

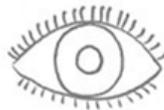
VESPA TECHNIQUES

WHAT DOES REVISION MEAN?

The A Level
Mindset
40 activities for
transforming
student
commitment,
motivation and
productivity
Steve Osborne and Martin Gaffney

The GCSE
Mindset
40 activities for
transforming
student
commitment,
motivation and
productivity
Steve Osborne and Martin Gaffney

Definitions:



Revision is...

“Revisiting and reviewing information in order to embed it.”



Revision is...

“Changing, correcting or improving something through clarification, reconstruction and/or reorganisation.”

HOW HARD ARE YOU WORKING?

Use the scale above and the following guideline to choose your number:

1: little or no effort

5: some effort – you're working 'quite hard'

10: the hardest you could possibly work

Be honest with yourself. and choose your number.



DISCUSS AS A CLASS
WHAT SCORE DID YOU
GIVE YOURSELF?
WHY?

HOW HARD ARE YOU WORKING?

What does this really mean?

1: 0-2 hours independent study a week

5: 10 hours independent study a week

10: 20 hours independent study a week

Be honest with yourself, and choose your number.



HOW TO PLAN A REVISION
TIMETABLE? HOW MUCH
TIME SHOULD I SPEND
REVISING?

PLAN

Start by actually creating a timetable.

The A Level Mindset
40 activities for transforming student commitment, motivation and productivity
Steve Oakes and Martin Griffin

The GCSE Mindset
40 activities for transforming student commitment, motivation and productivity
Steve Oakes and Martin Griffin

	Mon	Tues	Wed	Thur	Fri	Sat	Sun
8-10am							
10-12							
1-3pm							
3-5pm							
6-8pm							
8-10pm							

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PLAN



Be realistic!

Block out time you can't do first.

This might be school or going out with your family.

It's ok to have a life and enjoy some time to yourself.

	Mon	Tues	Wed	Thur	Fri	Sat	Sun
8-10am							
10-12							
1-3pm							
3-5pm							
6-8pm							
8-10pm							

HOW LONG SHOULD I
REVISE FOR?

REVISE USING SPRINTS

DO NOT REVISE IN BIG
BLOCKS!

Break your revision into
25 minute sprints.

25 minutes of revision.

5 minutes break.

Light Sprint:

25 on, 5 off, 25 on, 5 off

Total time = 1 hr

Serious Sprint:

25 on, 5 off, 25 on, 5 off, 25 on, 5 off, 25 on, 5 off

Total time = 2 hrs



PLAN

The A Level Mindset
40 activities for transforming student commitment, motivation and productivity
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20 25-minute sprints in a week: 500 minutes of independent work (8hrs 20 minutes)

Add your sprints to your timetable.

You could add specific subjects to help you out.

	Mon	Tues	Wed	Thur	Fri	Sat	Sun
8-10am							
10-12							
1-3pm						2 x 25	
3-5pm	1 x 25		1 x 25				2 x 25
6-8pm	3 x 25	4 x 25	1 x 25	2 x 25			2 x 25
8-10pm			1 x 25	1 x 25			

