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GUIDE • STUDENTS

Study Smarter

An Exam Preparation Guide for Board Students

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Study Smarter

An Exam Preparation Guide for Board Students

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| How to Use This Book

Read one chapter a day and try the activities immediately. The planner pages at the end help you turn the ideas into a daily routine.

Every student is different. Use what works for you and adjust the rest.

Inside every chapter

- A short list of what you will learn
- Clear explanations with examples and tables
- “Try this” activities to apply ideas straight away
- Key takeaways and practice questions
- Worksheets to complete in the book

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1. Know Your Syllabus and Exam Pattern

Effective preparation starts with knowing exactly what will be tested and how. Students who map the syllabus early avoid last-minute surprises.

In this chapter you will learn

- How to map the syllabus
- How marks are distributed
- How to use past papers

Map the Syllabus

List every chapter for each subject and mark it as strong, average or weak. This simple map becomes the basis of your study plan.

Understand the Pattern

Note the types of questions — objective, short answer, long answer, case-based — and their marks. Practise each type, not just reading.

Use Past Papers Early

Solving past and sample papers early shows which topics repeat and how answers are expected to be written.

Section	Question type	Marks each	Strategy
A	Objective / MCQ	1	Speed and accuracy
B	Short answer	2–3	Key points, diagrams
C	Long answer	5	Structure and examples
D	Case-based	4	Read carefully, apply concepts

Table 1: A typical paper structure (check your board's current pattern)

Try this

Colour-code your syllabus list: green for strong, yellow for average, red for weak.

Key Takeaways

- Map every chapter by confidence level.
- Practise each question type.

- Use sample papers from the start, not just at the end.

Practice Questions

1. Make a chapter list for your toughest subject.
2. Which question type do you find hardest?
3. How many sample papers will you solve this month?

Worksheet 1: Know Your Syllabus and Exam Pattern

Write your answers here, or print this page.

Make a chapter list for your toughest subject.

Which question type do you find hardest?

How many sample papers will you solve this month?

Action Plan: Know Your Syllabus and Exam Pattern

Turn the ideas from this chapter into three concrete actions. Keep each one small enough to start this week.

#	Action I will take	First step	By when	Done
1	Map every chapter by confidence level.			☐
2	Practise each question type.			☐
3	Use sample papers from the start, not just at the end.			☐
4				☐

#	Action I will take	First step	By when	Done
5				☐
6				☐

Reflection

Looking back

What surprised me most in this chapter?

Where did I struggle, and what will I try differently?

Who can I share one idea from this chapter with?

| 2. Building a Realistic Study Timetable

A timetable turns intentions into action. The goal is consistency, not marathon days followed by burnout.

In this chapter you will learn

- How to plan weekly and daily schedules
- How to balance subjects
- How to protect rest and revision time

Plan the Week First

Give each subject fixed slots across the week, with more time for weak areas. Keep one slot each week free to catch up.

Daily Blocks

Study in focused blocks of 45–50 minutes with short breaks. Put demanding subjects at the time of day you concentrate best.

- Start with the hardest task
- Mix reading with problem solving
- End the day with quick revision

Rest Is Part of the Plan

Sleep, meals and short exercise improve memory and focus. A plan that ignores rest rarely lasts.

Try this

Try two 50-minute focused blocks tomorrow with your phone in another room and note how much you finish.

Key Takeaways

- Plan weekly, then daily.
- Use focused blocks with breaks.
- Schedule rest deliberately.

Practice Questions

4. Draft your timetable for next week.
5. When in the day do you focus best?
6. How many hours of sleep will you protect?

Worksheet 2: Building a Realistic Study Timetable

Write your answers here, or print this page.

Draft your timetable for next week.

When in the day do you focus best?

How many hours of sleep will you protect?

Action Plan: Building a Realistic Study Timetable

Turn the ideas from this chapter into three concrete actions. Keep each one small enough to start this week.

#	Action I will take	First step	By when	Done
1	Plan weekly, then daily.			☐
2	Use focused blocks with breaks.			☐
3	Schedule rest deliberately.			☐
4				☐
5				☐
6				☐

Reflection**Looking back**

What surprised me most in this chapter?

Where did I struggle, and what will I try differently?

Who can I share one idea from this chapter with?

3. Active Learning Techniques

Reading and highlighting feel productive but are weak ways to remember. Active techniques make the brain work to recall and connect ideas.

In this chapter you will learn

- Active recall
- Spaced repetition
- The Feynman technique

Active Recall

Close the book and try to write or say what you just learned. Retrieving information strengthens memory far more than re-reading.

Spaced Repetition

Review material after one day, three days, a week and a month. Spacing reviews helps move knowledge into long-term memory.

Explain It Simply

Explain a concept in simple words as if teaching a younger student. Gaps in your explanation show exactly what to revise.

Try this

Make ten flashcards for a chapter today and test yourself tomorrow.

Key Takeaways

- Test yourself instead of re-reading.
- Space your reviews.
- Teach to learn.

