

Steps to success

Effective revision techniques

Revision and learning are the same thing!

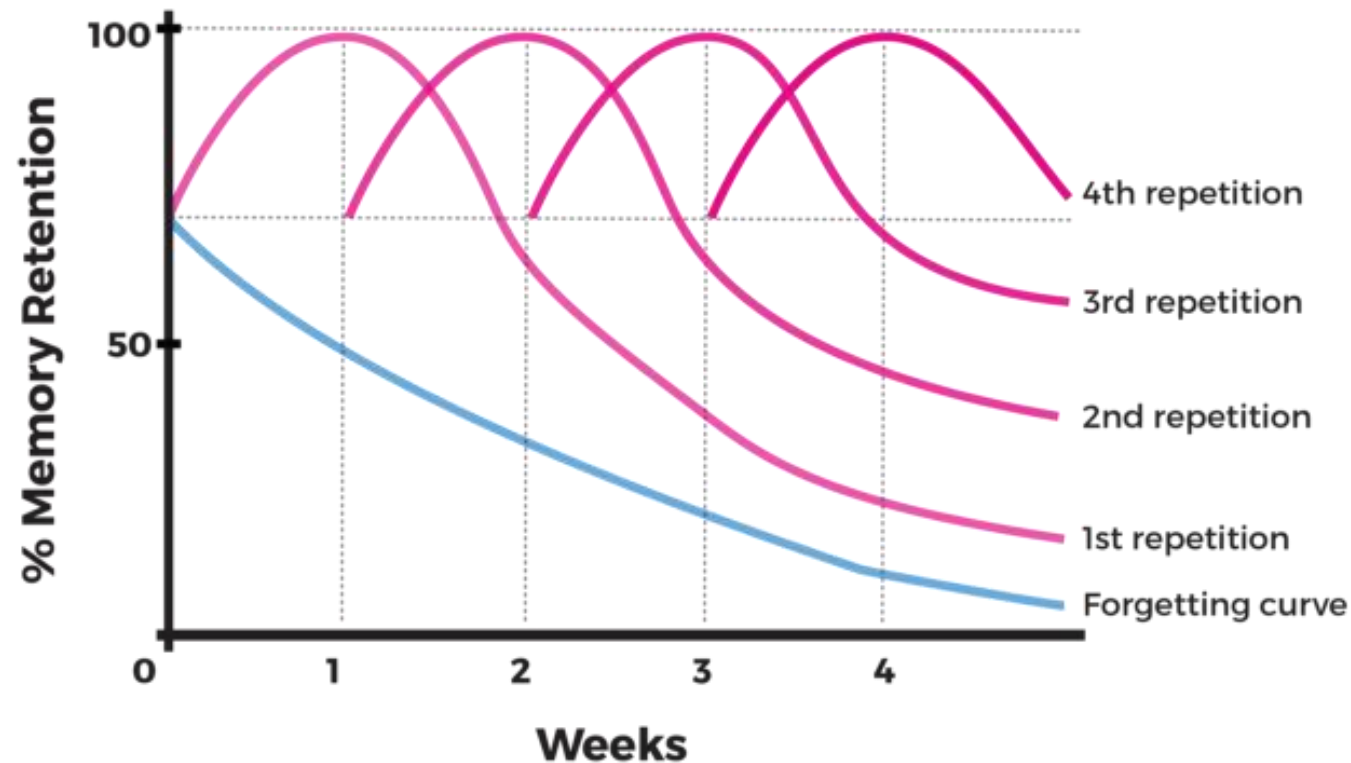
We can define learning as a fundamental change in the long-term memory – something has been added to your long-term memory that was not there before.

“If nothing has been changed in your long-term memory, nothing has been learnt.”

When we are looking at effective revision strategies, we are essentially looking at the most effective methods to secure something into the long-term memory.

Curve of Forgetting

For newly learned information



Continually revisiting and testing yourself on the key content you want to learn is the **only** way to lock this knowledge away in your long-term memory.

“Repetition of material and spaced practice helps consolidate memories and prevents pupils from forgetting”

D. Christodoulou

What does the research say?

