

Y11 Revision Skills Session 2: Cornell Notes and Flashcards

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Why Revise?

- Classwork and homework are the bare minimum
- GCSEs are a national competition: you have to go above and beyond for top grades
- Y10 content needs to be retained until the end of Y11
- Y11 new course content will be taught up until Easter 2025
- New learning has to run alongside revision of old content



Do Now

On a MWB, answer the following questions based on the first session then discuss with your tutor.

1. Why is difficulty desirable when revising?
2. Why should we avoid naïve practice?
3. How do we avoid forgetting new material?



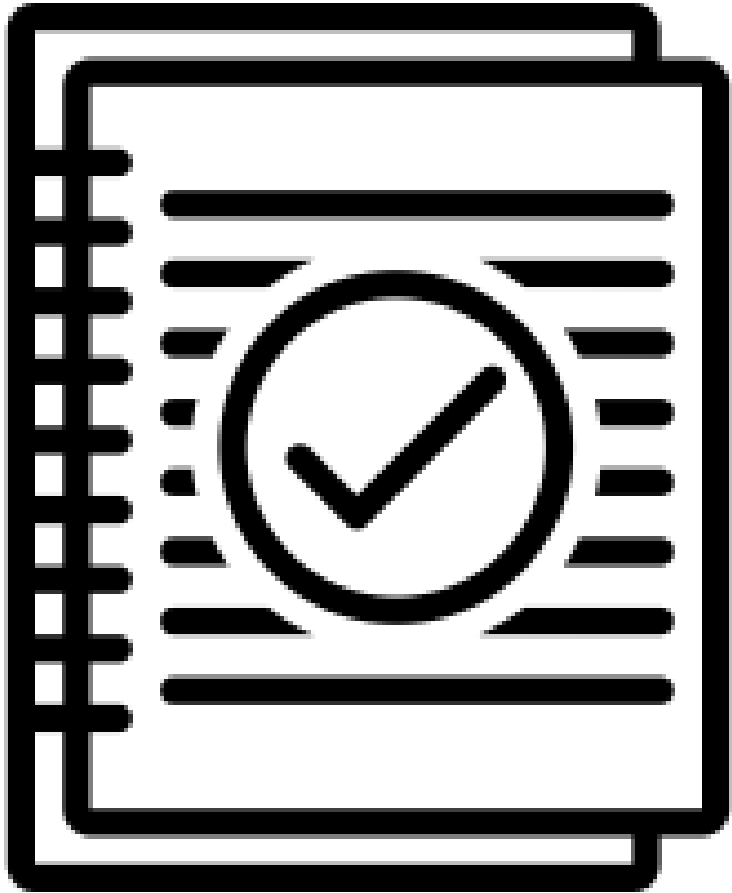
Do Now

Tutor Discussion of Answers:

1. Difficulty is desirable because revision should be challenging us to recall information, not just confirming what we already know. This gives us a false sense of success.
2. Naïve practice should be avoided because although it feels reassuring to go over content that we already know, it is not effective revision.
3. We avoid forgetting new material by making time for deliberate practice and recall.



Summarising

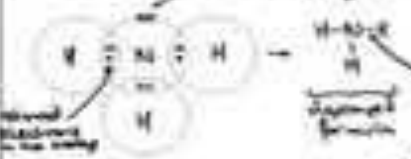
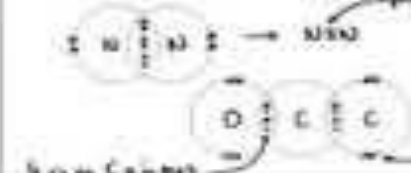
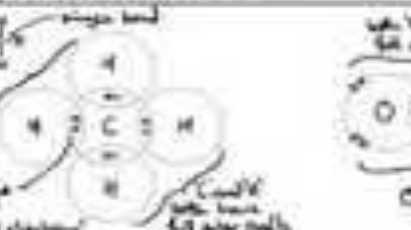


