

Failing to plan is planning
to fail ...So let's start planning

How can students revise effectively?

The golden rules of effective revision

Students should know:

- 1)WHAT they need to learn
- 2)WHEN and how they will be assessed
- 3)HOW to learn / revise it
- 4)HOW to test themselves
- 5)WHERE to go for help

Before we begin...

KNOWLEDGE IS POWER

- You need to commit the basic knowledge to your long-term memory to begin to access / do more complicated tasks
- This is hard and requires regular revision and revisiting unless you have a photographic memory

8+

6-

5-

4-

3+

If you have + next to your grade, with extra effort and revision you could move to the next higher grade.

If you have – next to your grade, it is insecure and without extra revision and effort the grade could go down.

Step one – What do you need to learn for each subject?

- How many marks do you need to get to the next grade?
- What are the topics and skills?
- Ask your teachers what are your weak areas.
- Look at your mocks and marked work
- What topics did your assessment feedback say you need to revisit?
- Then plan it out

A worked example

	Maths 4pm-4.45	Science 5.15pm-6	English 8pm-8.45
Monday	% to fractions and decimals	Photosynthesis	Macbeth scene 1 & 2
Tuesday	Tree diagrams	Food reaction experiment	

COLLABORATION OPPORTUNITY RESPECT EXCELLENCE

Phase 1: Read

- *Revision workbook*
- *Own notes*
- *Text book refresher*
- *Relevant websites e.g. quizlet*

PASSIVE REVISION

What do most students do?

EXAM

- *Hope knowledge has stuck enough to answer an exam question and be successful*

Phase 2: possibly make revision notes

- *Flashcards*
- *Revision book*
- *Mind maps*
- *Graphic organisers*

PHASE 4 RAG KNOWLEDGE

- Red – no knowledge – learn again – maybe try a different technique
- Amber – good factual knowledge but can't apply to an exam question
- Green – can answer exam questions on this topic confidently

NOW FOCUS ON YOUR RED TOPICS - BE EFFECTIVE AND TARGET REVISION

ACTIVE REVISION CYCLE

PHASE 1: READ

- Revision workbook
- Own notes
- Text book refresher
- Relevant websites e.g. quizlet

PHASE 2: MAKE REVISION NOTES - LEARN CONTENT

- Gojimo
- Quizlet
- Cornell notes
- Flashcards
- Revision book
- Mind maps
- Graphic organisers
- Mnemonics
- Post it note revision
- Read, cover, write, check

- Exam Practise – short / long answer questions
- Quiz yourself (flash cards / quizlet – other online quizzes)
- Timed exam practise
- Essay plans for longer questions

PHASE 3: TEST YOURSELF

ORTUNITY R



COLLABORATION OPPORTUNITY RESPECT EXCELLENCE

Step 1 - commit the key points to memory (phase 1 and 2)

Step 2 – deliberate practice you apply your learning (phase 3 & 4)

TOP 3 PRACTICES

Outcomes

1. Practice testing
2. Distributed practice (the opposite of cramming – spread revision throughout the course)
3. Interleaved practice (mixing different kinds of material within a study session)
4. Elaborative interrogation (explaining why a fact / concept is correct)
5. Self-explanation (explaining how information is connected)
6. Summarising – *but successful when students are shown how to summarise*
7. Imagery for text – *not applicable to a wide range of subjects*
8. Mnemonics – *but useful for short-term memory*
9. Rereading – *although it is the most commonly used*
10. Highlighting – *can actually harm student performance/ability to make inferences*

10 Revision ideas

1. Mindmaps
2. Flashcards
3. Foldables
4. Cornell notes
5. Revision books
6. Post-its / mind maps / posters
7. Past paper practise
8. Exam question planning
9. Graphic organisers
10. RAGging knowledge

DEMOGRAPHY

- > Births
- > Deaths
- > Migration
- > Ageing population

Revised

Result
• Increase in life expectancy (living longer)
• Decline in mortality (nowhere anyone)
• Decline in birth rate (fewer being born)

One in 14

Put the topic heading on the front and the key points on the back, ask family or friends to test you.

Population → younger people + more in the

Gold Standard
In previous centuries:
There was pressure to marry, women had few rights, children often were kept as household help and labour, and children were seen as an economic asset.
1900s:
Children are not for looking after, parents now have better education and pay child-rearing attention to their child and are more interested in their life. It became an "expense" to "look after" to "look after".
As a result women are now having fewer children.

