

## Introduction

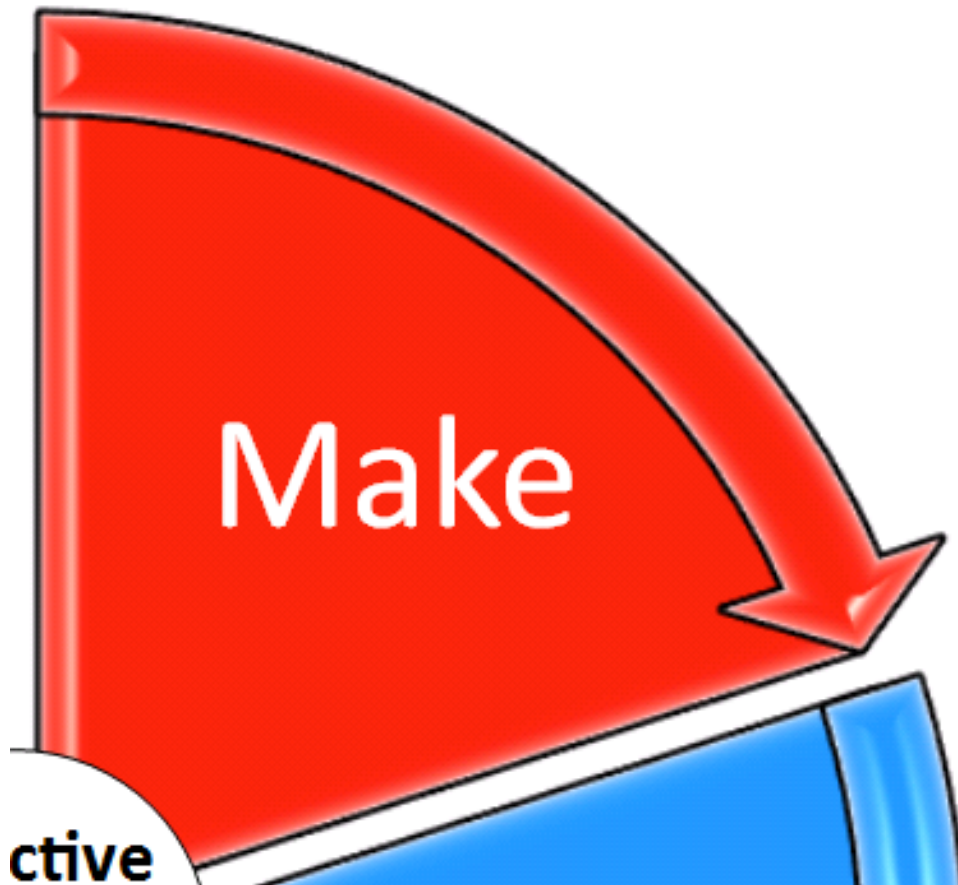
It is very important that you revise in preparation for all of your exams, whether they be mocks, end of unit assessments or your final exams in the summer.

Reading through your notes is only one way of revising and, for the vast majority of students, will not help you remember everything you need to for the exams.

This guide takes you through 5 steps which you can take to revise effectively.

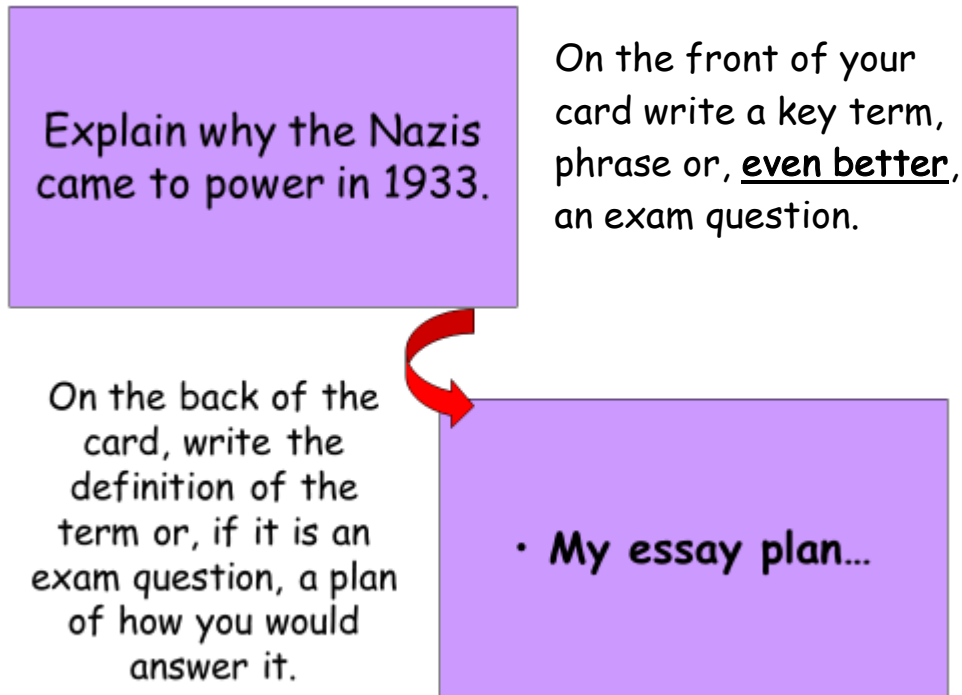
There are also some videos on the Academy's YouTube channel which talk you through some of these techniques: <https://www.youtube.com/c/TheCarltonAcademy1/playlists>.

