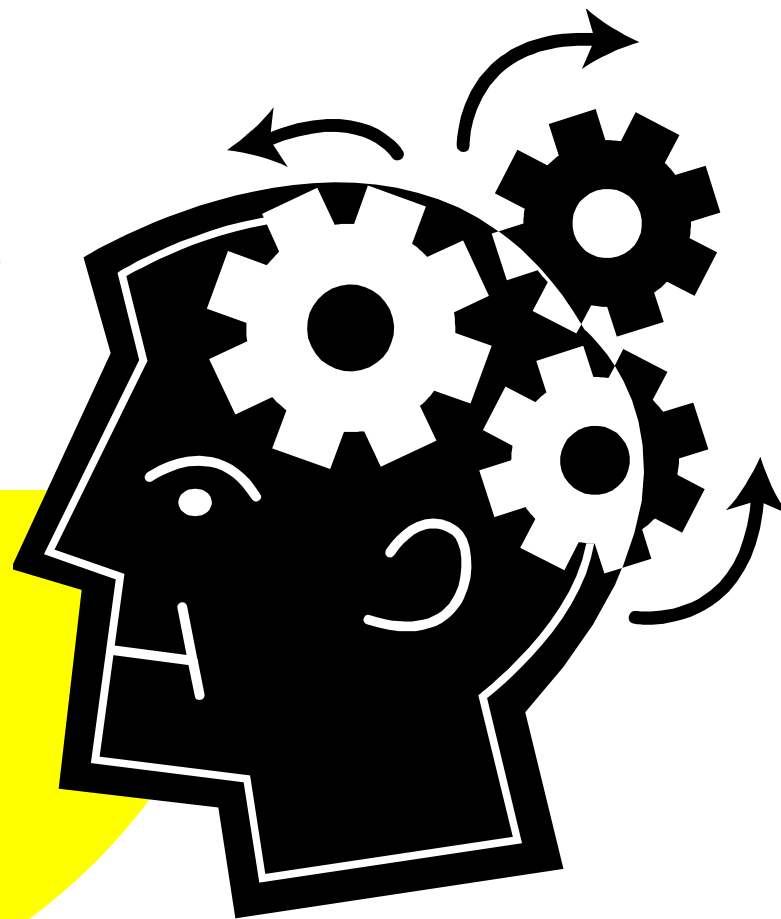




HENLEY-IN-ARDEN
SCHOOL

Achieving Excellence Together



Revision Strategies

- ▶ **80% of information is gone by the next day**
- ▶ **There are clear strategies to solve the problem**
- ▶ ***Coming into tutor time to offer strategies***



Let's start with what not to do!

Don't imagine you can learn everything you need to know the night before the exam. Your memory won't cope and, apart from anything else, it may well turn out that you have more than one exam on the same day. What then?



Commitment.



Don't imagine that life will go on as 'normal' during important examinations.

It won't. This is a critical time in your life, possibly with HUGE implications for your future. You must be prepared to make some sacrifices to make sure that you do the very best that you can.



Getting help.....

Don't be negative about what you think you can achieve.

Revising thoroughly and receiving the help and support of the people around you will make all the difference. So, don't tell yourself you "can't do it anyway" – that's just opting out.





Don't think it will be enough simply to read through your notes. It won't. Very few of us have a photographic memory. You will need to employ other techniques.



Don't...



- ▶ be too hard on yourself. Revision is vital, but you do have a life.
- ▶ just sit reading.
- ▶ watch TV, listen to loud music, have 'Facebook/Twitter' minimised, face a window.
- ▶ be tempted to go out with your mates



**OK, so let's be positive.
How can we make
certain that we are fully
prepared for exams?**



Positive actions



- ▶ **Come to school!**
- ▶ **Listen in class and complete all your class and homework to the best of your ability.**
- ▶ **Make sure that your coursework is completed on time and, again, to the best of your ability.**





- ▶ **Make sure that you know what your target grades or levels are and, most importantly, *what you need to do to achieve them.***
- ▶ **Check this against your own work. Identify with your teacher what you need to focus on to improve your work and increase your chances of improving your target grade.**



Give yourself the best chance you can.

