

Revision doesn't start just before the exams. Start NOW.

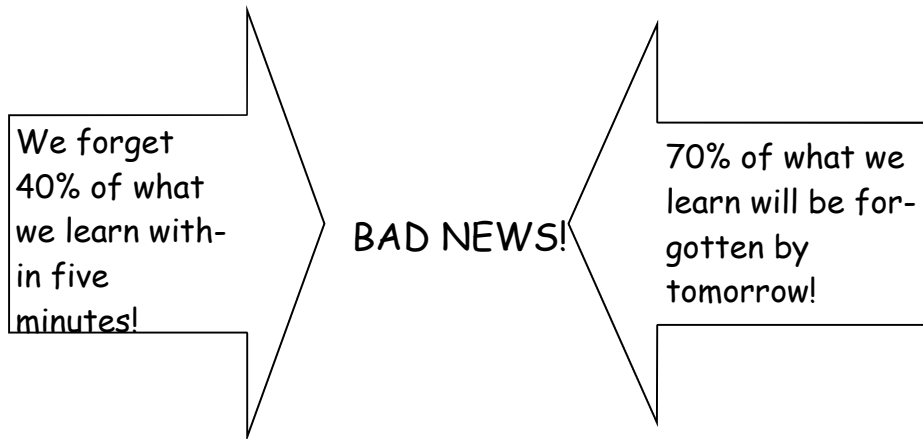
The more you can remember now and commit to long-term memory, the easier it will be throughout. How do you commit things to long-term memory? Read on! But the simple answer is through repetition and variety. Go over the things you've learned, but revise them in different ways—drawings, diagrams, mindmaps, notes, key words, etc.

The ideas in this booklet **WILL** help you if you put them into practice. They **WON'T** help you if you read it and understand it, but don't do anything about it.

Yes—there's a lot to do over the next two years, but in the words of a well-known Chinese proverb:

THE LONGEST JOURNEY BEGINS WITH
BUT ONE STEP

Our Guide to a Better Memory



BUT DON'T WORRY - HELP IS AT HAND

The loss can be retrieved. As long as you understand **LEARNING STYLES**, and put them to good use, you can improve the % in your favour.

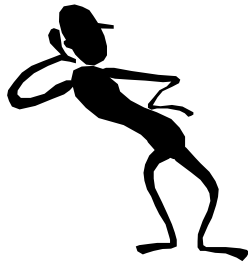
- Using visual images** → Drawing diagrams, pictures, highlight text,
- Repeating** → Read key points out loud, record to tape, explain to a friend.
- Looking and copying** → Make notes on index cards—reduce them to key words.
- Linking old knowledge to new** → Mind maps

HELPING YOU ACHIEVE SUCCESS

Facts To Help You

Research has shown that we remember...

20% of what we read



30% of what we hear

40% of what we



50% of what we say

60% of what we do



BUT .. 90% of what we see,
hear, say and do!

Make Notes and Reduce to KEY WORDS

Original Version

When revising from your own work or from a textbook you do not need to copy everything out word for word. It is more effective to pick out the main and most important points and make a record of them. By doing this your brain is forced to think about the MEANING of what you are reading and writing notes on. This will increase your understanding and improve the amount of detail that you will remember. If you do this on more than one occasion the key words will act as a prompt to enable you to recall all of the original information, not just the key words. If you have not already tried this, have a go. It really works. You will remember more! (125 words)

First Reduced Version

When revising do not copy out word for word. Pick out the most important points. Brain is forced to think of MEANING of text. This increases understanding and the amount remembered. If repeated, key words act as mental prompt to fuller detail. Try it. It works. You remember more! (48 words)

Second Reduction

Do not copy word for word. Pick out KEY points. Think of MEANING of text. Increases understanding and memory. Repeat. Key words prompt fuller detail. It works. Remember more. (29 words)

SEE?

Making a Mind-Map

A **mind map** is a diagram used to represent words, ideas, tasks, or other items linked to and arranged radially around a central key word or idea. Mind maps are used to generate, visualize, structure, and classify ideas and as an aid in study, revision, organisation, problem solving, decision making and writing. The following is an example of a mind map about William Shakespeare

How to do it?

