ST BERNARD'S
HIGH SCHOOL

REVISION EVOLUTION

Helping you help your children

SUPPORT | STRATEGIES | SUCCESS



ST BERNARD'S
HIGH SCHOOL

What does 'revision' actually mean?

HELPING YOU HELP YOUR CHILDREN

Different questions.
Same goal...
To support
their success. ♡



PRACTICAL STRATEGIES | EXPERT ADVICE | SIMPLE WAYS TO SUPPORT | STRONGER LEARNERS | BRIGHTER FUTURES



Start With the Basics: Environment and Planning

ST BERNARD'S HIGH SCHOOL

Interleaving & Spacing

SMALL STEPS. BIGGER MEMORIES. BRIGHTER FUTURES.

Variety today. Success tomorrow. ♡

POOR REVISION PLAN

Cramming one subject. Leaving it until the last minute.

VS

INTERLEAVED & SPACED REVISION PLAN

Mix subjects. Return to topics regularly over time.

NOT EFFECTIVE

- Too much time on one subject
- No variety
- Easy to forget information
- High stress before exams

WEEK BEFORE EXAMS

	MON	TUE	WED	THU	FRI	SAT	SUN
4–6pm	Maths	Maths	Maths	Maths	Maths	Maths	Maths
6–8pm	Maths	Maths	Maths	Maths	Maths	Maths	Maths
8–10pm	Maths	Maths	Maths	Maths	Maths	Maths	Maths

WHAT HAPPENS?

- You get bored and tired
- Other subjects get neglected
- You forget what you learnt earlier in the week
- Pressure builds up



WHAT STUDENTS DO

1. Study one subject for hours.
2. Leave other subjects until later.
3. Try to remember everything at the end.

MORE STRESS.
LESS RETENTION.
LOWER RESULTS.

EFFECTIVE

- Mix subjects
- Return to topics over time
- Stronger memory
- Less stress
- Better results

EXAMPLE: ONE REVISION SESSION

4:00 – 4:30pm	Maths	Algebra questions
4:30 – 5:00pm	Biology	Cell biology
5:00 – 5:30pm	Macbeth	Act 3 analysis
5:30 – 6:00pm	Geography	Coastal landscapes
Break		5–10 minutes

Different subjects keeps it fresh!

WHY IT WORKS

- Your brain makes stronger connections
- You remember information for longer
- You build confidence across all subjects
- You avoid last-minute panic

EXAMPLE: SPACED PRACTICE OVER WEEKS

	WEEK 1	WEEK 2	WEEK 3	WEEK 4
Maths	✓	✓	✓	✓
Biology	✓		✓	✓
Macbeth		✓		✓
Geography	✓	✓		✓

WHAT STUDENTS DO

1. Mix different subjects in each session.
2. Return to each topic regularly.
3. Build knowledge over time.
4. Take breaks and stay consistent.

LESS STRESS.
BETTER RETENTION.
HIGHER RESULTS.

★ **DON'T JUST STUDY HARD – STUDY SMART.** Mix it up. Space it out. Succeed. ♡

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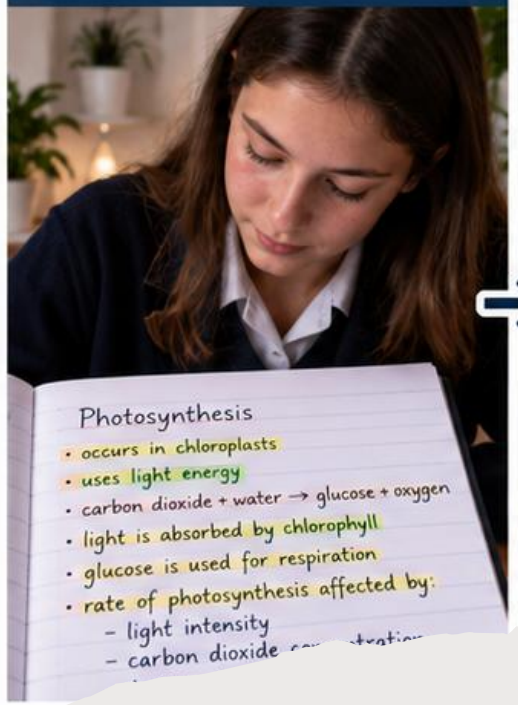
Retrieval Practice

LOOK | COVER | WRITE | CHECK | IMPROVE | REPEAT

A stronger memory for a brighter future ♡

1 LOOK

Read a section of your notes.



