

# Active Revision: Success@KS4

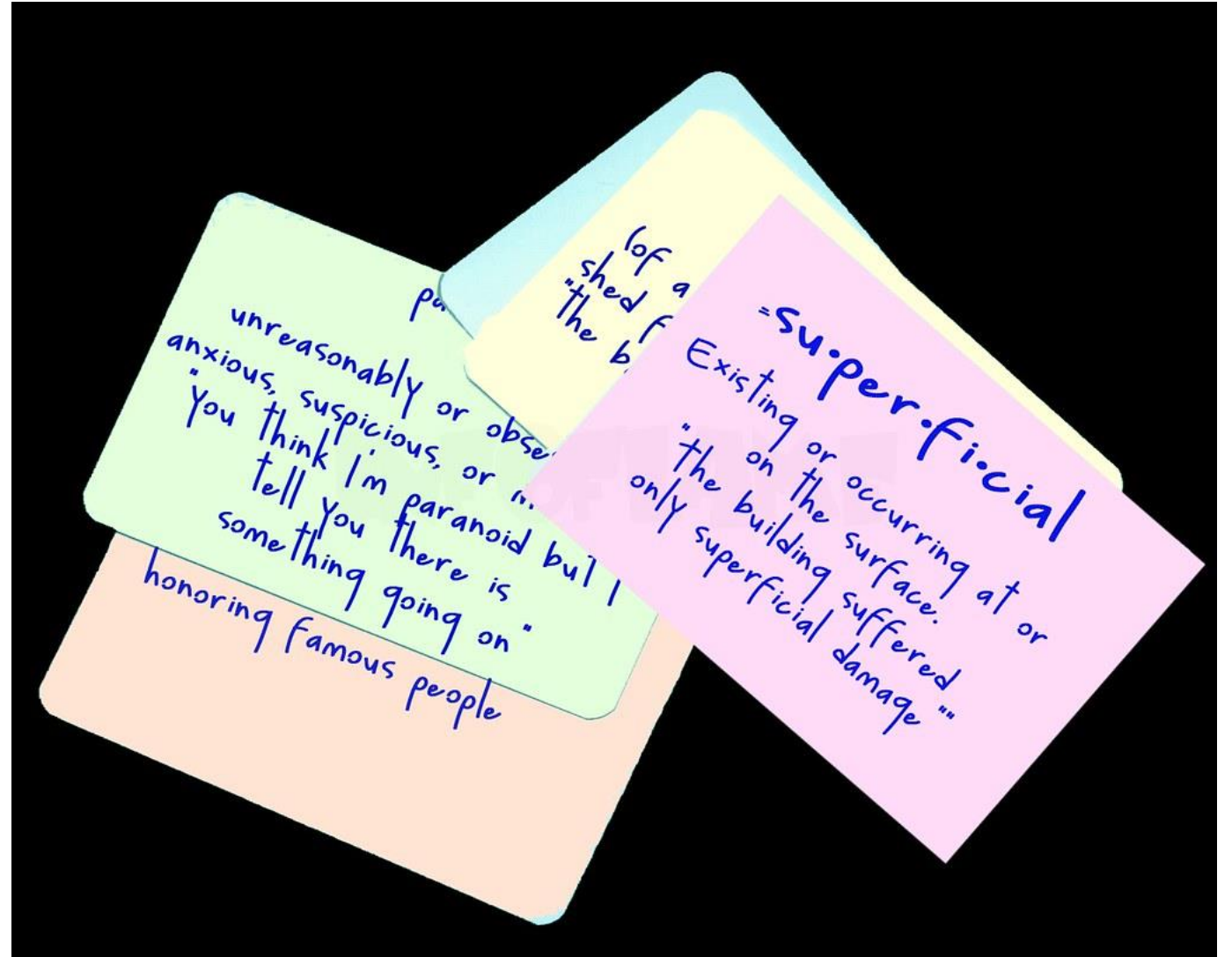
## Aims of the session:

- **Learn which revision strategies are the most effective and why**
- **Refine the use of some of your current strategies...**



Which revision techniques are most effective? Rank them 1-5 (1 the highest)

- A. Re-reading notes
- B. Flash cards
- C. Past papers
- D. Highlighting
- E. Teach someone else



# The two least-effective techniques are:

- Highlighting
- Re-reading notes



Research proves that there are 2 key principles for revision which are more effective:

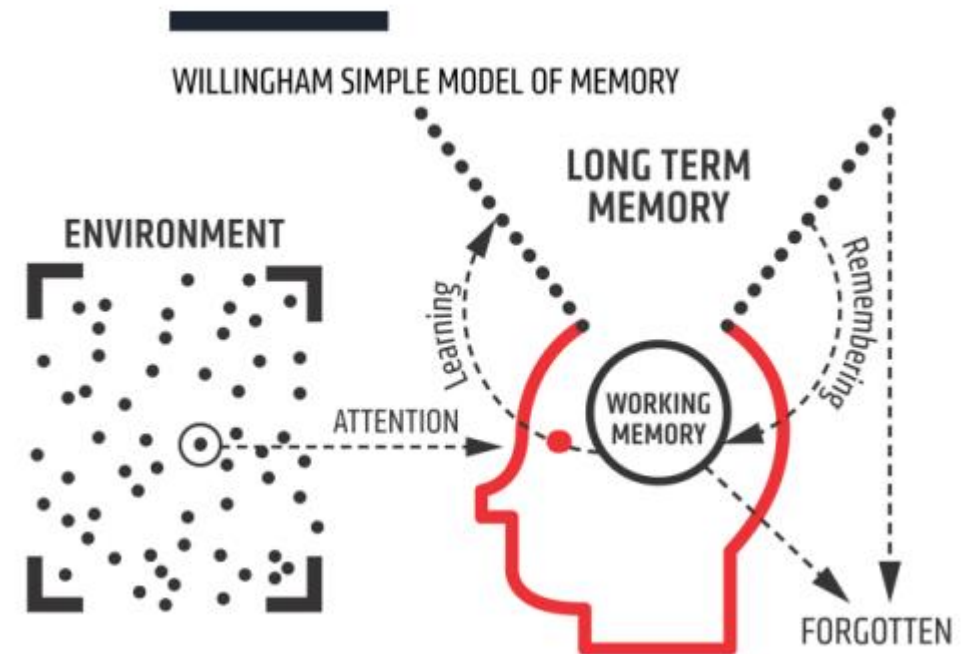


Effective

✓ **Testing yourself: past papers and quizzes**

✓ **Spacing the learning: little and often**

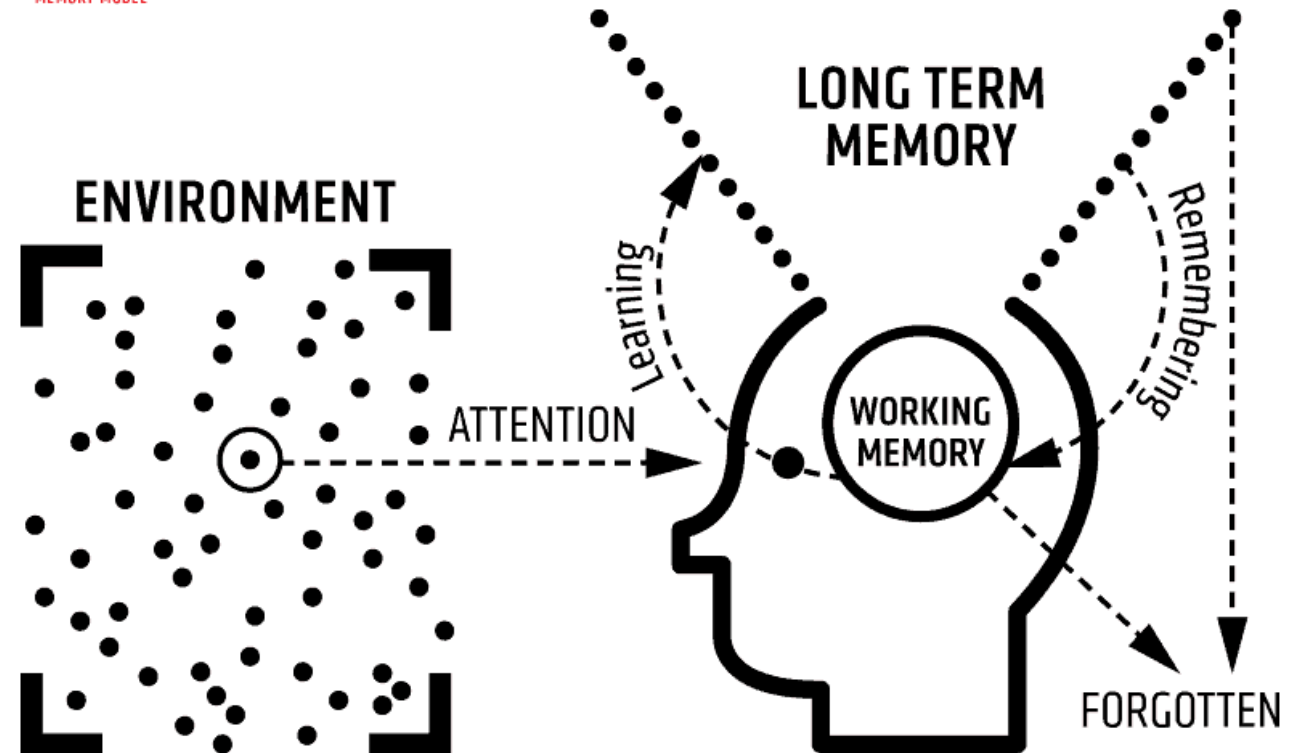
These strategies allow you to create long term memory



