



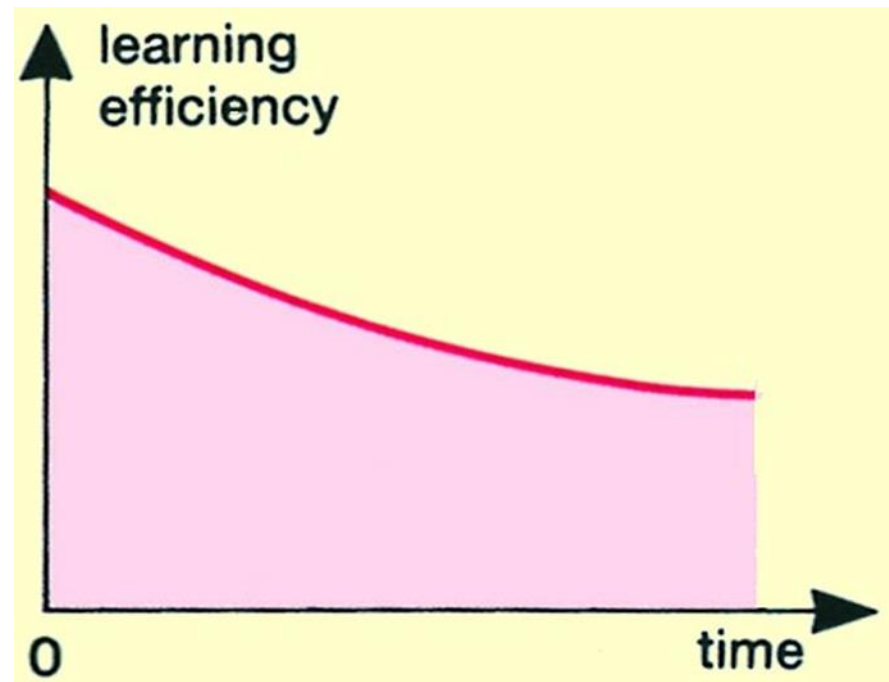
Revision

We are learning to know:

- Why should you revise?
- Where should you revise?
- When should you revise?
- How should you revise?
- How often should you revise?

How should you revise?

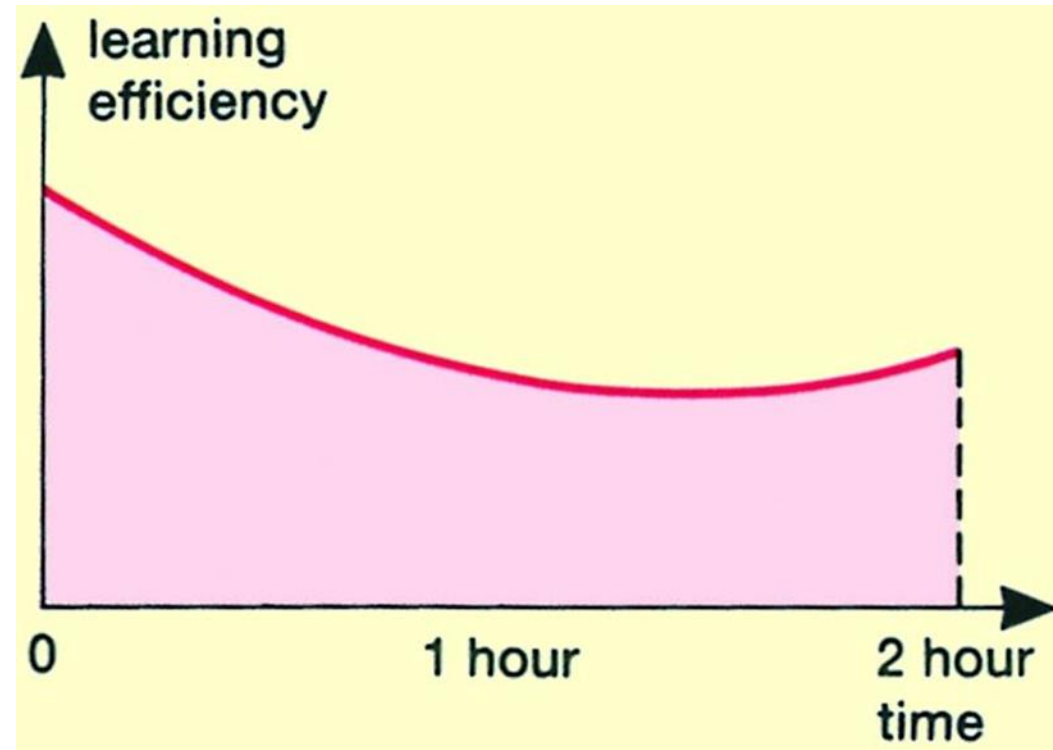
If you just sit down to revise, without a definite finishing time, then your **learning efficiency** falls lower and lower, like this:



How can you improve this?

