

Sir Graham Balfour School

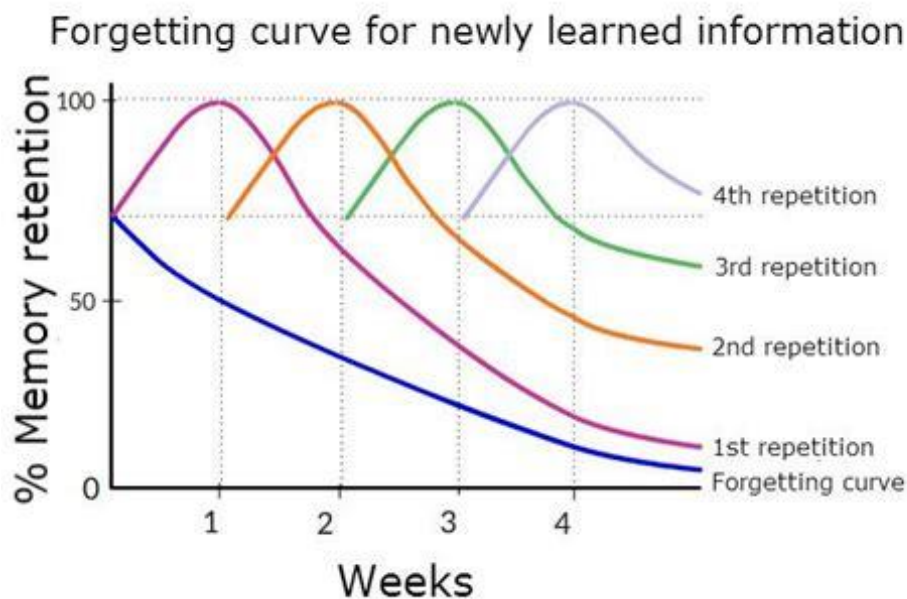


**“Learning happens when people have
to think hard.”**

- Professor Robert Coe

Student Revision Guide

Why does everyone need to revise?



How do we do revise and where to begin?



Diagnosis	Therapy	Testing
<p>This is finding out what you got wrong or what you are struggling with.</p>	<p>This is the process of improving your knowledge, powering up your understanding of the content knowledge.</p>	<p>This is about applying that knowledge either through a quiz, knowledge test and/or exam style questions.</p> <p>This stage will also help inform diagnosis</p>
<p>Complete personalised learning checklists that teachers can provide.</p> <p>Check course specification/content.</p> <p>Colour code the course content to which ones you feel confident and less confident about.</p>	<p>Complete some of the subject specific revision strategies in this booklet to help improve your knowledge and gain a deep understanding of the content.</p> <p>This will help you think and focus, purposefully, on the content that you need to know.</p>	<p>Vital to see how effective the therapy was, complete exam style questions in timed conditions are knowledge tests.</p> <p>This can also help focus the diagnosis, do you need to revisit this area or not.</p> <p>Important to work on this stage with areas that you think are your strong point to ensure this remains the case.</p>

Common misconceptions of where students go wrong with revision

1. Read through notes only or highlight sections of the notes. Revision needs to be ACTIVE where students are doing something and are made to think about what they are revising.
2. Revise in places with lots of distractions around such as TVs/Mobiles. For revision to be effective students need to be fully focused, so they are thinking about the topic of revision.
3. Watch podcast or videos only without making any notes. Unless students make notes and then go on to do other things with the notes, they will very quickly forgot what was said (note the forgetting curve above).
4. Students will create a resource such as a flash card but do not then use them as intended. Creating flashcards is good but you also need to activate thinking and that's why flash cards need to be used as intended also.
5. Build in testing as part of their revision and only focus on the theory. Teachers often say students know the information but it's the application that results in low marks therefore, it's very important to build in testing into revision where students can apply their knowledge.

An example of a diagnostic tool – Personalised learning checklist (PLCs)

Tectonic Hazards - PLC			
	Red = no confiden ce	Amber = some confiden ce	Green = very confiden t
Natural hazards pose major risks to people and property.			
I can give a definition of natural hazard			
I can identify the different types of natural hazard.			
I know the factors affecting hazard risk.			
Earthquakes and volcanic eruptions are the result of physical processes.			
I know the main features of plate tectonics theory.			
I know the global distribution of earthquakes and volcanic eruptions and their relationship to plate margins.			
I can describe and explain the physical processes taking place at different types of plate margin: Constructive Destructive Conservative that lead to earthquakes and volcanic activity.			
The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.			
I know the primary and secondary effects of a tectonic hazard.			
I know the immediate and long-term responses to a tectonic hazard.			
Using named examples, I can describe and explain how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth.			

