

WORTHING HIGH SCHOOL

2022/2023

PARENT/CARER GUIDE TO EFFECTIVE REVISION



COMMUNITY – EXCELLENCE – RESILIENCE – INTEGRITY – RESPECT

SOUTH DOWN
EDUCATION
TRUST



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Parent Guide to
Effective Revision

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REVISION KEY PRINCIPLES

A lot of research has been done recently on the most effective study strategies. The main four are listed and briefly explained below:

- 1. Retrieval Practice** : this is retrieving knowledge from memory, without any cues.
- 2. Spacing** : this is leaving a gap between learning information and the point when you go back to it, to build longer term memory.
- 3. Elaboration** : this is using 'how' and 'why' questions to explain our learning.
- 4. Dual coding** : this is using images to help remember our learning.

There is also research showing that **teaching** and **self explaining** are very effective study strategies.

Therefore, you can support your child by allowing them to 'teach' you key content!

NOTE TAKING

Note-taking is an important skill in school and beyond. It is useful for students to have a set of abbreviations to use for note-taking:

Abbreviation/ Symbol	Meaning
→	result of/consequence
∴	Therefore
=	equal to/the same as
:	Causes
↑↓	increase/decrease
Cont'd	Continued
Dev'p	Develop/development
Sim/diff	Similar/different
W	Writer
R	Reader
Bc	Because
e.g.	For example
Ch	Chapter
Ln	Line

Abbreviation/ Symbol	Meaning
3.1	Act 3 Scene 1
i.e.	In other words
Gov't	Government
Max/min	Maximum/minimum
P	Page
Re:	Regarding
Vs	Versus
w/	With
*	Important
()	Less important/extra information
#	Number
@	At
£	Money/financial

CORNELL NOTES

Cornell Notes are a way of taking notes where students write key information and add cues (e.g. questions). They include a summary and a title. This method can be used when reading a text (lots of great revision articles on the British Library website) or watching a revision video. By writing 'how' and 'why' questions, this strategy makes use of **elaboration**.

Title: Power in Macbeth	
Cues (questions)	Notes
What does usurpation means?	Usurpation = taking a position of power that is not rightfully yours by force.
Why is Macbeth's usurpation particularly shocking?	Macbeth breaks the Divine Rights of Kings when he kills King Duncan.
How does Banquo's ghost usurp Macbeth at the banquet?	Banquo's ghost sits in Macbeth's place (at the head of the banquet table), symbolising that Macbeth is not the rightful king and that Banquo's children are prophesised to be kings.
Summary: Power is represented in Macbeth through different layers of usurpation, beginning with Macbeth wrongfully taking the position as king.	



SELF-QUIZZING

Students can use their notes and key materials from lessons to self-quiz. This strategy makes use of retrieval. The process works in four steps:

Step one: students read the key information (e.g. their notes on power in Macbeth)

Step two: students hide the information.

Step three: students write down everything they can remember (if using a page of Cornell notes, they can use the questions they have written as cues).

Step four: students look back over the key information to see how well they remembered it. This is the most important stage as it is where they evaluate their learning. They should use a different colour pen to fill in any gaps which become their focus for the next revision session.

This self-quizzing process can be done in pairs with students questioning each other or with you questioning them.

THE LEITNER METHOD

The Leitner Method is a way of quizzing with flashcards. This strategy makes use of retrieval and spacing.

1. Split a box into 3 compartments and number them or have three separate numbered boxes:

1. Every Day	2. Tuesday and Thursday	3. Friday
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2. Place all your flashcards in compartment/box 1

1. Every Day	2. Tuesday and Thursday	3. Friday
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3. Test on the flashcards in box one. If you recall the information, move the flashcard to compartment/box one. If not, place it back in compartment/box one

1. Every Day	2. Tuesday and Thursday	3. Friday
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4. On Tuesday and Thursday (or every other day), test on boxes one and two. If you answer correctly, move the flashcard one box on. If incorrect, place the flashcard back in compartment/box one to be reviewed daily:

1. Every Day	2. Tuesday and Thursday	3. Friday
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BRAIN DUMP

A “brain dump” is a very simple revision strategy involving ‘dumping’ everything your child knows about a topic on to a **blank** piece of paper. This strategy makes use of **retrieval** and works as shown below:

Step one: students choose what they want to revise (e.g. the character of Lady Macbeth)

Step two: students write down everything they can remember on this topic.

Step three: students then look over lesson material to see how well they remembered the chosen topic and check any errors. This is the most important stage as it is where they evaluate their learning. They should use a different colour pen to fill in any gaps or make corrections which become their focus for the next revision session.

DUAL-CODING

Dual-coding is where images are used to help remember important information. Studies show that when students create their own image to represent a word, they are more likely to remember it. Students could include simple images on flashcards and use these to test themselves on key words or quotes.

