

This revision guide is being looked after and used by:

Form:

Use it in the classroom

Bring your revision guide to every lesson. Familiarity with the content and the layout of the book should make studying from the revision guide much less daunting at home.

Finding the right information

- Try not to ask for guidance on where to find relevant pages in your guide. Actively make use of the index pages and contents page.
- Consider using post-it notes to mark key sections that you need to access regularly
- If the volume of information on a page overwhelms you, cover up the part of the page you don't need or simply draw a neat highlighted box around the information you need to focus on.

Doing something with the information

Convert the information in the revision guide from one format to another, for example from a paragraph to a comparison table, diagram, mind map, picture, list, etc.

Test yourself

- Research suggests that having to generate an answer, or having to retrieve information – even if no feedback is given – leads to better long-term recall than simply reading.
- At the start of revising a topic, recall everything you know about it (without looking at notes or books. Recall your knowledge in as much detail as possible either on a mini-whiteboard or on paper.
- Once completed, check the accuracy of your recall against the content of your revision guide.
- Where there are errors or gaps in your knowledge you can annotate your work in a different coloured pen.
- Then write further flash cards or a personalised quiz with answers based on these tricky areas.

Ways to use your revision guide effectively:

Space out your learning

- The best way to revise is to start early, break up the learning into chunks and take regular breaks. “Spacing”, which has some of the most robust evidence supporting its effectiveness, helps because it allows time in between revision sessions to forget and re-learn the material.
- Spacing out topics in this way will encourage you to make connections in your learning, improve the flexibility in your thinking and also lead to better long-term retention and transfer of skills.

Focus on a small chunk of text

- Read a section of the revision guide carefully, jotting down any key points or important information.
- Write questions that would cover these key points in their response.
- Write these answers separately from the questions so that you can answer them later when you are revising. This could be on the reverse of a flash card or on the bottom half of your notes page that can be covered up during the testing phase.
- Label your flash cards or pages in their revision notes with the topic and page that you are revising so that they can easily find the information at a later date if you need to.
- Repeat this process with the next chunk of text.

Teach someone

After you have tested yourself and checked your understanding, teach what you have learnt to someone else. This strategy not only helps later recall but also requires you to structure and organise your learning.

Focus on what you don't know

- After self-testing sort your flash cards into piles; information you recalled correctly and ones that you did not.
- Repeat the self-testing and checking process focusing only on the cards that you recalled incorrectly until there are no cards left in that pile.
- Repeat this process using all the flash cards during a subsequent study session to improve long-term retention and learning.

Top tips: While highlighting can help to pin-point specific information, research suggests that highlighting has little value when it comes to learning work, unless you **revisit and use** the highlighted information. Also, improve your focus and attention by putting your phones away, take regular breaks, eat well, stay hydrated and get a good night's sleep!