



Excellence is a habit: How to **revise**



What can this booklet help with?

The booklet is not a guarantee of success, but it can really help with your revision as you build towards exams. It can help you revise:

- Efficiently
- Correctly
- Consistently

What does this booklet not do?

Unfortunately, there are no short cuts to success, with that in mind, using this booklet does not bring you:

- Determination
- A strong work ethic
- Guaranteed success

However, the Academy RISE values of respect, inspiration, resilience and excellence alongside good revision are a simple recipe for success.

How to use this booklet

The idea is to try ***all of the techniques*** in the booklet and find the ones that work best for you. Applying these techniques when you revise at home or even in lesson time. They are proven to increase the chance of your remembering, recalling and applying knowledge. Excellence is a habit.





How What You Know

A strategy proven to have huge impact! Show what you know allows you to write down everything you can remember from a particular lesson or series of learning. The process of 'thinking hard' will help build connections in your brain, helping ensure knowledge is held in the long term memory.

How do you perform a 'Show What you Know'?

1. Identify the key knowledge that you want to retrieve and remember



2. Take a whiteboard or a piece of paper and write down everything you can about the topic; no prompts or help! Give yourself a time limit e.g. 10 minutes.



3. Organise the information by using different colours to make connections and link together key knowledge.



4. Compare your show what you know to your original source of information (text book, revision guide etc) to ensure you haven't missed anything out. Add in what you have missed out in a different colour.





Flash Cards

Flashcards are small note cards used for testing and improving memory through practiced information retrieval. Flashcards are typically two-sided, with the prompt on one side and the information about the prompt on the other.

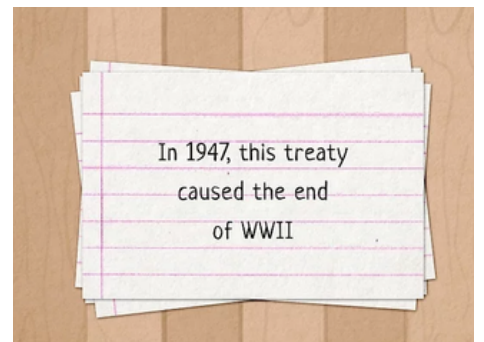
How to make flash cards

1. Either buy a set of blank flash cards or create your own by cutting up card or paper.
2. On one side of the card, write a key term or question.
3. On the other side, write the definition for that key term, or an answer to the question.



How to ensure effective use of flash cards

- Stick to one idea or concept per flash card.
- Don't fill the card with a long complex answer either. Keep them as simple as possible.
- To achieve this, split bigger answers into smaller sets of questions if necessary, and don't worry if this means using more cards.





Revision timetable:

Know how to plan your revision

Planning your revision is essential to ensure you commit enough time to enable the knowledge to be transferred to your long-term, memory. At Bishop Barrington Academy, we encourage the use of a Revision Calendar (provided).

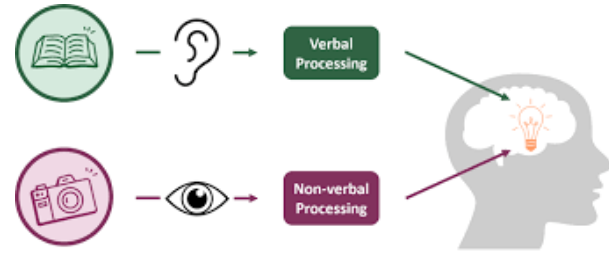
Creating your revision timetable:

- Write a list of everything you need to revise.
- Prioritise your topics.
- Figure out how much time you have to revise.
- Block out any commitments.
- Compile your timetable.
- Use the coding system to save space.
- Schedule breaks.

SEPTEMBER							2024/2025 SCHOOL YEAR	
SUN	MON	TUE	WED	THU	FRI	SAT		
1	2	3	4	5	6	7		
8	9	10	11	12	13	14		
15	16	17	18	19	20	21		
22	23	24	25	26	27	28		
29	30							

D

ual Coding



Dual Coding is the process of providing students with verbal and visual materials at the same time. Dual Coding is a strategy proven to improve long-term memory. Having the same information in both formats - visual images and words improves the chances of information being remembered and recalled.

Dual coding convention	Quantity that it represents
	Displacement
	Initial velocity (velocity at time zero)
	Final velocity (velocity at time t)
	Acceleration
	Time

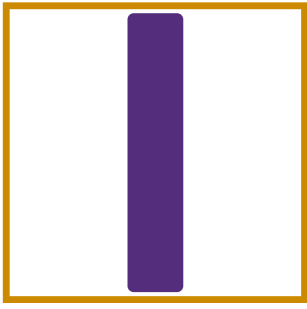
How to Dual Code

1. Using whiteboards, charts, concept maps or props to supplement verbal explanations.
2. Draw diagrams, write keywords or display images that visually represent the taught content.
3. Actively involve yourself in verbal discussions or written prose around a visual resource.
4. Perform tasks that involve manipulation of objects or materials while receiving verbal instruction.

