

Key Stage 4 Revision Guide & Checklists

Top Tips for Successful Revision

REVISING ISN'T SOMETHING THAT SHOULD BE CHALLENGING OR DIFFICULT AT ALL.

WHAT REVISING IS, UNFORTUNATELY, IS TIME CONSUMING. IT TAKES A WHILE.

THAT'S WHY YOU MIGHT LIKE TO START EARLY (NOTHING TO DO ON A SUNDAY?)...

This booklet aims to outline specific examples of best practice in revision to support you to achieve outstanding grades in exams.

Introduction

Students
how to
revise

Some useful
resources

Parents how
you can help

Revision
timetable

Summer
exam
schedule

Mental
health and
wellbeing

You don't need us to tell you how important the following weeks are in terms of preparing for your GCSEs. This booklet aims to help guide you through that process, with reminders about effective revision techniques, an overview of what you need to revise for each of your subjects and some pointers about how to look after yourselves throughout the next few months.

We want to see you all achieve your full potential in the summer. You can do this with:

- ✓ A clear revision schedule (samples later on in the booklet)
- ✓ Identification of key areas for improvement and concentration on these areas in revision;
- ✓ Hard work, determination and sustained effort;
- ✓ Support from family, peers and staff;
- ✓ A sensible and good balance between work and relaxation.

If you have any concerns or questions, please either speak to your form tutor, subject teacher or Mr Khalil.