# Stage 1



Make some revision resources

a. Flashcards



Think carefully about how you design the answer part of your card:

- Use colours to represent different things (e.g. red is for ideas you might forget, green for explanation, blue for statistics).
- Don't use full sentences.
- Underline keywords and spellings.
- Use images if they help you to remember.
- You might use different coloured cards – but have a reason for using different coloured cards.

So, a good example might look like this

<u>Front</u>	<u>Back</u>
<p><b>Explain two benefits tourism brings to the UK economy.</b></p>	<p><b>Gross Domestic Product (GDP)</b></p> <ul style="list-style-type: none"><li>• = value of the country's economy 2013 tourism contributed <b>£127 billion</b> to GDP.</li><li>• Direct - spending money with TandT businesses e.g. hotels.</li><li>• Indirect - TandT businesses re-spend profits.</li><li>• Government - invests money in hospitals, schools etc.</li></ul> <p><b>Employment</b></p> <ul style="list-style-type: none"><li>• = 2013 - 9.6% of UK jobs = TandT related.</li><li>• Direct employment = TandT related jobs e.g. air hostess</li><li>• Indirect employment = jobs that support TandT e.g. builders, bakers.</li></ul>

**b. Cheat Sheets**

- Summarise a topic onto one side of A4.
- At the top of your cheat sheet write the question that you need to answer.
- Then divide your sheet into themes/reasons/paragraph structures.
- Try to summarise your points and avoid writing in full sentences.
- A good example of a cheat sheet is shown here...

**a) Describe ways in which Egyptian & Greek medicine were similar.**

Natural explanation for the cause of disease.	Supernatural approaches
<ul style="list-style-type: none"> <li>- TOB - look at the Nile, irrigation channels - if blocked, become ill.</li> <li>- 4H - black bile, yellow bile, phlegm, blood - if imbalanced become ill</li> </ul>	<ul style="list-style-type: none"> <li>- Gods</li> <li>• E - Sekhmet (caused &amp; cured epidemics)</li> <li>Taweret (pregnancy)</li> <li>Bes (scared away illness)</li> <li>• G - Asclepius (healing)</li> <li>Panacea &amp; Hygieia (his daughters).</li> </ul>

**EVIDENCE !**

**5 marks**  
**7-8 mins** ✓

**DO NOT SPEND TOO MUCH TIME ON IT!**

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**b) Explain why the Greeks were able to make important advances in medicine.**

Hippocrates	Alexandria
<ul style="list-style-type: none"> <li>- HD - demanded highest professional standards - therefore, doctors well-trained &amp; know what to do</li> <li>- CO - write down symptoms &amp; cures - refer back to them</li> <li>• - treated by good docs, who can look at documents</li> </ul>	<ul style="list-style-type: none"> <li>- Plato &amp; Aristotle - proved body not needed for spirit, human dissection &amp; vivisection on criminals - physiology.</li> <li>- Medical students from around world travelled to library - over 700,000.</li> <li>• - physiology, teaching next generation, help those in need - a sanctuary for those who want to help others.</li> </ul>

**new information**

**8 marks**  
**12 mins** ✓

**Explaining connectives**

- because
- so
- therefore
- due to
- consequently
- as a result
- as

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**c) How far did the Greeks rely on natural approaches to medicine? Explain your answer.**

On the one hand the Greeks relied on N approaches on medicine...	On the other hand they relied on supernatural approaches to medicine...
<ul style="list-style-type: none"> <li>• ointment of herbs &amp; garlic, swim in salt water, cleaning quills, Abulon</li> <li>• gymnasion - exercise</li> <li>• Hippocrates TP4H - just regular exercise</li> <li>• understand what to do when ill, make progress, due to N approaches.</li> </ul>	<ul style="list-style-type: none"> <li>- Asclepion temple, visited by Aesclepius, his daughters &amp; 'god'.</li> <li>• Epidaurion - Temples, Athens, Apollo, left Native Stones once healed, thank Gods - PLUTUS'S STORY!</li> <li>• - relying on Gods to heal them, not making progress, due to SN approaches.</li> </ul>

