

Revision Techniques



Year 11

October 2021

Learning Objectives

To be able to use a range of revision strategies.

To understand how these strategies help me
to remember

To know different ways of revising

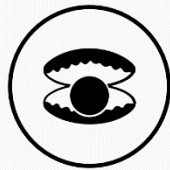
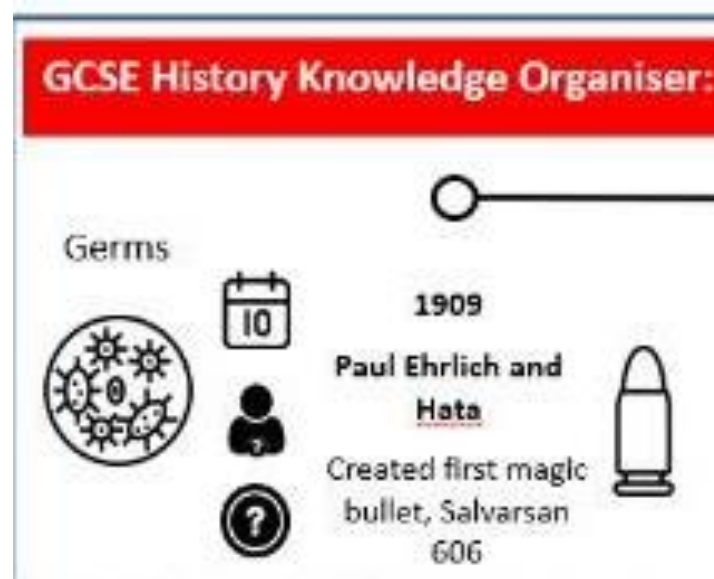
....SO THAT you can revise effectively for your mocks.

In year 10 you learnt that there were three main types of revision. Can you remember what they were?

- R _ d _ c t _ _ _
- T r _ _ _ f _ _ m _ _ _ _
- R _ t r _ _ _ _ l

- **Reduction** - reducing the information/knowledge to be remembered into smaller amounts or chunks over time.
- **Transformation** - turning the information/knowledge to be remembered into something else
- **Retrieval practice** - giving our brains ways to practising retrieving (finding) the stored information effectively (quickly and correctly).

Can you use the images to recall the revision methods you learnt last time?



'Solitary as an oyster' p2

In this session, you will learn
revision tricks that will help your brain
remember more.

To do this, you need to understand a little
bit about how your brain “learns”.

This is called cognitive science.



Chunking

- Last time we learnt that the working memory only holds 3-7 pieces of information.
- We can trick our brain into holding more information by chunking up information, or connecting new information to what we already know.
- How can you divide this list of letters into chunks?
- X A M B B C U S A I T V P M X

Chunking

X AM BBC USA ITV PM X

Now your brain only has to remember 6 things:
5 chunks of letters (or abbreviations) and the
two Xs at either end.

What other links can your brain make to help
you remember this list?

You have 60 seconds to remember a list of words.

Use what you have learnt about chunking to connect the words into memorable groups.

Mercedes

Desert

Eighteen

January

Cactus

Primera

Red

Aristotle

November

Blue

Yellow

Acute

March

Thirty Six

Twelve

Antelope

Oasis

Toyota

[illegible]

Forget

Colours

Blue

Red

Yellow

Numbers

Twelve

Eighteen

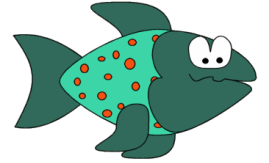
Thirty Six

Environment

Cactus

Oasis

Desert



Months

November

January

March

Letter 'A'

