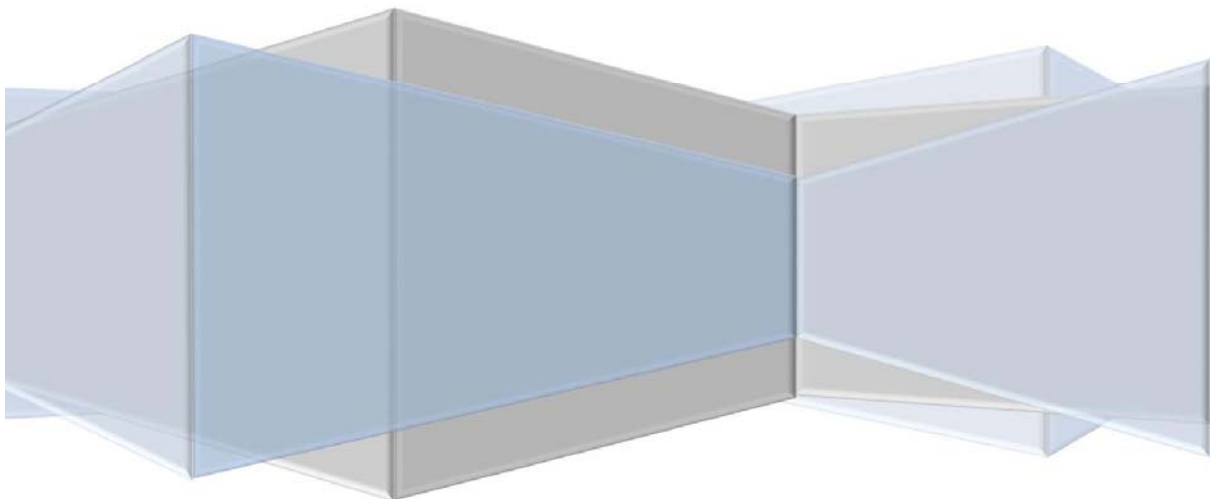




**LEES BROOK
COMMUNITY
SCHOOL**

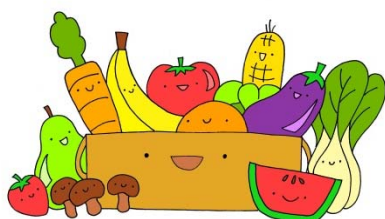
YEAR 11 REVISION GUIDE

2017



TOP TEN REVISION TIPS

1. Short bursts of revision (30 - 40 minutes) are most effective. Your concentration lapses after about an hour and you need to take a short break (5 - 10 minutes).
2. Find a quiet place to revise - your bedroom, school, and the library - and refuse to be interrupted or distracted.
3. Make sure you don't just revise the subjects and topics you like. Work on your weaker ones as well.
4. Make your own revision notes because you will remember what you have written down more easily. Write bullet points on post it notes and stick on cupboards or doors so you see them every day.
5. Rewrite the key points of your revision notes and read them out loud to yourself. We remember more than twice as much of what we say aloud than of what we merely read.
6. Use different techniques. Make your own learning maps, use post it notes to write key words on or create flash cards. Record your notes and listen to them back on your player/phone. Ask friends and family to test you. Use highlighter pens to make important points. Chant or make up a rap song!
7. Practise on past exam papers or revision texts available on the web. Initially do one section at a time and progress to doing an entire paper against the clock.
8. You will need help at some stage; ask parents, siblings, teachers or friends. Please ask your teachers for anything you need.
9. Don't get stressed! Eat properly and get lots of sleep.



10. Believe in yourself and be positive. If you think you can succeed, you will; if you convince yourself that you will fail, then that's what will probably happen!

EFFECTIVE REVISION

To be effective, revision must be:

- Active - always work with a pen and paper, look for key points, and test yourself. Never just sit down and read for a set period. Focus on tasks, not time, if you just read notes, you will only retain about 10% of the information.
- Organised - always ask yourself at the start of a study sessions “what do I want to have completed in this session?” Have a plan for what you want to cover this week and this month. Have an overview of the priority areas in each subject.

Getting Started on Revision

Where?

Find a fixed place to study (a particular desk/room at home, a spot in the library, etc.) that becomes firmly associated in your mind with productive work. All the equipment and materials you need should be within reach, and the room should be well lit and ventilated, but not too comfortable! Turn your room into a positive learning environment. Keep books and notes on the desk to a minimum and decorate your walls with colourful notes and key facts. Music is fine as long as it helps you to study and blocks out distracting noises. The very best sound to study to is thought to be that of Baroque composers or Mozart. Experiments show that brains are positively stimulated and IQs boosted by such music.



