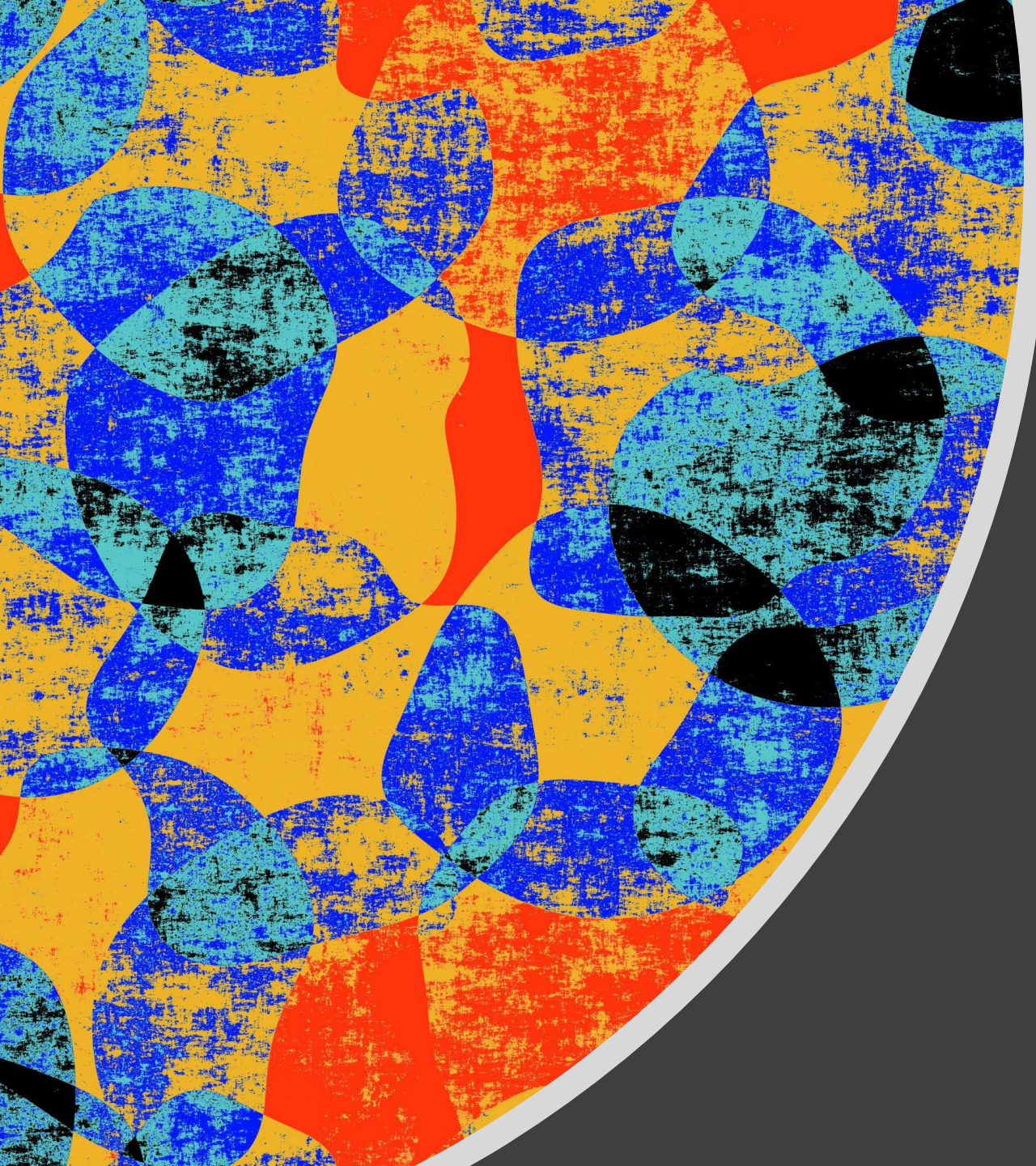




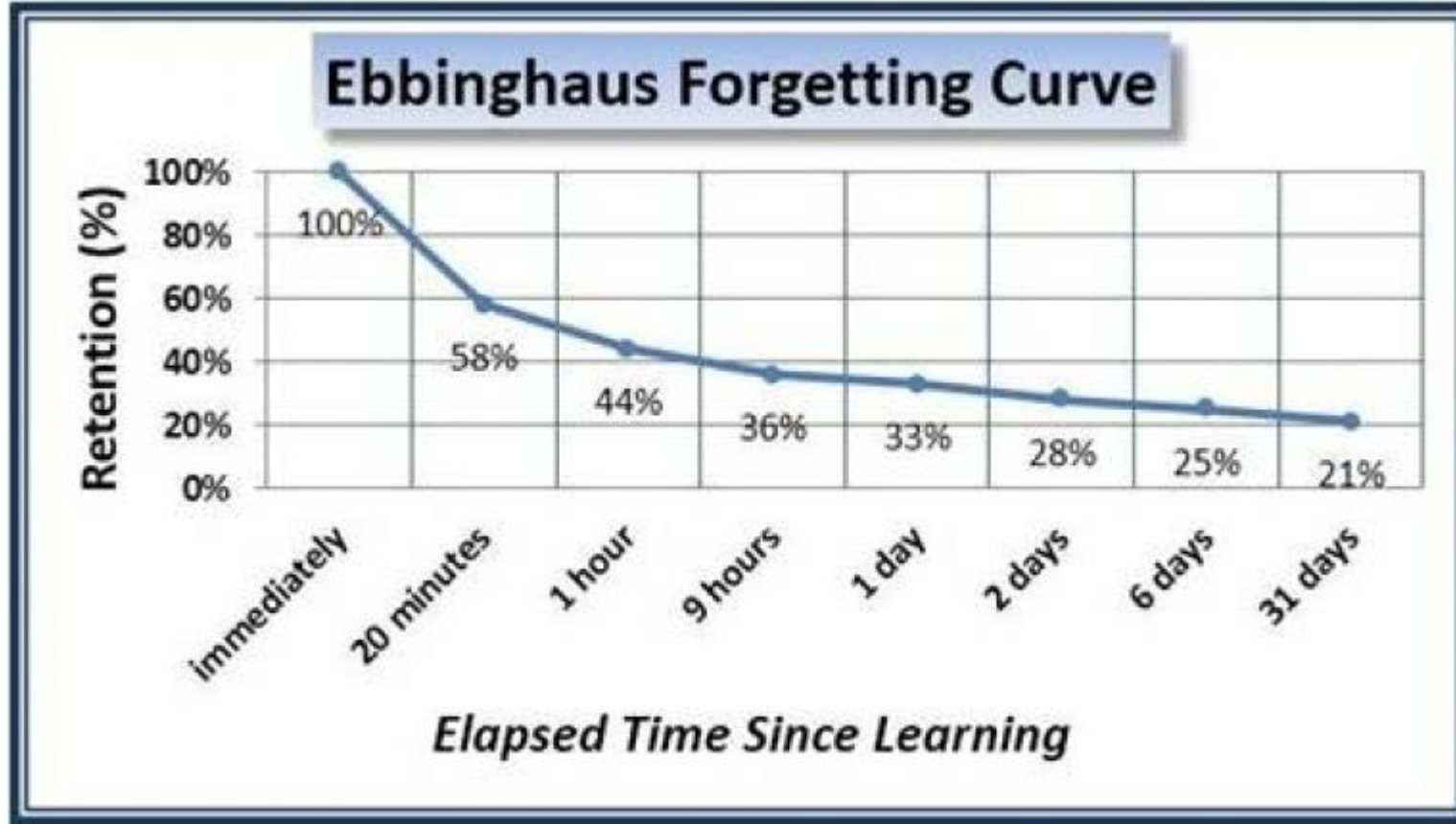
Revision for Year 12 Internal Exams

November 2025

Year 12 Exams

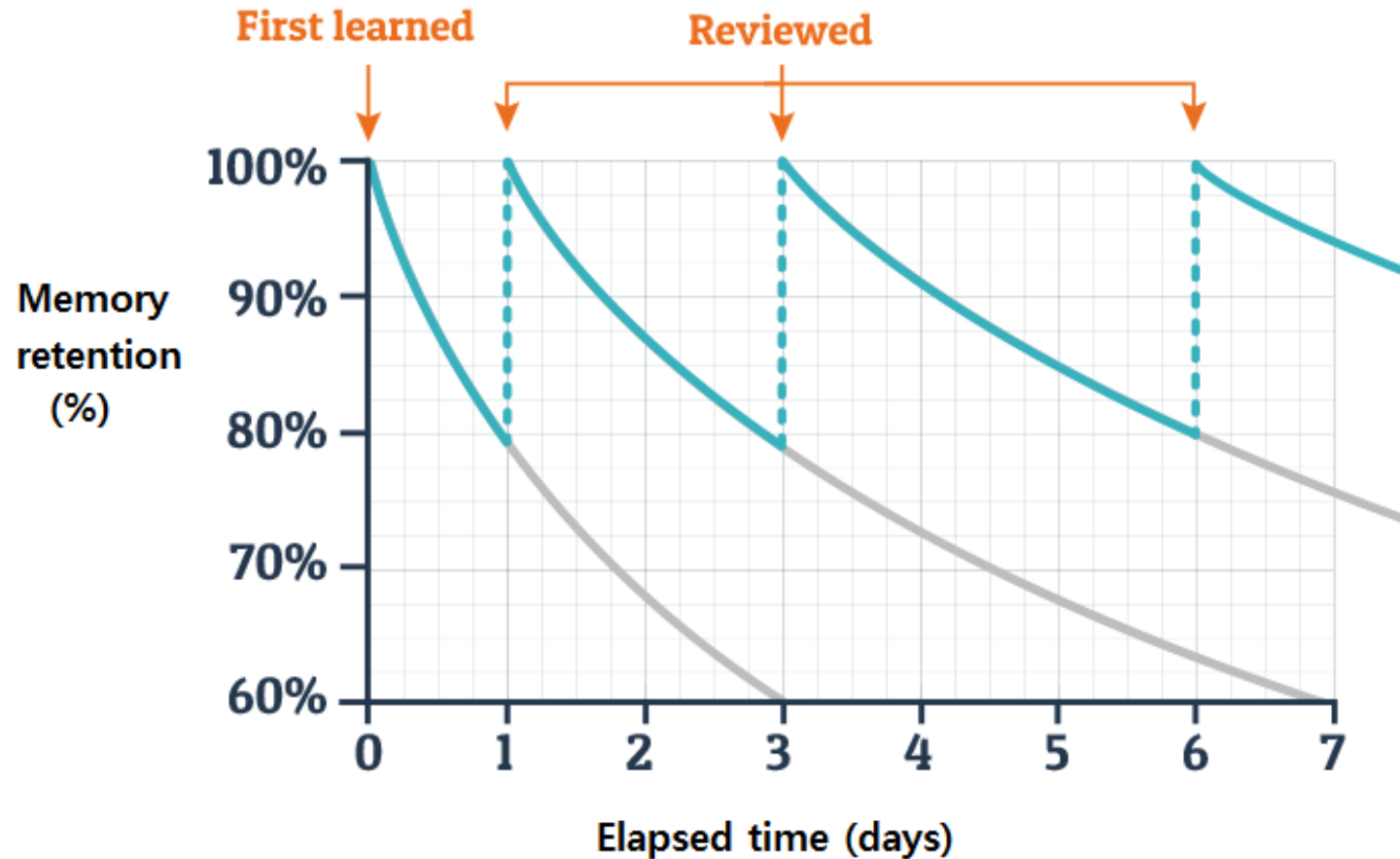
- **Internal Exams: 12 – 23 January**
 - In classrooms
 - Exam conditions
- **Summer Exams: 27 April – 8 May**
 - In the hall – formal exam conditions
 - Longer exams
 - Help inform UCAS grade predictions

