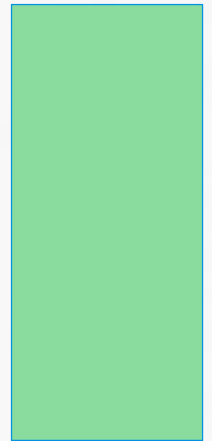




# MAKING GOOD REVISION MATERIALS

HEALTH AND SOCIAL CARE



# How To Illustrate

YOU CAN DO IT!

# Your Notes

YES, I CAN DO IT!

By Revise or Die

## IT'S ALL ABOUT PIC N' MIX Y'KNOW

① CHOOSE YOUR 'BAG'... (TYPE OF NOTES)

MINDMAP? POSTER? THE CORNELL METHOD?  
THE OUTLINING METHOD? THE CHARTING METHOD?



② CHOOSE YOUR 'SCOOP'... (FONTS/TOOLS/COLOURS)



{ THERE are SO **MANY** kinds  
(O)F **FONTS** TO choose FROM  
to find inspo go to [dafont.com](http://dafont.com)!

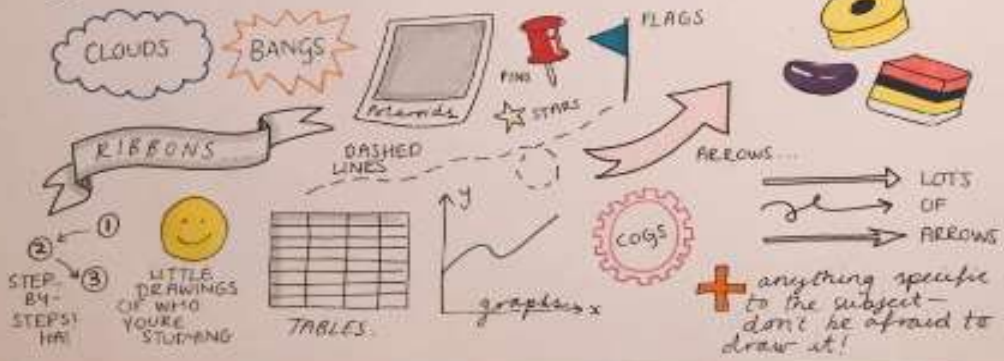
TOOLS



Colours - if you're feeling really snazzy, choose a colour palette for your work! here's some suggested ones I use...



③ CHOOSE YOUR 'SWEETS'... (TWIDDLY BITS)



Note taking:

Underline headings

Use a "?" to mark what you need to revisit

Circle powerful words and/or phrases

Draw an arrow → to start a description or subpoint

• Use bullets for a list of main points

Highlight key points

Put a box around a term that needs to be defined

Use abbreviations such as "EX.", w/ & w/o

# THE CORNELL NOTES

"THE  
COLUMN"

## ⟨Notetaking Column⟩

### 2. QUESTIONS:

AFTER LECTURE,  
FORMULATE Qs  
BASED ON NOTES  
ON RHS COLUMN.

QUESTIONS HELP:

- CLARIFY MEANING
- REVEAL RELATIONSHIP
- ESTABLISH CONTINUITY
- STRENGTHEN MEMORY

1. RECORD: DURING THE LECTURE, RECORD THE LECTURE USING CONCISE SENTENCES & KEYWORDS, IN THIS COLUMN.

3. RECITE: COVER THIS COLUMN WITH A PIECE OF PAPER. THEN LOOK AT THE QUESTIONS FROM 2 & TRY TO ANSWER THEM FROM MEMORY, IN YOUR OWN WORDS.

4. REFLECT: REFLECT BY ASKING YOURSELF:

- WHAT'S THE SIGNIFICANCE OF THIS FACT?
- WHAT PRINCIPLE ARE THEY BASED ON?
- HOW CAN I APPLY THEM?
- HOW DO THEY FIT IN WITH WHAT I KNOW ALREADY?
- WHAT'S BEYOND THEM?

5. REVIEW: SPEND TIME REVIEWING ALL YOUR PREVIOUS NOTES AT THE END OF EACH WEEK.

ADAPTED FROM  
"HOW TO STUDY IN COLLEGE"  
(7th ed.) BY W. PAUK

PENSANDMACHINE

# [SUMMARY]

AFTER CLASS, SUMMARIZE THE NOTES ON THIS PAGE.