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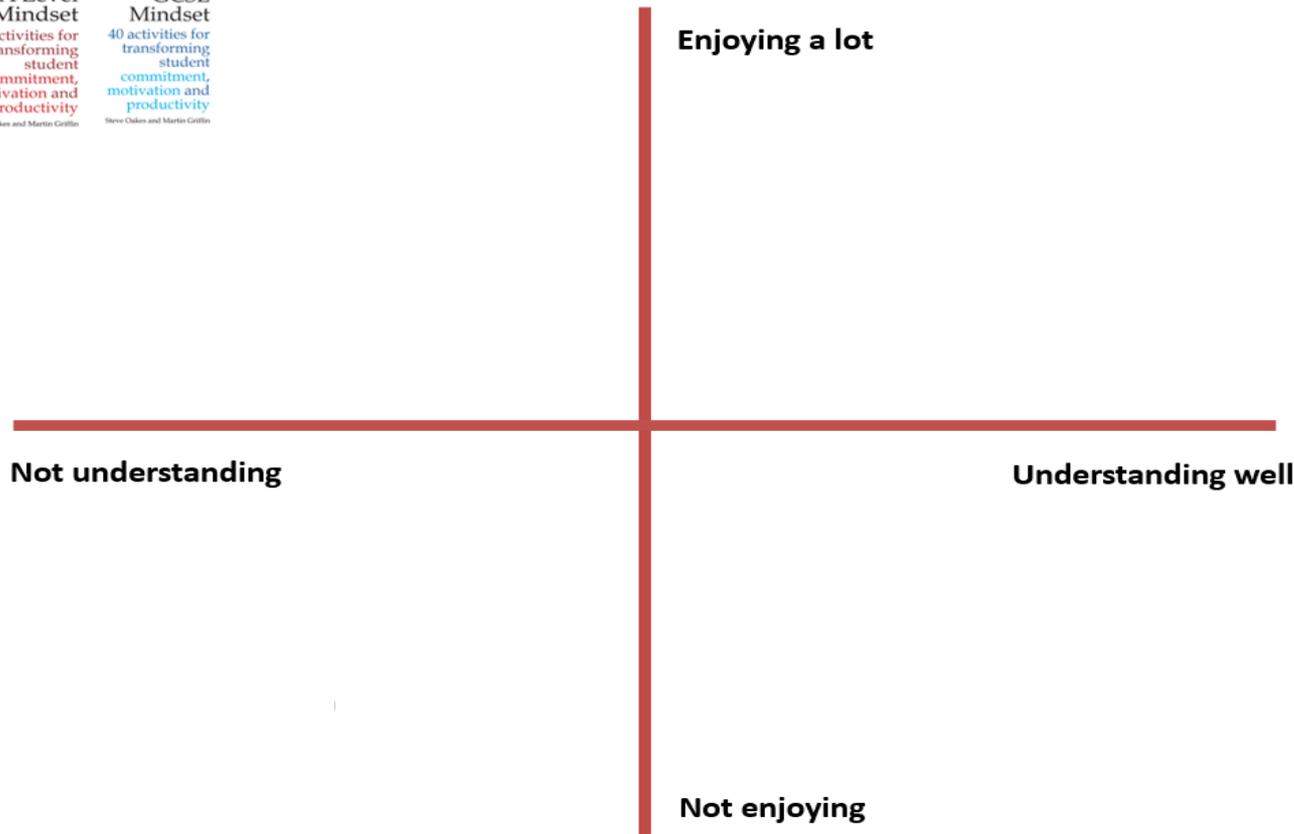
HOW DO I
PRIORITIES WHAT TO
STUDY?

PRIORITIES

Draw this
diagram
on a
blank
page.

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PRIORITIES

Consider your subjects that you study. Not all are on the list.

Add all the subjects you study to the diagram based on how you feel about them.

Biology

Maths

English

French

Welsh

Chemistry

Geography

History

Religious Studies

Physics

PE

Technology

Art

Drama

Music

**The A Level
Mindset**
40 activities for
transforming
student
commitment,
motivation and
productivity
Steve Clarke and Martin Griffin

**The GCSE
Mindset**
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*Science

Enjoying a lot

*Geography

Not understanding

Understanding well

*Maths

Not enjoying

WHY IS THIS IMPORTANT?

You will naturally revise topics that you like, enjoy and find easy.

This will not help you.

You need to spend more time on subjects you find hard and don't understand.

Of course you don't forget the subjects you enjoy you just spend less time revising the things you find easy.

CAN WE BREAK THIS
DOWN FURTHER?

Within a subject there will be aspects of the course that you find easier.

You should break your subjects down to see what units/topics you find the hardest.

You can do this by coding your topics.

Code Your Topics

Break your subjects into topics and colour code them.

RED- needs the most attention (25 minutes and 5 minutes break 4 times a week)

YELLOW- needs attention and work (25 minutes and 5 minutes break 3 times a week)

GREEN- Secure topics need limited work (25 minutes and 5 minutes break twice a week)

