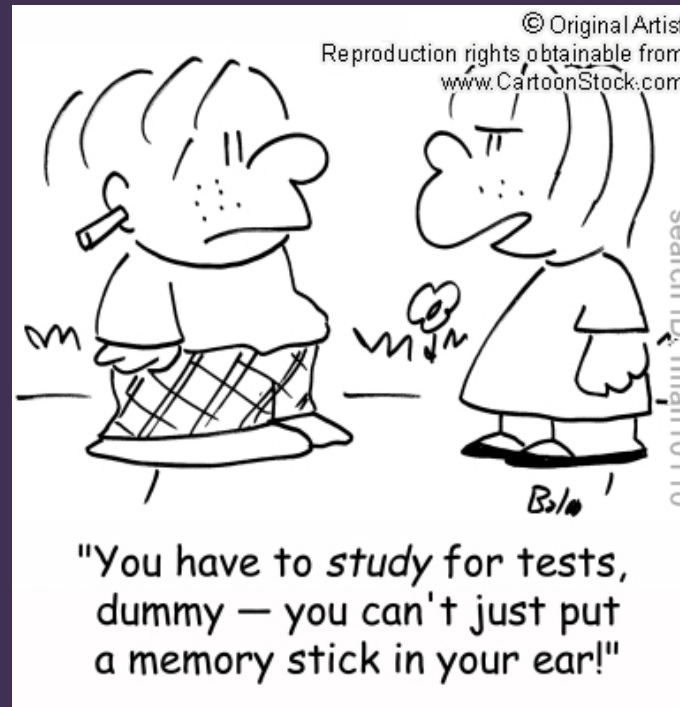


Active Revision Techniques



Techniques you can encourage your child to use to prepare for their exams.

Revision Should Be:

- **Applied:** revision should be relevant to the exam questions.
- **Challenging:** revision should be making the brain work.
- **Timely:** As early as possible before the exam, in a way that avoids procrastination and doesn't waste time.
- **Individual:** In the way that works for the student's own methods of learning.
- **Engaging:** In a way that captures the attention of the student and allows room for motivation.

