



DEAN CLOSE  
SCHOOL  
CHELTENHAM



*It is not the mountain we conquer, but ourselves.*

*FIFTH FORM*

*GCSE*

*REVISION*

*INFO BOOK*

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*For digital copies and further resources, please see:*

<http://dcslibrary.com/revisionkit>

# TOP TEN TIPS

## GCSE REVISION 2023

1. Stick to the same location for revision: researchers found that pupils who often changed location took more time to settle and were less focused. A uniform revision zone also can be habit forming in regard to attention and cognitive associations made whilst revising.
2. Try to keep a tidy and organised revision zone. It can help maintain attention, avoid elements of distraction, and lessen cognitive drain.
3. Consider banning mobile phones, laptops and certain music during revision sessions, as they can be **serious distractions**. Replicating what it will be like in the exam hall is useful. For some pupils, especially neurodivergent learners, music can aid attention, however.
4. Consider putting your clock away, don't wear a watch, and use an electronic timer to time revision sessions. Once set, put the timer in a drawer or behind you: awareness of time breaks concentration. Do have a drink of water on your desk.
5. Keep notes and materials organised, check them the evening before to make sure everything is together and in the right sequence. Notes need to be clear and useful. Otherwise, it can limit your ability to revise well.
6. Revision needs to be active, not passive. Use a variety of techniques, even those that feel awkward at first: flashcards, mind-maps, whiteboards, post-it notes, past papers etc.
7. Stick your Revision Planner on the wall. Be brave and share copies with parents. Make a public commitment to lock into your plan – this does help.
8. Consider front-loading your revision in the morning. Start work at 9.00am after a good breakfast and work in 35-45 min sessions with a 5 minute break between. Use these sessions for learning & overlearning material. Afternoon / evening sessions can be used for revision review activities such as being tested by a parent, testing knowledge on revision websites, doing a past paper. **Prepare and tidy workspaces for the next morning's revision session.**
9. It takes 4 or 5 times of recall to embed to long-term memory. Learning and retention will be more effective if you vocalise material aloud. Test yourself again out loud after a period of time, and then ask someone else to test you after more time has lapsed.
10. Don't break the chain! Tick off each revision session on your planner as you finish and build your confidence as you complete each task.

# FIFTH FORM REVISION ADVICE

## PER DEPARTMENT / EXAMINATION 2023

BIOLOGY	<p>Pupils have been provided with a <b>CGP Revision Booklet</b> and <b>Practice Question Workbook</b>. They should use this in combination with the specification and alongside their class notes to revise topic by topic.</p> <p>Complete <b>PowerPoints</b> and <b>Summary Notes</b> for each specification point are available on Teams. Pupils will also have <b>past papers</b> and <b>mark schemes</b> to take away with them over the Easter break.</p>
BUSINESS	<p>Pupils will be completing key term tests and past paper questions during class time and receiving feedback on how to improve their performance. In their own time, they should create a set of revision notes / mind-maps covering each bullet point in the syllabus.</p>
CHEMISTRY	<p>Every two weeks pupils will do a revision topic in class followed by a reviewed test on that subject. They will also do a Paper 2 every two weeks under examination conditions, which will be reviewed in class and the mark scheme provided. For prep, pupils will have a module 1 paper to complete every 2 weeks (2-hour paper), which will be reviewed in class.</p> <p>Over the Easter holidays, <b>past papers</b> and <b>mark schemes</b> will be issued electronically. (Classes may vary slightly on this timetable, but will be doing the same activities.)</p>
CLASSICAL CIVILISATION, LATIN & GREEK	<p>For Latin, Greek and/or Classical Civilisation, pupils are given practice papers with mark schemes for the Easter holiday period, in addition to having the course textbook(s) which also contain practice exam-style questions. They are encouraged to complete as many practice questions and past papers as possible in order to prepare for the summer, and they can hand them in to their respective teachers for feedback. A full revision programme is taught in lessons either from the end of the Lent term or from the start of the Trinity term.</p>
COMPUTER SCIENCE	<p>Pupils will be provided with ClearRevise Cambridge IGCSE Computer Science 0984 revision guide, which contains the theory content and exam style questions at the end of each chapter (answers can be found in the back of the book). They should be using the book alongside class-based revision activities and Isaac Computer Science <a href="http://www.isaaccomputerscience.org">www.isaaccomputerscience.org</a> to reinforce their learning. Pupils are also directed towards a set of videos <a href="https://student.craigndave.org/igcse-cambridge-0984-0478">https://student.craigndave.org/igcse-cambridge-0984-0478</a> which cover each topic in full.</p>
DESIGN TECHNOLOGY	<p>Alongside the course textbook they have been given, pupils will receive a <b>revision guide</b> and a number of <b>past papers</b> with <b>mark schemes</b> in order to practise and prepare for the summer. They will be guided to spend some time answering the papers 'open book' and then some time answering papers under test conditions, returning to the texts afterwards to enhance their answers.</p>



# FIFTH FORM REVISION ADVICE

## PER DEPARTMENT / EXAMINATION 2023

DRAMA	<p>Pupils should practise and plan past papers for Sections A, B and C from the website:</p> <p><a href="http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-drama-0411/">http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-drama-0411/</a></p> <p>(Please note: it is not possible to find questions on the current pre-released material there, however.)</p>
ECONOMICS	<p>Pupils have a nine-week revision programme to include key term tests and exam questions. Outside the classroom they should be completing thorough revision notes and the revision booklet they have been given.</p>
ENGLISH	<p>English Language: all students have been provided with a booklet containing sets of past papers and should complete these over Easter. A scan of the booklet (in case the booklet is lost) and mark schemes are available on the Teams pages of each class; papers can be self-marked.</p> <p>English Literature: all students have been provided with a set of past paper and practice questions for Paper 1 ("Great Expectations" and the poetry of Ted Hughes) and Paper 3 ("Journey's End"). A scan of the booklet is also available on the Teams page for each class, in case the booklet is mislaid.</p>
FOOD PREPARATION & NUTRITION	<p>Pupils are provided with two exam board revision guides:</p> <p>The first, published by Collins, is held at school for whole class revision lessons until study leave, and then taken home for further revision.</p> <p>The second, published by Illuminate, is taken home at Easter. Pupils should revise their class notes from Remove in hand with this revision guide. Ideally, the whole guide will be worked through over Easter, including each section's 'Exam style' questions – answers are found at the back of the book.</p> <p>To extend their learning, the students have been given 3 exam papers to work through. The 2018 paper should be answered under exam conditions and will be marked on their return to school. They will receive the mark scheme for the other two papers on their return also.</p>

