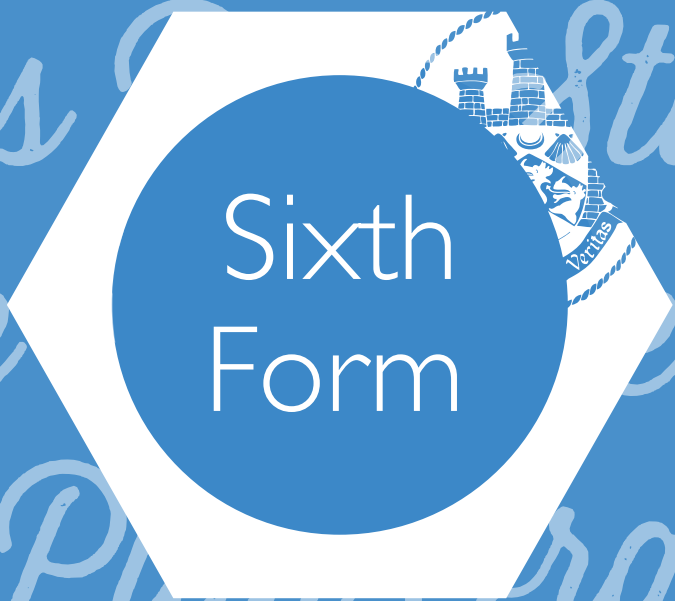


Revision

A Guide for Sixth Form

Plan Organise Tech
niques Study
Exercise Eat
well Plan Organise
Techniques Rest St



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Exam Dates - at a glance

Subject 1

Subject 2

Subject 3

March

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April

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May

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June

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Planning Your Time

No one expects you to work 24/7 and it is not healthy to do so, even when you are preparing for exams. You are going to have various commitments that you will have to work around.

1

On your calendar, block out when you are in school, at work, or have social/ family commitments.

2

Now look at the time you have left and share this time between your subjects and between learning the content of your course and applying your knowledge to past exams papers.

3

If you add extra events to your calendar, you will need to find extra time to revise.

4

You should sacrifice some of your social time around the exam period to ensure you have good results.

5

Although these are mock exams, your grades will help teachers to predict grades for university applications or other courses. Also, the more you can learn now, the more prepared you will be for your final A levels and better you will do.

Mock exams, if framed right, can be incredibly beneficial for students. Helping them to see that is part of the challenge. They can help students to start revising early, to practise effective revision strategies, to improve their knowledge, to familiarise themselves with pressure, and act as a guide moving forward.

THE GUARDIAN - 2015

- Are you ready to revise?
- Have you got your folders- all organised and in order?
- Have you got your textbooks?
- Do you have papers, pens, folders, highlighters?
- Do you have any helpful websites?
- Do you have all of your past papers?

Checklist

Phone Use

6 Reasons to Put Your Phone Away



by @Inner_Drive
www.innerdrive.co.uk



Lowers Concentration

Having your phone out while doing homework or revision has been shown to reduce performance by 20%.

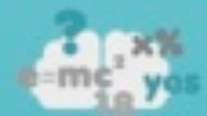
Warpes Your View of Reality

Nobody is as happy as they seem on Facebook or as wise as they appear on Twitter.



Increases FOMO

Fear of Missing Out (FOMO), or the compulsive need to know what others are doing, leads to worse moods and increased anxiety.



