



Taverham Sixth Form  
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# HOW TO REVISE SUCCESSFULLY IN THE SIXTH FORM

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Thursday 21<sup>st</sup> March 2024 Mr Linnell



# WELCOME



Mr J Linnell  
Head of Sixth Form

Learning at A Level is very different to learning at KS3-GCSE. This session is designed to help equip you with **the theory and techniques that support effective revision** to support your son/daughter.

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## RATIONALE



With both year groups having **missed out** on main school experiences due to Covid-19, it is more important than ever to know how to revise effectively.

*Revision is also **not something that should be done just before the exams** or last minute. The evidence shows that regular revision throughout the year is far more beneficial.*

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## WHY IS IT IMPORTANT TO REVISE?

Learning is **hard work**! But it's definitely possible!

Think about the things you know off-by-heart; the lyrics to songs from a few years ago, the words to your favorite films.

You generally remember these things because (a) you enjoyed them and (b) you listened to or watched them lots of times.



But, since you were born, you have learned and understood millions of pieces of information that you will know for the rest of your life.

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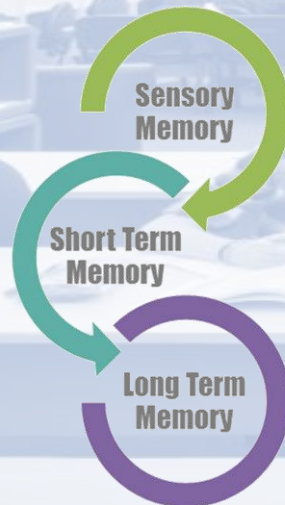


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## How the memory works:

### 3 Types of Working Memory

ilslearningcorner.com



Your sensory memory receives information all the time – things you hear, things you see, things you taste. If you ignore this information, it's lost forever.

If you pay attention to the information, it becomes stored in the short-term memory – but this doesn't last long and it can't store much information!

To move information from short to long term memory you have to understand the information and put effort into the process.

Even after this memories can be lost over time if they are not attended to regularly. The more you revisit things, the stronger the memories become.

# THIS IS WHY LEARNING IS SO DIFFICULT – IT TAKES EFFORT!

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TIME + EFFORT =  
SUCCESS

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## Key points:

- **‘little and often’**. Work can be chunked and mixed up to provide gaps and maintain focus.
- Revisiting things you find difficult or have got wrong in the past, at regular intervals, is vital. Over time, as you understand a little more, the work gets easier and you learn more. You start to make links between topics and ideas, and it becomes easier still.
- But beware – it’s tempting to spend time revising stuff you already know but progress is made by revising things we don’t know!

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## THE TRADITIONAL APPROACH

*Students usually do one of two things when revising:*

1. They revise the bits they feel most confident on first and ignore the difficult parts.
2. They leave revision to the last minute.





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## PLANNING YOUR REVISION

To get the most out of your revision you must plan it! If not, it's too tempting to pick up something comfortable and easy and learn very little.

### You need to plan:

- 🕒 When you are going to revise? (what times are best for you? How long is reasonable? 20-30mins at a time is best)
- 📍 Where you are going to revise? (have you got a space of your own? Are your phone and other distractions away from you while you're revising?)
- 📖 What you are going to revise? (have you planned exactly what you want to learn in this chunk of time? Which question do you want to be able to answer?)
- 🕒 When and how you're going to relax? (this is just as important. You need to eat and drink well and plan time with friends and family. You won't work well if you don't relax well).

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## AUDIT YOUR KNOWLEDGE

The first thing a students should do before revising is audit their revision. They can do this with a PLC Personalised Revision Checklist or by making a list of topics and colour coding their knowledge.