Subject-	RED TOPICS	RED TOPICS	YELLOW TOPICS	YELLOW TOPICS	GREEN TOPICS	GREEN TOPICS

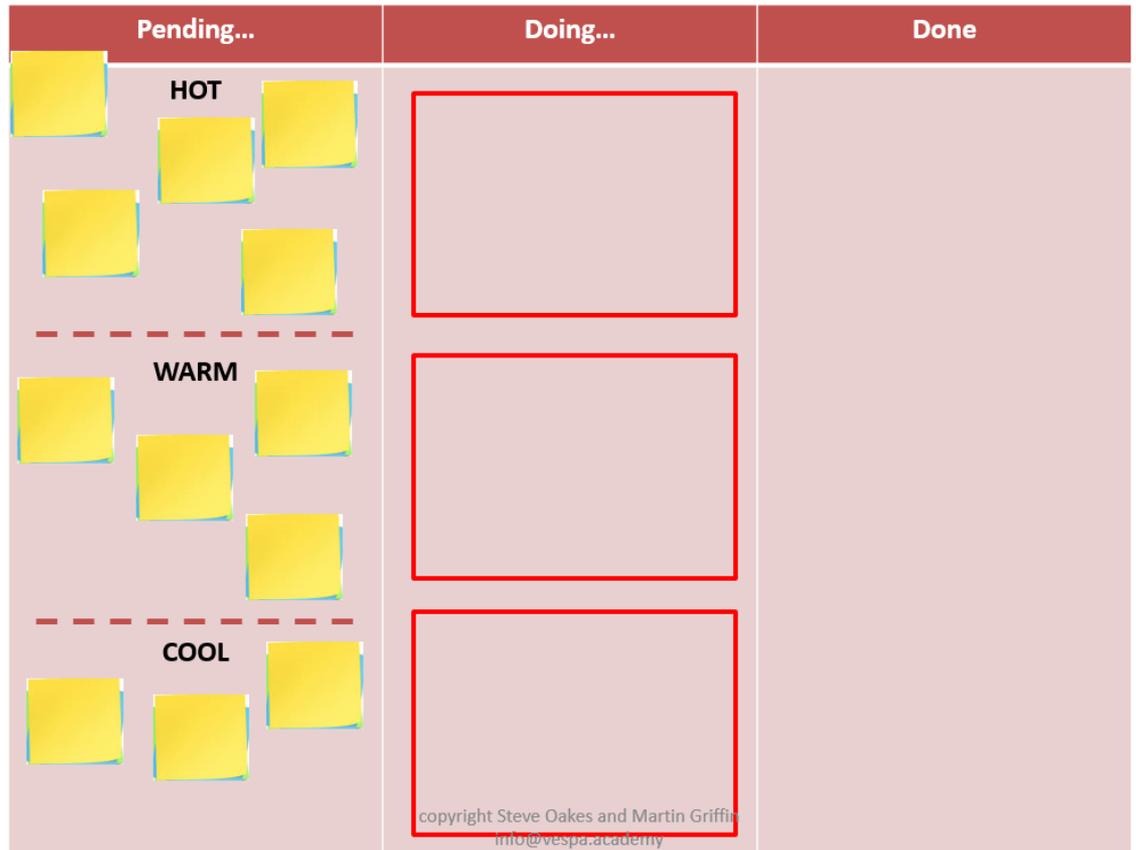
YOU COULD ALSO USE
TASKBOARDS
THROUGHOUT THE
YEAR.

TASKBOARD

Get a piece of A3 card.

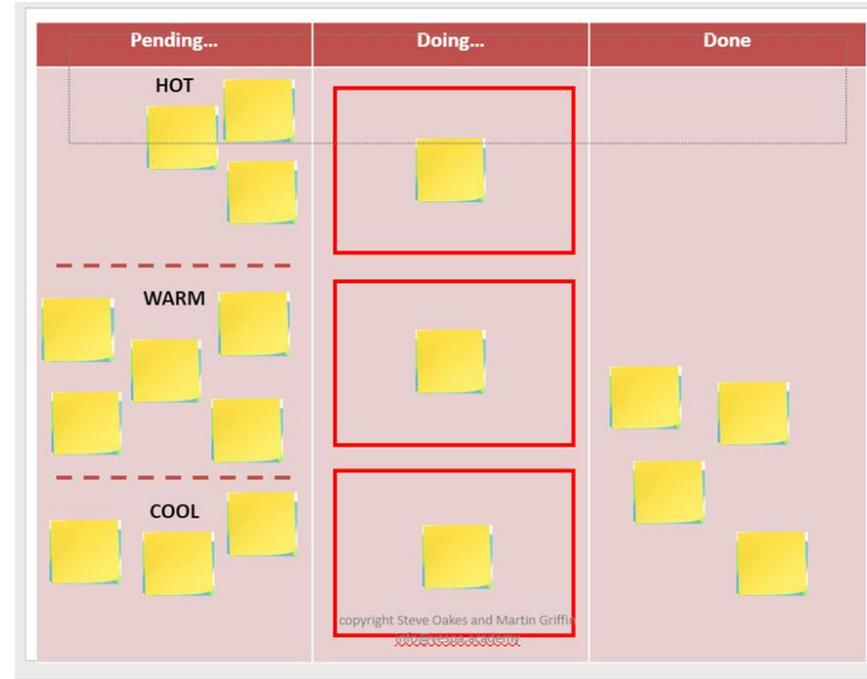
Split the card into the diagram that is on the right here.