1. Take a blank piece of paper, A4 or larger
Blank paper allows 360° of freedom to express the full range of your cortical skills, whereas pre-drawn lines restrict the natural flow of your thoughts
2. Use the paper in landscape orientation
Words and images have more space in the direction we write, so they don't bump into margins as quickly
3. Start in the centre
Thoughts start in the centre of our mental world. The Mind Map® page reflects this
4. Make a central image that represents the topic
A picture is worth a thousand words. It opens up associations, focuses the thoughts, is fun and results in better recall:
 - use at least three colours
 - colours stimulate the right cortical activity of imagination as well as capturing and holding attention
 - keep the height and width of the central image to approx. 2" or 5 cm (proportionately larger for bigger paper)
 - this size gives plenty of space for the rest of your Mind Map®, while making it large enough to be the clear focus of the topic the unique shape makes it more memorable and enjoyable.
 - allow the image to create its own shape (do not use a frame)
 - A frame makes the centre a monotony of shape and disconnects the branches

Making a Mind-Map 2

5. The main themes around the central image are like the chapter headings of a book

- print this word in CAPITALS or draw an image
- place on a line of the same length
- the central lines are thick, curved and organic i.e. like your arm joining your body, or the branch of a tree to the trunk

- connect directly to the central image

6. Start to add a second level of thought. These words or images are linked to the main branch that triggered them.

Remember:

- lines connect are thinner
- words are still printed but may be lower case

7. Add a third or fourth level of data as thoughts come to you. Use images as much as you can, instead of, or in addition to the words. Allow your thoughts to come freely, meaning you 'jump about' the Mind Map® as the links and associations occur to you

8. Add a new dimension to your Mind Map®. Boxes add depth around the word or image

9. Sometimes enclose branches of a Mind Map® with outlines in colour

- enclose the shape of the branch. Hug the shape tightly
- use different colours and styles

10. Make each Mind Map® a little more:
BEAUTIFUL - ARTISTIC - COLOURFUL
- IMAGINATIVE—DIMENSIONAL

11. Have fun!

Add a little humour, exaggeration or absurdity wherever you can

The main themes, connected to the central image on the main branches, allow their relative importance to be seen. These are the Basic Ordering Ideas (BOIs) and aggregate and focus the rest of the Mind Map®

- printing (versus cursive) allows the brain to photograph the image thus giving easier reading and more immediate recall
- word length equals line length. An extra line disconnects thoughts, length accentuates the connection
- curved lines give visual rhythm and variety and so are easier to remember, more pleasant to draw and less boring to look at. Thicker central lines show relative importance
- Connected to the image because the brain works by association not separated, disconnected lines

Your initial words and images stimulate associations. Attach whatever word or image is triggered. Allow the 'random movement of your thought; you do not have to 'finish' one branch before moving on

- connected lines create relationships and a structure. They also demonstrate the level of importance, as from a branch to a twig
- the size and style of the letters provide additional data about the importance and meaning of the word/image

Your brain is like a multi-handed thought-ball catcher. The Mind Map® allows you to catch and keep whatever 'thought ball' is thrown by your brain

To make some important points stand out

The outlines will create unique shapes as you find in clouds and will aid your memory.

- these provide immediate visual linking. They can also encourage follow-up and remind you of action you need to take
- they can also show connection between branches by using the same colour outline

Your eyes and brain will be attracted to your Mind Map®

It will be easier to remember
It will be more attractive to you
(and to others as well)

Your brain will delight in getting the maximum use and enjoyment from this process and will therefore learn faster, recall more effectively and think more clearly

Personal, Learning and Thinking Skills (PLTs)

Independent Enquirers

Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young People:

- Identify questions to answer and problems to resolve
- Plan and carry out research, appreciating the consequences of decisions
- Explore issues, events or problems from different perspectives
- Analyse and evaluate information, judging its relevance and value
- Consider the influence of circumstances, beliefs and feelings on decisions and events
- Support conclusions, using reasoned arguments and evidence.

Team Workers

Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young People:

- Collaborate with others to work towards common goals
- Reach agreements, managing discussions to achieve results
- Adapt behaviour to suit different roles and situations, including leadership roles
- Show fairness and consideration to others
- Take responsibility, showing confidence in themselves and their contribution
- Provide constructive support and feedback to others.

Creative Thinkers

Focus:

Young people think by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young People:

- Generate ideas and explore possibilities
- Ask questions to extend their thinking
- Connect their own and others' ideas and experiences in inventive ways
- Question their own and others' assumptions
- Try out alternatives or new solutions and follow ideas through
- Adapt ideas as circumstances change.

Personal, Learning and Thinking Skills (ctd)

Reflective Learners

Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young People:

- Assess themselves and others, identifying opportunities and achievements
- Set goals with success criteria for their development and work
- Review progress, acting on the outcomes
- Invite feedback and deal positively with praise, setbacks and criticism
- Evaluate experiences and learning to inform future progress
- Communicate their learning in relevant ways for different audiences.

