

Name:

Community Group:



# Your Revision Work Book

## Revising: getting cleverer and using your long term memory

1. When something is in your working memory, this means you won't remember it for long periods of time; you have to move it into your long term memory to store it, and to remember it over time – and for your exams!

Working  
memory

Long-term memory  
storehouse



2. How do I do it?

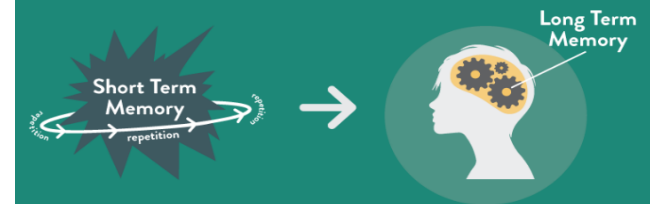
### Through repetition!

The more you can plan to revise something, then come back to it quite soon after, then come back to it a few days after; then come back to it a week after, the more you can push it into your long term memory.

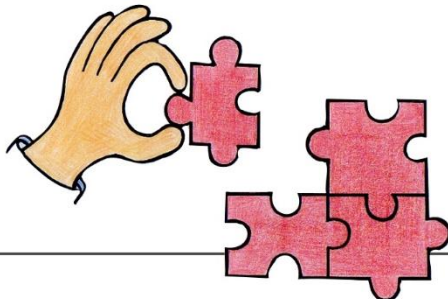
One of the best ways is to test yourself:

- Use ones online or in any revision guides you have
- Use cue cards which you have made (more to help you with this later)
- Use your parents and ask them to test you
- Write your own questions

### Repetition Turns Short-Term To Long-Term



The long-term memory works to connect new concepts to those previously learnt



3. How do I do it?

### By linking facts and knowledge you are revising to things that you already know!

If you connect the things you are revising to things that you already know, you will find it is easier to recall them

## Revision Action Plan and Contents Page

**Phase 1:  
Preparing for Exams**  
Aim: to prepare revision  
notes and summary  
diagrams of the topics  
you will be examined on.

**Task 1**  
*Page 3*

Get together the information you need to prepare for exams: stationery, exam times, topic & skills lists for each subject, past papers & any relevant revision booklets or revision

**Task 2**  
*Pages 4*

Make a revision timetable for phase 1. For each subject, break it down into different topics. Prioritise topics in terms of which topics you find hard.

**Tasks 3 & 4**  
*Pages 5-11 & 12-14*

**3)** For each topic make / gather notes: don't rely on published guides - you learn by making your own! For those topics that you don't have revision notes for, create / photocopy sets of notes.

**4)** Complete exam style questions with your notes out in front of you first and then without. Ask your teacher to mark them & give you feedback on how you can improve. next time.

**Phase 2:  
Managing the Exams**  
Aim: to learn the right  
information at the right  
time for the right exam.

**Section 5**  
*Pages 16-19*

Make a revision timetable for phase 2, based on when the exams for each subject are. Write on your plan when you will learn each topic's summary diagram or revision notes.

**Section 6**  
*Pages 20-23*

Different ways of revising, rather than just 'reading it through'.

**Section 7**  
*Look back: Pages 12-14*

Complete exam style questions without your notes out in front of you and do these in timed conditions. Ask your teacher to mark them & give you feedback.

**Section 8**  
*Page 24*

Create the right routine for the nights before the exams and the mornings of the exams. Remind yourself of the main things you need to do in the exam.

## Section 1: Get together the information and resources you need for your exam preparation.

**Aim:** To get organised for revision; to assemble a revision kit and a bank of important sources of information.

**What to do:** read the advice below and tick the boxes below to show which pieces of equipment you have managed to get.

Set aside one area of your bedroom or house for school work. Keep it tidy and organised. Put all your textbooks and exercise books there, together with any revision booklets or past papers that that you have been given so they are readily at hand when you need to use them.

Here is a checklist of things you will need to complete the activities in this work book:

Normal writing pens		Blu tack		Maths equipment e.g. calculator, compass etc.	
Plain A4 / A3 paper		cue cards / post it notes		Clear plastic bag or pencil case for stationery in exams	
Highlighters		Coloured pens and pencils		A4 lined paper	

As well as materials, you need to make sure you have all the information about each subject so that you know exactly what to revise:

- Revision list / topic list
- Exam style questions / past paper questions
- Useful websites for revision

\*For each subject ask your teacher which websites they would advise you use to support your revision

## Section 2: Creating revision notes, cards and aids which sum up all the information.

**Aim:** To reduce the amount of information you have on each subject to manageable summaries. To sum up this information in ways that will help you learn them later.

**What to do:** Read the information below about how to produce revision summary diagrams. Then make one for each topic in each subject.

It's really important that you summarise the information you have on a topic - you need to reduce it from lots of pages and sources (unmanageable) into condensed and manageable summaries. When you read through your previous work and make these summaries, you are revising. The real benefit of summaries comes just before the exams when you have 1-3 pages per topic to learn for an exam while others have whole exercise books to learn!

