WIN WESSEX INSPIRATION NETWORK

BATH · Bath College · UCW · Wiltshire College

SUPPORTING YOUR CHILD WITH REVISION

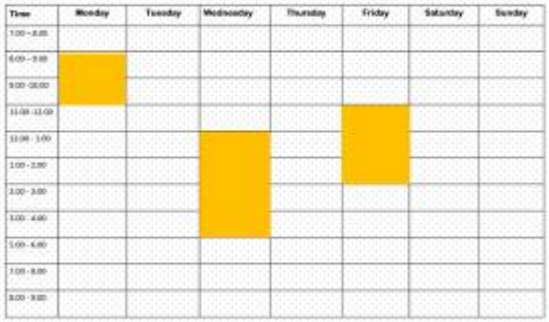
DON'T LEAVE REVISION UNTIL THE LAST MINUTE!

PLANNING REVISION

GETTING THEM TO PRIORITISE

- Get them to write down all of the subjects and give themselves a mark out of ten on how confident they feel with this subject.
- For the subjects that they are least confident in, ask them to write down the areas that they find most tricky. (Quite often they will say all of it, so have their revision guides to hand so you can go through page by page and get them to select their worst bits!)
- By doing this you will help them to produce a list of topics that most urgently need addressing. Facing these areas head on will help them grow in confidence and understand the value of revision

Where does their time go?



-On post-its. Note down all activities they do daily/weekly

-Block out time on the timetable

-Assign slots to the topics that need prioritising the most.

-Build in time for rest and relaxation

-Make a copy of the timetable and stick to the fridge so you can chivvy when needed

-When you receive the exam timetable stick this to the fridge too.

You might find that they need to decrease the amount of time spent on some aspects of their life up until the exams. To minimise friction try to get them to decide what things that they will cut out until the exams are over.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7.00 – 8.00							
8.00 – 9.00							
9.00 -10.00							
10.00 -11.00							
11.00-12.00							
12.00 - 1.00							
1.00 - 2.00							
2.00 - 3.00							
3.00 - 4.00							
4.00 - 5.00							
5.00 - 6.00							
6.00 - 7.00							
7.00-8.00							
8.00-9.00							

IDENTIFY BARRIERS TO LEARNING

- How can you ensure they have a suitable working environment?

GCSE Exam Boards

Make sure your child knows which exam boards that they are studying and the specifications they follow.

Make sure they check their exam timetable when they receive it to check for clashes and level of entry. Keep a copy on the fridge as a reminder for everyone.

THE 3 STEPS

ACQUIRING KNOWLEDGE
Ideally 8 months in advance

APPLYING KNOWLEDGE
At least 4 months in

DEMONSTRATING KNOWLEDGE
At least a month in advance

STEP 1

Knowledge Acquisition Techniques- DO SOMETHING WITH IT!!

MNEMONICS

Good for learning the order of events/systems, timelines, chemical equations

MIND MAPS

Good for summarising and making links between a whole topic, add diagrams and pictures to aid memory

FLASHCARDS

Good for learning key words or phrases as well as quotes for English. Great for doing a quick burst of revision at breakfast or in a spare 10mins

POSTER & POST-ITS

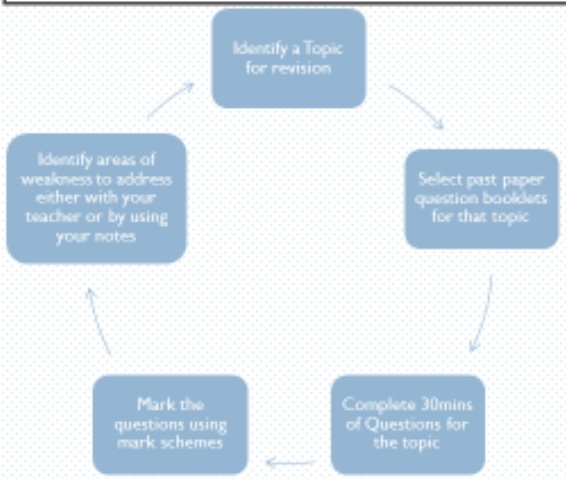
Good for visual learners, chunk information and place in different areas of the house. These help association when in and exam.

WHAT CAN I DO IN THIS PROCESS?

