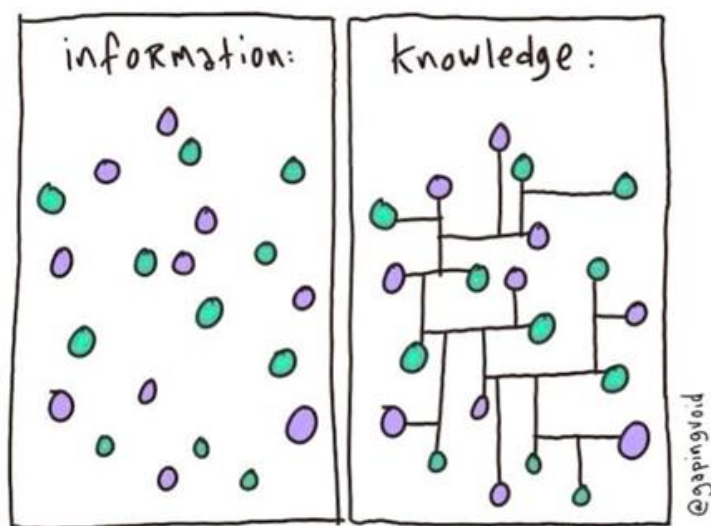


Poynton High School and
Sixth Form



Getting Revision Right




PREPARATION
PERFORMANCE
PROGRESS

Students have been developing their revision technique by looking at the 3 key steps of revision.

Preparing for assessments, making sure they can remember and use the content from class is a really important part of their progress. We want to share with you a way that students can do this that works! Revision can be split into three steps.

STEP ONE

Preparation

A blue scroll graphic with a folded top edge and a circular fastener at the bottom left.

Getting ready
and organising
your thinking

STEP TWO

Performance

A blue scroll graphic with a folded top edge and a circular fastener at the bottom left.

Actively
TESTING
yourself from
memory

STEP THREE

Progress

A blue scroll graphic with a folded top edge and a circular fastener at the bottom left.

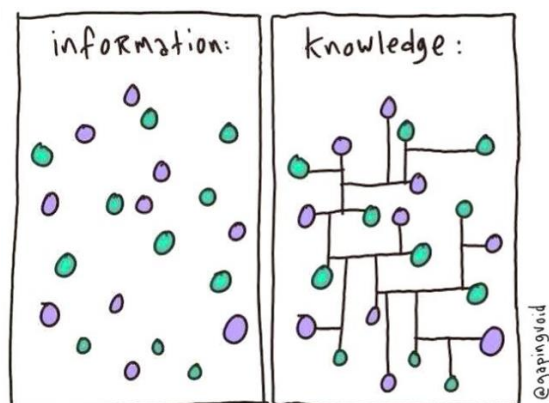
...doing these
things
regularly over
time to build
confidence

In the rest of this information booklet you will find out about the importance of each stage and some practical techniques that you can support your young person in using.

STEP ONE: PREPARATION

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

- Working out which topics they need to focus on
- Creating Mindmaps
- Making Cue Cards/Flash Cards
- Summarising notes
- Cornell Note Taking
- Transforming their notes into memorable images
- Designing an evil mock exam paper
- Planning answers to questions



Subject review – where should they focus?

Working out what they need to focus on is an important part of the preparation stage.

One way to do this is completing a chart like the one below where students can place subjects or topics on the scale based on both understanding and enjoyment. Students can then use this to plan their revision, paying close attention to the bottom half.

