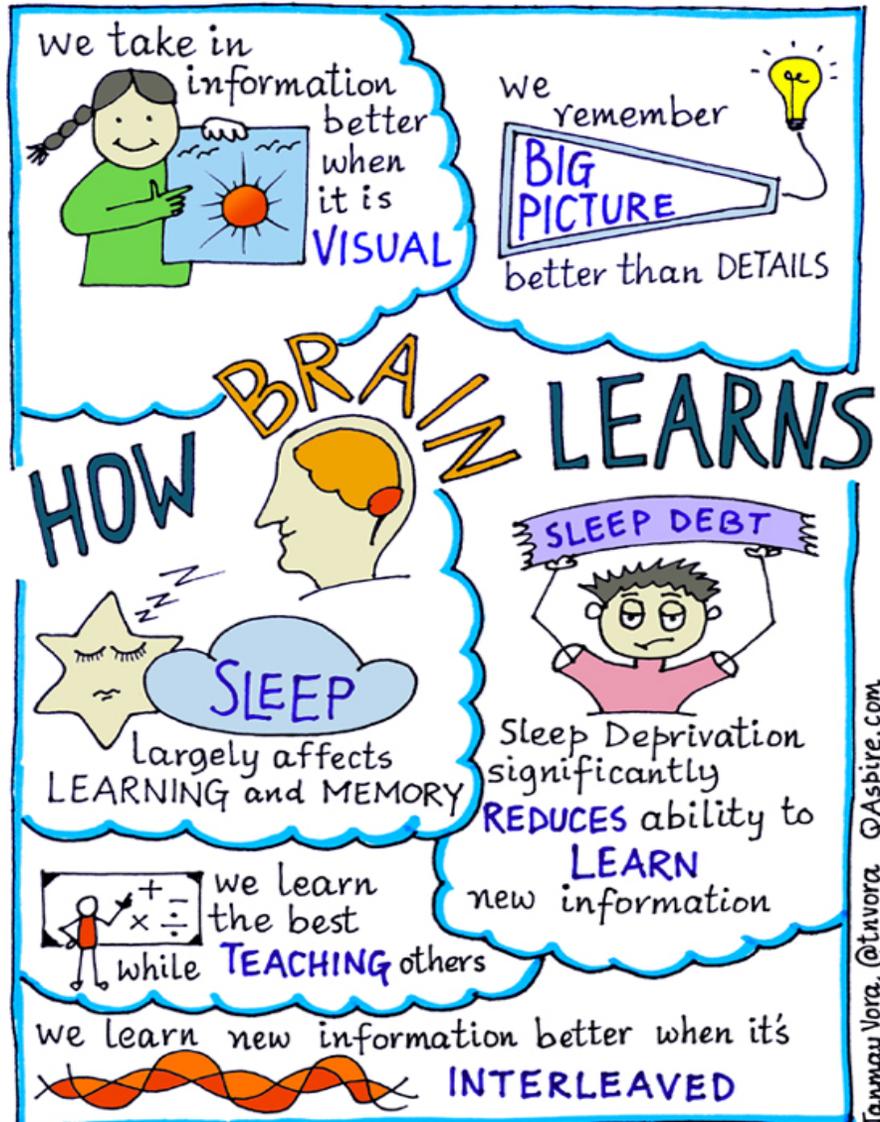


What is revision?

- It means **re-visiting** and **reviewing** information learnt previously.
- The aim is that you know and can remember the information for the exam/s.

<https://www.youtube.com/watch?v=uqGz7uqoPZ4>



INSIGHTS: BELLE BETH COOPER, CRW BLOG

Tanmay Vora, @Tanvora, QAspire.com

Key points: Promoting effective learning / revision

- Happy and relaxed
- Water – helps reduce de-hydration & stress
- Diet – balanced
- Sleep
- Temperature, e.g. too hot / cold
- Exercise
- Breaks
- Multi-sensory learning



WARNING!



TEENAGER



APPROACH WITH CAUTION



Sleep largely affects learning and memory:

- Studies have shown that a good night of sleep can significantly improve performance.
- Sleep deprivation can cut your brain's ability to take in new information by almost 40%.
- **Question – what time is bed time?**



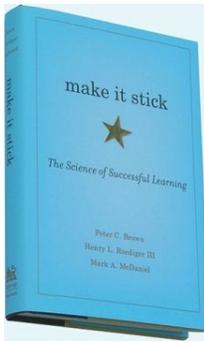
The Birley Academy
A L.E.A.D. Academy

Revision techniques:

What do the experts say?