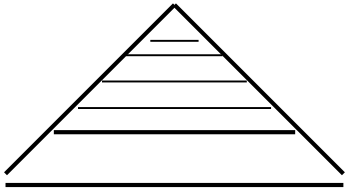
The following advice will help you make revision notes for key topics in the form of summary diagrams.

1. As you look back through your work, decide what the most important pieces of information are about the topic.
2. Write each piece of information down in a way which shows how it is connected to or linked to other important pieces of information on the same topic.
3. Write information down in a way which will help you remember it. Your memory works in many different ways all at once. It has different sections that can remember each of the following things:

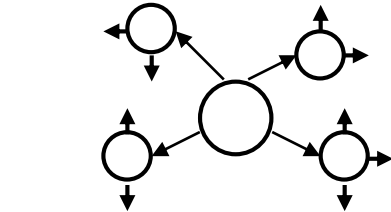
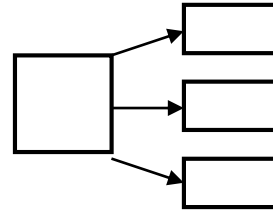
Shapes	Colours	Sizes	Styles	Words	Patterns	Numbers	Pictures	Symbols
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Try to use as many of these things in your notes as you can and you will be improving massively your brain's ability to remember them. On the next few pages are different diagrams which could be used instead of sentences and paragraphs in your notes. Have a look at them and decide which ones you could use and for different topics that you are revising. You can find many of these diagrams already produced and ready to be filled in with information if you go to windows 2007 – word – insert – smart art. You can also draw your own versions on A3 paper.

**Hierarchy Triangles.** Write the key idea in the top section then the main points associated with it in the other sections. Rank the ideas in order of importance with the most important ones higher up the triangle.

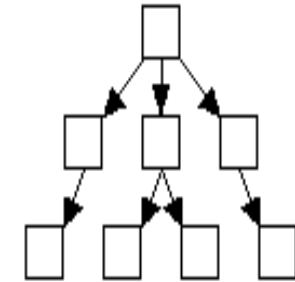


**The Effects Diagram.** Write a key event or situation in the left hand box and then the effects it had in the right hand boxes.



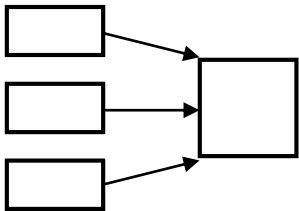
**Multiple Spider Diagram**

Write the key question or topic heading in the central circle. Then write 4 subheadings or key ideas in the next layer of circles. Finally add in key facts around the 2<sup>nd</sup> layer of circles.

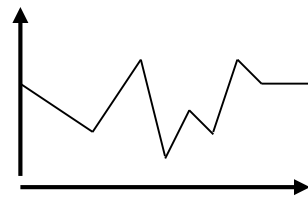


**Branching Hierarchy Diagram**

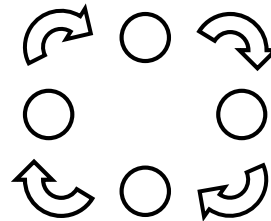
works exactly the same way as the Hierarchy triangles but is just a different way of presentation.



**Causes Diagram.** Write a key event or situation in the right hand box and then the reasons why it happened in the left hand boxes.

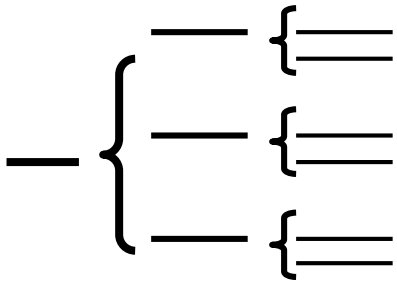


**Fortune Graphs:** Along the vertical axis, write key words to show degrees of happiness and unhappiness. Along the horizontal axis write the names of events from a story you have been studying. Focusing on 1 individual in the story mark on the graph how happy/sad they are during each event. Connect these points to make a line graph. Can be used to show objects rather than people and emotions can be replaced by any factor. For extra challenge students plot the interrelated emotions or fortunes of two characters for the same events. Always write explanatory notes around the graph.

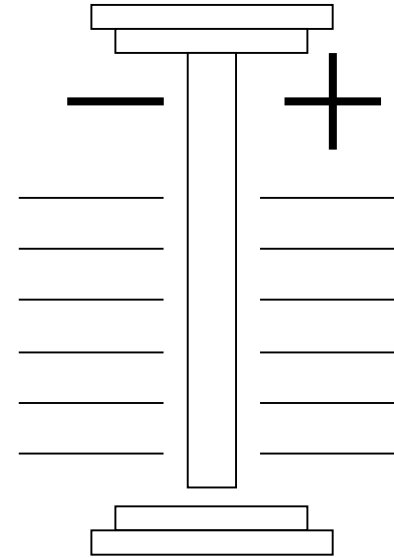
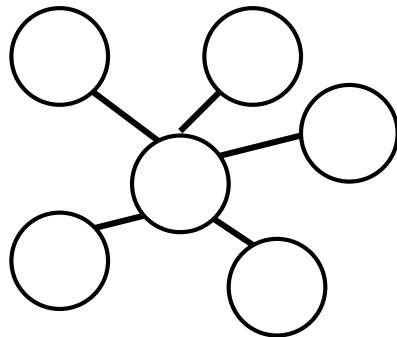


**Vicious and Virtuous Circles** show a chain of events that repeat themselves. Write the events in the circles. Along the arrows explain how the events lead to each other. A virtuous circle is when the chain of events is desired or seen as good. A vicious circle is when the chain of events is bad and unwanted.