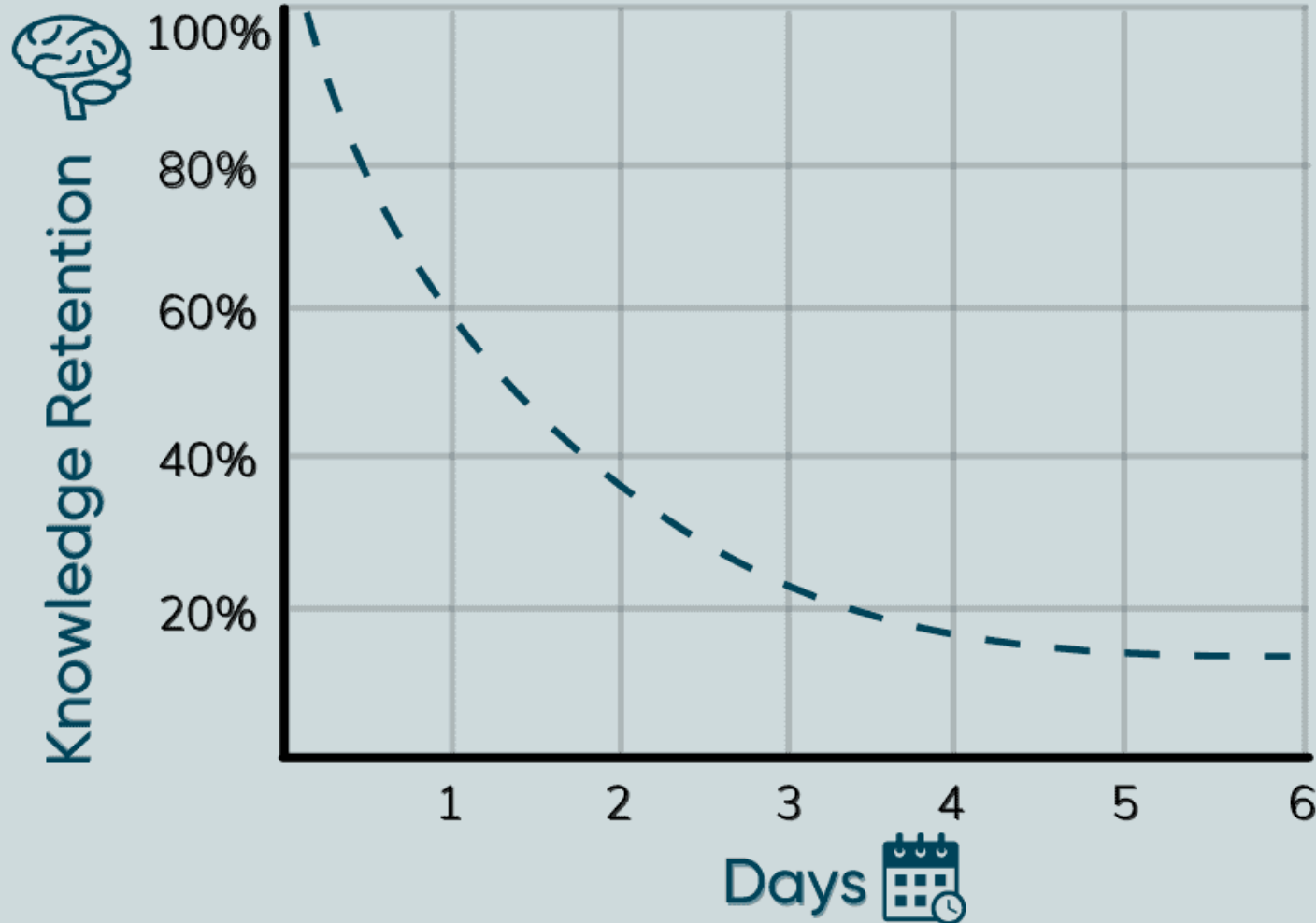
# How our brains work:

- We only learn what we attend to
- We only learn what we retain and remember
- Therefore, learning is a lasting change in long term memory

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WILLINGHAM'S SIMPLE  
MEMORY MODEL



