

# Preparing for Year 11 and beyond



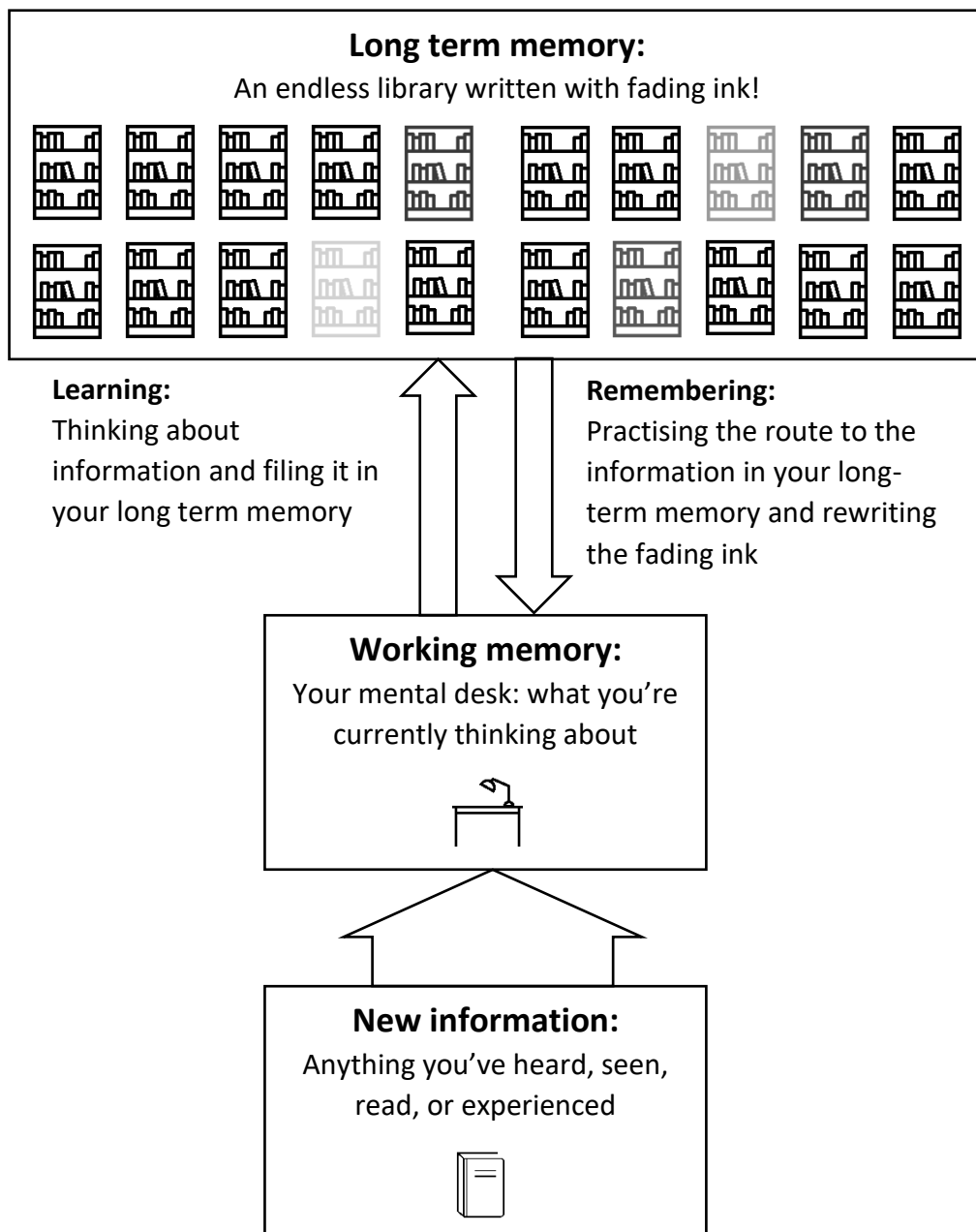
# How do I learn and revise effectively?

Learning is the process of understanding information and being able to remember it over a long period of time.

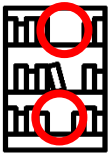
Revising is the process of revisiting information which you have already been taught to ensure that you have learned it and to ensure that you can easily use it in exams.

To remember a lot of knowledge quickly, that knowledge needs to be securely stored in your long term memory.

To make sure knowledge goes into your long term memory, stays there, and to make sure you can find it quickly, you need to spend time thinking hard about that knowledge in your working memory.



Whenever you revise, you are doing one of three things:



1. Finding and closing gaps in your knowledge.



2. Strengthening fading knowledge in your long-term memory.



3. Practising recalling knowledge quickly.

**Why is re-reading your notes an example of poor-quality revision?**

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**Why is revising in a loud room an example of poor-quality revision?**

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**Why is only revising immediately before an exam an example of poor-quality revision?**

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**Key pieces of advice to learn and revise effectively:**

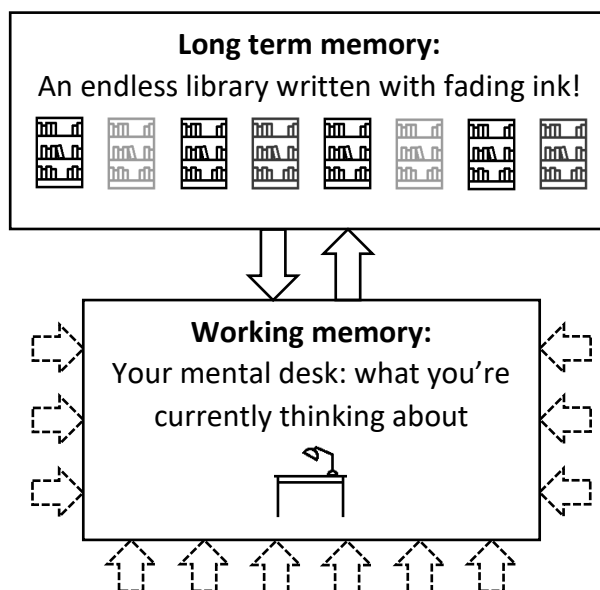
1. **Avoid distractions;** give yourself as much space as possible in your working memory to focus on the information you are learning or revising.
2. **Think hard;** if you don't think hard about the information you're learning or revising, it is unlikely to go into your long-term memory.
3. **Start early;** thinking hard about information takes time and you need to revisit information regularly to strengthen those memories. Leaving revision until the last minute is likely to be overwhelming and will limit how effective your revision is.

# Where should I work and revise?

When you revise effectively, you pull information from your long term memory and strengthen it in your working memory. You may also be finding gaps in your long term memory and closing them by thinking hard about new information in your working memory.

Your working memory can only hold a small amount of information at once. In order to revise and learn effectively, you should use techniques which stop your working memory from becoming overwhelmed.

Anything that you are currently experiencing or paying attention to takes up space in your working memory. One way that you can free up space in your working memory is by working in an environment which is free from distractions.