- Chunk information into smaller bites (synthesise)
- Make it multisensory (reading, writing, speaking, listening, doing, etc.)
- The brain is social & requires interaction
- Practice/rehearsal is important to learning

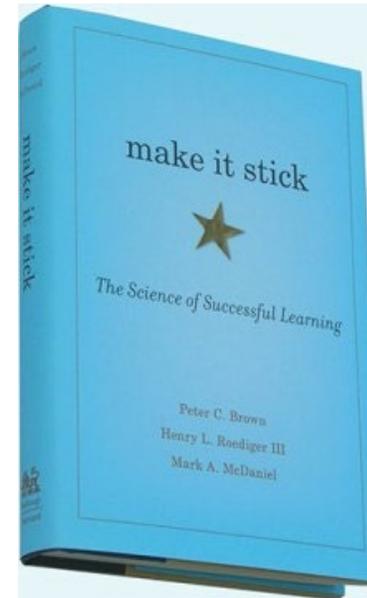
A mnemonic:



- **Remember:** The aim of revision is that you know and can remember the information for the exam/s.
- A mnemonic is a technique that helps memory.
- Mnemonic devices are ways of turning information into an easier to remember format.
- Mnemonic devices are ways of chunking information / avoids cognitive (brain) overload.
- There are no rules to mnemonics, especially for revision. It's just about what works for you.

Types of mnemonic:

- **Acronyms:** This sees you abbreviate information by creating a word where each letter stands for something.
 - OMG
 - BBC
 - ABC (medical)
 - FCUK



Importance for learning: Terms and consequences of T of V

Option 31: Weimar and Nazi Germany, 1918–39

Key topic 1: The Weimar Republic 1918–29	
1 The origins of the Republic, 1918–19	<ul style="list-style-type: none"> The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19. The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution.
2 The early challenges to the Weimar Republic, 1919–23	<ul style="list-style-type: none"> Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles. Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch. The challenges of 1923: hyperinflation; the reasons for, and effects
3 The recovery of the Republic, 1924–29	<ul style="list-style-type: none"> Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. The impact on domestic policies of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.
4 Changes in society, 1924–29	<ul style="list-style-type: none"> Changes in the standard of living, including wages, housing, unemployment insurance. Changes in the position of women in work, politics and leisure. Cultural changes: developments in architecture, art and the cinema.
Key topic 2: Hitler's rise to power, 1919–33	
1 Early development of the Nazi Party, 1920–22	<ul style="list-style-type: none"> Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20. The early growth and features of the Party. The Twenty-Five Point
2 The Munich Putsch and the lean years, 1923–28	<ul style="list-style-type: none"> The reasons for, events and consequences of the Munich Putsch. Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and <i>Mein Kampf</i>. The Bamberg Conference of 1926.
3 The growth in support for the Nazis, 1929–32	<ul style="list-style-type: none"> The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party. Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.
4 Hitler becomes Chancellor, 1932–33	<ul style="list-style-type: none"> von Papen and von Schleicher. The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.

Key topic 3: Nazi control and dictatorship, 1933–39

1 The creation of a dictatorship, 1933–34	<ul style="list-style-type: none"> The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions. The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance.
2 The police state	<ul style="list-style-type: none"> The role of the Gestapo, the SS, the SD and concentration camps. Nazi control of the legal system, judges and law courts. Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat.
3 Controlling and influencing attitudes	<ul style="list-style-type: none"> Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics of 1936. Nazi control of culture and the arts, including art, architecture, literature and film.
4 Opposition, resistance and conformity	<ul style="list-style-type: none"> The extent of support for the Nazi regime. Opposition from the Churches, including the role of Pastor Niemöller. Opposition from the young, including the Swing Youth and the Edelweiss Pirates.

Key topic 4: Life in Nazi Germany, 1933–39

1 Nazi policies towards women	<ul style="list-style-type: none"> Nazi views on women and the family. Nazi policies towards women, including marriage and family, employment and appearance.
2 Nazi policies towards the young	<ul style="list-style-type: none"> Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens. Nazi control of the young through education, including the curriculum and teachers.
3 Employment and living standards	<ul style="list-style-type: none"> Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment. Changes in the standard of living, especially of German workers. The Labour Front, Strength through Joy, Beauty of Labour.
4 The persecution of minorities	<ul style="list-style-type: none"> Nazi racial beliefs and policies and the treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities. The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.

