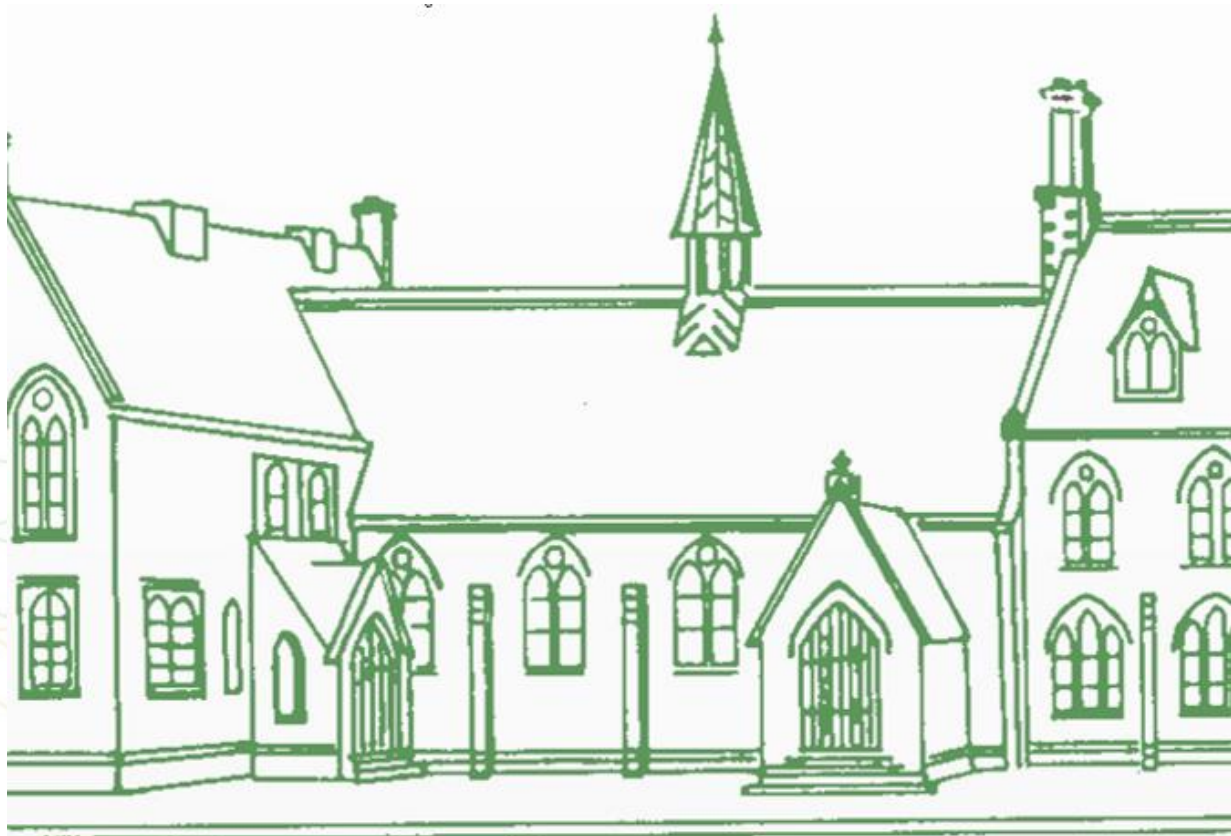




Parents Revision Information Evening

Working together... helping your child with revision



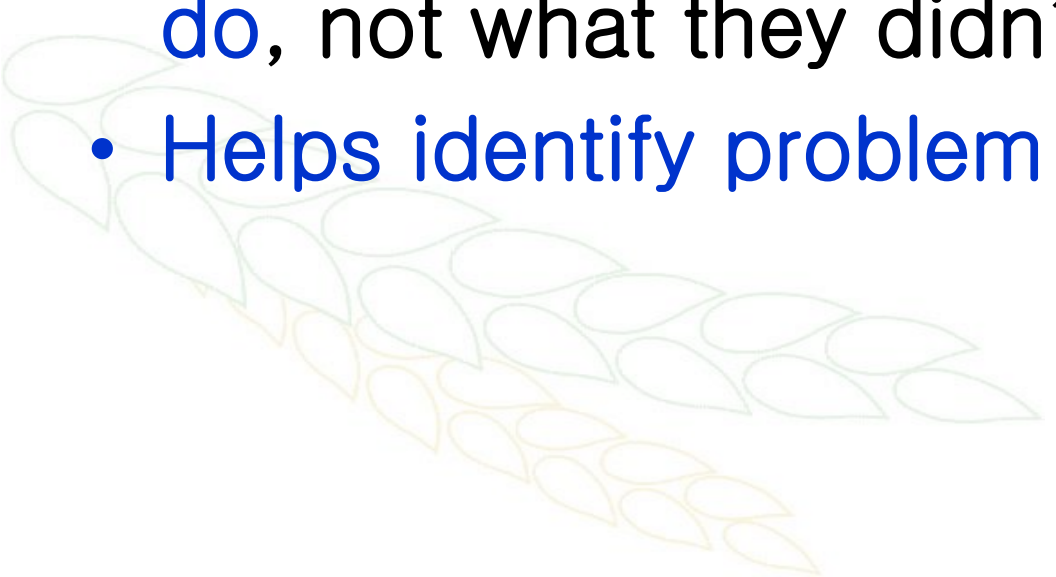
WHY IS THIS SO IMPORTANT?

