



## **A REVISION TOOLKIT** FOR PARENTS AND STUDENTS



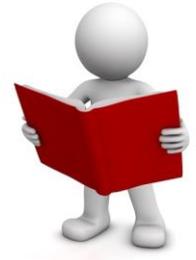
We would like to take this opportunity to share a collection of revision support materials with you. Preparing for external examinations can sometimes be a challenging process for your child. In school we aim to provide your child with the skills and techniques to realise their academic potential, whilst recognising that the vast majority of revision and support takes place within the home.

We are often asked by parents; 'How can I help my child to revise?' Unfortunately there is no magic solution. Instead, most parents, and their children, find a variety techniques to be most effective in studying and preparing thoroughly for their examinations.

This booklet contains a range of strategies and resources to help both you and your child navigate the minefield of external examinations and we hope you find it useful.

If you require any additional support please contact the Year 11 Climate for Learning Leader.

# TOP 10 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, 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. Stick key notes to cupboards or doors so you see them everyday.
5. Rewrite the key points of your revision notes; 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, create flash cards. Make voice recordings of your notes and listen to them back on your ipod or phones. Ask friends and family to test you. Use highlighter pens to mark important points on your notes. Chant lists or make up a rap song about a subject.
7. Practise past exam papers or revision tests available on the internet. 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, older brothers and sisters, teachers or friends. If there are any teachers with whom you get on well at school ask for their e-mail address so you can clarify points you are unsure of whilst on study leave. Use websites specifically designed for revision.
9. **Don't get stressed out!** Eat sensibly and get plenty 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, 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'll only retain about 10% of the information.
- **Organised** - always ask yourself at the start of a study session; '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 can be boosted by such music.

## What?

Remember that it's all about being active and *focused on tasks, not time!* Know at the start of a 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 out all the topics on the course according to this hierarchy and use this as a revision checklist for the subject. Tick topics off as you've learned them. Refer to Personal Learning Checklists that may be provided by your class teachers.

### 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 that 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! Start with a blank revision timetable which should help you to plan.

### 4. Revise using your preferred learning style.

Have you tried:

- Mindmaps
- Diagrams
- Colour
- Mnemonics
- Recording yourself and playing it back
- Rewriting your favourite song using certain topics as the words
- Walking around (perfect for kinaesthetic learners – try to read out the positive effects of ... standing on the left hand side of the room and negative effects of... 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 your desk - nothing is going in and you are only tiring yourself further. Use breaks effectively, particularly after completing a task.

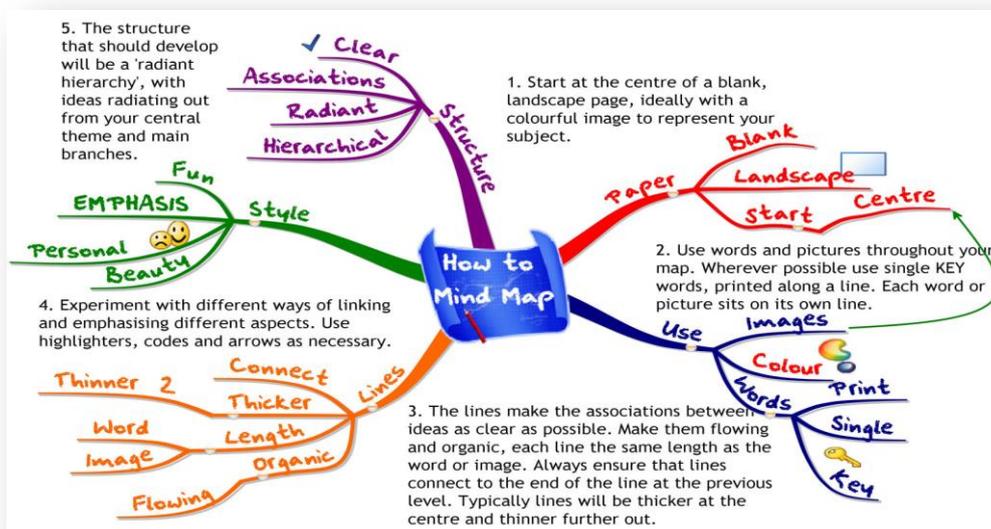
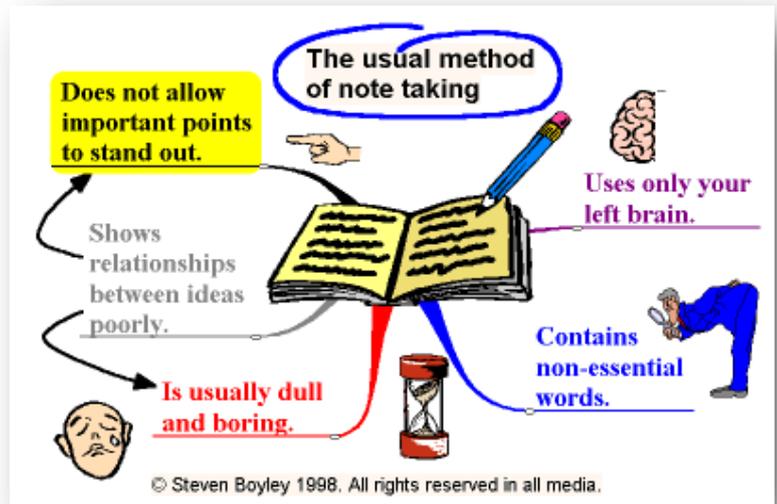
# HOW SHOULD I REVISE?

