
MICHAELMAS
REVISION WORKSHOP
7 STRATEGIES FOR SUCCESS
ESTABLISHING YOUR KNOWLEDGE BASE
MANAGING YOUR REVISION
ACTIVATING YOUR RECALL

Cornell Notes

CORNELL NOTES

Lecture, reading/chapter/novel/article during class, power point, movies (if need to collect info.)

TOPIC:

Name: _____

Subject: _____

Date: _____

Essential Question:

QUESTIONS/MAIN IDEAS:	NOTES:
Topic, Idea, Keyword, OR Question Topic, Idea, Keyword, OR Question	Notes Notes Notes Notes Notes

SUMMARY

Key take-away points

Cornell Notes

adapted from *How to Study in College* by Walter Pauk

Date Oct. 12
Page Number 1

Part B — Reduce.

In Part B, write key words or questions from your notes

Here is an example of key words or questions.

Part A — Write Notes.

In part A, write your notes during the lecture or while you read.

Here is an example of classroom or reading notes.

	Metric System
	A. Beginning of Metric System
Where was the metric system started?	1. Started in France in late 18th century.
	2. Group of scientists decided on a length and called it "meter."
Where did the word "meter" come from?	3. Meter comes from the Greek word Metron— meaning "a measure."
	B. Adapting the Metric System
When was the metric system first adopted?	1. Adopted in France in 1793.
	2. Many people were against it.
	3. Napoleon changed back to the old system of measurement in 1812.
Who changed France back to the old system of measurement?	4. The metric system was adopted again in 1840 and has been used ever since.
	C. Units of Measurement
	1. The metric system has 7 base units of measurement.
	a. The 7 base units are
What are the 7 base units of measurement?	1) meter
	2) kilogram
	3) second
	4) ampere
	5) kelvin
	6) mole
	7) candela

Part C — Summarize. *In Part C, summarize the notes that you wrote in Part A.*

Here is an example of a summary.

Scientists in France "discovered" the meter. After many years, the metric system was adopted in France in 1840. Since the meter, they have added 6 more units of measurement: kilogram, second, ampere, kelvin, mole, and candela.

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leadersANDlearners

Practise this over the course of this session. Jotting down useful ideas you hear and see.

The PowerPoint and all materials are on the Pupil Resources drive > Skills Lab > Revision Workshop I

REVISION

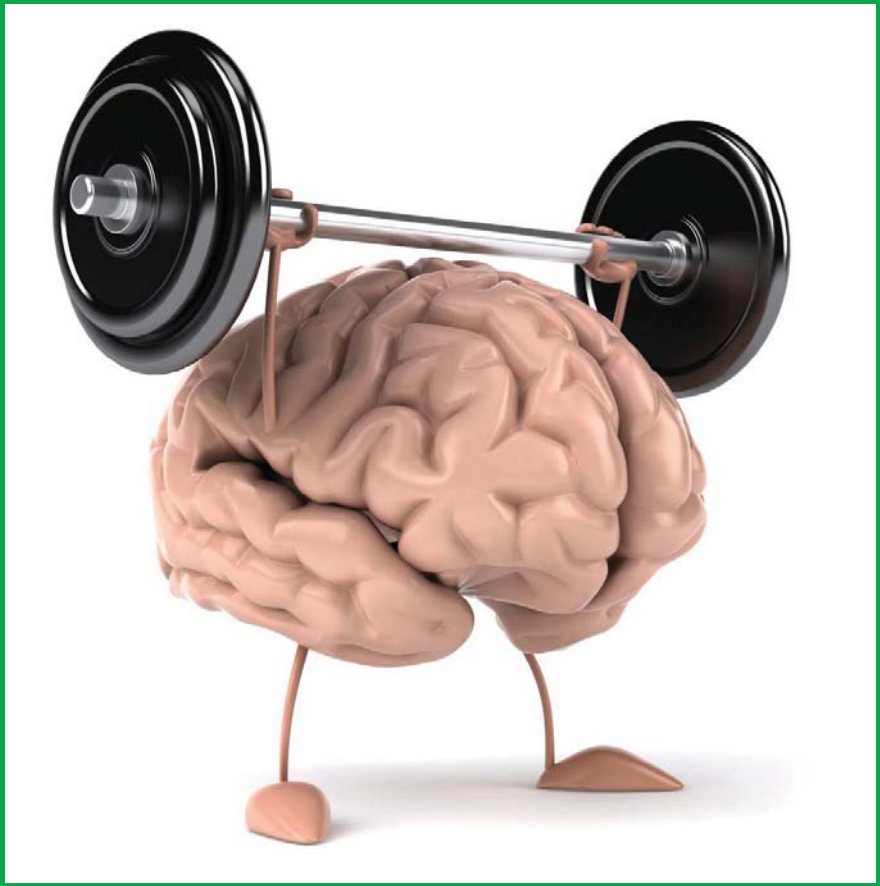
7 STRATEGIES FOR SUCCESS

why REVISE now?

What can you do to make REVISION **more effective**?

1. MANAGE Your Mindset

1. **MANAGE Your Mindset**

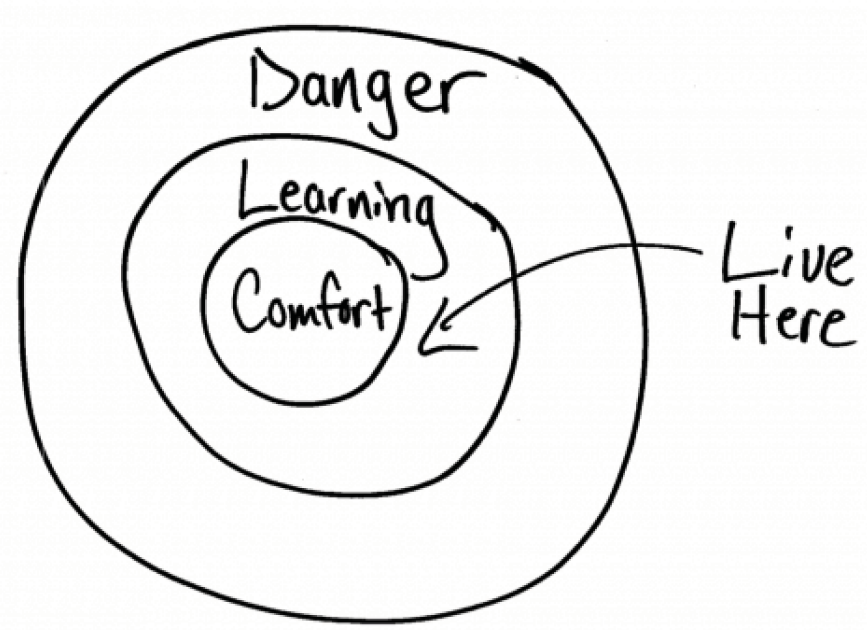


Intelligence is not fixed & ability can always improve with **effort** & **time**.

1. **MANAGE Your Mindset**

You are *NOT* responsible for having a chimp brain… **but you ARE responsible for managing it.**


A COMFORT ZONE
IS A BEAUTIFUL
PLACE...
BUT NOTHING GROWS THERE.


Danger
Learning
Comfort
Live
Here


I HAVE
EXCUSES
RESULTS

2. DISTRIBUTE Your Practice

2. **DISTRIBUTE Your Practice**

"Implementing a schedule of practice that spreads out study activities over time"

The proven single **best** strategy to ensure success.

