



# Year 13

# Exam Success Evening

Thursday 10th February 2022



# Programme of the evening

- 1. Revision strategies - what works?**  
Vicki Varney, Assistant Headteacher
- 2. The Secret to Exam Success**  
Dave Brentnall, Head of Chemistry and Principal Examiner for Edexcel IAL
- 3. How to be successful in English**  
Matt Male, Subject Leader of KS5 English and Media
- 4. How to successfully structure essays**  
Rachael Gowdridge, Faculty Leader of Humanities
- 5. Using relaxation techniques to make the most of your revision time**  
Ebony Pulling, Subject Leader of Social Sciences



# Vicki Varney





## Did you know...?

- In 2021, 76% of BGLC students went to University, of which 33% secured a place at a Russell Group University. The national figure was 47%.
- 21% of BGLC students gained an Apprenticeship or entered employment.



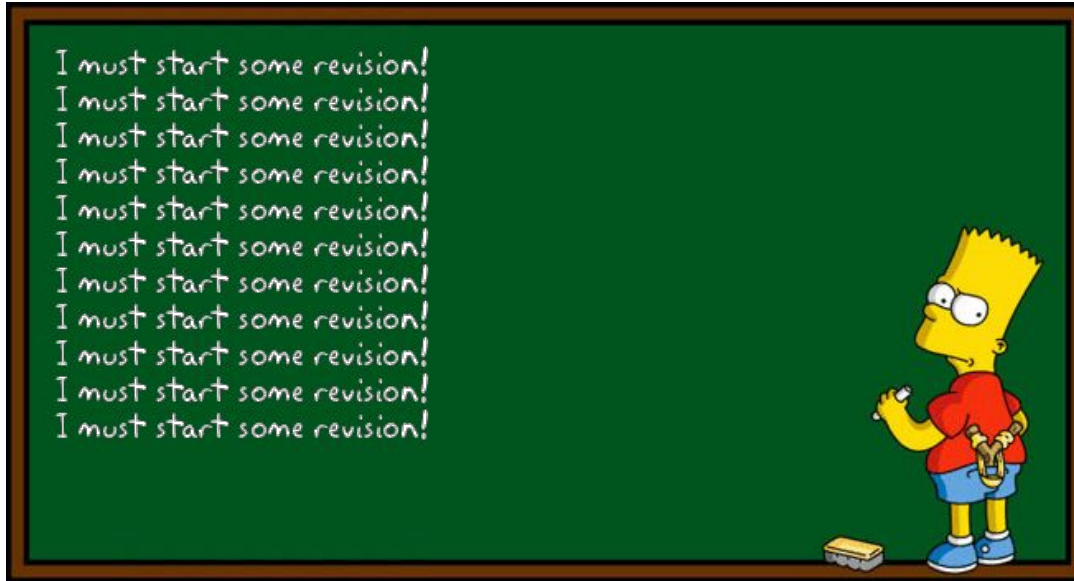
**SUCCESS IS THE SUM OF  
SMALL EFFORTS REPEATED  
DAY IN AND DAY OUT**

 Lifhack





# Revision strategies - what works?





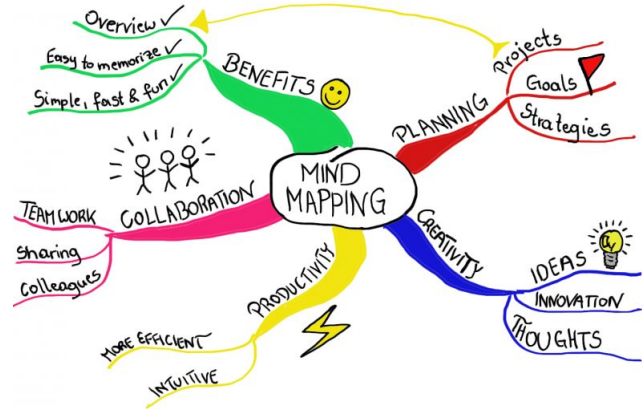
Active not passive

## 5 key revision strategies



# 1. Retrieval practice

- Mind map from memory
- Quick quizzes
- Self-testing
- Use cues (e.g. images) to trigger answers
- Group discussions
- Essays

