

QUALITY

CHARACTER

CARE




STUDY SKILLS RETRIVAL GUIDE



ROYAL SCHOOL ARMAGH



Time to Revise – 3 Steps

 <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Learn</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the Content: Make the most of lesson time. Focus on gaining a deep understanding of the material. Ask yourself, "Why is this important?" and "How does this connect to what I already know?" <input type="checkbox"/> Take Quality Notes: Summarise key ideas in your own words. Use diagrams, flowcharts, or mind maps to organize concepts visually. <input type="checkbox"/> Ask Questions: If you're unsure about something, seek clarification from your teacher or peers. Active engagement is key to learning. <input type="checkbox"/> Use Examples: Relate abstract concepts to real-world examples or practical scenarios to reinforce your understanding. <input type="checkbox"/> Plan Your Learning: Break topics into manageable chunks and set clear goals for each study session.
 <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Revise</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Organise Your Time: Use a revision timetable to ensure all subjects and topics are covered. Prioritize areas where you feel less confident. <input type="checkbox"/> Condense Your Notes: Create summary sheets or flashcards with key points, formulas, and definitions. <input type="checkbox"/> Practice Regularly: Go over your notes frequently to keep information fresh in your mind. Spaced repetition helps combat forgetting. <input type="checkbox"/> Work on Weak Spots: Identify areas where you lose marks in past assessments and focus on improving them. <input type="checkbox"/> Stay Active: Highlight important points, annotate your notes, or discuss topics with friends to make revision more engaging.
 <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Retrieve</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Self-Testing: Test yourself without looking at your notes. This could include answering past paper questions, quizzes, or explaining a topic aloud. <input type="checkbox"/> Simulate Exam Conditions: Practice completing past papers under timed conditions to build confidence and improve exam technique. <input type="checkbox"/> Use Flashcards Effectively: Write a question on one side and the answer on the other. Shuffle the cards to randomise the order. <input type="checkbox"/> Brain Dumps: At the start of a session, write down everything you can recall about a topic, then compare it with your notes to identify gaps. <input type="checkbox"/> Teach Someone Else: Explaining concepts to someone else is a powerful way to solidify your knowledge and identify any areas of uncertainty.

Revision Preparation Checklist

Your Revision Space

- Quiet and Comfortable:** A space where you can focus without distractions.
- Well-Lit Area:** Ensure your workspace has plenty of light to reduce eye strain.
- Free from Distractions:** Keep your phone in another room or on "Do Not Disturb" mode.
- Tidy Desk:** A clean, organised workspace helps you focus better.

Essential Resources

- Revision Plan:** A timetable outlining what you will study and when.
- Subject Notes:** Organised and complete notes for all your subjects.
- Textbooks and Resources:** Any additional materials provided by your teachers.
- Past Papers:** Practice questions and mark schemes for self-testing.
- Flashcards:** For key terms, formulas, and quick

Stationery and Tools

- Pens and Pencils:** Include a variety of colors for highlighting and annotations.
- Highlighters:** To mark key points in your notes.
- Post-it Notes:** For reminders, quick ideas, or summaries.
- Ruler:** Essential for diagrams and underlining key sections.
- Calculator:** If your subject requires it.
- Paper and Notebooks:** For drafting answers or creating revision aids.

Technology

- Laptop or Tablet:** For accessing online resources or typing notes (if needed).
- Reliable Internet:** Ensure your connection works for any online study tools.
- Printer:** To print notes or past papers if required.

Additional Supplies

- Water Bottle:** Stay hydrated while revising.
- Healthy Snacks:** To keep your energy levels up.
- Clock or Timer:** To manage study and break sessions effectively.

Mindset Tools

- Motivational Quotes:** Write a few inspiring notes to keep you focused.
- Goals List:** Clear objectives for each revision session. Once everything is checked off, you are ready to start revising with focus and efficiency!

It is all about learning...

You hear the word in every one of your classes, every single day at school; learn this, learn that, the learning objective is... You can't escape it! Look around you in the corridors, the word is everywhere!

But have you ever actually thought about what learning is? What **do** we mean when we talk about learning something? Read on and find out. You never know, you might learn something!!!!....

Usually, we say that learning has taken place when we understand something, and can explain, teach or demonstrate it to others.

So how do you learn? We have all heard of VAK, and most of us have done a simple test to help us figure out whether we are a visual, aural or kinaesthetic learner.

What kind of learner are you?

But what difference does it make to our learning if we study for five hours the night before a test, or one hour a day in the week leading up to the test? Surely learning is learning no matter when we do it ??

Well, there are actually many different dimensions to how we learn...

Learning can be conscious or unconscious...

Learning is conscious when we are **AWARE** that we are learning, such as when we are memorising a phone number or quotes from a poem. Typical methods of learning consciously are:

- Repeating something
- Writing it out
- Checking that we have remembered it
- Telling someone else what we know

Unconscious learning occurs when we don't realise we are learning something. We may only realise that we have learnt something later on, such as suddenly recognising which way to go on a car journey or surprising yourself by answering a question without thinking.

We don't always have to be switched on!...

Our mental and physical state affects how we learn. If you are tired, it is a lot harder to learn. Likewise, if we are in pain (such as having a bad headache) that will also impact on our ability to learn. The way information is presented to us (textbook, videos etc) also affects the level of attention we pay to it.

Learning doesn't always require effort and great concentration; you will all be able to remember times when you tried hard to remember something, such as an important quote for English, or a chemical equation for Science, then forgot it quickly but at the same time you managed to remember a radio jingle or a quote from an advertisement you saw on a billboard!!! Very frustrating!

We all use different senses to learn

Everybody has their own preferred order for seeing, hearing, speaking, writing and using information in order to learn it. Do you know your own preference? Take a piece of information you need to learn (it could be an English quote, a biological term or a mathematical equation) and try learning it using different sense sequences;

- 1. Look at it: say it aloud; write it; check what you've written

- 2. Say it aloud; look at it; write it; check what you've written

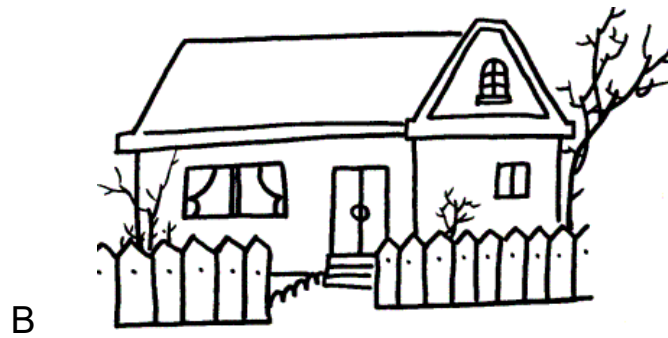
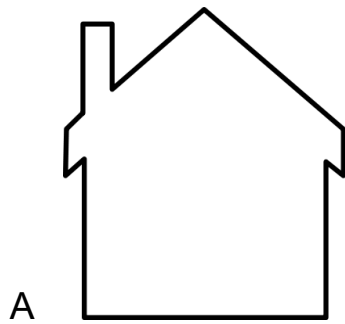
- 3. Draw it: look at it; say it aloud; write it; check what you've written

- 4. Ask a friend to read it to you and listen; repeat it; write it; look at what you've written; check it

Which of these methods works best for you?

Do you need the whole story, or just a little piece of it?

Some people learn best when they see the overall picture first whereas others get confused and overwhelmed if they get too much information thrown at them at once. Other people learn best through building up details slowly, a little at a time.



Some people want to learn all the details in one go (house B), whereas others would prefer to start with the basics (house A) and then learn a bit more, a little at a time.

What kind of a motorist are you?...



