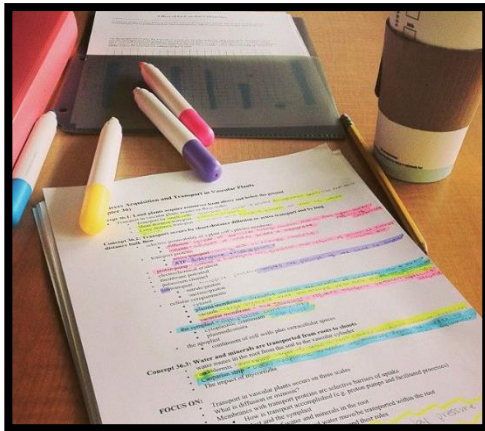




# Year 11

## ***Effective Revision strategies-*** **What works?**



e.g.

Re-reading or use of highlighters are only the beginning of the learning journey, you need to do something a bit more, something to engage more actively, regularly and over time. That's what the evidence shows...!



---

WHICH STEP HAVE YOU REACHED TODAY?

# The One about Revision - Route to 2018

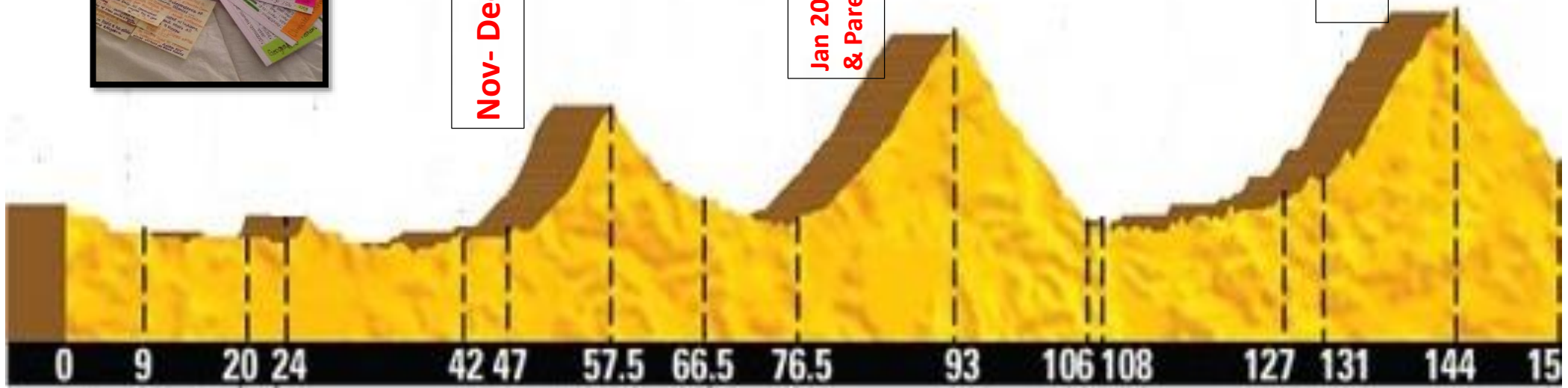


**Nov- Dec2017 - Year 11 Mock Exams**

**Jan 2018 - Mock moment & Progress Reviews & Parents eve**

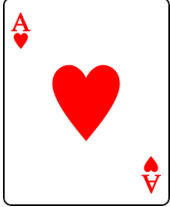



**Revision**

**May - June Summer Exams**



# The Context – Year 11 students do well in terms of progress they make



<p>Notre Dame – Our ethos - allin1 high expectations holistic approach</p>	<p>Our Teaching &amp; your Learning -</p>
	
<p>Your effective revision e.g. your planning &amp; doing practice questions and our assessment preparation</p>	<p>Our Interventions e.g. Progress Tutor / ND Staff mentoring; <i>Form time</i> ; <i>Subjects</i></p>
	

On June 23, 1885 Andrew Carnegie addressed the students of Curry Commercial College of Pittsburgh, Pennsylvania. He gave pungent advice to the learners which included a repudiation of the traditional adage about baskets and eggs. 'The concerns which fail are those which have scattered their capital, which means that they have scattered their brains also. They have investments in this, or that, or the other, here, there and everywhere. **“Don't put all your eggs in one basket” is all wrong.** I tell you **“put all your eggs in one basket, and then watch that basket.”** Look round you and take notice; men who do that do not often fail. It is easy to watch and carry the one basket. It is trying to carry too many baskets that breaks most eggs in this country. He who carries three baskets must put one on his head, which is apt to tumble and trip



# Revision for Mocks – *trialling the route*



- Mock exams end November - plenty of time as long as you are organised
- **Revision timetables - the schedule of what & when**
  - Use either  $\frac{1}{2}$  term or 1<sup>st</sup> week back in formtime to finalise
    - Will be emailed this week
    - Build in time to adjust so 'gap' time to use for the unexpected
    - Make it flexible
  - Use part of  $\frac{1}{2}$  term time to revise
  - Revision is an opportunity to rehearse new revision methods
  - To use what worked / what didn't in the summer mocks
  - Work with a friend – social learning
- So HOW you are going to revise?
  - There is little point spending the time revising unless it is

# THE 9 BEST SCIENTIFIC STUDY TIPS



[STUDY TIPS – Quite useful](https://www.youtube.com/watch?v=p60rN9JEapg)

<https://www.youtube.com/watch?v=p60rN9JEapg>

[Tips on managing yourself to the exams – managing anxiety etc](https://www.youtube.com/watch?v=FyBdA61GmJ0&feature=youtu.be)

<https://www.youtube.com/watch?v=FyBdA61GmJ0&feature=youtu.be>

# The Research



- Professor John Dunlosky reviewed 1,000 scientific studies looking at 10 of the most popular revision strategies.
- Key is **SELF TESTING** - a.k.a *retrieval practice* – a really effective way of embedding learning if used across time – **with a revision schedule**.

*So practice over time e.g. distributed practice.*

*So: plan & prep. [many] & write [some] practice questions across a schedule*

Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology



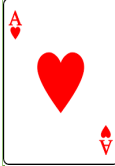
Psychological Science in the Public Interest  
14(1) 4–58  
© The Author(s) 2013  
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sagepub.com/journalsPermissions.nav  
DOI: 10.1177/1529100612453266  
<http://pspi.sagepub.com>  
SAGE

John Dunlosky<sup>1</sup>, Katherine A. Rawson<sup>1</sup>, Elizabeth J. Marsh<sup>2</sup>, Mitchell J. Nathan<sup>3</sup>, and Daniel T. Willingham<sup>4</sup>

<sup>1</sup>Department of Psychology, Kent State University; <sup>2</sup>Department of Psychology and Neuroscience, Duke University;

<sup>3</sup>Department of Educational Psychology, Department of Curriculum & Instruction, and Department of Psychology,

University of Wisconsin–Madison; and <sup>4</sup>Department of Psychology, University of Virginia



## 1. SELF-TESTING / PRACTICE Qs

Also known as **retrieval practice** –

*e.g. self-testing / practice questions / quizzes / covering notes and checking recall / using flashcards / checking for gaps in KNOWLEDGE*

*a really effective way of embedding learning in memory*

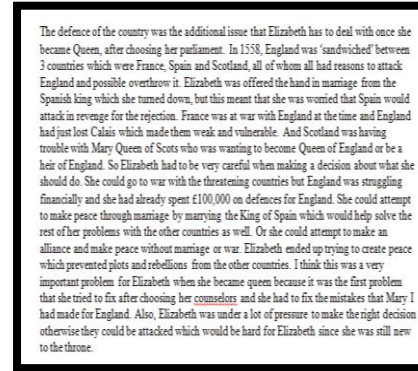
the Swahili-English paired word example

80% recall when used cf 36% recall if not used

### Flashcards



### Prep; plan & do PQs



Professor John Dunlosky



## 2. A SCHEDULE

for distributed practice

placing your revision over time

**NO CRAMMING!**

**A Revision Plan**

*a.k.a* schedule, a revision timetable, *My Study Plan* app –

leaving gaps between subjects.

