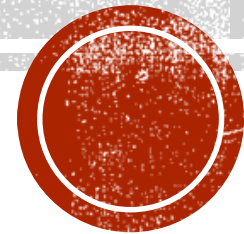


YEAR 9 EXAMS - 1

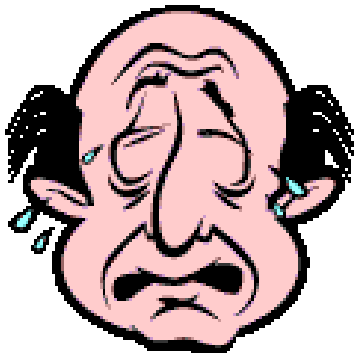
PLANNING YOUR REVISION

- How to create a revision timetable



LET'S START WITH WHAT *NOT* TO DO!

- Don't leave revision until the night before – it doesn't work!
- Reading notes is not enough.
- Be prepared to make some sacrifices to make sure that you do the very best that you can.
- Don't be negative about what you think you can achieve.



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POSITIVES – PUT YOURSELF IN A GOOD POSITION TO START

- **Come to school! 100% attendance!**
- **Positive attitude!**
- **Listen in class!**
- **Complete all your class and homework to the best of your ability!**



GIVE YOURSELF THE BEST CHANCE YOU CAN!

- Go to revision classes offered by your teachers!
- Revision needs to be planned.
- Know when your exams are.
- Create a revision timetable and be specific: don't just write in '*maths*' – write in '*maths, algebra*', for example.
- Stick to your timetable. Make sure that all areas of each subject are covered within your timetable.
- Avoid the temptation to focus on what you are good at or what you most enjoy.
- Have the resources to revise and a designated area that is free from distraction.



FIRST TASK...

- List all the subjects that you need to do revision for.
- Know what your target grades are.
- Know *what you need to do to achieve them*.
- Identify with your teacher what you need to focus on to improve your work and increase your chances of improving your target grade – use your PLC's.
- Rank them in order, with the first being the subject in which you need to do the most revision.



PLANNING A TIMETABLE

- Revise in half hour chunks.
- Build in breaks of at least 5 minutes.
- Every couple of hours, take a slightly longer break of e.g. 15 minutes.
- During your break, forget about revision – have a drink and a snack. Talk to your family! Go for a walk! Get some fresh air!



NOW IT'S TIME FOR YOU TO THINK ABOUT PLANNING YOUR OWN TIMETABLE.

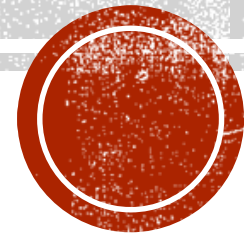
- Try colour-coding your subjects so that your timetable is easy to read and you can glance at it quickly and know what you're doing.
- Make sure you put sessions in that allow you to relax and unwind. Try to find time to see friends and family and do the things that you enjoy.
- Be realistic! For example: Don't plan to revise maths for 12 hours solid on a Saturday, because it won't happen and you won't benefit from it. Break the day up into manageable pieces and do spend hours trying to do the same thing – it won't help you.
- Have your revision timetable somewhere where you will see it everyday, so it acts as a reminder of what you need to do.
- Put a copy on your phone or set alarms/reminders that will help you stick to your plan.



YEAR 9 EXAMS - 2

REVISION TECHNIQUES

- How to revise



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REVISION SHEETS

- Each class will provide you with a PLC Revision sheet.
- This is designed to help you revise for your subject using the topics you need to know.
- DO NOT just rely on this as revision.
- Use other methods as well.



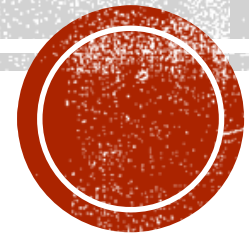
WAYS TO REVISE...

- Mindmaps
- Index/flash cards
- Past papers
- Memory skills
- Look/cover/write/check
- Posters
- Be the teacher
- Write passages of writing
- Record
- Games and quizzes
- Websites
- Group revision
- Video/audio
- Become a teacher



YEAR 9 EXAMS - 3 EXAM SKILL WORDS

- Know the Exam skill words



KEYWORDS

- If you can't do what the questions asked, but you can answer with info about the topic you will get 0 marks.
- If you can do what the question asks and provide topic information you will get the marks.
- If you know what each keyword is worth you can use the correct writing technique.



QUIZ

1. How many marks is **compare** worth?
2. How many marks is **describe** worth?
3. How many marks is **suggest** worth?
4. How many marks is **evaluate** worth?
5. How many marks is **calculate** worth?

Link the word with the definition:

1. Calculate Find the similarities and differences of two elements given in a question.
2. Compare Provide a reasoned explanation of how or why something occurs. An explanation requires a justification or example.
3. Suggest Measure the value or success of something and ultimately provide substantiated judgement/ conclusion. Review information and then bring it together to form a conclusion, drawing on evidence such as strengths, weaknesses, alternatives and relevant data.
4. Evaluate Apply understanding to provide a reasoned explanation of how or why something may occur. A suggested explanation of how or why something may occur. Requires justification/ examples.
5. Explain Produce a numerical answer, showing relevant working.



QUIZ ANSWERS

1. How many marks is **compare** worth? 3
2. How many marks is **describe** worth? 2/3
3. How many marks is **suggest** worth? 2/3/4
4. How many marks is **evaluate** worth? 8
5. How many marks is **calculate** worth? ½ depending on the stages of working needed

Link the word with the definition:

- | | |
|--------------|--|
| 1. Calculate | Find the similarities and differences of two elements given in a question. |
| 2. Compare | Provide a reasoned explanation of how or why something occurs. An explanation requires a justification or example. |
| 3. Suggest | Measure the value or success of something and ultimately provide substantiated judgement/ conclusion. Review information and then bring it together to form a conclusion, drawing on evidence such as strengths, weaknesses, alternatives and relevant data. |
| 4. Evaluate | Apply understanding to provide a reasoned explanation of how or why something may occur. A suggested explanation of how or why something may occur. Requires justification/ examples. |
| 5. Explain | Produce a numerical answer, showing relevant working. |



| Skill word | Marks in an exam |
|-------------------------|------------------|
| Define | 1 |
| Identify / State / Name | 1 |
| Calculate | 1 / 2 |
| Label | 1 / 2 |
| Describe | 2 / 3 |
| Draw / Plot | 2 / 3 |
| Explain | 2 / 3 / 4 |
| Suggest | 2 / 3 / 4 |
| Compare | 3 |
| Analyse | 8 |
| Assess | 8 |
| Evaluate | 8 |
| Examine | 8 |
| Discuss | 12 |



THE HARDER THE WORD, THE MORE THE MARKS!

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| Skill word | Marks in an exam | Definition |
|-------------------------|------------------|------------|
| Define | 1 | |
| Identify / State / Name | 1 | |
| Calculate | 1 / 2 | |
| Label | 1 / 2 | |
| Describe | 2 / 3 | |
| Draw / Plot | 2 / 3 | |
| Explain | 2 / 3 / 4 | |
| Suggest | 2 / 3 / 4 | |
| Compare | 3 | |
| Analyse | 8 | |
| Assess | 8 | |
| Evaluate | 8 | |
| Examine | 8 | |
| Discuss | 12 | |

FORM TIME TASK

FIND THE DEFINITIONS FOR EACH WORD

