Year 12 PPE Guidance
(PPEs February 2016)
Dear Student,

**Re: February Pre-Public Examinations (PPEs)**

It is our aim to provide the very best education for each of you as students and to enable all of you to hit or exceed your targets in each of your subjects. PPEs are a crucial part of our support to ensure that you achieve this. We invest heavily in the experience: setting the exam room out just as it will be for the public exams; appointing (and paying for) invigilators; marking and providing feedback. We would be failing you if we did not provide you with this important opportunity to practice your exam technique under timed and controlled conditions. We therefore trust that you will take the PPEs very seriously.

Just to be clear, the PPEs commence **Monday 1st February** and continue until **Friday 5th February**. There is no study leave prior to (or during) the PPEs and you are expected to attend school even when you do not have an exam that day. Your teachers will be available throughout the PPE period during normal timetabled lessons - please make use of their support and guidance when you are not in an exam.

Between now and the PPEs please don’t overlook the need to revise. It is important that you find the right balance between relaxing and revising but be assured that planned time spent on the PPEs will stand you in good stead for the actual public exams in May and June this year.

Enclosed is guidance that can be used to support you through the PPE period. This includes

- PPE Timetable
- Revision Guidance from each Subject Area
- Sixth Form Revision Techniques

We look forward to celebrating your success at the formal results session during **lesson 1 on Friday 4th March** in the Marion Centre. Your subject teachers are unable to provide feedback on your PPE performance prior to this date.

Following the PPEs, you will have plenty of time to consolidate (and improve on) your performance in readiness for the summer exams, and this planning will be a topic for discussion at the Year 12 parents’ evening on **27th April**.

Meanwhile, best of luck and continue to work hard.

