

Preparation is everything!



THE REVISION GUIDE

-LYMM HIGH SCHOOL -

WHY REVISION AND STUDY SKILLS MATTERS

"The secret to getting ahead is getting started!"

REMEMBER...

NO. 1

It is impossible to remember everything you have learnt this year and therefore you will need to go over the work and remind yourself of what you have studied.

NO. 2

We all remember some things more than others.

NO. 3

It is important that in your assessments you get the best possible level in your subjects. This will show your teacher what you have understood.

LOOKING AFTER YOURSELF

Regular breaks are important when revising. You should have a five minute break every half an hour.

Breaks help you remember the information and avoid overload.

Lots of sleep and regular exercise will help you stay alert.

Eating plenty of easily digestible foods will keep your energy levels high. e.g, fresh fruit and vegetables.

REVISION CARDS

There are a variety of different ways that revision cards can be used to revise:

KEY WORDS & DEFINITIONS




Put key words on one side of the card and then put the definitions on the other side.

Create a list of key words for a topic.

Write a list of key words with the definitions.

Put the key words for a topic on one side and then on the other side write a paragraph including the key words.

IDENTIFYING KEY WORDS AND USING THEM IN A PARAGRAPH



SUMMARISING TOPICS



Look at the information in an exercise book or textbook on a topic. Then write the key ideas, key words and main points on a revision card. This could be done as a list, a brainstorm or mindmap.

Write an example question at the top of the revision card and then bullet point the main things to include in the answer.

Write a question on one side of the card and then put the answer on the other side.

ANSWERING ESSAY QUESTIONS



OVERHEARD

What is Mind Mapping?

A Mind Map is a visual map of your ideas and information laid out in a radial format around a central thought.

Mind Maps can help you with your revision.

MAKE NOTES

By noting down only key words, you save vital time while revising.

Also, when you go on to write essays or revise for exam topics from your Mind Maps, you will recall the most important information.

RECALL INFORMATION FROM MEMORY

Mind Maps allow ideas to be noted quickly and in an organised way, you do not have to worry about learning long sentences. Mind map information is quick and efficient it keeps recall at a high level.

BE CREATIVE

Mind Maps appeal to your senses with their visual elements.

They free the mind from thinking in lines and ideas and thoughts flow more quickly.

Mind Maps particularly appeal to students who learn visually.





PLAN ESSAYS

You generate ideas simply through making your Mind Map.

Your brain actively makes links between ideas, adds connections, puts thoughts in order and generates further creative ideas. This is good for planning any piece of writing.

UNDERSTAND SUBJECTS /TOPICS

Mind maps work the way the brain works which is not in nice neat lines!

Mind maps help you to organise information in a way that is easily absorbed.

A mind map is visual so you can read the whole thing in your head.

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

KS3 ENGLISH REVISION GUIDANCE



Your English exam will be 1 hour 15 minutes long. You are advised to spend 15 minutes on the first section of the exam and 1 hour on the second section.

SECTION 1: MULTIPLE-CHOICE

This will test your knowledge of the text that you have been studying since September and will be similar in style to the multiple-choice tests that you have sat in class over the term. In order to revise for this you should:

- **Revise all of the words from both vocabulary lists you have been given – you should be confident about knowing their meanings/ definitions, synonyms and how you can use them within a sentence.**
- Test yourself on your understanding of these words by using the **look, cover, write, check, repeat** method. The more you repeat this, the greater impact it will have and you will be more likely to remember the words correctly.
- You could also write yourself quizzes (*similar to those that we do on HW in class*) to check that you know the meanings of the words. Select 10 words and then write out what they mean. Repeat this if you get any definitions incorrect.
- **Revise all of the key extracts from the 2 extract booklets that you have worked from over the last two half terms. Re-read them and then summarise, in your own words, what is happening in each extract.**
- Look back over the multiple-choice tests that you have completed in class – look at each of the questions/ answers and explain, in your own words, why that particular answer is the correct answer.
- **Revise all of the sections on your knowledge organiser.**
- Test yourself on your understanding of each of the sections by using the **look, cover, write, check, repeat** method. The more you repeat this, the greater impact it will have and you will be more likely to remember the information correctly.
- You could also make mind maps, revision cards, bullet pointed notes from the information on the knowledge organiser. Try to condense each point of information down to one key word which will help you remember the rest of the fact/ information.
- You could also write yourself quizzes (*similar to those that we do on HW in class*) to check that you know all of the information. Select 1 section of the KO, for example 'context', and write questions based on the facts given. Repeat this if you get any answers incorrect.

