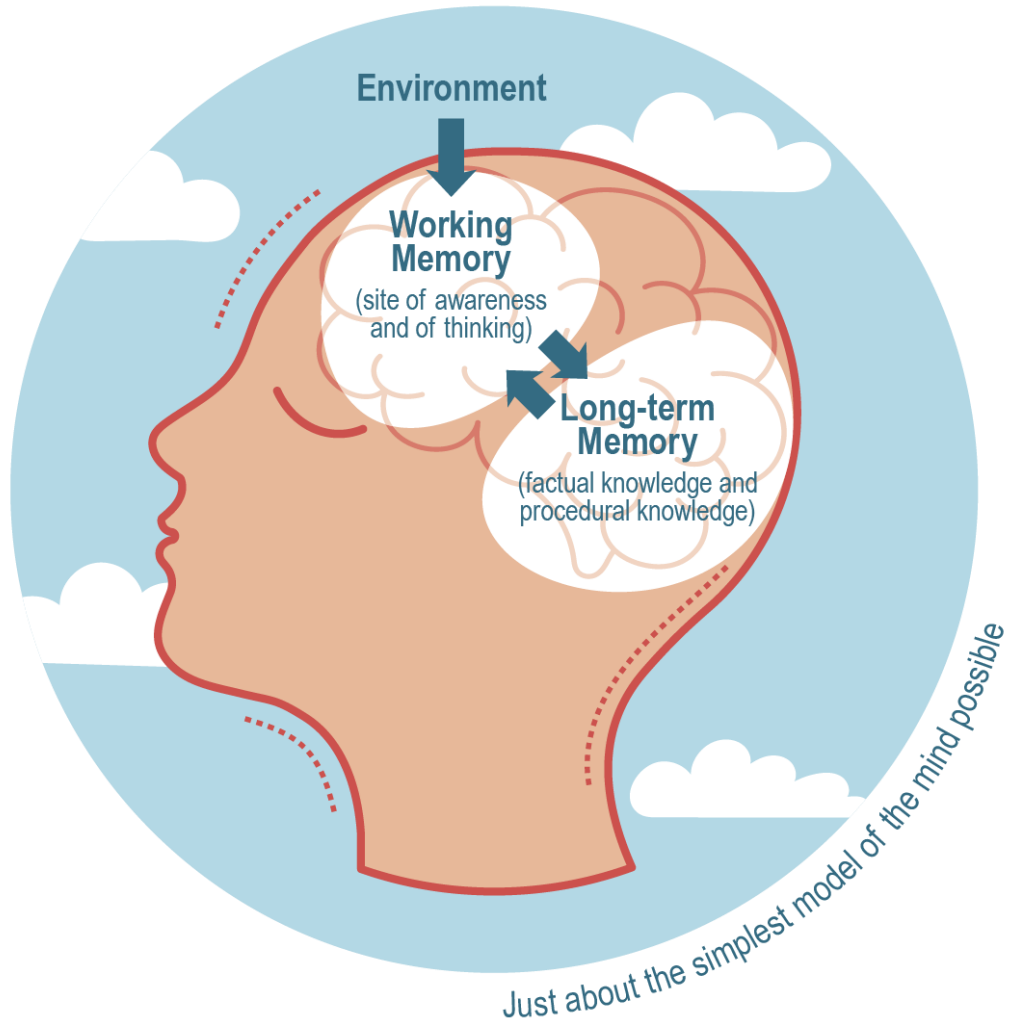


Revision Techniques



What is learning?



- Learning is a change in the long-term memory.
- If nothing has changed, nothing has been learned.

Initial revision hints

- **Start now**
- **Do lots of practice exam papers** - this is especially important as you get close to the exams
- **Don't just read your notes** - you have to write stuff down
- **Don't just write stuff down!** - you have to check that you can recall this from memory – days later as well as minutes later!
- **Take short (non-distracting) breaks** - every 40 minutes to an hour, not every 10 minutes!
- **Don't prioritise neatness over productivity when making notes**
- **Make use of the internet and revision apps....**

Initial revision hints

Get hold of online revision apps

Quizlet



memrise

Grow your mind

GetRevising
learn together



iMindMap
www.ThinkBuzan.com

Initial revision hints

Use YouTube tutorials

Every Science topic covered

Classification

- Describe how organisms are classified based on their characteristics.
- Describe the three domain classification system.
- Use an evolutionary tree to describe the relationships between organisms.



