

To Students/ Parents/Carers of Year 11 Students

Our Ref: 87430562

3 March 2023

Dear Students/ Parent/Carer

## Re: Preparation Guide for GCSE Exams

I am delighted to welcome you to our guide supporting the preparation for your GCSE exams. The purpose of the guide is to provide all the information you need in one easy reference document. In doing so, we hope to remove some of the stresses or anxieties that naturally come to the fore for everyone at this time of Year 11.

As of Monday 6 March, there are ten weeks until the first written GCSE exams. For students who are sitting subjects like languages, sports and music there will be additional assessments before the formal start to the exam session on Monday 15 May. The final date that all students need to make sure they are available for in the exams window is Wednesday 28 June. This is a contingency date, and will only be used if another exam has been postponed from its originally scheduled date. A copy of the full exam timetable is available for your reference on the school website here:

<https://southhunsley.org.uk/parent-information/exam-information/>.

Please take a few moments to read through this guide together. Use it to agree the days and times that you will access our support sessions. These have already been promoted and launched in school, and details of any further sessions will be shared as they are confirmed. We are particularly pleased this year to trial our new programme in English. The sessions each week focus on a particular theme, allowing flexibility and the opportunity to attend different subjects on different weeks.

You will also find our GCSE Support Resources document included. It lists the resources we have shared with all students in each subject and gives details of the recommended online revision materials. For students who find settling to revision difficult, these websites make revision manageable, effective and fun (well - as much fun as revising can be).

The guide has been split in to the sections below. If, after looking through this each, any queries remain, please do not hesitate to contact the school. We are here to help!

- GCSE Support Resources
- Support Sessions Weekly Timetable
- English Booster Session Timetable
- Exams Frequently Asked Questions
- Revision Guide (originally shared before the mock exams)

Yours faithfully

A handwritten signature in black ink, appearing to read 'B Gray', with a horizontal line underneath.

Barry Gray  
**Deputy Headteacher**

# GCSE SUPPORT RESOURCES

SUBJECT	RESOURCES ALREADY SHARED WITH STUDENTS	ONLINE REVISION SOURCES
ART	Sketchbooks are the primary source of work for students	All resources are in sketchbooks
BUSINESS	Support and challenge resources are all available on Teams An Exam Question Focus Booklet is available on Teams for all classes based on how to structure responses	All resources are on Teams
D&T	Students are provided with an exam board revision guide School resources are available to take home for students to work on their coursework	<a href="https://www.bbc.co.uk/bitesize/subjects/zd-nqjhw">https://www.bbc.co.uk/bitesize/subjects/zd-nqjhw</a> <a href="https://www.technologystudent.com/">https://www.technologystudent.com/</a> <a href="https://www.ocr.org.uk/qualifications/gcse/design-and-technology-j310-from-2017/assessment/">https://www.ocr.org.uk/qualifications/gcse/design-and-technology-j310-from-2017/assessment/</a>
DRAMA	The following resources have been shared: CGP 'DNA' Revision Guide CGP GCSE Drama revision guide Narrated PowerPoints Revision guide PPTs	<a href="https://www.bbc.co.uk/bitesize/examspecs/zdb6xyc">https://www.bbc.co.uk/bitesize/examspecs/zdb6xyc</a>
ENGINEERING	Past papers, Powerpoints and revision notes are provided to support their NEA	<a href="https://www.ocr.org.uk/qualifications/cam-bridge-nationals/engineering-design-level-1-2-award-certificate-j831-j841/assessment/">https://www.ocr.org.uk/qualifications/cam-bridge-nationals/engineering-design-level-1-2-award-certificate-j831-j841/assessment/</a> <a href="https://www.technologystudent.com/">https://www.technologystudent.com/</a>
ENGLISH	The following resources are available: GCSE Pod Massolit GCSE Bitesize All students have revision cards for Jekyll and Hyde All pupil premium students have guides for all texts and Language Paper 1 and 2	<a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a> <a href="https://www.massolit.io/">https://www.massolit.io/</a> <a href="https://www.bbc.co.uk/bitesize/subjects/zrqd-7ty">https://www.bbc.co.uk/bitesize/subjects/zrqd-7ty</a>
FOOD TECHNOLOGY	All students have a CPG revision book and student work book	There is a student guide, topic list and resources per topic on TEAMS. Each topic has an extensive bank of multiple choice questions to enable students to test themselves and practice for Section A of the exam, and an extensive bank of extended response exam practice questions for Section B of the exam
GEOGRAPHY	All students have been provided with 3 paper copy revision guides which are also accessible via Teams	All resources are on Teams
HISTORY	Students are provided with a GCSE Edexcel History Revision Guide (1 per topic)	<a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a>
MATHS	Drop in revision sessions are available throughout the week for all years for individual help  All students are also supplied with a revision guide	<a href="https://southhunsley.org.uk/limitless-potential/">https://southhunsley.org.uk/limitless-potential/</a> <a href="https://hegartymaths.com/">https://hegartymaths.com/</a> <a href="https://corbettmaths.com/">https://corbettmaths.com/</a>
MFL	Students have a paper copy and Teams version revision plan created by the MFL department, revision workbook and access to online resources	<a href="https://quizlet.com">quizlet.com</a> <a href="https://www.pearsonactivelearn.com/app/Home">https://www.pearsonactivelearn.com/app/Home</a> <a href="https://sentencebuilders.com">sentencebuilders.com</a>
PE	Revision guide and workbook Everlearner tutorials and questions materials Shared revision cards Powerpoints on Teams	<a href="https://theeverlearner.com/">https://theeverlearner.com/</a> <a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a> <a href="https://www.bbc.co.uk/bitesize/examspecs/ztrcg82">https://www.bbc.co.uk/bitesize/examspecs/ztrcg82</a> <a href="https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/assessment/">https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/assessment/</a>
RELIGIOUS STUDIES	CGP GCSE Religious Studies workbook and flash cards Hodder RS GCSE Revision Guide Revision pack with flash cards, quote and exam question help sheets Revision timetable given to all and put on Teams	<a href="https://quizlet.com/MissMooneyRS">https://quizlet.com/MissMooneyRS</a> <a href="https://www.bbc.co.uk/bitesize/examspecs/zjgx47h">https://www.bbc.co.uk/bitesize/examspecs/zjgx47h</a> <a href="https://members.gcsepod.com/shared/podcasts/title/12357">https://members.gcsepod.com/shared/podcasts/title/12357</a> <a href="https://members.gcsepod.com/shared/podcasts/title/12358">https://members.gcsepod.com/shared/podcasts/title/12358</a>
SOCIAL SCIENCES	Department/subject revision books and exam skills worksheets have been supplied to students	All resources are on Teams
TEXTILES	Students are able to take resources home	

