

# Y12 Assembly



# *Revision*

# *31st March 2023*

# St Joseph of Cupertino



Lord,

We thank you for the good things in life and for this new day.

We thank you for our school and for all who help us to learn.

Give us all a love of learning, the will to work hard and the strength to succeed.

We ask this through Christ our Lord.  
Amen





# Key point

*'Memory is the residue of thought'* Daniel Willingham.

All revision should be designed to make the you THINK!

# Creating an effective revision system



James Clear in *Atomic Habits* states that '*Goals are good for setting a direction but systems are best for making progress*'



# 1. Revision Spaces



**Find a quiet, tidy room.**

**Make the revision timetable  
and exam timetable visible**

**Make sure you keep  
hydrated.**



**Put your phone away in  
another room**

**Loud music is a distraction**

**Have revision materials and  
stationary on the desk  
ready to go**

# Put your phone away!



# Revision timetable



Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
English: Othello flashcards and quizlet	Politics: Synoptic links between Political Ideas and the other courses	Politics: UK Parliament and Cabinet brain dump	Politics: flashcards on US paper	x	x	Maths: Flashcards on important equations
Maths: complete past paper questions focusing on equations	X	English: practice questions on Atonement	Maths: the nth term. Paper questions.	x	x	English: brain dump on Poetry



# Sleep your way to success



Research shows that sleep duration and quality improves memory and recall, helps concentration, aids creativity, enables clearer thinking and helps our immune system.

Have a regular bed time  
Help sleep arrive







# Effective revision habits and strategies

# What we know doesn't work



<b>Summarisation</b>	Writing summaries (of various length) of revision texts	3 - Low
<b>Mental images</b>	Forming mental images or revision materials while reading/listening	3 – Low
<b>The key word mnemonic</b>	Using key words and mental imagery to associate key words and concepts	3 – Low
<b>Rereading</b>	Restudying text material again after an initial reading	4 – Ineffective
<b>Highlighting/Underlining</b>	Marking potentially important portions of revision materials whilst reading	4 - Ineffective

# What we know doesn't work



**PROBLEM:** Various studies have shown that students rate re-reading and highlighting as the most effective ways of revising when in reality they are often a waste of time giving an illusion of competence in the short term at the expense of long term gains.

*Students may spend large amounts of additional time studying despite no gain in later memory for the items, a phenomenon called "labour-in-vain" during learning (Nelson & Leonesio, 1988).*

*Recent research with educationally relevant materials has shown that repeatedly reading prose passages produces limited benefits beyond a single reading. (Karpicke, Roediger, Butler, 2009)*

# What we know works



Practice testing	Self-testing or taking practice tests revision materials	1 - High
Long-term revising	Implementing a schedule of practice that spreads out study activities over time	1 – High
Asking ‘Why?’ (Elaboration)	Generating an explanation for why a fact or concept is true	2 – Moderate
Self-explanation	Explaining how new information related to known information, or explaining steps taken during problem solving	2 – Moderate
Varying study topics (interleaved practice)	Mixing different kinds of problems, or different kinds of material, within a single study session	2 – Moderate



# Key point

*'Memory is the residue of thought'* Daniel Willingham.

All revision should be designed to make the you THINK!

