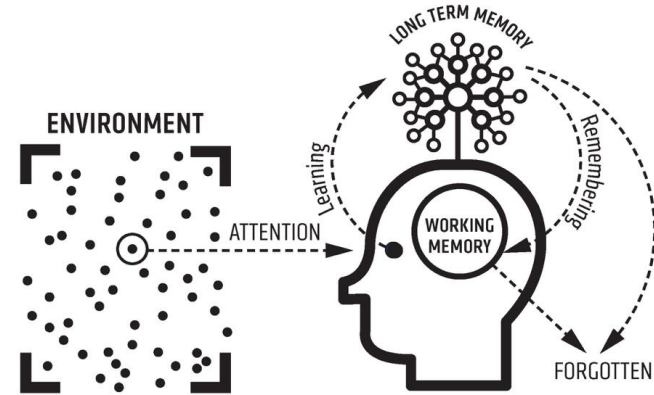


HOW TO REVISE

Preparing yourself for examinations

PAY ATTENTION! MEMORY - THE SCIENCE OF LEARNING

- New information enters our working memory (where we do our thinking).
- We can only absorb a limited amount of new information.
- This information is passed to our long term memory through 'learning' - long term memory is unlimited!
- If we revise (retrieval practice) we generate information in our long term memory - we remember it!



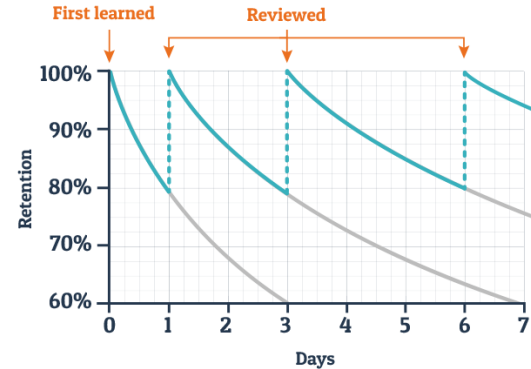
PAY ATTENTION! MEMORY - THE SCIENCE OF LEARNING

- It's completely natural to forget.
- We start losing 'memory of knowledge' if we don't revise
- We only remember 60% of knowledge after 3 days.
- Practice and retrieval (revising) helps us break the 'forgetting curve'.

In short

1. Revisiting material strengthens memory.
2. Our memory is limited - cramming doesn't work.
3. If we don't revisit information it is 'lost' from our memory.

Typical Forgetting Curve for Newly Learned Information



EFFECTIVE RETRIEVAL - THE BEST WAYS TO REVISE

The best ways to revise are to do retrieval activities. Activities that help you to remember information rather than simply re-reading it.

The following activities help you to build confidence and identify gaps in your knowledge:

- Knowledge quizzing, multiple choice tests, simple tests
- Past papers/practice questions
- Getting a friend, teacher or parent to test you
- Summarising - creating flashcards or revision materials where you can test yourself.

FLASHCARDS

A flashcard may include the following:

1. A key word/term with definition on the back
2. A key date/fact with event/info on the back
3. A key equation/formula/theory/quote with its use on the back
4. A past paper question with a plan/answer on the back

FLASHCARDS - THE LEITNER SYSTEM

In order to use flashcards effectively try the Leitner system - which creates a system for testing yourself using your cards.

Create three boxes

BOX 1: Every day	BOX 2: Twice a week	BOX 3: Once a week
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Test yourself on the flashcards in the Box 1 pile every day. If you get the answer correct on the flashcard, move it to the Box 2 pile. If you get it incorrect, it stays in Box 1.

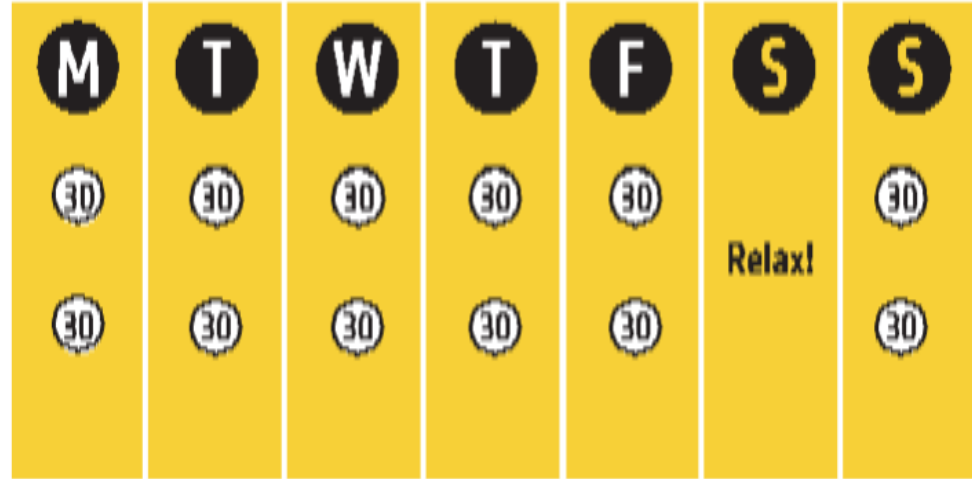
Twice a week, test yourself on the flashcards in Box 2. If you get the answer correct on the flashcard, move it to the Box 3 pile. If you get it incorrect, it stays in Box 2. The aim is to get all of the flashcards to Box 3, you can test yourself on these cards once a week.

