

REVISION ADVICE

WHAT SHOULD I DO TO MAKE GOOD
USE OF MY REVISION TIME???

THE 9 BEST SCIENTIFIC STUDY TIPS



<https://www.youtube.com/watch?v=p60rN9JEapg>

GETTING ORGANISED

May 2019							^	∨
Mo	Tu	We	Th	Fr	Sa	Su		
29	30	1	2	3	4	5	GETTING ORGANISED WEEK: get revision guides, pens etc.	
6	7	8	9	10	11	12	PLAN and CREATE A TIMETABLE FOR REVISION WEEK	
13	14	15	16	17	18	19		
20	21	22	23	24	25	26	REVISION	
27	28	29	30	31	1	2		
3	4	5	6	7	8	9	EXAM WEEK	

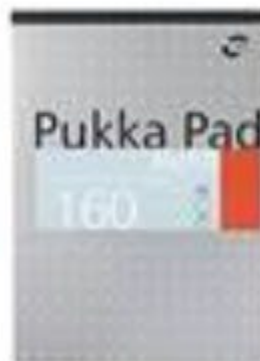
The most effective students start planning their revision early

What do I need to do between now and next week.....

Tidy your desk at home – need a place to work.

Collect together all of your exercise books and text books.

Collect together revision materials



How much?
How often?



Plan 2 40 minute revision slots
on week days



Plan 3 40 minutes slots for
weekends or holidays.