If you decide at the beginning how long you will work for, with a clock....

...then as your brain knows the end is coming, the graph rises towards the end



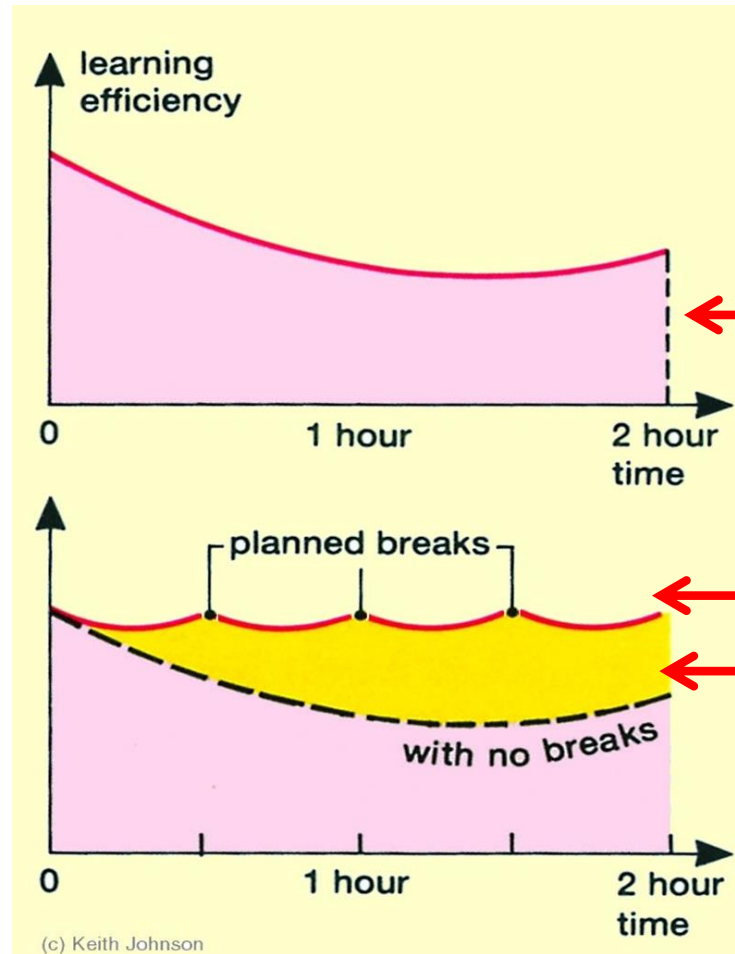
How can you improve this even more?