Decline in the infant mortality rate
1900- The fall for the UK was 100% - 100% (from 200 per 1000 to 0 per 1000). The graph shows that the UK was the first to achieve a 100% reduction in infant mortality (meaning children can live from one addition).
1920s-1930s:
Improved housing, better sanitation, better nutrition. Better knowledge of hygiene, improved services for children and children.
1950- The fall for the UK was about 50% (from 100 per 1000 to 50 per 1000).
As a result this shows the decline in birth rate, however some countries like India still have a rate of 100.

Reasons for the decline in birth rate since 1950

Changes in the position of women
1900s: women were seen as an economic asset.
1950s: women had a birth rate of 2.7. 2000s: it had fallen to an estimated 1.7.

Children are now an economic liability
Before the late 19th century, children were economic assets to their parents because they could be sent out to work at an early age and earn an income.
However, since the late 19th century, children have gradually become an economic liability.
Laws:
Introducing compulsory schooling and raising the working age meant that children remain economically dependent on their parents for longer and longer and also bearing costs on their parents.
Changing norms:
This is about what children have a right to. Their parents in material terms, meaning the bringing up a child has risen.
= all these financial pressures on the family.

FRF
1960's = 2.7
1990's = 1.95

Net Migration = difference between immigration + emigration

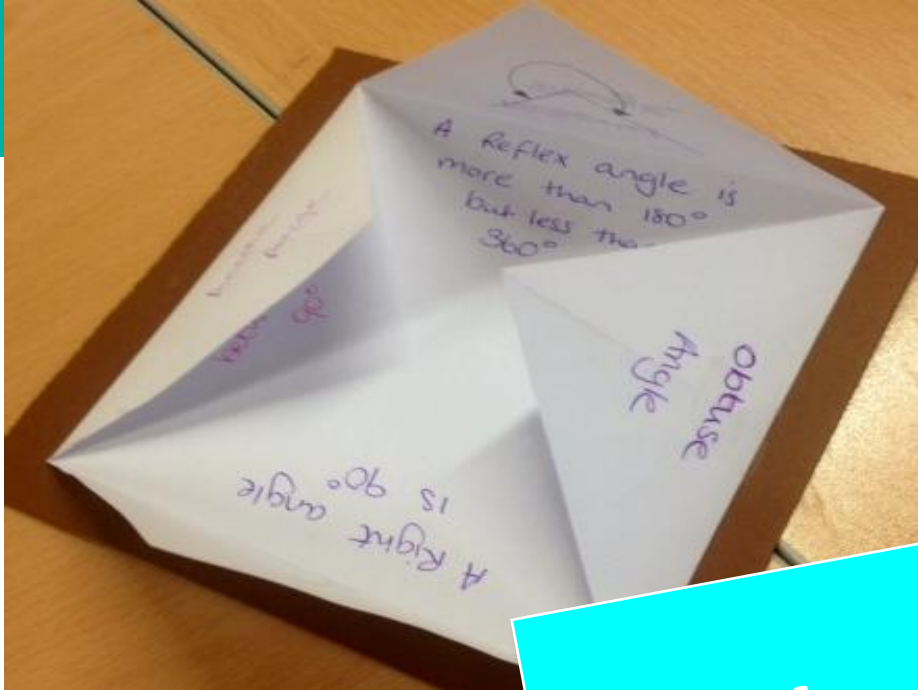
Death Rate = The number of deaths per 1000 of the population per year.

Dependency Ratio = relationship between the size of the non-working population and the non-working dependant population.

