

Spaced Revision

Revising for the exams can feel very overwhelming however, there is a way through that helps you to stay in control and keeps everything manageable.

The spaced revision system is all about spacing out your revision so that you don't cram (which is not effective at all). It is also about focusing your revision where you need to.

Stages 2 – 5 should have at least a 2-hour gap between them in order to let your brains process the information and move it from short-term memory.

Stage 1: Organisation

The first stage of revision, is to determine where to focus your time. To do this you need to look at each element of the course and essentially rank them according to your level of confidence:

- I need help with this (arrange to see me)
- I need to learn this as I don't remember it at all.
- I remember doing this but I need to revise it.
- I know the content on this but I need to practice exam questions on this.
- I am exam ready.



WHAT YOU ARE GOING TO DO:
 WHITE – REVIEW
 YELLOW – TRANSFORM
 ORANGE – EXAM PREP AND
 TIMED PRACTICE

**TICK WHEN ALL
THREE ELEMENTS
ARE COMPLETED**


**THE SUBJECT YOU
ARE TAKING**

REVISION PLANNER

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
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**YOUR REWARD WHEN
YOU HAVE COMPLETED
ALL YOUR TASKS**

This will ensure that you are spacing it out to allow your brain to process what you are going over and prevent cramming.

	Monday	Tuesday	Wednesday
	R: CHILDHOOD	R: THEORIES OF CRIME	R: SECULARISATION
	T: PRIMARY RM	T: CHILDHOOD	T: THEORIES OF CRIME
	EP: ETHNICITY AND ACHIEVEMENT	EP: PRIMARY RM	EP: CHILDHOOD

Once you have determined which areas you need to work on first (*I need to learn this*) you will need to review the information. This will help to unlock the knowledge that you have but have forgotten.

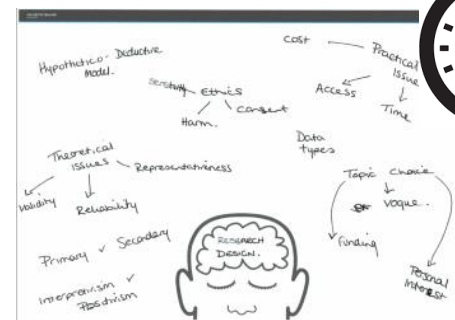
This is a 3 stage process:

This stage should only last for about 5 minutes. In it, you should have a quick read over your notes or the appropriate pages in your textbook. Don't take any notes just read. This will help to unlock what you already know.



Again this stage is strictly timed to 5 minutes. Here you are writing down everything you can remember about the topic.

Once completed you can use a different coloured pen to add in anything you have missed, using your resources such as class notes or a text book. This helps you to visualise what you know and what you still need to learn, and what to focus on first – it's the bits you didn't know!



This element is taking you over the topic in a more focused way and should take about 15 – 20 minutes max. In this activity, you are going to be going over notes and your textbook but rather than just reading you are going to be focusing on what you don't know, and important information.

This sheet will help you to not only focus your reading and review of the content but will identify areas that you either need to speak to your teacher about or need to go over in more detail.

Topic Review Sheet

Topic	
Section	

New Information	Key Thinkers

Stage 3: Transformation

In this stage, you are taking the information that you have reminded yourself of and turning it into something else to see what has stuck and what you may need to relook at. There are lots of different activities that you could do here but the key thing to remember is that you should complete as much of the activity as you can **without** looking at your notes and then use a different colour to complete it. You should spend about 30 minutes on this activity.

