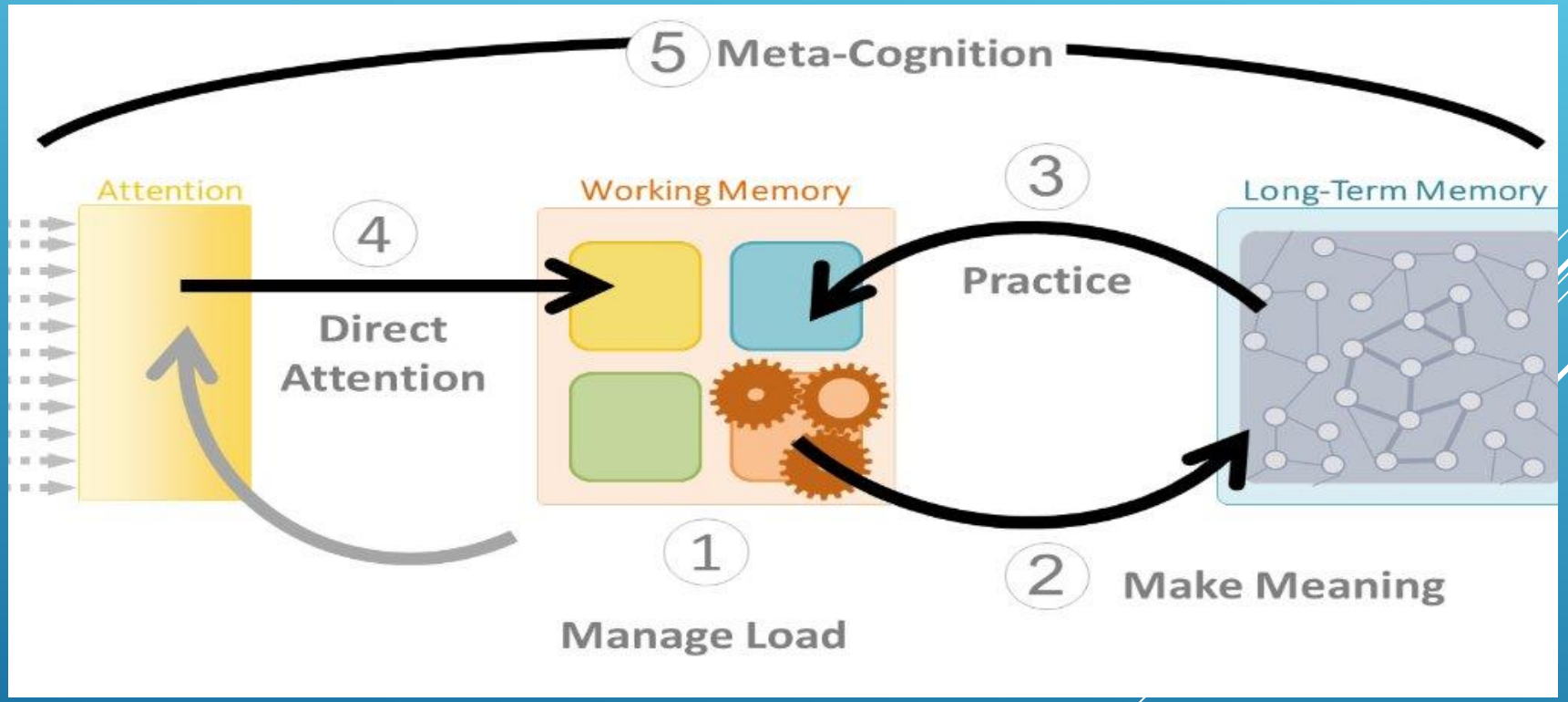

I can't revise!