3. TRAIN Your Learning

3. **TRAIN Your Learning**

BREAK SUBJECTS DOWN & SWITCH TOPICS OFTEN

Learning is more powerful when done in a series of small chunks.

Think HIIT – different exercises working lots of different muscles in a series

Find a ratio that works for you: e.g. 15 mins x 8 / 20mins x 5

4. KNOW Yourself

4. **Know Yourself**

KNOWLEDGE AUDITS - a check on how well you know a subject / topic.

1) Locate a list of topics (using an subject **scheme of work** / **textbook contents page**)
2) Rank every topic out of 4 (with "1" indicating **high** confidence and "4" indicating **low** confidence)
3) Revise accordingly. Recheck where necessary.

5. REPEAT to Remember Remember to REPEAT

5. **Repeat to remember / Remember to repeat**

It takes 4 or 5 times of reviewing to move things from your short-term to long-term memory.

Build this in to your revision programme.

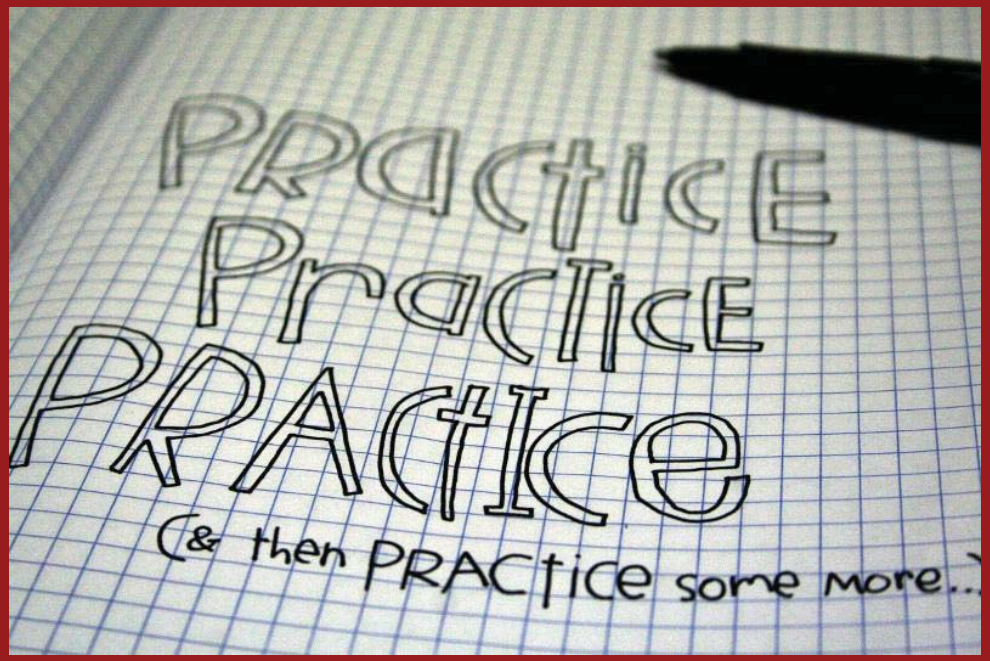
6. Always be TESTING

6. Always be TESTING

"**Practice Testing:** repeated self-testing or taking practice tests on to-be-learned material"

You can test your learning in MANY WAYS and at MANY TIMES. What will you do?

Alongside **distributed practice**, this is the most effective of all revision strategies to ensure best results.



7. OPTIMISATION

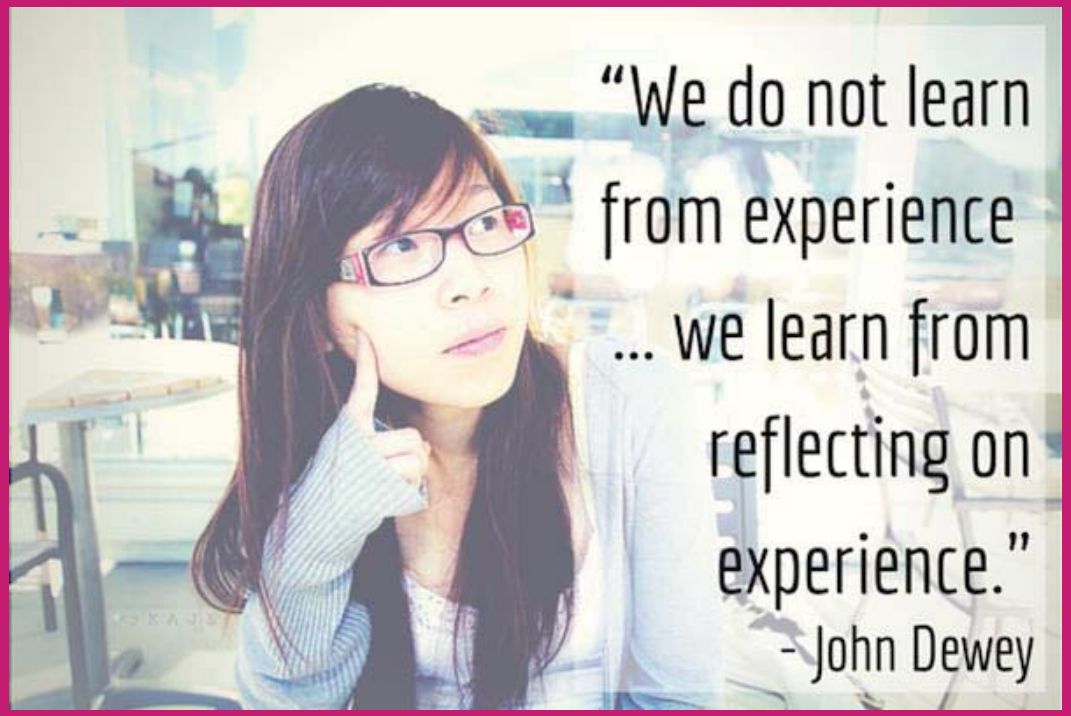
7. **Optimisation**

Thinking about how your revision is working (every session / day / week)

and how it can be improved

will **optimise** your performance.

How will you do this?



MANAGING YOUR REVISION

Planning & Tracking

Being REALISTIC to make things ACHIEVABLE

Building up your revision strength

Revision Planner

Name:

REVISION PLANNER
(by WEEK and WEEKEND)

Beginning...	12-Nov ...	17-Nov ...	19-Nov ...	24-Nov ...	26-Nov ...	01-Dec ...	03-Dec ...	08-Dec ...	10-Dec ...
Days:	Mon-Fri	Sat-Sun	Mon-Fri	Sat-Sun	Mon-Fri	Sat-Sun	Mon-Fri	Sat-Sun	Mon-Fri
Mathematics									
English									
Biology									
Chemistry									
Physics									

INSTRUCTIONS:

1. *Add in the rest of your exam subjects.*
2. *Decide how much time you can spare for revision each week / weekend (e.g. 30 mins, 60 mins, 90 mins, etc.)*
3. *Now decide how many subjects you can suitably study in this amount of time each week / weekend (e.g. 90 mins = 3 subjects, 30 mins each)*
4. *Record which subjects you are going to study when by filling the appropriate boxes (e.g. add "Revision" or "x" or...)*
5. *This will show how much revision time you can add to each subject this term. Use this planner with your Revision Tracker for best results.*

