

# Healthy and Effective Revision



1. Start as early as you can to prevent cramming. **Spaced Retrieval** is preferable—read more about it [here](#).



2. **Plan and timetable** when you are going to revise, how many subjects you have to learn etc. Find a [sample timetable](#) here.



3. Ensure you have somewhere quiet to study where you can keep your work organised. **Put electronic devices away** if they distract you.



4. Take **regular breaks**. It is possible to work too hard.



5. Try revising with a friend either in person or over Teams. Elaborating and explaining key knowledge to someone else **helps learning to stick**.



6. Look after your **health and wellbeing**: get enough sleep, eating well and staying hydrated is key. Further top tips [here](#).



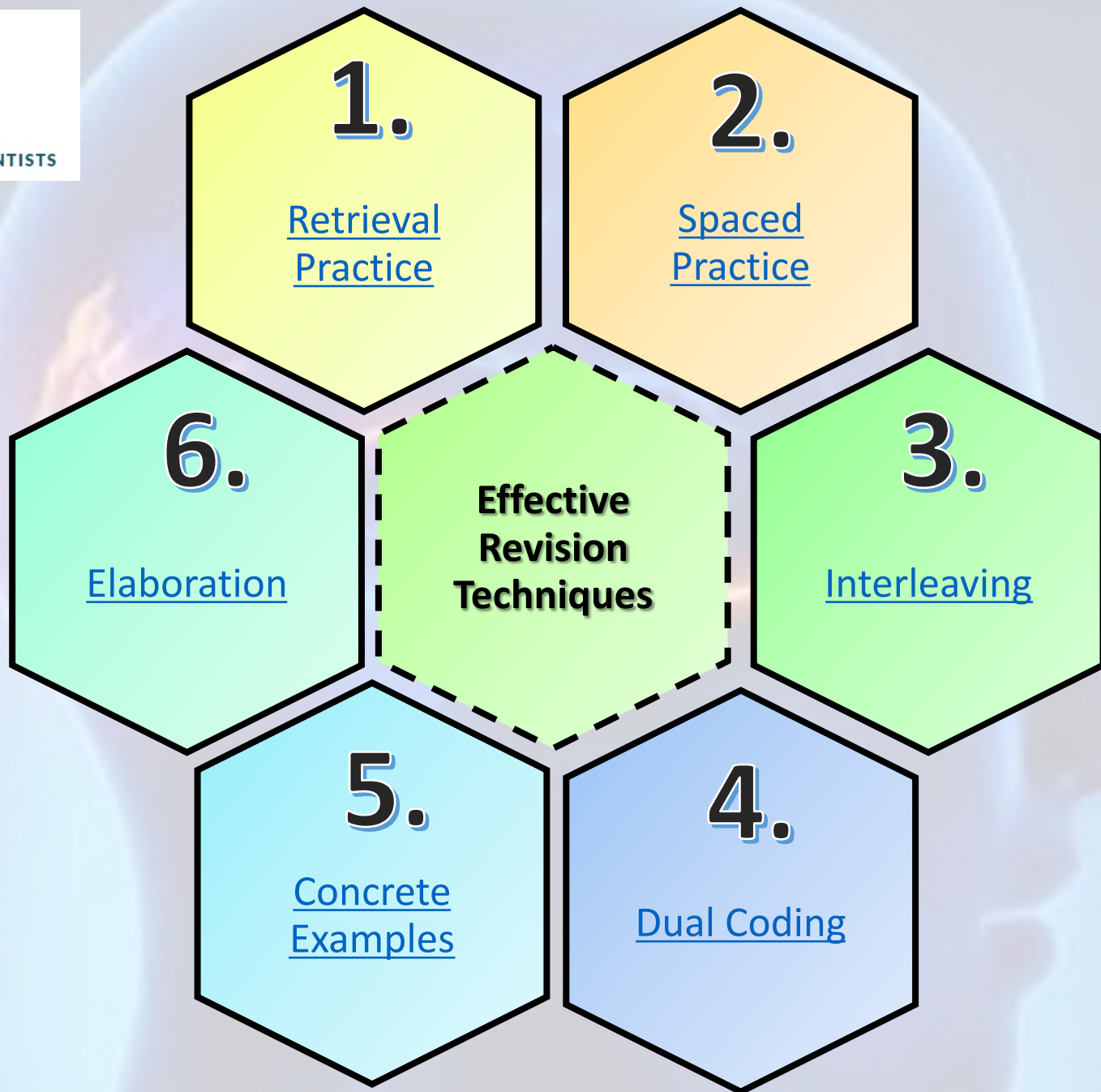
7. Use a variety of **proven revision strategies** to maximise your memory and recall. Find the best bets [here](#).



