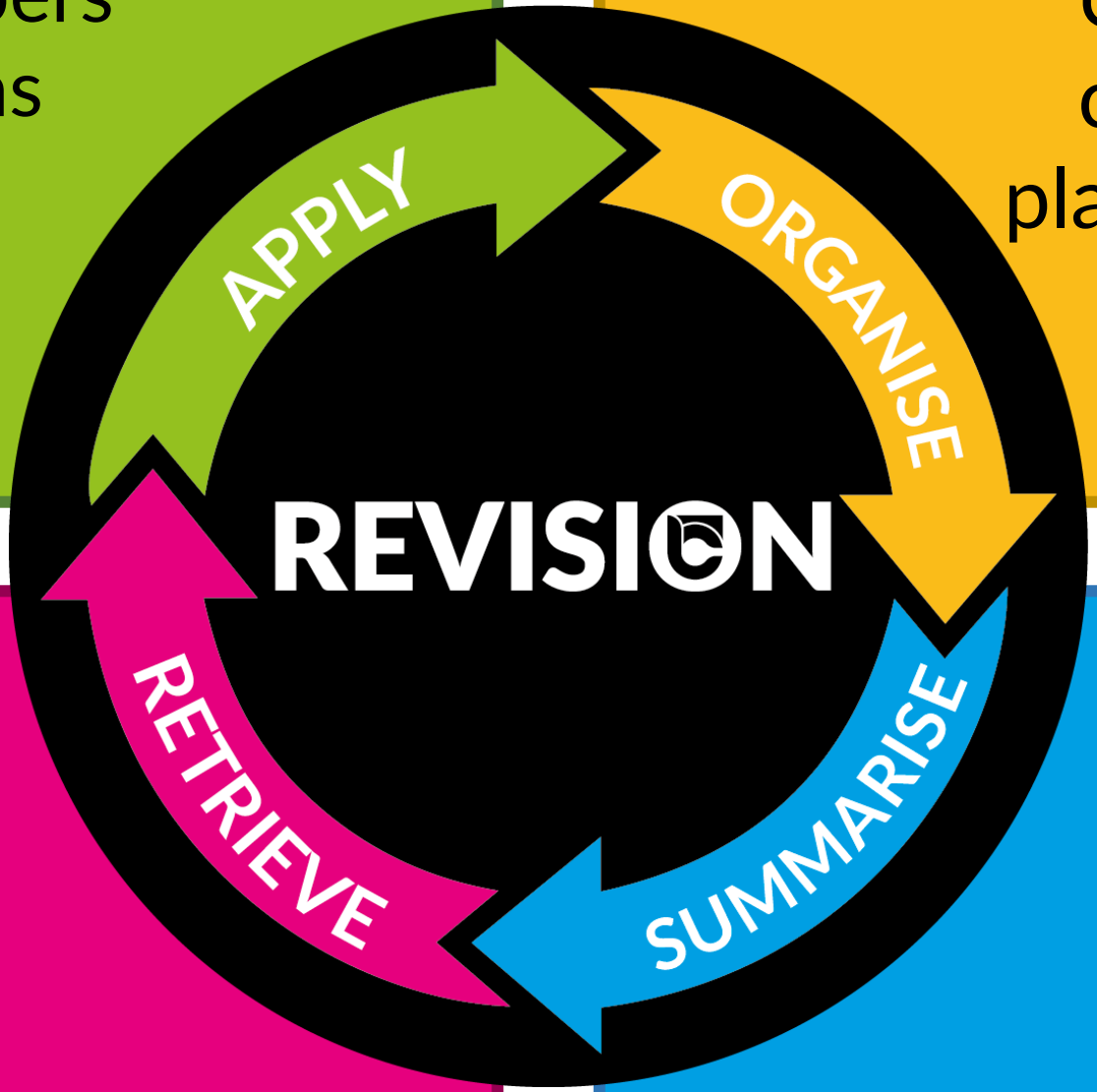

REVISION
STRATEGIES

Use past papers and questions to apply knowledge

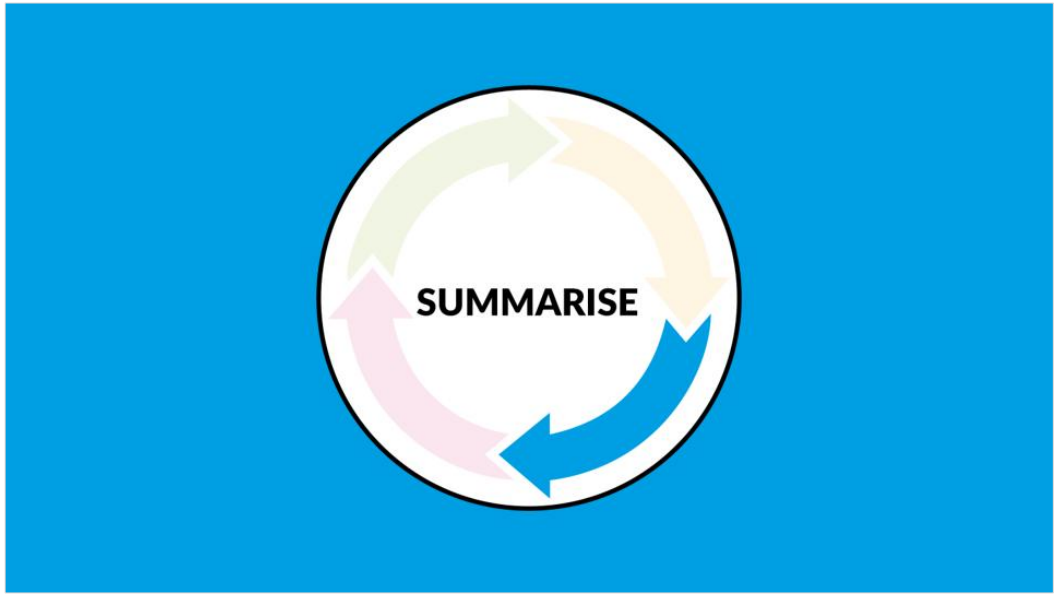
Use learning checklists to plan your time effectively

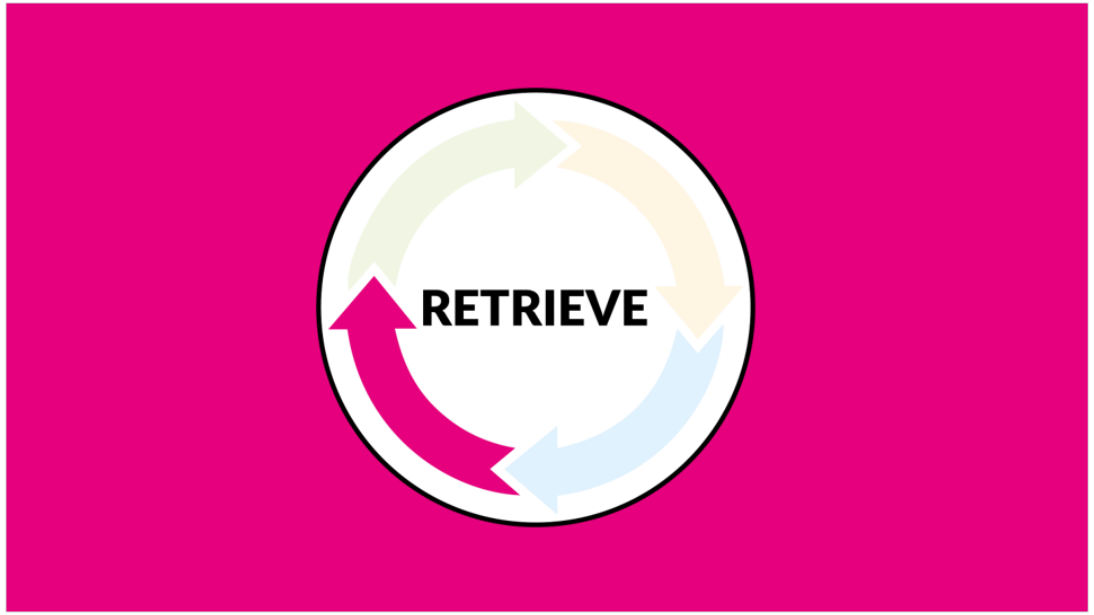


Active recall

Condense topics into notes

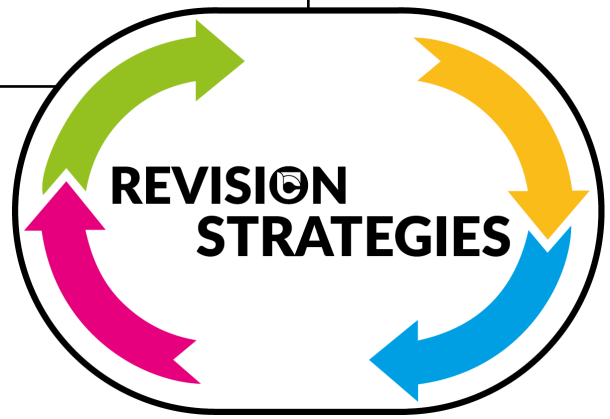

ORGANISE


SUMMARISE


RETRIEVE


APPLY

Organise	Summarise	Retrieve	Apply
How long do you revise for? Should you be using colour when revising? How often should you revise? How many topics do you revise in one session? How does learning happen?	Mind Mapping One Page Summaries Read and Highlighting Sequencing Flashcards Revision Clocks	Revision Clocks Flashcards Self- Quizzing Folding Frenzy A-Z keywords Brain dumps	Question bank




ORGANISE

How long do you revise for?

How often should you revise?

How many topics do you revise in one session?

Should you use colour when revising?

How does learning happen?

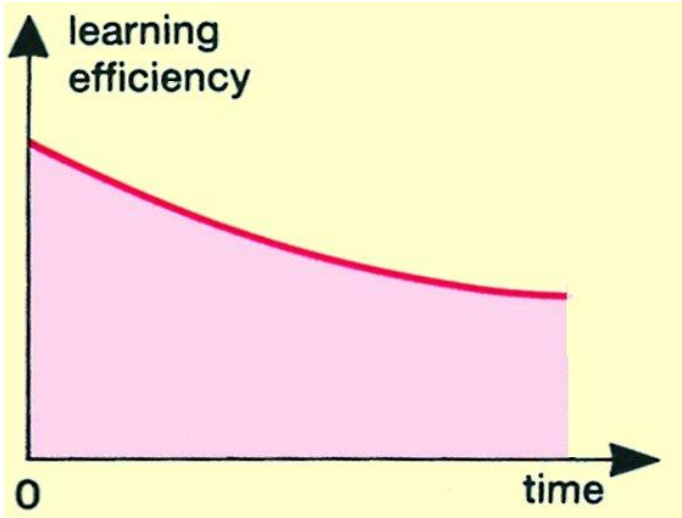
How long do you revise for?

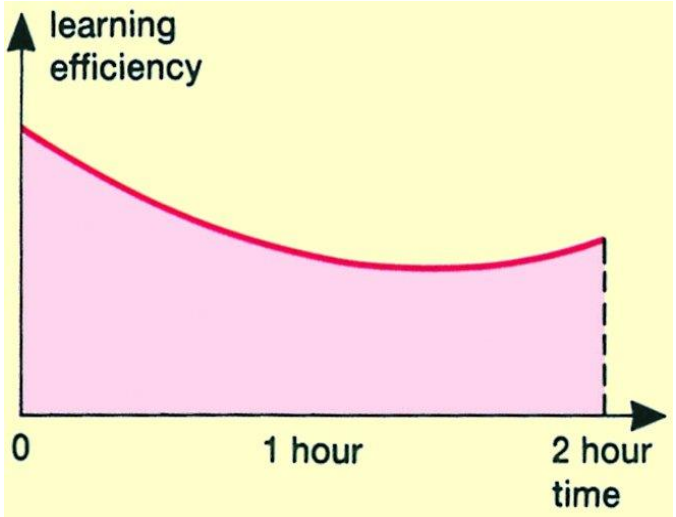
How long do you revise for?

Don't spend too long revising in one session. There is the law of diminishing returns.

If you just sit down to revise, without a definite finishing time, then your learning efficiency falls lower and lower (graph one)

If you decide at the beginning how long you will work for your brain knows the end is coming, the graph rises towards the end (graph 2)

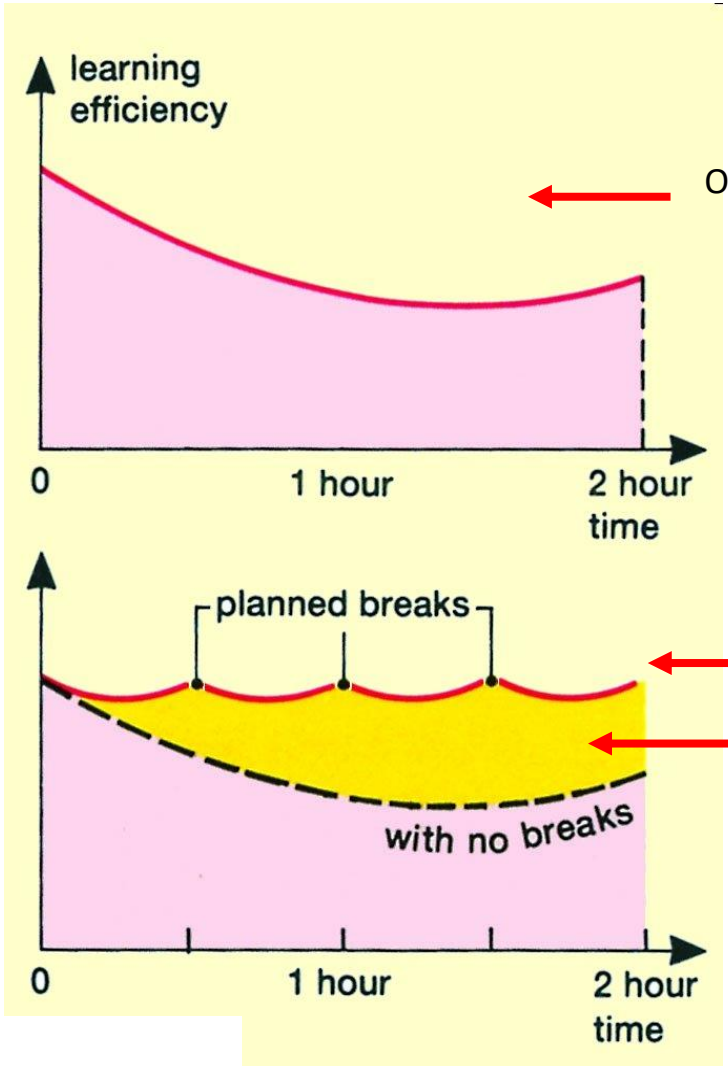




How long do you revise for?

If you break up a 2-hour session into 4 shorter sessions, each of about 25-minutes, with a short planned break between them, then it is even better.

Your efficiency stays high.



One solid session

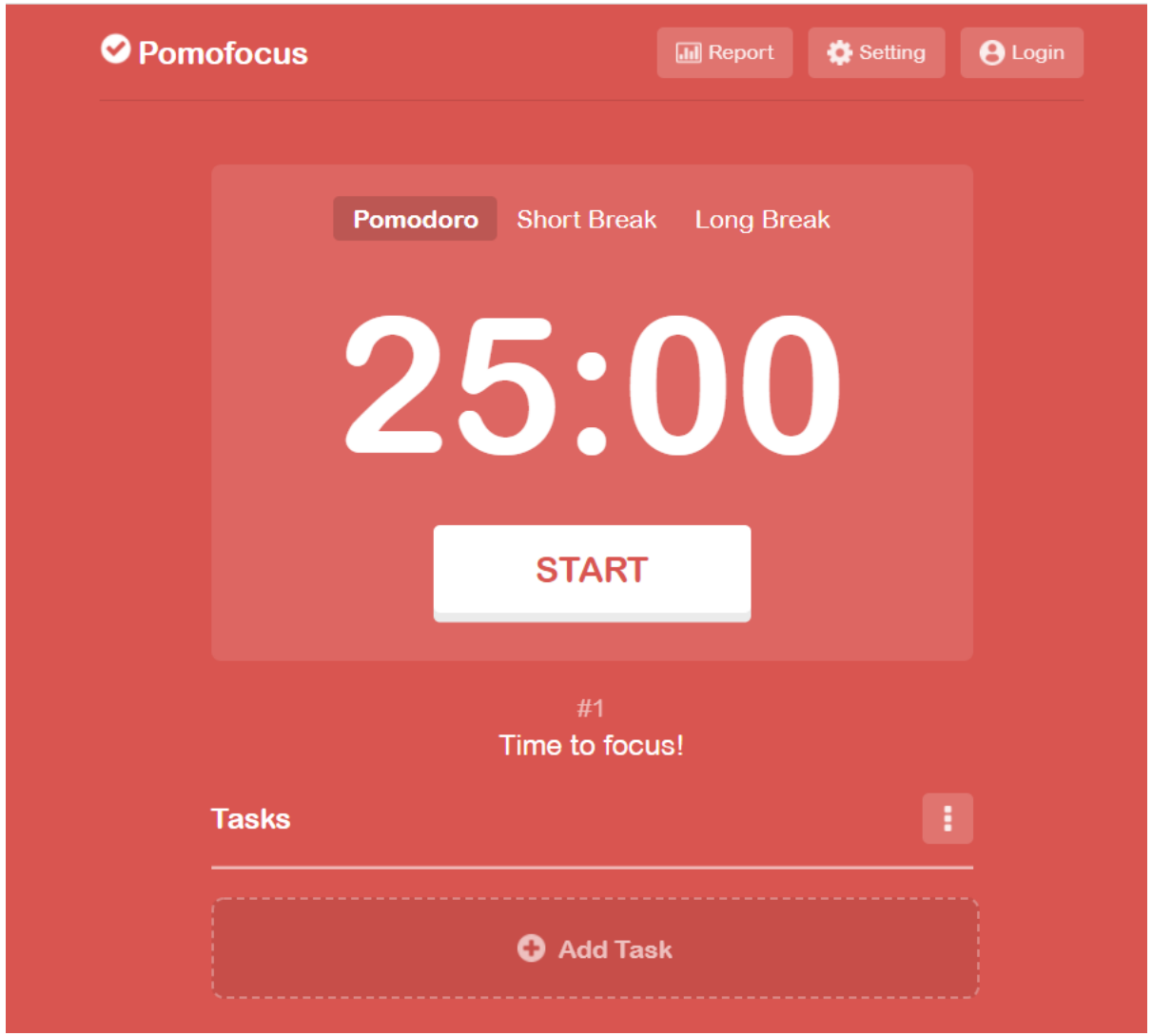
4 shorter sessions

The yellow area shows the improvement.

Pomodoro

This type of time management is called the pomodoro technique. There are lots of apps/website with set timers.

Https://pomofocus.io/



How long do you revise for?

How often should you revise?

How many topics do you revise in one session?

Should you use colour when revising?

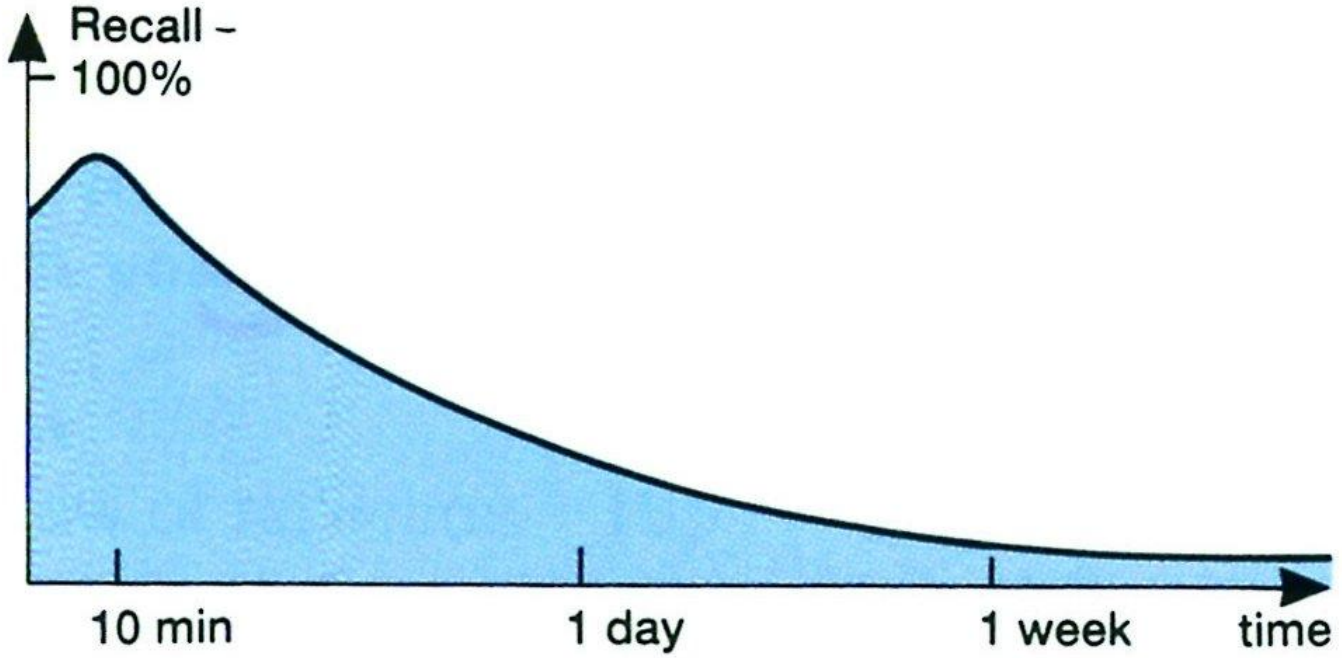
How does learning happen?

