

TSA Class of 2021

Revision Guide

#itstartsnow

The secret
to getting
ahead is
getting
started

A suggested set of activities to maximise the impact of your revision

Dear Year 11, the Class of 2021,

We have produced this guide to help you get the most out of your revision.

We know that many of you are already revising, so we wanted to make sure you're revising in ways that will benefit you the most when the exams come round.

Most subjects are a combination of knowledge and skills. We can teach you the skills in class time, but without having deep knowledge of your subjects, it's very difficult to show off those skills.

Research tells us that reading over notes is not effective revision; very little knowledge is retained this way.

To be revising successfully, you need to be **actively** revising – that is, turning information into new formats, grouping, categorising, quizzing, mind-mapping and note-taking. These strategies are all proven to work if used regularly. You can do this any way that works for you: using a computer, on big paper with coloured pens, using cue cards etc.

Research also tells us that revision is best chunked into short manageable tasks. Doing 'little and often' is much more effective than cramming.

All of the activities suggested in this booklet are effective ways to revise. Talk to your teachers and tutor about the revision you are doing and ask them if you need any further support.

Remember you can access practice questions and more revision materials on the Showbie Revision Hub

Good luck with your revision!

Your TSA teachers.

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Where to find revision materials

1. **Knowledge organisers** contain the basic knowledge you need for each text. This is an important starting point for your revision.
2. **Revision Guides/cards**: you may have bought these from school. If you haven't, we recommend either CGP or York Notes guides. You can get these cheaply on Amazon.
3. **Showbie Revision hub**: practice question banks and model answers
4. **Your exercise books**: essays, handouts, worksheets, quote banks, context notes.
5. **Youtube tutorials**: E.g. Mr Bruff, CourseHero etc.
6. **BBC Bitesize**: Useful revision materials and little quizzes.
7. **Sparknotes** – type in what you want eg 'Sparknotes character analysis Romeo'
8. **AQA Or Edexcel website**: past papers, mark schemes, example answers (link below)



Showbie



Mr Bruff playlists



AQA past paper
search

Staying healthy during revision and exam preparation

Find a balance

The most important thing is to use your time wisely, and find a balance between revising and spending time doing the things you enjoy. Constantly revising without a break can make you feel emotionally and physically drained, so it's crucial that you take time to step back and do something that you enjoy.

Stay in touch with friends

Another thing that helps your mental health whilst revising is staying in regular contact with friends. Try using FaceTime/Zoom/Microsoft Teams to plan in group revision.

Be organised

Try creating a plan of what you need to do, or put each subject in order of what you need to revise first, to eliminate some of the stress that can cloud your mind. Being organised can help you approach your revision in a manageable way, and helps if you find yourself crumbling under stress.

Healthy Body, Healthy Mind

It is really important to look after yourself whilst revising and preparing for exams. Ensure you are eating regularly and healthily, drinking plenty of water, getting fresh air and lots of sleep.



1. Self-quizzing through flashcards

Revision cards are among the most popular revision resources. The idea is that you summarise some information on a single notecard. You can make your own online at www.getrevising.com.

You should self-test regularly in small chunks. This is the most effective way to make learning stick!

Five things to do with revision cards:

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

Write key names or terms on one side and a summary of what they wrote or the definition on the other side.

Write the advantages of something on one side and the disadvantages/opposites/criticisms on the other

Write about something in reasonable detail on one side then use the other to summarise key points as a short list (approx. 5)

