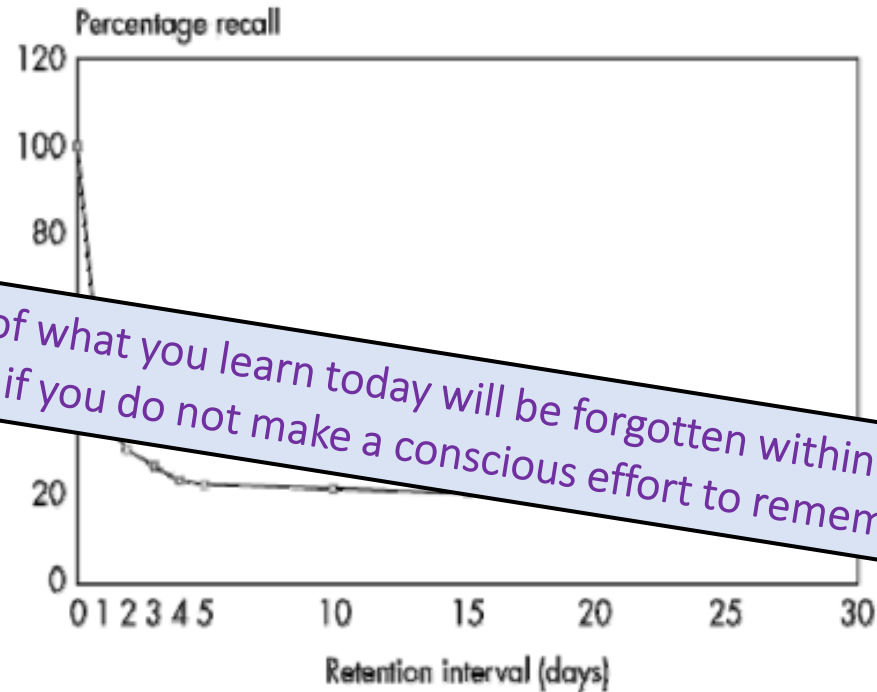




Revision and Exam Tips & Techniques

Ebbinghaus' Forgetting Curve



80% of what you learn today will be forgotten within 24 hours if you do not make a conscious effort to remember it.

Memory is a very important part of learning, and one which often worries students. It *is possible to improve your memory*, but there is no magic wand; hard work is involved. However, developing memory techniques that suit you will be useful for life as well as school, college and university!



Contents – Some strategies for ‘remembering more’

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Top Ten Revision Tips



1. Short bursts of revision (30-40 minutes) are most effective. Your concentration lapses after about an hour and you need to take a short break (5-10 minutes).
2. Find a quiet place to revise - your bedroom, school, the library - and refuse to be interrupted or distracted.
3. Make sure you don't just revise the subjects and topics you like. Work on your weaker ones as well.
4. Make your own revision notes because you will remember what you have written down more easily. Stick key notes to cupboards or doors so you see them everyday.
5. Rewrite the key points of your revision notes; read them out loud to yourself. We remember more than twice as much of what we say aloud than of what we merely read.
6. Use different techniques. Make your own learning maps, use post-it notes to write key words on, create flash cards. Record your notes on tape and listen to them back on your Walkman. Ask friends and family to test you. Use highlighter pens to mark important points. Chant or make up a rap song.
7. Practise on past exam papers or revision tests available on the web Initially do one section at a time and progress to doing an entire paper against the clock.
8. You will need help at some stage, ask parents, older brothers and sisters, teachers or friends. If there is a teacher with whom you get on well at school ask for their e-mail address so you can clarify points you are unsure of whilst on study leave. Use websites specifically designed for revision.
9. **Don't get stressed out!** Eat properly and get lots of sleep!
10. **Believe in yourself and be positive.** If you think you can succeed you will; if you convince yourself that you will fail, that's what will probably happen.