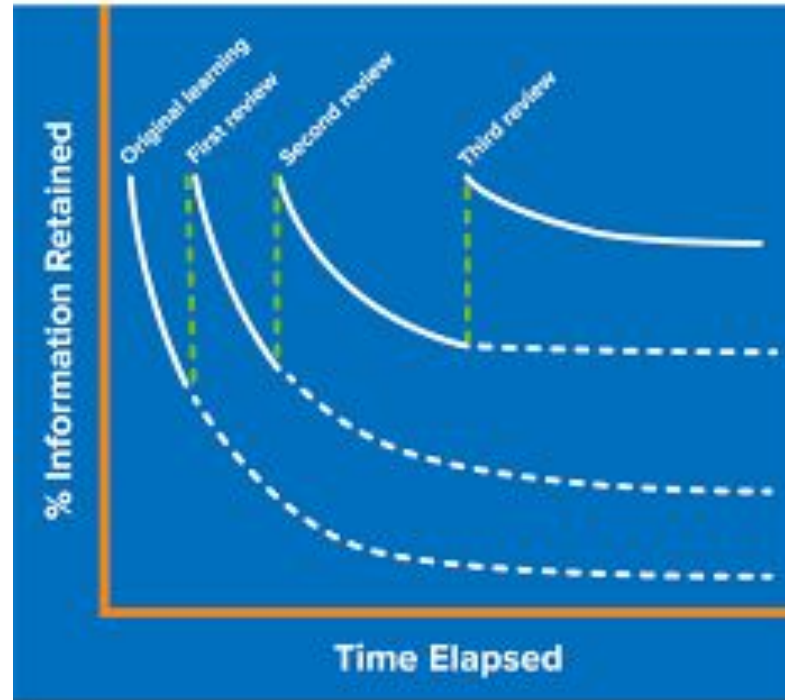






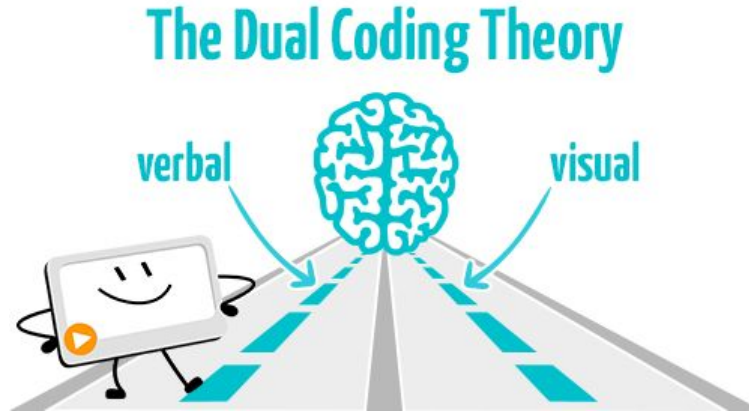
## 2. Spaced practice

- Have some time to forget



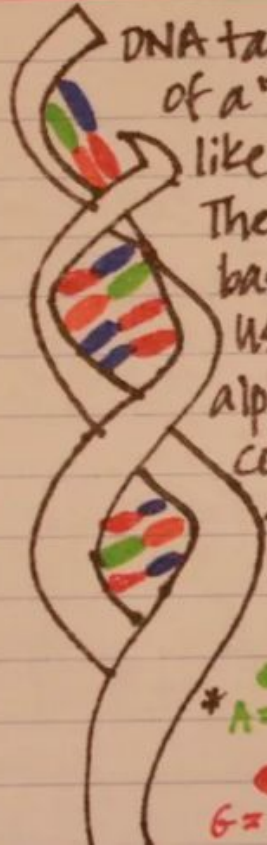
### 3. Dual coding theory

Combining verbal and visual input ***increases*** learning.



Gives students two ways of remembering the same information.





DNA takes the shape of a "double helix," like a twisted ladder.

The rungs are DNA bases (A, T, G + C).\*

Using this 4-letter alphabet, DNA provides coded instructions for building bodies and maintaining them.

\* A = ADENINE + T = THYMINE  
G = GUANINE + C = CYTOSINE

codes for proteins.

replicates with each cell division (mitosis)

DNA\*

mutates during meiosis.

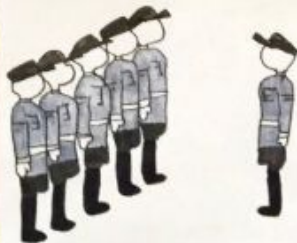



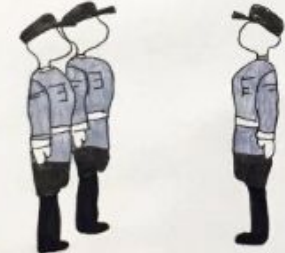

can mutate in mitosis too.

cell  
DNA mostly lives in cell nucleus.  
Some lives in mitochondria.

Sometimes this leads to cancer.

DNA base pairs.

\* deoxyribonucleic acid.

			
<p>France, Turkey, Britain and Piedmont are allies in the Crimean War against Russia. Cavour's participation in the war guaranteed a seat at the Peace of Paris.</p>	<p>Cavour met Napoleon III at the Peace of Paris conference and they became friends.</p>	<p>A failed assassination attempt, the Orsini affair, motivated Napoleon III to take action in the affairs of the states in the Italian Peninsula.</p>	<p>At Plombieres Cavour and Napoleon III have a very secret meeting discussing how to remove Austrian influence from the Italian states.</p>
			
<p>To cement Cavour and Napoleon's agreement Marie Clothilde, Victor Emmanuel II's daughter is married off to Napoleon's cousin, Prince Jerome.</p>	<p>Piedmont provokes Austria into starting the war so it cannot gain allies. France and Piedmont join forces to beat Austria.</p>	<p>Once Napoleon III has achieved his goals, he ends the war, and Cavour gets very upset and resigns from his office.</p>	<p>Piedmont got bigger after the war by gaining Lombardy and the Duchies. France did not get Savoy and Nice because of the disagreement.</p>





# Nuclear



## What is it?

It's a substance that is used to produce heat to power turbines. Heat is produced when nuclear fuels undergo the nuclear fission.

**WARNING: RADIOACTIVE!**



The main nuclear fuels are uranium and plutonium. These are radioactive metals. Unlike fossil fuels, nuclear fuels are not burnt to make energy. Instead, nuclear fission reactions in the fuels release energy.

## THE NUCLEAR PROCESS OF Nuclear Fission:



## Advantages...

- Unlike fossil fuels, nuclear fuels do not produce carbon dioxide or sulfur dioxide.
- This helps the global warming slow down.
- The U.S. saves \$12 billion dollars a year for energy costs, thanks to nuclear power!

## Disadvantages...

- fossil fuels and nuclear fuels are non-renewable energy sources. If there is an accident, large amounts of radioactive material could be released into the world.
- It must be stored safely!

## DID YOU KNOW...

- Enrico Fermi, an American / Italian physicist was the discoverer of nuclear energy.
- 20% of U.S.'s electricity comes from nuclear energy!
- France is the most reliant country on nuclear energy.

## Reasons Why...

Since the beginning of the industrial revolution, the demands for energy has increased dramatically! Today, most of these demands are met with the combustions of fossil fuels. This is starting to change peoples minds that because of the rising costs and the harmful effects on the environment caused by fossil fuels, we should look for ways to replace our dependence upon them. Nuclear energy is one of the best options because it has all of the technology required to be used on a large scale!

## Is it really that dangerous?

Despite the seemingly huge impact reported by the media, there have been no deaths as a direct result of the meltdowns at either Fukushima or Three Mile Island! Even in the case of Chernobyl, the total number of deaths is quite low. In comparison, deaths due to the use of cars are over 10,000 a year in the U.S. alone, followed by 22,300 deaths per year in Europe and up to 100,000 deaths per year in India.

U.S.	EU	India
10,000+ deaths	22,300+ deaths	100,000 - 115,000 deaths!