Try one of these.....

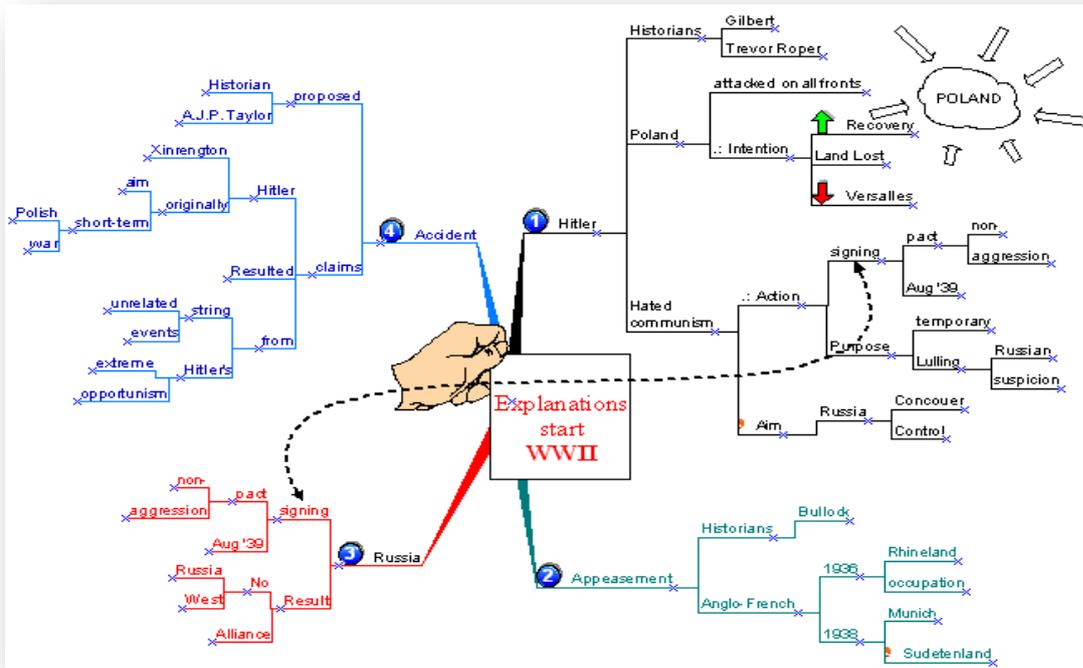
**Mind Maps** Make mind-maps or association maps rather than taking linear notes. Mapping your notes by radiating key words out in a pattern of links from a central point will make best use of your memory. If you use colour and images on the maps, you'll be harnessing the power of both sides of your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

