



Different techniques work for different people. Try out some of the memory techniques below to see what suits your learning style. But remember: understanding your subject enough to apply, adapt and scrutinise information is the key to exam success.

REMEMBER...

Ineffective Revision:

- Reading from notes, textbooks or computer screen
- Making notes direct from textbooks

Effective revision requires thinking and active learning reading then making notes from memory:

- Use bright colours to help memorise words
- Practising timed exam questions then checking the answers
- Rehearse answers verbally with family
- Use computerised packages such as Seneca
- List the topics you need to study and practise them in small chunks
- Getting questions wrong? Flash card them and practise the answer until you become competent

Repetition - don't leave too much time between revising the same topic again-the quicker you recap the more it sticks in the memory

Stay focused - fed up with one subject -don't do nothing, study another subject
Don't revise with music

We are all different -find the right strategies for you.

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.

MAP IT OUT

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

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.

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.

SELF QUIZZING

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.

PRACTICE INTRODUCTONS

For essay subjects, tale 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.

KEY VOCABULARY

For a particular topic, make a list of key vocabulary, then: 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.

STICKY NOTES

Write facts on flashcards or post-it notes and stick them around prominent places in your home; next to the kettle or on the bathroom mirror. Look at them and say them to yourself everyday. When you know them, add them to your flashcards for testing another time.

THINKING HARD - REDUCE - CAN BE DONE EFFECTIVELY WITH FLASHCARDS

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.

THINKING HARD - CONNECT - INTERLEAVING

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 - DUAL CODING

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.

BRAIN DUMP

Brain dumps are a great way of getting information out of your brain!!



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 timed 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 categories/links information.



4.

Check understanding

Compare your brain dump to your K/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.

MAP IT OUT

Avoid adding too much information; map maps are designed to summarise key information and connect topics. If you overcrowd the page you will find it harder to visualise the information later.



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.

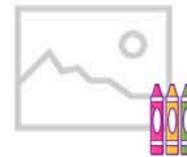


3.

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.

SELF QUIZZING

make sure you complete all subjects and topics - not just the easy ones or the ones you enjoy!!



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.

DUAL CODING

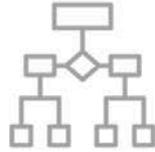
Dual coding is the process of blending both WORDS and PICTURES while learning. Viewing these two formats gives us two different representations of the same piece of information



1.

Drawings

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



2.

Diagrams

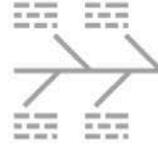
These are helpful for breaking down complex concepts or processes to make them easier to understand.



3.

Posters

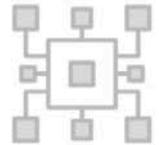
These are great for combining writing, pictures and diagrams all within one page of information.



4.

Timelines

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



5.

Graphic organisers

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 the use of 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.

INTERLEAVING

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

A → B → C → D

B → D → A → C



1.

Switch

Switch between topics during each session.

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

2.

Review in different orders

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.**

3.

Make links to remember more.

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

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

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



Interleaving is for topics within one subject, not subjects themselves

INTERLEAVING



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.

FLASH CARDS

Flash cards are a key tool in revision, but they need to be used effectively.

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 it effectively.

Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can answer it properly.



1.

Identify knowledge

What are you creating flash cards on?

Check the exam board syllabus/module lists from your teachers/knowledge organisers



2.

Colour coding

Use different coloured flash cards for different topics. This helps with organization NOT recall



3.

Designing

1 Question per flashcard.

Making them concise and clear.

Use a one word prompt, so that you can recall as much as you can.

No extended answer questions.



4.

Using

Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.

Do not just copy & re-read.

Shuffle the cards each time you use them.

Use the Leitner system to use flash cards everyday.



5.

Feedback

How have you performed when you look back at your answers?

Is there anything you need to revisit in more detail?

Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.

FLASH CARD TOP TIPS

1. The most effective flashcards include one question/or a small numbered list of information to recall, followed by one answer (or one term followed by one definition).
2. 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.
3. You will end up with more flashcards this way but your learning will be a lot more effective.

