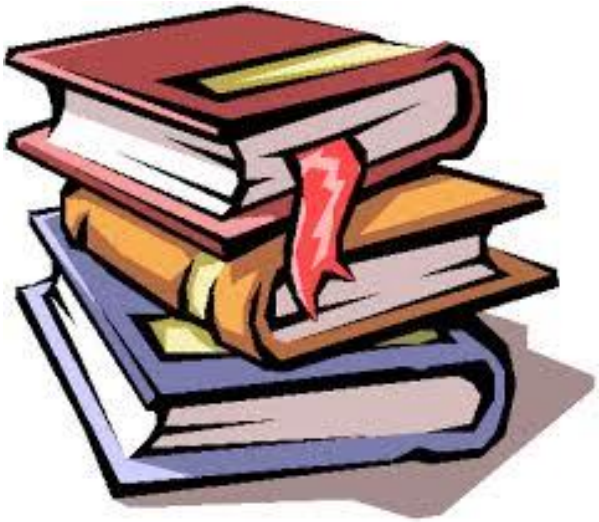
# New-Bridge Integrated College

# Year 10

# Study Skills & Revision Booklet

**Summer 2023**



1. Revision tips
2. What works best for me?
3. Timetables, Mindmaps and Organisers

Name: _____

Class: _____

# REVISION TIPS

Everyone hates revision. It is something that many pupils put off for as long as possible. These results in feeling of guilt, panic and the cry, "There's not enough time. I wish I'd started my revision sooner."

The only solution is good planning and time management. This helps you to feel in control.

Revision will only be possible if you good notes and the necessary books. Before you can even plan what you need to revise it is important to check that you have everything you need. If you have got behind with your notes, lost your notes or have difficulty reading your notes, you must beg, borrow or photocopy someone else's.

Your notes need to be:

- Arranged systematically
- In a separate file for each subject
- Labelled clearly with dividers

## What to Revise

1) Write down carefully what your teachers tell you to revise
2) If they tell you to revise anything, ask them to suggest what is most important
3) Decide what you know least about, or find difficult. Do that first.
4) Make sure you don't give more time to your favourite subjects whilst neglecting those you hate.
5) Plan a week's revision on a blank timetable, and then you can see if you've included all subjects.

## Prioritise

- List the topics to be revised for each subject, in your study booklet
- Rearrange the list of topics into order of importance
- Don't waste time revising topics that you know well
- Cross the weeks off to monitor the passing of time.

# LEARNING HOW TO STUDY BETTER

Motivating yourself to revise is a tough thing to do, so we hope that by reading through this study skills booklet you will pick up some tips which will help you study in a more effective way and increase the amount you learn.

Working through this booklet should enable you to:

1. Identify what type of learner you are
2. What strategies suit your learning style
3. Draw up a revision timetable for your study day
4. Draw up a schedule for your revision sessions in school
5. Try out different study techniques at home
6. Organise yourself with the right resources
7. Produce a mind map (spidergram) to help with summarising notes
8. Use your memory more effectively
9. Create different mnemonics to help you learn
10. Check out new websites which help you revise

Remember also that everyone is on your side. If you need help with studying, ask a teacher, ask your friends or your parents.

***"The best preparation for tomorrow is doing your best today"***

H Jackson Brown Jr

Good Luck!

# Study Hints and Shortcuts

1. Attend revision classes
2. Schedule regular study periods
3. Be realistic with what you hope to achieve in each study session
4. Establish a regular study area at home e.g. desk, quiet area
5. Study short and often
6. Start study sessions on time
7. Study when you are wide awake (early mornings always best)
8. Set a specific goal for each subject you study – "by the end of this study session, I hope to have learnt……in Geography".
9. Study your most difficult subjects first.
10. Make summary notes on what you have learnt **LOOK SAY COVER WRITE CHECK**
11. Use diagrams and mind maps to help with learning
12. Highlight key words using highlighter pens
13. Take regular breaks
14. Vary your work e.g. make notes, draw diagrams, read, problem solve.….
15. Reward yourself!
16. Balance your time carefully between home, school and social outings.
17. Produce revision timetable organised in advance and displayed for everyone to see.
18. Keep a stock of post-it notes, highlighter pens, and revision cards at home.

"You are doing your best only when you are trying to improve what you are doing"

# EXAM PREPARATION

1. Make the most of your resources
2. Preparing for exams is just like training for a sport, skills can be improved with practice.
3. Review and correct your past mistakes
4. Study in a quiet area with good lighting and ventilation
5. Study for a short periods of time with frequent breaks
6. Reduce stress by eating well, being organised, exercise regularly, learning to relax, avoiding arrangements and talking about problems.

## Mnemonics

Mnemonics are one way of remembering a list. A mnemonic makes a word or a phrase from a set of letters based on the list. All you have to do is remember that first word or phrase and rest should come flooding back. A mnemonic for improving your listening skills:

