

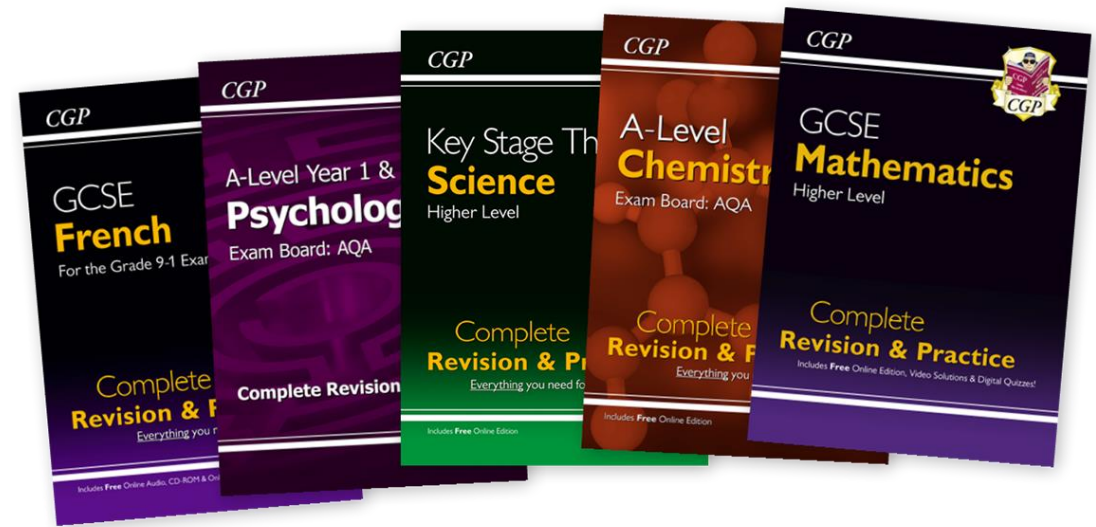
How to use revision guides effectively

Hall Park Academy



Introduction

- The academy has provided you with revision guides for each of your subjects, but do you know how to make effective use of them?
- Follow these top 10 tips to master your revision guide!



1. Cross out any pages which are not relevant to your exam (e.g. optional topics).

- Some subjects (e.g. English and history) will have topics or texts that you do not need to study.
- Ask your teacher which content to cross out from your revision guide.

Superpower Relations and the Cold War, 1941-1991

The Origins of the Cold War, 1941-53

| | |
|----------------------------------|----|
| The Grand Alliance..... | 67 |
| The Two Superpowers | 68 |
| Mutual Suspicion..... | 69 |
| The Berlin Crisis..... | 70 |
| The Arms Race..... | 71 |
| Divisions in Eastern Europe..... | 72 |

Cold War Crises, 1948-70

| | |
|-------------------------------|----|
| The Berlin Question..... | 73 |
| The Berlin Wall..... | 74 |
| The Cuban Missile Crisis..... | 75 |
| The Prague Spring..... | 77 |

The End of the Cold War, 1970-91

| | |
|--|----|
| Détente — Easing of Tensions | 79 |
| The Soviet Invasion of Afghanistan | 80 |
| The Second Cold War | 81 |
| Gorbachev's 'New Thinking' | 82 |
| Eastern Europe Pulls Away | 83 |
| The Collapse of the Soviet Union | 84 |
| Revision Summary | 85 |

Exam Skills for the Depth Studies

| | |
|--|----|
| Exam Skills for the British Depth Study..... | 86 |
| Exam Skills for the Modern Depth Study | 87 |

Elizabethan Society in the Age of Exploration, 1558-88

| | |
|---------------------------------------|-----|
| Education..... | 105 |
| Sports, Pastimes and the Theatre..... | 106 |
| Poverty..... | 107 |
| Exploration and Discovery | 109 |
| Raleigh and Virginia..... | 111 |
| Revision Summary | 112 |

Weimar and Nazi Germany, 1918-39

The Weimar Republic, 1918-29

| | |
|---|-----|
| The War Ends..... | 113 |
| The Weimar Republic | 114 |
| Early Unpopularity..... | 115 |
| Years of Unrest..... | 116 |
| Recovery..... | 117 |
| Changes Under the Weimar Republic | 118 |