Cornell Notes

Topic: Weimar Republic (WR) in 1923 - Stresemann

Recall ques	Notes								
What was the WR after in 1923?	(govt failed to make reparations payment in late 1922) WR on verge of collapse socially AND economically								
What did this mean to the currency system?									
What prompted this crisis?									
Name 4 things Stresemann did that helped overcome this crisis?	<ul style="list-style-type: none"> • Aug 1923 - Stresemann becomes Chancellor and over 3 months HYPERINFLATION • cuts off passive resistance of workers in Ruhr → goods produced again; ends printing of ① for value • Promised to restart reparations (Belgium & France leave Ruhr by 1925) See also Dawes Plan (1924) and Young Plan (1929) • New currency, Rentenmark, introduced. Limited printing of ① → value & economic confidence? • Reduce government spending → budget deficit ↓ 								
What effect did each of these have?									
Summary	<p> Economy fails to pay back → ends Ruhr and ends hyperinflation Dawes Plan → 1,000,000 marks Young Plan → 1,412,608 marks Stresemann elected Chancellor - value of ① rises & stabilizes - new currency ② reduces govt spending </p> <table border="1"> <tr> <td>Jan '22</td> <td>① = 70k marks</td> </tr> <tr> <td>Jan '23</td> <td>① = 1,000 marks</td> </tr> <tr> <td>July '23</td> <td>① = 1,412,608 marks</td> </tr> <tr> <td>Sept '23</td> <td>① = 3,000,000,000</td> </tr> </table>	Jan '22	① = 70k marks	Jan '23	① = 1,000 marks	July '23	① = 1,412,608 marks	Sept '23	① = 3,000,000,000
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Topic: Covalent Bonding

Recall ques	Notes
In covalent bonding, electrons are...	• Covalent bonding involves the sharing of electrons → each atom involved ends up with a full OUTER SHELL
What results in each atom involved achieving a...	• Occurs between non-metals only
Between what elements are covalent bonds formed?	• A covalent bond is a shared pair of electrons
What is a covalent bond?	• $8 - \text{group no} = \text{the no. of covalent bonds}$ E.g. nitrogen has $8 - 5 = 3$ covalent bonds It's an nitrogen is a group 5
How do atoms achieve their outer shells in covalent bonding?	 <p>shared electrons in the bonds</p> <p>nitrogen achieves full outer shell</p> <p>covalent bond</p>
How do atoms achieve their outer shells in ionic bonding?	 <p>single bond</p> <p>chlorine achieves full outer shell</p> <p>ionic bond</p>
Summary	 <p>single bond</p> <p>carbon achieves full outer shell</p> <p>covalent bond</p> <p>Each H has full outer shell</p> <p>Each O has full outer shell</p> <p>double bond</p>



Examples

What is Ecology?

Absent

September 6th
2010

P.64-68
Section 3.1

Questions

(NOTES)

1. The oil spill
an example of
ecology?

- Biosphere - all life on earth & parts of earth where life exists.
- Ecology - Study of interactions among organisms & between organisms & their physical environment.

2. I use
ecology or is
something
ecologist
be?

- Biotic Factor - Any living part of the environment with which an organism might interact. i.e. Animals, plants, bacteria.
- Abiotic Factor - any nonliving part of the environment. i.e. heat, wind.

3. How old is
ecology
and where
did it first
begin?

- 6 Different levels of Organization (smallest to largest)
 1. Species
 2. population
 3. Community
 4. ecosystem
 5. biome
 6. biosphere

Excellent!
4/4

- Observation - where questions & experiments come from.
- Experimentation - test Hypotheses. Answer Questions.
- Modeling - when things can not be tested normally such as global warming or something too big

(SUMMARY)

Ecology is make observations & question then Experiment to Answer them
Ecology is the study of how all living things act with each other, how living things & the environment.
Ecologist organize these levels of interaction into different groups. Biotic - living interactions
Abiotic - nonliving interactions



United Learning
The best in everyone™

- Ambition
- Confidence
- Creativity

Examples

Questions

How do the respiratory and cardiovascular system work together?

Do white blood cells fight against cancer?

If one system had stopped working for a short period of time, would it make a big impact?

NOTES

Cardiovascular-

- a. heart, blood vessels, & blood
- b. Transportation system for the body; transports substances such as O_2 , CO_2 , and nutrients.

Digestive-

- a. Esophagus, stomach, small intestine, & large intestine
- b. Breaks down food into smaller molecules. Absorbs these nutrients into body.

Organs

An organ is a structure that consists of two or more types of tissues that work together.