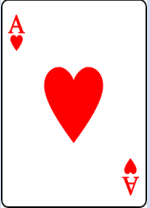
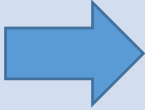

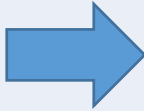

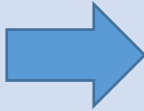
*Those that spaced out their learning did far better than those that crammed - [254 studies, 14,000 people, 47% recall compared to 37% for those that did cramming]*

**USE WHAT WORKS –**

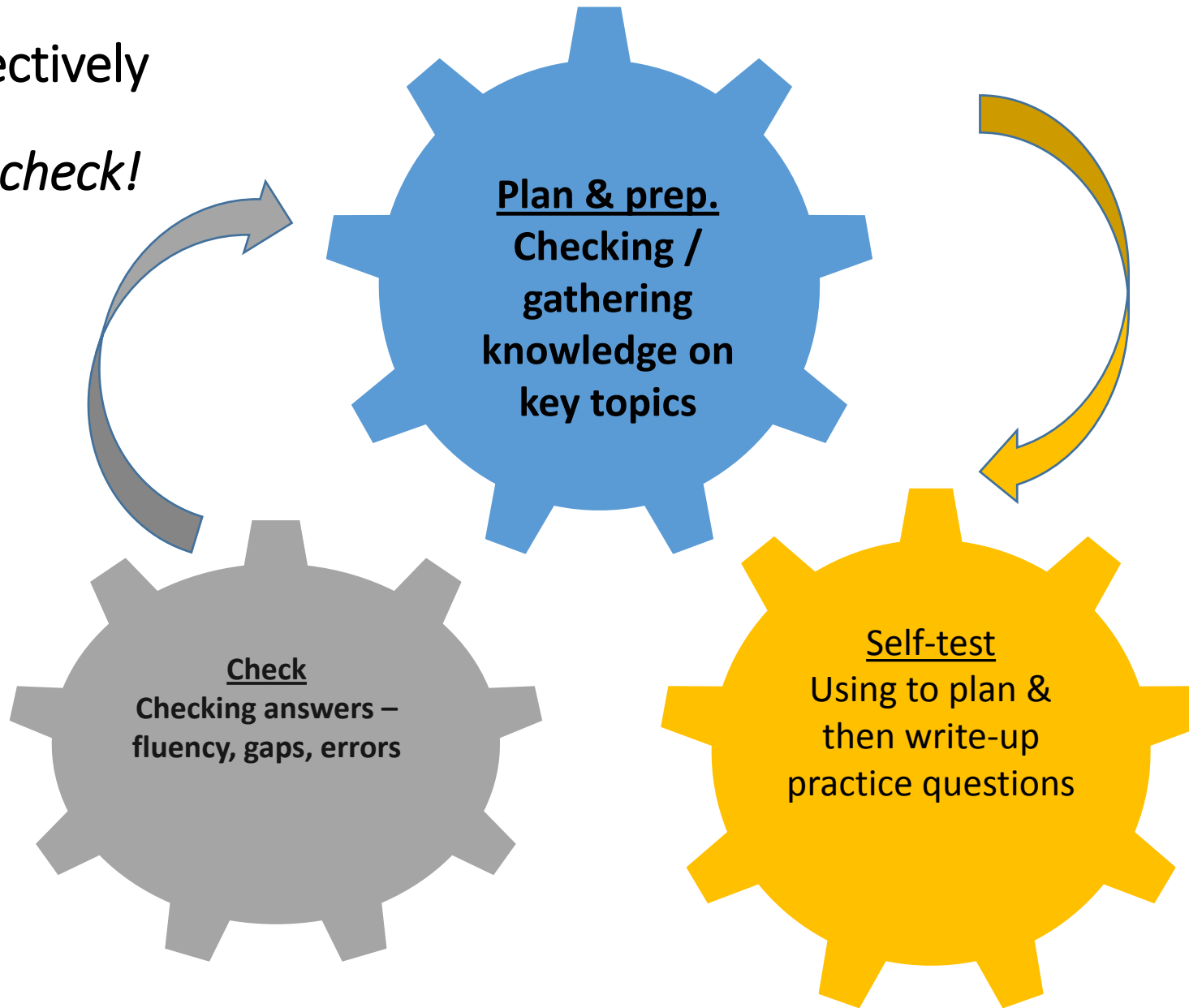
*.... to maximise your time...*



## The list

	How useful ?	Revision tactic
	<p><b>High</b></p> <p>[evidence of impact – Growth zone]</p> <p style="text-align: right;"></p>	<p><b><u>Self-testing [incl. prep &amp; planning]</u></b></p> <p><b>1. Self-testing / planning &amp; completing practice questions</b> [Retrieval practice of key ideas / content / examples / identify gaps] Use of cue cards for quotes, formulae, key dates, events, vocab.</p> <p><b><u>A schedule of self-testing</u></b></p> <p><b>2. Distributed practice</b> [ a revision schedule / studying subjects / topics and revisiting them with gaps in-between]</p>
	<p><b>Moderate</b></p> <p>[evidence of impact alone]</p> <p style="text-align: right;"></p>	<p><b><u>Mixed methods</u></b></p> <p><b>3. Elaborative interrogation</b> [The WHY?!! Explaining something in detail using reasons.]</p> <p><b>4. Self-explanation – what new information does this tell me?</b></p> <p><b>5. Interleaved practice</b> [exploring different types of problems within study blocks of time]</p>
	<p><b>Low</b></p> <p>[evidence of impact alone]</p> <p style="text-align: right;"></p>	<p><b><u>Low rev. methods [ a starter, not main course]</u></b></p> <p><b>6. Summarizing – reducing – so helps build cue cards to use to self-test</b></p> <p><b>7. Highlighting – only use at the beginning – to add to cue cards / plans to then self-test / write practice Qs.</b></p> <p><b>8. Keyword mnemonics – hmnnn....</b></p> <p><b>9. Imagery for text – diagrams useful e.g. timelines; formulae; key quotes.</b></p> <p><b>10. Rereading – useful if you then identify key points to supplement notes to plan &amp; prep. an answer</b></p>

Using time effectively  
–  
*the go back & check!*



## Do

- 1.) Act on the feedback you have received - ! – ask if you don't understand and keep asking.
- 2.) Revise the subjects/topics you dislike and/or understand the least first and in the most detail.
- 3.) Key 3: **sleep**, **diet** & **exercise**



# The Holy Trinity of distractions.....



# Needing some advice?

Your Advice Worker in school is Georgie Murdoch

I can provide confidential advice and support on things like...

