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 13th January** until **Friday 17th 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 13 PPE Timetable

**Season:** Pre-Public Exams KS5 2020

**Date Range:** 13/01/2020 – 17/01/2020

<table>
<thead>
<tr>
<th>Date</th>
<th>9.00 AM</th>
<th>1.00PM</th>
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<tbody>
<tr>
<td><strong>Monday 13th</strong></td>
<td>Welsh (Unit 1)</td>
<td>Further Maths (Pure)</td>
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<tr>
<td></td>
<td>Economics</td>
<td>Media Studies</td>
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<td></td>
<td>Physics</td>
<td>French (Writing)</td>
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<tr>
<td><strong>Tuesday 14th</strong></td>
<td>Product Design</td>
<td>Further Maths (Stats)</td>
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<td></td>
<td>Psychology</td>
<td>Religious Studies (Paper 1)</td>
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<td></td>
<td>History</td>
<td>Maths (Pure)*</td>
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<tr>
<td><strong>Wednesday 15th</strong></td>
<td>English Literature</td>
<td>Welsh (Unit 2)</td>
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<td></td>
<td>Business Studies</td>
<td>Sociology</td>
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<td>Biology</td>
<td>BTEC ICT</td>
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<td></td>
<td>Further Maths (Pure)**</td>
<td>Further Maths (Stats)**</td>
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<tr>
<td><strong>Thursday 16th</strong></td>
<td>Physical Education</td>
<td>Applied Business</td>
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<td></td>
<td>Music</td>
<td>French (Listening/Reading)</td>
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<td>English Lang/Lit</td>
<td>Further Maths (Mechanics)</td>
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<td>Geography</td>
<td>Religious Studies (Paper 2)</td>
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<td><strong>Friday 17th</strong></td>
<td>Chemistry</td>
<td>Maths (Applied)</td>
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<td></td>
<td>Government &amp; Politics</td>
<td>English Lit**</td>
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<td></td>
<td>Further Maths (Mechanics)**</td>
<td>Religious Studies (Paper 2)**</td>
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<td>Psychology**</td>
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<td></td>
<td>Religious Studies (Paper 1)**</td>
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* Maths (Pure) on the afternoon of Tuesday 14th January is a 2 hour 30 minute examination. This will begin at 1:00pm and finish at 3:30pm.

** These examinations on Wednesday 15th and Friday 17th 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 i.e. 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 the above criteria? What would you do next? (portfolio, sketchbooks, final piece and evaluation)

**Applied ICT**
(2 hours)
- Input, Output and Storage;
- Operating Systems;
- User Interfaces;
- Accessibility;
- Utility Software;
- File Types;
- Application Software;
- Emerging Technologies; and
- Networks.

**Biology**
(1 hour 45 mins)
The paper will assess
- CH1 - the structure, role and importance of ATP;
- CH2 - Photosynthesis;
- CH3 - Respiration;
- CH4 - Microbiology;
- CH5 - Population size and ecosystems;
- CH6 - Aspects of human impact on the environment linked to the areas covered to date;
- CH7 - Homeostasis and the kidney; and
- CH8 - The nervous system.

Resources on Quizlet are up to date. Don't forget to check the summaries on the green class question booklets.

**Business**
(2 hours 15 mins)
- Depreciation;
- YED;
- Growth;
- Ratio Analysis;
- Balance Sheets;
- CBA;
- Capital Investment Appraisal; and
- Mission Statements.

**Level 3 Applied Business Diploma (Diploma)**
(1 hour)
- Liquidity v Solvency;
- Economies of Scale;
- ROCE;
- Budget Types;
- Mission Statements and impact on Marketing and Finance Strategy;
• SWOT analysis;
• External Influences (Competition);
• Break even analysis; and
• PL.

Chemistry
(1 hour 45 mins)
• 3.1 Redox and standard electrode potential;
  3.2 Redox reactions;
  3.3 Chemistry of the p-block;
  3.4 Chemistry of the d-block transition metals;
  3.5 Chemical kinetics;
• 4.1 Stereoisomerism;
  4.2 Aromaticity;
  4.3 Alcohols and phenols;
  4.4 Aldehydes and ketones; and
• 4.5 Carboxylic acids and their derivatives.