Practice Questions

7. Choose one chapter and write everything you remember without notes.
8. Plan review dates for this week's topics.
9. Explain one concept to a family member.

Worksheet 3: Active Learning Techniques

Write your answers here, or print this page.

Choose one chapter and write everything you remember without notes.

Plan review dates for this week's topics.

Explain one concept to a family member.

Action Plan: Active Learning Techniques

Turn the ideas from this chapter into three concrete actions. Keep each one small enough to start this week.

#	Action I will take	First step	By when	Done
1	Test yourself instead of re-reading.			☐
2	Space your reviews.			☐
3	Teach to learn.			☐
4				☐
5				☐
6				☐

Reflection**Looking back**

What surprised me most in this chapter?

Where did I struggle, and what will I try differently?

Who can I share one idea from this chapter with?

4. Making Notes That Help You Revise

Good notes are short, organised and written in your own words. They save hours in the final weeks.

In this chapter you will learn

- The Cornell method
- Mind maps
- Formula and definition sheets

Cornell Notes

Divide a page into a narrow cue column, a wide notes column and a summary at the bottom. Write questions in the cue column and use them to test yourself.

Mind Maps

Put the main topic in the centre and branch out into subtopics. Mind maps are excellent for seeing connections in biology, history and geography.

One-Page Sheets

For each chapter, keep one page of formulas, definitions and key diagrams for last-week revision.

Try this

Turn your notes from today's class into a one-page summary sheet.

Key Takeaways

- Write notes in your own words.
- Use cues to self-test.
- Create one-page summaries.

Practice Questions

10. Convert one lesson into Cornell notes.
11. Draw a mind map of a chapter.
12. Make a formula sheet for one subject.

Worksheet 4: Making Notes That Help You Revise

Write your answers here, or print this page.

Convert one lesson into Cornell notes.

Draw a mind map of a chapter.

Make a formula sheet for one subject.

Action Plan: Making Notes That Help You Revise

Turn the ideas from this chapter into three concrete actions. Keep each one small enough to start this week.

#	Action I will take	First step	By when	Done
1	Write notes in your own words.			☐
2	Use cues to self-test.			☐
3	Create one-page summaries.			☐
4				☐
5				☐
6				☐

Reflection

Looking back

What surprised me most in this chapter?

Where did I struggle, and what will I try differently?

Who can I share one idea from this chapter with?

5. Practising with Sample Papers

Practice under exam conditions builds speed, accuracy and confidence. Analysing mistakes is as important as solving the paper.

In this chapter you will learn

- Simulating exam conditions
- Analysing mistakes
- Improving speed

Simulate the Exam

Sit for the full duration, without notes or phone, and follow the exam instructions exactly.

Analyse Every Paper

After checking, classify each mistake as conceptual, careless or time-related. Each type needs a different fix.

Build Speed

Time yourself for each section. Practise writing key points quickly and neatly.

Mistake type	Example	Fix
Conceptual	Wrong formula applied	Revise concept, solve similar questions
Careless	Sign error, misread question	Underline key words, re-check
Time	Long answer left incomplete	Practise timed sections

Table 5: Types of mistakes and how to fix them

Try this

Keep an error log: for every mistake, write the correct answer and the reason you got it wrong.

Key Takeaways

- Practise under real conditions.
- Classify and fix mistakes.
- Track time per section.

Practice Questions

13. Solve one full sample paper this week.
14. List your three most common mistakes.
15. How long do you take for each section?

Worksheet 5: Practising with Sample Papers

Write your answers here, or print this page.

Solve one full sample paper this week.

List your three most common mistakes.

How long do you take for each section?

Action Plan: Practising with Sample Papers

Turn the ideas from this chapter into three concrete actions. Keep each one small enough to start this week.

#	Action I will take	First step	By when	Done
1	Practise under real conditions.			☐
2	Classify and fix mistakes.			☐
3	Track time per section.			☐
4				☐

#	Action I will take	First step	By when	Done
5				☐
6				☐

Reflection

Looking back

What surprised me most in this chapter?

Where did I struggle, and what will I try differently?

Who can I share one idea from this chapter with?

6. Managing Stress and Staying Motivated

Some pressure helps you focus, but too much stress harms sleep, memory and health. Learning to manage it is part of good preparation.

In this chapter you will learn

- Recognising stress signals
- Simple calming techniques
- Staying motivated over months

Know the Signs

Trouble sleeping, irritability and constant worry are signals to slow down and use support.

Calming Techniques

Slow breathing, a short walk, stretching and talking to someone you trust can reduce stress quickly.

- Box breathing: in 4, hold 4, out 4, hold 4
- Ten-minute walk between study blocks
- Write worries down, then plan one action

Motivation

Break big goals into weekly targets and celebrate small wins. Compare yourself with your own progress, not with others.

Try this

Practise box breathing for two minutes before your next study session.

Key Takeaways

- Notice stress early.
- Use simple calming tools.
- Celebrate progress.

Practice Questions

16. What are your stress signals?
17. Which calming technique will you try?
18. What small win will you celebrate this week?