THE DOS AND DON'TS OF FLASHCARDS

Do	Don't
<ul style="list-style-type: none">● Put a single piece of information on each flashcard.● Sort your flashcards according to your confidence with them (see above).● 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 checklists or revision guides as a way to monitor your retrieval practice.● Move beyond recalling simple facts to detail and analysis.	<ul style="list-style-type: none">● Spend more time making the flashcards than using them.● Put too much information onto each flashcard.● Revise the flashcards in the same order every time that you use them.● Just read the flashcards – test your memory!● Assume everything you've written is correct. Check your work!● Throw away your quizzes or brain dumps.● Avoid testing yourself on tough topics or ones you dislike. You want it to be difficult.

SPACING OUT YOUR REVISION

Instead of cramming for tests and exams the day before, space your revision out. Try working in 30 minute chunks and spacing your revision work across the week. That way you can consolidate all your learning without cramming and overloading your brain!



INTERLEAVING

Interleaving involves switching between ideas and topics during a study session and not revising in blocks of topics. This ensures that you are not studying one idea or topic for too long. Mixing up your revision and chunking it supports learning and strengthens your memory as we know you need to review information over time to reinforce learning.

Blocking



Interleaving



DELIBERATE PRACTICE

Practice is essential. You can revise all you like but without practice, it is wasted. Start by spending time reviewing a topic/unit before quizzing/testing yourself **with no notes and from your memory (this is vital for revision)**.

Once you have finished, check your answers. **This will support you in showing where your 'knowledge gaps' are and where focus needs to be in your future revision.** Revision shouldn't keep you in your comfort zone, you need to be thinking hard and identifying your own areas for development. Avoid simply revising topics you enjoy. A technique to support deliberate practice is the **Pomodoro Technique**.



DUAL CODING

When reviewing something you have learnt, combining words and pictures can be powerful. Research suggests that combining words and images increase your learning by visually representing information in two different ways. For example:



Timelines

These can show the events that happen in a sequence, and the links between these events.



Mind Maps

These allow you to group information in branches from a central theme



Diagrams

Diagrams to annotate key information e.g. biological features about the body.



Story Boards

These can help you remember the key parts in a story or event



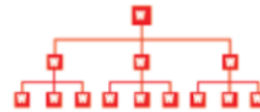
Flow Diagrams

Use flow diagrams to highlight cause and effect, input/output and processes



Venn Diagrams

Useful to compare change/continuity in history or characters in English



Graphic Organiser

These can chunk any aspect of a topic; hierarchy, process, cause/effect etc.



Concept Maps

Use to highlights links between themes, concepts and ideas.

SUMMARISING/CHUNKING INFORMATION

Breaking down your work into manageable chunks is a great revision strategy so that you don't end up feeling overwhelmed.

1. Break up large pieces of text into chunks or take a paragraph at a time
2. Only highlight vital information - what do you actually need to know?
3. Take the information you have highlighted and use it to create revision cards.

CHUNKING/SUMMARISING TEXTS

Muhammad Ali, arguably the greatest boxer in the history of the sport. He was born in 1942, in Louisville, Kentucky in the United States. He was named after his father, Cassius Clay, Sr., who was named for the 19th century abolitionist and politician Cassius Clay. He changed it to Muhammad Ali in 1964. He became a boxer at the age of 12. As an amateur boxer he won many titles, culminating in the Light Heavyweight gold medal in the 1960 Olympics in Rome, Italy. When Ali returned home to the states, he was so proud that he wore the medal around his neck wherever he went. After a week, he went to a café and ordered a drink. The waiter said “I’m sorry, we don’t serve coloured people”. Ali was so incensed by this! He had represented his country, won the gold medal, and come back to this kind of treatment. Muhammad Ali ripped from his neck and threw it into a river. Ali turned professional at the age of 18. Ali’s record was 100 wins, 5 losses when he ended his amateur career. Ali became the World Champ at the age of 22. Clay was famed for his unorthodox fighting style. Rather than match his opponents with brute force, Clay brought tactics and strategy into the ring. With his fast-moving style, he was equally adept at dodging a punch as at delivering one. His fancy footwork soon became known as the ‘Ali shuffle’. Ali also fought a great psychological game, often beating fighters before they stepped foot in the ring. It was in the pre-fight build up to his first world title fight with Sonny Liston that Ali famously said “I will float like a butterfly and sting like a bee”. In 1967, when Ali refused on religious grounds to be drafted into the US army to fight in Vietnam, he was stripped of his title and banned from boxing, two decisions he successfully overturned in court. This he achieved by defending himself brilliantly without a lawyer. In 1971, Ali lost the title to Joe Frazier. Ali went on to win it back and then fought in two of the most famous fights in the history of boxing; The Rumble in the Jungle, versus George Forman and The Thrilla in Manila, again versus Joe Frazier. Ali is the only boxer to have held the World title on 3 separate occasions. Ali retired from professional boxing in 1981, at the age of 39, with a career record of 56 wins and 5 losses, and as a three-time World Heavyweight Boxing Champion. Throughout his boxing career Ali was won over 50 million \$. Muhammad Ali became a Muslim around the age of 22, and a member of a group known as the Nation of Islam (or the Black Muslims) and was inspired by the teachings of Malcolm X. Muhammad Ali has been married 4 times, and has had nine children. There have been many films made of his life, most recently with Will Smith in the title role. Ali was awarded the coveted title of ‘Sportsman of the Century’ by the BBC in 1999. Although suffering from Parkinson’s disease, Ali still makes many public appearances. He refuses to allow his disability to beat him. He travels around the world doing great work for charity.

