REVISION STRATEGIES

The secret to getting ahead is getting started

START EARLY

Why?
To give your brain time to absorb information.

TAKE BREAKS

Why?
Your body and brain need rest in order to get stronger.

PRACTISE

Why?
Actively practising will help reinforce knowledge.

PLAN YOUR TIME

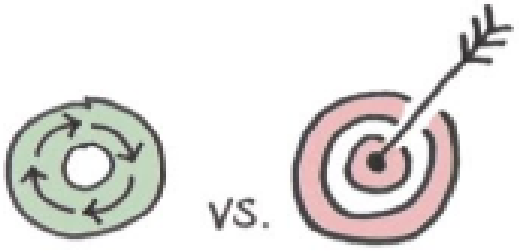
Why? Failing to prepare is preparing to fail.

AVOID YOUR PHONE

Why?
So you can focus.

'Goals are good for setting a direction but systems are best for making progress' James Clear, Atomic Habits

Creating an effective revision system



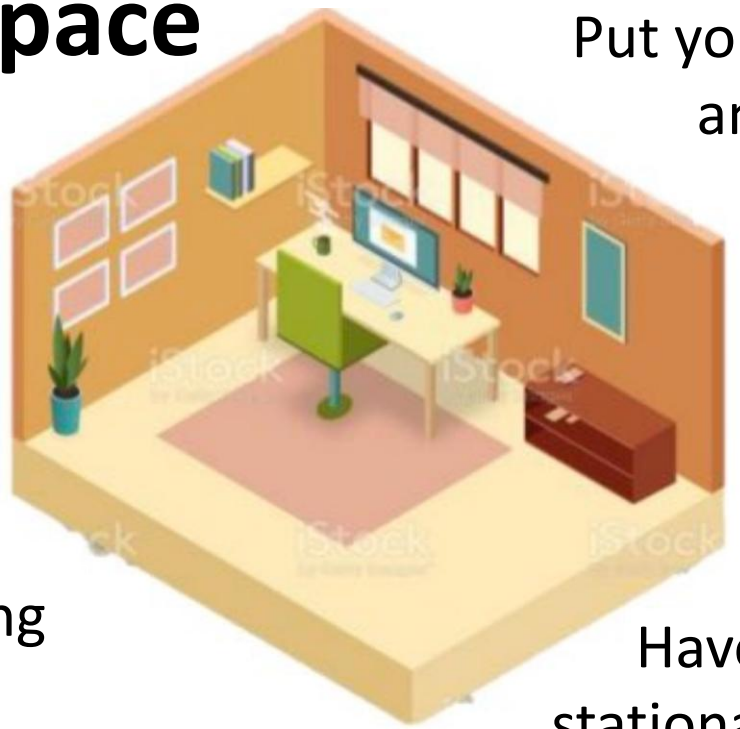
It is important for students to have clear goals for their exam results, but to achieve these they have to set up a system which will enable this.

1. Create a Revision Space

Find a quiet, tidy room.

Make the revision timetable and exam timetable visible

Make sure you have a drink – staying hydrated is important



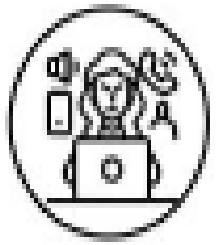
Put your phone away in another room

Loud music is a distraction, especially with lyrics

Have revision materials and stationary on the desk ready to go

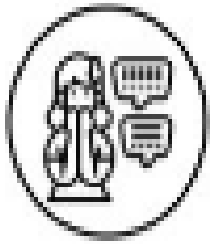
2. Put your phone away

Whilst phones are a brilliant invention, research has found they have a negative impact on revision and learning.

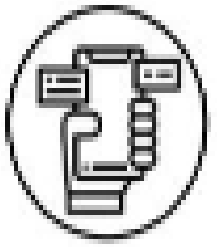


Having your phone out reduces concentration, impacting working memory

It impacts on your sleep, especially the bright lights & distractions.



