

The Blue Coat School



Year 10 –
Parents'
Information
Evening
(Revision)

**Effective revision
in Year 10**



Year 10 - Parents' Information Evening (Revision)

Important upcoming dates

Tuesday 19th March 2024 – Year 10 Revision Assembly led by Mr Lockett

Monday 25th March 2024 – Year 10 Parents' Information Evening (Revision)

Thursday 28th March 2024 – Last day of Spring term. Year 10 to complete session on exam revision and creating revision timetables

Thursday 9th May 2024 – Year 10 Parents' Evening

Monday 20th May 2024 – Friday 24th May 2024 – Year 10 Revision focus week

Ongoing through the Summer term:

Weekly assembly slots from Heads of Department (Core subjects) regarding subject-related information and effective revision techniques suited to their subject area.

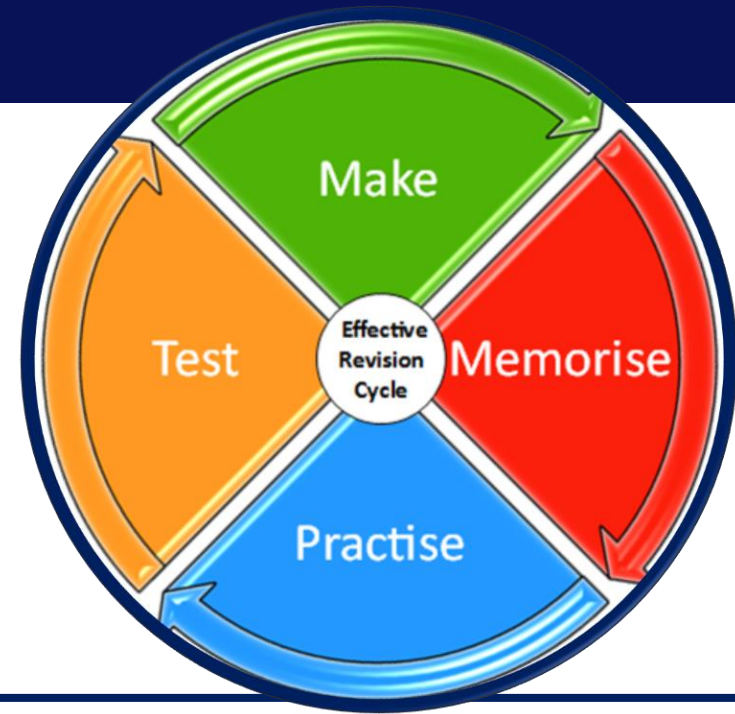


**Year 10 Finals
Examinations begin on
Monday 17th June 2024**

HOW TO REVISE

We remember:

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 40% of what we see and hear
- 70% of what is discussed
- 95% of what we teach to someone else



- Learning and revising are active processes which should involve engaging with your subject material.
- Here are some of the most effective ways to revise using evidence from years of **neuroscience** and **memory** research.
- The aim of revision is to make sure that your **lesson knowledge** is processed deeply and therefore moves into your **long-term memory** stores. You also need to be able to recall these memories in the exam.
- **STEER** knowledge in the right direction!



MOST COMMON & LEAST EFFECTIVE

Highlighting

Not productive – students will focus in on just that fact and not the wider context/information

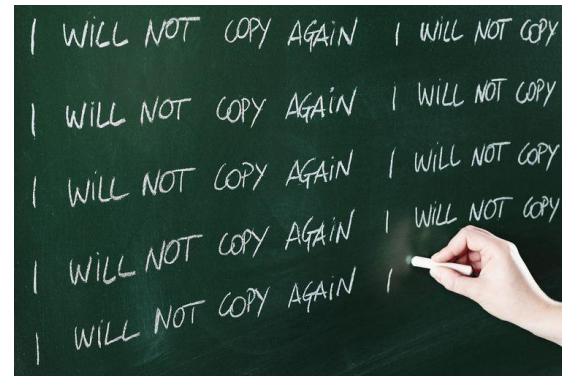
Highlighting texts feels good. You can draw attention of people to a word or perhaps even to a whole sentence that spans across multiple lines in such a way that hyphenation etc. are not affected.



