

Revision Strategies

Name: _____

Do now: what strategies did you use for revision for your mocks? Which did you find most helpful and effective?

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Ready to Read

The most effective revision is underpinned by the science of how we learn. In this session we will:

- Understand two key theories that impact how we learn and therefore how we should revise
- Look at two revision strategies that enable effective revision, in order to ensure that you are even better prepared to revise ahead of your next set of mocks

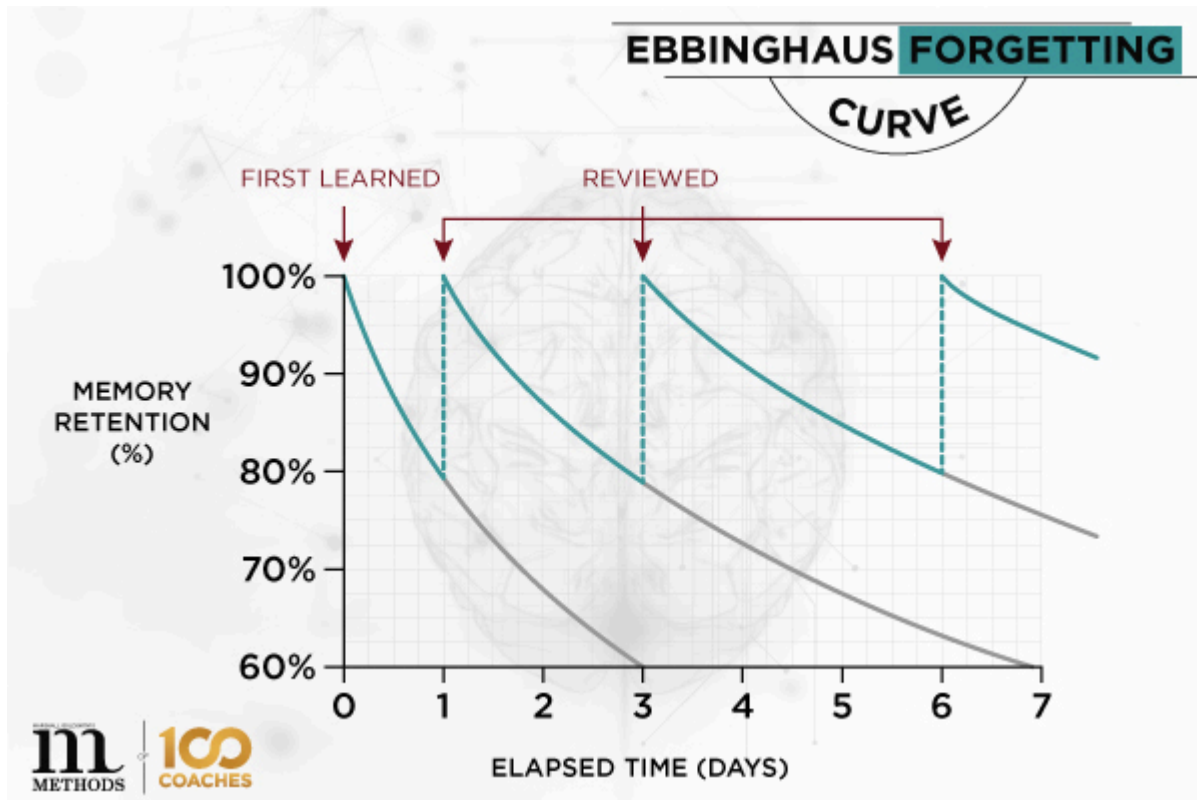
Why it matters

You have a finite amount of time between now and your GCSE exams. It's really important that you don't waste time with revision strategies that have been proved not to work. If you can work efficiently and effectively, you will have more time to rest, relax and do other important things.