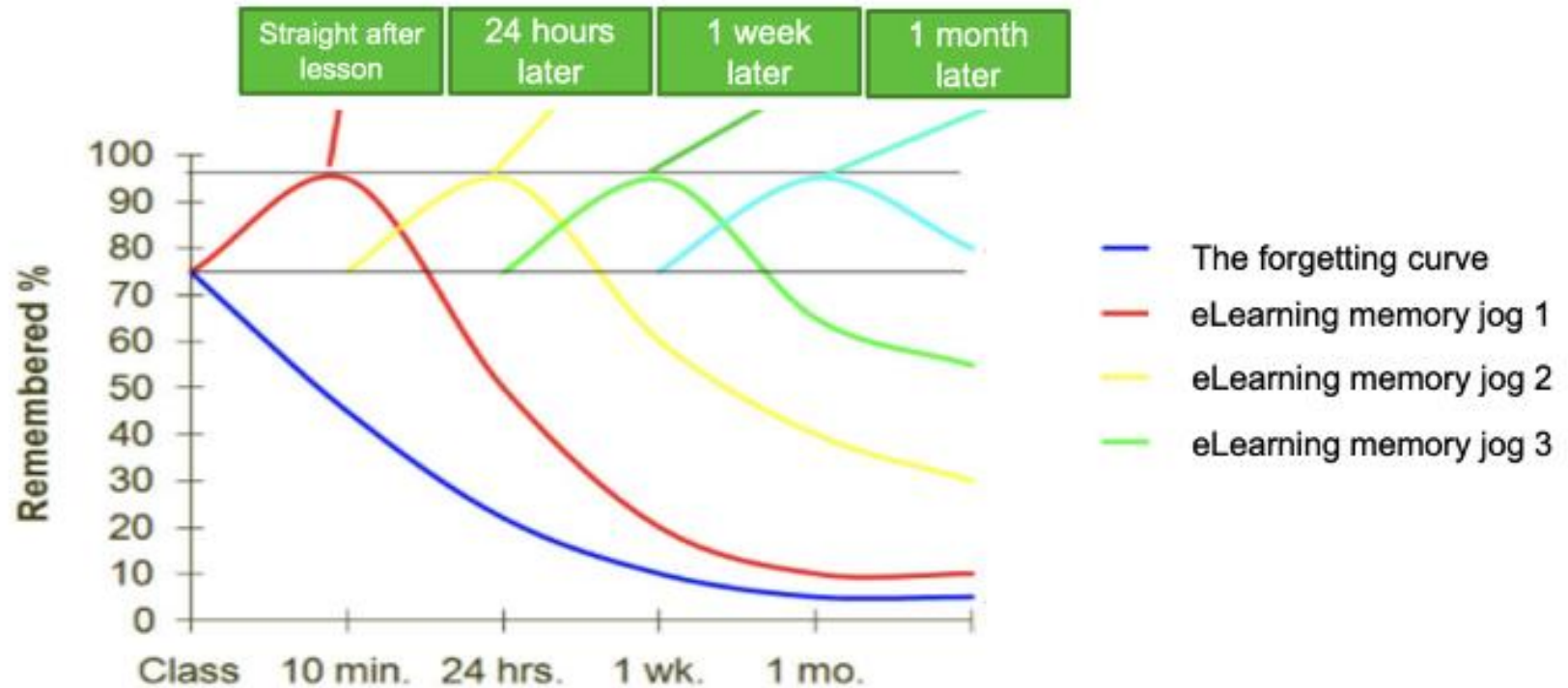
# The Ebbinghaus Forgetting Curve



# The Ebbinghaus Forgetting Curve

## Overcoming the curve

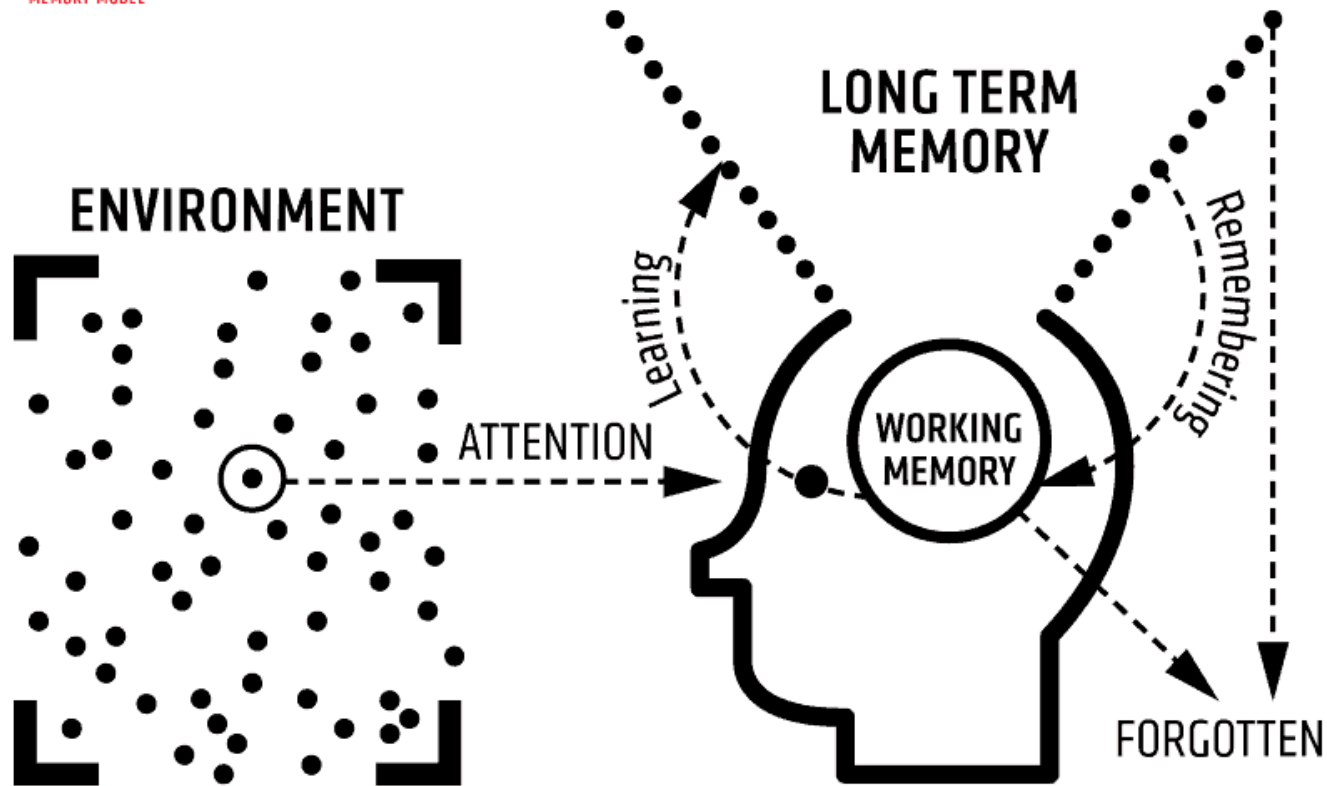
- Use it or lose it!





# Cognitive overload

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Challenges for those with limited working memory:  
UNFAMILIARITY  
COMPLEXITY



