SIXTH FORM REVISION

ADVICE AND GUIDANCE FOR A LEVEL STUDENTS

KINGS LANGLEY SCHOOL
SIXTH FORM
READY FOR YOUR FUTURE





SIXTH FORM REVISION - INTRODUCTION

There is a huge amount of research that has been carried out into the importance of revision. Essentially, revising reinforces your knowledge and understanding of the key concepts, methodologies and facts that you will be tested on in the exam and can also boost your confidence and reduce anxiety as you move towards the exam period.

> Successful revision is about getting yourself organised, starting as early as possible, building some momentum and ensuring that the time you put in is as effective and efficient as possible.

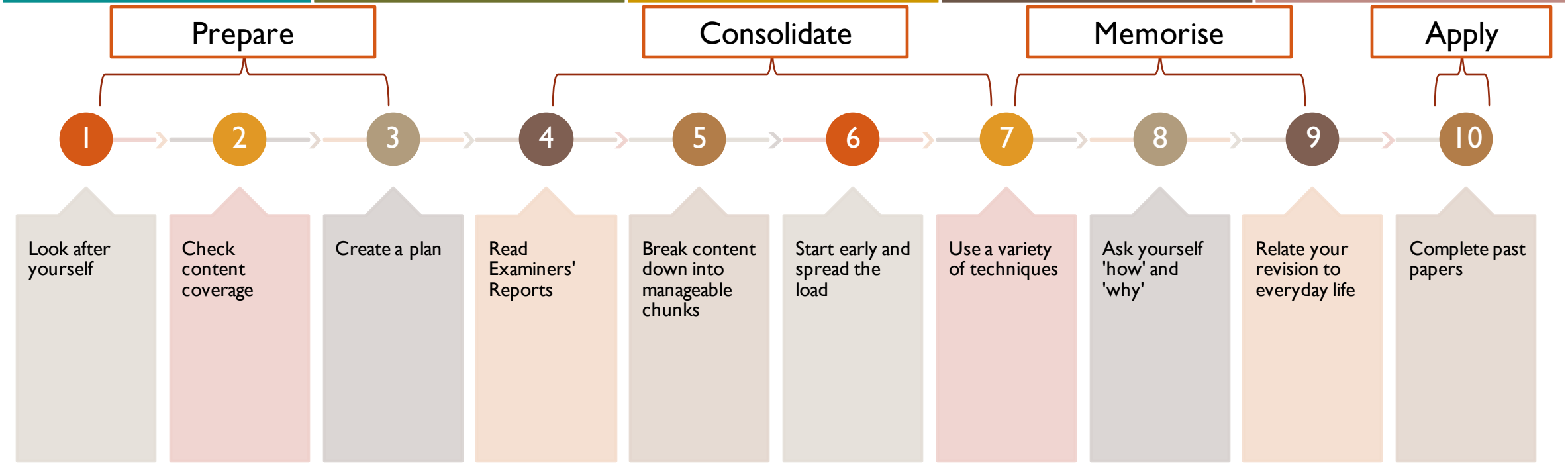
THE STAGES OF EFFECTIVE REVISION

Effective revision can be broken down into 4 key elements:

1. Prepare – page 7
2. Consolidate – page 23
3. Memorise – page 43
4. Apply – page 47

This booklet contains information about each of these

TOP TEN TIPS – BASED ON SCIENTIFIC RESEARCH



- These are the Top Ten Tips for effective revision based on extensive scientific research
- In-line with whole school policy, the sixth form focus on the concepts of 'prepare, consolidate, memorise and apply'

TOP TEN TIPS

- Using the 'Reflections' sheet and thinking about the Top Ten Tips and revision you have undertaken in the past:
  - Reflect on revision techniques that have worked well for you in the past
  - Reflect on things that you could have done better
  - Set yourself some targets for improvement

Reflections:

Use the spaces below to reflect on how well you have used revision in the past and set some targets for improvement.

Things that have worked well

Things I could have done better

Targets for improvement

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PREPARE

LOOK AFTER YOURSELF, CHECK CONTENT AND CREATE A PLAN





TOP A LEVEL REVISION WEBSITES

- Get Revising https://getrevising.co.uk/
- Seneca https://senecalearning.com/en-GB/
- Quizlet https://quizlet.com/gb
- Physics and Maths Tutor (also does Chemistry, Biology, Psychology, Geography, Economics, Computer Science and English) https://www.physicsandmathstutor.com/
- OpenLearn https://www.open.edu/openlearn/

MASLOW'S HIERARCHY OF NEEDS

- According to Abraham Maslow's Hierarchy of Needs (1943), we cannot achieve our best ('self-actualization') without fulfilling the earlier stages of physiological and psychological needs.

> The implications of this theory are that we should pay attention to looking after ourselves, including our most basic needs, if we can hope to do the best in our revision and examinations.

MASLOW'S THEORY: IMPLICATIONS

SLEEP

- Sleep studies have suggested that getting a good night's sleep has huge benefits to the mental processes of learning, memory retention and recall.
- You are recommended to maintain a regular sleep pattern (the time you go to bed and the time you wake up), to try and get between 8 and 10 hours sleep per night and to avoid alcohol, caffeine, fatty or sugary foods and electronic devices before going to bed

DIET AND HYDRATION

- Research suggests that students learn better when they are well-nourished. Like sleep, a healthy and balanced diet can improve memory, energy and performance.
- Optimal brain function relies of keeping the brain hydrated. This means drinking lots of water.
- You are recommended to have three meals a day (don't skip breakfast) and to eat fresh fruit and vegetables, protein (eggs, fish, nuts).
- 18 year-olds are recommended to drink up to 2.5 litres of water per day.

WORK COMMITMENTS

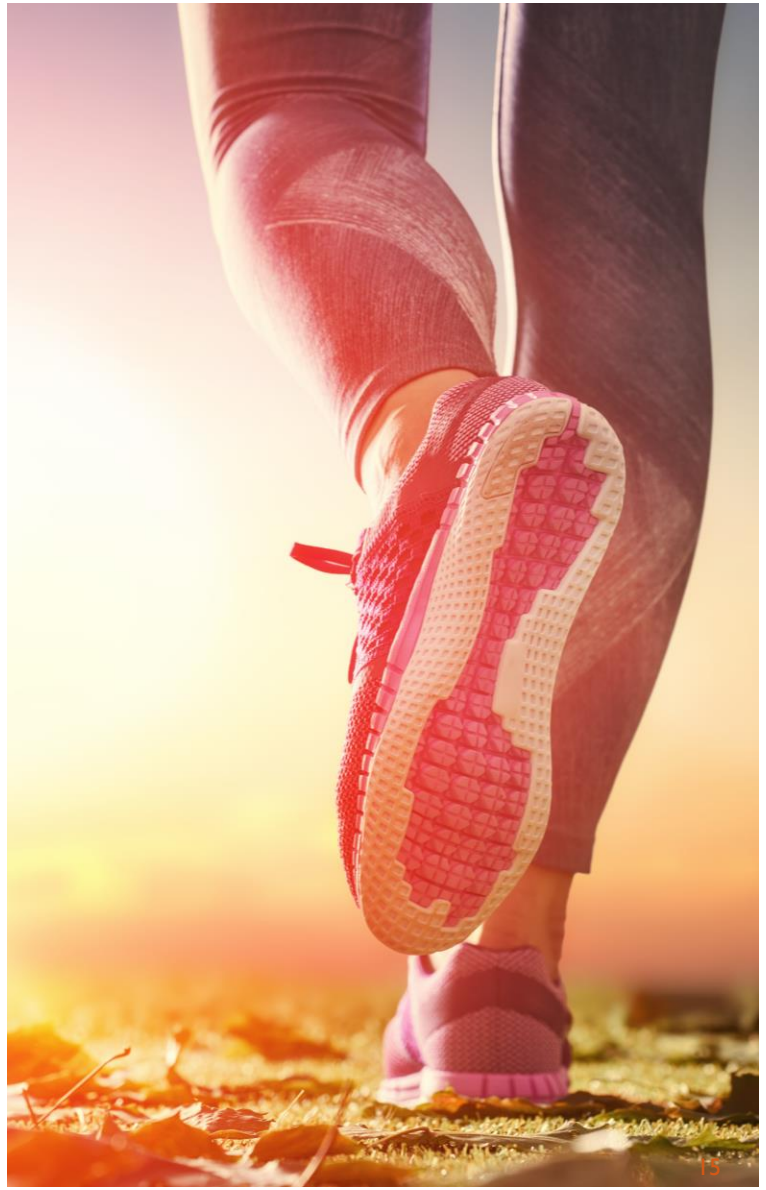
- We understand how important it is to maintain paid employment, but you also need to make sure you are giving yourself enough time to study (and rest).
- Consider reducing shifts or ending jobs as you build up to the final examination period.

