the subject

REMEMBER:

IT DOES NOT MATTER HOW MUCH YOU COVER IN EACH REVISION SESSION, ONLY HOW MUCH YOU REMEMBER.

YOU WILL NOT BE TAKING YOUR BOOKS INTO THE EXAMS WITH YOU.

ALL THAT YOU WILL BE TAKING IN IS WHAT IS INSIDE YOUR HEAD!.

REVISION - GETTING STARTED

To help you get the most out of this revision programme you need to think about yourself as a learner. This questionnaire is only going to be seen by you and so it is important to be as honest as you can. It is designed to give you a chance to think about your own learning strengths and weaknesses so that you can get the most benefit out of your revision sessions.

	<u>My Strengths & Weaknesses</u>	Just like me	Like me sometimes	Not like me at all
1	I know how to make myself work, even when I don't want to			
2	I organise my day, my work and my free time so that I can meet deadlines			
3	I plan each revision session and review my progress at the end			
4	I make easy-to-remember notes, using keywords and ideas only			
5	I know why I am studying and how it will help me later in life			
6	I know what my own learning style is and I use it to help my revision			
7	I often draw colourful charts and pictures to help me learn			
8	I regularly ask questions about what I'm learning			
9	I see school as a stepping stone to success in life			
10	I believe in myself, think positively and remain confident even when things go wrong for me			
11	I worry about revision and exams			
12	I revise in a tidy, organised workspace			
13	I make a revision timetable at least eight weeks before the exams			
14	I stick to my revision timetable			
15	I enjoy learning			

Your score, Count up the ticks. Which column has the most ticks?

Mostly 'Just Like Me' – This is brilliant, you certainly are a super-learner! By discovering a few more techniques you could be better still.

Mostly 'Sometimes Like Me' – You have lots of good ways to learn already. By learning a few more, you can improve your ability to revise and pass exams.

Mostly 'Not Like Me' – Now is the time to begin to learn to learn. Remember, everyone can learn and learning can be fun and enjoyable. We are all intelligent.

IDENTIFYING THE BEST WAY TO LEARN

For each group of three statements, tick the one that appeals to you most strongly. Answer quickly taking your first reaction. There are no right or wrong answers; you are simply choosing the one you prefer.

- | | |
|--|--------------------------|
| a. Listening to music is one of my favourite pastimes | <input type="checkbox"/> |
| b. The colours and layout of a classroom are very important to me | <input type="checkbox"/> |
| c. I get fidgety if I have to sit in the same place for very long | <input type="checkbox"/> |
| a. I would rather talk something through with someone than write a letter | <input type="checkbox"/> |
| b. I can always see when a word is spelt wrongly | <input type="checkbox"/> |
| c. I rely on my gut feelings a lot when making judgements or decisions | <input type="checkbox"/> |
| a. The way a teacher's voice sounds is very important to help me learn | <input type="checkbox"/> |
| b. I become more confident when I look good | <input type="checkbox"/> |
| c. I like to make an effort with friends outside of school | <input type="checkbox"/> |
| a. It helps me think through if I talk out loud | <input type="checkbox"/> |
| b. I understand better if I have a diagram rather than an explanation in words | <input type="checkbox"/> |
| c. I only understand things fully when I can do them myself | <input type="checkbox"/> |
| a. I would rather listen to music than read books | <input type="checkbox"/> |
| b. I like watching television and going to the cinema | <input type="checkbox"/> |
| c. I prefer outdoor activities | <input type="checkbox"/> |
| a. I like people who are easy to listen to | <input type="checkbox"/> |
| b. I enjoy 'people watching' | <input type="checkbox"/> |
| c. I can always sense if things are not right with someone | <input type="checkbox"/> |
| a. I would rather have an idea explained to me than read it | <input type="checkbox"/> |
| b. I like a teacher to use visual aids when they're explaining something | <input type="checkbox"/> |
| c. I like to participate in activities rather than watch | <input type="checkbox"/> |
| a. I understand things more easily when I say the words to myself | <input type="checkbox"/> |
| b. I am good at finding my way using a map | <input type="checkbox"/> |
| c. I exercise because of the way I feel afterwards | <input type="checkbox"/> |
| a. I often find myself imitating the way people talk | <input type="checkbox"/> |
| b. I make lists of things I need to do each day | <input type="checkbox"/> |
| c. I prefer to walk to school if possible. | <input type="checkbox"/> |
| a. If I have a problem, I like to talk it through with someone else | <input type="checkbox"/> |
| b. Mind mapping is a good technique to help me organise ideas | <input type="checkbox"/> |
| c. I prefer to weigh up all the issues before I make a decision. | <input type="checkbox"/> |

Count up the number of a, b and c statements you have ticked and note them below.

