






INTRODUCTION

Below are the five core revision strategies covered in this booklet. They are proven to improve learning and will help you make the most of your revision time. It is important that over the next few weeks you try them out, reflect on what works best for you and build a revision routine you can stick to.

Revision strategy	Image	Pages
Look-cover-write check correct		4 – 7
Flash cards		8-9
Summarising		10 - 13
Effortful use of AI		14 – 17
Past papers		18

WHICH APPROACH IS BEST FOR EACH SITUATION?





“I can’t remember much of the information.”	Use look–cover–write–check–correct or flash cards.
“I can remember the main things, but I need to improve my understanding.”	Use summarising (then self-test).
“I don’t understand it yet, or I missed part of the learning.”	Use an effortful AI task (then self-test and correct).
“I can remember it, but I need more practice applying it.”	Use past-paper questions.

USING YOUR REVISION HANDBOOK

Preparing well for your KASTs doesn't happen overnight. Remembering the key information you need for your exams takes time, practice and effort. How confidently you can recall what you've learned depends on two things:

- How hard you work in lessons
- The revision strategies you use at home






This handbook will help you choose and use revision methods that are proven to be effective. The approaches in this handbook can be used across all of your subjects. Before you start the strategies, think about these four steps to create the best conditions for successful revision.

<p>1. Remember that revision should be effortful</p> <p>Effective revision is active, not passive. You will not remember information well if you only copy notes from your exercise book, revision guide or knowledge organiser. Good revision should make you think hard - testing yourself, recalling from memory and focusing on improving what you don't know yet. Effortful practice is how learning sticks. If you revise using the strategies in this handbook, you will improve your exam performance and develop study skills that will help you in the next stage of your education.</p>	
<p>2. Have a routine and a plan to help manage your time</p> <p>Set aside a regular time each evening for homework and independent study. Aim to spend 60–90 minutes per day on homework and revision at home.</p> <p>In this handbook, you will also plan your revision schedule from now until the mocks. This will help you build habits you can then use to plan revision from March until your final exams.</p>	
<p>3. Take pride in your work</p> <p>Take pride in the way you present your revision. Whatever method you use, make sure your work is:</p> <ul style="list-style-type: none"> • Dated and titled with the subject and topic • Neat and easy to follow • A sensible amount (enough to be useful, not rushed or half-finished) <p>Try to keep your revision in one place rather than on loose sheets that can get lost. Use a notebook/exercise book, or store paper revision securely (for example, in a folder or plastic wallet) so you can return to it later.</p>	
<p>4. Create the right environment</p> <p>When you study at home, choose a suitable place to work and remove distractions. Phones are one of the biggest barriers to focus, so keep yours out of reach or in another room. A quiet, tidy space helps you concentrate and work more efficiently. Where possible, sit at a desk or table rather than on your bed or sofa. If you like listening to music, choose calm, lyric-free music. Music with words can make it harder to concentrate and remember information.</p>	

Methods of revision that are less effective: if revision methods feel easy, they are unlikely to help you remember successfully.






Just reading over your notes	Just highlighting or copying out your notes without thinking about what you're doing	Just listening to or watching revision information without following this up with an activity
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Methods of revision that are proven to be effective: quality revision requires effort and thought.







Look-cover-write-check-correct	Flashcards and quizzing	Summarising	Effortful use of AI	Past papers
				






METHOD ONE: USING LOOK-COVER-WRITE-CHECK-CORRECT

LOOK-COVER-WRITE-CHECK-CORRECT SHOULD BE USED TO HELP YOU LEARN AND REMEMBER KEY CONTENT

<p>1. LOOK</p>	<ul style="list-style-type: none"> •Focus on one small chunk of information at a time (e.g. a keyword, short definition, a section in the knowledge organiser, a paragraph in a revision guide or a process). •You can read it out loud to improve memory and recall. 	
<p>2. HIGHLIGHT</p>	<ul style="list-style-type: none"> •Only highlight key words or phrases – not whole paragraphs. •Use highlighting to help break down complicated information into the key points. 	
<p>3. COVER</p>	<ul style="list-style-type: none"> •Fully cover the original information so no part is visible. Turn over the page or cover with a sheet of paper. •Take a short pause and think about the key points in your mind before moving on. 	
<p>4. WRITE</p>	<ul style="list-style-type: none"> •While the information is covered write down what you can remember. You may want to say it out loud before you write. •No copying! Don't look back until you've finished writing - recalling from memory is essential to strengthen learning. 	
<p>5. CHECK</p>	<ul style="list-style-type: none"> •Look back at the original information and compare it carefully. Underline or circle any mistakes in a purple pen. It should be exactly as it is written in the original text. •Add anything you are missing and make any corrections using your purple pen. •Repeat the process until you can recall the information accurately without support. 	