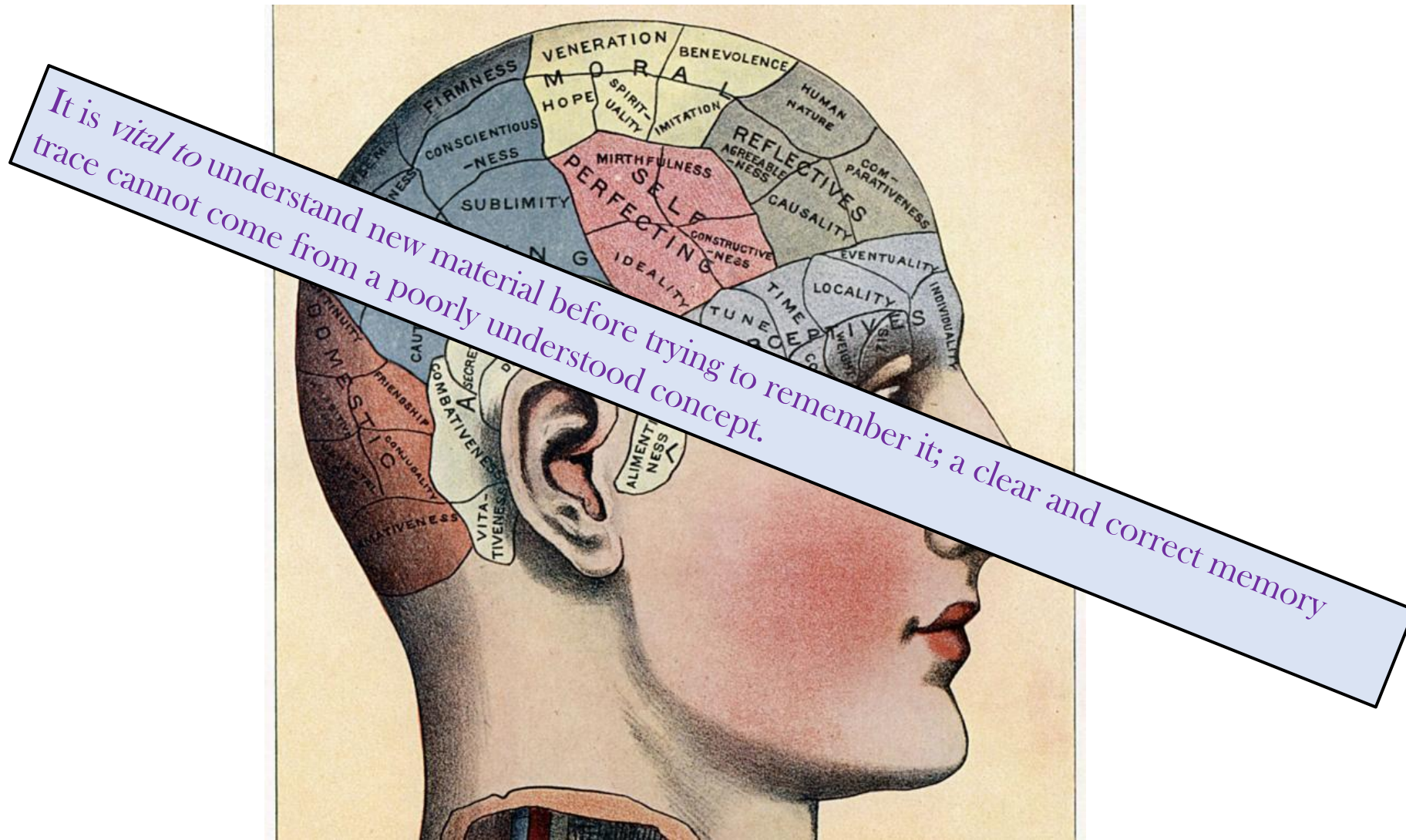




Make a timetable

- Know your topics and subtopics
- Plan when you are going to study
- Use short bursts
- Timetable in Exercise

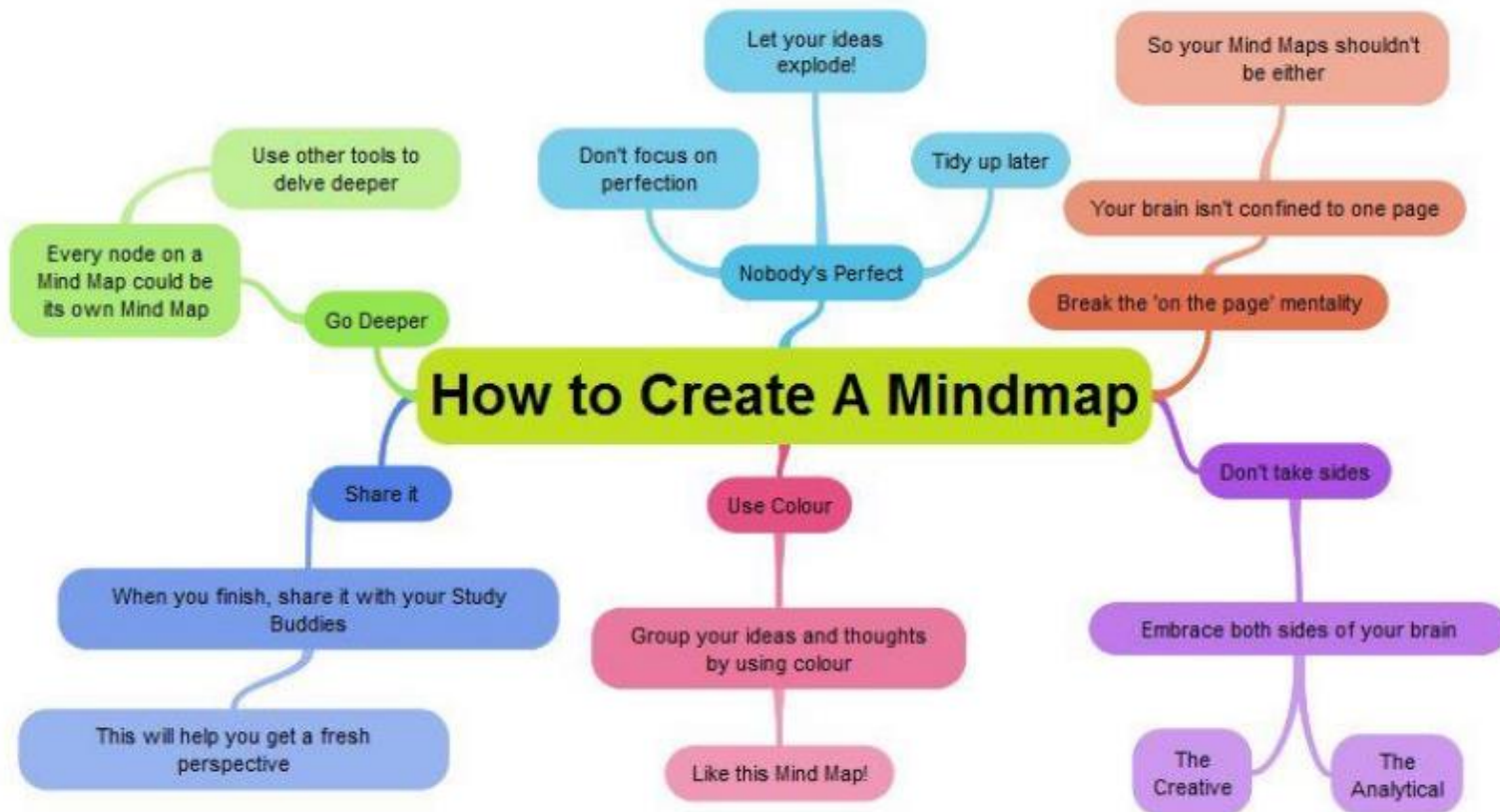
It is also very important that you regularly review the knowledge that you are acquiring; this is how things move from short-term to long-term memory and become easier to recall at speed. Effective revision is an ongoing process, not a cramming session just before the exams. This strategy also helps you to acquire a knowledge base rather than simply to pass an exam and then forget the information.