	Number of ticks
a	
b	
c	

If you scored mostly a's, you learn best through **auditory** methods

If you scored mostly b's, you learn best through **visual** methods

If you scored mostly c's, you learn best through **kinaesthetic** (doing things) methods

You may find you are stronger in one learning style or your scores may be spread over all three. **It has been proved that the best way to learn is by using many different ways, although you may have a preference, you have a better chance of remembering if you learn in a variety of styles**

MAKE USE OF YOUR LEARNING STYLE WHEN YOU REVISE

Visual Learners:

- » Rewrite your notes as mind maps
- » Use colour to highlight important things
- » Draw diagrams and sketches to help you remember points
- » Use flow-charts and graphs
- » Posters



Auditory Learners:

- » Read your notes aloud
- » Record yourself, read key points of your notes aloud, then listen to the recording afterwards
- » Revise with other students if you can
- » Sing the main points, linking them with a tune may help you to remember them





Kinaesthetic (Active) Learners:




- » Move around the room
- » Acting situations e.g. being a red blood cell moving around delivering oxygen to cells
- » Revise while you do kung-fu moves or other physical activity
- » Mentally review what you've been revising while you're swimming or jogging






Varying revision techniques







Research shows that WE REMEMBER...

  20% of what we READ

   30% of what we HEAR

   40% of what we SEE

    50% of what we SAY

      60% of what we DO

90% of what we , , ,  and 



IMPROVING MY MEMORY

Have you ever said, *'There is no point starting to revise too early as I will only forget it by the time of the exam!'* Perhaps you have heard other people saying this too.

It is true that we forget much of what we have learned quite quickly, in fact up to 80% of the information is gone by the next day! This is because we have only committed it to our SHORT-TERM memory.

The solution to memory fade is to REVIEW the information at regular intervals. The technique works most powerfully when you review what you have learned at the following intervals from the time you first learned it:

- 30 minutes – writing a reflection in your planner on what you learned in the lesson
- 24 hours – spending five minutes looking back at the previous day in your planner and trying to visualise/remember what you did in each of your five lessons
- 1 week – read over your notes in your exercise book from the previous lesson before you pack your bag for the next day. This would only take 5 minutes per subject = 25 minutes.
- 1 month – for each subject spend 15 minutes reading over/making summary notes on the work covered over the last four weeks.

The earlier you start your revision, the more often you review information, the longer it will stick and the less it will fade. In doing this you will move the information from your short-term memory to your LONG-TERM memory.

Check your Memory Style

What helps *you* remember things? Here's a simple way to find out.

- Colour in 10 words on the word chart on the right.
- Read through the chart for 2 minutes, then cover it completely.
- Write down all the words you can remember.
- Read the following section as you check your results.



What helps you remember?

Look at the words you recalled. Does the selection of words you remembered suggest that you used any of the strategies below? If so, you have valuable clues about how you can arrange information you *want* to recall.

Your memory may be assisted by any or all of the following.

Recency Effect ☐

You may have remembered best the words you learnt last.

Primacy Effect ☐

You may have remembered best the words you learnt first.

Sound ☐

You may have remembered rhyming words, odd-sounding words, or words that you heard together in your head.

Locus (Place) ☐

You may have associated a word with a place you know.

Real Names ☐

You may have a particularly good memory for names.

Visual Features ☐

You may have noticed the look of a word (such as the words in capitals or those with shapes around them.)

Visual Association ☐

You may have linked words with pictures or mental images.

Visual Arrangement ☐

You may have remembered where items were on the page. (If so, you may find it easy to recall flowcharts or pattern notes, or be helped by visual spacing or making links with a picture.)

Semantic Association ☐

You may have remembered words with meaningful associations, such as bread, butter, sandwich.

Bizarre and Unusual ☐

You may have noticed odd things, such as the words 'pong' and 'glink' which stand out. (If you did, you may find it helpful to link ordinary things with bizarre images.)

Stories ☐

You may have linked unrelated items so that they made a story. (This can help with the letters of a difficult spelling. For example, 'liaise' – Liam Is Always In Such Ecstasy.)

Colour and Activity ☐

If you remembered several of the words you coloured in, you may be sensitive to colour; or perhaps you benefit from *doing* things with information you are learning.

Musical Association ☐

Did you try singing or chanting information to tunes you know?

STUDY TECHNIQUES

There are many different ways to revise and hopefully you will be starting to identify your preferred technique.

It is useful however, to use a few different techniques to vary the work you are doing to make revision more interesting. You may also want to choose a technique to best suit the piece of work you are trying to learn.

It is important to practice these techniques as the more you practice the better you will get.

- ❖ **Mind Mapping**
- ❖ **Flash Cards**
- ❖ **Mnemonics**
- ❖ **Summary Shapes**

There are many more techniques so if you find these four do not work for you, speak to your teachers to get more ideas.