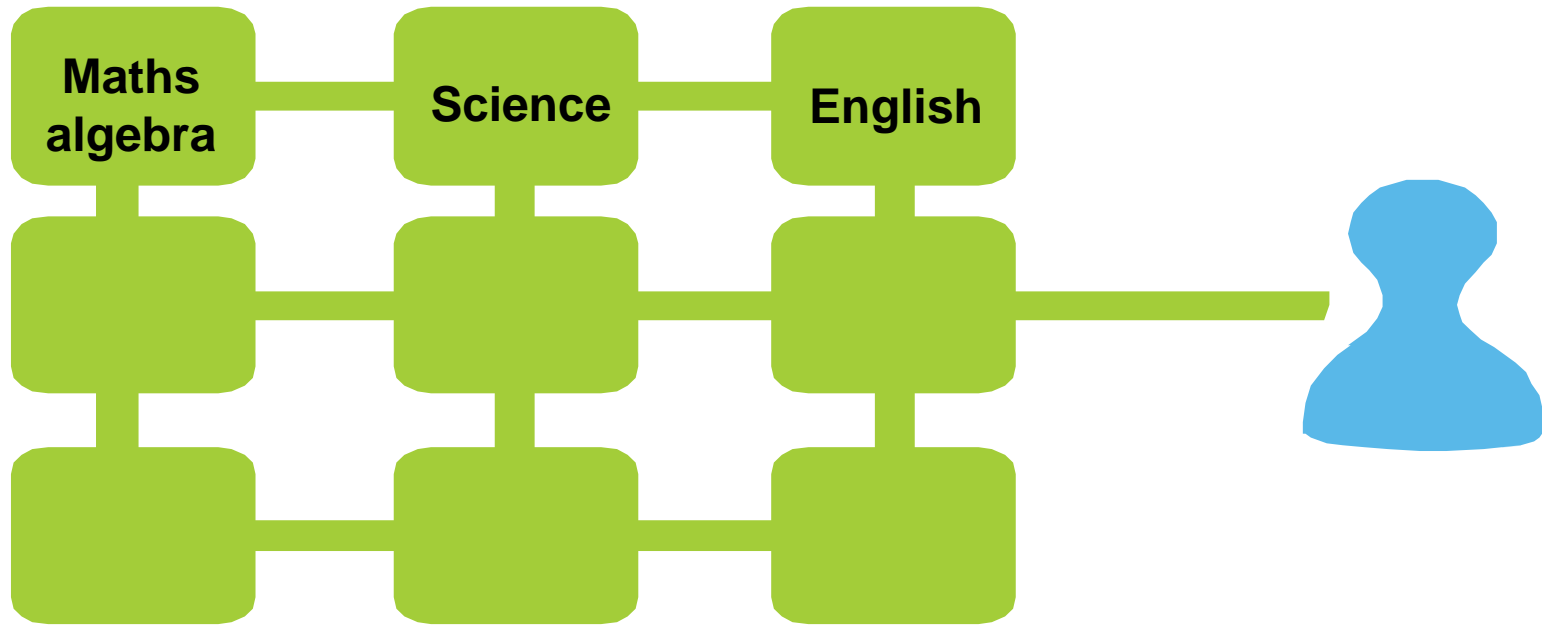
- ▶ Go to revision classes offered by your teachers!
- ▶ Revision needs to be planned. As soon as you know when your examinations will take place, draw up a revision timetable.

Be specific: don't just write in '*maths*' – write in '*maths, algebra*', for example.



Give yourself the best chance you can.

Stick to your timetable, but build in room for manoeuvre. Make sure that all areas of each subject are covered within your timetable.



FOCUS...

- ▶ **Avoid the temptation to focus on what you are good at or what you most enjoy. We all do this to make ourselves feel successful, it's human nature.**
- ▶ **Make sure you devote extra time to those areas you find more difficult and, possibly, less interesting. You can bet your life that these things will crop up on an exam paper.**



Pacing yourself...

Plan your revision in half hour chunks with built-in breaks of at least 5 minutes. Every couple of hours, take a slightly longer break of, say, 15 minutes. During your break, forget about revision – have a drink and a snack. Talk to your family!