*They **MUST** be honest.*

*Then they can identify*

***WHAT** they need to*

*Revise the most.*

POLITICS REVISION PLE: UNIT 1 UK POLITICS		
Colour code or tick as you revise.		
TOPIC	SPECIFIC AREAS	UNDERSTANDING
<b>Key Topic 1: Democracy</b>		
<p>Issue of democracy – a knowledge and understanding of the role of democracy of the forms that democratic governance has taken.</p> <p>The difference between direct and representative forms of democracy and their strengths and weaknesses.</p> <p>The nature of direct democracy.</p> <p>Democracy in the UK – a knowledge and understanding of the main features of democracy in the UK.</p> <p>An overview of each the strengths of the UK democratic system and which has been replaced, including reasons for the replacement of the Justification (legitimacy) of UK politics.</p> <p>How the UK system conforms to democratic principles and the implications of developments such as devolution and EU membership.</p> <p>Enhancing democracy – a knowledge and understanding of reform of the UK democratic system that would increase participation and strengthen accountability.</p> <p>How to the main of democracies, including the voting system, compulsory voting and digital democracy and an assessment of their implications and possible benefits.</p> <p>Pressure groups and democracy – a knowledge and understanding of the relationship between pressure groups and democracy. The extent to which they promote political participation and strengthen government.</p>	<p>Issue of political parties.</p> <p>Knowledge and understanding of political parties, of their structural features and of their key features within the political system.</p> <p>Functions and policies of parties – a knowledge and understanding of the central ideas, traditions and policies of the major UK political parties, and the development of party politics in recent years.</p> <p>How parties influence ideological and policy developments.</p> <p>How parties influence ideological and policy developments.</p> <p>How parties influence ideological and policy developments.</p> <p>Competing party politics and ideas – a knowledge and understanding of the links and contrasts between the ideas and policies of the major parties and of the ideological differences between them.</p> <p>Coalition Party politics on the economy, law and order, welfare and foreign policy.</p> <p>Labour Party politics on the economy, law and order, welfare and foreign policy.</p> <p>Liberal Democrats' current policies on the economy, law and order, welfare and foreign policy.</p> <p>The importance of policy in the UK. The ideas and policies of a minor UK political party e.g. UKIP, Green Party, Scottish Party.</p> <p>The development of a multi-party system, and the implications for government.</p>	<p>Issue of political parties.</p> <p>Knowledge and understanding of political parties, of their structural features and of their key features within the political system.</p> <p>Functions and policies of parties – a knowledge and understanding of the central ideas, traditions and policies of the major UK political parties, and the development of party politics in recent years.</p> <p>How parties influence ideological and policy developments.</p> <p>How parties influence ideological and policy developments.</p> <p>How parties influence ideological and policy developments.</p> <p>Competing party politics and ideas – a knowledge and understanding of the links and contrasts between the ideas and policies of the major parties and of the ideological differences between them.</p> <p>Coalition Party politics on the economy, law and order, welfare and foreign policy.</p> <p>Labour Party politics on the economy, law and order, welfare and foreign policy.</p> <p>Liberal Democrats' current policies on the economy, law and order, welfare and foreign policy.</p> <p>The importance of policy in the UK. The ideas and policies of a minor UK political party e.g. UKIP, Green Party, Scottish Party.</p> <p>The development of a multi-party system, and the implications for government.</p>
<b>Key Topic 2: Elections</b>		
<p>Electors and Democracy – a knowledge and understanding of how and why elections promote democracy, and of the structure of the democratic vote.</p> <p>Process of UK – a knowledge and understanding of the workings of the voting systems used for elections to the House of Commons.</p> <p>A knowledge and understanding of the workings of the voting systems used for elections to the House of Lords and the European Parliament.</p> <p>The advantages of the representatives for party representation and government in a multi-party system.</p> <p>UK First Past the Post (FPTP) Additional Member System (AMS) Single Transferable Vote (STV) (Supplementary Vote (SV) Proportional Representation (PR) (List System).