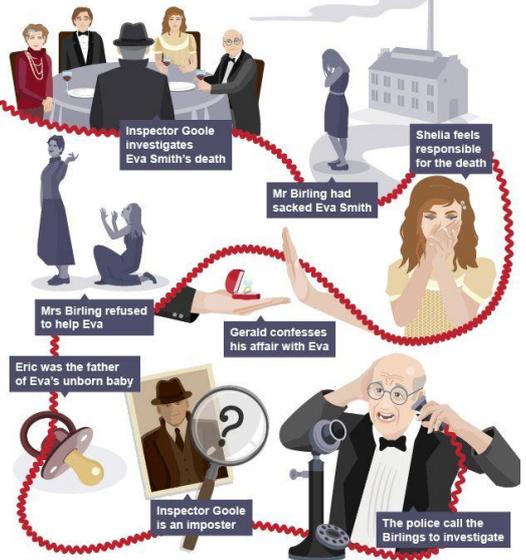
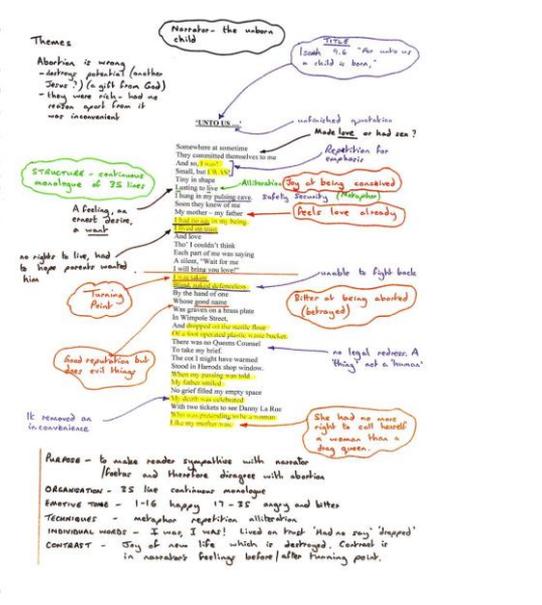


Revision Tips: Create Resources

Method	Example
<p>Timelines</p> <p>Timelines can be helpful. They are invaluable for making sense of a series of events, because you can trace improvements, factors etc. Pin them up in your room or on the loo wall!</p> <p>For example, in English Literature you could pick a key character and do a series of cards with evidence of their characters action or a useful quotation. Put these chronologically so you can trace development.</p> <p>Draw key theme cards, style cards etc. You could draw a timeline for each book or play that you're studying and superimpose a tension graph where lines rise for more dramatic events.</p>	
<p>Annotations</p> <p>For poems, you can blow up the poem (photocopy and stick them on large paper) and annotate it in different colours for content, and various techniques or devices. For books and plays, chapter or scene synopses can be useful (4 points will do).</p> <p>This can also be useful if you own your textbooks - you can highlight key points and ignore the waffle if you're struggling and write down helpful notes on how to remember things.</p>	

Cue Cards

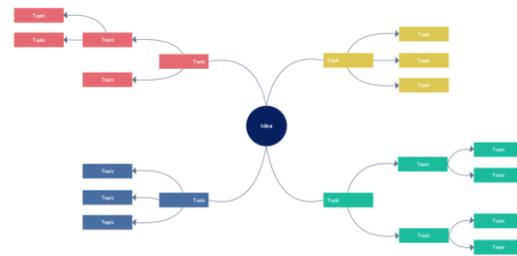
List definitions and rules you need to know. Or write key words from which you can fill in the gaps to tell the whole story.

These are also handy for learning quotes and key words vocabulary with the definition/explanation on the back. Once filled in, these cards will allow you to reclaim time that would otherwise be wasted - on the bus, in the queue at the supermarket - there's no limit.



Mind Maps

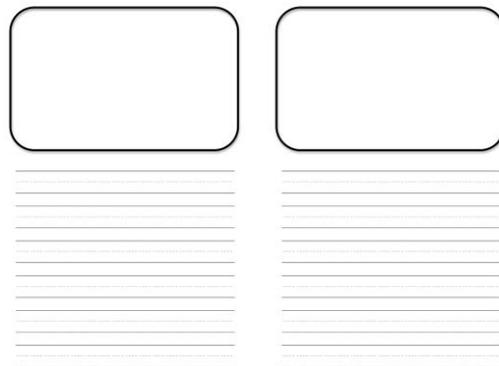
Get an A3 piece of paper - divide into four parts. Then, for example, make four headings e.g. Sheila, spoilt, social responsibility, generation gap, gender, key quotes etc. Remember to 'brain dump' everything you know about that character, theme or poem.



Mini Revision Booklet

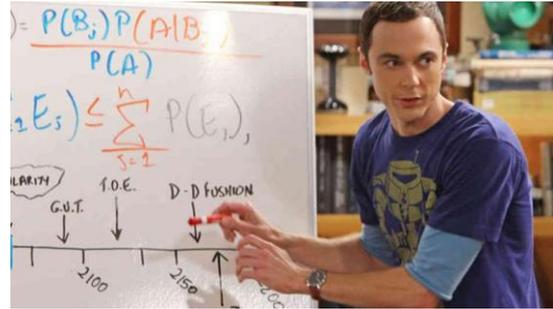
Take the topic heading for your subject and a few pieces of paper and then attempt to write concise summaries containing key information under each. This is a useful way to see what you know and create a resource that is easy to understand.

It is important that this is done completely from memory towards the end of your revision. Points you miss out can be put in an appendix section called 'points to remember'. Don't forget you're not writing a book - this should use up no more than 10 A4 sheets (both sides).



