

# Revision Techniques.



# Command words

So often time and marks are wasted by not **reading a question correctly** or by 'waffling', it is important that you **recognize and understand** the command words within the question before you attempt it to maximize your marks:

<b>Describe</b>	To provide a detailed account of a topic and give reasons for it
<b>Explain/Give Reason For/Account For</b>	To give a clear account of your knowledge and understanding, or give reasons for why something is so
<b>Compare</b>	To show how two, or more, things are different or similar
<b>Analyse</b>	To identify important features of a subject and separate it into parts and examine how they relate to one another
<b>Clarify</b>	To give reasons for
<b>Consider</b>	To examine all the negative aspects of a topic
<b>Criticise</b>	To examine all the positive and negative aspects of a topic
<b>Demonstrate</b>	To examine and give evidence to support an argument
<b>Discuss</b>	To examine by giving positive and negatives
<b>Evaluate</b>	To discuss the worth, importance or usefulness of something by giving evidence to support your view
<b>Explore</b>	To follow the development of something systematically from its origin
<b>Illustrate</b>	To provide the main points, showing the main structure rather than great detail
<b>Interpret</b>	To make compatible that which appears to be in conflict

<b>Justify</b>	To give evidence which supports an argument or idea. Show why decisions or arguments were made considering objections others may make
<b>Outline</b>	To provide a detailed description with examples
<b>State</b>	To express briefly and clearly
<b>Summarise</b>	To give a concise account of the main points omitting detail
<b>Suggest</b>	To expand your knowledge and understanding to a topic you are not necessarily expected to know well and to transfer other knowledge to give a sensible account
<b>List</b>	To gather information from a map or graph
<b>Complete/Finish</b>	To add information to a map or graph – Consider scale and using the right shading

# Memory Techniques

There are a number of memory techniques which may help you to develop a more effective memory. However, before you set out remembering everything in sight, it is important to CONDENSE what you need to learn. CONDENSING your work and identifying KEY WORDS are the first step to committing it to memory

Depending on the subject you are studying, these might be:

**NAMES**

**PLACES**

**DATES**

**FACTS/FIGURES**

**SEQUENCES**

When you have identified the keywords, underline them or mark them with a **highlighter**. It is a good idea to use several pens of different colours. You could even develop a system that uses different colours for different information

**RED**

**PEOPLE**

**GREEN**

**PLACES**

**BLUE**

**FACTS & FIGURES**

**YELLOW**

**QUOTATIONS**

**ORANGE**

**DATES**

Spend about **10 – 15 minutes** learning your list of keywords until you are confident you can recite the list (Also that you know what each word means!!!)

Then, in the weeks leading up to your exam, spend about **5 minutes** on **2 or 3 occasions** to check through the list again. Nearer to the exam, check how well you have remembered the keywords. You should find it easy to recall the list again with only a few minutes revision

# Mind Mapping

This is a very **effective** way of representing **large amounts of information** in an attractive, easily-remembered way. You may have used a 'spider diagram' – which are very similar

- 1) Use a large piece of paper turned landscape
- 2) In the centre write a name of the topic that you are going to revise – and add a simple illustration if you wish
- 3) Now draw lines like branches (coming out from the centre) to represent the main areas of the topic. Each of these can be illustrated or could be in different colour – or a different type face
- 4) In turn, each of these could sub-divide into several more sections. Continue adding more branches until all the main information is on the mind map
- 5) Finish your mind map could contain diagrams, names (and pictures) of important people, dates, places, etc. If it gets too crowded, you could create a separate mind map for that particular section.

Use **doodle, pictures and diagrams**;

- 1) Use different **colour**.
- 2) Use different **type fonts**
- 3) Use **humour** (cartoons), etc
- 4) Design **your own** (don't just copy other peoples)
- 5) **CONDENSE**

*Mind Maps start with a Theme, have main ideas and are held together with detail. Do the following to make them more memorable.*



# Case Studies and Evidence

Case studies and evidence maybe the vain of your life, but you can guarantee you WILL have questions which will require both vague and detailed answers to show your understanding

They help to bring a theory to life and make the real worked more engaging. They illustrate [key points](#), [key messages](#) and how things are done in practice, but there is a lot of detail to remember so to break this down , as well as mind maps, a case study/ evidence cards can be used

For example:

<b>Case Study:</b>			
Topic:			
Section Of Syllabus:			
<b>Location:</b>	Town/City/Region:	Country:	Continent:
<b>What?</b> <b>When?</b> <b>Why?</b> <b>Facts And Figures:</b>	<b>What were the causes?</b>		
<b>What were the effects?</b>	<b>How can the changes be managed or solved? By whom?</b>  <b>What are the options for the future?</b>		
<b>Key Words:</b>			