How often should you revise?

Spaced retrieval

The graph below shows how much your brain can recall after learning.

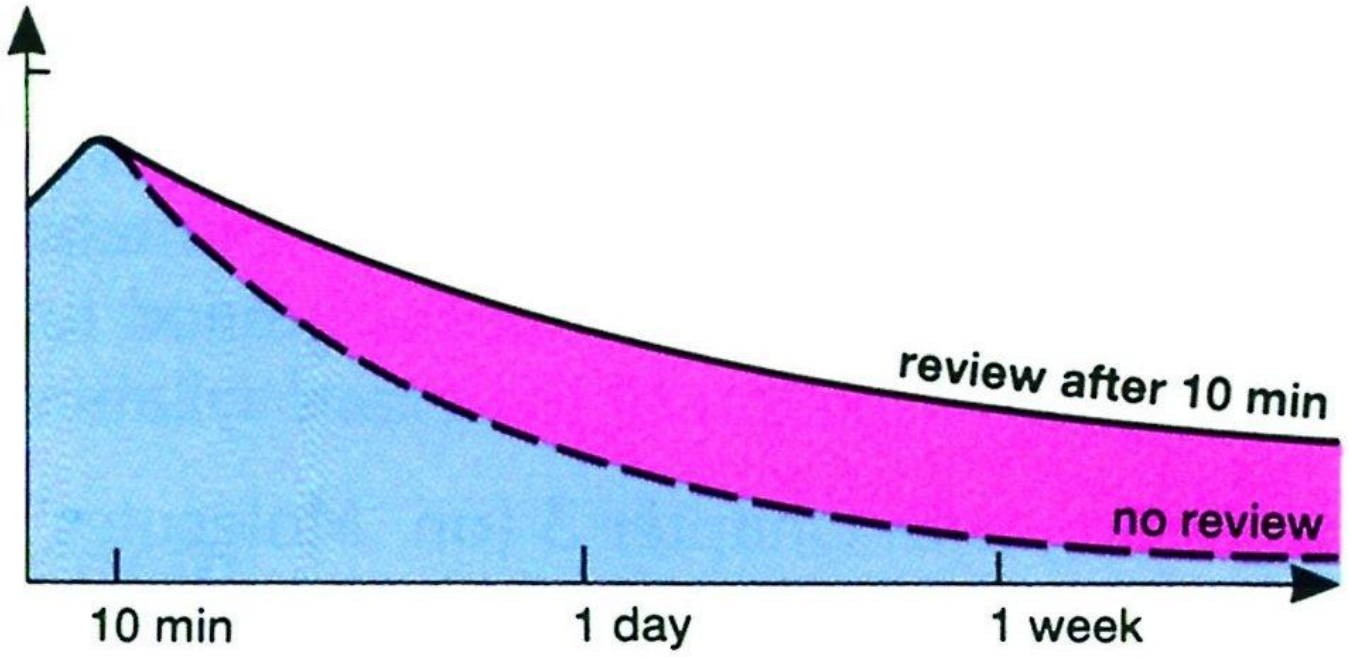
It rises for about 10 minutes …and then falls.



However,

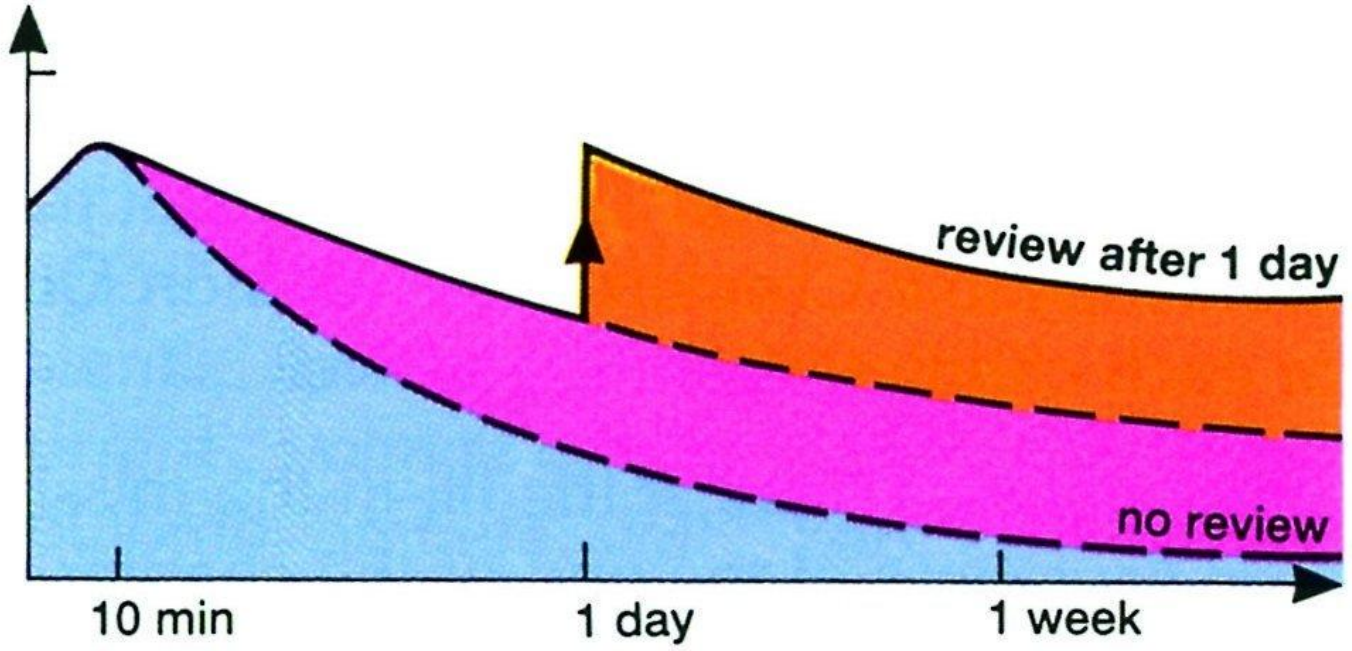
if you quickly re-revise after 10 minutes,

then it falls more slowly! This is good.



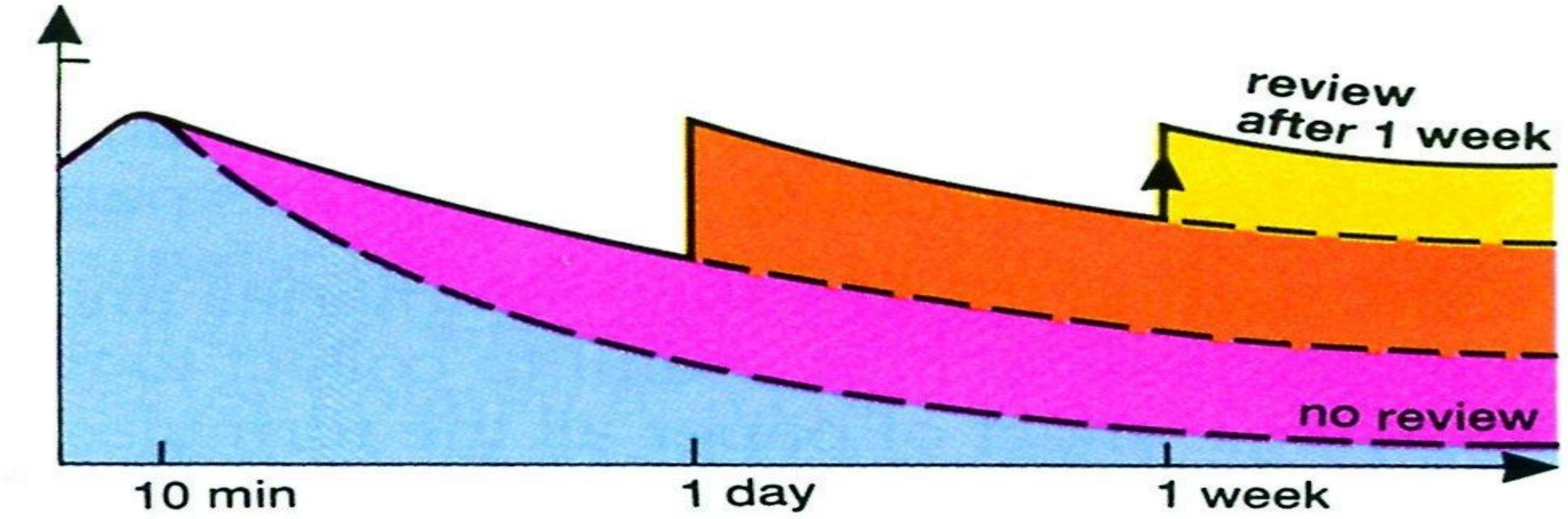
Spaced retrieval

If you retrieve the topic <u>again</u>, after **1 day**, then it falls even more slowly



Spaced retrieval

If you retrieve the topic <u>again</u>, after **1 week**, then it falls even more slowly!



So the best intervals for revising are…

- ✓ 10 minutes
- ✓ 1 day
- ✓ 1 week
- ✓ …and then 1 month.

How long do you revise for?

How often should you revise?

How many topics do you revise in one session?

Should you use colour when revising?

How does learning happen?

How many topics do you revise in one session?

Interleaving

Blocked practice involves studying one topic thoroughly before moving to the next topic.

Interleaving is where you mix and combine different topics and subjects. Interleaving has been shown to be more effective when revising.

How long do you revise for?

How often should you revise?

How many topics do you revise in one session?

Should you use colour when revising?

How does learning happen?

Should you use colour when revising?

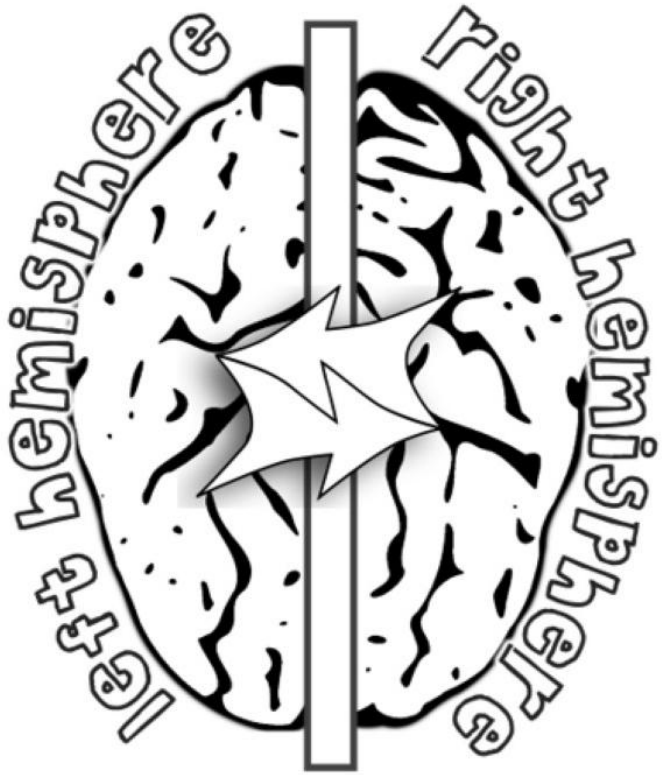
Dual Coding

The term '**dual coding**' refers to the technique and process of combining written text with visuals.

This might take the form of a timeline, diagram or infographic depending on the subject or what you feel is best suited to the subject or topic.

These can be created by writing down information from memory with accompanying relevant images to enhance your points.

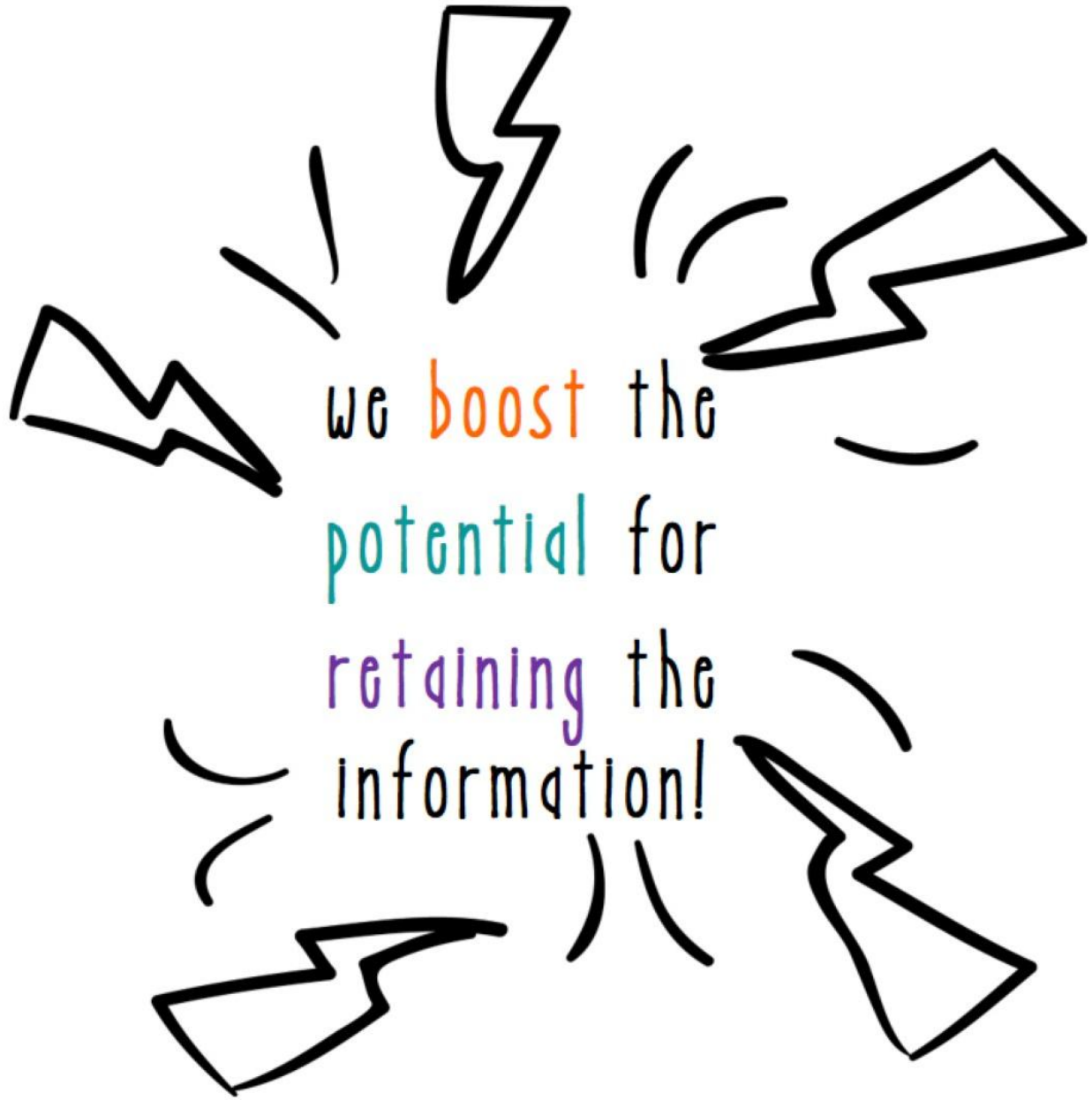
cross lateral communication



When both hemispheres are activated, the brain is better able to focus in on the material.

Mental connections grow stronger.

When these neural pathways are activated....


we boost the
potential for
retaining the
information!

How long do you revise for?

How often should you revise?

How many topics do you revise in one session?

Should you use colour when revising?

How does learning happen?

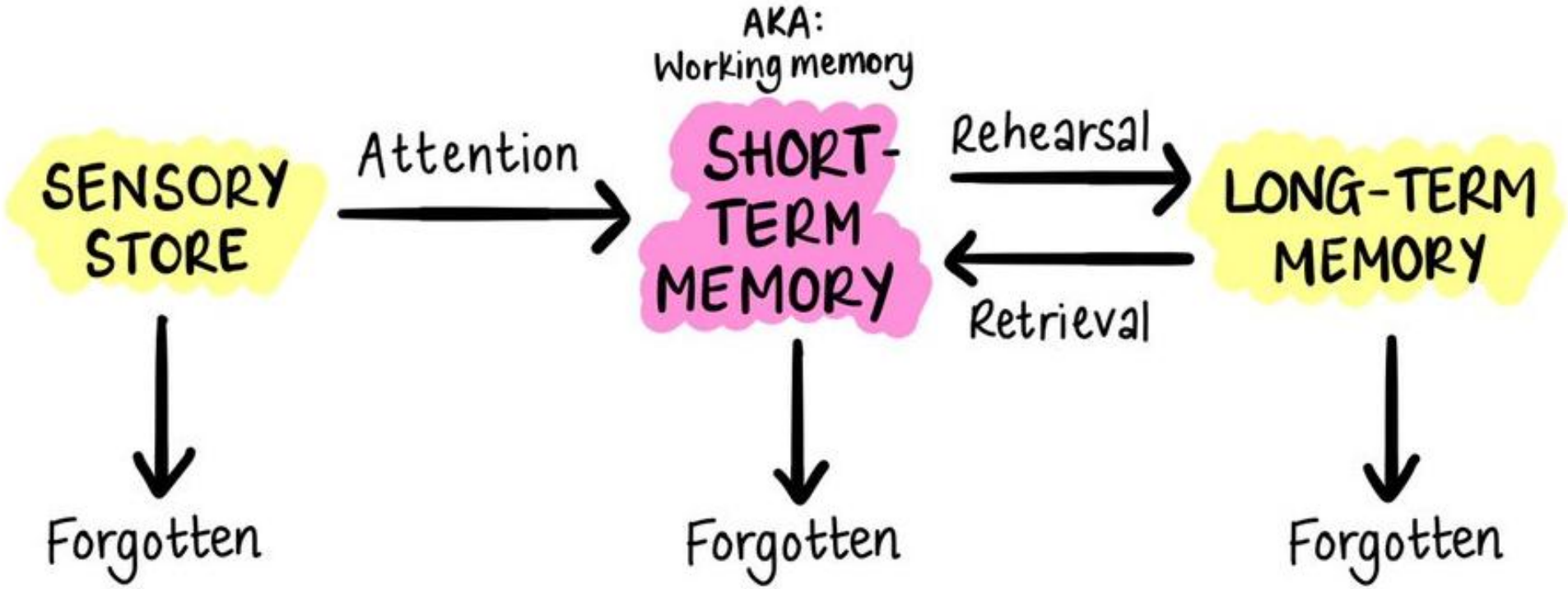
How does learning happen?

Active Recall

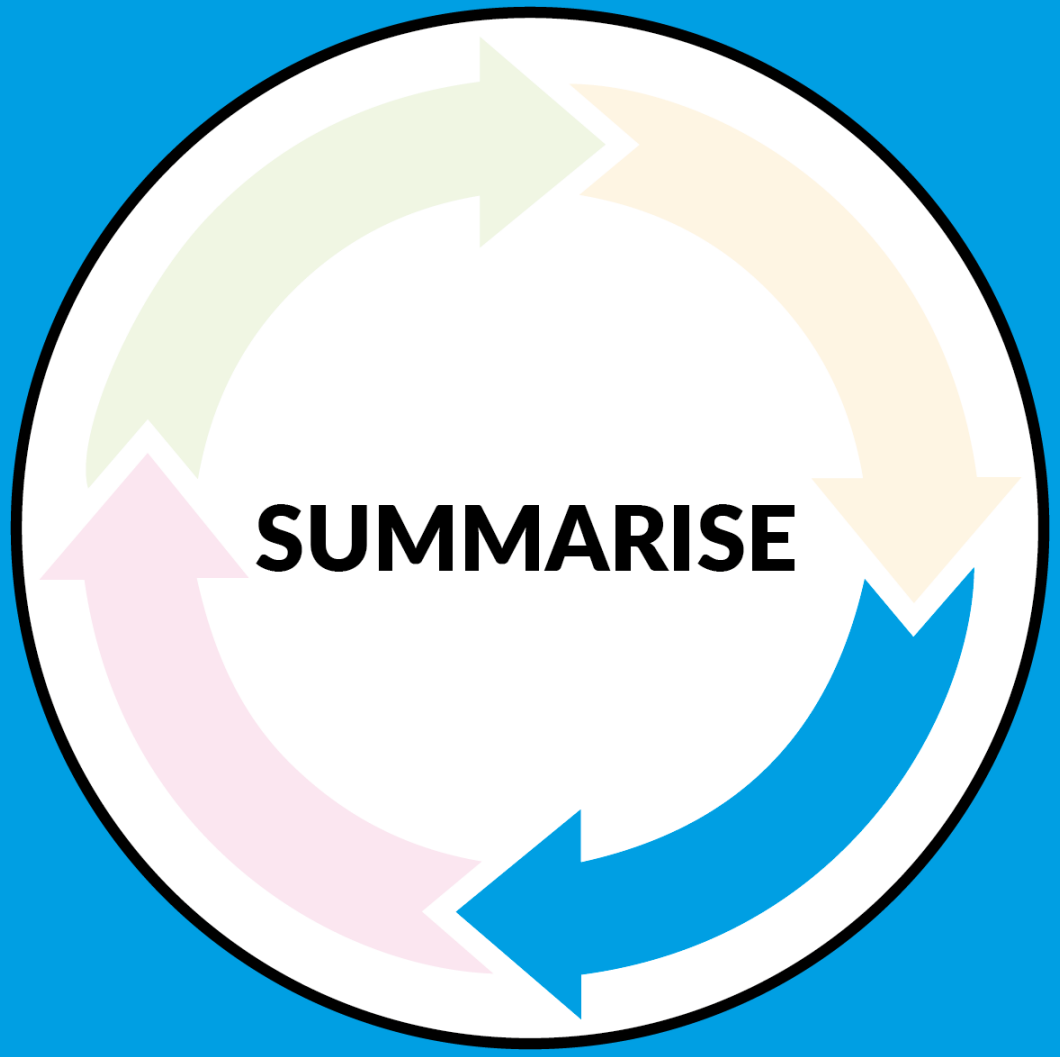
- When new information enters your brain it only gets stored in the working memory from a short space of time (seconds)
- Information needs to be recalled enough times to move it to the long term memory.
- This is the goal for your exams.

