

MathsGoGoGo

GCSE Revision

What you can do to ensure you obtain the very best grade possible in next year's Mathematics GCSE examination.

Why shed tears of sorrow when you can shed tears of joy?

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Part 1: The secret that *very few Year 11 Students Know*

Surprisingly not many know this secret and I am not just talking about GCSE students, because this is really a secret of life.

The secret is simply this:

If you only do what everyone else does, you will only achieve what everyone else achieves!

This is true in education, in your personal life, in business – in any aspect of your life, in fact.

For example, if you run a hairdressing business and you only do the same type of marketing and advertising that the other hairdressers in your town do, you will only make as much money as they do. If you want to make greater profits, you need to do something different, something over and above what they are doing.

It's the same with GCSEs. If you only do the same amount of studying and revising as the other people in your mathematics group, you will achieve a grade similar to those other people. **If you want to achieve a higher grade than them, you need to do something different.**

This is not as difficult as it may sound. I have thirty one years of teaching mathematics at many different levels and most children and students have one thing in common – they rarely plan their revision and they leave most of it to the last minute. They may say they don't, but in reality only a small percentage of people start their revision early enough and plan it properly. This is a very frustrating problem for teachers, because they know that most people would obtain higher grades than they are going to if only they would follow the teachers' advice.

This document is going to give you some important strategies you can use to get a higher grade than you probably think possible, so please read it carefully and **put the advice into practice as soon as you can.**

Part 2: Taking examinations is a game! (No, I'm not joking)

Strange as it may seem, taking examinations is like playing a game. By that I don't mean that it is all joy and happiness, although a few people do find examinations fun (but not many, I must admit).

What I mean is that you can apply strategies to taking examinations in the same way you would in a game. The key to this is to realise that **in a game there are some things you can control and some you cannot**.

Let us take football as an example. Suppose you are a league player and you want to go as far as you possibly can in the game.

The first thing to realise is that there are many things you have no control over – you cannot change the rules of the game, the league structure, the fixture list, the start times of the games and many other things.

So what can you control? Well, you can make sure you are thoroughly prepared for each game – you can practise tactics, improve shooting and defending skills. You can make sure you are ultra fit for the more important matches and that you do not injure yourself by taking part in dangerous sports, for example.

So now you have the idea, but **how does this apply to GCSE examinations?** Firstly, you have no control over the syllabus or the examining board your school chooses for you. You cannot control the length of each examination or the start time or the day on which you must sit the examination. You cannot control the rules you must follow in the examination room and so on.

So what can you control?

Surprisingly, perhaps, you can control quite a lot of things. Firstly you can control the amount of extra time you devote to GCSE work outside the classroom. You can control how and when you work and with whom you work (I'll come back to this point later). You can control the order of revision (and often this is important, especially in a subject like mathematics) and by controlling these things, you also control how much stress you subject yourself to.

It is very important to realise this because it releases you from worrying about the things you cannot control and lets you concentrate on the things you can. **In other words, it allows you to start planning the achievement of the grade you want well in advance** and I am going to give you a lot of information about how to do that.

Part 3: What you need to achieve a good Grade at GCSE

It is difficult to say what we mean by a good grade. Obviously an A* is generally thought to be the best grade, but how many students can obtain an A*?

For many people a grade C is a pretty good achievement. It all depends on your natural ability. As a teacher of Mathematics, I would, of course, expect to do well in any Mathematics examination for which I entered. But put me in for a music examination and that would be a very different story – I can't even play 'Chopsticks'!

So what is a poor grade for one person is a good grade for someone else. But that is not really the point.

The point is that if they would just follow some simple principles most people can achieve a higher grade than they would otherwise think possible!

If you think about it, everyone except those who achieved an A* could potentially obtain a higher grade. Many people are disappointed, not because they did not obtain a good grade (the results show many people obtain good grades), but because they think to themselves, 'If only I had scored a few marks more, I could have obtained the next grade up.'

Someone who achieved a grade A, knowing that they did **not** give it their all, may think, 'If only I'd worked just that bit harder, I would be looking at an A*.'

Someone who achieved a grade D might be thinking, 'Just a few more marks and I would have that C in the bag. Now it's a resit!'

Resits: Don't let them happen to you!

So what do you need to achieve a good GCSE grade?

This is the easiest question of all because you only need two things:

*** A brain

*** Determination

How simple is that?

It's simple because you probably already have the first and the second is only a matter of making yourself do it.