Why revise?



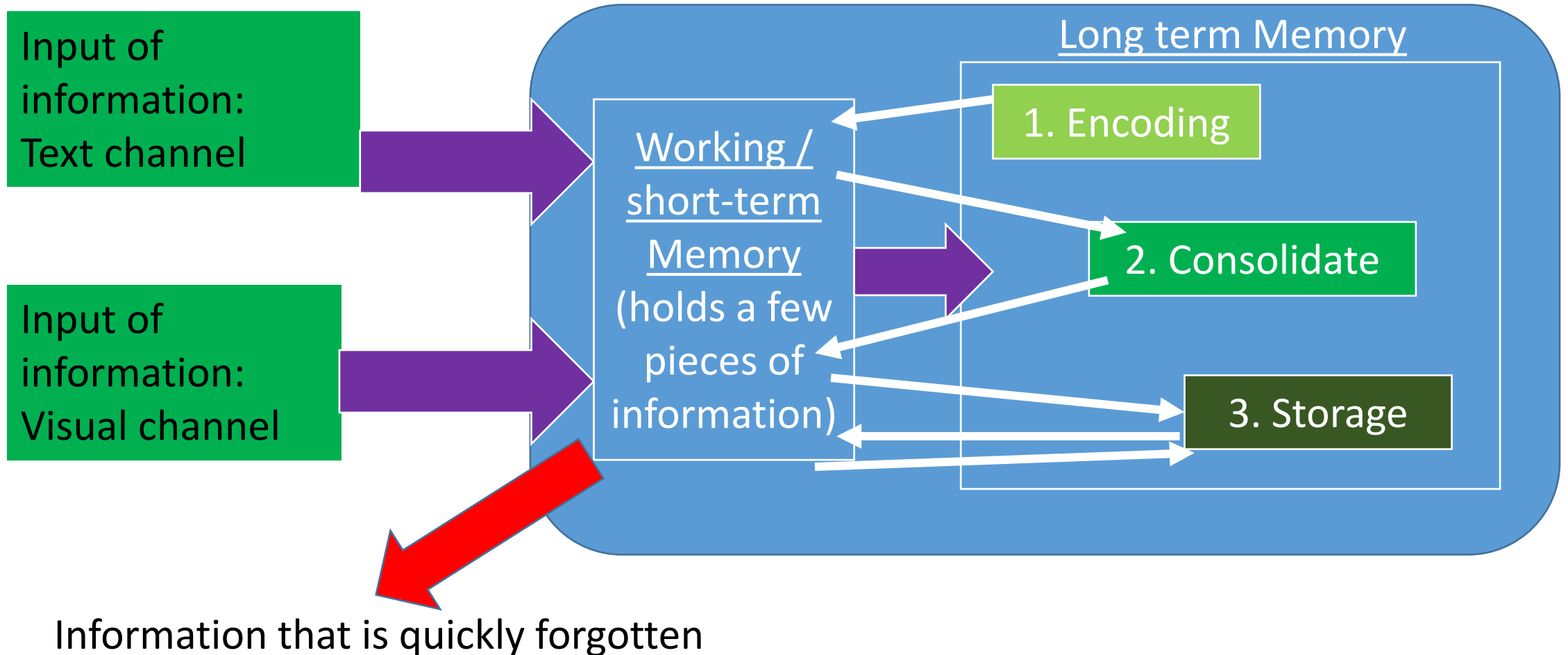
We don't remember what we have learnt for very long.