L= Look ahead

I = ideas

S=Signs & Symbols

T= Take part

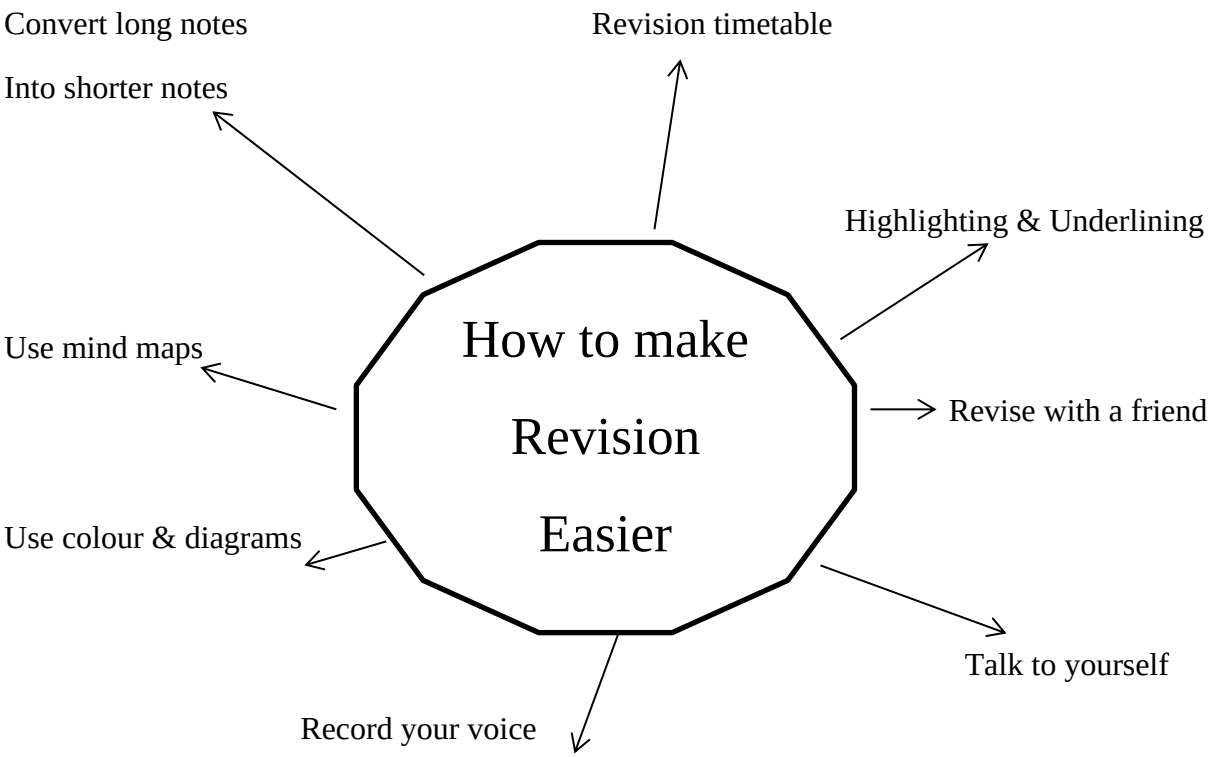
E= Explore

N=Notes

Another very common mnemonic is the one to help you remember the colours of the rainbow. **R**ichard **o**f **Y**ork **g**ained **b**attles **i**n **v**ain

What are the colours of the rainbow: …….

| Make up examples of mnemonics which could help learn a specific piece of theory from 3 subjects. |
| --- |
| |




- Chapter from book
- An answer
- Quotations

**Don't forget to give yourself rewards. If you have worked hard,**

**You deserve them!!**

**<u>Revising the topics</u>**

If you don't understand what you have just read in your book, try

1. Reading it aloud
2. Checking that you have copied the notes correctly
3. Highlighting key words
4. Writing it out in your own words
5. Making a mind map
6. Converting the notes into a picture or cartoon strip
7. Discuss the problem with a friend or teacher

# DON'T PANIC

If you panic in an exam you will not do as well as could. How can you keep calm at the start of an exam? Make a list of things you should do before you begin to answer the questions. What should you do when you have finished??

***Make myself Comfortable, deep breath, read the instructions***

**WHICH ONE ARE YOU?**

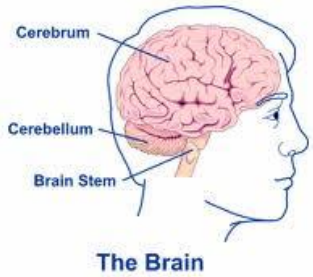
***I'll never answer all these questions***

Now give yourself some practice by looking at a past exam paper and answering these questions:

1. How long is the exam?
2. How many questions do you have to answer?
3. Are there any special instructions?
4. What equipment (if any) do you have to provide?
5. What equipment is provided for you?
6. Are any questions compulsory?
7. How many marks do you receive for each question?

Finally, work out how much time you can allow for reading through the paper and answering each question.

# 1. Revision Tip?




## MEMORY

### Caring for your brain

1. Get enough sleep and exercise. Oxygen is food for your brain
2. Eat right – practice choosing food with good nutrition
3. Use it! Condition your brain by doing puzzles and games, reading, solving math problems, storytelling.
4. Be motivated to learn – you must have a reason to remember
5. Think positive! Use positive self-talk. This helps your attitude and openness to learning.

### Memory Tips

1. Visualise as much as possible – use diagrams to help you summarise points.
2. Study in a quiet place in the house
3. Recite and repeat. Say it out loud! **LOOK SAY COVER WRITE CHECK**
4. Record your own voice reading out notes
5. Spend more time on your weakest subjects, vocabulary, mathematics, spelling
6. Teach it to someone else
7. Use mnemonics to help you learn eg Planets

**Mercury Venus Earth Mars Jupiter Saturn Uranus Neptune Pluto**

**My Very Earthly Mother Just Served Us Nine Pizzas**

**"In fourteen hundred and ninety-two, Columbus sailed the ocean blue.."**

**Can you devise a Mnemonic for something you have to learn in your subjects? Have a go!!**

1. **Science?**

2. **…….**

3. **…….**

## Time Management Method

**The ABC daily to-do's**

1. Write out your daily to-do list the night before. Write everything you want to accomplish
2. Label each task A, B and C
3. A's on your list are those things that you are most important – homework due in other jobs which need to be completed
4. B's on your list are important, but less so than your A's someday! These tasks are important but not urgent
5. C's do not require immediate attention – C priorities are often small, easy jobs
6. Schedule time for all the A's. The B's and C's can be done in odd moments during the day

Avoid C fever!! Sometimes we want to do the easier tasks first but stick to your schedule! Pin your schedule up!

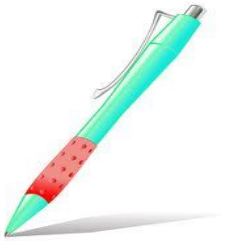
Create a schedule of activities for the weekend and label them A, B and C

**My Schedule:**

**An Important skill is learning how to prioritise! Treat your revision schedule like this.**

# 1. Plan Ahead

**Before you do any work, sit down and plan what you are going to do between now and the exams. It is often a good idea to revise the areas you find most difficult first – get them out of the way and build your confidence in the subject. Creating a timetable is always a very useful as your time is now precious, so make it work for you. Starting early will give you the stress free 'little and often' approach. In other words, planning not cramming.**



Revision Plan: Week one

Monday: Science revision (physics)

Tuesday: Maths revision (learn formulas)

Wednesday: Geography Revision (important)

Thursday: Science Revision

Friday: Religious Studies revision

## 2. Make summary notes

- Gather all your material for the topic area and reduce them into **brief clear notes**. Then summarise those, and then again and again until you only need a few keywords to remind you of the whole topic!!

  You can carry around a sheet with all the keywords wherever you go…….

