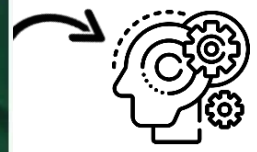
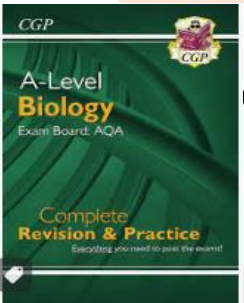


The FACE it revision model in Biology

1.

LEARN THE FACTS



Use the revision guide to go over key fundamental concepts for each topic.

These can be in the form of:

- Flash cards (key terminology and topics).
- Bullet points to summarise.
- Mind maps to synoptically links concepts across topics.
- Annotating diagrams.

2.

APPLY IN CONTEXT



Test yourself - do you actually know the topic from memory?

- 'Brain-dump' mind-map on each topic. Write down as much as you can, then check your notes to identify what you didn't remember!
- Past paper questions to practise applying what you know to different scenarios.
- Cornell notes; 5Rs - Record, Reduce, Recite, Reflect, Review

3.

CONNECT IDEAS



Use checklist to link your knowledge together.

- Can you explain what each bullet point is in detail?
- Can you recall key concepts for each bullet point?
- Tick off a topic once you feel confident you know a range of knowledge about it!

4.

TEST IN EXAM CONDITIONS

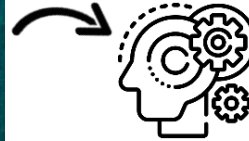
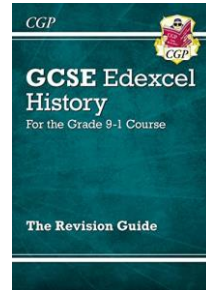


- Set a timer, i.e. 6 minutes for a 6 mark question.
- 'BUS the question: Box the command word Underline the keywords Structure your plan.
- Check the mark scheme on AQA website.
- Reflection - How could you improve?

FACE it revision model

Students should use FACE it, to support their revision planning and as a diagnostic tool:

Have you learnt your **F**ACTs?



Have you practised **A**pplying your knowledge in context questions?



Year 11 Spot-Check Quiz: Modern Ideas about Disease

- What was the main limitation of germ theory? (1 mark)
- Give two differences between a bacteria and a virus. (2 marks)
- Who first discovered the double helix structure of DNA in 1953? (1 mark)
(A) Watson and Crick (B) Cook and Watson (C) Dal and Hill
- What was the Human Genome Project? (1 mark)
- Give an example of a genetic disease we can now understand due to knowledge of DNA. (1 mark)
- Give an example of a treatment for genetic disease. (1 mark)
- Match the lifestyle factor to the health condition that it increases the risk of. (4 marks)

Smoking	Stomach cancer
Obesity	Lung cancer
Drinking too much alcohol	Heart disease
Exposure to UV rays (sunlight)	Liver disease

- Has knowledge of lifestyle factors been more useful for: (1 mark)

(A) Diagnosis of disease
(B) Treatment of disease
(C) Prevention of disease

- Give three examples of technology that has helped to develop diagnosis. (3 marks)

Have you started to **C**onnect ideas with more synoptic questions?



Have you tested yourself in timed **E**xam conditions?



Edexcel GCSE History Revision Checklist

Topic	You should be able to:	Check	How confident are you about this?	Check
Medieval Britain (1066-1500)	Describe the significance of the Norman Conquest for the course of events. Describe the 'Three Ages of Feudalism' and the Three Ages of Man. Describe how the four main kingdoms and Wales were united under one English monarch. Describe the transition to English disease (Signatures of Feudalism, Signatures of Feudalism, Signatures of Feudalism) and how they were resolved.	<input type="checkbox"/>	Confident Fair Not confident	<input type="checkbox"/>
Medieval Britain (1500-1600)	Describe the impact of the Black Death on the course of events. Describe the impact of the 'Four Ages of Feudalism' and the 'Three Ages of Man'. Describe the transition to English disease (Signatures of Feudalism, Signatures of Feudalism, Signatures of Feudalism) and how they were resolved. Describe the three main problems of Feudalism and why there were hard to deal with.	<input type="checkbox"/>	Confident Fair Not confident	<input type="checkbox"/>
Early Modern Britain (1600-1700)	Describe the role of the physician, apothecary and barber-surgeon in treatment and care. Describe the role of the apothecary and barber-surgeon in treatment and care. Describe the role of the apothecary and barber-surgeon in treatment and care. Describe the role of the apothecary and barber-surgeon in treatment and care.	<input type="checkbox"/>	Confident Fair Not confident	<input type="checkbox"/>
Modern Britain (1700-1900)	Describe the impact of the Industrial Revolution on the course of events. Describe the impact of the Industrial Revolution on the course of events. Describe the impact of the Industrial Revolution on the course of events. Describe the impact of the Industrial Revolution on the course of events.	<input type="checkbox"/>	Confident Fair Not confident	<input type="checkbox"/>