



A GUIDE TO ACHIEVING YOUR BEST IN YEAR 11

Information for Parents/Carers

As a parents/carers there is lots you can do to help your child revise for their exams, from reminding them to attend after-school revision clubs to encouraging them with praise and rewards. There are also various things you can do to support your child with their individual subjects. In this guide you will find practical tips and ideas from our subject areas. Exams, are stressful for students and probably even more so for their parents. It goes without saying that all children are different, so it follows that there is no single approach to how a parent can help out, but here are some suggestions:

Students who do best in exams:

- have revised thoroughly and carefully.
- feel confident.
- have parents who take an interest in their revision.

So, what can you do? Before we look at how you can support your child in their various subjects, some general advice is listed below:

Do

- Discuss with your child what will be involved in the revision period and what your role could be.
- Provide the environment necessary for success. Students need a place to revise which is quiet, calm and comfortable. Probably the most important is quiet. A tidy room, but a visually stimulating study centre.
- Respond positively when they ask for help. Ask exactly how you can help and if you can't help immediately, say when it's convenient.
- Give plenty of praise and encouragement. Point out what they are good at. Tell them daily what they do well. Stay calm and don't expect too much.
- Point out what they have done well if you look at their work. Don't dwell on the errors - emphasise the positives.
- Keep them well supplied with food and drinks.
- Be prepared to listen when they want to talk about problems as everything becomes more emotional and heightened during the exam period.
- Encourage them to take regular breaks during long periods of revision.

Don't

- Unintentionally add to their worries by constantly mentioning the exams.
- Worry if their revision techniques seem strange or unusual.
- Make a battle out of whether or not they listen to music when doing their revision.
- Distract them unnecessarily.
- Expect them to study all the time as taking some time out to relax will have a positive effect on their work.
- Join in the general anxiety; be a picture of serene confidence.



How to remember your dances for Units 1 and 2:

1. Rehearse all dance material outside of lessons (you may use the dance space so please ask).
2. Ask questions if you are unsure of any dance actions.
3. Make sure that you make use of the 'Student Shared Area' to access helpful resources such as the grading criteria and to watch rehearsal videos to identify strengths and areas for development.

How to improve your Dance performance skills:

1. Stretch as often as possible (stretching when watching TV is great! You get to catch up on your favourite soap and improve your flexibility!).
2. Take the stairs instead of lifts and escalators to improve your stamina, or even go for a jog!
3. Use a mirror not only for applying your make-up, but also to check your posture and alignment.
4. Take a 'selfie' to check your facial expressions are suitable for the dance.
5. Take a professional dance class once in a while or attend a dance club at school!



How to complete your written work:

Unit 1 and 2:

1. Look on the 'Student Shared Area' for all supporting resources such as grading criteria, assignment briefs and documents that will help you to complete your CV and 'Letter of Application' for Unit 1 and the 'Log Book' for Unit 2.
2. Share your work as often as possible with your teacher so that feedback can be given and improvements made.

So what does a good CV look like???

- ❖ It includes personal contact details such as your name, date of birth, home address, email address and phone number.
- ❖ Tells the employer a little something about yourself; your personal skills such as being organised, punctual and the ability to work well with others.
- ❖ Your dance examination grades.
- ❖ Your dance training.
- ❖ Any performance experiences.

What you should include in your 'Letter of Application':

- ❖ Why you are applying for your chosen opportunity.
- ❖ How your skills and experience match those required in the "advert"
- ❖ How your experience on the BTEC course relates to the opportunity.
- ❖ Any other experience you may have that is relevant.
- ❖ Details about the pieces you have chosen and why you have chosen them.

Successful people are not gifted; they work hard, then succeed on purpose.





Year 11 Overview

Where's the help?

Use the red revision guide I have prepared for you to help get you ready to sit the written exam.

You will find worksheets and help sheets inside.

Open support sessions Monday lunch time. Bring your lunch and we can revise together!

Use the past paper, mark scheme and example answers:

<http://www.aqa.org.uk/subjects/drama/gcse/drama8261/assessment-resources>

Exam Tips

Miss King's exam top tips:

- ✚ Always use key Drama terminology in your answer.
- ✚ Always refer back to the question in your answer.
- ✚ Read and understand the question before attempting it.
- ✚ Check how many marks the question is worth to work out how many examples you need to use.

Example: 12 marks – at least 6 examples.

