

Initial Input



Parent/Carer



Student

Year 11 Revision Information

10-13 March 2025



1. To consider the methods by which we can self-sabotage revision
2. To dispel some myths about revision
3. To use what we know about memory to help construct a spaced and interleaved revision timetable
4. To share the most effective revision strategies

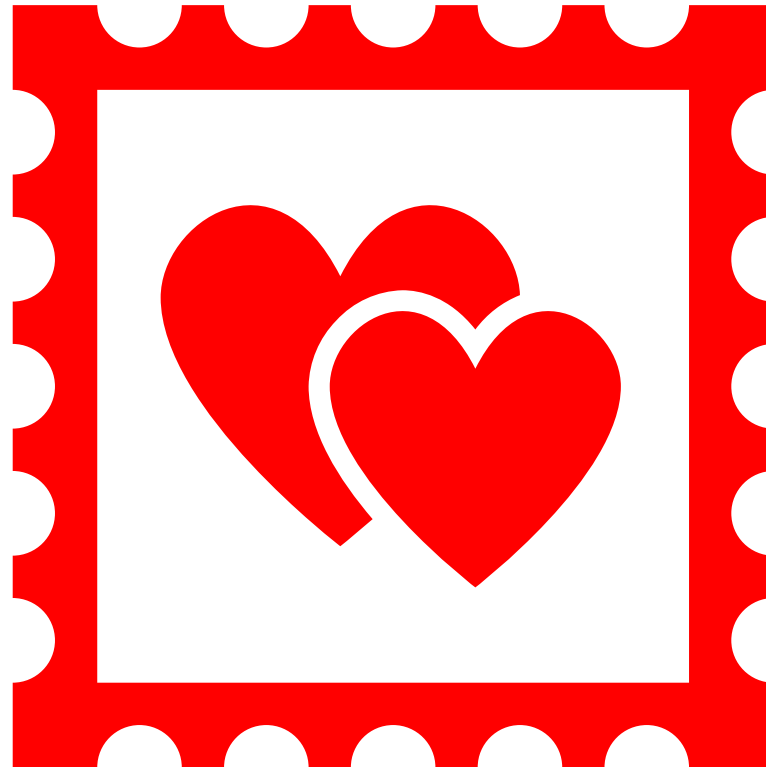


But first...

Students

Trust
Support
Patience

Honesty
Reflection
Time



Parents/Carers

Trust
Support
Patience

Materials
Space
Time



Key Message



“Now is no time to think about
what you do not have.

Think about what you can do
with what there is”

Self-sabotage



Think of a task/piece of work that you have recently started but did not finish.

How did you justify not completing this work to yourself?



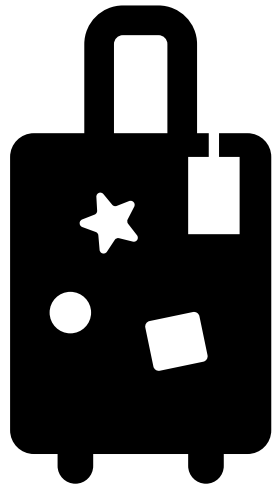
" I bet that she hasn't done it either – I will be fine"

"The instructions weren't clear so I can't do it"

"I did a rush job last time and got decent marks"

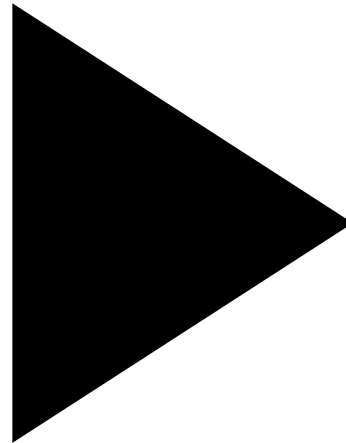
"I need to give myself a break. What's happening on TikTok?"

Self-sabotage



Move locations

Remove distractions



Start the task

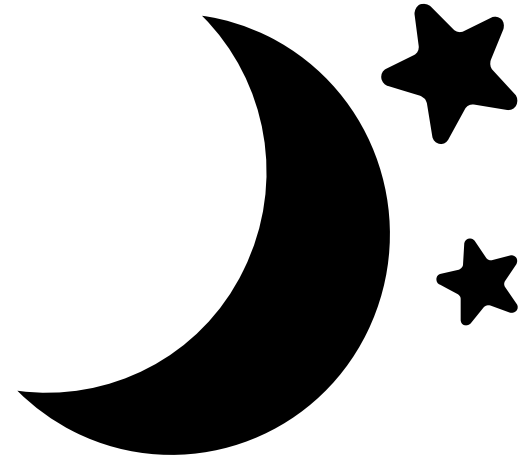
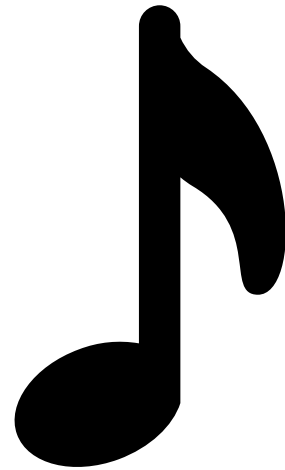
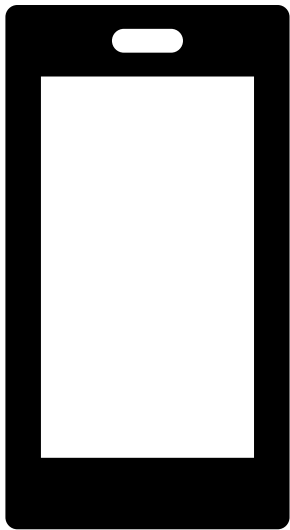


Celebrate the proactive
approach



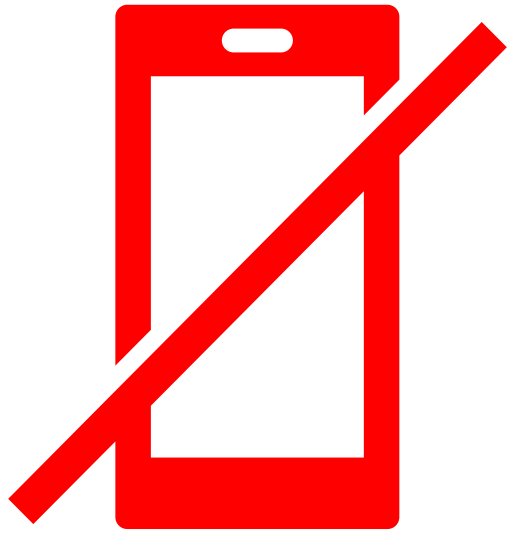
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Myths about revision



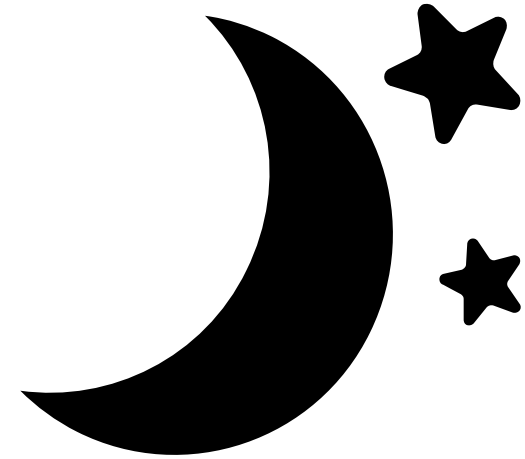
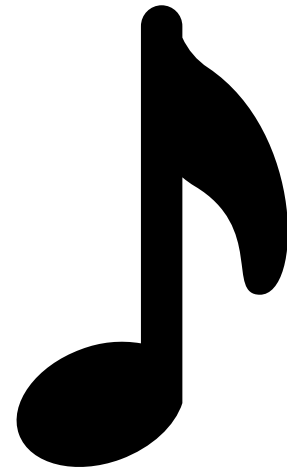


