

# Revision and Exam Techniques

## in KS4 tutor time

At Fitzharrys School, students are taught about a variety of revision techniques and exam techniques in their lessons, and year 10 and 11 students also learn about these in tutor time.

This allows students to thoroughly explore the techniques they like the most and begin to employ them in their revision for assessments and exams.

This document is intended for students as a reminder of the different techniques, but it is also a useful guide for parents and carers to prompt discussion with their child and encourage their use.

### Chunking

**Chunking** is a technique to break down and reorganise a large amount of information into more manageable parts (or 'chunks'). This decreases cognitive loads and improves memory. Students need to understand the content in order to 'chunk' it and reorganise it in a pattern that makes sense to them.

*Taught in year 10 term 1*

Link to a useful video: [Chunking video](#)

### Flash Cards

**Flash cards** is the revision technique best known to students – it is the one they use most often. In our sessions, we show them different formats, and a very useful system to use them effectively, called the **Leitner system**.

*Taught in year 10 term 1  
and revisited in year 11 term 1*

Link to a useful video:

[Flash cards Leitner system video](#)

### Interleaving

**Interleaving** is all about mixing similar topics in a practice session. Mixing topics up helps students to notice connections, similarities or differences, and more effectively retain the information. In practice, it might be mixing up physics problems that use different equations. It is a technique that can feel hard at the start but will yield better retention in the long term.

*Taught in year 10 term 1*

Link to a useful video: [Interleaving video](#)

### Summarising and Cornell Notes

It is difficult to learn content if it is not well understood. **Summarising** is a useful technique that requires students to understand the information and present it in a concise way.

**Cornell notes** add questions adjacent to the notes (from a lesson or textbook) that allow for hiding the notes and check knowledge. As the students write their own questions, they must identify what is most important in the lesson.

*Taught in year 11 term 1*

Link to a useful video: [Cornell notes video](#)

### Study Timetable

To support students revising for their mocks in both year 10 and 11, we prepare **study timetables**. These allow the students to organise their time effectively, to highlight any subjects or topics they may have forgotten, and to ensure they are factoring in enough time to revise thoroughly. The study timetable session is followed by designing their exam planner.

*Taught in year 10 term 3 & year 11 terms 1 and 3*

Link to a useful video: [Study timetable video](#)

### Exam Planner

Students produce an **exam planner** to highlight the specific tasks they need to complete to achieve their goals. It works in conjunction with their **study timetable** which tells them what to study and when, outlining tasks and deadlines. Tasks include making notes, using EdTech, practicing exam questions, and ultimately: sitting the exam!

*Taught in year 10 term 3 & year 11 terms 1 and 3*