Why revise?



However, revisiting previous learning helps us to remember everything better – we secure our knowledge in our long-term memories.

How do reduce the forgetting curve?



Preparation for the Internal Exams

Three step process:

- 1) Find out what is in the exam; Make a revision list
- 2) Consolidate your notes
- 3) Test yourself through retrieval and recall

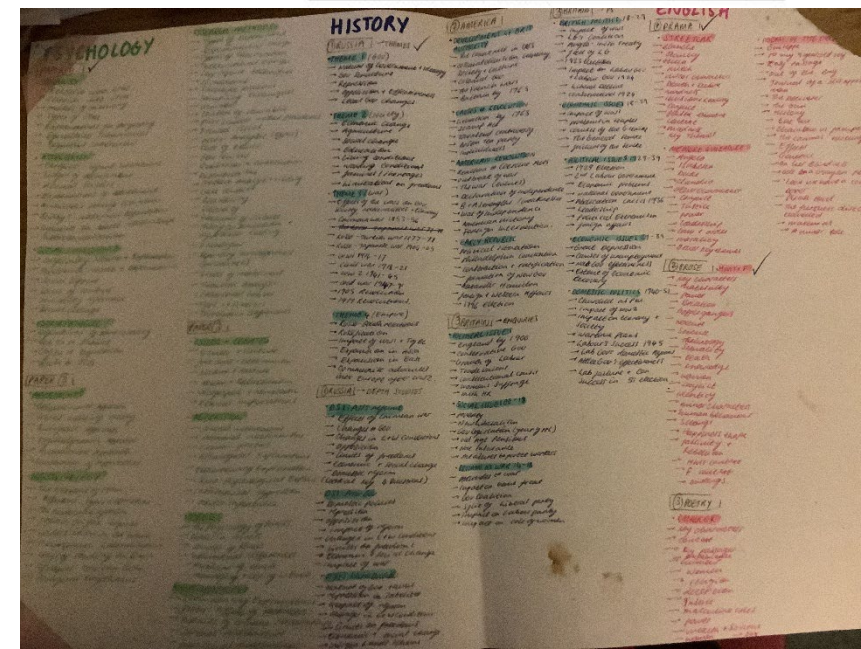
Step 1: Revision Lists

- Departments will be sharing what you need to revise
- Create your own revision list – split each topic into manageable chunks
- Still refer to the specifications for exact wordings

AQA Chemistry – 7404/7405

3.3 Organic Chemistry (AS level)

You should be able to demonstrate and show your understanding of:	Progress and understanding:			
	1	2	3	4
3.3.1 Introduction to organic chemistry				
Organic compounds can be represented by:				
- empirical formula - molecular formula - general formula - structural formula - displayed formula - skeletal formula				
The characteristics of a homologous series, a series of compounds containing the same functional group.				
IUPAC rules for nomenclature.				
Students should be able to:				
- draw structural, displayed and skeletal formulas for given organic compounds - apply IUPAC rules for nomenclature to name organic compounds limited to chains and rings with up to six carbon atoms each - apply IUPAC rules for nomenclature to draw the structure of an organic compound from the IUPAC name limited to chains and rings with up to six carbon atoms each.				
Reactions of organic compounds can be explained using mechanisms.				
Free-radical mechanisms:				
- the unpaired electron in a radical is represented by a dot - the use of curly arrows is not required for radical mechanisms.				
Students should be able to write balanced equations for the steps in a free-radical mechanism.				
Other mechanisms:				
- the formation of a covalent bond is shown by a curly arrow that starts from a lone electron pair or from another covalent bond - the breaking of a covalent bond is shown by a curly arrow starting from the bond.				



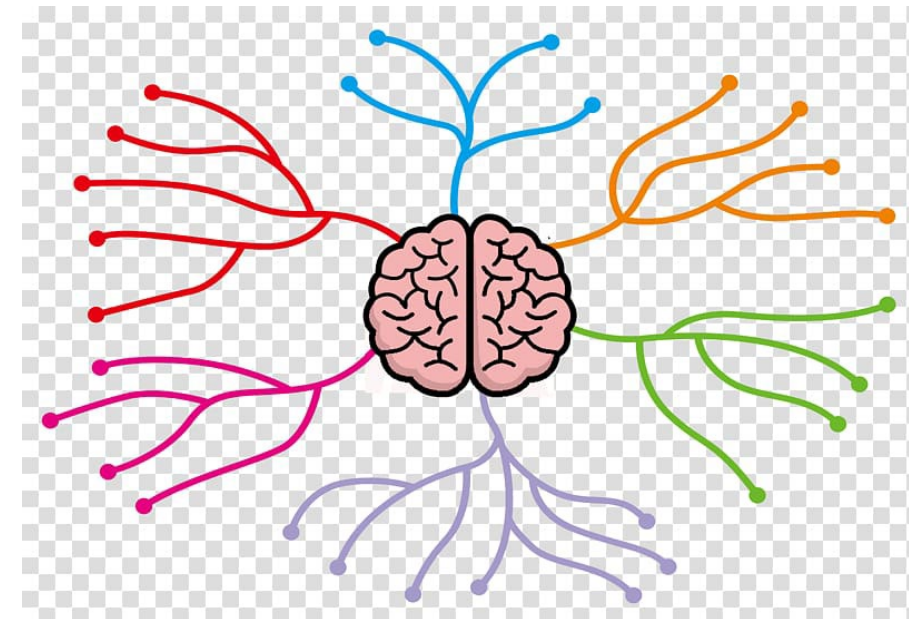
Step 2: Consolidate your notes

Identify and record the essential / core knowledge for a topic

Choose a method that suits you

- * Spider diagram
- * Summary table
- * Bullet point notes
- * Cornell note taking

You should already have completed step 2 ...



