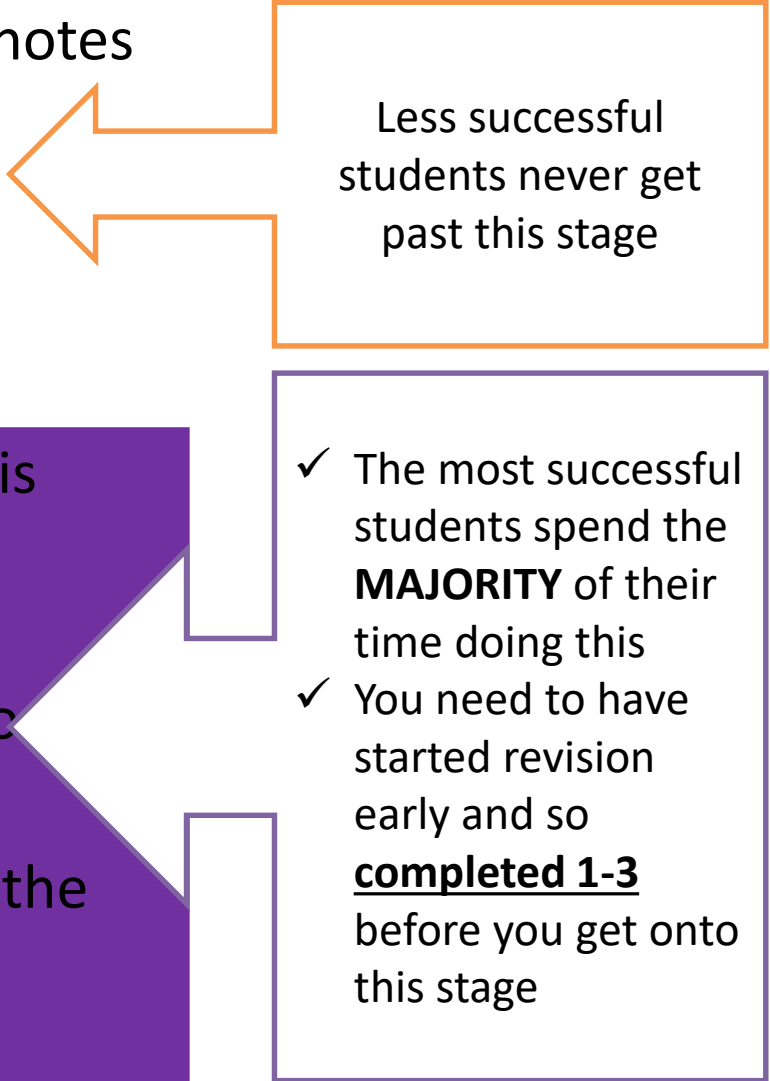


The formula for success

1. **Understand** (fill in any gaps in your notes and knowledge at this point)
2. **Condense**
3. **Memorise**
4. **Review** (complete **past papers** at this point)
5. **Compare** (read model answers and answers written by people who got more marks than you)
6. **Steal** – copy the techniques used in the model answers

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Less successful students never get past this stage

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5. **Compare** (read model answers and answers written by people who got more marks than you)
6. **Steal** – copy the techniques used in the model answers

- ✓ The most successful students spend the **MAJORITY** of their time doing this
- ✓ You need to have started revision early and so **completed 1-3** before you get onto this stage

1. Understand



- Mi familia y yo somos muy diferentes. Por ejemplo, los sábados por la mañana, mi hermano practica la natación en la piscina local porque es muy deportista... por otro lado, yo, escucho música o veo la tele en mi cama en mi dormitorio porque es más relajante... la verdad es que soy perezoso. Por la tarde, normalmente, yo navego por el internet y mis amigos y yo chateamos por el Messenger. Sin embargo, mis hermanos salen al parque y juegan al fútbol porque dicen que es divertido pero, en mi opinión, diría que es fatal. A veces, los sábados, mis padres hacen las compras en el supermercado. ¡Qué

**Don't just
read it!**

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2. Condensing

- Only about **20%** of any text is about the ideas and concepts that we must remember and about 80% of the words are just there to help it make sense.
- We just need to remember the ideas and concepts and that is how the brain remembers information more effectively.
- This means that we have a great opportunity to make revision much quicker and more effective by **cutting out as many of the words from the 80% as possible.**
- This is called condensing.



2. Condensing



Greg's Day

In the morning, Greg went shopping at TK Maxx. He bought trainers, a new tracksuit and a nice pink hat for his sister.

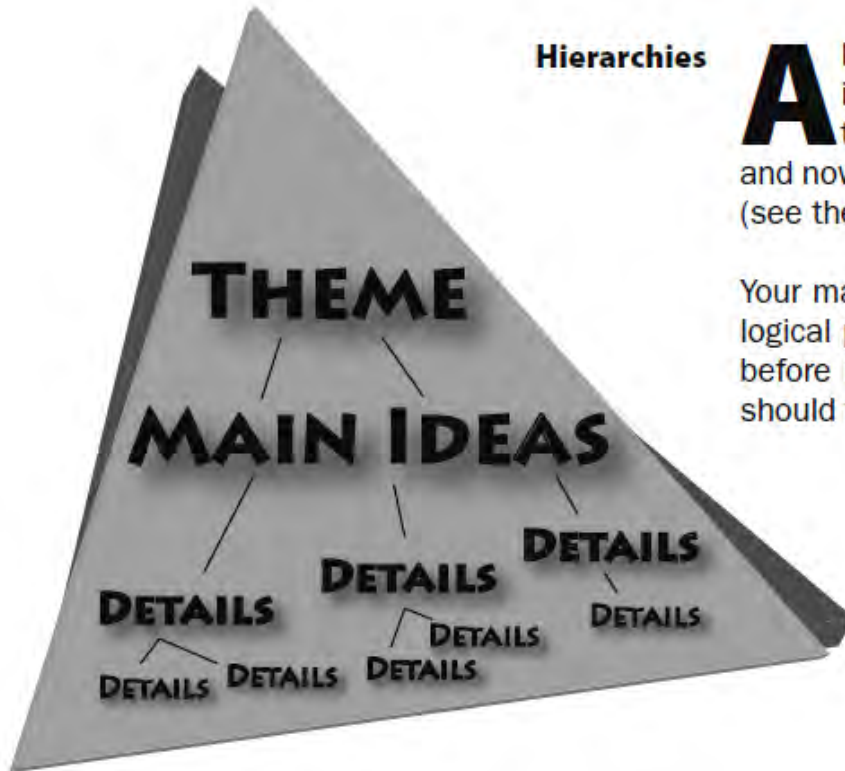
In the afternoon, Greg played football at Claris Park with his friends.