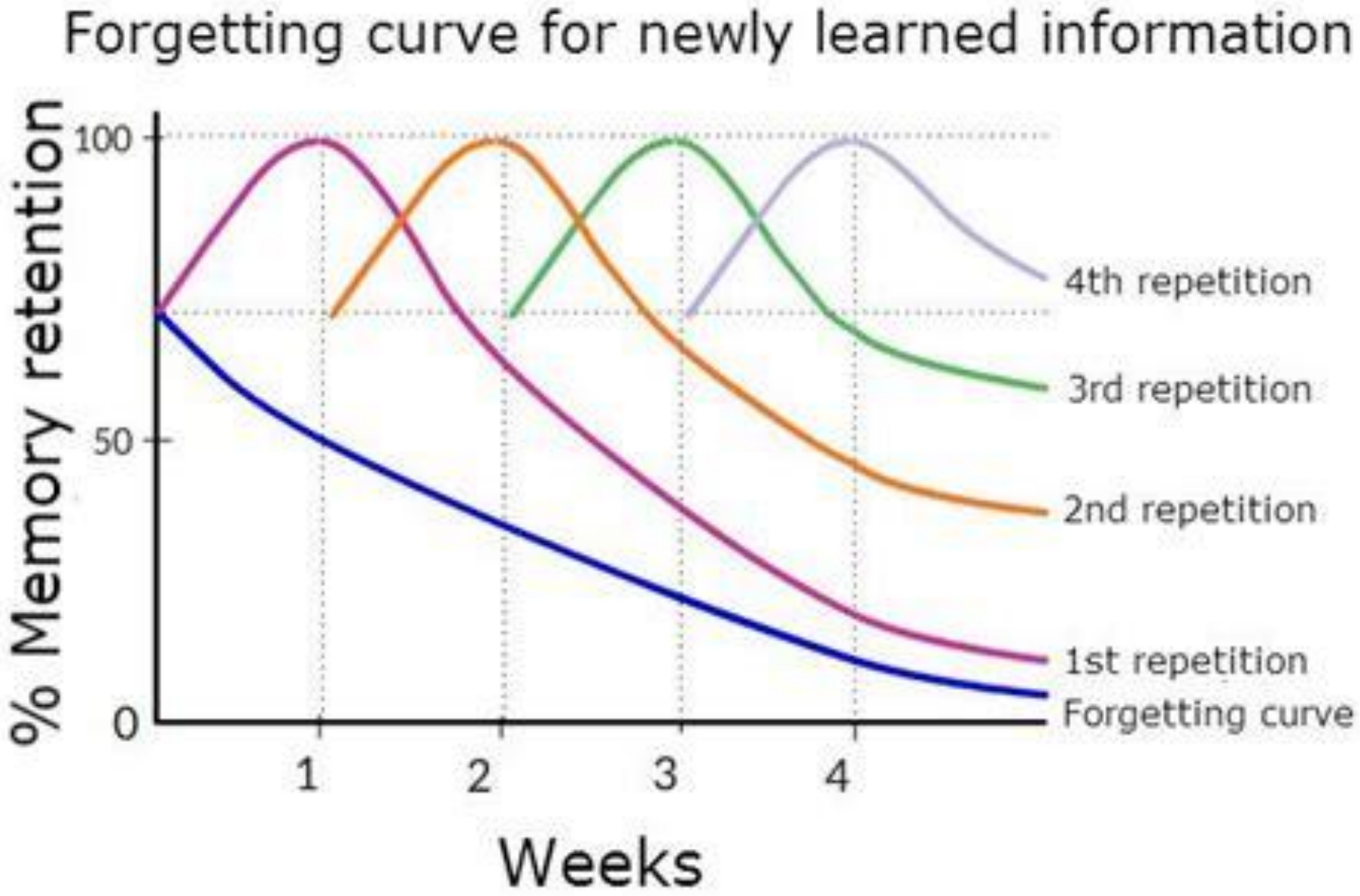
# HOW DOES LEARNING WORK?

- New information input
- Processed in your working memory (or not!)
- Embedded into your long-term memory through understanding (making meaning) and PRACTICE.

- Information held in your working memory doesn't stick



# Memor


Forgetting curve for newly learned information
% Memory retention
100
50
0
1
2
3
4
Weeks
4th repetition
3rd repetition
2nd repetition
1st repetition
Forgetting curve

# Memory

# QUIZ TIME!

# Memory

1. The capital of France is Paris.

2. *'Mare and Foal by a river'* was painted by George Stubbs.