# FIFTH FORM REVISION ADVICE

## PER DEPARTMENT / EXAMINATION 2023

GEOGRAPHY	<p>All pupils are provided with a revision guide, <b>AQA GCSE (9-1)</b>, in addition to their textbook. On Teams they have access to zigzag revision booklets for all 6 of the topics, these contain questions and mark schemes for subject knowledge revision. We have issued the pupils with hard copies of Paper 1 and 2 and will publish the mark schemes for these on Teams. These are in addition to the ones given over the Christmas holidays. We have also issued hard copies of the Paper 3 fieldwork section questions, mark schemes on Teams. All topic content for the course will have been covered by Easter. We have revised the Living World and Physical Landscapes topics (4<sup>th</sup> form content) in revision clinics after school this term. Paper 3 includes a pre-release booklet that is available from March 24th. The pupils will know the subject area of pre-release prior to Easter to guide revision and then they will have a series of lessons after Easter to prepare for this section of the paper. There are revision clinics after school on Tuesday's and Wednesday's where pupils have access to further support.</p>
HISTORY	<p>Pupils should use their <b>content overview sheets</b> and the <b>past paper booklet</b> to revise the key topic areas in each unit, producing timelines, mind-maps and flashcards to help memorise the factual content. Alongside revision of course content, practising past paper questions, especially the 8- and 16- mark questions, is strongly encouraged.</p>
MATHEMATICS	<p>All new specification papers and mark schemes have been put on the Maths revision Teams.</p> <p>In addition, they have been issued with copies of the <i><b>CGP Revision Guide</b></i> (MER144, ISBN: 978 1 78294 669 4) [<a href="https://www.cgpbooks.co.uk">https://www.cgpbooks.co.uk</a>]. This can be used for further practice and should be referred to when completing past papers. Additional practice papers and mark schemes can be found on the following website:  <a href="https://www.savemyexams.co.uk/igcse-maths-edexcel-new/past-papers/">https://www.savemyexams.co.uk/igcse-maths-edexcel-new/past-papers/</a>.</p> <p>Both new specification and old specification papers are good practice. Use Papers with codes H / HR for Higher tier and F / FR for Foundation.</p>
MODERN FOREIGN LANGUAGES	<p>Pupils should revise from the GCSE vocabulary lists from the textbook. They can use the lists on Quizlet and find their specification from the folders on our page:  <a href="https://quizlet.com/DeanCloseMFL/folders">https://quizlet.com/DeanCloseMFL/folders</a></p> <p>All pupils have <b>Pearson GCSE revision guides and workbooks</b> and have access to audio files through the links in the book. Pupils have been given a set of past papers (Listening, Reading, Writing) along with mark schemes and access to audio files. They should complete these during the Easter holidays.</p> <p>Pupils have their GCSE orals immediately after the Easter break. They should practise the set questions from their oral booklet for the general conversation.</p>

# FIFTH FORM REVISION ADVICE

## PER DEPARTMENT / EXAMINATION 2023

MUSIC	Pupils should revise the <b>8 set works</b> by listening to them and following the music in their <b>anthologies</b> . They should learn the background to each piece, as given in their notes, and ensure they are confident using technical musical vocabulary.
PHYSICAL EDUCATION	Alongside standard revision of past lessons, work and their revision books, pupils should make particular use of the ' <b>booklet of past exam questions</b> ' in topic order given at the start of the course. By the Easter holidays they will have received the <b>accompanying mark schemes</b> to practise exam technique. Pupils should also be making full use of <a href="http://www.theeverlearner.com">www.theeverlearner.com</a> , which covers the whole course in tutorials and small tests.
PHYSICS	<p>Pupils will be sitting past papers at school as part of the revision programme, but they will also be issued with physical or digital copies of many others. They should work through these as guided by their teachers, concentrating on the related mark schemes. Pupils have also been provided with a <b>CGP Revision and Practice book</b> and various digital resources. They should use these in combination with the specification and alongside their class notes to revise topic by topic.</p> <p>For a second time, during this summer's exams, pupils will be issued with the exam board's formula booklet, a version of which will be included in here: <a href="https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/Physics/2017/teaching-and-learning-materials/w77376-international-gcse-physics-4ph1-4sd0-exam-aid.pdf">https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/Physics/2017/teaching-and-learning-materials/w77376-international-gcse-physics-4ph1-4sd0-exam-aid.pdf</a></p>
RELIGIOUS STUDIES	Alongside the course textbook, pupils have also been provided with an additional revision guide for the course. As they are the last year group to sit this course, they are welcome to annotate/highlight/tear out specific sections of this. Pupils should use published past papers from the OCR website and their accompanying mark schemes to guide their examination technique as part of their revision/preparation (they can submit any attempted questions for marking/feedback). All lesson resources have been uploaded to Teams to support closing any gaps in knowledge, and students can use the extensive revision checklists posted on Teams to ensure they have fully covered all parts of the specification.

# DEAN CLOSE SCHOOL CLINICS

## LENT 2023

Clinics are available for any pupil. They are a chance for a pupil to ask specific questions about any taught content of a specification or to improve exam technique. They are non-compulsory 'drop-ins', meaning that no prior notice to the teacher is required. The expectation is that the pupil will decide whether they should attend and which one to choose.

Department:	When?	Where?	For who?
Art	Mon, Tues, Thurs 4.15-6pm Tues & Wed 4.15-6pm Wed & Thurs 4.15-6pm	Art Dept (AEA) Art Dept (RSR) Art Dept (EPD)	3D GCSE & A level 2D GCSE & A level 2D GCSE & A level
Biology	Mon 1.30-2.15pm Thurs 1.30-3pm	Mrs Harbit Dr Bradley	GCSE & A level
Chemistry	Mon 1.40-2.10pm Tues 4.15-5.15pm Thurs 4.15-5.15pm	C3 (MLF) C2 C1	GCSE All years All years
Classics	Mon 1.40-2.10pm	CL3 (FES)	All Greek/Latin/Class Civ
Classics	Tues 1.40-2.10pm	CL1 (RMJ)	All Greek/Latin/Class Civ
Computer Science	Thurs lunchtimes	Computer Science suite	5 <sup>th</sup> & U6
Drama	Tues 2.15-4pm	Dale House (LSA)	5 <sup>th</sup> & 6 <sup>th</sup> form
Economics	Wed 4.15-5.15pm	BE2	GCSE & A level
ELT	Thurs afternoons	ELT drop in	All years
English	Mon 1.30-2.10pm; 4.15-5.15pm	E4 (Mrs Whyte)	All years; GCSE
FPaN	Tues 1.30-2.10pm	SPEM	GCSE
Geography	Tues 4.30-5.30pm Wed 4.15-5.15pm	Field House (SJR) H5	GCSE GCSE (Y9 content catch up)
Maths	Mon 4.15-5.15pm, Wed 4.15-5.15pm Fri 1.30-2.15pm	M4 (ROS) Maths hub	U6/5 <sup>th</sup> form All years
MFL	Mon 1.40-2.10pm Tues 1.40-2.10pm Tues 1.40-2.10pm Wed 4.15-5pm, Fri 1.40-2.10pm	AVG room CHSM room CJH room RRP room	GCSE & A level French GCSE & A level French GCSE French & Spanish GCSE Spanish
Music	Thurs lunchtimes (by appointment)	Music dept	Composition for 5 <sup>th</sup> and U6
PDT	Thurs 2pm-5.30pm (around games)	DT	GCSE
PE	Mon 1.15-1.45pm	SPEC	GCSE
Physics	Tues lunchtimes Tues 4.15-6.15pm	P1 P2	All years
RS	Fri lunchtimes 1.40-2.15pm	Tanner room	5 <sup>th</sup> form

*All departments, regardless of whether they offer a clinic or not, will offer support by appointment.*

# FIFTH FORM EXAMINATION BOARDS

## LIST & WEBLINKS 2023

Schemes of Work (often located in Specification documents), Past Papers and Mark Schemes can be found through Exam Boards' websites.

