Dear Student,

**Re: January 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.

The spring term begins on **Monday 6th January**. The PPEs will then commence on **Monday 20th January** until **Friday 24th January**. There is no study leave prior to the PPEs and timetabled lessons will continue during the week of PPEs. Please attend all lessons when you do not have a PPE timetabled, your teacher’s support and guidance will remain a key resource.

We understand that this forthcoming holiday season is an opportunity for celebration and relaxation. However, please don’t overlook the need to revise. It is of course 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.

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

To repeat, it is so important to get the balance right over the holiday period; this is a great opportunity to relax with family and friends, refresh the mind but also to look over the work you have completed since September. We recommend that you revise for about 30-40 hours over this 15 day break – this means that if you revised for 2 hours a day, for 15 days, you would have accumulated 30 revision hours over the break (thought of in that way, we hope your preparation for the PPEs does not appear too onerous).

Finally, your hard work so far has been greatly appreciated and it has been a real pleasure to work alongside you in the Sixth Form this term.

Be prepared for your upcoming assessments and have a very happy Christmas.

Yours sincerely,

Mr Gardiner
Assistant Head
# Year 12 PPE Timetable

**Season**  Pre-Public Exams KS5 2020

**Date Range**  20\(^{th}\) January – 24\(^{th}\) January 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>9.00 AM</th>
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<tbody>
<tr>
<td><strong>Monday 20(^{th}) January</strong></td>
<td>English Language/Literature</td>
<td>Government &amp; Politics</td>
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<td>Further Maths (Pure)</td>
<td>Product Design</td>
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<td>Religious Studies</td>
<td>Applied Business</td>
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<tr>
<td><strong>Tuesday 21(^{st}) January</strong></td>
<td>Food &amp; Nutrition</td>
<td>French (Listening)*</td>
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<tr>
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<td>History</td>
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<td>Maths (Pure)</td>
<td>Biology</td>
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<td><strong>Wednesday 22(^{nd}) January</strong></td>
<td>Business Studies</td>
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<td>Health &amp; Social Care</td>
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<td>Music</td>
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<td>Maths (Applied)</td>
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<td><strong>Thursday 23(^{rd}) January</strong></td>
<td>Chemistry</td>
<td>Geography</td>
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<td>English Literature</td>
<td>Sociology</td>
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<td><strong>Friday 24(^{th}) January</strong></td>
<td>Psychology</td>
<td>Physics**</td>
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<td>Maths (Pure)**</td>
<td>English Lit**</td>
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<td>Maths (Applied)**</td>
<td>Biology**</td>
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<td>Sociology**</td>
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* French during the afternoon of Tuesday 21\(^{st}\) January is a 2 hour 30 minute examination. This will begin at 1.00pm and finish at 3.30pm.

** These examinations on Friday 24\(^{th}\) January are for students where the earlier sitting clashes with another subject. This will be reflected on your individual timetables.
Art
(All day)
You are developing work in response to personal themes which you have individually devised in preparation for the PPE. You will be assessed on
- **Contextual Understanding** - Develop ideas for your project through sustained and focused investigation. Analyse and evaluate sources (sketchbook annotation/research/drawing). In what ways have other artists/designers responded to a similar idea or use of materials?
- **Creative Making** - Experiment with and select appropriate media, materials, techniques and processes. Make informed changes to your ideas as the work develops. Improve your technical skills (sculpture, painting, drawing, print, collage, textiles). Show expertise in your chosen media/make trials and samples, try to improve on your idea.
- **Reflective Recording** - Record observations, experiences, ideas and information **visually**. Demonstrate thoughtful collection and organisation of evidence and information. (drawing, photographs, notes, sketches, designs ie. quality of sketchbooks)
- **Personal Presentation** - Present a personal, coherent, informed and meaningful response. How original and exciting is your work? How successful is it? Have you addressed all of the above criteria? What would you do next? (portfolio, sketchbooks, final piece and evaluation)

Biology
(1 hour 30 mins)
The paper will assess
- CH1 - Chemical elements and biological compounds;
- CH2 - Cell structure and organization;
- CH3 - Cell membranes and transport;
- CH4 - Enzymes and Chemical reactions;
- CH5 - Nucleic acids; and
- CH6 - The cell cycle and cell division.
Resources on Quizlet are up to date. Don't forget to check the subject summaries on the green class question booklets.

Business
(1 hour)
- Market segmentation and target markets;
- Analysing and interpreting market data;
- Primary and Secondary; Quantitative and Qualitative Market Research;
- Needs and Wants;
- Demand;
- Niche Markets;
- Types of competition;
- Types of business ownership; and
- SMEs and their impact on the Welsh Economy.