8. Ask for help if you need it!



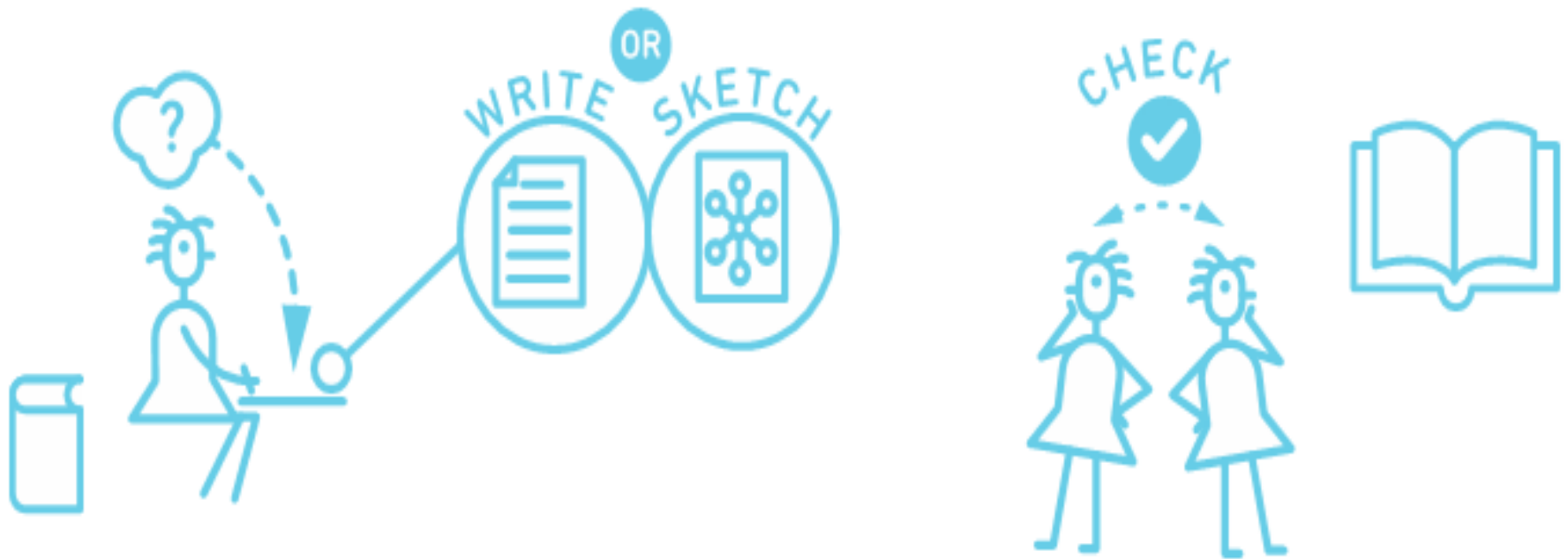
THE LEARNING SCIENTISTS



# 1.

Retrieval  
Practice  
What is it?