Myths about revision



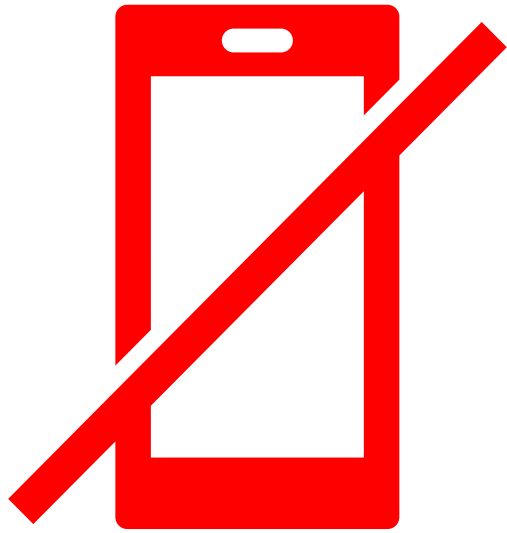
20% less

(Thornton et al, 2014)





Myths about revision



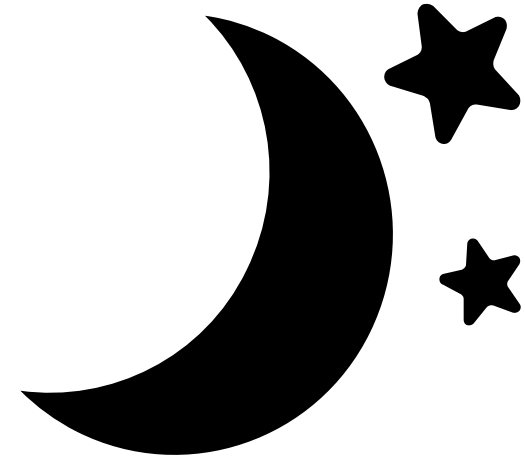
20% less

(Thornton et al, 2014)



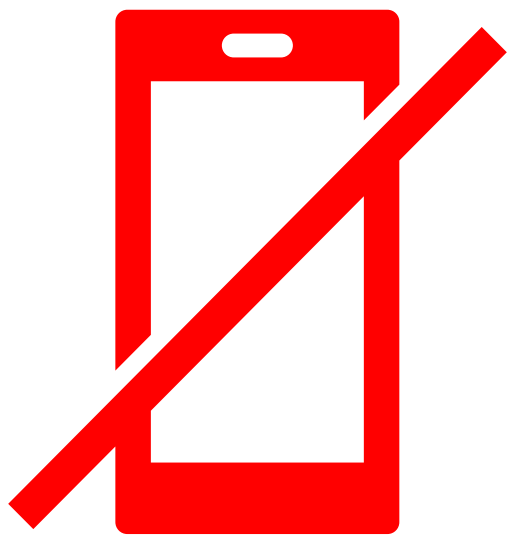
60% better

(Purham & Currie, 2015)





Myths about revision



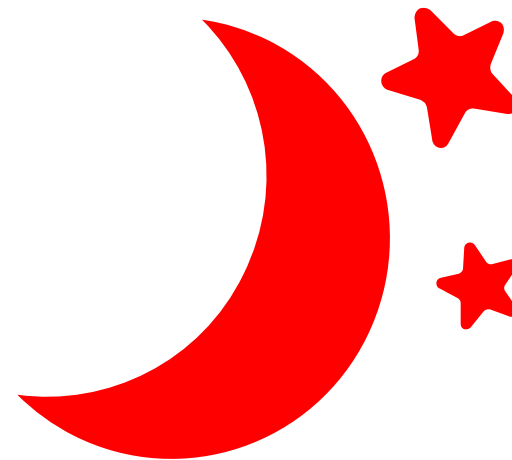
20% less

(Thornton et al, 2014)



60% better

(Purham & Currie, 2015)



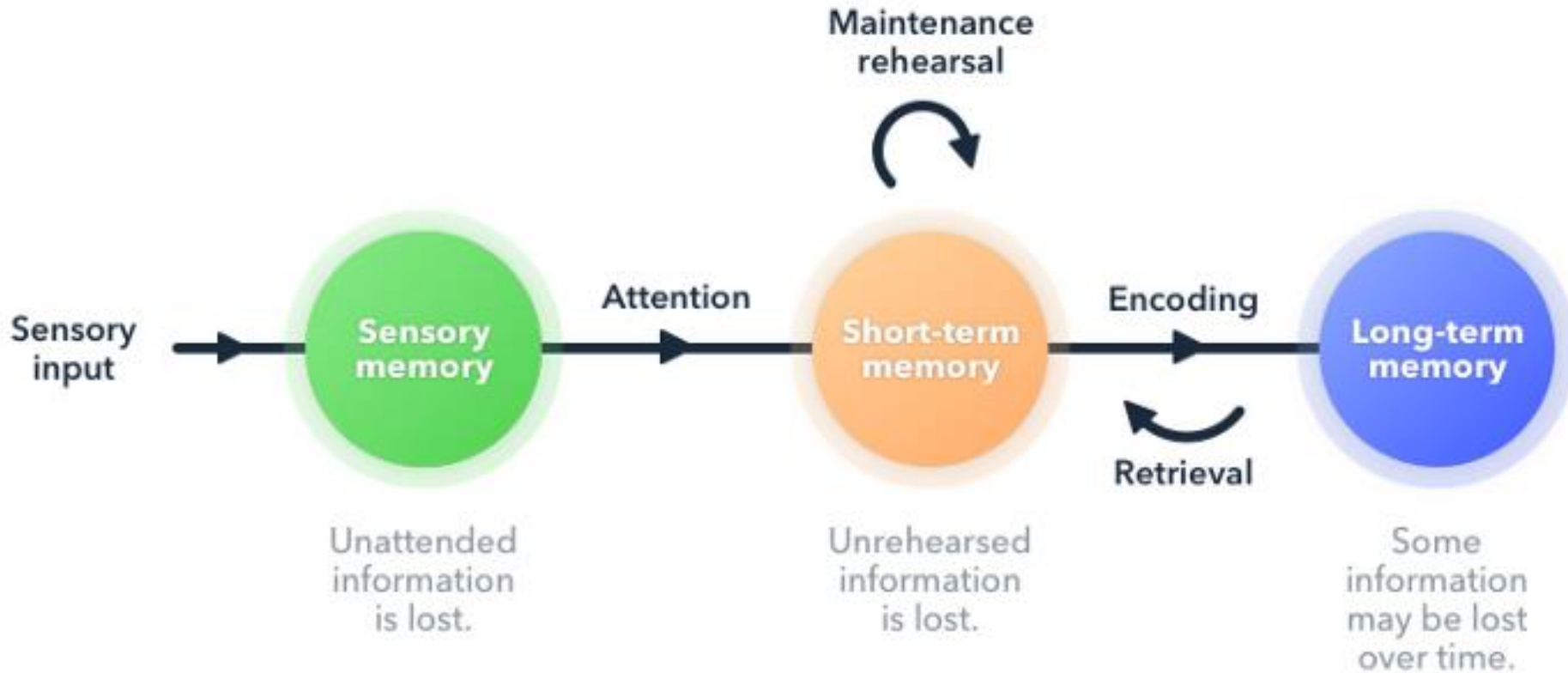
Poor sleep = poor memory

(Van der Helm & Walker, 2009)