Immigration = movement of people into an area of society

Emigration = movement of people out of an area of society

Flashcards



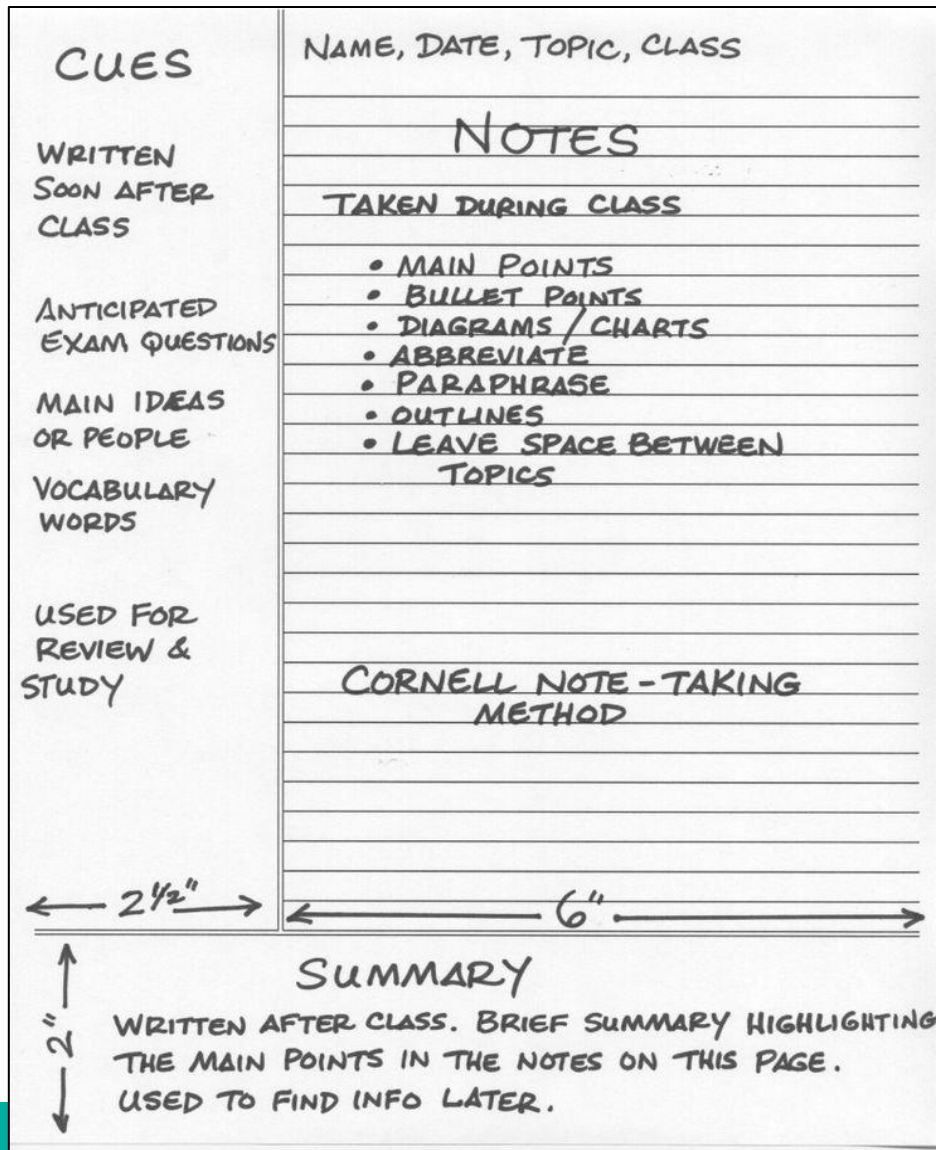
Make foldables



For students who find it difficult to reduce down key information.

- **Cornell notes** will help. The principle was developed at Cornell University – one of the most prestigious universities in the USA.
- It involves dividing up your page (or using a template) which you use to give your notes structure.
- It forces you to be brief and pick out the key points.

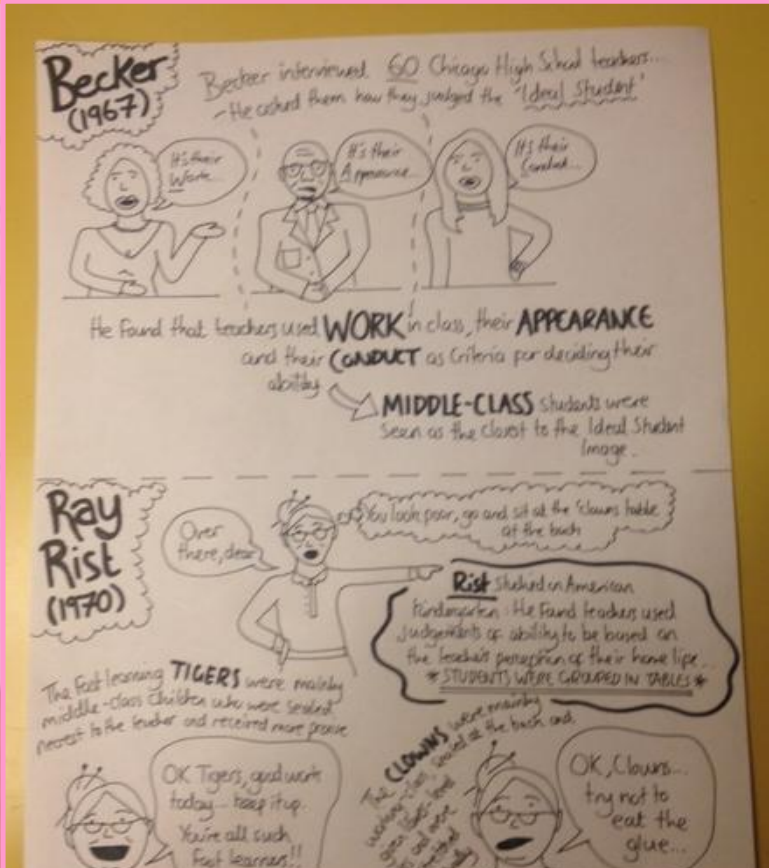
The "Cornell Method"