- An effective way to make sure You remember certain things is To invent mnemonics. For example Never Eat Shredded Wheat (North, East, South, West)

## 3. UNDERSTAND HOW YOUR MEMORY WORKS!!

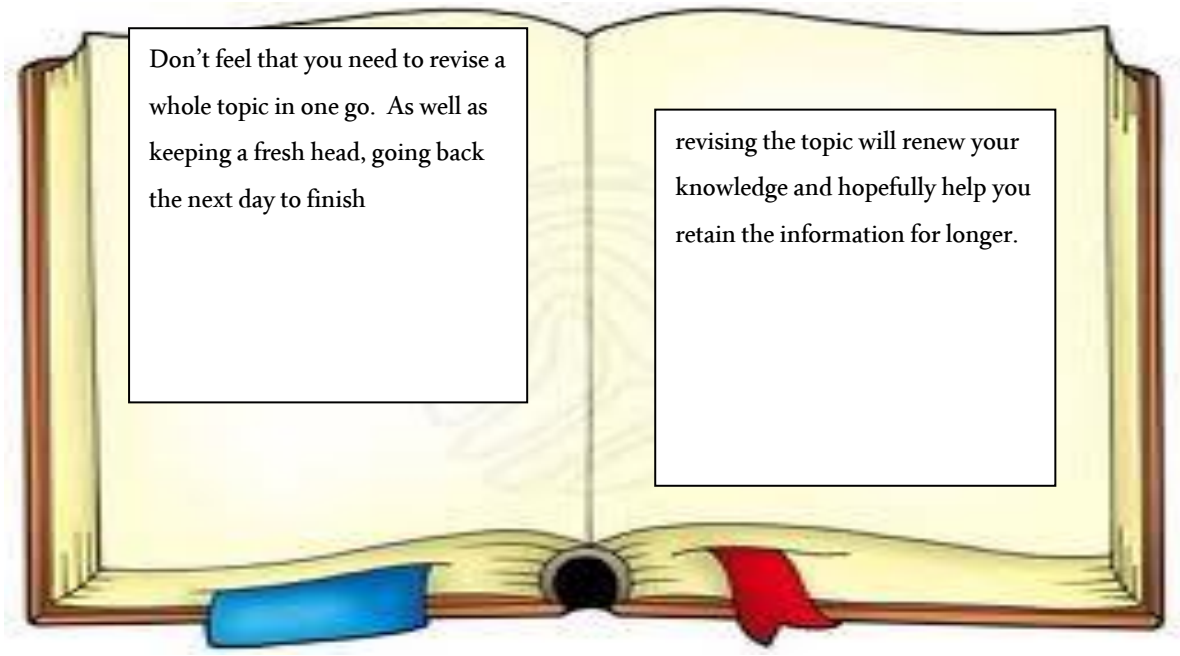
Some of us are better at remembering things than others However, here is a trick that should. Help. If you learn something new, in general it will already start fading in your mind after a few hours, (unless it is particularly exciting). However, if you revise again in the next few hours, it will take About 24 hours before it starts to fade. Revise it in the 24hr period and it will last for four days, then one and a half weeks, then one month and so on.

By setting your revision schedule to make the most of this (learning something, revise It again after few hours, revise it again in the next few days, and so on) you will be using The way your memory works to an advantage!!!

### 4. Put aside specific hours in the day

### For revision

If you set aside the hours in the day you are going to revise, and let everyone know what these are, you can make sure you are not disturbed. You can then get into a 'revision package'- where your mind expects to be revising and is there-fore more receptive to the material.




# Menu

## 6. Eat Properly

While you are using up energy revising it is important to eat properly so that your body and your mind are fit and ready for exams

## Main

Fish, eggs and milk are high in protein which is used by your brain. But you will need energy as well.

## Dessert

Nuts and bananas are a good source; chocolate is another good source of energy, but the effects of eating a bar of chocolate last far less than eating, for instance, a banana

# 2. What works best for me?

## Learning Styles

Everybody has a preferred learning style. Knowing and understanding our learning style helps us to learn more effectively. Through identifying your learning style, you will be able to capitalize on your strengths and improve your self-advocacy skills.

*Directions:*
*Place a check in front of all statements that describe you. The list with the greatest number of checks is your dominant learning style.*

List 1

1. ____reaches out to touch things
2. ____collects things
3. ____talk fast using hands to communicate what you want to say
4. ____constantly fidgeting (e.g. tapping pen, playing with keys in pocket)
5. ____good at sports
6. ____takes things apart
7. ____prefers to stand while working
8. ____likes to have music in the background
9. ____enjoys working with hands and making things
10. ____likes to chew gum or eat in class
11. ____learning through movement and exploring the environment around you
12. ____may be considered hyperactive
13. ____good at finding your way around
14. ____comfortable touching others as a show of friendship (e.g. hugging)
15. ____prefers to do things rather than watching a demonstration or reading about it in a book

List 2

1. ____asks for verbal instructions to be repeated
2. ____watches speakers' facial expression and body language
3. ____likes to take notes to review later
4. ____remembers best by writing down several times or drawing pictures and diagrams
5. ____good speller
6. ____turns the radio or TV up really loud

7. ____gets lost with verbal directions
8. ____prefers information to be presented visually, (e.g. flipcharts or chalk board)
9. ____skilful at making graphs, charts, and other visual displays
10. ____can understand. and follow directions on maps
11. ____believes that the best way to remember something is to picture it in your head
12. ____follows written instructions better than oral ones
13. ____good at solving jigsaw puzzles
14. ____gets the words to a sing song
15. ____good at the visual arts (art work, such as painting, photography, or sculpture, that appeals primarily to the visual sense and typically exists in permanent form)

List 3

1. ____Follows oral directions better than written ones
2. ____would rather listen to a lecture than read the material in a textbook
3. ____understands better when reads aloud
4. ____struggles to keep notebooks neat
5. ____prefers to listen to the radio rather than read a newspaper
6. ____frequently sing, hum or whistle to yourself
7. ____dislikes reading from a computer screen especially when the background are fuzzy
8. ____when presented with two similar sounds, can tell if sounds are the same or different
9. ____requires explanations of diagrams, graphs, or maps
10. ____enjoys talking to others
11. ____talks to self
12. ____uses musical jingles to learn things
13. ____would rather listen to music than view a piece of art work
14. ____uses finger as a pointer when reading
15. ____likes to tell jokes, stories and makes verbal analogies to demonstrate a point

**Total statements checking each category:**
List 1 – Tactile/Kinesthetic learning style _____
List 2 – Visual learning style _____
List 3 – Auditory learning style _____

*Designed by Tammy Friemund, Study Skills Instructors (UM-College of technology 0 05/03/2010*

## Characteristics of a Tactile/Kinesthetic Learner:

- The "Do-er"
- Needs to touch, handle, manipulate materials and objects, especially while studying or listening
- Counts on fingers and talks with hands
- Good at drawing designs
- Often doodles while listening, thus processing information
- Good at sports, mechanics, using appiances and tools
- Often adventurous
- May find it hard to sit still for long periods
- May become distracted by their need for activity and exploration

## Make your Learning Style work for you!

### Tactile/Kinesthetic learner:

- Take frequent study breaks and vary your activities
- Make studying more physical-work at a standing desk, chew gum, pace while memorizing. Read while on an exercise bike, mould a piece of clay, squeeze a tennis ball
- Use bright colours to highlight reading material
- Dress up your work space with posters and colour
- Play music in the background while you study

