

# Y11 Study Skills Booklet



## Preparing for Mocks & Trials

<u>Exam</u>	<u>Start Date</u>	<u>End Date</u>
<b>Mock Exams</b>	30.10.23	10.11.23
<b>Trial Exams</b>	10-01-24	19-01-24
<b>GCSE Exams</b>	May 24 (tbc)	June 24 (tbc)

Name: ..... Form: .....  
Mentor: .....



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# REVISION TIMETABLES

## Creating a Revision Timetable

During year 11, you have a lot to think about and a lot of different things which you have to juggle. You should revise independently so that you can close the specific gaps which you have in your knowledge.

However, because you have to plan your own independent revision, its easy to forget revision or to only do it in large bursts right before an assessment.

Planning when and what you are going to revise reduces the number of decisions you need to make every day and will reduce the risks of you not revising or your revision being ineffective because you have left it until the last minute.

### **Prioritise your subjects**

- List all your subjects
- Rank your subjects from number 1 -9 (1 being strongest)
- Then re-write your list in the order of the subjects you have numbered.

Sport Studies  
Drama  
English literature  
English Language  
Biology  
Geography  
Physics  
Chemistry  
Business

Your list:

### **Writing your timetable**

1. Write in everything you have planned prior to creating your revision timetable. (Going out for tea, going to the gym, playing sport etc)
2. Write in upcoming exams & deadlines
3. Not every space needs to be full – leave yourself time to relax too!
4. Focus on the subjects in RED first, these are the ones you are least likely going to choose – but they are the highest priority.
5. Write in the subjects you are going to cover and when. Be specific around what you will cover each time you sit down an revise.

# Weekly Revision Timetable

Name: \_\_\_\_\_

Day	8:00 – 8:40 <small>(Revisions / Intervention)</small>	8:55 – 9:55	9:55 – 10:55	11:10 – 12:10	12:10 – 13:10	14:05 – 15:05	15:05 – 16:00 <small>(Revisions / Intervention)</small>	16:00 – 17:00	17:00 – 18:00	18:00 – 19:00	19:00 – 20:00	20:00 – 21:00	21:00 – 22:00
<b>Monday</b>													
<b>Tuesday</b>													
<b>Wednesday</b>													
<b>Thursday</b>													
<b>Friday</b>													
<b>Saturday</b>													
<b>Sunday</b>													

4 \*\*\*Remember: make sure you give yourself breaks and allow time to relax and do the things you want to do and enjoy doing.

## Weekly Revision Timetable

Name: \_\_\_\_\_

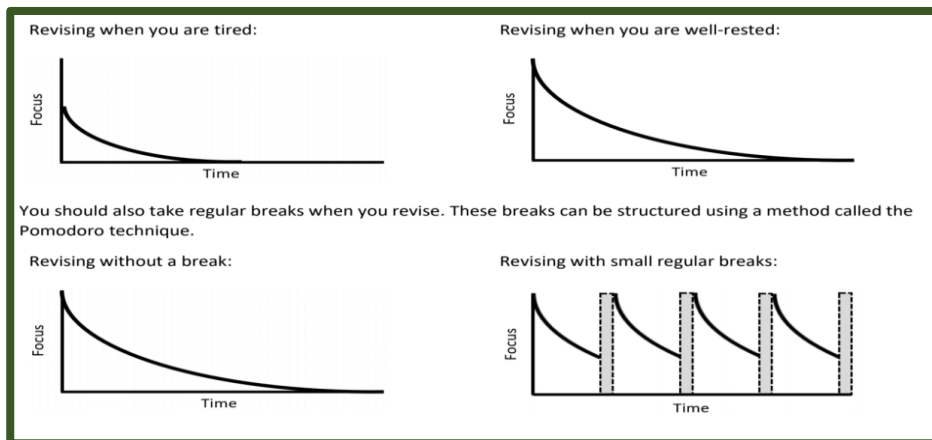
Day	8:00 – 8:40 <small>(Revisions / Intervention)</small>	8:55 – 9:55	9:55 – 10:55	11:10 – 12:10	12:10 – 13:10	14:05 – 15:05	15:05 – 16:00 <small>(Revisions / Intervention)</small>	16:00 – 17:00	17:00 – 18:00	18:00 – 19:00	19:00 – 20:00	20:00 – 21:00	21:00 – 22:00
<b>Monday</b>													
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<b>Saturday</b>													
<b>Sunday</b>													

\*\*\*Remember: make sure you give yourself breaks and allow time to relax and do the things you want to do and enjoy doing.