Independent study

5 hours per
subject per
fortnight

- If teachers refer to you doing 'independent study', this is self-directed work i.e. you need to decide what you are going to do.
- This independent work generally won't get marked and may not even be checked.
- You MUST do this if you want to get top grades. If you just do your homework and do not do the additional independent work, then you will probably get a D, E or U grade at A-level.
- Your teachers should tell you what this looks like in each of your subject.

What might independent study look like?

Making
flash cards

Researching
for NEAs

Translation
practice (for
MFL)

Watching a
Youtube recording
and making notes

Making
mind maps

Testing yourself or
getting someone
else to test you

Using revision
sites with
quizzes

Reading
books

Completing (exam)
questions that aren't
set as homework

Making
essay
plans

Going back over a
topic you didn't
understand

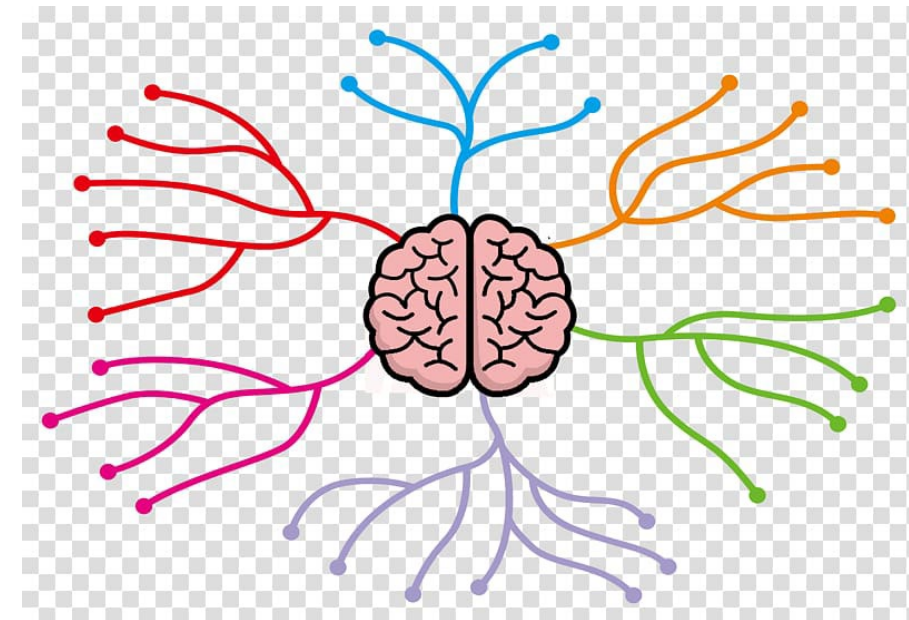
If in doubt, ask
a teacher

Step 2: Consolidate your notes

Identify and record the essential / core knowledge for a topic

Choose a method that suits you

- * Spider diagram
- * Summary table
- * Bullet point notes
- * Flashcards
- * Cornell note taking



Step 3: Test yourself / Retrieval / Recall

If you have done step 2, then this is the focus of your revision between now and the exams.

- Select a topic / sub-topic.
- Do NOT use your notes – test your memory only.
- Check your answers against your notes.
- Identify areas that you need to go back over / re-test.
- Aim to re-test each topic at least twice before the exams.

