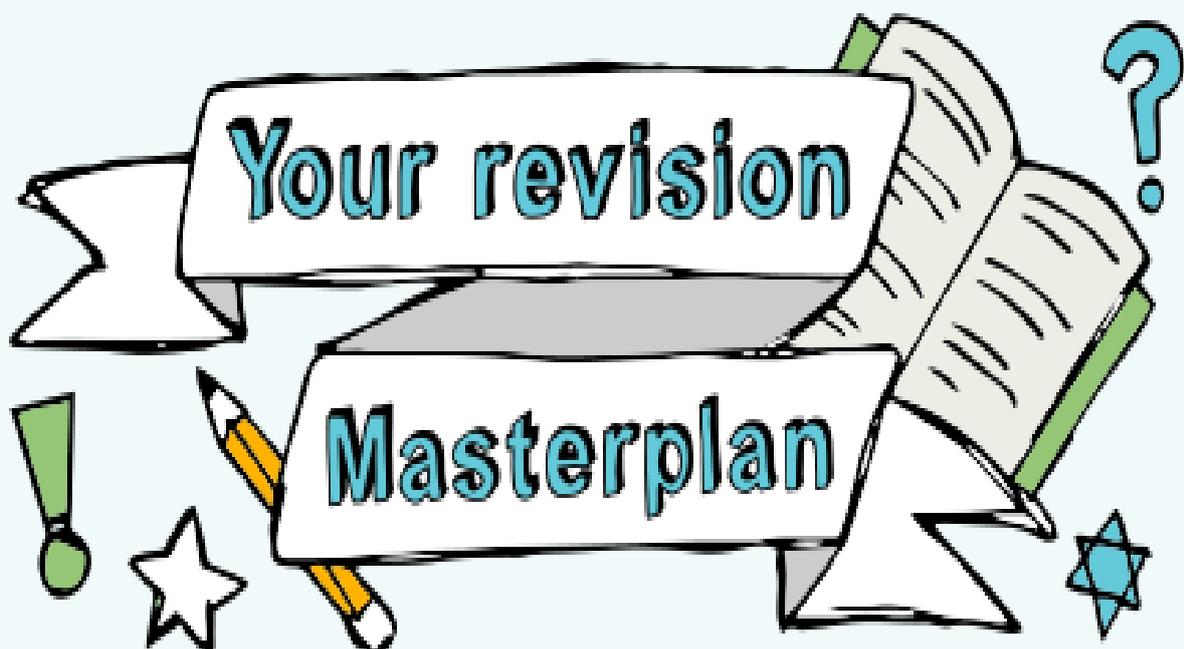




Hinckley
ACADEMY

Looking after your wellbeing:

Revision Tips & Tricks



Revision Tips + Tricks

(More information available from: <https://www.mindtools.com/>)

What will I learn?

1. How to prepare for revision
2. How to pick a revision approach
3. Revision methods
4. Where you can find revision resources online



Being honest with yourself before you get started

Revision may be one of the first times that you have had to sit down and study without a teacher checking on you.

For some students this can be off-putting because they're not quite sure where to start, but other students love the idea of managing their own time. It's important to honestly think about how you feel about doing work on your own, and remember there's nothing wrong with feeling unsure about what to do. If you decide that you would like some guidance on how to get started just ask your teacher or tutor – they would be happy to help! 😊

The first time you are put in charge of your own study time you'll probably find that you won't *actually* do any work. Reasons for this include:

- Not having the correct study materials
- Being unsure of how to organise study time
- Getting distracted
- Not being engaged with the work

Preparation

If you are not sure whether you are prepared to revise or not you could make a revision checklist and find out. Your revision checklist might look something like the one below, and should include space for you to say how you are going to resolve any checks that you have answered 'No' to:

- Do you have everything that you need? **Yes/No**
 - If not, how and when are you going to get your study materials?

- Do you know what you need to study and how you are going to do it? **Yes/No**
 - If not, how are you going to find this information out?