GCSE SUBJECT	EXAM BOARD	EXAM CODE	WEBSITE
Art & Design (GCSE)	AQA	8202 (Fine Art)	<a href="https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206">https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206</a>
Biology (IGCSE)	Edexcel	4BI1	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-biology-2017.html">https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-biology-2017.html</a>
Business (GCSE)	Edexcel	1BS0	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html</a>
Chemistry (IGCSE)	Edexcel	4CH1	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-chemistry-2017.html">https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-chemistry-2017.html</a>
Chinese (IGCSE)	Edexcel	4CN1	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-chinese-2017.html">https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-chinese-2017.html</a>
Classical Civilisation (GCSE)	OCR	J199	<a href="https://www.ocr.org.uk/qualifications/gcse/classical-civilisation-j199-from-2017/">https://www.ocr.org.uk/qualifications/gcse/classical-civilisation-j199-from-2017/</a>
Classical Greek (GCSE)	OCR	J292	<a href="https://www.ocr.org.uk/qualifications/gcse/classical-greek-j292-from-2016/">https://www.ocr.org.uk/qualifications/gcse/classical-greek-j292-from-2016/</a>
Computer Science (IGCSE)	CAIE	0984	<a href="https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-9-1-computer-science-0984/">https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-9-1-computer-science-0984/</a>
Core Science [Double Award] (IGCSE)	Edexcel	4SD0	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-science-double-award-2017.html">https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-science-double-award-2017.html</a>
Design & Technology (IGCSE)	CAIE	0979	<a href="https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-design-and-technology-9-1-0979/">https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-design-and-technology-9-1-0979/</a>
Drama (IGCSE)	CAIE	0994	<a href="https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-drama-9-1-0994/">https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-drama-9-1-0994/</a>
Economics (GCSE)	AQA	8136	<a href="https://www.aqa.org.uk/subjects/economics/gcse/economics-8136">https://www.aqa.org.uk/subjects/economics/gcse/economics-8136</a>
English Language (IGCSE)	CAIE	0990	<a href="https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-9-1-first-language-english-0990/">https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-9-1-first-language-english-0990/</a>
English Literature (IGCSE)	CAIE	0992	<a href="https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-english-literature-0992/">https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-english-literature-0992/</a>