-
- The mind map illustrates the various impacts of climate change, categorized into four main branches: Economics, Predictions for 100 Years, Depressed, and Warmed by OHC-Effects.
- ECONOMICS**
 - STERN REPORT
 - ACT NOW
 - DON'T INVEST 3700P
 - GLOBAL WARMING WORSE THAN
 - FALL TO ACT
 - GLOBAL GDP 20% LOWER
 - FAMINE
 - WAR
 - NEED 100M
 - PEASUE
 - GLOBAL NUCLEAR WAR
 - WARMED BY OHC-EFFECTS
 - WEATHER
 - HEATWAVES
 - OCEANS WARMING
 - ARCTIC ICECAP MELTING
 - SEA LEVELS RISING
 - SPECIES EXTINCTION
 - EXTREME WEATHER EVENTS
 - INCREASED EARTHQUAKES
 - PREDICTIONS FOR 100 YEARS**
 - UP 3C
 - ENVIRONMENTAL REFUGEES
 - 1000 SHORTAGES
 - CRASH OF COLLAPSE
 - GREENLAND MELT
 - POLAR BEARS EXTINCT
 - WATER SUPPLY AFFECTED
 - UP 2C
 - FAKE SPECIES EXTINCT
 - CORAL REEFS DESTROYED
 - ISLAND NATIONS UNDER WATER
 - UP 1C
 - FAKE SPECIES EXTINCT
 - CORAL REEFS DESTROYED
 - ISLAND NATIONS UNDER WATER
 - DEPRESSED**
 - PERMAFROST MELTS, GASES RELEASED
 - 1/3 RD OF BANGLADESH UNDER WATER
 - MILLIONS OF REFUGEES
 - UP 5C
 - MOST OF THE WORLD UNINHABITABLE
 - UP 6C
 - TSONAMS
 - EARTH HOTTER THAN IN 50 MILLIONS YEARS
 - MASSIVE EXTINCTION
 - UP 4C
 - TSONAMS
 - EARTH HOTTER THAN IN 50 MILLIONS YEARS
 - MASSIVE EXTINCTION



Mind maps



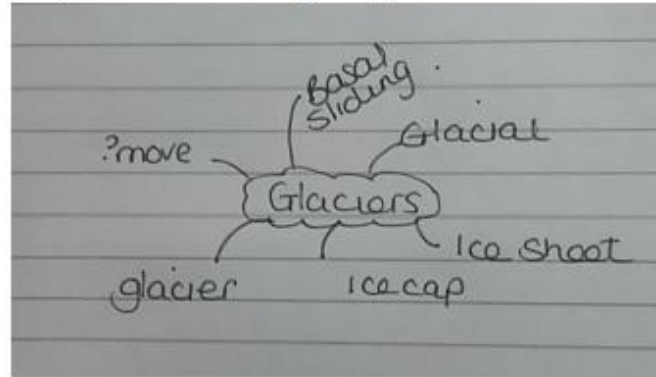
Mind Mapping is a process that involves a distinct combination of imagery, colour and visual-spatial arrangement. The technique maps out your thoughts using keywords that trigger associations in the brain to spark further ideas. Once you have made your map, cover it and test yourself on different strands, eg. How much of the blue strand can you recall?

1. Read all of the information you have to remember.
2. Start your mind map in the middle of a page adding a colourful image to the centre.
3. Start in the middle with the name of your topic. Add branches for each sub topic that you need to revise.
4. Build your network of information using colours and/or images.
5. The map that develops will be a vibrant and colourful network of knowledge thanks links and organises the information radiating out from the central theme.
6. When you have finished, try turning it back into sentences without looking at your subject knowledge organiser. Don't forget to green pen it.