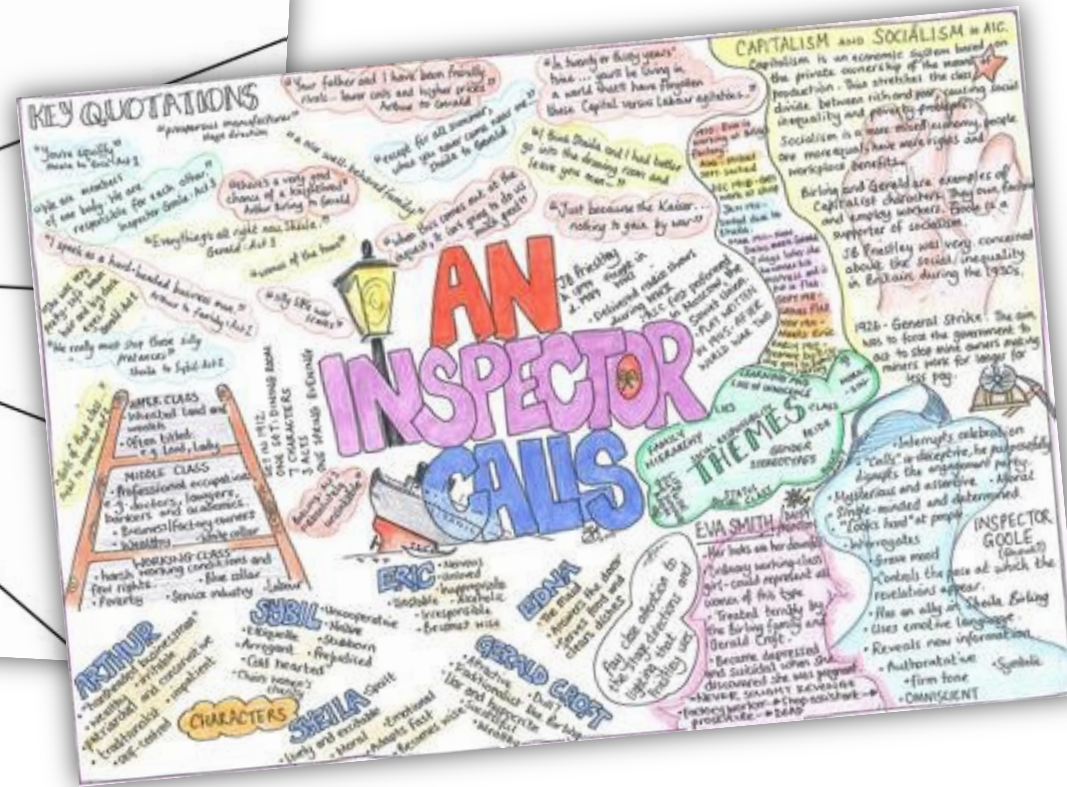
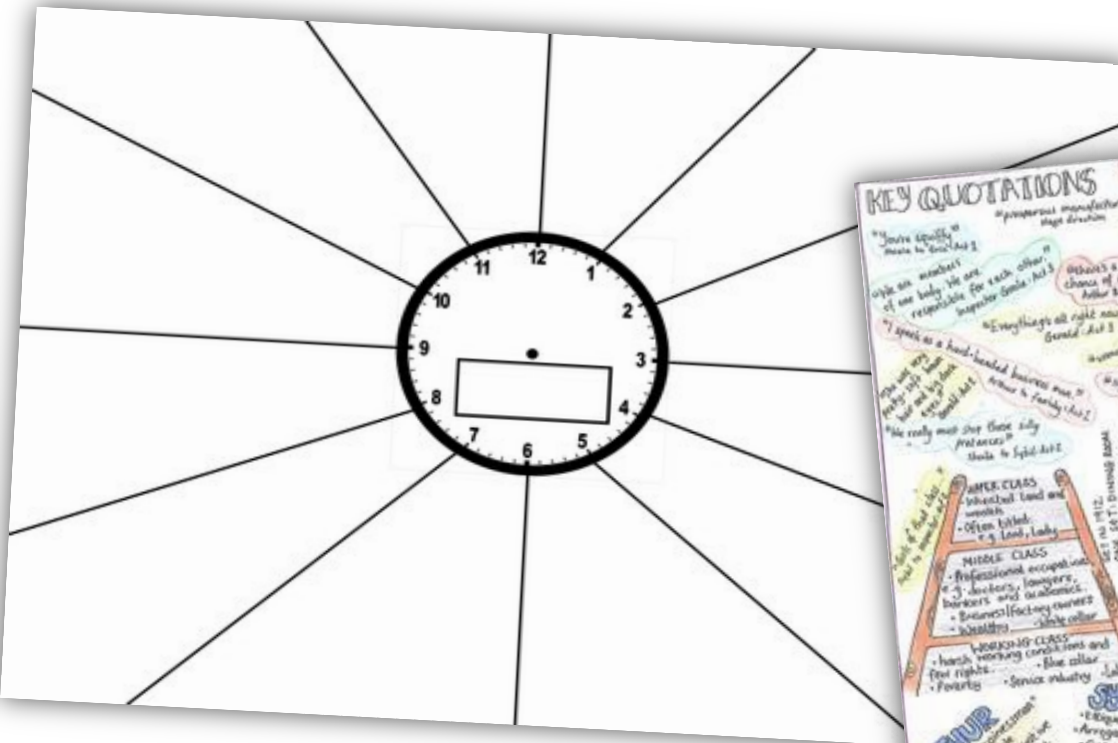
Put away your class materials and notes then write or sketch everything you can remember. Be as thorough as possible. Then, check your notes for accuracy and any important information you may have missed.