Therapy – The three most common strategies that our subjects recommend that improve content knowledge

Knowledge organisers

Knowledge organisers are a summary of the key facts and essential knowledge that you need about a unit of work or a curriculum subject. They should be no more than one side of A4 or A3 with all the information broken down into easily digestible chunks.

How to use them

You can create one and afterwards create a blank template with headings that you have a go at completing, little and often using a technique of brain first before resorting to your book. Over time you will see that the more you do this the more you can add from your brain (own knowledge) as your memory improves.

Flash cards/Cue cards

They engage you in 'active recall' – this creates stronger connections for your memory to recall information. When you make and use flashcards, you take control of your own learning. You must decide what to put on each card, how often you're going to use them, and then evaluate how well you know the information on each card. They can help you memorise facts quickly and make you practise the same information repeatedly - and as we know, practice makes perfect! This website also creates them for you – Quizlet.com

1. Ensure that the flashcards have a question or key term on one side and the answer or definition on the other:

The flashcard must work the memory,

If flashcards only contain notes, then no retrieval practice will be happening.

2. Ensure the right questions and knowledge are on the cards.
3. Keep information as short as possible.
4. Write clearly. You should be able to read what you wrote at a very quick glance.
5. Use different coloured cards or pens to categorise your flashcards. For example, use a different colour for each subject or topic. This can help your brain to categorise information better.
6. Make your flashcards as soon as you've learnt the topic in class and plan to use them after they've been made.
7. Studies have found that it's more effective to review a whole stack of cards in one sitting than to carry them around with you and glance at them every so often.

Mind Maps

Are a way of organising ideas about a topic. A mind map usually starts with a central idea with a series of branches, each relating to one aspect of the main idea. These lead to other branches and so it goes on.

A mind map allows you to see the whole topic on one sheet of paper. Making the mind map helps you learn both the detail and the big picture of a topic.

1. Stick up your mind map somewhere in your house, walls or ceilings (with parental permission of course).
2. Illustrate some of the points on your mind map with silly pictures that will help you remember them.
3. Spend some time learning the mind map. Turn the paper the other way up and see if you can remember it well enough.
4. Use mind maps to plan essays, putting the title as the question in the centre, then have one branch for each point using further branches for examples and development.
5. Get together with a friend to make mind maps together using lots of colour and pictures.

How to revise for English Literature

How do you revise for English? Here you will find a number of different tips on how to revise for English Literature. The aim of these tips is to enable you to remember and learn key information about a text/character/plot/theme.

You can 'pick and mix' various different strategies, and find techniques that suit you and your learning needs the best.

Tip 1: Flashcards /Cue Cards

Cue cards can help you to structure your revision notes and revise both effectively and successfully, but you need to know HOW to use them. You should not be re-writing revision notes from class books and revision books onto individual cards, this will not help you learn key information.

Examples for English:

Front

Romeo and Juliet

Do you think that Lord Capulet is presented as a good Father?

Ask a question linked to one of your topics. The question should make you think about what you are studying and should make you consider ideas that link together. For English think about: themes/character and context.

Do you think that Lord Capulet is presented as a good Father?

Key Acts/Scenes from Romeo and Juliet:

- Act 1 Paris/Lord Capulet's conversation
- Act 3 Scene 5 – Lady Capulet's speech
- Act ? Scene ?

Themes:

- Arranged marriage
- Love
- Family

Do you think that Lord Capulet is presented as a good Father?

Yes he is a good Father...

- Lord Capulet tells Paris he needs to win Juliet's heart as he won't simply hand over her hand in marriage.
- He asks Paris to make sure Juliet is the girl for him, by seeing how they get on at his party later that night – he wants Juliet to love Paris.
- Lord Capulet thinks that Juliet is still too young to be married.

Not such a good Father...

- Lord Capulet changes his mind when Tybalt is killed and arranges Juliet's marriages to Paris behind her back.
- This forces Juliet/Romeo together as Juliet does not want to marry Paris

Do you think that Lord Capulet is presented as a good Father?

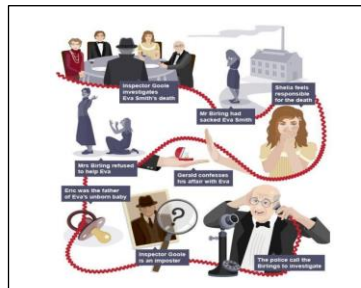
Links to key themes/context:

- *Arranged marriage* – it was common during the 16th Century for men to arrange for their daughter's marriage. Marriage was for money not for love.
- Parents would arrange their daughter's marriage with someone rich/powerful.
- The Capulet's family structure is fairly typical of what was expected during Shakespeare's time - the husband controlled his wife/daughter.
- Juliet rebels against her family structure – this would have shocked the audience watching.
- **CONTEXT**
- Conflict between what Juliet wants/her family's expectations.

