

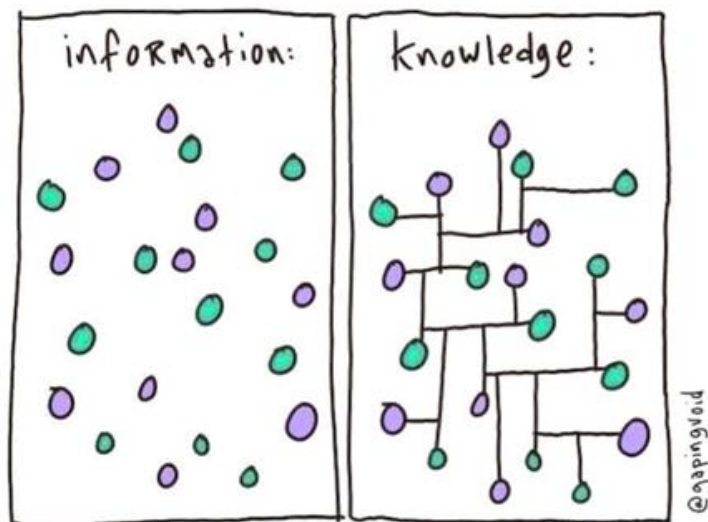
# Poynton High School and



## Sixth Form



# Getting Revision Right



**PREPARATION**  
**PERFORMANCE**  
**PROGRESS**

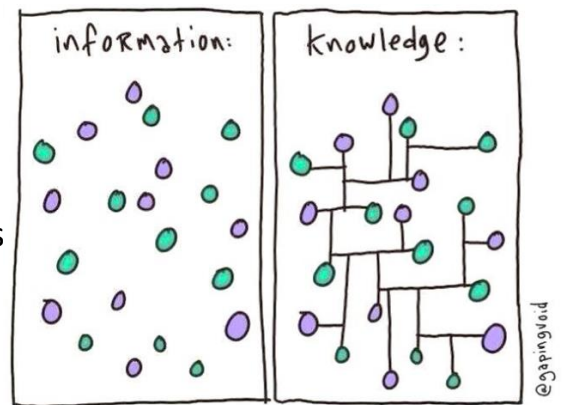
## The Basics

Preparing for assessments, making sure you can remember and use the content from class is a really important part of your time with us. We want to make sure that you do this in a way that works! You need to think of this task being in three parts or steps.

### STEP ONE: PREPARATION

You need to get what you want to revise into a format that helps your thinking and is easy to use. There are lots of techniques you can use, including:

- Working out which topics you need to focus on
- Creating Mindmaps
- Making Cue Cards/Flash Cards
- Summarising notes
- Cornell Note Taking (more about this later on)
- Transforming your notes into memorable images
- Designing an evil mock exam paper
- Planning answers to questions



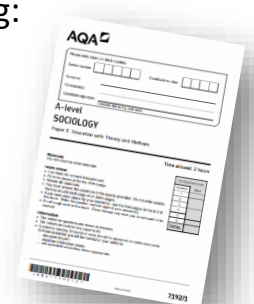
You will find some examples of tasks which help with this stage at the end of this booklet. BE CAREFUL! Some students spend FOREVER in the Preparation Stage and this means they miss the part of revision where the content becomes easier to remember. They might end up with a lovely mindmap which looks brilliant but when it comes to the test they struggle to remember it!

### STEP TWO: PERFORMANCE

This is the stage that makes your learning 'stick'. The only way to commit content to memory is to test yourself. We call this the Performance Stage as you are testing your performance. This is the stage where the magic happens. Don't be fooled by anyone who tells you that revision isn't hard work; this stage can be challenging but you need it to make sure you have properly prepared. It's all about testing your memory.