## When creating a space to revise...

### Do:

- ✓ ...work in a tidy environment where you have the tools you need to revise effectively.
- ✓ ...work in a quiet environment.
- ✓ ...put your phone in another room or use an app on your which blocks social media.
- ✓ ...work in a space which you only use for home study, schoolwork or revision.

### Don't:

- X ...work in a cluttered environment.
- X ...distract yourself with (loud) music or noise.
- X ...work near your phone or other devices which can access social media.
- X ...work in the same space where you relax.

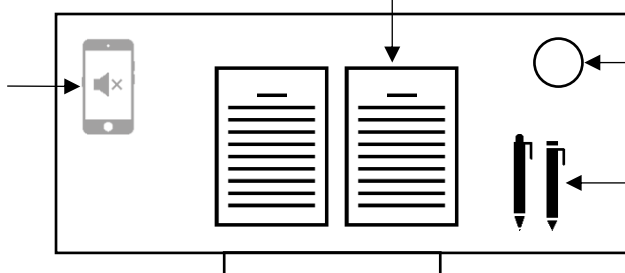
## An example of an effective revision space:



A quiet environment, such as a classroom or library

The resources you will need to revise using your chosen method

Put your phone on silent if you will need to use it or put it in another room.



A drink, such as a glass of water

The pens and pencils you will need to revise

A chair which is similar to the chair you use at school (not a sofa or bed)

Where do you normally do your home study and your revision?

Use the scorecard below to rate the quality of your learning environment:

	/1
My chosen environment is quiet (e.g. There is no music playing and there are no conversations happening in the background.).	
I am unlikely to be disturbed in my chosen environment (e.g. It is unlikely that I will be asked to move so the table can be used for something else.).	
I only use my chosen environment for home study or revision.	
I <b>don't</b> have my phone with me while I complete my home study.	
I <b>don't</b> have other possible distractions near me when I complete my home study (e.g. games consoles).	
I use a desk which is similar to the desk I use in lessons.	
I have an office chair or a chair which is similar to the chairs I use in lesson (not a sofa or bed).	
I usually have the equipment I need with me when I complete home study (e.g. a computer)	

<b>6-8</b>	This is likely to be a positive learning environment. Working in this environment will allow you complete your home study and revision effectively and efficiently. In theory, this will mean that you will have more time for yourself to relax.
<b>3-5</b>	This is likely to be a reasonably positive learning environment. However, it is still likely that you will be distracted while you are completing home study and revision. This will mean that it may take you longer to complete home study and you may need to complete more independent revision than expected in order to be successful.  You should make some tweaks to your learning environment and, if these tweaks aren't possible, you should attend study base.
<b>0-2</b>	This likely to be an ineffective learning environment. Working in this environment may mean that you have to spend a lot more time to complete your home study and revision. It may also mean that you complete your home study and revision to a much lower quality, meaning you will have to do more revision in order to be successful.  You should make some major changes to your learning environment and/or attend study base.

Give one improvement which you are going to make to your learning environment to make it more effective:

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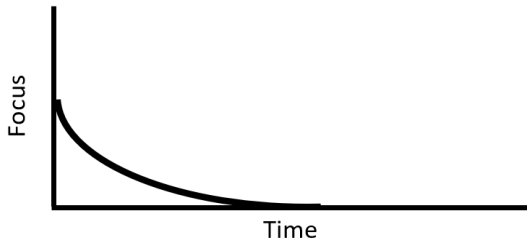


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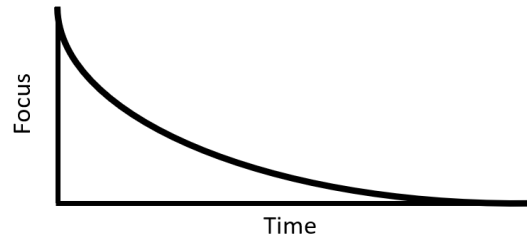
# When should I revise?

In order to revise effectively, you have to think hard. Thinking hard is tiring. Therefore, when you revise, you should choose a time when find it easiest to focus. This should be a time when you are well-rested and when you are used to working.

Revising when you are tired:

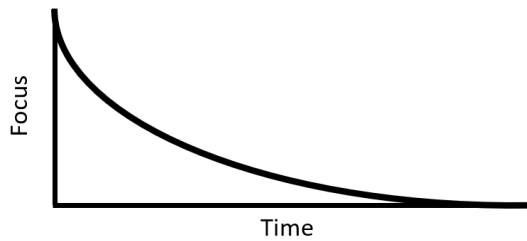


Revising when you are well-rested:

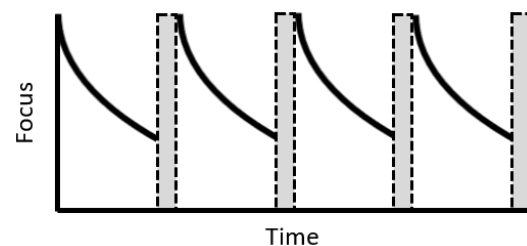


You should also take regular breaks when you revise. These breaks can be structured using a method called the Pomodoro technique.

Revising without a break:



Revising with small regular breaks:



## When revising:

### Do:

- ✓ ...get into a routine of revising at a particular point every day.
- ✓ ...revise when you are well-rested or at a time when you are used to working.
- ✓ ...take regular small breaks.

### Don't:

- X ...depend on when you *want* to revise.
- X ...revise late at night or when you are tired.
- X ...try to force yourself to work for long periods of time without a break.

## Planning revision sessions using the Pomodoro Technique:

1. Choose a time when you are well-rested and used to working.
2. Decide the specific task you are going to complete (e.g. I will complete a Science revision module about electrolysis of aqueous substances).
3. Set up your study area (See "Where should I revise?").
4. Decide on how many 25-minute slots you will need to complete the task you have decided to complete.
5. Remove your phone and any other distractions from your working space.
6. Set a timer for 25 minutes. Ideally use a digital timer which is *not* on your phone.
7. Spend the *entire* 25 minutes working. If you have spare time at the end, start another task.
8. When the timer goes off, leave your working area and take a 5-minute break.
9. Repeat. Take a longer break after every 3 25-minute sessions.

# Self-quizzing

Self-quizzing is when you answer a series of questions about a topic from memory. It is a useful tool for finding specific gaps in your knowledge within a topic and it allows you to quickly check whether you have remembered something correctly.

Self-quizzing can be completed in lots of different ways. For example, you could answer specific questions, you could complete gap fill-activities, or you could fill in a diagram from memory.

## Public Health in the Industrial Revolution

### Questions:

1. Give two reasons why people migrated to urban areas during the Industrial Revolution.
2. Why did increased population density increase the risk of epidemics in urban areas?
3. Give an example which shows that many public health systems in urban areas were overwhelmed during the Industrial Revolution.
4. Why did many people living in damp and overcrowded housing increase the risk of epidemics during the Industrial Revolution?
5. Why didn't the government in the early Industrial Revolution take steps to improve public health services and living conditions?
6. Give an example of a disease, caused by poor public health, of which there were epidemics during the Industrial Revolution.

