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REVISION TIPS AND SUPPORT STRATEGIES 2024-25

The Importance of Sleep

Increasingly studies show that the pattern and quality of our sleep is not only closely linked with our mental health and wellbeing, but also with our immune system, our alertness/cognitive functioning, our mood, our physical wellbeing, blood pressure and general health.

Teenagers need around 8 to 10 hours of sleep per night. Below are some strategies to help support them with getting a good night's sleep:

- have a regular time to go to sleep and wake up
- have a predictable and consistent routine
- get enough exercise during the day
- avoid napping in the day
- avoid caffeine, particularly in the afternoon
- turn off computer screens or devices at least an hour before bedtime (blue light from TVs, tablets and mobile phones excite the brain and interfere with sleep hormone levels, preventing the brain from feeling sleepy)
- have low lighting and a quiet space in bedrooms
- avoid checking devices, particularly in the middle of the night

The Importance of a Healthy Diet and Lifestyle

Skipping Breakfast
Breakfast is an important meal of the day as it helps to ensure daily nutrients are being met. Having a health breakfast also helps to improve school performance. The majority of teens do not eat breakfast on a regular basis so it is important to get into the habit of making time for this.

Sugary Drinks and Snacks
Foods high in refined sugar and saturated fat have a significant impact on brain function. It is known that excessive consumption of junk foods can damage areas of the brain essential for learning and memory processes. Neurons in the brain that encode memories can be affected meaning they no longer work as efficiently and this can lead to poorer learning.

Keeping Active During Revision
Research shows that physically active students have more active brains. Even walking for just 20 minutes can significantly increase activity in the brain. This means that it is really important for students to take regular breaks in their learning.

Exercise triggers the release of various hormones and chemical compounds in the body and has many benefits to learning.

Exercise:

- improves cognitive brain function
- improves students' ability to focus for longer periods of time
- can reduce stress levels
- can improve memory retention

Studies have shown that exercise helps to oxygenate the brain and release tension, helping students to keep calm, mentally relax and study more efficiently. Productive people often work smarter rather than harder and exercise has a huge part to play in this.

How parents/carers can help:

- Support your child to take regular breaks so they are less likely to get distracted whilst revising. It's much better to spend 60 minutes revising well and 10 minutes on a break than for your child to spend longer half revising and half playing with their phone! Suggest to your child that they take breaks every 60-90 minutes when revising.
- Encourage your child to do something active with their break, such as getting some fresh air, playing sport, going for a walk or run, or doing housework. Remind them that exercise does not have to last for hours to count.
- Work with your child to help then work efficiently and find a routine that works for them. They need to be flexible to work around their timetables and could do some exercise early in the morning, at lunchtimes or early evenings. Alongside exercising help your child to take care of themselves by eating well, sleeping well, relaxing, socialising and having some down time.

Relaxation

An important part of teenage life should be relaxation. It is an essential part of maintaining health and wellbeing and being able to calmly deal with stress and pressure which, as we know, can be quite intense during the school years and especially in adolescence.

Research shows that young people face many kinds of stress, worry and anxiety, and can feel overwhelmed for various reasons. Relaxation has been defined as a 'state of being free from tension and anxiety'. We often forget to switch off as adults but it is important that we do that to help children learn important skills.

Many studies highlight the benefits of relaxation and here are a few:

- slows the heart and breathing rate.
- improves concentration and mood.
- reduces anger and frustration.
- reduces the activity of stress hormones.
- improves digestion.
- increases blood flow to the muscles.
- relaxes the muscles.
- improves sleep quality.

How parents/carers can help:

- one of the simplest relaxation techniques is to practise breathing. Teach your child to take deep, slow breaths when they are feeling anxious. Just a few deep breaths can provide an instant calming effect that can help reduce stress. Look out for mindfulness Apps or video resources on YouTube that offer examples of breathing exercises, such as Headspace or Calm.
- Learning to relax is something that you can do together as a family. Try having a go at yoga or a relaxing activity together. Yoga will improve flexibility and posture and will give you and your child a sense of inner calm. Encourage your child to go to a local class or follow a simple session on YouTube. Other helpful things could be having quiet time to read, going for a walk, listening to music or watching a feelgood film.

Attendance and Punctuality

Why is attendance important?
For every 10% a student's attendance drops, research suggests that GCSE outcomes drop by 1 grade. Nationally only 10% of students with attendance of below 96% achieve 5 GCSE grades at level 4+, compared to 60% of students with good attendance achieving the same.

It is important that students try their best to minimise any absence from school; in this crucial year every day is important. To put this into context, students with 95% attendance for a school year will have missed two full weeks of learning.

Punctuality
It is also extremely important that students arrive to school on time every day, ready for their learning. Punctuality to lessons is crucial and all students should ensure that they are on time to all of their lessons throughout the school day. Students who arrive late to lessons not only lose out on important learning but may also disrupt the learning of their classmates.

- 5 minutes late to a lesson each day is the equivalent of 3 days of learning lost over the school year.
- 10 minutes late to lessons each day is the equivalent of 6 days of learning lost over the school year.
- 15 minutes late to lessons each day is the equivalent of 10 days of learning lost over the school year.
- 20 minutes late to lessons each day is the equivalent of 13 days of learning lost over the school year.
- 25 minutes late to lessons each day is the equivalent of 19 days of learning lost over the school year.

