

Name:

GCSE Revision

Preparing for the
Year 10 Exams

Year 10



Do I know all the **CRUCIAL KNOWLEDGE**?
Where can I find it to check?



<https://www.ccsc.staffs.sch.uk/index.php/2013-09-25-09-25-35/all-files/crucial-knowledge/year-10-2>

Year 10 Exam Timetable

Monday 16th October – Tuesday 11th November

	1	2	3	4	5	6	7	8	9	10	11	12	
Thursday 16th October					Health & Social coursework focus BB				Lunch				
Friday 17th October - Yr 11 Dance	Childcare coursework focus BB												
	1	2	3	4	5	6	7	8	9	10	11	12	
Monday 20th October	Maths Paper 1 1hr 30 (Hall)				Italian/French/German Listening & Reading (classrooms w teacher) 1hr 35				Lunch				
Tuesday 21st October	Spanish Listening & Reading (Hall/DS) 1hr 45 H/1hr 35 F										Dance 1hr 30 (classroom)		
Wednesday 22nd October	RE 1 hr (classroom)	Drama Practical session (Hall) KO									GCSE PE 1hr 30 (DS)		
Thursday 23rd October	Geography 1hr 30 (Hall)										Biology Science 1hr 15 (Hall)		
Friday 24th October	History 2hrs (Hall)				Dance Practical session in DS (LHI)						Computer Science 1hr 30 (room 11)		
	1	2	3	4	5	6	7	8	9	10	11	12	
Monday 3rd November		Business 1hr 15 (Hall)							Lunch	Spanish Writing 1hr (Hall/DS)			
Tuesday 4th November	Maths Paper 2 1hr 30 (Hall)									Citizenship 1hr 30 (DS)			
Wednesday 5th November	RE 1hr (classroom)				Italian/German/French Writing 1hr (room 11)								
Thursday 6th November	English Language Paper 2 1hr 45 (Hall)					Music 1hr (classroom)					Chemistry 1hr 15 (Hall)		
Friday 7th November	Physics 1hr 15 (Hall)				Drama 1hr 45 mins								
	1	2	3	4	5	6	7	8	9	10	11	12	
Monday 10th November	Textiles (all day) DM/AH								Lunch				
Tuesday 11th November	Art & Photography (all day)												



<https://www.ccsc.staffs.sch.uk/index.php/2013-09-25-09-25-35/all-files/crucial-knowledge/year-11-2>

Year 10 CRUCIAL KNOWLEDGE

Booster Timetable



Boosters (2025-26)



	Monday	Tuesday	Wednesday	Thursday	Friday
After School	<p>Art Booster Year 11 DM</p> <p>Performing Arts Booster KO/MH</p>	<p>Engineering (Y9) iMedia Booster Coursework SH/LTa</p> <p>Science Booster Ask your Science teacher for more information</p> <p>French Booster Languages Dept.</p> <p>Business Coursework Years 9 & 10</p>	<p>English Boosters See rota for more detail</p> <p>German Booster Languages Dept.</p>	<p>Maths Booster Room 14 Higher Room 11 Foundation</p> <p>Spanish Booster Languages Dept.</p> <p>Business Booster Room 26</p>	<p>History Booster Room 25</p> <p>Geography Booster Room 28</p> <p>Italian Booster Languages Dept.</p> <p>iMedia Booster Coursework Y11 SH/LTa</p>

ENGLISH BOOSTERS

HALF TERM 1

19TH SEPTEMBER
MISS WHITE
ROOM 9
SPOKEN LANGUAGE CATCH UP

24TH SEPTEMBER
MISS DURRANT
ROOM 8
LANGUAGE PAPER 1 QUESTION 5

1ST OCTOBER
MRS PARTON
LIBRARY 2
LANGUAGE PAPER 1 QUESTION 5

8TH OCTOBER
MRS ALLEN
LIBRARY 1
LANGUAGE ANALYSIS PAPER 2 QUESTION 3

15TH OCTOBER
MISS EGAN
ROOM 6
LANGUAGE ANALYSIS PAPER 2 QUESTION 3

22ND OCTOBER
MISS MOONEY
ROOM 7
LANGUAGE PAPER 2 OVERVIEW

IF YOU CAN'T ATTEND BOOSTER BUT WANT TO DO THE WORK, PLEASE DROP IN THE SESSION TO COLLECT THE RESOURCES

Revision Timetables

During year 11, you have a lot to think about. You should revise independently and make a revision timetable to help make sure you are revising enough and for all subjects.

