



St Edmund Arrowsmith Catholic High School

Revision Techniques and Strategies

[Mind Maps](#)

[Revision Cards](#)

[Revision Clocks- 1 page](#)

[Self Quizzing/Multiple Choice Q's](#)

[Study Groups](#)

[Practice Questions- 1 page](#)

[Cornell note taking- 1 page](#)

[Retrieval Practice](#)

[Flow Charts](#)

[Brain Dump](#)

Prepare the way of the Lord



Effective Revision

To be effective, revision must be:

Active - always work with a pen and paper, look for key points, test yourself. Never just sit down and read for a set period. Focus on tasks, not time. If you just read notes you'll only retain about 10% of the information.

Organised - always ask yourself at the start of a revision session "what do I want to have completed in this session?" Have a plan for what you want to cover. Have an overview of the priority areas in each subject.



Getting Started

Where?

Find a fixed place to that becomes firmly associated in your mind with productive work. All the equipment you need should be within reach and the room should be well lit and ventilated, but not too comfortable!

What?

Remember that it's all about being active and focused on tasks, not time! Know at the start of a session what you want to have completed by the end of the period. Make the tasks specific and realistic, not vague and large



Getting Started

How?

Always work with a pen and paper at the ready. Getting started is often the most difficult bit, so start by 'doing'. It usually helps to begin with a subject you like, move on to other less favoured areas, and then finish up with a favoured topic to maintain the interest.

When?

Try to schedule your study for times when you are more mentally alert. Most people find their ability to focus deteriorates towards the end of the day. Getting revision done earlier in the day aids efficiency and also offers the reward of having time to relax after the work is done.

Why?

Test your progress at the end of a study session. Ask yourself "what have I just learned?" Review the material covered in your revision session. Merely recognising material isn't enough - you must be able to reproduce it without the aid of the book or notes.



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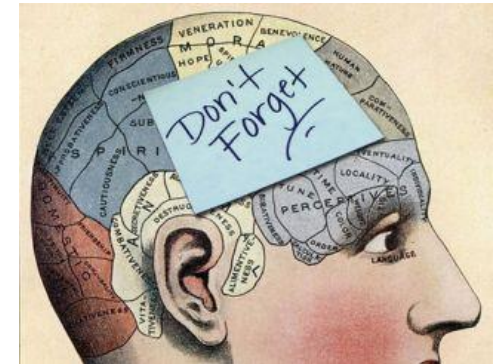
Mind Maps

Why create Mind maps to revise??

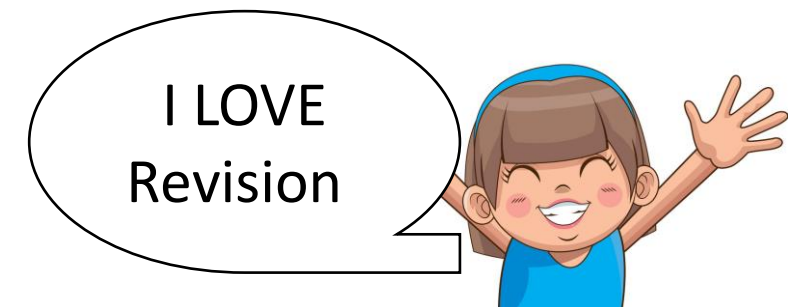
They are quick to create and can summarise a whole topic



Linking facts makes it more memorable

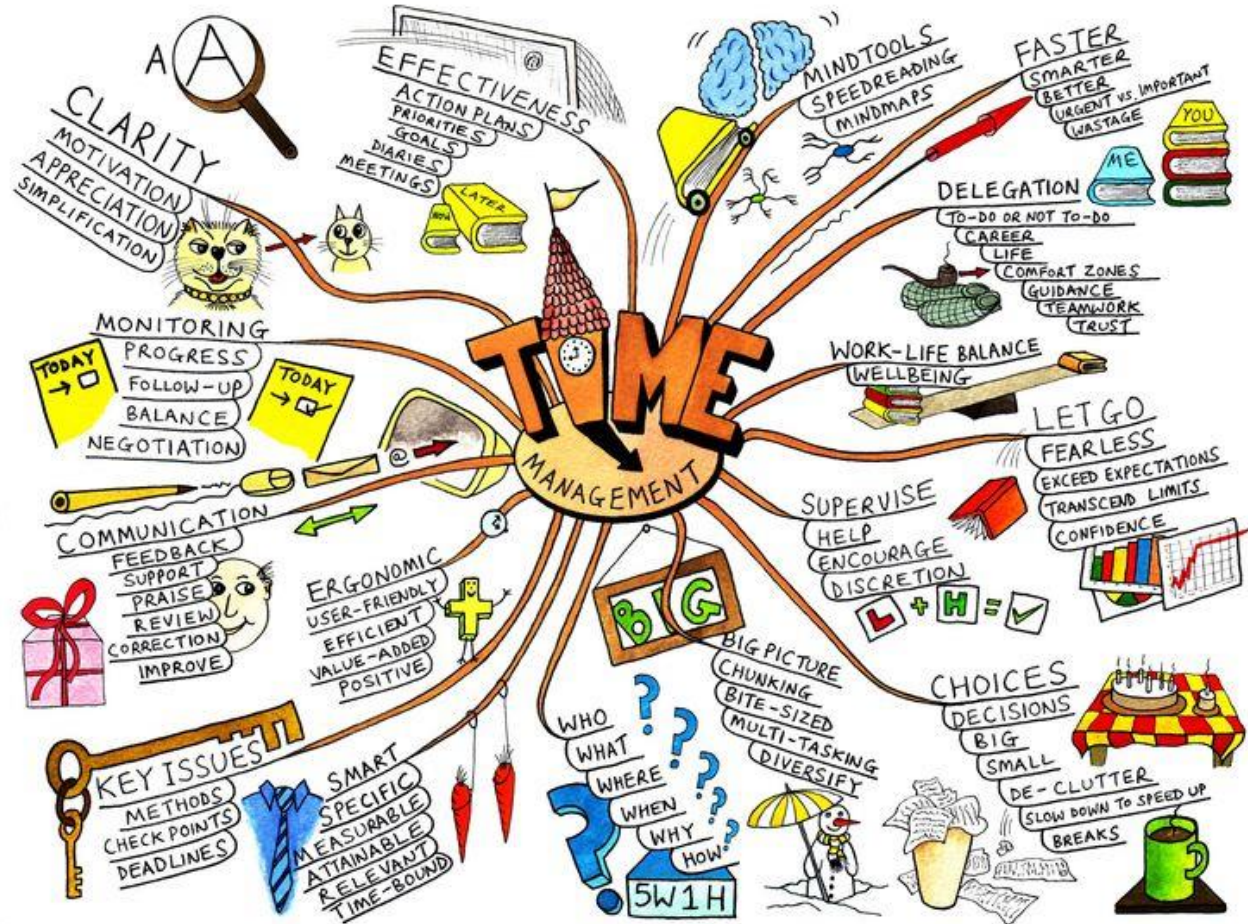


Shapes, lines and imagery can make it...
dare I say it.... more fun!!





Types of Mind Maps- which one are you?



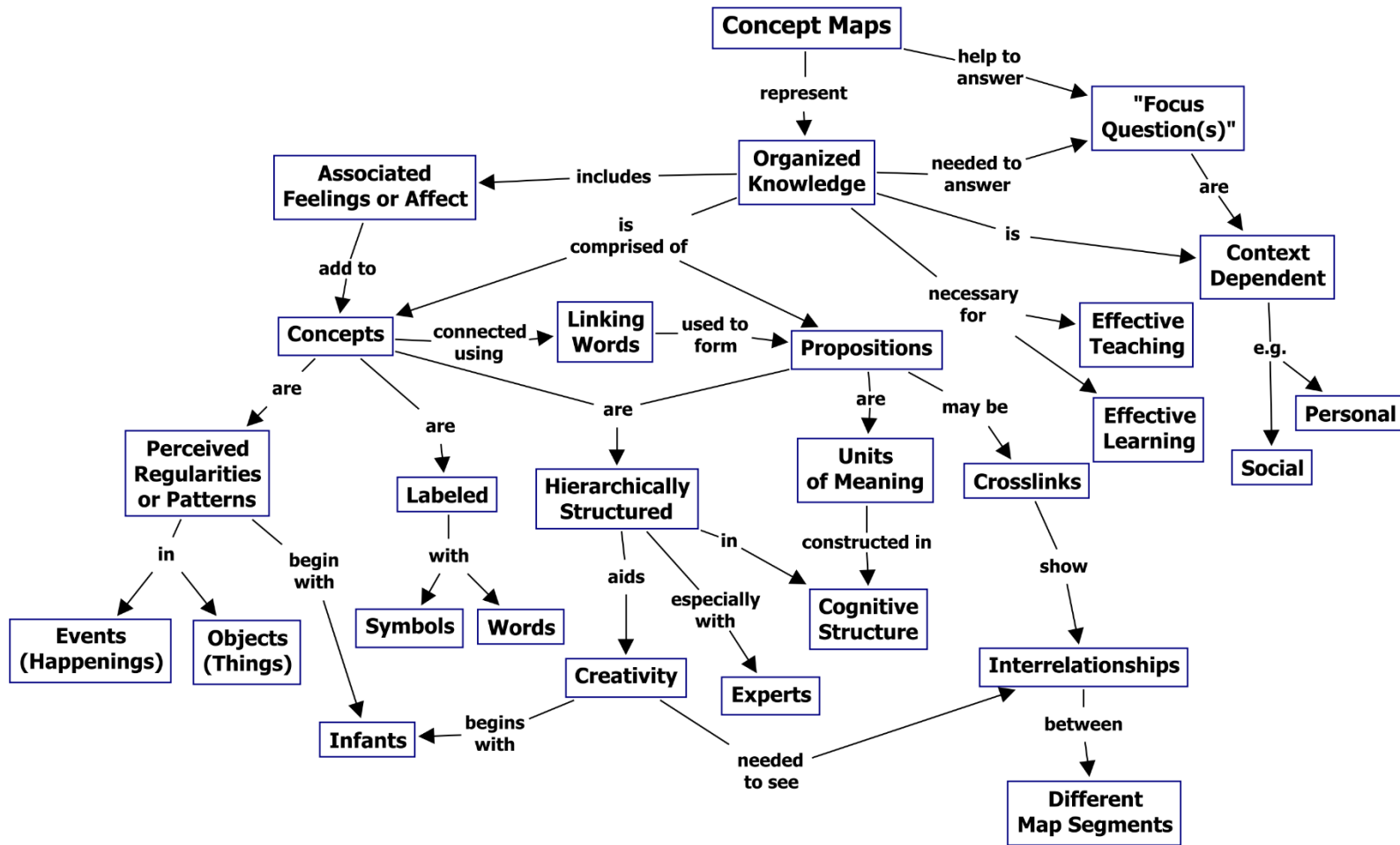
Creative/Artistic

Or are you a mixture?

Prepare the way of the Lord



Types of Mind Maps- which one are you?



Organised and detailed

Or are you a mixture?

Prepare the way of the Lord



Types of Mind Maps- which one are you?



Short but
memorable

Or are you a mixture?

Prepare the way of the Lord



How to use a mind map in 3 easy steps!

STEP 1

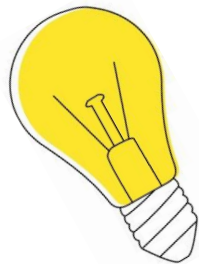
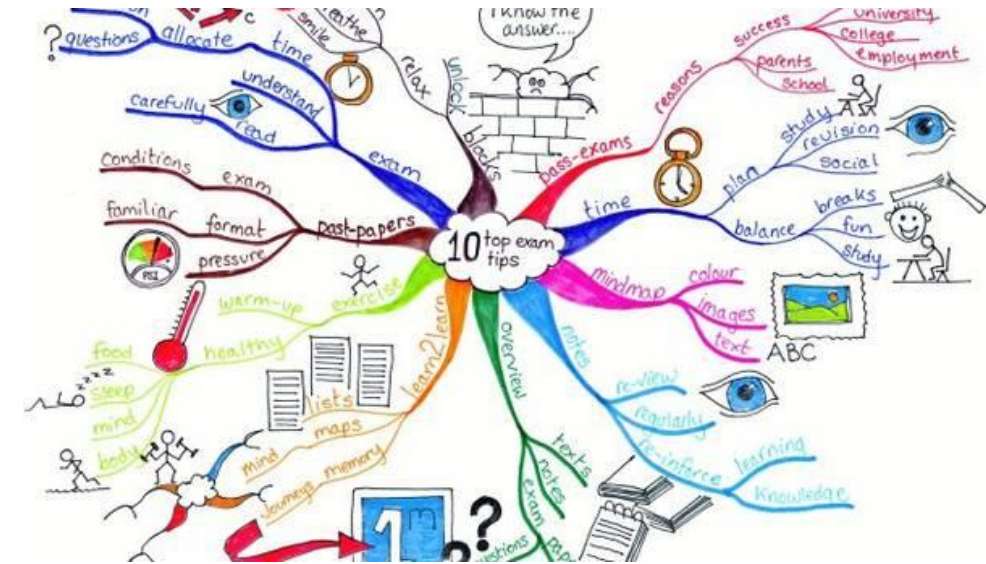
You start by entering the subject into the middle of the page.

STEP 2

Next branch off this with a key topic keeping these as single key words.

STEP 3

Finally branch off the key words with further sub topics/definitions



TIP: Use coloured images, lines and shapes to make the mind map more interesting as well as memorable



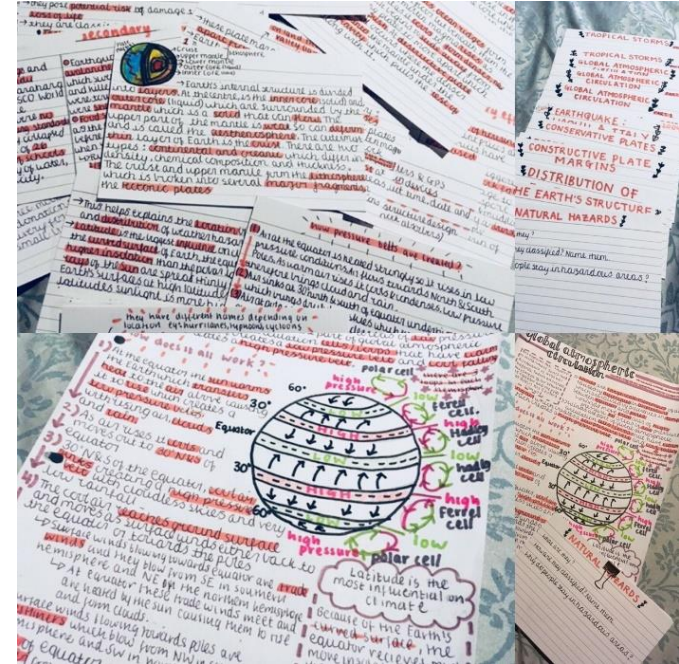
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Revision Cards



What are Revision Cards?

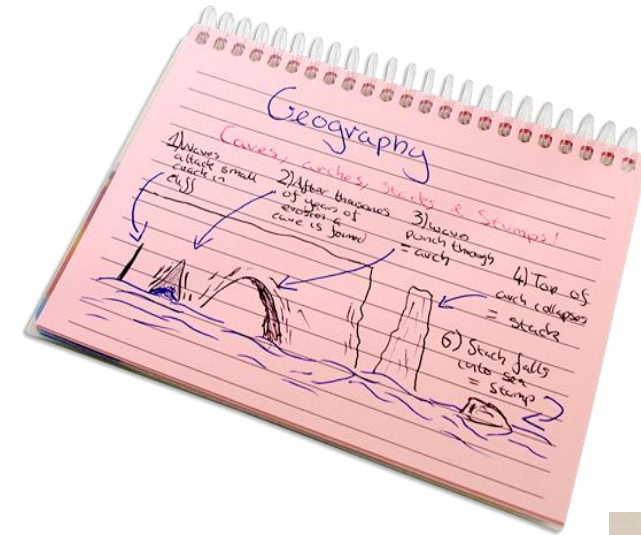
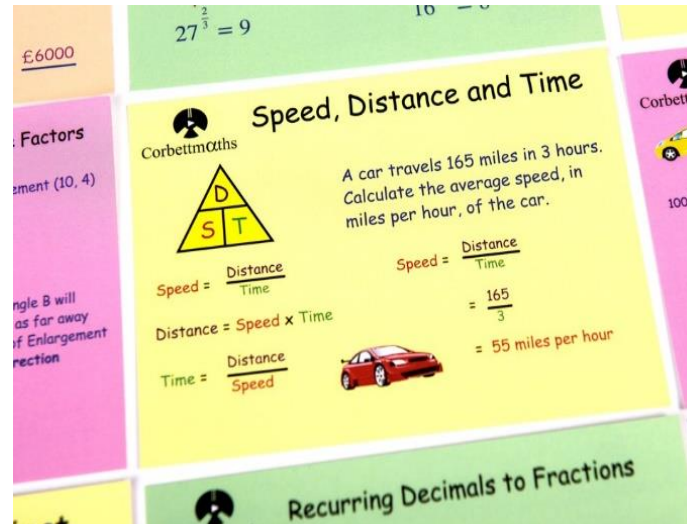
Revision cards are an effective method of summarising just the important information from topics within topics onto a small piece of card. This allows you to remember key information that you will need in an exam.





How do I make revisions cards?