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Home Study and Revision Plans

How do I organise home study?
Every day students have a lot to think about and have a lot of decisions to make. During Year 11 they have even more to think about than in their previous years at school. This makes it easy to forget about small but important jobs, such as home study. As a result, it is important that students decide and plan when they are going to complete home study in advance.

Planning when to complete home study reduces the number of decisions students need to make each day. It will help to reduce the risk of them forgetting to complete their home study or of them not having the resources available that are needed to complete it.

How to make a Home Study Timetable

1. Find out the weekly home study deadlines for each of your subjects. Write them out in a table.

Maths	English	Science	French	History	PE	Computer Science
Fri	Mon	Wed	Tue	Tue	Thu	Thu

2. Make a table containing each day of the week. Cross off any days when you can't do home study because of clubs or other commitments. Cross off one day in which you won't do any home study.

Mon	Tue	Wed	Thu	Fri	Sat	Sun
1. 2.	X	1. 2.	1. 2.	1. 2.	X	1. 2.

3. Write the subjects into the table. Leave yourself at least **two days** between when you do your home study and when it is due. This will allow you to solve any problems such as lost or forgotten sheets.

   If you home study is due on a **Monday**, plan to do it **no later than Thursday**. This will give you time on Thursday and Friday to speak to your teacher if you need to; you cannot guarantee that your teacher will reply over the weekend.

Mon	Tue	Wed	Thu	Fri	Sat	Sun
1. PE 2. Computer science	X	1. Maths 2.	1. English 2. Science	1. 2.	X	1. French 2. History

4. Put your home study timetable somewhere you can easily access it. You could take a photo of it using your phone.

5. If you find it difficult to keep to your timetable, make lots of copies of it and write the dates onto the days. Whenever you stick to the timetable, tick that day so that you can clearly see your success.

Mon 20/06	Tue 21/06	Wed 22/06	Thu 23/06	Fri 24/06	Sat 25/06	Sun 26/06
1. PE 2. Computer science	X	1. Maths 2.	1. English 2. Science	1. 2.	X	1. French 2. History
Mon 27/06	Tue 28/06	Wed 29/06	Thu 30/06	Fri 01/07	Sat 02/07	Sun 03/07
1. PE 2. Computer science	X	1. Maths 2.	1. English 2. Science	1. 2.	X	1. French 2. History

How do I plan my revision?
When students are planning for assessments and exams, they have a lot to think about and a lot of different things to juggle. Students should be revising independently so that they can close any specific gaps that they have in their knowledge. However, because they have to plan their own independent revision it is easy to forget about it or only do it in large bursts right before an assessment/exam.

Students planning when and what they are going to revise reduces the number of decisions they need to make and will help to reduce the risk of them not revising, or of their revision being ineffective because they have left it until the last minute.

How to make a Revision Timetable

1. You can adapt the home study timetable.

Mon	Tue	Wed	Thu	Fri	Sat	Sun
1. PE 2. Computer science	X	1. Maths 2.	1. English 2. Science	1. 2.	X	1. French 2. History

2. Fill in the "home study" section of the revision timetable on the next page.

3. Decide on the subjects and sub-topics you should focus on when revising. If you don't have a list of sub-topics yet, use the prompts below to find possible gaps in your knowledge:

What topics **don't** I enjoy or feel success in?	What does my teacher think I need to revise?	What are my weakest areas on platforms like Seneca?	In which topics or questions did I struggle in my last assessment?

4. Add at least one revision session to each of your 'home study days.' Tagging revision onto the existing habit of doing your home study on particular days will make you more likely to do it.

5. For each session write down:
    - The subject you're going to revise
    - The topic you're going to revise
    - How you're going to do revise it

Tick or cross the revision sessions when you complete them. This will give you a sense of achievement and remind you of the small steps you are taking towards success.

Example revision timetable for the week commencing 07/10:

	Mon 07/10	Tue 08/10	Wed 09/10	Thu 10/10	Fri 11/10	Sat 12/10	Sun 13/10
Home study	1. PE 2. Computer science	X	1. Maths	1. English 2. Science	_____ _____	X	1. French 2. History
Revision 1:	English A Christmas Carol Seneca	X	French Past tense Language	Sports Studies Issues in Sport Flashcards	History The NHS Retrieval booklet	X	Maths The nth term Sparx
Revision 2:	_____ _____ _____	X	_____ _____ _____	_____ _____ _____	Science Seneca Covalent bonds	X	_____ _____ _____

Your revision timetable for the week commencing 07/10:

	Mon 07/10	Tue 08/10	Wed 09/10	Thu 10/10	Fri 11/10	Sat 12/10	Sun 13/10
Home study	_____ _____	_____ _____	_____ _____	_____ _____	_____ _____	_____ _____	_____ _____
Revision 1:	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
Revision 2:	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____

Get Revising is a really useful website that can help support with preparing for examinations. Below is some further information about the website:

- Study Planner: this tool helps students to build a personalised learning timetable in under 10 minutes. It teaches them how to balance home learning and revision around their life.
- Get Revising has over 424,500 learning resources, tagged by exam board. It is the perfect place for students to find help or to use as extra support alongside their classwork.
- With thousands of class notes covering all subjects and levels, students can easily catch up if they have missed a lesson or get some extra support if they find a subject difficult. They can also use the Get Revising smart testing tool to check that they have absorbed and understood the notes.
- Creating a mind map is a great way for students to explore the connections between topics, to ensure they make intelligent links in exams. Students can us Get Revising to create their own mind maps or access thousands already created.
- Students can also create flashcards, revision cards and quizzes to make sure they remember essential facts or they can use the thousands already created by teachers and other students in the UK.

