



Applied Science online revision/summary task

Using the links below you must create a summary using the different formats outlined below. If you find there is a method from these that works best then use that. But do try to use as many as possible

Biology	
The Nervous System, Part 1: Crash Course A&P #8	https://www.youtube.com/watch?v=qPix_X-9t7E
The Nervous System, Part 2 - Action! Potential!: Crash Course A&P #9	https://www.youtube.com/watch?v=OZG8M_IdA1M
The Nervous System, Part 3 - Synapses!: Crash Course A&P #1	https://www.youtube.com/watch?v=VitFvNvRIIY
Muscles, Part 1 - Muscle Cells: Crash Course A&P #21	https://www.youtube.com/watch?v=Ktv-CaOt6UQ&t=5s
Muscles, Part 2 - Organismal Level: Crash Course A&P #22	https://www.youtube.com/watch?v=l80Xx7pA9hQ
Bacterial characteristics - Gram staining Cells MCAT Khan Academy	https://www.youtube.com/watch?v=FgsgpoFhleA
Microscopy: Magnification, Resolution & Types of Microscopes A-level Biology OCR, AQA, Edexcel	https://www.youtube.com/watch?v=3LIZBn7bS4s
Tissues, Part 2 - Epithelial Tissue: Crash Course A&P #3	https://www.youtube.com/watch?v=lUe_RI_m-Vg
What Parkinson's Taught Me Emma Lawton TEDxSquareMile	https://www.youtube.com/watch?v=Hs-vPqfsO0Q
What happens during a stroke? - Vaibhav Goswami	https://www.youtube.com/watch?v=-NjM4TJ2it0&list=PLJicmE8fK0EhVa0WT8BnaTjdsuQrk2Jro&index=3
How does asthma work? - Christopher E. Gaw	https://www.youtube.com/watch?v=PzfLDi-sL3w&list=PLJicmE8fK0EhVa0WT8BnaTjdsuQrk2Jro&index=19
How your muscular system works - Emma Bryce	https://www.youtube.com/watch?v=VVL-8zr2hk4&list=PLJicmE8fK0EhVa0WT8BnaTjdsuQrk2Jro&index=10&t=0s
How does caffeine keep us awake? - Hanan Qasim	https://www.youtube.com/watch?v=foLf5Bi9qXs&list=PLJicmE8fK0EhVa0WT8BnaTjdsuQrk2Jro&index=17&t=0s
How to 3D print human tissue - Taneka Jones	https://www.youtube.com/watch?v=uHbn7wLN_3k&list=PLJicmE8fK0EhVa0WT8BnaTjdsuQrk2Jro&index=132
Chemistry	
The Nucleus: Crash Course Chemistry #1	https://www.youtube.com/watch?v=FSyAehMdpYl&list=PL8dPuuaLjXtPHzzYuWY6fYEaX9mQQ8oGr&t=0s



The Periodic Table: Crash Course Chemistry #4	https://www.youtube.com/watch?v=0RRVV4Diomg&list=PL8dPuuaLjXtPHzzYuWy6fYEaX9mQQ8oGr&index=5
The Electron: Crash Course Chemistry #5	https://www.youtube.com/watch?v=rcKilE9CdaA&list=PL8dPuuaLjXtPHzzYuWy6fYEaX9mQQ8oGr&index=6
Stoichiometry - Chemistry for Massive Creatures: Crash Course Chemistry #6	https://www.youtube.com/watch?v=UL1jmJaUkaQ&list=PL8dPuuaLjXtPHzzYuWy6fYEaX9mQQ8oGr&index=7
Atomic Hook-Ups - Types of Chemical Bonds: Crash Course Chemistry #22	https://www.youtube.com/watch?v=QXT4OVM4vXI&list=PL8dPuuaLjXtPHzzYuWy6fYEaX9mQQ8oGr&t=0s
Orbitals: Crash Course Chemistry #25	https://www.youtube.com/watch?v=cPDptc0wUYI&list=PL8dPuuaLjXtPHzzYuWy6fYEaX9mQQ8oGr&index=26
Period 3 Properties A-level Chemistry OCR, AQA, Edexcel	https://www.youtube.com/watch?v=67AqMmXg0NA
Physics	
Traveling Waves: Crash Course Physics #17	https://www.youtube.com/watch?v=TfYCnOvNnFU&list=PL8dPuuaLjXtN0ge7yDk_UA0ldZJdhwkoV&t=0s
The Physics of Music: Crash Course Physics #19	https://www.youtube.com/watch?v=XDsk6tZX55g&list=PL8dPuuaLjXtN0ge7yDk_UA0ldZJdhwkoV&index=19
Light waves, visible and invisible - Lucianne Walkowicz	https://www.youtube.com/watch?v=O0PawPSdk28&list=PLhDvDID3b85zmvERO_rSSUj3FVWScEA_X&index=18
The hidden network that makes the internet possible - Sajan Saini	https://www.youtube.com/watch?v=er3v4PVNQgE
How tsunamis work - Alex Gendler	https://www.youtube.com/watch?v=Wx9vPv-T51I&list=PLhDvDID3b85zmvERO_rSSUj3FVWScEA_X&index=8
Physics - Waves - Analogue and Digital Signals	https://www.youtube.com/watch?v=XCu6L4kQF3k
How Bluetooth Works	https://www.youtube.com/watch?v=jzxZUJmOu3o
Diffraction Gratings A-level Physics OCR, AQA, Edexcel	https://www.youtube.com/watch?v=-3KluKob08Q
Is light a particle or a wave? - Colm Kelleher	https://www.youtube.com/watch?v=J1yIApZtLos



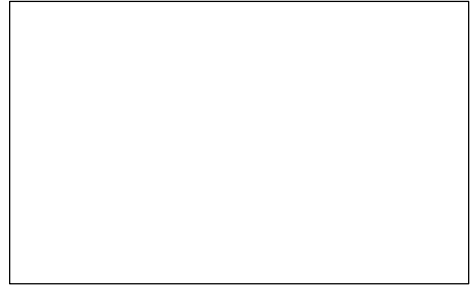
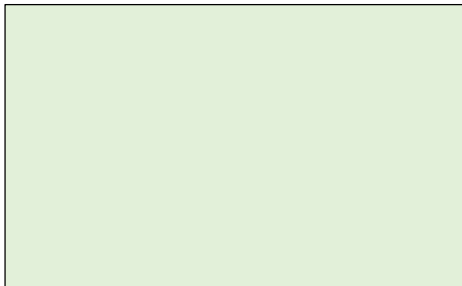
PiXL Revisit: Reduce and Transform

Unit/topic:

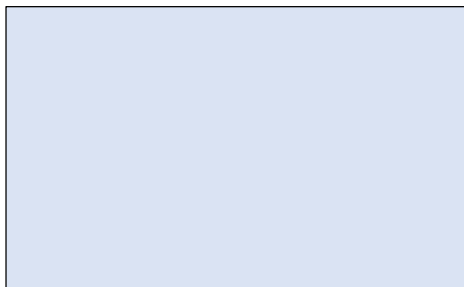
1.



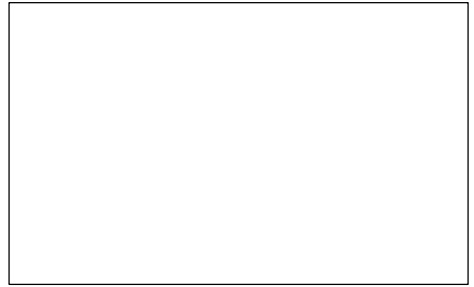
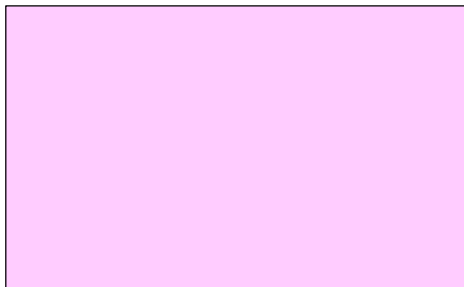
2.