The great thing about GCSE examinations is that each syllabus has a limited number of topics you need to master and the examiners cannot ask you about anything that is not in the syllabus. So all you have to do is make sure you understand and have practised everything in the syllabus. It really is much easier than most people think.

Part 4: The first strategy – Start early

You should start your revision as soon as you enter Year 11.

Most people will think this is crazy. 'How can I revise for an examination if I haven't finished the syllabus yet?' is what they often ask.

But think of it this way. You have been studying Mathematics since you were about five years old. You are now about fifteen years old – that's ten years!

And you would be wrong if you thought there's a whole year to go. Different syllabuses have examinations at different times, but the average is somewhere about 1st June. There are 270 days from 4th September to 1st June.

Take off a week for the mock exams, two weeks solid revision before the summer exams and another week of study leave and that brings us down to about 240 days. That's just two-thirds of a year!

The point here is that you have already covered about 90% of the syllabus.

Now, here's another thing about Mathematics. Mathematics is different to most other subjects because it is accumulative. What that means is that what you are learning now is building upon what you have learnt before. Of course, this is true to some extent in all subjects, but imagine this scenario:

For some reason you had to miss two weeks of school and during those two weeks your peers learnt about volcanic action in geography and how to solve linear equations in mathematics.

A few months later you study erosion and deposition in geography and solving simultaneous equations in mathematics. Which one would you have more success at? Obviously the study of erosion and deposition because you need to understand very little of what has gone before to get a grasp of this topic, even though 'volcanic action' and 'erosion and deposition' are closely linked elements of geology.

However, you would find it very difficult to cope with simultaneous equations if you could not solve linear equations.

Think of it this way – if you were a teacher of geography, it would not generally matter which you taught first to a particular class, volcanic action or erosion and deposition. But if you were a teacher of Mathematics it would be critical. It would be almost impossible to teach an understanding of simultaneous equations without having first taught linear equations.

So now you can see, perhaps, why not only can you start revising straight away, you can greatly benefit by doing so. **If you can reinforce everything you have learnt up to year 10 and make sure you have a really good understanding of that material, how much easier is it going to be to master the new material in year 11?!**

And there is another reason for starting early. When you return to school in September, your teachers are going to put you under more pressure than they have probably put you under before. **But I can promise you one thing – it will not be as much pressure as they will be putting you under during the final months leading up to the GCSE examinations!**

It is a sad fact, but if you want good grades, you have to accept that Year 11 is not going to be a whole bunch of fun. Remember that your GCSE results are critical in getting you to the next stage of your life – A levels or other qualifications, practical training or a job – so you just have to accept this fact.

That is not to say you cannot have any fun at all – more of that later.

Part 5: Don't get stuck on Destiny!

It is very easy to believe you are 'destined' to achieve a certain grade in your GCSE Mathematics. In other words, you think of yourself as a 'Grade B' candidate or a 'Grade C' candidate or, worst of all, a 'Grade D' candidate.

Here's a simple question.

What is the worst place to get in an Olympic final?

Well, I hope you agree with me that the worst place is fourth. So close to a medal and you come away with nothing. (You may have had a great experience and learnt a lot, but no medals!)

It's the same with GCSE's. What is the worst grade you can get?

It has to be a grade 'D', doesn't it – so near, yet so far.

Unfortunately there are people around who really believe they are a 'Grade D' candidate. That's a terrible thing, isn't it? We aren't born destined to achieve a certain grade.

Sure, some people have more natural talent in some areas than in others, but that does not mean we are pre-programmed in any particular way to achieve a certain grade.

It makes sense, therefore, to go and get the highest grade we can and the earlier you start, the better.

If when you read this, you have passed the beginning of year 11, don't worry. Put what I am advising you into practice straight away. There is no point in worrying about what is past – you cannot change it. Look to the future and start revising now.

Part 6: So let's go for it.

“Okay,” I hear you say, ‘enough of the blurb. What am I supposed to do?’

I am now going to give you a great tip to take most of the stress out of your revision. You will probably have already had the experience when revising for other examinations of thinking that you have an odd half hour, you'll do some quick revision. But you can take twenty minutes of that half hour simply deciding what to do and finding the necessary revision materials. Most students I talk to have had this experience and I certainly had it myself when I was your age. (We had a terrible disadvantage, of course, – those stone slabs weighed a tonne!).

Part of the problem is that you are using school materials (your text book, for example) for revision and first you have to find it (did you leave it at school?), then you have to find an appropriate exercise to tackle and so on.