## HOW TO MIND MAP:

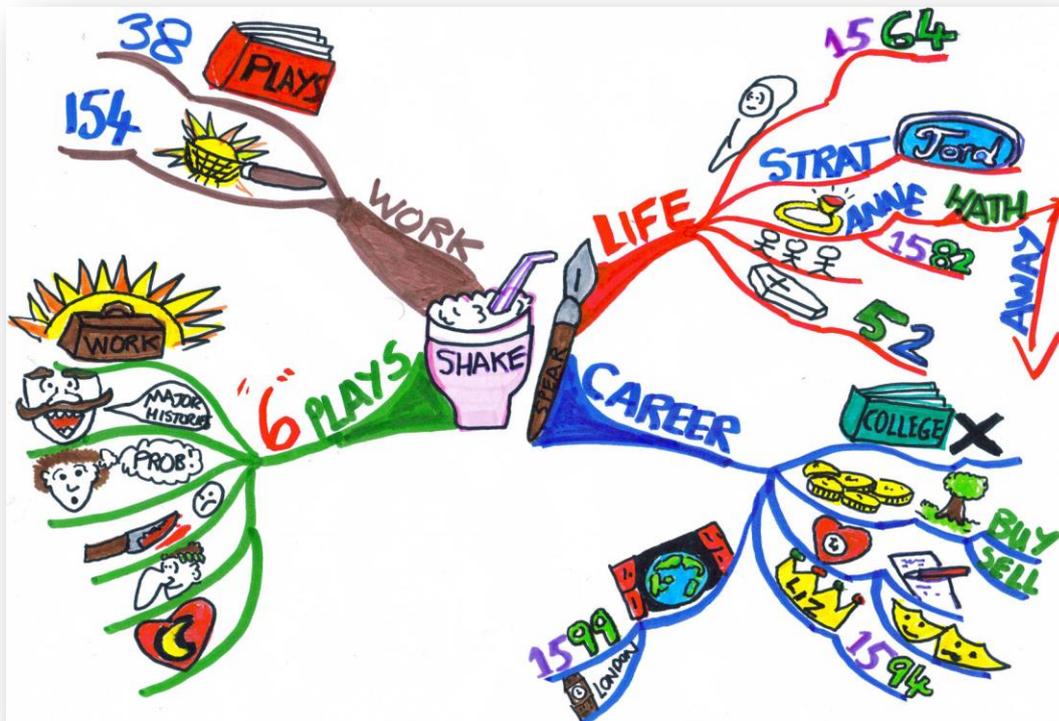
1. Start with the **theme** in the middle of the page.
2. Then develop your **main idea**.
3. Each branch must relate to the branch before it.
4. Use only **key words** and images.
5. Key words must be written along the branches.
6. **Printing** your key words makes them more memorable.
7. Use highlighters and coloured markers to **colour code** branches.
8. Make things **stand out** on the page so they stand out in your mind. You should use a different colour for each main branch and all its sub-branches.
9. Brainstorm ideas. Be creative.
10. Design **images you can relate to**, which will help you remember key information.



Mindmaps can be mostly text...



Or, they can include more images (much easier to remember!) Look at this one summarising William Shakespeare's life:



**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.

**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. At these times, don't be tempted to use your phone – use your time efficiently.

### **Physical learning.**

**Use the environment** by using 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 Sports Hall! 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.

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

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

**Record.** Try recording important points, quotes and formulae on your phone or ipod. If you both hear them *and* read them, they're more likely to sink in.

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

**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?

**Time.** Do past exam papers against the clock, it's an excellent way of getting up to speed and of 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 an 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 very successful in this regard. Try it 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 the study session.

# 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.

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 your notes visual

Ensure your notes have a memorable appearance so that you can recall them easily. Use illustrations, diagrams, graphs, colours, and boxes. 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 - 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

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

## Improving Memory

We often blame our memory for poor academic performance 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 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, 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 associations. Link it to existing information and topics and create vivid personal examples which act as cues for recalling material in the future. Thus, new items are put into 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 *stalac tites* (come down from the ceiling) and *stalag mites* (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 recall of items in a variety of subjects.

# REVIEW

Looking over a topic **regularly** will help to keep it in the memory, removing the need to cram before exams.

