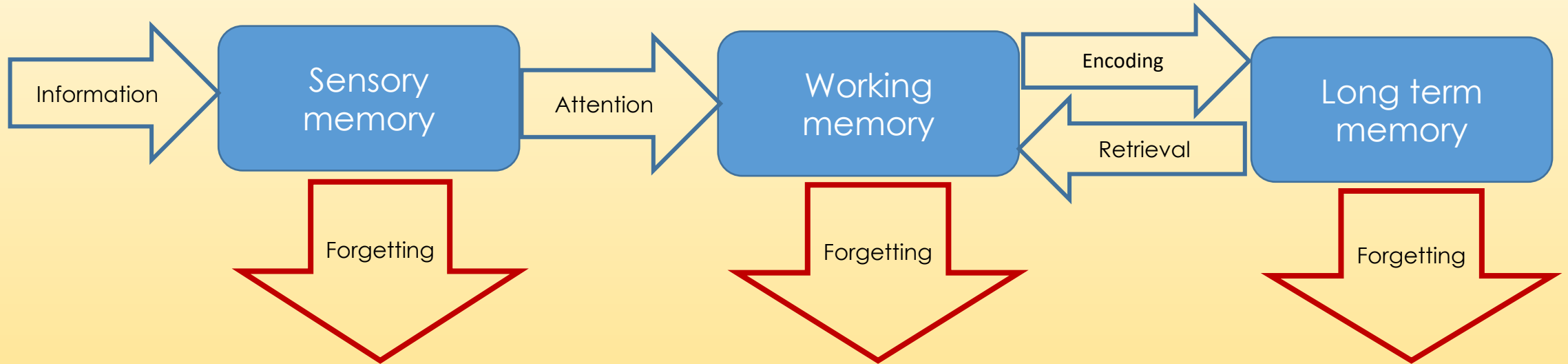




Year 13 Revision Workshop

How your memory works



Working memory is short term
Limited capacity
Approximately 7 items

Retrieval helps with long term memory because...

- As we **retrieve** information these **pathways strengthen** and it gets **easier** to recall information
- Importantly when we have **strengthened pathways** the brain starts to make synapses on its own, that is when we start to see applications of our learning
- It is also why sometimes we go to bed and wake up with the answer because **during sleep** our brain has been actively making synapses between different pathways

Ebbinghaus Forgetting Curve

The first time we learn something we forget it rapidly

When we revise the information our level of knowledge peaks again

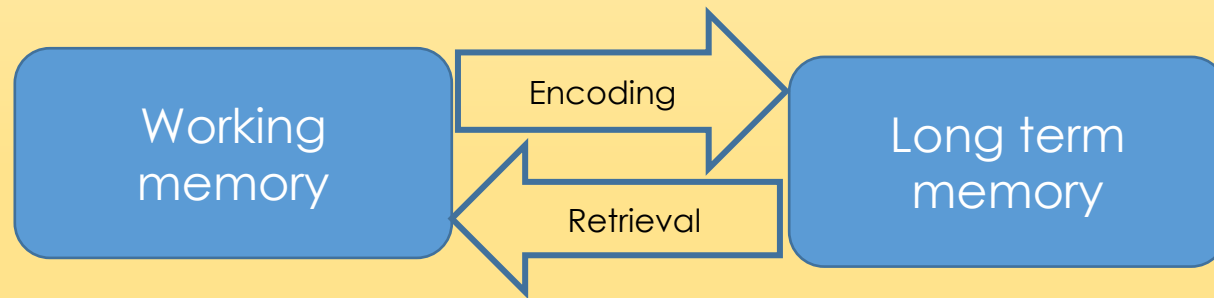
But more importantly - the rate at which we forget the information slows down



HIGHFIELDS

How does retrieval help with learning?

- We move that information back into the working memory
- We encode again
- We use the same neural pathways we already made - this strengthens the pathways



How often should you practice retrieval?

Time to test	Interval of retrieval should be every
1 week	1-2 days
2 weeks	3-4 days
1 month	1 week
3 months	2 weeks
6 months	3 weeks
1 year	1 month

Active Revision Strategies.