STUDY TECHNIQUES

Mind Mapping

A mind map is a visual representation of a large amount of information. It can help to reduce information down to key words but it shows how these key words link to each other.

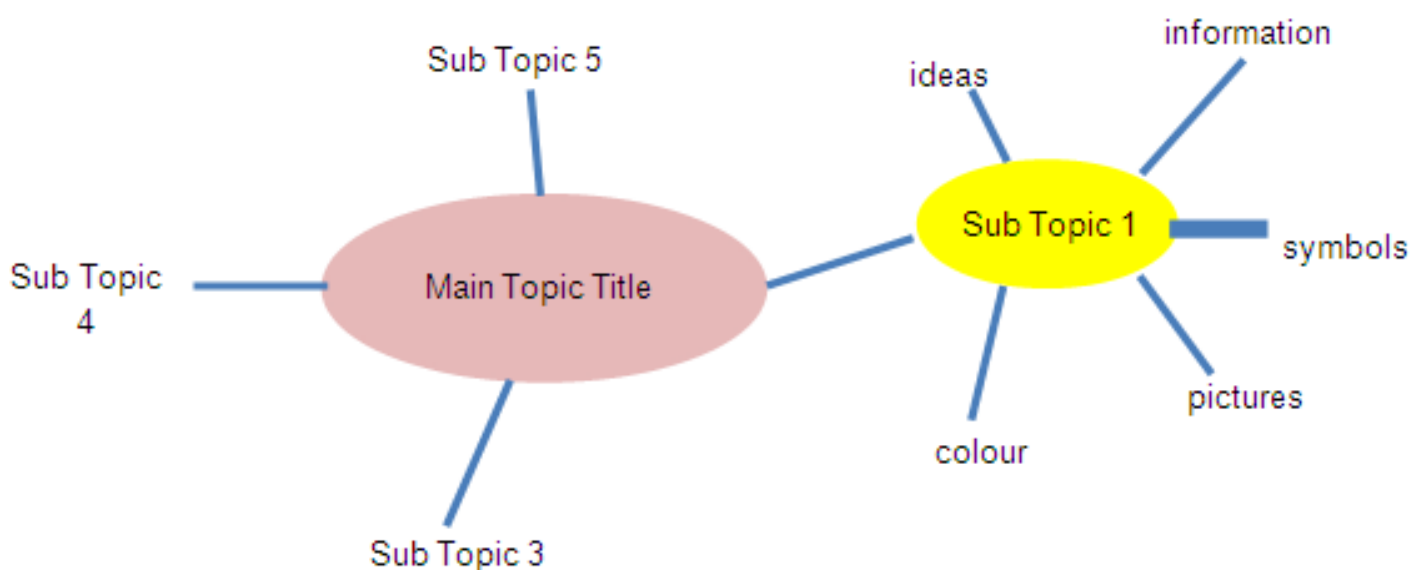
A mind map includes a topic heading at the centre surrounded by branches that lead to sub headings of the main topic. Further branches then come from each sub heading.

Benefits of a Mind map

- Helps you organise ideas and concepts.
- Helps to summarise information into key ideas and pictures which make it easier to remember.
- Helps you better understand relationships and connections between ideas.

How to make a mind map

1. Start with an A4 or A3 piece of paper
2. Write the main topic of the mind map at the centre of the page
3. From here draw a branch from the main topic for each sub topic.
4. Use a different colour for each branch
5. Start to expand on each sub topic by drawing more branches out from each sub topic.
6. Group ideas/information together
7. Use colours, symbols, pictures as much as possible.
8. Use a little words as possible (try to only put one word at the end of a branch)



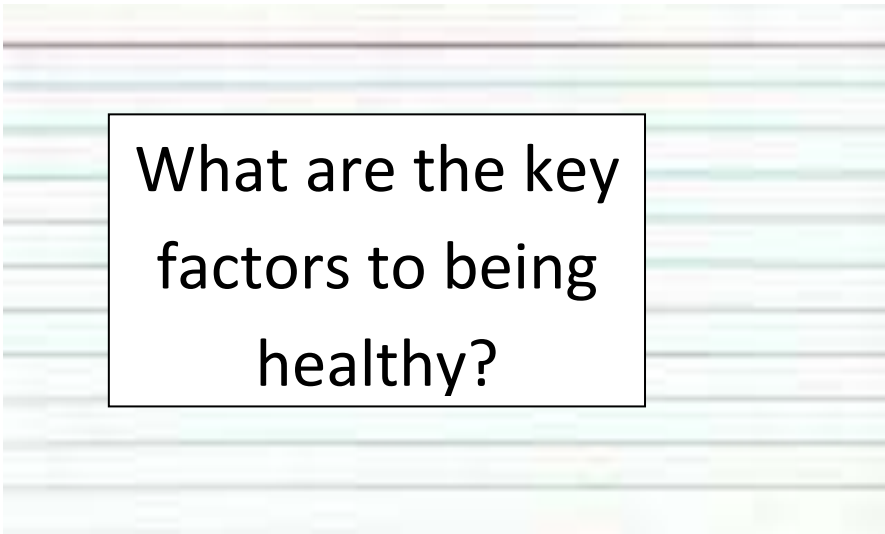
STUDY TECHNIQUES

Flash Cards

Flash cards can be a tool simply to summarise information to key words, definitions or simple explanations.

