

## Revision Tips

As Easter approaches and the days are starting to get longer, here at Carmel we move into what we refer to as our 'Final 8 Flightpath' towards the start of the summer exams and completion deadlines for the BTEC courses. All of our students have now completed their mock exams and we run a mock results day to give students the full experience. In many high schools, students will have had a similar experience and hopefully they now have a clear idea about the key topics and areas they need to work on over the next eight weeks before the main exams begin.

Here are some of the key revision tips we give our own students. They were put together by the people who publish the CGP revision guides which many of you may have used.

### Start revising early

start months, not days, before the exam. Make a timetable to plan your revision and stick to it.

### Don't spend ages making your notes look pretty

this is just wasting time. For diagrams, include all the details you need to learn, but don't try to produce a work of art. Limit yourself to 2 or 3 colours so you don't get carried away colouring things in.

**Take short breaks** — every 30-40 minutes, not every 10 minutes.



### Stick revision notes all around your house

This also helps you to personalise your learning. Repeating information about a topic or revision point often helps, so in the exam you think "aha, quadratic equations, they were on the fridge..."

### Sit at a proper desk

Don't try to revise in bed — you'll be dreaming of the summer holidays post exams before you can say "I must do more revision." Remember you will be doing your exams sat at a desk — so this is also conditioning your body for those long hours in the exam room.



### Don't put it off

"Procrastination" is the long word for it. And it means rearranging stuff on your desk, getting a sudden urge after 16 years to tidy your room, playing the guitar, thinking about the weekend, writing love poems about that girl/boy you fancy, painting your toenails etc. Sit down at your desk and GET ON WITH IT.

**Don't just read your notes** — you have to WRITE STUFF DOWN. Use past papers, work through the exam board specification, try out some of the online revision sites like BBC Bitesize or SCool Revision. **Do lots of practice exam papers**

**Don't turn yourself into a revision zombie**— if you stop doing anything else but revision you'll turn into a zombie. It's really important that you keep time to do things you enjoy like going to the cinema, shopping, sports, whatever you enjoy most. When you're doing these try to relax and totally forget about your revision.

### **Find the right environment to revise**

NOT in front of the TV. NOT listening to the radio. Music can sometimes be OK, but you need to find the right kind. It's got to be something that's just there in the background that you're not thinking about at all. Music without singing is better as you won't be tempted to dance around your bedroom!

## **Preparing for your course at Sixth Form College**

As you attend Open Events at schools and colleges, you may have heard staff talking about the new **16-19 Study Programme**. Sixth Form students are expected to follow a programme tailored to each young person's individual needs, education and employment goals. It must consist of a minimum of 540 learning hours and is made up of a substantial core programme of study (either academic or vocational), combined with Maths and English (where appropriate) and any additional learning or work experience. This empowers providers to design learning programmes which meet the needs of a range of different learners.

To make this a little easier to understand how it will affect your post 16 education, the Study Programme is broken down into 3 key elements:

### **1. The substantial qualification:**

- At Level 3, the majority of learners will complete A Levels/vocational qualifications. For students coming to Carmel College this will be made up of 3 (or in some cases 4) A Levels or BTEC equivalents.
- At Level 2, most students will complete one year of study before moving on to Level 3 or an apprenticeship; many students will also continue to study English and Maths.

### **2. English and Maths:**

- This is aimed at any student who has not achieved a grade 4 or above in either Maths or English Language.
- At Carmel College we can build in a GCSE resit around the rest of your study programme. There may also be an opportunity to improve on GCSE grades in English and Maths.
- For students unlikely to achieve a grade 4, other qualifications in Maths and English may be available. Decisions about which qualification to take should be made based

on Key Stage 4 levels of attainment, progression aims post-16 and the wider study programme that the student is following.

### 3. Non-qualification elements:

- **Work preparation** and work experience including support in finding suitable placements, developing employability skills such as interview techniques and reflective skills, as well as help looking for jobs.
- **Pastoral, personal and social development:** at Carmel this is delivered by our Personal Achievement Tutors. All students have a weekly tutorial session as well as one-to-one progress sessions every few weeks.
- At Carmel there are **over 30 extra-curricular activities** to choose from including sports teams, sports leisure activities, volunteering, Duke of Edinburgh, Tomorrow's Teachers programme, creative workshops, debating society, learning Mandarin – at college we call these Enrichment activities and they support students in helping them to develop a wider set of skills that can help progression both into further study at University or further training and employment in particular career pathway.
- In September 2017, Carmel College is launching a new **Service and Leadership Award** with support from St Helens Chamber of Commerce and Liverpool Hope University. The award will be offered as an extra-curricular activity and will involve employability experiences, development of leadership potential and the equipping of students for careers in a rapidly changing world. It is a direct enhancement to a student's academic qualifications, i.e. something which is complementary to their studies but different and which provides a distinct 'value-added' benefit.