## How do nuclear plants work?

- 1) First, you have the fuel, usually Uranium, which must be:
  - 1) MINED
  - 2) ENRICHED - Uranium = 235 (ISOTOPE)
  - 3) THEN FORMED INTO PELLETS WHICH ARE PLACED IN RODS WITHIN THE REACTOR! (Cadmium plates)

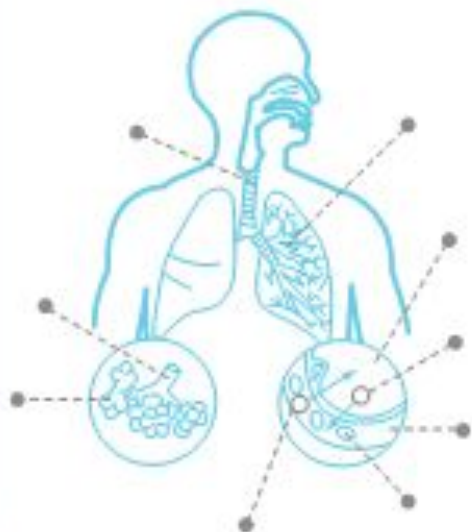


FACT... DID YOU KNOW?





DIAGRAM



CARTOON STRIP



GRAPHIC ORGANIZER



INFOGRAPHIC



TIMELINE





## 4. Deliberate practice


- Focus on specific types of questions.
- Use worked examples - replicate steps until confident.
- Put to practice in timed conditions.

Surname	Centre Number	Candidate Number
First name(s)		2

**GCE A LEVEL**

wjec  
cbac

A290U10-1



eduqas  
Part of WJEC

**MONDAY, 5 OCTOBER 2020 – AFTERNOON**

**PSYCHOLOGY – A level component 1**  
Psychology: Past to Present  
2 hours 15 minutes

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1.	8	
2.	10	
3.	10	
4.	10	
5.	8	
6.	10	
7.	20	
8.	24	
Total	100	

# Revision ⌚

## POWER HOUR



**STEP 01**  
**Choose a past paper question**  
Google your subject, level and exam board e.g. "Geography A-Level Past Papers AQA"

**STEP 02**  
**Revise**  
Spend 20 minutes revising what you need to know to answer your chosen question



**STEP 03**  
**Do the question**  
Set a timer for 20 minutes and answer the past paper question you chose



**STEP 04**  
**Mark your answer**  
Using the mark scheme for the past paper mark your answer. This will help you to think like an examiner

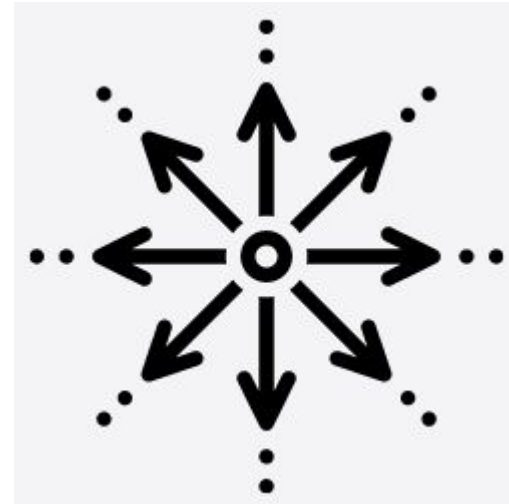
**STEP 05**  
**Get feedback**  
Show your teacher your work. Ask them whether your marking is accurate and how you could improve your answers





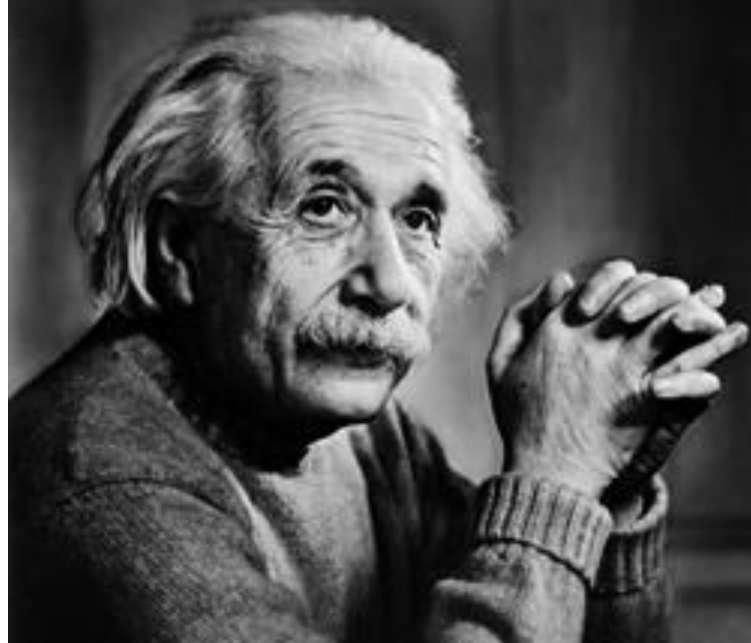
## 5. Elaboration

- Generate an explanation for a fact
- Ask 'why?'
- Compare and contrast
- Make connections
- Talk to yourself!



If you can't explain it **simply**, you  
don't understand it well enough.

– Albert Einstein







## 5 key revision strategies

1. Retrieval Practice
2. Spacing Learning
3. Dual coding
4. Deliberate Practice
5. Elaboration



# How can you help your child?



## HEALTHY LIFESTYLE





# The A Level Mindset

1. **V**ision
2. **E**ffort
3. **S**ystems
4. **P**ractice
5. **A**ttitudes





## Some important information you should know:

- Lessons continue until the final exam in the subject.
- Advanced information has now been released by the exam boards. Teachers will be taking some time to review this information, and then share it with students in an appropriate way.
- All exam boards have past papers on their websites, these are essential for students to use.
- There is a silent study area on campus, as well as quiet areas for students to collaborate.
- We have expert teachers - make sure you ask them specific questions in order to support your learning.