# Working memory and prior knowledge

Working memory and prior knowledge

**DWT CPO HAC AOG TOI GPT**

# Working memory and prior knowledge

Working memory and prior knowledge

**DOG CAT PIG COW TOP HAT**

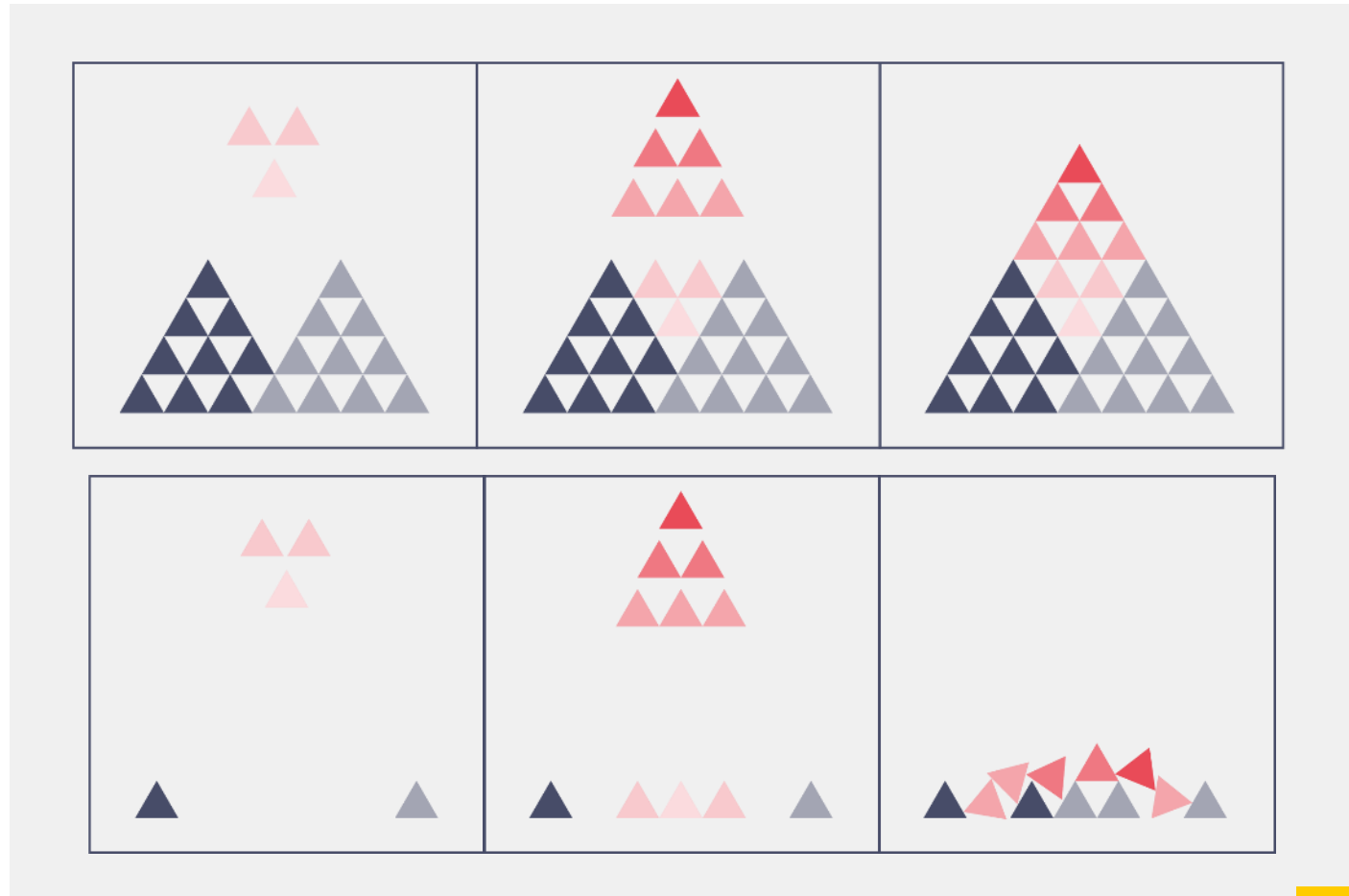
# Working memory and prior knowledge

Working memory and prior knowledge

**DWT CPO HAC AOG TOI GPT**

**DOG CAT PIG COW TOP HAT**

# Building mental models



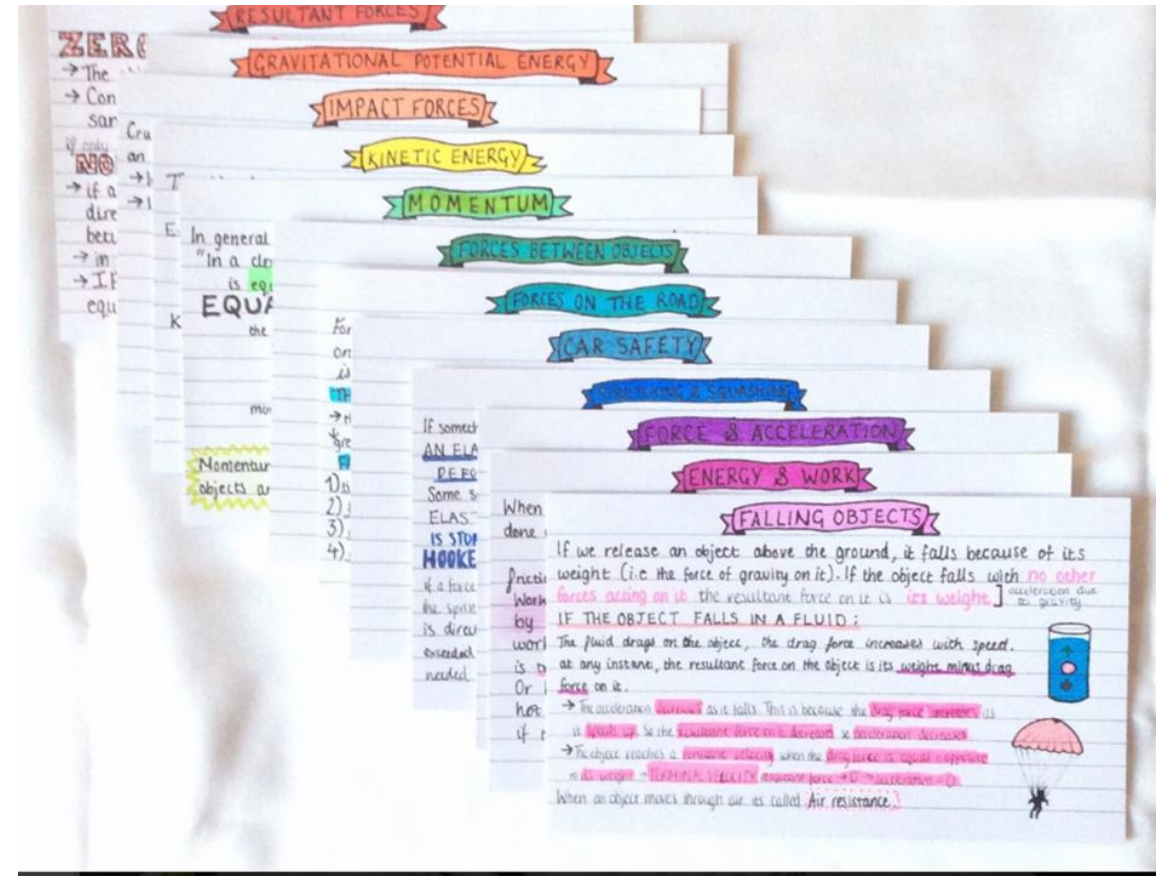




# 1) Make flashcards:

- Turn the information into a question. These questions could be written on flashcards (question on the front and answer on the back)

*e.g. What are the three things that animal and plant cells have in common? A nucleus, cytoplasm and cell membrane*





## Plants and Photosynthesis

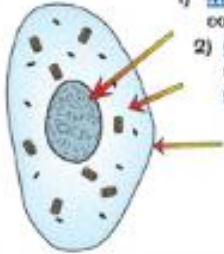
This topic is about the processes that allow **environmental conditions** on **Earth** to stay **balanced** — and how **human actions** can sometimes affect these processes.

### Plant and Animal Cells Have Similarities and Differences

#### Animal Cell

3 THINGS THEY BOTH HAVE IN COMMON:

- 1) **NUCLEUS** — contains **DNA** that controls what the cell **does**.
- 2) **CYTOPLASM** — gel-like substance where most of the **chemical reactions** happen.
- 3) **CELL MEMBRANE** — holds the cell together and controls what goes **in** and **out**.



#### Plant Cell

3 EXTRAS THAT ONLY THE PLANT CELL HAS:

- 1) **RIGID CELL WALL** — made of **cellulose**, gives support for the cell.
- 2) **VACUOLE** — contains **cell sap**, a weak solution of sugar and salts.
- 3) **CHLOROPLASTS** — where **photosynthesis** occurs. They contain a green substance called **chlorophyll**.



### Plants are Able to Make Their Own Food by Photosynthesis

- 1) **Photosynthesis** is the process that produces 'food' in **plants**. The 'food' it produces is **glucose**.
- 2) Photosynthesis happens in the leaves of all **green plants** — this is what the leaves are for.
- 3) Photosynthesis happens in **chloroplasts**. They contain **chlorophyll**, which absorbs **energy** in **sunlight** and uses it to convert **carbon dioxide** and **water** into **glucose**. **Oxygen** is produced as a by-product.



### Humans Use Plants for Many Things

- 1) **FOOD** Humans use plants as a **source of food** (e.g. rice, carrots, spinach). Plants **produce glucose** (food energy) through photosynthesis. Humans can't produce glucose, so they can only get it by **eating plants** (or by eating animals — which have got their glucose from eating plants or other animals).
- 2) **CLOTHING** Fabrics like **cotton** and **hemp** come from plants.
- 3) **FUEL** Fuels that can come from plants include **wood** and **biofuel**.
- 4) **MEDICINES** E.g. **Aspirin** can be made from a substance extracted from willow bark. **Digitals** (for treating heart disease) comes from foxgloves.
- 5) **CONSTRUCTION MATERIALS** **Wood** and **rubber** are made from plant materials.

Humans also rely on plants to help maintain the **right balance of gases** in the atmosphere. Humans use up oxygen and release carbon dioxide (in **respiration**). Plants do the opposite — they use up carbon dioxide and release oxygen (in **photosynthesis**). These two processes balance each other out, and ensure that the **levels of carbon dioxide** and **oxygen** in the atmosphere **remain fairly constant**.

### I'm working on sunshine... woah o...

Plants are pretty crucial in ensuring the **flow of energy** through nature. They use the Sun's energy to **make glucose** — the **energy source** that all plants and animals need for **respiration** (see p.1).

CPG study guides could be used as a good source of info for your flashcards

## The USA's Reaction to World War One

After the First World War (1914-1918), **the USA** chose **not** to get involved in international affairs. This policy was known as **isolationism**.

### The League was the idea of the American President



Woodrow Wilson

- 1) The **League of Nations** was largely the idea of the American President **Woodrow Wilson**. It was one of his **Fourteen Points** (see p.6) — fourteen principles on which he thought a **peace settlement** could be based.
- 2) He thought a League of Nations could act like a **world parliament** where the representatives of all the **major powers** would meet to discuss matters of international importance.
- 3) He was sure that such an organisation could **prevent another world war**.

### But America Never Joined the League of Nations

- 1) A League of Nations was set up following the end of the First World War, as part of the **Treaty of Versailles**.
- 2) Wilson wanted the USA to join the League of Nations, but he needed the approval of the **US Congress**.
- 3) The problem was that **most** Americans **didn't want to join**.
- 4) The majority of the American people favoured 'isolationism' — they wanted the USA to remain **isolated** from **foreign entanglements**.

### Americans Didn't Trust the League of Nations

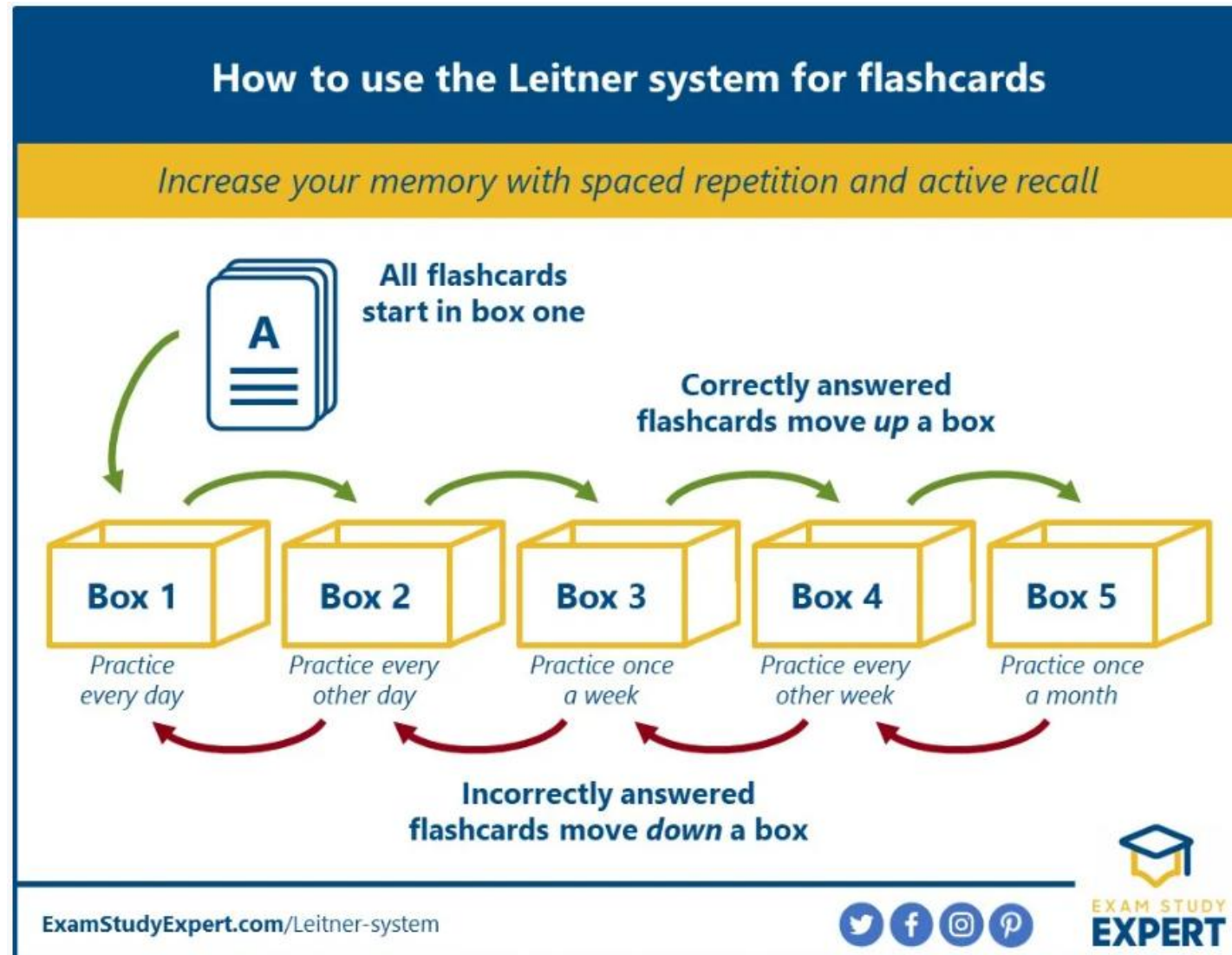
- 1) Many Americans had been **against** the USA getting involved in the **First World War** and were upset by the **loss of American lives**.
- 2) They were worried that if America joined the League of Nations they would be **obliged** to interfere in **conflicts** that most Americans thought were **none of their business**.
- 3) The USA had a lot of citizens who were **German** or **Austrian immigrants**. These people saw the League as **linked** to the hated **Treaty of Versailles** (see p.7). They were opposed to the USA joining an organisation that was forcing Germany to pay vast amounts in **reparations** (damages for the war).
- 4) Some Americans were suspicious of the **French** and the **British**. They were sure that the League would come under British and French **control** and that America would be called upon to help these countries **defend their colonies**. Many Americans felt that colonies didn't fit in with their ideas about **freedom** and **democracy** and should not be supported.
- 5) Other Americans were concerned that joining the League of Nations could cost them **money**. They were worried that the League would drag America into lots of **expensive wars**. Many businessmen contended that the US had grown prosperous by **staying out** of European affairs and that it should remain **isolated** from Europe.