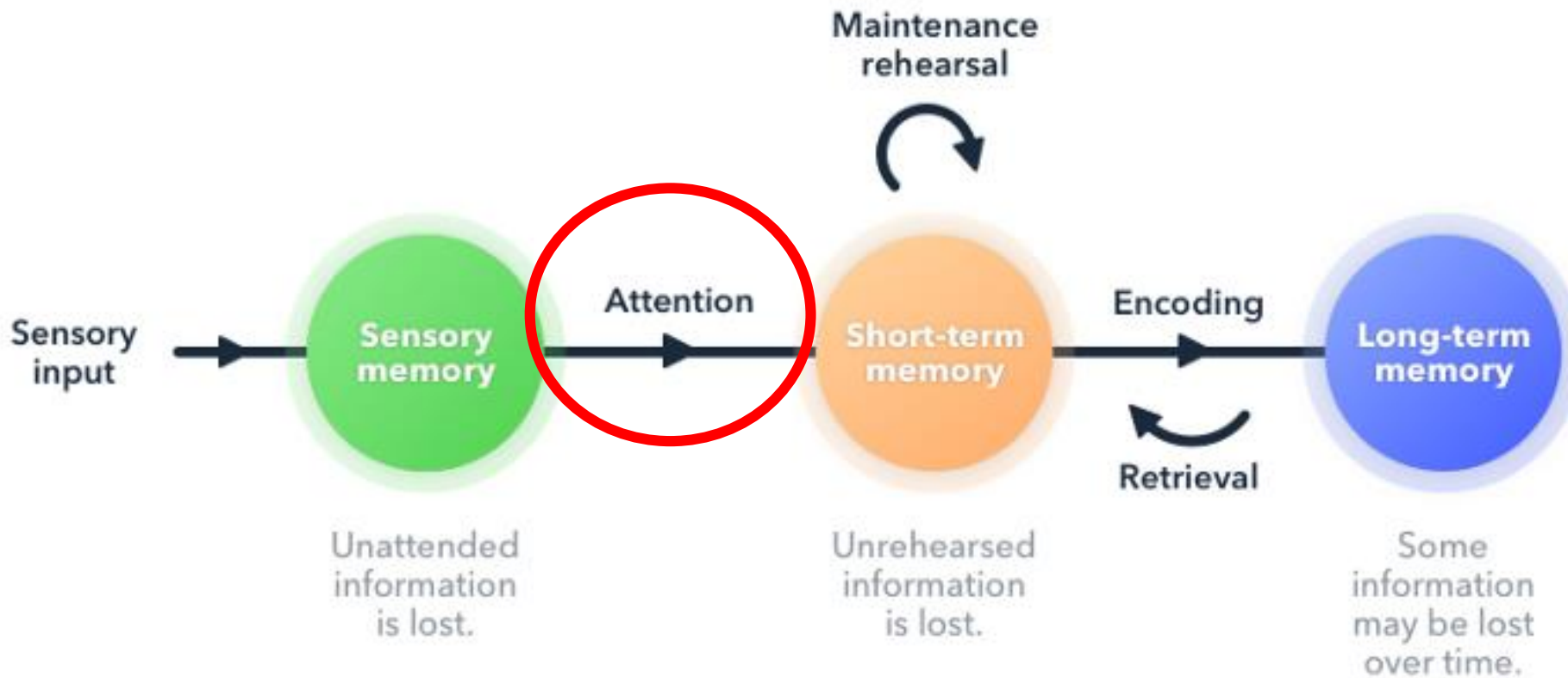


1. To consider the methods by which we can self-sabotage revision
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Memory

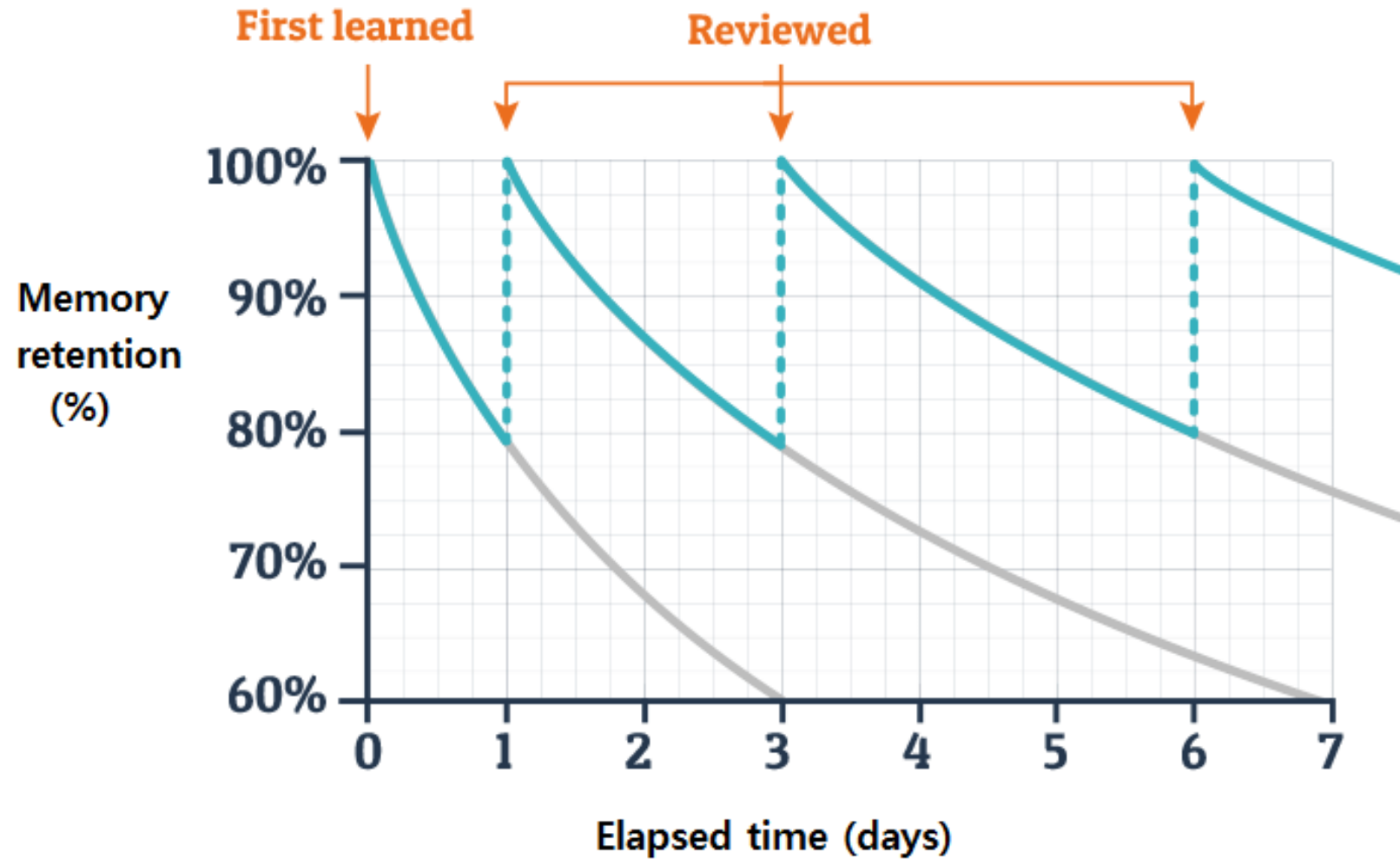


Memory



Memory







"A goal without a plan is just a wish"

Antoine de Saint-Exupéry

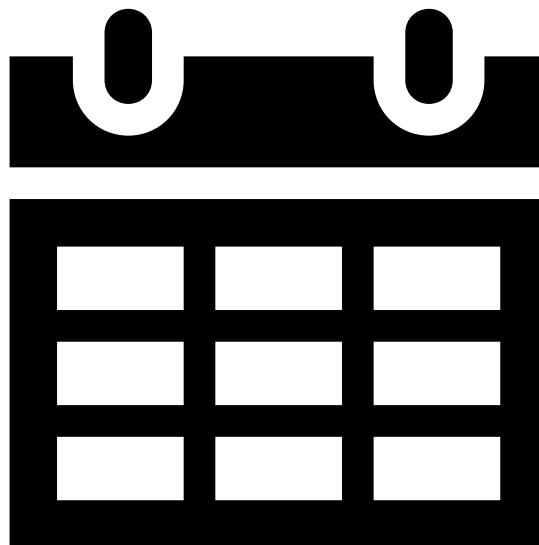
Spacing and Interleaving



Spacing

Ensuring that you have a planned gap between studying the same material again

Makes retrieval harder but has a long-term benefit



Interleaving

Ensuring that you don't study the same thing over and over again in consecutive sessions



Spacing and Interleaving

Here is an example of what an interleaved timetable should look like. It seems counterintuitive but the results are immense.