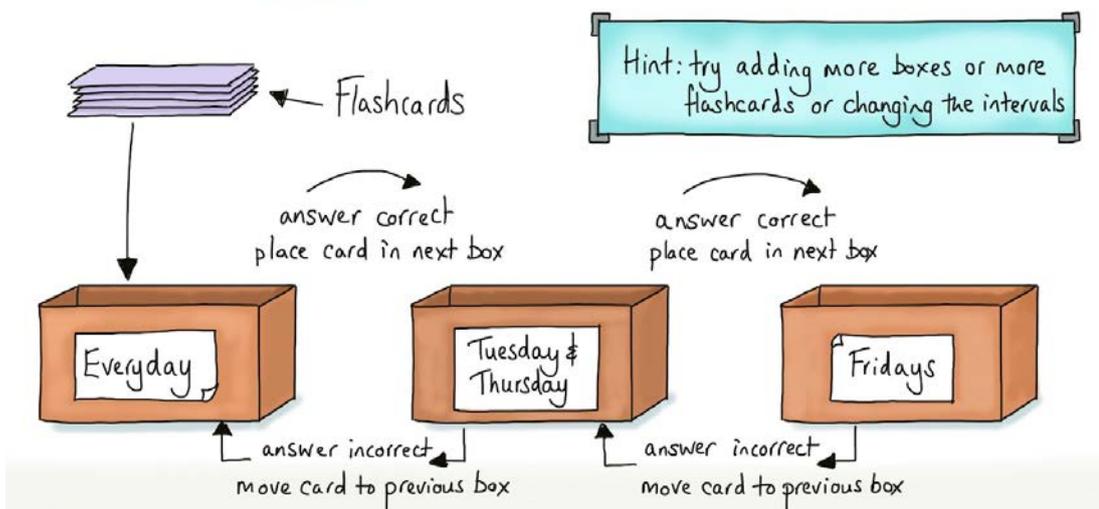


FLASH CARD SELF QUIZZING

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 Flash card method



An effective use of flash cards to prompt and recall learning uses spaced practice.

It focusses on the proficiency of recall of you as a learner.

Information that is easily recalled has a longer time lapse before the next recall opportunity.



DONT PANIC!!!!

Remember, exams are NOT designed to catch you out – rather, to allow you to show what you have learned. Being calm and thoughtful in the exam will help you get the most out of your preparation.

IN THE EXAM ROOM

Follow the instructions to the letter. Read any instructions given on the paper, or listen carefully to the teacher who gives out the exam. Read the questions very carefully, and if there are examples given study them carefully too. The clue as to how to answer the question will be in the example. Make sure you answer the question given – There is little point telling the examiner what you know, if it has nothing to do with the question set! Plan your time well in the exam – if you only manage to attempt half of the questions, the best mark you can possibly get is only 50%! Make sure your answers are well-presented. Write clearly and neatly and label diagrams or pictures, if this helps your answer.

Avoid writing straight away!

Check all instructions - misreading instructions will cost you marks

Allow time for planning and understanding (You always have 5-10 mins!).

Read through the questions 2-3 times:

Underline instruction words/content words

Brainstorm initial ideas

Put ideas into an order

Divide your time according to the weighting of the questions

PREPARING TO SIT AN EXAM

As exam time approaches, it is a good idea to practice in the same/similar manner in which you will be assessed, e.g.: practice answering challenging questions WITHOUT access to your notes (check your answers after)

If you do not have access to past papers/practice materials, ask your classmates to set you exam questions and try to answer the questions WITHOUT access to your notes. This should expose weaknesses in your knowledge. (TIP: only do this once you are ready and have completed making your own notes)

TIMED WRITING

Time spent reading the question carefully, planning your answer, and checking through, is time well spent. Practise writing to time, it is completely different to ordinary assignment writing.

Stick to your timings and your answer plan as far as possible.

Don't waffle! marks are given for quality not quantity!

*Make sure that you are answering the question. It's okay to stop and think. Don't feel you have to be writing all the time.

WRITING EXAM ESSAYS

When writing an exam essay, keep it simple:

Write a short but focused introduction

Write about one idea/topic per paragraph

Keep sentences clear and straightforward

Write a short but focused conclusion

Allow time to quickly check your essay

BE PREPARED...

Exam Information - Subject, paper, tier, seat number, centre number, candidate number.

Equipment - Black biros, sharpened HB pencils, ruler, eraser, subject specific equipment, calculator if allowed.

Clear, transparent pencil case.

Bottle of water in clear bottle with no label.

KEY DATES...

Date of MOCK EXAMS:

Date of PARENTS EVENING:

Date of FIRST EXAM: