

Hornsea School & Language College

GCSE Revision 2014/15



"One Step at a Time"

This includes:

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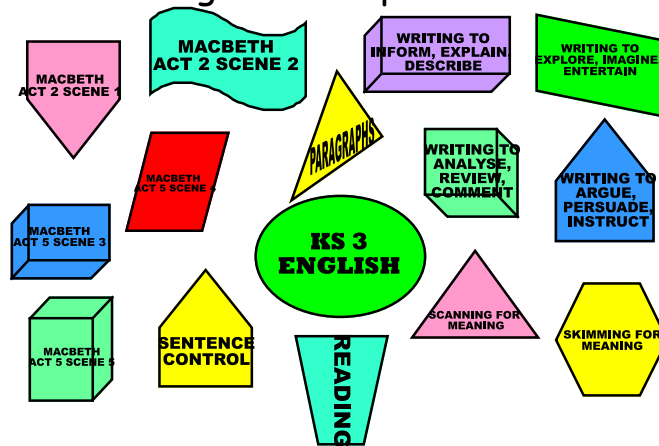
Top Tip Summary

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 a KS3 English 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.

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

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.

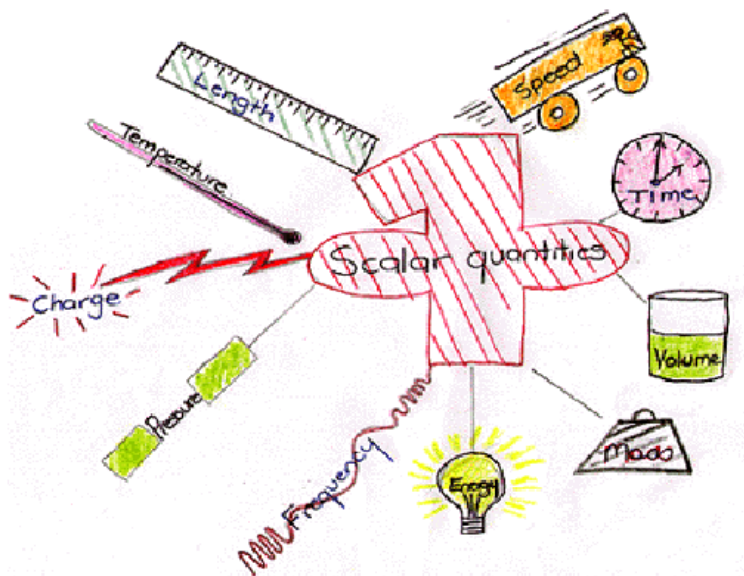
Creating a mind-map.

To draw a mind-map do the following:

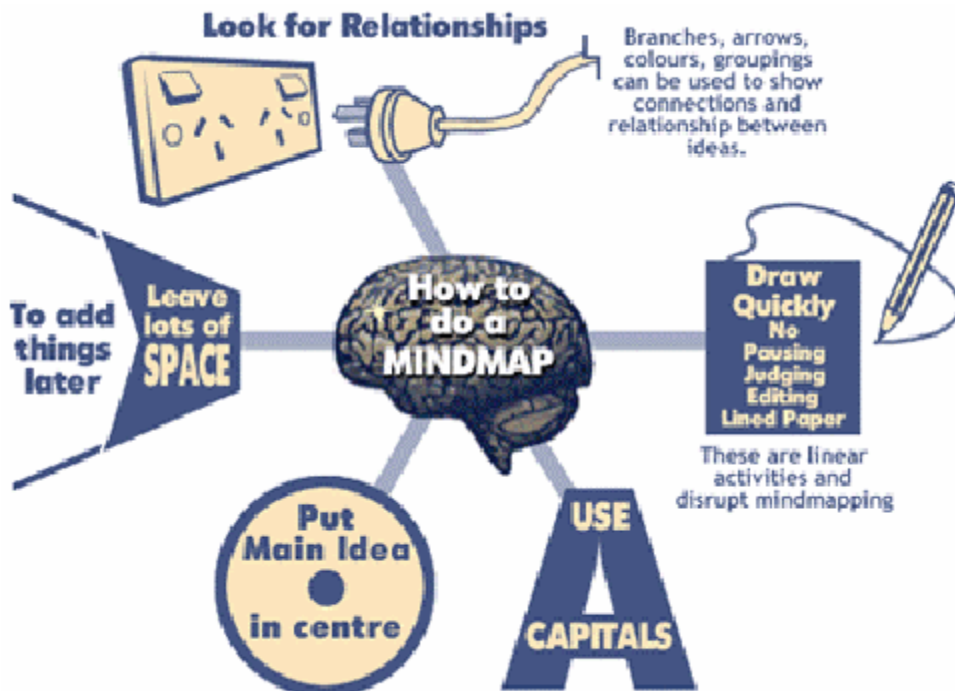
1. Take a clean sheet of paper and coloured pens or pencils.
2. Draw your central image. It is best if you create an original picture which represents your subject.
3. Draw branches to indicate principal themes, keywords and idea. Use colour coding and visual images.
4. Draw sub-branches as the ideas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