</p> <p>Online electoral systems – a knowledge and understanding of the advantages and disadvantages of the UK electoral system.</p> <p>The benefits or otherwise of changing the Westminster electoral system.</p>	<p>Electors and Democracy – a knowledge and understanding of how and why elections promote democracy, and of the structure of the democratic vote.</p> <p>Process of UK – a knowledge and understanding of the workings of the voting systems used for elections to the House of Commons.</p> <p>A knowledge and understanding of the workings of the voting systems used for elections to the House of Lords and the European Parliament.</p> <p>The advantages of the representatives for party representation and government in a multi-party system.</p> <p>UK First Past the Post (FPTP) Additional Member System (AMS) Single Transferable Vote (STV) (Supplementary Vote (SV) Proportional Representation (PR) (List System).</p> <p>Online electoral systems – a knowledge and understanding of the advantages and disadvantages of the UK electoral system.</p> <p>The benefits or otherwise of changing the Westminster electoral system.</p>	<p>Electors and Democracy – a knowledge and understanding of how and why elections promote democracy, and of the structure of the democratic vote.</p> <p>Process of UK – a knowledge and understanding of the workings of the voting systems used for elections to the House of Commons.</p> <p>A knowledge and understanding of the workings of the voting systems used for elections to the House of Lords and the European Parliament.</p> <p>The advantages of the representatives for party representation and government in a multi-party system.</p> <p>UK First Past the Post (FPTP) Additional Member System (AMS) Single Transferable Vote (STV) (Supplementary Vote (SV) Proportional Representation (PR) (List System).</p> <p>Online electoral systems – a knowledge and understanding of the advantages and disadvantages of the UK electoral system.</p> <p>The benefits or otherwise of changing the Westminster electoral system.</p>
<b>Key Topic 3: Voting Behaviour and Media</b>		
<p>Case Studies of 3 UK General Elections (1992-92, 1997, post-1997).</p> <p>Structure and impact of the 3 Elections on the parties and government.</p> <p>Reasons for and impact of party politics and mobilisation on the 3 Elections.</p> <p>Techniques used in the election campaigns.</p> <p>The wider political context of the 3 elections.</p> <p>The campaigning and other issues surrounding voting patterns, such as authenticity and voting avoidance.</p> <p>Political opinion polls and opinion polls (accuracy of opinion polling behaviour, interest and trends).</p> <p>Political and the national and international pressures to form a coalition, revealed by national data sources and how and why.</p> <p>The benefits or otherwise of changing the Westminster electoral system.</p> <p>Structure and impact of the Media on public behaviour and voting patterns.</p> <p>Opinion polls and opinion polls.</p> <p>Media bias and persuasion.</p>	<p>Case Studies of 3 UK General Elections (1992-92, 1997, post-1997).</p> <p>Structure and impact of the 3 Elections on the parties and government.</p> <p>Reasons for and impact of party politics and mobilisation on the 3 Elections.</p> <p>Techniques used in the election campaigns.</p> <p>The wider political context of the 3 elections.</p> <p>The campaigning and other issues surrounding voting patterns, such as authenticity and voting avoidance.</p> <p>Political opinion polls and opinion polls (accuracy of opinion polling behaviour, interest and trends).</p> <p>Political and the national and international pressures to form a coalition, revealed by national data sources and how and why.</p> <p>The benefits or otherwise of changing the Westminster electoral system.</p> <p>Structure and impact of the Media on public behaviour and voting patterns.</p> <p>Opinion polls and opinion polls.</p> <p>Media bias and persuasion.</p>	<p>Case Studies of 3 UK General Elections (1992-92, 1997, post-1997).</p> <p>Structure and impact of the 3 Elections on the parties and government.</p> <p>Reasons for and impact of party politics and mobilisation on the 3 Elections.</p> <p>Techniques used in the election campaigns.</p> <p>The wider political context of the 3 elections.</p> <p>The campaigning and other issues surrounding voting patterns, such as authenticity and voting avoidance.</p> <p>Political opinion polls and opinion polls (accuracy of opinion polling behaviour, interest and trends).</p> <p>Political and the national and international pressures to form a coalition, revealed by national data sources and how and why.</p> <p>The benefits or otherwise of changing the Westminster electoral system.</p> <p>Structure and impact of the Media on public behaviour and voting patterns.</p> <p>Opinion polls and opinion polls.</p> <p>Media bias and persuasion.</p>