3. A cartographer produces maps.

4. Ethology is the study of animal behaviour.

5. The chemical formula for water is $H_2O$.

6. Buzz Aldrin was the second person to walk on the moon.

Learn these facts

# Memory

1. What is the capital of France?

2. Who painted '*Mare and Foal by a river'*?

3. What does a cartographer do?

4. Ethology is the study of what?

5. What is the chemical formula for water?

6. Who was the second person to walk on the moon?

Answer the questions

# Memory

1. The capital of France is Paris.
2. *'Mare and Foal by a river'* was painted by George Stubbs.
3. A cartographer produces maps.
4. Ethology is the study of animal behaviour.
5. The chemical formula for water is $H_2O$.
6. Buzz Aldrin was the second person to walk on the moon.

You do not need to revise everything as some will already be in your long term memory.

"For successful studying,

**little**

and

**often**, **often**, **often**

is best."

# Revision **Timetable**

Create your own revision timetable. You could use colour to identify individual subjects. Remember to plan for sensible breaks, drink lots of water and have healthy snacks to hand.

| | Mon | Tues | Wed | Thurs | Fri | Sat | Sun | Subject | Sessions per week |
|---|---|---|---|---|---|---|---|---|---|
| 9am | | | | | | | | | |
| 10am | | | | | | | | | |
| 11am | | | | | | | | | |
| 12pm | | | | | | | | | |
| 1pm | | | | | | | | | |
| 2pm | | | | | | | | | |
| 3pm | | | | | | | | | |
| 4pm | | | | | | | | | |
| 5pm | | | | | | | | | |
| 6pm | | | | | | | | | |
| 7pm | | | | | | | | | |
| 8pm | | | | | | | | | |

How can I make my revision more effective?

… revise in a way that is linked to what you will need in the exam. It is unlikely the exam will say "*write all you know about…*"

It is more likely to say "evaluate…" or "assess…"

So surely it makes sense to revise in a way that is useful to answer exam questions.