List all the subjects you will need to revise:

Writing your revision timetable

1. Write in everything you have planned before creating your revision timetable (e.g. going out for tea, going to the gym, playing sport, etc.)
2. Write in upcoming exams & deadlines
3. Not every space needs to be full – leave yourself time to relax too!
4. Focus on the subjects the you struggle with most first - these are the ones you are least likely going to choose but they are the highest priority.
5. Write in the subjects you are going to cover and when. Be specific about what you will cover each time you sit down an revise.

When revising:

Do:

- Get into a routine of revising at a particular point every day.
- Revise when you are well-rested or at a time when you are used to working.
- Take regular small breaks.
- Turn off your phone and other devices.
- Take regular, short breaks.



Don't:

- Depend on when you want to revise.
- Revise late at night or when you are tired.
- Try to force yourself to work for long periods of time without a break.



Revision timetable

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00-9:00							
9:00-10:00							
10:00-11:00							
11:00-12:00							
12:00-13:00							
13:00 -14:00							
14:00-15:00							
15:00-16:00							
16:00-17:00							
17:00-18:00							
18:00-19:00							
19:00-20:00							

Subjects covered this week

To do

Revision timetable – Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00-9:00							
9:00-10:00							
10:00-11:00							
11:00-12:00							
12:00-13:00							
13:00 -14:00							
14:00-15:00							
15:00-16:00							
16:00-17:00							
17:00-18:00							
18:00-19:00							
19:00-20:00							

Subjects covered this week

To do

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Revision timetable – Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00-9:00							
9:00-10:00							
10:00-11:00							
11:00-12:00							
12:00-13:00							
13:00 -14:00							
14:00-15:00							
15:00-16:00							
16:00-17:00							
17:00-18:00							
18:00-19:00							
19:00-20:00							

Subjects covered this week

To do

Revision timetable – Week 3

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00-9:00							
9:00-10:00							
10:00-11:00							
11:00-12:00							
12:00-13:00							
13:00 -14:00							
14:00-15:00							
15:00-16:00							
16:00-17:00							
17:00-18:00							
18:00-19:00							
19:00-20:00							

Subjects covered this week

To do

Revision Strategies



Brain Dump

Choose a topic and write down as much as you can remember, without referring to your notes. Check your notes and see what you missed then try fill the gaps without the notes. Check your notes a third time and add the missing information.



Flash Cards

Write flash cards for each topic, in all subjects, then mix them up for the most effective revision. Check out the Leitner System for effective spacing and interleaving. Keep your flash cards simple – one question, one answer per card.



Map it out

Take an essay question or writing question and map out your answer, without writing a full response. Look at the mark scheme and decide if you plan meets the criteria. DO this for a number of questions, then choose one and write the full response.



Past Papers

Ask your teacher for practice questions or exam papers or find them on the exam board website. Complete them without notes in the exam conditions, then check you answers and identify the gaps in your knowledge, so you can target your revision.



Quizzes

Write a set of questions and answers and ask someone to test you. Its important to either write or say your answers loud. Reading through quizzes in your head can give you a false sense of security.



Thinking Hard: Reduce

Read a section of your notes then put them aside and reduce what you need into 3 bullet points, each one no more than 10 words. Look back at the notes and decide if you missed anything important. Hide the notes and write a fourth bullet point.



Practice Introductions

For essay subjects, tale a past exam question and practice writing effective introductions and conclusion. Look back at your notes and remind yourself of the important things to remember. Practice for different topics, texts and papers.