- ✚ Know the difference between describe, analyse, explain and evaluate.
- ✚ Use a minute per mark to set a time limit for questions.
- ✚ Plan the essay questions before attempting them.
- ✚ Set example quotes for 'The Crucible'.

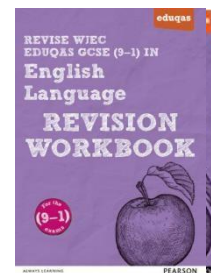
Practical tips:

- ✚ Recite your lines the mirror to check facial expressions.
- ✚ Record yourself to check your vocal skills.
- ✚ Get someone to test your memory by reciting your lines to them.
- ✚ Act as your character outside of the studio.

Year 11 OverviewEDUQAS English Language – How to Revise

Buy an Eduqas Revision Guide AND Workbook and use them to revise regularly and independently.

R.R.P £5.99 each. Hillcrest school is charging £2.50 each.

Component 1:**Section A: 20th Century Literature Reading (1 hour)**

You will have an unseen extract from one 20th century literary prose text (about 60-100 lines). You will have to answer a series of five questions based on the extract.

- Read a wide range of fiction – google: 100-fiction-books-all-children-should-read-leaving-secondary-school
- Get a family member/friend to ask you questions about what you are reading to check your understanding and discuss your personal response to it
- Talk about the characters, plot, themes and how tension or mood is created by the writer

Section B: Creative Prose Writing (45 minutes)

You will have to answer one question from a choice of four titles. You will write a narrative (a story) linked to the title you choose.

- Practice writing under timed conditions – give yourself a stimulus – plan (5mins), write (35 mins), check (5 mins)
- Practice writing descriptions of settings and characters – show don'ttell!
- Be proactive – fill the gaps in your own learning. Use the internet as helpful resource to help you revise how to use punctuation you struggle with. E.g. video jug – how to use an apostrophe
- Be proactive – tackle spellings head on – use spelling strategies e.g. look, say, cover, write or look for words within words to help you improve your spelling of words you often spell wrong
- Set yourself writing challenges that force you to consciously craft e.g. 5, 4, 3, 2, 1 – 5 minute writing task, 4 different techniques, 3 different types of punctuation, 2 different sentence openers, 1 new word- use a thesaurus to improve your vocabulary.

Component 2

Section A: 19th and 21st Century Non-Fiction Reading Study (1 hour)

You will have two unseen non-fiction texts (about 900-1200 words in total), one from the 19th century and the other from the 21st century. You will answer a series of six questions based on the texts.

- Watch the news and discuss what you've seen with a member of your family
- Read a wide range of non-fiction – read articles, blogs shared on Twitter and Facebook – follow newspapers like The Independent, The Guardian UK, The Observer – aim to read a couple of articles a week.
- Summarise what you have read – what are the key points being made by the writer?
- Discuss what you have read with someone else – What do you think and feel about it and why?
- Compare articles/texts on the same topic – How are they similar or different?
- Analyse how the writer has used language to suit its purpose and audience

Section B: Transactional and Persuasive Writing (1 hour)

You will have two questions, and you will need to answer both of them. The tasks will test transactional or persuasive writing.

- Practice writing under timed conditions – similar to the 200 Word Challenge we're doing in class – give yourself a topic - plan (2-3mins), write (25 mins), check (2-3 mins)
- Practice writing in a variety of formats e.g. letter, report, article, review, speech
- Use a dictionary to help improve your spelling and a thesaurus to help improve your vocabulary
- Revise mnemonics that you've been taught to remind you of techniques you should use in your writing e.g. PERSUADE, INFORM and ADVISE
- www.englishbiz.co.uk / and BBC Bitesize (EDUQAS) for tips, advice and revision materials

Subject English Literature

Learning Manager – Mrs R Dury



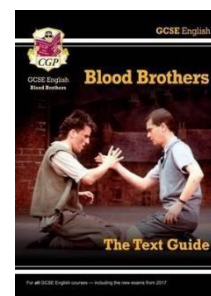
Year 11 Overview



EDUQAS English Literature

Buy a CGP Revision Guide and Workbook on your set text – 'A Christmas Carol', 'An Inspector Calls' or 'Blood Brothers' and use them to revise regularly and independently:

R.R.P £5.99 each. Hillcrest school is charging £2.50 each.



