

# ISLEWORTH & SYON SCHOOL

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REVISION STRATEGIES -  
WORKING UNDER PRESSURE



# Vision

Our vision is to be  
**'Outstanding in Every Respect'**  
through the constant drive for  
excellence across the school.

**'Together We Learn, Achieve and Succeed'**

1. Growth mind-set: having the right attitude
2. The basics
3. Effective revision strategies
4. The Simplify-Reduce-Explode (SRE) strategy
5. Learning from elite sport performers
6. Understanding examination questions
7. The big picture

# 1. Growth mind-set: having the right attitude

1. Accept the **challenge** of meeting your target grades (TG)
2. View your target grades as **obstacles** to be overcome
3. **Hard work and effort** are the key to success
4. **Listen to advice; heed advice.** When necessary, seek out advice in order to overcome obstacles
5. Take **inspiration** from the success of others

## 2. The basics

1. It's never too early or too late to start revising
2. Be clear and honest: (a) know where you are and (b) know your target grades / levels
3. Get your head out of the sand: how can you achieve your target grades / levels?
4. Design a revision timetable: weekly (2 hours each evening) and holiday (4 hours each day)
5. Find a quiet place to study (at home; local library)
6. Commit to perform a variety of studies each evening
7. Meet deadlines

### 3. Effective revision strategies

Know all the sub-topics for the subject

Buddy-up.  
Use peer work

