

# Active Revision Techniques



Name:.....

Tutor Group:.....

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# 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  
GREEN  
BLUE  
YELLOW  
ORANGE

PEOPLE  
PLACES  
FACTS & FIGURES  
QUOTATIONS  
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

# Image Chains...

The key to your memory is **imagination**. When you watch television, you expect to see a programme that captures your imagination. Unfortunately the things you need to remember for your exams don't tend to possess the contents of a Hollywood blockbuster!!!

Image chains are an imaginative way to remember a list of random words by linking them to a story. The trick is to be **imaginative and creative** – the more so the better

Use **positive, pleasant images**. The brain often blocks out unpleasant ones. **Exaggerate** the size of the important parts of the image. Use humour. **Funny** or **peculiar** things are easier to remember. **Rude things** are also easier to recall

**Symbols** can be used. Bright, **colourful** images are easier to remember than dull ones. Try to use all the **senses** in your story by using sounds, smells, tastes, touch movements and feelings as well as pictures



Example:

Spice Potato Dance Window Plant Finger Bin Wet Purple Log

One day a **spicy purple** potato was **dancing** on a **log** but it was **wet** because it had been raining and so he fell off and knocked the **plant** off the **window** with his **finger** and it fell in the **bin**

Your turn...

Tree

House

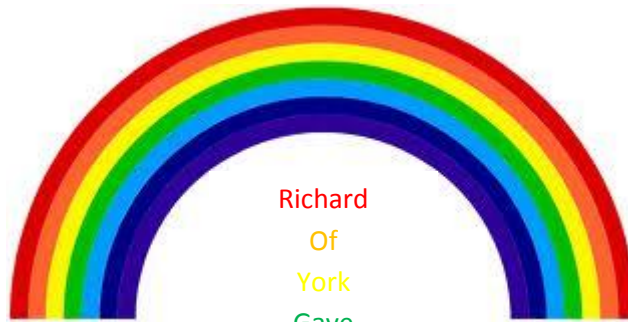
Dog

Pencil

Cheese

# Triggers And Mnemonics...

Take the first letter of each word you need to remember and use them to make an **imaginative** sentence. You should use this type of memory strategy to help you remember things **IN THE RIGHT ORDER**. You have used this one before:



Richard  
Of  
York  
Gave  
Battle  
In  
Vain



Naughty

Elephants

Squirt

Water

Never

Eat

Shredded

Wheat

Try it yourself the continents of the World:

Europe

Asia

Africa

Oceania

Antarctica

North America

South America

E

A

A

O

A

N

S

# P.E.E And T.A.R.Ts

## **P**oint

When you have stopped giggling...

## **E**vidence

The 'PEE' technique, needless to say, has nothing to do with, yes well..., this technique should form the basis for each and every main body paragraph of any essay you write in any subject

## **E**xplain

Each paragraph should open with a **point**; this should support the statement already stated in the opening paragraph. It needs to clarify and obviously develop the essay's overall argument

Following this opening point, you need to explain it better and show how and why you think it supports your overall view. This means giving an **example** from the text (often a quotation, stage action, etc.), graph or map

An **explanation** is now needed to prove your point by explaining how the examples effects the resource like you have said it does and what it means

### **Types Of Evidence**

Oral

Visual

Written

Physical

The '**TART**' technique is a way to remember what should be included with in an opening paragraph for an English essay...

T – Title    A – Author    R – Response    T - Themes

If you're aiming to think of paragraphs to write use **TEAM**, aim for at least 3;

1. T - Topic sentence (What is this paragraph is about)
2. E - Evidence (Quotes)
3. A - Analysis (HOW etc.)
4. M - Message (What message does this show?)

For a Conclusion think of **TARTY**, to help you have ideas to cover;

1. T - Text name
2. A - Author
3. R - Response (concluding one)
4. T - Theme (Relevant to question)
5. Y- Your opinion (Evaluation etc.)

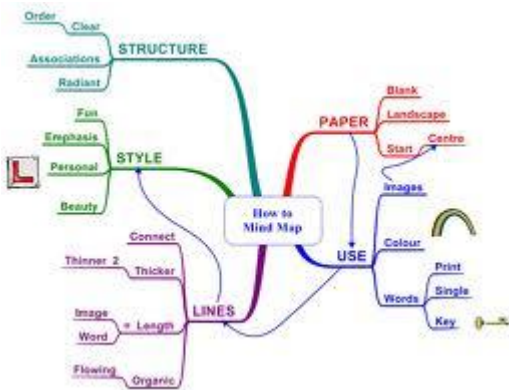
***Can you think of a similar way this can help you in other subjects, for example answering a case study question in a Geography exam?***

# 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

- ◇ Use a large piece of paper turned landscape
- ◇ In the centre write a name of the topic that you are going to revise – and add a simple illustration if you wish
- ◇ 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
- ◇ 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
- ◇ 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

Mind maps start with a **theme**, have **main ideas** and are held together with **details**



To make mind maps more **memorable**:

- ◇ Use **doodle, pictures and diagrams**
- ◇ Use different **colours**
- ◇ Use different **type fonts**
- ◇ Use **humour** (cartoons), etc
- ◇ Design **your own** (don't just copy other peoples)
- ◇ **CONDENCE**

Your turn:



# Case Studies...

Case studies maybe the bain 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 work more engaging and linked to the real world. 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 card 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>What were the causes?</b>		
<b>When?</b>			
<b>Why?</b>			
<b>Facts And Figures:</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>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 dominos or snap cards...

# The Process of Learning...

1) Don't know and I don't know that I don't know  Unconscious Incompetence	2) I don't know stuff and I realise that I don't know it  Conscious Incompetence
4) I know it and I can do it even without having to think about it  Unconscious Competence	3) I am beginning to get it and when I concentrate really hard and I know I am beginning to get it  Conscious Competence

Your turn:

Work with a partner and each take a turn to do this exercise:

Think of a time when you were very motivated to do something and it was a challenge and you achieved it. (it could be in work in school, learning a sport, something in music or art)

How did you keep yourself motivated (wanting to stick to it and keep trying) so that you moved from box two to box three and box four

How did you overcome any setbacks you experienced?



# 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 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>	<p><b>Interesting points</b></p> <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 as 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

