

Revision Techniques

There are many different ways to revise for exams. Different techniques work for different people. It is important to work out which technique(s) suits your learning style as soon as possible.

This booklet explains how to use, and the positive outcomes, of the following revision techniques:

- Revise as you go through the course
- Mind Maps
- Presentations
- Past Papers
- Flash cards
- Quizzes
- Memory games
- Note taking
- Poster
- Check lists
- Revision notes around the house
- Mnemonics

Look through and try out each technique to find the ones that best help you prepare for your exams.

Revise as you go through the course	
What to do:	<p>Make a start putting your work into order at the beginning of the course; don't wait until a few weeks before the exams to do this.</p> <p>Get a breakdown of the syllabus in your subject from your teacher at the start of the course.</p> <p>Put your work into notes as you work through each topic you study. At the end of each topic ask for past paper questions and keep your answers as part of your revision packet.</p> <p>Use the notes you have made from each topic to create the revision product that suits you best: poster, mind map, quiz, memory game, mnemonics, flash cards, presentations, memory games.</p> <p>It is a good idea to create a Google Doc showing the breakdown of the syllabus. You can keep an account of the revision products you have created as you complete each one.</p>
Outcomes:	<p>You will be on top of your work throughout the course. This will stop you spending hours of preparation time in as the exams get close and you will be able to slide into revision easily.</p> <p>Your notes and other revision products can be used for summative assessments, including mock exams as you go through the course.</p> <p>You will find the revision style that suits your learning early on and be used to it by the end of the course.</p>

Mind Maps	
http://www.tonybuzan.com/about/mind-mapping/	
What to do:	<p>Start in the centre of a blank page turned sideways. Starting in the centre gives your brain freedom to spread out in all directions and to express itself more freely and naturally.</p>

	<p>Use an image for your central idea. An image helps you use your imagination, is more interesting, stimulating ideas.</p> <p>Use colours throughout. Colours are as exciting to your brain as are images. Colour adds extra vibrancy and life to your Mind Map and adds tremendous energy to your Creative Thinking.</p> <p>Connect your main branches to the central image and connect your second and third level branches to them. Your Brain works by association. It likes to link two (or three, or four) things together. If you connect the branches, you will understand and remember a lot more easily.</p> <p>Make your branches curved rather as having nothing but straight lines is boring to your brain.</p> <p>Use one key word per line. Key words give your Mind Map more power and flexibility and allow your brain to make links to the related knowledge.</p> <p>Use images throughout. Each image is worth a thousand words and will be the key to unlocking related knowledge in your brain.</p>
<p>Outcomes:</p>	<p>Mind Maps will stimulate your brain and unlock the knowledge hidden in it.</p> <p>They are quick to make and will trigger important information.</p> <p>They are adaptable - they can be used for note-making from books, topic summaries or essay plans.</p> <p>It is easy to add ideas to the mind Maps.</p> <p>They help you focus on the links and relationships between ideas so you don't just have disconnected facts.</p>

<p style="text-align: center;">Presentations (visual and auditory)</p>	
<p>What to do:</p>	<p>Break down each subject into bite size topics—enough for a presentation of around 5 minutes.</p> <p>Find the most important information that you need for each topic, which can</p>

	<p>be put into notes, on a mind map or poster.</p> <p>Record yourself (or get someone to record you) giving a presentation on the topic.</p> <p>The presentation can delivered to suit your preferred learning style such as giving a speech, reading notes, reading lists or explaining a poster / mind map.</p> <p>Presentations can also be recorded as a list of questions, which you can play and test yourself to. You could record a question and an answer, pressing pause on your device between them and trying to answer the question when you play the presentation back</p> <p>You can play your presentation back as many times as you need to. This can be done anywhere where you have your phone, such as on public transport, when you go for a walk or in bed at night.</p>
<p>Outcomes:</p>	<p>If you are an audio visual learner the presentation will be more suited to you than reading from a book.</p> <p>Listening to the information from a text book means you only have to read it and make notes on it once.</p> <p>Friends can agree to create presentations on different topics, which can be shared between them.</p> <p>As an active learning activity you are finding and using information, taking on the role of a teacher. Teaching helps you to remember.</p> <p>In creating the presentation yourself it should be transferred into the style and language that you understand.</p>

Past Papers	
<p>What to do:</p>	<p>Past papers can be used in a variety of ways:</p> <ul style="list-style-type: none"> • The Past paper can be attempted in real time, giving yourself the exact time allowed for the exam. It is worth noting how long you have taken