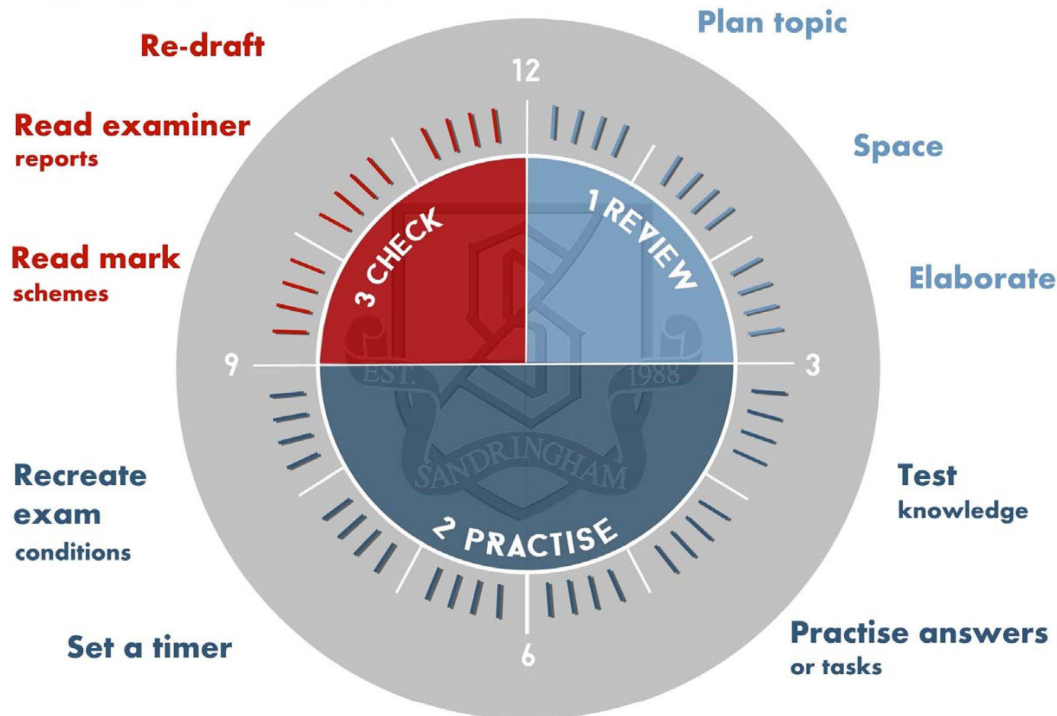
# FIFTH FORM EXAMINATION BOARDS

## LIST & WEBLINKS 2023

GCSE SUBJECT	EXAM BOARD	EXAM CODE	WEBSITE
Food Preparation & Nutrition (GCSE)	Eduqas	C560P1	<a href="https://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition/">https://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition/</a>
French (GCSE)	AQA	8658 (Higher / Foundation)	<a href="https://www.aqa.org.uk/subjects/languages/gcse/fr ench-8658">https://www.aqa.org.uk/subjects/languages/gcse/fr ench-8658</a>
Geography (GCSE)	AQA	8035	<a href="https://www.aqa.org.uk/subjects/geography/gcse/geography-8035">https://www.aqa.org.uk/subjects/geography/gcse/geography-8035</a>
History (IGCSE)	Edexcel	4HI1	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-history-2017.html">https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-history-2017.html</a>
Italian (GCSE)	AQA	8633 (Higher / Foundation)	<a href="https://www.aqa.org.uk/subjects/languages/gcse/italian-8633">https://www.aqa.org.uk/subjects/languages/gcse/italian-8633</a>
Latin (GCSE)	OCR	J282	<a href="https://www.ocr.org.uk/qualifications/gcse/latin-j282-from-2016/">https://www.ocr.org.uk/qualifications/gcse/latin-j282-from-2016/</a>
Mathematics (IGCSE) SETS 1-4 SETS 5-6	Edexcel	4MA1 (Higher) (Foundation)	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-mathematics-a-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-mathematics-a-2016.html</a>
Mathematics Certificate Level 2 Further Mathematics	AQA	8365	<a href="https://www.aqa.org.uk/subjects/mathematics/aqa-certificate/further-mathematics-8365">https://www.aqa.org.uk/subjects/mathematics/aqa-certificate/further-mathematics-8365</a>
Music (GCSE)	Edexcel	1MU0	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html</a>
PE (IGCSE)	CAIE	0995	<a href="https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-physical-education-0995/">https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-physical-education-0995/</a>
Physics (IGCSE)	Edexcel	4PH1	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-physics-2017.html">https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-physics-2017.html</a>
Religious Studies (GCSE)	OCR	J625	<a href="https://www.ocr.org.uk/qualifications/gcse/religious-studies-j625-j125-from-2016/">https://www.ocr.org.uk/qualifications/gcse/religious-studies-j625-j125-from-2016/</a>
Russian (GCSE)	Edexcel	1RU01 (Higher)	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/russian-2017.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/russian-2017.html</a>
Spanish (GCSE)	AQA	8698 (Higher / Foundation)	<a href="https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698">https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698</a>

# THE MEMORY CLOCK - Dr Caroline Creaby, Sandringham School (2017)

## THE MEMORY CLOCK



better hope – brighter future

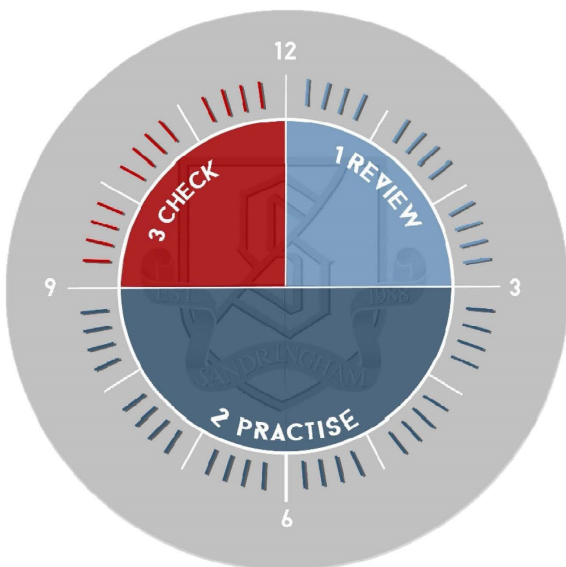
*This revision model utilises many of the strategies discussed but in a uniform timeframe and simplified way. It can be taken as is or further adapted.*

### What is it?

This is our recommendation of how to spend each hour when revising.

### Why?

Students can engage in ineffective revision which can limit their performance in examinations. Also, we are aware that it can be challenging to change students' ingrained study habits. Therefore, we have designed a simple model to help clarify the most effective strategies and what these might look like over a period of an hour. It is our hope that this will help inform all students about the most effective strategies.



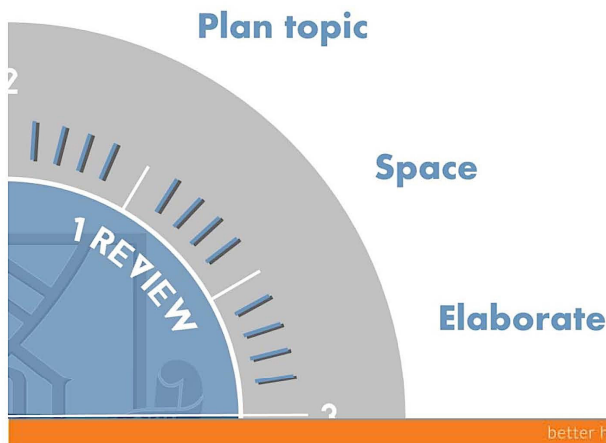
better hope – brighter future

It's important to **review** the topic which typically begins with locating notes, past work and books. To review topics most effectively, students should:

**Plan the topic to be revised.** Students may be studying a course over a one or two year period. Being clear on the entire content and deciding when to revise each topic is essential.

**Space out studying.** If students are revising a subject, they will maximise their chances of remembering it if they revise all topics over time. 'Mass' revision of individual topics all at once is less effective than revising topics 'little and often'. Revisiting topics at a later point in time, when students may have forgotten some details, has been found to be more effective. Even if it feels frustrating to forget, it's actually helpful in the learning process.

**Elaborate.** When students are reviewing a topic, passive techniques such as reading and highlighting have been found to be less effective. Instead, students should ensure they are elaborating by transforming information. For example, students should turn text into tables or mindmaps. Also, students can try to explain topics in writing or verbally and check for accuracy. Compiling questions and answers for each topic can be helpful. These activities require thinking about a topic and are much more effective in the learning process.



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As the saying goes, practice makes perfect. Therefore, we encourage all students to ensure that each revision hour contains ample opportunity for them to practise what they are likely to face when they are assessed.

**Test knowledge and practise answers.** Knowledge tests can allow students to test themselves on the topic to see what they can remember. Importantly, testing brings to mind information which causes learning to take place. Also, students should gather a range of practice questions and tasks and choose one to carry out. Practising answers also causes students to bring to mind information, as well as practising skills such as essay writing, which serve to strengthen memory and learning.

**Set a timer and recreate exam conditions.** Over time, students should aim to time themselves, work in silence and without review notes. Don't cheat as this harms your ability to review and strengthen memory.

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It is really important to get feedback on the accuracy of practice work.

**Compare answers to the mark scheme.** Students should read through mark schemes and check their work to see if they were correct. The process of seeing the correct answers helps to support learning. Students should mark their work in line with the mark scheme, identifying what they did well and what needs more work.

**Read examiner reports.** These are useful documents available from exam boards which provide an overview of how all students handled questions in the particular year of the exam. Many also contain model answers which can be useful to read and compare to.

**Re-draft.** Once students you have marked their work, they should aim to re-draft part or all of it. Now they know the answers or what's expected, can they re-draft more effectively?

Once the hour, or period of study, is up, it's important to have a short break before beginning a new topic of study. Students may consider rewarding themselves.



