

Revision Tips

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Preparation

1. Timetable

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
School 9.00 - 15.00	School 9.00 - 15.00	School 9.00 - 15.00	School 9.00 - 15.00	School 9.00 - 15.00	Homework 10.00 - 12.00	General Revision 10.00 - 11.30
Homework 16.00 - 16.40	Homework 16.00 - 16.40	Homework 16.00 - 16.40	Homework 16.00 - 16.40	Homework 16.00 - 16.40	General Revision 13.00 - 14.00	Homework 12.00 - 13.30
Chemistry 17.00 - 17.40	English 17.00 - 17.40	History 17.00 - 17.40	Maths 17.00 - 17.40	English 17.00 - 17.40	General Revision 17.00 - 18.00	General Revision 16.30 - 17.30
Dinner 18.40 - 19.20	Dinner 18.40 - 19.20	Dinner 18.40 - 19.20	Dinner 18.40 - 19.20	Dinner 18.40 - 19.20	Dinner	Dinner
Maths 18.40 - 19.20	French 18.40 - 19.20	Biology 18.40 - 19.20	Physics 18.40 - 19.20	Geography 18.40 - 19.20		

REVISION

* = revise if possible
// = no revision/area

TIME	MON	TUES	WED	THURS	FRI	SAT	SUN
8:30-4:30	school	school	school	school	school	*	*
4:30-5:00	media	chemistry	media	maths	english	maths*	//
5:00-5:30	english	chemistry	media	maths	english	maths*	//
5:30-6:00	//	//	maths	english	media	//	//
6:00-6:30	english	english	//	//	//	//	//
6:30-7:00	maths	english	//	//	chemistry	//	//
7:00-7:30	//	//	english	chemistry	//	*	biology
7:30-8:00	//	//	physics	chemistry	//	*	media
8:00-8:30	maths	biology	//	//	chemistry	english	//
8:30-9:00	maths	maths	maths	biology	physics	english	//
9:00-9:30	//	//	//	//	//	//	//
9:30-10:00	biology	maths	biology	biology	phys*	//	//
10:00-10:30	media	physics	biology	media	phys*	//	//

Preparation

2. Checklists

THEMES EXAM			
Theme B: Religion and Life			
Origins of the universe , including: religious teachings, different interpretations of religious teachings; the relationship between scientific views (e.g. Big Bang theory) and religious views			
The value of the world and the duty of human beings to protect it , including religious teachings about stewardship, dominion, responsibility, awe and wonder			
The use and abuse of the environment , including: the use of natural resources, pollution			
The use and abuse of animals , including: animal experimentation, using animals for food			
Origins of human life , including: religious teachings about the origins of human life, different interpretations of these; the relationship between scientific views (e.g. evolution) and religious views			
The concepts of sanctity of life and quality of life			
Abortion , including situations when the mother's life is at risk; ethical arguments related to abortion, including those based on sanctity of life and quality of life			
Euthanasia			
Beliefs about death and an afterlife , their impact on beliefs about the value of human life			
Theme D: Religion, peace and conflict			
The meaning and significance of: peace, justice, forgiveness, reconciliation			
Violence , including violent and peaceful protest			
Terrorism, holy war and pacifism			
Reasons for war , including greed, self-defence and retaliation			
The just war theory , including the criteria for a just war			
Religion and belief as a cause of war and violence in the contemporary world			
The use of weapons of mass destruction , nuclear weapons, nuclear deterrence			
Peace-making in the contemporary world , including the work of individuals influenced by religious teaching			
Religious responses to victims of war , including the work of a present-day organisation			
Theme E: Religion, crime and punishment			
Reasons for crime , including poverty and upbringing, mental illness and addiction, greed and hate, opposition to an unjust law. Views about people who break the law for these reasons.			
Good & evil intentions and actions , including whether it can ever be good to cause suffering			
Views about different types of crime , including hate crimes, theft and murder			
Aims of punishment , including: retribution, deterrence, reformation			
Treatment of criminals , including: prison, corporal punishment, community service			
Forgiveness			
The death penalty : ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life			
Theme F: Religion, human rights and social justice			
Prejudice and discrimination in religion and belief , including the status and treatment of women and homosexuals within religion			
Issues of equality, freedom of religion and belief , including freedom of religious expression			
Human rights and the responsibilities that come with rights , including the responsibility to respect the rights of others			
Social justice			
Racial prejudice & discrimination : ethical arguments related to racial discrimination, including positive discrimination and arguments based on the ideals of equality and justice			
Wealth , including: the right attitude to wealth, the uses of wealth			
The responsibilities of wealth , including the duty to tackle poverty and its causes			
Exploitation of the poor , including issues relating to: fair pay, excessive interest on loans, people trafficking			
The responsibilities of those living in poverty to help themselves overcome the difficulties they face			
Charity , including issues related to giving money to the poor			

