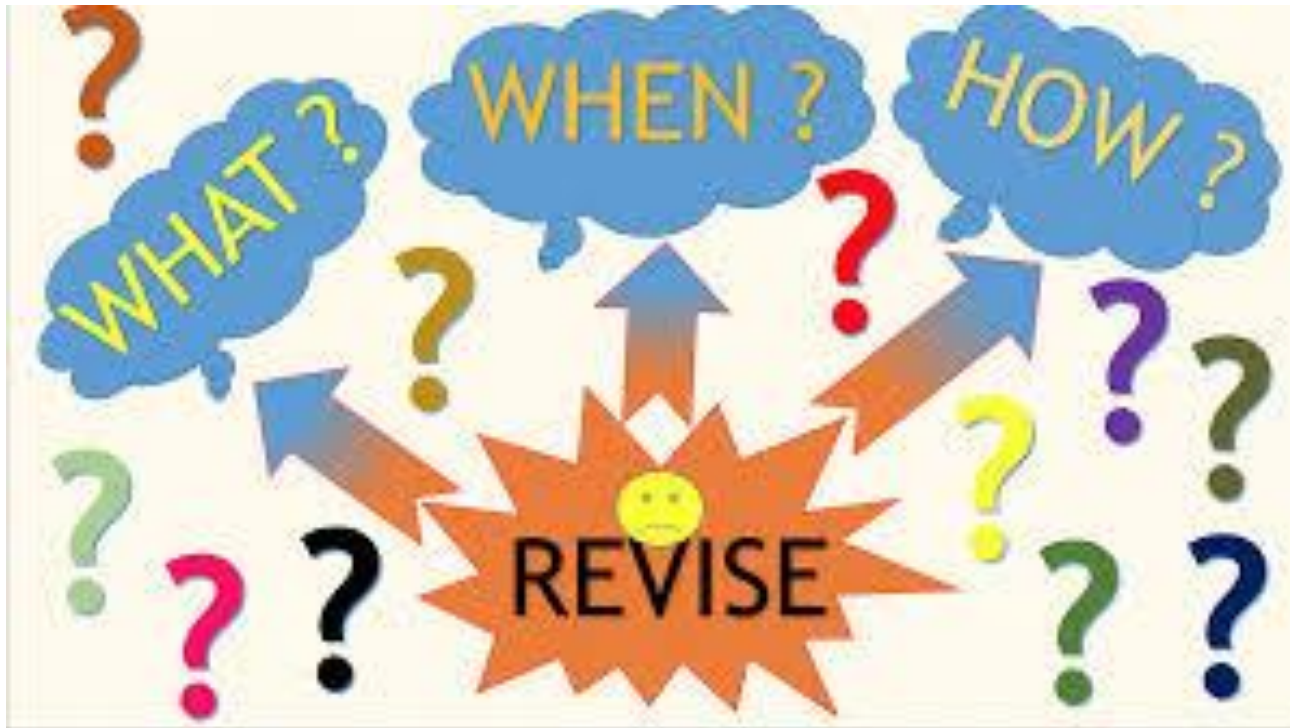




Airedale Academy

Respect · Ambition · Bravery



Introduction - what's it all about?

Unfortunately, there is no easy way to pass an exam, but we can give you lots of top tips on how to use your study time more effectively. This guide has been written to remind students about how to revise and how to learn.

Although this booklet contains superb advice, great tips and fantastic study skills, the guide isn't as important as the person reading it - YOU! It is you who has to put the revision skills into practice and apply them to your work. If you do, we're sure that you will improve your study skills, and most importantly, your performance!



What is revision?

Revision is re-looking and cementing information that you have learnt previously. Memory recall is key, and in all of your lessons you should be practising ways to recall prior learning. The more you do this, the quicker your brain will retrieve the information. Knowing depends on understanding. You need to retrieve, demonstrate, apply and test your learning.

Your attitude is everything!