The Science of Learning

Scientific research consistently shows that humans learn in the same ways. This is contrary to what many people think. For example, there is a widespread belief that some people are 'visual' learners, whereas others are 'auditory' learners, while others 'learn by doing'. In reality, evidence consistently shows that highly effective cognitive strategies are effective for everyone. We have aimed to build our school and the way we teach around these strategies, which are designed to maximise the progress you make.

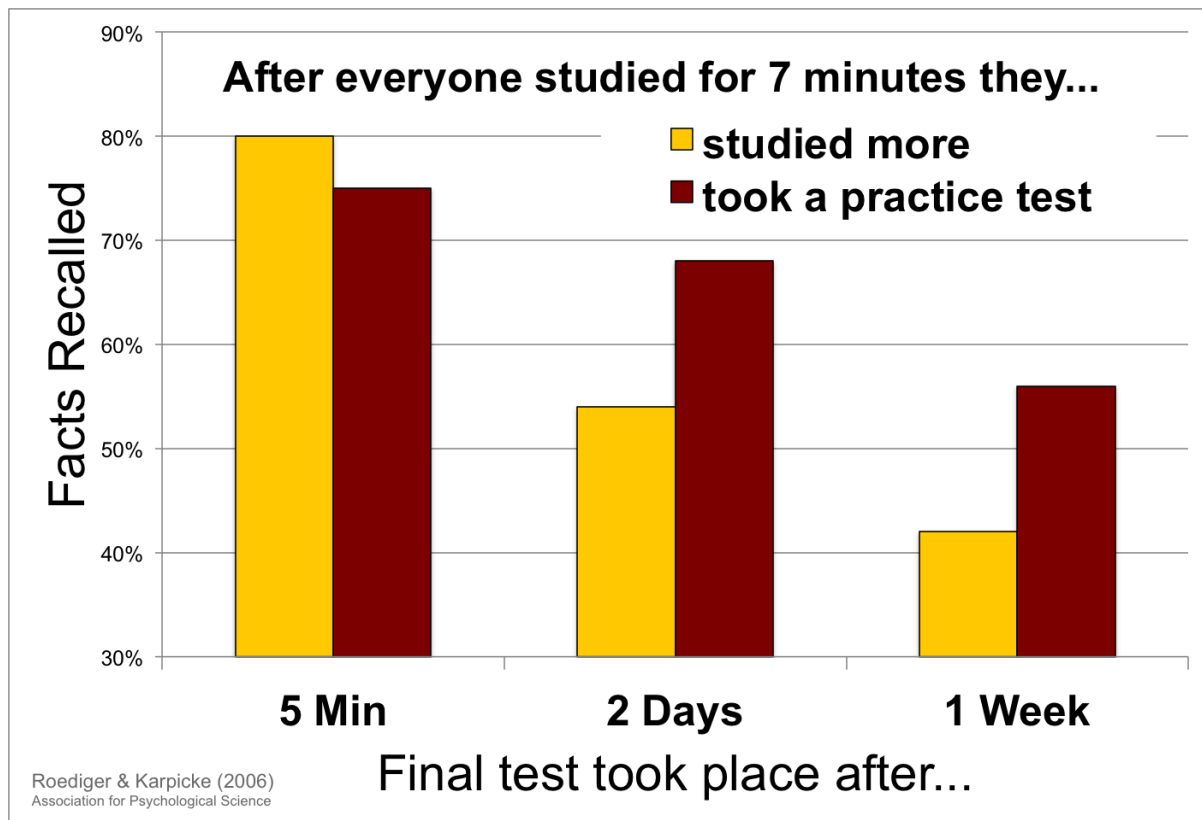
The Forgetting Curve



Ebbinghaus' Forgetting Curve shows us that the first time we learn something we forget it at a rapid rate. When we review that information after a delay, the rate at which we forget it slows down. This means by the fourth or fifth time we review a piece of information we are far more likely to remember it. This is why it's not a good idea *just* to 'cram' revision the night before the exam: you're highly likely to forget a lot of it by the next day if you haven't also revised it previously.