Yours sincerely,

Tom Anderson
Sue Lansdown
Gareth Rayner-Williams
# PPE Timetable

## Skeleton Timetable - Timetabled Components

**Season:** Pre Public Exams KS5 2016  
**Date Range:** 01/02/2016-05/02/2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Start</th>
<th>Len</th>
<th>Board</th>
<th>Component Code</th>
<th>Component Title</th>
<th>Level</th>
<th>Cands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 01 Feb</td>
<td>08:50</td>
<td>1:15</td>
<td>DOM</td>
<td>BS</td>
<td>AS Business Studies</td>
<td>GCE/ASB</td>
<td>11</td>
</tr>
<tr>
<td>Mon 01 Feb</td>
<td>08:50</td>
<td>2:30</td>
<td>DOM</td>
<td>FN</td>
<td>AS French</td>
<td>GCE/ASB</td>
<td>7</td>
</tr>
<tr>
<td>Mon 01 Feb</td>
<td>08:50</td>
<td>1:00</td>
<td>DOM</td>
<td>GG</td>
<td>AS Geography</td>
<td>GCE/ASB</td>
<td>8</td>
</tr>
<tr>
<td>Mon 01 Feb</td>
<td>08:50</td>
<td>2:00</td>
<td>DOM</td>
<td>PE</td>
<td>AS Physical Education</td>
<td>GCE/ASB</td>
<td>8</td>
</tr>
<tr>
<td>Mon 01 Feb</td>
<td>13:00</td>
<td>1:30</td>
<td>DOM</td>
<td>BY</td>
<td>AS Biology</td>
<td>GCE/ASB</td>
<td>34</td>
</tr>
<tr>
<td>Mon 01 Feb</td>
<td>13:00</td>
<td>1:15</td>
<td>DOM</td>
<td>RS</td>
<td>AS Religious Studies</td>
<td>GCE/ASB</td>
<td>43</td>
</tr>
<tr>
<td>Mon 01 Feb</td>
<td>13:00</td>
<td>1:30</td>
<td>DOM</td>
<td>C</td>
<td>AS Maths</td>
<td>GCE/ASB</td>
<td>42</td>
</tr>
<tr>
<td>Tue 02 Feb</td>
<td>08:50</td>
<td>1:30</td>
<td>DOM</td>
<td>SY</td>
<td>Sociology</td>
<td>GCE/ASB</td>
<td>32</td>
</tr>
<tr>
<td>Tue 02 Feb</td>
<td>08:50</td>
<td>2:00</td>
<td>DOM</td>
<td>DTF</td>
<td>AS DT Food</td>
<td>GCE/ASB</td>
<td>9</td>
</tr>
<tr>
<td>Tue 02 Feb</td>
<td>08:50</td>
<td>2:00</td>
<td>DOM</td>
<td>MU</td>
<td>AS Music</td>
<td>GCE/ASB</td>
<td>6</td>
</tr>
<tr>
<td>Tue 02 Feb</td>
<td>13:00</td>
<td>1:30</td>
<td>DOM</td>
<td>CH</td>
<td>AS Chemistry</td>
<td>GCE/ASB</td>
<td>34</td>
</tr>
<tr>
<td>Tue 02 Feb</td>
<td>13:00</td>
<td>1:00</td>
<td>DOM</td>
<td>HY</td>
<td>AS History</td>
<td>GCE/ASB</td>
<td>33</td>
</tr>
<tr>
<td>Wed 03 Feb</td>
<td>08:50</td>
<td>1:30</td>
<td>DOM</td>
<td>0001</td>
<td>AS Maths Mechanics</td>
<td>GCE/A</td>
<td>42</td>
</tr>
<tr>
<td>Wed 03 Feb</td>
<td>09:00</td>
<td>5:00</td>
<td>DOM</td>
<td>Art1</td>
<td>AS Art &amp; Design</td>
<td>GCE/AAS</td>
<td>15</td>
</tr>
<tr>
<td>Thu 04 Feb</td>
<td>08:50</td>
<td>1:45</td>
<td>DOM</td>
<td>LT1</td>
<td>AS English Literature</td>
<td>GCE/ASB</td>
<td>21</td>
</tr>
<tr>
<td>Thu 04 Feb</td>
<td>08:50</td>
<td>1:00</td>
<td>DOM</td>
<td>AICT</td>
<td>AS Applied ICT</td>
<td>GCE/ASB</td>
<td>23</td>
</tr>
<tr>
<td>Thu 04 Feb</td>
<td>08:50</td>
<td>1:30</td>
<td>DOM</td>
<td>P</td>
<td>AS Politics</td>
<td>GCE/ASB</td>
<td>20</td>
</tr>
<tr>
<td>Thu 04 Feb</td>
<td>08:50</td>
<td>1:30</td>
<td>DOM</td>
<td>PSY</td>
<td>AS Psychology</td>
<td>GCE/ASB</td>
<td>24</td>
</tr>
<tr>
<td>Thu 04 Feb</td>
<td>08:50</td>
<td>1:30</td>
<td>DOM</td>
<td>ASFM</td>
<td>AS Further Maths</td>
<td>GCE/AAS</td>
<td>6</td>
</tr>
<tr>
<td>Thu 04 Feb</td>
<td>13:00</td>
<td>1:30</td>
<td>DOM</td>
<td>PH</td>
<td>AS Physics</td>
<td>GCE/ASB</td>
<td>24</td>
</tr>
<tr>
<td>Fri 05 Feb</td>
<td>08:50</td>
<td>2:00</td>
<td>DOM</td>
<td>LL1</td>
<td>AS English Language &amp; Literature</td>
<td>GCE/ASB</td>
<td>32</td>
</tr>
<tr>
<td>Fri 05 Feb</td>
<td>13:00</td>
<td>2:00</td>
<td>DOM</td>
<td>DT1</td>
<td>AS DT Product Design</td>
<td>GCE/ASB</td>
<td>16</td>
</tr>
<tr>
<td>Fri 05 Feb</td>
<td>13:00</td>
<td>1:15</td>
<td>DOM</td>
<td>EC</td>
<td>AS Economics</td>
<td>GCE/ASB</td>
<td>16</td>
</tr>
<tr>
<td>Fri 05 Feb</td>
<td>13:00</td>
<td>2:00</td>
<td>DOM</td>
<td>CA</td>
<td>AS Welsh Seond Language</td>
<td>GCE/ASB</td>
<td>7</td>
</tr>
</tbody>
</table>
The PPE is designed to enable you to develop work in response to personal themes. You will be assessed on

- Contextual Understanding
- Creative Making
- Reflective Recording
- Personal Presentation

The topics for the PPE are taken from the AICT 1 paper and are as follows:

- **Data and information**
  Distinguish between data and information. Describe how data is used to produce information, such as personnel records, customer details, booking systems and financial records.