**Knowing your rights**

**Preparing for independence**

**Worries about home, school or social media**

**Your future plans**

**Managing exam stress**

**Employment**

**At MAP we will never judge you or tell you what to do**

**We can help you to make your own decisions**

**You can contact me by...**

Dropping in to the 6th Form office (Room 2) during first break on Friday's

Sending an email to [NotreDame@map.uk.net](mailto:NotreDame@map.uk.net)

Dropping into the MAP Life Zone in M23 on Friday lunchtimes

Posting a message into a MAP post box (in student reception and the 6<sup>th</sup> Form area)



# Obama on education – on *the why* you're doing this? Opening doors



[https://www.youtube.com/watch?v=HXGDzb6\\_BFU](https://www.youtube.com/watch?v=HXGDzb6_BFU)

CNN

[https://www.youtube.com/watch?v=d0sao\\_1gILs](https://www.youtube.com/watch?v=d0sao_1gILs)

The Whole Speech

.....everyone always has a choice.

Our Notre Dame Exam Prayer

Lord God  
We pray to You at this time,  
as we *gather our energies for our Mock* exams.

We ask You for Your gifts of  
**peace, and calm**, during this time,  
so that we can each do our best.


Help us  
to do what we can,  
to enjoy our achievements,  
and to know how to best use our talents,  
now,  
and in the future,  
in Your service.

We ask this through Christ our Lord.

Amen

# Appendix – additional slides





In  
preparation  
for the  
mocks!

# Y11 'High 5' Revision

## Literature Paper 1: 19<sup>th</sup> Century Texts

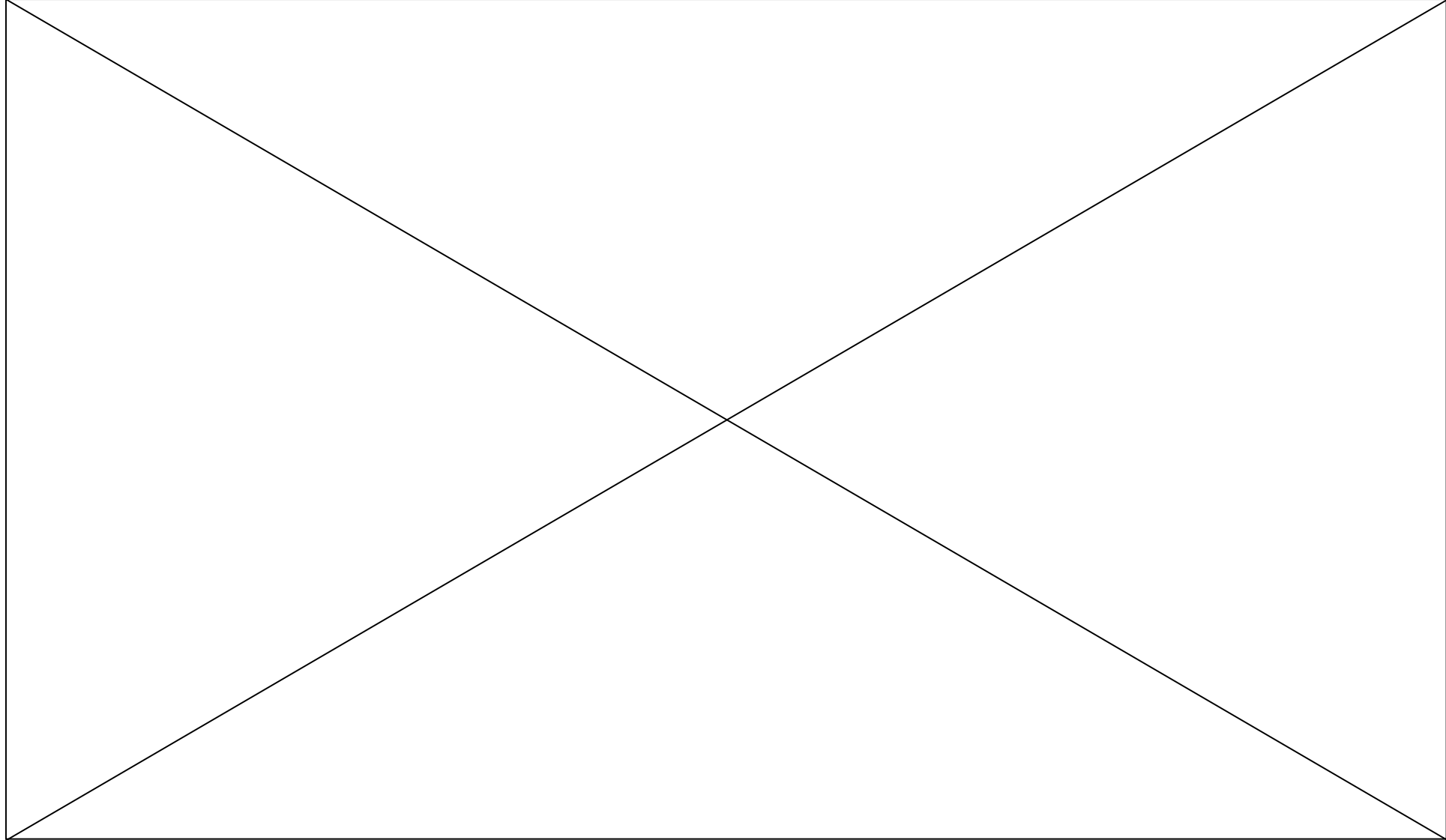
**A Christmas Carol:** Tuesdays 3:30 - 4:15pm  
**Frankenstein:** Wednesdays 12:30 - 1:15pm

**Room 28** with Mrs Burdett

*Please bring your copy of the text and PURPLE literature exercise books to these sessions.*