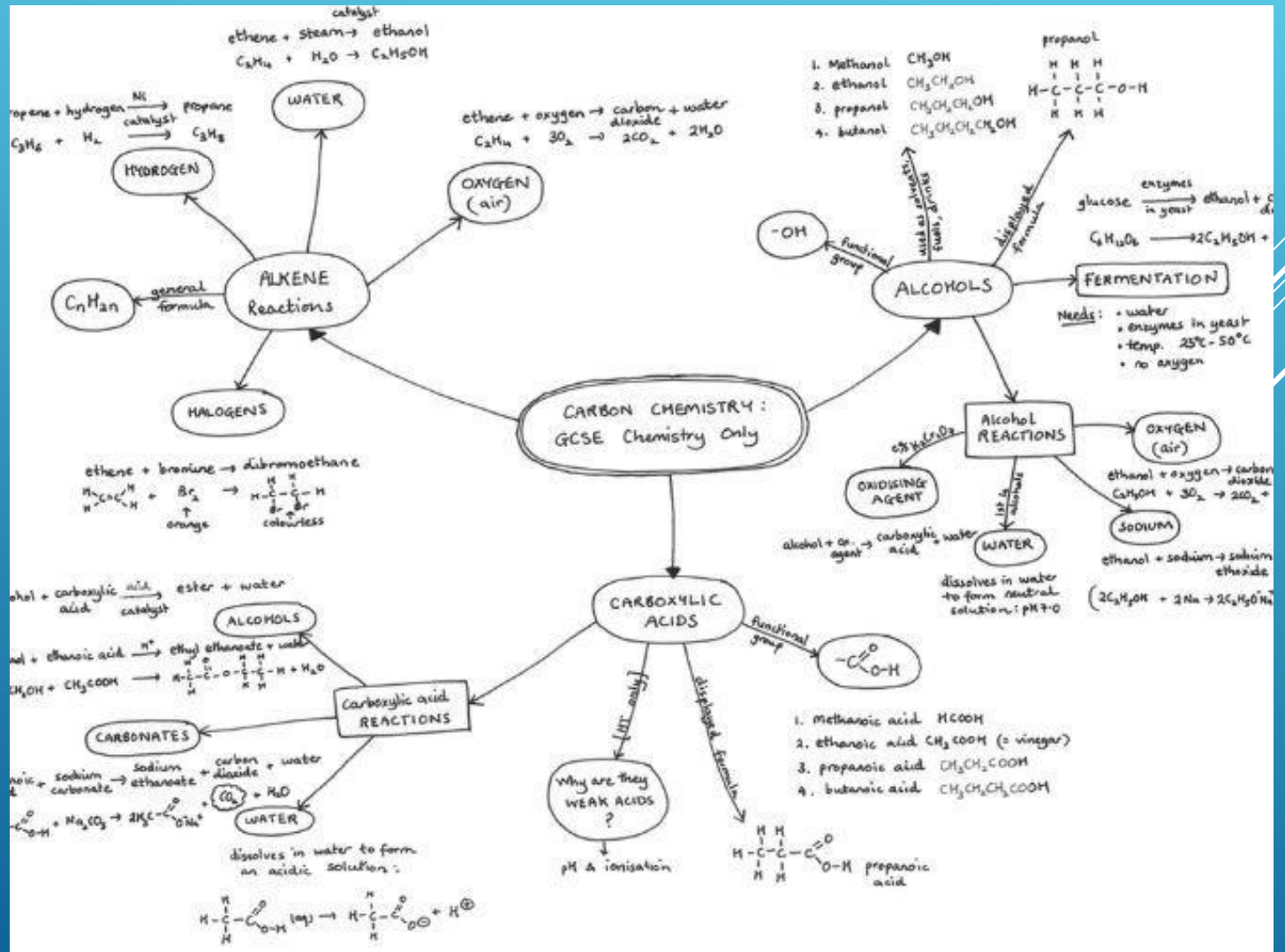
3 tips on how to study effectively

# TOPIC SUMMARIES

## Or use the actual specification

**Topic 1.3 : Putting a Business Idea Into Practice**

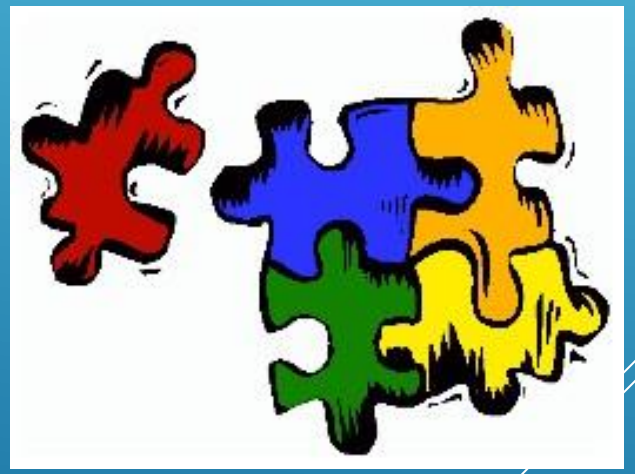
| Topic | ✔ | ? | ✘ |
|---|---|---|---|
| **1.3.1 Business aims and objectives** | | | |
| **What business aims and business objectives are.**<br><br>**Business aims and objectives when starting up:**<br>❑ financial aims and objectives: survival, profit, sales, market share, financial security<br>❑ non-financial aims and objectives: social objectives, personal satisfaction, challenge, independence and control.<br>❑ Why aims and objectives differ between businesses. | | | |
| **1.3.2 Business revenues, costs and profits** | | | |
| **The concept and calculation of:**<br>❑ revenue<br>❑ fixed and variable costs<br>❑ total costs<br>❑ profit and loss<br>❑ interest<br>❑ break even level of output<br>❑ margin of safety | | | |
| **Interpretation of break even diagrams:**<br>❑ the impact of changes in revenue and costs<br>❑ break even level of output<br>❑ margin of safety<br>❑ profit and loss. | | | |
| **1.3.3 Cash and cash-flow** | | | |
| **The importance of cash to a business:**<br>❑ to pay suppliers, overheads and employees<br>❑ to prevent business failure (insolvency)<br>❑ the difference between cash and profit. | | | |
| **Calculation and interpretation of cash-flow forecasts:**<br>❑ cash inflows<br>❑ cash outflows<br>❑ net cash flow<br>❑ opening and closing balances. | | | |



# CHUNKING INFORMATION

U S A M S N G C S E N B C

- You have 30 seconds to remember these letters.
- Now write them down in the order you remember them