- **Secondary sources**
  Describe the information organisations obtain from secondary sources. Explain the advantages/disadvantages of using government publications, business directories, published market research and statistics.

- **Primary sources**
  Describe the information organisations obtain from primary sources. Explain the advantages and disadvantages of using observation, paper based and online forms, telephone and face to face interviews. Justify the selection of particular sources and comment on the means of data collection.

- **Human resources**
  Describe the advantages of using database software to maintain accurate records of staff and their working patterns. Use application software to handle staff data.

- **Finance**
  Explain the advantages of using spreadsheet software and specialised packages for carrying out and recording financial transactions including payroll, cash flow, accounts and balance sheets. Use spreadsheet software to produce standard financial documents.

- **Internal communication**
  Select and justify the use of appropriate methods for the communication of given information within an organisation including intranet, email, telephone, reports, memoranda and meetings.

- **External communication**
  Select and justify the use of appropriate methods for the communication of given information between an organisation, its customers, suppliers and other external organisations including extranet, internet, email, video conferencing, telephone, letters, reports, standard business documents, face to face.

- **Organisations**
  Describe new opportunities for organisations provided by ICT such as opening of worldwide markets, 24/7 operation, collaborative working, effective communications and mobility.

- **Employees**
  Describe new opportunities for managers and other employees provided by ICT such as potential for home working, flexible working hours, hot-desking and mobility. Identify the social benefits arising from these opportunities such as increased interaction with family, improved work motivation and increased leisure time.

  Present a balanced view and describe possible disadvantages of new technology such as changes in work skills, security of work and reduced social interaction.

- **Security**
  Describe the potential threats arising from the use of ICT to manage personal information and identify situations where malicious or accidental damage to data could occur. Explain simple processes that protect the security of data such as passwords, user identification, access rights, encryption and firewalls.

- **Backup and File Management**
  Describe different procedures for creating backups and explain how data might be restored if necessary. Explain the importance of naming conventions in the organisation of data such as meaningful filenames, folder names and accurate version control.

- **Legislation**
  Explain how current legislation prevents misuse of personal information, business information and software.
BIOLOGY

Length of Exam: 1hr 30mins

The topics for the PPE are as follows
- Chemical elements are joined together to form biological compounds
- Cell structure and organisation
- Cell membranes and transport
- Biological reactions are regulated by enzymes
- Nucleic acids and their functions
- Genetic information is copied and passed on to daughter cells

BUSINESS

Length of Exam: 1hr 15mins

The topics for the PPE are as follows
- Enterprise
- Business plans
- Markets
- Market research
- Business structure
- Business location
- Business finance
- Business revenue and costs (excluding contribution)

CHEMISTRY

Length of Exam: 1hr 30mins

Unit 1 - The Language of Chemistry, Structure of Matter and Simple Reactions
The PPE will consist of about 10 questions which will provide you with the opportunity to demonstrate your ability to recall, explain and apply your knowledge of the subject. The questions will include a range of short answer, structured and extended answer responses.

The topics will include
- Formulae and equations
- Basic ideas about atoms
- Chemical calculations
- Chemical Bonding
- Solid Structures
- Simple chemical equilibria and acid-base reactions.