SECTION 2: ANALYTICAL ESSAY

In this section of the exam, you will need to write an essay – it should **have an introduction, 3-4 main paragraphs and a conclusion.**

The question will be based on the text that you have been studying since September – the question will either be about **a character**, or **a theme**. You will be given an extract that you must refer to and then you will also have to memorise quotations from other parts of the novel to further support your answer.

(N.B. This will be very similar to the final assessment task that you did in half-term one so you can look back in your exercise book to see what feedback you were given and the improvements that you needed to make.)

In order to revise for this question, you should do the following:

- Revise from the KO – make notes on the context and the key terminology in particular. Try to learn/recite your notes. Test yourself on this information by making mini-quizzes.
- **Re-read all of the extracts** from the extract booklets that you have been given and find/make a note of the key quotations from these.
- **Make mind maps/revision cards of all of the key characters and key themes** from the text. You should put the character/theme in the middle of the paper and then write down relevant ideas/key words/quotations which link to them. You should then test yourself on these – write down quotations and use the **look, cover, write, check, repeat method**. This is important as you won't have the text in front of you and you will need to support your answer with quotations.
- **Practise planning questions**
- In your essay, you must include: a clear point/idea to answer the question, quotations, explanation, zooming in on words/techniques, linking to context and linking to the writer's wider message, key words from the vocabulary list (please see the paragraph structure attached to show you how you should organise each paragraph in your essay).

YEAR 9

STRUCTURING A DETAILED PARAGRAPH:

POINT	A sentence that answers the question. You need to include the author's name.	<i>Golding suggests that....</i>
EVIDENCE	A reasonable-length quotation that supports your point. TIF: a group of short quotations.	<i>For example.....</i>
LITERAL	Describe, briefly, in your own words, what's happening in the quotation that you have selected.	<i>In this quotation, Golding....</i>
IMPLIED	Read between the lines. Describe what the author is trying to suggest to the reader. Pick out at least two individual words/phrases from your quotation to support your ideas.	<i>The word / phrase (TIF: name the technique) is particularly significant because... Furthermore, the (TIF: name the technique) is also important because...</i>
ALTERNATIVE IDEA	Explore how your points links to another part of the text AND/OR explore how your ideas link to the novel's context AND/OR how it links to Golding's overall intention.	<i>It is also crucial to consider...</i>
LINK	Explain how the ideas that you have explored in your paragraph help to answer the question.	<i>Ultimately.....</i>

PHRASES THAT PAY:



Golding uses ... as a...

Golding's views are...

Golding crafts the line so that takes on a **hateful tone**...

Further to this, the **metaphor** also suggest...

Moreover, the **violent imagery** also indicates to the reader...

As well as this, here Golding conveys that...

This could also be interpreted as Golding wanting to...

Golding challenges society's attitudes to...

Contextually, this echoes what was happening in the world during which the time that Golding was writing because....



KEY STAGE 3 MATHS REVISION

TIPS FOR REVISING MATHS

- Make mind maps containing key information and methods.
- Practise your times tables to ensure you can answer them at speed!
- Learn key definitions and ask your friends and family to test you.
- Copy down your examples from class again and justify each step in your teacher's solution.
- Ask your teacher about any work that you have not understood and ensure you practise it again.
- Use websites such as MyMaths, Mr Barton's Maths and BBC Bitesize
- Find past papers online from AQA and Edexcel and attempt them in test conditions.
- Practise, Practise, Practise!

PAST PAPER QUESTIONS

<https://revisionmaths.com/gcse-maths/gcse-maths-past-papers/aqa-gcse-maths-past-papers>

<https://revisionmaths.com/gcse-maths/gcse-maths-past-papers/edexcel-gcse-maths-past-papers>

USEFUL WEBSITES

MyMaths

www.mymaths.co.uk

MyMaths Login Details:

Username: lymm

Password: ruler

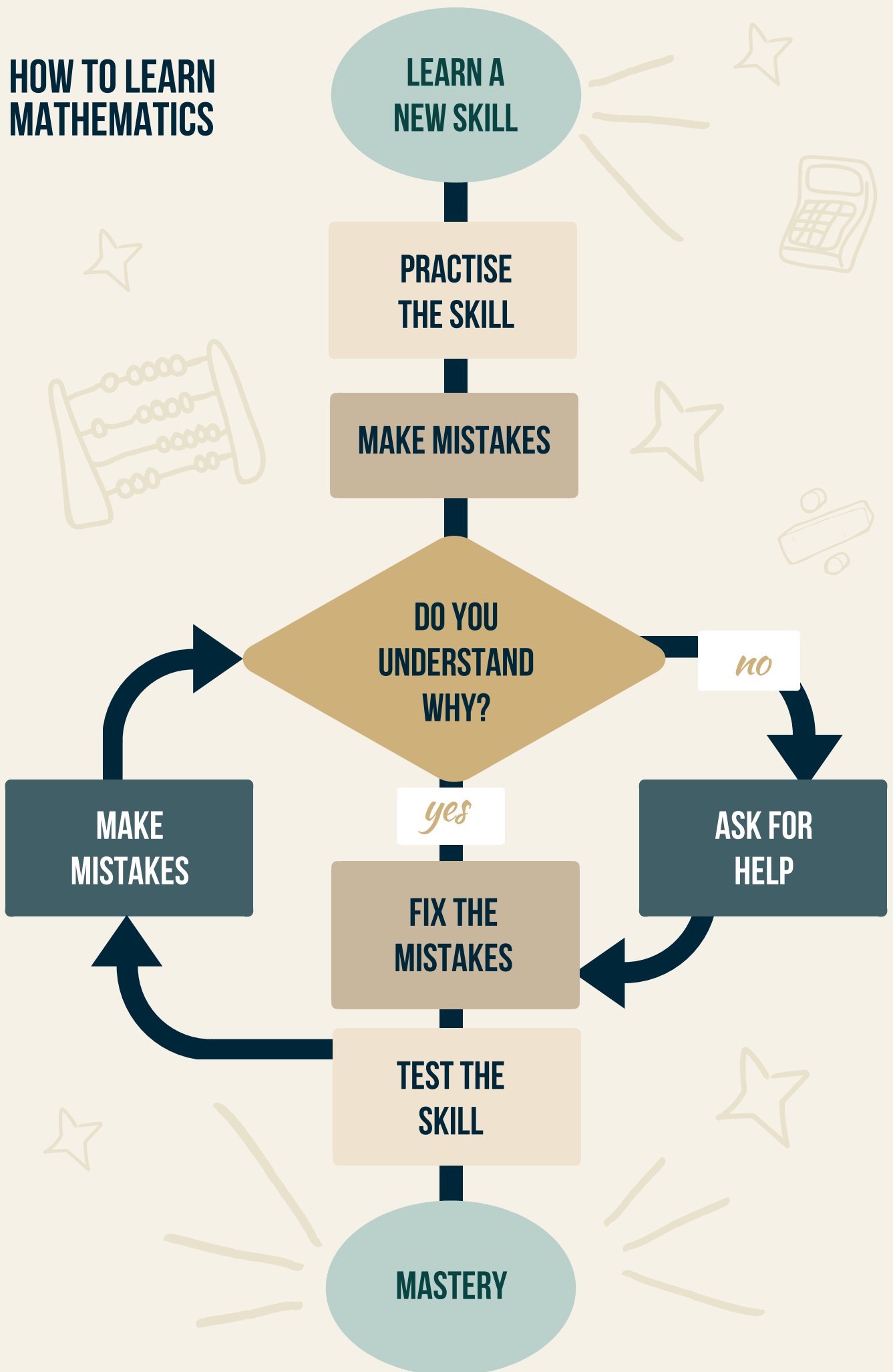
BBC Bitesize

<https://www.bbc.co.uk/education/examspecs/z8sg6fr>

Mr Barton's Maths

<http://www.mrbartonmaths.com/>

HOW TO LEARN MATHEMATICS



MATHS REVISION LIST

YEAR 7

FOUNDATION AND HIGHER

Number Properties

2D Shapes & Angles

Intro to Algebra

Rounding & Estimating

Fractions

Probability

Solving Equations

YEAR 8

FOUNDATION AND HIGHER

Number Properties

Fractions

Algebraic Manipulation
& Substitution

Decimals & Percentages

Angles & Bearings

Units, Rounding &
Estimating

Area & Perimeter

Averages & Range

YEAR 9

HIGHER (SETS 1A-2B)

