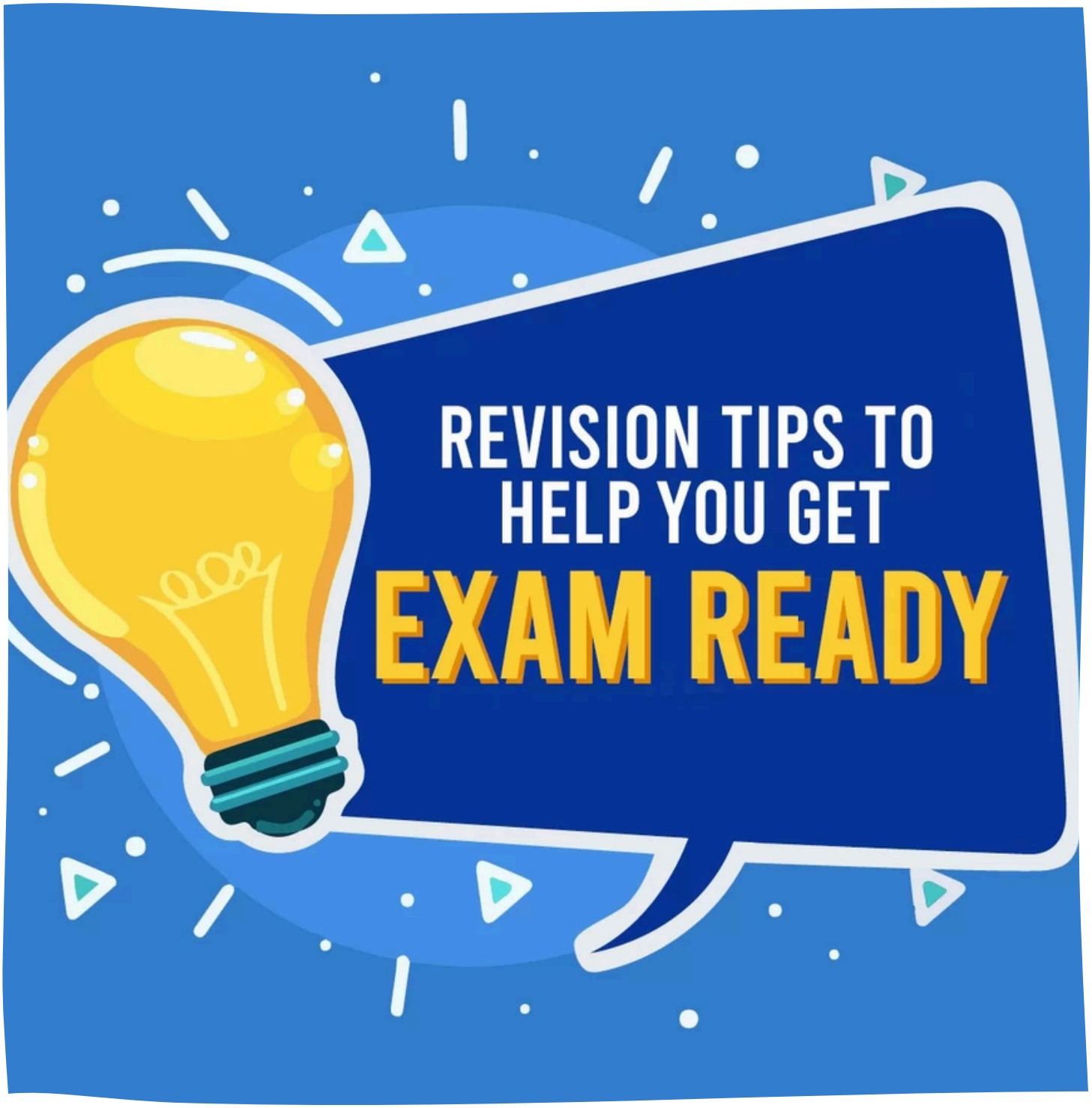
THE MOSSLANDS SCHOOL



HOW TO REVISE

WHEN SHOULD I REVISE?