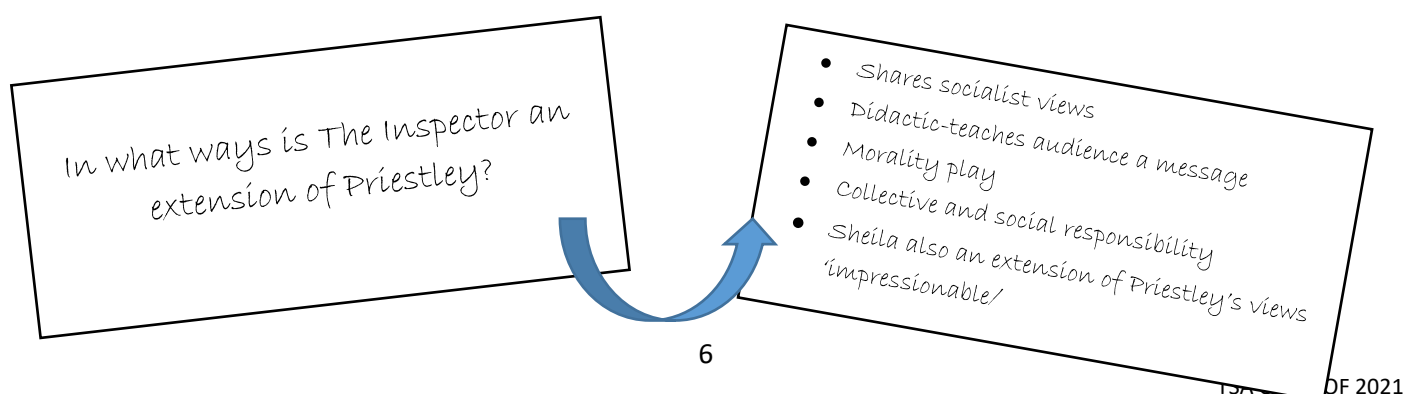
Write a key date/quotation/equation/definition on one side of the card and then a detailed explanation on the other. Mix up your self-quizzing by sometimes starting with the quotation and sometimes looking at the explanation.

Look/cover/write/check:

- LOOK at your notes. Read the information on the section you've chosen.
- COVER the information
- WRITE down what you remember!
- CHECK what you've written – did you miss anything out? Correct anything that's wrong and add anything you missed.

Quizzing

Create a 20 question quiz on the information you've learned during a revision session. On the back of the sheet, write down the answers. Go back to the quiz the next day and test yourself. Now leave a gap of a week and test yourself again. What did you remember? What did you forget? Create a new 'master quiz' each week with the questions from each topic that you forgot.



2. Ordering and sequencing with post-it notes

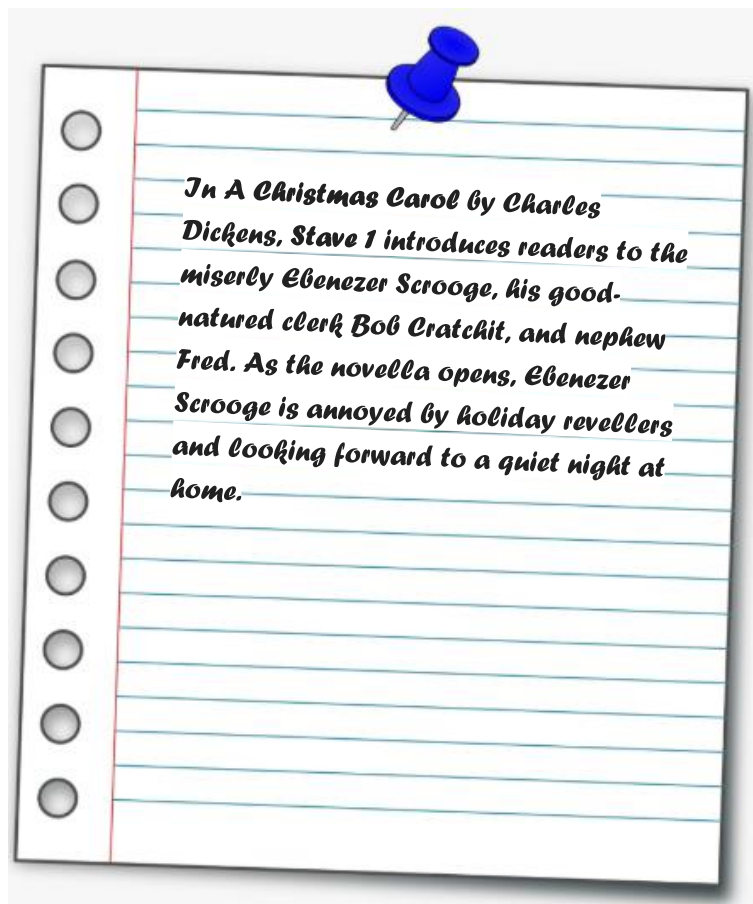
1. Using post-it notes or pieces of paper, write down facts/quotations/key facts related to a topic
2. Now move them around and order them chronologically
3. Then try reordering them into other categories like importance, impact etc.
4. Make links or connections between them in different colour pens for different categories.
5. Save paper by turning them into flashcards-add more detail to the back!



