

# Connect 4

A popular and engaging way to summarise a topic or get revising.

Based on the classic connect four game, you answer the question successfully to place a counter on the template.

The aim of the game is to get four in a row.

Boards you could create:

- Christian beliefs.
- Christian practices.
- Muslim beliefs.
- Muslim practices.
- Relationships and families.
- Peace and conflict.
- Crime and punishment.
- Human rights.

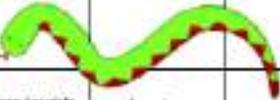
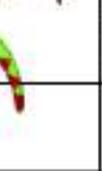
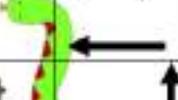
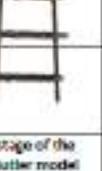
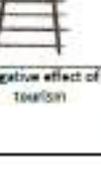
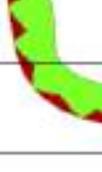
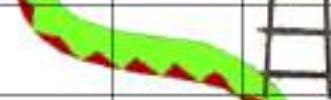
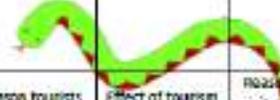
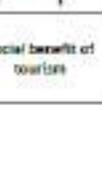
6	Transportation process	Example of hard engineering	Erosional process	Example of soft engineering	Effect of building a dam and reservoir	Factor decreasing river discharge	Reason for deposition	Factor increasing river discharge	Transportation process
5	Feature found in the lower course	Reason for increased water demand	Feature found in the upper course	Factor increasing river discharge	Characteristic of the lower course	Transportation process	Strategy to reduce water demand	Erosional process	Feature found in the lower course
4	Reason for deposition	Social effect of river flooding	Strategy to reduce water demand	Economic effect of river flooding	Feature found in the upper course	Physical factor increasing the risk of flooding	Erosional process	Reason for deposition	Reason for deposition
3	Factor decreasing river discharge	Erosional process	Characteristic of the middle course	Transportation process	Environmental effect of river flooding	Feature found in the upper course	Factor increasing river discharge	Feature found in the lower course	Factor decreasing river discharge
2	Physical factor increasing the risk of flooding	Feature found in the lower course	Factor increasing river discharge	Human factor increasing the risk of flooding	Effect of building a dam and reservoir	Reason for increased water demand	Social effect of river flooding	Example of hard engineering	Physical factor increasing the risk of flooding
1	Feature found in the upper course	Environmental effect of river flooding	Reason for deposition	Erosional process	Feature found in the lower course	Factor decreasing river discharge	Feature found in the middle course	Economic effect of river flooding	Feature found in the upper course
	A	B	C	D	E	F	G	H	I

# Snakes and ladders

A great way to summarise a topic or get revising without feeling like it's revision.

Based on the classic game of snakes and ladders, you answer the question successfully to roll the dice and move around the board.

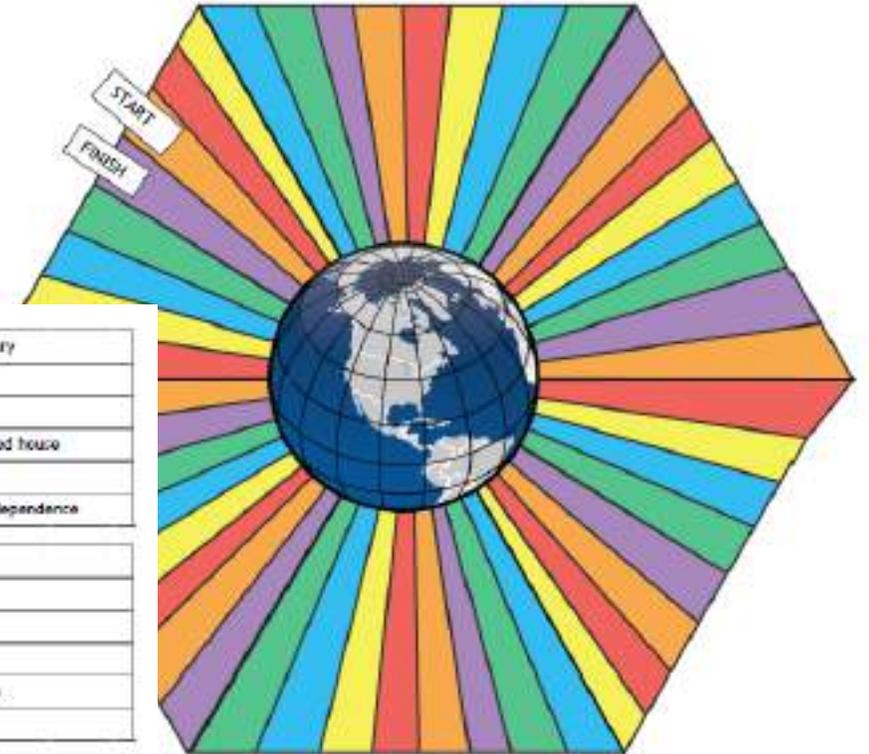
The aim of the game is to get to the finish before anyone else.

Tourism <b>FINISH</b> →		Social benefit of tourism	Stage of the Butler model		Reason tourists visit an extreme environment	Problem of tourism		Internal influence on tourism	
→		Problem of tourism	Strategy to cope with tourist problems		effect of tourism on an extreme environment	Reason tourists visit cities		A tourist honeypot	
↑			Reason for the growth of tourism				Reason tourists would visit Kenya		
→	A national park in another country		Reason tourists would visit Kenya		Reason tourists visit the coast		Benefit of ecotourism		
↑	Benefit of ecotourism				Reason tourists would visit Kenya		Internal influence on tourism		
→	Disadvantage of ecotourism				Social benefit of tourism		Advantage of tourism		
↑	Reason tourists visit mountains	Stage of the Butler model					A national park in the UK		
→	Strategy to cope with tourist problems	Strategy to cope with tourist problems	Negative effect of tourism		Strategy to cope with tourist problems		Reason tourists visit an extreme environment		
↑		Effect of tourism on an extreme environment	Reason tourists visit an extreme environment		Effect of tourism on an extreme environment	Benefit of ecotourism			
<b>START</b> →	Reason tourists visit national parks	Effect of tourism on an extreme environment	Reason tourists visit an extreme environment		Strategy to cope with tourist problems	Benefit of ecotourism	Advantage of tourism	Social benefit of tourism	
								Internal influence on tourism ↑	

# Articulate

This fast paced game will encourage you to recall key word definitions and allow repetition – a great way to revise.

tectonic hazard	Plate boundary
Coastline	Erosion
Drainage basin	Watershed
detached house	semi-detached house
Tourism	Tourist
Globalization	Global interdependence
earthquake	volcano
plate movement	abrasion
Source	Mouth
terrace house	transport
Advantage	Disadvantage
Child labour	THC
Tsunami	fold mountain
attrition	Hydraulic action
Tributary	Confluence
village	Town
city	beach
NIC	Development
conservative	constructive
solution	Deposition
Channel	Transpiration
Environment	City
mountain	development
Localized industry	Call centre



# *Rapidough*

A great group revision task  
– one team member  
models the key word for  
the rest of their team to  
guess.

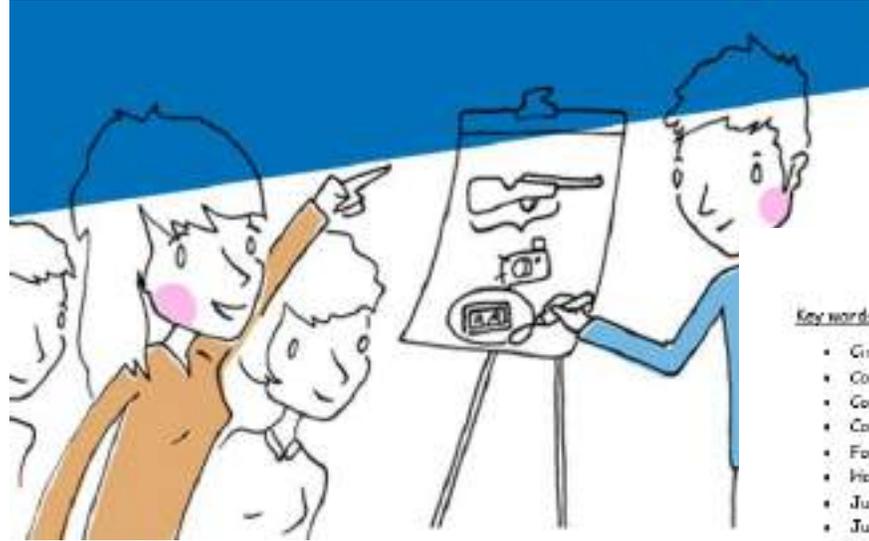
The more you get right the  
more of the other teams  
dough you can pinch, the  
team with no dough at the  
end it the loser.



# Pictionary

A great group revision task – sketch or illustrate the key word for your partner to guess.