- Retrieval Practice
- Spacing
- Interleaving
- Quiet environment

The three stages of revision

Stage 1

Review the content to be learnt and make revision resources

Stage 2

Self-test on the key content you have selected to learn

Stage 3

Practice applying the knowledge you have learnt to a range of different practice examination questions

The three stages of revision

Stage 1

Review the content to be learnt and make revision resources that you can use to test yourself on this key content. You can decide on the key content to learn by checking against your 100% sheets, your class notes, your revision lists and guides, and the examination specification.

The revision resources to make are either:

Quizzing

Flashcards

Cornell Notes Sheets

Mind maps

The three stages of revision

Stage 2

Self-test on the key content you have selected to learn. Space out your self-testing so that you are doing little and often rather than cramming a week before the examination.

Interleave your revision

Red-Amber-Green rate your flashcards/Cornell Notes Sheets each time you use them – this will help you track whether you have secured the material. When you have a ‘run’ of 5 all green self-tests, you can test yourself less regularly on this content.

The three stages of revision

Stage 3

When you have locked the key content into your long-term memory via regular self-testing, you should the practice applying the knowledge you have learnt to a range of different practice examination questions.

Complete practice papers regularly, review your answers against the mark scheme, and revisit your teachers' worked examples and models so that you know how to approach the question and what a top marks response should look like.

Subject and unit specified

RS - Buddhist beliefs

Q: Give four things that Mahayana Buddhists believe about Bodhisattvas.

Concise question used, with key terms highlighted

Clues/prompts used to support recall

Clues: Compassion
Samsara
Vow
Types

Answer written clearly, with key terms and concepts highlighted

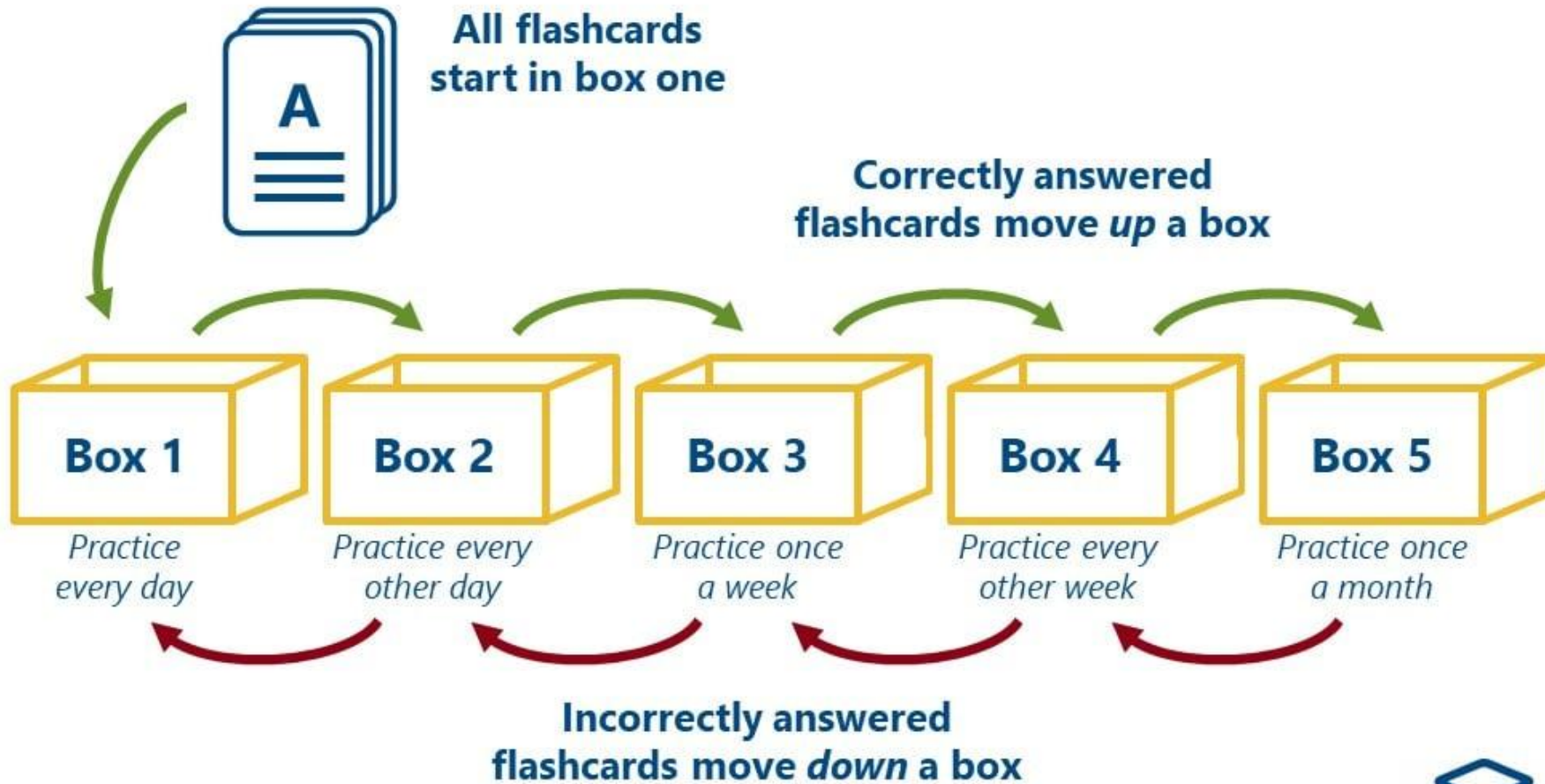
A: · out of compassion, they choose to remain in the cycle of samsara to help others achieve enlightenment
· Reborn into the cycle of samsara
· "However innumerable sentient beings, I vow to save them" - Bodhisattva vow
· Earthly and transcendent bodhisattvas