Learning = a change in long-term memory

'if nothing has changed nothing has been learned'

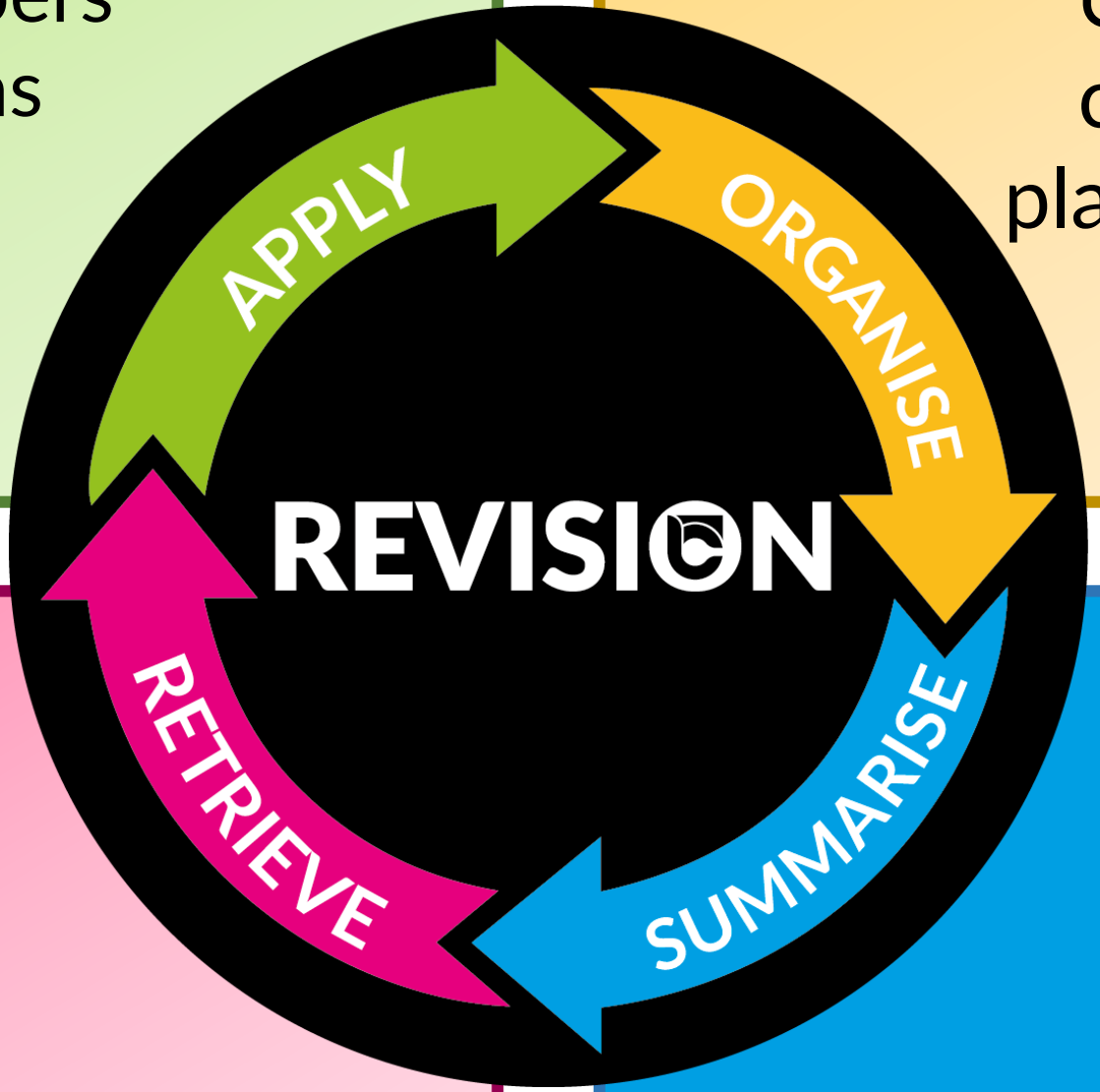


THE MULTI-STORE MODEL OF MEMORY BY ATKINSON & SHIFFRIN (1968)


SUMMARISE

Use past papers and questions to apply knowledge

Use learning checklists to plan your time effectively



Active recall

Condense topics into notes

Mind Mapping

One page Summaries

Sequencing

Revision Clocks

Reading and Highlighting

Flashcards

Reading and Highlighting

SUMMARISE

Reading and Highlighting

How many of you think just reading your notes as a form of revision?

Reading and Highlighting

How many of you highlight key points?

Do you end up with most of the document highlighted?

SUMMARISE

If you answered yes to either question you are *passive* reading.

SUMMARISE

Active Reading - Summary

How?

- Read through the information from start to finish to build-up a big picture of the topic. Paying particular attention to the title and to any sub-titles, diagrams, tables and graphs. Do not highlight/underline.
- Read the information again and underline the key words and highlight important information. This should be no more than **three words per sentence** and in some cases there are no key words at all.
- After you have read and highlighted key points try the following techniques.

Prioritise – underline the three most important sentences. Rank 1-3.
Reduce – Reduce the key information into 12 words
Transform – Transform the information into four pictures or images
Categorise – Sort this information into different categories, use a different colour for each one
Extend – Write 3 questions on the information you have just read

Mind Mapping

One page Summaries

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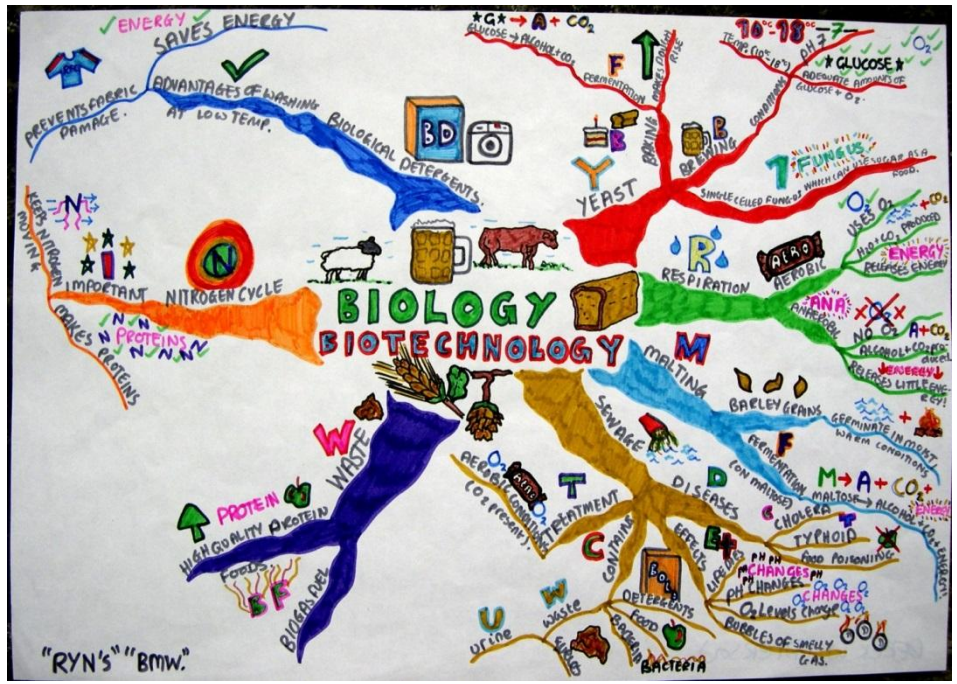
SUMMARISE

Mind Mapping

- A great way to get an overview of a topic
- Allows you to summarise your notes to understand the 'big ideas'

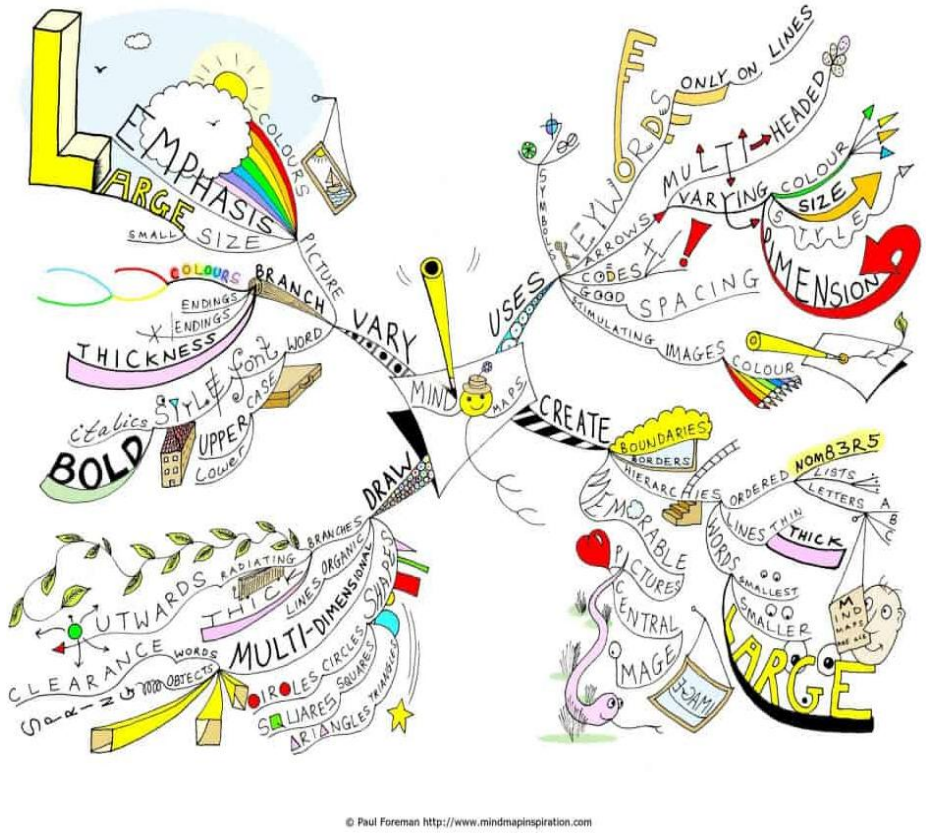


Mind Mapping - summary

SUMMARISE

How?

- Only ***plain paper*** in **'landscape'** This allows our eyes to skim read all the information quickly
- Begin with a **central image**, preferably using **three** colours.
- **Thick** branches are drawn from the centre. A **different colour** for each. Each thick branch can represent a main part of the topic.
- Branches **become thinner** as they reach the edges as finer details are added.
- **Single words** should be printed clearly along the length of the line (not at the end).
- ***Symbols, illustrations*** and so on, can be used to create memory associations.



Mind Mapping

One page Summaries

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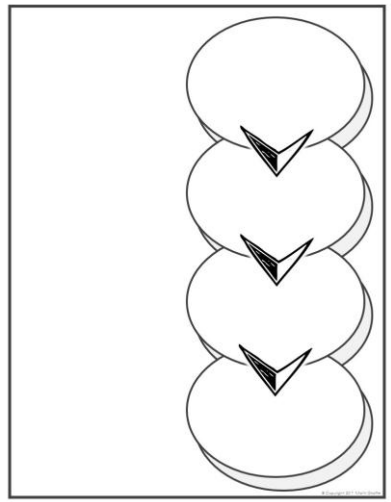
SUMMARISE

Sequencing

Why?

This summarising strategy will be useful if you need in a certain order, a sequence. For example, the order of a play or plot in English or a timeline to record key events in History. You might use this to remember a list of instructions in Science or Technology.



SUMMARISE

Sequencing - Timeline

Timelines can be used to summarise longer texts into key points that follow an order.

Evolution of the atmosphere

The early atmosphere

Scientists believe that the Earth was formed about 4.5 billion years ago. Its early atmosphere was probably **formed from the gases given out by volcanoes**. It is believed that there was intense volcanic activity for the first billion years of the Earth's existence.

The early atmosphere was probably mostly carbon dioxide, with little or no oxygen. There were smaller proportions of water vapour, ammonia and methane. As the Earth cooled down, most of the **water vapour** **condensed** and **formed the oceans**.

It is thought that the atmospheres of Mars and Venus today, which contain mostly carbon dioxide, are similar to the early atmosphere of the Earth.

Scientists can't be sure about the early atmosphere and can only draw evidence from other sources. For example, volcanoes release high quantities of carbon dioxide. Iron-based **compounds** are present in very old rocks that could only have formed if there was little or no oxygen at the time.

Changes in the atmosphere

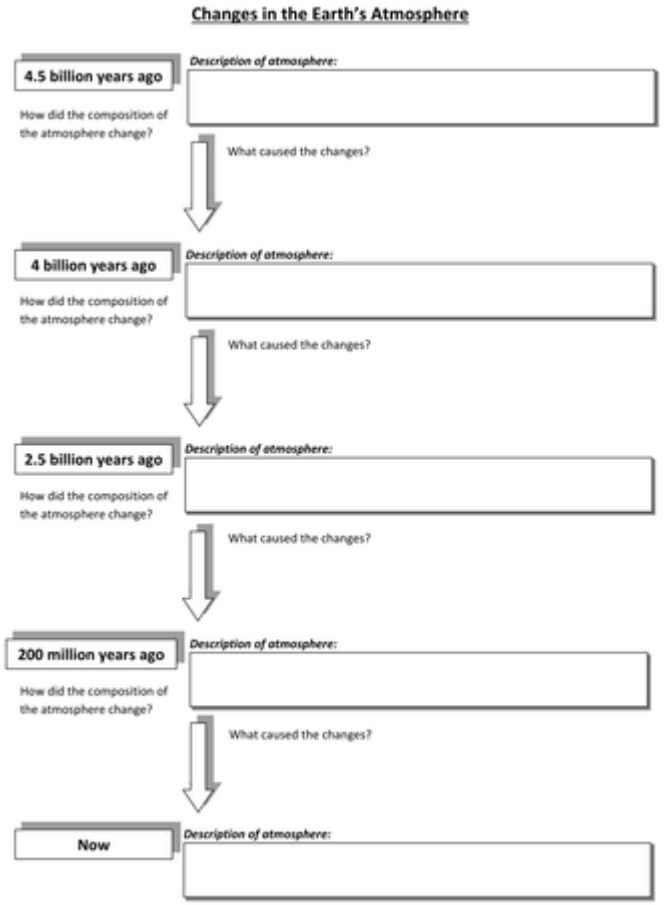
So how did the proportion of carbon dioxide in the atmosphere go down, and the proportion of oxygen go up?

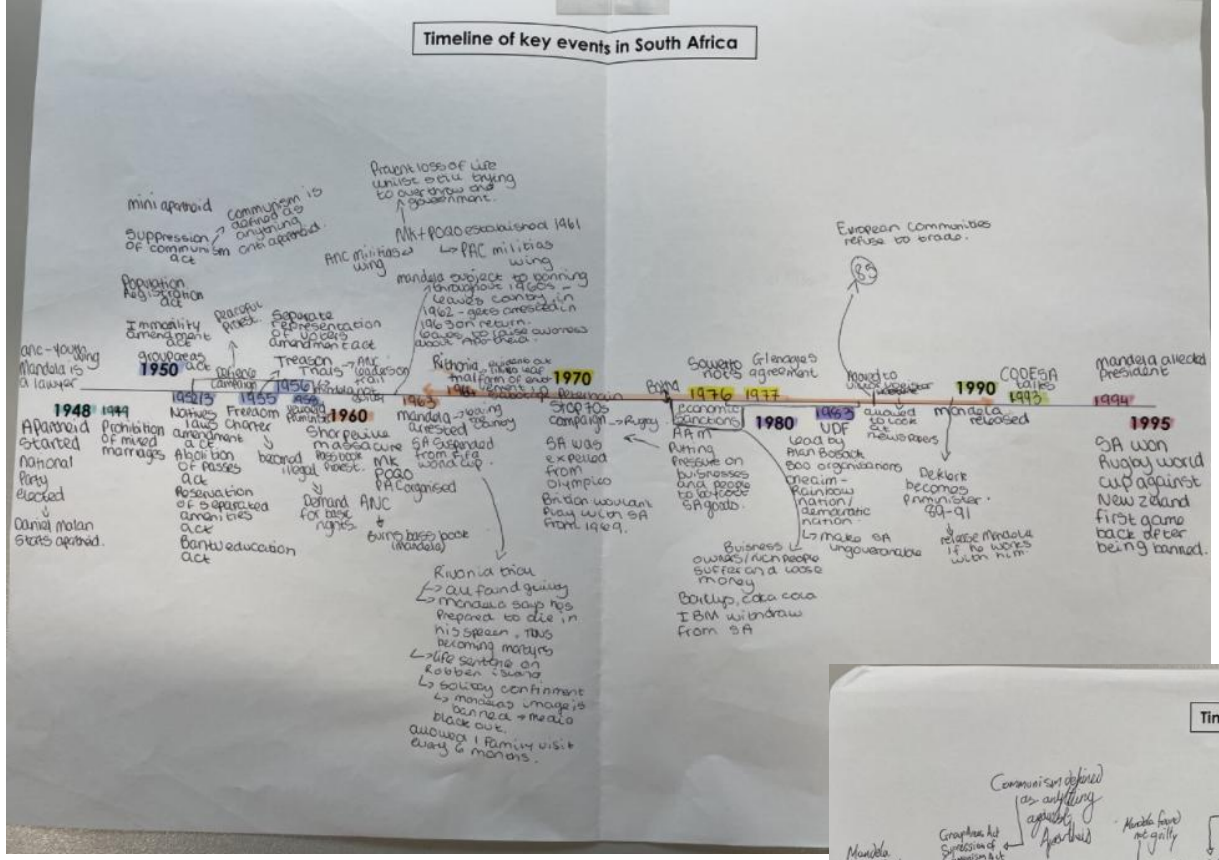
The proportion of oxygen went up because of **photosynthesis** by plants.