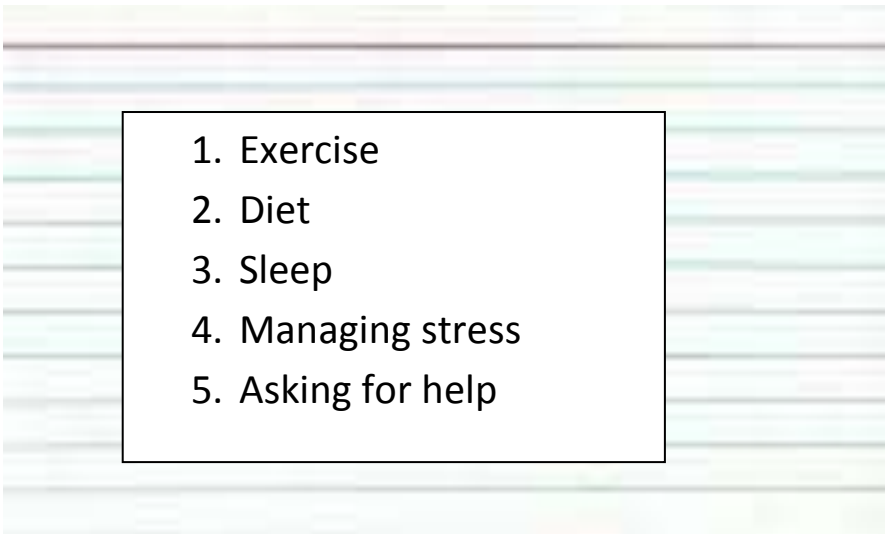
Flash cards can be a more effective learning tool if they have a **question on one side and the answers of the reverse side**. These can then be used to test yourself (or with a partner) over and over until you have learned the answers to the questions. This is a great way to learn vocabulary or key factual information.

Question:

A rectangular flashcard with a thin black border, centered on a background of horizontal lines in various colors (blue, green, yellow, pink). The text is in a large, black, sans-serif font.

What are the key
factors to being
healthy?

On the reverse:

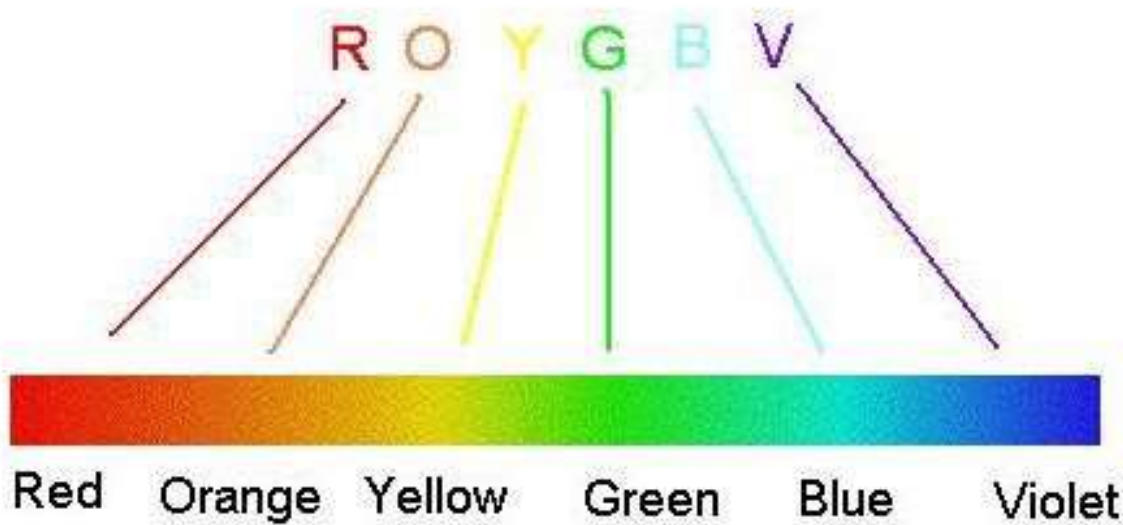
- 
- A rectangular flashcard with a thin black border, centered on a background of horizontal lines in various colors (blue, green, yellow, pink). The text is in a black, sans-serif font.
1. Exercise
 2. Diet
 3. Sleep
 4. Managing stress
 5. Asking for help