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Flashcards

Flashcards are small sheets of paper or card with matching pieces of information on either side. They are a useful tool for learning facts and allow you to quickly check whether you have remembered something correctly.

1861	groynes	osmosis	Where is the pharmacy?
Pasteur published his paper about germ theory.	A low wall on the coastline which slows longshore	Net movement of water from a high concentration to low concentration across a partially permeable membrane	Où est la pharmacie?

When making and using flashcards:

Do:

- ✓ …make flashcards quickly.
- ✓ …put a single piece of information of each flashcard.
- ✓ …sort your flashcards according to your confidence with them (see below).
- ✓ …test yourself on the flashcards from memory.

Don't:

- X …spend more time *making* flashcards than actually using them.
- X …put lots of information onto each flashcard.
- X …revise the flashcards in the same order every time that you use them.
- X …only read through flashcards.

How to make flashcards:

1. If you can, get a set of flashcards from your teacher or from a website such as Quizlet!
2. If you can't find pre-made flashcards, find the information you want to put onto flashcards using your existing revision resources (e.g. a knowledge organiser).
3. Fold a piece of A4 paper into 8.
4. Write the questions on the top half of the paper.
5. Write the answers on the bottom half of the paper.
6. Cut the paper along the short folds.
7. Fold the strips of paper so that the writing is on either side.
8. If you can, glue the pieces of paper together.

Definition 1	Definition 2	Definition 3	Definition 4	Definition 5
Answer 1	Answer 2	Answer 3	Answer 4	Answer 5

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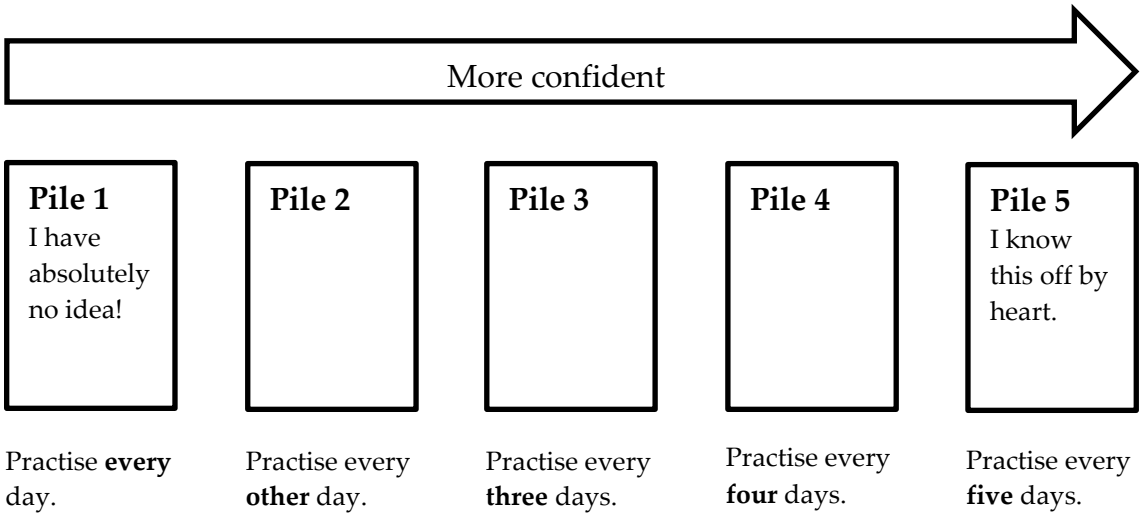
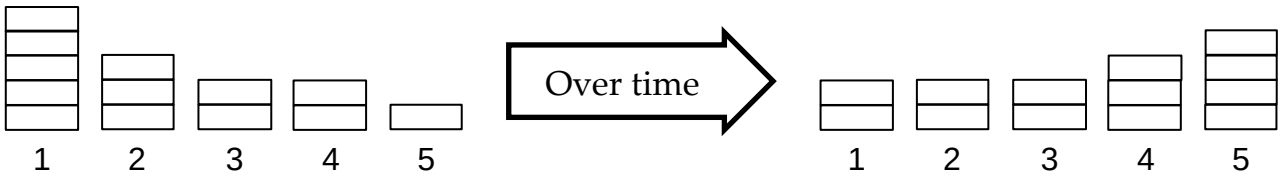
How to use flashcards:

1. Test yourself using the flashcards.
2. As you test yourself, sort the flashcards into up to five piles according to how confident you are with the content.
3. Put the piles into numbered envelopes (1-5).
4. Test yourself on the different piles on different days (see below):



5. As you test yourself on the different piles, move the cards into different piles as you become more confident.



www.quizlet.com is a free website that allows you to quickly create flashcards which you can print, use on a computer or use on your phone.

