

Revision Techniques

EFFORT + TIME = SUCCESS



https://youtu.be/qC_cE8-gRtM?si=FZska_XWklq8MDxx

Tip
You could use a brain dump at the start of an exam - see video



Brain Dump

Constantly retrieving the same information will strengthen the memory. Write down as much as you can remember from memory without cheating, then go back and check what you missed. Repeat this retrieval activity many times to see if you remember more.

Match it up!

Using two different coloured revision cards (50/50), find a specific topic and then write out questions that you are not yet confident with on one set of coloured cards. Write out the answers on the other coloured cards, keep the two piles separate and shuffle them. Try to match them all accurately.



Quiz, quiz, trade

As this is a quiz, you need a friend or friends to compete with! Spend 10-15 minutes writing some questions down on revision cards. Quiz each other taking turns and keep a note of the score. The one with the most right answers is the winner!



QUIZ

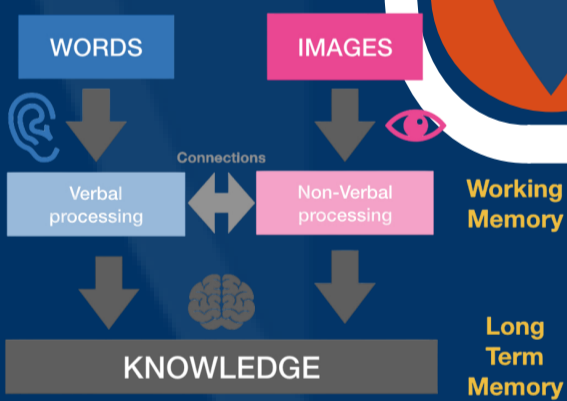
Key words and vocabulary

Find keywords for a subject, or an individual topic, using your revision notes, exercise books, or a glossary or index in your textbooks. Write down the definitions for the words you have found, then see if you can define them in your own words.



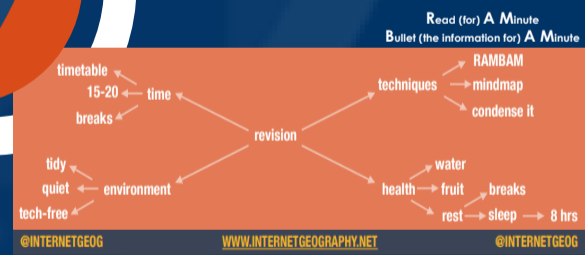
Dual coding and Conversion

Dual coding is the process of blending both words and pictures. Add drawings / pictures to your revision notes to help you remember or turn them into mind maps or brainstorms. You can also try Conversion, where you take information in one format and "convert" it into another format.



Mindmaps

Mind maps use words and images to create strong associations that help you remember what you're studying. Some people use mind mapping as a more 'natural' form of note-taking. You can use mind maps to brainstorm, plan, revise and more.

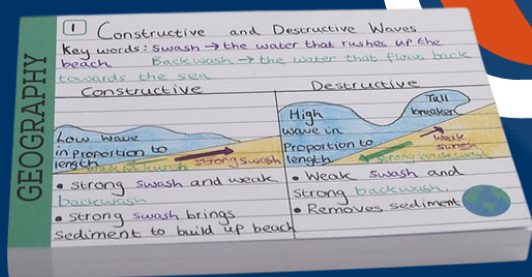


Flashcards

Revision cards are small, double-sided flashcards that emphasise key information. They usually mention the topic/question on one side and important details, keywords, mnemonics, etc., on the other. This helps the brain make better connections between those two pieces of information.



https://youtu.be/afThJNpscZA?si=Q6nU8RmLM79hih_R



Mix and Match

This is a wise way to approach revision. Essentially there are three types of revision; content based, skills based, and reflective. To achieve a high grade, you need to be combining all three.



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Analysing examiners' reports

This is a very powerful revision strategy. An examiners' report is written by an exam board after each exam. It highlights the strengths and weaknesses of the cohort who sat it, and instructs future students where errors were made and what skills/content got the top marks. Available on exam board websites.



Mark schemes

Mark schemes can be used in several ways:

1. simply to assess a practice question
2. help plan a question you are struggling with
3. try and create a different question and mark scheme which follows the same patterns.