Work through a set of cue cards with key information linked to your question. You can use as many cards as you need as long as the information is KEY.

Tip 2: Turn your revision into images/symbols

Transform key information about character/theme and plot into images and symbols. The information becomes much easier to remember and revise from.



Here is an example for An Inspector Calls. As you can see it's mostly images, with very few words. Just by looking at this you can see the entire plot of the play.

You can also transform smaller extracts/scenes/acts into images and symbols. Or use key information about characters and transform the information into images/symbols.

Tip 3: Improving your Memory /Remember key information about character and plot

- 3. Read, create, and repeat OR reduce.** Your brain can only remember 7 new concepts at one time. Information needs to travel from your short term memory to your long term memory in order to be able to remember it. Therefore, you are more likely to remember key concepts if you repeat learning more than once.

Try it: create a set of cue cards or produce a mind map by colour coding key ideas. Once completed turn over your mind map/cue cards and start again, what can you remember? **Whatever you can't remember, is what you need to revisit. REDUCE the plot/poem/key idea to 30 words.**

- 2. Say things out loud.** On average, you only remember 10% of what you read. By saying things out loud it increases your ability to remember 'stuff' by up to 50%.

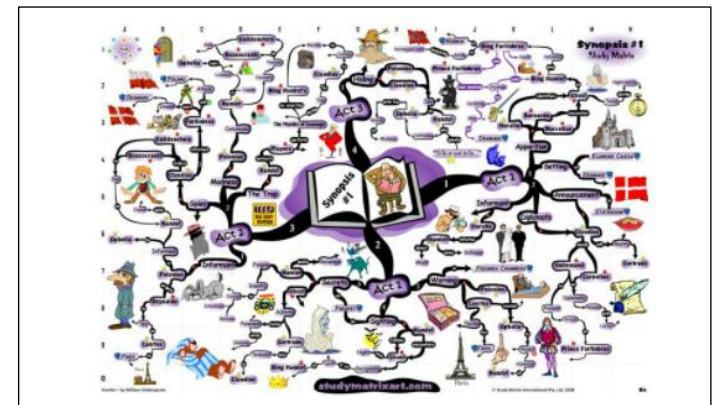
Try it: complete a set of revision notes and then read your notes out loud to a family member, a friend or to yourself. Then, test yourself on what you can remember (start the cue cards again, jot down all the information you can remember and compare this to your original set of notes). Look back at your original notes and identify what you couldn't remember. **Revisit what you are still struggling to remember.**

- 1. Visualise your revision.** By placing (both mentally and physically) your learning into a familiar surroundings you are up to 70% more likely to remember it!

Try it: stick revision notes and key words around your house. For example if you can't remember a scientific formula for Science or key terms for English, create cards and stick them in familiar places: your bedroom, on the fridge... even in the loo! Then when trying to remember the information take a journey through your house to the place where you have stuck your revision notes.

Tip 4: Mind Maps

1. Write the MAIN TOPIC in the middle of the paper and draw a ring around it.
2. For each KEY POINT draw a branch out from the main topic.
3. Write a KEY WORD or PHRASE on each branch.
4. Build out further branches and add DETAILS.
5. Use pictures and words (**Dual Coding**) rather than loads of writing copied from your notes.



Tip 5: Organising your knowledge

Use a knowledge organiser to organise your revision into sections or exam questions. Write down the timings for each question, include the key skills needed to approach each question with success and include what you need to do in order to be successful for each question (key words, skills, information).

How to revise for Maths

The best form of revision for Mathematics GCSE (Edexcel 9-1) is to complete exam papers.

This will help to revise the knowledge and key skills taught in class and give opportunity to practice the application needed to succeed in examinations.

Exam papers are found on Maths Genie <https://www.mathsgenie.co.uk/papers.html> and can be downloaded and printed.

To aid revision, begin with your class notes in your orange exercise book and complete as many questions as you can.

Complete any other questions as much as possible, using the knowledge and skills that you have been taught in lesson.

Use the Mark Schemes to mark the exam paper (symbol with MS).

Any questions which you were unable to complete or didn't gain full marks can be completed by watching the videos on Maths Genie (symbol with a triangle) for the relevant paper which you have completed.

Further help can be found by

- a. Reading through the worked answers on Maths Genie (symbol with ANS)
- b. Asking your class teacher to explain if you are still struggling

As you become more confident, complete further exam papers without your class notes and without needing to watch the videos to help you.

How to revise for Science

All these activities can be found on the 365 or your teacher will provide them.

Review the checklist
– this tells you
exactly what you
need to know.