ECONOMICS

Length of Exam: 1hr 15mins

The topics for the PPE are as follows
- Scarcity and choice
- Demand and supply in product markets
- Demand and supply in labour markets
- Resource allocation
- Government intervention and failure

ENGLISH LANGUAGE AND LITERATURE

Length of Exam: 2hrs

You will be sitting the Edurkas SAM 2hr paper which will be handed out in class shortly.
You will be analysing three unseen texts for Section A in response to a question on the presentation of the natural world and for Section B you will answer on a Creative Writing task with a Commentary.

ENGLISH LITERATURE

Length of Exam: 1hr 45mins

The topics for the PPE are as follows
- Tennessee Williams: A Streetcar Named Desire (Penguin) - ‘Violence and cruelty dominate all relationships in this play.’ Is this a fair view of A Streetcar Named Desire?
  Or
- ‘Williams relies on the loneliness and isolation of Blanche to create sympathy for her character.’ Discuss this view of the character of Blanche DuBois in A Streetcar Named Desire?
  You should allow one hour for this answer.
and
- Philip Larkin: The Whitsun Weddings (Faber) - Re-read ‘Essential Beauty’. Explore how Larkin presents the world of advertising in this poem. You should allow 45 minutes for this answer.

**FOOD TECHNOLOGY**

Length of Exam: 2hrs

The topics for the PPE are as follows
- Finishing Techniques
- Methods of Production
- Copyrights, patents and design rights
- Primary and Secondary Research
- Qualitative and Quantitative
- Quality Control
- Styling and Image Creation
- Technological Developments in the Food Industry
- HACCP

**FRENCH**

Length of Exam: 2hrs 30mins

You will sit a paper which tests the skills of listening, reading and writing.

The listening extract is based on an aspect of the topic of healthy and unhealthy living. There are two tasks: the first is to identify if the 8 statements are true or false, and to correct any false statements; the second is to transcribe (write what you hear) selected words blanked out from the text you listen to. Candidates can stop and re-wind the soundfile as often as they like, and it is advised that no more than 30 minutes are spent on this task.

The first reading comprehension text focuses on the world of work. There are two tasks: the first is to identify the 5 statements that are true from a list of 9; the second is to answer questions on the text in French. Of course accuracy of grammar and structure is vital to answer questions in French successfully.

The second reading comprehension text focuses on tourism. There are two tasks: the first is to answer questions on the text in French; the second is a cloze exercise – selecting the correct form of words given in a box to fill in various blanks in a text. Again, accuracy of grammar and structure is important in both tasks. Miscopying from the word box in the second task = 0 marks.

The next section is a translation task. Phrases selected from both of the reading texts have been underlined and these are to be translated into good English. Make sure your English makes sense!

The last section is the essay in French. There is a choice of 4 questions. You need to write between 200 and 250 words. There should be evidence of planning for the essay. Answer the question set. Do not regurgitate a pre-learnt essay in the hope it will answer the question. Candidates are instructed to answer the essay question first out all six questions and they should spend one hour on the essay, including planning of 5-10 minutes.

**GEOGRAPHY**

Length of Exam: 1hr

The topics for the PPE are as follows
- Climate change
  - Explain environmental causes of climate change
  - Outline effects of rising sea levels on people
- Tectonics and rivers
  - Compare local and regional impacts of one or more tectonic event
  - Suggest why perceptions of either flood hazards or tectonic hazards may vary between different groups of people
HISTORY

Length of Exam: 1hr

You will complete an essay response on the following topic area; 'The extent of political, social and economic change in Italy 1918 – 1945'. In particular, you will need to consider the impact of the different issues studied on the lives of the Italian people between 1922 and 1944. These include

- The Fascist Political System
- The Cult of the Duce and Propaganda
- The Economy
- Social Policies e.g. Women, Youth and Leisure
- Anti-Semitism
- Religion
- Italy during the war
- Resistance and opposition in Fascist Italy

MATHS: C1 PPE paper

Length of Exam: 1hr 30mins

The topics for the PPE are as follows

- Differentiation from 1st Principles
- Binomial Theorem
- Completing the Square
- Coordinate Geometry
- Differentiation of Polynomials
- Factor Remainder Theorem
- Quadratic Equations and Inequalities
- Stationary points
- Surds
- Transformations of Graphs

