



Revision Support

Miss Cocks – RSL

Mrs Lane – AHT

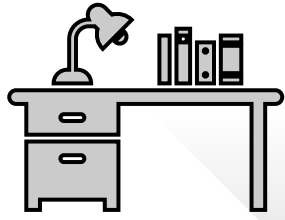




They are able students.

We know they are capable of great grades and achieving their goals.

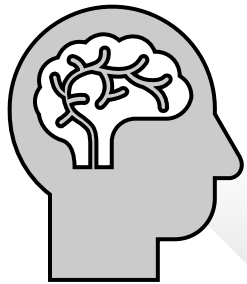
How can we help you all do this?



1. Preparing to revise



2. Active revision



3. Memory techniques



Why encourage your child to revise?

- It reduces panic – gives them control
- It can help identify problem areas
- Know strengths
- Achieve better grades!





Tips and advice...

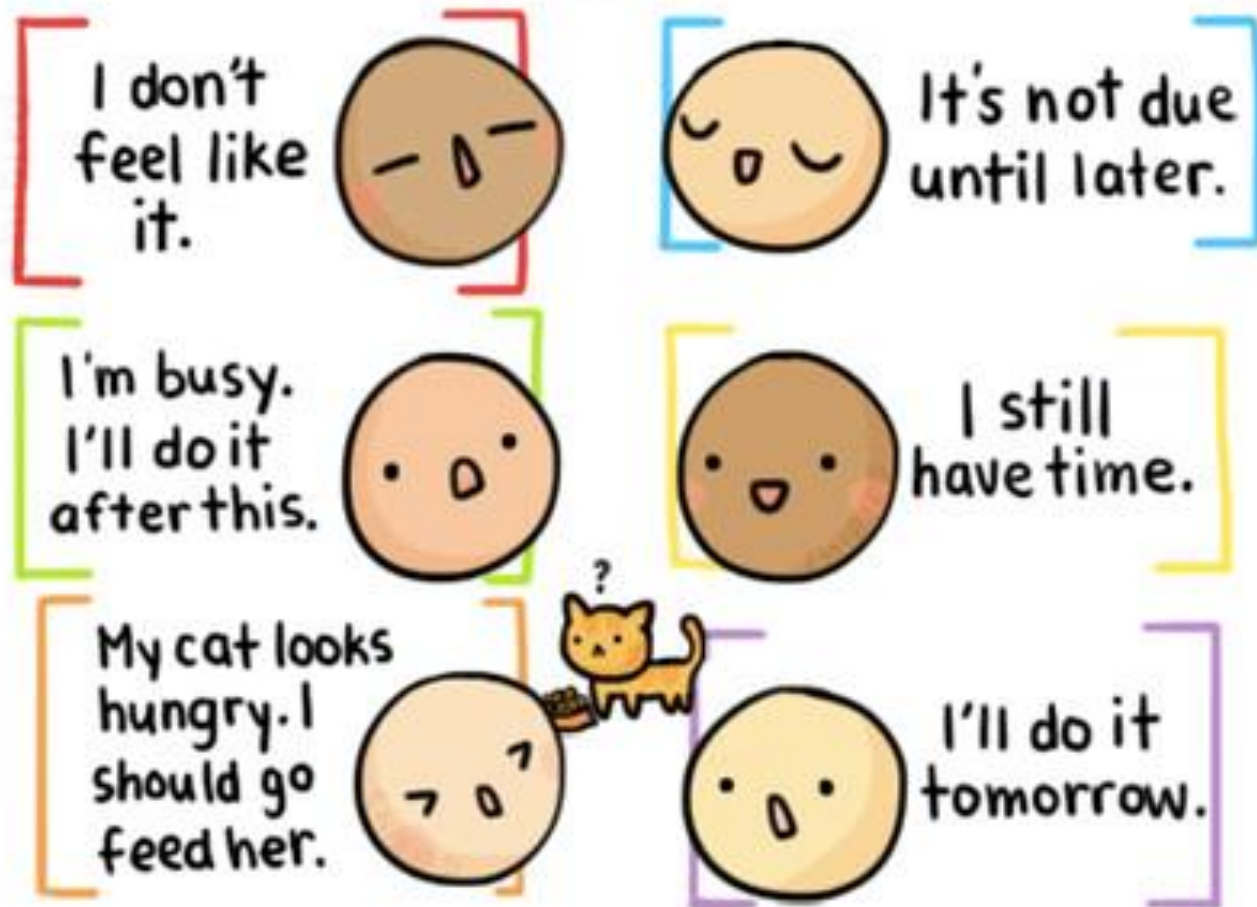
- Be positive about your child's attempts
- Be patient
- Try not to make it a chore
- Remove mobile phones and devices
- Turn off the TV and take control of consoles
- Little and often is better than a marathon
- Maintain good attendance
- Monitor their progress with work – e.g. deadlines
- Ensure they have a quiet place to study
- Help them plan their revision
- Ask for help from us if unsure
- Negotiate clear boundaries and consequences
- Rewards are good negotiating tools
- Always end with praise!

The Many Faces of Revision...





excuses for procrastinating chibird





reasons not to procrastinate



- saves you from last-minute scrambles
- you won't have to worry about it later
- feeling of accomplishment
- more efficient use of time





1. Preparing to revise ...

- How many weeks until exam ... **now just 16 weeks left including holidays**
- Priority subjects ... **identify weaknesses by looking at recent report**
- A revision space is identified ... **know when and where a student will be for revision with minimal distractions**





Create a timetable ...

Weekly Revision Timetable

Name: _____

Day	9:00 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00 – 1:00	1:00 – 3:10	3:10 – 4:30 <small>(Revision / Intervention)</small>	4:30 – 5:00	5:00 – 6:00	6:00 – 7:00	7:00 – 8:00	8:00 – 9:00	9:00 – 10:00
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												

STUDY TIMETABLE

SCHOOL FREE TIME

	MON	TUE	WED	THU	FRI	SAT	SUN
9-4	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL		
4-5	CHEM	BAND	BAND	ENGLISH	BAND		
5-7							
7-7:30	BIOLOGY	TRUMPET	ENGLISH		MATHS	HISTORY	
7:45-8:30	GEO	CHEM	MUSIC		ENGLISH	MUSIC	
8:30-9	HISTORY	MATHS	BIOLOGY		BIOLOGY	MATHS	
9-9:30							

***Remember: make sure you give yourself breaks and allow time to relax and do the things you want to do and enjoy doing.



	MON	TUE	WED	THUR	FRI
Weekly Targeted Core		SCI	ENG	MA	
Week A	RE*	MFL	Geography	History	
Week B	3D Art Fine Art Graphics Food DT	Sport iMedia	Media	Psychology Computing	

Weekly Revision Timetable

Name: _____



Day	9:00 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00 – 1:00	1:00 – 3:10	3:10 – 4:30 <small>(Revision / Intervention)</small>	4:30 – 5:00	5:00 – 6:00	6:00 – 7:00	7:00 – 8:00	8:00 – 9:00	9:00 – 10:00
Monday						RE		SCI	MA		PSY	
Tuesday						SCI		EN	GY			
Wednesday						EN		MA	PSY			
Thursday						MA		RE	SCI			
Friday							GY	PSY				
Saturday		SCI		EN								
Sunday		MA		GY					RE		EN	

School Day

Colour code subjects

Revision slots 1 hr

Breaks in between

Wellbeing time

Not studying too late

****Remember: make sure you give yourself breaks and allow time to relax and do the things you want to do and enjoy doing.*

Start by adding afterschool revision to your own timetable now ...



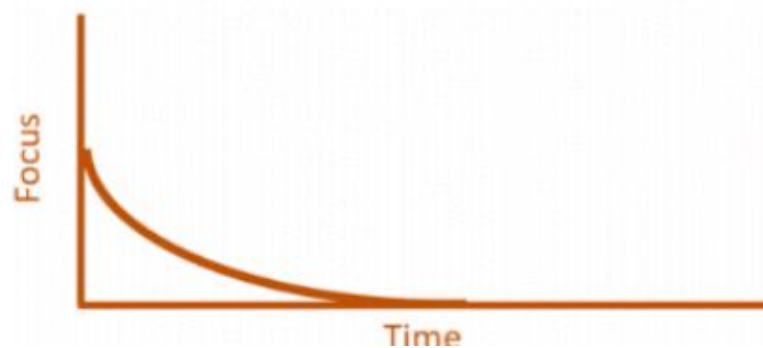
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Weekly Targeted Core		SCI	ENG	MA	
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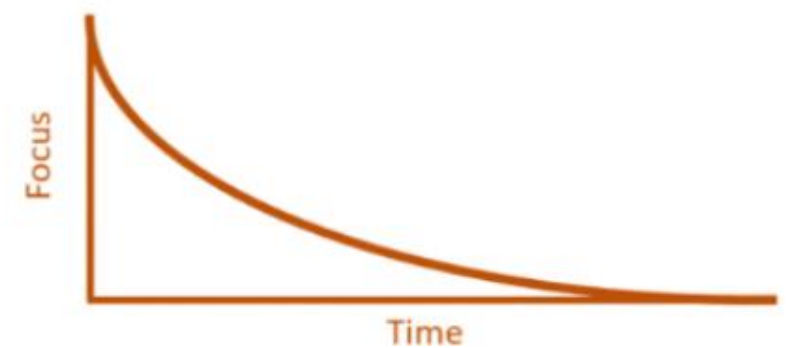
When Should you Revise?

- When you revise, you should choose a time when find it easiest to focus. This should be a time when you are well-rested, well-fed and when you are used to working.
- If you are trying to revise and feeling like nothing is sticking, walk away and come back later, this is a sign that you need a break or to get in the right mind set.