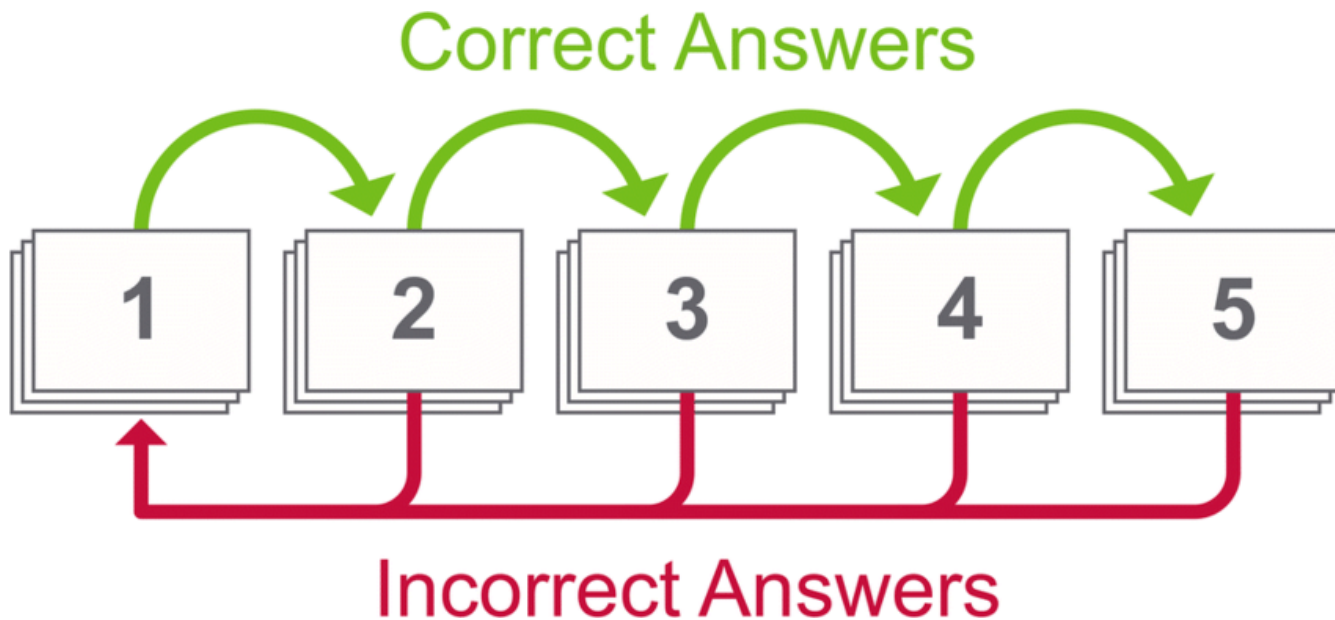
Step 3: Test yourself / Retrieval / Recall

Pick the methods that best suit you / your subjects:

- Flashcards (Write down the answers on separate paper)
- Brain dump (e.g. re-write a spider diagram)
- Zig-Zag style learning grids (Cover up completed answers and rewrite)
- Online quiz websites e.g. Quizlet, Seneca (Check which are best)
- Personal quiz questions (Write your own & test yourself)
- Cornell notes questions (Cover the answers and re-do the questions)
- Practice Exam questions (Practice calculations, write practice essays)

Step 3: After-testing

a) Decide which areas / topics need to be reviewed again a few times ... and which need less reviewing.



b) Decide when to review each topic:

Within the next week?

Two weeks time?

Every two weeks?

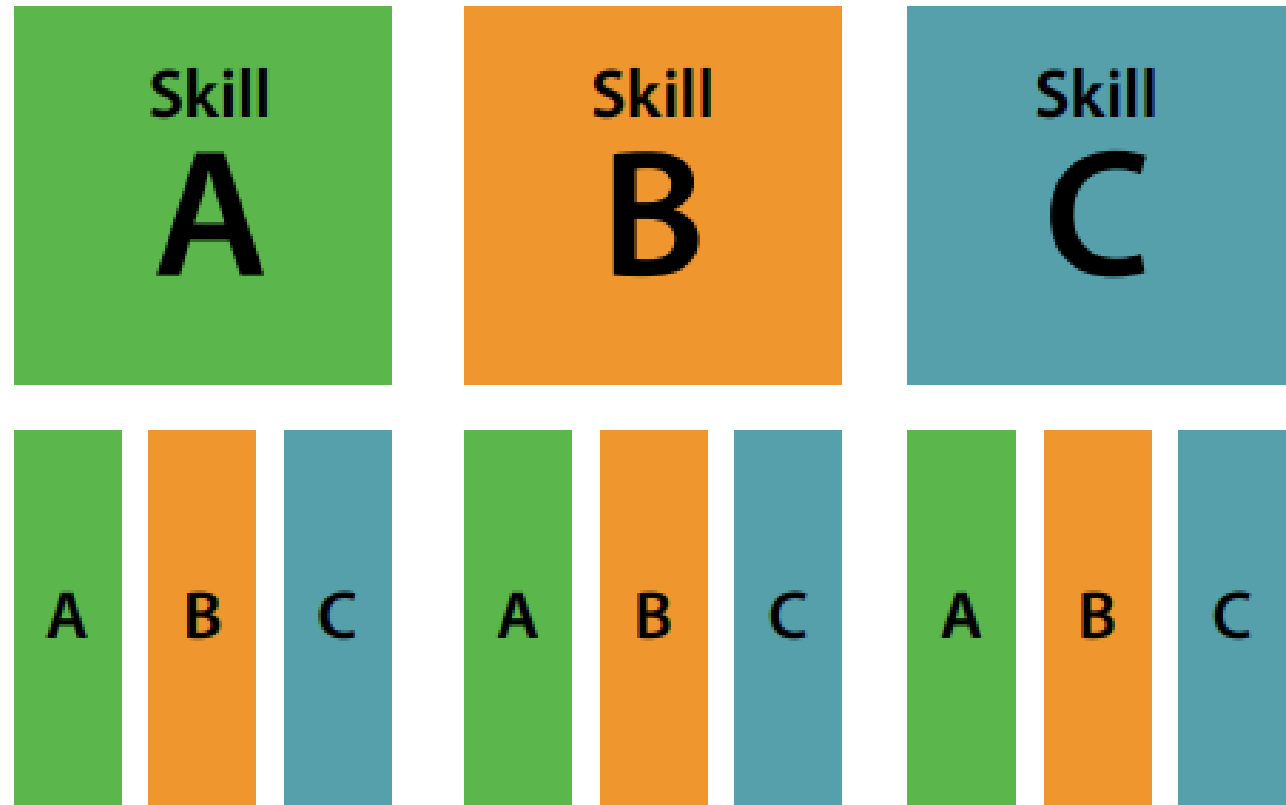
One month time?