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# Dave Brentnall

# Original Title - 'Get inside the mind of an examiner'!



Mrs Brentnall, and the two humans that used to live in the house and now charge me thousands of pounds to pay for them to live somewhere else

# What is the secret to exam success?

Don't tread on cracks in pavements

Salute single magpies

Wear lucky socks on the day of the exam

Being nice to elderly relatives (or teachers) in the hope that karma works in your favour

Using your favourite equipment in the exam, including the meerkat-shaped rubber you bought from Twycross Zoo in 2012

Rearranging revision guides into alphabetical order

# There is no secret - you know the answer already

Past  
Examination  
Papers



A-LEVEL  
**GEOGRAPHY**  
(7037)



**OCR**  
Oxford Cambridge and RSA

**GCE**

**Mathematics**

Advanced GCE A2 7890 – 2

Advanced Subsidiary GCE AS 3890 – 2

**OCR Report to Centres June 2017**

# Exam Papers

- Get hold of the specification - this is the content you will be assessed on
- Make sure you know the structure of each paper
- Command words
- Practice a range of papers
- Cross reference your answers against the mark schemes
- Mark schemes give an insight into level of answer needed
- Lucky dip to avoid only doing easier questions
- 'Peer Group' papers



# Advance Information From Exam Boards

## H432 GCE A Level Chemistry A

### H432/01 Periodic table, elements and physical chemistry:

- 2.1.3 Amount of substance (includes practical skills)
- 5.3.1 Transition elements
- 5.1.3 Acids, bases and buffers (includes practical skills)
- 3.1.1 Periodicity
- 3.2.1 Enthalpy changes (includes practical skills)
- 5.1.1 How fast?
- 5.2.2 Enthalpy and entropy
- 2.1.4 Acids (includes practical skills)

### H432/02 Synthesis and analytical techniques:

- 2.1.3 Amount of substance (includes practical skills)
- 4.1.3 Alkenes
- 6.3.2 Spectroscopy
- 6.1.1 Aromatic compounds
- 6.2.5 Organic synthesis (includes practical skills)
- 6.1.2 Carbonyl compounds (includes practical skills)
- 4.1.1 Basic concepts of organic chemistry
- 4.2.4 Analytical techniques
- 6.2.3 Polyesters and polyamides

### H432/03 Unified chemistry:

- 2.1.3 Amount of substance (includes practical skills)
- 5.2.3 Redox and electrode potentials (includes practical skills)
- 3.2.3 Chemical equilibrium (includes practical skills)
- 4.1.1 Basic concepts of organic chemistry
- 4.2.3 Organic synthesis (includes practical skills)
- 5.1.3 Acids, bases and buffers
- 5.2.1 Lattice enthalpy (includes practical skills)
- 6.2.2 Amino acids, amides and chirality
- 6.3.2 Spectroscopy

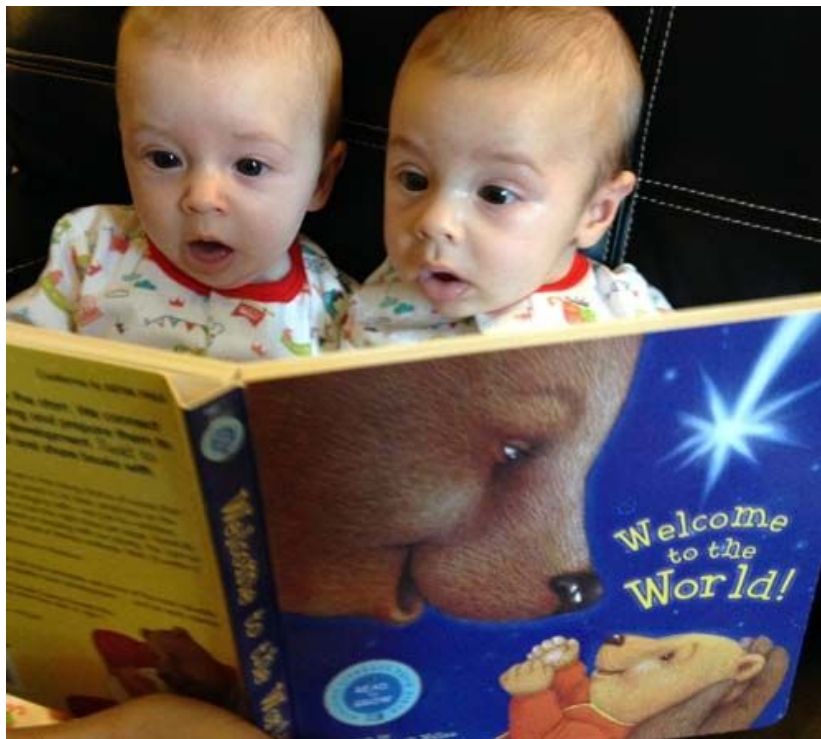


Don't forget the Stem

# Command words

Compare and contrast	Looking for the similarities <b>and</b> differences of two (or more) things. Should not require the drawing of a conclusion. Answer must relate to both (or all) things mentioned in the question. The answer must include at least one similarity and one difference.
Complete	Requires the completion of a table/diagram.
Criticise	Inspect a set of data, an experimental plan or a scientific statement and consider the elements. Look at the merits and faults of the information presented and back judgements made by giving evidence.

RTQ<sup>2</sup>



# Examiner's Reports

- Feedback on performance in an exam across the whole country
- Helps you see strengths and weaknesses, including examples of good and less good answers
- Some boards include 'live' examples with a commentary from the Principal
- Some reports finish with a student focused summary



This was a new paper, with a greater emphasis on AO2 'Application of knowledge and understanding of scientific ideas, processes, techniques and procedures' and AO3 'Analysis, interpretation and evaluation of scientific information, ideas, and evidence', rather than AO1 'Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures'. This, together with the fact it relies on learning and applying knowledge from two years of work, has proved a difficult test for some candidates. However, all questions were accessible to candidates, and there seemed to be no time issues with completing the paper. The paper produced a good spread of marks.

**Lack of breadth**

Most candidates attempted all the questions but there has been an increase seen in the number of NR (no response), particularly to practical based and mathematical based questions (e.g. Q1(b)(i), Q2(b)(iii), Q4(c)(ii) ) and this was more clearly seen amongst middle and lower scoring candidates. There was evidence that many of the lower scoring candidates struggled to get to grips with the increase in the number of AO2 and AO3 based questions, scoring most of their marks on the questions involving AO1 (recall and understanding). Equally it was pleasing to see a number of higher scoring scripts at the top end of the range, and these candidates tended to have well developed mathematical skills and a good practical knowledge, with the ability to understand and apply the information given to the questions being asked.