M	T	W	T	F
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH

M	T	W	T	F
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
MATHS	FRENCH	SCIENCE	GEOGRAPHY	ENGLISH
SCIENCE	ENGLISH	FRENCH	MATHS	GEOGRAPHY

By mixing up or 'interleaving' what you revise and when, you will remember that material far more effectively simply due to the fact that you will have to revisit that material multiple times with more gaps in between.

Revision Timetables



REVISION

TIME	MON	TUES	WED	THURS	FRI	SAT	SUN
8:30-9:30	maths	english	maths	maths	english	maths	maths
9:30-10:30	maths	english	maths	maths	english	maths	maths
10:30-11:30	maths	english	maths	maths	english	maths	maths
11:30-12:30	maths	english	maths	maths	english	maths	maths
12:30-1:30	maths	english	maths	maths	english	maths	maths
1:30-2:30	maths	english	maths	maths	english	maths	maths
2:30-3:30	maths	english	maths	maths	english	maths	maths
3:30-4:30	maths	english	maths	maths	english	maths	maths
4:30-5:30	maths	english	maths	maths	english	maths	maths
5:30-6:30	maths	english	maths	maths	english	maths	maths
6:30-7:30	maths	english	maths	maths	english	maths	maths
7:30-8:30	maths	english	maths	maths	english	maths	maths
8:30-9:30	maths	english	maths	maths	english	maths	maths
9:30-10:30	maths	english	maths	maths	english	maths	maths
10:30-11:30	maths	english	maths	maths	english	maths	maths
11:30-12:30	maths	english	maths	maths	english	maths	maths
12:30-1:30	maths	english	maths	maths	english	maths	maths
1:30-2:30	maths	english	maths	maths	english	maths	maths
2:30-3:30	maths	english	maths	maths	english	maths	maths
3:30-4:30	maths	english	maths	maths	english	maths	maths
4:30-5:30	maths	english	maths	maths	english	maths	maths
5:30-6:30	maths	english	maths	maths	english	maths	maths
6:30-7:30	maths	english	maths	maths	english	maths	maths
7:30-8:30	maths	english	maths	maths	english	maths	maths
8:30-9:30	maths	english	maths	maths	english	maths	maths
9:30-10:30	maths	english	maths	maths	english	maths	maths
10:30-11:30	maths	english	maths	maths	english	maths	maths
11:30-12:30	maths	english	maths	maths	english	maths	maths
12:30-1:30	maths	english	maths	maths	english	maths	maths

CREATE Search Examtime

Subjects Calendar

Export iCal Download PNG

Today < May 2014 > Month Week

- Biology 17 hours
- Maths 57 hours
- English 41 hours
- Irish 40 hours
- Online Marketing 32 hours
- Mind Map competition 40 hours
- Physics 41 hours
- Tutorials 32 hours
- Business 48 hours
- GCSE Exams 32 hours
- A-level Exams 24 hours
- Earth Day 2014 8 hours
- HSC Exams 40 hours
- Languages 48 hours

MON	TUE	WED	THU	FRI	SAT	SUN
28	29	30	1	2	3	4
Mind Map competition	Online Marketing	Irish	Biology	English	HSC Exams	Business
Irish	Physics	Tutorials	Physics	Maths	Mind Map competition	Irish
5	6	7	8	9	10	11
Physics	Languages	Irish	Languages	Maths	A-level Exams	HSC Exams
GCSE Exams	HSC Exams	Tutorials	Maths	Online Marketing	Mind Map competition	
HSC Exams	Business	Physics	English			
12	13	14	15	16	17	18
9am Biology	Irish	Mind Map competition	Business	Physics	Online Marketing	English
10am Maths	Earth Day 2014	Maths	Tutorials			
1pm Physics	Languages	9am English				
19	20	21	22	23	24	25
Languages	HSC Exams	GCSE Exams	English	Business	Mind Map competition	Tutorials
Tutorials	A-level Exams	Business	Maths			Languages
Business						
26	27	28	29	30	31	1
English	Mind Map competition	GCSE Exams	Irish	A-level Exams	Languages	Maths
Online Marketing	Online Marketing	Biology	Maths		Irish	
GCSE Exams		Physics				

Contracting...again



Revision Timetables



Day	9:00	10:00	11:00	12:00	1:00	2:00	3:00	4:00	5:00	6:00	7:00	8:00	9:00
Monday							Yellow			Yellow			Yellow
Tuesday							Yellow			Yellow			Yellow
Wednesday							Yellow			Yellow		Music	Yellow
Thursday							Yellow			Yellow			Yellow
Friday							Football			Yellow	Yellow	Yellow	Yellow
Saturday					Yellow	Football	Football	Football	Football	Yellow			Yellow
Sunday			Yellow			Yellow			Yellow	Yellow			Yellow

School



What subjects should I revise?

Rank them in order, with the first being the subject in which you need to do the most revision.

When you do this, you should think of:

1. Target Grade
2. Current Grade
3. Current Attitude to Learning in the subject
4. What you want to do next year

Revision Timetables



Day	9:00	10:00	11:00	12:00	1:00	2:00	3:00	4:00	5:00	6:00	7:00	8:00	9:00
Monday													
Tuesday													
Wednesday													
Thursday													
Friday													
Saturday													
Sunday													

School

Music

Football

football

Football

Football

Football

Revision Timetables

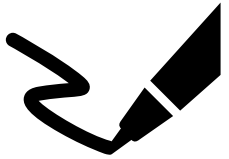


Day	9:00	10:00	11:00	12:00	1:00	2:00	3:00	4:00	5:00	6:00	7:00	8:00	9:00
Monday							Yellow	Purple	Red	Yellow	Light Blue	Light Orange	Yellow
Tuesday							Yellow	Purple	Purple	Yellow	Red	Grey	Yellow
Wednesday							Yellow	Purple	Blue	Yellow	Yellow	Green (Music)	Yellow
Thursday							Yellow	Purple	Purple	Yellow	Blue	Dark Blue	Yellow
Friday							Green (Football)	Purple	Red	Yellow	Yellow	Yellow	Yellow
Saturday	Light Orange	Red	Grey	Blue	Yellow	Green (football)	Green (Football)	Green (Football)	Green (Football)	Yellow	Purple	Purple	Yellow
Sunday	Purple	Purple	Yellow	Dark Blue	Light Green	Yellow	Light Orange	Purple	Yellow	Yellow	Red	Light Blue	Yellow

School



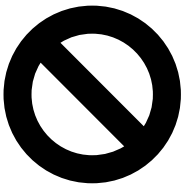
Plan



Act



Survey



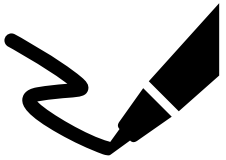
Stop



Plan

- What am I going to do?
- How am I going to do it?
- What materials am I going to use?
- How will I know I have been a success?