Revising when you are tired:



Revising when you are well-rested:





Interleaved Practice

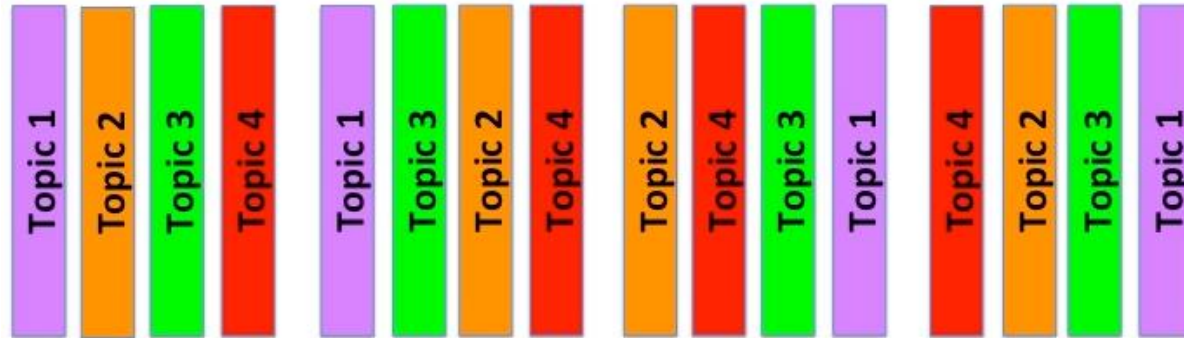
When you are revising a subject, the temptation is to do it in 'blocks' of topics





The problem with this is, is that it doesn't support the importance of repetition – which is so important to learning.

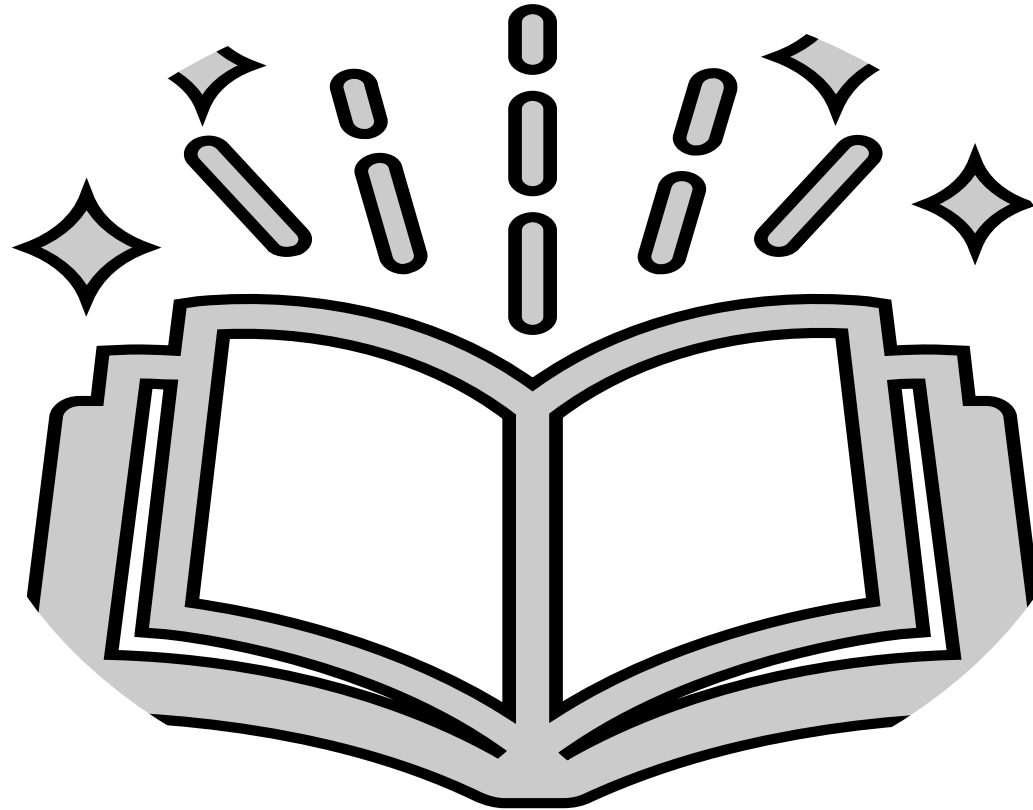
So rather than revising in 'topic blocks' it's better to chunk these topics up in your revision programme and **interleave** them



This means that you keep coming back to the topics. So, instead of doing a one-hour block of revision on topic 1, do 15 minutes on topic 1, then 15 minutes on topic 2, then the same for topic 3 and 4. And mix it up!



2. Active revision...



Have you spent hours reading through notes and books until you get bored and nothing goes in?



Passive revision doesn't work.



Many students spend a lot of time reading and rereading their notes. The important thing is to 'do things' with your notes, other than just reading them.

Passive Revision - What most students do

EXAM

- *Hope knowledge has 'stuck' enough to answer an exam question and be successful*

Phase 1: Read

- *Revision workbook*
- *Own notes*
- *Textbook*
- *Websites e.g. BBC Bitesize*

Phase 2: Possibly make revision notes

- *Notes made, possibly then highlighted to pick out key details or events*

Phase 1: RAG knowledge

- *Red – no knowledge – learn again – maybe try a different technique*
- *Amber – good factual knowledge but can't apply to an exam question*
- *Green – can answer exam questions on this topic confidently*

- *Exam Practise – short / long answer questions*
- *Quiz yourself (flash cards / quizlet – other online quizzes)*
- *Timed exam practise*
- *Essay plans for longer questions*

Phase 4: Test yourself

Active revision cycle

Phase 2: Read

- *Revision book*
- *Own notes*
- *Textbook*
- *Websites*


Phase 3: Active revision

- *PiXL Revisit*
- *Flashcards*
- *Mind-maps*
- *Mnemonics*
- *Post it note*
- *revision*
- *Look, cover, write, check*
- *GCSEpod*



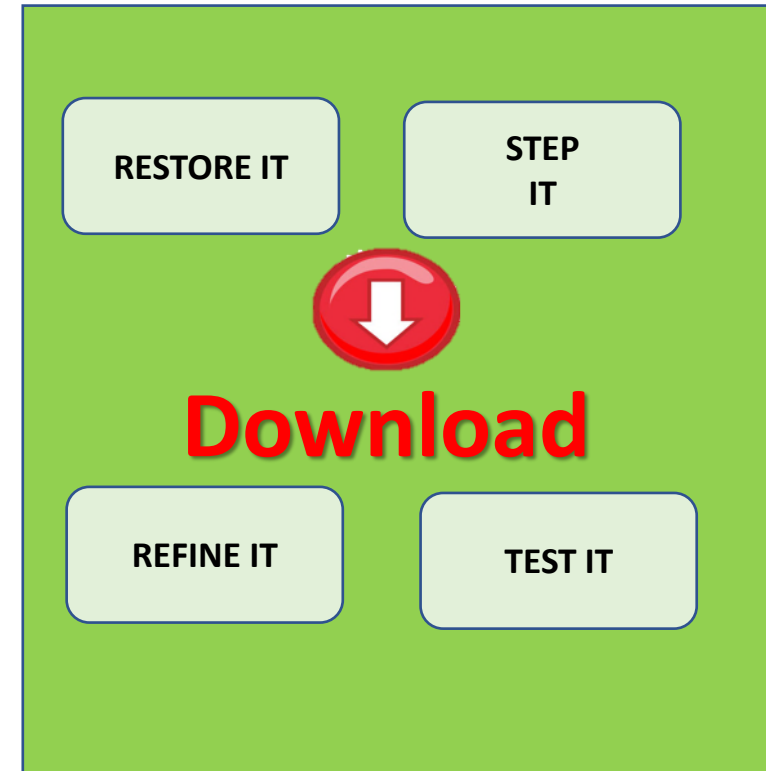
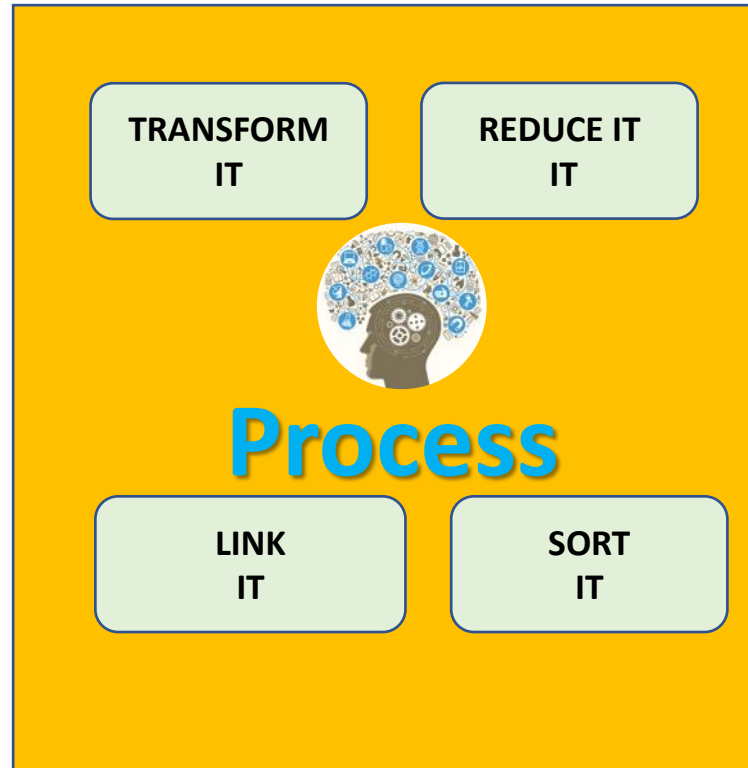
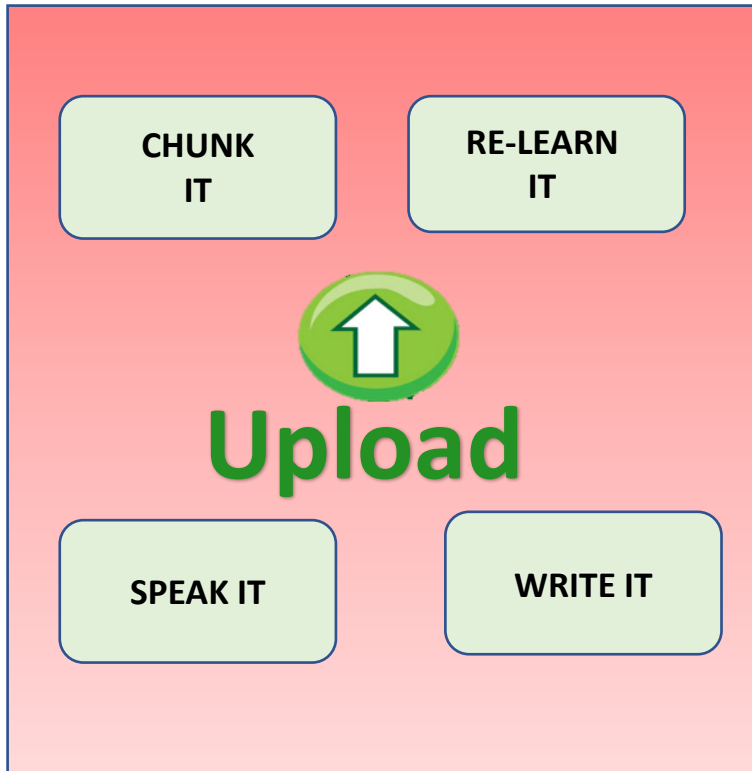
PiXL Re-visit ...