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Days:	Mon-Fri	Sat-Sun	Mon-Fri	Sat-Sun	Mon-Fri	Sat-Sun	Mon-Fri	Sat-Sun	Mon-Fri
Mathematics	Revise			Revise		Revise		Revise	
English			Revise						
Biology		Revise			Revise			Revise	
Chemistry			Revise			Revise			Revise
Physics	Revise			Revise			Revise		

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Revision Planner (by day)

	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY	RETURN	EXAMS	EXAMS	EXAMS	EXAMS	EXAMS	EXAMS	EXAMS	EXAMS	EXAMS	EXAMS	EXAMS	EXAMS
	28-Dec	29-Dec	30-Dec	31-Dec	01-Jan	02-Jan	03-Jan	04-Jan	05-Jan	06-Jan	07-Jan	08-Jan	09-Jan	10-Jan	11-Jan	12-Jan	13-Jan	14-Jan	15-Jan	16-Jan	17-Jan	18-Jan	19-Jan
	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Example:		Revise						Revise				Revise	Exam: Paper 1				Revise	Exam: Paper 2					
Mathematics																							
English																							
Biology																							
Chemistry																							
Physics																							

Revision Planner (by day)

	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY	RETURN	EXAMS	EXAMS	EXAMS	EXAMS	EXAMS	EXAMS	EXAMS	EXAMS	EXAMS	EXAMS	EXAMS	EXAMS
	28-Dec	29-Dec	30-Dec	31-Dec	01-Jan	02-Jan	03-Jan	04-Jan	05-Jan	06-Jan	07-Jan	08-Jan	09-Jan	10-Jan	11-Jan	12-Jan	13-Jan	14-Jan	15-Jan	16-Jan	17-Jan	18-Jan	19-Jan
	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Example:		Revise						Revise				Revise	Exam: Paper 1				Revise	Exam: Paper 2					
Mathematics	x					x			x	x		x	14:00 Paper 1			x				x		x	09:35 Paper 2
English			x					x		x	x	08:50 Paper 2					x	8:50 Paper 3					
Biology	x					x			x		x		x	x	11:00								
Chemistry		x					x										x	x			x	14:00	
Physics		x					x					x	x	x	14:00								

Check & Track

BIOLOGY - Edexcel IGCSE – Revision Tracking

CONTENT COVERAGE	Audit	Revised date	Revised date	Revised date	Audit	Revised date	Revised date	Revised date	Audit
Section 1: The nature and variety of living organisms									
a) Characteristics of living organisms									
b) Variety of living organisms									
Section 2: Structures and functions in living organisms									
a) Levels of organisation									
b) Cell structure									
c) Biological molecules									
d) Movement of substances into and out of cells									
e) Nutrition									
f) Respiration									
g) Gas exchange									
h) Transport									
i) Excretion									
j) Coordination and response									
Section 3: Reproduction and inheritance									
a) Reproduction									
b) Inheritance									
Section 4: Ecology and the environment									
a) The organism in the environment									
b) Feeding relationships									
c) Cycles within ecosystems									
d) Human influences on the environment									
Section 5: Use of biological resources									
a) Food production									
b) Selective breeding									
c) Genetic modification (genetic engineering)									
d) Cloning									

AUDITS – Assign each topic area with a number representing your confidence level. 1 = Highly confident, 4 = Not at all confident.

REVISED DATE – Add the date after you have revised this topic.

Knowledge Audit

BIOLOGY - Edexcel IGCSE – Revision Tracking

CONTENT COVERAGE	Audit	Revised date	Revised date	Revised date	Audit	Revised date	Revised date	Revised date	Audit
Section 1: The nature and variety of living organisms									
a) Characteristics of living organisms	3								
b) Variety of living organisms	4								
Section 2: Structures and functions in living organisms									
a) Levels of organisation	2								
b) Cell structure	1								
c) Biological molecules	1								
d) Movement of substances into and out of cells	1								
e) Nutrition	2								
f) Respiration	4								
g) Gas exchange	4								
h) Transport	3								
i) Excretion	2								
j) Coordination and response	2								
Section 3: Reproduction and inheritance									
a) Reproduction	3								
b) Inheritance	4								
Section 4: Ecology and the environment									
a) The organism in the environment									
b) Feeding relationships									
c) Cycles within ecosystems									
d) Human influences on the environment									
Section 5: Use of biological resources									
a) Food production									
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Track

BIOLOGY - Edexcel IGCSE – Revision Tracking

CONTENT COVERAGE	Audit	Revised date	Revised date	Revised date	Audit	Revised date	Revised date	Revised date	Audit
Section 1: The nature and variety of living organisms									
a) Characteristics of living organisms	3								
b) Variety of living organisms	4	24/11							
Section 2: Structures and functions in living organisms									
a) Levels of organisation	2								
b) Cell structure	1								
c) Biological molecules	1								
d) Movement of substances into and out of cells	1								
e) Nutrition	2								
f) Respiration	4	24/11							
g) Gas exchange	4	24/11							
h) Transport	3								
i) Excretion	2								
j) Coordination and response	2								
Section 3: Reproduction and inheritance									
a) Reproduction	3								
b) Inheritance	4	24/11							
Section 4: Ecology and the environment									
a) The organism in the environment									
b) Feeding relationships									
c) Cycles within ecosystems									
d) Human influences on the environment									
Section 5: Use of biological resources									
a) Food production									
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c) Genetic modification (genetic engineering)									
d) Cloning									

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REVISED DATE – Add the date after you have revised this topic.

Keep tracking

BIOLOGY - Edexcel IGCSE – Revision Tracking

CONTENT COVERAGE	Audit	Revised date	Revised date	Revised date	Audit	Revised date	Revised date	Revised date	Audit
Section 1: The nature and variety of living organisms									
a) Characteristics of living organisms	3	1/12							
b) Variety of living organisms	4	24/11	1/12						
Section 2: Structures and functions in living organisms									
a) Levels of organisation	2								
b) Cell structure	1								
c) Biological molecules	1								
d) Movement of substances into and out of cells	1								
e) Nutrition	2								
f) Respiration	4	24/11	1/12						
g) Gas exchange	4	24/11	1/12						
h) Transport	3	1/12							
i) Excretion	2								
j) Coordination and response	2								
Section 3: Reproduction and inheritance									
a) Reproduction	3	1/12							
b) Inheritance	4	24/11	1/12						
Section 4: Ecology and the environment									
a) The organism in the environment									
b) Feeding relationships									
c) Cycles within ecosystems									
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REVISED DATE – Add the date after you have revised this topic.

ESTABLISHING YOUR KNOWLEDGE & REVISION BASE

REVISION TOOLS

Notetaking

Flash Cards

Mind maps

Revision Clocks

....

SQ4R

S = SCAN
each page quickly.

Q = QUESTION
as you scan.

R = READ
(does *not* mean reading every word.)

R = REFLECT
– think about what you've just read.

R= RECITE
aloud to yourself as you read;
talk to yourself.

R = REVIEW
what you've just read.

CORNELL NOTES

Lecture, reading/chapter/novel/article during class, power point, movies (if need to collect info.)

