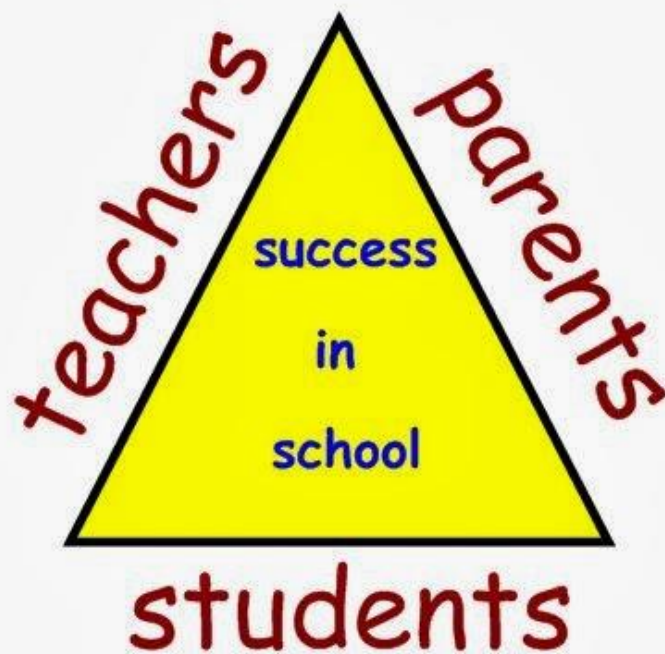




**THE GRANGE SCHOOL KS4  
TIPS FOR SUCCESS AND HOW  
PARENTS CAN HELP**



**TOP TIPS**

## HOW CAN PARENTS MAKE A DIFFERENCE?

Parental support is a key part of a student's success in their examinations. The good news is that you don't need to be an expert in any of the subjects your child chooses to make a real difference. You also don't need to give up your life and other responsibilities – you just need to know how best to spend the time you do have.

One of the hardest demands on students is that of understanding the long-term importance of doing the best they can and learning to not think about short term activities in the interest of long-term benefits (not easy even for adults).

Children will also differ in their levels of maturity; their ability to take responsibility for their learning; organisational skills; and levels of motivation.

**This is where parents come in.** Your support, encouragement and interest can make a spectacular difference to your child's motivation and ability to cope with the academic and organisational demands of the exam period.



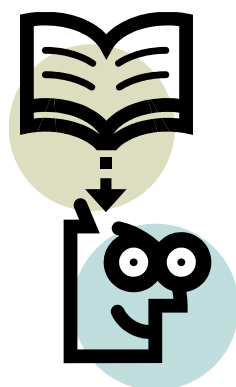
## KEEPING THE MOTIVATION UP

### FOR STUDENTS

- ✓ Don't stop going to, or working in, lessons you find difficult or dislike – talk to someone about any challenges you are having – there is always a solution
- ✓ Update your revision schedule if necessary and stick to it – even when you don't feel like it. Don't wait until you are in the mood – the further behind you get the less you will be in the mood (agree the schedule with your parents for a hassle-free life)
- ✓ Resist the temptation to bury your head in the sand if things are getting out of hand – talk to your parents/tutor/teachers/RSL
- ✓ Ignore what friends and others are doing or saying – you are working for an easy life for **YOU** now and later – let your friends have the hassle of redoing coursework or even the full GCSE

### FOR PARENTS

- ✓ Agree the balance between work and social life and stick to the agreement. Again, flexibility is the key – if a special night comes up, agree that they can make up the work at a specified time
- ✓ All students fall behind, feel demotivated or overwhelmed, or struggle with the balance of social, work and school demands at times. When your child feels like this, berating and threatening them will have a negative effect. Talk to them about the issues, acknowledge their feelings and adopt a sensible attitude in wanting to find a solution
- ✓ Be flexible – use the 80/20 rule. If your child is sticking to what they are supposed to be doing 80% of the time, they will be doing alright
- ✓ If your child asks for your support, encourage them by helping them to see the difficulties in perspective. Teenagers often take an all or nothing 'catastrophic' approach to difficulties – "I've messed up this essay, I might as well give up."