Do you take the scenic route or go speeding along the motorway? Some people are motorway drivers; they only learn what they need to know for the exam and no more. Others like to take the scenic route; they learn a little bit more as they find it helps them to understand better or because they are genuinely interested in the subject.

The scenic route can lead to a better understanding, but on the other hand it can also generate a lot of extra work and information that you will not be tested on.

Are you take the scenic route or go along the motorway? What might make you change your route?

The route you take may depend on what you have to learn, why you are learning it and how long you have in which to learn it.

Hopefully, this information may make you think a little harder about how you learn, and how you can adapt your revision techniques and the way you study in order to help you.

How to ... REVISE

How many hours of revision do you spend, roughly, per week on all subjects combined (not including homework / coursework)

Remember

Understand

Apply

Analyse

Evaluate

Create

How to create a revision timetable

During the year, you have an incredible amount of information you are expected to learn and remember. Independent revision allows you to close specific gaps you have in your knowledge.

However, it can be incredibly difficult to plan to revise properly leading to large bursts right before an exam (bad).

Planning when and what you are going to revise reduces the number of decisions you need to make every day and will reduce the risks of you not revising or your revision being ineffective because you have left it until the last minute

Remember

Understand

Apply

Analyse

Evaluate

Create

How to create a revision timetable

Prioritise your subjects

- List all your subjects
- Rank your subjects from number 1 → (1 being weakest)
- Then re-write your list in the order of the subjects you have numbered (underneath).

Maths	6
English	4
Biology	1
Geography	3
Physical Education	5
History	2

Remember

Understand

Apply

Analyse

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Create

How to create a revision timetable

Prioritise your subjects

- List all your subjects
- Rank your subjects from number 1 → (1 being weakest)
- Then re-write your list in the order of the subjects you have numbered (underneath).

Your list:

- 1 - Biology
- 2 - History
- 3 - Geography
- 4 - English
- 5 - Physical Education
- 6 - Maths

Maths	6
English	4
Biology	1
Geography	3
Physical Education	5
History	2

Remember

Understand

Apply

Analyse

Evaluate

Create

How to create a revision timetable

Writing your timetable

1. Write in everything you have planned prior to creating your revision timetable. (Work, going to the gym / playing sport, etc)
2. Write in upcoming exams & deadlines
3. **Not every space needs to be full** – leave yourself time to relax too!
4. Focus on the subjects in RED first, these are the ones you are least likely going to choose – but they are the highest priority.
5. Write in the subjects you are going to cover and when. Be specific around what you will cover each time you sit down an revise.

Remember

Understand

Apply

Analyse

Evaluate

Create

How to create a revision timetable

Example of a blank revision timetable during study leave / holidays

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
0800-0900							
0900-1000							
1000-1100							
1100-1200							
1200-1300							
1300-1400							
1400-1500							
1500-1600							
1600-1700							
1700-1800							
1800-1900							
1900-2000							

Remember

Understand

Apply

Analyse

Evaluate

Create

How to create a revision timetable

Example of a revision timetable during study leave / holidays

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
0800-0900							
0900-1030	Bio	PE	Bio	PE	Bio	PE	
1030-1100	Long Break	Long Break	Long Break	Long Break	Long Break		
1100-1230	His	Mat	His	Mat	His	Mat	
1230-1330	Lunch	Lunch	Lunch	Lunch	Lunch		
1330-1500	Geo	Bio	Geo	Bio	Geo	Reward	
1500-1600	Long Break	Long Break	Long Break	Long Break	Long Break		
1600-1730	Eng	Geo	Eng	Geo	Eng		
1730-1830	Dinner		Dinner		Dinner		
1830-1900	Review	Reward	Review	Reward	Review		

Remember	Understand	Apply	Analyse	Evaluate	Create
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How to create a revision timetable

Example of a revision timetable during term time

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
1700-1730	Bio	Bio	Geo	Bio	Bio		
1745-1815	His	PE	Eng	Mat	His		
1900-1930	Geo	Mat	His	Geo	Mat		
1930-2000	Eng	His	PE	Eng			

Remember

Understand

Apply

Analyse

Evaluate

Create

When should I revise?

In order to revise effectively, you have to think hard.

Thinking hard is tiring.

Therefore, when you revise, you should choose a time when find it easiest to focus.

This should be a time when you are well-rested and when you are used to working.

Remember

Understand

Apply

Analyse

Evaluate

Create

When should I revise? - Pomodoro technique

Pomodoro technique

Remember

Understand

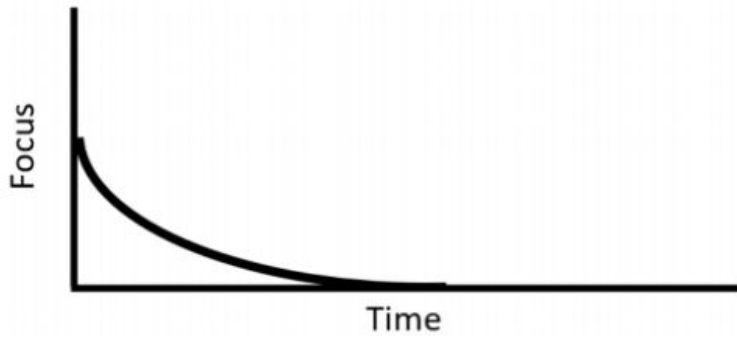
Apply

Analyse

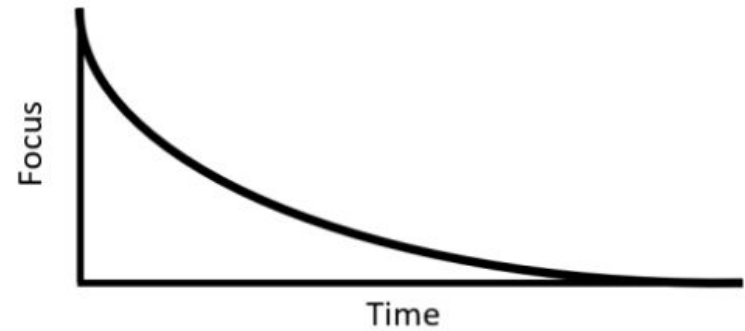
Evaluate

Create

Revising when you are tired:

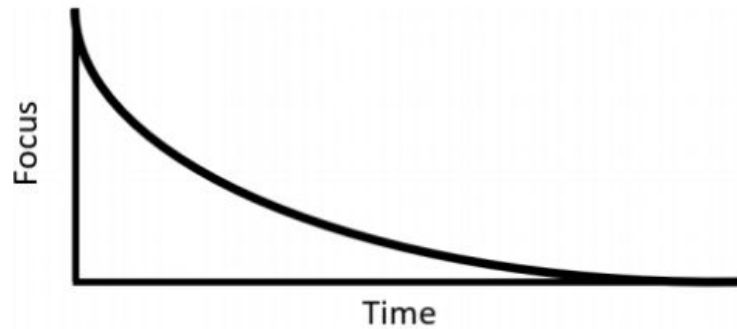


Revising when you are well-rested:

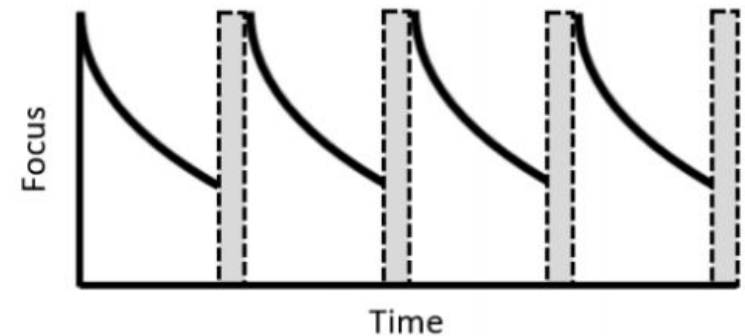


You should also take regular breaks when you revise. These breaks can be structured using a method called the Pomodoro technique.

