

Preparing for exams

Examinations are a significant milestone in a student's academic journey. Exams are also important to future opportunities. It's perfectly normal to become anxious about them, but it's also possible to reduce this stress by planning ahead. It helps to have a plan. Reading this document will help develop that plan with ideas for looking at how you prepare and different approaches to revision. Also, check the Post 16 Youtube channel on the link below.

What makes the biggest impact? Success is being 'present': attending class, arriving on time and engaging in lessons MATTERS. Results show students achieving higher grades have better attendance

CLF Post 16 students achieving who achieved:	Attendance
120 UCAS points (BBB) or more	96.1%
48 UCAS points (EEE) or less	68.7%

So – turn up, every day and on time and you immediately increase your chances of success

Good Luck!

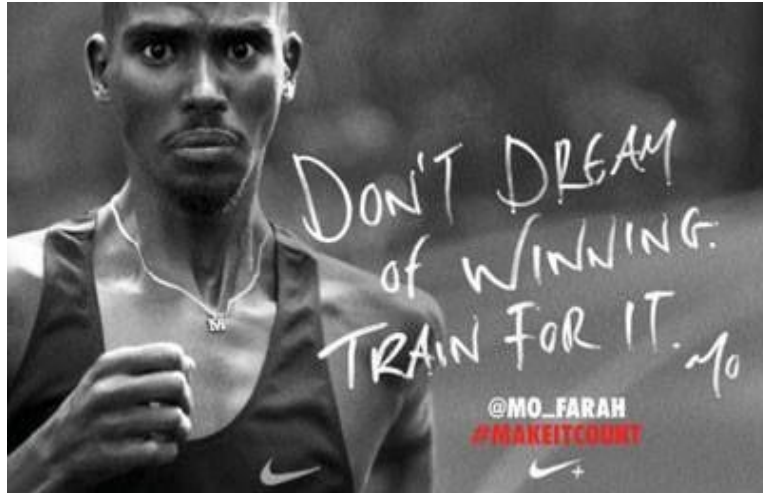
SO... HOW DO YOU REVISE??

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 2nd 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.** 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.

Train for Success...!

Treat the mocks as your training ground – 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. Try **Blurting** https://www.youtube.com/watch?v=Rb_dgJXckAA . This is a quick way of identifying 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.
9. Take a difficult idea and transform it into a **diagram/flow chart/images/audio recording**.
10. Mind Movie task: ask a friend to read out a passage that you are working from, draw images as they read. Now, turn your pictures back into text, or explain back to them what they have read.
11. 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.
12. Using a search engine, find 5 images related to a topic area and write 5 key words for each image.

Try these...

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.

The Pomodoro Technique

There's a saying:

"A journey of a thousand miles starts with a single step"

While it's sometimes difficult to get started on your revision when you know you have a lot to do, 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>



CLF Post 16 You-tube channel

Take a look at the [CLF Post 16 You-Tube](https://www.youtube.com/channel/UC1qXnj3M) channel for further hints and tips on revising

<https://youtube.com/playlist?list=PLQIPG-jO8VqF0LDJdYWI8wBYTbhG0SIN6&si=VxlWhvb1qXnj3M>