Antelope

Aristotle

Acute

Cars

Toyota

Primera

Mercedes

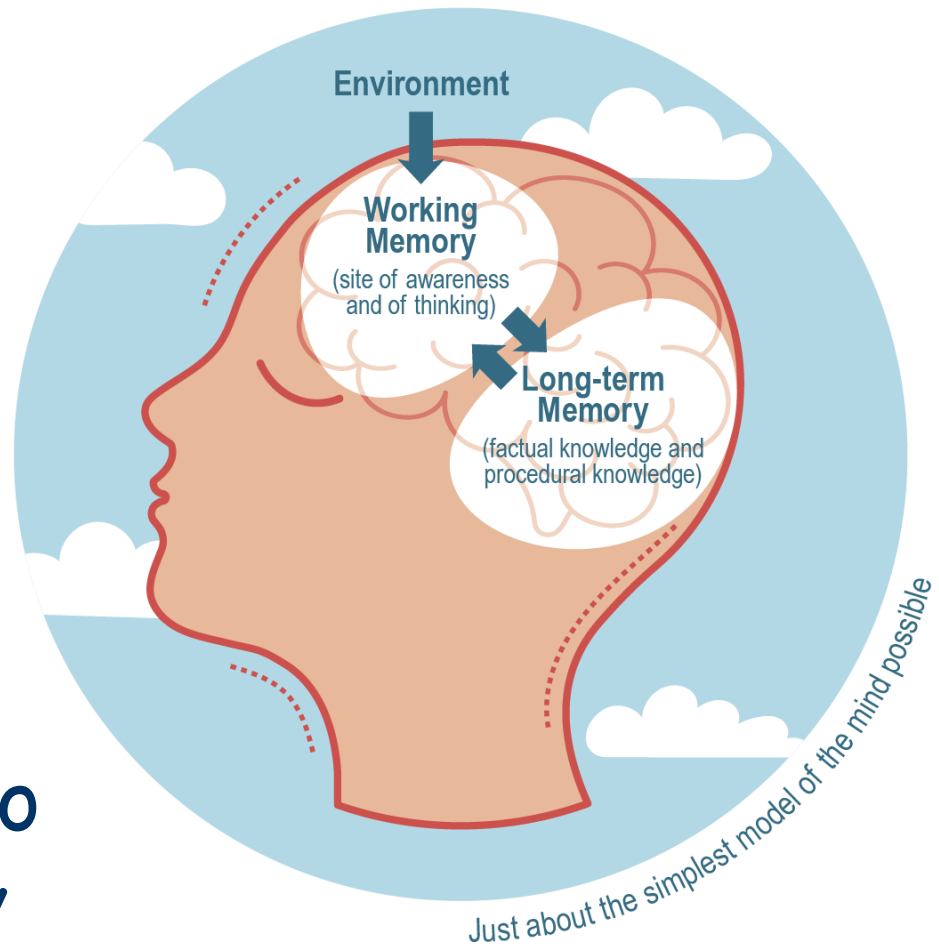
(Toy Primer)

Our working memory is limited.

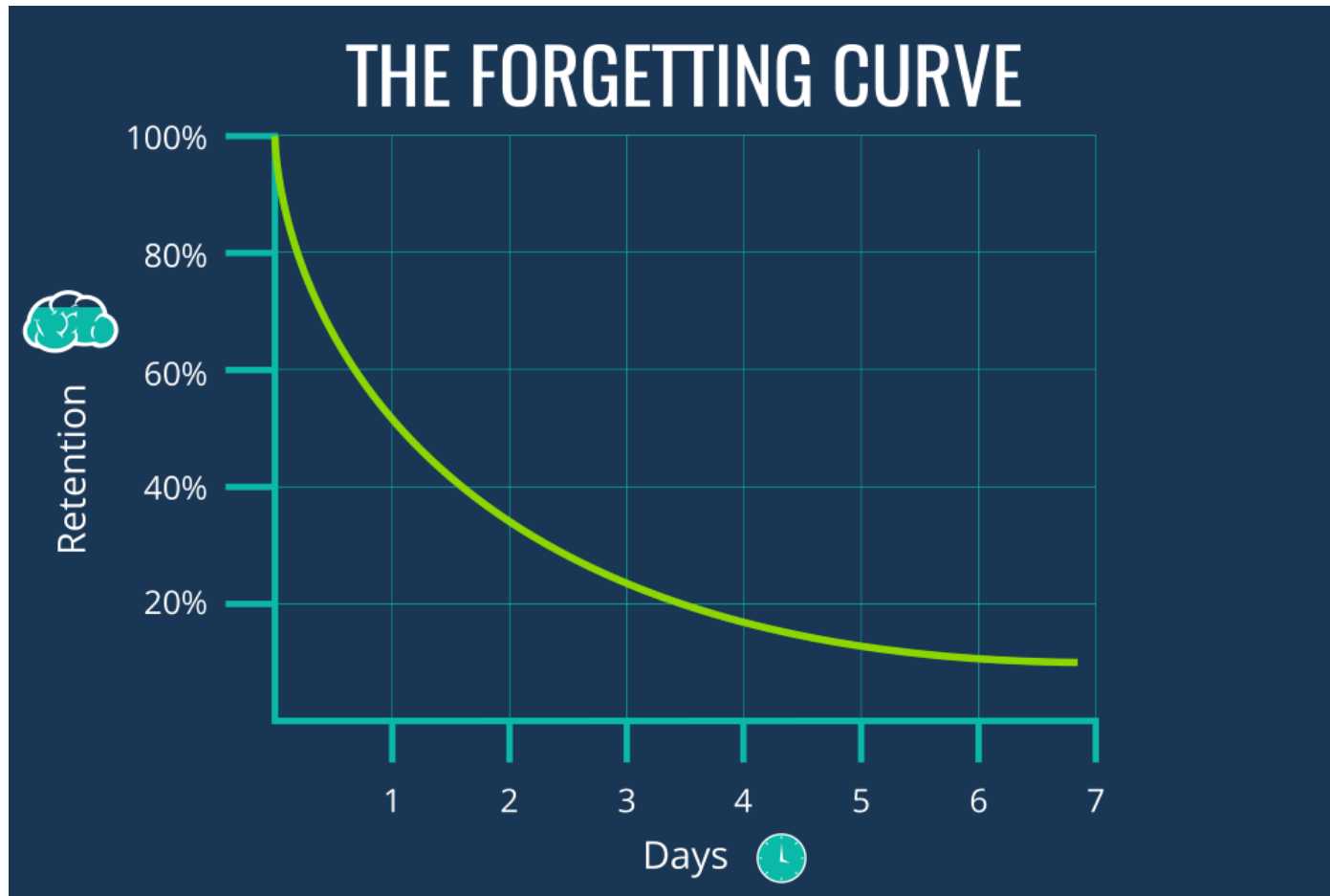
But our long term memory has the ability to store an infinite amount of information.