Teach friends or family

Teaching others is perhaps one of the best ways to actually revise and learn yourself. Get with a group of friends and see who needs help on what topics and teach each other or as a group. You can also grab a friend or family member who doesn't do your course and give them a lesson to help your revision.



Watch some videos

Don't just read notes or revision books, get interactive by watching videos too. There's no doubt a YouTube channel dedicated to revision notes on your course i.e. Mr Bruff on YouTube.



Make up some mnemonics

Improve your memory with mnemonics. Make up acronyms or acrostics to help you remember key ideas. A classic science mnemonic most will probably be aware of is OIL RIG, which describes the difference between Oxidation and Reduction: Oxidation Is Loss, Reduction Is Gain.

Purpose: the meaning of the poem?	Organisation: rhyme scheme, line length, lines per stanza, repetition, structure, layout, end stopped lines, number of stanzas	Emotive tone: (feelings and moods the poem expresses) sad, wistful, angry, scathing, ironic, celebratory	Techniques: metaphor, simile, personification, repetition, alliteration, assonance, onomatopoeia, letter sounds, enjambment, oxymoron	Individual words: any key words or phrases you can comment on (this is your EVIDENCE of the techniques)	Contrast: opposites (there will always be contrast in a well-written poem)
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Create an exam day cheat sheet

Draw up an exam day cheat sheet: a piece of A5 or A4 paper that contains key facts, formula, ideas or keywords you need to make sure you remember and have sunk in. Customise it for yourself to feature what you're struggling with and be sure to take it with you on the day of the exam to refer to before you sit the paper.

Romeo and Juliet

Symbols of *Romeo and Juliet*



Thumb Biting
Flipping the bird... just as absurd as the feuding families.



Plants and Poison
Like people, they can be both good and bad.



Night
Its darkness protects and hides the secret lovers. Bad things go down in the day.



Death
Seen everywhere before it actually happens. Seen in a sleeping Juliet, a climbing Romeo, and even a poison salesman.



Sex and Death
Romeo and Juliet combines physical death and sexual climax. Intercourse leads to life, but not in this play.

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Practice exam questions

A must for revision of any topic or exam from GCSEs to University, **look at and complete past papers**. These will give you an idea of how the exam works, the questions to expect and ultimate test how well your revision is going. Take note of any specific questions you struggled on and go back over those topics in your next revision session. **TOP TIP: Practice planning answers to literature essays.**



GCSE ENGLISH LITERATURE (8702/1)

Paper 1 Shakespeare and the 19th-century novel

Date: _____ Morning _____ 1 hour 45 minutes

Materials

For this paper you must have:

- An AQA 10-page answer book

Instructions

Answer one question from Section A and one question from Section B.

Write the information on and on the back of your answer book.

Write an executive summary

Executive summaries are often used in business to show complex information or concepts in a precise way. However, they can be a useful revision tool too. **At the end of each section of revision, see if you can cover the main concepts and key points on no more than one page of A4 paper.** The process of writing the summary will help to embed the information into your memory and you will end up with a condensed version of your revision notes. You might even consider an executive summary of all of your executive summaries in a particular subject area.

SONNET 29 'I THINK OF THEE'

Context		THEMES:
by Elizabeth Barrett Browning (1806 – 1861) Barrett Browning was in ill health for much of her life. She had an overbearing father who refused permission for any of his daughters to marry. She was a very successful and famous poet in her lifetime. Elizabeth and another poet, Robert Browning (Porphyria's Lover) began writing letters to each other in secret and eventually married. She was disinherited by her father.		<input type="checkbox"/> Secret Love <input type="checkbox"/> Desire, Longing <input type="checkbox"/> Nature <input type="checkbox"/> Joy, Passion
		COMPARE WITH:
		<input type="checkbox"/> Letters from Yorkshire <input type="checkbox"/> Love's Philosophy <input type="checkbox"/> Porphyria's Lover <input type="checkbox"/> Singh Song
The poem contains a central extended metaphor of the poet's feelings for her lover. She compares herself to vines encircling a tree. This illuminates the way that Barrett Browning sees her relationship – he is a solid, stable and strong 'tree'; she is the 'vine' that surrounds it. Her love and passion could be seen as all-encompassing, possibly possessive and obsessive .		
She recognises how overwhelming her thoughts are, as her vine 'put(s) out broad leaves, and soon there's nought to see'. Her thoughts are suffocating and smothering , so that she loses sight of her 'image' of him.		
The poet describes her lover metaphorically as a 'palm tree'. Victorians loved palm trees, which reminded them of far off lands and adventure. It also has exotic connotations. She could believe that her lover can transport her from her unhappy, solitary life with her family, to a fulfilled future.		
The poet is determined not to be content with her thoughts alone. 'I will not have my thoughts instead of thee'. If she becomes happy with just thinking of her love, there is a chance she may not see him for some time. There is a sense of urgency that means she wants him close, not in her thoughts.		
The poet uses a series of imperatives which show her need for satisfaction and fulfillment - <i>Renew, Rustle, drop etc.</i>		
'Rather' in line 7 signifies the volta or turn in the poem. It changes the focus from how overpowering her thoughts are of him, to a demand that he make himself physically present '...Instantly renew thy presence'		
The poet uses euphemism to discuss things that would not be appropriate for a Victorian lady to discuss and that have sexual undertones 'set thy trunk all bare'.		
Verbs 'burst, shattered everywhere' suggests an inability to contain herself. The intensity of her feelings are overwhelming her.		
Repetition of <i>Thee</i> shows the infatuation and inability to think of anything else.		

What to do with your notes

1. **Stick them up** around your room.
2. **Read them all through** once the night before and on the morning of the exam (if it won't stress you out).
3. **Re-write them out.**
4. **Draw pictures to summarise** them.