### Answers:

1. Improvements in agricultural technology and the invention of the factory ✓
2. Diseases could easily spread from person to person. ✓
3. Multiple families would share one overflowing cesspit. ✓
4. People had weak immune systems which made them less able to fight off diseases. ✓
5. The government had a laissez-faire attitude to public health, meaning that they did not think that improving public health should be their responsibility. ✓
6. The plague **X Cholera or typhus (the plague was in the Middle Ages and the Renaissance)**

5/6 (83%)

## When answering quiz questions:

### Do:

- ✓ ...answer every question, even if you are unsure.
- ✓ ...write the answers to the questions from memory.
- ✓ ...answer the questions in as much depth as you can.
- ✓ ...mark and correct your answers after you have finished.
- ✓ ...improve your knowledge of incorrect answers after you have marked your answers.
- ✓ ...keep a record of your scores.

### Don't:

- X ...skip questions because you find them difficult or you are unsure about the answer.
- X ...answer the questions using textbooks or knowledge organisers.
- X ...write single word answers so you can answer the question as quickly as possible.
- X ...assume that your answers are correct.
- X ...throw the quiz away as soon as you have finished it.

## How to write quiz questions:

1. If you can, get a set of questions from your teacher or from a website such as Quizlet!
2. If you can't find pre-made questions, find the information you want to convert into questions using your existing revision resources (e.g. a knowledge organiser).
3. Fold a piece of in half.
4. On the right-hand side of the page, write down the most important facts about your chosen topic. Use a knowledge organiser or textbook and write your facts in a numbered list. These are your answers.
5. For each numbered fact, write a matching question on the left-hand side of the page. Check that your questions don't accidentally give the answer away.

Topic	
Question 1	Answer 1
Question 2	Answer 2
Question 3	Answer 3
Question 4	Answer 4
Question 5	Answer 5
Question 6	Answer 6

## How to answer quiz questions:

1. Cover up the answers to the questions you are answering.
2. Use an empty piece of paper.
3. Write the date at the top of the page.
4. Answer each question, even if you are unsure.
5. Once you have finished answering all of the questions, check and correct your answers using a different coloured pen.
6. Write down the total of correct answers at the bottom of your quiz.
7. Keep track of your scores. This will allow you to see your success over time.
8. Note down what you corrected or added. Practise these gaps using flashcards and further self-quizzing.

## Useful resources:

[www.quizlet.com](http://www.quizlet.com) – This free website allows you to quickly create sets of questions and answers. It also allows you to generate different types of quizzes on that information.

# Mindmapping

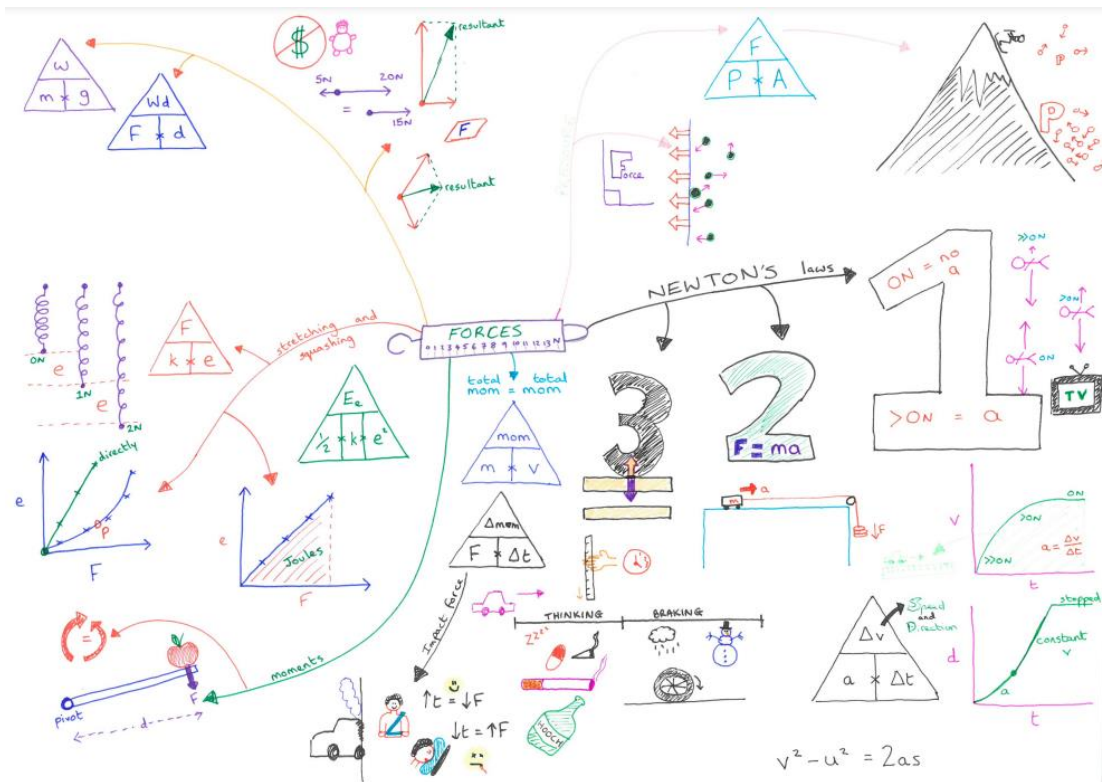
Mindmapping is the process of creating a 'printed copy' of your thought processes. This method allows you to identify connections, patterns and any gaps in your learning. Mindmapping is an example of *lateral thinking* and – like drawing – it engaged a different part of the brain.

A mind map has a central concept in the middle, with branches connecting subtopics and related ideas. Shapes, colours, labels, images, and emojis help group and highlight concepts so they're easier to understand and remember. These visual design elements make the whole diagram feel more attractive and coherent, but they also serve as powerful mnemonic devices—triggers that help with recall.

According to researchers, there are three types of 'learning':

- 1) Non-learning: Information has gone in one ear and out the other. Or, in other words, you've been told something and instantly forgotten it.
- 2) Rote learning: You've learned something, but it's not connected to anything else you know about the subject. It's based on repetition—e.g., learning the names of every King or Queen in Britain, but knowing nothing about them.
- 3) Meaningful learning: You have new knowledge, and you know how it is connected to everything else you already know. E.g., you learn the names of all the Kings and Queens, alongside knowing how long each reigned for and what they did. This then ties into other, more abstract knowledge you have or will gain.

One of the benefits of mind mapping is that it helps with meaningful learning because it encourages you to make connections between new and existing knowledge.



# Dual coding

Dual coding is the process of combining verbal materials with visual materials. There are many ways to visually represent material, such as with infographics, timelines, cartoon strips, diagrams, and graphic organisers. When you have the same information in two formats - words and visuals - it gives you two ways of remembering the information later on. Combining these visuals with words is an effective way to study.

