

**ST MARY'S
COLLEGE**



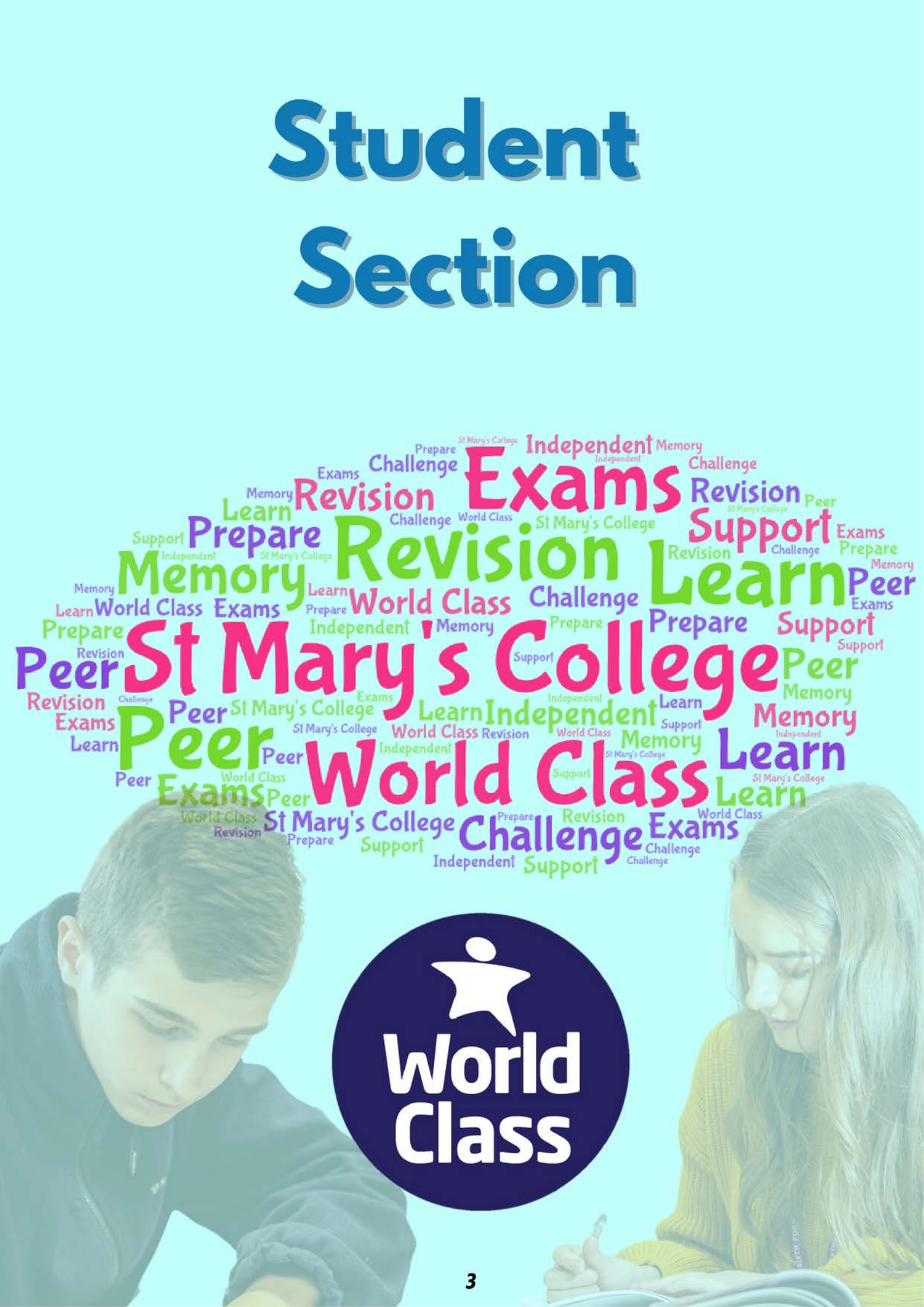
Your Guide to Successful Revision

Key Stage 4

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Student Section



Top tips for Revision- what to do

BE ORGANISED !