Topic: Weimar Republic

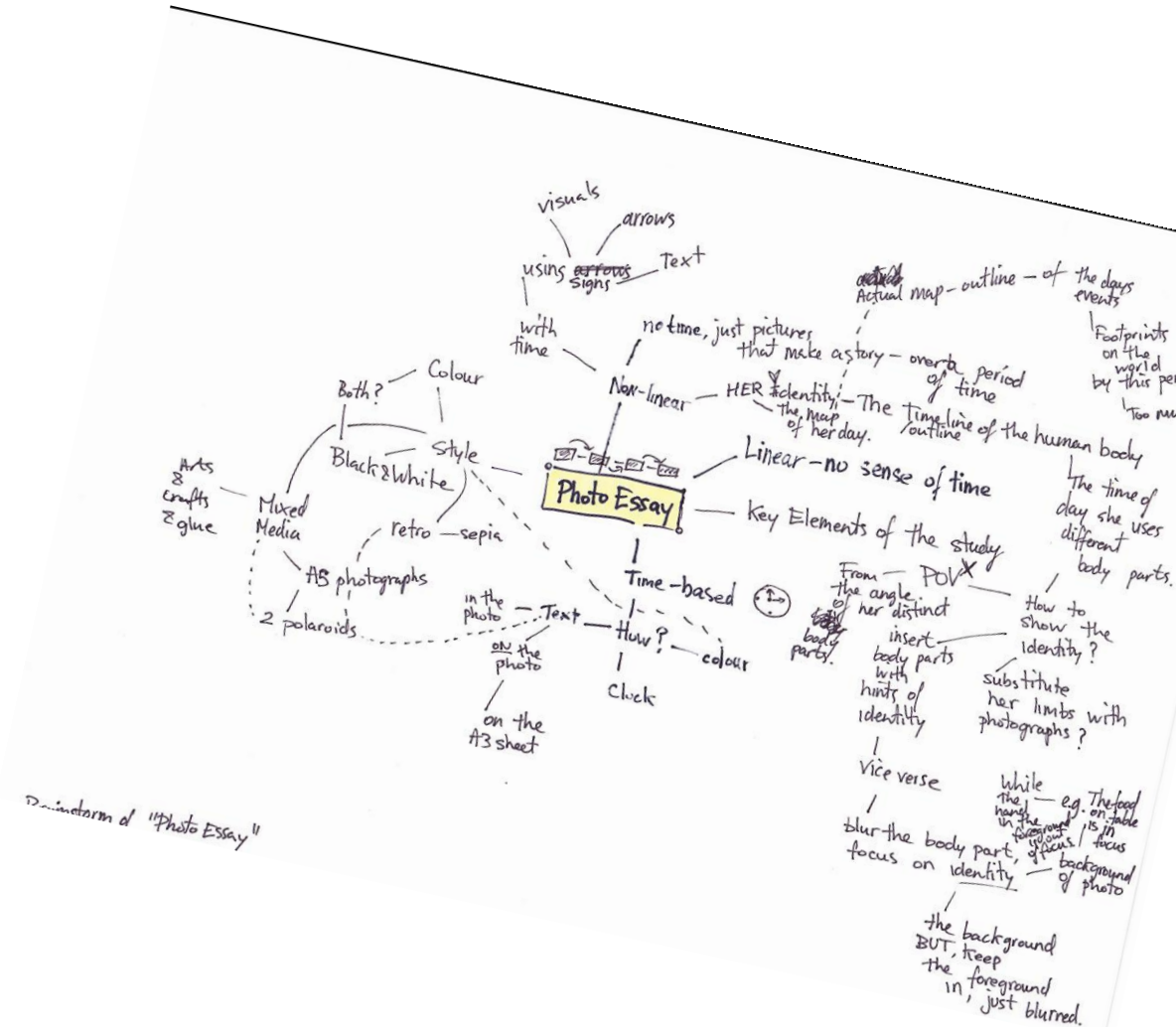
Problems After WWI	After WWI (Germany) <ul style="list-style-type: none"> - Human losses: Millions dead - Economic losses: Ger owes \$ to allies and has lost resources and colonies <ul style="list-style-type: none"> • massive unemployment for citizens
Democracy Trial	Germany and Europe try Democracy <ul style="list-style-type: none"> • New gov'ts are unstable <ul style="list-style-type: none"> - no experience - can't compromise, so decisions don't get made
Weimar Republic	Def: Germany's new democratic gov't. Weimar Republic faces economic and social problems <ul style="list-style-type: none"> - Prints \$ to pay war debt <ul style="list-style-type: none"> • This causes massive inflation <ul style="list-style-type: none"> > Germans lose savings. \$ becomes worthless (Example) Children play w/ blocks made of bills tied together.
How does printing money cause problems?	
Y. Dawes Plan	Def: Economic recovery plan created by Charles Dawes (USA) to loan \$200 million to Ger. It works! Economy stabilizes.
Summary	After WWI, Germany is having a hard time w/ a weak government, \$ and no clear solutions. USA tries to help.