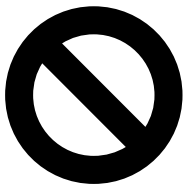
2



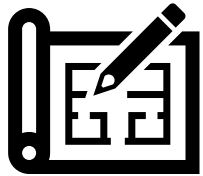
Act



Survey



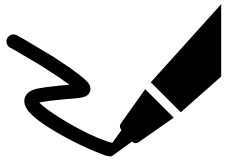
Stop



Plan

- What am I going to do?
- How am I going to do it?
- What materials am I going to use?
- How will I know I have been a success?

2



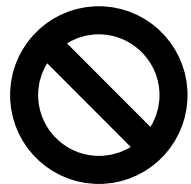
Act

- Do what you said you would
- Don't deviate from the plan

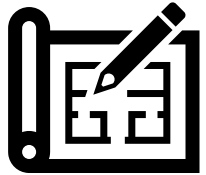
25



Survey



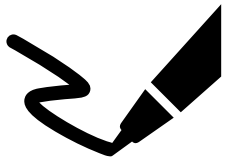
Stop



Plan

- What am I going to do?
- How am I going to do it?
- What materials am I going to use?
- How will I know I have been a success?

2



Act

- Do what you said you would
- Don't deviate from the plan

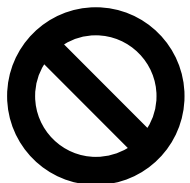
25



Survey

- How successful have I been?
- How do I know?
- What do I need to focus on next time?
- What did I do well?

3



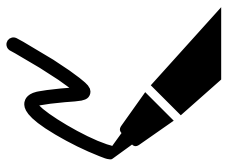
Stop



Plan

- What am I going to do?
- How am I going to do it?
- What materials am I going to use?
- How will I know I have been a success?

2



Act

- Do what you said you would
- Don't deviate from the plan

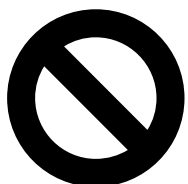
25



Survey

- How successful have I been?
- How do I know?
- What do I need to focus on next time?
- What did I do well?

3

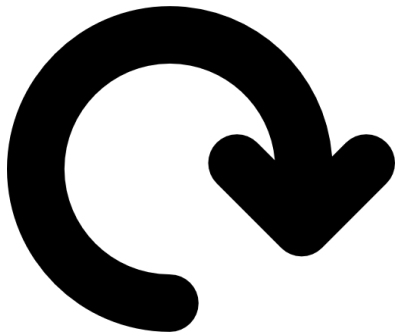


Stop

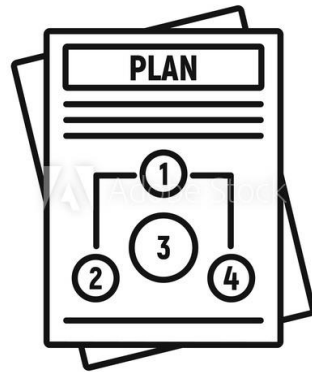
- Get up
- Go somewhere else

10

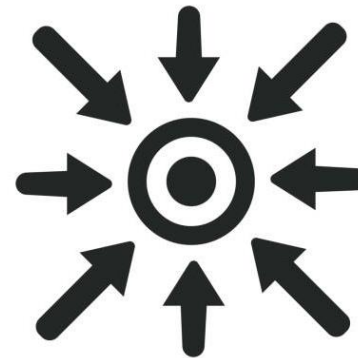
Revision Timetables



Revisit and Redo



Plan to PASS



Be specific



Ask for help



1. To consider the methods by which we can self-sabotage revision
2. To dispel some myths about revision
3. To use what we know about memory to help construct a spaced and interleaved revision timetable
4. To share the most effective revision strategies

How Students can Maximise their Learning

A Generative Learning Approach



Summarising



Breaking down complex material into easy to read, abridged notes. Summarising Key content.

Mapping



Creating a flow chart, concept map or graphic organiser to explain links with more complex material.

Drawing



Drawing an illustration to compliment a written piece of work, or drawing to explain a set of instructions or connections

Imagining



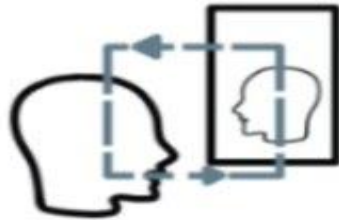
Creating a mental image for a piece of work, how it will look or happen. Visualising before carrying out the action, physical or mental process.

Self-Testing



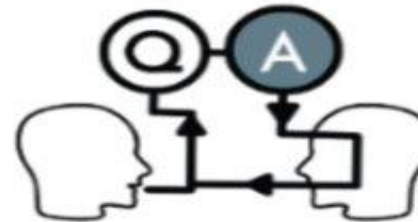
Recall and retrieving all you know about a topic, through writing or mapping. Testing through low stakes quizzes.

Self-Explaining



Elaborating (explaining) how and why. Breaking down work with examples or processes that lead to an answer.

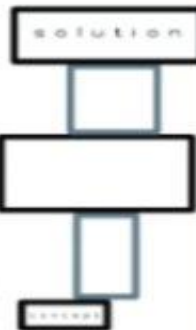
Teaching



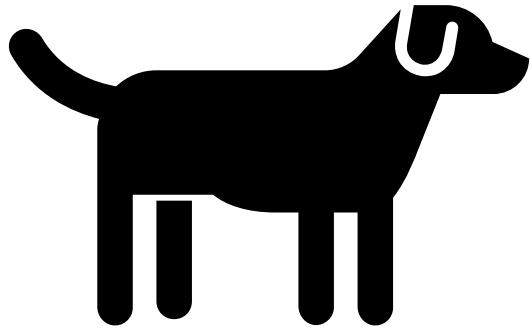
Teaching or explaining to a peer on their knowledge of a topic. Questioning and guiding, building your own topic knowledge.

Enacting

Using aides/prompts to complete a task. Working through a problem with visual or mental clues to help solve the problem or learn the method.



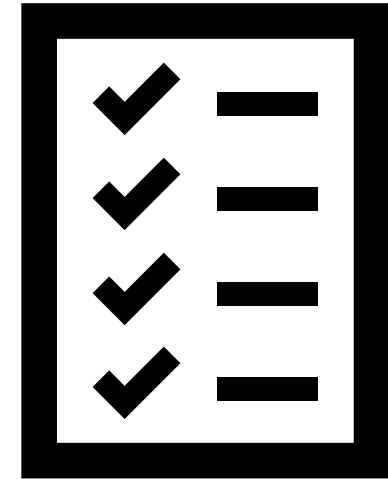
Key Strategies



Retrieval Practice

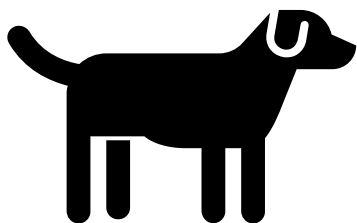
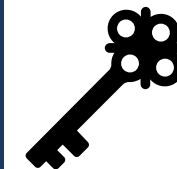


Flash Cards



Deliberate Practice

Key Strategies



The act of retrieving information from your long-term memory by thinking very hard about it.