Whilst revising can be extremely tough, you must be resilient and push through any barriers to your learning. Always tell yourself, if you are struggling, that you just can't do it **YET**. You will get there with time, practice and patience. Do not be your own worst enemy. It is time to be focused and fantastic!

- Your attitude is all important - **success is 80% attitude and 20% skill.**
- Regardless of what's happened in the past, **you can always change your future.**

REVISION TIPS

- Identify what you already know and the parts you need to spend a little more time on - self testing or using a reliable online test will help with this (for example, BBC Bitesize). Avoid the temptation to focus on what you are good at or what you most enjoy. We all do this to make ourselves feel successful, it's human nature. Make sure you devote extra time to those areas you find more difficult and, possibly, less interesting. You can bet that these things will crop up on an exam paper.
- Break all topics into do-able chunks. Don't just read at this stage but do something active with it.
- Short bursts of 20-25 minutes are more effective. Your concentration will lapse after an hour. Take short breaks. Plan your revision in half hour chunks with built-in breaks of at least 5 minutes. Every couple of hours, take a slightly longer break of, say, 15 minutes. During your break, forget about revision - have a drink and a snack. Talk to your family! They are your support network - include them!
- Find a suitable quiet place - refuse to be interrupted or distracted. Revise in a quiet environment. Close the door. Ask your friends not to call, text or e-mail you and tell your brothers and sisters to stay out!
- Produce notes - which get shorter at each session as you remember more and need less prompts. Read notes out loud and do this often. Look at a different topic/subject, then come back and read the same notes again.
- Use different techniques - key word cards, flashcards, post-its, posters, learning maps, recordings, chants and songs. You will find a variety of revision tools provided in this booklet that you may find useful. Thorough research has suggested that the revision techniques provided have supported memory recall.
- Test yourself or better still, get someone to test you.

If today just isn't your day for revising, and you really can't settle to anything, then take a break. But don't just sit around looking at Facebook, or distracting your friends from their revision by messaging them.

Set yourself a time limit- maybe an hour, maybe two, and do something constructive. Take the dog for a walk in the park, or go for a jog. Fresh air is very good for concentration, and exercise will help your brain relax. When you've finished, go back to work and try again. You'll probably find the break and distraction have done you good and you can think more clearly.



You can be revising all day, and feel exhausted, but still be unable to sleep if you haven't taken very much physical exercise all day.

Try to balance mental and physical activity, even if your physical activity is only a walk around the block at the end of the day. If you can take some real exercise periodically (a run, a swim, a bike ride or a decent walk) then do. You will feel better for it and engage more with your revision.

Switching Off...

You need a chance to switch off before you try to sleep at the end of the day. Don't stop revision and go straight to bed; give yourself at least an hour in between.

Research suggests that it may be even worse to stop revision and turn straight to the internet or TV, because there is evidence that the light of the screen switches off the neurotransmitter that helps us to sleep. Instead, find something non-screen-based that helps you to relax and do that for a while. You will sleep better, meaning that you are more focused and alert when you wake up, prepared to face another day's revision.



Actively revise... Do not cram!

When you **cram**, you study for a long, intense period of time close to an exam.

When you **space your learning**, you take that same amount of study time, and **spread it out** across a much longer period of time.

Doing it this way, that same amount of study time will produce more long-lasting learning. For example, five hours spread out over two weeks is better than the same five hours right before the exam. It helps the knowledge to stick, rather than become lost!



Active revision?

- This doesn't mean simply read over the textbooks or notes. No matter how many times this act is completed, reading is passive, and does nothing to signal to the brain that **THIS information is important to retain.**
- **Active revision** means using the brain to turn the information into a new form. For example, can you reduce your notes into key bullet points, a mind map, or note cards?
- **Retrieval Practice** is practice bringing information to mind. It involves self-quizzing (for example, sketch or write everything you know), doing past paper questions, and using flashcards. Retrieval is hard! But it is the most valuable strategy to improve learning, according to today's research.