Centres are advised to encourage candidates to spend a little time reading the question and ensuring that they supply information that relates to, and answers, the question. Even if the science is correct, if it does not answer the question then it will not be awarded marks.

**Maths-based problems**

**Questions in  
practical context**

### Question 13 (a)

The great majority knew this definition, although there were some variations, such as 'an astral body of known luminosity'. Some referred to 'constant luminosity' which was not accepted.

(a) State what is meant by a standard candle.

(1)

a star that is ~~one~~ stationary so that we can compare it to the stars that are moving.



**ResultsPlus**  
Examiner Comments

This candidate seems to have read the introductory line, about trigonometric parallax, and answered a different question about that rather than the question on the paper. **0**



**ResultsPlus**  
Examiner Tip

If a question seems like one you remember from revision, do not just write that answer. Read the whole question carefully first.

## Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Read the stem of each question carefully to ensure you focus your response more precisely on what the question is asking.
- Take care to revise all the reactions of transition metals highlighted in the specification.
- Make sure you write full descriptions of observations and equations when you carry out practical work on transition metals.
- Practise applying organic mechanisms to a wider variety of compounds than just the examples covered in your lessons.
- When revising, work together with peers to check for clarity in your written explanations, especially when justifying how changes in procedure or conditions might influence a practical outcome.
- Label each step clearly, when you practice unstructured calculations.  
This will help embed approaches that you can then try to apply to unfamiliar questions.



Don't forget you've got translators





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# Matt Male



## Advice from the examiners

- Know the texts really well. **This means you should read and re-read whichever texts or resources you have been given by the teacher. You might only read it in full once in class. This isn't enough! Own the text so you are able to interpret it in an original way.**
- Choose the question carefully. **Sometimes you will have a choice of questions, usually two. Make sure the question is one which you can answer.**
- Don't try to fit pre-written essays to the exam questions. **Often this will mean you won't answer the question and your response will be robotic and feel out of place.**
- Keep the focus always on the writer's craft. **What techniques has the writer used and why? Explore the authors' methods in detail.**
- Keep social and historical context relevant and woven into the argument. **Bolted on context doesn't further an argument. It also looks like you are just repeating facts parrot fashion.**
- When you are called on to compare, make sure each connection between texts is developed and refers in some way to the point previously made. **Make connections based on writer's methods as well as context and plot.**



# Know the Assessment Objectives

The Assessment Objectives for a single question sometimes vary, but they are what you are being assessed on. ***Do you know the Assessment Objectives in your subject?***

Ask yourself when you practice any essay or exam question: ***Have you met the Assessment Objectives?***

The Assessment Objectives will also give you a structure to build your writing around. If you are addressing the AO's then you are providing the examiner with clues that you understand how to answer the question.

Examiners will look for evidence of AO's in your writing. They will mark according to the Assessment Objectives, which will also inform their marking criteria.





# How to use Assessment Objectives

1. You can use the assessment objectives as building blocks or framework to construct your response; we'll look at an example in a moment.
2. Not all responses to exam questions in all subjects require an introduction or a conclusion, Literature does Language doesn't, and different subjects will have different ways of structuring an essay, but they all require that you address the assessment objectives for that paper or question.
3. In A Level Language and A Level Literature, and in most subjects which require extended writing, making sure you address the AO's is part of the key to success.



# Here's an example from A Level Literature

**AO1** - **Articulate** informed, personal and creative response...and **coherent** written expression.

**AO2** - **Analyse** the way **meanings** are shaped in a literary text **by the writer**.

**AO3** - **Demonstrate understanding** of the significance and influence of the **context** (historical and social).

“One such menace is that of the ‘self’, or the idea that the true threat to society lies within every person. Wilde summarises this idea through the line, ‘Each of us has heaven and hell in him’. The biblical allusion to heaven and hell raises the orthodox christian suggestion that heaven and hell may not be places, but states of mind within a person depending on their mentality in relation to God.”



## Here's an example from A Level Language

**AO1** - Apply appropriate methods of language *analysis*, using *associated terminology* and *coherent* written expression.

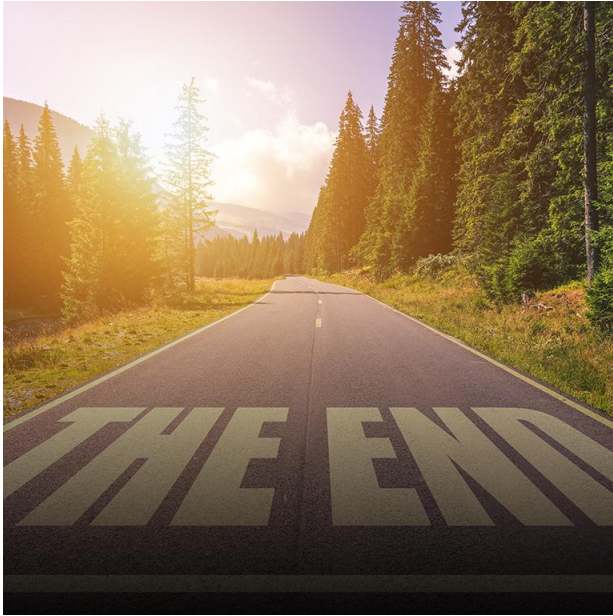
**AO3** - *Analyse* and *evaluate* how contextual factors and language features are associated with the construction of meaning.

There are particular **lexical features** within this text that identify the text's purpose **to inform the audience of the writer's Charlie Brooker's opinion on a particular subject matter.** **The register of the discourse varies throughout; formal lexis is used to suit the demands of the educated audiences of the Guardian readers.** **French/Latinate vocabulary is used, for example, 'condemned', to appeal to a more intellectual audience due to the content of a sophisticated broadsheet newspaper.**





## Flair and originality



Mechanically hitting those AO's will get you part of the way towards a good grade, but it isn't the whole story...

Your teachers will have taught you everything you need to know for the exams, and you should be able to answer any question thrown at you in the exam.