Hitler's Rise to Power, 1919-33

| | |
|--------------------------------------|-----|
| Early Stages of the Nazi Party | 119 |
| The Munich Putsch | 120 |
| The Great Depression | 121 |
| The Rise of the Nazis | 122 |
| Hitler Becomes Chancellor | 123 |

Nazi Control and Dictatorship, 1933-39

| | |
|------------------------------|-----|
| Achieving Total Power..... | 124 |
| The Machinery of Terror..... | 126 |
| Propaganda..... | 127 |

2. RAG-rate the contents page and date-stamp it each time.

- Alternatively, use different coloured repositional notes to rate each page/topic.
- When revising, focus on the weaker areas first.

| 03/23 | 04/23 | 05/23 | Topic 2 — Electricity | |
|-------|-------|-------|---|----|
| G | G | G | Current and Circuit Symbols..... | 24 |
| A | A | G | Resistance and $V = IR$ | 25 |
| R | A | A | Resistance and I - V Characteristics..... | 26 |
| A | G | G | Circuit Devices..... | 27 |
| R | A | G | Series Circuits..... | 28 |
| R | A | A | Parallel Circuits..... | 29 |
| G | G | G | Investigating Resistance..... | 30 |
| R | A | G | Electricity in the Home..... | 31 |
| A | A | G | Power of Electrical Appliances..... | 32 |
| R | R | A | More on Power..... | 33 |
| R | A | G | The National Grid..... | 34 |
| A | A | G | Static Electricity..... | 35 |
| R | R | A | Electric Fields..... | 36 |



3. Familiarise yourself with the formatting of the revision guide.

topic

Food

Food... my favourite topic. There's lots of vocab to learn — very useful for avoiding shocks in restaurants...

Qu'est-ce qu'on mange ce soir? — What are we eating tonight?

| | | | | | |
|------------------------|--|-----------------|---|--------------|-------------|
| les légumes (m) | vegetables | les fruits (m) | fruit  | le goût | taste |
| le chou-fleur | cauliflower | la pomme | apple | dégoûtant(e) | disgusting |
| le chou | cabbage | la poire | pear | épicé(e) | spicy |
| les haricots (m) verts | green beans | la framboise | raspberry | salé(e) | salty |
| le champignon | mushroom | la fraise | strawberry | sucré(e) | sweet |
| la pomme de terre | potato  | les raisins (m) | grapes | amer / amère | bitter |
| les petits pois (m) | peas | l'ananas (m) | pineapple | bien cuit(e) | well cooked |

Grammar — giving opinions

Use 'j'aime' (I like), 'je préfère' (I prefer) and 'je déteste' (I hate) to give a range of opinions.

Je préfère la saucisse aux fruits de mer. I prefer sausage to seafood.

Je déteste la viande rouge. I hate red meat.

Je mange... — I eat...

Get ready to talk about what you eat, what you think of it and why.

| | | |
|--|---|---|
| Je mange <u>du saumon</u> — j'aime le goût. | <u>I eat salmon</u> — I like the taste. | <u>tuna</u> — du thon (m) |
| En général, <u>je ne mange pas</u> de poisson parce que je le trouve <u>dégoûtant</u> . | In general, I <u>don't eat</u> fish because I find it <u>disgusting</u> . | <u>lamb</u> — de l'agneau (m) |
| Je <u>devrais</u> manger moins de nourriture sucrée parce que cela <u>serait</u> meilleur pour ma santé. | I <u>should</u> eat less sugary food because that <u>would be</u> better for my health. | This is in the <u>conditional</u> — see p.144 for more. |

There's a lot of vocab here — you need to know all of it...

Listen to Selina, Ahmed and Élodie. Choose the correct answer to complete each statement.

e.g. Selina never eats... A. lamb B. fish C. pork **C**

1. Ahmed particularly likes... A. raspberries B. mushrooms C. cauliflower [1]

key phrase

full vocabulary list

tense

online resource

4. Access the supplementary online resources using the code/password at the front.

- Some revision guides may also feature QR codes or links throughout to additional content.

You'll see QR codes throughout the book that you can scan with your smartphone.

A QR code next to a tip box question takes you to a **video** that talks you through solving the question. You can access **all** the videos by scanning this code here.



A QR code on a 'Revision Questions' page takes you to a **Retrieval Quiz** for that topic. You can access **all** the quizzes by scanning this code here.