HOW TO USE LOOK-COVER-WRITE-CHECK-CORRECT EFFECTIVELY

	<p>Preview the page or topic first to get a sense of what's most important.</p>
	<p>When you've finished, use coloured pens or highlighters to separate what you know and what needs further revision.</p> <ul style="list-style-type: none"> • <i>Use green to highlight or underline what you know well – this boosts confidence.</i> • <i>Use orange for what you sometimes forget – this signals it needs to be reviewed.</i> • <i>Use red for what you don't know yet – this helps prioritise what to revise next.</i>
	<p>Saying the information out loud before writing it down can help to strengthen the memory.</p>
	<p>You could use diagrams or sketches in your writing as it will help you to remember it and space out your revision. Return to tricky topics a week later to see if you can remember them.</p>
	<p>Don't just copy out information. This won't help you to remember it.</p>
	<p>Don't skip the careful correction process. Make sure you correct your work and add anything you are missing in a different coloured pen – this is what you still need to learn.</p>

Subject terminology		Definition
*Line	A line is a single row of words in a poem. A line does not have to be a full sentence. There can be any number of lines in a poem, and they do not all need to be the same length.	
*Mood	The mood is the overall feeling created by the poet for the reader e.g. a mood of sadness or fear.	
*Persona	A persona is a specific character taken on by a poet . It comes from the Latin for 'mask'. Using different personas gives poets the opportunity to become someone else and share their story, or to present a subject from a different point of view.	
*Speaker	The narrator, or voice in the poem. The poet might not necessarily be the speaker of the poem.	
*Stanza	A 'paragraph' in a poem. It is a grouped set of lines within a poem, usually separated from other stanzas by a space.	
Tone	The tone of a poem is the poet's attitude toward the subject they are writing about e.g. a critical, celebratory or angry tone.	
Key events/ ideas	Explanation	Themes
French Revolution	The French Revolution was a period of time in France when the people overthrew the monarchy and took control of the government. The French Revolution lasted 10 years from 1789 to 1799. It began on July 14th, 1789 when revolutionaries stormed a prison called the Bastille.	<p>Identity</p>  <p>Identity is heavily shaped by painful experiences. Identity is influenced by your place of birth and culture. Identity can also be determined by others. Identity is something which can be a struggle to establish or maintain a sense of – particularly when confronted with different societies and attitudes. Identity can be seen as fragile and difficult to define in some of the poems.</p>
World War One	World War One was a major conflict fought between 1914 and 1918. A lot of the war was fought using trench warfare along the Western Front. The armies hardly moved at all. They shelled and shot at each other from across the trenches.	<p>Memory</p>  <p>Memory is something that is deeply unreliable. Memories can cause tremendous suffering. The memory of an event can become more painful than the event itself. Memories encourage regret. Memory is presented as something which is very powerful and at times overpowering. Memories can change the way we view the world or our situations.</p> <p>Nature</p>  <p>Nature is all powerful and should be respected. The power of nature transcends the power of humans. Nature can be destructive and vengeful. Nature can instil fear within us, as well as providing us with otherworldly experiences.</p> <p>War</p>  <p>War favours the collective over the individual - individuals' suffering and sacrifice is seen as necessary if wars are to be won. In war, heroism and patriotism are myths; survival and fear are the reality. Wars end, but suffering does not.</p>
Romanticism	A movement in literature and art during the late 18th and early 19th centuries that celebrated the power of nature and the imagination over industrialisation and science. It explored such ideas as individual freedom, revolution and the lives of people marginalised in society.	<p>Power</p>  <p>Power can be used by individuals to manipulate and control others. Power can be abused to limit the opportunities of groups within society. Power corrupts. The power of humans is always fleeting when compared to the power of time and nature.</p>

WORKED EXAMPLE - LOOK, COVER, WRITE, CHECK, CORRECT

Key events/ ideas	Explanation
French Revolution	The French Revolution was a period of time in France when the people overthrew the monarchy and took control of the government. The French Revolution lasted 10 years from 1789 to 1799. It began on July 14th, 1789 when revolutionaries stormed a prison called the Bastille.
World War One	World War One was a major conflict fought between 1914 and 1918. A lot of the war was fought using trench warfare along the Western Front. The armies hardly moved at all. They shelled and shot at each other from across the trenches.
Romanticism	A movement in literature and art during the late 18th and early 19th centuries that celebrated the power of nature and the imagination over industrialisation and science. It explored such ideas as individual freedom, revolution and the lives of people marginalised in society.