Design & Technology – Product Design
(2 Hours)
• Manufacturing Process;
• Materials;
• Bought Out Parts;
• Design Classics;
• Bethan Grey; and
• The Design Process.

Economics
(2 hours)
• Normal and Abnormal Profit;
• Cost curves and Calculations;
• Marginal Cost;
• Economies of Scale;
• Market Failure;
• Contestable Markets;
• Development; and
• Measures of Growth.

English Language and Literature
(2 hours)
Revise Shakespeare's portrayal of Cleopatra in Acts 1 and 2 of Antony and Cleopatra.

English Literature
(1 hour 30 mins)
Section A Christina Rossetti: Selected Poems (Penguin Classics)
1. Re-read ‘A Triad’ and makes notes on Rossetti’s use of imagery in this poem.
Section B Shakespeare: Hamlet (closed book)
2. Make revision notes on the balance of power between gender in Hamlet.

French Listening, Reading and Writing
(1 hour 45 mins for Unit 4/1 hour 30 mins for Unit 5)
3 Listening tasks
• The first listening extract is based on an aspect of the topic of migration (theme 3). This is a multiple choice question.
• The second extract is based on post 1945 France (theme 4), there are 10 incomplete sentences with 15 endings provided and the correct halves must be matched up. The sentences are based on a summary of what you will hear.
• The third task is based on the theme of integration (theme 3). You will need to answer the questions in French, accuracy of grammar and structure is important!
Candidates can stop and re-wind the sound file as often as they like, and it is advised that no more than 30 minutes are spent on this task.
The first reading comprehension question focuses on an aspect of integration (theme 3), it is cloze exercise where you will need to find 15 missing words out of 27 possible words. The second reading comprehension deals with the theme of cinema during the Second World War (theme 4), there are 3 parts to this task. In the first section, you will need to find synonyms in the text for 5 terms listed. In the second section, there are 5 incomplete sentences with 10 endings provided and the correct halves must be matched up. In the last section, you will need to find the correct endings to statements based on the text. The last reading tasks is based on Theme 3 (ageism and solitude of the elderly). You will need to answer the questions in French. Be warned, this is a lengthy task with 16 questions! Again, accuracy of grammar and structure is important in both tasks. The prose translation will be on the topic of immigration. The translation is divided into 4 parts of similar complexity. The overall mark will be the addition of the total marks for each of the four parts to give a total out of 20. To gain the top band the response does not have to be perfect. A minor slip in gender is acceptable but mistakes with common verbs are not.

**Geography**
(1 hour 45 mins)
- Hydrographs;
- Surface run off;
- Peat;
- Mismanagement of water and carbon stores; and
- Environmental threats to India.

**Government and Politics**
(1 hour 45 mins)
- Unit 3 - Liberalism, conservatism and socialism's influence on Welsh politics; and
- Unit 4 - The role of congress; the American constitution.

**History**
(1 hour 45 mins)
- Unit 3 - Race relations in America between 1890-1960; and
- Unit 4 - the Corn Law repeal of 1846.

**Mathematics**
The PPE consists of two papers

**Unit 3 Pure Mathematics** (2 hours 30 mins)
- Sequences and series (including arithmetic progressions, geometric progressions, sigma notation, binomial expansion);
- Algebra and functions;
- Trigonometry; and
- Differentiation.

**Unit 4 Applied Mathematics** (1 hour 45 mins)

**Statistics**
- Conditional probability;
- Uniform distribution;
- Normal distribution;
- Modelling with probability;
- Correlation coefficients; and
- Hypothesis testing (mean of a normal distribution, correlation coefficients).

**Mechanics**
- Forces

**Further Maths**
The PPE consists of three papers, each of length (1 hour 30 mins)

**FM Unit 1 Pure Mathematics**
- Mathematical induction;
- Summation of finite series;
- Complex numbers;
- Roots of polynomial equations;
- Matrices; and
• Vector geometry.

**FM Unit 2 Statistics**
• Mean and variance of linear combinations of independent random variables;
• Discrete probability distributions (general cases);
• Continuous probability distributions (general cases);
• Poisson distribution (linear combinations of variables, approximation to Binomial distribution);
• Exponential distribution;
• Pearson's product moment correlation coefficient;
• Spearman's rank correlation coefficient;
• Least squares regression line; and
• Chi-squared testing (contingency tables, goodness of fit).