- Help them organise the revision materials that they produce in folders or on their walls
- Quiz them on key terms or quotes
- Encourage them to see their teacher for sections that they struggle with.
- Try to learn some key terms with them so that you can challenge each other in games.
- Reward them with nice snacks/favourite dinner
- Provide stationary for them to produce revision materials (encourage them not to spend ages writing titles!!!)

STEP 2 – KNOWLEDGE APPLICATION

PAST PAPER QUESTIONS BY TOPIC



WHAT CAN I DO IN THIS PROCESS?

- Produce a folder of past paper questions by searching on the internet.
- Help them to review their answers by going through the mark schemes with them (kids often cannot interpret how their answer is different to the mark scheme)
- Make a list of the strengths and weaknesses that result from that session.
- Encourage them to see their teacher for persistent weaknesses.
- Check what revision sessions the school are providing –encourage attendance.
- Reward them with nice snacks/favourite dinner

STEP 3- KNOWLEDGE DEMONSTRATION

Close to the exams your child should be completing whole past papers under timed, exam conditions.

Use mark schemes to mark them and grade boundaries to provide grades.

If they have time get them to look at examiner reports-these identify common errors that students make

PAST PAPERS

WHAT CAN I DO IN THIS PROCESS?

- Ensure you know which exam board and course that they are doing
- Produce a folder of past exam papers with the mark schemes
- Help them to review their answers Make a list of the strengths and weaknesses that result from that session.
- Encourage them to see their teacher for persistent weaknesses.
- Reward them with nice snacks/favourite dinner

ACTIVE LEARNING STRATEGIES

KEYWORDS AND DEFINITIONS

- Make up a set of keywords and definitions cards for every topic. In science getting a high level 3 low level 4 can be achieved by learning all the key terms.

SPLAT!
Stick all the keywords around your bedroom. Stand in the middle of your room with someone reading out the definitions. For each one you throw either a sponge ball or rolled up socks at the correct key word. If you have a friend you could play splat

MEMORY
Lay cards face down on the desk and do the old childhood game of 'memory' trying to remember the location of each matching pair

JOIN THE DOTS
Take a large piece of paper and put dots in different places to create an overall picture. For each dot place a keyword and then join to the next dot writing how they link along the line.

MAKING MUSIC
Use apps like 'Ditty' to put your keyterms and definitions to your favourite music

---

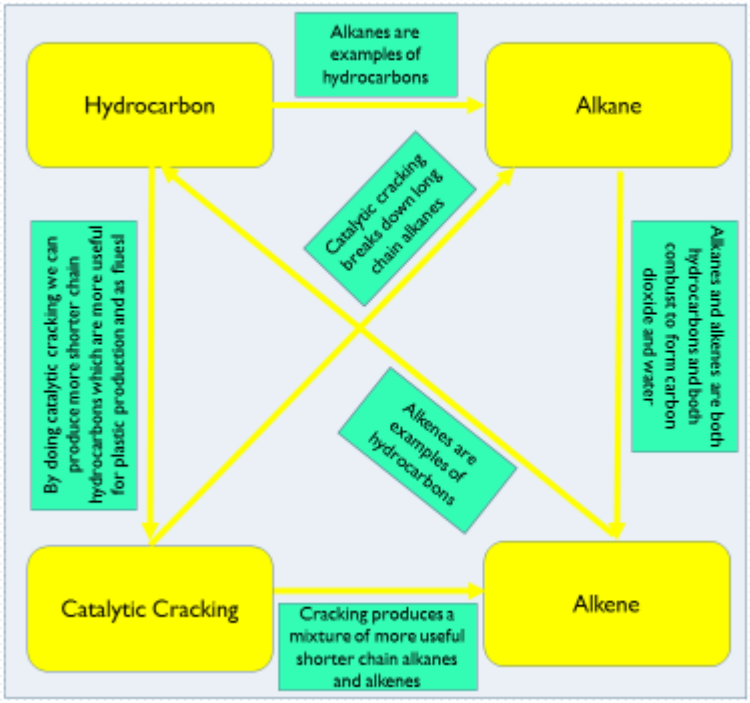
MARK SCHEME FIRST- WORK OUT WHAT THE QUESTION IS ONLY USING INFORMATION FROM THE MARK SCHEME

Question 6 continued

Question	Answers	Extra information	Mark	AO / Spec.
06.2	any **four** from: • poly(ethene) produced by addition polymerisation whereas polyester by condensation polymerisation • poly(ethene) produced from one monomer whereas polyester produced from two different monomers • poly(ethene) produced from ethene / alkene whereas polyester from a (di)carboxylic acid and a diol/ alcohol • poly(ethene) is the only product formed whereas polyester water also produced • poly(ethene) repeating unit is a hydrocarbon whereas polyester has an ester linkage		4	AO1/1 AO2/1 AO2/1 AO2/1 AO2/1 4.7.3.1, 2