Chemistry 1 Revision - **Elements, Compounds and Structure**

Elements & Compounds

- 1) If a substance is made up of three different types of atom it is a compound.
- 2) If a substance is made up of three of same type of atom it is an element.
- 3) An element consists of the same type of atom joined together, whereas a compound consists of different types of atoms joined together.
- 4) Both elements and compounds can have one thing in common, for example, the element hydrogen can be also in the compound hydrogen oxide / water - H_2O .
- 5) Subatomic particles = neutrons, protons and electrons.
- 6) Plum pudding model of atom:
 - electrons embedded in space
 - positively charged sphere
 - overall sphere
- 7) Over time scientists have changed their ideas about the atom due to Rutherford's alpha particle scattering experiments.
- 8) Isotopes are different forms of the same element with the same number of protons, but different number of neutrons.

A large, colorful mind map centered on 'ATOMS'. The central node is 'ATOMS'. Major branches include:

- PROTONS**: Positively charged, mass of 1, found in nucleus, determine element.
- NEUTRONS**: No charge, mass of 1, found in nucleus, determine isotopes.
- ELECTRONS**: Negatively charged, mass of 1/1836, found in shells, determine chemical properties.
- ISOTOPES**: Atoms of same element with different number of neutrons.
- ATOMS**: Further sub-branches into 'ATOMS' and 'MOLECULES'.

Keynote

Notes / Key points of the task:

Magnesium chloride ($MgCl_2$)

The diagram shows two magnesium atoms (Mg) and two chlorine atoms (Cl) combining to form a magnesium chloride molecule ($MgCl_2$). It illustrates the transfer of electrons from magnesium to chlorine, resulting in Mg^{2+} and Cl^{-} ions.

Keynote

1) Ionic bonding is the electrostatic attraction between oppositely charged ions.

2) Ionic compounds are made of ions.

3) Ionic compounds have high melting and boiling points.

4) Ionic compounds are good conductors of electricity when molten or dissolved in water.

5) Ionic compounds are brittle.

6) Ionic compounds are soluble in water.

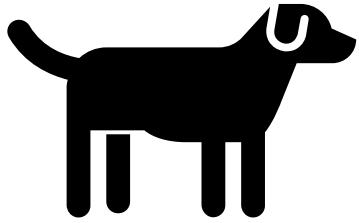
7) Ionic compounds are hard.

8) Ionic compounds are crystalline.

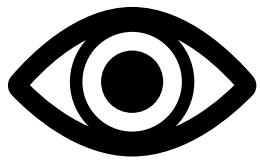
9) Ionic compounds are solids at room temperature.

10) Ionic compounds are good conductors of electricity when molten or dissolved in water.

Key Strategies



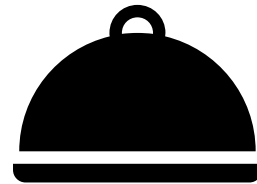
Another great strategy linked to retrieval was probably taught to you in primary school...



Look



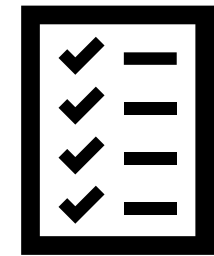
Say



Cover

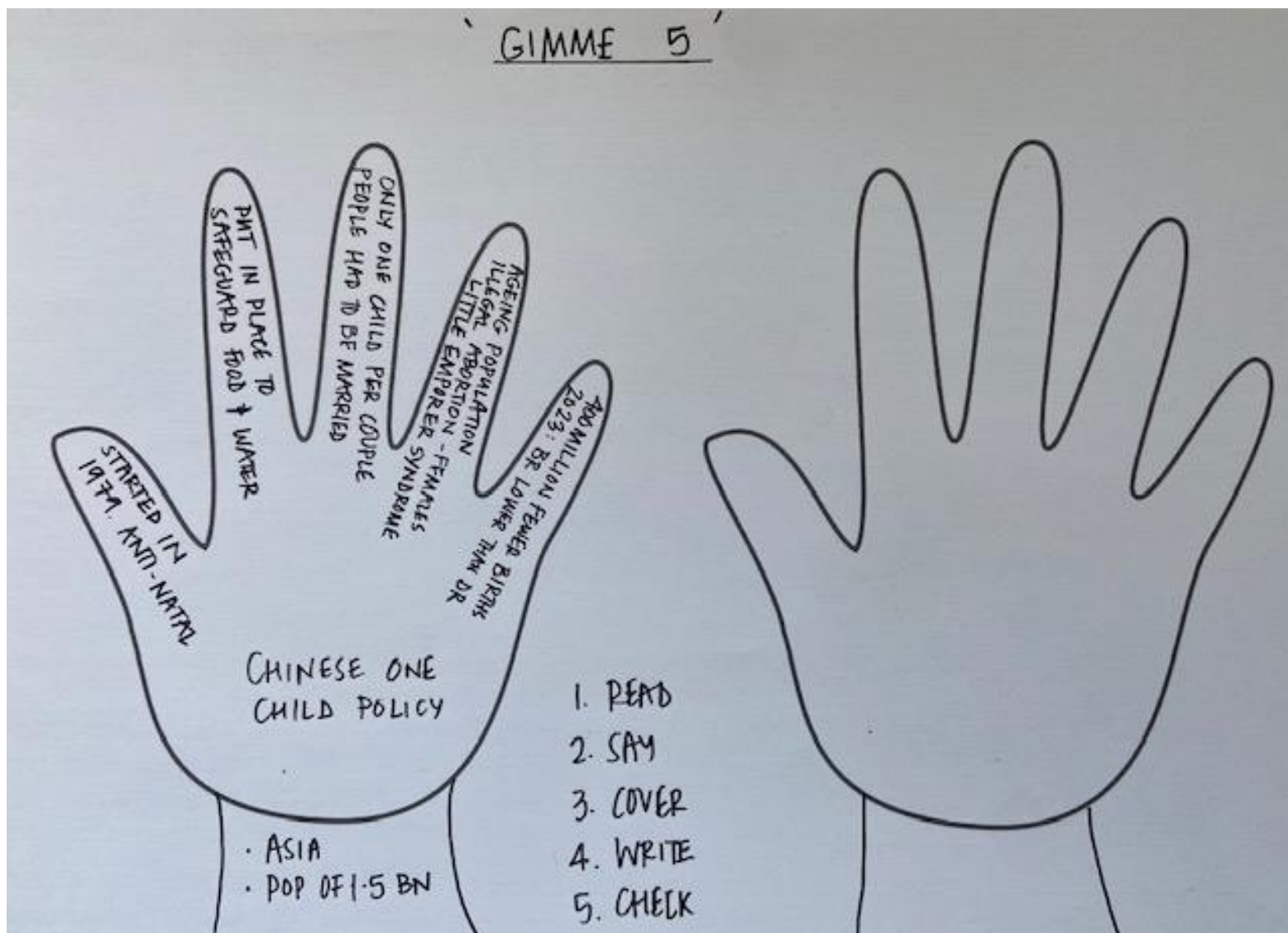


Copy

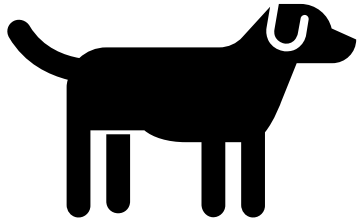


Check

Key Strategies



Key Strategies



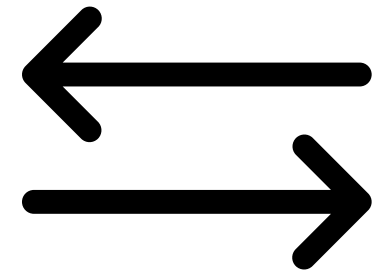
Key things to remember:



Retrieval is hard



Check for success



Variety is key

Key Strategies

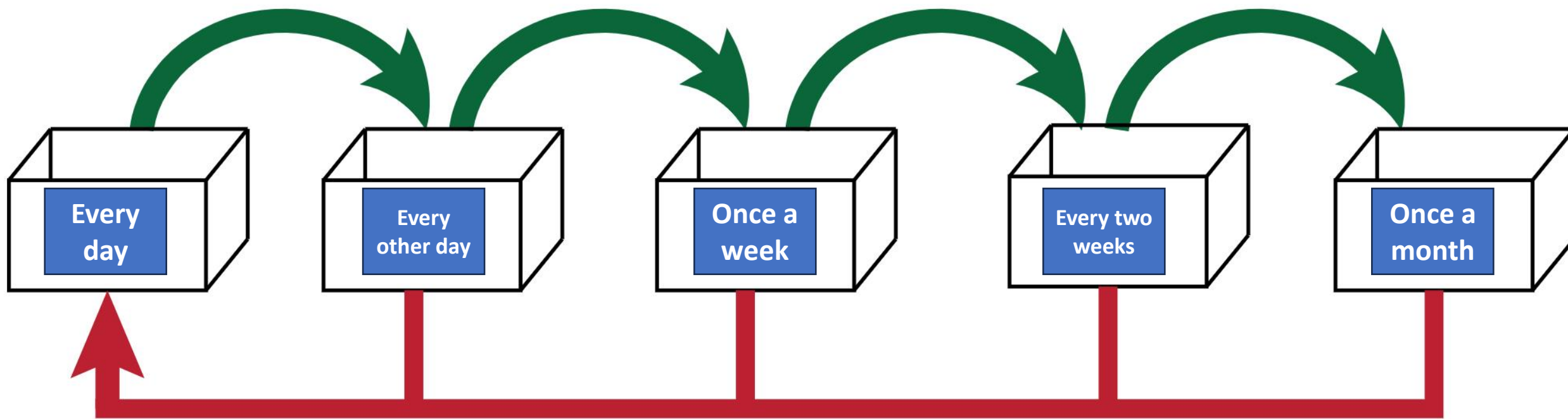


Creating a series of memory jogging information cards that can be revisited across a spaced timetable





Correctly answered cards

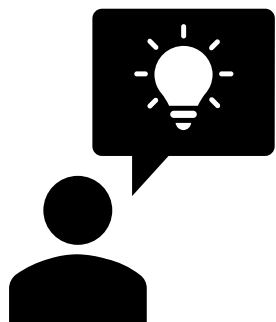


Incorrectly answered cards

Key Strategies



Key things to remember:



They are great for learning facts or key terms

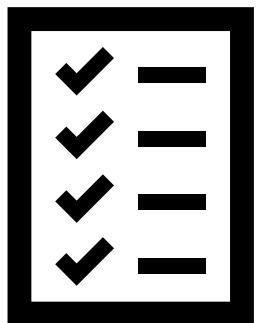


They help organise your knowledge

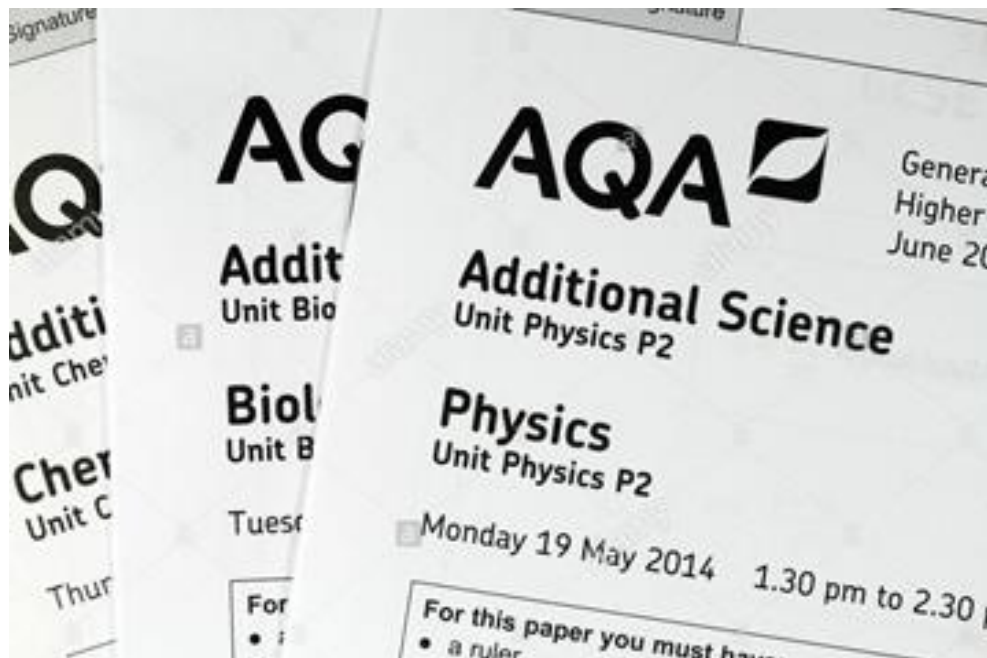


Making them is fun – don't confuse this with learning

Key Strategies



Deliberate practice could involve spending time completing tasks that you will face in the upcoming exams.





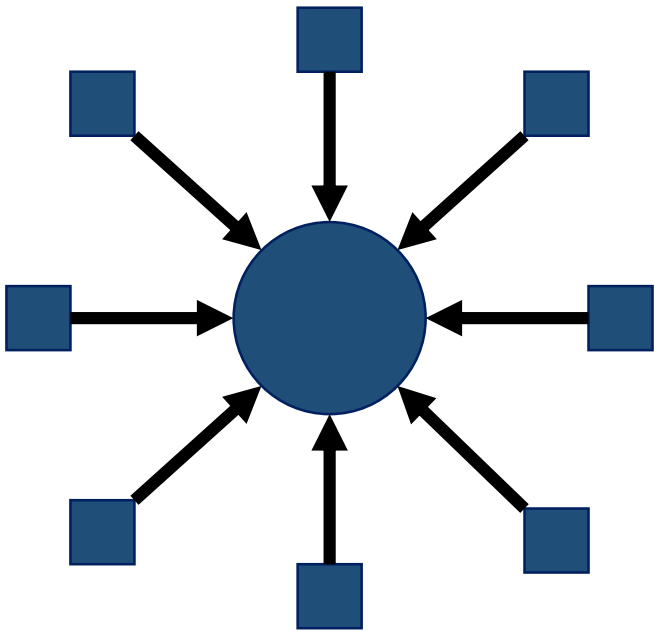
1. To consider the methods by which you can self-sabotage revision
2. To dispel some myths about revision
3. To use what we know about memory to construct a spaced and interleaved revision timetable
4. To share the three revision strategies we think will work best for you



My final thoughts...

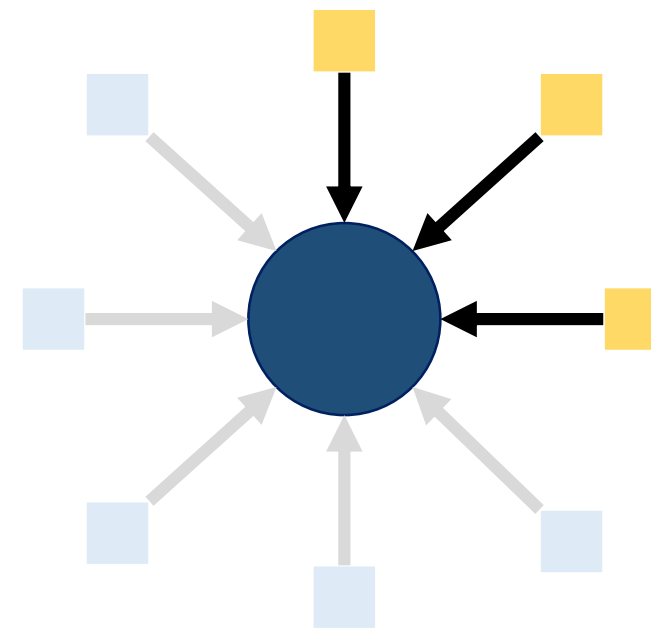


If...



