

**FAIRFIELD METHODIST SCHOOL (SECONDARY)**  
**INFORMATION SHEET FOR SEC 4 & 5 PARENTS 2022**

**Strategies for different subjects**

| <b><u>SUBJECT</u></b> | <b><u>STRATEGIES</u></b>  |
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| English               | <ol style="list-style-type: none"><li>1. Building content: (i) Students should keep abreast of issues happening around the world by reading articles related to popular themes like Technology, Music, Sports, Environment, Values, Health, Art, Animals etc. (ii) Students should bring a physical book for silent reading in the morning before flag raising begins</li><li>2. Writing: Students should keep a personal journal, divided according to the themes mentioned in (1) to reflect about the things they have read and (2) recall the content they learnt through reading</li><li>3. Expanding Vocabulary: Students should use online dictionary websites (<a href="http://www.dictionary.cambridge.org">www.dictionary.cambridge.org</a> and <a href="https://www.collinsdictionary.com/dictionary/english">https://www.collinsdictionary.com/dictionary/english</a>) to find out the meaning of difficult words to expand their vocabulary. These words should be recorded in their personal journal and efforts should be made to apply these new words in their writing or daily speech</li><li>4. Building personal responses: (a) Parents can consider sharing with your child about a book/an article you have read and why you love it, to inspire your child to love reading (b) Parents can discuss a book/article with your child to elicit his/her personal responses (c) Parents can discuss with your child how/why certain words are used in print and online reading material, and its effect on the reader</li></ol> |
| Chinese B             | <ol style="list-style-type: none"><li>1. Free Writing: Practise picture essay and email writing. Practise typing in Chinese, by typing out paragraphs in the textbooks.</li><li>2. Spelling: Familiarize key vocabulary that are topic related by having someone to read out a list of words, and writing/typing them out.</li><li>3. Listening &amp; Speaking: Watch more Chinese short videos online, and practise simple conversation with parents or people in the community.</li></ol>   |

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|                                  | <p>4. Tune in to YES933 or Jia883, to cultivate the habit of listening to Mandarin</p>  |
| <p>Chinese<br/>(4E5N and 4N)</p> | <p>1. Start revising the vocabulary learnt using 《词语这样用》.</p> <p>2. Essay Writing (Expository/Argumentative): Brainstorm to come up with essay outlines for a range of current affairs topics, using 《话题讨论》。</p> <p>3. Email Writing: Remember the formats for the different types. Analyze the questions and identify the requirements of the questions. It is normally straightforward in the question. (common mistake of not writing to the point)</p> <p>4. Comprehension: Revise the different types of comprehension questions and the answering techniques for each type (e.g. 复述题、对比题、评鉴题、解释题等) . Practice comprehension exercises regularly as the same type of questions are usually repeated.</p> <p>5. Oral:</p> <p>Reading : Practice reading aloud using the textbooks. Listen to recordings of past year 'O' Level passages, as well as audio files of Sec 1-4 textbook passages, while reading the text itself, at least twice before 'O' Levels.</p> <p>Conversation : Practice daily conversation with classmates or family members.</p> <p>6. Listening: Tune in to YES933 or Jia883, to cultivate the habit of listening to Mandarin</p> |
| <p>Higher Chinese</p>            | <p>1. Essay writing: Research on current affair topic and collect evidence and real life examples to support their stand.</p> <p>2. Use of a variation of argumentative strategies. (Compare and Contrast; real life examples; using quotes)</p> <p>3. Be familiar with all the idioms and its meanings before using it in essays.</p>  |