Thinking Hard: Connect

For each subject, consider the exam paper and group together questions that require the same technique to answer. Write down the requirements for each type. Find a previous example you have completed and identify where you've met the criteria.



Thinking Hard: Transform

Read a paragraph from your notes or a text book, and transform it into a diagram, chart or sketch – no words allowed. OR Look a diagram in science, for example, and transform it into a paragraph of explanation.



Key Vocabulary

For a particular topic, make a list of key vocabulary, then do the following: define each word; use each term in a sentence; create a question where the key word is the answer; identify other words which connect to each of the words in your list.

Teams/OneNote Resources



Use the revision resources in your class **Teams** Files. Your teachers will add and update a range of resources for you to use for your revision.



Use the resources and work that you have been completing in your subject **OneNote** notebooks to revise (try the **Think Hard: Reduce** method here).

Online Revision

Educake - [educake.co.uk](https://www.educake.co.uk)

Kerboodle - [kerboodle.com/users](https://www.kerboodle.com/users)

Quizlet - [quizlet.com/en-gb](https://www.quizlet.com/en-gb)

BBC Bitesize - [bbc.co.uk/bitesize/secondary](https://www.bbc.co.uk/bitesize/secondary)






Year 11 Crucial Knowledge - <https://www.ccsc.staffs.sch.uk/index.php/2013-09-25-09-25-35/all-files/crucial-knowledge/year-11-2>

Subject Exam Boards

- Maths - OCR
- English - AQA
- Science - AQA
- MFL (Spanish & Italian) - AQA
- Geography - AQA
- History - AQA
- Citizenship - AQA
- Drama - AQA
- Music - EDUQAS
- Art - OCR
- Photography - OCR
- RE - AQA
- Child Development - OCR Cambridge National
- Health & Social - OCR Cambridge National
- iMedia - OCR Cambridge National
- Business - OCR Cambridge National
- Technology - OCR Cambridge National
- Sport Science - OCR Cambridge National
- GCSE PE - AQA
- Computer Science - OCR

Flash Cards

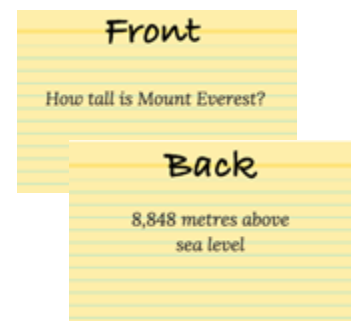
Summary: How to use flash cards

1.	2.	3.	4.	5.
				
Identify knowledge	Colour coding	Designing	Using	Feedback
What are you creating flash cards on? Do you have your knowledge organizer? Use your book to look at previous misconceptions from whole class feedback.	Use different coloured flash cards for different topics. This helps with organization NOT recall	1 Question per flashcard. Making them concise and clear. Use a one word prompt, so that you can recall as much as you can. No extended answer questions.	Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge. Do not just copy & re-read. Shuffle the cards each time you use them. Use the Leitner system to use flash cards everyday.	How have you performed when you look back at your answers? Is there anything you need to revisit in more detail? Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.

Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly

Flash card top tips

- The most effective flashcards include one question followed by one answer (or one term followed by one definition).
- Don't force your brain to remember a complex and wordy answer. It's easier for your brain to process simpler information so split up your longer questions into smaller, simpler ones.
- You will end up with more flashcards this way but your learning will be a lot more effective.

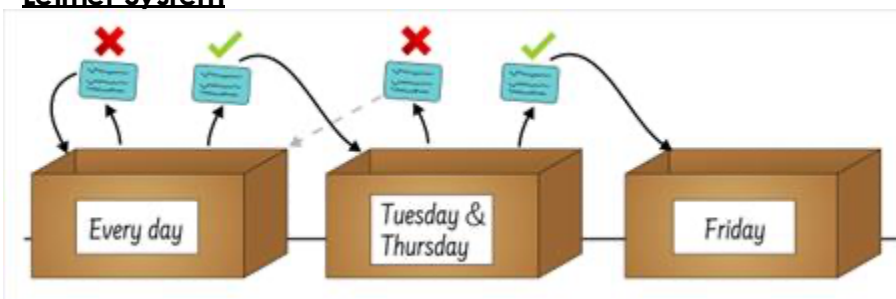


Using flash cards

Self Quizzing

1. **Read the question** on your flash card
2. **Write your answer** in your HL book
3. Put your flash card **down to one side**
4. Move onto the **next** card
5. **Repeat** steps 1-3
6. Keep your flash cards **in the order** you have quizzed them in.
7. **Mark** your answers – **highlight** any answers you got incorrect.