Revising without a break:



Revising with small regular breaks:



When should I revise? - Pomodoro technique

Managing your time when revising

Pomodoro technique is **highly effective** at managing time and work on a task without distractions.

It helps you become more disciplined and think about your work.

This combats multitasking and improves concentration.

Remember

Understand

Apply

Analyse

Evaluate

Create

When should I revise? - Pomodoro technique

The Pomodoro technique is a very useful for ensuring fatigue doesn't set in

Chunking the work into manageable windows of study and sticking to them works well

If 25 minutes seems too long, try 15-20 minute windows

Pomodoro technique

Step 1



Pick a task

Step 2



Set a 25-minute timer

Step 3



Work on the task until your time is up

Step 4



Take a 5 minute break

Step 5



Every 4 Pomodoro's, take a longer break (15-30 minutes)

When should I revise? - flashcards

Flashcards

Remember

Understand

Apply

Analyse

Evaluate

Create

How to create and use flashcards - summary

Which flashcard is best???

A

B

light green → other nonmetals
green → Metalloids
orange → Alkali metals
yellow → Alkaline earth metals
brown → Transition metals
turquoise → Halogens
cerulean → Noble gases
blue → Post-transition metals
red → Lanthanoids
pink → Actinoids

prokaryotic	eukaryotic				
<p>COCCUS → sphere BACILLUS → rod (flagellum) SPIRILLUM → spiral</p> <ul style="list-style-type: none">• cell wall & membrane• cytoplasm• ribosomes• free-floating DNA	<ul style="list-style-type: none">• nucleus, nucleolus, etc. ↳ DNA• cytoplasm• membrane• ERs• ribosomes• mitochondria• golgi apparatus				
	<table border="1"><thead><tr><th>animal</th><th>plant</th></tr></thead><tbody><tr><td><ul style="list-style-type: none">• temporary vacuole• lysosome• vesicle</td><td><ul style="list-style-type: none">• permanent vacuole• chloroplasts• cell wall</td></tr></tbody></table>	animal	plant	<ul style="list-style-type: none">• temporary vacuole• lysosome• vesicle	<ul style="list-style-type: none">• permanent vacuole• chloroplasts• cell wall
animal	plant				
<ul style="list-style-type: none">• temporary vacuole• lysosome• vesicle	<ul style="list-style-type: none">• permanent vacuole• chloroplasts• cell wall				

Remember

Understand

Apply

Analyse

Evaluate

Create

How to create and use flashcards - summary

Which flashcard is best???

C

D

Calculus Part III

19

Standard Results

$$\frac{d}{dx} e^x = e^x$$

$$\int e^x dx = e^x + c$$

$$\frac{d}{dx} \ln x = \frac{1}{x}$$

$$\int \frac{1}{x} dx = \ln x + c$$

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$$X \sim U[a, b] \quad \frac{1}{b-a} \int_a^b f(x) dx \quad f(x) = \begin{cases} \frac{1}{b-a}, & a \leq x \leq b \\ 0, & \text{otherwise} \end{cases} \quad E(X) = \frac{a+b}{2} \quad \text{Var}(X) = \frac{(b-a)^2}{12}$$

$$E(X^2) = \int_a^b x^2 f(x) dx$$

$$= \frac{1}{b-a} \int_a^b x^2 dx$$

$$= \frac{1}{b-a} \left[\frac{x^3}{3} \right]_a^b$$

$$= \frac{b^3 - a^3}{3(b-a)}$$

$$\therefore \text{Var}(X) = E(X^2) - E(X)^2$$

$$= \frac{b^3 - a^3}{3(b-a)} - \frac{(a+b)^2}{4}$$

$$\therefore \text{Var}(X) = \frac{4(b^3 - a^3) - 3(b-a)(a^2 + 2ab + b^2)}{12(b-a)}$$

$$= \frac{4b^3 - 4a^3 - 3(a^2b + 2ab^2 + b^3 - a^3 - 2a^2b - ab^2)}{12(b-a)}$$

$$= \frac{4b^3 - 4a^3 - 3a^2b - 6ab^2 - 3b^3 + 3a^3 + 6a^2b + 3ab^2}{12(b-a)}$$

$$= \frac{b^3 - 3ab^2 + 3a^2b - a^3}{12(b-a)}$$

$$= \frac{(b-a)^3}{12(b-a)} = \frac{(b-a)^2}{12}$$

Remember

Understand

Apply

Analyse

Evaluate

Create

How to create and use flashcards - summary


Which flashcard is best???

E

F

Polygon
A shape having 3 or more sides

Examples




A printed flashcard with a black border. The word 'Polygon' is written in a large, bold, sans-serif font. Below it, the definition 'A shape having 3 or more sides' is written in a smaller, bold, sans-serif font. Underneath the definition, the word 'Examples' is written in a smaller, regular font. Below 'Examples', there are three simple line drawings of polygons: a square, a triangle, and a pentagon.

A polygon
is a ...

A handwritten flashcard on lined paper. The word 'A polygon' is written in a cursive script and underlined. Below it, the words 'is a ...' are written in the same cursive script.

Shape with 3
or more sides

→ 

A handwritten flashcard on lined paper. The text 'Shape with 3 or more sides' is written in a cursive script. Below the text, there is an arrow pointing to three hand-drawn examples of polygons: a triangle, a trapezoid, and a pentagon.

Remember

Understand

Apply

Analyse

Evaluate

Create

How to create and use flashcards - summary

Don't answer the question in your head.

Research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively.

Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly.

Remember

Understand

Apply

Analyse

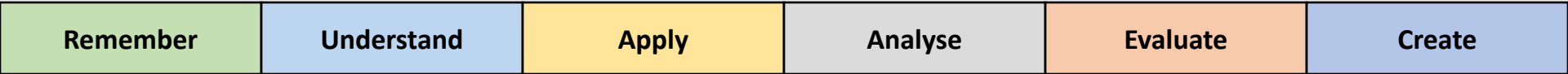
Evaluate

Create

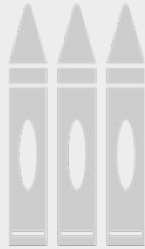
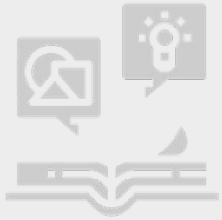
How to create and use flashcards - summary



1.				
Identify knowledge				
What are you creating flash cards on?				
Do you have your knowledge organizer?				
Use your book to look at previous misconceptions from whole class feedback.				



How to create and use flashcards - summary



1.

Identify knowledge

What are you creating flash cards on?

Do you have your knowledge organizer?

Use your book to look at previous misconceptions from whole class feedback.

2.

Colour coding

Use different coloured flash cards for different topics. This helps with organization NOT recall

Remember

Understand

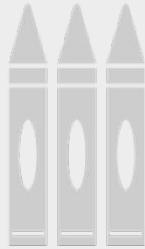
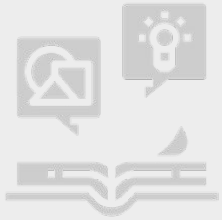
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How to create and use flashcards - summary



1.

Identify knowledge

What are you creating flash cards on?

Do you have your knowledge organizer?

Use your book to look at previous misconceptions from whole class feedback.

2.

Colour coding

Use different coloured flash cards for different topics. This helps with organization NOT recall

3.

Designing

1 Question per flashcard.

Making them concise and clear.