Curriculum Areas

English
Language

English
Literature

Maths

Science

French

Geography

History

Business
Studies

Art

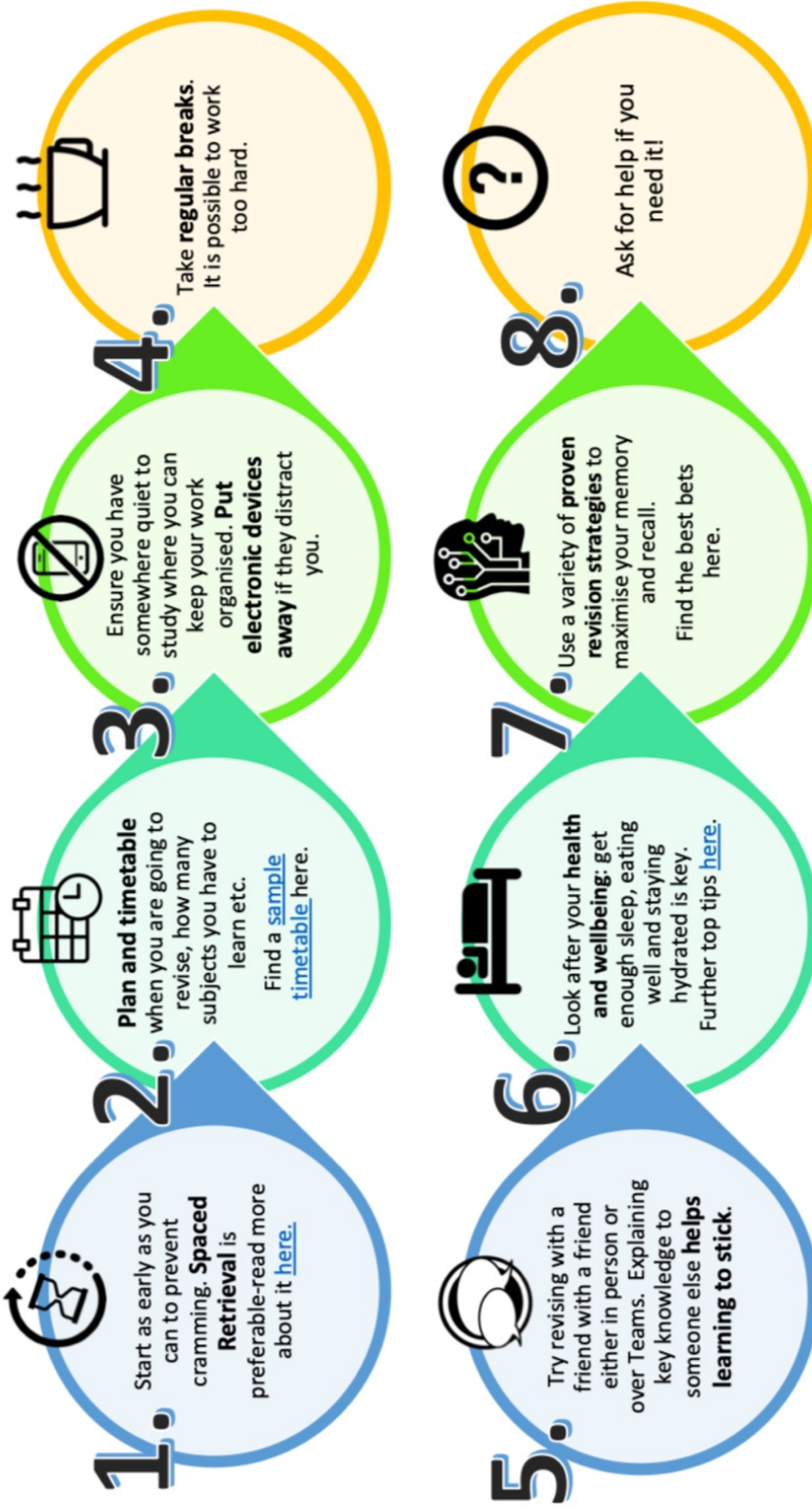
Engineering

Health &
Social Care

BTEC Sport

BTEC DIT

Healthy & Effective Revision



SPECIFIC REVISION STRATEGIES

Get active Get creative

Don't just read the text over and over. That'll never work. Let your brain play with the material, in as many ways as you can. Make notes, figure out the key points and how they link together. Drawing a spider diagram, mind map or using a graphic organiser can help to clarify how everything connects. Boil those endless paragraphs into nuggets of information. This will help you to understand the subject in a deeper way than by just reading it.

Use Flashcards

Note down the 'powerful knowledge' on one side of the card. Write questions regarding the knowledge on the other. Test yourself, test others, get others to test you.

Test Yourself!

Create ways of testing your knowledge as you go along. This forces your brain to practise retrieving the information from its memory banks. If you're sitting exams, get your hands on as many past papers as possible, so that you can put your new knowledge to the crucial test – do you know enough to convince an examiner?

Explain it to someone else

If you can explain a concept to someone else and field any follow-up questions they have, then you'll know you've understood it. This also prompts your brain to work with the material in a new way, which will help to lodge it in your long-term memory. And if your friend asks you a question you can't answer, how great to find that out before the exam...

Rehearse It

Your brain has a massive memory bank, but unlike a computer, it needs you to go over new information several times for it to really sink in. Creating a new memory involves a new pathway being laid down between brain cells, but this pathway will disappear unless it's strengthened by being thought back over many times. Look back over what you've learned at the end of every study session to consolidate the memory. And have another quick look the next day, week, and month. Otherwise all your hard study will slip through your neurons like water through a sieve...

SPECIFIC REVISION STRATEGIES

Some useful resources:

[Century - Online Revision](#)

[BBC Bitesize](#)

[AQA](#)

[Edexcel Online](#)

[OCR](#)

Revision guides and flashcards-you've been given the opportunity to purchase these. Make sure you're making good use of them

Showbie-remember your teachers are uploading a range of revision resources onto Showbie for your use.

SPECIFIC REVISION STRATEGIES

Help your child understand the big reason for doing their studies. If they know the big reason it can be very motivating and can help to create good habits. e.g.

"You are doing exams to help you get to the career you want or the University or College course that you want to do." "You are doing maths to help you in later life when you need to do use it in everyday tasks like business accounts or online banking". "These are all things I've had to do at work."

Help them find out what works best for them – what keeps them motivated and engaged? Try different strategies. You'll find a combination that works.

Encourage them to talk to their positive friends, the friends that'll keep them going and on task. A good positive chat is so helpful.

There is merit in team or paired revision-sometimes! Quizzing is a brilliant way of recalling powerful knowledge, little and often. You can help your child by quizzing with them too.