FRIENDS AND FAMILY

- While you are likely to be busy and anxious at times over the coming months, it is crucially important to maintain the sense of love and belonging that comes from the relationships you have with friends and family.
- Talk about your studies, how you're getting on and how you are feeling to those that you trust and try and give time to listen to others who are going through the same experience.

EXERCISE AND BREAKS

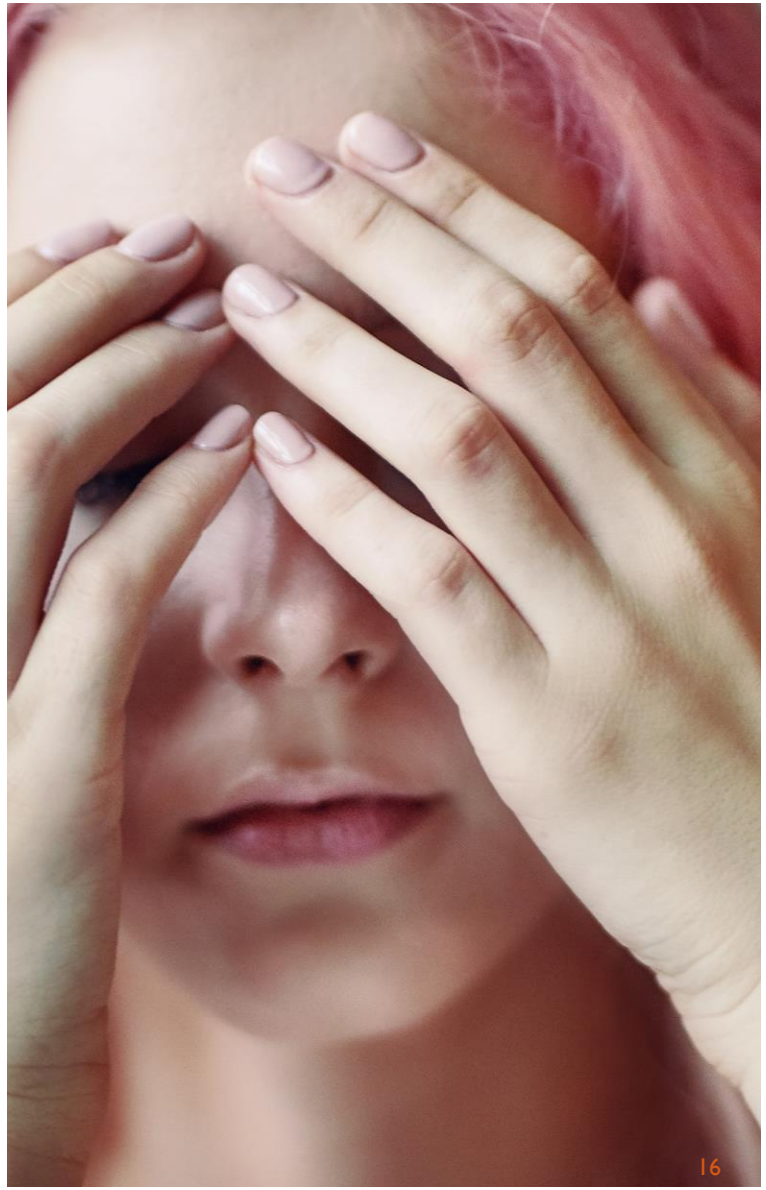
- Give yourself lots of breaks while you are studying – even a 5 minute break for every 30 minutes of study can help maintain focus and well-being.
- Take yourself for a walk to get some fresh air but try and avoid short breaks that can become an unhelpful distraction (social media and video games will both swallow your time).
- Physical activity is linked to the release of protein that can boost memory and cognitive skills.
- Try and build exercise into your study plans.



ASK FOR HELP

Wellbeing Request

- If you are feeling overwhelmed, please make sure you talk to someone in the sixth form team. We are here to help.



ACCESS EXAM BOARD INFORMATION

- The starting point for any kind of revision is to know the content that you will be examined on (the specification), an understanding of how you will be assessed (past papers) and advice about how previous students have successfully answered exam questions (Examiners' Reports).

Subject	Exam Board	Website
Art	Edexcel	Pearson Edexcel A Levels
Biology	OCR	OCR A Levels
Business Studies	AQA	AQA A Levels
Chemistry	OCR	OCR A Levels
Drama	AQA	AQA A Levels
Economics	Edexcel A	Pearson Edexcel A Levels
English Literature	AQA	AQA A Levels
French	Edexcel	Pearson Edexcel A Levels
Geography	Edexcel	Pearson Edexcel A Levels
History	Edexcel	Pearson Edexcel A Levels

KNOW YOUR EXAM BOARD

Subject	Exam Board	Website
Mathematics and Further Mathematics	Edexcel	Pearson Edexcel A Levels
Music	Eduqas	Eduqas A Levels
Photography	Edexcel	Pearson Edexcel A Levels
Physics	OCR	OCR A Levels
Physical Education	OCR	OCR A Levels
Politics	Edexcel	Pearson Edexcel A Levels
Psychology	AQA	AQA A Levels
Religious Studies (Philosophy & Ethics)	OCR	OCR A Levels
Sociology	AQA	AQA A Levels
Spanish	Edexcel	Pearson Edexcel A Levels
Design & Technology (Product Design)	Edexcel	Pearson Edexcel A Levels
Textiles	AQA	AQA A Levels

KNOW YOUR EXAM BOARD

CHECK THE SPECIFICATION

- Make sure you have a breakdown of the units you will be assessed on
- Most websites will have a specification summary document

Example

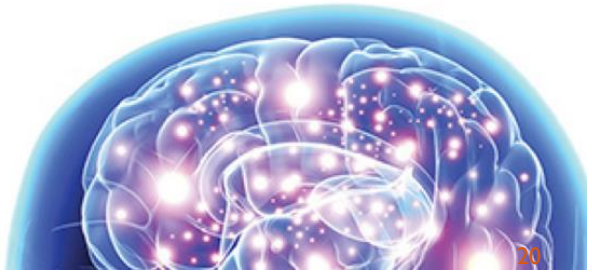
AQA

AS AND
A-LEVEL
PSYCHOLOGY

AS (7181)
A-level (7182)

Specifications
For teaching from September 2015 onwards
For AS exams in May/June 2016 onwards
For A-level exams in May/June 2017 onwards

Version 1.1 24 June 2019



PREPARE

CREATE A PLAN

- Creating a revision plan is a crucial stage in your preparations
- You can use an online platform such as Get Revising https://getrevising.co.uk/planner
- Or, use the next page as a template

	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22
Monday													
Tuesday													
Wednesday													
Thursday													
Friday													
Saturday													
Sunday													