He was so busy that there wasn't any time left to do his homework, which didn't bother him much.

Hierarchies

All information is organised into an order of importance (a hierarchy). Think of other things in our society that are hierarchies, and now start to picture your work in the same way (see the diagram on the left).

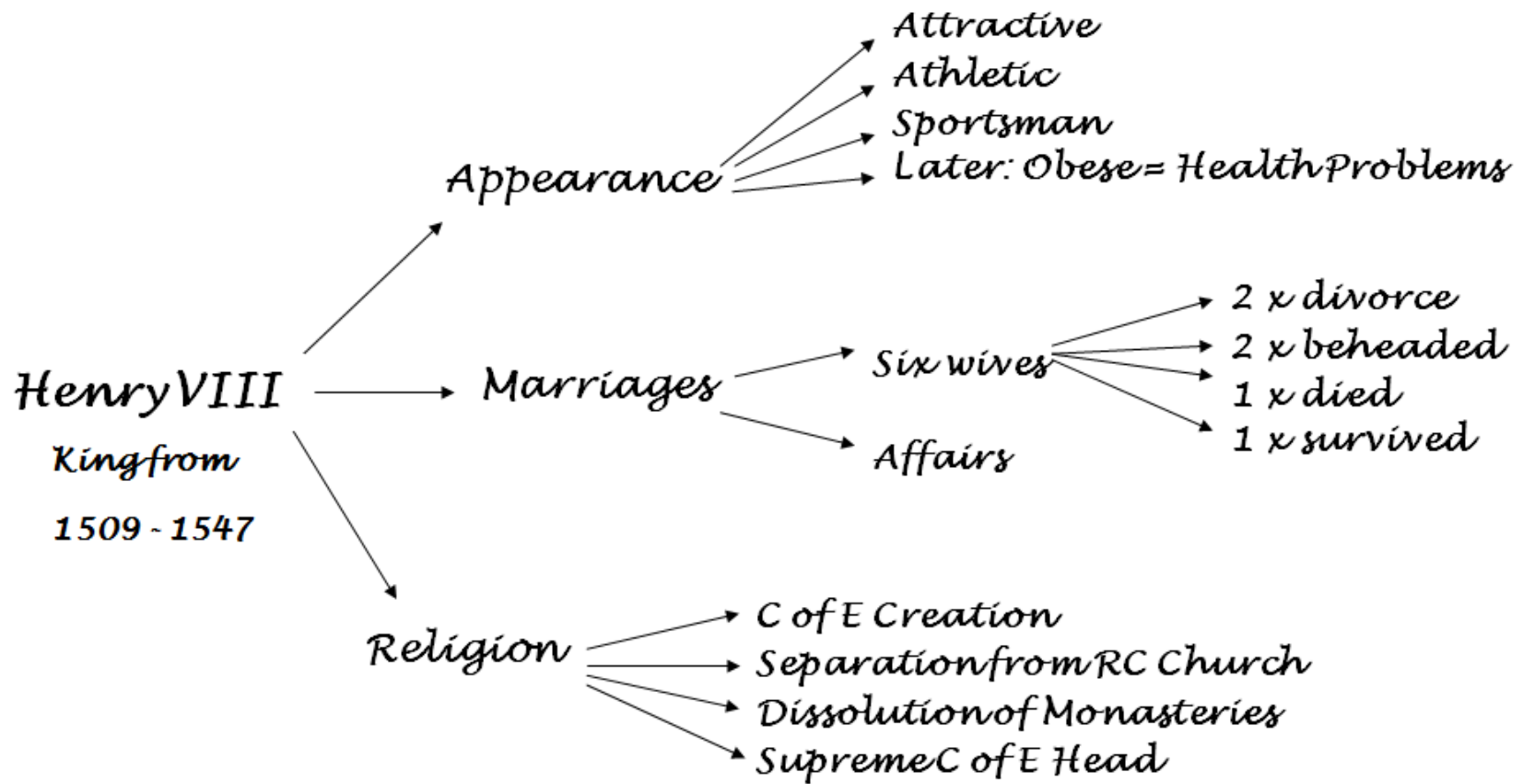
Your main ideas should all link together to form a logical progression of ideas - a storyline - just like before in the last section. Except this time they should fit together naturally. Let's demonstrate...



