



# My Winter Exams

## Revision Booklet



### How this booklet works

Every subject has a checklist of things to revise. When you've practised a topic, colour or tick a box to show how you feel about it:

|                |                                                                |
|----------------|----------------------------------------------------------------|
| <b>Not yet</b> | I don't get this yet – start here.                             |
| <b>Nearly</b>  | I know some of it – a bit more practice!                       |
| <b>Got it!</b> | I know this – I could answer questions on it without my notes. |

***Your mission: turn every "Not yet" into a "Got it!"***

 **Start with your Knowledge Organisers.** Your Knowledge Organisers are the best place to start. They have the key facts and Tier 3 words for each topic. Use them to make Flash Cards, check your Blurting and test yourself.

### Making a plan

- ★ Beat the Forgetting Curve: revise a little every day, not all the night before.
- ★ Start with your "Not yet" topics.
- ★ Put your phone in another room – it's sneaky!
- ★ Plan your week on the planner at the back of this booklet.



## My Learning Toolkit

These are the study skills from your My Learning Toolkit sessions. Use them when you revise every subject in this booklet – each subject has a Toolkit tip to get you started.

|                                                                                                                                   |                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
|  <b>Forgetting Curve</b>                         | We forget most new things within a few days unless we go back over them. That's why little and often works best.                     |
|  <b>Retrieval Practice</b>                       | Pulling information out of your memory, without looking. It works much better than re-reading your notes.                            |
|  <b>Flash Cards</b>                              | Question on the front, answer on the back. Make them from your Knowledge Organiser.                                                  |
|  <b>Spaced Practice &amp; the Leitner System</b> | Sort your Flash Cards into boxes. Cards you get right move up a box and are tested less often. Cards you get wrong go back to Box 1. |
|  <b>Dual Coding</b>                              | Put words and pictures together – diagrams, timelines, labelled drawings. Your brain remembers both.                                 |
|  <b>Tier 2 &amp; Tier 3 words</b>              | Tier 2 words are ambitious words that make your writing better. Tier 3 words are the subject key words on your Knowledge Organiser.  |
|  <b>Blurting</b>                               | Write down everything you remember about a topic. Then check your Knowledge Organiser and add what you missed in a different colour. |

### How the Leitner System works

|  <b>Box 1</b> |  <b>Box 2</b> |  <b>Box 3</b> |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <b>Test every day</b><br>New cards and cards you got wrong                                       | <b>Test every 3 days</b><br>Cards you got right once                                             | <b>Test once a week</b><br>Cards you know well                                                     |

✓ **Got it right? Move the card up a box.**    ✗ **Got it wrong? Back to Box 1.**



**Wellbeing** Wellbeing matters too. Get plenty of sleep, eat well, drink water and take breaks. Feeling nervous is normal. If you're stuck, ask your teacher. If you're worried or upset, talk to your form tutor, Head of Year or a grown-up at home.





## English

Section A – Reading to infer and deduce from a poem, including recall of poetry we have studied. Spend 30 minutes on this section.

Section B – Creative writing: writing to describe and entertain.

| Topic                                                                                                         | Not yet                  | Nearly                   | Got it!                  |
|---------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| <b>Topics to revise</b>                                                                                       |                          |                          |                          |
| Using Point, Evidence, Technique, Explain and Reader                                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Identify and comment on language techniques: simile, metaphor, alliteration, onomatopoeia and personification | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Correct punctuation – capital letters, full stops, speech marks, commas and question marks                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Spelling words correctly                                                                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Neat and legible handwriting                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



**Toolkit tip:** Make Flash Cards for each language technique – the name on the front, a definition and example on the back. Collect Tier 2 words to use in your writing.



## Modern Foreign Languages

### Spanish

Reading paper (30 minutes): read in Spanish and answer questions, including translation into English.