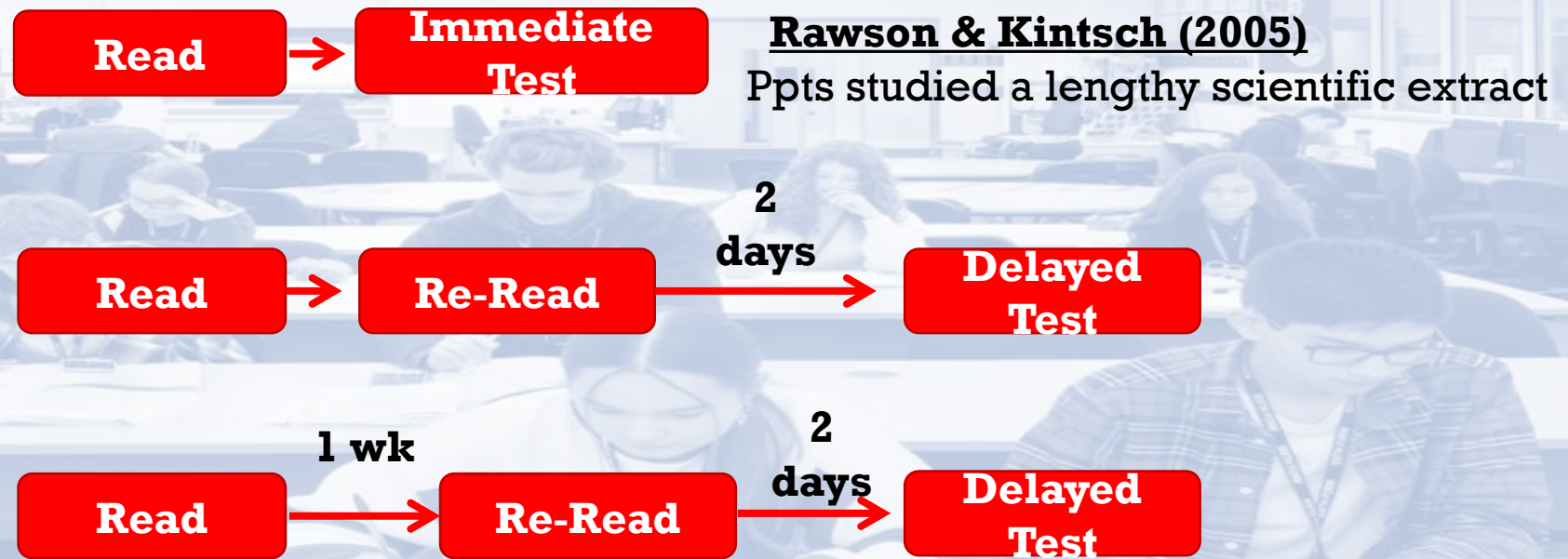
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## SPACED LEARNING OVER CRAMMING

A lot of educational research has been done to identify what works best in retaining knowledge and understanding.



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## SPACED LEARNING OVER CRAMMING

**Retrieval  
Practice**

**DIRECT EFFECT  
Learning**

**INDIRECT EFFECT**

**Feedback – what do you know and not know?  
Study allocation – where do you need to focus your time?  
Motivation – success means you persist**