I am going to suggest a completely different, but very simple, approach.

As this revision is in addition to what you are being given to do by your teacher, try to **find some revision material that does not rely on the use of your text books or school papers.**

Take a couple of hours (a miserable wet afternoon is a good time to do this) and study the revision material carefully. What you should be looking for at this stage is how you can divide it up into very small sections – sections that will take no more than fifteen or twenty minutes to work through. (Seems odd? – stick with it). This method could apply to all your subjects, of course, but as we are discussing Mathematics here, let's stay with that.

Let us take, for example, the revision of solving simultaneous equations. Find the section in your revision material that covers this topic and divide it up into groups of two or three problems. If you know you are quite good at this choose groups of four instead, or perhaps choose a group with two problems involving just the solution of these equations and two involving more complicated problems where perhaps you have to decide what the equations are from the information given. With a little practice, you will be able to do this quite easily.

Remember that at this stage you are not going to tackle the problems. All you are doing is planning your revision.

As this is probably the first time you have done this, just choose about ten groups of problems. **You will be solving these on ten separate occasions.**

Once you have the idea, next time you may plan many more revision sessions at the same time, but it is important in the beginning to progress slowly with the planning while you work out how much you can do in one session.

So now you have perhaps ten simple revision sessions planned with perhaps three or four problems to solve in each.

Don't start tackling these now.

Instead, find a place in your house where you can leave a small table permanently set up. This may be in your dining room, in your bedroom or under the stairs – it doesn't really matter so long as it is easily accessible.

It is very important that you can get to it easily. (If you cannot set up a table permanently, I'll tell you what to do instead in a moment.)

On this table put the first part of your revision exercise and all the equipment you need to tackle it – calculator, pen, pencils, protractor – whatever is appropriate.

Now you are ready to go. You will be amazed at how many times you will have fifteen or twenty minutes with very little to do. You may be waiting to go out, for dinner, for your friends to call, for a taxi.....

Whenever you have a few minutes, sit down at your desk and tackle the work you have set yourself. Notice the lack of stress. You do not need to find work to do – it's already there. You know you are limited to just fifteen or twenty minutes, so you do not have to worry about how you are going to keep going, refreshments or anything of that sort. Simply sit down, do the work and finish.

What could be simpler? You came – you worked – you conquered!

Now before you rush off, there is one more thing to do. **Put away the work you have just done and take out the next piece of work and put it on the table ready to go next time.** This is very important. Remember you are doing this so that you remove all stress from the situation. By preparing the next piece of work at the end of the current one, you will not need to be messing around next time. Make sure also that if you will need a new piece of equipment (a compass, perhaps) you put it out when you put out the next session's work.

Now suppose space is limited in your home and you cannot dedicate a small table to this purpose.

No problem! Simply use an envelope folder or something similar and put your work in this folder in the order in which you will be working through it, with the next piece to tackle on the top.

Make sure you have all the necessary equipment to hand so that you do not have to search for it when you need it.

Put the folder and the equipment as close as you can to the table on which you are going to work.

Now all you have to do is put your equipment on the table, take out the next piece of work to do and off you go. If you are organised, this will take no more than thirty seconds extra, so, for all practical purposes you are in the same position as those lucky enough to have a table that is permanently set up.

Do not forget to make sure that the work you are going to tackle next time is on the **top** in your folder.

Can you see how this will remove stress and anxiety from the revision process? It does work wonderfully well if you keep it up.

Now I am going to suggest something that you may not like very much – you can revise early in the morning. Now I was a teenager once and so I remember how wonderful it was to have a lie-in, especially at weekends and on holidays. But do you not find that during your lie-in you have times when you are quite awake?

What a wonderful time to do a bit of revision, especially if you have organised it the way I am suggesting. Simply slip out of bed, on with your dressing gown, sit at the table and tackle a few problems. Twenty minutes later, back to bed. You have just done some revision at a time when you would normally have been in bed – almost without noticing it.

‘Not me!’ you might be thinking. But remember what I said earlier: If you only do what everyone else does, you will only achieve what everyone else achieves! So why not give it a go?

Actually, I did tell you a white lie a moment ago. As a teenager I very rarely had a lie-in. I am an early bird and always have been. I was always one of the first to school in the morning. If you are this type of person too, why not get up just a few minutes early and do that extra bit of revision?

You will have realised by now it is very much a personal thing. Some people like to work early and some later. It doesn't matter. **The important thing is that you do it.**

Now let's do a simple sum. Suppose you found time to do two of these sessions of Mathematics revision a day - that's forty minutes, of course.