# How I TAKE NOTES

©ACADEMIC MIND

## MAIN POINTS

THIS INCLUDES:  
• LECTURE TITLES  
• CHAPTER TITLE  
→ BIG IDEAS ONLY!!

## IMPORTANT HEADINGS

- WRITE DOWN NECESSARY INFO
- ↳ KEEP IT BRIEF!

LEAVE SPACE!  
(YOU CAN ADD THINGS LATER)

IF SOMETHING INTERESTING IS SAID IN CLASS, WRITE IT DOWN!

HAVE QUESTIONS? ASK THEM!  
(LEAVE SPACE TO ANSWER LATER)

IF THEY DRAW IT, SO DO YOU!  
THIS PROVIDES VISUAL CUES  
GET CREATIVE!

WRITE DOWN ANY THOUGHTS DOWN. THIS HELPS PLACE YOU BACK IN THE ROOM UPON REVIEW.

CREATE A LEGEND  
DRAW SYMBOLS IN MARGINS. THIS HELPS YOU REVIEW!



TEXTBOOK TITLE P. 58-60

REFER TO TEXTS, READINGS, MOVIES MENTIONED IN CLASS FOR FURTHER STUDY

## IMPORTANT PEOPLE

- STATE HISTORICAL SIGNIFICANCE
- AGAIN, SHORT BUT SWEET!



DRAW 'EM TOO!

INSERT RELEVANT QUOTES  
- SOURCE IT

VOCAB GOES IN BRACKETS!  
(OR ANY IMPORTANT TERMS)

GET CREATIVE.  
MAKE IT YOUR OWN!  
(MAKE IT PRETTY LATER)

THE TITLE GOES AT THE TOP OF THE NOTE (JUST SAVIN')  
NOTETAKING 101

YOUR NOTES ARE YOURS, THEY'LL BE BY YOUR SIDE @ EXAM TIME... SO MAKE 'EM GOOD GREAT!

**Pre-Lecture**  
→ Glance over the readings  
→ Know the main concepts

Don't worry about making your notes pretty DURING lecture, you'll miss valuable information!

Messy notes are beautiful too!

USE ARROWS TO CONNECT IDEAS (OR DON'T)

**During Lecture** (Use a simple font for headers)

DEFINITIONS: don't just copy the slide, listen for the professors deeper meaning

I highlight definition titles

use UPPERCASE, underlines, italics, or cursive

- This is what a main point looks like
  - ↳ A subpoint
    - Maybe there's even more points needed

STAR THE IMPORTANT !!!

| Keywords  | Further Information   |
|---|---|
| <ul style="list-style-type: none"> <li>* * *</li> </ul> | Use the Cornell Method (if you prefer)  |
| Ex. Pedagogy  | Friere, Giroux: "learning about learning" (Expand this however long you'd like) |

- \* If a prof repeats something, WRITE IT DOWN!
- \* If you're rushing to write it all, you're writing too much  
BEING CONCISE IS A GREAT SKILL!

- Designate Examples to a different pen colour
- Keep highlighters close by

**Post-Lecture To-Do's**

- \* Reread your notes, make them pretty, mind map, etc.
- \* Get clarification on the things you don't understand
- \* Fill in the gaps (with info. from the text, etc.)

## Unit 2: Atoms + chemical bonds

### key topics

What is an atom?

Atoms are the building blocks of all matter (anything that can be touched physically). Everything in the universe, except energy is made of matter, so everything is made of matter.

What components are in an atom?

Atoms are made of protons, neutrons, and electrons. Protons have a positive charge and are located in the center of the nucleus. Neutrons have a neutral charge and are located in the nucleus along with the protons. Electrons are located outside of the nucleus in a cloud and have a negative charge.

Atomic structure ex.

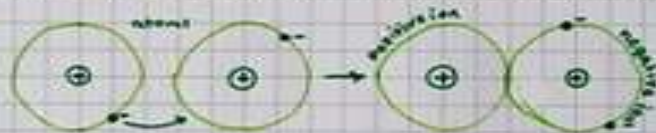


What are chemical bonds?