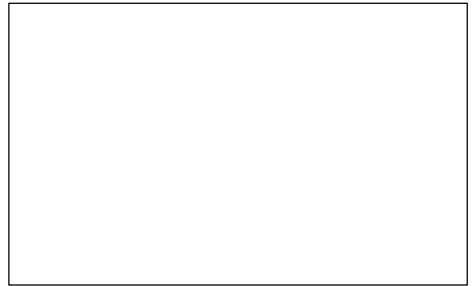
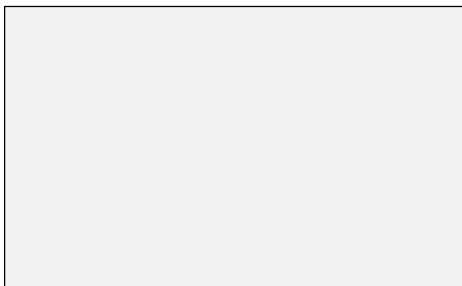
3.



4.



5.





PIXL Revisit: Trends and Pattern

Unit/topic:

Describing graphs – **PADDL**

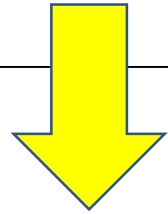
P = pattern + trend

A = anomalies

D = data to support

D = data manipulation

L = link to the question



Analysis

P.

A.

D.

D.

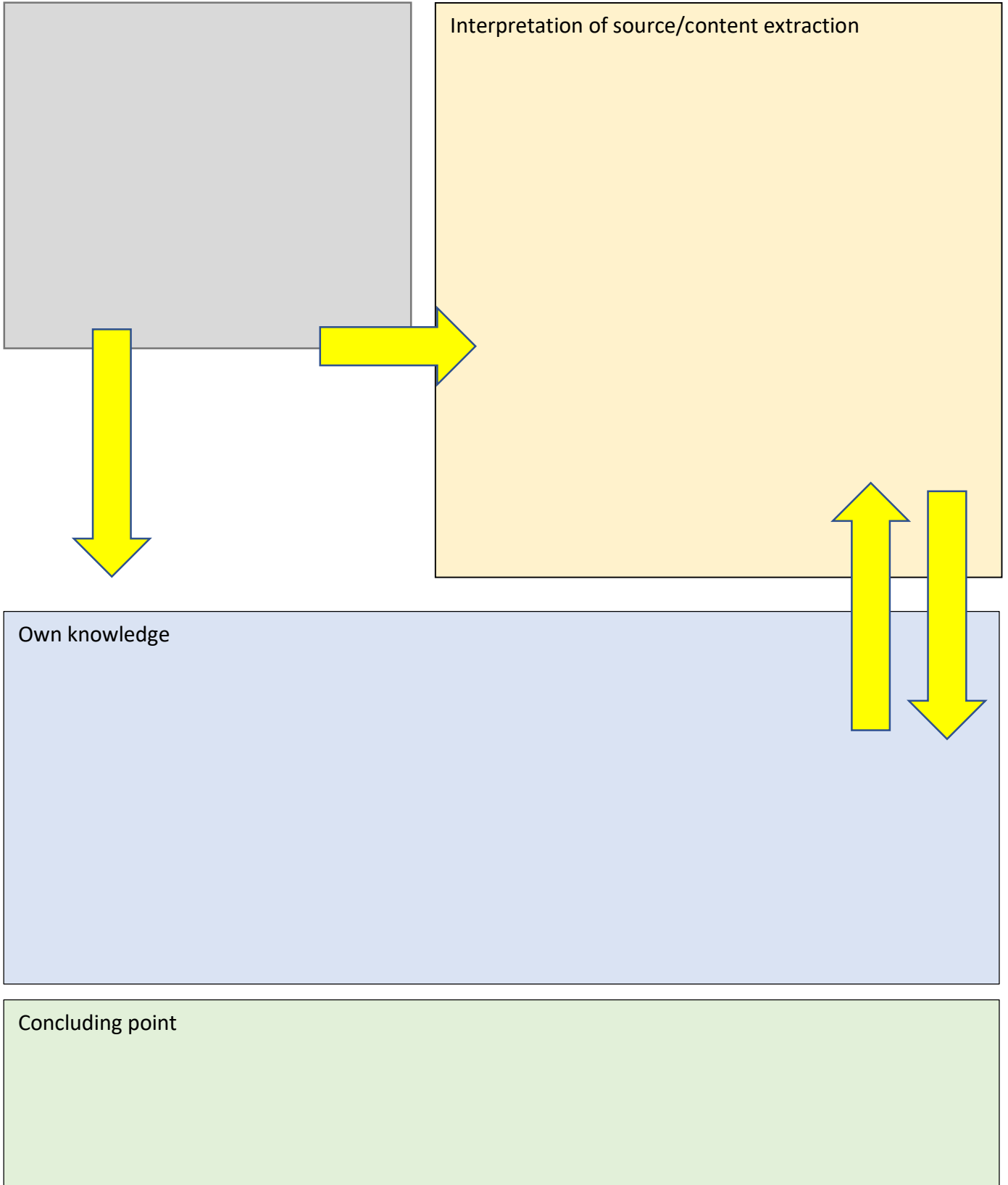
L.

The most important point + why.



PiXL Revisit: Pattern and Trend

Unit/topic:

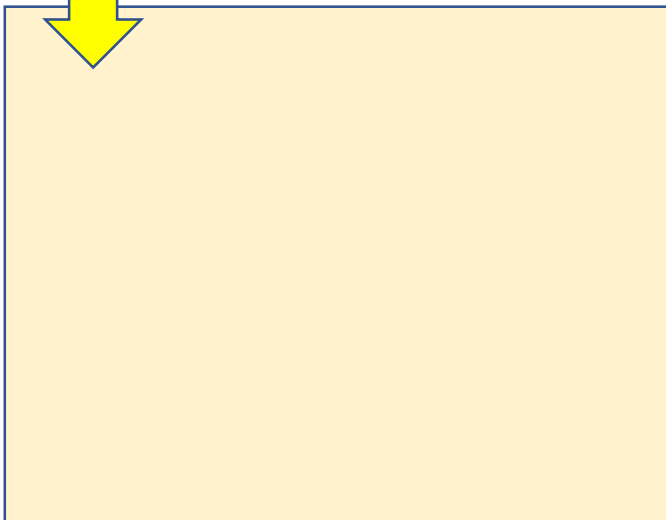
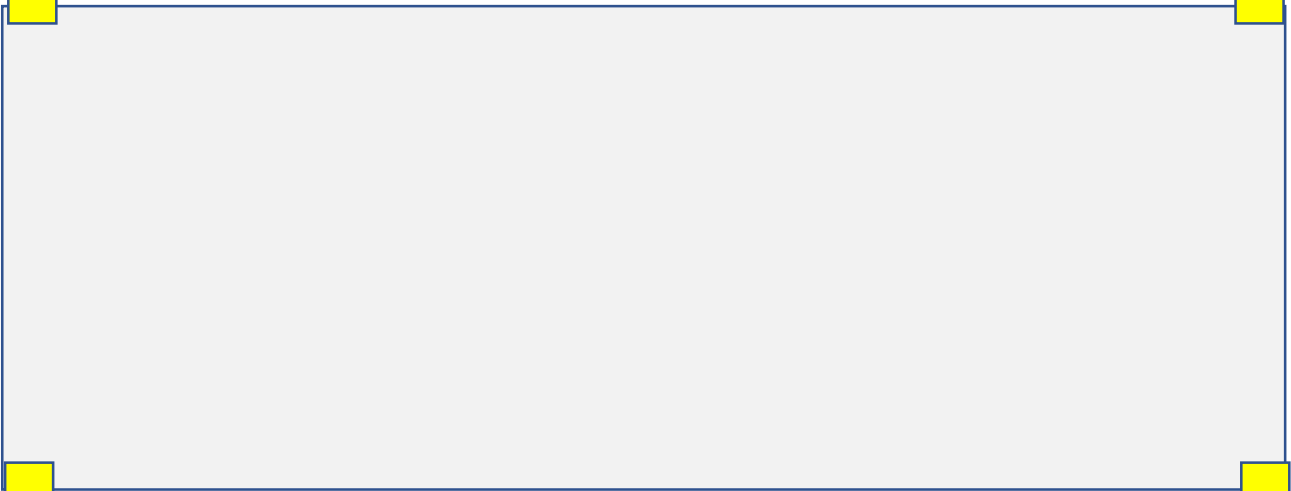




PiXL Revisit: “Thinking on your feet”/extrapolation of ideas or thoughts



Source/Quote/Stimulus





PiXL Revisit: Explain it, Extend it

Unit/topic:

Stimulus/source/evidence

Explanation:

Extend it –





PiXL Revisit: Inference

Unit/topic:

Stimulus



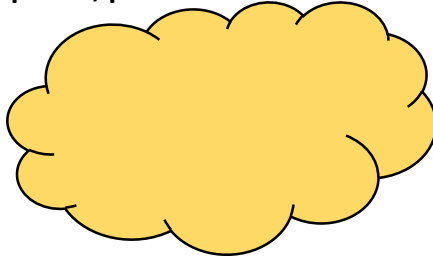
PiXL Revisit: Prioritise - significance and importance

Unit/topic:

Notes:

1.