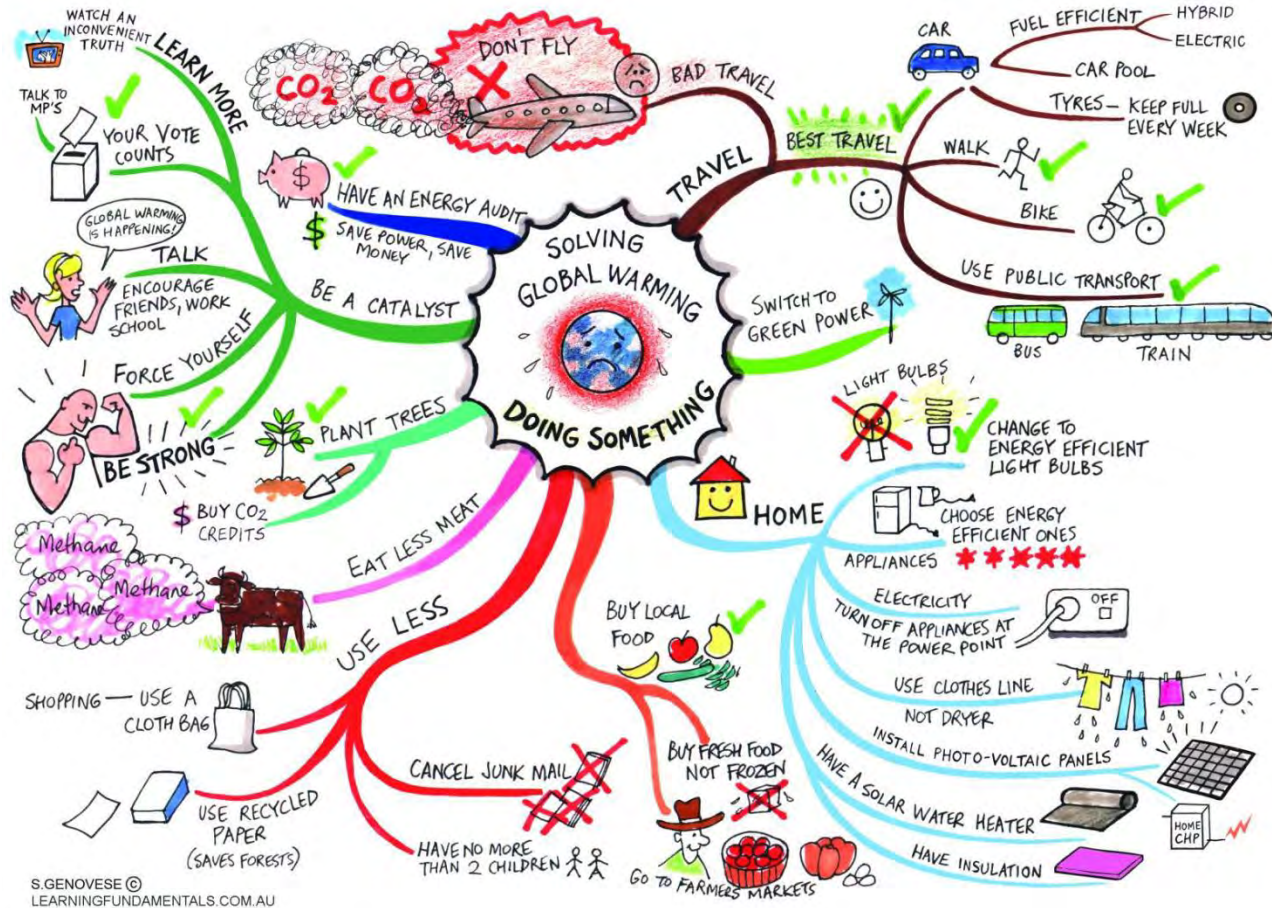
GREG'S DAY

- 1) Greg goes shopping
 - @ TK Maxx
 - ② morning
 - ? buy things
 - trainers
 - tracksuit
 - pink hat
 - sister
- 2) Played football
 - @ Claris Park
 - & with friends
- 3) No time for homework
 - didn't bother him!





2. Condensing

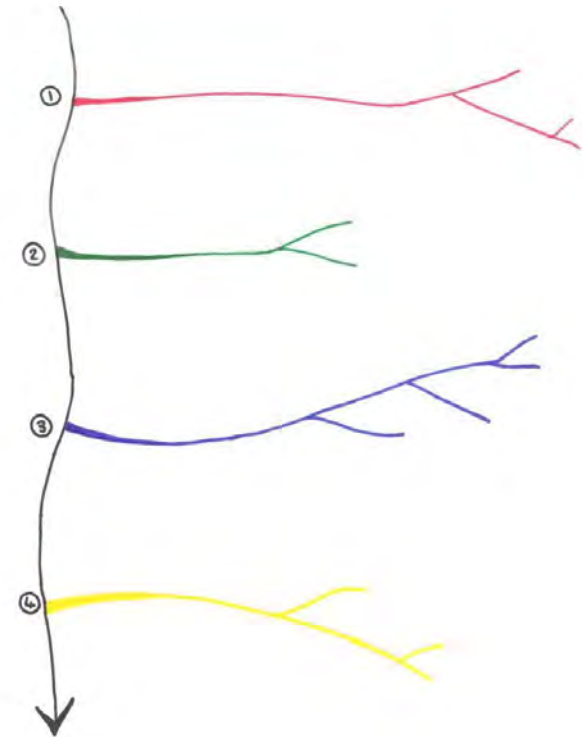
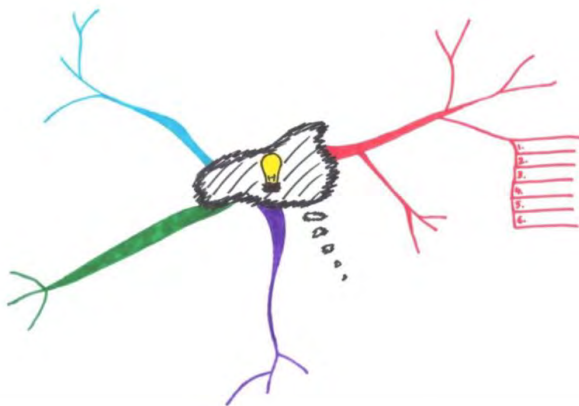
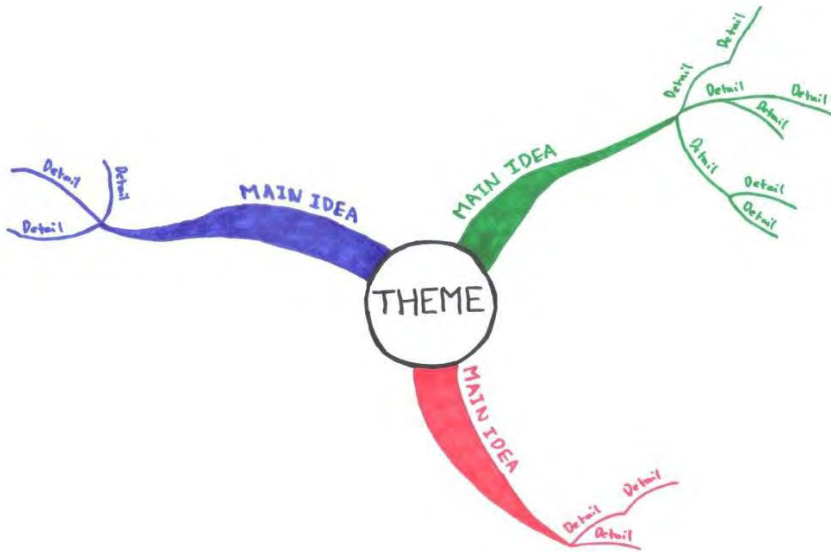


Uses both sides of the brain, mixing logical thoughts with creative imagination.

Write/draw information **on the lines**

Not all association maps need to look the same.