Revision helps us to move information **IN** to the long term memory and get it **OUT** again.

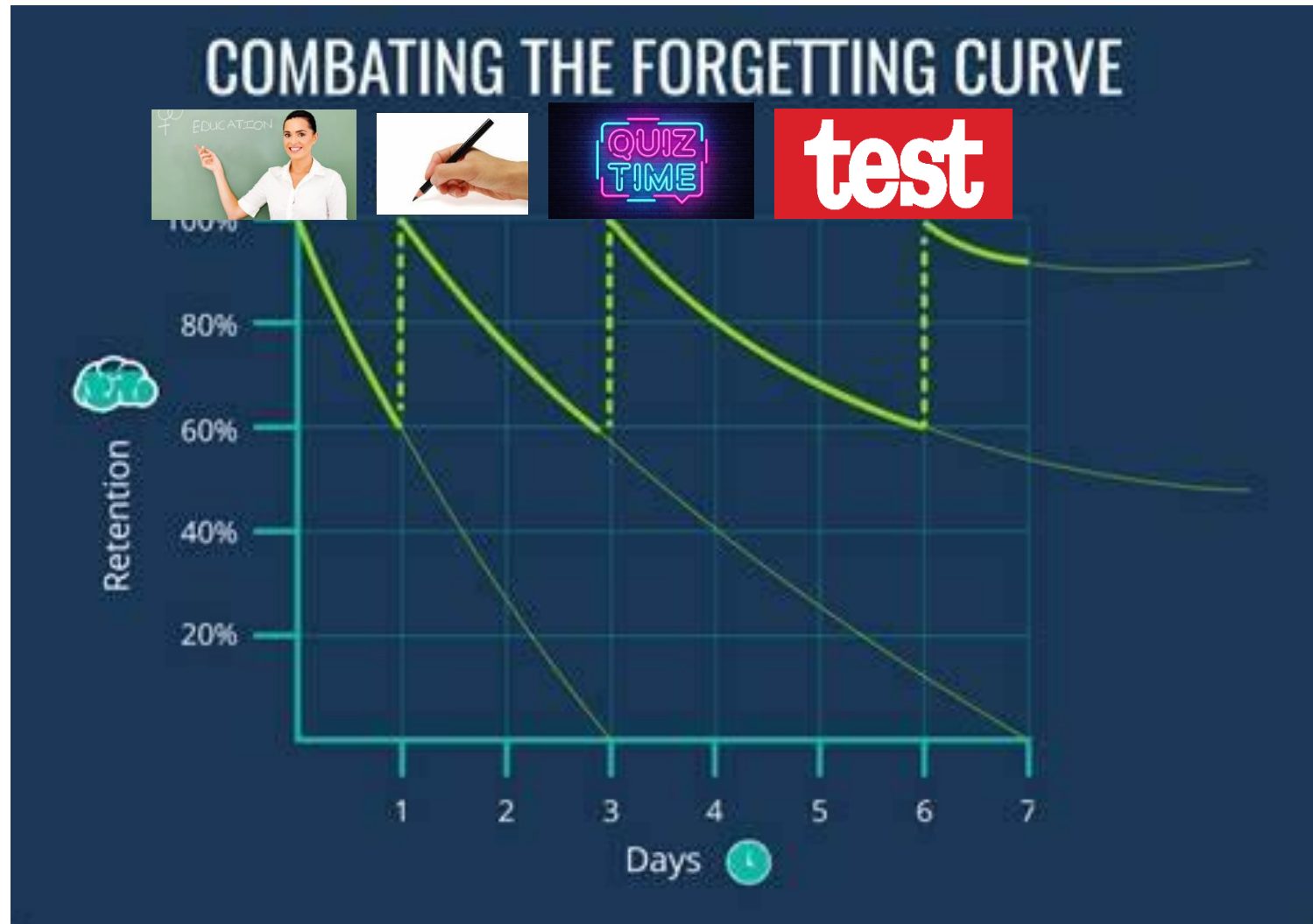
HOW THE MIND WORKS