**new information**

**8 marks**  
**12 mins** ✓

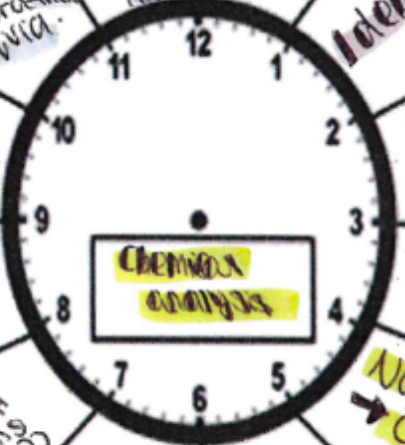
**Explaining Connectives**

**GOTF!**  
**Conclusion** (rely on N approaches)

### c. Revision Clocks

The idea is that a revision clock summarises a topic that can be revised in an hour. Each section of the clock should contain information that can be revised in 5 minutes before moving on to the next section. The emphasis must be on you using the information on the clock to test your retrieval of the topic one section at a time.

On the next page is a good example from a science topic.



# Chromatography uses Two Phases

**A Mobile phase** - where molecules can move a way liquid or gas.

**A Stationary phase** - where the molecules can't move. It's a solid coating on a liquid.

Chromatography works because each of the chemicals in a mixture spend different amounts of time dissolved in the mobile phase, and stuck to the stationary phase.



## How chromatography works

- Have to use pencil because solvent will travel up to the paper.

- Chromatography works because each of the chemicals in a mixture spend different amounts of time dissolved in the mobile phase, and stuck to the stationary phase.

## R<sub>f</sub> values affected by the solvent

1) The R<sub>f</sub> value of a substance depends on solvent - the R<sub>f</sub> value will change



**Carbonate test** - effervescent reaction. To identify sulfate ion add a couple drops of HCl and a barium chloride solution. If sulfate ion are present white precipitate will form.

**Halide test** - silver nitrate solution. Add a couple drops of HCl to identify sulfate ion and a couple drops of HCl to identify nitrate ion.

**Sulfate test** - barium chloride solution. Add a couple drops of HCl to identify sulfate ion and a couple drops of HCl to identify nitrate ion.

**Chloride test** - silver nitrate solution. Add a couple drops of HCl to identify sulfate ion and a couple drops of HCl to identify nitrate ion.

**Bromide test** - silver nitrate solution. Add a couple drops of HCl to identify sulfate ion and a couple drops of HCl to identify nitrate ion.

**Iodide test** - silver nitrate solution. Add a couple drops of HCl to identify sulfate ion and a couple drops of HCl to identify nitrate ion.

## Calculations for R<sub>f</sub> value

R<sub>f</sub> = distance travelled by substance / distance travelled by solvent

(B) = distance from baseline

## Identifying Ions

**Flame Test**

- Red - Li<sup>+</sup>
- Yellow - Na<sup>+</sup>
- Crimson - Ca<sup>2+</sup>
- Green - Cu<sup>2+</sup>

**Flame Test** - have a very specific melting and boiling points. Pure substances have a specific temp. Impure substance don't have specific melting and boiling points. It will be a range.

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## Pure substances - they

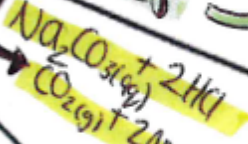
- have a very specific melting and boiling points. Pure substances have a specific temp. Impure substance don't have specific melting and boiling points. It will be a range.

## Testing for Gases

1) Oxygen - glowing splint will relight.

2) Carbon dioxide - bubbling CO<sub>2</sub> through lime water gives cloudy white precipitate.

3) Hydrogen - burning with a popping sound.



## Other Acid Tests

**Carbonates** - calcium carbonate. Add a couple drops of dilute nitric acid followed by a couple drops of silver nitrate solution. A white precipitate will form.