Make a **summary** of the work and look over it ten minutes later, the next day, the next week and then the next month for a few minutes each time. This reinforces the knowledge learned.

**Understanding increases** as time spent studying passes. However, the ability to recall things being memorised becomes progressively less efficient as time passes in a study session.

**20 minutes** is needed for the mind to get into the rhythm of and flow of the material. Any more than 40 minutes spent memorising means that memory declines to a point where it is no longer valuable.

The answer in revision sessions is to do **30 minutes** with a 5-minute stretch break and then review the topic.

After a one hour memorising session:

10 minutes later revise the topic for 10 minutes

1 day later revise the topic for 5 minutes

1 week later revise the topic for 2-5 minutes

1 month later revise the topic for 2-5 minutes

Before exams revise the topic as required.

**Each time knowledge is reinforced; it enters deeper into the long-term memory and becomes more stable.**

# PRACTISING OUTPUT

To prepare for an exam, *you must practice doing what the exam requires you to do - giving out information, not taking it in!* This applies to regular class tests as well as the final exams.

Prior to the summer exams in May/June, you will probably have had the benefit of many class tests and Pre-Public exams that stimulate GCSE exam conditions for your benefit. You can learn a lot by reflecting honestly on your performance in these tests. You also have the benefit of a wealth of freely available information about the exams. Past exam papers, marking schemes, study guides and examiners' reports are all there to be used.

## Make use of past papers

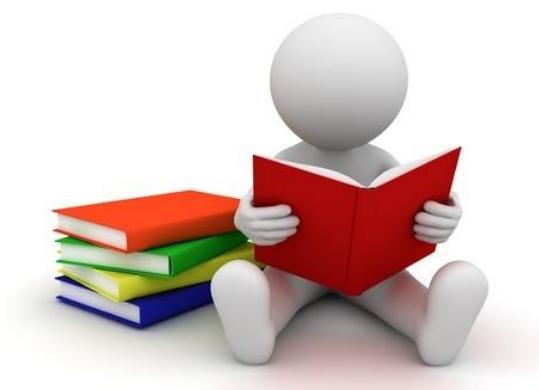
These should be your constant companion in all revision tasks. For each topic you revise, consult the past questions on the subject and then attempt answers to them. Check your answers, fill in the knowledge gaps where necessary, and file away the correct model answer in your notes for future reference. You will also start to notice any trends in the questions asked.

## Follow the marks

Marking schemes are an invaluable aid to exam preparation (available online from WJEC, EDEXCEL, AQA etc). You can see how the marks are allocated for each question on the paper and what quantity or style of answer is required in each case. This knowledge will greatly inform your revision and helps to remove the mystique of the exam.

## Try a dress rehearsal

Each exam paper contains its own particular structure and challenge, with varying emphasis on answering style and depth. While much of your ongoing revision will be based on individual topics and questions, it is a very useful exercise to tackle an exam paper in its totality (at least a couple of times before each final examination). It forces you to consider your strategy – the questions you will want to attempt or avoid, the issues of timing, the number of points you will need to make in each part of a question. Having performed this exercise a couple of times, your confidence levels rise as you fix on your strategy for the exam and realise that there won't be any major surprises in store for you.



# THE EXAMINER'S VIEW

You can largely determine the end result by simply heeding the voice of experience. The job of examiners is to give you marks, not to take them away, but they are powerless to help you if you fall into the most common traps. These are the **biggest pitfalls** they have identified:

## Not reading the paper correctly

Examiners say that this is one of the most regular and fatal errors. They call it the '*triggered answer*'. You have your pre-prepared answer ready but you don't look at the exact terms of the question and therefore supply the wrong information in your answer.

## Not finishing the paper

Mismanaging your time within the exam can easily cost you a full grade. The biggest exam 'crime' is to leave suitable questions unattempted. ***Remember: it is much easier to get the first 20% of the marks for any question than the last 5%.*** Therefore, if you find yourself stuck for time as you struggle through your third answer out of five, do not spend your remaining time extending and perfecting that answer. Instead, move on to questions four and five, even if your attempt is sketched or in point form.