After all, your friends will be unavailable...they'll all be revising!



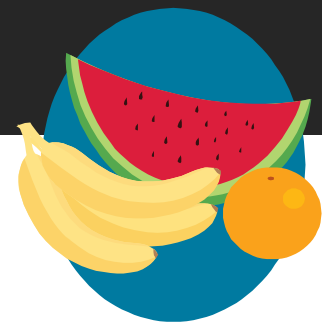
Preparing to learn...



Revise in a quiet environment. Close the door. Ask your friends not to call, text or e-mail you and tell your brothers and sisters to stay out!



Stamina...



- ▶ Examination time is not a good time to go on a diet!
- ▶ Eat breakfast!
- ▶ Eat lunch!
- ▶ Eat dinner!
- ▶ Eat healthy snacks!
- ▶ Your brain needs and uses energy and burns calories. So feed it!

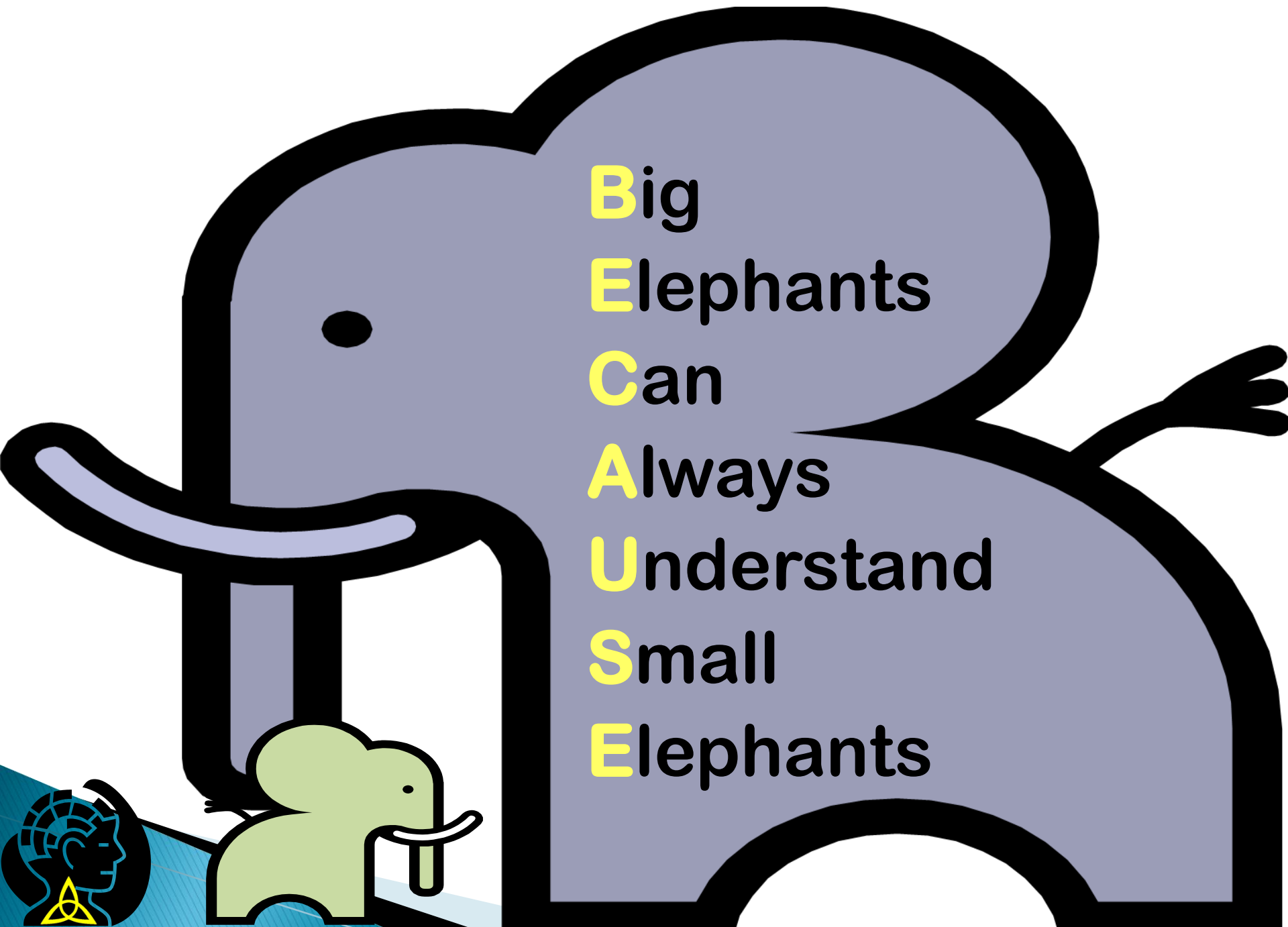


So, how will you learn?

What techniques will you use?