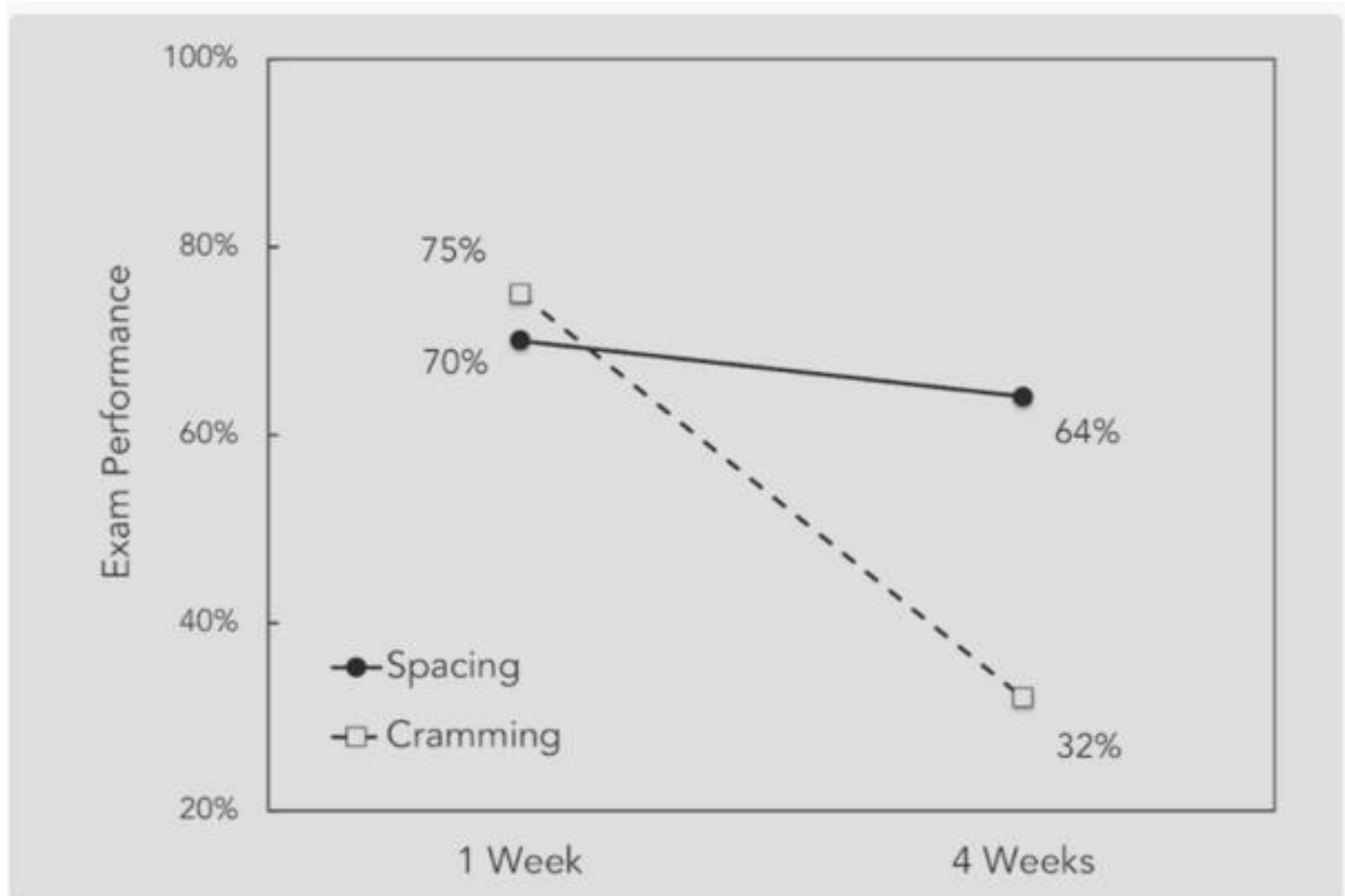
In Year 10, we learnt about Ebbinghaus' forgetting curve. What did it tell us?



What can we do to combat the forgetting curve?