**Bracket Maps** enable you to break down a topic into sub headings and for each sub heading, show key facts and/or ideas.

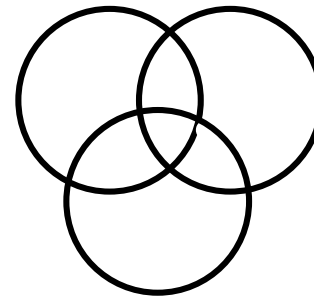
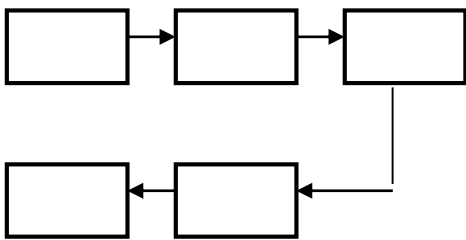


**Bubble Map:** this is a way of showing information about the parts of a topic or subject. Write the topic's title in the center bubble. As you identify different sections to this topic, write them with key information in the outside bubbles.

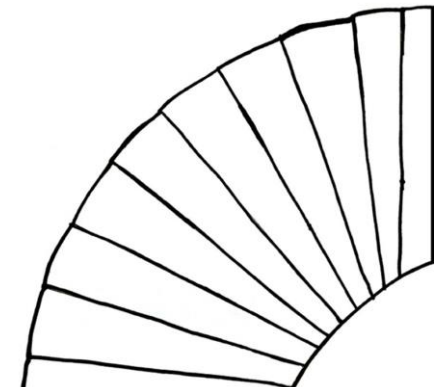


**Balance Column:** write the arguments for and against an issue on this diagram. Rank them on each side so that the most important one is at the top and the least important one at the bottom.

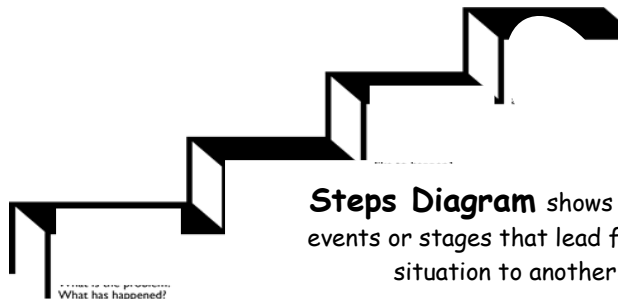
**Flow Charts** show the sequence or the order in which events happen in a process, a plot or a situation.



**Venn Diagrams** can be used to show how the features or parts of a topic can be separated out into different categories.

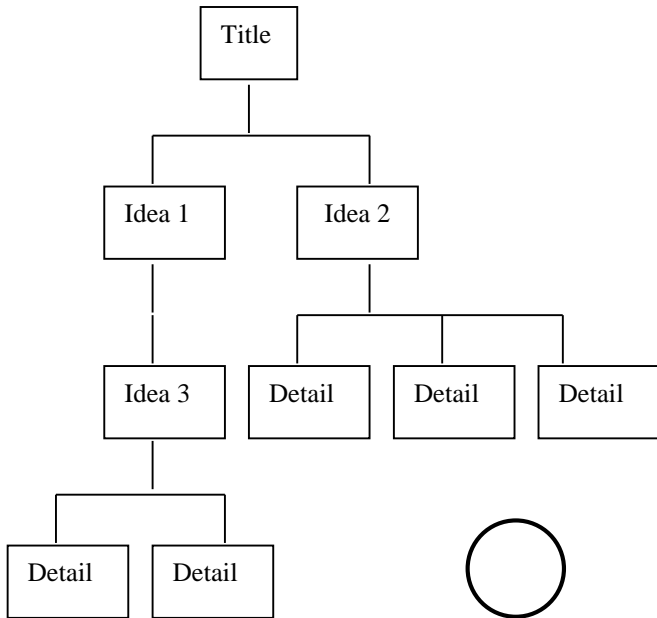


**Fan Diagram:** you can sum up the key features or facts in a topic. You can also order them so that those nearest the top are the most important or the best examples of an idea.