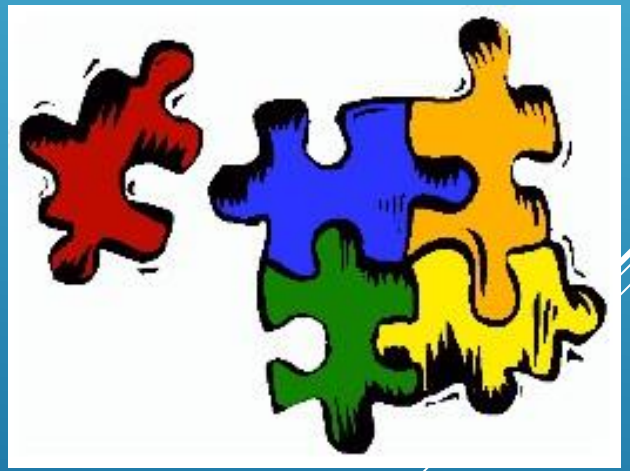
# CHUNKING INFORMATION

USA MSN GCSE NBC

- 13 individual letters

VS.

- 4 chunks of letters



# PERSONAL LEARNING CHECKLISTS

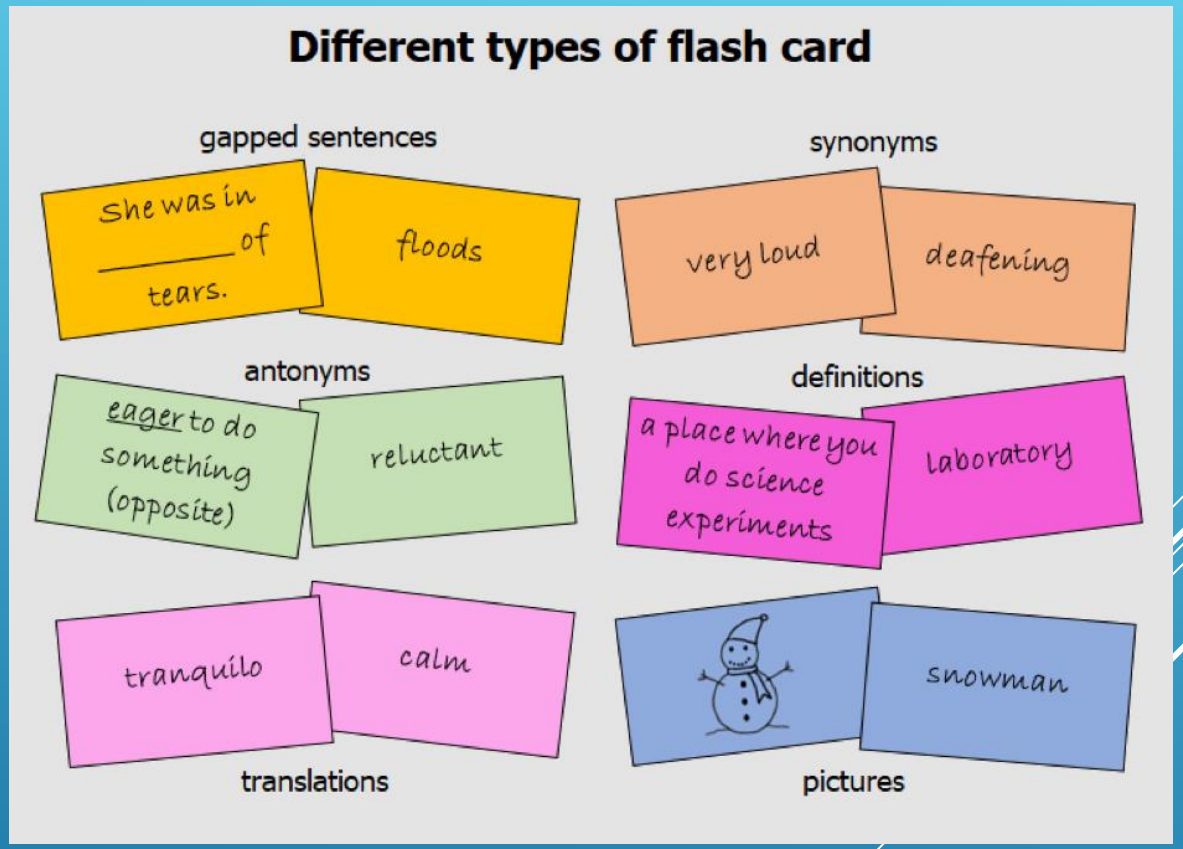
- Based on your exam specification
- Go through bit by bit to see if you recognise each bit.
- Then use it as a contents for the notes you are making