TOPIC:

Name: _____

Subject: _____

Date: _____

Essential Question:

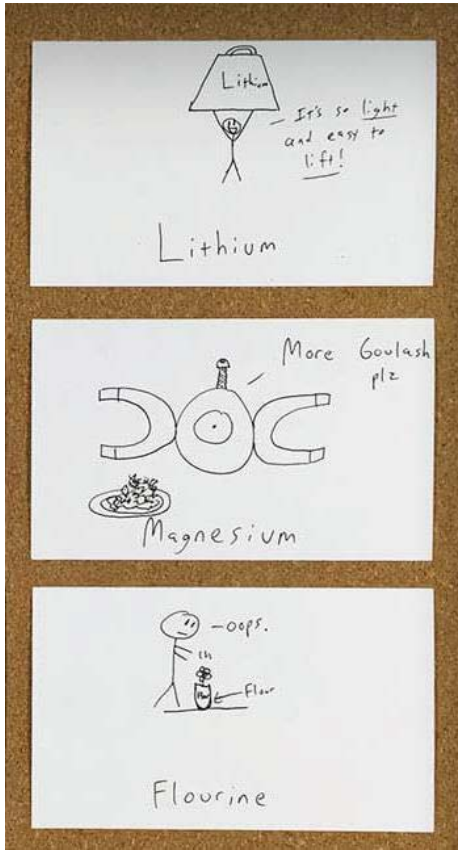
QUESTIONS/MAIN IDEAS:	NOTES:

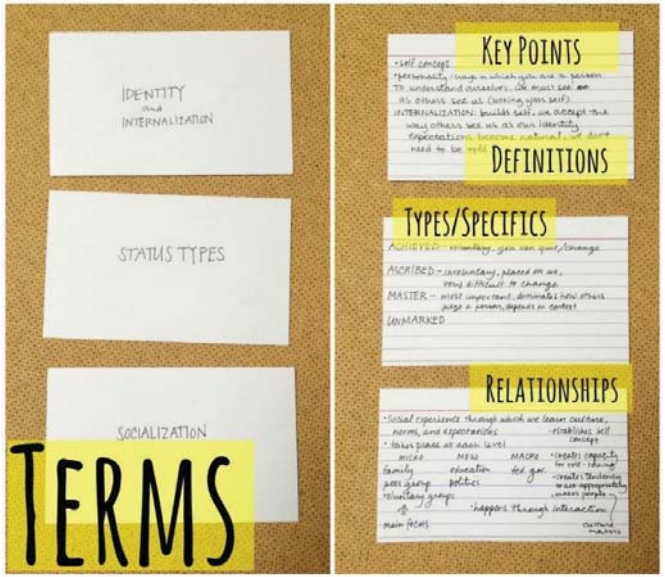
SUMMARY:

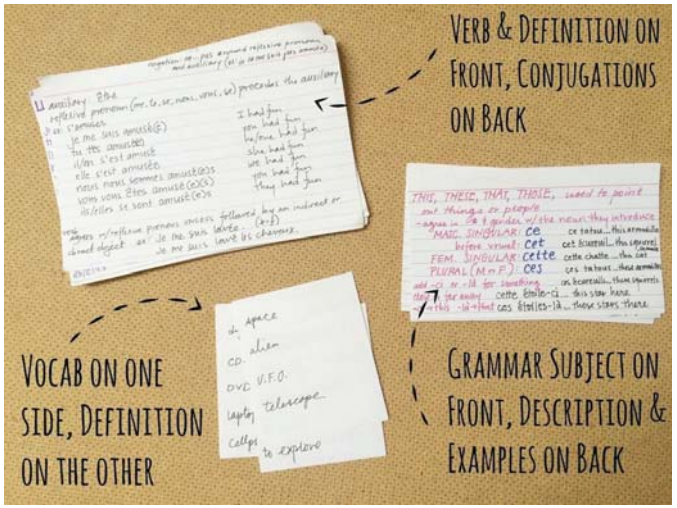
Cornell Notes

Flash Cards

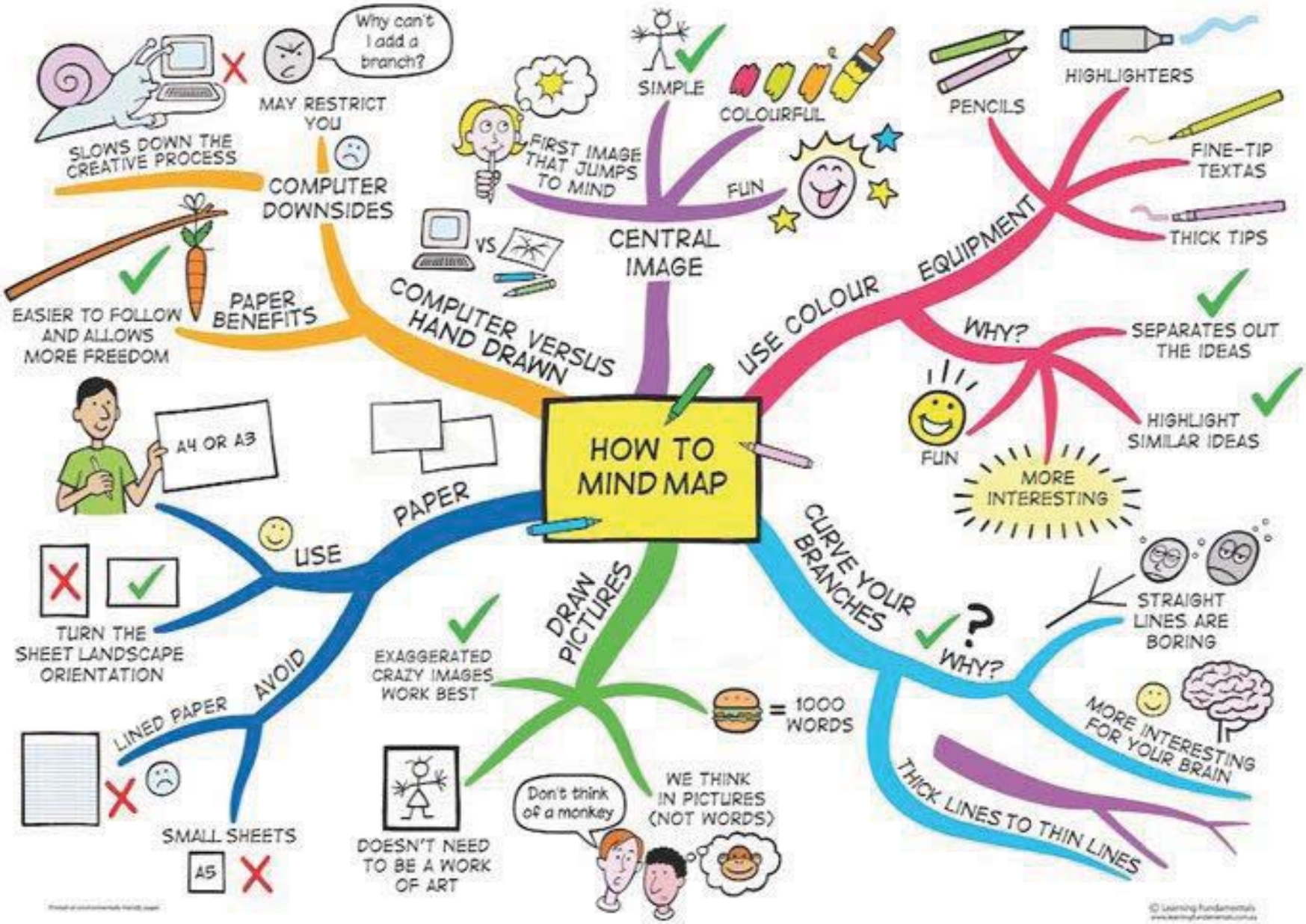
1. Make Your Own Flash Cards
2. Mix Pictures and Words
3. Use Mnemonic Devices to Create Mental Connections
4. Break Complex Concepts into Multiple Questions
5. Say Your Answers Out Loud When Studying
6. Study Your Flash Cards in Both Directions