# 1.

## Retrieval Practice with revision clocks or mindmaps

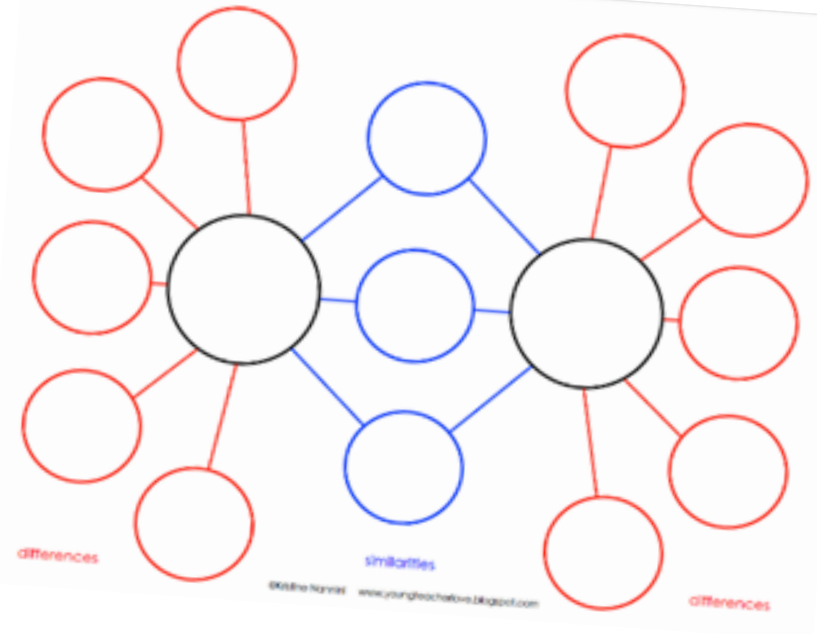
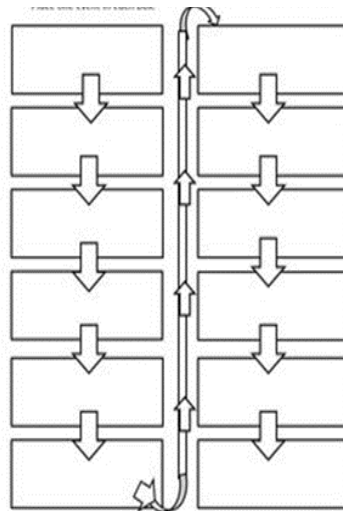
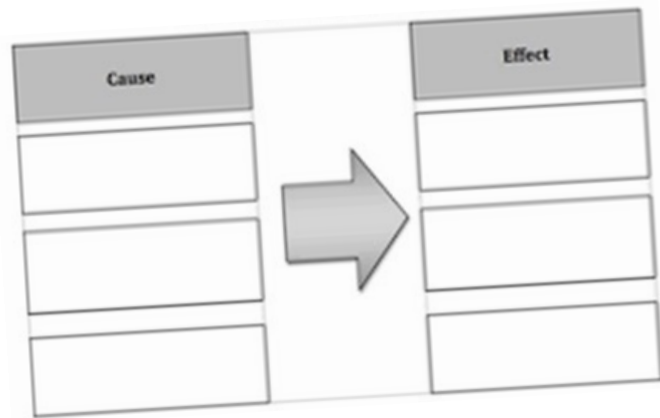
Revision clocks and mindmaps are an excellent way of dedicating time to a subject or topic. Mix it up by adding images, diagrams, quotations etc. Then check your recall and knowledge against your notes. If there's a section that you struggle with, that should be your priority for further revision. Click [here](#) to go to a revision clock template



# 1.

## Retrieval Practice with graphic organisers

- Graphic organisers are any diagram/image.
- For example, double bubble maps can to explore similarities and differences between the two topics. The differences are placed in the outer rings and the similarities in the linked spaces
- Sequence arrows can be used to show order of a process.
- Causes and effect organisers require you to consider the causes *and* consequences.
- You can complete a graphic organiser from memory and then use your notes to check it is correct and fully complete.





# 1.

## Retrieval Practice with flashcards

Revision cards are a popular revision resource. BUT... just rewriting notes or highlighting information does not make knowledge stick!

