

***EFFECTIVE
REVISION
TECHNIQUES***



TECHNIQUES THAT DO NOT WORK!

- × Revision techniques that require little effort are ineffective
- × These are techniques where you have to put in little cognitive effort.
- × You need to process information by meaning rather than visually. This requires more effort– so this means more cognitive demands so this leads to increased recall.
 - × Highlighting lots of information
 - × Cramming
 - × Rereading information
 - × Copying everything down word for word.
- × All of the above techniques require little cognitive effort and you process the information visually rather than what it means.

CREATE A SPACE WHICH IS GOING TO HELP YOU TO LEARN

Step 1:

For your first memory palace, try choosing a place that you know well, like your home or office.

Step 2:

Plan out the whole route -- for example: front door, shoe rack, bathroom, kitchen, living room, etc. Some people find that going clockwise is helpful, but it isn't necessary. Eventually, you will have many memory palaces. You will also be able to revise the memory palace after you test it a few times, so don't worry if it's perfect on the first try.

Step 3:

Now take a list of something that you want to memorize - a shopping list of 20 items is a good place to start: carrots, bread, milk, tea, oats, apples, etc.

Step 4:

Take one or two items at a time and place a mental image of them in each locus of your memory palace. Try to exaggerate the images of the items and have them interact with the location. For example, if the first item is "carrots" and the first locus in your memory palace is the front door, picture some giant carrots opening up your front door.

Step 5:

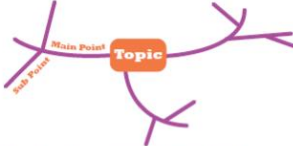
Make the mnemonic images come alive with your senses. Exaggeration of the images and humor can help.

MIND MAPS

1. Start with the theme in the middle of the page.
2. The main ideas that make up the topic should be represented by thick branches that come from the theme in the centre
3. Your branches should have one word or two. Think of each branch as a heading in an essay or a book.
4. Create smaller sub-branches which extend out from every branch. Think of these as sub-headings.
5. At the end of each branch, write out one key word or concept. This will make it easier to remember key concepts during revision.
6. Find images or pictures which illustrate your ideas and put them onto key areas in your diagram.

**Mind Maps
Learning Posters**


What to do:
Mind Maps



Include colour, symbols and pictures.
Learning posters

Use flip chart paper or stick A4 sheets together. Again use patterns, colour and diagrams.

Display where you will see them often. But make sure you are reading them!

 **GORDANO
SCHOOL**

Pitch Perfect – Practising until we get it right!