The video below will also help to support you in creating and using flashcards:

https://www.youtube.com/watch?v=C20EvKtdJwQ

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Self-quizzing

Self-quizzing can be completed in lots of different ways. For example, you could answer specific questions, you could complete gap fill-activities, or you could fill in a diagram from memory. An example of a self-quiz is below:

Public Health in the Industrial Revolution

Questions:

1. Give two reasons why people migrated to urban areas during the Industrial Revolution.
2. Why did increased population density increase the risk of epidemics in urban areas?
3. Give an example which shows that many public health systems in urban areas were overwhelmed during the Industrial Revolution.
4. Why did many people living in damp and overcrowded housing increase the risk of epidemics during the Industrial Revolution?
5. Why didn't the government in the early Industrial Revolution take steps to improve public health services and living conditions?
6. Give an example of a disease, caused by poor public health, of which there were epidemics during the Industrial Revolution.

Answers:

1. Improvements in agricultural technology and the invention of the factory ✓
2. Diseases could easily spread from person to person. ✓
3. Multiple families would share one overflowing cesspit. ✓
4. People had weak immune systems which made them less able to fight off diseases. ✓
5. The government had a laissez-faire attitude to public health, meaning that they did not think that improving public health should be their responsibility. ✓
6. The plague **X Cholera or typhus (the plague was in the Middle Ages and the Renaissance)**

5/6 (83%)

When answering quiz questions:

Do:

- ✓ …answer every question, even if you are unsure.
- ✓ …write the answers to the questions from memory.
- ✓ …answer the questions in as much depth as you can.
- ✓ …mark and correct your answers after you have finished.
- ✓ …improve your knowledge of incorrect answers after you have marked your answers.
- ✓ …keep a record of your scores.

Don't:

- X …skip questions because you find them difficult or you are unsure about the answer.
- X …answer the questions using textbooks or knowledge organisers.
- X …write single word answers so you can answer the question as quickly as possible.
- X …assume that your answers are correct.
- X …throw the quiz away as soon as you have finished it.

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How to write quiz questions:

1. If you can, get a set of questions from your teacher or from a website such as Quizlet!
2. If you can't find pre-made questions, find the information you want to convert into questions using your existing revision resources (e.g. a knowledge organiser).
3. Fold a piece of in half.
4. On the right-hand side of the page, write down the most important facts about your chosen topic. Use a knowledge organiser or textbook and write your facts in a numbered list. These are your answers.
5. For each numbered fact, write a matching question on the left-hand side of the page. Check that your questions don't accidentally give the answer away.

Topic	
Question 1	Answer 1
Question 2	Answer 2
Question 3	Answer 3
Question 4	Answer 4
Question 5	Answer 5
Question 6	Answer 6

How to answer quiz questions:

1. Cover up the answers to the questions you are answering.
2. Use an empty piece of paper.
3. Write the date at the top of the page.
4. Answer each question, even if you are unsure.
5. Once you have finished answering all of the questions, check and correct your answers using a different coloured pen.
6. Write down the total of correct answers at the bottom of your quiz.
7. Keep track of your scores. This will allow you to see your success over time.
8. Note down what you corrected or added. Practise these gaps using flashcards and further self-quizzing.

You can quickly create sets of questions and answers on the quizlet.com website. It also allows you to generate different types of quizzes on the same information. Another free website that has a wide range of questions about different subjects is www.senecalearning.com. It also has videos and explanations to help provide further support.

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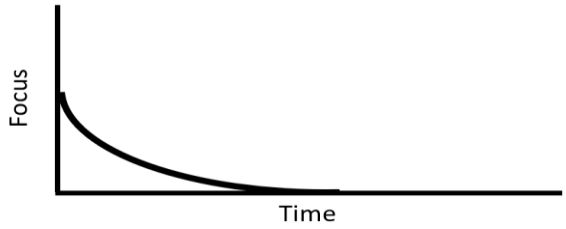
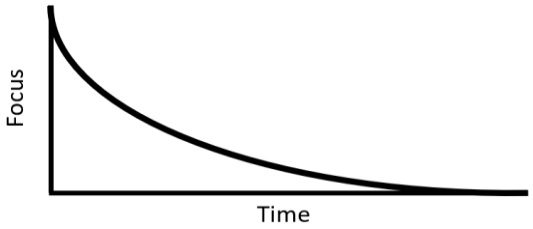
When should I revise?

In order to revise effectively, you have to think hard. Thinking hard is tiring. Therefore, when you revise, you should choose a time when find it easiest to focus. This should be a time when you are well-rested and when you are used to working.

Revising when you are tired:

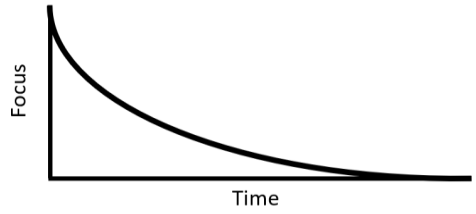


Revising when you are well-rested:

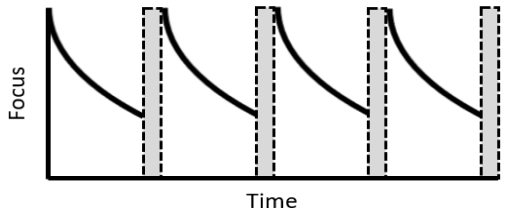


You should also take regular breaks when you revise. These breaks can be structured using a method called the Pomodoro Technique.