Revision, rest and recreation all go together. Twenty minutes focused study followed by a five-minute break is better than 1 hour staring into space. Find the best timings to suit their brains. Use kitchen timers or countdown apps to time their study times.

Have plenty of snacks and drinks for them to keep energy levels up. Try to give them a quiet space to work, away from distractions.

The best revision is the revision that was started weeks or months ago, the next best is the one that is started now.

We all have 86,400 seconds a day, no matter who we are. It's all about how we use that time in the run up to exams.

Sample Timetable

| TARGETS: what I want to achieve this week | | |
|---|---|-------------|
| Subject | Target | Deadline |
| English | Learn literature essay structure/flashcards for Macbeth quotes. | Mon 16th |
| Maths | Properties of number/Corbett Maths | Tues 17th |
| Biology | Prep for unit 4 knowledge check/practice questions. | Wed 18th |
| French | Create a mind map for House and Home topic, including past participle revision. | Friday 20th |
| Art | Update portfolio | ongoing |

| Timing | Mon | Tues | Wed | Thurs | Fri | Sat | Sun |
|---------|---------------------------------|---------------------------|-------------------------------------|------------------------------------|--|-----------------------------|---------------------------|
| 9 - 10 | | | | | | Macbeth themes | football |
| 10 - 11 | | | | | | Macbeth themes | football |
| 11 - 12 | | | | | | Macbeth themes | Maths overview of week |
| 12 - 1 | | | | | | Football | Maths overview of week |
| 1 - 2 | | | | | | Football | Maths revise week's notes |
| 2 - 3 | | | | | | Science revise week's notes | Maths revise week's notes |
| 3 - 4 | | | | | | Science revise week's notes | |
| 4 - 5 | Macbeth-themes | Cell biology | Geog-the living world | Business-what is entrepreneurship? | History-medicine | | |
| 5 - 6 | Maths-Properties of number | Physics-forces | Macbeth-themes linked to characters | Biology-Cell biology, infection. | Geog-the living world | | |
| 6 - 7 | French-free time/cinema reading | Maths-Fraction arithmetic | Chem-the periodic table | Chemistry-the periodic table | Macbeth-themes linked to plot and characters | | |

Blank Timetable

| TARGETS: what I want to achieve this week | | |
|---|--------|----------|
| Subject | Target | Deadline |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

| Timing | Mon | Tues | Wed | Thurs | Fri | Sat | Sun |
|---------|-----|------|-----|-------|-----|-----|-----|
| 9 - 10 | | | | | | | |
| 10 - 11 | | | | | | | |
| 11 - 12 | | | | | | | |
| 12 - 1 | | | | | | | |
| 1 - 2 | | | | | | | |
| 2 - 3 | | | | | | | |
| 3 - 4 | | | | | | | |
| 4 - 5 | | | | | | | |
| 5 - 6 | | | | | | | |
| 6 - 7 | | | | | | | |
| 7 - 8 | | | | | | | |

Exam Timetable 2023

| May 2023 | | | | | | |
|--------------------------------------|--|--|------------------------------------|--|----------|--------|
| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| Engineering 9am – 10am | Biology P1 9am – 10.15am | English Lit P1 9am – 10.45am | History P1 9am – 10am | Maths P1 9am – 10.30am | | |
| | | | Business P1 1.15pm – 3pm | Health & Social Care 1.15pm – 3.15pm | | |
| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| Chemistry P1 9am – 10.15am | French Listening Foundation 9am – 9.35am | English Lit P2 9am – 11.15am | Physics P1 9am – 10.15am | | | |
| | French Listening Higher 9am – 9.45am | | | | | |
| Geography 1.15pm – 2.45pm | French Reading Foundation 1.15pm – 2pm | | Sports 1.15pm – 2.45pm | | | |
| | French Reading Higher 1.15pm – 2.15pm | | | | | |
| | BTEC DIT 1.15pm – 2.45pm | | | | | |