- Have you eliminated distractions from your study area? **Yes/No**
 - If not, how are you going to do this?

- Are you feeling well enough to study today? **Yes/No**
 - If not, when are you going to rearrange your study time for?

If you find that you are struggling to concentrate or make time to revise it would be a good idea to work on your time management and concentration skills (tips + tricks handouts are available for this).

Revision approaches

No one likes to think about what subjects or topics they struggle with. However, this is something that you *need* to think about when you are deciding what to revise. The three main approaches to revision are:



1. Focusing revision on the subjects/topics that you are struggling with

- This approach means that you heavily focus on subjects/topics that you are unsure of and briefly revise subjects and topics that you feel confident with

2. Focusing revision on your subjects/topics equally

- This approach means that you revise all your subjects and topics for the same amount of time

3. Mixed

- This means that you use both of the approaches above but apply them to different subjects, e.g. focus on revising specific topics for English (like grammar) and focus on revising all of your Geography topics

It is important to choose the revision approach that you think will best fit your learning style. Consider questions like: will you make time to study everything equally? Is your memory good enough that you can afford not to thoroughly revise a subject?



REVISION TIP: Look at the bigger picture

Sometimes revision is about working really hard to make sure you can get full marks on every question but one or two that you are not really sure how to answer. It's okay to not be able to wrap your head around some topics – no one understands everything perfectly. It doesn't matter if you lose a few marks on some questions as long as you have worked hard to revise other sections to make up for it.

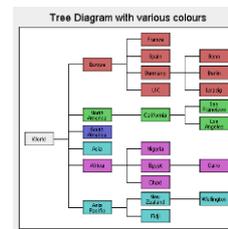
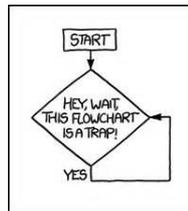
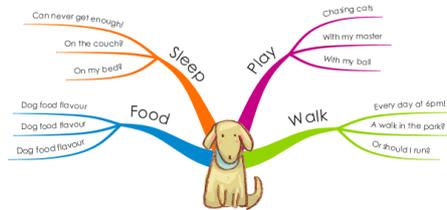
Don't forget: You can only do your best and that is ALWAYS good enough.

Revision methods

Now that you have all of your study materials ready to use and you have decided how you want to revise, the next step is to decide what revision methods you want to use.

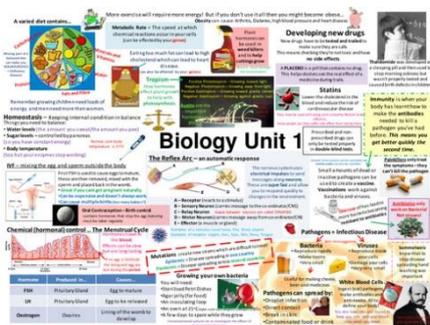
Revision methods (or revision techniques) are ways that you can structure your study materials to help you understand and remember information. It is important to note that what works for other people won't always work for you, and it is worth trying lots of different revision methods to see what helps you the most. It can also be useful to do some online quizzes and find out your learning style (e.g. visual, auditory, kinaesthetic or reading/writing) before deciding what revision methods to try. Learning styles can help you decide what revision methods should work best for you (in theory).

The following list includes some common revision methods and tools that you can try out:

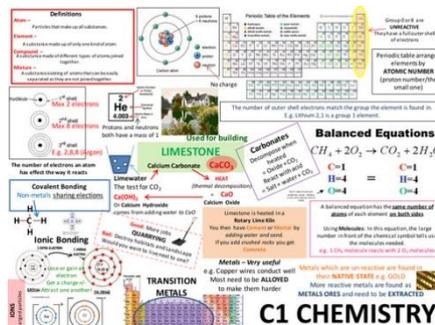


• **Create mind-maps, flow-charts or tree diagrams**

- Mind-maps, flow-charts and tree diagrams are useful tools for visual learners
- You can create different mind-maps, flow-charts and tree diagrams for different subjects or topics, e.g. you could create a mind-map specifically to help revise anatomy for Biology
- It is a good idea to use colour to make different sections stand out or as part of a colour-coded system
- These revision tools can be drawn by hand or created online and printed off ready to be filed with your study materials
- You could also put them up in your study area for easy reference



and



• **Create revision posters**

- Posters are a versatile revision tool are useful for visual learners

- You can easily fit

images and information on posters so they are useful tools for displaying information that is linked to pictures (e.g. anatomy diagrams) or stories (e.g. mnemonic stories, creative writing inspiration)