Writing paper (30 minutes): short one-word answers (e.g. gap fill), finishing sentences in Spanish, translating sentences into Spanish, and a longer piece of writing.

| Topic                              | Not yet                  | Nearly                   | Got it!                  |
|------------------------------------|--------------------------|--------------------------|--------------------------|
| <b>Topics to revise</b>            |                          |                          |                          |
| Greetings                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Saying how you feel                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Saying what type of person you are | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Saying what your passion is        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Numbers 1–31                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Saying how old you are             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Saying when your birthday is       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

See the specific revision list from your teacher on Google Classroom.



**Toolkit tip:** Make Flash Cards with Spanish on one side and English on the other. Use the Leitner System so you spend more time on the words you find tricky.



## Geography

Your exam lasts 1 hour and is worth 100 marks.



**Bring:** A black pen, pencil, ruler, rubber and calculator. You will not be able to borrow equipment and you will lose marks without it.

| Topic                                            | Not yet                  | Nearly                   | Got it!                  |
|--------------------------------------------------|--------------------------|--------------------------|--------------------------|
| <b>What is Geography?</b>                        |                          |                          |                          |
| Physical, human and environmental geography      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Careers in geography                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Tier 3 vocabulary</b>                         |                          |                          |                          |
| Words and meanings from your Knowledge Organiser | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



| Topic                                    | Not yet                  | Nearly                   | Got it!                  |
|------------------------------------------|--------------------------|--------------------------|--------------------------|
| <b>The world</b>                         |                          |                          |                          |
| Continents and oceans                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Latitude and longitude                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Location</b>                          |                          |                          |                          |
| Describing location at different scales  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Map skills</b>                        |                          |                          |                          |
| Compass directions                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Grid references                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Scale and distance                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Showing height on maps                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Fieldwork</b>                         |                          |                          |                          |
| Collecting and using data                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>People and the environment</b>        |                          |                          |                          |
| Human impacts on the environment         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Living sustainably                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Making decisions using maps and evidence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



**Exam tip:** Write in full sentences and use Tier 3 vocabulary.



**Toolkit tip:** Blurt each topic, then check it against your Knowledge Organiser.  
Learn your Tier 3 words with Flash Cards.



## Home Economics

| Topic                    | Not yet                  | Nearly                   | Got it!                  |
|--------------------------|--------------------------|--------------------------|--------------------------|
| What Home Economics is   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Home Economics key terms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Safety rules             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hygiene rules            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cooker parts and uses    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cookery abbreviations    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



| Topic                | Not yet                  | Nearly                   | Got it!                  |
|----------------------|--------------------------|--------------------------|--------------------------|
| Equipment spellings  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cooking methods      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Apple crumble recipe | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Knife safety         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Eatwell Guide        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

 **Toolkit tip:** Use Dual Coding: draw and label the cooker and equipment, and sketch the Eatwell Guide from memory.



## History

| Topic                                       | Not yet                  | Nearly                   | Got it!                  |
|---------------------------------------------|--------------------------|--------------------------|--------------------------|
| <b>History skills</b>                       |                          |                          |                          |
| Chronology                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Keywords                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Primary and secondary sources               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| AD and BC                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Anachronisms                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Norman Invasion</b>                      |                          |                          |                          |
| Who were they and where did they come from? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Who were the contenders for the throne?     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Battle of Hastings                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

 **Toolkit tip:** Use Dual Coding: draw a timeline of the Norman Invasion from memory, then check it with your Knowledge Organiser.

Maths revision guides are on the Parkhall Integrated College website:

[sites.google.com/c2ken.net/parkhall-mathematics/ks3-yr8-10](https://sites.google.com/c2ken.net/parkhall-mathematics/ks3-yr8-10)

**You must be signed into Google with your c2ken email.**

1. Go to the Winter Exam section.
2. Click on the paper you want to revise for.
3. Click on a topic in the spreadsheet – this opens the worksheet.
4. Try the questions suggested in column C of the spreadsheet.
5. Mark your answers by selecting the tick at the bottom of the worksheet.
6. Need more help? Click the YouTube logo at the top of the worksheet.