| WHAT YOU HAVE LEARNED TO DO | 😟 | 😐 | 😊 |
|---|---|---|---|
| Plant and animal cells (eukaryotic) have a cell membrane, cytoplasm and genetic material enclosed in a nucleus | | | |
| Bacterial cells (prokaryotic) are much smaller in comparison to plant and animal cells | | | |
| Bacterial cells have cytoplasm and a cell membrane surrounded by a cell wall | | | |
| The genetic material in bacterial cells is not enclosed in a nucleus. It is a single DNA loop and there may be one or more small rings of DNA called plasmids | | | |
| Demonstrate an understanding of the scale and size of cells and be able to make order of magnitude calculations, including the use of standard form | | | |
| Explain how the following structures are related to their functions: nucleus, cell membranes, mitochondria, chloroplasts (plant cells) and plasmids (bacterial cells) | | | |
| Plant cells also have a cell wall made of cellulose, which strengthens the cell | | | |
| Draw and label a plant cell | | | |
| actical activity 1: use a light microscope to observe, lant and animal cells | | | |
| fferent types of cell relate to their function in a tissue, he whole organism | | | |
| & muscle cells in animals are adapted to their function | | | |
| m & phloem cells in plants are adapted to their function | | | |
| differentiation | | | |
| differentiate to form different types of cells | | | |
| entiate at an early stage | | | |
| the ability to differentiate throughout life | | | |
| is mainly restricted to repair and replacement | | | |

| Cold environments - Key ideas | 100% confident | I am okay with this, some work needed | Definitely need more revision |
|---|---|---|---|
| **Cold environments (polar and tundra) have a range of distinctive characteristics.** | | | |
| I know the physical characteristics of a cold environment. | | | |
| I understand the interdependence of climate, permafrost, soils, plants, animals and people in a cold environment. | | | |
| I know how plants adapt to the physical conditions. | | | |
| I know how animals adapt to the physical conditions. | | | |

# FLASH CARDS

- Flash cards can be used in a wide range of ways
- You could have a question and an answer
- A quote and an analysis
- A chemical formula and the name



- Find it
- Transform it
- Test yourself




Once you know what you need...

Upload: go back to the knowledge you originally learned
Process: do something with it
Download: memorise it


## CHUNK IT

Choose a chunk at a time to memorise.

Start with the most important or the most difficult.

## RE-LEARN IT

Re-read your notes on the chosen topic.

Do some wider research on the internet until you understand it.

## WRITE IT

Write 'A lot about a little' about this topic.

Try to do this without your notes.

Topic on a page
Write key facts you need to memorise over and over until you have memorized them.

## SPEAK IT

Give a verbal explanation about the topic as if you were teaching it.

Repeat facts you need to remember 20 times.

Record key facts about this topic on your phone.

Say what you've learnt from memory, using the Thinkit images to prompt you.

# Process

## TRANSFORM IT

Transform key facts into a series of images.

Transform what you have learnt into a diagram.

Transform your learning into a poem or a story.

## REDUCE IT

Reduce what you have
Learnt about this topic into 5 bullet points or prompts.

Reduce the 3 most important facts in this topic into 9 words.

## SORT IT

What is the most difficult point to remember?
Why?

Categorise key facts from this topic into 3 groups. You choose the group headings.

## LINK IT

Find 3 links between this topic and other topics you have studied.
Link the points together.
Link the ideas.
Find some random links.
Link the factors.


## RESTORE IT

Go back to your Reduce it bullet points. Restore them to their original state.

Go back to your images and restore them back into written form.

## STEP IT

Create a 5 step process explaining the most difficult learning points here.

Recall the process or order of events you have studied.

## TEST IT

Use the Thinkit images to test your knowledge.

Write yourself 3-5 exam questions on this topic or skill.

## REFINE IT

Improve it
Rank it
Reorder it
Change it
Condense it
Add to it
What you missed out from your topic on a page?

