

Y10 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 2024
- 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?



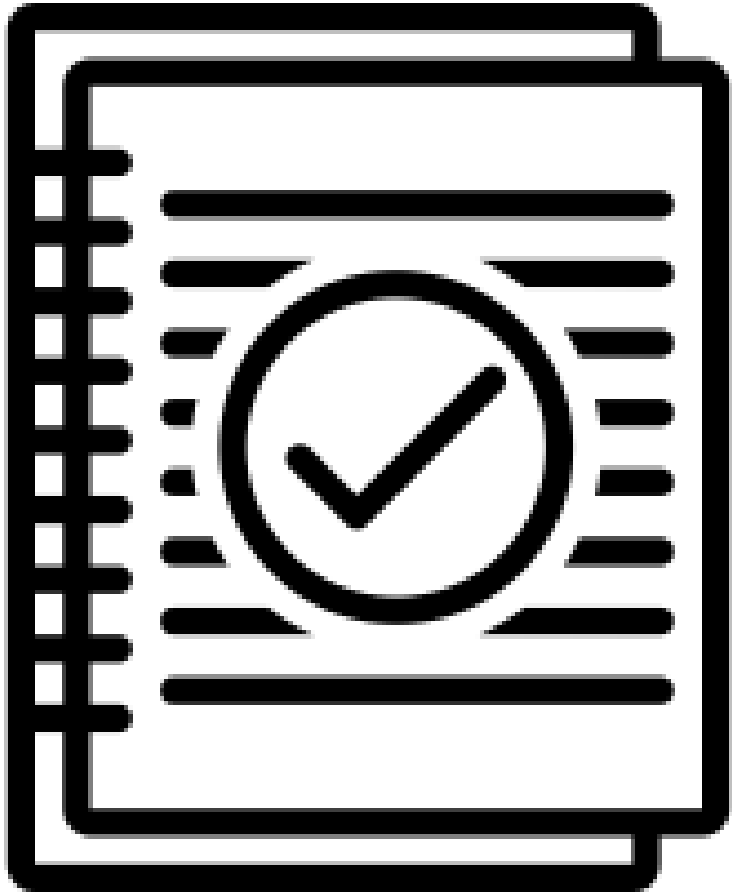
Do Now

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

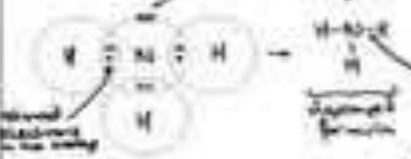



Cornell Notes

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>Germany fails to pay Poincaré & Belgium → ends Ruhr and ①</p> <p>Germany goes on strike → print is machine Govt prints lots more money → ①</p> <p>Stresemann elected Chancellor</p> <p>→ value of ① → issues & what happened</p> <p>① cuts printing ② issues & what happened ③ new currency ④ reduce 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 = 1,000,000 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 = 1,000,000 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>→ nitrogen achieves full outer shell</p> <p>→ shared electrons in the bonds</p> <p>→ single bond</p>
How do atoms achieve their outer shells in ionic bonding?	 <p>→ carbon achieves full outer shell</p> <p>→ double bond</p> <p>→ 4 is the Co-10pt</p> <p>→ 6 is the O-10pt</p>
Summary	<p>Covalent bonding - 8-10 marks</p> <p>→ single bond</p> <p>→ double bond</p> <p>→ triple bond</p> <p>→ lone pairs</p> <p>→ full outer shell</p> <p>→ full outer shell</p>



Examples

What is Ecology?

Absent

September 6th
2010

P.64-68
Section 3.1

Questions

(NOTES)

1. The oil spill
is 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
an 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



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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

Cornell Two-Column Notes

Keywords:

Notes:

Types of Matter

Solids

I. Solids

A. Have a definite shape

B. Have a definite volume

Liquids

II. Liquids

A. Do not have a definite shape

B. Have a definite volume

Gases

III. Gases

A. Do not have a definite shape

B. Do not have a definite volume

Summary:

(Insert summary of lecture after class.)