Revising without a break:



Revising with small regular breaks:



When revising:

Do:

- ✓ …get into a routine of revising at a particular point every day.
- ✓ …revise when you are well-rested or at a time when you are used to working.
- ✓ …take regular small breaks.

Don't:

- X …depend on when you *want* to revise.
- X …revise late at night or when you are tired.
- X …try to force yourself to work for long periods of time without a break.

Planning revision sessions using the Pomodoro Technique:

1. Choose a time when you are well-rested and used to working.
2. Decide the specific task you are going to complete e.g. I will complete a Seneca module about electrolysis of aqueous substances.
3. Set up your study area.
4. Complete your revision in 25 minute slots. Decide on how many 25-minute slots you will need to complete the task you have decided to complete.
5. Remove your phone and any other distractions from your working space.
6. Set a timer for 25 minutes. If possible use a digital timer which is *not* on your phone.
7. Spend the *entire* 25 minutes working. If you have spare time at the end, start another task.
8. When the timer goes off, leave your working area and take a 5-minute break.

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Improving Memory

We sometimes blame our memory for poor performance ("I'm no good at remembering names / dates / rules / verbs / characteristics") when really we should be addressing our faulty input and storage system.

There is a big difference between short-term and long-term memory. If you study a topic one night and can recall most of it the next morning do not be fooled into thinking that you will be able to remember it accurately in two months' time!

The key to success when it comes to improving your long-term memory is based on the efficiency of input (the 'mental filing system' we employ). Reducing the burden on the limited short-term memory, and channelling information into long-term storage, is based on the creation of patterns and the avoidance of randomness.

- **Chunking:** As the average person can only hold seven 'items' in short-term memory, grouping items together into 'chunks' can increase capacity. This is generally used for remembering numbers (think of how you remember phone numbers by grouping the seven digits into 2 or 3 chunks) but can be applied to other listings in various subjects.

- **Repetition:** Studies indicate that 66% of material is forgotten within seven days it if is not reviewed or recited again by the student, and 88% is gone after six weeks. Don't make life harder for yourself – build in a brief daily and weekly review of material covered. It will save you having to re-learn material from scratch!

- **Application and association**: The best way to channel material to long-term memory is to organise it into meaningful associations. Link it to existing information and topics and create vivid personal examples which act as 'mental hooks' or 'cues' for recalling material in the future. Thus, new items are put in context. If you learn a new formula / verb / rule, try to put it into practice immediately with a relevant example.

- **Use of mnemonics**: There are various word games which can act as memory aids and which allow personalisation and creativity. Think of stalac*tites* (come down from the ceiling) and stalag*mites* (go up from the ground); the colours of the rainbow – **Roy G. Biv** ('**R**ichard **O**f **Y**ork **G**ave **B**attle **I**n **V**ain' to remember red, orange, yellow, green, blue, indigo, violet); the seven characteristics of living organisms – **Mr Grief** (**M**ovement, **R**eproduction, **G**rowth, **R**espiration, **I**rritability, **E**xcretion, **F**eeding). You can devise many more of these to aid your personalised recall of items in different subjects.

Review

Looking over a topic every now and then will help to keep it in the memory, taking away the need to cram before exams.

- Make a summary of the work and look over it ten minutes later, the next day, the next week and then the next month for a few minutes each time. This reinforces the knowledge learned.
- Understanding increases as time spent studying passes. However, the ability to recall things being memorised becomes progressively less efficient as time passes in a study session.
- 20 minutes is needed for the mind to get into the rhythm and flow of the material. Any more than 40 minutes spent memorising means that memory declines to a point where it is no longer valuable.
- In revision sessions it is therefore more effective to do 30 minutes revision, take a 5 minute break and then review the topic you have just been revising.

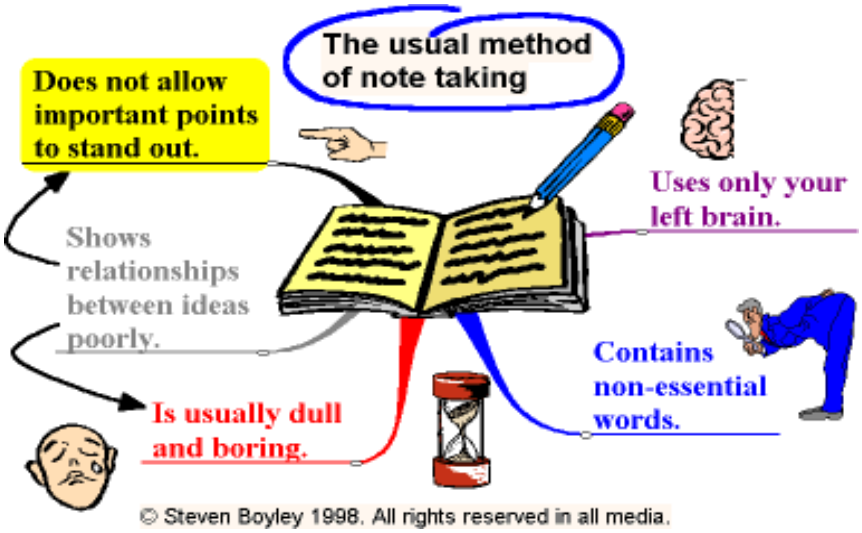
After revision sessions in which you are trying to memorise information do the following to help the knowledge enter your long-term memory:

1. 10 minutes after the session revise the topic for 10 minutes.
2. 1 day later revise the topic for 5 minutes.
3. 1 week later revise the topic for 2 – 5 minutes.
4. 1 month later revise the topic for 2 – 5 minutes.
5. Before the exams revise the topic as required.

Each time the knowledge is reinforced it enters deeper into the long-term memory and becomes more stable.

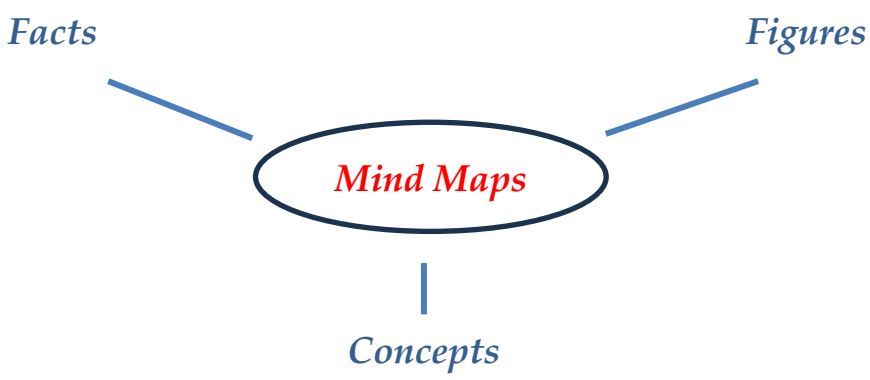
Mind Maps

Mind maps are a useful alternative to taking linear notes. Mapping your notes by radiating key words out in a pattern of links from a central point will make good use of your visual memory. If you use colour and images on the maps you will be harnessing the power of both sides of your brain – creative and logical.

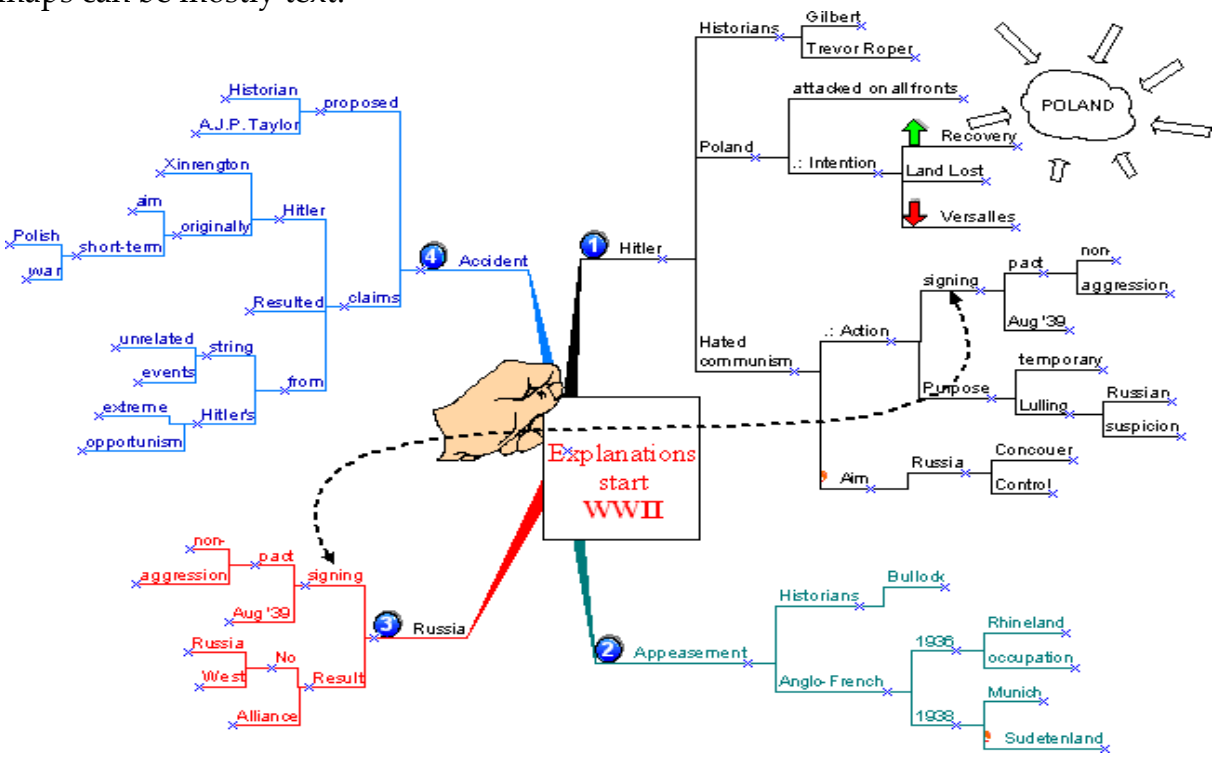


How to make a mind map:

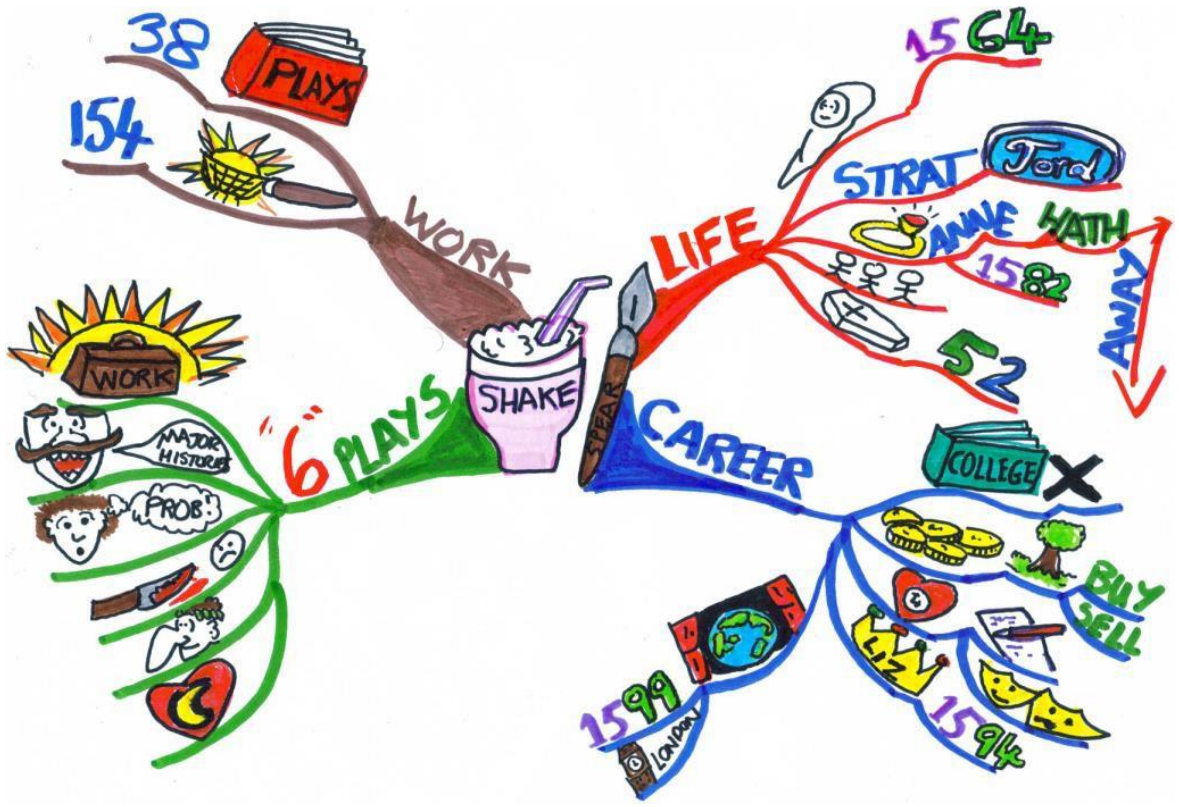
1. Start with the theme in the middle of the page.
2. Develop your main idea by adding branches out from the centre.
3. Each branch must relate to the branch before it.
4. Use only key words and images
5. Key words must be written along the branches.
6. Printing your key words makes them more memorable.
7. Use highlighters and coloured markers to colour code the branches.
8. Make things stand out on the page so that they stand out in your mind. You should use a different colour for each main branch and all its sub-branches.
9. Be creative.
10. Design images you can relate to which will help you remember key information.



Mind maps can be mostly text:



Or they can include more images (much easier to remember!). For example, the map below is summarising William Shakespeare's life:



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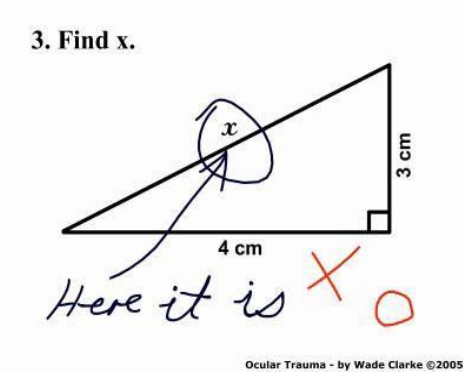
Key Terms used in Examination Questions