This is the beauty with revision cards: it's entirely up to you. All you need is card (Asda sell ready made revision cards – but you can just as easily cut up card or paper to make your revision cards). You might use a revision card for key words linked to a specific topic or a case study from Geography or a period of time from History. In Maths, revision cards can be used to summarise a way to solve problems – you can use them for anything and in any subject!





What should my revision cards look like?

Get creative: you can add:

- colour,
- diagrams,
- illustrations,
- fancy font to your revision cards –

REVISION DOES NOT HAVE TO BE BORING!

Make your revision cards memorable – this will pay off in an exam!

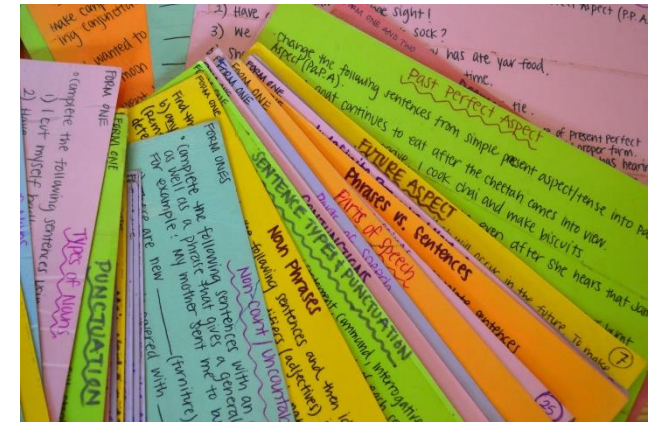
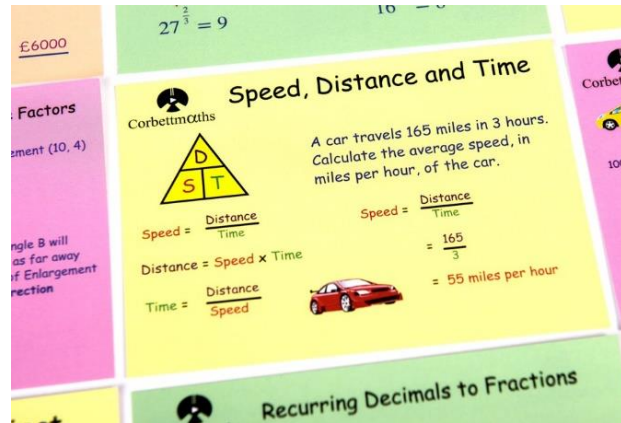
Make sure key facts or words are highlighted in some way.

You do not have lots of space so only summarise the key information you need to remember.



What are the benefits of revision cards?

- You can give them to someone at home who can test you.
- You can make them whichever way you want to.
- They are portable – you can read over them in the car on the way to school, or on the yard at break before an exam.





Flashcards/ Revision Cards

1. Once you have read a specific card/ set of cards. Put them down and create a quiz for yourself based on this topic.
Without looking, answer the quiz.

Topic: who is Malala?

Imagine this is your revision card, write down the key words/ phrases you wish to remember that are CRUCIAL.

Biography:

Malala Yousafzai was born in the Swat Valley region of Pakistan July 12, 1997. She grew up in the city of Mingora with her two younger brothers. Her family practiced the religion of Islam and was part of an ethnic group known as the Pashtuns.

Her Father's Schools

Malala's early childhood was one of happiness and peace. Her father was a teacher who ran several schools. Many Pakistani girls did not attend school, but this was not the case with Malala. Her father ran a school for girls where Malala attended. Her father always encouraged her to learn more and taught her that she could accomplish anything.

Interesting Facts about Malala Yousafzai

- She was named after a famous Afghani poet and warrior.
- Malala was the youngest person to receive the Nobel Peace Prize. She was in chemistry class when she found out.
- The United Nations named July 12th as "World Malala Day."



Flashcards/ Revision Cards

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Without looking, answer the quiz.



Topic: who is Malala?

Let us review.

Biography:

Malala Yousafzai was born in the **Swat Valley** region of Pakistan July 12, 1997. She grew up in the city of Mingora with her **two younger brothers**. Her family practiced the religion of **Islam** and was part of an ethnic group known as the Pashtuns.

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Malala's early childhood was one of happiness and peace. Her **father was a teacher** who ran several schools. Many Pakistani **girls did not attend school**, but this was not the case with Malala. Her father ran a school for girls where Malala attended. Her father always **encouraged her to learn** more and taught her that she could accomplish anything.

Interesting Facts about Malala Yousafzai

- She was named after a **famous Afghani poet** and warrior.
- Malala was the youngest person to receive the **Nobel Peace Prize**. She was in chemistry class when she found out.
- The United Nations named July 12th as "**World Malala Day**."



1. Once you have read a specific card/ set of cards. Put them down and create a quiz for yourself based on this topic.
Without looking, answer the quiz.



Topic: who is Malala?

What do you actually need on a flash/revision card?

Swat Valley
two younger brothers
Islam
girls did not attend school
father was a teacher
encouraged her to learn
famous Afghani poet
Nobel Peace Prize
World Malala Day



Flashcards/ Revision Cards



1.

Without looking, write a quiz and answer the quiz.

1. Where did Malala grow up?

2. What type of education did she have? Did this limit her?



Flashcards/ Revision Cards



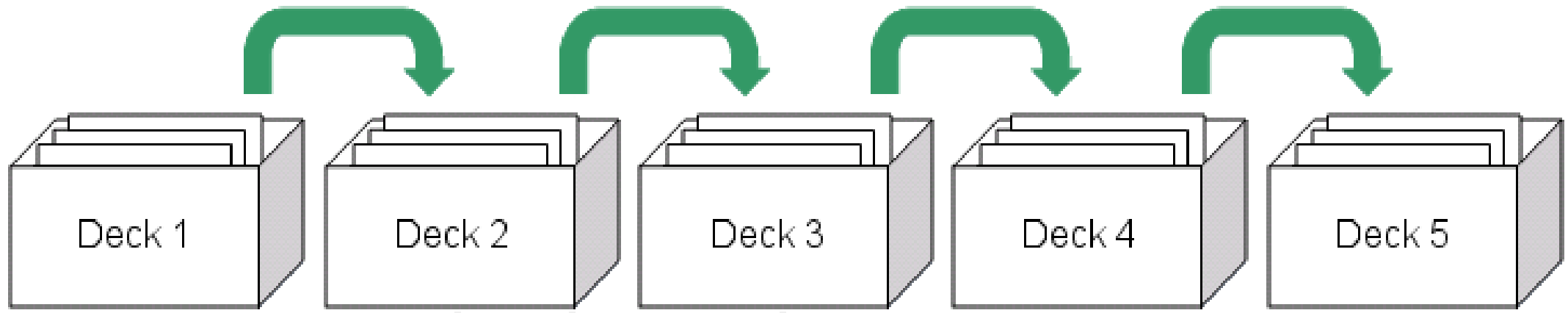
What happens when you need to PROVE that you know the information?

Start with them in DECK 1. Test yourself. If you can recall the information, place them in DECK 2. If you can not, leave them in DECK 1.

Leave at least two days between self-quizzing.

Start with DECK 1, if you can recall the information place in DECK 2, if you can not, they stay. Go to DECK 2, if you can recall the information, place in DECK 3, if not, they go back to DECK 1.

CORRECT ANSWERS ADVANCE BY ONE DECK



ALL INCORRECT ANSWERS MOVE TO DECK 1



Flashcards/ Revision Cards

They will make you *think* that you are revising.



2. Once you have read a specific card/ set of cards. Put them down and complete the just one minute challenge. Imagine you have to teach a person, the information on the cards. Do this out loud, in one minute.

Topic: who is Malala?

