



STRATEGIES TO SUPPORT THE STUDY OF IDEAS / TOPICS

| Technique | Purpose |
|--|---|
| Mind-mapping | Allows for a detailed study of character and can facilitate exploration of a key scene/theme <i>(or any other topic)</i> |
| Table | Can be used in a variety of ways but particularly effective to record evidence/analysis / evaluation |
| Colour-Coding | Red/Amber/Green lets students identify which areas on their notes / topics they are most and least confident with – we advise they focus on areas they code red! |
| Critical Essay Paragraphs | Using the T.C.Q.A.P structure, students can practise these as often as they like; they don't need a particular task as the topic sentence can be anything they wish to focus on. |
| Timeline | Very good for understanding plot / key events / sequences / processes... |
| Graph | Not so common but can be a way to track events / character feelings across a text |
| Study Cards | These are useful to record key points and related evidence and analysis. |
| Images/Posters | Depicting a metaphor/event as an image is an excellent way for students to remember quotations <i>(especially good for visual learners)</i> |
| Annotated Drawing | Another useful way to remember evidence and quotations. |
| Cartoon Strip/Graphic Story | Depicting a key scene/incident with images can help students retain important information. Using the dialogue from the text is another good way of learning quotations. This approach can be useful to sequence the events of a story (plot) |
| Study Groups | Discussing literature and debating key questions / issues is a great way to appreciate a text and enhance evaluation skills. |
| Textual Analysis | A detailed study of a key scene/incident/description will help to deepen understanding of it. (And develop analysis and evaluation skills) |
| Summarising and expressing the main point/points of an idea / topic | By using your own words to express an idea you show your understanding. You also come up with a variety of ways to say something which will ultimately help you in an exam situation. (Helps avoid repetition) |
| Explaining a key idea / concept to someone else (verbally) | Develops thorough understanding. Works even better if you allow the person you are explaining things to, to ask questions. As Einstein famously said, <i>"If you can't explain something simply, you don't understand it well enough."</i> |
| Mnemonics | Helps you to recall information / ideas |
| Using a tune / song / rhyme to recall information | Again, helps with the recall of information / ideas. |
| Explain, Summarise and Simplify | Students write an explanation of an idea or topic then attempt to summarise it by editing out any superfluous vocabulary. They should continue this process until the explanation is completely simplified. <i>(Explaining in your own words shows understanding)</i> |