# YEAR 11 SUPPORT SESSIONS

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## LUNCHTIME

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Maths Higher</b> RF16 SBI	<b>English 'An Inspector Calls'</b> HG5 SWE	<b>BTEC IT</b> E2 LVI	<b>Maths Higher</b> RS24 HRE	<b>English Aiming High</b> HG3 CPR
<b>English Grades 4-5 Skills</b> HG1 ANH	<b>Art</b> KG3	<b>Maths Higher</b> RF16 COH	<b>Maths Higher</b> RS20 DQU	<b>English Grades 4-5 Skills</b> HG1 PWT
<b>Geography</b> Invitation Only	<b>Photography</b> KG4	<b>Maths Higher</b> RS21 CJB	<b>Religious Studies</b> KF39 TOL	<b>Art</b> KG3
<b>Art</b> KG3	<b>Design &amp; Technology</b> RG9 OIR	<b>Maths Foundation</b> RF12 EEM	<b>English 'Romeo &amp; Juliet'</b> HG8 RBU	<b>Photography</b> KG4
<b>Photography</b> KG4	<b>Textiles</b> RG4	<b>Maths Higher and Further</b> RT34 ABL	<b>Art</b> KG3	<b>Design &amp; Technology</b> RG9 OIR
<b>Design &amp; Technology</b> RG9 OIR	<b>Engineering</b> RG9 OIR	<b>Religious Studies</b> KF38 KMO	<b>Photography</b> KG4	<b>Engineering</b> RG9
<b>Textiles</b> HG15 HMC	<b>Drama</b> KDS	<b>Geography</b> Invitation Only	<b>Design &amp; Technology</b> RG9 OIR	<b>Drama</b> KDS
<b>Engineering</b> RG9 OIR		<b>Design &amp; Technology</b> RG9 OIR	<b>Food Technology</b> RG5 JMU	<b>Languages</b> Welton Building
<b>Spanish</b> W6		<b>Engineering</b> RG9 OIR	<b>Engineering</b> RG9 OIR	
<b>Languages</b> Welton Building		<b>English 'Jekyll &amp; Hyde'</b> RG2 RDV	<b>Drama</b> KDS	
		<b>Languages</b> Welton Building	<b>Languages</b> Welton Building	
		<b>Spanish</b> W6		
		<b>Drama</b> KDS		

## AFTER SCHOOL

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>English</b> (See signs in Humber for details)	<b>Business</b> E1 WCL (Week A) CTH (Week B)	<b>English</b> (See signs in Humber for details)	<b>Computing</b> KF41 CCR	<b>English</b> (See signs in Humber for details)
<b>Religious Studies</b> KF39	<b>English</b> (See signs in Humber for detail)	<b>Drama</b> KDS	<b>English</b> (See signs in Humber for details)	<b>Languages</b> Welton Building
<b>PE</b> (See teacher for details)	<b>Religious Studies</b> KF39		<b>History</b> KG9	
<b>History</b> KG7	<b>History</b> KG8		<b>Languages</b> Welton Building	

# ENGLISH BOOSTER SESSIONS TIMETABLE

**KEY**  3.30 - 4.30 PM  3.30 - 4.00 PM

## LUNCHTIME SESSIONS: 12.35 - 1.05 PM

DAY	FOCUS	ROOM	DAY	FOCUS	ROOM
Monday	Grades 4-5 Skills Session	HG1	Thursday	Romeo & Juliet	HG8
Tuesday	An Inspector Calls	HG5	Friday	Grades 4-5 Skills Session	HG1
Wednesday	Jekyll & Hyde	HG2		Aiming High	HG3

## AFTER SCHOOL SESSIONS

DATE	TOPIC	ROOM
Monday 20 Feb	Aiming High	HG4
	Poetry Anthology	HG3/HG11
Tuesday 21 Feb	Poetry Anthology	HG5
Thursday 23 Feb	Poetry Anthology	HG1/2/3/4
Friday 24 Feb	Poetry Anthology	HG2
	Spelling, Punctuation & Grammar	HG3
Monday 27 Feb	An Inspector Calls	HG13/HG3
	Aiming High	HG4
Tuesday 28 Feb	An Inspector Calls	HG13
Thursday 2 March	An Inspector Calls	HG2/HG1
Friday 3 March	An Inspector Calls	HG4
	Spelling, Punctuation & Grammar	HG3
Monday 6 March	English Language Paper 1 Question 4	HG3
	Aiming High	HG4
Tuesday 7 March	English Language Paper 1 Question 4	HG7
Wednesday 8 March	English Language Paper 1 Question 4	HG10
Thursday 9 March	English Language Paper 1 Question 4	HG1/HG2
Friday 10 March	Spelling, Punctuation & Grammar	HG3
Monday 13 March	Aiming High	HG4
Tuesday 14 March	Jekyll & Hyde	HG13
Wednesday 15 March	Jekyll & Hyde	HG5
Thursday 16 March	Jekyll & Hyde	HG4/1
Friday 17 March	Jekyll & Hyde	HG4
	Spelling, Punctuation & Grammar	HG3
Monday 20 March	Aiming High	HG4
	Romeo and Juliet	HG3/HG11
Tuesday 21 March	Romeo and Juliet	HG13
Wednesday 22 March	Romeo and Juliet	HG5
Thursday 23 March	Romeo and Juliet	HG1/2/3/4
Friday 24 March	Spelling, Punctuation & Grammar	HG3
Monday 27 March	Aiming High	HG4
	English Language Paper 2 Question 4	HG3
Tuesday 28 March	English Language Paper 2 Question 4	HG5
Thursday 30 March	English Language Paper 2 Question 4	HG13/HG1

DATE	TOPIC	ROOM
Monday 17 April	An Inspector Calls	HG3
	Aiming High	HG4
Tuesday 18 April	An Inspector Calls	HG13
Thursday 20 April	An Inspector Calls	HG1
Friday 21 April	Spelling, Punctuation & Grammar	HG3
	Aiming High	HG4
Monday 24 April	English Language Paper 1 question 5	HG1/3/11
	English Language Paper 1 question 5	HG1/HG4
Wednesday 26 April	English Language Paper 1 question 5	HG1/HG4
Thursday 27 April	English Language Paper 1 question 5	HG1/HG2
Friday 28th April	Spelling, Punctuation & Grammar	HG3
Tuesday 2 May	English Language Paper 2 question 5	HG11
Wednesday 3 May	English Language Paper 2 question 5	HG1
Thursday 4 May	English Language Paper 2 question 5	HG1/HG2
Friday 5 May	Spelling, Punctuation & Grammar	HG3
Tuesday 9 May	Jekyll & Hyde	HG5
Thursday 11 May	Jekyll & Hyde	HG1/2/3/4
Friday 12 May	Spelling, Punctuation & Grammar	HG3
Monday 15 May	Aiming High	HG4
	Romeo and Juliet	HG3/HG11
Tuesday 16 May	Romeo and Juliet	HG3/HG11
Thursday 18 May	Poetry Anthology	HG1/HG2
Friday 19 May	Poetry Anthology	HG1
	Spelling, Punctuation & Grammar	HG3
Monday 22 May	An Inspector Calls	HG3
	Aiming High	HG4
Tuesday 23 May	An Inspector Calls	HG1/2
Wednesday 24 May	English Language Paper 1	HG5
Thursday 25 May	English Language Paper 1	HG1/2
Friday 26 May	English Language Paper 1	HG1
	Spelling, Punctuation & Grammar	HG3