1. 
**Upload
KNOWLEDGE**

2. 
**Process
KNOWLEDGE**

3. 
**Download
KNOWLEDGE**

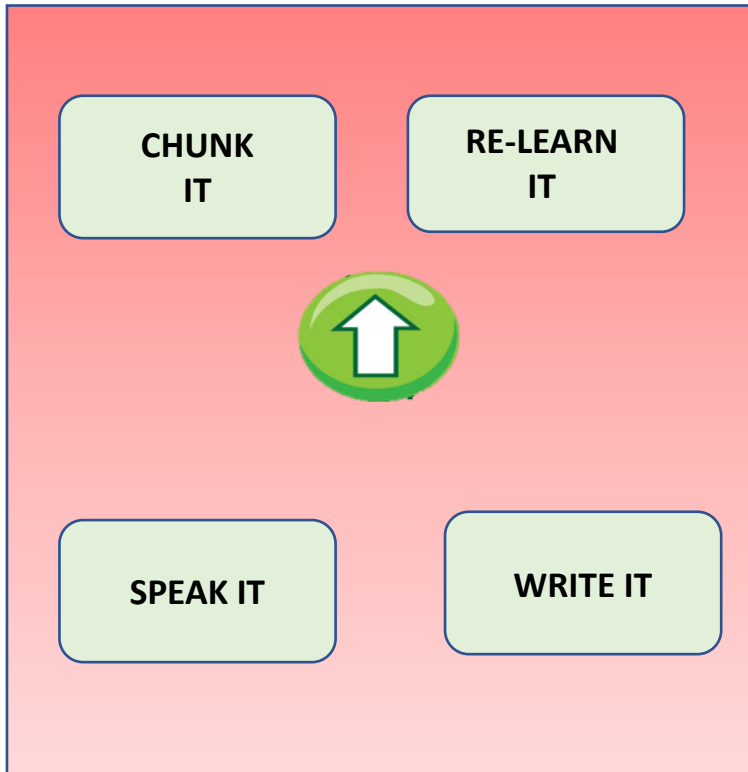
PiXL Re-visit ...



Example



The carbon footprint and its reduction



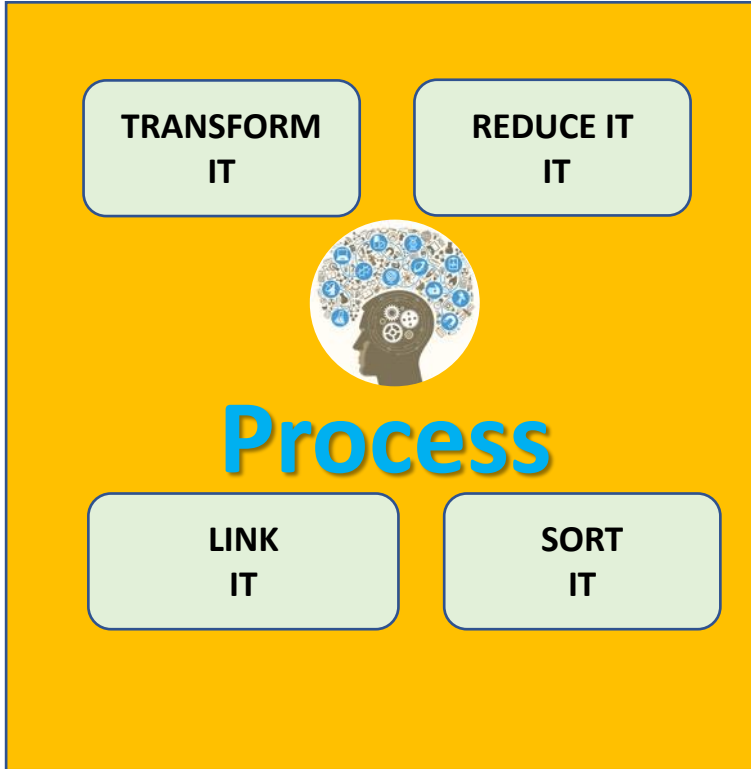
The carbon footprint of a product is the total amount of carbon dioxide (and other greenhouse gases) which are emitted over the full life cycle of a product, service or event.

For example, the carbon footprint of a car would include the carbon dioxide emitted by:

- machinery whilst the metal is extracted from the Earth's crust and processed
- power stations which generate the electricity used to manufacture the car
- the car itself when it is driven for many years
- the machinery which is used to dispose of or recycle the car

The carbon footprint of a person during one year would consist of the total amount of carbon dioxide released into the atmosphere by all of the activities they take part in, and the manufacture, use and disposal of all the products and resources they use. For example, a typical young person might:

- use electricity at home, probably generated from fossil fuels, for lighting their room and using electronic devices
- use a gas-powered boiler at home (which produces carbon dioxide) for heating and hot water
- travel to school by bus or car (which probably runs on petrol or diesel)
- eat beef or rice which have been farmed using methods that release methane
- travel abroad once per year on an aeroplane (which produces carbon dioxide)



PiXL Revisit: 'Boxing Up' Activity

Name of Topic: _____

Name: _____

Class: _____

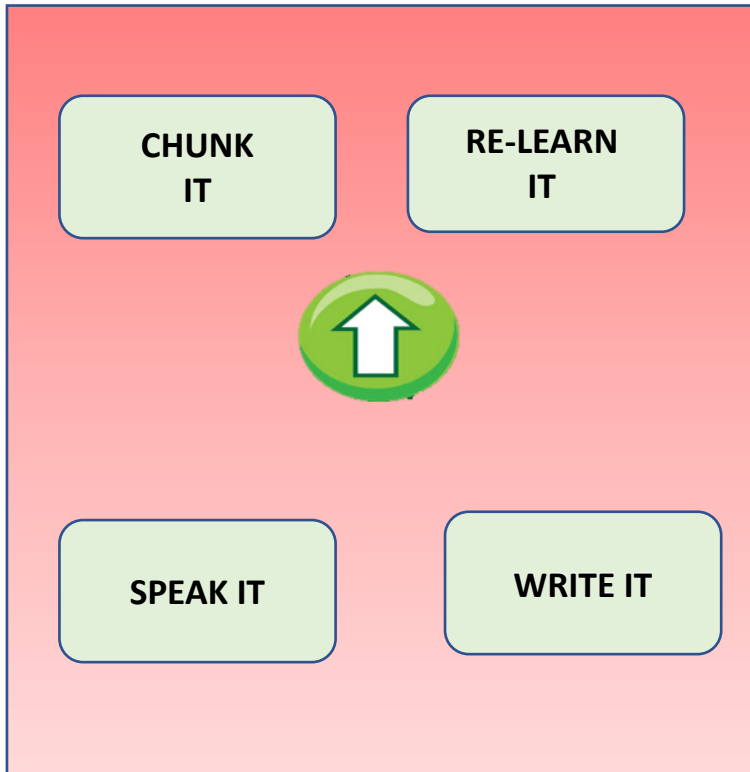
Read the text and then put your thoughts in to different boxes so that you have 'boxed up' the text.

Box 1 – three things I did not know.
Box 2 – three things I understand better now.
Box 3 – three things I already knew.

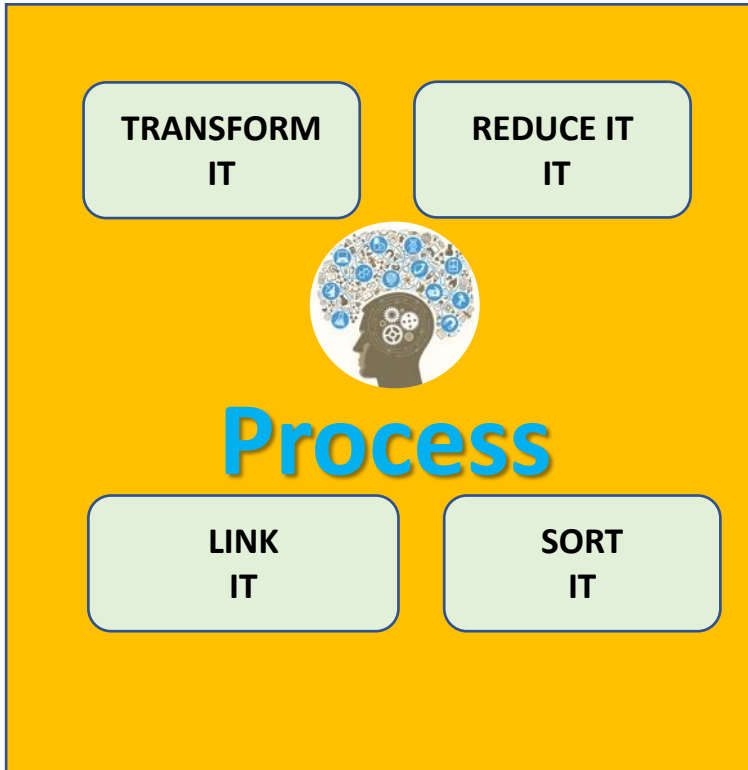




Suggest and explain three ways that someone living in the UK could reduce their carbon footprint.



