



'Academic excellence, spiritual development
and social awareness through Christ.'

**Blessed Robert Sutton
Catholic Voluntary Academy**

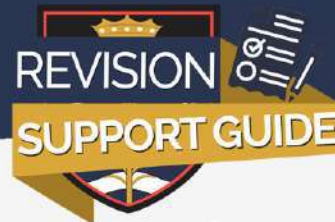
Revision Support Guide

GCSE Revision



**St Ralph
Sherwin**
Catholic Multi Academy Trust

Introduction & Rationale



Welcome to the BRS Revision Support Guide, we hope this guide will become a valuable addition to aid your independent revision at home and provide a structure or ideas for parents/careers to best support their son or daughter through exams and assessments.

Many departments provide course checklists, past paper questions and course notes to supplement the notes taken in students exercise books. The purpose of this guide is not to replicate existing materials and resources, but to help students develop a deep learning of course materials by retrieving the knowledge they have learned in class without relying on their notes for support.

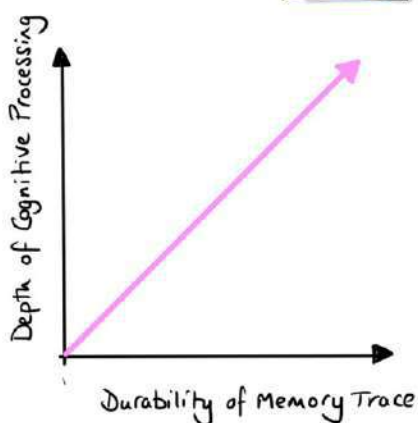
Finally, we hope the practical strategies outlined in this guide help to promote family learning and help all students to achieve their potential in their class assessments, mock exams and GCSE assessments.

References:-
 Craik & Lockhart (1972)
 Kirschner & Hendrick (2020)

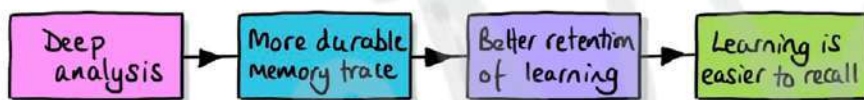
DEEP LEARNING

@ImpactWales

Copyright © 2020 www.impact.wales



The more you think about something, the more connections you make. The better your 'learning'!



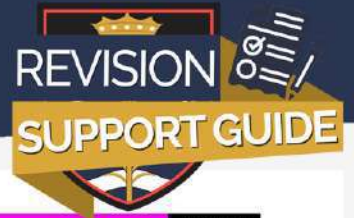
The focus of lessons should be:-

- (a) introduce 'to be known' content
- (b) learners do something with 'to be known' content

COGNITIVE PROCESSING STRATEGIES

ELABORATIVE ENCODING	EXPLORING DISTINCTIVENESS	PRE-EXISTING KNOWLEDGE LINKS	APPLICATION	REWORK	PERSONALISE
Learners explore the concept, new learning for themselves making links & elaborating.	Learners decide on the distinctiveness of the new idea. How is this different or the same as...?	Learners link the new idea with their pre-existing knowledge & understanding.	Learners consider how to use & apply the new idea & do so.	Learners make the new learning their own, by paraphrasing, synthesising, representing.	Learners make their own personal links & connections with the new learning from their own personal experience.

What is Retrieval Practice?