# REVISION ADVICE





## When should I revise?

To revise effectively, you need time focus. This should be a time when you are well-rested and suitably prepared for a revision session. This is why a revision timetable is so important, if you devise a realistic revision timetable with suitable breaks, leisure activities and then a specific revision period, it will be much more beneficial.



## Managing your time when revising

Pomodoro technique is **highly effective** as it helps you effectively manage your time and work on a task without distractions. It is also beneficial as it helps you become more disciplined and think about your work. This technique is designed to combat multitasking and improve concentration.

- |               |   |   |
|---------------|---|---|
| <b>STEP 1</b> |  | Pick a task   |
| <b>STEP 2</b> |  | Set a 25-minute timer                               |
| <b>STEP 3</b> |  | Work on your task until the time is up              |
| <b>STEP 4</b> |  | Take a 5 minute break                               |
| <b>STEP 5</b> |  | Every 4 pomodoros, take a longer 15-30 minute break |

## When revising:

### Do:

- Get into a routine of revising at a particular point every day.
- Revise when you are well-rested or at a time when you are used to working.
- Take regular small breaks.



### Don't:

- Depend on when you want to revise.
- Revise late at night or when you are tired.
- Try to force yourself to work for long periods of time without a break.



# 9 Ways to Beat Revision Stress

by @inner\_drive | [www.innerdrive.co.uk](http://www.innerdrive.co.uk)



Do the actual work – revise!



When really stressed, talk to someone about it



Get some fresh air each day



Stick to regular meal times



Do something to switch off an hour before bed



Don't dwell on worst case scenarios



A good sleep the night before is better than last minute cramming



Once you've done the exam, move on to the next one



Don't aim for perfection – it's a myth and doesn't exist

# Interleaving

## Summary: Interleaving

**Interleaving is a theory that revising more than one topic in each session will help you make better links between them.**

A ⇒ B ⇒ C ⇒ D

B ⇒ D ⇒ A ⇒ C



1.

### Switch

Switch between topics during each session.

It allows you to think about what you are doing with your time when you are revising.

2.

### Review in different orders

When reviewing make sure you do it in a different order that you learnt them, or previously revised them.

By revisiting material from each topic several times, in short bursts, this **increases the amount of information you can recall in your exams.**

3.

### Make links to remember more.

Try to make links between ideas and review your revision notes.

This helps you make connections between topics and forces you to think harder about which strategies need to be applied to which problems.

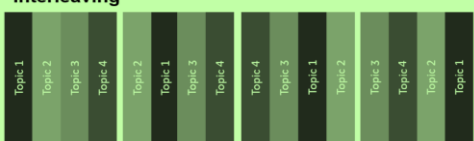
## Applying interleaving to your revision

1. Break units down into small chunks and split these over a few days rather than revising one whole topic all at once.
2. Decide on the key topics you need to learn for each subject.
3. Create a revision timetable to organise your time and space your learning.

### Blocking



### Interleaving



**Interleaving is for topics within one subject – not subjects themselves.**

**You can apply this in your revision timetable.**

**When revising science, mix up the topics that you study in that session, don't just focus on one.**

## Study Groups



### Study groups

Working with other students can help you keep the revision process in perspective. You can share revision material and plans. Listening to how other students approach their revision can expand your understanding of the topics because everyone brings their own ideas and their own ways of comprehending the topics. You may find that one person is good at devising a manageable revision timetable while another has valuable ideas about content for a tricky past exam question.