Re-reading



Read, Cover, Review



Re-writing notes

Summarising

SUMmarise It

Shorter than the text

Use your own words

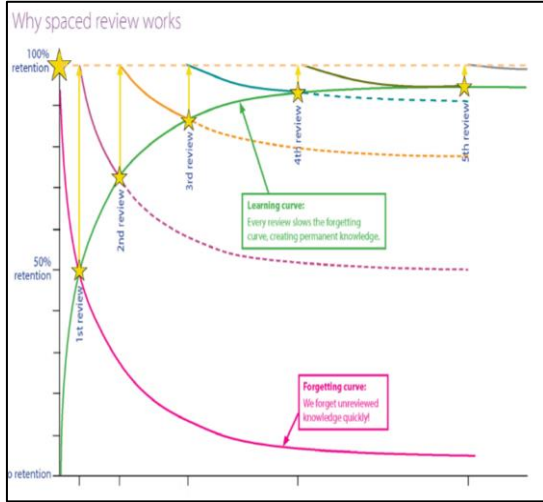
Main ideas only



Cramming



STEER your knowledge



Spaced Learning

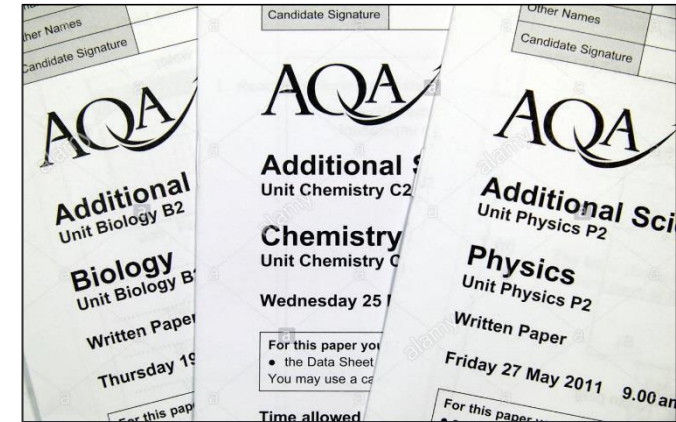


Retrieve Knowledge

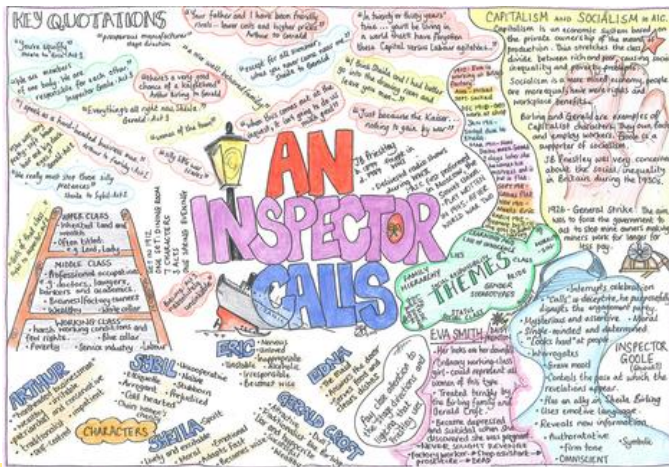
- S** – Space
- T** – Transform
- E** – Elaborate
- E** – Examine
- R** – Retrieve

