EXCELLENCE EVENING

ELEVATE
FOXFORD

HOW TO SUPPORT REVISION



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EXAM BOARDS AT FOXFORD

Board	Subject	Qualification No	Exams	Coursework
AQA	English Language 8700	601/4293/3	2 x 1hr 45mins	NEA – spoken English
AQA	English Literature 8702	601/4477/6	1 x 1hr 45mins 1 x 2hrs 15mins	
AQA	Sociology	603/0798/5	2 x 1hr 45mins	
AQA	Spanish – Foundation 8692	610/3530/0	1 x 35mins 1 x 45mins 1 x 1hr 10mins	Speaking 7-9 minutes
AQA	Spanish – Higher 8692	610/3530/0	1 x 45mins 1 x 1hr 1 x 1hr 15mins	Speaking 10-12 minutes
AQA	Biology 8461	601/8752/9	2 x 1hr 45mins	
AQA	Chemistry 8462	601/8757/6	2 x 1hr 45mins	
AQA	Physics 8463	601/8751/3	2 x 1hr 45mins	
AQA	Combined Science (Trilogy) 8464	601/8758/X	6 x 1hr 15mins	
AQA	Geography 8035	601/8410/3	3 x 1hr 30mins	
Pearson	Mathematics 1MA1	601/4700/3	3 x 1hr 30mins	
Pearson	History 1HI0 Entry route FR	601/8092/4	2 x 1hr 30mins and 1 x 1hr 50mins (1HI0 11) (1HI0 31) (1HI0 B4 and P4)	
Pearson	Business 1BS0	603/0121/1	2 x 1hr 45mins	
Pearson	BTEC Level 1/2 Tech Award in Digital Information Technology RIT3	603/7050/6	1 external assessment completed in 1hr 30mins, supervised in a window timetabled by Pearson	2 internally assessed, externally moderated components each completed in approximately 6hrs of supervised assessment.
Pearson	BTEC Level 1/2 Tech Award in Health and Social Care RHS3	603/7047/6	1 external assessment completed in 2hrs, supervised in the window timetabled by Pearson (Component 3).	2 internally assessed, externally moderated components each completed in approximately 6hrs of supervised assessment
Pearson	BTEC Level 1/2 Tech Award in Child Development RCD3	603/7058/0	1 external assessment completed in 2hrs, supervised in the window timetabled by Pearson (Component 3).	2 internally assessed, externally moderated components each completed in approximately 6hrs of supervised assessment
Pearson	BTEC Level 1/2 Tech Award in Sport RSP3	603/7068/3	1 external assessment completed in 1.5hrs, in the window timetabled by Pearson (Component 3)	1 internally assessed, externally moderated component, completed in approximately 5hrs of supervised assessment. 1 internally assessed externally moderated component, completed in approximately 4hrs of supervised assessment.
OCR	Art and Design Fine Art J171	601/8086/9		1 x portfolio 1 x set task
OCR	Computer Science J277	601/8355/X	2 x 1hr 30mins	
Eduqas	Hospitality and Catering Level 1/2 Vocational Award 5409QA	603/7022/1	1 x 2hrs – 5409UB	Unit 2 – 5409U2



HOW CAN STUDENTS USE THE

LOOK, COVER, WRITE, CHECK

Look

Look at your learning plan or key notes from your lesson and identify something you need to focus on.

Cover

Cover up your work so you cant see it anymore.

Write

Write down what you can remember.

Check

Check back at your learning plan or key notes. Tick if correct. Change anything you didn't get right or missed.

What it looks like in action

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HOW CAN PARENTS AND CARERS SUPPORT

Look

You can verbally quiz your child by asking them questions from their notes.

For example, definitions or key facts.

Cover

During look, cover, write, check ask your child to hand you their notes or learning plan so they cant see it when they write.

Write

Check your child's attempts regulary. If there are no corrections in green pen, ensure the answers are correct. using their learning plan or notes.