DATE	TOPIC	ROOM
Monday 5 June	English Language Paper 2	HG3
	Aiming High	HG4
Tuesday 6 June	English Language Paper 2	HG10
Thursday 8 June	English Language Paper 2	HG1/2/3
Friday 9 June	English Language Paper 2	HG1
	Spelling, Punctuation & Grammar	HG3

# Exams Frequently Asked Questions

*Invigilator = one of the adults in the room who are in charge of the exam.*

BEFORE THE EXAM STARTS	
What if my personal details are incorrect on my exam timetable or if I am entered for the wrong exam?	It is really important that you check all the information on your exam timetable. If your personal details are not correct, they will appear incorrectly on your certificates. If you think you are entered for the wrong exam or the wrong tier of exam please contact the Exams Officer as soon as possible and before the exams start.
What if I have an interview/course/training session/sports event during my exams?	Only if you represent your country at an International level in sport, will you be allowed to re-schedule an exam. You should talk to the Exams office as soon as possible.
What if I have two exams at the same time?	<p>If you have 2 exams timetabled at the same time and the total time is less than 3 hours you will sit these exams one after the other on the same day.</p> <p>If the total length of both exams exceeds 3 hours, you will take one exam in the morning and the other in the afternoon. You will be supervised at all times between the two exams and you will not be able to have communication with anyone, including using the internet or your phone. You should see the exams officer to sort out the arrangements as soon as you can after receiving your timetable.</p>
Where do the exams take place?	<p>Most exams take place in Riding Gym, Kingston Drama Studio or the Sports Hall.</p> <p>You can find out where your exam is taking place and your seat number on the list displayed in each house area. If you are in Riding you should wait outside the Music area before your exam. All of your belongings will be left in the Riding Hall where they will be supervised.</p> <p>Outside exam halls there are also lists of every exam taking place that day that show which room the exam is in, as well as which seat you should sit in. If your name is not on any seating list, you must inform an invigilator or exams officer straight away.</p>
Do I have to wear school uniform?	If you are taking your GCSE exams and are in year 11, you must wear school uniform for all your exams.
What time do the exams start?	Morning exams start at 9.00am and afternoon exams start at 1.20pm. We ask students to arrive at least 10 minutes before the exams start to ensure the exams begin on time.
Can I bring food and drink into the exam?	Only bottled water may be taken into an exam room. This must be in a clear bottle with the label taken off and should be placed on the floor under your exam desk. The only exception to this is on medical grounds e.g. if you are diabetic.
Can I take my mobile phone into the exam room?	<p>No. Mobile phones, MP3/4 players, iPods, smart watches or any other potential technological or web based enabled sources of information are not allowed in the exam room. Possession of any unauthorised items, such as these, is a serious offence and could result in disqualification from your exam and your overall qualification.</p> <p>Please leave these at home on exam days. If you bring them into school, you must leave them in the designated room for bags and coats, which will be supervised. If you bring any of these items into the exam room, you must hand them to an invigilator before the start of the exam. They will be kept safely and returned to you after the exam.</p>
DURING THE EXAMS	
Can I leave the exam room if I finish early?	Candidates are not allowed to leave the exam room early. If you finish early, you should use the time to check your work.
Can I ask questions?	<p>You cannot ask the invigilators questions relating to the content of the exam paper. Invigilators can only read you the instructions on the front cover of the paper. However, if you think there is something missing from your paper, please tell an invigilator who can then investigate with the Exams Officer.</p> <p>Also please let an invigilator know if you have the wrong paper in front of you, or you have any other issues during the exam.</p>
What happens if I am late?	If you arrive late, you are still allowed to sit the paper and have the full allowance of time. However, if you arrive more than an hour late, the school has to report this to the Exam board and they may decide that your work cannot be accepted. If you know you will be late, contact the school ASAP.
What if I am too ill to take the exam?	If you are too ill to take an exam you should ring the school by 8.30am to say you are not attending. You will need to produce a note from a parent/carer or member of staff. Under extenuating circumstances we may be able to arrange for you to take your exam at home or at the hospital. Where you miss an exam through illness, you will not be able to sit the exam later in the same exam season.

What if I feel ill during an exam?	If you are taken ill during the exam, please raise your hand and wait for an invigilator to come to you. You can leave the exam room under supervision, and return to the room when you feel able to. You will be allowed any time you have missed. If you have a cold or suffer from hay fever, bring plenty of tissues.
What is special consideration?	Special consideration is an adjustment to your mark or grade that the exam boards may make. This is only done in exceptional circumstances to reflect temporary injury, illness or other indisposition at the time of the exam/assessment. Before the school can submit the form to the Exam Board requesting special consideration, we need to have received an explanation of the circumstances in writing or a letter from your doctor.  Exam Boards will make the final decision on whether to apply Special Consideration. Based on Ofqual guidance, the maximum amount of consideration given is 5%.
What if there is a fire alarm?	If a fire alarm sounds during an exam, you will be told to put down your pen and to sit in silence while awaiting instructions. If the fire alarm is genuine, you will be evacuated in an orderly manner. You must not communicate with other people throughout the evacuation period. If the fire alarm is false, you will remain seated in the exam room. In either situation, the length of time of the disruption will be noted and you will be given that time at the end of the exam.
Can I lend any equipment to my friends if they forget theirs?	You cannot pass anything to anyone else in the exam room.
What if I need to go to the toilet?	If you are desperate to go to the toilet during the exam, raise your hand and wait for an invigilator to come to you. The invigilator will have to accompany you to the toilet. We ask you to avoid this if possible as it disturbs other students in the room and breaks your concentration.
What happens if I forget my exam number?	Your exam candidate number is very important and should be written on every exam paper. Please try to remember it as it is used to identify you to the examiner marking your paper and the invigilators looking after the room. You can ask an invigilator if you forget your number.
Can I talk to my friends in the exam room before the exams starts?	There must be no talking or communication of any kind, in the exam room. The exam papers may already be out on the desks, so you must stay silent and listen carefully to instructions. Even when the papers have been collected in at the end of the exam, there may be other people doing a different subject in the same room, therefore you must remain silent until you have left the room.
What happens if I forget my calculator or any other equipment?	The exams team have a small supply of spare equipment that you may borrow, however this is limited and if this supply runs out you may have to do your exam without the necessary equipment. The best advice is to prepare for your exam the night before and pack all the equipment you will need.
Can I write in pencil or coloured pens?	All exam papers MUST be written in black pen, if you write in pencil or coloured pens your work may not be accepted by the Exam Board. You may do diagrams in pencil if this is needed as part of your exam answer.
What happens if I forget my exam?	You can only take an exam at the set time, so if you forget to come you have missed it and may be charged the cost of the exam unless you have valid reasons for not attending. If you know you are going to be late for your exam you must inform the school as soon as possible.
What happens if I am late for an exam?	If you know you are going to be late for your exam you must inform the school as soon as possible so that we can prepare for your arrival. You may be able to take your exam depending on how late you are although the exam board does not have to accept your paper if you are more than an hour late. You may also have to take your exam in another room so you do not disturb other students who were on time.
What happens if I forget my seat number or I am sat in the wrong seat?	It is very important that you sit in the correct seat. Not everyone in the exam room will know who you are, so we will think that you are missing and try to find you. If you forget your number you can ask an invigilator.
<b>AFTER THE EXAMS</b>	
How do I get my results?	Details for collection dates and times will be provided around the exam time. All students receive an email that confirms their results on results day. Please note we are not allowed to share results over the phone or to parents, carers or friends. If you are unable to collect your results you can nominate someone to pick them up on your behalf. To do so, please speak to the Exams office. If you would like us to mail them to you, please leave an A4 stamped, addressed envelope with the exams office.
What if I don't get a grade 4 in English or Maths?	If you fail your GCSE English or Maths and are coming back into the 6th Form, you can follow the re-sit course that will enable you to take the exam again. If you are going to college, you will also be able to re-sit the exam again there.
What if I don't pass an A-level?	If you fail an A Level exam you may re-sit it as long as you are still studying at South Hunsley, but you will have to pay for the cost of the exam.
What if there is a problem with my results?	If you think there is a problem you should take your results to the Exams Officer. You may be able to get your exam paper back to see where you went wrong, or have your paper re-checked in case there was a mistake. This can only be done if your subject teacher agrees there is a problem. The Exam Boards charge for this service. Please see separate sheet for Enquiries about Results, which can be found on the Exams Information page on the school website .

