Launceston College
GCSE Revision 2014

"One Step at a Time"

This includes:

- Top Tip Summary
- What Sort of Learner Am I?
- Learning and Remembering
- Highlighters and Post Its
- Jigsaws
- Mindmaps
- Teach to Learn
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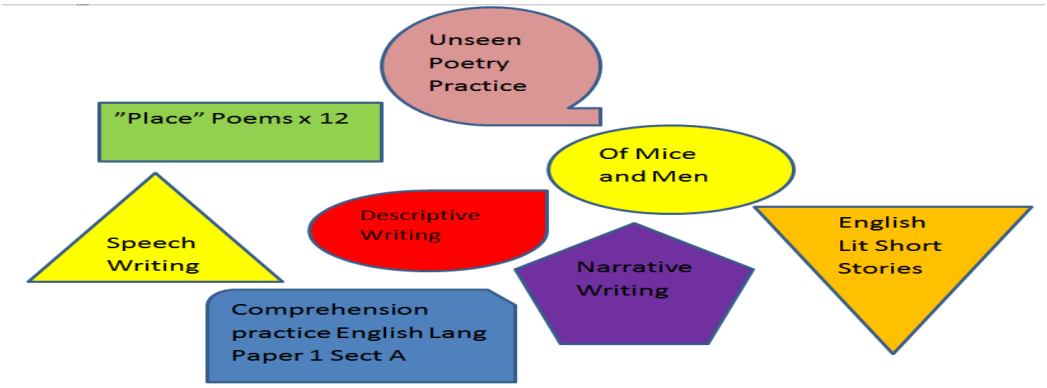
Top Tip Summary

RAM BAM Reading through notes without a purpose is DULL and ineffective. Set yourself a target of SCANNING (not close reading) a page or two in a minute. Close the book and then write in a minute (or a bit more) ALL that you can REMEMBER.

POST ITS Cover your house in them. Put them in the loo, on the ceiling, on the back of the cereal packet, by the mirror, anywhere you will see them. Writing them out is revision and just seeing them is too.

TEACH THE PARENTS or THE CAT You will learn more by teaching somebody else, because the act of explaining it to them will make it stick in your brain.

REVISION MAPS They are more colourful and you're not behind before you've started. Here's an English and English Literature example:



BLANK SHEET Choose a revision area and write for as long as you can on a blank sheet. You'll be amazed what you remember. And it's a revision task that makes you think. Do it in the exam room too, before you open the paper, and see how much actually turns up in the exam questions.

JIGSAWS Turn your notes into cards that you can sort and match. Make revision a "doing" activity.

FLICK and PICK If you have a large book, revision or novel to revise, flick the pages and then pick a page to RAM BAM. Even better, get a parent to flick the pages and to start reading and then you stop them to say what it is about.

THE PEN AND THE BRAIN Work with another student. If you want to learn the most you have to do all of the talking whilst they do all the writing – you tell and explain. You could do this writing an essay or completing a maths exam paper.

VIDEO YOURSELF – video yourself saying what you know and then watch it – you will never forget the trauma. Even better if in fancy dress.

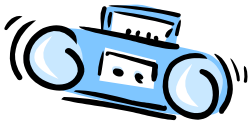
What Sort of Learner Am I?

There are many ways to revise and learn, and you need to find out what works best for **you**.

- Most people remember things **visually** - in other words, they remember a **picture** of what they saw when they read the page.

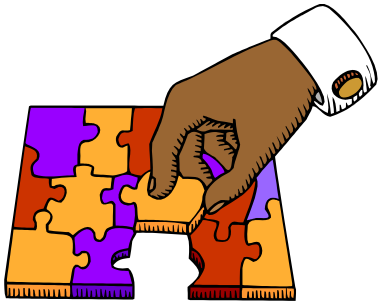
If you're one of these people, try writing notes or equations onto one piece of paper and then colouring them in, adding curly bits, trees, animals and anything else that makes it stick in your mind. Then look it over once a day, and notice the shapes on the paper, maybe colour in a bit more; in the exam you'll find that you can "see" the paper and remember what was there. If this is you, you're likely to find "spider diagrams" a really helpful trick.