Break a two hour session up into 4 shorter sessions

- 4 x 25 minute sessions
- 3 x 5 minute breaks

Compare the next two graphs

Compare these graphs



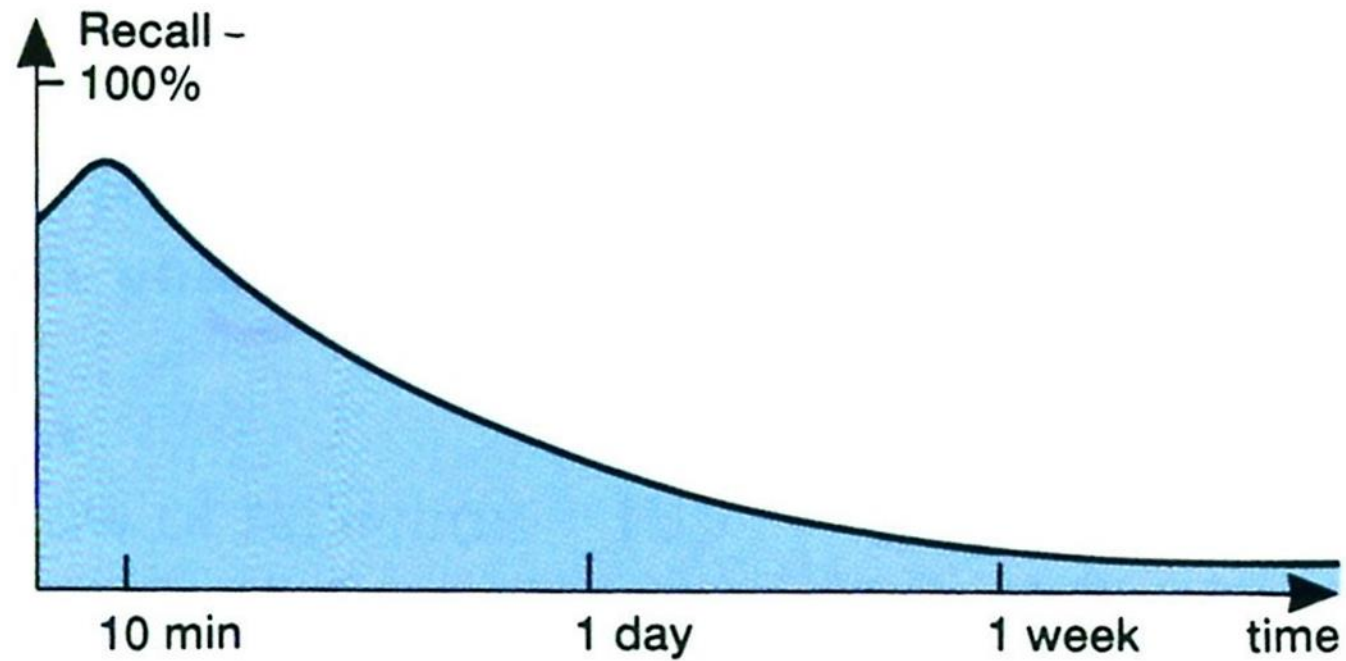
One solid session

4 shorter sessions

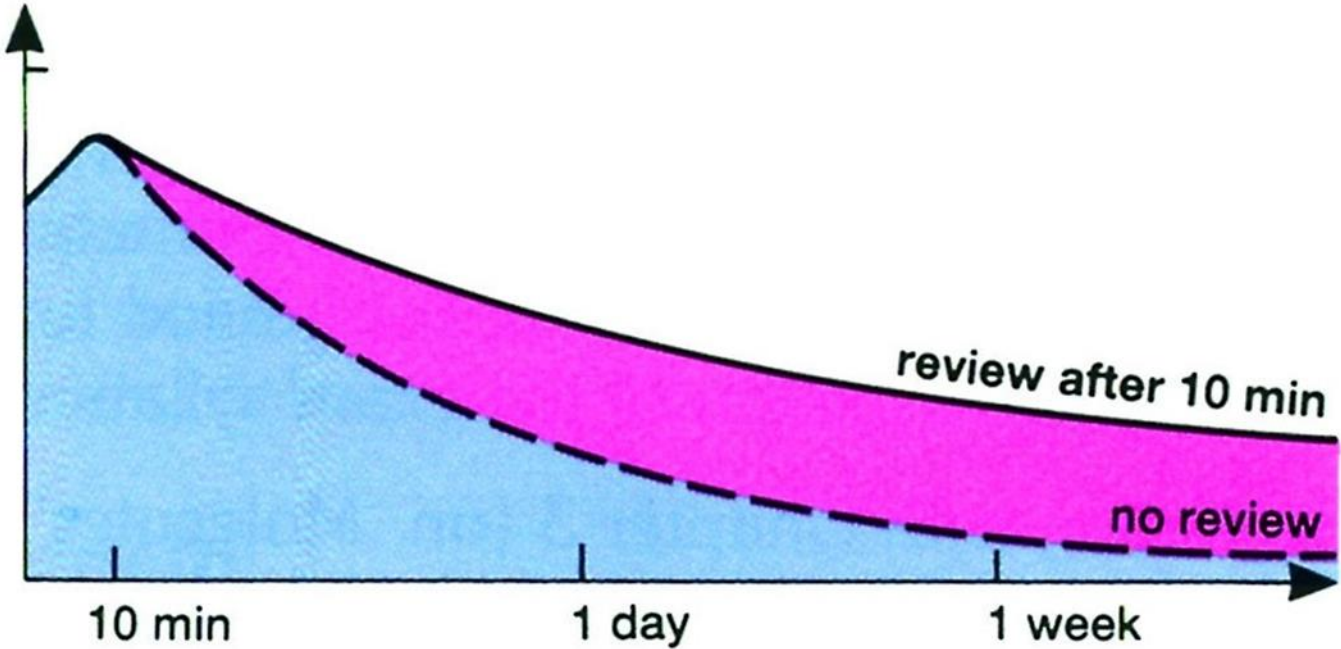
The yellow area shows the improvement

How often should you revise?

