

LEARNING AND REVISION STRATEGIES TO HELP YOU ACHIEVE

This information may help to explain why you find some subjects easier than others. You can use this information to select methods and activities that are most suitable for you. In the build up to a test or exam you will find the following information very helpful.

Visual

Type of person:-

You can make a mental model of the world and can visualise changes to your model easily in your head. You can think in three dimensions and design things in your head.

Suitable activities include the following:

- Use charts and diagrams to display facts.
- Try mind-mapping and concept mapping.
- Use colour to emphasise and highlight facts.
- Use images and pictures to visualise your ideas.
- Practical demonstrations.
- Flowcharts with images.
- Use maps and graphs in your revision.

Auditory

Type of person:-

You like to read and can communicate easily using words. You relate to other people through the use of language. You think in words and build relationships through speech. You remember stories easily.

Suitable activities include the following:

- Giving speeches
- Writing poems
- Story telling about your topic
- Listening to lectures
- Conducting interviews
- Word-searches and cross-words
- Team up with friends and interview each other about topics
- Make lists
- Make up rhymes for key words and ideas
- Make words (acrostics) from the letter of key words and memorise them

Physical / Kinaesthetic

Type of person:-

You like to move around a lot. You may tap your fingers or feet and fidget when asked to sit still. You may like to go for a long run to help you think things through and throwing a ball around can help you think.

Suitable activities include the following:

- Role-play exercises
- Games and simulations
- Moving around during learning by using tapes or revision information
- Action-packed stories
- Card sorting with revision material
- Manipulating objects such as throwing a ball while chanting facts
- Cut up lists and put them back together
- Write notes on cards and post-its and stick them around the house

Now that you know more about yourself and how to learn, make sure that you use that information to make the most of your strengths

Basics of Revision

- Construct a revision plan well ahead of the test date
- Use your tutor, teacher, parent, mentor or Year Head to help plan
- Work in short blocks of time (30 minutes)
- Work in a comfortable environment, e.g. good temperature and lighting
- Work at a desk or table if possible
- Use a variety of revision techniques, e.g. visual, auditory and physical/kinaesthetic
- Add revision guides, past papers, your own notes, teacher notes and SAM Learning into your revision plan
- Be positive about what you know and work hard on things you are less confident about

AVOID

- Working in a room with a TV on
- Working in a room with loud music on
- Working in a room with other friends or family who may distract you
- E-mail and chat room based work
- Last minute 'panic' revision

CONSTRUCTING A REVISION PLAN AND TIMETABLE

Being prepared is the key to success in any test or exam.

Failure to prepare is preparing to fail

Try the following:-

- Construct a chart or ask your Head of Year for a template
- Know the test date well ahead and put it onto your chart and in your planner
- Make a list of topics to revise for each subject
- Keep revision sessions relatively short e.g. 30 minutes per topic
- Allocate 30 minute revision topics to set dates, including:
 - After School
 - Weekends
 - Holidays
- You may have several 30 minute revision topics on one date, particularly on weekends and holidays
- Write in timed breaks then get back to it
- Revise topics you are weaker at first
- Tick off topics as you cover them. You may be able to cover them several times if you start well ahead of the exam dates
- Ask your teacher for key revision topic information e.g. past papers and revision notes, study guides or PowerPoint presentations
- Occasionally put yourself under exam conditions and test your knowledge
- Put your chart on the wall in a prominent place.
- The sooner you begin to revise the more prepared you will be and the less stressful you will find tests and exams.

Exams are generally quite predictable so you shouldn't be surprised at what's on the paper if you have done the work. With good preparation you will walk into the exam room confident in your ability and ready to take on the questions.

YOU CAN DO IT!

MANAGING YOUR TIME

As a student you have the same amount of time as everybody else, but some people tend to complete more than others. The experts tell us that most of what we do is based on habit.

Managing my time in the classroom

- Record all homework tasks on the day they are given
- Record longer-term tasks and the day they are due
- Record assignment/test results in your planner for use in a record of achievement
- Record all tasks set and when they are completed
- Ensure that you record full details of tasks/projects set

Managing my time after School/at home

- Arrange your work in order of priority (use 1, 2, and 3)
- Check all assignments/tasks when they have been completed
- Organise your time into half-hour blocks
- Take time to review work returned by your teacher
- Commit yourself to a revision schedule and stick to it

Managing my time to complete my tasks

- Prepare a schedule which also includes regular leisure time
- Take a short break or reward yourself after completing a task
- Do not try to memorise all facts or details for a test at one time
- Divide lengthy or difficult assignments/tasks into short manageable units
- Wait a day before editing the rough draft of a written assignment
- Transfer all unfinished tasks to a future date
- Reflect regularly on your time use; set priorities for your work