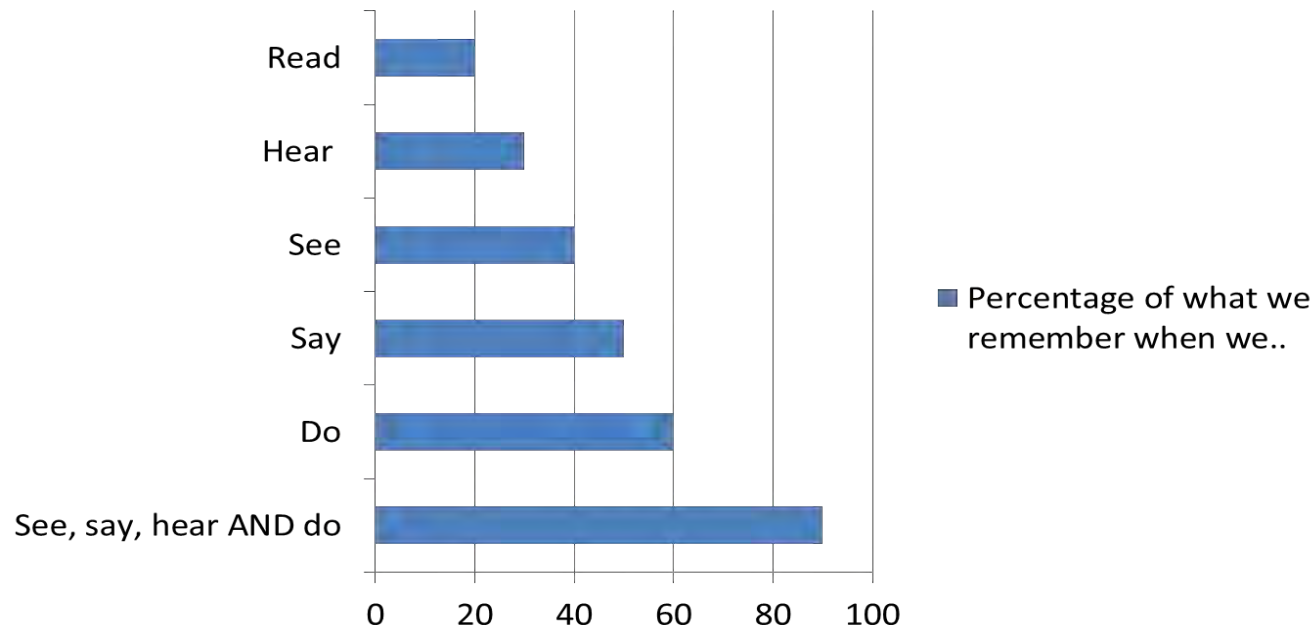
so that the information is fully part of the pattern



3. Memorise

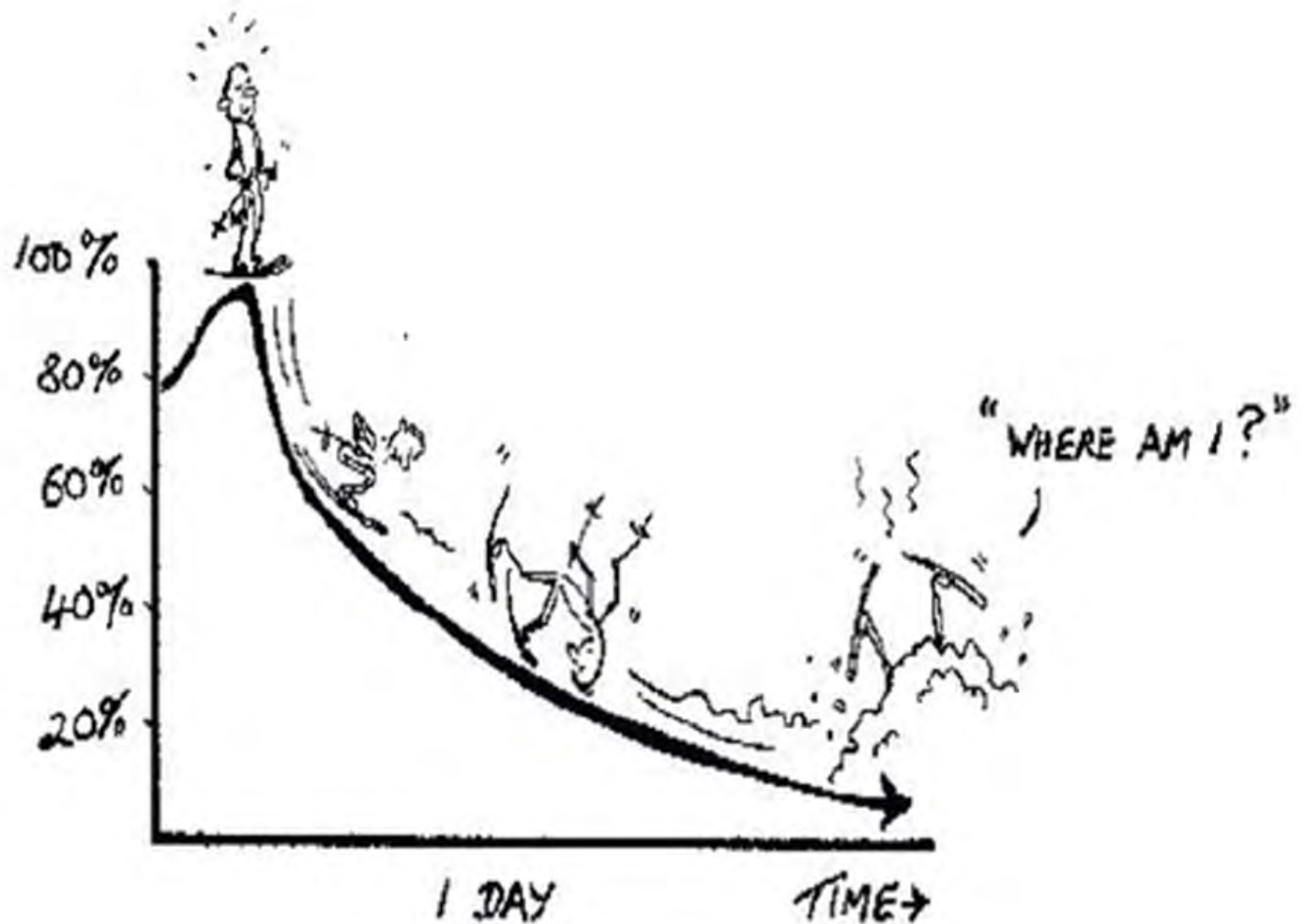
‘We haven’t learned *anything*
until we have *memorised* it’