Too much information is presented at once

Then...



Prioritise important information

My final thoughts...

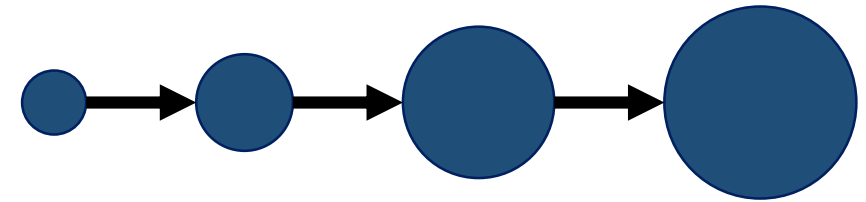


If...



The task will take too long

Then...

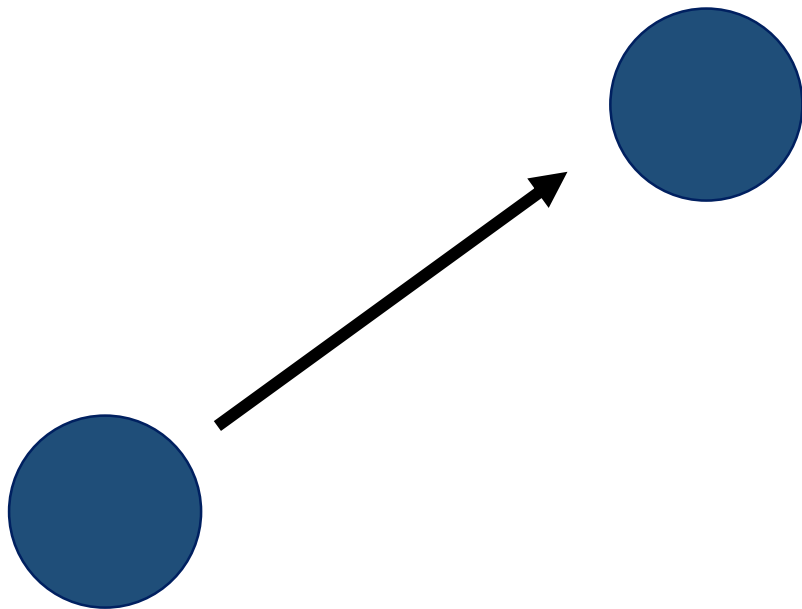


Break it down with shorter deadlines

My final thoughts...

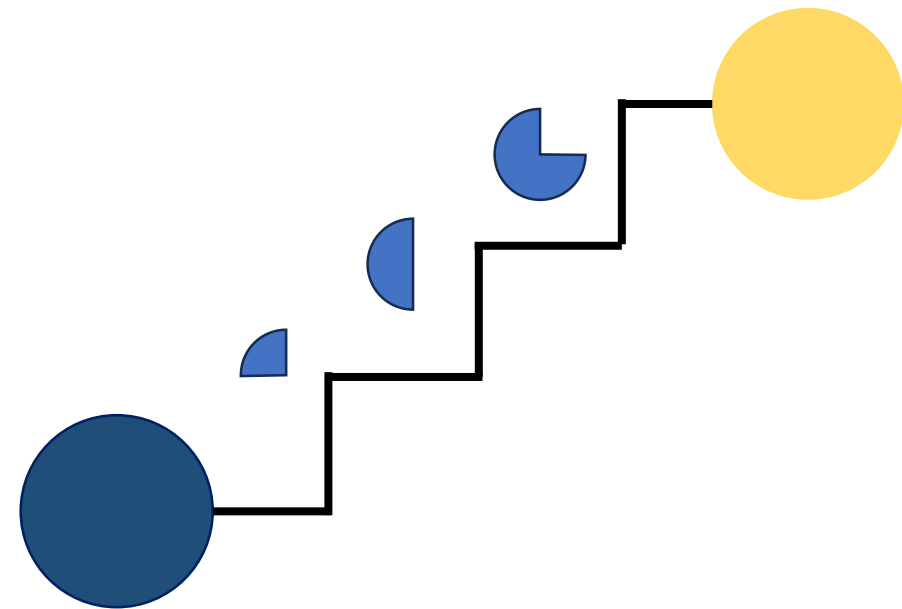


If...



The task is too difficult

Then...

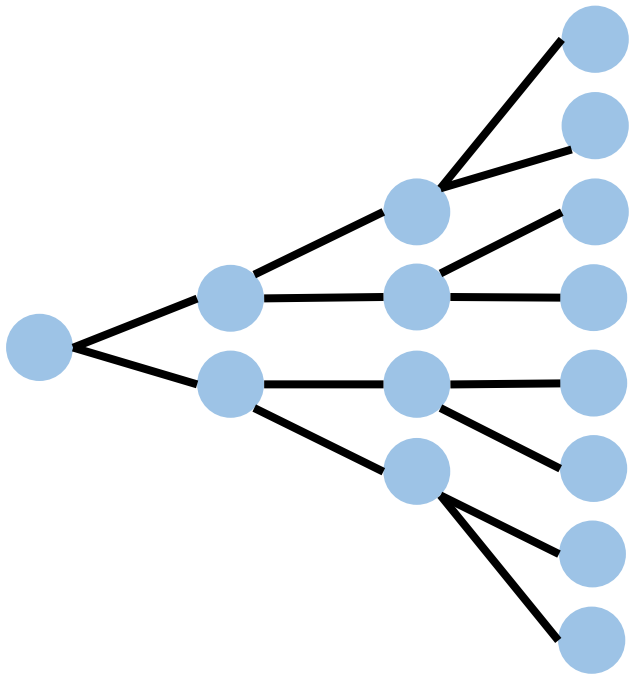


Break it down into small chunks



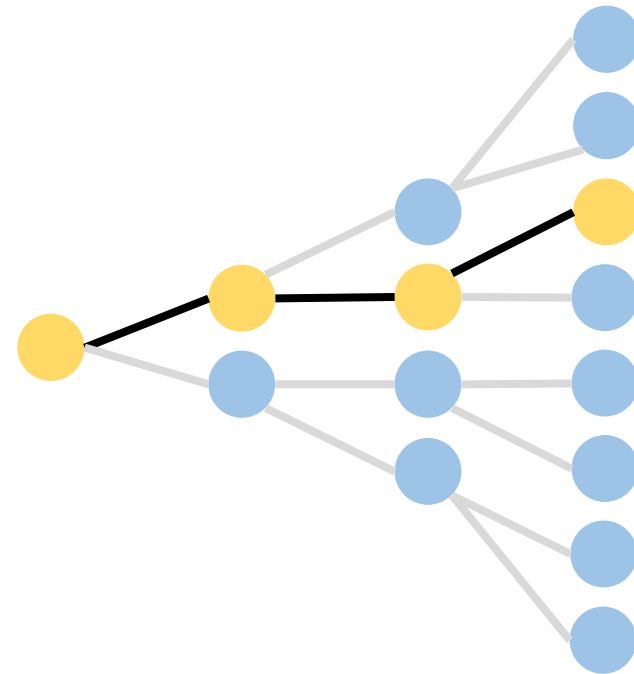
My final thoughts...

If...



There are too many choices

Then...



Highlight a clear path



Parent/Carer



Student