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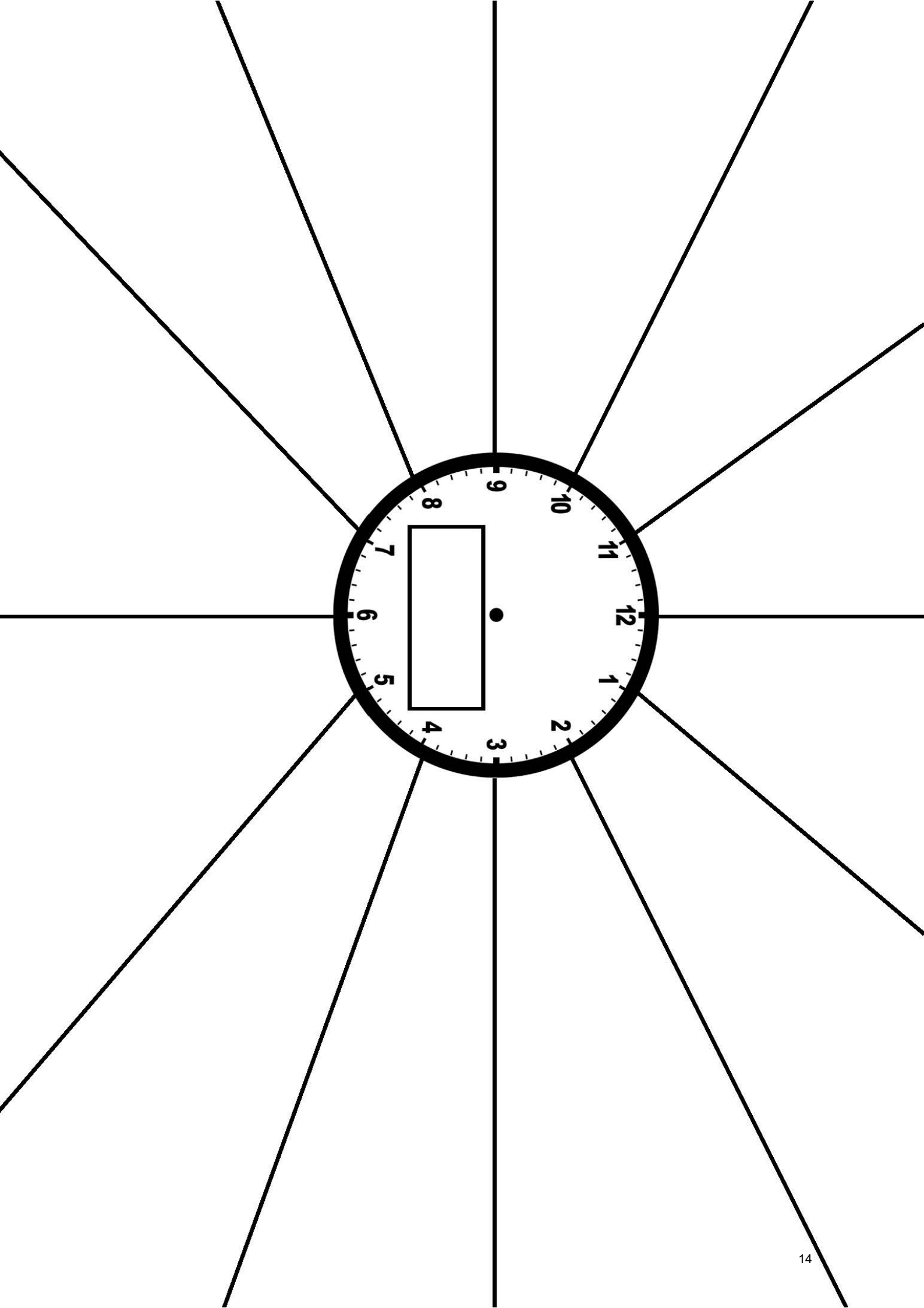
## Revision Clock (next page)

As opposed to the above *Memory Clock*, which is a model for an hour of power revision, employing three key stages. The *Revision Clock* is a tool to break a topic and its revision down into sub-categories.

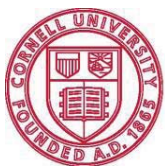
**To use:** make notes in each chunk of the clock. Then, when revising, study each slot for x minutes, turn the clock over and recite / rewrite certain sections to test.

Further “clocks” can be made with different numbers of sub-categories, e.g. 8, 6 or 4.









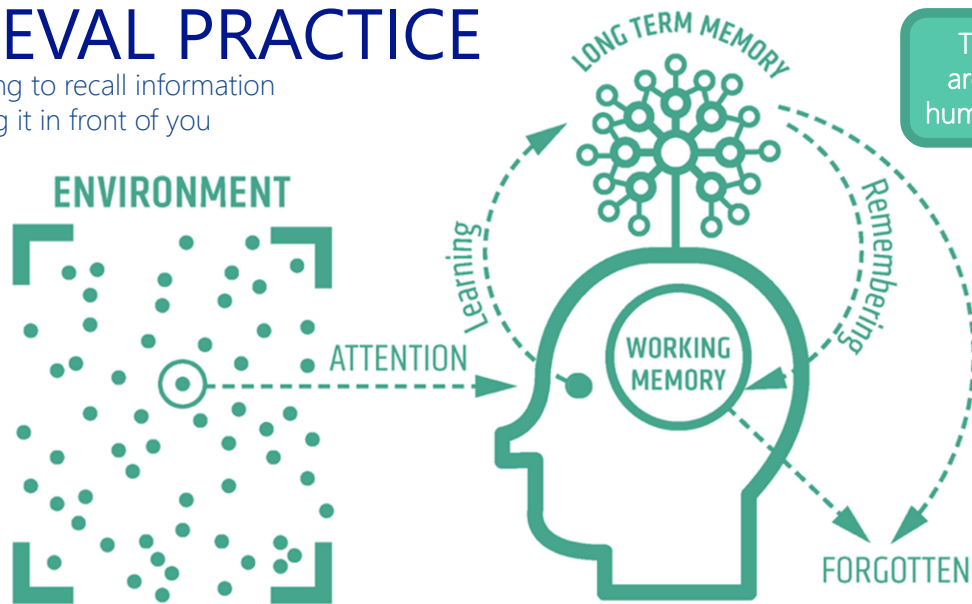
## The Cornell Note-taking System

<p>←----- 2 1/2" -----&gt;</p> <p>Cue Column</p>	<p>←----- 6" -----&gt;</p> <p>Note-taking Column</p>
<ol style="list-style-type: none"><li>1. <b>Record:</b> During the lecture, use the note-taking column to record the lecture using telegraphic sentences.</li><li>2. <b>Questions:</b> As soon after class as possible, formulate questions based on the notes in the right-hand column. Writing questions helps to clarify meanings, reveal relationships, establish continuity, and strengthen memory. Also, the writing of questions sets up a perfect stage for exam-studying later.</li><li>3. <b>Recite:</b> Cover the note-taking column with a sheet of paper. Then, looking at the questions or cue-words in the question and cue column only, say aloud, in your own words, the answers to the questions, facts, or ideas indicated by the cue-words.</li><li>4. <b>Reflect:</b> Reflect on the material by asking yourself questions, for example: "What's the significance of these facts? What principle are they based on? How can I apply them? How do they fit in with what I already know? What's beyond them?"</li><li>5. <b>Review:</b> Spend at least ten minutes every week reviewing all your previous notes. If you do, you'll retain a great deal for current use, as well as, for the exam.</li></ol>	
<p>↑ 2" ↓</p>	<p>Summary</p> <p>After class, use this space at the bottom of each page to summarize the notes on that page.</p>

Adapted from How to Study in College 7/e by Walter Pauk, 2001 Houghton Mifflin Company

# RETRIEVAL PRACTICE

the act of trying to recall information  
without having it in front of you



The cognitive  
architecture of  
human memory

The best activities will feel difficult at first - they reveal how much you forget - forgetting is key to developing understanding & recall.