Complete the glossary and
equation list for each topic.
You need to memorise these

Complete a 'deconstruct'
or a 'topic on a page'. This
gives you the 'bigger
picture'

Make notes on the
required practicals
and watch the
videos.

Complete the exam
questions by topic to apply
your knowledge.

Complete the graded
questions to challenge
yourself.

Useful websites

<https://23equations.com/>

<https://www.gcsepod.com/>

<http://mammothmemory.net/>

<http://www.gcsescience.com/>

<http://www.passmyexams.co.uk/>

FORCES

1. Categorise the following quantities as either scalar or vector.

Scalar	Vector
Force	Displacement
Energy	Mass
Time	Momentum
Speed	Temperature
Volume	Velocity
Acceleration	

SCALAR

VECTOR

REPRESENTING VECTORS

2. Write down the resultant vectors (magnitude and direction) in the following situations.
- A cyclist travels 5.4 km along a straight road heading west, before turning around and cycling back 1.6 km to the east.
 - A cruise ship sails 45 miles north-west before the captain realises there is a storm ahead that the cruise ship cannot travel through. The captain decides to turn around, sailing back 20 miles south-east. The storm then dissipates so the captain turns the ship around once again, and travels 5 miles north-west.
3. The vector arrow on the grid on the right represents a force of 3 N to the left. On the same grid, draw a vector representing a force of 2 N upwards.

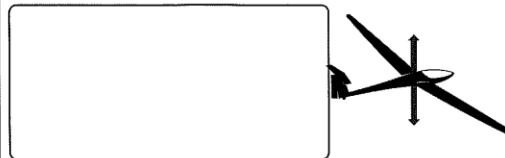
CONTACT VS NON-CONTACT FORCES

4. Label the forces described by the arrows below as being either a contact force or a non-contact force.

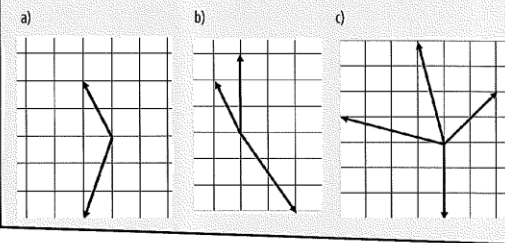
Non-contact forces are much more interesting as they open a window to the fundamental nature of the universe. No wonder people used to think these forces were magic!

RESULTANT FORCES

5. A glider is an aircraft without an engine. The wings of the glider provide an upthrust of 2500 N when travelling at 75 mph. If the weight of the glider and pilot is 3140 N, calculate the resultant force acting on the glider (in the vertical direction only).



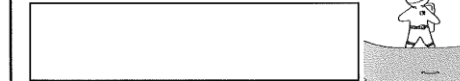
6. Draw on the resultant forces in the following scenarios.



Use $g_{\text{Earth's surface}} = 9.8 \text{ N/kg}$ unless it states otherwise.

GRAVITY

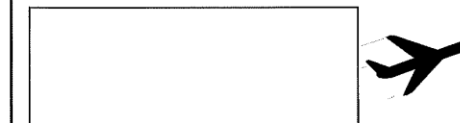
7. Calculate the weight of an 80 kg astronaut on the surface of the Moon ($g_{\text{moon}} = 1.6 \text{ N/kg}$).



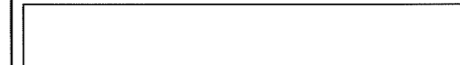
8. Calculate the mass of a pick-up truck if its weight is $2.21 \times 10^4 \text{ N}$ on the surface of Earth.



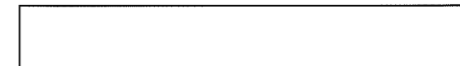
9. A 73 kg pilot cruising at an altitude of 45 km weighs 14.6 N less than at sea level on Earth. Calculate the gravitational field strength at 45 km.



10. Where does the weight of an object act from?



11. What piece of apparatus is used to measure forces such as weight?



13. Fill in the missing words in the description below.

The gravitational _____ strength on Earth's _____ is equal to 9.8 N/kg. The force that acts on a mass in Earth's gravitational field is called _____. The weight acting on an object and the mass of said object are _____.

The symbol used to represent quantities that are proportional to one another is _____. Therefore, for a mass within a gravitational field, weight \propto mass.

12. On the image of Earth below, draw the direction from which gravity acts from the points marked with a cross. Draw a circle around the cross that experiences the strongest gravitational field strength.