<u>Born:</u> <ul style="list-style-type: none">• 1942• Kentucky• Cassius Clay• 1964• 12	<u>Boxing:</u> <ul style="list-style-type: none">• 1960 Rome Olympics• Professional at 18• 100 wins, 5 losses at amateur
<u>World Champion:</u> <ul style="list-style-type: none">• 22• ‘Float like a butterfly, sting like a bee’• Vietnam 1967• 3 times World Champion• \$50 million	<u>Life:</u> <ul style="list-style-type: none">• National of Islam• Married 4 times• 9 children• BBC Sportsman of the Century 1999

WHAT DOESN'T WORK

It is vitally important to think about strategies that students may use that have a limited or no benefit for learning or memory. These include:

- Simply writing out notes or copying from a textbook/exercise book.
- Cramming revision to the 'final minute' overloads your working memory so you can't learn at all. It can also cause stress/anxiety before exams.
- Re-reading and doing nothing with the information. Trying to focus on 'too much information' on a single page and cramming revision.
- Highlighting information for the sake of it.
- Not enough silent work or attention to a given task. Attempting to revise while multitasking and doing other things.
- Comfort zone revision of easy material that pupils have already mastered because it makes you 'feel good'.

DEVELOPING GOOD HABITS AND ROUTINES

1. Create a dedicated revision area. Use this area only. Leave materials out ready and keep it tidy and clutter free.
2. Start revising in smaller chunks and build up over time. This will help you to embed and develop good habits. If you start too hard you may give up!
3. Want to revise - make it appealing. Arrange to revise with a friend or have a reward in mind for reaching your revision goals.
4. Organise yourself - create a revision timetable, set personal goals such as 'I want to work hard on ...' rather than 'I want to get a grade 8'.

DEVELOPING GOOD HABITS AND ROUTINES

Find a quiet, tidy room with minimal distractions – your bedroom, library or classroom.

Put your revision timetable, exam timetable and other documents visible on your wall

Make sure you have a drink and snack with you, staying hydrated and full is important



Put your phone in another room, it is too much of a distraction -

Loud music is a distraction, if you must listen, it needs to be low tempo, without lyrics

Have all your revision materials and stationary on your desk ready to go - make it obvious

DEVELOPING GOOD HABITS AND ROUTINES

Whilst **phones** are a brilliant intervention, research has found that they have a negative impact on revision and learning.

Phones can reduce concentration, impacting working memory, impact your sleep due to the bright lights and distractions, reduce your motivation and through listening to music, you are more likely to remember the lyrics to the song than the material you are revising!



CREATING A REVISION TIMETABLE

1. Look over all of your topics and determine where you need to focus your time. Which subjects and topics do you need to prioritise?
2. Create a table for a week with 30-60 minute revision slots and breaks built in.
3. Write the subjects in the table, colour coding can help you organise your timetable.
4. Type it up so you re-use it and edit it. Ensure it is easy to check and find.
5. Put it somewhere visible and tick off completed sessions = see the success! Ensure someone at home also check it and perhaps even reward you for completing revision sessions. It will keep you motivated.

Day	8:30 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00 – 1:00	1:00 – 2:35	2:35 – 4:00 (Revision / Intervention)	4:00 – 5:00	5:00 – 6:00	6:00 – 7:00	7:00 – 8:00	8:00 – 9:00	9:00 – 10:00
Monday						English	RE	Break	Music	English	Relax	Relax
Tuesday						Science	Break	Break	Maths	Geography	Relax	Relax
Wednesday						Break	Geography	English	Break	Maths	Music	Relax
Thursday						Maths	Science	Break	Business Studies	Relax	Relax	Relax
Friday						Play football	Break	English	Break	Maths	Business Studies	Relax
Saturday	Science	Maths	Geography	Science	Football	Football	Football	Football	Relax	Relax	Relax	Relax
Sunday	Geography	Football	Football	Relax	Relax	Science	maths	Break	Geography	RE	Relax	relax

NEED HELP?

- Copies of this presentation and a useful revision guide will be placed into the Year 11 Revision Classroom (google classroom) and on the school website.
- You can revisit last year's lesson on creating a revision timetable and view the school's period 6 revision and mock examination timetables on google classroom also.
- Speak to your form tutor, in the first instance, regarding any concerns you have about revising or the upcoming examinations.
- <https://www.youtube.com/watch?v=k1IJd8CXp4E>