- Assessment throughout the year is **cumulative** – each assessment builds on previous knowledge
- Like a ‘Bleep test’ it is **progressive** and **maximal**
- Without the students doing their very best we do not get a true picture of their progress – **End of year exams crucial part of this process**



**Practice makes perfect:
why mock exams are
great for students'
brains**

WHY ENCOURAGE YOUR CHILD TO REVISE?

- Reduce panic – gives them control and confidence
 - Shows what they know and what they can do, not what they didn't bother to do !
 - Helps identify problem areas.
- 



Where should students start?

RAG rate each individual subject

- Confidence level
- Level of understanding
- Previous performance on assessments
- Revision notes from previous assessments

**Start with the subject(s) he is less confident with /
less well prepared for**



How can I help with Revision?

- Encourage them to revise by **TASK** rather than **TIME**.
- Encourage them to see the '**BIG PICTURE**' by creating a time or 'task' -table
- A week in my life –
Eat...sleep...socialise...relax...work...play

| | Mon | Tues | Wed | Thurs | Fri | Sat | Sun |
|-----------------------|-----|------|-----|-------|-----|-----|-----|
| Day time (`till 5) | | | | | | | |
| 5-7 | | | | | | | |
| 7-9 | | | | | | | |

Revision timetables

GCSE Revision Timetable

Don't forget to take regular breaks!



| Day Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|-------------|--------|---------|-----------|----------|--------|----------|--------|
| 9am | | | | | | | |
| 10am | | | | | | | |
| 11am | | | | | | | |
| 12noon | | | | | | | |
| 1pm | | | | | | | |
| 2pm | | | | | | | |
| 3pm | | | | | | | |
| 4pm | | | | | | | |
| 5pm | | | | | | | |
| 6pm | | | | | | | |

Revision timetables

REVISION TIMETABLE

Week Commencing:

| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---------|--------|---------|-----------|----------|--------|----------|--------|
| 9:00am | | | | | | | |
| 10:00am | | | | | | | |
| 11:00am | | | | | | | |
| 12:00am | | | | | | | |
| 1:00pm | | | | | | | |
| 2:00pm | | | | | | | |
| 3:00pm | | | | | | | |
| 4:00pm | | | | | | | |
| 5:00pm | | | | | | | |
| 6:00pm | | | | | | | |
| 7:00pm | | | | | | | |
| 8:00pm | | | | | | | |
| 9:00pm | | | | | | | |
| 10:00pm | | | | | | | |

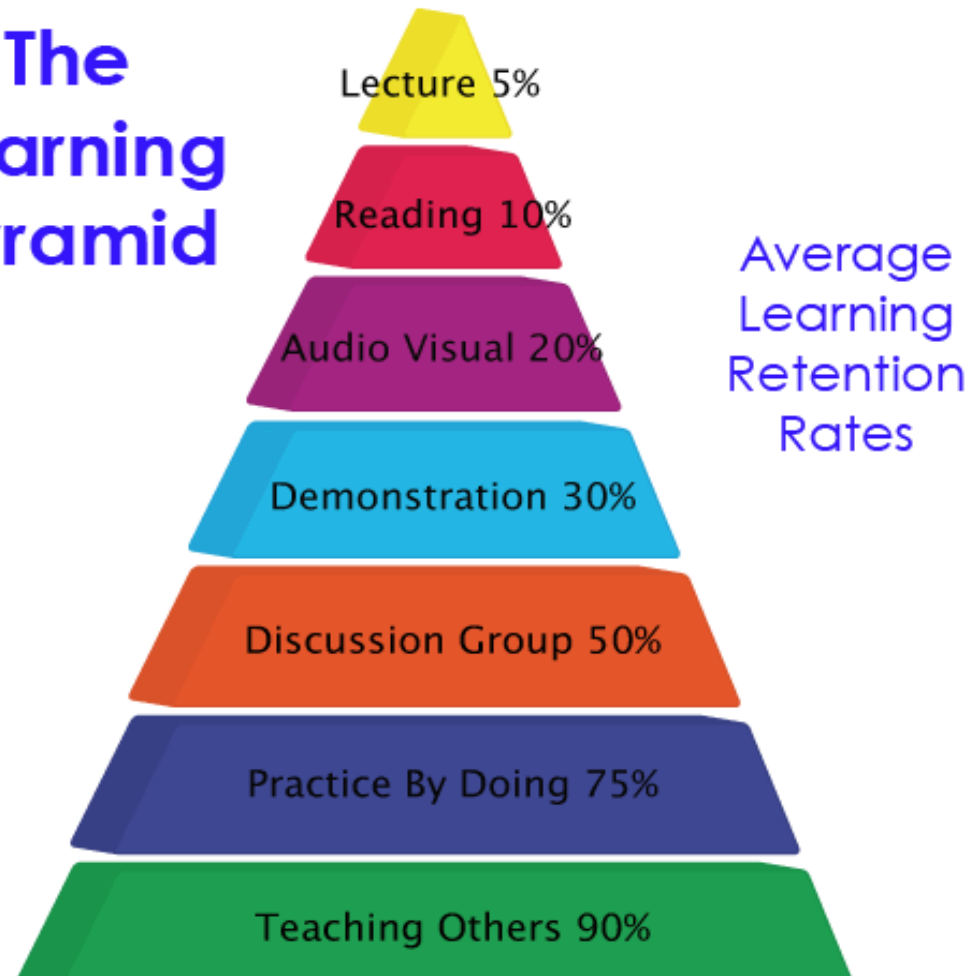


Hints for an Ideal Revision Area



When you revise, how much do you remember?