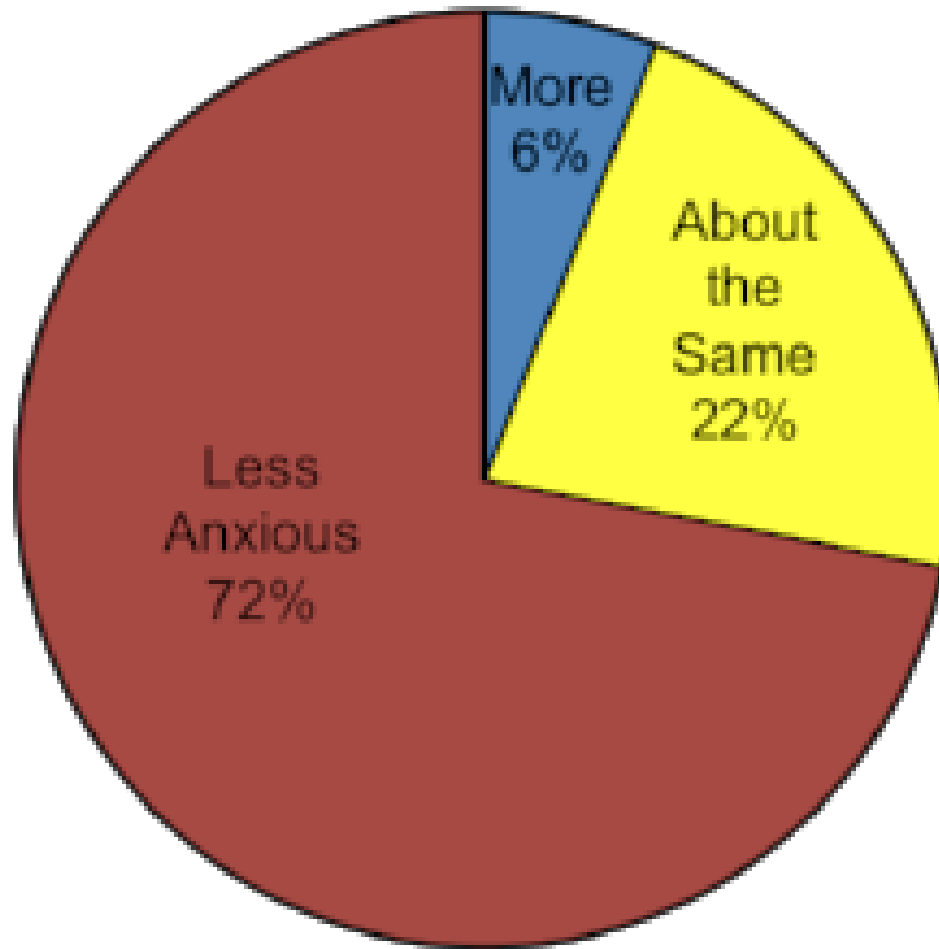
To do this we need to build in multiple opportunities to remember - this is called Spacing or Spaced Retrieval.



This is why, if it hasn't started already, your revision needs to start...



Studies have also shown that spaced retrieval reduces students' anxiety around exams.

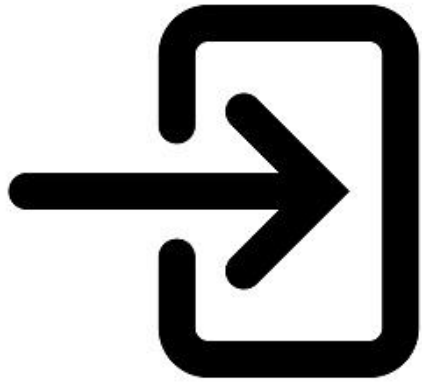


How can you approach revision to create opportunities for spaced retrieval?

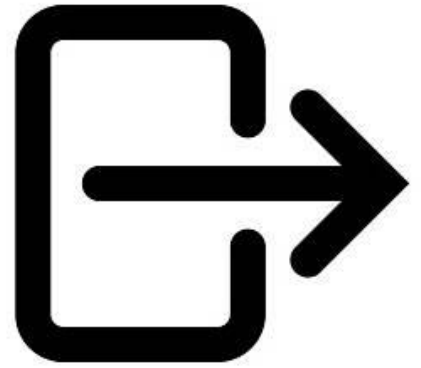
1. Revise for your mocks in November
2. Revise again for your exams in March
3. Keep revising for your real exams in May / June

1. Give yourself a mini-quiz the day after learning material.
2. Revisit important topics the following week.
3. Revisit important topics again a week or so prior to a test.

Keep going back over your learning - don't assume you can just "cram"!



Techniques



- Teachers have spent a long time putting information **IN** to your brain. Anything that helps you get the information back **OUT** is a revision technique.
- This is why just reading or highlighting won't work - they are putting information **IN** again, not getting it **OUT** of your brain.

Brain Drain



- Whilst you are studying, take a quick time out.
- Set a timer and put all your notes aside.
- Write down everything you can remember about what you have just studied.
- This simple activity not only allows for retrieval but also helps you to organise your knowledge.
- **Try it now: take 2 minutes to write down everything you have learnt so far this session.**

Two things



- When you get home, write down two things you learnt from each lesson that day.
- After a revision session, put your two most important points on a post it note or flash card.
- Before starting some new revision, write down two things you remember from the previous time you revised.
- **Try it now: write down two key things from period 1 and two key things from period 2 today.**

Flashcards

- Make flash cards for your subject.
- Don't just read the card - put a question on one side and the answer on the other to make you retrieve the information.
- Use for: keywords and definitions, questions and answers, exam questions and mark schemes, exam technique cards: 'How to' cards with a question and answer
- Try it now: (next slide)