You can also find the **full set of videos** at cgpbbooks.co.uk/GCSEScienceFoundation/Videos and the **full set of quizzes** at cgpbbooks.co.uk/GCSEScienceFoundation/Quiz

For useful information about **What to Expect in the Exams** and other exam tips head to cgpbbooks.co.uk/GCSEScienceFoundation/Exams

Remember: music samples are online at:
www.illuminate.digital/revisedgcsemusic
username: IlluminateMusicRev
password: Harmony

5. Create flash cards from the terms listed in the glossary.

Glossary

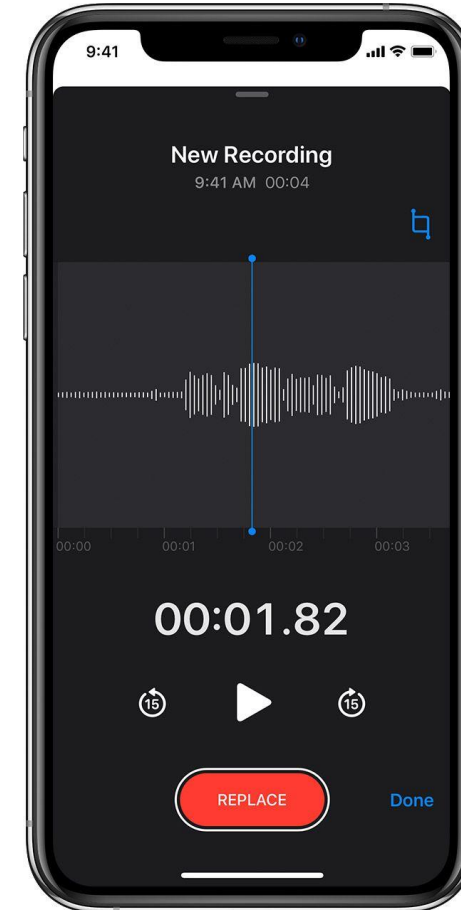
| | |
|---|---|
| abiotic the non-living part of an ecosystem, such as soil | biotic the living part of an ecosystem, such as plants |
| abrasion the wearing away of cliffs by sediment thrown by breaking waves | birth rate the number of live births in a year within a population of an area (usually expressed out of one thousand people) |
| abstraction the removal of water from the ground, rivers or lakes so that it can be used by people | boulder clay clay containing many large stones and boulders, formed by deposition from moraines, glaciers and ice sheets. |
| accessibility how easy it is to get to and from a place | bulldozing when ice in a glacier pushes loose material in front of it |
| active layer the seasonally thawed surface layer above permafrost | canopy a layer of trees within a forest ecosystem |
| adult literacy rate the number of adults in a country who can read and write (usually expressed as a percentage) | carbon footprint the amount of carbon dioxide produced by a person, household or business |
| afforestation planting of trees on a large scale | climate the long-term patterns of average precipitation and temperature, including hot and cold seasons or wet and dry seasons, for an area |
| agribusiness a large farm or group of farms organised and managed efficiently to make as much profit as possible | climate change a significant change in the expected long-term patterns of average precipitation and temperature for an area; this may be a natural change or due to human activities |
| aid the giving of money, expertise or technology by one country to another to help development | colonial expansion the historical takeover of overseas territories by a powerful country, usually for economic benefit |
| appropriate technology a level of equipment and machinery that people can understand easily and does not cost too much (see <i>intermediate technology</i>) | commercial farming the growing of crops or |

birth rate

the number of live births in a year within a population of an area (per 1,000)