Starting w/c 30<sup>th</sup> October

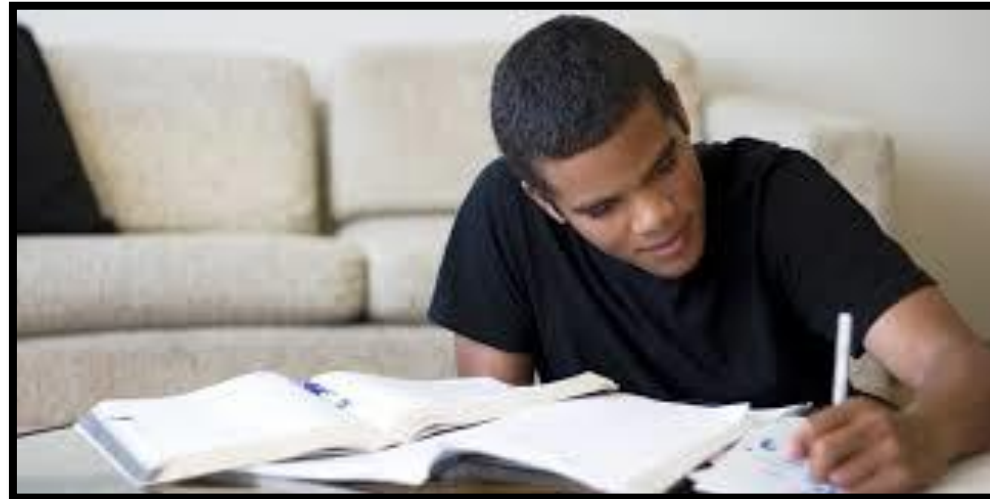
# Professor John Dunlosky speaking 2.30mins-4mins



Research Impact		Method	Note
High	1	<b>Self-testing</b>	Self-testing or doing <i>practice questions / tests</i> on material – short questions; long questions; planning answers in bullet points; writing answers. <i>But</i> , practice – with material; without material.
	2	<b>Practice over time</b> <i>(distributed / 'spaced')</i>	Do a schedule of practice that spreads out <i>study activities</i> over time e.g. a revision timetable that visits and revisits subjects / topics / questions.
Medium	3	<b>Explaining something</b> – with concrete examples	Generating an explanation for why a stated fact or idea is true – using bullet points / notes – jot down on cards / recordings / lined paper / word docs.
	4	<b>Self-explanation</b>	Explaining how new information is related to known information, or, explaining steps taken during problem solving.
	5	<b>Interleaved practice within a session</b>	Implementing a schedule of practice that mixes different kinds of problems, or a schedule of study that mixes different kinds of material, within a single study session.
Low	6	<b>Summaries</b>	Writing summaries (of various lengths) of to-be-learned info e.g. on cards / spider diagrams / lists
	7	<b>Highlighting</b>	Marking potentially important portions of to-be-learned material while reading / re-reading.
	8	<b>Keyword mnemonic</b>	Using keywords and mental imagery to associate verbal materials.
	9	<b>Imagery use for text learning</b>	Attempting to form mental images of text materials while reading or listening; or remembering.
	10	<b>Re-reading</b>	Re-studying text material again after an initial reading.

# 1. Practice Questions

- Practice questions by:
  - Plan out answers
  - Write out answers
- Self-testing key points / key facts



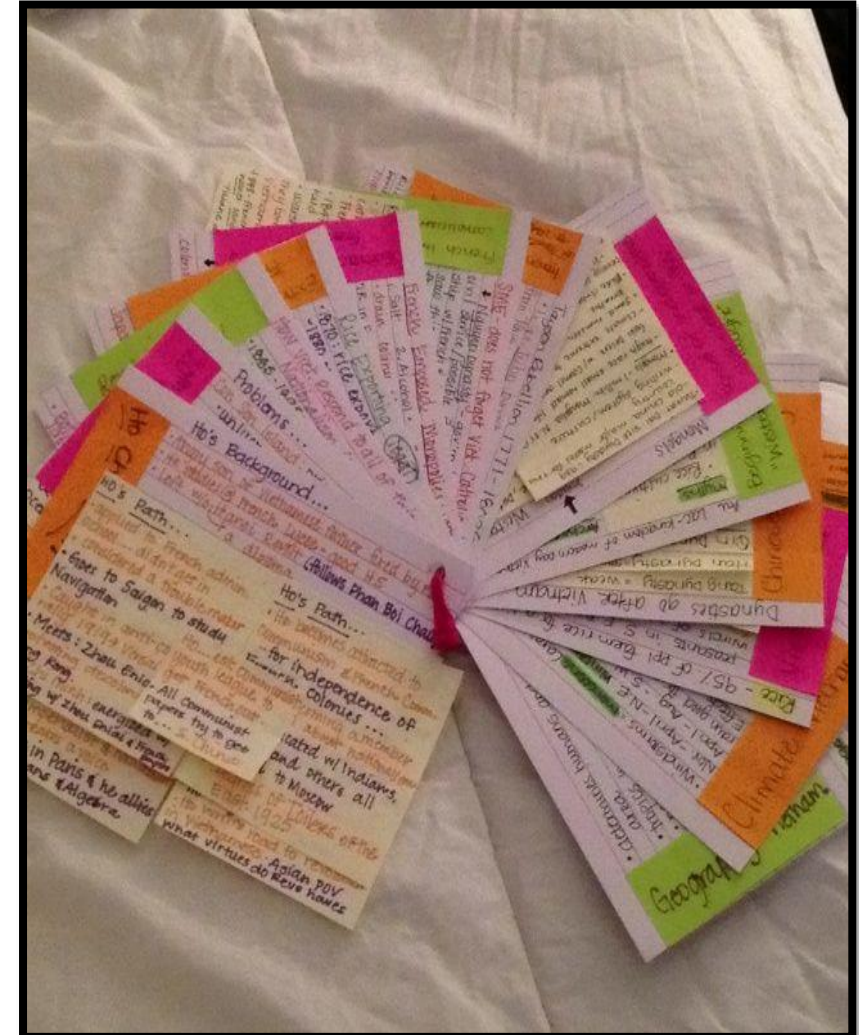
# How can you test yourself – knowledge and application?

## Knowledge

- Make flash cards and test yourself with them
- Retrieval methods

## Application

- Practice questions – i.e. Answers to!
- Past paper questions
- Plan out answers in key points
- Write out answers
- Get someone to test you verbally on your notes

