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BOTELER**

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THROUGH GOD, WE CARE

HIGH EXPECTATIONS
HIGH ASPIRATIONS
HIGH STANDARDS
YOU WILL SUCCEED

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MR. KINSEY

EXAM PREPARATION



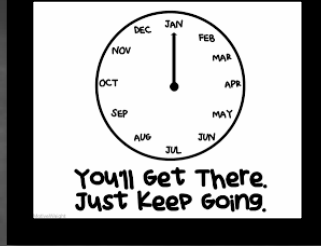


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**DON'T COUNT
THE DAYS,
MAKE THE DAYS
COUNT!**





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The Iceberg Illusion

Success is an iceberg

SUCCESS!

WHAT PEOPLE SEE

WHAT PEOPLE DON'T SEE

Persistence



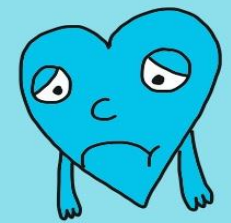
Failure



Sacrifice



Disappointment



Dedication



Hard work



Discipline



@sylvia Duckworth



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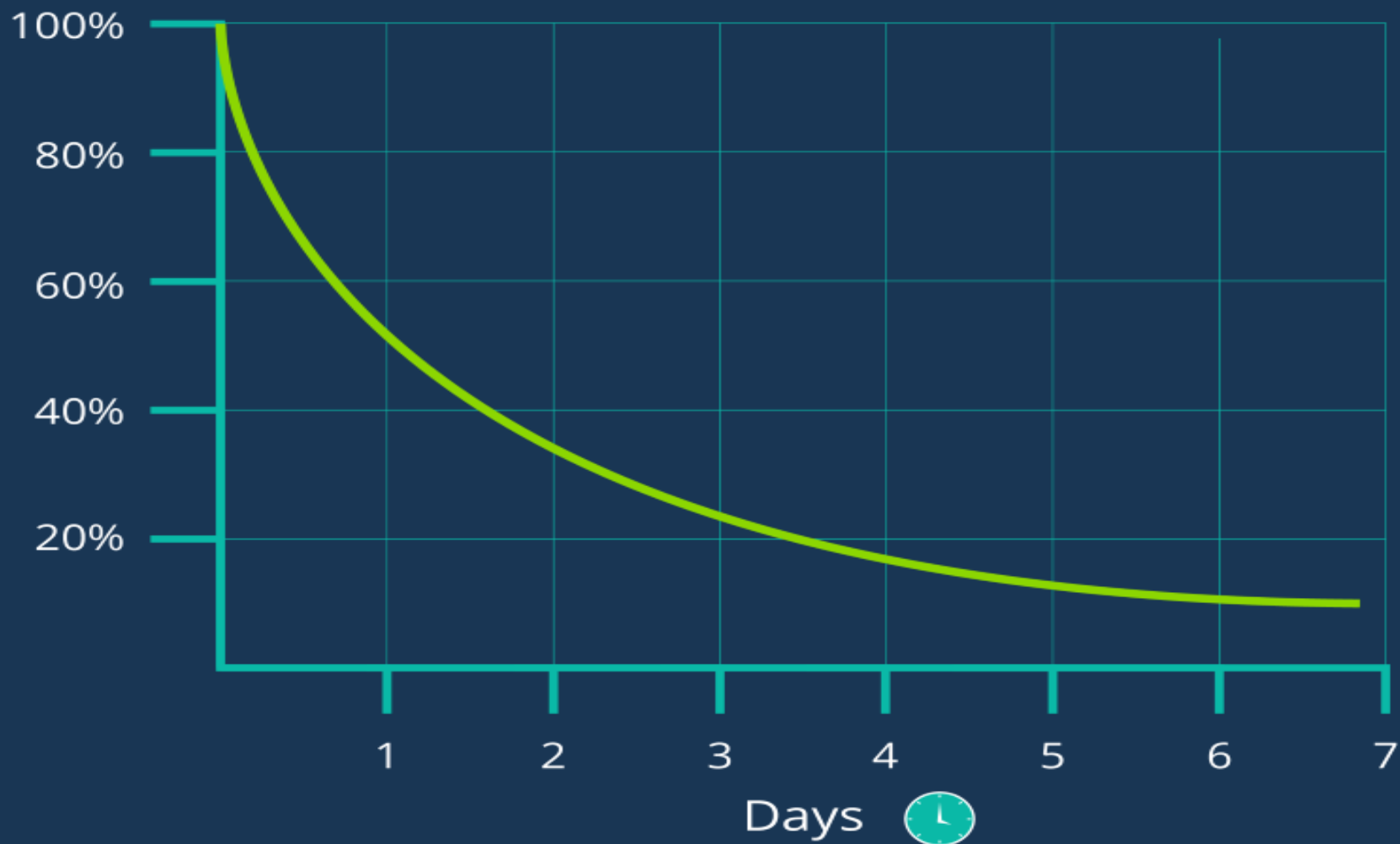
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Retention