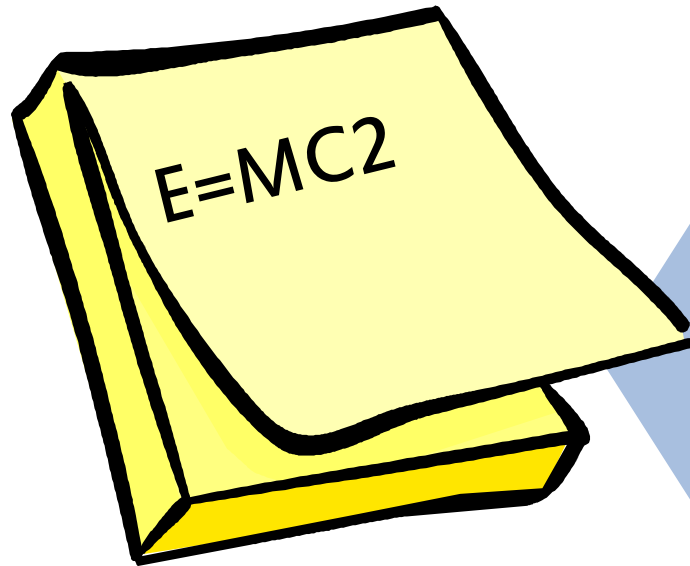
- ▶ We all have different learning styles, but a mixture of all of them suits most of us best. Here are some you might like to try:
- ▶ You will need to write things down. You may need to do this more than once to get it into your head.
- ▶ Complete practice papers. Your teachers will be only too happy to mark them and give you advice.





Big
Elephants
Can
Always
Understand
Small
Elephants

Things you can try

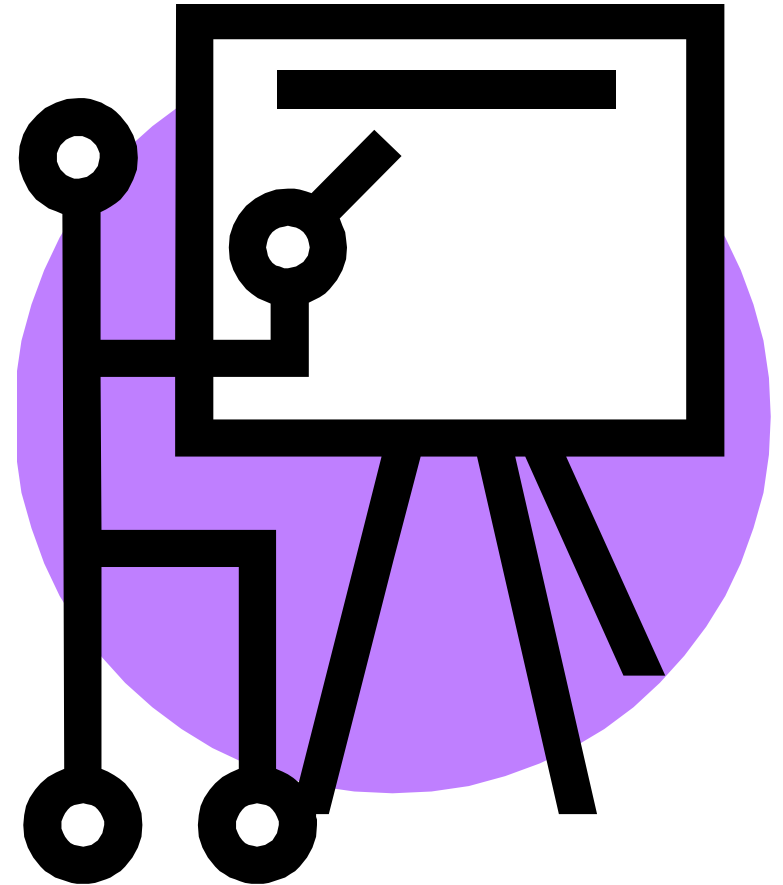


Use post-it notes, strategically placed around your home, to remind you of tricky facts. You need to choose places you go to regularly.



