

HOW DO I REVISE.....?

There are many methods for revision; you may be very familiar with a variety of these. Now complete the activity below to see if there are any there you hadn't thought of that you'd like to try – tick those you normally use and put a question mark next to those you want to try out...

- Turning text into pictures or pictures into text
- Using different coloured paper or highlighters
- Putting material into strange or outrageous contexts
- Creating spider diagrams and mind maps
- Making revision cards
- Making numbered lists
- Making up rhymes
- Learning with or teaching other people
- Recording yourself and listening back to it

Can you think of any other ways?

WHY REVISE.....?

There are many reasons why you need to revise, see if you can think of some independently, list them below, afterwards you can share them with the rest of the form.

ACTIVITY

It is important that you revise effectively – look at the list on the next page and tick those things you do and cross those you do not.

Question	✓ or ✗	What could I do about this?
Do I give myself rewards during revision?		
Do I ever visualise myself achieving the outcome I want?		
Do I have a suitable space and environment for revising?		
Do I eat and drink sensibly during the revision period?		
Do I have a method of testing myself?		
Do I revise the material more than once?		
Am I free from interference when I want to revise?		
Do I have enough breaks during revision?		

The more ticks you have the more effective your revision is; if you have put crosses write down what you could do to improve the situation.

MAKING A REVISION TIMETABLE...

It is a good idea to think about organising your revision in a timetable, as you will set up a routine and avoid the last minute rush before an exam; if you have thought about your revision beforehand you will not need to spend time thinking about what to revise every time you plan to do some.

You could design your own – but one has been given to you (and emailed!).

In term time – you will need to allocate time for revision from ca. 1600 onwards

At the weekend and holidays (October half-term/Easter) you can start earlier!

You need to know the following for each exam:

- ❖ How many papers you have to take
- ❖ How many questions you need to answer
- ❖ If you have a choice of questions to answer
- ❖ What type of questions you might be asked
- ❖ How long the exam is
- ❖ When the exam is
- ❖ What do you need to bring with you

Your subject teachers should be able to provide you with this information.

REMEMBER....

There aren't hard and fast rules about how to revise so you have to decide what works best for you....

- How long can you revise for before you need a break?
You might find it useful to have some small "topic change" breaks, for between 5-10 minutes and then a longer break when you have done a longer revision stint – maybe after 2-3 hours revision.
- What is the best time of the day for you to revise?
- How are you going to reward yourself after a long revision session?
- Do you need food and drinks to help you concentrate whilst revising?

Some tips to help you are:

- Ⓢ Make sure you avoid distractions whilst revising by having a clear desk
- Ⓢ End a revision session by summing up what you have learnt or testing yourself.

You might find it effective to split up your time as follows:

40 minutes revising

10 minutes testing

10 minutes resting

If you find you cannot concentrate for this long at the beginning then shorten these times but try to keep them in the same ratio eg 4:1:1!

- Ⓢ Make a note on your revision timetable of how the revision session went it will help you when it comes to the evaluation at the end of the week – do not think you will remember because you won't – you have got enough, much more important information to keep in your brain.

ACTIVITY

What could you do differently to improve your memory?

I could...

It is important that you don't spend too long learning minute facts and figures when you are revising, as you need to have an overview of the big picture and a sound understanding of the subject you are revising.

Key points to remember:

- Ⓢ Revise gradually over long periods – **don't try to cram it all in the day before** ("little and often")
- Ⓢ Create mnemonics to help you with the detail
- Ⓢ Make well-organised and structured revision materials covering the whole course
- Ⓢ Look for links between the topics
- Ⓢ Create a summary of the specification or syllabus

MAKING REVISION CARDS...

These are a popular revision resource; you summarise information on a single blank card and then use this to help consolidate information.

Five things to do with revision cards

1

Write questions on one side and answers on the other – then test yourself or ask someone else to test you.

2

Write key names or terms on one side and a summary of what they wrote or the definition on the other side.

3

Write the advantages of something on one side and the disadvantages or criticisms on the other.

4

Write about something in reasonable detail on one side and use the other side to summarise its key points as a short list (no more than five points).

5

Discuss a subject with a few friends and decide what sort of cards would be most useful. Divide the subject up into sections and make each person responsible for making revision cards for one or more sections. Meet up when the cards are made and revise from the cards together, for example by testing each other.