Examples of Mind-maps

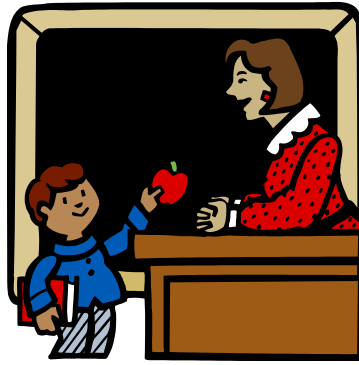
Lecture note mind-map This mind-map was produced from standard lecture notes so that a student could clarify the key points of the lecture. The mind-map was produced in the first review after the lecture and was added to throughout the term. It was then used for exam preparation.



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!

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 Go Brown Before Potting Black

(Yellow, Green, Brown, Blue, Pink, Black)

Period 1-2 of the Periodic Table. (Elements 1-10)

Happy Henry Lithely Began Baking Cakes, Not Omitting Four Necessities

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 Very Easy Method Just Speeds Up Naming Planets

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 **Quickly** 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.

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		
<u>Memory Mnemonic</u>		<u>Help definition (if needed)</u>
Charlie	Cultural	Part of a nation or group's identity (" <i>Culture</i> " 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

REVISION ACTIVITY PAGE- REVISION ACTIVITY PAGE

Read A Minute - Bullet A Minute

Horse Facts - Eat them up!!

Human hair, fingernails and horse hooves are made from the same protein.

Horses hooves grow approximately 1/4 inch per month, taking almost a year to grow from the coronet band to the ground.

A horse trailer or 'horse box' was invented in England in 1836 by Lord George Bentinck. Pulled by six horses it was invented to get his race horses from one track to the next.

Alfalfa is thought to be the first cultivated food fed to horses by humans, probably the Parthians, around 100 b.c.

The first grain thought to be domesticated, and probably the first to be given to horses was Barley.

In 1872, Leland Stanford made a bet that at some point in the gallop all four of the horses legs are off the ground at the same time. Eadweard Muybridge proved him right by using a series of 24 cameras and photographing a racehorse named Sallie Gardner.

Aristotle (384-322 b.c.) in the 4th century b.c. described the sequence of the horses footfalls at a walk correctly

William Cavendish (1592-1676) described the trot and the amble. The first person to record the difference between the canter (3 beats) and the gallop (4 beats) was Claude Bourgelat (1712-1777) but he got the sequence wrong. Etienne-Jules marey in 1872 was the first to publish an article on the correct sequence of the canter. The gallop wasn't firmly known until the Eadweard Muybridge's photographs of 1872. The name 'Philip,' and the feminine variant, 'Philippa,' mean 'lover of horses.'

Will Rogers (1879-1935) a political humorist had a horse named Soapsuds.

The horse is the state animal of New Jersey.

Cars with horse names are the Ford's Mustang, Pinto, Bronco and the Dodge's Colt.