Acronym:

Transforming the beginning of each term of the Treaty of Versailles into one word to make an acronym?

- **B**lame
- **M**oney
- **L**and
- **A**rmey

- **L**and
- **A**rmey
- **M**oney
- **B**lame



Bad words???

- Remember: The aim of revision is that you know and can remember the information for the exam/s.
- There are no rules to mnemonics, especially for revision, it's just about what works for you.

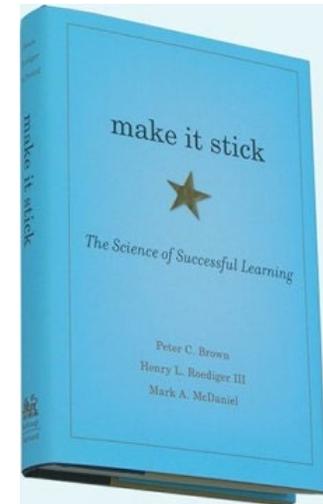


Types of mnemonic:

- Rhymes and songs

Divorced, beheaded and died

Divorced, beheaded and died,
Divorced, beheaded, survived,
I'm Henry the Eighth, I had
six sorry wives,
Some might say I ruined their
lives.



Types of mnemonic:

- Phrases and acrostics

Geography:

Never

Eat

Shredded

Wheat



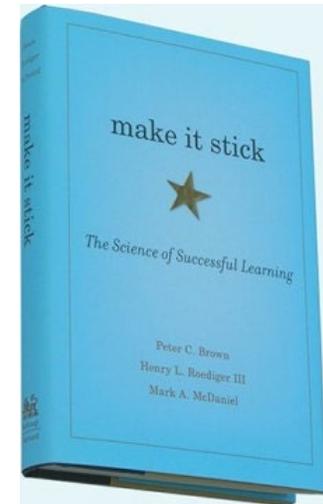
Geography:

Never

Ever

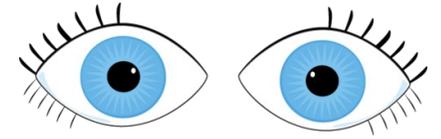
Support

Wednesday



We take in information better when we see / read it:

- The brain uses 50% of its resources on vision.
 - Half of our brain power goes to our eyes turning what we see into information.
 - The other half has to be split up among all the other functions our body has.
- We treat text as images.
 - This makes reading incredibly **inefficient** when compared to how quickly and easily we can take in information from a picture.



We take in information better when we see / read it:

- **Action:**

- Make **flash cards** with images on them.
- Add doodles, photos, or pictures to your notes.
- Use colours and diagrams to illustrate new concepts you learn.



Flashcards: Why a good strategy?

- Quick and easy way to revise knowledge
- Easy way to test learning / can turn it into a game / quiz
- Able to add images
- Able to learn on the go, e.g. in the car; making a coffee for you
- Supports multi-sensory learning
 - Reading or answering aloud
 - Using them to give you a presentation