(you had lists in your year 10 summer work pack)



## Thema D: religion peace and conflict

### Key words:

- Civil war
- Conflict
- Conscientious objector
- Conventional warfare
- Forgiveness
- Holy war
- Justice
- Just war
- Nuclear weapon/war
- Pacifism
- Peace
- Protest
- Reconciliation
- Terrorism
- Violence
- War
- Weapons of mass destruction

### Key concepts:

- Justice
- Peace
- Reconciliation
- Forgiveness
- Conflict

# *Revision pong*

Two teams go head to head.

Each team take turns throwing ping pong balls into the other teams cup.

When a ball lands in the cup that team must answer the question in the cup, but if they get it incorrect they must complete a forfeit.



# Charades

Two teams go head to head.

Each team takes it in turns to think of a key word or process.

The student then acts out the word or process to the players.

The first team to get the correct answer gets the point.



# Snooker

## Snooker revision - Create your own

How many points can you achieve. Pot a red and then select a colour, then go back to red and so on... until all the balls have been potted.



How many points can you achieve?

Pot a red and then select a colour, then go back to red and so on... until all have been potted.

Red - 1 point	Yellow - 2 points	Green - 3 points	Brown - 4 points
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.	Blue - 5 point	Pink - 6 points	Black - 7 points
10.			
11.			
12.			
13.			
14.			
15.			

# *Dominoes*

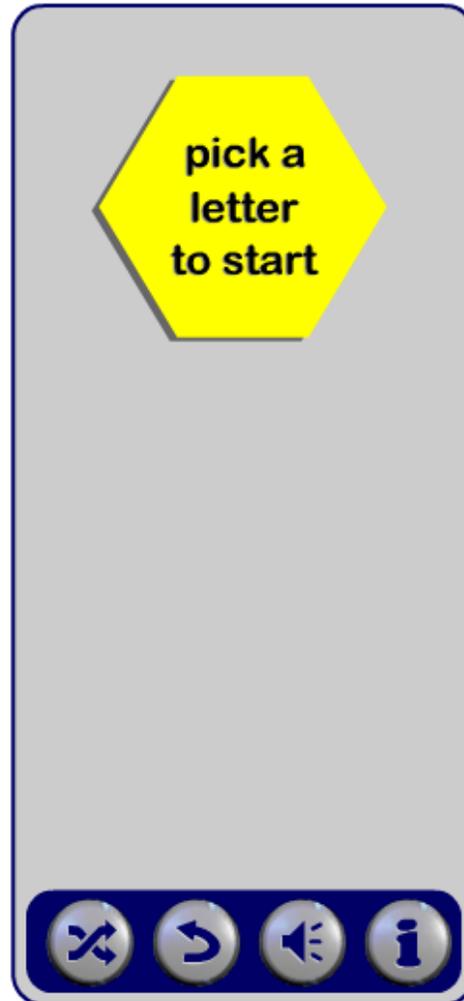
Create a set of dominoes to match up key words, diagrams, question and answers.

Once made, cut them out and play.

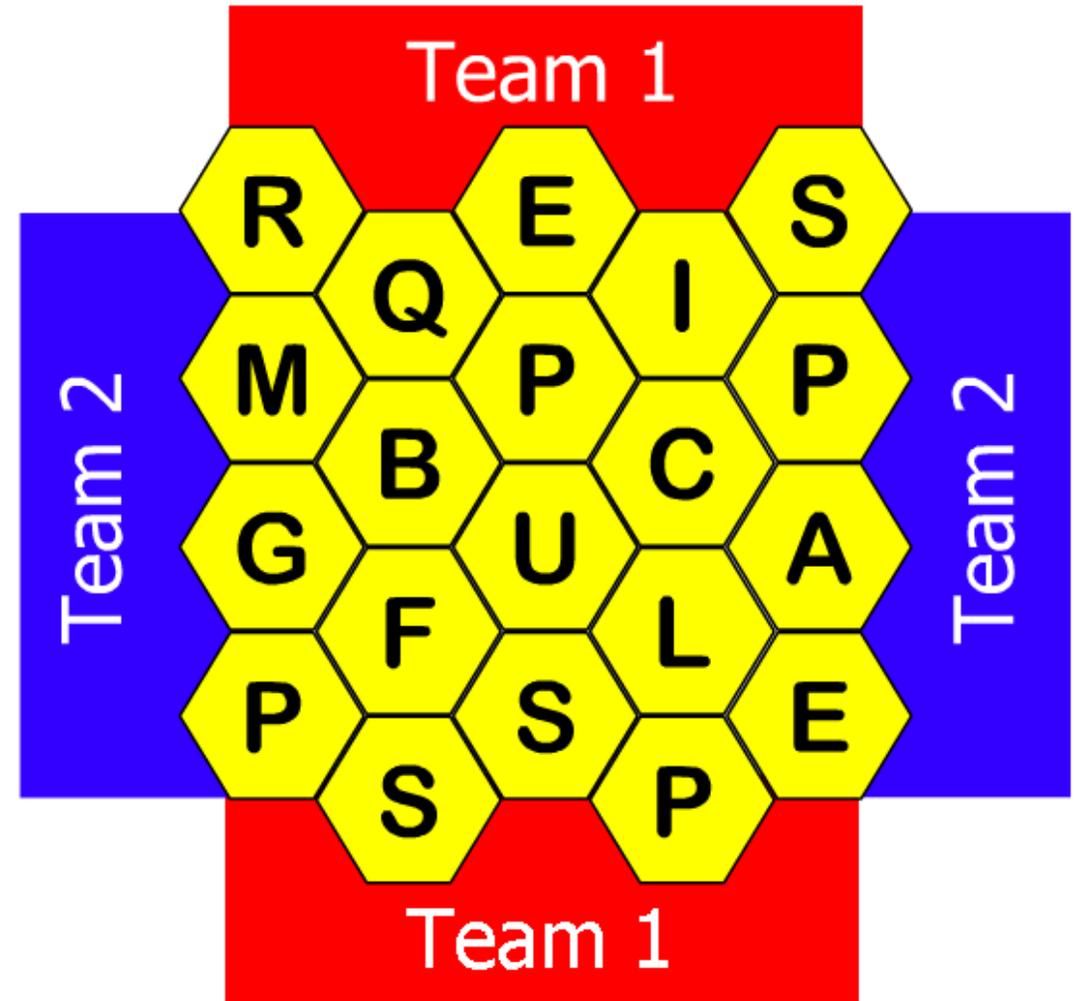


# Blockbusters

Two teams play against each other in order to get to the other side of the board.



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# *Snap*

Design a set of flash cards with either keys words and definitions, features and sketches, questions and answers in order to play SNAP.



# *Jenga*

You play a game of Jenga and each brick has a keyword attached.

Each person is also given a worksheet with two columns – definition and write a sentence which includes the word.

As you remove a brick from the Jenga tower, you complete the worksheet.