Plan your revision. A revision timetable is invaluable so that you know what to study and when.
Split your study into achievable chunks. This will ensure that your plan is realistic and will ensure that you are not squeezing too much revision into one day.

GIVE YOURSELF PLENTY OF TIME !

The sooner you start your revision, the better. This will ensure that you are fully prepared heading into your exams and assessments. You can also plan ahead to spend more time studying the topics you find difficult.

UNDERSTAND THE ASSESSMENT OBJECTIVES !

Make sure you understand how you are assessed and which questions will potentially come up.
This should inform you of what and how you study.
Having more knowledge of the assessment before it happens, means you will be better prepared when the time comes.

TRY DIFFERENT LEARNING METHODS !

Mix up your learning methods by engaging all your senses.
If you normally learn best by reading and writing, also try verbalising your revision out loud or even teaching it to a friend.
Adding variety can help you to commit ideas more firmly to memory.

SLEEP !!

Without sufficient rest you will struggle to study effectively. Concentrating on work when tired will be difficult and your motivation to study may fade. Lack of sleep impairs memory making it hard to recall important ideas when it matters most. You should prioritise getting between 7 and 9 hours of quality sleep each night.

USE DIFFERENT LEARNING MATERIALS

Learning a topic through a textbook is just one study method. Watch documentaries and videos on the topics you're trying to learn. Source articles, podcasts and books on the topic too. Teachers often have many recommended learning materials. Don't forget the Internet holds a universe of information.

PRACTICE PAST PAPERS

Past papers are great indicators of what might come up in your assessment. Time yourself while doing them to see how you perform under test conditions. This way, when it's time to be tested, you'll feel more prepared. Ask your teachers and tutors for past papers. You can also usually find past papers online.

TAKE BREAKS !

To revise effectively, you'll need to split up your study with breaks. It's not wise to study for hours on end without stepping away from your work. Taking breaks allows your brain to refresh and reset. This is particularly useful if you're finding a certain topic challenging. Incorporate exercise into these breaks too as moving your body will give you more energy to continue learning.

REMOVE DISTRACTIONS

Avoid having your phone with you while you study. The allure of social media, and other apps, can be too distracting. Try leaving your phone in another room so you are not tempted to reach for it. If you need it nearby, download the Forest app which will motivate you to stay focused and not use your phone.

BE MINDFUL OF WHAT YOU EAT

What you put into your body will affect the quality of what you put out. Fuelling your brain and body with a balanced, nutritious diet will only benefit the effectiveness of your revision. Foods that'll ensure your brain is firing include fruit, nuts, seeds, wholegrains and vegetables. Don't forget to supplement these with plenty of water.



Don't
leave it until
the last
minute!



Don't
compare
yourself to
other people!



Don't
shut
people
out!

What NOT to do !



Don't
get
distracted!



Don't
be a
workaholic!



Don't
give
up!

KEEP IT IN PERSPECTIVE



 **GET THAT ORGANISED FEELING**

GET INTO SOME GOOD HABITS 



**ASK FOR SUPPORT FROM
FRIENDS, FAMILY AND
TEACHERS**

AVOID BAD HABITS



REMEMBER TO BREATHE !

How to manage stress and anxiety

Strategies you may find helpful

Effective revision involves recapping, consolidating and using the formation you are trying to learn. This is essential to allow your brain to remember, learn and make connections. Everyone finds different revision strategies useful. For example, your best friend may learn best from reading and recalling verbally whereas you may learn best from creating more visual versions of the information you need to learn. Some students like to condense information on to creative and colourful cue cards, others like to read and review example mark schemes.

Here are some strategies you could try.
Remember, you won't know if they work for you until you try them so start early!