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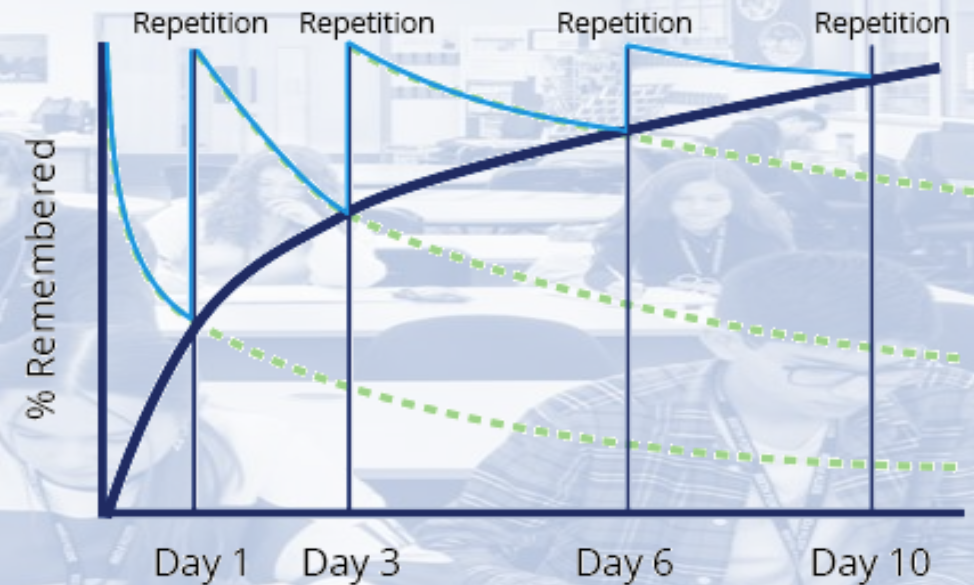


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## SPACED LEARNING OVER CRAMMING

- So the more you regularly revise and repeat. The more it sinks in.

### Spaced Repetition





## How effective are strategies?

- **Summarising** - writing summaries of texts - **LOW**
- **Highlighting/underlining** - **LOW**
- **Keyword mnemonics** - choosing a word to associate with information - **LOW**
- **Imagery** - forming mental pictures while reading or listening - **LOW**
- **Re-reading** - **LOW**
- **Interleaved practice** - switching between different kinds of problems - **MODERATE**
- **Elaborative interrogation** - being able to explain a point or fact - **MODERATE**
- **Self-explanation** - how a problem was solved - **MODERATE**
- **Practice testing** - Self-testing to check knowledge - especially using flash cards - **HIGH**
- **Distributed practice** - spreading out study over time - **HIGH**

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## Outcome

- Students who can **test themselves** or try to **retrieve** material from their memory are going to learn that material better in the long run.
- Start by reading the text book then make **flash cards** of the critical concepts and **test yourself**.
- Research has shown that repeated testing works.

A graphic on a dark blue background. The word 'TEST' is at the top in white, bold, sans-serif font. Below it is a large, stylized green checkmark with a white outline. At the bottom, the words 'YOURSELF' are written in white, bold, sans-serif font, stacked vertically.



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## Some common techniques to help

Here are some ideas to support these revision techniques:

Revision Strategy	Explanation
Record yourself	Use your phone to record ideas/practice revision/talk through concepts and then play it back to yourself regularly.
Post it notes	Use post it notes in key places in your bedroom to remind you of key words/terms/concepts
Revision websites	Such as Seneca and Tutor2u, can be used regularly to improve scores.
Flashcards	Make cards on key areas on knowledge to learn. Keep testing on these every few days.
Wider reading	In addition to the work set. Keep consulting different sources on information on the same topic.
Exam practice	Re-write a previous answer a little time later, see if you improve.



## Recommended techniques:

### Quizzing

Good old fashioned quizzing is an ideal vehicle to get students self-testing, which is proven to be a robust revision strategy, so that students can calibrate their knowledge and remembering. There are various types of quizzes, of course, such as short answer quizzing, multiple choice or a hybrid of the two, with different question types suiting different purposes.