It produces FOMO (Fear of Missing Out) which reduces your motivation to revise



Having revision apps on your phone increases the chance of going on others

3. Sleep your way to success

- ✓ Have a regular bed time
- ✓ Help sleep arrive

Sleep your way to success.

Whilst we encourage you to work hard before your exams, sleep is equally as important, and it is essential you get enough sleep. Research shows that sleep duration and quality improves memory and recall, helps your concentration, aids creativity, allows you to think clearer and helps your immune system. So it makes sense to prioritise good sleep!

- **Have regular bed time** – This keeps your body clock in a routine, aim for 8-10 hours a night.
- **Help sleep arrive** – Tire yourself out by exercising, put away your phone, stop gaming or watching TV 30 minutes before bed, don't drink coffee/energy drinks in the evening & make your room dark
- **Cant sleep?** – Don't go on your phone but read a book or something that occupies your brain

Spaced Practice

- ✓ Five hours spread over two weeks is better than the same five hours all at once!
- ✓ This is **spaced practice** and is regarded as one of the most effective revision strategies.
- ✓ When revising aim for 30-40 minutes per session. But this needs planning carefully to ensure everything is covered over the longer period of time.
- ✓ Mass practice or cramming is not effective and can be stressful.
- ✓ Dividing revision into smaller, more manageable chunks will benefit the learner in the long term.

What we know works

Practice testing	Self-testing or taking practice tests revision materials	1 - High
Long-term revising	Implementing a schedule of practice that spreads out study activities over time	1 – High
Asking ‘Why?’ (Elaboration)	Generating an explanation for why a fact or concept is true	2 – Moderate
Self-explanation	Explaining how new information related to known information, or explaining steps taken during problem solving	2 – Moderate
Varying study topics (interleaved practice)	Mixing different kinds of problems, or different kinds of material, within a single study session	2 – Moderate

What we know doesn't work

Summarisation	Writing summaries (of various length) of revision texts	3 - Low
Mental images	Forming mental images or revision materials while reading/listening	3 – Low
The key word mnemonic	Using key words and mental imagery to associate key words and concepts	3 – Low
Rereading	Restudying text material again after an initial reading	4 – Ineffective
Highlighting/Underlining	Marking potentially important portions of revision materials whilst reading	4 - Ineffective

1. Flashcards

Equipment needed - flashcards, pen

Good for - Practice testing, generating an explanation

Subjects - ALL!

PRACTISE

Why?
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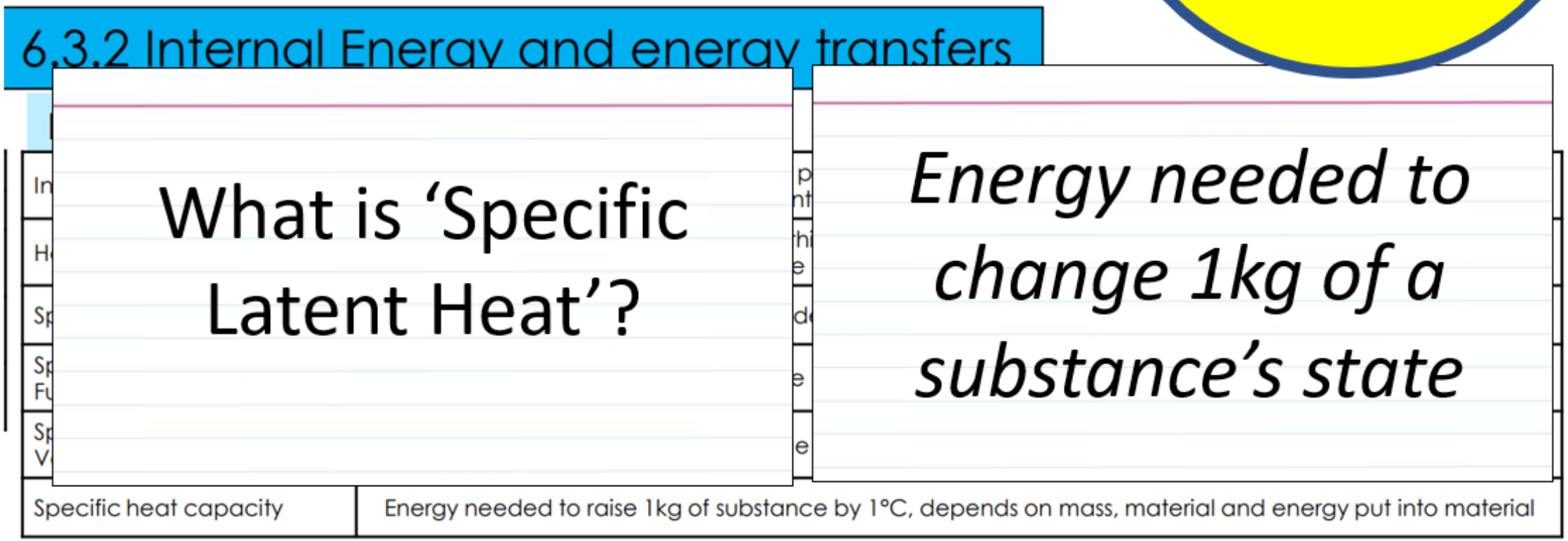