Here is an example of a look-cover-write-check-correct from a GCSE English knowledge organiser.

23rd January 2026
Power and Conflict Poetry

French Revolution

The French Revolution was a period of time when the people overthrew the monarchy. The French Revolution lasted 10 years from 1789 to 1799. It began on the 14th July 1789 when revolutionaries stormed a prison called the Bastille.
*and took control of the government

World War one

World war one was a major conflict fought between 1914 and 1918. A lot of the war was fought ~~trenches~~*. The armies hardly moved at all. They shelled and shot each other across the trenches.
* using trench warfare across the Western front.

Romanticism





A movement in literature and art during the late 18th and 19th centuries that celebrated the power of nature and ~~and science~~ imagination over industrialisation. It explored ideas such as individual freedom, revolution and the lives of marginalised people in society.

Note that in all three sections some information was missing, or slight mistakes had been made – this has been added to the text after checking the original knowledge organiser sections.

METHOD TWO: USING FLASH CARDS FOR HOMEWORK AND REVISION



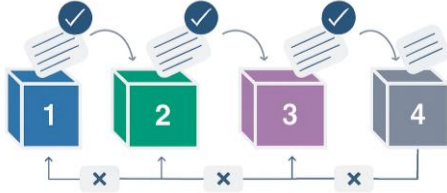
CREATING FLASH CARDS

Flash cards promote studying through active recall, which is one of the practices through which our brains learn most effectively. Create powerful flash cards by using the following tips.

<p>CREATE YOUR OWN</p> <ul style="list-style-type: none"> • Create your own revision cards, it will help you retrieve information. • Add the question to the front, and the answer to the back. 	
<p>USE MNEMONIC DEVICES</p> <ul style="list-style-type: none"> • If the answer contains a lot of information or parts to remember, use mnemonic devices to help you remember important points about your subject. 	
<p>ONE POINT</p> <ul style="list-style-type: none"> • Stick to one point per card. • It's important not to overload them with too much information. 	
<p>EXAMPLE FLASH CARD QUESTION: Q: <i>What are the elements of an animal cell?</i> A: NCCMM <i>Nucleus, Cytoplasm, Cell Membrane, Mitochondria</i></p>	




USING FLASH CARDS EFFECTIVELY

Recalling your flash cards from memory is more powerful than copying from them. The Leitner System (below) is a great technique.

<p>PREPARE</p> <ul style="list-style-type: none"> • Create your flash cards. Remember to keep them simple: use mnemonic devices and stick to only one point per card. • Find some boxes or cups (4 or 5). Label them up. • Place all your flash cards in box 1 to start. 	
<p>REVIEW</p> <ul style="list-style-type: none"> • Review your flash cards. Look at the front (the question) and try to recall the answer without looking at the back (the answer). • If you answer correctly, place the card in box 2. If you answer incorrectly, return the card to box 1. 	
<p>PROGRESS</p> <ul style="list-style-type: none"> • Review the cards in box 1 at the start of every study session. • Review cards in box 2 less frequently (e.g. once every 2 or 3 sessions). • If you answer a card correctly in box 2, move it to box 3. • If you answer incorrectly, return it to box 1. 	
<p>KEEP GOING</p> <ul style="list-style-type: none"> • Continue moving flash cards to higher boxes (box 3, box 4, etc.) as you recall them correctly. • Flash cards in higher numbered boxes should be reviewed less frequently. • As you learn new material, add new flash cards to box 1. • Keep the system going, regularly cycling through all the flash cards based on how well you know each one. 	

16. HARD ENGINEERING

Hard Engineering involves building artificial structures which try to control coastal erosion.

Strategy	How it works	Advantages	Disadvantages
 Sea Walls	Concrete wall placed at the base of cliffs, curved to reflect waves to sea.	<ul style="list-style-type: none"> Gives people a sense of safety and security. Tend to have a long life-span and provide excellent defence where wave energy is large. Creates a promenade for tourists. 	<ul style="list-style-type: none"> Very expensive to construct and maintain. Sea walls can destroy cliff habitats. They restrict access to the beach.
 Rock Armour	Piles of large boulders at the foot of the cliff, rocks absorb wave energy.	<ul style="list-style-type: none"> It is cheap compared to constructing a sea wall. Quick and easy to construct. Extends the life of sea walls. 	<ul style="list-style-type: none"> Costs increase when the rock is imported. Rock armour looks unattractive and trap litter. Access to beach can be affected.
 Gabions	Rock filled wire cages placed at the base of a cliff.	<ul style="list-style-type: none"> Cheap and easy to construct. Quick to build and cheap to maintain. They blend in when sand is blown on them, or when vegetation grows on them. 	<ul style="list-style-type: none"> Damaged gabions are unsightly Birds may get their feet stuck in them and they become dangerous to wildlife.