Revision Guide Example

The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

The historic environment

1 The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

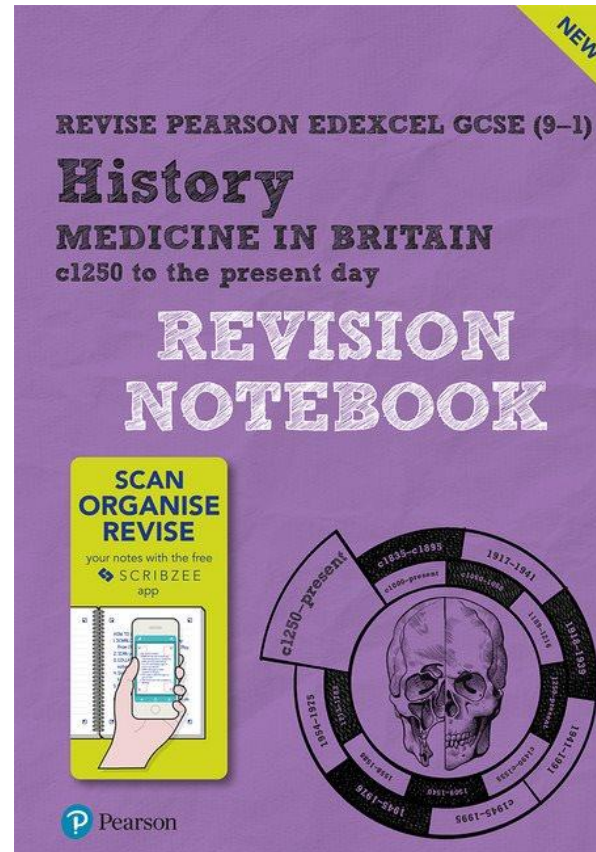
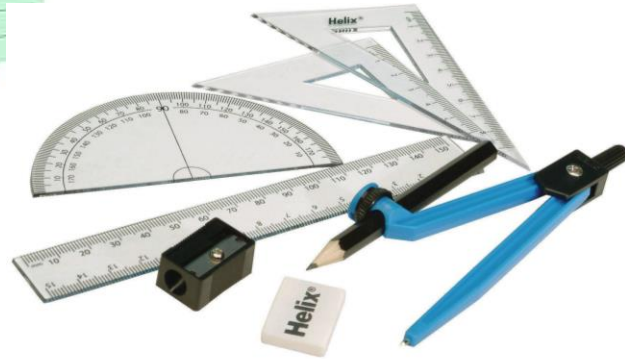
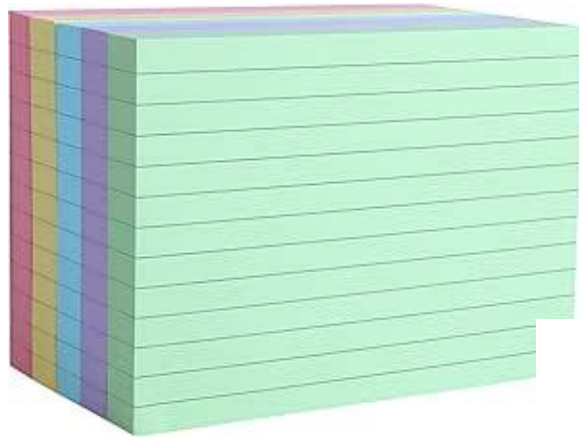
- The context of the British sector of Western Front and the theatre of war in Flanders and northern France: the Ypres salient, the Somme, Arras and Cambrai. The trench system - its organisation, including frontline and support trenches. Significance for medical treatment of the nature of the terrain and problems of the transport and communications infrastructure.
- Conditions requiring medical treatment on the Western Front, including the problems of ill health arising from the trench environment. The nature of wounds from rifles and explosives. The problem of shrapnel, wound infection and increased numbers of head injuries. The effects of gas attacks.
- Medical treatment on the Western Front. The work of the RAMC and nurses. Transport in the chain of evacuation: stretcher bearers, horse and motor ambulances. Stages of treatment in the chain of evacuation: aid post and field ambulance, dressing station, casualty clearing station, base hospital. The underground hospital at Arras.
- The significance of the Western Front for experiments in surgery and medicine: new techniques in the treatment of wounds and infection, the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai.
- The historical context of medicine in the early twentieth century: the understanding of infection and moves towards aseptic surgery; the development of x-rays; blood transfusions and developments in the storage of blood.