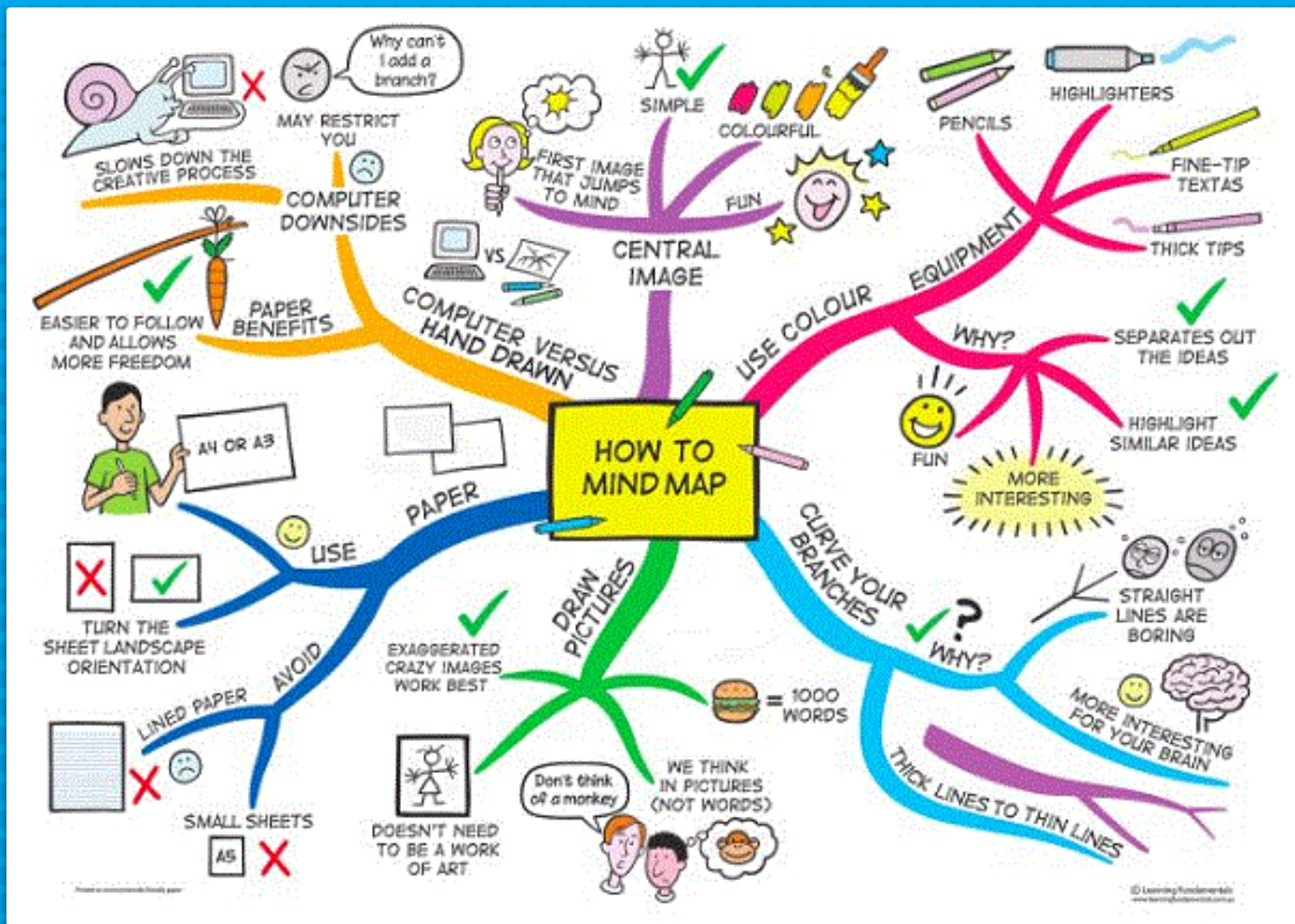
When might this help:

- Generate ideas and make associations
- Good memory aid

Why might this help:

Helps you to see the links between ideas.

MIND MAPS



TASK

1. Create a mindmap on a topic you think you know well

Include:

- × Colours
- × Diagrams
- × Labels
- × Links from one area to the next

2. Now use your notes to add the areas you missed

FLASHCARDS

1. Short and simple is the key: Your aim should be to find the smallest amount of information possible to put on the card, yet make sure that it still contains the most important facts – and only those.

2. Include picture and colours: This will make the flashcards more memorable and research shows you are more likely to remember text if there are pictures.

3. Break down content into separate cards: No matter how short all individual facts may be, if you try to cram too much onto one card it defeats the purpose of quick revision.

4. Choose variety in posing questions: Not all subjects come in an already-made Q&A format. That does not mean that you cannot use flashcards to study. Sometimes it will be necessary to become creative.

Flash

What to do:

On one side of a piece of card, write something you need to remember.

On the other side, write the details about it.

Test yourself repeatedly until you get the facts right every time.

Example:

Date — event
Name — what they did
Quote — who said it
Vocabulary — what it means



GORDANO
SCHOOL

Pitch Perfect – Practising until we get it right!

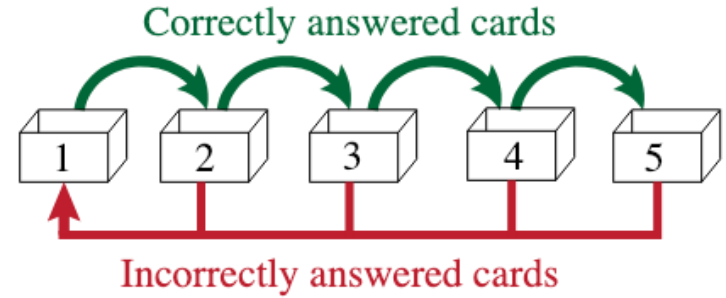
When might this help:

- You need to remember specific details
- You need to remember definitions

Why might this help:

- If you struggle to give specific examples
- Your teacher tells you that you need to use more facts, examples, terminology or vocabulary.
- If you get into an exam and forget everything you know.

FLASHCARDS



Day 1: Put all your cards in Box 1 and review them. If you get a card right, move it to Box 2. If you get it wrong, it stays in Box 1.

Day 2: Review Box 1 (as on Day 1: move correct cards up to Box 2, but keep incorrect cards in Box 1).

Day 3: Review Box 1. Review Box 2. If you get a card right, move it up to Box 3. If you get it wrong, move it back to Box 1.

Day 4: Review Box 1. Review Box 3. If you get a card right, it can leave the box and you don't have to study it again. If you get it wrong, it goes all the way back to Box 1.

Day 5: Review Box 1 and Box 2.

Day 6: Review Box 1.

Day 7: Review Box 1, Box 2 and Box 3.

Day 8–13: Repeat Days 2–7. Once all your cards have left Box 1, you're studying is done.



TASK

1. Create a set of x10 flash cards for a topic in each subject area
2. Use the 'Leitner Box' technique to answer the questions on the cards and then arrange your cards in the most appropriate box
3. Swap cards with a partner, give them 5 mins of studying time and then challenge them to answer the questions on the cards until they get them all correct

Summarise

What to do:

Read a section of text book/revision guide. Close it and then on a blank piece of paper write down all the key points.

Check back—did you forget anything? If you did—start again.

Pitch Perfect – Practising until we get it right!

When might this help:

- Condenses your notes
- If you keep forgetting key points
- At the end of your revision session—have you actually remembered the key information?

Why might this help:

- You need to remember specific details
- You need to remember definitions

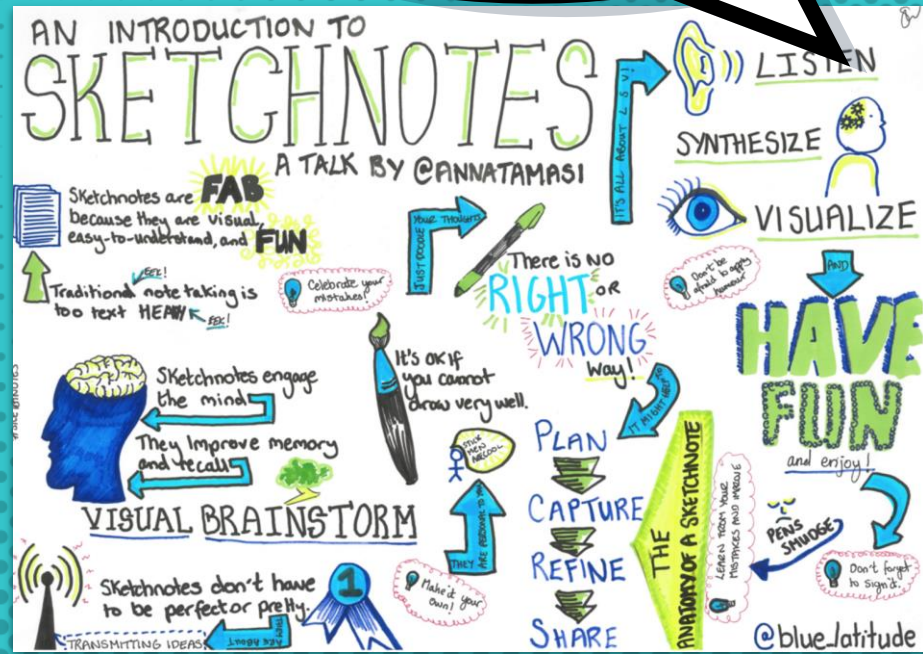
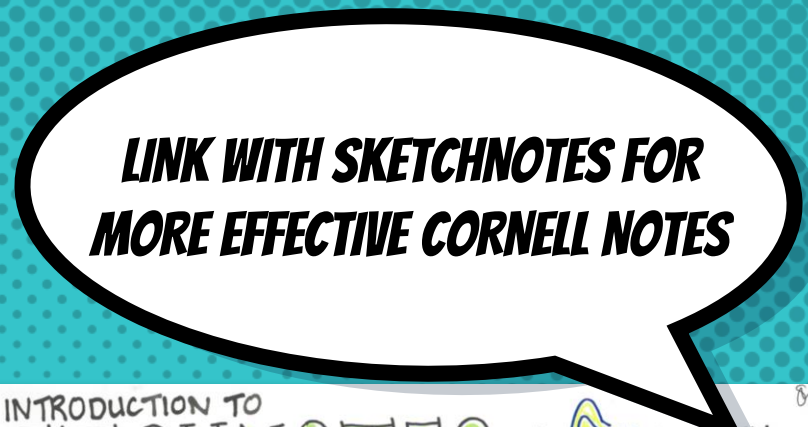


