

Condense

Identifying the core knowledge from your notes & specification.

Cornell notes

1. Use the class notes section to summarise your learning
2. Use the cue column to record key words and questions. You can use these in retrieval later
3. The summary section is a brief statement of your learning

Course, Topic, and Date	
Study Cues	Class Notes
Summary	

Knowledge organiser

Organise your notes into columns and tables by concept and topic.
One column / table per concept.

Flash cards



Organise your notes into columns and tables by concept and topic.
One column / table per concept.

Memorise

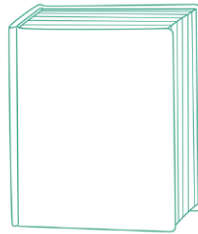
Disciplined, repetitious practice to transfer from working memory to long-term memory.

Mnemonics

Red
Orange
Yellow
Green
Blue
Indigo
Violet

A mnemonic is a pattern of letters, ideas, or associations which assists in remembering something. Like ROYGBIV for the colours of the rainbow.

Tell a story



Take your notes and link the concepts together using the frame of a story.

Elaboration



Elaborating involves talking through a concept, expanding through explaining the ideas in the topic you are covering.

Retrieve

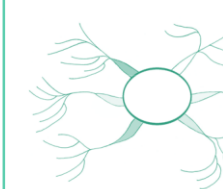
Recalling information from your long term memory. This is effortful. No notes!

Brain dump



Take a blank piece of paper and write down everything you remember about that topic.
Check back on your notes, fill in any missing pieces in a different colour pen. Keep practising this frequently.

Blind map



Take a mind map template for a topic, with the branches already drawn out.
Fill in the branches. Check back on your notes, fill in any missing pieces in a different colour pen. Keep practising this frequently.

Leitner method



Self quiz using your flash cards.
If you remember the concept, quiz it every other day then every week
If you forget a concept, quiz it every day.
Don't stop when you remember it, keep going until you don't forget it!

Apply

Using your stored knowledge in a new context. No notes!

Extended exam question



Use exam questions which are higher marks, or require you to explain, apply, calculate, evaluate or analyse. Use the mark scheme to self-assess.

Link ideas



Take 2 or more topics or themes and make links between the concepts. A mind map would help with this.

Analysis



Using data, a text, a source or a profile, draw out the meanings, explaining the themes behind it and linking it your course knowledge.

Review

Reflecting on the progress in each topic. Identifying your gaps to feed back into the cycle.

Checklist

Topic	Condense	Memorise	Retrieval	Apply	Review

Check the concept in a topic, have you completed all sections of the study cycle? Evaluate your work in each section.

Evaluation sheet

What	How	When
Target areas <small>Which areas of the topic are you struggling with?</small>	Strategies <small>What will you use to improve your understanding?</small>	Progress <small>How & when will you next assess your progress?</small>

Take the areas you have found most tricky in a topic, throughout the study cycle. What is it? What do you need to do to improve? When will you do that? Which strategies will you use?

Plan



Feed your checklist and evaluation sheet into a plan. Set deadlines for tasks that are realistic and achievable.