Chemical bonding is the bonding of two or more atoms, creating a chemical compound. There are three main types of chemical bonds, ionic, covalent, and hydrogen bonds.

Ionic bonds

Ionic bonding is the transfer of valence electrons between atoms.



Covalent bonds

Covalent bonding is the sharing of valence electrons between atoms.



Hydrogen bonds

Hydrogen bonding is much weaker than true ionic and covalent bonds. They can form between hydrogen and oxygen atoms, nitrogen, or fluorine on the same or different molecule.



different fonts for different things

TALL TITLE  
cursive subtitle  
regular handwriting for the general stuff (I suck at explaining)

I personally like drawing my #ootd in my journal

#OOTD



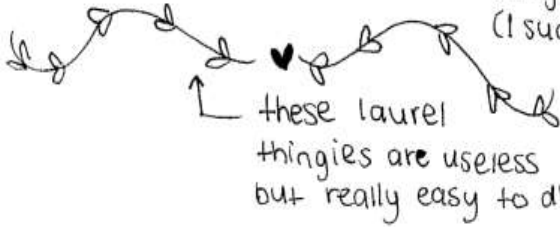
→ Lepties

→ Bereska

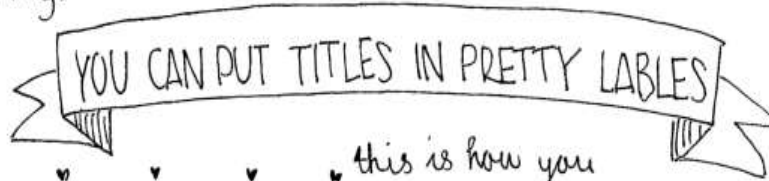
I also draw meals (occasionally)



(I don't always eat burgers)



these laurel thingies are useless but really easy to draw



you can plan your drawings with pencils but after a while you will be comfortable enough to just go for it. remember: it doesn't have to be ~~perfect~~ perfect

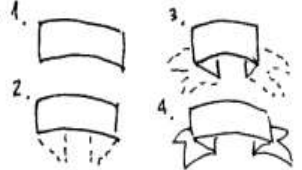
# HOW TO MAKE YOUR

notes/planner/journal

PRETTY

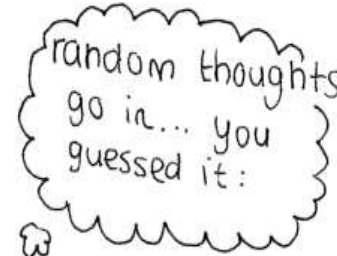
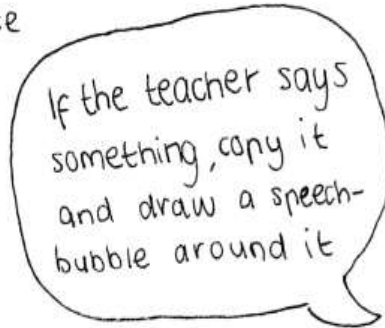
~ @leamiosa ~

this is how you draw them



**P**interest is a great place to look for inspiration. just search #handlettering and you're good to go

tiny hearts are useful to separate different sections



JUST go crazy & have fun with it

underline important words if something is even more important underline it twice

COLOURS

MAKE YOUR TEXT STAND OUT  
HIGHLIGHT KEY WORDS

HIGHLIGHT KEY POINTS

THICK

YOU CAN MAKE ~~MISTAKES~~ MISTAKES

• USE BULLET POINTS OR WRITE  
IN PARAGRAPHS

OR THIN

DIAGRAMS

GUIDE TO MAKING

PRETTY NOTES



MATERIALS

WASHI

PAINT

TRY TO FILL THE PAGE

EXPERIMENT

WITH

SIZE

AND

FONT

MAKE IT YOUR OWN

DOESN'T HAVE  
TO BE NEAT!

don't worry about your handwriting



# TAKING LECTURE NOTES

## Why taking lecture notes?

- So you don't have to rely on your memory
- So you can focus better during class (and listen carefully!)
- test your understanding (you have to know what's important)

## Type or write?

the key question

### you can:

- write on notebooks/lecture notes (with internet)
  - type on iPad/laptop
  - write on iPad
- Great flexibility + Awesome for people who can't concentrate (with internet)
- great when you have to capture lots of info (esp when prof. speaks really fast)
- won't lose your notes + great flexibility + you can type when you have the need (BUT can be slow + complex)
- \* App rec: notability/pdf expert

## you should take notes of...

1. Things on board
2. definitions + key words & phrases
3. enumerations
4. Signaling phrases ("this is important")
5. emphasis in voice/body language
6. Things repeated
7. examples
8. summaries/reviews

## Cornell + Outline?

the best method for taking classnotes?