Transform Knowledge

Exam Practice

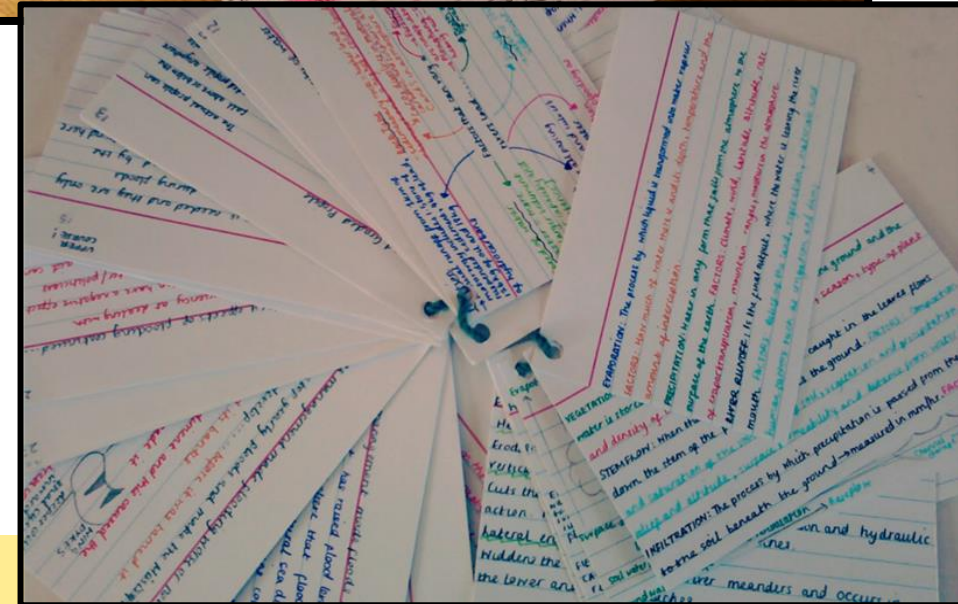
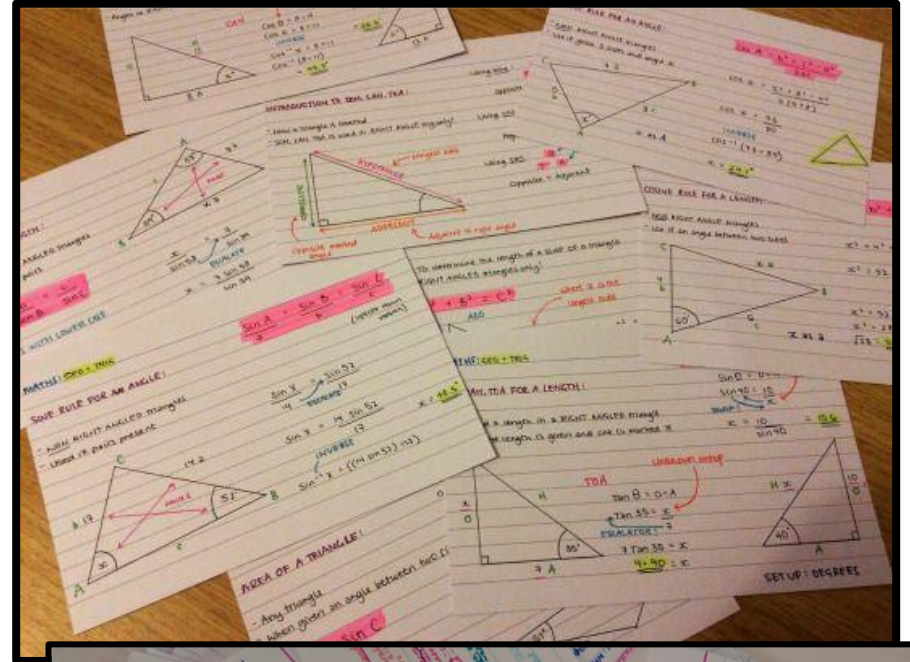


Elaborate on Knowledge



FLASH CARDS: RETRIEVAL PRACTICE

- Write from memory.....and then check
- Test frequently (family can help!) – Quizzes, Essays.....from memory
- Flash cards are good for revision - to have maximum impact, must be high quality, and then use them in activities e.g. peer testing, Look, Cover, Write from memory, Check
- Not just for learning but to apply knowledge
- Will look different in different subjects
- Key terms on one side, information on back (and questions to apply – friends and family to test –*remember 95% of what we teach*)
- Recall information – create piles of success and not, keep doing it until no cards on the ‘can't remember’ pile
- Speak it out loud – research has shown this aids memory



MUST CHECK AND USE TO INFORM NEXT REVISION SESSION

EXAM PRACTICE – VERY EFFECTIVE

Exam questions in controlled conditions build up the amount of content examined.

- Do not continue to revise the topics that you are happy/comfortable with.
- Assess your subject/topic knowledge and ask for additional exam questions on topics you need to revise/struggle with
- When you have completed the questions, ask your teacher to mark them, for the answers or for feedback on longer questions
- Read the examiners' reports

Why does it work?	What can I do?
<ul style="list-style-type: none">• Practising something regularly will make it a permanent habit, which can benefit you in the long term• Practice also involves mental manipulation of your knowledge, a deep process activating many areas of the brain• Practicing skills over time causes neural pathways to work faster in your brain, which improves recall in exams	<ul style="list-style-type: none">• Do exam questions (ask teachers if unsure where to access these)• Make up exam questions for each command word• Use mark schemes to see what the examiners are looking for• Read examiner reports to see what examiners like you to write and what they don't like!• To improve your performance, you need to practice frequently, and get lots of feedback so you practice correctly

External Subject Tutor use

- **Have the ability to reinforce and consolidate in-school learning**
- **Support, not substitute**
- **Students need to experience being unsuccessful and building resilience – they need to practise working out how to do questions by themselves too**

IDENTIFYING TOPICS

Many subjects provide specification lists; for example, post-exam wrappers, revision books, revision schedules:

Write like a Mathematician.