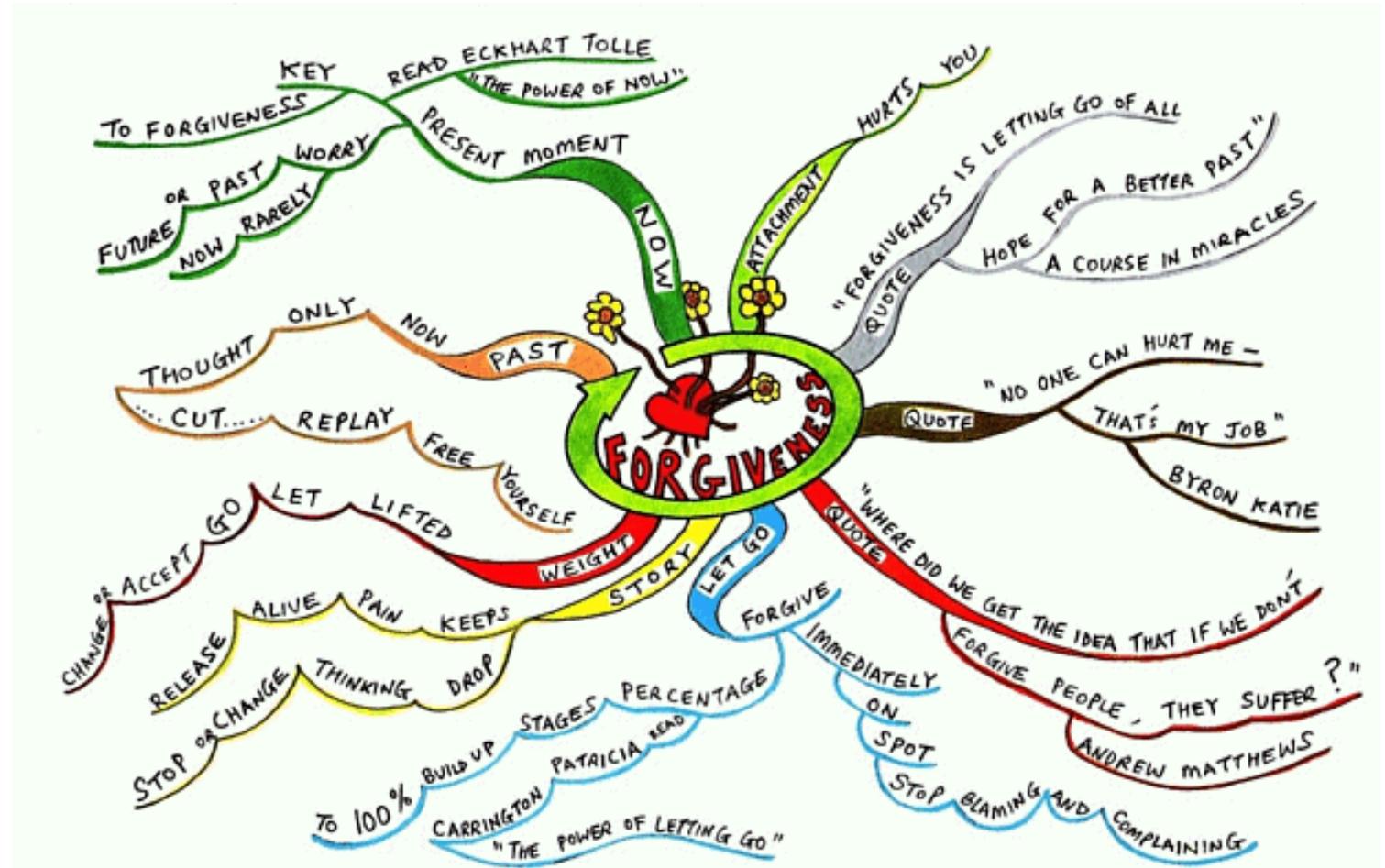




# Spider diagrams

Summarise a topic onto a page branching out various sub-topics

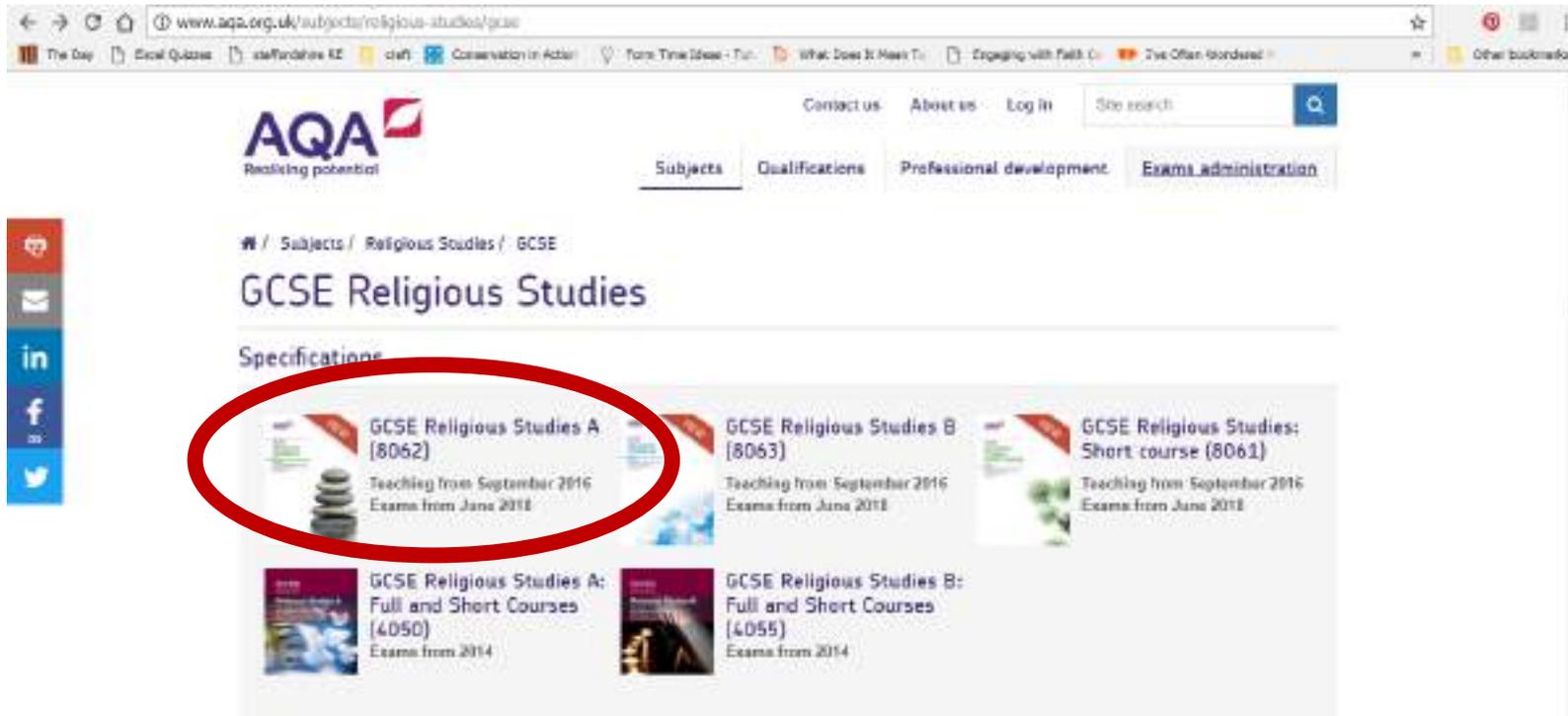
List as many things that you need to know OR what you already know



# Past paper exams

Practice makes perfect!

Check out the exam board website for exam papers and matching mark schemes.



The screenshot shows the AQA website's 'GCSE Religious Studies' page. The 'Specifications' section is visible, with three options: 'GCSE Religious Studies A (8062)', 'GCSE Religious Studies B (8063)', and 'GCSE Religious Studies: Short course (8061)'. The 'GCSE Religious Studies A (8062)' option is circled in red. Below this, there are two more options: 'GCSE Religious Studies A: Full and Short Courses (4050)' and 'GCSE Religious Studies B: Full and Short Courses (4055)'. The website header includes the AQA logo, navigation links, and a search bar.

AQA

DRAFT SPECIMEN MATERIAL

## GCSE RELIGIOUS STUDIES A Paper 2A

Specimen 2018 Morning Time allowed: 1 hour 45 minutes

### Materials

For this paper you must have:

- an AQA answer booklet.

### Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer booklet. The examining body for this paper is AQA. The paper reference is 8062/2A.
- Do all rough work in the answer book. Cross through any work you do not want to be marked.
- Choose four themes.
- Answer all questions on those four themes you have chosen.

### Information

- The maximum mark for this paper is 96 plus 5 marks for Spelling, Punctuation and Grammar.
- The marks for questions are shown in brackets.
- Spelling, Punctuation and Grammar (SPaG) will be assessed in the 12 mark question. The marks for SPaG are shown below the mark allocation for each question.

### Advice

- You are advised to spend 50 minutes on Section A and 50 minutes on Section B.

This draft qualification has not yet been accredited by CIPFA. It is published to enable teachers to have early sight of our proposed approach to GCSE Religious Studies A. Further changes may be required and no assurance can be given that this proposed qualification will be made available in its current form, or that it will be accredited in time for first teaching in September 2016 and first award in August 2018.