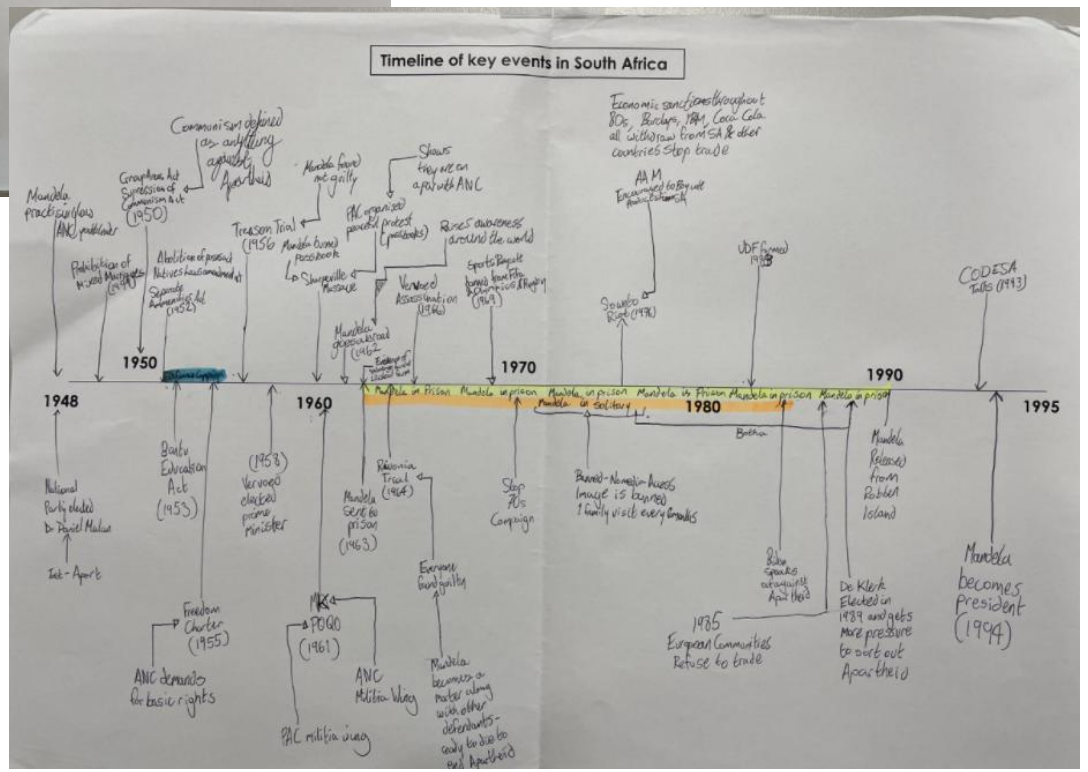
The proportion of carbon dioxide went down because:

- it was locked up in **sedimentary rocks** (such as limestone) and in **fossil fuels**
- it was absorbed by plants for photosynthesis
- it dissolved in the oceans

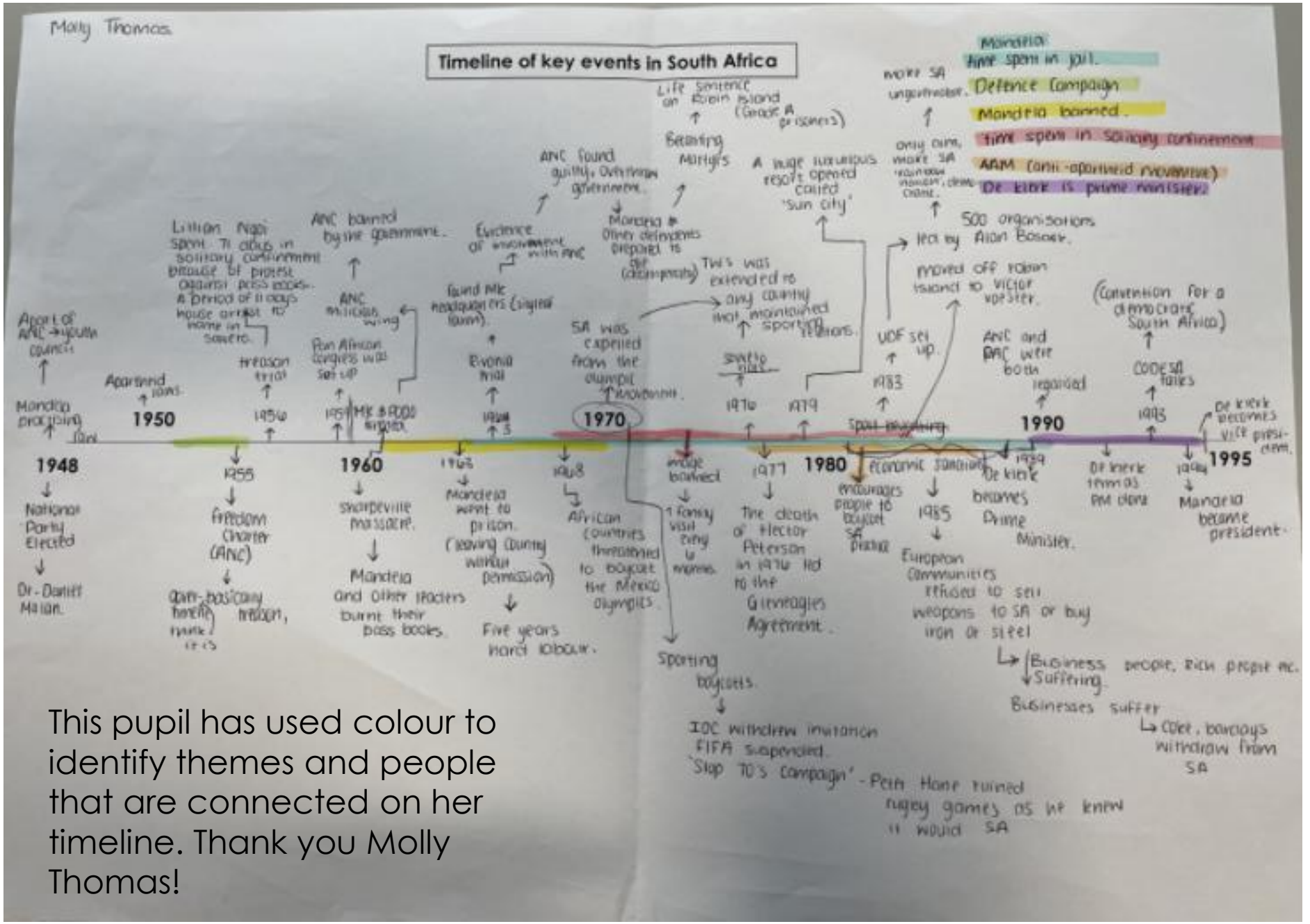
The burning of fossil fuels is adding carbon dioxide to the atmosphere faster than it can be removed. This means that the level of carbon dioxide in the atmosphere is increasing.







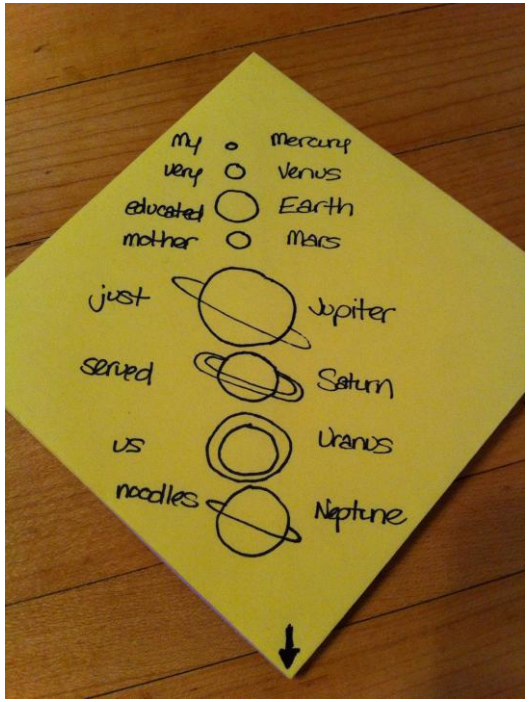
Use dates/ key events/ themes/ people to sequence information.



This pupil has used colour to identify themes and people that are connected on her timeline. Thank you Molly Thomas!

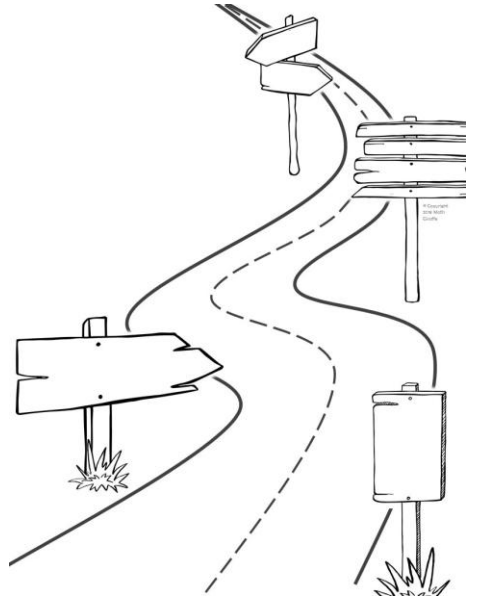
Sequencing – Mnemonics

A mnemonic is a system for learning a sequence of information.
It uses a rhyme or memorable words to remember a sequence of information.



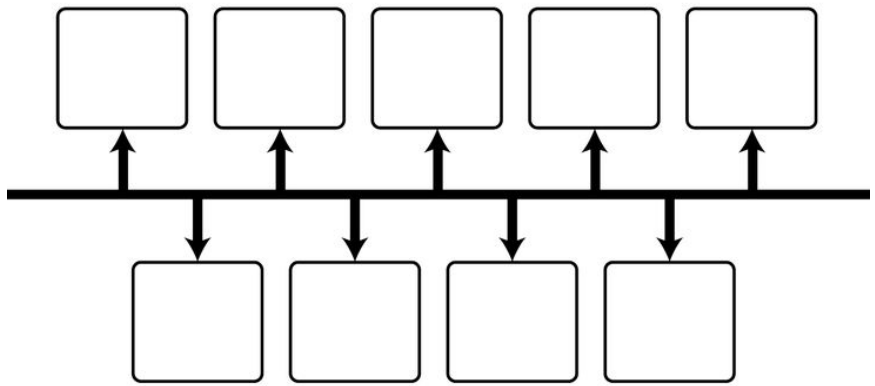
SUMMARISE

Sequencing - Summary



How?

- Start with a plain piece of paper.
- Choose how your sequence is going to look.
- Think about whether you want to use pictures and words (dual coding) and if you think it will help you remember the events/ plot/ themes/ instructions.
- Identify what the key pieces of information are that you are attempting to summarise and plot them in order.



Mind Mapping

One page Summaries

Sequencing

Revision Clocks

Reading and Highlighting

Flashcards

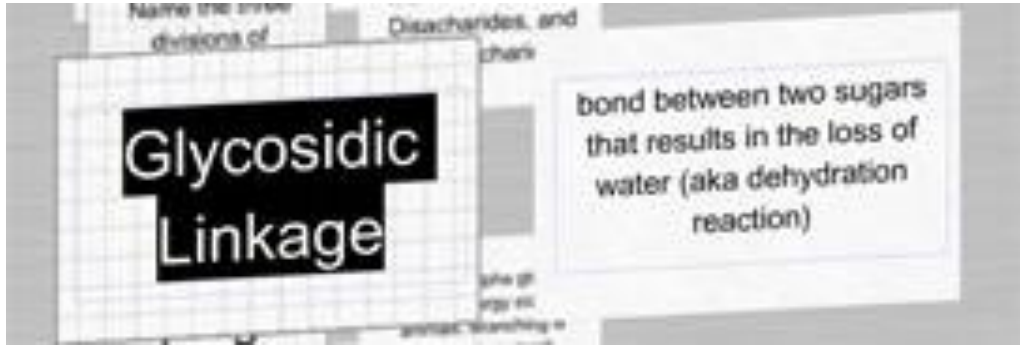
Flashcards

SUMMARISE

Flashcards

- A great way to revise with friends!
- Practise your key words and definitions and/or your summarising skills
- Look for the assessment statements that use the word **'Define'**
- Why not try making a set for all the key words and definitions you have learnt for one of the topics and then get someone to test you!

Find the definitions in your notes and make a set of cards!



SUMMARISE

Flashcards

•Revision cards don't need to be any bigger than this.
•You can use them to include the **key points** that you have to learn for a particular topic.
•You can use a particular **colour card** for topics that are related to one another. For example, if making revision cards for RS you might decide to use red when creating cards about relationships to match the colour of the booklet.
•You might include a **picture** that relates to the topic or a useful quotation.
•You might include **key words** or **key questions**.

•You can display your revision cards on your bedroom wall or stick them into a scrapbook or even display them in a photograph album!

SUMMARISE

The purpose of you having flashcards is to build a set of revision notes.

You will then be able to use the flashcards to test yourself and revisit topics and words you have learnt through the year.

SUMMARISE

Key words and definitions

Put the key word you want to learn on the front of your card.
On the back write the meaning and definition.

Question and the answer

If you are trying to learn a topic, write a question linked to the topic on the front and then write the answer on the back.

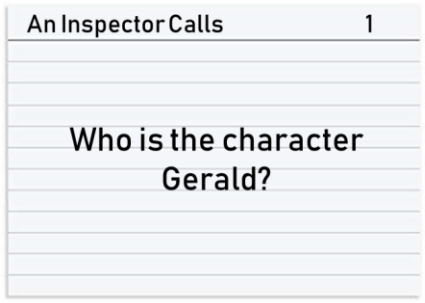
Practical example of using your cards

So once you have made you card:

- Look at it and study it.
- Cover it up.
- Write it out from memory. (I call it mind dumping)
- Look again
- Fill in any gaps.

Perfect Revision Cards:

- ✓ Keep it simple.
- ✓ Clearly labelled and organised.
- ✓ No more than 6 bits of information on.
- ✓ They should have diagrams and drawings to help.



Front

Back

Front

Back

Mind Mapping

One page Summaries

Sequencing

Revision Clocks

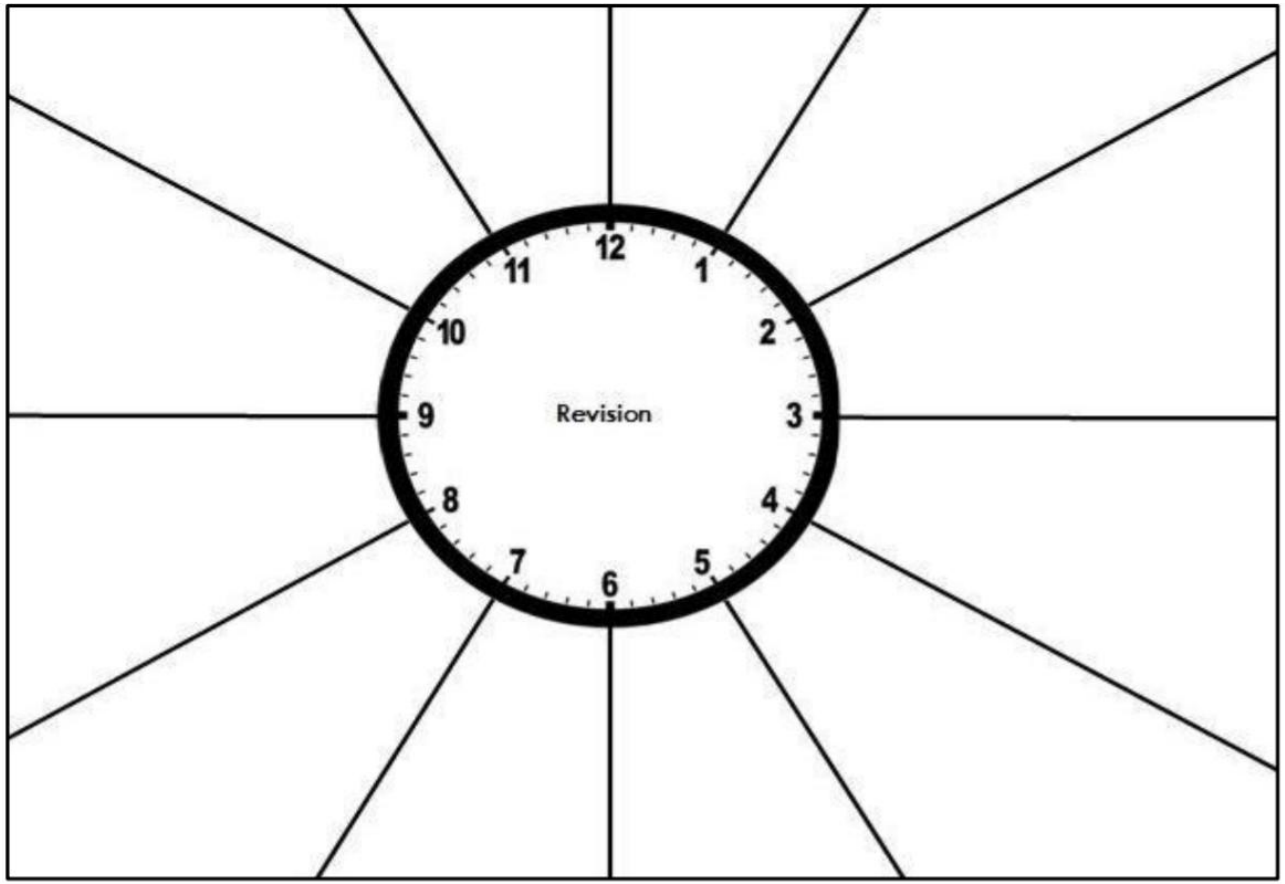
Reading and Highlighting

Flashcards

Revision Clocks

SUMMARISE

Revision Clocks



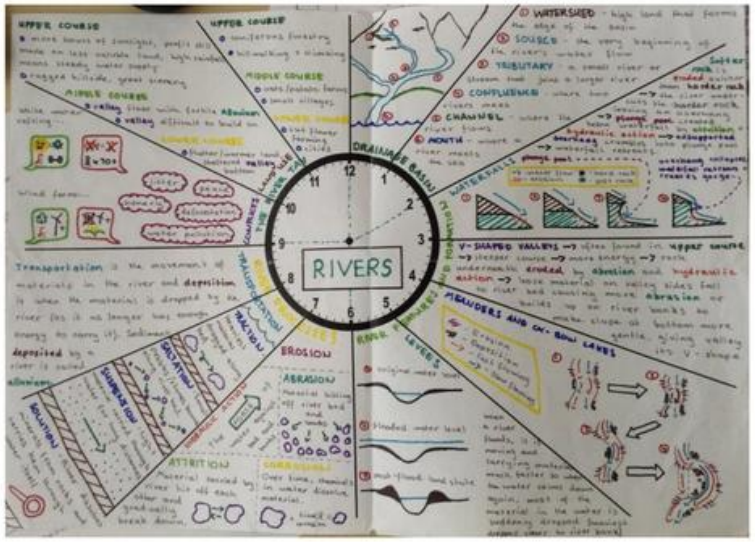
Revision clocks are a great way of summarising a topic onto one page.

As the name suggests you start with a central ‘clock’ – you can then separate your page into 12 different sections.

Each section becomes one part of the topic. You have to summarise the information to fit into a small area.

SUMMARISE

Revision Clocks – Why?



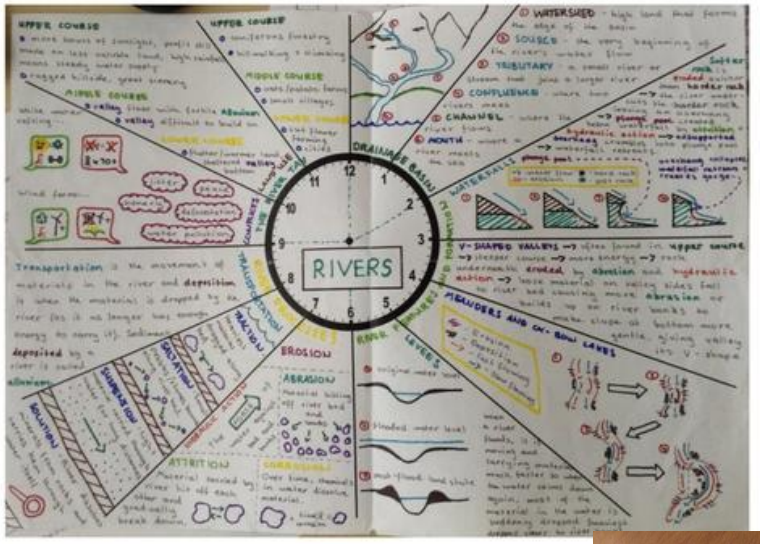
Dual Coding

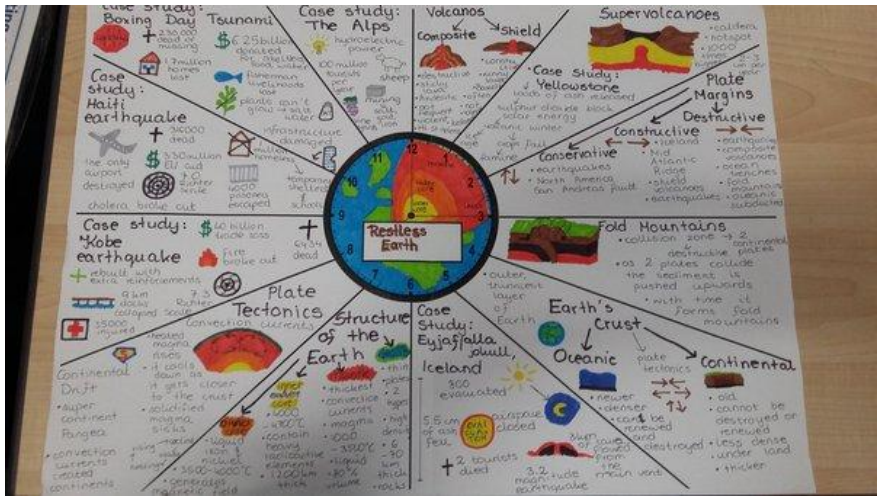
Revision clocks can be used as an example of **Dual coding.**

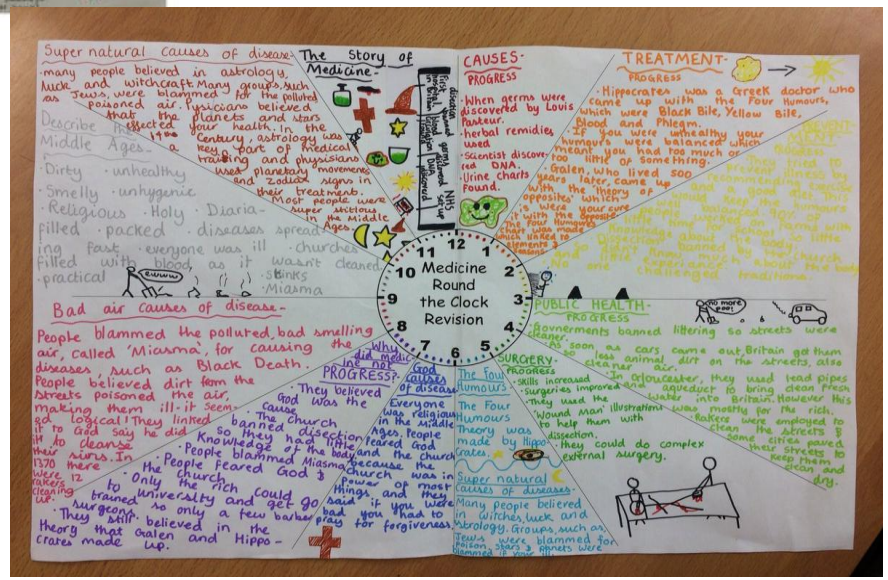
Using colour and words engages both sides of the brain. This strengthen the memory pathways in the brain. It makes the information more memorable.