Plan exercise and rest time too

REVISERS

by @Inner_Drive
www.innerdrive.co.uk

Eat breakfast



Skip breakfast

Sleep 8-10 hours a night



Get little sleep

Have regular bed times



Have inconsistent bed times

Get fresh air each day



Stay indoors all day

Exercise regularly



Do no exercise

Do past papers



Mostly revise highlighting "key" passages

Spread out their revision



Cram their revision

Keep a diary to capture negative thoughts



Dwell on worst case scenarios

Revise in a quiet environment



Revise while listening to music or TV

Drink water regularly

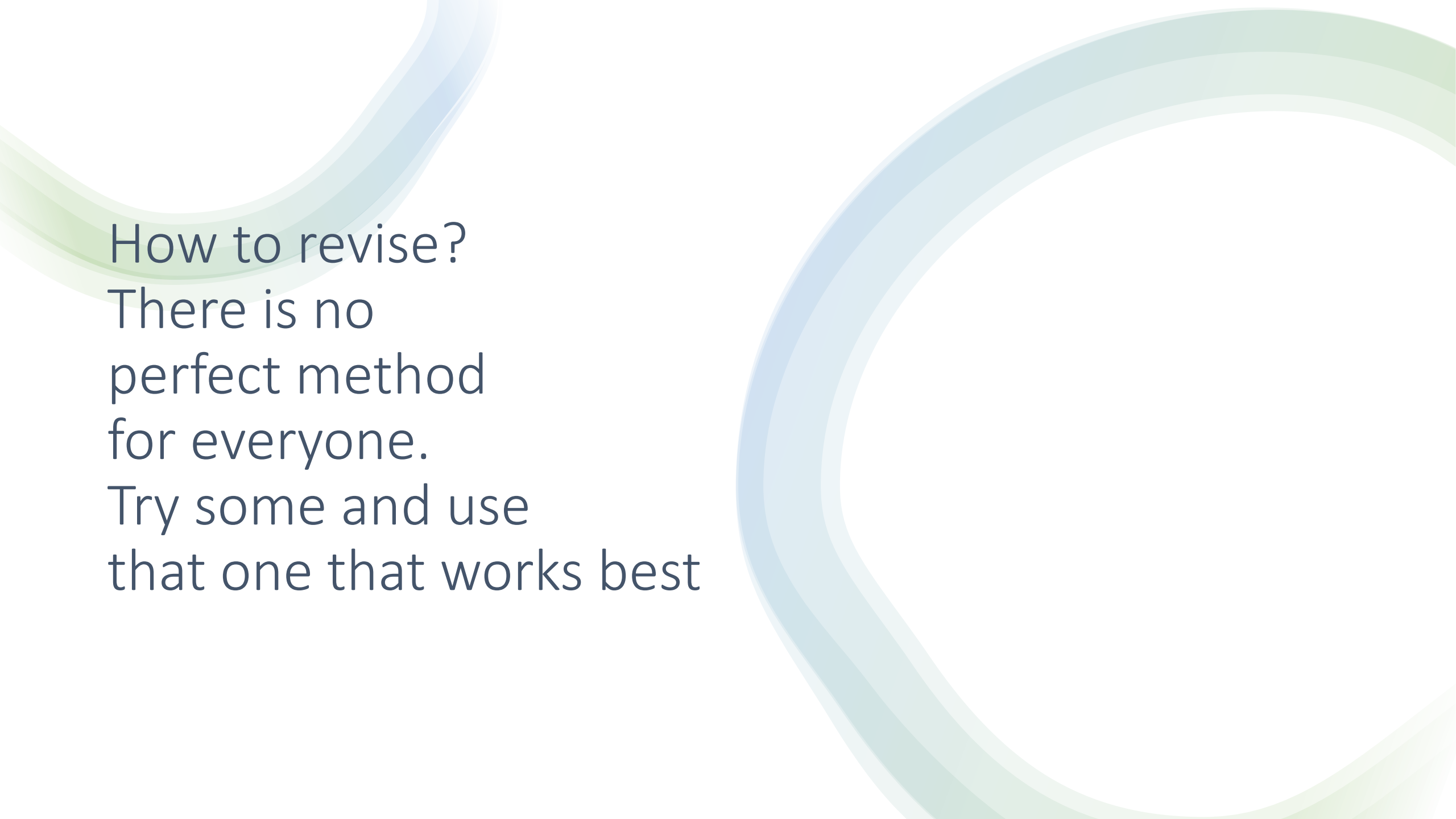


Forget to stay hydrated

Put their phone away during revision



Revise with their mobile phone next to them



How to revise?
There is no
perfect method
for everyone.
Try some and use
that one that works best

Chemistry Checklist

Physical Chemistry 1

2.1.1 Atomic structure

2.1.1.1 Fundamental particles

(a) Appreciate the knowledge and understanding of atomic structure has evolved over time.				
(b) Show protons, neutrons and electrons, relative charge and relative mass.				
(c) Describe sources of a nucleus containing protons and neutrons, explaining stability.				

2.1.1.2 Mass number and charge

(a) Show the mass number (A) and atomic (proton) number (Z).				
(b) Determine the number of fundamental particles in atoms and ions using mass number, atomic number and charge.				
(c) Explain the existence of isotopes.				
(d) Use mass spectrometry to be used to identify elements and show how mass spectrometry can be used to determine relative molecular mass.				
(e) Calculate relative atomic mass from relative abundances, linked to molecular mass.				

2.1.1.3 Electron configuration

(a) Explain the electron configurations of atoms and ions up to $Z = 36$ in terms of shells and sub-shells, linked to a word.				
(b) Define the ionization energy.				
(c) Write equations for first and successive ionization energies.				
(d) Explain how the first ionization energies of Period 1 (H-Ne) and Period 2 (Li-Ne) are related to electron configuration in sub-shells and shells.				

