
Making the most of revision

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Science department

All resources or products are hyperlinked

- If you see any blue underlined text, right-click and select open hyperlink or launch presentation and click on appropriate text to navigate to resource
 - This presentation will be available on Switch/ website or both
-

Be sure you know what you need to do... And what your priority of needs are.

- Specifications

[Biology](#)

[Chemistry](#)

[Physics](#)

[Combined Science](#)

- Checklists

[Kerboodle](#)



Tip

Don't focus your time on the content you find easy. It's easy because you are good at it.

Focussing on the things you find the hardest or are least confident with will have the greatest impact.

How you will be tested in the exams:

The Science exams test three main assessment objectives:

AO1: Demonstrate knowledge and understanding of scientific ideas, techniques and procedures (Recall, 40%)

AO2: Apply Knowledge and understanding of scientific ideas , techniques and procedures. (Apply knowledge to a scenario, 40%)

AO3: Analyse information and ideas (interpret, evaluate, make judgements, improve procedures, develop experiments, 20%)

Get organised!

- Creating a revision timetable, with realistic times spent on each subject, will increase productivity.
- If you know you have a regular activity, factor it in to your timetable.
- Be realistic about how much time you will need to spend on a subject.
- **STICK TO IT!..** If you share your timetable with others, they will help you stay disciplined

Tip.

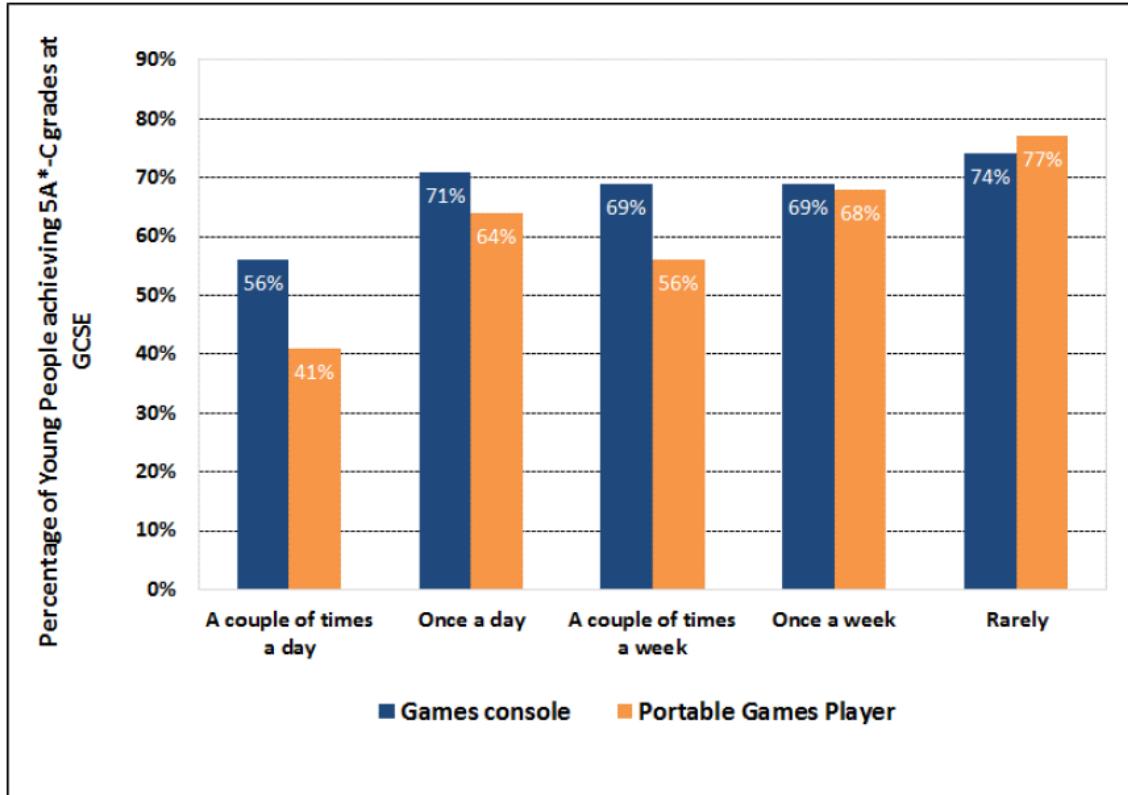
Make time for hobbies and interests!