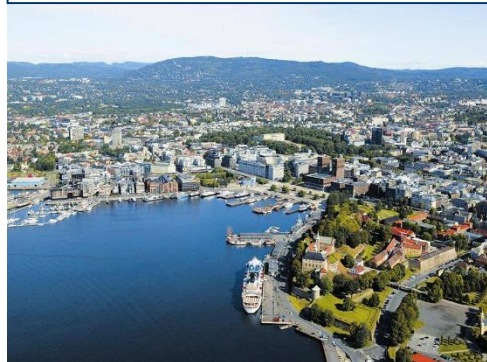




Capital Cities



Peru – Lima, Egypt – Cairo,
Thailand – Bangkok, Bolivia – La Paz,
Oman - Muscat, Tasmania – Hobart,
Hungary – Budapest, Canada – Ottawa,
Chile – Santiago, Austria – Vienna,
Australia – Canberra, Portugal – Lisbon,
Ukraine – Kiev, Norway - Oslo.



Retrieval

Now place all the cards with the * facing up.

Take it in turns to recall what is on the other side.

Keep the card if you are right.

If you are wrong, return the card to the game.



Mini quizzes

- Look at your work, notes, or book
- Write 5 questions based on your notes.
- Test yourself.
- Even better - keep your questions so you can test yourself again at a later date, or write your questions on strips of paper and add them to a question jar or box to return to multiple times
- Try it now: (next slide)

Quiz!



- What is the capital city of Egypt?
- What country would you be in if you were in Canberra?
- Name two countries beginning with C.
- What is the capital city of Portugal?
- What country would you be in if you were in Bangkok?

The testing Effect

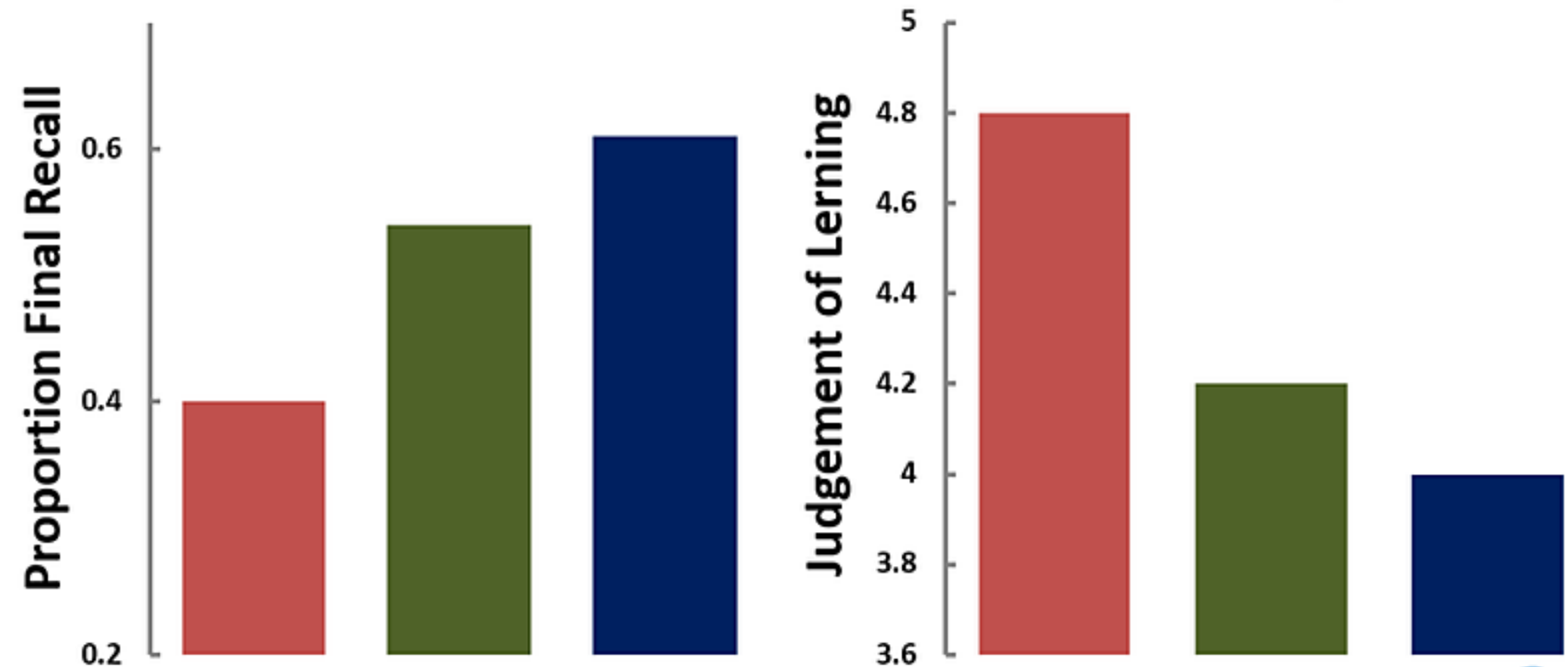
Reading, Reading,
Reading, Reading

Reading, Reading,
Reading, Testing

Reading, Testing,
Testing, Testing

Final Exam Performance

"Did it Help Me?"



