

# ‘Chunking your revision’

A common mistake students make when revising is overloading their memory.

Research has shown that our short-term memory has an average capacity of 5-9 items.

Have a go at the practical experiment to see this in action.



# Experiment instructions

1. Turn over list one and try to memorise as many words as you can in 30 seconds.
2. Verbally recall as many as you can to someone you are with
3. Repeat with list 2, but this time do not move on to the next list until you have the first one locked in.

**List 1**

Nine

Swap

Cell

Ring

Lust

Plugs

Lamp

Apple

Table

Sway

Army

Bank

Fire

Hold

Worm

Clock

Horse

Color

Baby

Sword

Desk

Grab

Find

Bird

Rock

# List 2

*(split into 5 parts)*

Horse

Cat

Dog

Fish

Bird

Orange

Yellow

Blue

Green

Black

Table

Chair

Desk

Bookcase

Bed

Teacher

School

Student

Homework

Class

Apple

Banana

Kiwi

Grape

Mango

## Why is list 2 easier?

List two is chunked down into more manageable sizes of 5, which our short-term memory can handle.

It has also been chunked into categories which again makes for more effective learning.

# Memory overload!

Often, revision may look like this  
On the surface, it seems like students have worked **hard** and spent hours revising

However, this is going to have **little impact** on their revision

Our memory becomes overloaded

***Take some photos of these ineffective methods and compare them to your child's revision.***



**FAR FROM THE MADDING CROWD** - THOMAS HARDY  
 "But never mind darling [...] in the sight of heaven you are my very very wife"

"her touch seemed painful to him [...] he was evidently struggling for composure."

**SENSE AND SENSIBILITY** - JANE AUSTEN  
 "Her fears and her difficulties were immediately before him. Her fears, he had no courage, no confidence to attempt the removal of;"

**JANE EYRE** - CHARLOTTE BRONTË  
 "The red-room was a square chamber, very seldom slept in, [...] deep red damask [...] crimson cloth [...]"

**WUTHERING HEIGHTS** - EMILY BRONTË  
 "The murdered do haunt their murderers, I believe. I know that ghosts have wandered on earth. Be with me always - take any form - drive me mad!"

**JANE EYRE** - CHARLOTTE BRONTË  
 "She bit me. She worried me like a tigress, when Rochester got the knife from her... She sucked the blood: she said she'd drain my heart."

RICHARD MASON

**THE CATCHER IN THE RYE** - J.D. SALIN  
 "You don't like anything that's happening" It made me even more depressed when she said that. [...] Name one thing. [...] The trouble was, I couldn't concentrate too hot. Sometimes it's hard to concentrate"

**ENDURING LOVE** - IAN McEWAN  
 "You're right, when the sun comes up behind the trees they turn black. [...] Our love! [...] I've never felt so free. I'm soaring I'm so happy Joe!"

**LOVE AS SICKNESS**  
 - pervasively destructive nature of love  
 - neglect making the narrator/character physically ill

**DEMON LOVERS**  
 "light flashed on his features, as I spoke. [...] Those deep black eyes! That smile, and ghastly paleness!"

**LOVE AS MADNESS**  
 - lust as compelling madness  
 - lovers will be in hell

**ENDURING LOVE** - IAN McEWAN  
 "I went down the path and put out my own hand and fingered the leaves that you had touched."

**GREAT EXPECTATIONS** - CHARLES DICKENS  
 "Before I could answer (if I could have answered so difficult a question at all), she repeated, 'Love her, love her, love her! If she favours you, love her. If she wounds you, love her. If she tears your heart to pieces - and as it gets older and stronger, it will tear deeper - love her, love her, love her!'"

**1984** - GEORGE ORWELL  
 "Doublethink means the power of holding two contradictory beliefs in one's mind simultaneously, and accepting both of them."

