

Year 13 Revision Advice for the Easter Holidays

Year 13 study leave starts on Thursday 16th May and between tomorrow and then you have 32 school days left at St Laurence!

Revision now has to be your number one priority with the aim over Easter being for you to spend approximately 5 hours revising each day. Our advice would be to treat each weekday over the Easter break and at least one of the days at the weekend between now and your first exam as a school day and begin your structured revision by 9am.

Studies suggest that revising in blocks of between 30 to 40 minutes **with no distractions** such as a mobile phone is the most effective before having a 10 minute break before starting again. At the start of the next subject session can you remember everything you revised in the last session is a good place to start a session, it is advisable to mix the sessions up in order for the 5 hours to be the most productive. **If you need any advice / help making a plan then please ask one of the Sixth Form team for help!** The sheets we used in Core Enrichment are below as a reminder of the most effective techniques that can be used to revise. I emailed these to you as well!

An example day is below – if followed you would be completing 1 hour 20 mins revision per subject per day or 4 hours revision.

Time	Activity
08.00	Get up, shower and have breakfast! <i>Food is energy and energy is King!!</i>
09.00 – 09.40	Subject 1
09.40 – 09.50	Break
09.50 – 10.30	Subject 2
10.30 – 10.40	Break
10.40 – 11.20	Subject 3
11.20 – 11.45	Longer break
11.45 – 12.25	Subject 1 – can you remember everything you revised in the previous subject session?
12.25 – 12.35	Break
12.35 – 13.15	Subject 2 – can you remember everything you revised in the previous subject session?
13.15 – 14.00	Lunch
14.00 – 14.40	Subject 3 – can you remember everything you revised in the previous subject session?
Finish for the day (if possible do what is suggested in the box below) – go and relax	
Before dinner / bed	Spend 10 minutes on each subject – can you remember what you revised earlier in the day?

Other things to consider:

- ✓ Attend revision sessions at school in your subject areas
- ✓ You have to be writing to solidify your understanding and really make your brain work and make reinforcing connections that deepens understanding and learning – just reading is not effective!
- ✓ Ask your teachers to mark past questions – there is no point in completing them if they are not marked so you know what you can improve on and what has gone well!
- ✓ **Wherever possible make your plan realistic and stick to it.** Keep copies of the plans so you can see how much revision you have completed – this will boost your confidence
- ✓ Concentrate on those specific topics or modules that you are weak on
- ✓ Break down subjects into smaller parts – use the Lietner Box idea we shared in Core and complete the hardest content / areas first (see below as a reminder)
- ✓ Work out where you 'study best' e.g. your bedroom, Trowbridge or BoA library etc and use that space for your revision
- ✓ After a few days assess your revision performance and change your plans accordingly
- ✓ Keep your timetable flexible and be ready to change it if circumstances change
- ✓ Try not to spend the whole day revising one subject

Revision strategies sheet – trialled in Core Enrichment

We've found there is a strong link between the kind of revision someone does and the outcomes they get. So, which student will do better in an exam?

- » Student 1 does fifteen hours' revision – all of it reading through class notes.
- » Student 2 only does ten hours' revision – two hours making mind-maps, two hours creating flash cards of key terms, three hours writing timed essays, two hours working through past papers and looking for patterns in the questions asked, and half an hour doing the hardest question they could find, followed by half an hour talking it through with their teacher. Then they spend five hours shopping with their friends and watching TV.

The second student will perform better, despite revising for fewer hours! You too can make less mean more. Try this questionnaire:

Subjects: _____

1 How many hours of independent work do you do on your subjects outside of class? Please state the time spent on each subject.

.....

.....

2 What sort of activities do you do? Use the table below, ticking in the column which best describes your revision and preparation:

	Always	Sometimes	Never
Reading through class notes	C		
Using resources on the school's VLE	C		
Using course textbooks	C		
Mind-maps/diagrams	C		
Making/remaking class notes	C		
Highlighting/colour coding	C		
Flash cards	C		
Using a revision wall to display your learning	C		
Writing exam answers under timed conditions	S		
Reading model answers	S		
Using past exam questions and planning answers	S		
Marking your own work to a mark scheme	F		

	Always	Sometimes	Never
Studying mark schemes or examiners' reports	F		
Working with other students in groups/pairs	F		
Comparing model answers against your own work	F		
Creating your own exam questions	F		
Handing in extra exam work for marking	F		
One-to-one discussions with teachers/tutors	F		

3 Additional activities not mentioned above:

4 Write a brief account of what you do if you can't understand something (e.g. try again, read textbooks, check the school's VLE, see teachers, see other students).

.....

.....

.....

Now check over your answers. You will notice some activities in the table have a 'C' next to them – these are the *content* techniques. Some activities have an 'S' next to them – these are the *skills* techniques. Others have an 'F' next to them – these are the *feedback* techniques.

Notice in our example that student 1 only does content revision, while student 2 does all three stages and then takes some time off. In our experience, student 2 will pretty much always get a better grade than student 1. And they put in fewer hours.

Make sure you do some revision for each of C, S and F! Aim for three of each; nine methods in total. Make a note of your current scores here:

» C score:

» S score:

» F score:

The Leitner Box: to be used to organise a subject's content

The Leitner Box

SUBJECT:

Box 1: 40% of time. Items for frequent practice – stuff you find hard and don't remember and needs most practice

Box 2: 30% of time. Not quite box 1 material but close!

Box 3: 20% of time. Pretty confident content but needs re-visiting to keep fresh.

Box 4: 10% of time. Most confident content. Easy content!

Box 1 – 40% of your time	
Box 2 – 30% of your time	
Box 3 – 20% of your time	
Box 4 – 10% of your time	

If you work effectively and to a routine then I can assure you you're revision will work and you will retain a huge volume of information. Unfortunately there are no short cuts to retaining this information and it will take time and effort but the rewards will be great grades that you are extremely proud of and a brilliant summer!

If you need any help or advice then make sure you ask one of the Sixth Form team or your subject teachers!