Account for – explain the process or reason for something being the way it is.	**Analyse** – explore the main ideas of the subject, show they are important and how they are related.
Calculate – find out using mathematics.	**Complete** – finish off.
Compare – show the similarities (but you can also point out the differences).	**Comment on** – discuss the subject, explain it, and give an opinion on it.
Conclude – decide after reasoning something out.	**Concise** – short and brief.
Contrast – show the differences ~ compare and contrast questions are very common in exams, they want you to say how something is similar and how it may be different too.	**Criticise** – analyse and then make a judgement or give an opinion. You could show both the good and bad points. You could refer to an expert's opinion within this question.
Define – give the meaning. This should be short.	**Describe** – give a detailed account.
Differentiate – explore and explain the difference.	**Distinguish** – explain the difference.
Enumerate – make a list of the points under discussion.	**Estimate** – guess the amount or value.
Discuss – explore the subject by looking at its advantages and disadvantages (i.e., for and against). Attempt to come to some sort of judgement.	**Evaluate** – give an opinion by exploring the good and bad points. It's a bit like asking you to assess something. Attempt to support your argument with expert opinion.
Explain – describe, giving reasons and causes.	**Express** – put the ideas into words.
Factors – the fact or circumstances that contribute to a result.	**Give an account of** – describe.
Give reasons for – use words like ***because*** in your answer as you will be explaining how or why something is that way.	**Identify** – recognise, prove something as being certain.
Illustrate – show by explaining and giving examples.	**Indicate** – point out, make something known.
Interpret – explain the meaning by using examples and opinions.	**Justify** – give a good reason for offering an opinion.
List – an item-by-item record of relevant images. This would normally be in note form without any need to be descriptive.	**Outline** – concentrate on the main bits of the topic or item. Ignore the minor detail.
Prove – give real evidence, not opinion, which proves an argument and shows it to be true.	**Relate** – show the connection between things.
State – write briefly the main points.	**Summarise** – give the main points of an idea or argument. Leave out unnecessary details that could cloud the issue.
Trace – show how something has developed from beginning to end.	

Top Tips from Examiners

The job of examiners is to give as many marks as possible, not to take them away, but they are powerless to help if students fall into the most common traps. Below are some of the biggest pitfalls identified by examiners:

- **Not reading the paper correctly** – examiners say that this is one of the most regular and fatal errors! They call it the *'triggered answer'*. You have your pre-prepared answer ready but you don't look at the exact terms of the question and therefore supply the wrong information in your answer.
- **Not finishing the paper** – mismanaging your time within the exam can easily cost you a full grade. The biggest exam 'crime' is to not attempt suitable questions. ***Remember: it is much easier to get the first 20% of the marks for any question than the last 5%***. Therefore, if you find yourself stuck for time as you struggle through your third answer out of five, do not spend your remaining time extending and perfecting that answer. Instead, move on to questions four and five, even if your attempt is sketched or in point form. If you have answered only three questions instead of five, the highest mark you can get is 60%.
- **Ignoring the marking scheme** – you must take the marking scheme into account when you allocate time to each question or part of a question. If the marks allotted to a question clearly indicate that a few paragraphs are sufficient, do not write an essay on the subject. Avoid the temptation of writing everything you know about a topic – just give the appropriate amount of information.
- **Repetition** – make the point once. There are no extra marks for restating facts, even if you phrase them differently. Examiners say repetition is a very common mistake and it can waste valuable time.
- **Missing part of a question** – sometimes part of a question can be carried onto the next page and, in the pressure of the moment, you don't see it. As a consequence, you might fail to do a compulsory part of a question or miss out on the chance to take an option that would have suited you better. Always take time to familiarise yourself with the whole paper before you start answering it.
- **Irrelevant quotations** – in literary subjects don't use quotations that are not directly relevant to the question being asked.
- **Rough work** – include your rough work with your exam script, you might get some credit for formulae or calculations contained in it.



The Marlborough Science Academy
'shaping futures'

Creating a Revision Timetable

1. Write down all the subjects in which you are going to take an exam, leaving space to write underneath each one.
2. Detail underneath each subject how much revision/what type of revision you will need to do e.g. the number of pages in a text book you need to read and make notes on, a list of the topics you need to revise etc..
3. Make a note underneath each subject how long you think it will take you to complete all the revision.
4. Write a number next to each subject, from 1 to 10 if you are taking exams in 10 subjects, indicating which subjects require the most attention with 1 being the subject which requires most revision and 10 the subject that requires the least amount of revision.

Once you have done this you can decide what type of revision plan you are going to use:

- **A time-based plan**: decide on the number of hours you will revise each day, estimate the number of hours of revision that will be required for each subject and then allocate subjects to time slots in your plan. This is a good plan to use if you want to guarantee you only revise for a certain amount of time each day.
- **A topic-based plan**: you decide on the number of topics you want to revise each day.

When you construct your revision plan try to do the following:

* set up your plan online so that it can easily be amended.
* vary the revision plan for each day, don't just do one subject each day.
* plan around any fixed events you already have booked in e.g. if you attend a sports club one afternoon a week do not plan to complete as much revision on that day.
* remember to put aside some time to revisit topics that you have already revised to remind yourself of them. For example, if you revise a maths topic one week revisit it briefly the next week and then again in a month's time, this will ensure that you remember the revision you have completed. This is especially important if you are revising a long way in advance of an exam.
* include catch-up days in your revision plan that you can use if something happens that you have not planned for. For example, you start revising a topic and realise it will take you longer to complete than you had originally planned for, so have to spread the revision over two days rather than one. Having a catch-up day in your plan would help to cover this and ensure that you do not get behind with your revision schedule. One catch-up day every two-weeks would be a good idea.
* however long you think the revision on a certain topic or subject will take add 25% more time capacity into your plan, for example if you plan to revise quadratic equations and think it will take one hour allow yourself one hour 15-minutes just in case.