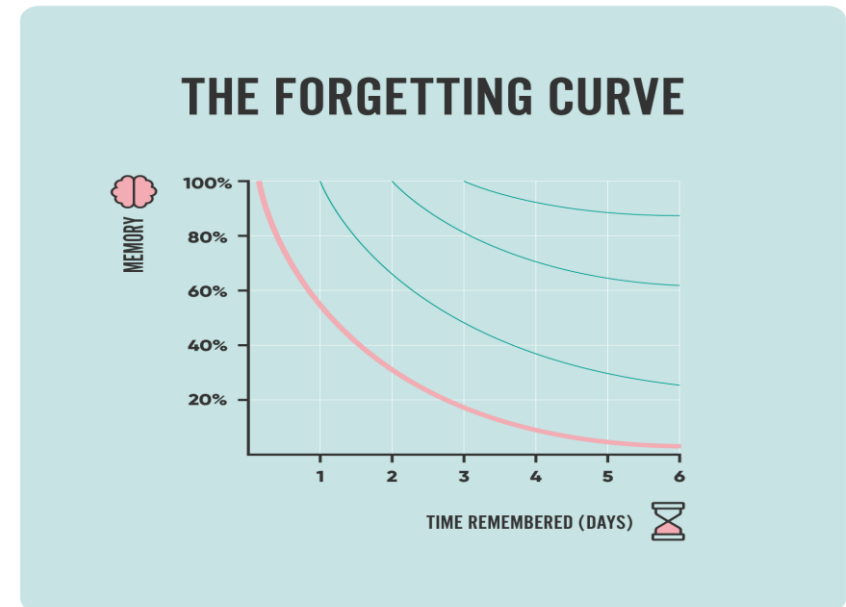


# Retrieval Practice

*"Retrieval practice is a learning strategy where we focus on getting information out.*

*Through the act of retrieval, or calling information to mind, our memory for that information is strengthened and forgetting is less likely to occur.*

