



# Y11 Revision Strategies

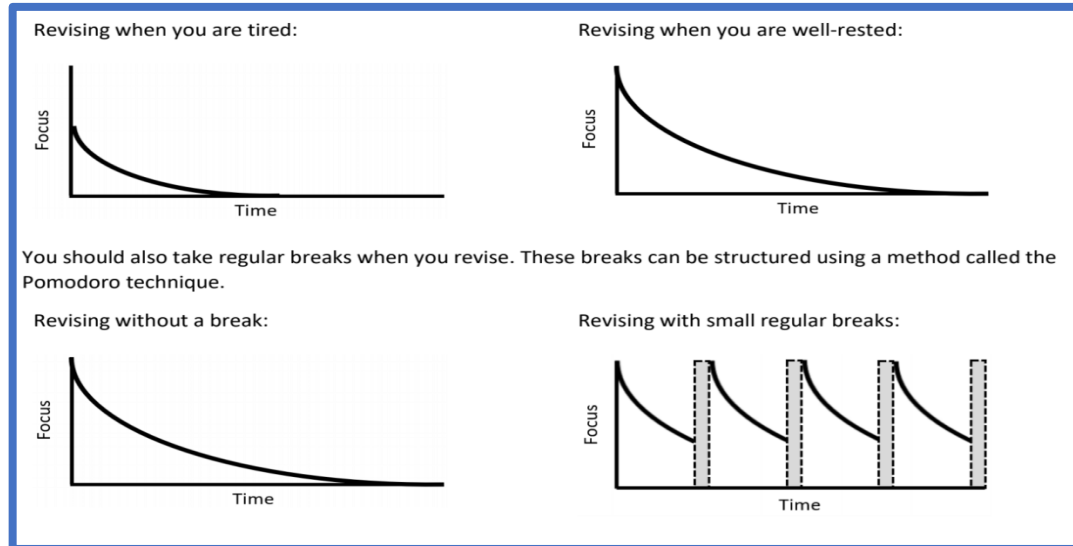
Preparing for Exams










## When should I revise?

In order to revise effectively, you have to think hard. Thinking hard is tiring. Therefore, when you revise, you should choose a time when find it easiest to focus. This should be a time when you are well-rested and when you are used to working.



### Managing your time when revising

Pomodoro technique is **highly effective** as it helps you effectively manage your time and work on a task without distractions. It is also beneficial as it helps you become more disciplined and think about your work. This technique is designed to combat multitasking and improve concentration.

- STEP 1**  Pick a task
- STEP 2**  Set a 25-minute timer
- STEP 3**  Work on your task until the time is up
- STEP 4**  Take a 5 minute break
- STEP 5**  Every 4 pomodoros, take a longer 15-30 minute break

## When revising:

### Do:

- Get into a routine of revising at a particular point every day.
- Revise when you are well-rested or at a time when you are used to working.
- Take regular small breaks.



### Don't:

- Depend on when you want to revise.
- Revise late at night or when you are tired.
- Try to force yourself to work for long periods of time without a break.



## 9 Ways to Beat Revision Stress

by @inner\_drive | www.innerdrive.co.uk



**1**  
Do the actual work – revise!



**2**  
When really stressed, talk to someone about it



**3**  
Get some fresh air each day



**4**  
Stick to regular meal times



**5**  
Do something to switch off an hour before bed



**6**  
Don't dwell on worst case scenarios



**7**  
A good sleep the night before is better than last minute cramming



**8**  
Once you've done the exam, move on to the next one




**9**  
Don't aim for perfection – it's a myth and doesn't exist

## 21. Revision Strategies




# Knowledge Splat

 Choose a topic and write down as much as you can remember, without referring to your notes. Check your notes and see what you missed then try fill the gaps without the notes. Check your notes a third time and add the missing information.



## Flash cards

 Write flash cards for each topic, in all subjects, then mix them up for the most effective revision. Check out the Leitner System for effective spacing and interleaving. Keep your flash cards simple – one question, one answer per card.



## Map it out

🔊🔊 Take an essay question or writing question and map out your answer, without writing a full response. Look at the mark scheme and decide if your plan meets the criteria. DO this for a number of questions, then choose one and write the full response.