How much your brain can recall

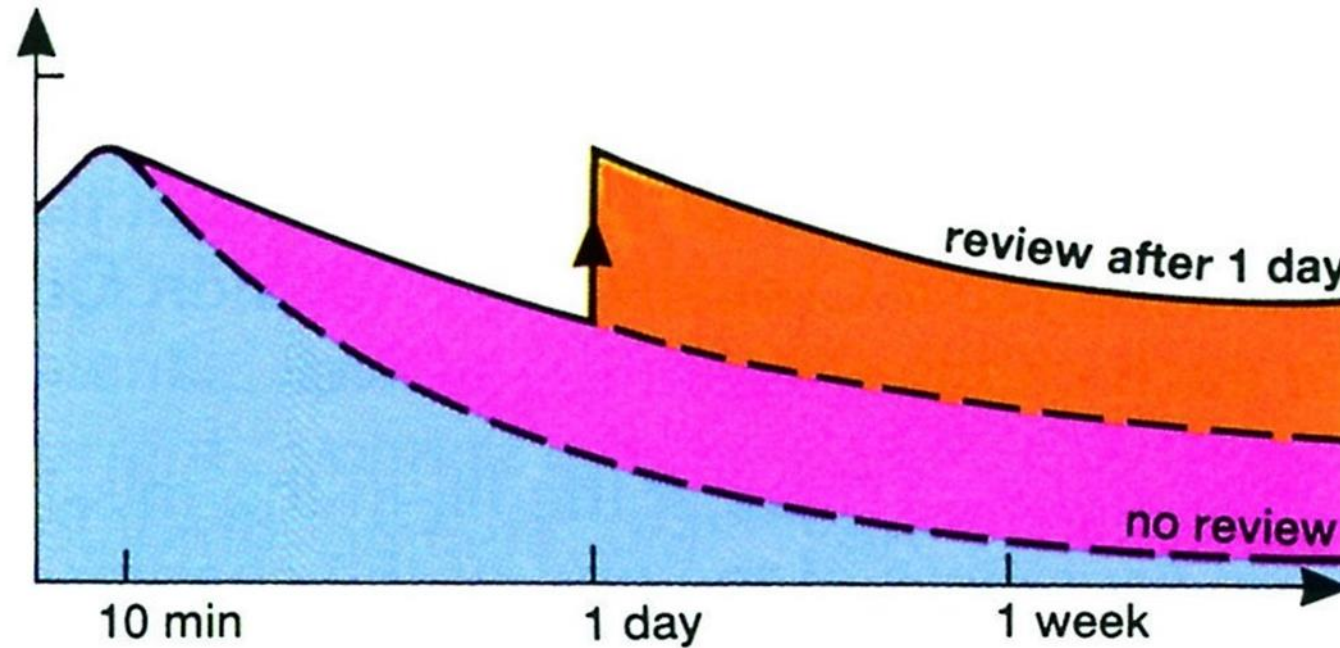


How much your brain can recall if you review your learning after **10 minutes**

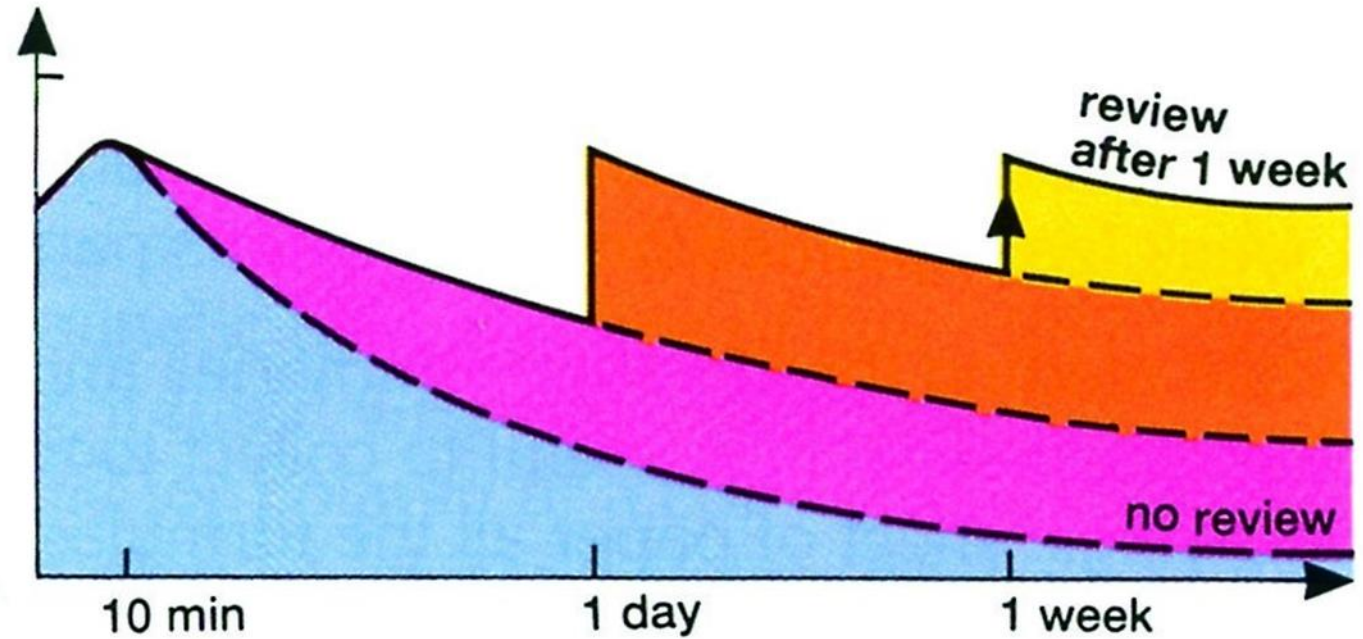


(c) Keith Johnson

if you quickly re-revise again, after 1 day, then it falls even more slowly!



if you quickly re-revise again, after 1 week,
then it falls even more slowly! Great!