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## Chlorine

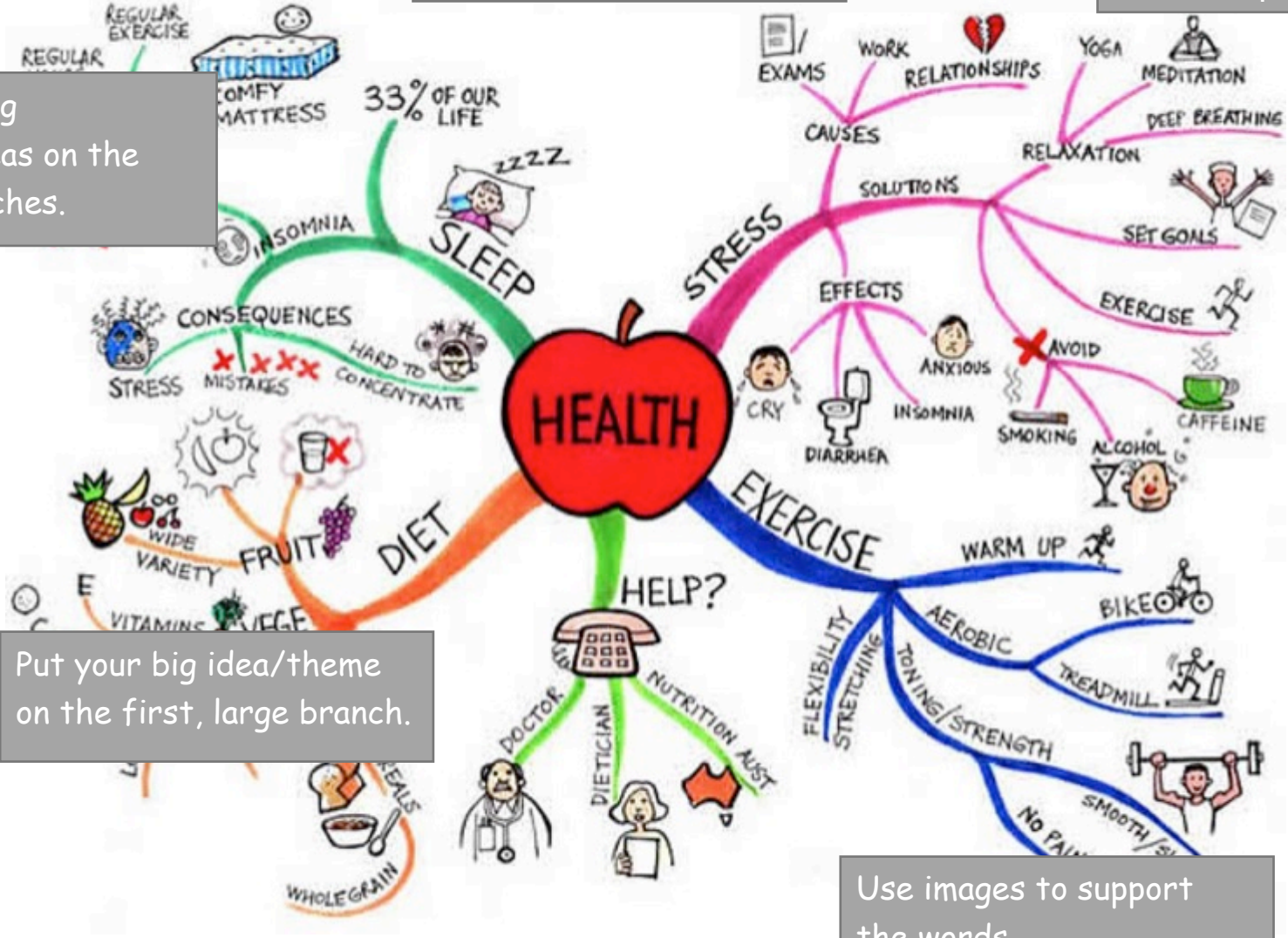
- bleaches dampening paper + turning it white

d. Mind Maps

Put a relevant image in the centre.

Where possible, one word per line.

Put supporting examples/ideas on the thinner branches.