## Past papers

Ask your teacher for practice questions or exam papers. Complete them without notes in the exam conditions, then check your answers and identify the gaps in your knowledge, so you can target your revision.



## Quizzes

 Write a set of questions and answers and ask someone to test you. Its important to either write or say your answers loud. Reading through quizzes in your head can give you a false sense of security.




## Thinking hard: Reduce

Read a section of your notes then put them aside and reduce what you need into 3 bullet points, each one no more than 10 words. Look back at the notes and decide if you missed anything important. Hide the notes and write a fourth bullet point.



# Practice Introductions

 For essay subjects, take a past exam question and practice writing effective introductions and conclusion. Look back at your notes and remind yourself of the important things to remember. Practice for different topics, texts and papers.



## Thinking hard: Connect

For each subject, consider the exam paper and group together questions that require the same technique to answer. Write down the requirements for each type. Find a previous example you have completed and identify where you've met the criteria.



## Thinking hard: Transform

Read a paragraph from your notes or a text book, and transform it into a diagram, chart or sketch – no words allowed. OR Look a diagram in science, for example, and transform it into a paragraph of explanation.



## Key vocabulary

For a particular topic, make a list of key vocabulary, then do the following: define each word; use each term in a sentence; create a question where the key word is the answer; identify other words which connect to each of the words in your list.

# Revision timetable – Week 1

6

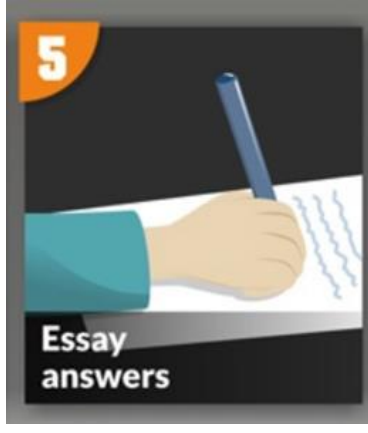
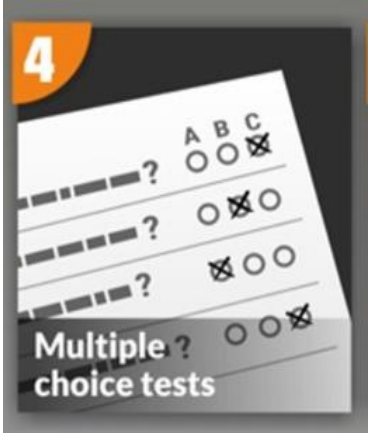
|                            | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
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| 8:00-9:00                  |        |         |           |          |        |          |        |
| 9:00-10:00                 |        |         |           |          |        |          |        |
| 10:00-11:00                |        |         |           |          |        |          |        |
| 11:00-12:00                |        |         |           |          |        |          |        |
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| 17:00-18:00                |        |         |           |          |        |          |        |
| 18:00-19:00                |        |         |           |          |        |          |        |
| 19:00-20:00                |        |         |           |          |        |          |        |
| Subjects covered this week |        |         |           |          |        |          |        |
|                            |        |         |           |          |        |          |        |
|                            |        |         |           |          |        |          |        |
|                            |        |         |           |          |        |          |        |



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| 18:00-19:00  |        |         |           |          |        |          |        |
| 19:00-20:00  |        |         |           |          |        |          |        |

Subjects covered this week

To do



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.

***To commit something to memory, it takes time and repetition.***

### Optimum Spacing

- Research suggests there is an 'optimal gap' between revision sessions so you can retain the information.
- If the test is in a month, you should review the information around once a week.  
If the test is in a week, create time once a day.

## Why use Spacing?

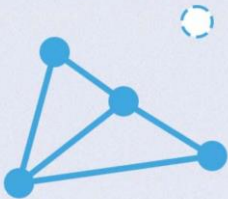
- Doing something little and often – spacing – beats doing it at once, or cramming
- The time in between revision allows you to forget and re-learn the information, which cements it in your long-term memory
- It cements information into your long-term memory
- We can learn more information over time than in one longer session
- It helps you revise more efficiently

| Time to the test | Revision Gap |
|------------------|--------------|
| 1 Week           | 1-2 days     |
| 1 Month          | 1 week       |
| 3 Months         | 2 weeks      |
| 6 Months         | 3 weeks      |
| 1 Year           | 1 month      |