STUDY TECHNIQUES

Mnemonics

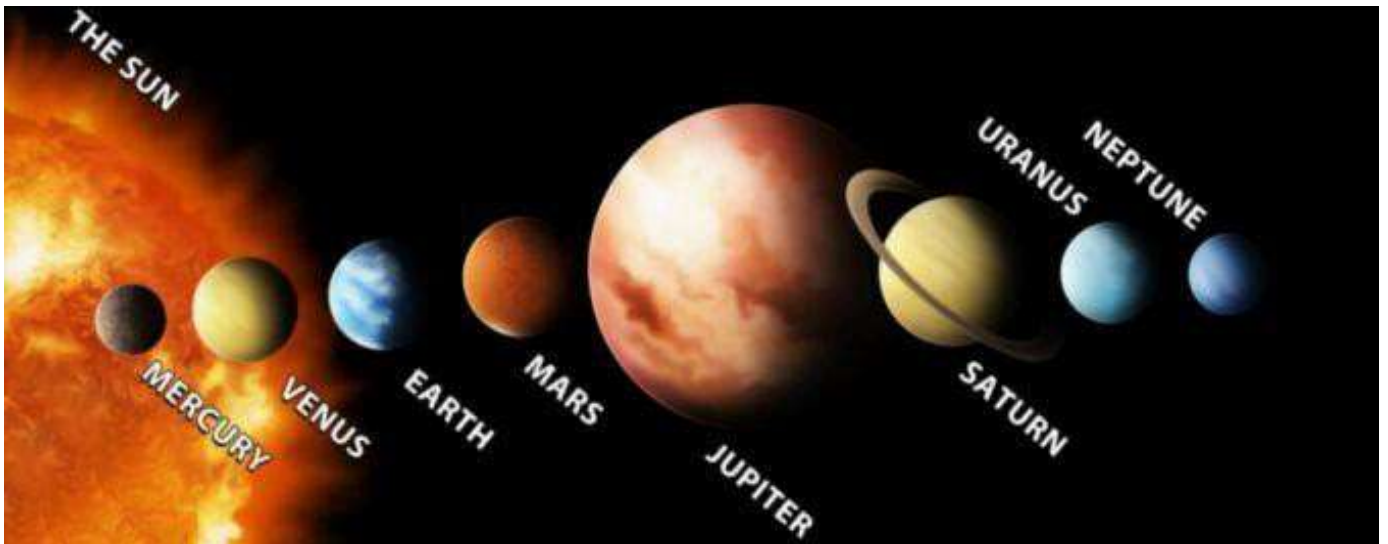
Mnemonics are ways of turning information into an easier to remember format. There are no rules to mnemonics, it's just about what works for you. There are different types of mnemonics.

An **acronym mnemonic** is where you create a word where each letter stands for something. These can only really be used to remember small amounts of information. e.g Roy G. Biv is used to remember the order of colours in visible light, a part of the electromagnetic spectrum.



Another type of mnemonic is **phrases and acrostics**. These are better for memorising longer lists of information, especially where order is important. Famous ones include the order and names of the planets, remembered with the mnemonic:

My **V**iolent **E**vil **M**onster **J**ust **S**cared **U**s **N**uts.



This next one is an alternative method for remembering the colours of the rainbow or colours of visible light:

Richard Of York Gained Battles In Vain
Red Orange Yellow Green Blue Indigo Violet

In general, to form an acrostic mnemonic you take the first letter of each word in the list you need to remember and use it to make a word. Then string those words together in a memorable sentence.

In **Music** to remember the lines of the treble clef:

Every Good Boy Deserves Football = E, G, B, D and F

.....and the spaces of the treble clef:

FACE = F, A, C and E



Never Eat Shredded Wheat

to remember the four points on a compass:

North, East, South, West

In **Biology** the order of the organisation of life:

King Phillip Came Over For Good Supper

Kingdom, Phylum, Class, Orders, Family, Genus, Species



Rhymes and songs are another mnemonic device. Famous rhyming mnemonics that most people will recognise include:

“I before E, except after C”

Or the song for remembering the number of days in a month:

*‘Thirty days have September, April,
June, and November. All the rest
have 31, except February alone,
and that has 28 days clear, And 29
in a leap year.’*

STUDY TECHNIQUES



Summary Shapes

This technique reduces information which is hard to memorise into a number of key facts which are then displayed in a shape of your choice.

This method works best with the use of symbols, pictures, colour and key words. You will be surprised just how much you can reduce a large amount of information.

Read the following passage on the early years of David Beckham's life:

The Early Life of David Beckham

David was born in North London on 2nd May 1975. He first played for Manchester United senior team at 17. The lowest point in his career was when he was blamed for England's defeat in the 1998 World Cup after being sent off for a foul against an Argentinean player.

His first child, Brooklyn, was born in March 1999 and he went on to marry Posh Spice (Victoria Adams) in Ireland in July 1999.