Use a one word prompt, so that you can recall as much as you can.

No extended answer questions.

Remember

Understand

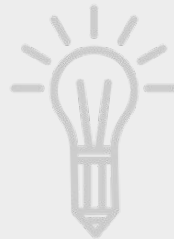
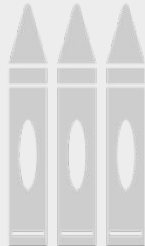
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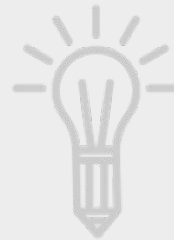
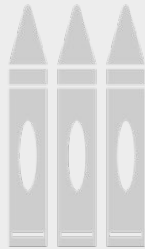
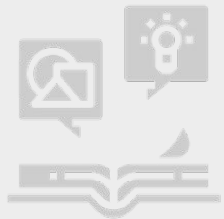
How to create and use flashcards - summary



1.	2.	3.	4.
Identify knowledge	Colour coding	Designing	Using
<p>What are you creating flash cards on?</p> <p>Do you have your knowledge organizer?</p> <p>Use your book to look at previous misconceptions from whole class feedback.</p>	<p>Use different coloured flash cards for different topics. This helps with organization NOT recall</p>	<p>1 Question per flashcard.</p> <p>Making them concise and clear.</p> <p>Use a one word prompt, so that you can recall as much as you can.</p> <p>No extended answer questions.</p>	<p>Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.</p> <p>Do not just copy & re-read.</p> <p>Shuffle the cards each time you use them.</p> <p>Use the Leitner system to use flash cards everyday.</p>

Remember	Understand	Apply	Analyse	Evaluate	Create
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How to create and use flashcards - summary



1.	2.	3.	4.	5.
Identify knowledge	Colour coding	Designing	Using	Feedback
<p>What are you creating flash cards on?</p> <p>Do you have your knowledge organizer?</p> <p>Use your book to look at previous misconceptions from whole class feedback.</p>	<p>Use different coloured flash cards for different topics. This helps with organization NOT recall</p>	<p>1 Question per flashcard.</p> <p>Making them concise and clear.</p> <p>Use a one word prompt, so that you can recall as much as you can.</p> <p>No extended answer questions.</p>	<p>Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.</p> <p>Do not just copy & re-read.</p> <p>Shuffle the cards each time you use them.</p> <p>Use the Leitner system to use flash cards everyday.</p>	<p>How have you performed when you look back at your answers?</p> <p>Is there anything you need to revisit in more detail?</p> <p>Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.</p>

Remember	Understand	Apply	Analyse	Evaluate	Create
----------	------------	-------	---------	----------	--------

How to create and use flashcards - summary

Identify knowledge

Colour coding

Designing

Using

Feedback

Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly

Remember

Understand

Apply

Analyse

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How to create and use flashcards – top tips

- The most effective flashcards include one question followed by one answer (or one term followed by one definition).
- Don't try to remember a complex / wordy answer. It's easier process simpler information so split up your longer questions into smaller / simpler ones.
- You will end up with more flashcards this way but your learning will be a lot more effective.

Front

How tall is Mount Everest?

Back

8,848 metres above
sea level

Remember

Understand

Apply

Analyse

Evaluate

Create

How to create and use flashcards – using flash cards

Self Quizzing

1. **Read the question** on your flash card
2. **Write your answer** on paper / in a book
3. Put your flash card **down to one side**
4. Move onto the **next** card
5. **Repeat** steps 1-3
6. Keep your flash cards **in the order** you have quizzed them in
7. **Mark** your answers – **highlight** any answers you got incorrect.

Remember

Understand

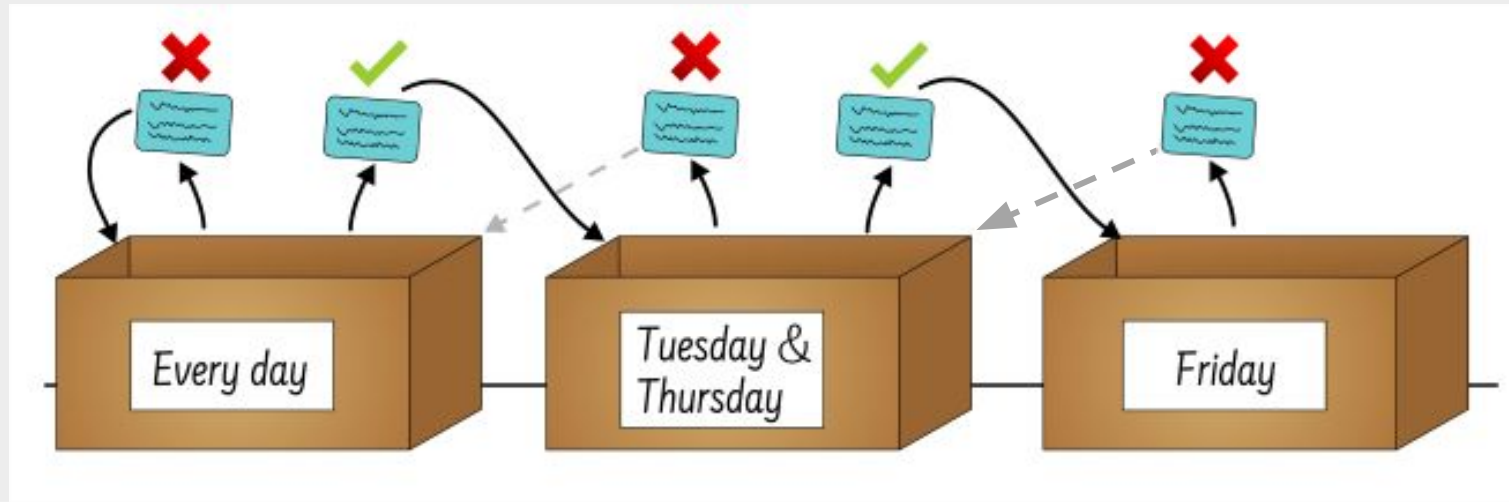
Apply

Analyse

Evaluate

Create

How to create and use flashcards - Leitner system



Use the Leitner system

1. Every card starts in Box 1.
2. If you get a card right, move it to the next Box.
3. If you get the card wrong, move it down a box — get it right, move it up.

Remember

Understand

Apply

Analyse

Evaluate

Create

When should I revise? - Self Quizzing

Self Quizzing

Remember

Understand

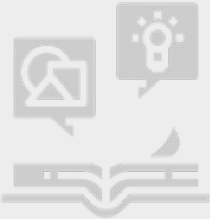
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Evaluate

Create

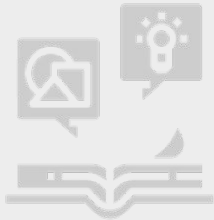
Self Quizzing - summary



1.				
Identify knowledge				
Identify knowledge/content you wish to cover.				



Self Quizzing - summary



1.		2.	
Identify knowledge		Review and create	
Identify knowledge/content you wish to cover.		Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book) Create x10 questions on the content (If your teacher has not provided you with questions)	



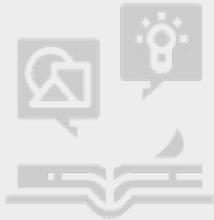
Self Quizzing - summary



1.	2.	3.
Identify knowledge	Review and create	Cover and answer
Identify knowledge/content you wish to cover.	Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book) Create x10 questions on the content (If your teacher has not provided you with questions)	Cover up your knowledge and answer the questions from memory. Take your time and where possible answer in full sentences.