2 Knowledge, selection and use of sources for historical enquiries

- Knowledge of national sources relevant to the period and issue, e.g. army records, national newspapers, government reports, medical articles.
- Knowledge of local sources relevant to the period and issue, e.g. personal accounts, photographs, hospital records, army statistics.
- Recognition of the strengths and weaknesses of different types of source for specific enquiries.
- Framing of questions relevant to the pursuit of a specific enquiry.
- Selection of appropriate sources for specific investigations.

Preparation

3. Resources



Write your name here	
Surname	Other names
Centre Number	
Candidate Number	
Pearson Edexcel Level 1/Level 2 GCSE	
Computer Science Paper 1: Principles of Computer Science	
Sample Assessment Material Time: 1 hour 40 minutes	Paper Reference 1CP0/01
You will need: Booklet containing pseudo commands	Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided

Preparation

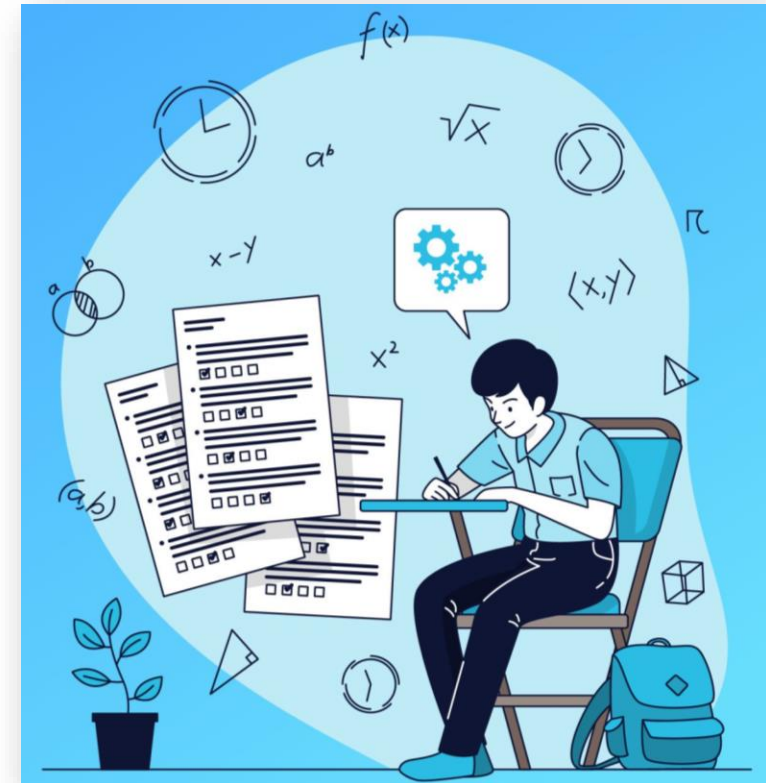
4. Workspace

Do:

- ✓ work in a tidy environment where you have the tools you need to revise effectively.
- ✓ work in a quiet environment.
- ✓ put your phone in another room or use an app which blocks social media.
- ✓ work in a space which you only use for home study, schoolwork or revision.