GCSE MATHS TUTOR

**THE WHOLE GCSE
IN 2 HOURS!**

CROSSOVER

EVERYTHING YOU NEED TO
SECURE A GRADE 5 IN YOUR GCSE



2:29:58
Maths Tutor



Step 1: Topic Review

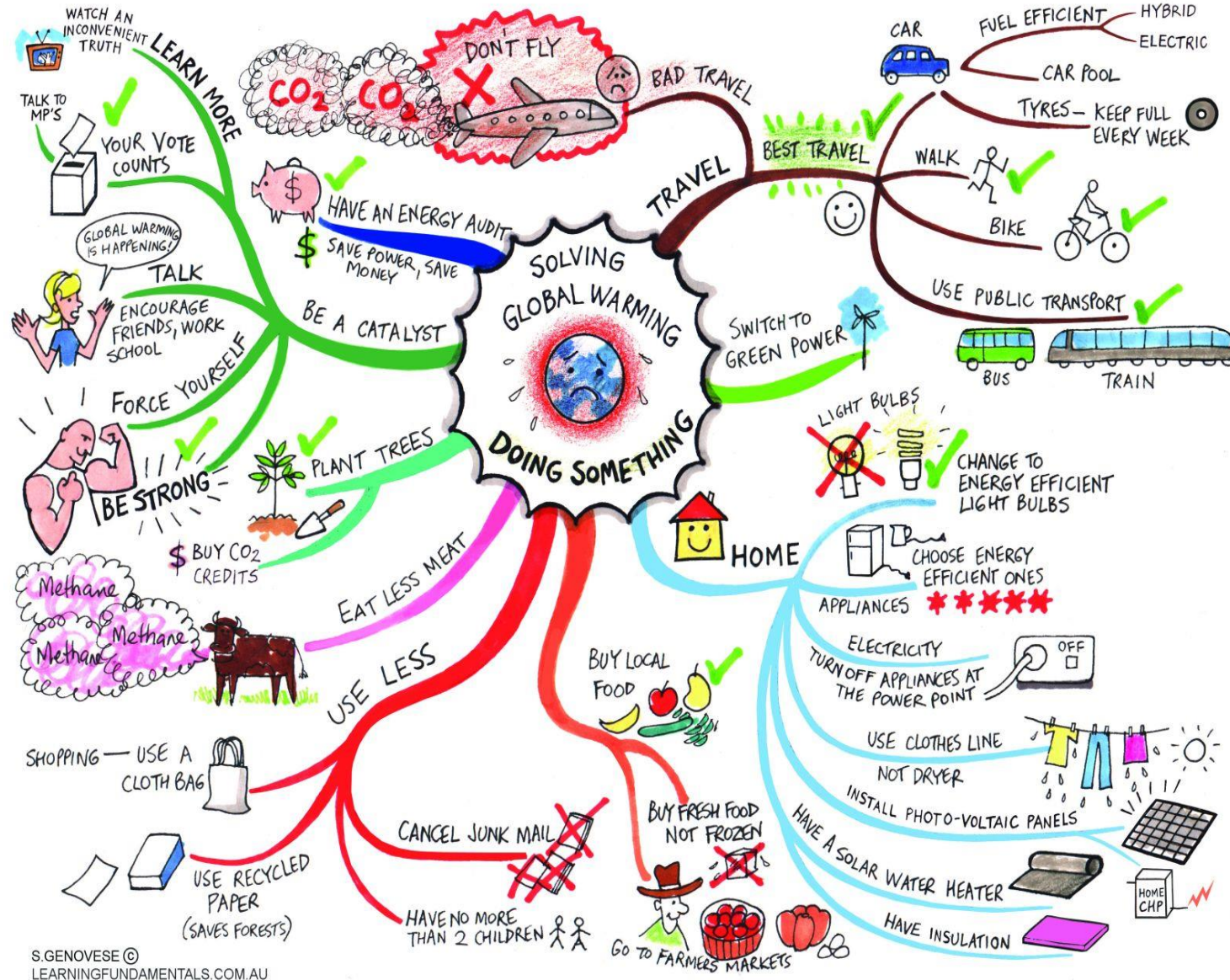
For the first 15-20 minutes you utilise any technique you are comfortable with to review the chosen topic.