*Retrieval practice is a powerful tool for improving learning."*





# Retrieval Practice

**Step 1-** Make a list of all the important information you need to know from a particular unit



**Step 2 –** close the books and create a quiz using flashcards or an app



**Step 3 –** try to retrieve everything that you remember

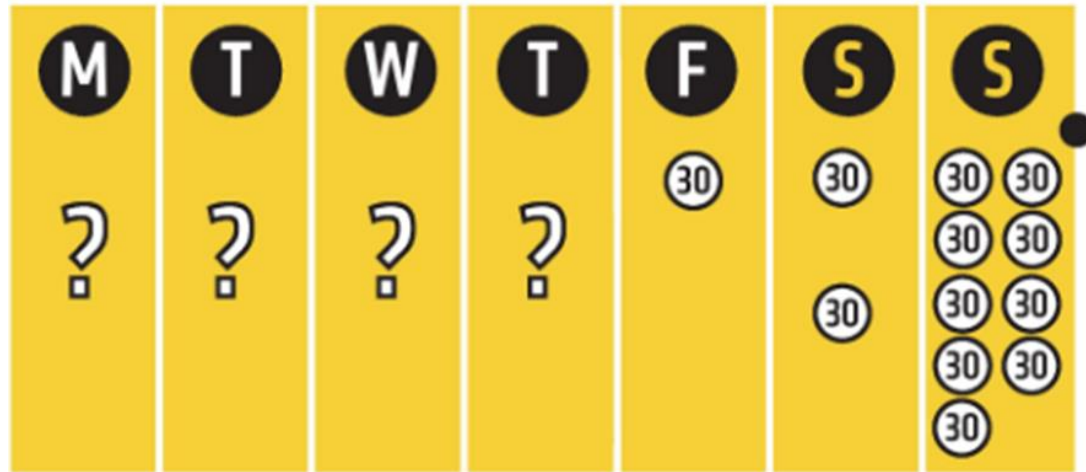


**Step 4 –** go back and check all your answers



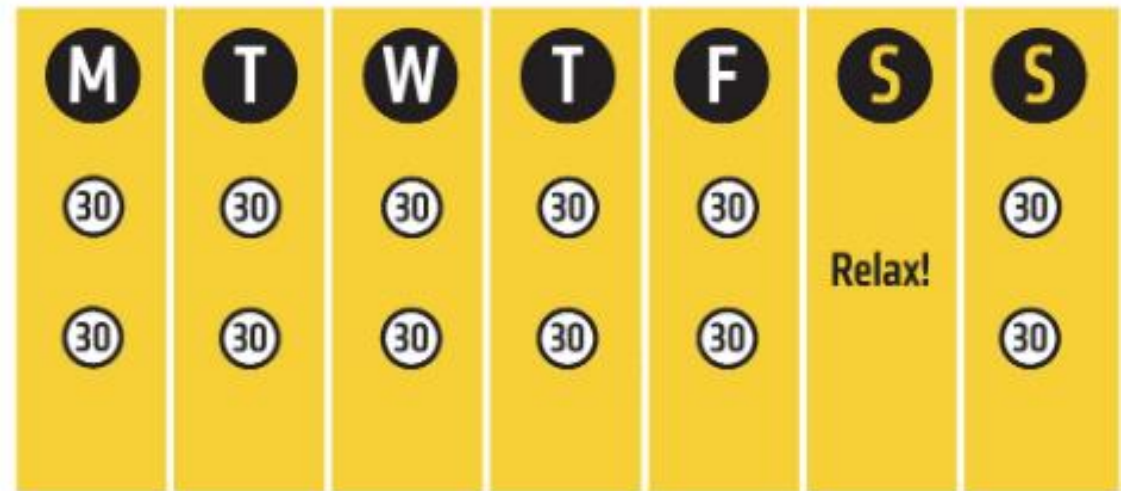


# Spaced Practice



Cramming

Spaced Practice





# Using Flashcards to revise

1. Split a box into 5 different compartments and label them 1 to 5.



2. Place all your flash cards in compartment 1.

3. Test yourself on a flashcard



4. If you can correctly recall the information move the flashcard into compartment 2, if not then put it back in compartment 1



# Using Flashcards to revise

4. Continue to test yourself and each time you correctly recall the information, move the flashcard into the next compartment.

Review the flashcards in compartment 1 daily, those in compartment 2 every other day and so on.

5. Eventually, all your flashcards will have been transferred to compartment 5 and the information they contain stored in your long-term memory





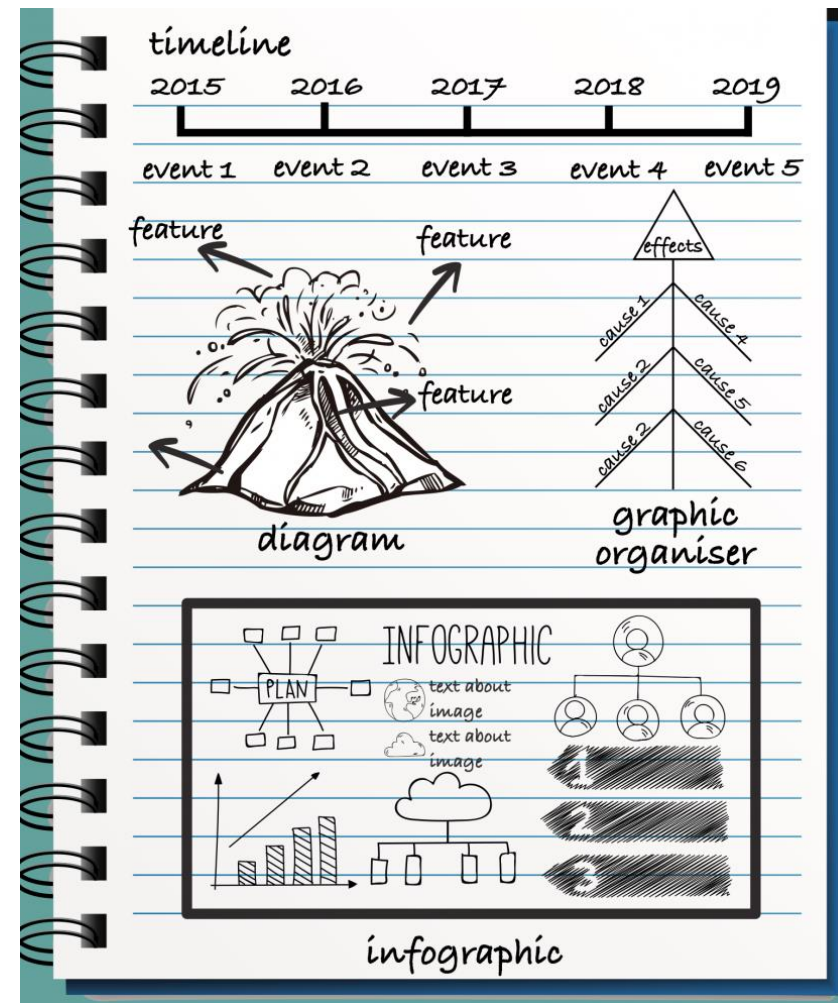
# Dual coding

Dual coding involves the learner drawing images, graphs, diagrams or timelines to support your revision notes.

