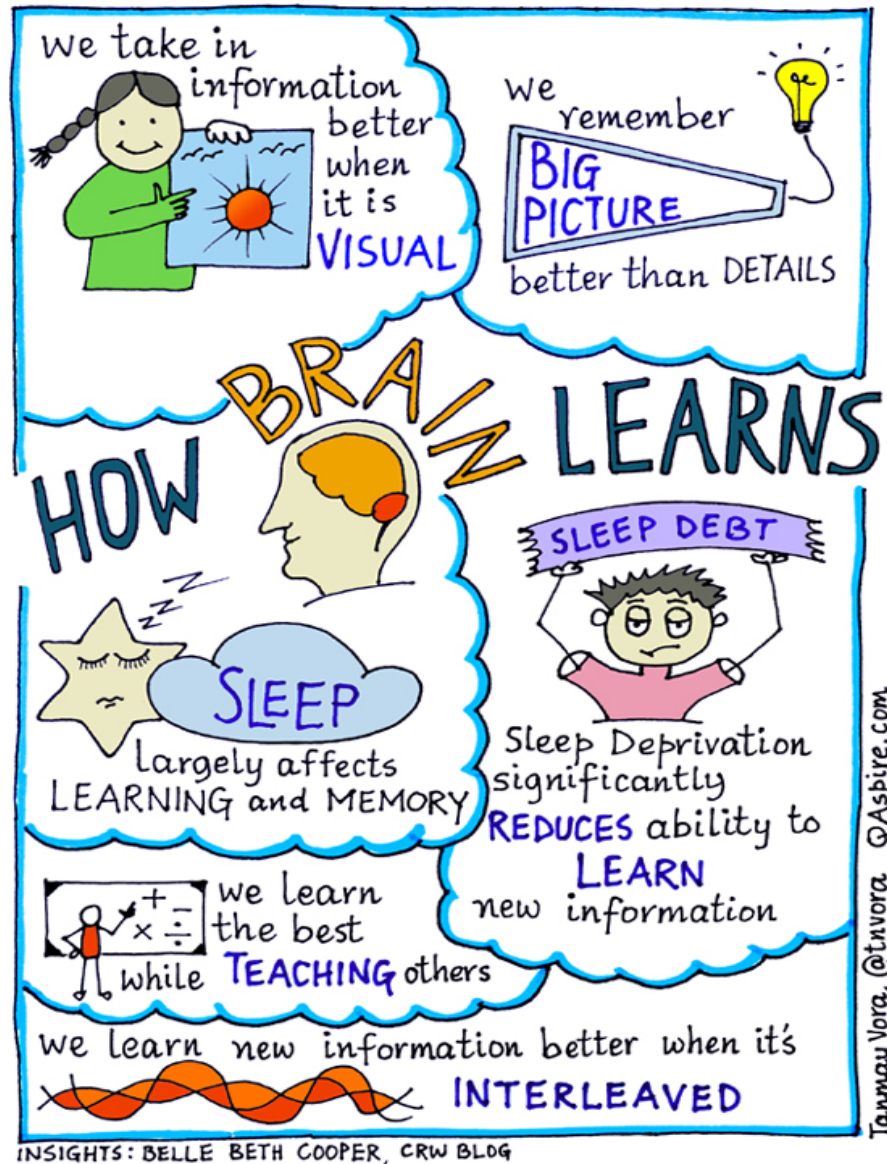


# What is revision?

- 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>



**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



The Birley Academy

# 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?**



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A L.E.A.D. Academy

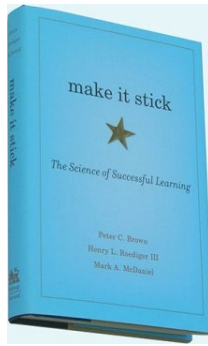
**Revision techniques:**

# 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



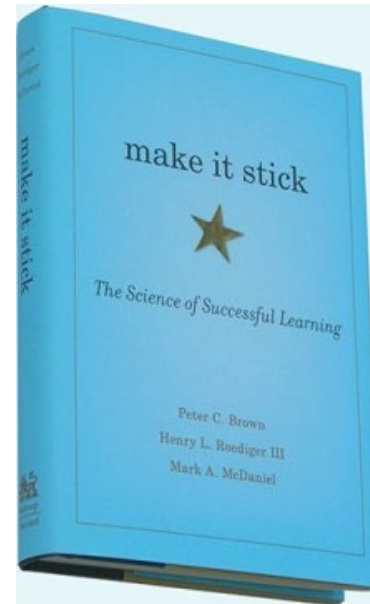
# A mnemonic:



- **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

<b>1 The origins of the Republic, 1918–19</b>	<ul style="list-style-type: none"> <li>The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19.</li> <li>The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution.</li> </ul>
<b>2 The early challenges to the Weimar Republic, 1919–23</b>	<ul style="list-style-type: none"> <li>Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles.</li> <li>Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch.</li> <li>The challenges of 1923: hyperinflation; the reasons for, and effects</li> </ul>
<b>3 The recovery of the Republic, 1924–29</b>	<ul style="list-style-type: none"> <li>Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment.</li> <li>The impact on domestic policies of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.</li> </ul>
<b>4 Changes in society, 1924–29</b>	<ul style="list-style-type: none"> <li>Changes in the standard of living, including wages, housing, unemployment insurance.</li> <li>Changes in the position of women in work, politics and leisure.</li> <li>Cultural changes: developments in architecture, art and the cinema.</li> </ul>

### Key topic 2: Hitler's rise to power, 1919–33

<b>1 Early development of the Nazi Party, 1919–22</b>	<ul style="list-style-type: none"> <li>Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20.</li> <li>The early growth and features of the Party. The Twenty-Five Point Programme.</li> </ul>
<b>2 The Munich Putsch and the lean years, 1923–28</b>	<ul style="list-style-type: none"> <li>The reasons for, events and consequences of the Munich Putsch.</li> <li>Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and <i>Mein Kampf</i>. The Bamberg Conference of 1926.</li> </ul>
<b>3 The growth in support for the Nazis, 1929–32</b>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
<b>4 Hitler becomes Chancellor, 1932–33</b>	<ul style="list-style-type: none"> <li>The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.</li> </ul>

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

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

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

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

# 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.

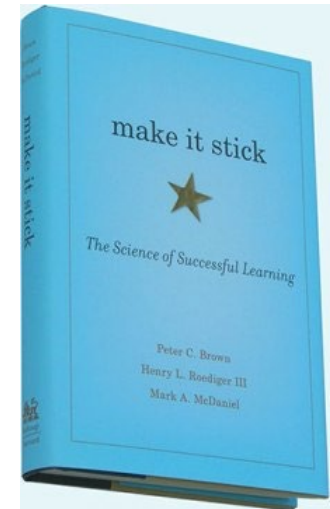


# Types of mnemonic:

- 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



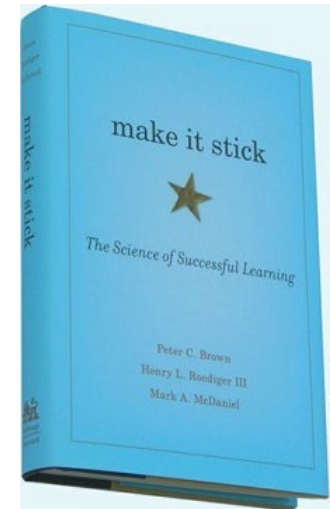
Geography:

Never

Ever

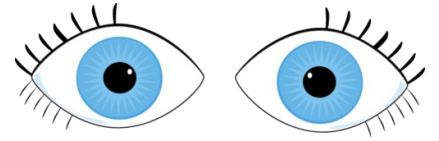
Support

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

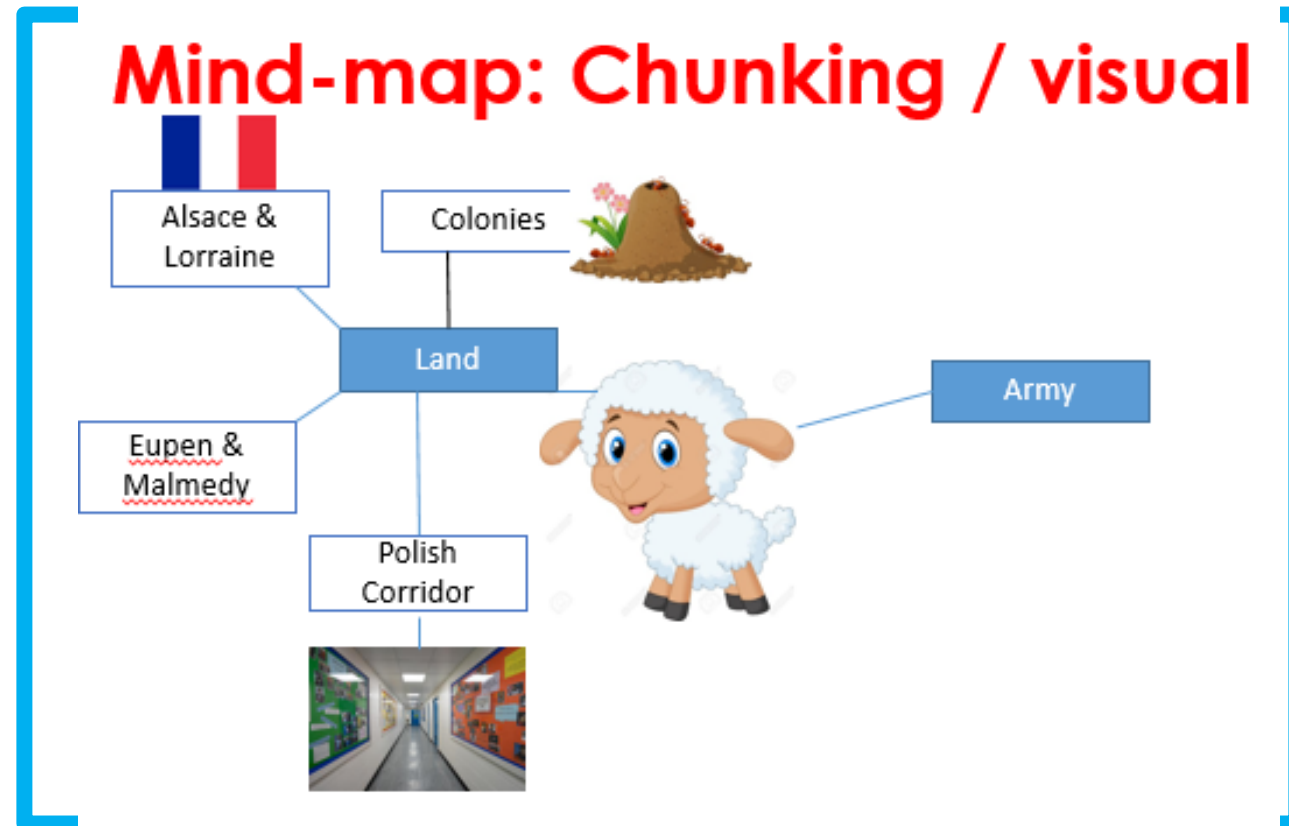
Flash Cards

GCSE Revision

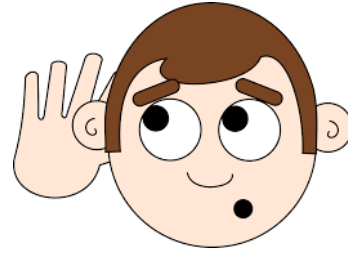


# Mind-maps: Why a good strategy?

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



# Sound and learning:

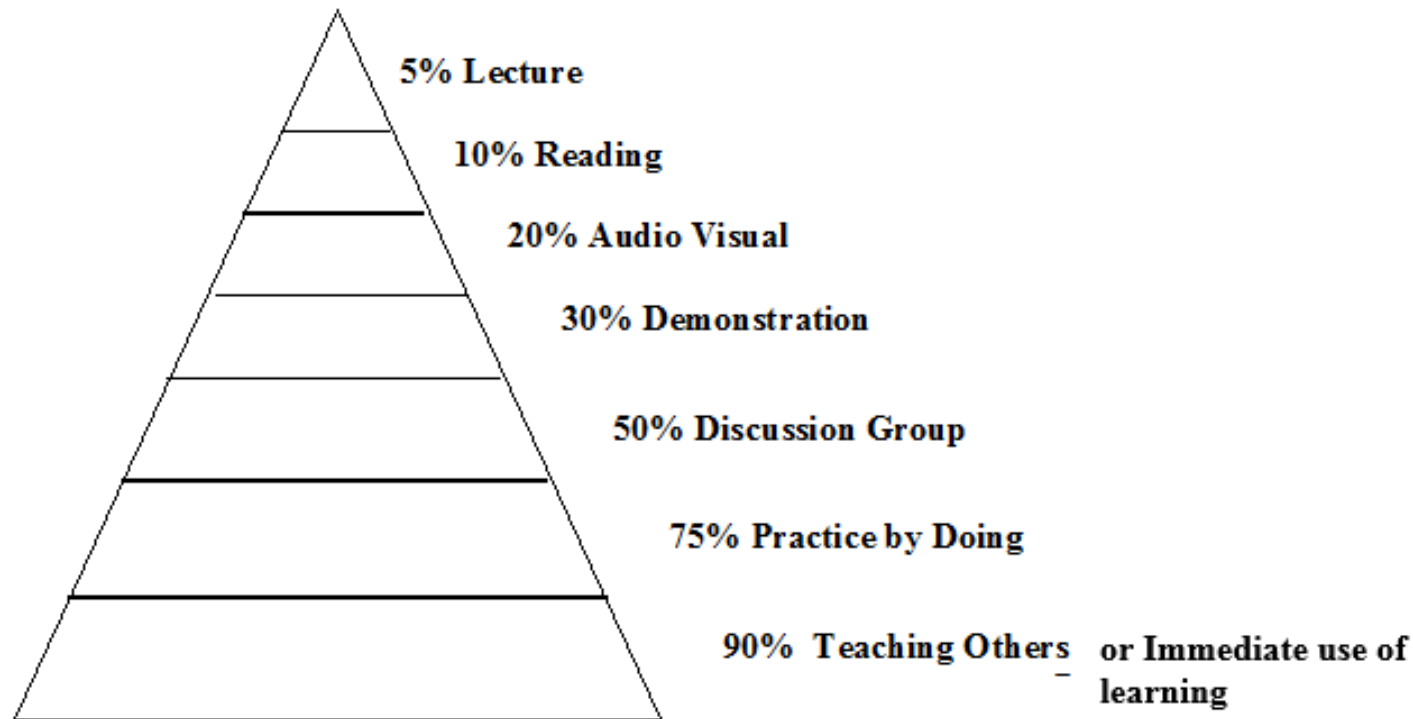


- Record onto your phone and play back repeatedly
- Read all notes / cards out loud repeatedly
- Create rhymes, raps, chants
- Close your eyes when you are listening so that you are only using that sense.