## GETTING READY FOR REVISION

### FOR STUDENTS –

- ✓ Start revision early. The sooner you start the less you will have to do each day and the less stressed out you will be
- ✓ The most important thing is to make a realistic revision timetable that you will stick to
- ✓ Get one good revision book or aid for every subject. They do much of the initial work for you by breaking the subject down into 'do-able' chunks

## DOING THE REVISION

- ✓ Go to all lessons and make them work for you – especially the ones you don't like or find hard
- ✓ When your teachers tell you about exam techniques – try them all out to see which one will work for you best (it might even be the one you thought wouldn't work). The key thing is to reduce the notes you work from to a single A4 by the night before the exam
- ✓ Match the revision notes you make to the sort of questions you will be asked. Get hold of old papers (ask teachers which websites to look at – they are also in your planner)
- ✓ Have a clear goal for each revision period. For example – 'at the end of these 2 hours I will be able to label a diagram of the heart and answer a question on how the heart works.'
- ✓ Have a start and finish time – and stick to it!
- ✓ Get into the routine of following your revision plan – if you really don't feel like it, tell yourself you will do 15 minutes and then decide whether to carry on. At least you will have done fifteen minutes. Set your aim for the session and get right on with it – ignore the impulse to suddenly tidy your room for the first time in 3 years!
- ✓ STOP and take a break if you are becoming frustrated, angry or overwhelmed. Put aside the problem
- ✓ Don't waste time struggling – note down anything you are finding hard and take it to your next lesson or if on study leave, phone friends or your teachers
- ✓ DO NOT BE INFLUENCED BY FRIENDS WHO TALK ABOUT HOW LITTLE WORK THEY ARE DOING  
Get your head down – your results don't matter to your friends – but they are crucial to your future  
Tell yourself it's not for long and think about that long summer holiday
- ✓ Make yourself start however much you don't want to – the hardest bit is over with then



## IMPROVING YOUR CHANCES OF ACHIEVING OR BEATING YOUR TARGET GRADE.

There are a number of factors that cause students to lose marks in the exams. The factors below are often reported by examiners. You will also find them in revision books. Here is a list of factors that you need to be aware of and concentrate on –

- ✓ Start in good time – leave it too late and you will start panicking
- ✓ Plan for half hour or, at most, one hour slots. Nothing extra is likely to sink in if one subject is revised for much longer
- ✓ When revising during the evenings plan 1 or 2 subjects only. Leave some time for relaxation
- ✓ Allow some days off, but not in the few weeks just before the exams
- ✓ Plan to revise specific topics or aspects of a subject – for example, not just science, but human systems, or waves, or chemical reactions or electricity
- ✓ Read through a topic and then make brief notes on cards which can be used for further revision later
- ✓ Use colours to highlight key works
- ✓ Work in small groups to discuss a topic



## KEY TASKS ON THE DAY BEFORE THE EXAM

### FOR STUDENTS

- ✓ Make sure you know your timetable
- ✓ Get there early
- ✓ Allow time for your brain to wake up – have a shower, eat breakfast – take a banana with you
- ✓ Do a final check of the subjects you will be doing that day – know the structure and how many sections there are
- ✓ Make sure you have EVERYTHING you need and take spares – do not get into the stress of asking teachers for things you should have brought
- ✓ Take a pen you enjoy writing with – take 2 just in case

### During the exam –

- ✓ Don't forget that it is natural to be nervous. It actually gives your brain the extra adrenalin it needs to make the final effort
- ✓ If your mind goes blank, don't worry. Look at the question again, write down some notes – it'll get your brain ticking over again
- ✓ Don't start writing until you know what the instructions are and you are ready to write sense
- ✓ Make and keep to a time scale for each question depending on the number of marks (you will have done this in revision classes – stick to it). If you only have 3 minutes left for a question, write the answer in note form – the examiner will give you marks for it
- ✓ Allow a little bit of time at the end to check through your work to see if any changes need making. Examiners have said that this can make the difference between a higher and lower grade