- Or maybe your mind works more on **auditory** recall - you remember **sounds**. If this is you, and you like to have music playing when you work, try noticing what music is playing on the radio when you revise each bit, and this ought to help you remember the stuff you're revising. Say things out loud, perhaps record your voice and listen to it later.



Or you could get adventurous and make up songs or rhymes to help you remember *("one upon 2 pi root L C, equals the resonant frequency". An equation to do with how radio tuners work, way beyond GCSE level but it's still stuck in my head 17 years later. Sad, huh?)*

- Other people remember "**kinaesthetically**" - they remember the **muscle movements** they made when they did something. So write things out on a sheet of paper, cut it out to make a jigsaw, then sort it out - there's an example below.



Practice your jigsaw each evening - with practice it'll only take a minute or so. In the exam, cast your mind back to that jigsaw, and the stuff should come flooding back. If this is you, then **moving around** as you work may help you to remember, as will any kind of cutting-and-sticking. If you play a musical instrument, you could combine the muscle movements and the sound recall ideas, just as you did when you learned to play the instrument.

- Other people are better at recalling **feelings**.

If you're somebody who is particularly aware of how people around you are feeling, or particularly aware of how you're feeling yourself, then use this to help you recall the stuff you need for exams: *"...oh yes, I remember that - it was in the lesson when xxxx was upset because of what yyyy said..."* - make a point of noticing at the time, but not at the expense of paying attention to the work in the lesson! When revising, think about how Anne Boleyn might have felt about the way Henry VIII treated her.

So which type of mind do you think you have? You're most likely to be a mixture of all of these, but by picking out a few of these ideas that you like the sound of, you can make life much easier.

FOUR "TRY WHYS"

1. TRY changing subjects or tasks every hour.

WHY? Because the brain does not easily take in the same or similar material hour after hour. This means that, when studying, you might read for an hour then do questions for an hour. And you wouldn't follow French verbs with German verbs. This also means that anything you want to learn and remember (like an assignment) should be started early and done over many nights. (Besides helping your brain take in the material, this sets up a routine of working with it more than once, which aids the review process that is essential to learning).

2. TRY taking a break of 10 minutes for every 50 minutes of work; this will help you retain information.

WHY? Because learning does not occur by simply stuffing material into short-term-memory. Learning occurs when what you put into short-term-memory connects--integrates--with what you already know (which is stored in long-term-memory). This connection occurs naturally--and you experience the peak of your learning--when you stop inputting and relax (although you may think about the connections that are occurring).

3. TRY reviewing your notes (by doing something with the new material--reading, thinking, writing, or talking about it) at the end of the day, giving 10 minutes for every hour of new material you took in and want to retain.

WHY? Because research (into something called the Curve of Forgetting) has shown that if you don't recall or review or work with what you have learned on a given day, within 24 hours you will forget 50 - 80% of it.

4. TRY reviewing your notes (see above) at the end of the week, giving 5 minutes to each hour of new material for that week, then giving the same material 2-4 minutes of review at the end of the month.

WHY? Because the Curve of Forgetting indicates that these reviews are also required to be able to remember and reproduce something. If you pay attention to the daily and weekly reviews, the monthly ones may be taken care of in the course of studying for mid-terms.

HELP FROM THE HUMBLE HIGHLIGHTER

When you are revising from your notes,
Take a light yellow highlighter and highlight only the important information.

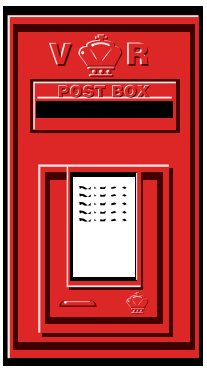
Remember - no repetition, only highlight information likely to be useful in passing exams, do not highlight things that will come to mind automatically when going over the subject.