**TRANSGRESSIVE LOVE**  
 - love that strays from moral/social boundaries e.g. incest, breaks love laws

**JANE EYRE** - CHARLOTTE BRONTË  
 "when you put bread and cheese, instead of burnt porridge, into these children's mouths, you may indeed feed their rick bodies, but you little think how you starve their immortal souls!"

MR BROCKLEHURST  
 "I starved; but once I'd food pass my lips. At a door of a cottage I saw a little girl about to throw a mess of cold porridge in a pig trough."

**FAR FROM THE MADDING CROWD** - THOMAS HARDY  
 "Had she known Boldwood's moods her blame would have been fearful, and the stain upon her heart ineradicable. Moreover, had she known the present power for good or evil over this man, she would have trembled at her responsibility."

**UNREQUITED LOVE**  
 - love is not returned  
 - rejection catalyst for creativity  
 - anguish & emotional lexis

**THE GEOGRAPHY OF LOVE**  
 - lovers enter new worlds  
 - body discovered, explored, possessed  
 - love's create own world → microcosm

**THE RAINBOW** - D. H. LAWRENCE  
 "And to him, as the days went by, it was as if the heavens had fallen, and he was sitting with her among the ruins, in a new world, everybody else buried, themselves two blissful survivors, with everything to squander as they would."

**FOOD AND DESIRE**  
 - relationship between eating and sex  
 - appetite/desire to possess another's body - carnal desire (carnal = meat)  
 - involve physical process: smell, touch, feasting, consuming, sensory pleasure, satisfaction  
 - desire not met - (feature of courtly love)  
 - after death, the lover may choose to unite through starvation

**TOM JONES** - HENRY FIELDING  
 "Many other weapons did she assay; but the god of eating [...] preserved his votary [...] for as love frequently preserves from the attacks of hunger, so may hunger possibly, in some cases, defend us against love."

**PRIDE AND PREJUDICE** - JANE AUSTEN  
 "frequently Mr. Darcy's eyes were fixed on her [...] the supposition did not pain her. She liked him too little to care for his approbation."

**THE GREAT GATSBY** - F. SCOTT FITZGERALD  
 "If it wasn't for the mist we could see your home across the bay," said Gatsby. "You always have a green light that burns all night at the end of your dock... Now it was again a green light on a dock. His count of enchanted objects had diminished by one."

**WUTHERING HEIGHTS** - EMILY BRONTË  
 "...he's more myself than I am. Whatever our souls are made of, his and mine are the same, and [Edgar's] is as different as a moonbeam from lightning, or frost from fire."

**THE PASSION** - JEANETTE WINTERSON  
 "She buried my head in her hair and I became her creature."

**WUTHERING HEIGHTS** - EMILY BRONTË  
 "Heathcliff had knelt on one knee to embrace her; he attempted to rise, but she seized his hair, and kept him down."  
 "I wish I could hold you," she continued, bitterly, "til we're both dead! I shouldn't care what you suffered. I care nothing for your sufferings. Why shouldn't you suffer? [...]"

"Don't torture me until I'm as mad as yourself," cried he, wrenching his head free, and grinding his teeth."

**PROSE & themes**



Trembling  
~~Trembling~~ / Daisy tumbled short of his dreams (2)

These two images convey Gatsby's endless yearning for Daisy, both the excitement this generates and the inevitable pain it causes when unfulfilled. The image of Gatsby reaching out for the green light and trembling conveys a certain desperation for Daisy. The anticipation of reaching her is both exciting and ~~unhappy~~ pervaded by anxiety. Yet, coming later in the novel, we begin to understand that this yearning has built up so much so as to ensure Daisy could never live up to it. Gatsby, until death, will forever tremble and Daisy always stumble.