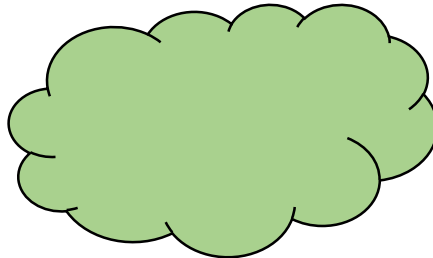
Key facts, dates, words, vocab,
quotes, place:



Number of priority:

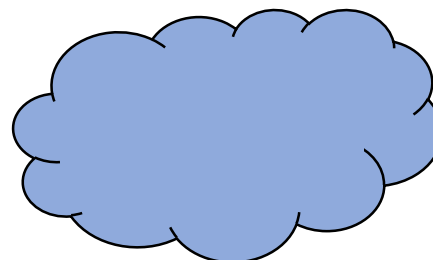
WHY?

2.



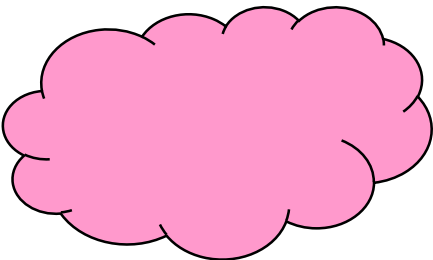
WHY?

3.



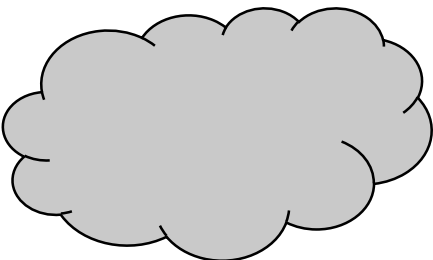
WHY?

4.



WHY?

5.



WHY?



PiXL Revisit: Reduce it. Transform it. Prioritise it.

Unit/topic:

Factors/concepts

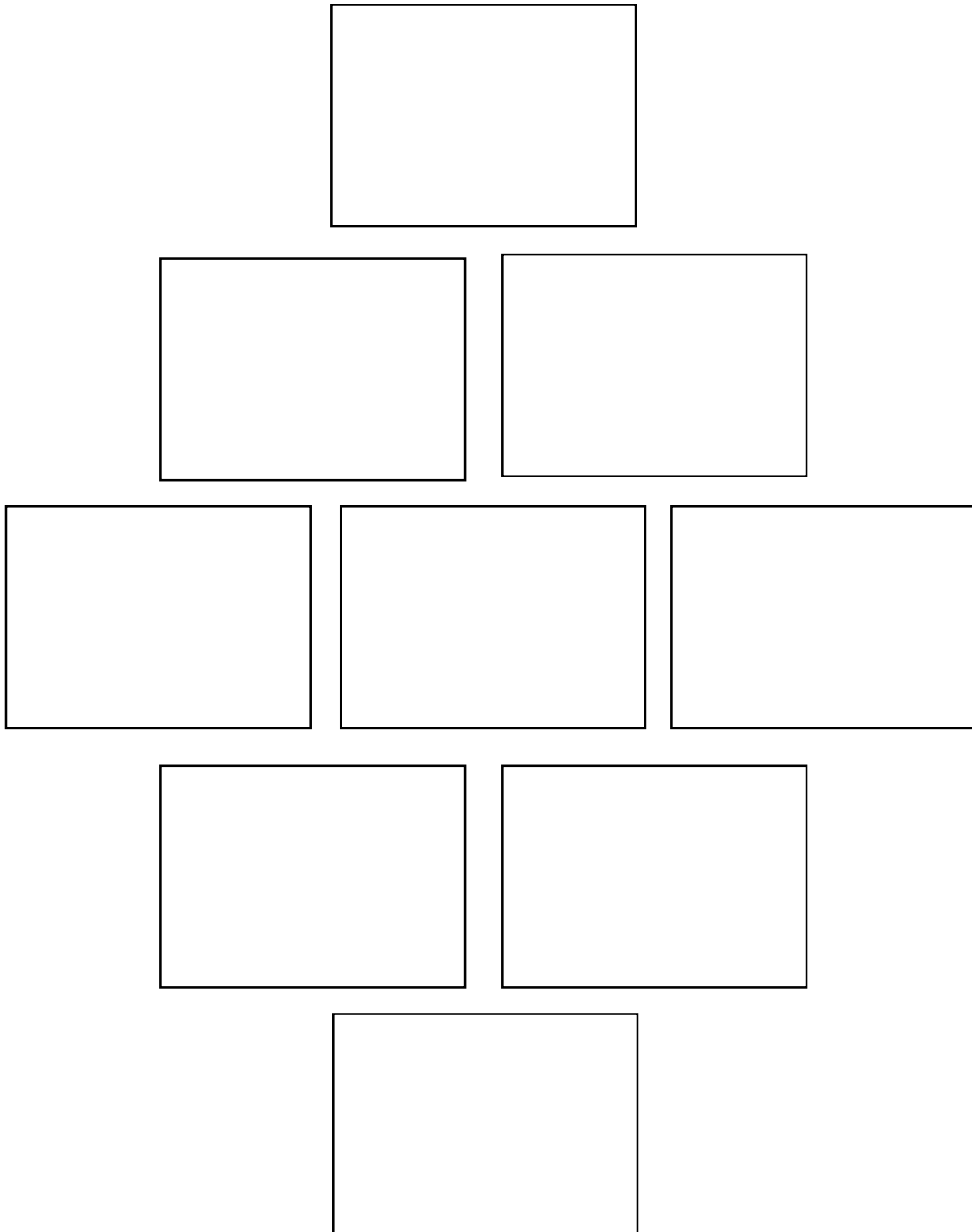
Picture

Order



PiXL Revisit: Prioritise – Diamond 9

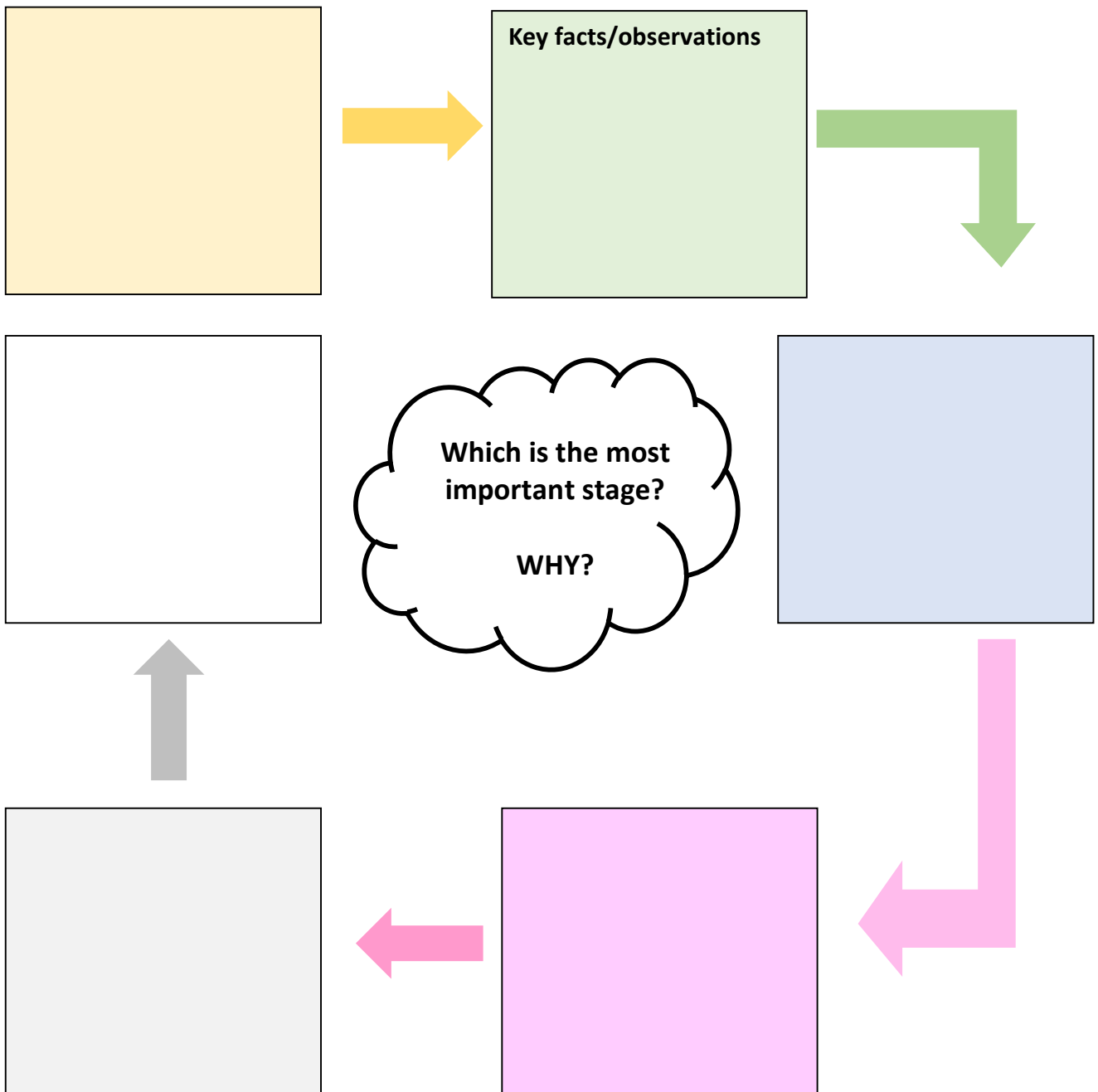
Unit/topic:





PiXL Revisit: Process and Categorise Steps and stages explained

Unit/topic:





PiXL Revisit: Categorise

Unit/topic:

Causes

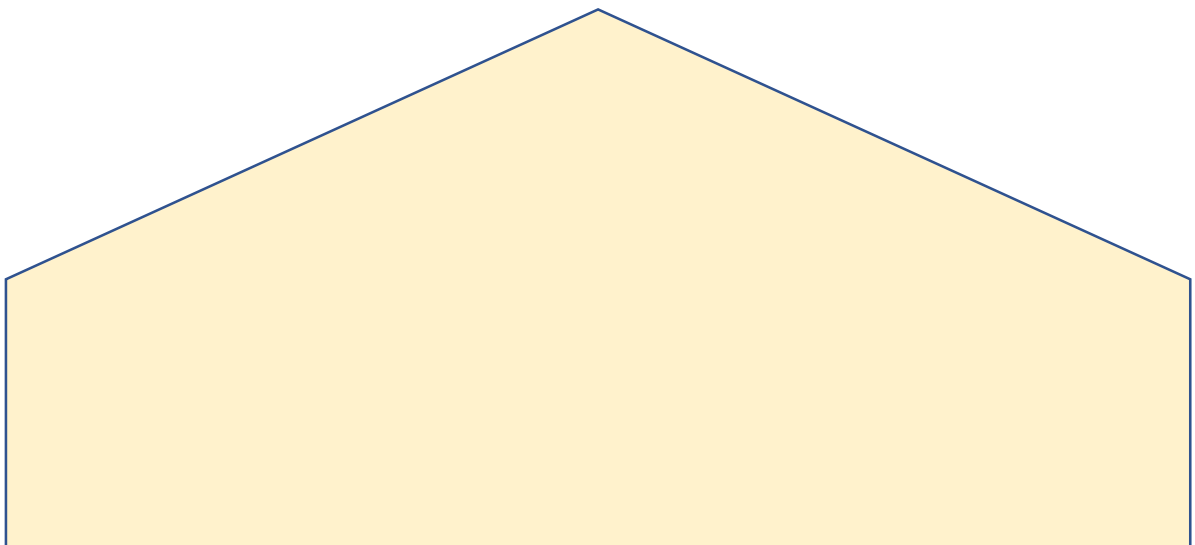
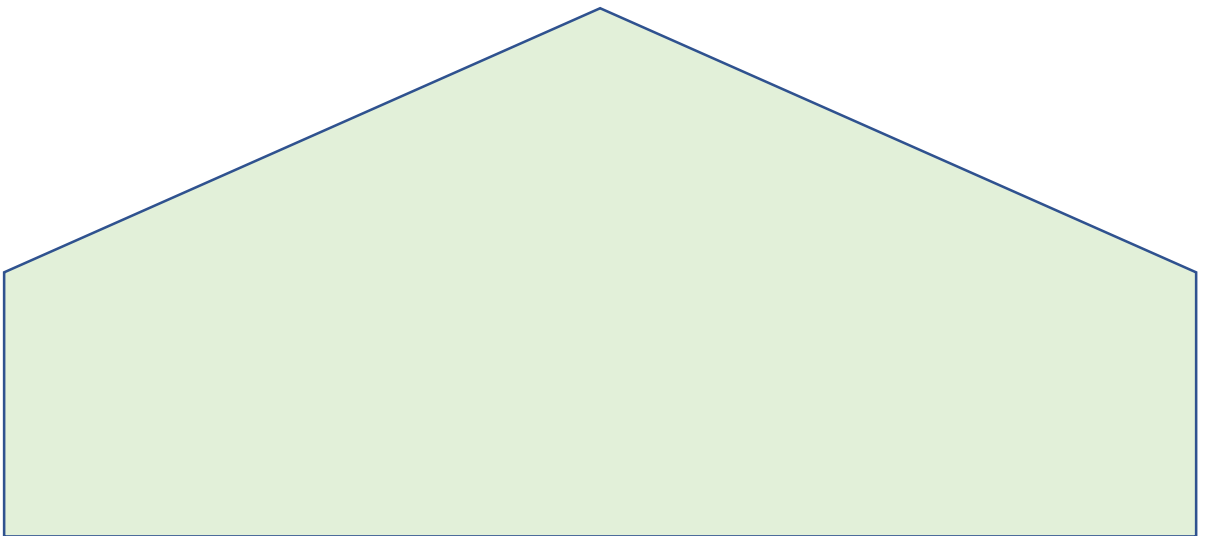
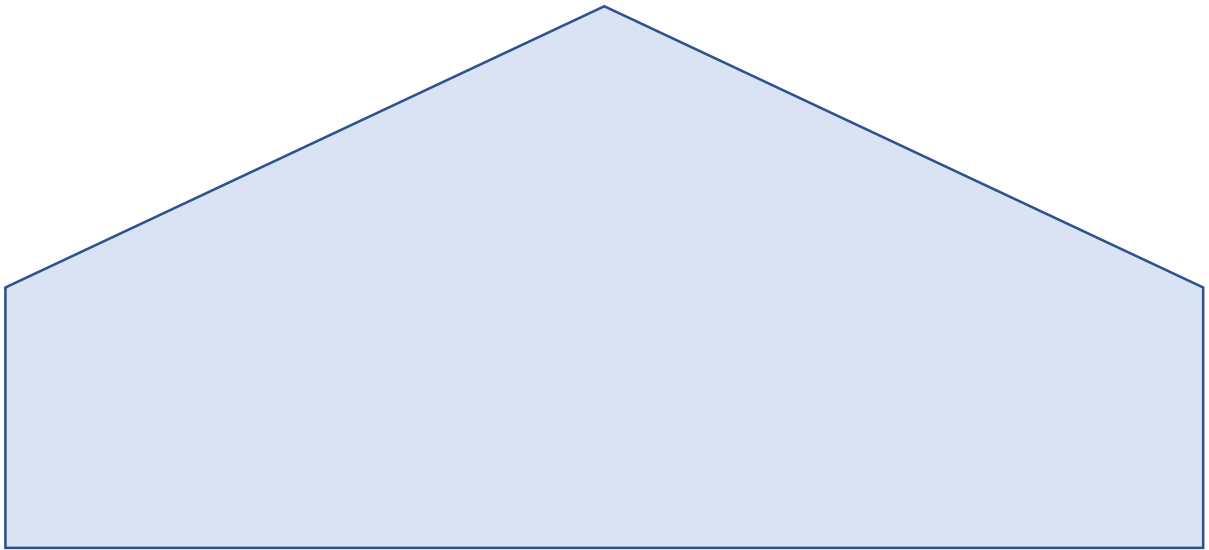
Impacts