*Write in the topics for your paper as you work through them:*

| Topic | Not yet                  | Nearly                   | Got it!                  |
|-------|--------------------------|--------------------------|--------------------------|
|       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



**Toolkit tip:** Try the questions before looking at any examples – that's Retrieval Practice. Come back to tricky topics a few days later.



## Religious Education

| Topic                                                                | Not yet                  | Nearly                   | Got it!                  |
|----------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| Who am I? Meaning of identity                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Uniqueness                                                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mother Teresa                                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The Bible – 2 testaments, division of books, importance of the Bible | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mary Jones                                                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Dead Sea Scrolls                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Abraham – family tree, birth of Isaac, God tests Abraham             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



**Toolkit tip:** Blurt what you know about each person (Mother Teresa, Mary Jones, Abraham), then check your Knowledge Organiser.



## Science

| Topic                                                                                      | Not yet                  | Nearly                   | Got it!                  |
|--------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| Safety in the lab                                                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hazard symbols – identify                                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Particles – solid, liquid and gas                                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Measuring – reading scales on a measuring cylinder, ruler and thermometer                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The Bunsen burner – label and safety                                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Scientific equipment – identify and label                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Filtration                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Fireworks practical / flame tests – equipment used and the colours of the different metals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Reading and drawing bar graphs                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Fingerprints – identify the different types and how to dust for them                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Labelling an atom                                                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

 **Toolkit tip:** Use Dual Coding: draw and label the Bunsen burner, an atom and the hazard symbols from memory.



## Technology and Design

| Topic                                                              | Not yet                  | Nearly                   | Got it!                  |
|--------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| General workshop rules                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Health and safety when using machines and tools                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Machines and tools used in the lantern project                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Manufacturing processes (wasting, shaping, dressing and finishing) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Electronics                                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Plastics                                                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Design question based on your project                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

 **Toolkit tip:** Use Dual Coding: draw and label the machines and tools from your lantern project from memory, then check them with your teacher's notes.



## My revision planner

Write what you'll revise in each box – mix your subjects to beat the Forgetting Curve.  
Tick it when it's done!

### Week 1

| Day | Session 1 | Session 2 | Session 3 |
|-----|-----------|-----------|-----------|
| Mon |           |           |           |
| Tue |           |           |           |
| Wed |           |           |           |
| Thu |           |           |           |
| Fri |           |           |           |
| Sat |           |           |           |
| Sun |           |           |           |

My reward for sticking to my plan this week:

-----

### Week 2

| Day | Session 1 | Session 2 | Session 3 |
|-----|-----------|-----------|-----------|
| Mon |           |           |           |
| Tue |           |           |           |
| Wed |           |           |           |
| Thu |           |           |           |
| Fri |           |           |           |
| Sat |           |           |           |
| Sun |           |           |           |

My reward for sticking to my plan this week:

-----





## Exam-day checklist

### In my bag

|                          |                                    |
|--------------------------|------------------------------------|
| <input type="checkbox"/> | Black pen (and a spare)            |
| <input type="checkbox"/> | Pencil, ruler and rubber           |
| <input type="checkbox"/> | Calculator                         |
| <input type="checkbox"/> | Clear pencil case and water bottle |

### Before the exam

|                          |                                                             |
|--------------------------|-------------------------------------------------------------|
| <input type="checkbox"/> | I know which exams I have today                             |
| <input type="checkbox"/> | I had a good sleep and ate breakfast                        |
| <input type="checkbox"/> | I've done some quick Retrieval Practice with my Flash Cards |
| <input type="checkbox"/> | My phone is switched off and in my bag                      |

### In the exam

|                          |                                                |
|--------------------------|------------------------------------------------|
| <input type="checkbox"/> | Read each question carefully – twice!          |
| <input type="checkbox"/> | Look at how many marks each question is worth  |
| <input type="checkbox"/> | Have a go at every question – don't leave gaps |
| <input type="checkbox"/> | If you finish early, check your answers        |

**Good luck – you've got this!** 