The Learning Pyramid



Adapted from NTL Institute for Applied Behavioral Science

Methods of Revision

Post-it
notes

Mind Maps

Cue Cards

Teach
someone
else

Mnemonics

Test yourself

Websites your
teachers
recommend

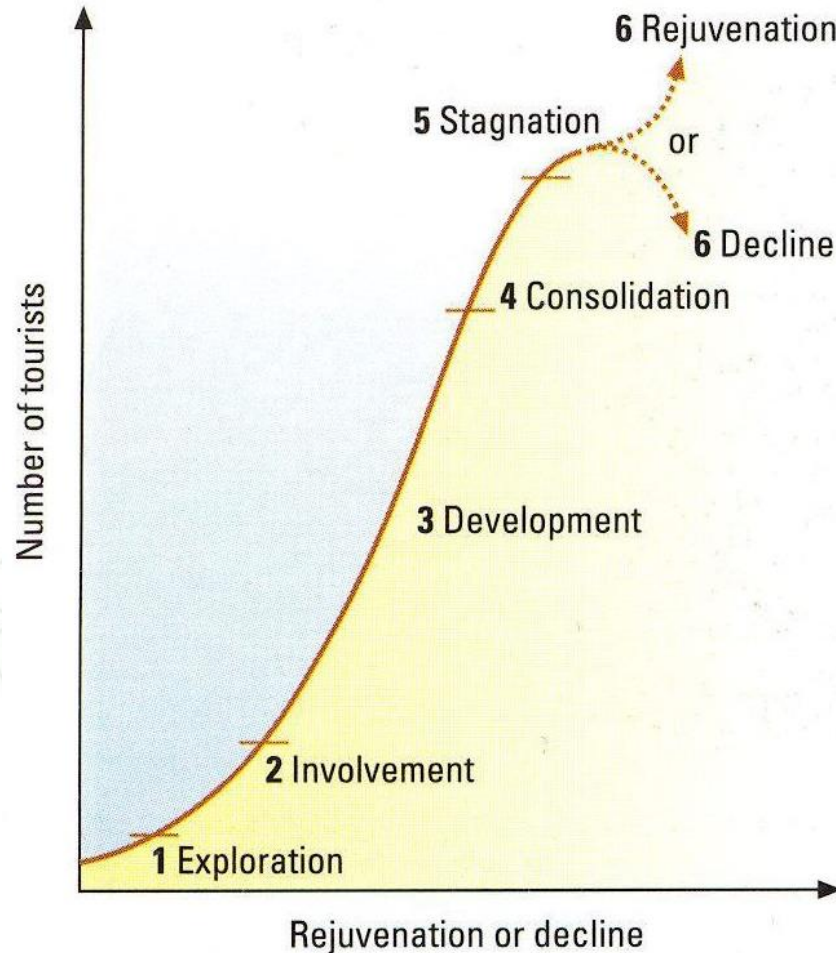
Past questions

Attend all
revision sessions
offered

Re-write
your notes

Ask for help

Mnemonics



Edinburgh
Is Developing
Castle
Sites
Daily (or
Regularly)

Mind maps



How to Mind Map



Step 1. Create a central idea

The central idea is the starting point of your Mind Map and represents the topic you are going to explore.

Your central idea should be in the centre of your page and should include an image that represents the Mind Map's topic. This draws attention and triggers associations, as our brains respond better to visual stimuli.

Taking the time to personalise your central idea, whether it's hand drawn or on the computer, will strengthen the connection you have with the content in your Mind Map.



Step 2. Add branches to your map

The next step to get your creative juices flowing is to add branches. The main branches which flow from the central image are the key themes. You can explore each theme or main branch in greater depth by adding child branches.