Responses



PiXL Revisit: Scale/Progression/Elements

Unit/topic:





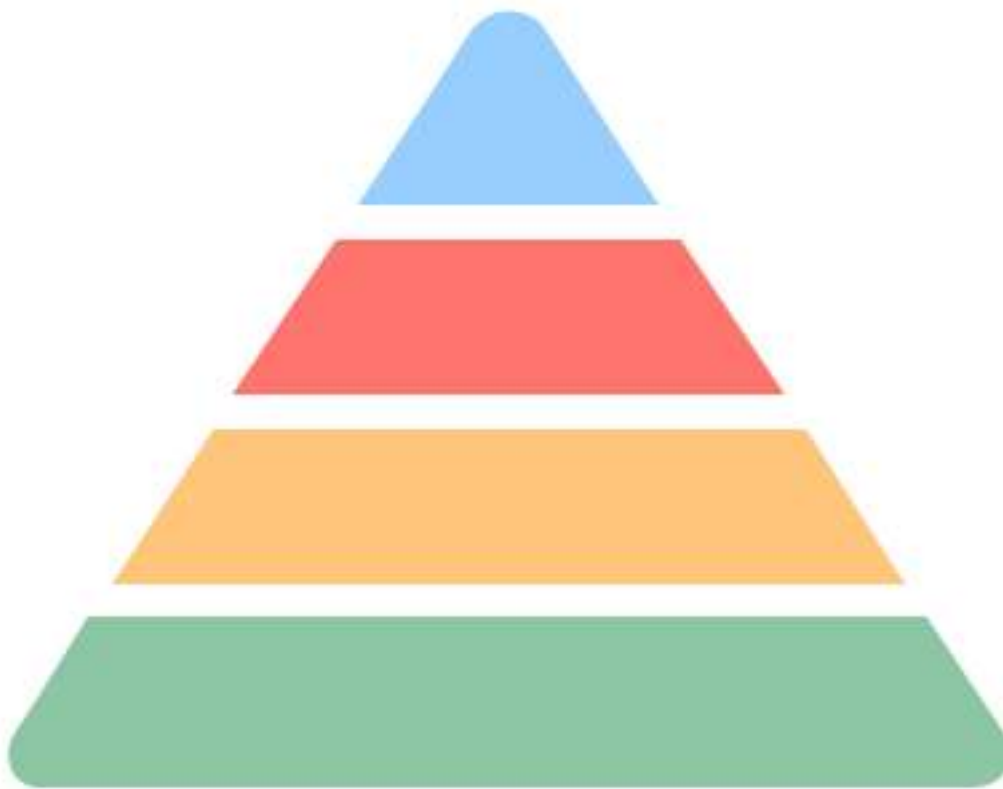
PiXL Revisit: Evaluation Ranking Triangle

Name of topic: _____

Name: _____

Class: _____

The most important information goes at the top and then the least important at the bottom. Make sure you justify WHY you think it the most/least important.





PiXL Revisit: Chronology and change/continuum/plot development. The impact of multifactors.

Unit/topic:

Factor:

Factor:



Factor:

Factor:



PiXL Revisit: Flexibility of thinking. Evaluate. To what extent...

Unit/topic:

0%

100%



PiXL Revisit: Flexibility of thinking. Evaluate. Shaping an argument

Unit/topic:

Argument

Counter arguments



PiXL Revisit: Change over time

Unit/topic:

Used to be...

now...

Used to be...

now...



PiXL Revisit: Flexibility of thinking - theory/methods/statistics/technique.

Unit/topic:

Summary: Theory/methods/statistics/technique

Validation:

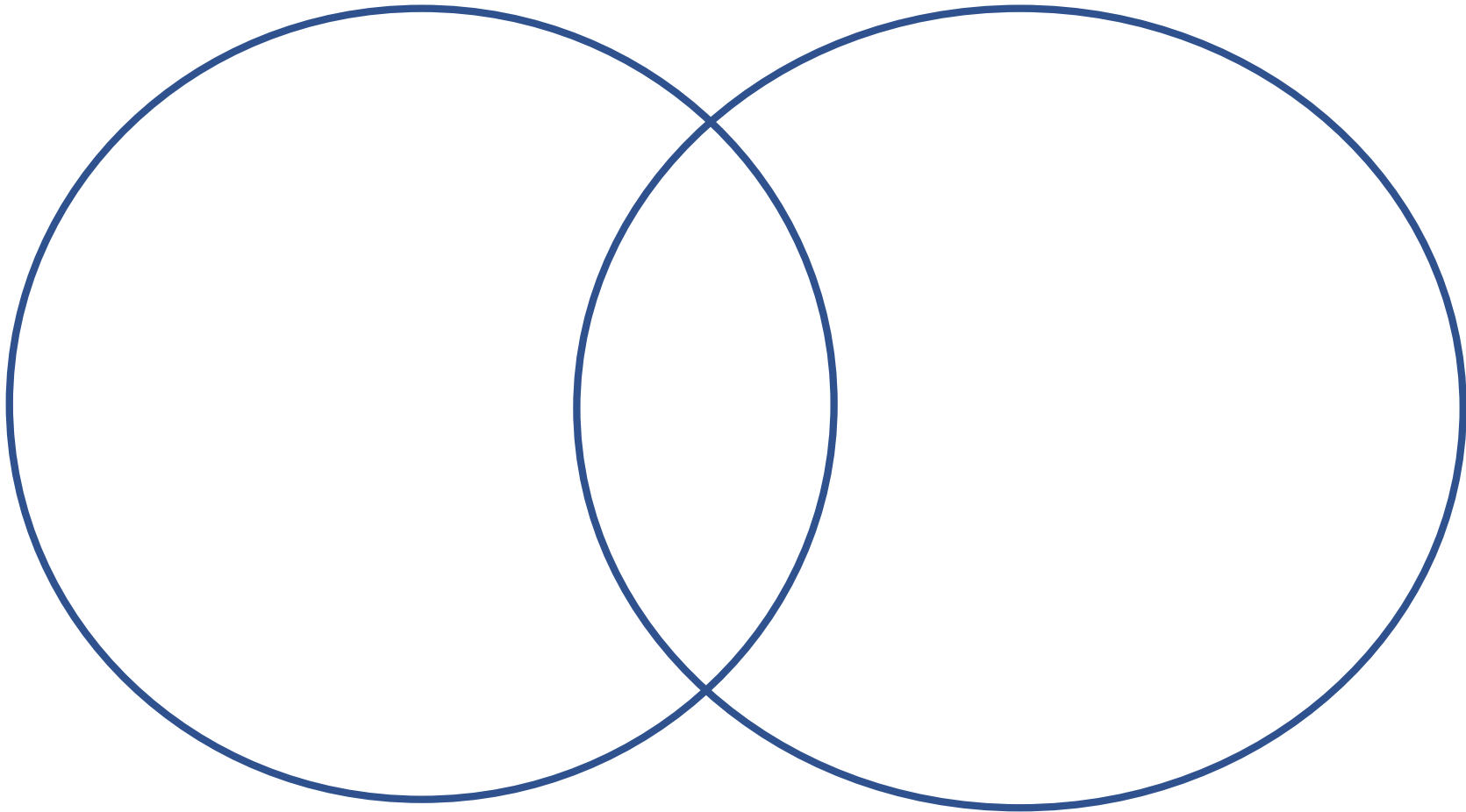
Example: Results/analysis/conclusion

Limitations/alternatives:



PiXL Revisit: Flexibility of thinking - connections/synoptic links/comparison

Unit/topic:





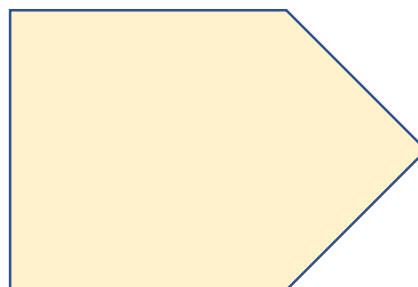
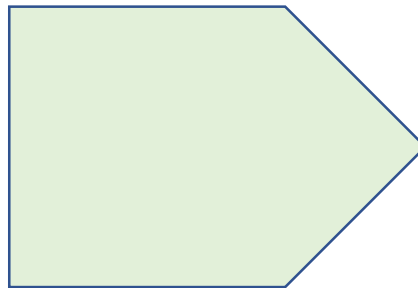
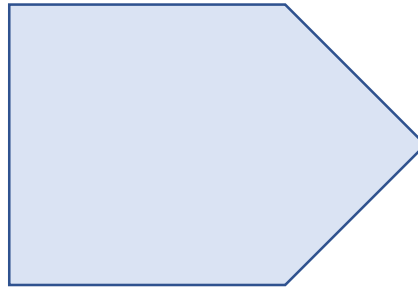
PiXL Revisit: Flexibility of thinking – perception/opinion

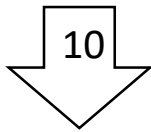
Unit/topic:

Opinion

Reason

Example





PiXL Revisit: Chunk It

Unit/topic:

Chunk the learning for this/topic/area.

* You could start with the most important or the most difficult to learn.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.



PiXL Revisit: Question Time

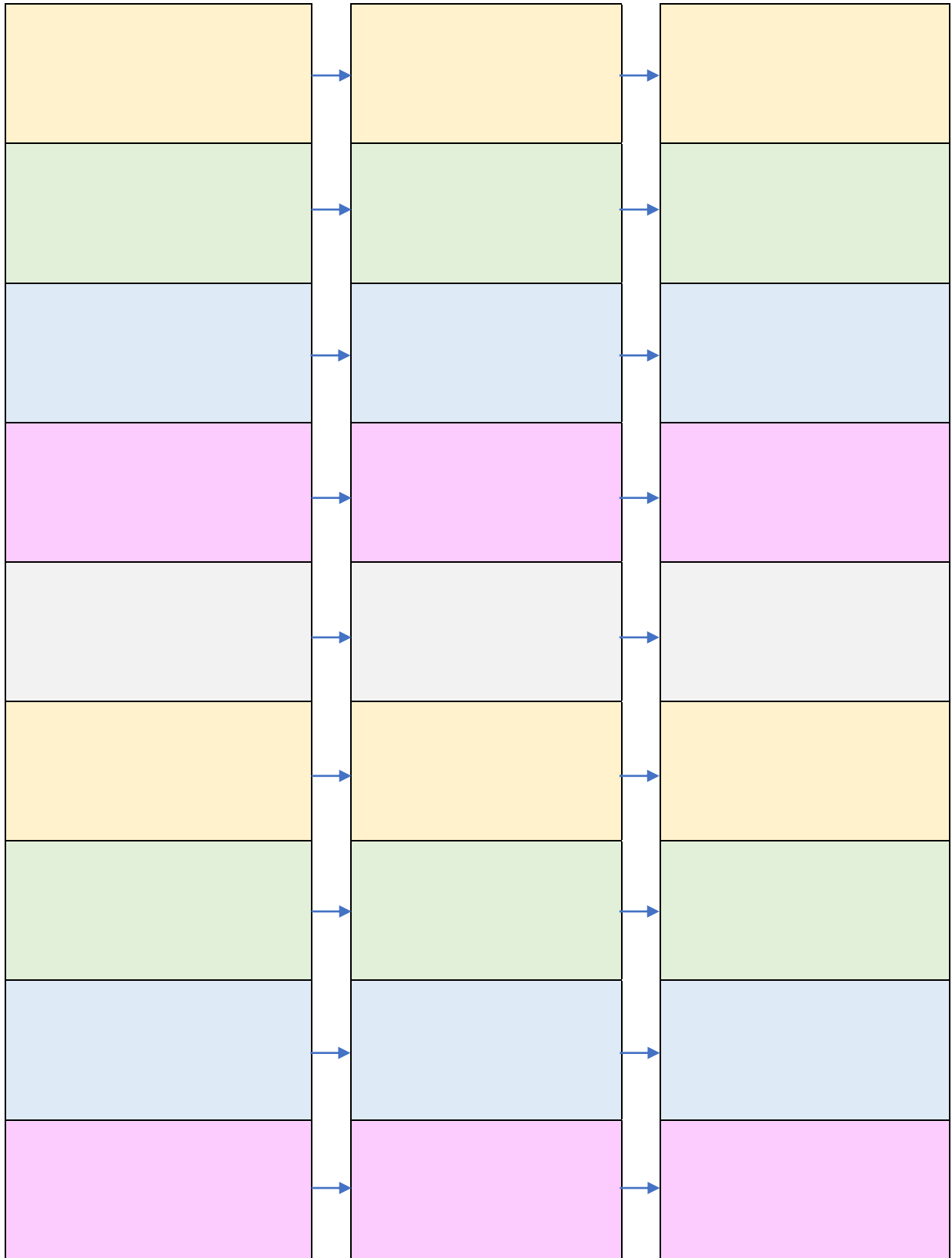
Name of topic: _____

Name: _____

Class: _____

When you read a text, you should be asking it questions, NOT just letting it wash over you. Read your text and pause to ask it questions, e.g. 'what do you mean when you say "..."?'

Questions I'm asking the text	Answers to those questions	Things I need to ask my teacher