Stop and jot: Referring to Ebbinghaus' Forgetting Curve, explain why it's important to review information more than once?

The Testing Effect



The 'testing effect' is the idea that we retain new information better after a delay by studying and then testing ourselves on that information than by restudying that information twice. This means that if you were to read a page of a textbook you would be likely to remember that information better over time if you tested yourself on the information in the textbook than if you just re-read the information. This is one of the reasons that programmes such as Sparx are so effective: these programmes are designed to test you on knowledge, rather than just encouraging you to read and make notes. This is also one of the reasons we never recommend students just read the revision guide, or reread their notes, highlighting key information: the evidence shows these strategies are less effective.

Stop and jot: Referring to the 'testing effect', why do you think we use mini-whiteboard quizzing so frequently during lessons?

How to revise

We will now go through two strategies that help you to embed the testing effect into your revision and embed 'spaced practice'. These strategies are most helpful for helping you learn key knowledge for your exams. Alongside these strategies you should also be completing exam practice and planning answers to essay questions to *apply* the knowledge that you will commit to memory.

1) Flashcards

Flashcards work best when on one side you have a question or a prompt and on the back you have the information to answer that question. This allows you to test yourself effectively. To use flashcards best, create a system that allows you to review content you got wrong more frequently. For example, if you get the flashcard correct you put it to one side whereas if it's wrong, you put it to the back of the pack and keep reviewing them until all flashcards have been set to one side.

2) Self-quizzing

Self-quizzing is very similar to flashcards in that it allows you to write a prompt or question for yourself and then test yourself on the answer. As you revise, e.g. from a revision guide, rather than making yourself flashcards for each piece of information, or copying down notes from the revision guide, write questions for yourself on the information you are reading. Then when you have finished reading, set the notes to one side and try all the questions. Then green pen them at the end with your notes. You can re-use questions by covering up the answers you wrote in and testing yourself on the same questions again.

This technique is similar to 'look cover write check' which can be very helpful for memorising quotes, vocabulary, formulae, definitions and facts.

| Quote | Speaker | Act / Scene | Primary Theme | Analysis |
|---|--------------------------|----------------|-------------------------------|--|
| "Fair is foul, and foul is fair; / Hover through the fog and filthy air." | The Three Witches | Act 1, Scene 1 | Appearance vs. Reality | This paradox sets the tone for the play, suggesting that nothing is as it seems and that moral order will be inverted. |
| "Stars, hide your fires; / Let not light see my black and deep desires." | Macbeth | Act 1, Scene 4 | Ambition | Macbeth uses "light" and "dark" imagery to show his awareness that his thoughts of becoming King are sinful and must be hidden. |
| "Look like the innocent flower, / But be the serpent under't." | Lady Macbeth | Act 1, Scene 5 | Deception / Treachery | She uses the biblical image of a serpent to encourage Macbeth to hide his "ruthless" intent behind a mask of hospitality. |
| "I have no spur / To prick the sides of my intent, but only / Vaulting ambition..." | Macbeth | Act 1, Scene 7 | Ambition | Macbeth admits he has no moral reason to kill Duncan; his only motivation is a "vaulting" desire for power that often leads to a fall. |
| "False face must hide what the false heart doth know." | Macbeth | Act 1, Scene 7 | Appearance vs. Reality | This echoes Lady Macbeth's advice, showing he has been "persuaded" to continue and is now committed to a life of total deception. |
| "Is this a dagger which I see before me, / The handle toward my hand?" | Macbeth | Act 2, Scene 1 | Guilt / Madness | This hallucination suggests that the "spiral of evil" is already affecting his mind before he even commits the murder. |

