

THIS EVENING, YOU WILL ATTEND
4 SESSIONS ABOUT REVISION

SESSION 1: LEARN IT

EFFECTIVE STRATEGIES FOR LEARNING
(AND RELEARNING) INFORMATION.

SESSION 2: USE IT

HOW TO APPLY LEARNT KNOWLEDGE
TO EXAM-STYLE QUESTIONS DURING
REVISION.

SESSION 3: REVIEW IT

HOW TO JUDGE THE SUCCESS OF
EXAM-STYLE QUESTION PRACTICE
DURING REVISION.

SESSION 4: ORGANISATION

HOW TO PLAN AND MANAGE AN
EFFECTIVE REVISION SCHEDULE.

YOU WILL ALSO ATTEND 2
SESSIONS ABOUT YEAR 11
AND NEXT STEPS

SESSION A: MRS BRACK

MAKING YEAR 11 A SUCCESS

SESSION B: MRS MORGAN

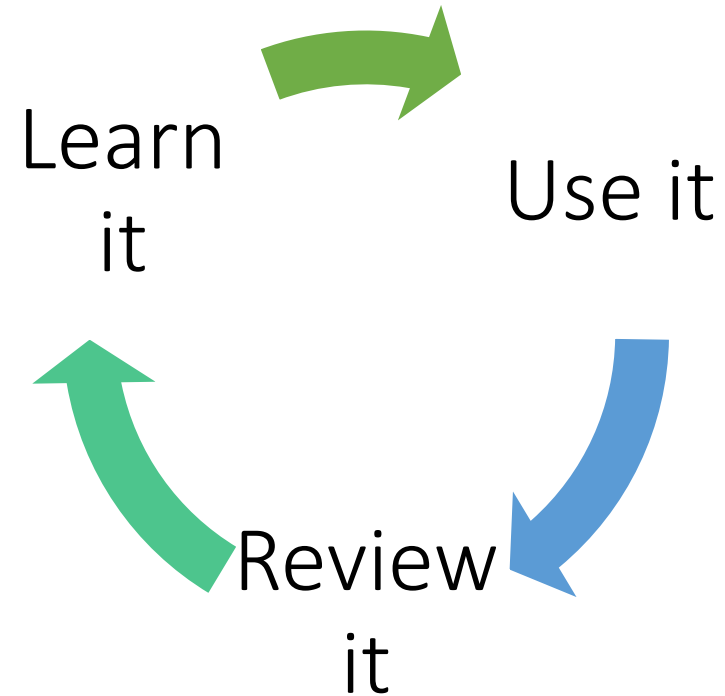
WHAT TO EXPECT
BEYOND GCSES

YOU ARE HERE!

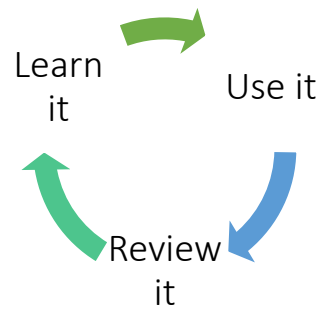


Session 4: Organisation

How to plan and manage an effective revision schedule.



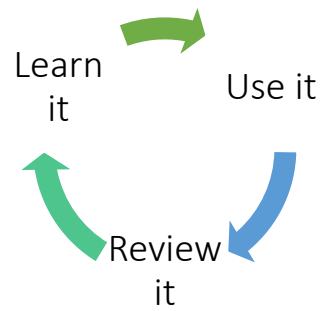
Session 4: Organisation



In this session, we will consider how to put the revision cycle in to practice so that it manageable and effective.

We will go through a number of practical suggestions.

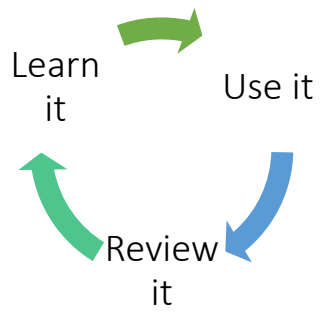
Session 4: Organisation



1. Chunk up your subjects.

- Making a revision timetable which just identifies subject (so it says 'Science' and 'Maths') on it is too general. Students are likely to sit down to their designated 'Science' session and then not know where to start.
- Instead, specify exactly which topic in each subject you are intending to study, and possibly which part of the revision cycle you are intending to be at too (are you learning, using or reviewing?).
- For example, the timetable could say 'English: Romeo and Juliet. Love. Learn it.' That would tell you that, during that session, you intend to learn information which would help you to write an exam answer on the topic of love in Romeo and Juliet.
- You would then expect to see another session labelled 'English: Romeo and Juliet. Love. Use it'. In that session, a student would sit down and try to apply what they learnt in the previous session to an exam-style answer.