1. Write the date and title
2. Make sure your examples are clear.
3. Show all your working out.
4. Mark and correct your work as you go.
5. Respond to feedback given.

Revise like a mathematician

- [Corbettmaths](#)
- [Spax Maths](#)
- [Maths Genie](#)

Be ready like a Mathematician

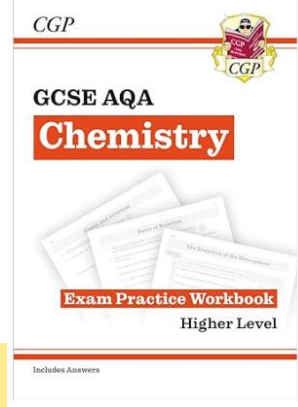
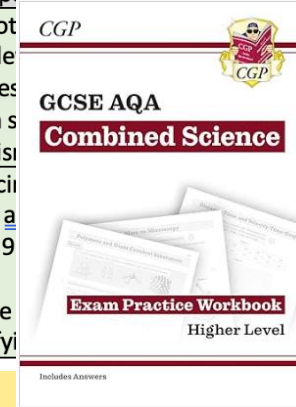
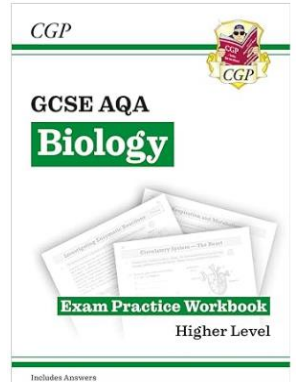
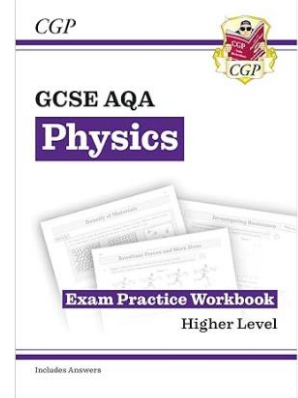
You will need the following equipment

- A blue or black pen
- A pencil
- A rubber
- A sharpener
- A different coloured pen
- A ruler
- A protractor
- A pair of compasses
- A CASIO classwiz calculator
- A glue stick
- A whiteboard marker
- A highlighter

Record your MIB like a Mathematician

Topics	MIB	Next Steps?
Algebra 1	<i>Factorise and solve</i>	<i>Sparks video-U228 and attached questions</i>
	<i>Drawing a cubic graph</i>	<i>Sparks video-U980 and attached questions</i>

Week beginning	Intervention cohort	Interleaved Seneca Homework (ALL)
Q 23rd January	Workbook Paper 1 - November mock MIB Priority 1 (ALL)	2.2.5 Examples of digestive enzymes 2.2.6 Testing for biological molecules
P 30 th January	Workbook Paper 2 - November mock MIB Priority 2 (ALL)	2.5.1 Plant tissues 2.5.2 Transpiration
Q 5 th February	Workbook – Paper 2 (1) The Nervous system pages 64-73	2.5.3 Translocation 2.5.4 Transpiration tissues
P 12 th February	Workbook – Paper 2 (2) The Endocrine system pages 75-88	2.5.5 Stomata 4.1.1 Photosynthesis
Half term		
Q 26 th February	February Mock exam	4.1.2 Photosynthesis 2 4.1.3 Photosynthesis experiments 4.1.4 Grade 9 Photosynthesis experiment
P 4 th March	Workbook – Paper 2 (3) Inheritance pages 89-96	4.2.1 Respiration
Q 11 th March	Workbook – Paper 2 (4) Genetics and evolution pages 97-105	4.2.2 Exercise 4.2.5 Exam Q – Anaerobic respiration
P 18 th March	Workbook – Paper 2 (5) Evolution part 2 pages 106-114	3.1.1 Spreading <u>disease</u> 3.1.2 Viruses
Q 25 th March	Workbook – Paper 2 (6) Ecology pages 115-131	3.1.3 Other pathogens 3.1.4 Human defence systems 3.1.5 Human defence systems 2 3.1.6 Grade 9 Immune system
Easter – Practice paper 1 (2018) and Practice paper 2 (2018) (ALL)		
P 15 th April	Workbook – Paper 2 (8) Ecology Part 3 pages 132-139	3.1.7 Antibiot 3.1.8 Drug de
Q 22nd April	Workbook – Mixed questions (pages 140-146)	3.1.9 Drug tes 3.1.11 Exam s Microorganis
P 29th April	Practice paper 1 (2019) Practice paper 2 (2019) to be given to students to complete after paper 1 (10 th May)	3.2.1 Producti monoclonal a 3.2.2 Grade 9 antibodies 3.3.1 Disease 3.3.2 Identify