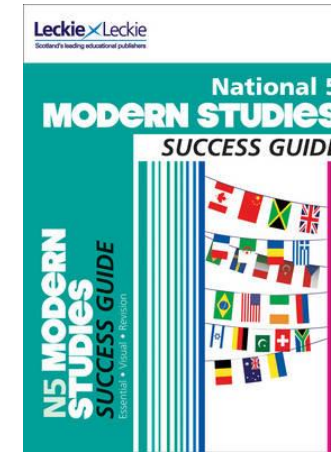
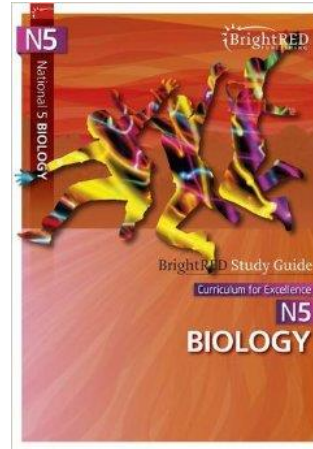
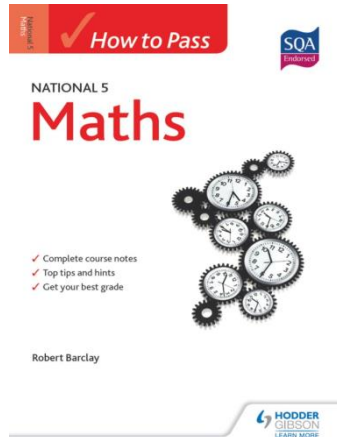


(c) Keith Johnson

Best intervals for revision...

- ✓ 10 minutes
- ✓ 1 day
- ✓ 1 week
- ✓ ...and then 1 month.

Resources for Revision



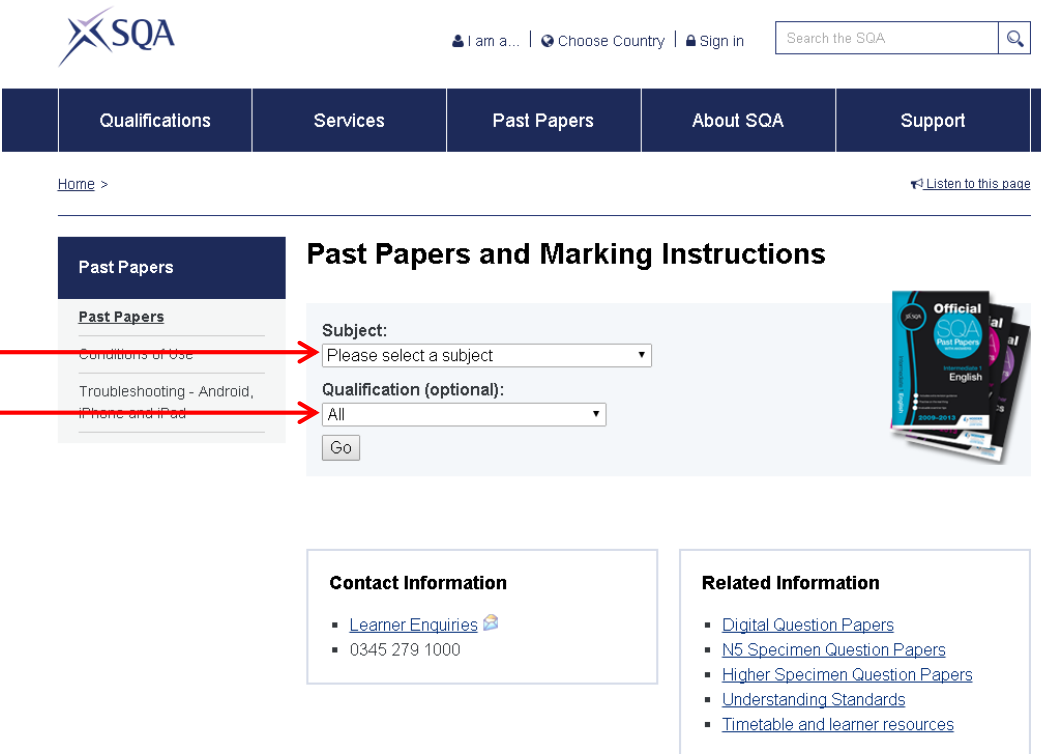
Three Main Publishers:

- Hodder Gibson
- Bright Red
- Leckie and Leckie

Have a look at what is available in our library

Internet Resources

- <http://www.sqa.org.uk/pastpapers/findpastpaper.htm>



The screenshot shows the SQA website's 'Past Papers' section. At the top, there is a navigation bar with links for 'Qualifications', 'Services', 'Past Papers', 'About SQA', and 'Support'. Below this is a search bar and a 'Listen to this page' link. The main content area is titled 'Past Papers and Marking Instructions'. On the left, there is a sidebar with a 'Past Papers' menu and links for 'Conditions of Use' and 'Troubleshooting - Android, iPhone and iPad'. Two red arrows point from the text 'Select subject and qualification here' to the 'Subject' and 'Qualification (optional)' dropdown menus. The 'Subject' dropdown is currently set to 'Please select a subject' and the 'Qualification (optional)' dropdown is set to 'All'. A 'Go' button is located below the dropdowns. To the right of the dropdowns is an image of an 'Official SQA Past Paper' book. Below the main content area, there are two boxes: 'Contact Information' with links for 'Learner Enquiries' and a phone number, and 'Related Information' with links for 'Digital Question Papers', 'N5 Specimen Question Papers', 'Higher Specimen Question Papers', 'Understanding Standards', and 'Timetable and learner resources'.

Select subject and qualification here

Past Papers

Past Papers and Marking Instructions

Subject: Please select a subject

Qualification (optional): All



Go

Contact Information

- [Learner Enquiries](#)
- 0345 279 1000

Related Information

- [Digital Question Papers](#)
- [N5 Specimen Question Papers](#)
- [Higher Specimen Question Papers](#)
- [Understanding Standards](#)
- [Timetable and learner resources](#)



BE BRIGHT BE READY

National 5


N5

Curriculum for Excellence Higher

CfE

Shop on-line

Bright Red's Digital Zone was Highly Commended in the Innovation of the Year category at this year's Interface Excellence Awards



The BrightRED DIGITAL ZONE is a fully interactive online resource where teachers can find useful information and students can put in that extra effort to help them get the best possible grades. The BrightRED DIGITAL ZONE has been developed in collaboration with Professor Bill Buchanan at Edinburgh Napier University to use the very latest technology to help students learn



<http://www.brightredbooks.net/subjects/> **You will have to register to use the resources**

Primary ▾

Secondary ▾

All subjects

Welcome to Bitesize

The home of learning and revision resources

- ✓ Learner guides: for primary and secondary students
- ✓ Classroom resources: clips for teachers to use in the classroom

Remember
to go to the
section for
Scotland to
get resources
for your
courses

England

Northern Ireland

Scotland

Wales

<http://www.bbc.co.uk/education>

Internet Resources

Other schools have resources on their web sites:

Google Higher or National 5 followed by the subject and you will find a list to choose from. Some schools have made up their own resources some have used SQA materials.

Start planning now!

make sure you know what
you have to know

Step One

Revise with a purpose

- Organise your notes
- Fill in the gaps
- Know what topics to revise for the exam

- Ask your teacher
- Attend revision/catch up sessions
- Use the revision guides in the library

Revise with purpose

Two categories of revision:

1. Learn a body of knowledge so you can recall it later – techniques which help you learn and recall information are best here.
2. Be able to demonstrate your skills – practice works best here e.g. past papers.

Active Revision is the key!

Post it Notes

Good for **condensing** a large amount of information into more **memorable** chunks