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

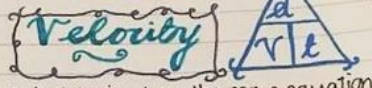
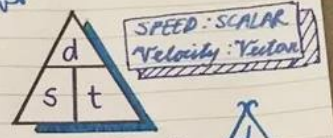
Distance time graphs = how far over how long

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

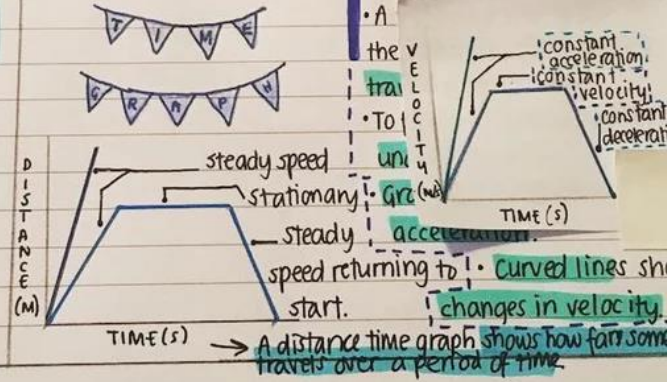
→ velocity has the same equation as speed, but it isn't the same. → velocity has direction as well as speed.

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

- 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.

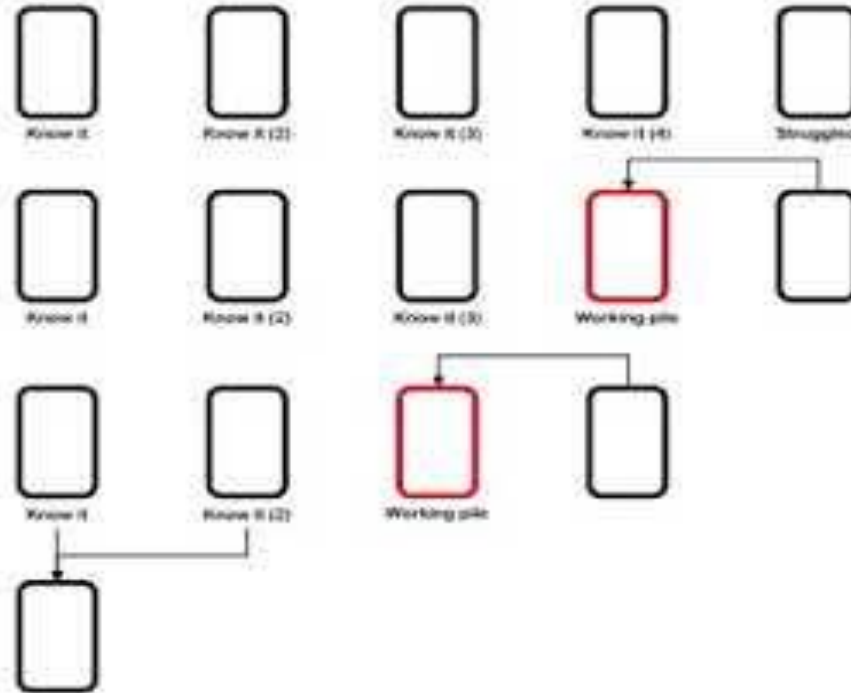


Summarising and self-testing



Flashcards

Flashcards – The Waterfall Method



Your Revision Schedule

Year 10
End Of Year Examinations

Monday 5th June 2023 –
Thursday 22nd June 2023

Information, Support and
Guidance.



Year 10 Revision Schedule

This document contains a revision schedule that has been created to support you in preparing for your upcoming End of Year Assessments. This revision schedule has been designed to complement your homework tasks – it is an optional (but highly recommended) additional layer of support to help you achieve success. If you have any questions about any of the tasks suggested, please speak to your subject teachers who are always more than happy to support.

WB 15th May – Week A

Block	Subject	Focus/method/resource	Time	When?	
Core	English	Create flashcards for lines 1-8 of the Macbeth KO. Use flashcards to self-quiz. Create flashcards for lines 1-9 of the ACC KO. Use flashcards to self-quiz.	30 mins		
	Maths	First half of non-calculator revision pack.	30 mins		
	Science	Select 1 biology topic you feel less confident in and create a mind map of the main concepts. Use the resources linked on the support page and your KO to help you.	30 mins		
A	Art	Complete 'Composition Planning'/ 'Statement of Intent' and 'Final Plan' pages in sketchbook.	30 mins		
	RS	Create flashcards to self-quiz on Christianity using the Christian Beliefs Knowledge Organiser.	30 mins		
	Geography	Create flashcards or create a mind map on the river's unit. Use your knowledge organiser, class booklets or pages 49-59 in the CGP revision guide to assist you. *Focus on areas of weakness.	30 mins		
	History	Medicine revision guide pages 5-14	30 mins		
	Hospitality	Mind map food safety: key temperatures, types of food poisoning, symptoms and sources	30 mins		
	Health and Social Care	Mind map PIES for all life stages	30 mins		
	Media	Pages 1- 6 of Revision Booklet provided	30 mins		
	Spanish	Make flash cards on tricky topic vocabulary from Theme 1 Identity and Culture: Me, My Family and Friends Link	30 mins		