When revising find or create visuals that link with the information. Compare and combine the visuals with the words.

This isn't about being an artist or the quality of illustration but ensuring focus on improving and deepening understanding.

Make sure images/diagrams are relevant. Be careful when using photos as too many background images can detract from the main points.



# Well-being during exam season



**EAT** - diet is important so make sure they don't neglect it during the exam period. Not skipping meals, staying consistent with a healthy balance of meals and staying hydrated.

**SLEEP** - staying up late to revise is a bad idea! Sleep deprivation can have a very negative impact on concentration, performance and memory.

**EXERCISE** - take regular breaks from revision with exercise. Taking part in something they enjoy, going for walks, or any active activity that can be part of their daily routine.

**RELAX** - relax during the exam period! It is essential that they make time to switch off and have a break. Watch telly, read or chat to family/friends.



Last Name	First Name	Reg Group
<b>Ampon</b>	Christian	12ASA
<b>Banda</b>	Lisa	12ASA
<b>Baster</b>	Stephen	12ASA
<b>Brown</b>	Benjamin	12CSN
<b>Bryan</b>	Tanaka	12CSN
<b>Chapman</b>	Ella	12DHO
<b>Civico</b>	Isaac	12CSN
<b>Clayton</b>	Isabelle	12CSN
<b>Crampin</b>	Alfred	12JW
<b>Delaney</b>	Rohan	12KD
<b>Eze</b>	Ruth	12ASA
<b>Ford</b>	Tamsin	12DHO
<b>Grant</b>	Alfie	12JW
<b>Hackett</b>	Lauren	12SG
<b>Hagos</b>	Abel	12DHO
<b>Hague</b>	Eden	12DHO
<b>Haj Mohamad</b>	Sahar	12EW

Heafey	Emma	12SG
<b>Hughes</b>	Megan	12JW
<b>Jacobs</b>	Reem	12EW
<b>Kambuesao</b>	Isaac	12JW
<b>Kandengwa</b>	Sanchez	12EW
<b>Marples</b>	Dani	12EW
<b>Martin</b>	Eva	12JW
<b>McNally</b>	Mia	12KD
<b>Navarro</b>	Monica	12MP
<b>Nderitu</b>	Seth	12KD
<b>Palmer</b>	James	12DHO
<b>Palmer</b>	Olivia	12SG
<b>Pinder-Packard</b>	Eva	12DHO
<b>Rojas Burgoa</b>	Alejandro	12SG
<b>Shahnama</b>	Ashkan	12JW
<b>Slack</b>	Charlie	12MP
<b>Smith</b>	Sophie	12DHO
<b>Spicer-Irazusta</b>	Joseph	12MP
<b>Stones</b>	Madeline	12CSN
<b>Sumner</b>	Keisha	12EW
<b>Wanjiku</b>	Alan	12MP

# MISC



- <https://chronotopeblog.com/2018/05/05/how-should-students-revise-a-brief-guide/>



# Effective revision strategies



Technique	Description	Utility
Practice testing	Self-testing or taking practice tests revision material	1 - High
Long term Revising (Distributed practice)	Implementing a schedule of practice that spreads out study activities over time	1 - High
Asking 'why?' (Elaboration)	Generating an explanation for why a fact or concept is true	2 - Moderate
Self-explanation	Explaining how new information is related to known information, or explaining steps taken during problem solving	2 - Moderate
Varying study topics (Interleaved Practice)	Mixing different kinds of problems, or different kinds of material, within a single study session	2 - Moderate
Summarization	Writing summaries (of various lengths) of revision texts	3 - Low
Mental Images	Attempting to form mental images of revision materials while reading or listening	3 - Low
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