### ON THE EVE OF THE EXAM FOR PARENTS –

- ✓ Please don't add to the stress levels by 'rising to the bait' when your child pushes the boundaries. Shelve the battles that don't need winning just yet
- ✓ Help prepare your child for the exam – talk with them about when it starts, how long it lasts for, what are the main topics that might come up. Don't 'over egg' this – they may have worked all day and have come down stairs to relax



# Revision Timetable

Name \_\_\_\_\_

	Time	Time	Time	Time	Time	Time
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						

**Falling to prepare is  
preparing for failure.**

**You can do it!!**

**Quitters never win  
and winners never quit!**

## **Key Exam Words Explained**

*It is important to understand the key words used by examiners. Listed below are a number of key words and phrases which are often used on exam papers.*

**Account for** - Explain the causes of.

**Analyse** - Divide into parts and describe each part.

**Comment on** - Explain why something is important.

**Compare** - Are the things very alike (similar) or are there important differences? Which do you think is best? Why?

**Concise** - Short and brief.

**Contrast** - Look for differences.

**Criticise** - Use evidence to support your opinion on the value or merit of theories, facts or views of others.

**Define** - Give the meaning of.

**Describe** - Write in details.

**Differentiate** - Explain the difference.

**Discuss** - Write about the important aspects of the topic; are there two sides to the question? Consider the arguments for and against. Then give your opinion.

**Distinguish** - Explain the difference.

**Evaluate** - Judge the importance or success.

**Explain** - Make clear.

**Factors** - The facts or circumstances that contribute to a result

**Give an account of** - Describe.

**Illustrate** - Give examples or diagrams which make the point clear and prove your answer is correct.

**Indicate** - Show and demonstrate

**In relation to** - Refer to a specific aspect of something.

**Interpret** - Explain the meaning in your own words; for example you may be asked to interpret a graph.

**In the context of** - In a particular setting; referring to.

**Justify** - Give reasons to support an argument or action.

**Outline** - Choose the most important aspects of a topic. Ignore the minor detail.

**Relate** - Show the connection between things.

**Role** - A function of something, which part something plays and how it works.

**State** - Write briefly the main points.

**Summarise** - Bring together the main points.

**Trace** - Show how something has developed from beginning to end.

# Make Revision Fun

*Revision doesn't have to be a boring and mean long hours sat in front endless revision guides, books or notes. Here are a few suggestions to make revision fun.*

## 1. Draw

Drawing funny pictures or cartoon sequences that help you to remember a certain chain of events works well in things like science experiments. Any revision that requires you to put things into an order of some kind can be drawn!



## 2. Text

How many text messages do you send a day or week? Make a plan with your friends to add a fact to the end of every text message you send to build up your knowledge and add to your revision efforts.



## 3. Games

Making a popular game into a revision aid is fun. Even making the game makes you revise your work. Trivial pursuit, blockbusters and battleships work really well. You can learn with a group of friends and have fun doing it.



## 4. Sing

How often does a song get into your head and you end up singing it all day? Why not find some of your favourites tunes and change the words to fit in with a revision topic? The song will help your brain to trigger the information.