MATHS (MECHANICS)

Length of Exam: 1hr 30mins

The topics for the PPE are as follows

- Equations of Motion
- Vertical Motion
- Pulleys
- Lifts
- Resolving forces

MATHS (FURTHER)

Length of Exam: 1hr 30mins

The topics for the PPE are taken from the Statistics paper and are as follows

- Conditional Probability
- Venn Diagrams and Probability
- Combinations
- Binomial Theorem
- Poisson distribution
- Poisson approximation
- Continuous random variables

MUSIC

Length of Exam: 2hrs

The PPE covers two papers

MU3 Paper 1

Set works:
- Corelli - Structure, Instrumental Writing, Harmony and Tonality
- Brahms - Structure, Harmony/Cadences, Instrumental Writing (Melody and Accompaniment), Thematic Material
- Maria - Structure, Melodic Material, Harmony and Tonality
- One Day More - Vocal Melody, Harmony and Tonality

MU3 Paper 2

- Orchestral Music - Structure, Time Signature, Tonality, Melody, Cadence, Texture, Musical Devices, Date
• Musical Setting of a Mass - Instrument, Bass Part Writing, Voice, Features
• Piano Trio - Harmony/Tonality, Features, Piano Writing, Composer
• Dictation - Key, Cadence, Complete Pitch, Compositional Device, name the Chords

PHYSICAL EDUCATION
Length of Exam: 2hrs

The topics for the PPE cover three areas

Anatomy & Physiology
• Joints, Movements and Muscles
• The Role of Muscular Contraction - Concentric, eccentric and isometric contraction.
• Muscle Fibre Types
• Impact of Different Types of Physical Activity on Skeletal & Muscular Systems
• Basic Concepts of Biomechanics
• Response of Cardio-vascular System to Physical Activity

Socio-Cultural Studies
• Participation in Physical Activity
• Physical Recreation and Outdoor Recreation
• Physical Education and Outdoor Education
• Sport
• Surviving Ethnic Sports
• 19th Century Public Schools
• Amateur to Professional Approach
• USA
• Australia
• Funding in the UK

Acquiring Movement Skills
• Classification of motor skills
• Practice - methods of manipulating skills
• Abilities - gross motor/psychomotor
• Stages of learning - cognitive/associative/autonomous
• Types of Guidance
• Practice Methods - massed/distributed/fixed/variable
• Models of Information Processing - Welford/Whiting
• Memory and its role in developing skills
• Reaction time

PHYSICS
Length of Exam: 1hr 30mins

The PPE will consist of three questions from Unit 1 (Mrs Emery) and 3 questions from Unit 2 (Mrs Reavell). The topics are
• Current
• Resistivity
• DC Circuits
• Particles and interactions
• Moments
• Vectors and resolving

More information can be found here:
http://www.wjec.co.uk/qualifications/physics/physics-gce-a-as/wjec-gce-physics-spec-Formatted%20Revised.pdf?language_id=1&dotcache=no&dotcache=refresh

POLITICS
Length of Exam: 1hr 30mins

You will complete two questions; one question from the GP1 module (studied with Mr Morgan) and one from the GP2 module (studied with Mrs Lamrick). Each question will be sub-divided.

In order to answer the question based on the GP1 module, you will need to know the following
• What is meant by the term 'hung parliament' and provide a recent example of when this has occurred in the UK;
• The weaknesses associated with coalition governments;
• The strengths and weaknesses of electoral systems used in the UK (FPTP, AMS and STV).
For the GP2 question, you will need to consider the following as part of your revision programme:
- What is meant by the term 'devolved administrations', together with a relevant example;
- The issue of entrenchment and how this can protect key provisions;
- The debate on whether the British constitution is in need of change.

