

Revision Strategies



Brain Dump

Choose a topic and write down as much as you can remember, without referring to your notes. Check your notes and see what you missed then try to fill the gaps without the notes. Check your notes a third time and add the missing information.



Thinking hard: Reduce

Read a section of your notes then put them aside and reduce what you need into 3 bullet points, each one no more than 10 words. Look back at the notes and decide if you missed anything important. Hide the notes and write a fourth bullet point.



Flash cards

Write flash cards for each topic, in all subjects, then mix them up for the most effective revision. Check out the Leitner System for effective spacing and interleaving. Keep your flash cards simple – one question, one answer per card.



Practice Introductions

For essay subjects, take a past exam question and practice writing effective introductions and conclusions. Look back at your notes and remind yourself of the important things to remember. Practice for different topics, texts and papers.



Map it out

Take an essay question or writing question and map out your answer, without writing a full response. Look at the mark scheme and decide if your plan meets the criteria. Do this for a number of questions, then choose one and write the full response.



Thinking hard: Transform

Read a paragraph from your notes or a textbook, and transform it into a diagram, chart or sketch – no words allowed. OR, look at a diagram (in science, for example) and transform it into a paragraph of explanation.



Past papers

Ask your teacher for practice questions or exam papers. Complete them without notes in exam conditions, then check your answers and identify the gaps in your knowledge, so you can target your revision.



Thinking hard: Connect

For each subject, consider the exam paper and group together questions that require the same technique to answer. Write down the requirements for each type. Find a previous example you have completed and identify where you've met the criteria.



Quizzes

Write a set of questions and answers and ask someone to test you. It's important to either write or say your answers loud because reading through quizzes in your head can give you a false sense of security.



Key vocabulary

For a particular topic, make a list of key vocabulary, then do the following: define each word; use each term in a sentence; create a question where the key word is the answer; identify other words which connect to each of the words in your list.

Summary: How to flash cards



1.

Identify knowledge

What are you creating flash cards on?

Do you have your knowledge organiser?

Use your book to look at previous misconceptions from whole-class feedback.

2.

Colour coding

Use different coloured flash cards for different topics. This helps with organization NOT recall.

3.

Designing

1 Question per flashcard.

Making them concise and clear.

Use a one-word prompt, so that you can recall as much as you can.

No extended answer questions.

4.

Using

Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.

Do not just copy & re-read.

Shuffle the cards each time you use them.

Use the Leitner system to use flash cards everyday.

5.

Feedback

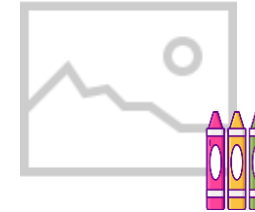
How have you performed when you look back at your answers?

Is there anything you need to revisit in more detail?

Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.

Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly.

Summary: How to create a mind map



1.

Identify knowledge

Select a topic you wish to revise. Have your class notes/knowledge organisers ready.

2.

Identify sub topics

Place the main topic in the centre of your page and identify sub-topics that will branch off.

3.

Branch off

Branch off your sub-topics with further detail.

Try not to fill the page with too much writing.

4.

Use images & colour

Use images and colour to help topics stick into your memory.

5.

Put it somewhere visible

Place completed mind maps in places where you can see them frequently.

Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it .

Summary: Self Quizzing



1.

Identify knowledge

Identify knowledge/content you wish to cover.



2.

Review and create

Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/textbook)

Create 10 questions on the content (If your teacher has not provided you with questions).



3.

Cover and answer

Cover up the information and answer the questions from memory.

Take your time and where possible answer in full sentences.



4.

Self mark & reflect

Go back to the content and self mark your answers in **green** pen.



5.

Next time

Revisit the areas where there were gaps in knowledge and include these same questions next time.

Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest. Practice makes perfect!

Summary: Brain dumps



1.

Identify knowledge

Identify the knowledge/topic area you want to cover.



2.

Write it down

Take a blank piece of paper/whiteboard and write down everything you can remember about that topic (with no prompts).

Give yourself a time limit (e.g. 10 minutes).



3.

Organise information

Once complete and you cannot remember any more use different colours to highlight/underline words in groups.

This categorises/links information.



4.

Check understanding

Compare your brain dump to your K/O or book and check understanding.

Add any key information you have missed (key words) in a different colour.



5.

Store and compare

Keep your brain dump safe and revisit it.

Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.

Brain dumps are a way of getting information out of your brain.

Revision Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:30-9:30							
9:30-10:30							
10:30-10:55							
10:55-11:20							
11:20-12:20							
12:20-1:20							
1:20-1:50							
1:50 – 2:45							
2:45-3:45							
3:45-4:45							
4:45-5:45							
5:45-6:45							
6:45-7:45							

To do

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