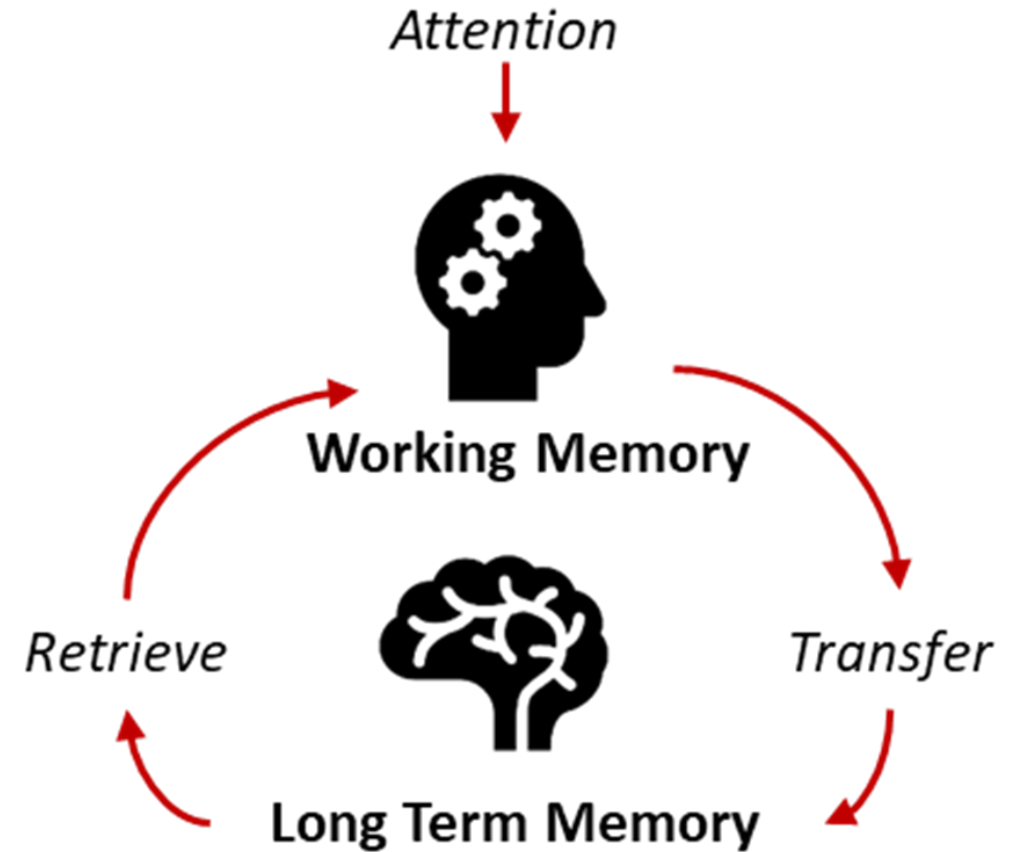
Don't:

- ✗ distract yourself with (loud) music or noise.
- ✗ work in a cluttered environment.
- ✗ work near your phone or other devices which can access social media.
- ✗ work in the same space where you relax.



3 Ways to Optimise Revision

1. Retrieval Practice
2. Spaced Learning
3. Interleaving



RETRIEVAL PRACTICE

Practise bringing information from memory for better results.



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Moving away from the focus on getting information **into** our heads and moving towards how we can best get information **out** of our heads.