Exam Timetable 2023

| June 2023 | | | | | | |
|---|-------------------------------|-------------------------------|--------------------------------|---------------------------------------|----------|--------|
| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| English Lang P1 9am – 10.45am | | Maths P2 9am – 10.30am | | Geography P2 9am – 10.30am | | |
| French Writing Foundation 1.15pm – 2.15pm | | History P2 1.15pm – 3pm | | Biology 1pm – 2.15pm | | |
| French Writing Higher 1.15pm – 2.30pm | | | | | | |
| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| English Lang P2 9am - 10.45am | Chemistry 9am – 10.15am | Maths P3 9am – 10.30am | History P3 9am – 10.45am | Physics 9am – 10.15am | | |
| Business P2 1.15pm – 3pm | | | | Geography P3 1.15pm – 2.30pm | | |
| Japanese Reading and Writing 1.15pm | | | | | | |
| Monday | | | | | | |
| 19 | | | | | | |
| Japanese Writing 9am – 10.15am | | | | | | |
| | | | | | | |

Exam Timetable 2023

Many young people experience feelings of anxiety in the lead up to and during the exam period. This is perfectly normal. However, there might be times when you feel that your feelings of anxiety are taking over or becoming a blocker for your studies. It's really important that you share these feelings with a trusted adult and ask for support if you need it.

Young Minds has a great range of support available on their website:

<https://www.youngminds.org.uk/young-person/coping-with-life/exam-stress/>

<https://www.mind.org.uk/for-young-people/feelings-and-experiences/exam-stress/>

<https://www.studentminds.org.uk/examstress.html>



Stressed over exams?

On Kooth you can

- Chat to our friendly counsellors
- Read articles written by young people
- Get support from the Kooth community
- Write in a daily journal

kooth

Curriculum Areas

ENGLISH LANGUAGE

You will sit two papers for English Language: **Language Paper 1 (Fiction)** and **Language Paper 2 (non-fiction)**. You have knowledge organisers for both exams in your books. Use these to plan your revision in terms of your strengths and areas for development. Remember to use your mock papers too.

ENGLISH LITERATURE

You will sit two papers for English Literature: **Paper 1 (Macbeth and A Christmas Carol)** and **Paper 2 (An Inspector Calls, Power and Conflict Poetry and Unseen Poetry)**. Again, you have knowledge organisers for all of these areas and valuable notes in your exercise books. Use these and your mock papers to plan your revision.

Key Dates

17th May English Literature Paper 1
(Macbeth and A Christmas Carol)
24th May English Lit Paper 2 (AIC/P&C
poetry/Unseen poetry)
5th June English Language Paper 1
12th June English Language Paper 2

Weds 29th March

Macbeth

Character focus – Banquo *for each character you need to know: what they do in the play; what they represent; three key quotes from throughout the play; what Shakespeare wants the audience to learn from them.

Fri 7th April

English Lang P2 Q5

Revise the structure of an argument. List discourse markers and connecting phrases.

Plan an answer to this question: 'Social media is dangerous and is a negative influence on children today.' Write a speech for your school assembly in which you give your opinion on this statement.

Thurs 30th March

Macbeth

Character focus – The witches *for each character you need to know: what they do in the play; what they represent; three key quotes from throughout the play; what Shakespeare wants the audience to learn from them.

Mon 10th April

P&C Poetry

*for each poem you need to know: poet's message about power or conflict; three key quotes; two poems you could compare it to and why!

Today = Remains

Write down everything you can remember. Look on bitesize. Make notes. Choose three key quotes – explode them. Two poems you would compare it to and why.

Fri 31st March

Go to bitesize and answer the Macbeth question: [Macbeth - Sample exam question - Sample exam question - AQA - GCSE English Literature Revision - AQA - BBC Bitesize](#)

Tues 11th April

P&C Poetry

*for each poem you need to know: poet's message about power or conflict; three key quotes; two poems you could compare it to and why!

Today = War Photographer

Write down everything you can remember. Look on bitesize. Make notes. Choose three key quotes – explode them. Two poems you would compare it to and why.