WORKED EXAMPLE – FLASH CARD

Below is an example of a flashcard about hard engineering structures to control coastal erosion from the Geography GCSE knowledge organiser.

Example flash card question



What are the advantages of sea walls?

Example answer with a mnemonic



S-L-E-P-T

Safety – sense of security

Lifespan – last a long time

Excellent defence – where wave energy is large

Promenade for **t**ourists

Task: Trial the method in the space below – choose one other strategy from the Geography knowledge organiser and create a flashcard about it. Try to include a mnemonic if you can.

Write your question here







Write your answer here – include a mnemonic if you can









METHOD THREE: SUMMARISING

SUMMARISING WITHOUT JUST COPYING

1. IDENTIFY THE KEY POINTS	<ul style="list-style-type: none"> Read through all of the information and highlight key information. 	
2. MODIFY THE INFORMATION	<ul style="list-style-type: none"> Use your own words and images in your summary. Avoid copying sentences directly. Rewrite ideas in a way that makes sense to you – include images to aid your memory or a mnemonic. 	
3. TRIM IT BACK	<ul style="list-style-type: none"> Keep your summary concise. Eliminate unnecessary words and examples. Aim for a short, clear version of the original content. 	
4. LIST IT	<ul style="list-style-type: none"> Use bullet points or numbered lists. This makes information easier to read and remember. This also helps to break down complex ideas. 	

HOW TO USE SUMMARISING EFFECTIVELY

	<p>As you are reading through the information at the start of the process focus on the 5Ws: Ask yourself: Who? What? When? Where? Why? This helps ensure you cover essential details.</p>
	<p>Use paraphrasing by writing in your own words to express ideas in a shorter, simpler way.</p>
	<p>Use acronyms and mnemonics to help you remember key facts.</p>
	<p>Try and explain your summary to a friend or family member.</p>
	<p>Don't just copy out all the information. This won't help you to understand or remember it.</p>
	<p>Don't use complicated words you don't understand. Use simple, clear language that makes sense to you.</p>

WORKED EXAMPLE

Below is a summary of the information of this section of the GCSE Biology knowledge organiser.

Normal Nerve Response	Tongue	Taste	Chemical substances
Table 1.1 <i>Sensory organs and their stimuli</i>			
A normal nerve response follows the same pathway every time. A stimulus (a change in the environment) is detected by a receptor (sense organ). This converts it into an electrical impulse and sends the impulse down the sensory neurone to the Co-ordinator (CNS - brain and spinal cord). The brain makes a decision and sends a nerve impulse down the motor neurone to the effector (muscle or gland). Learn this order (summarised below).			
Stimulus	→ Receptor	→ Sensory Neurone	→ Coordinator CNS
→ Motor Neurone		→ Effector	→ Response

26th January 2026

Normal nervous response

Successful Students Revise, Summarised Notes Cause Marvellous Exam Results

- Same pathway every time.
- Stimulus detected by receptor.
- Electrical impulse down to sensory neurone to co-ordinator.
- Decision sent as a nerve impulse down the motor neurone to effector.
- This leads to a response

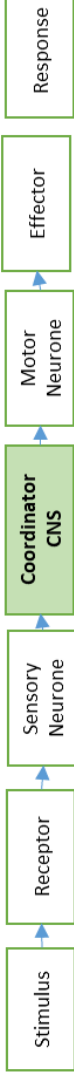
B5 Homeostasis and the Nervous system

1.2 The nervous system

The nervous system allows organisms to react to their surroundings and coordinate their behaviour.

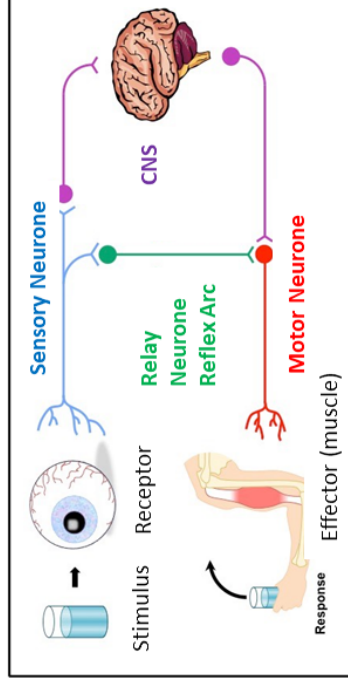
Normal Nerve Response

A normal nerve response follows the **same** pathway every time. A **stimulus** (a change in the environment) is detected by a **receptor** (sense organ). This converts it into an electrical impulse and sends the impulse down the **sensory neurone** to the **Co-ordinator** (CNS - brain and spinal cord). The brain makes a decision and sends a nerve impulse down the **motor neurone** to the **effector** (muscle or gland). Learn this order (summarised below).



