



**FLASH
CARDS**

**THE LEITNER
METHOD**

FOLDABLES

YOUR GUIDE TO REVISION

FOR STUDENTS AND PARENTS

**MIND
MAPPING**



**The Hinckley
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GCSE Revision Methods

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A practical guide to active revision for students and the adults supporting them.

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Key Message

Each method begins with a visual example, followed by a student guide and a parent guide.

Introduction to Revision

What Is Revision?

Revision means returning to taught knowledge and skills, then practising until they can be recalled, explained and applied without support. It is active practice, not simply rereading notes.

Why Revision Matters

1. Strengthens long-term memory and understanding.
2. Identifies gaps before they become a problem.
3. Builds confidence and reduces last-minute pressure.
4. Helps students apply knowledge under exam conditions.

Little and Often

Short, focused sessions completed regularly work better than one long session before an exam. Focus on one clear task, take a short break and revisit it on another day. Starting early makes revision calmer and more manageable.

How This Booklet Will Help

This booklet introduces four active methods. Student guides explain what to do; parent guides show how to support without taking over. Students can try each method and choose the best fit for the subject and task.

Other Effective Revision Approaches

Exam Questions: Complete practice questions without notes. Mark them, correct mistakes and retry difficult questions.

The EverLearner: Use tutorials, quizzes and exam-style questions to identify weaker areas: theeverlearner.com.

Seneca Learning: Use short, interactive, exam-board-specific courses and quizzes across GCSE subjects: senecalearning.com.

School Resources: Use revision guides, knowledge organisers and teacher materials. Follow subject timetables and ask for help.

Remember: The best revision is active: recall it, check it, correct it and revisit it.



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METHOD 1

Flash Cards

Turn key knowledge into short questions that can be tested again and again.

FLASHCARDS

An example

What is the structure of an atom?

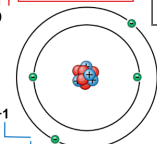
The structure of an atom

Neutron
Relative charge 0
Relative mass 1
HINT: Neutral neutrons

Proton
Relative charge +1
Relative mass 1
HINT: Positive protons

Electron
Relative charge -1
Relative mass very small

Nucleus = the part in the middle of the atom that contains the **protons** and **neutrons**



A question or prompt on the front. A short, clear answer on the back.

Flash Cards: A Student Guide

Why Use Flash Cards?

Flash cards help you remember more, understand better and feel more confident in exams. They work because they make you think, not just reread.

How Flash Cards Help Your Brain

1. Active recall - trying to remember strengthens memory.
2. Spaced practice - revisiting cards over time helps learning last.

Making Good Revision Cards

Front: One question, prompt or case-study question. You can colour-coordinate topics if this helps.

Back: A short, clear answer, such as facts, data, quotes, definitions or key information.

Tips: Use one idea per card, write in your own words and keep it short.

Using Revision Cards Properly

1. Read the question.
2. Say the answer out loud.
3. Check and correct your answer.
4. Repeat the cards you find tricky.

Revise for 10-15 minutes at a time.

Key Message

Flash cards work when YOU do the thinking.

GCSE Flash Cards: A Parent Guide

What Are Flash Cards?

Flash cards help students practise remembering rather than rereading. They support independent revision and confidence and are useful for facts, definitions, formulae, dates, quotes and key vocabulary.

How Flash Cards Help Learning

They combine active recall - testing memory - with spaced practice, where information is revisited regularly over time.

How Parents Can Help at Home

1. Ask your child to explain an answer out loud.
2. Encourage short, regular sessions of 10-15 minutes.
3. Praise effort and routine, not just correct answers.
4. Provide a quiet space and regular time for revision.

What to Avoid

- Long sessions that lead to tiredness or stress.
- Reading the cards instead of testing knowledge.
- Doing the revision for your child.

Key Message

Small amounts of regular revision, supported calmly at home, make a big difference.