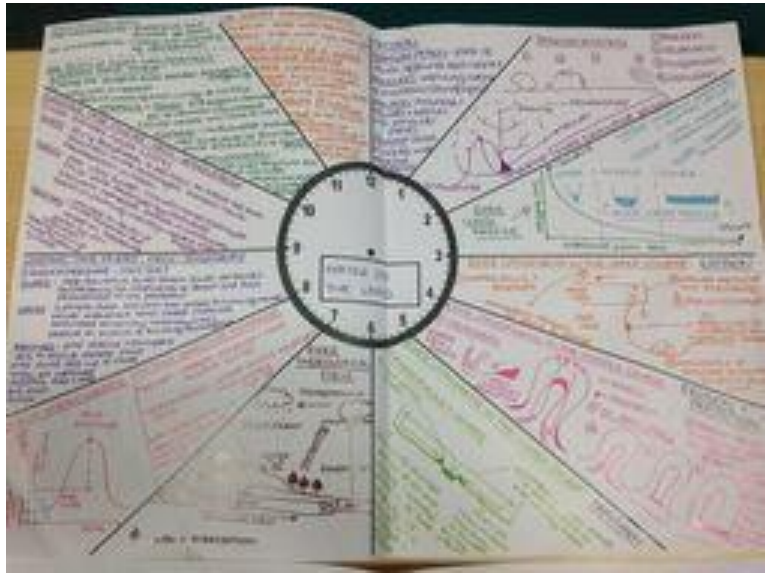
SUMMARISE

Revision Clocks









https://www.youtube.com/watch?v=j5ofs1jQsiE

Watch from 2:05 → 5:35

Mind Mapping

One page Summaries

Sequencing

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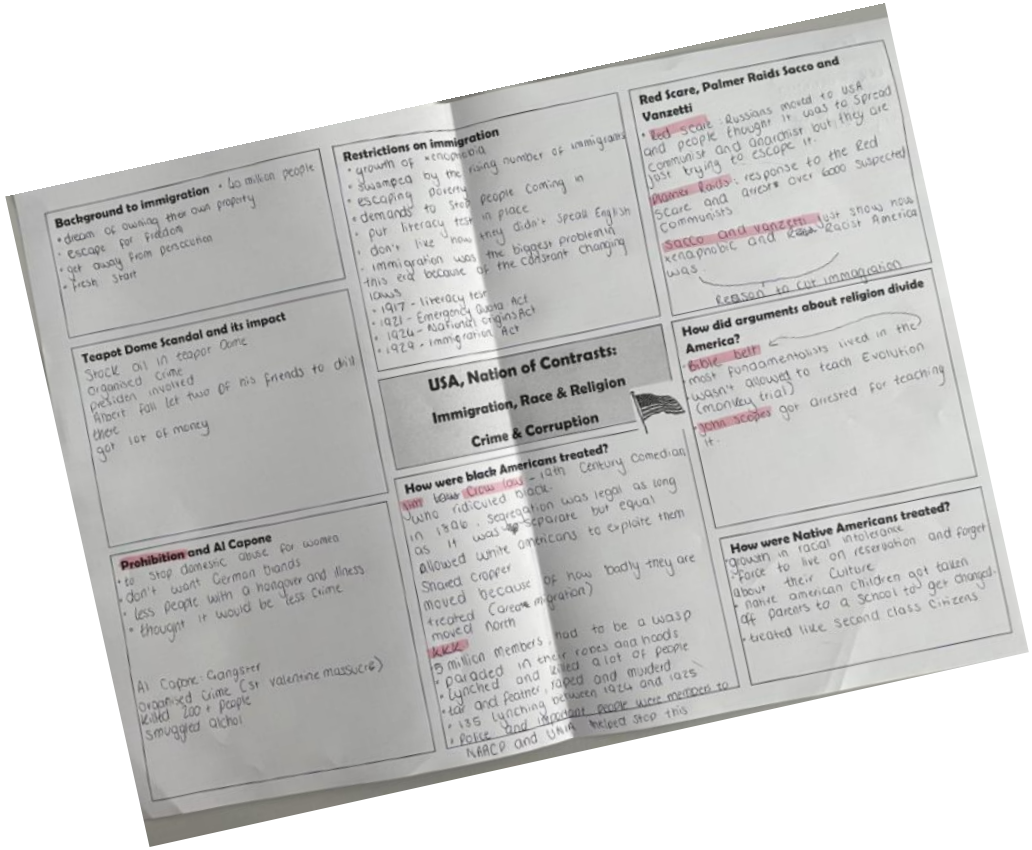
Flashcards

One page Summaries

SUMMARISE

One Page Summaries



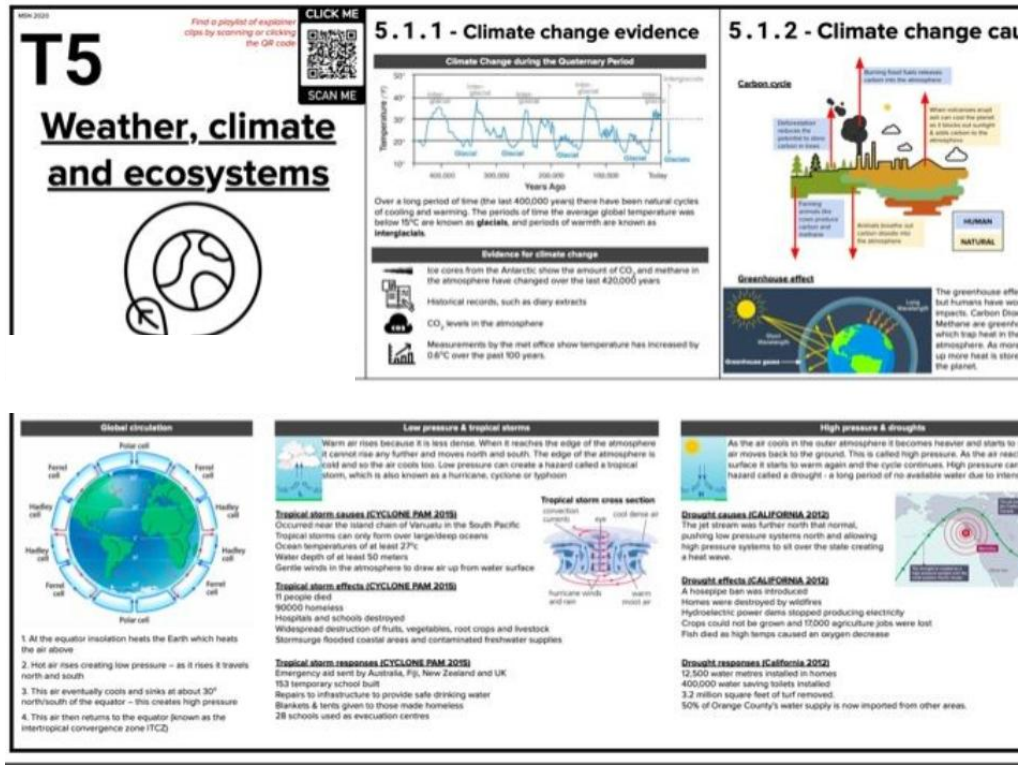
The purpose of a one page summary is to take a lot of information and condense it down to one page.

A one page summary will help you remember information and make revision more manageable. One page is easier than lots of lots of notes!

One page summaries can be made using pictures, key words, infographics and general information linked to a topic/ concept.

SUMMARISE

One Page Summaries – how?

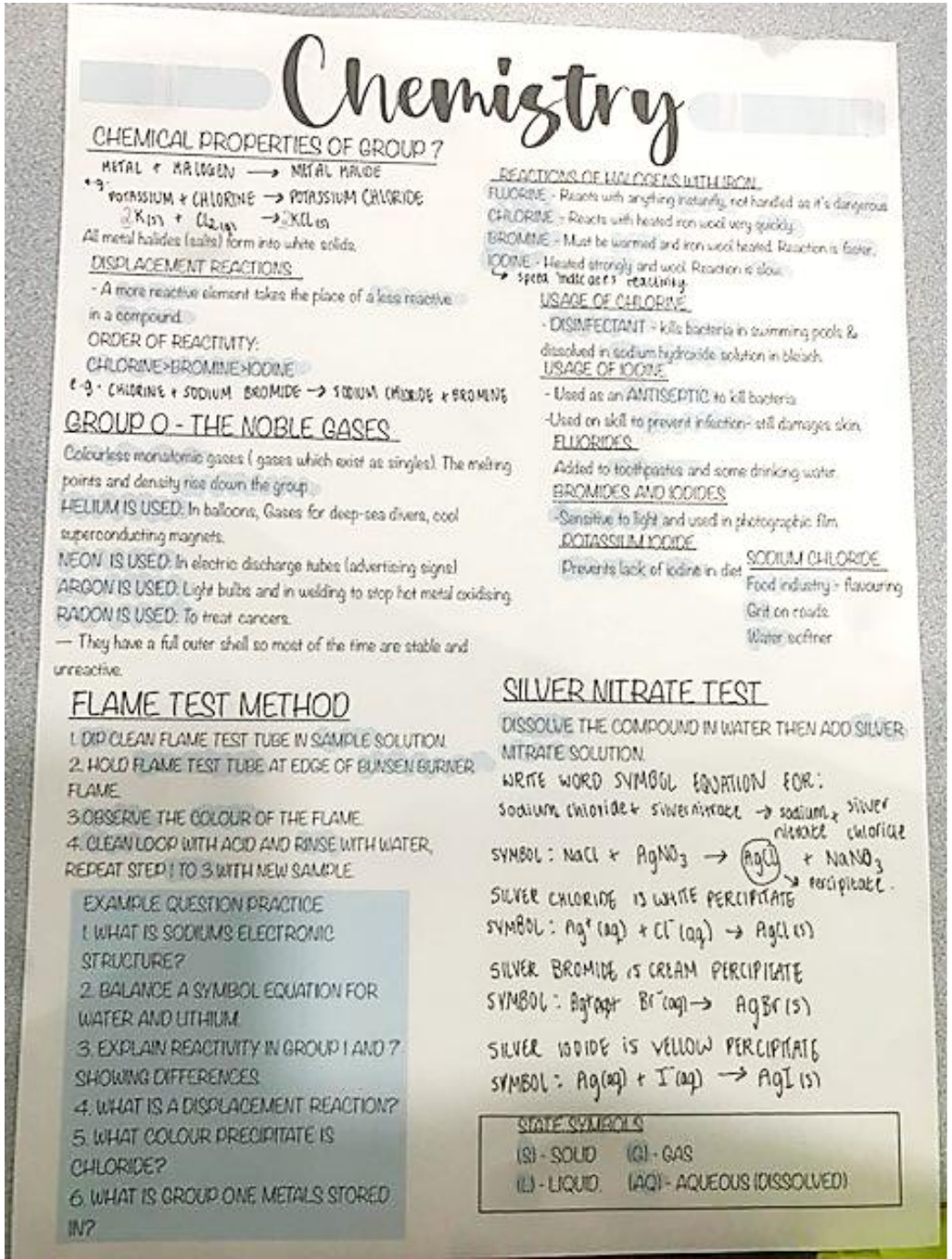


Use exam specifications and class notes to break a topic into areas under headings.

Aim to summarise key information/ facts/ concepts.

The summary could contain any of the following:

- Concise information
- A series of diagrams
- Key words and definitions
- Subtitles
- Simple images and text (dual coding)



Chemistry

CHEMICAL PROPERTIES OF GROUP 7

METAL + HALOGEN → METAL HALIDE

e.g. POTASSIUM + CHLORINE → POTASSIUM CHLORIDE

$2K_{(s)} + Cl_{2(g)} \rightarrow 2KCl_{(s)}$

All metal halides (salts) form into white solids.

DISPLACEMENT REACTIONS

- A more reactive element takes the place of a less reactive in a compound.

ORDER OF REACTIVITY:

CHLORINE > BROMINE > IODINE

e.g. CHLORINE + SODIUM BROMIDE → SODIUM CHLORIDE + BROMINE

REACTIONS OF HALOGENS WITH IRON

FLUORINE - Reacts with anything instantly, not handled as it's dangerous

CHLORINE - Reacts with heated iron wool very quickly

BROMINE - Must be warmed and iron wool heated. Reaction is faster.

IODINE - Heated strongly and wool. Reaction is slow.

→ speed indicates reactivity

USAGE OF CHLORINE

- DISINFECTANT - kills bacteria in swimming pools & dissolved in sodium hydroxide solution in bleach.

USAGE OF IODINE

- Used as an ANTISEPTIC to kill bacteria

-Used on skin to prevent infection- still damages skin

FLUORIDES

Added to toothpastes and some drinking water

BROMIDES AND IODIDES

Sensitive to light and used in photographic film

POTASSIUM IODIDE

Prevents lack of iodine in diet

SODIUM CHLORIDE

Food industry - flavouring

Grit on roads

Water softner

GROUP 0 - THE NOBLE GASES

Colourless monatomic gases (gases which exist as singles). The melting points and density rise down the group.

HELIUM IS USED: In balloons, Gases for deep-sea divers, cool superconducting magnets.

NEON IS USED: In electric discharge tubes (advertising signs)

ARGON IS USED: Light bulbs and in welding to stop hot metal oxidising.

RADON IS USED: To treat cancers.

— They have a full outer shell so most of the time are stable and unreactive.

FLAME TEST METHOD

1. DIP CLEAN FLAME TEST TUBE IN SAMPLE SOLUTION.
2. HOLD FLAME TEST TUBE AT EDGE OF BUNSEN BURNER FLAME.
3. OBSERVE THE COLOUR OF THE FLAME.
4. CLEAN LOOP WITH ACID AND RINSE WITH WATER, REPEAT STEP 1 TO 3 WITH NEW SAMPLE

EXAMPLE QUESTION PRACTICE

1. WHAT IS SODIUMS ELECTRONIC STRUCTURE?
2. BALANCE A SYMBOL EQUATION FOR WATER AND LITHIUM
3. EXPLAIN REACTIVITY IN GROUP 1 AND 7 SHOWING DIFFERENCES
4. WHAT IS A DISPLACEMENT REACTION?
5. WHAT COLOUR PRECIPITATE IS CHLORIDE?
6. WHAT IS GROUP ONE METALS STORED IN?

SILVER NITRATE TEST

DISSOLVE THE COMPOUND IN WATER THEN ADD SILVER NITRATE SOLUTION.

WRITE WORD SYMBOL EQUATION FOR:

sodium chloride + silver nitrate → sodium nitrate + silver chloride

SYMBOL: $NaCl + AgNO_3 \rightarrow AgCl + NaNO_3$ (AgCl → precipitate)

SILVER CHLORIDE IS WHITE PERCIPITATE

SYMBOL: $Ag^+_{(aq)} + Cl^-_{(aq)} \rightarrow AgCl_{(s)}$

SILVER BROMIDE IS CREAM PERCIPITATE

SYMBOL: $Ag^+_{(aq)} + Br^-_{(aq)} \rightarrow AgBr_{(s)}$

SILVER IODIDE IS YELLOW PERCIPITATE

SYMBOL: $Ag_{(aq)} + I^-_{(aq)} \rightarrow AgI_{(s)}$

STATE SYMBOLS

(S) - SOLID (G) - GAS

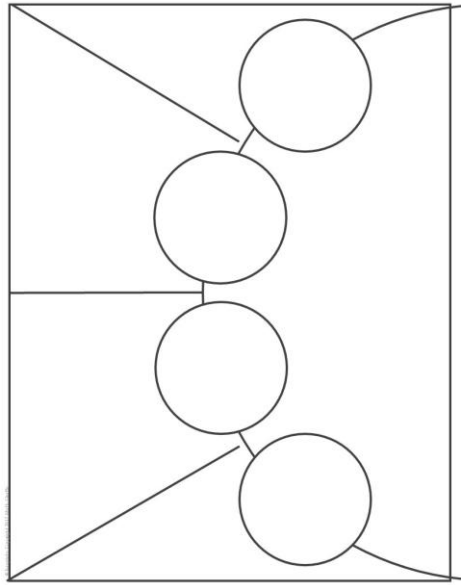
(L) - LIQUID (AQ) - AQUEOUS (DISSOLVED)

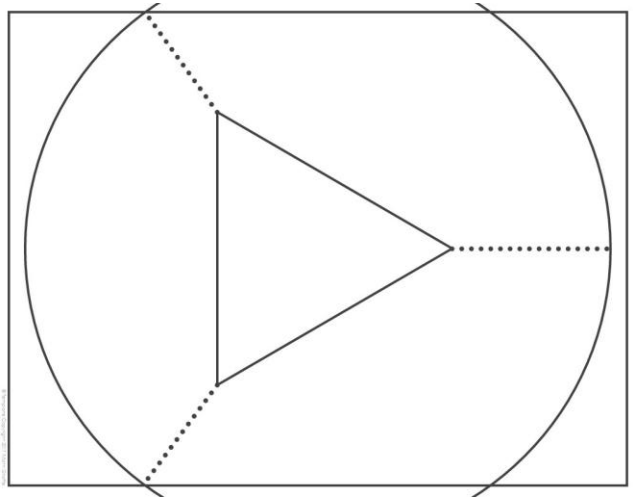
This one page summary is from a year 10 pupil. She types part of her notes on her iPad and then hand writes some additional parts.

SUMMARISE

One Page Summaries

Think about how you want your one page summary to look.
Below are some ideas:





Have a look at this StudyTuber's suggestions and tips to create an effective summary page:

https://www.youtube.com/watch?v=7A5HqEs1z-Q

Background to immigration

Restrictions on immigration

Red Scare, Palmer Raids Sacco and Vanzetti

Teapot Dome Scandal and its impact

USA, Nation of Contrasts:

Immigration, Race & Religion

Crime & Corruption

How did arguments about religion divide America?

Prohibition and Al Capone

How were black Americans treated?

How were Native Americans treated?

Some departments have made them for you using the specifications. How could you use this example to create your own?

SUMMARISE

Chunking

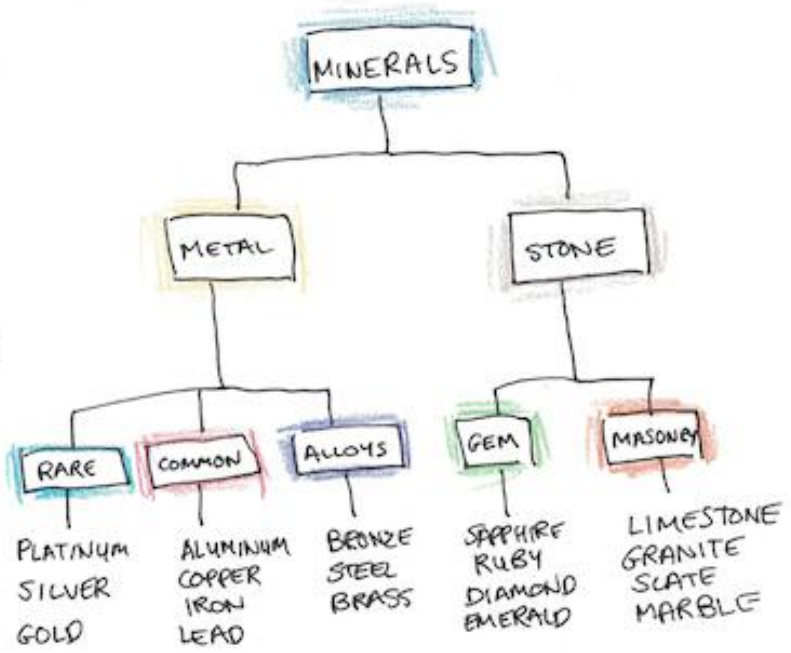
- You all have experience of sub-consciously chunking small pieces information, such as your mobile phone number!

- 07542986521 = 07542 – 986 - 521

Chunking

SUMMARISE

VS



- Chunking is a technique used to break up large pieces of information, such as notes in your exercise book, into small chunks which are much easier to remember.
- Chunking has been proven to improve your short term memory
- Imagine it like steps of a ladder. Chunking is great to memorise phrases and numbers, or even large pieces of texts.

5. LIC Case Study: Haiti Earthquake 2010

Causes

- On a conservative plate margin, which involves the Caribbean and North American plates.
- The magnitude 7.0 earthquake was only 15 miles from the capital Port au Prince. With a very shallow focus of 13km deep , Haiti (the poorest county in the western hemisphere) became more vulnerable.