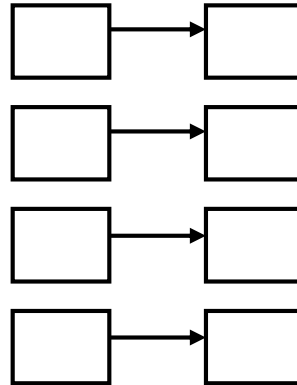


**Steps Diagram** shows a set of events or stages that lead from one situation to another.

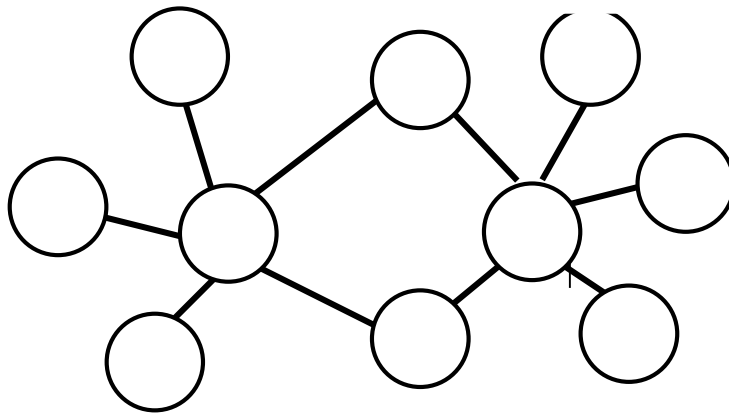
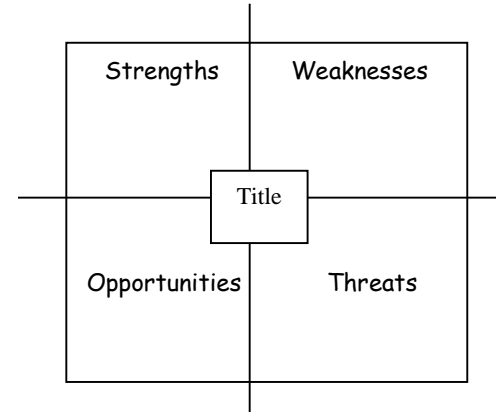
**Tree Diagram:** this is a diagram for summarising the key ideas of a topic and then showing the key factual information which is associated with each of these ideas.



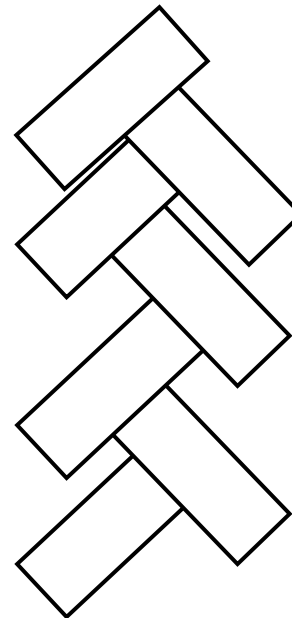
**SWOT Analysis Diagram** enables you to show a situation, idea, proposal or plan with its strengths and weaknesses, as well as the opportunities that could help it develop and the things that threaten its success.



**Ladder Map** to show cause & effect.



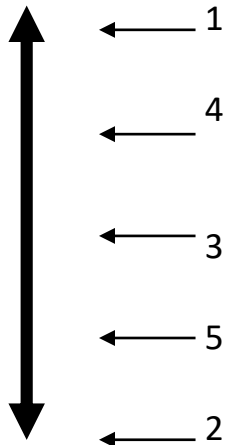
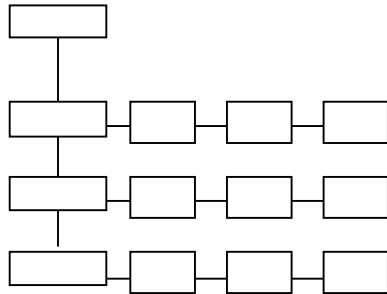
**Double Bubble Map** can be used to show how two separate topics overlap i.e. how they share some common features or characteristics while at the same time having their own separate ones.



**Herring Bone Diagram:** This shows how 7 events led one from another. Describe the first event in the top box, then the event it led to in the 2<sup>nd</sup> box then the events that the 2<sup>nd</sup> one led to in the 3<sup>rd</sup> box and so on. Around the outside, explain HOW the events led to each other.