QUESTION	ANSWERS	EXTRA INFORMATION	MARK	AO SPEC. #
03.1	To prevent microorganisms / bacteria getting into the milk	Adjust (sub)optimal, exact (start or) quarter	1	ACQ20, 4.1.1.6
03.2	Count the number of colonies on each plate / plate with lowest colonies is from most effective treatment		1	ACQ20a, 4.1.1.6
03.3	Level 3: Accurately logical and detailed answer with no significant weaknesses. The student understands the process and is able to do this for aseptic technique.		5-6	ACQ20, 4.1.1.6
	Level 2: A partial answer with some stages missed or not in logical order.		3-4	
	Level 1: One or two relevant points but little linkage of points or logical order.		1-2	
	No relevant content.		0	
	Indicative content			
	• wash hands before starting work			
	• change work surface			
	• Petri dishes must be sterilised before use			
	• culture media must be sterilised before use			
	• inoculating loops used to transfer microorganisms to the media must be sterilised by passing them through a flame			
	• the lid of the Petri dish should be held with antibiotic agar and the Petri dish opened upside down			
	• culture should generally be incubated at 25°C			
03.4	Any reaction:		2	ACQ20a, 4.1.1.6
	• repeat the experiment several times			
	• find different concentrations			
	• wash hands before treatment			
	• so it is possible to use if treatment kills any bacteria			
TOTAL			16	

Model answer

Model answers are either provided by your teachers or they can be found on the exam board's website. They are great to compare to your own answers, especially when used with the mark scheme so you can see where you can make improvements.



How did England's religion change under Elizabeth? P184 - 185

How convincing is INTERPRETATION about Elizabeth's approach to religion in the first ten years of her reign? (8 marks)

INTERPRETATION Answer from the Royal Historical Society website discussing Elizabeth's approach to religion. The 'intentional' methods for use in history.

The message was very clear that they were all, including Elizabeth, members of the same team, working together for a common goal - that of a united, prosperous England. Extremes were to be avoided in order to unite, not divide, the kingdom. Elizabeth very deliberately disassociated herself from the unpopularities of Mary's regime by signalling how her mind was different.

Level 4: Complete evaluation of the interpretation. Argues about how convincing the interpretation is, shows thoughtful evaluation of the interpretation referring to at least two aspects of the interpretation. (7 - 8 marks)

Level 3: Some relevant material in the context of the interpretation. Answer is supported with relevant but unconvincing. (5 - 6 marks)

Level 2: Some relevant material in the context of the interpretation. Answer is supported with relevant but unconvincing. (3 - 4 marks)

Level 1: Some relevant material in the context of the interpretation. Answer is supported with relevant but unconvincing. (1 - 2 marks)

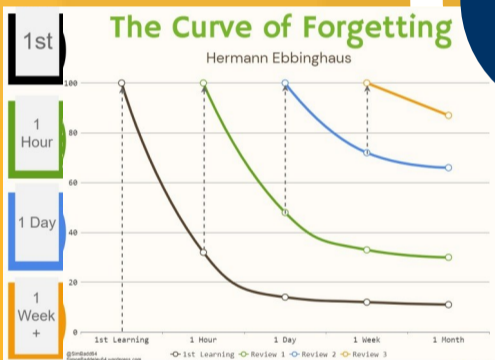
The idea that they were all... Members of the same team' is supported by the fact that Elizabeth viewed the 1559 Religious Settlement as an Act of State, which was to establish a permanent relationship between the Crown and the Church. Elizabeth's determination to respect all her subjects that had been divided within her kingdom in the previous decades under the name of religion. Once the Religious Settlement had taken effect, Elizabeth was quick to ensure that all members of religious communities if it did not challenge all that she had put in place.

Elizabeth was a Protestant but she was pragmatic. She did not compromise by being equally of both sides, but rather she sought to create a new path. She was very clear in her mind and she brought to the head of the Church of England. Elizabeth's approach to religion in the first ten years of her reign was to unite, not divide, the kingdom. Elizabeth very deliberately disassociated herself from the unpopularities of Mary's regime by signalling how her mind was different.

However, there were contributions from those who refused to stand back of England's decision. In 1559 the act of uniformity forced those to go to a public worship. The act was very clear and was not intended until 1562 when Elizabeth's religious settlement was passed. However, there were some who refused to accept the settlement and some who refused to accept the settlement. Elizabeth's approach to religion in the first ten years of her reign was to unite, not divide, the kingdom. Elizabeth very deliberately disassociated herself from the unpopularities of Mary's regime by signalling how her mind was different.

Spacing

In order to help the learning to stick, you need to revise small chunks, repeatedly with a gap, and then return to the same content. This is called 'spaced practice' because there are gaps and is done over a period of time.



Interleaving

Similar to Spacing, the idea here is that you don't spend too long on one topic or one subject. Make a timetable which forces you to mix up topics and not necessarily go over them in order they were first learned. Although it can seem confusing at first, this 'cognitive conflict' is good for the brain.