2.1.2 Amount of substance

2.1.2.1 The mole and the Avogadro constant

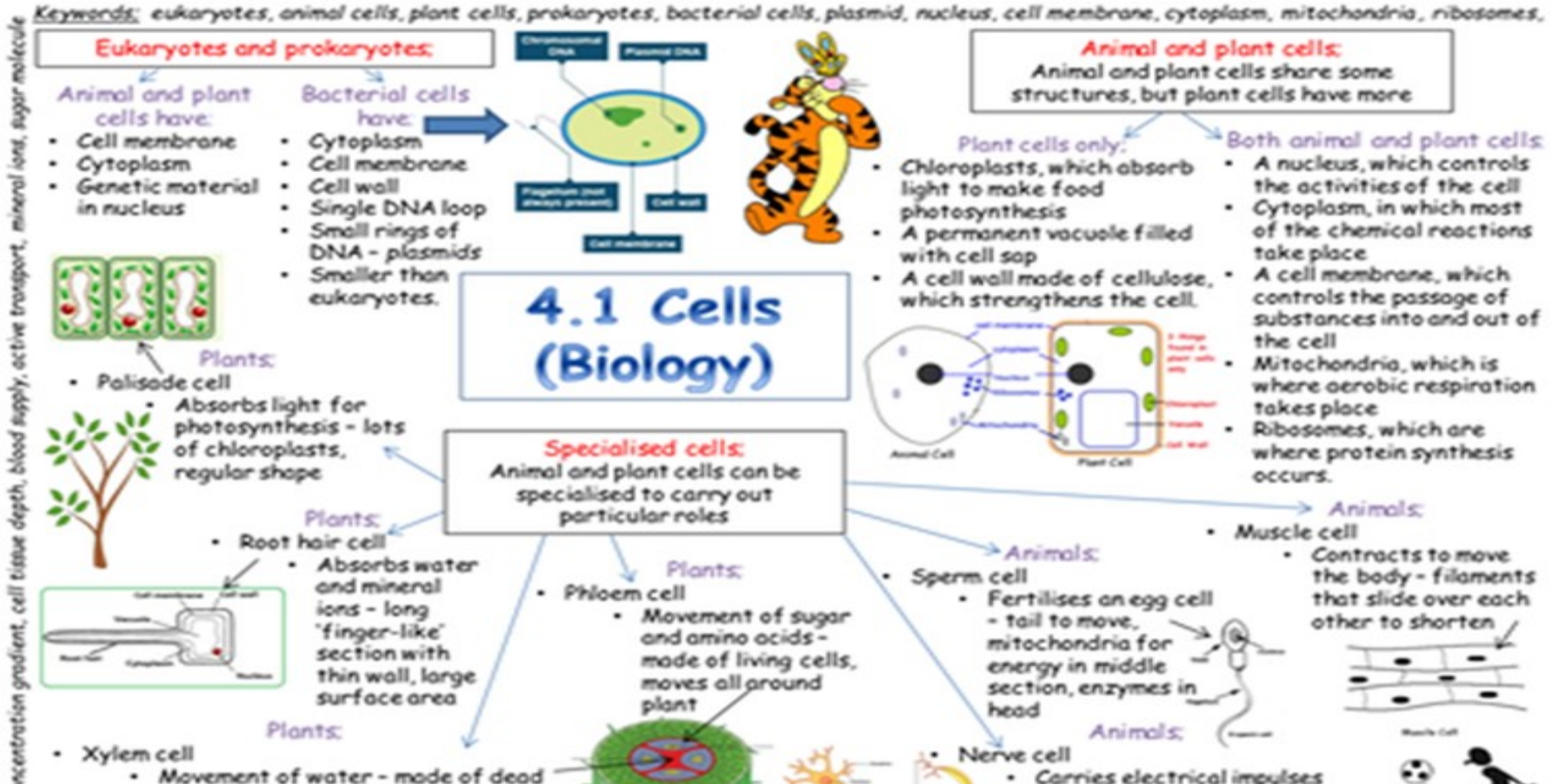
(a) Define relative atomic mass (A_r), relative molecular mass (M_r) and ^1H .				
(b) Define relative molecular mass (M_r), relative molecular mass in terms of ^1H .				
(c) Show the Avogadro constant as the number of particles in a mole and using the relative atomic mass to determine the number of particles in a substance.				
(d) Calculate the number of particles in a substance, given the mass or volume of a substance, relative molecular mass, formula and equation.				
(e) Calculate the number of particles in a substance, given the mass or volume of a substance, M_r , concentration and volume to calculate the amount of a substance.				

2.1.2.2 Molar equation

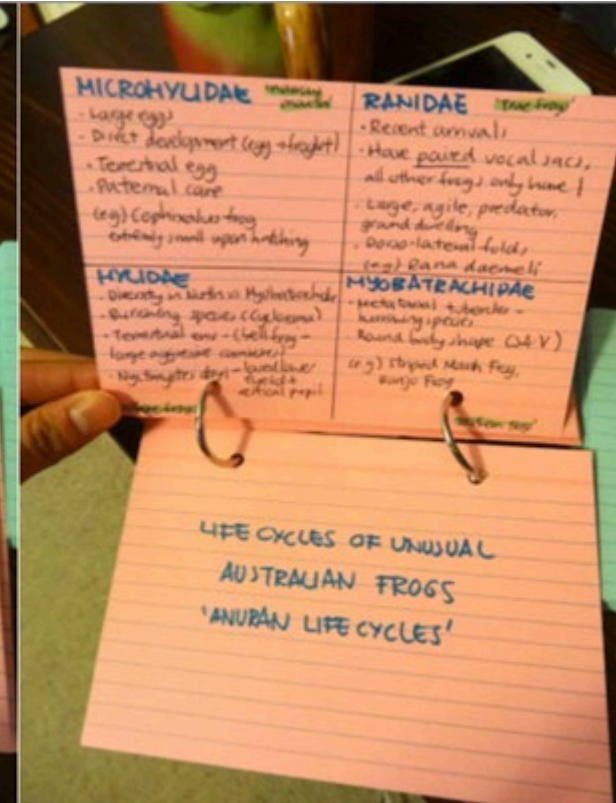
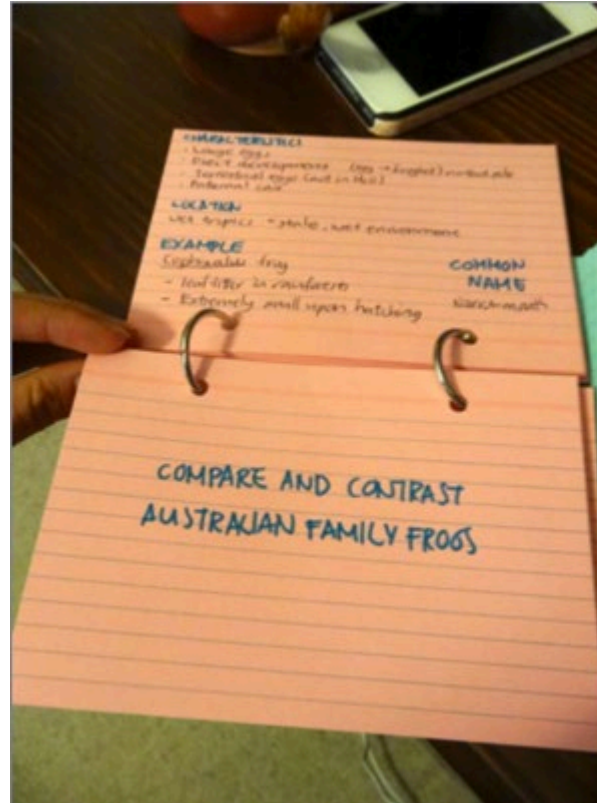
Go through the specification

