

2.

Make your
REVISION count

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Organise your revision space and your resources.

Create a positive environment – **where** are you going to revise?

Do you have a dedicated space?	<ul style="list-style-type: none"><input type="checkbox"/> Can you use the walls to put up revision posters?<input type="checkbox"/> How can you use the space imaginatively to aid your learning?
Do you have to clear away after each session?	<ul style="list-style-type: none"><input type="checkbox"/> How are you going to keep track of your notes?<input type="checkbox"/> Do you need some storage to keep your resources safe?

SHARE YOUR TIMETABLE WITH OTHERS SO THEY KNOW WHEN NOT TO DISTURB YOU.

What resources do you need to get started?



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General points For Revision

- | |
|---|
| <input type="checkbox"/> Divide work into small short-range goals. |
| <input type="checkbox"/> The goal should be achievable within the period of time you have agreed. |
| <input type="checkbox"/> Do you have a list of topics that need to be revised from your subject teachers? Useful revision websites? |
| <input type="checkbox"/> Obtain past papers where possible. |
| <input type="checkbox"/> Ensure you know what each exam entails eg. number of papers, how long, what each paper will cover. |
| <input type="checkbox"/> Take regular breaks. |
| <input type="checkbox"/> Drink water. Get enough sleep Eat healthy foods - the brain needs to be rested and fuelled properly for effective learning. |
| <input type="checkbox"/> Review what you have revised. |
| <input type="checkbox"/> Use different ways of studying. |
| <input type="checkbox"/> Do not be distracted - most problems, when it comes to revision, have very little to do with the brain's capacity for remembering things. We just struggle to devote our full attention to the task in hand. |

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What type of learner are you?

You may have a preferred learning style that will help you maximise the impact of your revision.

TICK the techniques that work for you and see what learning style is best for you.

VISUAL	AUDITORY	KINAESTHETIC
<p data-bbox="107 657 680 778">You will learn better when you read or see information that you have written down.</p> <ul data-bbox="138 833 618 1369" style="list-style-type: none"><input type="checkbox"/> form pictures in your mind<input type="checkbox"/> take notes<input type="checkbox"/> use cue words<input type="checkbox"/> use colour codes<input type="checkbox"/> use study cards<input type="checkbox"/> use the VLE & You tube<input type="checkbox"/> use charts & graphs<input type="checkbox"/> draw<input type="checkbox"/> turn words into symbols<input type="checkbox"/> use mind maps<input type="checkbox"/> create acronyms<input type="checkbox"/> use mnemonics	<p data-bbox="743 657 1379 778">You will learn better by hearing the information so read aloud wherever possible.</p> <ul data-bbox="815 833 1384 1184" style="list-style-type: none"><input type="checkbox"/> record your revision notes<input type="checkbox"/> ask someone to make a recording of your revision notes<input type="checkbox"/> repeat things in your head<input type="checkbox"/> create rhythms or rhymes<input type="checkbox"/> discuss ideas with someone<input type="checkbox"/> watch / listen to clips<input type="checkbox"/> use mnemonics	<p data-bbox="1442 657 2042 778">You will learn better by moving or doing something. You may not study best at a desk.</p> <ul data-bbox="1518 833 1953 1232" style="list-style-type: none"><input type="checkbox"/> walk as you study<input type="checkbox"/> breathe slowly<input type="checkbox"/> role play with a partner<input type="checkbox"/> exercise<input type="checkbox"/> write lists repeatedly<input type="checkbox"/> breathe slowly<input type="checkbox"/> associate feelings with information<input type="checkbox"/> use mnemonics

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Maximising progress in **The Revision Hour**

You may benefit from having a structured approach to each hour that you revise. Look at these examples:

Example 1	Example 2	Example 3
30 mins learn / revise a topic	20 mins learn / revise a topic	20 mins learn / revise a topic
5 mins break	5 mins break	5 mins break
25 mins learn / revise a topic	20 mins learn / revise a topic	10 mins learn / revise / recap
-----	5 mins break	15 mins test yourself / practice answer
1 hour	10 mins learn / revise a topic	10 mins mark it / self assess identify 2 strengths identify 2 areas to improve
	-----	-----
	1 hour	1 hour

Q) What works for you? Perhaps you have to structure your hour differently for each subject. Experiment and judge what approach produces the best results for you.

Keep checking the clock – time yourself. How long does it take you to complete a task?

Get used to how 10 mins or 20 minutes or 45 minutes of work feels.

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Learn to Read. Read to learn

There is more than one way to read. **Which technique** is useful for you and **when**?

Skim Reading To get a general impression: used mainly in sorting out which texts or pieces will be read in greater depth later.	This can help you identify strengths and weaknesses in a subject.
Scanning This is similar to 'skim reading' but with the purpose of finding specific information eg. You are looking for a specific word, phrase, topic.	This is a technique that you will use in the exam – scanning a text to find a keyword or phrase that is identified in the question.
Receptive reading You read at a steady speed from start to finish. This is a useful way to obtain a general idea of the content of a text.	You should always start a revision session off with 2-3 minutes of 'receptive reading' to help you clearly focus on your topic.
Intensive reading Reading in depth, taking notes; developing questions raised by the reading.	Reading → Notes → Asking yourself questions = A/A*

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Memory Aids

These are techniques /tricks that train you to think and remember in a certain way - this makes learning both easier and more effective.

By using memory aids to engage more of our senses and to help us think in different ways, we should end up learning and remembering more.

We remember:

20% of what we read

30% of what we hear

40% of what we see

50% of what we say

60% of what we do

90% of what we read/hear/see/say/do

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More Memory Aids

Revision Cards

- A memory aid as well as a revision technique
- Condense notes into key points /words that fit onto cards --- small/portable

Mnemonics

- Usually short sentence/rhyme/acronym
- These will work if you are good at remembering song lyrics – using repetition

Spider diagrams

- Use words, phrases, lines, arrows pictures to structure and prioritise ideas and information and to illustrate relationships between them.

Mind Maps

- A special form of spider diagram -- versatile -- used in note taking, problem solving, brain storming, review and revising.

Revision posters

- Convert class notes into a visual format. Reduce information down and present it in an eye-catching way. Then you can visualise your notes more easily in the exam.

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Your memory will be with you in the exam so use it

It needs to be trained to work effectively for you. You could try **Chunking:**

- **Your short term memory can only hold between 5- 7 pieces of information at any one time.**
 - Break a topic down into 5-7 pieces. Perhaps use keywords or headings to easily identify them.
- **These must be rehearsed to get them to stick in the long term memory – this is particularly important when revising for exams.**
 - **Say** them over and over again. Or **write** them down over and over again. Or **listen** to them over and over again. Repetition helps to train your memory.
- **Chunking normally involves using meaningful associations. All the information is in your memory - your conscious mind just has to make these associations in order to remember.**
 - Some people turn information into symbols to create associations. Others visualise their house and they fill the rooms with the key information they need to learn, creating an association. When they visualise the room, they remember the knowledge they have 'placed' there...
- **Use the ability to **associate** when revising – through links between topics (eg with a mind map).**
- **The process of ordering and arranging information is part of getting it to stick in your memory.**

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Key to exam survival = taking good notes

- Keep notes neat – present them in a way that catches your imagination.
- Try to look through your notes at the end of each lesson or day.
- Use a combination of diagrams/ bullet points / summaries.

Notes may well change as you go through your Revision Programme.

As you learn things, you will need fewer and fewer prompts to help you remember an idea. Ensure you keep updating your notes to reflect the progress you are making. It shows that your strategies are working and it will also boost your confidence. **For example, these English notes may change 3 times as you become more confident:**

1)

2)

3)

Text Type – what type of writing has the writer produced? eg leaflet, letter, article

Audience – Who is the audience / intended reader for this text? Are there several options? How do you know?

Purpose – Why has this text been written? What is the message?

TEXT TYPE – What?

AUDIENCE – Who?

PURPOSE – Why?

Identify the

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Circle of Revision

Exams are a test of memory and understanding. The revision process is a way of addressing both.