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CONSOLIDATE

READ EXAMINERS' REPORTS, BREAK CONTENT DOWN, SPREAD THE LOAD AND USE A VARIETY OF TECHNIQUES

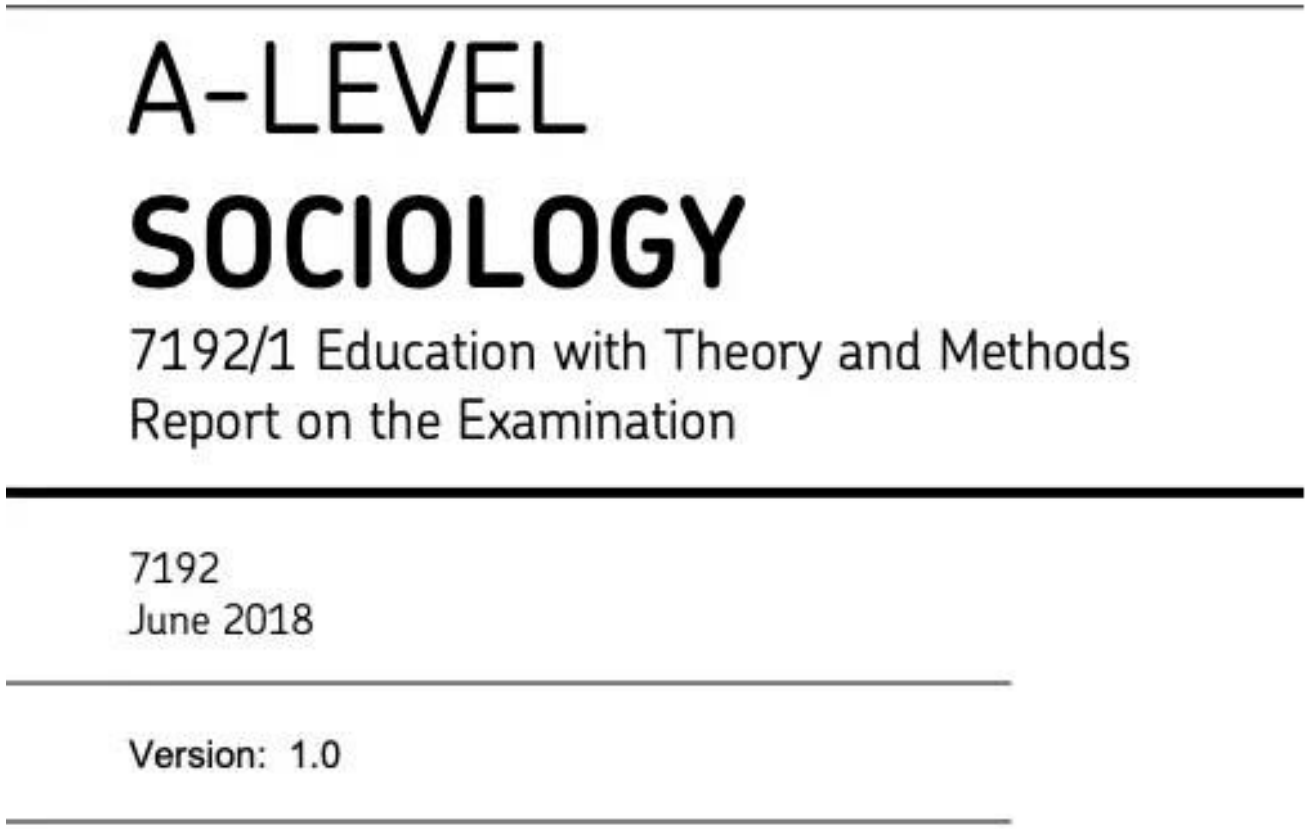




EXAMINERS' REPORTS

- For every assessment cycle, examiners will produce a report about the things that students did well and common mistakes and misconceptions that were made. Although these are written mainly for teachers and subject leaders, they will give you a good idea about how your assessments will be marked.

Example



A-LEVEL

SOCIOLOGY

7192/1 Education with Theory and Methods

Report on the Examination

7192

June 2018

Version: 1.0

CHUNKING

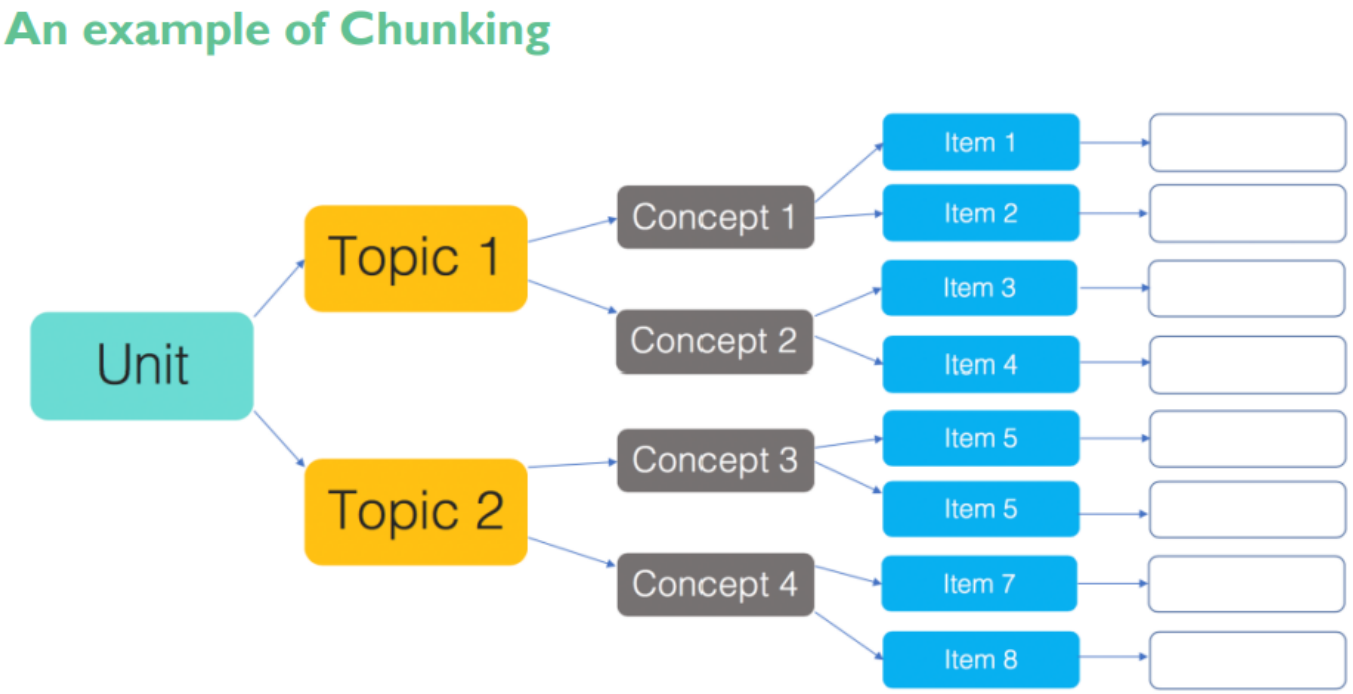
- Chunking is the process of breaking down larger amounts of information into smaller units (chunks) and organising the information by finding patterns or similarities.

CHUNKING

- Chunking is an effective way of helping your memory as your brain can struggle to remember a lot of information at once and has a better chance of recalling information that has been logically organised and is linked to other knowledge (semantic encoding).
- The strengthening of this knowledge and understanding reflects the strengthening of connections between neurons and synapses in your brain.

