

**Year 11
Information
Evening 2024**

Effective revision



Three steps to effective revision and long lasting learning.



Upload

Stage 1: Students should focus on memorisation of key facts and knowledge through chunking, repetition and rote learning.



Process

Stage 2: Students need to deepen their knowledge by engaging in higher-level thinking. We remember this thinking in more detail and for longer. The Revisit template activities help students to structure this thinking.



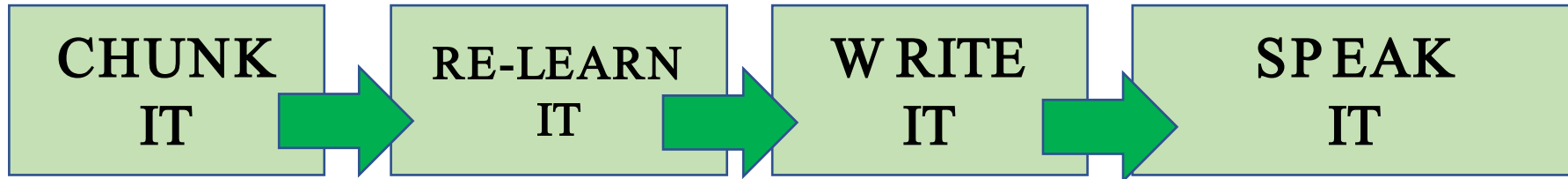
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Stage 3: Students need to retrieve, demonstrate, apply and test their learning to make sure they have remembered it.



Upload

Stage 1: Students should focus on memorisation of key facts and knowledge through chunking, repetition and rote learning.



Split up the course into manageable chunks – e.g. using your topic list.

Choose a chunk at a time to revise.

Start with the most important or the most difficult.

Spend time re-learning some of the key ideas.

You might use:

- Your class book.
- BBC bitesize
- GCSE Pod
- An online platform such as Seneca.

Now make some revision notes based on what you have learned.

You could organize your learning into Cornell notes, or complete a brain dump based on what you remember.

Try to do this without your notes.

Give a verbal explanation about the topic as if you were teaching it.

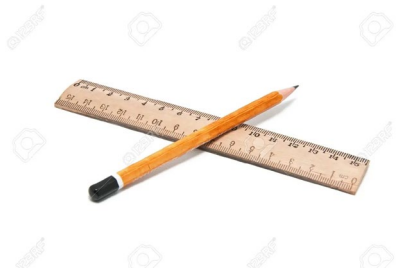
Repeat facts you need to remember 20 times.

Turn the key facts you need to remember about this topic into flashcards and get a friend or parent to test you.

Stage one: Cornell notes



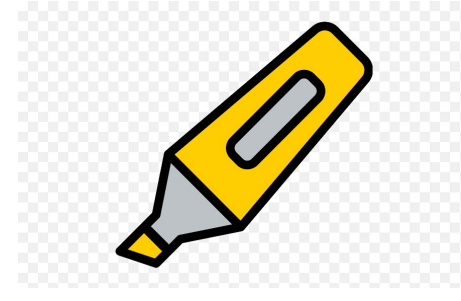
1. Give your notes page a title. This works best when it is an exam style question.



2. Divide your page into two columns. In the smaller column on the left, write key questions that your notes will cover.



3. Make summary revision notes in the right hand column. Ensure you think, and put your ideas in your own words.




4. Use a highlighter to colour code each question. Then highlight your notes to show where the corresponding answers can be found.



5. Return to your notes after one week. Write a summary of the topic from your memory. Then re-read your notes to check what you may have missed.