Then, paragraph by paragraph, or in other suitably sized chunks, use an orange or another colour highlighter to select suitable one or two suitable key words to represent that "chunk" of information.

When revising, use the yellow highlights as a substitute for your point form summary, and the orange words as your key words. Make sure that when revising, look first at the keywords without reading the yellow highlights, as in the revision technique you have been taught.

Remember it is how you perform the revision, and at what intervals that counts.

AND FROM THE "POST IT" NOTE



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These can be stuck in or on any place that they will be seen regularly. They can also be changed from one week to the next. Put them on or above mirrors, next to light switches, on the airing cupboard door, on the wardrobe etc

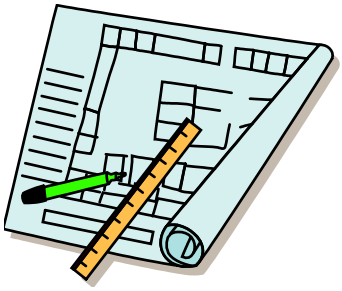
MEMORY STRATEGIES

- Make notes about information as soon as possible after you receive it.

- Make summaries and bullet point notes.

- Say it over to yourself.
- Rewrite notes in a different form or tape them.
- Think of questions about the information.

- Talk about what you need to remember. Get different angles on it.
- Draw diagrams, make mind-maps.



- Review the information – ideally within 3 days, then regularly. Repetition is the basis of memory.

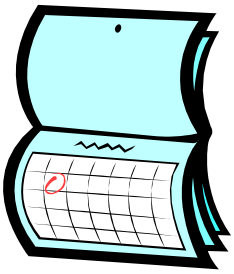
!!!!!

- Think how this information relates to you and your immediate environment.
- How could you represent the information on a web-page?
- Act it out – recite it, move about, use to body to help you remember.

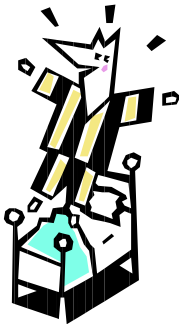
- Think in colour and use colour coding in your notes.

RED GREEN BLUE

- Make yourself a 'to remember' list on your calendar. Update and review it regularly. Archive the old lists and dig them out to check them every month or so.



- Get enough sleep. Sleep deprivation has a devastating effect on retention of memory.



Specific Strategies

Make "jigsaws"

List things on a sheet of paper, **cut** the paper up, **jumble** it, then **sort** it out.
Here's an example:

Mouth	grinds up the food
Oesophagus	connects the mouth to the stomach
Stomach	adds acid to the food to break it down
Duodenum	connects the stomach to the small intestine
Liver	makes bile to break down fats
Small Intestine	absorbs nutrients into the bloodstream for transport around the body
Large Intestine	recovers water from the digested food
Rectum	waste is stored here, ready to leave the body
Anus	waste leaves the body

This works for Kings Queens and dates, who did what in a play, and much more.
Note: the important thing about this is not that you have it - it's the act of making and using it that does the job!

Basic revision cards

- These are made by you drawing or writing brief outline notes on a topic.
- The notes must be *condensed* notes.
- They should stimulate ideas and prompt you to recall the wider topic (consult your more detailed notes if they do not, and make alterations to your revision cards).
- The process of putting them together will hopefully help you to learn the information.
- Use colour to code ideas, references and so on.
- Try different sized card to find the one that suites you – 4x3 inches, postcard size, A5 sized etc. (Try not to get bigger than A5 size).
- The revision cards are a psychological boost – look at what you can condense the information into!
- They can be used anywhere, anytime, to revise from.
- Keep them in different places:

1. next to the toaster
2. in the toilet
3. on the landing
4. in the cereal packet
5. in the car

and ***anywhere*** you have to wait around!!

Mind-maps

Mind-maps are a very useful way of making revision notes as they show the connections between ideas and allow you to go with the flow of ideas from titles to main concepts to supporting details. They capture a great deal of information in a small space, so you can summarise your information in a small space and at the same time associate the information with the images you use and the visual appearance of the mind-map.