CONNECT 4

1. Pick at random 4 keywords from one topic. Write down a definition for it on the back.
2. Devise a way in which two of the words link and then move on
3. Complete 4 links and record them on one sheet



GCSE Maths Breakfast Workout A: Higher (No calculator)

1	Find the value of $4w^2 - 8w + 7$ when $w = 3$	
2	Simplify $(4x^4y^{-2})^3 \div (2x^6yz^8)^2$	
3	Estimate $\frac{105 \times 63}{8.92 - 0.41}$	
4	What is the exterior angle of a regular octagon?	
5	Simplify $3\pi x(x + 2) - 2x(5 + 15x)$	
6	Evaluate $\cos\theta - \sin 30 + \tan 60$	
7	Find the lowest common multiple of 84 and 56	
8	Evaluate, giving your answer in standard form: $(3.5 \times 10^8) \times (8.2 \times 10^5)$	
9	Factorise fully: $5x^3 - 5$	
10	What is the equation of a circle with centre (0, 0) and diameter 14?	
11	Rationalise and simplify $\frac{\sqrt{5}(2+\sqrt{10})}{\sqrt{2}}$	
12	$f(x) = \frac{3x+7}{x}$. Find $f^{-1}(x)$.	

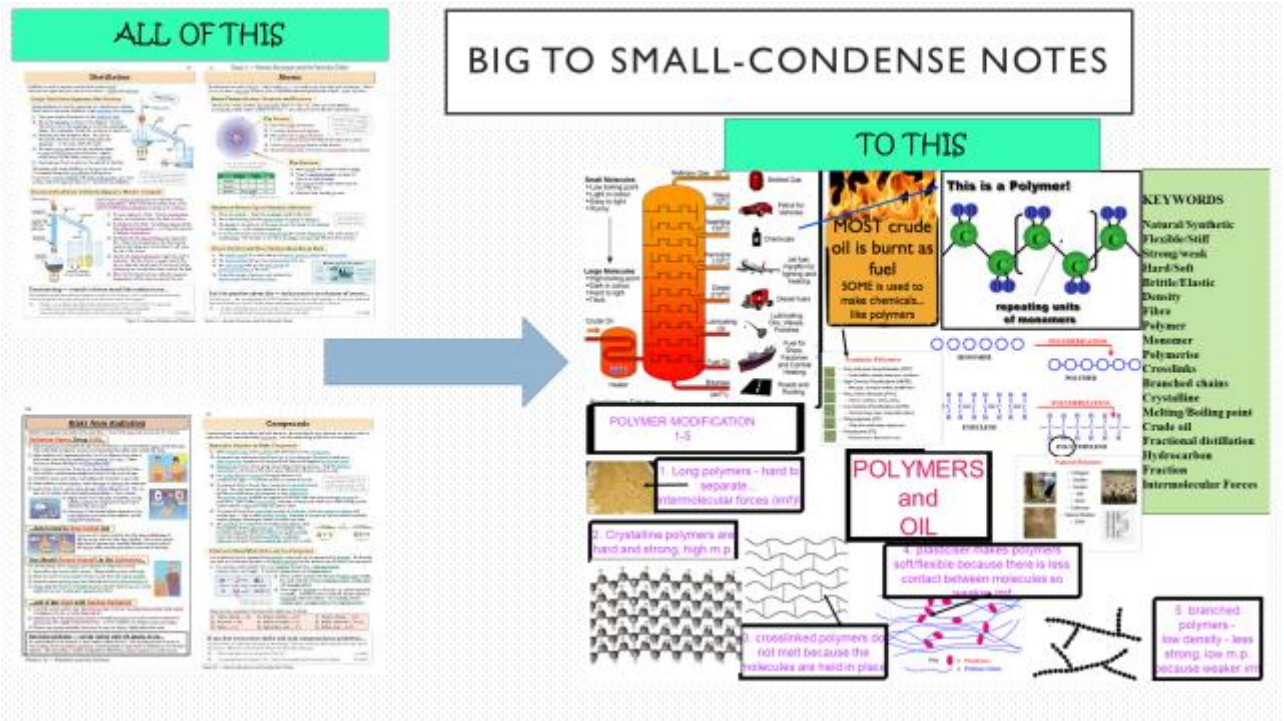
1	Find the value of $4w^2 - 8w + 7$ when $w = 3$	19
2	Simplify $(4x^4y^{-2})^3 \div (2x^6yz^8)^2$	$\frac{16y^{16}}{z^{16}}$
3	Estimate $\frac{105 \times 63}{8.92 - 0.41}$	24,000
4	What is the exterior angle of a regular octagon?	45°
5	Simplify $3\pi x(x + 2) - 2x(5 + 15x)$	$-58x$
6	Evaluate $\cos\theta - \sin 30 + \tan 60$	$\frac{1}{2} + \sqrt{3}$
7	Find the lowest common multiple of 84 and 56	168
8	Evaluate, giving your answer in standard form: $(3.5 \times 10^8) \times (8.2 \times 10^5)$	2.87×10^{14}
9	Factorise fully: $5x^3 - 5$	$5(x + 1)(x - 1)$
10	What is the equation of a circle with centre (0, 0) and diameter 14?	$x^2 + y^2 = 49$
11	Rationalise and simplify $\frac{\sqrt{5}(2+\sqrt{10})}{\sqrt{2}}$	$\sqrt{10} + 5$
12	$f(x) = \frac{3x+7}{x}$. Find $f^{-1}(x)$.	$f^{-1}(x) = \frac{7}{x-3}$