## Ignoring the marking scheme

You must take the marking scheme into account when you allocate time to each question or part of a question. If the marks allotted to a question clearly indicate that a few paragraphs are sufficient, do not write an essay on the subject. Avoid the temptation of writing everything you know about a topic – just give the appropriate amount of information.

## Repetition

Make the point once. There are no extra marks for restating facts, even if you phrase them differently. Examiners say repetition is a very common mistake. It is also a time-waster and an irritant.

## Missing part of a question

Sometimes, part of a question can be carried onto the next page and, in the pressure of the moment, you don't see it. As a consequence you might fail to do a compulsory part of a question or miss out on the chance to take an option that would have suited you better. Always take time to familiarise yourself with the whole paper before you start answering it.

## Irrelevant quotations

In literary subjects, don't use irrelevant quotations you may have learned, as it only irritates the examiner.

## Rough work

Include your rough work with your exam script – you might get some credit for formulae or calculations contained therein.

# 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 a bus in traffic or standing on a train for 45 minutes as the exam time approaches. You will need about 15 minutes' 'quiet time' to mentally rehearse for the exam and run through your strategy for the final time.

## Have your equipment ready

Each exam has its own requirements. Apart from properly functioning black pens, pencils, rulers, etc, you may need a calculator for the Maths or Science exams. 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 positively

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 whilst completing the exam.

## 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 crowd to warm-up before each exam and then 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, so only focus on the present and move on to the next exam.

# SOME KEY TERMS USED IN EXAMINATION QUESTIONS

<p><b>Account for</b> Explain the process or reason for something being the way it is.</p>	<p><b>Discuss</b> Explore the subject by looking at its advantages and disadvantages (i.e. for and against). Attempt to come to some sort of judgement.</p>
<p><b>Analyse</b> Explore the main ideas of the subject, show they are important and how they are related.</p>	<p><b>Distinguish</b> Explain the difference.</p>
<p><b>Calculate</b> Find out using mathematics.</p>	<p><b>Enumerate</b> Make a list of the points under discussion.</p>
<p><b>Comment on</b> Discuss the subject, explain it and give an opinion on it.</p>	<p><b>Estimate</b> Guess the amount or value.</p>
<p><b>Compare</b> Show the similarities (but you can also point out the differences).</p>	<p><b>Explain</b> Describe, giving reasons and causes.</p>
<p><b>Complete</b> Finish off.</p>	<p><b>Express</b> Put the ideas into words.</p>
<p><b>Conclude</b> Decide after reasoning something out.</p>	<p><b>Evaluate</b> Give an opinion by exploring the good and bad points. It's a bit like asking you to assess something. Attempt to support your argument with expert opinion.</p>
<p><b>Concise</b> Short and brief.</p>	<p><b>Factors</b> The fact or circumstances that contribute to a result.</p>
<p><b>Contrast</b> Show the differences ~ compare and contrast questions are very common in exams – they want you to say how something is similar and how it may be different too.</p>	<p><b>Give an account of</b> Describe.</p>
<p><b>Criticise</b> Analyse and then make a judgement or give an opinion. You could show both the good and bad points. You could refer to an expert's opinion within this question.</p>	<p><b>Give reasons for</b> Use words like <i>because</i> in your answer as you will be explaining how or why something is that way.</p>
<p><b>Define</b> Give the meaning. This should be short.</p>	<p><b>Identify</b> Recognise, prove something as being certain.</p>
<p><b>Describe</b> Give a detailed account.</p>	<p><b>Illustrate</b> Show by explaining and giving examples.</p>
<p><b>Differentiate</b> Explore and explain the difference.</p>	<p><b>Indicate</b> Point out, make something known.</p>

<p><b>Interpret</b> Explain the meaning by using examples and opinions.</p>	<p><b>Relate</b> Show the connection between things.</p>
<p><b>Justify</b> Give a good reason for offering an opinion.</p>	<p><b>State</b> Write briefly the main points.</p>
<p><b>List</b> An item-by-item record of relevant images. This would normally be in note form without any need to be descriptive.</p>	<p><b>Summarise</b> Give the main points of an idea or argument. Leave out unnecessary details that could cloud the issue.</p>
<p><b>Outline</b> Concentrate on the main bits of the topic or item. Ignore the minor detail.</p>	<p><b>Trace</b> Show how something has developed from beginning to end.</p>
<p><b>Prove</b> Give real evidence, not opinion, which proves an argument and shows it to be true.</p>	