3. Bullet points and reducing text:

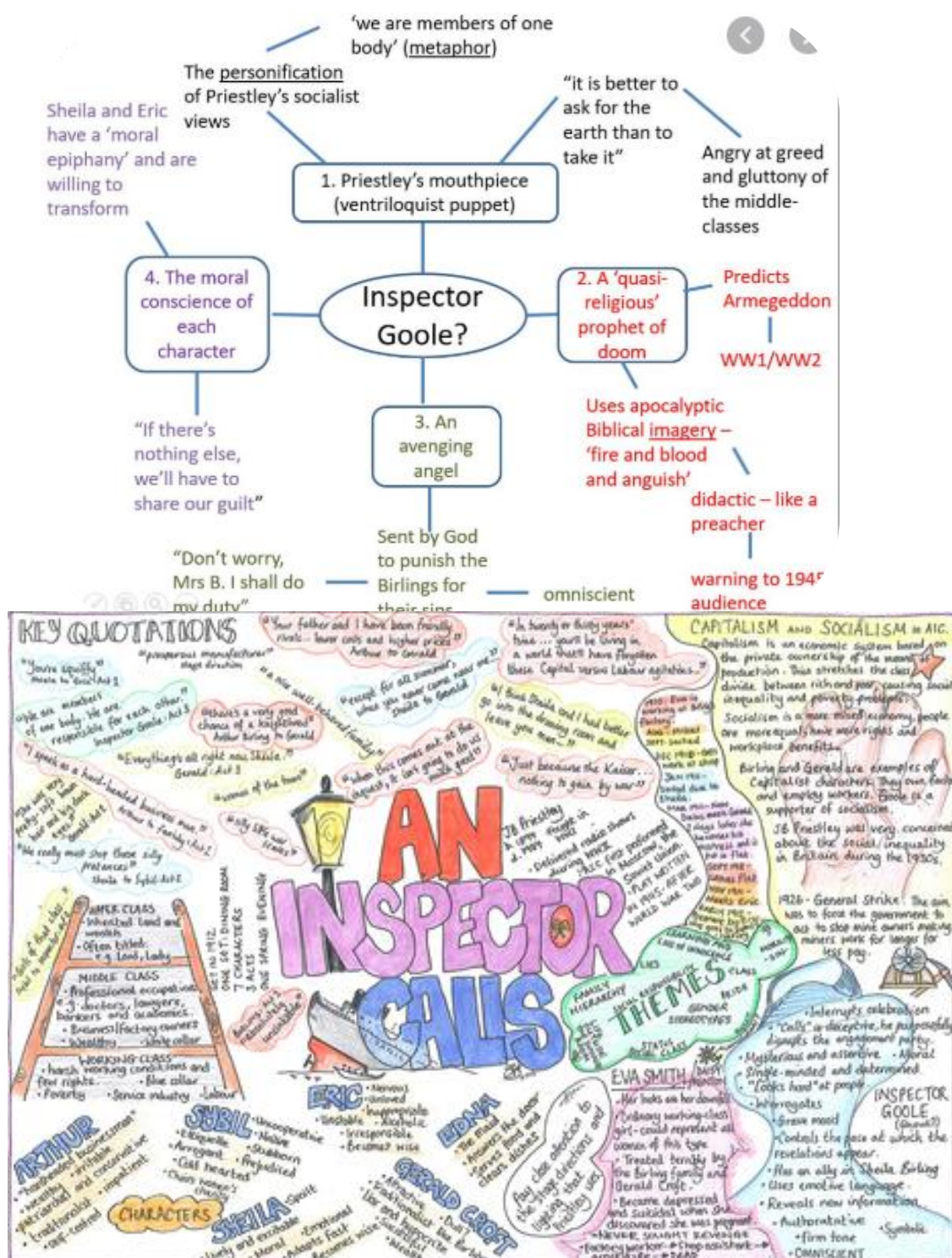
For each topic:

- Sum it up in a sentence- less than 20 words!
- What is the most important part and why?
- Break down complex information into bullet points. Then break it down further by **highlighting** the most important word in each line.