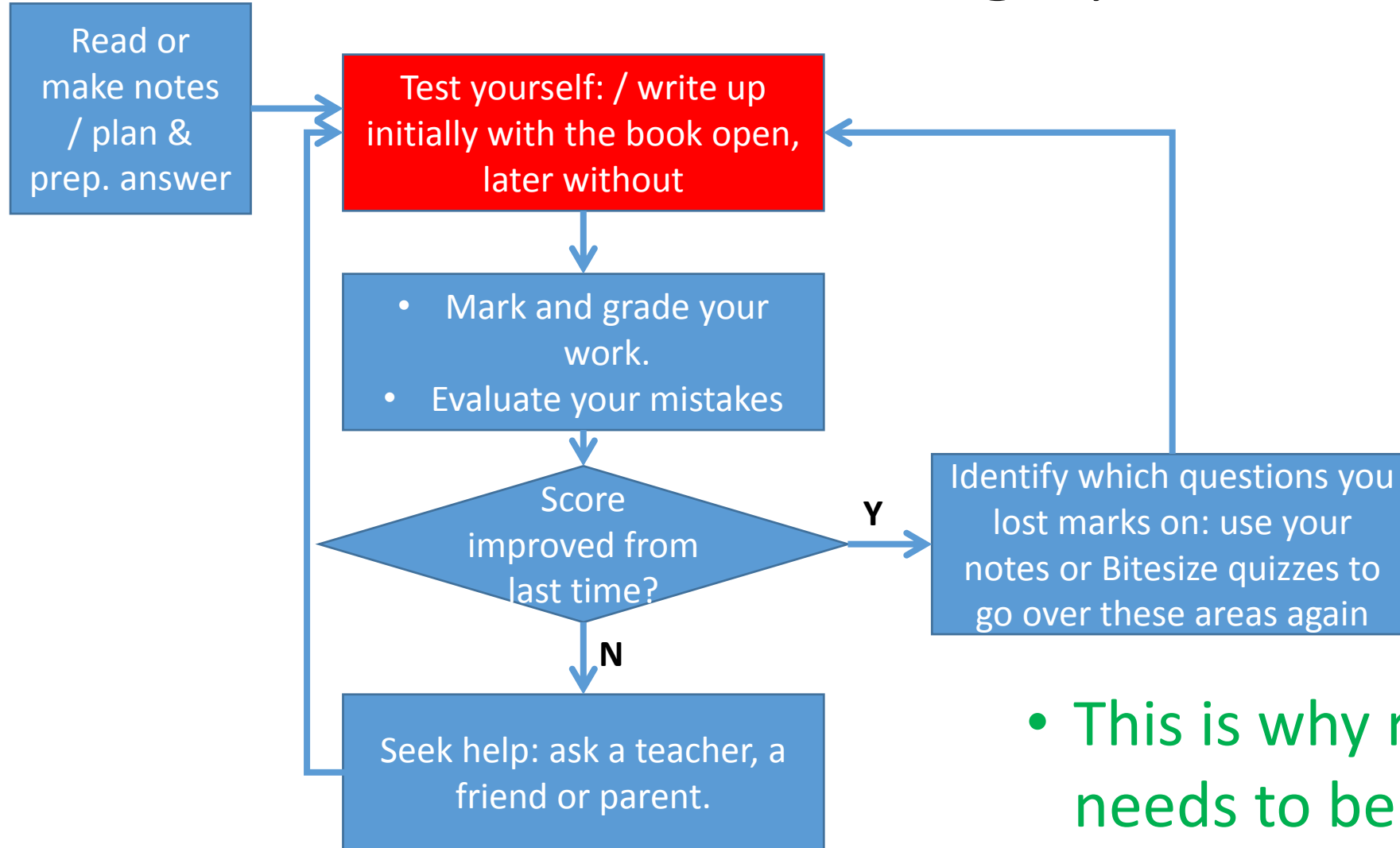


## 2. Distributed [spaced learning] practice

- The '**when**' of studying – so when you'll revise / study aspects of subjects
- Split up time over subjects e.g. 4 hrs spread across 2 weeks
- Focus on *what's most important* / **key topics / themes**



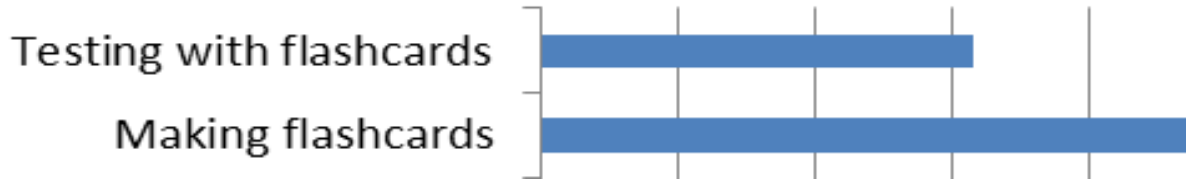
# Distributed testing cycle



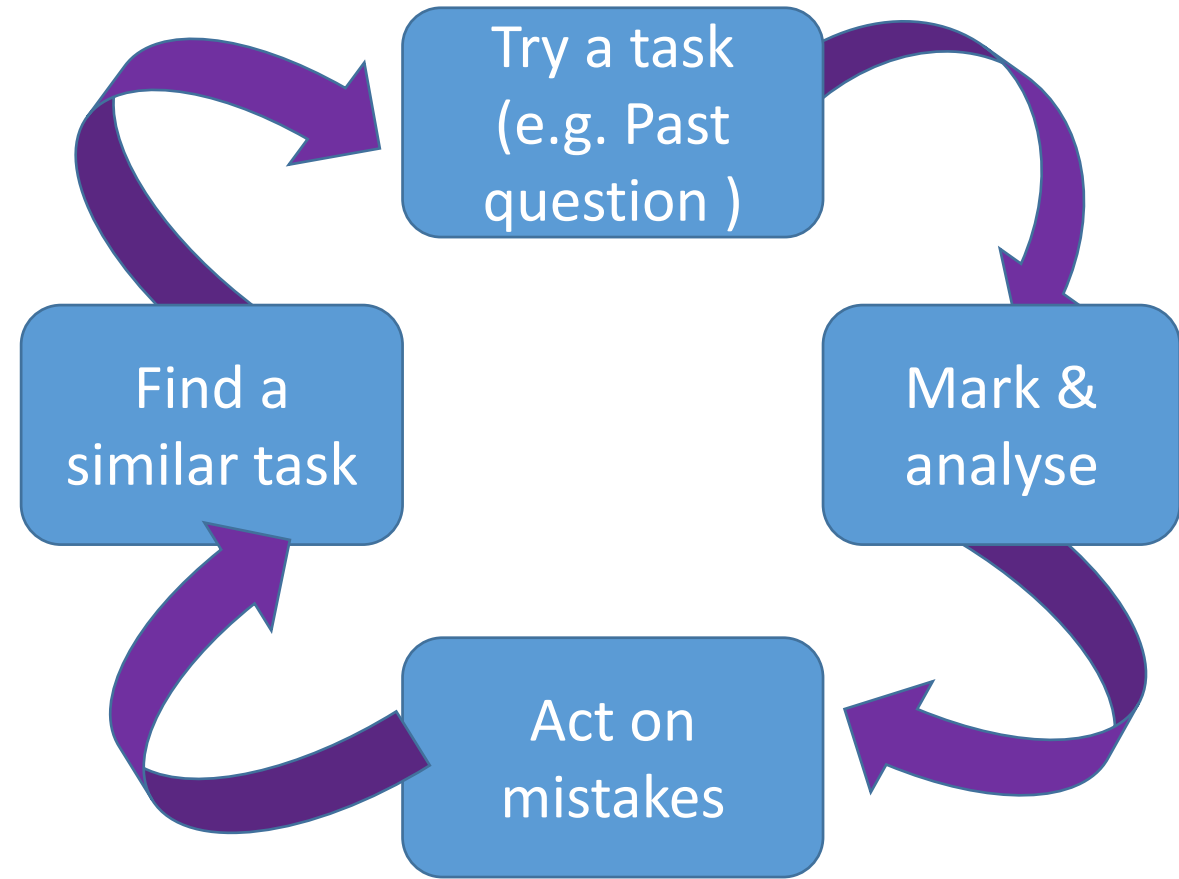
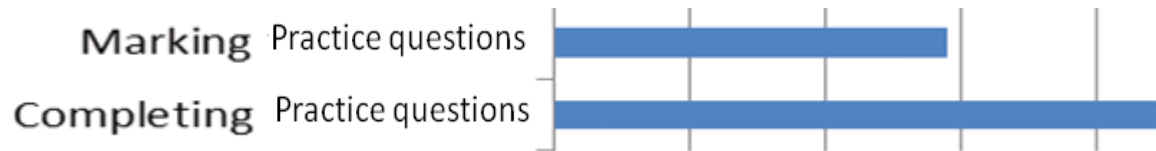
- This is why revision needs to be over several weeks..