Recite or rote learn

Pretend to teach each sub-topic

Use past papers or Questions

Revision books - summarise notes

Make graphic organisers or concept maps

Design and use flashcards or krammers

**Use your notes to simplify, reduce, explode (SRE)**

Practise difficult topics again & again

Test or quiz yourself

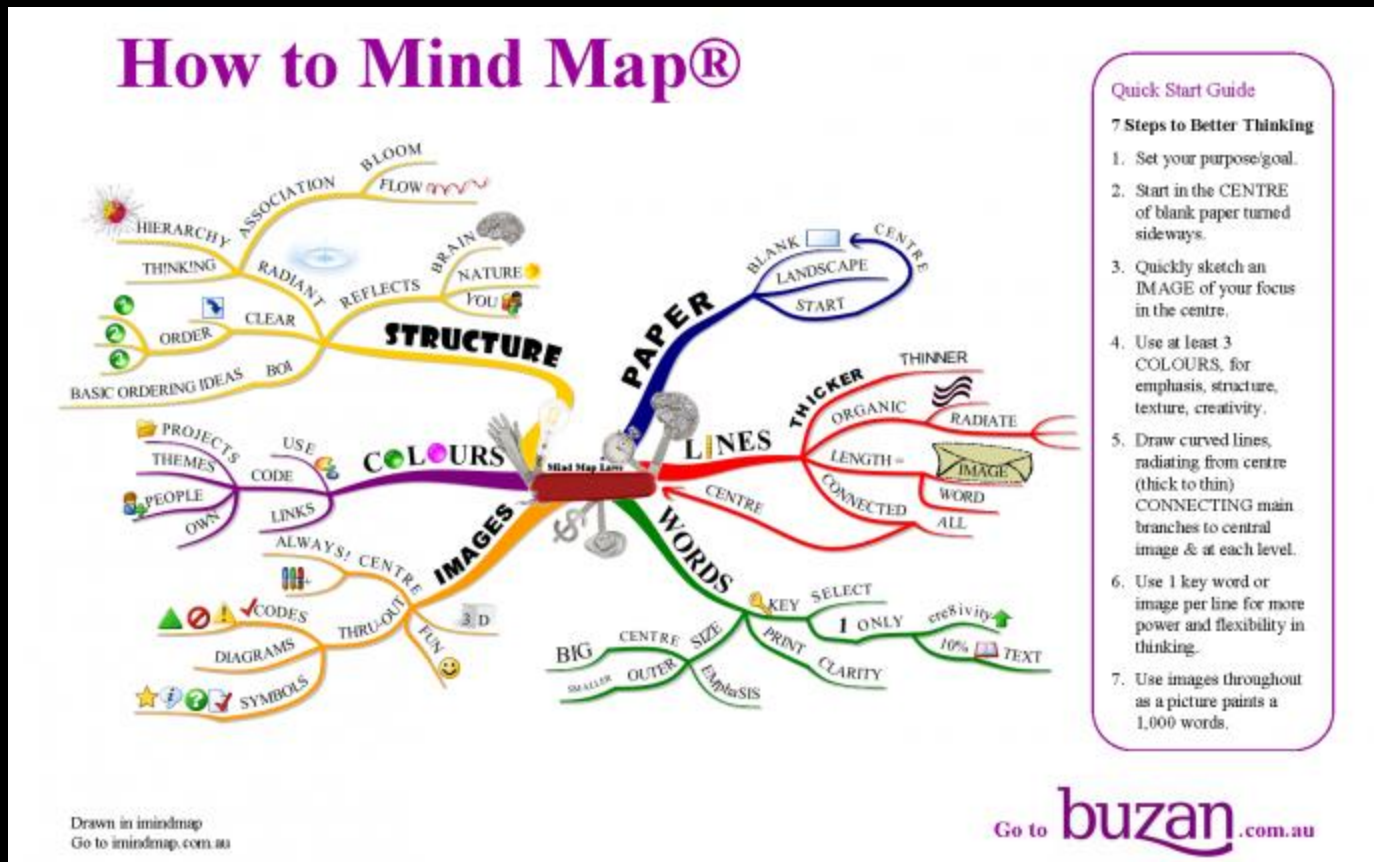
Listen to and watch multi-media

## 4. The SRE strategy

1. Design a revision timetable (put it on the fridge door)
  - a. Plan to revise 2-3 subjects a night for 45 minutes each
  
2. Access the school website
  - a. Review the programme of study (broad)
  - b. Review the course outline (**a crucial breakdown of all the topics and sub-topics**)
  
3. Revise different topics every evening using 4 key stages
  - a. Understand it (read your books; buy study guides) - you CAN NOT revise unless you understand the topic
  - b. **Simply it (S)** - the sub-topics on 1 x A4 paper
  - c. **Reduce it (R)** - each sub-topic onto a post-it / krammer / graphic organiser
  - d. **Explode it (E)** - all the sub-topics onto 1 x A3 paper

# 4a. SIMPLIFY

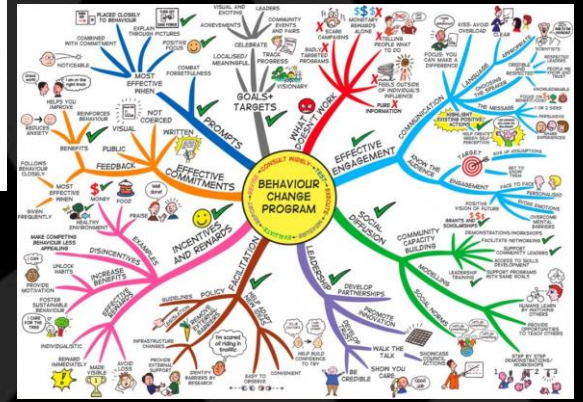
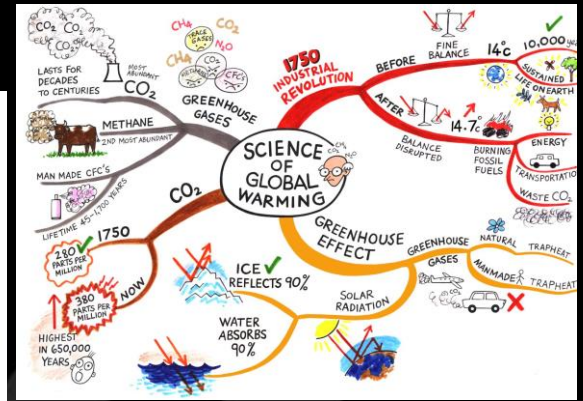
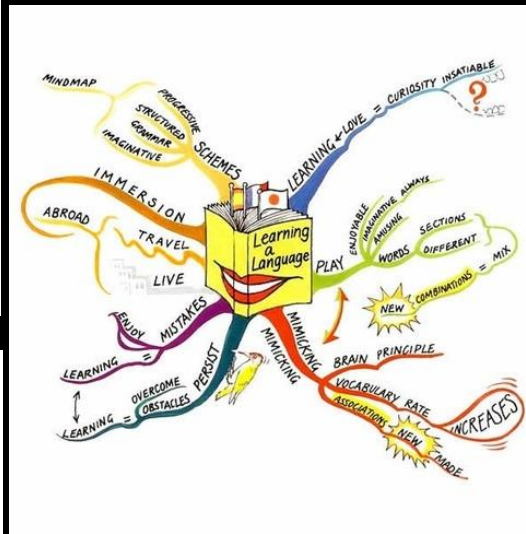
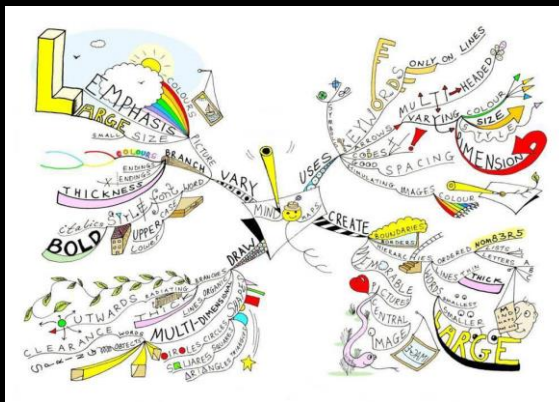
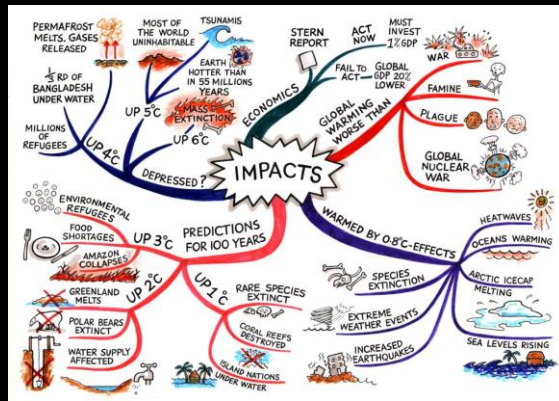
**Simplify it (S)** - simplify each sub-topic on only one page of A4 paper. Use key words / imagery / cartoons / codes / acronyms / link issues to personal experience.