Knowledge map using images

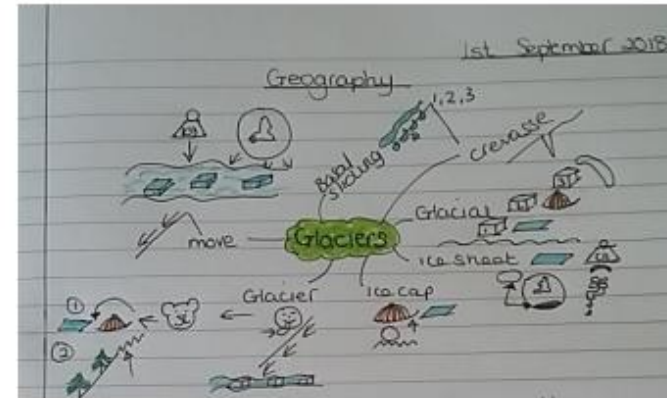
1. Create a mind map using the key words from your knowledge organiser



3. Test yourself by recreating the definitions/detail in full. When you have finished, check the detail and correct or add missing detail in green pen.



2. Use images to help you remember the detail



Glacial: landscape that is made up of, or contains ice. There are three levels: ice caps, ice sheets and glaciers.

Ice sheet: A blanket of ice bigger than 50,000 km² found only in Antarctica and Greenland. They are so heavy that they can bend the earth's crust. They contain freshwater.

Ice cap: they are round and often found near the edge of ice sheets. They are less than 50,000 km² and cover the landscape below even if it is mountainous.

Glacier: A tongue of ice that moves slowly downhill like a frozen river. There are two types: Polar glaciers are found at the edge of ice caps and ice sheets. The Alpine glaciers are found near the top of large mountains.

How do glaciers move? They are like frozen rivers and move slowly downhill because of gravity and the pressure of its own weight.

Basal sliding: This is slipping downhill on a bed of thin meltwater.

Crevasse: a crack in the ice surface of * and contain 99% of the world's freshwater ice.



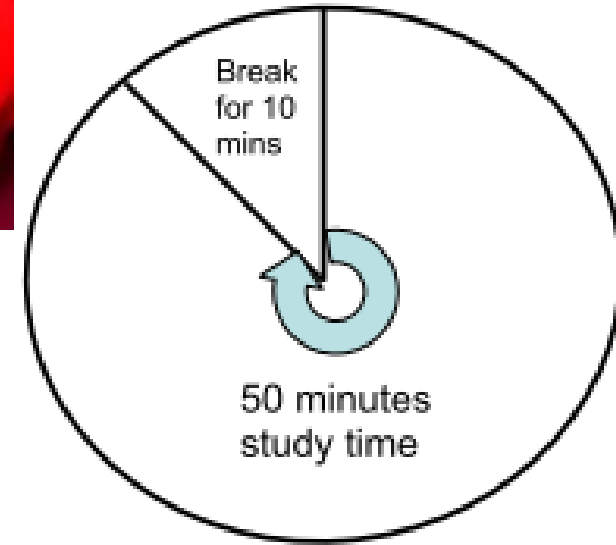


If you learn best by **listening (auditory)**:

- Record your learning materials or revision notes on a mobile phone or digital voice recorder
- Speak your revision summaries aloud to yourself.
- Ask yourself, or someone else, questions.
- Record a series of questions and answers, leaving a gap for you to say the answer aloud before hearing it.
- Look out for podcasts.
- Read aloud to yourself or use text-to-speech software.

Or... Perhaps make a video recording?



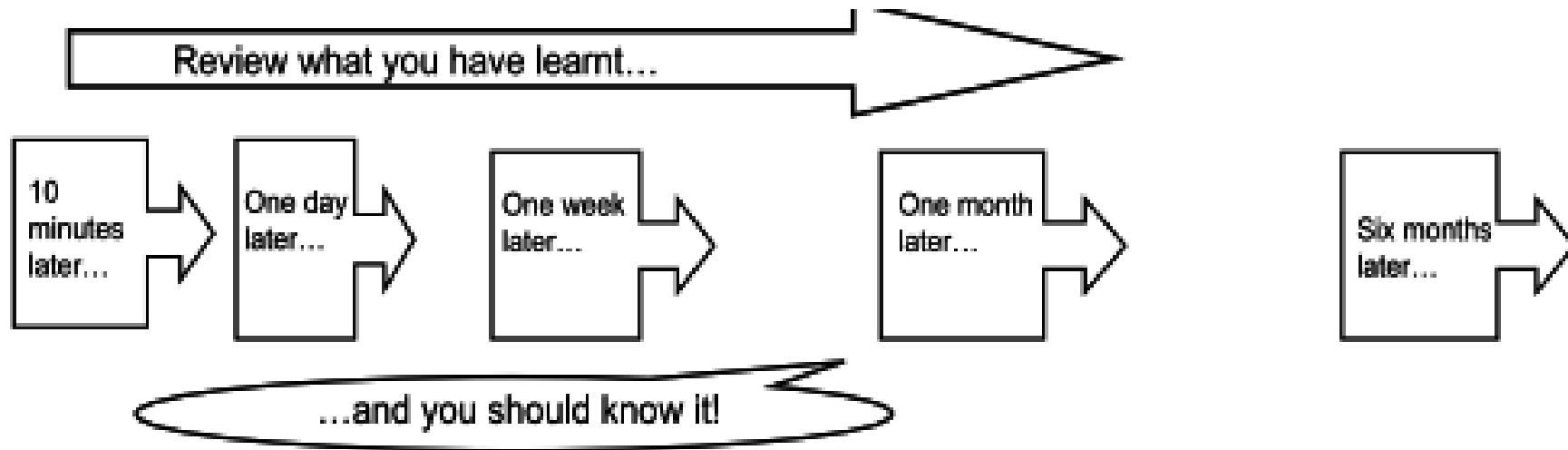


Taking breaks

Split your personal study time into 50 minute chunks with 10 minute breaks in between.