How to use flashcards to self-test

1. Use Spaced repetition
2. Teach students to have a 'thinking pause' after picking the card up and reading the question, then turn it over to read the information.
3. Once you get an answer right using your flashcard – DO NOT DISCARD IT! You need to keep repeating the question even if you get it right multiple times – otherwise it will fall off your memory.
4. As well as retrieving your knowledge, try writing the answer or definition in your own words and giving examples. This will help your learning and recall.
5. Interleaving

How to use the Leitner system for flashcards

Increase your memory with spaced repetition and active recall



Name:
Subject: RS

Date: 12.03.24
Topic: Christian beliefs

Key Terms/concepts	Content
Nature of God	omnipotent: All powerful
	omniscient: All knowing
	omnibenevolent: All loving
	Transcendent: Above time and space
	Immanent: within every living thing
The afterlife and judgement	Parable of the sheep and goats - Everyone judged by God
	Helped those in need
	Didn't help others
	Rewarded in Heaven
	Punished in hell
The life of Jesus	"Whatever you did for the least of my brothers, you did for me."
	Incarnation: "Becoming flesh" - Jesus as God on earth in human form. 100% God + 100% man
	Crucifixion: Executed by the Romans for blasphemy.
	Died for the sins of humans. Good Friday.
	Resurrection: Risen from the dead. Easter Sunday.
	Proof of incarnation. Hope of afterlife.
	Ascension: 40 days after resurrection. "Jesus was taken up into heaven and sat at the right hand of God."

Name: Mrs. Simpson
Date: April 2, 2018

Skill or Standard for focus / Objective: The standard, skill, or learning objective for the lesson goes in this box!

CORNELL NOTES

CUE COLUMN

This section should include key words or phrases as well as vocabulary terms and potential exam questions.

This column is for the:

WHAT'S
WHO'S
WHEN'S and
WHERE'S

SUMMARY SECTION

This section should be written last! It should also only really contain a basic, condensed summary of your notes in the cue column and important details of your main notes. It is used to quickly find and digest info later.

NOTE TAKING COLUMN

This section of your page is dedicated to lesson time and in-class note taking. You might want to include:

- main points
- diagrams, graphs, sketches, drawings, or charts
- Bullet points
- Concise sentences
- Shortened abbreviations/symbols / paraphrasing

Also try to leave lines between points so you can go back in and add any brief notes you may have missed. This extra space will also give you a sense of clarity.

