

GETTING PREPARED FOR SUCCESS IN YOUR SUMMER EXAMS



Dear student

This guide has been put together to support you in preparing for your Summer assessments and exams at New College Doncaster. You have received lots of study advice and will have developed some great study habits but there is still time to improve these.

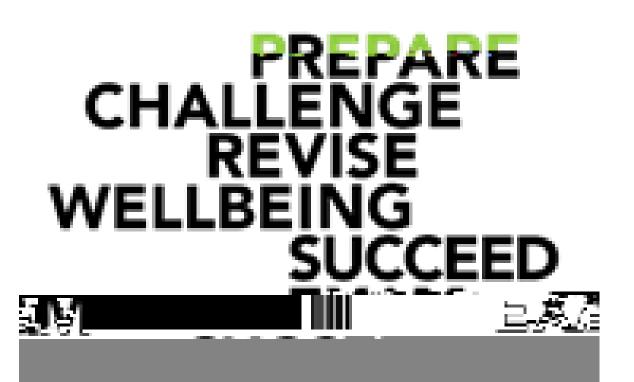
In this booklet, you will find a revision planner template which you can use to plan out your revision for the assessments and to help you organise both your time and your priorities. You might want to use an alternative method such as the ADAPT app but this can still support you in your planning.

There are also some reminders of effective revision strategies you can use to ensure you are studying in an effective way and using your time wisely. Reminders of some of these will be provided through Teams messages and videos throughout the revision period too.

To get organised:

- Make sure you are clear on assessment areas for your second mock exams and the external exams
- Review the checklist of what you should confidently know for each assessment and use this to prioritise revision topics
- Consider when your study sessions are going to be each week-work out where each subject and topic will fit into your schedule allowing time for exercise, relaxation and sleep! Be realistic about this. Know when you have better focus and less distractions.
- Keep a dear goal in mind-what will those good results allow you to do next year?
- Find ways to reward your hard work.

Wishing you lots of luck in these upcoming assessments and exams from all at New College Doncaster.



GETTING ORGANISED

WHY DO I WANT TO DO WELL? WHAT ISMOTIVATING ME?

WHAT ARE MY STRONG TOPICS?	WHAT ARE MY WEAKER TOPICS?
WHAT OPPORTUNITIES DO I HAVE TO SUPPORT ME DURING THIS REVISION PERIOD?	WHAT POSSIBLE BLOOKS ARE THERE TO ME DOING WELL?
ACTION PLAN BASED ON THE ABOVE POINTS	

Dates of my assessments/ exams:

Date	Mock exams	Date	ams	Date	

Subject 3	
Priority revision topics based on y13 content:	Priority revision topics identified by reviewing topics covered since the start of Y12:
Subject 4	
Priority revision topics based on y13 content:	Priority revision topics identified by reviewing topics covered since the start of Y12:

Planning your revision - topic by topic, week by week. Include the WHAT and the HOW eg topic plus revision strategy			
Topics I will revise from Y12	Topics I will revise from Y13		
		revision strategy	

use them in each use tl

	l
Have you revisited previous assessments to see how you would improve now and to ensure you have addressed all feedback advice?	
29 April	
Are you confidently completing exam questions in the time allowed?	
Are you able to mark these accurately to show your understanding of the mark scheme?	
Have you revisited previous assessments to see how you would improve now and to ensure you have addressed all feedback advice?	
7 May 4 day college week	

Study Smarter, Not Harder

How do you study?

Why do you study this way?

Does it work (and how do you know?)



Teaching

Einstein is supposed to have said 'if you can't explain it simply, you don't know it well enough'. This strategy works best when you know in advance that you will be teaching someone. As with self-explaining, you're forced to select and organise what's important so that your teaching is as clear as possible. Having someone to interact with and ask you questions strengthens your own learning.

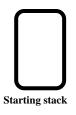
Flashcards

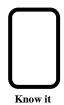
Flashcards have the potential to be a very powerful learning aid. However, how successful this is will depend on the thought you put into making them in the

Taking things further: making meaning with flashcards

Ask yourself questions about individual cards. Once you can remember the information on the back associated with the prompt on the front, raise questions such as, 'What else is this related to?', 'Why is this important?' and 'How would I apply this information?'

Group cards together in themes. Taking this additional step forces you to ask yourself 'Which cards have something in common with others?'. Also, this serves as a form of chunking, which helps you to remember information together instead of separately. Create a mind map with the cards. Explain all the connections you see between individual cards and between groups of cards. A related strategy is to use yarn or string to literally connect cards together.











Know it







Know it

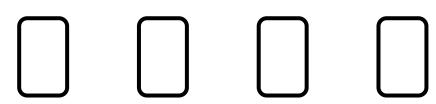
Know it (2)



Know it (4)









Brain dumps

This is so simple and so effective. Spend, say, fifteen minutes with a blank piece of paper and write down everything you know about a topic. Once finished, look at your class notes, textbook and/or revision guide and check that what you wrote is correct. Then look at what you forgot and focus on this. Date the sheet and store it away. At a later date, do the exercise again and compare the sheets – hopefully, you remember more the second (third, fourth etc.) time and will be able to see the improvement you've made.

Brain dumps made easier

Thinking and Linking Grids

These force you to think deeply about an area of a subject you've studied. Below is an example grid for Macbeth along with the instructions. It's possible for you and your friends to make grids of your own. Create a 6 x 6 grid and look through your class notes and study guides to identify key people, ideas, themes, countries

etc. to

populate the grid with. Ask your teacher to double-check them and share with your classmates.

	1	2	3	4	5	6
1	Macduff	Guilt	Infanticide	Power	Murder	Tyranny
2	The Supernatural	Light	Prophecy	Visions and Hallucinations	Hamartia	Animal Imagery
3	Lennox	Equivocation	Witches	Macbeth	Morality	Lady Macbeth
4	Hubris	Masculinity	Kingship	Appearance vs Reality	Violence	Children
5	Sleep	Banquo	Loyalty	Hands	King Duncan	Time
6	Blood	Regicide	Lady Macduff	Ambition	The porter	Darkness

'Macbeth' Thinking and Linking Grid (created by @SPryke2)

Instructions

You need a pair of dice.

1. Roll your dice to get the co-ordinates of your first box and find the word/phrase in it. Start with the numbers along the side first. For example:

would equal 'Macbeth'.

2.

Final learning tips

Space out your learning on a subject

Spacing out your learning over time is far more effective than last minute cramming. This is based on research into how we forget and how we remember.

A final self-testing and self-explaining tip – 'Just a Minute'

Based on the Radio 4 show, you must talk for a minute on the given concept or topic without pause, hesitation or repetition. You'll discover very quickly how well you know the topic while also consolidating the knowledge and understanding you retrieve from your memory.

MAKE A NOTE HERE OF KEY ADVICE FROM TEACHERS AND PREVIOUS ASSESSMENT FEEDBACK. TICK WHEN YOU HAVE DEALT WITH EACH POINT