Working together to produce condensed revision notes or to brainstorm answers to questions is particularly fruitful. What one person forgets; another may remember. You are not in competition with other students taking the exam, so sharing revision is not cheating.

### 1-Minute Challenge

These work well in group work, or even when you're on your own. Try 'Just a minute!' Talk on a topic as best you can for one minute (without repeating or hesitating or getting off the point). You can take it in turns with your friends changing the topics as you go.





# Spacing

## Summary: Spacing

- Spacing is regularly revisiting material so that you are doing little and often instead of all at once.
- Doing a little amount regularly is more effective than doing a lot all at once. We do this so that we don't get swamped and overwhelmed.

**To commit something to memory, it takes time and repetition.**

WHY? This is because the time in between allows you to forget and re-learn the information, which cements it in your **long-term memory**.

### Optimum spacing

- Research suggests there is an optimal gap between revision sessions so you can retain the information.
- If the test is in a month, you should review the information around once a week. If the test is in a week, create time once a day.

### Why use spacing?

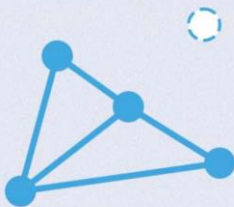
- Doing something little and often – spacing – beats doing it all at once, or cramming.
- The time in between revision allows you to forget and re-learn the information which cements in the long-term memory.
- We can learn more information over time than in one longer session.
- It helps you revise more effectively.

Time to the test	Revision Gap
1 Week	1-2 Days
1 Month	1 Week
3 Months	2 Weeks
6 Months	3 Weeks
1 Year	1 Month

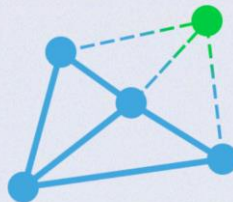
# Retrieval

“ Retrieval practice is defined by **Mark Enser** as ‘retrieving something from our memories to make it easier to recall in future.’ If using it makes recall easier, surely this is a big win for learning and the progress of our students. ”

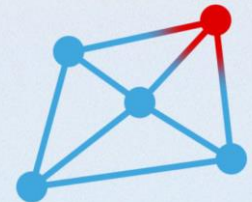
1. Identifies gaps in knowledge



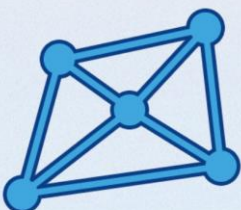
2. Makes connections



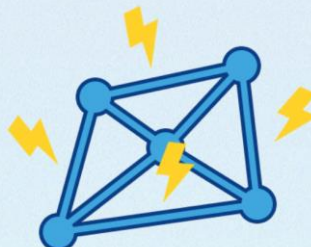
3. Checks for misunderstandings



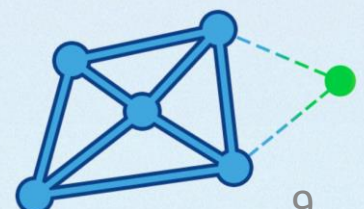
4. Strengthens connections



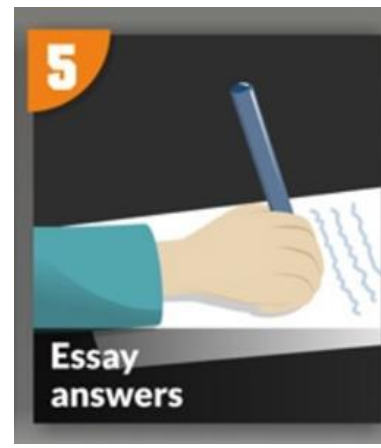
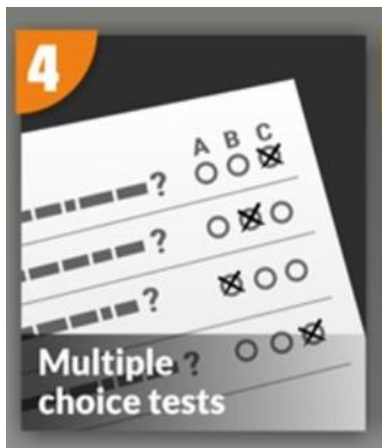
5. Makes connections robust under pressure and stress