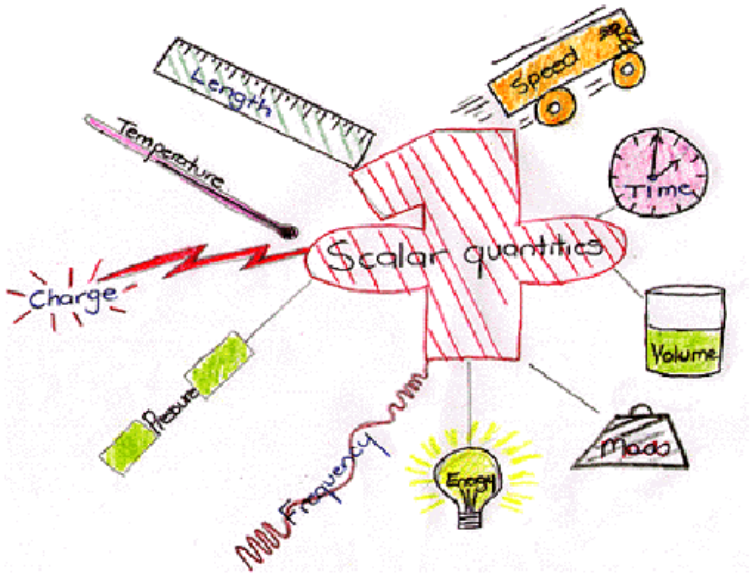
Creating a mind-map.

To draw a mind-map do the following:

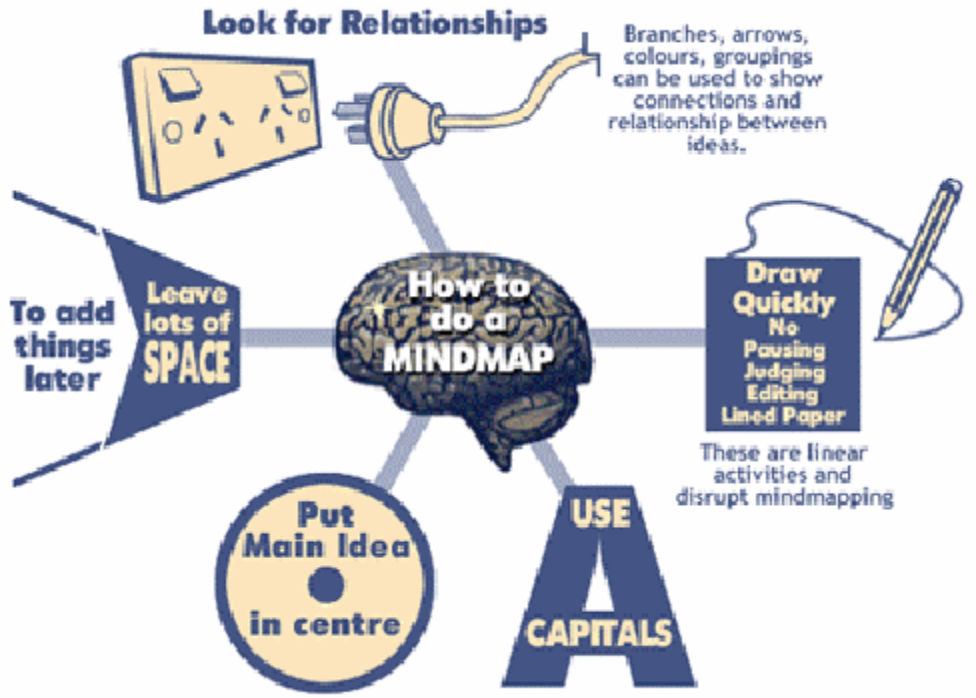
1. Take a clean sheet of paper and coloured pens or pencils.
2. Draw your central image. It is best if you create an original picture which represents your subject.
3. Draw branches to indicate principal themes, keywords and idea. Use colour coding and visual images.
4. Draw sub-branches as the ideas develop.
5. Link connected branches with dotted lines, arrows, coloured designs.