SUMMARISE

1. Read the original text very carefully, making sure you understand it.
2. Read it again, highlighting or underlining what appears to be the key points.
3. Consider mapping the points made.
4. Consider changing the order of points or grouping some together to save words.
5. Consider turning several similar points into a list within a single sentence
6. Don't copy anything straight out without rewording.
7. Don't include any unnecessary detail
8. Keep it clear and simple. If you end up writing complicated

Title of lesson		Name: Date: Paper:
Cue Column <ul style="list-style-type: none"> * Most important information * Headings * Topics 	Notes Column <p>1. Record: During the lecture, use the note taking column to record the lecture using short sentences.</p> <p>2. Questions: After class, formulate questions based on the notes in the note taking column. Writing questions helps to clarify meanings, reveal relationships, establish continuity, and strengthen memory. Also, the writing of questions sets up a perfect stage for exam-studying later.</p> <p>3. Recite: Cover the note taking column with a sheet of paper. Then, looking at the questions or cue-words in the question and cue column only, say aloud, in your own words, the answers to the questions, facts, or ideas indicated by the cue-words.</p> <p>4. Reflect: Reflect on the material by asking yourself questions, for example: "What's the significance of these facts? What principle are they based on? How can I apply them? How do they fit in with what I already know? What's beyond them?"</p> <p>5. Review: Spend at least ten minutes every week reviewing all your previous notes. If you do, you'll retain a great deal for current use, as well as, for the exam.</p>	
1/3	2/3	
<p style="text-align: center;">Summary</p> <p>After class, use this space at the bottom of each page to summarize the notes on that page.</p>		

+/- 8cm



CORNELL NOTE

Filtration

Key Words

mobile
filtrate
soluble

Depositing sand + water

filter paper

- lets water through
- not sand (insoluble)
- don't dissolve



9-1

Summary

sand + water → filter paper →
water goes into conical flask
↑
filtrate

level



TASK

Use the 'Cornell Notes' technique with sketch notes to summarise the last lesson you were a part of.

Write the keywords, draw diagrams with labels and summarise the topic at the bottom.

PAST PAPERS

Past Papers

What to do:

Use past exam questions and write out some complete answers within the set time.

Find someone to read your answers and check your writing—is it legible and does it make sense?

Make sure you are using the papers from the correct exam board.

Pitch Perfect – Practising until we get it right!

When might this help:

- You struggle with confidence
- You often run out of time
- Don't understand the language used in questions

Why might this help:

- Highlights strengths and weaknesses
- Helps you understand terminology and phrases that you will see in the exam
- Time management—teaches you to effectively allocate time for each question
- Confidence—you know what to expect in the exam



- × Check out command words carefully to understand what the question is asking of you!
- × Use past papers to make sure that you are managing your time well. Set yourself a time frame to complete each question
- × Go through past paper answers with a different colour pen to highlight any marks you lose or mistakes you make
- × Test yourself. Find out if your revision has been effective by using past papers or ask someone to test you
- × If your notes are all bullet points, past papers might be the first chance you have to write in clear and linked sentences!
- × Examiner reports can give you an idea of where students went wrong in previous exams
- × Repeat your testing – it is important you test yourself more than once. Try it ten minutes after revising a topic, one day after, then a week later.