Elephants eat 72 to 158 kilograms of food each day. Baby elephants, called calves, weigh around 90 kilograms at birth. Elephant tusks are made of dentine, calcium and salt. The average lifespan of an elephant is 80 years. Elephants use more than 70 voice signals and 160 visual signals for daily communication. Elephants have the largest brains by mass of all mammals, weighing in at a hefty 10.5 pounds (4.7 kilograms) for an adult

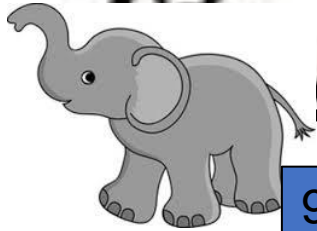
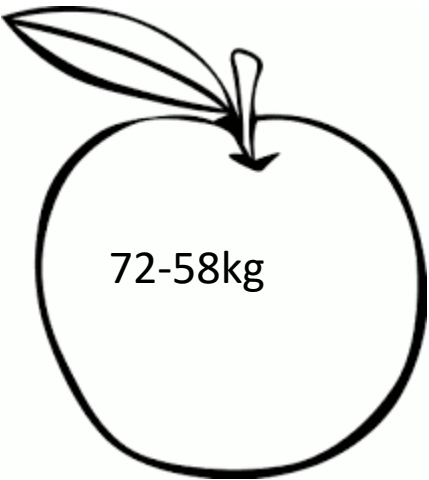


Transform It – Turn the information
in to pictures/diagrams

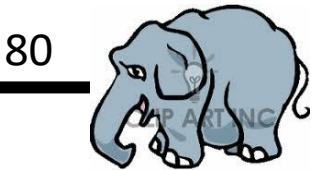
You can use a maximum of 5 words

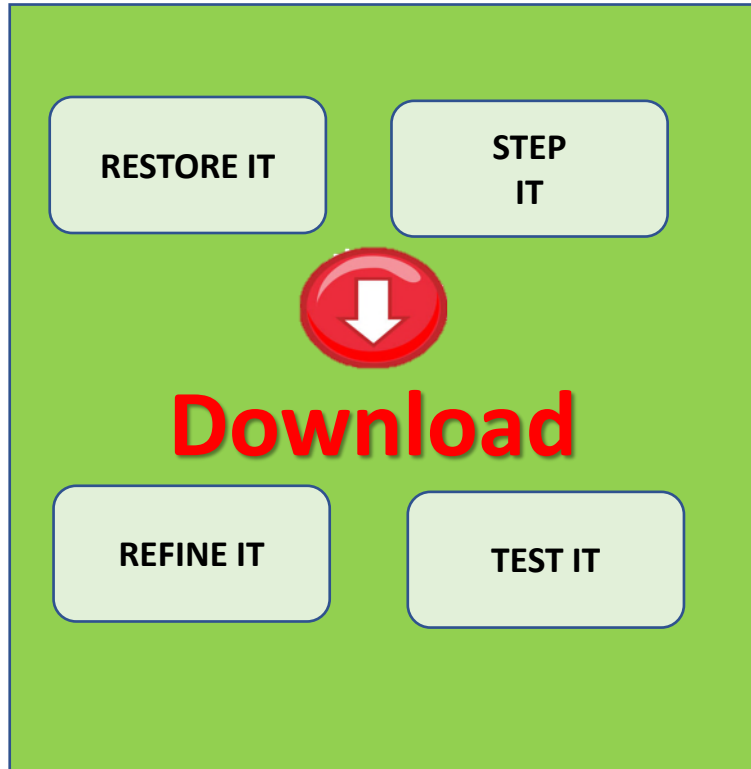


- + Dentine
- + Calcium
- + Salt



90kg





PRIORITISE IT:
What are the three most important facts you have learnt about elephants?



PiXL Revisit
A Strategy for Revision

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All of the Revisit Templates
are in the
PiXL Revisit Handbook













Saint George's
Church of England School



All Different, All Equal, All Flourishing

PIXL Revisit: Reduce and Transform

Unit / Topic: _____

-  → 
-  → 
-  → 
-  → 
-  → 










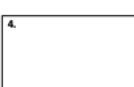

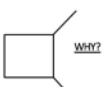


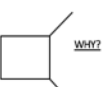
2

PIXL Revisit: Prioritise - Significance and Importance

Unit / Topic: _____

Notes:

Key Facts, Dates, Words. Number of Priority:

-   
-   
-   
-   
-   

3

PIXL Revisit: 3 x 2 Testing

Unit / Topic: _____

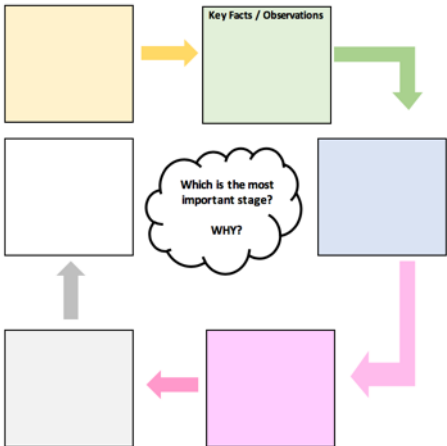
Last Lesson Key facts:	1. 
	2. 
Last Week Key facts:	3. 
	4. 
Last Year Key facts:	5. 
	6. 

One topic to revise next: _____

4

PIXL Revisit: Process and Categorise Steps and stages explained

Unit / Topic: _____



5

PIXL Revisit: Chunk It

Unit / Topic: _____

Chunks of learning of this / topic / area
* You could start with the most important or the most difficult to learn


- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 

6

PIXL Revisit: Ranking Triangle

Name of Topic: _____
Name: _____
Class: _____

The most important information goes at the top and then the least important at the bottom. Make sure you justify WHY you think it the most/least important.

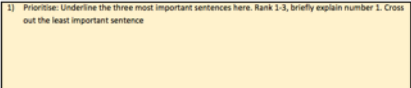
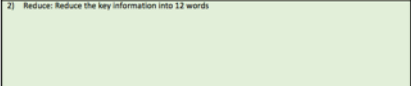

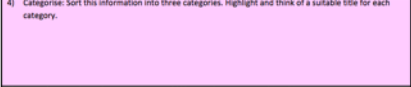



7

PIXL Revisit: Thinking Hard Model

Name of Topic: _____
Name: _____
Class: _____

Take a section of the text and do the following:

-  1) Prioritise: Underline the three most important sentences here. Rank 1-3, briefly explain number 1. Cross out the least important sentence
-  2) Reduce: Reduce the key information into 12 words
-  3) Transform: Transform this information into 4 pictures or images (no words allowed)
-  4) Categorise: Sort this information into three categories. Highlight and think of a suitable title for each category.
-  5) Extend: Write down three questions you'd like to ask an expert in this subject.

8

PIXL Revisit: 'Boxing Up' Activity

Name of Topic: _____
Name: _____
Class: _____

Read the text and then put your thoughts in to different boxes so that you have 'boxed up' the text.

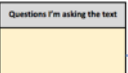
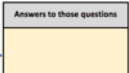
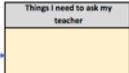









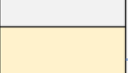
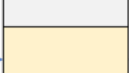
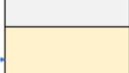




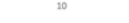

Box 1 – 3 things I did not know
Box 2 – 3 things I understand better now
Box 3 – 3 things I already knew

9

PIXL Revisit: Question Time

Name of Topic: _____
Name: _____
Class: _____

When you read any text, you should be asking it questions NOT just letting it wash over you. Read your text and pause and ask it questions - e.g. "what do you mean when you say '...'?"

Questions I'm asking the text	Answers to those questions	Things I need to ask my teacher
		
		
		
		
		
		
		

10

PIXL Revisit: Quizzing

Name of Topic: _____
Name: _____
Class: _____

Read the text and come up with 20 questions to ask someone about the text.

Question	Answer
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

12

PIXL Revisit: Transform

Unit / Topic: _____

NOTES:

Picture

Picture

21

PIXL Revisit: Transform

Chapter theme / topic

Main idea 1 Main idea 2 Main idea 3 Main idea 4

Specific detail A Specific detail C Specific detail D Specific detail F Specific detail G Specific detail I Specific detail J Specific detail K

Specific detail B Specific detail E Specific detail H Specific detail L

Taken from the article: "What Will Improve a Student's Memory?" By Daniel T. Willingham http://www.ah.org.uk/sites/default/files/periodicals/willingham_8.pdf

15

PIXL Revisit: Transform

Unit / Topic: _____

PICTURE/ SOURCE/ INFO/ RESOURCE

Key Points

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Most Important + WHY:

17

PIXL Revisit: Transforming

Name of Topic: _____

Name: _____

Class: _____

Turn the material you have read into up to 6 pictures – one per paragraph or one per key piece of information. The pictures must represent the information so that they can act as a reminder of what the text said. Underneath each picture, explain your thinking.

1.	2.	3.
4.	5.	6.

Now restore your pictures back into its original form.

14

PIXL Revisit: Experiment on a page

Experiment Title: _____

Process / Method

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Results

Experiment Diagram

Label

Label

Formulae

20

PIXL Revisit: Examine It

NOTES

Topic: _____

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Exam Question

Key Words Key Dates Key Facts Key Quotes Key Formulae

18

PIXL Revisit: Flexibility of thinking

Connection Map

19





An editable resource you can use!

An electronic copy is on the Year 11 Teams plus all students have access to the library and £5 a month photocopying

PIXL Revisit: Reduce and Transform Page 5

Unit / Topic: River processes Example

- Hydrolysis:** Action of water on the base of a cliff causes cliff base erosion.
- Abrasion:** When material carried by waves acts like sandpaper to wear away rock surfaces. Acts on cliffs.

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PIXL Revisit: Prioritise - Significance and Importance Page 6

Unit / Topic: Example

- Prioritise:** for a topic pick out the key points
- Summarise** the key points (write in the boxes)
- Identify** key facts, places, dates, words, quotes
- Rank it:** Write a number in the box to show rank order
- Justify:** give reasons for your order of priority

22



PIXL Revisit: Prioritise - Significance and Importance Page 6

Unit / Topic: Example

Notes:

-
-
-

In 1 minute sketch out this template on your paper

23

PIXL Revisit: Prioritise - Significance and Importance Page 6

Topic: Assess the importance of things that make you happy. Example

- Prioritise:** identify 3 things that make you happy
- Summarise** those key points (write in the boxes)
- Identify** key facts, places, dates, words or quotes
- Rank** the things that make you happy. 1 is most important.
- Justify:** give reasons for your order of priority

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PIXL Revisit: Analyse - Main Themes Page 18

Chapter theme / topic

- Choose a topic / book / chapter**
- Identify the main themes**
- Pick out the details that link to the main ideas:** these could be, quotes, places, dates, facts, key words

Lots of exam questions will expect you to develop your points and use evidence.

25



PIXL Revisit: Analyse - Main Themes Page 18

Chapter theme / topic

- Choose a topic / chapter**
- Identify the main themes**
- Pick out the details that link to the main ideas:** these could be, quotes, places, dates, facts, key words

26



PIXL Revisit: Analyse - Main Themes Page 18

Chapter theme / topic: Jekyll and Hyde Example

- Choose a topic / chapter**
- Identify the main themes in the book**
- Pick out the details that link to the main ideas:** summarises the main points then choose quotes that back up your points.