Component 1:

Section A: William Shakespeare's - 'Much Ado About Nothing' (1 hour)

You will have one question with two parts:

- a) You will have to write about an extract from the play
- b) You will have to write about the play as a whole - 5 marks for spelling, punctuation, vocabulary and sentence structures
 - Read a wide range of fiction – google: 100-fiction-books-all-children-should-read-leaving-secondary-school
 - Get a family member/friend to ask you questions about what you are reading to check your understanding and discuss your personal response to it
 - Talk about the characters, plot, themes and how tension or mood is created by the writer

Section B: Eduqas Poetry Anthology (1 hour minutes)

You will have two questions based on the Anthology.

- a) You will have to analyse a named poem provided
- b) You will have to compare the same named poem and one other poem from the anthology
 - Practice writing under timed conditions – give yourself a stimulus – plan (5mins), write (35 mins), check (5 mins)
 - Practice writing descriptions of settings and characters – show don'ttell!
 - Be proactive – fill the gaps in your own learning. Use the internet as helpful resource to help you revise how to use punctuation you struggle with. E.g. video jug – how to use an apostrophe
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 - Set yourself writing challenges that force you to consciously craft e.g. 5, 4, 3, 2, 1 – 5 minute writing task, 4 different techniques, 3 different types of punctuation, 2 different sentence openers, 1 new word- use a thesaurus to improve your vocabulary.

Component 2

Section A: 19th and 21st Century Non-Fiction Reading Study (1 hour)

You will have one question and should answer using the extract provided and your knowledge of the whole play.

*5 marks for spelling, punctuation, vocabulary and sentence structures

- Watch the news and discuss what you've seen with a member of your family
- Read a wide range of non-fiction – read articles, blogs shared on Twitter and Facebook – follow newspapers like The Independent, The Guardian UK, The Observer – aim to read a couple of articles a week.
- Summarise what you have read – what are the key points being made by the writer?
- Discuss what you have read with someone else – What do you think and feel about it and why?
- Compare articles/texts on the same topic – How are they similar or different?
- Analyse how the writer has used language to suit its purpose and audience

Section B: Transactional and Persuasive Writing (1 hour)

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- Practice writing under timed conditions – similar to the 200 Word Challenge we're doing in class – give yourself a topic - plan (2-3mins), write (25 mins), check (2-3 mins)
- Practice writing in a variety of formats e.g. letter, report, article, review, speech
- Use a dictionary to help improve your spelling and a thesaurus to help improve your vocabulary
- Revise mnemonics that you've been taught to remind you of techniques you should use in your writing e.g. PERSUADE, INFORM and ADVISE

Subject: French

Learning Manager: Mr B Harrison-Webster



Year 11 Overview

Revision Tips for French

Listening and Reading

- **Expand your vocabulary.** Use Memrise to make sure that you know all of your GCSE vocabulary. 5 minutes a day on your phone, laptop or tablet is much more effective than trying to learn lots of words just before the exam. Remember to use the review button too. Start with the key expressions for listening and reading if you do not know them yet (time phrases, contradictors etc.)
- **Practise your skills. Use ActiveLearn and past/specimen papers** to practise your skills (even if they are from other exam boards or the previous version of exams). Remember to use prediction, annotation and highlighting effectively to ensure you listen/read for the full meaning of a sentence. Don't just "snatch" at the first word you recognise.

Speaking

- **Role plays.** Practise using exemplar role plays. Make sure you can ask key questions – use the learning mats to help. Keep answers short and simple. Check if you need to use tu or vous.
- **Picture Cards** – Practise using exemplar photo cards. Make sure that you can describe a photo (look at photo description sheet). Make sure that you can identify the tenses required in each bullet and know your 10 key verbs in the past, present and future. Give at least 4 sentences in response to each bullet.
- **Conversation** – learn your speaking answers off by heart. You might find it easier to write each answer on a card and practise them regularly. Start with the questions you know least well. Try to practise a few every day to keep them fresh.

Writing

Many of the same techniques apply as for the speaking

- Learn your speaking questions and use as much as possible of what you have learnt to answer your writing questions (adapt your answers to fit the question).
- Make sure that you can identify the tenses required in each bullet and know at least 10 key verbs in the past, present and future. (**Higher** also imperfect and conditional).
- Be able to give a positive and a negative opinion in past, present and future.
- **Foundation** Make sure that you can describe a photo
- **Higher.** Learn 5 -10 grade 7-9 expressions and include them in every piece of writing from now until May. Learn at least 6 more interesting adjectives for your opinions and descriptions too.
- Practise answering timed exam style questions at home

Resources

We are creating a revision area in the Languages shared area (called GCSE9-1 French revision). In which we will put copies of all useful documents. This will include past papers for listening and reading from previous years and other examination boards as well as revision mats and other practice materials.