CHUNKING

- By breaking down each unit into topics, concepts and items you are creating layers of learning that can inform your revision



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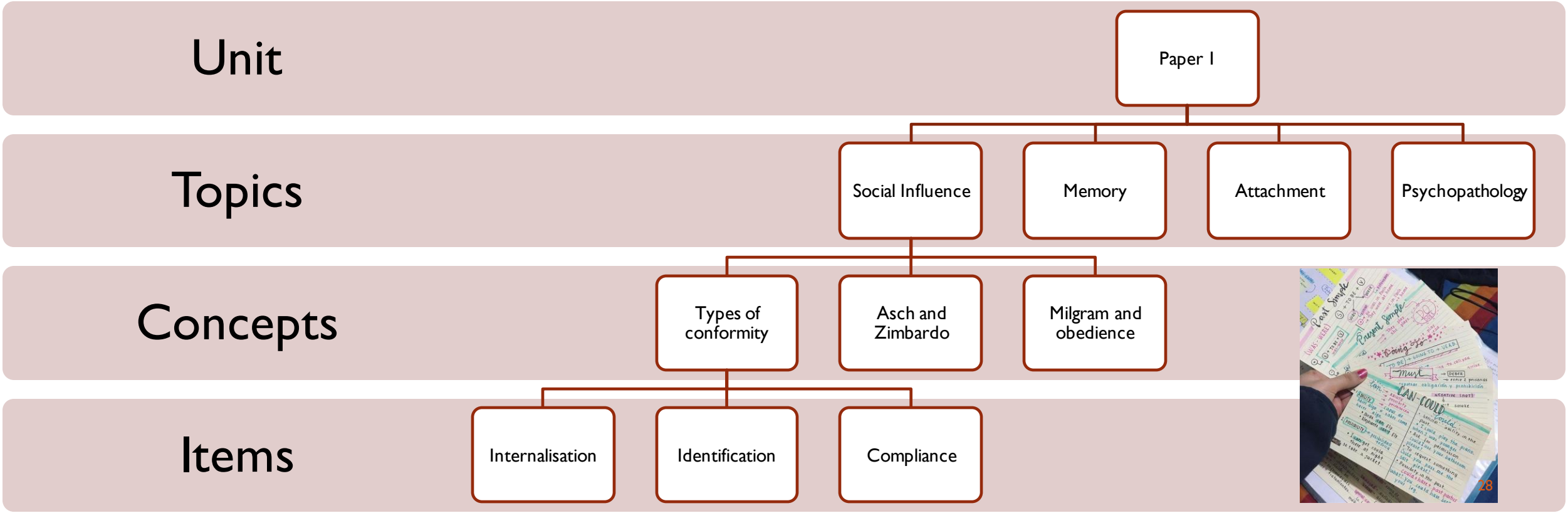
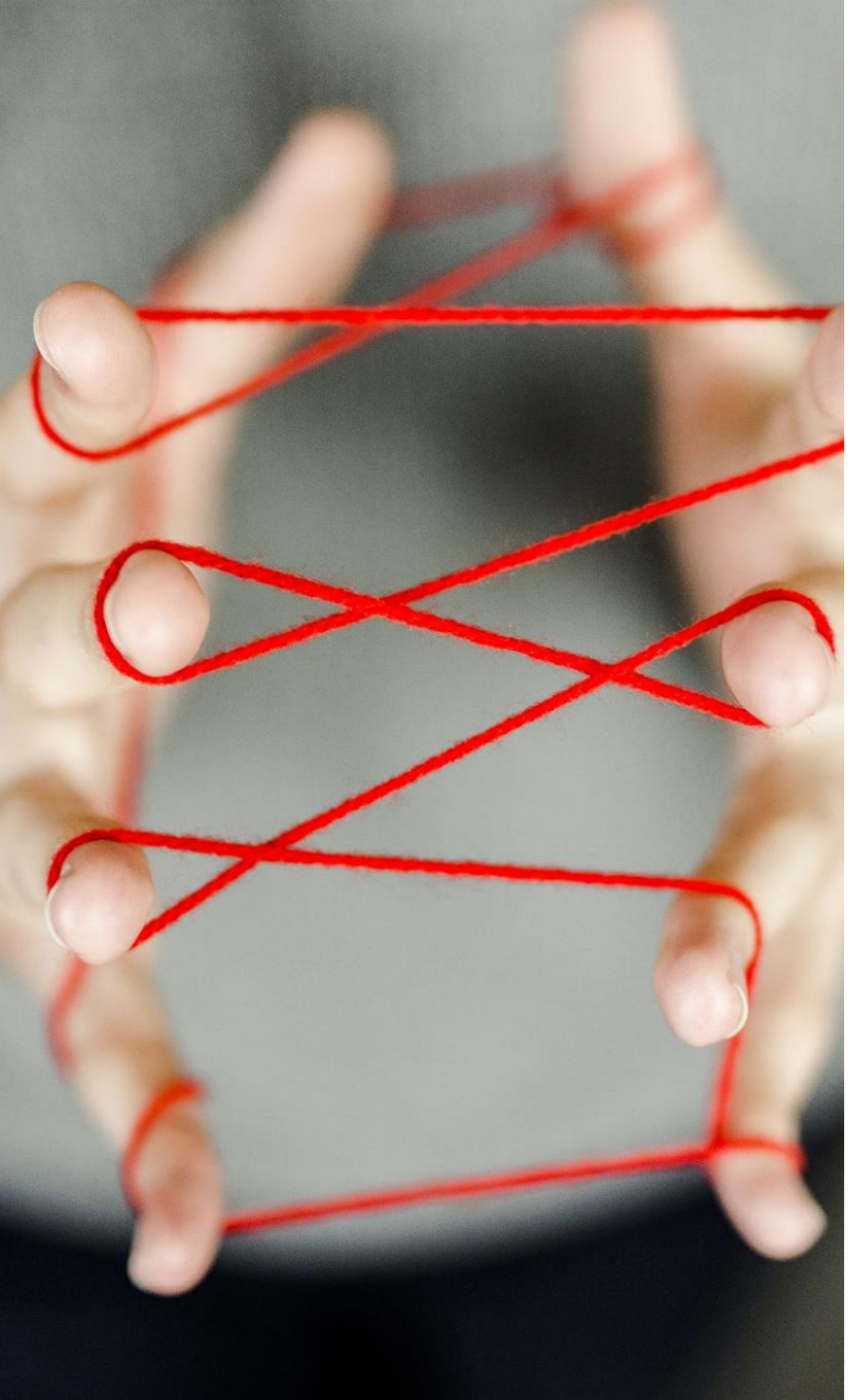
In this example for A Level Psychology, you could create revision notes on the whole unit for **paper 1** for the big picture, then generate more detail as you move through the topics, concepts and items that make up the syllabus. This example shows how the topic of **social influence** is broken down into concepts and then how the concept of **types of conformity** is broken down into items



CONSOLIDATE



DISTRIBUTED PRACTICE

- These connections are strengthened even further through regular practice over an extended period of time.
- This is known as **distributed practice** and encourages you to start revision as early as possible and spread the load over several months rather than trying to cram at the last minute.

DELIBERATE PRACTICE

- Once you've identified the chunks of information and dedicated the time to revising, you need to focus on the deliberate practice of effective revision. We will look at revision techniques in a future session, but this could include:
  - Creating mindmaps on a specific unit, topic and concept to reflect the different layers of learning
  - Answering past paper questions on specific topics and concepts
  - Creating flashcards on specific topics and concepts