Curriculum Areas

| | |
|---|---|
| <p>Mon 3rd April</p> <p><u>English Lang P2 Q2</u></p> <p>What does summarise mean? What are the sentence starters you need to structure your answer? How many paragraphs?</p> | <p>Weds 12th April</p> <p><u>P&C Poetry</u></p> <p>*for each poem you need to know: poet's message about power or conflict; three key quotes; two poems you could compare it to and why!</p> <p>Today = Kamikaze</p> <p>Write down everything you can remember. Look on bitesize. Make notes. Choose three key quotes – explode them. Two poems you would compare it to and why.</p> |
| <p>Tues 4th April</p> <p><u>English Lang P2 Q3</u></p> <p>Language analysis. How much do you need to write? What goes into an analytical paragraph. Read an example. Highlight the quote/method/analysis etc sections.</p> | <p>Thurs 13th April</p> <p><u>Poetry comparison</u></p> <p>Choose two poems from P&C and write two comparative paragraphs. Compare the thoughts and ideas/themes within the poems – Poet's message!</p> |
| <p>Weds 5th April</p> <p><u>English Lang P2 Q4</u></p> <p>What do you need to compare? How much do you need to write? Look on bitesize at the sample paper and write an answer or part of an answer.</p> | <p>Fri 14th April</p> <p>Create an AIC spider diagram – write down each of the characters and everything you can remember about them. Quotes, what they do, what they represent.</p> |
| <p>Thurs 6th April</p> <p>English Lang P2 Q5</p> <p>Revise persuasive devices. Write a list of as many as you can remember. Then write an example of each. How much should you write for Q5? Remind yourself of the mark scheme.</p> | <p>Mon 17th April</p> <p>Eng Lang P1 – Section A</p> <p>Mind map what you need to do for each question in Section A – what skill is being tested? How long should you spend on it? What strategies do you know?</p> |
| <p>Tues 18th April</p> <p><u>Eng Lang P1 - Section B</u></p> <p>Find the notes you made for two narratives from Fri 21st Jan. Write up one of those narratives in 45 minutes.</p> | <p>Thurs 27th April</p> <p><u>Unseen Poetry</u></p> <p>Steps to approaching the first question/ how much to write/read an example</p> |
| <p>Weds 19th April</p> <p><u>Eng Lang P1 Section A</u></p> <p>Using the booklet or an example from your teacher or internet. Complete a Paper 1 Section A in one hour.</p> | <p>Fri 28th April</p> <p><u>Unseen Poetry</u></p> <p>Comparing poems *Also V useful for P&C poems! Comparative connectives, read an example, write your own.</p> |

Curriculum Areas

Thurs 20th April

P&C Poetry

*for each poem you need to know: poet's message about power or conflict; three key quotes; two poems you could compare it to and why!

Today = Exposure

Write down everything you can remember. Look on bitesize. Make notes. Choose three key quotes – explode them. Two poems you would compare it to and why.

Mon 1st May

ACC

Character focus – Scrooge *for each character you need to know: what they do in the novel; what they represent in wider society; three key quotes from throughout the novel; what Dickens wants the audience to learn from them.

Fri 21st April

P&C Poetry

*for each poem you need to know: poet's message about power or conflict; three key quotes; two poems you could compare it to and why!

Today = Poppies

Write down everything you can remember. Look on bitesize. Make notes. Choose three key quotes – explode them. Two poems you would compare it to and why.

Tues 2nd May

ACC

Character focus – Bob Cratchit *for each character you need to know: what they do in the novel; what they represent in wider society; three key quotes from throughout the novel; what Dickens wants the audience to learn from them.

Mon 24th April

P&C Poetry

*for each poem you need to know: poet's message about power or conflict; three key quotes; two poems you could compare it to and why!

Today = Storm on the Island

Write down everything you can remember. Look on bitesize. Make notes. Choose three key quotes – explode them. Two poems you would compare it to and why.

Weds 3rd May

ACC

Character focus – The Ghosts *for each character you need to know: what they do in the novel; what they represent in wider society; three key quotes from throughout the novel; what Dickens wants the audience to learn from them.

Tues 25th April

P&C Poetry

*for each poem you need to know: poet's message about power or conflict; three key quotes; two poems you could compare it to and why!

Today = The Prelude

Write down everything you can remember. Look on bitesize. Make notes. Choose three key quotes – explode them. Two poems you would compare it to and why.