4. Mind Maps

1. Write down whatever you can remember first
2. Then use the knowledge organiser to add ideas
3. Look/cover/write/check!
4. Finally add some further notes by watching online videos/using your revision guide/exercise book

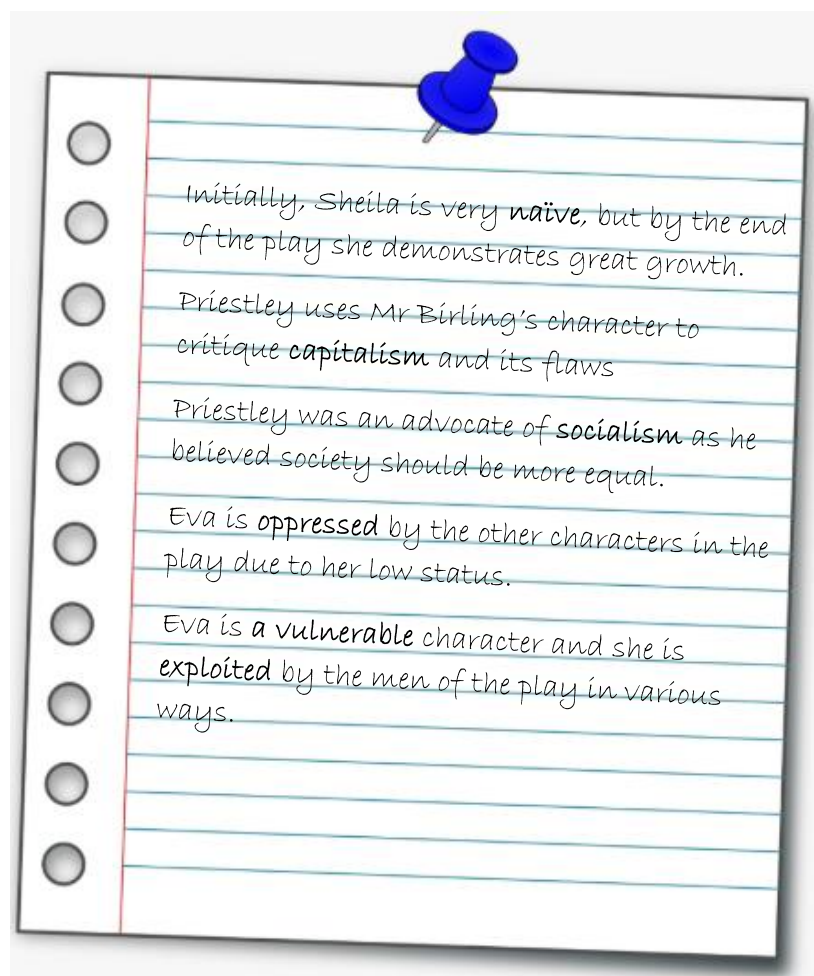


5. Vocabulary and key terminology tasks

Make vocabulary banks for each key topic....

1. Look it up and write down a definition for the word
2. Think of a synonym for that word (other words that mean the same thing)
3. Write the word in a sentence about the text.

Naïve
Capitalism
Socialism
Oppressed
Vulnerable
Exploited



Other vocabulary tasks

- Match up each key word with a theme or character in the play.
- Pair or group the key words into categories that make sense to you.
- Write a practice answer/practice introduction and **highlight** each key word you've used.

6. Make better notes using the Cornell method

Revision videos are a great way to revise, but you need to do more than just watch them. It's important you make notes and then test yourself on those notes. You can also use this method to summarise important pages in revision guides or when you're looking through class notes.