If you have any other questions that are not answered above, please speak to the Exams Officer as soon as possible.

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Sixth Form

**SOUTH  
HUNSLEY**  
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# **REVISION STRATEGIES**

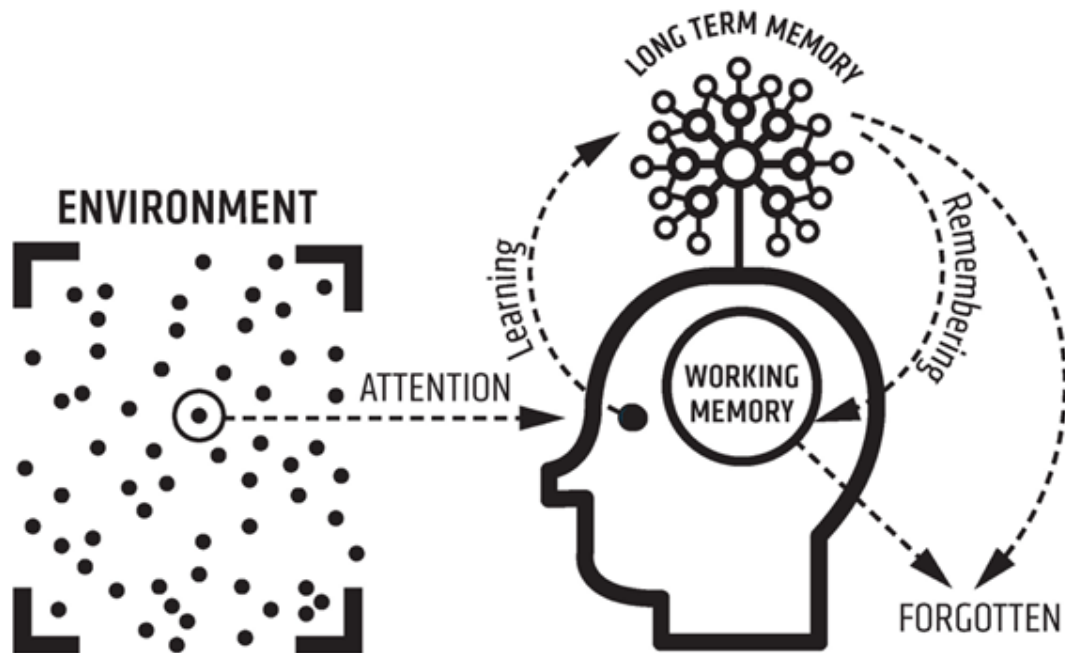
**A HANDY GUIDE ON BEST PRACTICE  
REVISION TECHNIQUES AND GETTING  
THE MOST OUT OF YOUR LEARNING**



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# MEMORY - THE SCIENCE OF LEARNING

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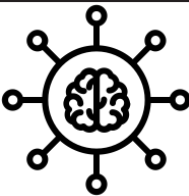



1. We have a certain amount of attention to pay and this can be limited and can dramatically vary depending on the individual or the environment. In the diagram above, **'attention'** means we acknowledge new information and this is then transferred into our working memory.
2. Our **working memory** is where you do your thinking and where you take in new information. It is finite and we can only absorb a limited amount of information at a given time otherwise it gets crowded (research suggests we can hold 5 things in our working memory at one time). This may be up to 30 seconds.
3. Information is processed into our **long-term memory** through **'learning'**. This long-term memory is effectively unlimited, and we can retrieve information from here back into our working memory as needed in a given moment. When we remember something, it comes from here. However, if we don't use the information it fades (is forgotten). **Learning is therefore a change in your long-term memory.** Whatever you think about, that's what you remember. Therefore, revision activities must require you to think hard.
4. Information in our **long-term memory** is interconnected and linked with prior knowledge. Anything that is not connected or not successfully stored well enough in our long-term memory is forgotten and this is completely natural.
5. If students undertake enough **retrieval practice**, generating the information in our long-term memory, it increases a level of fluency within the subject.

## In summary, what do we know about memory?

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- Consistent practice and revisiting previous material strengthen memory and boosts learning
- Our working memory is finite and limited and so overloading this or cramming for revision doesn't work
- Information, if not revisited, is 'lost' from our memory

# OVERVIEW OF REVISION STRATEGIES

		
<b>Self Test</b> Use your notes/ textbook to create a quiz to self test yourself	<b>Flash Cards</b> Create a set of flash cards with Q&As, ready to test yourself	<b>Past Papers</b> Complete exam past papers and use the mark scheme to self assess
		
<b>Revision Clock</b> Break down the topic into 12 sections and complete a revision clock	<b>Brain Dump</b> Complete a brain dump with as much as you can recall then check your notes to see what you forgot	<b>Mind Map</b> Create a mind map from memory, then check, review and add to your mind map
		
<b>Infographic</b> Create an infographic with sketches and note from memory	<b>Summarise</b> Write an overview of the key topics from memory then refer back to your notes	<b>Retrieve, Record &amp; Review</b> Record yourself retrieving as much information as you can verbally then listen back and review

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# THE KEY PRINCIPLES OF EFFECTIVE REVISION

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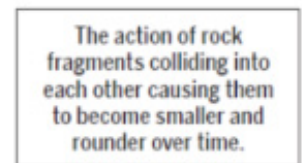
## RETRIEVAL PRACTICE - FLASHCARDS

Simply put, recalling information from memory is simple and powerful. Retrieval practice is a learning strategy which makes you think hard and brings information to mind. It is the action of actively retrieving knowledge that boosts learning and strengthens memory. **It means trying to remember previously learned information as opposed to simply re-reading it.** It builds confidence over time and allows you to identify gaps in your knowledge.