6. Makes it easier to learn new things



## 9 ways to use retrieval when revising



Retrieval practice is one of the most effective ways to revise. By answering questions rather than merely reading or highlighting information, you're putting yourself in the best position possible to succeed and remember as much of your subjects as possible. Past papers, essays, multiple choice tests and flashcards are a great way of doing it.

# REVISION STRATEGIES



## Map it out

Take an essay question or writing question and map out your answer, without writing a full response. Look at the mark scheme and decide if your plan meets the criteria. DO this for a number of questions, then choose one and write the full response.



## Past papers

Ask your teacher for practice questions or exam papers. Complete them without notes in the exam conditions, then check your answers and identify the gaps in your knowledge, so you can target your revision.



## Quizzes

Write a set of questions and answers and ask someone to test you. It's important to either write or say your answers loud. Reading through quizzes in your head can give you a false sense of security.



## Practice Introductions

For essay subjects, take a past exam question and practice writing effective introductions and conclusion. Look back at your notes and remind yourself of the important things to remember. Practice for different topics, texts and papers.



## Thinking hard: Reduce

Read a section of your notes then put them aside and reduce what you need into 3 bullet points, each one no more than 10 words. Look back at the notes and decide if you missed anything important. Hide the notes and write a fourth bullet point.



## Thinking hard: Connect

For each subject, consider the exam paper and group together questions that require the same technique to answer. Write down the requirements for each type. Find a previous example you have completed and identify where you've met the criteria.



## Thinking hard: Transform

Read a paragraph from your notes or a text book, and transform it into a diagram, chart or sketch – no words allowed. Or Look at a diagram in science, for example, and transform it into a paragraph of explanation.



## Brain Dump

Choose a topic and write down as much as you can remember, without referring to your notes. Check your notes and see what you missed then try fill the gaps without the notes. Check your notes a third time and add the missing information.



## Flash cards

Write flash cards for each topic, in all subjects, then mix them up for the most effective revision. Check out the Leitner System for effective spacing and interleaving. Keep your flash cards simple – one question, one answer per card.



## Key vocabulary

For a particular topic, make a list of key vocabulary, then do the following: define each word; use each term in a sentence; create a question where the key word is the answer; identify other words which connect to each of the words in your list.

## REVISION STRATEGIES

The previous page consists of many revision strategies for you to try. Further in this booklet, some of the revision strategies will be explained in more detail. There are opportunities throughout the booklet for you to explore resources.

Use this page to list any other revision strategies that may not have been covered in this booklet.

# Flash Cards

## Summary: How to use flash cards

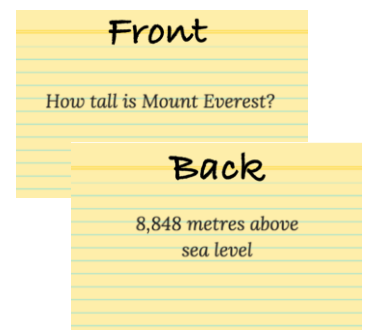


1.	2.	3.	4.	5.
<b>Identify knowledge</b>	<b>Colour coding</b>	<b>Designing</b>	<b>Using</b>	<b>Feedback</b>
<p>What are you creating flash cards on?</p> <p>Do you have your knowledge organizer?</p> <p>Use your book to look at previous misconceptions from whole class feedback.</p>	<p>Use different coloured flash cards for different topics. This helps with organization NOT recall</p>	<p>1 Question per flashcard.</p> <p>Making them concise and clear.</p> <p>Use a one word prompt, so that you can recall as much as you can.</p> <p>No extended answer questions.</p>	<p>Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.</p> <p>Do not just copy &amp; re-read.</p> <p>Shuffle the cards each time you use them.</p> <p>Use the Leitner system to use flash cards everyday.</p>	<p>How have you performed when you look back at your answers?</p> <p>Is there anything you need to revisit in more detail?</p> <p>Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.</p>

Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly

## Flash card top tips

- The most effective flashcards include one question followed by one answer (or one term followed by one definition).
- Don't force your brain to remember a complex and wordy answer. It's easier for your brain to process simpler information so split up your longer questions into smaller, simpler ones.
- You will end up with more flashcards this way but your learning will be a lot more effective.