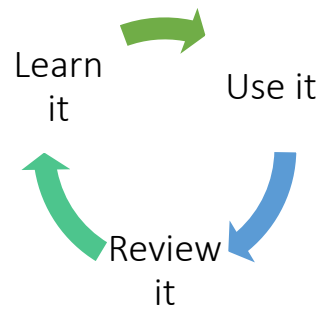
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2. Prioritise.

- GCSE students are juggling a lot of information. It is important to make sure you have the big picture overview of everything you need to do, and then prioritise your most important tasks.
- Don't hide from the difficult topics. It is a much more effective use of your time to revise topics that you find difficult rather than go over things that you like or think that you are 'good at'. Spending time on your weakest areas will have much more impact on your grades than spending time on areas that are already strong.

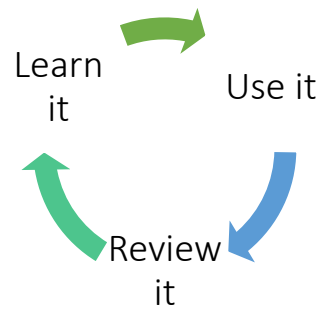
Session 4: Organisation



3. Be realistic.

- Don't plan a revision timetable that you have no chance of keeping. You will be setting yourself up for failure.
- If you are starting from a place where you don't really revise at all, build up gradually.
- Remember to plan in breaks. You won't be able to concentrate consistently for long periods of time. You will cover just as much work in a shorter amount of time if you build in time to rest

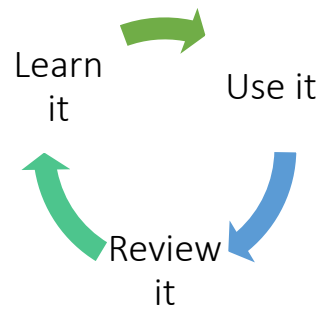
Session 4: Organisation



4. Choose how to apply the revision cycle.

- The cycle could be completed in one revision session. For example:
 - 20 minutes learning quotes about how Scrooge is presented in Stave 1 of A Christmas Carol.
 - 5 minutes break
 - 20 minutes writing a paragraph about how Scrooge is presented in Stave 1 of A Christmas Carol.
 - 5 minutes break
 - 20 minutes reflecting on and improving your paragraph about Scrooge in Stave 1, and setting targets for future.
- Alternatively, the cycle could take place over multiple days, or even weeks.
- You might feel that you need multiple 'Learn' sessions before you are ready for a 'Use' session.
- In some cases, you might feel that you don't need to plan in an 'Learn' sessions for a particular topic, if you are confident that you already know everything you need to know. Instead, you could go straight to a 'Use' session, just to make sure that you would be able to tackle the exam in that topic.
- You might be in multiple cycles at the same time. For example:
 - 20 minutes learning quotes about how Scrooge is presented in Stave 1 of A Christmas Carol.
 - 5 minutes break
 - 20 minutes learning vocabulary for French
 - 5 minutes break
 - 20 minutes writing an exam answer on rainforests for Geography (which you had learnt about the day before)

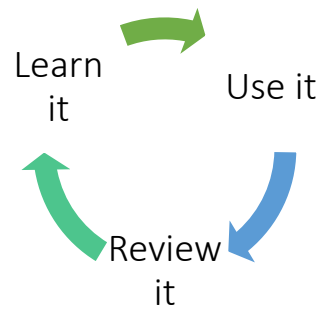
Session 4: Organisation



5. Plan a bit at a time.

- Don't plan too far in advance all at once. Your priorities might change based on the revision that you do. For example, you might realise that the revision cycle you complete on one topic makes you feel more confident about another topic.

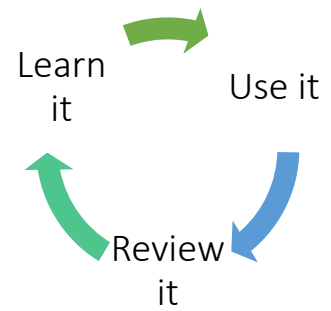
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6. Plan your breaks!

- One of the most difficult things about revision is getting started.
- How are you going to make sure that your 5 minute break doesn't turn into 30 minutes, or you not starting revision again at all?
- You could set a timer on your phone
- You could plan activities rather than time. So rather than a 5 minute break, plan to stop for as long as it takes to make a cup of tea and eat a biscuit.
- You could ask someone else to time your break for you. Tell them when you are going to start work again; it could help to make you accountable and keep you on track.

Session 4: Organisation



7. Environment

- You should be able to sit down and start revising straight away. You don't want to waste valuable time finding things that you need – it'll just make the whole revision session seem much more drawn out.
- Try and find a place where you will be undisturbed and can focus. Prep runs for 2 hours after school every day if students are finding it hard to find a quiet place to work at home.
- Try to have a place ready prepared with everything you need for revision. This could be a desk, or even just a box full of resources.
- Resources that you would be useful to have to hand:
 - Different types of paper
 - Different coloured pens
 - Revision guides
 - Texts books