Examples include:

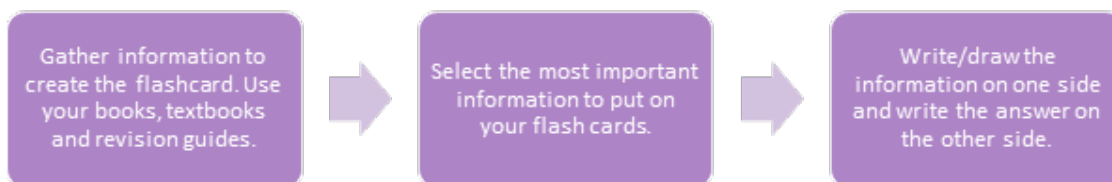
- Knowledge quizzing, low stakes testing and multiple-choice tests.
- Completing past paper questions or practice answers.
- Answering verbal questions asked by teacher/peers/parents.
- Summarising, creating flashcards or revision materials where you can 'test' yourself.

One particularly effective strategy is the creation and use of **flashcards**. Flashcards are generally a card containing a small amount of information on either side as an aid to learning. The use of flashcards is for low stakes testing to improve recall and to strengthen memory.



An effective flashcard may include the following (*in each subject they will be used in a different way*):

- A key term/key word with definition on the back.
- A key date with the event on the back.
- A key equation with its use in practice on the back.
- A past paper question/plan and a model answer on the back.



In order to use flashcards most effectively, the **Leitner System** is a desired strategy for spaced testing. Once you have created a set of flashcards, create three boxes/areas marked as the following:

<b>BOX 1:</b> Every day	<b>BOX 2:</b> Twice a week	<b>BOX 3:</b> Once a week
----------------------------	-------------------------------	------------------------------

- Test yourself on the flashcards in the Box 1 pile. If you get the answer correct on the flashcard, move it to the Box 2 pile. If you get it incorrect, it stays in Box 1.
- Twice a week, test yourself on the flashcards in Box 2. If you get the answer correct on the flashcard, move it to the Box 3 pile. If you get it incorrect, it stays in Box 2. The aim is to get all of the flashcards to Box 3

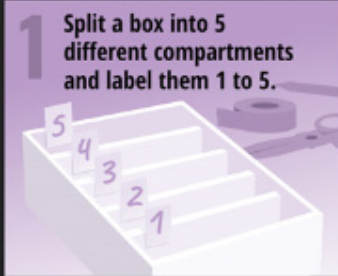
## Retrieval and Flashcards

Do's	Don'ts
<ul style="list-style-type: none"> <li>• Put a single piece of information on each flashcard.</li> <li>• Sort your flashcards according to your confidence with them (see above).</li> <li>• Create 'decks' for each topic. This may be a different colour card for each subject/unit.</li> <li>• Mix up topics so you aren't always testing yourself on the same topic.</li> <li>• Practice the information you struggle and need to improve on.</li> <li>• Use PLCs, checklists or revision guides as a way to monitor your retrieval practice.</li> <li>• Move beyond recalling simple facts to detail and analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Spend more time making the flashcards than using them.</li> <li>• Put lots of information onto each flashcard.</li> <li>• Revise the flashcards in the same order every time that you use them.</li> <li>• Only read the flashcards – test your memory!</li> <li>• Assume everything you've written is correct.</li> <li>• Throw away your quizzes or brain dumps.</li> <li>• Avoid testing yourself on tough topics or ones you dislike. You want it to be difficult.</li> </ul>


### USING FLASHCARDS TO REVISE

by @inner\_drive | www.innerdrive.co.uk

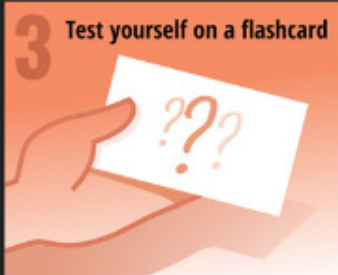
**1** Split a box into 5 different compartments and label them 1 to 5.



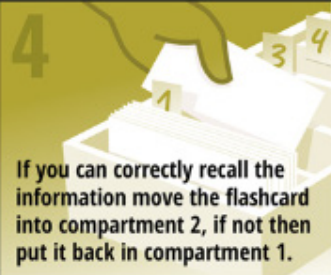
**2** Place all your flashcards in compartment 1.



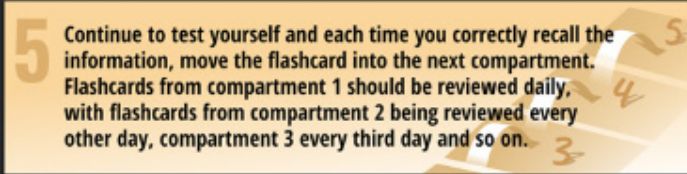
**3** Test yourself on a flashcard



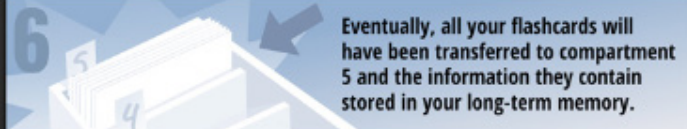
**4** If you can correctly recall the information move the flashcard into compartment 2, if not then put it back in compartment 1.



**5** Continue to test yourself and each time you correctly recall the information, move the flashcard into the next compartment. Flashcards from compartment 1 should be reviewed daily, with flashcards from compartment 2 being reviewed every other day, compartment 3 every third day and so on.



**6** Eventually, all your flashcards will have been transferred to compartment 5 and the information they contain stored in your long-term memory.



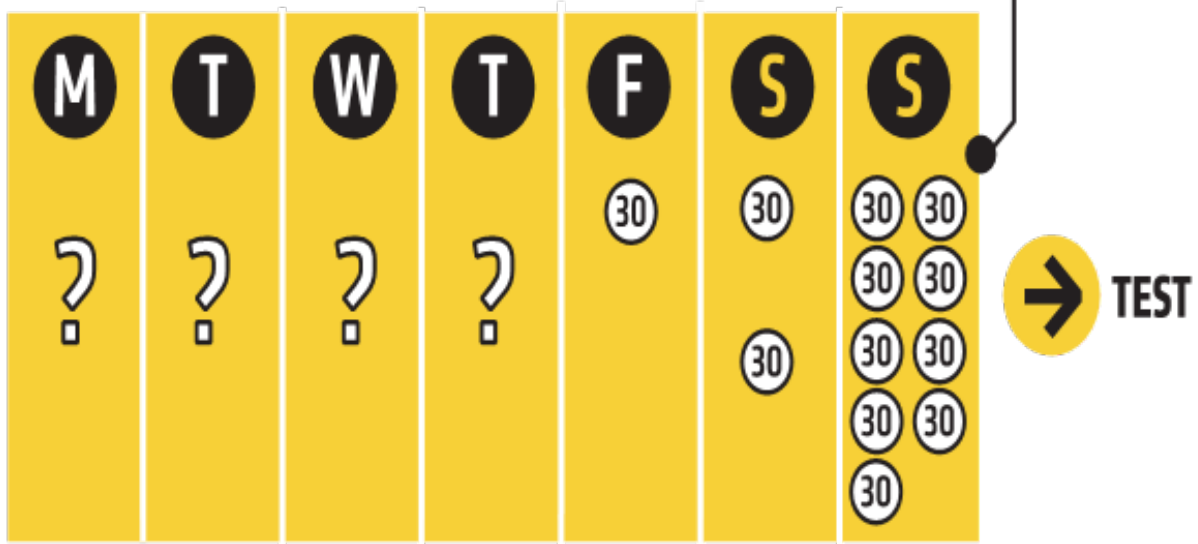
This video will help support you in using the Leitner System:

<https://www.youtube.com/watch?v=C20EvKtdJwQ>

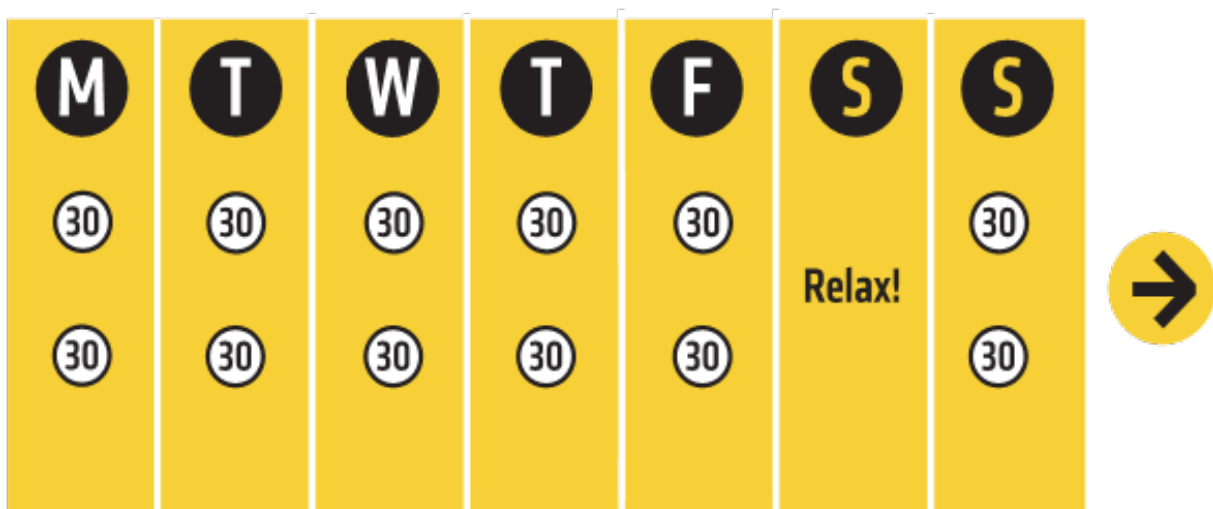
# SPACING AND INTERLEAVING - PLANNING YOUR REVISION

**Spacing** out your revision into smaller chunks over a period of time helps you to remember the material better and ensures you are less stressed with your revision. This ensures you are not **cramming** as it will overload your memory and make you overconfident. By leaving time between revising and testing, the harder your brain works, the more chance of remembering.

Let's say you have a test one week and you have 5 hours to prepare for it broken down into 30 minute chunks. Very often that process looks like this.

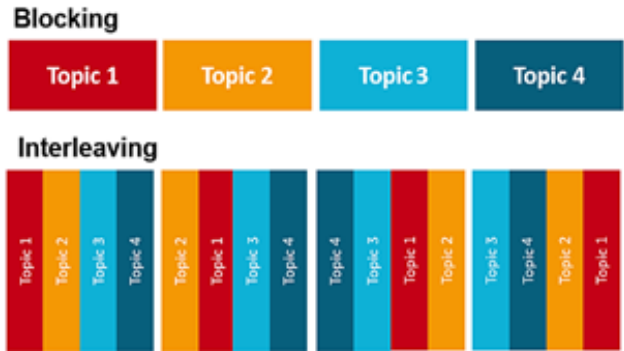


Instead of mass practice, a much more effective way of revising is to space out your revision like this:



By breaking up your revision into 30 minute chunks and spacing out the time between revision, you will consolidate what you have learned and retain the material much more effectively.

**Interleaving** involves switching between ideas and topics during a study session and not revising in blocks of topics. This ensures that you are not studying one idea or topic for too long. Mixing up your revision and chunking it supports learning and strengthens your memory as we know you need to review information over time to reinforce learning. *If a subject involves a narrative (story), revise this in one piece.*



For example, instead of organising your revision week like this:

M	T	W	T	F
MACBETH	AN INSPECTOR CALLS	CREATIVE WRITING	UNSEEN POETRY	JEKYLL AND HYDE
MACBETH	AN INSPECTOR CALLS	CREATIVE WRITING	UNSEEN POETRY	JEKYLL AND HYDE
MACBETH	AN INSPECTOR CALLS	CREATIVE WRITING	UNSEEN POETRY	JEKYLL AND HYDE

A much more effective way of organising your revision would be like this:

M	T	W	T	F
MACBETH	UNSEEN POETRY	AN INSPECTOR CALLS	JEKYLL AND HYDE	CREATIVE WRITING
AN INSPECTOR CALLS	JEKYLL AND HYDE	CREATIVE WRITING	MACBETH	UNSEEN POETRY
CREATIVE WRITING	MACBETH	UNSEEN POETRY	AN INSPECTOR CALLS	JEKYLL AND HYDE