Some example activities include:

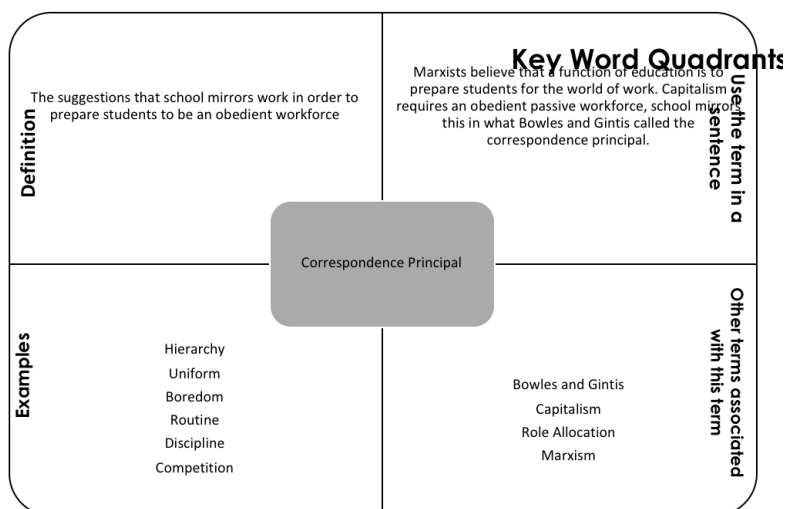
Summary Sheets:

These sheets are linked directly to the topics of the course and take you through the core knowledge of that topic. You can make these yourself or ask if you would like a set to fill in.

Media means...	Who uses the Media? - The Generation Divide		Who uses the Media? - The Digital Divide	
	Younger Generation (under 30 years)		Social Class Divide	
	Explanation:		How do different social classes use the media?	
	Examples:			
	Middle-Aged		Gender Divide	
	Explanation:		How do different social classes use the media?	
	Examples:			
	Older generation (65yrs +)		Global Divide	
	Explanation:		Social classes use the media?	
	Examples:			
Traditional Media is ...				
Print Media is ...				
Visual Media is ...				

Key Word Quadrants:

Keyword quadrants are about not just learning the key terms but being able to use them and make links between them and the topics, concepts, and thinkers.

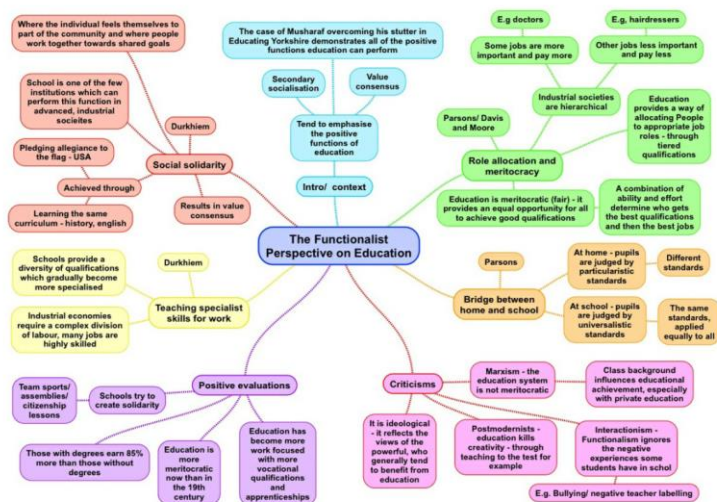


Mindmaps

Mindmaps are a single sheet with all the information about a topic branching off from the central point. Colour coding is useful here as you can identify the different assessment objectives or the different branches.

Other Transformation activities can include:

- Cornell notes
- Flash Cards
- A4 Trigger Sheets
-



Stage 4: Exam Question Prep

This stage is taking the information that you have revised and applying it to exam questions so that you can practice exam technique.

You should try and complete each of the question styles that could come up but at the very least you should complete exam prep on the style of question you struggle with most.

Each question style has a different preparation style:

Essay Question Breakdown Sheet

Complete the breakdown sheet and then write the introduction and first paragraph.

Deconstruct the question	
Command	
Topic	
Focus	
Type of evaluation	

Key words from the question to include in your point	

Introduction	
Context	
Answer	

What does the item tell you?	

What can you add from your own knowledge?	

Practice finding the hooks in the sources and mining for information. Try to think of sociological concepts or people that the source is hinting at:



Read **Item B** below and answer the question that follows.

