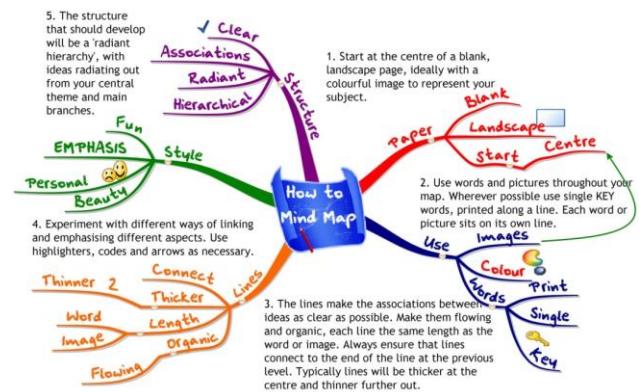


# Revision Techniques





# SLEEP



## **How much sleep should teenagers get each night?**

Teenagers generally need about **nine hours** sleep each night – however – they often don't get enough!

### **Issues...**

Complaining about having to get up and being too tired!



Gadgets before bedtime = light and mind stimulation tricks the brain into thinking it is time to get up NOT go to sleep!

Go to bed at the same time so their body gets into a routine



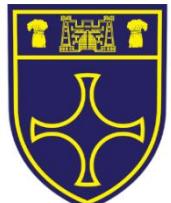


# How long should you revise for before taking a break?

Breaks and variety are important when revising. If you revise for too long, your mind will start to drift.

Students should be revising for at least half an hour at a time but go with the flow. 45 minutes is ideal as this is how long students should spend on each section of the exam. A 10 minute break should follow before continuing for another 45 minutes before a longer break.

Find what works for your child.



# **Types of revision useful to English:**



Exam questions in timed conditions

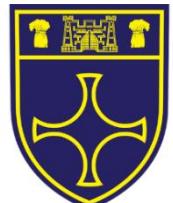
Chunking

Re-reading the set texts

Re-writing notes in bullet form/images

Spider Diagrams/Mind Maps

Flash cards



# Exam Questions:



The best way to revise for English is to complete an exam question in timed conditions.

Students have 45 minutes per section on the exam.

They should spend:

5 minutes planning

37 minutes writing

2 minutes checking their answer

The more they do this, the better they get at developing their answers and writing enough in the allotted time.

If they hand these in to their teacher then they can be given feedback on their response and then next time they have a go they can use the feedback to help improve their answer.





# Chunking:

Chunking is where you split your work in to manageable sections to revise from.

Revise each ‘chunk’ and simplify this using bullet points, key facts, highlighting.

Research show you are able to remember much more information if you ‘chunk it’ rather than trying to remember it all at the same time.



# Chunking example:

# 'Romeo and Juliet'



Students should then find 4-5 short key quotes (3-5 words long max) for each key scene and some relevant context. These should be memorised.

Identify the terminology in each quote.

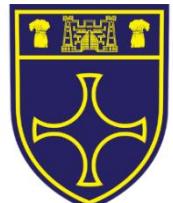




# Chunking:

Students should do the same for each of the texts they are studying.

They can then create a revision timetable stating which key scene of which text they are going to revise each night.



# Timetable:



Make a timetable - this will help students plan their revision.

Plan the focus in advance – what are they less confident with? Start with that!

Manage their time - develop a regular work schedule. Where will they revise? (Kitchen/dining table? Bedroom? Library? School?) When? (As soon as they get in from school? Between 5 and 7pm? What time is best for them and you?)

Include other unavoidable academic / work / family commitments, and chunk time into 45 minute sessions.

Set a revision timetable with realistic goals.

Think of it as part of the course - not something separate.

Don't cram everything in the last few days before the exam.

Do this well before the final exam, because people often find that by the time they include their other lessons and commitments, they have far less time than they thought.

Display the timetable on the fridge or somewhere where everyone can see it so that everyone can support with it.

Stick to it!!!