Week before the exam?

Spaced Practice

* Studying is broken up into multiple short sessions spread over a longer period of time

- Divide your time into short blocks
- In the Revision Calendar, identify the exact sub-topic you will revise in each block.
- Write in when you will revisit a difficult topic – PLAN AHEAD.



Condense your Notes

Aim: Identify and record the core or essential knowledge

What to do:

Chose a manageable section / topic

Chose your method of note-taking

- * Spider diagram
- * Bullet point lists
- * Summary table
- * Cornell Notes
- * Flashcards

Use all your notes, textbook, revision guides, extra reading to create one summary that consolidates everything in one place.

Retrieve / Recall

Aim: Reuse information so that it becomes secure in your long term memory

What to do:

Select a section / topic

Chose a suitable method to test yourself

- * Flashcards
- * Brain dump / Learning grids
- * Personal quiz questions
- * Online quizzes eg Quizlet, Seneca
- * Cornell Notes questions
- * Practice Exam Questions

Complete your recall tasks from memory – no notes.

Check your answers against a correct version.
Identify / record areas you need to revisit.

Revision should be strategic

- Use your teachers' feedback
- Focus on the areas you find difficult
- Ask teachers, attend drop-in and support sessions
- Focus on exam skills and make good use of past paper questions



Revision should be **self-directed**

- Make a plan based on how much you need to cover
- Allocate an independent/supervised to revising each subject
- You need to take charge of learning the content- beyond what's set on Bromcom



Revision should be purposeful

- Set yourself a clear goal for the session, e.g. learn key information from a sub-unit
- Decide how you will test if you have achieved this, e.g. complete and mark past paper questions