Speak for one minute and expand on the *who is Malala?*



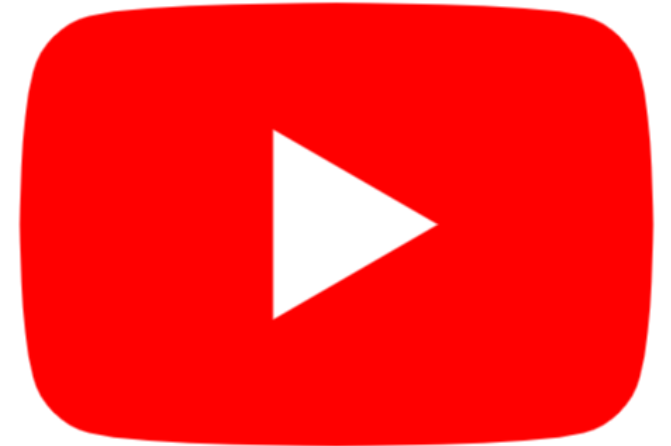
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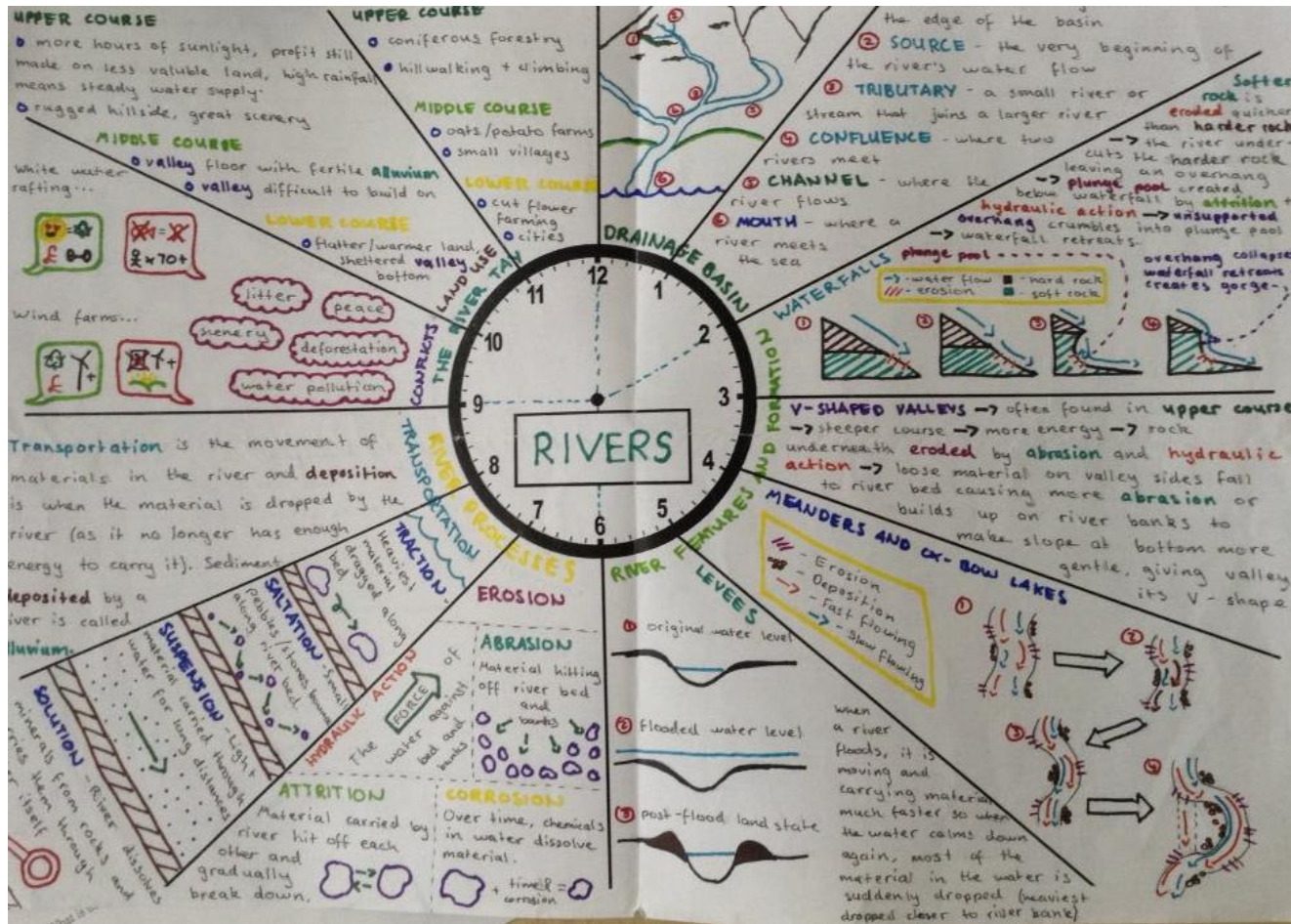
Revision Clocks



Advantages of revision clocks

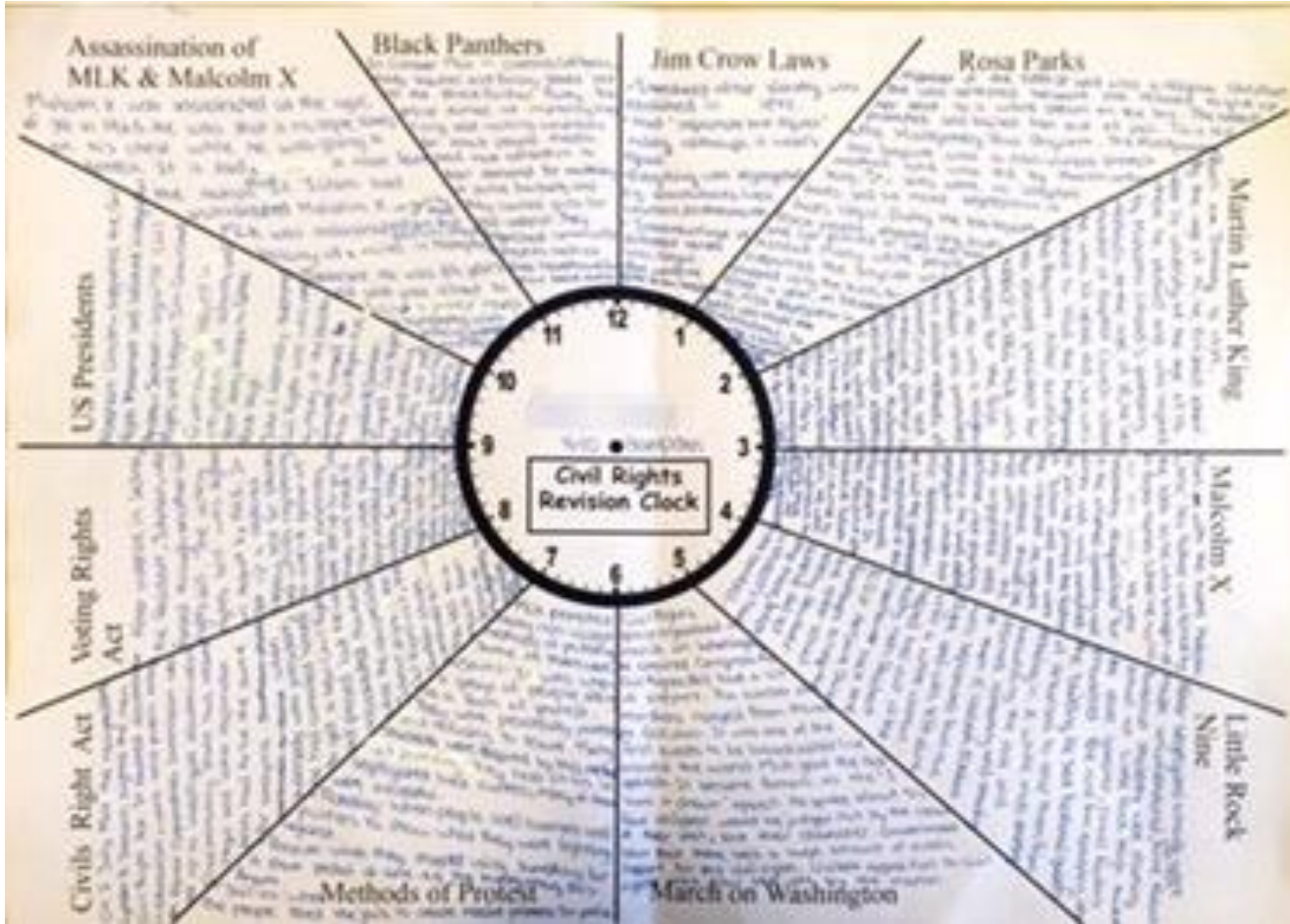
1. Versatile
2. Creative
3. Visual
4. Provide concise overview of a topic
5. Lends nicely to 'chunking' theory





Revision Clocks ...

These are really helpful to 'chunk' down your learning! Breaking up the long strings of information results in it becoming easier to retain the knowledge.



Step Two

Time yourself, dedicate so many minutes to each section of the clock . If an assessment objective or skill is worth more on your pathway/ mark scheme then dedicate more time to it. E.G A02 analysis in English is worth more marks than A03.



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Representing Data Revision

www.missbsresources.com

Histogram

A survey was carried out to record the speeds of cars on a motorway. The histogram illustrates the results.

a) Use the histogram to complete the grouped frequency table.

Speed, s (mph)	Frequency
$100 < s \leq 130$	6
$130 < s \leq 160$	60
$160 < s \leq 220$	112
$220 < s \leq 250$	54

The table gives information about the speed, in mph, of helicopters.

Speed, s (mph)	Frequency
$50 < s \leq 60$	
$60 < s \leq 80$	
$80 < s \leq 90$	
$90 < s \leq 100$	

a) On the grid, draw a histogram for the information in the table.

b) How many helicopters travelled faster than 170 mph?

Scatter Graph

Mia B tracks a class of 16 students of similar abilities revision hours from Easter until their final exam in June. She also notes their exam results.

Number of Hours Revision	Score (out of 60)
10	15
12	20
15	25
18	30
20	35
22	40
25	45
28	50
30	55
32	58
35	60
38	55
40	50
42	45
45	40
48	35
50	30

a) Describe the relationship.

b) Mia B analyses the data for the class and says "If a student wants to achieve 30 marks they will need to complete 15 hours of revision." Is she correct?