The Cornell Method is as follows:

Divide a piece of paper up as per below. Use the main 'Notes' section to make short notes whilst you watch the video. Write down the things you think are most important; be selective.

When you've finished watching, summarise what you've watched by bullet-pointing three key ideas from the video.

Now you need to fill in the final section: revision questions. Write yourself five questions that will test what you learnt in the video.

The diagram shows a template for the Cornell Method on a piece of lined paper. The template is divided into several sections:

- Top Section:** A large area at the top for the **TITLE** (written in red) and a small area for the **Date** (written in red).
- Left Margin:** A narrow vertical section on the left side, divided into two parts: **Keywords** (written in red) and **Questions** (written in red).
- Main Notes Section:** A large central area for taking notes, containing two bullet points: "• Main notes" and "• ideally, using abbreviations", followed by "• Key thoughts".
- Bottom Section:** A wide area at the bottom for the **SUMMARY** (written in blue).

Blue arrows point to each section with descriptive text:

- An arrow points to the **Keywords** section with the text: "Questions section. Fill this in last."
- An arrow points to the **Main Notes Section** with the text: "Main notes section."
- An arrow points to the **Bottom Section** with the text: "Summarise your learning here."

7. Answering Practice Questions

This is the most useful revision you can do, as it prepares you for the real thing. You can choose to write full answers, part answers or just plans. All are useful.

Access practice questions via the Showbie Revision Hub.



Please write clearly in block capitals.

Centre number Candidate number

Surname

Forename(s)

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 50.
- 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 writing 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.



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8700/2



Skill area	Tick/target
A clear thesis giving an answer to the question	
A link to the writer's intentions in the thesis	
Using the writer's name to show I understand the text is a construct by the writer	
Using more than one quotation to back up an interpretation/idea (PEZEZZ) This is further exemplified when...	
Links to context/writer's intentions <u>only when</u> relevant to my answer	
Detailed analysis of quotations (zooming in/identifying techniques/giving clear analysis of connotations/symbolism, etc)	
A thorough response – ideas explored in detail. At least two developed <u>paragraph</u> + thesis.	
Aiming High:	
Quotations/references integrated into paragraphs	
Most apt quotations chosen – short and snappy, showing I am ranging around the text	
Use of 'perhaps' to suggest alternative interpretations	
Perceptive, individual analysis of methods	
A concept/argument outlined in the thesis which is a thread running consistently through my essay	
A confident, assured written style	

Self-assess your practice answers

Use mark schemes and success criteria to self-assess your answers.

When you've finished, look back at your knowledge organiser, notes or book and think about what else could you have included that you didn't? Has writing an answer revealed any gaps in your knowledge you need to work on



8. Using modelled and exemplar answers

Another really useful revision activity is to look at other students' responses to past questions. Make sure you actively engage your brain by transforming the answer into something else:

- Deconstruct the answer and turn it into a plan or a mind map
- Create a vocabulary bank from the students' answers
- Annotate the response showing how it achieved the marks it did
- Choose one answer/paragraph to rewrite and improve

his 'win' as it seems his life has been taken away by his job, removed his previous life, removed his emotions and turned him into little more than a vessel for his job which he feels a duty to do. However 'Dulce' ends the poem with 'they do not care'. This could be interpreted as the leaders of war not caring about all the suffering they inflict, making his job of broadcasting it useless, and what has become his existence, pointless. It could also mean the readers in the UK, who have become so desensitised to images of violence they no longer care about it, again making his job useless. He has sacrificed himself for an indifferent world.

Owen similarly ends his poem with the futility of war. He writes 'But nothing happens'. This has been repeated throughout the poem showing the ongoing cycle of nothing happening. The soldiers signed up over a notion of fighting however, they were made to wait, exposed to horrific conditions to do nothing but hold meaningless ground. The word 'nothing' could be seen in multiple ways. Firstly, that war means nothing, that it is merely a game to people but one that causes a lot of suffering, even on the sidelines. It could also suggest that war has reduced the soldiers to nothing, empty shells of people. Furthermore it could imply that those soldiers mean nothing to the people in power, that they can destroy peoples lives over a patch of green land. Owen urges us to value human life.