- Posters can be created by hand using coloured pens/pencils, coloured paper, and magazine cut-outs
- Posters can also be created on a computer using Word, Publisher, Paint or any other software tool of choice

• **Create a podcast/voice recording**

- Podcasts and voice recordings can be a useful way of learning if you are an auditory (or kinaesthetic) learner
- If you prefer listening over reading then you could find revision podcasts online or create your own tools using the following methods:
 - Use a voice recorder app to record yourself while you read out loud your written notes for a subject
 - You can then listen to your recording while doing other activities (like walking to or from school) and you don't have to worry about making time to sit down and read your notes
 - Create a song involving some subject information or key words
 - Your song doesn't have to be made completely from scratch or a full ballad, even changing the words to a basic nursery rhyme can work – you just have to get creative!
 - Create a podcast

- There are a variety of ways that you can incorporate learning into a podcast, such as:
 - Making up a news story that features all of the key words that you need to remember for a subject
 - Reporting on a relevant news article and discuss the story in reference to your subject, making reference to key information that you need to remember (e.g. dates, names)
 - You could create a podcast with a friend or group of friends and have a discussion about your subject or a debate
- Creating a podcast can also be a great way of remembering a mnemonic story that you have created
 - Example: pretend that you are a voice actor reading out a real story book and read out your mnemonic story



- **Create a summary grid**

- Summary grids are good options for people who learn best by reading and memorising information
- Summary grids can be especially useful for the following situations:
 - Memorising key information and how it ties in to other topics
 - If you have to do a comparison of two or more topics
 - If you have to discuss advantages and disadvantages
 - If you have to remember key dates, names or events
- You may want to create and use summary grids as a complementary revision tool for another method, like a revision poster

Historiographical terms for use at IB Level

Observations: Leopold von Ranke's Historicism movement in the late 19th Century laid the framework for modern historiography. From the scientific methods of source analysis it promoted, historians quickly moved from describing "what" happened and towards a consideration of "why". In the late 20th Century, however, the postmodernists argued that Historicism was fundamentally flawed: all historical sources were both biased and incomplete so it was impossible to reach any valid conclusions. This created "The Crisis of History" which has called into question the whole validity of the discipline.