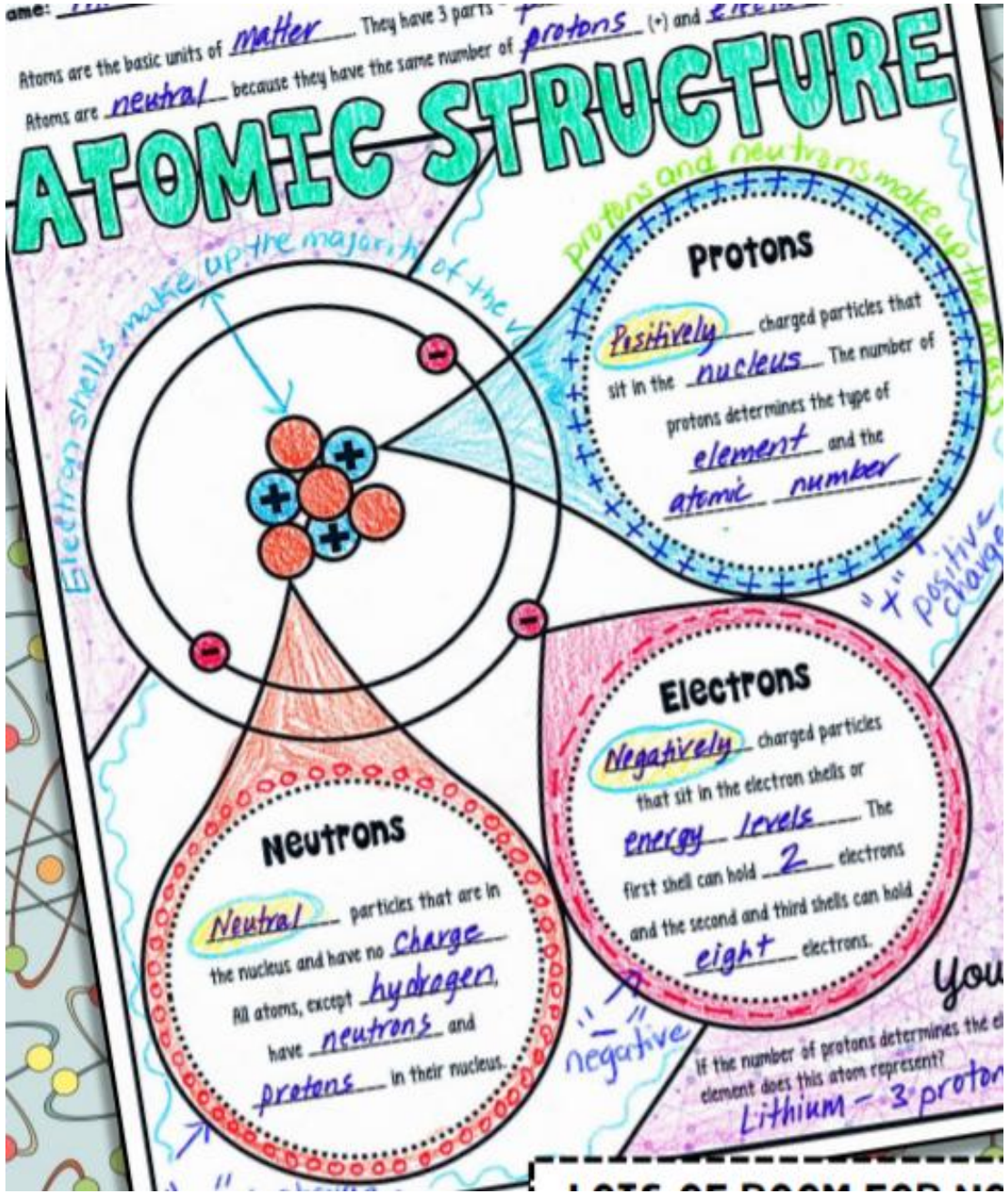
Short-Term Effects	Long-Term Effects
• 230,000 people died and 3 million affected. • 250,000 homes and 30,00 business had collapsed or were damaged. • Rubble blocked roads and shut down ports.	• 1 in 5 jobs were lost due to the quake.. • Millions became homeless, some for years. • The spread of disease became a big risk due to sanitation damage and unburied corpses.
Immediate Management	**Long-term Management**
• Individuals tried to recover buildings and people. • Many countries responded with appeals or despatched rescue teams.	• Heavily relied on international aid, such as the $330 million from the EU. • 6 months after, 98% of the rubble still remained.

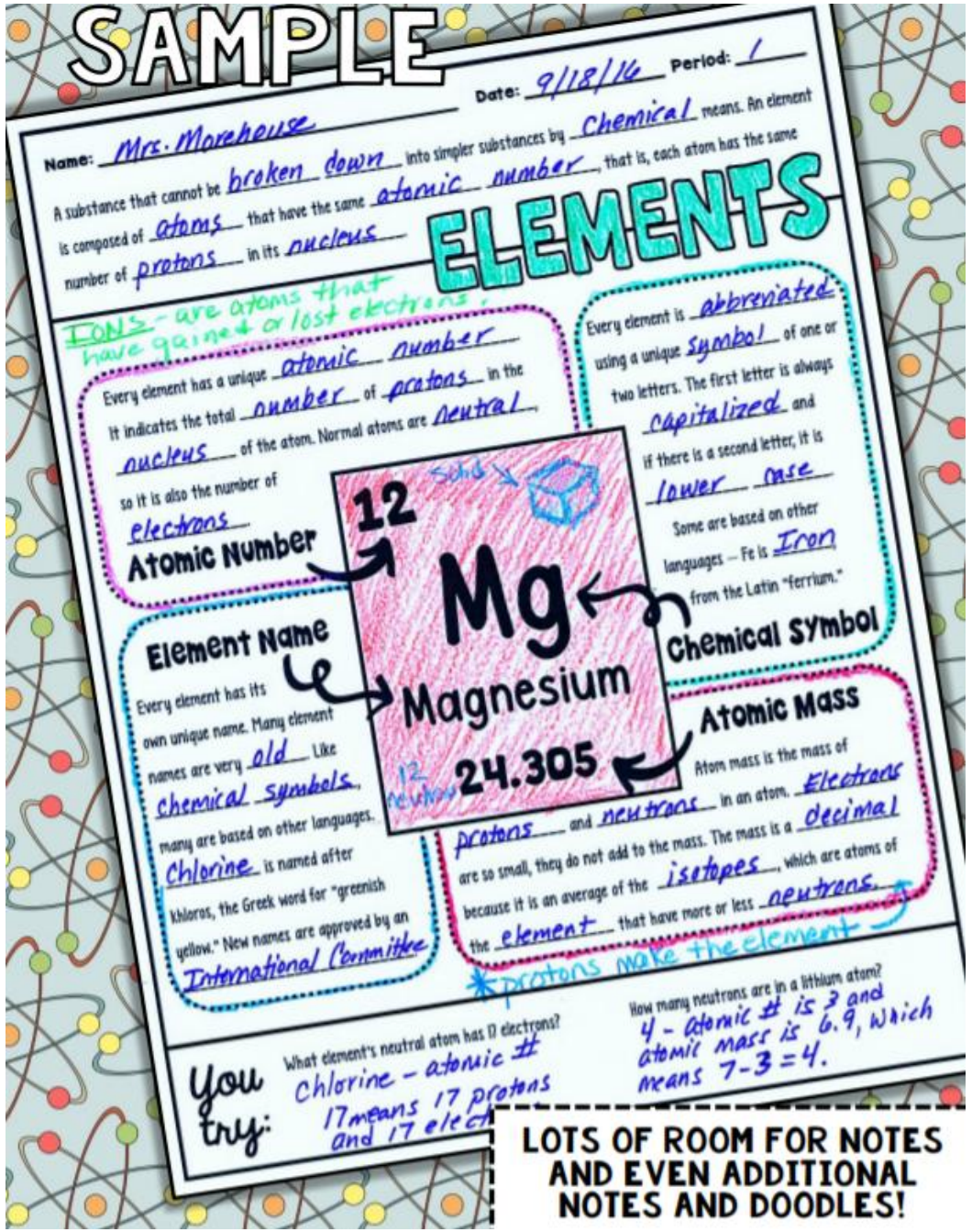
6. HIC Case Study: New Zealand 2011

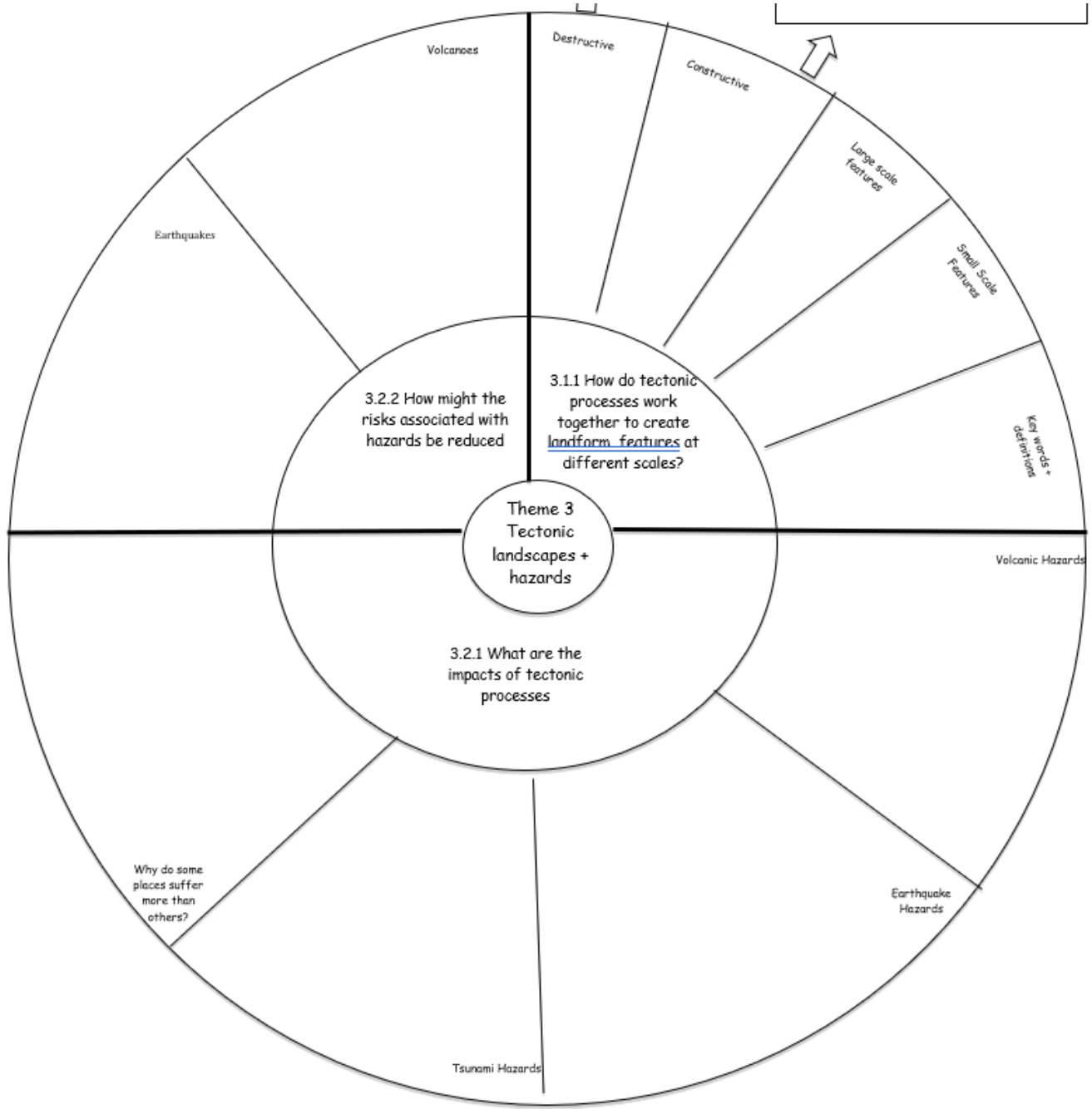
Causes

- The epicentre was 6 miles South East of Christchurch and the focus was very shallow at 3.1 miles.
- conservative plate margin where the Pacific Plate slid past the Australian Plate in the opposite direction

Short-Term Effects	Long-Term Effects
• 181 people were killed and around 2,000 people were injured • Liquefaction (where the ground gets saturated and loses strength) caused lots of damage to roads and buildings • 80% of the city was without electricity	• Business were put out of action for long periods causing losses of income and jobs • Damage to roads through liquefaction made it difficult for people and emergency services to move around • Christchurch could no longer host Rugby World Cup matches so lost the benefits, e.g. tourism and income, they would bring
Immediate Management	**Long-term Management**
• Cared for the most vulnerable people and ensured people were safe from dangerous buildings • Chemical toilets were provided for 30,000 residents	• Provided temporary housing and ensured all damaged housing was kept water tight • Roads and houses were cleared of silt from liquefaction by August and 80% of roads/50% of footpaths were repaired


Atoms are the basic units of matter. They have 3 parts
Atoms are neutral because they have the same number of protons (+) and
ATOMIC STRUCTURE
Electron shells make up the majority of the
protons and neutrons make up the
Protons
Positively charged particles that sit in the nucleus. The number of protons determines the type of element and the atomic number
"+" positive charge
Electrons
Negatively charged particles that sit in the electron shells or energy levels. The first shell can hold 2 electrons and the second and third shells can hold eight electrons.
"-" negative
Neutrons
Neutral particles that are in the nucleus and have no charge. All atoms, except hydrogen, have neutrons and protons in their nucleus.
If the number of protons determines the element does this atom represent?
Lithium - 3 proton
You


SAMPLE
Name: Mrs. Morehouse
Date: 9/18/16 Period: 1
ELEMENTS
A substance that cannot be broken down into simpler substances by chemical means. An element is composed of atoms that have the same atomic number, that is, each atom has the same number of protons in its nucleus
Ions - are atoms that have gained or lost electrons.
Every element has a unique atomic number. It indicates the total number of protons in the nucleus of the atom. Normal atoms are neutral so it is also the number of electrons.
Atomic Number
12
Mg
Magnesium
24.305
12 neutrons
Chemical Symbol
Every element is abbreviated using a unique symbol of one or two letters. The first letter is always capitalized and if there is a second letter, it is lower case. Some are based on other languages - Fe is Iron from the Latin "ferrum."
Element Name
Every element has its own unique name. Many element names are very old. Like chemical symbols, many are based on other languages. Chlorine is named after Khloros, the Greek word for "greenish yellow." New names are approved by an International Committee
Atomic Mass
Atom mass is the mass of protons and neutrons in an atom. Electrons are so small, they do not add to the mass. The mass is a decimal because it is an average of the isotopes, which are atoms of the element that have more or less neutrons.
*protons make the element
You try:
What element's neutral atom has 17 electrons?
Chlorine - atomic # 17 means 17 protons and 17 elect
How many neutrons are in a lithium atom?
4 - Atomic # is 3 and atomic mass is 6.9, which means 7-3=4.
LOTS OF ROOM FOR NOTES AND EVEN ADDITIONAL NOTES AND DOODLES!


Volcanoes
Earthquakes
Destructive
Constructive
Large scale features
Small Scale Features
Key words + definitions
3.2.2 How might the risks associated with hazards be reduced
3.1.1 How do tectonic processes work together to create landform features at different scales?
Theme 3 Tectonic landscapes + hazards
Volcanic Hazards
3.2.1 What are the impacts of tectonic processes
Why do some places suffer more than others?
Earthquake Hazards
Tsunami Hazards

One page summary- Success Criteria

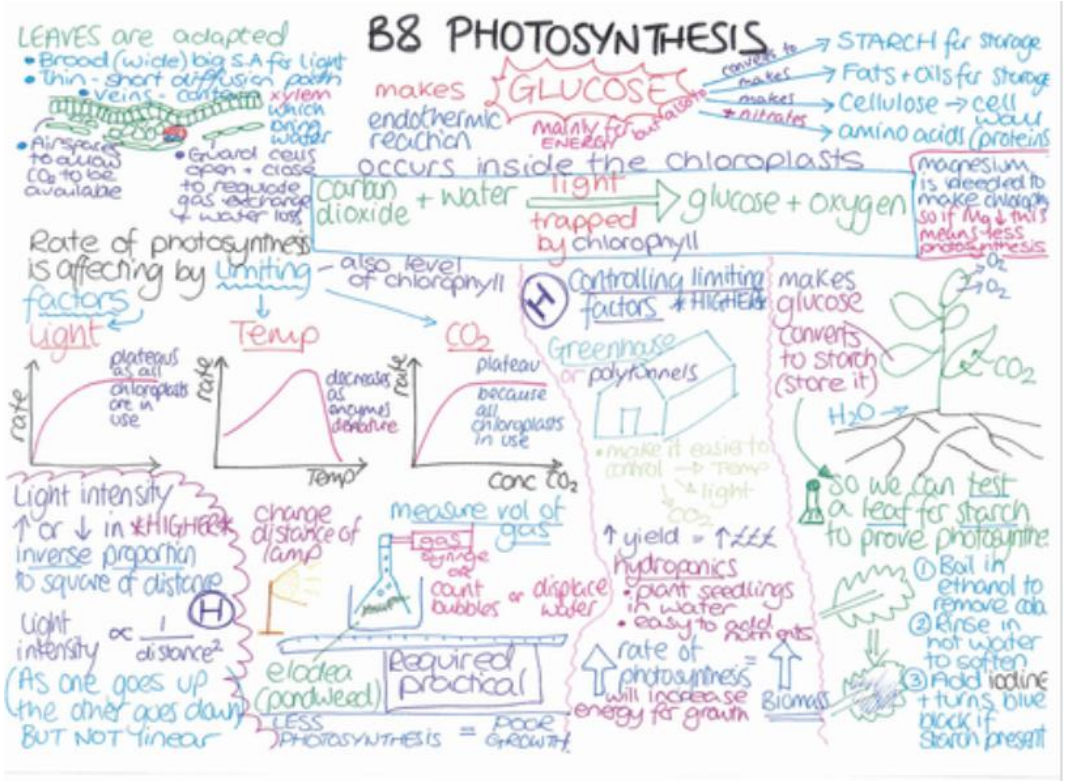
- ✓ Read through your notes to make sure you understand
- ✓ Use lesson titles/sub titles to help group and organise information
- ✓ Use brief bullet points to summarise key points
- ✓ Be creative – whatever helps you recall and remember key info is the right way for you!
- ✓ Use colour or images to help make links – dual coding

One Page Summaries

Summary

How?

- Begin by choosing a subject you are going to summarise.
- Decide on the layout. How do you want to present your ideas?
- Think about your subheadings, how are you going to break down the information?
- Using pictures and words to summarise information works best.