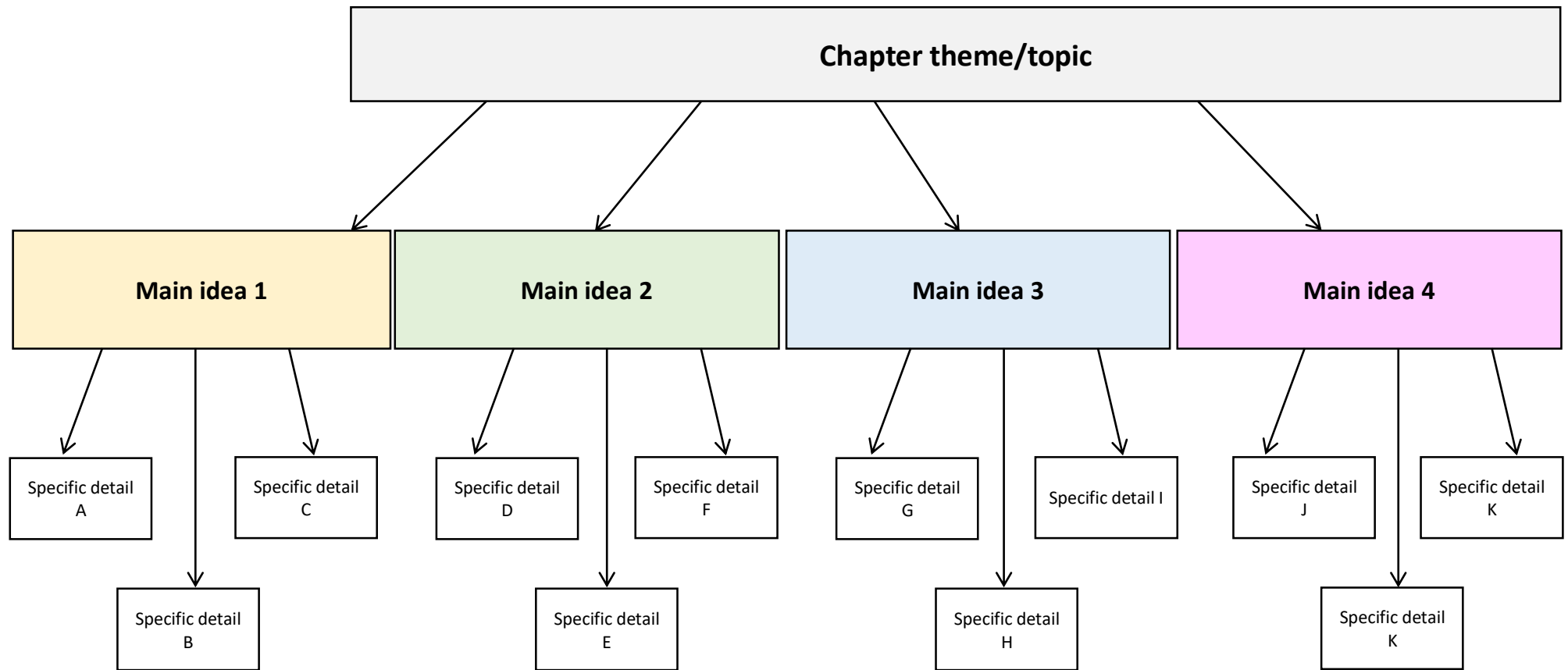


PiXL Revisit: Developing points

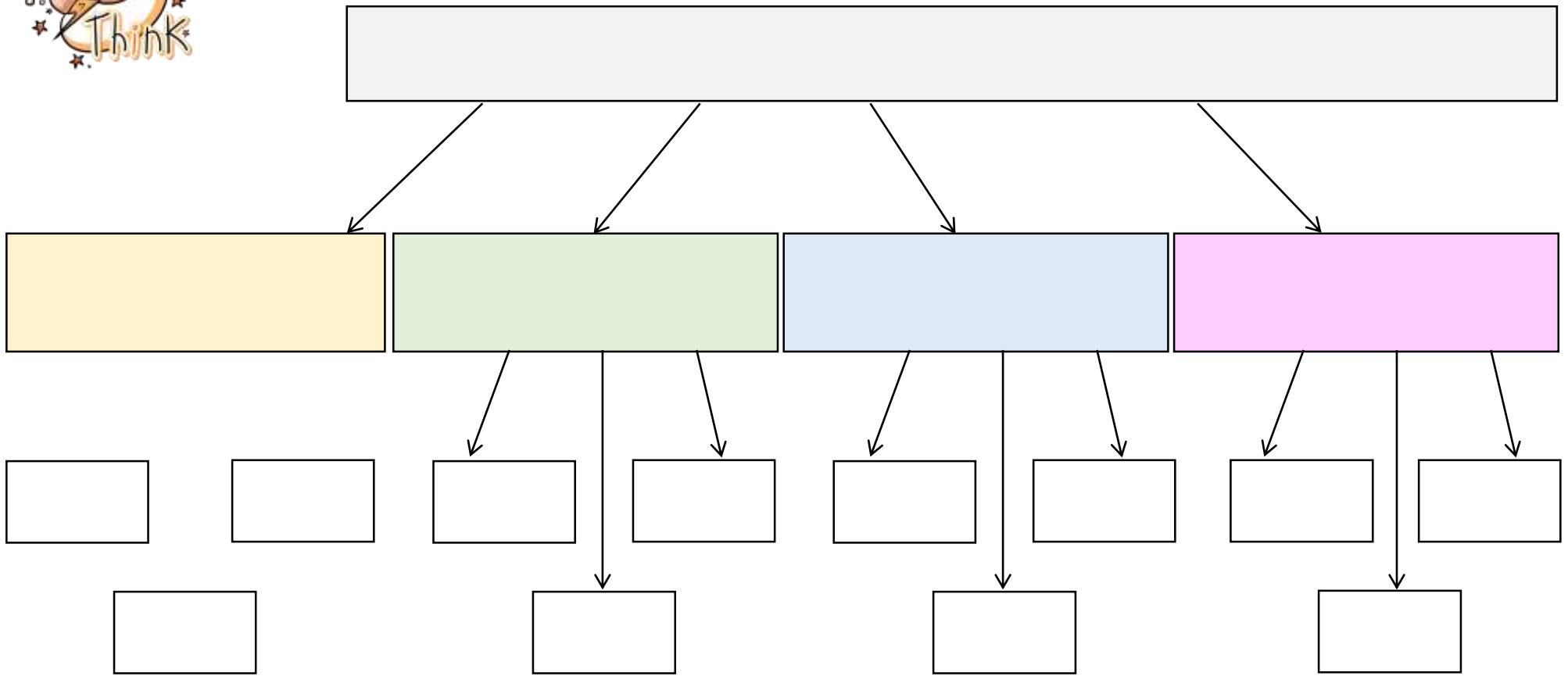
Unit/topic:

Point	Example	Explanation

Most significant.
Why?



Taken from the article: 'What Will Improve a Student's Memory?' By Daniel T Willingham (http://www.aft.org/sites/default/files/periodicals/willingham_0.pdf)

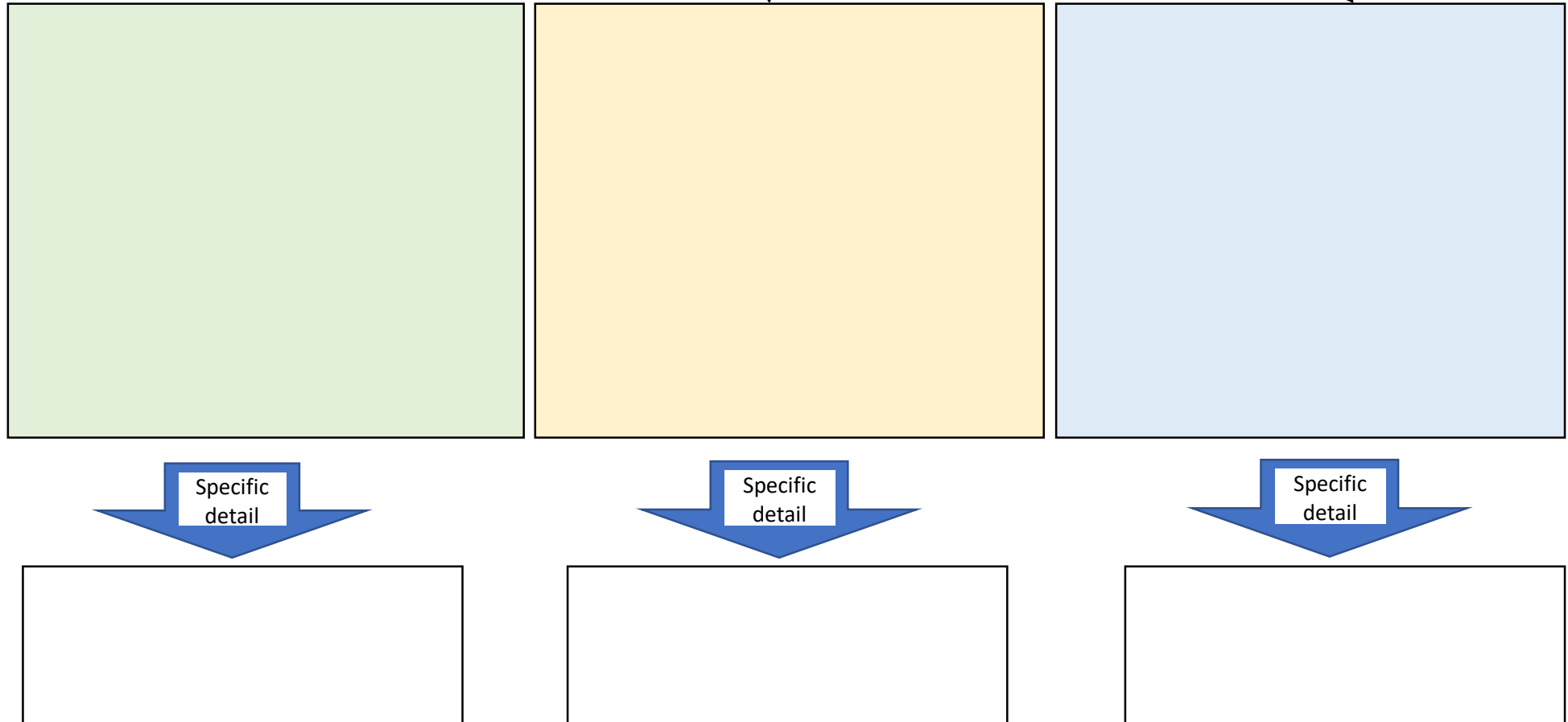


Taken from the article: 'What Will Improve a Student's Memory?' By Daniel T Willingham (http://www.aft.org/sites/default/files/periodicals/willingham_0.pdf)