You can also purchase the Pearson Edexcel GCSE revision guide and the accompanying workbook for the discounted price of £2.50 each from your French teacher. These cover the essential vocabulary and exam style activities for all skills. Listening files can be found online.

Subject: Geography

Learning Manager: Mr Gregory

Year 11 Overview

Exam 1 – Physical			Exam 2 – Human			Exam 3
Natural Hazards	Living World: tropical rainforests and hot deserts	UK landscapes: coasts and rivers	Urban issues and challenges	Economic world	Resource management : energy	Fieldwork and pre-release material

Revision tips: how to make the most of the Learning Scientists techniques in geography

Make sure you use <i>retrieval practice</i> for your case studies. A good way of doing this is writing everything you can remember about a case study and then checking what you have forgotten.	Flashcards are a good way of using <i>retrieval practice</i> . These are useful for remembering detail of case studies.	Mind maps are a good way of including <i>dual coding, retrieval practice</i> and <i>concrete examples</i> . To use mind maps properly, make sure you draw them out from memory to test yourself.	Practice questions help with <i>retrieval practice, elaboration</i> and <i>concrete examples</i> . There aren't many example questions online, so ask your teacher for some questions if you'd like some.
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Revision support in school

Lunchtime revision sessions: Revision sessions with Mrs Sanger will be on Monday Week A and Wednesday Week B. Revision sessions with Mr Gregory/Miss Glendening will be every Tuesday lunchtime.

There will be revision activities, including exam questions from all topics, **in lessons**.

All the evidence from the last few years of exams shows that the people who did well were the ones who attended the additional revision sessions – it really is that simple!

Revision resources**Your exercise book**

Hopefully, you've included detailed evidence throughout the GCSE course. Your exercise book will also have feedback on exam questions. This is your best revision resource!

The CGP revision guide

The revision guide covers all your topics.

GCSE Bitesize

There are useful resources on physical and human topics. Make sure you go to the correct part of the site (new 9-1 GCSE, AQA).

What can you do to support your child?

- Encourage them to start revision early: this will be much more effective.
- Encourage them to use a revision timetable and be methodical and disciplined about what they revise, rather than going over the bits they are already familiar with.
- Encourage them to attend revision sessions – the link between attendance and success is clear.
- Test them on their knowledge, e.g. by using revision flashcards they have made.
- Make sure they are not getting too stressed, burning out or forgetting to have fun.

Subject: History

Learning Manager: Mrs Buncey

Year 11 Overview

Exam 1		Exam 2	
Germany: Democracy and Dictatorship, 1890-1945	Conflict and Tension 1918-1939	Britain, Health and the People, c.1000-present	Medieval England: the reign of Edward I, 1272-1307

Revision tips: how to make the most of the Learning Scientists techniques in history

Timelines are a good way of making <i>dual coding</i> resources that help you to remember chronology. You can pick up blank copies of timelines for all topics from your teacher.	Flashcards are a good way of using <i>retrieval practice</i> . Add dates, important people and events and get someone to test you.	Mind maps are a good way of including <i>dual coding, retrieval practice</i> and <i>concrete examples</i> . To use mind maps properly, make sure you draw them out from memory to test yourself.	Practice questions help with <i>retrieval practice, elaboration</i> and <i>concrete examples</i> . There aren't many example questions online, so ask your teacher for some questions if you'd like some.
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Revision support in school

Weekly lunchtime revision sessions have started on Friday lunchtimes in Room 21 . Students get the revision topic a week in advance and are expected to prepare, meaning we can focus on tricky areas and exam technique in the revision session.	There will be revision activities, including exam questions from all topics, in lessons .	Holiday revision sessions will be available for students in the Easter holidays . These sessions will focus on both content and examination technique.
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All the evidence from the last few years of exams shows that the people who did well were the ones who attended the additional revision sessions – it really is that simple!

Revision resources

Your exercise book Hopefully, you've included detailed evidence throughout the GCSE course. Your exercise book will also have feedback on exam questions. This will be particularly necessary for Edward I, as there are no revision resource online or in the revision guide for him.	GCSE Bitesize There are useful resources on Germany, and the BBC may add other topics soon. Make sure you go to the correct part of the site (new 9-1 GCSE, AQA).
The CGP revision guide This has good sections on Health and the People, Germany, and Conflict and Tension.	