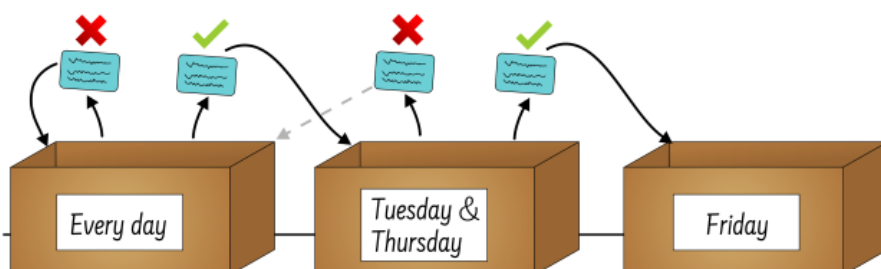


## Using flash cards

### Self Quizzing

1. **Read the question** on your flash card
2. **Write your answer** in your HL book
3. Put your flash card **down to one side**
4. Move onto the **next** card
5. **Repeat** steps 1-3
6. Keep your flash cards **in the order** you have quizzed them in.
7. **Mark** your answers – **highlight** any answers you got incorrect.

### Leitner System



1. Every card starts in Box 1.
2. If you get a card right, move it to the next Box.
3. If you get the card wrong, move it down a box — in the original version you move it all the way back to Box 1

# Flash Cards

## Quiz 1

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

## Quiz 2

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

## Quiz 3

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

## Quiz 4

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

# Self Quizzing

## Summary: Self Quizzing



1.	2.	3.	4.	5.
<b>Identify knowledge</b>	<b>Review and create</b>	<b>Cover and answer</b>	<b>Self mark &amp; reflect</b>	<b>Next time</b>
Identify knowledge/content you wish to cover.	<p>Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)</p> <p>Create x10 questions on the content (if your teacher has not provided you with questions)</p>	<p>Cover up your knowledge and answer the questions from memory.</p> <p>Take your time and where possible answer in full sentences.</p>	Go back to the content and self mark your answers in <b>green</b> pen.	Revisit the areas where there were gaps in knowledge, and include these same questions next time.

Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest.  
Practice makes perfect!

Follow the 5 step process to self quiz 3 topics of your choice.

Mark your answers in green pen and highlight specifically the questions you got wrong.

### Quiz 1

Question	Answer
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

# Self Quizzing

## Quiz 2

Question	Answer
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

## Quiz 2

Question	Answer
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	



# Mind Maps

## Summary: How to create a mind map



1.	2.	3.	4.	5.
<b>Identify knowledge</b>	<b>Identify sub topics</b>	<b>Branch off</b>	<b>Use images &amp; colour</b>	<b>Put it somewhere visible</b>
Select a topic you wish to revise. Have your class notes/knowledge organisers ready.	Place the main topic in the centre of your page and identify sub topics that will branch off.	Branch of your sub topics with further detail.  Try not to fill the page with too much writing.	Use images and colour to help topics stick into your memory.	Place completed mind maps in places where you can see them frequently.

Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it

Follow the 5 step process to create a mind map for 3 different topics of your choice.

You can also colour code the information you are confident with in one colour and information that you are unsure about in another colour.