Parental Support

What can you do to help?

Although you can't do the revision, there is plenty you can do to help your child to get organised, stay motivated and keep calm during what can be an extremely stressful period.

Getting Organised

- Help your child to draw up a revision timetable. This should list dates, details of the subject and topics to revise.
- Make sure that their social life is not interfering with their studying. They need rest and sleep to make sure that their brains are active and open to learning.
- Work with your child. Set goals you both think are realistic in a particular time frame. Do try to keep up to date with how they are getting on.
- If certain goals are not met, try to figure out together what went wrong and help them to get back on track.
- Encourage them to work in 30 minute bursts. For students sitting GCSE papers, please be mindful that they will be sat in certain exams for up to two and a half hours at a time.

Staying Calm

Talk to your child and make them feel at ease.

- What is their exam about?
- What do they have to do in their exams? What do they feel confident/ less confident about?
- How can you support them, what do they need?

Talking to you about their learning will help your child to think about their learning needs. If they have any worries, please encourage them to see their teacher, or you can contact the teacher concerned.



Parental Support

What can you do to help?

Help your child to reduce stress

Just being present is a great start to help your child reduce stress during revisions and exams. Here are some tips for managing stress:

- Encourage your child to get enough sleep. Tiredness promotes anxiety.
- Avoid sugary and energy drinks - it can cause tension and anxiety.
- Do not dwell on previous exams. This can also increase anxiety about later papers.
- Encourage them to try relaxation exercises.



Help your child to revise

Helping your child to revise for exams will improve their chances of success. Here are a few tips that can help with revision.

- Offer to help with testing and any subjects they are finding too difficult to revise.
- Know their revision timetable. Encourage them to tell you about what they are studying.
- Speak openly about their progress, their concerns and also their revision successes.

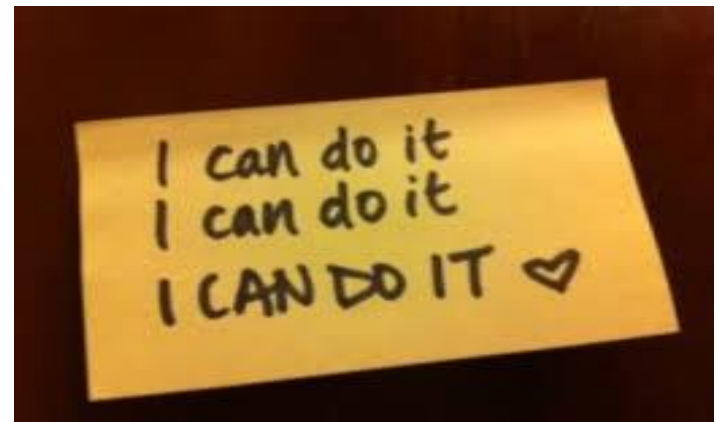
- Encourage your child to use revision web sites, for example: <http://www.bbc.co.uk/schools/revision/>
- Encourage your child to use a variety of appropriate revision methods.
- Get your child to 'teach' you something, as research shows that, while we learn only 10% of what we read, we learn 95% of what we teach to someone else.

REVISION STRATEGIES

Enclosed in the back of this booklet, you will find some examples of **HOW** you can revise. You may recognise some of these strategies from your lessons. The strategies provided here can apply to most subjects. If you require blank copies of the strategies to work on at home, please ask your form tutor or class teacher. You may find that some of the following strategies may have, or may be set for homework.



Please do not be afraid to experiment with various ways of revising. Research suggests that drawing quick sketches and drawing mind-maps is a brilliant way for the brain to retain and recall information. Give it a go, but remember, one sizer doesn't fit all. Do what feels right for you.