**PRODUCT DESIGN**

Length of Exam: 2hrs

The topics for the PPE are as follows:
- Primary and Secondary Research
- Intellectual Property
- Manufacturing Processes
- Project Management
- Reverse Engineering
- Ergonomics and Anthropometrics
- Global Manufacturing

**PSYCHOLOGY**

Length of Exam: 1hr 30mins

You need to revise the following 3 topics for the PPE:

(1) The assumptions, classic research, therapy and evaluation of the following approaches
- Behaviourist Approach
- Biological Approach
- Psycho-dynamic Approach
- Cognitive approach

(2) Contemporary Debates on
- Mothers as the primary care giver
- Ethics of neuroscience
- Using condition techniques on children
  In addition you need to look at the formation of relationships for 3 approaches

(3) The Issues and debates in Psychology

**RELIGIOUS STUDIES**

Length of Exam: 1hr 15mins

The Religious Studies PPE will require you to answer ONE question related to Ethics and ONE question related to Buddhism. Each question is made up of parts (a) and (b)

(a) questions test your knowledge and understanding
(b) questions test your skills of reasoning and evaluation

- **An Introduction to Ethics**
  You will be required to answer ONE question from an option of two. Option one will test your knowledge of Natural Law. You should revise the main features of Natural Law and the extent to which Natural Law and Christianity are compatible.

Option two will test your knowledge of Situation Ethics. You should revise the main features of Situation Ethics, how followers of Situation Ethics make moral decisions and how this compares with Christianity. You should also be able to assess the extent to which Situation Ethics promotes justice.

- **An Introduction to Buddhism**
  You will be required to answer ONE question from an option of two. Option one will test your knowledge of the significance of one of the key events in the biography of the Buddha including his birth, 4 sights (including renunciation), enlightenment and death. You should also be able to assess which event was most significant for Buddhists today.

Option two will test your knowledge of the significance of the historical Buddha, comparing Theravada and Mahayana traditions. You should revise the the extent to which the historical Buddha influences Buddhists and whether the accuracy/reliability of his biography is important for Buddhists today.
The PPE exam will require you to answer a Unit 1 exam paper

- **Section A** - Section A will focus on **culture and socialisation**. It will ask you to answer two questions (1a & 1b).
  - **1a (5 marks)** – You will be asked to use the 'sociological item' and your own sociological knowledge to explain the meaning of the term [sociological term]. For this question you must revise the work of Parsons in your booklet and what he says about culture – specifically terms such as cultural transmission and socialisation.
  - **1b (10 marks)** – This question will ask you to use the 'sociological item' and your own knowledge to explain how any two agents of socialisation influence or pass on. For this question, you must focus revision on the passing on of norms, values and roles and how agents of socialisation do this.

- **Section B** - Section B will focus on **the family**. It will ask you to answer Q2a (i) & (ii) and then an essay question – in the real exam you will have a choice of essay questions 2b or 2c, but for the PPE you will **not** have a choice of essay question.
  - **2a (i) (5 marks)** – This question will ask you to ‘explain the meaning of the term [sociological term]. For this, focus your revision on the different family forms (beanpole family, sandwich generation, single parent etc…) - it will focus on one specific family form and will ask you to explain its meaning using examples or evidence.
  - **2a (ii) (10 marks)** – This question will give you a statement ‘statistics and research have shown that.... Explain two sociological reasons for this’. Your revision here must focus on the different reasons for demographic change in the family i.e. cohabitation, singlehood, marriage & divorce, life expectancy and fertility. The PPE will ask you on one of these.
  - **2b or 2c (30 marks)** – This is the essay question and will ask you to ‘discuss’ a sociological debate. For this, your revision must focus on the sociological theories, criticisms and specific sociologists. The question itself will focus around the nuclear family, and whether the nuclear family has a positive impact upon its members.

**WELSH**

The PPE for Welsh will be a CA3 paper. There are two sections to the paper as follows

- **Section 1 - Language + Grammar**
  - Question 1: Create 1 sentence in Welsh for each of a series of Idioms/Similar words covered in lessons to date
  - Question 2: Correct a series of incorrect sentences/constructions
  - Question 3: Essay, Write an essay response in Welsh to a set theme

- **Section 2 – Poetry**
  The poem used will be 'Y Ffatri yn cau' - Gwyn Thomas. You are to comment on
  (i) Content - place the visible verses into context ie explaining what comes Before/After and In the verses seen with regard to Content
  (ii) Style – deal with the techniques seen in the visible verses only
  (iii) Write your personal response (appreciation) of the poem.
Revision suggestions

Here are some ideas that might prove useful when you are trying to learn something important. They can be matched up with your preferred learning styles.

