

Magna Academy



A Guide to Effective Revision

Year 10 & 12 Mock 2: 7 May - 10 June 2024

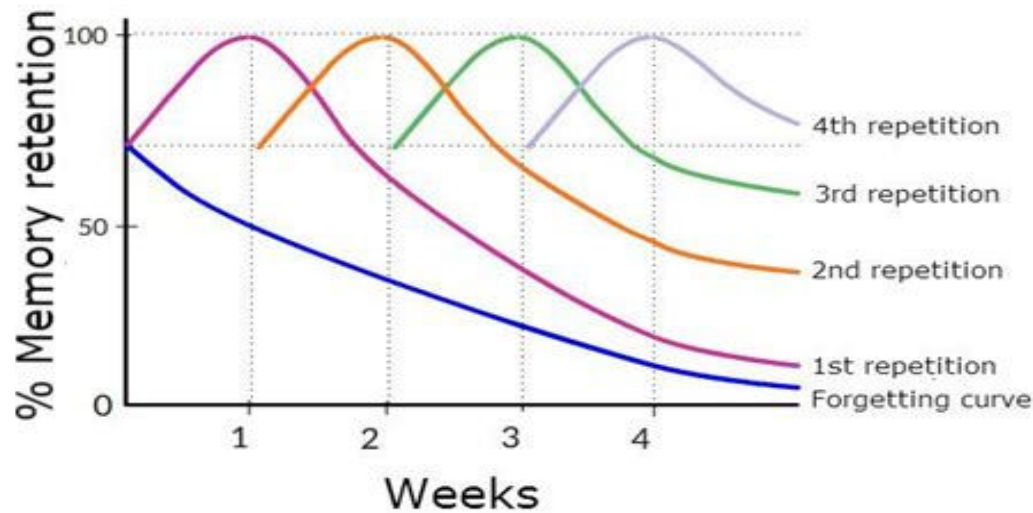
Introduction	Key Dates		
<p>This guide gives useful advice about the best ways for students to revise, along with helpful tips and information for parents. In support, subjects will be uploading revision material directly onto their subject google classroom pages. Teachers will also be leading revision based sessions to complement the revision students will be completing at home.</p>			
Google Classroom Page	Year 10		
<p>Students are encouraged to make full use of the resources on the 'effective revision' google classroom page. The page contains the following:</p> <ul style="list-style-type: none"> • An electronic copy of this guide to effective revision • Personalised Learning Checklists (PLCs) • Revision Timetables • Learning Strategies & Revision Techniques • Exam Techniques • Mindset and Managing Exam Stress • Diet and Nutrition • Physical Activity • Sleep, Rest and Recovery • Advice for Parents/Carers 	1-10 May	Effective Revision Week in Lessons & Personalised Learning Checklists (PLCs)	
	7 May - 10 June	Mock Exam Period 2	
	13 June	AP2 Reports	
	14 June	Set Changes for start of Year 11	
	24-28 June	Work Experience	
	Year 12		
	29 Apr-10 May	Effective Revision in lessons and Personalised Learning Checklists	
	7 May - 10 June	Mock Exam Period 2	
	13 June	AP2 Reports Distributed	
	1-5 July	Work Experience Week	
Contents of this Guide	<p>When preparing for your second set of mocks, look at how you prepare in a different way.</p> <p>Same words, different perspective!</p> <p><i>I'm trying something new today! 😊</i></p>		
<ul style="list-style-type: none"> • Key Dates • Mock Exams Timetable • Exam Expectations • The Forgetting Curve & Spaced Learning • RAG Personalised Learning Checklists (PLCs) • Effective Learning Strategies • Effective Revision Techniques • Revision Timetable Templates - Spaced Learning 			