Remember	Understand	Apply	Analyse	Evaluate	Create
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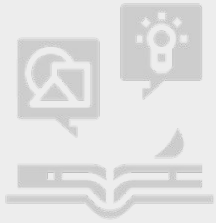
Self Quizzing - summary



1.	2.	3.	4.
Identify knowledge	Review and create	Cover and answer	Self mark & reflect
Identify knowledge/content you wish to cover.	<p>Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)</p> <p>Create x10 questions on the content (If your teacher has not provided you with questions)</p>	<p>Cover up your knowledge and answer the questions from memory.</p> <p>Take your time and where possible answer in full sentences.</p>	Go back to the content and self mark your answers in green pen.

Remember	Understand	Apply	Analyse	Evaluate	Create
----------	------------	-------	---------	----------	--------

Self Quizzing - summary



1.	2.	3.	4.	5.
Identify knowledge	Review and create	Cover and answer	Self mark & reflect	Next time
Identify knowledge/content you wish to cover.	<p>Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)</p> <p>Create x10 questions on the content (If your teacher has not provided you with questions)</p>	<p>Cover up your knowledge and answer the questions from memory.</p> <p>Take your time and where possible answer in full sentences.</p>	Go back to the content and self mark your answers in green pen.	Revisit the areas where there were gaps in knowledge, and include these same questions next time.

Remember	Understand	Apply	Analyse	Evaluate	Create
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Self Quizzing - summary

Identify knowledge	Review and create	Cover and answer	Self mark & reflect	Next time
---------------------------	--------------------------	-------------------------	--------------------------------	------------------

Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most or find easiest.
Practice makes perfect!

Remember

Understand

Apply

Analyse

Evaluate

Create

When should I revise? - Self Quizzing

How does *Macbeth* change from the start to the end of the play?

What does the play suggest about the nature of *kingship*?

How does *Lady Macbeth* change from the start to the end of the play?

How could we describe M + L's relationship?

What does *Duncan's murder* do?

Who is to blame for the actions of the play?

What does *ambition* do?

Does *power* corrupt absolutely?

Remember

Understand

Apply

Analyse

Evaluate

Create

When should I revise? – mind maps

Mind Maps

Remember

Understand

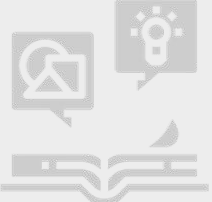
Apply

Analyse

Evaluate

Create

Mind maps – summary (creating)



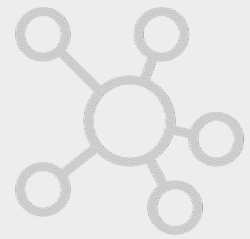
1.

Identify knowledge

Select a topic you wish to revise. Have your class notes/knowledge organisers ready.

Remember	Understand	Apply	Analyse	Evaluate	Create
----------	------------	-------	---------	----------	--------

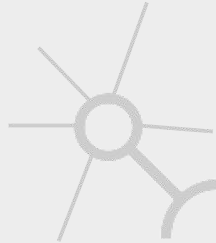
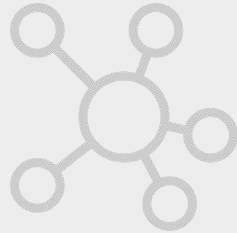
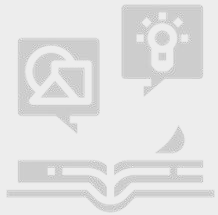
Mind maps – summary (creating)



1.	2.
Identify knowledge	Identify sub topics
Select a topic you wish to revise. Have your class notes/knowledge organisers ready.	Place the main topic in the centre of your page and identify sub topics that will branch off.

Remember	Understand	Apply	Analyse	Evaluate	Create
-----------------	-------------------	--------------	----------------	-----------------	---------------

Mind maps – summary (creating)



1.

Identify knowledge

Select a topic you wish to revise. Have your class notes/knowledge organisers ready.

2.

Identify sub topics

Place the main topic in the centre of your page and identify sub topics that will branch off.

3.

Branch off

Branch of your sub topics with further detail.
Try not to fill the page with too much writing.

Remember

Understand

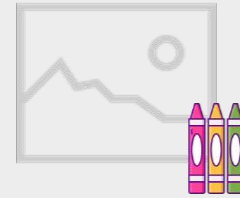
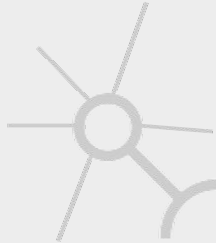
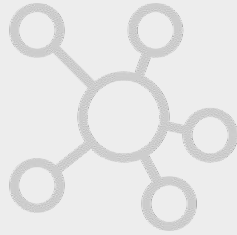
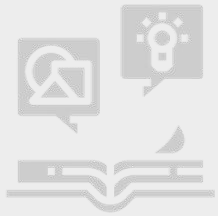
Apply

Analyse

Evaluate

Create

Mind maps – summary (creating)



1.

Identify knowledge

Select a topic you wish to revise. Have your class notes/knowledge organisers ready.

2.

Identify sub topics

Place the main topic in the centre of your page and identify sub topics that will branch off.

3.

Branch off

Branch of your sub topics with further detail.

Try not to fill the page with too much writing.

4.

Use images & colour

Use images and colour to help topics stick into your memory.

Remember

Understand

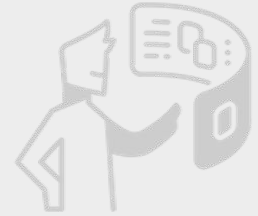
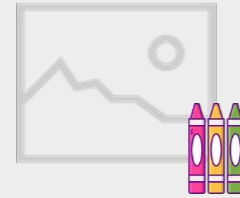
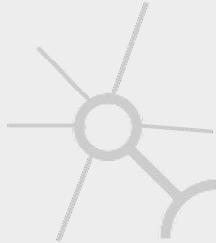
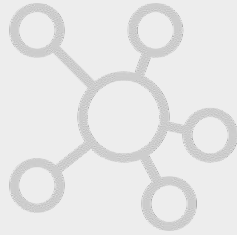
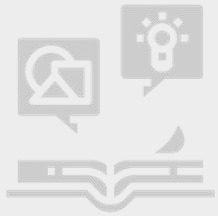
Apply

Analyse

Evaluate

Create

Mind maps – summary (creating)



1.	2.	3.	4.	5.
Identify knowledge	Identify sub topics	Branch off	Use images & colour	Put it somewhere visible
Select a topic you wish to revise. Have your class notes/knowledge organisers ready.	Place the main topic in the centre of your page and identify sub topics that will branch off.	Branch of your sub topics with further detail. Try not to fill the page with too much writing.	Use images and colour to help topics stick into your memory.	Place completed mind maps in places where you can see them frequently.