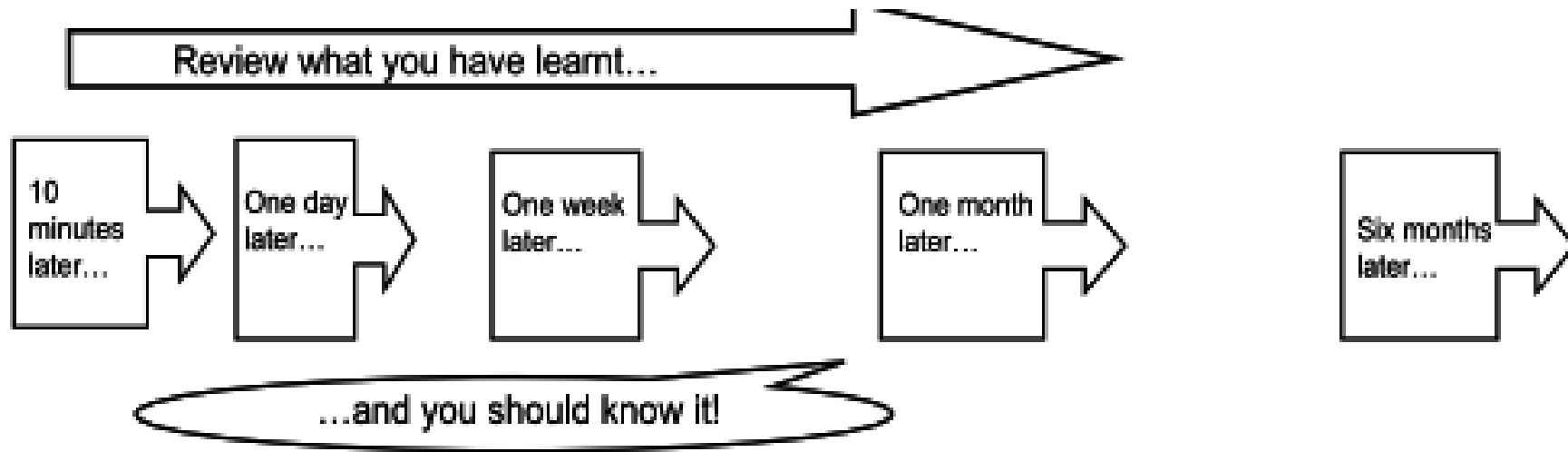
It is important that you consciously relax or do something physical or creative during the breaks. This helps to refresh your brain.





Review

Review should be an active attempt to hook the facts into your visual, auditory and kinaesthetic memory. This is why multisensory learning is so important. Review does not just mean repetition or reading through; you need to work on the material in different ways.



The first review should ideally take place immediately after the learning session, or at any rate the same day.

At the end of a learning session, your ability to recall the material actually rises; it peaks after about 10 minutes and then falls off dramatically. If you can do your review at that 10 minute point, you will reinforce the information at its strongest.

However, even if you can't review straight away, taking a few minutes to think over what you are trying to learn is what neuroscientists believe is necessary to begin to shift material from short- to long-term memory.

Each additional review engraves the learning deeper and deeper in your mind. Reviewing should also be quite quick. Rework and condense the material so that you can remind yourself quickly.



Mnemonics

This strange-looking word (pronounced ne-mon-ix) simply means memory-joggers. The best ones link the thing you are trying to remember with the mnemonic itself. Even better is to make them up yourself.

Here are a few useful spelling mnemonics:

Two **cots** need two **mattresses** in any **accommodation**.

It is **necessary** to have one **collar** and two **sleeves**.

Stationery is **paper**. **Stationary** is a **parked car**.

Rhythm has your **two hips** **moving**.

Exams

Do not fall into the trap of thinking that a good memory is the only thing you need for passing exams. Exams tend to be **about what you understand, more than about what you can remember**. If you **revise effectively, throughout the year and before the exam**, and have a good understanding of the subject, then you have the **potential to do well**.





Revision strategies

- Break down your subject into topics.
- Plan your revision timetable in detail – but not as an excuse not to get on with the revision.
- Allow some free time – all-night marathons are not the way to revise.
- If you haven't been reworking and condensing your notes throughout the year, start to do so now!
- Revise everything more than once – interleaving & overlearning is important for retention.
- Share revision time with a friend sometimes.
- Try explaining your topic to someone who does not know anything about it. If you can do this, it proves that you understand it.
- Practise writing under timed conditions and be realistic about how much you can produce in the given time.

Look, cover, write, check.

This is a tried and trusted technique that still works for many people:

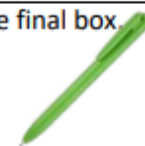
1. Revise a section of work.
2. Cover it up or put it aside
3. Write down or record as much as you can remember.
4. Check against the original.
5. Highlight anything you got wrong or forgot.
6. Prioritise these areas for future revision.