On your paper draw a quick template with 2 main ideas Add 3 details for each

27

PIXL Revisit: Analyse - Main Themes Page 18

Chapter theme / topic: Jekyll and Hyde Example

- Choose a topic / chapter**
- Identify the main themes in the book**
- Pick out the details that link to the main ideas:** summarises the main points then choose quotes that back up your points.

28





Create flashcards... then use them!

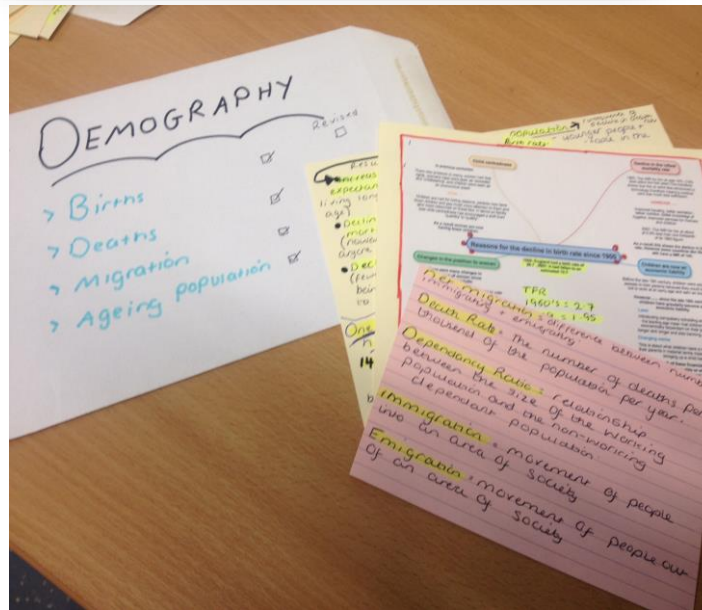
Pick up the first card and read the keywords/phrase. Try to recall as much of the information as you can.

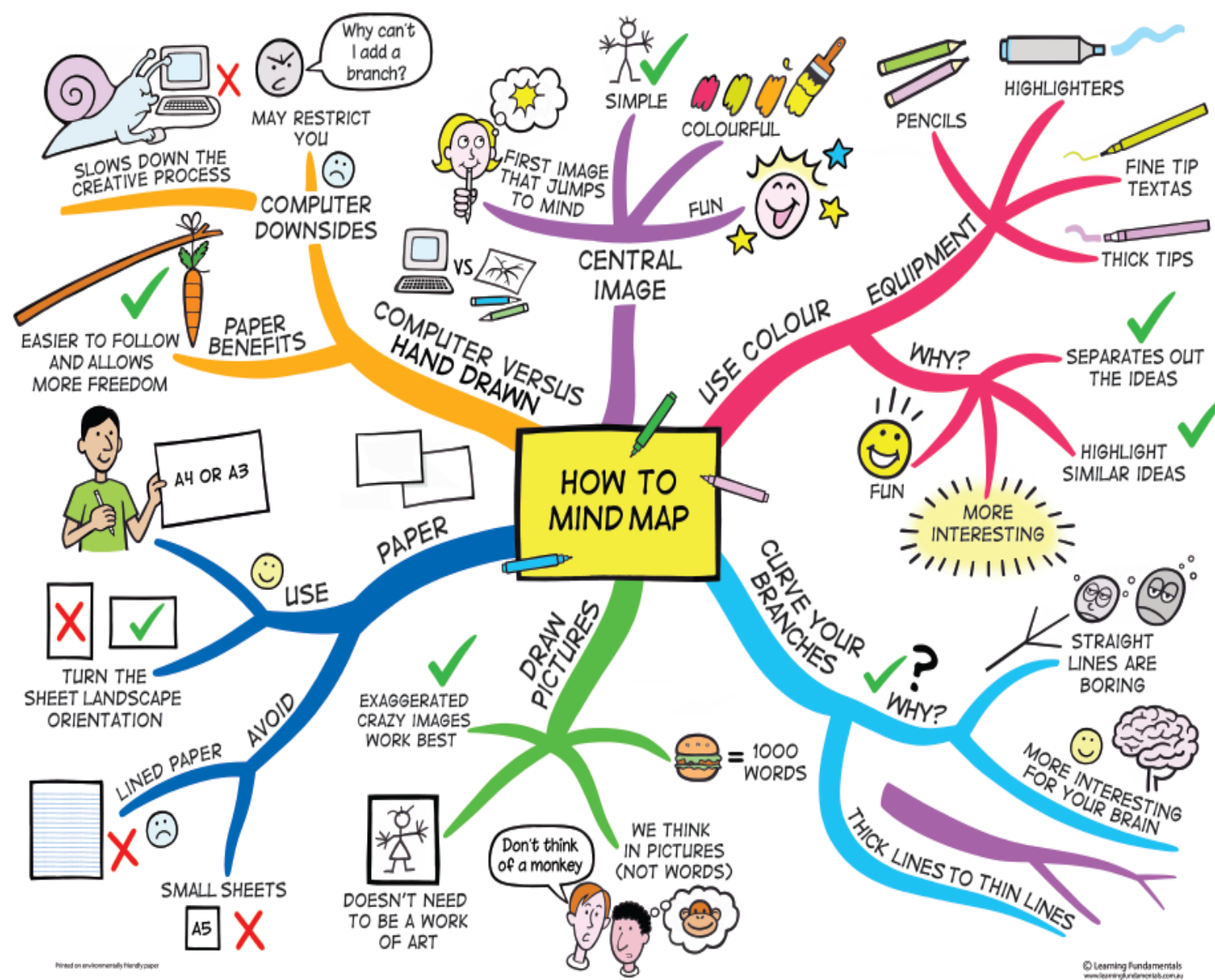
Flip over the card and see if you got the answer(s) right. If you're happy you got the information right, put that card on the 'right' pile.

If you got the information wrong or incomplete, put it on the 'wrong' pile.

Do this for all the cards.

When you've gone through all the cards, go back to the 'wrong' pile, and repeat the process.





Mind-maps let you generate more ideas, identify relationships among the information, and effectively improve your memory.

The use of colours, images, and keywords in mind mapping aids makes it easier to remember information rather than reading long sentences.



Write a question on a post it note and the answer on another post it note.

Stick the question around your room and the answer somewhere else.

Read a question and then take a walk around the room to find the answer.



Material deprivation

Unlike cultural deprivation theorists, who blame educational failure on the inadequacy of working-class subculture, many other sociologists see material deprivation as the main cause of underachievement. The term 'material deprivation' refers to poverty and a lack of material necessities such as adequate housing and income.

Poverty is closely linked to educational underachievement. For example:

- According to the Department for Education (2012), barely a third of pupils eligible for free school meals (FSM) – a widely used measure of child poverty – achieve five or more GCSEs at A*-C including English and maths, as against nearly two thirds of other pupils.
- According to Jan Flaherty (2004), money problems in the family are a significant factor in younger children's non-attendance at school.
- Exclusion and truancy are more likely for children from poorer families. Children excluded from school are unlikely to return to mainstream education, while a third of all persistent truants leave school with no qualifications.
- Nearly 90% of 'failing' schools are located in deprived areas.

There is a close link between poverty and social class. Working-class families are much more likely to have low incomes or inadequate housing. Factors such as these can affect their children's education in several ways.

Housing

Poor housing can affect pupils' achievement both directly and indirectly. For example, overcrowding can have a direct effect by making it harder for the child to study. Overcrowding means less room for educational activities,

Activity Discussion
A child's background can disadvantage their education.
Go to www.bbc.co.uk/1/health/2008/08/080813_education_inequality.shtml

nowhere to do homework, disturbed sleep from sharing beds or bedrooms and so on.

For young children especially, development can be impaired through lack of space for safe play and exploration. Families living in temporary (bed and breakfast) accommodation may find themselves having to move frequently, resulting in constant changes of school and disrupted education.

Poor housing can also have indirect effects on a child's health and welfare. For example, crowded homes run a greater risk of accidents. Cold homes can also cause ill health. Families in poor accommodation suffer more psychological problems, infections and accidents. Such health problems can lead to absences from school.

Diet and health

Marilyn Howard (2001) notes that children from poorer homes have lower intakes of vitamins and minerals. Poor nutrition affects health by weakening the immune system and lowering energy levels. This may result in more absences from school due to illness, and difficulties concentrating.

Children from poorer homes are more likely to have emotional or behavioural problems. Wilkinson (1996), among others, has found that, in a social class, the higher the rate of truancy and conduct disorders, all of which are likely to have a negative effect on the child's education.

Jo Blanden and Stephen Machin (2001) found that children from low income families were more likely to exhibit 'externalising' behaviour (such as tantrums), which are likely to disrupt

From these two pages in a textbook...

Financial support and the costs of education

Lack of financial support means that children from poor families have to do without equipment and miss out on experiences that would enhance their educational achievement. David Bull (1980) refers to this as 'the costs of free schooling'. A study in the Oxford area by Emily Turner et al (2003) found that the cost of items such as transport, uniforms, books, computers, calculators, and sports, music and art equipment, places a heavy burden on poor families.

As a result, poor children may have to make do with hand-me-downs and cheaper but unfashionable equipment, and this may result in being isolated, stigmatised or bullied by other children. For many children, suitable clothes are essential and 'fitting in' is important.

According to Flaherty, fear of stigmatisation may also help explain why 20% of those eligible for free school meals do not take up their entitlement.

"I realised when I was in year 7 that the people who were getting free school meals were teased... I couldn't handle it. I was already getting teased enough, so I don't want to be teased more." (Quoted in Ridge 2002)

Michael Noble (1995) adds that poverty acts as a barrier to learning in other ways, such as inability to afford extra tuition, and poorer quality local schools.

It also means that children from low-income families are more likely to be employed to work. Ridge found that children in low-income families, such as baby sitting, cleaning and other part-time work, this often had a negative impact on their education.

Financial support to poorer students staying on in education has had previously been available through Education Maintenance Allowances (EMAs) which was abolished in the Coalition government in 2011.

