

Revising for Exams

Plan and organise revision time early

- Make a revision timetable with time for each topic.
- Make sure each of the topics has its own time slot.
- Place the timetable where you do your revision so that you can see it.
- Identify what time of day you work best.

Revision

- Cut down the amount of reading.
- Find out what questions may come up – ask your teacher/tutor about the most important areas and look at recent past papers.
- Use colour to indicate questions on the same topic.
- Put questions on the same topic together. Seeing them together will help you focus.
- Listen to revision notes rather than reading them. Text-to-speech software can be helpful and there is also software specifically designed to help with studying.

See Dyslexia Scotland's leaflet on Dyslexia and ICT or go to www.callscotland.org.uk

Use Active Recall

1. What do you already know?

- Write this down.
- Check what other information you need to learn.

2. Use colour to highlight facts

- You could use colour to match the topics.

3. Make 'cheat sheets' – only for home use

- Make cue cards with bullet point notes.
- Write only the key words or phrases.
- Use colour to distinguish the different points.
- Use symbols, images, numbers, diagrams, tables and charts to cut down words.
- Use more bullet points for topics you are less familiar with.

Mindmaps are good for visual learners

Benefits of making mindmaps for revision:

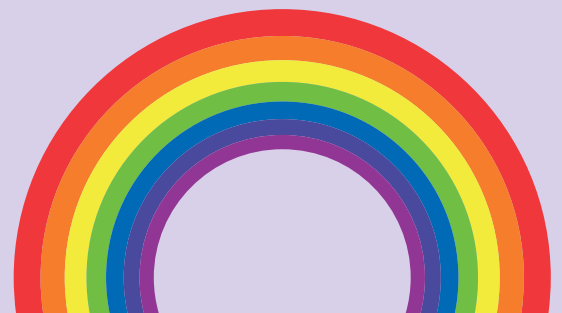
- you can see all the major ideas and information on one page (and the relationships between them)
- you can add your own ideas and comments to the notes or you can add information and ideas from extra reading
- it makes your revision active so you are not just reading and re-reading your notes
- it allows you to revise in shorter sessions – after a break you can restart your revision by a quick review of your summary
- it makes your revision summaries look different from your standard notes which will help you to memorise them
- by reformatting information you are putting it into a form that you understand which will also help memory
- once they are made, these type of summaries are easy to review – they should be reviewed regularly.

Memorising the tricky bits

Use imagination and association to create a chain of information in your mind. Turn it into a film.

Use acronyms (letters) to remind you:

Richard Of York Gave Battle In Vain =



Coping under exam conditions

Dyslexia affects memory recall and thought processing speed. This will affect time spent answering questions. You may be allowed a reader in your exam.

If you regularly use text-to-speech software in the classroom and in school tests you may be permitted to use this. You might sit your exam in a separate room from others. Extra time (usually 25%) may also be permitted.

Recognising your coping strategies helps you to do well in exams but is also useful for when you leave school.

Resources

- www.dyslexiascotland.org.uk/our-leaflets
- <https://www.texthelp.com/en-gb/products/read-write/>
- SQA www.sqa.org.uk
- Dyslexia Scotland Helpline 0344 800 8484 or helpline@dyslexiascotland.org.uk



Dyslexia Scotland

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