6. Summarise each page in e.g. twenty words or fewer.

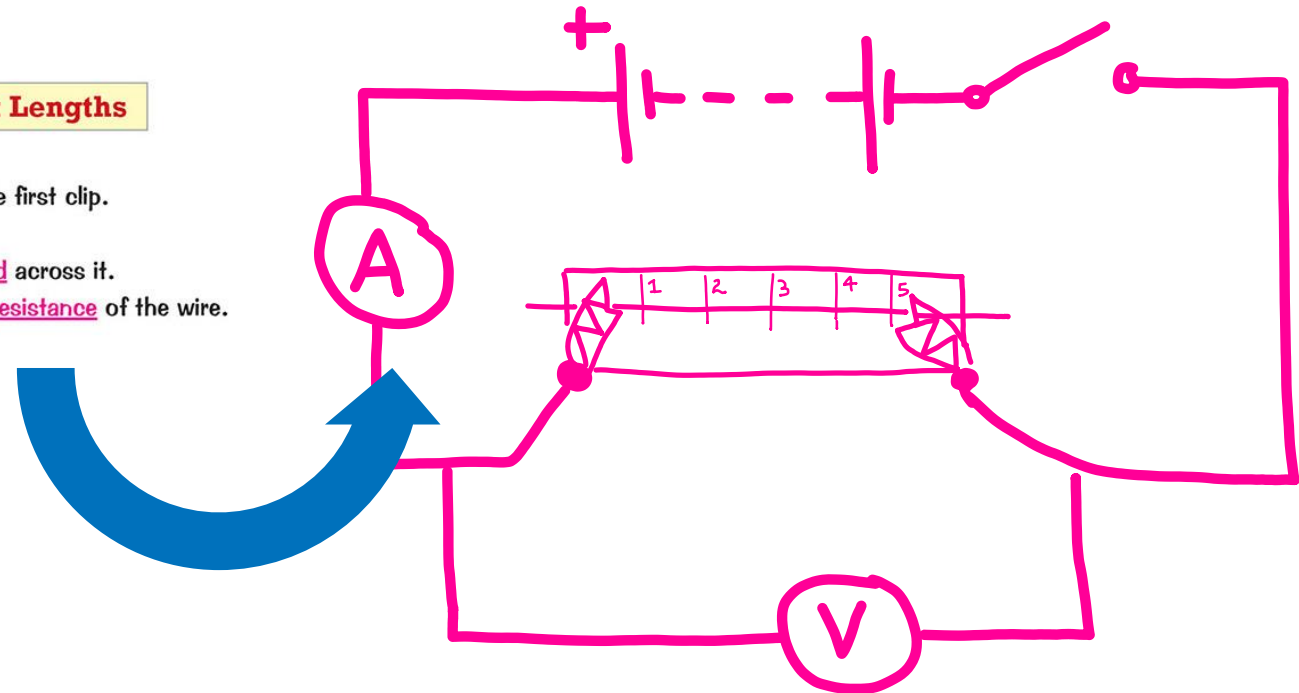
- You could write this down or do it verbally with a friend/adult.
- Variation: verbally summarise a topic in no more than 1 minute. You could record this on your phone and listen back later to further embed.



7. Convert prose into visual diagrams and vice versa.

Measure **Potential Difference** and **Current** for **Different Lengths**

- 1) Attach a crocodile clip to the wire level with 0 cm on the ruler.
- 2) Attach the second crocodile clip to the wire a short distance from the first clip.
- 3) Write down the length of the wire between the clips.
- 4) Close the switch, then record the current through the wire and the pd across it.
- 5) Use $R = V \div I$ (from the equation $V = IR$ on p.181) to calculate the resistance of the wire.
- 6) Open the switch and move the second crocodile clip along the wire.
- 7) Repeat steps 3 to 6 for a range of wire lengths.



8. Create your own quizzes based on the text and ask a friend/adult to test you or each other.

1. What is the function of a ribosome?
2. How have microscopes developed over the years?
3. If the actual size of a cell is $100\text{ }\mu\text{m}$, and 10 cm in a book, what is the magnification of the image in the book?



9. Yes, the answers are in the back!

- If you're stuck on a question, can you use the answer to work 'backwards' and figure out the method?

Answers: P3 — P9

Section One — Number

Page 3 — Types of Number and BODMAS

- Q1 4
- Q2 5, -87, 167
- Q3 a) $\sqrt[3]{25} = 2.92401\dots$, irrational
b) $\sqrt{16} = 4$, rational
c) $\sqrt{5} = 2.23606\dots$, irrational
d) $3 \div 8 = 0.375$, rational
e) $8.4\dot{2} = 8.42222\dots$, rational
f) Rational
- Q4 a) the third cube number (27)
b) the fourth square number (16)
- Q5 a) 2 d) 19 and 2
b) e.g. 29 e) e.g. 1 or 25
c) 19
- Q6 There's just one: 2 is the only even prime.
- Q7 113
- Q8 a) 15 e) 4
b) 4 f) 5
c) 29 g) 17
d) 18 h) 4
- Q9 $\frac{1}{6}$
- Q10 $6^2 = 36$, $3^3 = 27$, prime number = 37 and $10 \times \sqrt{2 \times 5 + 6} = 40$.
So $10 \times \sqrt{2 \times 5 + 6}$ has the largest value.