- When reading, first skim through the whole thing to get a feel for what it's about, then read the chapter carefully
- Use spatial note taking techniques such as mind mapping
- Visualize complex projects from start to finish before beginning-this will allow you to keep the big picture in mind

# Characteristics of a Visual Learner

- Reader/Observer
- Scans everything; wants to see things, enjoys visual stimulation
- Enjoys maps, pictures, diagrams, and colour
- Needs to see the teacher's body language/facial expression to fully understand
- Not pleased with lectures
- Daydreams; a word, sound or smell causes recall and mental wandering
- Usually takes detailed notes
- May think in pictures and learn from visual displays

## Make your Learning Style work for you!

### Visual Learners:

- Have a clear view of your teachers when they are speaking to you can see their body language and facial expression
- Use colour to highlight important points in text
- Illustrate your idea as a picture and use mind maps
- Use multi-media such as computer or videos.
- Study in a quiet place away from verbal disturbances
- Visualize information as a picture to aid learning
- Make charts, graphs and tables in your notes
- Participate activity in class-this will keep you involved and alert
- When memorizing material, write it over and over
- Keep pencil and paper handy so you can write down good ideas.

## Characteristics of an Auditory Learner:

- Interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances
- Prefers direction given orally
- Seldom takes notes or writes things down
- Prefers lectures to reading assignments
- Often repeats what has just been said talks to self

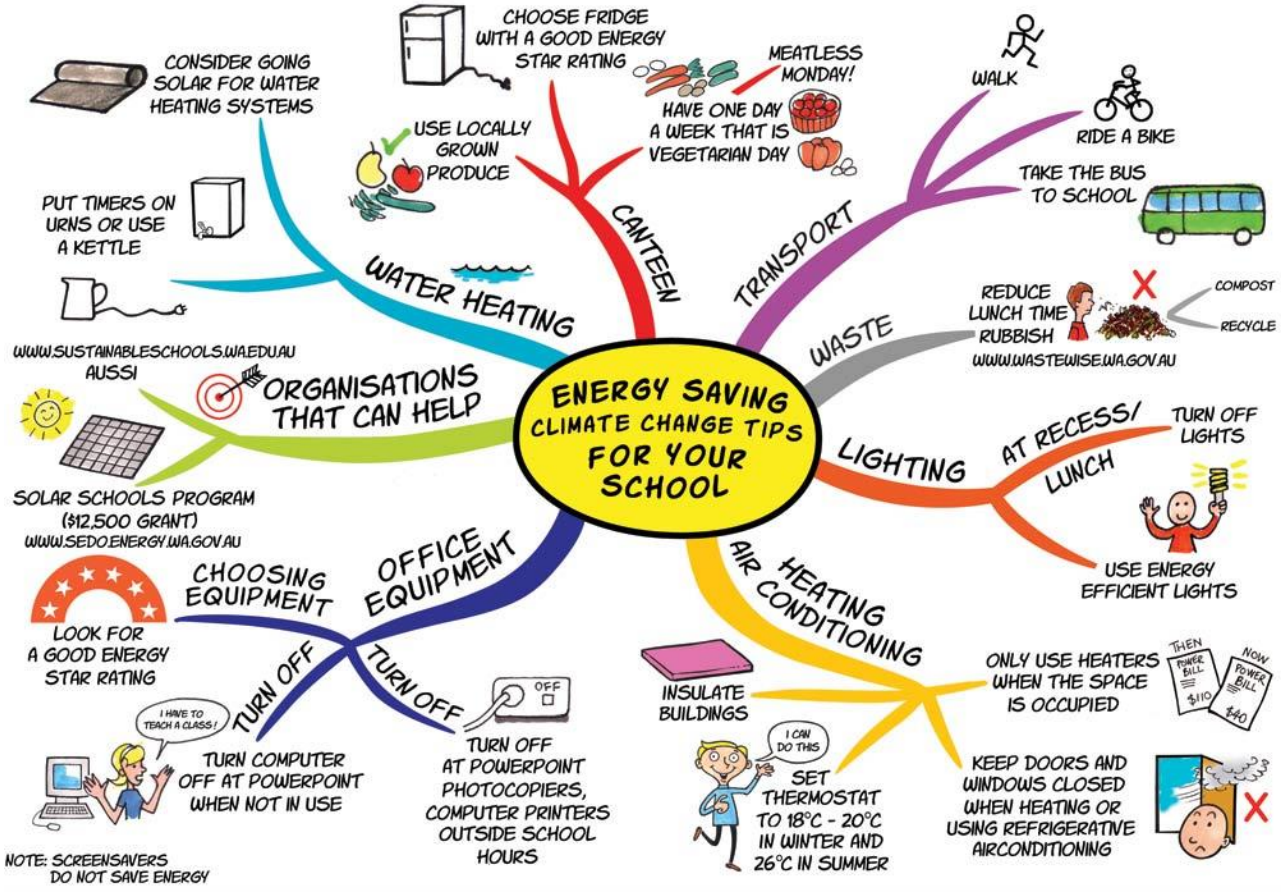
## Make your Learning Style work for you!

### Auditory Learners:

- Think aloud and talk to yourself
- Participate in class discussions/debates
- Make speeches and presentations
- Read text out loud-especially when proofreading or when tired
- Create musical jingles and mnemonics to aid memorization
- Use a tape recorder
- Discuss your ideas verbally with a friend or small group
- Use verbal analogies
- When doing math computations by hand, use graph paper to help your columns aligned
- Recite information over and over to better memorize material
- You may want to sit near the side or back of the classroom where there is less visual stimulation

3.Timetables, Mindmaps & Organisers

# MIND MAPS




**Have a go at a mind map yourself, pick one subject topic**

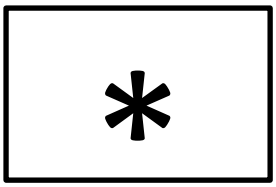
# HOW TO MAKE A LEARNING MAP

## Step 1

Take an unlined sheet of A4 paper use landscape

## Step 2

Start in the centre of the page



## Step 3

Make a central image that represents the topic

- Height and width no more than 2" x 2"
- Use at least 3 colours
- Leave open (do not frame)
- Example: "Happiness"
-

## Step 4

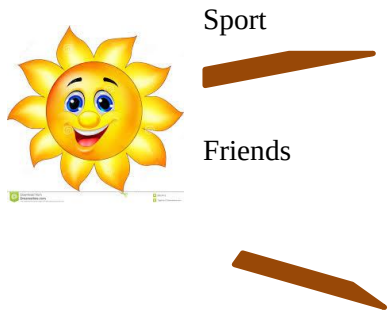
The main themes around the central image are
Like chapter headings of a book. If you were writing
A book on "happiness", one of the themes might be
FRIENDS

- It is important to print on a line of the same length
- Central lines are thick and curved like the branches of a tree to truck.