[Simple template](#)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
0915-1015	School day						RUGBY
1015-1115						English	
1115-1135						English	
1135-1235	School day						
1235-1335	Biology clinic		MfL Intervention	Maths intervention		Maths	PE
1335-1435	School day					Maths	SCIENCE (rota)
1435-1535							
1600-1800	Chemistry	Biology	German	RUGBY	Physics		
1800-1900	Dinner				Dinner		
1900-2100	English	Geography	Maths		CHILL	Cinema	Family time
2100-2200	Unwind time						Family time

Assess your priorities!

Figure 6.4: Relationship between GCSE attainment and usage of gaming devices



Source: Young people's survey 2013.

Base: 268-435

Improving Students' Learning With Effective Learning Techniques

Promising Directions From Cognitive and Educational Psychology
[John Dunlosky](#), [Katherine A. Rawson](#), [Elizabeth J. Marsh](#),

[Mitchell J. Nathan](#), [Daniel T. Willingham](#)

<https://www.bbc.co.uk/news/health-22565912>

Red= low impact
Orange= moderate impact
Green= high impact

Table 1. Learning Techniques

Technique	Description
1. Elaborative interrogation	Generating an explanation for why an explicitly stated fact or concept is true
2. Self-explanation	Explaining how new information is related to known information, or explaining steps taken during problem solving
3. Summarization	Writing summaries (of various lengths) of to-be-learned texts
4. Highlighting/underlining	Marking potentially important portions of to-be-learned materials while reading
5. Keyword mnemonic	Using keywords and mental imagery to associate verbal materials
6. Imagery for text	Attempting to form mental images of text materials while reading or listening
7. Rereading	Restudying text material again after an initial reading
8. Practice testing	Self-testing or taking practice tests over to-be-learned material
9. Distributed practice	Implementing a schedule of practice that spreads out study activities over time
10. Interleaved practice	Implementing a schedule of practice that mixes different kinds of problems, or a schedule of study that mixes different kinds of material, within a single study session

Note. See text for a detailed description of each learning technique and relevant examples of their use.



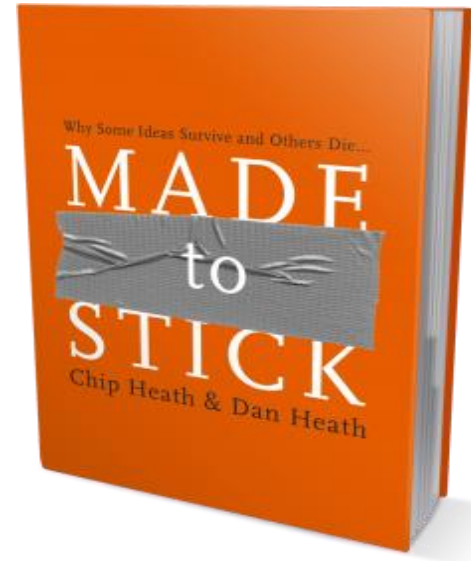
How we learn

http://learningandtheadolescentmind.org/resources_02_learning.html

Adequate and effective revision

Key principles of effective revision:

- Regular and ongoing
- Realistic but disciplined
- Active and varied,
interspersed with regular testing and
evaluation



