



How do I Remember? Revision Techniques

Here are a few tips on ways of making sure facts stick. For the longer-term view (even more important!) please see the second page

1. Make Mental associations

You should try to link new ideas to either very familiar (or very weird!) images, which makes them easier to remember when the exam is on. A popular way of doing this is to visualise your revision into scenarios, for instance if you do chemistry and you need to remember the chemical name of oxygen you might think of mobile phone salesmen because the answer is O2.



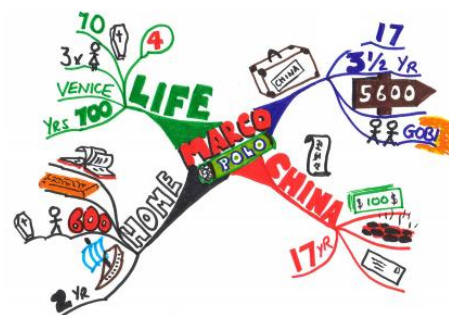
Memory Champions (yes, there are people who compete to memorise the order of several packs of cards, Pi to hundreds of decimal places, etc.) often place ideas on a journey they know well, or around rooms in their house. E.g. your trip to school starts with picking up your keys, and there you see a certain date for history, another written on your front door, one by postbox outside, etc. To recall it, go on that journey in your head.

2. Make and use flashcards

You can create questions on one side and write the answers on the other side. Topics can be colour coded and friends and family can test your knowledge.

3. Mind maps

Mind maps can be used to summarise key facts. Another variation of this strategy is to demonstrate your knowledge in picture form alongside words; this increases your ability to remember key information.



4. Look, Cover, Write, Check

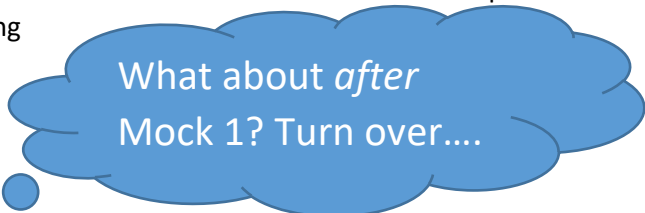
You may have used 'look, cover, write, check' to remember spellings, in particular. But the same process can be used for longer pieces of information.

Read it. Cover it. Try to visualise the information in your head for a minute or two, or start making /saying mental lists of what you saw. Then write it down. Compare what you wrote with what you had originally. What's missing? Repeat the process, adding whatever you forgot to the new version, until you get it all.

Now, try it on a different day, can you do it 100% right first time?

5. The Power Hour

The Power Hour is an effective way to structure your revision for assessments and exams. The diagram on the left shows how to organise your revision. You revise for twenty minutes; you then spend another twenty minutes undertaking exam questions. Finally, you mark your questions using the examination mark schemes. Your teacher can then check your understanding of the mark scheme and the tasks undertaken. When you self-assess your answers, you need to write in red pen any information that you could not remember. You then start the process again by either revising the topic again, if required, or by revising another topic or subject.



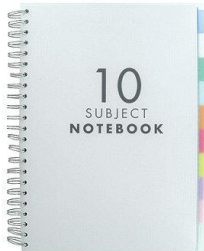
Good Habits: Life after Mock 1

To achieve or exceed your target grades you need to embed knowledge into your long-term memory. If you do not revisit information learned in class, the ability to remember that information will be reduced. It has to be 'little and often' and a continuous effort that starts *now*.

While the planning of the curriculum is designed to revisit old knowledge and encourage recall, and revision sessions like C26 are useful, that's what your *teachers* are doing for you: what are *you* doing?

Here's some long-term strategies...

1. Summarise your learning

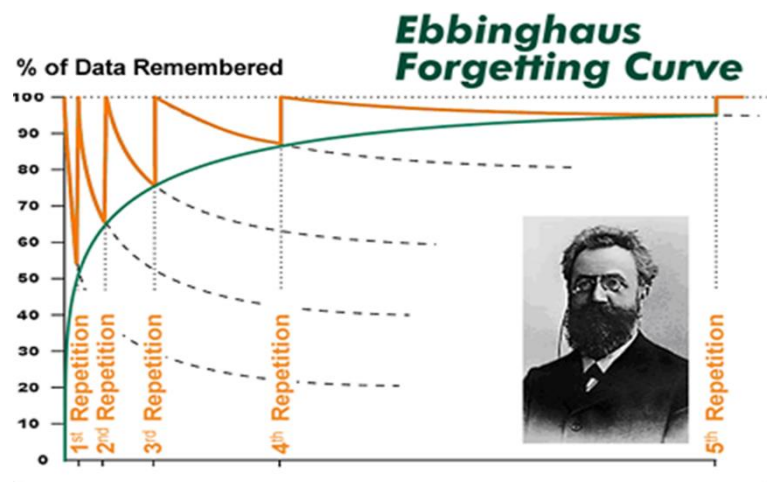


You can summarise what you have learnt in class at the end of each day in a 'Summary Book'. You write the names of all of your subjects on the tabs on the side of the book and write a summary of the lessons that you have undertaken. Any concepts that you have found challenging can also be written in this book so that you can ask for further help and guidance from your teachers.

Alternatively, past students have used different notebooks for different subjects, and used tabs to create topic dividers.

2. Distributed Practice

The most effective, and stress-free way of revising is small sessions of re-visiting your work (using strategies like the above), over several repetitions spread across time. See the diagram (right) for the results of research on how repetition aids memory over time.



3. Create a revision timetable and a routine

Following on from the above, as well as going over recent learning, go back to *previous* topics, spacing them out over time. For example:

Spacing & Interleaving in Summer Term 2

Week	Qs 1 to3	Qs 3 and 4	Q 6	Homework
Week 1	Current Topic	Christian Beliefs	Religion & Life	Islamic Beliefs
Week 2	Current Topic	Christian Practices	Religion & Crime	Islamic Practices
Week 3	Current Topic	Islamic Beliefs	Christian Beliefs	Religion & Life
Week 4	Current Topic	Islamic Practices	Christian Practices	Religion & Crime
Week 5	Current Topic	Religion & Life	Islamic Beliefs	Christian Beliefs
Week 6	Current Topic	Religion & Crime	Islamic Practices	Christian Practices

Obviously, this is for one subject. You should also mix up your subjects, so you might do a short revision session on French and Science on one day, Maths and Geography the next.

Be precise with yourself about what manageable topic you are going to revise, for, say, twenty minutes. Have a break and moving on to another school subject. Then come back to the first topic again.

Final Thoughts:

To summarise, revision shouldn't be a massive, stressful *event* but a *lifestyle* made up of small habits. Think about how little stress you'll feel this time next year, if, like in the Ebbinghaus Diagram above, you have steadily built up near 100% recall of everything you've learnt at GCSE!

Good Luck! - Mr Burge