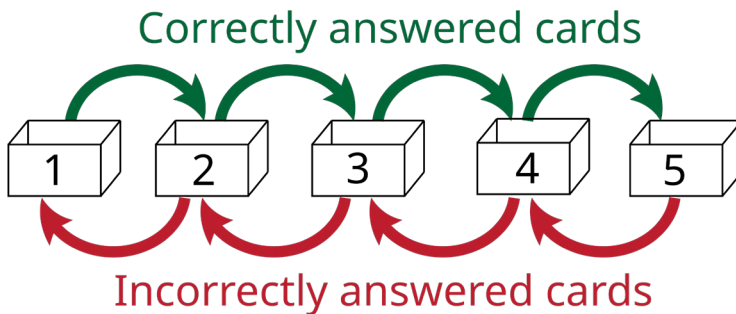


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METHOD 2

The Leitner Method

Use a five-box system to revisit difficult knowledge more often.



Correct answers move forward. Incorrect or uncertain answers return to Box 1.

The Leitner Method: A Student Guide

What Is the Leitner Method?

The Leitner Method organises revision cards into five boxes. Difficult cards are reviewed more often; secure cards are reviewed less often.

Why Use It?

It targets weak topics, makes revision manageable, shows progress and uses correction to strengthen memory.

How to Use the Boxes

1. Put every new card in Box 1.
2. Test yourself without looking at the answer.
3. If correct, move the card to the next box.
4. If wrong or unsure, return it to Box 1.

Review Routine

Box 1: daily; Box 2: every two days; Box 3: twice a week; Box 4: weekly; Box 5: fortnightly.

A 15-Minute Session

10 minutes on Box 1, 4 minutes on a higher box and 1 minute making a new card for a mistake.

Key Message

Be honest when testing yourself. Correct answers move on; mistakes return to Box 1.

The Leitner Method: A Parent Guide

What Is the Leitner Method?

It is a five-box system for using revision cards. Difficult cards appear more often, so revision time is spent where it matters most.

Why It Helps

It creates a clear routine, keeps learning manageable, corrects errors and makes progress visible.

How Parents Can Help at Home

1. Ask the question and expect the answer without hints.
2. Move correct cards up; return incorrect or uncertain cards to Box 1 calmly.
3. Help your child follow the routine and include difficult cards.
4. Keep sessions short - around 15 minutes is enough.

What to Avoid

5. Allowing cards to move on after a partly correct guess.
6. Testing only easy cards or giving the answer too quickly.
7. Turning the session into a long test or argument.

Key Message

Consistency is the strength of the method: short sessions, honest checking and regular review.



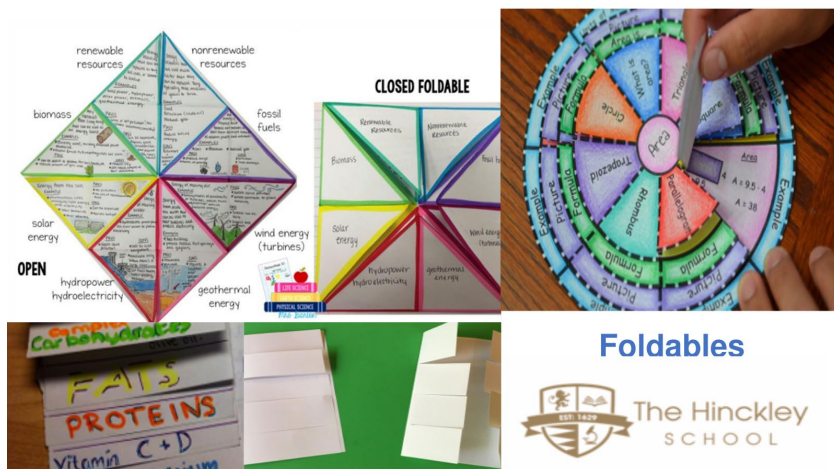
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METHOD 3

The Power of Foldables

Hide information behind flaps, recall it from memory, then open and check.



Foldables use doors, flaps and sections to make revision active.

Foldables: A Student Guide

What Are Foldables?

Foldables are paper revision resources with doors, flaps or sections that hide information. They help you test what you know rather than simply read it.

Why Use Foldables?

1. Break a topic into smaller sections.
2. Connect key words, images and facts.
3. Use active recall by hiding the answer.
4. Spot the areas you still need to revisit.

How to Make a Simple Foldable

1. Use a sheet of A4 or A3 paper.
2. Fold the paper into clear columns or sections.
3. Fold the outside columns towards the centre.
4. Cut the front sections to make doors or flaps.
5. Put a key word, question or image on the front.
6. Write short facts and details behind each door.