Using time effectively

- **Spend more time testing yourself:**



- **But also evaluating answers:**





# SQA My Study Plan

[View More](#)

By Scottish Qualifications Authority

This app is only available on the App Store for iOS devices.



## Description

Do you need help organising your study time before important exams?

SQA's My Study Plan app will automatically create your own personalised study plan based on you

[SQA My Study Plan Support](#)

## What's New in Version 1.4.1

Various Bug fixes.

- Will attempt to restore archived progress data lost in previous update
- Scroll functionality added to progress section

## Free

Category: [Education](#)

Updated: 06 July 2017

Version: 1.4.1

Size: 14.8 MB

Language: English

Developer: Scottish Qualifications Authority

© Scottish Qualification Authority

Rated 12+ for the following:  
Infrequent/Mild  
Medical/Treatment Information

**Compatibility:** Requires iOS 8.0 or later. Compatible with iPhone, iPad and iPod touch.

## Customer Ratings

Current Version:

★ ★ 44 Ratings

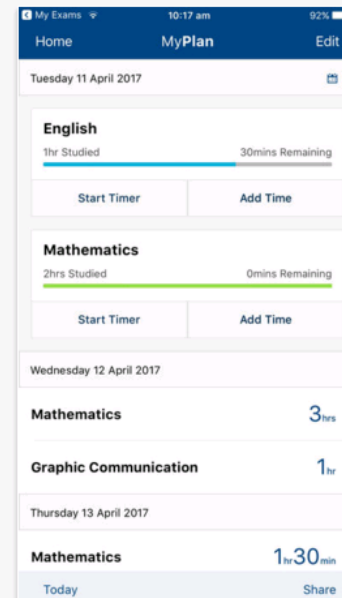
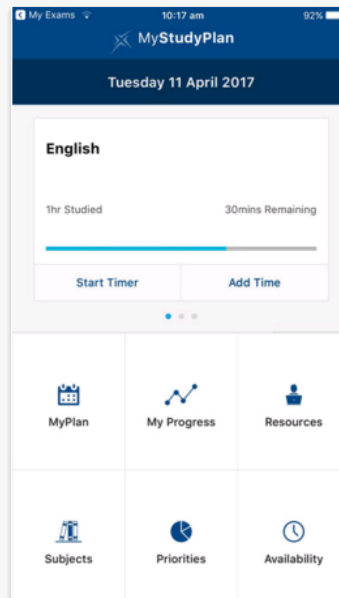
All Versions:

★ ★ ★ 385 Ratings

More iPhone Apps by  
Scottish  
Qualifications  
Authority



## iPhone Screenshots



# 3. Explaining Something

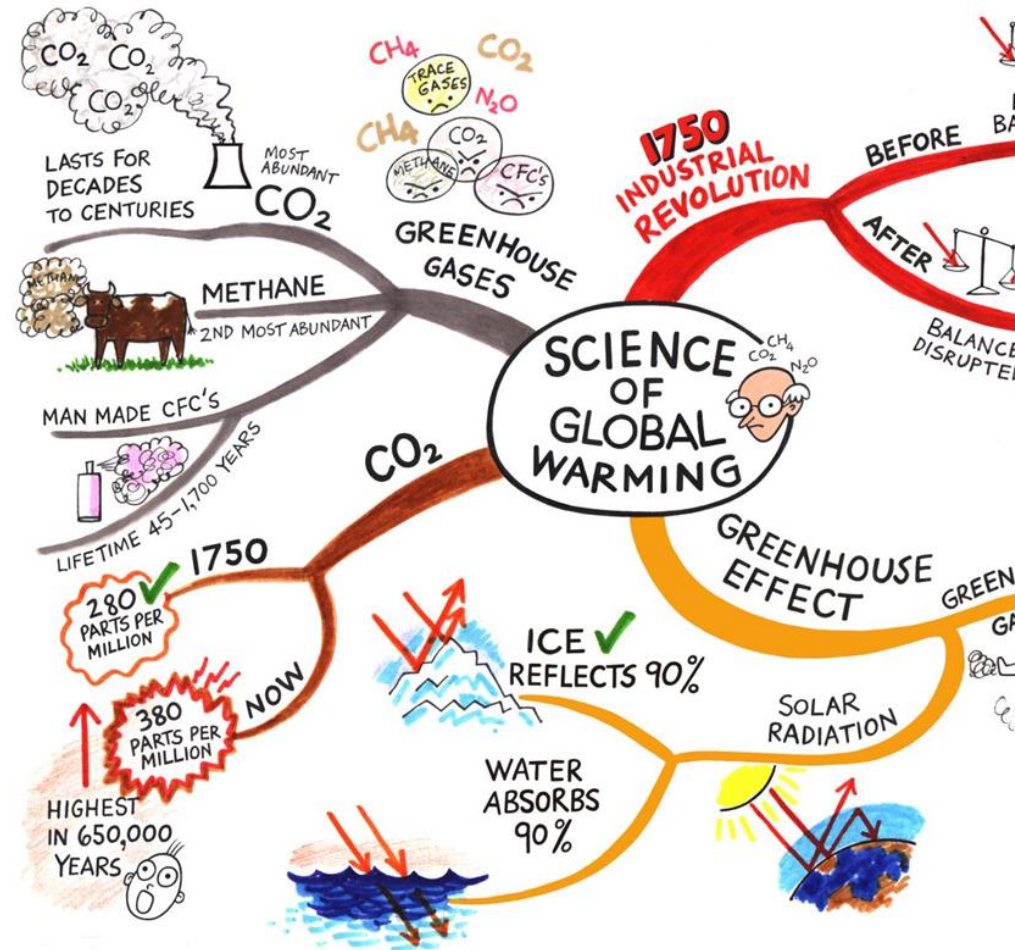
- *Elaborative interrogation!*

- You have a fact you need to learn / memorize / revise
- You ask yourself 'Why is this true'?
- You make up a (plausible) explanation for why the fact is true
- Helps your mind to make sense of the idea and relate it to existing ideas



# 4. Self-explanation

- Explaining how new information is related to known information..



# 4a. Self-explanation

- ..or explaining steps taken when looking at worked examples

## Worked example

A 20 N weight is raised through a height of 0.4 m. Calculate i) the work done  
ii) the gain of gravitational potential energy of the object.