This means most of you are on a level playing field in terms of what you know and what you can do, but there is a way of getting ahead of the pack, showing you are different and surprising the examiner.



# Command Words Which Reveal Examiners Want Flair



Perceptively

Incisively

Originality

Critically

Deftly

Discerning

Illuminating





# How to use flair and be different

## 1. Informed

Know the text, concept or idea, but also make sure you understand what you've read or been taught on your own terms. Go beyond the teaching.

## 2. Personal

Put your own spin on what you've learned. Don't just restate what you were taught, or repeat what you were told, find your own voice and give your opinion.

## 3. Creative

Explore different interpretations of the text, and the question you're being asked. Don't rely on stock answers you've already practiced.





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# Rachael Gowdridge



# Essay sandwich



Introduction:

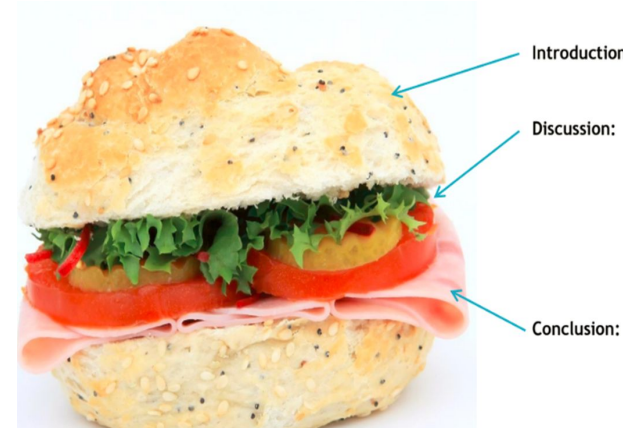
Discussion:

Conclusion:

# Recipe for success - Essay sandwich

## Ingredients:

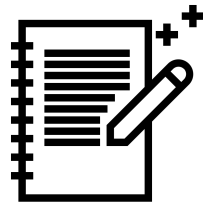
- 1) A clear head
- 2) Case study or text knowledge
- 3) A good grasp of the theory (which paper? content)
- 4) Good subject vocabulary





# Instructions:

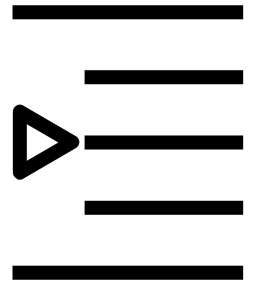
- 1) Underline command words and key phrases
- 2) Decode the question. What does the examiner want you to do?
- 3) Thought shower the topics - Command words, key phrases, case study if necessary
- 4) What are the main themes that emerge in your thought shower?
- 5) Decide upon a conclusion - where is your answer going?
- 6) Write a short introduction that informs the examiner of the argument you will follow and perhaps define the keyword
- 7) Limit the discussion to between 2-4 paragraphs







# Instructions



8) Each paragraph should use the PEEL format.

- **POINT:** an introductory sentence that outlines the theme for that paragraph.
- **EVIDENCE** and **EXPLANATION:** your point is developed using explanation and illustrated with selected case study evidence.
- **LINKS:** each paragraph should explicitly link to the essay question and link into the next paragraph.

9) Conclusion: Synthesise your main points (bring them together into a statement) and return to the essay question, then answer it or make a judgement.



# What to expect from your subjects

## Geography

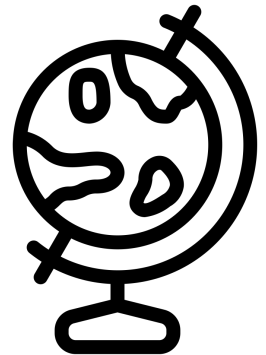
To what extent is the quality of governance the most common factor in the recovery of countries and communities from tectonic disasters?

(38 Marks)

Command word

Keywords

Main argument





# What to expect from your subjects

## English literature

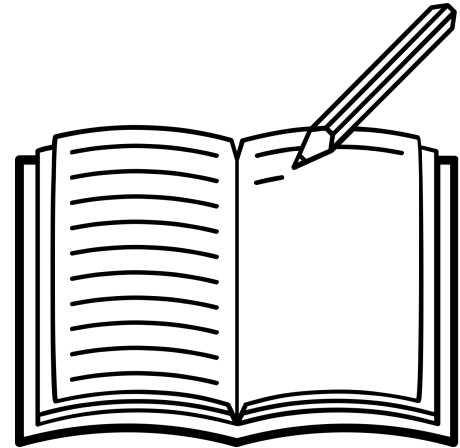
How does Webster explore excess in *The Duchess of Malfi*? You must discuss relevant contextual factors

(AO1-3 assessed) 15% of final grade, 25 marks

Command word

Keywords

Main argument





# What to expect from your subjects

## Sociology

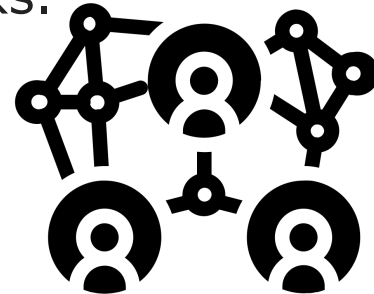
Applying material from Item B and your knowledge, evaluate the Functionalist perspective of crime and deviance. (30 marks)

Expectation 6 points in detail to achieve 30 marks.

Command word

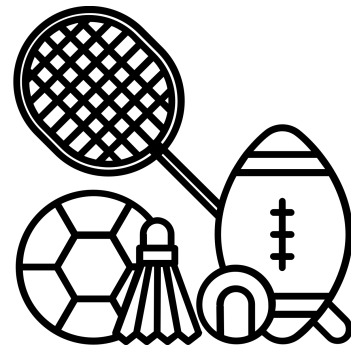
Keywords

Main argument





# What to expect from your subjects



## Physical Education

A team game such as basketball provides opportunities for recovery from high intensity work both during and after the match.

Outline the recovery processes that occur in the first three minutes after exercise and, using a team game of your choice, evaluate the strategies that a player or coach can use to maximise recovery.

Evaluate nutritional ergogenic aids that help the recovery process (20 marks)

Command word

Keywords

Main argument





# The importance of being prepared

Each exam board has a copy of its past papers on its website. Have a look at these past papers and in particular the past essay questions.