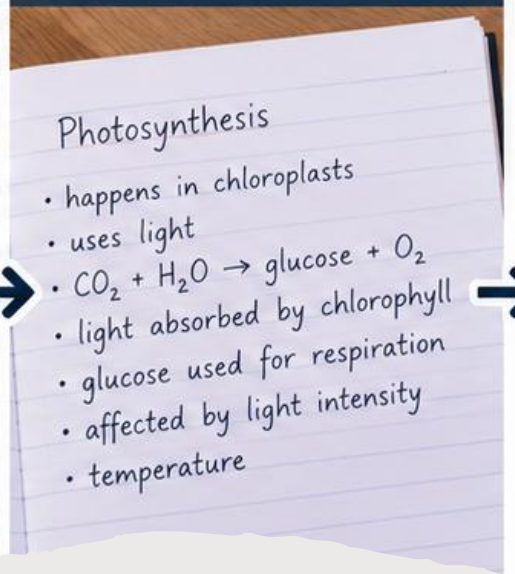
2 COVER

Close your notes and write everything you can remember.



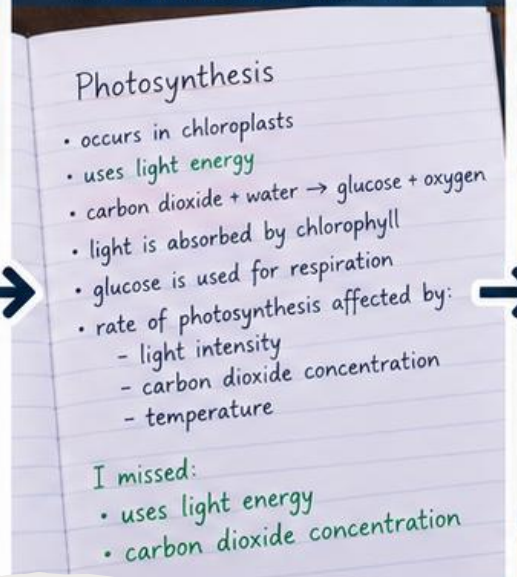
3 WRITE

Write from memory (no peeking!).



4 CHECK

Open your notes and compare. Add what you missed in a different colour.



5 REPEAT

Come back to it later and try again. You'll remember more each time!



The Golden Rule: Retrieval

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Revision Resources

SAME INFORMATION. DIFFERENT APPROACH. BIGGER RESULTS.

It's not just about making notes... it's about making them work. ♡

Poor Examples

These might look productive, but they don't help you to remember.

Example 1: Highlighted notes

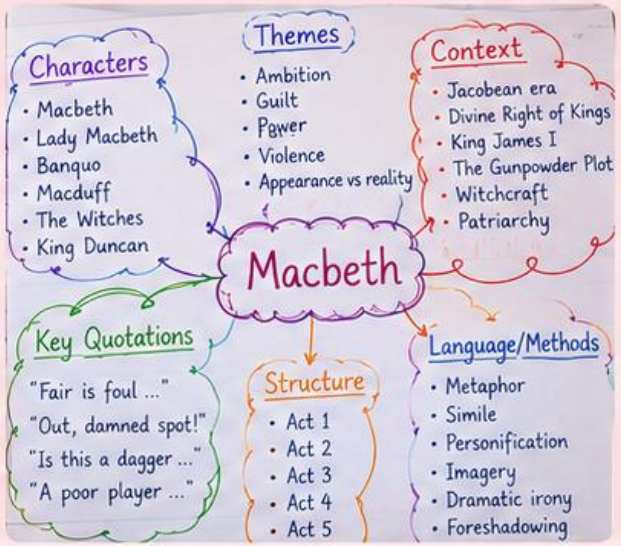
The causes of the First World War

- Militarism – an arms race between European countries. Britain and Germany both increased their navies.
- Alliances – countries formed alliances for protection e.g. Triple Alliance and Triple Entente.
- Imperialism – competition for colonies created tension between European powers.
- Nationalism – pride in your country led to conflict e.g. in the Balkans.
- The assassination of Archduke Franz Ferdinand in 1914 was the spark that started the war.

Why it's not effective:

- ✗ Mainly copying from the textbook.
- ✗ Lots of text and highlighting, but no sign of thinking or summarising.
- ✗ It's passive – you're not testing yourself, so it's easy to forget.

Example 2: Overly detailed mind map



Why it's not effective:

- ✗ Too much information – it can be overwhelming.
- ✗ Looks impressive but is mostly a summary.
- ✗ No attempt to test yourself or work out what you can and can't remember.

Good Examples

These help you to think, retrieve and remember.