- Download the relevant specification, or programme of study, and highlight any areas of weakness to revise first.

Mind maps – summarise key information visually per topic



FLASHCARDS – enable recall and memory



Exam questions

Multiple-choice questions

1. (a) Which of the following best describe the effects of stimulants?

- A Increase muscle mass, develop bone growth, increase strength, allow athletes to train harder, increase aggression, aid rehabilitation
- B Allow athletes to train harder, relieve pain, hide pain of an injury, reduce the sensations of the central nervous system
- C Increase muscle mass, hide pain of an injury, increase strength, aid rehabilitation
- D Reduce the sensation of the central nervous system, increase aggression, relieve pain

(b) Which of the following best describe the effects of peptide hormones?

- A Develop muscle, relieve pain, reduce tiredness, increase red blood cells helping the endurance athlete
- B Make use of body fat, speed recovery from injury, aid rehabilitation, develop bone growth
- C Reduce tiredness, speed recovery from injury, make use of body fat, reduce the sensation of the central nervous system
- D Develop muscle, make use of body fat, reduce tiredness, speed recovery from injury, increase red blood cells helping the endurance athlete

(c) Which of the following best describe the effects of narcotic analgesics?

- A Relieve pain, reduce the sensation of the central nervous system, develop bone, increase muscle mass
- B Hide pain of an injury, increase strength, reduce tiredness, allow athletes to work harder
- C Relieve pain, hide pain of an injury, reduce the sensations of the central nervous system
- D Reduce the sensations of the central nervous system, increase aggression, relieve pain, make use of body fat

2. Which of the following sportspeople would be most tempted to use beta-blockers?

- A Darts player, diver, footballer, hockey player
- B Snooker player, skier, volleyball player, tennis player
- C Darts player, snooker player, golfer, archer
- D Archer, bowler, rugby player, netball player

3. A warm-up benefits the performer by:

- A Increasing temperature gradually, gives an opportunity to see the opposition, gradually increases movement at joints, gradually increases the heart rate
- B Concentrates the mind, gradually increases movement at joints, gradually increases the heart rate, allows you to meet up with your friends
- C Gradually increases movement at joints, gradually increases the heart rate, a chance to take it easy, concentrates the mind
- D Increasing temperature gradually, concentrates the mind, gradually increases movement at joints, gradually increases the heart rate

Practise exam questions

Look at questions provided by your teachers

Look at their feedback

Look at the mark schemes and examiners' report

Websites

Good to break up revision periods.

Do not over use them

- Seneca
- My Maths
- Corbett Maths
- Bitesize
- Doodle
- Education quizzes.com

The screenshot shows a web browser window with the URL <https://www.educationquizzes.com/ks3/>. The page features the "Education Quizzes" logo in a large, blue, stylized font. Below the logo is the tagline "Fun and Effective Quizzes for Learning and Quick Revision". Navigation links include "Tutors", "Parents", "Students", and "Knowledge Bank". A secondary navigation bar lists "KS2 (Age 7-11)", "11+ (Age 7-11)", "KS3 (Age 11-14)", "GCSE (Age 14-17)", "Spanish", "ESL", "Games", and "Cup of Tea". A "LOGIN" button and a search bar are located in the top right corner. The main content area displays a grid of eight subject categories, each with a representative image and a label: English (stack of books), KS3 Maths (purple keyboard), KS3 Science (cartoon scientist), KS3 Spelling (spelling tiles), a globe, a stone tower, a calculator keypad, and a student at a computer.

MOST IMPORTANTLY

- Revision should be active
- Practise using several revision techniques
- Stop using methods that don't work
- Be positive and see mistakes as learning opportunities
- Learn about your strengths and weaknesses and be prepared to change what you do