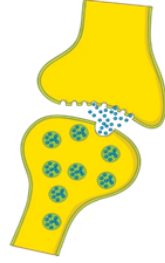
Reflex Arc (action)

- CNS not involved – brain not included in response made
- **Advantage – response is quicker!**
- **More likely to survive a dangerous situation!**
- The order of a relay arc is shown below, notice there is **only one change** from a normal nerve response! Learn this order.



Synapse – The gap between two nerves/neurones.

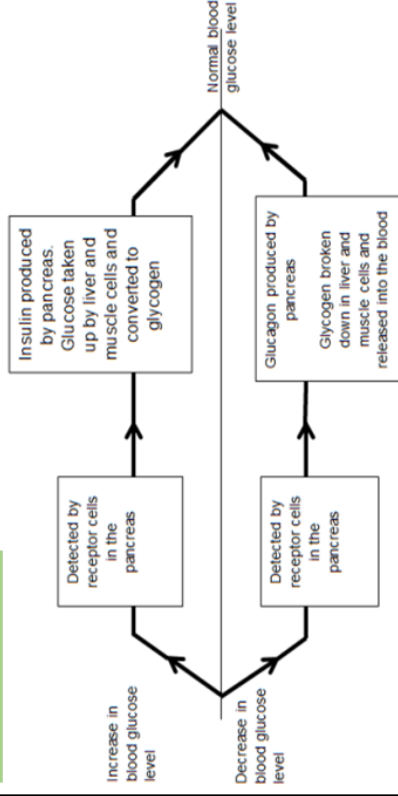
1. Electrical impulse reaches end of neurone.
2. Stimulates release of a neurotransmitter (chemical).
3. Neurotransmitter (chemical) diffuses across the gap (synapse)
4. Neurotransmitter (chemical) attaches to receptors on the next neurone
5. Stimulates a new electrical impulse in the next neurone



1.1 Homeostasis

Homeostasis is the regulation of the internal conditions of a cell or organism.
Homeostasis maintains optimum conditions for enzyme action.

Blood Glucose



The human body also controls:

- Body temperature
- Water levels

The body systems that are responsible for homeostasis are





- The nervous system – uses electrical impulses to communicate.
- The endocrine system – uses chemical molecules to communicate.
- chemicals are released by glands

Type of Effector	Effect
Muscle	Contract and relax for movement
Gland	Release a chemical / hormone.

METHOD FOUR: EFFORTFUL USE OF AI

APPROACH ONE - TEACH IT TO ME LIKE I'M 10 AND THEN TEST ME

AI can be a useful tool to support your revision, but it is not always accurate - use it to supplement your learning, not replace it. Always check any information it gives you against your notes, textbooks or with your teacher. Do not upload personal data or anything you are not allowed to share.

1. IDENTIFY THE TOPIC	Ask AI e.g. ChatGPT to teach you a topic like you are 10 Ask it to check your understanding through comprehension questions and then a GCSE style question.	
2. USE THE CORRECT EXAM BOARD	<ul style="list-style-type: none"> • Make sure that you specify that it should be from the exam board you are doing. • You can check this on the final examinations date list at the end of this booklet (page 22). 	
3. EXAMPLE PROMPT	<ul style="list-style-type: none"> • Teach me about the Prague Spring for GCSE EdExcel History like I'm 10. After the information, provide comprehension questions to check my understanding. Once I have answered these give me feedback on my answers. Then provide an example GCSE-style question which I will answer. Provide feedback on my answer to this GCSE question. 	
4. COMPLETE THE TASKS AND NOTE DOWN KEY LEARNING	<ul style="list-style-type: none"> • Complete the tasks as guided by the AI • After completing this note down your key learning on paper, including the main points you've revised and any areas that you need to improve. 	

WORKED EXAMPLE

Prompt: Teach me about the Prague Spring for GCSE EdExcel History like I'm 10. After the information, provide comprehension questions to check my understanding. Once I have answered these give me feedback on my answers. Then provide an example GCSE-style question which I will answer. Provide feedback on my answer to this GCSE question.



AI response

Prague Spring (1968) — explained like you're 10 (GCSE Edexcel)

1) What was Czechoslovakia like before 1968?