How to revise for Technology (D&T, Food & Textiles)



GCSE Design and Technology Revision Helpers



22	Which wood is not a hardwood?	Explanation for answer:
A	Mahogany	
B	Oak	
C	Pine	
D	Balsa	
23	What type of board is made up of expanded polystyrene sandwiched between two thin layers of card	Explanation for answer:
A	Corrugated card	
B	Solid white board	
C	Duplex board	
D	Foam core board	
24	A designer wants to make an accurate copy of a design drawing, which paper would most commonly be used?	Explanation for answer:
A	Isometric grid paper	
B	Layout paper	
C	Cartridge paper	
D	Tracing paper	
25	Which one of the following statements is true?	Explanation for answer:
A	Ink jet card is designed to let the ink bleed when used with an ink jet printer	
B	Solid white board is bleached white to make it suitable for printing on	
C	Isometric grid paper has grid squares printed onto it to make it suitable for orthographic and scale drawings	
D	Cartridge paper has a textured surface that can only be drawn on in pencil	
26	Which one of the following statements about ferrous metals is not true?	Explanation for answer:
A	Ferrous metals are mostly made up of iron	
B	Ferrous metals are not magnetic	
C	A protective coating is commonly applied to ferrous metals to prevent them from rusting	
D	Tool steel is a ferrous metal	
27	Which one of the following is a type of thermoforming plastic?	Explanation for answer:
A	Urea-formaldehyde	
B	Acrylic	
C	Melamine- formaldehyde	
D	Polyester resin	
28	Which one of the following statements is not true?	Explanation for answer:
A	Epoxy resin is rigid and corrosion - resistant	
B	Polyester resin is added to glass fibres to form glass reinforced plastic	
C	Phenol-formaldehyde is heat resistant, but hard to mould into different shapes	
D	High impact polystyrene is rigid and used for vacuum forming	




GCSE Design and Technology Revision Helpers



14	Which resource is not a renewable energy?	Explanation for answer:
A	Coal	
B	Wind	
C	Solar	
D	Tidal	
15	Which resource is not a finite?	Explanation for answer:
A	Geothermal	
B	Coal	
C	Oil	
D	Gas	
16	Which of the following statements about power generation from fossil fuels is not true?	Explanation for answer:
A	Heat causes water to form steam, which turns turbines	
B	Rotating generators produce electricity	
C	Rotating turbines turn a generator	
D	The flow of water is used to turn a generator	
17	Which one of the following is a feature of alkaline batteries?	Explanation for answer:
A	They can be used more than once	
B	They are built into products such as mobile phones	
C	Their power output gradually decreases over time	
D	They are expensive	
18	Which material property means it has the ability to withstand scratching, abrasion or denting	Explanation for answer:
A	Toughness	
B	Hardness	
C	Absorption	
D	Density	
19	Which of the following describes a material's ability to be drawn into a wire?	Explanation for answer:
A	Malleability	
B	Fusibility	
C	Ductility	
D	Electrical conductivity	
20	Which of the following statements is not true?	Explanation for answer:
A	A spring needs to be elastic so it can return to its original shape after being stretched.	
B	An electrical wire needs to be a good electrical insulator so electricity can travel through it easily.	
C	A towel needs to be absorbent to soak up moisture	
D	A climbing rope needs to be strong so that it can hold the weight of a person without breaking	
21	Saucepans are made out of metal. What property does it have to make it suitable for cooking.	Explanation for answer:
A	It is flexible	
B	It is a good thermal conductor	
C	It is a good insulator	
D	It is ductile	

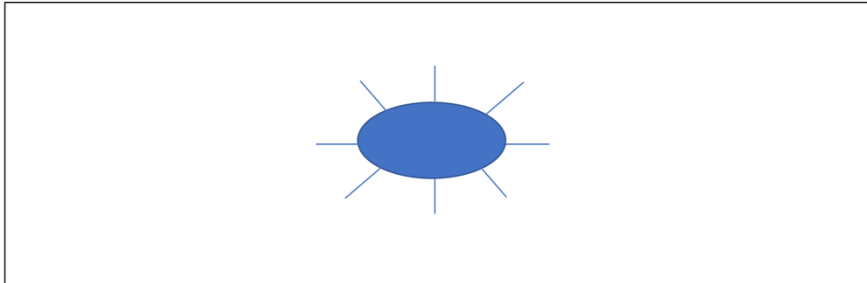
How to revise for Expressive Arts, Physical Education and Psychology

Describe how a warm up and cool down would benefit this athlete.	Name three precautions that this athlete could take to avoid injury during training or a performance.	Name three food groups that would benefit this athlete, explaining why .	How would this athlete use a SMART target: S M A R T
What method of training would most suit this athlete? Explain why?	What does DOMS stand for and explain how it would work for this athlete?	 100m Sprint	Which somatotype would be most suitable to this athlete. Explain your answer.
Name three short term effects of exercise this athlete may experience after a race.	Why would this athlete use a cool down??		Define and describe the 3 most important components of fitness to this athlete.
Explain how any pair of muscles are creating the necessary movement by working as an antagonistic pair.	What classification of skills would be most suitable: Closed _____ Open Gross _____ Fine Self _____ External Simple _____ Complex	Name 3 fitness tests that this athlete could use to monitor their fitness levels. Explain why .	