This could be creating mind maps, making flash cards or making bullet point notes.

Often, you might stop after this and think 'my revision is done!'.

WRONG!!

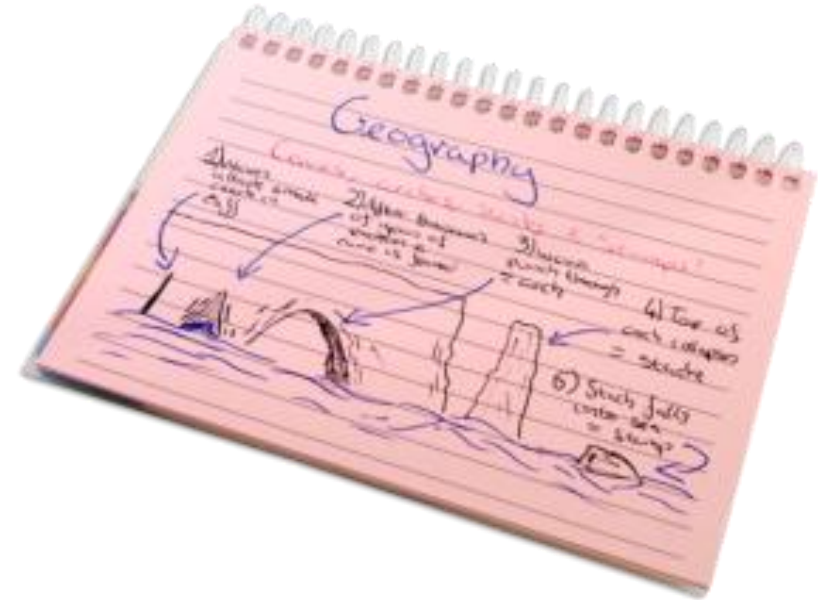
Revision techniques - mind maps



Dual code and use colour where you can

Revision techniques – post-it notes & flash cards

Post-it notes, flash cards & flip books



How tall is Mount Everest?

8,848 metres above
sea level

FRONT

BACK

Revision techniques – note taking

The identification of the **causes of the First World War** remains a debated issue. World War I began in the Balkans on July 28, 1914, and hostilities ended on November 11, 1918, leaving 17 million dead and 25 million wounded. Moreover, the Russian Civil War can in many ways be considered a continuation of World War I, as can various other conflicts in the direct aftermath of 1918.

Scholars looking at the long term seek to explain why two rival sets of powers (the German Empire, Austria-Hungary, and the Ottoman Empire against the Russian Empire, France, and the British Empire) came into conflict by the start of 1914. They look at such factors as political, territorial and economic competition; **militarism**, a complex web of alliances and alignments; **imperialism**, the growth of **nationalism**; and the power vacuum created by the decline of the Ottoman Empire.

Other important long-term or structural factors that are often studied include unresolved territorial disputes, the perceived breakdown of the European balance of power, convoluted and fragmented governance, arms races and security dilemmas, a cult of the offensive, and military planning.

This becomes...

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Scholars seeking short-term analysis focus on the summer of 1914 and ask whether the conflict could have been stopped, or instead whether deeper causes made it inevitable. Among the immediate causes were the decisions made by statesmen and generals during the July Crisis, which was triggered by the assassination of Archduke Franz Ferdinand of Austria by the Bosnian Serb nationalist Gavrilo Princip, who had been supported by a nationalist organization in Serbia. The crisis escalated as the conflict between Austria-Hungary and Serbia was joined by their allies Russia, Germany, France, and ultimately Belgium and the United Kingdom.