Revision books – mix it up!



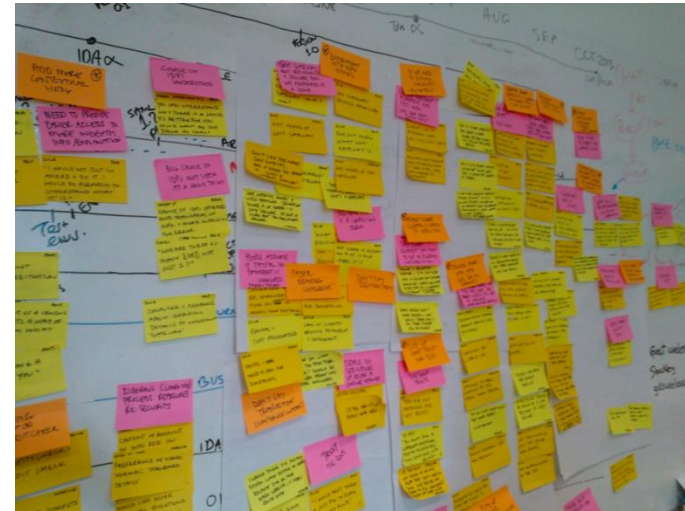
Mind map Papers

- Write an essay or exam questions on A3/A4 paper.
- Mind map as much as possible in relation to the question.
- When finished, the student can use their notes to add more detail (*in another colour so they know what to go over*)



Post-its and posters

- Movable revision!
- Students can stick them around the house
- Put the things you find difficult on your fridge and ask some one to test you till you have got it



Graphic organisers

The list of these is huge:

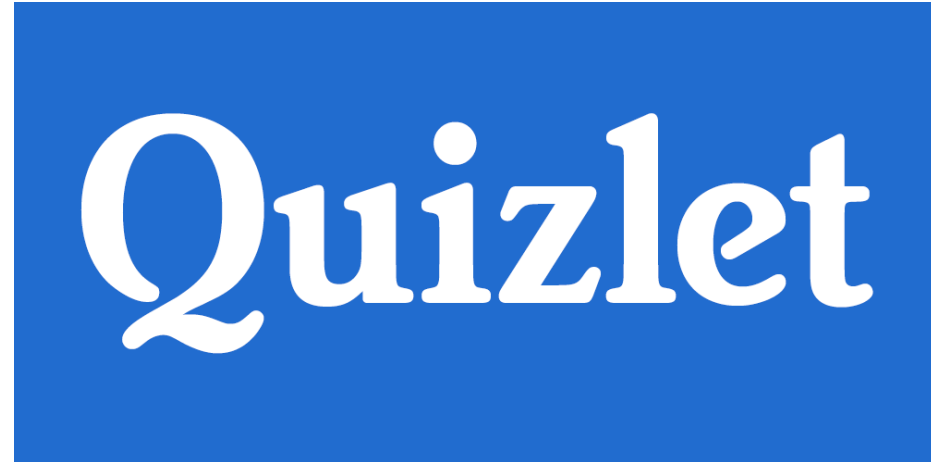
- *Venn diagrams for agree / disagree*
- *Ripple diagrams for most important cause in centre and less important causes moving outwards*
- *Simple cause / key features / consequences arrow diagrams*
- *Structure diagrams*
- *Pie charts for top 3 /4 causes*

RAG

- For unit topics
- For subtopics
- For specific key terms/ key events etc.
- Auditing knowledge

Useful revision websites / apps:

- GCSE Pod
- Sparx
- Maths watch
- Singh Science
- Quizlet
- Get Revising
- Reviser
- Flashcards+