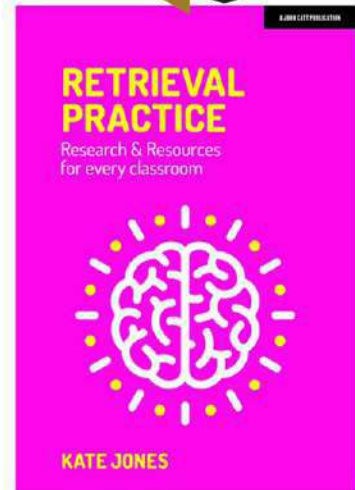


Retrieval Practice

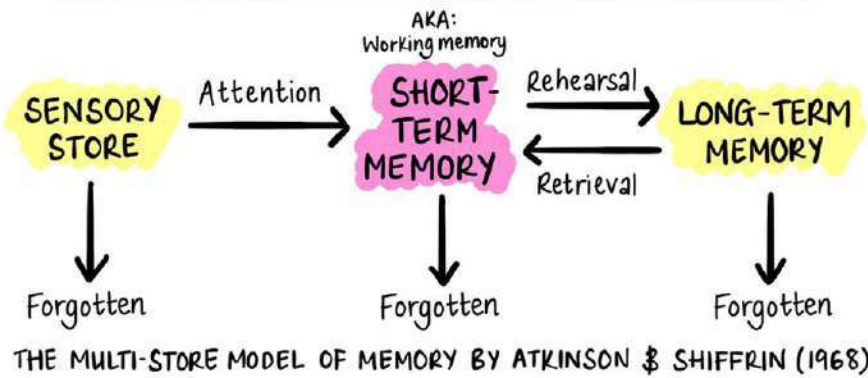
KATE JONES

Grace Hudson
@MissH.biology

The act of recalling learned information from memory (with little or no support) and every time that information is retrieved, or an answer is generated, it changes the original memory to make it **STRONGER!**



'Using your memory shapes your memory'



RETRIEVAL STORAGE

→ how well information is embedded in long-term memory

RETRIEVAL STRENGTH

→ how easily a piece of information can be brought to mind when required

Peterson & Peterson (1959)

→ Almost all information stored in short-term memory that is not rehearsed is lost within 18 to 30 seconds!

Learning = a change in long-term memory

'if nothing has changed nothing has been learned'

Meaningful learning is about producing organised, coherent and integrated mental models that allow people to make inferences and apply their knowledge. (Karpicke, J. 2012)

THE BENEFITS:

- ① Retrieval practice aids later retention
'every time you retrieve a memory it becomes deeper, stronger and easier to access in the future'
- ② Testing identifies gaps in knowledge
- ③ Testing causes students to learn more from the next learning episode
- ④ Testing produces better organisation of knowledge



- ⑤ Testing improves transfer of knowledge to new contexts



- ⑥ Facilitates retrieval of material that wasn't tested



- ⑦ Improves metacognition



- ⑧ Prevents interference from previous material when learning new content



- ⑨ Provides valuable feedback to teachers



- ⑩ Regular testing encourages students to study more



Retrieval Practice Principles (TOM SHERRINGTON)

① **Involve everyone in the retrieval practice and review process**

‘Good techniques involve all students checking their knowledge.’



② **Make checking and correcting accurate and easy to do**

‘The best person to mark the test is the person who has just took it.’
- Dylan William



③ **Specify the knowledge**

‘It’s better if students know the set of knowledge any retrieval will be based on, so they can study, prepare and self-check.’



④ **Keep it generative**

‘Students need to explore their memory to check what they know and understand. This means closing the books and making students think for themselves.’



⑤ **Vary the diet and mix it up**

‘This will allow students to explore their schema in different ways, strengthening future recall.’



⑥ **Make it time efficient**

‘A good technique can be used repeatedly in an efficient manner without dominating whole lessons.’



⑦ **Make it workload efficient**

‘The best methods do not involve the teacher checking the students’ answers, creating unsustainable workload.’



‘The closer you are to forgetting a piece of information, the more likely it is that you will benefit from revisiting it.’

BUSH & WATSON (2019)

Current Revision studies and research make two key findings:

1. Mass practice or cramming is not effective and can be stressful. Instead plan your time carefully to ensure all subjects and topics are covered in shorter chunks over a longer period of time. This is called spaced practice.

Spaced Practice

‘Start planning early for exams and set aside a little bit of time everyday. Five hours spread out over two weeks is better than the same five hours all at once. This is spaced practice & it is regarded as one of the most effective revision strategies.’