Look, Cover, Write, Check, Correct

Look	Write	Check	Correct (green pen)
<i>Glacial</i>	<i>A landscape that is made up of ice or produced by ice. There are three different scales: ice caps, glaciers and ice-sheets.</i>	✓	
<i>Glacier</i>	<i>A tongue of ice that moves slowly downhill. There are Polar glaciers which are found at the edge of ice sheets. There are Alpine glaciers that flow from near the top of large mountains.</i>	✓	<i>...like a frozen river.</i>
<i>How do glaciers move?</i>	<i>Glaciers move slowly downwards and gravity and the weight help this.</i>	✗	<i>Glaciers are like frozen rivers. They move downhill very slowly under the influence of gravity and under the pressure of their own weight.</i>

Always try to write the information from memory. When you are certain you have written all you can, make any corrections in green pen in the final box.





Past papers.

Going through past question papers is very helpful.

You can familiarise yourself with the format of the paper and the wording of the questions. Past papers may also act as a guide to the types of topic which crop up in the exam, but do not rely on this too much!

Practise making brief plans to answer the questions. You do not need to answer the question in full, but by going through what you know, selecting the most relevant material and ordering it coherently, you are practising a technique which will be used in the exams.

Why some students don't always get what they expect

Exams are not meant to trick you, but to give you the chance to demonstrate your knowledge. Exams also aim to see how well you can select from your relevant knowledge and apply it to the particular question.

Sometimes students do badly, not because they have not revised or do not have sufficient knowledge, but because they try to write down everything they know about the topic and so do not answer the question properly.

Some of the main reasons why students fail to gain the marks they hope for:

1. Failing to answer the question set.
2. Misinterpreting the question, perhaps because they misread the instruction words or specialist terms.
3. Not reading the instructions carefully.
4. Not writing answers in the way they are required.
5. Not referring sufficiently to the given material (Use Figure 1...) or own case study knowledge.
6. Running out of time, so that the final question is not answered in sufficient depth.
7. Not checking through the paper carefully to avoid obvious mistakes, such as circling the wrong response.
8. Writing long, complex sentences where the meaning gets lost.
9. Illegible handwriting.





How to use knowledge organisers.

- Knowledge organisers are designed to help you learn a wide range of knowledge which will support you in your learning journey at Trinity Academy. By studying and remembering the information in the organiser, you will be more prepared for your lessons as well as the new style GCSEs that you will sit in Year 11. To gain the most out of your organiser, you will need to learn allocated sections of it and then self-test in your knowledge book.]
- #Never, ever, just copy the work into your book. Learning happens when we think hard.
- #Copying does not allow us to learn as we are not thinking hard.



Examples of Knowledge organisers:

ENGLISH: BLOOD BROTHERS:

- <https://www.whitbyhigh.org/Blood-Brothers-Knowledge-Organiser.pdf>
- <https://www.oasisacademyimmingham.org/uploaded/Immingham/Curriculum/KS4 Knowledge Organisers/English/Y11 Blood Brothers - Literature Knowledge Organiser.pdf>

MATHS:

- https://www.thegrangeacademy.co.uk/downloads/ko_unit_4b_percentages.pdf
- <https://www.southwigston.leics.sch.uk/documents/1027/JW - Y10-Knowledge-Organiser swNgPOL.pdf>

