

# REVISION GUIDANCE & SUPPORT



**Belmont**  
Community  
School

Name \_\_\_\_\_

Dear Y11 student

As you are about to embark on the most critical period of your education, we wanted to provide you with some information that will support your revision and give you every opportunity possible to be successful in the summer exams.

There are three main aims of this booklet:

**1) *Where are you now and where do you want to be?***

Taking into account your previous mock exams, you now have a clear picture of where you currently are in all of your subjects. The most important aspect of this is identifying your strengths and weaknesses – and then working on your weaknesses to turn them into strengths.

**2) *What learning techniques really work?***

Many people have a view on the best way to revise, but often there is no evidence to support whether or not these techniques work. We just think they do. We don't think that this approach is good enough – there is too much to risk from encouraging you to do revision techniques that don't really work.

To help you with this, we have looked at what the research evidence actually says does work – in terms of effective revision strategies. In 2013 there was a major research paper published by Professor John Dunlosky at the University of Kent, USA that looked at what actually works in terms of learning and revision. We have summarised these strategies for you here.

**3) *Getting organised***

Once you know the revision strategies that work, you need to get organised and make sure you plan your revision time effectively. This booklet will help you with that.

We hope you find it useful.

**Mr P Marsden**

Headteacher

**Mr M Nesbitt**

Year 11 Achievement Leader

Subject	Mock Grade	Target Grade	Aspirational Grade	Focus improvement areas
English				
Maths				
Science				

## What Learning Techniques Really work?

It's really important to be using revision techniques that have actually been shown to make a difference to learning. There are a number of common techniques that have been shown to have very little impact on learning – and so should be avoided:

*Not effective list:*

- Highlighting texts
- Re-reading
- Summarising texts

We often use these techniques because they are low stress. They don't really challenge us, but they make us feel good, because we are doing something. The truth is though, whilst it may keep you busy and stop you feeling guilty, it doesn't really help you learn.

There is a very simple reason for this. The way we remember things is by having to think hard about something and recall it from our memory. The more we do this, the higher the chances of us remembering something.

The following techniques will help you with this.

### 1. Practice Testing

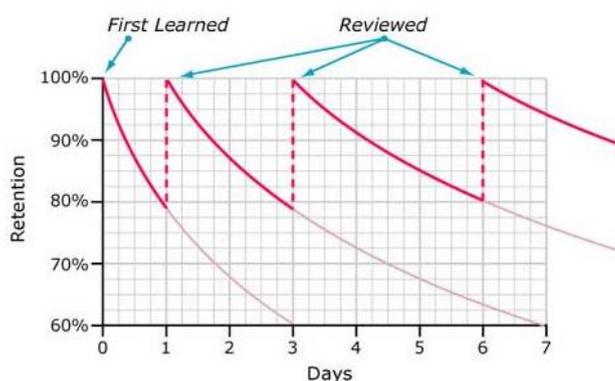
This technique is pretty straightforward – keep testing yourself (or each other) on what you have got to learn. This technique has been shown to have the highest impact in terms of supporting student learning. Some ways in which you can do this easily:

- Create some flashcards, with questions on one side and answers on the other – and keep testing yourself.
- Work through past exam papers – many can be acquired through exam board websites.
- Simply quiz each other (or yourself) on key bits of information.
- Create 'fill the gap' exercises for you and a friend to complete.
- Create multiple choice quizzes for friends to complete.

### 2. Distributed Practice

Rather than cramming all of your revision for each subject into one block, it's better to space it out – from now, through to the exams. Why is this better? Bizarrely, because it gives you some forgetting time. This means that when you come back to it a few weeks later, you will have to think harder, which actually helps you to remember it. Furthermore, the more frequently you come back to a topic, the better you remember it. Look at the 'forgetting curve' below:

Typical Forgetting Curve for Newly Learned Information



So, use the calendar towards the back of this booklet, to space your revision for subjects out, over the coming months.

### 3. Elaborate Interrogation

One of the best things that you can do (either to yourself or with a friend) to support your revision is to ask why an idea or concept is true – and then answer that why question. For example;

- In science, increasing the temperature can increase the rate of a chemical reaction....why?
- In history, the 1929 American stock exchange collapsed. This supported Hitler's rise to power....why?

So, rather than just try to learn facts or ideas, ask yourself why they are true.

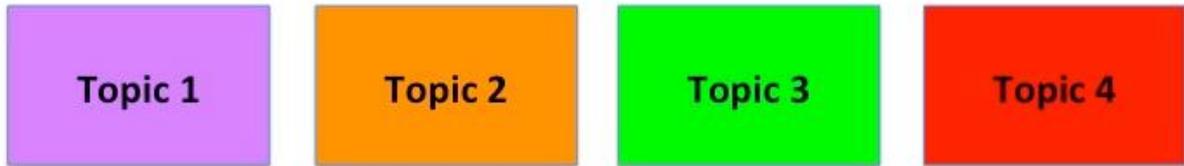
### 4. Self-explanation

Rather than looking at different topics from a subject in isolation, try to think about how this new information is related to what you know already. This is where mind- maps might come in useful – but the process of producing the mind map, is probably more useful than the finished product. So, think about a key central idea (the middle of the mind map) and then how new material, builds on the existing knowledge in the middle.