1. The basics of effective revision

→ Get organised

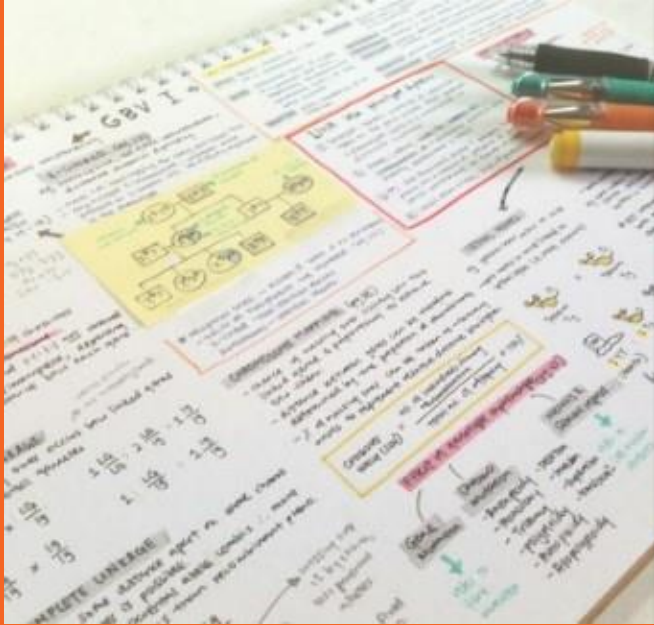
Create and use an effective revision timetable

→ Create effective revision materials

Use the available resources (Kerboodle, CGP guide, Exercise books) to create your testing material

→ Test, test, test!

Continuous and repetitive testing, using a variety of strategies/ resources (flash cards*, Seneca, Kerboodle, Past papers)



Flashcards

These can be a very useful way of “chunking and memorising” small sections of information.

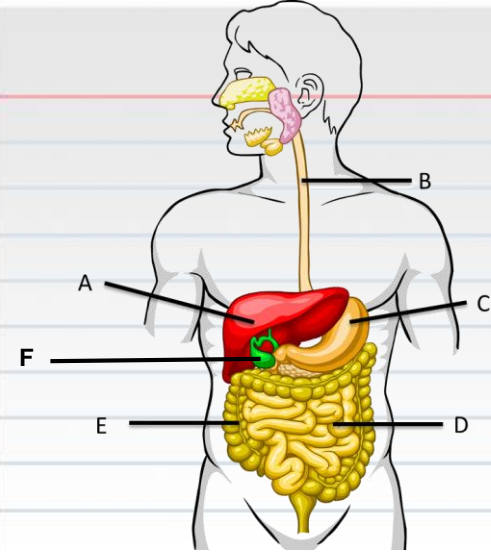
DON'T FILL THEM WITH TEXT
and make sure they can be
utilised for testing.

Use someone to test you!



The digestive system

CGP pre-made flash cards.....



Part	Name	Function/ adaptation
A	Liver	Produces Bile, an alkaline fluid that <u>neutralises stomach acid</u> and <u>emulsifies fats</u>
B	Oesophagus	Pushes food from mouth to stomach through waves of <u>peristalsis</u>
C	Stomach	Churns food with acid to increase surface area, kill microorganisms and provide <u>right pH for proteases</u>
D	Small Intestine	<u>Absorbs the small, soluble products of digestion</u> into the bloodstream. Has large surface area (<u>villi/ microvilli</u>) and good blood supply
E	Large intestine	<u>Absorbs water</u> from faeces
F	Gall bladder	<u>Stores bile</u> to be secreted into s. Intestine

Glossaries

There is a significant amount of scientific terminology and definitions that the students must memorise.

Creating a glossary of terms and definitions for each module and testing themselves/ being tested by others will help retain key vocabulary for use in responses

- Movement in and out of cells

Keyword	Definition/ meaning
Partially permeable	A membrane that will allow some substances to pass through but not others (size)
Diffusion	The net movement of substances from an area of <u>high concentration</u> to <u>low concentration</u> .
Osmosis	The net movement of <u>water</u> from a <u>dilute solution</u> (high water potential) to a <u>concentrated solution</u> (low water potential), through a PP membrane
Active transport	The movement of substances from <u>low concentration</u> to <u>high concentration</u> , <u>against the concentration gradient</u> , which requires <u>energy</u> (ATP) and a <u>carrier protein</u>
—	

Become the teacher...