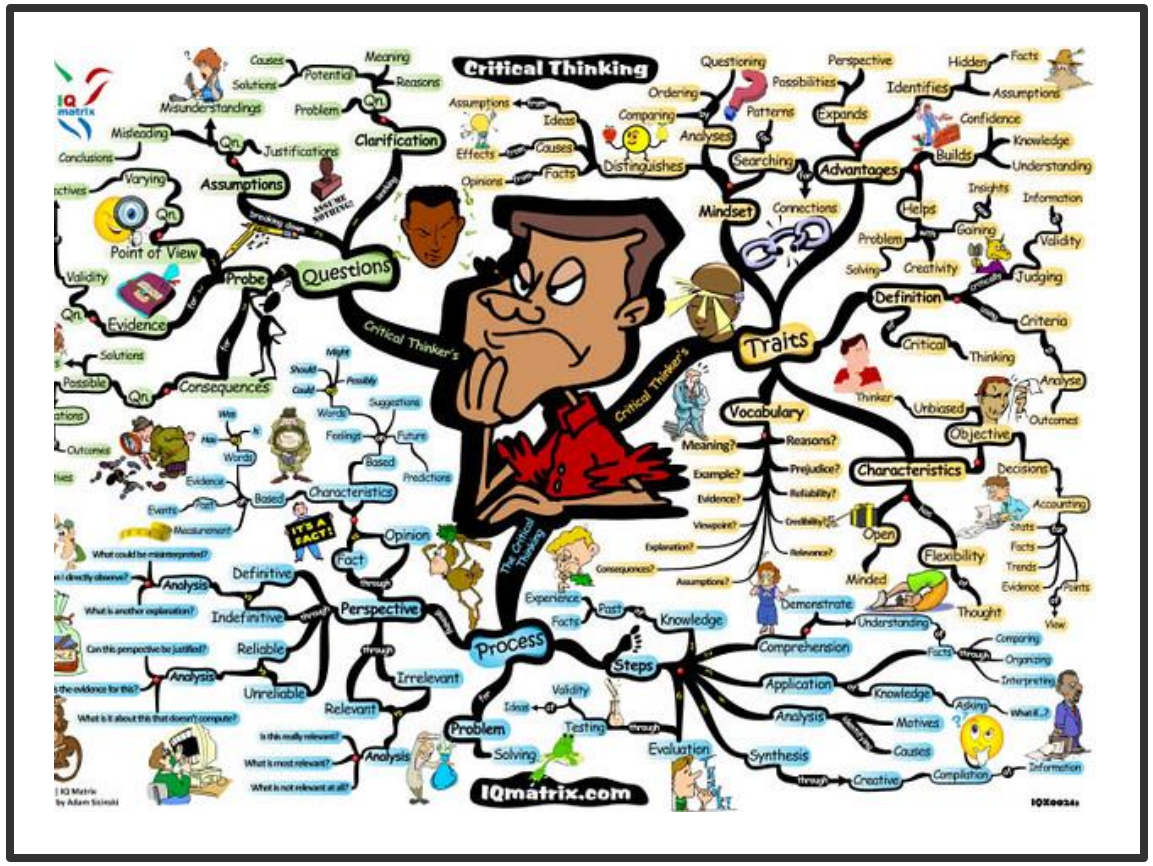
REVISION TECHNIQUES

- Lots of research has been carried out into which revision techniques work the best
- Some techniques will work better for different people
- Try them out...

POMODORO TECHNIQUE

- Named after the tomato timer used by Francesco Cirillo who devised the technique in the 1980s
- Choose a task
- Revise for 25 minutes – set a timer https://pomofocus.io/
- Have a short 5 minute break
- Repeat 3 more times before having a longer break

MINDMAPS



- Mindmaps are diagrams which consist of one central starting point which you then add several different branches to
- Each branch relates to a different idea, and you keep expanding until you've added all the information you need to
- Mindmaps allow you to engage with content using colour and imagery and can reflect the different layers of content that you identified by chunking the specification down into units, topics, concepts etc.

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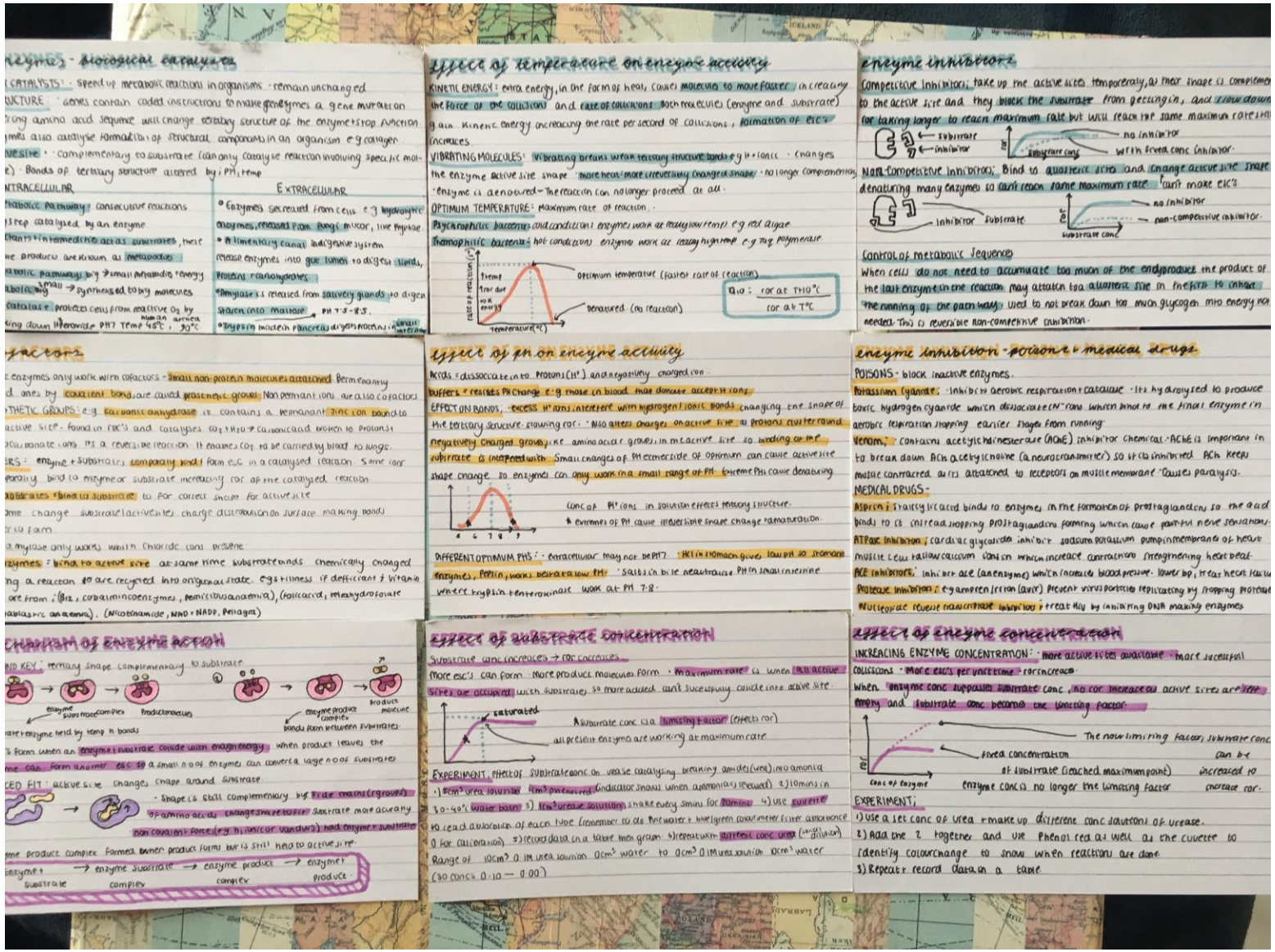
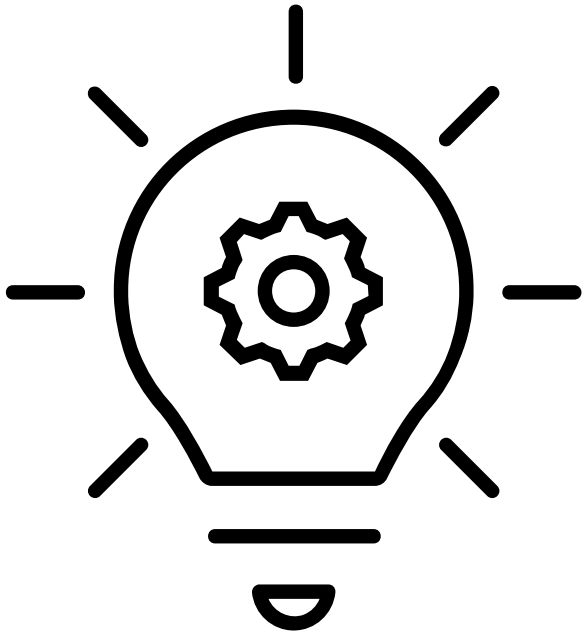
FLASHCARDS

- On one side of a flashcard you write a key term/concept and then on the other side the definition or explanation
- Use the Pomodoro Technique to give yourself 25 minutes to study the card, pause for 5 minutes, then (using Blurting) recall the information.