	"Hard and sharp as flint"
	"As solitary as an oyster"
	"As merry as a schoolboy"
	"As light as a feather"
	"External heat and cold had little influence" "frosty rime"
	"Tight-fisted hand at the grindstone"
	"a bright clear jet of light, by which all this was visible"
	"Another idol has displaced me"
	"A solitary child, neglected by friends"

How to ensure effective use of Dual Coding

- Combine visual and verbal (text- or speech-based) elements.
- Use basic images rather than complex ones.
- Incorporate consistent visual cues.
- Reduce cognitive load by adopting images that can replace lot's of written text.



Interleaving

Interleaving is switching between ideas and topics during a study session. Don't study one idea for too long! The reason behind this is that it helps students make connections between topics and forces them to think harder about which strategies need to be applied to which problems.

How to do it:

By revisiting material from each topic several times, in short bursts, you can increase the amount you remember in the exams. The forgetting curve shows us that we forget a lot of the information we learn if we don't revisit it at all. Each time you revise information it strengthens your memory recall as you can see by the 'learning curve'.

When planning revision try to break units down into small chunks and split these over several days rather than cramming one topic all at once. This can mean doing just 10 minutes revision for each subject in a revision session and then the next day covering a different subtopic for each subject again. You can create a revision timetable to organise your time so you can space revision from the whole course right up to the exam.

Interleaving will feel harder than studying the same thing for a long time. But don't worry - this is actually helpful to your learning!

TOPICS
A B C



STUDY
SESSION
1

TOPICS
C B A



STUDY
SESSION
2

TOPICS
A C B



STUDY
SESSION
3

Mind Mapping

Mind Mapping is A process that requires you to put onto paper all of the things that you have learned in a topic. Making links between these things helps you to remember them!

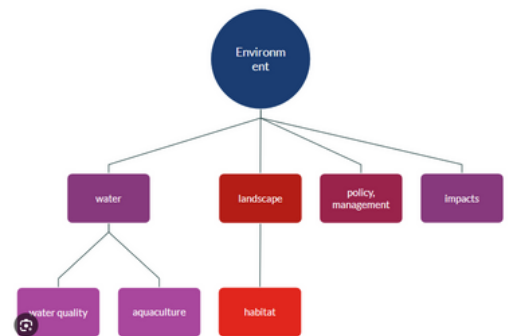
The 'standard' mind map:

Start with the subject ion the middle and then add the topics that you have covered. Expand the mind map further by adding more detail to the topics.



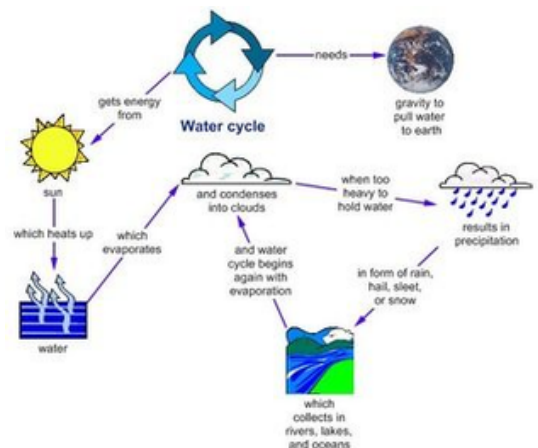
The 'Hierarchy' mind map:

This is a useful way of looking at how concepts link into others



The 'process' mind map:

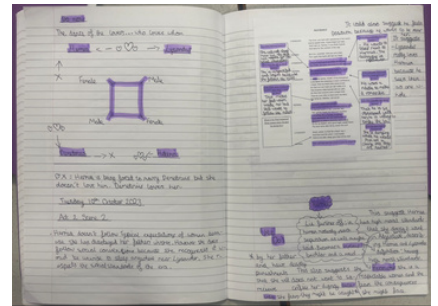
This helps us to see the cycles that exist and the way that one thing leads to another. For example the water cycle in Geography



Morning Meeting

Morning meeting is a simple yet effective way of gaining additional time to allow for retrieval practice in English, Maths and Science.

1. Learning at Bishop Barrington starts at 8.30am - have your morning meeting books and equipment ready!
2. Remember the learning habit - always on task. You must work hard during this time. We work hard at this time when other schools have not even began!
3. Be prepared to be cold called. If chosen, speak loudly and clearly.
4. Check and change with your green pen any answers you have missed.
5. Keep all of your books and look after them - they are perfect for revision.
6. Link in additional strategies such as mind maps/brain dump/flash cards with topics covered during morning meeting.

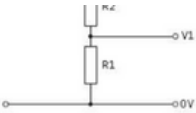


Exam Questions

Exam Questions allow you to see the type of questions you will be faced with in your exam. The more familiar you become with these question styles and how to answer them, the more successful you will be!

Practice Questions in Lessons:

Using practice exam questions in lessons allows you to use knowledge gained and apply it to the type of question you will get in an exam. Being with your teacher ensures that you have support and get immediate feedback on your answer.