- The line should be connected directly to the Central image

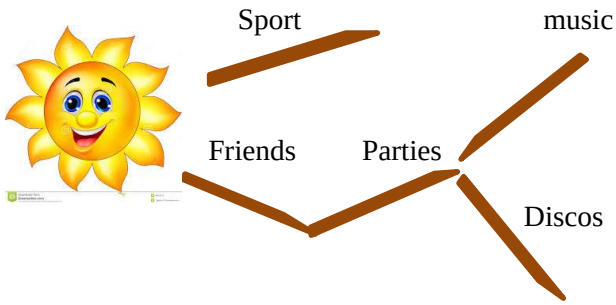
## Step 5

Now add other MAIN THEME branches




## Step 6

Start to add detail to the main branch on thin lines




Remember:

- Use a different colour for each branch
- Use images as much as you can
- Exaggerate
- Have fun – use humour
- Repetition

# REVISION TIPS – STUDENT GUIDE

Everyone feels nervous about taking exams. Here are some tips to help you make the most of your revision time and keep those nerves under control.

It's important to remember that an examination is a test of learning, not memory. Examiners want to see evidence that you have drawn on your knowledge to develop a reasoned argument, rather than replicate course notes and textbook facts. Revision should be a process of consolidating understanding rather than cramming as much information as possible before the morning of the exam.

1. **Study Skills**

**Where to study:**

Creating good conditions to study can help you make the most of the time you spend revising. Here are some suggestions:

Find a quiet place to study and make sure you are sitting comfortably

Make sure your desk is well lit

Keep background noise to a minimum

Avoid studying in an area where there will be distractions (like televisions!)

Have everything you need to do your revision to hand before you start.

**How to study:**

There is no 'right way' to revise, as long as the method you choose enables you to gain a solid grasp of key facts and consolidate your knowledge. Some students are happy to read their classroom notes from start to finish, others prefer to simplify the information as much as possible, turning everything into skeleton notes, diagrams or mnemonics. In practice, most students find that mixing techniques suits the varied nature of the subjects being revised, and provides essential variety when studying.

- Turn your notes into revision tools;
- Write ideas and facts on to cards to use as 'prompts'
- Create memory aids such as diagrams or mnemonics (e.g. initial letters to make a word you need to remember or SMART objectives: Specific; Measureable; Achievable; Realistic; Targets). These will help you remember key facts

- Write facts/notes out and display these around the house where you will see them
- Record yourself reading notes to listen to
- Study with a friend and test each other's knowledge, but remember you are meeting to revise rather than to chat!
- Work through past question papers – and use a watch or kitchen/egg timer to time them so that you can practise timing your answers.
- Choose study and revision guides sensibly. It's not hard to find help with revision – as well as established published revision guides, there are hundreds of websites offering help and advice. The problem is not how to find such help, but how to judge which is the best source for your needs. Save valuable time and get recommendations from your teachers.
- Remember the notes you made in class are also a valuable source of extra help
- Keep yourself more alert by changing revision methods during a session. For instance, try switching from note taking to memorising; from reading to asking someone to test you.
- Attend any revision classes that your teachers may be running at school and get their advice on revision methods
- Look after yourself – Sometimes revision can become a competition – who stayed up latest, who worked longest, who's worrying the most. But the more tired you are less efficiently you'll work. You need to rest as well as study, eat well, drink lots of water and make sure you pace yourself. Don't rush, and equally don't over-revise by doing too much too soon

**2. Revision Plan**

- The top tip for successful revision is to make a plan; otherwise it is easy to waste your precious revision time. We recommend that you start your revision at least two weeks before your exams begin. It is helpful to look at your exam dates and work backwards to the first date you intend to start revising.
- List all your exam subjects and the amount of time you think you will need for each one. It is unlikely that the amounts will be equal; Many people find it advisable to allocate more time to the subject or topics they find the most difficult.

- Draw up a revision plan for each week (you can use the ones included in this booklet). Don't forget to work in some leisure / relaxation time too!
- Fill in any regular commitments you have first, such as sport's activities or clubs you are involved in, and then the dates of your examinations (see timetable)
- Use revision checklists or Syllabuses for each subject as a starting point. Look at what you need to know and try to identify any gaps in your knowledge. (A good way of doing this is to look at the results of past papers or tests you have worked through)
- Divide your time for each subject into topics based on the units in the revision checklist or syllabus, and make sure you allow enough time for each one.
- Plan your time carefully, assigning more time to subjects and topics you find difficult
- Revise often; try and do a little every day
- Plan in time off, including time for activities which can be done out in the fresh air. Take a 5 or 10 minute break every hour and do some stretching exercises, go for a short walk or make a drink
- You may find it helpful to change from one subject to another at 'break 'time, for example doing one or two sessions of maths and then changing to Geography, or alternating a favourite subject with a more difficult one. It helps to build in some variety.
- Write up your plan and display it somewhere visible (maybe on your bedroom wall, or above your desk wherever that may be)
- Adjust your timetable if necessary and try to focus on your weakest topics and subjects
- Don't panic; think about what you can achieve, not what you can't. Positive thinking is important!

**3. Last-minute revision tips**

Although time may be short, you can still make a difference to your grade. Try and prioritise; do what you can.

- Use your revision tools (prompts, diagrams etc.) to check final facts
- Keep calm and consolidate your existing knowledge rather than trying to learn new topics

- Don’t stay up all night revision; being overtired will not help you to do your best

4. **Dealing with exam nerves**

It is natural to feel nervous before an examination. The more prepared you feel, the easier it will be to conquer your fears.

- Use your revision plan to help you feel in control of the process
- Plan your work carefully around the topics you need to focus on. Being aware of gaps in your knowledge can create nerves, but having a plan of how you will fill these make you feel better.
- Find out what is involved in each exam:

    Where and when it will take place?

    How much time is allowed?

    How many questions you need to answer?

    What equipment will I need to bring?

- Think positively – you CAN do well
- Keep the exam in context – even if you do badly, there will be other options open to you and you have lots of time to improve before your next exam
- Allow yourself some fun-time each day to relax
- Eat sensibly – your brain cells need energy to function well. Make sure you drink plenty of water to avoid becoming dehydrated. Dehydration makes you tired and reduces concentration.

5. **Exam tips – sitting the exam**

Be prepared; find out what is involved in each of the examinations that you are going to sit. Organise yourself the night before and get plenty of sleep.