Number

Basic Fractions &
Decimals

Angles, Scale Drawings
& Bearings

Basic Probability

Tree Diagrams

Rounding

Standard Form & Indices

Equations

Basic Algebra

Quadratics

Area & Circumference

Ratio & Proportion

YEAR 9

FOUNDATION (SETS 3A-3B)

Number Properties

Fractions

Algebraic Manipulation
& Substitution

Decimals & Percentages

Angles & Bearings

Units, Rounding &
Estimating

Area & Perimeter

Averages & Range

KS3 SCIENCE REVISION

Your Science exam will be **40 minutes** long & will cover content from all 3 sciences; Biology, Chemistry and physics. The exam will potentially cover all of the term 1 topics you will have studied from September to the Christmas break. These topics include:



YEAR 7

BIOLOGY TERM 1 LIVING SYSTEMS

- Using microscopes
- Plant & animal cells
- Specialised cells
- Organisation of cells
- The skeletal system
- Muscles

CHEMISTRY TERM 1 STATES OF MATTER & SEPARATING TECHNIQUES

- States of matter
- The particle model
- Changing states
- Pressure & diffusion
- Pure mixtures and solutions
- Filtering & evaporation
- Distillation
- Chromatography

PHYSICS TERM 1 FORCES

- Forces
- Mass & weight
- Balancing forces
- Friction
- Speed
- Distance-time graphs
- Speed-time graphs



YEAR 8



BIOLOGY TERM 1 BIOENERGETICS

- Photosynthesis
- Gas exchange in plants
- The respiratory system
- Aerobic & anaerobic respiration
- The circulatory system
- Blood vessels
- The heart
- Exercise, asthma & smoking

CHEMISTRY TERM 1 ACIDS & ALKALIS

- Acids & alkalis
- Hazard symbols
- pH scale & universal indicator
- Acids & metals
- Neutralisation
- Acids & carbonates
- Problematic acids

PHYSICS TERM 1 ENERGY

- Energy
- Energy efficiency
- Power
- Heating: conduction & convection
- Radiation & evaporation
- Burning fossil fuels
- Alternative energy

YEAR 9

BIOLOGY TERM 1 CELLS

- Animal & plant cells
- Eukaryotes & prokaryotes
- Microscopy
- Microscopy calculations
- Use of a light microscope
- Specialised animal cells
- Specialised plant cells
- Cell differentiation

CHEMISTRY TERM 1 RATE AND EXTENT OF CHEMICAL CHANGE

- Collision Theory
- Calculating rate of reaction
- Concentration theory
- Temperature on rate of reaction
- Surface area
- Catalysts

PHYSICS TERM 1 ENERGY

- Changes in the way energy is stored when a system changes
- Kinetic energy & gravitational potential energy calculations
- Calculating Work Done
- Energy stored in a stretched spring
- Changes in thermal energy
- Specific heat capacity calculations
- Definition of work and power, with power calculations
- Energy efficiency

TIPS FOR REVISING SCIENCE



TIP 1

Revise from the KO's or summary maps

Make notes on the context and the key terminology in particular. Try to learn/recite your notes. Knowledge organisers will be made available from the science staff.

Structure of the human body

- Proteins give shape & support to the body.
- Cells provide the internal organs.
- Larger muscles of the body are attached to the bones for movement.
- Most cells are found in tissues of connective tissue.
- Epithelial cells form skin and phagocytes (macrophages) are found in the blood.

Y7 Biology T1- Living systems

Animal cell

Cell Part

- Nucleus** - Contains the cell's DNA
- Cytoplasm** - Where chemical reactions take place
- Cell membrane** - Controls the passage of substances into and out of the cell
- Mitochondrion** - Where energy is generated

Plant cell

Cell Part

- Cell wall** - Gives the cell structure
- Cell vacuole** - Contains water & nutrients
- Chloroplast** - Absorbs light for photosynthesis

Proving of the cell

Function

- Transport of substances
- Control of the cell's environment
- Storage of energy
- Protection of the cell