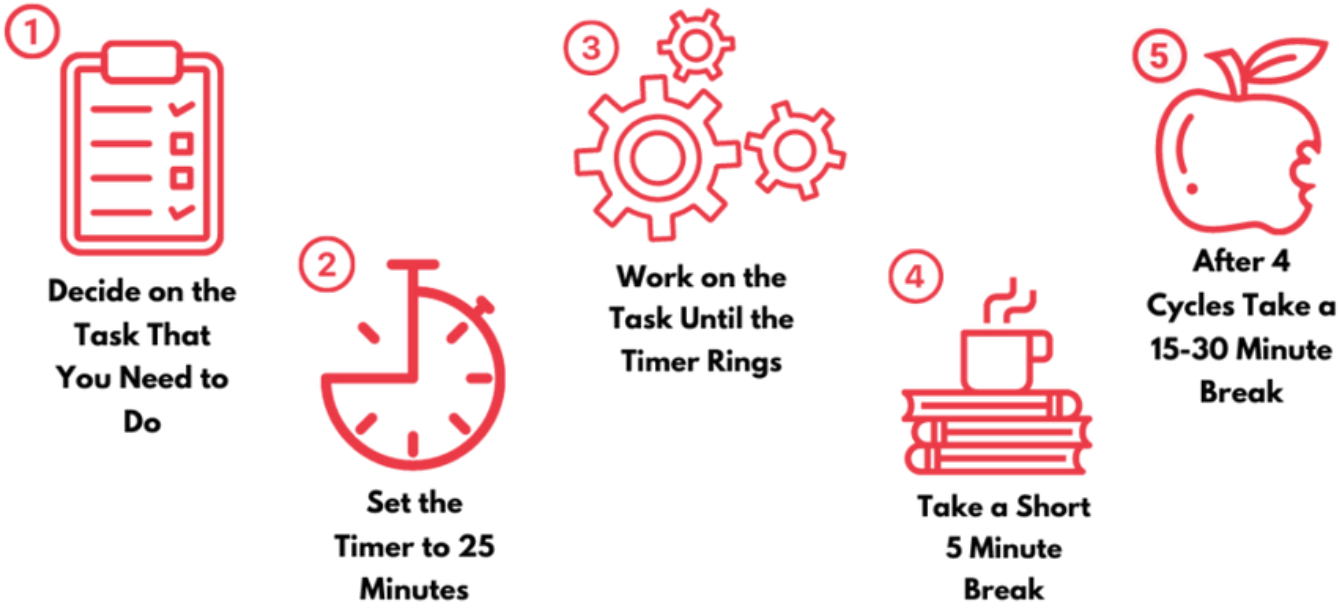
- In order to revise effectively, you have to think hard. Thinking hard is tiring.
- Therefore, when you revise, you should choose a time when find it easiest to focus.
- This should be a time when you are well-rested and when you are used to working.



MANAGING YOUR TIME WHEN REVISING

- The Pomodoro technique is highly effective as it helps you effectively manage your time and work on a task without distractions.
- It is also beneficial as it helps you become more disciplined and think about your work.
- This technique is designed to combat multitasking and improve concentration.

THE POMODORO TECHNIQUE



REVISION ENVIRONMENT



The perfect study space allows complete control over the levels of light, heat and noise. It is a comfortable space with no clutter and plenty of room to work. There are no distractions and everything needed to study is close at hand.

- Control the noise (and music)
- Make sure there is enough light
- Get the temperature right
- Avoid distractions and interruptions
- Remove all clutter
- Have enough space
- Be comfortable
- Have what you need close to hand
- Personalise the space
- Add some variety
- Maintain it



NO MOBILE PHONES!

- Whilst phones are a brilliant intervention, research has found that they have a negative impact on revision and learning.
- Mobile phones can reduce concentration, impact on working memory and impact your sleep due to the bright lights and distractions.
- Mobile phones can reduce your motivation to revise.
- When using them to listen to music, you are more likely to remember the lyrics to the song than the material you are revising.
- Put your phone away – leave it in another room. When you are taking a break, look at it – and then switch it off when you return to work.