BREAKFAST WORKOUT

SHORT STRAIGHT FORWARD QUESTIONS TO GIVE YOU A QUICK 10 MINUTE REVISION SESSION. USE A TEXT BOOK AND SELECT 10 QUESTIONS FROM THE BOOK. (MAKE LOTS OF SETS TO USE WHEN YOU HAVE A SPARE FEW MINUTES)

DOMINOES LOOP-ARRANGE THEM AGAINST THE CLOCK

START	**Graphite**	An allotrope of carbon that is made of layers with weak forces between the layers which make it a good lubricant	**Ionic Bond**	The electrostatic attraction between a positive and negative ion	**Covalent Bond**
FINISH					The electrostatic attraction between the positive nucleus and the shared pair of electrons
An atom that has gained or lost electrons. Gaining electrons creates negative ions. Losing electrons create positive ions.	**Ion**	The attraction between the positive cation and the surrounding sea of delocalised electrons	**Metallic Bond**	An allotrope of carbon that has 4 strong covalent bonds which means that it is very hard	**Diamond**

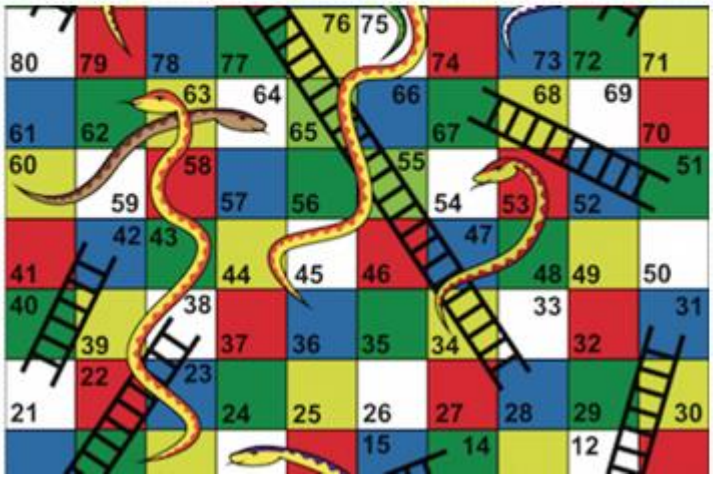


STATEMENTS INTO EXPLANATIONS. IN PAIRS WRITE DOWN SOME KEY STATEMENTS FROM A TOPIC-ONE ON EACH POST IT. SWAP THEN ADD BECAUSE TO THE END OF THE STATEMENT TO TURN IT INTO AND EXPLANATION TO EXPLAIN IT

EXAMPLE

- Graphite conducts electricity…..because it only has three of its outer electrons involved in bonding so there is one delocalised electron which can move when a potential difference is applied.

BOARD GAMES



Create your own board games.

For learning about advantages and disadvantages of topics or content (Eg the benefits and drawbacks of polymers)

- Snakes- Disadvantages, with the longest snake being the biggest disadvantage.
- Ladders-Advantages- longest ladder being the greatest advantage.