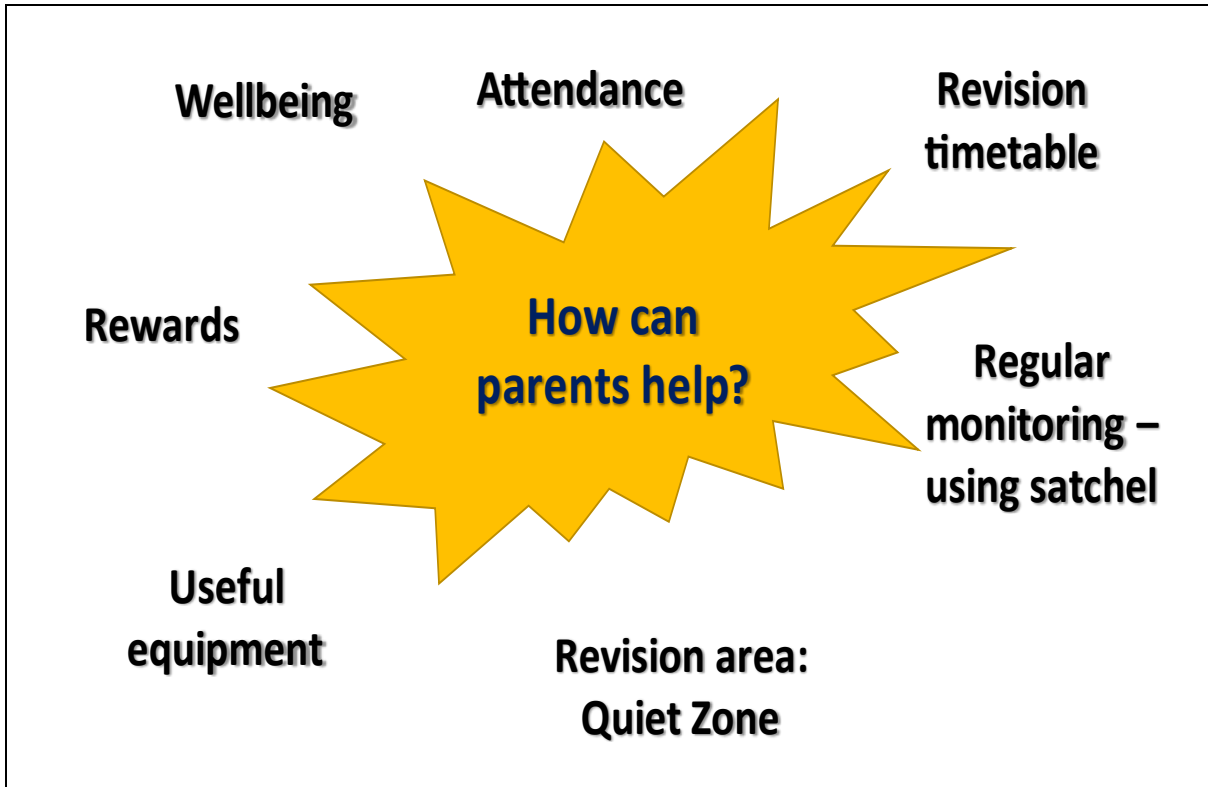
## 5. Decorate your room

Make your revision space into a revision centre. Lots of bright coloured posters, post-it notes and diagrams to hang around your room make you visit the information at regular intervals. Putting post-it notes on the inside of cupboard doors you use regularly or in places around the house you use often will keep your brain act



## 6. Study with a friend

Studying with friends is a great way to revise. You can help each other learn things that you find hard to remember or just don't know! You could organise to go to each other's house once a week or over the weekend and have sessions on each subject. Your friends may be able to explain things to you in a way you understand better.



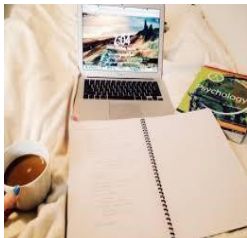
**STUDY TIMETABLE**

	MON	TUE	WED	THU	FRI	SAT	SUN
9-4	SCIENCE	SCIENCE	SCIENCE	SCIENCE	SCIENCE		
4-5	CHEM	BIOL	PHYS	PHYS	PHYS		
5-7							
7-9	PHYS	PHYS	PHYS	PHYS	PHYS		
9-11	CEO	CHEM	PHYS	PHYS	PHYS		
11-12	PHYS	PHYS	PHYS	PHYS	PHYS		