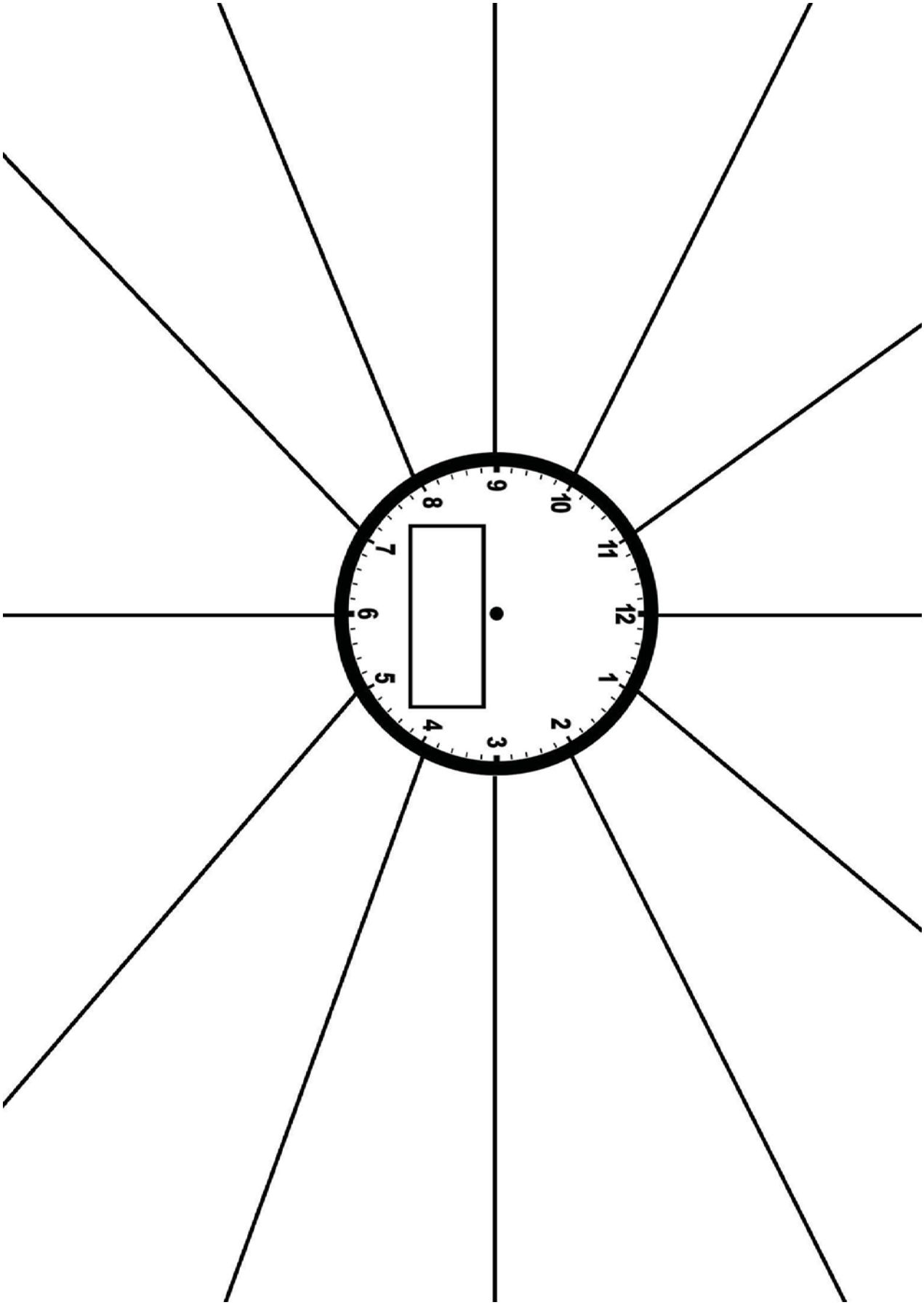




Mind Mapping



Revision Clocks



WATER ON THE LAND

UK WATER MANAGEMENT

Surplus - area with too much
Deficit - area with not enough

CASE STUDY OF A WATER TRANSFER SCHEME

LAKE VYRNWY + DAM
Water surplus - wales
Deficit - Liverpool
Pipeline built by 1888

ISSUES
(S) New village had to be built
(Eco) Loss of farmland + livelihoods
(Env) loss of wildlife

HARD ENGINEERING - Expensive, but reliable eg. dams
SOFT ENGINEERING - cheap, env. friendly eg. Afforestation

CASE STUDY OF FLOOD MANAGEMENT:

3 GORGES DAM: CHINA
(L) Along the Yangtze River between Shanghai + Chongqing
Why was it needed?
Reduce flooding from 1 in 10yr to 1 in 100yr.

IMPACTS = SOCIAL - 828 religious monuments
66% of Wanxian city flooded.
250,000 people will have to move

Economic - multi-purpose - produces HEP. Same power as 18 nuclear power stations (14% of China's power)

Environmental -
100 river dolphins left in the area.
60,000 hectares of farmland destroyed

FLOODING CASE STUDIES: LEDC - BANGLADESH

1) RIVER GANGES FLOODS (2004)

CAUSES: 70% of Bangladesh is less than 1m above sea level.
Snow melt in the Himalayas. Monsoon rains.
Deforestation in Nepal

EFFECTS - over 1,300 killed. 7 million homes destroyed.
57% of land destroyed by floodwater.
2.5 million homeless. 5 million in floodwater
Effect on farming industry - affect food supply

RESPONSES - Houses on stilts - LT
Relied on. Assistance given by UN + International Aid charities.
Rebuilding ground hard/difficult by flood.

FLOODING: CASE STUDIES: MEDC - TEWKESBURY

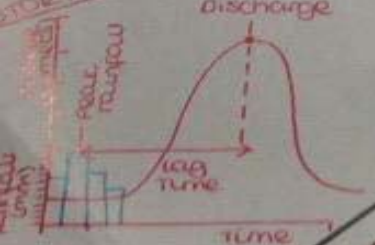
1) GLOUCESTERSHIRE - JULY 2007

CAUSES - High rainfall, River Severn burst its banks.
Tewkesbury at confluence of Severn and Avon
Development on the floodplain.

EFFECTS - 3 people died. 350,000 lost access to running water
Water treatment works closed. Motorists stranded on nearby motorway (M5)
Debate on future of building on floodplain

RESPONSES - RAF rescue helicopters sent to rescue people. Flood relief fund set up to raise money for affected residents. Red Cross sent food forces.