THE MEMORY FADES

THE FORGETTING CURVE



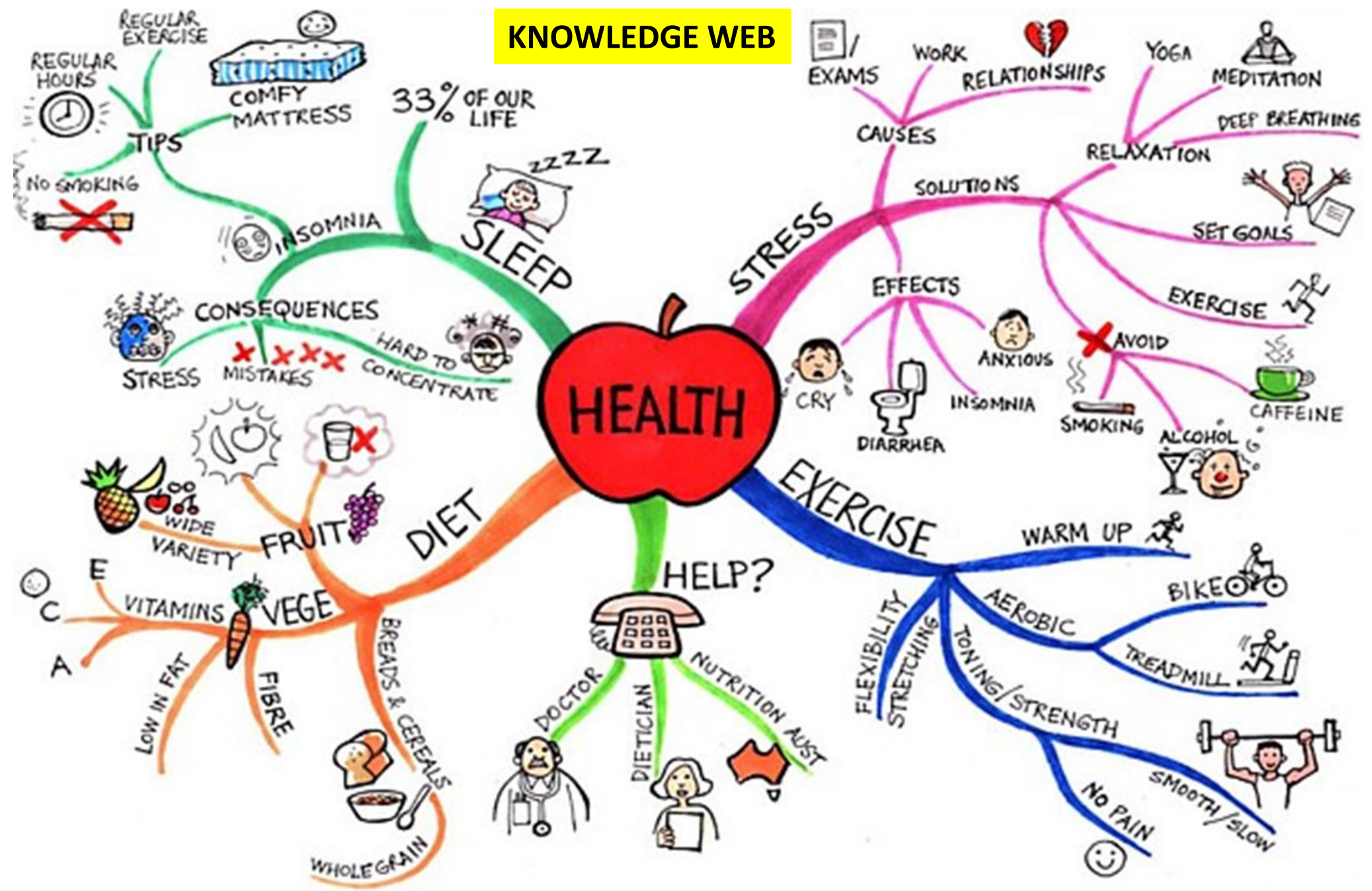


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KNOWLEDGE WEB





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THE LOGISTICS: LOCATION

Create a revision space:

By having a location that the brain associates with study it maximises the effect of the revision that is taking place.





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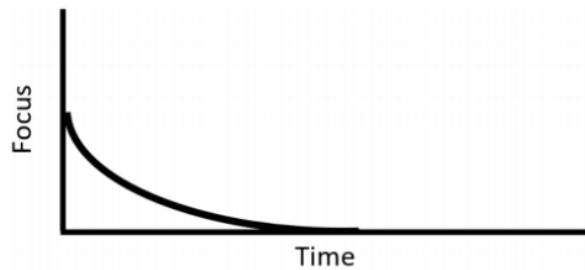
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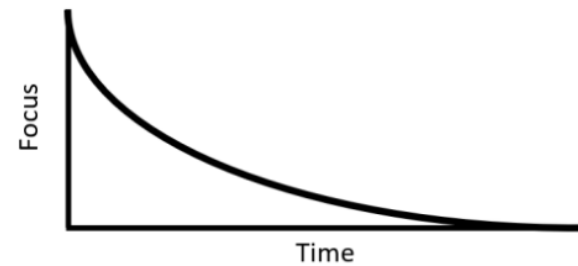
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WHEN SHOULD I REVISE?

Revising when you are tired:

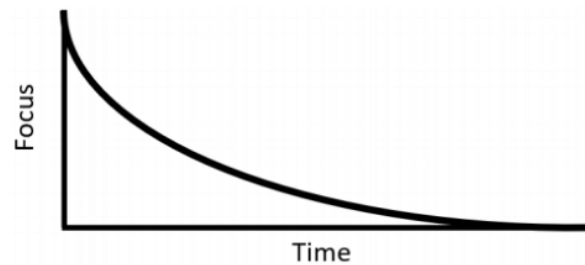


Revising when you are well-rested:

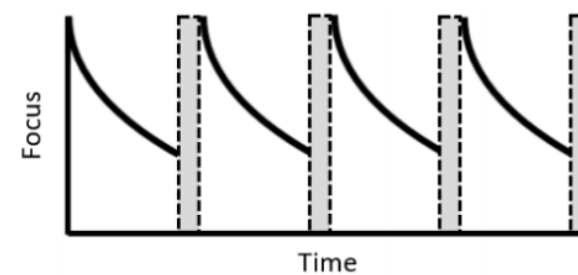


You should also take regular breaks when you revise. These breaks can be structured using a method called the Pomodoro technique.

Revising without a break:



Revising with small regular breaks:



WHAT IS THE POMODORO TECHNIQUE?

A method for staying focused and mentally fresh

STEP 1



Pick a task

STEP 2



Set a 25-minute timer

STEP 3



Work on your task until the time is up

STEP 4



Take a 5 minute break

STEP 5



Every 4 pomodoros, take a longer 15-30 minute break



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DOS & DON'TS

- **Do:**

- Get into a routine of revising at a particular point every day.
- Revise when you are well-rested or at a time when you are used to working.
- Take regular small breaks.

- **Don't:**

- Depend on when you want to revise.
- Revise late at night or when you are tired.
- Try to force yourself to work for long periods of time without a break.

COMMON REVISION MISTAKES

Simply Re-reading Notes

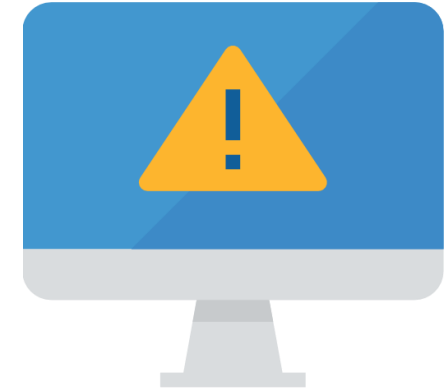
Cramming at the last minute

Too many distractions - trying to revise in sight of their phone!