Level 3 Applied Business Diploma (Certificate)
(1 hour)
- Sectors;
- PESTEL;
- Partnerships;
- Mission statements, Aims and Objectives;
- Enterprise;
- Sources of Finance; and
- Limited Companies.

Chemistry
(1 hour 30 mins)
- 11.1 Formulae and equations;
- 1.2 Basic ideas about atoms;
- 1.3 Chemical calculations;
- 2.1 Thermochemistry;
- 2.4 Organic compounds;
- 2.5 Hydrocarbons; and
- 2.6 Halogenoalkanes.
Design & Technology - Product Design
(1 hour 30 mins)
- Manufacturing Process;
- Materials;
- Bethan Grey; and
- The Design Process.

Economics
(1 hour)
- PPFs;
- Circular Flow;
- Opportunity Cost;
- Demand and Supply;
- Index Numbers;
- Consumer and Producer Surplus;
- Economic Objectives;
- AD/AS;
- Measures of Growth; and
- Fiscal Policy.

English Language and Literature
(2 hours)
Section A (1 hour) Comparative analysis of poetry and an unseen text.
- You will be required to write an essay comparing and contrasting the anthology poem ‘Composed Upon Westminster Bridge’ with a partner text (the opening section of an opinion piece in a quality newspaper discussing the writer’s opinions about London).

Section B (1 hour) Creative writing and commentary. You will be required to produce two creative tasks
- The opening section of a novel clearly establishing a sense of place (approx. 200 words, AO5 (Creativity) – 15 marks)
- The opening voiceover of a YouTube travel vlog (approx. 200 words AO5 (Creativity) – 15 marks)
- You will also be required to write an analytical commentary in which you compare and contrast your choices of style, form and content in your two creative tasks (approximately 400 words)
- The commentary will be marked out of 30, with the marks for each Assessment Objective awarded as follows
  - AO1 (Terminology and written expression); 5 marks
  - AO2 (Analysis of how meanings are created); 10 marks
  - AO4 (Comparing and contrasting your two creative tasks); 15 marks.

English Literature
(2 hours)
- Gillian Clarke: Re-read ‘The Poet’s Ear’ on page 14 and make revision notes on how sound is presented in this poem.
- For Section B, make notes on similarities/differences between the four poems you have studied in depth and consider one of the following questions:
  - How far do you agree that Lawrence and Clarke are alike in writing about the creatures that they meet “with sympathy but without sentimentality”? You must analyse in detail at least two poems from each of your set texts.
  - OR
  - “While focusing on the natural world, the poets may also explore other issues.” In the light of this view, explore connections between the ways in which Lawrence and Clarke write about nature. You must analyse in detail at least two poems from each of your set texts.

French
(2 hour 30 mins)
- You will sit a paper which tests the skills of listening, reading, translation into English, and writing.
- This paper is worth 84 marks. There are 4 sections to the paper. You are advised to spend
  - Section A 30 minutes (Listening – 3 tasks);
  - Section B 30 minutes (Reading – 2 tasks);
  - Section C 30 minutes (Translation into English); and
  - Section D 1 hour (essay on 'La Rafle').
**Section A** The first listening extract is based on an aspect of cultural heritage. There are 5 out of 8 statements to identify as true. The second task is divided in 2 parts, the first is about an aspect of youth culture. There are 7 statements about the text which are either true or false. Any false statements also need to be corrected in accurate French. Candidates can stop and re-wind the sound file as often as they like within the time suggested. The second part of this exercise is a missing word task (cloze exercise), based on what is explained in the recording. For each word, you will have a choice of three possibilities.

**Section B** The first reading comprehension text focuses on an aspect of cultural heritage. There are 5 incomplete sentences with 3 endings provided each time, you need to pick the correct ending based on what you have read in the text. The second reading comprehension task is a gap-filling exercise on a literary text designed to test your knowledge of grammar and vocabulary. It is loosely based on Theme 1 (Family).

**Section C** is a translation task continuing on from the last exercise in Section B. A short passage of 5/6 lines of French must be translated into English. Make sure your English makes sense and don't leave gaps even if you are unsure about the meaning of a term!

**Section D** The last section is the essay in French. Choose one of 2 questions, either the one based on a character from the film studied or the one on a theme. You need to write about 300 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. Ensure your essay is paragraphed, with a short introduction, 2/3 points in your main section, and round it off with a neat conclusion. Candidates are instructed to answer the essay question first out of all four sections as it is worth 36 marks.