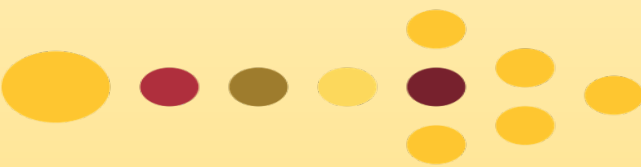
Revisit



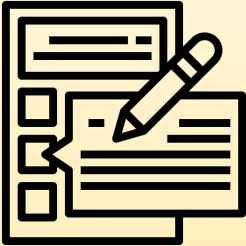
Reduce



Rehearse



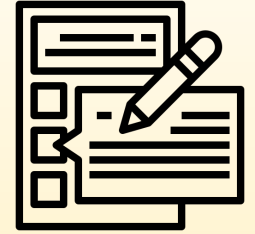
Revisit



“Come back to; visit again”



What this may look like:



Revision Lists / Learning Checklists

Y219 – Russian History PLCS Name: _____

Key Area	Indicative Content	Extended Content	RED	AMBER	GREEN
The rule of Tsar Nicholas II 1905 Revolution	Character, attitude and abilities of Nicholas II	<ul style="list-style-type: none"> • Personality • Views on monarchy and divine right to rule • How he worked (mostly without close personal advisors) • Attitudes 			
	Political, economic and social problems of Russia in 1894	<ul style="list-style-type: none"> • The situation in 1894 • Growth in industry, railways. • Government finances • Attempts to become a modern industrial state • Growth of urban poor • Growth in intelligentsia and the middle class • Poverty and Anger amongst peasantry 			
	opposition, liberals, populists and Marxists;	<ul style="list-style-type: none"> • Growth of populism • Marxism, Russian Marxists and Bolsheviks and Mensheviks • Opposition from intellectuals, including the journal Liberation. • Social Revolutionaries • Liberal group, including Kadets • Rise in popular violence. 			
	national minorities; the influence of Pobedonostsev, Witte;	<ul style="list-style-type: none"> • Russification and its consequences • Impact on minorities and the role of Pobedonostsev and Witte. 			