UNIT 4: LIFE IN THE WEIMER REPUBLIC

- 1) THE WEIMAR REPUBLIC
- 2) WEIMAR HOUSE
- 3) WEIMAR DEPRESSION
- 4) THE WEIMAR REPUBLIC

UNIT 2 - HITLER

- 1) EARLY STAGES
- 2) THE WEIMAR REPUBLIC
- 3) THE WEIMAR REPUBLIC

ADOLF HITLER

- 1) THE WEIMAR REPUBLIC
- 2) WEIMAR DEPRESSION
- 3) THE WEIMAR REPUBLIC

UNIT 3: THE WEIMAR REPUBLIC

- 1) THE WEIMAR REPUBLIC
- 2) WEIMAR DEPRESSION
- 3) THE WEIMAR REPUBLIC

UNIT 1: MEDICINE IN THE WEIMAR REPUBLIC

- 1) THE WEIMAR REPUBLIC
- 2) WEIMAR DEPRESSION
- 3) THE WEIMAR REPUBLIC

UNIT 2 - HITLER

- 1) THE WEIMAR REPUBLIC
- 2) WEIMAR DEPRESSION
- 3) THE WEIMAR REPUBLIC

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## Edward (Somerset)

- Wanted to remove French from Scotland - potential marriage with Mary Queen of Scots.

↳ 1547-1548, fighting in Scotland

↳ 1547 Battle of Pinkie

↳ Mary of Guise remains in control, Mary Queen of Scots moved to France.

- French besieged Bologne

## Edward (Northumberland)

- Treaty of Bologne, Bologne lost to France in 1550 in return for £133,333.

↳ "most ignominious treaty signed by England" (Jordan)

↳ didn't remove French from Scotland.

## Mary (1553-1558)

- 1556, France & Spain at war, Philip tried to get help from Mary (after marriage in 1554)

↳ Privy Council opposed the idea

- 1557, Staffords Invasion

↳ rumoured to be sent by Henri II, allowing Mary to go to war with France.

over French conflict, Calais was lost. Treaty of Cateau-Cambresis (1559)

- Militia Arms Act (1557)

↳ new powers to muster troops, updated the navy fleet.

- closer ties after war with France and marriage in 1554.

## Marriage Treaty in 1554

↳ no regal powers for Philip, couldn't inherit English throne, no Spanish on the Privy Council,

## Elizabeth

- Treaty of Cateau-Cambresis

- 1559 Religious Settlement

↳ Act of Supremacy (only 1 priest/bishop swore the oath, New Prayer Book (similar to Cranmer's 1552 prayer book), no black rubric, vestments remained, injunctions to priests (had to report recusants), less decorations

- 1559 Asked about marriage (again in 1563 and 1566)

↳ isolated in Europe, most were Catholic, also nearly married Duke of Anjou.

- 1560 Treaty of Berwick, sent an army to lords of the congregation in Scotland to remove Guise control and Catholics.

↳ Mary of Guise died and France withdrew

↳ Treaty of Edinburgh (1560) expelled foreign troops from Scotland, leaving lords of the congregation in control.

↳ Earl of Moray and James Stewart worked with Mary Queen of Scots as she promised not to intervene.

- Mary married Darnley, worried Lords over his influence.

↳ Darnley murdered

## Foreign Policy

● Scot ● Spain ● France ● Neth.

↳ forced Mary to abdicate and fled to England, Elizabeth placed her under house arrest.

↳ Earl of Moray (Protestant) was regent for James, Moray died pushing Scotland into civil war.

↳ Elizabeth sent troops to secure Earl of Morton as regent (Protest.)

- 1562, Hawkins tried to break Spanish monopoly on slave trade in Caribbean, (again in 1564, 1567)

- 1562 Treaty of Hampton Court, sent 6000 troops and £30,000 to support the Huguenot rebels

- 1563, Huguenot defeated

↳ 1564, Treaty of Troyes, last Calais permanently.

↳ "humiliating failure" (Williams)

- 1567 Tension in Netherlands as Philip wanted tighter control in the 17 provinces - North was Protestant.

↳ led to small riots

- Expelled sea beggars

- 1568 impounded Spanish ships and took over a 400,000 florin loan from Italian bankers.

↳ Alba seized English ships and trade stopped!