Remember

Understand

Apply

Analyse

Evaluate

Create

Mind maps – summary (creating)

Identify knowledge

Identify sub topics

Branch off

Use images & colour

Put it somewhere visible

Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it

Remember

Understand

Apply

Analyse

Evaluate

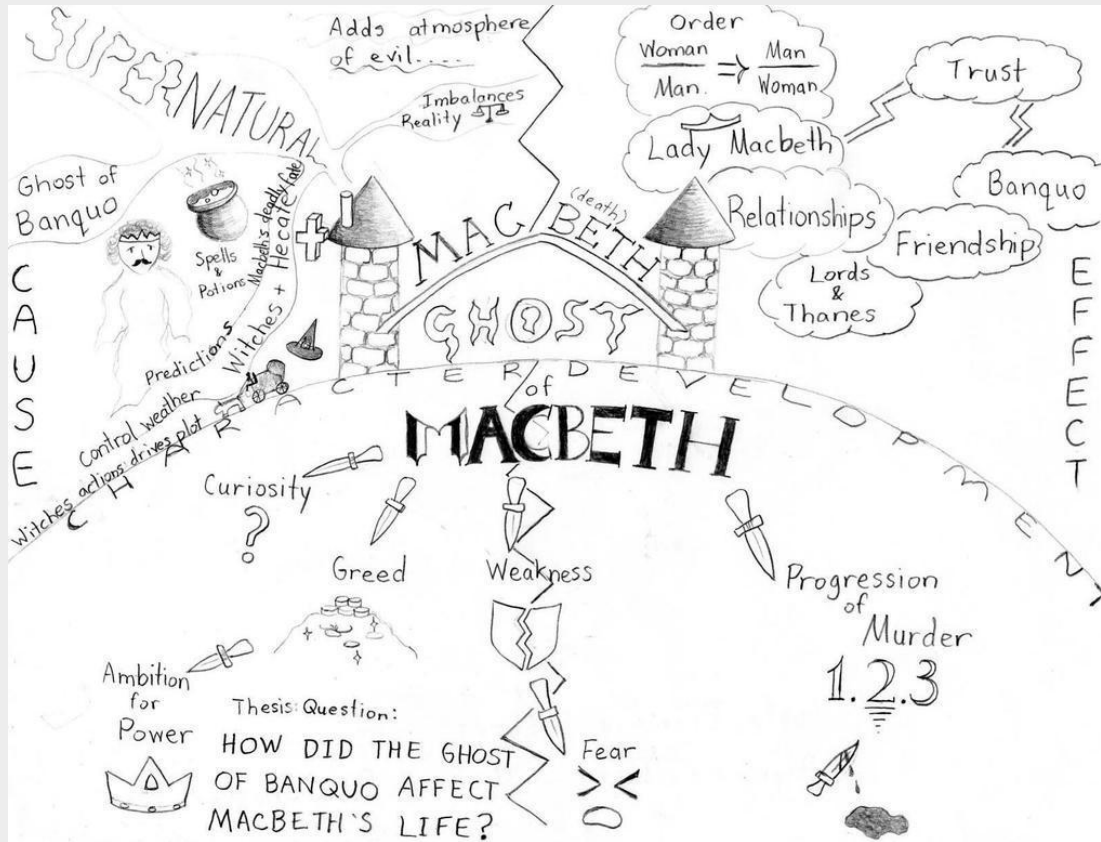
Create

Mind maps – summary (creating)



Remember	Understand	Apply	Analyse	Evaluate	Create
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Mind maps – summary (creating)



Remember

Understand

Apply

Analyse

Evaluate

Create

When should I revise? – brain dumps

Brain Dumps

Remember

Understand

Apply

Analyse

Evaluate

Create

Brain dumps - summary



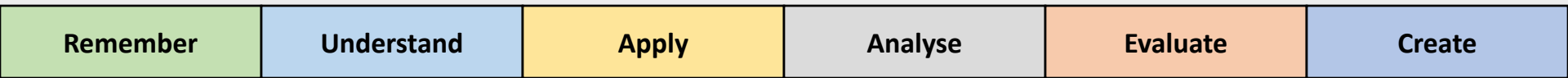
1.				
Identify knowledge				
Identify the knowledge/topic area you want to cover.				



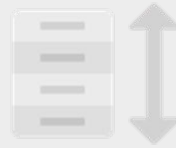
Brain dumps - summary



1.									
Identify knowledge	2.								
Identify the knowledge/topic area you want to cover.	Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts) Give yourself a timed limit (e.g. 10 minutes)								



Brain dumps - summary



1.

Identify knowledge

Identify the knowledge/topic area you want to cover.

2.

Write it down

Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts)

Give yourself a timed limit (e.g. 10 minutes)

3.

Organise information

Once complete and you cannot remember any more use different colours to highlight/underline words in groups.

This categories/links information.

Remember

Understand

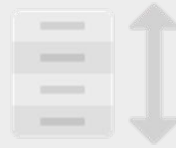
Apply

Analyse

Evaluate

Create

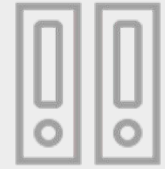
Brain dumps - summary



1.	2.	3.	4.
Identify knowledge	Write it down	Organise information	Check understanding
Identify the knowledge/topic area you want to cover.	Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts) Give yourself a timed limit (e.g. 10 minutes)	Once complete and you cannot remember any more use different colours to highlight/underline words in groups. This categories/links information.	Compare your brain dump to your K/O or book and check understanding. Add any key information you have missed (key words) in a different colour.

Remember	Understand	Apply	Analyse	Evaluate	Create
----------	------------	-------	---------	----------	--------

Brain dumps - summary



1.	2.	3.	4.	5.
Identify knowledge	Write it down	Organise information	Check understanding	Store and compare
Identify the knowledge/topic area you want to cover.	Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts) Give yourself a timed limit (e.g. 10 minutes)	Once complete and you cannot remember any more use different colours to highlight/underline words in groups. This categories/links information.	Compare your brain dump to your K/O or book and check understanding. Add any key information you have missed (key words) in a different colour.	Keep your brain dump safe and revisit it. Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.

Remember	Understand	Apply	Analyse	Evaluate	Create
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Brain dumps - summary

Identify knowledge	Write it down	Organise information	Check understanding	Store and compare
--------------------	---------------	----------------------	---------------------	-------------------

Brain dumps are a way of getting information out of your brain.

Remember	Understand	Apply	Analyse	Evaluate	Create
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Brain dumps - summary

Follow the 5 step process to complete 3 brain dumps for different topics of your choice.

You can also complete this in two colours. One colour for content you know and another colour for content you need to revise / that you added.

Remember

Understand

Apply


Analyse

Evaluate

Create

When should I revise? – brain dumps

Topic An Inspector Calls



Mind Dump

<p><u>Eva Smith</u></p> <ul style="list-style-type: none">• Member of the working class• Unseen character in the play - only talked about• Her death is the focus• Each member of the family affect her in some way.	<p>Priestley uses Eva as a representation of the oppressed in society. She is used as a vehicle to promote his <u>socialist</u> views.</p> <p>Each member of the family impact her to show the way that the higher classes have power over the working class. Priestley was highlighting the flaws of Capitalism.</p>	<p><u>Literary Criticism from KO</u></p> <p><u>Marxist</u> - The cause of Eva's downfall is the fact she is a member of the proletariat (working class). This prevents her from escaping poverty.</p> <p><u>Feminist</u> - Eva is a victim of her own gender and this is the cause of her downfall. She is objectified and treated as disposable because she is a woman.</p>
<p>Step 1) 60 seconds</p>	<p>Step 2) 90 seconds</p>	<p>Step 3) Peak and add</p>
<p>Start a timer, write all you can about the topic in 60 seconds.</p>	<p>Read the information from the first box, now elaborate on that information within 90 seconds.</p>	<p>Compare the first two boxes to your revision resource and add anything you missed in the box above.</p>

Remember

Understand

Apply

Analyse

Evaluate

Create

When should I revise? – interleaving

Interleaving

Remember

Understand

Apply

Analyse

Evaluate

Create

Interleaving - summary

Interleaving is a theory that revising more than one topic in each session will help you make better links between them.

A ⇒ B ⇒ C ⇒ D

1.

Switch

Switch between topics during each session.

It allows you to think about what you are doing with your time when you are revising.

Remember

Understand

Apply

Analyse

Evaluate

Create

Interleaving - summary

Interleaving is a theory that revising more than one topic in each session will help you make better links between them.

A → B → C → D

B → D → A → C

1.

Switch

Switch between topics during each session.

It allows you to think about what you are doing with your time when you are revising.

2.

Review in different orders

When reviewing make sure you do it in a different order that you learnt them, or previously revised them.