### Cornell: Active learning

- encourage you to review your notes
- makes everything clear + concise

### Outline method

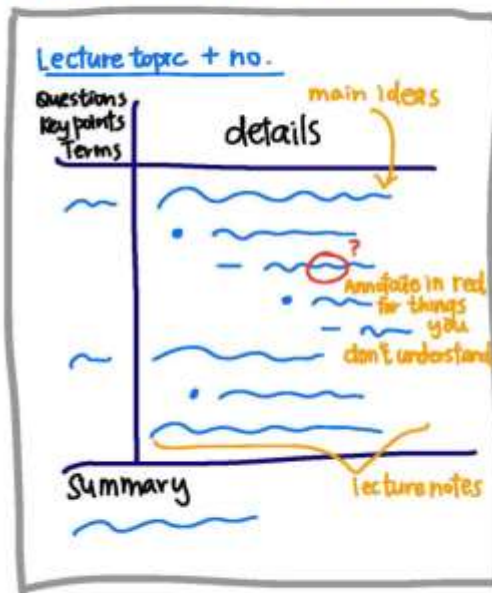
- encourage you to look for key ideas + main points
- clear, so you can spend less time reviewing them
- And of course, more organised

### you can use it on...

- Paper/notebooks (etc!)
- Laptop/iPad (type: OneNote)

## Good note-taking habits

1. Review notes (prev. lecture)
2. Previewing the textbook (15mins)
  - main terms/summary + prepare questions
3. When in doubt, write in doubt  
"should I write it or not?" → write!  
(Better too much than not)
4. Be concise
  - use abbreviations \* make an abbrev sheet after preparing for class (since you'll know what words will be used frequently)
  - short sentences
  - know lecture style (Ask if you need to write down)
  - \* 1st lecture: walk up to your teacher your notes (ask if they're good for this class) → may give you suggestions or ask for an example of note-taking ∴ They know the main points of lecture
5. Use a good note-taking system



note-taking format employing Cornell method + the outline method



# Great Expectations

CHAPTER 1-4

## CHARACTERS

PIP - our protagonist  
 Miss Havisham - miserly and  
 brokenhearted  
 Estella - Miss Havisham's  
 adopted daughter  
 Magwitch - the convict  
 who raised PIP  
 Satis House - Miss Havisham's  
 mansion  
 The Marshes - where PIP  
 grows up  
 The Forge - where PIP  
 works as an apprentice

The Council → Magwitch  
 → Escaped from Hell  
 → Start told with Pip

## THEMES

Introduced  
 Idea of self-ambition, making  
 of our identity, search for  
 lost parentage, misunderstanding  
 of evidence, punishment

## VOICES

PIP plays central retrospective  
 narrative, building toward  
 Climax: Miss Havisham, the Council,

TIME AND SEQUENCE  
 Written in chronological order  
 Comes Christmas Eve 1840

## SETTING

Marshes - Gets tone of  
 book as start and end  
 From Chapter 1  
 Home - PIP's  
 family - a...

CHAPTER 1 SUMMARY  
 PIP is introduced as a young boy  
 living in the marshes with his  
 sister, Mrs. Havisham. He  
 is told that he is to be  
 apprenticed to a blacksmith  
 named Mr. Wemmick.

CHAPTER 2 SUMMARY  
 PIP meets Miss Havisham, a  
 wealthy and eccentric woman  
 who lives in Satis House. She  
 tells him that he is to be  
 apprenticed to a blacksmith  
 named Mr. Wemmick.

CHAPTER 3 SUMMARY  
 PIP is introduced to the  
 convict Magwitch, who tells  
 him that he is his secret  
 benefactor. Magwitch tells  
 PIP that he is to be  
 apprenticed to a blacksmith  
 named Mr. Wemmick.