### Topic 1

Topic 2

Topic 3

# Brain Dumps

## Summary: Brain dumps



1.	2.	3.	4.	5.
<b>Identify knowledge</b>	<b>Write it down</b>	<b>Organise information</b>	<b>Check understanding</b>	<b>Store and compare</b>
Identify the knowledge/topic area you want to cover.	Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts)  Give yourself a timed limit (e.g. 10 minutes)	Once complete and you cannot remember any more use different colours to highlight/underline words in groups.  This categories/links information.	Compare your brain dump to your K/O or book and check understanding.  Add any key information you have missed (key words) in a different colour.	Keep your brain dump safe and revisit it.  Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.

Brain dumps are a way of getting information out of your brain.

Follow the 5 step process to complete 3 brain dumps for different topics of your choice.

You can also complete this in two colours. One colour for content you know and another colour for content you need to revise / that you added.

**Topic 1**

## Topic 2

## Topic 3

# Dual Coding

## Summary: Dual Coding

Dual coding is the process of blending both **words** and **pictures** while learning. Viewing those two formats gives us **two different representations** of the **same** piece of information.



1.	2.	3.	4.	5.
<b>Drawings</b>	<b>Diagrams</b>	<b>Posters</b>	<b>Timelines</b>	<b>Graphic organisers</b>
These boost learning by getting you to think deeply about information.	These are helpful for breaking down complex concepts or processes to make them easier to understand.	These are great for combining writing, pictures and diagrams all within one page of information.	These can be used of information that happens in a particular order or sequence.	These organise verbal and visual information by the relationships between different concepts. Examples include tree diagrams, mind maps and Venn diagrams.

### 4 Key Principles for using dual coding



**Cut** - Reduce the amount of content, be selective and only use the most important information.



**Chunk** - Divide the content into groups of related information;



**Align** - Make sure that words and pictures are neatly ordered, making them easier to read;



**Restrain** - Avoid "overdoing" it. In other words, don't go crazy with different colours and fonts.

## Dual Coding Practice

Topic 1

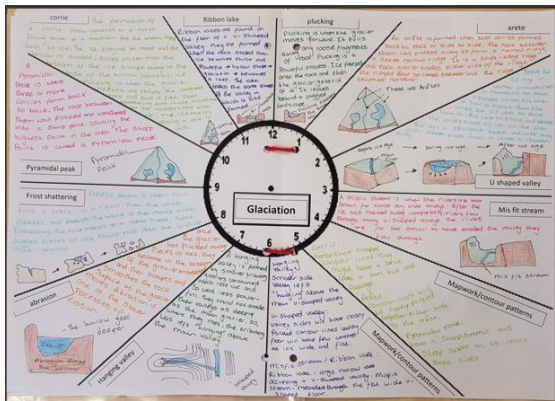
# Dual Coding Practice

**Topic 2**

**Topic 3**

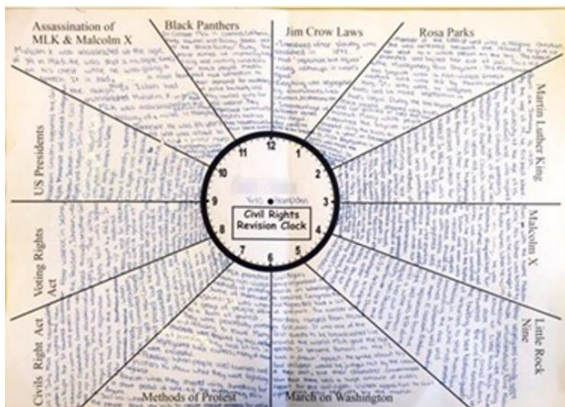
# Revision Clocks

Revision clocks are a great way to revise different mini sections of a topic or unit of work. Using the clocks' layout, it perfectly separates a topic into small 5-minute chunks. For slightly larger units of work or topics, multiple time slots can be combined, for example a pupil may split their revision clock up into four 15-minute chunks or six 10-minute slots depending on their subject and area of revision. The aim of a revision clock is to chunk work up into different sections using text, pictures, and diagrams to support your revision. Once you have completed a revision clock the aim is to flip it over to see how much you can remember. Have a look at the three key steps below and try one for yourself on the next page.



