Ways to Revise

Film Studies

Name:

**The Purpose of Revision**

Revision is purely a way to try and;

1. Consolidate learning – make sure it has all gone in
2. Check accuracy – make sure you are remembering correctly

Without solid revision, it is can bedifficult to be successful in exams. Revision helps you feel more prepared and confident, as well as giving you many opportunities to explore different combinations of information, making your answers more sophisticated in the exam, allowing you to consider situations you have already thought about, rather than needing to spend time structuring your thoughts in the exam.

It is also important to revise the expectations of your exams;

1. What is the **focus** of each section?
2. What **types of information** do you need to include?
3. How much **time** do you have for each section?
4. How **much** do you need to write?
5. How many **questions** do you need to answer in total?

You need to find the best ways that you revise, it is a personal thing. What works for your friend might not work for you. It is also important to consider the following;

1. **Timetable and prioritise**. There is no point revising your favourite subject/section for hours if actually you are struggling elsewhere
2. Be **realistic** about how much time you have for revision – as well as recognise if you are prioritising paid work/socialising. Exams only happen once, make them your focus.
3. **Revising by yourself or in a group?** Often working with others can keep you motivated (but avoid using other people as distractions)

In order to best find out how you revise, be brave and try some of the following techniques. They might seem strange, or be something you have not done before, but it might be the best possible technique for you. It also might help you even if you think it will take too long, be boring or is something you already know. Have it go, it can only help!

Consider **when** and **where** you are revising, if you struggle to concentrate at home (distracted by the TV, siblings, Facebook etc.) then speak to teachers and see if there are spaces for you to work in your free sessions at school, or in spaces after school. Remember we have a library where you can work. Also think about timeframe, revision at midnight is not so effective because you are tired.

***Discuss with your teacher early if you are finding revision difficult, it is very hard for us to do anything to help the day before the exam.***