PIP and the other children  
 at the marshes are playing  
 a game of hide-and-seek  
 when they discover a  
 chest containing a  
 bundle of money and  
 other items. PIP is  
 told that the money  
 is his and that he is  
 to be apprenticed to  
 a blacksmith named  
 Mr. Wemmick.

# Great Expectations

## CHAPTERS 1-4

### CHAPTER 1 SUMMARY

- Introduced to the main character Pip
- Set in a isolated area with the marshes
- Shows the young Pip and his sister Estrogena who lives with a blacksmith
- Shows that it is a poor village with a small school and a church

### CHAPTER 2 SUMMARY

- Upon returning home, Pip is punished for not taking water for his mother and his sister
- Pip and his sister are forced to drink water from the well
- Pip and his sister are punished for not taking water for their mother and his sister
- Pip and his sister are punished for not taking water for their mother and his sister

### CHAPTER 3 SUMMARY

- On the marshes, Pip finds a convict man dressed like the devil, and he is afraid
- He finds his own convict who is in a state of desperation and eats the food with animal desperation
- Pip leaves him a small piece of food and a small piece of iron

CHAPTER 4 SUMMARY

### CHARACTERS

Pip → Our protagonist  
→ Young boy, vulnerable and kind  
→ Orphan, lives with his sister and her husband

Mrs Joe → Pip's sister  
→ Married to the local blacksmith  
→ She has brought up Pip 'by hand'

Joe → Mrs Joe's husband  
→ Has a close relationship with Pip, more than Mrs Joe  
→ Uneducated, blacksmith

The Convict → Mysterious  
→ Escaped from Huel's  
→ Starts bond with Pip

### THEMES

Introduced:  
Idea of self-identity, making of an identity, search for lost parentage, misunderstanding of evidence, fatherhood

### VOICES

As a person retrospective

**LIGAMENTOS Y MEMBRANAS LARINGEAS:**



La ligam. cricoaritenoides une la zona posterior del cartilago aritenoides a la zona posteromedial del cartilago aritenoides.

Las membranas apocna elasticidad mientras las ligam. cricoaritenoides que se separan las partes del ligam. cricoaritenoides.

Ligamento cricoaritenoides desde la zona posterior del cartilago aritenoides a la zona posteromedial del cartilago aritenoides.

La membrana fibroelastica laringea es una capa fibrosa situada profundamente a la submucosa.

**LA LARINGE COMO VISCERA:**

**MEMBRANA FIBROELASTICA DE LA LARINGE:**

Une los cartilagos completando la arquitectura de la cavidad laringea. A su vez, está formada por:

+ Ligamento/membrana cricoaritenoides (visceromuscular)

Se une al arco del cartilago cricoides y termina superiormente en un borde libre superior enroscado en el espacio que deja el cartilago tiroides. En cada lado, el margen libre superior se une ante al cartilago tiroides y pasa a los apofisis vocales.

El borde libre entre estos dos puntos se engrasa dando lugar al **Ligamento vocal**, que está debajo del **pliegue vocal**.

+ Membrana cuadrangular (superiormente)

Discurre entre el borde lateral de la epiglottis y la superficie antero-lateral del cartilago aritenoides del mismo lado. También se une al cartilago corniculado.

Cada mem. cuadrangular tiene un borde libre superior, entre el extremo sup. de la epiglottis y el cartilago corniculado, y un borde libre inferior. En ESTE ÚLTIMO se produce un engrosamiento que da lugar al **Ligamento vestibular**, superior al vocal y que conformará en la mucosa el **pliegue vestibular**. Será lateral al ligamento vocal observado desde arriba.

Esto se debe a que el ligamento vestibular se une a la superficie antero-lateral del cartilago aritenoides y el ligamento vocal se une a la apofisis vocal del mismo cartilago.