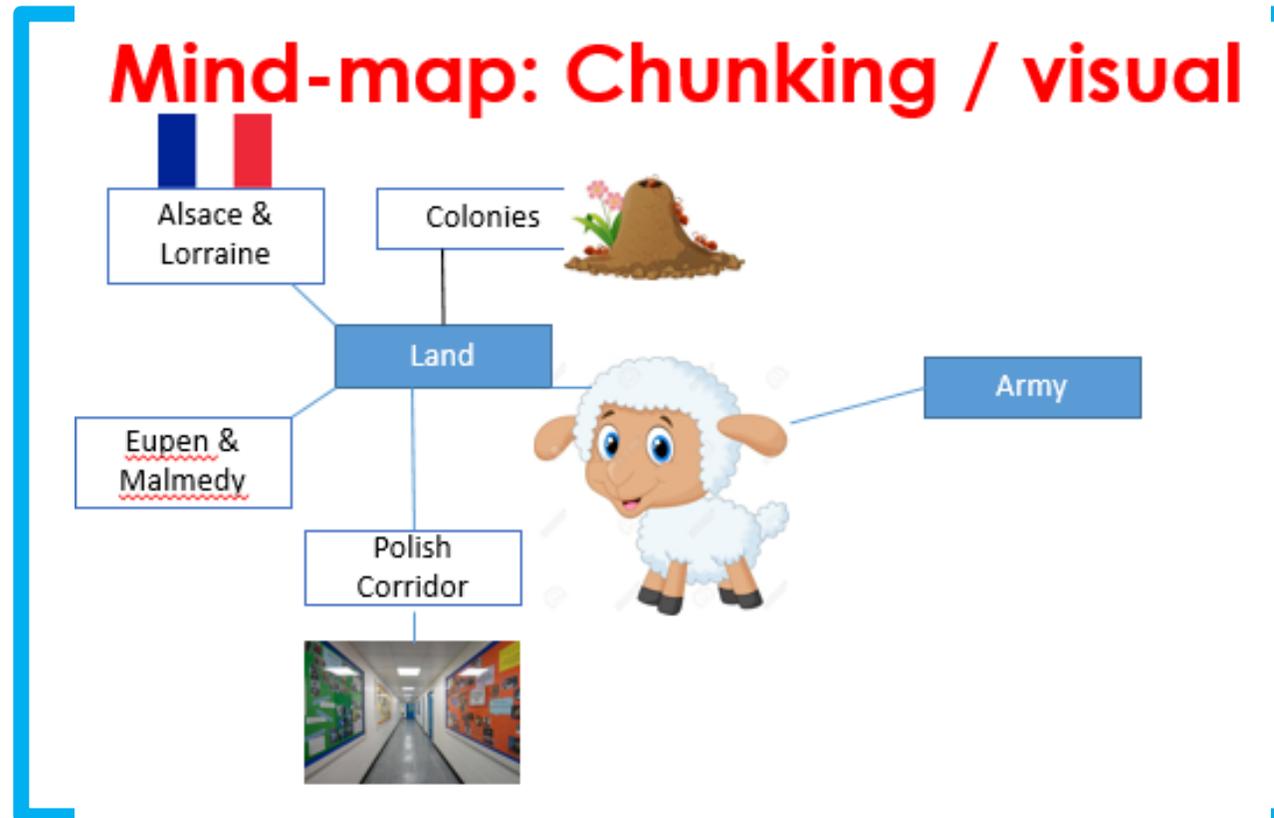
Flash Cards

GCSE Revision

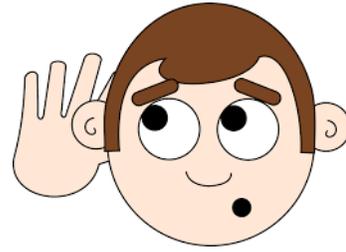


Mind-maps: Why a good strategy?

- Useful tool because they can give a broad visual overview of a topic / unit of work / a subject.



Sound and learning:

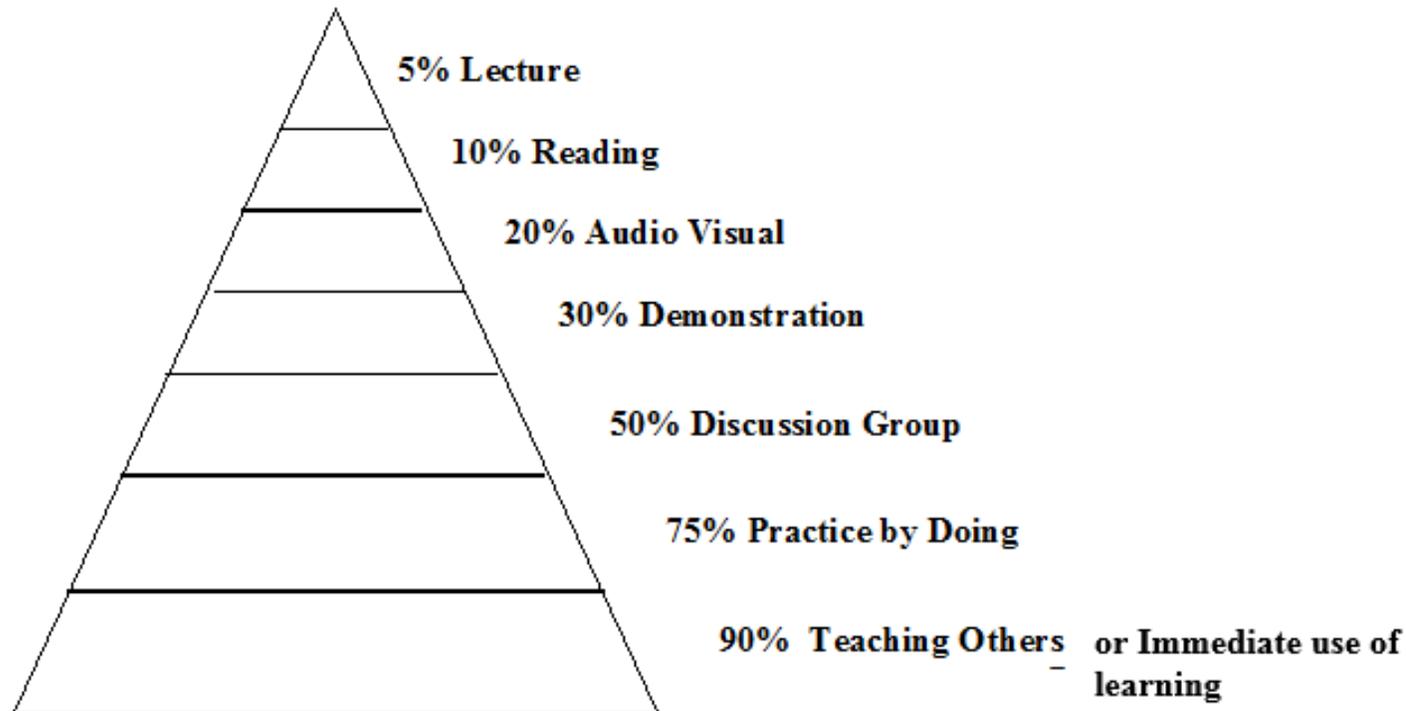


- Record onto your phone and play back repeatedly
- Read all notes / cards out loud repeatedly
- Create rhymes, raps, chants
- Close your eyes when you are listening so that you are only using that sense.



Better retention rates

**AVERAGE RETENTION RATES FOR
DIFFERENT TEACHING METHODOLOGIES**



National Training Lab, Bethel, Maine

The pyramid shows the average percentage of retention of material after 24 hours when a particular teaching methodology is the one primarily used.

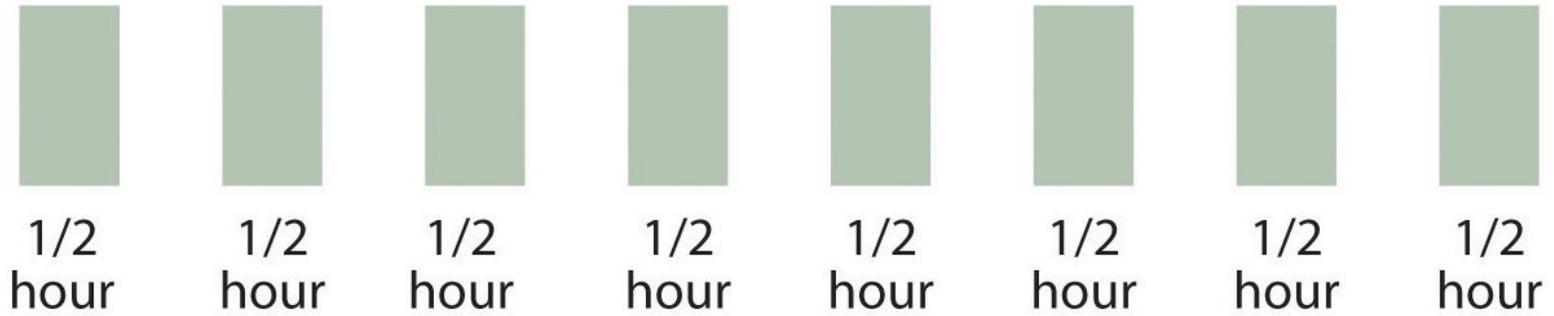
We have known for a long time that the best way to learn something is to prepare to teach it. In other words, whoever explains, learns."

(Sousa, *How the Brain Learns*)

How many hours a week should I be working?

- You should at this stage be aiming for 15 - 20 hours a week.
- This **may include homework** as well period 7.
- Suggested work pattern:
 - Monday – Friday 2.5 – 3.0 hours per night
 - Weekend 5.0 – 7.5 hours over Saturday and Sunday

What is the best way to revise?



Most effective method is spacing