What?

Remember that it's all about being active and *focused on tasks, not time!* Know at the start of the session what you want to have completed by the end of the period. Make the tasks specific and realistic, not vague and large.



How?

Always work with a pen and paper at the ready. Getting started is often the most difficult bit, so start by ‘doing’. It usually helps to begin with a subject you like, move on to other less favoured areas, and then finish up with a favoured topic to maintain the interest.

When?

Try to schedule your study for times when you are more mentally alert. Most people find their ability to focus deteriorates towards the end of the day. Getting revision done earlier in the day aids efficiency and also offers the reward of having time to relax after the work is done.

Why?

Test your progress at the end of a study session. Ask yourself “what have I just learned?” Review the material covered in your revision session. Merely recognising material isn't enough - you must be able to reproduce it without the aid of the book or notes.

REVISION - DO'S AND DON'TS

DO

1. **Make a list of all the topics you need to revise:**

Each subject that you are studying can be broken down into its constituent parts, with main sections, sub-topics and supporting details. A very useful start is to list all the topics on the course and use this as a 'revision check list' for the subject. Tick off topics as you learn them.

2. **Create a realistic schedule:**

Block the waking part of each day into three portions. Allow yourself one portion a day off and allocate subjects and topics to the remaining two. Put the schedule on display so that your family can see when you are available. It will also reassure your parents you are in control.

3. **Plan ahead by working backwards:**

By using revision checklists in your various subjects, you should know what quantity of material has to be covered over the coming months. Start from the final date (end of May) and divide your revision up week by week, allowing some flexibility for unforeseen delays. Surprise yourself by being ready in time! Use the timetables and other sheets you have been given.

4. **Revise using your preferred learning style:**

Have you tried Mindmaps, diagrams, colour, mnemonics, recording yourself and listening back to it, rewriting your favourite song using your revision notes for a topic as the words, walking round (great for kinaesthetic learners - try reading out the positive effects of x standing on the left hand side of the room and negative effects on the right hand side).

DON'T

Just keep going! The body and the mind need regular 'time-outs'. When you're tired, concentration is more difficult, you get distracted much easier and learning and memorisation is less effective. There comes a point in an evening study session when it is counter-productive to stay at the desk - nothing is going in and you are only tiring yourself further. Use breaks effectively, particularly after completing a task.



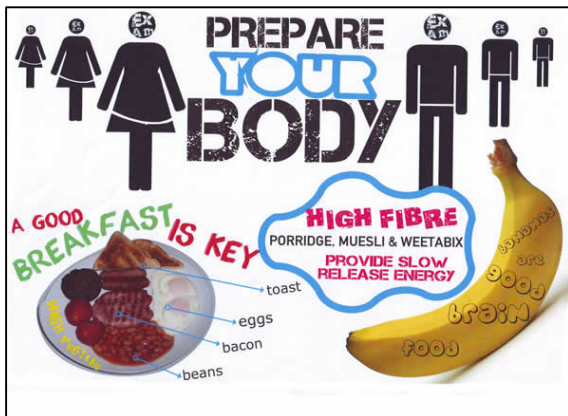
HEALTHY MIND - HEALTHY BODY!

Food for Thought!

Eating a variety of healthy foods doesn't just give your body a boost, it also benefits your brain cells. Skipping meals may well give you extra cramming time, but it can also leave you hungry and unable to concentrate, so eat regularly and sensibly. Think wholemeal sandwiches and fruit, rather than cakes and biscuits!

Brain Fuel

- Bread, pasta, cereals and potatoes are filling and packed with starchy carbohydrates, which release energy slowly, meaning you can keep going longer.
- Fruit and vegetables give you essential vitamins and minerals - aim for at least five portions a day.



- Drink plenty of fluids. Dehydrated brains don't think clearly and water is healthier than sweet, fizzy drinks.
- Meat, fish, pulses, milk and dairy foods are good sources of protein. Moderate amounts are essential for a healthy diet.
- Make sure you eat breakfast on the day of an exam.

If you're not getting enough iron then you'll damage your ability to concentrate for long periods of time and your energy levels will begin to drop. If hour long sessions of revision are proving too much, try eating more red meat, eggs and leafy green vegetables like spinach.