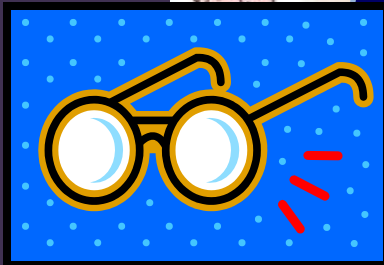
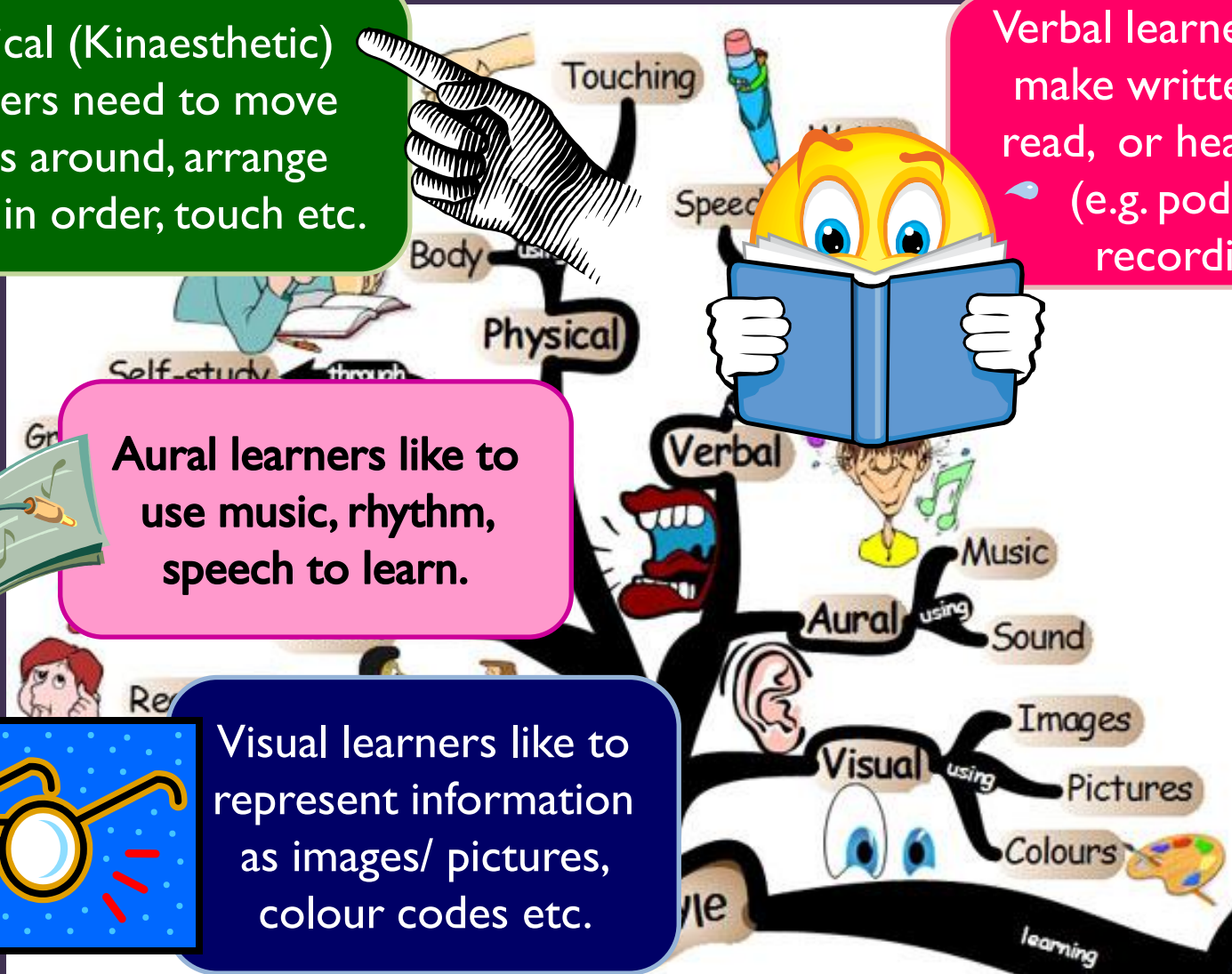
Different Learning Styles