- Please attempt the practice tasks emailed to you and revise your Quizlet vocab in preparation for this PPE.

**Food and Nutrition**
(1 hour 45 mins)
- Personal Hygiene;
- Food Poisoning Bacteria;
- Micro-nutrients;
- BMR and Glycemic Index;
- Vegan Diets;
- Protein and Protein deficiency;
- Obesity and related health conditions;
- Coeliac Disease;
- Children's Diets; and
- Analyse Current and Future Dietary needs.

**Geography**
(1 hour 30 mins)
- Impacts of earthquakes;
- Coastal processes and coastal retreat;
- Human activity on coastlines;
- Economic characteristics of places; and
- Fieldwork data collection methods and sampling.

**Government and Politics**
(1 hour 30 mins)
- Unit 1 - The UK as part of the wider world - the UN and the EU; The British Constitution; and
- Unit 2 - Electoral systems used in Britain; Democracy; Political parties.

**History**
(1 hour 45 mins)
- Unit 1 - Fascist Italy including: Mussolini’s economic policies; social policies; use of terror; propaganda; and
- Unit 2 - Radicalism between 1792-1815 - the LCS; the Revolutionary underground; Luddism.
Mathematics
The PPE consists of two papers

**Unit 1: Pure Mathematics**
(2 hour 30 mins)
- Surds;
- Quadratic equations and inequalities;
- Completing the square;
- Factor and Remainder Theorem;
- Transformations of graphs;
- Coordinate geometry;
- Equation of the circle;
- Differentiation from first principles;
- Differentiation of polynomials (including applications);
- Stationary points;
- Binomial expansion;
- Indefinite integration; and
- Definite integration.

**Unit 2: Applied Mathematics**
(1 hour 45 mins)

**Statistics**
- Sampling;
- Data; and
- Probability.

**Mechanics**
- Horizontal motion;
- Travel graphs;
- Vertical motion;
- Pulleys; and
- Lifts.

**Further Mathematics**
(2 hour 30 mins)
The PPE is one paper (to be taken in addition to the two Mathematics papers)

**Unit 3: Pure Mathematics**
- Proof by contradiction;
- Functions (including inverse functions, composite functions, modulus functions, implicit and parametric functions);
- Transformations of graphs;
- Partial fractions;
- Binomial expansion;
- Sequences (including arithmetic progressions, geometric progressions, use of sigma notation);
- Trigonometry (including radian measure, ‘small’ angles, inverse and reciprocal trigonometric functions, compound angles, proofs of identities);
- Differentiation (including polynomials, exponential, logarithmic and trigonometric functions, chain rule, products, quotients, implicit and parametric functions, points of inflection, connected rates of change);
- Integration (including polynomials, exponential and trigonometric functions, integration by parts, integration by substitution, area between two curves, differential equations); and
- Numerical methods (including iteration, the Newton-Raphson method, the trapezium rule).

**Media Studies**
(50 mins)
- **Section A** Unseen advertising and music videos
- Revise media language terminology - visual, technical and audio codes. Revise representation - including stereotyping and particular messages encoded about different groups. Revise theorists for Media Language and Representation.
- **Section C** Film
- Revise the Hollywood and Welsh film industry and your genre notes (Steve Neale)
Music
(1 hour 30 mins)
AS Appraising Paper Unit 3

Area of study C
General Musical Theatre - Chord inversions, Cadences, Instrumental Accompaniment, Ornaments, Structure, Harmony, Chords, Melody, Tonality, Composer

Essay
- Discuss the use of texture in Musical Theatre;
- Support your answer with examples from at least three songs from contrasting works you have studied throughout the course;
- In your answer you must refer to; Different types of texture; The various ways in which instruments/voices have been employed to create different textures; How the use of texture might have changed in the development of the genre, including ensembles of different sizes; How texture might relate to form/structure; Ways in which texture might be used to underline lyrics

Area of study D
General Western Classical Tradition – Key, Chords, Cadence, Dictation – rhythm and pitch, Time signatures, Texture
- General Symphony;
- Compare 2 extracts (Early and late Classical);
  - Orchestration/use of instruments;
  - Rhythm, metre and tempo;
  - Texture; and
  - Any other features you consider appropriate.
- Haydn Symphony No 103 1st Movement
  - Date;
  - Devices;
  - Key;
  - Chords;
  - Cadences;
  - Melody;
  - Texture;
  - Rhythm;
  - Tonality; and
  - Form/structure.