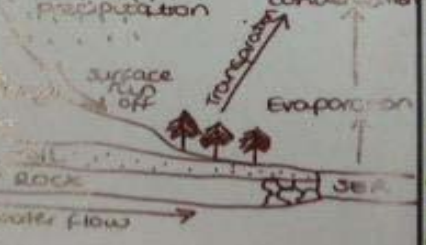
STORM HYDROGRAPH



FACTORS AFFECTING DISCHARGE

- RELIEF - steeper the land = more surface run off
- IMPERMEABLE - water cannot infiltrate = more surface run off
- DEFORESTATION - if trees are removed there is no interception

RIVER HYDROLOGICAL CYCLE

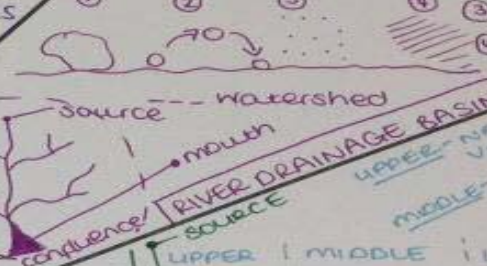


= also = INTERCEPTION

EROSION

Hydraulic Action - force of water against bed + banks
Abrasion - wearing away of material (sandpaper)
Attrition - material collides + breaks into smaller pieces
Solution - acids in water will dissolve material

TRANSPORTATION

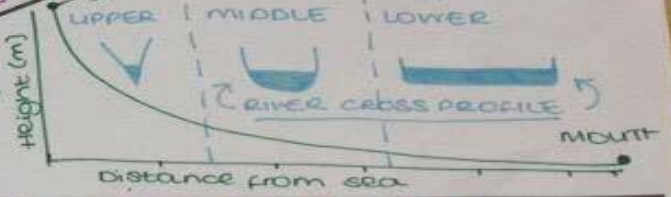


1. Traction
2. Saltation
3. Suspension
4. Solution

RIVER DRAINAGE BASIN

UPPER - NARROW CHANNEL V-SHAPED VALLEY
MIDDLE - WIDER CHANNEL DEEPER CHANNEL
LOWER - DEEPEST AND WIDEST

RIVER LONG PROFILE



RIVER LANDFORMS IN THE UPPER COURSE

EROSION

1. WATER FALLS + GORGES
   - Hard rock
   - Soft rock
   - Waterfall retreats to form a gorge
2. Leaves behind an overhang
3. This will collapse
4. Soft rock is undercut by hydraulic action
5. Material is swirled around to form plunge pool.

RIVER LANDFORMS IN THE MIDDLE COURSE

1. MEANDERS
   - Fastest flow = erosion
   - Slow current = deposition
2. OX-BOW LAKES
   - x = erosion
   - • = deposition

EROSION + DEPOSITION

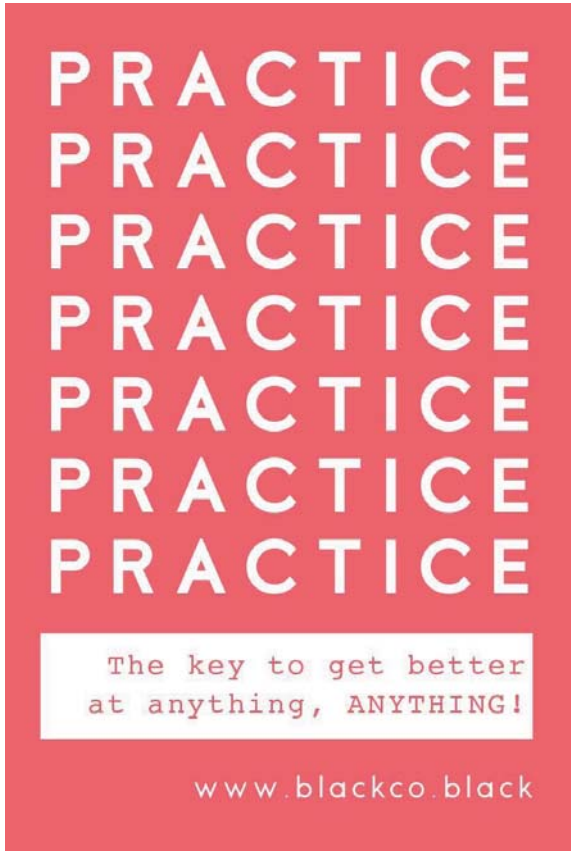
1. Erosion weakens away the neck of the meander
2. River cuts through

RIVER LANDFORMS IN THE LOWER COURSE

1. FLOODPLAINS + LEVEES
   - a) This forms levees
   - b) a river dumps its load on the valley floor over time building up + raising the height of the levees
   - c) when a river floods it flows out to the valley sides
   - d) on its return some material is dumped by the channel