2. Mindmapping

Equipment needed – blank paper, coloured pens

Good for – full themes/ topics / case-studies/ set texts to draw comparisons in extended answers

Subjects – Written subjects (MFL, Geography, History, English)

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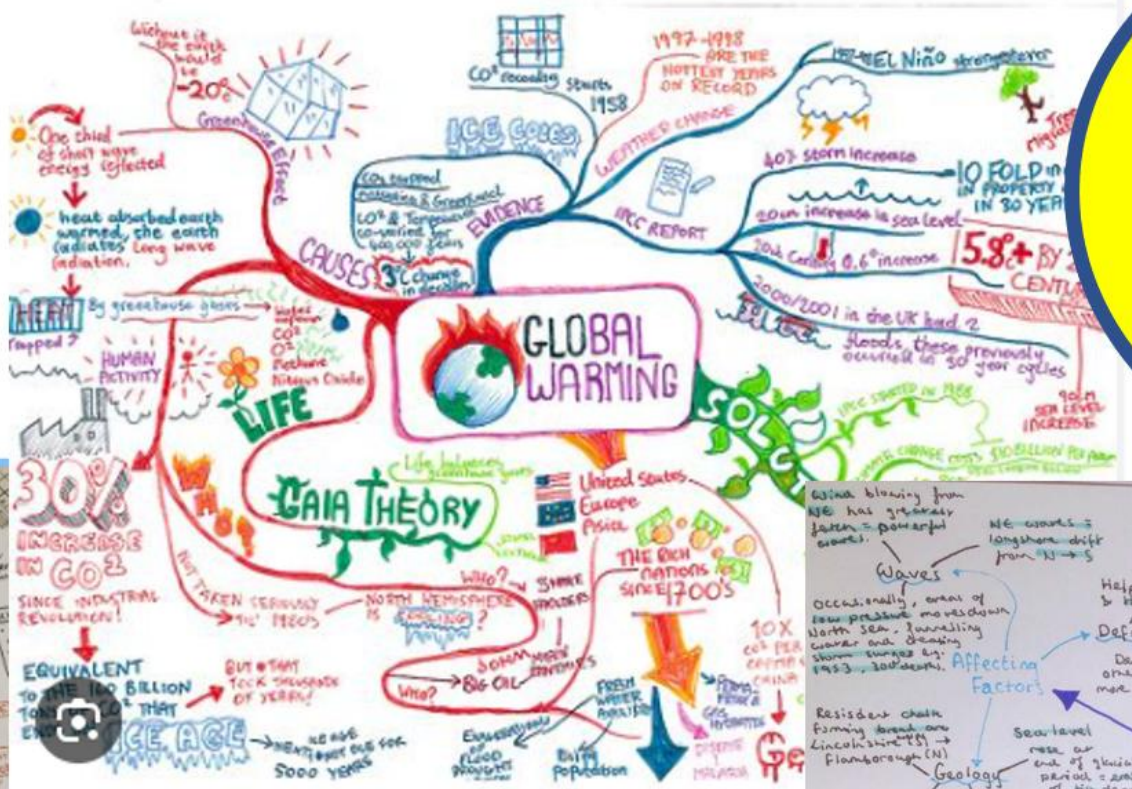