Examples of Mind-maps

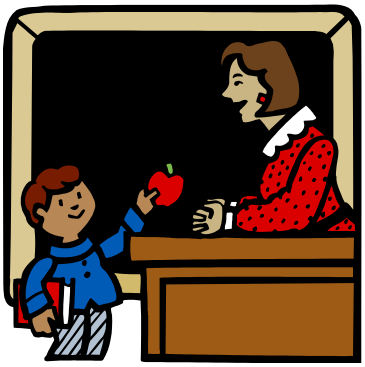
Lecture note mind-map This mind-map was produced from standard lecture notes so that a student could clarify the key points of the lecture. The mind-map was produced in the first review after the lecture and was added to throughout the term. It was then used for exam preparation.



Some hints on how to construct a mind-map.



Teach to Learn



Another useful method of learning information is to try and teach someone else what you have learnt.

A good method to use is to write down the key points of what has been learnt over a set period e.g. 3 lectures and try to teach the other person, who questions everything he or she cannot clearly understand.

Try also setting a test on what you have taught. The other person's answers will clarify your own thinking!

Summary Sheets/Index Cards

- At the end of each lesson or revision session, write a summary sheet of the lecture identifying the key points and examples.

- From this then write index cards, which just consist of the key points.

- A few days later, review the index card and on a blank piece of paper write down the examples or principles the key points trigger in your memory. Compare this to your summary sheet or lecture notes.

- Order your index cards into subject groups and then prioritise. Before another lecture on the same subject, review your index cards to refresh what you have learnt.

- This reviewing helps aid your **long term memory**.

Mnemonics/Slogans

Mnemonics.

What is this list describing?

D = Down in mood
E = Energy low
P = Poor concentration
R = Reduced appetite
E = Enjoyment reduced or absent
S = Sex drive reduced
S = Suicidal thoughts.
I = Insomnia
O = Oversleeping
N = Negative view of self/world and future

You might use mnemonics to remember lists, such as:

The order in which snooker balls are potted
You **G**o **B**rown **B**efore **P**otting **B**lack
(Yellow, Green, Brown, Blue, Pink, Black)

Period 1-2 of the Periodic Table. (Elements 1-10)
Happy **He**nry **Li**thely **Be**gan **B**aking **C**akes, **N**ot **O**mitting **F**our **Ne**cessities
H He Li Be B C N O F Ne
(hydrogen. helium, lithium, beryllium, boron, carbon, nitrogen, oxygen, fluorine, neon)

The Order of the Planets from the Sun
My **V**ery **E**asy **M**ethod **J**ust **S**peeds **U**p **N**aming **P**lanets
If you get confused as to which M comes first remember, never put a Mars bar near the sun.
(It will melt!)
*And you might need to name them **Q**uickly and accommodate the new planet Quaoar!*

Sometimes you can use mnemonics to help with tricky spellings:
Rhythm - **R**hythm **H**elps **Y**our **T**wo **H**ips **M**ove

Timed Revision

It is important to attempt exam questions whilst revising under exam conditions if possible.
Time yourself, do a plan, write your answer – if you can, get your teacher or a friend to look through your attempt and give guidance if necessary.

Use a timer to add artificial pressure to your work. Use an alarm clock and set it for 10, 20, 30 etc minutes.