2. Blocked practice involves studying one topic thoroughly before moving to the next topic. Interleaving is a process where you mix and combine multiple topics and subjects. Interleaving has been shown to be more effective leading to better long-term retention.

Interleaving

‘Interleaving is a process where students mix and combine multiple subjects & topics whilst they study in order to improve their learning. Blocked practice on the other hand, involves studying one topic very thoroughly before moving to another. Interleaving has shown to be more effective for long term retention.’

Strategy 1

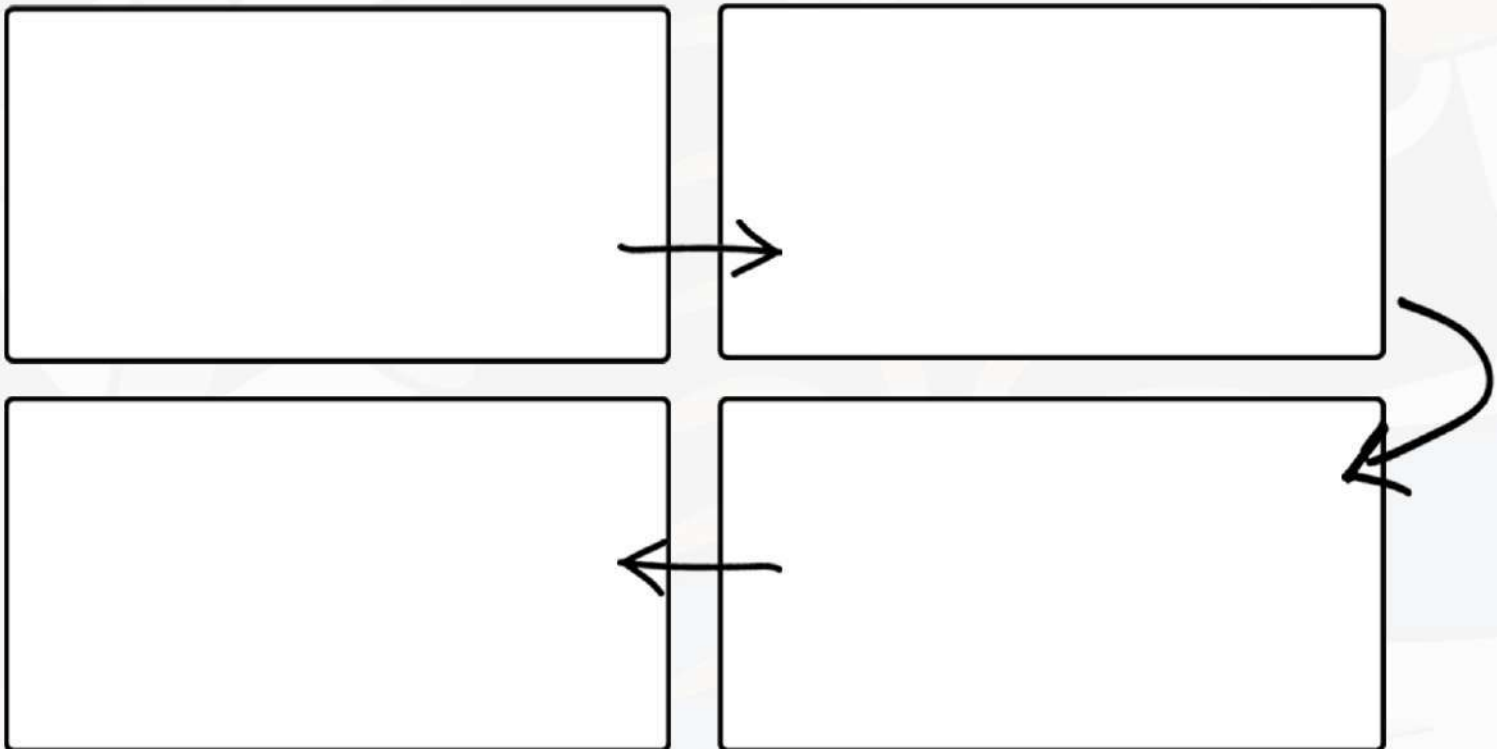


Retrieval Relay Race

Instructions :

Choose a topic you have studied or a particular past paper question you could be asked. Without using your notes, write as much as you can remember in the first box. Now spend 3 minutes (or suitable time frame) reading your notes before putting them away. Now add any further information to the second box. Repeat these steps for boxes 3 and 4. By box 4 you should have a fully complete answer or topic summary. Boxes 2, 3 and 4 also highlight any gaps in your knowledge.