Leitner System



1. Every card starts in Box 1.
2. If you get a card right, move it to the next Box.
3. If you get the card wrong, move it down a box — in the original version you move it all the way back to Box 1.

Flash Cards

Quiz 1		Quiz 2	
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	
7.		7.	
8.		8.	
9.		9.	
10.		10.	

Quiz 3		Quiz 4	
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	
7.		7.	
8.		8.	
9.		9.	
10.		10.	

Self Quizzing

Summary: Self Quizzing



1.	2.	3.	4.	5.
Identify knowledge	Review and create	Cover and answer	Self mark & reflect	Next time
Identify knowledge/content you wish to cover.	Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book) Create x10 questions on the content (If your teacher has not provided you with questions)	Cover up your knowledge and answer the questions from memory. Take your time and where possible answer in full sentences.	Go back to the content and self mark your answers in green pen.	Revisit the areas where there were gaps in knowledge, and include these same questions next time.

Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest.
Practice makes perfect!

Follow the 5 step process to self quiz 3 topics of your choice.

Mark your answers in green pen and highlight specifically the questions you got wrong.

Quiz 1

	Question	Answer	
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Self Quizzing

Quiz 2

	Question	Answer	
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Quiz 3

	Question	Answer	
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Mind Maps

Summary: How to create a mind map



1.	2.	3.	4.	5.
Identify knowledge	Identify sub topics	Branch off	Use images & colour	Put it somewhere visible
Select a topic you wish to revise. Have your class notes/knowledge organisers ready.	Place the main topic in the centre of your page and identify sub topics that will branch off.	Branch of your sub topics with further detail. Try not to fill the page with too much writing.	Use images and colour to help topics stick into your memory.	Place completed mind maps in places where you can see them frequently.

Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it

Follow the 5 step process to create a mind map for 3 different topics of your choice.

You can also colour code the information you are confident with in one colour and information that you are unsure about in another colour.

Topic 1

Mind Maps

Topic 2

Topic 3

Brain Dumps

Summary: Brain dumps



1.	2.	3.	4.	5.
Identify knowledge	Write it down	Organise information	Check understanding	Store and compare
Identify the knowledge/topic area you want to cover.	Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts) Give yourself a timed limit (e.g. 10 minutes)	Once complete and you cannot remember any more use different colours to highlight/underline words in groups. This categories/links information.	Compare your brain dump to your K/O or book and check understanding. Add any key information you have missed (key words) in a different colour.	Keep your brain dump safe and revisit it. Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.

Brain dumps are a way of getting information out of your brain.

Follow the 5 step process to complete 3 brain dumps for different topics of your choice.

You can also complete this in two colours. One colour for content you know and another colour for content you need to revise / that you added.

Topic 1

Brain Dumps

Topic 2

Topic 3

Interleaving

Summary: Interleaving

Interleaving is a theory that revising more than one topic in each session will help you make better links between them.

A → B → C → D

B → D → A → C



- 1. Switch**
 Switch between topics during each session.
 It allows you to think about what you are doing with your time when you are revising.
- 2. Review in different orders**
 When reviewing make sure you do it in a different order that you learnt them, or previously revised them.
 By revisiting material from each topic several times, in short bursts, this **increases the amount of information you can recall in your exams.**
- 3. Make links to remember more.**
 Try to make links between ideas and review your revision notes.
 This helps you make connections between topics and forces you to think harder about which strategies need to be applied to which problems.