ACTIVITY

Imagine you need to revise the information below...

The dance style primarily associated with hip hop is 'breaking', which appeared in New York City during the early 1970s. Funk styles, such as popping and locking, evolved separately in California in the 1960s-70s. In the late 1980s, as hip hop music took new forms, new dance styles began appearing. Most of them were danced in an upright manner in contrast to breaking (with has more ground moves), but overall they contributed a lot to later hip hop styles, and heavily influenced the development of house dancing. During the 1990s and 2000s, parallel with the evolution of hip hop music, hip hop dancing evolved into heavier and more aggressive forms. All hip hop styles from the 1980s and beyond are sometimes collectively called new school while the distinct styles from the 1960-70s, are considered old school. However, this classification is controversial.

Source: www.wikipedia.org

Complete the revision card which has been started below following the advice given.

Hip hop dance

1. Important dates
 - 1960s - funk styles start in California
 - early 1970s - breaking started in New York
 - late 1980s - new upright styles
 - 1990s/2000s - heavier forms emerge
2. Styles
- 3.

A clear title for the card

Information broken down into three chunks

Complete the information on 'styles' using sub-headings

Add the third sub-heading to cover some different information

The card can be improved by:

adding any relevant links to other topics

using colour

adding diagrams or pictures

checking understanding – for example, it may be necessary to find out why the old school/new school classification 'is controversial'

MIND MAPS

Another popular way of revising is using a mind map; these usually start with a central idea which has branches each relating to one aspect of the main idea. These branches will lead to other branches and so on.

They are useful because you see a whole topic on one piece of paper and you can learn the big picture as well as the detail.

Five things to do with mind maps

1 Stick them up somewhere in your house where you sit and dream – maybe your bedroom walls or ceiling – even the toilet!

2 Illustrate some of the points on your mind map with some silly pictures – they will help you remember the point.

3 Spend some time learning the mind map, turn the paper the other way up and see if you can remember it well enough to copy.

4 Use mind maps to plan essays – put the title in the centre, then have one branch for each key point and use further branches to develop those points.

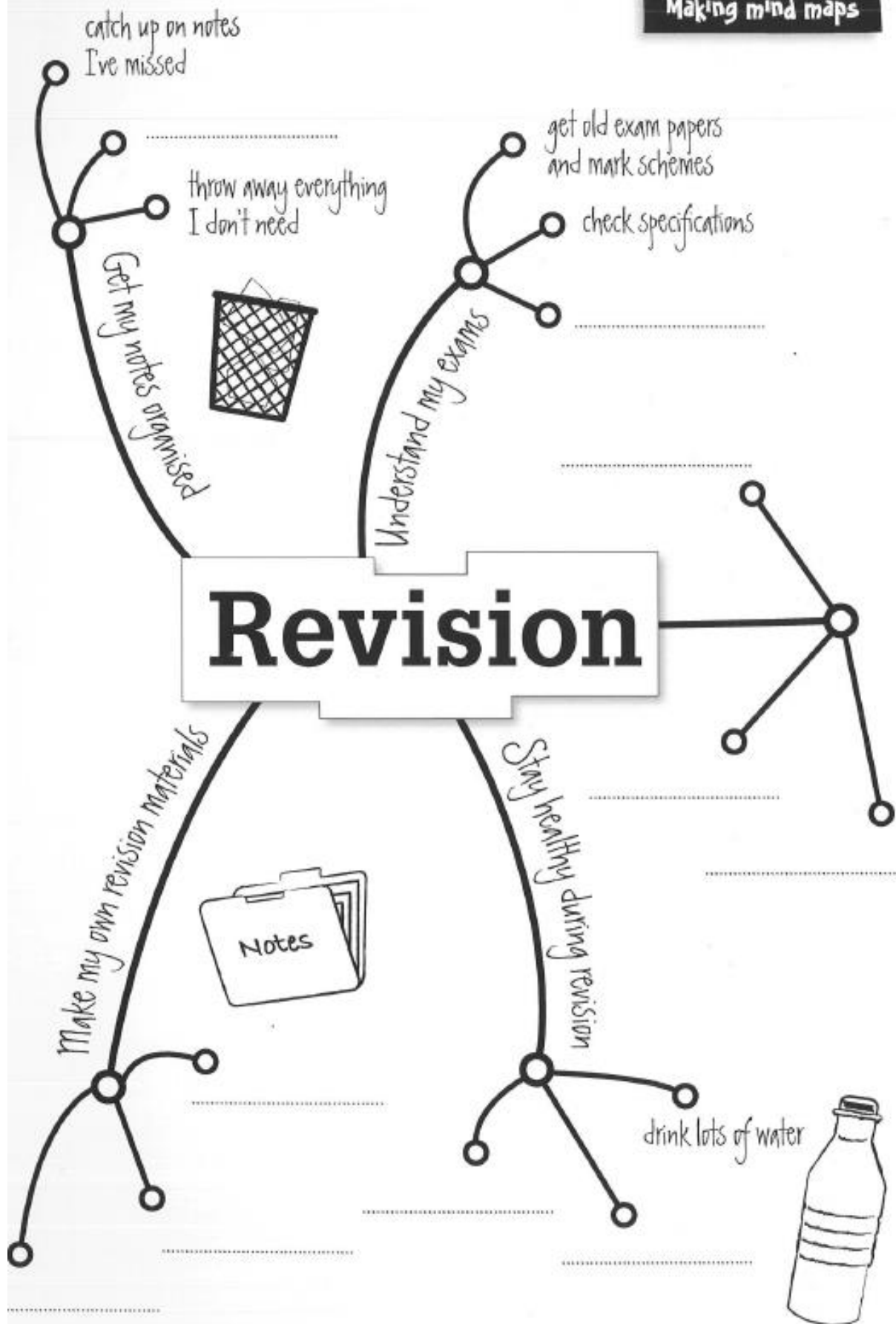
5 Get together with a friend and make mind maps together using lots of colour and pictures.