The “protégé effect”



Where to find this information

[Kerboodle](https://www.kerboodle.com)

My Home My Courses **kerboodle** Little Squire Notifications 0 Help Log out

AQA GCSE Sciences (9-1)
First examination 2018

LESSONS
Ready-to-go lesson presentations, with linked resources and teacher notes

RESOURCES
A collection of resources for use in the classroom or at home

ASSESSMENT
A bank of assessment materials to test knowledge and understanding

MARKBOOK
View work and results, track progress and more

DIGITAL BOOK
Online versions of the Student Books for display and annotation

0 Due today 0 Due this week 0 Expired (incomplete submission)

Welcome to AQA GCSE Sciences (9-1) Kerboodle

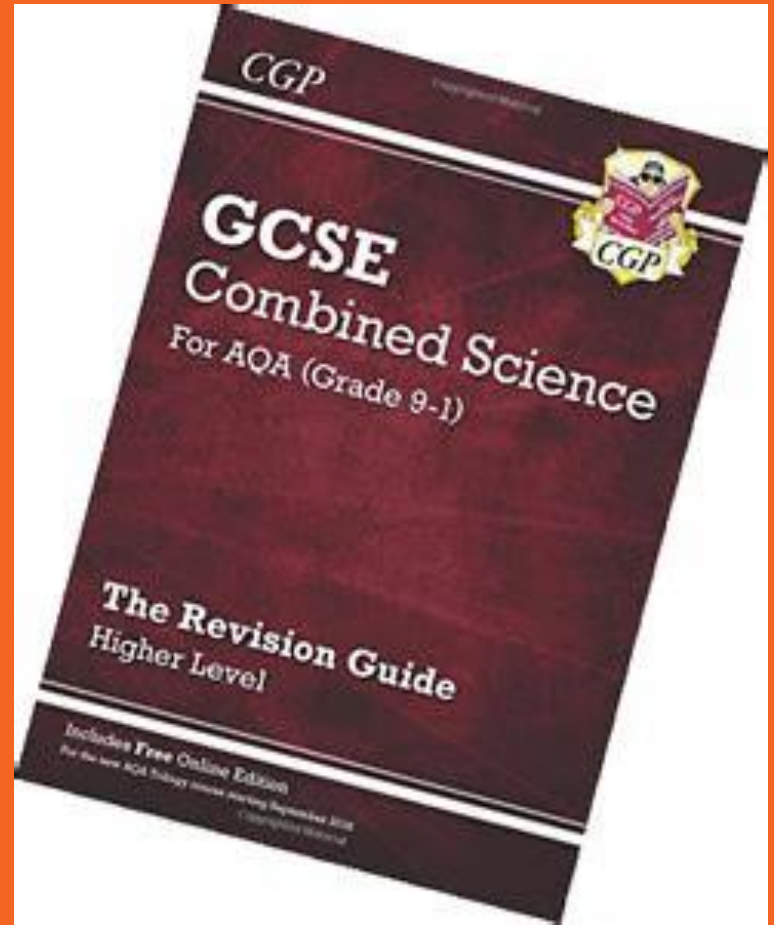
Your school is using AQA GCSE Sciences (9-1) Kerboodle.

You can access all of the resources using the tiles above. Your teacher may also set you some homework to complete. You will

Teaching groups

Your teacher may create teaching groups on Kerboodle, which are like classes. Your teacher can either add you to this group, or will ask you to sign yourself up using a

Revision guides



Seneca learning

- An online Learning and **testing** site
 - <https://impact.chartered.college/article/feddern-retrieval-interleaving-spacing-visual-cues-independent-learning/>
-

Specimen Papers

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Find past papers and mark schemes for your exams, and specimen papers for new courses.

Find

Subject Qualification Specification Series 

Search [past paper question banks](#) and easily create custom material for teaching, homework and assessment.

Specimen papers and mark schemes

When **new exams** are introduced, there are no past papers. We provide **specimen papers** and mark schemes to help teachers and students prepare for new exams.

[Paper 1 \(Foundation\): Specimen mark scheme \(180.6 KB\)](#)[Paper 1 \(Foundation\): Specimen question paper \(666.2 KB\)](#)

Past papers

- These papers are from the old (Legacy) specification!

ASK!!!



Key messages for successful revision

- Get organised
 - Start early and view it as an ongoing process... little and often
 - Interleave activities, use variety, keep it active
 - TEST, TEST, TEST, TEST, TEST!
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