Sample image (all templates can be found at the back of this guide)



Flashcards

Instructions:

Flash cards are an excellent resource to consolidate your knowledge and learning on a particular topic. You can use course topic outlines or checklists to identify headings or titles for one side of the flashcard. On the other side you can write your sample answer or a summarised guide of how to structure your answer to question

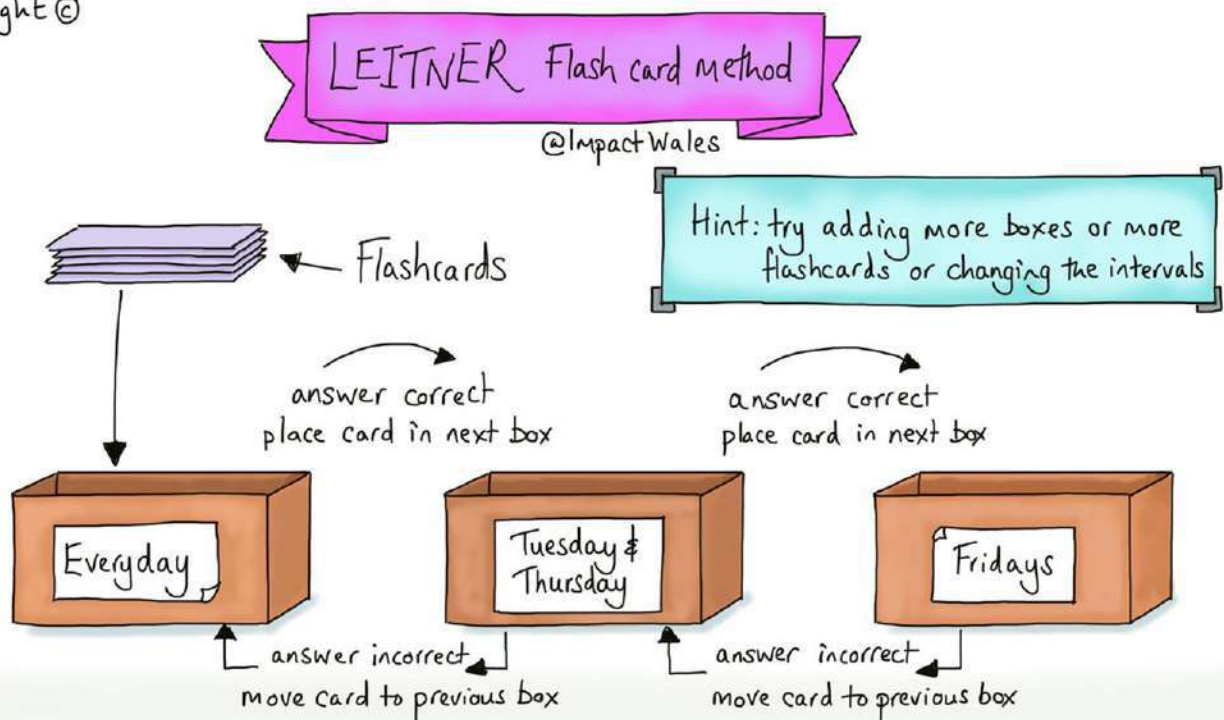
Self-assessment:

You can now use your flashcards as marking schemes to attempt past paper questions. For example, you might revise the flashcard and then attempt the question. Then use the flashcard to mark your answer and identify any areas you missed.