**TODO ESTE CONJUNTO ES EL QUE**

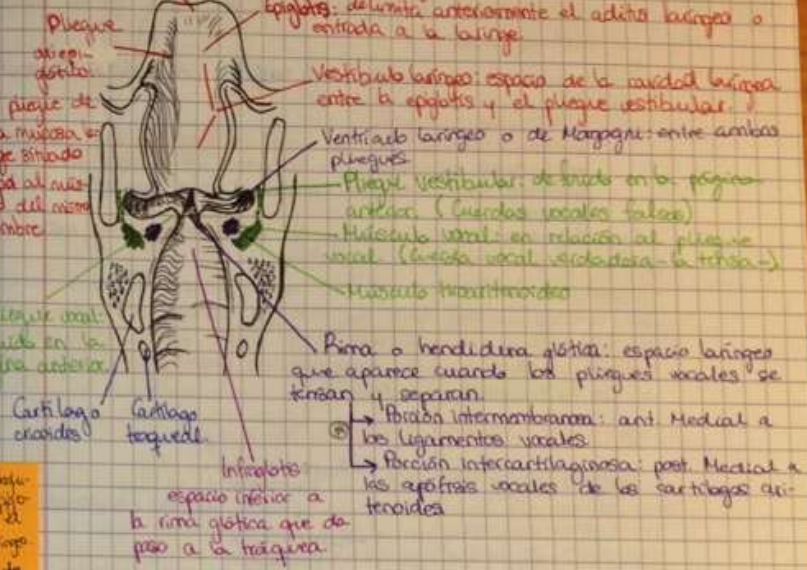
**CONFORMA LA MEMBRANA FIBROELASTICA DE LA LARINGE.**

(pliegue vocal y parte del Bray)

Como elástico o Mem. crico-vocal: ni al lig. vocal con flexión de la cabeza ni al lig. vocal al cartilago cricoaritenoides.

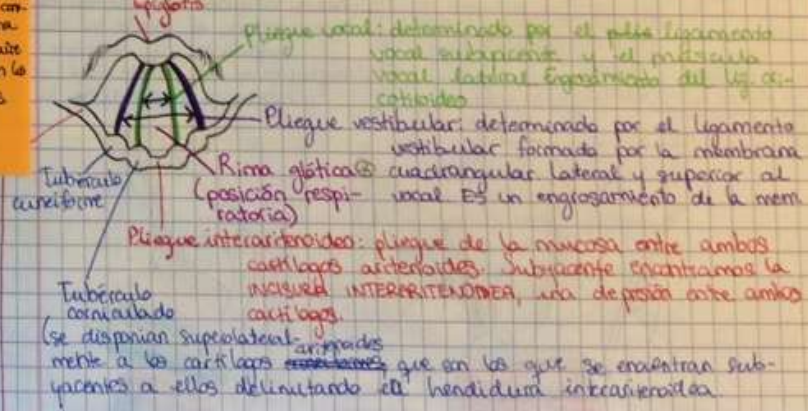
**CAVIDAD LARINGEA:**

Admis. laringea: entrada a la laringe.



• Posición deflexión la epiglottis como el admis. laringeo  
• Posición de forma abdominal la epiglottis se detira por completo para que el aire quede en los pulmones

**OBSERVACIÓN DE LA LARINGE CON LARINGOSCOPIO:**



→ Pliegue aritenoides: dispuestos entre los vertices mediales de los cartilagos aritenoides y llegando hasta la epiglottis, que dan determinación por la presencia del músculo tiroides.

↔ Hendidura glotica  
↔ Hendidura del vestibulo.

En posición inspiratoria podemos apreciar que en el vestibulo laringeo la rima glotica, debido a que ésta está abierta para que pase el aire. En posición expiratoria, no se observa rima glotica.

SOLERA  
Mucosa  
Submucosa  
Lig. Vestibular  
Mem. cuadrangular  
Continuación  
Lig. vocal  
Mem. cricoaritenoides  
Como Vestibulo o membrana crico-vocal  
MEMBRANA

Entre ambos ligamentos existe una continuación de la MEMBRANA fibroelastica cricoaritenoides.