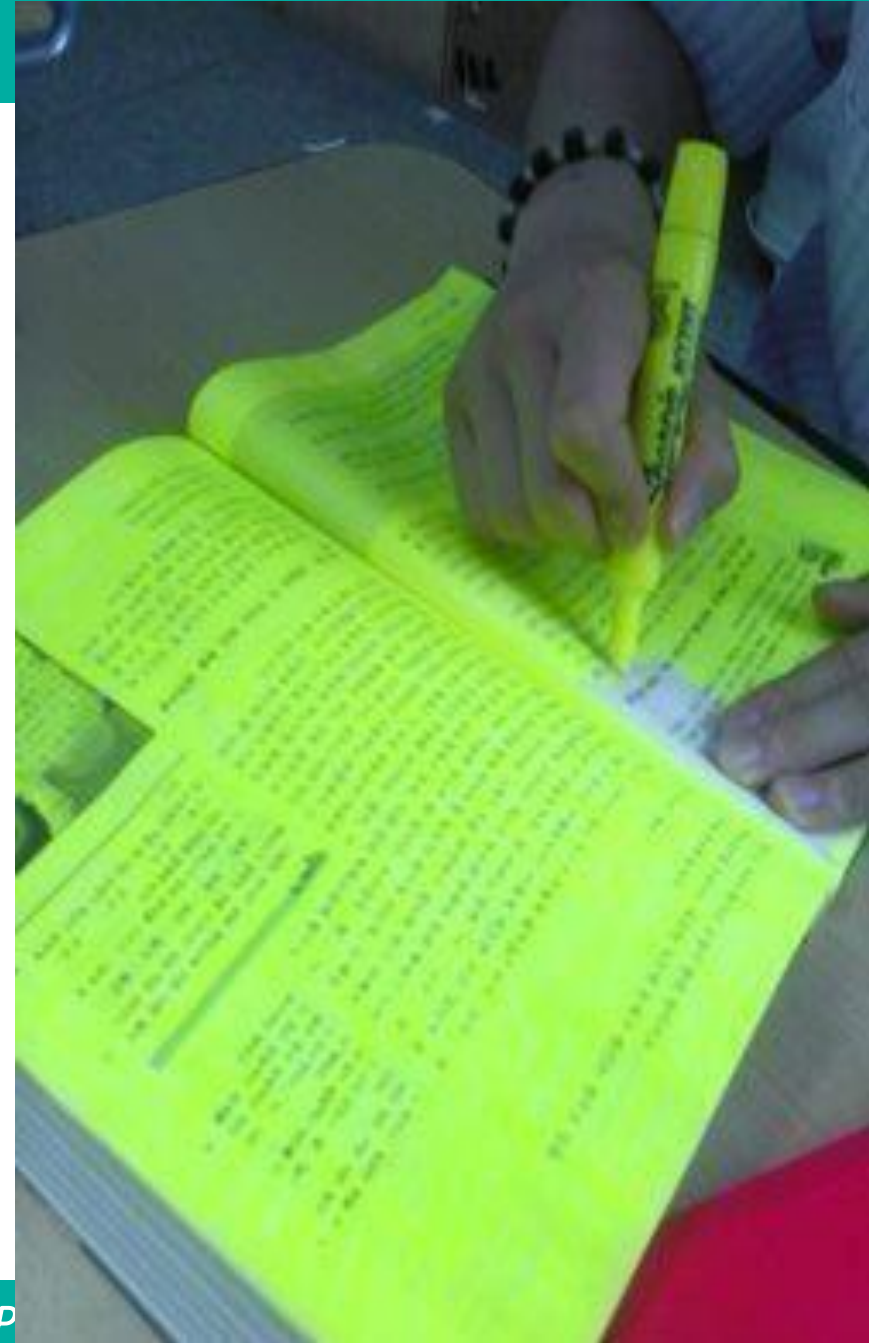


Revision Tip

Paragraph Summaries

HIGHLIGHTING DOESN'T WORK!

It can be a good method for picking out key chunks of information or key words – but how many times have your sheets looked like this?