	<p>to complete the exam and the types of question you have struggled with</p> <ul style="list-style-type: none"> • It is a good idea to attempt a past paper before doing any revision to give you an idea of the areas you will need to focus on. After your revision you can redo the same paper and check your progress. • It is a good idea to do a past paper with a friend and peer mark each other`s work. This will give you a chance to take on the role of a teacher, where you have access to the correct answers in the mark scheme and can learn what examiners are looking for to give marks in the exam. Self-assessing will also give you this beneficial experience.
Outcomes:	<p>Past papers give you valuable experience in:</p> <ul style="list-style-type: none"> • Getting used to the language of the exam paper. • Using real life questions. • Working towards the time given for each exam paper. • Pacing yourself throughout the exam. <p>You can use any gaps in knowledge that you find as a focus for revision.</p> <p>You can get used to the questioning style of the papers (these remain consistent from year to year).</p> <p>In grading the paper you are taking on the role of the examiner. This allows you to see exactly how points are awarded, as well as how the examiner expects you to write.</p> <p>The exam and mark scheme are an excellent source of knowledge in themselves.</p>

Flashcards	
What to do:	<p>Buy a pack of flash cards or create your own.</p> <p>On one side of the card write:</p> <ul style="list-style-type: none"> • A question with the answer on the back. • The name of a piece of content with a description on the back. • A point of view with the main arguments for and against on the

	<p>back.</p> <p>Test yourself with the cards or get others to test you.</p> <p>It is also a good idea to test others, as you will need to refer to the answers, which will help you to remember them.</p>
Outcomes:	<p>Flashcards are easy to carry and use on trains, buses or cars.</p> <p>They are good for quizzes, with the answer always at hand.</p> <p>They are useful to use as prompts for speeches on a topic—which you can film or record (see the information on presentations).</p> <p>Can be used as a test with a partner, making revision interactive.</p>

Quizzes	
What to do:	<p>Create a quiz based on a topic unit of work. Information can be taken from your notes, text book or a revision guide.</p> <p>Questions can be written to provide short answers, recalling information and facts or written to reflect the type of questions that will come up in the exam.</p> <p>Depending on the type of work being revised, quizzes can be in the form of multiple choice (using a Who Wants To Be A Millionaire template is a good idea), gap fill, giving appropriate headings to summarise paragraphs, matching information or true / false.</p> <p>Quizzes can be interactive. Friends can break down the topic and create a quiz on each part, hold competitions and share the quizzes amongst themselves.</p> <p>It is a good idea to go through the answers at the end. Talking through why people have got the wrong answers as well as the correct ones will help</p>

	<p>learning and memory.</p> <p>Keep testing yourself on the quiz, keeping a track of your scores and using it as an indicator on what you need to concentrate your revision on.</p>
Outcomes:	<p>Once created, the quiz can be done many times to help your memory.</p> <p>You can keep a record of your scores to check on your progress and as a guide on what needs to be revised again.</p> <p>Quizzes provide instant results to help keep a track of your progress.</p> <p>In creating the questions you must find the correct answer, helping you to remember the information.</p> <p>In grading quizzes you are being exposed to the correct answers.</p>
Memory games.	
What to do:	<p>The following games you may have played as a child are useful for memorising information, indeed you may have used some to learn a second language:</p> <ul style="list-style-type: none"> • Pelmanism—Write pairs of pieces of paper with a question and answer, or a on one side. Match the correct cards to win them. (This can also be done with a key word and a definition). • Who / What am I? Write key terms on pieces of paper. Pick one and show it to the other players without looking at it. Ask them yes / no questions to try to work out what / who you are. • Pictionary—Draw key terms without writing any language. The first person to guess what it is / what you are trying to explain wins the point. • Scrambles words. Write and cut up words and put them in the wrong order. Give a hint such as `A type of invertebrate` and let the players guess the word using the letter, putting them in the right order to win the point. • Card sort. Write a list of information on a piece of paper, cut it into different pieces, mix it up and get the players to put it under the right headings. For example, the headings could be `Vertebrates` and `Invertebrates` with the information being `frog,

	<p>rat, mosquito, worm, spider, squid`. The first person to put the right information under the right heading wins.</p>
Outcomes:	<p>Good for learning content knowledge.</p> <p>Quick and easy to play.</p> <p>Repetitive which will help your memory.</p> <p>The games are competitive making you think quickly.</p> <p>The games encourage you to guess- Mistakes can be discussed after the game.</p>