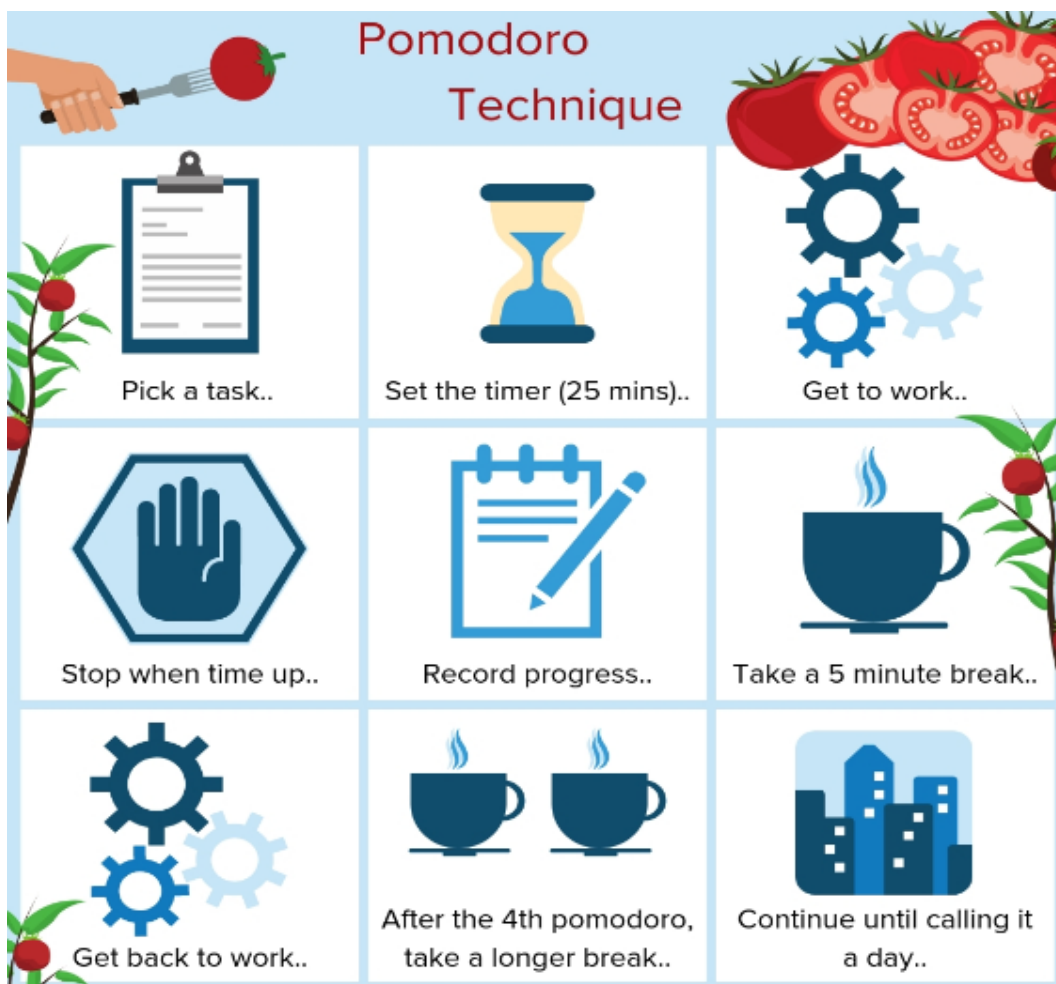
As you are doing this, another highly effective strategy is to try to think of connections between topics you are studying considering similarities and differences.

Studying one topic for a long time can give them impression you have mastered it but often this can be misleading.

# DELIBERATE PRACTICE

Do's	Don'ts
<ul style="list-style-type: none"> <li>• Spend time practising what you will be tested on.</li> <li>• Practice the areas you struggle and need to improve on.</li> <li>• Make sure you review your practice – get a teacher to check it or review your notes and answers against mark schemes.</li> </ul>	<ul style="list-style-type: none"> <li>• Use notes, the point is you are doing it from memory!</li> <li>• Only practice areas you find easy or do well at.</li> <li>• Spend too long on a question – stick to timing and practicing what it will look like in exam conditions.</li> </ul>

Practice is essential. You can revise all you like but without practice, it is wasted. Start by spending time reviewing a topic/unit before quizzing/testing yourself with **no notes and from your memory (this is vital for revision)**. Once you have finished, check your answers. **This will support you in showing where your 'knowledge gaps' are and where focus needs to be in your future revision.** Revision shouldn't keep you in your comfort zone, you need to be thinking hard and identifying your own areas for development. Avoid simply revising topics you enjoy. A technique to support deliberate practice is the **Pomodoro Technique**.



Practice should be applying the knowledge and skills you need to succeed so may involve exam questions or planning answers.

# SUMMARISING AND CHUNKING INFORMATION

**Chunking information** into manageable chunks to revise is a powerful strategy as it aids motivation and ensures your working memory is not overwhelmed.

1. **Breaking up the information into paragraph or section chunks** – this ensures you can work through, revise and learn, one part of the text at a time. Give each section a heading to support your understanding.
2. **Only highlight the core information and do not highlight everything** - what is actually needed?
3. **Take out the information you have highlighted and bullet point it onto a revision card** – use this knowledge to explain the 'story' and narrative and to test yourself.

Muhammad Ali, arguably the greatest boxer in the history of the sport. He was born in 1942, in Louisville, Kentucky in the United States. He was named after his father, Cassius Clay, Sr., who was named for the 19th century abolitionist and politician Cassius Clay. He changed it to Muhammad Ali in 1964. He became a boxer at the age of 12. As an amateur boxer he won many titles, culminating in the Light Heavyweight gold medal in the 1960 Olympics in Rome, Italy. When Ali returned home to the states, he was so proud that he wore the medal around his neck wherever he went. After a week, he went to a café and ordered a drink. The waiter said "I'm sorry, we don't serve coloured people". Ali was so incensed by this! He had represented his country, won the gold medal, and come back to this kind of treatment. Muhammad Ali ripped from his neck and threw it into a river. Ali turned professional at the age of 18. Ali's record was 100 wins, 5 losses when he ended his amateur career. Ali became the World Champ at the age of 22. Clay was famed for his unorthodox fighting style. Rather than match his opponents with brute force, Clay brought tactics and strategy into the ring. With his fast-moving style, he was equally adept at dodging a punch as at delivering one. His fancy footwork soon became known as the 'Ali shuffle'. Ali also fought a great psychological game, often beating fighters before they stepped foot in the ring. It was in the pre-fight build up to his first world title fight with Sonny Liston that Ali famously said "I will float like a butterfly and sting like a bee". In 1967, when Ali refused on religious grounds to be drafted into the US army to fight in Vietnam, he was stripped of his title and banned from boxing, two decisions he successfully overturned in court. This he achieved by defending himself brilliantly without a lawyer. In 1971, Ali lost the title to Joe Frazier. Ali went on to win it back and then fought in two of the most famous fights in the history of boxing; The Rumble in the Jungle, versus George Forman and The Thrilla in Manilla, again versus Joe Frazier. Ali is the only boxer to have held the World title on 3 separate occasions. Ali retired from professional boxing in 1981, at the age of 39, with a career record of 56 wins and 5 losses, and as a three-time World Heavyweight Boxing Champion. Throughout his boxing career Ali was won over 50 million \$.

Muhammad Ali became a Muslim around the age of 22, and a member of a group known as the Nation of Islam (or the Black Muslims) and was inspired by the teachings of Malcolm X. Muhammad Ali has been married 4 times, and has had nine children. There have been many films made of his life, most recently with Will Smith in the title role. Ali was awarded the coveted title of 'Sportsman of the Century' by the BBC in 1999. Although suffering from Parkinson's disease, Ali still makes many public appearances. He refuses to allow his disability to beat him. He travels around the world doing great work for charity.