Some key terms used in examination questions

Account for Explain the process or reason for something being the way it is.	**Discuss** Explore the subject by looking at its advantages and disadvantages (i.e. for and against). Attempt to come to some sort of judgement.
Analyse Explore the main ideas of the subject, show they are important and how they are related.	**Distinguish** Explain the difference.
Calculate Find out using mathematics.	**Enumerate** Make a list of the points under discussion.
Comment on Discuss the subject, explain it and give an opinion on it.	**Estimate** Guess the amount or value.
Compare Show the similarities (but you can also point out the differences).	**Explain** Describe, giving reasons ad causes.
Complete Finish off.	**Express** Put the ideas into words.
Conclude Decide after reasoning something out.	**Evaluate** Give an opinion by exploring the good and bad points. It's a bit like asking you to assess something. Attempt to support your argument with expert opinion.
Concise Short and brief.	**Factors** The fact or circumstances that contribute to a result.
Contrast Show the differences ~ compare and contrast questions are very common in exams – they want you to say how something is similar and how it may be different too.	**Give an account of** Describe.
Criticise Analyse and them make a judgement or give an opinion. You could show both the good and bad points. You could refer to an expert's opinion within this question.	**Give reasons for** Use words like ***because*** in your answer as you will be explaining how or why something is that way.
Define Give the meaning. This should be short.	**Identify** Recognise, prove something as being certain.
Describe Give a detailed account.	**Illustrate** Show by explaining and giving examples.
Differentiate Explore and explain the difference.	**Indicate** Point out, make something known.

Interpret Explain the meaning by using examples and opinions.	**Relate** Show the connection between things.
Justify Give a good reason for offering an opinion.	**State** Write briefly the main points.
List An item-by-item record of relevant images. This would normally be in note form without any need to be descriptive.	**Summarise** Give the main points of an idea or argument. Leave out unnecessary details that could cloud the issue.
Outline Concentrate on the main bits of the topic or item. Ignore the minor detail.	**Trace** Show how something has developed from beginning to end.
Prove Give real evidence, not opinion, which proves an argument and shows it to be true.	

The Appendix: Workshop Activity pages follow

Persuasive Devices

Number	Memory Rhyme	Device	
1	Powerful Gun	Powerful Opening Statement	Strong opening
2	Blue	Emotive Language	Makes reader react emotionally, "Aaaah!"
3	Bee	Bold font, underlinings etc	
4	Door	Humour	
5	Skive	Imperative or command	Buy this now.
6	Pick'n'mix	Mix of short and long sentences	
7	Heaven	Alliteration	
8	Gate	Address the reader	You, we, our etc
9	Mine	Chatty or informal tone	"Y'know it makes sense"
10	Hen	Contrasts	
11	Devon	Facts/Statistics	2765 species have been ….
12	"Shelve"	Rhetorical Question	
13	Mean	Shock Tactics	
14	Umpteen	Repetition, Lists, Rule of three	Education. Education. Education.

Media Text Terms

Term	**Definition**
Byline	Name of the reporter
Caption	Text under a photograph or diagram explaining the image
Crosshead	Subheadings that appear in the body of the text and are usually centred
Headline	Main statement in the largest font size describing the main story
Kicker	A story that is presented in such a way that it stands out from the rest of the page
Logos	Emblems to identify a company or organisation
Masthead	Title block which includes the name of the newspaper
Pugs	Like eras at the top left and right of the page to attract the reader's eye
Sidebars	When a main story has an additional text box placed in or by the side of it
Splash	Main story on the front page
Standfirst	First introductory paragraph at the start of the story: **often in bold print**
Strapline	Introductory headline just below the main headline
Sub-heading	Separates a text into small manageable units and summarises the contents

Writing to Argue

18 Angles of Argument		
Memory Mnemonic		Help definition (if needed)
Charlie	Cultural	Part of a nation or group's identity ("*Culture*" poems)
Eats	Educational	Any form of learning
Eggs	Economic	Money or finance
Every	Environmental	Natural world
Easter	Ethical	Conduct or behaviour; "can a surgeon operate on a dying son?"
Georgie	Gender	Male or female
Goes	Geographical	Regions in a country or across the world
Hunting	Health	Affecting an individual's or groups health
Happily	Historical	Has this happened before
Meet	Medical	Relating to doctor's, hospitals, medicine etc
Mandi	Moral	Personal Morals
Pretty	Political	Left wing, Right wing, Socialist, Capitalist, Governments etc
Person	Psychological	Affecting the mind
Patrick	Philosophical	Questioning Life; Why? Etc
Rules	Religious	Any religion
Sexy	Scientific	Has Science a part
Sunny	Social	The way people live; upper, middle, working class etc
Tenerife	Technological	New developments

Geography Coastal Erosion

There are four main processes by which the sea can erode a coastline. These are:

Hydraulic pressure

Sometimes called hydraulic action. This is the sheer force of the waves especially when they trap and compress air in the cracks and holes in a cliff.