Reduces Memory

Instant messages are distracting, which often leads to forgetfulness



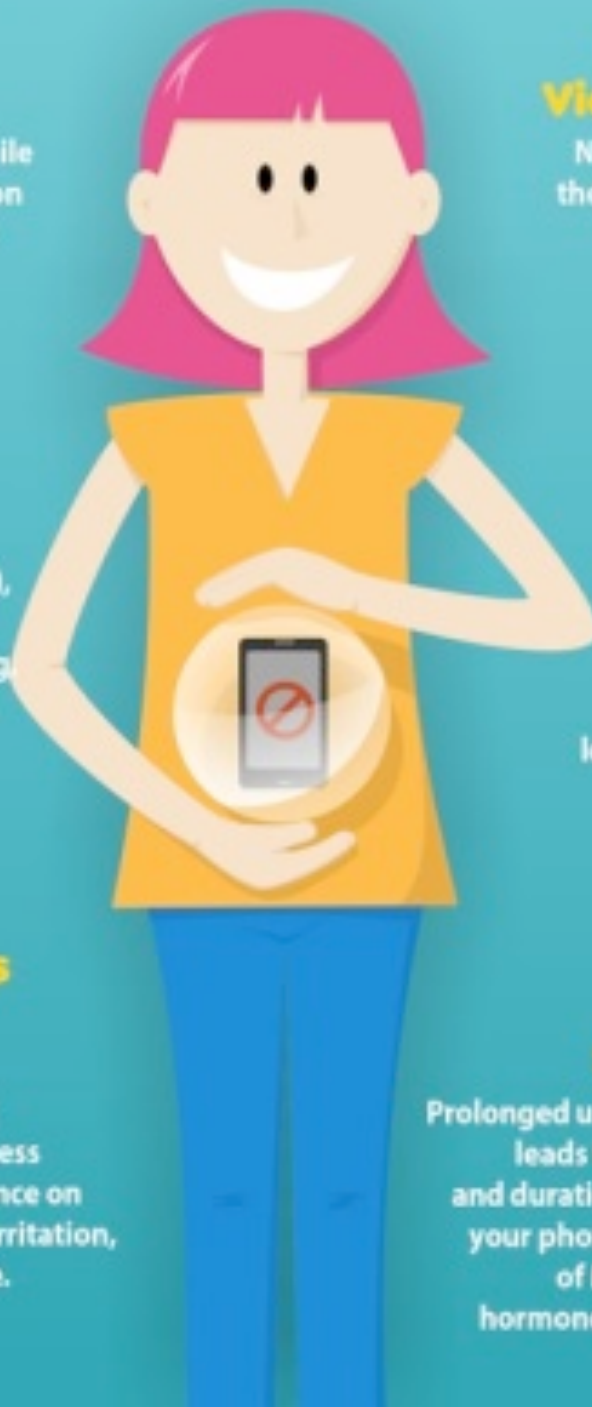
Increases Stress and Anxiety

Over use of mobile phones leads to increased anxiety, feelings of loneliness and low self-esteem. Reliance on mobile phones can cause irritation, frustration and impatience.



Makes You Sleep Worse

Prolonged use of a mobile phone leads to poor sleep quality and duration. The backlight on your phone delays the release of Melatonin, which is a hormone important for sleep.



Revision Subject Planner

	Planning	Learning	Applying	Exam
	Do you have your syllabus / organised folder / caught up with any missed work / past papers?	Which revision techniques are you going to use to learn this subject? Are your revision materials ready?	What exam techniques are you using? Record your scores for past papers.	Put in the dates, times and the rooms.
Subject 1				
Subject 2				
Subject 3				

Learning Techniques

You will have factual information to commit to memory. On average, humans can remember 7 things in their working memory. This means we sometimes need simple strategies either to work around this fact, or to maximise this limited capacity. One such strategy is to **write things down**.

By doing this, we don't have to store and juggle lots of information in our working memory; we can store it on a piece of paper and refer back to it when we need it.

Space out your study sessions instead of cramming everything at the last minute. This leaves you enough time to forget and re-learn: a process that helps you cement and imbed knowledge in your memory.

The following techniques should help with your revision sessions.

Chunking

Chunking' is when small bits of information are grouped together. For example, it is much easier to remember a number sequence like

'2, 8, 0, 3, 1, 9, 8, 5'

when it is chunked into three groups (i.e. in a calendar format) like this:

'28, 03, 1985'.

Acronyms

To make an acronym, you take the **first letter of each word** in a list and rearrange to make a **memorable word**.

In history, we might remember Mussolini's rise to power with the word **SIMPLE**



Socialist threat
Intimidation & Violence
March on Rome
Political tactics
Liberal failings
Effects of WW1

Top Tips for Creating Acronyms

- List the information that you need to remember.
- Write down the initials of the keywords.
- Rearrange the letters to form a new word or phrase which you will remember!

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Mnemonics

Mnemonics are a **pattern of letters or ideas** that help you recall larger pieces of information, connecting the encoded mnemonic to **existing memories** and moving it from your **working memory to your long-term memory**.