REVISION MISTAKES

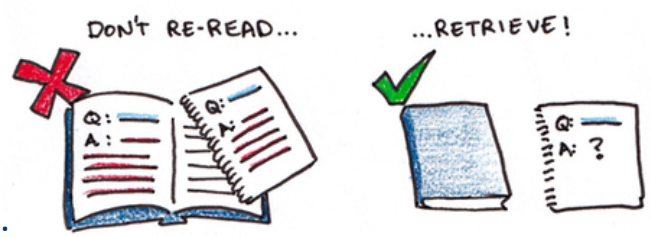
CRAMMING

- Many students rely on cramming in hours of revision the day before an exam in a last ditch attempt to try and prepare themselves.
- However, cramming should not be relied upon; and whilst it might make you feel as though you are learning more, this is an illusion.
- Instead, cramming can make you feel stressed, an emotion which is not ideal for exam preparation.



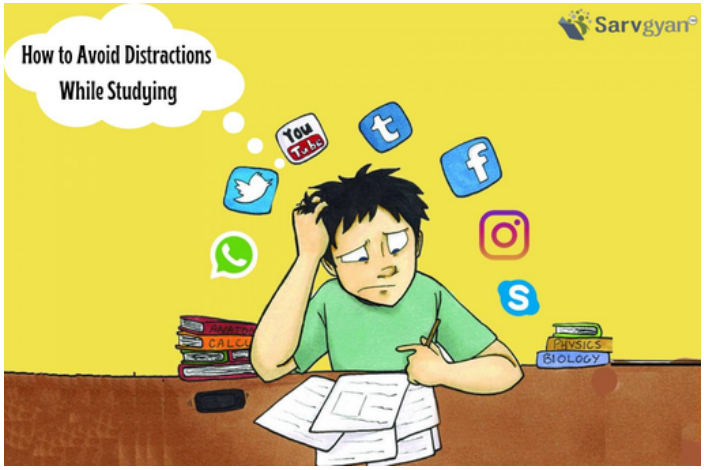
RE-READING

- Recent research found that 84% of students re-read their notes when revising, whilst 55% claimed this was their number one strategy.
- Research has proven the ineffectiveness of re-reading, showing that when students employ this strategy they simply skim read the text.
- This means that the information is neither considered nor processed, and does not become embedded in the long term memory.



DISTRACTIONS

- Multi-tasking is a myth.
- Revising with your phone next to you just doesn't lead to better learning.
- Research has found that simply having a mobile phone out whilst revising causes a decrease in concentration and a reduction of 20% in performance.
- Similarly, revising with music on can distract students, with recent research showing that a quiet environment is preferable and leads to an exam performance that is 60% better than those who revise whilst listening to music with lyrics.