### The USA thought it was better off alone...

Perhaps it was a bit selfish of the USA to **reject** the League of Nations, but they probably did save themselves a lot of **trouble** and **expense**, at least in the short-term. Make sure you learn all the reasons for their decision **not to join**.

# Remember - space the learning: little and often



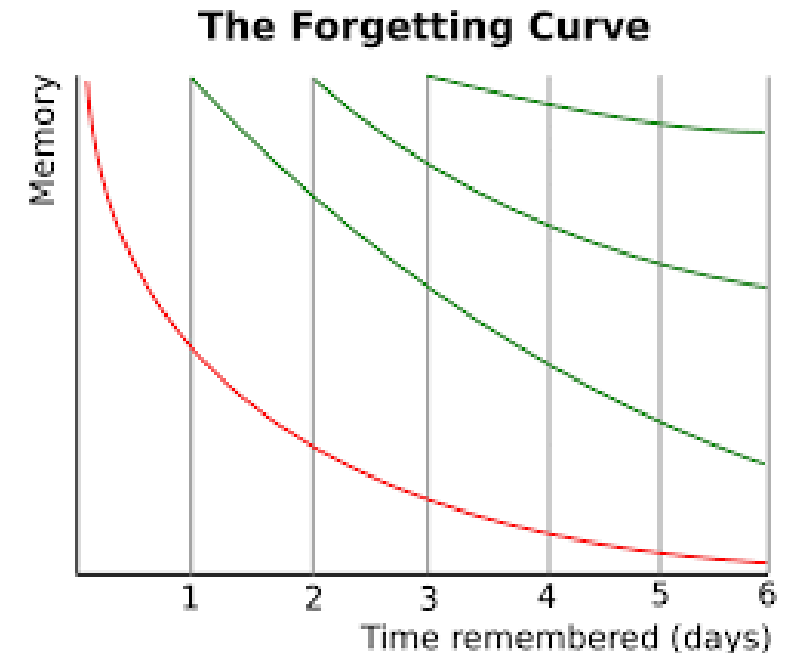


# What is the Leitner system?

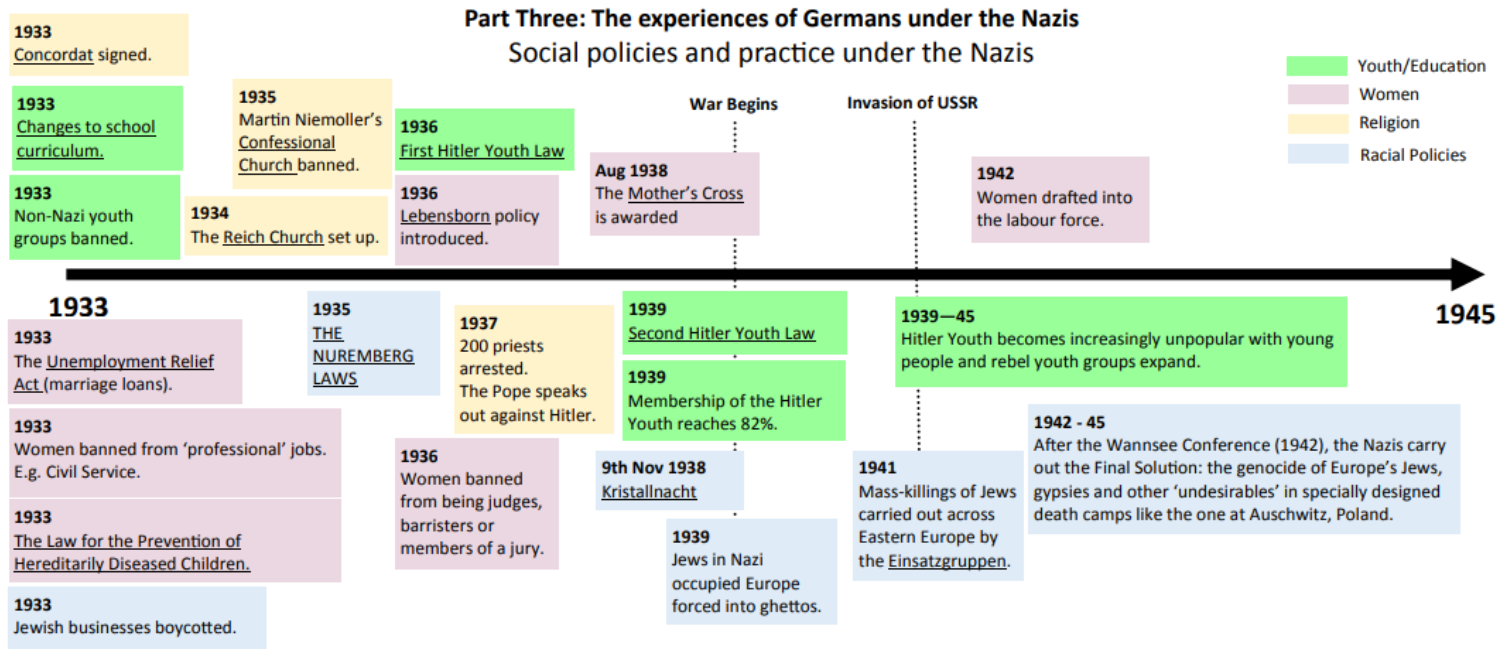
First introduced by German science journalist Sebastian Leitner in 1972, this technique involves reviewing set groups of flashcards at regularly spaced intervals to retain information and memorise facts. It makes the most of [spaced learning techniques](#) to overcome [Ebbinghaus' forgetting curve](#).

Unlike traditional flashcard methods (which involve you sifting through stacks of cards *whenever you fancy* – a perfectly valid study technique by the way!), the Leitner system **forces your brain to retrieve flashcard information at different intervals based on your past successes.**

*How?* **By popping your flashcards into separate boxes based on how well you're recalling what's on them.**



# 2) Knowledge organisers – then use as a quiz



1933	<b>Concordat</b>	An agreement between Hitler and the Pope not to interfere in one another's business.
1933	<b>Changes to school curriculum</b>	School children were now to spend more time learning about the Nazi version of German history and doing physical education. Girls would study domestic skills, like cooking and cleaning. Children would be taught about the 'racial inferiority' of Jews.
1933	<b>Unemployment Relief Act</b>	Couples who married could receive a loan of 1000 RM if the woman agreed to leave her job. If they produced 4 children or more, they did not have to repay the loan.
1933	<b>Law for the Prevention of Hereditarily Diseased Children</b>	A law that permitted the sterilisation of women who had hereditary diseases.
1934	<b>Reich Church</b>	A Nazi run organisation that put all the different Protestant groups in Germany under the control of the Party.
1935	<b>Confessional Church</b>	A Protestant church set up by Pastor Martin Niemoller. The Church was designed to be free from Nazi ideas and control.
1935	<b>The Nuremberg Laws</b>	A set of laws concerning racial purity. The laws banned marriages between Jews and Non-Jews.
1936	<b>First Hitler Youth Law</b>	The Nazis gave the Hitler Youth the same legal status as parents and schools.
1938	<b>The Mother's Cross</b>	An award for mothers who had given birth to 4 or more children.
1938	<b>Kristallnacht</b>	A night of organised terror and violence against the Jewish communities of Germany, supposedly in retaliation for the assassination of a Nazi official by a Jewish assassin. Kick-started violent persecution.
1941	<b>Einsatzgruppen</b>	A branch of the SS responsible for rounding up Jews and shooting them into mass graves. This was the beginning of the genocide of Europe's Jews.