NAME:		COMPLETION DEADLINE:	
TOPIC: Cardio-Respiratory		CONCEPT:	
CREDITS AVAILABLE: 870		Pass = 300 Credits, Merit = 400 Credits, Distinction = 500 Credits.	
Independent Research Notes <i>COMPULSARY – Use the text book to read and complete notes in these sections</i>		Class Activities <i>COMPULSARY – Complete the following tasks</i>	
<p>1) How the basic cardiovascular system works. The names of the vessels and the transportation of oxygenated and deoxygenated blood.. [10 credits]</p> <p>2) How the basic respiratory system works. The path that oxygen takes to get into the body and how it enters the blood stream. [10 credits]</p> <p>3) Research different types of blood vessels and what they all do. [10 credits]</p> <p>4) Look at the different lung and heart volumes and create a clear diagram for both. [10 credits]</p> <p>5) Research the effect that exercise has on both systems and how they alter when under pressure. [10 credits]</p>		<p>1) Analyse the differences between veins, arteries and capillaries. [10 credits]</p> <p>2) Suggest how both systems have an impact on how fit an athlete is. What changes in both of them to improve performance. [10 credits]</p> <p>3) Draw and label basic versions of both the cardiovascular and respiratory system and add extra details where needed. [10 credits]</p>	
Revision Activities <i>Complete the following suggested revision activities</i>		Short Answer Questions <i>Complete your choice of the following short answer exam question. Once complete, you can collect the mark scheme to mark and correct</i>	
<p>1) Revision Cards – Include questions, key words, key diagrams and volumes. [] [20 credits]</p> <p>2) Key Word Glossary – Look at all of the key words and terms over the page and define them. []</p> <p>Extension task: See if you can apply the key word to another topic/unit within the course. [] [30 credits]</p>		<p>1. What is the meaning of the following terms? a.) Stroke Volume (2) b.) Cardiac Output (2) [40 credits]</p> <p>2. Give three ways in which the pulse rate can give an indication of physical fitness. (3) [30 credits]</p> <p>3. State two risks to the heart and circulatory system from an inactive lifestyle and outline three ways in which physical activity can reduce these risks. (5) [50 credits]</p> <p>4. What long-term effects does exercise have on the respiratory system? (4) [40 credits]</p>	
		Additional Reading/Research <i>Provide a clear summary of the websites or videos provided in the list below</i>	
		<p>1) Website – Check out the website below for respiratory system and a simple explanation. https://www.youtube.com/watch?v=hc1Yc_84A [50 credits]</p> <p>2) https://www.youtube.com/watch?v=CWFn0qDEU really handy look into cardiovascular system [] [50 credits]</p> <p>3) Looks at different blood vessels and what they do. https://www.youtube.com/watch?v=CJNKL_cwA [50 credits]</p>	
		Essays <i>Complete your choice of the following 15 mark essay style questions. Once complete, you can collect the mark scheme to mark and correct</i>	
		<p>1) You have been asked to measure the fitness of a group of Physical Education students and provide them with information about how oxygen helps to fuel the body.</p> <p>Using examples, explain the different ways you would measure there cardiovascular fitness. (8 marks) [100 credits]</p> <p>2) For a named sport Identify four ways in which the cardiovascular system and respiratory system would alter through exercise. How would these improvements then enhance the athletes performance in their sport. (9 marks) [100 credits]</p> <p>3) Explain the journey oxygen takes entering the body in the respiratory system, being transferred to the cardiovascular system and then leaving again. (9 marks) [100 credits]</p>	

Psychology Revision sheet

Starter: Choose a topic you want to revise, put the title in the middle of the mind map. Produce a mind map of everything you already know on the subject without looking at notes or a textbook. Then when you can add no more, check your mind map using your book/textbook.



Key word master: write 10 key terms from the topic above into the table. Find the definition and put them into the next column. Then, most importantly, test yourself by putting your hand over the definitions and try to recite them from memory. Repeat until you remember them all.

Key term	Definition	Key Term	Definition

Evaluations: use the boxes to note down any strengths or weaknesses there are of the above topic, think: is there supporting research? Conflicting research? Other explanations? Is it useful? Is it testable? Then, use your notes and the sentence starters to produce mini evaluation paragraphs.

Strengths: <ul style="list-style-type: none">•••	One strength of the topic is... For example, This reveals that...
Weaknesses: <ul style="list-style-type: none">•••	Therefore, this indicates... However, one weakness of the topic is...