Financial support usually involves getting into debt to cover tuition fees, books and living expenses. This debt may deter working-class students

Table 2A Percentage of young people entering higher education from the most advantaged and the most disadvantaged areas of England

Area	1994/5	2009/10
From the most advantaged areas	50	57
From the most disadvantaged areas	13	19

Source: HEFCE (2010)

from going to university. Using data from a nationwide questionnaire survey of nearly 2,000 prospective students, Claire Callender and Jon Jackson (2005) found that working-class students are more debt averse – that is, they saw debt negatively, as something to be avoided. They saw more costs than benefits in going to university.

Crucially, Callender and Jackson found that attitude was important in deciding whether to apply to university. The most debt averse students (typically working-class) were over five times less likely to apply than the most tolerant students (typically middle-class).

Increases in tuition fees from 2012, to a maximum of £9,000 per year, may mean that the increased debt burden will deter even more working-class students from applying to university. For example, according to UCAS (2012), the number of UK applicants fell by 8.6% in 2012 compared with the previous year.

Furthermore, working-class students who do go to university are likely to receive less financial support from their families. A National Union of Students (2010) online survey of 3,863 university students found that 81% of those from the highest social class received help from home, as against only 43% of those from the lowest class. Fear of debt and more limited financial support help to explain why only about 30% of university students come from working-class backgrounds, despite the fact that this group accounts for about 50% of the population (see also Table 2A).

Financial factors also restrict working-class students' choice of university and chances of success. Diane Reay (2005) found that working-class students were more likely to apply

can flourish at home and when they go to school, and break the cycle of disadvantage.

The objective of Sure Start is to improve children's learning by encouraging high quality environments that promote learning, provide stimulating and enjoyable play and language skills.

What similarities can you see between Sure Start and Operation Road Start?

To 5 brief Post-Its

Material deprivation

Material deprivation describes POVERTY and a lack of material goods
 ~ Barely 1/3 of students can free school meals pass GCSEs
 ~ 90% of failing schools are in poor areas
 ~ Poverty + class are closely linked

Housing:
 - Overcrowding makes it hard to study
 - Lack of space, temporary rented accommodation
 - Poor and damp conditions can cause health problems

Diet and health

Diet + health:
 Howard (2001) - Poorer have poor nutrition - can lead to poor health and attend less
 Wilkinson (1996) - Poor more likely to have behavioural problems (e.g. tantrums), which

Housing

Poor housing can affect pupils' achievement both directly and indirectly. For example, overcrowding can have a negative effect on the child to study for educational activities.

Financial support and the costs of education

Financial Support:
 Turner: School is never 'free' - middle class students are more likely to afford the essentials + extras
 Middle class develop poor self-esteem - no welcome
 is a barrier - poor children struggle to take part which I don't want to do (2002)

Fear of debt
 Callender + Jackson: Working-class children are more debt-averse
 ~ less likely to go to uni
 ~ Raising tuition fees deters W.C. students more
 Reay (2005) W.C. students more likely to attend local unis - less option

Table 2A

Percentage of young people entering higher education from the most advantaged and the most disadvantaged areas of England

From the most advantaged areas	1994/5	2009/10
From the most disadvantaged areas	50	57
	13	19

Source: HEFCE (2010)



Revise, rest, revise



Exercise



Variety is best



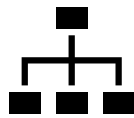
Interactive and active



Structure



Interleave



On-going



No phones or devices



Mnemonics (or Acrostics) help you to remember by using short words that stand for something to help you.

Make your sentences or words as memorable as possible.

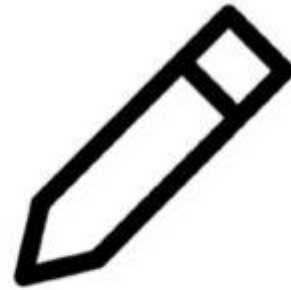
They're good for learning a list of key words or concepts or the structure to apply to a certain type of answer.



LOOK



COVER



WRITE



CHECK

- Look at a specific paragraph of information
- Cover up the information
- Write out the information from memory
- Check and correct any errors, missing information or spelling mistakes

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https://youtu.be/Fc9wPYInCgU?si=2erKg_CmborIXDe0



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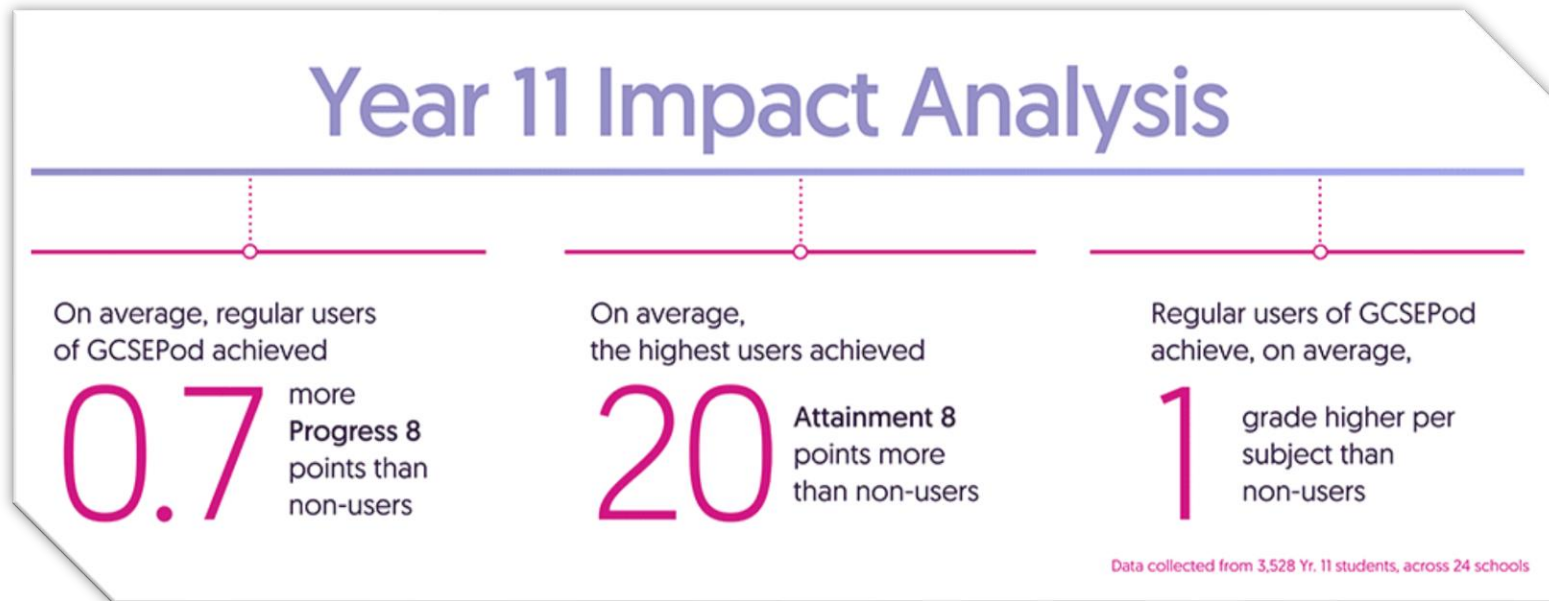
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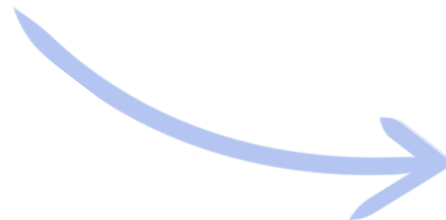
How do you access GCSEPod?

OPTION 1 – Via any browser on your computer, laptop, tablet or phone.

Just go to <https://members.gcsepod.com/login>

OPTION 2 – Via the Apple and Android apps which are free to download from the apple store and play store.

Just search for 'GCSEPod'



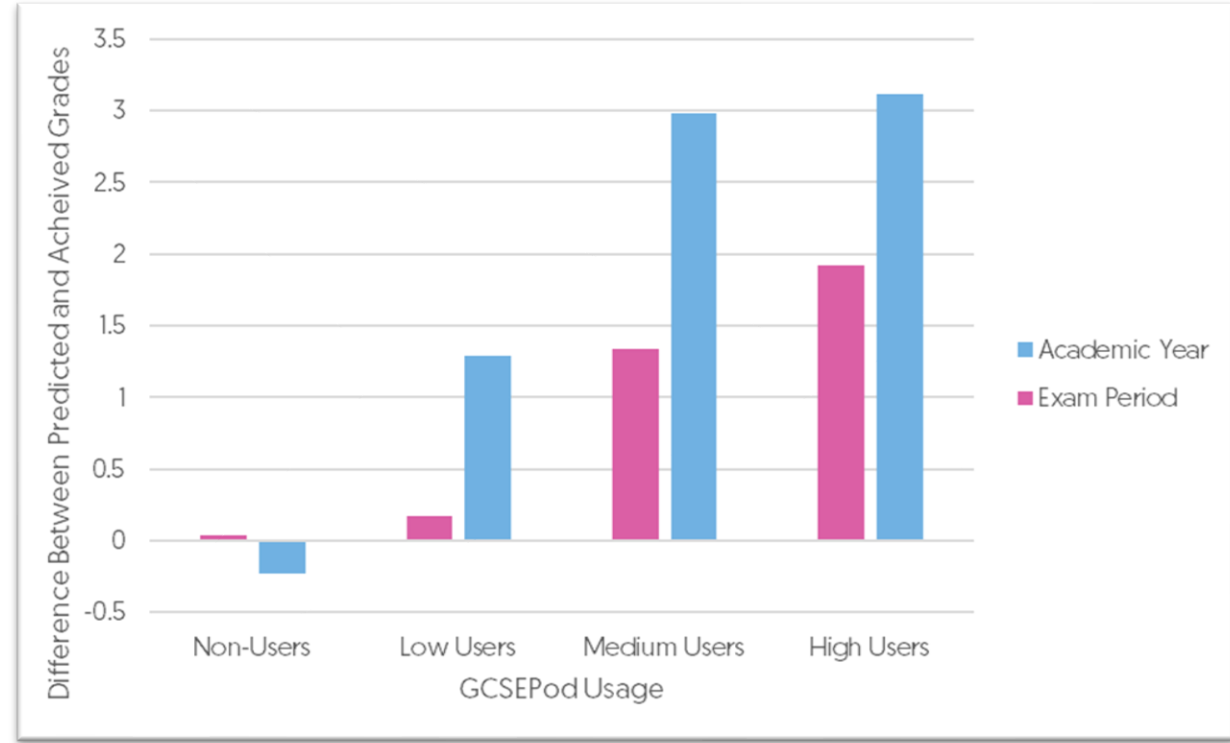


Start now and use often



Just like training for a marathon, you need to **start early** and **train little and often**.