**FM Unit 3 Mechanics**
• Momentum and impulse;
• Hooke’s Law;
• Work, energy, power;
• Motion in a horizontal circle;
• Motion in a vertical circle; and
• Applications of vectors.

**Media Studies**
(1 hour 40 mins)
**Section A** Crime
Revise gender representation for all three of your set texts. Revise representations, theorists and social and historical contexts.

**Section B** Magazines
Students need to revise the advertising industry, in particular the industry context of Cosmopolitan and Adbusters and how they use advertising. They should revise audience theory to support their argument.

**Music**
(2 hour 15 mins)
A2 Appraising Paper Unit 6 PPE Jan 2020. Revision suggestions

**Section 1: Area of study F**
• Strand 1: Impressionism
  • Reflets Dans L’eau analysis
    • Melody
    • Dynamics
    • Tonality
    • Harmony

**Essay** Briefly discuss the various ways in which Debussy and Ravel musically illustrate the descriptive/programmatic elements (including word painting in the song in Debussy’s Reflets Dans L’eau, Colloque Sentimental and Ravel’s Prelude from Ma Mere L’Oye

**Section 2: Area of study F: Strand 4**
• American Musical Theatre
  • Scale
  • Melody
  • Harmony
  • Structure
  • Metre/rhythm
  • Tonality
  • Melody

**Essay** Sondheim’s use of melodic material and harmony to illustrate both the lyrics of the song and the character/feelings of the character. Plus other features that reflect his musical style generally (e.g., rhythm and other elements)

**Section 3: Area of study E**
• The Symphony

**Unprepared extract**
• Chords
• Dictation – rhythm and pitch
• Errors and correction

**Brahms Symphony No1 Movement 4**
• Structure
• Harmony/Tonality
• Analysis
• Compositional devices

**General Symphony essay**
• Symphonies from 1830-1910
• Expansion of the orchestra and development of instruments

**Physical Education**
(2 hours)

**1.1 Short Term Responses and Long Term Adaptations to Exercise**
(a) Understanding of the Short term responses to exercise including: Cardiovascular; Respiratory; Neuro-muscular; steady state and VO2 max
(b) Understanding of the Long-term adaptations to exercise including: Musculo-skeletal system; Cardio-respiratory system; the effects on VO2 max; How different methods of training (aerobic and anaerobic) cause long term adaptations to body systems

**1.2 Diet, Nutrition and Performance**
(a) Understand diet, nutrition and performance including: Variations in diets; carbo-loading
(b) Understanding Carbo-loading including: Carbo-loading; Pre-competition meals and the use of isotonic and electrolyte drinks prior to and during competition,
(c) Understand the role of supplementations in sport including: The role of supplementation in sport, both positive and negative aspects. Illegal aids – anabolic steroids, erythropoietin (EPO), stimulants (ephrine), human growth hormone and blood doping. The impact these have on performance and the potential long-term risks. The use and misuse of supplements and ergogenic aids to training: Protein, (whey and casein) Creatine, Caffeine.

**1.3 Biomechanical Principles**
(a) Understanding Newton’s Laws of motion including: Newton’s three laws of motion and their application within sport
(b) Understanding Momentum, impact and impulse including: Define the terms momentum (a product of a moving object’s mass and velocity), impact and impulse. Impulse as a vector quantity. Force – time graphs; how to interpret information from a force/time graph
(c) Understanding stability including: Define Stability and explain its link with base of support and centre of mass. Stable, unstable and neutral equilibrium. Factors affecting stability;
(d) Understanding projectile motion including: Gravity and weight: factors affecting the flight of an object - velocity, height of release and air resistance. The different between parabolic and asymmetric flight paths. Lift forces; Spin: Magnus effect, Bernoulli principle; boundary layers
(e) Understanding fluid mechanics including: Fluid friction: factors affecting fluid resistance; laminar flow and turbulent flow and its effect on drag. Importance of streamlining in sport; air resistance