## How do I dual code?

When you are looking over your class notes/knowledge organisers/revision guides, find visuals that go along with the information and compare the visuals directly to the words.

Ask yourself:

- How are the words describing what is in the visuals?
- How do the visuals represent what is described in the text?
- 

Here is an example of how dual coding could be used in English:



# Spacing and interleaving

Spacing out your revision into smaller chunks over a period of time helps you remember the material better and makes revision seem less cumbersome.

Imagine that you have a test a week on Monday. Your teacher has suggested that you spend 5 hours over the next week revising content. To make sure that your revision time is effective, your teacher suggests that you revise in 30 second bursts. Very often, the process will look like this:

<b>M</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>F</b>	<b>S</b>	<b>S</b>
<b>?</b>	<b>?</b>	<b>?</b>	<b>?</b>	30 minutes revision	30 minutes revision  Another 30 minutes revision	PANIC 30 minutes 30 minutes 30 minutes 30 minutes 30 minutes

However, a much more effective way of revising is to space out your revision. Here is an example:

<b>M</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>F</b>	<b>S</b>	<b>S</b>
30 minutes  <i>break</i>  30 minutes	30 minutes  <i>break</i>  30 minutes	30 minutes  <i>break</i>  30 minutes	30 minutes  <i>break</i>  30 minutes	30 minutes  <i>break</i>  30 minutes	Relax – no revision on this day	30 minutes  <i>break</i>  30 minutes

By breaking up your revision time into individual 30 minute chunks and then spacing out the time between revision, you will retain the material much more effectively.

**Interleaving** is a process where you can mix, or interleave, multiple subjects or topics while studying in order to improve your learning. Studies have shown that interleaving is much more effective than *blocking* (revision one topic all in one go) for developing the skills you will need to revise constructively.

<b>M</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>F</b>
MACBETH	AN INSPECTOR CALLS	JEKYLL AND HYDE	AN INSPECTOR CALLS	LANG PAPER 2 Q5
AN INSPECTOR CALLS	LANG PAPER 2 Q5	MACBETH	POETRY ANTHOLOGY	POETRY ANTHOLOGY
LANG P2 Q5	POETRY ANTHOLOGY	LANG PAPER 2 Q5	JEKYLL AND HYDE	MACBETH

In doing this, you will also be able to make connections between topics/areas of study.

# Flashcards

Flashcards are small sheets of paper or card with matching pieces of information on either side. They are a useful tool for learning facts and allow you to quickly check whether you have remembered something correctly.

<b>Physiognomy</b>
A person's facial features or expression

<b>Mitigation</b>
the action of reducing the severity, seriousness, or painfulness of something.

<b>Congruent angles</b>
Two shapes are congruent if they are the same (shape and size)

<b>Romantic era 1820 - 1899</b>
Tchaikovsky, Brahms, Schumann, Strauss

## When making and using flashcards:

### Do:

- ✓ ...make flashcards quickly.
- ✓ ...put a single piece of information of each flashcard.
- ✓ ...sort your flashcards according to your confidence with them (see below).
- ✓ ...test yourself on the flashcards from memory.

### Don't:

- X ...spend more time *making* flashcards than actually using them.
- X ...put lots of information onto each flashcard.
- X ...revise the flashcards in the same order every time that you use them.
- X ...only read through flashcards.

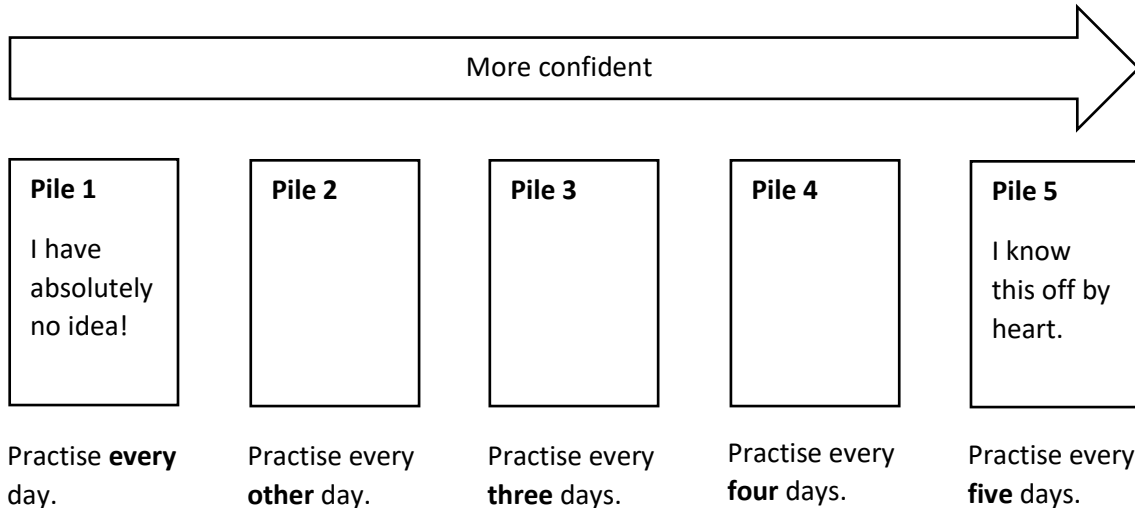
## How to make flashcards:

6. If you can, get a set of flashcards from your teacher or from a website such as Quizlet!
7. If you can't find pre-made flashcards, find the information you want to put onto flashcards using your existing revision resources (e.g. a knowledge organiser).
8. Fold a piece of A4 paper into 8.
9. Write the questions on the top half of the paper.
10. Write the answers on the bottom half of the paper.
11. Cut the paper along the short folds.
12. Fold the strips of paper so that the writing is on either side.
13. If you can, glue the pieces of paper together.

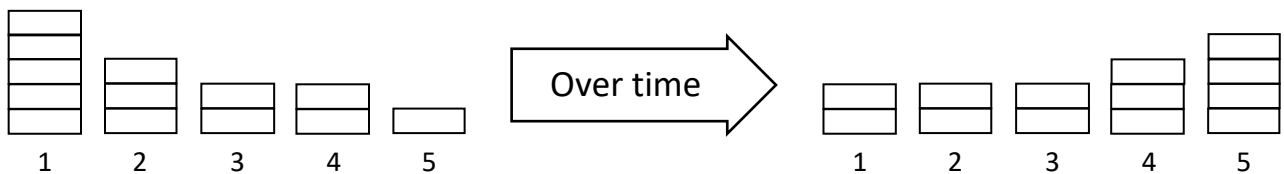
Definition 1	Definition 2	Definition 3	Definition 4	Definition 5
Answer 1	Answer 2	Answer 3	Answer 4	Answer 5

## How to use flashcards:

9. Test yourself using the flashcards.
10. As you test yourself, sort the flashcards into up to five piles according to how confident you are with the content.
11. Put the piles into numbered envelopes (1-5).
12. Test yourself on the different piles on different days (see below):