Students who used GCSEPod over the **WHOLE year**, not just during exams, achieved **greater results**.





CREATE DIGITAL FLASHCARDS



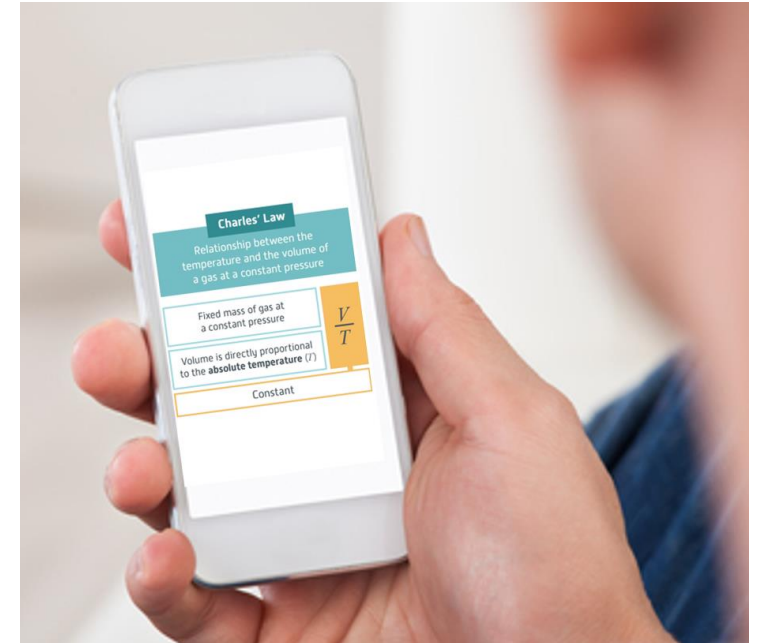
Charles' Law
Relationship between the temperature and the volume of a gas at a constant pressure

Fixed mass of gas at a constant pressure

Volume is directly proportional to the **absolute temperature** (T)

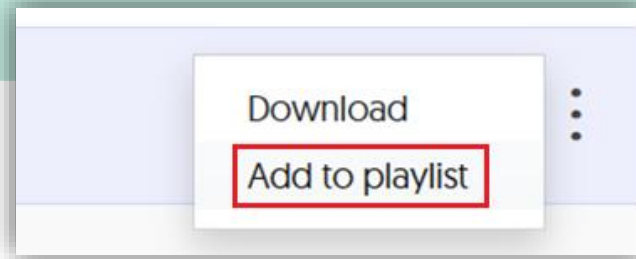
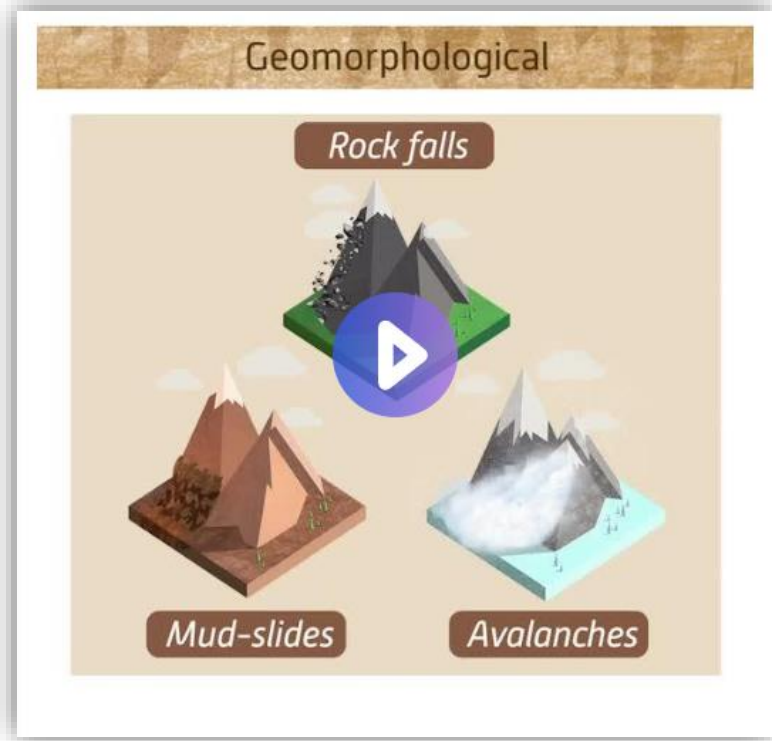
Constant

$\frac{V}{T}$





CREATE CUSTOM PLAYLISTS





CHALLENGE YOURSELF



**Check
-&-
Challenge**

TEST YOUR KNOWLEDGE...

Answer questions, beat your previous score and see your progress!

EARN   

Look out for the icon!

Dividing Fractions
00:00 / 03:00

(Note: The banner also features a list of math topics on the right side, each with a 'C&C' icon: Fractions, of a Given Number, 3.52, and Dividing Fractions.)



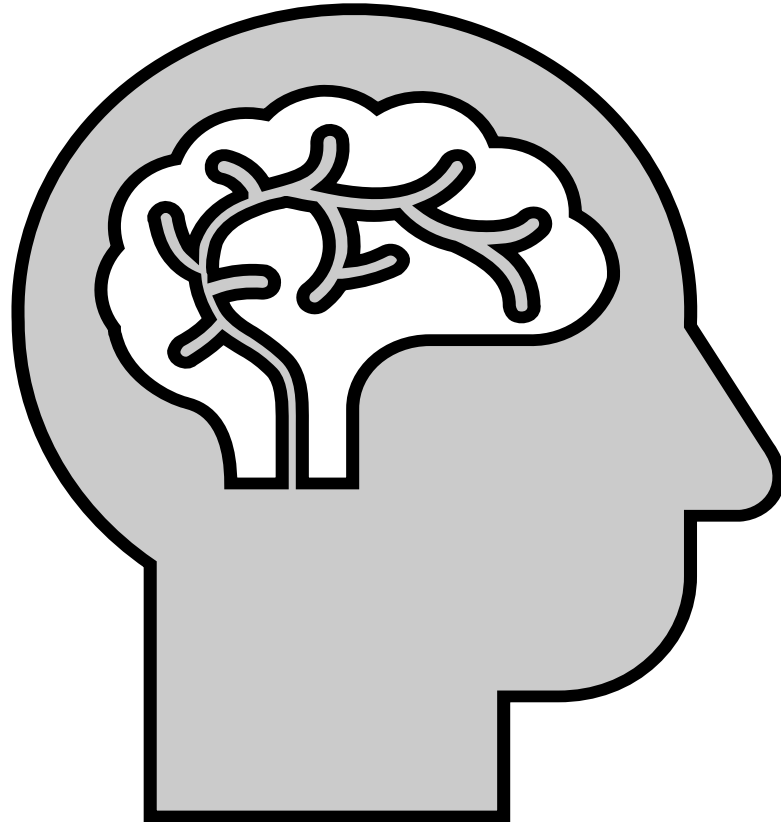
YOU ARE JOINING A STUDENT COMMUNITY

- Over 500,000 students
- 36+ countries
- Accessed 15 million times last year





3. Memory Techniques ...





Remembering to remember

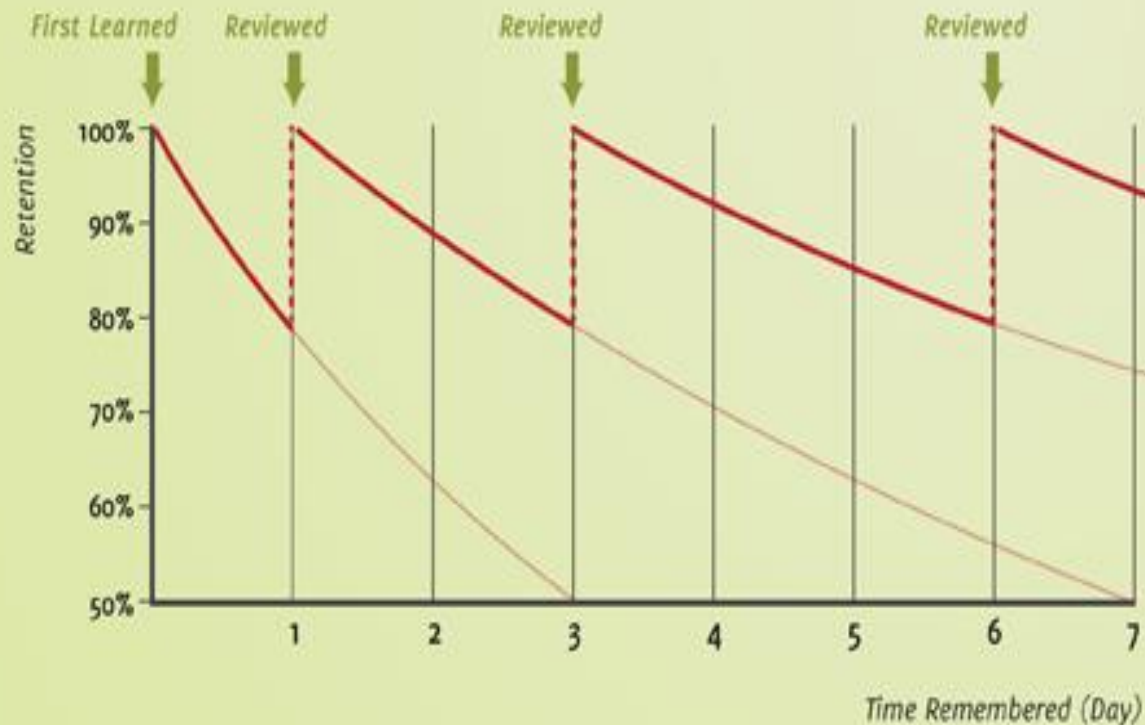
- 1. We remember things if they are special or different.
- 2. We remember things that have happened recently.
- 3. We remember things that we have done over and over again, or do every day.
- 4. We remember things if there are strong emotions linked.
- 5. We remember things which link to what we already know.



Reducing Forgetting!