# *Nightmare before your exam*

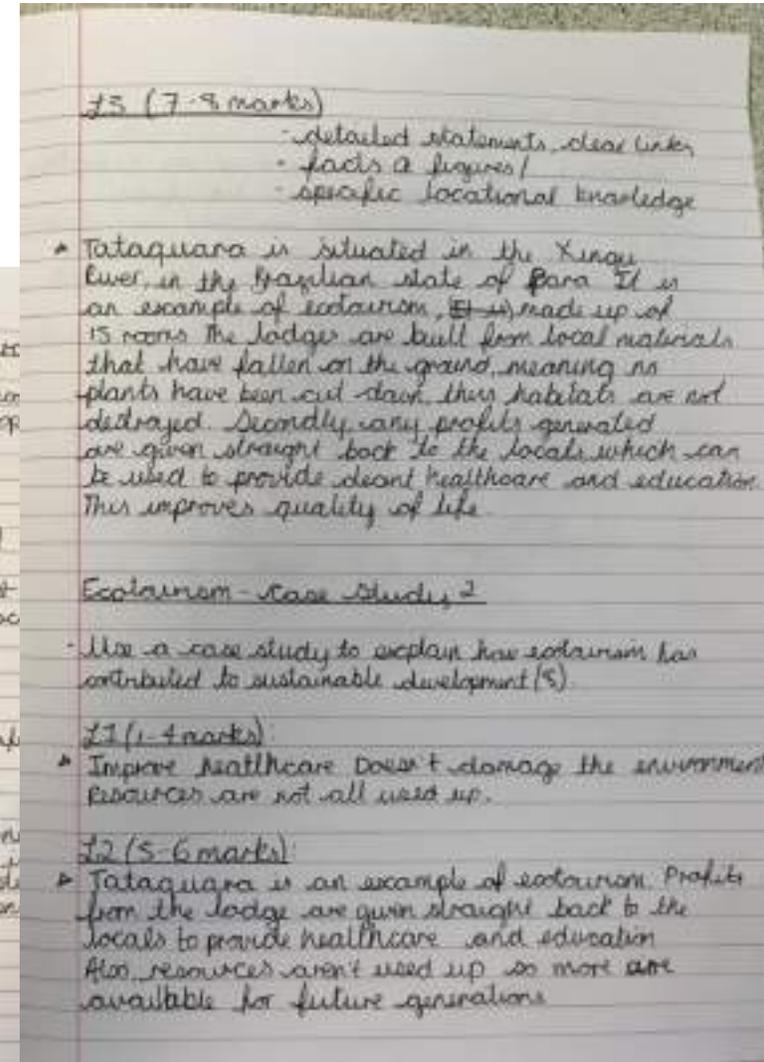
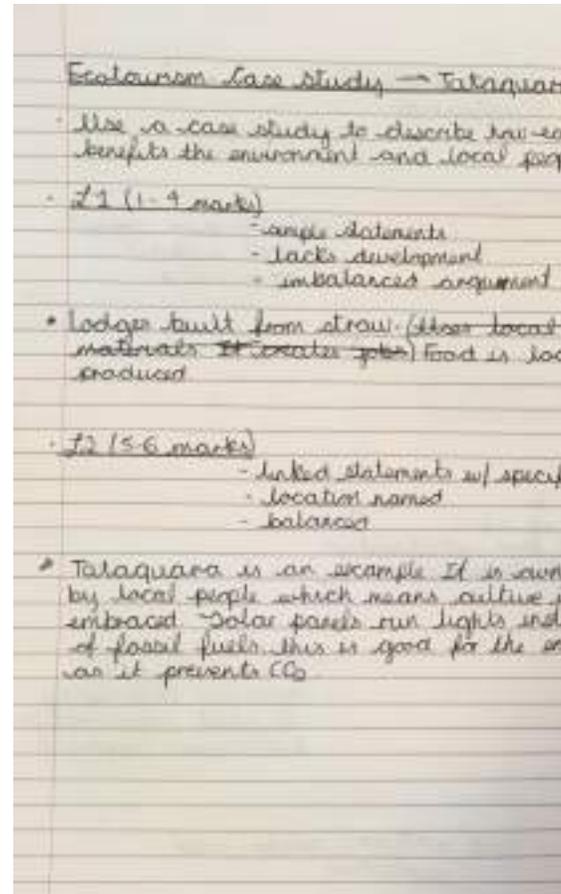
Create an exam paper OR set of questions that you would hate to be on the exam, in order target you revision.



# Create a mark scheme

Using previous mark schemes, design your own exam paper and mark scheme.

This could then be swapped and completed by another student.

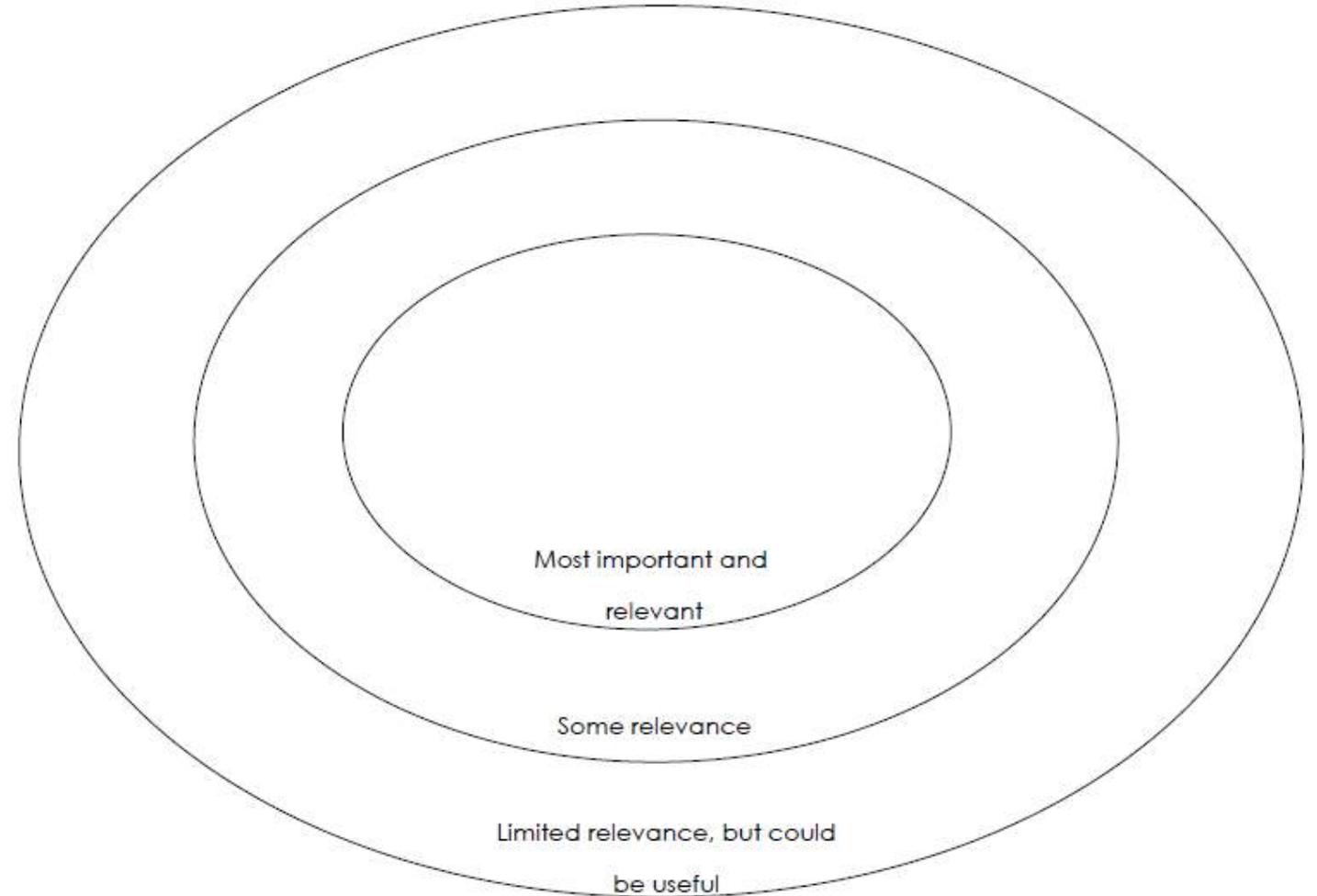


# *Zone of relevance*

This is where you have an exam question and using your notes or reading material select the most relevant information for that specific question.

This can help you to understand, the most important and relevant information that specifically answers the exam question.

Exam question: .....



# Websites

<http://request.org.uk/> (resources exploring the Christian faith, from Jesus to life as a Christian in the 21st century).

<http://www.bbc.co.uk/religion> (BBC's archive of articles about all aspects of religion)

<http://www.philosophybasics.com/> (the huge subject of philosophy broken down into manageable chunks)

<https://www.youtube.com/user/crashcourse> (philosophical concepts explained in film form)

<https://www.truetube.co.uk/> (short films for all ages and abilities about philosophy ethics and religion)

<http://www.rsrevision.com/contents/index.htm> (flashcard revision materials)

<https://quizlet.com/> (revision web-site for making and sharing digital resources. Look for Mrs C Gould and request an add to the list for GCSE REVISION {this is year 11} GCSE new AQA, year 12 or year 13)

<http://www.reonline.org.uk/learning/> (a searchable database of everything to do with philosophy, ethics and religion)

<https://www.biblegateway.com/> (a searchable online Bible)

<https://www.youtube.com/user/MrMcMillanREvis> (how to revise and revision film clips for BOTH GCSE and A-level)

<https://www.thestudentroom.co.uk/> (study resources for both GCSE and A-level as well as advice on revision)

<https://www.youtube.com/watch?v=UvtJja2ihYQ&list=PLhQpDGfX5e7CI3ReXlkaqfYZcGs3phfAa&index=1> (Mrs Gould's philosophy and thought)

<https://www.youtube.com/playlist?list=PLhQpDGfX5e7BGqzqTkQvccgNPKbUNGuQS> (Open University philosophy and thought)

<http://www.thetablet.co.uk/student-zone/> (international Catholic News Weekly)

<http://www.reasonablefaith.org/> (blogs, film clips, articles on different topics and themes relevant to religion)

<http://www.tutor2u.net/religious-studies/blog/gcse-revision-quizzes-for-religious-studies> (ready-made revision quizzes for GCSE REVISION)

<http://www.bbc.co.uk/programmes/b03zf45d/clips> (debates and discussions with young people on religion)

<http://www.bbc.co.uk/programmes/b007zpll/episodes/guide> (Big Questions debate - some questions match the philosophy topic areas)

<http://www.bbc.co.uk/programmes/b04bwydw> (radio 4 recording of different comparisons between modern characters and philosophical thinkers)

<https://www.youtube.com/user/thephilosophytube> (watch and listen to Olly explain philosophy and the their responses to ethical issues)

<https://www.youtube.com/user/WirelessPhilosophy> (Our mission is to introduce people to the practice of philosophy by making videos that are freely available in a form that is entertaining, interesting, and accessible to people with no background in the subject.)