DUAL CODING



- Combine written and visual information when revising
- We all benefit from seeing information represented in different ways
- Short term memory relies on both visual and acoustic coding
- Use icons, cartoons, symbols and diagrams to help understand key words

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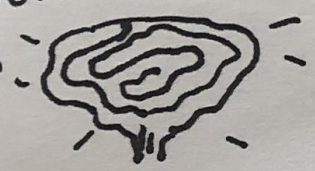
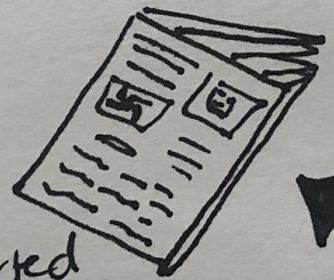
indoctrination of the German population.

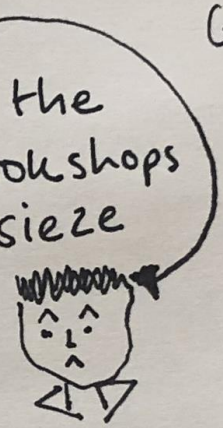


It was important the Nazi message was spread and shared. To do this everything needed to be censored and controlled.

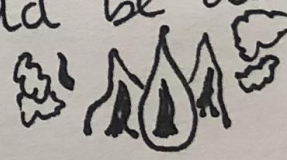
Newspapers were strictly controlled & only Nazi newspapers or papers that supported the Nazi regime were allowed to be published and distributed. Editors were responsible for checking & censoring all content.



The Gestapo had the power to search bookshops and libraries and sieze any books.



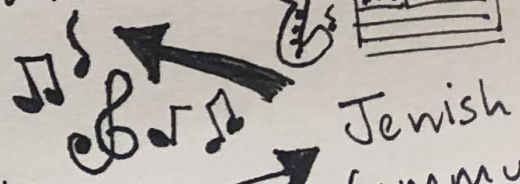
Books or materials deemed inappropriate could be destroyed



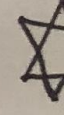
Programmes on the radio were also strictly controlled. Radios were made cheap as they were an easy way to spread Nazi messages to homes

Goebbels.

It wasn't just Jewish authors as jazz music was also banned



Jewish or Communi authors we not allowe be publi or liste to.



Radios made in Germany could not pick up foreign broadcasts.

EXAMPLE – HISTORY NOTES

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BLURTING

- Once you have notes, mindmaps, flashcards etc then you can test yourself on how much information you can recall
- Read notes/mindmaps etc for 25 minutes, have a 5-minute rest, then spend 25 minutes ‘blurting’ everything you can remember either by writing it down or talking about it.

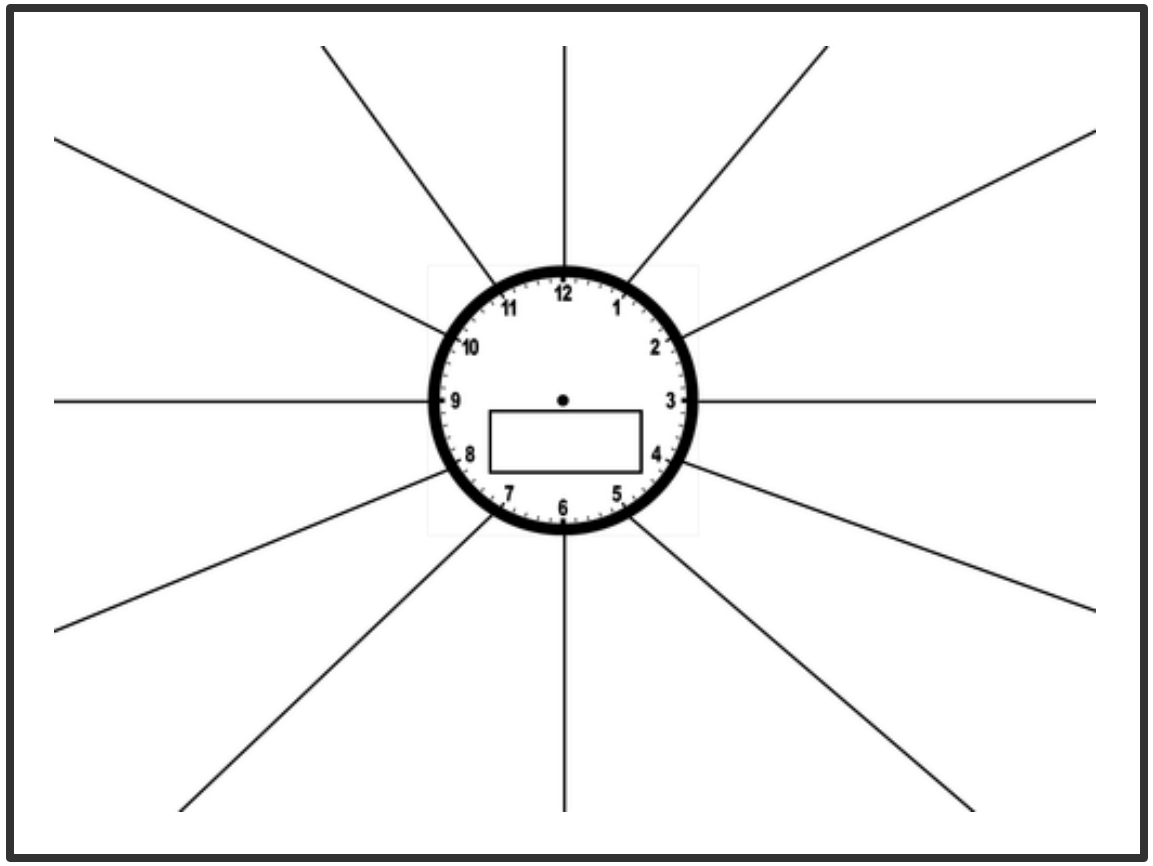
TECHNOLOGY

- Many subjects now have a wide range of revision videos on YouTube which many students find useful to over content and pick up on exam techniques
- AI platforms such as ChatGTP can be very useful if, for example, you need a quick summary of a concept to make flashcards with or if you want some questions on content to help frame your revision.

USE A WHITEBOARD

- One of the best ways to learn is to teach
- Buy yourself a whiteboard (lots of different sizes/costs available)
- Choose a topic/practice question and teach it to someone else or nobody in particular

REVISION CLOCK



- Choose a topic area
- Use the Revision Clock template on a sheet of A3 paper
- Break the topic down into 12 sub-categories
- Write brief notes on each sub-category
- Revise each chunk for 5 minutes
- Turn the clock over and recite knowledge
- Move on to the next chunk