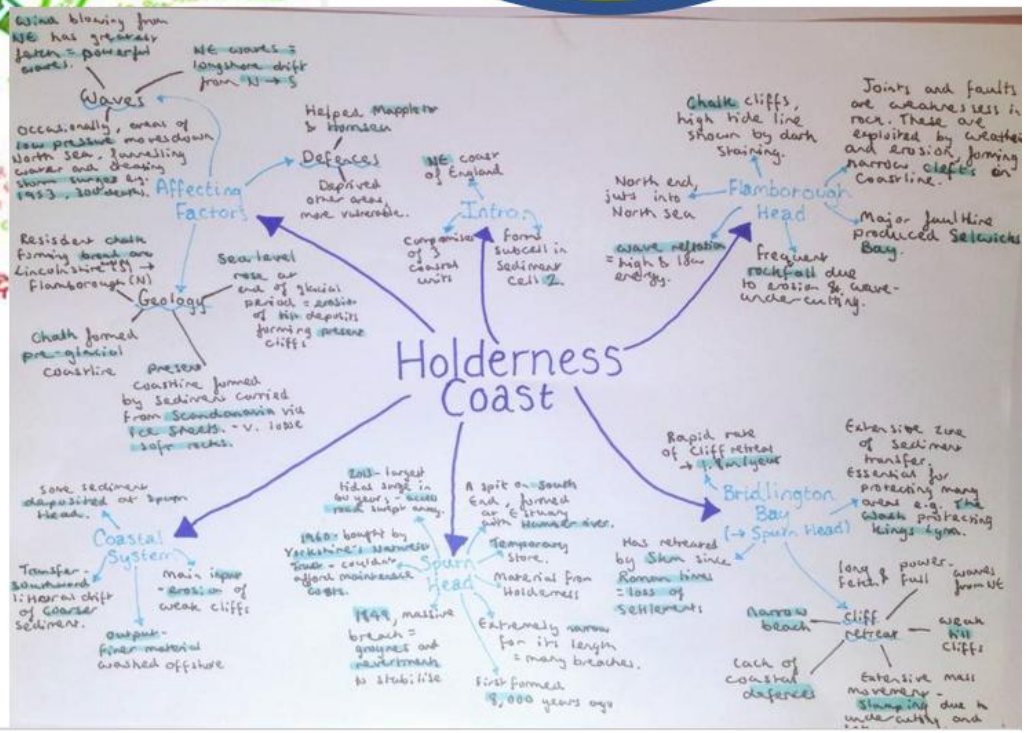

3. Look, Cover, Write, Check

Equipment needed – blank paper, pen, ruler

Good for – snappy quotes/ dates/ figures/ vocabulary/ formulas/ definitions

Subjects – Science, English, MFL, History, Geography

PRACTISE

Why?