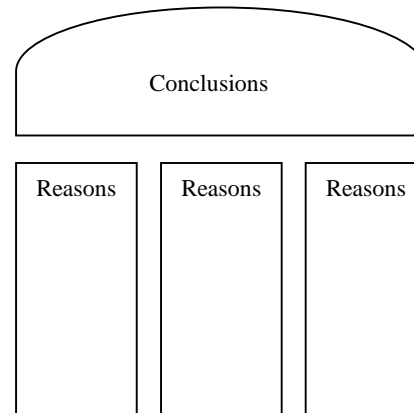
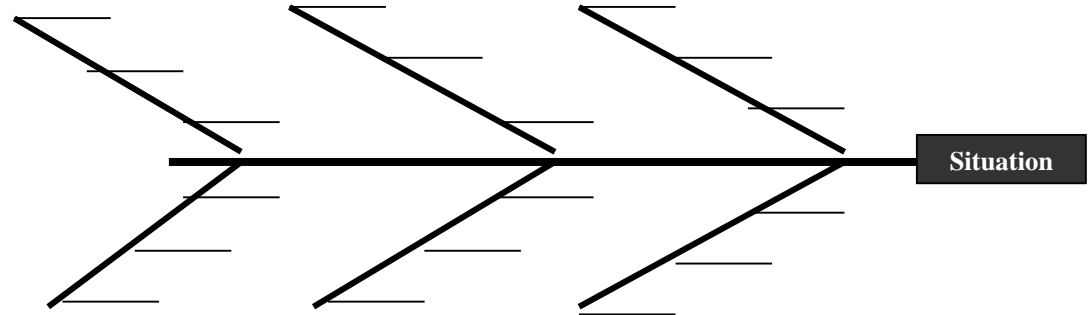
**Subject Map.** In the top box write the key question or topic heading. Then write 3 sub headings in the boxes that lead vertically from this box. For each sub heading write 3 sets of factual knowledge in the horizontal boxes.



**Value Continuum.** The big black arrow represents a spectrum of attitudes or values about an issue. Identify the opposing extremes and describe these on arrows 1 & 2. Describe what someone at arrow 3 would think then arrows 4 and 5.

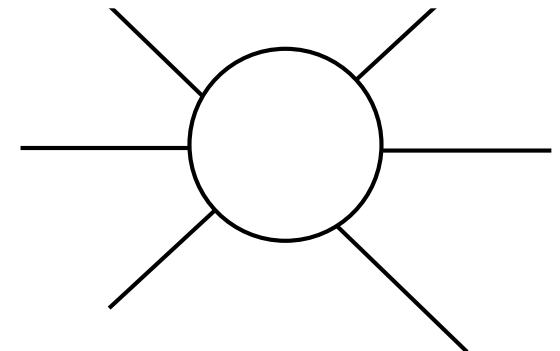
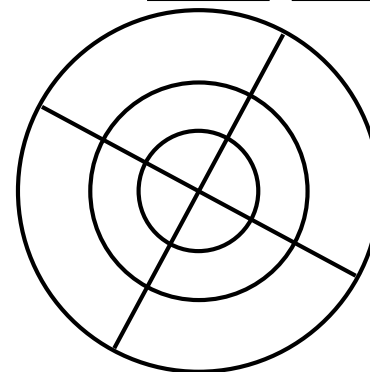
**Target Notes:** think of 4 sub headings to a topic and write them in the quarters of the smallest circle. For each of these write the main ideas in the middle circle and then in the outer circle write the details, facts or supporting knowledge.

**Fishbone Diagram:** Describe the situation or event in the black box. Identify all the causes of this event. Write these on the small lines. Try to group them together so that on each fin are 3 causes that all belong to the same category.



**Arch Diagram:** explain an argument, conclusion or point of view in the top box. Outline the reasons in the columns, grouping them together in 3 categories.

**Sunshine Diagram:** write the topic or key question in the circle and then in each of the 6 areas around it, explain a feature or key answer

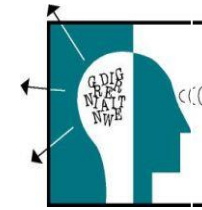


As well as making summary diagrams like those on the previous 4 pages you might like to make different types of revision aids. The next two pages contain some ideas for you to try out...



### Alphabet

Write the letters A-Z vertically down 2-3 pages. Choose a topic to revise and then think of a key word, fact or piece of information from this topic for each letter of the alphabet. Write these next to the letters.



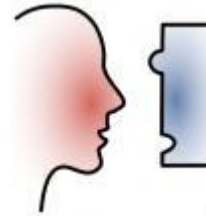
### Key Question Cards

Write a key question on 1 side of an index card. On the other side, write down several answers to this question in the form of bullet points. Use these cards later by looking at the key question on the front and try to say all the key points that are on the back.



### Book Markers

Cut up pieces of card into long rectangles. On each of these book marks sum up what has happened in the chapter. Write on it key quotes, main themes and issues. Keep each book mark in the book to refer to.



### More Acronyms

Take the name of a topic you are revising. Write it vertically down a page in big letters. Find appropriate words about the topic that begin with each of the letters you have written vertically down the page.



### Mnemonics (Acronyms)

List the information you need to remember. Write down the initials of the key words. Re-arrange them to form a new word. E.g. **Oxidation Is Loss, Reduction Is Gain**. Oil Rig therefore summarises information about what happens to electrons.

### Word Equations

Give codes/symbols to the info you need to learn. Put the codes into an equation that explains how it's linked. Revise it by saying it in its full form.

$$\text{Am}(\text{M}+\text{LM}) = \text{Pr} - \text{KD}$$

The result of Macbeth (M) and Lady Macbeth's (LM) ambition (Am) meant that the witches' prophecy (Pr) about King Duncan (KD) came true.