You should self-test at regular intervals. This is the most effective way to make learning stick! Get more information [here](#) or see the Leitner Method in action [here](#)

Write a key date/quotation/equation/definition on one side of the card and then a detailed explanation on the other. Mix up your self-quizzing by sometimes starting with the quotation and sometimes looking at the explanation.

Write questions on one side and answers on the other then test yourself or ask someone else to test you.



# 1.

Retrieval  
Practice with  
past papers  
and quizzing

Use markschemes or success criteria to self-assess your answers. When you've finished, look back at your notes, books or knowledge organisers. What else could you have included? Are there any gaps in knowledge or misconceptions that you need to focus on?



**AQA**

Please write clearly in block capitals.

Centre number

Surname

Forename(s)

Candidate number

Candidate signature

**GCSE**  
**ENGLISH LANGUAGE**  
Paper 2 Writers' viewpoints and perspectives

Friday 7 June 2019 Morning Time allowed: 1 hour 45 minutes

**Materials**  
For this paper you must have:  
• Source A and Source B – which are provided as a separate insert.

**Instructions**

- Answer all questions.
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- You must answer the questions in the spaces provided.
- Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- You must refer to the insert booklet provided.
- You must not use a dictionary.

**Information**

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 80.
- There are 40 marks for Section A and 40 marks for Section B.
- You are reminded of the need for good English and clear presentation in your answers.
- You will be assessed on the quality of your reading in Section A.
- You will be assessed on the quality of your writing in Section B.

**Advice**

- You are advised to spend about 15 minutes reading through the sources and all five questions you have to answer.
- You are advised to plan your answer to Question 5 before you start to write.
- You should make sure you leave sufficient time to check your answers.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
<b>TOTAL</b>	

Barcode: JUN190700201

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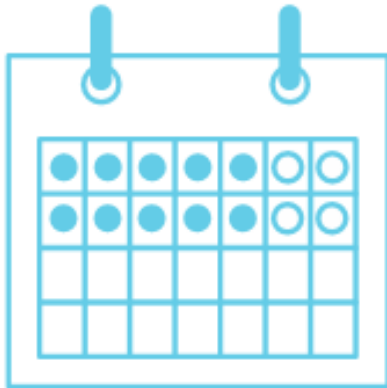
# 2.

Spaced  
Practice

What is it?

Start revising early for exams and set aside a little bit of time each day. Five hours spread over a week is better than five hours all at once.

M T W Th F Sa Su M T W Th F Sa Su





## LESSON



## BREAK



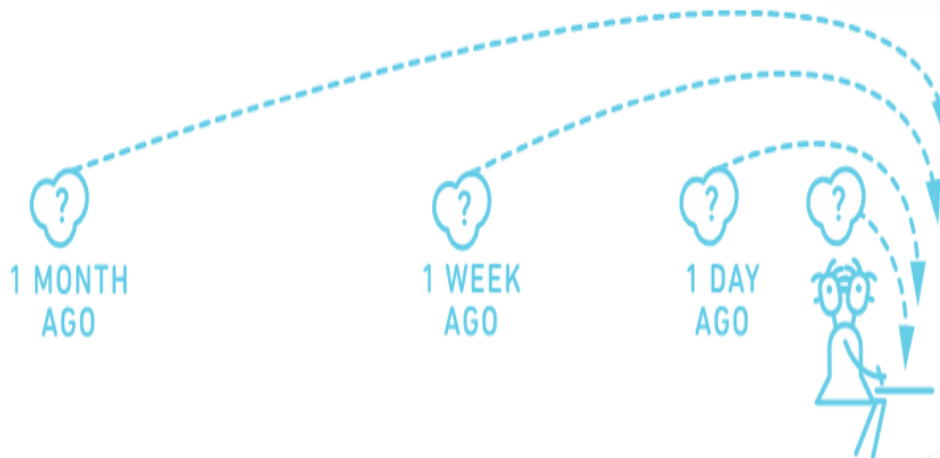
## REVIEW



Review learning after each class but not straight away. That's only testing your working memory!

Make sure you use effective strategies when returning to testing. Just reading notes is **ineffective**.

TESTING 1 2 SPACING 3 SKETCHING



Don't forget to go back and study information from previous years or terms. Click [here](#) for a timetable template or find one at the end of the document [here](#).