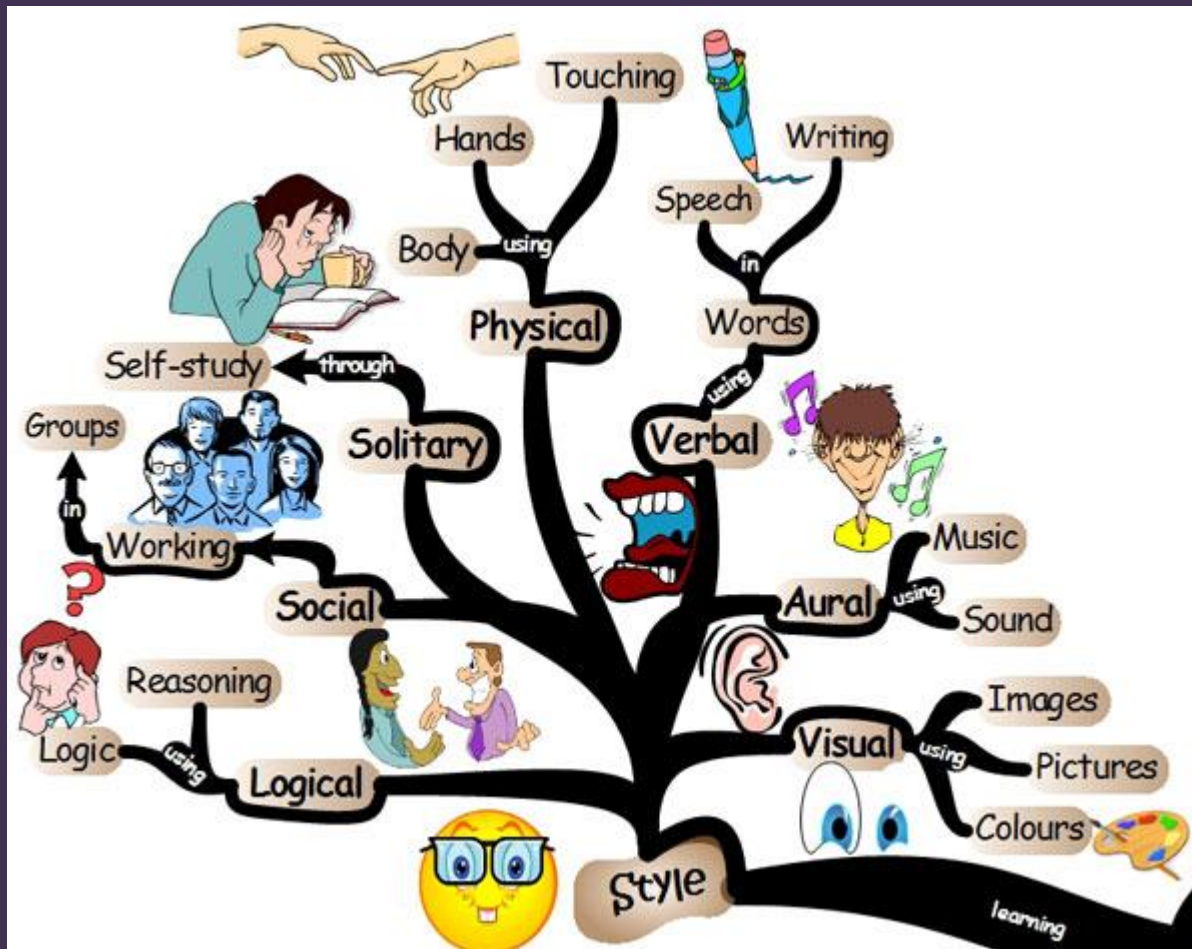
Physical (Kinaesthetic) learners need to move items around, arrange things in order, touch etc.

Verbal learners like to make written notes, read, or hear speech (e.g. podcasts/ recordings)

Aural learners like to use music, rhythm, speech to learn.

Visual learners like to represent information as images/ pictures, colour codes etc.

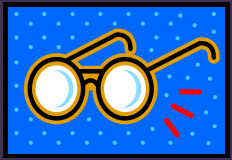




The best learners will use a variety of different methods of learning, or use the different styles together, in order to fully maximise learning. Students will have their own preferences- but all will eventually need to write answers to exam questions in their exams.

Practice Exam Questions

- **All subjects have practice exam questions available on the exam board websites or from their teachers. Most will have mark schemes.**
- **One of the best ways to check that revision has been effective is to practice the questions and check the mark schemes!**



Mnemonics and Acronyms



- Most famous example: Richard Of York Gave Battle In Vain (for the colours of the rainbow).
- Good for learning key words and forcing students to develop their thought processes by rearranging information.
- Excellent spoken aloud.



Example: GCSE English, The Hound of the Baskervilles

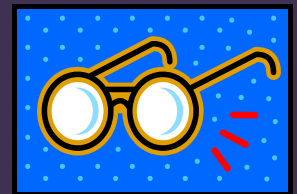
- Analysis of Dr. Watson
- **Willing** (to do anything Holmes wants)
- **Able** (Holmes trusts Watson to be his eyes and ears)
- **Trusted?** (Watson is annoyed that Holmes lied to him about staying in London claiming Holmes demanded trust but did not trust him)
- **Supplicant** (Watson always admiring and amazed by Holmes, believing implicitly in his abilities)
- **Observant** (Watson is very observant and reports back to Holmes faithfully)
- **Necessary** (Holmes needs Watson, to boost his ego, and to collect information without arousing suspicion)