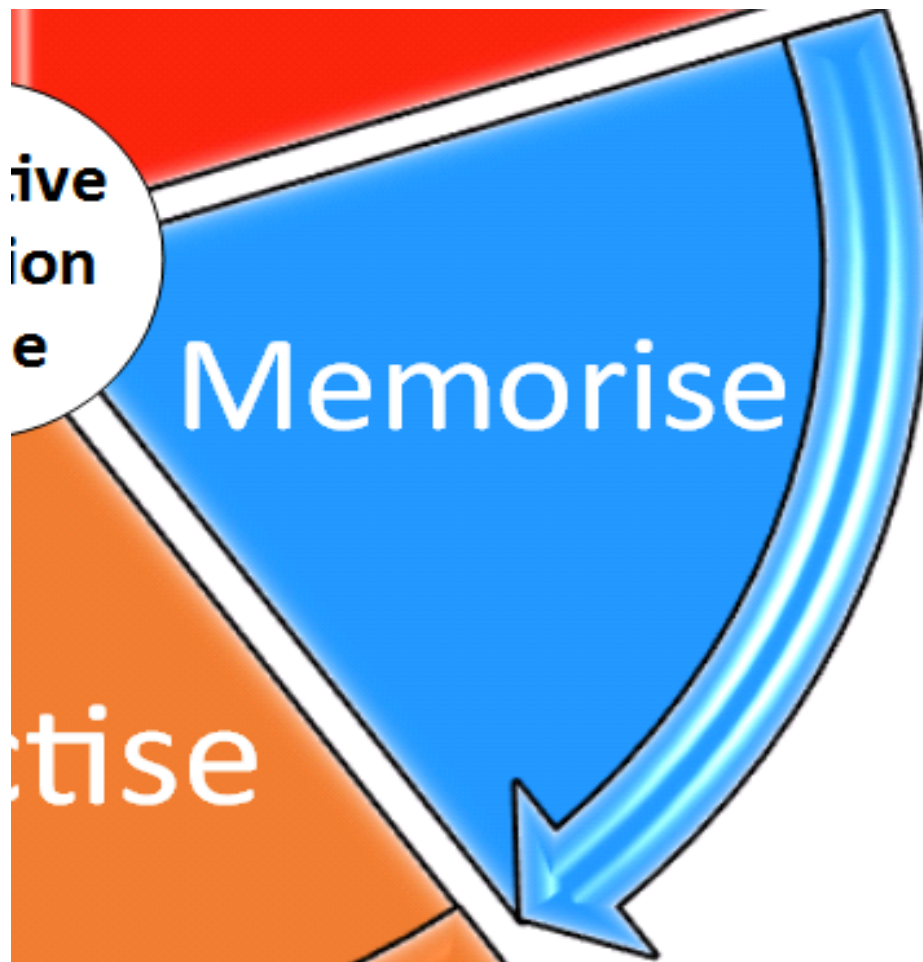


Put your big idea/theme on the first, large branch.

Use images to support the words.



## Stage 2



Use the resources to memorise  
information

Now you have made your revision resources you now need to use them to try and memorise this information.

a. Using your flashcards

**Turnover games**

- Once you have made your flashcards, lay them out in a grid like this, with the definitions/questions facing up.

<b>Industrial cities in 1800</b>	<b>Chadwick's Report 1842</b>	<b>Newspaper campaigns</b>
<b>'Laissez-faire' councils</b>	<b>2nd Public Health Act (1848)</b>	<b>Birth + Death statistics</b>
<b>3 cholera epidemics</b>	<b>Dr. Snow 1854</b>	<b>Working Men get vote 1867</b>
<b>1st Public Health Act (1832)</b>	<b>Louis Pasteur 1864</b>	<b>1875 Public Health Act</b>

- Take a card and try to recall the definition.
- Check your answer.
- If it is right, turn the card over.
- If you are wrong, you must not turn the card over and go back to the card once you have tried all the others.

**Peer testing**

There is no better way of testing yourself than by working with your friends and quizzing each other using your flashcards or the revision checklists given to you by your teachers.

Maybe you could create a quiz league where the winner each week must bring the chocolate for the next week?

**Leitner Boxes**

This is a good way of getting you to prioritise your revision.

Sort your flashcards into 4 piles:

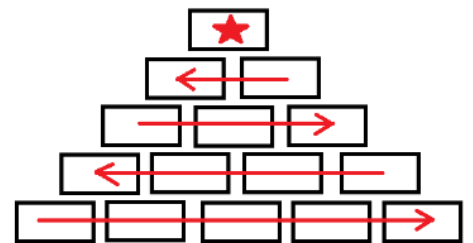
- Pile 1 contains the cards that must be frequently practiced because you make frequently mistakes when using them

- Pile 2 contains the cards that you are pretty good at and so get practiced less often (perhaps 50% of time of box 1?)
- Pile 3 contains cards that you are more confident in still and are practiced less often
- Pile 4 contains the cards that you know the best and you practice these least

When you can completely retrieve the information on a card it moves up to the next box.  
When you can't retrieve the information on a card it moves down a box.

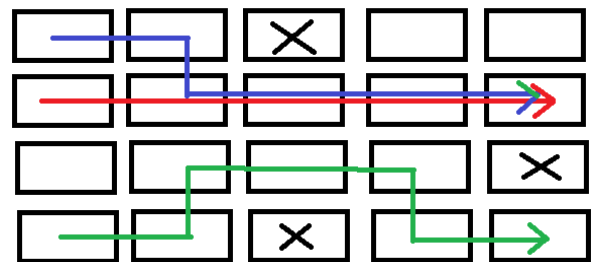
### Games 1 - Pyramids

- ✓ Pairs take it in turns to 'climb the pyramid' of cards, turning each card over in turn and giving the information on the other side.
- ✓ If a player gets one wrong, the cards are turned back over, and it is their partner's turn to try to climb the same pyramid from the start.
- ✓ The first one to reach the top wins.



### Games 2 - Blockbusters (single-sided and double-sided)

- ✓ One player at a time crosses the grid horizontally by picking cards and saying what's on the other side of the card.
- ✓ If they get one wrong or pass on a card, they must move vertically from the last card to then go horizontally on a different row (no diagonal moves).







### Games 3 - Speed Lines (single-sided and double-sided)

- ✓ Each player sets out a line of seven cards in front of them (face down).
- ✓ Players race each other to reach the end of the line by saying what is on the other side of the card. Players cannot move to the next card until they have given the correct answer.

## b. Using your Cheat Sheets, Mind Maps and Revision Clocks

### **Memory Race**

This is a way of using your cheat sheets.

<p>1. Read through your cheat sheet for 2 minutes.</p> 	<p>2. Go to another part of the room and copy out as much as you can remember.</p> 
<p>3. Take your new copy and compare it to the original.</p> 	<p>4. Repeat the activity until you can create a matching copy.</p> 

### **Red Pen, Black Pen**

This technique helps you to prioritise your revision on areas that you are less confident in. Any coloured pens can be used as long as they are different colours.