Revising to music

Leave the hard task to the end

Do not get enough sleep



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	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00-9:00							
9:00-10:00							
10:00-11:00							
11:00-12:00							
12:00-13:00							
13:00 -14:00							
14:00-15:00							
15:00-16:00							
16:00-17:00							
17:00-18:00							
18:00-19:00							
19:00-20:00							



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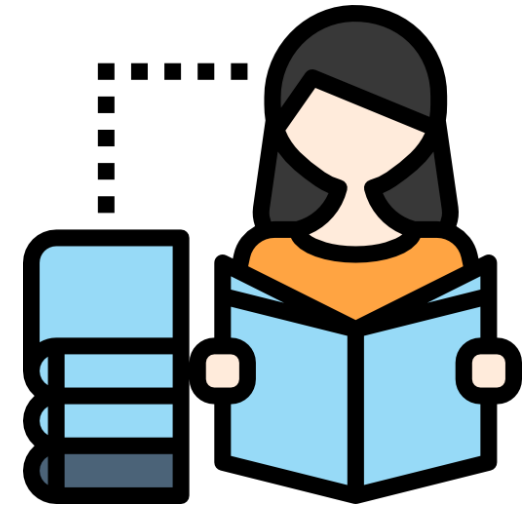
MINIATURISE YOUR NOTES

Go over your subject notes and pull out the key points.

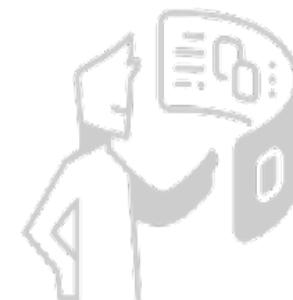
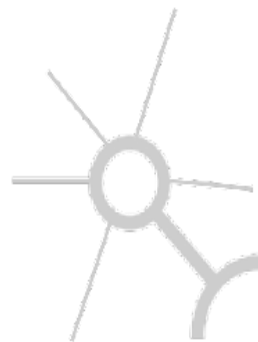
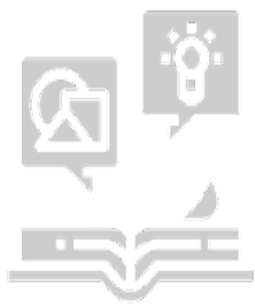
Where you can abbreviate, use arrows, symbols, short phrases.

By miniaturising your notes you will make the content more accessible and easier to deal with.

Find the method that works best for you.



Summary: How to create a mind map



1.

Identify knowledge

Select a topic you wish to revise. Have your class notes/knowledge organisers ready.

2.

Identify sub topics

Place the main topic in the centre of your page and identify sub topics that will branch off.

3.

Branch off

Branch off your sub topics with further detail.
Try not to fill the page with too much writing.

4.

Use images & colour

Use images and colour to help topics stick into your memory.

5.

Put it somewhere visible

Place completed mind maps in places where you can see them frequently.

Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it

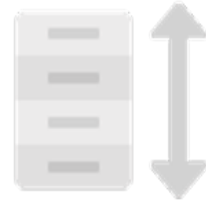


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Summary: Brain dumps



1.	2.	3.	4.	5.
Identify knowledge	Write it down	Organise information	Check understanding	Store and compare
Identify the knowledge/topic area you want to cover.	Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts) Give yourself a timed limit (e.g. 10 minutes)	Once complete and you cannot remember any more use different colours to highlight/underline words in groups. This categories/links information.	Compare your brain dump to your K/O or book and check understanding. Add any key information you have missed (key words) in a different colour.	Keep your brain dump safe and revisit it. Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.

Brain dumps are a way of getting information out of your brain.

Summary: Self Quizzing



1.

Identify knowledge

Identify knowledge/content you wish to cover.



2.

Review and create

Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)

Create x10 questions on the content (If your teacher has not provided you with questions)



3.

Cover and answer

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.



4.

Self mark & reflect

Go back to the content and self mark your answers in **green** pen.



5.

Next time

Revisit the areas where there were gaps in knowledge, and include these same questions next time.

Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest.

Practice makes perfect!



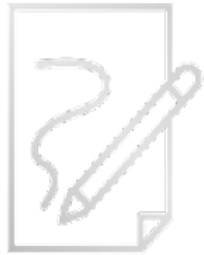
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Summary: Dual Coding

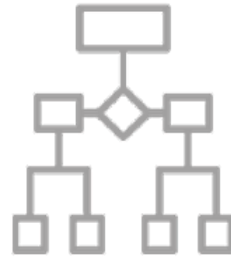
Dual coding is the process of blending both **words** and **pictures** while learning. Viewing those two formats gives us **two different representations** of the **same** piece of information.



1.

Drawings

These boost learning by getting you to think deeply about information.



2.

Diagrams

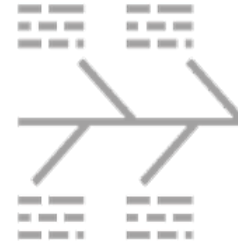
These are helpful for breaking down complex concepts or processes to make them easier to understand.



3.

Posters

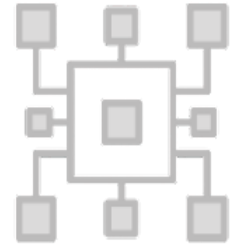
These are great for combining writing, pictures and diagrams all within one page of information.



4.

Timelines

These can be used of information that happens in a particular order or sequence.



5.

Graphic organisers

These organise verbal and visual information by the relationships between different concepts. Examples include tree diagrams, mind maps and Venn diagrams.

4 Key Principles for using dual coding



Cut - Reduce the amount of content, be selective and only use the most important information.



Chunk - Divide the content into groups of related information;


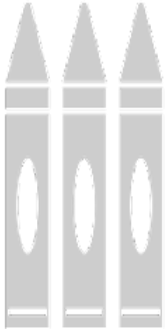





Align - Make sure that words and pictures are neatly ordered, making them easier to read;



Restrain - Avoid "overdoing" it. In other words, don't go crazy with different colours and fonts.

Summary: How to use flash cards

1.	2.	3.	4.	5.
 <p>Identify knowledge</p>	 <p>Colour coding</p>	 <p>Designing</p>	 <p>Using</p>	 <p>Feedback</p>
<p>What are you creating flash cards on?</p> <p>Do you have your knowledge organizer?</p> <p>Use your book to look at previous misconceptions from whole class feedback.</p>	<p>Use different coloured flash cards for different topics. This helps with organization NOT recall</p>	<p>1 Question per flashcard.</p> <p>Making them concise and clear.</p> <p>Use a one word prompt, so that you can recall as much as you can.</p> <p>No extended answer questions.</p>	<p>Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.</p> <p>Do not just copy & re-read.</p> <p>Shuffle the cards each time you use them.</p> <p>Use the Leitner system to use flash cards everyday.</p>	<p>How have you performed when you look back at your answers?</p> <p>Is there anything you need to revisit in more detail?</p> <p>Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.</p>

Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly



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Summary: Interleaving

Interleaving is a theory that revising more than one topic in each session will help you make better links between them.

A → B → C → D

B → D → A → C



1.

Switch

Switch between topics during each session.

It allows you to think about what you are doing with your time when you are revising.

2.

Review in different orders

When reviewing make sure you do it in a different order that you learnt them, or previously revised them.

By revisiting material from each topic several times, in short bursts, this **increases the amount of information you can recall in your exams.**

3.

Make links to remember more.

Try to make links between ideas and review your revision notes.

This helps you make connections between topics and forces you to think harder about which strategies need to be applied to which problems.

Applying interleaving to your revision

1. Break units down into small chunks and split these over a few days rather than revising one whole topic all at once.
2. Decide on the key topics you need to learn for each subject.
3. Create a revision timetable to organise your time and space your learning.



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FLASH CARD TOP TIPS

- The most effective flashcards include one question followed by one answer
- Don't force your brain to remember a complex answer. It's easier for your brain to process simple information
- You will end up with more flashcards this way but your learning will be a lot more effective.



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FLASH CARDS

Front

How tall is Mount Everest?

Back

*8,848 metres above
sea level*



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DON'T PROCRASTINATE!

- Hard, easy.
- Easy, hard.