13. As you test yourself on the different piles, move the cards into different piles as you become more confident.



## Useful resources:

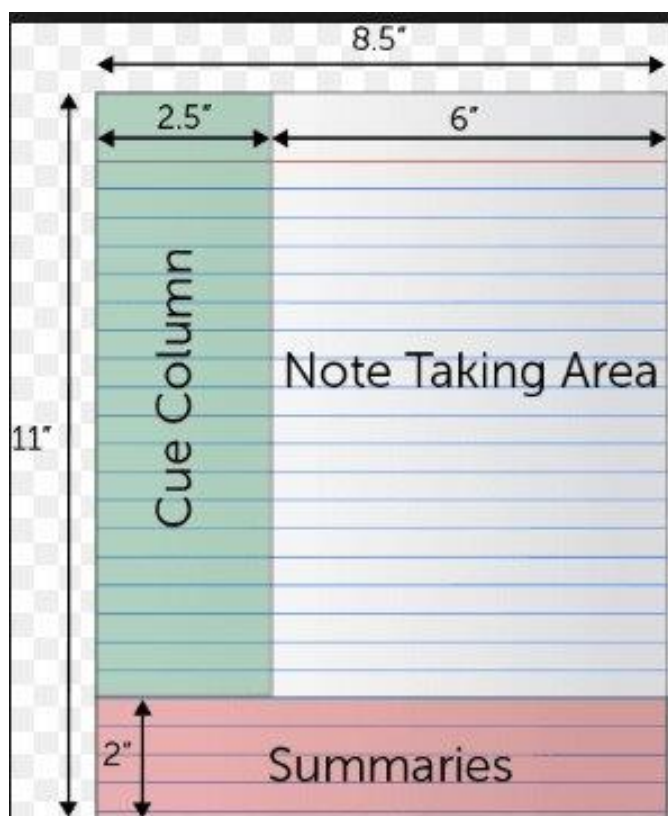
[www.quizlet.com](http://www.quizlet.com) – This free website allows you to quickly create flashcards which you can print, use on a computer, or use on your phone.

# Cornell notes

The Cornell note taking method is an effective way to take, organise and review any ideas or topics that you need to revise.

Below is a guide on how to use Cornell notes.

- 1) Using your notes/knowledge organiser/revision guide, read through one topic.
- 2) Using the resource above, produce your notes on the right.
- 3) Once you have produced your notes, move on to the questions. Pick things that have clear answers in your notes.
- 4) Once you have done this, move on to the summary at the bottom. In your own words, summarise the topic.
- 5) Once or twice a week, check back and try to answer the questions on the left. If you have forgotten, that is fine. The brain forgets things. Re read through the notes and the summary then answer the question again.



KEYWORDS/ TECHNIQUES	WRITTEN NOTES SECTION	DATE, TITLE
<p>HERE'S WHERE YOU RECORD NEW AND IMPORTANT VOCABULARY OR TECHNIQUES.</p> <p>YOU CAN ALSO ADD IN IMPORTANT QUESTIONS LINKING TO THIS TOPIC.</p>	<p><b>THIS SECTION IS WHERE YOU:</b></p> <ul style="list-style-type: none"> <li>- COMPLETE YOUR STARTER ON ENTRY TO THE LESSON.</li> <li>- WRITE NOTES FROM THE LESSON FROM BOTH YOUR TEACHER AND YOUR PEERS.</li> <li>- TRY TO KEEP YOUR WRITING IN NOTE-FORM: THIS WILL ENSURE THAT YOU GET AS MUCH INFORMATION RECORDED AS POSSIBLE.</li> </ul>	
<h1>CORNELL NOTES</h1>		
<p><b>SUMMARY OF KNOWLEDGE</b></p> <p>SUMMARISE YOUR KNOWLEDGE IN A DETAILED PARAGRAPH IN THIS SECTION. IT CAN FLOW OVER TO THE NEXT PAGE IF NEEDED.</p>		

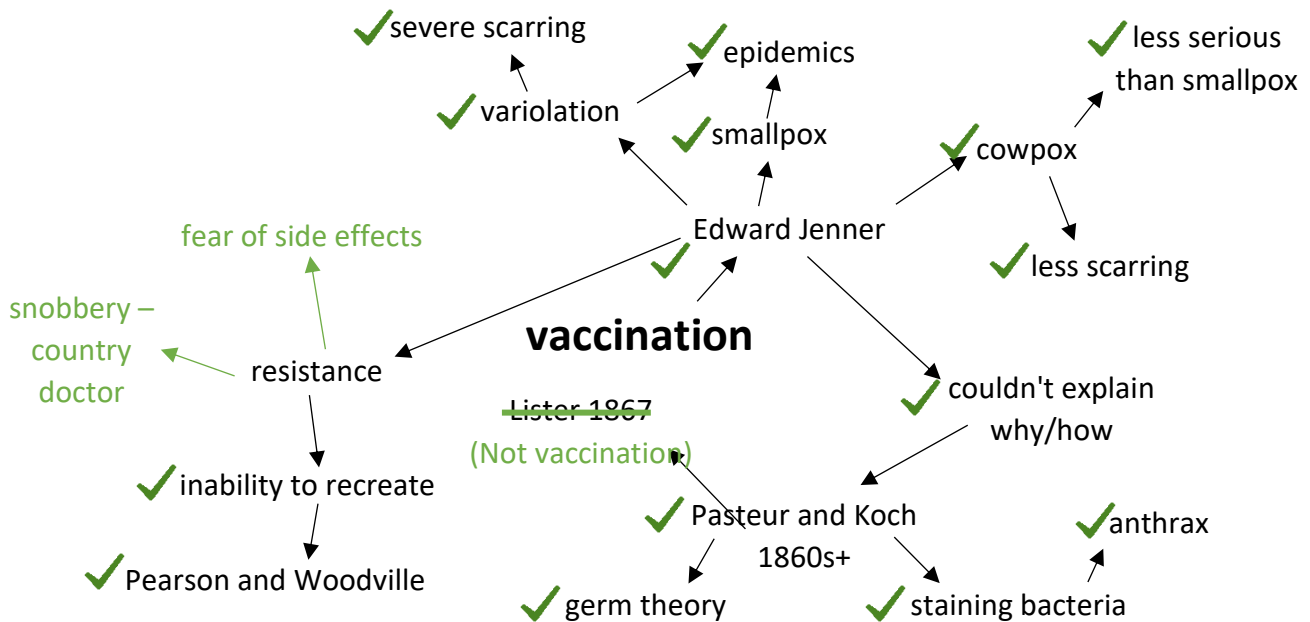
## Things to remember:

Your questions need to be clear – remember you'll come back to these out of context. Do you know what you're on about?

The notes section needs to be detailed enough to cover everything you need to know. Remember you're using it in the future when you've actually forgotten it. Write it for your future self.