What can you do to support your child?

- Encourage them to start revision early: this will be much more effective.
- Encourage them to use a revision timetable and be methodical and disciplined about what they revise, rather than going over the bits they are already familiar with.
- Encourage them to attend revision sessions – the link between attendance and success is clear.
- Test them on their knowledge, e.g. by using revision flashcards they have made.
- Make sure they are not getting too stressed, burning out or forgetting to have fun.

Subject: Maths**Learning Manager: Mr Gaff****Year 11 Overview**


Written exam	Written exam	Written exam
Mathematics Paper 1:	Mathematics Paper 2:	Mathematics Paper 3:

Support in school – The papers society	Resource
<p>Come along every Friday lunchtime 12.30-1pm in Room 25 to work on Exam Questions</p> <p>• Bring along your queries</p> <p>• Work with friends</p> <p>• Try some new material</p> <p>Maths teachers will be available during this time for support</p>	<ul style="list-style-type: none"> Monthly Maths -Answer the questions on the Monthly Maths Calendar (available on the school website). A little and often will make all the difference!!! Maths Genie Just Maths Corbett Maths

CRUCIALLY...

- Be pro-active about your learning, your success is directly proportional to how hard you work
- Practise examination questions regularly
- Learn from your errors—fix and move forward

Example of a maths revision plan

A LITTLE BIT OF MATHS EVERY DAY ...						
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
NOVEMBER '17		1 Write 2.71×10^7 as an ordinary number	2 If it takes 3 people 8 hours to complete a task, how long would it take 4 people to complete the same task?	3 Convert to a mixed number fraction $\frac{21}{5}$	4 84 can be written as $2^2 \times 3 \times 7$. Use this information to help you! a) write 68 as a product of its prime factors. b) write 84^2 using index notation	5
6 What is the gradient and intercept of the line? $2y - 3x = 4$	7 Which of these is a geometric sequence and which is an arithmetic sequence? 1) 3, 9, 27 2) 5, 8, 11	8 Solve: $(x+1)(x+4) = (x-2)(x-3)$	9 Without a calculator work out $6511 \div 17$	10 Calculate $4\frac{5}{6} - 2\frac{1}{5}$	11 The pictogram shows the number of cars in a car park. The total number of cars is 260. How many cars were white? 	12
13 Expand and simplify $3a^2b(5b + 3a) + 4ab^2(5a - 3b)$	14 Work out $24 - 3 \times 5 =$ $8 \times 4 \div 2 =$	15 By rounding estimate the answer to the below: 7.17×36.41 $82.71 \div 19.4$	16 A car costs £17,500 three years ago. The car depreciates at an average 7.5% per year. How much is the car worth now?	17 True or False? $a^3 \div a^4 = a^2$	18 5 pens and 3 pencils cost £1.50 6 pens and 5 pencils cost £2.15 How much does 1 pen cost and how much does 1 pencil cost?	19
20 The n th term of a sequence is given by $4n + 2$. Explain why 21 is not a term in this sequence.	21 A bank is offering 2.4% simple interest or 2.3% compound interest. Which is the better rate if you invested £500 over 2 years?	22 Interior angles in a 9 sided polygon add up to ...?	23 Write each of the below to percentages: $\frac{3}{20}$ $\frac{28}{40}$	24 Ann, Bob and Cath share some money in the ratio 2:5:3. Cath gets £15 more than Ann ... how much did they share?	25 Rebecca uses the digits 5, 4, 7 and 2 to make 4-digit numbers. How many different 4-digit numbers can she make that are greater than 7000?	26
27 Write an expression for the perimeter of a rectangle with width $3x + 4$ and length $4y$	28 Give your answer in standard form $\frac{1.2 \times 10^7}{4 \times 10^4}$	29 Calculate: $\frac{2}{7} \times \frac{7}{22}$	30 The exterior angles for an octagon adds up to ...?	REMEMBER: THE BEST WAY TO REVISE MATHS IS TO "DO MATHS"!		