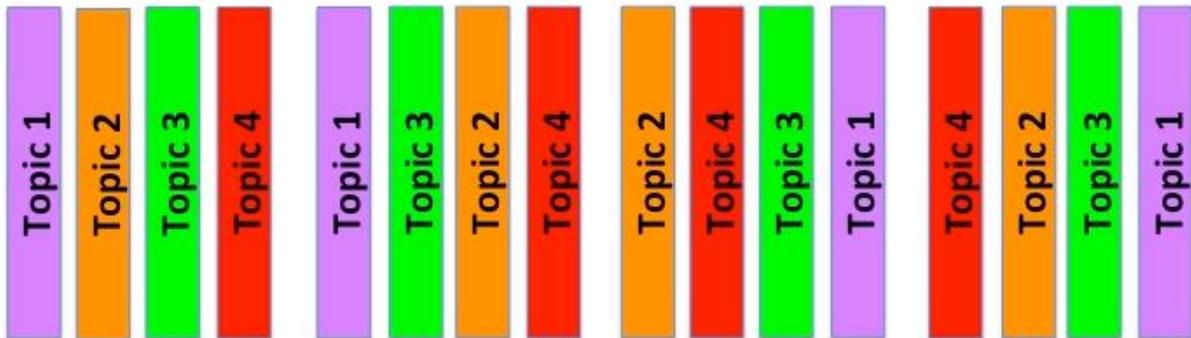
Alongside this, when you solve a problem e.g. in maths, explain to someone the steps you took to solve the problem. This can be applied to a whole range of subjects.

### 5. Interleaved practice

When you are revising a subject, the temptation is to do it in 'blocks' of topics. Like below:



The problem with this is, is that it doesn't support the importance of repetition – which is so important to learning. So rather than revising in 'topic blocks' it's better to chunk these topics up in your revision programme and interleave them:



This means that you keep coming back to the topics. So, instead of doing a one hour block of revision on topic 1, do 15 minutes on topic 1, then 15 minutes on topic 2, then the same for topic 3 and 4.

## Revision Calendar

Use the calendar below to block out times for your revision each day.

Add your exam dates in too.

Mon	29-Feb-16	
Tue	01-Mar-16	
Wed	02-Mar-16	
Thu	03-Mar-16	
Fri	04-Mar-16	
Sat	05-Mar-16	
Sun	06-Mar-16	
Mon	07-Mar-16	
Tue	08-Mar-16	
Wed	09-Mar-16	
Thu	10-Mar-16	
Fri	11-Mar-16	
Sat	12-Mar-16	
Sun	13-Mar-16	
Mon	14-Mar-16	
Tue	15-Mar-16	
Wed	16-Mar-16	
Thu	17-Mar-16	
Fri	18-Mar-16	
Sat	19-Mar-16	
Sun	20-Mar-16	
Mon	21-Mar-16	
Tue	22-Mar-16	
Wed	23-Mar-16	
Thu	24-Mar-16	
Fri	25-Mar-16	<b>Easter - End of Term 2</b>
Sat	26-Mar-16	
Sun	27-Mar-16	
Mon	28-Mar-16	
Tue	29-Mar-16	
Wed	30-Mar-16	
Thu	31-Mar-16	
Fri	01-Apr-16	
Sat	02-Apr-16	
Sun	03-Apr-16	
Mon	04-Apr-16	
Tue	05-Apr-16	
Wed	06-Apr-16	
Thu	07-Apr-16	

Fri	08-Apr-16	
Sat	09-Apr-16	
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Sat	16-Apr-16	
Sun	17-Apr-16	
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Sat	23-Apr-16	
Sun	24-Apr-16	
Mon	25-Apr-16	
Tue	26-Apr-16	
Wed	27-Apr-16	
Thu	28-Apr-16	
Fri	29-Apr-16	
Sat	30-Apr-16	
Sun	01-May-16	
Mon	02-May-16	<b>May Bank Holiday</b>
Tue	03-May-16	
Wed	04-May-16	
Thu	05-May-16	
Fri	06-May-16	
Sat	07-May-16	
Sun	08-May-16	
Mon	09-May-16	
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Wed	11-May-16	
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Sun	22-May-16	

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Fri	27-May-16	
Sat	28-May-16	
Sun	29-May-16	
Mon	30-May-16	<b>Half term - Term 3</b>
Tue	31-May-16	
Wed	01-Jun-16	
Thu	02-Jun-16	
Fri	03-Jun-16	
Sat	04-Jun-16	
Sun	05-Jun-16	
Mon	06-Jun-16	
Tue	07-Jun-16	
Wed	08-Jun-16	
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Wed	29-Jun-16	
Thu	30-Jun-16	
Fri	01-Jul-16	