IT'S A MARATHON NOT A SPRINT

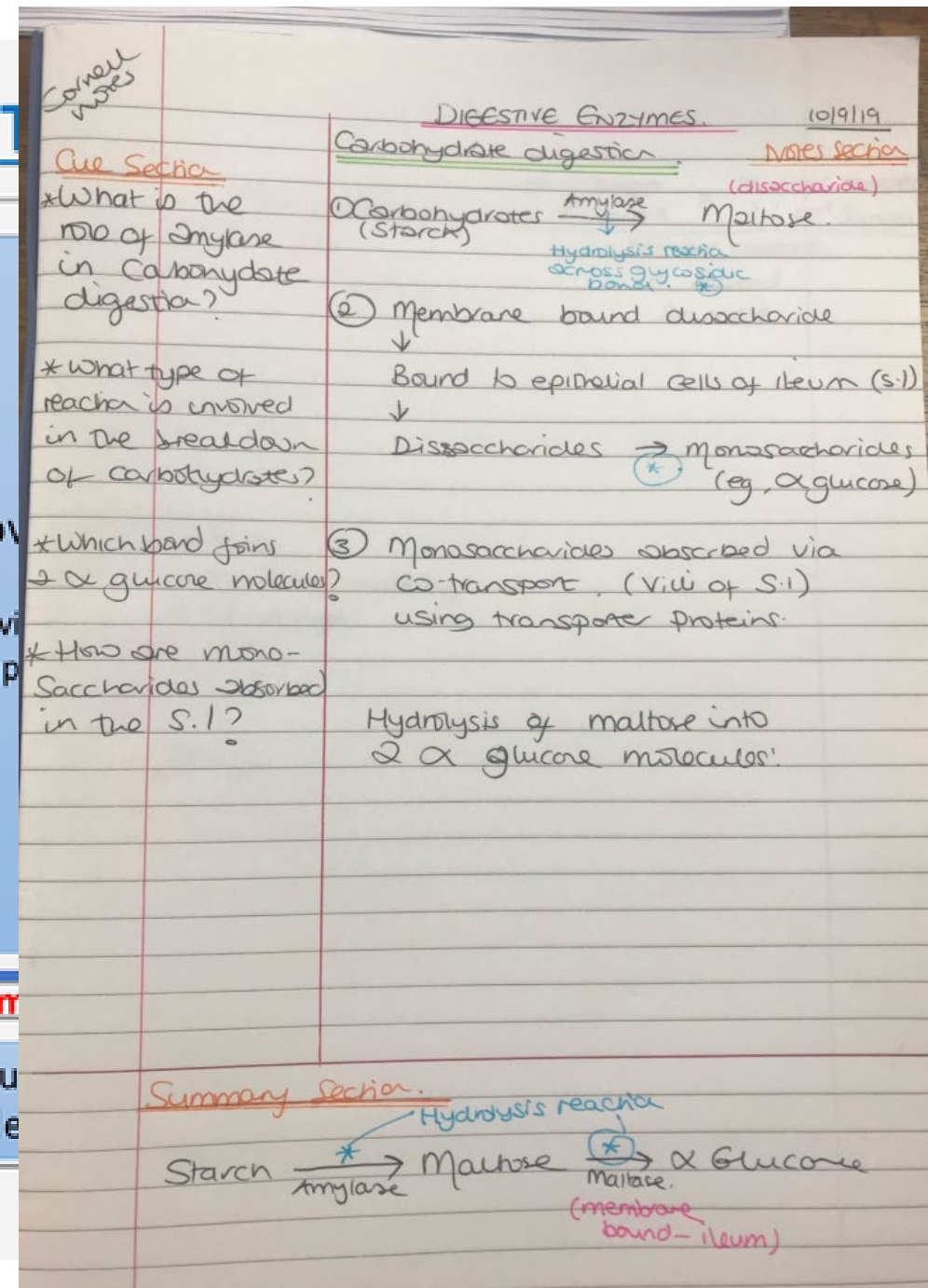
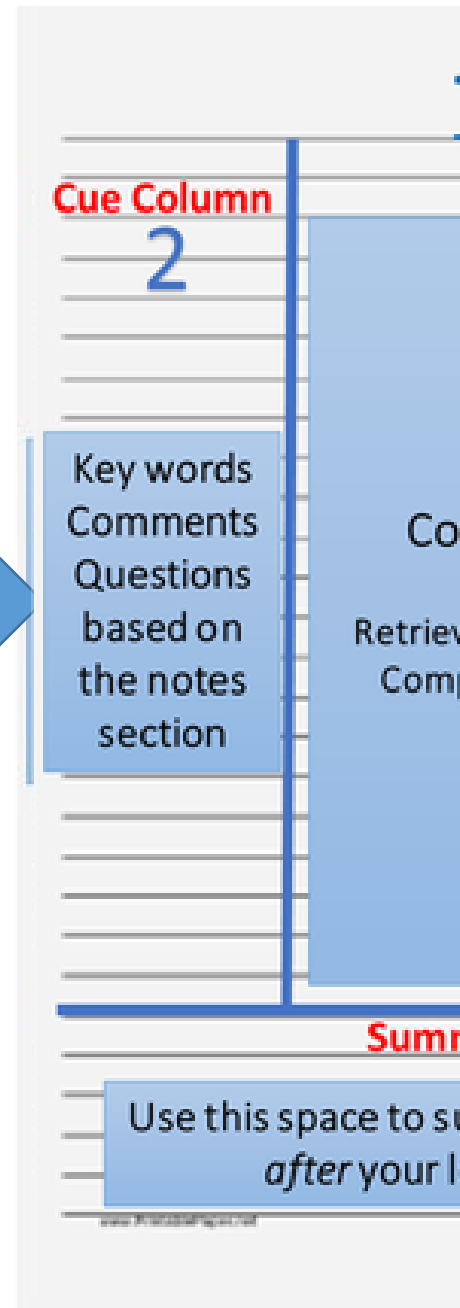
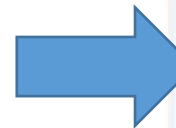
Treat A Levels as a 2 year marathon

Working consistently is more effective than cramming revision at the last minute so you:

- Achieve your goal at the end of yr 13
- Reduce anxiety
- Be a high achieving student who
 - Takes responsibility
 - Knows the content well
 - Knows how to answer questions
 - Knows how best to study

Cornell note-taking

Write questions here ...
which you can use to test
yourself on at a later date



How to ... recall

Your personal responsibility is to work your brain hard.

Effortful recall of information from your long term memory means that this becomes more familiar to you and you are able to use this knowledge / information more automatically in lessons.

- Flash cards – make them AND use them to self-quiz yourself every day (for the answers you don't know); every other day or every week (for the answers you do know).
- Outline spider diagrams – draw out the main headings from your summary. Then complete the detail WITHOUT your notes. Then check back against the original AND add anything missing in a different colour.

How to ... assess recall

- Blank tables / knowledge organisers – leave the main headings / prompts and then fill in the details from memory. Check against the completed summary
- Self quiz using the questions written on the Cornell notes sheets – cover the right hand side and write out answers to the questions on a new piece of paper.
- Use online quizzes e.g. Kahoot, Seneca, Socrative, Quizlet. You could also create your own and then revisit them to retest your self in the future.

How to ... feedback and targets

- Decide on how well you know the topic / sub-topic that has been recalled.
- If well-known / good recall, set a date one month later to review the topic again
- If not well known / poor recall, set a sooner date to review again.
- Flashcards can be split into known / not- known cards. Repeat / retest the not-known cards more regularly than those that are known

Exam Practice

Why? Using and applying your knowledge to unfamiliar questions / tasks / contexts gives you another chance to retrieve information again and to practice exam techniques.

- Use past exam papers and self-mark your answers
- Complete 'Review' questions in textbooks
- Complete practice questions from revision guides
- Complete tasks / questions / exercises in textbooks that you have not been directed to answer