### Active Reading

Before you start reading, find a focus which will make you concentrate better and keep you interested in the text. E.g. look for answers to a key question, find definitions of key words, produce a summary diagram of the text.



### Highlighting and Annotating

Look back over your work. Highlight key words, phrases facts and ideas. Ration yourself to 7 words per page only. This means only the really important things stand out. Write in the margin any thoughts you have about what you have read.



### Scategories

Write on post-it notes the key words and phrases from a topic. Then scatter them on the floor or on a desk. Try to group or categorize them. Now write the topic heading in the middle of a sheet of paper. Stick the post-it notes on in their categories. Colour code them so the categories stand out.



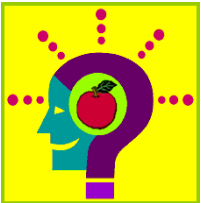
### Link It

Using your notes write down the key words from a topic on small pieces of paper. Place them on a sheet of A3 paper and draw lines between them to show how they are linked or connected to each other. Write along the lines sentences which explain HOW they are linked.



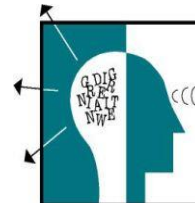
### Getting in the Flow

Read through your notes and sum up on separate pieces of paper the different parts of a process, plot or timeline. Place the pieces of paper down in the correct order, talking through the process and how each stage is linked. Put them away again and then try and draw the whole lot from memory.



### Knowledge Trees

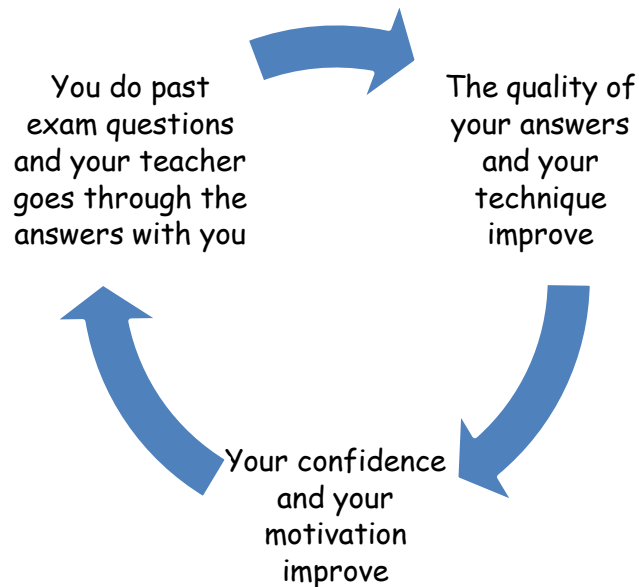
Use an A3 landscape piece of paper. In the middle, draw an image that sums up the topic you are revising. Skim through your notes on that topic. Draw branches coming out of the central image on your sheet for each category or sub-section of the topic. Add details to each of these category branches by drawing sub-branches off each one with a key word or phrase. Keep writing to a minimum. Add further information on the end of each of these branches. Add in plenty of pictures symbols and colour and then stick it to the wall. When it's been on the wall for some time take it down and try to reproduce it.



### Dominoes

Cut up pieces of paper into medium sized rectangles. Draw a line across each one to split them into two halves. On one half of each piece of paper, write a key question about the topic you are revising. Do this on all of them. In the other halves, write the answers BUT make sure the answers are written on different pieces of paper from the questions they answer. You have a set of dominoes – when you revise, arrange the dominoes on the floor so that the answers are placed next the right questions.

## Section 3: Answering past exam questions / exam-style questions



### Aims:

- To apply the knowledge and understanding you have got from making your revision notes to the demands of the exam.
- To test how well you are able to USE and APPLY this knowledge and understanding in the way that the examiner expects.
- To get feedback from the teacher about how to hone your technique

### Exam Command Words and what they mean:

- analyse** describe the main ideas, show how they are connected to each other and why they are important
- annotate** (geography) put notes onto a diagram to show the key points
- assess** find the strong points and the weak points of the subject in the question
- calculate** find the answer to a problem
- comment on** say what you think on the subject in the question
- compare** write about similarities and differences in the subjects in the question
- contrast** show how the subjects in the question are different

<b>criticise</b>	say what you think on the subject in the question, giving your views for and against and backing them up with facts and theories	<b>express</b>	(maths) say in a different way, e.g. 'express as a fraction'
		<b>illustrate</b>	give examples to make a point clear
<b>define</b>	give the meaning	<b>interpret</b>	give the meaning in your own words using examples, where necessary, to make the meaning clear
<b>describe</b>	write down the details of the topic asked in the question. In maths, it means to draw, e.g. describe a circle	<b>justify</b>	say why you think that the answer is what it is and give reasons for why you think that
<b>differentiate</b>	say clearly the differences between the topics in the question	<b>outline</b>	write about the main ideas; do not go into detail
<b>discuss</b>	describe the subject in detail, and, if there are two sides to the question, give the points for and against	<b>prove</b>	show that the answer is true by giving the steps needed to reach it
<b>distinguish</b>	(usually followed by 'between') say clearly what makes the difference between the subjects in the question	<b>relate</b>	show how things connect
<b>enumerate</b>	list the main ideas by name and number	<b>review</b>	give an overall view of the important parts of the subject and give your views backed up by the facts
<b>evaluate</b>	say what you think on the subject, giving the good and bad points	<b>state</b>	write the main points in a brief, clear way
<b>examine</b>	write what you have to say for and against a subject, say which side you support and give reasons for your support	<b>suggest</b>	using all that you have learned, say what the answer might be
<b>explain</b>	give the reasons for something	<b>summarise</b>	bring together the main points and write about them in a brief, clear way
		<b>trace</b>	write about the history of a subject starting at the beginning and following it through to the end