DEPOSITION

DEVELOPING YOUR RECALL



REVISION ACTIVITIES

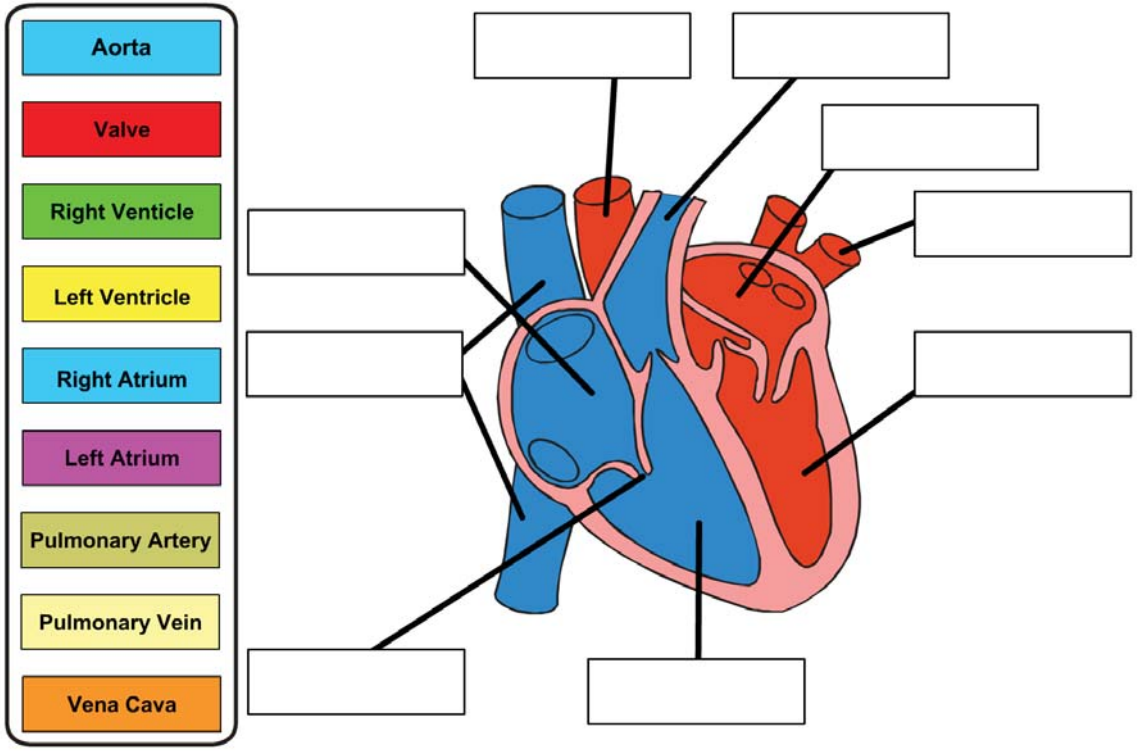
Flash Cards

TESTING & SELF-MARKING

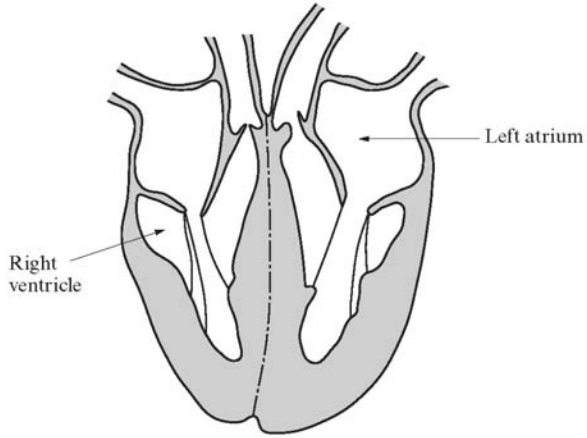
Past Papers

…

RECOGNITION vs RECALL

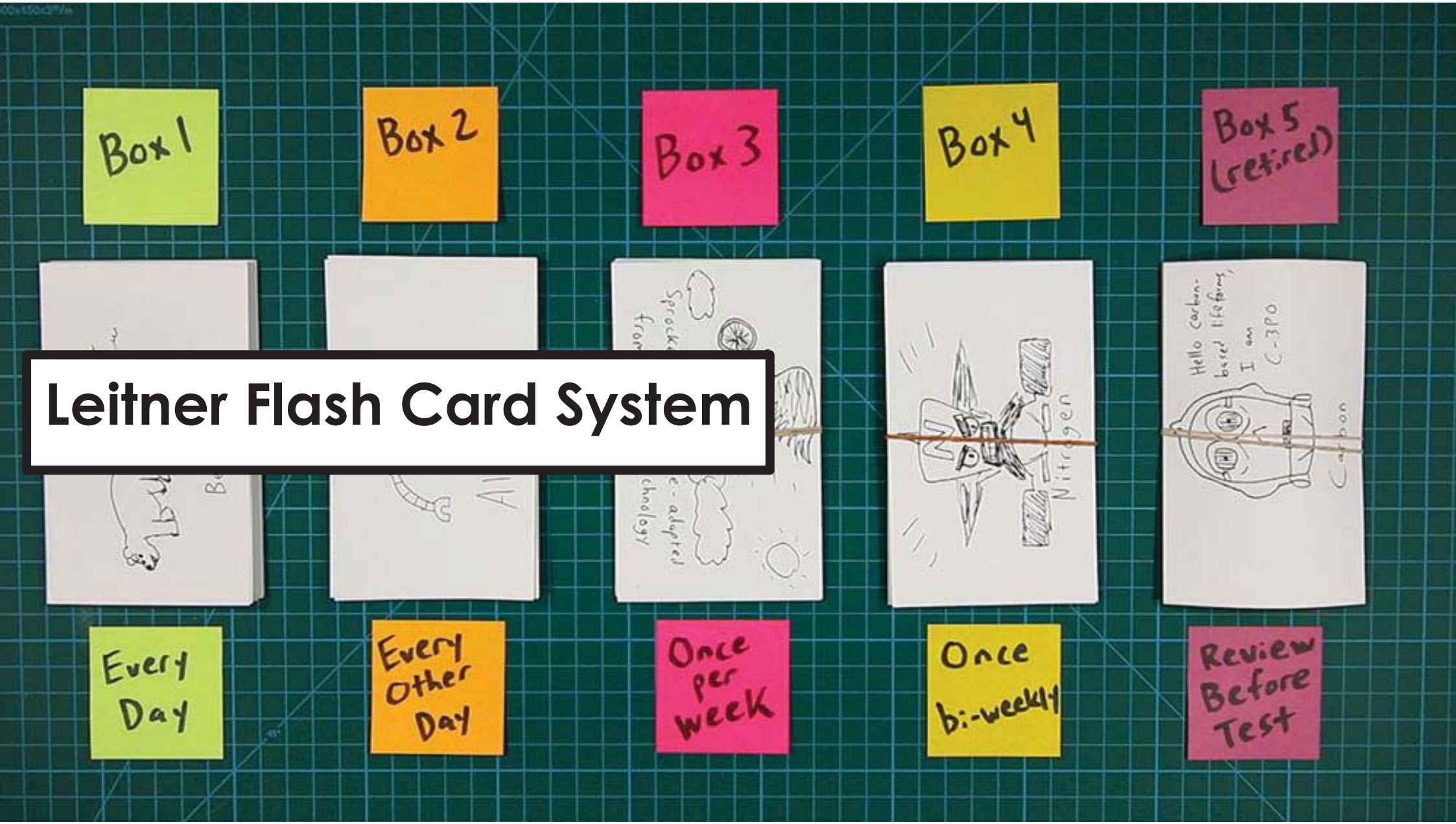


The diagram shows the human heart in section.