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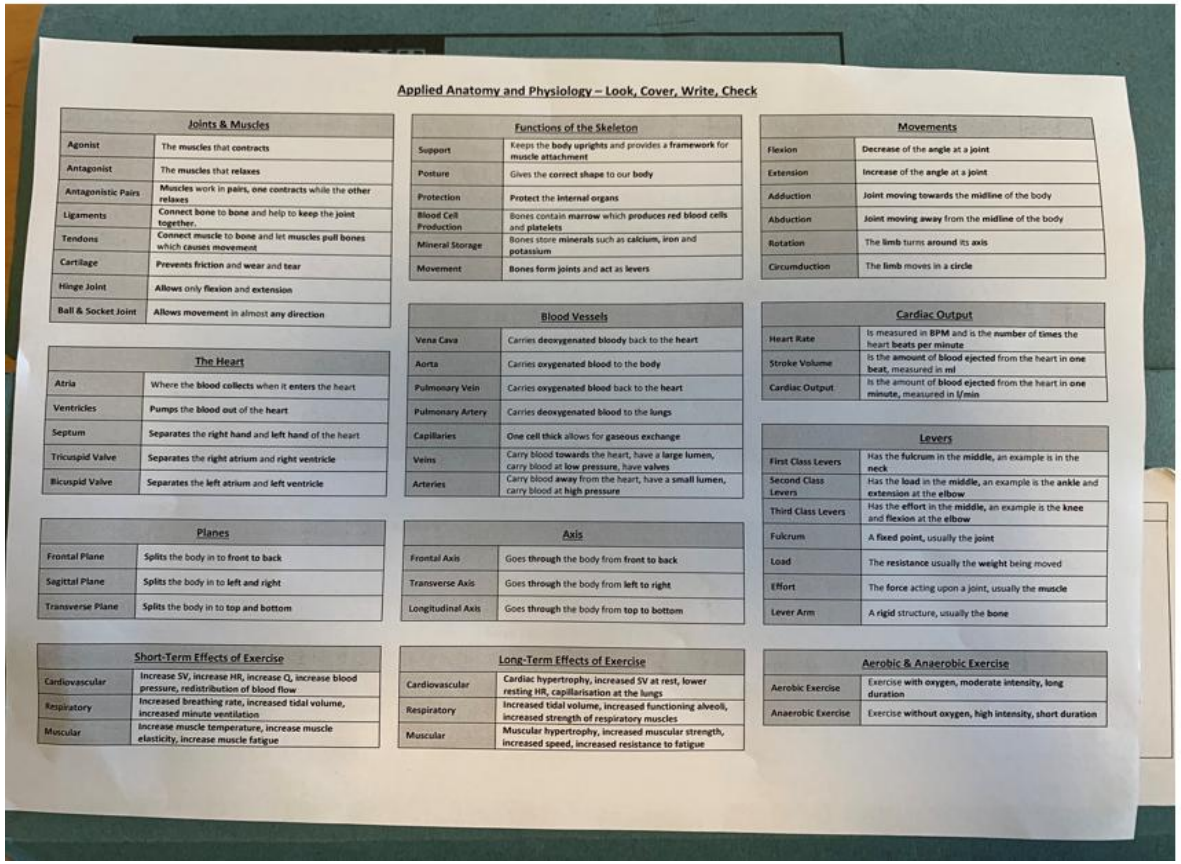


Applied Anatomy and Physiology – Look, Cover, Write, Check

Joints & Muscles	
Agonist	The **muscles** that **contracts**
Antagonist	The **muscles** that **relaxes**
Antagonistic Pairs	**Muscles** work in **pairs, one contracts** while the **other relaxes**
Ligaments	**Connect bone** to **bone** and help to **keep** the **joint together.**
Tendons	**Connect muscle** to **bone** and let **muscles pull bones** which **causes movement**
Cartilage	**Prevents friction** and **wear** and **tear**
Hinge Joint	**Allows** only **flexion** and **extension**
Ball & Socket Joint	**Allows movement** in almost **any direction**

Functions of the Skeleton	
Support	Keeps the **body uprights** and provides a **framework** for **muscle attachment**
Posture	Gives the **correct shape** to our **body**
Protection	**Protect** the **internal organs**
Blood Cell Production	Bones contain **marrow** which **produces red blood cells** and **platelets**
Mineral Storage	Bones store **minerals** such as **calcium**, iron and **potassium**
Movement	**Bones form joints** and **act** as **levers**

