A STUDENT WORKBOOK

Find the gaps. Choose the next step.

A syllabus review is a check of what you can demonstrate, not a count of pages you have read. Use your current official syllabus beside this workbook.

1 / Set the scope

Qualification / code:

Exam year / syllabus edition:

Assessment or paper you are preparing for:

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2 / Use evidence-based confidence

Status	What it means	Next action
Needs support	I cannot yet explain or complete it independently.	Ask a specific question; work through an example.
Developing	I can do part of it but still need prompts.	Try a similar task, then inspect the error.
Ready to revisit	I completed and explained a changed task independently.	Retest later; keep a dated example.

Confidence is not a predicted exam grade. A correct answer immediately after reading an example is weaker evidence than an independent attempt later.

Worked row: AS data quality

Objective: distinguish validation from verification.
Evidence: I chose a range check for age 11–18 but claimed it proves the value is true.
Status: developing.
Next action: explain why an incorrect age of 17 can pass, then compare the entry with a source record.

PRINT / WRITE / REVISIT

Topic evidence tracker

Use short objective descriptions in your own words. Keep the official syllabus nearby rather than copying whole sections here.

Topic / objective	Dated evidence	Status	Next task / date

Evidence can take different forms

A short explanation, corrected formula, saved database query, annotated diagram, or working web page may each be appropriate. Choose evidence that demonstrates the objective rather than the amount of time spent.

PRIORITISE / ACT / CHECK

Turn your review into progress

3 / Pick a manageable priority

Choose an objective that matters to your next assessment and can be practised with the resources available. If the difficulty is a missing foundation, work on that before attempting a more complex task.

1. Write one precise objective: “justify a storage choice for a given use”, not “all storage”.
2. Attempt an original or legitimately available practice task without the answer.
3. Compare your work with teacher feedback or an appropriate model. Record the reason for each correction.
4. Try a changed scenario later. Update your status only when the new evidence supports it.

4 / A ten-minute self-check

1. What is the difference between recognising an answer and recalling it independently?
2. Why is “I watched a tutorial” incomplete evidence of a practical skill?
3. A range check accepts age 17, but the source says 16. What further check could reveal the difference?

My notes:

Suggested explanations

1. Recognition uses prompts; independent recall requires retrieving the idea without those prompts. Both can help learning, but they provide different evidence.
2. Watching demonstrates exposure. Completing a fresh task and explaining key decisions demonstrates the skill more directly.
3. Visual comparison with the source or double data entry may reveal the transcription error. Neither guarantees that the original source is correct.

5 / Ask a useful question

“I tried _____. I expected _____. Instead I got _____. I have checked _____.”

Sources and scope

Independent original learning aid by Abdurrahman Tolay. Not an official Cambridge publication or a complete syllabus. Use the specification for your examination year and your school’s instructions.

Cambridge IGCSE ICT 0417: 2026–2028 syllabus, version 3.

Cambridge AS & A Level IT 9626: 2025–2027 syllabus, version 3.

The 9626 syllabus changes for 2028–2030. Do not use this guide as evidence of full coverage for that edition.