Applying interleaving to your revision

- Break units down into small chunks and split these over a few days rather than revising one whole topic all at once.
- Decide on the key topics you need to learn for each subject.
- Create a revision timetable to organise your time and space your learning.

Blocking



Interleaving is for topics within one subject – not subjects themselves.

Interleaving



You can apply this in your revision timetable.

When revising science, mix up the topics that you study in that session, don't just focus on one.

Dual Coding

Summary: Dual Coding

Dual coding is the process of blending both **words** and **pictures** while learning. Viewing those two formats gives us **two different representations** of the **same** piece of information.



1.	2.	3.	4.	5.
Drawings	Diagrams	Posters	Timelines	Graphic organisers
These boost learning by getting you to think deeply about information.	These are helpful for breaking down complex concepts or processes to make them easier to understand.	These are great for combining writing, pictures and diagrams all within one page of information.	These can be used of information that happens in a particular order or sequence.	These organise verbal and visual information by the relationships between different concepts. Examples include tree diagrams, mind maps and Venn diagrams.

4 Key Principles for using dual coding



Cut - Reduce the amount of content, be selective and only use the most important information.



Chunk - Divide the content into groups of related information;



Align - Make sure that words and pictures are neatly ordered, making them easier to read;



Restrain - Avoid "overdoing" it. In other words, don't go crazy with different colours and fonts.

Topic 1

Topic 2

Spacing

Summary: Spacing

- Spacing is regularly revisiting material so that you are doing little and often instead of all at once.
- Doing a little amount regularly is more effective than doing a lot all at once. We do this so that we don't get swamped and overwhelmed

To commit something to memory, it takes time and repetition.

WHY? This is because the time in between allows you to forget and re-learn the information, which cements it in your **long-term memory**

Optimum Spacing

- Research suggests there is an 'optimal gap' between revision sessions so you can retain the information.
- If the test is in a month, you should review the information around once a week. If the test is in a week, create time once a day.

Why use Spacing?

- Doing something little and often – spacing – beats doing it at once, or cramming
- The time in between revision allows you to forget and re-learn the information, which cements it in your long-term memory
- It cements information into your long-term memory
- We can learn more information over time than in one longer session
- It helps you revise more efficiently

Time to the test	Revision Gap
1 Week	1-2 days
1 Month	1 week
3 Months	2 weeks
6 Months	3 weeks
1 Year	1 month

Retrieval

“ Retrieval practice is defined by **Mark Enser** as 'retrieving something from our memories to make it easier to recall in future.' If using it makes recall easier, surely this is a big win for learning and the progress of our students. ”

1. Identifies gaps in knowledge



2. Makes connections



3. Checks for misunderstandings



4. Strengthens connections



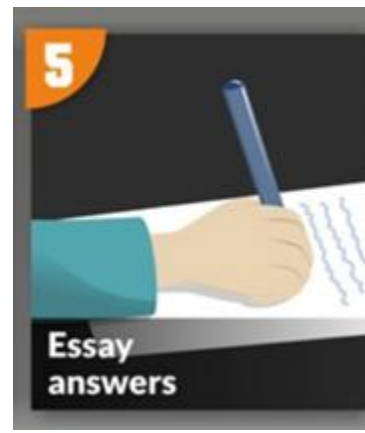
5. Makes connections robust under pressure and stress



6. Makes it easier to learn new things



9 ways to use retrieval when revising



Retrieval practice is one of the most effective ways to revise. By answering questions rather than merely reading or highlighting information, you're putting yourself in the best position possible to succeed and remember as much of your subjects as possible. Past papers, essays, multiple choice tests and flashcards are a great way of doing it.

9 Ways to Beat Revision Stress

by @inner_drive | www.innerdrive.co.uk



1
Do the actual work – revise!



2
When really stressed, talk to someone about it



3
Get some fresh air each day



4
Stick to regular meal times



5
Do something to switch off an hour before bed



6
Don't dwell on worst case scenarios



7
A good sleep the night before is better than last minute cramming



8
Once you've done the exam, move on to the next one



9
Don't aim for perfection – it's a myth and doesn't exist