By revisiting material from each topic several times, in short bursts, this **increases the amount of information you can recall in your exams.**

Remember

Understand

Apply

Analyse

Evaluate

Create

Interleaving - summary

Interleaving is a theory that revising more than one topic in each session will help you make better links between them.

A → B → C → D

B → D → A → C



1.

Switch

Switch between topics during each session.

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Review in different orders

When reviewing make sure you do it in a different order that you learnt them, or previously revised them.

By revisiting material from each topic several times, in short bursts, this **increases the amount of information you can recall in your exams.**

3.

Make links to remember more.

Try to make links between ideas and review your revision notes.

This helps you make connections between topics and forces you to think harder about which strategies need to be applied to which problems.

Remember

Understand

Apply

Analyse

Evaluate

Create

Interleaving - summary

Interleaving is a theory that revising more than one topic in each session will help you make better links between them.

Applying interleaving to your revision

1. Break units down into small chunks and split these over a few days rather than revising one whole topic all at once.
2. Decide on the key topics you need to learn for each subject.
3. Create a revision timetable to organise your time and space your learning.

Remember

Understand

Apply

Analyse

Evaluate

Create

Interleaving - summary

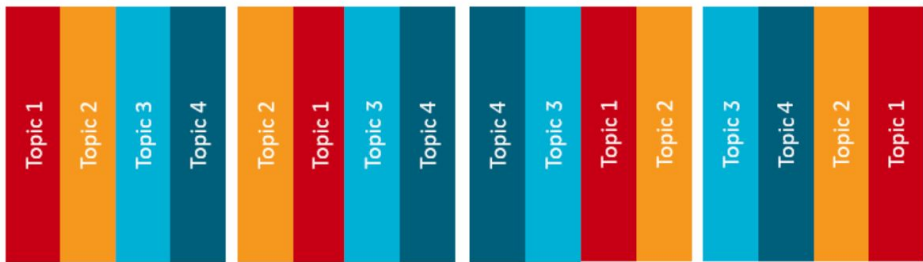
Interleaving is a theory that revising more than one topic in each session will help you make better links between them.

Applying interleaving to your revision

Blocking



Interleaving



Interleaving is for topics within one subject – not subjects themselves.

You can apply this in your revision timetable.

When revising science, mix up the topics that you study in that session, don't just focus on one.

Remember

Understand

Apply

Analyse

Evaluate

Create

When should I revise? – interleaving

Blocked

Interleaved

For example, instead of organising your revision week like this:

M	T	W	T	F
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH

A much more effective way of organising your revision would be like this:

M	T	W	T	F
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
MATHS	FRENCH	SCIENCE	GEOGRAPHY	ENGLISH
SCIENCE	ENGLISH	FRENCH	MATHS	GEOGRAPHY

Remember	Understand	Apply	Analyse	Evaluate	Create
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When should I revise? – dual coding

Dual Coding

Remember

Understand

Apply

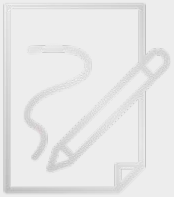
Analyse

Evaluate

Create

Dual Coding - summary

Dual coding is the process of blending both **words** and **pictures** while learning. Viewing those two formats gives us **two different representations** of the **same** piece of information.



1.

Drawings

These boost learning by getting you to think deeply about information.

Remember

Understand

Apply

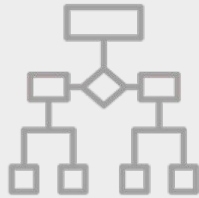
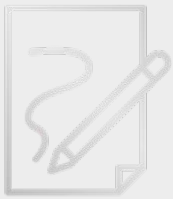
Analyse

Evaluate

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1.

Drawings

These boost learning by getting you to think deeply about information.

2.

Diagrams

These are helpful for breaking down complex concepts or processes to make them easier to understand.

Remember

Understand

Apply

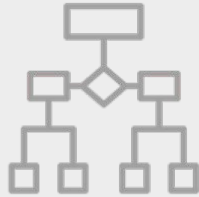
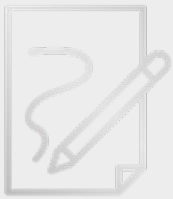
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Posters

These are great for combining writing, pictures and diagrams all within one page of information.

Remember

Understand

Apply

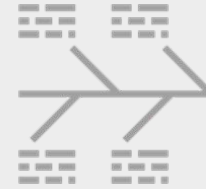
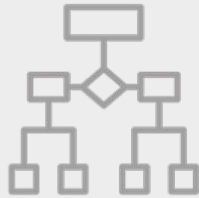
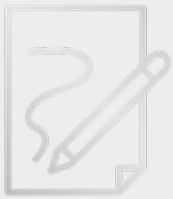
Analyse

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Diagrams

These are helpful for breaking down complex concepts or processes to make them easier to understand.

3.

Posters

These are great for combining writing, pictures and diagrams all within one page of information.

4.

Timelines

These can be used of information that happens in a particular order or sequence.

Remember

Understand

Apply

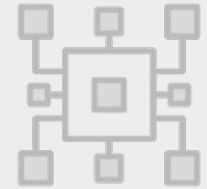
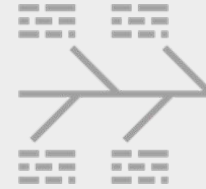
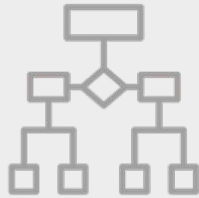
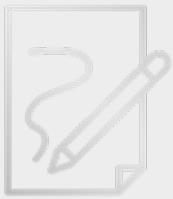
Analyse

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Dual Coding - summary

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1.

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2.

Diagrams

These are helpful for breaking down complex concepts or processes to make them easier to understand.

3.

Posters

These are great for combining writing, pictures and diagrams all within one page of information.

4.

Timelines

These can be used of information that happens in a particular order or sequence.

5.

Graphic organisers

These organise verbal and visual information by the relationships between different concepts. Examples include tree diagrams, mind maps and Venn diagrams.

Remember

Understand

Apply

Analyse

Evaluate

Create

Dual Coding - summary

4 Key Principles for using dual coding



Cut - Reduce the amount of content, be selective and only use the most important information.



Chunk - Divide the content into groups of related information;



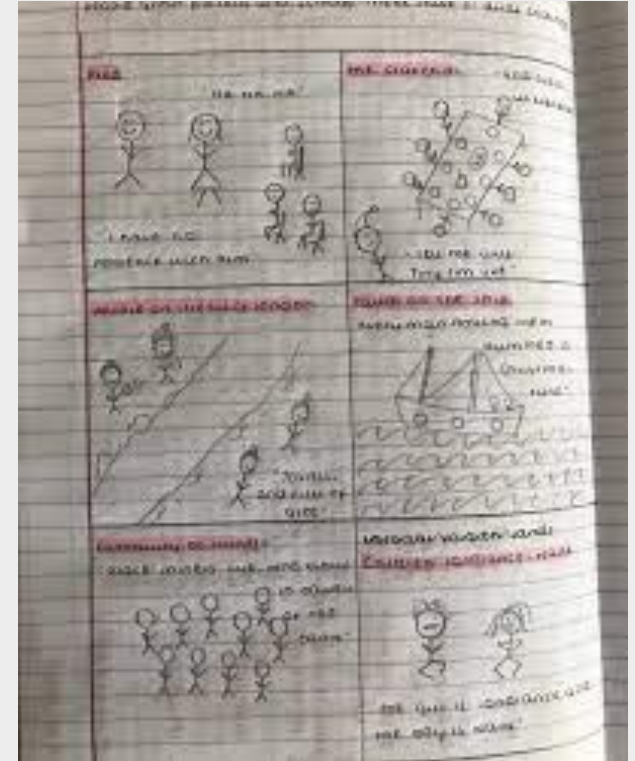
Align - Make sure that words and pictures are neatly ordered, making them easier to read;



Restrain - Avoid "overdoing" it. In other words, don't go crazy with different colours and fonts.