TASK

Complete a past paper of your choice

Use the appropriate mark scheme to grade your work and find out which answers/topics you need to work on

Use another revision technique eg. flash cards to improve your knowledge in that area

Re-test after practicing writing example questions in these areas of missing knowledge.

RETRIEVAL PRACTICE

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.

The simple act of talking through what you have learned and what you understood does three things:

1. It shows where gaps remain in your knowledge and understanding
2. It makes you explain your knowledge, in your own words, in a way that someone else can understand.
3. By explaining your knowledge, and answering questions, It starts to build new connections and achieve a deeper level of understanding of what you have been learning.

Teach

What to do:

Revise a topic and then explain it to another person.

If you struggle to explain, then you need to revise the topic again until you are able to teach it confidently without leaving things out.

You could play 'Just a Minute' - talk on a topic for one minute without hesitation, deviation or repetition

Pitch Perfect – Practising until we get it right!

When might this help:

- Topics you are really struggling with
- Group study sessions

Why might this help:

Explaining something helps you to get it clear in your mind—you can't explain something clearly if you don't understand the topic.



REVISION CARD GAMES

Make a game of it with friends or family. Make revision cards together (sticky post it notes work well) summarising the most important features of a topic on each card.

Screw them up, put them in a hat and pull them out at random – make a question up based on the card you have pulled out and get the other person to guess what was on the card.

Troublesome cards can be used as “toilet postcards”. Stick them to the wall and glance at them until they become familiar.

ANSWERING A QUESTION ALOUD

Answering a spoken question is a useful form of retrieval practice as replying aloud makes you think about the information differently and make quick connections under pressure. Research has found that reading things aloud is more beneficial than in silence, as it prompts a range of senses and actions.

TESTING YOURSELF WITH FLASHCARDS

Flashcards you've made yourself are great because all the questions are directly relevant to your exam rather than being generic questions about the topic. You know what you need to be tested on the most, so you can tailor the questions to your weak spots while using retrieval practice.

HAVING SOMEONE ASK YOU QUESTIONS

One of the most effective methods of learning is teaching others . This approach combines teaching others with answering questions, so is doubly effective for helping you learn. It also allows you to involve others in your learning, which is useful as having a supportive group around you is important for doing well at school. Answering questions from someone lets you discover how well you understand the material, as you'll need to explain it to them and they can ask follow-up questions to test your knowledge even further.

TASK

Work with a partner to explain a topic

Person 1:
Explain a topic of your choice for 1 minute without stopping

Person 2:
Repeat the information back to Person 1 with as much detail as possible

Person 1:
Check their answer and fill in the gaps they missed.

Swap, change topic and start again



QUESTION TIME

Question Time

What to do:

On one side of a piece of card write a question.

On the reverse write the answer.

Get someone to test you regularly.

Pitch Perfect – Practising until we get it right!

When might this help:

- Short answer style questions
- Multiple choice questions

Why might this help:

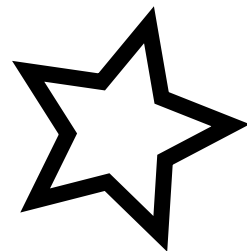
If you struggle to remember things—it works your memory. The more you practise, the more you will remember.



Multiple choice tests can be particularly useful if you are at an earlier stage of revision, as you don't need to know the answer instinctively; you just need to be able to recognise the correct answer from a set of options. This is still an effective method of retrieval practice as you are responding to a question, but you can select the right answer rather than create it from scratch. Multiple choice tests may be useful before you use past papers.