Turn the info into a quiz – get a parent or sibling to help:

- Test definitions
- Test dates
- Test advantages/ disadvantages
- Describe dates and changes

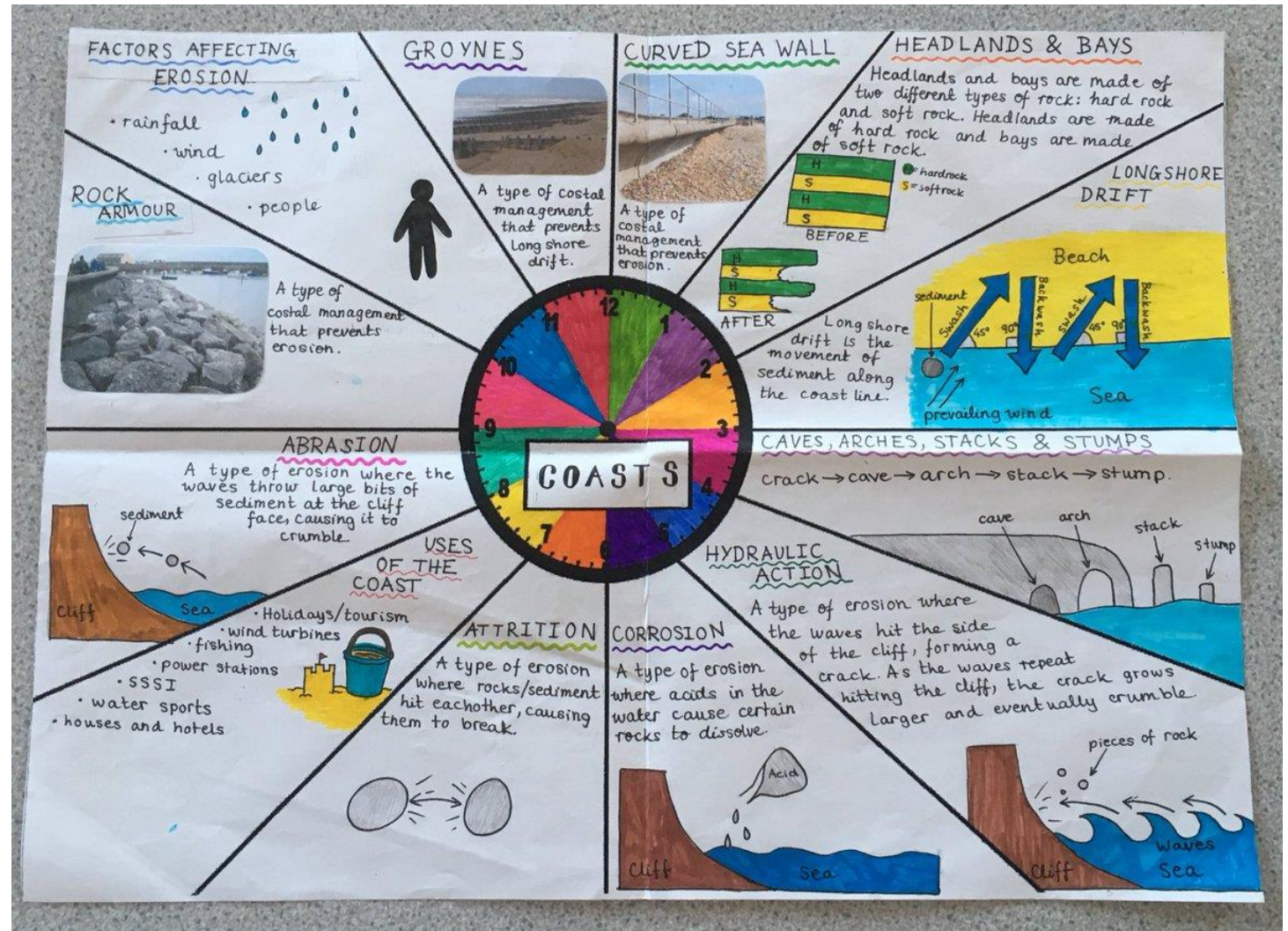
		AO1	AO2	AO3	AO4	METHODS	CONTEXT											
		Read, understand and respond to texts.		Analyse the language, form and structure	Show understanding of context	SPaG												
Act	PLOT	ROMEO		JULIET														
1 Fights and a Party	<p><b>Prologue: Family feud &amp; fatal consequences for 2 young lovers</b></p> <ul style="list-style-type: none"> <li>There is a fight between two rival families (Montagues and Capulets) which is stopped by the Prince.</li> <li>Romeo is unhappy because Rosaline doesn't love him.</li> <li>Paris asks Capulet for Juliet's hand in marriage, but Capulet tells him she's not ready. Capulet throws a ball.</li> <li>Mercutio is invited to the ball, but Benvolio and Romeo crash it. This enrages Tybalt.</li> <li>Romeo and Juliet meet, talk, fall in love at first sight and kiss.</li> </ul>	<p>Well-respected Montague. Falls in love with the daughter of his family's enemy and marries her in secret – kills her cousin in a rage and commits suicide wrongly believing Juliet to be dead.</p> <p>Initially knows more about love from books than experience: "thy love did read by rote" (Friar Lawrence) "Love is a smoke raised with the fume of sighs... a fire... a sea... a madness" / "young waverer" (Friar Lawrence) / "you kiss by th' book" (Juliet)</p> <p>Emotional, passionate and has to deal with rejection by Rosaline: "Is love a tender thing? It is too rough... Too rude, too boisterous, and it pinches like thorn."</p> <p>Fears fate &amp; future: "O! I am Fortune's fool"</p> <p>Falls overwhelmingly in love with Juliet at first sight: "what light through yonder window breaks? It is the east and Juliet is the sun." / "speak again bright angel" / "O, she doth teach the torches to burn bright" / "Did my heart love till now? Faithful vow"</p> <p>Challenges barriers to Juliet: "with love's light wings did I overperch these walls"</p> <p>Tries to avoid fighting but worries that he's less manly: "good Capulet, which name I tender / As dearly as my own, be satisfied" / "O sweet Juliet, Thy beauty hath made me effeminate And in my temper softened valor's steel"</p> <p>Hot-headed, enraged by the killing of Mercutio: "fire-eyed fury be my conduct now!"</p> <p>Devastated by exile to Mantua: "Ha, banishment! Be merciful, say 'death'... Heaven is here, Where Juliet lives"</p> <p>Horried by news of Juliet's death and decides to commit suicide: "I defy you stars... Juliet, I will lie with thee tonight."</p> <p>Gives violent warning to Balthazar not to interfere with his suicide: "I will tear thee joint by joint And strew this hungry churchyard with thy limbs."</p> <p>Urges Paris not to challenge him outside the Capulet tomb: "I beseech thee, youth, Put not another sin upon my head By urging me to fury."</p> <p>Sees Juliet is still beautiful in death: "Death, that hath sucked the honey of thy breath, Hath had no power yet upon thy beauty. Thou art not conquered."</p> <p>Dies as he began the play, by expressing love: "Thus with a kiss I die."</p>	<p>13-year-old Capulet. Defies family and gender expectations to marry the son of her family's enemy – overcome by grief at Romeo's death and commits suicide</p> <p>Young and innocent: "My child is yet a stranger in the world. She hath not seen the change of fourteen years."</p> <p>Idolised by her father: "She's the hopeful lady of my earth." / "My will to her consent is but a part"</p> <p>Falls in love with Romeo at first sight: "Then have my lips the sin that they have took." / "If he be married, My grave is like to be my wedding bed."</p> <p>Cautious about her love for Romeo: "It is too rash, too unadvised, too sudden, Too like the lightning."</p> <p>Conflicted between family loyalty and love for Romeo: "O Romeo, Romeo, wherefore art thou Romeo?" / "What's in a name? That which we call a rose, By any other word would smell as sweet." / "My only love sprung from my only hate!"</p> <p>Prepared to defy her family and the feud: "Deny thy father and refuse thy name... be but sworn my love, And I'll no longer be a Capulet."</p> <p>Commits herself to Romeo: "my true love is grown to such excess I cannot sum up sum of half my wealth."</p> <p>Impatient to be with Romeo after wedding: "Spread thy close curtain, love-performing night / O, I have bought the mansion of a love, But not possessed it, and though I am sold, Not yet Conflicted about Romeo after he kills Tybalt: "O serpent heart hid with a flowering face!" / "Beautiful tyrant! Fiend angelical!"</p> <p>Refuses father's order to marry Paris: "Delay this marriage for a month, a week. Or, if you do not, make the bridal bed in that dim monument where Tybalt lies."</p> <p>Angry at Nurse for her advice to marry Paris: "Ancient damnation! O most wicked fiend! Brave - prepared to risk Friar Lawrence's plan: "Give me, give me! O, tell me of fear!"</p> <p>Brave - does not fear death: "O happy dagger, This is thy sheath: there rust, and let me die."</p>	<p>antithesis</p> <p>foreshadowing</p> <p>dramatic irony</p> <p>bawdy humour</p> <p>monologue</p> <p>soliloquy</p> <p>metaphor</p> <p>metonymy</p> <p>simile</p> <p>imagery</p> <p>iambic pentameter</p> <p>juxtaposition</p> <p>tragedy</p> <p>antagonist</p> <p>blank verse</p> <p>sonnet</p> <p>sonnet form</p> <p>suspense</p>	<p>Verona: R &amp; J set in Verona in the fourteenth century. Verona was a rich, lively, cultured city but had been afflicted by violence for centuries. Political leaders clashed with religious leaders for power, status and wealth and many people were obliged to take sides.</p> <p>Women: Society in the 16th century was patriarchal: men were dominant and women were inferior and expected to marry as young as 12. Noblemen like Juliet would have received some education but there was little freedom in most areas of life for women. Lower class women received no education and would have worked as some sort of servant.</p> <p>Queen Elizabeth I: Provided a powerful example of a strong female in a male-dominated society, living by rules established by men. She was not representative of women in wider English society and was celebrated as an exceptional woman. Admired by Shakespeare and led England to great wealth, prosperity and national confidence.</p>													
2 A Secret Marriage	<ul style="list-style-type: none"> <li>In the Capulets' garden, Romeo overhears Juliet thinking about how much she likes Romeo but is the son of her family's enemy. Romeo talks to her and they decide to get married.</li> <li>Romeo asks Friar Lawrence for help – he agrees to marry them.</li> <li>Romeo meets Mercutio and Benvolio, and they tease the Nurse who gives a message to Romeo from Juliet.</li> <li>After the Nurse tells Juliet the plan to marry that afternoon, they get married in secret.</li> </ul>	<p>MERCUTIO Romeo's friend, playful, witty but aggressive – gets caught in the middle of the feud</p> <p>Tells Romeo to get over Rosaline: "If love be rough with you, be rough with love." / "Appalled by Romeo's refusal to fight Tybalt: "O calm, dishonorable, vile submission!"</p> <p>Dies cursing both families: "A plague o' both your houses"</p>	<p>Feuding with Capulet. Begins as doting father but becomes aggressive &amp; controlling</p> <p>Initially calm and easy-going: "Content thee, gentle coz. Let him alone." / "Angered by Juliet's defiance: "Hang thee, young baggage! Disobedient wretch!" / "Verbally attacks Nurse for defending J: "Peace, you mumbling fool!" / "Juliet's death charges him: "O brother Montague, give me thy hand."</p>	<p>Locations</p> <p>Streets of Verona</p> <p>Capulet mansion</p> <p>Juliet's chambers</p> <p>Friar Lawrence's cell</p> <p>Mantua</p> <p>The Capulet tomb</p>	<p>Tragic Hero: Romeo and Juliet is a tragedy and the characters of Romeo and Juliet can be seen as tragic heroes (main character whose downfall brought about by own actions or tragic flaw). Both are guilty of loving too much and too quickly and acting too rashly.</p>													