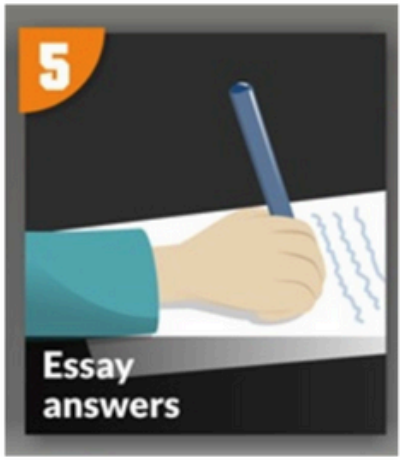
9 WAYS TO USE RETRIEVAL WHEN REVISING















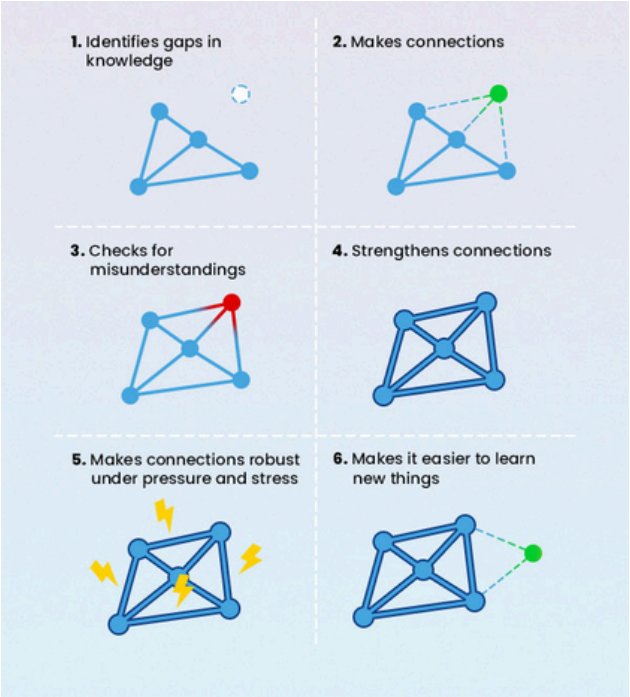




- Retrieval practice is one of the most effective ways to revise.
- By answering questions rather than merely reading or highlighting information, you're putting yourself in the best position possible to succeed and remember as much of your subjects as possible.
- Past papers, essays, multiple choice tests and flashcards are a great way of doing it.
- Over the next few pages you will find some top tips about how to use these strategies.

RETRIEVAL PRACTICE

THE BENEFITS OF RETRIEVAL PRACTICE



SPACED LEARNING

- Spacing is another good revision technique that students can employ. This involves students learning a little information regularly, rather than trying to learn a lot in a single day.
- Spacing out their revision gives students enough time to forget previously learnt information, meaning that when this information is re-visited and re-learned it is more likely to be transferred to their long-term memory.

Summary: Spacing

- Spacing is regularly revisiting material so that you are doing little and often instead of all at once.
- Doing a little amount regularly is more effective than doing a lot all at once. We do this so that we don't get swamped and overwhelmed

To commit something to memory, it takes time and repetition.

WHY? This is because the time in between allows you to forget and re-learn the information, which cements it in your **long-term memory**

Optimum Spacing

- Research suggests there is an 'optimal gap' between revision sessions so you can retain the information.
- If the test is in a month, you should review the information around once a week. If the test is in a week, create time once a day.

Why use Spacing?

- Doing something little and often – spacing – beats doing it at once, or cramming
- The time in between revision allows you to forget and re-learn the information, which cements it in your long-term memory
- It cements information into your long-term memory
- We can learn more information over time than in one longer session
- It helps you revise more efficiently

Time to the test	Revision Gap
1 Week	1-2 days
1 Month	1 week
3 Months	2 weeks
6 Months	3 weeks
1 Year	1 month

REVISION STRATEGIES

Summary: How to use flash cards







1. Identify knowledge

What are you creating flash cards on?

Do you have your knowledge organizer?

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

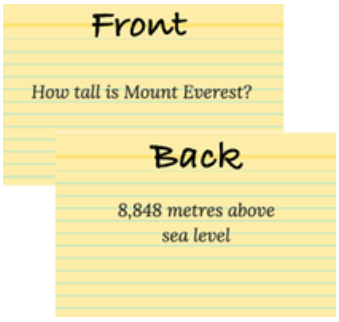
How have you performed when you look back at your answers?

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.

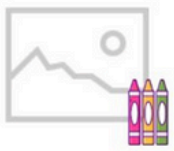
Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer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

- **The most effective flashcards include one question followed by one answer (or one term followed by one definition).**
- **Don't force your brain to remember a complex and wordy answer. It's easier for your brain to process simpler information so split up your longer questions into smaller, simpler ones.**
- **You will end up with more flashcards this way but your learning will be a lot more effective.**



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 of 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

REVISION STRATEGIES

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/text book)

Create x10 questions on the content (If your teacher has not provided you with questions)

3. Cover and answer

Cover up your knowledge 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/white board and write down everything you can remember about that topic. (with no prompts)

Give yourself a timed 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 categories/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 STRATEGIES

PAST PAPERS



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

QUIZZES



- Write a set of questions and answers and ask someone to test you. Its important to either write or say your answers aloud.
- Reading through quizzes in your head can give you a false sense of security.

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.

PRACTICE INTRODUCTIONS



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

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.

Thinking hard: Transform



- Read a paragraph from your notes or a text book, and transform it into a diagram, chart or sketch – no words allowed.
- OR Look a diagram in science, for example, and transform it into a paragraph of explanation.

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.

REVISION STRESS