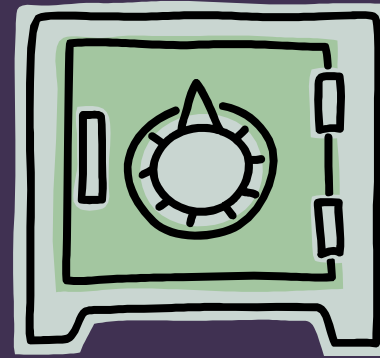
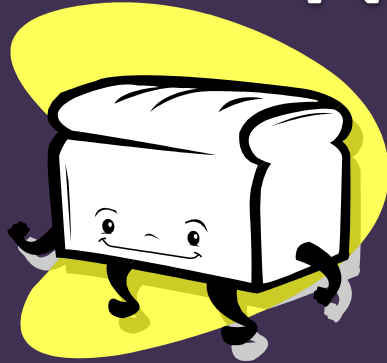
Association



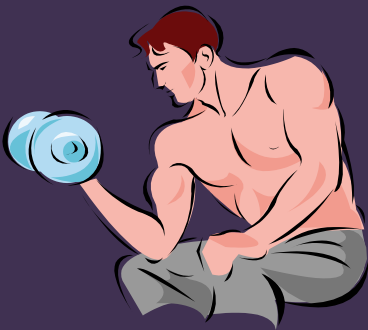
- Association helps a lot of people to remember, because it is much more powerful when we use our imagination. The idea is to link objects and ideas to each other in the craziest way possible.
- This can work well, when information is grouped- and can physically be moved around to make new associations.
- E.g. writing information down on one card, creating an associated picture with it, moving the cards around to create an answer to an exam question.