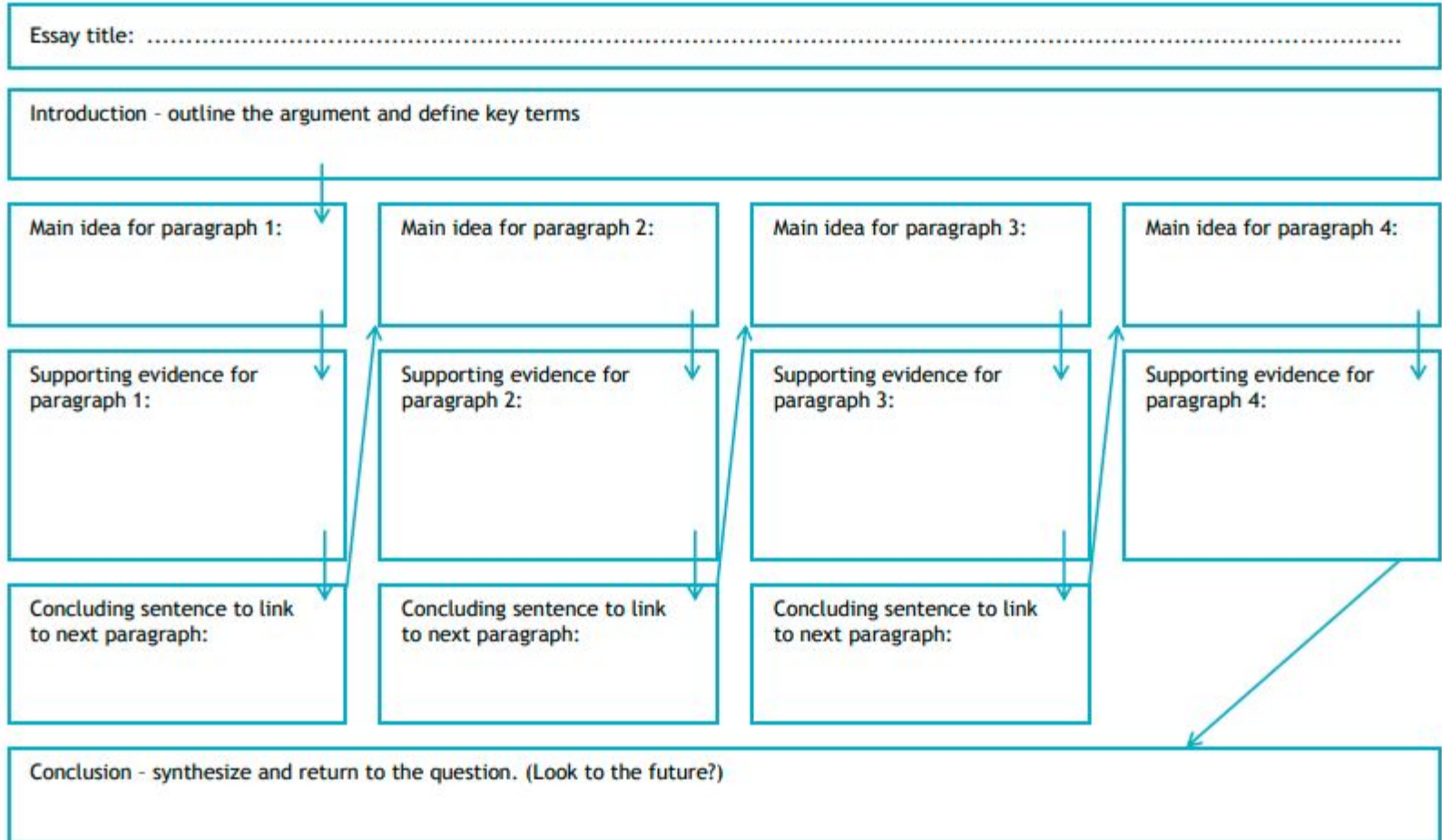
What things are similar between the questions over the years? What are the key words and command words? There **will definitely be** pattern - you just need to put the time in to be prepared.

Have a go at planning an answer to some of these past questions.

Write the essays - Teachers will love it!

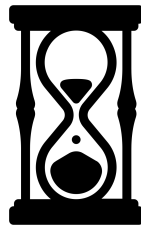


Essay planning flow diagram





## Timing - Advice



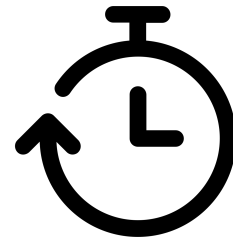
Most exams allow a mark per minute. Incorporated into this is a 5 minute planning window for the larger mark essays.

Component 3 in Geography is 2 hours and 15 minutes (135 mins)

It consists of 3 essays. 2x45 markers and 1x38 mark. (128 marks)

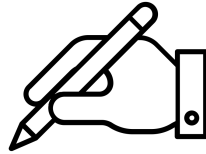
Preparation beforehand will allow you more time to plan your answer during the exam.

**You got this!**

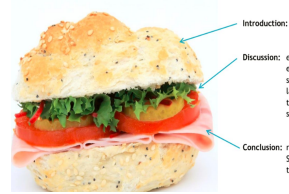




## Takeaways:



- 1) Know your command words. Look at past papers - the same command word come up time and time again. Know what they mean. The most common ones for essays are **discuss, evaluate, assess, to what extent**.
- 2) Know how to structure your essay - The sandwich.
- 3) PEEL your paragraphs.
- 4) Always refer back to the question in the conclusion.
- 5) Spend a couple of minutes planning you answer.
- 6) Practice makes perfect.