# 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."

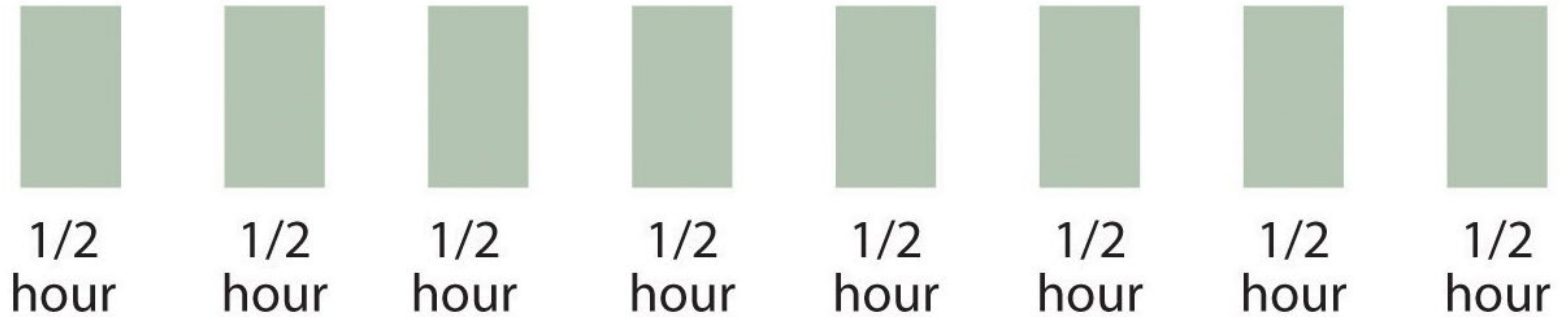
**(Sousa, *How the Brain Learns*)**

# How many hours a week should I be working?

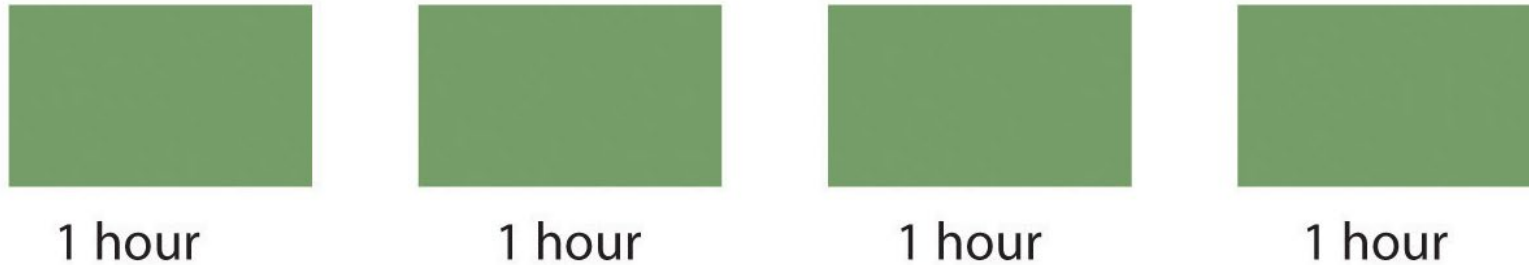
- You should at this stage be aiming for 15 - 20 hours a week.
- This **may include homework** as well period 7.
- Suggested work pattern:
  - Monday – Friday 2.5 – 3.0 hours per night
  - Weekend 5.0 – 7.5 hours over Saturday and Sunday



# What is the best way to revise?



Most effective method is spacing



4 hours in one go