

What can you
remember?

Talk to the
person next to
you to try and
fill the gaps.

- In order to be ready for your exams, you need to **learn ...** for each of your subjects
- You can only do this by **moving knowledge from ...memory**
- To do this, you need to **manage your ...**, and **overcome ...**
- You do this by ... and ...
- **Cramming will ...**, it's just not how the brain works

KARAKIA



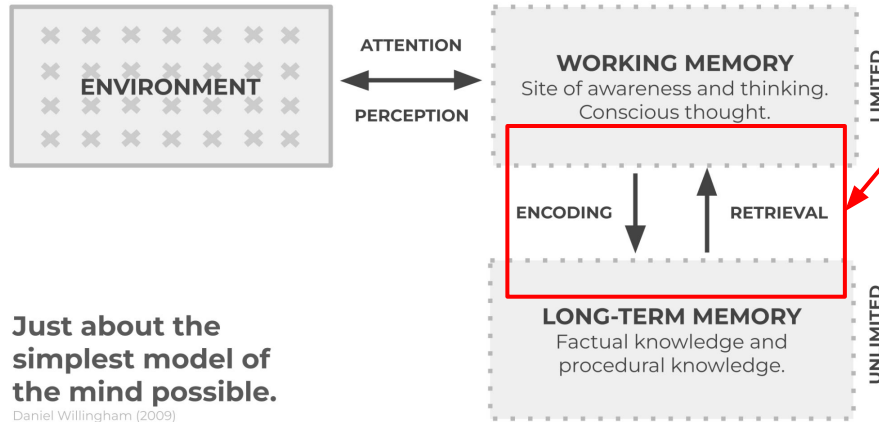
**Tau mai ko te mauri tū,
ko te mauri noho
Ko te mauri o Rangi,
ko te mauri o Papa
Ko te mauri aroha
Tau mai ko te mauri o lo
Ko te mauri o ngā tīpuna**

**UHI, WERO, TŪ MAI TE TOKI
HAUMI E! HUI E! Tāiki e!**

What can you
remember?

- In order to be ready for your exams, you need to **learn both the what and how** for each of your subjects
- You can only do this by **moving knowledge from working to long term memory**
- To do this, you need to **manage your cognitive load**, and **overcome forgetting**
- You do this by **chunking your learning** and **spreading it across time**
- **Cramming will fail you**, it's just not how the brain works

How does memory work?



**Just about the
simplest model of
the mind possible.**

Daniel Willingham (2009)

This is the secret
to success

You need to be able to
retrieve both the
'what' and the 'how'
from your long term
memory on exam day.



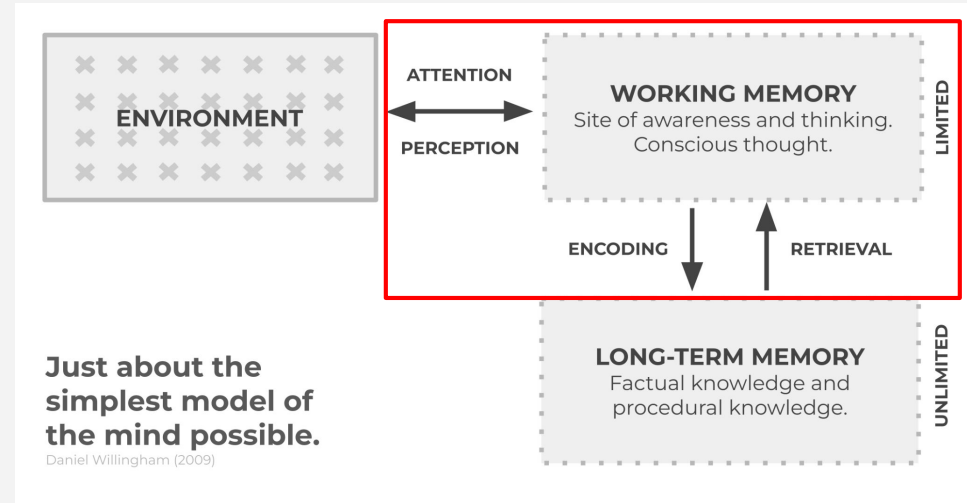
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How do we encode into our long term memory?

You need to manage two things:

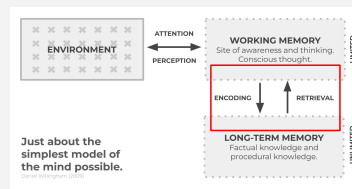
- A) The load on your working memory, including attention and distraction.
- B) Forgetting. Our brains are designed to forget.



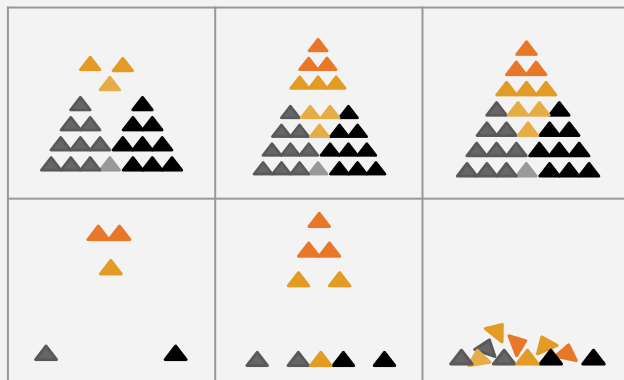
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How do we do it? Through the process of encoding.