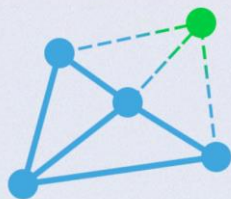
## Retrieval

“ Retrieval practice is defined by Mark Enser as ‘retrieving something from our memories to make it easier to recall in future.’ If using it makes recall easier, surely this is a big win for learning and the progress of our students. ”

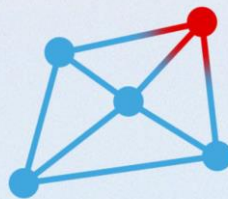
**1. Identifies gaps in knowledge**



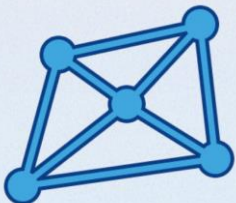
## 2. Makes connections



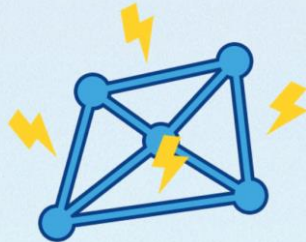
### 3. Checks for misunderstandings



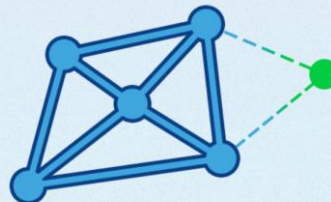
#### 4. Strengthens connections



**5. Makes connections robust under pressure and stress**








**6. Makes it easier to learn new things**



|                            | Monday                   | Tuesday | Wednesday                | Thursday | Friday                   | Saturday                 | Sunday |
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| 8:00-9:00                  |                          |         |                          |          |                          |                          |        |
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| 11:00-12:00                |                          |         |                          |          |                          |                          |        |
| 12:00-13:00                |                          |         |                          |          |                          |                          |        |
| 13:00 -14:00               |                          |         |                          |          |                          |                          |        |
| 14:00-15:00                |                          |         |                          |          |                          |                          |        |
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| 18:00-19:00                |                          |         |                          |          |                          |                          |        |
| 19:00-20:00                |                          |         |                          |          |                          |                          |        |
| Subjects covered this week | <input type="checkbox"/> |         | <input type="checkbox"/> |          | <u>To do</u>             | <input type="checkbox"/> |        |
|                            | <input type="checkbox"/> |         | <input type="checkbox"/> |          | <input type="checkbox"/> | <input type="checkbox"/> |        |
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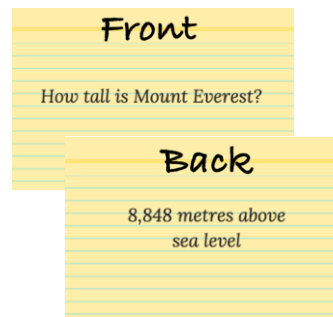
## How to use flashcards

|                                                                                                                                                                              |                                                                                                         |                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                              |                        |                                                                                                     |                                                                                                                                                                                                   |                                                                                                                                                                    |
| 1.                                                                                                                                                                           | 2.                                                                                                      | 3.                                                                                                                                                                                   | 4.                                                                                                                                                                                                                                                                                 | 5.                                                                                                                                                                                                                                                    |
| <b>Identify knowledge</b>                                                                                                                                                    | <b>Colour coding</b>                                                                                    | <b>Designing</b>                                                                                                                                                                     | <b>Using</b>                                                                                                                                                                                                                                                                       | <b>Feedback</b>                                                                                                                                                                                                                                       |
| <p>What are you creating flash cards on?</p> <p>Do you have your knowledge organizer?</p> <p>Use your book to look at previous misconceptions from whole class feedback.</p> | <p>Use different coloured flash cards for different topics. This helps with organization NOT recall</p> | <p>1 Question per flashcard.</p> <p>Making them concise and clear.</p> <p>Use a one word prompt, so that you can recall as much as you can.</p> <p>No extended answer questions.</p> | <p>Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.</p> <p>Do not just copy &amp; re-read.</p> <p>Shuffle the cards each time you use them.</p> <p>Use the Leitner system to use flash cards everyday.</p> | <p>How have you performed when you look back at your answers?</p> <p>Is there anything you need to revisit in more detail?</p> <p>Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.</p> |

Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly

## Flash card top tips

- The most effective flashcards include one question followed by one answer (or one term followed by one definition).
- Don't force your brain to remember a complex and wordy answer. It's easier for your brain to process simpler information so split up your longer questions into smaller, simpler ones.
- You will end up with more flashcards this way but your learning will be a lot more effective.