REVIEWING TO REMEMBER

A typical forgetting curve shows that our newly learned knowledge and made memories are halved in a matter of days or weeks unless the information is reviewed.

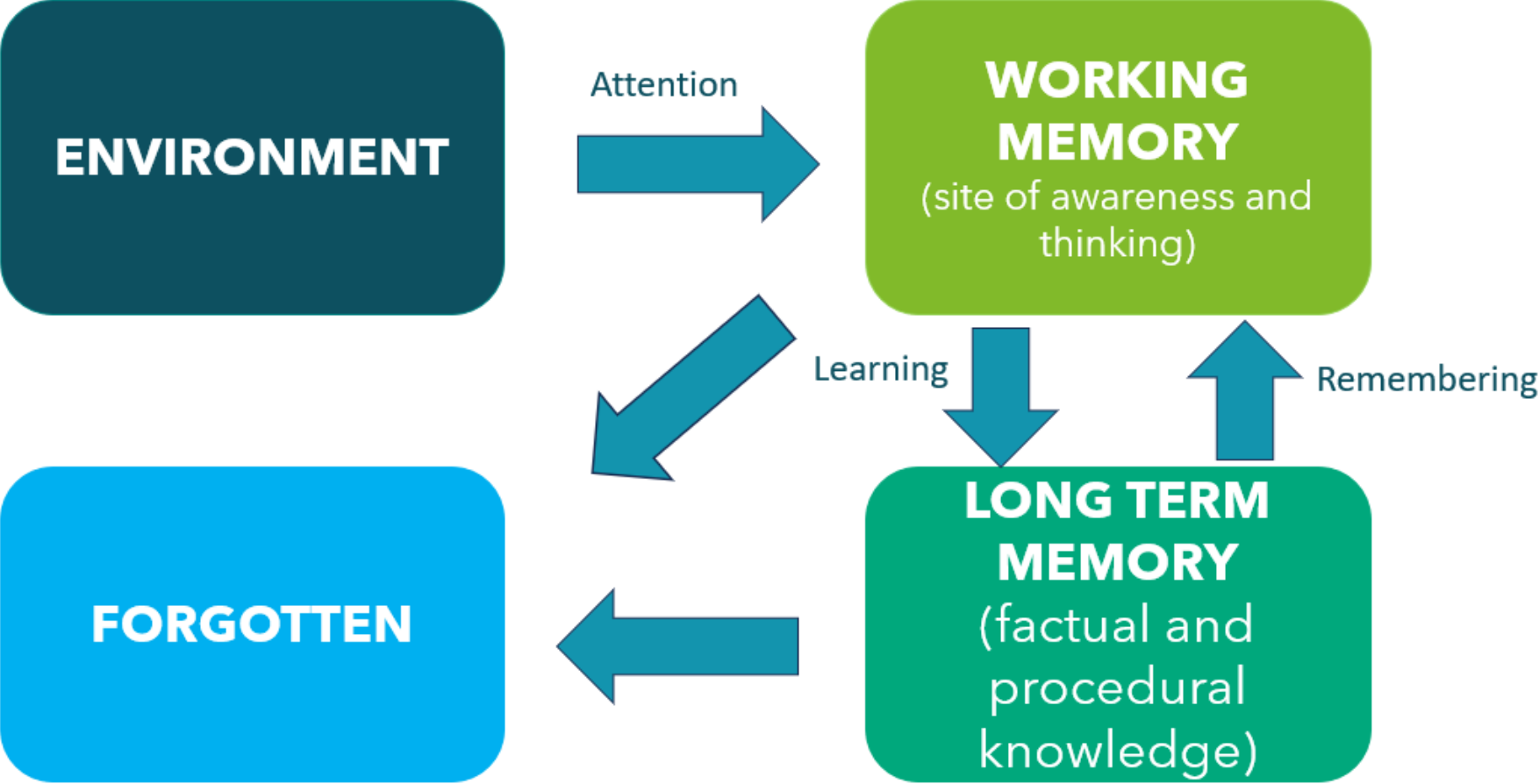


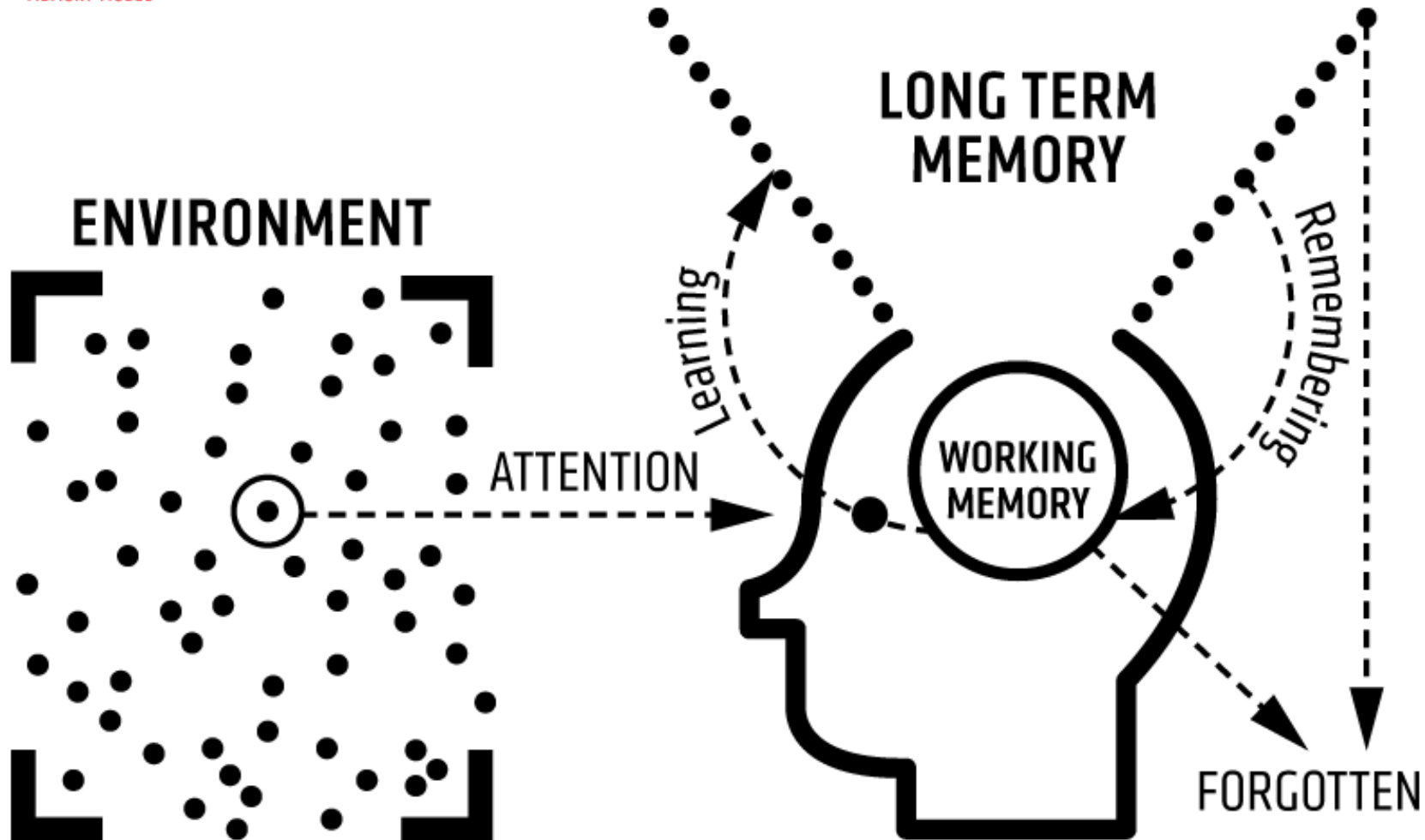
After learning something, our memory of it will decline over time unless we review it. The more review it, the stronger we make the memory, the longer we can remember it.

When exposed to the same material repeatedly, it takes less time to pull the information from your long-term memory.



Simple model of memory (Willingham)





Working memory



Working memory and prior knowledge



ZRM QOV FHP MKL BXV

SEE SAW MAY DAY FAT CAT

Memory Loci Method – A Journey Around your house



<https://youtu.be/p9lOqd1LpkA?si=Vffysa2AKO55BsQo>



Final key points ...



Dealing with exams ... top tips

- When the invigilator utters those magic words... 'you may now turn over the page and start' ... **keep calm** and keep your approach method clear, don't panic.
- Think positively and maintain your focus.



First few minutes

- **Read the instructions** and make sure you understand them (e.g. how many questions from how many parts, how many questions in total, do the questions attract the same proportion of the marks?)
- Read the **whole** paper, checking both sides of the page, so that you don't miss anything
- Plan how you are going to use your time – **allocate time** for each question relating to the number of marks it has. Make a note of this plan and stick to it.



Selecting priority questions

- Look for questions that relate to those parts of the course that you have revised. Read the questions carefully before you attempt to answer – what exactly is it asking?
- Does the question have more than one part? Make sure that you underline **key words** in the question – looking for the **command words**.
- You will get more marks if you prioritise time answering the questions you know first.



If your mind goes blank

- **Don't panic**
- If you have a plan, you're less likely to go blank in the middle of a question, but should this happen, **go on to the next question** and come back later to the one you were tackling.
- Another way of avoiding these blank moments is to **jot down notes** whenever ideas come into your head in somewhere else on the examination paper.



Last ten minutes

- Keep going to the end, check the clock
- When you have ten minutes left, **read over your answers** and review what you have written, sweep up any silly mistakes
- Make sure you have attempted **all** questions
- Check your details are correct on the front
- If you run out of time, only as a last resort go into note form – examiners may credit your plans



Key Dates and Timings ...

- Just 29 days until the next PPEs ... **only 18 of these are school days** so it is important you are revising at home too
- Only 114 days until the exam season starts ... **only 56 of these are school days with lessons**

TERM 3 PPEs • wb MONDAY 19th FEBRUARY 2024

OFFICIAL GCSE SEASON STARTS • THURSDAY 9TH MAY '24



Routine is everything!

- Start the routine from NOW!
- Week-nights should be for revision, not going out
- It is not too late!
- You can do it!
- We are proud of you!



Good Luck

You can only do your very best and if you revise and prepare well you should get the grades you deserve.



Thank You

Thanks for coming and taking part.

By taking your exam preparation seriously you have taken the first steps to giving yourself the best chance of success.

