

Preparing for Exams

Year 11 Revision Strategies



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Examples of Revision Strategies



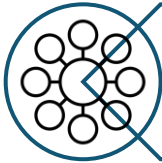
Brain Dump

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.



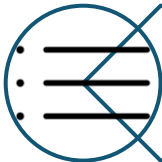
Past papers

Ask your teacher for practice questions or exam papers. Complete them without notes in the exam conditions, then check you 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 a loud. Reading through quizzes in your head can give you a false sense of security.



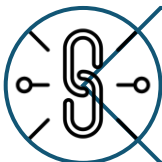
Thinking hard: Reduce

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.

When should I revise?

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.



Do:

- Get into a routine of revising at a particular time every day.
- Revise when you are well-rested or at a time when you are used to working.
- Take regular small breaks.
- Ensure it is quiet and there aren't any distractions.



Don't:

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



Revision Timetables

During year 11, you have a lot to think about and a lot of different things which you have to juggle. However, because you have to plan your own independent revision, it's easy to forget revision or to only do it in large bursts right before an assessment.

Planning ahead, when and what you are going to revise reduces the number of decisions you need to make every day and will reduce the risks of you not revising or your revision being ineffective because you have left it until the last minute

Prioritise your subjects

List all your subjects ranking them from number 1 -9 (1 being strongest in terms of how well you are doing)

Your list:

For example:

BTEC Sport

Drama

English literature

English Language

Biology

Geography

Physics

Chemistry

Computer Science

Writing your timetable

1. On the blank timetable P7, write in everything you have planned prior to creating your revision timetable. (Going out for tea, going to the gym, playing sport etc)
2. Write in upcoming exams & deadlines
3. Not every space needs to be full – leave yourself time to relax too!
4. Focus on the subjects in RED first, these are the ones you are least likely going to choose – but they are the highest priority.
5. Write in the subjects you are going to cover and when. Be specific around what you will cover each time you sit down to revise.

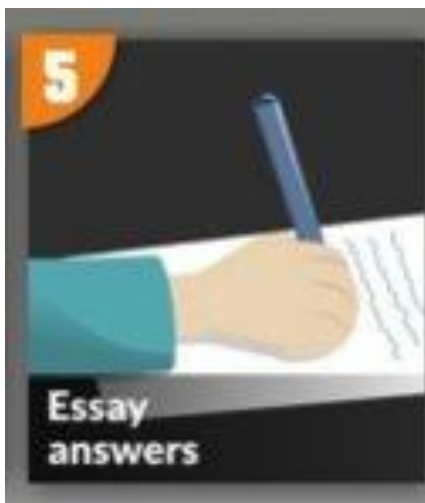
Revision timetable

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
09:00–10:00							
10:00–11:00							
11:00–12:00							
12:00–13:00							
13:00–14:00							
14:00–15:00							
15:00–16:00							
16:00–17:00							
17:00–18:00							
18:00–19:00							
19:00–20:00							

Subjects covered this week

To do

9 ways to use retrieval when revising



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.

Dealing with revision stress

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




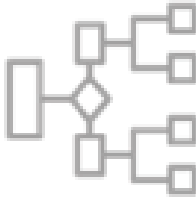

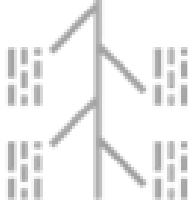
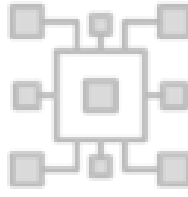
8
Once you've done the exam, move on to the next one







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

Summary: 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.

 <p>1.</p> <p>Drawings</p> <p>These boost learning by getting you to think deeply about information.</p>	 <p>2.</p> <p>Diagrams</p> <p>These are helpful for breaking down complex concepts or processes to make them easier to understand.</p>	 <p>3.</p> <p>Posters</p> <p>These are great for combining writing, pictures and diagrams all within one page of information.</p>	 <p>4.</p> <p>Timelines</p> <p>These can be used of information that happens in a particular order or sequence.</p>	 <p>5.</p> <p>Graphic organisers</p> <p>These organise verbal and visual information by the relationships between different concepts. Examples include tree diagrams, mind maps and Venn diagrams.</p>
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4 Key Principles for using dual coding

 <p>Cut - Reduce the amount of content, be selective and only use the most important information.</p>	 <p>Chunk - Divide the content into groups of related information;</p>	 <p>Align - Make sure that words and pictures are neatly ordered, making them easier to read;</p>	 <p>Restrain - Avoid "overdoing" it. In other words, don't go crazy with different colours and fonts.</p>
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Dual Coding Practice

Topic 1

Topic 2

Brain Dumps

Summary: Brain dumps



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)

Give yourself a time limit (e.g. 10 minutes)



3.

