

## Active Revision – MFL

### Assessment Point – Yr11 Mocks

Research shows that students who do frequent chunks of revision across all 3 stages of revision below are more likely to reach their full potential.

- ✓ **Upload** – consolidate your knowledge
- ✓ **Process** – active retrieval practice
- ✓ **Download** – apply your knowledge



**upload**



**process**



**download**

#### Paper 1 - Listening:

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| <ul style="list-style-type: none"> <li>• Create topic-based vocab flashcards (e.g. school, holidays, social issues)</li> <li>• Listen to short audio clips and note key words</li> <li>• List common question types in English and TL</li> </ul> | <ul style="list-style-type: none"> <li>• Practice transcribing short dialogues from memory</li> <li>• Use the <b>Leitner method</b> with vocab</li> <li>• Play a clip and pause every 10 seconds – write what you remember</li> </ul> | <ul style="list-style-type: none"> <li>• Complete Foundation/Higher past listening papers</li> <li>• Predict question content from key words</li> <li>• Answer under timed conditions</li> </ul> |
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#### Paper 2 - Speaking

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| <ul style="list-style-type: none"> <li>• Memorise key phrases for photo cards and role plays</li> <li>• Prepare sentence starters and opinion phrases</li> <li>• Make a list of key phonetic sounds.</li> <li>• Create flashcards for common speaking themes + 3 tenses</li> <li>• Ensure your speaking booklet is complete and learnt.</li> </ul> | <ul style="list-style-type: none"> <li>• Practice role plays with a partner or record yourself</li> <li>• Use your speaking booklet to build confidence</li> <li>• Time yourself answering a photo card and follow-up questions.</li> <li>• Record yourself for the reading aloud tasks.</li> </ul> | <ul style="list-style-type: none"> <li>• Record speaking booklet answers</li> <li>• Do a full mock (role play, reading aloud, photo card, follow-up conversation)</li> <li>• Check for fluency, pronunciation, and use of tenses</li> </ul> |
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	<ul style="list-style-type: none"> <li>• Use the Leitner method with your speaking booklet questions.</li> </ul>	
<b>Paper 3 - Reading</b>		
<ul style="list-style-type: none"> <li>• Create glossaries for each theme (flashcards/Quizlet/Blooket etc.)</li> <li>• Highlight cognates, false friends, and idioms</li> <li>• Review grammar structures common in reading texts</li> </ul>	<ul style="list-style-type: none"> <li>• Translate short TL texts into English</li> <li>• Cover up answers on past papers and try again</li> <li>• Summarise each text in English</li> <li>• Use the <b>Leitner method</b> with vocab</li> </ul>	<ul style="list-style-type: none"> <li>• Complete full reading past papers</li> <li>• Translate 3 short paragraphs per week</li> <li>• Identify which questions you consistently get wrong – revise related vocab</li> </ul>
<b>Paper 4 - Writing</b>		
<ul style="list-style-type: none"> <li>• Collect sentence builders and model paragraphs for key topics (you can use your speaking booklet to help)</li> <li>• Create revision mats with verbs, connectives, and opinions</li> <li>• Learn how to form 3 key tenses (present, past, future)</li> </ul>	<ul style="list-style-type: none"> <li>• Write out 90- and 150-word answers from memory</li> <li>• Use different colours to check you've included 3 tenses and opinions</li> <li>• Rewrite old answers using a model as a scaffold</li> </ul>	<ul style="list-style-type: none"> <li>• Do weekly 90/150-word timed tasks</li> <li>• Self-assess using success criteria</li> <li>• Peer-mark a friend's answer using the mark scheme</li> </ul>