Year 10/12 Mock Exams Timetable: 7 May - 10 June				Year 10	Year 12
Week 2	P1	P2	P3	P4	P5
Tues 7th May	10B French Speaking				
	10B & 10D Travel & Tourism				
Weds 8th May	10B French Speaking				
	10B BTEC Sport				
Thurs 9th May	10B French Speaking				
	10C Dance				
Fri 10th May	10B/A Spanish Speaking				
	10C Photography				
Week 1	P1	P2	P3	P4	P5
Mon 13th May	10B French & Spanish Writing		12C BTEC Sport	12C BTEC Sport	10B Geography
Tues 14th May		10M Biology	10B French Listening	10B French Reading	10DC Biology
	10 DC Maths Paper 1		10B Spanish Listening	10B Spanish Reading	
	12C Photography & 12D Art				
Wed 15th May	10M English Language Paper 1			12B British History	10M Chemistry
	12C Chemistry Paper 1		12B Media Studies Component 1		
		10DC Chemistry			
Thur 16th May	12C Sociology - Education				
	10A Spanish Writing	10DC English Lan Paper 1 SB	10M English Lan Paper 2 SA	10M Physics	
	10A History		10DC Physics	12B British History	
Fri 17th May	12A BTEC UPS		12A English Literature Paper 1		
	12D Geography - Physical		10DC English Language Paper 2		10C Hospitality & Catering
		10M English Lan Paper 2 SB	10M Maths Paper 1		
	12D Psychology Paper 1		12B Biology Paper 1		
Week 2	P1	P2	P3	P4	P5
	12D Physics Paper 1				
Monday 20th May	10M Maths Paper 2		10A Spanish Listening		10D Child Development
	12A English Literature Paper 2			10C Hospitality and Catering	

Tues 21st May		10DC Literature Paper 1 SA		10A Geography	10DC English Lit Paper 1 SB
				10A Spanish Reading	
Weds 22nd May	10M English Literature Paper 1 SA	12B History - USA			
	12B Biology Paper 2				
		10DC English Lit Paper 2 SA			
Thur 23rd May	10M English Lit Paper 1 SB				
	12C Chemistry Paper 2				
	12C Sociology - Families				
Fri 24th May		10DC English Lit Paper 2 SB	12B History (USA)	10M English Literature Paper 2	
	12D Psychology Paper 2		10M English Literature Paper 2		
	12D Geography - Human		10DC Maths Paper 2		
	12D Physics Paper 2				
Week 1	P1	P2	P3	P4	P5
Mon 3rd June	10B/A Spanish Speaking				
	12C BTEC Performing Arts				
Tues 4th June	12A Maths Pure				
	10B/A Spanish Speaking				
	10C Music				
Weds 5th June	10C BTEC Sport				
	10C Art				
Thurs 6th June	10D IT				
	10D Drama				
Fri 7th June	10D Enterprise				
	10D BTEC Sport				
Week 1	P1	P2	P3	P4	P5
Mon 10th June	12A Maths Applied				
	10D BTEC Child Development				