Test and teach techniques

- × Create quizzes or premade ones. It is an easy way to identify your weakest areas. Once you are confident you can then move to teaching others:
- × Examples:
 1. Quizlet
 2. Kahoot
 3. Gojimo (app)
 4. Get revising
 5. Sam Learning
 6. S-cool
 7. Mmerise
 8. Hegarty Maths
 9. GCSE pod
 10. BBC bitesize



TASK

Log in to an online revision tool

Challenge yourself to complete the hardest section of work

Work out the gaps in your knowledge

Learn and repeat

MIND PALACE / METHOD OF LOCI

A memory palace is an imaginary location in your mind where you can store mnemonic images. The most common type of memory palace involves making a journey through a place you know well, like a building or town. Along that journey there are specific locations that you always visit in the same order. The locations are called loci, which is Latin for locations.

Select a familiar place, such as your home. In your head, you make images to represent different elements of a concept. Then mentally place the images around the room. The more vivid and outrageous the images, the more likely the recall.



CREATE YOUR OWN MIND PALACE

Step 1:

For your first memory palace, try choosing a place that you know well, like your home or office.

Step 2:

Plan out the whole route -- for example: front door, shoe rack, bathroom, kitchen, living room, etc. Some people find that going clockwise is helpful, but it isn't necessary. Eventually, you will have many memory palaces. You will also be able to revise the memory palace after you test it a few times, so don't worry if it's perfect on the first try.

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Take one or two items at a time and place a mental image of them in each locus of your memory palace. Try to exaggerate the images of the items and have them interact with the location. For example, if the first item is "carrots" and the first locus in your memory palace is the front door, picture some giant carrots opening up your front door.

Step 5:

Make the mnemonic images come alive with your senses. Exaggeration of the images and humor can help.

A man with short brown hair, a beard, and black-rimmed glasses is holding a dark blue book with a white patterned cover. He is wearing a white button-down shirt and a small lapel microphone. The background is a gallery with several framed artworks on a light-colored wall. The word "Vox" is overlaid in the bottom left corner.

Vox

TASK

Start slowly to build up a 'Mind Palace' for an extended topic

Revisit the 'Mind Palace' and add details along the way

Explain your 'Mind Palace' to a partner and walk them through it

[illegible]

Memory
games

Create
acronyms

Songs &
singing

Flash
cards

Post-it
notes

Keywords

YouTube &
Podcasts

Past paper
questions

Mind
mapping

Record
your notes
on phone

- Making an effort will make a difference
- It's never too late to improve
- Not getting things first time is an important part of learning
- Ask yourself...
"What could I do differently next time to get more marks?"



WHICH STEP HAVE YOU REACHED TODAY ?

Understand

Condense

Memorise

Review

Hot	Not (But much better if...)
<ul style="list-style-type: none"> Practice questions Distributed questions Interleaved practice Explaining concepts & ideas to others 	<ul style="list-style-type: none"> Highlighting (Identify things you didn't remember first time round - one circle, second time - two circles etc) Underlining (Identify keywords that trigger thoughts or facts about the topic) Re-reading (Focus on specific gaps in your knowledge) Summaries (Link one topic to the next with key points)

Learning Chains

Study A

Test A

Study B

Test A+B

Study C

Test A+B

Study D

Test B+C

Study E

Test A+D



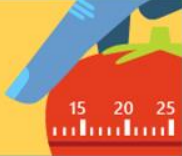
The Pomodoro Technique

Pomodoro is the Italian word for tomato. The inventor named the technique after a tomato-shaped timer he used to track his work.

1.
Identify task



2.
Set timer for 25 minutes



3.
Work on task
(with no distractions)



4.
End work when timer rings and mark task as done



5.
Take a 5 minute break, then move on to next task



6.
After four sprints, take a longer break (15-30 minutes), then start again



Pomodoro 1

Pomodoro 2

Pomodoro 3

Pomodoro 4

Break :)



Revision Timetable



Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
07:00							
08:00							
09:00							
10:00							
11:00							
12:00							
13:00							
14:00							
15:00							
16:00							
17:00							
18:00							
19:00							
20:00							
21:00							
22:00							
23:00							





Revision

TIMETABLE



TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
07:00							
08:00							
09:00							
10:00							
11:00							
12:00							
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