How to Revise With It

7. Close every door.
8. Say or write what you remember.
9. Open the door and check.
10. Repeat the sections you found difficult.

Key Message

The flap must hide the answer. Recall first, then open and check.

Foldables: A Parent Guide

What Are Foldables?

Foldables are simple paper resources that hide facts behind doors or flaps. The key word or question stays visible so students can practise recalling the hidden information.

Why They Help

1. Make larger topics feel manageable.
2. Encourage active recall rather than passive reading.
3. Help students organise and connect information.
4. Make gaps in knowledge easy to notice.

How Parents Can Help at Home

1. Keep the flap closed and ask what is behind it.
2. Ask your child to explain the answer in their own words.
3. Mix the order so they do not rely on a pattern.
4. Praise the thinking and checking, not the appearance.
5. Revisit difficult sections in another short session.

What to Avoid

- Making the foldable for your child.
- Spending more time decorating than recalling.
- Opening the flap before attempting an answer.
- Copying large sections from a textbook.

Key Message

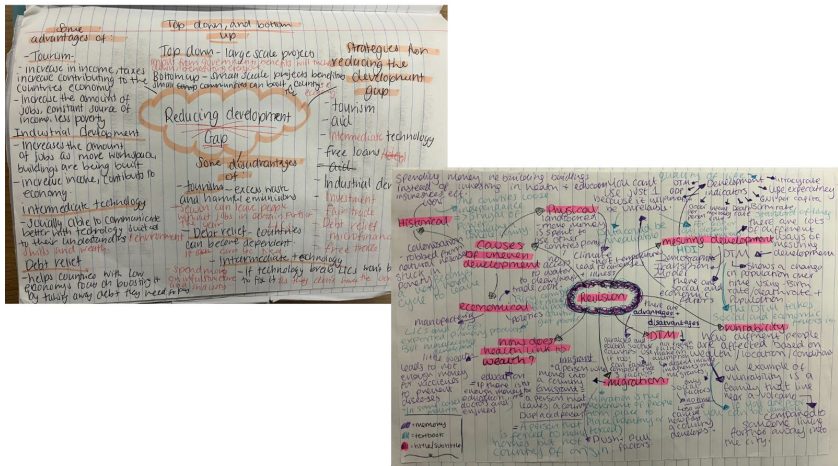
Foldables are most useful when the hidden information is tested regularly.

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METHOD 4

Mind Mapping

Build connections from memory and use a second colour to fill the gaps.



Start with a brain dump, organise the ideas, then check and improve.

Mind Mapping: A Student Guide

What Is a Mind Map?

A mind map places one topic in the centre and connects it to main ideas, key facts, words, colours and symbols.

Why Use Mind Maps?

1. Test recall and make connections.
2. Help with visual memory.
3. Show links within a topic.
4. Reveal gaps in knowledge.

Mind Mapping From Memory

1. Write the topic in the centre of a blank page.
2. Complete a brain dump of everything you remember.
3. Group ideas into main branches.
4. Add short sub-branches for key facts.
5. Use a revision guide to check what is missing.
6. Add missing information in a different colour.
7. Explain the map out loud, then cover branches and test yourself.

Remember

- One mind map should cover one topic, not one lesson.
- Use key material only - it is not a page of notes.
- Messy is fine. Thinking matters more than presentation.

Key Message

Start from memory. Check and improve only after you have tested your brain.

Mind Mapping: A Parent Guide

What Is Mind Mapping?

Mind mapping helps students recall a topic and see connections between its main ideas. It should begin from memory, not by copying notes.

Why It Helps

It strengthens recall and visual memory, links ideas, makes missing knowledge visible and encourages students to explain their thinking.

How Parents Can Help at Home

1. Give your child blank paper and a clear topic.
2. Ask for a first version from memory, then: 'Talk me through this branch.'
3. Cover a branch and test what they can recall.
4. Let them check a revision guide afterwards and add missing points in another colour.
5. Display the map and return to it later.

What to Avoid

1. Copying a ready-made map before attempting recall.
2. Judging the map by neatness or artwork.
3. Giving answers too soon or adding full paragraphs instead of key words.

Key Message

If your child can explain the branches without looking at notes, the revision is working.



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