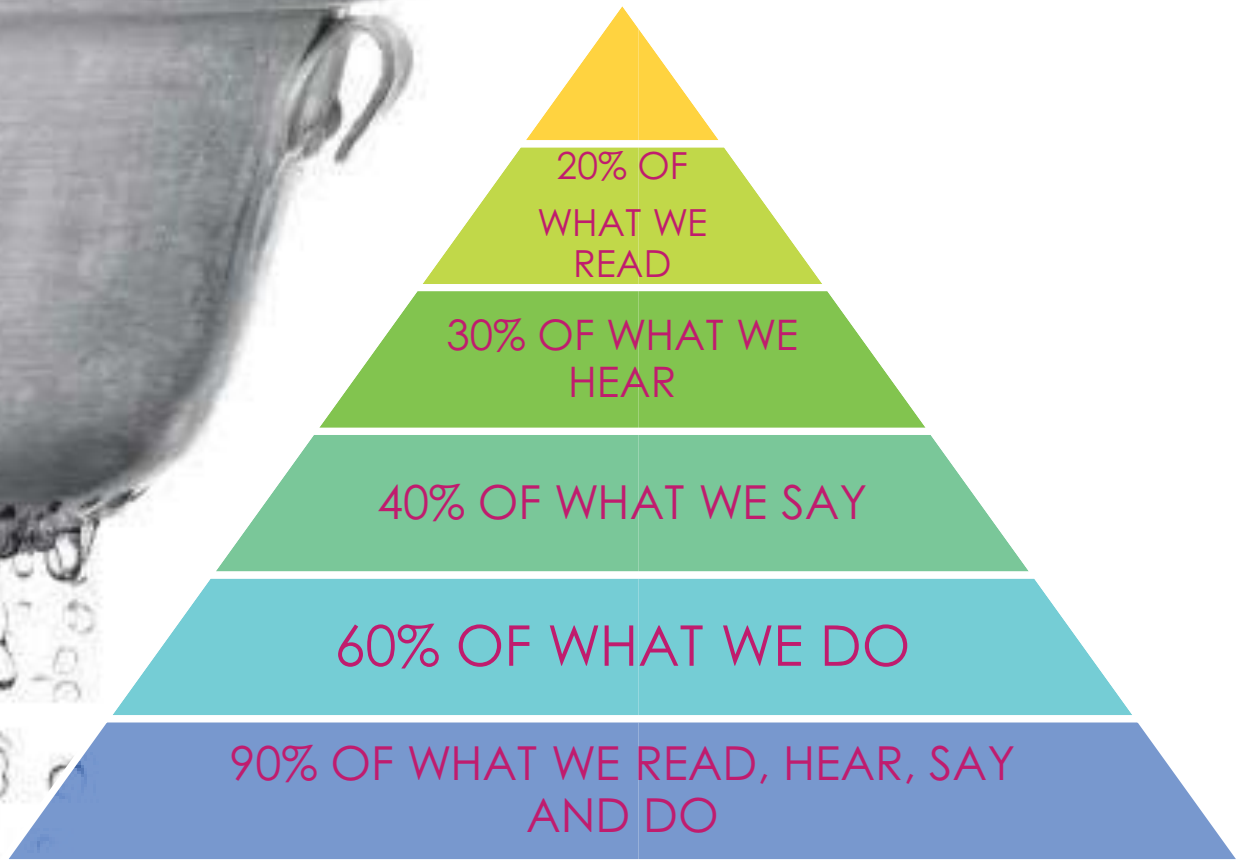


Describe and explain how blood in the right ventricle travels to the left atrium. [6 QWC]

Leitner Flash Card System



MAXIMISING RETENTION



GROUP DISCUSSION

How could you best use these…

REVISION TOOLS *(developing knowledge base)*

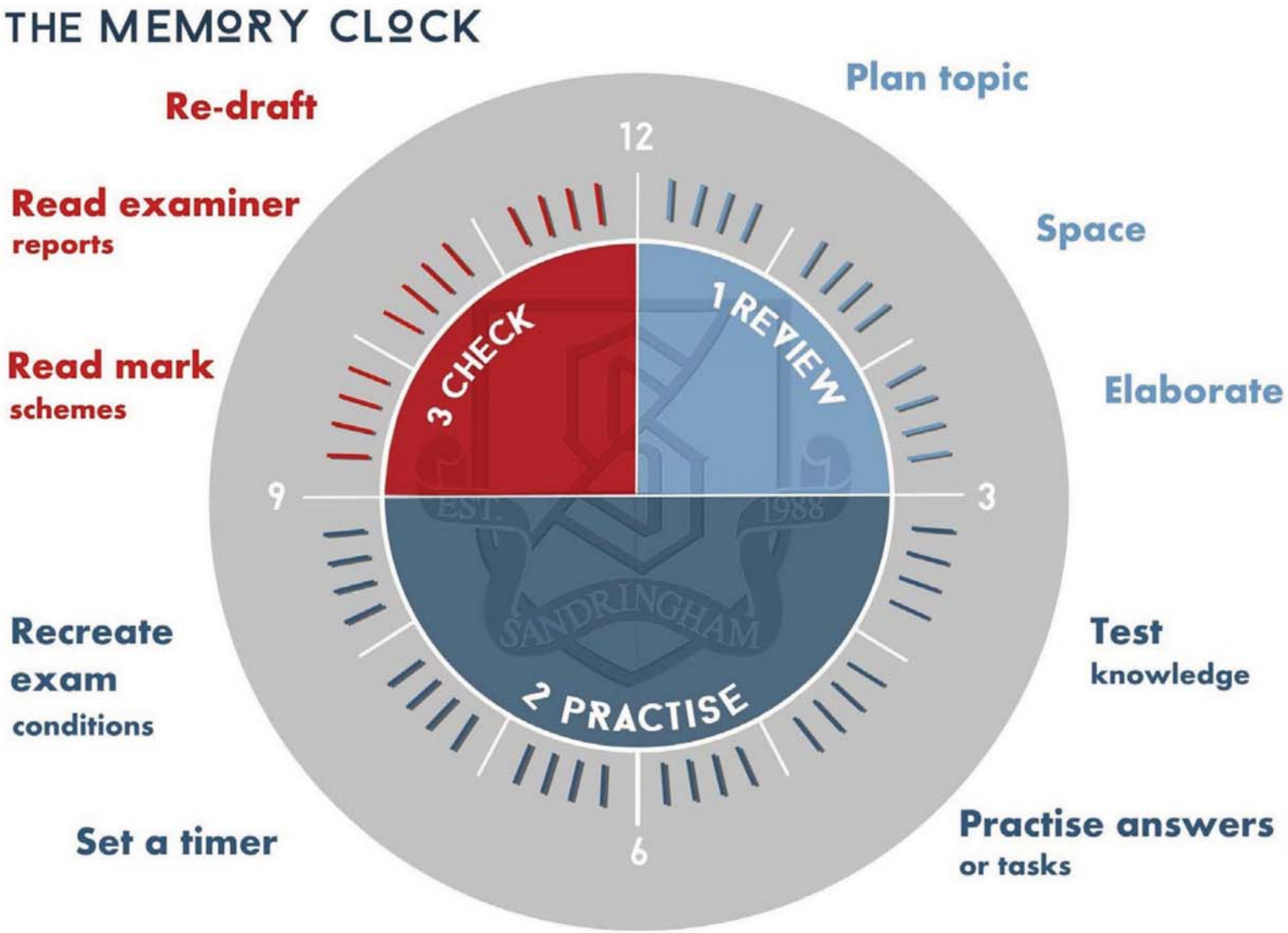
&

REVISION ACTIVITIES *(developing your recall)?*

Which subjects might they fit?

Which could be best for you?

What else might you do to practise?



CREDIT: DR CAROLINE CREABY, SANDRINGHAM SCHOOL (2017)

Your Revision Programme

KEY QUESTIONS to decide:

1) What will the day look like?

2) How will you balance revision / sleep / diet / exercise?

3) How will you fit in **regular repetition**?

4) How will you add in **regular testing**?

5) How will you ensure **regular reflection**?

6) How will you **manage your mindset**?

7) What won't you do?

THE DAY BEFORE

Check you know the time and place for your exam.

Make sure you know how many questions you need to answer and how long you are planning to spend on each part of the paper.

Make sure you have pens, cartridges, highlighters and any other equipment you need.

Read through your notes but don't work too late.

Get some fresh air. Don't stay inside all day.

THE NIGHT BEFORE

Last minute cramming increases anxiety and tires you out.

Go to bed at a sensible hour.

If you can't sleep, don't worry - your body is still resting.

ON THE DAY

Get up in plenty of time.

Eat breakfast, even if you are not hungry. Research shows students who eat breakfast perform better in exams.

Check you have all your equipment.

Don't be put off by other students who are panicking.

Stay hydrated. Drink plenty of water to aid concentration.

IN THE EXAM

Read the instructions carefully.

Make sure you read to the end of the paper and turn over every page in the booklet - including blank pages.

Put your watch on the table and keep an eye on the time.

Spend time reading the questions carefully. Underline key words. Plan your answers.

If your mind goes blank, breathe! Look away from the paper and try to visualise your classroom for that subject, your notes and key words from that topic.

If you feel anxious, breathe in to the count of 7 and out to the count of 11.

If you do run out of time, jot down some bullet points. You may pick up some extra marks.