

Magna Academy



A Guide to Effective Revision

Year 7, 8 & 9 Mock exams: 3-14 June 2024

Introduction	Key Dates
<p>Thorough revision is essential if students are to be successful in any examination. We recommend that revision be completed over an extended period of time to give the best possible experience and outcome.</p> <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> <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 	<p>w/c 7th May:</p> <ul style="list-style-type: none"> ● Effective revision workshops during tutor time (resources can be found on the effective revision google classroom page): <ul style="list-style-type: none"> ○ The forgetting curve ○ Revision timetables ○ Learning strategies ○ Revision techniques ○ Exam techniques <p>7 - 9th May:</p> <ul style="list-style-type: none"> ● Mock assemblies - raising standards <p>13-24th May:</p> <ul style="list-style-type: none"> ● Effective Revision fortnight in Lessons ● Personalised Learning Checklists (PLCs) handed to students ● From the start of the effective revision fortnight and until the end of the mock period, students are not required to self quiz. ● Students will continue to follow the homework tables, but will use effective revision techniques to replace self-quizzing ● Students will need to keep a daily revision log in their self-quizzing exercise books with evidence of techniques used to show their tutors. Each page will need to be dated and content kept neat and tidy following our self-quizzing expectations.
Contents of this Guide	
<p>Key Dates</p> <p>Mock Exams Timetable</p> <p>Exam Rules and Regulations</p> <p>Getting Started</p> <p>RAG Personalised Learning Checklists (PLCs)</p> <p>Effective Learning Strategies</p> <p>Effective Revision Techniques</p> <p>Revision Timetable Templates - 10 weeks</p>	<p>3 - 14th June</p> <ul style="list-style-type: none"> ● Mock Period in lessons <p>18 July</p> <ul style="list-style-type: none"> ● AP2 Reports distributed ● Results assembly <p>19th July</p> <ul style="list-style-type: none"> ● Set changes for September 2024

Mock Exams Timetable

Year 7 Mock Exam: 3 -14 June 2024 (AP2)			Key	7S	7F
Week 1	P1	P2	P3	P4	P5
Mon 3rd June				7S Spanish	
Tues 4th June				7S Biology	
Weds 5th June				7F English	7F Geography
Thurs 6th June	7F French		7S Geography		
Fri 7th June		7S English 7F Biology		7S Chemistry	
Week 2	P1	P2	P3	P4	P5
Mon 10th June		7S History			
Tues 11th June		7S Physics			7F Chemistry
Weds 12th June					
Thurs 13th June	7F History				
Fri 14th June		7F Maths		7S Maths 7F Physics	

Year 8 Mock Exam: 3 -14 June 2024 (AP2)			Key	8S	8F
Week 1	P1	P2	P3	P4	P5
Mon 3rd June			8F Geography		
Tues 4th June					
Weds 5th June	8S English		8S Geography		8F History
Thurs 6th June				8S History	
Fri 7th June				8S Biology 8F French	8F Biology
Week 2	P1	P2	P3	P4	P5
Mon 10th June		8F English			
Tues 11th June			8S Spanish	8S Physics	
Weds 12th June	8F Physics				8S Maths
Thurs 13th June			8F Maths		
Fri 14th June	8F Chemistry			8S Chemistry	

Year 9 Mock Exam: 3 -14 June 2024 (AP2)			Key	9S	9F
Week 1	P1	P2	P3	P4	P5
Mon 3rd June		9S Geography	9F Biology		
Tues 4th June	9F Geography	9S Biology			9S English Lit
Weds 5th June			9F French	9S Spanish	9F English Lit
Thurs 6th June	9F Maths	9S Maths	9F Chemistry		
Fri 7th June				9F History	9S History
Week 2	P1	P2	P3	P4	P5
Mon 10th June		9S Chemistry			
Tues 11th June			9F English Lang		
Weds 12th June	9S Maths				9F Maths
Thurs 13th June	9S English Lang 9F Physics				
Fri 14th June	9S Physics				

Exam Rules and Regulations

We appreciate that the following may seem like a list of rules and restrictions. Our only aim is to support students in achieving their very best in the examinations. We believe that by sharing these very clearly with you and those at home we can focus our attention on the vast majority who share our expectations during this period.