Stage one : Cornell notes

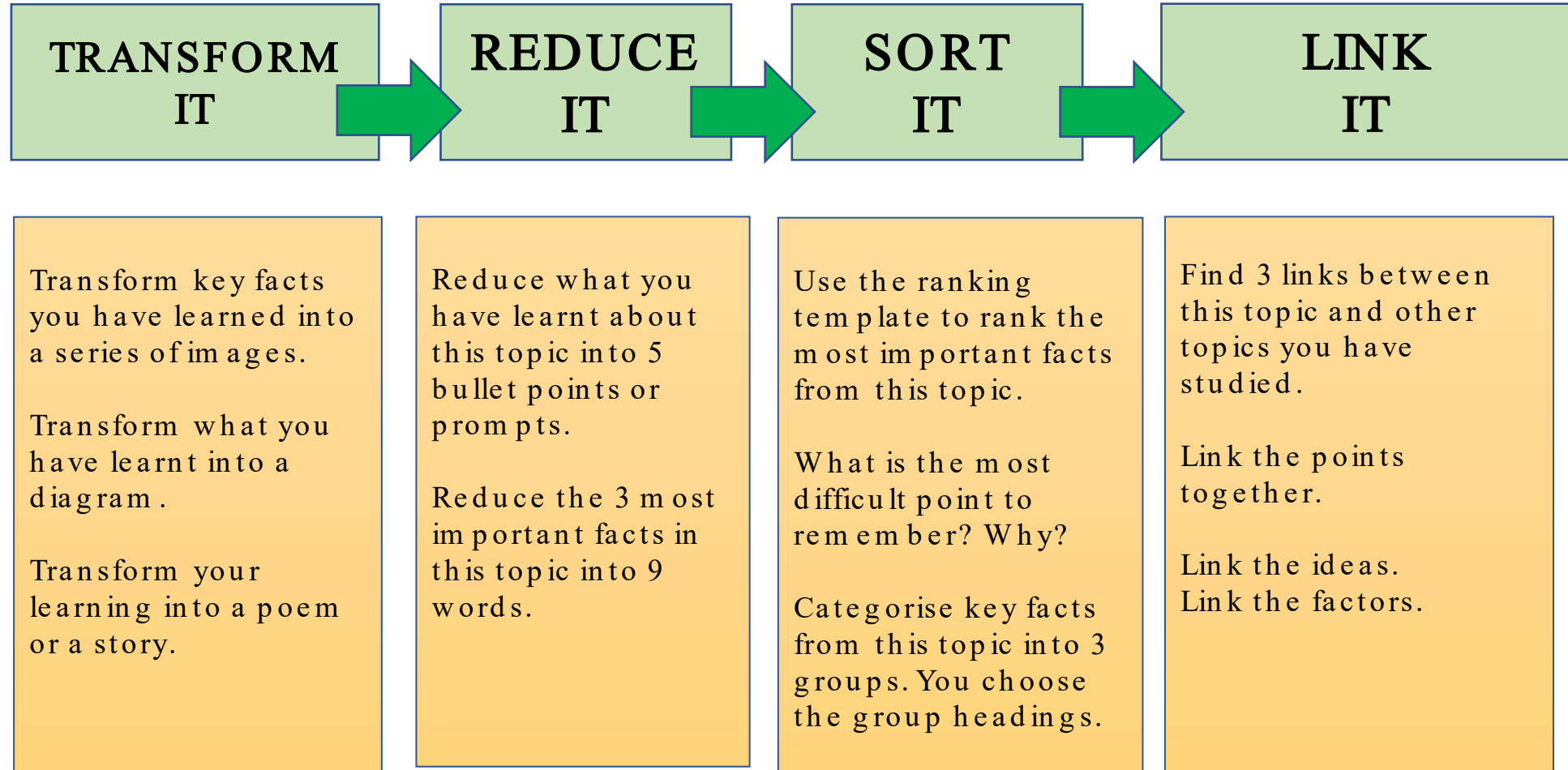
- Useful for organising your thinking when making revision notes.
- Colour coded to make it easy to find the relevant answer when returning to your notes.
- Built in summary to return to and consolidate learning.

Cornell Notes	Topic/Objective:	Name:
	Identify significant literary devices that define a writer's style and use to interpret work	Class/Period: Lang. Arts
		Date: Oct. 12, 2009
Essential Question: How does Langston Hughes' poem, "Mother to Son", advise the reader to overcome difficulty and keep from giving up in life?		
Questions:	Notes:	
① What is the significance of the speaker in the poem?	① <u>Speaker</u> - * <u>voice that communicates a poem's ideas, actions, descriptions, & feelings</u> - similar to <u>narrator</u> - can be <u>unknown or specific</u> (like character)	
② How does a poet's choice of speaker affect the mood/meaning of a poem?	② <u>Imp.</u> - Poet's <u>choice of speaker</u> - <u>contributes to the poem's mood/meaning</u> - who speaks is as <u>imp.</u> as what is said - <u>different points of view regarding same event</u> (ie. parent, child, elderly person) - *the person telling the story gives point of view and affects the message told ← <u>P.O.V.</u>	
③ How does Hughes use vocabulary to contribute to and convey his message?	③ <u>Writer's/poet's style</u> <u>Vocab</u> - helps to understand meaning "crystal stair" = luxuries (<u>metaphor</u> → <u>compares 2 things</u>) ie. "Life for me ain't been no crystal stair" "reachin'" - <u>replace letter at end of word</u> (<u>dialect</u>) "cause" = <u>because</u> → <u>slang</u> <small>var. lang. used by group to speak bet.</small>	
Summary: The speaker/voice in the poem is important because it communicates the ideas/feelings of the poem. Who the poet chooses as the speaker identifies the point of view and affects the message/meaning. Hughes uses vocabulary and style to convey the message that life is hard when Mother says "Life for me ain't been no crystal staircase."		