- Check you have the correct equipment with you before you leave the house (pens, pencils, ruler, scientific calculator, etc.)
- Do take a watch or clock so that you can time your answers

- Leave for the exam in plenty of time
- Look through the paper first and mark difficult questions/initial thoughts
- Select the questions carefully so that you will be able to demonstrate your knowledge
- Look at the marks available and read the questions carefully, following instructions given in the paper (e.g. to show all workings, word limits etc.)
- Use the information provided on the paper (the answer's often nearly all there)
- Pace yourself and allow time to answer all the required questions
- Write as neatly as possible to help the examiner to mark your work. Marking untidy writing is difficult
- For longer answers, take a few minutes before you begin to produce a structured plan of what you are going to include in each section
- Allow yourself ten minutes at the end to read through your answers and correct any mistakes
- Cross out anything you do not want the examiner to read (e.g. an earlier answer to a question)

**6. Exam tips – after the exam**

It is easy to fall into the trap of wondering how well you performed and to discuss this with your fellow students. Your time would be better spent looking ahead to your next examination.

- Don't panic – you won't be the only student who is anxious about answers
- Don't compare your answers with those of other students - this can create negative feelings
- Have some fresh air and food and take time to relax before you start revising
- Don't rush on your textbooks to check your answers – there is no point at this stage
- Focus on the next exam and how you might improve your exam technique
- Have a quick look at your revision plan. Do you need to adjust it?

# Think Positive!

# REVISION TIPS – PARENT GUIDE

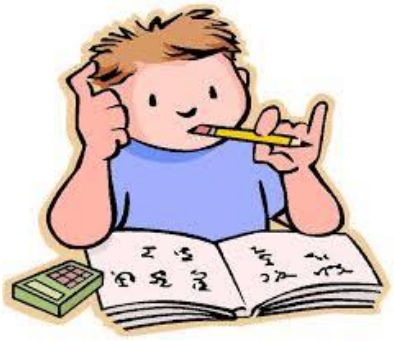
*Helping your child through exams*

*(*http://www.bbc.co.uk/schools/helping_with_exams/)

## At a glance

How to support your child through the stress of revision and exams;

## Assisting with revision



The secret to doing well in exams lies in planning.  You can help your child to create a clear revision plan and method of studying that will make them feel in control of their work.

Tips for Revision Planning:

- Work out a revision timetable for each subject
- Break revision time into small chunks – hour-long sessions with short breaks at the end of each session often work well.
- Make sure your child has all essential books and materials
- Condense notes onto postcards to act as revision prompts
- Buy new stationary, highlighters and pens to make revision more interesting
- Go through school notes with your child or listen while they revise a topic
- Time your child's attempts at practice papers

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## Providing all-round support

The best way to support your child during the stress of revision and exams is to make home life as calm and pleasant as possible. It helps if other members of the household are aware that your child may be under pressure and that allowances should be made for this.

If your child is given study leave in the run-up to exams, try to be at home as much as possible so that you can share a break and chat together.

Make sure there are plenty of healthy snacks in the fridge and try to provide good, nutritious food at regular intervals. Encourage your child to join family meals, even if it's a busy revision day – it's important to have a change of scene and get away from the books and computer for a while. Also encourage your child to take regular exercise. A brisk walk around the block can help clear the mind before the next revision session.

Try not to nag or make too many demands on your child during exam time. Arguments are counter-productive and will only add unnecessary stress and distract from revision.

It's important to get a good night's sleep before an exam so discourage your child from staying up late to cram. And make sure he or she eats a good breakfast on the morning of the exam.

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## Bribes, treats and rewards

Some children are 'bribed' to do well in exams and are offered cash or gifts to achieve good grades. But bribery is not a good idea as it implies that the only worthwhile reward for hard work is money and that you don't trust your child to work hard. Negative messages like these will affect your child's sense of worth.

Encourage your child do well for his or her own sake rather than for money or to please you. Explain that exams aren't an end in themselves but a gateway to the next stage of life – to another Key Stage or to GCSEs, A levels, university, college or work. Good results are themselves the best reward for hard work and will make your child proud of his or her achievements.

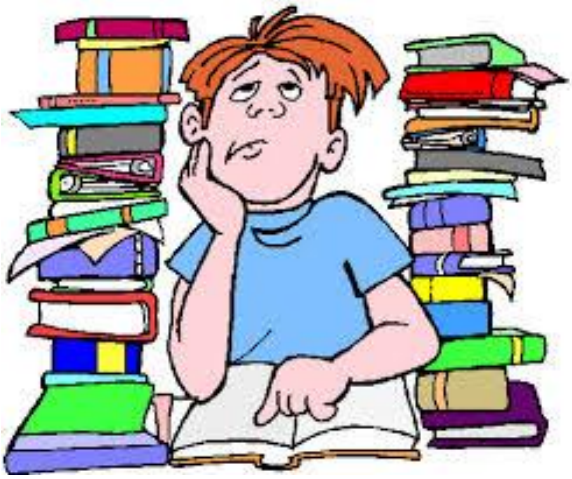
Make sure your child knows you're interested in their work and that you'll be proud if they do well. Although bribery isn't advisable, it is fine to provide small treats by way of encouragement – perhaps a piece of cake or some biscuits after a chunk of revision has been completed. The end of exams can be celebrated with a treat that everyone can look forward to, such as a meal out or trip to the cinema.

# STUDY SKILLS

# REVISION PLANNER

Year 10

Tips for Studying



# Revision List

- Key words and definitions for the following topics:  Ceramics and collage.

- Fine Art painting: the work of Giuseppe Arcimboldo and Picasso.

- Practise still life observation drawing techniques using watercolour paints, colouring pencils and 2B pencil for tonal shading.

- Bring in the following equipment for Art exam:

    - Sketchbook
    - Watercolours
    - 2B pencil
    - Colouring pencils

English

# Revision List

**'Macbeth' or 'Media'**

## Macbeth (10T and 10H)

There will be 2 sections in this paper, and it will last for 1 hour. The first section is the **reading** section, and the second section is the **writing section.** You should spend 30 minutes on each section.

### Reading Section

You will be asked to read a scene from 'Macbeth' and answer a series of questions.

You will be asked to:

- Gather information from the passage;
- Show your understanding of the plotline and characters;
- Use evidence from the text to support your opinions and
- Present an argument based on the characters of Macbeth and Lady Macbeth using P.E.E paragraphs.

### Writing Section

In this section, you will be asked to imagine you are a character from the passage you have read in Section A of your exam paper. You will be asked to write this character's **monologue** to show what they are thinking and feeling at the end of the passage. You will have to show:

- Your understanding of the character;
- Knowledge of the plotline of the play;
- Creativity as you adopt the role of the character;
- Very good spelling, punctuation and grammar;
- Ability to write in paragraphs.

**Non-Fiction/Media (10I, 10N & 10K)**

There will be 2 sections in this paper, and it will last for 1 hour. The first section is the **reading** section, and the second section is the **writing section.**

**Reading Section:**

You will be asked to look at a Media text and answer a set of questions.

