

Revision

The revision cycle

Core 4

Why do students need to revise?

There is a
lot to
remember!



Practice
makes
permanent.



Being well-
prepared
boosts
confidence
and reduces
anxiety.



To be
successful.

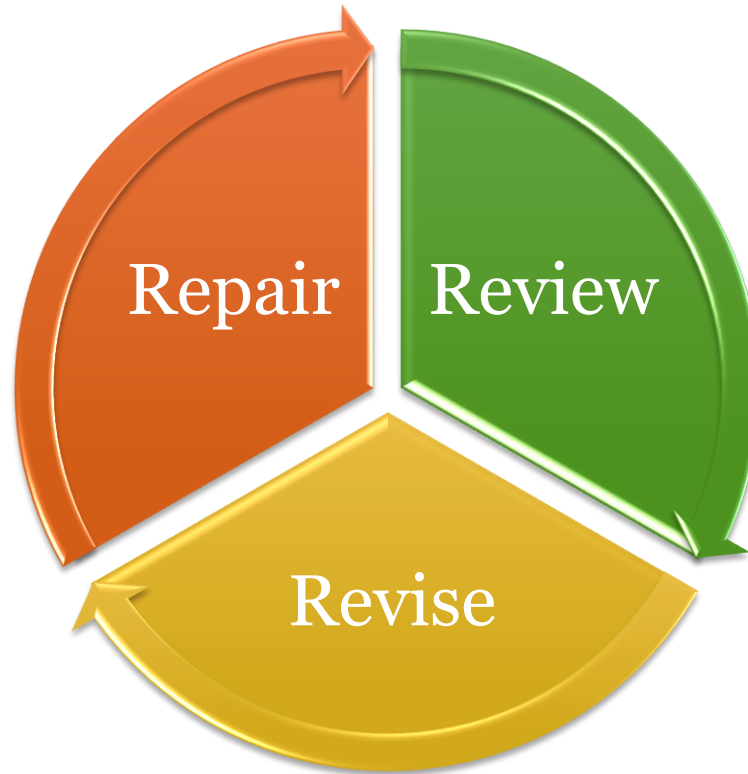


How should we teach students to revise?

The revision cycle

REPAIR marking & making corrections to your answers using the mark scheme

To check your skills, knowledge & understanding & develop your exam technique



REVIEW

- Revision guide
- Revision video
- Class notes

To recall & strengthen your memory: skills, knowledge & understanding

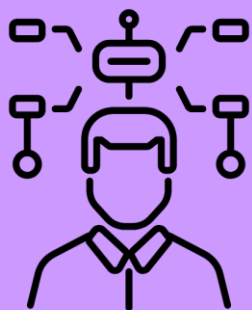
REVISE actively using one of the **Core 4**
To check your skills, knowledge & understanding & develop your exam technique



What are the Core 4?

- Four proven techniques to make revision more effective.

Mind maps



Flash cards

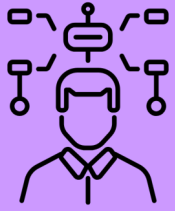


Brain dump



Self-quizzing





Mind maps

- ▶ A mind map is a visual way of summarising the information you have found out and grouping it.

Ashby School 'Core 4' revision: Mind maps

Summary: How to create a mind map



1.

Identify knowledge

Select a topic you wish to revise. Have your class notes/knowledge organisers ready.



2.

Identify sub topics

Place the main topic in the centre of your page and identify sub topics that will branch off.



3.

Branch off

Branch of your sub topics with further detail.
Try not to fill the page with too much writing.



4.

Use images & colour

Use images and colour to help topics stick into your memory.



5.

Put it somewhere visible

Place completed mind maps in places where you can see them frequently.



Flash cards

- ▶ **CHUNK & CONDENSE** knowledge - that means break down lots of information into small manageable 'pieces'.
- ▶ Repetition improves memory.
- ▶ Mistakes are OK - it helps students remember more.

Ashby School 'Core 4' revision: Flash cards

Summary: How to create flash cards



1.

Identify knowledge

What are you creating flash cards on?

Do you have your knowledge organizer?

Use your book to look at previous misconceptions from whole class feedback.

2.

Colour coding

Use different coloured flash cards for different topics. This helps with organization NOT recall

3.

Designing

1 Question per flashcard.

Making them concise and clear.

Use a one word prompt, so that you can recall as much as you can.

No extended answer questions.

Number your flash cards for self quizzing.

4.

Using

Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.

Do not just copy & re-read.

Shuffle the cards each time you use them.

Use the Leitner system to use flash cards everyday.

5.

Feedback

How have you performed when you look back at your answers?

Is there anything you need to revisit in more detail?

Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.



Brain dump

- ▶ These are NOT the same as Mind maps.
- ▶ They are a way to recover and retrieve ALL the information you can and write it down.
- ▶ The organisation of the information comes AFTER you have retrieved it.
- ▶ A reference source such as a revision guide helps to organise ideas.

Ashby School 'Core 4' revision: Brain dumps

Summary: Brain dumps



1.

Identify knowledge

Identify the knowledge/topic area you want to cover.



2.

Write it down

Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts)

Give yourself a timed limit (e.g. 10 minutes)



3.

Organise information

Once complete and you cannot remember any more use different colours to highlight/underline words in groups.

This categories/links information.



4.

Check understanding

Compare your brain dump to your K/O or book and check understanding.

Add any key information you have missed (key words) in a different colour.



5.

Store and compare

Keep your brain dump safe and revisit it.

Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.



Self-quizzing

- ▶ Requires preparation and resources:
 - Pre-prepared flash cards
 - Class notes
 - Text book/revision guide
 - A source of questions with answers to help self-check
 - Coloured pens/post it notes

[Ashby School 'Core 4' revision: Self quizzing - YouTube](#)

Summary: Self Quizzing



1.

Identify knowledge

Identify knowledge/content you wish to cover.



2.

Review and create

Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)

Create x10 questions on the content (If your teacher has not provided you with questions)



3.

Cover and answer

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.



4.

Self mark & reflect

Go back to the content and self mark your answers in **green**



5.

Next time

Revisit the areas where there were gaps in knowledge, and include these same questions next time.

Next steps...

- ▶ WB 3rd March: Mind maps
- ▶ WB 10th March: Flash cards
- ▶ WB 17th March: Brain dumps
- ▶ WB 24th March: Self-quizzing
- ▶ Wb 31st March and beyond: use the Core 4 in lessons and at home to revise