David's football career was not destroyed by the 1998 World Cup incident and he became captain for the England team during the 2002 World Cup.

His second child, Romeo, was born in September 2002. In the summer of 2003 he transferred to Real Madrid.

Written in this way the information is hard to process and memorise. Reducing the information down will help us to be able to remember it. This can be done in a few easy steps.

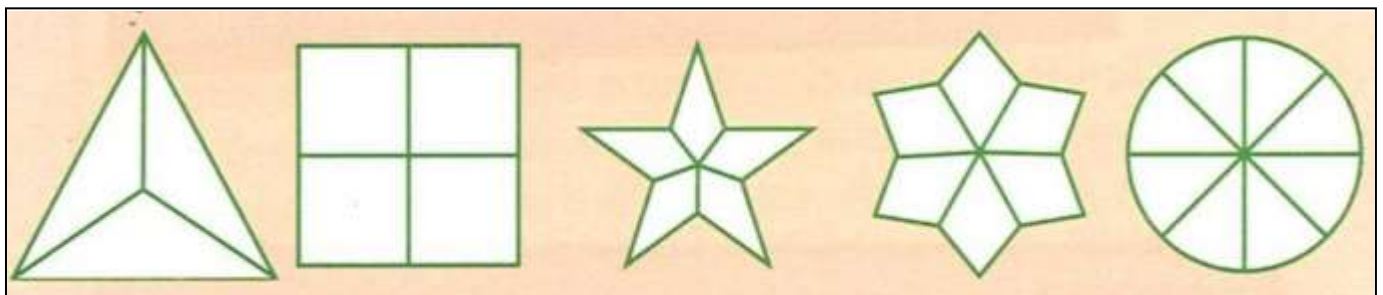
1. The information is all about dates where significant events have happened in David Beckham's life. It seems sensible therefore to put the information into a table in date order.
2. Once this has been done try to attach symbols/pictures to each event which will help you remember it.

1975	Born in North London	
1992 (aged 17)	First played for Manchester United senior team	
1998	Blamed for England's defeat in the world cup – sent off for a foul	
1999 (March)	First Child, Brooklyn was born	
1999 (July)	Married Posh Spice in Ireland	
2002	Captained the England Team during World Cup	
2002 (September)	Second Child Romeo was born	
2003	Transferred to Real Madrid	

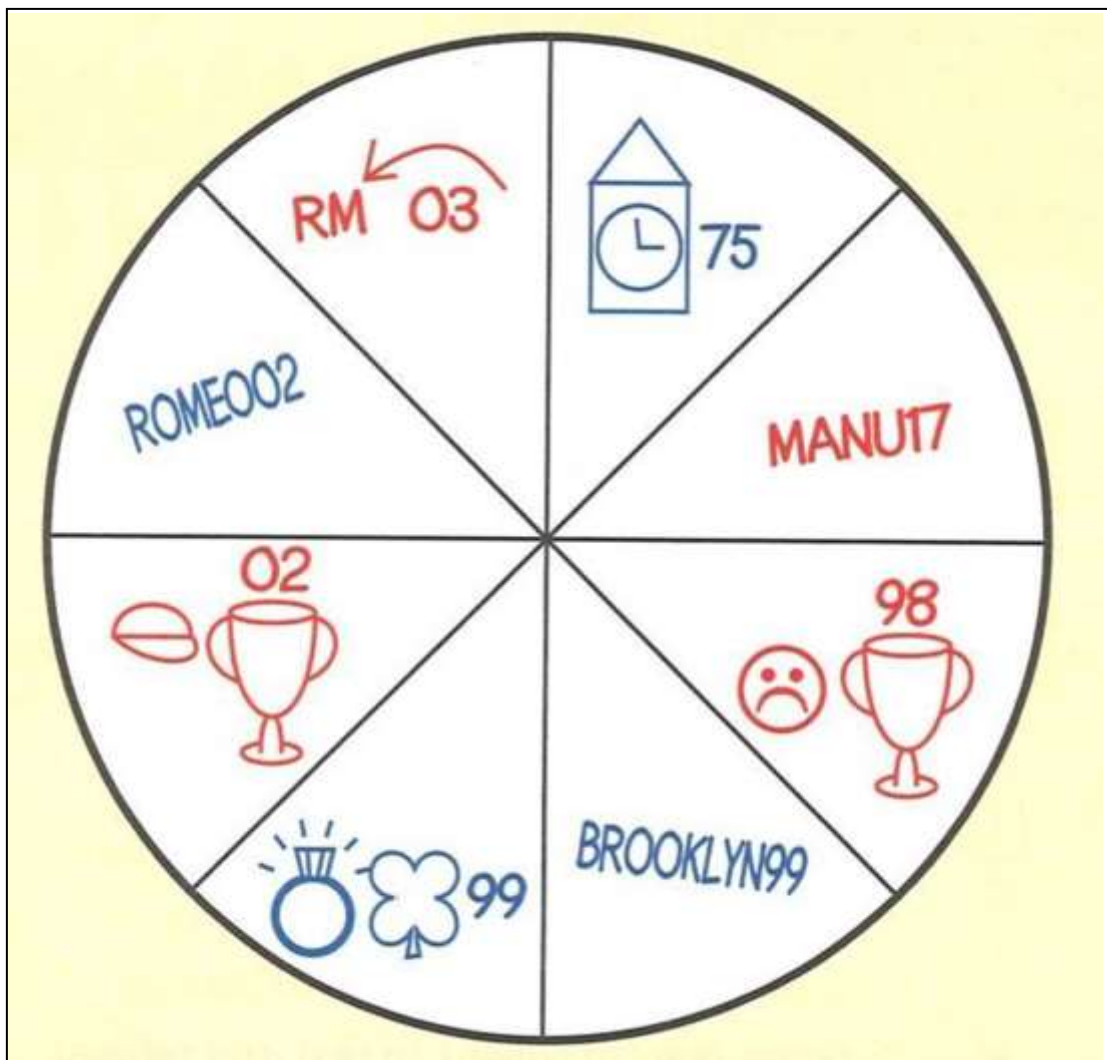
3. Two colours **red** and **blue** have been used to discriminate and highlight information. Try to think why two colours have been used and what each colour means.