Exam Expectations		
<p>Attendance</p> <ul style="list-style-type: none"> ● If you are ill on the day of the examination and are unable to attend, please contact the academy at the earliest opportunity. ● You will also need to go to your GP on the same day as this is an examination board requirement. Your GP will give you a letter but only if they see the student on the day of the examination. 	<p>Bag drops</p> <ul style="list-style-type: none"> ● Apart from exam equipment, everything needs to be placed into your bag. ● On entry to the exam venue, bags must be dropped into a designated area which will be locked. ● In the sports hall you will be directed to the shutter cupboards ● In other venues you will be directed to G44 	<p>Mobiles Phones, Smart Devices and Watches</p> <p>Must be:</p> <ul style="list-style-type: none"> ● Removed ● Turned off ● Placed in bags before exam line-ups ● If caught you will be removed from the exam exam and possibly disqualified from other subjects ● IMPORTANT: Spot checks will take place in every exam
<p>Punctuality</p> <ul style="list-style-type: none"> ● Students who arrive late to an examination may not be allowed to sit the examination. ● Students who arrive late and are allowed into the examination will not be entitled to any extra time. 	<p>Equipment</p> <ul style="list-style-type: none"> ● You will be provided with a pencil case containing your equipment on arrival to the venue. ● When directed, you will need to bring a calculator. 	<p>Water Bottles</p> <ul style="list-style-type: none"> ● Highly recommended ● Bottles must be: Plastic, Clear, No Labels ● Water only
<p>Seating Plans</p> <ul style="list-style-type: none"> ● Plans will be shared each day for the sports hall and smaller rooms ● They will be available on the exams board in the Plaza - It is your responsibility to remember your venue and seat ● Regardless of the exam venue, all students must attend the exam line-up to be fully briefed 	<p>Exam Invigilators</p> <ul style="list-style-type: none"> ● Are respected members of academy staff ● They are there to support you and ensure you have a positive experience ● They will follow and use the JCQ and Academy regulations and policies ● IMPORTANT: Poor conduct will result in being disqualified from your exam 	<p>Exam Room Conduct - every venue</p> <ul style="list-style-type: none"> ● Silence at all times ● Entering the exam venue ● During the exam ● When leaving the exam venue ● Do not communicate with others ● Do not turn round and distract others ● Listen to and respect the invigilators
<p>Uniform</p> <ul style="list-style-type: none"> ● Same policy and procedure applies. ● Students not in correct uniform will not gain access to the exam. ● Sportshall - students are able to wear coats over the top of their blazer if they feel the cold. However, hooded jumpers and hats are not permitted. ● IMPORTANT: All items from your pockets will need to be removed before you enter the exam and placed in bags before exam line-ups. 	<p>At the start of an exam</p> <ul style="list-style-type: none"> ● Check you have the correct question paper – check the subject, paper and tier of entry ● Listen carefully to instructions and notices read out by the invigilators – there may be amendments to the exam paper that you need to know about ● Read all instructions carefully and number your answers clearly ● IMPORTANT: Do not draw graffiti or write offensive comments on examination papers – if you do the examination board may refuse to accept your paper. 	<p>At the end of an exam</p> <ul style="list-style-type: none"> ● Wait in silence and do not communicate with others ● Remember to check your answers and cross out any rough work. ● If you have used more than one answer book or loose sheets of paper, ask for a tag to fasten them ● The invigilators will collect in your papers - Question papers, answer booklets MUST NOT be taken ● The invigilators will dismiss you row by row ● Remain in silence until you leave the exam venue ● If you are dismissed during lesson time you must return to the lesson on your timetable

The Forgetting Curve for newly learned information



Spaced Learning

More likely to achieve grades **ABOVE** target

1/2 hour 1/2 hour 1/2 hour 1/2 hour 1/2 hour 1/2 hour 1/2 hour 1/2 hour

More likely to achieve grades **ON** target

1 hour 1 hour 1 hour 1 hour

More likely to achieve grades **BELOW** target

[Large solid green bar]

RAG Personalised Learning Checklists (PLCs)

- Each subject has a Personalised Learning Checklist (PLC) to help you self-assess and set your revision priorities.
- Start by going through the topics that are due to be covered in the exam in each subject PLC. Think about how confident you are about being able to answer questions on that topic.
- Once you have decided, tick the relevant RAG box
 - RED = Don't know so need to work on first**
 - AMBER = Know some of it but not all of it**
 - GREEN = Confident I could take the exam**
- In your revision schedule, make sure you concentrate on the topics you have ticked as **RED** first.
- Once the **RED** has been worked on you should be able to tick as **AMBER**. Do your best to get every topic ticked as **GREEN** before you begin your exams.
- Your subject teachers will inform you of which revision list objectives will be included in the mock exam
- PLC Example:

GCSE Business Studies AP2 – Personalised Learning Checklist (PLC)

Paper 1	R	A	G
Know the different organisational structures			
Be able to calculate profit			
Calculate percentage changes			
Define span of control			
Identify the different types of production			
Understand the stages of recruitment and selection and content of documents involved			
Identify the qualities of entrepreneurs			
State the impact of unemployment on business			
Calculate average cost			
Know the different types of ownership to include sole trader, partnership, Ltd and PLC			
Identify layering and centralisation			
Describe the content of a business plan			
Know the difference between needs and wants			
Describe sustainability			
Know how to measure business success			
Describe business objectives			
Paper 2	R	A	G
Know the marketing mix			
Define sources of finance			
Identify the content of a Boston Matrix			

Effective Learning Strategies - Check out the google classroom page for resources and instructional videos

Spaced practice

For more effective and deeper learning, study has to take place in smaller chunks over a longer period of time (as opposed to 'blocked practice' which involves cramming in as much learning and revision as possible in a shorter block of time).