**Simple Techniques and Ideas to Organise Information**

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| ***Flash Cards***  Write up *key factual information* onto flash cards.  This is particularly helpful for information you quite literally need to recall rather than interpret. I.E. dates, directors, titles, historical context etc.  DO NOT write up all your notes. It is a waste of time, and you will not be any further forward. Be strict about the quality of the information you put onto your cards and make sure it is right, as you will remember it.  Get a friend to test you, or people at home. Or have a topic word on the back so you can try and test yourself. |
| ***Colour Coding and Condensing***  **Task One**  Look at each topic and create a *Mind Map* of the important information within that area. It might be themes, particular sections of the film, particular techniques etc. This is particularly helpful for getting a lot of information into a small quantity of notes.  DO NOT write up all your notes, be selective and concise. Use pictures, key words, diagrams to help you remember the information. You will be using it so as long as you understand it, it doesn’t matter what it looks like.  Try to cover each topic in a different colour so you can visually separate the information.  Try to ensure each topic fits onto a single piece of paper. Remember this is about condensing the information, not creating pages and pages more to look through.  **Task Two**  Identify 5 key scenes from each of your case study films (a scene should be an extract that is around 3 minutes long). Create an A4 sheet that explores all the themes that are present in that extract, offering evidence that supports your findings (micro analysis).  Try to use a different colour for each section, and include images to help make it memorable. Number the scenes so they are in chronological order (from the start of the film to the finish) so you remember them in order.  DO NOT write pages and pages of sentences, use short phrases that will be memorable, or consider creating acronyms/songs to help you recall the information.  *Share this task with friends, they may have considered different examples or pieces of evidence, add them to your own sheets in a different colour so they become more memorable.*  Use your notes and revision books to highlight any further missed detail in another colour. |
| ***Organising Information***  **Task One**  Half the battle in an exam, is picking the right information to answer the question. Use the WJEC website to find a number of exam questions for a particular section. Write the question in the middle of a blank piece of paper and spread all the questions around your work space (or around the whole house if you want to be able to move into different rooms to avoid feeling separated from everyone else)  Use your phone to time yourself having 5 minutes to *write a plan* to answer each question.  Plans need to explain what the **point** is you are making.  What **evidence** you will use to prove your point.  **Analysis**, to explain how that idea is interpreted by the audience  It is also important to **link** each point to the next. **(PEAL)**  Ensure you stick to time and write all of the plans. Once you are finished go through your revision books issued in class and your notes, and write onto your plans any information you have missed in a different colour.  *Repeat the task in a few days and check to see if you remembered to include the information you missed. Each time you do it, you should be able to add more information and therefore access higher marks.*  **Task Two**  Write on Post It’s all the key information for a particular section of the exam. Make sure the information is accurate so use your notes and revision booklets. Once you have the information (remember to consider filming techniques, sound, cinematography, the role of characters, thematic links etc.) try and organise the Post It’s into a logical order. This may be organised by theme, or by chronology, or by technique or impact on the audience.  Try organising the Post It’s in different patterns to see which you think is most effective.  ***Addition*** – Once you have done that, on different coloured Post It’s write down examples of evidence (aesthetics) that prove your key points from the previous Post It’s. Try and come up with as much evidence as possible.  Finally, on a third colour of Post It’s write down the impact on the audience for each of your points and evidence. Remembering that audiences respond emotionally and physically, as well as considering their own viewpoint and a link to their understanding of society.  **Task Three**  \**Using the Post It’s From The Previous Task\**  Take an exam question, and in five minutes, select all the Post It’s you could use to answer the question. Then spend a further five minutes putting them in an order that MAKES SENSE. Linking the information is a skill and needs practicing, so consider how to present the information in a logical and clear way for your examiner.  Once you have the Post It’s in an appropriate order, time yourself and do a controlled write up.  Self-Assessment/Peer Assessment – Look at your own answer, or ask a friend to read it and focus not on the content, but whether it is clear, concise, specific and logical. If it still seems unorganised, try a different order of Post It’s. Have you missed anything out, or included unnecessary information?  **Task Four**  Write on scraps of paper all the themes associated with a particular film. Put them in a ranked order to show how confident you feel about writing about that theme. Once you have identified the areas you are weaker at, spend 30 minutes trying to find more information out about them.  Then rank the themes in terms of how much evidence (micro analysis) you have. Again, once you have identified the weaker areas, spend 60 minutes looking at the film to ensure you have more evidence to apply. |