1. Look at the information. This could be a piece of text, diagram or flash card or mind map made previously. Set a time limit to memorise as much as you can.
2. When the time limit is up, write down what you remember in one colour.
3. Then look back at the original and add the parts you have forgotten in a different colour.
4. Allow time to memorise these areas. Target **only** these areas when memorising for a second time – write up this information.
5. Repeat.

c. Using your revision notes from lesson

**Rewrite and reduce**

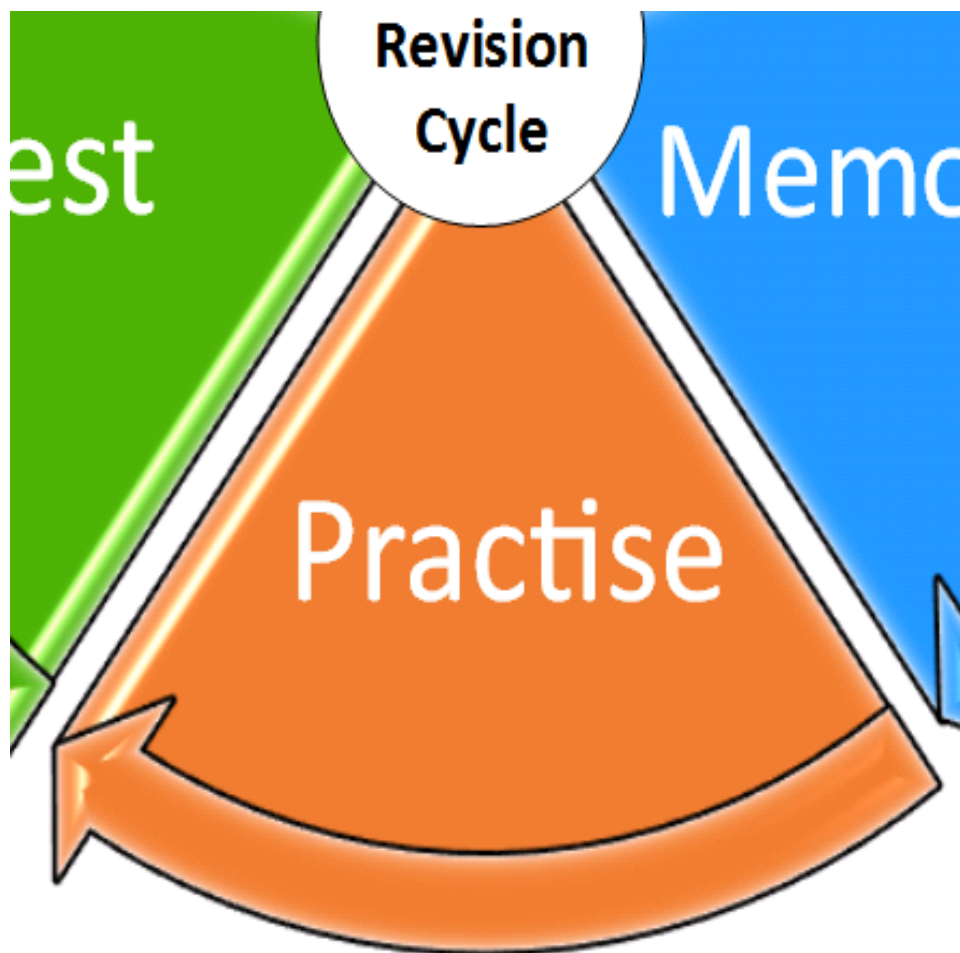
- Can you reduce a whole topic...
  - ...to one side of A4?
  - ...into the five most important points?
  - ...into 5 keywords?
- Can you then re-write the information using just your reduced notes?

**Text to pictures (and back again)**

In this technique you take a piece of text and convert it into series of pictures, a bit like a catchphrase. It is important that the pictures are personalised and the funnier and more memorable they are the more effective this technique should be.

1. You turn a piece of text into a series of personalised pictures and symbols
2. Use these images to prompt memory of the text
3. It is important for you to design your own images
4. You can then use your pictures to recreate the original text