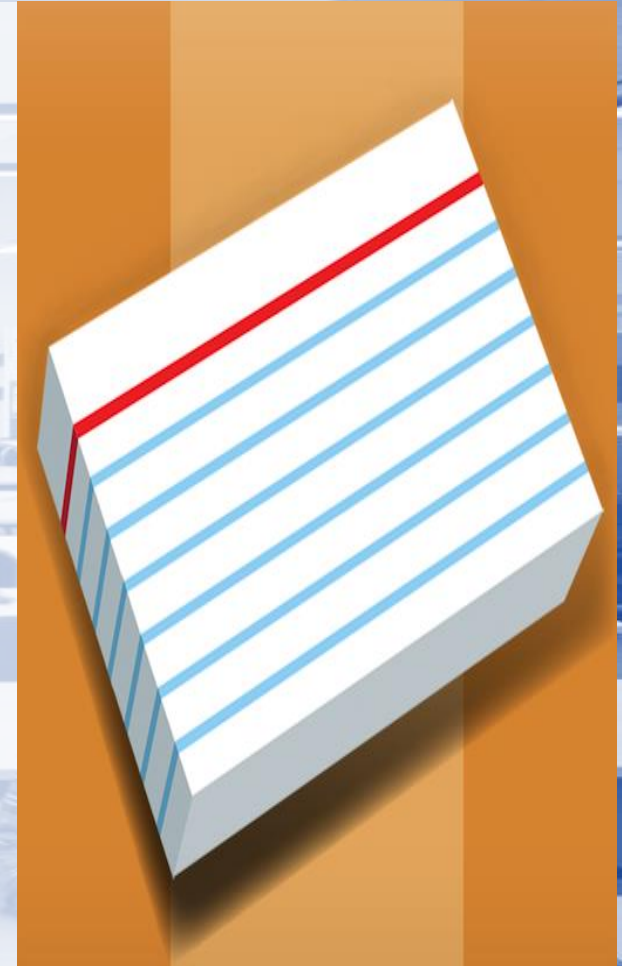


## Recommended techniques:

### Flashcards

Flashcards are a very familiar tool used by students. Crucially, however, too many students fail to use them for effective self-testing.

Students should beware dropping flashcards they think they know!



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## Recommended techniques:

### Past questions

Students need to practice examination questions, over and over, well spaced over time. The effect of exploring worked examples or exam answers, as well as writing their own, helps students process and refine their revision to meet the parameters of exam success.

Please check the examination details below before entering your candidate information

Candidate surname	Other names
Centre Number	Candidate Number

**Pearson Edexcel Level 3 GCE**

Time 2 hours      Paper reference **9PL0/01**

**Politics**  
**Advanced**  
**PAPER 1: UK Politics and Core Political Ideas**

You do not need any other materials.      Total Marks

**Instructions**

- Use **black ink** or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are **two sections**:
  - in Section A answer **either** 1(a) or 1(b) and then **either** 2(a) or 2(b)
  - in Section B answer **either** 3(a) or 3(b).
- Answer the questions in the spaces provided
  - there may be more space than you need.

**Information**

- The total mark for this paper is 84.
- The marks for **each** question are shown in brackets
  - use this as a guide as to how much time to spend on each question.

**Advice**

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

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Turn over >

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## Recommended techniques:

### Self-referential

Relating the information to something personal will help you remember it. Whether it's an experience or simply connecting a new person's name to a friend or family member, creating a relationship between the information you're trying to memorise and something that is already familiar to you is a highly effective memory technique.