# Revision timetable example:

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>
45 mins	R&J AIS2 'Parent Child'	ACC Stave 3 – Ignorance and Want	AIC How are men typical of their class?	P&C Poetry 'Bayonet Charge' Power		Unseen	ACC – the change in Scrooge
Break						10 mins	10 mins
45 mins						AIC How is Mrs Birling used to portray views about class?	R&J A3S5 'Parent/child relationships'
Break							
45 mins							



# Revision timetable:

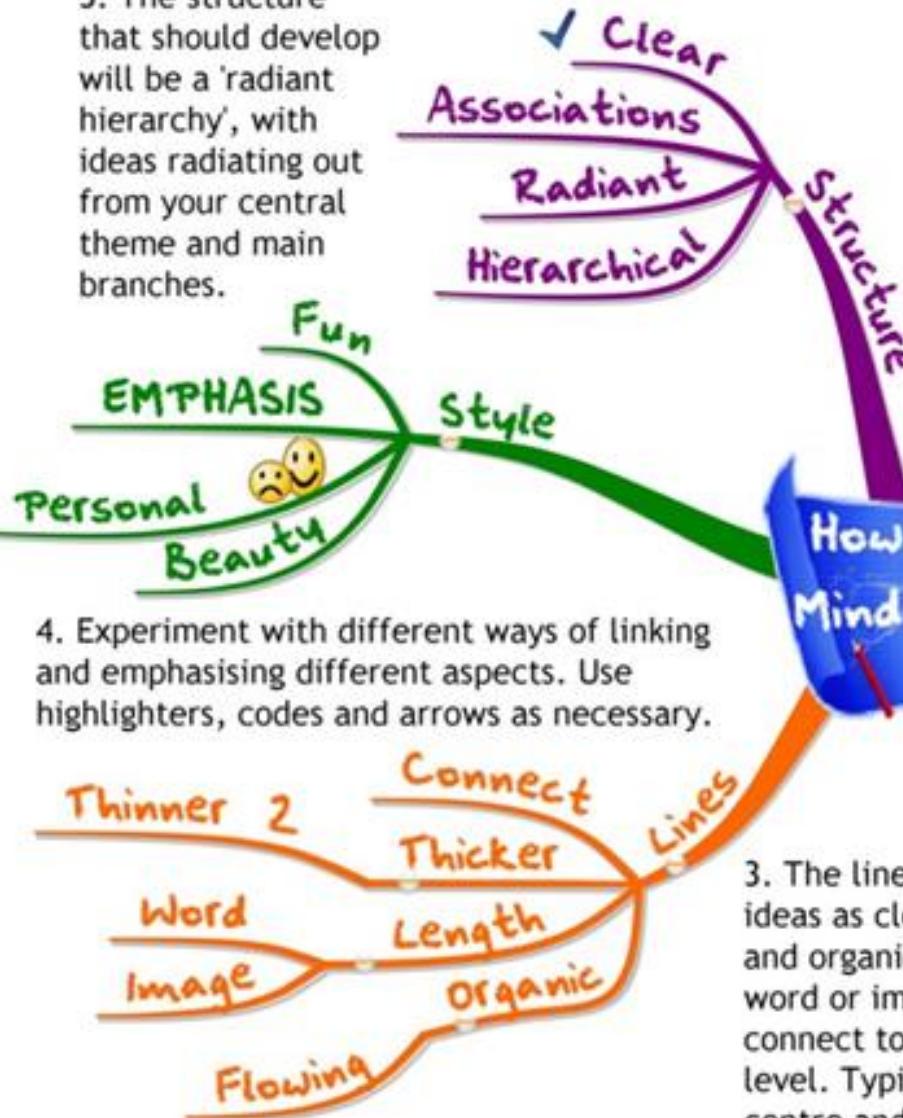
## Why produce a timetable?

- Reduces stress.
- Increases attainment.
- Ensures you start in time.
- Allows you to prioritise the time you spend on each part of each text.
- Means all texts are reviewed several times which reduces the risk of forgetting.



# Spider diagram/Mind Map:

5. The structure that should develop will be a 'radiant hierarchy', with ideas radiating out from your central theme and main branches.



4. Experiment with different ways of linking and emphasising different aspects. Use highlighters, codes and arrows as necessary.