# Stage 3



**Practise preparing for exam questions**  
**using your revision materials**

a. DIY Question

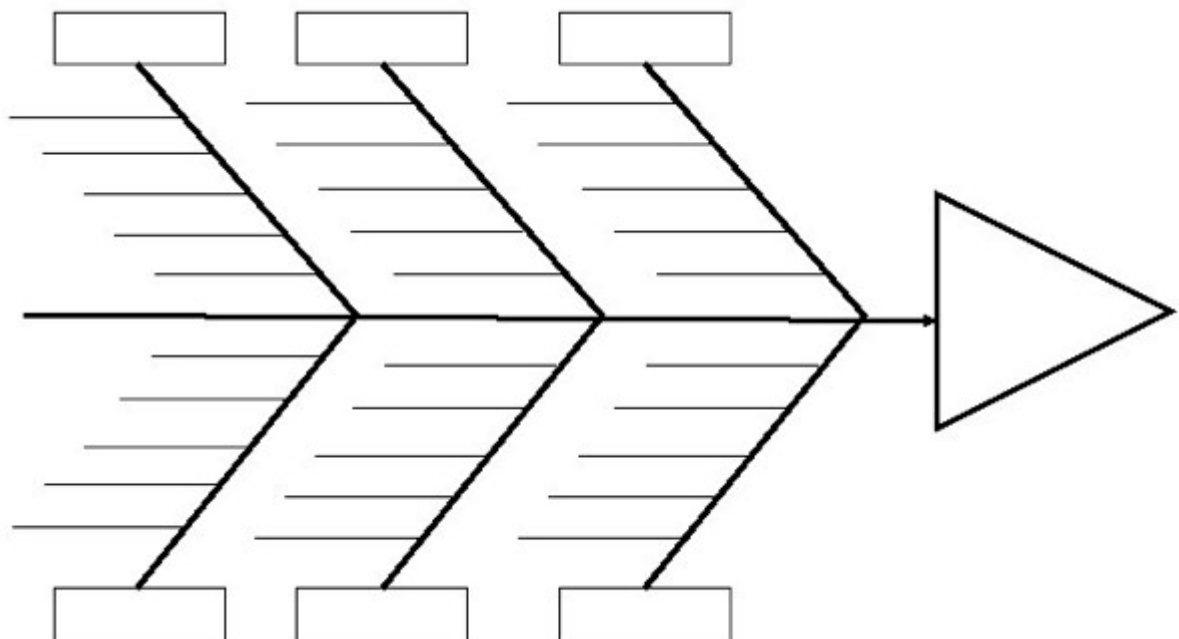
- Take a topic that you are studying and your list of typical exam sentence starters.
- Can you create a list of questions which could come up about this topic?
- Can you then write an answer to these types of questions?

b. Planning answers

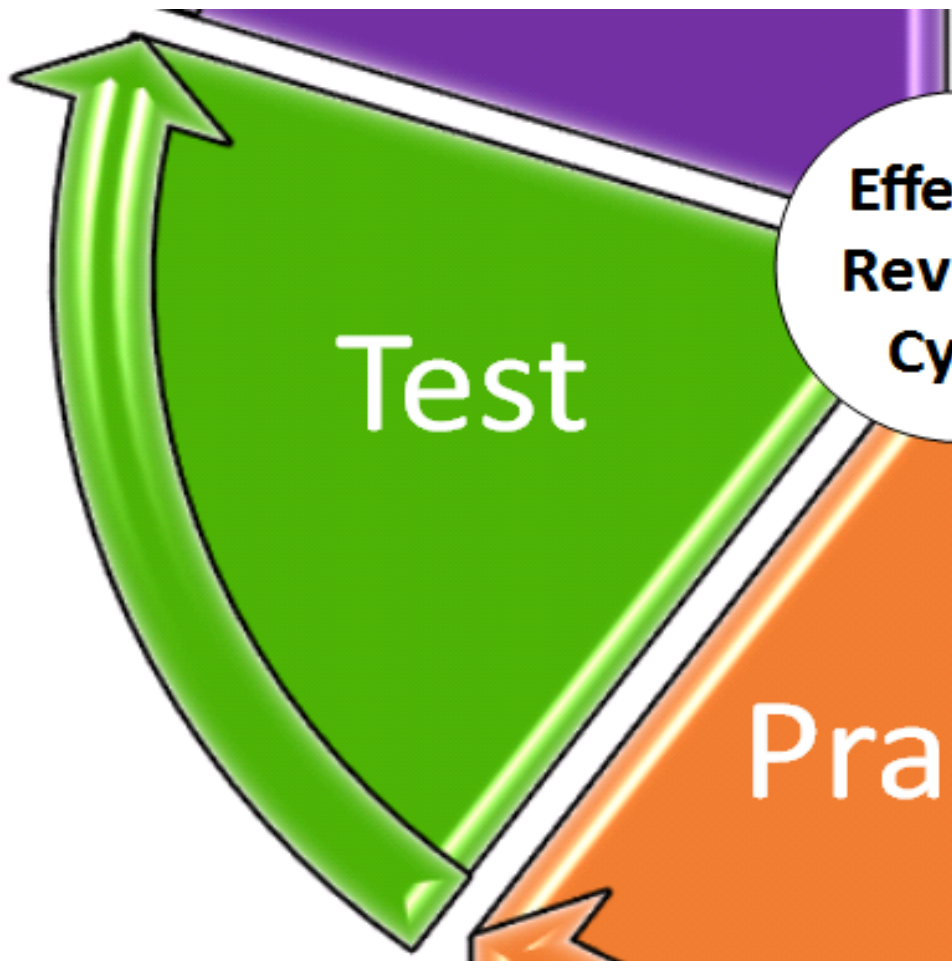
- Download a past paper.
- Use your revision notes to plan an answer to the question.
- Now read the markscheme – have you missed out any important knowledge or sides to the argument?