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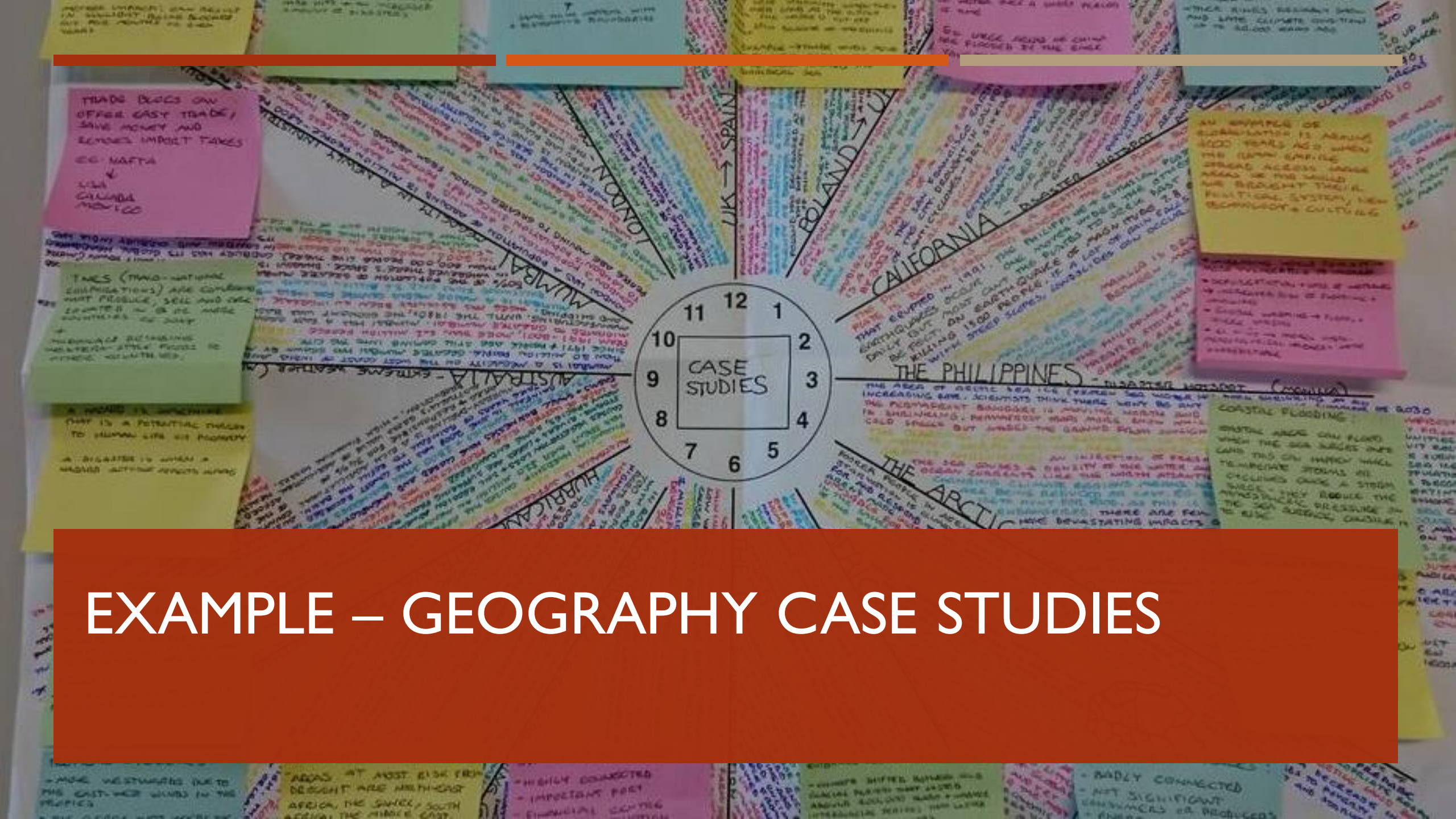
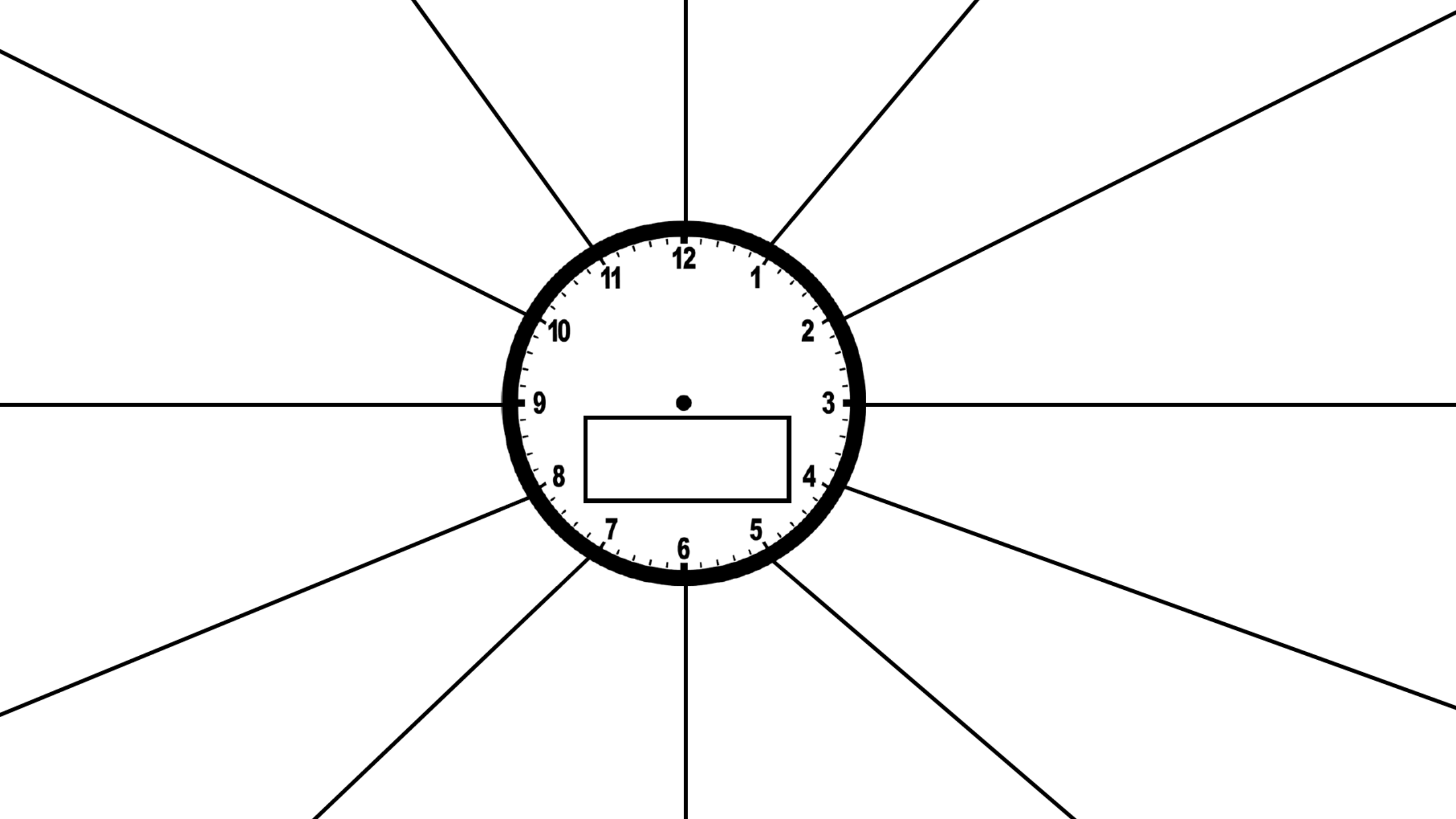