Czechoslovakia was a **communist country** in Eastern Europe.

That meant:

- The **Communist Party** controlled politics. The **government controlled the newspapers, TV and radio** (so people couldn't easily criticise leaders). People had **limited freedom of speech**. The country was strongly influenced by the **Soviet Union (USSR)**.

2) What does "Prague Spring" mean?

In **1968**, there was a time when things started to feel more hopeful and "fresh" in the capital city **Prague** (like springtime after winter). So people later called it the **Prague Spring**.

3) Who started the changes?

A new leader called **Alexander Dubček** became leader of the Communist Party in Czechoslovakia in **January 1968**.

Dubček still believed in communism, but he wanted a **kinder, freer version**. He called it:

"Socialism with a human face."

4) What changes did Dubček try to make?

He tried to reform the country by:

- Reducing censorship** (so newspapers could say more)
 - Allowing **more freedom of speech**
 - Letting people **criticise the government more**
 - Making the economy a bit less strictly controlled
 - Suggesting more choice and fairness in how the country was run
- This made lots of people in Czechoslovakia **excited and hopeful**.

5) Why did the USSR get worried?

The Soviet Union feared that if Czechoslovakia became freer, it might **leave the Soviet “sphere of influence”**. Other communist countries (like Poland or Hungary) might copy it. It could weaken Soviet control over Eastern Europe. The USSR believed it had the right to step in if a communist country might stop being communist. (This idea is often linked to the **Brezhnev Doctrine**.)

6) What happened in August 1968?

On **20–21 August 1968**, the USSR and other Warsaw Pact countries **invaded Czechoslovakia** with troops and tanks.

What people did:

Many protested, but mostly **peacefully**. Some tried to **confuse soldiers** (e.g., changing road signs). They didn't have the power to stop the army. Dubček was arrested and forced to agree to stop reforms.

7) What were the results (why it matters for GCSE)?

After the invasion:

- Dubček was removed later and replaced by leaders loyal to Moscow.
- The reforms were reversed (this period is often called “normalisation”).
- It showed the USSR would use force to keep control of Eastern Europe.
- It damaged the USSR's reputation worldwide and upset some communists in the West.
- It frightened other countries from trying similar reforms.

Comprehension questions (answer in short sentences)

Reply with your answers numbered **1–10**.

1. What kind of country was Czechoslovakia before 1968?
2. Who was Alexander Dubček?
3. What does “socialism with a human face” mean (in your own words)?
4. Give **two** reforms Dubček wanted.
5. Why were people in Czechoslovakia excited by these reforms?
6. What was the USSR scared might happen if Czechoslovakia became freer?
7. What happened on **20–21 August 1968**?
8. How did ordinary people respond to the invasion? (Give one example.)
9. What happened to Dubček after the invasion?
10. Give **one** reason the Prague Spring is important to Cold War history.

Student answers

1. Communist 2. Leader of Czechoslovakia 3. A nicer version of communism in which people would have more freedom 4. Reducing censorship and freedom of speech 5. It would give them more freedom and they were unhappy living under communism as it was before Dubcek 6. Other countries that were controlled by the USSR might follow their example and break away 7. The USSR invaded 8. They did not fight back but tried to confuse the invading soldiers by changing road signs 9. He was removed 10. It showed the USSR would use force to keep control of the countries in Eastern Europe

AI response - Feedback on your comprehension answers

You've got a really solid understanding — especially the **causes (why the USSR was worried)** and the **consequences (USSR using force to keep control)**.

Here's quick, precise feedback:

Communist ✅ Correct.

Leader of Czechoslovakia ✅ Mostly correct. Even better: he was **leader of the Communist Party** (effectively the main leader).

Nicer communism with more freedom ✅ Excellent — that's exactly the idea.

Reducing censorship + freedom of speech ✅ Great. (Freedom of speech isn't a “reform” on its own; it's the result of reforms like ending censorship — but your meaning is right.)

More freedom; unhappy with old system ✅ Strong explanation.

Other countries might copy and break away ✅ Spot on.

USSR invaded ✅ Correct — add the detail: **with Warsaw Pact troops and tanks** (20–21 Aug 1968).

Peaceful resistance; changed road signs ✅ Excellent specific example.

He was removed ✅ Correct. Extra accuracy: he was **arrested/forced to stop reforms**, and later **replaced by a pro-Soviet leader**.





Showed USSR would use force to keep control ✅ Perfect GCSE consequence point.