1 A4 Sheet of notes –

➤ 4 post its –

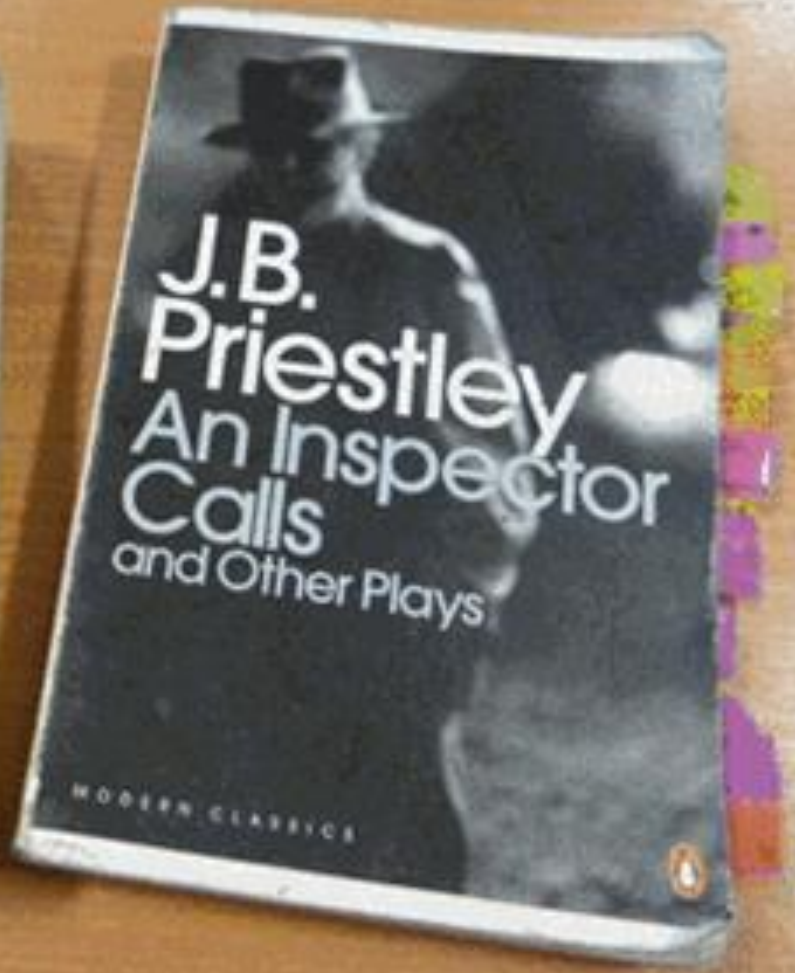
➤ 2 post its –

➤ 1 post it.

By **processing** the information you are helping your brain to absorb it.

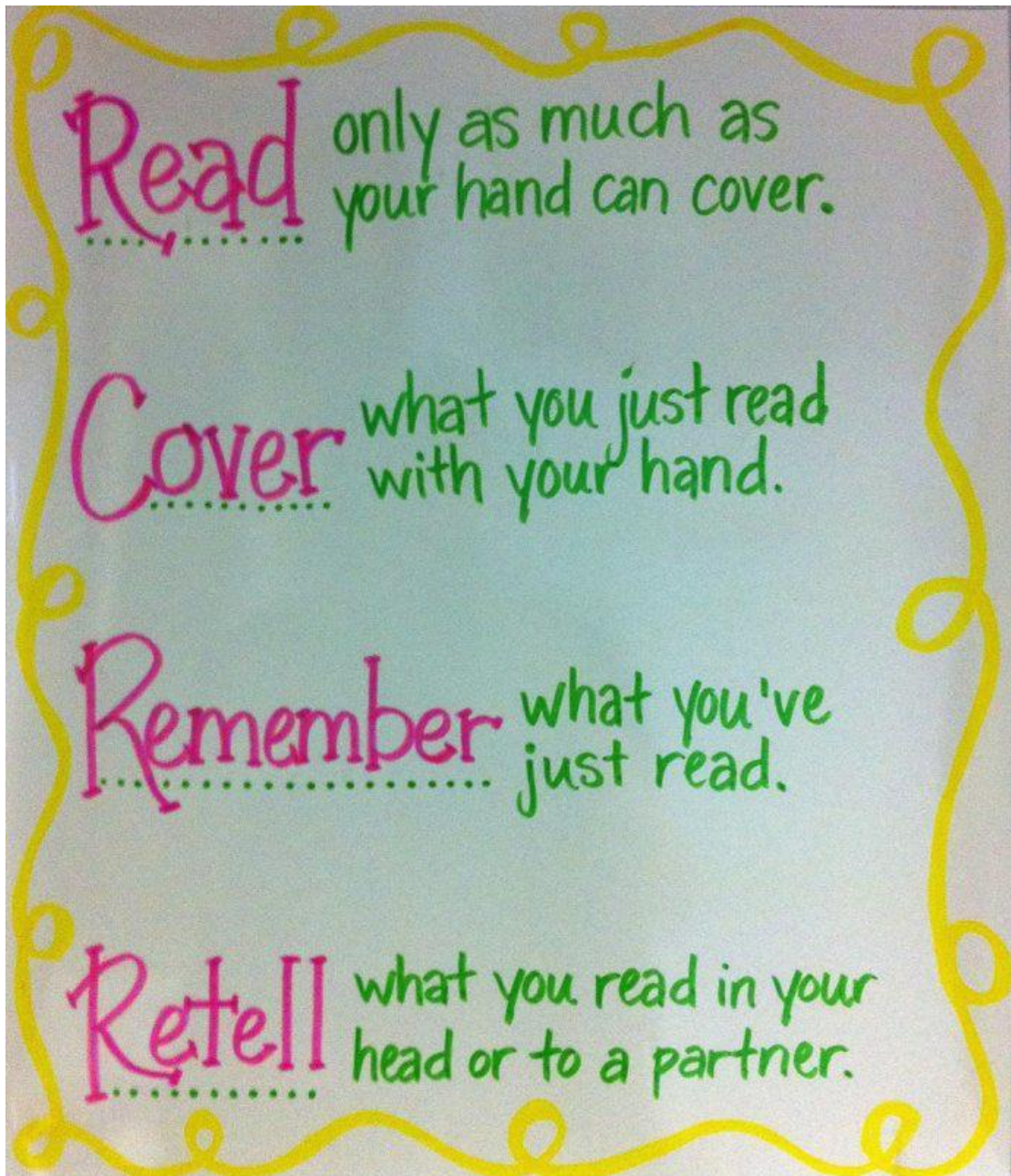
Post it Notes

- You should use different colours for different topics
- You should display them on walls or doors in your room or study space!
- The process of condensing your notes is what helps you recall the facts
- When you have to remember the facts you can picture the display you created
- You can use pictures to boost your ability to recall the facts





