

# REVISION TIPS

IDEAS OF HOW TO SUPPORT YOUR CHILD THROUGH THEIR REVISION

[Try using this resource to build an effective study timetable  
Revision Timetable Maker / Study Planner \(getrevising.co.uk\)](#)

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## WRITE A LIST!

Encourage them a detailed list of everything they have to do.

Make a list per subject





## PRIORITISE THE LIST

RED – Things I don't really know

AMBER – Things I need reminding on

GREEN – I'm quite confident with this

DIVIDE THE DAY INTO WORKABLE 'CHUNKS' – IT COULD BE HOURS OR IT COULD BE AM, EARLY PM, LATE PM, EVENING – MAKE IT FIT YOUR DAILY ROUTINE



TRY TO START EARLY!



## REVISION TIMETABLE



TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
9AM							
10AM							
11AM							
12PM							
1PM							
2PM							
3PM							
4PM							
5PM							
6PM							



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COPY THESE  
SPECIFIC TASKS  
INTO THE  
TIMETABLE

PUT IN THE WORST  
ONES FIRST (TO GET  
THEM OUT OF THE  
WAY!!)

# ENSURE THERE IS TIME TO REST AND RELAX

- Try to incorporate one ‘session’ time to relax a day
- Try to leave the house!
- If lockdown allows plan in something at the weekend to look forward to (like seeing friends)



## REVISION TIMETABLE

	MON	TUE	WED	THU	FRI	SAT	SUN
	9AM - 11AM REVISE SUBJECT 1	9AM - 11AM REVISE SUBJECT 1	9AM - 11AM REVISE SUBJECT 1	9AM - 11AM REVISE SUBJECT 1	9AM - 11AM REVISE SUBJECT 1	10AM - 12PM REVISE SUBJECT 1	REST!
BREAK!	11:15AM - 1:15PM REVISE SUBJECT 2	11:15AM - 1:15PM REVISE SUBJECT 2	11:15AM - 1:15PM REVISE SUBJECT 2	11:15AM - 1:15PM REVISE SUBJECT 2	11:15AM - 1:15PM REVISE SUBJECT 2	12:45AM - 2:45PM REVISE SUBJECT 2	REST!
BREAK!	2PM - 4PM REVISE SUBJECT 3	2PM - 4PM REVISE SUBJECT 3	2PM - 4PM REVISE SUBJECT 3	2PM - 4PM REVISE SUBJECT 3	2PM - 4PM REVISE SUBJECT 3	3PM - 5PM REVISE SUBJECT 3	REST!
BREAK!	4:15PM - 6:15PM REVISE	4:15PM - 6:15PM REVISE	4:15PM - 6:15PM REVISE	4:15PM - 6:15PM REVISE	4:15PM - 6:15PM REVISE	GO HAVE FUN	REST!

### Revision Checklist

- ✓ Have I conveyed the significance of my ideas to my readers? Is my purpose clear?
- ✓ Does my essay meet the requirements of my assignment?
- ✓ Is my focus too broad? Have I narrowed my topic well?
- ✓ Is my organization plan effective?
- ✓ Is there a way to make the concept I am discussing clearer and more focused?
- ✓ Is the voice or style I am using appropriate for my audience?
- ✓ Have I clearly defined any terms used?
- ✓ Have I considered any possible objections to my position, if I take a position in this research essay?
- ✓ Do I provide clear transitions between my ideas? Are there any gaps between my points?
- ✓ Are there any points that need further explanation or detail?
- ✓ Are there any points that need to be cut because they are not related to my focus?
- ✓ Are my sources credible? Have I addressed this credibility in my writing?
- ✓ Have I integrated my source material smoothly and effectively by providing signal phrases and/or context for the information?
- ✓ Have I put source material in my own words as much as possible and used quotes only when necessary?
- ✓ Have I properly acknowledged all of my source material, including paraphrases and summaries?

- As they revise encourage them to tick off their list. This will help the feeling of progress.



- Encourage them to spend time PRACTICING what they know... not all the time copying notes!



## MINIMIZE DISTRACTIONS

Mobile phones and TV distractions mean that an hours worth of study takes two! Offer to 'look after' devices to help improve concentration!



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## IF ANXIETY BUILDS

Encourage them to just concentrate on the task in hand – there will be time to get to everything as there is time on the timetable

A short break for a walk, fresh air and a change of scene can help to reset the mindset

Changing the place in the house to study can help to feel refreshed



KEEP  
CALM  
AND  
GOOD  
LUCK

## OTHER TIPS

- Spend break times together – too much time alone can increase feelings of anxiety
- Encourage them to remember that this feeling will pass when assessments pass – it won't be forever
- Everything won't depend on one assessment – final grades are based on a range of different activities
- If an assessment doesn't go to plan encourage them to learn from it and use this in the next test
- Help them to be organised and know when assessments are. Arrive early after a good breakfast!