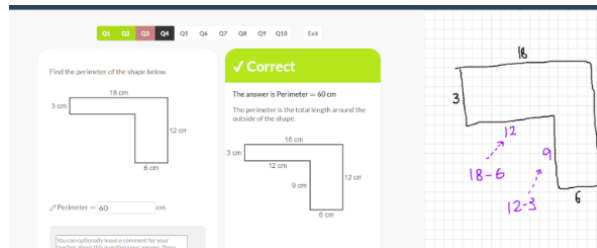
Again, there are a lot of techniques that you can use in this stage, including:

- Attempting an exam question WITHOUT NOTES in timed conditions
- Recreating an aspect of your mindmap FROM MEMORY
- Quizzing yourself with your cue cards
- Teaching someone else the topic WITHOUT NOTES
- Reading your teacher's feedback and changing your approach
- Mind Dump – noting down everything you know from a topic



- Practice questions (often online e.g. Dr Frost for maths or Seneca questions or from past papers on the exam board websites)

It is really important that your revision strategy focuses plenty of time in the Performance Stage. Examples of more strategies from this stage can be found at the end of this booklet.



### STEP THREE: PROGRESS

Revision takes place over time, simply cramming at the last minute doesn't work. The more small chunks of revision you complete over time, the better you become in terms of your learning. You need to make sure you regularly return to the content to fully commit it to memory. Creating opportunities to complete tasks from the Performance Stage and regularly reviewing your learning will make sure that your revision sticks – it helps make sure you don't forget it!

Creating a revision timetable where you give time to each of your subjects and each topic within these can make sure you do this. You need to make a note of what you'll test yourself on and when – making sure that you create lots of opportunities to revisit each tricky topic.

M	T	W	T	F
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH

M	T	W	T	F
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
MATHS	FRENCH	SCIENCE	GEOGRAPHY	ENGLISH
SCIENCE	ENGLISH	FRENCH	MATHS	GEOGRAPHY

By mixing up or 'interleaving' what you revise and when, you will remember that material far more effectively simply due to the fact that you will have to revisit that material multiple times with more gaps in between.

## PREPARATION STAGE TASKS – EXAMPLES

### Subject Review – where should I focus?

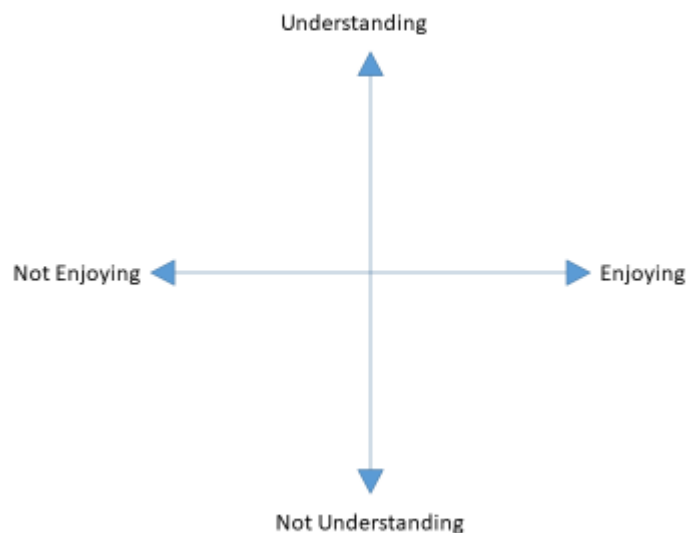
Organise your topics into a chart like this one...

Once you have decided where you will place each TOPIC, write a short note why you have decided to place it there.

#### THE TERROR OF THE BOTTOM LEFT!

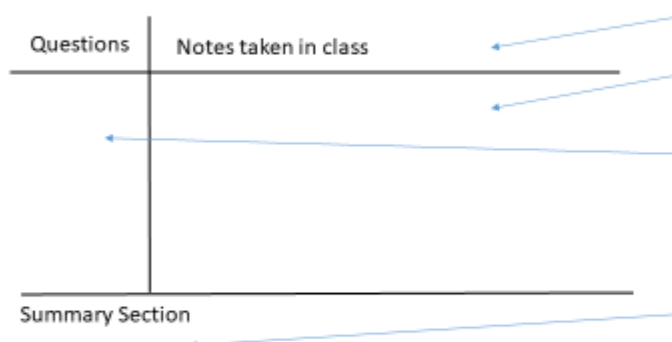
For each TOPIC on the bottom left make a note of:

1. One task you could do that will push the dot further to the right.
2. One task that you could do that will push the dot further upwards.