Putting the information in a table has already helped to make it more memorable but it can be reduced further using summary shapes

The shape you will use for your summary depends in the number of sections into which you have split the information. If it is three then use a triangle, four sections then use a square, five or six fits well into a star.



In this example there are eight sections therefore an eight part summary circle if used.



Test Yourself

Look at the summary circle and test yourself.

- Talk through Beckham's life aloud.
- Close your eyes and try to visualise the contents of the circle in your mind.
- Draw a rough circle on a piece of blank paper and split it into 8 segments. Try to fill in the symbols remembering what each one means.

You have just learned about all about 'The Early Life of David Beckham'.

HOW TO PLAN FOR SUCCESS

All projects, big or small, benefit from a plan.

Here are three reasons why:

1. It makes your **goal manageable** – so it's more likely to happen.
2. It **saves you time** - because you always know exactly what you should be working on
3. It **reduces stress**, because you don't need to worry about remembering everything that needs to be done – following your plan means you're always on track.

So here's how to do it

Step 1	Know your deadline – now work backwards from there. If you're sitting exams, this means knowing the exact date of each one. Count how many weeks remaining before your first exam.
Step 2	Work out exactly what you have to do by your deadline in order to go into that exam hall with confidence. List all of your subjects and list all of the topics for each subject.
Step 3	Now take everything you wrote down in Step 2, and break the list into bite-sized targets that you can work through one at a time. This is the key to transforming a daunting project into a manageable series of steps.
Step 4	Now get a calendar or planner, or create a weekly planner on the computer. You're about to draw up your plan.
Step 5	First mark out all the time you definitely WON'T be working on your goal, because you're out, or busy doing other things. Remember to plan for breaks and fun stuff as well as other commitments.
Step 6	Work out how many hours you have available and divide your mini goals from Step 4 across these hours. Don't worry about precise times – think about large blocks, like morning, afternoon and evening.
Step 7	If you're studying, remember you need to allow time for reviewing your revision and doing past papers.
Step 8	Make sure your schedule is realistic , and is flexible enough to allow for any hiccups. Your plan <u>will</u> need to be updated and modified as you go along. Use a pencil or online chart so you can make changes easily. And allocate some weekly free time where you can catch up on any work if you need to...
Step 9	Create a reward system for yourself – it helps keep you motivated. Make sure the rewards are things you really like – and don't cheat!
Step 10	Now pin your schedule up where you can see it. And get going! Tick off each day's achievements so you can see your progress.

DAILY PLANNING – TIME PLANS

Now that you have completed your weekly planner, it is time to begin to plan the first week in more detail.

There are three important things to remember at this stage:

1. The human brain works best for **one and a half hours at a time**.
2. You can focus in a concentrated fashion for periods of about **20 to 25 minutes**. You may need to build up to this, so begin with 15 minutes at a time and gradually extend this to 20 minutes and perhaps up to 30 minutes. Reward yourself with a 5 minutes break after each 20 minute session. But remember, you must be disciplined in this and only take 5 minutes. Your longer breaks will come after the one and a half hour session.
3. You remain much more focused if you have a reward waiting for you at the end of the work. This could be watching a favourite TV programme, going out with friends, phoning a friend etc.

e.g

20 mins Revision	5 mins break	20 mins revision	5 mins break	20 mins revision	20 mins REWARD
Read through a topic and highlight the key words or phrases	Cup of tea	Summarise the key points in a mind map / poster / flash cards / test questions etc	Chat to a friend or family member	Test yourself on what you have learned in the first two 20 min sessions using past papers / teach the topic to a family member / ask someone to test you etc	Watch a tv programme, play computer game, play football / tennis, walk the dog, call a friend.