# 3.

## Interleaving What is it?

Go back over ideas again and again in different orders. Make links between different ideas as you switch between them. Interleaving may feel challenging but it helps your brain store information in the long term. Just don't swap too often or you risk not fully understanding an idea. Find out more [here](#).

TOPICS  
A B C



STUDY  
SESSION

1

TOPICS  
C B A



STUDY  
SESSION

2

TOPICS  
A C B



STUDY  
SESSION

3

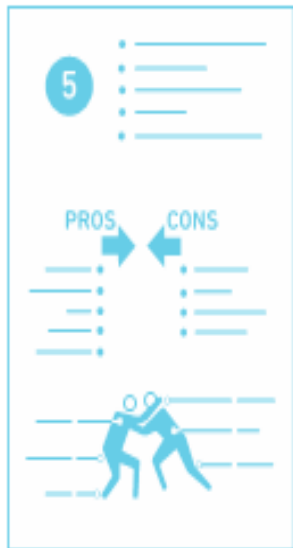
4.

# Dual Coding

## What is it?

Try to come up with different ways to represent information. Use infographics, diagrams or graphic organisers. Then test your memory by drawing without notes and memory aids. Watch a handy clip that explains dual coding [here](#).

## INFOGRAPHIC



### DIAGRAM



## CARTOON STRIP



## GRAPHIC ORGANIZER



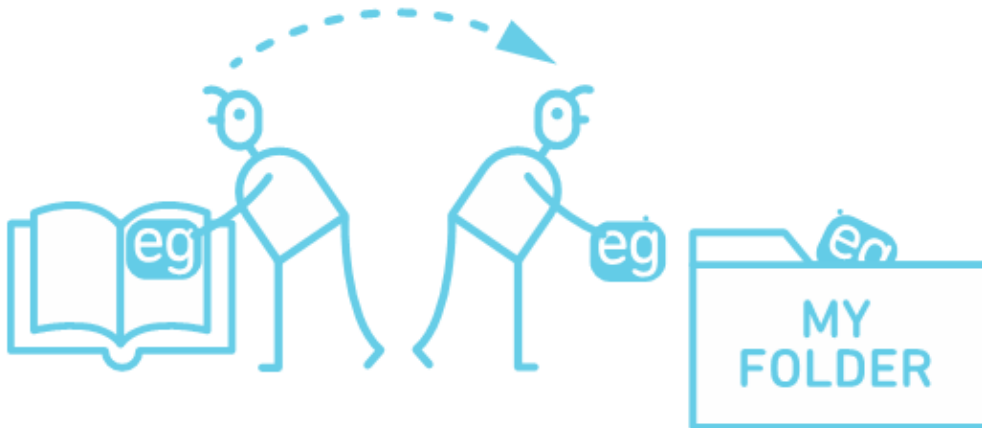
## TIMELINE



# 5.

Concrete  
Examples  
What is it?

Collect and organise all the concrete examples from your course of study. What makes these good examples? Connect an example to each key idea. Using examples that are relevant to you makes it easier to remember. Read more about it [here](#)