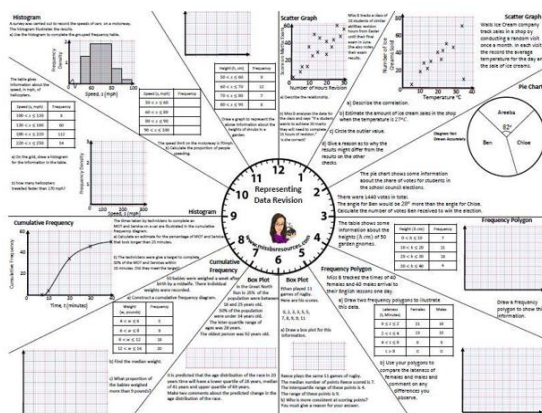
## Step One

Split up your topic into different sections, this could be based on assessment objectives, different skills or subtopics.



## Step Two

Time yourself, dedicate so many minutes to each section of the clock. If an assessment objective or skill is worth more on your pathway/ mark scheme then dedicate more time to it. E.G A02 analysis in English is worth more marks than A03.



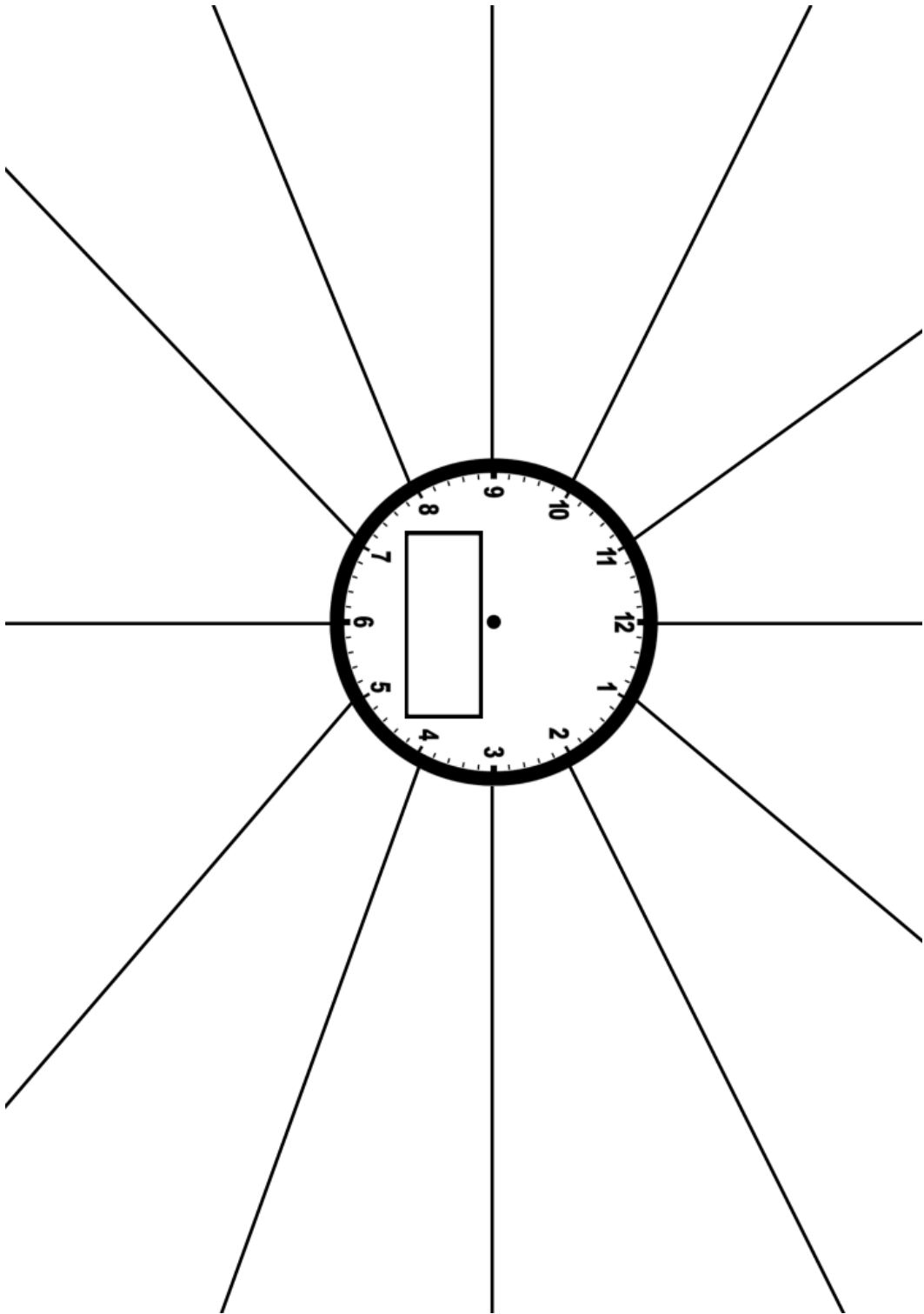
## Step Three

Turn your revision clock over and ask another person to test you on specific sections. E.G, tell me about section 5 explore the Jim Crow Laws. Get your partner to test you on the sections you find the most challenging first.

## Advantages of revision clocks

1. Versatile
2. Creative
3. Visual
4. Provide concise overview of a topic
5. Lends nicely to 'chunking' theory

# Revision Clocks





# Practice Questions

To prepare for an exam or assessment, you must practice doing what the test requires you to do; giving out information, not taking it in!

This applies to regular basic tests, assessments as well as the final exams in year 11. You can learn a lot by reflecting honestly on your performance in these tests. You also have the benefit of a wealth of freely available information about the exams. Past exam papers, marking schemes, study guides and examiners reports are all there to be used.

## Make use of past papers

These should be your constant companion in all revision tasks. For each topic you revise, consult the past questions on this subject and then attempt answers to them. Check your answers, fill in the 'knowledge gaps' where necessary, and file away the correct 'model answer' in your notes for future reference. You will also start to notice any trends in the questions asked.