You will also need small post it notes for this to work.



TASKBOARDS

- COVER YOUR PENDING COLUMN ONCE YOU HAVE ADDED YOUR PENDING TASKS.
- ONLY WORK ON 3 TASKS AT A TIME.
- MOVE THE POST IT NOTES ALONG DEPENDING ON WHAT YOU ARE DOING.
- MAKE YOUR TASKS CLEAR. AVOID, "MATHS" AND GO FOR "FINISH 3 MATHS PROBLEMS FROM BOOKLET"
- TRY AND INCLUDE ACTIVE VERBS LIKE "COMPLETE" "START WORK ON..." "SPEAK TO..." – THEY HELP CLARIFY EXACTLY WHAT THE ACTION IS
- ADD AN ESTIMATED TIME TO COMPLETE
- ADD A DEADLINE TO HELP CLARIFY WHETHER ITS HOT/WARM/COOL
- KEEP YOUR 'DONE' TASKS ON THE BOARD – IT'S MOTIVATING!



HOW DO YOU REVISE?
WHAT TECHNIQUES
SHOULD I USE?

TASK:
LOOK AT THE FOLLOWING
REVISION TECHNIQUES AND
ORDER THEM WITH THE
TECHNIQUE THAT YOU THINK IS
MOST EFFECTIVE TO LEAST
EFFECTIVE

- A** Creating phrases, songs or lists to recall information
- B** Spacing practice out – revisiting topics every few weeks
- C** Writing summaries of information
- D** Teaching someone else the topic
- E** Writing out explanations of complex ideas
- F** Re-reading notes
- G** Moving from topic to topic while revising – snacking rather than bingeing
- H** Reading whilst highlighting key terms
- I** Practice tests
- J** Turning information into images

1.	Practice tests (HIGH)
2.	Spacing practice out – revisiting topics every few weeks (HIGH)
3.	Teaching someone else the topic (HIGH)
4.	Writing out explanations of complex ideas (MED)
5.	Moving from topic to topic while revising – snacking rather than bingeing (MED)
6.	Writing summaries of information (MED)
7.	Reading whilst highlighting key terms (MED)
8.	Creating phrases, songs or lists to recall information (LOW)
9.	Turning information into images (LOW)
10.	Re-reading notes (LOW)

REVISION QUESTIONNAIRE- HAVE A GO!

	Always	Sometimes	Never
Reading Through Class Notes			
Using resources on Google classroom			
Using Course Textbooks			
Mind Maps / Diagrams			
Making / Re-making Class Notes			
Highlighting / Colour Coding			
Flashcards			
Using a Revision Wall to Display your Learning			
Writing Exam Answers Under Timed Conditions			
Reading Model Answers			
Using Past Exam Questions & Planning Answers			
Marking Your Own Work to a Mark Scheme			
Studying Mark Schemes or Examiner's Reports			
Working with Other Students in Groups / Pairs			
Comparing Model Answers Against Your Own Work			
Creating Your Own Exam Questions			
Handing in Extra Exam Work for Marking			
One to One Discussions with Teachers / Tutors			

WHAT DO THE
REVISION
TECHNIQUES I USE
MEAN?