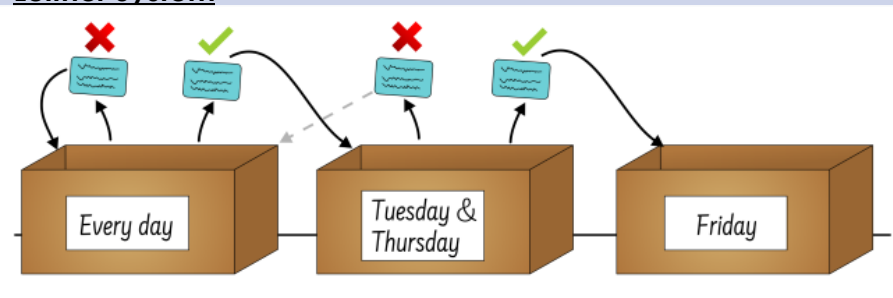


## Using flashcards

### Self Quizzing

1. **Read the question** on your flash card
2. **Write your answer** in your HL book
3. Put your flash card **down to one side**
4. Move onto the **next** card
5. **Repeat** steps 1-3
6. Keep your flash cards **in the order** you have quizzed them in.
7. **Mark** your answers – **highlight** any answers you got incorrect.

### Leitner System



1. Every card starts in Box 1.
2. If you get a card right, move it to the next Box.
3. If you get the card wrong, move it down a box — in the original version you move it all the way back to Box 1.

### Topic 1

### Topic 2



17.

Interleaving

Interleaving is a theory that revising more than one topic in each session will help you make better links between them.

A ⇒ B ⇒ C ⇒ D

B ⇒ D ⇒ A ⇒ C



1.  
Switch
2.  
Review in different orders
3.  
Make links to remember more.

Switch between topics during each session.

It allows you to think about what you are doing with your time when you are revising.

When reviewing make sure you do it in a different order that you learnt them, or previously revised them.

By revisiting material from each topic several times, in short bursts, this **increases the amount of information you can recall in your exams.**

Try to make links between ideas and review your revision notes.

This helps you make connections between topics and forces you to think harder about which strategies need to be applied to which problems.

Applying interleaving to your revision

1. Break units down into small chunks and split these over a few days rather than revising one whole topic all at once.
2. Decide on the key topics you need to learn for each subject.
3. Create a revision timetable to organise your time and space your learning.

Blocking

Topic 1

Topic 2

Topic 3

Topic 4

Interleaving is for topics within one subject – not subjects themselves.

Interleaving

Topic 1

Topic 2

Topic 3

Topic 4

Topic 2

Topic 1

Topic 3

Topic 4

Topic 4

Topic 3

Topic 1

Topic 2

Topic 3

Topic 4

Topic 2

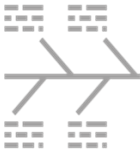
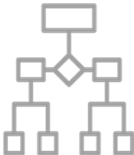
Topic 1

You can apply this in your revision timetable.

When revising science, mix up the topics that you study in that session, don't just focus on one.

Dual Coding

Dual coding is the process of blending both **words** and **pictures** while learning. Viewing those two formats gives us **two different representations** of the **same** piece of information.



1.  
Drawings
2.  
Diagrams
3.  
Posters
4.  
Timelines
5.  
Graphic organisers

These boost learning by getting you to think deeply about information.

These are helpful for breaking down complex concepts or processes to make them easier to understand.

These are great for combining writing, pictures and diagrams all within one page of information.

These can be used of information that happens in a particular order or sequence.

These organise verbal and visual information by the relationships between different concepts. Examples include tree diagrams, mind maps and Venn diagrams.