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|  | <div>4. Comprehension: Be familiar with the stylistic tools used in comprehension passages.</div> <div>5. Regular practice for summary writing.</div> <div>6. Time management for Paper 2.</div> <div>7. Watch reality shows or Channels in Chinese media, to create a language acquisition environment in Mandarin.</div>   |  |   |  |  |
| Chinese (NT)   | <div>1. Revise the passages and vocabulary in the textbook to enable the students to increase their vocabulary bank and be able to recognise words.</div> <div>2. For the last section of paper 1, students need to write sms or email to a friend regarding an event. Students will need to remember the format as teachers practise the exercises with them in class.</div> <div>3. Speak more Mandarin and watch Chinese programmes at home as the paper 2(Oral) makes up 50% of the total marks in N level.</div> <div>4. Be ready and co-operative in class and hand in assignments/homework on time.</div> <div>5. Tune in to YES933 or Jia883, to cultivate the habit of listening to Mandarin</div>  |  |   |  |  |
| Literature   | <div>General Guidelines</div> <div><div><div>● Writing an exam type essay</div><div>1. Read the questions carefully. "How does Bradbury make it so easy to feel sympathy for Montag? Support your answer by close reference to <b>two</b> moments in the story. "<div><div>- Write a five-paragraph essay discussing the above question.</div></div></div><div>2. Analyze the question. • Circle, highlight and define key words • Write synonyms • Brainstorm</div><div>3. Plan - Outline • Create full thesis [Introduction + 3 topic sentences/PEEL + Conclusion] • Add details under topic sentences</div><div>4. The PEEL structure - to help you craft your response in paragraphs</div></div><table><tr><td><b>POINT</b><br/>Is there a point of view that needs sharing?<br/>Is there an important piece of</td><td><b>EVIDENCE</b><br/>What information do you have to support your point?<br/>Are there quotes that</td><td><b>EXPLANATION</b><br/>What effect does this evidence have?<br/>How important is the information</td><td><b>LINK</b><br/>What does this point and evidence have to do with the question?</td></tr></table></div> | <b>POINT</b><br>Is there a point of view that needs sharing?<br>Is there an important piece of | <b>EVIDENCE</b><br>What information do you have to support your point?<br>Are there quotes that | <b>EXPLANATION</b><br>What effect does this evidence have?<br>How important is the information | <b>LINK</b><br>What does this point and evidence have to do with the question? |
| <b>POINT</b><br>Is there a point of view that needs sharing?<br>Is there an important piece of | <b>EVIDENCE</b><br>What information do you have to support your point?<br>Are there quotes that  | <b>EXPLANATION</b><br>What effect does this evidence have?<br>How important is the information | <b>LINK</b><br>What does this point and evidence have to do with the question?                  |  |  |

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| information that you can share in response to the question? Do you need to define a term? | you can use to illustrate the point that you are making? Are there examples that you can include that show what you mean? | that you have shared?                                     | <b>NOTE:</b> The link should not be a rehash of the point. An attempt must be made to reword / reexpress the point to show the connection at least. |
| -One of the reasons why...<br>-To begin with...<br>-Moving on to the next point..         | -For example..<br>-This is shown in..<br>-Such as..<br>-We can see this in..  | -As a result of..<br>-This means that..<br>-This caused.. | -In conclusion..<br>-This tells me that..<br>-This helps to answer the question because..   |

1. Check the google classroom for essays, notes, ppts and links that are/will be posted regularly
2. Practise exam techniques. Look at questions, highlight key words, ensure understanding of the questions and how to tackle them.

### Fahrenheit 451

1. Fahrenheit 451- re-read novel, Make notes on events, characters, setting, plot, Ideas and themes that are shown.
2. [F451 sparknotes](#)
3. [F451 Cliff Notes](#)

### Unseen

1. A brief summary and online course on poetic devices to refresh memory  
[<http://study.com/academy/lesson/poetic-devices-definition-types-examples.html>]
2. Glossary of terms for poetic devices  
[[http://highereducation.mheducation.com/sites/0072405228/student\\_view0/poetic\\_glossary.html](http://highereducation.mheducation.com/sites/0072405228/student_view0/poetic_glossary.html)]
3. Look at past year questions and complete. Submit to teacher for feedback.

### Boom

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|  | <ol style="list-style-type: none"> <li>1. Re-read the play. Make notes on character, plot, ideas and themes. Look at passages and work out what emotions are evoked through the scene, and how you are made to feel that way.</li> <li>2. <a href="#">Dramatic Elements for Contemporary Drama</a></li> <li>3. <a href="#">Dramatic Elements</a></li> <li>4. <a href="#">Jean Tay shares a tip for students when reading Boom!</a></li> </ol>   |
| Combined Humanities (Social Studies, Geography & History Elective) | <ol style="list-style-type: none"> <li>1. Comprehend the content; build up on global and international issues; be ready to listen to different perspectives and form your own views.</li> <li>2. Understand the requirements of national examinations.</li> <li>3. Practice the skills taught to familiarise yourself with the different components presented[ especially for source-based questions] so as to strengthen the answering skills</li> <li>4. Maximise the revision booklet (ROX) Refer to the suggested answer schemes to know the expectations of typical ‘O’ and “NA” level questions and understand how to present your answers to meet the demands of the different questions</li> <li>5. Arrange for consultation sessions with the teachers to clarify doubts. Come prepared to discuss your work for maximum benefit.</li> </ol> |
| Additional Mathematics/<br>Elementary Mathematics                  | <ol style="list-style-type: none"> <li>1. Remember the formulae and understand the mathematical concepts.</li> <li>2. Do the Yearly TYS as a timed practice. If a student finds that he/she can’t do the majority of the paper, perhaps he/she has to go back and start from doing Topical TYS. However, if the student is able to do the majority of the paper, mark the paper (using solution booklet) and see which topics he/she is weaker in, then proceed to focus on that topic in topical TYS. Do numerous practices on different topics.</li> <li>3. A guide for time practice is as follows:<br/> EMath Paper 1: Complete 8 questions in 30 minutes<br/> Paper 2 : Complete 5 questions in 1 hour.<br/> AMath Paper 1: Complete 3 questions in 30 minutes<br/> Paper 2 : Complete 5 questions in 1 hour</li> </ol>                          |