3. Memorise

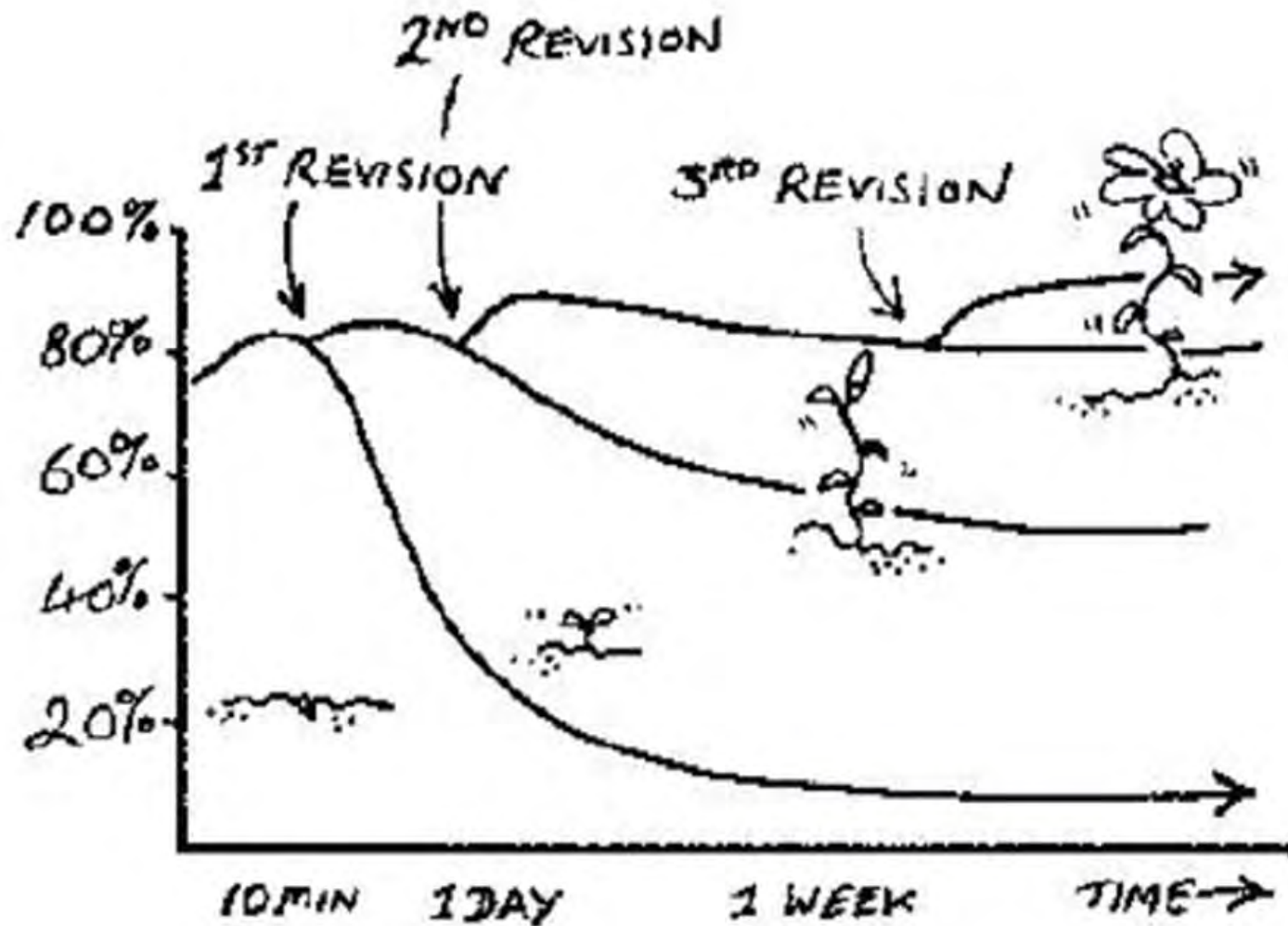


- Just reading is **not** a good way to memorise information.
- ✓ We have to DO something with that information or most of it will just wash over us and quickly be forgotten.
- ✓ We need to revise using a range of activities that use as many of our senses as possible – this is known as **'multi-sensory learning.'**