**Section 4: Make a revision timetable for the few weeks leading up to the exams and the weeks when the exams are on.**

1. Find out when the exams are and put them on a calendar. (This should help you decide what to revise and when.)
2. Make sure you have topic lists for every subject which you do. You can use your knowledge organisers to help with this.
3. Plan in which topics you will cover when, so when you sit down each day, you know exactly what you are going to do - not just 'Maths' but 'balancing equations' for example.

1) Print off some copies of the weekly timetable on pages 16-17. You need one for each week.

	4-5pm	5-6pm	6-7pm	7-8pm	8-9pm	9-10pm
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
	9-11am	11-1pm	1-3pm	3-5pm	5-7pm	7-9pm
Saturday						
Sunday						

## How to stick to the plan...

The revision period before exams demands a lot from you, both physically and mentally. Are you fit enough to last through it? The brain demands 25% of your blood and oxygen requirement. If you sit down too long, your brain starts to switch off because your heart slows down and pumps less blood around your body. Just by standing up and walking round you can increase the blood flow to the brain by 15%. Exercise such as running, swimming, cycling and playing sport will increase blood flow even more and it will also oxygenate the brain. If you wake up tired even though you are going to bed at the right times (and are eating a good diet and drinking lots of water throughout the day) then you are possibly stressed. Practicing relaxation techniques can help. One of the easiest is the 7-11 breathing method. Breathe in to a count of 7 seconds and breathe out to a count of 11 seconds. Do not work too late in the evenings – your mind needs time to switch off before you go to bed. However, quickly reviewing what you have revised that evening just before you go to bed can have a powerful effect on remembering it, especially if you repeat this in the first 10 minutes when you wake up.

Many people spend a long time creating a revision plan and then after a couple of days they lose motivation. As a result, the plan is abandoned. Try the following:

- |   |                                   |   |   |   |   |
|---|-----------------------------------|---|---|---|---|
| ✓ | Take regular breaks when revising | ✓ | Drink plenty of water                             | ✓ | at your checklists and realise the progress you have made |
| ✓ | Get plenty of exercise            | ✓ | Remind yourself that the exams don't last forever | ✓ | Give yourself rewards                                     |
| ✓ | Make sure you eat and sleep well  | ✓ | Think positively – look back                      | ✓ | If others are panicking, keep away from them              |



## **Task 5: Strategies to revise and learn the information you need**

### **Aims:**

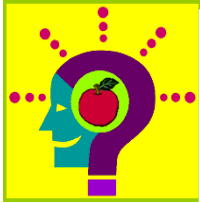
- To memorize key information.
- To learn key information by choosing revision techniques that are right for you.

**What to do:** Read the advice below. Use it to learn your revision notes and summary diagrams.

Now that you have your revision sessions planned and your revision notes made, what do you do in these revision sessions? Many students don't bother to revise because they find it boring and dull. Others spend time revising but the quality of revision that they do is so poor that they needn't have bothered. In both cases, students take a narrow view of revision, often seeing it as endless amounts of reading and copying out and memorising. This section explains the different ways of revising and these techniques are based on the principle that everyone likes learning in different ways.

You may prefer to learn by using diagrams and pictures, or by speaking and listening to your friends about the work or by doing and making revision materials. Whatever your preferred learning style (and most people actually like to work with a combination of all 3) you will hopefully find some revision tips that suit you on the next few pages.

Try out as many as you can and identify the ones which work best for you. Choose which activity to do carefully: it should suit your mood, energy level and concentration level. You might want to use a combination of 2, 3 or 4 revision techniques in a revision session, depending on what it is you are wanting to revise.



### Read and Explain

Read through some of your notes. Then give them to your parents and try to explain them to them. Because they won't know the subject they will ask you questions about it until you've explained it clearly.



### Question and Answer

Pair up with a friend. Begin by reading through the same piece of work in your books, highlighting the key facts. Then take it turns to question and answer each other about the work.



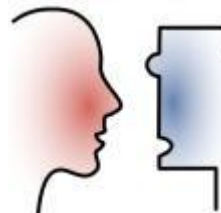
### Familiar Links

Remember key information by associating it with familiar things you see every day. E.g. see the walk to school as a timeline and the key landmarks on the walk as the key events from the timeline.