- Creating **mind maps** on large pieces of paper to make information visual and show how different parts of a subject link together.
- Put revision aids up **around the house** – (key religious terms, mathematical formulae, language verbs etc.). Place these somewhere you see often.
- Use pictures, large flip chart sheets and colour to make **posters** with key points. Display these on walls where you will see them regularly.
- **Record yourself** reciting key information on a topic area or how to perform a skill (responding to extended questions) and listen back when in a quiet and controlled space, for example, before bedtime or when travelling in a car.
- **Highlight key areas** of notes or books (if yours), picking out the key points or summaries.
- **Create cue cards** – small cards summarising key information.
- **Revise and discuss with another person**, ideally a peer, who is revising the same subject.
- Make use of **online resources that are interactive**, for example, YouTube videos and BBC bitesize.
- **Read** a small piece of text, **cover** it and try to **recall**.
- **Tell someone** about what you have learned.
- Ask people around you to **test** you.



Memory techniques

Using strategies to help memorise key information can be really helpful. It is most useful when you have to memorise a list of things or need to recall key words to trigger more information recall. Here are some little tips that will help you memorise and recall key information.

Picture stories

Thinking of a strong visual image to associate with each word and linking them together in a story (the more unlikely and the more silly the better). For example, to remember the order of scenes in a play you could use one picture to symbolise each scene, or to remember the pathway of blood through the body you could think of one picture for each stage to help you recall the correct order.

Mnemonics

Make up a silly sentence to help you remember the order of something e.g. Never Eat Shredded Wheat (North, South, East, and West).

Acronyms

An acronym is a word formed by using the first letter of words to make a single term. For example, NASA (National Aeronautics and Space Administration). Are there some interesting and memorable acronyms you can create in your revision? If so, share them with your peers and teachers.

Question practice

Try some past exam questions. Make sure you set the appropriate time limit and try to work under exam conditions. It is worth looking at them early to get an idea of the sort of question you will be answering – essays, multiple choices etc. You can ask your teacher for these or source them online – be sure to use the correct Exam Board.



Parent/Carer Section

A word cloud featuring various terms related to education and support, including: Exams, Revision, Learn, Memory, Prepare, Challenge, Support, World Class, St Mary's College, Independent, Peer, and Exams. The words are arranged in a circular pattern, with 'Exams' and 'Revision' being the most prominent.



How you can best support your child

Parental involvement and support at the crucial time of preparing for assessments can make a real difference. We would like to reassure you that St Mary's College will support your child every step of the way of course, not just to prepare for their exams, but to move on to the next venture in their lives.



Research shows that those students with the appropriate support from home are significantly more likely to experience success. The good news is you do not have to be an expert in any of the subjects or be overly involved in their independent study to make a difference.

There are many expectations of your child in examination years – expectations which for many children are hard to meet. The demands you will be able to help your child with are likely to include:

- **Being more self-motivated and taking more responsibility for their own learning.**
- **Developing their abilities to overcome frustrations.**
- **Organising themselves effectively.**
- **Completing independent work at home.**
- **Organising and planning their time (can you support them in making a weekly timetable and help prompt them).**
- **Helping them plan and do their revision (take an interest and ask if you can support in anyway).**
- **Encouraging them through praise and recognition.**
- **Removing barriers by providing the tools for homework and revision – a quiet space, a 'workbox' of pens, paper and other necessities.**
- **Being familiar with their timetable and revision opportunities so you can challenge them precisely.**



Your child is highly conscientious and you are worried they are overdoing it...

- Firstly, try not to make your anxieties over your child's well-being obvious. Stay calm and speak to them about their time management.
- Show confidence in your child.
- Make sure they know you believe in them.
- Show them you are proud regardless.
- Factor in family time where distractions such as screens (TV and phones) are not likely.
- Speak to school – we are here to help!



Your child appears unmotivated and not seeing the value in independent study...

- Be aware of when revision sessions at school are and direct them to the teacher-led sessions.
- Set realistic and specific goals e.g. attend just two revision sessions at school (decide these together).
- Support them by spending time with them when they are revising showing interest in what they do.
- Communicate with school so we can support where possible.
- Rewards can help motivate them to start. Although we don't encourage bribery, sometimes a nudge in the right direction is needed.
- Remove potential barriers such as distractions.







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