<http://www.sophia-project.org/> (online collection of philosophy teaching resources.)

<https://www.bigquestiononline.com/> (philosophical thinking shown through questioning and debating)

<http://www.religioustolerance.org/> (explaining religious perspectives on moral issues)

<http://www.philosophypathways.com/topten.html> (a comprehensive list of online philosophy resources)



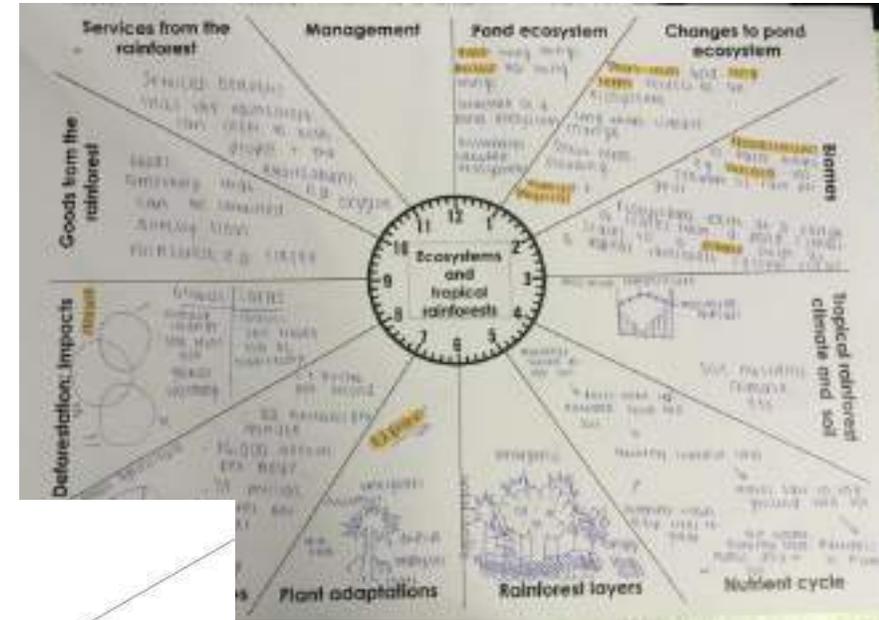
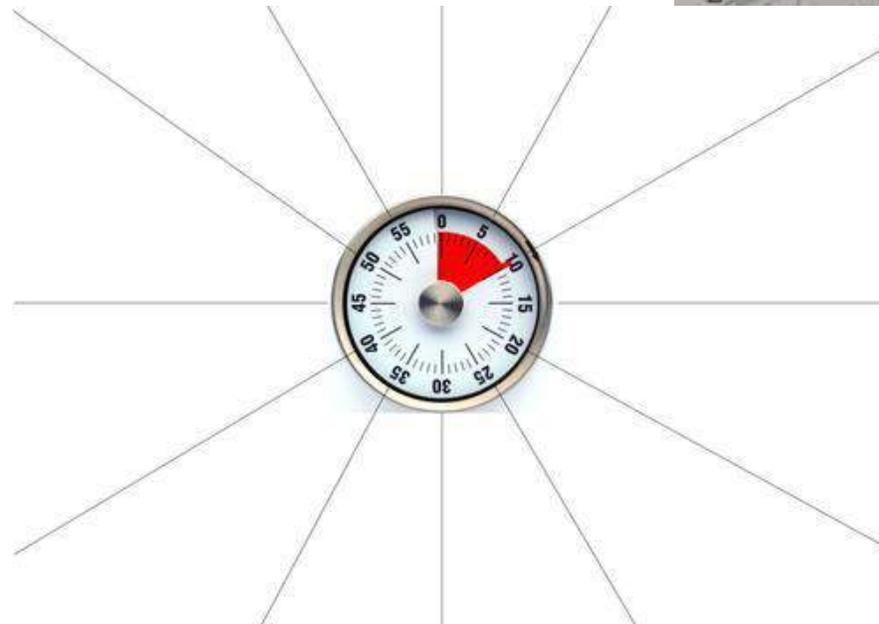
There is an  
extensive list on  
Mrs Gould's blog  
OR  
Email me and I will  
send you this list.

# Revision clock

Break down topics into 12 sub-topics.

In each segment students can make illustrate diagrams and summarise key information.

Each segment has a 5 minute time limit, in order to break down learning into smaller pieces.



# *BUG*

**BOX** the command word

i.e. describe, explain, evaluate,  
assess

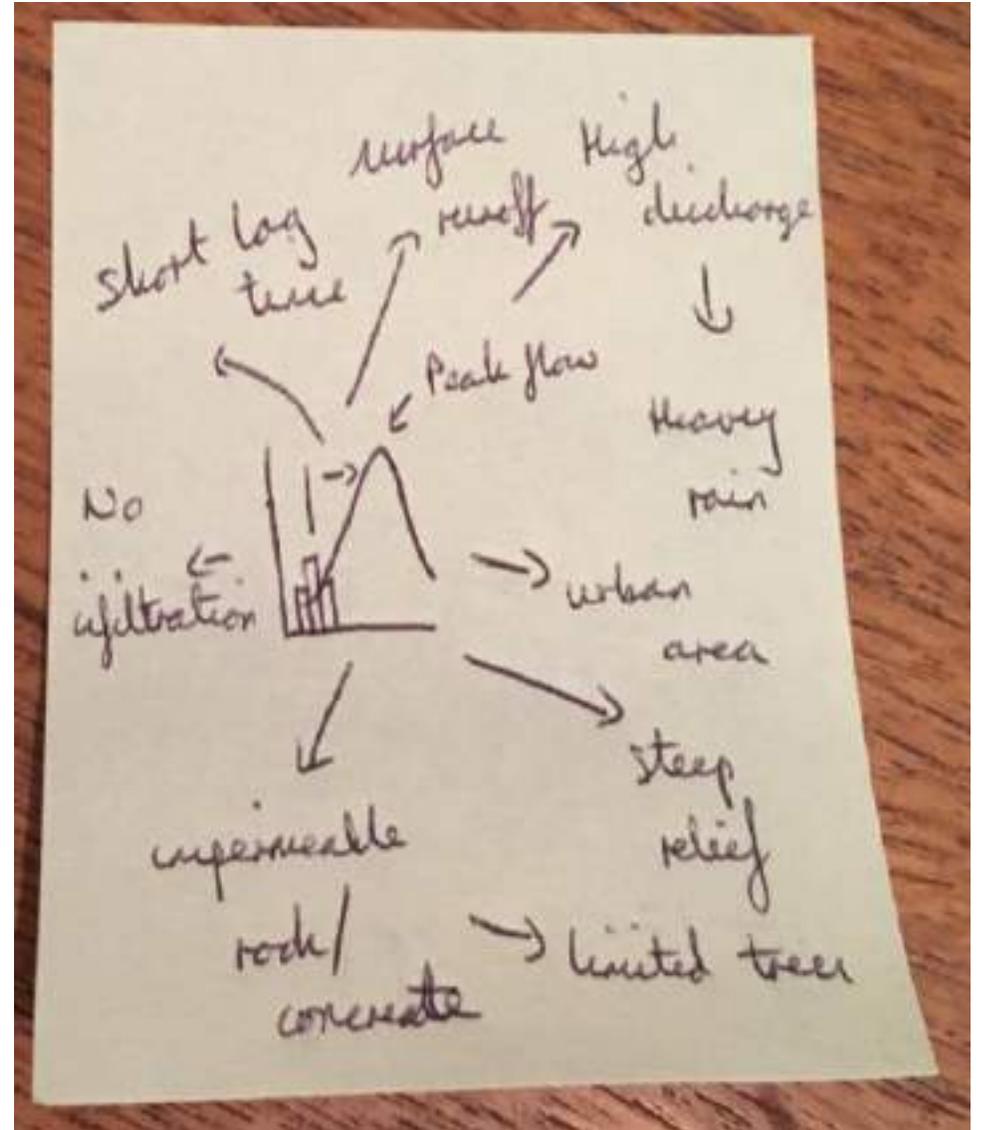
**UNDERLINE** key ideas to focus  
in, to understand what content  
will be needed in their answers

**GLANCE** over the question to  
make sure you include  
everything needed



# Shrink it down

Shrink down revision notes in order to select the most important information OR simplify what needs to be learnt and what has already been learnt



# *Consult an expert*

Summarise topics or questions that you need additional help on.