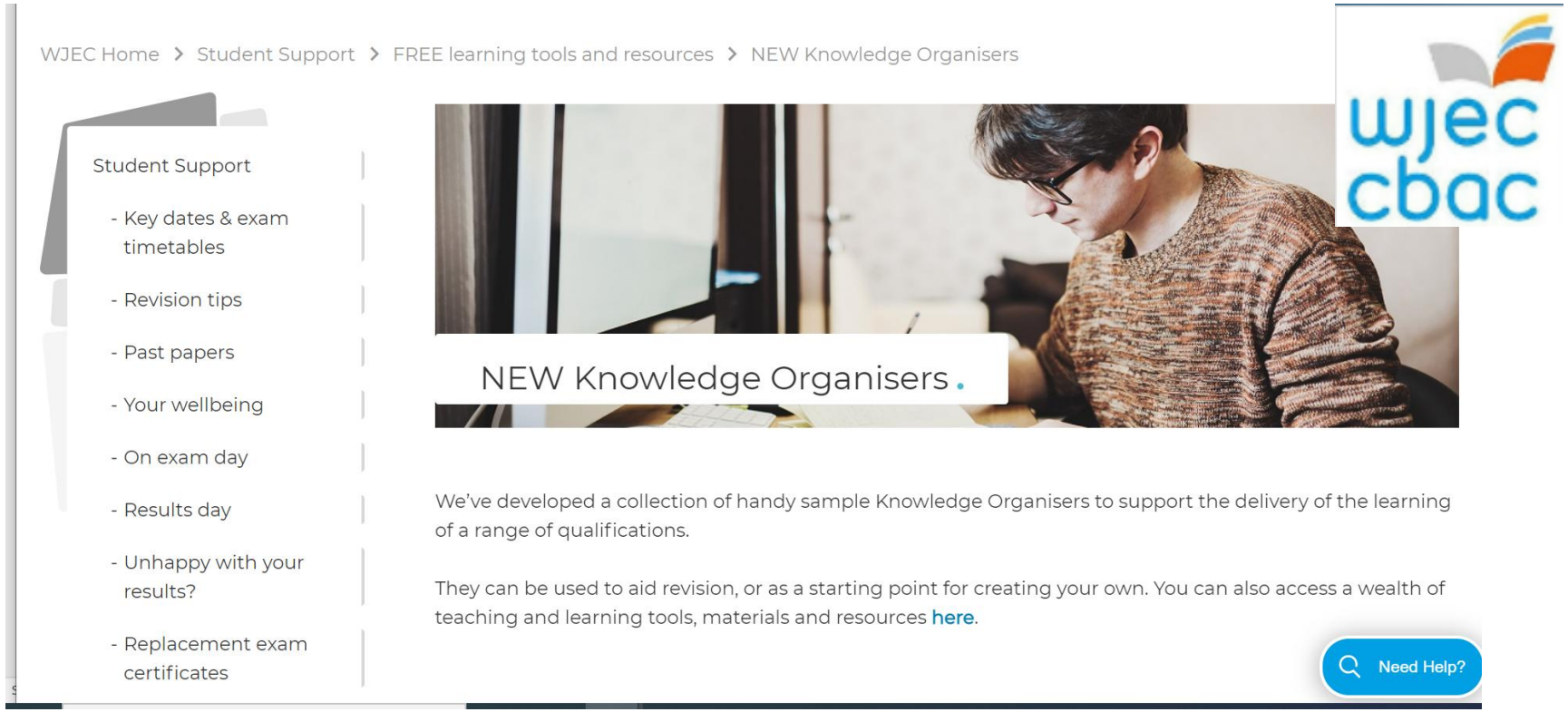


Knowledge Organisers

SUMMARISE

You may have heard of Knowledge Organisers, these are one page summaries. There are also lots you can find on the WJEC website ready to use. You might want to look at these for ideas.

https://www.wjec.co.uk/home/student-support/free-learning-tools-and-resources/new-knowledge-organisers/




RETRIEVE


RETRIEVE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Revision Clocks


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Folding Frenzy


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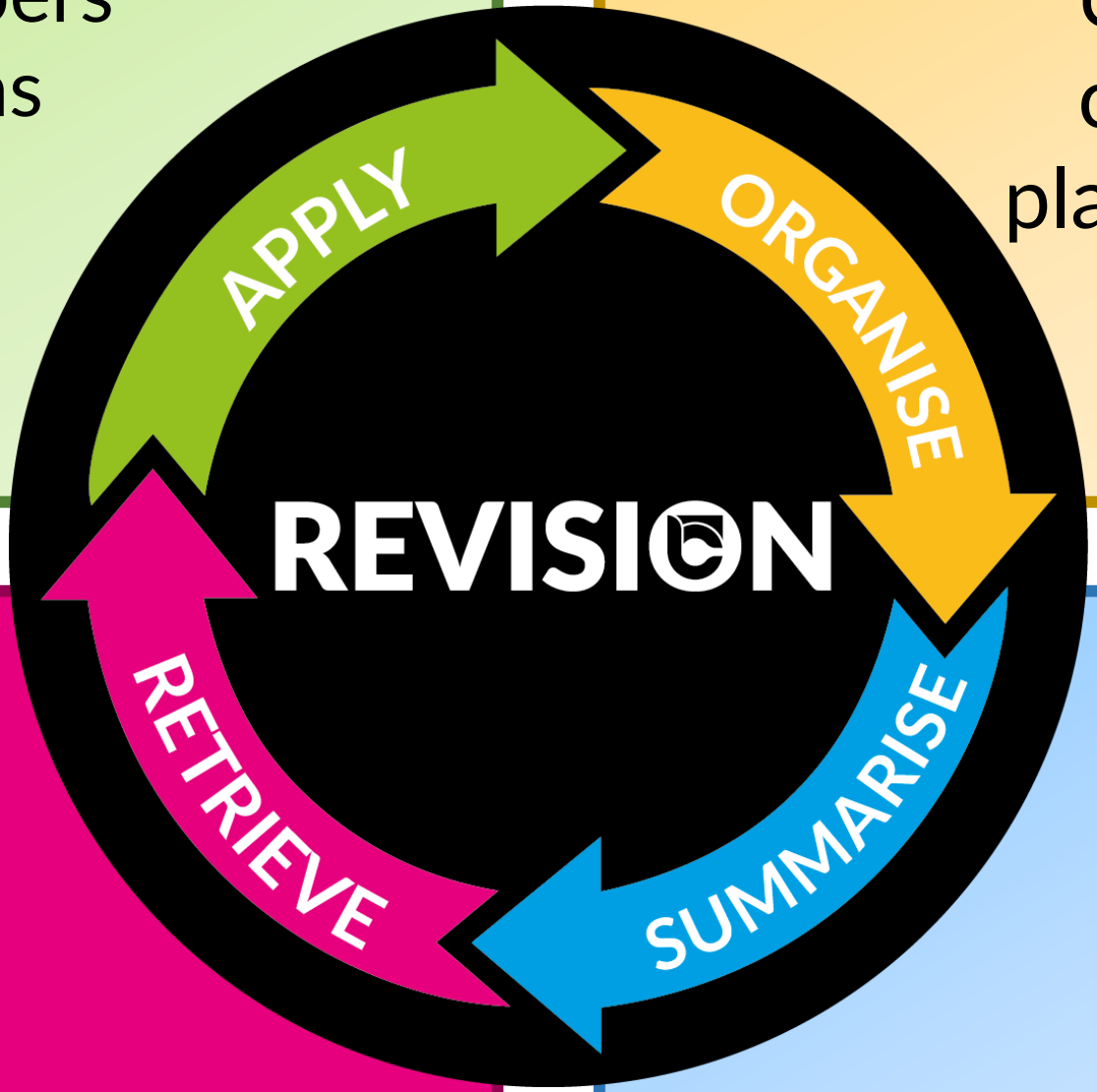
Brain Dumps

Use past papers and questions to apply knowledge

Use learning checklists to plan your time effectively



Active recall

Condense topics into notes

What isn't retrieval practice

1. Reading your notes
2. Highlighting information as you read it- mindlessly highlighting
3. Writing beautiful revision cards and never looking at them again
4. Copying notes out – completing homework with the answers in front of you

What is retrieval practice?

1. Quizzing yourself or others – write quizzes from your KO's and sit them a week later – keep sitting them right up until the exam

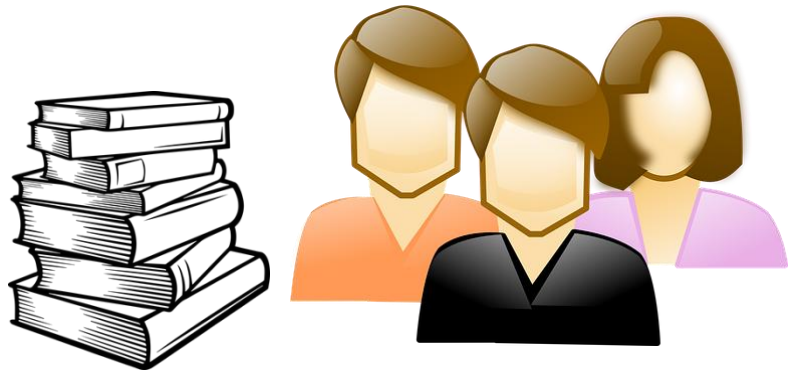
2. Having people quiz you on your revision card

3. Writing out from memory information from your revision card]

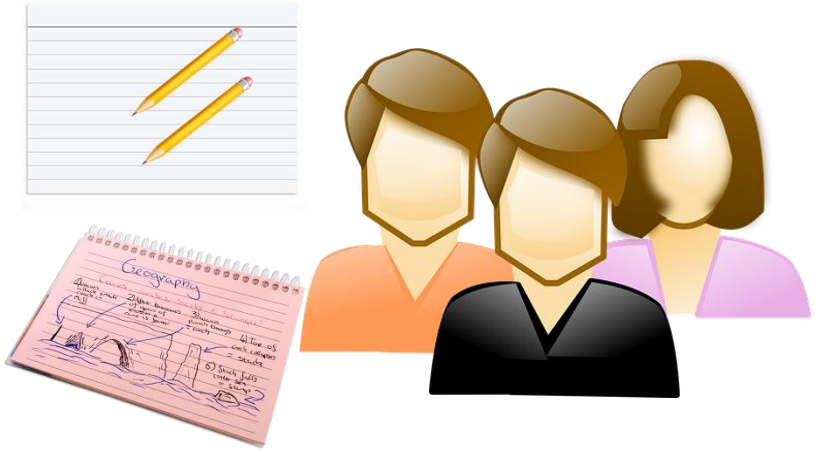
4. To write down everything you know about a subject. I call this brain dumping. Eg. what you know off by heart in black ben, in red pen you go back to the materials and fill in anything you forgot.

A Quick Science Experiment

They gave one group of students the materials (knowledge organisers) and they were only allowed to read it.

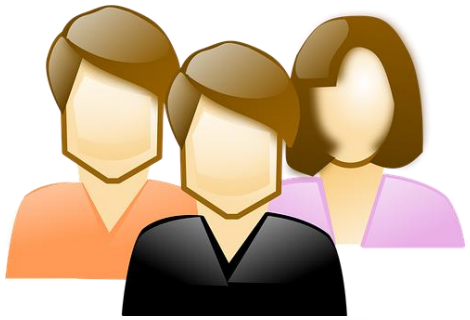


They then gave another group of students the same materials and they had to do retrieval practice.



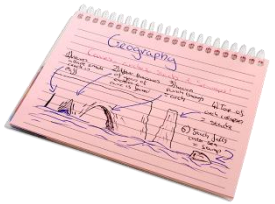
The main findings….

- Students who did retrieval practice (testing themselves and each other) did 50% better in the exams than those who just re-read through the information.



- The longer you need to remember information the more powerful retrieval practice is, but the less effective reading is.

- Students who revised using retrieval practice found it more interesting than those who just read the material.

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Folding Frenzy


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Brain Dumps

Self Quizing

RETRIEVE

Self- Testing/Quiz

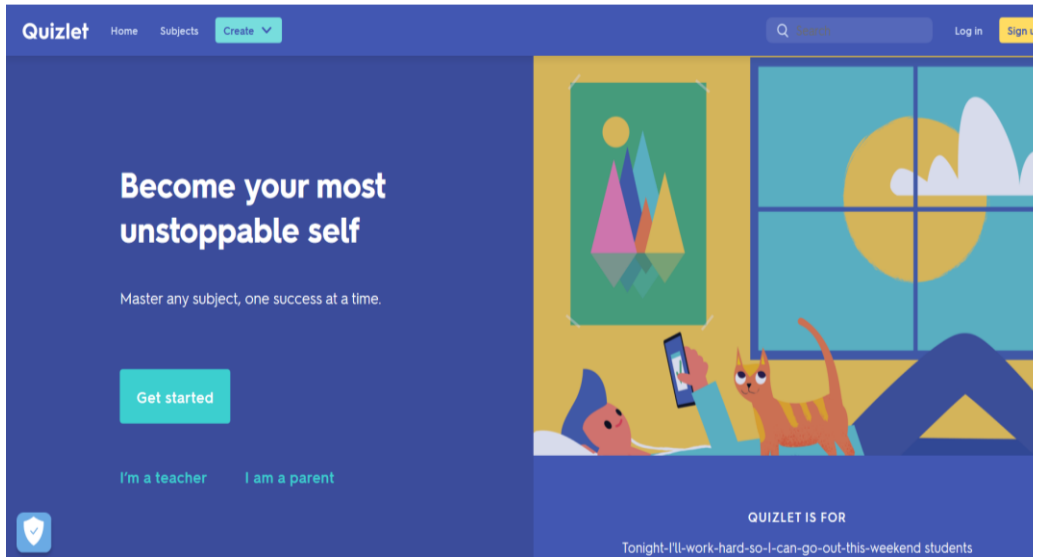
Instructions: Write down 10 recall questions and answers. Use these to test yourself and ask others to test you.

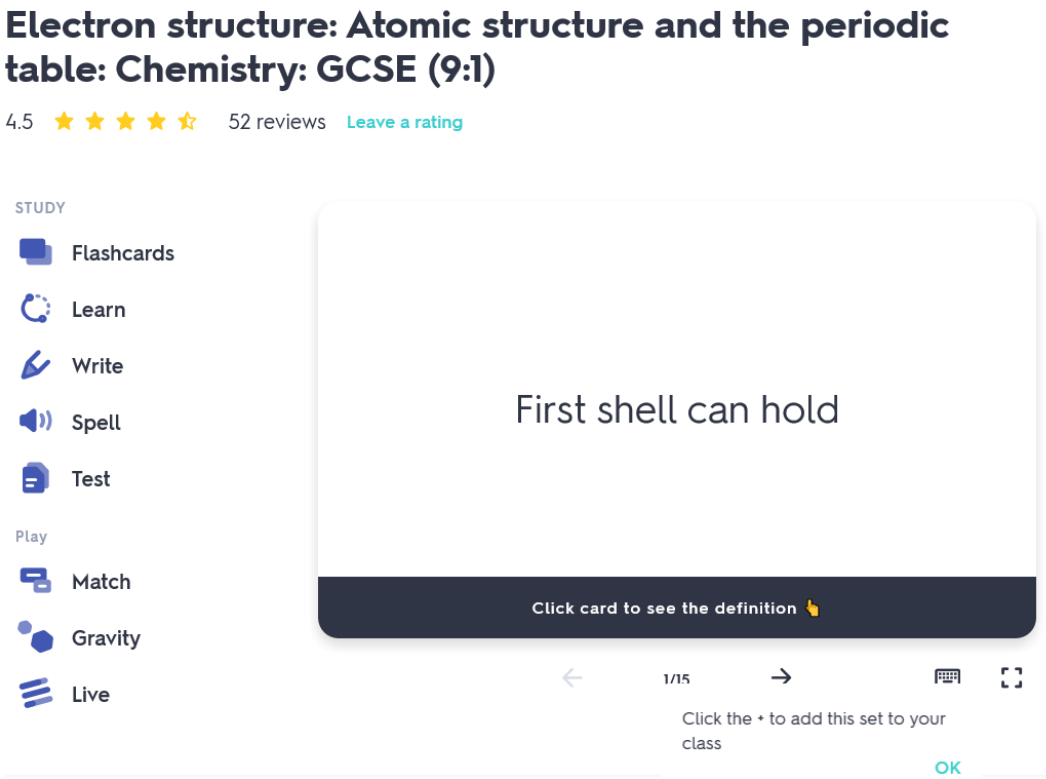
The best questions to use here are ones that require short answers. Questions that start with State, Who, What.

	Question	Answer
1		
2		
3		
4		
5		

RETRIEVE

Quizlet/Quizizz



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Revision Clocks

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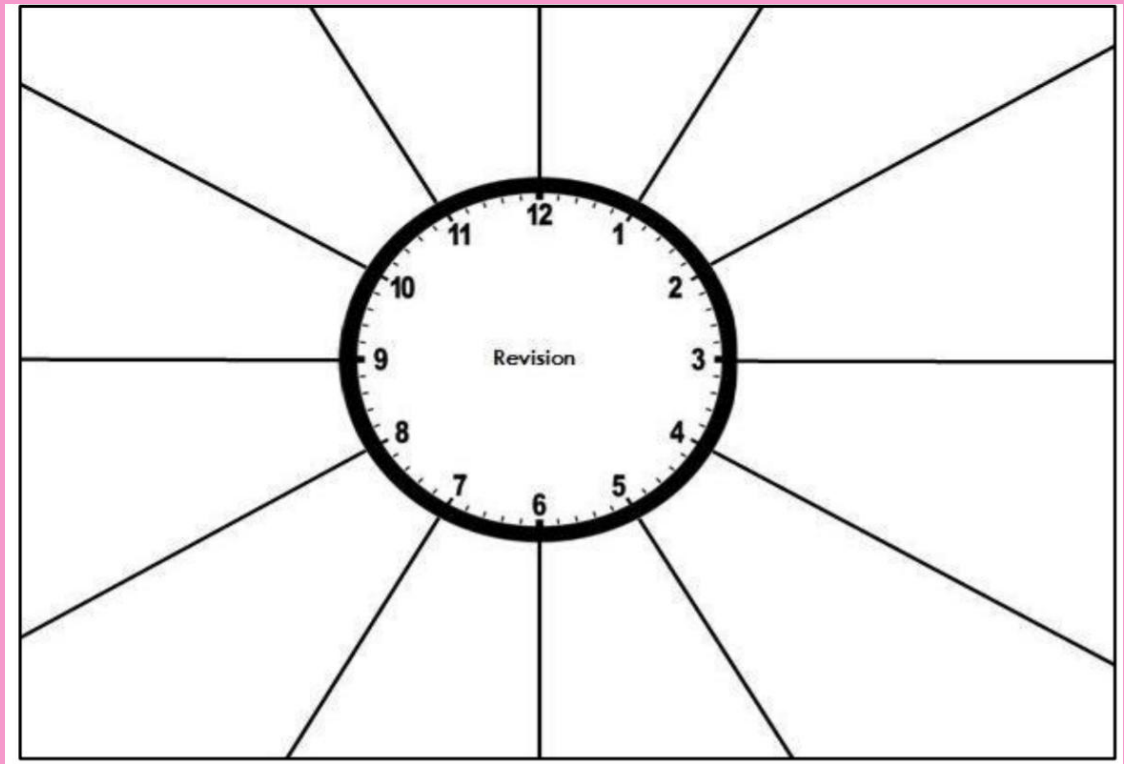

After completing your original revision clock you spend a set time studying each section e.g. 2mins.

You then start again with a blank one. Take two colours of pens. Using your first pen complete each section of your clock from memory.

Check your notes/original clock to see what you missed. Then take your second colour of pen and add in any additional information you missed first time round.


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RETRIEVE

A-Z of keywords

After summarising a topic and you have read through your notes.

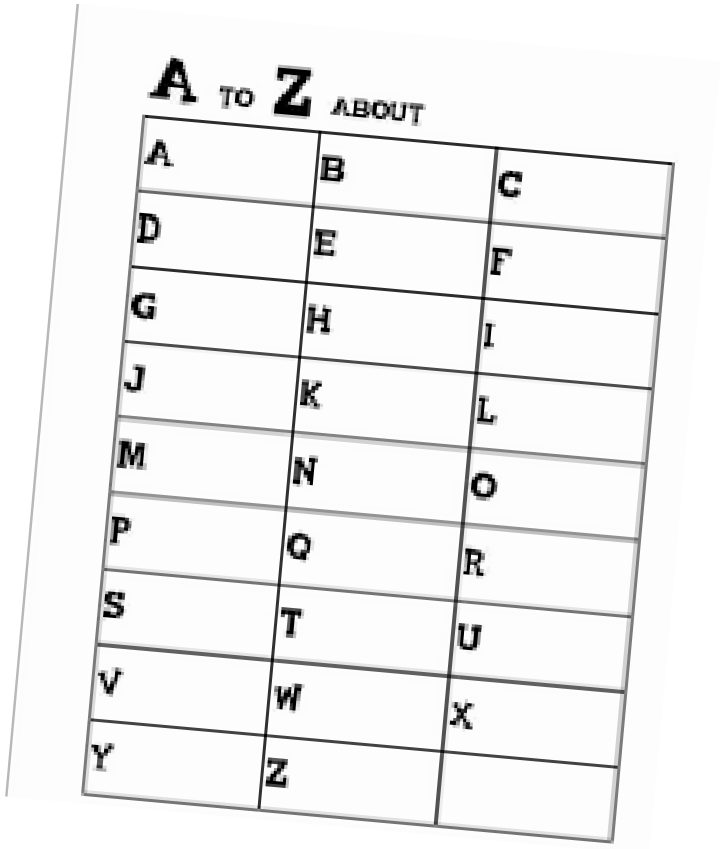
Turn them over.

Write A-Z on a piece of paper, leaving space for words.

How many words can you think of for each letter from the topic?

Can you then write sentences using those keywords?

Remember – you are not supposed to be looking at your notes. It needs to be done from memory!

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Brain Dumps

Brain Dumps

RETRIEVE

Brain Dump

One of the best revision techniques is to brain dump. To write down everything you know about a subject. I call this brain dumping.

RETRIEVE

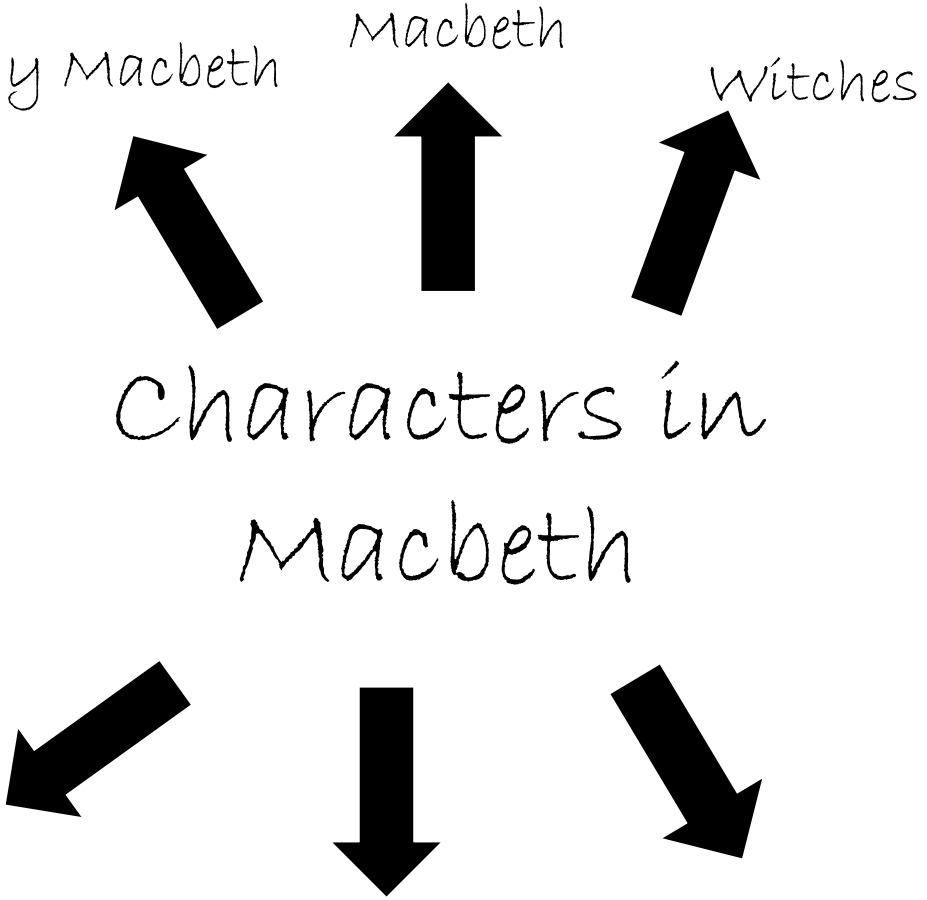
Brain Dump

STEP 1

Don't pick a huge subject like 'Macbeth' – information overload.