Alternative interpretation

Alternative interpretation

Alternative interpretation

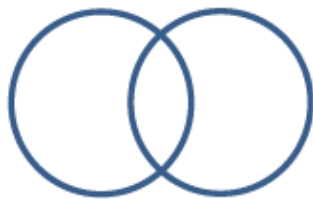
OWEN.

INTRODUCTION 120 words <ol style="list-style-type: none"> 1. General introductory statement 2. Thesis statement 3. Order of arguments 	Body paragraph 1 240 words <p>Topic sentence: There are many types of media which cannot be treated as all the same</p> <p>Supporting ideas: There are many types of TV programs - cannot assume they always have same effects - People use in many ways - Children use new platforms e.g. online (reference)</p>
Body paragraph 2 240 words <p>Topic sentence: Media can be actively used to achieve beneficial outcomes for children</p> <p>Supporting ideas: - Increasing range of TV tailored for children (reference) - Educational, builds social skills (reference) - Introduces diverse themes and topics</p>	Body paragraph 3 240 words <p>Topic sentence: Inappropriate use of media can result in many harmful effects.</p> <p>Supporting ideas: - Parents cannot always guard against content - Can create entitlement, peer pressure - Less contact with real people (reference)</p>
Body paragraph 4 240 words <p>Topic sentence: The amount and type of media, as well as the variety and quality of content are all-important</p> <p>Supporting ideas: - Studies find no harmful effects on average child, but over exposure to violence is harmful (reference) - Outcome can be positive when physical activity is also encouraged (reference)</p>	CONCLUSION 120 words <ol style="list-style-type: none"> 1. Restate thesis 2. General conclusions 3. Final concluding statement

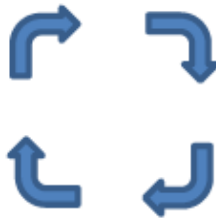
9. Using illustrations and diagrams

A great way to revise is to turn information into illustrations or diagrams. Diagrams help learning because they force you to transform information rather than just copying it. It makes your brain look at the information from a different angle which in turn helps you remember it.

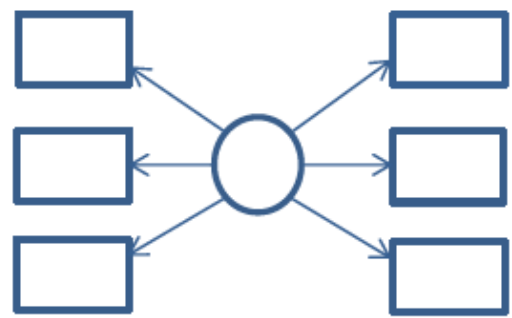
Here are four different types of diagram.



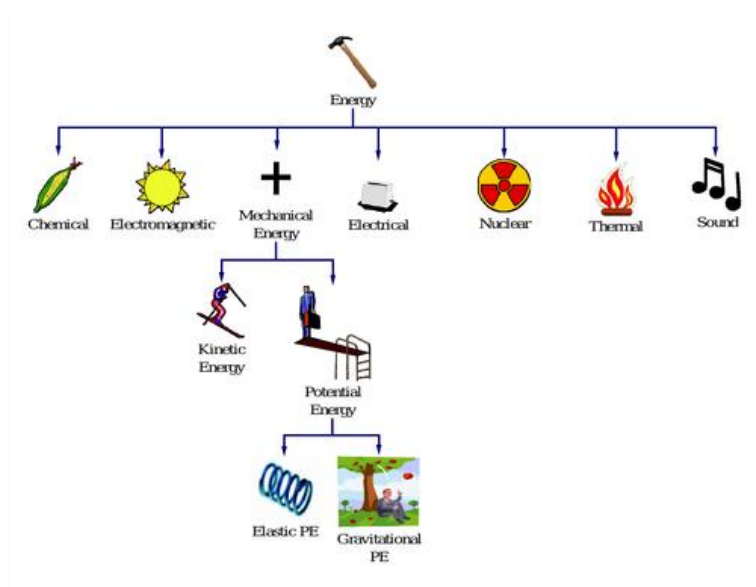
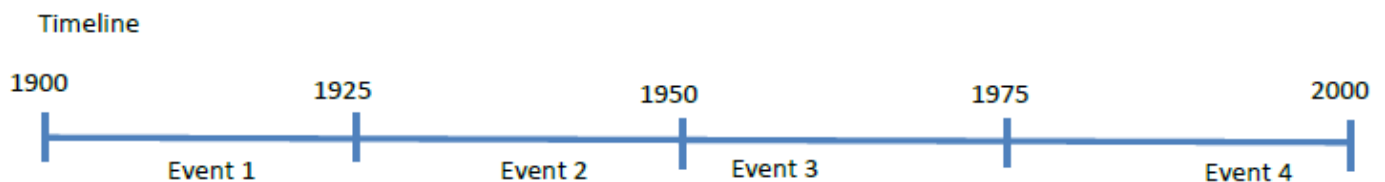
Venn Diagram