### Post-It

Write key information onto post-it notes and stick them where you will see them every day – on the back of the loo door next to the mirror, on the stairs. Change the post-it notes every 3 days. Every day walk the trail of post-it notes, and as you approach each one say what you can remember is on it. Then check you got it right.



### Key Word Game

Find all the key words from a unit of work. Write them on small pieces of paper. Play "Articulate" with some friends by describing the words so they can guess what the word is. Who guessed the most? Look up any you can't do.



### Outburst

Work with 2 or 3 friends. All of you should read the same revision notes or pages of a book. They should then put the information away. With the info in front of you, say the heading of a topic. They should say all they know about that topic. Whichever of them says the most wins that round. Then move onto another topic heading.



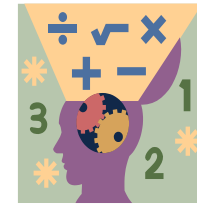
### Key Cue Cards

Write a key question on 1 side of an index card. On the other side, write down several answers to this question in the form of bullet points. Use these cards later by looking at the key question on the front and try to say all the key points that are on the back.



### Debating Circle

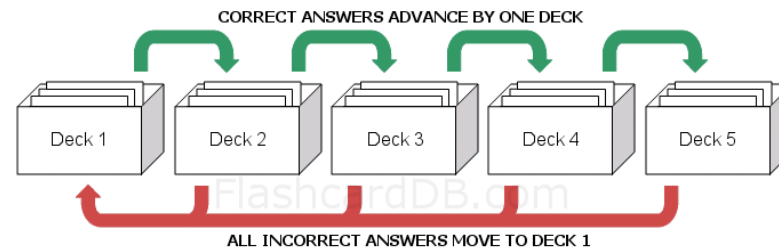
Work with friends. Choose a topic for debate. Work together to sum up on different cards the different opinions that people have on this topic. Shuffle these up and hand 1 out to each person. They must represent that opinion in the debate – allow 5 minutes to prepare arguments. Everyone presents their arguments and then the group debates the topic. At the end, sum up what you really think and why.



### Flip the Words

On small pieces of paper, write down the key words for a topic. Place them out in front of you. Now try to tell your parent or say to yourself all the information you can about this topic. Every time you use one of the words in front of you, turn it over. You can only stop your explanation when you have turned over all the pieces of paper.

## Using key cards effectively to revise



Once you have made your cue cards, what do you actually do with them? This is a way of actively using them to help you know not only what you can remember immediately after you have revised, but what you can remember after a day / a few days / a week has gone by.

**The method:**

All the cards start off in box (or pile) 1. As you review the cards, **each card you answer correctly goes into box 2**. If you give the wrong answer, study the card and then replace it in Box 1.

This means after the first self-quiz, you have one pile (pile 1) where you couldn't remember the information and one pile (pile 2) where you could.

The next day, go through cards in Box 2. If you still get the answer right, the card is promoted to Box 3, but any cards where you couldn't remember the info go back into Pile 1.

Then go through all the cards in pile 1. **(You need to do this every time you revise.)**

The next time you revise, you start with pile 3 – if you still remember the info, they go to pile 4; if not, they go to pile 1. If you get an answer wrong on a card in Box 2, 3, 4, the card is demoted all the way down to Box 1

<https://www.youtube.com/watch?v=C20EvKtdJwQ> (a video showing the method in action!)

## Task 6: Getting prepared for the exams: the night before and the day itself.

### Aims:

- To focus on what you need to do in the hours before the exam.
- To ensure that your final preparation gives you the edge.

### The night before:

- Look over a few points (Do NOT try and cram lots of new information)
- Remind yourself of the type of questions you will have to answer
- Get all your equipment ready
- Check the times of the exams
- Have an early night, even if you can't get to sleep straight away

### On the day:

- Get up in plenty of time
- Eat some breakfast, even if it is only a piece of toast
- Drink water
- Check you have all your equipment, including spare pens and cartridges (and calculator, pencil, rubber for science and maths exams)
- Go to the toilet
- Get to the exam room in plenty of time

**DO NOT listen to other people's panics or revision tales**

### In the exam:

- **LISTEN** to all the INSTRUCTIONS carefully
- **READ** the INSTRUCTIONS and QUESTIONS carefully
- If there is a choice of question, read ALL the questions first
- Make sure you answer the CORRECT NUMBER of questions
- **FOCUS** on the QUESTION - make sure you answer the question asked, remember the EXAM COMMAND WORDS
- **THINK** before you start to write, jot down a few notes before writing longer answers, **PLAN** your answer
- Gain marks by including **KEY WORDS**
- Use the number of marks allocated as a clue about the amount of **DETAIL** required
- Keep an eye on the **TIME** and leave enough time to **READ THROUGH** your answers to check for errors or omissions
- If you are running out of time and can't complete the last answer, make sure you write an **OUTLINE** of the important points you would have included – you may pick up some marks

**Well done for working hard. You have put in the effort and deserve good results.**