IDENTIFYING TOPICS – Use the Exam Board Specification

RAG (Red < Amber < Green) the Specification

Google AQA GCSE Geography specification

About 368,000 results (0.27 seconds)

AQA <https://www.aqa.org.uk/subjects/specification-at-a-glance>

GCSE | Geography | Specification at a glance
Specification at a glance. This qualification is linear. Linear means that students will sit all their exams at the end of the course.
Subject content · Geography · Scheme of assessment · 3.4 Geographical skills

AQA <https://www.aqa.org.uk/gcse/geography-8035>

GCSE | Geography
GCSE Geography, 8035. Find all the information, support and resources you need to deliver our specification. ... GCSE Geography Paper 3: exam time updated for ...

GCSE | Geography | Subject content
In the specification content, students are required to study case studies and examples. Case studies are broader in context and require greater breadth and ...

AQA <https://www.aqa.org.uk/gcse/geography-8035>

GCSE | Geography | Introduction
Our specification enables students to achieve and improve geographies. This exciting and relevant ...
Subjects / Geography / GCSE / Geography (8035) / Subject content

Green: Know this topic very well and achieve high marks on all exam questions

Amber: Know a fair amount of the content but don't always get high marks in exam questions – need to improve more in-depth knowledge and practise application

Red: Struggle to understand or remember this topic – need to learn facts and practice application

GCSE Geography
8035

Specification Planning resources Teaching resources Assessment resources Key dates

Introduction
Specification at a glance
Subject content
3.1 Living with the physical environment
3.2 Challenges in the human environment
3.3 Geographical applications
3.4 Geographical skills
Scheme of assessment
General administration

Subject content
The subject content is split into four units: 3.1 Living with the physical environment, 3.2 Challenges in the human environment, 3.3 Geographical applications and 3.4 Geographical skills.
In units 3.1 and 3.2 the content is split into sections, with each section focusing on one geographical theme. Unit 3.3 sets out the requirements for fieldwork and issue evaluation. Unit 3.4 sets out the geographical skills that students are required to develop and demonstrate.
In the specification content, students are required to study case studies and examples. Case studies are broader in context and require greater breadth and depth of knowledge and understanding. Examples are more focused on a specific event or situation, are smaller in scale and do not cover the same degree of content.
• 3.1 Living with the physical environment
• 3.2 Challenges in the human environment
• 3.3 Geographical applications
• 3.4 Geographical skills

Previous Specification at a glance Next 3.1 Living with the physical environment

3.1 Living with the physical environment

This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales.

The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

Section A: The challenge of natural hazards

In this section, students are required to study all the themes.

Natural hazards

Key idea	Specification content
Natural hazards pose major risks to people and property.	Definition of a natural hazard. Types of natural hazard. Factors affecting hazard risk.

Tectonic hazards

Key idea	Specification content
Earthquakes and volcanic eruptions are the result of physical processes.	Plate tectonics theory. Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins. Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity.
The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.	Primary and secondary effects of a tectonic hazard. Immediate and long-term responses to a tectonic hazard. Use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth.
Management can reduce the effects of a tectonic hazard.	Reasons why people continue to live in areas at risk from a tectonic hazard.

Maximise Your Time

Record tricky facts to remember on your phone and play it on repeat on the bus



Post-it note key facts around the house to read over when you are in the bathroom/cleaning your teeth/waiting for the kettle to boil etc.



IDENTIFYING TOPICS - WEBSITE INFORMATION



The Blue Coat
School



[About Us](#) [Join Us](#) [School Life](#) [Teaching & Learning](#) [Family Support](#) [News & Events](#) [Quick Links](#) [Contact Us](#)

[Newsletters](#) [Parents' Evenings](#) [Parent Information Evenings](#) [School Calendar](#) [1000 Club](#)



In This Section

[Newsletters](#)

[Parents' Evenings](#)





[Parent Information Evenings](#)

[School Calendar](#)

[1000 Club](#)

Continuing our
legacy of excellence.

