

GSA TOP REVISION TIPS!

How to be successful in exams

Find a place where it is quiet.

Only short periods of time and start now.

Copying chunks from your book or a text book will not help you.

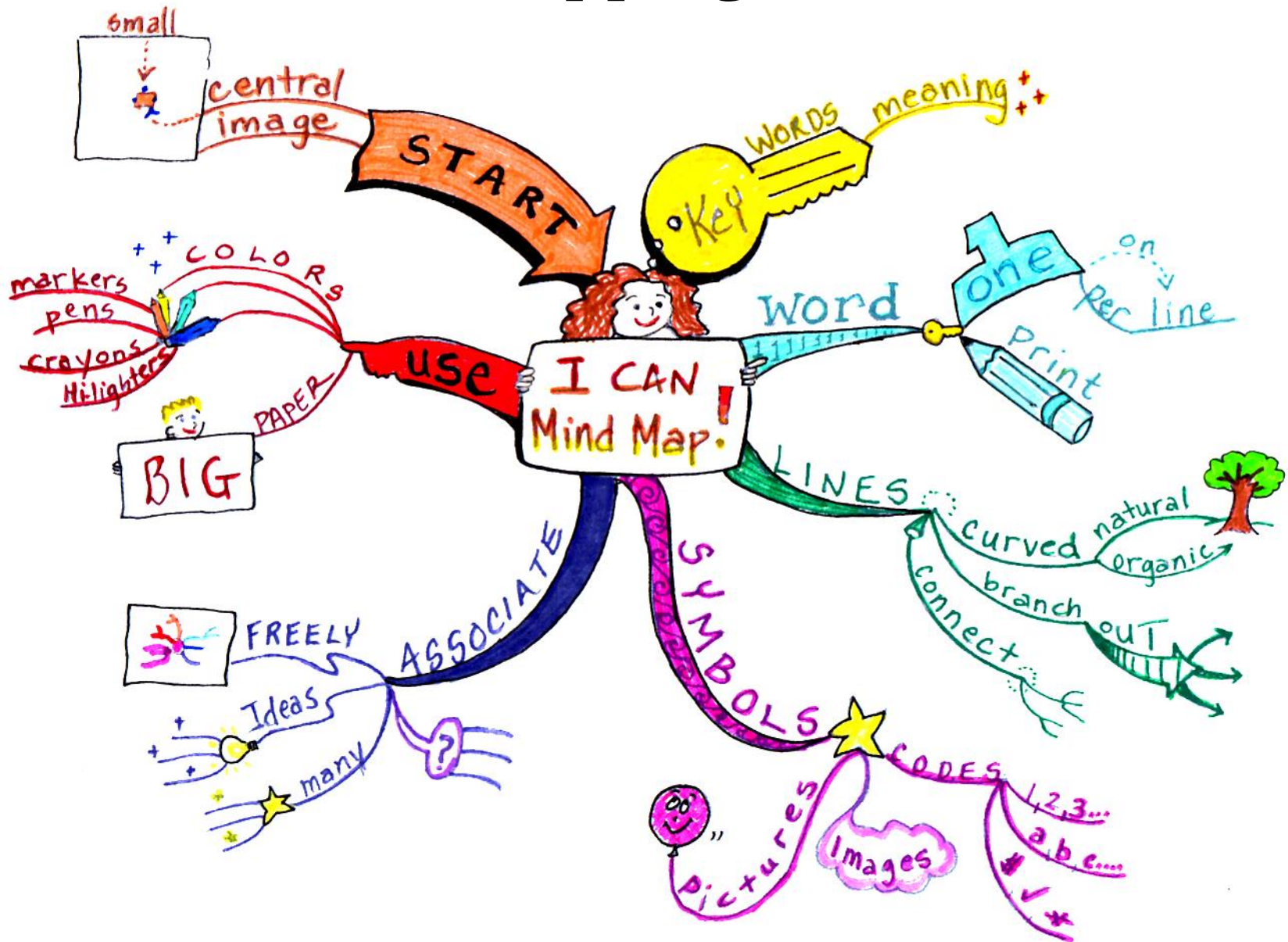
Use active strategies.

Spend time on organisation.

Key features of mind maps

- The process starts around a central idea or picture
- Key themes are established through branches with sub branches
- Key terminology is used
- Single words or phrases
- Themes are connected through colours
- Images reinforce meaning
- It allows you to freely associate and link ideas

Mind Mapping Basics



Mnemonics

Mnemonics are memory tricks, or techniques which are used to help us remember something. You may need to memorise a list of objects, a string of numbers or a sequence of information. Techniques you can try include:

- **Acronyms**

Acronyms take the first letter of a group of words, to form a new word - this is especially useful for remembering words in a particular order. **ASAP** (As Soon As Possible) or **DIY** (Do It Yourself) are examples of acronyms that might be familiar to you.

Acronyms are even more useful if they also spell out a word e.g. the health campaign for helping someone suffering from a stroke, uses the acronym **FAST**, which stands for:

Face

Arm

Speech

Time to call 999

- **Sentence acrostics**

Acrostics are similar to acronyms, taking the first letter of each word you wish to remember. But rather than creating a word, that letter is used to create a new word, which forms part of a sentence.

e.g. If you wanted to remember a list of neurotransmitters: **D**opamine, **G**lutamate, **O**xytocin, **A**cetylcholine and **N**orepinephrine.

