

Preparing for Year 11 and beyond



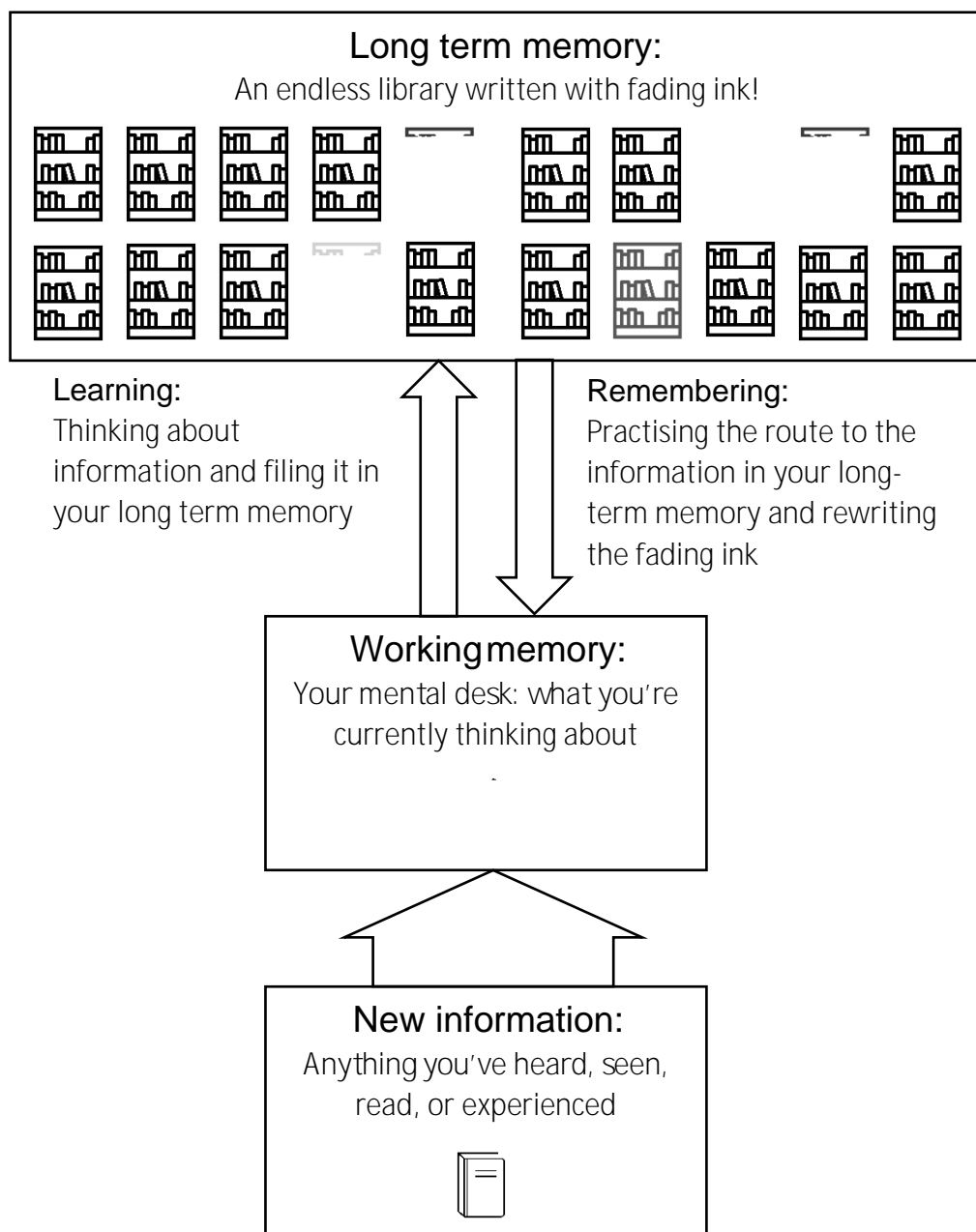
How do I learn and revise effectively?

Learning is the process of understanding information and being able to remember it over a long period of time.

Revising is the process of revisiting information which you have already been taught to ensure that you have learned it and to ensure that you can easily use it in exams.

To remember a lot of knowledge quickly, that knowledge needs to be securely stored in your long term memory.

To make sure knowledge goes into your long term memory, stays there, and to make sure you can find it quickly, you need to spend time thinking hard about that knowledge in your working memory.



Whenever you revise, you are doing one of three things:



Why is rereading your notes an example of poor quality revision?

Why is revising in a loud room an example of poor quality revision?

Why is only revising immediately before an exam an example of poor quality revision?

Key pieces of advice to learn and revise effectively:

1. **Avoid distractions:** give yourself as much space as possible in your working memory to focus on the information you are learning or revising.
2. **Think hard** if you don't think hard about the information you're learning or revising, it is unlikely to go into your long-term memory.
3. **Start early** thinking hard about information takes time and you need to revisit information regularly to strengthen those memories. Leaving revision until the last minute is likely to be overwhelming and will limit how effective your revision is.