Scatter Graph

Walls Ice Cream company track sales in a shop by conducting a random visit once a month. In each visit they record the average temperature for the day and the sale of ice creams.

Temperature $^{\circ}\text{C}$	Number of Ice Creams Sold
10	10
12	15
15	20
18	25
20	30
22	35
25	40
28	45
30	50
32	55
35	60
38	55
40	50
42	45
45	40
48	35
50	30

a) Describe the correlation.

b) Estimate the amount of ice cream sales in the shop when the temperature is 27°C .

Pie Chart

The pie chart shows some information about the share of votes for students in the school council elections.

There were 1440 votes in total. The angle for Ben would be 28° more than the angle for Chloe. Calculate the number of votes Ben received to win the election.

Student	Angle
Areeba	82°
Ben	$82^{\circ} + 28^{\circ} = 110^{\circ}$
Chloe	$110^{\circ} - 28^{\circ} = 82^{\circ}$

Cumulative Frequency

The times taken by technicians to complete an MOT and Service on a car are illustrated in the cumulative frequency diagram.

a) Calculate an estimate for the percentage of MOT and Services that took longer than 25 minutes.

b) The technicians were given a target to complete 50% of the MOT and Services within 18 minutes. Did they meet the target?

Box Plot

50 babies were weighed a week after birth by a midwife. Their individual weights were recorded.

Weight (w , pounds)	Frequency
$4 < w \leq 6$	3
$6 < w \leq 8$	9
$8 < w \leq 12$	18
$12 < w \leq 16$	20

b) Find the median weight.

c) What proportion of the babies weighed more than 9 pounds?

Box Plot

In the Great North Run in 2015, 50% of the population were between 18 and 25 years old. 50% of the population were under 34 years old. The inter-quartile range of ages was 28 years. The oldest person was 92 years old.

a) Construct a cumulative frequency diagram.

Box Plot

Mia B tracked the times of 40 females and 40 males arrival to their English lessons one day.

Lateness (t , Minutes)	Females	Males
$0 \leq t \leq 2$	11	16
$2 < t \leq 4$	13	15
$4 < t \leq 8$	6	9
$t > 8$	0	0

a) Draw two frequency polygons to illustrate this data.

b) Use your polygons to compare the lateness of females and males and comment on any differences you observe.

Frequency Polygon

Ethan played 11 games of rugby. Here are his scores.

0, 2, 3, 3, 5, 5, 7, 8, 9, 9, 11

a) Draw a box plot for this information.

Reece plays the same 11 games of rugby. The median number of points Reece scored is 7. The interquartile range of these points is 4. The range of these points is 9.

b) Who is more consistent at scoring points? You must give a reason for your answer.

Step Three

Turn your revision clock over and ask another person to test you on specific sections. E.G, tell me about section 5 explore the Jim Crow Laws. Get your partner to test you on the sections you find the most challenging first.



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Self-quizzing/Multiple Choice Questions

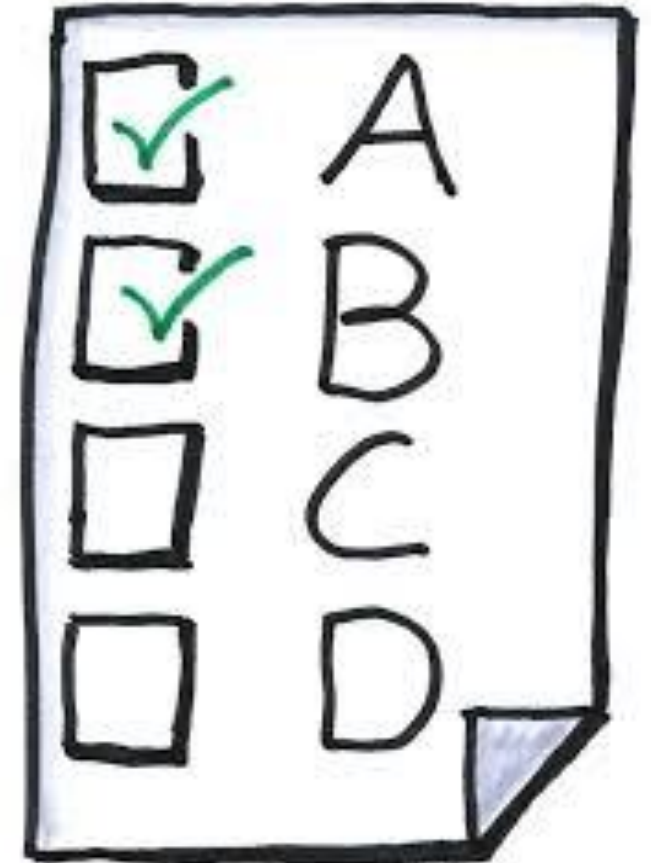


Self-quizzing/Multiple Choice Questions

This revision technique involves testing what you should know to find out what you already know and what you need to revise further.

Create quizzes to test yourself and your friends. Quizzes can include multiple choice questions, odd one out, true or false or matching a list of answers to the right questions.

Use your exercise book/revision guide or que cards to write your own questions – remember to include the answers – you could do this on the other side of the paper or on the other half and fold them over.





Self-quizzing/Multiple Choice Questions

You can use a website to help you make the quizzes but you can also just do it using a pen and paper. Start with your exercise book or que cards and try and write a range of different types of question from each page.

Quizzes work well for learning key dates, specific facts and key word definitions as well as scientific processes and geographical concepts.

You could mix up topics or separate quizzes into categories. But, the best bit is that you can reuse the quizzes every time you revise!

You could keep a record of your score for each quiz and try and beat it each time!





Variety of quizzes

There are various types of quizzes such as:

1. Short answer quizzing
2. Multiple Choice
3. Written responses
4. Verbal responses





Multiple choice and short answer questions

- Multiple-choice questions require you to recognise and select a correct response amongst alternatives.
- Short-answer questions require you to recall and produce responses yourself.
- You would need to decide which method of quizzing is most suited to the topic you are revising.

Remember...short answer quizzing, rather than multiple choice, requires you to "...engage in more effortful and complete retrieval practice..."

"One of the best habits to instill in a learner is regular self-quizzing."

1. Verbal quizzing – Flashcards

- Use your flashcards to support verbal quizzing. Ask a friend, parent or guardian to support you.
- Get them to ask the question on the back of your flash card and you speak your answer out loud to them.
- They can identify any missing elements. Revisit your answer and speak the complete answer out loud again.

3. QUIZZING – REVISION CLOCKS

- Once you have completed a revision clock ask someone to test you on each 'chunk' of information presented on the clock. Speak your answers out loud.
Or...
- Once you have completed a revision clock have a blank clock with just the headings and recall the information from each chunk.

2. WRITING YOUR OWN QUIZ QUESTIONS AFTER NOTE TAKING

- After writing a set of revision notes, maybe using the Cornell method set yourself some questions that will help you to remember and most importantly RECALL the information you have covered.
- You can go back to these quiz questions over time.

4. QUIZZING – CORNELL NOTES

- Once you have completed a set of Cornell Notes fold the paper over so you can only see the key words in the left hand column. Quiz yourself and recall the key information from the notes section of the page. Remember, it's the recall of the information that is important.



Take away messages

- Quizzing can be used effectively to support the **other revision strategies** you have been using. It does not have to be used in isolation, it works perfectly to help you recall the information you have covered in the previous revision strategies.
- YOU ARE NOT ALONE. Use quizzing as an opportunity to **speak with others** about key topics you are revising and to go back over revision notes.
- **Recalling the information** is a key strategy in ensuring the information is stored in your long term memory.

And finally...

Retest. Revisit. Short, sharp memory recall is the key!



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Study Groups



Study groups

Working with other students can help you keep the revision process in perspective. You can share revision material and plans. Listening to how other students approach their revision can expand your understanding of the topics because everyone brings their own ideas and their own ways of comprehending the topics. You may find that one person is good at devising a manageable revision timetable while another has valuable ideas about content for a tricky past exam question.

Working together to produce condensed revision notes or to brainstorm answers to questions is particularly fruitful. What one person forgets, another may remember. You are not in competition with other students taking the exam, so sharing revision is not cheating.



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The Golden Minute
a 1-Minute Revision Game

www.cristinacabal.com

1 Minute Challenge

These work well in group work, or even when you're on your own. Try 'Just a minute!' Talk on a topic as best you can for one minute (without repeating or hesitating or getting off the point). You can take it in turns with your friends changing the topics as you go.

Prepare the way of the Lord



Why study groups?

- Deepen understanding
- Share best practice
- Motivate each other
- Enjoy interaction
- Learn from each other
- Breeds confidence between friends

Don'ts!