How to do it:

1. Avoid a revision strategy that involves cramming at the last minute.
2. Instead, plan a revision timetable with small 30-minute chunks of revision for three or four subjects per night (with breaks in between) over the course of the week.
3. This means that you might have two hours of maths revision during the week, but instead of being in one go and forgetting most of it, spread it out in smaller, more memorable chunks.

Retrieval practice

When students leave some time in between learning topics, the brain forgets some information. However, the effort involved in retrieving the forgotten learning helps embed information more securely in the long term memory. It may seem counterintuitive but it is an extremely effective learning technique. *How to do it:*

1. Make a list of all the information you need to know from each topic in a particular subject, e.g. A quote for English
2. Close your book or revision guide and make a quiz using flashcards - **Leitner Model**
3. Try to recall (retrieve) everything you remember.
4. Go back and check what you remember against your answers.
5. Repeat, several times, but space repeats out.

Interleaved practice

Interleaving is when you mix up what you are studying. it is actually better for your memory and recall to split up topics in your study sessions.

How to do it:

1. Instead of revising Romeo and Juliet continuously for a week split the topics up over the week, for example Romeo and Juliet on a Monday and Wednesday and A Christmas Carol on a Tuesday and Sunday

Questioning and Elaboration

Once you have learnt the information using retrieval practice, you should ask questions of what you have learned and try to find connections between ideas and concepts. *How to do it:*

1. Once you have had a few turns at retrieval and can remember the content, why not have a go at asking yourself some questions about it.
2. Ask yourself questions about a topic to delve deeper. The more information you have about a specific topic the stronger your grasp & recall. Try to answer the questions without using your study materials.
3. Example questions: Which concepts can link together? How can this relate x to y ? How can it be further explained, using more detail? What are the similarities and differences between these two things?

Dual Coding

This is where you take a large body of text and convert it to a visual diagram, this might be a concept map or a diagram etc. Combining these visuals with words is an effective way to study. *How to do it:*


1. When reading your revision guide, think of visuals, such as drawings or diagrams that match the information and draw it.
2. Certain types of visuals work very well with certain types of materials
3. Once you have done it. Try retrieving the dual coded work.

Concrete Examples

Abstract ideas can be difficult to understand & explain. Our memories find it easier to remember concrete examples better than abstract information. This is about turning abstract ideas into real world examples. *How to do it:*

1. Try to find examples of abstract concepts that you study in different subjects and turn them into concrete examples.
2. Try to find exemplar answers to questions that you might get asked and pick apart how it was put together and use it to plan your own answer.

Effective Revision Techniques - Check out the google classroom page for resources and instructional videos