You will be asked to:

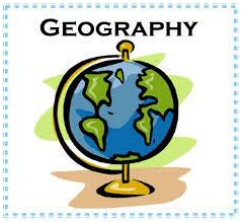
- Understand **Presentational features** used in media texts.
- Be able to **identify** Presentational Features used in Non-Fiction and Media Texts
- Be able to **explain the effect** of using a presentational feature in a media text.

**Writing Section:**

You will be given a non-fiction text to read, and then asked to write an essay in response to one question about the text.

You will be asked to:

- Show your understanding of what you have read;
- Identify the writer's use of language in a non-fiction text;
- Explain how the writer has used language in a non-fiction text;
- Be able to write in P.E.E paragraphs.




# Revision List

Globalisation

- What is globalisation?
- Why is globalisation happening?
- What is a TNC?
- The chain of production
- What are sweatshops? Why do they exist?
- CASE STUDY: Conditions in a sweatshop
- What can we do to help those involved in sweatshops?
- Globalisation: Advantages & Disadvantages

Extreme Weather

- The difference between Weather & Climate
- Weather Elements
- How are people's jobs affected by weather
- Describing the world climate zones
- Climate graphs
- Weather keys
- The difference between high and low pressure
- Descriptions of extreme weather examples

# Revision Lists

- Vietnam War
- Nazi Treatments of Jews
- What did Unionists want?
- What did Nationalist want?
- Where did Unionists get their support from?
- Where did Home Rulers get their support from?
- Explain who won the 1910 General Election and which party formed a government and why?
- Who was Prime Minister in 1910?
- When were the following introduced and what was decided:
  (i) Parliament Act (ii) Third Home Rule Bill?
- Who was leader of the Unionists?
- Who was leader of the Nationalists/Irish Party?
- What was signed on Ulster Day?
- Who signed it first and where?
- Why was this day so important for Unionists?
- When was the Ulster Volunteer Force set up?
- Why was the Ulster Volunteer Force set up?
- Who was the first commander of the Ulster Volunteer force?
- When was the Irish Volunteers set up?
- Why was the Irish Volunteers set up?
- Who was the leader of the Irish Volunteers?
- What prevented Home Rule from becoming law in 1914?
- Easter Rising: Aims/ Events/ Consequences

HOME ECONOMICS

# Revision List

## A BALANCED DIET

- NSP (Dietary Fibre)
- Fruit and Vegetables
- Dental Caries
- Anaemia
- Constipation
- Vitamins and Minerals
- Obesity

## CHILD DEVELOPMENT

- Baby - Clothes
- Care Symbols

## CONSUMER

- Making a complaint

# Revision Lists

Pupils are advised to revise each of the topics covered during this academic year.

Each teaching group will be given a specific revision list by their maths teacher.

In addition pupils should use the My Maths website to aid their revision. The school login is below and each student should already have their individual login. Please ask your maths teacher if you need this individual login.

**MyMaths**

School username: **newbridgeintegrated**

School password: **algebra1**

# Spanish

## *Revision List*

Your test in exams week will consist of listening, reading, writing and grammar. You should revise all the topics that we have covered this year:

**Viva 2, Module 1:**

- Using the verb Fui and Fue to describe past holidays
- Modes of transport
- Adjectives for describing holidays
- Using the preterit (past) tense endings to say what you did.

**Viva 2, Module 2:**

- What you use your phone for
- Music genres and your opinions
- TV shows and comparing different shows using the comparative
- Using the preterit (past) tense endings to say what you did.

**Viva 2, Module 3:**

- Food and drink
- Using verbs Desayunar/Comer/Cenar to say what you have for Breakfast/Lunch/Dinner
- Ordering in a restaurant
- Using the future tense voy + a + infinitive to talk about what you are going to do.

# Revision List

- Film Music – genres, mood, composers
  Film language – dissonance, consonance, disjunct, conjunct, chromaticism, glissando, leitmotif etc….

- Chords – major, minor, semitones, tones....

- Practical Task – Chord pattern for ‘Teenage Kicks’ *by The Undertones*

# Year 10 Religious Studies Revision List

**For your exam you will need to learn the following topics:**

## THE EARLY CHURCH

- What was Pentecost? What happened during Pentecost? Where did it happen? How is it connected to the Holy Spirit?
- Read the following story Acts 2: 1-41
- What is persecution?
  Use a dictionary to find a definition of the word persecution.
- Why do you think some people are prepared to go through pain and suffering for their beliefs? Is there anything you would be prepared to suffer for?
- Be familiar with the story of Blandina the Slave girl
- Evaluate - is it too much to expect someone to give up their life for their faith?

## CELTIC CHRISTIANITY

- **St Patrick –** who was he and what did he do?
- When did St Patrick bring Christianity to Ireland? Which century?
- What symbol did he use to teach the Irish about the Trinity (God the father, God the Son and God the Holy Spirit)?
- What two documents did Patrick write?
- What happened to him when he was 16?
- Where did he build his first Church?
- Can you describe some of the myths and legends associated with St Patrick?
- What happened after he died? His burial?
- **St Augustine -** who was he and what did he do?
- **St Columba -** who was he and what did he do?
  Learn his background - where he was from, education etc. and about his missionary outreach
  to Scotland from the Island of Iona (monastic foundation)
- Key terms from Celtic Christianity - Use a dictionary to find definitions of the following words: missionary, martyr, convert

# Revision List

## Year 10:

**The topics of Using Chemistry, Light and Sound will not be examined.**

**9B – Fit and Healthy:** Smoking and the chemicals in cigarettes, smoking related illnesses.

**9C – Plants and Photosynthesis:** Leaf structure, plant structure, gas exchange, water transport and loss, seed germination.

**9D – Plants for Food:** Nutrients, fertilisers, pesticides and signs of pollution.

**9E – Metals and Metal Compounds:** Elements, properties of a metal, reacting metals with acids, acid and base reactions, making copper sulphate.

**9F – Patterns of Reactivity:** Order of reactivity, protecting metal from corrosion, reacting metals in hydrochloric acid.

**9I – Energy and Electricity:** Energy transfers, circuit symbols, conductors and insulators, series and parallel circuits (including current and voltage readings).

**7L – The Solar System and Beyond:** The Solar System, day and night, the seasons, the moon and its phases, stars, galaxies and the universe.

**9J – Gravity and Space:** The Solar System, gravity and weight.

**9L – Pressure and Moments:** Surface pressure and moment calculations.

**Make sure to revise these topics thoroughly using both your class notes and work book. There will also be some general Science questions on the test from Science knowledge gained over the last 3 years.in Science. You should also use the resources for the relevant topics on Google Classroom. Remember BBC Bitesize for KS3 Science and KS3 Youtube videos have great resources to help your understanding.**

# Revision List

USB light project

Workshop machines – how they work and what they are used for.