Step 1



Step 2



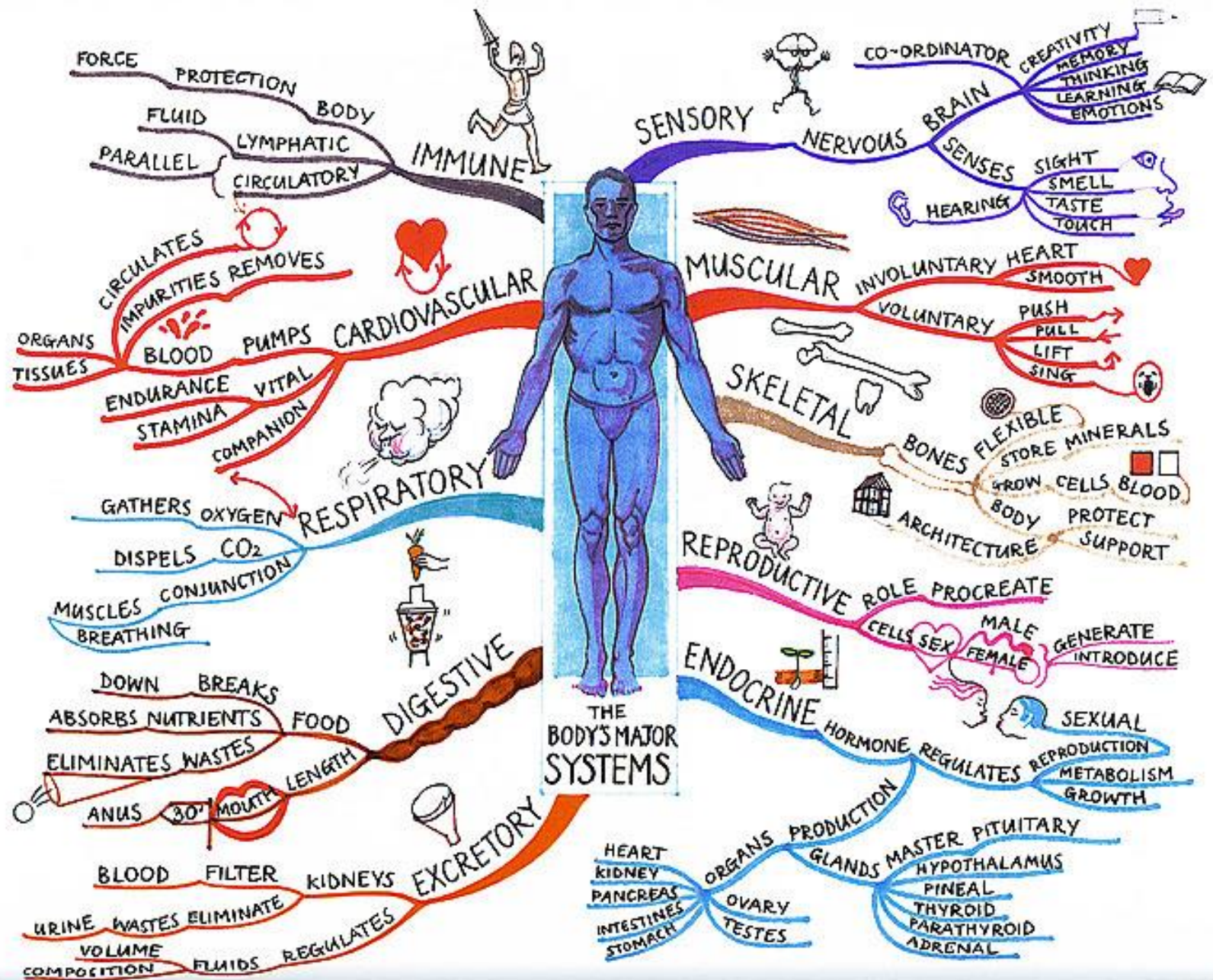
Step 3



Step 4



Step 5





Revision notes / books

Keeping Mass Tourism Successful

Example of conflict between tourists and locals

For tourism to stay successful, negative impacts have to be reduced so local people don't go against tourism and numbers start to decline

Strategies to reduce negative impacts of Mass tourism

| | | |
|---|---|--|
|  | <ul style="list-style-type: none"> - Be safe - put litter in bin - Act responsible |  |
| <ul style="list-style-type: none"> - Help local people to benefit tourism more | <ul style="list-style-type: none"> - encourage tourists to be responsible | <ul style="list-style-type: none"> - encourage tourist companies to do less damaging activities |

Case Study: Kenya's National tourism policy

Aim: double tourist numbers by 2020

Strategies:

- Improve Security - feel safe
- Cultural tourism encouraging tourist to travel more

Attract more just beaches + wildlife areas

Extreme Tourism



Case Study: Antarctica

- Antarctica is at the South pole and 98% of it is covered in ice. It is the coldest place on Earth with temperatures down to -30°C.

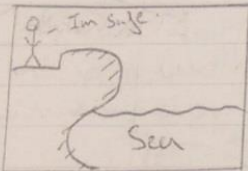
Reasons for growth

Revision notes / books

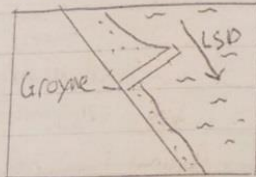
Coastal Management

Hard Engineering

- Traditional way to protect the coastline.

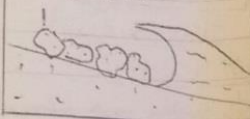


- Concrete walls
- ✓ Stops power of waves
- ✗ Very expensive



- Wooden/stone fences built out to sea to stop LSD
- ✓ Cheap + creates beaches
- ✗ Cause problems further down the coast

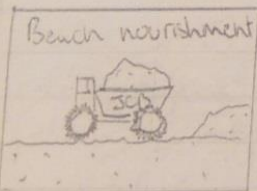
Rock Armer



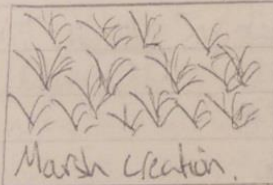
- Large rocks on beach
- ✓ Absorb power of waves
- ✗ only short term: get moved in storms or er

Soft Engineering

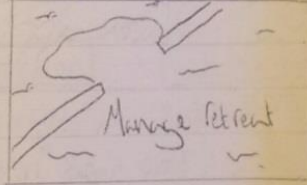
- Work with nature to help maintain and protect the coastline



- adding sand to replace sandy beaches
- ✓ creates good beach degree
- ✗ expensive + must be done regularly



- Plant vegetation.
- ✓ Stabilising material + creates wildlife + habitats.
- ✗ No use where erosion is already rapid



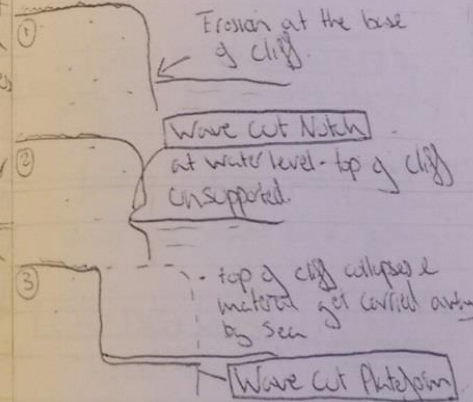
- Remove defences & allow floods to be created.
- ✓ Cheap + allows marsh to be created.
- ✗ Unpopular with farmers. Loss of land.

