

Mindmaps draw pictures

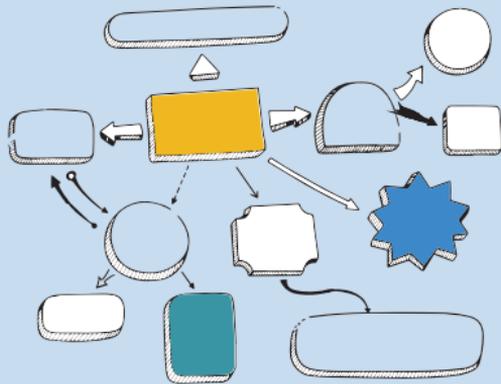


Picture Superiority Effect: research shows that using pictures to help with human memory recall is 6 times more effective than words or text alone.

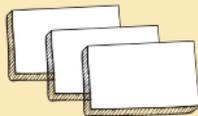
* *Create your own drawings & pictures*

This is essential, as by drawing your own pictures, you have to think through the information:
breaking it down into themes or headings,
categorising information
making links

Top Tips work by hand, use different colours & pens, go large on plain A4 or A3 paper, make drawings funny, keep it simple and don't be too fussy, curve your arrows or branches.



Cue Cards



Cue cards (sometimes called flash cards) can be used in a wide range of revision activities. It is important to think carefully about the **organisation** and **creation** of these cards before you start.



Top Tips for Cue Cards

- Summarise the main points
- Use your cards for key word definitions, formulae, lists or groups of information
- Consider **SIZE** of text
- Think about **colour**, underlining, **bold**
- Use of symbols > & * = +
- Use bullet points
- Use all the space on the card



Ask someone else
to test you on
your cue cards

Play
matching pairs
with questions &
answers

Use your card
as a prompt
card to teach
somebody else

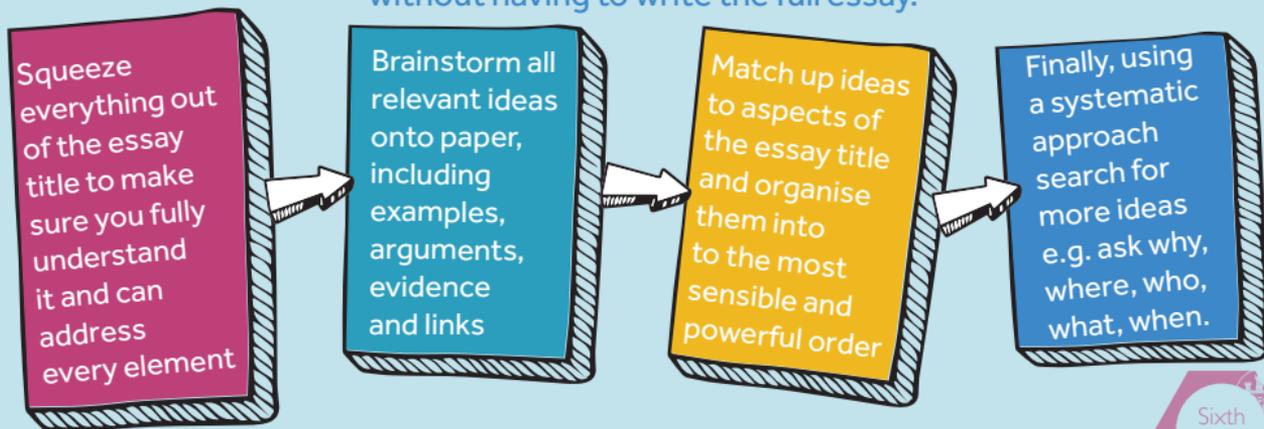
Use a card to help
you complete a
particular exam style
question

Arrange them
in a particular
order

Skeleton Essay Technique

A useful approach to practising essay writing without producing full essays. Instead you produce a **sitemap** of the essay. This will include the main headings, outline structure, associated arguments and references.

This technique also helps to train your brain to **remember details**, select the most appropriate information and **create the best structure** without having to write the full essay.

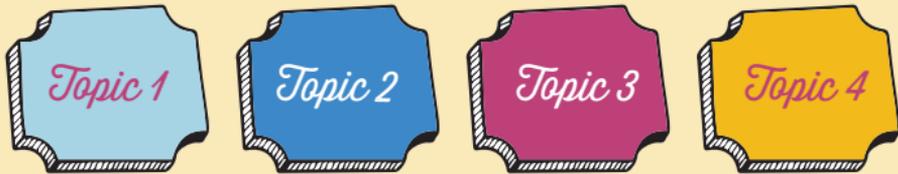


Interleaved Practice*

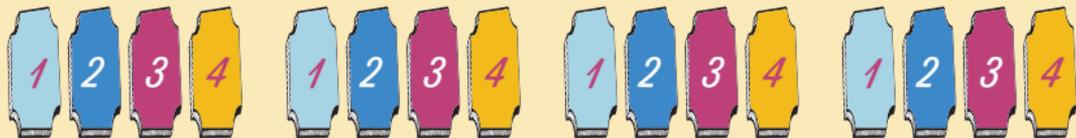
**Frequent changing of task*



When revising, it's tempting to study topics in their entirety for a long period, like this:



But revising with frequent, shorter blocks of alternating topics over a longer period of time can **deepen and broaden** knowledge and understanding, like this:



Making Your Revision Active



Revising actively means you must be making a **real effort to fully understand** what you are learning. Even if your exams require you to remember lots of facts, you are much more likely to retain detailed information if it is related to your **underlying understanding**. Try these approaches:

Organising material into a hierarchical structure

Critical evaluation of opinions

Mapping out underlying themes or principles

Identifying similarities & differences

Showing how one problem can help solve another

Arguments for and against key questions

Step by step instructions to how formulae work

Creating a diagram or chart to represent a topic

Organise
Use
Teach
Select
Calculate
Reorganise
Interpret
Explain
Develop
Link
Recall
Argue
Explore
Categorise
Diagnose

Sixth Form

Test Your Knowledge



Free Recall

Spend 10 minutes filling a blank piece of paper with everything you can remember from your revision. Stick it out, really thinking and jotting down what you have learnt.

At the end of 10 minutes go to your revision notes and find out what you remembered and what you forgot.

Then focus on the material that you forgot!



Quizzes

By creating your own quizzes you are forced to think about relevant questions to pose and in turn have to understand the answers fully.



Join in
with a group
of friends

Share out
topic areas

Design quizzes
for each
other

Sixth
Form

Audio Revision



Recordings On Your Phone



Record your **own audio revision material** and **listen as you travel** to school or on long journeys, to maximise your use of time.

Top Tips for Creating Audio Revision



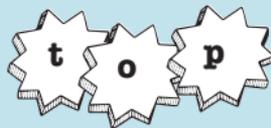
- Be creative, make them humorous!
- Organise key points about characters, factors or theories and ask friends to record them on your phone – different voices will help define and separate information.
- Use mnemonics and rhymes.
- Write and record a script for a mock interview or a radio show about a topic - e.g. Martin Luther King being questioned about the significance of the March on Washington.

Question Matrix

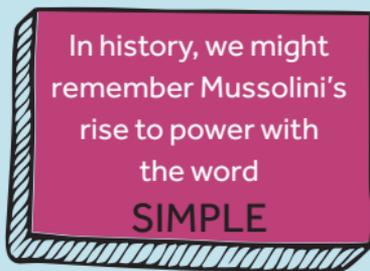
Creating a **question matrix** for each topic you have to learn is **more effective** than learning facts or events and will help you **identify key issues**.
 Team up and **share with friends** - remember to make questions **more challenging** as you move along the matrix.

<i>Question Matrix</i>	Is? Does? PRESENT	Has? Did? Was? PAST	Can? POSSIBILITY	Should? OPINION	Would? Could? PROBABILITY	Will? PREDICTION	Might? PRESENT
What? EVENT							
Where? PLACE						?	
When? TIME							
Which? CHOICE							
Who? PERSON		?					
Why? REASON							
How? MEANING							

Acronyms



To make an acronym, you take the **first letter of each word** in a list and rearrange to make a **memorable word**.



Top Tips for Creating Acronyms



- List the information that you need to remember.
- Write down the initials of the keywords.
- Rearrange the letters to form a new word or phrase which you will remember!

Mnemonics



Mnemonics are a pattern of letters or ideas that help you recall larger pieces of information, connecting the encoded mnemonic to existing memories and moving it from your working memory to your long-term memory.

You can take the first letter of each word in a list to create a memorable phrase

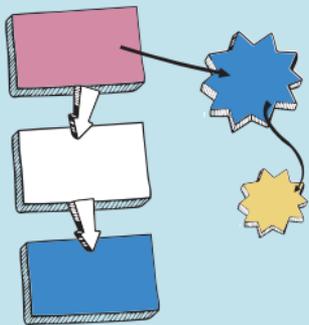
*Richard Of York Gave
Battle In Vain*

helps recall the colours in the spectrum of light:

*Red Orange Yellow Green
Blue Indigo Violet*

*Please Excuse My
Great Aunt Sally*
helps recall the order of
operations in maths:
*Parentheses, Exponents,
Multiply, Add
& Subtract*

Flow Charts & Spray Charts



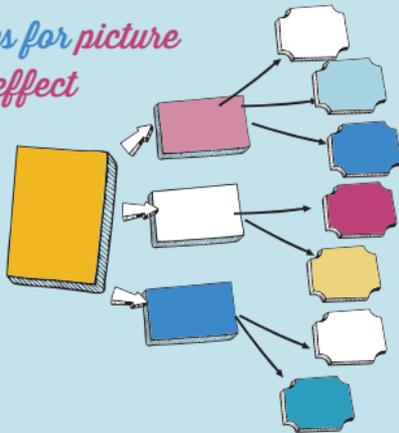
Flow charts

An alternative way to link a sequences of events or categorise a topic. They're ideal for noting cause & consequences.

Spray Charts

Identify an area you find particularly challenging and go in-depth with a spray chart. Break down a topic to themes & headings.

** Add pictures for picture superiority effect*



The Protégé Effect



Teach your Friends

Researchers have found that when teaching others, we **work harder** to understand the material, **recall** it more accurately and **apply** it more effectively.

Take an exam paper, pick a question and explain the answer to a friend

If there was something they didn't understand, make your explanation clearer or add more detail

Get them to ask you questions to develop the depth & breadth of your response

“While we teach, we learn.”

Seneca

Question Matrix

	Is? Does? PRESENT	Has? Did? Was? PAST	Can? POSSIBILTY	Should? OPINION	Would? Could? PROBABILITY	Will? PREDICTION	Might? PRESENT
What? EVENT							
Where? PLACE							
When? TIME							
Which? CHOICE							
Who? PERSON							
Why? REASON							
How? MEANING							