Other factors that came into play during the diplomatic crisis leading up to the war included misperceptions of intent (such as the German belief that Britain would remain neutral), the fatalistic belief that war was inevitable, and the speed with which the crisis escalated, partly due to delays and misunderstandings in diplomatic communications. The crisis followed a series of diplomatic clashes among the Great Powers (Italy, France, Germany, United Kingdom, Austria-Hungary and Russia) over European and colonial issues in the decades before 1914 that had left tensions high. And the cause of the public clashes can be traced to changes in the balance of power in Europe that had been taking place since 1867.

this...

Causes of the FWW

Four main causes of the First World War:

- **Militarism** – the attempt to build up a strong army and navy, giving the nation the means to make war.
- **Alliances** – forming links and agreements with other countries to protect one's own interests.
- **Imperialism** – the desire to conquer colonies, particularly in Africa.
- **Nationalism** – the belief that your country is better than others.

Alliances

Alliance: a formal agreement between two countries in which they agree to protect each other in the instance of war.

Two main alliances existed in Europe by 1914:

- The **Triple Alliance** – Germany, Austria-Hungary and Italy
- The **Triple Entente** – France, Britain and Russia

The Triple Entente formed as a result of three alliances/agreements:

- Entente Cordiale – 1903 – France and Britain – a friendly agreement
- Franco-Russian Alliance – 1893 – France and Russia
- Anglo-Russian Agreement – 1907 – Britain and Russia

Splendid Isolation

- Definition: This was a deliberate policy in which Britain became isolated in Europe. It depended on the strength of the navy to protect itself.
- Most of Britain's problems were between France and Russia. Germany was its most likely ally. Between 1900 and 1914, Germany changed to be Britain's enemy.

Kaiser Wilhelm II

- Saw himself as the heroic leader of Germany.
- He wanted to make Germany the greatest nation in the world – **Weltpolitik**.
- He was jealous of Britain's empire and navy.
- He set out to give Germany a 'place in the sun'.



Step 2: Transformation Task

- Here you need to transform the notes you have made in Step 1 into something different.
- At this stage you should shorten/reduce your notes to as few words as possible

This becomes...



this ...

Women in WW2

- When war broke out in 1939 the role of women once changed again to meet the countries needs.
- Women were needed to again do jobs traditionally done by men.
- It was a huge effort and by May 1945 6.5 million women were in paid work
- Women joined voluntary services and by the end of 1943, there were over 1 million women in Women's voluntary services.
- Some women were conscripted into the armed services, and forces.
- Altogether by May 1945 there were 460,000 women in non-combat roles in the army, navy and air forces there were 190,000 more in Auxiliary Territorial service
- Overall by 1943 almost 90% of single women and 80% of married women were doing some sort of work vital to national importance
- This all lead to changing attitudes towards women.
- All single women aged 19-30 had to register for work married women that didnt.
- political position. Women worked on farms and in factories in the war.
- political position. younger women didnt like the age limit for voting.

May 1945 460,000 in non-combat
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 Women changed 1939.
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 Women in armed services and forces
 end of 1943 1 mill women in voluntary.
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 mens jobs done by women.



Step 3: Practice test

If you get less than 70% you need to return to step 2 before moving on!

Step 4: Exam Question

Finally, complete a practice exam question on the area you have reviewed and mark this yourself using a Mark Scheme

4 IN X 4 IN (101 mm x 101 mm) 3M
4 IN X 4 IN (101 mm x 101 mm) 3M

Effective revision is...

Step 1: Topic Review - 20 mins

Using your exercise book, revision guide or information sheet create one piece of revision.

Step 2: Transformation Task - 10 mins

Here you need to transform the notes you have made in Step 1.
At this stage you should shorten/reduce your notes to as few words as possible.

Step 3: Practice Test - 10 mins (including feedback)

Complete a mastery quiz or recreate your original piece of revision – then self-assess

Step 4: Exam Question - 10 minutes (including use of MS)