## HOW TO ANSWER EXAM QUESTIONS...

1. Scan **all** the questions.
2. Mark all the questions you could answer.
3. Read these questions carefully.
4. Choose the correct number of questions in each section.
5. Decide on an order: **best answers first**.
6. Divide up your time, allowing more time for the questions with the most marks.
7. Underline the key words in the question.
8. Plan your answer.
9. Stick to the point of the **question**.
10. Write your answer.
11. Use the plan at every stage – e.g. every paragraph.
12. **Check** your answer against the plan. Look out for mistakes.
13. If you have time, re-read the questions and your answers and make any necessary corrections.



## DEALING WITH DISTRACTIONS

- **"I just start daydreaming"**  
Become an active learner. Always work with a pen and paper. Focus on a specific task, not a specified time.
- **"I can't focus because I'm anxious about the exams"**  
Try to limit yourself to your immediate concerns, the things you have some control over (preparation for the upcoming revision test) rather than the things you cannot determine (like what questions the examiners will choose for this year's English Literature paper.)
- **"I often fall asleep when I'm supposed to be studying"**  
Try to get to bed on time. A tired brain is very unproductive. Get some genuine rest at the weekend. Be sure to get regular exercise, even just a walk around the block at night to clear your head will prove beneficial.
- **"I'm constantly interrupted by other people"**  
Study in the location most likely to offer peace and quiet. Ask for consideration from family members over the final run up to exams. Never have a TV, phone, computer game, or music system within arm's reach while you are trying to work. Avoid phone calls within certain time periods.
- **"I keep thinking of other things while I'm studying"**  
Divide the study session into smaller, short-range goals which demand your full attention e.g. vocabulary or poetry test. Keep a 'reminder pad' beside you, a little notebook to jot down something that strikes you (someone to call, a job to do, etc.) and deal with it after the study period. Having made a note of it, you can more easily re-focus on your work.

## WEBSITES TO HELP YOUR REVISION

**REMEMBER:** Making your own revision notes from your classwork and homework and are the most effective forms of revision notes. However, if you feel it would help you to spend part of your revision time using the internet here are some suggestions for you: (Revision websites will cover every syllabus so make sure you know which parts are relevant for the syllabus you are studying in each subject).

### REVISION WEBSITES

[www.bbc.co.uk/schools/websites/11\\_16/site/other\\_subjects.shtml](http://www.bbc.co.uk/schools/websites/11_16/site/other_subjects.shtml)

[www.s-cool.co.uk](http://www.s-cool.co.uk)

[www.bbc.co.uk/schools/gcsebitesize/](http://www.bbc.co.uk/schools/gcsebitesize/)

<http://www.revision-notes.co.uk/GCSE/>

<http://www.projectgcse.co.uk/>

[www.samlearning.com](http://www.samlearning.com) (school ID is GU2GC and your password and user name are both your date of birth (6 figures e.g. 100691) plus your initials. (eg 100691HN)

[www.topmarks.co.uk](http://www.topmarks.co.uk) has links to other revision websites

[www.revisiontime.com](http://www.revisiontime.com)

<http://lgfl.skool.co.uk/examcentre.aspx?id=128> (for Maths and Science) Revision notes and exam help.

# SUBJECT SPECIFIC WEBSITES

## BUSINESS STUDIES:

Bank of England [www.bankofengland.co.uk](http://www.bankofengland.co.uk)  
Latest financial news as well as sections on banknotes, the Euro, monetary policy and statistics.  
Ideal for GCSE students who need to keep up with national financial developments.