You can take the first letter of each word in a list to create a memorable phrase

*Richard Of York Gave
Battle In Vain*

helps recall the colours in the spectrum of light:

*Red Orange Yellow Green
Blue Indigo Violet*

*Please Excuse My
Great Aunt Sally*
helps recall the order of operations in maths:
*Parentheses, Exponents,
Multiply, Add
& Subtract*

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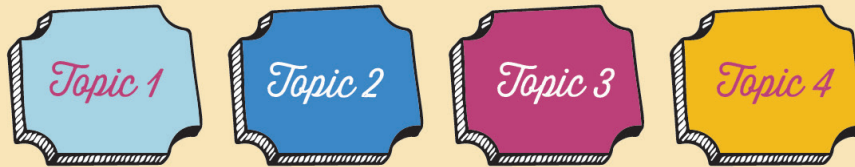
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Interleaved Practice*

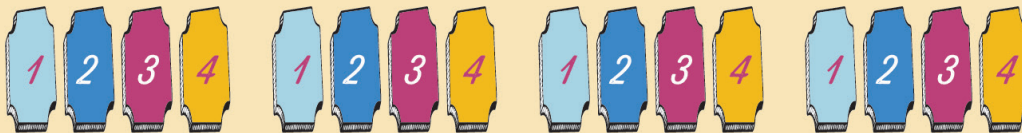
**Frequent changing of task*



When revising, it's tempting to study topics in their entirety for a long period, like this:

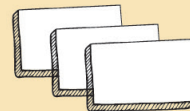


But revising with frequent, shorter blocks of alternating topics over a longer period of time can **deepen and broaden** knowledge and understanding, like this:



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Cue Cards



Cue cards (sometimes called flash cards) can be used in a wide range of revision activities. It is important to think carefully about the **organisation and creation** of these cards before you start.



Top Tips for Cue Cards

- Summarise the main points
- Use your cards for key word definitions, formulae, lists or groups of information
- Consider **size** of text
- Think about **colour**, **underlining**, **bold**
- Use of symbols > &* = +
- Use bullet points
- Use all the space on the card



Ask someone else to test you on your cue cards

Play matching pairs with questions & answers

Use your card as a prompt card to teach somebody else

Use a card to help you complete a particular exam style question

Arrange them in a particular order



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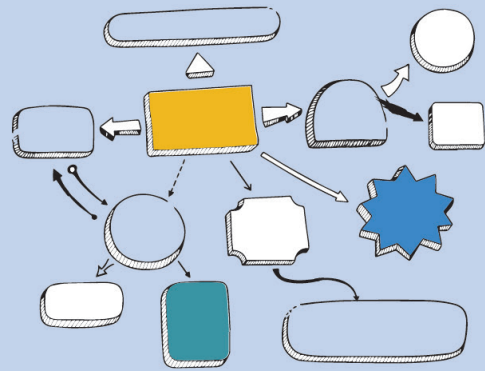
Mindmaps draw pictures

Picture Superiority Effect: research shows that using pictures to help with human memory recall is 6 times more effective than words or text alone.

* *Create your own drawings & pictures*

This is essential, as by drawing your own pictures, you have to think through the information:
breaking it down into themes or headings,
categorising information
making links

Top Tips work by hand, use different colours & pens, go large on plain A4 or A3 paper, make drawings funny, keep it simple and don't be too fussy, curve your arrows or branches.



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Start at the centre with the page with a circle or square ('central node') indicating the main topic.

The main ideas that make up the topic should be represented by thick branches that emanate from the central node. Your branches should have one word or two for the purpose of clarity. Think of each branch as a heading in an essay or a book.

Create smaller sub-branches which extend out from every branch. Think of these as sub-headings.

At the end of each branch, write out one key word or concept. This will make it easier to remember key concepts during revision.

Find images or pictures which illustrate your ideas and paste them onto key areas in your diagram.

Try to find connections between the various branches and sub-branches; this is a crucial aspect of critical thinking.

Practising Past Papers

A level exams are not just about knowledge, they are about how you use that knowledge. It is important that you have a deep level of understanding and that you can answer the questions.

Teach someone else:

People learn better and recall more when they think they will soon need to teach the material to someone else. Teaching also forces you to communicate your thoughts clearly and precisely, selecting the real important points and making links for a full explanation. Furthermore if you know you have to explain something out loud to someone else, it removes this possibility of self-deceit.

Answering the questions is a skill, and like any skill it needs practising:

You will become familiar with the kinds of questions that come up in exams. More importantly, you pick up on slight nuances in questions, as well as get accustomed to particular approaches to answering questions which they are now able to answer with ease.

Identify learning gaps:

Past papers are the most effective way to identify learning gaps; and since you will be answering lots of questions, they will develop a unique self-awareness of their personal learning. The aim is to reduce these learning gaps as time progresses. Anything you can't do, ask your teacher for guidance.