Thurs 4th May

ACC

Theme focus – Poverty *for each theme you need to know: where is it seen in the novel; three key quotes linked to theme; what Dickens' message is about that theme.

Curriculum Areas

| | |
|--|---|
| <p>Weds 26th April</p> <p><u>Poetry comparison</u></p> <p>Choose two poems from P&C and write two comparative paragraphs. Compare the thoughts and ideas/themes within the poems – Poet’s message!</p> | <p>Fri 5th May</p> <p><u>ACC</u></p> <p>Theme focus – Class *for each theme you need to know: where is it seen in the novel; three key quotes linked to theme; what Dickens’ message is about that theme.</p> |
| <p>Mon 8th May</p> <p><u>ACC</u> Theme focus –Redemption/forgiveness *for each theme you need to know: where is it seen in the novel; three key quotes linked to theme; what Dickens’ message is about that theme.</p> | <p>Tues 9th May</p> <p><u>AIC</u></p> <p>Theme focus – Class differences *for each theme you need to know: where is it seen in the play; three key quotes linked to theme; what Priestley’s message is about that theme.</p> |
| <p>Weds 10th May</p> <p><u>AIC</u></p> <p>Theme focus – Political ideologies (Capitalism/Socialism/Patriachal)*for each theme you need to know: where is it seen in the play; three key quotes linked to theme; what Priestley’s message is about that theme.</p> | <p>Thurs 11th May</p> <p><u>AIC</u></p> <p>Theme focus – Gender *for each theme you need to know: where is it seen in the play; three key quotes linked to theme; what Priestley’s message is about that theme.</p> |
| <p>Fri 12th May</p> <p><u>AIC</u></p> <p>Theme focus – Poverty *for each theme you need to know: where is it seen in the play; three key quotes linked to theme; what Priestley’s message is about that theme.</p> | |

Curriculum Areas - Maths

Higher Papers

| Dates | Paper 1 | Paper 2 | Paper 3 |
|------------------------|--|--|--|
| 13 th March | June 2017 MS ANS | June 2017 MS ANS | June 2017 MS ANS |
| 20 th March | Nov 2017 MS ANS | Nov 2017 MS ANS | Nov 2017 MS ANS |
| 27 th March | June 2018 MS ANS | June 2018 MS ANS | June 2018 MS ANS |
| 3 rd April | Nov 2018 MS ANS | Nov 2018 MS ANS | Nov 2018 MS ANS |
| 10 th April | June 2019 MS ANS | June 2019 MS ANS | June 2019 MS ANS |
| 17 th April | Nov 2019 MS ANS | Nov 2019 MS ANS | Nov 2019 MS ANS |
| 24 th April | June 2020 MS ANS | June 2020 MS ANS | June 2020 MS ANS |
| 1 st May | Nov 2021 MS ANS | Nov 2021 MS ANS | Nov 2021 MS ANS |
| 8 th May | Specimen 1 MS ANS | Specimen 1 MS ANS | Specimen 1 MS ANS |
| 15 th May | Specimen 2 MS ANS | Specimen 2 MS ANS | Specimen 2 MS ANS |
| 22 nd May | Practice Set 1 MS | Practice Set 1 MS | Practice Set 1 MS |
| 29 th May | Practice Set 2 MS | Practice Set 2 MS | Practice Set 2 MS |
| 5 th June | Practice Set 3 MS | Practice Set 3 MS | Practice Set 3 MS |
| 12 th June | Practice Set 4 MS | Practice Set 4 MS | Practice Set 4 MS |

[More Exam Papers including “Aiming for a 7” and “Aiming for a 9” papers](#)