Corrasion

This happens when the waves hurl particles, for example small pebbles, at cliff surfaces.

Attrition

This occurs when the waves causes rocks and pebbles on the beach to smash into each other and break down in size.

Corrosion

This happens when certain types of cliff are slowly dissolved or decomposed by the acids in the sea water.

There are two types of waves that erode a coastline. They are:

Constructive waves

These are low energy waves. They deposit materials and build beaches.

Destructive waves

These are high energy waves. They have more power and can remove the sand from a beach very quickly. The most destructive waves occur during storms.

There are a number of landforms that result from erosion by the sea. Some of them are listed below:

Headland This is a part of the coastline that juts out into the sea and usually ends in a cliff.

Bay A wide curved inlet of a sea.

Wave cut notch The foot of the cliff which is undercut.

Wave cut platform This is the gently sloping land left on the foot of a retreating cliff.

Arch An opening through a rock.

Cave A deep hollow produced by the action of the waves usually at the foot of a cliff.

Stack A pillar for rock which has been isolated from the cliff due to the erosive nature of the waves.

GCSE Physical Education

Technological Influences

The human body seems to be able to reach higher and higher levels of performance - what is helping athletes improve so dramatically?

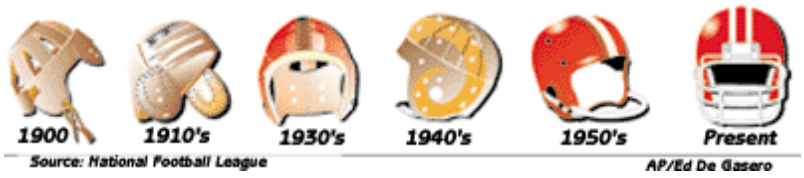
Cameras

Cameras have assisted umpires and referees in making tough decisions. The photo-finish was first used for track events at the 1932 Olympics. This eliminated any doubt as to the winners in crucially close events.

Instant replay, introduced in the 1980's, has also affected how sports are played-when decisions get tough, it acts as an impartial referee. When angered fans got fed up with 10-15 minute delays in the game, the National Football League in America stopped using instant replay. In 1999, it was re-instated with rules as to the length of time a contentious incident could be discussed ($1\ ^1/_2$ minutes). Instant replay also means that commentators can quickly draw conclusions about a player's or a team's performance, which helps amateur players be more aware of the skills and tactics involved in the sport.

The use of video-taping in training has helped athlete's improve greatly. Being able to watch themselves perform, athlete's now know exactly what they're doing right and wrong. Watching their own performance improve can also boost their motivation to carry on working harder.

Equipment



Evolution of the American Football Helmet

New materials have contributed to amazing advances in sports - lycra in running suits, super-light strong metals in bikes and tennis racquets, high-tech shoes, the use of fibre glass in cricket bats, etc. Millions are spent every year in developing better equipment for sportsmen and women. Some improvements are made for safety reasons, as well. Better mats had to be developed in the 1950's as pole-vaulters cleared greater heights. These better mats were used in the high jump as well, contributing to a change in the style of jumping, where athlete's could safely jump head-first-the Fosbury flop we see today.

Computers, advances in nutrition, weight-training machines, new playing surfaces, and many more technological advances have moved sport to a new level of playing. A quick look around at the facilities available for Olympic athletes is like an episode of "Tomorrow's World"!

REVISION ACTIVITY PAGE- REVISION ACTIVITY PAGE

Read A Minute – Bullet A Minute

Geography	**Physical Education**

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