4 Key Principles for using dual coding

**Cut** - Reduce the amount of content, be selective and only use the most important information.

**Chunk** - Divide the content into groups of related information;

**Align** - Make sure that words and pictures are neatly ordered, making them easier to read;

**Restrain** - Avoid "overdoing" it. In other words, don't go crazy with different colours and fonts.

Flash Cards

10.

| Quiz 1 |  | Quiz 2 |  |
|--------|--|--------|--|
| 1.     |  | 1.     |  |
| 2.     |  | 2.     |  |
| 3.     |  | 3.     |  |
| 4.     |  | 4.     |  |
| 5.     |  | 5.     |  |
| 6.     |  | 6.     |  |
| 7.     |  | 7.     |  |
| 8.     |  | 8.     |  |
| 9.     |  | 9.     |  |
| 10.    |  | 10.    |  |

| Quiz 3 |  | Quiz 4 |  |
|--------|--|--------|--|
| 1.     |  | 1.     |  |
| 2.     |  | 2.     |  |
| 3.     |  | 3.     |  |
| 4.     |  | 4.     |  |
| 5.     |  | 5.     |  |
| 6.     |  | 6.     |  |
| 7.     |  | 7.     |  |
| 8.     |  | 8.     |  |
| 9.     |  | 9.     |  |
| 10.    |  | 10.    |  |



1.

Identify knowledge

Identify knowledge/content you wish to cover.

2.

Review and create

Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)

Create x10 questions on the content (If your teacher has not provided you with questions)

3.

Cover and answer

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.

4.

Self mark & reflect

Go back to the content and self mark your answers in **green** pen.

5.

Next time

Revisit the areas where there were gaps in knowledge, and include these same questions next time.

Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest.  
Practice makes perfect!


Follow the 5 step process to self quiz 3 topics of your choice.

Mark your answers in green pen and highlight specifically the questions you got wrong.

| Quiz 1 |          |        |  |
|--------|----------|--------|--|
|        | Question | Answer |  |
| 1.     |          |        |  |
| 2.     |          |        |  |
| 3.     |          |        |  |
| 4.     |          |        |  |
| 5.     |          |        |  |
| 6.     |          |        |  |
| 7.     |          |        |  |
| 8.     |          |        |  |
| 9.     |          |        |  |
| 10.    |          |        |  |

Topic 2


Topic 3



1.

Identify knowledge


Identify the knowledge/topic area you want to cover.



2.

Write it down


Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts)



3.

Organise information


Once complete and you cannot remember any more use different colours to highlight/underline words in groups.



4.

Check understanding

Compare your brain dump to your K/O or book and check understanding.



5.

Store and compare

Keep your brain dump safe and revisit it.

Brain dumps are a way of getting information out of your brain.

Follow the 5 step process to complete 3 Knowledge Splats for different topics of your choice.


You can also complete this is two colours. One colour for content you know and another colour for content you need to revise / that you added.


Topic 1


| Quiz 2 |          |        |  |
|--------|----------|--------|--|
|        | Question | Answer |  |
| 1.     |          |        |  |
| 2.     |          |        |  |
| 3.     |          |        |  |
| 4.     |          |        |  |
| 5.     |          |        |  |
| 6.     |          |        |  |
| 7.     |          |        |  |
| 8.     |          |        |  |
| 9.     |          |        |  |
| 10.    |          |        |  |


| Quiz 3 |          |        |  |
|--------|----------|--------|--|
|        | Question | Answer |  |
| 1.     |          |        |  |
| 2.     |          |        |  |
| 3.     |          |        |  |
| 4.     |          |        |  |
| 5.     |          |        |  |
| 6.     |          |        |  |
| 7.     |          |        |  |
| 8.     |          |        |  |
| 9.     |          |        |  |
| 10.    |          |        |  |


How to create mind maps











1.

Identify knowledge

Select a topic you wish to revise. Have your class notes/knowledge organisers ready.

2.

Identify sub topics

Place the main topic in the centre of your page and identify sub topics that will branch off.

3.

Branch off

Branch of your sub topics with further detail.  
  
Try not to fill the page with too much writing.

4.

Use images & colour

Use images and colour to help topics stick into your memory.

5.

Put it somewhere visible

Place completed mind maps in places where you can see them frequently.

Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it

Follow the 5 step process to create a mind map for 3 different topics of your choice. You can also colour code the information you are confident with in one colour and information that you are unsure about in another colour.

Topic 1

Topic 2

Topic 3