Check

If there are corrections in green pen, ask them to re-do these questions next time.

What it looks like in action

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Parent Guide

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LOOK, COVER, WRITE, CHECK



The Dos and Don'ts of Using Look-Cover-Write-Check for Revision

Look–Cover–Write–Check is a powerful revision technique that helps learners commit key knowledge to memory through repetition and self-testing. By looking at information, covering it, writing it from memory, and then checking for accuracy, students actively engage with the material rather than simply reading it. To get the most out of this method, it's important to follow key dos and don'ts when using it. When applied effectively, Look–Cover–Write–Check can strengthen recall and improve long-term retention, while poor use of the technique can reduce its effectiveness

✓	✗
Do	**Don't**
• Look carefully at the correct answer or key information. • Cover it fully so you can't see it. • Write it out from memory as accurately as possible. • Check your answer and correct mistakes immediately. • Repeat the process until the answer is fully accurate. • Focus on key terms, definitions, and processes. • Use LCWC for areas you struggle with the most. • Space practice over time (don't cram all in one go).	• Peek while writing – this reduces the effectiveness. • Copy answers without thinking. • Ignore mistakes—these are where learning happens. • Use it only for easy content. • Rush through repetitions without checking properly. • Assume one correct attempt means you've mastered it. • Write long chunks—keep it focused and manageable. • Stop practicing once it feels familiar but not secure.



HOW TO USE

PAST EXAM PAPERS

Identify Exam Board

Choose the right exam board and subject. All of your subjects could be all slightly different!

If in doubt ask your teacher

Download Mark Scheme

Download papers and mark schemes from reliable sources like Firefly, your teacher or the exam board website.

Having the official mark scheme is absolutely crucial.

Attempt the Question

Attempt the whole paper or specific questions – time yourself eg 6 marker allow 6 minutes.

Duration of a full paper time can be found on the front of the paper

Use Mark Scheme

Mark using the official scheme and highlight key words they're looking for. This is where the real learning happens!

Go back and revise the topic areas you struggled with, then try similar questions again.

BBC Bitesize Student tips

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HOW CAN PARENTS AND CARERS SUPPORT

Identify Appropriate Topics

Encourage your child to complete full papers or selected topics.

They will know their weaker areas from their previous assessments and/or teacher

Help them schedule regular practice sessions.

Recreate Exam Conditions

Encourage them to use a timer and remove distractions.

This helps your child practise pacing, manage pressure, and get used to the format and structure of real exam questions.

Use Mark Schemes

Sit with your child and go through the official mark scheme after they finish a paper.

Help them identify where marks were gained or lost, and highlight the key phrases or structures examiners look for.

Keep A Log

Keep a log of which papers they've completed and which topics or question types they struggled with.

Encourage them to redo those specific questions later to reinforce improvement.

BBC Bitesize Essentials

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PAST EXAM PAPERS



The Dos and Don'ts of Using Past Exam Papers for Revision

Past exam papers are one of the most effective revision tools because they help students become familiar with exam formats, question styles, and time management. By practising with real exam questions, learners can identify gaps in their knowledge and build confidence before the actual exam. To gain the greatest benefit, it's important to follow key dos and don'ts when using past papers. Used effectively, they can significantly improve exam performance, while poor practice habits can limit their value.

Do	**Don't**
• Attempt questions under timed conditions to build exam stamina. • Use mark schemes and examiner reports to understand how marks are awarded. • Focus on improving weak areas, not just repeating strengths. • Redo questions you got wrong until you can answer them correctly. • Break questions down (command words, marks, structure). • Use model answers to learn what a top response looks like. • Practise planning answers before writing (especially longer questions). • Keep a mistake log to track errors and avoid repeating them.	• Simply read questions and answers without attempting them. • Always choose easy or familiar topics. • Ignore feedback from mark schemes or teachers. • Move on too quickly after getting an answer wrong. • Memorise answers without understanding them. • Practise in the same order every time. • Spend all your time on one paper without reviewing it. • Assume you "know it" just because it looks familiar.