Where do you normally do your home study and your revision?

Use the scorecard below to rate the quality of your learning environment:

	/1
My chosen environment is quiet (e.g. There is no music playing and there are no conversations happening in the background.).	
I am unlikely to be disturbed in my chosen environment (e.g. It is unlikely that I will be asked to move so the table can be used for something else.).	
I only use my chosen environment for home study or revision.	
I don't have my phone with me while I complete my home study.	
I don't have other possible distractions near me when I complete my home study (e.g. games consoles).	
I use a desk which is similar to the desk I use in lessons.	

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.

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

Self-quizzing

Self-quizzing is when you answer a series of questions about a topic from memory. It is a useful tool for finding specific gaps in your knowledge within a topic and it allows you to quickly check whether you have remembered something correctly.

Self-quizzing can be completed in lots of different ways. For example, you could answer specific questions, you could complete gap fill-activities, or you could fill in a diagram from memory.

Public Health in the Industrial Revolution

Questions:

1. Give two reasons why people migrated to urban areas during the Industrial Revolution.
2. Why did increased population density increase the risk of epidemics in urban areas?
3. Give an example which shows that many public health systems in urban areas were overwhelmed during the Industrial Revolution.
4. Why did many people living in damp and overcrowded housing increase the risk of epidemics during the Industrial Revolution?
5. Why didn't the government in the early Industrial Revolution take steps to improve public health services and living conditions?
6. Give an example of a disease, caused by poor public health, of which there were epidemics during the Industrial Revolution.

Answers:

1. Improvements in agricultural technology and the invention of the factory
2. Diseases could easily spread from person to person.
3. Multiple families would share one overflowing cesspit.
4. People had weak immune systems which made them less able to fight off diseases.
5. The government had a laissez-faire attitude to public health, meaning that they did not think that improving public health should be their responsibility.
6. The plague **X Cholera or typhus (the plague was in the Middle Ages and the Renaissance**

5/6 (83%)

When answering quiz questions

Do:

Mindmapping

Mindmapping is the process of creating a 'printed copy' of your thought processes. This method allows you to identify connections, patterns and any gaps in your learning. Mindmapping is an example of *lateral thinking* and – like drawing – it engaged a different part of the brain.

A mind map has a central concept in the middle, with branches connecting subtopics and related ideas. Shapes, colours, labels, images, and emojis help group and highlight concepts so they're easier to understand and remember. These visual design elements make the whole diagram feel more attractive and coherent, but they also serve as powerful mnemonic devices—triggers that help with recall.

According to researchers, there are three types of 'learning':

- 1) Non-learning: Information has gone in one ear and out the other. Or, in other words, you've been told something and instantly forgotten it.
- 2) Rote learning: You've learned something, but it's not connected to anything else you know about the subject. It's based on repetition—e.g., learning the names of every King or Queen in Britain, but knowing nothing about them.
- 3) Meaningful learning: You have new knowledge, and you know how it is connected to everything else you already know. E.g., you learn the names of all the Kings and Queens, alongside knowing how long each reigned for and what they did. This then ties into other, more abstract knowledge you have or will gain.

One of the benefits of mind mapping is that it helps with meaningful learning because it encourages you to make connections between new and existing knowledge.



Dual coding

Dual coding is the process of combining verbal materials with visual materials. There are many ways to visually represent material, such as with infographics, timelines, cartoon strips, diagrams, and graphic organisers. When you have the same information in two formats - words and visuals - it gives you two ways of remembering the information later on. Combining these visuals with words is an effective way to study.

How do I dual code?

Spacing and interleaving

Spacing out your revision into smaller chunks over a period of time helps you remember the material better and makes revision seem less cumbersome.

Imagine that you have a test a week on Monday. Your teacher has suggested that you spend 5 hours over the next week revising content. To make sure that your revision time is effective, your teacher suggests that you revise in 30 second bursts. Very often, the process will look like this:

M	T	W	T	F	S	S
?	?	?	?	30 minutes revision	30 minutes revision Another 30 minutes revision	PANIC 30 minutes 30 minutes 30 minutes 30 minutes 30 minutes

However, a much more effective way of revising is to space out your revision. Here is an example:

M	T	W	T	F	S	S
30 minutes <i>break</i> 30 minutes	30 minutes <i>break</i> 30 minutes	30 minutes <i>break</i> 30 minutes	30 minutes <i>break</i> 30 minutes	30 minutes <i>break</i> 30 minutes	Relax- no revision on this day	30 minutes <i>break</i> 30 minutes

By breaking up your revision time into individual 30 minute chunks and then spacing out the time between revision, you will retain the material much more effectively.