## Solution

i) The force needed to lift the weight = 20 N

$$\begin{aligned}\text{Work done} &= \text{force} \times \text{distance moved in the direction of the} \\ &\text{force} = 20 \text{ N} \times 0.4 \text{ m} \\ &= 8.0 \text{ J}\end{aligned}$$

ii) Gain of gravitational potential energy = work done = 8.0 J

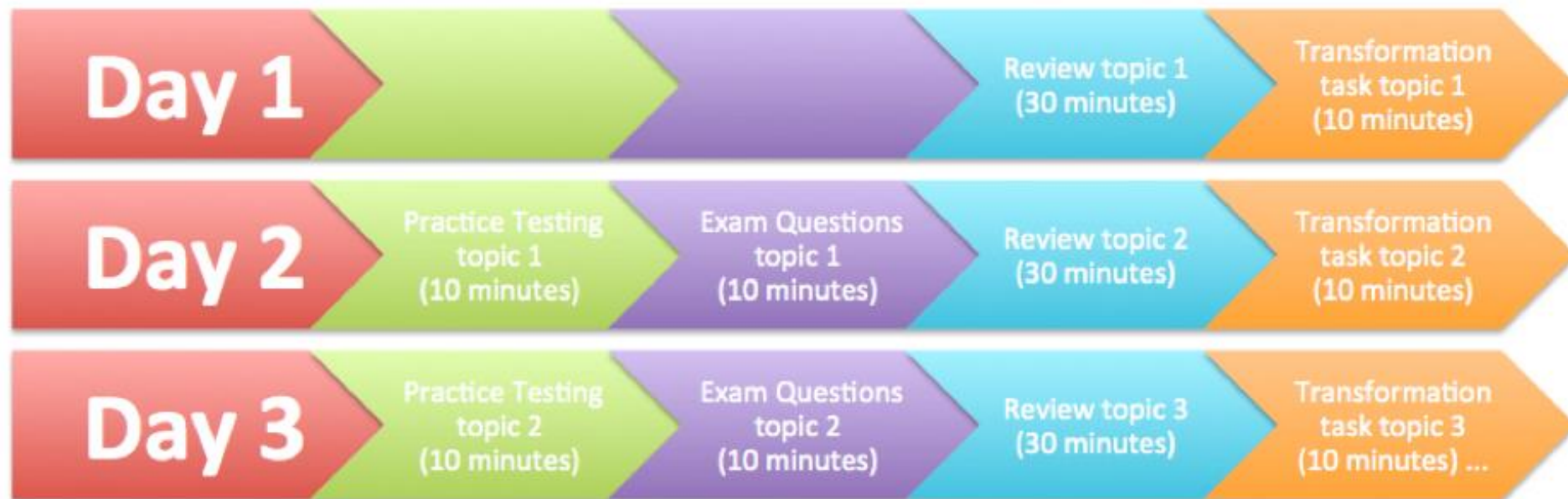
..because it needs to match the weight in size

The unit of work is the Joule

..because energy is conserved

# 5. Interleaved practice

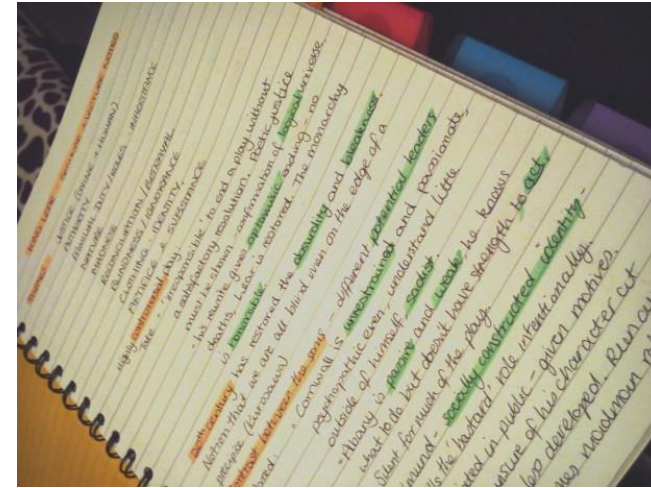
- A revision timetable that mixes up stuff –
  - different subjects / topic / types of work within the same session of time



## 6. Summarizing (note taking)

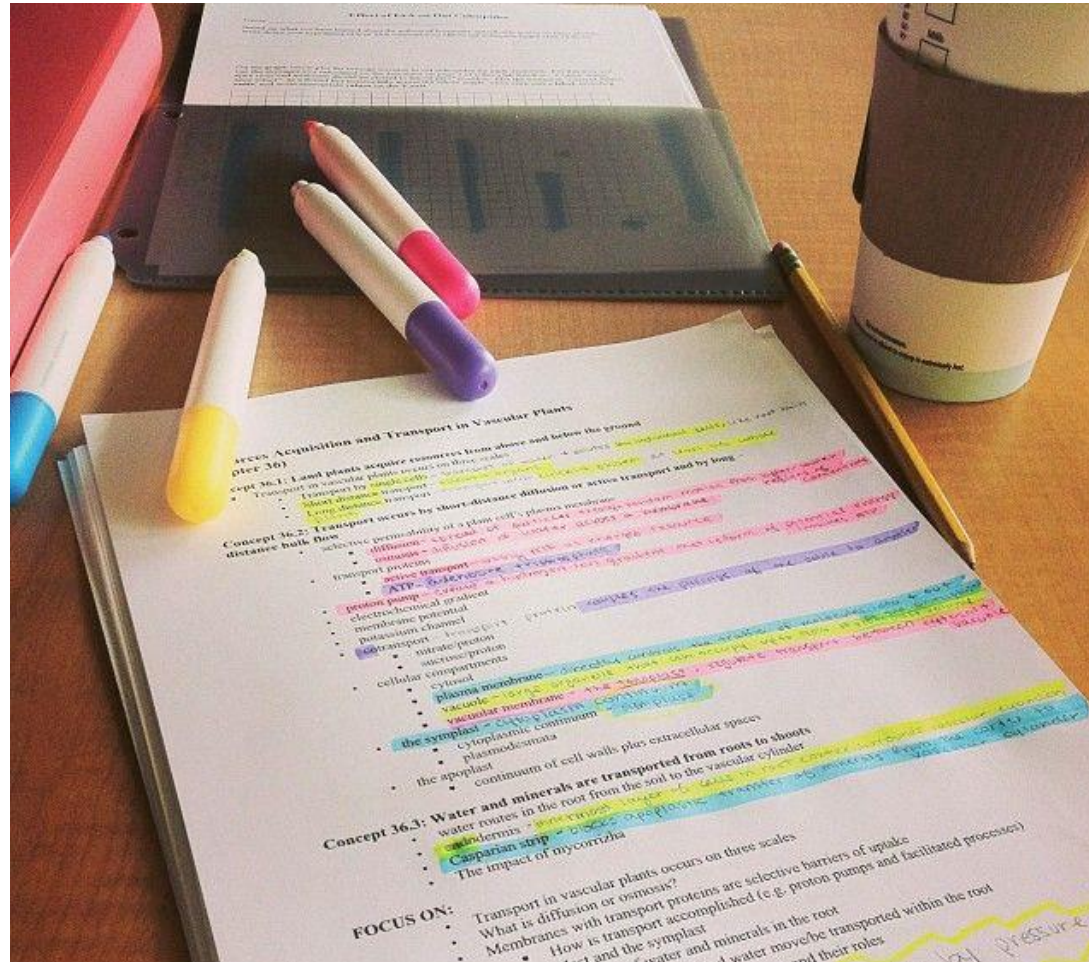
- Selecting / reducing info. to summarize
- Textbook or revision guide as a source
- Flash cards