HOW TO

MAKING FLASHCARDS

Create Your Own

Create your own revision cards, it will help you retrieve information. Add the question to the front and answer to the back.

Add Pictures

Add pictures to your flashcards. This will make the more memorable.

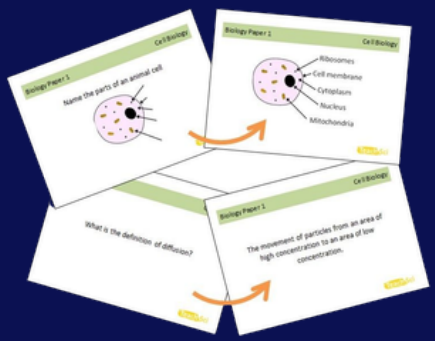
Use Mnemonics

Use mnemonic devices to help remember important points about your subject.

One Point Per Card

Stick to one point per card. Its important not to overload them with too much information.

What A Good One Looks Like





UTILISING YOUR FLASHCARDS USING

THE LEITNER SYSTEM

Prepare

Once you have created your flashcards find some boxes or cups or just place them in piles.

Label them; Everyday, Tuesday & Thursday and Friday.

Place all your flash cards in Everyday (box 1) to start.

Review

Look at the front (the question) and try to recall and say the answer without looking at the back (the answer).

If you answer correctly, place the card in Tuesday & Thursday (box 2).

If you answer incorrectly, return the card to Monday (box 1).

Progress

On Tuesday & Thursday also review box 2 flashcards.

If you answer a card correctly in Tuesday & Thursday (box 2), move it to Friday (box 3).

If you answer incorrectly, return it to Monday (box 1).

Keep Going

Continue moving flash cards to higher boxes as you recall them correctly.

As you learn new material, add new flash cards to box 1. You many want different topics or subjects in different colours

The Leitner System in action

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HOW CAN PARENTS AND CARERS SUPPORT

1

Encourage your child to create flash cards. These should be kept simple.

Encourage the use of pictures and mnemonic devices and stick to only one point per card.

2

Read out a question/key word on the flash card and ask your child to recall it.

You can test using the flash card in both directions.

3

Help your child to set up the Leitner system.

This is a set of boxes or cups for them to organise their flash cards.

The Leitner system helps students focus on the material that needs their most attention.

4

Encourage students to test their cards in box 1 every study session.

Ensure they test the other boxes at spaced intervals (the higher the box number, the less frequently it needs to be re-checked).

How to Create Flashcards

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AI

AI-powered tools can take your class notes, exam questions or specification to generate flashcards tailored to your content, which means you can focus more on your study session and less on making the actual flashcards.

How to set up the Leitner System

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FLASHCARDS



The Dos and Don'ts of Flashcards

Flashcards are a powerful study tool that improve memory through active recall and regular practice. To get the best results, it's important to follow key dos and don'ts when creating and using them. Well-designed flashcards can make revision more effective, while poorly designed ones can hinder learning.

✓	✗
Do	**Don't**
• Put a single piece of information on each flashcard. • Sort your flashcards according to your confidence with them (Leitner System) • Create 'decks' for each topic. This may be a different colour card for each subject/unit. • Mix up topics so you aren't always testing yourself on the same topic. • *Practice the information you struggle and need to improve on.* • *Use PLCs, checklists or revision guides as a way to monitor your retrieval practice.* • *Move beyond recalling simple facts to detail and analysis.*	• Spend more time making the flashcards than using them. • Put lots of information onto each flashcard. • Revise the flashcards in the same order every time that you use them. • Only read the flashcards – test your memory! • *Assume everything you've written is correct.* • *Throw away your quizzes or brain dumps.* • *Avoid testing yourself on tough topics or ones you dislike. You want it to be difficult.*