Transferring information from one place to another

- Look at a piece of information for a short amount of time. Try to remember it.
- Move to a different part of the room and write down what you remember.
- Go back and 'fetch' some more information.
- Keep going until you know it all!

Transformation Activities:

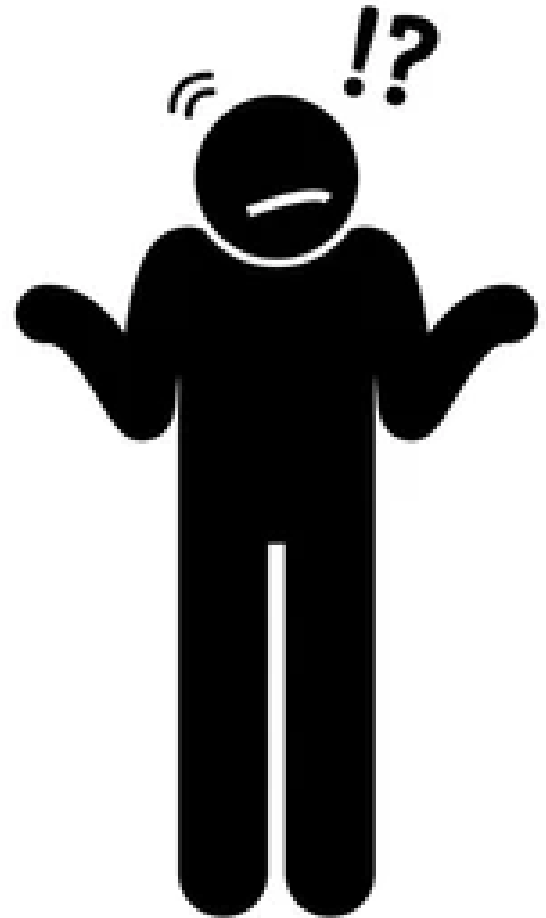
Text into Pictures

- Listen carefully to this new version of a very old story.
- You have to turn the details into a series of visual images.
- You are allowed to use a maximum of 5 words.
- The rest of the information must be shown as pictures, symbols or diagrams.
- Numbers are free!

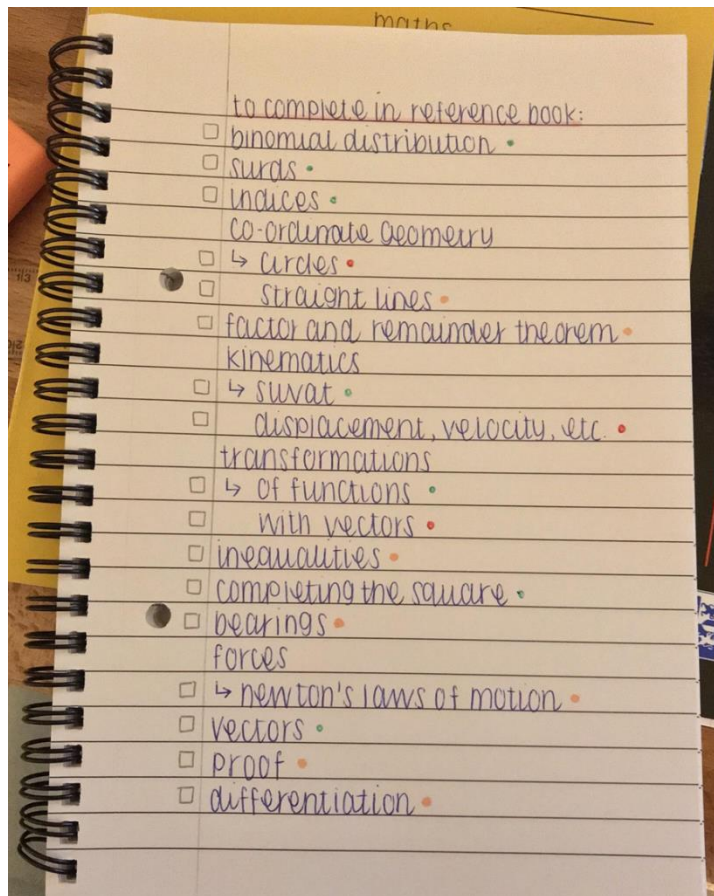


Sometimes we avoid revising because all it does it make us realise how much we don't know. Or we just revise what we already know to make ourselves feel better.

The next two strategies can help with this.



