



# Preparing for Revision



## What subjects are you doing and how do you feel you are doing with them?

Please write the subjects below. Then put a number out of 100 to show the % YOU FEEL you have done for each subject. Then put a number out of 100 to show the % YOU FEEL you understand. Now, what do you have to do to improve. It has to be your gut feeling but **NO** false modesties just be honest. **If you don't know where you are you can't move on or do any better.**

Subject	% Work done	% Understanding	What do you need to do?



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Now you know what you need to work on to get a better result in the real exams.

If you do nothing different, you cannot improve! Get out of the GCSE mindset and into the A Level Mindset. Cramming before exam will not work, A Levels is about depth of knowledge you have in a subject and the skilled application of that knowledge! This is developed over time and through continual practice.





# Recalling your notes requires transformation



REVISION needs to **turn** the information into **another format** to help you understand and recall it...

- **Organise** information e.g. into lists, tables and diagrams
- **Visual** e.g. use diagrams – it helps to clear out clutter & recall the diagram
- **Summarise** key points - create key words to help
- **Mnemonic** e.g. using first letters of words to make a new word
- **Summarise** - verbalise to others to get the info. into an order you can recall

Many students READ notes rather than TRANSFORM notes.

**Transforming** your notes IS the KEY way to help you UNDERSTAND & RECALL





# Revision – are you a 3e ?



- Level 1 – I **READ** through my notes
- Level 2 – I **MAKE NOTES** from what I read
- Level 3 – I **TRANSFORM** my notes into another format e.g. diagrams, lists, mnemonics, flash cards, tables
- Level a – I answer **past questions** but avoid hard ones
- Level b - I answer **hard** past questions until I get it right
- Level c – I use **mark schemes** to help me improve my answers
- Level d – I use **Examiner reports** and mark schemes
- Level e – I practise **AGAIN** and **AGAIN** until I **KNOW** I have got it right & seek support when I need it.

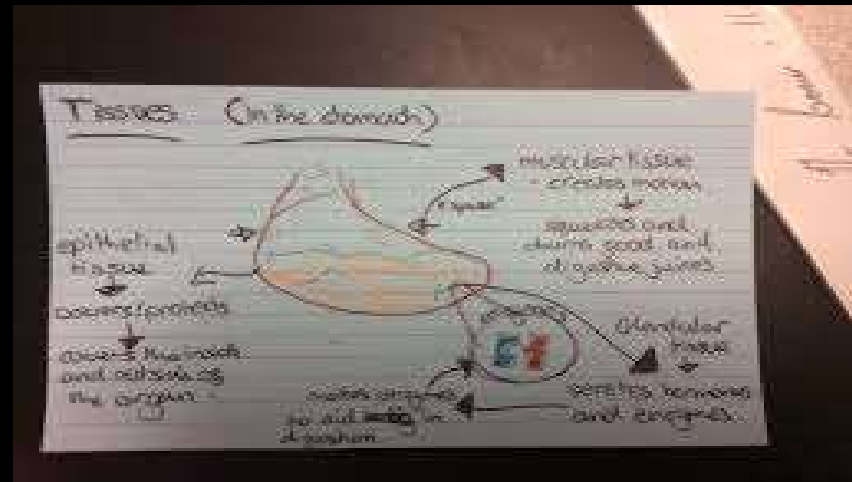


# Revision- Dual Coding



## DUAL-CODING

Dual-coding theory is the process of blending both words and pictures whilst learning. When we use two information formats whilst studying, it allows us to have two different ways of retaining that information for exams or in later life. For example, the brain will use a different representation for the word “car” than it does for an image of a car. By having two representations of the same information, it cements it deeper into our long term memory

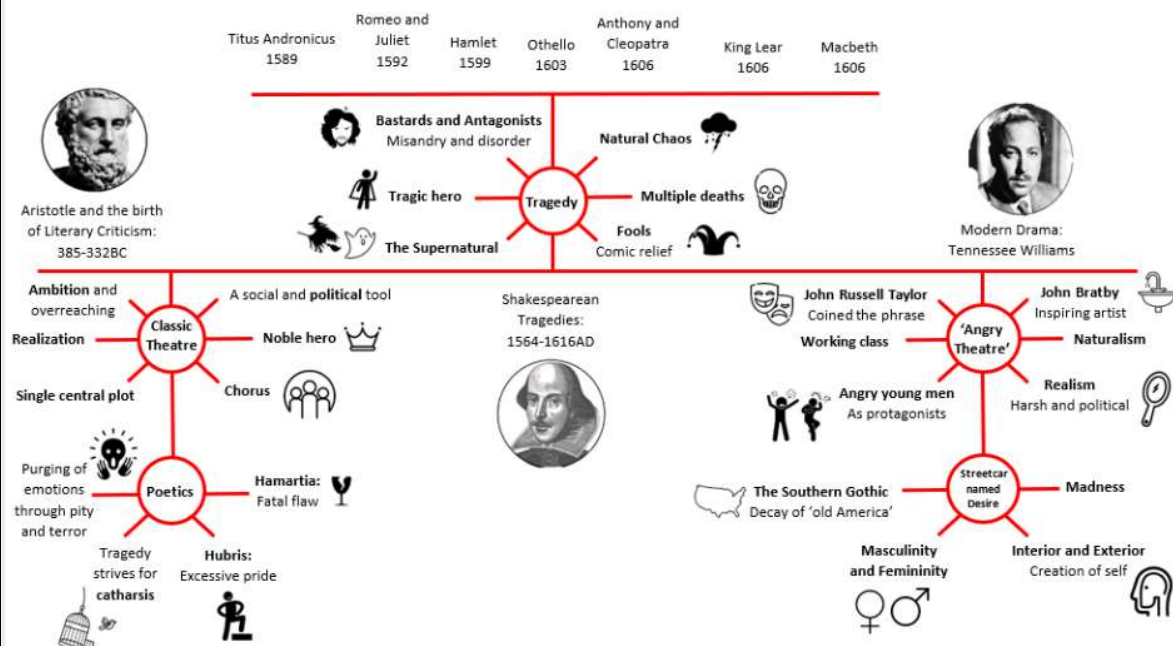




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## Aspects of Tragedy: Dual Coded



Research into dual-coding has found that: Students who revised with words and pictures performed twice as well in a problem solving test compared to those who had just revised with just words. Students who learn with both words and pictures remember around 50% more than those who revised by seeing words and then separately later seeing pictures



# Revision



**REVISION HACKS**  
by @inner\_drive | www.innerdrive.co.uk

- 1 EXPLAIN IT TO YOURSELF** You are more likely to remember it as you will find deeper connections.
- 2 CHANGE YOUR LOCATION** Revise in a an environment similar to your exams, i.e. in a quiet room in front of a desk.
- 3 THINK ABOUT THE FIRST AND LAST IDEAS** Study your most challenging topics first and last.
- 4 CLOSE YOUR EYES** A recent study of students found that this improved recall by 23%.
- 5 READ THINGS ALOUD** Another study found that this improved recall by 12%.
- 6 DRAWING** For simple memory tasks drawing has been shown to be more effective for recall than writing.