For example, students could use the images below to self-quizz on examples of slave resistance by covering up the written information:

 <p>Escape: Costs owner</p>	 <p>Poison their owner: Costs owner health or life!</p>	 <p>Working really slow: Less work, less profit</p>
 <p>Breaking tools: Wastes time, costs owner</p>	 <p>Learning to read and write: Knowledge is power!</p>	 <p>Pretending not to understand: Wastes time, costs owner</p>
 <p>Faking illness: Wastes time, costs owner</p>	 <p>Stealing : Costs owner</p>	 <p>Keeping traditions: Ensures group identity</p>



ELABORATION

Elaboration is showing understanding of a topic by answering 'how' and 'why' questions.

Below are some sentence starters students could use to practise this:

How does X work?

Why does X happen?

Why does it make sense that?

Why is this true?

Why is X true and not Y?

When did X happen?

What caused X?

What is the result of X?

This is also a great strategy for students to practise **self-explaining** by answering these questions. If they explain them to a partner, they would be **teaching**, which is another very effective revision tool.



THE ILLUSION OF KNOWING

Studies show that students often think they know and can remember knowledge but then forget it in a test!

To avoid this, students should:

- 1.** Test themselves after a day, then a week, then a month etc. Students might, for example, read a text on Macbeth then revise a different topic or subject area. They then write down the key information or a summary of the Macbeth text, without looking back at the text. They should then check their answers against the text and make a note of what they did not remember.
- 2.** After completing the activity, which could be a quiz or a flashcard, they score themselves out of 10 for how confident they are. This happens before they check their work. This will help students see how their confidence grows after time.



PUTTING EVERYTHING INTO PRACTICE

Most of this booklet has been about revising and remembering key knowledge but, at some stage students will of course need to answer exam questions. A revision session, therefore, should start with some note-taking and/or self-quizzing but then use this knowledge recap to write sentences, paragraphs or full essays.

This is where they think carefully about using key vocabulary and knowledge in their writing.

Exam question: Describe the causes of WW1.

There were a number of causes of WW1. **Militarism** arguably caused World War One as European nations increased their military spending and therefore were more likely to use force rather than talk to one another. Moreover, **alliances** caused WW1 as there were groups of countries that promised to help each other if attacked. For example, when Austria-Hungary declared war on

Serbia, Russia started to get its army ready to fight. Nevertheless, **imperialism** is also an important cause because countries were competing with each other to gain land. **Nationalism** was also important because each country thought they were the best. Finally the **assassination** of **Franz Ferdinand** caused WW1 as it led to Austria-Hungary to declare war on Serbia which triggered the **alliances** to fight each other.

Before writing this paragraph, students might:

- Use The Leitner Method to quiz on the meaning of 'militarism', 'alliances', 'imperialism', 'nationalism' and 'assassination'
- Complete a Brain Dump on the causes
- Used Cornell Notes to self-quiz on the causes of WW1

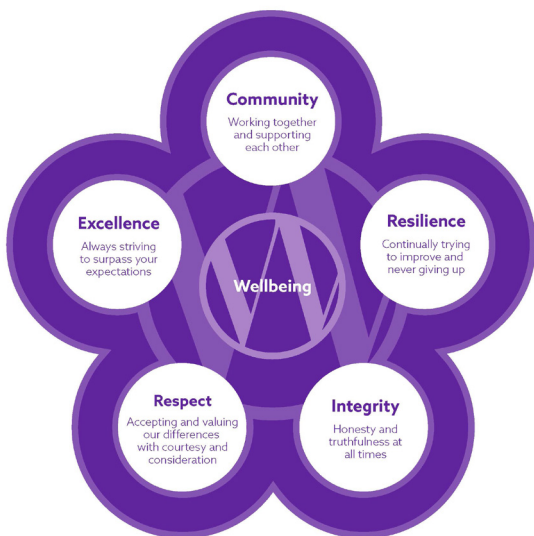


PLAN

- Specific subjects they are going to revise.
- Revise subjects in 20 minute blocks. In a 1.5 hour session they could revise three subjects with breaks in-between.
- Space subjects out so they can revisit them.
- Plan in leisure time (after school clubs, sports, social media, socialising etc.)
- Plan times when they are going to 'unhook' from the internet.

Time	Initial	Monday	Tuesday
8-9			
9-10			
10-11			
11-12			
12-1			
1-2			
2-3.15			
3.15- 4.15			
P6			
4.15-5			
5-6			
6-7			
7-8			
8-9			
9-10			

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Worthing High School,
South Farm Road, Worthing, West Sussex, BN14 7AR
Tel: 01903 237864
Email: office@worthinghigh.net

Website: www.worthinghigh.net