Self Managers

Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young People:

- Seek out challenges or new responsibilities and show flexibility when priorities change
- Work towards goals, showing initiative, commitment and perseverance
- Organise time and resources, prioritising actions
- Anticipate, take and manage risks
- Deal with competing pressures, including personal and work-related demands
- Respond positively to change, seeking advice and support when needed
- Manage their emotions, and build and maintain relationships.

Effective Participators

Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible actions to bring improvements for others as well as themselves.

Young People:

- Discuss issues of concern, seeking resolution where needed
- Present a persuasive case for action
- Propose practical ways forward, breaking these down into manageable steps
- Identify improvements that would benefit others as well as themselves
- Try to influence others, negotiating and balancing diverse views to reach workable solutions
- Act as an advocate for views and benefits that may differ from their own.

Tips for Writing Assignments

- ◆ You should view drafting and redrafting as a way of producing the best possible piece of work - it is not your teacher "having it in for you"
- ◆ Essay writing is a craft a practical skill - can refer to this on your CV
- ◆ It cannot be done in one go - you need to plan and organise your thoughts over a number of days
- ◆ You do the leg work first - research, reading handouts, your own independent reading around the subject - you cannot sit in front of a blank piece of paper and simply start writing...
- ◆ Break the essay down into achievable chunks, into stages of development
- ◆ You work flexibly moving back and forth between stages
- ◆ If you get stuck move to a different stage
- ◆ Your final piece is dependent on a number of skills not just the ability to write; such as preparation, having all the information and research at hand, knowing when to ask for help, advice or guidance, using other resources e.g. booster classes, after school study periods, holiday study classes, mentors and peer mentors etc.
- ◆ You need to sort your ideas into argument and evidence - your argument is what your essay is about and your evidence is what you use to back up your argument. The evidence is to support your argument and your analysis of it - and will form in the most part your essay.
- ◆ Use a simple essay plan - Introduction, Argument and Conclusion. Your introduction is a response to the question and a mention of the evidence which you will discuss. All the arguments will state and amplify with firm evidence and relate to the question at all stages. Your conclusion will sum up and indicate wider implications of your arguments.
- ◆ The internet is a useful resource to find a variety of ways of helping you plan your essay - I say useful to plan not to plagiarise
- ◆ Try mind mapping software such as Inspiration or Mind genius

Some Keywords in Assignments

Account for	Say why something is the way it is
Analyse	Put your argument under scrutiny, examine the detail
Argue	Prove your case using evidence and research or statistics
Assess	Evaluate your hypothesis - use the opinions of experts to show the worth of your statement
Comment on	Give your view
Compare	Investigate the similarities and difference between two
Conclusion	Say what you wanted to say, say how you said it and then say it again
Contrast	Expose the differences and in some cases the similarities between your arguments
Criticise	Say what you think about the merit of opinions and theories
Define	Exactly what do you think the meaning is of a word, concept or phrase
Describe	What is the exact meaning of what you are stating
Discuss	Explore the debate through discussion giving reasons for and against
Evaluate	What do you think it all means to you - use your own opinion, make an appraisal of its worth to the argument and the evidence you have offered
Explain	Be clear and concise, interpret and account for your statements and that of others
Illustrate	Use concrete examples, references, diagrams, figures etc
Interpret	Make clear and explicit and give your own opinion or judgement
Justify	Show grounds for argument, decisions and conclusions
Outline	Give a framework the general structure or main features
Prove	What is the truth or accuracy of something?
Relate	How are things connected?
Review	Go over the detail, examine critically
Show	Demonstrate the truth of your argument
State	Be clear, precise
Summarise	Go over the main points of the essay

Have a Break and Learn more!

Do you have a short attention span? Have you forgotten the question? I asked if you have a short attention span. The answer is of course YES.

This is not an insult—it is natural to all people. You can train yourself to extend your attention span and many successful people have done just that. In the meantime, however, we will look at how you can revise most effectively knowing that all of us lose our ability to learn if we carry on too long.

FACT After about half an hour our attention begins to go and concentration drops off (we learn less).

SO Plan your study time in 30 to 40 minute sessions.

FACT We remember more of the start and end of a learning session.

SO Spend the last 5 minutes recapping what you have learned at the end of your 30 to 40 minute session. Then have a 10 minute break and start again. Your first 10 minutes of the next session should be recapping again what you learned in your last 30 to 40 minutes. This means you have more 'endings' and 'beginnings' in your study sessions.

FACT You remember FOUR times the amount when you repeatedly revise work.

SO Recap at the end of a session, then the next day, then the next week, then the next month.

LITTLE AND OFTEN IS THE KEY

Interesting Fact

(No, it is—really!)



√ Good News

Did you know that drinking water can increase your concentration level by as much as 40%

X Bad News

Coca Cola, Pepsi and other fizzy drinks don't have the same effect—shame!