Specialised features

Cell wall - Provides structural support

Chloroplast - Site of photosynthesis

Vacuole - Stores water and nutrients

Cell membrane - Controls the passage of substances

Cell biology- Cells & magnification

Organelle

Organelle	Function
Nucleus	Contains the cell's DNA
Ribosomes	Site of protein synthesis
Mitochondria	Site of cellular respiration
Cell membrane	Controls the passage of substances
Cell wall	Provides structural support
Cytoplasm	Where chemical reactions take place
Vacuole	Stores water and nutrients

Microscope

Microscope	Advantages	Disadvantages
Light microscope	Can see living cells	Low magnification
Electron microscope	High magnification	Cannot see living cells

Work out the actual length of this cell in micrometres

Describe how a temporary mount (microscope slide) is prepared to view cells under a microscope

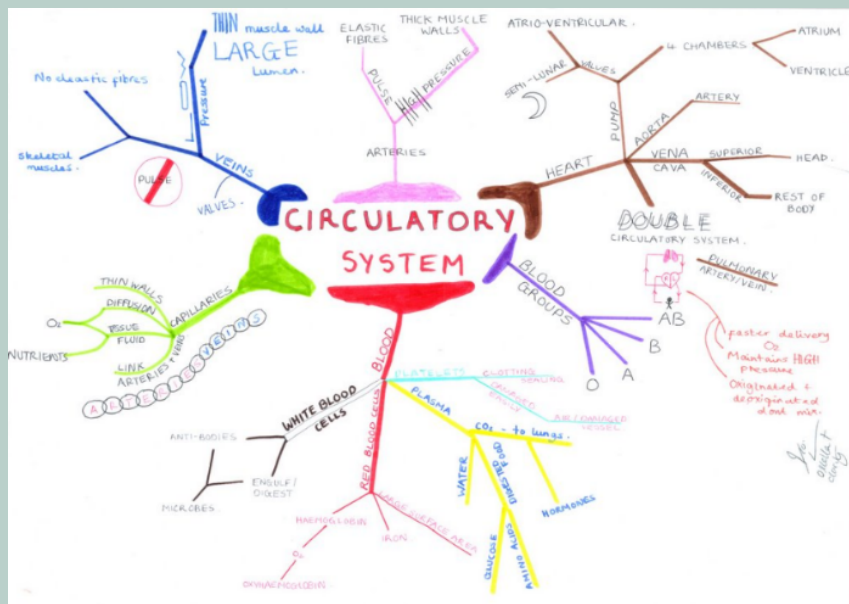
Describe how a temporary mount (microscope slide) is prepared to view cells under a microscope

Describe how a temporary mount (microscope slide) is prepared to view cells under a microscope

TIP 2

Make mind maps/revision cards of all of the key ideas.

You should put the science concept (e.g. aerobic respiration) in the middle of the paper and then write down relevant ideas/ key words/ quotations which link to them. You should then test yourself on these to see if you can remember the concept without any notes.



TIP 3

"Genetics"	"Evolution"	"Disease"	"Computers"
human	evolution	disease	computer
genome	evolutionary	host	models
dna	species	bacteria	information
genetic	organisms	diseases	data
genes	life	resistance	computers
sequence	origin	bacterial	system
gene	biology	new	network
molecular	groups	strains	systems
sequencing	phylogenetic	control	model
map	living	infectious	parallel
information	diversity	malaria	methods
genetics	group	parasite	networks
mapping	new	parasites	software
project	two	united	new
sequences	common	tuberculosis	simulations

Create word banks.

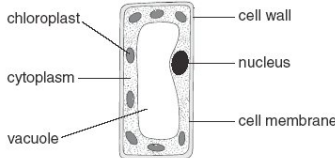
Write down the key words or phrases from each topic and create a word bank so you know how to use and spell the key words in your exam.

TIP 4

Practice past exam questions.

Try and use past exam questions to test your knowledge in the exam format.

The diagram below shows a plant cell.



(a) In which part of a plant would you find this type of cell?

.....

(b) (i) Give the function of the nucleus.

.....

.....

(ii) Give the function of the chloroplasts.

.....

.....

(iii) Give the function of the cell wall.

.....

.....

USEFUL LINKS FOR REVISION

<https://www.bbc.com/bitesize/levels/z4kw2hv>

<https://collins.co.uk/pages/revision-collins-ks3-revision-collins-ks3-revision-resources>

<https://mathsmadeeasy.co.uk/ks3-revision/key-stage-3-science/>

NOTES





NOTES



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