And let's suppose you do this on 200 days in the year. That's forty minutes multiplied by 200 which is about 130 hours of revision!

Don't forget, this is over and above your normal homework and revision time given by your teacher!

130 hours – that's a lot of time to revise Mathematics. Just think how much stuff you could learn in that time.

How is that going to improve your chances of a good grade in your GCSE? Still worried about not getting the grade you want?

Coming back to the great secret –

“If you only do what everyone else does” I think you can see how far ahead of your peers you will be after just a few weeks. And all this with no stress!!!!!!

And there is another bonus. As the examinations get closer, your friends will start to panic – just watch them. You can remain calm because you know you are now so far ahead they can never catch you.

If **they** are struggling to get a grade C, **you** can be confident.

If **they** want an A, but are losing sleep at night about how to do that, **you** can rest peacefully, knowing you have covered (and mastered) a great deal of the work already.

Remember that I am not suggesting that anyone can follow this method and go from a grade D to an A*. That is almost impossible unless you are very talented but have wasted a great deal of time in previous years.

What I am saying is that you can use this method to be sure you obtain the very best grade of which you are capable.

And if you did not start using this method in September, start now!

Part 7: Finding good revision material

Notice how, in the method described above, we separated planning the revision from the revision itself. This is crucial in removing stress from the revision experience. At one time, you concentrate on planning – on another you concentrate on solving problems.

So, now you have a stress free method of revising, the next thing you need is some very special revision material to work with.

Unfortunately, you now hit a problem. You have a textbook. It may be a new textbook to you and you have so far covered little of the work, so there is not much to revise in it yet. You probably had to give last year's textbook back to your school.

Even if you are partly through the year or have access to last year's textbook, there are two problems:

Firstly, you have done the examples before and do you really want to do the same examples again?

Secondly, there are plenty of questions and plenty of answers, but when you look at the answers, do you notice something is missing. That's right, it's the bit about how to get from the question to the answer.

This can be a real problem. There you are, your desk in the corner with the textbook and your equipment laid out. You tackle the questions, but you cannot remember how to do them. You look at the answer – no clues. What do you do then?

You can buy revision guides and these are sometimes very good at explaining the concepts, but there are no questions for you to work out and, even where there are, there are no worked answers.

And that's where MathsGoGoGo comes in. We have been aware of this problem for some time and so have produced hundreds of questions ranging in difficulty from quite simple to full GCSE difficulty, every one with a fully worked answer.

[The perfect solution to this problem.](#)

First choose the module from which you wish to work (there are fourteen modules for the higher level and fourteen for the foundation level). Divide the questions in that module into groups of three or four questions – enough to keep you busy for about twenty minutes – and lay the appropriate sheet on your desk ready to go.

During your work session, have a go at the questions. If you think you have done well, simply check your answers against those given in the module. If you have had a few problems, check our worked answers to see the exact point at which you became stuck. Look at the solution carefully and have another go. Come back later and quickly try again, to make sure you have understood what you have learnt.

It's that simple. But there's more. Scattered around the worked answers are cartoon characters giving you hints and tips. They explain alternative methods you may like to use and advice about all manner of things from how to round numbers correctly to how to keep the examiner in a good mood.

This work is also physically separate from what you are doing at school, although it is based on the same syllabuses, of course, so you don't need to worry about remembering your text book for revision. You won't be bored because you are not repeating exactly the same examples as you are tackling at school, but it will have the following benefits:

- ***You will be reinforcing what you have already learnt to give you a good platform from which to leap into the Year 11 work***
- ***You will be able to begin your revision straight away and spread the load***
- ***You will see the progress you are making and recognise your improvement as it happens***
- ***You will have instant feedback and help as and when you need it.***

Why not try the free trial module at the level you expect to take in the examination?

Part 8: Work with a friend

Now, here's a good tip – work with a friend.

When I was in my final year at university, a friend and I 'borrowed' an old blackboard that was tucked away at the back of a classroom and never used. We took it to my room with some sticks of chalk (not very high tech, but it was the best we had in those days).

When we were free at the same time, we worked together on Mathematical problems, each helping the other. We worked the answers on the blackboard so that we could both see where we were going. This is a very good way to work if you can arrange it. For one thing, you soon realise that you are not the only one that doesn't understand everything, so you don't get depressed about it. Secondly, if you know you are meeting someone to work with, it gives you a good incentive to get on with the job.

It is surprising what a boost to your confidence this will be.