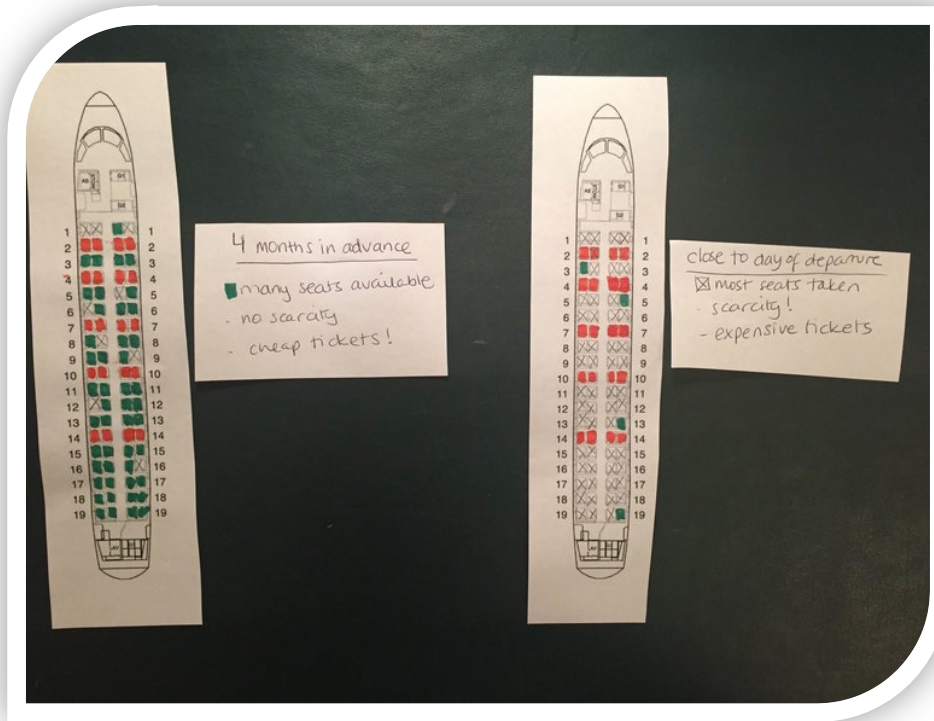


# 5.

## Concrete Examples What is it?

### Why do you need concrete examples?

Abstract ideas can be vague and hard to grasp. Moreover, human memory is designed to remember concrete information better than abstract information. To really understand and remember an abstract idea (like power in English), you need to solidify it in your mind. You can do this by being specific and concrete.



Look at the concrete example to the left which helps explain the ideas of 'scarcity'.

Scarcity can be explained as follows: the rarer something is, the higher its value will be. But this description contains a lot of vague terms, such as "rarer" and "value". How can we make this idea more concrete? We could use a specific example to illustrate the idea...

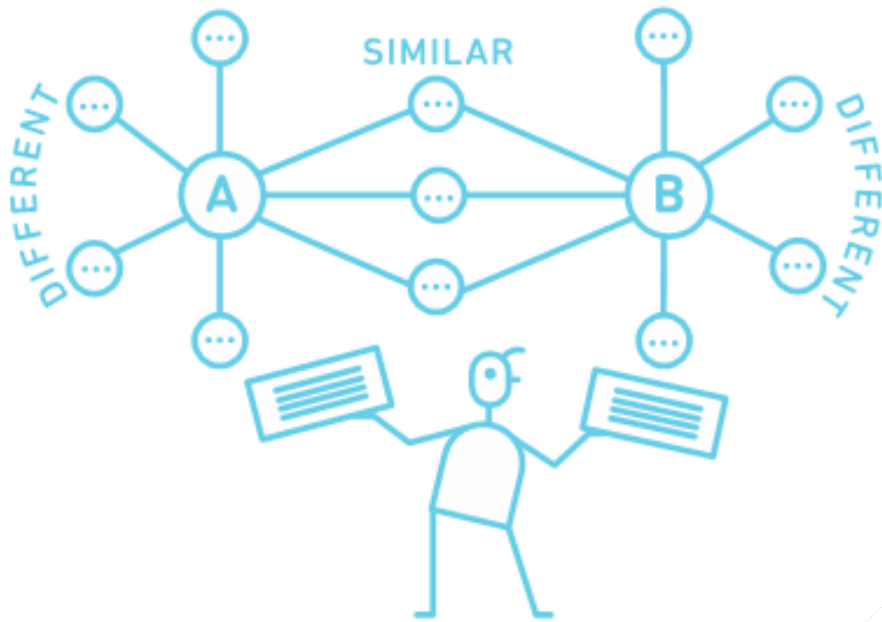


# 6.

Elaboration  
What is it?

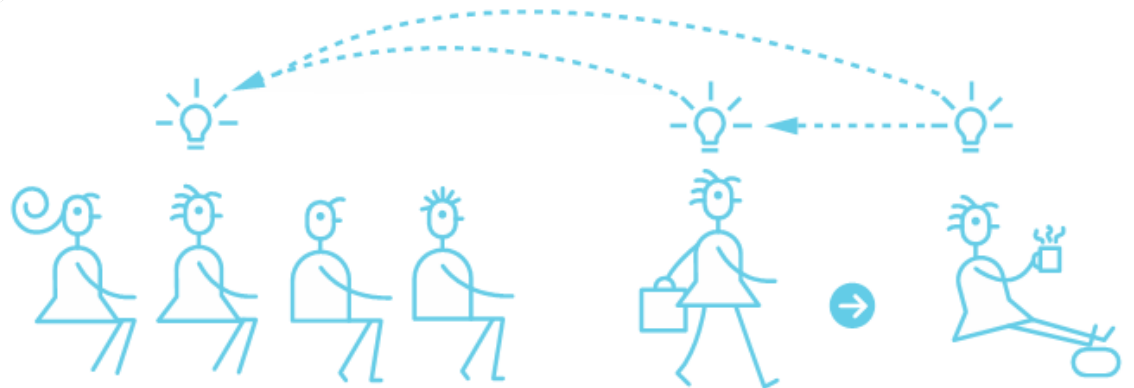
As you are learning, verbalise (speak out loud) what you understand, explaining key ideas and material to yourself or even a friend.