Strategies: regular quizzing, flash cards and brain dumps



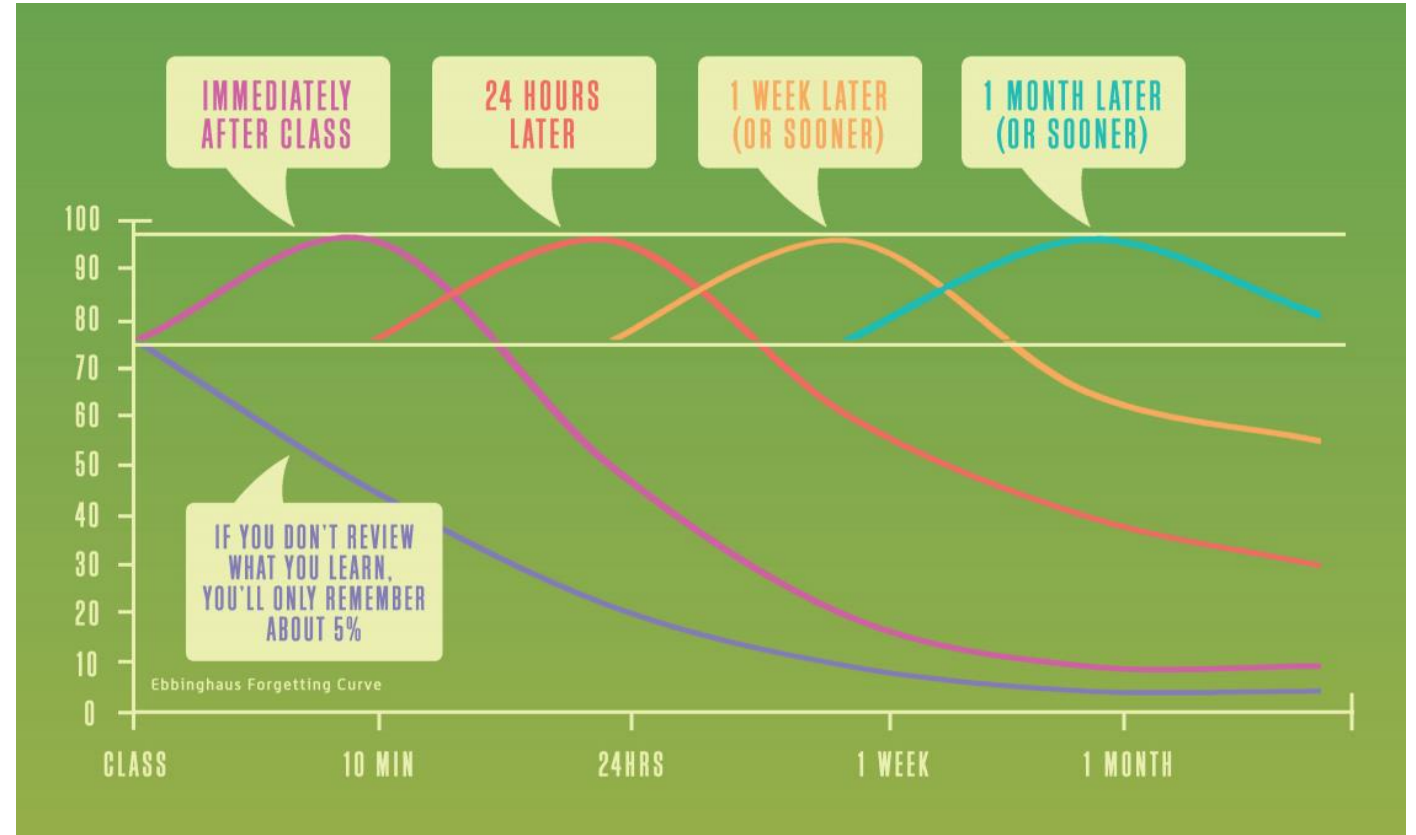
SPACED PRACTICE

Revise, rest, repeat... space out your revision for better results.



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Reviewing what you've learned at regular, set, intervals can reduce the amount you forget over the long term.



INTERLEAVING

Interleave your revision to help you remember more.



Interleaved practice is a learning technique that involves switching between topics and ideas and has been shown to improve long-term learning relative to blocked study of the same idea or topic.