Curriculum Areas - Maths

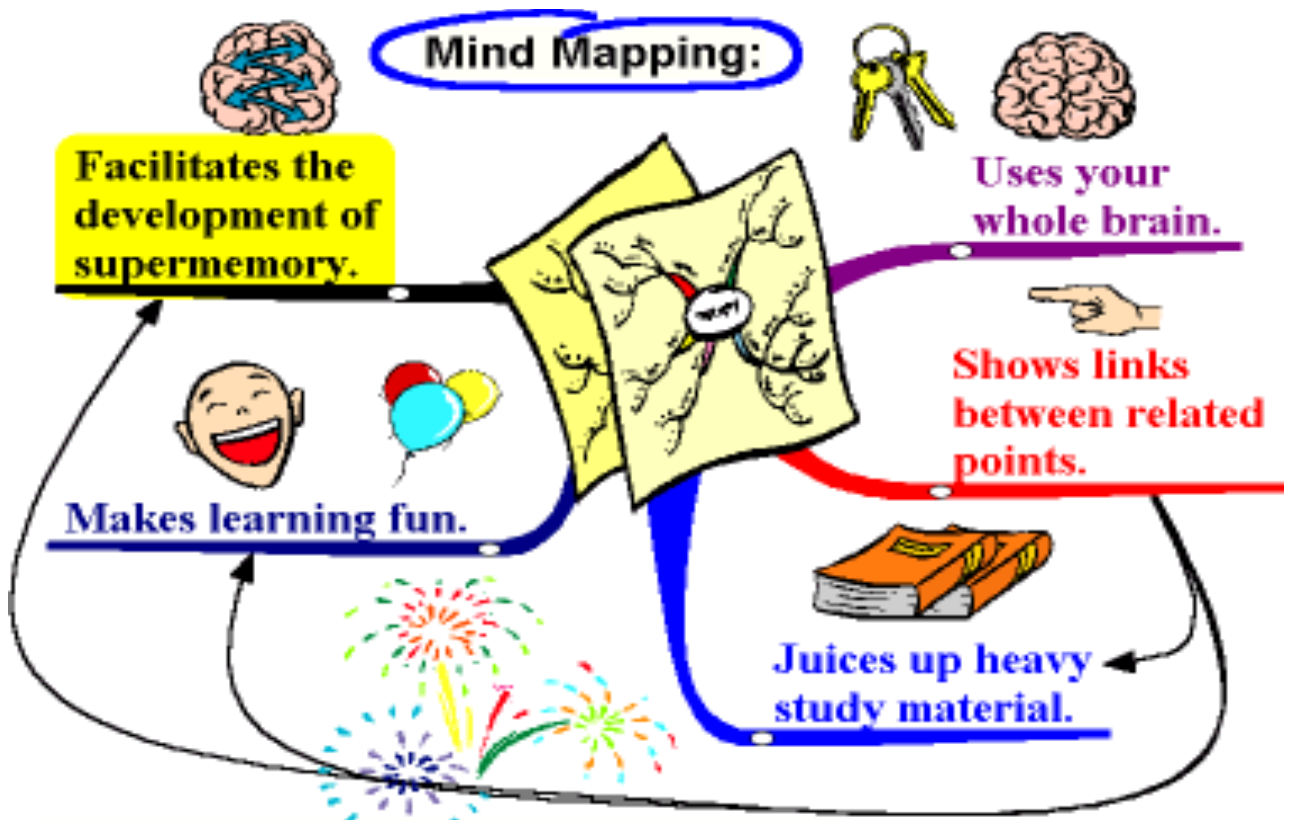
Foundation Papers

| Dates | Paper 1 | Paper 2 | Paper 3 |
|-------------|--|--|--|
| 13 March 23 | June 2017 MS Model Walkthrough | June 2017 MS Model Walkthrough | June 2017 MS Model Walkthrough |
| 20 March 23 | Nov 2017 MS Model Walkthrough | Nov 2017 MS Model Walkthrough | Nov 2017 MS Model Walkthrough |
| 27 March 23 | June 2018 MS Model Walkthrough | June 2018 MS Model Walkthrough | June 2018 MS Model Walkthrough |
| 3 April 23 | Nov 2018 MS Model Walkthrough | Nov 2018 MS Model Walkthrough | Nov 2018 MS Model Walkthrough |
| 10 April 23 | June 2019 MS Model Walkthrough | June 2019 MS Model Walkthrough | June 2019 MS Model Walkthrough |
| 17 April 23 | Nov 2019 MS Model Walkthrough | Nov 2019 MS Model Walkthrough | Nov 2019 MS Model Walkthrough |
| 24 April 23 | June 2020 MS Model Walkthrough | June 2020 MS Model Walkthrough | June 2020 MS Model Walkthrough |
| 1 May 23 | Nov 2021 MS Model Walkthrough | Nov 2021 MS Model Walkthrough | Nov 2021 MS Model Walkthrough |
| 8 May 23 | Spec Set 1 MS Model Walkthrough | Spec Set 1 MS Model Walkthrough | Spec Set 1 MS Model Walkthrough |
| 15 May 23 | Spec Set 2 MS Model Walkthrough | Spec Set 2 MS Model Walkthrough | Spec Set 2 MS Model Walkthrough |
| 22 May 23 | | Sample 1 MS | Sample 1 MS |