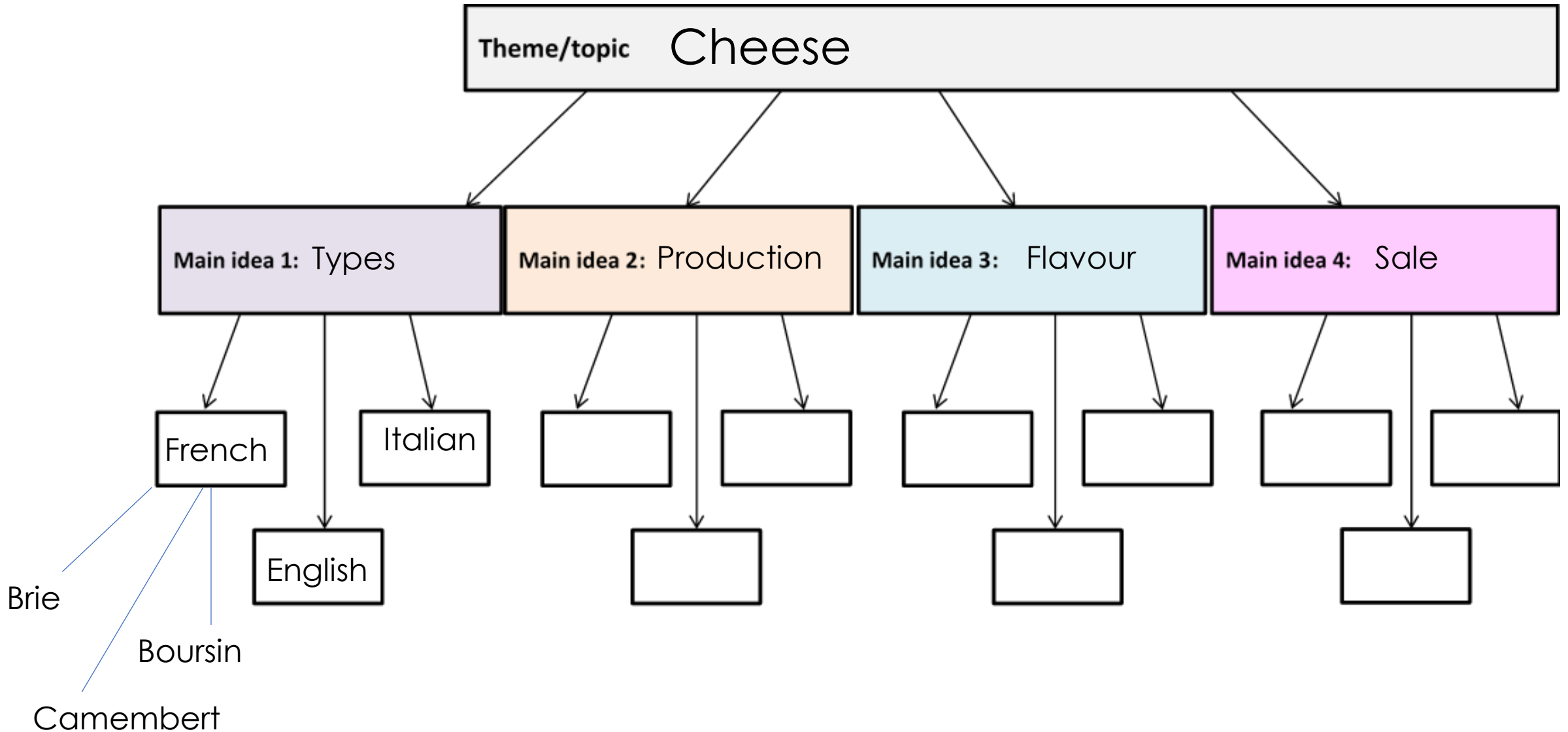


Process

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Stage two : Transform , Reduce , Sort