	Always	Sometimes	Never
Reading Through Class Notes			
Using resources on Google classroom			
Using Course Textbooks			
Mind Maps / Diagrams			
Making / Re-making Class Notes	Step One		
Highlighting / Colour Coding			
Flashcards			
Using a Revision Wall to Display your Learning			
Writing Exam Answers Under Timed Conditions	Step Two		
Reading Model Answers			
Using Past Exam Questions & Planning Answers			
Marking Your Own Work to a Mark Scheme			
Studying Mark Schemes or Examiner's Reports			
Working with Other Students in Groups / Pairs			
Comparing Model Answers Against Your Own Work	Step Three		
Creating Your Own Exam Questions			
Handing in Extra Exam Work for Marking			
One to One Discussions with Teachers / Tutors			

IT IS IMPORTANT TO DO STEP 1. YOU HAVE TO DO STEP 1
THEN 2 AND FINALLY STEP 3.

TO GET THE BEST MARKS YOU NEED TO BE USING STEP 3
BEFORE EXAMS.

WITHOUT DOING STEP 1 AND 2 YOU WILL NOT BE
SUCCESSFUL WITH STEP 3.



VESPA Revision Strategies

Work through each step to develop your revision skills. To gain top marks you should be aiming to complete step 3 with all your subjects.



STEP 1: CONTENT

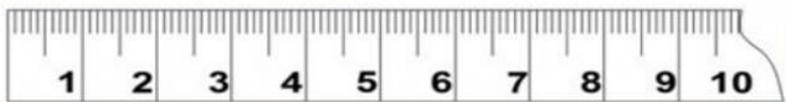
1. Read through class notes
2. Using resources online
3. Using course textbooks
4. Using/creating mind maps
5. Making/re-making notes
6. Highlighting and colour coding
7. Flash cards

STEP 2: SKILL

1. Writing exam answers under timed conditions
2. Reading model answers
3. Using past paper questions to plan out answers
4. Marking your own work to a mark scheme

STEP 3: FEEDBACK

1. Studying mark schemes and examiner reports
2. Working with other students in groups/pair-teach someone else
3. Comparing model answers against your own work
4. Creating your own exam questions
5. Handing in extra exam work for marking
6. One to one discussion with teachers



1 to 2 hours of
independent study a
week

5 to 10 hours of
independent study a
week

Around 20 hours of
independent study a
week

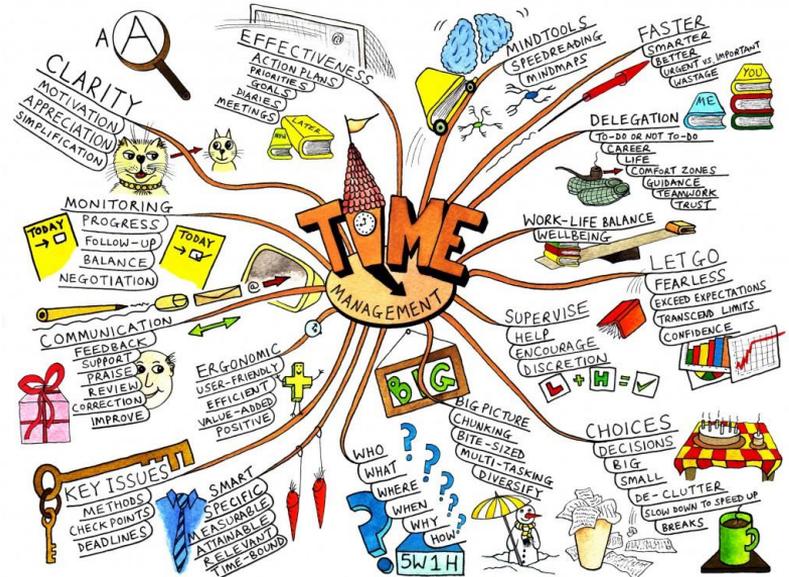
HOW DO YOU CREATE
A MIND MAP?

MIND MAPS

What is a mind map?

A mind map is a visual diagram that provides an overview or summary

- The main subject, topic or idea is located in the centre, with related ideas and information branching from it in many directions.
- Each related idea may have further information or ideas branching from them.
- Both words and images can be used when creating a mind map.



THE BENEFITS IN RELATION TO YOUR MEMORY

- It allow you to organise information into **easy to remember chunks**
- The organisation process helps you to understand and **remember content**
- Mind maps help **reduce information overload**
- We generally find it **easier to remember images and diagrams** in comparison to plain written text
- Mind maps are also **full of mental triggers** which **help our memory recall**
- The mind map structure is similar to how our own brain **stores** and **recalls information**

USEFUL WEBSITES



<https://www.edrawmind.com/>



[Mind Maps - Mind Mapping, Free ForeverMuralhttps://www.mural.co](https://www.mural.co)



<https://www.canva.com/graphs/mind-maps/>

HOW DO YOU CREATE
FLASH CARDS?