Then ask a friend, class member or teacher to help you understand what you are struggling with.



# *Snowballing*

On separate pieces of paper write a variety of topics you need to revise, i.e. Christian beliefs, Muslim practices etc.

Scrunch up the paper and throw it to others can add their knowledge to the piece of paper.

When the paper is full, open it out and take a picture.

As a team you have created a summary sheet of information about that topic.



# *Question tennis*

Two teams go head to head.

Each team take turns throwing questions to the other team for them to bat back the answer and a different question.

If that fail to give the correct answer your team wins the point.



# *Paper chains*

Take an exam question.

Complete the question writing each sentence on one strip of paper and see how many chains you can connect to create a chain demonstrating how much detail is in your answer.



# *Bunting*

Design revision bunting consisting of key words, case studies, concepts or sketches with annotations.



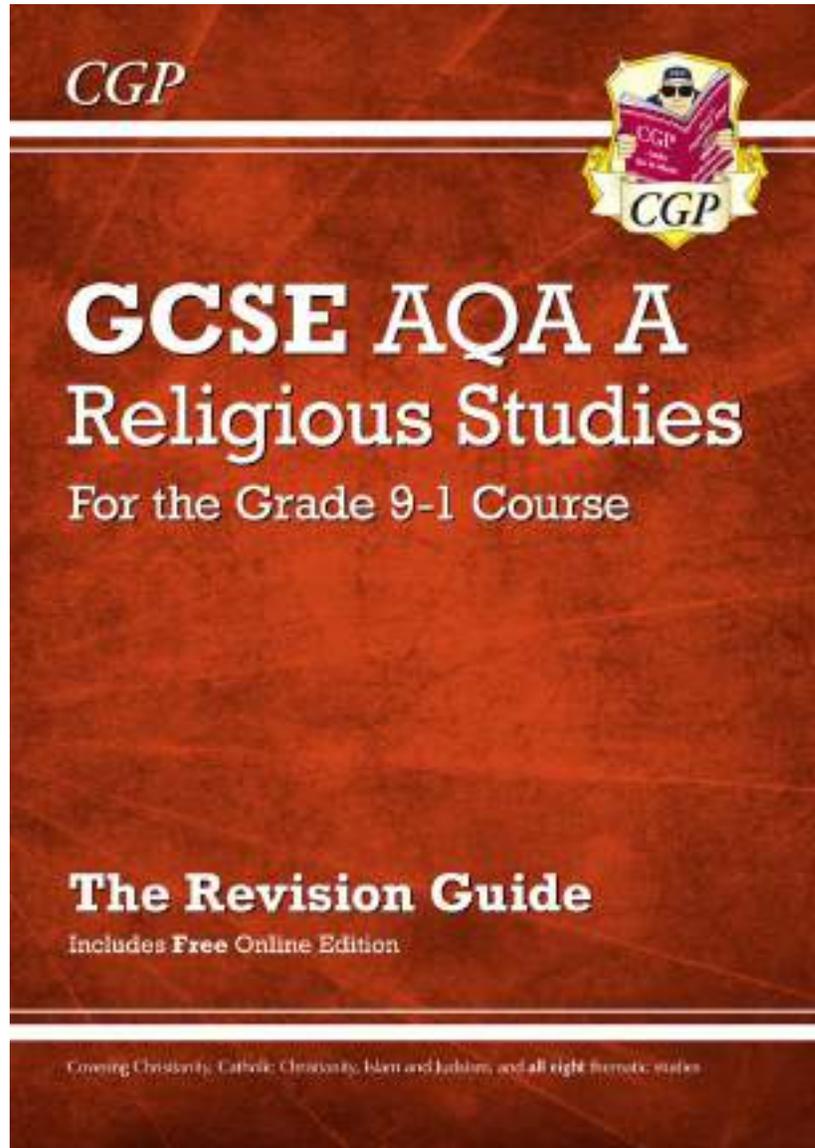
# *Plasticine*

Model diagrams and landforms with plasticine in order to understand various features.

For example a church or mosque showing the different important features.



# Revision guide



CGP

CGP

**GCSE AQA A**  
Religious Studies  
For the Grade 9-1 Course

**The Revision Guide**  
Includes Free Online Edition

Covering Christianity, Catholic Christianity, Islam and Judaism, and all eight thematic studies

These are available at a discounted price from the school shop (LRC)

Family Life	Judaism
<p><b>The Bar or Bat Mitzvah is a Coming of Age Ceremony</b></p> <p>In <i>Progressive</i> Judaism it's 13 for both genders.</p> <ol style="list-style-type: none"><li>At 13 a Jewish boy becomes bar mitzvah and at 12 a girl becomes bat mitzvah — a son or daughter of the commandments. It means they have to fulfill the mitzvot — they're responsible for living in a religious way.</li><li>They don't have to do anything to become bar or bat mitzvah — it's defined by their age — but there's often a ceremony to celebrate. The ceremony is also known as a bar or bat mitzvah.</li><li>The ceremony forms part of a synagogue service (often on Shabbat). The young person might lead some of the prayers, read from the Tenakh, give a speech or read some of the blessings. If they give a reading, they prepare for it beforehand by studying the relevant portion and learning to read it in Hebrew.</li></ol> <ul style="list-style-type: none"><li>In Orthodox Judaism, most girls don't have a bat mitzvah ceremony, as they don't have the same responsibilities towards worship as men (see p.31). There is continuing debate about whether this should change so they're treated equally.</li><li>Instead, Orthodox girls have a bat hayil (daughter of valour) ceremony. It's held after one of the services, and all girls who have turned 12 in the previous year recite a religious passage or give a speech in front of family and friends.</li><li>Nearly all Progressive Jews have a bar/bat mitzvah — as do Conservative Jews. They tend to be the same for boys and girls.</li></ul>	
<p><b>Marriage is Very Important in Judaism</b></p>  <ol style="list-style-type: none"><li>Marriage is important in Judaism, because much of Judaism is focused on family and the home.</li><li>Marriage ceremonies are in two parts, called the kiddushin (the betrothal) and the nissuin (the wedding).</li><li>The wedding usually happens in a synagogue. It takes place under a huppah (canopy), which can be a simple tallit (p.31) or more elaborate. The huppah symbolises the home the couple will build together.</li><li>Firstly, blessings are said over a cup of wine, which the couple drinks, symbolising the life they will share.</li><li>The groom gives the bride a ring and says the wedding vow — this completes the kiddushin. At Progressive Jewish weddings, both the bride and the groom exchange rings and say the vow.</li><li>The ketubah (marriage contract) is read out. The traditional ketubah states the bride's right to be cared for by her husband and her entitlements in case of divorce or death (a bit like a prenuptial agreement). Progressive Jews have rewritten the ketubah to be a mutual statement of love and commitment.</li><li>The nissuin starts with seven blessings (sheva b'rakhot) said over wine, in which God is praised for creating the universe and humanity, and for the gift of children. There are also blessings for Israel and Jerusalem.</li><li>Finally, a glass is broken by stepping on it. There are various interpretations of this — it's thought to symbolise the destruction of the Temple (see p.30) or emphasise that love needs to be protected.</li></ol>	
<p><b>Jewish Mourning Rituals Allow People Time to Grieve</b></p> <ol style="list-style-type: none"><li>Mourning family members perform kriah — they make a tear in clothing or a ribbon, as a symbol of grief.</li><li>The funeral service often includes prayers, psalms and a eulogy (a speech praising the dead person).</li><li>The Kaddish, a prayer praising God, is said so people focus on God at a time they may feel far from him.</li><li>The seven days following the burial are known as shiva. Close family mourn during this time. Orthodox Jews (and some Progressive) don't leave the house, attend synagogue or work during shiva. Other mourners visit their house to comfort them and to form a minyan (see p.30) for the Kaddish.</li><li>The loss of a parent is particularly significant in Judaism. If someone has lost a parent they remain in mourning for a whole year — this is known as aveilut. During this time, there are some restrictions, e.g. they won't go to parties. They also say the Kaddish every day for 11 months. For other relatives, Jews mourn for a month after the funeral — this is called sheloshim (thirty).</li><li>The Kaddish is also said on each Yahrzeit (anniversary of the death). On the eve of the Yahrzeit, many light a candle for 24 hours. It's a day of remembrance, during which some people fast.</li></ol>	
<p><b>There are a fair few Hebrew words on this page...</b></p> <p>...so make sure you learn to spell them correctly — it could get you marks for SPaG (see p.109-111).</p> 	

# Flash cards

Each card has a key word and definition so you can constantly quiz yourself or your friends.