You might remember it as: *Don't Go Out At Night.*

Acrostics are also useful, for remembering strings of letters e.g. when learning the notes on the lines of the treble clef, music students might remember: *Every Good Boy Deserves Favours* instead of **EGBDF**.

Mnemonics

- **Chunking**

Chunking is a great way to remember numbers. People can only really only hold an average of 7 items in our working memory. But chunking means we have fewer items to remember

e.g. If we wanted to remember a string of eight numbers: 49217356 , we might find it difficult. But, if we split those numbers into 29, 21, 73, 56 - the number of items we need to hold onto in our memories is reduced to just four (larger) numbers.

Chunking is made even easier if the chunk of numbers we remember is familiar to us e.g. the current year, or your year of birth.

- **Linking**

The linking method uses our visual memory, to imagine associations between two words. We might associate words in our heads by:

- Stacking them on top of one another
- Colliding them
- Wrapping them around one another
- Matching them by shape or colour

For example, to remember that there were six monkeys, you might imagine a large number 6, with a monkey dangling from it.

Mnemonics

- **The story method**

In order to remember a list of words or objects, you could try a storytelling approach. Using your imagination, picture the words or objects you want to remember by placing them in your story

e.g. if you wanted to remember the words:

- Queen
- Pepperpot
- Table
- Hat
- Joke
- Chair

Your story might go like this:

*The **Queen** lost her crown, so she picked up a **pepperpot**, from the **table**, and wore it like a **hat**. The king thought this was a marvellous **joke** and laughed until he fell off his **chair**.*

- **The journey method**

The journey method requires a highly vivid visual memory. It involves the use of a path (or journey) that you are very familiar with e.g. your route to school, or moving through your house. If you can master it, and use a sufficiently long journey, you can remember very long lists of information.

Thinking of landmarks at each step of your journey e.g. your front door, a statue, a roundabout, the car, the gates to school etc, you associate one of the things you need to remember, with each landmark on your journey.

For example. If you want to remember an apple, banana, carrot, orange and strawberry, you could place these fruits at different points along your journey from your bedroom to the car e.g. you might imagine an **apple** on your pillow, a **banana** skin at the top of the stairs, a **carrot** dangling from the front door, an **orange** tree planted in your front garden and a punnet of **strawberries** on your seat in the car.

Mnemonics

- **Rhymes & songs**

Rhythm, repetition and melody are a great way to aid retention. Do you remember the rhythm you used when learning the alphabet? It relies very heavily on auditory memory.

Some rhymes are useful for helping us to remember a series of information e.g. the number of days in a month: *'30 days hath September, April May and November...'*

Using a familiar tune can also help us to remember information, particularly if we want to remember something exactly. E.g. if we wanted to remember a speech or the lines of a play, we could memorise a sentence to the tune of 'Twinkle, twinkle little star'.

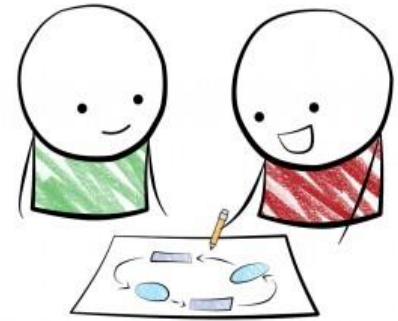
- **Practice!**

Repetition is a great way to remember something. Chanting a sequence, whether out loud, or in your head, will help you to hold on to the information.

Flash Cards

- Write the key term or concept on one side of the flash card. ...
- Write short, concise notes on the other side of the flash card. ...
- Make sure your writing is large, clear, and well-spaced. ...
- Write in bright colors. ...
- Use shorthand to save space
- Use mnemonics to help remember.

• <https://www.youtube.com/watch?v=mzCEJVtED0U&list=LLIG5phdImXi0Ai1W4fy4RmA&index=128>



Use your learning by teaching parents or a sibling. Putting learning into their own words will help the learning to stick.

Teach me!

- ▶ Sit and look through your school books. Return to work and underline, highlight and tab key information; this will be useful for relearning and revision.

Revision



Make up a quiz to test your recall of the knowledge taught. Returning to the quiz a few weeks later will help you with your long term learning.

<p>Which fraction is equivalent to $\frac{3}{4}$?</p> <p>a) $\frac{6}{12}$ b) $\frac{4}{12}$ c) $\frac{4}{16}$ d) $\frac{12}{16}$</p> <p>17</p>	<p>Which fraction is NOT equivalent to $\frac{3}{4}$?</p> <p>a) $\frac{6}{8}$ b) $\frac{6}{9}$ c) $\frac{12}{16}$ d) $\frac{15}{20}$</p> <p>18</p>
<p>Which decimal is equivalent to $\frac{2}{5}$?</p> <p>a) .10 b) .40 c) .50 d) 2.5</p> <p>19</p>	<p>Jane ran $\frac{1}{4}$ of a mile and Susan ran $\frac{2}{3}$ of a mile. Who ran the furthest distance?</p> <p>a) Susan b) Jane c) They both ran the same distance</p> <p>20</p>

Discuss

Write questions that they have about the topic and talk about how you might begin to discover the answers. Use question starters such as 'Who?' 'What?' 'Where?' 'When?' 'Why?'



Declutter their study space so they can work comfortably and concentrate.

You might also find it helpful to remove all digital distractions from your study area.

Dedicated Study Area