Pages 4-5 — Multiples, Factors and Prime Factors

- Q1 a) 12 d) 1, 3, 9
b) 3 e) $P = 12$, $Q = 6$
c) 1, 9

- Q9 a) 1, 4, 9, 16, 25, 36, 49, 64, 81, 100
b) 4, 16, 36, 64, 100
c) 9, 36, 81
d) 1, 64
e) Total = $385 = 5 \times 7 \times 11$
- Q10 a) $50 \times 25 \times 16 = 20\,000 \text{ cm}^3$
b) $2^5 \times 5^4$
c) 200. It is not enough to divide the large volume by the smaller volume as the shapes of the blocks are important too. It is possible to fit $16 \div 4 = 4$ small blocks across the width, $50 \div 5 = 10$ small blocks along the length and $25 \div 5 = 5$ small blocks down the height of the large block. This enables Gordon to fit $4 \times 10 \times 5 = 200$ small blocks into the big block.

- Q11 a) 680 c) $2 \times 5 \times 17$
b) $2^3 \times 5 \times 17$ d) 5×17

Q12 42

Page 6 — LCM and HCF

- Q1 a) 6, 12, 18, 24, 30, 36, 42, 48, 54, 60
b) 5, 10, 15, 20, 25, 30, 35, 40, 45, 50
c) 30
- Q2 a) 1, 2, 3, 5, 6, 10, 15, 30
b) 1, 2, 3, 4, 6, 8, 12, 16, 24, 48
c) 6
- Q3 a) 20 f) 5
b) 10 g) 32
c) 2 h) 16
d) 15 i) 16
e) 15
- Q4 a) 120 f) 180

Pages 7-8 — Fractions

- Q1 a) $\frac{1}{64}$ c) $\frac{1}{18}$ e) $\frac{1}{10}$
b) $\frac{3}{88}$ d) $\frac{125}{32}$ f) $\frac{81}{100\,000}$
- Q2 a) 1 c) $\frac{1}{2}$ e) $\frac{10}{33}$
b) 4 d) $\frac{2}{5}$ f) 1000
- Q3 a) $\frac{1}{4}$ c) $\frac{73}{60}$ e) $\frac{131}{20}$
b) $\frac{5}{6}$ d) $\frac{35}{8}$ f) $\frac{83}{60}$
- Q4 The bowl will be big enough (since she will make $3\frac{7}{15}$ litres of punch).
- Q5 a) $\frac{5}{8}$ c) $\frac{5}{12}$ e) $\frac{139}{40}$
b) $\frac{1}{2}$ d) $\frac{15}{8}$ f) $\frac{233}{300}$
- Q6 a) $\frac{3}{4}$ e) 4 i) $4\frac{3}{5}$
b) $\frac{5}{12}$ f) $1\frac{1}{5}$ j) $1\frac{1}{30}$
c) $\frac{7}{15}$ g) $\frac{5}{8}$ k) 1
d) $4\frac{3}{4}$ h) $\frac{1}{24}$ l) $\frac{44}{75}$
- Q7 a) $\frac{1}{12}$ b) $\frac{1}{4}$ c) $\frac{2}{3}$
- Q8 a) Each box will hold 16 sandwiches. So 5 boxes will be needed for 80 sandwiches.
b) 25 inches tall
- Q9 10 lambs ($= 160 \times \frac{5}{32} \times \frac{2}{5}$)
- Q10 6.4 g
- Q11 a) $\frac{7}{15} = \frac{63}{135}$, $\frac{4}{9} = \frac{60}{135}$ and $\frac{13}{27} = \frac{65}{135}$.

10. Limit each revision session to 20-30 minutes, or around four pages of a revision guide.

- It can be tempting to try and revise a whole topic or even subject before moving onto the next one, but this means you will not interleave all the content you need to learn regularly enough.
- Revise around four pages of a revision guide before moving onto a different subject.

Pomodoro Technique

1. Decide on the content to be revised.
2. Set a timer for 25 minutes.
3. Revise.
4. When the timer rings, take a 5–10 minute break.
5. Repeat steps 1 – 4.
6. After three or four intervals, take a longer break, and then return to step 2.