# Brain dump

A brain dump is when you write down everything you can remember about a topic. They are a useful tool for finding out what you know and where the gaps are in your knowledge.



## When writing knowledge dumps:

### Do:

- ✓ ...write from memory.
- ✓ ...check what you have written against a textbook or knowledge organiser.
- ✓ ...connect information together in a spider diagram format (see below). This will allow you to remember more.

### Don't:

- X ...copy information from textbooks and knowledge organisers.
- X ...assume that everything you have written is correct.
- X ...write a list (see below).

## How to write a knowledge dump:

1. Use an empty piece of paper and write the date at the top of the page.
2. Without any support, write down the first thing you can remember about the topic you have chosen. Use single words or phrases.
3. As this fact triggers more information, write those facts down. Connect the facts together with lines or arrows.
4. Once you can't remember anything else about the area you started writing about, try to remember another fact to start another 'web' of knowledge. Stop once you can't remember anything else.
5. Using a knowledge organiser or textbook, check and correct your knowledge using a different coloured pen.
6. Keep your knowledge dump. This will allow you to compare knowledge dumps over time so you can see your success.
7. Note down what you corrected or added. Practise these gaps using flashcards or quizzing.

# Making revision fun

(or an attempt at, anyway!)

There are a few methods that you can try to boost your retention/memory. Give them a go!

## Mnemonics

Mnemonics are memory tools that you can create yourself, to make connections with information that can be difficult to recall. The use of mnemonics could involve:

- creating memorable mental pictures
- making up stories to remember a sequence of information
- picturing facts as locations on a map.

Here are some examples of mnemonics used in Science:

- The Chemical Elements: (The first 20 elements) Happy Henry Lives Beside Boron Cottage, Near Our Friend Nelly Nancy MgAllen. Silly Patrick Stays Close. Arthur Kisses Carrie.
- The Cell Cycle: (**INTERPHASE:** G1 Growth phase 1. S Synthetic phase. G2 Growth phase2. **DIVISIONAL PHASE:** M Mitosis/Meiosis. C Cytokinesis.) Go Sally Go! Make Cakes!

## Creating songs/raps/poetry

Songs, or anything with rhythm, can be really effective in aiding revision. Try rewording the lyrics to your favourite song, or creating your own!

Here's an example created to the tune of Black and Yellow by Wiz Khalifa, but rewritten to focus on plate tectonics in Geography.

### Mr. Lee – Layers of the Earth rap

Yeah, uh huh, you know what it is  
Crust moving 'cause of plate tectonics  
Yeah, mantle's like plastic  
And the core is really dense and metallic  
Memorize this song and you'll know everything about the  
Crust and mantle, crust and mantle, crust and mantle, crust and mantle  
Moving on down there are two more layers called the  
Outer core, inner core, outer core, inner core

Mr. Lee, science teacher, at it again  
Sick flow spittin' that regurgitation  
Ready to begin so without further ado  
I'mma hop up on this fresh beat so I can teach you  
About the layers of the earth, first things first  
The outermost layer is called the crust, filled with dirt  
And rocks and sand, I hope you understand  
The crust is the layer on top of which we stand  
Its made out of rocks, mostly igneous  
Oceanic crust the densest and the skinniest  
Sinks below some other crust during subduction  
Which might result in a volcano and eruption

# Subject specific revision – English

You should revise the key texts you have studied by creating flashcards, mind maps, Seneca and quotation explosions. You should use the copies of your poetry anthology and your Jekyll and Hyde booklet to help you.

You should also look in your class Teams group and the Year 10 Teams group for more resources and information about how to revise effectively.

## Key areas:

- Jekyll and Hyde
- The Power and Conflict poems

You should also revise: Unseen poetry (Lit paper 2)

- Language paper 1 (fiction)
- Language paper 2 (non-fiction)

## Useful links

<https://www.bbc.co.uk/teach/school-radio/articles/zn3mwtv> - Jekyll and Hyde abridged text

<https://www.bbc.co.uk/teach/class-clips-video/articles/zhv96v4> - (Ozymandias, Prelude, London)

<https://youtu.be/115XZNvCwII?si=LMCx00-jiKfydM5B> - Quick revision with Mr Bruff. A poem in 4 minutes

# Subject specific revision - Science

<b>Biology</b>	
Triple Biology test Higher/Foundation	<ul style="list-style-type: none"> <li>• Homeostasis and response</li> <li>• Inheritance, variation and evolution</li> <li>• Ecology</li> </ul>
Combined Higher Biology test	<ul style="list-style-type: none"> <li>• Homeostasis and response</li> <li>• Inheritance, variation and evolution</li> <li>• Ecology</li> </ul>
Combined Foundation Biology test	<ul style="list-style-type: none"> <li>• Homeostasis and response</li> <li>• Inheritance, variation and evolution</li> </ul>

<b>Chemistry</b>	
Triple Chemistry test Higher/Foundation	<ul style="list-style-type: none"> <li>• Energy Changes</li> <li>• Rate and Extent of chemical change</li> <li>• Organic Chemistry</li> <li>• Chemical Analysis</li> <li>• Chemistry of the Atmosphere</li> </ul>
Combined Higher Chemistry test	<ul style="list-style-type: none"> <li>• Rate and Extent of chemical change</li> <li>• Organic Chemistry</li> <li>• Chemical Analysis</li> <li>• Chemistry of the Atmosphere</li> <li>• Using Earth's Resources</li> </ul>
Combined Foundation Chemistry test	<ul style="list-style-type: none"> <li>• Rate and Extent of chemical change</li> <li>• Organic Chemistry</li> <li>• Chemical Analysis</li> <li>• Chemistry of the Atmosphere</li> </ul>

<b>Physics</b>	
Triple Physics test Higher/Foundation	<ul style="list-style-type: none"> <li>• Forces</li> <li>• Waves</li> <li>• Electricity</li> <li>• Energy</li> </ul>
Combined Higher Physics test	<ul style="list-style-type: none"> <li>• Forces</li> <li>• Waves</li> <li>• Magnetism and Electromagnetism</li> </ul>
Combined Foundation Physics test	<ul style="list-style-type: none"> <li>• Forces</li> <li>• Waves</li> <li>• Magnetism and Electromagnetism</li> </ul>