Biology Core B1 1.1 Keeping healthy  
Diet & Metabolic Rate

- The importance of a balanced diet
- 5 important nutrients: right balance of these
  - Carbohydrates - to release energy
  - Fats - to keep warm and release energy
  - Protein - for growth, cell repair + cell replacement
  - Tiny amounts of vitamins + minerals
    - to help keep skin, bones, blood and everything else generally healthy
- Also enough fibre - digestive system

Sources of the 5 main nutrients:  
Carbohydrates

Fats

Protein

Vitamins

Minerals

bread, rice

bananas, oily fish

meat, fish

Various e.g. vitamin C - oranges

vitamin D - eggs

Iron - red meat

Calcium - milk

→ Varying energy needs

- 1) You need energy to fuel the chemical reactions in the body to keep you alive. - These reactions are called your **metabolism**, and the speed at which they occur is your **metabolic rate**.
- 2) Slight variations in the **resting metabolic rate** in different people:  
For e.g. **muscle** needs more energy than **fatty tissue** = people with a higher proportion of muscle to fat in their bodies will have a higher metabolic rate (since they will require more energy).  
Physically **bigger** people - likely to have **higher** metabolic rate than smaller people - the **bigger** you are, the **more** energy your body needs to be supplied with (as you have more





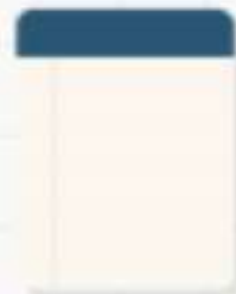
# Supplies



1. textbooks



3. highlighters



5. notebooks



2. notes / articles

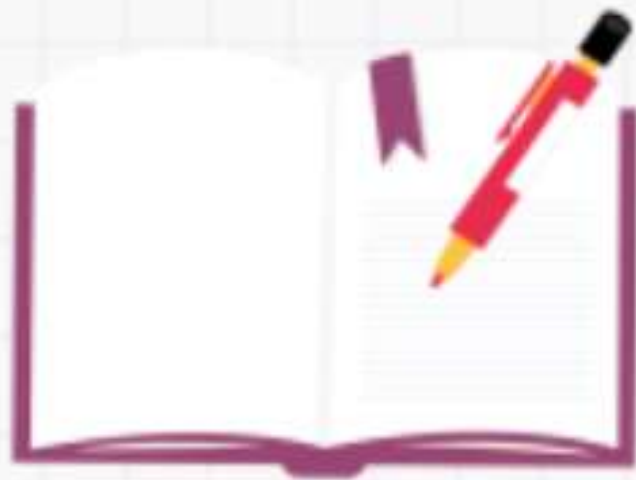


4. pens



5. computer

# 1 Step One



Go through your text with a highlighter and weed out important information.

This is your chance to go get rid of all that pointless textbook fluff.

## 2 Step Two



Read over your highlighted sections and cross out any unnecessary information with a pen.

This is your last chance to trim down that text book material.

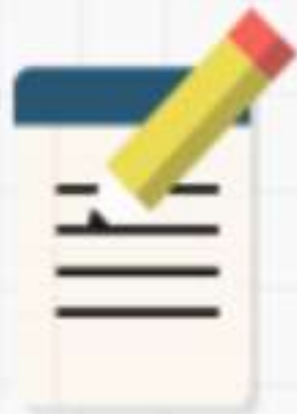
## 3 Step Three



Translate the important information from your text into notes.

Keep it simple and avoid adding any extra information, we'll get to that later.

## 4 Step Four



Go back over your revision notes with a pencil and write in any important information you have from lecture notes or related articles.



## Step Five



As tiresome as this task may be, if you hand-wrote your notes you need to type them up. Trust me, it makes them a lot easier to use.

I recommend using a wide margin and using a double space format. This allows you room to write things in if necessary.