Psychology misconceptions

This document lists the misconceptions of psychology revision and how the revision sheets provided address these misconceptions.

Psychology Revision sheet 1

1. Students just copy and paste notes/ textbook: copying does not involve thinking hard and is therefore a waste of time. By starting off writing everything students already know from memory, it will strengthen their short-term memory, ensure they don't waste time revising things they already know and ensure they begin by thinking hard.
2. Key terms: using sophisticated terminology is what separates a level 3 to a level 6, so by writing out the key terms and practicing the definition, students will ensure they can achieve good grades.
3. Evaluation: students always forget to revise evaluations as they think just revising what the study is, is enough. So having a dedicated section in the revision sheet means they will always go back over that. In addition, they can explicitly see how strengths and weakness tables can transform into evaluation paragraphs for their exam.
4. Confidence: it is difficult to revise from a blank piece of paper, so having the boxes to fill in helps support their thinking and makes revision more accessible. They can also see the links between the knowledge and how to use it in the exam (by completing the sentence starters and learning key terms).

Psychology Flashcard Revision Games

1. Students produce flashcards but don't use them: whether it is because they don't know what to do with them or just forget, this sheet guides them through explicitly how they can use flashcards to strengthen their memory on each key term.
2. Key terms: using sophisticated terminology is what separates a level 3 to a level 6, so by writing out the key terms and practicing the definition, students will ensure they can achieve good grades.
3. Revision can be fun: if you make revision fun you are more likely to do it for longer, so getting into groups and playing games is a great way to keep on top of revision without it feeling boring.
4. Dual coding: by transforming key terms into pictures or describing them in your own words means you are thinking hard and transforming the key terms to a new type of encoding, so is more likely to stick in the short-term memory.

Psychology Challenge Revision

1. Students struggle to know if they've revised something to the top level: by going through the powerpoints and completing the challenge tasks, that are targeted to level 6,7,8 skills, students know they can complete higher level tasks.
2. Practicing the exam question on the powerpoints will practice exam skills and applying your knowledge to exam papers.

Psychology Challenge revision

By following these instructions on Office 365 you can find all the year 11 and year 10 PowerPoints from class. These are an excellent revision tool.

Students -> Resources -> Exp arts -> Psychology -> (your year group) -> Mr Tunstall -> (which ever topic/ lesson you want to revise)

Go through, and:

- 1) Complete all the challenge tasks, by doing this you know you have completed the higher-level skills of each topic.
- 2) Complete all the exam questions, by doing this you know you have applied your knowledge to exam style questions.
- 3) Mark answers using the mark schemes, constantly be improving your skills.
- 4) Produce flashcards from the key terms in the yellow boxes.
- 5) Produce mindmaps from the different knowledge that you can take and keep forever.

Psychology Flashcard Games

These games will help you learn and practice the key terms and concepts in psychology. You can do most of them in groups or on your own. If it says, “write key terms then cut them up”, then if you already have flashcards of the topic, then you don’t need to do this step just use the flashcards.

If you are very ambitious, you can play all the games in a tournament with friends and see who wins the most games.

Game 1: Flashcard quiz

You need:

- To produce some flashcards with a key term/ key concept on one side and the definition/ explanation on the other side.

Instructions:

Choose a set of flashcards you want to revise.

Put them in a pile definition side facing up, you have 1 minute to see how many key terms you can guess from the pile. Repeat until you can do all the key terms in the minute.

Or, put them in a pile key term side facing up, you have 1 minute to see how many definitions you can guess from the pile. Repeat until you can do all the definitions in the minute.

Or, test yourself with a partner (it doesn’t matter whether they’ve done psychology before) give them the flash cards and ask them to read out the key term, you then have to tell them the definition. See how quickly you do the pack.

Game 2: Pictionary

You need:

- +2 Psychology students.
- Paper and pen/pencil
- Scissors

Instructions:

Before the game, both students write 20 key terms/ key concepts onto a sheet, e.g. the short term memory. Then, you cut them up so that only 1 key term is on each sheet, fold them over and put them to the side (or in a plastic wallet to store long term).

1 student is the drawer, the other student is the guesser. The drawer will pull out and draw each key concept for the other student to guess, e.g. drawing the MSM and pointing to the STM. The guesser has 1 minute to correctly guess as many drawings as possible. Then each student swaps over and sees who can guess the most.

Game 3: Bingo

You need:

- A sheet of paper and pen.
- +2 psychology students.

Instructions:

Choose a psychology topic, write 20 key terms on a sheet of paper. 1 person will play the bingo, the other will be the bingo master. Without showing the other person, the bingo player will produce a 3 by 3 grid and write 9 key terms in. Once finished, the bingo master will read the definitions of the list of key terms until the other players get bingo.