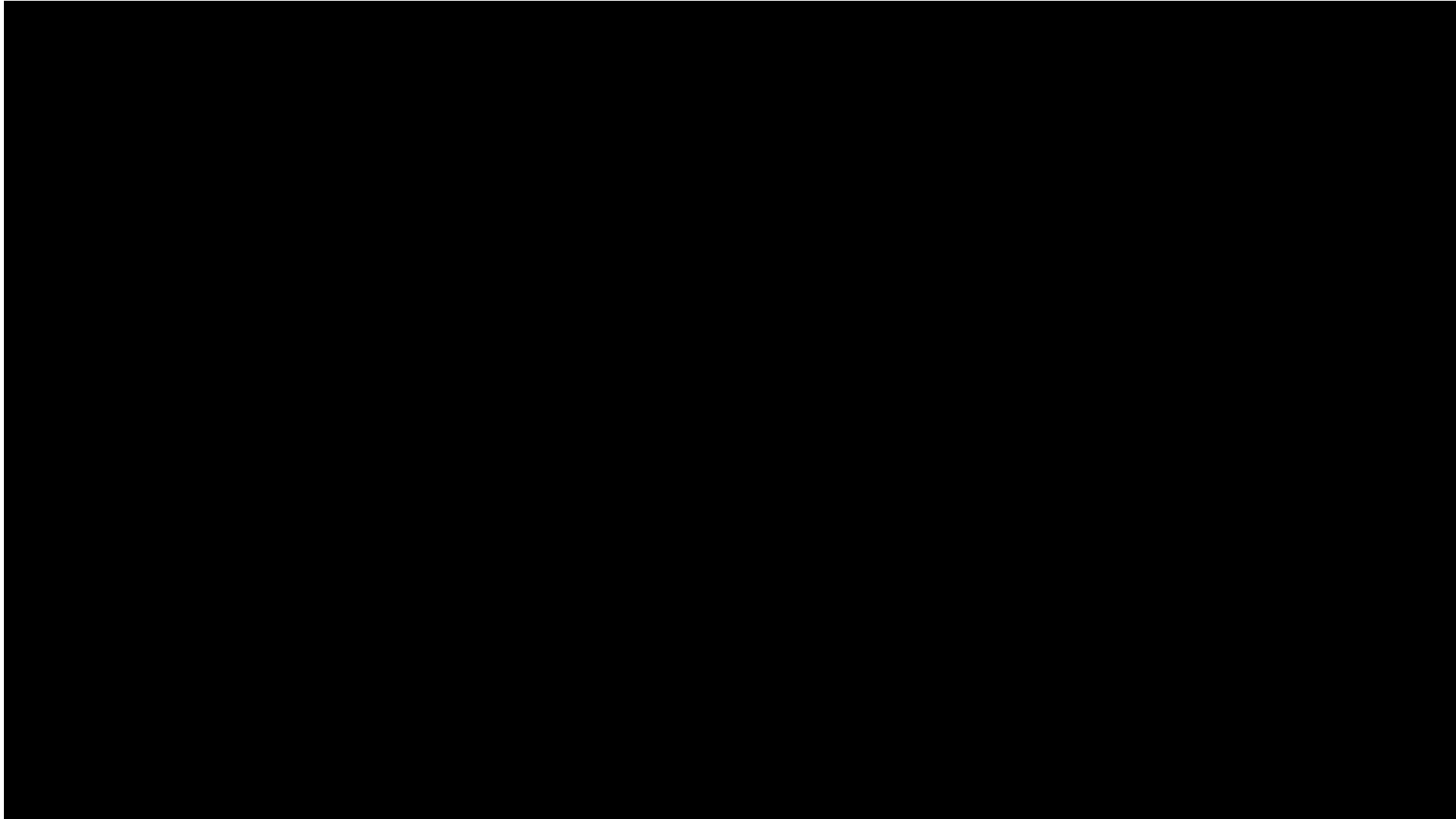
3. Memorise



3. Memorise



3. Memorise





Our capacity to **remember large amounts of information *often with very little effort*** is something that interests me hugely. **I have used memory systems** for many reasons, from remembering shopping lists, through memorising the order of packs of cards or other data to aid with magic performances, to developing large-scale systems that allow me to retain detailed structured information about subjects that interest me. The use of such techniques has a long and fascinating history.... It is largely due to the Victorians insistence on rote learning and our modern suspicion of memorisation in place of understanding **that has caused these very useful tools to all but die out within our educational system.**

Loci

In your mind's eye, you visualise locations in a room and you place the items you have to remember in those locations. You then visualise yourself looking around the room logically (for example in a clockwise direction) and as long as you made up a creative reason for each item being where it is, you'll find that your memory works amazingly well!

<i>Room</i>		<i>Location</i>	<i>Item</i>
_____	1.	_____	_____
	2.	_____	_____
	3.	_____	_____
	4.	_____	_____
	5.	_____	_____
_____	6.	_____	_____
	7.	_____	_____
	8.	_____	_____
	9.	_____	_____
	10.	_____	_____

You can use this technique for all sorts of things. It works particularly well with people, such as historical figures. You can include important information about these people as part of their location.

Exam hall loci



Peg words

Technique Five :: **Peg Words**

Like Loci, Peg Words is a technique that links an item you need to remember to a visual image. But this time you link things to a number. The problem here is that a number is in itself intangible (it's hard to imagine creatively). You get around this by inventing a new counting system, one that rhymes with the numbers.

<i>Number</i>	<i>Rhyme</i>	<i>Item</i>
1.	Sun	_____
2.	Shoe	_____
3.	Tree	_____
4.	Door	_____
5.	Hive	_____
6.	Sticks	_____
7.	Heaven	_____
8.	Gate	_____
9.	Wine	_____
10.	Hen	_____

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7.	Heaven	_____
8.	Gate	_____
9.	Wine	_____
10.	Hen	_____

How did Hitler turn Germany into a dictatorship?

- Concordat with the Church
- The Reichstag Fire
- The Enabling Law
- Banned other parties
- The Death of Hindenburg
- The Night of the Long Knives

Mnemonics

Take the first letter of each word you need to remember and use them to make an imaginative sentence. The first letter then triggers the original word when you need to remember it.

Mercury

Venus

Earth

Mars

Jupiter

Saturn

Uranus

Neptune

MY		Mercury
VERY		Venus
ELDERLY		Earth
MOTHER		Mars
JUST	=	Jupiter
SPEAKS		Saturn
UTTER		Uranus
NONSENSE		Neptune

Scapula _____
 Clavicle _____
 Humerus _____
 Ulna _____
 Radius _____
 Carpals _____
 Metacarpals _____
 Phalanges _____