Make connections between different topics. What are the similarities and differences? This helps you make schema (webs of learning) in your brain.

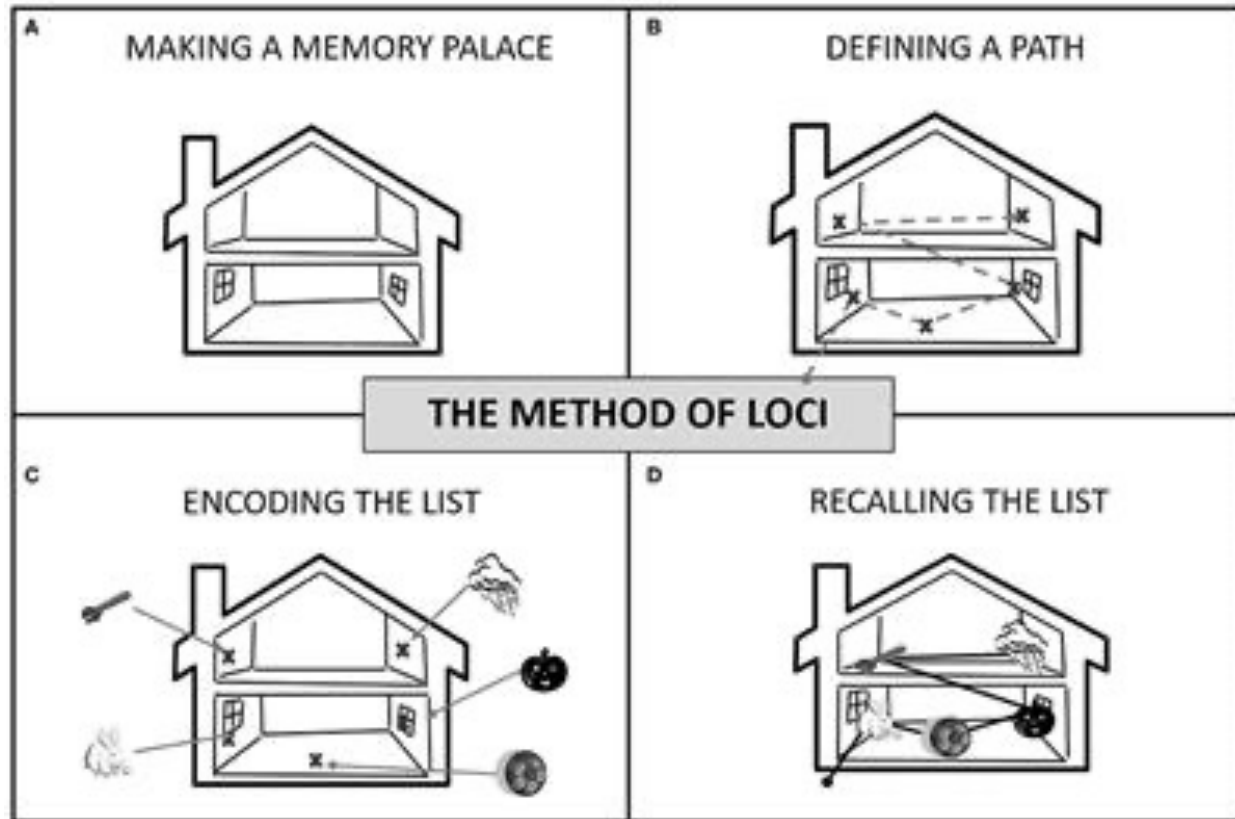
Try to apply topics to your own life or experiences. Again, this helps you remember and make connections.



# 6.

## Elaboration What is it?

If you have a list of items to remember (and particularly when they need to be in a specific order), try using the 'method of loci'. Decide on a familiar place like your house or a route like your walk to school. As you move through, allocate an item to each part then practise recalling it in order. Our memories work better when we associate items with something we have a connection or strong feeling to.



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