**2.1 Attitude**
(a) Understanding attitudes including: Origins of attitudes: prejudice and stereotyping. The components of attitudes: triadic model (cognitive, affective and behavioural)
(b) Understand the methods of changing attitudes including: From negative to positive. Factors that can affect the effectiveness of cognitive dissonance and persuasion

**2.2 Aggression and Social Facilitation**
(a) Understand the different types of aggression including: Definitions of aggression and assertion • Types of aggression; hostile and instrumental aggression and assertive behaviour
(b) Understand the theories of aggression including: Instinct theory and catharsis. Frustration-aggression hypothesis. Cue arousal and social learning theory
Understand the causes and management of aggression including: Physiological arousal. Underdeveloped moral reasoning. The factors that may cause increases in aggressive acts. Strategies for controlling aggression, both from the perspective of an individual and an organisation
(c) Understand the impact of social facilitation including: Positive and negative effects of the presence of an audience on performance. Theories of social facilitation: drive theory, evaluation apprehension theory, distraction conflict theory, self-presentation theory. Home field advantage. Strategies that can be used to lessen the negative effects of the presence of an audience.

4.1 Ethics and deviance
(a) Understand ethics within sport including: fair play, sportsmanship and gamesmanship. An appreciation of the four dimensions of the sports ethic.
(b) Understand deviance within sport including: Define deviance within a sporting context. Relative and absolute deviance; criminal and immoral deviancy within sport. Violence; links to aggression, social facilitation, learned behaviour. Doping within sport. Strategies for eliminating the use of performance-enhancing drugs in sport.

4.2 Sport, Media, Commercialisation and Globalisation
(a) Understand the functions of the media including.
(b) Understand the relationship with media and sport including: the importance of the 'golden triangle'. Sport as an avenue for perpetuating stereotypes. The rise of social media within sport. The impact of the mass media on sport. The dramatisation of sport; sensationalising sporting contests. Sexploitation of female athletes.
(c) Understand the impact of commercialisation on sport including: Notion of sport as a commodity. Consumerism – market forces/sport industry influences. The different ways of sponsoring; individual, team, stadia and competition sponsorship. Americanisation and its impact on sport.
(d) Understand the impact of globalisation on sport including: Giddens' definition of globalisation; Three levels of globalisation; creation of global sporting competitions, the development of satellite communications and growth of the sporting goods market (Cashmore). Globalisation as a mechanism of financial gain. Consequences of globalisation; global migration of players, coaches and expertise; creation and celebrity nature of global superstars and teams. Links between globalisation and the growth of media.

Physics
(2 hours 15 mins)
- 3.1 circular motion;
- 3.2 vibrations;
- 3.3 kinetic theory;
- 3.4 thermal physics;
- 3.5 nuclear decay;
- 3.6 nuclear energy; and
- The case study is on particle physics (unit 1).

Psychology
(2 hours 30 mins)
Unit 3: Psychology: Implications in the real world.
- The PPE exam will require you to answer a Unit 3 exam paper.
- There are 2 sections; section A and section B. Section A will require you to answer questions about the application of psychology and section B will require you to answer one controversy question from a choice of two.

Section A
- Question 1 Will be on the topic of addiction and will require you to answer parts a, b and c.
  - 1a (10 marks) will focus on describing social psychological explanations of addiction.
  - 1b (5 marks) will focus on applying biological explanations to treatment of addiction.
  - 1c (10 marks) will focus on evaluating methods of modification of addiction.
- Question 2 will be on the topic of schizophrenia and will require you to answer parts a and b.
  - 2a (10 marks) will focus on the description of the clinical characteristics of schizophrenia.
  - 2b (15 marks) will focus on evaluation of the individual differences explanations of schizophrenia.
- Question 3 will be on the topic of autism and will require you to answer parts a and b.
  - 3a (10 marks) will focus on descriptions of autism.
  - 3b (15 marks) will focus on evaluating biological explanations of autism.