Mind-mapping

This is a very **effective** way of representing **large amounts of information** in an attractive, easily-remembered way. You may have used 'spider diagrams' – which are very similar.

- Use a large piece of paper turned **landscape**
- In the centre write a **name of the topic** that you are going to revise – and add a simple illustration if you wish
- Now draw lines like branches (coming out from the centre) to represent the **main areas** of the topic. Each of these can be illustrated or could be in different colour – or a different type face
- In turn, each of these could **sub-divide** into several more sections. Continue adding more branches until all the main information is on the mind map
- Finish your mind map: include diagrams, names (and pictures) of important people, dates, places, etc. If it gets too crowded, you could create a separate mind map for that particular section



Case studies

Case studies guarantee you WILL have questions which will require detailed answers to show your understanding.

Case studies help to bring a theory to life; they illustrate **key points, key messages** and how things are done in practice, but there is a lot of detail to remember so to break this down into manageable chunks. A case study card can be used, for example:

| | | | |
|--|-------------------|--|------------|
| Case Study: | | | |
| Topic: | | | |
| Section Of Syllabus: | | | |
| Location: | Town/City/Region: | Country: | Continent: |
| What? When Facts And Figures: | | What were the causes? | |
| What were the effects? | | How can the changes be managed or solved? By whom? What are the options for the future? | |
| Key Words: | | | |

| | |
|---|---------------------------|
| Book: | |
| Author: | |
| Date: | Genre: |
| Main Characters and Relationships: | Synopsis: |
| Key Chapter Plot: | Author Techniques: |
| Key Quotes: | |

Try making case study snap cards or dominoes.

Reduced notes

Read your notes, identify the key points and write a summary. Then read your summary and summarise again.

Underwater Cameras

Regular cameras obviously will not function underwater unless specially protected. Though housings are available for waterproofing 35 mm and roll-film cameras, a few special models are amphibious -they can be used above or below the water. Most of these cameras are snapshot models, but one, Nikonos, is a true 35 mm system camera. Though lenses and film must be changed on the surface, the camera will otherwise function normally at depths down to 70 mm. Four lenses are available : two of these , which have focal lengths of 90 mm and 35 mm, will function in air and water; the other two of these, which have focal lengths of 90 mm and 35 mm, will function in air and water; the other two, the 28 and 15 mm lenses, work only under water. Lenses are also available from other manufacturers.

Underwater Cameras

1. Regular Cameras

special housing necessary

2. Amphibious

a) snapshot models

b) Nikonos (35 mm)

Lenses

i) air & water 35 mm

90 mm

ii) only under water 28 mm

15 mm

Source: Freeman, M 1994, *The encyclopaedia of practical photography*, Quarto Books, London, p. 283

Reduce, reduce, reduce

- Make notes from original notes
- Make notes from notes etc
- Each time, make notes on smaller piece of paper
- Emphasis on the process of summarising the information, rather than the notes themselves
- Reduce to main points

Not enough to make notes and leave (repeat, repeat, repeat) - making notes does not mean copying out the book

- Reduce topic to a tweet!



Spaced learning

After a one hour memorising session:

10 minutes later revise the topic for 10 minutes 1 day

later revise the topic for 5 minutes

1 week later revise the topic for 2-5 minutes 1 month

later revise the topic for 2-5 minutes

Before exams revise the topic as required.

Each time knowledge is reinforced; it enters deeper into the long-term memory and becomes more stable.