Subject: Philosophy and Ethics

Learning Manager: Mrs Abbotts

Year 11 Overview

Christianity: Beliefs, teachings, practices

Islam: Beliefs, teachings, practices

Philosophy and Ethics in the Modern World

Revision tips: how to make the most of the Learning Scientists techniques in philosophy and ethics

Flashcards are a good way of using *retrieval practice*. These are useful for remembering details of religious teachings.

Mind maps are a good way of including *dual coding, retrieval practice* and *concrete examples*. To use mind maps properly, make sure you draw them out from memory to test yourself.

Practice questions help with *retrieval practice, elaboration* and *concrete examples*. There aren't many example questions online, so ask your teacher for some questions if you'd like some.

Revision support in school

Lunchtime revision sessions will happen in school on Wednesday lunchtimes of Week B in Room 31.

There will be revision activities, including exam questions from all topics, **in lessons**.

There will be a revision session in the Easter holidays, focusing on both exam technique and subject content.

All the evidence from the last few years of exams shows that the people who did well were the ones who attended the additional revision sessions – it really is that simple!

Revision resources**Your exercise book**

Hopefully, you've included detailed evidence throughout the GCSE course. Your exercise book will also have feedback on exam questions.

The YouTube channel MrMcMillanREvis has lots of good information – be careful, because it is designed for the Edexcel exam board. Ignore the exam technique, but use it for the key content!

GCSE Bitesize

Make sure you go to the correct part of the site (new 9-1 GCSE). There are sections on Christianity and Islam and links to philosophy and ethics in the modern world.

What can you do to support your child?

- Encourage them to start revision early: this will be much more effective.
- Encourage them to use a revision timetable and be methodical and disciplined about what they revise, rather than going over the bits they are already familiar with.
- Encourage them to attend revision sessions – the link between attendance and success is clear.
- Test them on their knowledge, e.g. by using revision flashcards they have made.
- Make sure they are not getting too stressed, burning out or forgetting to have fun.

Subject: Science**Learning Manager: Mrs R Kaur****Year 11 Overview**

Written exam					
Paper 1: Biology	Paper 2: Biology	Paper 1: Chemistry	Paper 2: Chemistry	Paper 1: Physics	Paper 2: Physics



Specifications - Use these as a check list to ensure that you have covered (and understood) all of the required knowledge during your revision.

AQA Combined science (TRILOGY): <http://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF>

Biology: <http://filestore.aqa.org.uk/resources/biology/specifications/AQA-8461-SP-2016.PDF>

Chemistry: <http://filestore.aqa.org.uk/resources/chemistry/specifications/AQA-8462-SP-2016.PDF>

Physics: <http://filestore.aqa.org.uk/resources/physics/specifications/AQA-8463-SP-2016.PDF>

CGP Revision guides:

Full specification coverage with summary quizzes that can be used to check progress. Each guide comes with an access code for an online version of the book. Guides are available from Mr Brown at lunchtimes for a £6 deposit (refunded if the book is returned in good condition after the exams).

Hillcrest School network (available through Home Access Plus):

U:\Departments\Science\GCSE revision has a range of teacher prepared materials.

Website Resources:

Revision world: <https://revisionworld.com/gcse-revision/biology>, <https://revisionworld.com/gcse-revision/chemistry>, <https://revisionworld.com/gcse-revision/physics>: Non board specific coverage of GCSE science, requires registration and is advert supported.

S-cool - <http://www.s-cool.co.uk/gcse/biology>, <http://www.s-cool.co.uk/gcse/chemistry>, <http://www.s-cool.co.uk/gcse/physics>: Choose an activity, revise it, test it and remember it! S-cool includes overviews, exam style questions, multiple choice questions and revision summaries on a range of GCSE science topics.

GCSE Bitesize - <https://www.bbc.co.uk/education/subjects/zrkw2hv>: A classic revision aid with subject overviews, interactive activities and questions on a variety of topics from different syllabi.

Khan Academy - <https://www.khanacademy.org/science/biology>, <https://www.khanacademy.org/science/chemistry?t=classes>, <https://www.khanacademy.org/science/physics>: Many videos on a wide range of topics but you will need to search carefully for relevant material as some cover topics at a level beyond GCSE.

YouTube – Create your own revision video playlist. You can tailor the videos to topics that you need help with.

My-GCSE Science - A subscription site that has useful some free PDF materials at <https://www.my-gcscscience.com/blog/> and free resources that require registration at <https://www.my-gcscscience.com/my-account/checkout/?level=25&board=193>.

Effective Revision Strategies



LEARN TO STUDY USING...