Landforms

EROSIONAL

Hard rock (Chalk)
Soft rock (Clay)
Hard

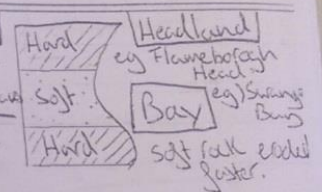
Wave cut Platforms



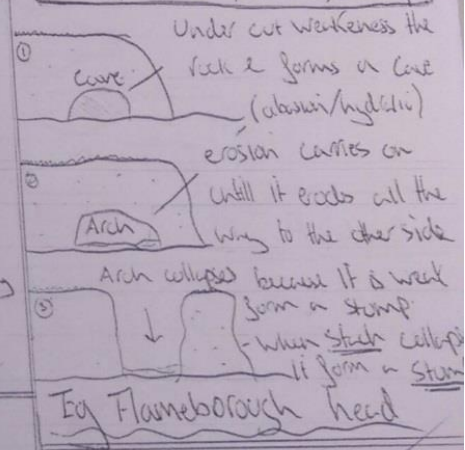
Headlands & Bays

erosion by waves

After

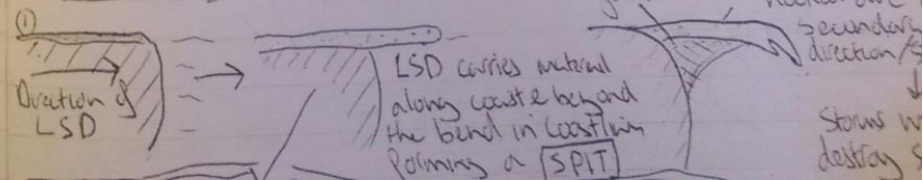


Caves, Arches, Stacks, Stumps



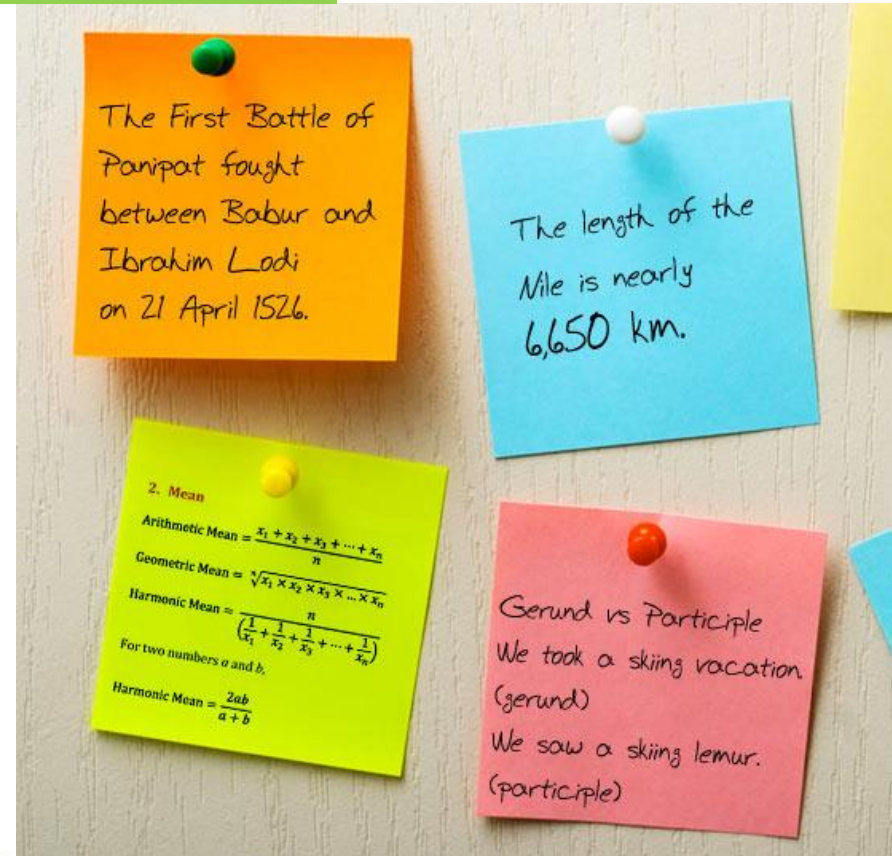
DEPOSITIONAL

SPITS eg SPURN Head.