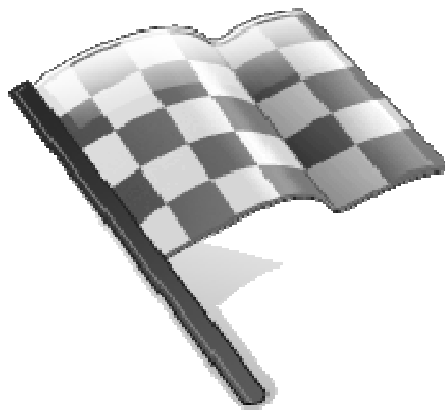
And so . . .

There's GOOD NEWS and BAD NEWS

The **BAD NEWS** is that you have the freedom to choose to fail.

The **GOOD NEWS** is that you **can** succeed if you want to. All you have to do is take the advice and ask for help.

EASY, ISN'T IT?



(Well, you DO have to put a bit of effort in too)

Key Staff

Head of Mandela Chapter/Curriculum	Ms J Ratcliffe
Head of Roddick Chapter/Extended School	Mr G Davis
Head of Shakespeare Chapter/Teaching and Learning	Mr D Jack
Art / Graphic Design	Mr G Austin-Woodward
Business Studies	Ms R King
Community Languages	Ms L Hancock
Dance	Ms S Hauxwell/ Ms J Heath
Design Technology / 3D Design	Ms C O'Callaghan/Mr G Stepney
Drama / Performance	Ms H Munday / Ms B Seal
English	Ms K Ridgway
Geography	Mr S Smith
Food	Ms J Ayling
Health and Social Care	Ms S MacDermott
History	Ms R McAuley
ICT	Ms V Reddington / Mr B Plessis
Leisure and Tourism	Mr N Burles
Maths	Ms J Cox / Ms G Morris
Media	Ms K Portman
Modern Foreign Languages	Mr A Capuano
Music	Mr L Nelson
PE	Ms S Wolfenden/Mr RHanks
Religious Studies	Mrs S Stamp
Science	Ms E Bird
Social Sciences and Citizenship	Mr S Taylor
Textiles	Ms J Hockley
Examinations Officers	Ms J Dean /Mrs N Mallinson
KS 4 Vocational Coordinator	Mrs S Foster
Special Needs Coordinator	Mrs J Sherred
Work Experience	Mrs J Nanson

Useful websites

Samlearning password:

General

www.samlearning.co.uk
www.bbc.co.uk/gcsebitesize
www.bbc.co.uk/schools/parents
www.bbc.co.uk/schools/revision
www.learn.co.uk
www.projectgcse.co.uk

www.channel4.co.uk/learning
www.gcse.com
www.s-cool.co.uk
www.schoolshistory.org.uk
www.aqa.org.uk
<http://learning.littlehampton.w-sussex.sch.uk/login/index.php>

English

www.englishbiz.co.uk
www.universalteacher.org.uk

Business Studies

www.bized.co.uk
www.thetimes100.co.uk
www.tutor2u.net
www.news.bbc.co.uk
www.revisionguru.co.uk
www.businesslink.gov.uk
www.bizhelp24.com
www.BusinessWeek.com
www.hie.co.uk/business-info-factsheets.html
www.ft.com/markets
www.statistics.gov.uk
www.enterprise-centre.co.uk

Maths

www.mathsrevision.net/gcse/
www.mathsisfun.com
http://nrich.maths.org/public/
www.counton.org
www.active-maths.co.uk/games1/index.html
www.mathsyear2000.co.uk
www.maths.com

Science

www.sciencenet.org.uk
http://www.activerevision.com/login.asp

Media

http://www.mediastudies.com/
http://www.mediauk.com/
http://www.nationalmediamuseum.org.uk/
http://www.tvwhirl.co.uk/index.php
www.screenonline.org.uk
www.media.guardian.co.uk/
www.skillset.org
http://www.cultsock.ndirect.co.uk/MUHome/cshtml/index.html
www.mediaknowall.com
http://www.screenonline.org.uk
www.asa.org.uk
http://www.film.com/

Art

http://www.artcyclopedia.com
www.artandculture.com

French

http://frenchinaclick.com
http://www.zut.org.uk

History

www.bbc.co.uk/history
www.historychannel.com
www.schoolhistory.co.uk

Technology

www.technologystudent.com
http://design-technology.info/revisionguides/rm-revision/default.htm
www.bbc.co.uk/schools/gcsebitesize/design
www.u2learn.com
www.hiraeth.com/ytg/
www.sewing.org

PE

www.sportengland.gov.uk
www.teachpe.co.uk