3 Deaths	<ul style="list-style-type: none"> <li>Tybalt kills Mercutio in a fight; in revenge, Romeo kills Tybalt. The Prince exiles Romeo from Verona as punishment.</li> <li>R &amp; J spend the night together before R leaves the city.</li> <li>Juliet's parents tell her that she must marry Paris in two days but she tells them she can't, during an intense argument.</li> </ul>	<p>FRIAR LAWRENCE</p> <p>Like a father to Romeo – wise, trusted, tries to help but actions lead to R &amp; J deaths</p> <p>Sees opportunity to resolve feud: "For this alliance may so happy prove, To turn your households' rancour to pure love."</p> <p>Worries about consequences of R&amp;J's love: "These violent delights have violent ends"</p> <p>Criticises Romeo's reaction to exile: "Art thou a man? ... Thy tears are womanish." / "Unseemly woman in a seeming man" / "A pack of blessings light upon thy back"</p>	<p>Capulet</p> <p>Nurse</p> <p>Devoted nanny to Juliet – talkative, silly, well-meaning but irresponsible</p> <p>Thinks the world of Juliet: "Thou wast the prettiest babe that e'er I nurs'd" / "lamb" / "ladybird"</p> <p>Makes vulgar jokes about sex: "You shall bear the burden soon at night"</p> <p>Wishes J to be emotionally and physically content with R: "happy days to happy nights"</p> <p>Appears more devastated than J's family when J dies: "O woful, woful day... Never was seen so black a day as this."</p>	<p>Symbols/Motifs</p> <p>Poison; Night; light/dark</p> <p>imagery; thumb-biting;</p> <p>Dreams/Queen Mab; opposing points of view.</p>	<p>The Plague: Elizabethan England and Renaissance Verona were badly affected by outbreaks of the painful, deadly and contagious 'black death'. Many parents (including Shakespeare) lost children to the plague and it provides a metaphor for Mercutio's final curse as the Montagues and Capulets all lose children. Romeo doesn't get Friar Lawrence's letter because Friar John is detained for fear he may have the plague.</p>													
4 Plans and Potions	<ul style="list-style-type: none"> <li>Juliet asks the friar to help, whose plan involves faking her death. Using Friar Lawrence's potion, Juliet fakes her own death. Friar Lawrence sends Romeo a letter telling him about the plan and to rescue her from her family tomb.</li> <li>Juliet's family think she's dead so bury her in the family tomb.</li> </ul>	<p>BENVOLIO Romeo's loyal cousin, peacemaker and opposite to Tybalt</p> <p>Cares for Romeo: "What sadness lengthens Romeo's hours?" / "Protects Romeo after slaying of Tybalt: "Be gone, away! ... The Prince will doom thee death"</p> <p>Contrasts with Tybalt's hostility: "I do but keep the peace, put up thy sword."</p>	<p>Nurse</p> <p>Devoted nanny to Juliet – talkative, silly, well-meaning but irresponsible</p> <p>Thinks the world of Juliet: "Thou wast the prettiest babe that e'er I nurs'd" / "lamb" / "ladybird"</p> <p>Makes vulgar jokes about sex: "You shall bear the burden soon at night"</p> <p>Wishes J to be emotionally and physically content with R: "happy days to happy nights"</p> <p>Appears more devastated than J's family when J dies: "O woful, woful day... Never was seen so black a day as this."</p>	<p>Symbols/Motifs</p> <p>Poison; Night; light/dark</p> <p>imagery; thumb-biting;</p> <p>Dreams/Queen Mab; opposing points of view.</p>	<p>The Plague: Elizabethan England and Renaissance Verona were badly affected by outbreaks of the painful, deadly and contagious 'black death'. Many parents (including Shakespeare) lost children to the plague and it provides a metaphor for Mercutio's final curse as the Montagues and Capulets all lose children. Romeo doesn't get Friar Lawrence's letter because Friar John is detained for fear he may have the plague.</p>													
5 Unhappy Ending	<ul style="list-style-type: none"> <li>R doesn't get the Friar's letter. He believes J to be dead and goes to her tomb to kill himself after buying some poison.</li> <li>Paris sees Romeo going to the tomb, they fight and R kills Paris.</li> <li>R places P's body in the tomb, lies next to Juliet and drinks the poison.</li> <li>Friar Lawrence finds out that R didn't get the letter so goes to the tomb.</li> <li>As Friar Lawrence arrives, Juliet wakes up. Juliet refuses to go with him and he doesn't want to get into trouble for Romeo's death, so the Friar leaves.</li> <li>When Juliet realises that Romeo is dead, she kills herself.</li> <li>Everyone comes to the tomb, where the friar has to explain what has happened.</li> <li>Grieving, Montague and Capulet realise that their feud has caused the suicides of their children so agree to make peace.</li> </ul>	<p>FATE: The prologue establishes the idea that fate, not just the characters' actions, is to blame for the catastrophes. Many instances of luck impact on the characters such as the servant inviting Romeo to the ball, Friar John and his message being detained, Paris being at the Capulet tomb when Romeo arrives</p> <p>RELIGION: A powerful influence in the 16th century and it provided a set of moral rules to live by. Represented by Friar Lawrence who is trusted by all. R &amp; J had to marry in order to be together. Religious imagery and references often used by characters.</p>	<p>Capulet</p> <p>Nurse</p> <p>Devoted nanny to Juliet – talkative, silly, well-meaning but irresponsible</p> <p>Thinks the world of Juliet: "Thou wast the prettiest babe that e'er I nurs'd" / "lamb" / "ladybird"</p> <p>Makes vulgar jokes about sex: "You shall bear the burden soon at night"</p> <p>Wishes J to be emotionally and physically content with R: "happy days to happy nights"</p> <p>Appears more devastated than J's family when J dies: "O woful, woful day... Never was seen so black a day as this."</p>	<p>Symbols/Motifs</p> <p>Poison; Night; light/dark</p> <p>imagery; thumb-biting;</p> <p>Dreams/Queen Mab; opposing points of view.</p>	<p>The Plague: Elizabethan England and Renaissance Verona were badly affected by outbreaks of the painful, deadly and contagious 'black death'. Many parents (including Shakespeare) lost children to the plague and it provides a metaphor for Mercutio's final curse as the Montagues and Capulets all lose children. Romeo doesn't get Friar Lawrence's letter because Friar John is detained for fear he may have the plague.</p>													
<p><b>THEMES</b></p> <p><b>LOVE:</b> R &amp; J fall in true love at first sight. Their young love is genuine but impulsive and destructive. Romeo's 'love' for Rosaline is a passing infatuation and Romeo learns what true love is. There are numerous puns and jokes about sex, and R&amp;J's relationship reflects physical desire too.</p> <p><b>CONFLICT &amp; HONOUR:</b> Personal and family reputation was crucial in the 16th century. Honour is important to all the characters – they can't ignore insults and have to defend the honour of their family. Characters like Benvolio and the Prince show how difficult it is to avoid the violence of the family feud. The violence gets worse in the second half of the play and the feud only stops because of the deaths of R &amp; J.</p>		<p><b>GENDER:</b> Women in the play are able to exert little influence. Capulet sees Juliet as his property and feels that she should be grateful for the match with Paris he has arranged. Juliet very aware that virtue and chastity were more important and valuable to women than men as they had to be chaste to secure a good marriage.</p> <p><b>FAMILY &amp; MARRIAGE:</b> Wealthy people often married not for love but for money, power and status; arranged marriages were common. Capulet tries to use Juliet as a 'bargaining chip'. The family was society in microcosm with the father as 'governor'. Juliet is torn between duty to her family and desire for personal happiness. R &amp; J willing to give up their families for marriage. The young were expected to obey the old and Shakespeare celebrates the passion and independence of R &amp; J.</p>	<p>Capulet</p> <p>Nurse</p> <p>Devoted nanny to Juliet – talkative, silly, well-meaning but irresponsible</p> <p>Thinks the world of Juliet: "Thou wast the prettiest babe that e'er I nurs'd" / "lamb" / "ladybird"</p> <p>Makes vulgar jokes about sex: "You shall bear the burden soon at night"</p> <p>Wishes J to be emotionally and physically content with R: "happy days to happy nights"</p> <p>Appears more devastated than J's family when J dies: "O woful, woful day... Never was seen so black a day as this."</p>	<p>Symbols/Motifs</p> <p>Poison; Night; light/dark</p> <p>imagery; thumb-biting;</p> <p>Dreams/Queen Mab; opposing points of view.</p>	<p>The Plague: Elizabethan England and Renaissance Verona were badly affected by outbreaks of the painful, deadly and contagious 'black death'. Many parents (including Shakespeare) lost children to the plague and it provides a metaphor for Mercutio's final curse as the Montagues and Capulets all lose children. Romeo doesn't get Friar Lawrence's letter because Friar John is detained for fear he may have the plague.</p>													
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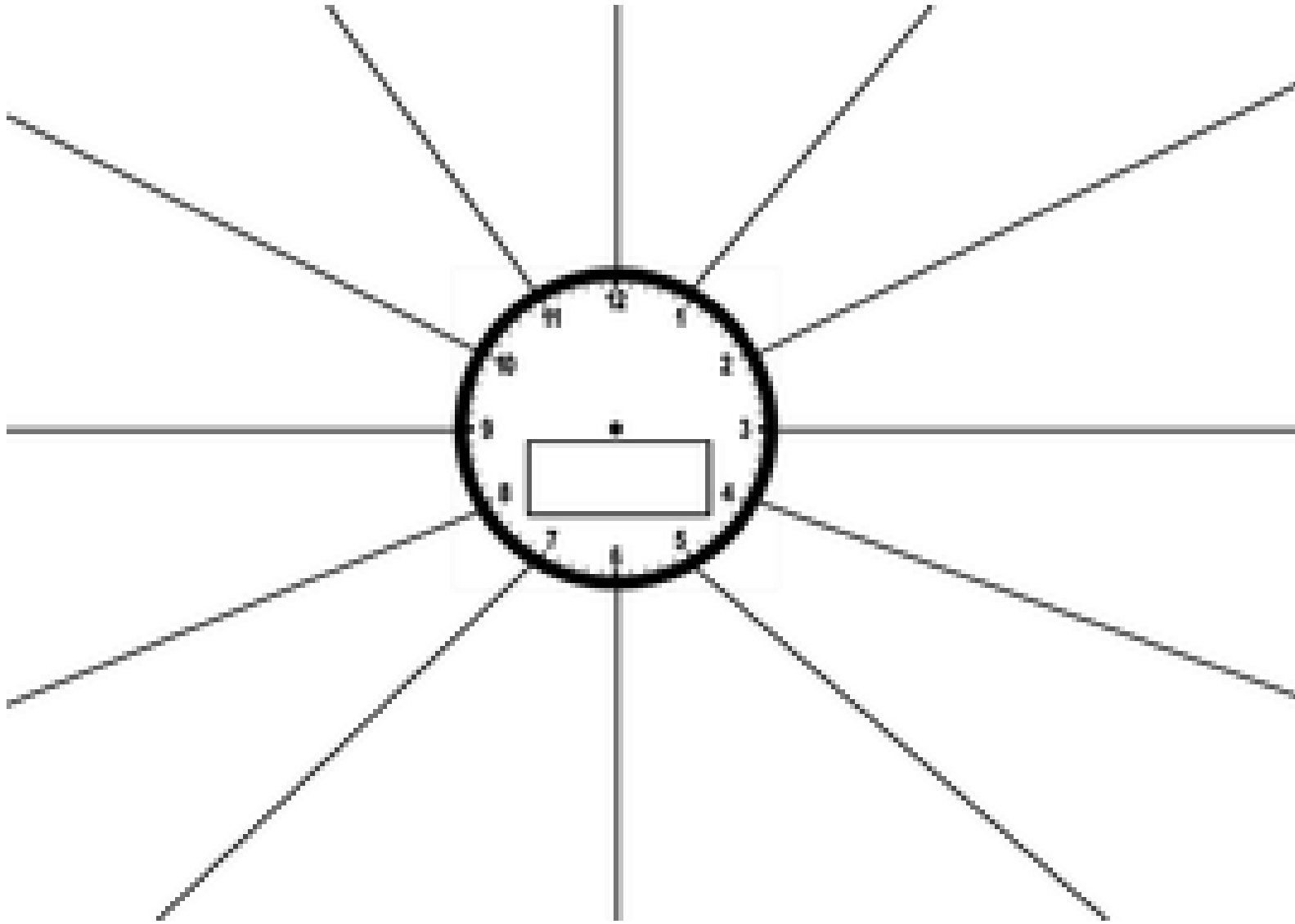