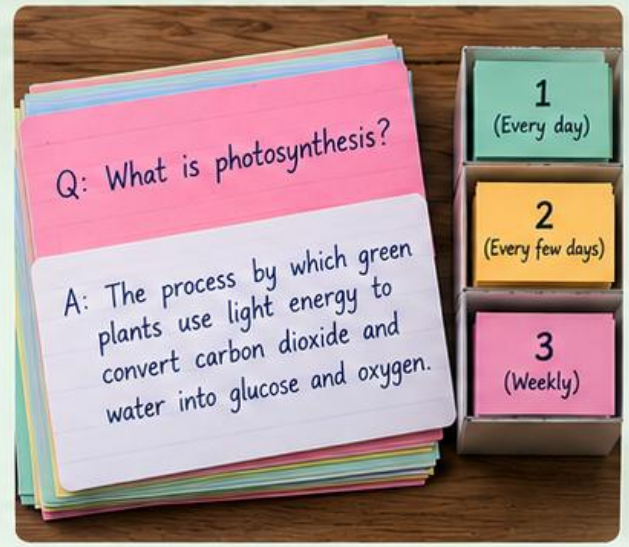
Example 1: Revision clock



Why it's effective:

- ✓ Breaks a big topic into smaller chunks.
- ✓ Uses key words (not long sentences).
- ✓ Easy to test yourself – cover a section and see what you can remember.
- ✓ Clear, organised and concise.

Example 2: Flashcards (Leitner method)



Why it's effective:

- ✓ Turns information into a question.
- ✓ Short, clear and focused.
- ✓ Uses the Leitner system to revisit what you find harder.
- ✓ Active recall – you have to think of the answer.

LESS COPYING. MORE THINKING.

MAKE IT. TEST IT. IMPROVE IT.

SMALL STEPS. BIG PROGRESS.

BETTER REVISION BRIGHTER FUTURES ♡

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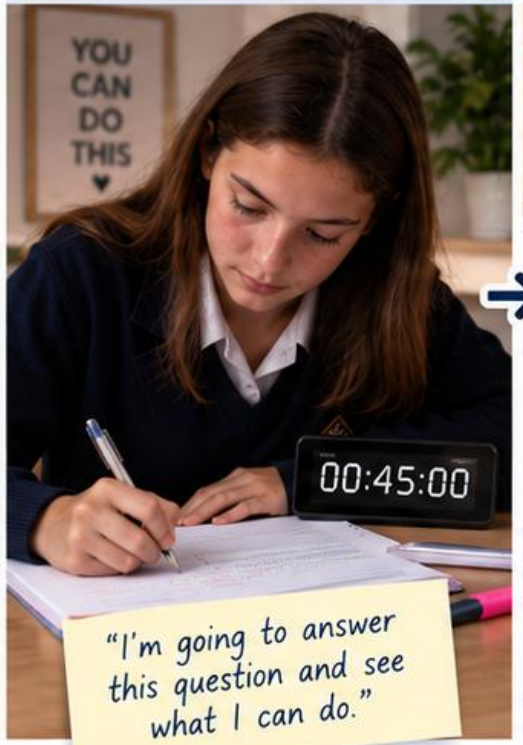
Past Papers

PRACTISE | CHECK | UNDERSTAND | IMPROVE

Mistakes are not a setback... they're a stepping stone to success. ♡

1 DO THE QUESTION

Answer the question in timed conditions (no notes).



"I'm going to answer this question and see what I can do."

2 CHECK USING THE MARK SCHEME

Compare your answer to the mark scheme and award a mark.

AQA English Language Paper 1
Question 2

The writer creates a tense atmosphere through the use of short sentences. This makes the reader feel uneasy. The word 'suddenly', suggests something unexpected is about to happen. The imagery of the 'dark, narrow street' creates a sense of danger.

My mark: 5/8

3 USE THE MARK SCHEME TO UNDERSTAND

Identify what you did well and what you missed.

AQA English Language Paper 1 – Q2
Mark scheme (AO1/AO2)

Level 4 (7–8 marks)
- Perceptive analysis of language
- Explores effects in detail
- Uses precise subject terminology
- Maintains a clear and focused response

Level 3 (5–6 marks)
- Clear analysis of language
- Explains effects with clear support
- Some use of subject terminology
- Generally focused

Level 2 (3–4 marks)
- Some relevant comments
- Attempts to explain effects
- Limited use of subject terminology
- Some focus

Key content points:
- ☑ Short sentences (build tension)
- ☑ Word choice ('suddenly')
- ☑ Imagery ('dark, narrow street')
- ☐ Explore effect on reader
- ☐ Consider overall atmosphere
- ☐ Use subject terminology

What I missed:
- Didn't explore the reader's response in enough detail.
- Limited subject terminology.
- No comment on structure as a whole.

4 REVISE THE WEAK AREA

Go back and practise the skills you missed. Use notes, classwork or Revision Evolution resources.



5 TRY AGAIN

Answer a similar question and apply what you've learned.