Parent Information Evenings

-  [Year 11 Revision Guides and Resources](#)
Download (pdf)
-  [Year 10 Parents' Evening - GCSE Revision](#)
Download (pdf)
-  [GCSE Examination Preparation Presentation 2023](#)
Download (pdf)
-  [GCSE Examination Preparation Presentation 2022](#)
Download (pdf)

Effective revision timetabling

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
07.00							
08.00	School lessons						
09.00							
10.00							
11.00							
12.00							
13.00 (lunch intervention)							
14.00	School lessons						
15.00 (After school intervention)							
16.00							
17.00							
18.00							
19.00							
20.00							
21.00							
22.00							

Starting with the inflexible elements.

Your school lessons give you the opportunity for 25 hours of compulsory learning time per week.

It is essential to ensure that no lost learning is evident within these lessons



Effective revision timetabling


Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
07.00							
08.00	School lessons						
09.00							
10.00							
11.00							
12.00							
13.00 (lunch intervention)	Library revision				Library revision		
14.00	School lessons						
15.00 (After school intervention)				Library revision			
16.00							
17.00							
18.00							
19.00							
20.00							
21.00							
22.00							

Add in your in-school revision that you do currently, even if this is staying to revise within the Green Room or Library

These additional sessions will further add to your revision schedule



Effective revision timetabling

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
07.00	School lessons					 <p>Add in any potential journey time revision e.g. going through flash cards in the car</p> <p>This may not always be possible/appropriate</p>	
08.00							
09.00							
10.00							
11.00							
12.00							
13.00 (lunch intervention)	Library revision				Library revision		
14.00	School lessons						
15.00 (After school intervention)				Library revision			
16.00							
17.00							
18.00							
19.00							
20.00							
21.00							
22.00							



Final revision timetable – The minimum requirements



Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday				
07.00	School lessons										
08.00											Music revision
09.00										Biology revision	Organised sport
10.00											
11.00										Work	
12.00											
13.00 (lunch intervention)	Science revision				English revision						
14.00	School lessons										
15.00 (After school intervention)		Music revision		Drama revision	RS revision						
16.00											
17.00											
18.00	English Lit Revision	Geography Revision	RS Revision	English Lang Revision	Chemistry revision		Physics revision				
19.00		Gym		Gym	Dedicated non-exam time	Maths revision					
20.00	Maths Revision					French Revision		Revision session (TBC)	Drama revision		
21.00											
22.00											



Effective revision timetabling



Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday				
07.00		<p style="text-align: center;">Add your non-negotiables</p> <p style="text-align: center;">Whilst being a Key Stage 4 pupil is tough, you still need to dedicate some time to being away from school and for the things that you enjoy.</p> <p style="text-align: center;">This would include time for organised clubs/activities, socialising and/or work commitments</p>									
08.00											Music revision
09.00										Biology revision	Organised sport
10.00											
11.00											
12.00											
13.00 (lunch intervention)	Library revis								on	Work	
14.00											
15.00 (After school intervention)								Library revision	RS revision		
16.00											
17.00											
18.00	English Lit Revision					Geography Revision	RS Revision	English Lang Revision	Chemistry revision		Physics revision
19.00						Gym		Gym	Dedicated non-exam time	Maths revision	
20.00	Maths Revision		French Revision	Revision session (TBC)	Drama revision						
21.00											
22.00											



Incentive your revision

Adding rewards to your revision will help to encourage and motivate you in the coming weeks. Try and add these at specific intervals so that you regularly are rewarding yourself for the effort that you are putting in.

Monday (subject/date)	Signed	Tuesday (subject/date)	Signed	Wednesday (subject/date)	Signed	Thursday (subject/date)	Signed	Friday (subject/date)	Signed	Saturday (subject/date)	Signed	Sunday (subject/date)	Signed



Easter will be a crucial time to begin the process of daily/weekly organised revision. Effective revision needs to be structured, as opposed to sporadic and random. In order to help our Year 10 pupils, we will be completing some revision timetables this week. This means that they can bring this home and start their preparations during their two-week break.

Year 10 Revision Timetable -

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
07.00							
08.00							
09.00							
10.00							
11.00							
12.00							
13.00							
16.00							
17.00							
18.00							
19.00							
20.00							
21.00							



How much revision should I be completing daily/weekly?

Revising at Key Stage 4 is mainly about how organised you can be with your revision and applying yourself until your exam revision routine becomes the normality.

It is normal, and certainly expected, that you should be revising for at least 2 hours per day during the week. This should increase to between 3-4 hours on weekend days.

However, your revision must be structured in a way that suits you, but more importantly, in a way that works for you. If you revise better in the morning, it is better to get up earlier and have your revision finished by the middle of the afternoon.