Illustration by  
Oliver Caviglioli

BLUE CATERPILLAR'S

## FIRM LEARNING

Framework

Imagery

Repeated

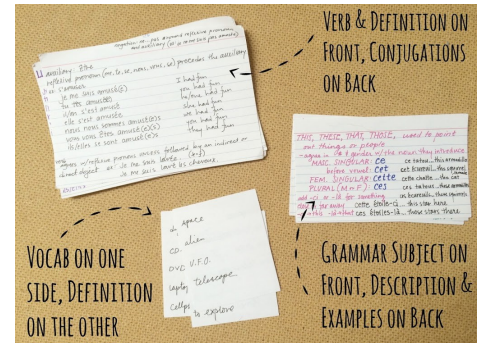
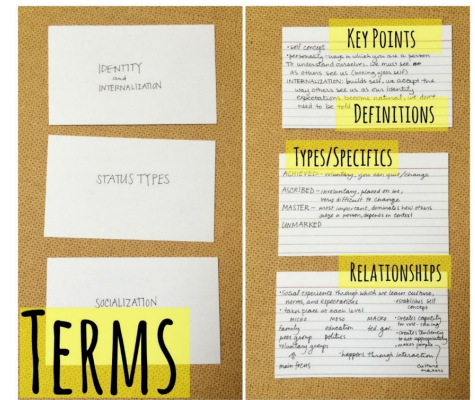
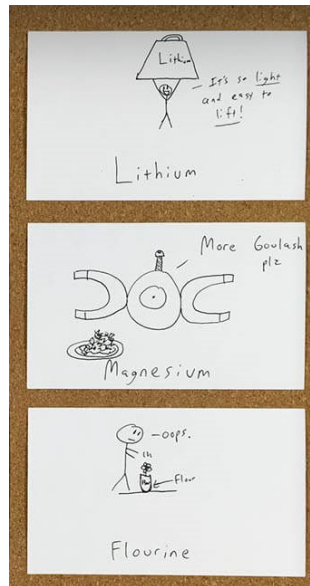
Memorable

A-Zs  
Top 10s  
Hands  
Hide the Object  
Post-Its  
Building a Story



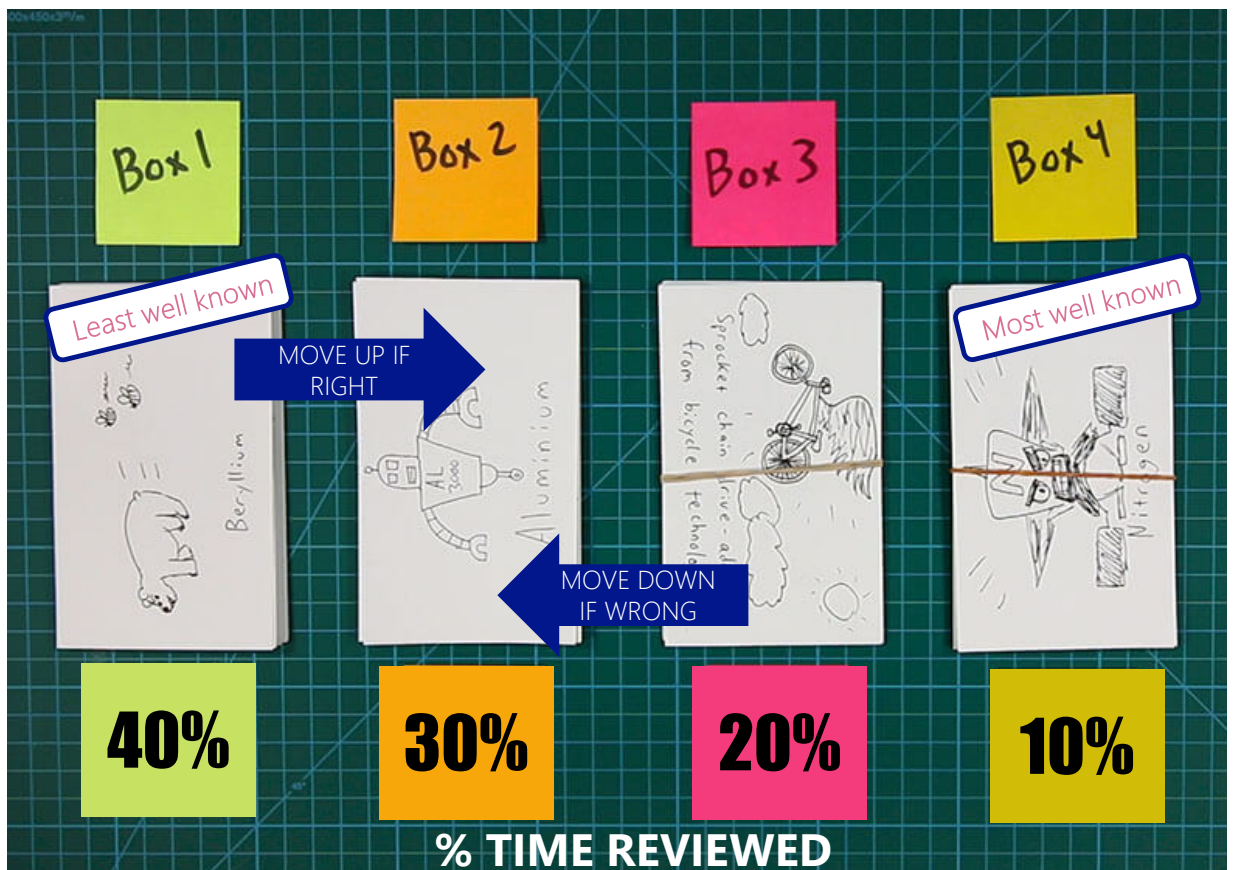
# FLASH CARDS

1. Make your own flash cards
2. Mix pictures and words
3. Use Mnemonic Devices to create mental connections
4. Break complex concepts into multiple questions
5. Say your answers out loud when studying
6. Study your flash cards in both directions