Interleaving is a process where you can mix, or interleave, multiple subjects or topics while studying in order to improve your learning. Studies have shown that interleaving is much more effective than *blocking* (revision one topic all in one go) for developing the skills you will need to revise constructively.

M	T	W	T	F
MACBETH AN INSPECTOR CALLS	AN INSPECTOR CALLS LANG PAPER 2 Q5	JEKYLL AND HYDE MACBETH	AN INSPECTOR CALLS	LANG PAPER 2 Q5

Cornell notes

Making revision fun

(or an attempt at, anyway!)

There are a few methods that you can try to boost your retention/memory. Give them a go!

Mnemonics

Mnemonics are memory tools that you can create yourself, to make connections with information that can be difficult to recall. The use of mnemonics could involve:

- creating memorable mental pictures
- making up stories to remember a sequence of information
- picturing facts as locations on a map.

Here are some examples of mnemonics used in Science:

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Subject specific revision Science

Biology	
Triple Biology test Higher/Foundation	Homeostasis and response Inheritance, variation and evolution Ecology
Combined Higher Biology test	Homeostasis and response Inheritance, variation and evolution Ecology
Combined Foundation Biology test	Homeostasis and response Inheritance, variation and evolution

Chemistry	
Triple Chemistry test Higher/Foundation	Energy Changes Rate and Extent of chemical change Organic Chemistry Chemical Analysis Chemistry of the Atmosphere
Combined Higher Chemistry test	Rate and Extent of chemical change Organic Chemistry Chemical Analysis Chemistry of the Atmosphere Using Earth's Resources
Combined Foundation Chemistry test	Rate and Extent of chemical change Organic Chemistry Chemical Analysis Chemistry of the Atmosphere

Physics	
Triple Physics test Higher/Foundation	Forces Waves Electricity Energy
Combined Higher Physics test	Forces Waves Magnetism and Electromagnetism
Combined Foundation Physics test	Forces Waves Magnetism and Electromagnetism

Subject specific revision Maths

Subject specific revision Geography

Paper 1: Section A- The challenge of natural hazards checklist #

	I can do this	Need to revise this
Plate margins		
Nepal Earthquake		
New Zealand Earthquake		
Tropical storms – formation and distribution		
Extreme weather in the UK events		

Paper 1: Section B- The living wor 0.73Qq0.000008871 0 595.32 841.92 reW*ñBT/F1 14.04 Tf1 0 0 1

Subject specific revision Geography

Paper 2: Section A- Urban issues and challenges

Subject specific revision History

When revising History, you should:

Use your exercise books to make flash cards, mind maps etc..

Use the knowledge booklets that have been emailed to you and placed on Teams.

Use the content lists provided for the Crime & Punishment and Germany in Transition topics. This will help you identify where knowledge is strong and where there are gaps in your knowledge. This will help you to target your revision on areas where there are gaps.

Use the bitesize links below to support revision:

- [Background to the causes of crime - Causes of crime - Eduqas - GCSE History Revision - Eduqas - BBC Bitesize](#)
- [Nature of criminal activity throughout the period - Nature of crimes - Eduqas - GCSE History Revision - Eduqas - BBC Bitesize](#)
- [Enforcing law and order in Saxon and medieval times - Enforcing law and order - Eduqas - GCSE History Revision - Eduqas - BBC Bitesize](#)
- [The harsh nature of punishment, c.500 to 1500 - Methods of punishment - Eduqas - GCSE History Revision - Eduqas - BBC Bitesize](#)
- [Germany - GCSE History - BBC Bitesize](#)

How do I decide what to revise?

Whenever you revise, you are doing one of three things:

1. Finding and closing gaps in your knowledge.
2. Strengthening fading knowledge in your long-term memory.
3. Practising recalling knowledge quickly.

Whichever purpose your revision has, it is important that you focus on the weaknesses within your knowledge. It is tempting to revise topics you're already good at. However, if you do this, you waste valuable revision time and you could get a nasty shock when you don't do well in exams or assessments.

Before you start revising for a subject, you should decide what you need to focus on.

When deciding what to revise

Do:

- ..gather information about the topics which you need to revise.
- ..break subjects and topics down into manageable chunks.
- ..revise topics which you don't enjoy or which you find difficult.
- ..keep a record of the topics you have chosen to revise and the revision you have completed for those topics.

Don't:

- X ..spend more time making lists of what to revise than actually revising.
- X ..write down entire subjects or topics as areas to revise.
- X ..revise topics you enjoy or topics in which you are already successful.
- X ..expect yourself to remember the areas which you need to revise.

How to decide what to revise

1. Use information from a range of sources to find out where your weaknesses are.

2. Create a table of topics and subjects on which you need to focus.

Topic:	Scores:
Reasons why people migrated West in the 1840s	20% 15% 37% 45% 50%
The Catholic Church and medicine in the Middle Ages	40%

Use the flowchart below to