START CREATING YOUR FLASHCARDS AT THE BEGINNING OF THE YEAR.

- After each lesson/or topic you should go home that night create your flash cards ready for when you'll need them down the line.
- This will help you to build up a bank of flashcards throughout the year and not be overwhelmed with having to do so many nearer to revision time.
- Having the Flashcards early on will also help you to be doing general revision constantly.

I. PHRASE YOUR FLASHCARDS AS QUESTIONS.

- One of the most important tips to remember is to **phrase flashcards as questions**. The more you successfully do this, the higher your chances of exam success.
- For example, instead of writing 'The stages of mitosis' on your flashcard, you'd write '**What are the stages of mitosis?**'.
- Phrasing your flashcards as questions means that your mind works harder to get the answer. **It eliminates the chance that your brain is just associating recognition with actual knowledge.**



2. USE THE SPECIFICATION WHEN WRITING OUT YOUR FLASHCARDS

- Your exam board specification can be **very** useful. Using the specification means that all your flashcards will be useful and relevant.
- ***You can access the specification for your exam board online.***
- Use a **specific learning objective** covered in class. This way, all your flashcards will be a reflection of the content you need to know.
- Speak to your subject teacher for guidance if you need help.



3. ADD A SPLASH OF COLOUR TO YOUR CARDS.

- ***Making your flashcards as eye-catching as possible will ensure that you stay focused on them for longer.***
- It doesn't really matter what colour you use, as long as you make it visually appealing to you.
- ***Use different colour cards for different topics or subjects.***



4. DON'T PUT TOO MUCH INFORMATION ON EACH CARD

You want short 'flashes' of information on the answer side, with a question on the front.

Try to make each flashcard so that you have a singular question, with a singular answer. It's okay to have a short answer (like an exam question) ***but usually no more than 4 lines.***

Try and restrict yourself to writing under 20 words for the question, and under 30 words for the answer. ***Making your flashcards this way means that you're forced to make more flashcards, as opposed to filling them up.***



5. MAKE YOUR FLASHCARDS AS NEAT AS POSSIBLE

- Ensure you take your time when preparing your cards.
- You can use online tools to help you.
- Using drawings and diagrams will be helpful when revising.
- Ensure the information you use is accurate and from sources you have covered in class.

6. PUT IN OCCASIONAL 'KEY WORDS' FLASHCARDS

- Keyword style flashcards, are more focused on learning the content. ***Learning the keywords of a topic means that you'll be able to use them more freely in your exam, and pick up more marks.***
- The more keywords you revise, the stronger your links between the subject will be. The stronger your links between a subject are, the better you'll do in your exam.
- However, take care – keywords are not the be all and end all of the content you need to know. You need to know how to use them in context, and what they mean when put together.

FLASH CARD-REVISION TECHNIQUE

Introducing the Leitner System

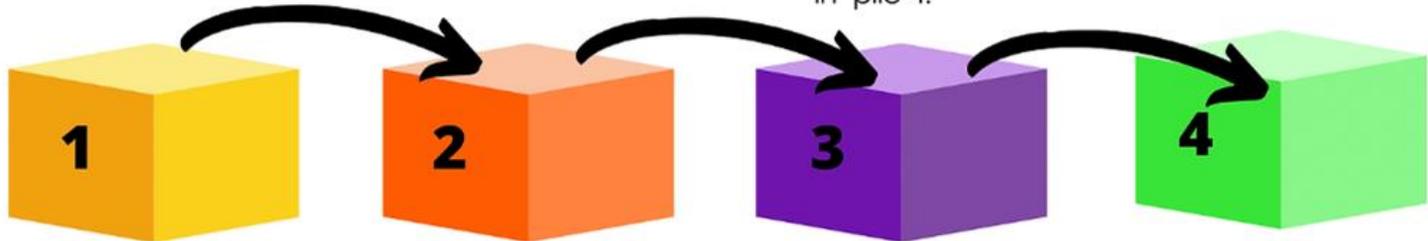


All flash cards start off in pile 1 .
As you review the cards,
each card you answer **correctly** goes into pile 2.

If you give the wrong answer the card stays in pile 1.