Less Effective Blocked Practice

Monday	Tuesday	Wednesday	Thursday	Friday
Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Topic 1	Topic 2	Topic 3	Topic 4	Topic 5

Highly Effective Interleaved Practice

Monday	Tuesday	Wednesday	Thursday	Friday
Topic 1	Topic 4	Topic 2	Topic 5	Topic 3
Topic 2	Topic 5	Topic 3	Topic 1	Topic 4
Topic 3	Topic 1	Topic 4	Topic 2	Topic 5

Basic Revision Template

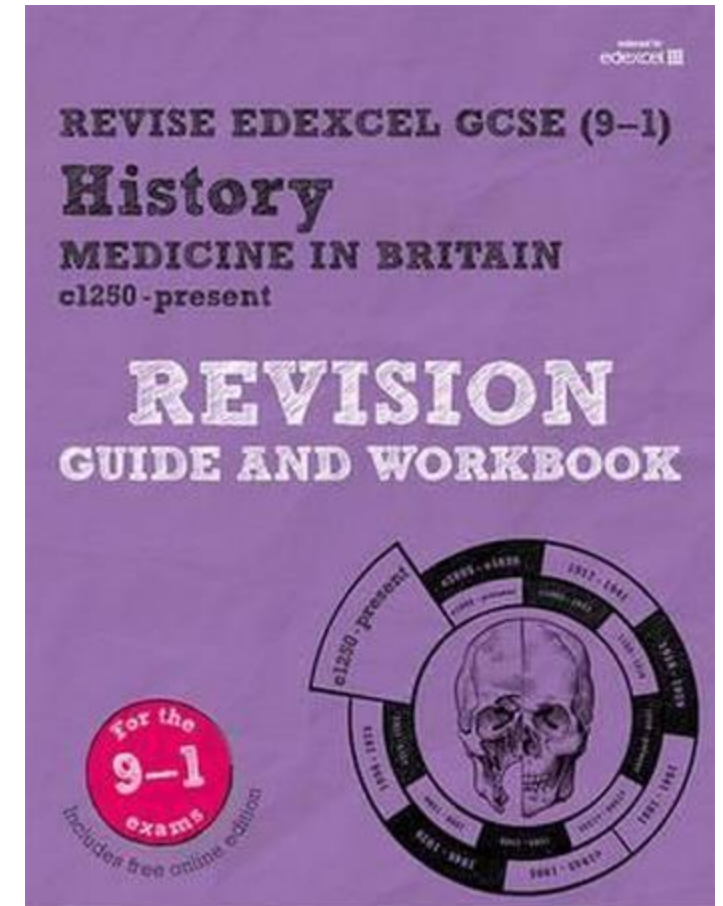
- Start with a quiz
- Review answers and read through notes / work / revision guide pages
- Retest
- Apply knowledge to an exam question




Revision Template Example

Treatments in the Middle Ages:

1. Use flash cards to test knowledge.
2. Read summary page in the GCSE Medicine Revision Guide.
3. Bullet point key points.
4. Retest.
5. Plan exam question applying knowledge.









Evidence Informed Strategies

		
<p>Self Test Use your notes/ textbook to create a quiz to self test yourself</p>	<p>Flash Cards Create a set of flash cards with Q&As, ready to test yourself</p>	<p>Past Papers Complete exam past papers and use the mark scheme to self assess</p>
		
<p>Revision Clock Break down the topic into 12 sections and complete a revision clock</p>	<p>Brain Dump Complete a brain dump with as much as you can recall then check your notes to see what you forgot</p>	<p>Mind Map Create a mind map from memory, then check, review and add to your mind map</p>
		
<p>Infographic Create an infographic with sketches and note from memory</p>	<p>Summarise Write an overview of the key topics from memory then refer back to your notes</p>	<p>Retrieve, Record & Review Record yourself retrieving as much information as you can verbally then listen back and review</p>





Online Platforms

 gcsepod.com		Username: school email Password: Choose your own
 TASSOMAI app.tassomai.com/login		Username: school email Password: SmartWayToStudy (then choose your own)
 https://reviseonline.pearson.com/school/southhunsley		Username: school email Password: Choose your own School Code: southhunsley

Online Platforms



Bonding, Structure & the Properties of Matter

IONIC bonds are formed by transferring ELECTRONS to produce ---(1)--- CATIONS and ANIONS that ---(2)--- each other, forming a new compound.