Exercise

Staying in your room can seem like the best option when revision time is short, but a bit of the great outdoors can blow the cobwebs away and help you relax. If you can't get out, at least get up and out of your chair for a stretch and a wander. Better still, go for a swim or put those footie boots on and give your mind and body a workout.



HOW SHOULD I REVISE?

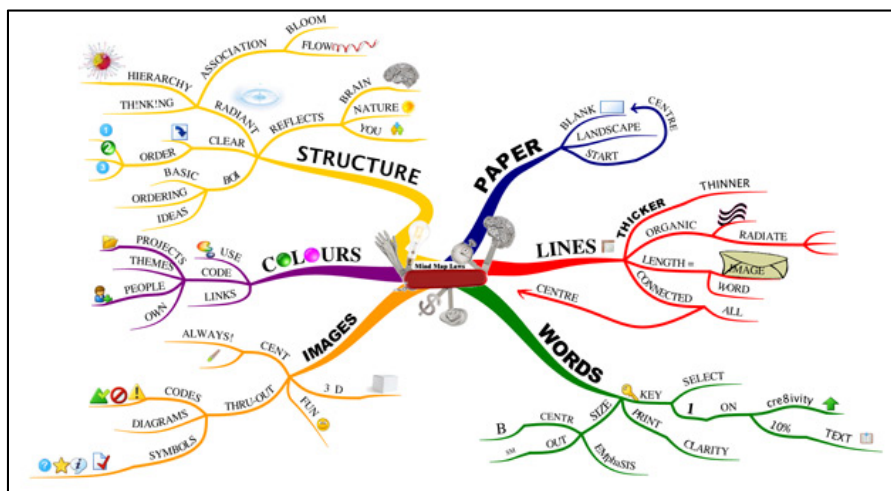
Try one of these:

A: MIND MAPS

Make mind-maps or association maps rather than taking linear notes. Mapping your notes by radiating key words out in a pattern of links from a central point will make the best use of your memory. If you use colour and images on the maps, you'll be harnessing the power of both sides of your brain - creative and logical.

How to Mind Map:

- Start with the theme in the middle of the page
- Then develop your main idea.
- Each branch must relate to the branch before it.
- Use only key words and images.
- Key words must be written along the branches.
- Printing your key words makes them more memorable.
- Use highlighters and coloured markers to colour code branches.
- Make things stand out in your mind. (This doesn't show up well on a black and white photocopied booklet! You should use a different colour for each main branch and all its sub-branches).
- Brainstorm ideas - be creative.
- Design images you can relate to which will help you remember key information.



B: READ INTELLIGENTLY

Spend five minutes flipping through a book or your notes looking at headings and summaries, then attempt to mind map what you have spotted and what you can remember.

C: USE CARDS

Write questions on one side and answers on the other, then get your family to test you. Merely creating the cards will help your recall. You can also use them to test yourself when faced with 'dead' time at bus stops or waiting for someone.

D: PHYSICAL LEARNING

Use the environment (use a different room for each subject):

Notice aspects of the environment such as the light or feel of the room - how do you feel in that place?

- Attach your notes to the furniture. Notice their location.
- Associate a different location with each subject. Associate furniture, windows, plants and ornaments with particular topics.
-

Using your clothes:

Associate items of clothing with topics in your learning - a shoe could represent one aspect of foreign policy; each button on a shirt could represent a quotation. Clothes with patterns, pockets and buttons are especially useful.

Using the parts of your body:

Parts of your body are especially helpful as triggers to memory, as your body will be there in the exam room! For example, each hand could represent an essay plan - each finger one major topic; each segment of each finger a principal reference you would use. The fingernails could represent counterarguments; the knuckles could be associated with relevant quotations.

Use motor memory:

- Study on the move. If you exercise, associate each movement with something you wish to remember. To refresh the memory, go through the exercise in your mind.
- Writing, drawing and speaking also use motor memory; the fine-muscle sequence is recorded by the brain.

E: CONDENSE

Fitting notes onto one side of paper makes them easier to stomach, so rewrite and cut down as you go.

F: HIGHLIGHT

Target key areas using colours and symbols. Visuals help you remember the facts.

G: RECORD

Try putting important points, quotes and formulae on tape. If you hear them and read them, they're more likely to sink in.

H: TALK

Read your notes out loud, it's one way of getting them to register.

I: TEST

See what you can remember without notes, but avoid testing yourself on subjects you know already. Why not ask someone else to test you?

J: TIME

Do past exam papers against the clock, it's an excellent way of getting up to speed and checking where there are gaps in your knowledge.