Now: an example Edexcel GCSE-style question

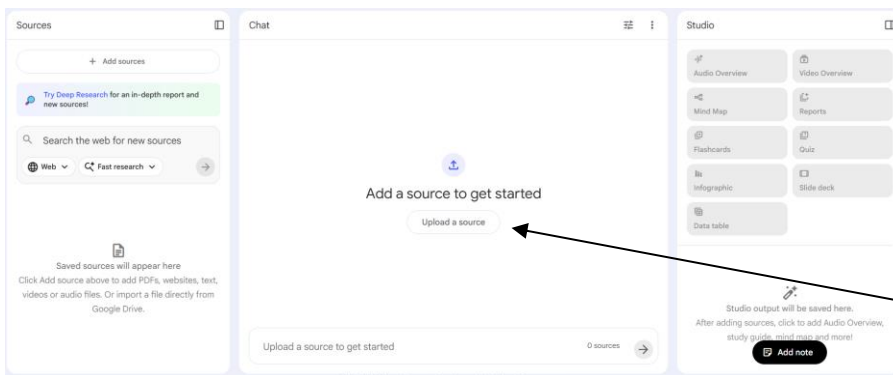
Explain one consequence of the Prague Spring (1968). (8 marks)

Reply with your answer and I'll mark it like an examiner and give you targets to improve.

GCSE students can use **Google NotebookLM** to turn their notes/PDFs into a **podcast** for revision — but the key is what you do *after* listening.

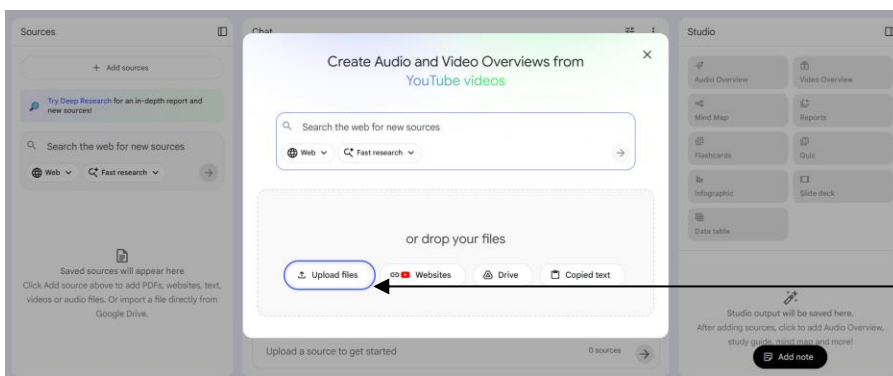
<p>1. UPLOAD YOUR NOTES</p>	<p>Upload your notes or PDF into Google Notebook LM. This can cover a whole unit of work well – approximately three sides of detailed notes.</p>	
<p>2. GENERATE THE PODCAST</p>	<ul style="list-style-type: none"> • Generate the podcast and listen carefully 	
<p>3. CHOOSE ONE EFFORTFUL WAY TO FOLLOW UP</p>	<p>Option A: Summarise (handbook approach)</p> <ul style="list-style-type: none"> • Identify key points as you listen (no full sentences copied). • Modify the information into your own words (add a quick diagram/mnemonic if helpful). • Trim it back so it's short, clear, and focused. • List it as bullet points/numbered steps you can revise from. <p>Option B: Make flashcards (handbook approach)</p> <ul style="list-style-type: none"> • Create a question on the front / answer on the back. • Keep to one idea per card (no overloaded cards). • Use mnemonics for lists or multi-step processes. • Self-test and repeat—this is what strengthens memory. 	 

WORKED EXAMPLE



Sign up for Google notebook LM – you will need to have a google account.

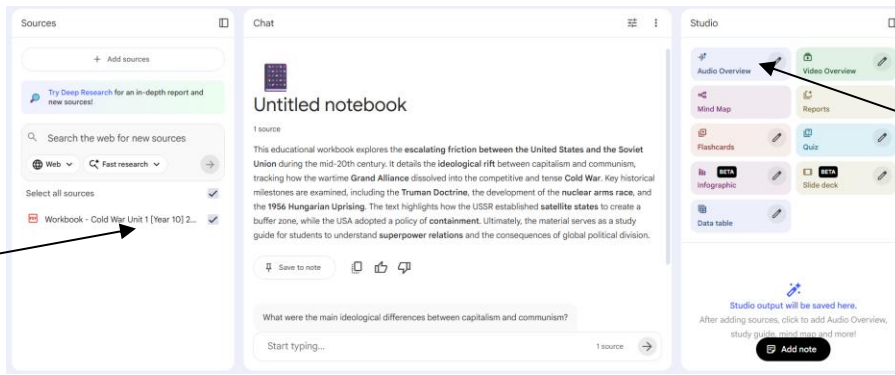
Once you have logged in you will need to upload a document – e.g. a section of a revision guide, a knowledge organiser or other resources that you have access to. This is called a 'source'.