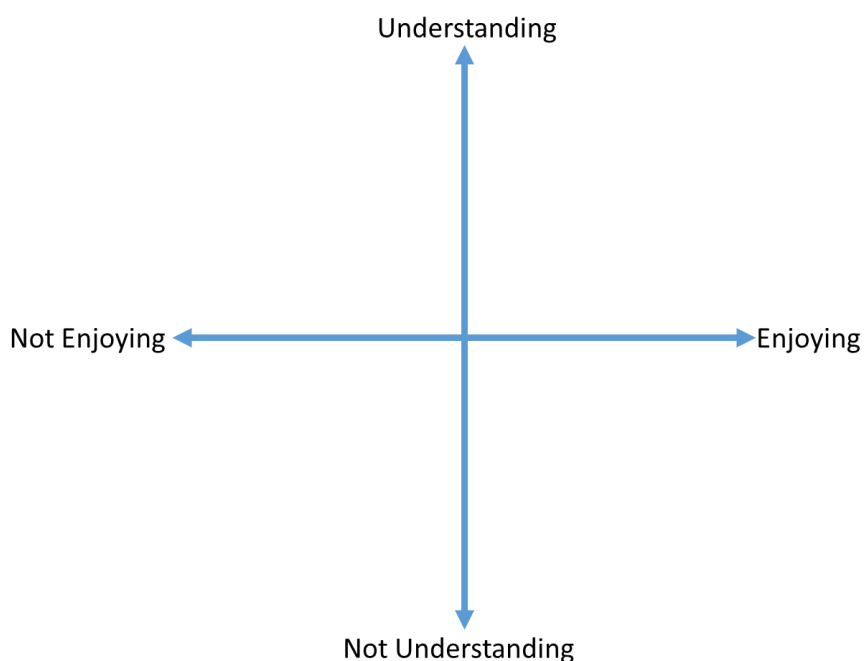
Organise your subjects into the chart in your booklet.

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

THE TERROR OF THE BOTTOM LEFT!

For each subject 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.



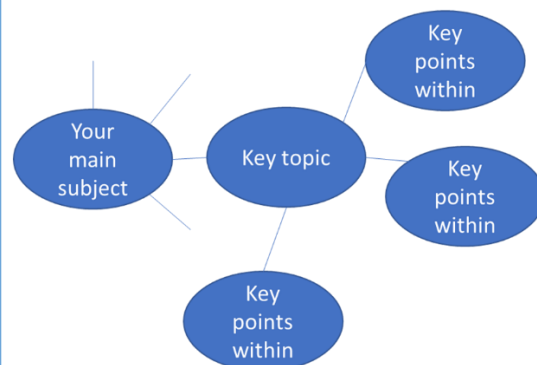
In the preparation stage they also need to get what they want to revise into a format that helps their thinking, something easy to use. **You will find some examples of tasks which help with this stage below.** BE CAREFUL! Some students spend FOREVER in the Preparation Stage and this means they miss 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!

Mindmaps

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



Making Cue Cards / Flash Cards

- Don't have too many words on them
- Pick out the key information
- Have a question on one side and the answers/information on the other
- Use pictures and diagrams on them



Designing an evil mock exam paper

It is easy to get caught up revising the topics you are confident with, you feel comfortable with them and its great when things are going well. What about the units you don't like so much? Surely these are where you should be focussing?

- Use the exam paper structure (ask your teach for this or look online at example papers)
- Consider the topics you find the trickiest. Create (or find) questions that require you to use this material.
- Design your most evil mock paper
- You will use your evil mock paper in the performance stage of your revision.



Cornell note taking

Questions	Notes taken in class
Summary Section	

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.

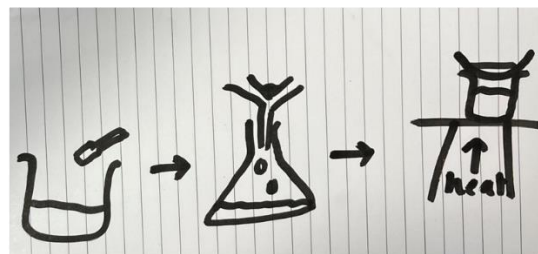
Transforming your notes into memorable images

From this...

Method

1. Measure approximately 40 cm³ sulfuric acid into the 100 cm³ beaker.
2. Use the spatula to add **small** amounts of copper (II) oxide powder. Stir with the glass rod. Keep adding until it is in excess.
3. Filter the contents as shown in diagram.
4. When filtration is complete, pour the contents of the conical flask into the evaporating basin.
Evaporate this gently using a water bath (250 cm³ beaker with boiling water) on the tripod and gauze (see diagram). Stop heating once crystals start to form.
5. Transfer the remaining solution to the crystallising dish. Leave this in a cool place for **at least 24 hours**. Write your name on a folded piece of paper and leave your evaporating dish resting on this in the tray provided.
6. Remove the crystals from the concentrated solution with a spatula.
Gently pat the crystals dry between two pieces of filter paper.
These are pure dry crystals of copper (II) sulfate.