You don't have to use a ruled line version - try one with a blank note-taking section to experiment with mindmapping or doodles - whatever tickles your fancy. Make it personal!

You might say this column is for the WHY's and How's with some of these guys thrown in!

Have you...

- Started revising?
- Planned when you are going to revise?
- Planned what you are going to revise?
- Been realistic with your planning?
- Built in revision breaks and rewards?

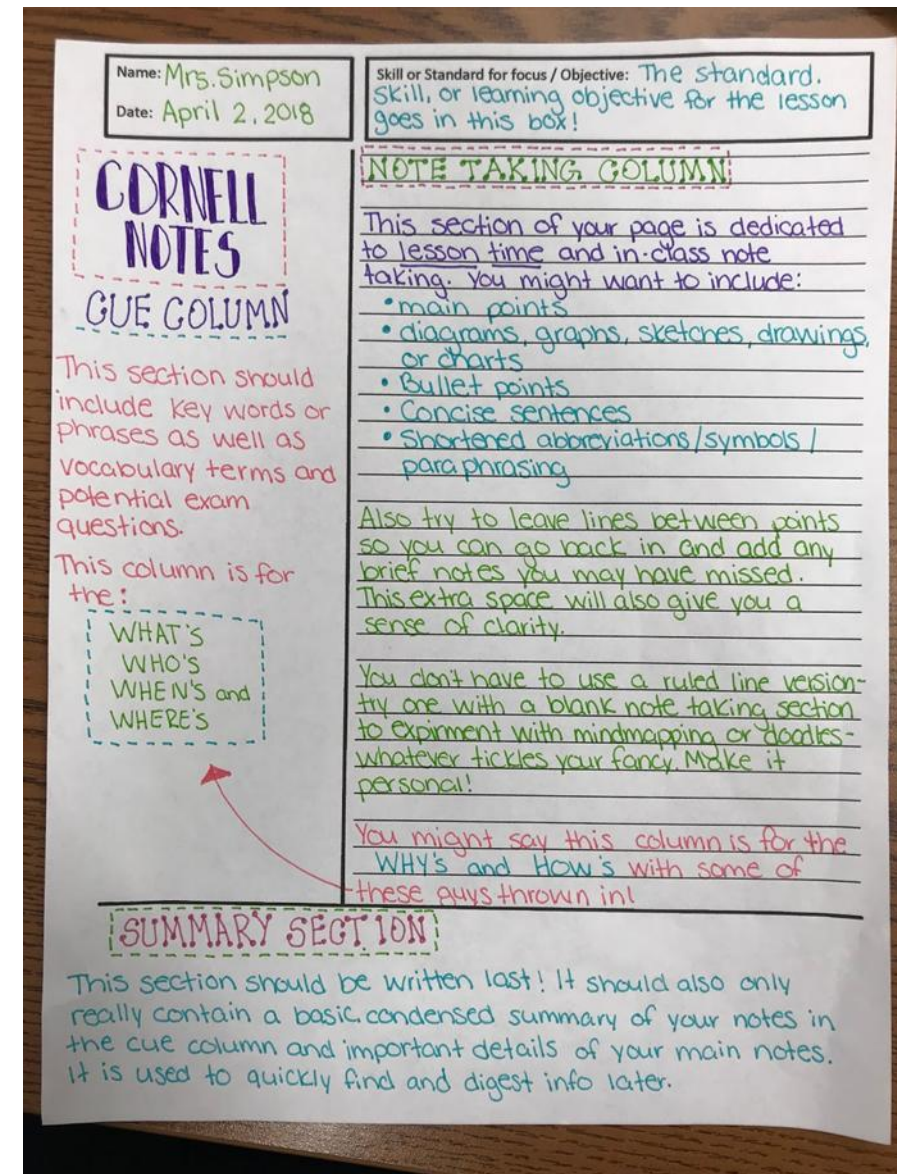
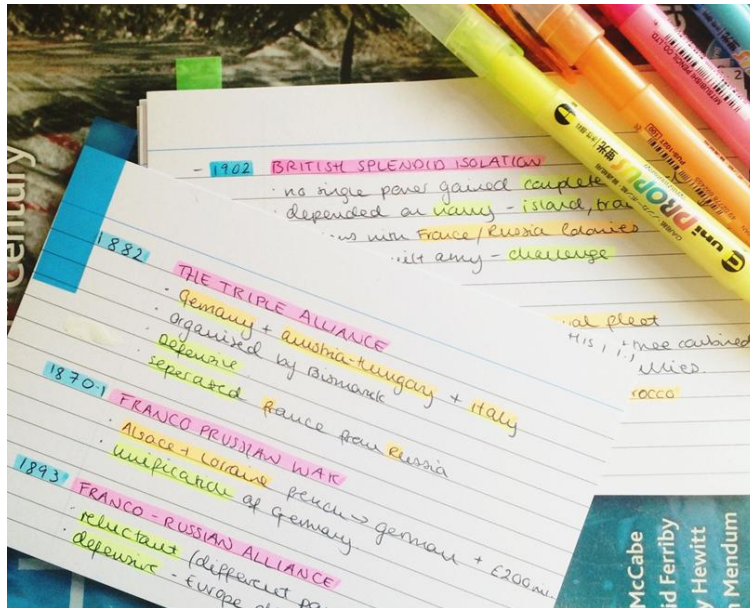
Top tips