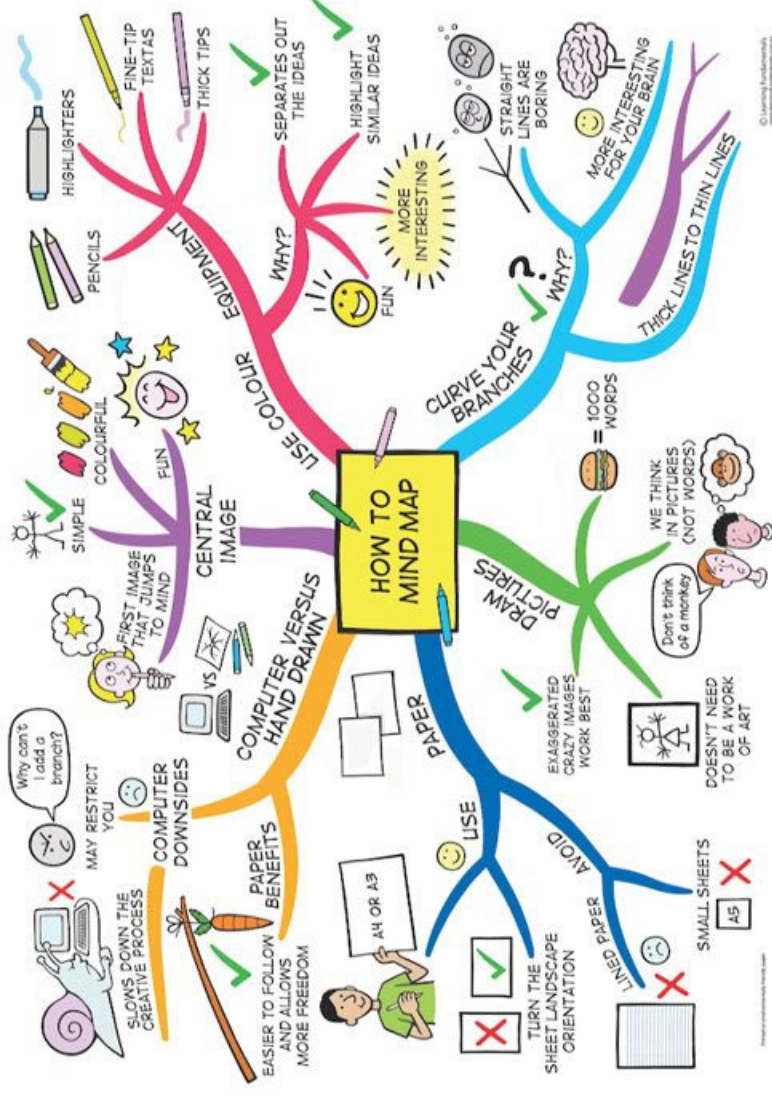
Thomas Frank, <https://collegeinfogeek.com/flash-card-study-tips/>

## ACTIVITY: THE LEITNER BOX





# ACTIVITY: GRAPHIC ORGANISERS



Dual-Coding: combining verbal and non-verbal elements to facilitate understanding and enhance recall.

How about...?

A castle with separate turrets & a strong foundation.

Streams growing into a river & then a lake.

A village with a central square & streets around it.

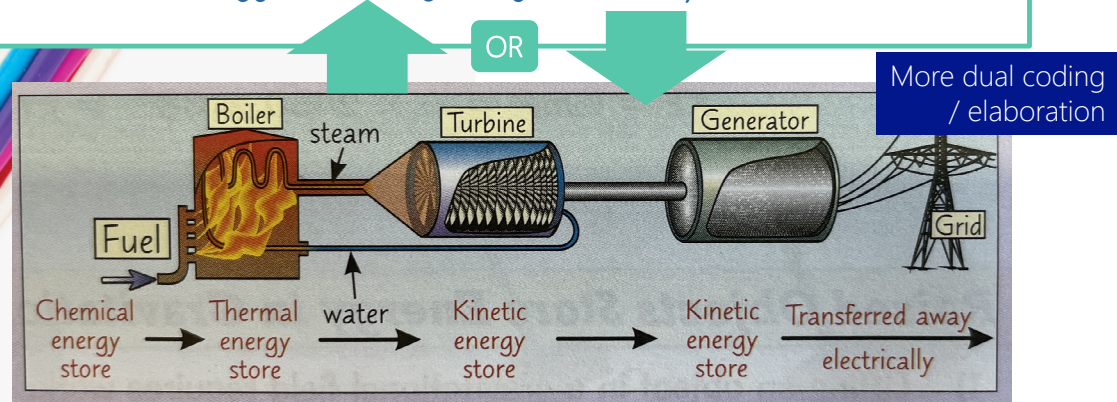
Comparison table of similarities and differences.

Flow chart to summarise a process or series of events.

## ACTIVITY: TEXT ↔ GRAPHICS

Power stations use steam to drive a turbine:

1. As the fossil fuel burns (in oxygen) the energy in its chemical energy store is transferred to the thermal energy store of the water by heating.
2. The water boils to form steam, which turns a turbine, transferring mechanically to the kinetic energy store of the turbine.
3. As the turbine revolves, so does the generator, which produces an electric current.
4. The generator transfers the energy electrically away from the power station, via the national grid.



## ACTIVITY: ROAD MAP

Suitable for anything with a start and end  
e.g.

the Moroccan crises

the carbon cycle

Jane Eyre red room scene

Next step...

Next step...

Next step...

Next step...

Last step...

Start of a chronology or sequence

Even more dual coding / elaboration



## ACTIVITY: THE BLANK PAGE

Put away class materials and write or sketch everything you know about a topic.

Be as thorough as possible.

retrieval

Then, check your class materials for accuracy and add any important points you missed.

elaboration



## ACTIVITY: PREPARE TO TEACH

You're the teacher.