- Use it as a social gathering
- Procrastinate



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Subject Dictionary

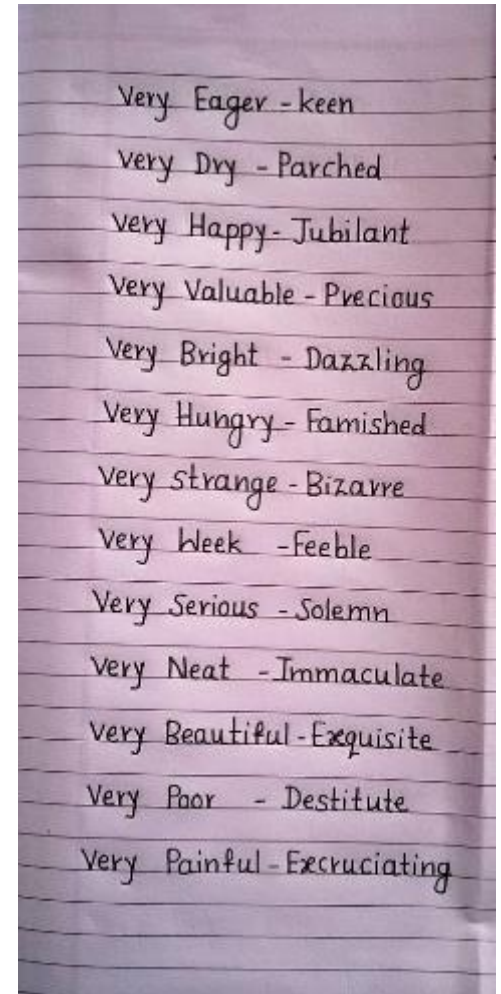


Self-quizzing/Multiple Choice Questions



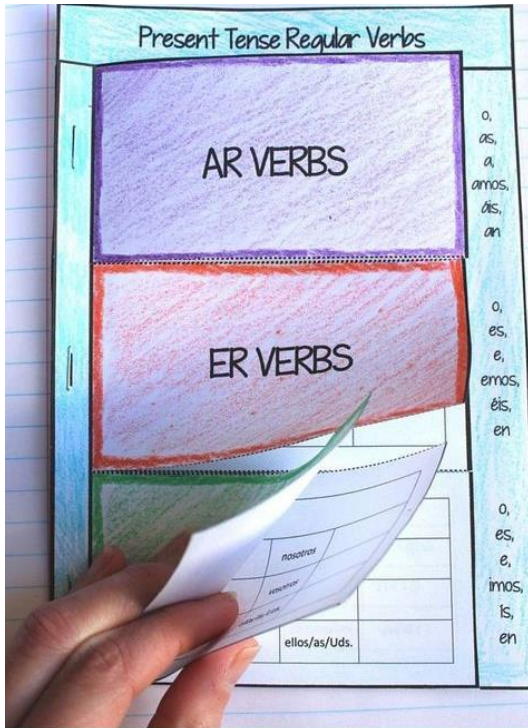
All subjects have some specialist words and phrases. It is good practice to compile your own dictionary defining these terms. A good way to do this is to work through the syllabus picking out the subject jargon (in some case the syllabus will also provide a partial definition).

Have a look through your notes, text books and possibly also Google the term, however remember that the definition from the internet may not be ideal for course – so use the internet with caution”





Self-quizzing/Multiple Choice Questions



REFERENCE FLAPBOOK

present tense en español
{regular verbs}

Your subject dictionary may include key words, phrases, themes or concepts, or whatever is appropriate to your subject. Use the course introductions, summaries, the syllabus, and exam questions to discover what's key in each module. Use two or three sentences for your definition, add examples and diagrams if relevant.

Subject specific vocabulary
The following subject specific vocabulary provides definitions of key terms used in our GCSE Religious Studies A specification (8062). Terms are grouped by religion and by theme.
Students should be familiar with and gain an understanding of these terms.

Religions
Buddhism
Anatta
No fixed self, no soul; the Universal Truth that the soul is insubstantial; that people change in the course of their lives; denial of a real or permanent self.
Anicca
Impermanence, instability, not permanent.
Arhat
A perfected person. In Theravada Buddhism this is a term for a person who has attained nibbana.
Ascetic
A life free from worldly pleasures (especially sexual activity and consumption of alcohol), often with the aim of pursuing religious and spiritual goals.
Bodhisattva
A concept in Mahayana Buddhism. A being destined for enlightenment, who postpones final attainment of Buddhahood in order to help living beings.
Buddha
•Historically the Buddha - the enlightened one.
•An awakened or enlightened person.
Buddhahood
Enlightenment.
Buddha-nature



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Practice Questions



Practice Questioning

To prepare for an exam or assessment, you must practice doing what the test requires you to do;

giving out information, not taking it in!

This applies to regular basic tests, assessments as well as the final exams in year 11.

You can learn a lot by reflecting honestly on your performance in these tests. You also have the benefit of a wealth of freely available information about the exams. Past exam papers, marking schemes, study guides and examiners reports are all there to be used.



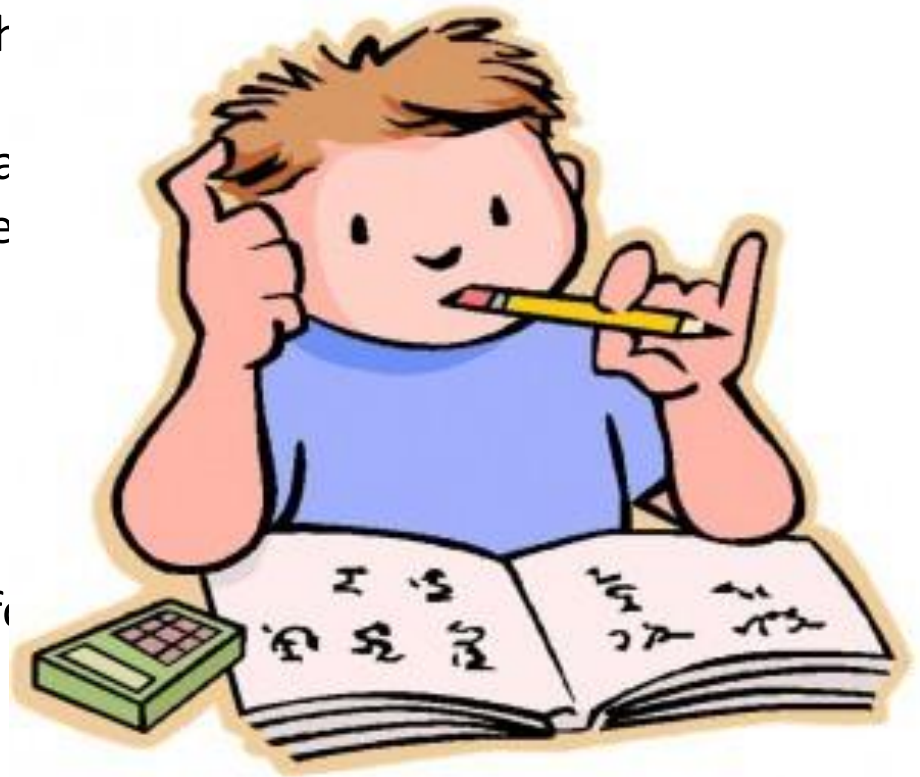
Practice Questioning

Make use of past papers

These should be your constant companion in all revision tasks. For each topic you revise, consult the past questions on this subject and then attempt answers to them. Check your answers, fill in the 'knowledge gaps' where necessary, and file away the correct 'model answer' in your notes for future reference. You will also start to notice any trends in the questions asked.

Follow the marks

Marking schemes are an invaluable aid to exam preparation (available online from DfES, AQA, etc). You can see how the marks are allocated for each question on the paper and what quantity or style of answer is required in each case. This knowledge will greatly inform your revision work and helps to remove the mystique of the exam.