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|                | <ol style="list-style-type: none"> <li>Log on to Mathematics portal (<a href="http://www.ace-learning.com.sg">www.ace-learning.com.sg</a>) for Sec 4NT to revise on various topics. Practise questions under Computerized Adaptive Test. Access Math Exam Revision Kit to do revision on various topics.</li> <li>Arrange for consultation session(s) with teachers to clarify doubts on the topic(s)/concept(s). Come prepared with questions which you do not know how to do.</li> </ol>   |
| Physics (Pure) | <ol style="list-style-type: none"> <li>Emphasis on the understanding and applications of abstract concepts rather than the recall of facts, procedures or theory. Concepts are interconnected by themes (eg. Waves- Sound, Light). Thus, listen during lessons to understand explanations of concepts. Digest the information and take down summarised notes based on understanding.</li> <li>Complete assignments on time so that the teacher is able to mark it/go through it in class and provide feedback.</li> <li>Prior reading of the chapter before actual lessons is encouraged.</li> <li>How to revise on your own more effectively: <ol style="list-style-type: none"> <li>First, refer to the Physics syllabus (6091). Know it well.</li> <li>Next, go through the notes made to recall what was learnt and use the textbook to clarify doubts.</li> <li>Practise topical TYS questions using notes and textbook as references if needed.</li> <li>Review and verify your answers. Note any queries or doubts arising from this.</li> <li>Arrange for time to consult the teacher about any doubt or ambiguity.</li> </ol> </li> <li>Strategies for assessment: <ol style="list-style-type: none"> <li>Refer to past test papers to know your areas of weakness. Revise on those topics (see above).</li> <li>Practise past year test papers or examinations and be familiar with the assessment format.</li> <li>Improve your time management by timing your practices.</li> <li>For Science Practical, refer to past practices.</li> </ol> </li> </ol> |

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|                  | <ul style="list-style-type: none"> <li>e. Clarify any doubts with your teachers.</li> <li>f. Pace yourself during examinations during the examination period and do not neglect practising or the last paper, the paper 1 - MCQ.</li> </ul>   |
| Chemistry (Pure) | <ol style="list-style-type: none"> <li>1. Listen during lessons to understand explanations of concepts. Digest the information and take down summarised notes based on understanding. Do not blindly copy notes while the teacher is explaining. Time will be given for note-taking.</li> <li>2. Complete assignments on time so that the teacher is able to go through it in class and provide feedback.</li> <li>3. How to revise on your own more effectively:             <ol style="list-style-type: none"> <li>a. First, refer to the Chemistry syllabus (6092). Know it well.</li> <li>b. Go through the notes that were made to recall what was learnt and use the textbook to clarify any uncertainty.</li> <li>c. Practise topical TYS questions using notes and textbook as references if needed.</li> <li>d. Review and verify your answers. Note any queries or doubts arising from this.</li> <li>e. Arrange for time to consult the teacher about any doubt or ambiguity.</li> </ol> </li> <li>4. Strategies for assessment:             <ol style="list-style-type: none"> <li>a. Refer to past test papers to know your areas of weakness. Revise on those topics (see above).</li> <li>b. Practise past year test papers or examinations and be familiar with the assessment format.</li> <li>c. Improve your time management by timing your practices.</li> <li>d. For Science Practical, refer to past practices.</li> <li>e. Clarify any doubts with your teachers.</li> <li>f. Pace yourself during examinations during the examination period and do not neglect practising or the last paper, the paper 1 - MCQ.</li> </ol> </li> </ol> |