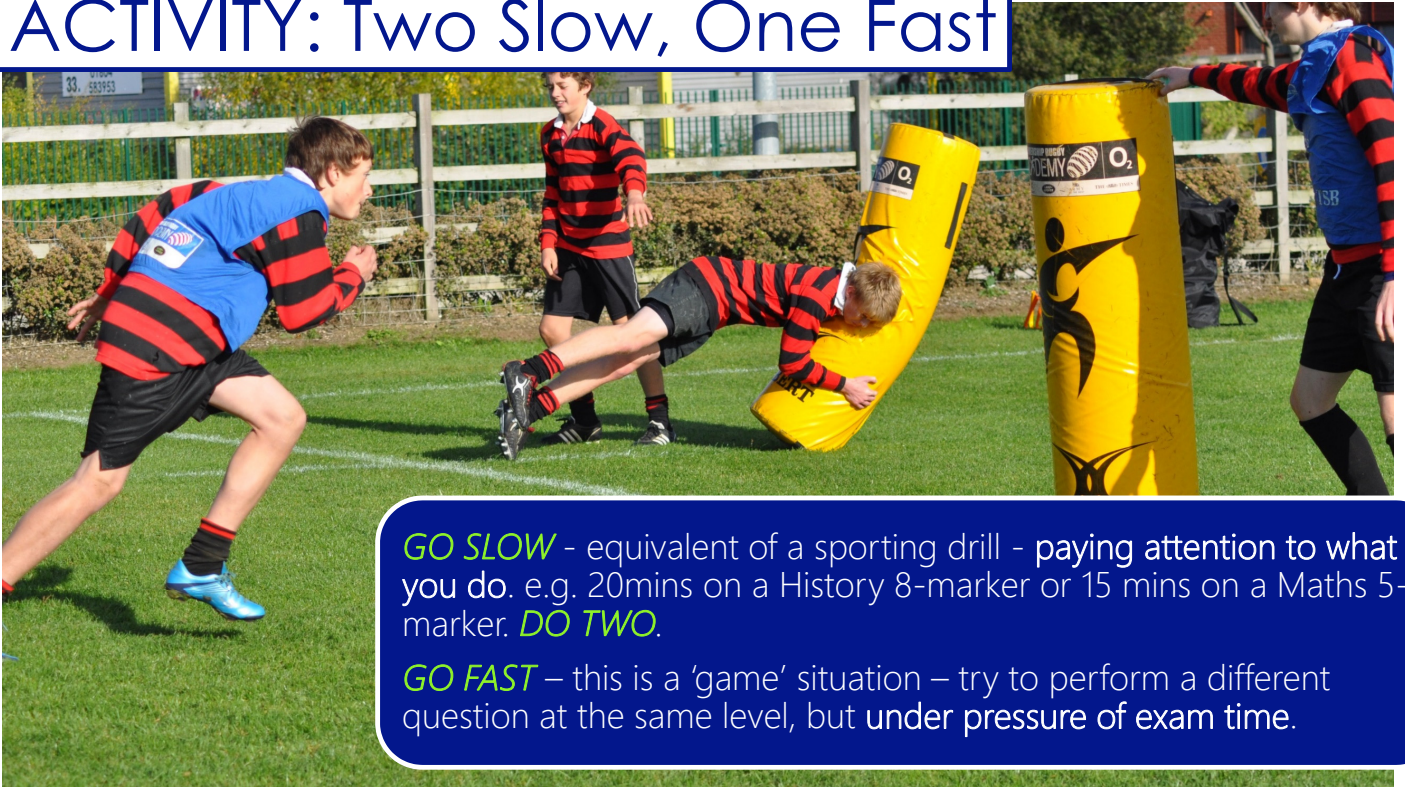
Prepare and teach a topic to a friend / parent.

Set them an exam question. For you to succeed, they have to be able to answer it.

Mark it and feedback.



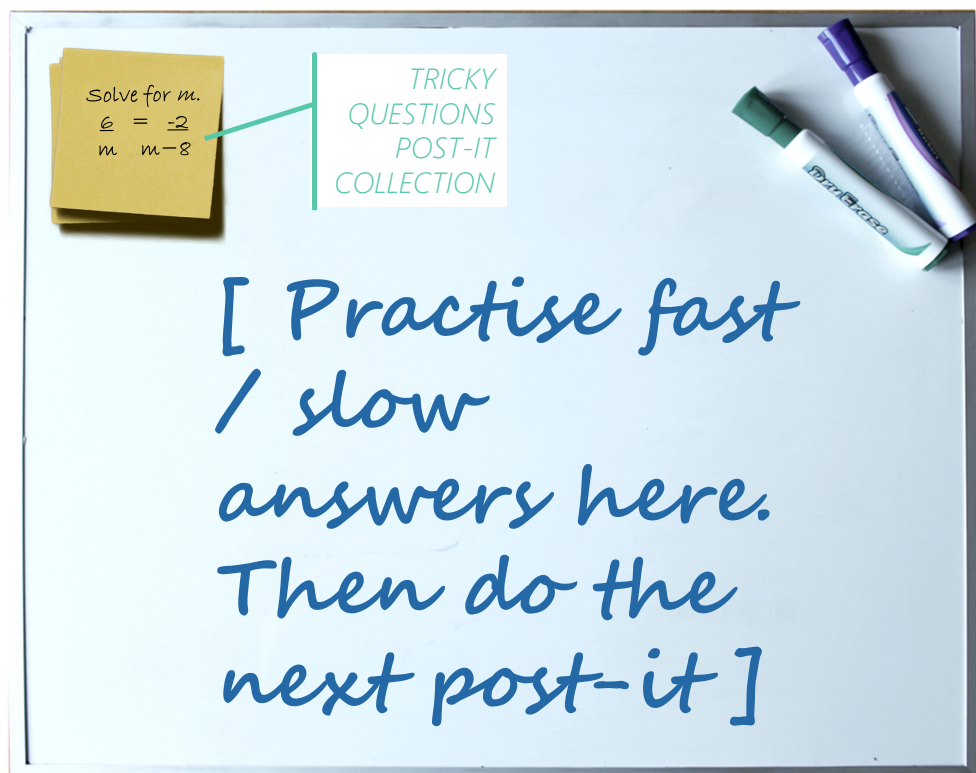
## ACTIVITY: Two Slow, One Fast



**GO SLOW** - equivalent of a sporting drill - paying attention to what you do. e.g. 20mins on a History 8-marker or 15 mins on a Maths 5-marker. **DO TWO**.

**GO FAST** - this is a 'game' situation - try to perform a different question at the same level, but under pressure of exam time.

## ACTIVITY: WHITEBOARD JUMBLE





# BIOLOGY - Edexcel IGCSE (2018+) – Revision Tracker

CONTENT TO COVER	Audit	Date revised	Date revised	Date revised	Audit	Date revised	Date revised	Audit
<b>Section 1: The nature and variety of living organisms</b>								
a) Characteristics of living organisms								
b) Variety of living organisms								
<b>Section 2: Structures and functions in living organisms</b>								
a) Levels of organisation								
b) Cell structure								
c) Biological molecules								
d) Movement of substances into and out of cells								
e) Nutrition								
f) Respiration								
g) Gas exchange								
h) Transport								
i) Excretion								
j) Coordination and response								
<b>Section 3: Reproduction and inheritance</b>								
a) Reproduction								
b) Inheritance								
<b>Section 4: Ecology and the environment</b>								
a) The organism in the environment								
b) Feeding relationships								
c) Cycles within ecosystems								
d) Human influences on the environment								
<b>Section 5: Use of biological resources</b>								
a) Food production								
b) Selective breeding								
c) Genetic modification (genetic engineering)								
d) Cloning								

**AUDITS** – Assign each topic area with a number representing your confidence level. 1 = Highly confident, 4 = Not at all confident.

**DATE REVISED** – Add the date after you have revised this topic.

## INSTRUCTIONS:

- 23