<b>Arch</b>	An opening through a headland with rock above and on both sides of it.
<b>Attrition</b>	A process of <u>erosion</u> . The pebbles are reduced in size. Small pebbles are easier to transport away.
<b>Beach</b>	A gently sloping area of sand and shingle along the edge of the sea.

<b>Crust</b> The outer layer of the earth	<b>Constructive plate margin</b> Two plates are moving apart	<b>Fold mountains</b> Large mountain ranges where rock layers have been crumpled as they have been forced together	<b>Secondary effects</b> Indirect effects of a volcanic eruption or earthquake which happen over a longer period of time e.g. disease due to poor living conditions
<b>Plate</b> A large section of the earth's crust	<b>Conservative plate margin</b> Two plates are sliding alongside each other	<b>Ocean trenches</b> Deep sections of the ocean, usually where an oceanic plate is sinking below a continental plate	<b>Aid</b> Assistance (help) such as money, medical help, temporary housing that is given to poorer countries to help cope with the impacts of a natural disaster
most solid earth - ie outer crust	<b>Earthquake</b> A sudden and often violent shift in the rocks forming the earth's crust, which is felt at the surface	<b>Composite volcanoes</b> Steep sided volcanoes made up of layers of lava and ash	<b>Lahar</b> Mudflows resulting from volcanic ash mixing with melting ice or water - a secondary effect of a volcanic eruption
ocean currents	<b>Continental plate</b> A tectonic plate	<b>Shield volcanoes</b> Broad, flat	<b>Hazard map</b> This shows the

# Youtube



religious studies revision gcse



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# Model answers

Use past exam papers and full mark model answers to understand how the marks are awarded.

Use a case study to explain why an area in the topic attracts a large number of tourists.

Kenya is a country in East Africa lying on the equator and attracting over 700,000 tourists annually. Most commonly the area is visited for safari because people want to come close to the big five animals which would be impossible for them to do in their hometown. Kenya has a rich culture, with accessibility for tourists to immerse themselves into the traditions, by living with a tribe for example. Hikers flock to Kenya to climb Mount Kilimanjaro because it is one of the highest peaks in the world as well as for climbing purposes. Many visit the country for the beautiful scenery. Locals hold boat rides and other activities, such as snorkelling which attract tourists. The vast range of activities helps tourism contribute to 15% of countries GDP.

Use a case study example, describe the effects of coastal flooding.

The Maldives are a group of islands. Due to the land under sea level the islands occupants have been more at risk of coastal flooding. An economical impact is the loss of tourism, if the land is flooded tourist hotels will plummet meaning income for the country will decrease (about 30% of the country's GDP is sourced from tourism). Locals will lose jobs, thus money and businesses, like fishing on the Maldives will be negatively affected causing loss of money. Environmentally, there are many negative impacts as a result. Coral reefs will die and due to contamination and the eco-system will be affected due to contamination of the water which will disrupt the food chain.

# Progress tracking.

Use revision lists to tick which sub-topics you have revised and feel confident about

## Theme E – Crime and Punishment - Crime and the causes of crime

Content	RAG					
	End of unit.	Revision	After test	Pre-mock	Revision	After Mock
<b>Good and evil intentions and actions, including whether it can ever be good to cause suffering.</b>						
I can define the term evil?						
I can define the term good?						
I can explain two different Christian views on the causes of evil.						
I can give a reason why someone would say it is acceptable to cause suffering.						
I can give a reason why someone would say it is not acceptable to cause suffering.						
<b>Reasons for crime</b>						
I can name the two types of law and who sets them.						
I can understand who is most likely to commit a crime in the UK.						
I can explain how can each of the following lead someone to commit crime;						
• poverty						
•						

# Instructions A step by step guide

Create a step by step guide especially for formation questions, such as...

- ceremonies
- Logical chains of thought



# *Note cards*

Summarise important information on to flip cards in order to read just before your exam.



# *Voice memos*

Record your revision verbally, so you can play it back and listen to your revision.

Use a voice memo app on your phone for **FREE!**



# *Summary booklets*

Either using one you have created (summarise notes and add tasks) or complete the ones given to you ready made.