Plastic moulding to include blow moulding, vacuum forming and injection moulding.

The process and steps of line bending plastic.

Soldering

Resistor colour codes

Electrical component circuit symbols

Wood

Revise different types and groups.

There are 2 groups. Hardwoods & Softwoods. Be able to list at least 3 of each.

Hardwoods come from Deciduous Trees (lose their leaves)

Softwoods come from Coniferous trees (Evergreen)

Man-Made Boards can also be called “Manufactured Woods”

Examples of these are Plywood (your project was made from this).

Working with wood

You used a *Tenon saw* to cut a *Lap Joint* for your box.

A *Coping Saw* is used to *cut curves* in wood. Know what it looks like.

You joined your lid to the box using "Hinges".

You finished your plywood off using wax and steel wool. It was then polished using a cloth.

1. Name two manufactured woods.
2. Be able to identify MDF, chipboard, blockboard and plywood.
3. Identify, label and explain what a tenon saw used for? (cutting straight lines in wood)
4. Identify, label and explain what a coping saw used for? (cutting curves in wood)
5. Identify, label and explain what a hacksaw used for? (cutting metal)
6. Be able to identify MDF, chipboard, blockboard and plywood.

General knowledge

1. Identify and label workshop machines (Polisher, sanding machine, pillar drill)
2. Workshop safety.
3. Write a *product specification*.
4. Evaluate a given product. Ie strengths and weaknesses.
5. Identify, label and explain what a tenon saw used for? (cutting straight lines in wood)
6. Identify, label and explain what a coping saw used for? (cutting curves in wood)
7. Identify, label and explain what a hacksaw used for? (cutting metal)

# Do I have the time to study?

Fill in each ½ hr section with the activity that you do during that time. Use a colour key:

Phone/Friends ☐

T.V. /Computer (games) ☐

Sports/Leisure/Clubs ☐

Eating ☐

Homework Study ☐

Monday

| Time | Activity |
|---|---|
| 4.00 p.m. | |
| 4.30 p.m. | |
| 5.00 p.m. | |
| 5.30 p.m. | |
| 6.00 p.m. | |
| 6.30 p.m. | |
| 7.00 p.m. | |
| 7.30 p.m. | |
| 8.00 p.m. | |
| 8.30 p.m. | |
| 9.00 p.m. | |
| 9.30 p.m. | |

Tuesday

| Time | Activity |
|---|---|
| 4.00 p.m. | |
| 4.30 p.m. | |
| 5.00 p.m. | |
| 5.30 p.m. | |
| 6.00 p.m. | |
| 6.30 p.m. | |
| 7.00 p.m. | |
| 7.30 p.m. | |
| 8.00 p.m. | |
| 8.30 p.m. | |
| 9.00 p.m. | |
| 9.30 p.m. | |

Wednesday

| Time | Activity |
|---|---|
| 4.00 p.m. | |
| 4.30 p.m. | |
| 5.00 p.m. | |
| 5.30 p.m. | |
| 6.00 p.m. | |
| 6.30 p.m. | |
| 7.00 p.m. | |
| 7.30 p.m. | |
| 8.00 p.m. | |
| 8.30 p.m. | |
| 9.00 p.m. | |
| 9.30 p.m. | |

Thursday

| Time | Activity |
|---|---|
| 4.00 p.m. | |
| 4.30 p.m. | |
| 5.00 p.m. | |
| 5.30 p.m. | |
| 6.00 p.m. | |
| 6.30 p.m. | |
| 7.00 p.m. | |
| 7.30 p.m. | |
| 8.00 p.m. | |
| 8.30 p.m. | |
| 9.00 p.m. | |
| 9.30 p.m. | |

Friday

| Time | Activity |
|---|---|
| 4.00 p.m. | |
| 4.30 p.m. | |
| 5.00 p.m. | |
| 5.30 p.m. | |
| 6.00 p.m. | |
| 6.30 p.m. | |
| 7.00 p.m. | |
| 7.30 p.m. | |
| 8.00 p.m. | |
| 8.30 p.m. | |
| 9.00 p.m. | |
| 9.30 p.m. | |

Saturday

| Time | Activity |
|---|---|
| 4.00 p.m. | |
| 4.30 p.m. | |
| 5.00 p.m. | |
| 5.30 p.m. | |
| 6.00 p.m. | |
| 6.30 p.m. | |
| 7.00 p.m. | |
| 7.30 p.m. | |
| 8.00 p.m. | |
| 8.30 p.m. | |
| 9.00 p.m. | |
| 9.30 p.m. | |

Sunday

| Time | Activity |
|---|---|
| 4.00 p.m. | |
| 4.30 p.m. | |
| 5.00 p.m. | |
| 5.30 p.m. | |
| 6.00 p.m. | |
| 6.30 p.m. | |
| 7.00 p.m. | |
| 7.30 p.m. | |
| 8.00 p.m. | |
| 8.30 p.m. | |
| 9.00 p.m. | |
| 9.30 p.m. | |

# MY EXAM TIMETABLE PLANNER

| DATE | 9.10-10.30 | 10.50-12.10 | 12.45-2.00 | 2.00-3.20 |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

# MY STUDY DAY

This is my Revision Schedule for my Study Day

| TIME | SUBJECT | TOPIC | TICK WHEN COMPLETED |
|---|---|---|---|
| 9.00-9.40 | | | |
| 10.00-10.40 | | | |
| 11.00-11.40 | | | |
| 12.00-12.40 | | | |
| 1.00-1.40 | | | |
| 2.00-2.40 | | | |
| 3.00-3.40 | | | |
| 4.00-4.40 | | | |
| 5.00-5.40 | | | |
| 6.00-6.40 | | | |
| 7.00-7.40 | | | |

*Sometimes easier to study in 40 minute blocks but remember to include plenty of breaks in between!*

NOTES

# KEEPING YOU INFORMED

FOUNDED 1995

New-Bridge Integrated College have a variety of communication methods using social media which parents /guardians can access to keep up to date on all aspects of the College life.

**WEBSITE**

We have an active website which provides a range of information on Curriculum, Curriculum Policies, Pastoral Care, Child Protection Policy, Anti bullying Policy, Admissions, Parent information, School Events, News Items and much more. You can visit our webpage on;

www.newbridgeintegrated.org

**FACEBOOK**

Please like us on Facebook to receive regular updates;

https://www.facebook.com/newbridgeintegrated.org

**TWITTER ACCOUNT**

Follow us on twitter;

newbridgetwitter@yahoo.co.uk

**Northern Ireland Council Integrated Education (NICIE)**

Website: www.nicie.org

Email: admin@nicie.org.uk

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