Section B
- You can answer one of two questions.
  - 4 (25 marks) will focus on analysis and evaluation of cultural bias in psychology.
  - 4 (25 marks) will focus on the ethical costs of conducting psychological research.
- Sociology (Length of Exam: 2hrs)
Unit 3: Power and Control
You will be required to answer two sections. The compulsory section will consist of part a (i) and (ii) and are worth 10 and 20 marks consecutively.
For the second section, you must select one question from a choice of 2. Both are worth 40 marks and both test your ability to assess/evaluate.
The paper is 2 hours. Spend 20 minutes on Section A part (i), 30 minutes on (ii) and 1 hour and 5 minutes on section b (5 minutes planning). The remaining time should be used to proof-read and make any final adjustments.

Section A (compulsory question)
(i): This question tests your knowledge of key terms, patterns and concepts we have studied. For this question, you should be able to explain the term white-collar crime and use different theories that will help support your answer.
(ii) This question will ask you to outline and explain reason for the link between working class appear to commit more crime. You need to draw upon theories and statistics to support your claim.

Section B
•Section 2 (Option 1): This question will ask you to assess the use official crime statistics in England and Wales are whether they are an accurate measure of actual crime. [40]
You should prepare studies and evidence to support these theories and be aware of their associated strengths and weaknesses.
(Option 2): This question will ask you to evaluate interactionist view on crime. You will be expected to evaluate the strengths and weaknesses of the theory.
Both questions will require you to revise all of the following theories: Functionalism, Marxism, Neo Marxism, Interactionism, Postmodernism, Subcultural and Structural and Right and left Realism

Religious Studies
(2 hours)
Students will be required to answer 1 A question and 1 B question for Buddhism and an A question and B question for Ethics
The Buddhism topics will be
• The role and importance of the Vinaya Pitaka;
• The Themes of Mahayana scriptures and their relevance today; and
• The Mindfulness Movement and the extent to which it can be deemed 'Buddhist'.
The Ethics topics will be
• Meta Ethics –Naturalism, Emotivism and Intuitionism and their relative strengths/weaknesses;
• Finnis’ Natural Law and how it responds to Capital Punishment; and
• The strengths and weaknesses of Finnis’ theory.

Sociology
(2 hours)
Unit 3: Power and Control
You will be required to answer two sections. The compulsory section will consist of part a (i) and (ii) and are worth 10 and 20 marks consecutively.
For the second section you must select one question from a choice of 2. Both are worth 40 marks and both test your ability to assess/evaluate.
You should spend 20 minutes on Section A part (i), 30 minutes on (ii) and 1 hour and 5 minutes on section b (5 minutes planning). The remaining time should be used to proof-read and make any final adjustments.

Section A (Compulsory Question)
(i): This question tests your knowledge of key terms, patterns and concepts we have studied. For this question, you should be able to explain the term white-collar crime and use different theories that will help support your answer.
(ii) This question will ask you to outline and explain the reasons why working class appear to commit more crime. You need to draw upon theories and statistics to support your claim.

Section B
• Section 2 (Option 1) This question will ask you to assess the use official crime statistics in England and Wales are whether they are an accurate measure of actual crime. [40]
You should prepare studies and evidence to support these theories and be aware of their associated strengths and weaknesses.
(Option 2) This question will ask you to evaluate interactionist view on crime. You will be expected to evaluate the strengths and weaknesses of the theory.
Both questions will require you to revise all of the following theories; Functionalism, Marxism, Neo
Marxism, Interactionism, Postmodernism, Subcultural and Structural and Right and left Realism.

**Welsh**
(2 hours – 2 Papers each)

**Unit 5**

Question 1
- Welsh Language in Society.
- 1 passage to be written on Aspects of Welsh in Contemporary Welsh society. ie The role of The
  Welsh
- Commissioner/The importance of Welsh language skills for work.
- 1 passage to be written on the student’s personal use of Welsh with technology.

Question 2
- Translanguaging.
- A personal response in the form of a formal letter on the
- topic ‘Should the school day start later?’

**Unit 6**

Question 1
- Language/Grammar tasks
- An e-mail response to an advertisement.
- Changing 10 elements of a passage from the 1st person to the 1st person plural.

Question 2
- Short story tasks:
- A context question based on the short story ‘Pwy fyth a fyddai’n fetel’?
- Dealing with aspects of the Content.
- Dealing with aspects of Style within the story.
- Dealing with the Synoptic aspect of the works covered at AS and A2 level.
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).