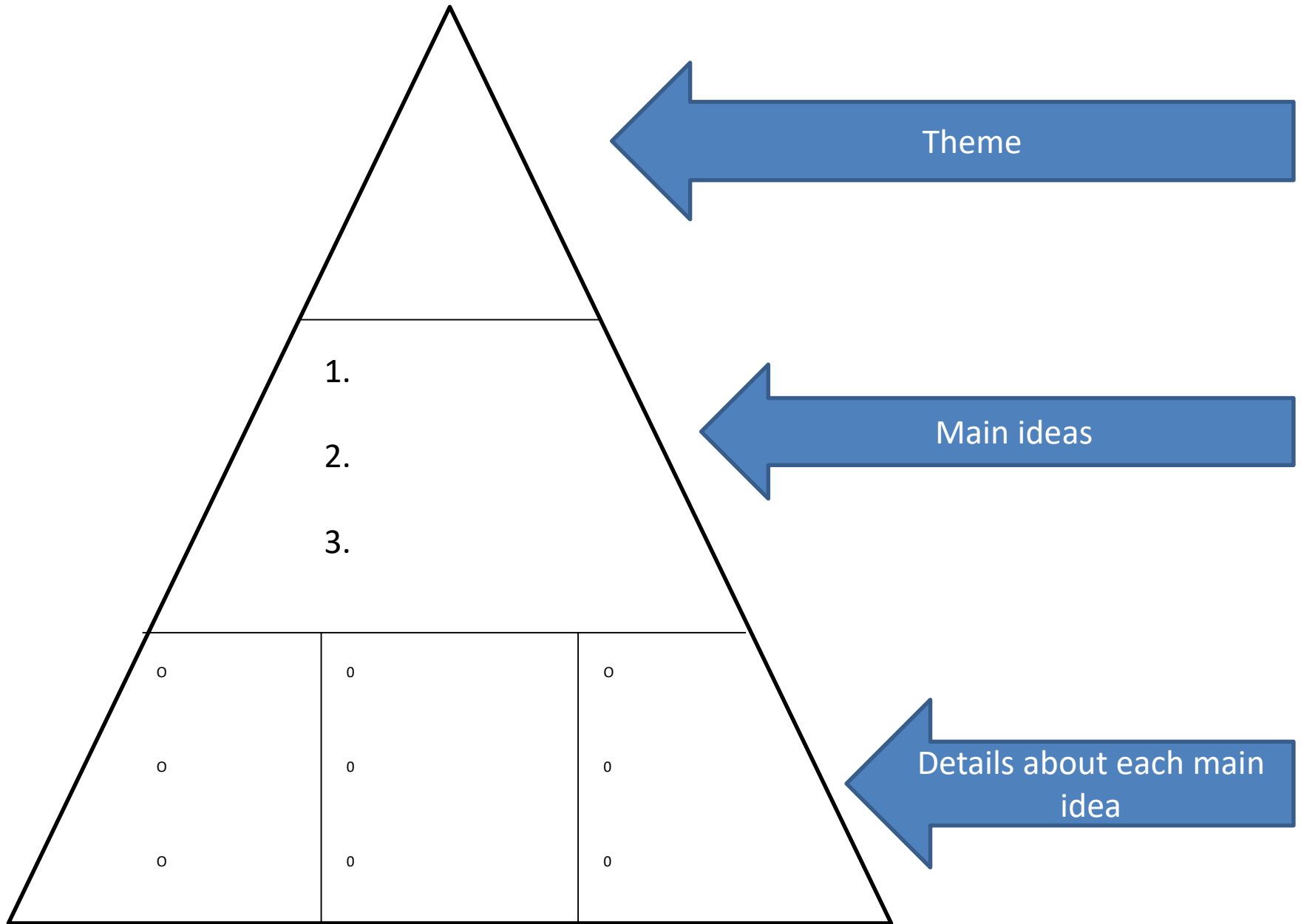
***Stages in the life
of a star***

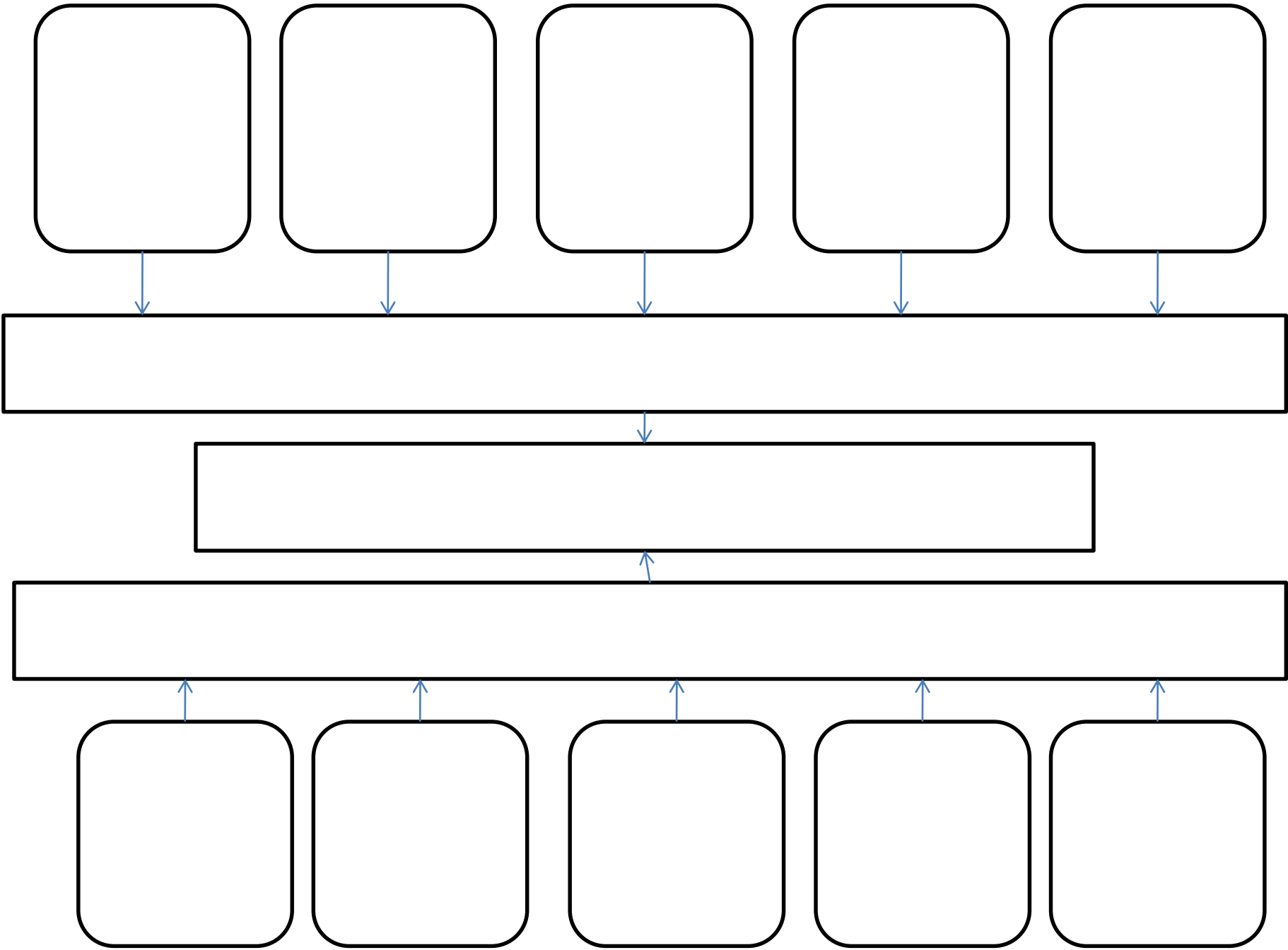
Protostar _____
 Supergiant _____
 Supernova _____
 Neutron star _____
 Pulsar _____
 Black hole _____