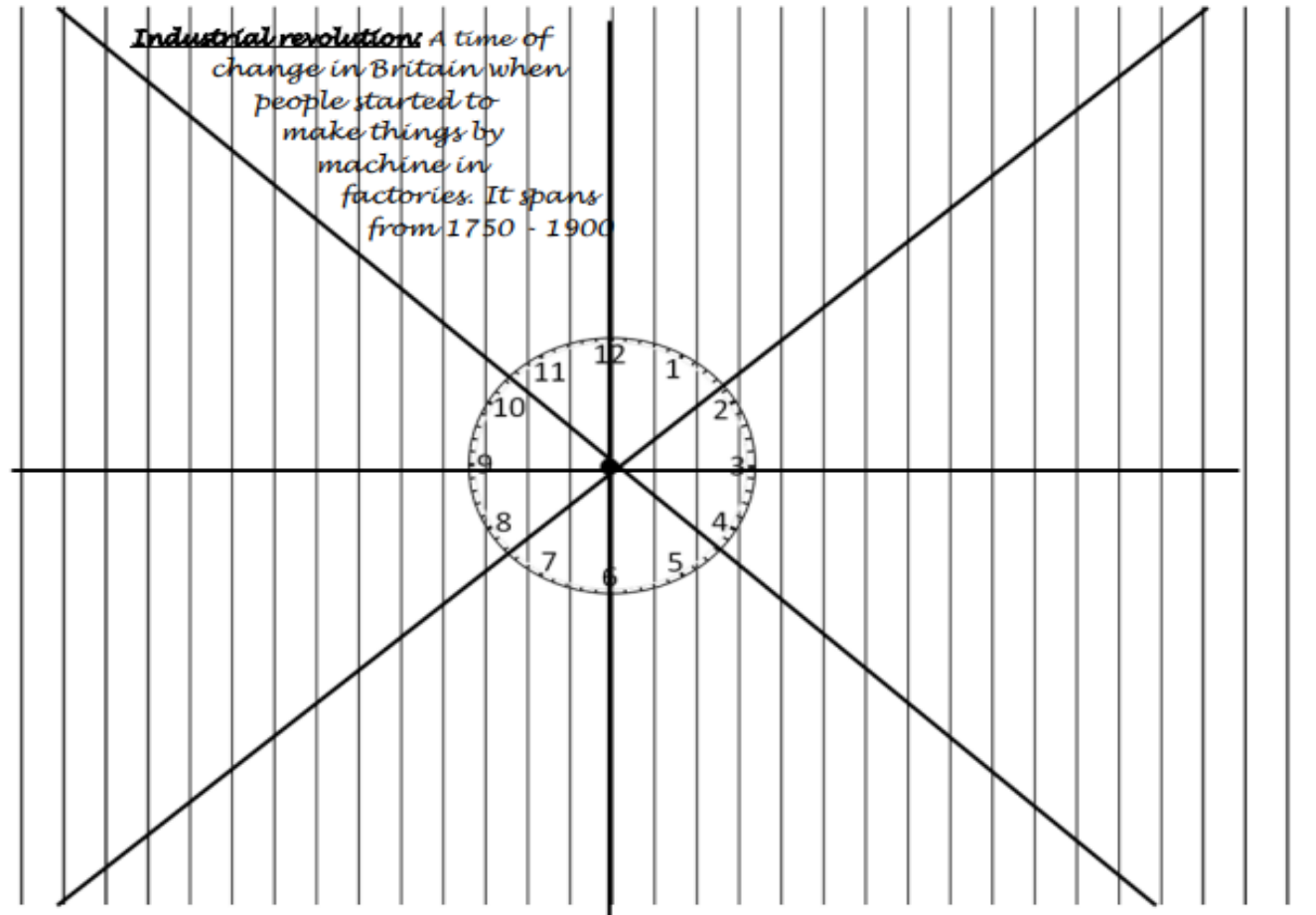


How to use Knowledge Organisers

- Step 1 Read through the section of your knowledge organiser that you have been given for homework. Make sure that you understand the vocabulary and the meaning of the text or diagram that you are learning.
- Step 2 Choose a method that suits you to practise learning the information. On the next few pages there are some suggestions, but you may have your own methods.

Clock revision

Draw a clock face in the middle of a landscape page. Divide the clock into enough sections for your revision. Label each section, with your topics. Revise the material and then cover the information up, and try to recreate the information in each section.



1. Key Words:	
Industrial Revolution	A time of change in Britain when people started to make things by machine in factories. It spans from 1750-1900
Urban	Built up areas in which people live near. It refers to either towns or cities.
Rural	Countryside areas in which the population is spread thinly.
Population	The number of people living in a particular place.
Invention	Something new which is created, can be an idea or an object.
Factories	Places which items are made on mass
Cholera	Infections and fatal disease of the small intestine. Typically, contracted from infected water supplies and causing severe vomiting and diarrhoea
Workhouse	An institution which would house and look after the poor. People were expected to work for food and lodging.

Don't forget to green pen your work when you have finished.





Ask someone to quiz you on the detail or set you some questions. When you have learnt it, write what you can remember in your knowledge book.

Try this:

Ask a parent or a friend to read the definitions. You try to remember the key word.

Ask a parent or a friend to create some multiple choice questions. Have a go at answering them.

Ask a parent or friend to read sections out to you, missing out key words or phrases that you have to fill in. Ask them to miss out more and more each time.

Ask someone to test you on the key word spellings.

Try creating flashcards here: www.quizlet.com or www.getrevising.co.uk

Create an online mind map here at www.mindmup.com or www.getrevising.co.uk

Don't forget to green pen your work
when you have finished.



Create your own flash cards

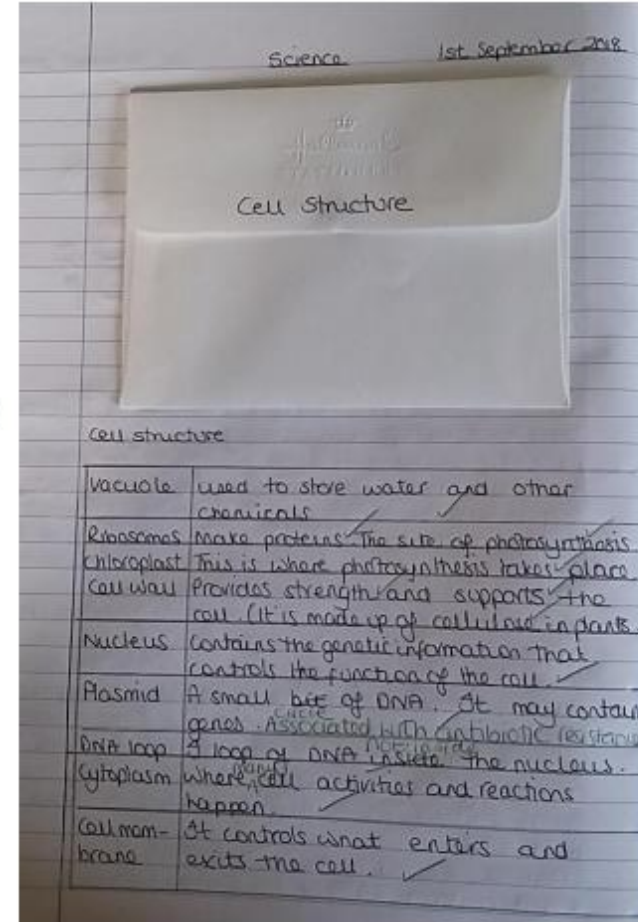


Create a set of flashcards and ask a parent, guardian or study buddie to test you.