Peer of family learning:

You could give your flashcards to a friend or family member to test your knowledge on a topic or question. Based on the flashcards you created, they will have the heading and the answer. Remember to take a note of any questions you're not sure of or ask your teacher for help & guidance.

Copyright ©



An effective use of flashcards to prompt & recall learning using spaced practice proposed by Leitner in the 1970s. It focuses on the proficiency of recall of the learner. Information which is easily recalled has a longer time lapse before the next recall opportunity.

Strategy 3

Flashback Friday

Instructions:

At the end of the week create a series of 10 questions based on what you've revised that week for that subject. It might be one topic or a range of topics. You should include the answers too. Each week add ten more questions and answers but also look back and test yourself on the questions created from previous weeks. By doing this on a regular basis over the course of the year you have divided your revision into chunks and created a bank of questions which you can refer to at a later date for revision. Make sure your questions refer to content from your course checklist and from past paper questions for your subjects.

Strategy 4



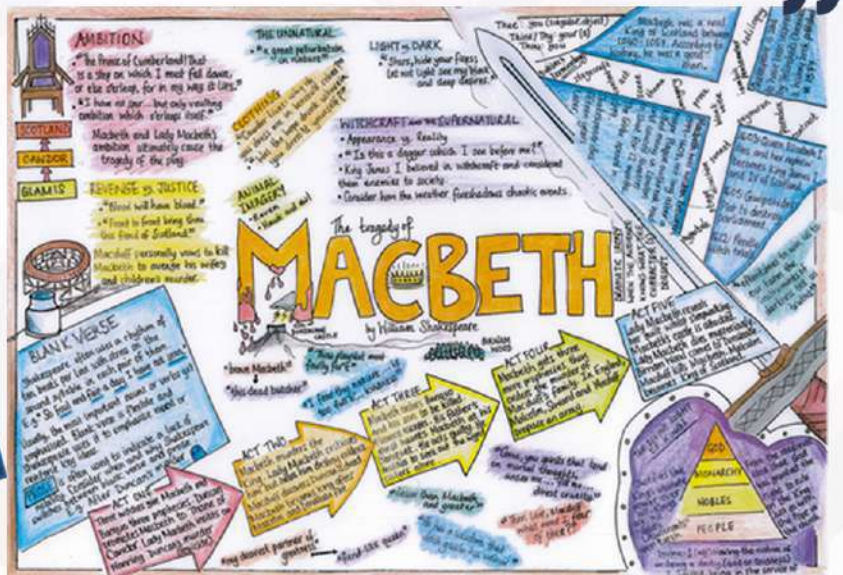
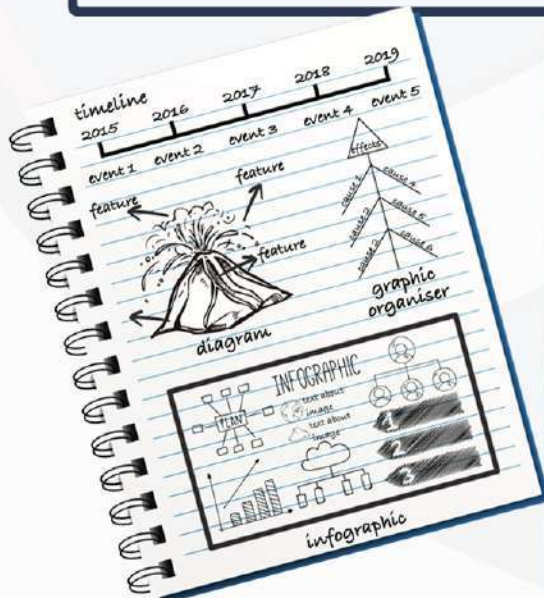
Dual Coding



Instructions:

Dual Coding refers to the technique and process of combining written text with visuals. This might take the form of a timeline, diagram or infographic depending on the subject or what you feel is best suited to the subject or topic. These can be created by writing down information from memory with accompanying relevant images to enhance your points. You can then check your notes to identify information you have missed.