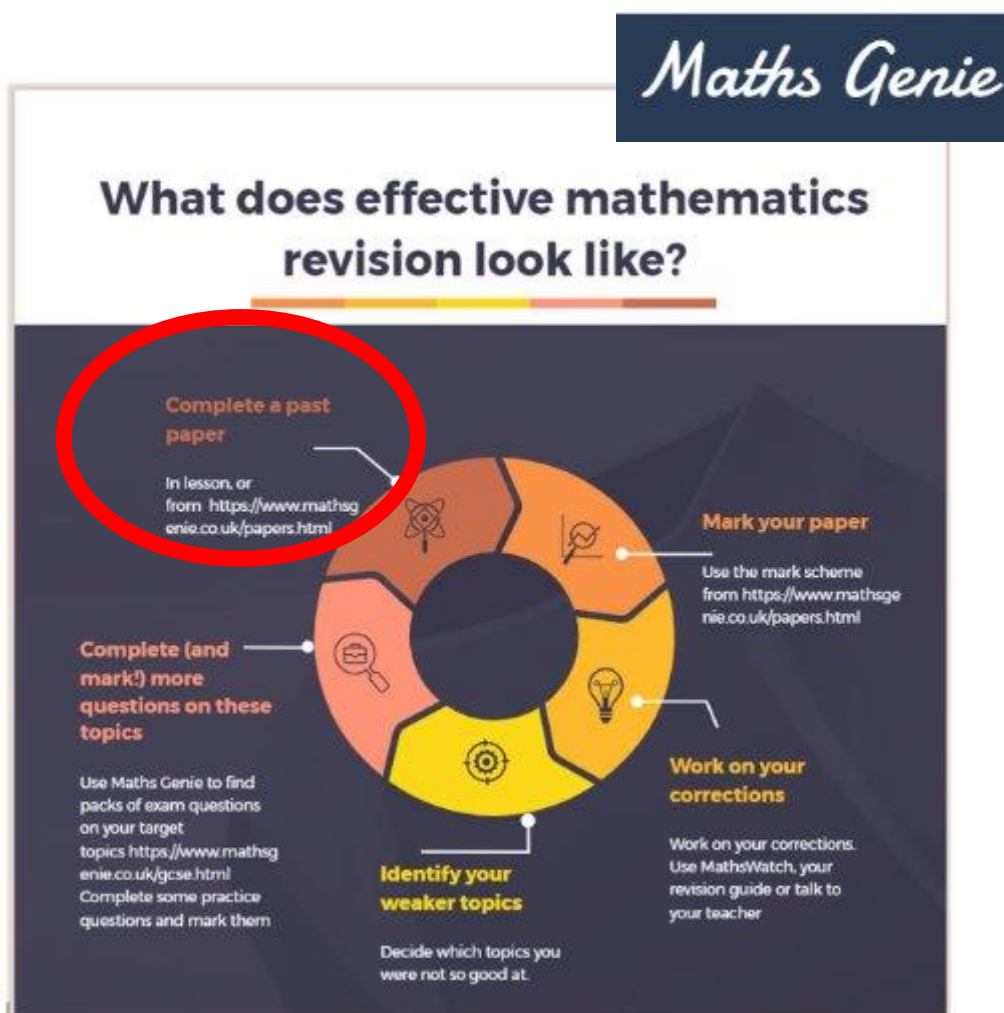
# Subject specific revision - Science

When revising, you should:

- 1) Use the knowledge organisers in their exercise books to make revision mind maps, flash cards etc. The knowledge organisers cover the essential content for each topic. Knowledge organisers have also been uploaded onto teams.
- 2) Use your Kerboodle log in to access the electronic textbook. At the end of each chapter, there is a set of summary questions you can use to test your knowledge. There are also links to videos and animations on the textbook pages which can be accessed by clicking on the icons on the textbook page.
- 3) Test your knowledge using the checkpoint quizzes on Kerboodle. These quizzes are short (approx. 10 minutes each) and start with a quick recap video that you can rewatch as many times as they like throughout the quiz. They are marked automatically and give the students immediate feedback on which areas you can improve on.
- 4) Complete the Kerboodle level up tasks after completing the checkpoint quizzes. These tasks are set based on the questions students have got wrong on their checkpoint quizzes. Then again start with a recap video to help students review the content. For students who have got all the questions correct on the checkpoint quiz, a more challenging levelling up task is set.
- 5) You can also access save my exams:  
  
Username: [kate.hope@heathpark.net](mailto:kate.hope@heathpark.net)  
Password: 0123456789
- 6) You can also use Cognito to watch videos and complete quizzes and exam questions.



# Subject specific revision – Maths

- Your teacher will provide you with a revision list
- Use the mathsgenie or your revision guide to search for each topic
- Make notes/flashcards
- Tick off the topics as you revise
- Access past papers on mathsgenie and follow the cycle pictured below
- You will sit a full set of GCSE maths papers (1 non calculator and 2 calculator)
- Ensure you bring a scientific calculator to use in your exam





# Subject specific revision – Geography

## Paper 1: Section A- The challenge of natural hazards checklist #



Topic	I can do this 	Need to revise this 
Plate margins		
Nepal Earthquake		
New Zealand Earthquake		
Tropical storms – formation and distribution		
Extreme weather in the UK events		

## Paper 1: Section B- The living world



Topic	I can do this 	Need to revise this 
World Biome characteristics		
Tropical rainforest adaptations		
The impacts of deforestation		
Strategies to manage deforestation		
Sahara Desert Case Study		

# Subject specific revision – Geography

## Paper 2: Section A- Urban issues and challenges

Topic	I can do this 	Need to revise this 
Urbanisation causes		
Rio de Janeiro Favela Bairro Project		
Birmingham Case study		
Importance		
Birmingham case study		
Migration		
Challenges in Birmingham		
Sustainable urban living –what can we do?		

## Paper 2: Section B- The changing economic world

Topic	I can do this 	Need to revise this 
Measures of development e.g. GNI, HDI, IMR		
Changes in the UK economy		
Characteristics of a post industrial economy		
Reducing the development gap strategies		
Demographic Transition Model		
Jamaica case study		
Nigeria Case Study of a TNC		

# Subject specific revision – History

When revising History, you should:

- Use your exercise books to make flash cards, mind maps etc..
- Use the knowledge booklets that have been emailed to you and placed on Teams.
- Use the content lists provided for the Crime & Punishment and Germany in Transition topics. This will help you identify where knowledge is strong and where there are gaps in your knowledge. This will help you to target your revision on areas where there are gaps.

Use the bitesize links below to support revision:

- [Background to the causes of crime - Causes of crime - Eduqas - GCSE History Revision - Eduqas - BBC Bitesize](#)
- [Nature of criminal activity throughout the period - Nature of crimes - Eduqas - GCSE History Revision - Eduqas - BBC Bitesize](#)
- [Enforcing law and order in Saxon and medieval times - Enforcing law and order - Eduqas - GCSE History Revision - Eduqas - BBC Bitesize](#)
- [The harsh nature of punishment, c.500 to 1500 - Methods of punishment - Eduqas - GCSE History Revision - Eduqas - BBC Bitesize](#)
- [Germany - GCSE History - BBC Bitesize](#)