You can keep the flash cards in your knowledge book by gluing in an envelope and slotting them inside.

Create cards by cutting up paper into rectangles that will fit into your envelope. Write questions or clues on one side, and the answers on the other side.

When you have learnt your flash cards, try writing out the information in full in your knowledge book. When you have finished, check the detail and correct or add missing detail in green pen.



Record it

Record yourself on your phone or tablet, reading out the information. You can then listen to your recording as many times as you need. Once you have remembered it, write it out in full in your knowledge book.

Use a green pen to fill in any missing detail.

Hide and Seek

Read through your knowledge organiser, put it down and try to write the information out. Keep adding to it until all of the information is there.

Post its

Using a pack of post it notes, write out as many of the key words and definitions as you can in 5 minutes.

Check the detail. Once you have remembered it, write it out in full in your knowledge book.

Use a green pen to fill in any missing detail.

Teach it

Teach someone the key facts and information and get them to test you, or even test them! Once you have remembered it, write it out in full in your knowledge book. Use a green pen to fill in any missing detail.

**BACK
FRONT**

Back to front

Write down the answers and then write out the questions that the teacher may ask.

Once you have remembered the information, write it out in full in your knowledge book. Use a green pen to fill in any missing detail.

Read aloud

Simply speak the facts and information out loud as you are reading. You could even try to act out some of the facts and information to help you remember. Once you have remembered the information, write it out in full in your knowledge book. Use a green pen to fill in any missing detail.



Practice

Some students find that they remember by simply writing the facts over and over again. Once you have remembered the information, write it out in full in your knowledge book. Use a green pen to fill in any missing detail.

Practice makes ~~perfect~~.
PERMANENT

Sketch it

Draw pictures to represent each concept or idea. It could be a simple sketch or something that reminds you of the information. Once you have remembered the information, write it out in full in your knowledge book. Use a green pen to fill in any missing detail.



The Examiner's View – COMMON MISTAKES!

You can largely determine the end result by simply heeding the voice of experience. The job of examiners is to give you marks, not to take them away, but they are powerless to help you if you fall into the most common traps. These are the **biggest pitfalls** they have identified:

- **Not reading the paper correctly**

Examiners say that this is one of the most regular and fatal errors. They call it the '*triggered answer*'. You have your pre-prepared answer ready but you don't look at the exact terms of the question and therefore supply the wrong information in your answer.

- **Not finishing the paper**

Mismanaging your time within the exam can easily cost you a full grade. The biggest exam 'crime' is to leave suitable questions unattempted.

Remember: it is much easier to get the first 20% of the marks for any question than the last 5%. Therefore, if you find yourself stuck for time as you struggle through your third answer out of five, do not spend your remaining time extending and perfecting that answer. Instead, move on to questions four and five, even if your attempt is sketched or in point form. If you have answered only three questions instead of five, the highest mark you can get is 60%.

- **Ignoring the marking scheme**

You must take the marking scheme into account when you allocate time to each question or part of a question. If the marks allotted to a question clearly indicate that a few paragraphs are sufficient, do not write an essay on the subject. Avoid the temptation of writing everything you know about a topic – just give the appropriate amount of information.

- **Repetition**

Make the point once. There are no extra marks for restating facts, even if you phrase them differently. Examiners say repetition is a very common mistake. It is also a time-waster and an irritant.

- **Missing part of a question**

Sometimes, part of a question can be carried onto the next page and, in the pressure of the moment, you don't see it. As a consequence you might fail to do a compulsory part of a question or miss out on the chance to take an option that would have suited you better. Always take time to familiarise yourself with the whole paper before you start answering it.

- **Irrelevant quotations**

In literary subjects, don't use irrelevant quotations you may have learned off, as it only irritates the examiner.

- **Rough work**

Include your rough work with your exam script – you might get some credit for formulae or calculations contained therein.



- **Dealing With Distractions**

- *"I just start daydreaming"*

Become an active learner. Always work with a pen and paper. Focus on a specific task, not a specified time for your study.

- *"I can't focus because I'm anxious about the exams"*

Try to limit yourself to your immediate concerns, the things you have some control over (preparation for the upcoming revision test) rather than the things you cannot determine (like what questions the examiners will choose for this year's English Lit paper.)

- *"I often fall asleep when I'm supposed to be studying"*

Try to get to bed on time over the coming weeks. A tired brain is very unproductive. Get some genuine rest at the weekend. Be sure to get regular exercise, even just a walk around the block at night to clear your head.

- *"I'm constantly interrupted by other people"*

Study in the location most likely to offer peace and quiet. Ask for consideration from family members over the final run up to exams. Never have a TV, phone, computer game, or music system within arm's reach while you are trying to work. Make a rule of not taking phone calls within certain defined periods.

- *"I keep thinking of other things while I'm studying"*

Divide the study session into smaller, short-range goals which demand your full attention e.g. vocabulary or poetry test. Keep a 'reminder pad' beside you, a little notebook to jot down something that strikes you (someone to call, a job to do, etc.) and deal with it after the study period. Having made a note of it, you can more easily re-focus on your work.