STRONG EXISTING KNOWLEDGE



WEAK EXISTING KNOWLEDGE

Memory is sticky.

The more memories you have on a topic, the easier it is to have more.

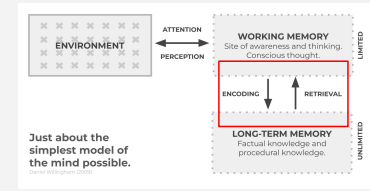
E.g. from *H* to *Hello*



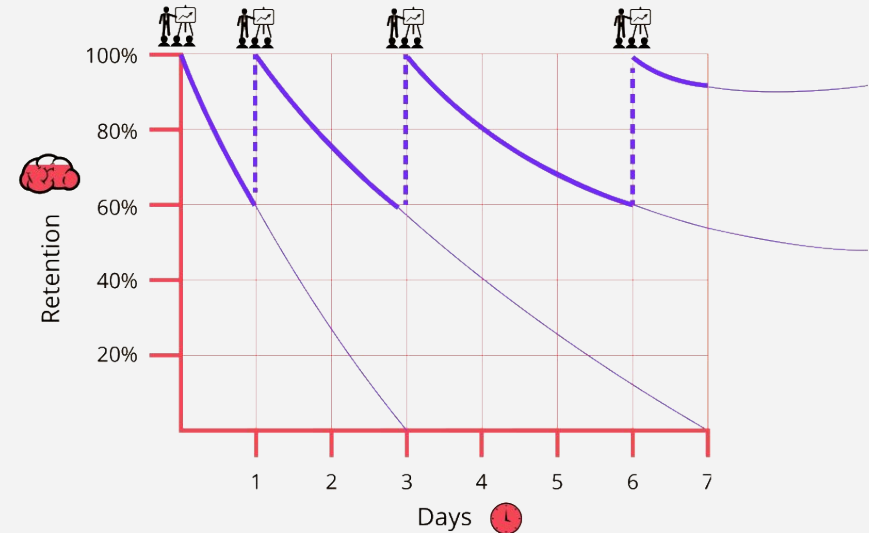
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Moving from working to long term memory: The impact of forgetting



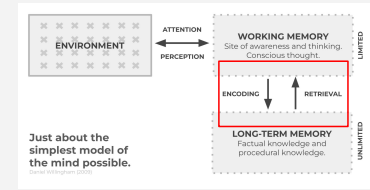
- **Rapid Initial Decay:** We lose around 50% of new information within an hour of learning it, and up to 70% within 24 hours.
- **The 'Savings' Effect:** While it appears as if learning has been forgotten, the brain does retain a 'trace'. This means that 're-learning' the material becomes significantly faster.
- **The Power of Spaced Repetition:** Retention of information increases when revisited at increasing intervals (e.g. one day, one week, one month).
- **Flattening the Curve:** Each time you retrieve information, the rate of forgetting slows.



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Looking ahead to ensure success...



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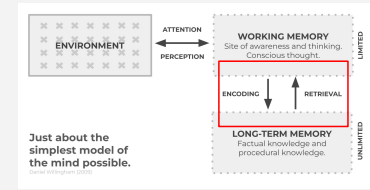
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This is what the whole
rest of your school
year looks like.

So... how do you use
your knowledge of the
brain to ensure your
success?

2026	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 4, T2		TODAY					
Week 5, T2							
Week 6, T2					Teacher Only Day		
Week 7, T2	King's Birthday						
Week 8, T2							
Week 9, T2							
Week 10, T2							
Week 11, T2							
Break							
Break							
Week 1, T3							
Week 2, T3							
Week 3, T3							
Week 4, T3			Tutor Conferences				
Week 5, T3							
Week 6, T3					Canterbury Open Day		
Week 7, T3	Tournament Week						
Week 8, T3	Derived Grade Exams						
Week 9, T3							
Week 10, T3							
Break							
Break							
Week 1, T4				Music Awards			
Week 2, T4				Black and Golds			
Week 3, T4	Labour Day	Pō Whakanui					
Week 4, T4		Fiafia Night	Y13 Farewell	Snr Prizegiving			
Week 5, T5	NZQA Exams						

From theory to action



STEP ONE: Make two lists. Each week on the same day, update them.

- **Long term list:** As you are taught new material for Externals, add to this list
- **Short term list:** This list is constantly having things added and removed. This is likely to be focused on Internals.