Spaced Practice

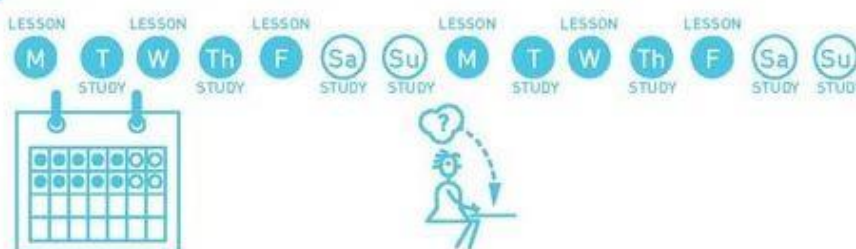
SPACE OUT YOUR STUDYING OVER TIME

LEARNINGSOCIETISTS.ORG

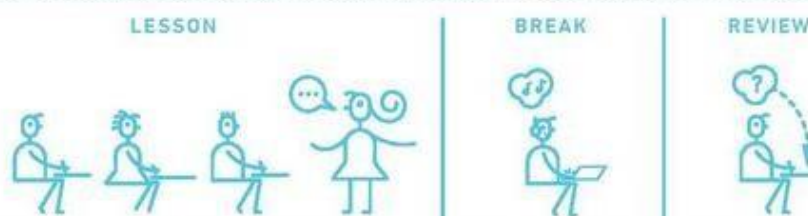


HOW TO DO IT

Start planning early for exams, and set aside a little bit of time every day. Five hours spread out over two weeks is better than the same five hours all at once.



Review information from each class, but not immediately after class.



After you review information from the most recent class, make sure to go back and study important older information to keep it fresh.



HOLD ON!

TESTING 1 2 SPACING 3 SKETCHING



When you sit down to study, make sure you are using effective study strategies rather than just re-reading your class notes.

This may seem difficult and you may forget some information from day to day, but this is actually a good thing! This forces you to retrieve information from memory (see Retrieval Practice poster).



Create small spaces (a few days) and do a little bit over time, so that it adds up!

RESEARCH

Read more about spaced practice as a study strategy

Benjamin, A. S., & Tullis, J. [2010]. What makes distributed practice effective? *Cognitive Psychology*, 61, 228-247.



LEARNINGSIENTISTS.ORG

LEARN TO STUDY USING...

Elaboration

EXPLAIN AND DESCRIBE IDEAS WITH MANY DETAILS

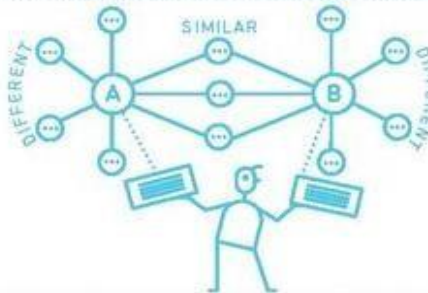


HOW TO DO IT

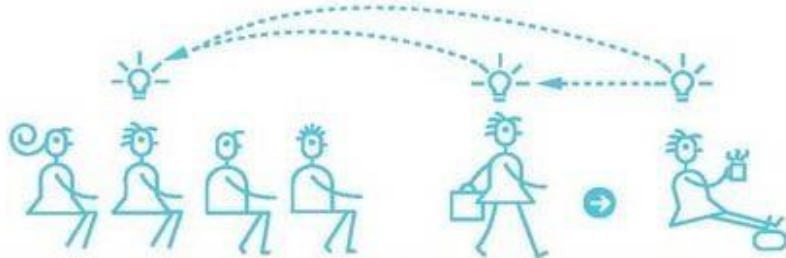
Ask yourself questions while you are studying about how things work and why, and then find the answers in your class materials and discuss them with your classmates.



As you elaborate, make connections between different ideas to explain how they work together. Take two ideas and think of ways they are similar and different.



Describe how the ideas you are studying apply to your own experiences or memories. As you go through your day, make connections to the ideas you are learning in class.



HOLD ON!



Make sure the way you are explaining and describing an idea is accurate. Don't overextend the elaborations, and always check your class materials or ask your teacher.



Work your way up so that you can describe and explain without looking at your class materials.

RESEARCH

Read more about
elaboration
as a study strategy

McDaniel, M. A., & Donnelly, C. M. (1996). Learning with analogy and elaborative interrogation. *Journal of Educational Psychology, 88*, 508-519.