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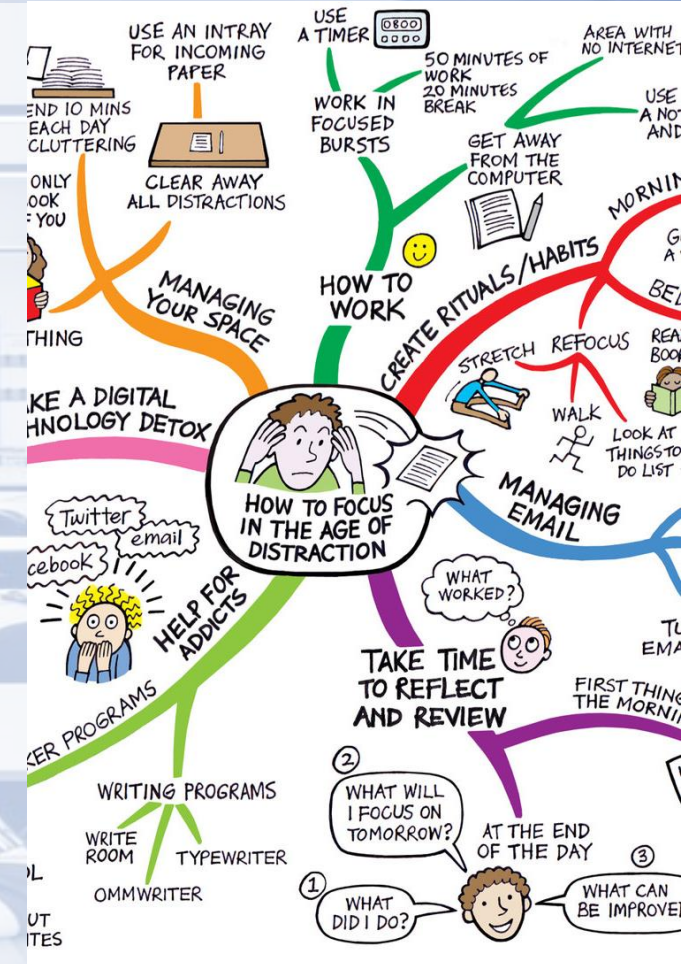


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## Recommended techniques:

### MINDMAPS AND REVISION DIAGRAMS

- Creating diagrams can be a very effective way of revising because:
- Creating the diagram makes you think deeply about how ideas / facts are linked together – the act of creating the diagram is a great revision strategy in itself
- You can easily condense a large amount of information to just the basic key facts
- You can see, understand and think about the links between different pieces of information
- Many students find the visual nature of diagrams easier to memorise than large pieces of text



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## What does this tell us about study?

### What does this tell us about study?

You need to work your brain to commit information to memory.

It may feel like you're not getting anywhere in the short term but long term benefits far outweigh the effort required.

<b>Unhelpful Strategies</b>	<b>Helpful Strategies</b>
Reading your notes/textbook	Exam practice
Making notes visually appealing	Recreate revision notes from memory
Write out notes from folder/textbook	Verbally recall information with a friend/parent to check

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**CHUNK  
IT**



**RE-LEARN  
IT**



**WRITE  
IT**



**SPEAK  
IT**

Split the Thinkit into manageable chunks.

Choose a chunk at a time to memorise.

Start with the most important or the most difficult.

Re-read your notes on the chosen topic.

Do some wider research on the internet until you understand it.

Use:  
Thinkit/Graspit/Knowit  
Independence  
Apps etc.

Write a detailed description or an explanation about everything you know about this topic.

Try to do this without your notes.  
Topic on a page  
Write key facts you need to memorise over and over until you have memorized them.

Give a verbal explanation about the topic as if you were teaching it.

Repeat facts you need to remember 20 times.

Record key facts about this topic on your phone.

Say what you've learnt from memory, using the Thinkit images to prompt you.



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## Resources:

<https://www.taverhamhigh.norfolk.sch.uk/sixth-form/learning-2/subject-independent-study-guides/>

### SUBJECT GUIDES FOR INDEPENDENT STUDY

Access Business Enterprise



Access English/GCSE English retake



Access Maths/GCSE Maths retake



Access Media Studies



Art



Biology



Preparation materials for A-Level/BT...

Essential skills for sixth form

Subject guides for independent study

Subject curriculum information

Post 18



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**Remember...**

**THERE IS  
STILL TIME!!!**



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