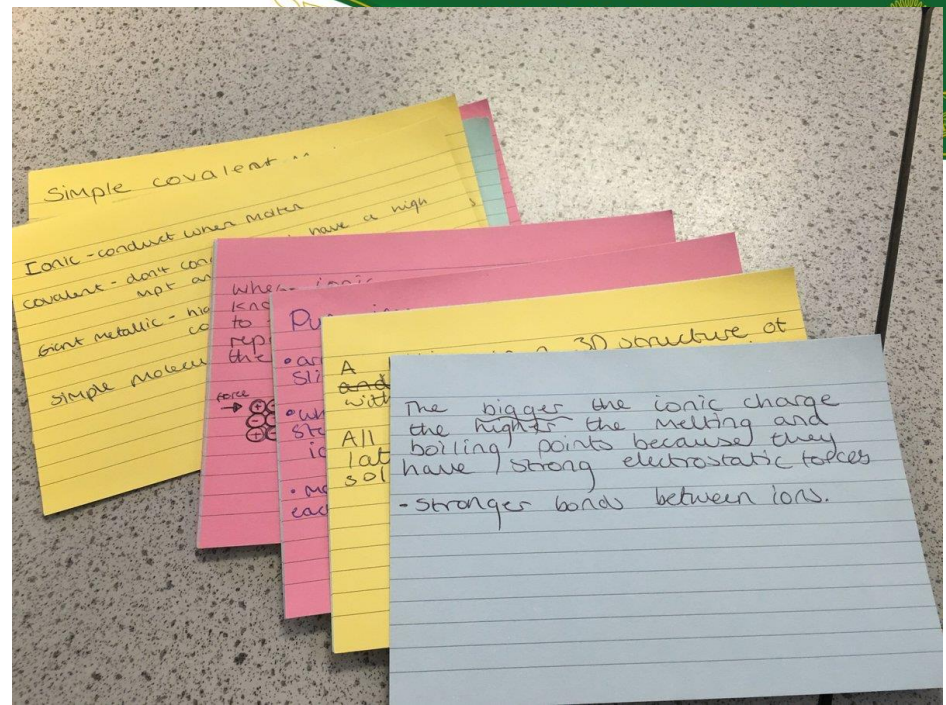


Revision posters / post it notes

- Useful for visual learners.
- Good for summarising topics.
- Posters can cover a whole topic and be displayed on walls.
- Post It Notes can be displayed in a prominent position eg. the fridge.



Revision / cue cards



Semiconductors

materials (ii) 5-3

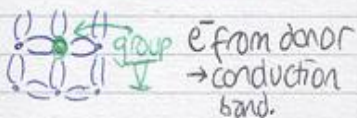


Equal numbers of e^- & holes: Si-resistivity: 10 $\Omega \cdot \text{cm}$.



n-type (-ve) semiconductor, doped with group V (one spare)

p-type (+ve) semiconductor, doped with group III (one less e^-).



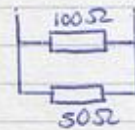
e^- from donor \rightarrow conduction band.



many holes from acceptor to valence $\therefore e^- \rightarrow$ acceptor.

Adding Resistances

series 2-6

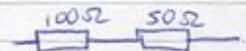


• In parallel, conductances add up:

$$G_{\text{total}} = \frac{1}{100} + \frac{1}{50} = 0.03 \text{ S (or } \Omega^{-1})$$

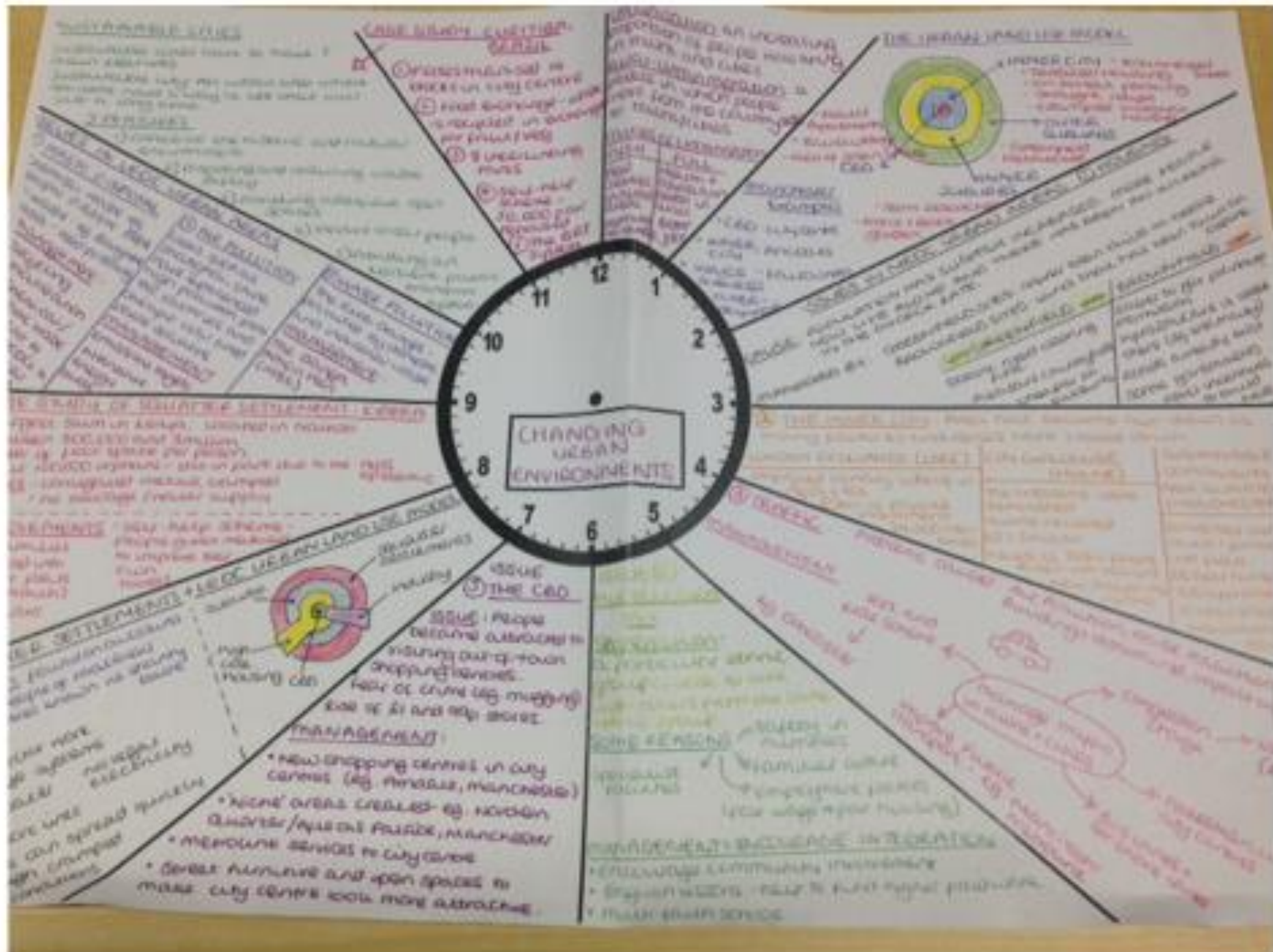
$$\therefore R_{\text{total}} = \frac{1}{0.03} = 33.3 \Omega$$