Of course, you will not be able to do this all the time and working on your table at home on your own will be your main way of revising, but please try it if you can.

It is generally best if you can find someone who has very much the same ability as yourself. If you work with someone who is much better than you, they will solve all the problems very quickly and not give you a chance. You will not learn very much that way.

Don't worry too much about the blackboard – they are not easy to find these days. A large piece of paper will do just as well.

Part 9: Your best friend

Actually, when you are revising you need two good friends. You want someone at home (normally one or both parents) who understands your needs and can arrange for you to have quiet time when you are working. This normally means keeping any younger brothers or sisters you may have quiet.

Or it may mean turning off the television. Some people like to work with quite a lot of noise and research indicates that these people generally do better with some background noise. Others like perfect silence and cannot work efficiently with a noisy background. We are all different and the other members of your household need to understand the needs of anyone taking examinations.

I had two children of my own and three foster children, so at one point we had six years on the trot when at least one of them was taking either GCSEs or A levels, so I know what it is like!

The second good friend you need is your Mathematics teacher. The chances that your parents know all about the GCSE Mathematics syllabus and all the modern requirements are very small, so you need someone 'on the inside' who does and that person is obviously your Mathematics teacher.

This may sound strange, but some people fail a subject or at least don't do as well as they could, simply because they don't like their teacher. I am sure you will agree that this is a very childish attitude – not to work for an examination that is going to affect your future career simply because you don't like the teacher.

When thirty people are thrown in a room together quite randomly, there are bound to be some personality clashes and your teacher may seem too strict or too sarcastic or too anything else you may care to mention.

Don't worry about it. Focus entirely on the job in hand – that is to achieve the very best grade you can. Get to know your teacher well. If you have a new teacher this year, that is particularly important as you don't have much time to make the connection. A teacher you have had before you probably already know quite well.

No need to buy them flowers or apples every day – just talk to them.

Don't be afraid to ask when you have a problem. Even after following the MathsGoGoGo material, you may still have some problem or query – despite our best efforts, we cannot foresee every situation that is likely to arise.

Don't be afraid to ask your teacher. If the topic you are studying at home is quite different to the one you are studying at school simply wait until the end of the lesson or some other convenient time to ask. If there is one thing teachers like, it is keen pupils and you will make their day if they think you are really trying your hardest to do well.

On the other hand, one thing teachers hate is pupils who come nagging them every five minutes with a whole string of stupid little queries. It's a fine line, so please tread it carefully.

So now you have two really good friends – one (or two) at home and one at school. Use them wisely!!!!

A little warning. Your peers may have all sorts of words to describe people who like to work hard – geek, boffin

How are you going to deal with them? Let me give you an example.

My son was always very interested in technology and as it happened there was a teacher at his school who was a genius at the subject as he had previously been an engineer at Rolls Royce. So you will understand how keen he was to study technology for one of his GCSEs.

Unfortunately, in his particular year group were quite a few disruptive pupils who also wanted to study technology, but for different reasons. They thought it was a soft option and were not bright enough to tackle some of the more academic subjects. I was very aware of the problem because, as it happened, I taught at the same school at the time my son was there.

One day I asked him how he coped with these people in his class and he came out with a very clever and, I must admit, surprising answer. He said, 'It's no problem, dad, what I do is help them with their work.'

And that's what he did. If they did not know how to do something on a lathe, for example, he would stroll over and show them how to do it. That way he kept friends with them and never had any bother from them. It did him good too because later in life he became a design engineer with a well known motor company and occasionally had to deal with the same type of people in the factories.

The lesson here, of course, is that you will always find this type of person wherever you go in life and you will just have to deal with them. Sometimes you can 'befriend' them as my son did, helping them with their work. Sometimes you just have to ignore them.

Whatever you do, don't let them detract you from your main goal – that of getting the best GCSE grade you possibly can. Just because they don't want to do that doesn't mean you shouldn't do it.

Don't forget that you are entitled to achieve the grades you deserve and that you have already put in a great deal of effort to get to where you are now. Don't let a silly name caller spoil it for you.

Part 10: Equipment

Make sure you always have the correct equipment to hand for lessons and revision. Ask any Mathematics teacher how many people turn up to lessons with a blunt pencil (or no pencil at all). It's normally quite a lot unless you have a dragon for a teacher. Funnily enough, that seems to make a big difference!

One item you should pay special attention to is your calculator. Your teacher will have advised you which type to buy. Listen to his/her advice as the style and functions of calculators are changing all the time.