In your 20 minute break, try to do something active to get your heart rate up and get oxygen to your brain for your next three 20 minute sessions. If you can repeat this cycle three times you will have completed three hours of revision. You may wish to do two cycles in the morning and then two later in the day. You will know when you work best and how long you can keep working for but try not to make excuses and end up not putting in the time!

Plan your work and work your plan!

- Revise when you say you are going to
- Don't procrastinate, i.e don't find excuses not to start
- Get rid of distractions – i.e turn off your mobile and the TV!
- Test yourself with exam questions, or check you can actually do the things you have been learning.

		3.00 pm	4.00 pm	5.00 pm	6.00 pm	7.00 pm	8.00 pm	9.00 pm
Monday	B							
Tuesday	R							
Wednesday	E							
Thursday	A							
Friday	K							

PLANNING YOUR REVISION

THINK LEVELS!

LEVEL ONE – is the **SUBJECT**

LEVEL TWO – is the **TOPIC** within that subject

LEVEL THREE – is the **INDIVIDUAL** topic divided into **STUDY** units

SUBJECT: _____

TOPIC:	TOPIC:	TOPIC:	TOPIC:	TOPIC:
Study Units	Study Units	Study Units	Study Units	Study Units
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5

MANAGING EXAM STRESS

What is stress?

Stress is the feeling of being under too much mental or emotional pressure. It is common to feel stressed during your GSCE exams when the expectations you have for yourself and from your teachers may feel higher than normal. Stress can have an impact on how your body and mind works.

Symptoms

Some of the symptoms of stress are;

Sleeping problems, sweating, loss of appetite, difficulty concentrating, memory loss, headaches and pains, including stomach aches.

What can I do to beat it and manage it ?

1. Find out which revision techniques work for you.

This will make you feel more in control. If you have tried different techniques and you are still unsure, speak to a teacher who you feel comfortable with.

2. Be active.

Physical activity can improve your state of mind. It gives you time away from the cause of your stress. Exercise won't make your stress disappear, but it will reduce some of the emotional intensity.

3. Take control and talk to someone.

The act of taking control is in itself empowering and it's a crucial part of finding a solution that satisfies you. Speak to friends, family or a member of staff. A problem shared is a problem halved. A good support network of teachers, friends and family can ease your troubles and help you see things in a different, more controlled way.

4. Know your limitations and do not take on too much

We can cause ourselves a great deal of stress because we do not want to let people down. We then end up doing more than we should. Saying "no" is sometimes the hardest thing, but it may make you feel more in control.

5. Take time out to relax and recharge your batteries.

You will perform more effectively during revision if you regularly take a short 10-15 minute break.



6. Have some 'me time'

Take some 'me time' for socialising, relaxation or exercise. Plan some fun activities every week.

7. Avoid unhealthy eating habits



Don't rely on junk food and energy drinks as your ways of coping. Your body needs a balanced diet for it to function at its best. Eating healthily will boost energy level, helping you to concentrate more easily and feel less sluggish. Drinking plenty of water every day will keep you hydrated and prevent you from lethargic.

8. Sleep

Sleep is not only necessary for your body to function, but also crucial for your mind. Sleep lets your brain process the day you have just experienced, leading to an improved memory.



9. Keep calm and breathe

Relaxed breathing will help to clear and relax your mind. Good relaxation always starts with focusing on your breathing. Try to breathe in and out slowly and in a regular rhythm, as this will help you to calm down.

- Fill up the whole of your lungs with air, without forcing it. Imagine you are filling up a bottle, so that your lungs fill from the bottom.
- Breathe in through your nose and out through your mouth.
- Breathe in slowly and regularly count from one to five (don't worry if you can't reach five at first).
- Then let the breath escape slowly, counting from one to five.
- Keep doing this until you feel calm. Breathe without pausing or holding your breath.



Practice this relaxed breathing for three to five minutes, two to three times a day (or whenever you feel stressed)

USEFUL WEBSITES

www.memrise.com www.quizlet.com

www.bbc.co.uk/bitesize

www.s-cool.co.uk

www.wjec.co.uk

www.revisionworld.com

www.corbettmaths.co.uk

www.hegartymaths.co.uk

www.mymaths.co.uk

www.quizlet.com

www.bassalegschool.com

The background of the image is a dark, textured surface with a bokeh effect of out-of-focus light circles in warm tones of yellow, orange, and red. The text is overlaid on this background.

BIG

DREAMS
AREN'T HARD
TO COME BY

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CONSISTENT
HARD
WORK IS