Display
your
revision
notes

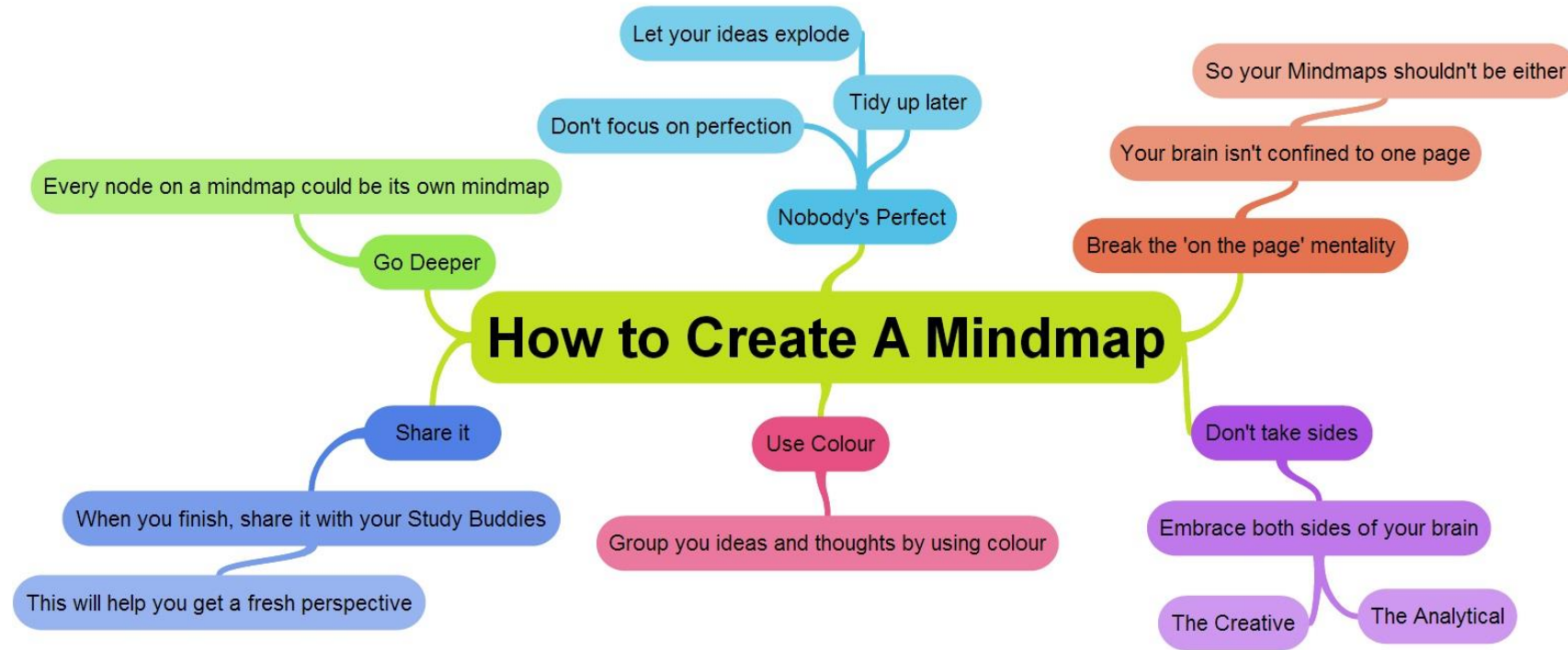


Revising in
a group or
with
partner
can work –
have a
purpose
and a time
limit

Revision Cards – similar to post it notes



Create Mind Maps



Move as you revise

- This works well for things you have to remember in a particular order
- Imagine you are walking through the rooms in your house
- Divide what you have to learn into enough parts so that one goes in each room in a particular place
- When you have to recall each fact you imagine yourself walking from room to room in the same order that you memorised the facts
- By associating something very familiar – the rooms in your house – with something you find more difficult to remember you boost your brain's ability to remember and recall the key facts

Understanding boosts knowledge

- Make sure you understand what you are learning
- Start early enough to give you time to speak to your teachers about things you don't understand
- Use study guides to check your understanding

Using past papers

- Past papers are an excellent way to make sure that you know how to apply what you have learned
- Make sure you understand what the question is asking you to do
- Answer the question asked not the one you want
- Prepare to answer different questions on the same topic
- Sometimes there are only so many ways that some questions can be worded.
- Use the stem – explain, describe, give reasons for, discuss etc.
- If you are asked for two reasons give two
- Don't expect the marker to figure out what you mean