READING BETTER AND FASTER

Most students, when faced with a textbook or chapter to study, will 'start at the beginning, read through at the same pace until the end, then stop and put the book away'. This passive approach is a most inefficient way to learn, as it can take longer and leave you bogged down in detail, with no overall grasp of the subject matter. By adopting a more active approach to reading, you can begin to read better and faster within a very short space of time. The PQ2R method has proved to be most successful in this regard. Try it for the remaining weeks of term and see the benefits.

P = Preview

Begin your reading task with a quick skim (2-3 minutes) of the text, trying to get an overview of the chapter or text. Look for section headings, illustrative charts and diagrams, signposts or key words. Don't start highlighting text at this point.

Q = Question

This is the key to active learning. Look for answers to the basic questions of "Who?", "What?", "Where?", "Why" and "When?" Identify the main theme or learning point of the particular text.

R = Read

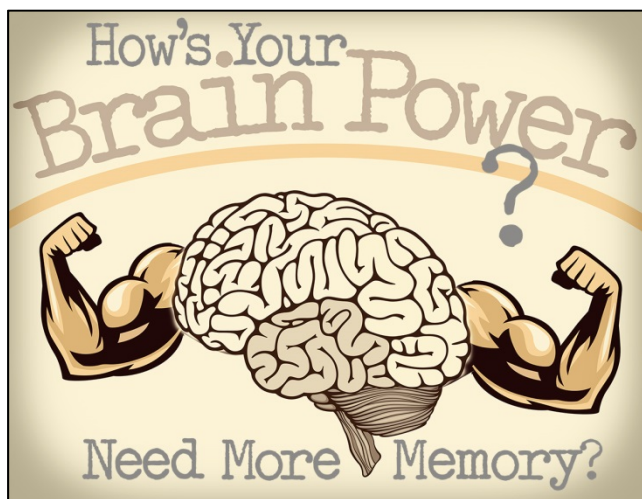
Now read the chapter carefully with these questions in mind. Your mind will be actively looking for answers as you read. Work with a pen and paper, make brief summary notes, look for 'topic sentences' that summarise the most important point in a paragraph or section and highlight them, if necessary. Vary your reading speed - move quickly over lighter, less important material and slow down when you come to a difficult section.

R = Review

Always check your understanding of the material by reviewing and testing your recall before putting the text away. Look at the notes you have taken and check that they answer your initial questions. Summarise your findings from this study session.



IMPROVING MEMORY



We often blame our memory for poor academic 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, don’t be fooled into thinking that you will be able to remember it accurately in two months time.

If the goal is to improve your long-term memory, then the key to success 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 if it 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 associates. 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: These are various word games which can act as memory aids and which allow personalisation and creativity. Think of *stalactites* (come down from the ceiling) and *stalagmites* (go up from the ground); the colours of the rainbow - Roy G. Biv (Richard of York Gave Battle in Vain’ to remember red, orange, yellow, green, blue, indigo, violet); the seven characteristics of living organisms - Mr. Grief (Movement, Reproduction, Growth, Respiration, Irritability, Excretion, Feeding). You can devise many more of these to aid your personalised recall of items in your subjects.

MAKING YOUR NOTES USEFUL

The purpose of making summary notes on a topic or section is to aid your overall understanding of material, to help you distinguish between what is really important information (*depth*) and what is merely supporting *detail*. Reference to the main syllabus topics will help the process of discernment within each subject. In addition, good summary notes make retrieval of information quicker and easier.

Sort out your filing system:

If you haven't already done so, get your subject folders and notes organised immediately. Invest in some ring binders, dividers, plastic pockets, etc. Have a separate folder for each subject (a permanent reference point) and then keep a 'current folder' for managing notes in progress.



Less is always more:

When writing notes, remember they should contain a summary, not an extensive repetition of what is in the textbook. Don't crowd the page. Stick to main headings and sub-headings. Use abbreviations where appropriate. Try to reduce what you need to know on the topic down to one A4 sheet. Once you have an overview, it is easier to fill out the detail.

Make notes visual:

Ensure your notes have a memorable appearance so that you can recall them easily. Use illustrations, diagrams, graphs, colours and boxes ('a picture is worth a thousand words'). Arrange the material in a logical hierarchy (title, sub-point, explanation, example). Ideally, you should be able to close your eyes in an exam and visualise a particular page of notes.

Beware of transcribing and highlighting!

Merely re-writing the text from the book into your notes does not ensure retention. Try to put things in your own words and devise your own examples as this will make the material more meaningful. Only use the highlighter pen **AFTER** you have previewed and questioned a text, thus ensuring you identify the most important material and you avoid the creation of a fluorescent textbook!