Things you can try.

- ▶ Ask someone in your family to test you.
- ▶ Be the teacher! Once you have revised a topic, try teaching it to someone else.



Things you can try.

- ▶ You might try recording your own notes and listening to them last thing at night.
- ▶ Upload your recording to your MP3 or MP4 and listen to it on the way to and from school etc.
- ▶ If you are musically inclined, set your notes to the tune of your favourite tune and sing them!



Things you can try ...



**Don't forget the internet!
If you have a computer at home, there are many excellent revision websites, not least the school's own Moodle website.**

Your teachers will be able to advise you of the best places to look.



Strategies...

▶ **Speed date**

- The value in this comes from the pupil verbalising and explaining; it doesn't matter if the person they are talking to has no knowledge or interest in the topic.
- Simply give each student ten minutes to prepare their three minute presentation; then arrange two concentric circles, one facing in and one facing out. Pupils on the inside give their presentation and are quizzed on the details by the pupil on the outside; pupils on the outside give their presentation etc.; the outside circle moves round one place. Repeat.



Strategies...

▶ **Mind-mapping session**

- Big paper and coloured pens make all the difference; can be done in silence or in groups of pupils revising the same subject

▶ **Taking notes from text books or exercise books**

- Not a brilliantly effective strategy for most learners, despite being the default revision strategy. Nevertheless, can be used sparingly.
- Variations include “look, cover, check”; different forms or colours of note taking.



Strategies...

▶ **Beat the expert**

- Either the teacher (if you're feeling confident or another expert) tackles increasingly difficult, but relevant, questions from the rest of the class.

▶ **Market place**

- If sufficient numbers of the class are studying for the same subjects, then group the pupils so that each group has at least one representative for each subject. Each pupil then tells their small group the three top facts for their subject; the group then sets up a market stall selling "their" facts in exchange for the facts from other groups
- A variation of this involves setting up a currency within the class so that each group can buy or sell facts. The winner (if competition is helpful) is the group who has made the most money.



Strategies...

▶ **Reducing notes**

- Ask the class to find a page of notes that they want to revise.
- Give them 10 minutes to rewrite those notes in only a hundred words
- Repeat but reduce the number of words; change the time available etc.
- A variation is to do this in terms of the amount of time available to read out the notes. E.g. after taking notes they have to recite or explain them in just two minutes.

▶ **Standing up and talking**

- After giving some time for the class to check notes or text books, ask the whole class to stand up and speak about their topic without stopping or consulting their notes. Once they run out of things to say, they should sit down. The winner is the last person standing.



Strategies...

▶ **Just a minute**

- Either in groups or as a whole class, each of four competitors has to speak for a minute on their topic (i.e. the one they want to revise) without deviation, repetition or hesitation. I'm sure you know the rules!
- A variation is to allow "Timeouts" to consult others in the room or to have two people, one to speak and the other to whisper ideas when they get stuck!



Strategies...

▶ Park bench

- This is an old drama game. Two people are sat on the bench discussing their topics (doesn't matter if they are different topics); at any point the audience can shout "Stop!" and then replace one of the two people on the bench and continue the conversation.
- For example
 - Person 1: I have been practising solving quadratic equations and drawing graphs.
 - Person 2: Graphs are useful in Geography too when considering rainfall in different environments; it affects the rivers
 - Audience member: Stop
 - New person: Rivers are a key theme in the poem we have been studying in English.
 - Audience member: Stop
 - New person: English is a language. French is also a language and I've just revised the conjugation of the verb "to be".



More Strategies

<http://www.henleyschool.com/news/69>