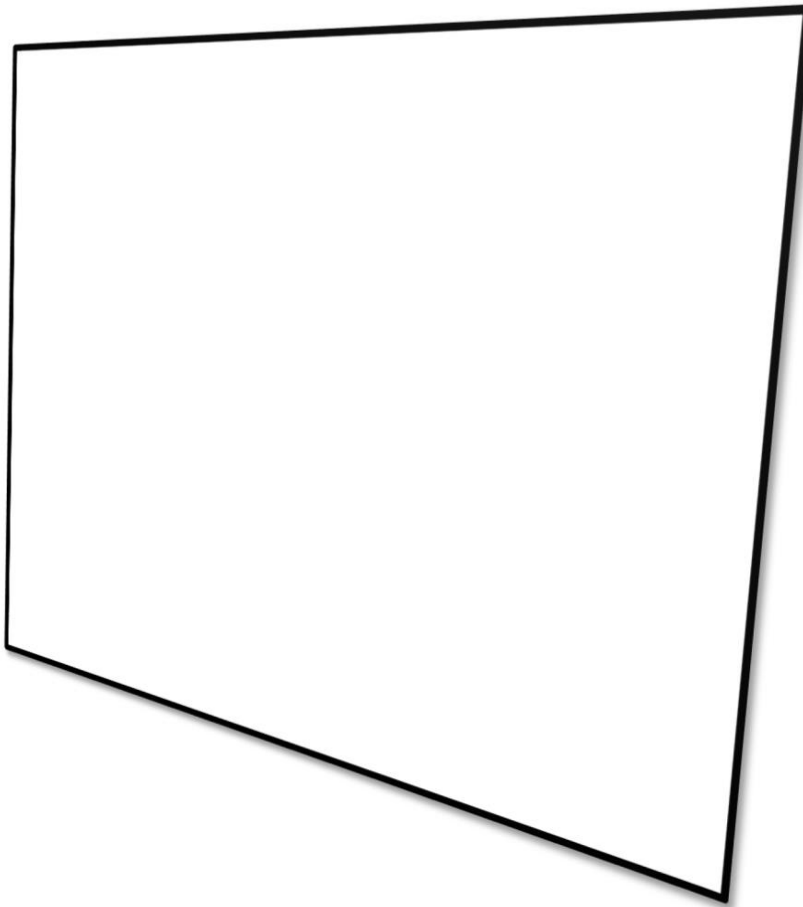




PiXL Revisit: Transform

Unit / Topic:

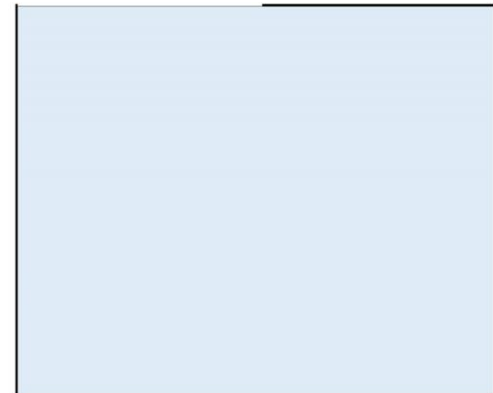
NOTES:



Picture

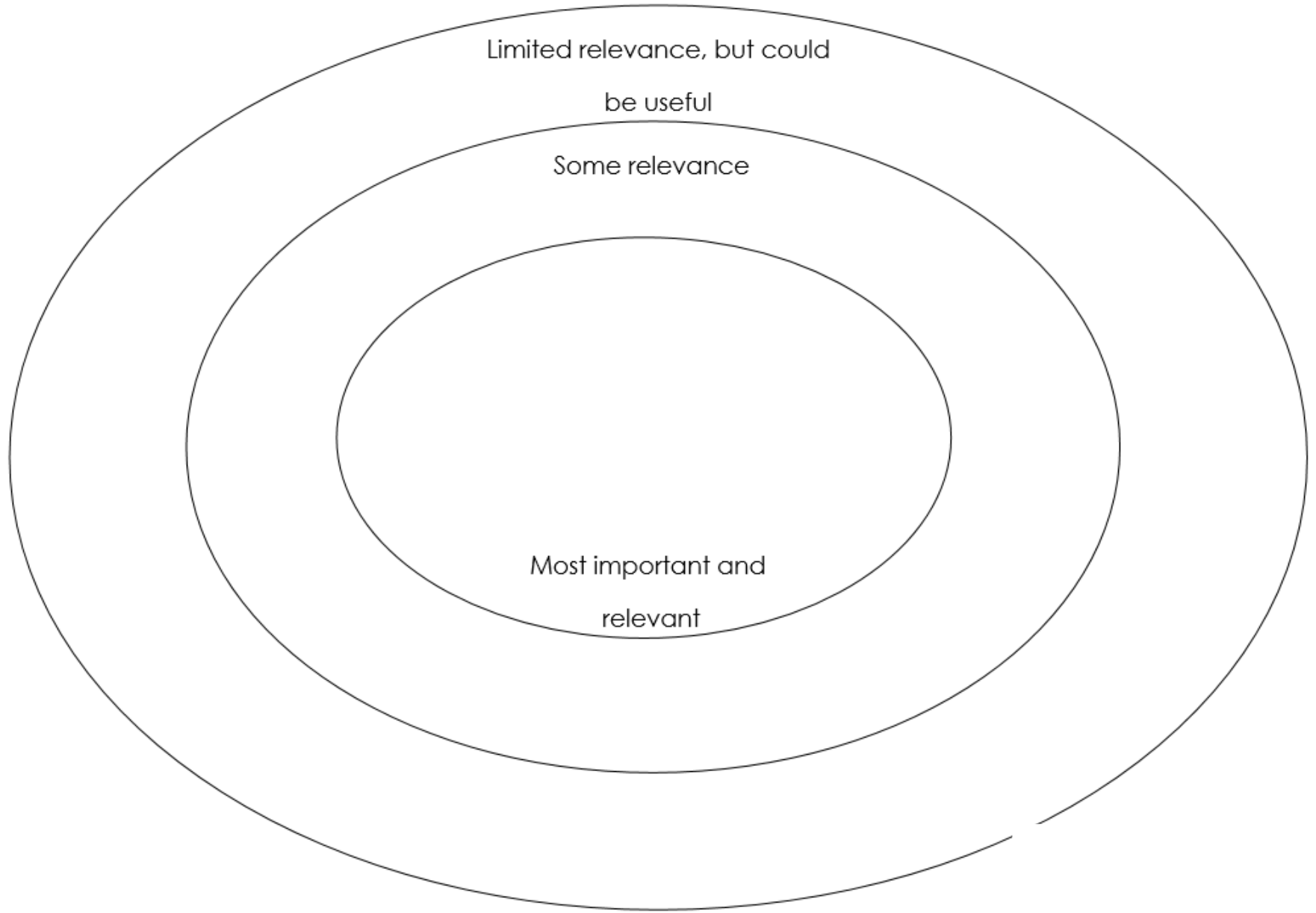


Picture



Exam question:

Zone of relevance





Class: _____

Turn the material you have read into up to 6 pictures – one per paragraph or one per key piece of information. The pictures must represent the information so that they can act as a reminder of what the text said. Underneath each picture, explain your thinking.

1.	2.	3.

4.	5.	6.

Now restore your pictures back into its original form.

<p>1) Prioritise: Underline the three most important sentences here. Rank 1-3, briefly explain number 1. Cross out the least important sentence</p>
<p>2) Reduce: Reduce the key information into 12 words</p>
<p>3) Transform: Transform this information into 4 pictures or images (no words allowed)</p>
<p>4) Categorise: Sort this information into three categories. Highlight and think of a suitable title for each category.</p>
<p>5) Extend: Write down three questions you'd like to ask an expert in this subject. Explore the three most important points in detail – what do they show?]</p>

PIXL Revisit: 'Boxing Up' Activity

Name of Topic: _____

Name: _____

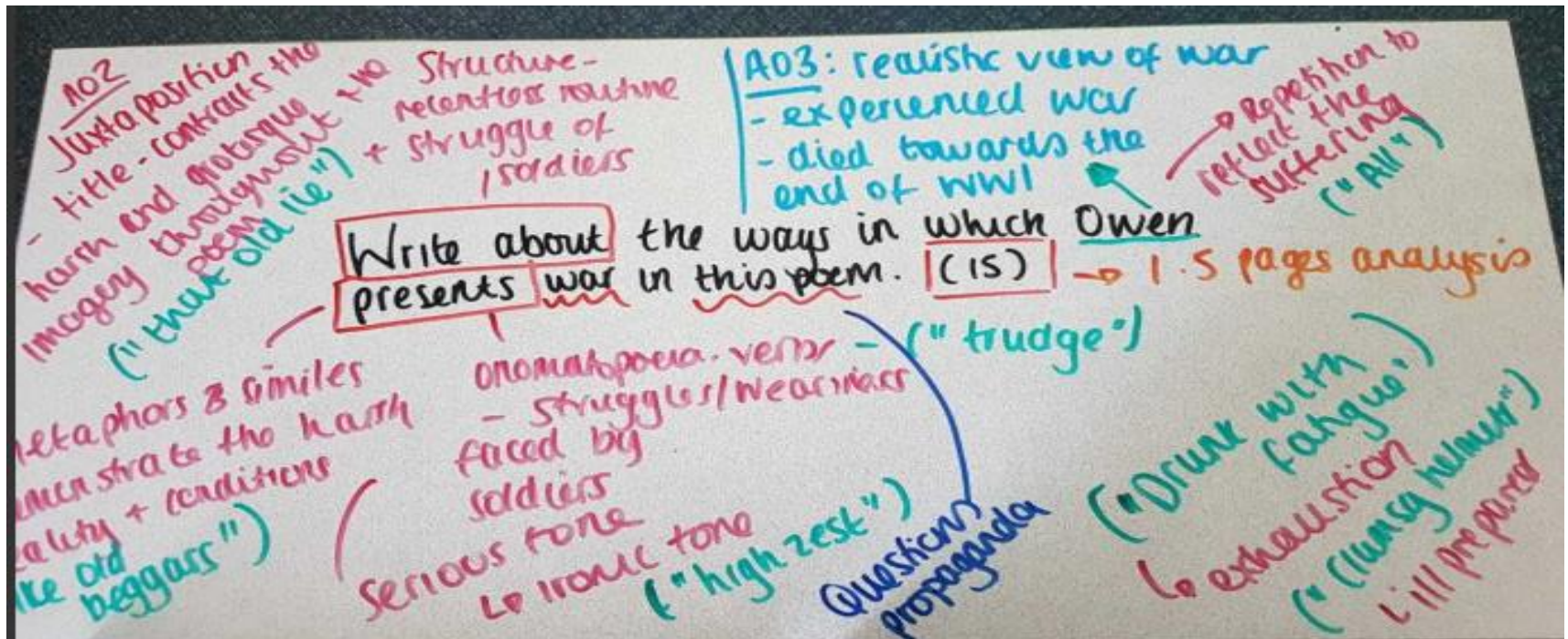
BUGS that question

Box the instructions to show that you have fully understood what you need to do; this could be *explain, evaluate or describe...etc.*

Underline key ideas/ focus of the question

Glance over the question once more to make sure you don't rush to answer the question and possibly miss out any important information or read the question wrong (which can happen especially, under exam pressure)

Scribble your initial ideas and thoughts around the question. This will act as a quick plan for your response and will ensure that you do not forget any key information





PIXL Revisit: 3 x 2 Testing

Unit / Topic:

Last Lesson Key facts:	1.
	2.
Last Week Key facts:	3.
	4.
Last Year Key facts:	5.
	6.
One topic to revise next:	