# 4b. REDUCE

**Reduce it (R)** – reduce each sub-topic onto a one post-it note or krammer (5 in this case)





# 5a. Learning from elite sport performers

1. Set yourself specific, realistic goals or targets. SMART targets
2. Plan a revision timetable; inform other people (family and friends) that you have a timetable. Stick to it. The power of routine.
3. It takes 10,000 hours to become an elite performer
  - a. Work hard (2 hours every week night; 4 hours on a Saturday as well as a Sunday)
  - b. Use the same place / room to revise.
  - c. High student expectations are the biggest factor
  - d. It is never too late to start revising; do not defer
4. Variation
  - a. Variety is the spice of life
  - b. Mix up the revision activities as well as the subjects being revised on each day
  - c. Use distractions to your advantage. Take regular breaks

## 5b. Learning from elite sports performers

### 1. Nutrition

- a. Balance diet: re-fuel
- b. Re-hydrate with water

### 2. Sleep

- a. *Deep sleep* allows short-term memories to be stored as long-term
- b. Get into a good sleep pattern

### 1. Practise different revision techniques; know your preferred strategies

### 2. Mental rehearsal

- a. Visualise yourself teaching difficult topics
- b. Learn to relax

### 3. Physical exercise - perform regular exercise. De-stress

# 6a. Understanding examination questions

1. Read the question very carefully.
  - a. Underline or highlight key command words / terms
  - b. Use the marks available (usually in brackets) to plan your answer
  
2. Command terms.
  - a. *Identify / outline* - give the key points. No details is required
  - b. *Describe* - provide a detailed account
  - c. *Explain* - provide a detailed account (PEE) with reasoning
  - d. *Compare* - provide a balance of similarities and differences
  - e. *Evaluate* - weigh up the strengths and weaknesses and then make a judgement based on what you think is best
  
3. Plan your written answer.
  - a. As a rough guide spend one minute per mark on each question.
  - b. Use key terms within full sentences in order to obtain full marks for Grammar, Punctuation and Spelling (GPS)
  
4. Underline key words in your answer - draw the attention of the examiner to the best features of your written work

## 6b. Writing extended answers

Some questions require long, extended written answers. In addition to the four main steps outlined previously:

1. Plan out your answer
  - a. Use a mind-map
  - b. Record PEE
  - c. Make visual connections
  
2. Use paragraphs to distinguish new ideas
  - a. Use key terms within full sentences
  - b. To link concepts, use connectives related to: adding, cause and effect, sequencing, contrasting, qualifying, emphasising, illustrating
  - c. Keep your work relevant. Try to link the final sentence of each paragraph to the main question
  
3. Re-read your work
  - a. Check your grammar
  - b. Underline key words
  - c. Don't be afraid to make amendments and additions using a clear coding system

# 7. The Big Picture

1. When do your examinations / assessments start and finish?
  - a. What is your first exam? Are there any days with multiple examinations?
  - b. Which of your examinations are in the main hall, sports gym or in the classroom?
  - c. Which assessments are in the morning? How will this affect your preparation? Are examination *warm-ups* provided?
  
2. Are you going to rely on your school exercise books to revise or purchase external revision books?
  - a. Which revision texts are recommended by your teachers?
  - b. Do any subject teachers design and provide their own guides?
  
3. Do you possess the right basic school equipment?
  - a. Black pens / pencil / ruler / pencil sharpener / rubber
  - b. Water bottle
  - c. Scientific calculator (needed for all subjects as more and more numeracy is being embedded into content)