Organise information

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

This categorises/links information.

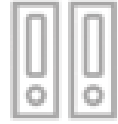


4.

Check understanding

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

Add any key information you have missed (key words) in a different colour.



5.

Store and compare

Keep your brain dump safe and revisit it.

Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.

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

Follow the 5 step process to complete 3 brain dumps for different topics of your choice. You can also complete this in two colours. One colour for content you know and another colour for content you need to revise / that you added.

Topic 1

Topic 2

Topic 3

Flash Cards

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.

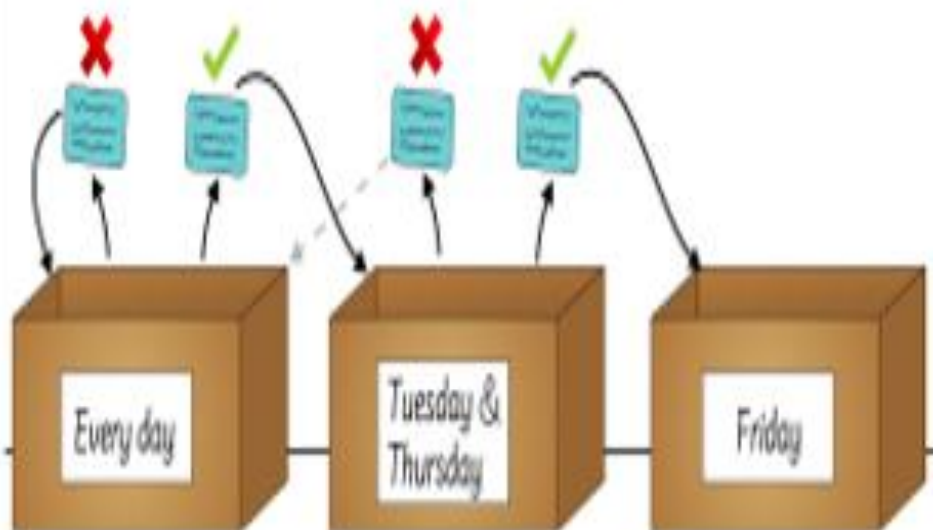
You will end up with more flashcards this way but your learning will be a lot more effective.



Using flash cards

Self Quizzing

1. **Read the question** on your flash card
2. **Write your answer** down
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.



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.

Flash Cards

Quiz 1

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Quiz 2

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Quiz 3

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Quiz 4

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Mind Maps

Summary: How to create a mind map



1.

Identify knowledge

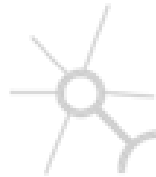
Select a topic you wish to revise. Have your class notes/knowledge organised ready.



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 off 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

Mind Maps

Topic 2

Topic 3

Self Quizzing

Summary: Self Quizzing



1.

Identify knowledge

Identify knowledge/content you wish to cover.

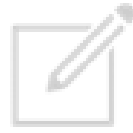


2.

Review and create

Spend around 5-10 minutes reviewing content (knowledge organiser/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 write 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 some questions next time.

Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most or 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

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Self Quizzing

Quiz 2

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Quiz 3

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How to access your premium Adapt student account.

1) Go to getadapt.co.uk to set up your account in school. This is the web portal, but when you have your mobile phone outside of school you can download the mobile app from the App Store or Play Store.



Adapt - Revision
& Assessment

GCSE & A Level Study Planner

Get

- 2) Tap “Get started” and add your subjects and choose your preferences – You must select at least **3 sessions** and **5 days** a week or more – you can find the names of your subjects, exam board and topic on the print outs along with some hints and tips.
- 3) Create your new premium account using your school email address - This would be the year you joined along with your surname and first letter of your forename in lower case - 21bloggsf@passmoresacademy.com
- 4) Your password will be: **ADAPT2425teacherstudent**
Please change this when you have logged in.