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| Biology (Pure) | <ol style="list-style-type: none"> <li>1. Both concepts and content are important in Biology. Listen during lessons to understand the explanations. Digest the information and take down summarised notes based on understanding. Do not blindly copy notes while the teacher is explaining.</li> <li>2. Complete assignments on time so that the teacher is able to mark it/go through it in class and provide feedback.</li> <li>3. How to revise more effectively: <ol style="list-style-type: none"> <li>a. First, refer to the Biology syllabus (6093).</li> <li>b. Go through the notes to recall what was learnt and use the textbook to clarify doubts. Pay extra effort to relate the concepts or content to the diagrams illustrated in the textbook. Diagrams of key structures and experiments are very important.</li> <li>c. Next, do up one summary sheet/ mindmap for each chapter after revising from notes and textbook.</li> <li>d. Practise topical TYS questions using notes and textbook as references if needed.</li> <li>e. Review and verify your answers. Note any queries or doubts arising from this.</li> <li>f. Arrange for time to consult the teacher about any doubt or ambiguity.</li> </ol> </li> <li>4. Strategies for assessment: <ol style="list-style-type: none"> <li>a. Refer to past test papers to know your areas of weakness. Revise on those topics (see above).</li> <li>b. Practise past year test papers or examinations and be familiar with the assessment format. You must attempt the Yearly TYS to practise O Level Biology Papers.</li> <li>c. Improve your time management by timing your practices.</li> <li>d. Ensure that key words are used and used in a precise manner.</li> <li>e. For Science Practical, refer to past practices.</li> <li>f. Clarify any doubts with your teachers.</li> <li>g. Pace yourself during examinations during the examination period and do not neglect practising or the last paper, the paper 1 - MCQ.</li> </ol> </li> </ol> |
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| <p>Combined Science<br/>(Physics/<br/>Chemistry) and<br/>Science</p> | <ol style="list-style-type: none"> <li>1. Be attentive during lessons and ask your teachers for clarification.</li> <li>2. Read and make notes to help understand content.</li> <li>3. Know your syllabus (5076 for Exp, 5105 for NA, 5148 for NT) well.</li> <li>4. Do numerous practices on topics to familiarise yourself with the questions and also to strengthen answering skills. Practise topical TYS as well as past year papers.</li> <li>5. Meet teachers for consultation to clarify doubts. Can do some questions for teachers to mark as well to provide feedback.</li> <li>6. Small group discussion to discuss possible answers for questions.</li> <li>7. Familiarise yourself with the procedures for practical. Take extra effort to read and process the instructions and diagrams before performing the experiment.</li> <li>8. Strategies for assessment: <ol style="list-style-type: none"> <li>a. Refer to past test papers to know your areas of weakness. Revise on those topics (see above).</li> <li>b. Practise past tests or examinations and be familiar with the assessment format.</li> <li>c. Improve your time management by timing your practices.</li> <li>d. Clarify any doubts with your teachers.</li> <li>e. Pace yourself during examinations during the examination period and do not neglect practising or the last paper, the paper 1 - MCQ.</li> <li>f. For Science Practicals, do revise past practices and notes for the practical examination.</li> </ol> </li> </ol> |
| <p>Art</p>   | <ol style="list-style-type: none"> <li>1. N and O level coursework (Paper 1) QUESTION PAPERS will be issued to students by the second week of January. Students must start working on their coursework research immediately.</li> <li>2. The coursework exam is deemed to have started upon receiving of questions and students must work with</li> </ol>  |

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|                    | <p>supervision in the art room on Tuesdays and extra days where necessary. Final work must be completed in the art room in school under the Teacher's supervision. Only preparatory drawings for the preparatory boards can be done at home.</p> <ol style="list-style-type: none"> <li>Adhere strictly to the internal project deadlines set for the O and N level Coursework through March, June and August. Students who do not meet internal deadlines nor standards required of the work will be placed under the 'at-risk' monitoring list and parents will be informed.</li> <li>National deadline for Submission of Art coursework will be strictly adhered to. Irregularity report will be filed for late submission.<br/>N Level: Late July<br/>O Level: Early September</li> <li>Teacher plays the role of facilitator and students must work independently on their individual coursework ideas, making decisions on their own. Students should not engage 'additional help' from any persons in or outside school for the ideation and completion of the coursework exam.</li> <li>Students are expected to spend at least 3 - 4 additional hours per week to work on their coursework at home.</li> <li>Tuesdays afternoons are official curriculum time for Art coursework. Students must not plan any activities/remedials/tuition during the afternoons. MC/Parent letter applies for absences. Students who 'signed out' during the day for not feeling well must also produce an MC/Parent letter before lesson on the following week.</li> <li>Art PAPER 2 examinations for both N and O level are held around the period of late September/early October and November respectively. Question papers will be issued 3 weeks in advance.</li> </ol> |
| Food and Nutrition | <ol style="list-style-type: none"> <li>Adhere strictly to the internal project deadline for the O and N level Coursework</li> </ol>  |