Your revision sessions each day should not finish too late and your planning should give you plenty of time to ensure that you have sufficient sleep. **This will also be key in maximising your exam performances and success.**

Make revision a habit for the next 14 months.

No-one said that it is going to be easy. The effort that you put in now, will lead to the rewards that you gain this year and in Year 11



Consider a separate revision timetable for Easter which considers you will not be attending school lessons (3-4 hours per day), but this will include well-needed rest days also.

What does a typical a revision session look like?

Revision session structure

When looking to structure your revision session, it is vital to make sure that you are organised with your revision materials and what you are going to complete in each session. Try to work on the basis of 25 minutes revision/5 minutes rest.

This rest period should allow for a mental break and for the information you have just revised to be consolidated. It could include going for a short walk around the house and/or getting a drink but should not include distractions such as the use of any devices.

Your 60 minute English Literature revision could be structured as follows:

5 mins – Reading novel or section overview/summary and planning for revision to be completed e.g. specific quotes from Macbeth/An Inspector Calls- add quotes to flash cards or mind map under relevant sections if required.

5 mins – Test yourself, using flash cards, on the key quotes, themes and character traits/development – **put cards on a 'can remember' pile and 'need more practice' pile**

15 mins – Attempt specific exam question related to topic revised e.g. exam question on how a character changes through the novel.

Rest – 5 mins – get a drink from the kitchen

15 mins – Continue with exam question, re-reading through first part of your answer and add content which matches the marks allocated for the question

10 mins – Look through your answer and the mark scheme to see where you have picked up marks. Annotate your work to see where other quotes could have been added/points could have been made – **add in anything you missed to your flashcards and put on the don't know yet pile.**

Rest – 5 mins – get a drink from the kitchen

Utilise the Pomodoro cycle method to maximise the effectiveness of your revision

The Pomodoro technique



ONE POMODORO CYCLE



WORK

BREAK

Year 10 revision - Wellbeing

Sleep

- 8 hours minimum sleep each night
- Build into revision routine
- No mobile devices for at least 30 minutes before going to bed
- Bed = relaxation and recovery
- Avoid over-sleeping



TRY TO GIVE YOUR CHILD AT LEAST 30 MINS SCREEN-FREE TIME BEFORE BED

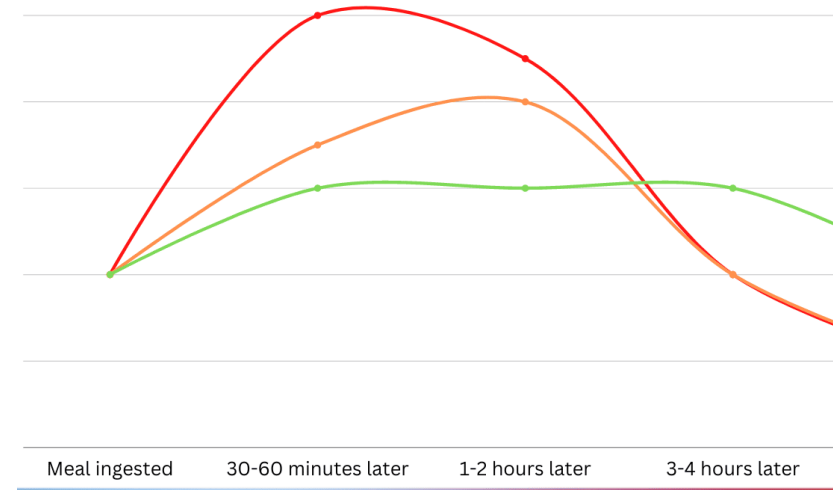


Hydration

- Effects of dehydration on productivity
- Stay hydrated whilst revising - the right hydration??
- Monitor caffeine levels and reduce accordingly

Diet

- Regular patterns throughout the exam period – including breakfast
- Limiting stimulants and foods too high in sugar
- Consistent energy levels
- Eating before an exam