## Reading is not enough

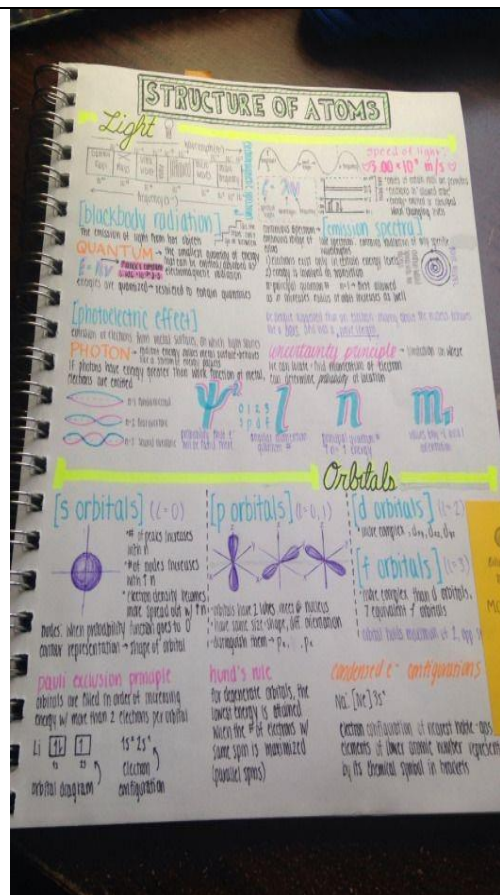
*They need to make brief notes either in words and/or pictures, and use other methods to help them remember.*



## REVISION NOTES

- Start early
- Use textbooks, revision guides, pupil work and internet resources
- Summarise key information
- Include diagrams
- Write in own words

**USE REVISION NOTES ONCE COMPLETED**

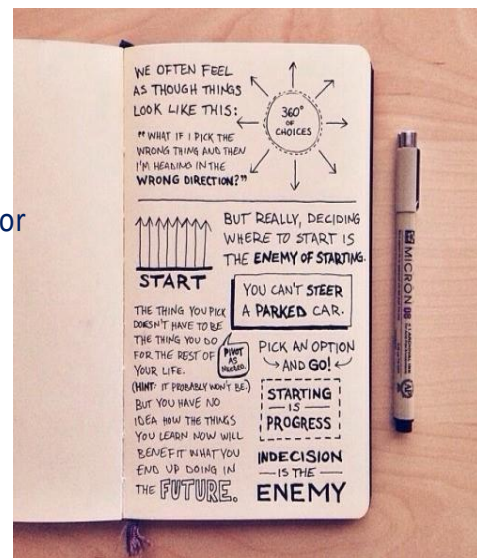


## How can pupils use revision notes?

1. Help answer questions from revision guides
2. Use as a source of information for past papers

**Read/Cover/Write/Check Revision method** This is an old and trusted technique that still works for many people:

- ✓ Revise a section of work
- ✓ Cover it up or put it aside
- ✓ Write down or record as much as you can remember
- ✓ Check against the original
- ✓ Highlight anything you got wrong or forgot
- ✓ Prioritise these areas for future revision



## Mind mapping

GUIDE TO:  
MINDMAPS



Mind maps help you to generate ideas and make associations. They act as powerful examination tools because they are visual – they are not SPIDER DIAGRAMS!

- Use key words or images
- Start from the centre of the page and work out
- Make the centre a clear and strong visual image
- Put key words on the lines, this reinforces links
- Use colour to depict themes

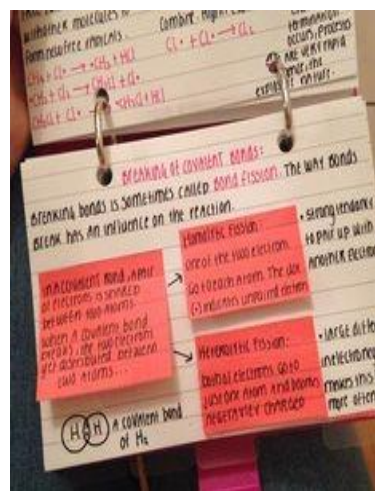


## Flashcards

Many pupils find these an effective revision aid to break down information into smaller chunks under key headings.