# Exam vocabulary

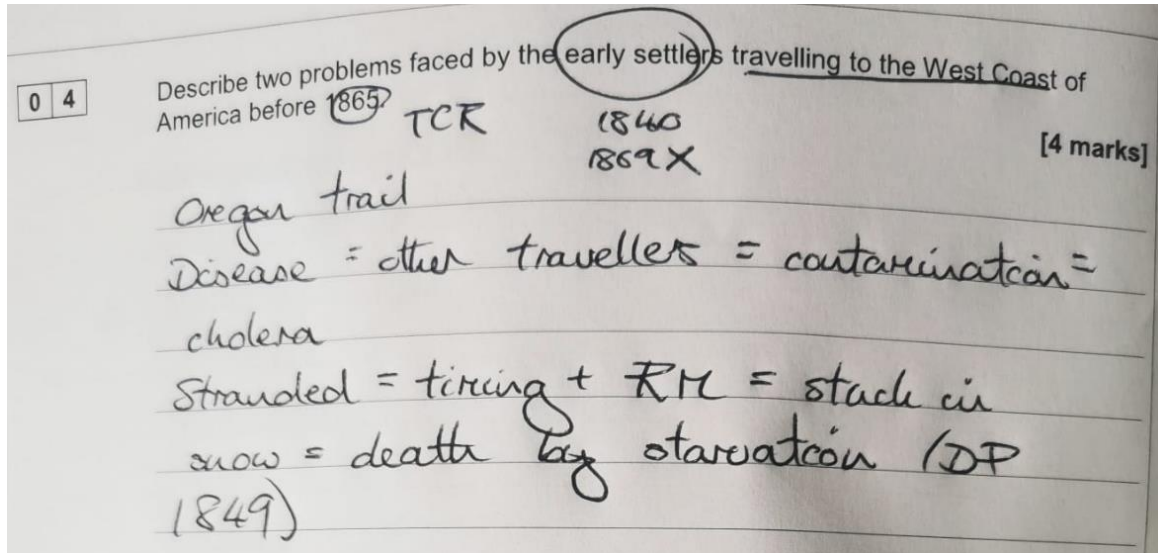
What is the question asking?

<b>Identify</b>	this type of question usually tests your skill of remembering information. It can mean that you need to select from a list of options, point something out or give a list of main features.
<b>Describe</b>	this can be seen as the 'what is it?' command verb. For this you will need to provide a series of points, which usually need to be linked, that includes all the main features.
<b>Explain</b>	this is the 'how does something work/do?' command. For this you will need to provide an explanation with reasoning. You will need to use words such as 'because' or 'therefore' to help you to provide explanations.
<b>Discuss</b>	you will need to provide a response that explores the issue or situation that is being targeted in the question. You should consider different viewpoints and contrasting ideas such as 'advantages v disadvantages' or 'strengths v weaknesses.
<b>Analyse</b>	here an idea or information needs to be examined and each part explored. Provide good detail in your answer with justified reasons for any conclusions you reach. Analysing requires the writer to break something down into components.
<b>Evaluate</b>	this is when you are required to provide a reasoned argument. Much like 'discuss' you are expected to give both points of view, consider 'strengths v weaknesses' or 'advantages v disadvantages
<b>Assess</b>	reasoned arguments of the factors with a conclusion
<b>Calculate</b>	computation of data
<b>Classify</b>	group, place or scale a number of characteristics
<b>Complete</b>	add information until it is final
<b>Define</b>	give the meaning of a word or phrase
<b>Examine</b>	justify a concept by fully evaluating an example
<b>Give</b>	recalling a fact
<b>Justify</b>	give clearly evidenced reasons for your answer
<b>Label</b>	add names to a diagram
<b>Select</b>	choose the most relevant answer from a range
<b>State</b>	recalling a fact but often in relation to some data or graphical information
<b>Starting with...</b>	Begin with whatever the exam gives you, but you will need to refer to the wider text/other information

# Exam questions

You remember what you think hard about. One of the best ways to think hard about knowledge you have learned is by completing exam questions. Practising exam questions will also allow you practise exam techniques, such as writing in timed conditions or annotating questions.

Get exam questions from your teachers and complete them as closely to a real exam as possible.



One problem which early migrants faced was disease. Between the 1840s and the 1860s, thousands of people travelled along the Oregon Trail from the East Coast. Because different groups along the trail used the same water sources both for drinking water and waste disposal, many commonly used water sources became contaminated. As a result, some migrants suffered from diseases such as cholera on the Oregon Trail.

Second, migrants often risked death from starvation. The Oregon Trail required travellers to pass through the Rocky Mountains using covered wagons. In the early years of the Oregon Trail, trading posts were extremely far apart. Because of this, if travellers set off too late into the year or took longer routes, there was a risk that they would get stranded in the snow of the Rocky Mountains and would be unable to get reliable sources of food. As a result, some migrants, such as members of the Donner Party in 1846, starved to death when they became stranded while travelling West.

## When answering practice exam questions:

### Do:

- ✓ ...write from memory.
- ✓ ...write in timed conditions (ask your teacher how long you should take)
- ✓ ...ask your teacher to give you feedback or to give you a mark scheme so you can check your own answer.

### Don't:

- X ...use textbooks or knowledge organisers while you're answering questions.
- X ...assume that everything you have written is correct.
- X ...type your answer if you won't be able to use a computer in your exam.

# How do I decide what to revise?

Whenever you revise, you are doing one of three things:

1. Finding and closing gaps in your knowledge.
2. Strengthening fading knowledge in your long-term memory.
3. Practising recalling knowledge quickly.

Whichever purpose your revision has, it is important that you focus on the weaknesses within your knowledge. It is tempting to revise topics you're already good at. However, if you do this, you waste valuable revision time and you could get a nasty shock when you don't do well in exams or assessments.

Before you start revising for a subject, you should decide what you need to focus on.

## When deciding what to revise:

### Do:

- ✓ ...gather information about the topics which you need to revise.
- ✓ ...break subjects and topics down into manageable chunks.
- ✓ ...revise topics which you don't enjoy or which you find difficult.
- ✓ ...keep a record of the topics you have chosen to revise and the revision you have completed for those topics.

### Don't:

- X ...spend more time making lists of what to revise than actually revising.
- X ...write down entire subjects or topics as areas to revise.
- X ...revise topics you enjoy or topics in which you are already successful.
- X ...expect yourself to remember the areas which you need to revise.

## How to decide what to revise:

1. Use information from a range of sources to find out where your weaknesses are.

What topics **don't** I enjoy or feel success in?

What does my teacher think I need to revise?

What are my weakest areas on platforms like Sparx?

In which topics or questions did I struggle in my last assessment?

2. Create a table of topics and subjects on which you need to focus.

Topic:	Scores:					
Reasons why people migrated West in the 1840s	20%	15%	37%	45%	50%	
The Catholic Church and medicine in the Middle Ages	40%					
Clashes between Norman Kings and the Church	30%	33%				

3. As you complete revision on these topics, fill in your scores. This will allow you to see your success over time.
4. As you become more successful in the areas you have identified, go back to step one. This will allow you identify any gaps in new knowledge or any information which has faded since you made your first list.

Use the flowchart below to figure out one topic which you need to revise. This will only be one topic for one subject. You will then be able to use this method to help you decide what other topics should revise, both within the subject you choose and within other subjects. You can still use other methods.