1. Start at the centre of a blank, landscape page, ideally with a colourful image to represent your subject.

How to  
Mind Map

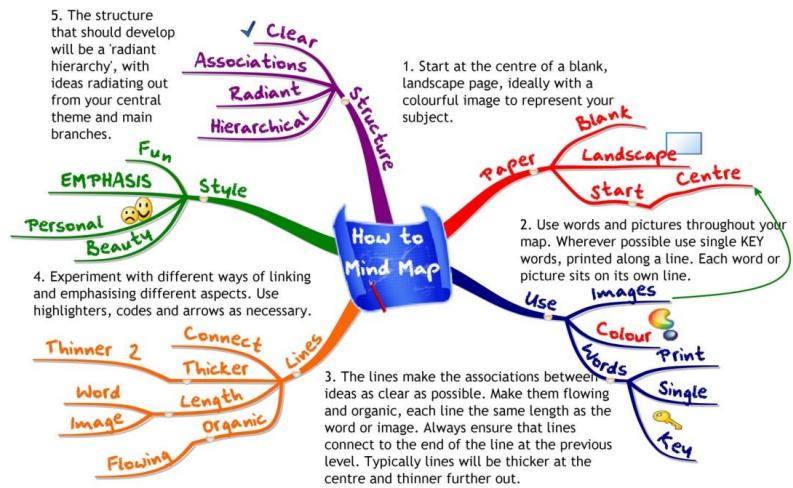
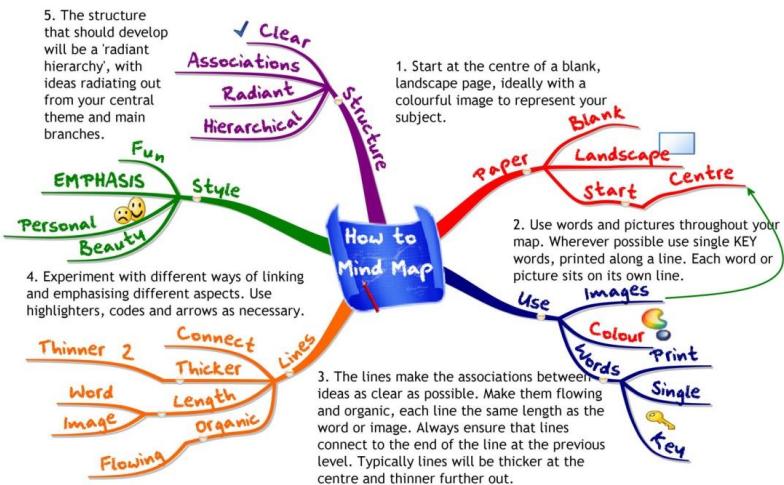
2. Use words and pictures throughout your map. Wherever possible use single KEY words, printed along a line. Each word or picture sits on its own line.

3. The lines make the associations between ideas as clear as possible. Make them flowing and organic, each line the same length as the word or image. Always ensure that lines connect to the end of the line at the previous level. Typically lines will be thicker at the centre and thinner further out.



# Spider diagram/Mind Map:

Students should try to visualise the mind maps in their exams to help them recall the information .



- Make them clear
- Make them colourful
- Add images
- Work on A3 paper
- Include all key information for each text
- Display them in your house to aid revision



# Flash Cards:



Use individual cards that can be taken with you so your child can revise at home as well as when they are out.

Write notes in bullet points/key points.

As your child does more and more revision they can reduce the amount of notes on their flash cards.

Consider adding diagrams/graphs as well.





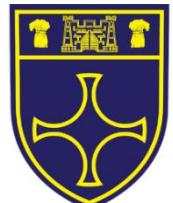
# Flash Cards:

When learning key quotes or terminology, students might find it most effective to simply write one word clearly on each card.

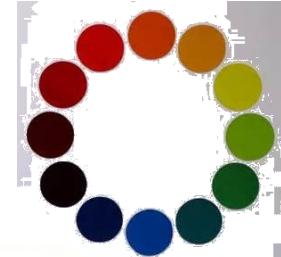
If jotting down more information, be sure to keep things as simple and as clear as possible.

Pare all details down to the minimum and what will be left is a card that acts as a visual aid.

Get your child to look at the card, then hide it away. Get them to try to recall all that was written on it. Afterwards, go back and see how well your child have done and what they missed out.



# Colours:

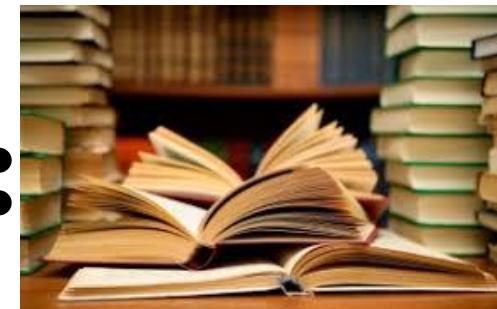


It is always good to use a range of **colours** when **revising**.

Using **colours** makes sure that their notes **stand out** and they can **identify** the different sections and key points.



# Re-reading the text:



This is exactly what it says it is!

Students should re-read the set texts at least three times before the exams.

