

# Revision Techniques



## Revision techniques

Using your material to answer a question you have not previously tackled.

Reworking the material into a chart or diagram.

Summarising material under headings onto index cards.

Discussing the material with other people.

Make links, comparisons and contrasts between different areas of your subjects.

Evaluate different theories.



# Flashcards

- ❖ Flashcards are an effective way to study as they promote active recall.
- ❖ Flashcards should contain summarised information on a focused point.
- ❖ You want to have one piece of information per flashcard – ie one quote per flashcard.
- ❖ It is good practice to have 2 flashcards per piece of information. One should be more extended and the other much more concise. The concise one is really acting as a prompt to help your recall of the information. You should be able to talk or write about the extended information from your prompt flashcard.
- ❖ Once you have studied your flashcard, you should self-test.
- ❖ Work with friends or someone at home to do this.
- ❖ Alternatively, try to speak aloud or re-write out the information contained in the flash card.
- ❖ As part of the self-test stage, you should also practice an assessment question without using the flashcard as an aid. Make sure you complete the task in the same time restrictions that you would get in the assessment.



# Quizzing

Quizzing allows you to self-test.

- In order to self-test, go through past papers, class materials and create your own quizzes.
- Work with someone at home or your friends sitting the same subject to test you. You could each make a quiz for the other to complete.
- You can also self-quiz by writing answers out or record yourself speaking answers to correct afterwards.
- There are websites that will allow you to create quizzes and then complete them – again you could do this with your friends and complete each others quizzes.
- Be strict with yourself – you know the expected standard for answers and make sure you are meeting that.
- Once you are scoring high in your self quizzing, practise completing the assessment as you would do under exam conditions and without any notes to support you.





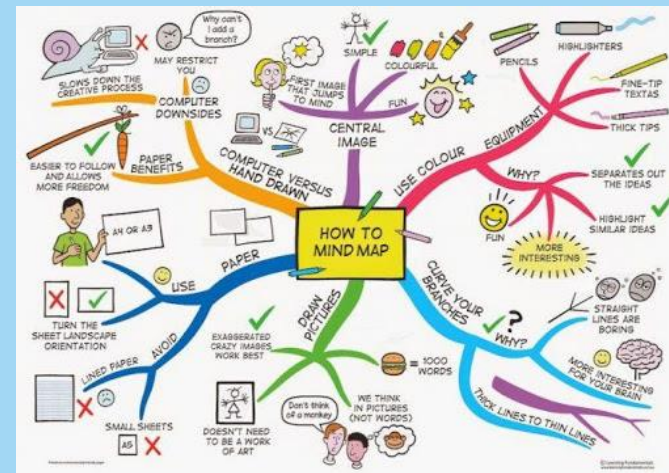
# Summarise Notes

- Summarising notes taken is key to understanding and processing of information.
- When summarising, look for key words within the note and pull them all together.
- Summarised notes should act as a prompt and you should be able to expand on them with further information.
- When summarising and revision your notes, completing this task in two stages might be helpful.
- The first stage is to write the note out in your own words, if you can do this, it shows your understanding.
- Once you have completed this stage, try to simplify your notes into key words that prompt your knowledge and will allow you to then speak or write the extended information.



# Mind Maps

- In order to better process and retain the information you are revising, you need to be active in your revision. Creating graphic organisers, such as Mind maps allows you to do this.
- Mind maps allow us to organise information better visually, through the use of branches and sub-branches.
- You might want to create extended and simple mind maps.
- When creating a simple mind map, try to use only the key words associated with your revision area. At the end of each branch you only want one word or concept. Creating mind maps in this form will make it easier to remember key concepts during revision. You should be able to speak aloud or write the extended information.
- You need to practise speaking the mind map aloud, re-writing it out etc – this tests your ability to retain the information contained in your mind map
- Once you have this section completed, practise assessment questions without the aid of the mind map to see how you recall the information under assessment conditions



## Command words

Understanding command words and ensuring you answer the question posed

**Apply** – apply your understanding of the subject

**Compare** – compare how two things are similar or different. Make sure you include both things you are asked to compare

**Consider** – you will be given information and asked to consider all of the factors that might influence a decision

**Describe** – describe is to recall some facts, events or processes in an accurate way. You may need to link together pieces of information in a logical order.

**Discuss** – you may be asked to make an informed judgement about a topic – discuss the topic and give your opinion, but support it using information provided or your own knowledge.

**Evaluate** – you will be given information and expected to use it and your own knowledge to look at evidence. Discuss advantages and disadvantages of this and come to a conclusion.