Reduce anxiety:

A crucial reason for starting off with exam papers is that it helps to take away the fear of exams. Students do poorly in exams not because they are less intelligent, but because of an unhealthy fear of taking exams that cause immense stress and anxiety. The more past papers students do as part of their daily revision, the better prepared they'll be for the real exam.

Repetition:

Those who do best in exams have been over the same paper several times. Repetition and familiarity are essential.

The Mark Scheme:

Become familiar with the mark scheme as early as possible. Know how and why you get marks - again, ask your teacher if you are not sure how marks are allocated.

The Protégé Effect



Teach your Friends

Researchers have found that when teaching others, we **work harder** to understand the material, **recall** it more accurately and **apply** it more effectively.

Take an exam paper, pick a question and explain the answer to a friend

If there was something they didn't understand, make your explanation clearer or add more detail

Get them to ask you questions to develop the depth & breadth of your response

"While we teach, we learn."

Seneca

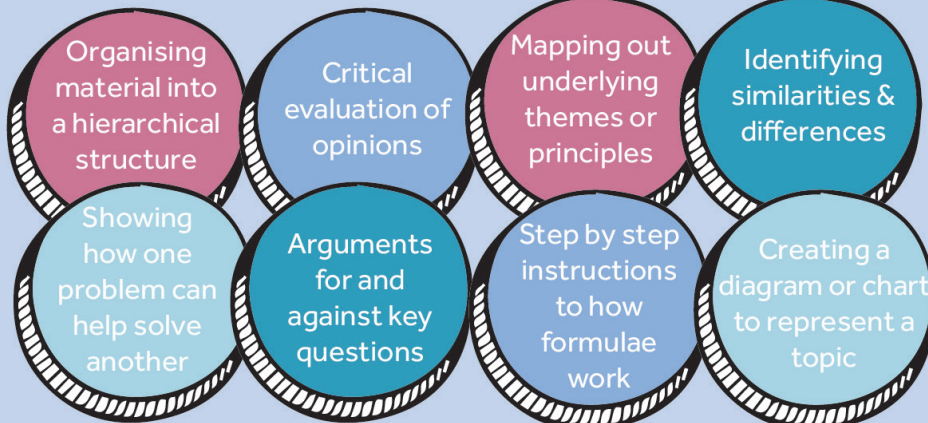
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Making Your Revision Active



Revising actively means you must be making a **real effort to fully understand** what you are learning. Even if your exams require you to remember lots of facts, you are much more likely to retain detailed information if it is related to your **underlying understanding**. Try these approaches:



Organise
Use
Teach
Select
Calculate
Reorganise
Interpret
Explain
Develop
Link
Recall
Argue
Explore
Categorise
Diagnose

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Test Your Knowledge



Free Recall

Spend 10 minutes filling a blank piece of paper with everything you can remember from your revision. Stick it out, really thinking and jotting down what you have learnt.

At the end of 10 minutes go to your revision notes and find out what you remembered and what you forgot.

Then focus on the material that you forgot!

* Quizzes

By creating your own quizzes you are forced to think about relevant questions to pose and in turn have to understand the answers fully.



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Question Matrix

Creating a question matrix for each topic you have to learn is more effective than learning facts or events and will help you identify key issues.

Team up and share with friends - remember to make questions more challenging as you move along the matrix.

Question Matrix	Is? Does? PRESENT	Has? Did? Was? PAST	Can? POSSIBILITY	Should? OPINION	Would? Could? PROBABILITY	Will? PREDICTION	Might? PRESENT
What? EVENT							
Where? PLACE						?	
When? TIME							
Which? CHOICE							
Who? PERSON		?					
Why? REASON							
How? MEANING							