Plan your revision timetable and get started!

WEEKLY REVISION PLANNER								
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY

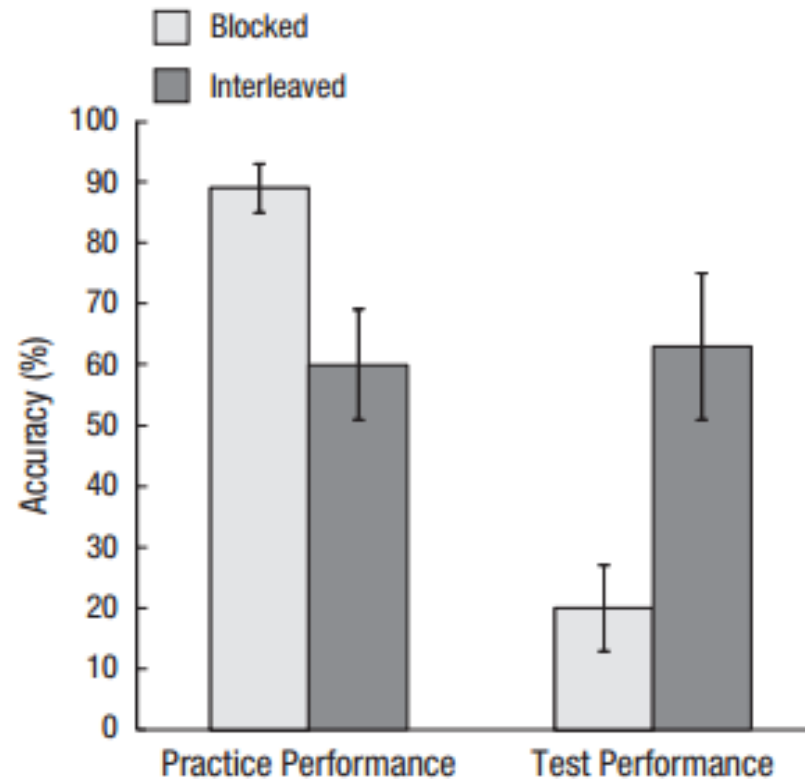
Top tips

Use active revision strategies –
Cornell notes, self testing on
flashcards, brain dump topics,
past papers



Top tips

Break an hour into 3 x 20 minute chunks and interleave topics



Top tips

Review your revision at the end of each week

- Did you do enough?
- Did you remember more this week than last week?
- What time of day do you revise best?
- How can you adapt your revision timetable to improve next week?

Top tips

Look after yourself!

- Build in time for breaks and relaxation
- Spend time with friends and family
- Eat healthily
- Exercise
- Get a good sleep



“The best time to start revising is day 2 of your course. The second best time to start revising is now.”