5 (a) State the voltage V_1 if R_1 and R_2 both have a resistance of $1\text{ k}\Omega$. [1 mark]

5 (b) Calculate the voltage V_1 if $R_1 = 5\text{ k}\Omega$ and $R_2 = 10\text{ k}\Omega$. [4 marks]

State the formula used _____

Working _____

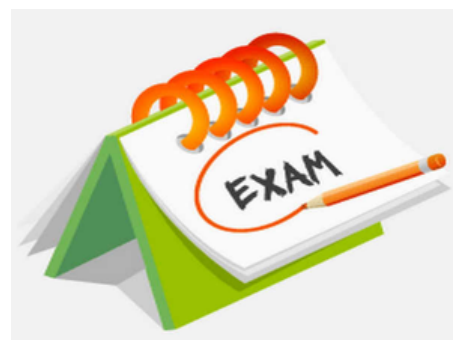
Practice Questions for Homework:

Completing exam questions for homework will ensure you are using other revision strategies such as 'Interleaving' and 'Retrieval Practice' as well as familiarising yourself with exam style questions.

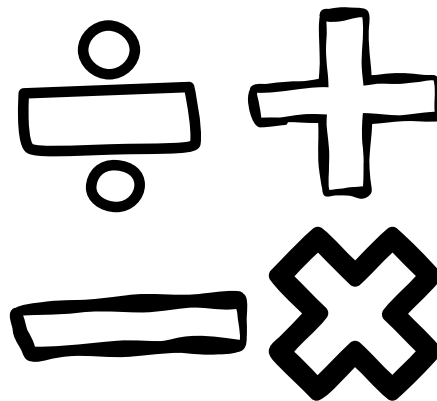


Full exam papers:

Completing full exam papers helps to improve exam technique and stamina to sit a full exam. These may be done in lesson time or as a full mock exam in the hall. In some subjects, teachers will do a 'Walking Talking Mock' where they guide you through the paper, explaining the question and what the examiner is looking for in the mark scheme.



Maths



STEP 1: What do you know?

Using your exam QLA sheets or revision cards, identify which topics you need to revise. Plan which topics you need more work on, these should be highlighted in red or amber on your QLA sheets or in groups 2 and 3 for your revision cards.

STEP 2: Recapping Topics!

Read up on topics and make notes using the following sources:

CorbettMaths Revision Cards – using the QR codes on your revision cards, watch videos on each topic selected.

Sparx maths - type in the Sparx clip number for the topic of your choice (this clip number can be found on your QLAs) and watch the videos.

Youtube – search the topic you need and watch video tutorials (suggested channels: CorbettMaths, The GCSE Maths Tutor)



STEP 3: Practising Topics!

Test yourself by answering questions using the following sources:

MathsGenie – click on GCSE Revision on the homepage, search for the topic you need and click 'Exam Questions'. Then check your answers by clicking 'Solutions'.

Sparx maths - type in the Sparx maths clip number for the topic (this clip number can be found on your feedback sheets) and complete the quiz.

CorbettMaths Revision Cards – scan the QR code for 'Exam Questions' and mark your answers when complete.



STEP 4: Putting it all into practice!

Have a go at some past exam papers from the following source:

MathsGenie website – click on GCSE Papers and select 'Edexcel Exam Papers' Mark your answers using the mark schemes on the MathsGenie website.



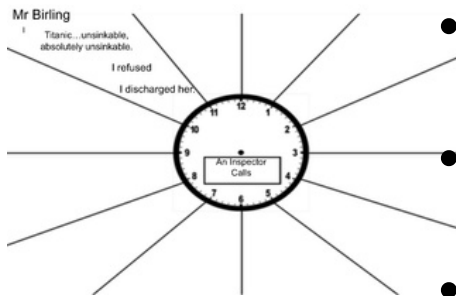
STEP 5: What do you now know?

Using the Corbett maths checklist linked below, identify what you now know and repeat the process!

E^{nglish}

The English Department recommend the use of Revision Clocks, alongside the use of PETAL paragraphs for extended writing pieces.

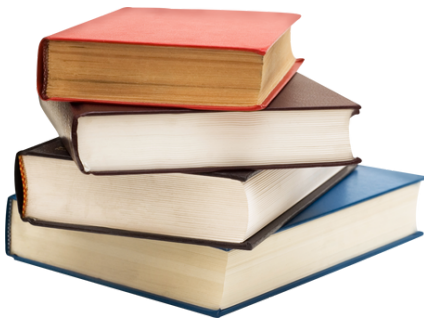
English Literature - Revision Clocks:



- Write down the key characters or themes from the text you are revising.
- In each section, write down 6 quotations you can remember for each theme or character.
- If you can't remember 6, use a different coloured pen and add to your notes using your 100% book or your exercise books.
- Students can use the same method with flash cards.

English Language:

- Using revision cards.
- Reading a wide range of extracts (fiction and non-fiction).
- Practicing planning exam questions – particularly section B on both writing papers.
- Use the 100% books.



PETAL Technique

- P** Explain the point you are analyzing and why.
- E** Provide evidence to support your arguments.
- T** Quote some lines to explain the main point.
- A** Analyze your point & prove your arguments.
- L** Restate the point & explain how you proved it.

PETAL Paragraphs:

PETAL stands for Point, Evidence, Technique, Analysis, Link. This is how you should structure your paragraphs when answering an essay question in order to make your argument clear and concise.