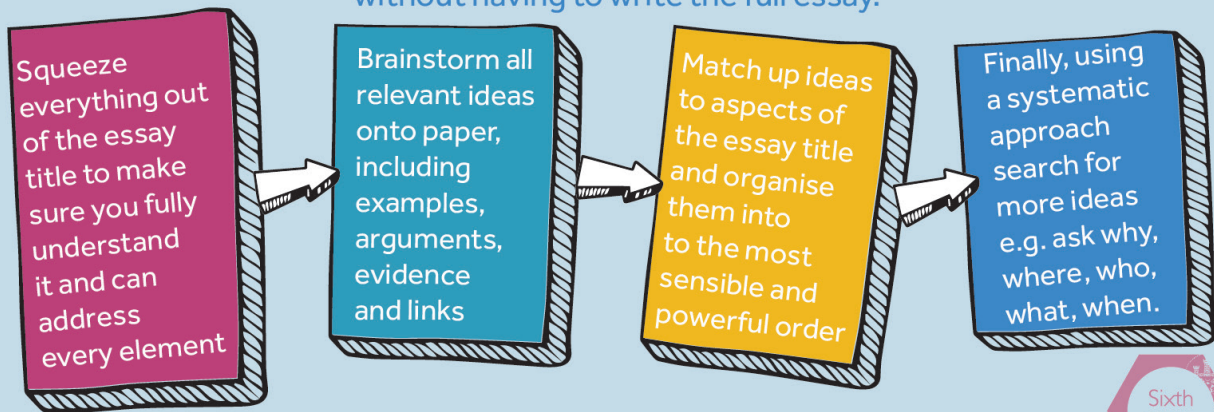
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Skeleton Essay Technique

A useful approach to practising essay writing without producing full essays. Instead you produce a **sitemap** of the essay. This will include the main headings, outline structure, associated arguments and references.

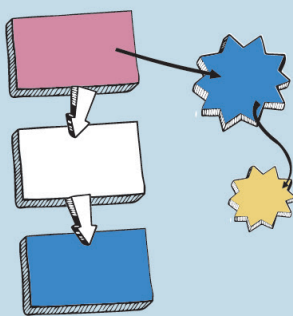
This technique also helps to train your brain to **remember details**, select the most appropriate information and **create the best structure** without having to write the full essay.



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Flow Charts & Spray Charts



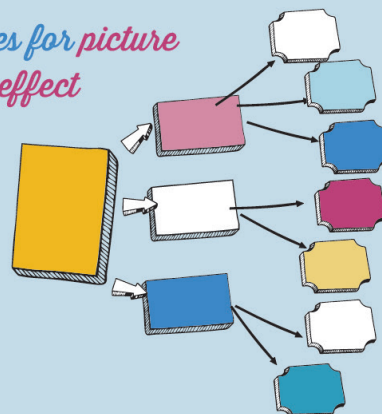
Flow charts

An alternative way to **link** a **sequences** of events or categorise a topic. They're ideal for noting **cause & consequences**.

Spray Charts

Identify an area you find particularly **challenging** and **go in-depth** with a spray chart. Break down a topic to **themes & headings**.

* *Add pictures for picture superiority effect*



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Wellbeing

Learn to recognise if you are feeling stressed and do something about it. Common physical symptoms are: feeling nauseous, headaches, low energy, insomnia, rapid heartbeat and muscle tension. Common cognitive symptoms of stress are inability to concentrate, seeing only the negative and constant worrying. If you recognise any of these symptoms, try one of the activities below.

Challenge your unhelpful thinking:

Try to recognise if you are getting caught up in a pattern of negative, catastrophic thinking. This could be having a huge impact on how you are feeling both mentally and physically.

One way to challenge your thoughts is by talking to someone else. Confide in a friend how you are feeling or talk to a family member or teacher. It is highly likely that they will be able to help you to put things in perspective and remind you of all the good work you have done and how your revision will be helping you to learn and to be prepared for the exams.

Take a break

If you are finding it difficult to concentrate due to panic, a walk in the fresh air will help or some vigorous exercise will help you to calm down and de-stress.

Calm breathing

Practise some simple clam breathing if you feel anxious. The more you practise, the better you will get and the exercises will be more effective. Find a quiet place to sit and try to keep your shoulders down and relaxed, with your spine upright. Place your hand on your stomach, you should feel it rise as you breath in and then fall as you breath out. Focus your attention on your breathing and try to take at least 10 slow breaths, carefully following the complete cycle of each breathe in and breathe out.

Approach to learning

If you suffer from stress and anxiety, little and often is the best approach. Start early so you do not feel like you are leaving important things to last minute. Feeling rushed or running out of time can cause anxiety.

Prepare your body and mind

Eat well including key vitamins: folic acid, B12 and antioxidants. Drink plenty of water. Most of us are dehydrated and do not even know it. When you do not drink enough water, your body and mind become weak and tired. Water makes red blood cells which make us more active and gives you more energy.