"Sources CAN be used to reconstruct the past"	Historicism (late 19thC)	Leopold von Ranke pioneered a scientific approach to the study of history based on the objective analysis of primary sources. In this way he hoped to show History "as it really was" (<i>als es eigentlich gewesen</i>).	Empiricism (History as a science) Historicists focus on the use of source materials to reconstruct the past scientifically.	Positivism Embraces human agency in historical affairs. Embraces the potential of historical sources to provide an accurate and complete vision of the past. Embraces an <i>empathetic</i> approach towards the people of the past.
From this approach, what lessons can be drawn about how historical change occurs?	Accidentalist	<u>Accidents</u> are the main driving force of historical change: a mosquito bite prevented Trotsky being fit enough to seize control of the USSR; a change in wind direction blew William the Conqueror to England.	Nihilism "Lessons cannot be drawn from history, because it has no particular path"	Narrative - Chronology The conviction that random events can change the course of history was popularised by <i>AJP Taylor</i> and remains highly popular in TV series and cinema dramatisations.
	Intentionalist	The <u>free will of individuals</u> are the main driving force of historical change. It is the ambitions, actions and intentions of these people that are paramount.	Teleology "Lessons can be drawn from history, because it has a path which we can choose to follow or to change"	Biography - Hagiography This "Great Man" approach produces chronological narratives: works of biography, <i>hagiography</i> (=highly positive biographies) and <i>psychohistory</i> .
	Hegelian	<u>Intellectual movements</u> are the main driving force of historical change. <i>Georg Hegel</i> studied the <i>History of Ideas</i> .		Dialectics - Analysis Change occurs by the clash of the old (<i>orthodox thesis</i>) against the new (<i>revisionist antithesis</i>) to produce a <i>synthesis</i> . This synthesis becomes the new thesis (or " <i>paradigm</i> ") and then the process of clashes (" <i>dialectics</i> ") repeats.
	Marxist	<u>Economic forces</u> are the main driving force of historical change. <i>Karl Marx</i> adopted a <i>cliometric</i> approach: a reliance upon statistics.	Determinism "Lessons cannot be drawn from history, because it has a path which we cannot change"	Meta-Narrative – Total History Works of the <i>Annales school</i> are characterised by a multi-layered approach which seek to integrate long-term, mid-term and short-term factors together in a massive narrative of " <i>total history</i> ". The most famous example is <i>Braudel's Mediterranean and the Mediterranean World in the Age of Philip II</i> .
	Structuralist	<u>Political and military structures</u> are the main driving force of historical change. Sometimes known as the <i>functionalist</i> position.		
Annales	<u>Geography</u> is the main driving force of historical change (e.g. access to and debates over natural resources, climate change).			
"Sources CANNOT be used to reconstruct the past"	Postmodernism (late 20thC)	Foucault argued that because historical sources are biased, incomplete, and language itself has no fixed meaning, the past will always be essentially unknowable.	Philology (History as an art) Postmodernists focus on the study of language (<i>philology</i>), in particular, <i>inter-textual deconstructionism</i> – pulling texts apart to highlight ambiguities, contradictions and omissions.	Negativism Rejects human agency in historical affairs. Rejects all sources as being incomplete and biased. Rejects an <i>empathetic</i> approach (the possibility of understanding people from the past on their own terms).

- **Teach the subject to someone else!**

- Teaching your revision subject to someone else is a great way to test how well you have understood the information you have been revising
- You could teach your subject to a family member, friend, or even have a practice with one of your teachers or learning advisors
- You could teach them one section of what you are revising or create a whole lesson plan to cover everything you have revised for a subject – get creative!
- Try setting your ‘student’ some questions to ask you at the end of the ‘lesson’ to give yourself an extra challenge

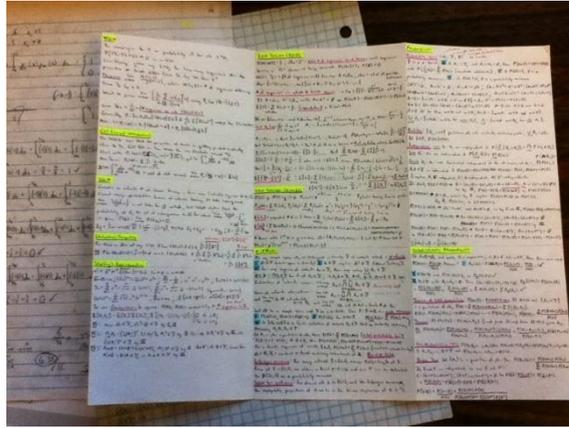
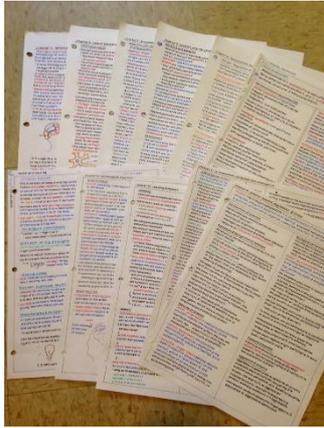