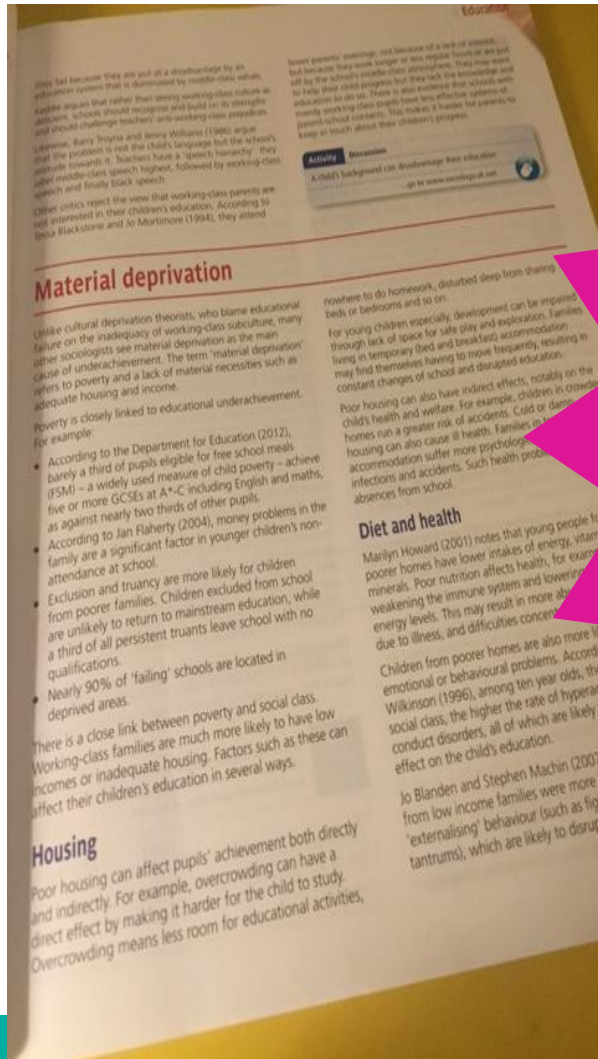


Try this instead...

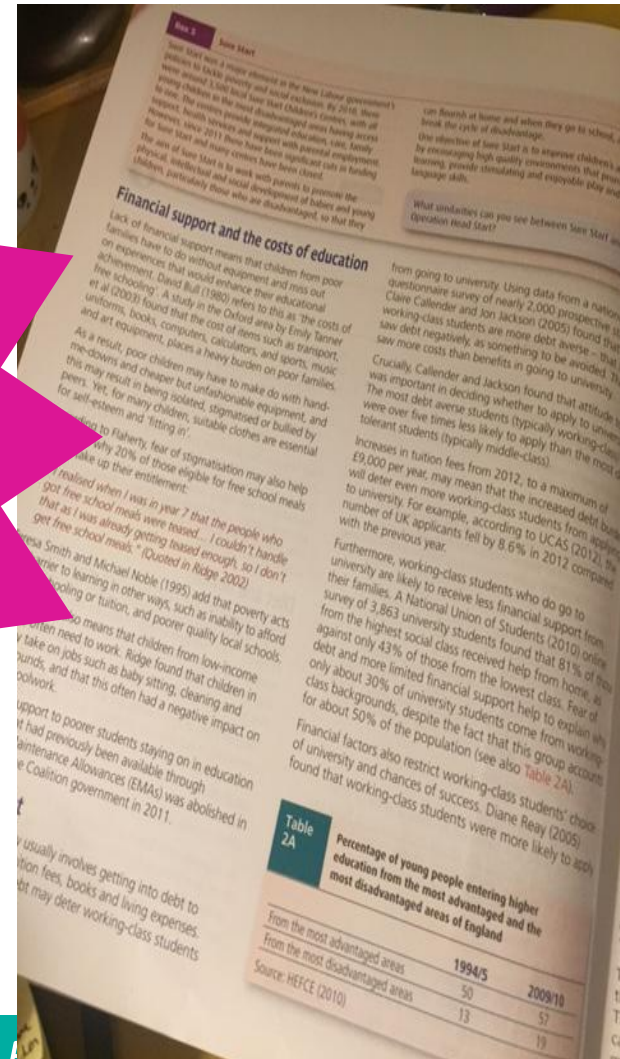
- In class/at home, set the task of reading through a text and making notes, write a post-it summary at the end of each paragraph.
- This exercise forces you to extract the key meaning from the paragraph and reduce it down to something more palatable and memorable.



