

# SO... HOW DO YOU REVISE??

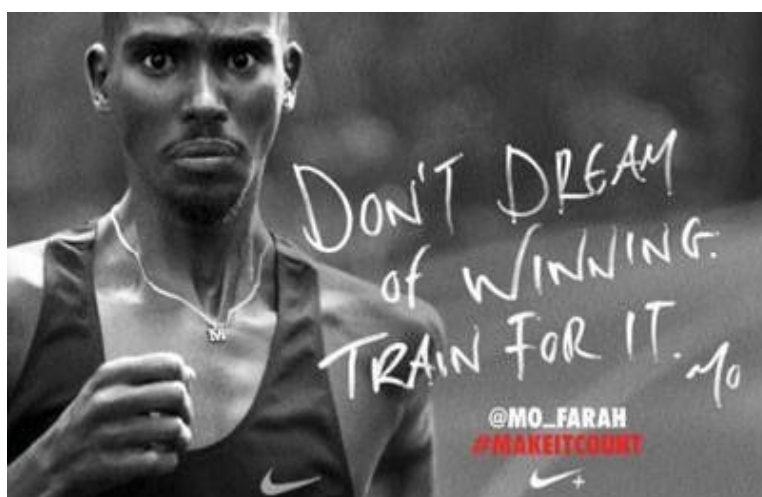
P16

CABOT  
LEARNING  
FEDERATION

Common Techniques	Type
Reading through class notes	C
Using teacher's resources on One Drive/ Teams	C
Using Course textbooks/ Revision Guides	C
Making Mind maps	C
Making/ Remaking class notes	C
Highlighting/ colour coding class notes	C
Creating Flash Cards	C
Using a revision wall to display topic notes/posters	C
Writing exam answers under times conditions	S
Reading model answers	S
Using Past papers and planning answers	S
Marking & improving your own work using the Mark scheme	F
Studying Mark schemes and Examiners Reports	F
Working with other students to teach and compare understanding	F
Comparing model answers to try to spot how to improve your own work	F
Creating your own exam questions	F
Handing in extra work for marking	F
One -to -one discussions with teachers/ tutors	F
?	
?	

Those with C in the 2<sup>nd</sup> column are '**CONTENT**' techniques. Those with S are '**SKILLS**' techniques and those with F are '**FEEDBACK**' techniques. **Experience shows that students combining a range of activities will usually get the better grade.**

Treat the mocks as your laboratory – testing out different techniques to find out which work best and which you will use in the final exams. Use the Revision Timetable at the back and plan the next few weeks of revision and **make sure you allocate time to do a balance of Content, Skills and Feedback activities**, spacing revision of different subjects so you are able to go over topics more than once before each exam.



# Get ACTIVE...!

Don't just read through or copy out your notes. Try different ways of actively engaging:

1. Get active by Blurting [https://www.youtube.com/watch?v=Rb\\_dgJXckAA](https://www.youtube.com/watch?v=Rb_dgJXckAA) . This is a quick way of identifying the gaps for you to prioritise
2. Create Flashcards: They engage in 'Active recall' – this creates stronger connections for your memory to recall information. They help you memorise facts quickly. Use different coloured cards or pens for each subject or topic. This can help your brain to make links between categories of information BUT....Ensure that the flashcards have a question or key term on one side and the answer or definition on the other: the flashcard must work the memory. Taking one topic at a time, identify a fact that you do not know, write the question about it on one side of the flashcard and the answer on the other side. Do this for 20 topics then look up The Leitner method <https://www.youtube.com/watch?v=C20EvKtdJwQ> and use it to learn these facts
3. Create Mindmaps: again this can be an active approach. Creating eye-catching, bright maps that show whole topics and identify the links between ideas within the topic can help you learn, and also gives you a useful resources to revise from. You can also use this as a technique for testing yourself: try creating one quickly and compare it to your notes on the topic . Check out this introduction to mindmapping: <https://www.youtube.com/watch?v=wLWV0XN7K1g>
4. Take a page of your notes/textbook and put them into Cornell notes <https://www.youtube.com/watch?v=ErSjc1PEGKE>
5. Read a page of your textbook and transform the information into 5 key words - why have you chosen those words?
6. Reduce a topic into 6-10 shorter points - draw lines of connection between items that link together and annotate what each link is.
7. Turn your notes into pictures/symbols and talk through what the pictures represent.
8. Rank a set of ideas from the easiest to learn to the most difficult. Take a difficult idea and transform it into a diagram/flow chart/images/audio recording.
9. Mind Movie task: ask a friend to read out a passage that you are working from, draw images as they read. Now, using your pictures, turn your pictures back into text, or explain back to them what they have read.
10. Read through your notes on a topic and chunk the learning into 20 'bites' and rank them in order of confidence/importance, then explain your ranking.
11. Using a search engine, find 5 images related to a topic area of your choice and write 5 key words for each image.
12. Take a Topic and try 'Thinking Hard' by creating a summary on a side of A4 with the following headings:

<b>Prioritise:</b> Take a topic and summarise it with three sentences which capture the most important messages. Rank them 1- 3 briefly explain the number
<b>Reduce:</b> Reduce the key information into 12 words
<b>Transform:</b> Transform this information into 4 pictures or images (no words allowed)
<b>Categorise:</b> Sort this information into three categories. Highlight and think of a suitable title for each category.
<b>Extend:</b> Write down three questions you'd like to ask an expert in this subject

# Try these...

P16

CABOT  
LEARNING  
FEDERATION

Care • Believe • Achieve

## What is the Chunking Technique?

Chunking is the process of taking individual pieces of information (chunks) and grouping them into larger units to help you remember them. How to chunk...

- Identify topics or sections of work with similarities/patterns,
- Organise the information into chunks.
- Group information into **manageable** units and create a summary to memorise the links with a mindmap or a 'Review sheet' - a single side of A4 where you condense all the key information relevant to that topic
- Information becomes easier to regularly review, retain and recall.
- Improves our creativity: add colour, doodles & relevant images

## The chunking process

Use **HEADINGS** and **TITLES** for different sections

Use **TABLES** to summarise **LARGE AMOUNTS** of DATA

Use **BULLET POINTS** to summarise and **CLARIFY IMPORTANT POINTS.**

Combine quick **ILLUSTRATIONS** with **TEXT** to create **VISUAL LINKS.**

## The 'Interleaving' technique

Check out this video introduction: <https://www.youtube.com/watch?v=WbDpYmp8F6o>

Each time you revise information it **strengthens** your memory **recall**. So By **coming back and revisiting material** from each topic several times, in short bursts, you can increase the amount you remember in the exams. This is because the time in between allows you to forget and re-learn the information, which cements it in your long-term memory. How to interleave...

- Decide on the key topics you need to learn for each subject.
- Break units down into small chunks and split these over a few days rather than revising one whole topic all at once.
- Create a revision timetable to space your learning and come back to go over each topic several times.

## Procrastination is the Thief of Time:

### *Just not motivated?*

- Plan your rewards: snacks, exercise breaks; getting together with friends – but only AFTER you've completed your goals

### *Get easily distracted?*

- Your phone is probably the worst source of distractions: put it in Airplane mode – or better still- in another room while you're revising

### *Don't know how to start?*

- BLURT. Just pick a topic: maybe the one you fear the most, and write down everything you know about it – then check your notes and add the terms/ concepts in a different colour

### *I don't have enough time!*

- Start a revision timetable now- start with the things you fear the most to help manage the stress and start feeling like you are making progress. The plan may take half an hour but it will show you just how much time you still have to make a difference.

SO... you can start with just 30 minutes: try **The 'Pomodoro'**

**Technique:** 30-40 min chunks of activity to take in information. Eg write flash cards or mind maps for topics. Take a look at the 'Pomodoro' Technique: is this a good place to start?

<https://www.youtube.com/watch?v=mNBmG24djoY>



**Make effective use of your time: start by setting objectives using the template on the next page.**