AQA English Language Paper 1
Question 2 – Second attempt

The writer creates a tense and unsettling atmosphere through the use of short, abrupt sentences. The single-word sentence 'Suddenly' slows the reader down and creates a sense of shock, mirroring the character's fear. The imagery of the 'dark, narrow street' not only suggests physical danger but also conveys a feeling of isolation, making the reader feel anxious about what might happen next. Overall, the language and structure work together to build a mood of suspense.

My mark: 7/8
I've used more detail, explored the effect on the reader and included subject terminology. ☺

PRACTISE EXAM SKILLS | USE THE MARK SCHEME | LEARN FROM MISTAKES | REVISE AND IMPROVE | PROGRESS BUILDS CONFIDENCE

SAME EFFORT. A STRONGER YOU. ♡

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Online Learning

SAME DEVICE. A DIFFERENT APPROACH. A BIGGER IMPACT.

Be curious.
Be active.
Make it work for you. ♡

Passive Learning

'It looks like revision, but it isn't very effective.'

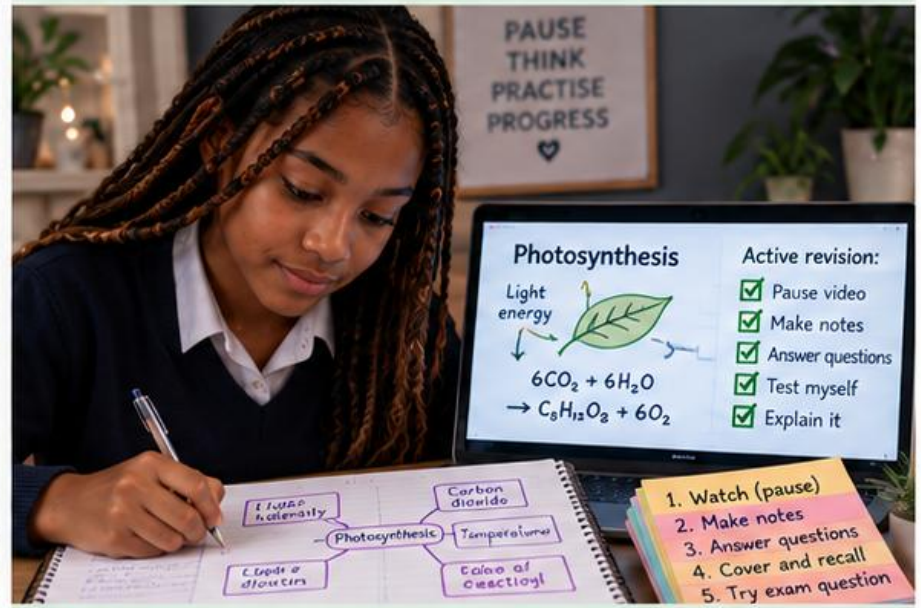


- ✗ Watching videos without pausing
- ✗ Simply highlighting or copying information
- ✗ Scrolling through multiple websites
- ✗ Feeling busy, but not checking what you remember
- ✗ Quick and easy, but often leads to poor recall

"I watched the whole video, but I can't really remember what it said..."

Active Learning

'Turn online resources into real revision.'



- ✓ Pause the video and make your own notes
- ✓ Answer built-in questions or complete a task
- ✓ Turn key information into flashcards or a mind map
- ✓ Explain what you've learned in your own words
- ✓ Use the information in a past paper question
- ✓ Come back to it later and test yourself again

"I paused the video, made my own notes and then tested myself. Now I actually understand it!"

Trusted Resources

Use high-quality, subject-specific resources.

BBC Bitesize · Oak National Academy · Seneca · Physics & Maths Tutor · Save My Exams · YouTube (use actively)

Start with the Revision Evolution pages on the school website for subject-specific links.

Top Tips for Online Revision

Be selective	Use trusted, exam-board relevant resources.
Don't just watch	Pause, make notes and complete the tasks.
Turn it into a question	What can you do now that you couldn't do before?
Combine it	Use online learning alongside flashcards, mind maps or past papers.
Come back to it	Revisit the topic regularly to strengthen your memory.

BE ACTIVE. NOT PASSIVE. · USE TRUSTED RESOURCES. · BUILD KNOWLEDGE. · MAKE PROGRESS.

SAME LEARNING. BRIGHTER FUTURES. ♡

ST BERNARD'S HIGH SCHOOL

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Your Questions Matter

SUPPORTING HER. BUILDING CONFIDENCE. BRIGHTER FUTURES.

Working together at home



SOME QUESTIONS YOU COULD ASK:

- What are you revising?
- How are you testing yourself?
- What couldn't you remember?
- What are you going to do about it?
- When are you going to come back to it?