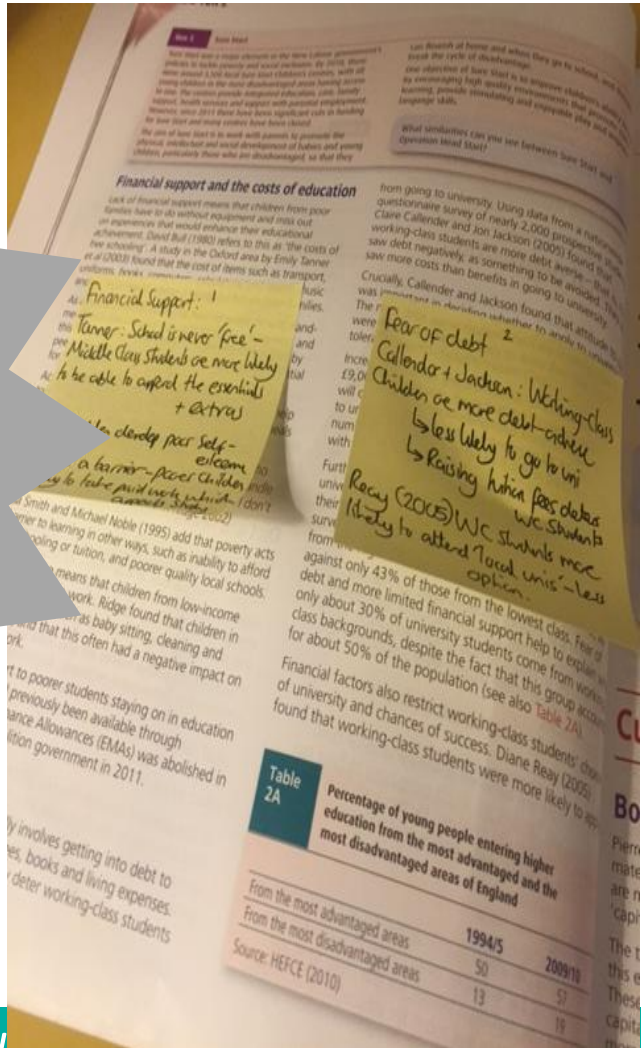
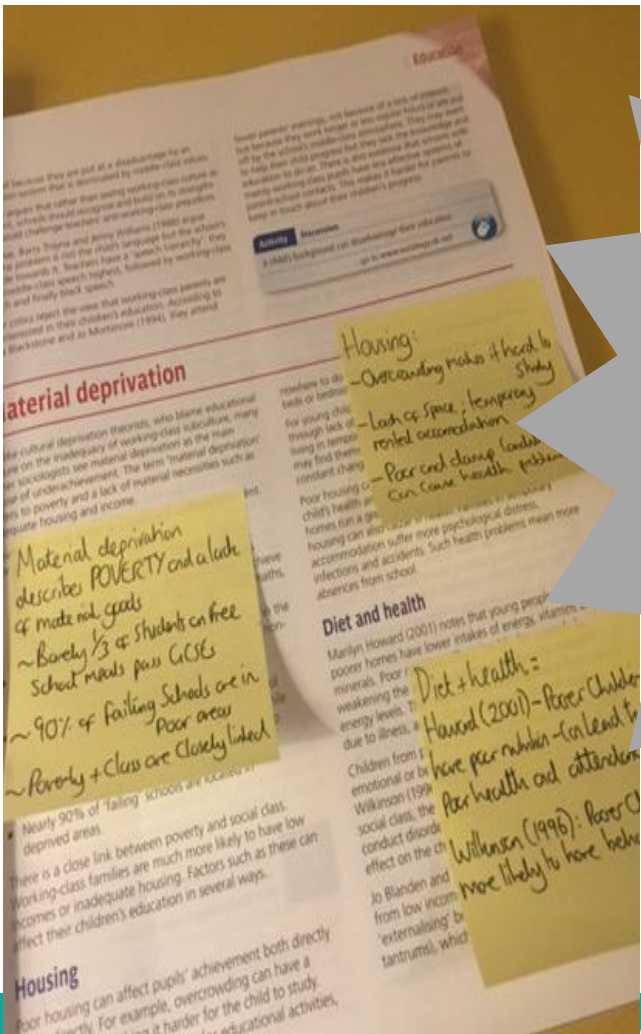
e.g.



From these two pages in a text book...



To 5 brief Post- Its



If you then take the post-its away from the text, you have a series of notes that can be arranged

- For self-testing
- To sequence key points into a flowchart or diagram

Obviously you might need a greater degree of information, but this method is a good start

TESTING

How do they know it worked?

- This is where deliberate practice is essential
- Revision guide questions
- Stand-alone exam questions
- Knowledge tests
- Online / app quizzes e.g.
- Test a friend
- Sparx Maths
- Kay science

Kahoot!

Quizlet

	Maths 4 pm – 4.15	Science 5.15pm - 6	English 8pm – 8.45
Monday What you are going to revise?	% to fractions and decimals	Photosynthesis and food reaction experiment	Macbeth scene 1&2 quotations.
Revision tool / method What you will use to revise? 20 min	Maths revision guide pg 18-19	Flow chart in workbook and pg 76 in text book	
Deliberate practice How will you know you can do it?20 min	Maths watch Number section	Workbook Q 4 and 6 mark questions	
Red Amber Green Can you do it? If not go over it till you do 5 min	Green 95% correct on Maths watch	Amber Compare answers Missed out step 2 and 4	

Next steps



Find out the specific topics you are weak on.



Ask your teachers



Plan these into your revision schedule



Commit to memory then test.



If you are not getting 75 % plus – you don't know it.