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Cornell Note Taking



- **Cornell note-taking.** Named after the US university, this strategy gets you to think metacognitively, asking questions, noting key terms, and summarising the content being revised
- Cornell note-taking can give students an effectiveness in organisation of thoughts that they have been taught and give a better review in recollecting all the information that they have learned. The Cornell note taking system is not only a fast method of writing notes, but one is able to absorb the information that is given at a faster rate. **This results in better exam outcomes**

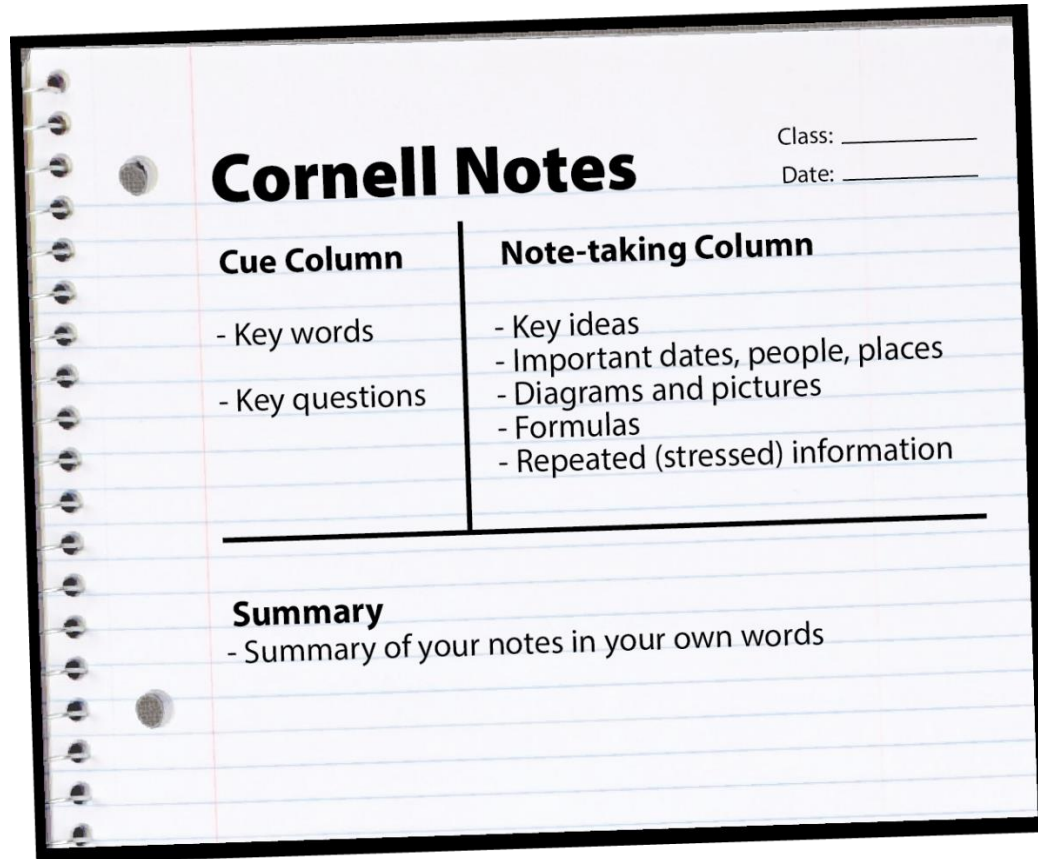


Advantages of Cornell notes

- You will have an organised set of notes.
- The quality of your notes will be much better and suitable for revision.
- The information is in a format that suits both short and long-term memory.



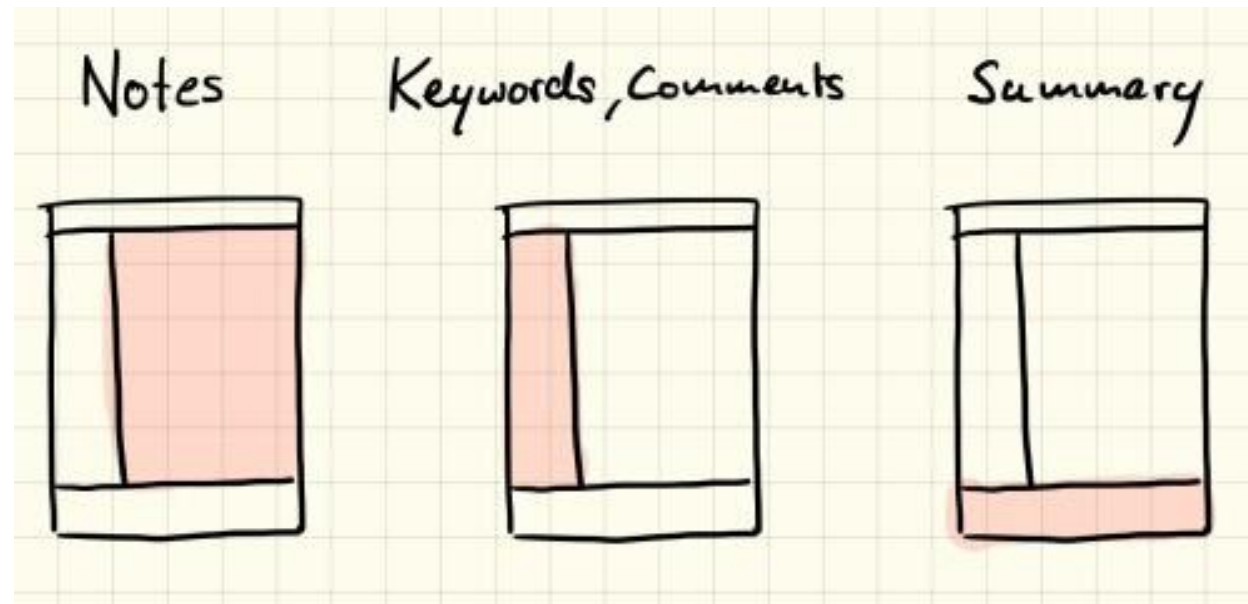
What do they look like?



Cornell notes were primarily designed to take notes in a class or a lecture but can also be really useful to organise and condense your work for revision.



How do you use them?

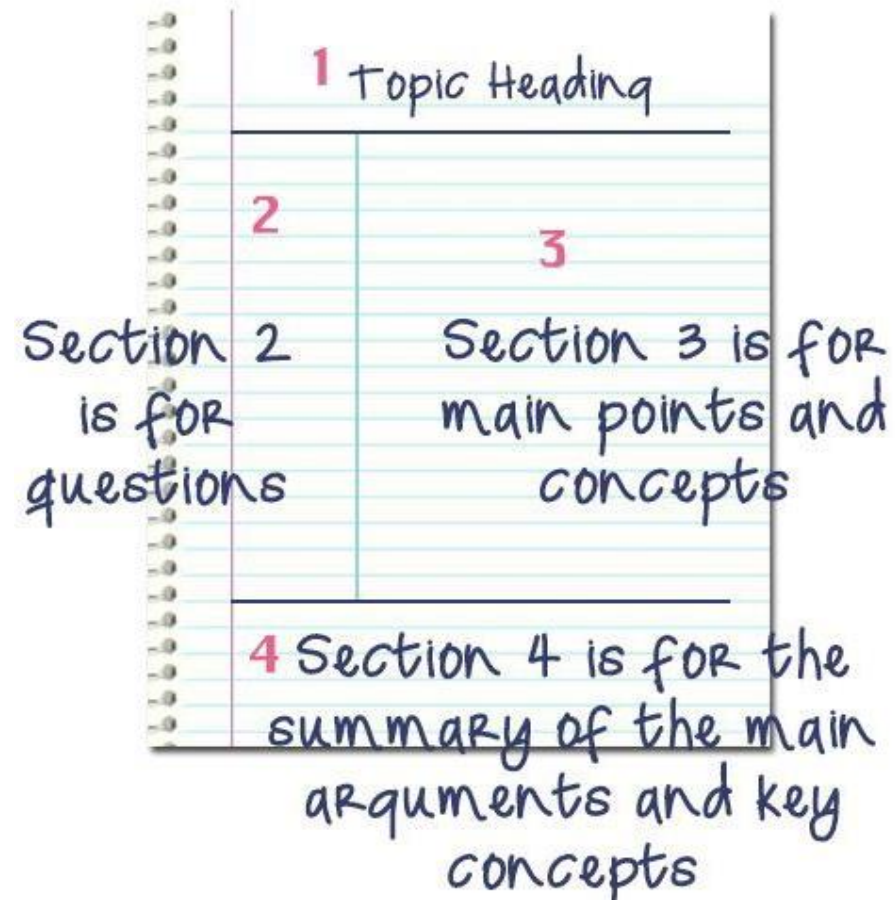




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- Once you have divided your paper and recorded the title/topic, take notes while you read in section 3
- Remember to be selective in the points you choose and skip a line between each point.
- As you read you may have a question or concern about one of the points. Be sure to record these questions to the left of the corresponding notes in section 2.
- This is the step most people skip – review. After you have recorded the information in section 3, you need to review
- At this stage, I like to select a new color (or two) and rewrite the main ideas/arguments either in section 3 or section 2 (your choice). You can also underline, highlight, or even draw illustrations.
- Finally in section 4, write a summary of all the material, including your critical questions and considering the following: What's the significance of this information? Is this material based on certain theories or principles? Does it relate to other materials I have read/covered in the course? How can I apply this information? How does it fit in with what I already know?
- Of course you have to review your notes more than just the night before a test/paper writing.

START BY DIVIDING YOUR PAPER
INTO 4 SECTIONS LIKE SO:





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Essential Question - Ask your teacher the purpose for your note taking and write that purpose in question form.

Name _____
Date _____
Class _____

Take notes on what you read, see or hear. Your notes should be short, and easy to read.

Chunk your notes
Write questions to go with each chunk
Write level 2 and 3 questions and think about what might be on a test!

Review Your Notes
✓ 10 minutes
✓ 24 hours
✓ 7 days

Review what you wrote with a partner.
Chunk your notes into sections.
Circle or highlight key terms.
Star ideas you think will come up again.