Movements	
Flexion	**Decrease** of the **angle** at a **joint**
Extension	**Increase** of the **angle** at a **joint**
Adduction	**Joint moving towards** the **midline** of the body
Abduction	**Joint moving away** from the **midline** of the body
Rotation	The **limb** turns **around** its **axis**
Circumduction	The **limb** moves in a **circle**

The Heart	
Atria	Where the **blood collects** when it **enters** the heart
Ventricles	**Pumps** the **blood out** of the **heart**
Septum	**Separates** the **right hand** and **left hand** of the heart
Tricuspid Valve	**Separates** the **right atrium** and **right ventricle**
Bicuspid Valve	**Separates** the **left atrium** and **left ventricle**

Blood Vessels	
Vena Cava	Carries **deoxygenated bloody** back to the **heart**
Aorta	Carries **oxygenated blood** to the **body**
Pulmonary Vein	Carries **oxygenated blood** back to the **heart**
Pulmonary Artery	Carries **deoxygenated blood** to the **lungs**
Capillaries	**One cell thick** allows for **gaseous exchange**
Veins	Carry blood **towards** the heart, have a **large lumen**, carry blood at **low pressure**, have **valves**
Arteries	Carry blood **away** from the heart, have a **small lumen**, carry blood at **high pressure**

Cardiac Output	
Heart Rate	Is measured in **BPM** and is the **number** of **times** the heart **beats per minute**
Stroke Volume	Is the **amount** of **blood ejected** from the heart in **one beat**, measured in **ml**
Cardiac Output	Is the amount of **blood ejected** from the heart in **one minute**, measured in **l/min**

Planes	
Frontal Plane	**Splits** the body in to **front to back**
Sagittal Plane	**Splits** the body in to **left and right**
Transverse Plane	**Splits** the body in to **top and bottom**

Axis	
Frontal Axis	Goes **through** the body from **front to back**
Transverse Axis	Goes **through** the body from **left to right**
Longitudinal Axis	Goes **through** the body from **top to bottom**

Levers	
First Class Levers	Has the **fulcrum** in the **middle**, an example is in the **neck**
Second Class Levers	Has the **load** in the **middle**, an example is the **ankle** and **extension** at the **elbow**
Third Class Levers	Has the **effort** in the **middle**, an example is the **knee** and **flexion** at the **elbow**
Fulcrum	A **fixed point**, usually the **joint**
Load	The **resistance** usually the **weight** being moved
Effort	The **force** acting upon a joint, usually the **muscle**
Lever Arm	A **rigid** structure, usually the **bone**

Short-Term Effects of Exercise	
Cardiovascular	Increase SV, increase HR, increase Q, increase blood pressure, redistribution of blood flow
Respiratory	Increased breathing rate, increased tidal volume, increased minute ventilation
Muscular	Increase muscle temperature, increase muscle elasticity, increase muscle fatigue

Long-Term Effects of Exercise	
Cardiovascular	Cardiac hypertrophy, increased SV at rest, lower resting HR, capillarisation at the lungs
Respiratory	Increased tidal volume, increased functioning alveoli, increased strength of respiratory muscles
Muscular	Muscular hypertrophy, increased muscular strength, increased speed, increased resistance to fatigue

Aerobic & Anaerobic Exercise	
Aerobic Exercise	Exercise **with oxygen, moderate intensity, long duration**
Anaerobic Exercise	Exercise **without oxygen, high intensity, short duration**

Vocab	Translation	1	2	3
To eat	comer	Come X	comer	Comer
To drink	beber	beber	beber	Beber
I eat	como	Como	Comer X	como

What is Retrieval Practice

Retrieval Practice is the act of recalling learned information from memory.

Every time you retrieve something from your memory (e.g. a fact), it becomes deeper, stronger and easier to access in the future. It enhances your learning!

Retrieval Practice is a powerful strategy which should be at the centre of all your revision.