Mind Maps & Retrieval Clocks	Cue/Flash Cards	Leitner Method
<p>Use just keywords, or wherever possible images. Start from the centre of the page and work out. Make the centre a clear and strong visual image that depicts the general theme of the map. Create sub-centres for sub-themes. Put keywords on lines. This reinforces the structure of notes. Print rather than write in script. It makes them more readable and memorable. Lower case is more visually distinctive (and better remembered) than upper case. Use colour to depict themes and to make things stand out. Anything that stands out on the page will stand out in your mind. Use arrows, icons or other visual aids to show links between different elements. Be creative. Creativity aids memory.</p>	<p>A good cue card should contain all the KEY POINTS on a topic in a clear and concise way. It should be a condensed version of whatever you have in your notes and you should be able to take in the information on the card at a glance. By transferring information from your notes to the cue card you are re-learning what you have covered in class. This is because you have to put information in your own words and to do that you have to understand it! A cue card should just have the key points on. It shouldn't have loads and loads of detail. If you come back to a cue card and you don't understand it, use your more detailed class notes.</p>	<p>Use this method to organise the retrieval practice of your cue cards. It involves having three piles of cards 'Everyday', 'Every three days', 'Every week'.</p> <ol style="list-style-type: none"> 1. Test yourself on the knowledge on your cue cards. 2. The ones you do not get right put them in a pile (the everyday pile). The ones you do get right put them in a different pile (every three days pile). 3. Review the ones you got wrong the next day. If you get them wrong again, keep them in that pile. If you get them right, put them in the 'Every three day pile'. 4. Three days later review the cards in the 'Three day pile'; if you get them wrong then move them back to the 'Everyday' pile. If you get them right, move them to a new 'Weekly' pile. 5. Repeat this process until the information is easier to retrieve
Past Papers, Mark Schemes and Examiners Reports	Tassomai, Sparx and Seneca	Acronyms
<p>You can practice your timing and learn the patterns You can identify your weaknesses and reinforce your successes They simulate the stress of the real thing You get to see how they're marked and what examiners look for You'll know what came up in previous years You can identify the command word(s) = what the question is asking you to do i.e. explain, analyse, describe etc... You can identify the trigger word(s) = link to the subject spec</p>	<p>These online programmes are designed to support you with understanding the key knowledge across your subjects.</p> 	<p>To make an acronym, you take the first letter of each word in a list and then rearrange it to make a memorable word.</p> <p>Top tips for acronym creation:</p> <ol style="list-style-type: none"> 1. List the information that you need to remember 2. Write down all of the initials of all of the key words 3. Rearrange the letters to form a new word that you will remember
Skeleton Essay Technique	Test your knowledge	Mnemonics
<p>Is a really useful approach in practicing essay writing without having to write an essay Instead, you produce a sitemap of an essay. This will include: The main heading An outline structure Associated arguments 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. De-construct and then after periods of remembering the skeleton structure try and re-construct as a full essay.</p>	<p>Free recall: Spend 1-0 minutes filling a blank piece of paper with EVERYTHING you can remember from your revision. Tough it out, think hard and jot down EVERYTHING you know. At the end of the 10 minutes go to your revision notes and find out what you remembered and what you forgot. Then focus on the material you forgot. Quizzes: By creating your own quizzes you are forced to think about relevant questions to pose. In turn, this means you have to understand the answers completely.</p>	<p>To create a Mnemonic all you have to do is write down your list of facts or information. As an example try to remember the order of the planets that circle our sun. So the first thing I do is write them down in order: Mercury Venus Earth Mars Jupiter Saturn Uranus Neptune Pluto Then you need to take the first letter from each of the planet names: M V E M J S U N P Now, you need to create a memorable sentence or phrase that uses each of the letters above in turn as the first letter of each word in my new sentence...sounds complicated but it isn't: My Very Early Morning Jam Sandwich Usually Nauseates People</p>

Revision Planner	Week Commencing:	
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Please use the box to write in a subject and objective to be covered from the RAG Revision list. Start on the **REDS** per subject with the aim of moving them to **AMBER** and then **GREEN**. Make sure you update the subject RAG columns to help set accurate revision targets.

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Exercise/ Reward							

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	RAG Topic:	RAG Topic:	RAG Topic:	RAG Topic:	RAG Topic:	RAG Topic:	RAG Topic:
	Subject:	Subject:	Subject:	Subject:	Subject:	Subject:	Subject:
	RAG Topic:	RAG Topic:	RAG Topic:	RAG Topic:	RAG Topic:	RAG Topic:	RAG Topic:
RA Session	Subject:	Subject:	Subject:	Subject:	Subject:	Subject:	Subject:
	RAG Topic:	RAG Topic:	RAG Topic:	RAG Topic:	RAG Topic:	RAG Topic:	RAG Topic:
						Subject:	Subject:
						RAG Topic:	RAG Topic:
Exercise/ Reward							

Revision Planner	Week Commencing:	
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Please use the box to write in a subject and objective to be covered from the RAG Revision list. Start on the **REDS** per subject with the aim of moving them to **AMBER** and then **GREEN**. Make sure you update the subject RAG columns to help set accurate revision targets.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Revision 30 - 45 minute spaced blocks	Subject:	Subject:	Subject:	Subject:	Subject:	Subject:	Subject:
	RAG Topic:	RAG Topic:	RAG Topic:	RAG Topic:	RAG Topic:	RAG Topic:	RAG Topic:
	Subject:	Subject:	Subject:	Subject:	Subject:	Subject:	Subject:
	RAG Topic:	RAG Topic:	RAG Topic:	RAG Topic:	RAG Topic:	RAG Topic:	RAG Topic:
RA Session	Subject:	Subject:	Subject:	Subject:	Subject:	Subject:	Subject:
	RAG Topic:	RAG Topic:	RAG Topic:	RAG Topic:	RAG Topic:	RAG Topic:	RAG Topic:
Exercise/ Reward							