Worksheet 6: Managing Stress and Staying Motivated

Write your answers here, or print this page.

What are your stress signals?

Which calming technique will you try?

What small win will you celebrate this week?

Action Plan: Managing Stress and Staying Motivated

Turn the ideas from this chapter into three concrete actions. Keep each one small enough to start this week.

#	Action I will take	First step	By when	Done
1	Notice stress early.			☐
2	Use simple calming tools.			☐
3	Celebrate progress.			☐
4				☐
5				☐
6				☐

Reflection**Looking back**

What surprised me most in this chapter?

Where did I struggle, and what will I try differently?

Who can I share one idea from this chapter with?

| 7. The Final Month Plan

The last month is for revision, practice and staying healthy — not for starting new topics in panic.

In this chapter you will learn

- How to plan the last 30 days
- What to revise and when
- Taking care of health

Revision Cycles

Revise each subject at least twice in the final month: first thoroughly, then quickly with summary sheets.

Practice Papers

Alternate revision days with full sample papers, and keep analysing mistakes.

Health First

Keep regular sleep, eat simple meals and avoid all-night study sessions.

Try this

Use the planner pages at the end of this book to map your final month.

Key Takeaways

- Revise in cycles.
- Keep practising papers.
- Protect sleep and health.

Practice Questions

19. Draft your 30-day revision plan.
20. Which subjects need two full revisions?
21. What will your exam-week routine look like?

Worksheet 7: The Final Month Plan

Write your answers here, or print this page.

Draft your 30-day revision plan.

Which subjects need two full revisions?

What will your exam-week routine look like?

Action Plan: The Final Month Plan

Turn the ideas from this chapter into three concrete actions. Keep each one small enough to start this week.

#	Action I will take	First step	By when	Done
1	Revise in cycles.			☐
2	Keep practising papers.			☐
3	Protect sleep and health.			☐
4				☐
5				☐
6				☐

Reflection

Looking back

What surprised me most in this chapter?

Where did I struggle, and what will I try differently?

Who can I share one idea from this chapter with?

| 8. Exam Day Strategy

A calm, planned exam day helps you show what you know.

In this chapter you will learn

- What to do the night before
- How to use reading time
- Answer-writing tips

The Night Before

Pack admit card, pens, instruments and water. Revise only summary sheets and sleep on time.

Reading Time

Read the paper fully, mark questions you are confident about and plan the order of attempting them.

Writing Answers

Write in points where suitable, underline key terms, draw labelled diagrams and leave time to revise.

- Attempt all questions
- Follow word limits
- Keep 10 minutes to check

Try this

Practise reading-time planning on your next sample paper.

Key Takeaways

- Prepare everything the night before.
- Plan during reading time.
- Present answers clearly.

Practice Questions

22. Make your exam-day checklist.
23. How will you use reading time?
24. What will you do if you get stuck?

Worksheet 8: Exam Day Strategy

Write your answers here, or print this page.

Make your exam-day checklist.

How will you use reading time?

What will you do if you get stuck?

Action Plan: Exam Day Strategy

Turn the ideas from this chapter into three concrete actions. Keep each one small enough to start this week.

#	Action I will take	First step	By when	Done
1	Prepare everything the night before.			☐
2	Plan during reading time.			☐
3	Present answers clearly.			☐
4				☐
5				☐
6				☐

Reflection**Looking back**

What surprised me most in this chapter?

Where did I struggle, and what will I try differently?

Who can I share one idea from this chapter with?

| 9. Daily Study Planner

Use one page per day in your final weeks. Plan your blocks in the morning and tick them off at night.

Day 1

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 2

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 3

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 4

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 5

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 6

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 7

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 8

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 9

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 10

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 11

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 12

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 13

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 14

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 15

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 16

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 17

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 18

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 19

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 20

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 21

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 22

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 23

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 24

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 25

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 26

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 27

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 28

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 29

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 30

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 31

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 32

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 33

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 34

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 35

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 36

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 37

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 38

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 39

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 40

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 41

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 42

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 43

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 44

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 45

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 46

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 47

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

Day 48

Time block	Subject / topic	Task	Done
6:00–7:00			
7:00–8:00			
10:00–11:00			
11:00–12:00			
2:00–3:00			
4:00–5:00			
6:00–7:00			
8:00–9:00			

Reflection

One thing I learned today

Tomorrow's top priority

10. Glossary and Resources

Glossary

Term	Meaning
Active recall	Testing yourself to strengthen memory
Spaced repetition	Reviewing at increasing intervals
Cornell notes	A note format with cues, notes and summary
Error log	A record of mistakes and their fixes
Mind map	A diagram connecting ideas around a central topic

Further Reading and Resources

- Your board's official website for syllabus and sample papers
- Textbooks prescribed by your school
- A simple timer for focused study blocks
- Your teachers and study group

About the Author

Write a few lines about yourself and your experience with exams or teaching.

Your notes

Use this space to write the three ideas from this book you will act on first, and the date you will start.