Wong, B. Y. L. (1985). Self-questioning instructional research: A review. *Review of Educational Research, 55*, 227-268.



LEARN TO STUDY USING...

Interleaving

SWITCH BETWEEN IDEAS WHILE YOU STUDY

LEARNINGSIENTISTS.ORG



HOW TO DO IT

Switch between ideas during a study session. Don't study one idea for too long.



Go back over the ideas again in different orders to strengthen your understanding.

TOPICS
A B CSTUDY
SESSION
1TOPICS
C B ASTUDY
SESSION
2TOPICS
A C BSTUDY
SESSION
3

Make links between different ideas as you switch between them.



HOLD ON!



While it's good to switch between ideas, don't switch too often, or spend too little time on any one idea; you need to make sure you understand them.



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

RESEARCH

Read more about
Interleaving
as a study strategy

Rohrer, D. (2012). Interleaving helps students distinguish among similar concepts. *Educational Psychology Review*, 24, 355-367.



LEARN TO STUDY USING...

Dual Coding

COMBINE WORDS AND VISUALS

LEARNINGSIENTISTS.ORG



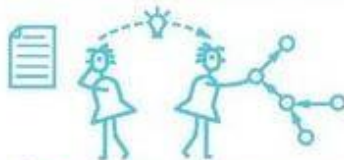
HOW TO DO IT



Look at your class materials and find visuals. Look over the visuals and compare to the words.



Look at visuals, and explain in your own words what they mean.

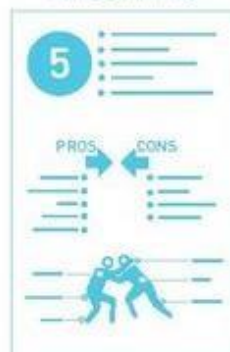


Take information that you are trying to learn, and draw visuals to go along with it.

HOLD ON!

Try to come up with different ways to represent the information visually, for example an infographic, a timeline, a cartoon strip, or a diagram of parts that work together.

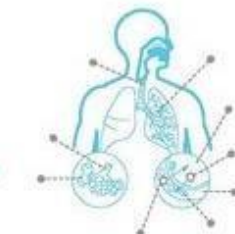
INFOGRAPHIC



CARTOON STRIP



DIAGRAM



GRAPHIC ORGANIZER



TIMELINE



Work your way up to drawing what you know from memory.



RESEARCH

Read more about dual coding as a study strategy

Mayer, R. E., & Anderson, R. B. (1992). The instructive animation: Helping students build connections between words and pictures in multimedia learning. *Journal of Educational Psychology*, 4, 444-452.



LEARNINGSIENTISTS.ORG

LEARN TO STUDY USING... Concrete Examples

USE SPECIFIC EXAMPLES TO UNDERSTAND ABSTRACT IDEAS



HOW TO DO IT

Collect examples your teacher has used, and look in your class materials for as many examples as you can find.



Make the link between the idea you are studying and each example, so that you understand how the example applies to the idea.



Share examples with friends, and explain them to each other for added benefits.



HOLD ON!



You may find examples on the internet that are not used appropriately. Make sure your examples are correct - check with your teacher.



Ultimately, creating your own relevant examples will be the most helpful for learning.

RESEARCH

Read more about concrete examples as a study strategy

Rawson, K. A., Thomas, R. C., & Jacoby, L. L. (2014). The power of examples: Illustrative examples enhance conceptual learning of declarative concepts. *Educational Psychology Review*, 27, 483-504.



LEARNINGSOCIETISTS.ORG

LEARN TO STUDY USING... Retrieval Practice

PRACTICE BRINGING INFORMATION TO MIND



HOW TO DO IT

Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.



Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.



You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.



HOLD ON!



Retrieval practice works best when you go back to check your class materials for accuracy afterward.



Retrieval is hard! If you're struggling, identify the things you've missed from your class materials, and work your way up to recalling it on your own with the class materials closed.



Don't only recall words and definitions. Make sure to recall main ideas, how things are related or different from one another, and new examples.

RESEARCH

Read more about
retrieval practice
as a study strategy

Roediger, H. L., Putnam, A. L., & Smith, M. A. (2011). Ten benefits of testing and their applications to educational practice. In J. Mestre & B. Ross (Eds.), *Psychology of learning and motivation: Cognition in education*, (pp. 1-36). Oxford: Elsevier.