To this...



Summarising notes

- Prioritising the key terms and information
- Bullet points
- Group into categories
- Give yourself a word limit
- Use different colours

I just need
the main ideas



Planning answers to questions

- Make checklists of what to include
- How would you structure your answer?
- What key terms do you need to use?
- What key points do you need to talk about?

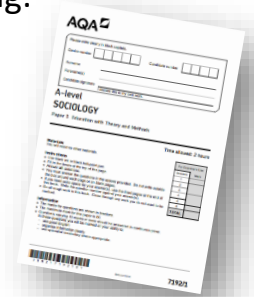


STEP TWO: PERFORMANCE

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

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

- Attempting an exam question **WITHOUT NOTES** in timed conditions
- Recreating an aspect of their mindmap **FROM MEMORY**
- Quizzing themselves with their cue cards
- Teaching someone else the topic **WITHOUT NOTES**
- Reading their teacher's feedback and changing their approach
- Mind Dump – noting down everything they 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 their revision strategy focuses plenty of time in the Performance Stage. **Examples of more strategies from this stage can be found here:**

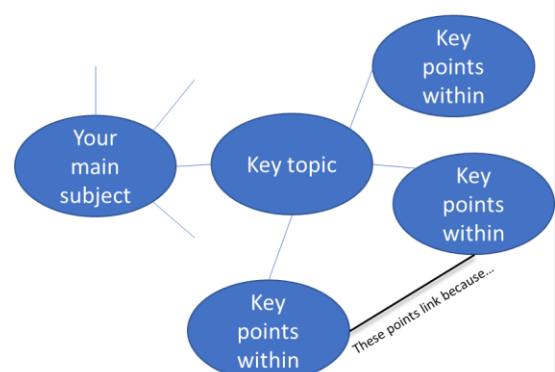
Exam Questions

- Do them from memory
- Complete in exam conditions
- Time yourself
- **Where to get these?**
 - Examples from teacher
 - Online, google the exam board, course title and 'past examination papers'
 - Evil mock paper
- You can then mark your questions using mark schemes

This is one of the most important strategies to use in the performance stage!

Recreating a mindmap FROM MEMORY

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



Quizzing yourself with Cue cards / flash cards

Lets use the cue/flash cards you made in the preparation stage.

You can use these to test yourself or ask a friend or family member to test you.

Hold the card up so you can only see the question or topic then say out loud your answer.

Check your answer on the reverse side. Did you miss anything? How could you remember that next time?



Teach someone else!

To teach someone else about a process or topic you first need to understand it well, so this is an effective way of checking what you know.

By doing this you have to think about how to explain things and can recognise gaps in your knowledge.



Acting on teacher feedback

When your teachers have given you feedback verbally or written on your work make sure you act on it!

Attempt the task again from memory but remember what you need to change from the feedback given.



Online questions / quizzes

Test yourself using resources available online.

You can ask your teachers if there are websites you should use for their subjects.

Here are some:

- Dr Frost for maths
- Seneca
- BBC Bitesize Quizzes



Mind dump

- Choose a topic and have a piece of paper.
- From memory write down everything you can remember about that topic.
- Use your notes from the preparation stage or a revision guide to see what you included and what you might have missed.



STEP THREE: PROGRESS

Revision takes place over time, simply cramming at the last minute doesn't work.

The more small chunks of revision students complete over time, the better they become in terms of their learning. Students need to make sure they regularly return to the content to fully commit it to memory.

Creating opportunities to complete tasks from the Performance Stage and regularly reviewing their learning will make sure that their revision sticks – it helps make sure they don't forget it!

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

Students should reflect on their revision and alter their revision plan / timetable based on what they find out from the performance stage.

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