## Paragraph 1: 'Born':







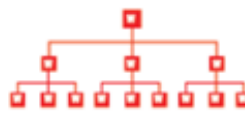

Muhammad Ali, arguably the greatest boxer in the history of the sport. He was born in **1942**, in **Louisville, Kentucky** in the United States. He was named after his father, **Cassius Clay, Sr.**, who was named for the 19th century abolitionist and politician Cassius Clay. He changed it to Muhammad Ali in 1964. **He became a boxer at the age of 12.**


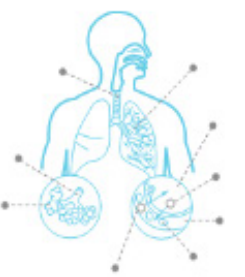



<b>Born:</b> <ul style="list-style-type: none"> <li>• 1942</li> <li>• Kentucky</li> <li>• Cassius Clay</li> <li>• 1964</li> <li>• 12</li> </ul>	<b>Boxing:</b> <ul style="list-style-type: none"> <li>• 1960 Rome Olympics</li> <li>• Professional at 18</li> <li>• 100 wins, 5 losses at amateur</li> </ul>
<b>World Champion:</b> <ul style="list-style-type: none"> <li>• 22</li> <li>• 'Float like a butterfly, sting like a bee'</li> <li>• Vietnam 1967</li> <li>• 3 times World Champion</li> <li>• \$50 million</li> </ul>	<b>Life:</b> <ul style="list-style-type: none"> <li>• National of Islam</li> <li>• Married 4 times</li> <li>• 9 children</li> <li>• BBC Sportsman of the Century 1999</li> </ul>



# DUAL CODING

When reviewing something you have learnt, combining words and pictures can be powerful. Research suggests that combining words and images increase your learning by visually representing information in two different ways. Examples of this include creating a:

 <p><b>Timelines</b> These can show the events that happen in a sequence, and the links between these events.</p>	 <p><b>Mind Maps</b> These allow you to group information in branches from a central theme</p>	 <p><b>Diagrams</b> Diagrams to annotate key information e.g. biological features about the body.</p>	 <p><b>Story Boards</b> These can help you remember the key parts in a story or event</p>
 <p><b>Flow Diagrams</b> Use flow diagrams to highlight cause and effect, input/output and processes</p>	 <p><b>Venn Diagrams</b> Useful to compare change/continuity in history or characters in English</p>	 <p><b>Graphic Organiser</b> These can chunk any aspect of a topic; hierarchy, process, cause/effect etc.</p>	 <p><b>Concept Maps</b> Use to highlights links between themes, concepts and ideas.</p>

<p><b>INFOGRAPHIC</b></p> 	<p><b>DIAGRAM</b></p> 	<p><b>CARTOON STRIP</b></p> 
<p><b>GRAPHIC ORGANIZER</b></p> 		<p><b>TIMELINE</b></p> 

## INEFFECTIVE REVISION STRATEGIES - WHAT DOESN'T WORK

With the above in mind, it is vitally important to think about strategies that students may employ that have a limited or no real benefit on learning or memory. These include:

- Simply writing out notes or copying from a textbook/exercise book.
- Cramming revision to the 'final minute' overloads your working memory so you can't learn at all. It can also cause stress/anxiety before exams.
- Re-reading and doing nothing with the information. Trying to focus on 'too much information' on a single page and cramming revision.
- Highlighting information for the sake of it.
- Not enough silent work or attention to a given task. Attempting to revise while multitasking and doing other things.
- Comfort zone revision of easy material that pupils have already mastered because it makes you 'feel good'.

# DEVELOPING REVISION **ROUTINES AND HABITS**

Within your revision, it is vitally important to establish a strong routine. Having goals are good for setting a direction. What do you want to achieve in this revision session? Habits are incredibly powerful in helping you to succeed. If you have the mindset of wanting to be a better student and build the habits to become the person you want, the results will come. Getting one percent better every day counts for a lot in the long-run.

In order to support the forming of good revision habits, there are a number of areas to consider:

- **Make it obvious** – revise in one area, leave your materials out ready to support organisation and ensure routines are stuck to. Ensure your environment is clear, uncluttered and comfortable.
- **Start small and build up** – reduce distractions where and when you revise and get your family to encourage the creation of a revision timetable and placing it somewhere visual in your house. Ensure someone else is knowledgeable of this timetable to enable accountability and aid support. Start revising for a short amount of time and build up over time.
- **Make it attractive** – collaborative focused revision (with friends) is beneficial (alongside attending interventions or revision sessions) but you could also ensure there is a 'reward' at the end of a revision session. If I complete this, I can do this. Write a revision contract.
- **Make it satisfying and rewarding** – challenge yourself, track your own revision progress and ensure you stick to your revision timetable. Small steps build success and motivation. Use PLCs or checklists to support. Focus on 'I'm a hard worker' than 'I want a Grade 8'.

# CREATING AN EFFECTIVE **REVISION ENVIRONMENT**

Goals are good for setting a direction but systems are best for making progress. We know that working memory can only hold a small amount of information at once. Therefore, in order to revise and learn effectively, you should use techniques which free up your working memory and stop it from being overwhelmed. One way is working in an environment which is free from distractions.

Whilst **phones** are a brilliant intervention, research has found that they have a negative impact on revision and learning. It can reduce concentration, impacting working memory, impact your sleep due to the bright lights and distractions, reduce your motivation to reduce and through listening to music, you are more likely to remember the lyrics to the song than the material you are revising.

Find a quiet, tidy room with minimal distractions – your bedroom, library or classroom.

Put your revision timetable, exam timetable and other documents visible on your wall

Make sure you have a drink and snack with you, staying hydrated and full is important



Put your phone in another room, it is too much of a distraction -

Loud music is a distraction, if you must listen, it needs to be low tempo, without lyrics

Have all your revision materials and stationary on your desk ready to go - make it obvious

# REVISION TIMETABLE - THE RETROSPECTIVE METHOD

The Prospective Method is the traditional approach to putting together a revision timetable. The Retrospective Method doesn't start with a timeline. It begins with a list. You look at what you need to know for each subject by breaking it up into topics. You prioritise each topic with a traffic-light system.

- Green: I know everything in this topic and I'm ready if it came up in the exam or assessment
- Yellow: I understand the basics but I'm struggling in some areas.
- Red: I don't understand this topic at all.

For example, in Maths:

- Fractions
- Decimals
- Laws of Indices
- Standard Form
- Financial Mathematics
- Algebraic Expressions

Once you have colour coded the topics you will have a clear indication of the ones that need the most work (the ones in red). You work on those first and you mark off the date alongside it.

Like this:

- Fractions
- Decimals 5th April
- Laws of Indices
- Standard Form
- Financial Mathematics
- Algebraic Expressions 6th April

Then you focus on the ambers and then the greens (which you could probably do in one go).

- Fractions 8th April
- Decimals 5th April
- Laws of Indices 7th April
- Standard Form 8th April
- Financial Mathematics 8th April
- Algebraic Expressions 6th April

Then you've finished your first cycle. Consider where you're up to. And colour-code the dates, in line with how you feel about each topic.

- Fractions 8th April
- Decimals 5th April
- Laws of Indices 7th April
- Standard Form 8th April
- Financial Mathematics 8th April
- Algebraic Expressions 6th April

This is a great way to measure your progress and to identify what you need to look at next. You could use the example template below to plan your revision using this method:

Topic	First Review	Second Review	Third Review
<b>EARTH &amp; SPACE</b>			
Earth, Moon & Sun	28/07/23	30/07/23	03/08/23
Water & Carbon Cycles	29/07/23	01/08/23	20/08/23
Space	26/07/23	18/08/23	05/09/23

For more ideas, use the link here:  
<https://www.bbc.co.uk/bitesize/articles/zn3497h>