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|                                 | <ol style="list-style-type: none"> <li>2. Deadline for Submission of National Coursework will be strictly adhered to. Late submission will not be entertained.</li> <li>3. Make appointments for consultation slots with teachers regularly to review their coursework and make changes based on teacher's feedback.</li> <li>4. Students are expected to spend at least 3 - 4 additional hours per week for their coursework.</li> <li>5. Familiarize yourself with the expectation of the O and N level paper 1.</li> <li>6. Tuesdays afternoons are reserved for Aesthetics remedial, so the students must not plan any activities during the afternoons.</li> </ol>  |
| Design and Technology           | <ol style="list-style-type: none"> <li>1. Adhere strictly to the internal project deadline for the O and N level Coursework</li> <li>2. Deadline for Submission of National Coursework will be strictly adhered to. Late submission will not be entertained.</li> <li>3. Make appointments for consultation slots with teachers regularly to review their coursework and make changes based on teacher's feedback.</li> <li>4. Students are expected to spend at least 3 - 4 additional hours per week for their coursework.</li> <li>5. Work on the revision papers as well as past year papers.</li> <li>6. Tuesdays afternoons are reserved for Aesthetics remedial, so the students must not plan any activities during the afternoons.</li> </ol> |
| Computer Applications (NT only) | <ol style="list-style-type: none"> <li>1. Familiarize yourself with the skills required for media element (use of Inkscape software), animation and game making (Scratch 3.0), word processing, spreadsheet, multimedia presentation and video editing (use Openshot software)</li> <li>2. Read the textbook for the theory component.</li> <li>3. Access SLS to view Digital Learning Module (DLM) for Upper Secondary and Lower Secondary contents</li> </ol>  |

### **Available resources for revision**

| <b><u>SUBJECT</u></b> | <b><u>RESOURCES</u></b>  |
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| English               | <ol style="list-style-type: none"> <li>1. English Language Resource Package</li> <li>2. English Language Ten Years Series</li> </ol> |

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|   | 3. English Language notes and sample essays (given in class)  |
| Chinese B                                       | 1. Workbook<br>2. iMTL online portal  |
| Chinese / Higher Chinese                        | 1. O'level papers<br>2. Other schools' exam papers<br>3. Current affairs topics   |
| Literature                                      | 1. Literature texts: Lord of the Flies, Mining for Meaning, Everything but the brain<br>2. Sample essays<br>3. Published essays (posted on Facebook/Schoology)  |
| Combined Humanities                             | 1. Revision booklet (ROX)<br>2. Past year school examination papers   |
| Additional Mathematics / Elementary Mathematics | 1. Ten Year Series Assessment Book (Topical)<br>2. Ten Year Series Assessment Book (Yearly)<br>3. Mathematics portal ( <a href="http://www.ace-learning.com">www.ace-learning.com</a> ) for 4NT.<br>4. Papers from other schools  |
| Physics (Pure)                                  | 1. Physics Textbook with worked examples for reference and practice questions at the end of each chapter<br>2. Physics Workbook<br>3. 6091 Syllabus (already given and also available at <a href="http://www.seab.gov.sg">www.seab.gov.sg</a> )<br>4. Ten Year Series assessment books (Topical TYS from Sec Three and Yearly TYS bought at Sec Four)<br>5. Past year papers given by teacher<br>6. Online resources like <a href="http://www.physicsclassroom.com/Minds-on-">http://www.physicsclassroom.com/Minds-on-</a> |