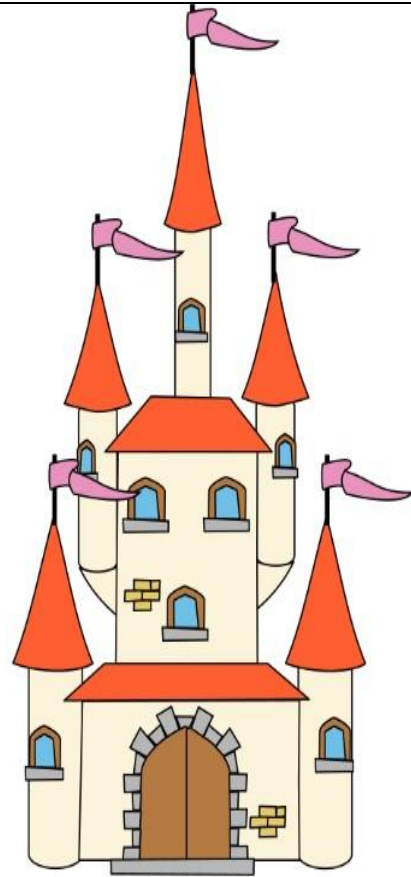
Pupils write a key word or topic on one side and an explanation on the other side. This allows them to read through the key points using them to trigger memory before checking accuracy of recall on the other side.

Index cards make it easy for other people to test pupil knowledge.



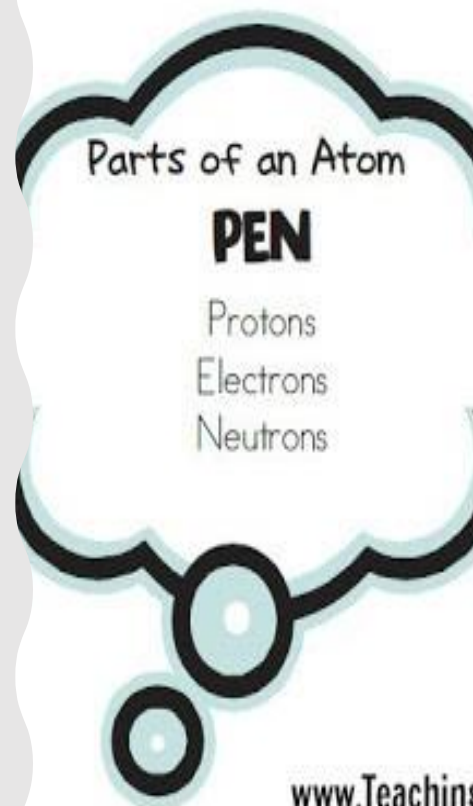
## Memory Palace

- What you need:
  - Just your mind and some time.
- How does it work?
  - You start by creating a mental map of your home; go to each room and stand at the door and commit to memory 5 large items in that room; chair, sofa, desk, computer, TV.
  - Number the items in chronological order and learn this! Repeat until you can say every number and item backwards and forwards.
  - Once you know this you can use your memory palace to learn long sequences or lists by mentally associating the things on the list with the items in your number palace.
- Benefits?
  - Very good for recalling sequences, lists and orders.
  - Very useful long term skill!



## mnemonics

- What you need:
  - Just your brain!
- How does it work?
  - You create a short sentence where each word starts with the first letter of the words you are trying to remember.
  - Richard Of York Gave Battle In Vain
  - Or
  - My Very Easy Method Just Speed Up Naming (Planets– only Pluto isn't a planet!)
- Benefits?
  - A great way to remember sequences.



www.Teaching

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