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| "Will all great Neptune's ocean wash this blood / Clean from my hand?" | Macbeth | Act 2, Scene 2 | Guilt and Remorse | The use of hyperbolic language (the whole ocean) shows the immediate, overwhelming nature of his guilt after killing the King. |
| "By the pricking of my thumbs, / Something wicked this way comes." | Second Witch | Act 4, Scene 1 | The Supernatural | Even the Witches now recognize Macbeth as "wicked," showing how far he has fallen from being the "brave warrior" at the start. |
| "Out, damned spot! out, I say!" | Lady Macbeth | Act 5, Scene 1 | Guilt / Consequences | Her fragmented speech and obsession with a "spot" of blood show she has become "mentally unstable" and unable to suppress her guilt. |
| "Life's but a walking shadow, a poor player / That struts and frets his hour upon the stage." | Macbeth | Act 5, Scene 5 | Nihilism / Fate | Realizing he is "doomed," Macbeth views life as meaningless and temporary, comparing it to an actor who is soon forgotten. |

Macbeth

Macbeth is a complex character who undergoes a profound transformation throughout the play. At the start of the drama, he is established as a brave warrior and a respected leader, but he quickly falls victim to the Witches' prophecies. It remains ambiguous whether these supernatural beings plant new ideas in his mind or simply highlight dark thoughts he already possessed. Although he repeatedly questions his motives for regicide, he is eventually persuaded to proceed by his forceful wife. Once the murder is committed, Macbeth finds himself trapped in a "spiral of evil" from which he sees no escape. His actions grow increasingly cowardly as he resorts to terrorizing others—such as Banquo and Macduff's family—to maintain his grip on power. However, as he realizes he is doomed toward the end of the play, he briefly returns to his former heroic self.

Lady Macbeth

Even more ambitious and ruthless than her husband, Lady Macbeth immediately devises a plan the moment an opportunity for power arises. She uses her significant influence to convince Macbeth that murder is the right course of action and even participates in the crime herself. For a time, she is able to suppress the horror of her actions, but she eventually collapses under the weight of her guilt. This psychological burden renders her unable to sleep and leads to mental instability, ultimately resulting in her tragic death.

Banquo

Banquo serves as a general in King Duncan's army and is initially Macbeth's best friend. While both men are exposed to ambitious thoughts by the Witches, Banquo remains cautious and refuses to resort to murder to achieve his ends. He is the first to recognize that the Witches' predictions might be "instruments of darkness" designed to trick Macbeth into evil, and he is the first to suspect Macbeth of the King's murder. Banquo ultimately dies while protecting his son, Fleance, and returns as a ghost to haunt Macbeth's conscience.

Macduff

As the Thane of Fife, Macduff is Macbeth's primary antagonist and deadly enemy. After discovering King Duncan's body, he becomes a staunch supporter of Malcolm, fleeing to England to help raise an army against the tyrant. Driven by a fierce need for revenge after the brutal murder of his wife and children, Macduff also carries a heavy burden of guilt for leaving them unprotected. Fulfilling the Witches' prophecy as the only one capable of stopping Macbeth, he eventually faces him on the battlefield and kills him.

The Witches

Often referred to as "The Weird Sisters," the Witches act as a collective force that drives the plot forward. While they never explicitly suggest direct action, they plant provocative ideas in Macbeth's mind and allow his own ambition to do the rest. Their predictions are intentionally ambiguous and "half-truths," designed to lead Macbeth toward his own destruction.

King Duncan and Malcolm

King Duncan represents the model of a virtuous, compassionate, and farsighted ruler. His murder symbolizes the total destruction of order in Scotland. This order is only restored through **Malcolm**, Duncan's son. Although Malcolm initially appears weak and uncertain—fleeing to England with his brother Donalbain after the assassination—he eventually matures into a serious challenge to Macbeth. With the aid of Macduff and English support, his restoration to the throne signals Scotland's return to peace and stability.

Look (say) cover write check:

Read through the quote, close your eyes and say it to yourself. Then cover it up and write it down in the first blank column, including the act and scene if you can. Then check the original quote and green pen it. Make sure it's perfectly correct! If you got it wrong, come back to it later on and do it again in the second empty box.

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