When you review cards in pile 2, if you **get it right** you move the card to pile 3 and so on until all cards are in pile 4.

If you answer a card incorrectly in any pile it moves back to pile 1 for you to go over again.



STUDENT TUTORIAL - EFFECTIVE TIPS FOR USING FLASHCARDS



HOW DO I GET PAST
PAPERS AND MARK
SCHEMES?



PAST PAPER AND MARK SCHEMES

[WJEC Past Papers](#)

Type the subject and level you are looking at and it will give you the past papers and markschemes.

PEARSONS

PAST PAPER AND MARK SCHEMES

[Past papers](#) | [Past exam papers](#) | [Pearson qualifications](#)

Type the subject and level you are looking at and it will give you the past papers and markschemes.

WHAT'S AN
EXAMINERS REPORT
AND HOW DO I FIND
THEM?

EXAMINERS REPORTS

EXAMINERS' REPORTS ARE DESIGNED TO PROVIDE FEEDBACK ON AN ASSESSMENT AND CAN BE USED AS A REVISION TOOL BY LEARNERS AND LEARNING PARTNERS. TYPICALLY, THESE REPORTS WILL INCLUDE THE QUESTIONS USED IN THE PAPERS, THE STRENGTHS AND WEAKNESSES OF CANDIDATE RESPONSES, AND EXAMPLES OF GOOD AND MORE LIMITED RESPONSES.

EXAMINER REPORTS

Search on google -

the subject and exam board and write examiners report.

This should pull up examiners report for you.

WHY DON'T YOU TRY
VERBAL RECAP

1. Close the book.
2. Calm your mind for a second and think – *what did I just read?*
3. Now talk aloud, summarising in your own words and in complete sentences, exactly what you've just been reading.

Choose one of these starters to get you going if it helps:

- “The writer has just been explaining that...”
- “This section explores...”
- “The important idea here is that...”
- “This page outlines the importance of...”
- “The writer’s argument here is that...”
- “I’ve been reading about how...”

5. Once you’re happy you can summarise the content, try asking and answering more complex questions; not ‘what’, but ‘why’ or ‘how’. Try these:

“Why is this section important? Because...”

“Why has it been included? Well, it’s crucial because...”

“Why is this bit detailed... or why isn’t it detailed? I guess it’s because...”

“Why is the information in this order? The writer covers this first/second/third because...”

“How does it relate to the previous section? It’s linked in the following way...”

WHY DON'T YOU TRY
TEACHING AN
IMAGINARY CLASS

TEACHING AN IMAGINARY CLASS

THIS AFTERNOON I'M GOING TO BE TALKING YOU THROUGH _____.

THIS PART OF THE COURSE IS CRUCIAL BECAUSE...

THE KEY DEFINITIONS YOU'LL NEED TO BE ABLE TO HANDLE ARE....

THE BIG IDEAS THAT YOU'LL NEED TO BE CONFIDENT ABOUT ARE...

THE EXAM IS GOING TO ASK YOU TO _____, SO PAY PARTICULAR ATTENTION TO _____

OK. SO LET'S GET STARTED BY LOOKING AT _____

DO WE NEED TO
UNDERSTAND WHAT
THE EXAM PAPER IS
ASKING?

COMMAND VERB TABLE

HOW DOES YOUR EXAM TEST *HOW YOU USE* WHAT YOU REMEMBER?

FORGET THE CONTENT FOR A SECOND. INSTEAD LOOK AT THE ACTUAL TASK. WHAT VERB DOES THE EXAM PAPER USE?

THIS 'COMMAND VERB' IS CRUCIAL.

<p>Define and describe things</p> <p>Label Annotate List Define Describe Select State/Relate Outline Summarise Illustrate (with examples...)</p>	<p>Explain how things work, and show we can use them</p> <p>Explain Comment on Determine Demonstrate Identify/Infer Calculate Show/Prove Set out Verify/Give reasons for/ Consider</p>
<p>Zoom into detail, analysing why things work the way they do</p> <p>Analyse Examine Explore Compare and contrast/Differentiate between/Distinguish between Survey Review Investigate Solve</p>	<p>Make judgements about things and justify our opinions</p> <p>Discuss/“To what extent...” Evaluate Assess Argue Justify Criticise Suggest/Propose/Make a case for Predict Recommend</p>