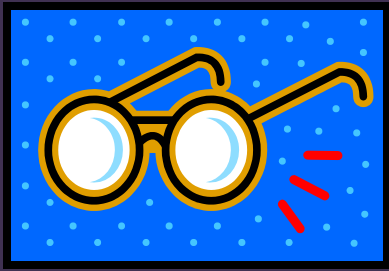
Example: GCSE PE Health and Nutrition



Endurance Athlete eats carbohydrates to store glycogen in muscles for energy



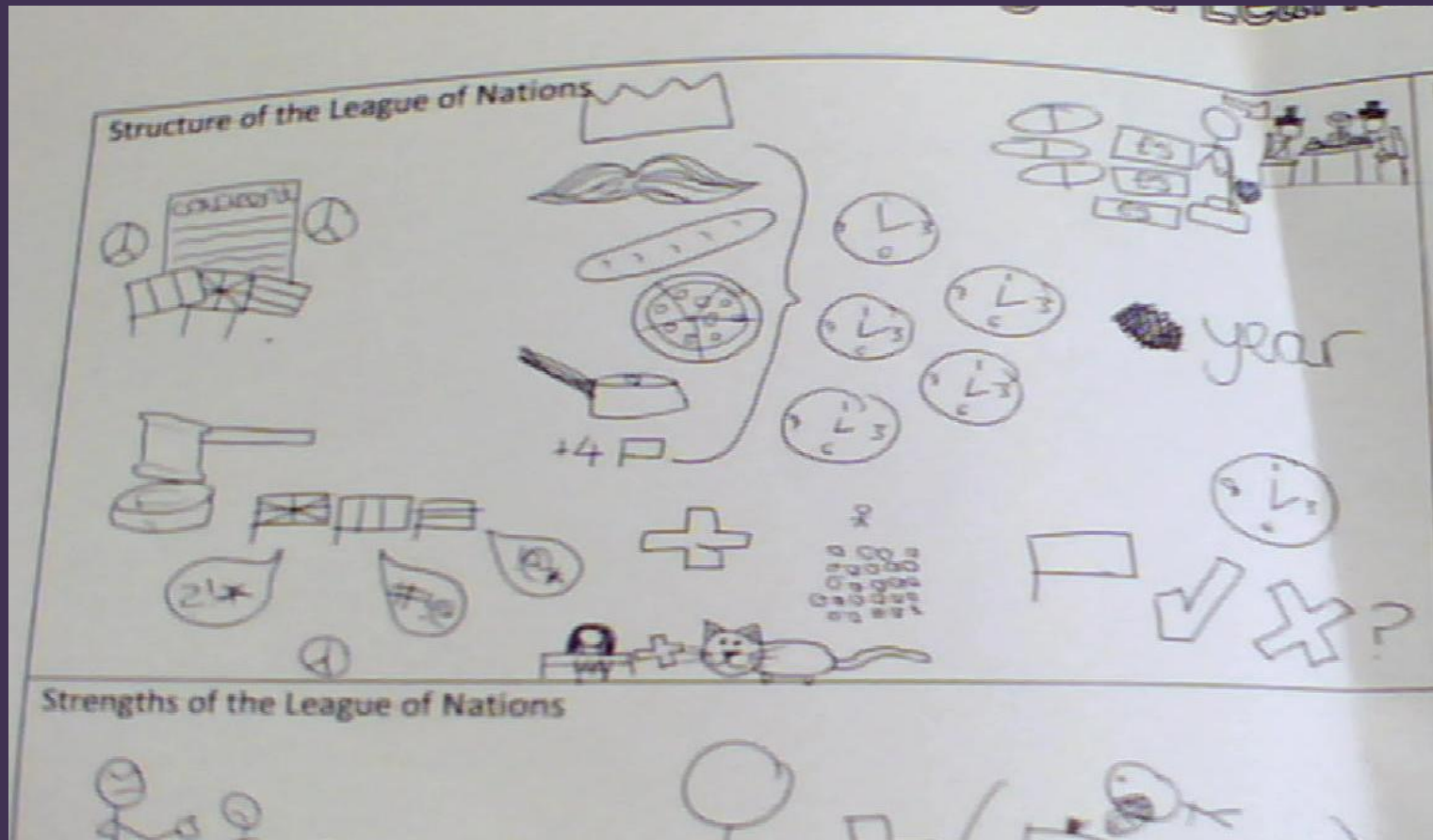
Weightlifter eats proteins to help muscles grow.



The Learning Doodle

- The learning doodle is a method that involves re-working written notes in a way that helps the students learn.
- The idea is that the student learns the information by transforming it into small images/ sketches that help them remember chunks of information.
- This is a good method of breaking up long texts, ideas or events.

Example: The structure of the League of Nations (Year 11 History)





A Song

- **Converting a piece of information into musical forms (e.g. a song) can be a good way of getting particular concepts into heads- especially if they can hum it to themselves.**
- **They do not have to write a song, but can adapt an already existing song that they know well.**
- **This is also a good way of condensing large chunks of information.**

Example: The 1832 Great Reform Act (Year 12 History)

To the tune of
'Love Me Do' by
the Beatles

*Corrupt, old and few
Whigs just had no clue.
All men want to vote
But only property owners
could
Corrupt, full of drunks
Secret ballots were sunk
Votes were bought and sold
A medieval
Anachronism
A system that's fair
A system that's new
A system that's fair
That's what we could do*

Problems with
the electoral
system

What people
wanted to
change about
the electoral
system

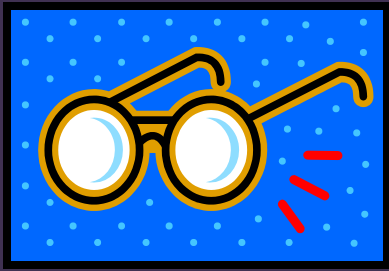
The song continued.

How the
reform act
was pushed
through

*Support from middle class
and some workers too
Evil Tories refused
But Whigs
Pushed it through*

*More town MPs
Lower Property Owner's Fees
Middle class succeed
But workers
Still peeved.*

Effects
and
evaluation of
the act.