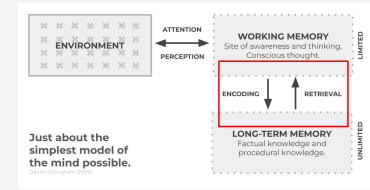
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LONG TERM	LAST REVIEWED				SHORT TERM
Media Studies - Revise elements of the gangster genre - Learn contexts of the gangster genre - Review key content of each film - Practise essays	10 May				Media Studies - Film content for scenes
Statistics - Probability concepts - Probability distributions	18 April				Politics - Find Trump internal sources
History					Statistics - Bivariate data (review content)
English					History
					English



From theory to action



STEP TWO: Plot in your short and long term for the week

- Consider the split between different length tasks and what else you have on that week.
- **Share your plan with your whānau to help with accountability.**
- I suggest using your study periods for the review of the content from the last seven days of a subject - it is realistically only 45 minutes so make it count
- **If you have a plan, and stick to it, you will spend less time feeling anxious and guilty in the time when you aren't studying.**



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Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Study: Review last week's Chemistry content After school: 4.30-6 Internal for English 6-7 Revision for 'x'	Study: Review last week's Stats content After school: <i>Training</i> <i>Study:</i> 7-8.30pm ...	Study: Review last week's Bio content After school: 4.30-5.30pm Reviewing content for MES genre study 5.30-7pm Practise essay	Study: Final prep for History Internal this p5 After school: <i>Training</i> <i>Study:</i> 7-8.30pm ...	Study: Review content for Economics After school: Evening off	DAY OFF	4 hours Hour one: Two hour block: Final hour:



From theory to action

Structuring your sessions

Chunking matters

E.g. 2.5 hours

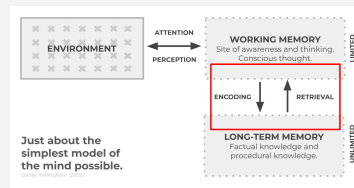
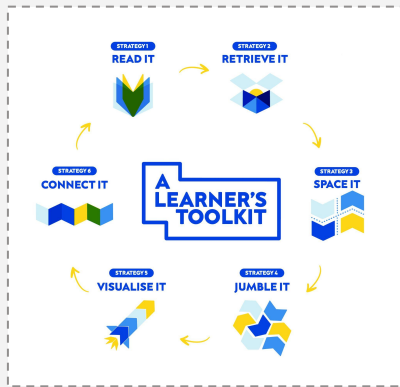
30 minutes: Retrieval task

30 minutes: Open book revision using practise questions

60 minutes: Past paper

30 minutes: 'Marking' and correction your work

DO NOT skip this step!



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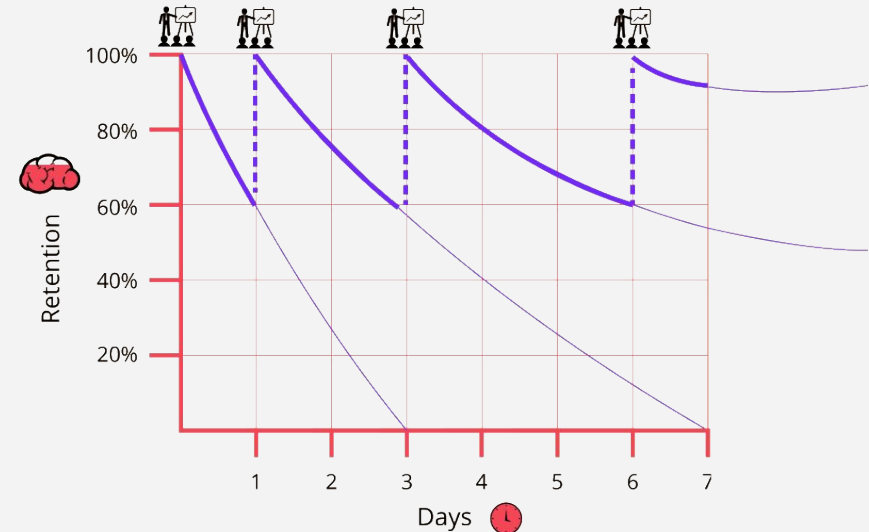
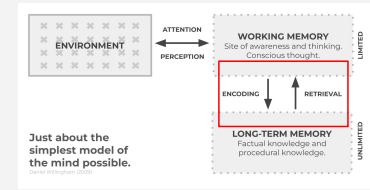
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Memory is not a library - it is reconstructive

- Every time you retrieve a memory, you are changing it.

E.g. story telling, everytime you tell the story it is a little more polished, and each new time will be closer to the time before, rather than the original, moving further and further away from where the story began.

- This matters in regards to learning, because everytime we retrieve information we are able to make it 'more polished', but we also have to be sure we aren't reinforcing misconceptions/misunderstandings.



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Key takeaways

- Having a plan helps to calm your brain
- **Sharing your plan creates accountability when your procrastination brain is trying to take over**
- Chunking your tasks helps with sticky memory
- Correcting errors is important in creating accurate long term memories

KARAKIA



E oha ki runga
E oha ki raro
Āna

*"I greet those things from above
I greet those things from below
Yes I do"*