Blocked practice

9am-10am → 10am-11am →

Differentiation → Integration

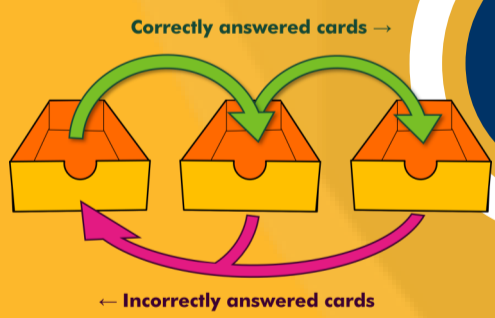
Interleaved practice

9am-10am → 10am-11am →

EXAM STUDY EXPERT

The Leitner System

The Leitner System is a spaced repetition technique for learning with flashcards. Cards are sorted into boxes based on how well the material is known. Correctly answered cards progress to boxes that you don't need to review as often, while incorrect ones are moved back to the first box for more frequent review.



Mnemonics

There are 3 types of mnemonics:

1. Acronyms - create memory words, with each letter representing the first letter of another word,
2. Orders - Make up a sentence that uses the first letter of each word you need
3. Rhymes Acronyms - Match words that rhyme



RICE

Rest the injured area for 48 hours

Ice for 20 minutes at 4 times a day to reduce pain

Compress to help reduce swelling

Elevate the injured limb 8 to 10 inches above the heart

Ten Pandas Visit Andy
Transverse Plane Vertical Axis

Divorced Beheaded Died,
Divorced Beheaded Survived

Chunking

A common mistake students make when revising is overloading their memory. Research has shown that our short-term memory has an average capacity of 5-9 items. You can take a large amount of information into smaller manageable 'chunks'.



<https://youtu.be/hydCdGLAh00>

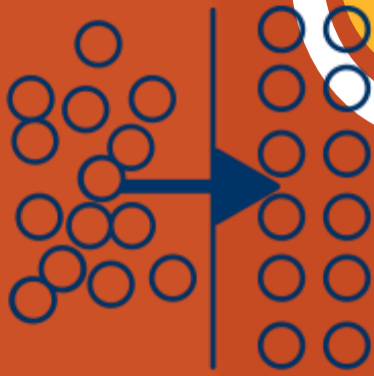


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<https://youtu.be/p60rN9JEagg>



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Get organised

1. Find a quiet space. Get it tidy.
2. Turn off your tech.
3. Re-think your drink - get some water.
4. Know when your exams or assessment are.
5. Create a revision timetable.

Make a revision timetable

A solid revision timetable allows you to cover everything you need to and in good time for the exam. You need to work out how long you have until the exam, how many topics you need to study and then divide it up so that they are all covered over that period.

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Don't rely on cramming

Spaced repetition involves revisiting learned material at gradually increasing intervals. By spacing out revision sessions using your revision timetable, you improve long-term retention and reduce the cognitive load of cramming.

Break it up!

- Break up the time you spend revising.
 - less than 20 minutes - 2 minute break or less
 - 20-30 minutes – 5 minutes break
 - 30-60 minutes – 5-10 minutes
- If you've done a total of 3 or more hours of revision in one day you can award yourself 45-60 minutes.

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Note
These are just guidelines. You need to listen to your body and do what it needs.

Take a Break

Look after yourself!

1. Make sure you rest and get a good night's sleep (avoid energy drinks)
2. Stay hydrated - Around 75% of your brain consists of water. Keep it hydrated.
3. Eat healthy - certain foods can help with stress, boosting your energy and concentration.

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BBC Bitesize

The best brain food for studying and revision - BBC Bitesize



Credit: smpsy, Melica, Hong Vo, Anton Vierietin, bergamont - Shutterstock

Stay hydrated

Around 75% of your brain consists of water. Keeping hydrated can help keep your mind sharp and improve memory and alertness. Staying hydrated is associated with an increased ability to recall information.

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- Drink plenty of water during the day
- Eat fruit and vegetables
- Avoid caffeine - including energy drinks
- Set hourly reminders on your phone

Get moving.

Exercise is a fantastic stress reliever, so make sure you get some form of physical activity into your daily routine. Go for a walk, jog, pop to the shops, move around – any form of exercise can help release feel-good endorphins, clearing your mind and reducing anxiety.

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Seek support

Talk to friends, family or teachers about your exam nerves. Sharing concerns provides relief and helps you gain perspective. You're not alone in this journey, so don't hesitate to reach out for support.

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