• In series, resistances add up:



$$\therefore R_{\text{total}} = 100 \Omega + 50 \Omega = 150 \Omega$$

• Moving coil meters have a finite resistance; when voltmeters are placed in parallel the larger R less effect on reading. (100 = 0)



Useful website

- <http://getrevising.co.uk/> This has tools for planning revision and really useful resources

The screenshot shows the homepage of the getrevising.co.uk website. The browser address bar displays the URL <http://getrevising.co.uk/m>. The website has a blue navigation bar with links for Home, Create, GCSE, A Level & IB, University, and Study planner. A search bar is located on the right of the navigation bar. Below the navigation bar, there are three statistics: join 1,072,009 students and teachers, access over 133,500 learning resources, and unlimited access for £4.99 a month. The main heading is 'Create a Revision Resource'. Below this, there is a paragraph explaining the benefits of using the website. A blue box contains an information icon and text stating that users need to sign up to create their own resources. The 'Pick a tool to get started:' section features three options: 'Create your Study Planner' with a calendar icon, 'Flashcards' with a card icon, and 'Revision Cards' with a document icon. Each option includes a brief description and a 'Sign up' button. On the right side, there is a 'Study Smarter' section with a calendar icon and a 'Get started' button.

Home Create GCSE A Level & IB University Study planner Search our revision resources...

✓ join 1,072,009 students and teachers ✓ access over 133,500 learning resources ✓ unlimited access for £4.99 a month


[Home](#) > Create a Revision Resource

Create a Revision Resource

Use one of our tools to create a great revision resources. Not only does the process of making your resource help you to learn but re-using it and testing yourself helps too. You can also share your resource with others to help them learn.


i You'll need to [sign up](#) to create your own resources, why not get started now? It's quick, easy and free!

Pick a tool to get started:


**Create your Study Planner**

Organise your revision for any deadline or exam. Tell us what you're studying and when you're free to revise. We'll plan out your timetable to help you get those grades.


[Sign up](#)

**Flashcards**

Create small cards with questions on the front, answers on the back.

**Revision Cards**

Break topics into manageable chunks to make them easier to learn (A5 size).

**Study Smarter**

133,500 resources for £4.99

[Get started](#)

Share resources



Upload your revision notes, presentations, podcasts, recommended sites and YouTube clips.

Make revision notes



Everyone needs notes to revise from - why not make yours here?

Make revision cards



Break topics down into chunks to make them easier to learn. You can save and print them (A5 size).

Make flashcards



Smaller cards (A6) for learning key points. We'll automatically turn them into crosswords and quizsearches if we can.

Make a quiz



And we'll automatically turn your quiz into flashcards, a crossword and a quizsearch too.

Make a crossword



You'll automatically get flashcards and a quizsearch too.

Make a quizsearch



Our unique combination of quiz and wordsearch - you'll automatically get a crossword and flashcards too.

Make a mindmap



Make a diagram to show the relationships between different aspects of a topic.

Organise your thinking



- Advantages and disadvantages
- Compare and contrast
- SWOT analysis
- Causes and effects
- Timeline
- Character analysis

★ Get Revising User Guide

Want to make the most of Get Revising?

Need to find out how to make and share resources? Test yourself? Combine card sets? Create your own revision timetable?

It's all here - simple and clear.

[Download our user guide.](#)

★ Essay help now

Get inspiration for your essays and other assignments.

[Read More](#)



★ Poster time!

A very positive message about learning.

Why not display this in your school or college?

[Read More](#)



Boiler cover

How to Mind Map

FREE Online eLearning Program



CLICK HERE TO GET STARTED

Download iPad App



Show My Homework



Show My Homework

Y10 End of Year Assessment Revision 1/3

10C/Gg1**Description****Insights****Assess**

Task description

■ Ms. S Bielby set this assignment for group 10C/Gg1 - Geography

Set on Tue 02 May**Due on Mon 08 May**

Your end of year assessment will take place after half term.

Each week you are to focus on on section of revision using the checklist attached.