“ ‘Research showed that students who received an explanation using both words and images remember more than the students taught the same content using just word or just images.’ - De Bruyckere 2018 ”



Strategy 5

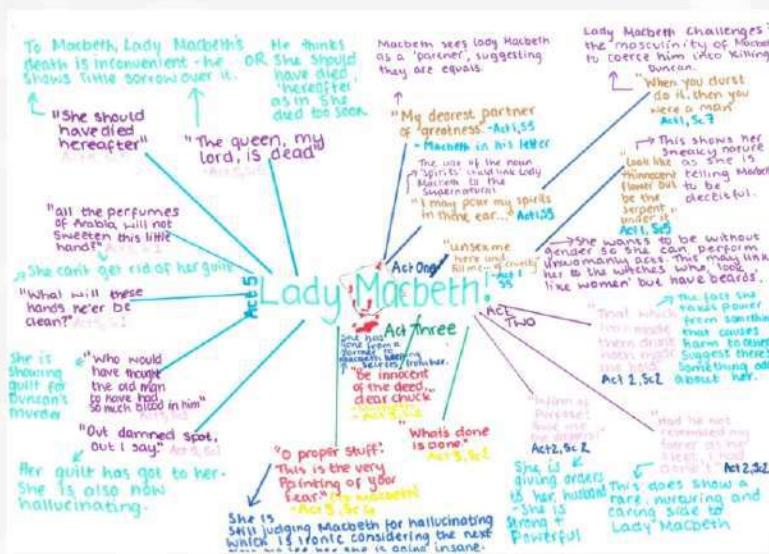


Mind Mapping from Memory

Instructions:

Mind maps are a popular revision technique for a number of pupils. For maximising long term learning, creating memory maps as a retrieval practice is more challenging and effective without using your notes to directly copy from.

Mapping from memory: Choose a topic you have studied. On the paper write down the headings which cover the key content in the topic. Now revise your notes on one particular section for 10 minutes. Write down on your mind map all you can remember. Repeat for the next section until you have covered all headings. Now go back and check your first heading using your notes to see what you have missed. Cover your notes again and add any further points. Repeat until you've covered every heading.



Strategy 6

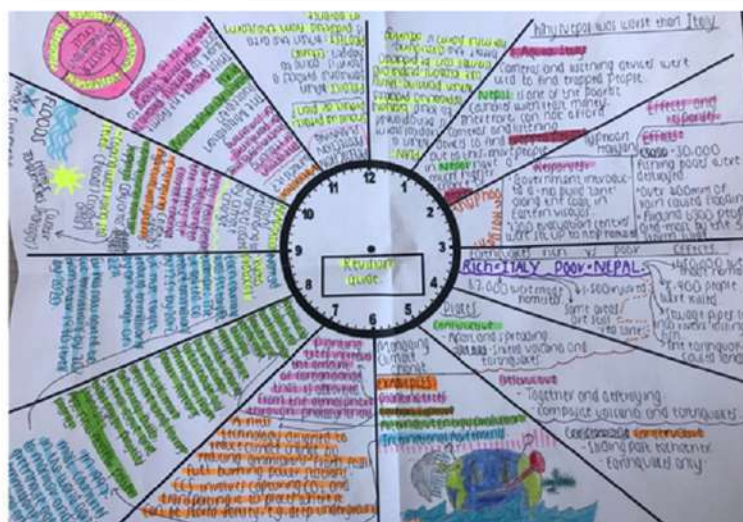


Revision Clocks

Instructions:

You can use the template in the back of this guide, the aim is to write down the different questions or sub topics that you can be asked about as part of this unit of work, slowly fill in each section and work your way around the clock.

Task: Take two colours of pens. Using your first pen, spend 5 minute completing each segment of your clock from memory. Check your notes and then take your second colour of pen. Add in any additional information you missed first time round. You could also combine this activity with images like the dual coding example.