Examples of Retrieval Practice

Brain Dump

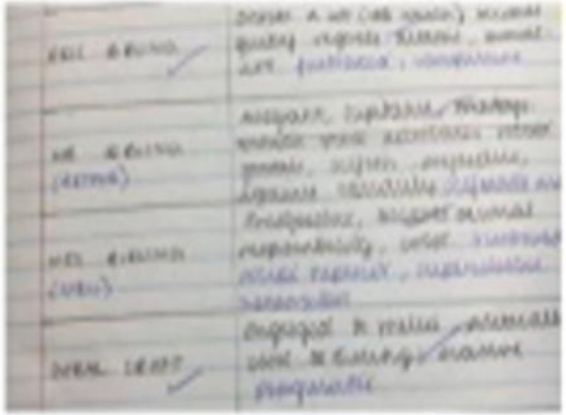
Write out everything you know, about a topic (e.g. in a mind map) under timed conditions.

Then use your notes to make any corrections or additions in another colour pen.

Self Quizzing

Answer questions on a topic, fill a diagram or complete gap fills, all from memory. Use your notes to make any corrections using a colour pen

Create your own quizzes or use those online e.g. Seneca/Quizlet/Carousel



Graphic Organisers

Complete a pre-made graphic organiser from memory, such as Round the Clock Revision or Cornell Notes. These allow you to structure your answer, providing opportunity to apply your knowledge in deeper ways.

Examples of Retrieval Practice

Elaboration

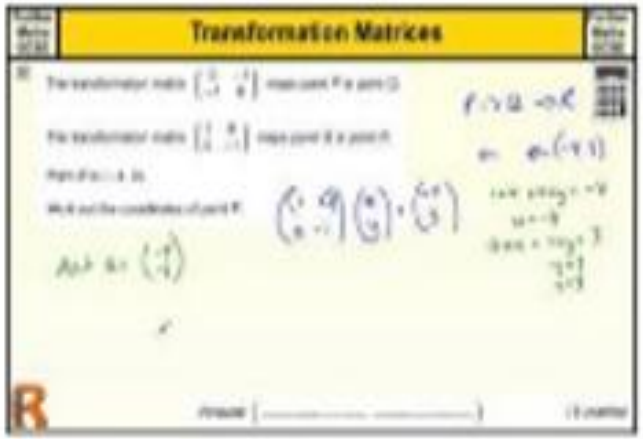
Explain a narrative (story, process or cause/effect) to someone who has the notes, so they can check your answer Create a visual guide to help you (Dual Coding) if you support you.

Summarising

To check understanding, can you still still produce a summary of the key content e.g. the short/long term impact of the Munich Putsch, after a period of time (1-2 weeks)

Exam Questions

Answering exam questions from memory is a useful method as it requires you to draw multiple pieces of knowledge and skills together at once. You are doing more than recalling facts!



Maths:

Revision guides; GCSE Maths | CGP Books

Mainly, revise topics using Maths Genie • Learn GCSE Maths for Free

and exam papers using Maths Genie • Edexcel GCSE Maths Past Papers, Mark Schemes, Model Answers and Video Solutions

English:

Revision Materials; G:\English\KS4 Y11 Homework Timetable and Resources – look in Group Directories for the weekly revision timetable and other useful resources.

Exam practice, use past paper found here; AQA 8700 GCSE English Language | Teaching English

Vocabulary glossary; 30 Verbal language features

Religious Studies:

We advise that you use the following revision materials:

Revision Guide: My Revision Notes: Eduqas Religious Studies – Route B

All revision Materials G:\RS\GCSE\Revision

Biology:

Combined science Past papers; GCSE Science 8464 | Assessment Resources | AQA

Triple Science Past papers; GCSE Biology 8461 | Assessment Resources | AQA

Chemistry:

Combined science Past papers; GCSE Science 8464 | Assessment Resources | AQA

Triple Science Past papers; GCSE Chemistry 8462 | Assessment Resources | AQA

Physics:

Combined science Past papers; Physics Revision - PMT

Triple Science Past papers; Physics Revision – PMT

Other subjects:

Y11 Learning Journeys – Notre Dame High School