INDEX CARDS
The main points can be written out on cards to carry round with you. You can even design coloured symbols on the back. The symbols can then be used as a trigger for your memory.

POST-ITS
Stick post-its with key ideas in your bedroom, hallway or around the house. They can be re-ordered on a flat surface. Good for preparing essays.

POSTERS
Dramatic and colourful posters which summarise ideas visually can be placed at eye level or above.

REVISE TO MUSIC (this doesn't work for everyone)
An enjoyable, easy way to remember. Music with 60-70 beats per minute is supposed to be the best to help your long term memory.

DRAMATIC MONOLOGUES
It can help you remember if you speak out loud, especially if the voices are outrageous.

GET A MANAGER
Make an arrangement with someone (other than a teacher) to listen to, test or interrogate you at fixed times.

HIGHLIGHTER PENS
Practise picking out the main points with a highlighter. Ask your teacher if you’re right then have another go with something else.

AGAINST THE CLOCK
Make a game of answering as many questions as you can against the clock. Keep trying to beat your last score.

PRIZE & REWARDS
Ask your parents to reward you with something good for reaching a target you set yourself.

WRITING FRAMES
Divide essay plans into sections, and then decide everything that ought to go in each section. Draw it up as a grid to guide yourself through the essay structure.

VISUALISE IT
Conjure up pictures in your mind of what you are revising. Make it real, it could help!

MAKE IT SILLY
Think up silly suggestions. Things that make us smile get remembered more easily.

TALK INTO A MP3/IPOD
This way you have to think about what goes in – and listen to what comes out!

POINTS OF VIEW
In partner revision, or by yourself, take one person’s point of view – then swap over and argue the other side.

INTERVIEW
Set up an interview situation – but the questions are on what you are revising.

WALKABOUT
Help your memory by learning things in different places and unusual locations. Learn different chapters of a book, say, in different rooms. Or put index cards on the floor in different sequences and walk between them, memorising as you go.
COLOUR CARDS
Colour code your revision cards into different sub-categories.

FLASH CARDS
Use index cards to write key terms on with definitions on the back.

DIAGRAMS AND FLOW CHARTS
Tree charts, flow diagrams, spider diagrams, mind maps, split lists, sets – are all useful for organising your thinking.

MNEMONICS
These make words out of the first initials, eg. CHOPINS – carbon, hydrogen, oxygen, phosphorous, iodine, nitrogen, sulphur.

READING OUT LOUD
Saying things out loud can help you by making you slow down and organise your thoughts.

TEST, COVER AND RESET
Learn something, cover it and test yourself – then check. Repeat until you are a genius.

WORD GAMES
Use word games, eg. a stalagmite MIGHT reach the ceiling, and a stalactite holds TIGHT to the ceiling.

BUDDY TESTING
Revise with a friend or groups of friends. Some people do well when they bounce ideas off others.

OLD EXAM PAPERS
In the end, this is how you will be tested. So practise, and ask teachers to give it the once over.

PUZZLES
Make logic games, anagrams of what you are revising, eg. codes, symbols or crosswords.

POEMS
Make your subject matter into a rhythmical poem. Remember the rhythm, remember the facts!

KEEP A REVISION JOURNAL OR DIARY
For some this allows a feeling of progress and a way to track your own progress. It also allows you to keep a track of what you have revised.

COLLAGE
Make a collage of your main facts, pictures, symbols, cuttings, quotations, formulae etc.

JOURNEY AROUND THE KNOWN UNIVERSE
Put key ideas, cards or summaries at eye level around your room, in sequence. Visit them in order – then imagine you’re visiting them. What do they say?