- 1: oppositely charged; 2: attract ✓
- 1: oppositely charged; 2: repel ✗
- 1: similarly charged; 2: attract
- 1: similarly charged; 2: repel

Online Platforms

GCSE SUPPORT RESOURCES



SUBJECT	RESOURCES ALREADY SHARED WITH STUDENTS	ONLINE REVISION SOURCES
ART	Sketchbooks are the primary source of work for students	All resources are in sketchbooks
BUSINESS	Support and challenge resources are all available on Teams An Exam Question Focus Booklet is available on Teams for all classes based on how to structure responses	All resources are on Teams
D&T	Students are provided with an exam board revision guide School resources are available to take home for students to work on their coursework	https://www.bbc.co.uk/bitesize/subjects/zd-nqjhw https://www.technologystudent.com/ https://www.ocr.org.uk/qualifications/gcse/design-and-technology-j310-from-2017/assessment/
DRAMA	The following resources have been shared: CGP 'DNA' Revision Guide CGP GCSE Drama revision guide Narrated PowerPoints Revision guide PPTs	https://www.bbc.co.uk/bitesize/examspecs/zdb6xyc
ENGINEERING	Past papers, Powerpoints and revision notes are provided to support their NEA	https://www.ocr.org.uk/qualifications/cam-bridge-nationals/engineering-design-level-1-2-award-certificate-j831-j841/assessment/ https://www.technologystudent.com/
ENGLISH	The following resources are available: GCSE Pod Massolit GCSE Bitesize All students have revision cards for Jekyll and Hyde All pupil premium students have guides for all texts and Language Paper 1 and 2	https://www.gcsepod.com/ https://www.massolit.io/ https://www.bbc.co.uk/bitesize/subjects/zr9d-zly
FOOD TECHNOLOGY	All students have a CPG revision book and student work book	There is a student guide, topic list and resources per topic on TEAMS. Each topic has an extensive bank of multiple choice questions to enable students to test themselves and practice for Section A of the exam, and an extensive bank of extended response exam practice questions for Section B of the exam
GEOGRAPHY	All students have been provided with 3 paper copy revision guides which are also accessible via Teams	All resources are on Teams
HISTORY	Students are provided with a GCSE Edexcel History Revision Guide (1 per topic)	https://www.gcsepod.com/

Caring for Wellbeing During Exams

Exam stress and worry is completely normal.

It is the way students respond to stress, however, that can make a big difference to their wellbeing.

Look for signs of 'unhealthy' stress:

Stress can present differently in everyone.

- Not sleeping or sleeping more than usual
- Losing interest in food or eating more than usual
- Being irritable
- Having headaches or stomach aches,
- Being negative, feeling hopeless, or not enjoying activities they previously enjoyed.

Dealing with exam stress



Caring for Wellbeing During Exams

- **Talk openly about stress and nerves:**
Remind your child that it's perfectly normal to feel worried or stressed about their exams.
- The key is to put these nerves to positive use.
- Talk openly about how you cope with your own stressful situations, so your child has a positive role model for managing their emotions and time.

What if my child doesn't want to talk about stress?

- Avoid putting pressure on them to talk.
- You may find that your child opens up in situations where they feel less pressure and it feels natural

Caring for Wellbeing During Exams

Support your child to create a routine:

- Routines and rituals can help your child keep healthy habits
- Encourage your child to create a revision plan or timetable, splitting their day up into chunks.
- Encourage them to take regular breaks - which they could use to have a meal, get some exercise or unwind
- Try to discourage them from staying up late revising, as this can be counterproductive