Physical Education
(1 hour 45 mins)

1.1 Performance Analysis
(a) Performance Analysis including: Reasons why, Qualitative & Quantitative approaches, Video Analysis: its advantages, disadvantages and uses, Notational analysis: its advantages, disadvantages and uses. Performance analysis in the media.
(b) Understanding of laboratory tests including: VO2 max treadmill or cycle ergometer test, Lactate threshold tests, Advantages and disadvantages of laboratory and field-based testing
(c) Understanding the principles of sub-maximal and maximal testing: How sport specific tests may differ from those carried out on sedentary individuals, such as using maximal sport specific testing. How to interpret fitness test results e.g. normative tables, athletes previous test results. Concepts of relevance, validity and reliability.

1.2 Analysis of Movement in Physical Activities
(a) Understanding levers including: Components of a lever system: pivot/fulcrum, effort and load - 1st, 2nd and 3rd order levers. Mechanical advantages and disadvantages of different types of lever.
(b) Understanding planes of movement including: Frontal, sagittal and horizontal/transverse planes of the body.
(c) Understanding axes of rotation including: Longitudinal, horizontal/transverse and frontal/anterior-posterior axes of rotation.
(d) Understanding movement patterns including: Identification of movement patterns within sporting examples.

1.3 Musculo-Skeletal System
(a) Understanding the functions and structure of the skeletal system including: Functions and the axial and appendicular skeleton; Different types of bone and the role of ligaments, tendons and cartilage.

(b) Understanding the functions and structure of the muscular system including: Major skeletal muscles of the human body; see specification, Functions of muscular system. Muscle fibres and their characteristics; Antagonistic muscle action: Types of muscle contractions.

(c) Understanding joints and articulations including: Classification of joints: Types of joints: How joint types are linked movement patterns when analysing sporting activities

1.5 Energy Systems, Application and Recovery

(a) Understanding the role of adenosine triphosphate including: How ATP is restored; creatine phosphate (ATP-PC system), anaerobic glycolysis (lactic acid system) and aerobic glycolysis

(b) Understanding the energy continuum including: The predominant energy system used in relation to the type of exercise. The importance of knowledge of VO2 max and the anaerobic threshold

(c) Understanding fatigue and the recovery process including: Causes of fatigue, Onset of blood lactate accumulation (OBLA) and delayed onset of muscle soreness (DOMS). Excess post-exercise oxygen consumption (EPOC). Recovery; Oxygen deficit and oxygen debt. The removal of lactic acid and the fate of lactic acid (Cori Cycle), carbon dioxide and water. Recovery processes: active cool down, ice baths, compression clothing, nutrition and supplementation and massage and their effects on recovery

(d) Understanding diet, nutrition and performance including: Constituents of a balanced diet. Energy balance for health and performance purposes. Role of nutrients. Basic functions of carbohydrates, fats and proteins; Glycaemic index (GI). Food fuel usage variations with different exercise intensities, exercise duration and fitness levels. The importance of pre-competition meals and what to consume before, during and after exercise. Variations in diets.

2.1 Personality

(a) Understanding personality theories including: Trait(Eysynecks, Cattell) – stable and innate. Social learning (Bandura) – learn how to act from others. Interactionist (Lewin, Festinger) – learning from others with own traits. The relationship between personality theories and sport.

(b) Understanding personality types including: Extrovert, introvert, stable and neurotic, Type A and Type B. Possible impacts of personality types on sporting performance and choice of sport.

(c) Understanding personality profiling including: Observation; coach. Questionnaires; Cattell's 16PF, SCAT. Interviews. Profile of mood states (POMS). The benefits and limitations of personality profiling.

2.2 Stress, Arousal and Anxiety

(a) Understanding relationship between stress, arousal and anxiety including: Definitions of stress, arousal and anxiety.

(b) Understanding theories of arousal including: Drive theory, inverted-U and catastrophe theories. The different motives for involvement in exercise and sport. Zone of optimal functioning (ZOF) and peak flow experiences. Arousal and personality: the effect of the audience.

(c) Understand the measurement of stress, arousal and anxiety including: Physiological; monitoring heart rate, breathing rate, muscle response, sweating and hormonal levels. Psychological; Sport competition anxiety test (SCAT) and the competitive state anxiety inventory (CSAI-2). Observational; behaviours.

(d) Understand the different types of anxiety including: Trait and state anxiety. The three dimensions of anxiety: cognitive, somatic and behavioural.

(e) Understanding different methods of controlling stress, arousal and anxiety including: Somatic techniques; bio feedback, breathing and relaxation. Cognitive techniques; such as goal setting, use of imagery and self-talk.