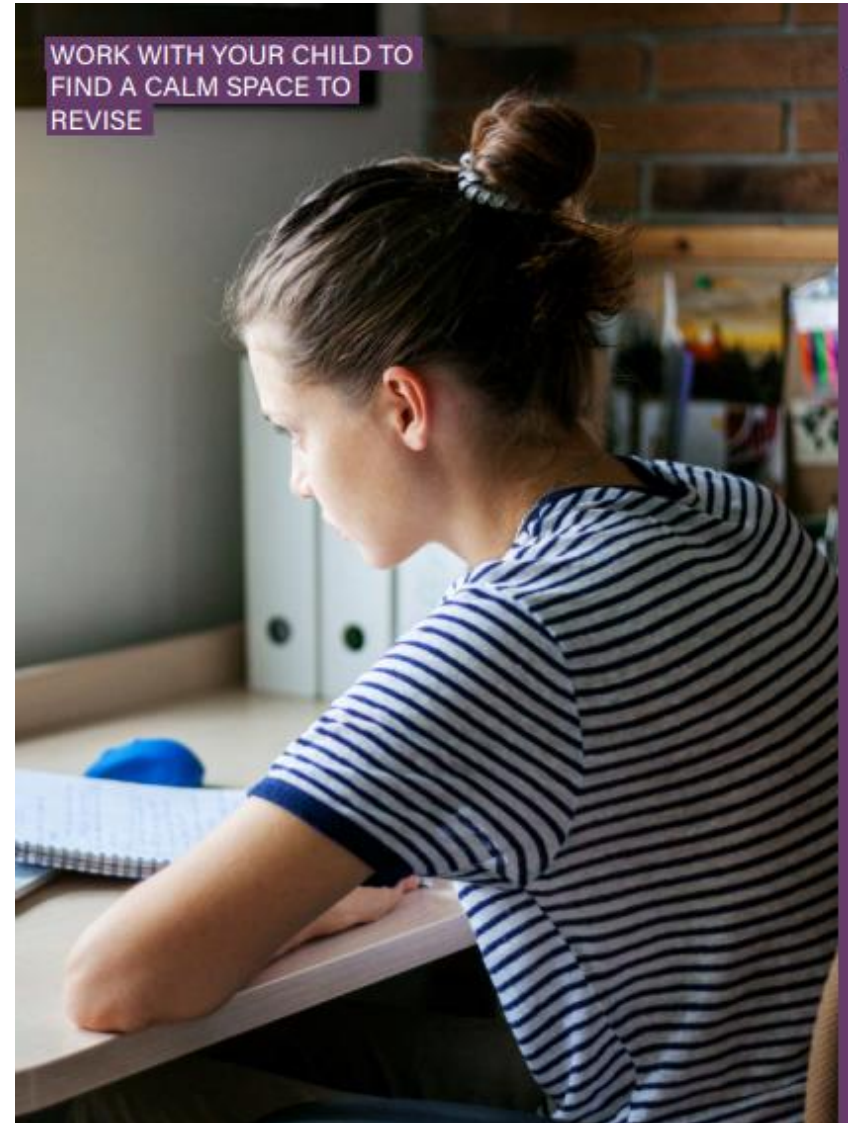
Year 10 revision - Wellbeing

Revision space

- Ensure an appropriate revision space is available (either at school or at home) – quiet, good lighting, minimal distractions/noise, support available
- Device-free area (leave mobiles in the other room)
- Revision timetable displayed for focus
- Organised revision materials
- Regular breaks (5 minutes in every 30 minutes)

Active revision

- Essential for physical and mental health during exam period
- Build this into your revision schedule, including fresh air and movement away from your revision space
- Continue any health-related activities during exam period to promote stress-relief and give an active distraction



Year 10 revision – Utilise in-school support

Important contacts

At Blue Coat School, we are blessed to have dedicated teachers who are experts in their field

Should you feel the need to contact school to discuss further support for your child, please send correspondence to an identified member of teaching staff or for the attention of your child's Form Tutor/Student Services. In addition to this, please feel free to contact any of the following:

Mrs B Poppleton – Director of Learning (Year 10)

Mr M. Lockett – Assistant Headteacher/Director of Key Stage 4



Support During the Exams

- Help **organise** their week so they feel in control
 - Be prepared for the next day – know what is coming (including exams, seat numbers and start times)
 - Be on time – set alarm in good time (give enough time for journey to school)
 - Utilise morning revision space
 - Equipped
 - Not rushed
- **Prepare snacks and water bottle** (clear without label) for the next day
- Eat **breakfast**, or bring it with them for before the exam
- **Limit stimulants** before an exam – may lead to loss of focus – continue normal routine
- If 2 or 3 exams in one day, have **extra food to revitalise and maintain energy levels**
- **Exam anxiety is natural** – support with all of the previous ideas, and maybe practice mental rehearsal, breathing techniques or yoga, use relaxing oils or drink relaxing herbal teas.
- **Role model positivity** – remain calm and positive



Useful links:

[AnxietyUK](#)