Image Chains

- Trainers
- Football
- Guitar
- Wheelbarrow
- Bus

Create a story using the key words/phrases that you need to remember





COMPARE & CONTRAST

Main Topic

Subtopic

Subtopic

ALIKE

DIFFERENT

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Quiz Master



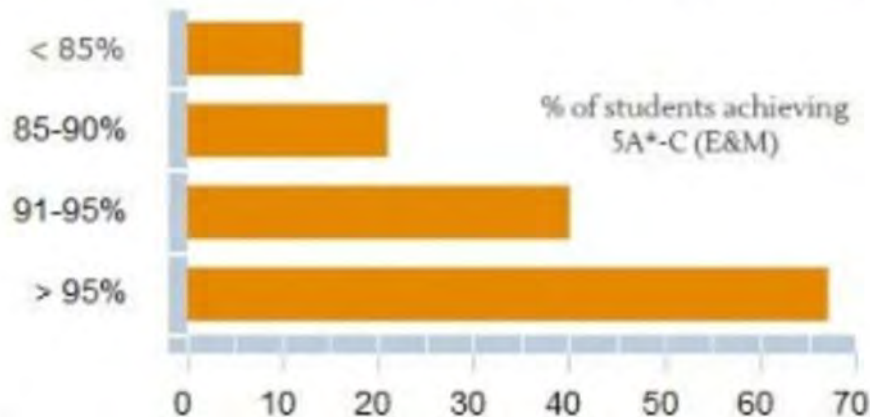
- i. Read the information that you need to memorise. Highlight the key information (eg facts, dates, names) that you would need to be able to remember to write about that topic in detail.
- ii. Devise a series of questions and answers which focus one by one on each of the pieces of key information that you have highlighted. You can write these questions up on paper or revision cards.
- iii. Read over them four times and then cover up the answers and test yourself on them. Underline any that you get wrong. Test yourself again and underline any you get wrong in another colour. Test yourself again and highlight any you get wrong. Test yourself again and highlight any you get wrong in another colour. Repeat this process.
- iv. Cover up the questions and see if you can guess what they were from just looking at the answers.
- v. Get a friend or family member to read through the questions and see if you can answer them without any prompt in front of you at all.

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4. **Review** (complete **past papers** at this point)
5. **Compare** (read model answers and answers written by people who got more marks than you)
6. **Steal** – copy the techniques used in the model answers

What can a parent do?

Attendance = Achievement @ 5A*-C (E&M)



- Attendance
- Family holidays
- Revision sessions run during school 'holidays'
- Revision guides
- Show My Homework – check regularly
- Deadlines
- Equipment

What can a parent do?

- **Assessments and end of year exams = the real thing**
- **Revision timetables**
- **Active revision**
- **No Phones/PC's in room when revising**
- **Sacrifices!**
- **Get in touch** when there are challenges
 - no quitting!

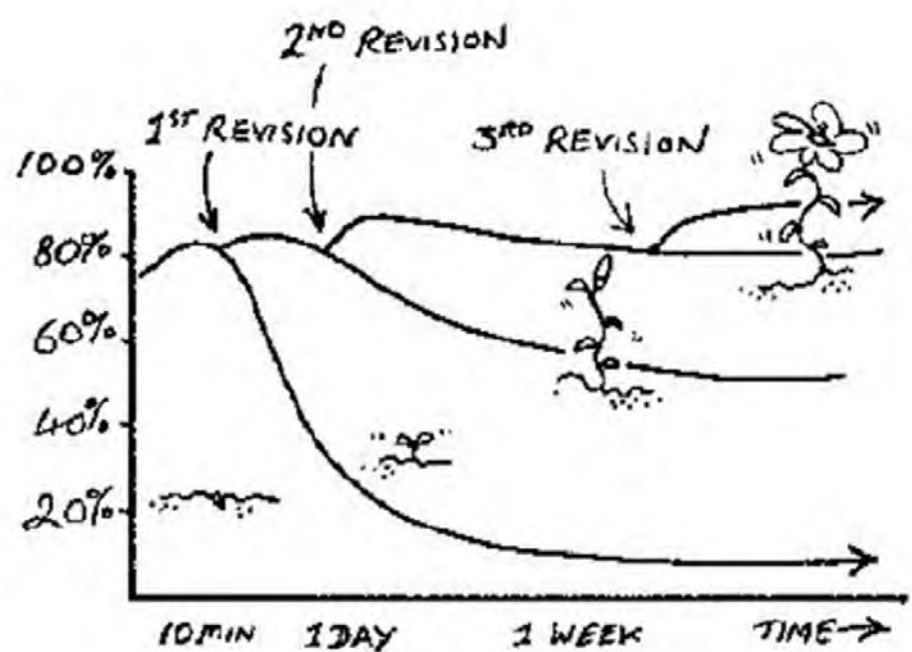
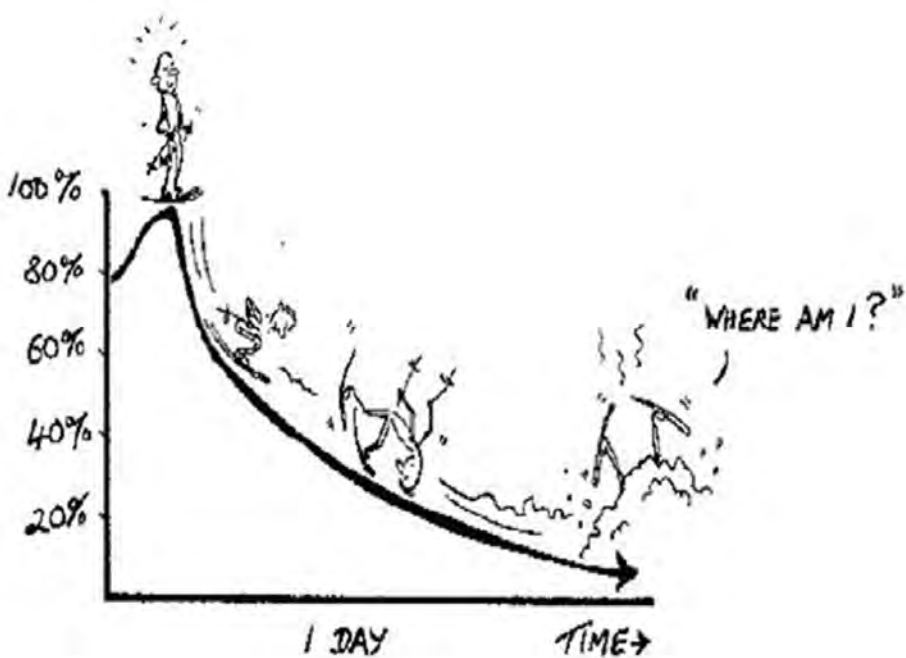


The will to succeed is important, but what's more important is the will to prepare.

Bobby Knight (top American basketball coach)



Exams are not passed in the exam hall.
Exams are passed at the revision desk at home.



The bulk of revision has to take place at home