Instead try: Characters in Macbeth

Then brain dump write everything you know in black + blue pen.

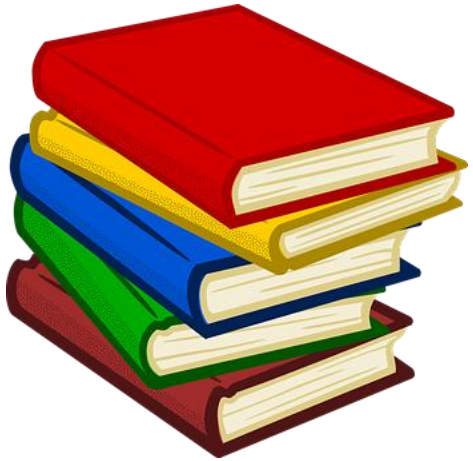


RETRIEVE

Brain Dump

STEP 2

Read back over your revision notes, Exercise book, Text book or a knowledge organizer, looking at what you remembered and what you forgot.



CHARACTERS	
Macbeth	Eponymous protagonist, ambitious and ruthless
Lady Macbeth	Defies expectations, strong and ambitious, but goes mad
Witches	Supernatural beings, prophesy, could represent conscience
Banquo	M's friend, sons prophesied to rule, killed and returns as ghost
Duncan	Good king, praises M at start, murdered in Act 2
Macduff	Wife and children killed; kill M; born by caesarian
Malcolm	Heir to throne, good man, finally crowned
Fleance	Banquo's son, represent innocence and justice

RETRIEVE

Brain Dump

STEP 3

Then in a different colour (ideally red – because it means warning so sticks in your brain better) write down everything you forgot onto the sheet.

Characters in Macbeth

Lady Macbeth
Strong
Ambitious
Goes mad

Macbeth
Ambitious
Ruthless

Witches
Supernatural beings...

Banquo...

Duncan...

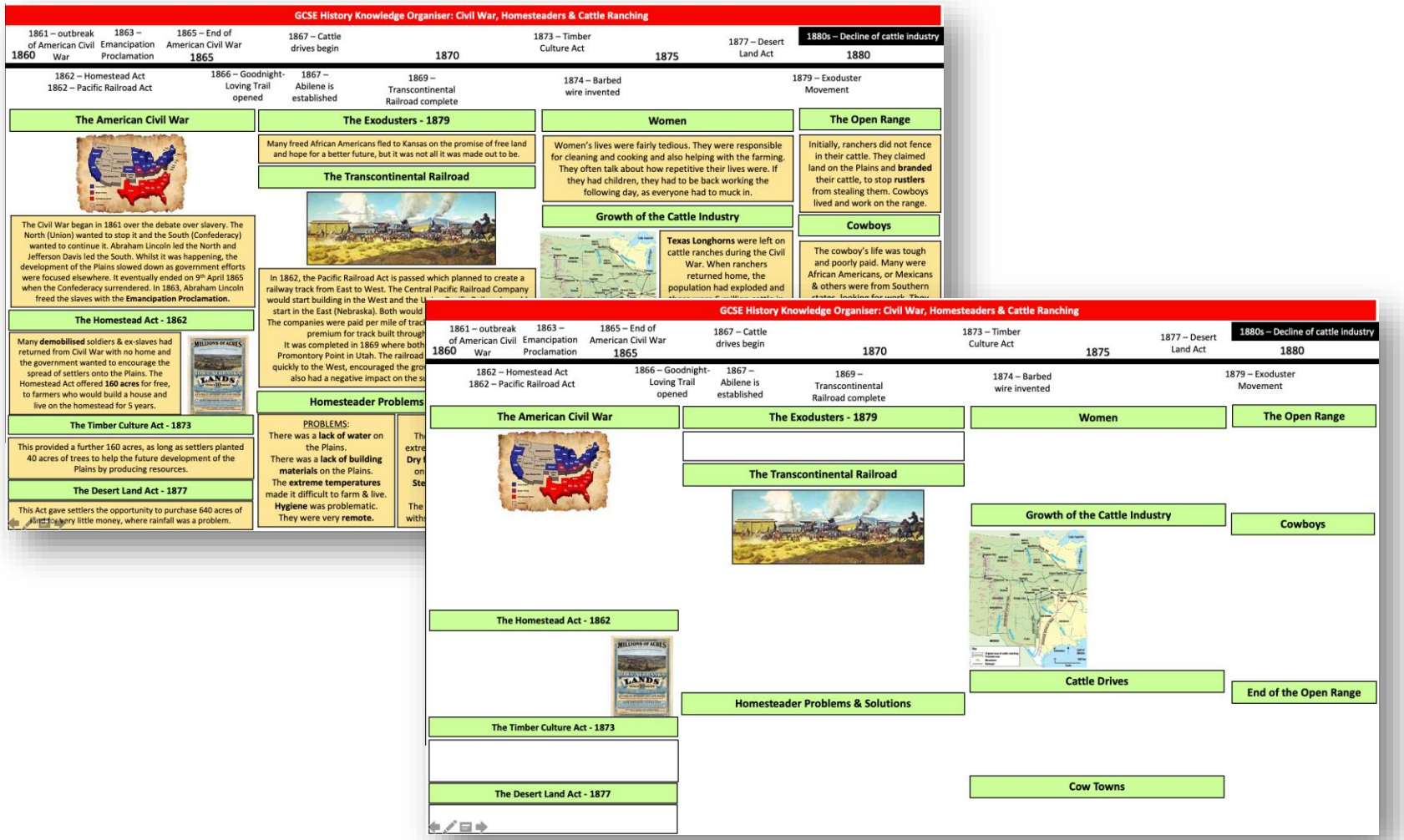
Macduff

RETRIEVE

Brain Dump

OPTIONAL STEP 4

You can also try this technique with a Knowledge organiser. Start with just the column headings and see what you can remember from a topic




RETRIEVE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RETRIEVE
A-Z Keywords


RETRIEVE
Flash Cards – leitner system


RETRIEVE
Folding Frenzy


RETRIEVE
Brain Dumps

Flash Cards – leitner system

Leitner System

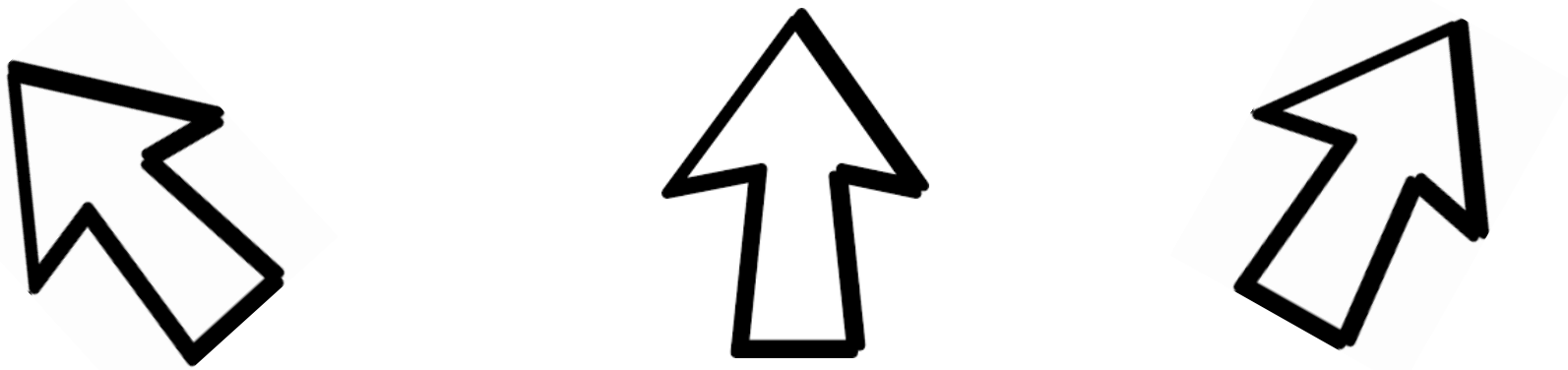
- The Leitner system is a way of organising your flashcard once you are using them to retrieve information.
- Once you have made your revision notes get someone to test you or you can test yourself and put the cards into **three piles**.
    1. You know
    2. You sometimes know
    3. You don't know

RETRIEVE

1. I often get these words/ topics wrong and I need to keep going over them.

2. I understand this a little bit but I am a bit unsure. I need to go back through these again.

3. I am really confident I understand these topics/ words.



Flashcards

- You could labelled envelopes to divide up your cards and move them on when you understand them.

- You could also use boxes. People use shoe boxes with dividers inside them. Have a look for some ideas on YouTube.

- You could also use the ring that holds your cards together. Open the ring that holds the cards together, take off the cards you are confident you know from the ring and leave the ones you are uncertain of on the ring. Keep testing yourself and take the cards off when you know them. When you think you know them all, put them all back on the ring and test yourself again. Repeat!

Flashcards are a great way to test yourself, revise and also check your learning.

HAVE A GO!


RETRIEVE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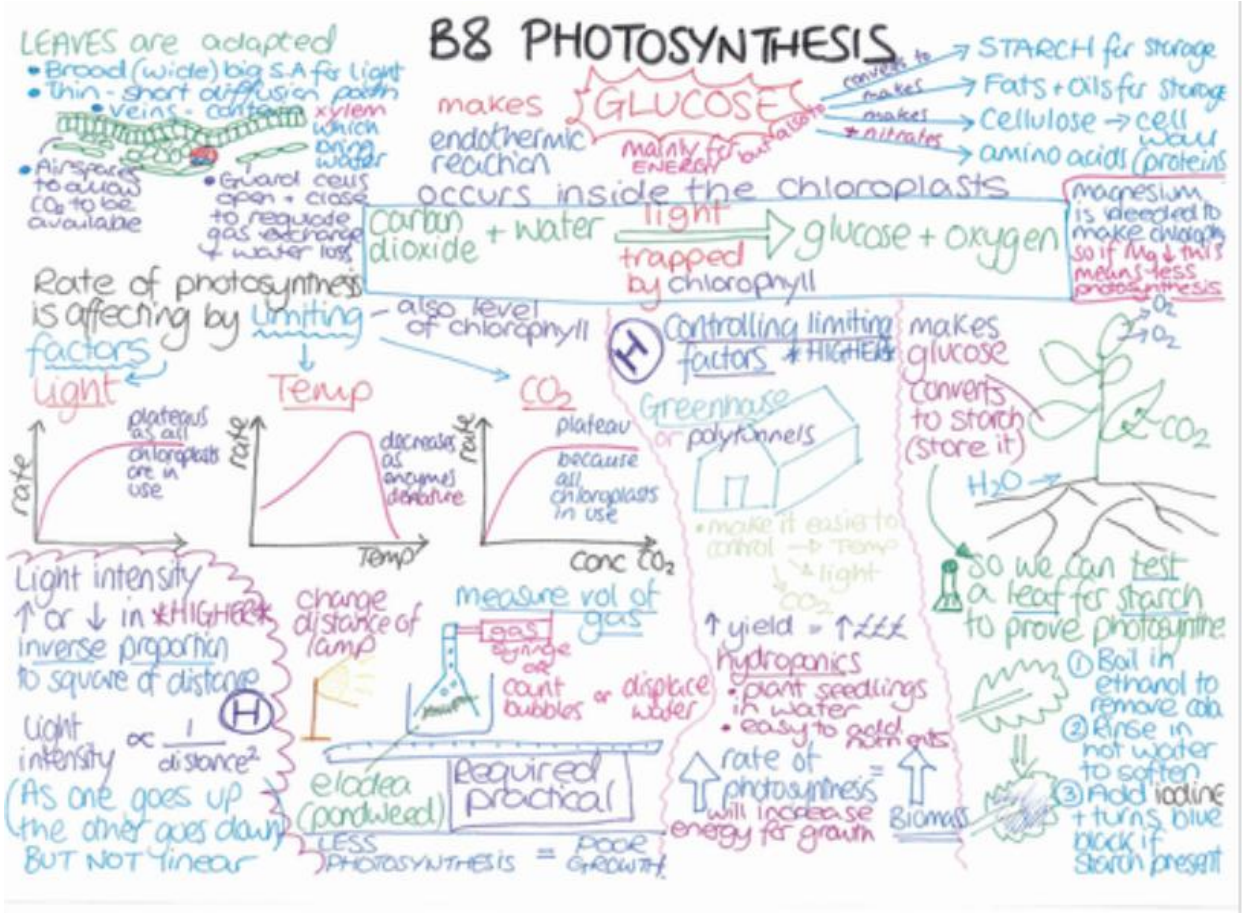
Brain Dumps

Folding Frenzy

RETRIEVE

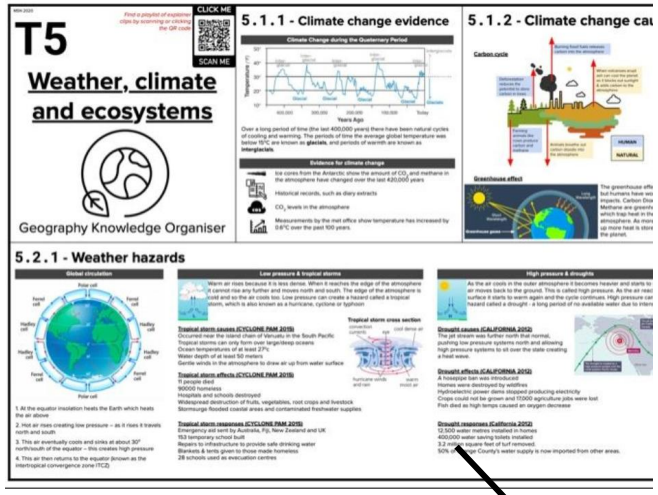
Folding Frenzy

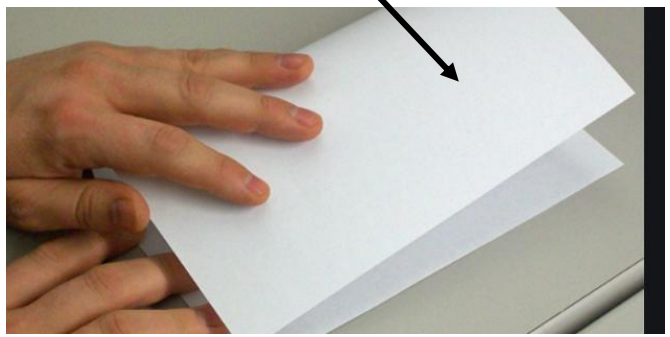
- For this revision strategy you need an A3 or A4 summary of a topic.



Folding Frenzy – how?

RETRIEVE





- Write a summary of the topic on an A3 piece of paper (in any format).
- This is a great way to reduce your one page summary down and make it more manageable.
- Fold it in half so you now have an A4 piece of paper.
- Condense the topic onto the small piece of paper.
- Repeat another twice until you have a flashcard piece of paper.
- You should be left with a really small summary of the topic.


APPLY

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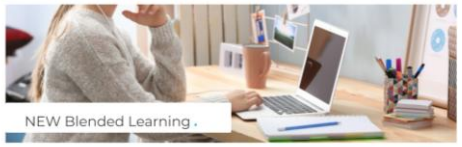
- Once you are confident you are able to retrieve the information needed for your exams you need to be able to apply it.
- This is the last stage in revision
- To help you do this you should use past papers and mark schemes. These are available on the WJEC website.
- How to make your own past papers using the question bank is explained in your booklet.

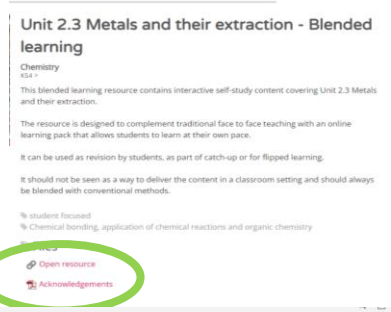
Blended learning resources

During lockdowns, WJEC created a series of blended learning resources. (google WJEC Blended learning)

https://www.wjec.co.uk/home/student-support/revision-resources/new-blended-learning/

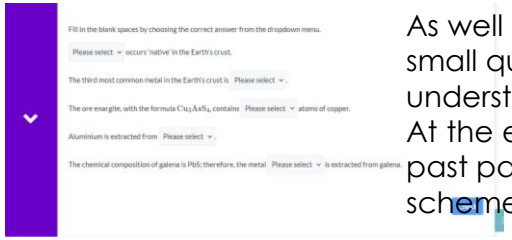


You can then search for a subject and topic.



You need to open resource – this works on computers and phones.

Lessons are listed here.

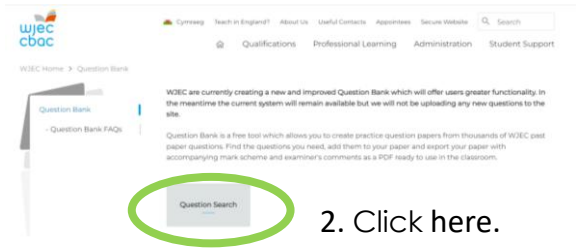


As well as course content, there are small quizzes to check understanding.
At the end of the lesson there is a past paper question and mark scheme.

This is a good example of summarising, retrieving and then applying knowledge

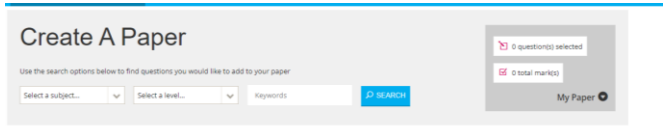
WJEC Question bank

1. Google ‘WJEC Question Bank’. It should be the 1st website that appears. When you click on the link this website should appear

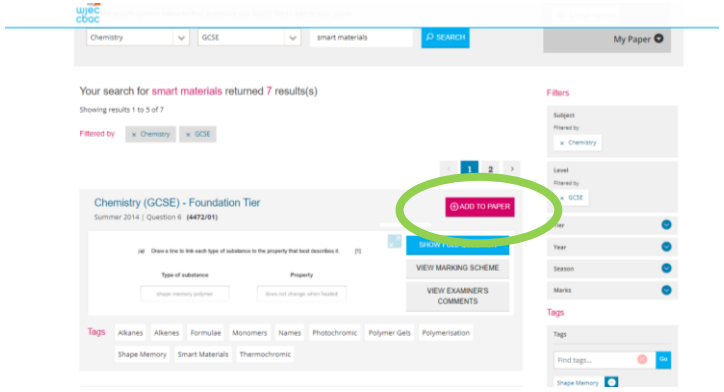


2. Click here.

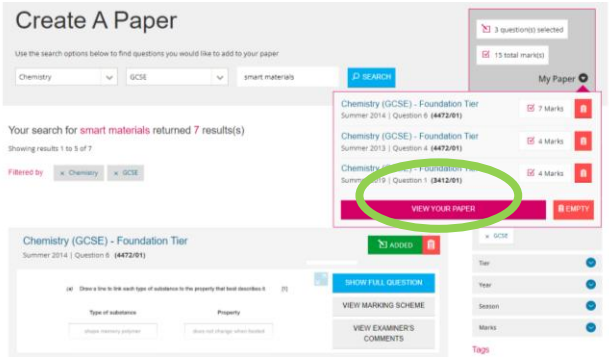
3. You can now create a paper using the drop down menus



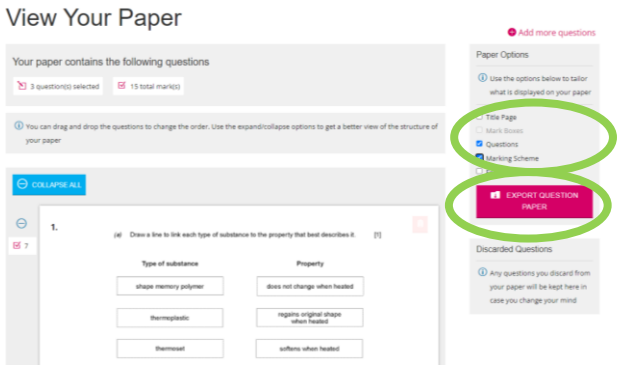
4. Once you have search for a keyword a selection of past papers will be shown. If you want to add the question to your paper, select ‘add to paper’



5. You can view your paper by hovering over the ‘My paper’ icon and then clicking ‘view you paper’



6. Before saving your paper it is important you select the marking scheme box. This ensures you have the answers.



7. Click here to save your paper