Traffic Lights - know which revision strategies to use when



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Stars and Questions:

Read through a practice exam paper

1

Put a ★ if you know the answer
or a ? if you don't

2

Answer all the ★
without your books or notes

3

Look up all the ?
using your books and notes

4

Verify all the ★ are correct

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning						Dance class	Hockey Match (alternate weeks)
Afternoon							
Early Evening (4pm – 6pm)		Dance class		Hockey Practice			
Evening (7pm – 9pm)							

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Flashcards

Create small cards with questions on the front, answers on the back.



Create >



Revision Cards

Break topics into manageable chunks to make them easier to learn (A5 size).



Create >



Revision notes

Share detailed notes on a topic.



Create >



Quizzes

Create fun, educational quizzes to test yourself and friends.



Create >



Mindmaps

Create a diagram to chart the relationships within a topic.



Create >



Crosswords

Create fun crosswords for when you need a break from intense revision.



Create >



Organise your thinking

Analyse the key elements of topic.



Create >

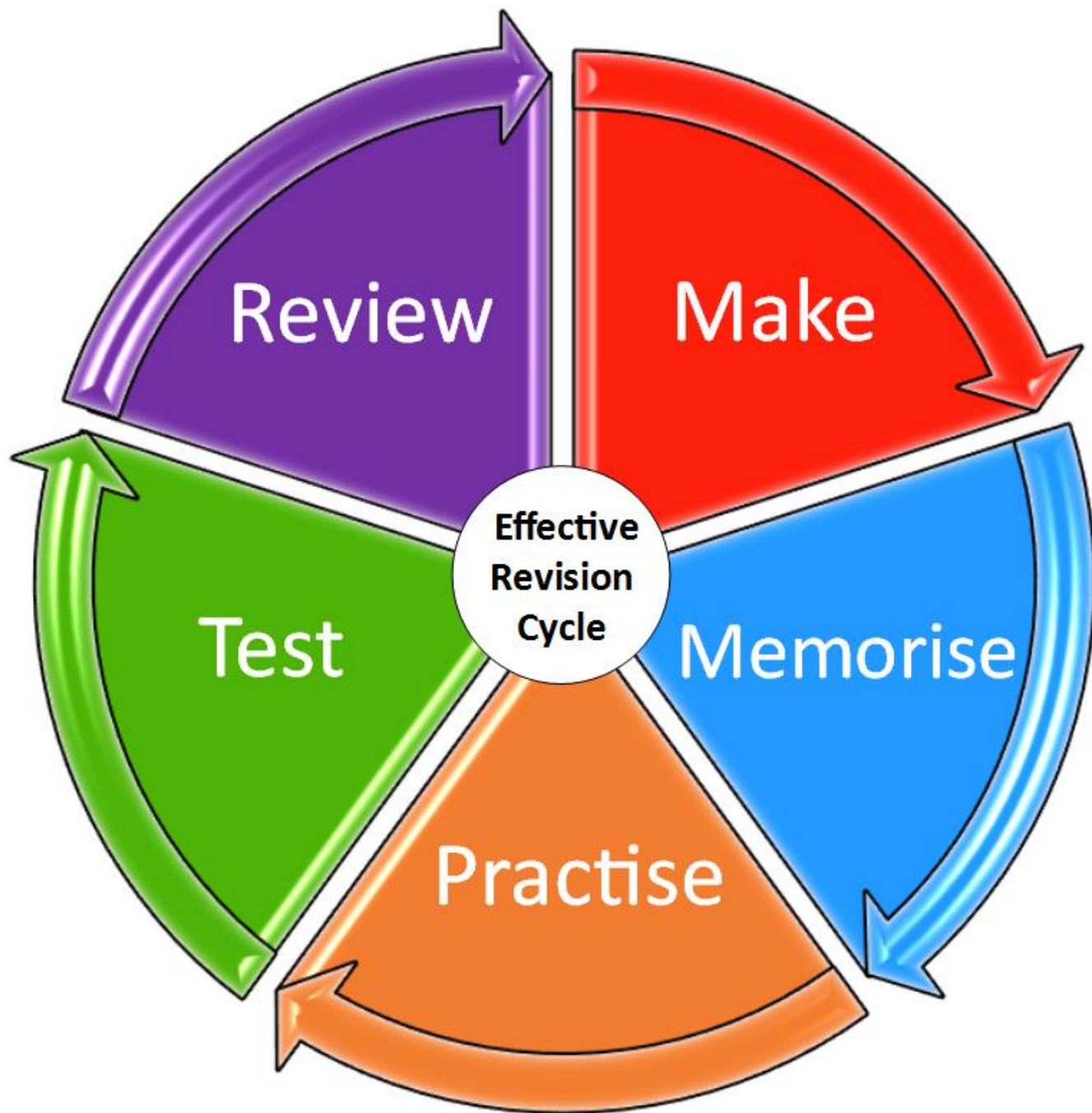


Quizsearches

Create a unique combination of a quiz and a wordsearch.



Create >



LOONEY TUNES



"That's all Folks!"