Physics
(1 hour 30 mins)
- 1.1 Basic Physics;
- 1.2 Kinematics;
- 1.3 Dynamics;
- 2.1 Conduction;
- 2.2 Resistance;
- 2.3 DC circuits; and
- 2.4 & 2.5 Nature and properties of waves.
Psychology
(1 hour 30 mins)

Psychology past to present
- The PPE exam will require you to answer a Unit 1 exam paper
- Question 1 will focus on assumptions of the behaviourist approach. It will ask you to answer questions 1a and 1b.
  - 1a (4 marks) will ask you to describe one assumption of the behaviourist approach.
  - 1b (4 marks) will ask you to describe one other assumption of the behaviourist approach.
- Question 2 (10 marks) will ask you to discuss strengths and weaknesses of the psychodynamic approach
- Question 3 (12 marks) will ask you to describe the main components of the behaviourist or the psychodynamic therapy
- Question 4 (4 marks +4 marks) will ask you to discuss similarities and differences between the behaviourist and psychodynamic approaches
- Question 5 (4 marks +4 marks) will focus on the assumptions of the biological approach and how they can be applied to the formation of relationships
- Question 6 (8 marks) will focus on the methodology of Bowlby’s (1944) research ‘Forty-four juvenile thieves: their character and home life.
- Question 7 will focus on the methodology and procedures of Watson and Rayner’s (1920) research ‘Conditioned emotional reactions’. It will ask you to answer questions 7a) and 7b).
  - 7a (4 marks) will focus on description of the methodology and procedures
  - 7b (10 marks) will focus on evaluation of the methodology and procedures of the study
- Question 8 (12 marks) will focus on the effectiveness and/ or ethics of the biological therapy
- You should spend approximately one mark per minute on each question. However, for 12 mark questions, you can take 15 minutes as these are the longest. If you stick to this, you will not run out of time.

Religious Studies
(1 hour 45 mins)

Buddhism topics will be
- The concept and role of the bodhisattva in Buddhism;
- The extent to which all Buddhists aim for nirvana;
- The hagiographical interpretations of the 4 sights and the extent to which they are the most significant event in in the life of the Buddha.

Philosophy topics will be
- The Teleological Argument and the extent to which society needs a ‘designer God’; and
- The Cosmological Argument and an evaluation of how convincing they are.

Sociology
(1 hour 15 mins)
The PPE exam will require you to answer a Unit 1 exam paper
- **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 status. Spend 5 minutes on this question.
  - 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 norms and values. For this question, you must focus revision on the passing on of norms, values and roles and how the 2 agents influence behaviour. Spend 10 minutes on this question.
- **Section B** will focus on the family. It will ask you to answer Q2a (i) & (ii) and then an essay question – in the exam you will have a choice of essay questions 2b or 2c.
  - 2a (i) (5 marks) – This question will ask you to explain the meaning of the term household. For this, focus your revision on the term single parent. This question will require you to explain its meaning using examples or evidence. Spend 5 minutes on this question.
  - 2a (ii) (10 marks) – This question will give you a statement ‘statistics and research have shown that couples are choosing to cohabitate instead of getting married. You need to explain two sociological reasons for this. Your revision here must focus on the different reasons for demographic change in the family. Spend 10 minutes on this question.
• 2b or 2c (30 marks) – The essay question will ask you to ‘assess’, or evaluate a sociological debate. For this, your revision must focus on the sociological theories, criticisms and specific sociologists.
• The first question will focus on the assessing the view of the nuclear family.
• The second question will focus on evaluating the feminist views of the family.
• Spend 40 minutes on this question. The remaining time should be used to proof-read and make any final adjustments.

Welsh
(2 hours)

Unit 3 Question 1
3 Grammar/Language tasks.
(i) Translating a text message from English to Welsh;
(ii) Changing 10 elements of language from 1st to 3rd Person; and
(iii) Writing a formal Letter of Application for a set job.

Unit 3 Question 2
3 Poetry tasks.
(i) Dealing with Content of one of the set poems ‘Caerdydd’ or ‘Lerpwl’;
(ii) Dealing with 3 set specific Style techniques found within the set poem; and
(iii) Creating a personal writing response relating to the general theme of the set 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 re-order 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
Practice 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 and 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 Mobile Device
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. Give them to someone to test you.

**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 practice, 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?

**Letters for Numbers**  
Useful for linking numerical data such as dates with information, for example “A worldwide war commenced” (1 letter, 9 letters, 3 letters, 9 letters = 1939, outbreak of WWII) or “A discovery by AlexFlem” (1 letter, 9 letters, 2 letters, 8 letters = 1928, the year Alexander Flemming discovered the first antibiotic, penicillin).