# 3) Conversion: Revision clocks

The clock is divided into 5 minute segments of time.

The idea is to build a 'master copy' in one session and then in the next revision session try to recall the information.





### TIPS FOR USE!

Use a blank clock the next time you try to recall each 'segment' and see how much you remember.

Take a look, then add the info you forgot in another colour. Repeat until you have all the original information.

Macbeth



**Reputation at the start – HEROIC and FEARLESS**

‘brave’ ‘worthy’ ‘worthiest cousin’

Sword ‘smoked with bloody execution’

**Before the murder – CONFLICTED (in two minds): AMBITIOUS AND LOYAL**

‘rapt’

‘Stars hide your fires’

‘We will proceed no further in this business’

**Immediately after the murder – REGRETFUL and GUILTY**

‘Macbeth does murder sleep’

‘Will all great Neptune’s ocean wash this blood clean from my hand?’

**When he is king – PARANOID and CRUEL**

‘Our fears in Banquo stick deep’

‘O, full of scorpions is my mind, dear wife!’

‘smacking of every sin that has a name’ and ‘Devilish Macbeth’

**At the end - DEFIANT**

‘I will not yield’

‘I’ll fight till from my bones my flesh be hacked’



## 4) Exam questions

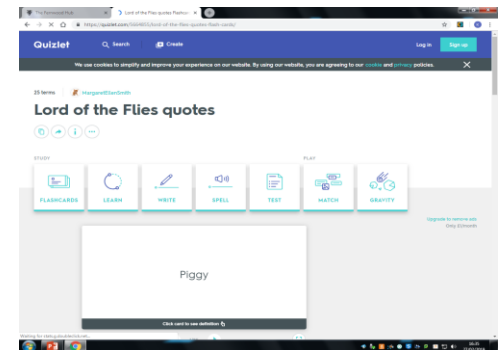
- Visit the exam board website and find exam questions that you can download.
- Use the mark scheme to judge your own work or ask someone else to look at it for you
- Find example questions in your revision guides
- Ask someone else to test you or mark your answers.



## 5) Online Resources

- Seneca
- [Quizlet](#)
- Cognitoedu.org
- Physicsandmathstutor.com
- Mr Bruff videos for English
- GCSE Pod
- Corbettmaths
- Mathsgenie
- The History Teacher

- School website
- Ask your teacher!



# Thanks for listening – any questions?

Remember the two most effective strategies:

- ✓ **Testing yourself: past papers and quizzes**
- ✓ **Spacing the learning: little and often**



Effective

These strategies allow you to create long term memory connections... Try to recall learning at least 3 times...