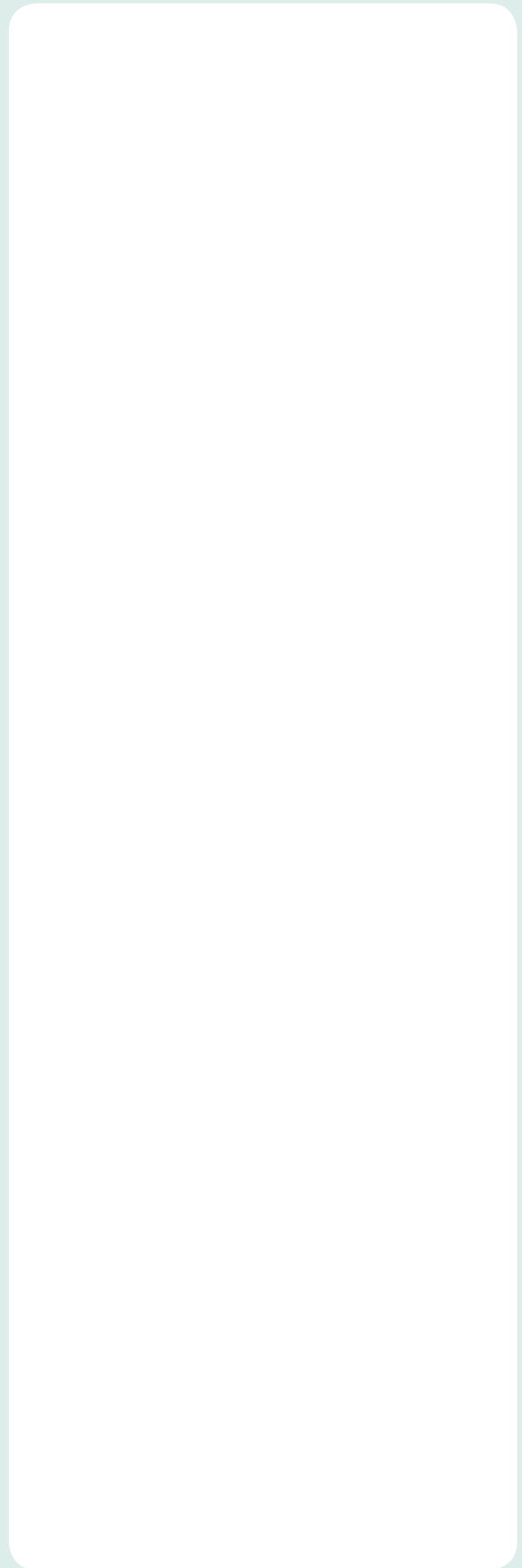
Get enough sleep

During sleep, your brain recharges. Studies have shown that your brain needs sleep to change new memories in to long-term memories.

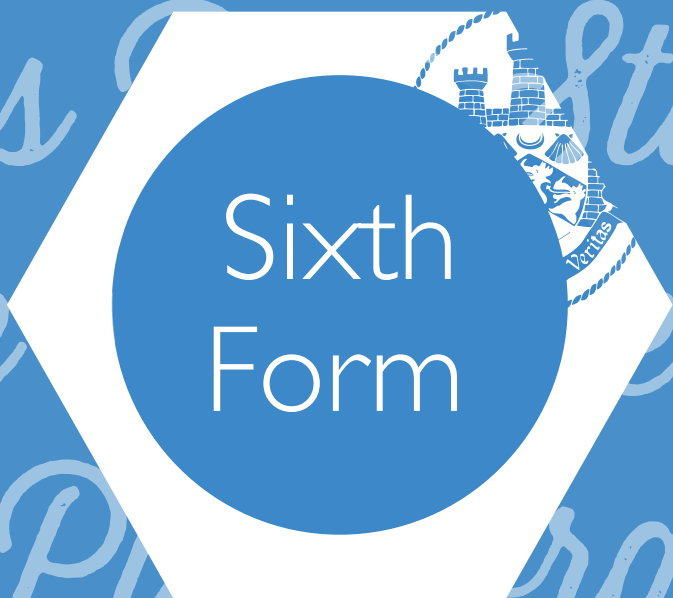
Exercise

Helps relaxation and stress relief. Releases endorphins which make people feel happy and it encourages a good night's sleep.

Things to do

A large, empty, rounded rectangular box with a white background, intended for writing notes or tasks.A second large, empty, rounded rectangular box with a white background, identical to the first one, intended for writing notes or tasks.

Plan Organise Tech
niques Study
Exercise Eat
well Plan Organise
Techniques Rest St



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