**Explain** – state what is happening and explain how or why it is happening by using ‘because’.

**Interpret** – interpret the data given to you on graphs, diagrams or in tables to answer the question.

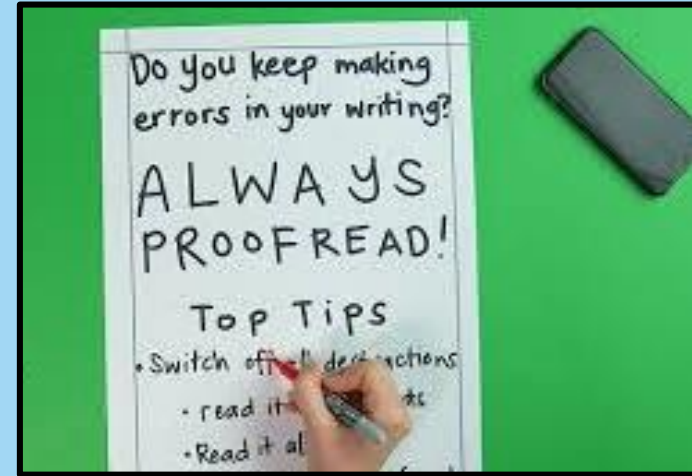
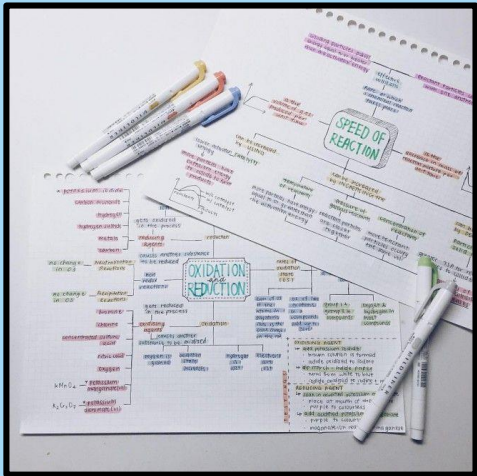
**Analyse** – you will be provided with information that you are asked to break down and interpret to provide further justification or explanation of the information.

**Justify** – provide reasons to support the opinion you have given.



# Structuring

- How to get a question started
  - Use a mind map – question in the middle – strands out for each area
  - Write quotes/facts/dates etc. down at the start
- Use paragraphs to make your answer clear for you to follow and the examiner to read through
- Sub headings can be used to organise your answer and for you to ensure you have covered all points in your plan
- Make time for proof reading – where possible try to leave time to read back over your answer, ensuring that it make sense in English and that you have included all necessary information and answered the question.





## Stress management

- Breathing techniques – breath in for 3 and out for 6. Try to breath in through your nose and out slowly through your mouth.
- Take a rest – if you are feeling overwhelmed in the exam, take a few seconds to put your pen down, close your eyes and say to yourself that you can get through this
- Answer questions in any order – if you come to a question that you are struggling with, move on and come back to it. Make sure you number your answers clearly on your answer sheet and the examiners will mark them in any order.





## Time management

- Time management in terms of revision timetable
- Revising under timed conditions
- Creating a time plan for your individual subjects – know how long you have to complete tasks in exams and work to those restrictions.

### Time Management – Planning revision

Make sure you plan your revision and work from a revision timetable. Use timers to stay focused.

<u>To-do List</u>	<u>Completed Tasks</u>
Maths pg 40 Exercise 1 and 2	✓
French Reading	✓
English Close Reading questions 1-6	✓
Biology Exercise 5	



### To-do List

Add tasks to your to-do list and tick them off as you complete them.

Where you need more revision of an area, add this back onto your to do list.

# Subject Time Plan

## Example Plan

English National 5 Critical Reading – 1hour 30 minutes

You have to complete 2 sections; Scottish Set Text and Critical Essay.  
The SQA recommend spending 45 minutes for each section.

How does this break down?

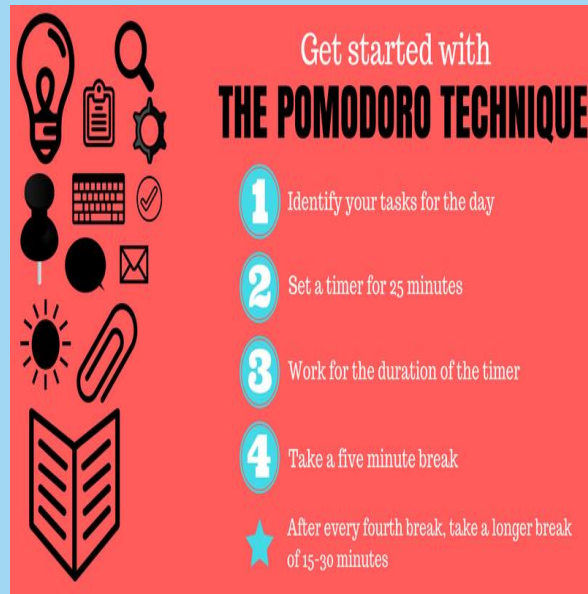
- |   |            |
|---|------------|
| ➤ Time spent reading questions                      | 5 minutes  |
| ➤ Plan of answer (note/highlight quotes to be used) | 5 minutes  |
| ➤ Writing answer                                    | 30 minutes |
| ➤ Proof Reading                                     | 5 minutes  |

You should then aim to remember your time plan, revise to this and use this in the exam as a guide and prompt.



## Getting Started with your work

- ✓ When you sit down to complete a task, make sure you have all the resources you need.
- ✓ Set a timer and try to stay focused for the duration of the timer – 30 minutes is a good length.
- ✓ Once the timer is finished, take a rest then set the timer again.
- ✓ The [Pomodoro Technique](#) is a great tool to help stay focused!
- ✓ Remember that your home working schedule might be different from your school schedule and this is ok!



## Reward yourself with completion of work

- ✓ As you complete your classwork, tick it off your planner/to-do list. Set yourself a target, perhaps even negotiate this with parents, and once you have completed your target – give yourself a reward!

## Planning your work out

- ✓ Create a planner each week and use it to help plan when you will check specific subject google classrooms or teams, record when any tasks are due to be completed
- ✓ When you are creating your home planner, use your school timetable as a guide so that you schedule in a slot for each subject
- ✓ You want to try to check each subjects google classroom or Microsoft team a couple of times a week to ensure you are not missing out on work