Macbeth

Word	Synonym	Visual	Student friendly definition	Word in a sentence
arrogance (adj)	self-importance		believing that you are better, smarter, or more important than other people	Her arrogance has earned her a lot of enemies.
courageous (adj)	fearless		very brave	They fought courageously for their rights.
demise (n)	downfall		the end of something that is thought of as being like a death	Losing this game will mean/spell the team's demise .
tyrannical (adj)	mean		cruel and unfair treatment by people with power over others	He was a tyrannical leader.
prophecy (v)	predict		to state that something will happen in the future	She propheied that the government would fail.
usurp (v)	take over		to take over in a forceful way without the right to do so	He attempted to usurp power.
regicide (n)	-		the crime of killing a king or queen	The man was charged with regicide after killing the king.
heinous (adj)	evil		very bad or evil	Murder is a heinous crime.
valour (adj)	bravery		courage or bravery	The soldiers received the nation's highest award for valour .
treachery (n)	disloyalty		harmful things that are done usually secretly to a friend or your country	It was a tale of treachery and revenge.



Remember

Understand

Apply

Analyse

Evaluate

Create

When should I revise? – spacing

Spacing

Remember

Understand

Apply

Analyse

Evaluate

Create

Spacing - summary

- Spacing is regularly revisiting material so that you are doing little and often instead of all at once.
- Doing a little amount regularly is more effective than doing a lot all at once. We do this so that we don't get swamped and overwhelmed

To commit something to memory, it takes time and repetition.

WHY? This is because the time in between allows you to forget and re-learn the information, which cements it in your **long-term memory**

Remember

Understand

Apply

Analyse

Evaluate

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Spacing - summary

Optimum Spacing

- Research suggests there is an 'optimal gap' between revision sessions so you can retain the information.
- If the test is in a month, you should review the information around once a week.
If the test is in a week, create time once a day.

Why use Spacing?

- Doing something little and often – spacing – beats doing it at once, or cramming
- The time in between revision allows you to forget and re-learn the information, which cements it in your long-term memory
- It cements information into your long-term memory
- We can learn more information over time than in one longer session
- It helps you revise more efficiently

Time to the test	Revision Gap
1 Week	1-2 days
1 Month	1 week
3 Months	2 weeks
6 Months	3 weeks
1 Year	1 month

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When should I revise? – retrieval

Retrieval

Remember

Understand

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Retrieval - summary

“ Retrieval practice is defined by Mark Enser as ‘retrieving something from our memories to make it easier to recall in future.’ If using it makes recall easier, surely this is a big win for learning and the progress of our students. ”

Remember

Understand

Apply

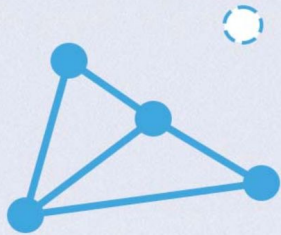
Analyse

Evaluate

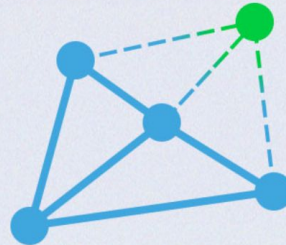
Create

Retrieval - summary

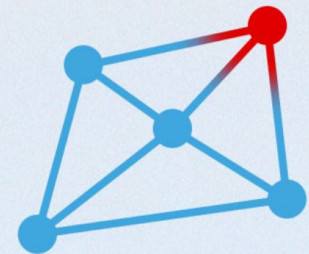
1. Identifies gaps in knowledge



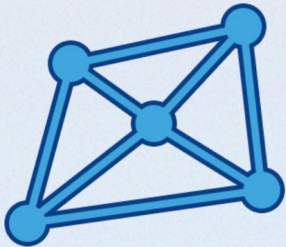
2. Makes connections



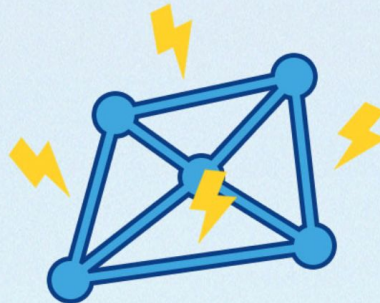
3. Checks for misunderstandings



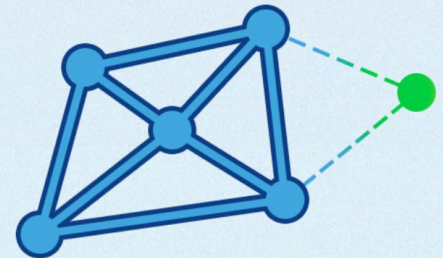
4. Strengthens connections



5. Makes connections robust under pressure and stress



6. Makes it easier to learn new things



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When should I revise? – 9 ways to revise

9 Ways to Revise

Remember

Understand

Apply

Analyse

Evaluate

Create

9 ways to use retrieval when revising

1



Past papers

2



Practice tests

3




Quizzes

4



Multiple choice tests

5



Essay answers

6



Answering a spoken question

7



Testing yourself on what was on your flashcards

8



Making your own questions and answering them

9



Having someone ask you 3 questions about a topic

Remember

Understand

Apply

Analyse

Evaluate

Create

9 ways to use retrieval when revising

Retrieval practice is one of the most effective ways to revise.

By answering questions rather than merely reading or highlighting information, you're putting yourself in the best position possible to succeed and remember as much of your subjects as possible.

Past papers, essays, multiple choice tests and flashcards are a great way of doing it.

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Useful revision strategies



Brain Dump

Choose a topic and write down as much as you can, without referring to notes. Check notes and see what you missed then try fill the gaps without the notes. Check your notes a third time and add the missing information.



Flash cards

Write flash cards for each topic and subject, then mix them up for the most effective revision. Check out the **Leitner System** for effective spacing and interleaving. Keep your flash cards simple – one question, one answer per card.



Map it out

Take an essay or writing question and map out your answer, without writing a full response. Look at the mark scheme and decide if your plan meets the criteria. DO this for a number of questions, then choose one and write the full response.

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Understand




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Analyse

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Create

Useful revision strategies

 Past papers	Ask your teacher for practice questions or exam papers. Complete them without notes in the exam conditions, then check your answers and identify the gaps in your knowledge, so you can target your revision.
 Quizzes	Write a set of questions and answers and ask someone to test you. It's important to either write or say your answers loud. Reading through quizzes in your head can give you a false sense of security.
 Practice Introductions	For essay subjects, take a past exam question and practice writing effective introductions and conclusions. Look back at your notes and remind yourself of the important things to remember. Practice for different topics, texts and papers.

Remember

Understand




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Analyse

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Create

Useful revision strategies

 <p>Thinking hard: Reduce</p>	Read a section of notes then put them aside and reduce what you read into 3 bullet points, each one no more than 10 words . Look back at the notes and decide if you missed anything important. Hide notes and write a 4 th bullet point.
 <p>Thinking hard: Connect</p>	For each subject, consider the exam paper and group together questions that require the same technique to answer. Write down the requirements for each type. Find a previous example you have completed and identify where you've met the criteria.
 <p>Thinking hard: Transform</p>	Read a paragraph from your notes or a text book, and transform it into a diagram, chart or sketch – no words allowed. OR Look a diagram in science, for example, and transform it into a paragraph of explanation.

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