Revisit

Reduce

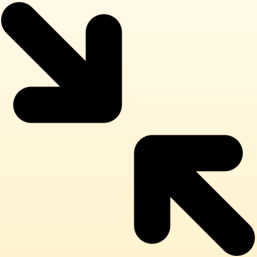
Rehearse

Retrieve



4Rs: Revisit

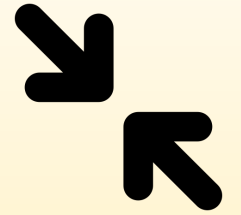
Reduce



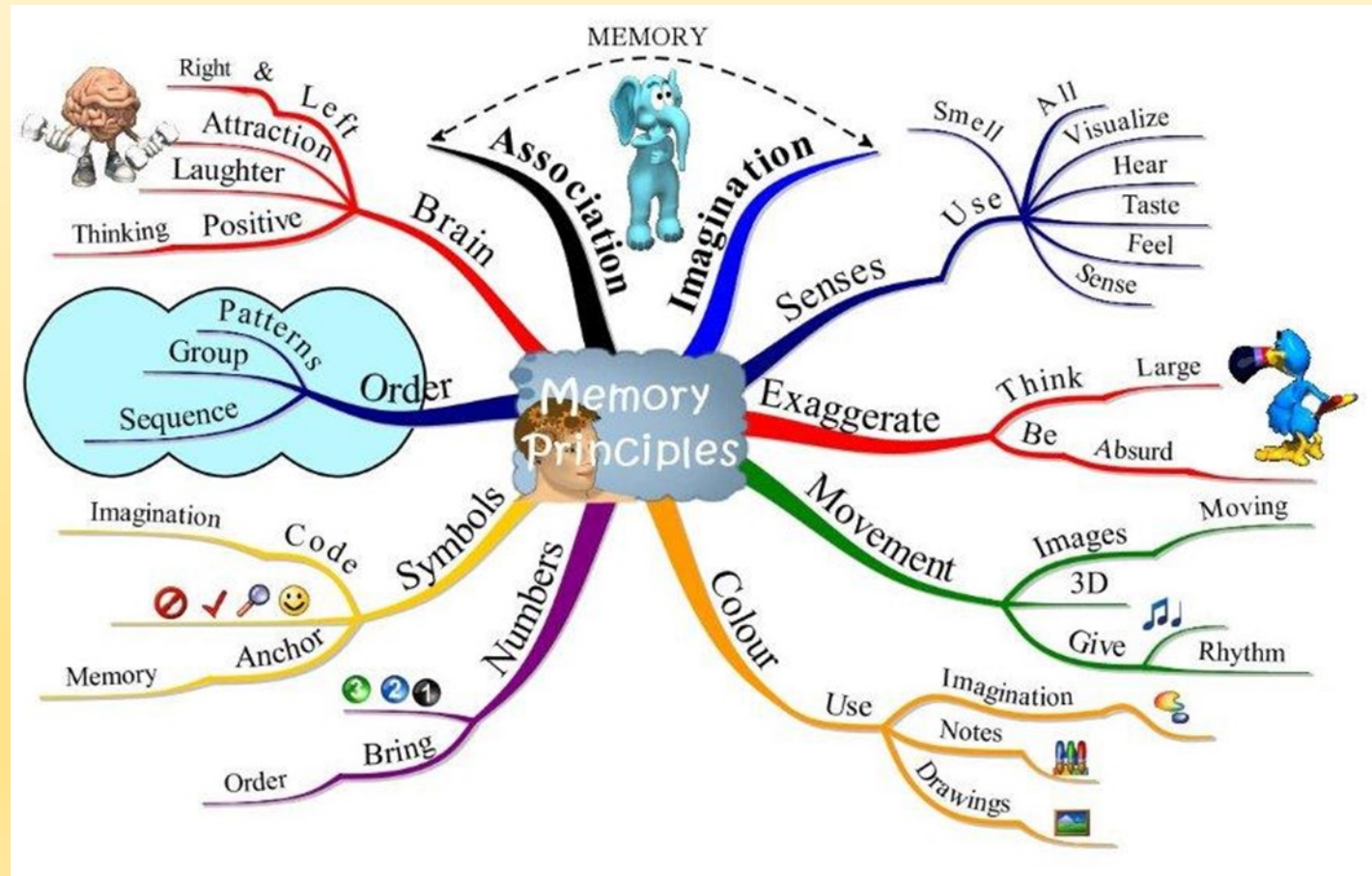
“To understand and then make smaller”



What this may look like:



Mindmaps



Revisit



Reduce



Rehearse



Retrieve



4Rs: Reduce

Rehearse



“Practice and repeat for later
‘performance’ or use ”



4Rs: Rehearse

What this may look like:



Discuss



Listen



Visualise



Repeat



Revisit

Reduce

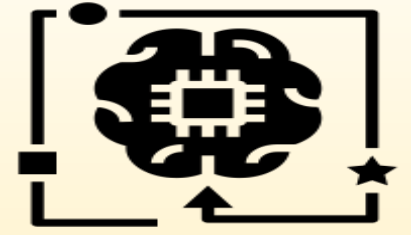
Rehearse

Retrieve



4Rs: Rehearse

Retrieve



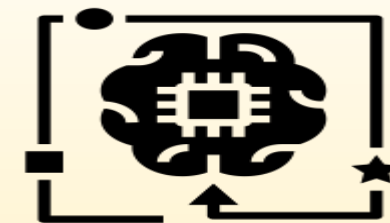
“The process of getting or bringing something back from somewhere.
Remembering it”



4Rs: Retrieve

What this may look like:

Past Exam Papers



Revisit

Reduce

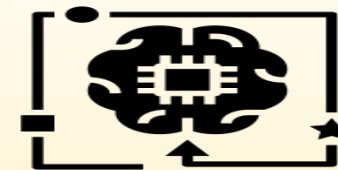
Rehearse

Retrieve



4Rs: Retrieve

What this may look like:



Mark Schemes

21–25	Extended Abstract Generalised beyond specific context	Response shows holistic approach to the question with a fully integrated answer which makes clear links between several different topics and the theme of the question. Biology is detailed and comprehensive A-level content, uses appropriate terminology, and is very well written and always clearly explained. No significant errors or irrelevant material. For top marks in the band, the answer shows evidence of reading beyond specification requirements.
16–20	Relational Integrated into a whole	Response links several topics to the main theme of the question, to form a series of interrelated points which are clearly explained. Biology is fundamentally correct A-level content and contains some points which are detailed, though there may be some which are less well developed, with appropriate use of terminology. Perhaps one significant error and, or, one irrelevant topic which detracts from the overall quality of the answer.
11–15	Multistructural Several aspects covered but they are unrelated	Response mostly deals with suitable topics but they are not interrelated and links are not made to the theme of the question. Biology is usually correct A-level content, though it lacks detail. It is usually clearly explained and generally uses appropriate terminology. Some significant errors and, or, more than one irrelevant topic.
6–10	Unistructural Only one or few aspects covered	Response predominantly deals with only one or two topics that relate to the question. Biology presented shows some superficial A-level content that may be poorly explained, lacking in detail, or show limited use of appropriate terminology. May contain a number of significant errors and, or, irrelevant topics.
1–5	Unfocused	Response only indirectly addresses the theme of the question and merely presents a series of biological facts which are usually descriptive in nature or poorly explained and at times may be factually incorrect. Content and terminology is generally below A-level. May contain a large number of errors and, or, irrelevant topics.
0		Nothing of relevance or no response.

Examiner Reports

Question 1 (c)

(c) The writer calls the soldiers' bravery 'desperate valour'. Explain why he chooses the word 'desperate' to describe their behaviour.

.....
..... [1]

Question 1 is designed to be an accessible start to the examination. It should help all candidates, including the less able, to achieve some marks at the start of the examination. The question tests candidates' ability to select and interpret information. In this session both marks for 1a could be gained simply by copying out relevant quotations from the text. The only candidates who did not achieve two marks for 1a were candidates who did not offer a response to the question. A small number quoted 'twenty-five to twelve' which came from outside the specified lines at the end of the text and was not accepted. Question 1b and 1c are designed to be slightly more challenging because they focus on the second skill in AO1 which is the interpretation of information from the text. The command word 'explain' asks candidates to give the answer in their own words or use an embedded quotation to show understanding. Many candidates were able to respond to 1b correctly but only the most able explained correctly that the word 'desperate' suggested that the soldiers' valour was hopeless because they would inevitably be defeated. Too many candidates assumed that it meant eagerly desiring something because they did not interpret the word in the context of the text. Candidates would be well-advised to read the whole of Text 1 before attempting Question 1 even though the question only focuses on a small section of the text.

Revisit

Reduce

Retrieve

Rehearse



4Rs: Retrieve

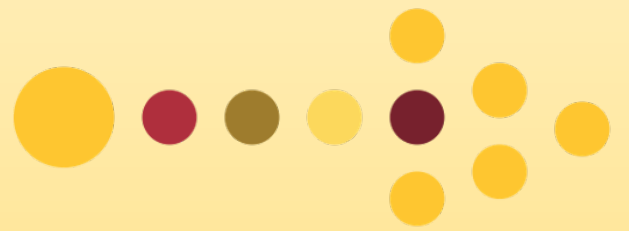
Revisit



Reduce



Rehearse





Having clear goals and an actionable plan on how to achieve them

Vision



Being aware of how much independent study is required to be successful

Effort



Organising learning resources and time

Systems



Developing the knowledge and skills needed to achieve the very best

Practice



Persevering through adversity and rising to challenges

Attitude



Knowing How to Practice

- Practice = what you do during study time
- Particular focus on independent study
- **Mechanical v Flexible Practice**

Work Smarter-

Not Harder....





Types of Practice

- **Content**
 - Learning (memorising) information – **KNOWLEDGE FOCUS**
- **Skills**
 - Making sure you can **use** your knowledge effectively – **ASSESSMENT FOCUS**
- **Feedback**
 - Receiving information about you can improve your work – **DEVELOPMENT FOCUS**



Having clear goals and an actionable plan on how to achieve them

Vision



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Attitude



Revision Scheduling

Two key things to know:

- What information do you need to revise? (**PLCs**)
- How much time do you have to revise the information?

Mapping out revision is vital to success in exams



Revision Scheduling

Two possible approaches:

1. **Highly structured**

- Revision timetable
- Specific tasks at specific times
- High organisation, but can be tricky to stick to



Revision Scheduling

Two possible approaches:

2. **Medium level of structure**

- Outline targets for each week
- Flexibility within the timeframe
- Goals must be achieved by set deadlines
- Better for people who struggle with a specific timetable
- Easier to 'lose track of time'