Item B

Many sociologists separate the self into two parts: how individuals see themselves, and how others see them. Interactionists argue that these two parts are closely connected, and that our sense of self is influenced by the reactions of people that we interact with in our everyday lives.

Other sociologists believe that we can only understand the individual's sense of self if we consider the influence of social structures such as class.

Applying material from **Item B** and your knowledge, evaluate interactionist explanations of how an individual's sense of self is socially constructed.

[20 marks]

How individuals see themselves, how others see them:

Giddens - Reflexive self,

Goffman - dramaturgical analogy, impression management

Reactions of people – labelling, SFP, Master Status, Role models, role conflict, CAGES.

Other sociologists... social structures – Marxism class, Feminism patriarchy, Functionalism consensus.

Social Construction – Agencies of socialisation family, schools, peers, media, religion, social control.



Stage 5: Timed Practice

Timed practice should be completed without your notes. Use the folder dividers or lists of exam questions to pick questions to try.

Spend 30 - 45 minutes on questions, try to stick to exam timings so pick the questions that will fit into that time. E.g. 1 x 30 marker, 2 x 10 marker...

Essay questions:

1. Outline and explain **two roles** that education fulfils according to functionalists
2. Outline and explain **two** ways in which the education system may pass on values and ideas which are in the interests of dominant groups in society
3. Outline and explain **two** ways in which the functions of the education system may affect pupils' educational achievement
4. Using information from Item A, **analyse two** ways in which the education systems performs functions for both individuals and society (10 marks)

Item A: If Britain is ever to achieve economic prosperity again, schools should encourage competition, discipline, decency, self-reliance and eventually prosperity through a return to hard work, selection, higher standards and biblical morality. The classroom should be a place where results are expected; a place where the teacher gets it across that our second best is not good enough; a place where the shortcomings of even the worst homes are to some extent rectified and not used as a constant excuse for inaction. Schools should get a hard grip on the surly and uncooperative. They must support the hardworking, the inventive and the original. This means we must toughen up the educational process so that everything else- learning, creativity, technical skills, wealth creating potential can flourish properly. Children must learn Biblical stories such as the Good Samaritan because the stories will speak for themselves.

If you don't stick to the timings for the questions finish then finish off with a different colour rather than giving up before finishing. You could bullet point what you ran out of time for, as you might in the exam if this happens.

Once you have finished the answer you need to self-mark it, giving yourself a mark as well as identifying what you need to do to move up to the next band of marks.

Keep track of your revision:

A Level Sociology



theory and me

7 Ways

by @inner_drive | www.innerdrive.co.uk

to Overcome Procrastination

- Do the Task for Just a Few Minutes**
Use the Zeigarnik effect – once you start something your brain remains alert until you finish it.
- Do the Hard Tasks First**
Doing the hard tasks while your brain is still fresh means you are less likely to give up on them or procrastinate.
- Believe in Your Ability**
You can do it, just implement the skills and strategies you have learnt to self-regulate.
- Manage Your Environment**
Control it, don't let it control you. Get rid of distractions, especially that lovely beguiling phone of yours.
- Set Yourself Short Deadlines**
Impending deadlines get you going. So go ahead and set yourself short deadlines.
- Model Success**
Who do you know that has done this task well? What did they do? Copy what they did.
- Make the Task Harder**
Sounds counterintuitive but it can make the task more interesting.

	TOPICS	Brain Dump	Review	Transform	Exam Practice	Exam Ready?
Research Design	Practical Considerations					
	Ethics					
	Theoretical Considerations					
	Sampling methods					
Sources and Types of Data	Social Surveys					
	Interviews					
	Experiments					
	Observations					
	Official Statistics					
	Quantitative v Qualitative					
	Primary v Secondary					
Methods in Context	Education and choice of method					
	Pupils, parents, teachers					
	Key issues in education					
	PET related to education					
Debates in Sociology	Factors effecting research design					
	Interpretivism V Positivism					
	Value Freedom					
	Sociology as a Science					
	Sociology and Social policy.					
	Functionalism					
	Marxism and Neo-Marxism					