- **Creating key summaries of key topics** e.g. bullet point lists / spider diagrams



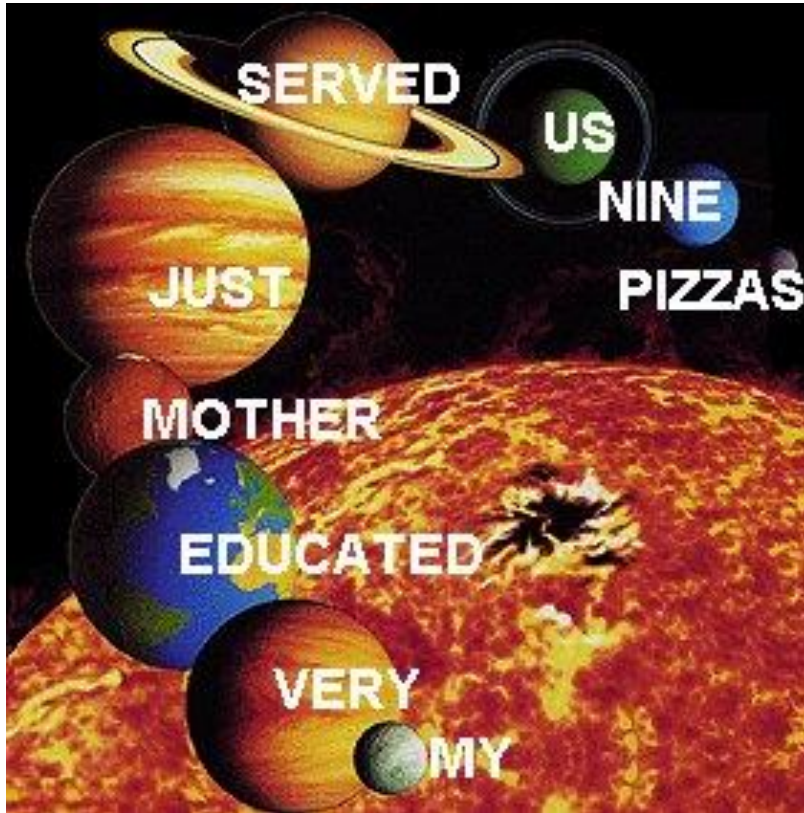
# 7. Highlighting/underlining

- Marking important points in a book or notes



## 8. Keyword mnemonic

- Sentences for lists:



- Imagery for lists:



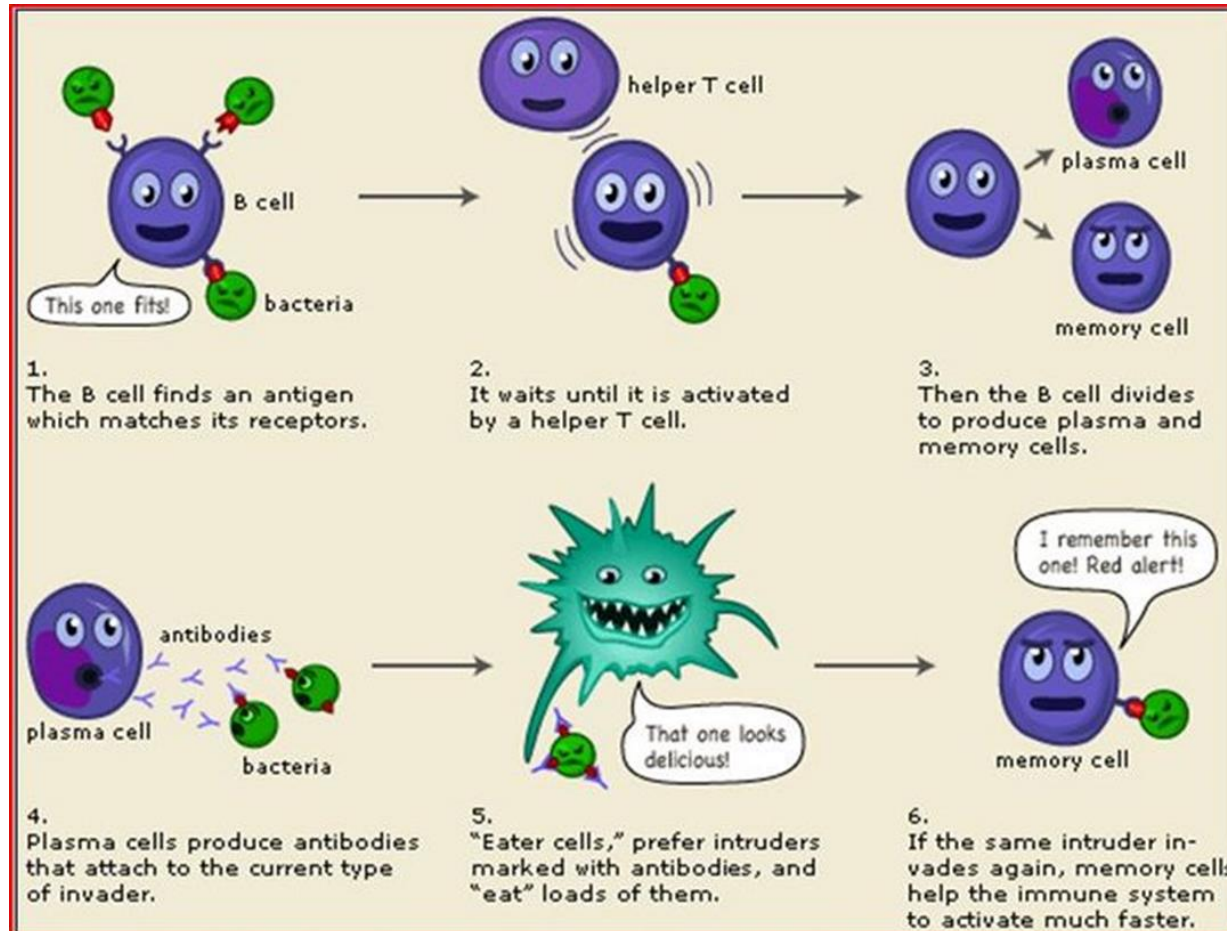
la dent (tooth)  
la clef (key)  
revenir (to return)  
mourir (to die)





# 9. Imagery for text

- Attempting to form mental images of text materials while reading or listening



# 10. Rereading

- Restudying text again after an initial reading



# How to revise History? An example.

- 1.) Text mark your book and compare to specification.
- 2.) Review your booklets and revision guides.
- 3.) Timelines, factors, significant people and events.
- 4.) Reduce each topic to cue cards.
- 5.) Listen to podcasts.
- 6.) History file videos.
- 7.) Review past papers.
- 8.) *Plan & prep. [many] & write [some] practice questions*