Flow Chart

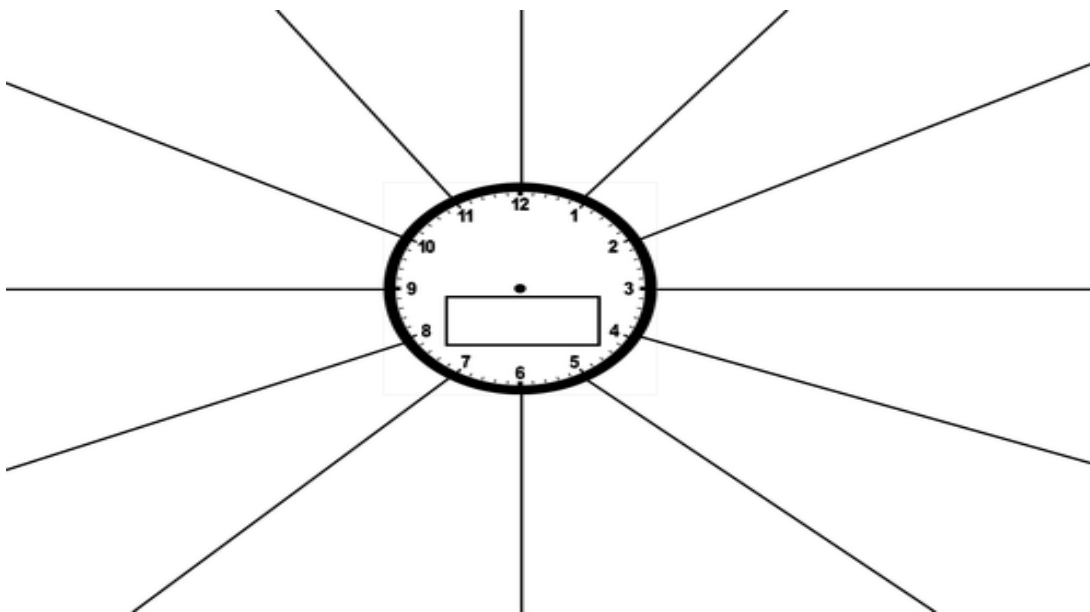


Spider Diagram



10. Revision clocks

Revision clocks are an excellent way of dedicating an hour to a subject or topic. Quite simply, each 5-minute section has a specific focus where you 'brain dump' all you know into that segment. Mix it up by adding images, diagrams, quotations etc. If there's a section that you struggle with, that should be your priority for further revision.



Getting organised: Revision topic lists

SUBJECT:

Revision Topic List

[Areas to Prioritise]

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[Areas to Revisit]

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[Confident Topics]

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[Confident Topics]

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☐ ☐

To Do List

☐ ☐

☐ ☐

Getting organised: manage your time with a revision timetable

Revision Timetable

Create your own revision timetable. You could use colour to identify individual subjects. Remember to plan for sensible breaks, drink lots of water and have healthy snacks to hand.

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Subject	Sessions per week
9am									
10am									
11am									
12pm									
1pm									
2pm									
3pm									
4pm									
5pm									
6pm									
7pm									
8pm									

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