### Cornell Note Taking

How to make sure you THINK about your notes.



Imagine this is your page...

Write your 'normal' class notes in the main section of your page.

This is your margin.... Once you have made your class notes go back through them and write questions in the margin which your class notes are the answers to.

At the end of each section write a short summary explaining what it is about.

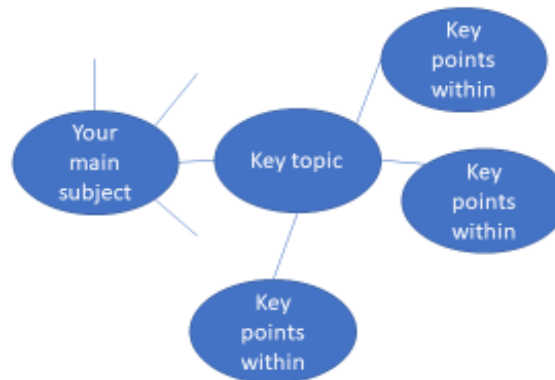
Why am I doing this? *This technique makes you think about the notes you are taking more deeply. You will therefore find it easier to remember them.*

# Mindmaps – Practice Stage

Using your notes layout your subject content. Start with the main topic and add subtopics and key points within each off these points.

Make sure that your points are short, avoid full sentences. Reduce the content to key pieces of information (e.g. dates, names, key words, quotes)

Following this you will then use your mindmap in the Performance Stage of your revision.



## Test Your Future Self

1. First revise using your usual method/technique (this could be teaching others, a past paper question, attempting a mini test, having some one quiz you on your cue cards, recreating your mindmap from memory – it's up to you!)
2. Leave the last 10 minutes of your revision time free. In this time you are going to create a test for your future self.
3. Use the question – 'If my future self recalled this material perfectly, what would they know?'
4. Start with easy questions and move on to harder ones. Leave the toughest questions to last.
5. Consider finishing with a tricky question which replicates something a real exam might ask.
6. Make a note of what kind of test score would make you happy with your future self. It doesn't have to be 10/10 – maybe you'll be pleased with 7 or above.
7. ...Next time you take this material out to revise, have a go at your test. How did you do?



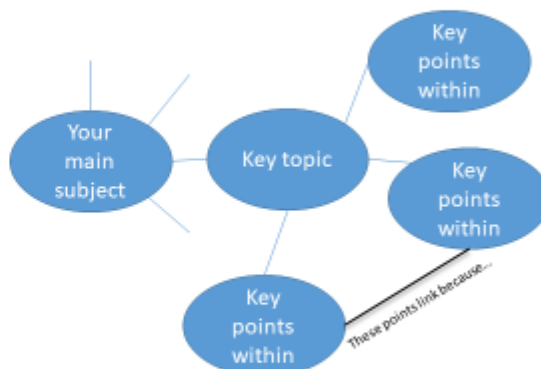
'What' or 'when' questions might be easier? 'How' and 'why' questions might be harder?

## PERFORMANCE STAGE TASKS – EXAMPLES

# Mindmaps – Performance Stage

1. Put your notes away....
2. Layout your subject content from memory.
3. Think about each point carefully, WHY have you chosen to place it where you have? *Write your reason next to it in a different colour.*
4. Add lines linking the points that you feel fit together to each other. (see example).

5. Once you have created your mindmap return to your class notes, what have you missed? Where would you add it and WHY?



How to make a mindmap work for you!

## Example Exam Questions

Your subject teacher will be able to share example questions with you. You may want to use past paper questions, you can find these for each subject – you simply need to search online for:

- The exam board (e.g. AQA/OCR/Edexcel/Pearson)
- The course title (e.g. A Level Sociology)
- ...and 'Past Examination Papers'

If you need help looking for these online please speak to your teacher.

Attempting questions in exam conditions is an unbeatable Performance Stage task.