<b>Evidence:</b>			
Topic:			
Section Of Syllabus			
Source:	<b>Who?</b>	<b>Date?</b>	<b>What?</b>
<b>Why is it important?</b>		<b>What is it explaining?</b>	
<b>What were the effects?</b>		<b>How have they impacted the topic?</b>	
<b>Key Words:</b>			

<b>Book:</b>	
Author:	
Date:	Genre:
<b>Main Characters and Relationships:</b>	<b>Synopsis:</b>
<b>Key Chapter Plot:</b>	<b>Author Techniques:</b>
<b>Key Quotes:</b>	

Separate subjects could be printed on different coloured paper, or each corresponding section in the same colour font

***Try making case study and evidence dominos or snap cards...***

# Timetabling your Revision.

Organising how, where and when you are going to revise is very important and varies for everyone. Good advice is to write out a timetable which you can stick to no matter what the subject

## Warm up your brain

It is always a good idea to warm your brain up before you start to revise. Try some of these:

<b>What If...?</b>	<b>Invent A Name</b>	<b>It Does What?!?!</b>	<b>Plus points</b>	<b>Minus points</b>
<ul style="list-style-type: none"><li>◇ The moon was made of cheese</li><li>◇ All the grass disappeared overnight</li><li>◇ Water was poisonous</li></ul>	<ul style="list-style-type: none"><li>◇ A shampoo that instantly gave you curly hair</li><li>◇ A robot that takes your dog for a walk</li><li>◇ A pair of glasses which shows you what's happening behind you</li></ul>	<ul style="list-style-type: none"><li>◇ Oxyputer</li><li>◇ Kangastep</li><li>◇ Aquadigger</li></ul>	<b>I</b> nteresting points	
			<ul style="list-style-type: none"><li>◇ Everyone should wear a mood badge</li><li>◇ All children should adopt an elderly neighbour</li><li>◇ All cars should be painted blue</li></ul>	

## Set a target and time

Decide what you want to accomplish by the end of your study time and set little targets within this time. Try not to be unrealistic to avoid rushing and missing key points

## Set a reward

When you have set a target and time frame think of a reward you can enjoy when, and only when, these are met. This could be anything from chocolate, playing a computer game or meeting up with friends

## Choose a suitable place to revise

Only you know where you work best and won't be easily distracted, try to think of a place, or better a couple of places, where you will not be tempted to check Facebook, your phone or top up your drink, etc.

## Plan in breaks

Plan breaks at sensible intervals when you can stretch your legs, get a drink and have a short change of scenery. Booking in your lunch break to have a shorter afternoon session than the morning session will make the time go faster. Also consider any programmes you may want to watch – Can you watch them another time on Iplayer?

## How well did you do?

When your time is up look over your progress, have you accomplished all you set out to do? Is there anything you could add next session? Is it time for your reward?

# Stress Busters

“There is no such thing a failure – Only feedback”

Everyone gets nervous before an exam and has different ways of dealing with it. Stress is not essentially the problem but how you respond to it, below are some ways which can help you to relax and concentrate both before and during the exam:

## Visualisation

- ◇ Visit the exam room so you are familiar with its set up
- ◇ Keep visualising the journey from your house to the exam room

## Relaxation

- ◇ Start from the toes: Clench for ten seconds and R-E-L-A-X
- ◇ Move up the body, clenching and relaxing

## Breathing

- ◇ Empty your lungs out and hold for as long as possible
- ◇ Then breathe in slowly and as easy as possible

## The Three Minute Breathing Space

Your breathing space provides a way to step out of automatic pilot and reconnect with the moment at hand

## Awareness

Bring yourself into the present moment by deliberately adopting an erect and dignified posture. If possible, close your eyes and ask: “What is my experience right now...in thoughts...in feelings...and in bodily situations?”

Acknowledge and register your experiences, even if it’s unwanted

## Gathering

Then, gently redirect your full attention to your breathing, to each in and out breathe as they flow, one after the other

Your breathing can be used as an anchor to bring you to the present and help you to tune into a state of awareness and stillness

## Expanding

Expand the field of your awareness around your breathing, so that it includes a sense of body as a whole, your posture and facial expression

# Worry Busters

## Write down your concerns

This immediately helps you to feel calmer and more objective

## Ask the key question: Are these worrying thoughts helpful?

If they are drawing your attention to something that needs dealing with, then start the pattern for dealing with things in the next three points below:

## Face the worst

What's the worst that could happen? Write it down. Now write down a few ways you'd cope if it did happen. Create a plan A and an alternative plan B, then think of the ways to make the worse less likely

## Get the facts

Worry can arise from confusion, or trying to make a decision without enough knowledge. Imagine you are collecting all the facts for someone else will help you stay calm and objective, or try to imagine you're a lawyer, whose job it is to stay impartial

## Analyses the facts once you have them

Decide what to do. DO IT!

## Use your night thoughts

When you've a worry, your mind goes on thinking about it during the night. Lie still for a few minutes when you wake to give helpful ideas a chance to drift into your mind