Little Box Notes



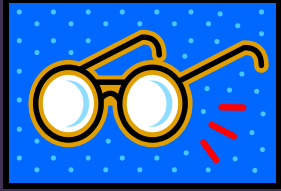
- This technique can use a lot of different techniques together to create a diagram that covers a wide topic.
- Students create their own boxes that help them cover a topic.
- Students use words, diagrams, images, notes, calculations (whatever is appropriate) to create notes on a topic split up into sections (little boxes).
- This leads then to the final little box (an exam question). If they can find the mark scheme on the exam board website they can then check it!
- A blank little box notes sheet is available.

Example: Gene Mutations (Year 11, Additional Science- Higher Tier)

What are Gene Mutations?	<i>(H) Explain how some genes can be switched off</i>	Answer to exam question: Explain how a gene codes for a protein and how a mutation can lead to a change in the protein for which the gene codes (6 marks)
How do they occur?	<i>(H) Explain how genes being switched on/ off affects the cell.</i>	
What might they lead to (effects)? 	<i>(H) Explain how it affects the production of proteins in the cell.</i>	

Creating Revision Cards

- Different types of revision cards can help in different ways:
 - Condensing information: e.g. character synopses on different cards in English, or different types of equations in maths, different types of ecosystem or land use in Geography, different causes of an event in History.
 - Flash cards: questions on the front, answers on the back that can be used by others/ yourself to test you!
 - Cards that link into each other, that you can move around to form revision notes (e.g. words and definitions, equations and solutions)



Example: Geography GCSE (Earthquakes)



Question (side one of card)

- What (with reference to case studies) are the effects of earthquakes?



Answer (side two of card)

- Kobe 1995: freeways and buildings destroyed, 5000 killed, fires spread through broken gas mains, 250,000 homeless.



Tips for making any sort of revision notes

- Keep them short.
- Create a list of topics and tick them off to ensure all areas you are covered.
- Ensure that enough time is spent on them for the information to go through, but not hours spent making one key word flashcard.
- Reading notes aloud could help those aural learners as could recording and playing them back.



Brain Friendly Revision Notes

Make lists

- Bullet point them

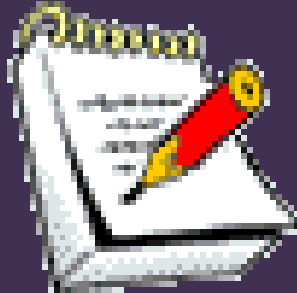
Or

- 1. number them

Or

- a) letter them

According to what suits you best. Numbers will definitely suit those who are more comfortable using their left/logical, side of the brain.



Use Colour

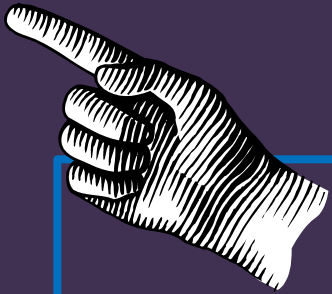
Your brain just adores colour and will remember things much more easily if you use it.

E.g. put all the important words in red, the important concepts in green, important dates in purple etc.

Or- use highlighters!



Brain Friendly Revision



Post-its

Write information on post-it notes and place them on the wall, door, large sheets of paper etc. You can then rearrange them according to a variety of ideas:

- Group various things together
- Organise them into what you know and don't know - rearrange as you learn more
- Follow trends or themes

This can be good for planning answers to questions.



Underlining

- ❖ As you read through the work in your exercise book underline key words.
- ❖ You could come up with a predicted list before you start or you could make a list of the key words at the end.
- ❖ You could underline in different colours, patterns or lines like wiggly, thick etc.

What can you do as parents?

- **Provide a quiet space for them to study, away from distractions (including social media). Provide stationery for them and plenty of encouragement.**
- **Make sure that they take time off and have regular breaks. Revision is best in 45 minute bursts with breaks in between.**
- **Encourage them to use these techniques and to practice past papers and using online mark schemes to mark them.**
- **Discuss the revision your children are doing with them. Ask them to explain the information to you and 'teach' you what they've been learning (it will help them remember it).**