'Save' your notes carefully:

Practice following the logic of your computer files, when storing information. Think - "where does this material best fit (subject, section, topic, sub-topic, etc.)?" In this way, you will ensure that it is efficiently processed and easily retrieved both physically (during revision) and mentally (when you need it in an exam).

PERFORMING ON THE DAY

Get a good night's sleep!

While the temptation is to stay up half the night 'cramming' in more facts and figures, the evidence suggests this approach is counter-productive. In the context of a two year course, an extra night's studying can make very little difference to your knowledge. However, having a mind that is refreshed, alert, and ready to respond to circumstances, will obviously be of far greater benefit.



Arrive in plenty of time:

To perform well on the day, you need to be relaxed and to feel in control of the situation. This is difficult to achieve if you have missed breakfast and are stuck on the bus or in traffic for 20 minutes as the exam time approaches. You will need about 15 minutes 'quiet time' to mentally rehearse your exam and run through your 'game plan' for the final time.



Have your equipment ready:

Each exam has its own requirements. Apart from properly functioning pens, pencils, rulers, etc, you may need a calculator for the Maths or Science exam. Drawing pencils may be required for diagrams in some subjects. A lot of nervous energy can be expended on last-minute hassle if these items aren't checked in advance.

Think positive!

On the day of the exam, remind yourself of the good things (the material you know well, the revision you have completed, all the past exam questions done, the good grades achieved) rather than dwelling on areas of weakness. Having that self-belief will give you the confidence to trust your judgement within the exam hall and 'hit the target'.

Maintain your focus:

There can be a lot of tension, drama, and hysteria in the air on the days of an exam. You want to keep the balance between maintaining your focus and interacting normally with your friends and classmates. Try finding a quiet spot *far from the madding crowd* to 'warm-up' before each exam and 'warm-down' afterwards. Surround yourself with people who are likely to add to the calm rather than add to the clamour.

Beware of post-exam analysis!

The more you participate in the exam post-mortem, the more confused and disheartened you are likely to become. You can't change what has happened, you can only focus on the present and this will need your full attention.

STRESS MANAGEMENT

LEARN TO RELAX

Take mini breaks throughout the day. Work on relaxation techniques such as taking slow deep breaths.

GET ORGANISED

Have a realistic daily schedule including revision, eating, relationships, sleep and recreation.

EXERCISE

Physical activity provides relief from stress. The brain uses 20% of oxygen in the blood, so you need to think about your posture and exercise to make sure your body gets enough. 30 minutes of sport or a short walk will do the trick!

BE POSITIVE

Talk positively to yourself! Don't pay attention to that internal voice saying you can't do it; tell yourself you can do it and you will!

TIME

Recognise that you can only do so much in a given time.

Try to pace, not race!



TALK

Talking and meeting with friends and occasionally sharing deep feelings and thoughts can be helpful in reducing stress.

MAKE A LIST

Make a list of the things that are worrying you and the possible things that could happen - then your brain will stop bringing them forward all the time.

STAY CALM

Make sure you are in a calm, positive mood before you start studying

SLEEP

Don't become overtired by forcing yourself to work late. Your brain needs time to sort out the information it has come across during the day, your ideal sleep time is about 8 hours a night.

BE HEALTHY

Watch your eating habits. Make sure you eat sensibly and have a balanced diet. Avoid too much chocolate, cola, caffeine and foods with lots of additives. Drink lots of water.

Wk	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9	27	28	1	2	3	4	5
10	6	7	8	9	10	11	12
11	13	14	15	16	17	18	19
12	20	21	22	23	24	25	26
13	27	28	29	30	31	1	2

Wk	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
13	27	28	29	30	31	1	2
14	3	4	5	6	7	8	9
15	10	11	12	13	14 Good Friday	15	16
16	17 Easter Monday	18	19	20	21	22	23
17	24	25	26	27	28	29	30

Wk	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
18	1	2	3	4	5	6	7
	Early May Bank Holiday (May Day)						
19	8	9	10	11	12	13	14
20	15	16	17	18	19	20	21
21	22	23	24	25	26	27	28
22	29	30	31	1	2	3	4
	Spring Bank Holiday						

Wk	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
22	29	30	31	1	2	3	4
23	5	6	7	8	9	10	11
24	12	13	14	15	16	17	18
25	19	20	21	22	23	24	25
26	26	27	28	29	30	1	2

NOTES