Strategy 7

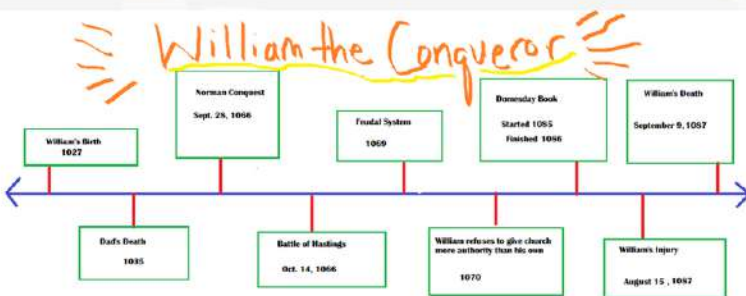


Road Map from Memory

Instructions:

This might be useful if you need to retrieve information in a sequence, for example, the order of a play or plot in English or a timeline in History. The road map template just requires a start point and end point and you fill in the information in between.

Task: This should be completed without directly copying from your notes. Please see Mind Mapping from Memory or Revision Clocks for instructions of how to try to recall key facts



Strategy 8

Challenge Grid

'If you make learning too easy, students don't have to work hard to make sense of what they are learning, and as a result will forget it quickly' Williams, D 2016

Instructions:

You will know what questions within a topic you personally find the most challenging. This strategy invites you to create your own challenge grid where you rank the difficulty of questions. Remember when writing or speaking your answer to do so without notes to see what you know. Then check your notes to identify gaps. The challenge grid can also be used by friends or family to help quiz you on the topic.

You could make your easier question worth 1 point going to 4 points for harder questions. Or colour code the questions in terms of difficulty.

Retrieval Practice Challenge Grid

Rank the following in order of importance with reasoning for 'Othello' Passion Malice Vulnerability	Give two examples of 'Othello' critical analysis or of 'Othello' intertextuality	How is artifice and reality depicted in 'Othello'? Support with evidence	Rank the following in order of importance with reasoning for 'Streetcar' Passion Malice Vulnerability	Which theme is the poker game most significant for? Power Time Sensuality
Give specific examples of Greek Mythology utilized in every text studied this year	Explore Stella's position in the play with supporting quotes	How significant is light and darkness in 'A Streetcar Named Desire'? Can you link this to any other themes?	State the importance of the title 'History' and link to another poem	How are men other than Iago and Othello presented in the play? Why?
How is Emilia presented throughout the play? How important is her role in the drama?	How are secrets presented in 'A Streetcar Named Desire'? Support your answer with evidence	State two 'Poems of the Decade' that would reinforce themes of modernity	Define 'Kitchen Sink Drama' with an example from Streetcar	Give one contemporary intertextual quote to demonstrate views on Othello's race
Explore the characterisation of Blanche in 'A Streetcar Named Desire'	Do any poems deal with a sense of 'robust'? If so which? Ensure you have quotations	Iago is the central character of Othello above the eponymous hero' explore your perspective	Name three poems where youth is an important theme. Be ready to justify with quotations	Which poems would most strongly tie to the themes of brutality? Give supporting evidence
One Point	Two Points	Three Points	Four Points	

Strategy 9



Cops & Robbers

Instructions:

Use the Cops column to write as much as you can about the question or topic selected in a set period of time, for example 5 minutes. Remember no notes allowed at this point. Then after the 5 minutes is up, complete the 'robbers' column adding points to your peer has written down, or if revising on your own, adding points from your notes again in a set amount of time (5 minutes). The idea of the 'robbers' column is that it shows you the gaps in your knowledge.

(Use the template in the back of this guide.)

Question	Cops	Robbers
Describe what a Viking Hall was like		
Describe the different things that would go on around a Viking Hall		
What other buildings and properties would you find around a Viking Settlement?		