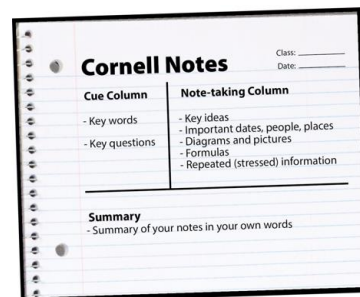
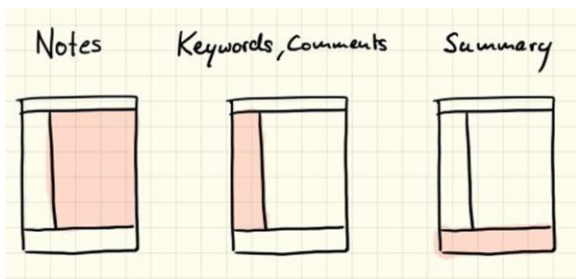
## Follow the marks

Marking schemes are an invaluable aid to exam preparation (available online from DfES, AQA, etc). You can see how the marks are allocated for each question on the paper and what quantity or style of answer is required in each case. This knowledge will greatly inform your revision work and helps to remove the mystique of the exam.



# Cornell Note Taking

- **Cornell note-taking.** Named after the US university, this strategy gets you to think metacognitively, asking questions, noting key terms, and summarising the content being revised.
- Cornell note-taking can give students an effectiveness in organisation of thoughts that they have been taught and give a better review in recollecting all the information that they have learned. The Cornell note taking system is not only a fast method of writing notes, but one is able to absorb the information that is given at a faster rate. **This results in better exam outcomes.**



Cornell notes were primarily designed to take notes in a class or a lecture but can also be really useful to organise and condense your work for revision.

## Advantages of Cornell notes

- You will have an organised set of notes.
- The quality of your notes will be much better and suitable for revision.
- The information is in a format that suits both short and long-term memory.