use the biggest sheet of paper you can get

A mind map about revision has been started on the next page. Use your knowledge of revision to complete it.

Using different colours can make them easier to remember.





TESTING YOURSELF

It is essential that you check your knowledge and understanding as you go along; it lets you know what has been absorbed by your brain and what needs topping up!

Here are some suggestions for checking your revision progress...

Look, cover, test, check

If you've made resources such as revision cards, you can study them, cover them, and try to reproduce what was there (either in your mind, speaking it, or writing it down again).



??!

!?!

Quiz time

Give your revision materials to a friend or member of the family and ask them to make up questions to test you. There is something of an art to this (see the activity below) – so you may need to train your quiz master.

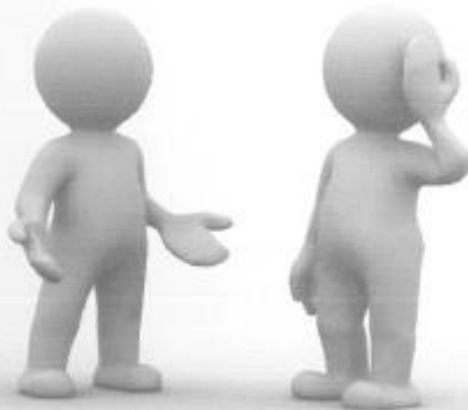
Do some exam questions

This can be very effective, especially if you have access to someone who can mark them or if you are good at using a mark scheme. If you have planned your revision effectively you should have time to set yourself a mock exam.



Make up exam questions

Study past exam papers and see if you can think up similar (but different) questions.



???

Once you are in the exam you need to understand what is being asked of you

ACTIVITY

You need to understand what the question is asking in the exam so it is important that you know what the command words used mean....

UNDERSTANDING COMMAND WORDS

Match these command words with their correct definitions. Draw a line to connect the command word with its correct definition.

1. Justify
2. Examine
3. Summarise
4. Compare
5. Criticise
6. Discuss
7. Contrast
8. Prove
9. Describe
10. Evaluate

- a. Explain the difference between
- b. Sum up the main points
- c. Support (with facts/figures/examples)
- d. Explain the similarities and differences
- e. Debate the issue from different standpoints
- f. Give a concise statement of meaning and/or identify the main characteristics
- g. Identify problems/disadvantages
- h. Investigate closely, ask questions of
- i. Demonstrate, make certain
- j. Weigh up the strengths and weaknesses