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|  | <p><u>Physics</u>, simulations on <a href="https://phet.colorado.edu/en/simulations/index">https://phet.colorado.edu/en/simulations/index</a>, teachers' website, and Student Learning Space (SLS).</p>   |
| Chemistry (Pure)                                 | <ol style="list-style-type: none"> <li>1. Chemistry Textbook with worked examples for reference and practice questions at the end of each chapter, and Chemistry notes.</li> <li>2. Chemistry Workbook</li> <li>3. 6092 Syllabus (already given and also available at <a href="http://www.seab.gov.sg">www.seab.gov.sg</a>)</li> <li>4. Ten Year Series assessment books (Topical TYS from Sec Three and Yearly TYS bought at Sec Four)</li> <li>5. Past year and other school papers given by teacher</li> <li>6. Selected online resources like Student Learning Space (SLS) and BBC Bitesize at <a href="http://www.bbc.co.uk/education/subjects/zs6hvcw">http://www.bbc.co.uk/education/subjects/zs6hvcw</a></li> </ol> |
| Biology (Pure)                                   | <ol style="list-style-type: none"> <li>1. Biology Textbook and Workbook.</li> <li>2. Biology notes in notebook and in print (filed)</li> <li>3. 6093 Syllabus (already given and also available at <a href="http://www.seab.gov.sg">www.seab.gov.sg</a>)</li> <li>4. Ten-Year Series assessment books (Topical TYS from Sec Three and Yearly TYS bought at Sec Four)</li> <li>5. Past year papers given by teacher</li> <li>6. Selected online resources like Student Learning Space (SLS) and simulations on <a href="https://phet.colorado.edu/en/simulations/index">https://phet.colorado.edu/en/simulations/index</a></li> </ol>  |
| Combined Science (Physics/Chemistry) and Science | <ol style="list-style-type: none"> <li>1. Science (Physics) and Science (Chemistry) or Science (NT) Textbooks (with practice questions at end of each chapter) and Workbooks.</li> </ol>  |

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|                                 | <ol style="list-style-type: none"> <li>2. 5076 (for Exp)/ 5105 (for NA)/ 5148 (NT) Syllabus (already given and also available at <a href="http://www.seab.gov.sg">www.seab.gov.sg</a>).</li> <li>3. Ten-Year Series Assessment Books (Topical from Sec Three and Yearly version from Sec Four)</li> <li>4. Papers from past years and other schools given by teacher</li> <li>5. Online resources for Combined Science as given above for Chemistry and Physics. NT Science digital resources as used by their Science teachers.</li> </ol> |
| Food and Nutrition              | <ol style="list-style-type: none"> <li>1. F&amp;N Practise papers</li> <li>2. Past year papers given by teacher</li> </ol>  |
| Design and Technology           | <ol style="list-style-type: none"> <li>1. CMN D&amp;T Practise booklet</li> </ol>   |
| Computer Applications (NT only) | <ol style="list-style-type: none"> <li>1. SLS or google classroom for the e-book</li> <li>2. Inkscape Software (0.92)<br/><a href="https://inkscape.org/release/inkscape-0.92/?latest=1">https://inkscape.org/release/inkscape-0.92/?latest=1</a></li> <li>3. Scratch Software ver 2 (Freeware)<br/><a href="https://scratch.mit.edu/download/scratch2">https://scratch.mit.edu/download/scratch2</a></li> <li>4. OpenShot Video Editor<br/><a href="https://www.openshot.org/">https://www.openshot.org/</a></li> </ol>                    |

### **Suggested Template for Planning Revision**

Tips:

1. Avoid doing heavy content subjects on the same day. Mix and match the different subjects for revision
2. For more difficult topics, plan a longer time for revision
3. Factor in different programmes and activities, Example: Tuition and Extended Curriculum

### Planning of time

| DATE   | TIME             | SUBJECT/TOPIC   | THINGS TO DO   | DONE |
|--------|------------------|---|--|------|
| 1 June | 4:00 to 6:00 PM  | English – 1 Comprehension and 1 Planning for Free Writing                           | Do 1 Comprehension Paper   |      |
|        | 6:00 to 7:00 PM  | DINNER  |  |      |
|        | 7:00 to 9:00 PM  | Combined Humanities ( Social Studies)<br><br>Principles of Governance – SEQ and SBQ | Read and make notes for content<br><br>Do 1 SEQ question on governance<br><br>Do 1 SBQ on governance |      |
|        | 9:00 to 11:00 PM | Mathematics – Trigonometry  | Do practices in TYS  |      |

### Checklist for Revision

1. List down all the topics you need to cover for all the subjects.
2. Put a tick and the date you completed revision on a topic.

| Subject     | Topic/Chapter | Done | Date Completed |
|-------------|---------------|------|----------------|
| Mathematics | Trigonometry  |      |                |