1. If students do not have an exam, they will be expected to be in their normal lessons/tutor periods and being taught by their subject teacher/tutor.
2. Students will need to arrive at the examination venue 10 minutes before the allocated time. Students will be escorted to the belongings drop off area before entering the examination hall.
3. Students who qualify for examination access arrangements will be roomed in a smaller venue to complete their exams.
4. 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: this is an examination board requirement. Your GP will give you a letter saying you were too ill to sit the examination, but only if they see the student on the day of the examination. The letter then needs to be dated, signed and brought to school ASAP and given to the exams team.
5. 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.
6. Students are responsible for providing the correct equipment for each examination. Each subject has clearly instructed students on what they need to bring to the exam. The academy will not provide any equipment that a student forgets to bring.
7. Students must be silent at all times when entering and exiting the examination room and not communicate with other students in any way. The academy is obliged to report any student who fails to adhere to this regulation to the examination board.
8. Students must be silent at all times when in the examination room and not communicate with other students in any way. The academy is obliged to report any student who fails to adhere to this regulation to the examination board.
9. We encourage students to ensure they have visited the toilet facilities before the exam. In the event of needing to visit the toilet during the exam, students must remain silent with their hand raised until an invigilator is available to field their request.
10. Students are not allowed mobile phones, watches (of any description) or bags in an examination room. Any student in possession of any of these items in an examination room is liable to disqualification by the examination board across all subjects. It is important that students are in good habits before they reach their final examinations. Students will need to keep their belongings in a safe place during examinations and will be instructed on how/where to do this.
11. Any pencil cases or water bottles need to be clear with any labels removed. No food or other liquids other than water is allowed. If calculators are required all cases need to be placed on the floor next to your desk.
12. Students are responsible for their own travel arrangements to and from the academy for examinations.
13. If there is a fire alarm students must remain seated and follow the instructions of their invigilator in the room. Students must remain silent and under exam conditions.
14. At the end of the exam students will be dismissed by subject or seating plan (row etc). Students will be escorted to collect belongings from the allocated area in silence as exam requirements still apply. Students will need to return immediately to their normal timetable

Getting Started

WHERE?

- Find a fixed place to study that becomes firmly associated in your mind with productive work. All the equipment and materials you need should be within reach. Turn your room into a positive learning environment.

WHAT?

- Remember that it's all about being active and focused on tasks, not time! Know at the start of a session what you want to have completed by the end of the period. Make the revision tasks specific and realistic, not vague and large.

HOW?

- Getting started is often the most difficult bit, so start by 'doing'. Take notes. It usually helps to begin with a subject you like, move on to other less favoured areas, and then finish up with a favoured topic to maintain the interest.

WHEN?

- Try to schedule your study for times when you are more mentally alert. Most people find their ability to focus deteriorates towards the end of the day. Getting revision done earlier in the day aids efficiency and also offers the reward of having time to relax after the work is done.

WHY?

- Test your progress at the end of a study session. Ask yourself "what have I just learned?" Review the material covered in your revision session. Merely recognising material isn't enough – you must be able to reproduce it without the aid of the book or notes.

RAG Personalised Learning Checklists (PLCs)

1. 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.
2. Think about how confident you are about being able to answer questions on that topic.
3. Once you have decided, tick the relevant RAG box.
 - a. **RED = Don't know so need to work on first**
 - b. **AMBER = Know some of it but not all of it**
 - c. **GREEN = Confident I could take the exam**
4. In your revision schedule, make sure you concentrate on the topics you have ticked as **RED** first.
5. 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.
6. Your subject teachers will inform you of which revision list objectives will be included in the mock exam.

There are instructional video clips on the effective revision google classroom on:

1. Why we revise - forgetting curves
2. How to use your RAG revision lists (PLC) for each subject.



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, Hegarty 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> <div style="text-align: center;">  </div>	<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 style="text-align: center;">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.

	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							

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	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							

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

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