REFLECTION

Throughout this note-taking process, I have learned to recall functions for 2 systems



Examples

		B. Have a definite volume
●	Liquids	II. Liquids A. Do not have a definite B. Have a definite volume
	Gases	III. Gases A. Do not have a definite B. Do not have a definite
●	Summary: (Insert summary of lecture after C)	



Summarising and self-testing



Examples

PHYSICS

KEY POINTS

→ speed = $\frac{\text{distance}}{\text{time}}$

→ Velocity = $\frac{\text{distance}}{\text{time}}$

→ Acceleration = $\frac{\text{change in velocity}}{\text{time}}$

→ Speed = scalar

→ velocity = vector (has direction)

→ Deceleration = negative acceleration

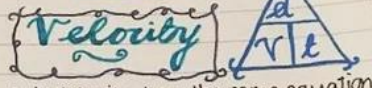
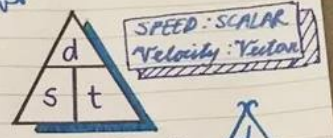
Distance time graphs = how far over how long

Velocity time graphs = how far & how quickly or how long.

MOTION

AVERAGE SPEED

→ when an object moves in a straight you can calculate the speed using its distance & time.



acceleration

→ You can calculate acceleration of an object from its change in velocity and time taken

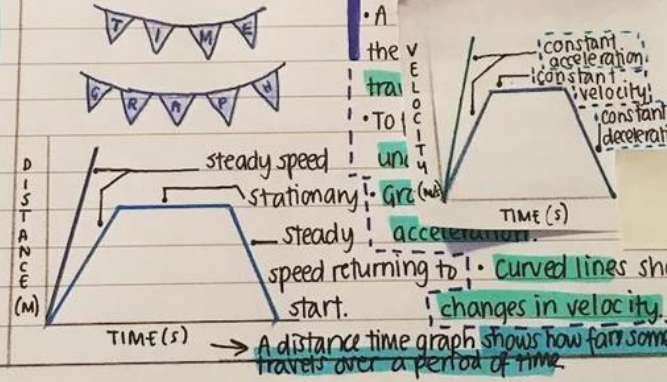
→ velocity has the same equation as speed, but it isn't the same. → velocity has direction as well as speed.

$$a = \frac{v - u}{t}$$

DECELERATION → deceleration is negative acceleration when an object slows down. e.g. -5 m/s^2



VELOCITY TIME GRAPHS



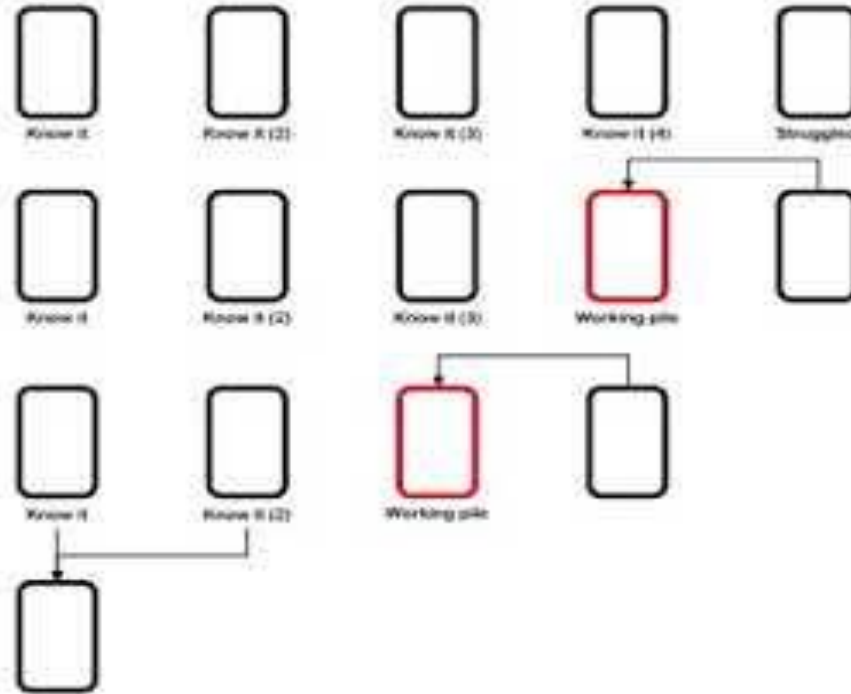
Summary

→ speed is distance over time and has no direction
 → velocity has both speed and direction. The same equation is used for both.
 Acceleration is when an object speeds up. Acceleration is change in velocity over time.
 Deceleration is negative acceleration, therefore always has negative sign.
 Distance time graphs show distance and speed over a period of time. NEVER STATIONARY
 Distance time graphs the distance over a period of time.



Flashcards

Flashcards – The Waterfall Method



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