## **Christianity Beliefs and teachings revision guide**

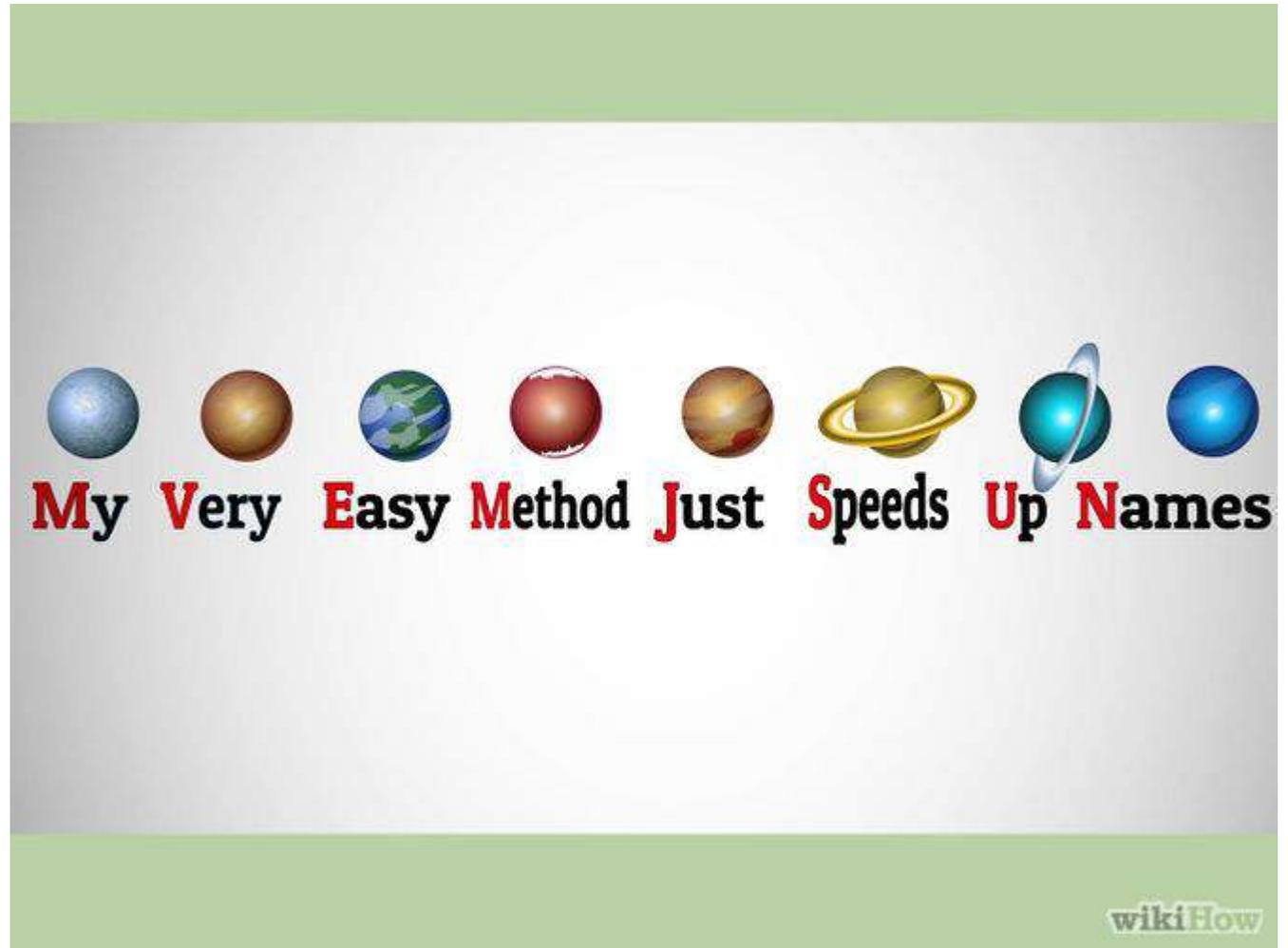
Version 1.3 - GRH



# Mnemonics

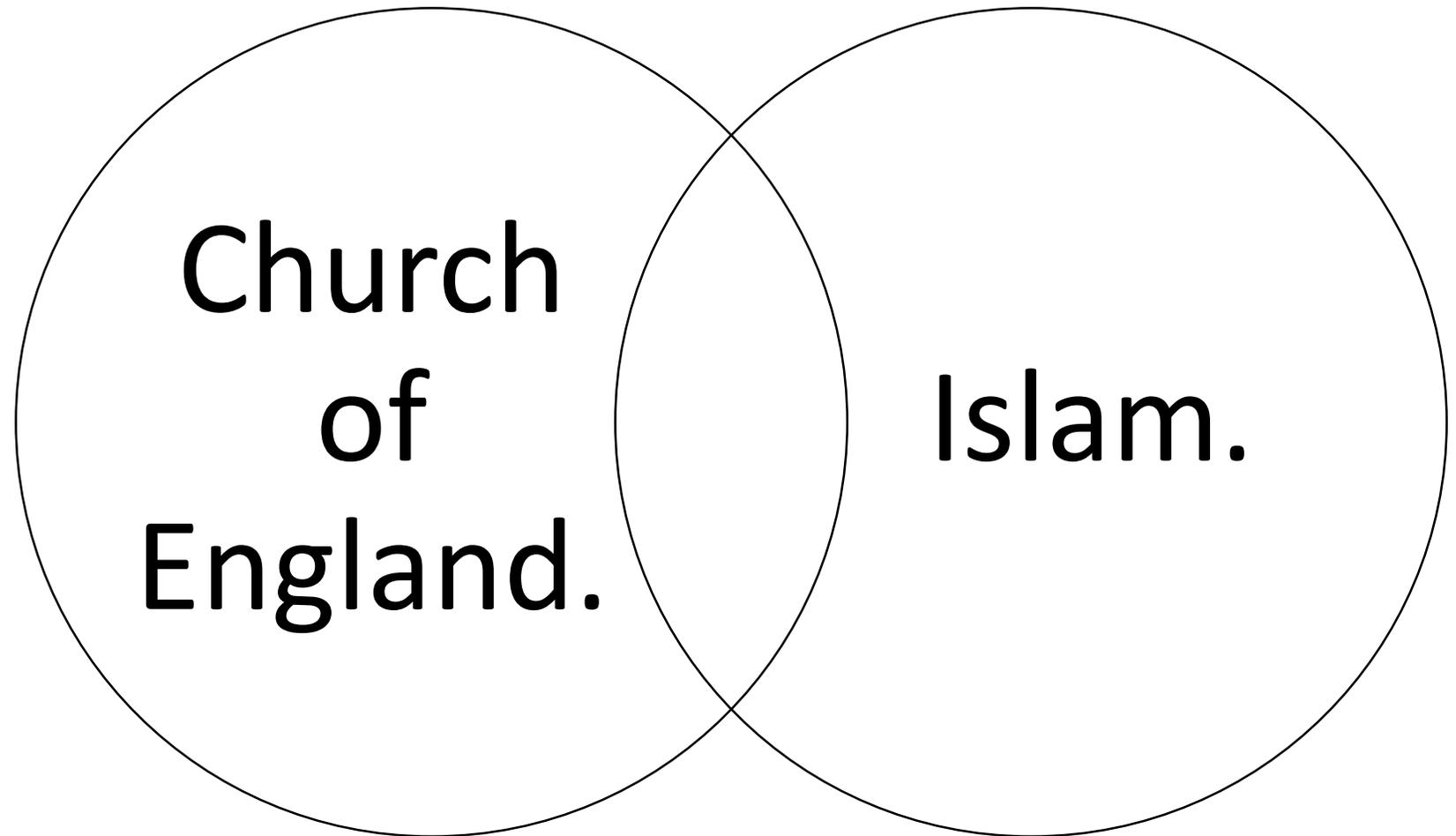
Using letters to abbreviate words, learn spellings and stages of a ceremony.

For example this example is to remember the planets in order using a simple sentence.



# *Venn diagrams*

Compare similarities and differences between crucial facts for each topic

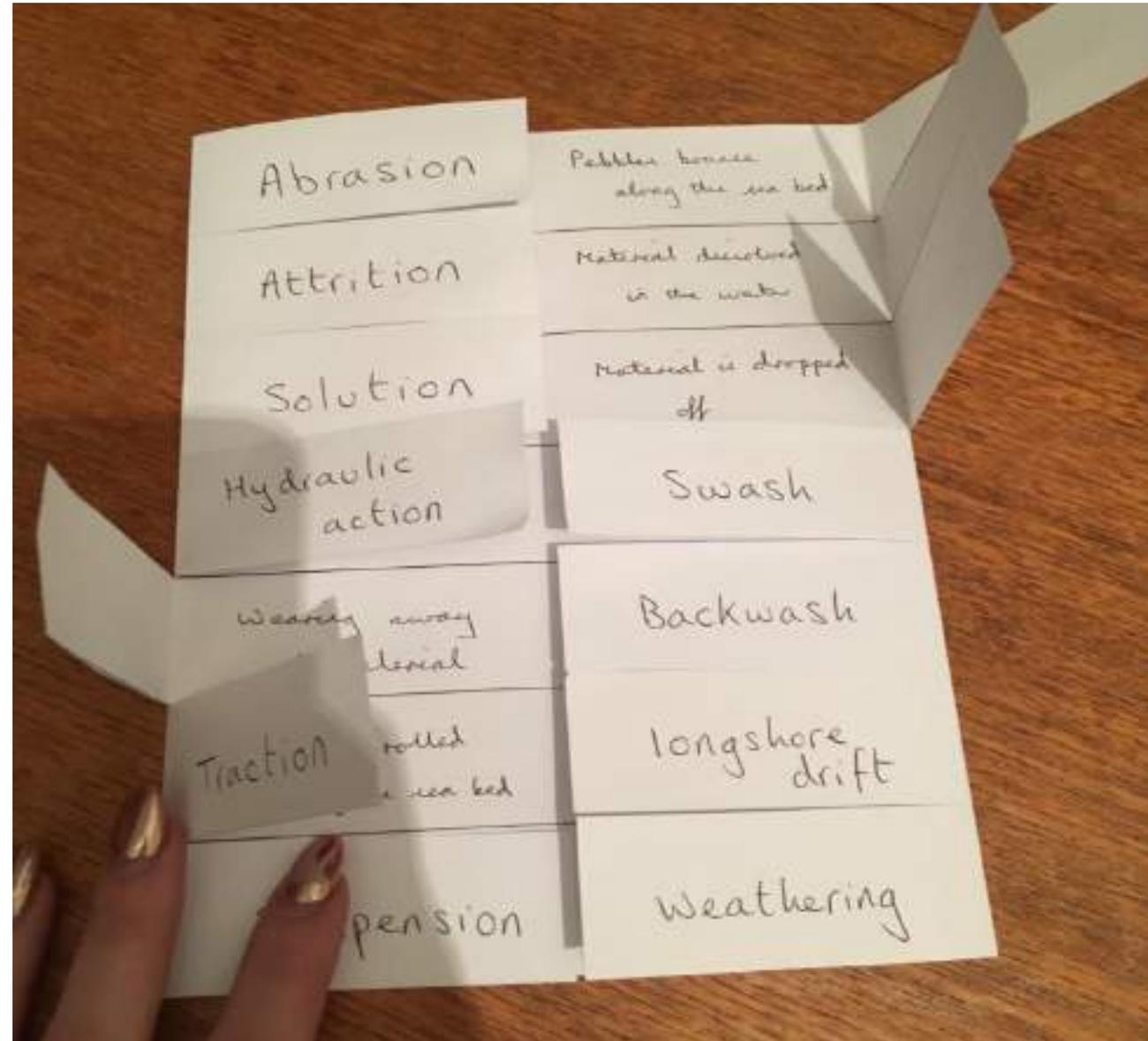


# *Foldable revision*

This is a great strategy to test yourself on key words and definitions.

The key words go on the top, whilst the definition is written underneath.

A great way to keep your revision together!



# Reverse highlighting

As you read the information, black out any words you do not know or think are not relevant. Then anything that is left will be the key information.

The western edge of [redacted] is where its original [redacted]. A fishing community spread throughout Mumbai, the [redacted] to practise freshwater fishing [redacted]. However, over the last 30 years they have stopped fishing and switched to [redacted].

What used to be an area with [redacted] houses and gutter streets has now become one of the cleanest, [redacted] spots in Dharavi. [redacted] [redacted] off from the Dharavi Redevelopment Project, which plans new housing and businesses in the area and offers Dharavi residents houses that are less than 100 [redacted]. The Kols have [redacted] twice this [redacted] the resistance. The neighbourhood is also well known for its community feeling and festivals are celebrated collectively.

# Revision timetable

You should plan your revision in small chunks of no more than 45 minutes, with at least a 15 minute break for every 45 minutes worth of work.

This is proven to increase concentration.

You should spend about 20% of your time on revision for each subject.

## For example;

You have 5 PEAR lessons a fortnight. This equals 5 hours.

Therefore you should revise approximately 45 minutes each week.

	Sunday	Monday	Tuesday	Wednesday
07:00				
07:30				
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**Remember** to tick off your work as you go. This will help you feel like you have achieved something, even if it is in small steps.

# Highlighting

Highlighting is a popular activity when revising, **but be careful that you are using it for the right reasons.**

Students who highlight their notes rarely highlight what is most important.

Although it may look nice ask yourself – does it help?

Colour code your notes into categories.

For example in PEAR we can categorise information in evidence and explanation or behaviours based on evidence.