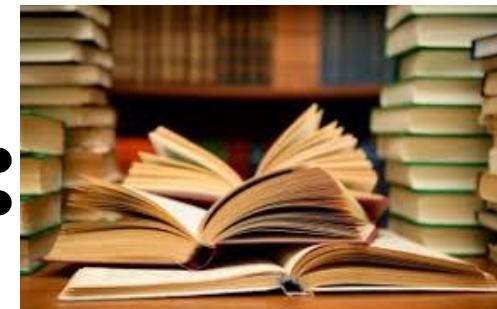
Research shows that this is one of the most effective ways to revise.

They may wish to combine this with another revision strategy.

E.g creating **flash cards** or **mind-mapping**.



# Re-reading the text:



It doesn't hurt to watch the film version of the texts, **as long as it is a version very close to the original text.**

Ian Ramsey English Department suggest the following versions:

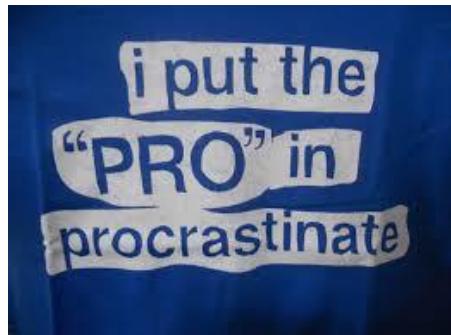
- 'Romeo and Juliet' directed by Zeffirelli
- 'A Christmas Carol' starring George C. Scott
- 'An Inspector Calls' 1984 BBC version (can be found on YouTube)



# What is the biggest barrier to revision?

‘Procrastination is the practice of carrying out less urgent tasks in preference to more urgent ones’, or in other words ‘putting things off and doing something else’.

- “Procrastination is the disease eating away at student productivity...”
- Studies show 70% of students are affected by this



# Revision tip



Revision with the TV on is not effective!

Turn it off!



# Revision tip



## Always do the hard topics first...

- What text or section does your child find the hardest? Make a list of them.
- These will be their revision priority....and will need more of their time.

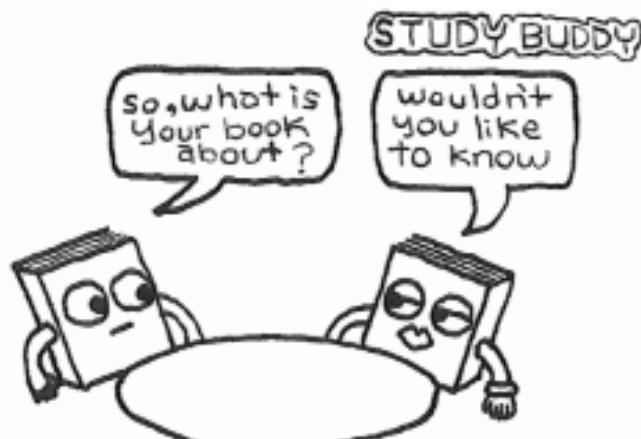


# Revision tip:



## Study buddy...?

Teaching someone else what you have learned improves your own learning and understanding. Get your child to teach you what they have learned – maybe they could even teach you what a killer paragraph is!





# Revision tip:

## Past papers...

Pupils are encouraged to use past paper questions to test their understanding and develop their exam technique. Students have been given so many example questions since September that there are more questions to practise than there are days left until the exam. (55 days)



# Feeling Tired?



## Stop the snooze...

Students should not revise until they become tired: they will not remember what they have read, and their efforts will be wasted.

If they start to feel tired, they should take a short break, and maybe get some fresh air.

Short sessions of revision should help them to avoid this danger.

For efficient revising, short and often is best.



# Create Good Conditions:

## Get the conditions right...

Students should sit at a desk or table in a proper chair. They should be comfortable but not slouched.

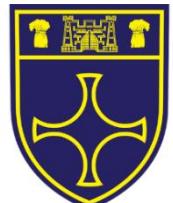
Good lighting helps - give their eyes a treat.



Background noise is a distraction that they learn to live without it. Turn off music, TV, computers and phones.

Get all study materials ready. These are the basics needed for revision:

- Annotated copies of the set text
- School book and folder of resources
- Revision materials such as the revision booklets produced by the school
- Pens
- Pencils
- Highlighters



# To finish:

Think about which revision methods and techniques work best for your child?

How much revision are they currently doing at home/after school?

Have they made a revision plan?

# What are their next steps?



# Any questions?

I got 99 PROBLEMS  
but REVISION ain't one



Read NOW!

Don't let this be you...



Plan ahead!