PiXL Revisit: Categorise/Themes

Unit/topic:



Taken from the article: 'What Will Improve a Student's Memory?' By Daniel T Willingham (http://www.aft.org/sites/default/files/periodicals/willingham_0.pdf)



PiXL Revisit: Developing points

Unit/topic:

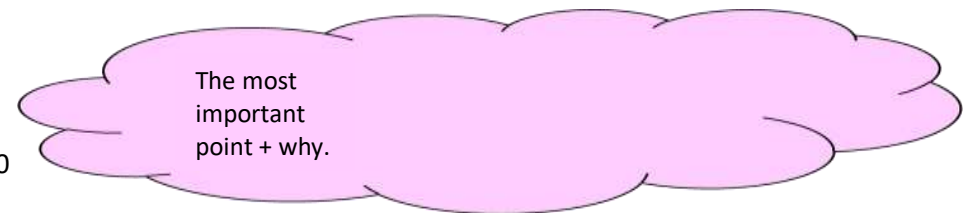
Picture/source/info/resource



Key points

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

30



The most important point + why.

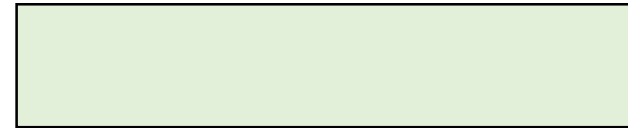


PIXL Revisit: Flexibility of thinking - Connection Map

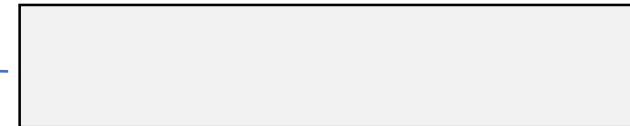
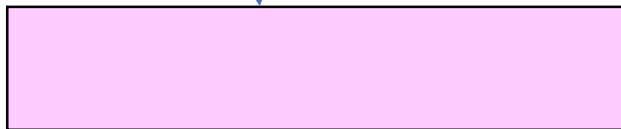
Title

Place the information/
factors/knowledge in the
boxes. Add as many
boxes as you want to.

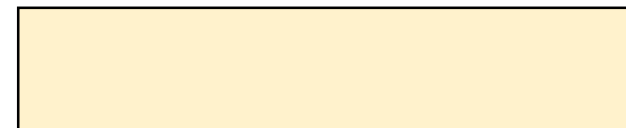
Draw lines linking the
boxes. The
darker/stronger the line,
the stronger the link.



On the line, give reasons
for the links. Explain the
link/importance or
significance.



You could also add
formula/dates/facts/quotes
near to or on the line to
exemplify knowledge.





PiXL Revisit: Flexibility of thinking - Connection Map

Title

Yellow box

Light green box

Light blue box

Pink box

Light grey box

Light blue box

Light green box

Yellow box



PiXL Revisit: Practice

Unit/topic:

Practice

Lessons learned

Equation

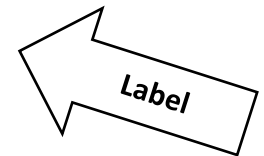
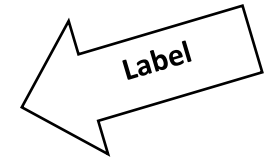
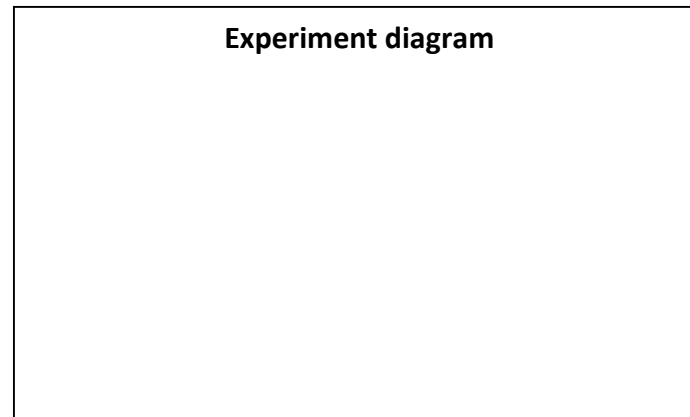
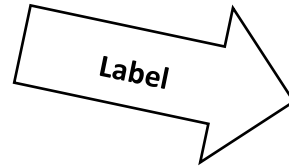


PiXL Revisit: Experiment on a page

Experiment title:

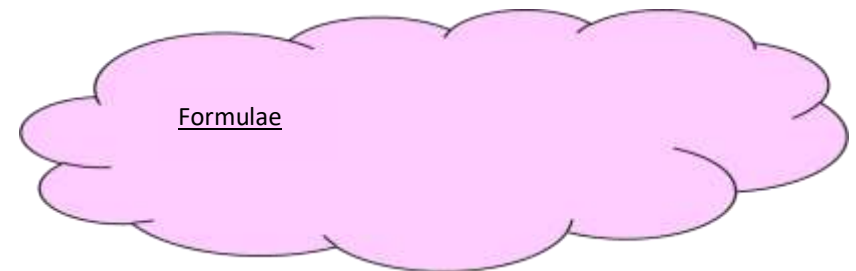
Process/method

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



Results

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PiXL Revisit: Reduce to 6 points

Unit/topic:

Information

REDUCE



Reduce to 6 points

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

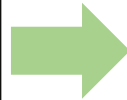


Reduce to 3 key points

- A.
- B.
- C.

Information

PRIORITISE



Prioritise (most important)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



WHY?



PiXL Revisit: Chunk It Revision Timetable, April - June

Monday	Tuesday	Wednesday	Thursday	Friday																														
20 th April <table border="1"> <tr> <td>Not sure</td> <td>OK</td> <td>Great!</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>I must recap:</p> <p>Page number:</p>	Not sure	OK	Great!				21 st April <table border="1"> <tr> <td>Not sure</td> <td>OK</td> <td>Great!</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>I must recap:</p> <p>Page number:</p>	Not sure	OK	Great!				22 nd April <table border="1"> <tr> <td>Not sure</td> <td>OK</td> <td>Great!</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>I must recap:</p> <p>Page number:</p>	Not sure	OK	Great!				23 rd April <table border="1"> <tr> <td>Not sure</td> <td>OK</td> <td>Great!</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>I must recap:</p> <p>Page number:</p>	Not sure	OK	Great!				24 th April <table border="1"> <tr> <td>Not sure</td> <td>OK</td> <td>Great!</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>I must recap:</p> <p>Page number:</p>	Not sure	OK	Great!			
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27 th April <table border="1"> <tr> <td>Not sure</td> <td>OK</td> <td>Great!</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>I must recap:</p> <p>Page number:</p>	Not sure	OK	Great!				28 th April <table border="1"> <tr> <td>Not sure</td> <td>OK</td> <td>Great!</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>I must recap:</p> <p>Page number:</p>	Not sure	OK	Great!				29 th April <table border="1"> <tr> <td>Not sure</td> <td>OK</td> <td>Great!</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>I must recap:</p> <p>Page number:</p>	Not sure	OK	Great!				30 th April <table border="1"> <tr> <td>Not sure</td> <td>OK</td> <td>Great!</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>I must recap:</p> <p>Page number:</p>	Not sure	OK	Great!				1 st May <table border="1"> <tr> <td>Not sure</td> <td>OK</td> <td>Great!</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>I must recap:</p> <p>Page number:</p>	Not sure	OK	Great!			
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PiXL Revisit: Chunk It Revision Timetable, April - June

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