## DESIGN TECHNOLOGY:

[www.technologystudent.co.uk](http://www.technologystudent.co.uk)  
D & T Online [www.dtonline.org](http://www.dtonline.org)  
[www.conran.co.uk](http://www.conran.co.uk)  
Comprehensive and to the point - no fancy graphics, but clear, concise information  
[www.howstuffworks.com](http://www.howstuffworks.com)  
[www.anglepoise.co.uk](http://www.anglepoise.co.uk)

## ENGLISH:

[www.channel4.com/learning](http://www.channel4.com/learning) (search for Simon Armitage and Carol-Ann Duffy, the poets you are studying)

GCSE answers NovelGuide [www.novelguide.com](http://www.novelguide.com)  
Has chapter summaries, character profiles, metaphor and theme analyses, and author biographies. Works include 'Lord of the Flies', '1984', 'Animal Farm', plus Shakespeare plays.

GCSE Answer [www.gcse.com](http://www.gcse.com)  
Award winning site offering useful advice to students in the form of tutorials, exam techniques and handy tips.

Spark Notes [www.sparknotes.com/lit/.dir](http://www.sparknotes.com/lit/.dir)  
A compilation of study guides to many common GCSE and W Level Literature texts.

## FOOD TECHNOLOGY:

[www.foodtech.org.uk](http://www.foodtech.org.uk)  
[www.nutrition.org.uk](http://www.nutrition.org.uk)  
[www.foodforum.org.uk](http://www.foodforum.org.uk)  
[www.sainsburys.co.uk](http://www.sainsburys.co.uk)

## GEOGRAPHY:

For case studies news websites such as [www.bbc.co.uk](http://www.bbc.co.uk) or newspaper such as [www.guardian.co.uk](http://www.guardian.co.uk)

[www.georesources.co.uk](http://www.georesources.co.uk)

[www.geobytesgcse.blogspot.com](http://www.geobytesgcse.blogspot.com) (good for case studies)

Learning for a *Sustainable Future*. Classroom Activities [www.schoolnet.ca/future/content.html](http://www.schoolnet.ca/future/content.html)  
Covers air, biodiversity, habitat and infrastructure, production and consumption systems, social systems, soil and water.

## HISTORY:

[www.schoolshistory.org.uk/gcserhistoryrevision\\_medicinethroughtime.htm](http://www.schoolshistory.org.uk/gcserhistoryrevision_medicinethroughtime.htm)

[www.bbc.co.uk/history](http://www.bbc.co.uk/history)

[www.history.org.uk](http://www.history.org.uk)

[www.schoolhistory.co.uk](http://www.schoolhistory.co.uk)

Covers British and world history with work sheets, quizzes and lessons. Highly recommended.

[www.activehistory.co.uk](http://www.activehistory.co.uk)

Both contain accessible and interesting guidance and activities to cover the main topics studied for GCSE, such as medicine through time. An added bonus is that both include links to other website, where appropriate, to complement or explore further.

[www.historychannel.com](http://www.historychannel.com)

[www.schoolshistory.org.uk](http://www.schoolshistory.org.uk)

[www.revisioncentre.co.uk](http://www.revisioncentre.co.uk)

[www.ilovehistory.co.uk](http://www.ilovehistory.co.uk)

## ICT:

[www.guildfordcounty.surrey.sch.uk/GCSEICT](http://www.guildfordcounty.surrey.sch.uk/GCSEICT) (currently the coursework details but will also be revision details added soon).

[www.ictgcse.org.uk](http://www.ictgcse.org.uk)

## LANGUAGES:

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

[www.reallyusefulfrench.co.uk](http://www.reallyusefulfrench.co.uk)

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

Bonjour! [www.bonjour.org.uk](http://www.bonjour.org.uk)

For students from Key Stage 3 through to A Level. Includes vocabulary, language knowledge and pronunciation.

French Revision [www.frenchrevision.co.uk](http://www.frenchrevision.co.uk)  
Includes exercises, past papers and advice on grammar,

## MATHS:

[www.mathsrevision.net](http://www.mathsrevision.net)

[www.subtangent.com](http://www.subtangent.com)

[www.cimt.plymouth.ac.uk](http://www.cimt.plymouth.ac.uk)

GCSE Answers [www.gcse.com](http://www.gcse.com)

Award winning site offering useful advice to students in the form of tutorials, exam techniques and handy tips.