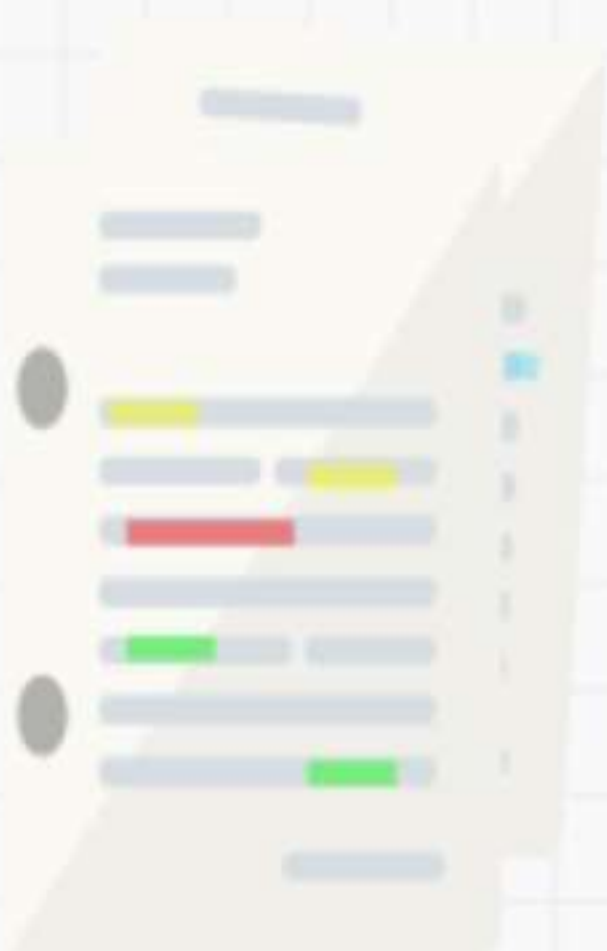
6

## Step Six



Grab your notes (typed and printed) and a few different colors of highlighters. Make a quick key so you know which color means what (i.e. blue- vocab, yellow- dates).

Now carefully read through your notes and highlight according to your color key.



Congratulations! You now have neat and organized notes that are jam packed with all the information you need (and color coded too)! Did I mention that you've actively read through them \*five times\*? Because you have. Not to mention you've rewritten them \*twice\*. You're welcome.

# Studying Tips

## Take Notes!

Good studying practices begin with taking notes. If you don't have notes you have already limited yourself. Jot down the important things and the things you may not remember later on while you are in class. Not taking notes is like shooting yourself in the foot.

## Highlight It!

A lot of teachers & professors give study guides. These are important, don't lose them. Highlight the things in your notes that correspond with the study guide, or the outline of the text book. Color coordinate your highlighting to themes, subjects, and main ideas. It helps to see all of the material that is related in the same color, but different things in different colors.



## Write It Down!



Writing things down is crucial to studying. If you're trying to remember that the Earth's axis has a tilt of 23.5 degrees and that the ecliptic is the sun's path through the celestial sphere, write it down. Write it several times. If you can't remember the difference between SMDP and STV electoral systems, write them down. Write down things about both, and compare them. {For the record, I like STV.} For things like dates, this is honestly the best way to remember them, write it and repeat it in your head as many times as it takes until you remember it like you remember your own birthday. May 7, 1945? VE Day. April 15, 1865? Abraham Lincoln dies. The more you write it, the easier it is to recall it at a later date. {The education department says it takes repeating something 3 times for it to stick in long term memory vs. short term memory, but you may need more for certain things!} All my friends that have tried this method now swear by it, and it is not taught enough in school. Write things down more the less you know them. Be repetitive. Just don't be repetitive when you write papers and essays!!

## Practice!

Doing math?  
Conversions in chemistry? Practice. The rule of three applies here as well. Practice the ones you know, but spend more time on the ones you don't. Repeat it. Try to work it out without looking at the steps or your solutions. Doing this on your own is the best way to learn, and don't worry if you mess up! That's why you are studying!

## Think About It!

This is probably the second most important step in the studying process. Think about what you are studying. Think about how the information relates to the main ideas. Think about *why* this information is important, and what implications there are from the process/event/systems. Relate main ideas and try to see the cause and effect relationship of things. Being able to remember the information is just one part, you actually need to *know* it and be able to manipulate the information for tests and papers. A really easy way to do this? Outline the chapter and your notes. Generally text book authors write fairly well and outline this stuff themselves before they write, and also in your books. The outline can show you a different aspect than what your teacher has given you.

## Break It Down!

Make a list of what you need to do to study. If you need to study for a test where you will have to write 4 essays, make each one a task. Break everything down into smaller parts and study them one at a time. Breaking things down does a couple of things, it helps you to know what all you have left to do, and what you have time for. It helps you know how much you have left, and it also helps you not become overwhelmed with too much information. Compartmentalize things when you study, and when you finish a few tasks and cross things off your list take a little break! My favorite rewards for getting something done? Instagram breaks. I don't use my phone when I study, so getting a few minutes to text and check in on social media helps me step away from the studying for a minute and not get burnt out as quickly.