| ***Tackling Exam Questions***  **Task One**  Look at an exam question for a section of the exam. Create a spider diagram of all the information you would need to include in order to successfully answer it. Use your notes/revision booklets to add any missed information in another colour.  For each strand of your spider diagram, write a Lead Sentence.  **A lead sentence is a sentence that is used as an introduction or opening to a larger thought.**  A lead sentence should clearly and concisely make the point you are going to cover in the paragraph you will write. It is important to make it specific and precise. It is not an entire paragraph, but just the sentence that alerts the reader to the focus and purpose of the following writing.  Consider as many different lead sentences as you can think of.  Work with a friend or group, read out your lead sentences and work out which one is most effective and why. Share your ideas so that you all benefit.  **Task Two**  Use your resource books to look over command words. Make sure you are clear about what command words in questions are ***actually*** asking you.  Then in a group, take 10 exam questions, and translate them into simple English. What is the question ***actually*** asking you to focus on? Try and do it in the quickest time possible.  Discuss any different interpretations and work out why people ‘read’ the question different ways.  ***If you are unsure – email your teacher for clarification before attempting more.***  **Task Three**  Play ‘Yeah, And?’  In a group someone reads out an exam question. The person playing then needs to verbalise how they would answer the question. If the group don’t feel there is enough information, they say ‘Yeah, And?’ and the player has to add more information. This continues until the group is satisfied that all the information has been covered.  Take it in turns, and give a chocolate prize to the person who had the least ‘Yeah, And’s?!  *Development, this can become ‘Yeah Why? Or Yeah How’? if you find that the person revising is missing out information on the impact on the audience (why) or the analysis (how)* |
| ***Writing Exemplary Paragraphs***  **Task One**  Get a large piece of paper and split it into a grid, 4 squares down the side and 6 squares across.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Point |  |  |  |  |  | | Evidence  (aesthetics, context, ideology, narrative) |  |  |  |  |  | | Analysis  (audience interpretation) |  |  |  |  |  | | Society |  |  |  |  |  |   Fill in the squares with as much detail as possible in response to an exam question using one column (vertical section) per point. Write in full sentences and try and include as much filmic terminology as possible, the more detail you add the better.  When you have a completed sheet, look over your notes and other revision materials and add any information you have missed out in another colour.  Once you have all of the information, time yourself to write up the answer without referring to your grid. Once complete ‘mark it’ by going through your grid and ticking off all the important information you have included.  Look and see if there is a pattern to the types of information you forgot, spend 30 minutes revising these areas by re visiting your notes etc. then attempt the task again.  **Task Two**  Look at an exam question for a particular section, then in 3 minutes write a list of all the moments in the film that you can use to answer it. I.e. a particular shot, an interaction of characters, a particular technique, a particular sound etc. one shot per piece of paper. Think of the moments as still images lifted from the film.  Once you have your list, Then write down the following information about it, look at the clip if needed to make sure you are accurate.   * Cinematography Inc. Lighting * Editing (pace/transition) * Costume * Mise en scene (location, setting, props, colour etc.) * Sound * Character performance (facial expression and body language. Vocal performance if applicable)   Once you have all the information, organise your moments into a logical order, how best can you organise the information for your examiner?  Once you have your information in order, try and write the information from each piece into a paragraph. Tick off the information as you write it to ensure you include it all. Once you have done that, in another colour add a lead sentence to start the paragraph, and in a third colour, add information about the impact on the audience.  **Task Three**  Get four different coloured pens. Look at an exam question and work out what you would like to include in just ONE paragraph of your answer.  Then use the pens as follows;   1. To write a **lead sentence** 2. To include detailed **micro analysis of aesthetics** 3. To explain how an audience will **interpret** 4. To explore the **impact** on the audience and how they relate it to their own experience of society.   Self-Assessment – are the colours even? Where do you think the answer needs developing?  Use your notes to add any additional information in a fifth colour. Look over the answer for 20 minutes, then attempt to write the paragraph again without referring to your previous work. Check it by ticking off the information and seeing how well you remembered. |
| ***Working to Time***  **Task One**  Make sure you have a stop watch, you can get free apps for your phone if needed.  Spend some time working out how much time you have per question. Make sure you are not prioritising your favourite area, ensure you have an equal amount of time for each section.  Then break it down into how much time you will have for;   1. Introduction 2. Paragraph 1 3. Paragraph 2 4. Paragraph 3 5. Conclusion 6. Checking for accuracy   Look at an exam question you have tackled before and are confident with. Use your stop watch to time yourself **strictly** and complete each section without using your notes.  Once you have completed the whole essay to time, go through it and identify where you missed bits out. Add them in a different colour. Assess, are there any patterns? Do you always miss out micro analysis, or do you feel that you conclusions are weak?  Spend 20 minutes looking at the modifications to the work.  Attempt it again, without notes and strictly to time. Did you manage to include all the information a second time around?  **Task Two**  Take 10 different exam questions from a variety of different sections.  Get a friend to decide what section of each question you need do (introduction, conclusion, first paragraph etc.) and to time you completing just that section, not the whole question.  Self-Assess/Peer Assess – which sections are the most difficult? What kinds of information do you keep missing out? Is it because of time or something else?  Try the task again after your discussion and see if your work develops.  **Task Three**  Spread 6 pieces of paper into different spaces in your house. Look at an exam question and spend 5 minutes planning in the first location. Then spend 5 minutes writing an introduction in the next space, 10 minutes on each of the next three pieces of paper doing your three main paragraphs and then 5 minutes writing a conclusion. The remaining 10 minutes should be spent going back over each of the spaces, checking your spelling, grammar and punctuation.  Self-Assess, what sections were most difficult to do in the time frame? Why was it difficult? Do you need to adjust your timings to accommodate?  ***Remember you need all the essay elements (introduction, (at least) three paragraphs, a conclusion and checking time) Don’t leave anything out*** |