- 1569 Rebellion supported by Phillip as marriage is planned with Anjou in 1568

- 1572, Treaty of Blois, France and England promised to defend each other.

- 1570 Elizabeth excommunicated (after he said Catholics should not attend church in 1566.)

- 1572, Rebellions start in Neth. to break Spanish control.

↳ sea beggars expelled.

- 1572 Treaty of Blois, 1572 Morton in control (after Mary expelled in 1570)

- 1574 Treaty of Blois renewed.

- 1574 Spain responded in Neth.

↳ 8000 killed in 1576

'Spanish fury' massacre.

- Pacification of Ghent 1576 (expelled all foreign troops)

- 1577, rebellions started again, promised £100,000 if France invaded, withdrew

- 1578, marriage proposal to Duke of Anjou,

↳ Elizabeth paid for his expedition.

- 1580, Treaty of Utrecht, divided the north and south of the Neth.

- 1580, Spain took control of Portugal, Elizabeth supported Don Antonio.

- Parma sent to conquer Neth.

- Henri III refused to support Elizabeth against Spain.

# Making it stick

What do you think of when you see the following words/phrases?

Think of your lists and then share it with the person you are with

Birthday party

Christmas

Holiday

Supermarket

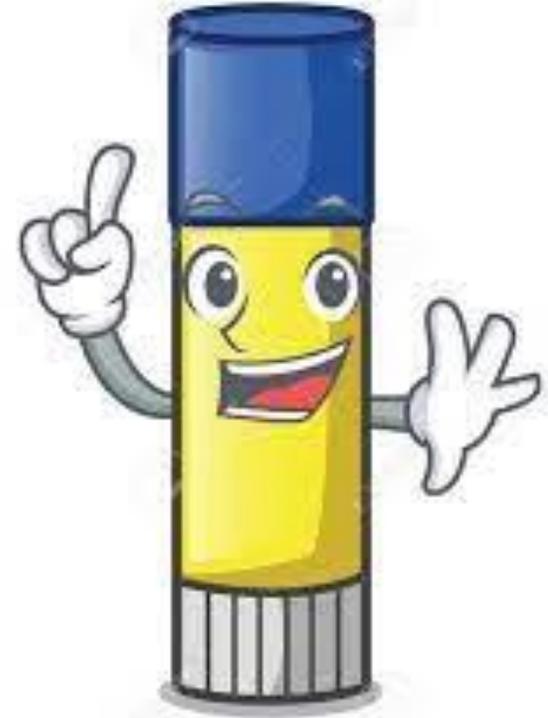
This is showing the learning process.

Over time, we stick more things to our knowledge.

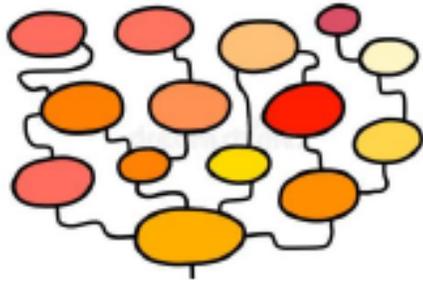
For example, you may have added to your knowledge of a birthday party balloons, cake, party bags

We need to do the same thing when we revise

Always start the revision process with, what do I already know about this, then what new information do I need to stick there?



# A practical way to do this: Brain dumping



1. Choose the subject you would like to revise from your topic list.

2. On a blank piece of A4 make a mindmap from memory. Write down everything you can think of for that particular topic.

3. Next, read over your revision guide or notes. Were there any details that you missed?

4. Add the missed details from your revision guide onto your brain dump, but in a different colour.

5. Repeat the activity again at a later date. This could be a few days, or maybe weeks. Did you remember more this time?

The bits you could remember are already stuck, the bits in another colour are what you need to make stick!

# Have a go!

1. Take a piece of paper and pick a topic area from one of your subjects
2. Brain dump everything you can remember
3. Use the revision guide to add in anything you forgot in another colour
4. The information added is what you need to 'make stick' so make this a priority in your revision