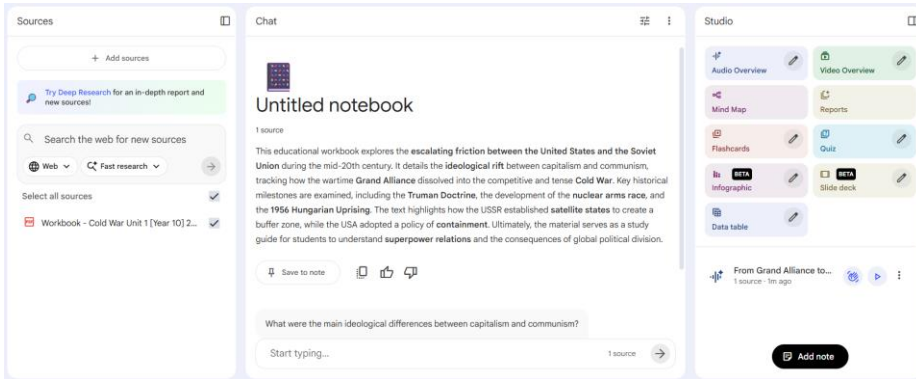
You will need to have the document (source) downloaded onto your computer.

From here click upload files and choose the document that you would like notebook LM to create a podcast about.

Once it has uploaded it will appear here. Notebook LM will create a short summary.



To create a podcast choose 'audio overview'.



Your podcast will appear here. This can be streamed or downloaded onto your device.





Following up listening to the podcast with an effortful activity

- Once you have listened, or as you are listening, it is important that you complete an activity that makes you think about the information.
- Creating summary notes or flash cards is an ideal way to make sure that you are thinking about the knowledge.
- You may want to listening to the podcasts when you are walking, exercising or travelling but it is important that this does not replace other forms of revision. Just listening will be less helpful than listening and completing follow up activities.

METHOD FIVE: USING PAST PAPERS

USING PAST PAPERS

Past papers are one of the best ways to revise because they help you to retrieve knowledge under pressure and get used to the layout and wording of real exam questions. The more familiar the paper feels, the more confident you will be on the day.

<p>1. CHOOSE THE RIGHT PAPER</p>	<p>Before you start, make sure you are practising the correct paper:</p> <ul style="list-style-type: none"> • Check the exam board and specification (use the list on page 22 to help with this). • Check it's the right paper/unit and tier (if your subject has tiers). • Start small if needed: you can practise one section or a set of questions rather than a full paper. 	
<p>2. SIT IT LIKE A REAL EXAM</p>	<p>To get the most benefit, you need to practise properly:</p> <ul style="list-style-type: none"> • Complete it in timed conditions using a timer. • Do it without notes, textbooks, or online help. • Put your phone away and work in a quiet space. • Treat it like a real exam: one attempt, no pausing, no “just checking”. 	
<p>3. ANSWER THE QUESTION THAT IS BEING ASKED</p>	<p>Past papers are not just about what you know, they're about how well you respond to the question. Read each question carefully and underline the command word (e.g. <i>describe, explain, compare, evaluate</i>). Underline any key details (time period, case study, method, quote, source, etc.). Use the number of marks to judge how much you should write. If you get stuck, move on and come back later - don't lose easy marks elsewhere.</p>	
<p>4. REVIEW YOUR ANSWERS WITH YOUR NOTES</p>	<p>In some cases you might be able to mark your work using a markscheme or getting your teacher to take a look. However, this will not always be possible. You can still improve a lot by checking your knowledge carefully. After you finish: Go back through your notes/knowledge organiser and check:</p> <ul style="list-style-type: none"> • What did you miss out? • What did you get wrong? • What did you write too vaguely? <ul style="list-style-type: none"> • Add missing facts, key vocabulary, and improved explanations in purple pen. • If you can, go back and have another go at your weaker questions at a later point. 	

PAST PAPER CHECKLIST

Before you start

- Correct exam board/specification and units (checked against the final exams list on page 22)
- Correct paper/unit and tier
- Timer ready and in a quiet space
- No notes / phone away

During

- Underline/highlight the command word and key details
- Use the marks to decide how much to write and how long to spend on each question. Don't overrun on one question
- If stuck, move on and return later

After

- Check your answers against your notes/knowledge organiser
- Add missing detail and improvements in purple pen
- Reattempt weak questions later (timed, no notes)