Place question marks near ideas you don't quite fully understand. ?
AVID students bring POC questions to tutorials.

Summary - Completely answer the essential question at the top of your notes and answer all the questions you wrote in the left-hand column.

TOPIC:
write what your cornell notes are about

Essential question:
write the purpose of the notes in question form

Main Ideas/ questions:
write level 2 or 3 questions that are answered in the notes section (possible test questions)
CHUNK YOUR notes

NOTES:
Take notes on what you READ, SEE, or HEAR
Make each point short and easy to read
MARK YOUR NOTES:
? → things you don't understand
* → things that are extra important
key terms definitions

summary:
3-5 sentences THOROUGHLY answer the essential question

A reminder

Prepare the way of the Lord



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Retrieval Practice

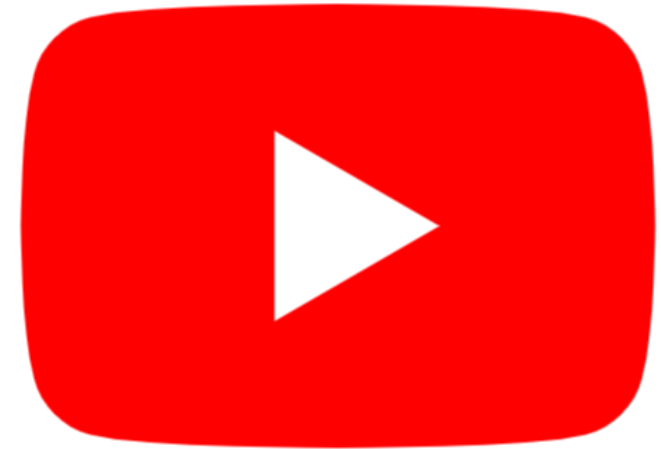


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Retrieval Practice

Retrieval Practice is the most effective revision strategy.

Retrieval Practice is practicing retrieving information from your long-term memory to your working memory.





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Retrieval Practice

Test yourself or ask someone to test you to see if you can remember information and HAVE A GO even if you get questions wrong.

Do not just read your notes, that is not effortful and is not retrieval.





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Retrieval Practice

Only use your memory to answer questions or retrieve information.

Do not use notes or revision resources to help you answer questions.





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Retrieval Practice

Self assess your answers to questions or ask someone to then tell you the correct answer to questions to find out what you could remember.

Do not just leave your answers without finding out if you were right or wrong.



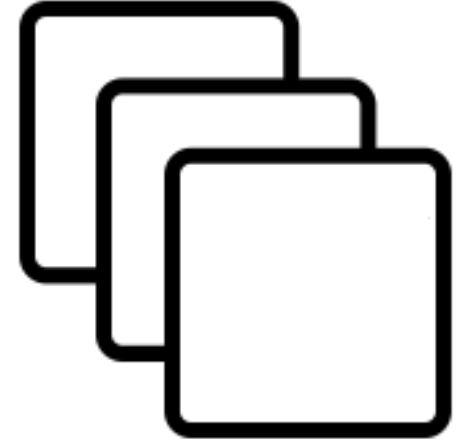


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Retrieval Practice

Repeat the retrieval practice process more than once for each piece of information.

Do not just test yourself once, even if you get answers right, go back and test yourself again at least 2 more times





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Retrieval Practice

Leave space between each retrieval practice. This could be a day, a week or a few weeks.

Do not test yourself on the same information multiple times in the same revision session and then never look at it again.





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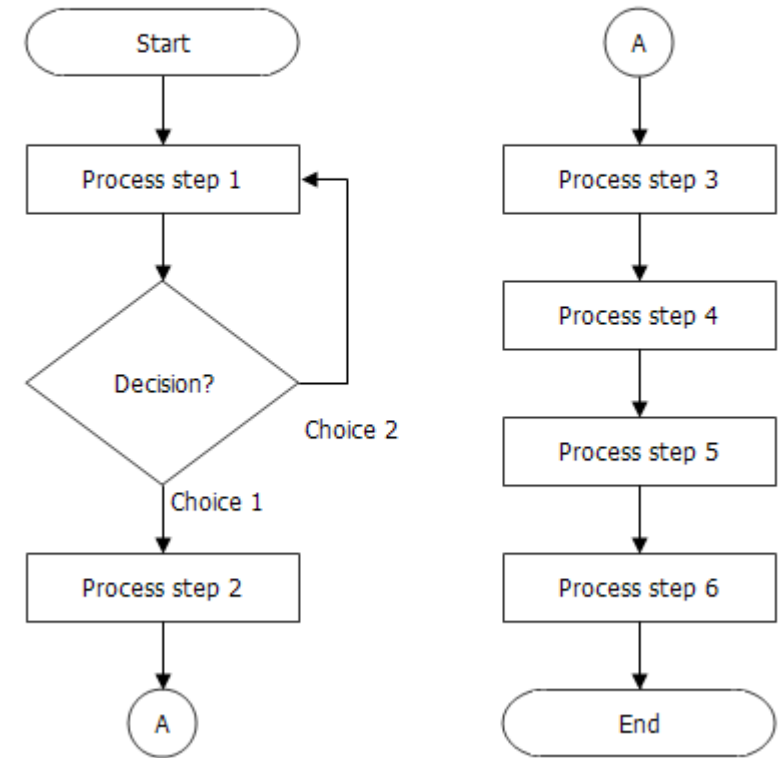
Flow Charts



Flow Charts

Flow charts are a type of diagram that show a process from beginning to end. They organize information clearly- you can use both words and images to show what happens and when. They don't need to be fancy just clear and easy to understand.

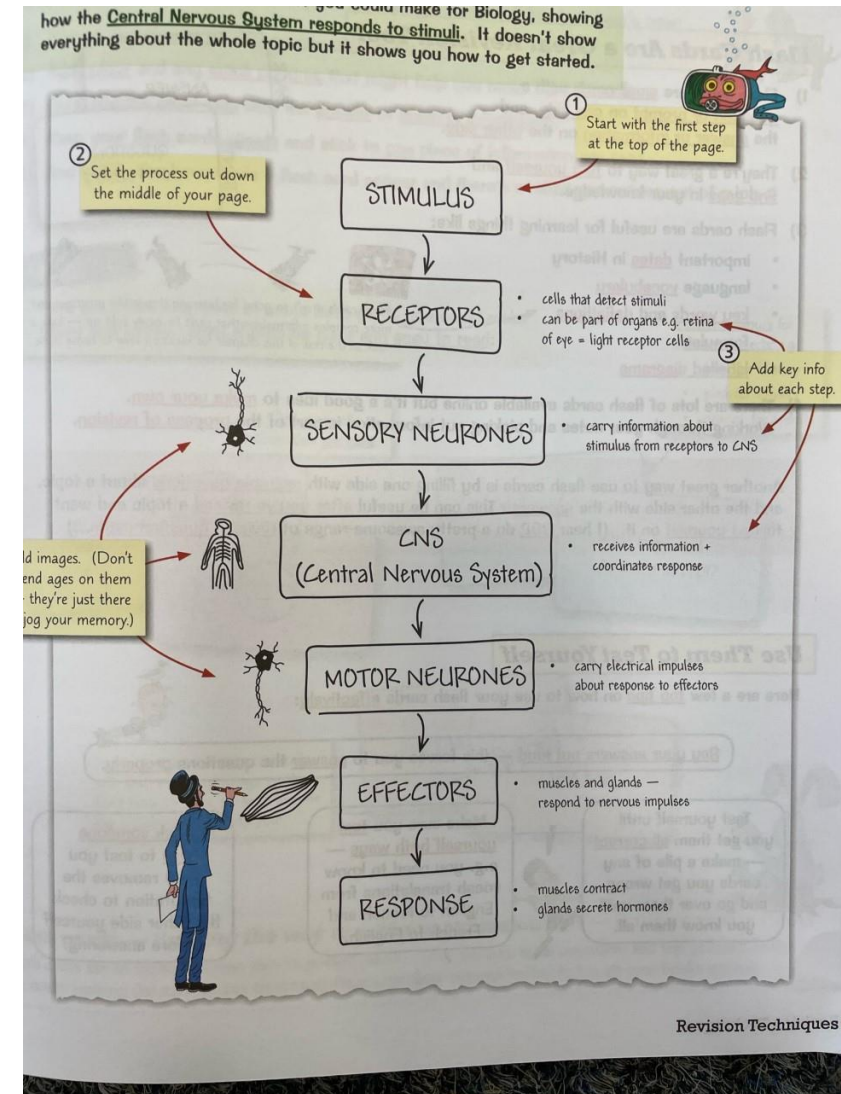
Basic Flowchart





Flow Charts

This is an example of a flow chart you could use for Biology, showing how the central nervous system responds to stimuli. It doesn't show you everything, but it helps you get started.





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Brain Dump