Note-Taking	
What to do:	<p>Make sure your notes are easy to follow and well organised.</p> <p>Colour coding, highlighting, underlining information and putting notes under key headings that match the curriculum can help with your organisation.</p> <p>Keep you notes neatly filed in folders with clear labelling.</p> <p>Make and keep your lists of readings and websites that will come in useful at a later date.</p> <p>Don't just read your notes, turn them into active learning and create a variety of different revision techniques such as posters, mind maps, quizzes and memory games.</p>
Outcomes:	<p>Notes help you to prioritise important information.</p> <p>Putting notes under key headings that match the subject curriculum can help with your organisation and cut down on time looking for vital information.</p>

Poster	
What to do:	<p>Your poster can be created to best reflect your learning style.</p> <p>Your poster can be used to show lists, key formulas, bullet points, information on diagrams and mnemonics.</p> <p>A good poster:</p> <ul style="list-style-type: none"> • Is readable—use clear writing that is readable from where you intend to display the poster. • Has correct spelling and grammar, especially for subject specific vocabulary. • Is well organised. Use key terms to explain your photos, graphs, charts or pictures. Group items logically. • Summarises key ideas from your work. Do not simply copy text from books onto your poster. • Is memorable. Use bright coloured paper and pens to make the information stand out. • Will unlock your memory and allow you to expand on the key ideas it shows.
Outcomes:	<p>Posters benefit visual learners and the prompts on the pictures can help to remember key information.</p> <p>Posters can be put up onto your bedroom wall or displayed in other prominent places around your house.</p>

Check lists	
What to do:	<p>Look at the key requirements of your subject`s curriculum and / or mark schemes. Use the information to create a list of what you need to be able to do by the time your exam starts.</p> <p>The information can be used in two different ways:</p> <p>1 Turn each piece of information into a statement and then judge yourself against it to check your progress by ticking the correct box.</p>

	Requirement	I Know the information	I require more revision on...	I am unsure of this topic												
	Explain privatisation															
	Understand the role of the European Union															
<p>2. Turn each command term into a question to map your progress</p> <table border="1"> <thead> <tr> <th>Question</th> <th>Yes</th> <th>No</th> <th>Partly.</th> </tr> </thead> <tbody> <tr> <td>Can I explain privatisation?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Can I understand the role of the European Union?</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Question	Yes	No	Partly.	Can I explain privatisation?				Can I understand the role of the European Union?			
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Can I explain privatisation?																
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Outcomes:	<p>A check list allows you to focus on the requirements for the exam and use them to guide you on what you need to revise.</p> <p>Questions give you a clear understanding of your progress so far.</p> <p>The information gathered can be used to find your weak points and focus on where you need to revise.</p>															

Revision notes around the house	
What to do:	<p>Stick succinct information such as key words, diagrams on post-it notes or paper in places you regularly visit such as the fridge, under light switches, on toilet walls.</p> <p>The information can be used to give you regular reminders as you go through the day. It can be written in the form of questions for you to ask yourself.</p> <p>It is a good idea to change the information when you have learnt it, or for a specific exam that is coming up.</p>
Outcomes:	The notes are quick and easy to read. They can be used as prompts for you to think about key information while you aren't actually revising.

	<p>They can be seen as less threatening than a whole page of information.</p> <p>It'll give you a visual link when in the exam. A picture of how different digestive systems work stuck on your fridge door will stick in the mind and be a good memory point in the exam.</p>
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Mnemonics	
<p>What to do:</p>	<p>Use the letters of a word, or the initial letters of a phrase, to trigger associations.</p> <p>For example, the key elements in the topic 'Hitler's Rise to Power' could be remembered by the word 'VIEW', which stands for:</p> <p>V = Versailles (the treaty signed at the end of World War I)</p> <p>I = Individual personality of Hitler</p> <p>E = Economic collapse</p> <p>W = Weimar</p> <p>Mnemonics can be written on post-it notes and put in prominent places around your house. You can test yourself on them as you pass them.</p>
<p>Outcomes:</p>	<p>Mnemonics are useful to remember the key points of the topic, with each word a trigger for all of the information you have remembered.</p> <p>It is a good idea to write the word you have created at the start of an exam as it will be a useful.</p>