Model answers - Maths [www.gcsemathspastpapers.com](http://www.gcsemathspastpapers.com)

Access to over 300 questions from recent past papers - and therefore over 300 model answers. Each question appears as it would on an exam paper, but includes notes and arrows around it to show exactly what is going on and why. Whilst the questions are free to download, there is a charge to download the answers.

[www.mathsnetgcse.com](http://www.mathsnetgcse.com)

## MUSIC:

(Information rather than specifically revision)

[www.hnh.com/intro.htm](http://www.hnh.com/intro.htm) (Introduction to classical music)

[www.hnh.com/mgloss.htm](http://www.hnh.com/mgloss.htm) (online glossary)

[www.filmmusic.com](http://www.filmmusic.com) (database of information on film music)

[www.worldmusic.miningco.com](http://www.worldmusic.miningco.com)

[www.youtube.com](http://www.youtube.com) search for Howard Goodall 'How Music Works' videos – excellent info on rhythm, melody, harmony, bass etc

## PHYSICAL EDUCATION:

[www.sportsinjuryclinic.net](http://www.sportsinjuryclinic.net)

[www.brianmac.demon.co.uk](http://www.brianmac.demon.co.uk)

[www.sportengland.org](http://www.sportengland.org)

[www.teachpe.com](http://www.teachpe.com)

[www.physicaleducation.co.uk](http://www.physicaleducation.co.uk)

## RELIGIOUS STUDIES (RAVE):

[www.religioustolerance.org/glossary.htm](http://www.religioustolerance.org/glossary.htm)

[www.education.guardian.co.uk/netclass/schools/links](http://www.education.guardian.co.uk/netclass/schools/links)

[www.paulhopkins.org.uk/re/revision/intro.html](http://www.paulhopkins.org.uk/re/revision/intro.html)

Alongside comprehensive coverage of world religions, with information and tests, users can gain revision tips from none other than Snoopy.

## SCIENCE:

[www.ase.org.uk](http://www.ase.org.uk)

[www.aqa.org.uk](http://www.aqa.org.uk) (search for Double award modular Science and look for past papers)

## BIOLOGY

Gondar Design Biology [www.purchon.com/biologyindex.html](http://www.purchon.com/biologyindex.html)  
Concentrated revision notes and diagrams covering Key Stage 4 Biology. Ideal for students studying the single subject at GCSE. Excellent for final examination revision.

## CHEMISTRY

[www.bbc.co.uk/gcsebitesize](http://www.bbc.co.uk/gcsebitesize)

## PHYSICS

GCSE Answers [www.gcse.com](http://www.gcse.com)  
Award winning site offering useful advice to students in the form of tutorials, exam techniques and handy tips.

## AN A\* MENU

### What type of foods should I eat to improve my brain performance?

Low sugar, slow release cereals at breakfast, such as porridge with raisins or honey.

Organic meat and good quality protein contain amino acids which help develop brain tissue and improve concentration.

Grilled fish contains Omega 3 oils to help with brain development and your looks!

Boiled eggs are a good source of protein in the morning and will give you energy.

Bananas are good for your memory and energy.

Water is vital for hydration. Dehydration can result in poor concentration and headaches.

Whole milk contains good fats and can help with memory.

Always opt for multigrain breads instead of refined white options.

Blueberries and raspberries are 'super foods' which help to protect the brain from pollution.



## TOP 10 BRAIN DRAINERS:

### What food should I avoid when revising?

Avoid sugar coated breakfast cereals = high blood sugar then energy low!

Crisps = too much saturated fat and unnatural salt = dehydration.

Orange squash = high in sugar = too many E numbers = hyperactivity.

Meat pies, cakes & biscuits = contain 'trans fats' which hinder brain development.

Boiled sweets = too many E numbers = hyperactivity & poor concentration.

Cola drinks rich in sugar/caffeine = over stimulation/poor concentration.

Sugary fruit drinks = can lead to hyperactivity.

'Energy drinks' = packed with sugar and will led to hyperactivity.



# FORMBY HIGH SCHOOL

YEAR 11  
2016-17