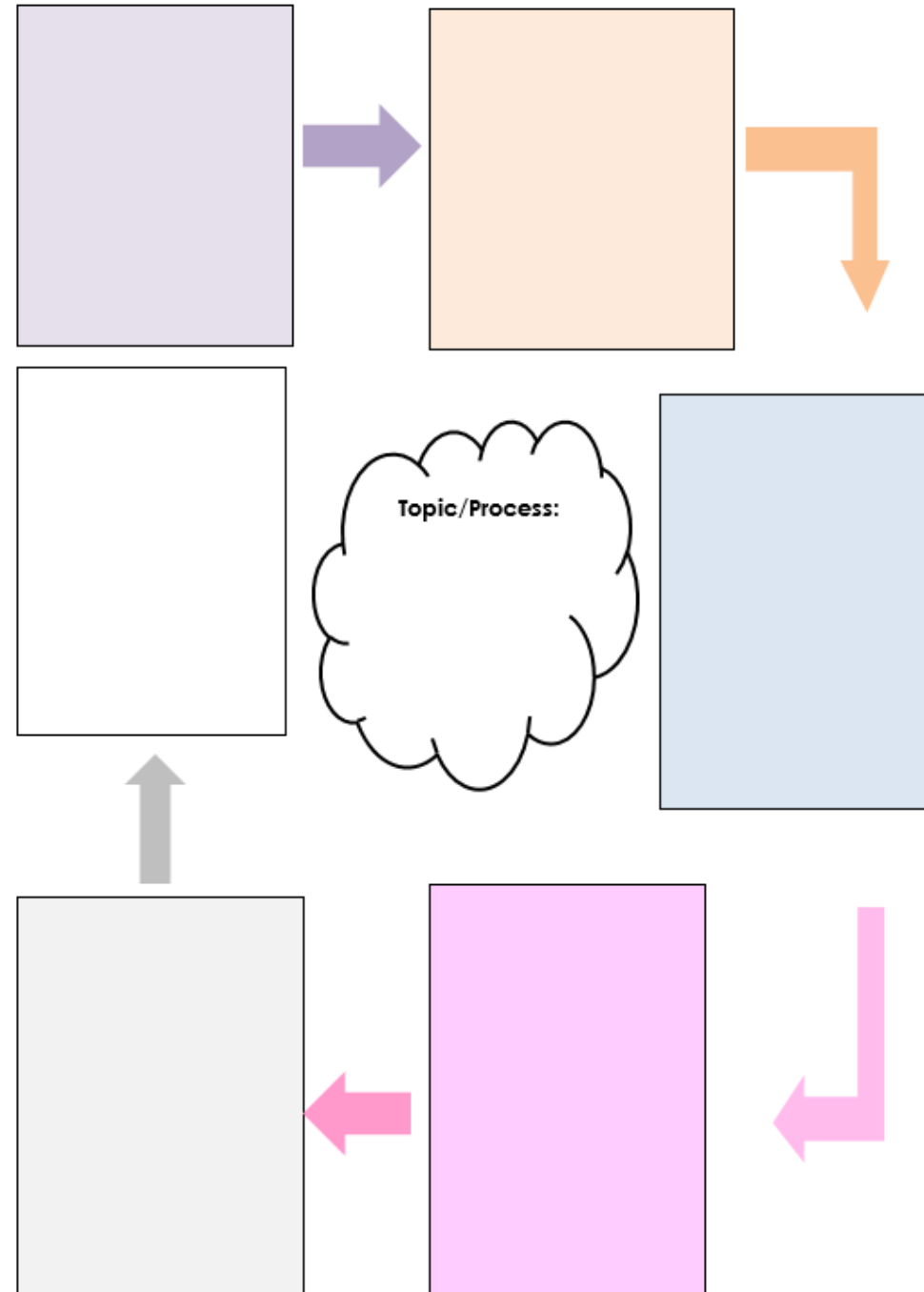


Processing.

Break down big ideas into
in to smaller steps/stages.

Could be useful in:

- Processes in science e.g. digestion
- Processes in Geography – e.g. weather
- Chronology in History
- Narrative in English.



Ranking

1. Make notes on each factor first.
2. Include key facts and words in the cloud for each factor.
3. Then rank the factors in terms of importance, and justify your decision.

E.g. Reasons why the Americans lost the war in Vietnam.

Key Facts, Dates, Words,

Number of Priority:

Notes:

1.



WHY?

2.



WHY?

3.



WHY?

4.



WHY?

5.



WHY?



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Stage 3: Students need to retrieve, demonstrate, apply and test their learning to make sure they have remembered it.



Go back to your reduce it notes, which broke down the main ideas into key words and images.

Now restore these ideas back to their full detail by making extended notes.

Use your flashcards to test yourself.

Write yourself exam questions on this topic or skill. How many can you think of?

Complete practice exam questions on the topic.

Read over your completed exam question.

Self-assess your work using a marking grid. What you missed out from this topic from your notes

Now:

- Improve it
- Add to it

Stage three: Using flashcards



1. Use your notes or your textbook to identify key concepts, facts and key terms

2. On one side of the flashcard, write the concept. It works best if this is turned into a question.

3. On the other side of the card, write down the answer or definition.

4. Once you have a full set for a topic. Test yourself, making sure you say the answers aloud.

5. For any questions that you found trickier, return to your notes or ask your teacher to clarify.

Stage three: Quizzing

1. Break down a topic into quiz questions.
2. Write down the answers.
3. Fold the sheet in half and test yourself, or give it to someone else who can test you.
4. Repeat the quiz often in order to embed knowledge.

Name of Topic: _____

Read the text and come up with 12 questions to ask someone about the text.

	Question	Answer
1		
2		
3		
4		
5		
6		