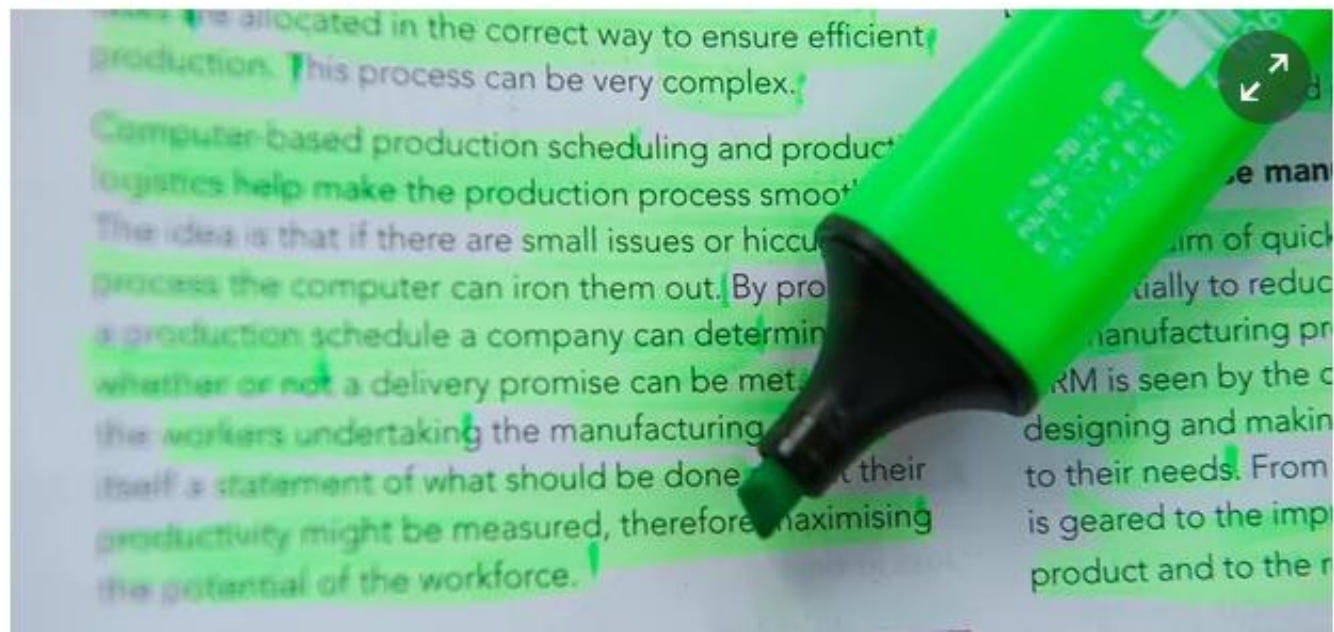
This week focus on Rivers & Coasts from the Autumn Term.

Use the attached checklist, revision guide pages and revision clock to support this. You can complete work in Room 31 on Wednesday lunchtime if you need extra support.



The science of revision: nine ways pupils can revise for exams more effectively

Ditch the highlighter and teach a friend. Psychology shows us a lot about how to improve our memory and avoid distractions - here are some dos and don'ts



Before you do any revision ..

- 1. Eat breakfast research has found that skipping this meal significantly reduces students' attention and their ability to recall information
- 2. Put your phone away researchers found that the mere sight of a phone was enough to reduce a person's ability to focus.



During revision sessions

- 3. Start early and spread it out – to commit something to memory takes time. Spacing your revision out allows time in between revision sessions to forget & re-learn material

4. Test yourself - one of the most effective ways to improve your ability to recall information – helps identify gaps in knowledge

5. Teach someone - requires you to learn & organise your knowledge in a clear & structured way

“

You shouldn't study for an exam by never testing yourself at writing full answers in exam conditions

”

During revision sessions

- 6. Think twice about using highlighters – ‘Quite often, students end up highlighting whole chunks and passages of text, which can give the appearance of having worked hard, but is of little value’.
- 7. Don’t listen to music
- 8. Get some fresh air and exercise
- 9. Sleep

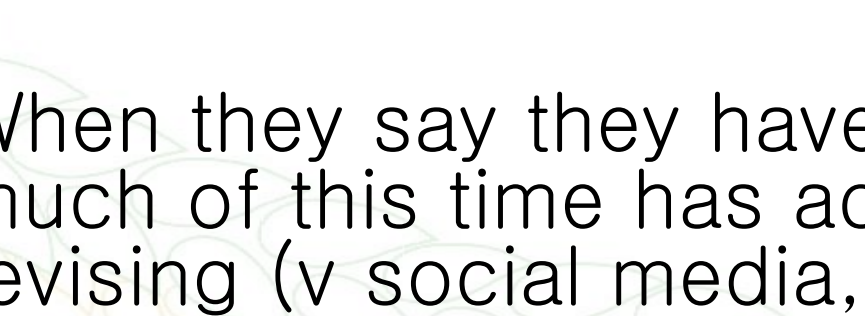


“

Evidence suggests students who study in a quiet environment recall more than those who revise while listening to music

”

Honesty!

- Boys will often revise what they want to and ignore what they are struggling with.
 - Don't be fooled by this – a revision plan allowing time for all subjects is important.
 - When they say they have been revising how much of this time has actually been spent revising (v social media, gaming etc.) ?
- 

Coping with Stress : them and you!

Talk about it.

- ✓ Take time out.
- ✓ Exercise.
- ✓ Think Positive.
- ✓ Relax.
- ✓ Eat Well.
- ✓ Sleep Well.

- LIMS, SSC's, form tutors and subject teachers are all available to support your son.