Game 4: Quiz

You need:

- A sheet of paper and pen.
- Scissors

Instructions:

Choose a topic you want to revise. Write 20 questions about the topic on to a sheet, then cut them up and put them in a pile (or a plastic wallet to keep forever). Put 1 minute on the timer, pull out and answer as many questions as possible. Challenge yourself to try and improve your score every time.

Game 5: Taboo

You need:

- +2 psychology students
- Pen and paper.

Instructions:

Each student writes 20 key terms/ concepts about a topic onto a sheet of paper. You can then either cut them up, or just pass the sheets to a different player. Each student has to then describe the key term/ concept without using the word. For example, describing the short-term memory by saying “it has a capacity of 7+/-2”. See who can get through 20 key terms the fastest.

Game 6: Just a minute

You need:

- A watch/ timer (one on your phone works)
- +2 psychology students

Instructions:

Choose a topic for this round, e.g. the MSM. Choose a person to start, they will have to speak about the topic for 1 minute without breaking the following rules:

- 1) No repetition: they cannot repeat any word they have already said.
- 2) No filler: they can not erm or mm or stall by going off topic, it has to be relevant.
- 3) No hesitation: if they pause to think for too long, then they are out.

If another player hears one of these 3 things during the minute, they buzz in and they then continue the topic and the time the other person had left. For example:

Student 1 is talking about the MSM, but at 22seconds in they repeat the words MSM which they have already said.

Student 2 buzzes in and then they have 38 seconds left to talk about the MSM to get the point.

Each time you get to 60 seconds, whoever is talking gets 1 point. You then, repeat on a different topic to see who gets the most points.

How to revise for Humanities; Geography, History and Philosophy and Ethics (RE)

Revision Grid

Tectonic Hazards

Define, and provide example, of natural hazards.	Explain the factors affecting hazard risk	Explain the key plate tectonic theories.	Describe and explain the distribution of volcanoes.
Describe and explain the distribution of earthquakes.	Explain the processes taking place at a <u>constructive</u> plate margin	Explain the processes taking place at a <u>destructive</u> plate margin	Explain the processes taking place at a <u>conservative</u> plate margin
Give examples of primary and secondary effects of a tectonic hazard in 2 contrasting countries.	Give examples of short- and long-term response of a tectonic hazard in 2 contrasting countries.	Explain why people live in areas of tectonic risk.	Give examples of disaster management of a tectonic hazard in 2 contrasting countries.

Multiple choice questions

Resource Management

Create 10 multiple choice questions, each with 3 options, on the topic of Resource Management. Only one option can be the correct answer.

Generic ways to use a revision guide – transfer a page of the guide or a topic into one of these

PiXL Revisit: Thinking Hard Model

Name of Topic: _____

Name: _____

Class: _____

Take a section of the text and do the following:

1) Prioritise: Underline the three most important sentences here. Rank 1-3, briefly explain number 1. Cross out the least important sentence.

2) Reduce: Reduce the key information into 12 words.

3) Transform: Transform this information into four pictures or images (no words allowed).

4) Categorise: Sort this information into three categories. Highlight and think of a suitable title for each category.

5) Extend: Write down three questions you'd like to ask an expert in this subject.

PiXL Revisit: Reduce to 6 points

Unit/Topic:

R
E
D
U
C

Information



Reduce to 6 points

- 1.
- 2.
- 3.
- 4.
- 5.



Reduce to 3 key points

- A.
- B.

P
R
I
O
R
I
T

Information



Prioritise (most important)

- 1.
- 2.
- 3.
- 4.
- 5.



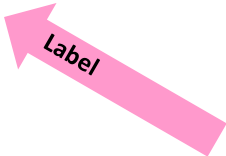
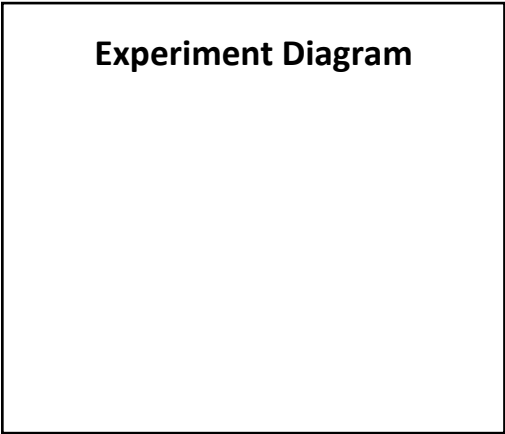
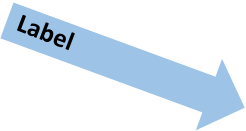
WHY?

PiXL Revisit: Experiment on a page

Experiment Title:

Process/Method

1.
2.
3.
4.
5.
6.
7.



Results