# WHEN YOU MEET SOMETHING YOU DON'T UNDERSTAND

- Look it up in a revision guide
- Make a running list to take to your next lesson
- Google the thing AND ADD 'GCSE Biology' *(for example...)*

**Top Tips:**

1. **Set Clear Goals:**
    - Decide what subjects or topics you want to focus on.
    - Break your revision into manageable chunks.
2. **Create a Timetable:**
    - Allocate specific times for each subject.
    - Include short breaks to rest and recharge.
3. **Use Active Revision Techniques:**
    - Summarize notes in your own words.
    - Use flashcards, quizzes, or teach the material to someone else.
4. **Find Your Best Environment:**
    - Choose a quiet, well-lit space free from distractions.
    - Keep your study area organized.
5. **Stay Positive and Seek Help:**
    - Stay motivated by rewarding yourself after study sessions.
    - Don't hesitate to ask teachers or peers if you're stuck.

**Remember:** Consistency is key. Regular, focused revision sessions are more effective than last-minute cramming.

# True or False

1. "Re-reading your notes is the best way to revise.“
2. "Sleeping after you revise helps you remember more."
3. "You should revise one subject for hours at a time to really get it."
4. "Testing yourself helps you remember more."
5. "Highlighting is enough to help you learn something."
6. "Explaining a topic out loud helps you understand it better."
7. "Listening to music while revising helps you concentrate."
8. "Mind maps and diagrams can help you remember better."
9. "You should start revising the week before the exam."
10. "Everyone learns best in their own unique learning style."

1. **"Re-reading your notes is the best way to revise."**
   ❌ **Myth** – While it feels familiar, re-reading doesn't help long-term memory much. Active recall (like quizzing yourself) is much better.

2. **"Sleeping after you revise helps you remember more."**
   ✅ **Truth** – Sleep consolidates memories. A good night's sleep after revising helps cement information in your brain.

3. **"You should revise one subject for hours at a time to really get it."**
   ❌ **Myth** – This is called **massed practice**. Spacing out revision over time (**spaced practice**) is more effective.

4. **"Testing yourself helps you remember more."**
   ✅ **Truth** – **Retrieval practice** strengthens memory. Quizzing, flashcards, or past papers are great tools.

5. **"Highlighting is enough to help you learn something."**
   ❌ **Myth** – Highlighting feels helpful but doesn't require you to think deeply. It can be useful **if combined** with summarising or explaining.

6. **"Explaining a topic out loud helps you understand it better."**
   ✅ **Truth** – This is **elaboration**—teaching someone else or talking it through forces you to process the material deeply.

7. **"Listening to music while revising helps you concentrate."**
   ❌ **Myth** (for most students) – Music with lyrics can be distracting. Some benefit from background noise, but silence is usually better for focus.

8. **"Mind maps and diagrams can help you remember better."**
   ✅ **Truth** – This is **dual coding**—combining words and visuals. It helps your brain store and retrieve information more effectively.

9. **"You should start revising the week before the exam."**
   ❌ **Myth** – Cramming leads to stress and shallow learning. Starting early and spacing revision is far better for understanding and memory.

10. **"Everyone learns best in their own unique learning style."**
    ❌ **Myth** – The idea of "learning styles" has been debunked. Everyone benefits from a **mix of strategies**, especially active ones.


CHANGE

| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---|---|---|---|---|---|---|---|
| ***Example:*** *Session 1 9am-9:50am Break (10 mins)* | *English Literature: Romeo & Juliet Character mind-maps* | *Biology: Communicable Diseases Flashcards* | *Maths: Simultaneous Equations Practise questions* | *Business: The Marketing Mix Case Study notes* | *History: The Cold War Key Dates timeline* | *Spanish: Reading Practise Paper* | *BREAK* |
| **Session 1** 9am-9:50am | | | | | | | |
| **Session 2** 10am-10:50am | | | | | | | |
| **Session 3** 11am-11:50am | | | | | | | |
| **Session 4** 1pm-1:50pm | | | | | | | |
| **Session 5** 2pm-2:50pm | | | | | | | |
| **Session 6** 3pm-3:50pm | | | | | | | |
| **Session 7** 5pm-5:50pm | | | | | | | |
| **Session 8** 6pm-6:50pm | | | | | | | |

You will have 5 exams that start in two weeks time.
Maths
English
Chemistry
Biology
Physics

Use the time now to plan your revision timetable.

Make sure that this is in manageable chunks and a mix of topics per day.