Anyone wanting hard copies of the planning sheet drop me an email [rgowdridge@brookvalegroby.com](mailto:rgowdridge@brookvalegroby.com)



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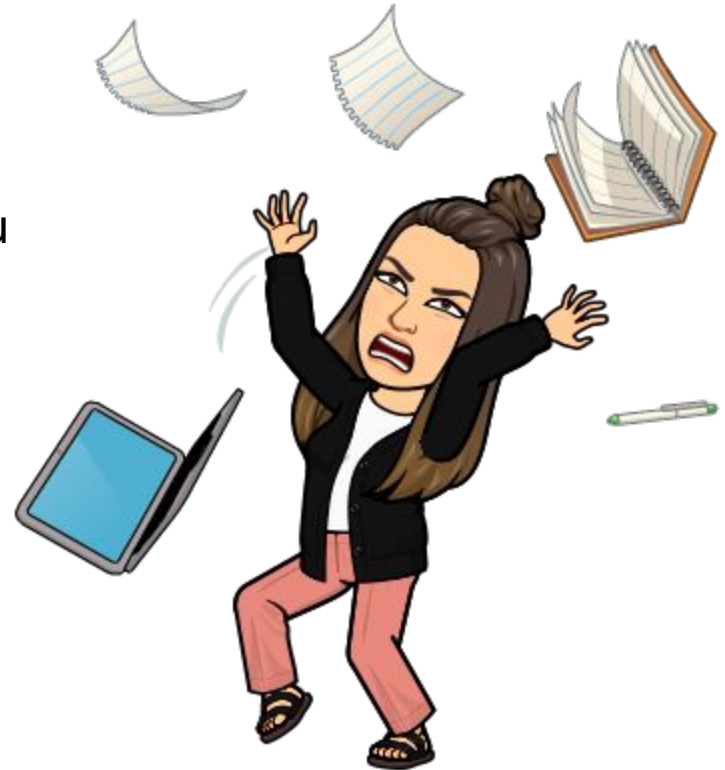
# Ebony Pulling

## Why focus on you?

Exam season is an extremely stressful time.

But if you forget to look after yourself you will **NOT** make the most of your revision.

Exams can cause a lot of anxiety which often leads to **PROCRASTINATION!**







# Wellbeing- *My top tips*

1

Set achievable goals-  
**No “I should’ve”**



2

Take breaks- **5 mins for every 25 revising**



3

Sleep- **20 minutes is the optimum nap time**



4

Eat well- **Although the snacks are tempting...**





## Dealing with the *feeling*

Feeling anxious can cause you to struggle with your breathing, shake or even feel sick.

**A few quick tips to help with these feelings:**

1

Breathe- there are lots of techniques, *my favourite is in for 4, hold for 4 and out for 6*

2

Mindfulness- this may make you feel awkward at first, *my favourite is a body scan*

3

Counting - sometimes breathing alone doesn't help, *my favourite is naming as many Friends characters as I can*



## Dealing with the *thoughts*

Feeling anxious can cause thoughts that make us question our abilities, ruin our confidence and make us withdraw.

**A few quick tips to help with these feelings:**

- 1 Praise yourself- this will help you to believe in yourself, *you got this!*
- 2 Replace doom with pleasure- *just like when Ron put the roller skates on the spider*
- 3 Humour- over exaggerate the situation, work back to a *reasonable level of concern*



## Day/night before

1. Review your material. Do NOT add any new information. It's too late to learn it now.
2. Continue all the same relaxation and imagery practices as above and add MORE!
3. Imagine yourself coping before, during (handling it well and any possible negative effects), and after.
4. Get a good night sleep- sleep hygiene is really important.



# The Exam

**BREATHE!**

Accept you are anxious, some stress  
is good  
Take your time and don't rush

**DURING**

**RIGHT  
BEFORE**

If you can, walk to your exam  
Do a breathing exercise  
Drink water  
Avoid stressful people/situations

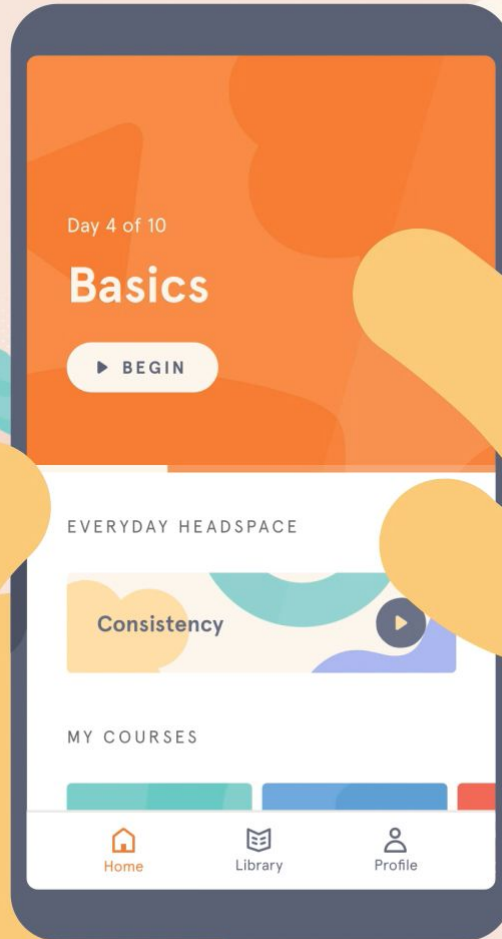
**AFTER**

Celebrate your success  
Evaluate what worked well and what  
didn't  
Avoid stressful people/situations



This is a guided meditation App that has a range of tool kits: sleep, eating, community, exercise, exam stress.

**It is free or for premium access £9.99 a year for students.**






Remember to breathe,  
look after yourself, avoid  
stressful  
people/situations and  
believe in yourself!


**THANK YOU**




## Let's leave these 8 top tips here:

- 


**1 START AS EARLY AS YOU CAN**

Cramming at the last minute is stressful and has limited success.
- 


**2 MAKE A PLAN**

Work out how much time you have and how long you can spend on each subject.
- 


**3 CREATE A STUDY SPACE**

Find a quiet spot away from distractions and keep your things all in one place.
- 


**4 MIX IT UP**

Use a mixture of revision for best results. See our metacognition pods for more info.
- 


**5 TAKE REGULAR BREAKS**

It is possible to work too hard, make sure to take regular breaks.
- 

**6 REVISE WITH A FRIEND**

Talking through what you've learned can help information stick.
- 

**7 USE PAST PAPERS**

These are a great way to get used to exam format and testing what you have learnt.
- 

**8 EAT HEALTHY**

Certain foods boost your brainpower and will help you remember more.