EXAMPLE – GEOGRAPHY CASE STUDIES


12
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MEMORISE

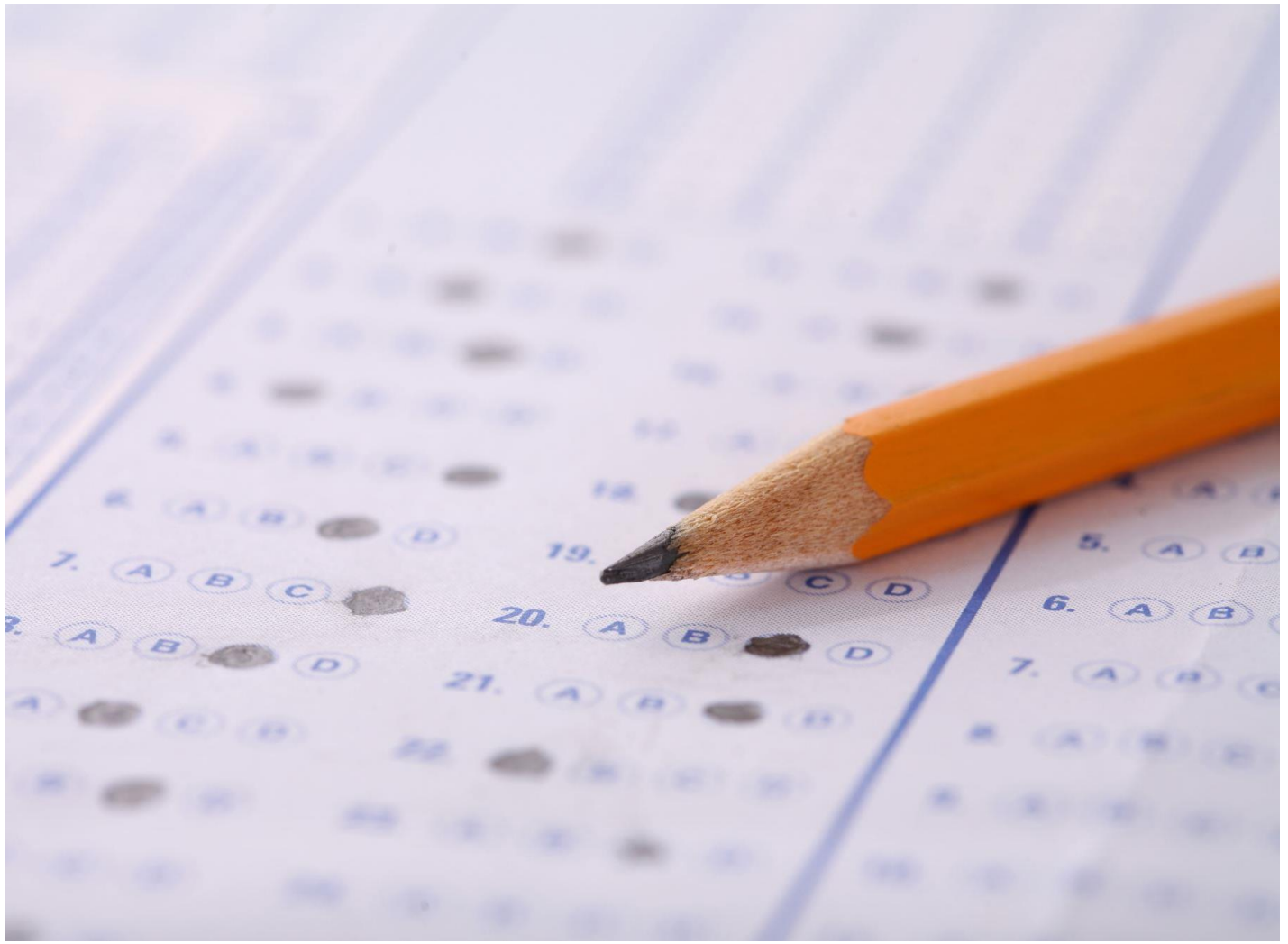
USE A RANGE OF TECHNIQUES, ASK YOURSELF 'HOW' AND 'WHY' AND RELATE REVISION TO EVERYDAY LIFE





CREATE YOUR OWN QUIZZES

- Choose a topic area
- Open Microsoft Forms, Kahoot!, or any other quiz generating platform
- Write questions with multiple choice answers to help **consolidate** learning
- Use the quiz to help you **memorise** content
- Share quizzes with others in your class



ASK YOURSELF 'HOW' AND 'WHY'

- One of the simplest but best revision techniques you can do is to ask yourself "How?" and "Why?" Both will help you build deeper understanding.
- If you're not sure how or why something works, look for the answers in your class materials or discuss them with your classmates. Find similarities and differences between related ideas. Describe what's going on out loud. Write down accurate explanations that you can refer back to.

RELATE REVISION TO EVERYDAY LIFE

- To move your knowledge from theory to practice, using real examples in your studies can be one of the best revision techniques to help you memorise information in a way that makes sense to you, for the long-term.
- Abstract ideas are harder to put onto paper and it can be tricky to know whether you truly understand them without a concrete example. There are two main ways to do this:
  - Find concrete case studies - (your teacher may have already provided you with some) and focus on understanding how the theory has been applied - case studies with diagrams are even better
  - Reverse engineer model answers - (you can often find these in mark schemes) to work out how they've been put together, what makes them good and how you would go constructing it yourself.

APPLY

COMPLETE PAST PAPERS

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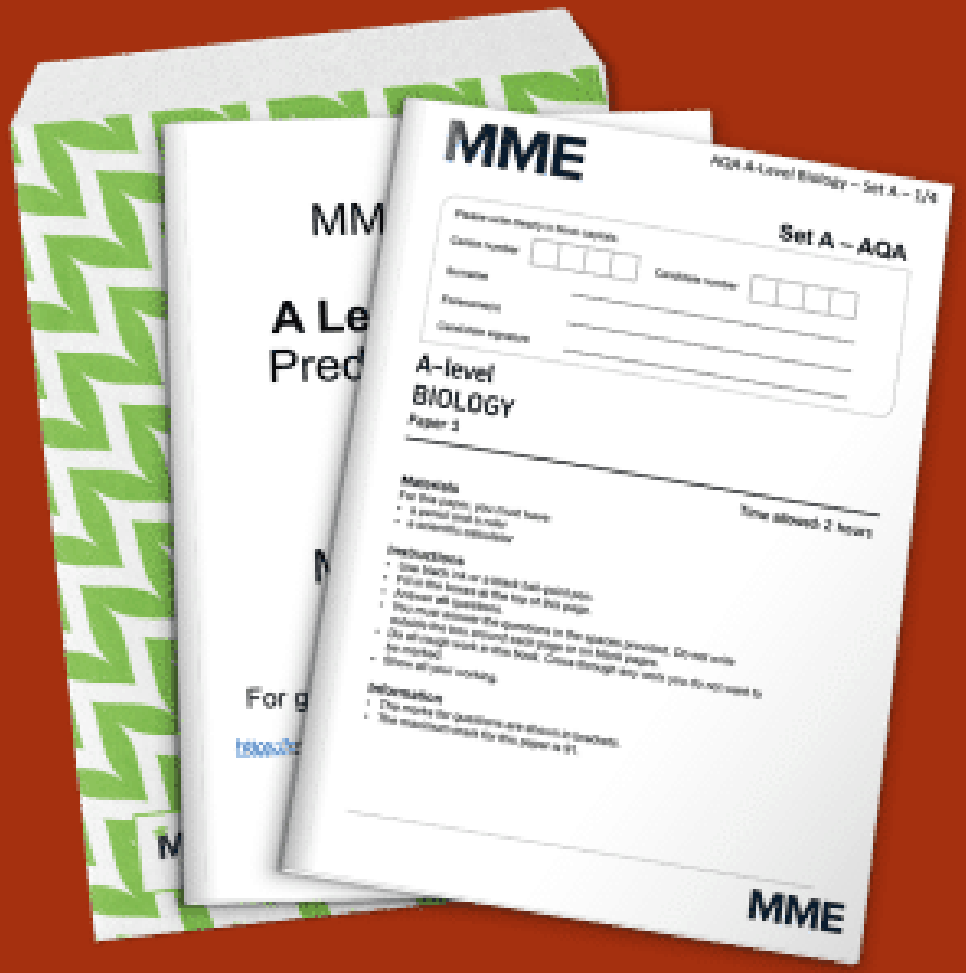

Example

PAST PAPERS

- If you have prepared, consolidated and memorised, you are ready to apply your learning
- Spend some time looking at previous examinations
- Practice as many questions as you can

APPLY