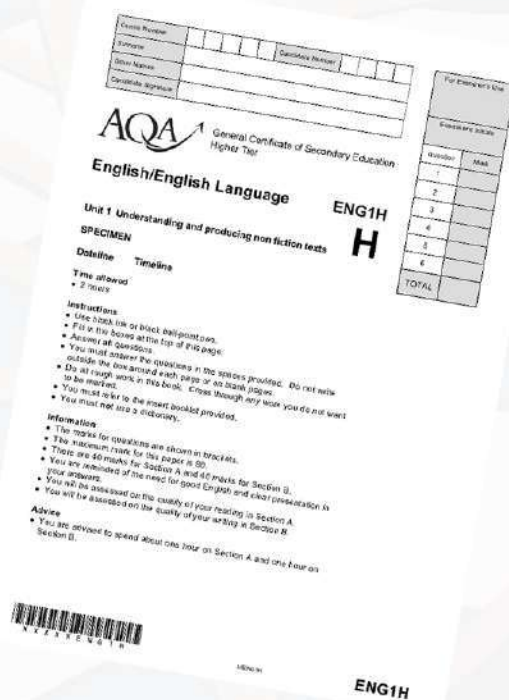
Strategy 10



Past Paper Questions

Instructions: You can search online for your GCSE subject past papers, go to the examining body's website. Here you should find all past papers for the subject to the most recent exam.

Task: Now you have the questions, what is your plan? Are you going to attempt the questions without using your notes and then check your notes as a marking scheme? Are you attempting questions and asking your teacher to mark them for you? Are you looking through questions and identifying the ones you find most challenging and asking your teacher for support?



Two week revision timetable

Week 1

	8:00-10:00	10:00-12:00	12:00-14:00	14:00-16:00	16:00-18:00	18:00-20:00
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						

Week 2

	8:00-10:00	10:00-12:00	12:00-14:00	14:00-16:00	16:00-18:00	18:00-20:00
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						



If you are worried about your child's mental health please contact school

Dealing with Exam Stress



NHS
nhs.uk



mind
for better mental health



childline
ONLINE, ON THE PHONE, ANYTIME

The exam season can be a stressful time for all involved. The NHS advises parents to watch out for the following signs:

- Worry a lot
- Feel tense
- Get lots of headaches and stomach pains
- Not sleep well
- Be irritable
- Lose interest in food or eat more than normal
- Not enjoy activities they previously enjoyed
- Seem negative and low in their mood
- Seem hopeless about the future

You can do the following to help:

- Help them to study using the mentioned revision strategies
- Encourage them to talk to a member of school staff who they feel is supportive
- Make sure they eat a balanced diet and get plenty of exercise
- Try to ensure they get 8-10 hours of sleep each evening
- Talk about exam nerves
- Make time for rewards

Other useful websites:

<https://www.bbc.com/bitesize/support>

<https://www.nhs.uk/conditions/stress-anxiety-depression/coping-with-exam-stress/>

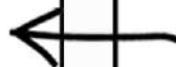
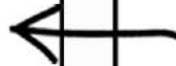
<https://www.mind.org.uk/information-support/your-stories/14-ways-to-beat-exam-stress/>

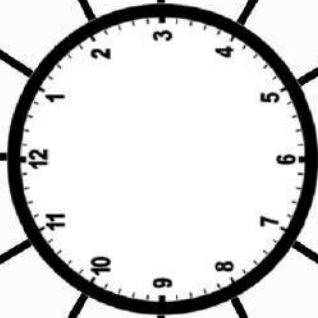
<https://www.childline.org.uk/info-advice/school-college-and-work/school-college/exam-stress/>





Retrieval Relay Race Templates







Cops and Robbers Template



Topic or Question	Cops – Your Knowledge	Robbers - What you have stolen



**Blessed Robert Sutton
Catholic Voluntary Academy**

Bluestone Lane
Stapenhill
Burton on Trent
Staffordshire
DE15 9SD

01283 749450

www.robertsutton.srscmat.co.uk



'Academic excellence, spiritual development
and social awareness through Christ.'



**St Ralph
Sherwin**
Catholic Multi Academy Trust