- **Create**

mnemonics

- Mnemonics can be suitable for all types of learners, but may be especially useful for auditory learners who find reciting information helps to memorise it
- There are many different types of mnemonics, such as:
 - Create a narrative
 - Mnemonic stories need to activate your senses and not be vague
 - Mnemonic stories can be fictional or based on real life, and can contain large amounts of information compared to other mnemonic methods
 - An example short story could be as follows:
 - **Tasks to remember:** collecting dog from the vets, posting a parcel, and paying a lawyer
 - **Mnemonic story:** You’re leaving the vets with your dog leaning out of the car window. As you have to stop at a junction he suddenly jumps into a large, open parcel box next to a Royal Mail van. As the parcel is packaged up you see that it is going to the lawyer that you realise you need to pay today.
 - Create a linking mnemonic
 - Linking mnemonics can be based on a familiar route
 - **Example route:**
 - A linking route mnemonic needs to be based on a memorable route (e.g. your route to school)
 - As you visualise the route, you need to add the information that you want to remember at memorable points on the route (e.g. a crooked lamppost)
 - You can then visualise animals, people or objects along the route that will help to trigger your memory
 - e.g. if you are trying to remember Hydrogen you may want to picture a hippo (to remember the letter H) learning against the crooked lamppost

- Linking mnemonics work by tying each item that you need to remember to each other – the trick is that each item **MUST** be used twice to continue the link
- Linking mnemonics also work best when you can visualise a highly unusual image to accompany the linking pair
 - **Example links:**
 - Monkey/sausage
 - Visualise a monkey throwing cocktail sausages at you as you try to catch and cook them – are sausages easy to catch? Are the other sausages burning?
 - Sausage/telephone
 - Visualise a sausage shaped telephone and think about what it feels like to touch it – is it slimy? Smooth?
 - Telephone/Christmas
 - Visualise a Christmas present that you are *super* excited to unwrap and you find out that you have a vivid yellow telephone – are you disappointed? Happy?
 - Christmas/mouse
 - Visualise a mouse wearing an oversized Christmas hat so it can't see where it's going – does it look cute? Funny?
- Create a name mnemonic
 - Create a name out of the words that you need to remember
 - A common example is: **ROY G. BIV**
 - **R**ed, **O**range, **Y**ellow, **G**reen, **B**lue, **I**ndigo, **V**iolet – the colours of the rainbow
- Create a ridiculous piece of advice
 - The more ridiculous or silly the advice is the more likely you are to remember it!
 - **Example:**
 - You are trying to remember the Spanish word for slow (*lento*)
 - You want to link it with the word 'lentils'
 - You then need to create a silly piece of advice including what *lento* means (slow) using your link word 'lentils'
 - e.g. *Lentils* actually **slow** down the time around them. Don't believe me? Try smearing some *lentils* on your watch and see what happens. Pretty soon, it'll be **slow**.
- Create a rhyme
 - Create a basic rhyme using the letters of your word (as seen above with 'Difficulty')
 - Change the words to another rhyme, such as a nursery rhyme, to make it include any key words or key information that you need to remember
- Create a sentence
 - Use the letters of the words that you need to remember and create a sentence (as seen above with 'Laugh')



- **Create condensed notes and colour code**

- Condensed notes are effectively all of the information that you need to remember for individual subjects or topics written down in condensed handwriting on A4 or A3 sheets of paper
- Condensed notes can be a useful revision tool for learners who find it easiest to remember information through repetitive reading and writing
- You may find it useful to colour code or highlight your notes (e.g. each different topic section has a different colour, key words or equations are highlighted)
 - If you colour code your condensed notes you may also want to try associating your colour codes on exam day with nail varnish, bracelets or coloured pen on the back of your hand
 - This would work by painting your nails or wearing bracelets with corresponding colours, or drawing little stripes of matching colours on your hand to help remember your notes