c. Fishbone Diagram

- Planning tools can be really useful in helping you to practice preparing exam answers.
- Put the question in the head of the fish. In the larger boxes around the outside put the possible paragraph themes/topic headings.
- In the lines underneath each heading list the facts that could support that heading.
- Use this structure to then write up your answer.



# Stage 4



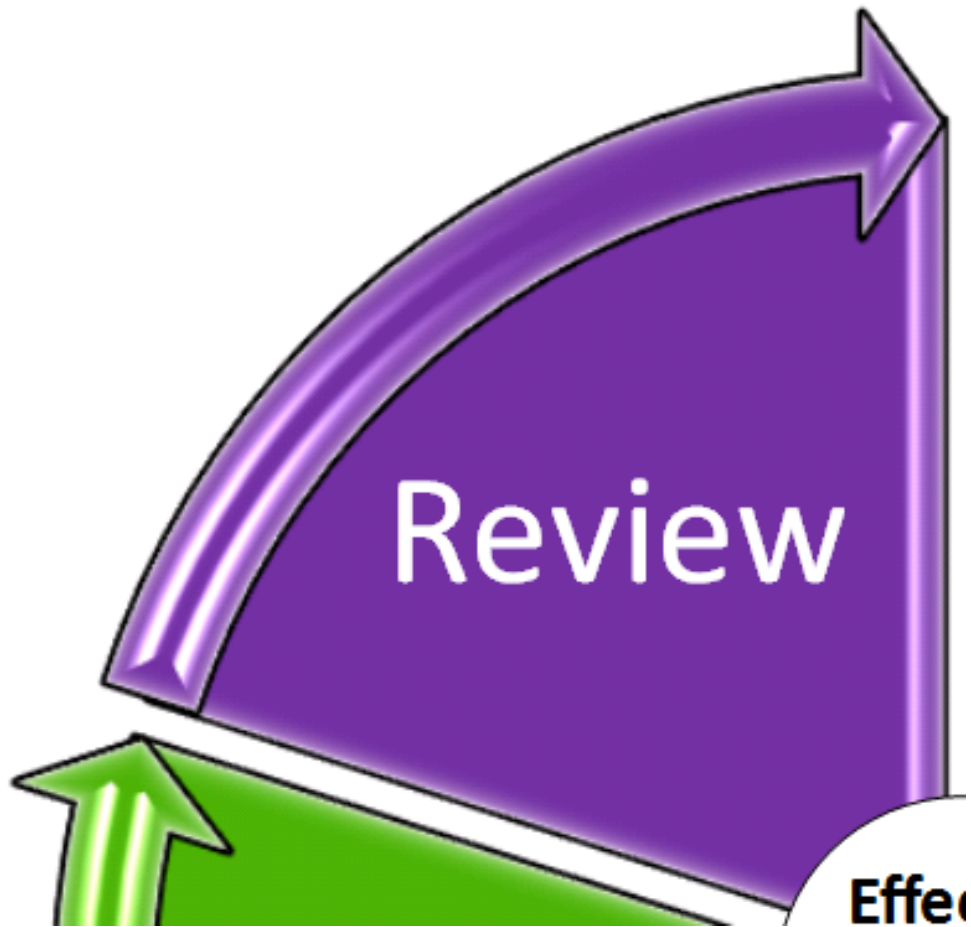


Once you have done your revision you need to test it. The best way to do this is through using exam papers.

You can download exam papers from each exam board website. You can then look at a paper and see which topics are covered. Spend some time revising those topics and then have a go at answering the questions.

Get your teachers to have a read through them for you and give you some advice on how well you have done.

# Stage 5



## Mock exam 1

Date: \_\_\_\_\_

What revision techniques did you use?

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Give yourself a score out of 10 for each of these areas.

- Amount of revision \_\_\_\_\_
- Structure/organisation of revision \_\_\_\_\_
- Intensity of revision \_\_\_\_\_
- Quality/variety of revision \_\_\_\_\_
- Effectiveness of revision \_\_\_\_\_

### Future strategies

Based on your analysis of the success of your revision, outline (in order of importance) your strategies to ensure that you will be even more successful in your next set of exams.

#### Strategy 1

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#### Strategy 2

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## Mock exam 2

Date: \_\_\_\_\_

What revision techniques did you use?

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Give yourself a score out of 10 for each of these areas.

- Amount of revision \_\_\_\_\_
- Structure/organisation of revision \_\_\_\_\_
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