Once you have your calculator, get to know it as you would a very good friend, because that is exactly what it is. You should know what every button does. You should know its funny little ways (and calculators do have them, believe me). You should know it so well, that when you go into your examination on the big day, it feels like you are taking your best pal in with you.

The worst thing that can happen is that you buy a new, unfamiliar, calculator just before the examination and you go into the examination, not really knowing how it all works. As you have a year or so to prepare that's just dumb!

But don't forget your compass, protractor and ruler too.

Part 11: Know your tables

Telling GCSE students that they should know their tables sounds to them very childish – rather like telling a very young child which shoe to put on which foot.

But the truth is that very few GCSE students have very quick recall of tables. Some have very little recall at all – quick or otherwise.

Knowing your tables is vital. On the front of each of the MathsGoGoGo modules you will see a table square. You should be able to complete this in less than four minutes at the foundation level and less than three minutes at the higher level. If you cannot, practise and practise until you can.

This is such an essential skill. Many people ask what you need to know tables for when you have a calculator. They forget that you can only use a calculator in one paper – what about the other?

But there is another reason.

Knowing tables gives you a very good understanding of number facts which comes in useful in all sorts of questions such as finding factors, prime numbers and cancelling fractions.

But there is another reason too. When you are asked to calculate something like 27% of £48 without a calculator you are going to lose a lot of time if you have to think what ‘eight sevens’ is and so on. As an example, I have just worked out 27% of £48 without a calculator and it took eleven seconds (and at my age I’m slowing down). Why don’t you try it? If your time is comparable, you don’t have much to worry about. If it takes you a lot longer you will see what I mean about wasting time in the examination.

Time in an examination means marks, so let’s have a look at how getting a few extra marks can make a real difference to your grade.

Part 12: The difference a few extra marks make

For about the last hundred years now we have been hearing how GCSE results are getting better year on year. There are good reasons for this which I don't want to go into here as for our purposes they are irrelevant.

You see, statistics are based on large groups, averages, that sort of thing as I am sure you know already. What we are concerned with is **your** grade and how to improve it. If you went from a grade D to a grade A* overnight (an almost impossible feat) it wouldn't make the slightest difference to the overall results of the roughly 600 000 students who take Mathematics GCSE every year, so we don't need to worry about Government statistics today.

What we need to do instead is look at how gaining a few extra marks can make a substantial difference to **your** grade.

One problem we have in explaining this idea is that calculating a grade is now a very complex process. There are so many different syllabuses, different levels, papers with different weightings and so on, it is a bit of a nightmare, so I'm going to illustrate with a simplified system.

As an illustration, let us take the C Grade. Typically a Grade C will represent a range of some 20 marks or so. Of course, what you will not know is where in the 20 mark range you will come if you do not follow the plan I have given you.

You could be just one mark below a grade B, one mark above a grade D or somewhere in the middle.

If you are in the middle of that grade or above, you only need ten extra marks to take you up to the next grade.

If you are near the bottom of that grade, you will need rather more, but on the system I am using as an example, you will never need more than twenty extra marks to jump a grade and that is the worst case scenario.

Now that cannot be too difficult, can it, with the right planning, resources and practice, and the same principle applies to the higher grades too. You can easily jump from a grade B to a grade A if you put in enough effort. For any individual (that is, YOU), it is the difference between bronze and gold!

Part 13: Do give yourself time for some fun

Do plan into your revision time when you can go and have fun. It is better if these 'fun' sessions are kept short and sharp and quite intensive, so you feel you have done something – a game of tennis or some other sport, a fast forty minute walk, a disco one evening a week – something like that. One feeling many people have in year 11 is that of guilt, caused by not doing enough revision. Revise immediately before you have fun and that feeling will normally go away.

Part 14: Summary

I hope in this booklet I have shown you how you can greatly improve your chances of achieving a very good grade – that is, the best you can possibly obtain.

1. Begin revising as soon as possible. Remember that you have already covered most of the syllabus
2. Separate **planning for revision** from **revision**
3. Choose excellent revision material that covers all the main topics
We suggest the MathsGoGoGo material
4. Set up a table with a small revision task
5. Do the task during any free time you may have
6. Set up the next piece of work ready to go later
7. Constantly monitor your answers to make sure you understand the concepts involved. This is very important.
8. Remember: **If you only do what everyone else does, you will only achieve what everyone else achieves!**

Lastly, I wish you luck in your examinations and hope you achieve the results you need and wish for.

Alan Young