- **Create/use flashcards or revision cards**

- Flashcards and revision cards are useful for all types of learners because they test your ability to read and memorise information
- Flashcards typically include a 'trigger' word, question or phrase on one side of the card and then bite-sized chunks of information on the other
 - The idea is that you read the trigger word, question or phrase and then try to remember what it is or how to describe or use it
 - If you cannot remember (or want to check your answer) then you can flip over the card and read your chunk of information on the other side
 - **Example:** What are the different types of tectonic plate boundaries?
 - On the back of the card you would have the answer to the question, and possibly some additional information about tectonic plate boundaries, e.g. constructive plate boundaries occur when plates move apart

- Revision cards are like combinations of other revision tools and flashcards, since they have small amounts of information condensed on the card
 - The idea is that you read from the card and try to remember what you have read once you have put the card face down (the back of the card should be blank)
 - If there is anything you could not remember then you can pick the card back up and re-read it until you can remember it all
 - **Example:** You could draw mini mind-maps on your revision cards, write colour-coded condensed notes, or create a small summary grid with key information

! Caution: Make sure that you do not overload your cards with information !

- **Create or use quizzes, crosswords or quiz-searches**

- Quizzes, crosswords and quiz-searches are useful complementary revision tools to test your knowledge about different subjects or topics
- You can find quizzes, crosswords and quiz-searches on various revision websites to complete online or you can print them off to complete by hand
- If you are not a fan of the type of quizzes, crosswords or quiz-searches you find online (or they do not have the information you specifically want to revise) you can always make your own!

- **Tip:** It is useful to create your revision tools in advance of completing them because it will be more of a challenge to remember the answers or find the words

Across

1. an example of a longitudinal wave (5, 5)
5. what is the distance travelled by light in one year called? (1, 5, 4)
6. What is the most common element? (8)

Down

2. In which galaxy is the Solar System found? (5, 5, 3)
3. What is a galaxy? (1, 10, 2, 5)
4. what is the name of the instrument used to detect earthquakes? (1, 11)

Clues

How are atoms in polymers held together? (6, 8, 5)

What are esters used for? (6, 7)

Across

1. an example of a longitudinal wave (5, 5)
5. what is the distance travelled by light in one year called? (1, 5, 4)
6. What is the most common element? (8)

Down

2. In which galaxy is the Solar System found? (5, 5, 3)
3. What is a galaxy? (1, 10, 2, 5)
4. what is the name of the instrument used to detect earthquakes? (1, 11)

Check Answers **Give up and see the answers**

Revision websites

A lot of information is available online from revision websites. Revision websites contain various resources (e.g. presentations, games) and can allow you to use or create your own revision tools.

The following revision websites are free to use but will mostly require you to create a free user account before you can access resources and past papers:

- GetRevising <https://getrevising.co.uk/>
- BBC Bitesize <http://www.bbc.co.uk/education>
- S-cool <http://www.s-cool.co.uk/>
- Revision World <https://revisionworld.com/gcse-revision>
- Quizlet <https://quizlet.com/diagram-showcase>
- Everlearner for Science and PE [The EverLearner :: Home](#)

An alternative to using material from revision websites is to visit websites that teachers contribute to. The following websites allow you to create free user accounts and access teaching materials and past papers:

- Teachit English www.teachit.co.uk/english
- Teachit Maths www.teachit.co.uk/maths
- Teachit Science www.teachit.co.uk/science
- Teachit Languages www.teachit.co.uk/languages
- Teachit History www.teachit.co.uk/history
- Teachit Geography www.teachit.co.uk/geography

Don't forget the Oak National Academy website allows you to re-visit lessons from your subjects through online videos and worksheets.

- Oak National Academy <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4>

You can also download past papers and mark schemes by going directly to your exam board website. The two websites below take you directly to the past paper search page for AQA and OCR exams:

- AQA past papers and mark schemes
[AQA | Find past papers and mark schemes](#)
- OCR past papers and mark schemes
[Past papers materials finder - OCR](#)
- Edexcel past papers and mark schemes
[Past papers | Past exam papers | Pearson qualifications](#)

You can also access the **GCSE Advanced Information** documentation for each subject on the Hinckley Academy website using the following link:



Students First, It's About Learning, No Barriers



Hinckley
ACADEMY

