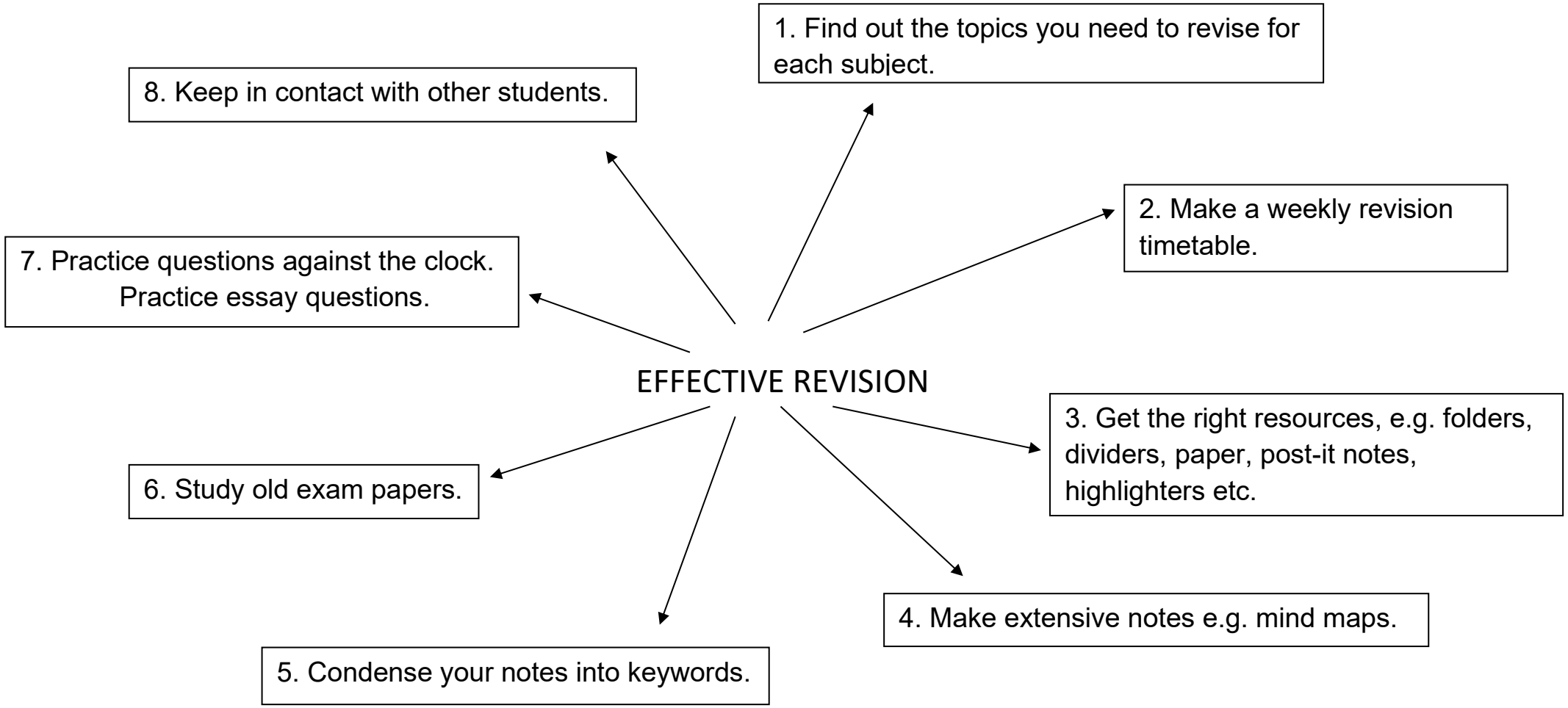
GCSE Mock Exams Revision Support Guide

The Rules!

- Your teachers will help you fill in this revision timetable with which topics to study on which days. Do your best to stick to it.
- Each session should be around ***50 minutes*** with NO distractions. Put your phone in another room, turn the TV off and tell your family you are revising.
- Recommended structure of a revision session
  - 5 mins - self quizzing from last session
  - 40 mins – cognitively active revision
  - 5 mins – write a quiz for next session
- After each session, have a ***20 minute break***. Do something different – go outside, talk to your family, eat a snack, get a drink.
- Revision sessions need to be active. This means NOT just reading and highlighting. Do something with the information – turn it into pictures, summarise it onto revision cards, test yourself or get someone to test you.
- This timetable gives you Saturday off every week. If a different day off revision is better for you, swap it so that you are revising on the Saturday instead. Remember this can be flexible each week depending on your plans, but you should be ***revising for six out of seven days.***

Page	Revision Technique
15-16	Questioning Techniques
15, 17-20	Graphic Organisers
15	Dual Coding
20, 22	Mind Maps
15, 22, 25	Revision Cards
22	Copy, Cover, Check
22	Post-It Notes
22 (plus topics booklet)	Online
22, 25-26	Practice Papers
23	Audio/Visual/Interactive
24	Cornell Note Making


EFFECTIVE REVISION
1. Find out the topics you need to revise for each subject.
2. Make a weekly revision timetable.
3. Get the right resources, e.g. folders, dividers, paper, post-it notes, highlighters etc.
4. Make extensive notes e.g. mind maps.
5. Condense your notes into keywords.
6. Study old exam papers.
7. Practice questions against the clock. Practice essay questions.
8. Keep in contact with other students.

Week 1

Monday 28th Sept	Tuesday 29th Sept	Weds 30th Sept	Thursday 1st Oct	Friday 2nd Oct	Saturday 3rd Oct	Sunday 4th Oct
Science	Maths	Opt 1	English	Maths		Science
Opt 2	Opt 4	Opt 2	Opt 3	Science		English
English	Opt 1	Maths	Science	Opt 3		Opt 4

Week 2

Monday 5th Oct	Tuesday 6th Oct	Weds 7th Oct	Thursday 8th Oct	Friday 9th Oct	Saturday 10th Oct	Sunday 11th Oct
Science **** Revision Support Session in school****	**Maths** **** Revision Support Session in school****	**Opt 1** **** Revision Support Session in school****	**English** **** Revision Support Session in school****	**Maths**		**Science**
Opt 2 **** PE only Revision Support Session in school****	**Opt 4** **** Revision Support Session in school****	**Opt 2** **** Revision Support Session in school****	**Opt 3** **** Revision Support Session in school****	**Science**		**English**
English	**Opt 1**	**Maths**	**Science**	**Opt 3**		**Opt 4**

Week 3

Monday 12th Oct	Tuesday 13th Oct	Weds 14th Oct	Thursday 15th Oct	Friday 16th Oct	Saturday 17th Oct	Sunday 18th Oct
Science **** Revision Support Session in school****	**Maths** **** Revision Support Session in school****	**Opt 1** **** Revision Support Session in school****	**English** **** Revision Support Session in school****	**Maths**		**Science**
Opt 2 **** PE only Revision Support Session in school****	**Opt 4** **** Revision Support Session in school****	**Opt 2** **** Revision Support Session in school****	**Opt 3** **** Revision Support Session in school****	**Science**		**English**
English	**Opt 1**	**Maths**	**Science**	**Opt 3**		**Opt 4**

Week 4

Monday 19th Oct	Tuesday 20th Oct	Weds 21st Oct	Thurs 22nd Oct	Friday 23rd Oct	Saturday 24th Oct	Sunday 25th Oct
Science **** Revision Support Session in school****	**Maths** **** Revision Support Session in school****	**Opt 1** **** Revision Support Session in school****	**English** **** Revision Support Session in school****	**Maths**		**Science**
Opt 2 **** PE only Revision Support Session in school****	**Opt 4** **** Revision Support Session in school****	**Opt 2** **** Revision Support Session in school****	**Opt 3** **** Revision Support Session in school****	**Science**		**English**
English	**Opt 1**	**Maths**	**Science**	**Opt 3**		**Opt 4**

Week 5 (Half Term)

Monday 26th Oct	Tuesday 27th Oct	Weds 28th Oct	Thursday 29th Oct	Friday 30th Oct	Saturday 31st Oct	Sunday 1st Nov
Science	Maths	Opt 1	English	Maths		Science
Opt 2	Opt 4	Opt 2	Opt 3	Science		English
English	Opt 1	Maths	Science	Opt 3		Opt 4

Week 6

Monday 2nd Nov	Tuesday 3rd Nov	Weds 4th Nov	Thursday 5th Nov	Friday 6th Nov	Saturday 7th Nov	Sunday 8th Nov
Science **** Revision Support Session in school****	**Maths** **** Revision Support Session in school****	**Opt 1** **** Revision Support Session in school****	**English** **** Revision Support Session in school****	**Maths**		**Science**
Opt 2 **** PE only Revision Support Session in school****	**Opt 4** **** Revision Support Session in school****	**Opt 2** **** Revision Support Session in school****	**Opt 3** **** Revision Support Session in school****	**Science**		**English**
English	**Opt 1**	**Maths**	**Science**	**Opt 3**		**Opt 4**

Mock Exam Week 1

Monday 9th Nov	Tuesday 10th Nov	Weds 11th Nov	Thursday 12th Nov	Friday 13th Nov	Saturday 14th Nov	Sunday 15th Nov

Mock Exam Week 2

Monday 16th Nov	Tuesday 17th Nov	Weds 18th Nov	Thursday 19th Nov	Friday 20th Nov	Saturday 21st Nov	Sunday 22nd Nov

Basics about Revision

- We forget 80% of what we have learnt within 24 hours
- We need to revise, revise and revise to retain the information
- We remember from the beginning and end of an experience
- So revise for 50 minutes at a time, then take a break
- Information is remembered best when it is chunked into small pieces.

Revision Materials

- Make sure you know all the units and sub-units for the subject
- Check that you have the necessary revision materials for each sub-unit
- See teacher for the right revision guide, text book or where to buy revision guide
- Begin to revise each sub-topic from every subject, using long term timetable
- Other recommended equipment includes the following: highlighters, coloured pens/pencils, revision cards, lined paper, plain paper.

Recommended Structure of a Revision Session

50 minutes per session

- 5 mins - self quizzing from last session
- 40 mins – cognitively active revision
- 5 mins – write a quiz for next session

Which revision method should I use?

1	**Memorise simple facts, definitions of key words etc**	Dual coding, revision cards using the Leitner method, post-it note, Copy Cover Check
2	**Memorise processes, cause and effect, procedures**	Revision cards, graphic organisers, post-it notes, online resources
3	**Learn about a topic that has lots of different parts**	Graphic organisers, mind maps, self-quizzing
4	**Learn how to answer a specific style of exam question**	Self-quizzing, practice papers
5	**Explore two sides of an argument/topic**	Cornell note making, post-it notes, self-quizzing
6	**Develop a deeper understanding of WHY or HOW**	Self-quizzing, Cornell note making, mind maps

Cognitively Active Revision

Cognitively active revision is where the revision activities you are doing make your brain work. They require you to think about the information, to recall it and to actively do something with it. Cognitively passive strategies like highlighting are much less effective because you are not doing anything with the information.

Turn each of the passive strategies in the table below into **cognitively active strategies**.

Reread and highlight the text	
Watch a YouTube video	
Copy out a mindmap	
Copy out of the text book	
Watch a GCSEPod	
Look at the text book	
Look through a past exam paper	

List here the revision strategies you like to use.

Are they **cognitively active**? If not, what can you add to them to ensure that you are actively engaging with the material?

Dual Coding	• Draw simple pictures to illustrate a key fact. • Make sure the images are meaningful to you, they don't need to make sense to anyone else as long as you understand them! A good way to revise is to explain your images to another person to see if they can see your connections. • Your brain remembers pictures and words in different ways, so this doubles your chance of remembering the information. • Use symbols like arrows, plus/minus signs etc to show the relationship between ideas. • Quiz yourself by seeing if you can remember the words that match the picture, then swap round.
Graphic Organisers	• Graphic Organisers are visual ways of representing a lot of information. See page 10 for examples. • You will have used a lot of types of graphic organisers before, this won't be unfamiliar to you. • You can make these diagrams from your notes to organise all of the information into one place that is easy to read. • Once you've revised a topic, you could try to create a graphic organiser from memory to see how much you have learned.
Quizzing	• An effective quiz has a mixture of different question styles to prompt you to think about a topic in different ways. • Use the question grid on page 9 to help you create a range of different question styles. • In order of difficulty, the question styles are FACTUAL, ANALYTICAL, PREDICTIVE, APPLICATION/SYNTHESIS. • Once you have designed a series of questions, plan your answers to them, swap with a friend and see if you can answer each other's questions or save them for the next time you revise this topic.
Revision Cards	<u>Ways to make revision cards:</u> • Write a key word on one side, then the definition on the other side. • Write an example exam question on one side, then the key ideas you would need to answer that question. • Write a key word or topic on one side, then make links to other key words and topics on the other side. • See also page 12. <u>Once you have made the cards…</u> • Quiz yourself on your cards or get someone else to quiz you. • Use the Leitner method of three boxes to structure your use of the cards (you can find explanations of this method on YouTube).

Factual	Predictive	Analytical	Application/Synthesis

	Is/Are	Did/Do	Can	Would/Should	Will	Might/Could
What						
Where						
When						
Who						
Why						
How						

Graphic Organisers

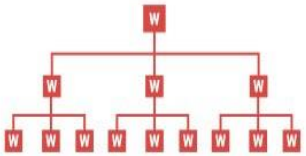
Container – info that stays the same (compare, describe, explain)

Path – info that changes (process, cause and effect, time sequence)

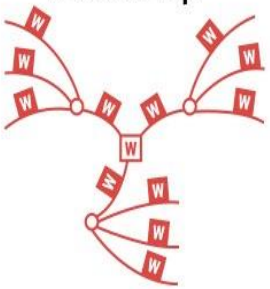
CONTAINER MODEL

CHUNK

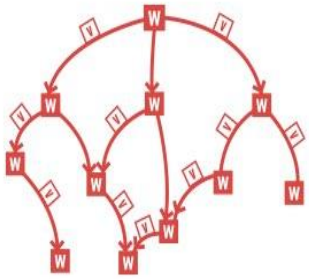
Tree Diagram



Mind Map



Concept Map

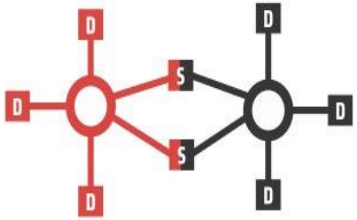


COMPARE

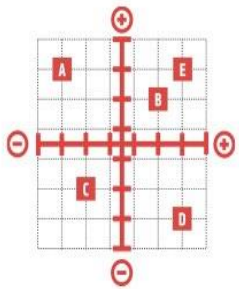
Venn Diagram



Double Spray



Crossed Continua



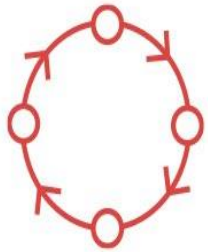
PATH MODEL

SEQUENCE

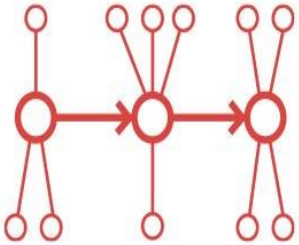
Flow Chart



Cycle

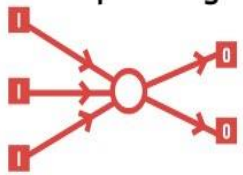


Flow Spray

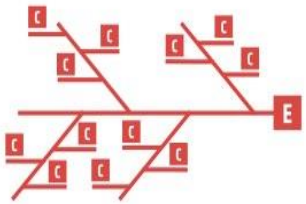


CAUSE & EFFECT

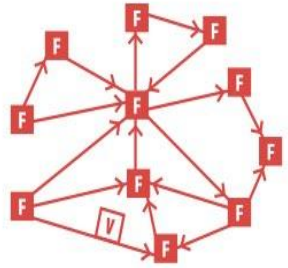
Input-Output Diagram



Fishbone Diagram



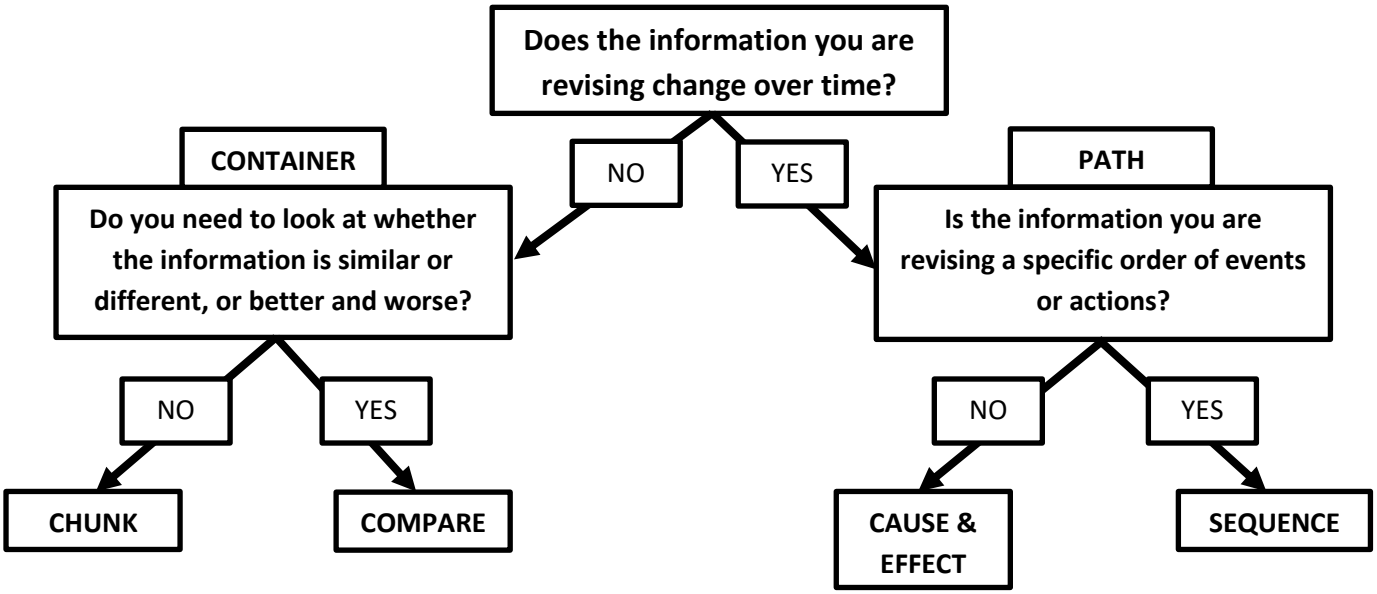
Relations Diagram



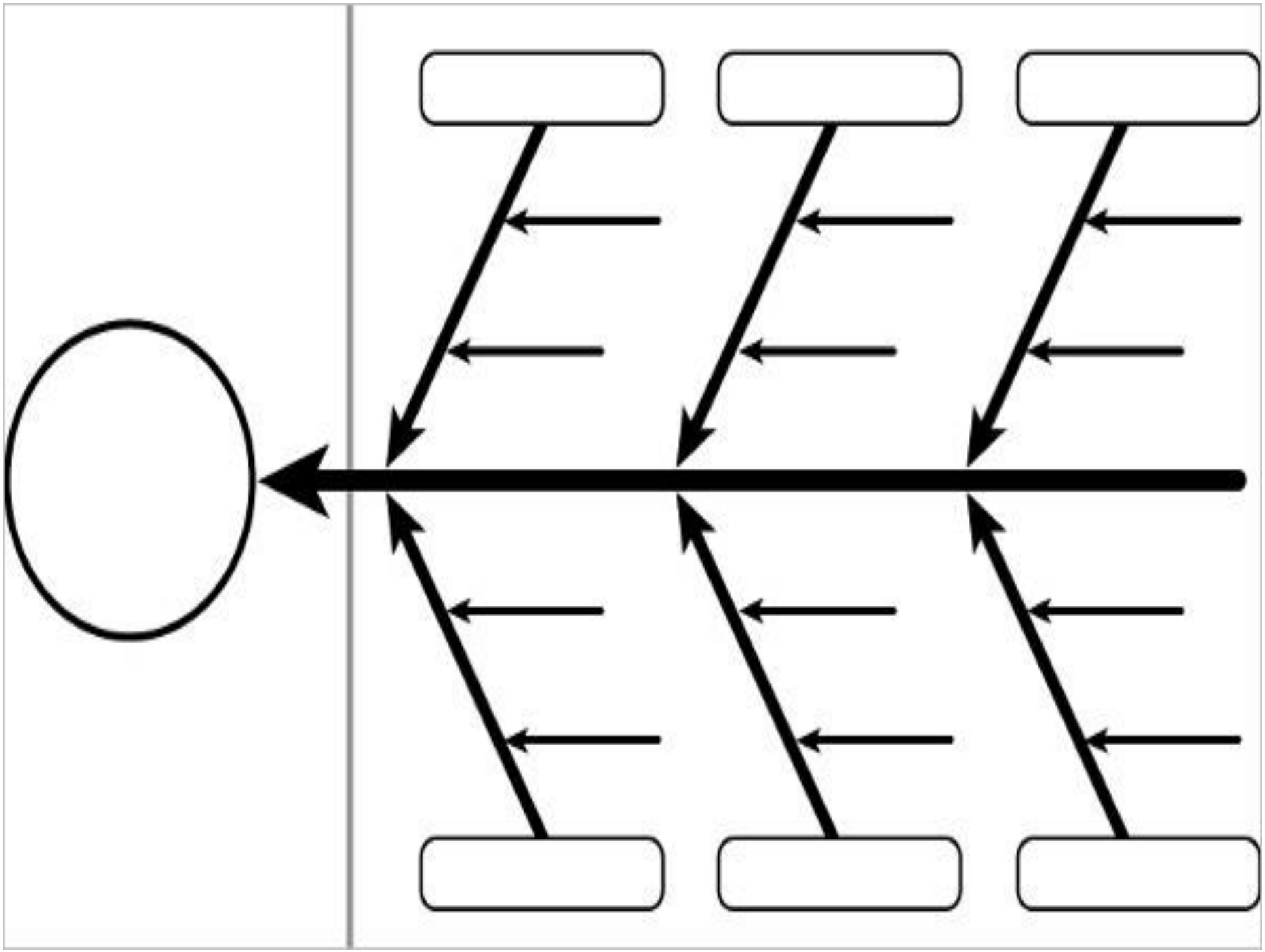
Using Graphic Organisers

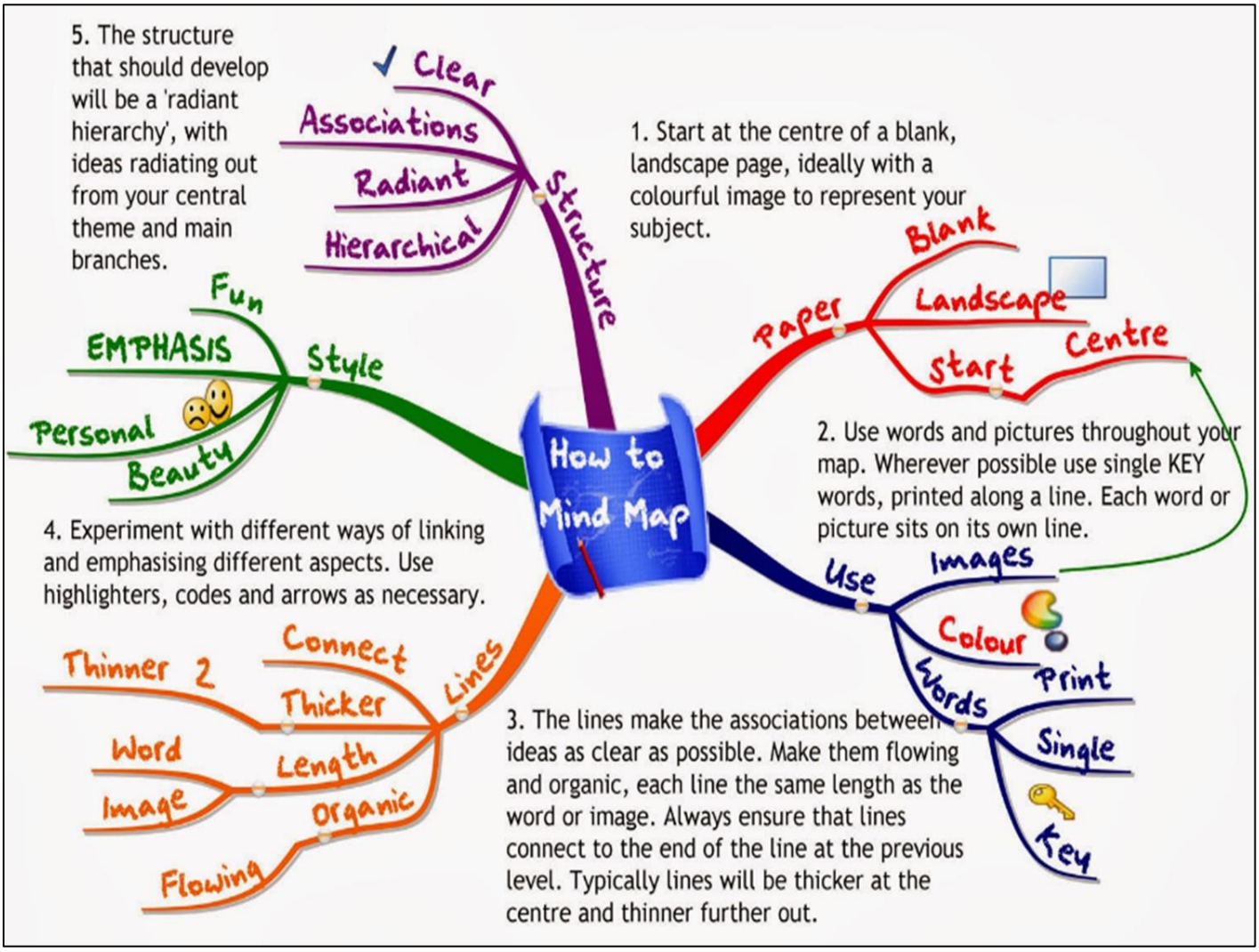
Using graphic organisers starts with choosing the correct one for the topic you want to revise. Graphic organisers are in two categories:

CONTAINER = INFORMATION THAT STAYS THE SAME = CHUNK or COMPARE MODELS **Classify, compare, categorise, concept, explain, describe**	**PATH = INFORMATION CHANGES OVER TIME = SEQUENCE or CAUSE AND EFFECT MODELS** **Sequence, cause and effect, episodes, procedure, process**



Which type of graphic organiser would be best?	CONTAINER		PATH	
	CHUNK	COMPARE	CAUSE & EFFECT	SEQUENCE
Who is the best King in 'Macbeth': Duncan, Malcolm or Macbeth?				
How does Scrooge change in 'A Christmas Carol' and what causes each change?				
What happens in 'Boys Don't Cry'?				
What is the main message of the poem 'Jamaican British'?				
What is the timeline of events in 'Macbeth'?				
What are the effects of homophobia in 'Boys Don't Cry'?				
What are the similarities in the poems 'My Mother's Kitchen' and 'The Emigree'?				
What are Dickens' intentions in writing 'A Christmas Carol'?				





Tips for Drawing a Mind Map

- Use colours, illustrations, and pictures: some of the most effective mind maps have more doodles and symbols than words.
- Keep the topics and sub-topics brief: stick to a single word each, or just a picture instead of long phrases or sentences.
- Keyword for branches: name your branches or lines using a keyword each.
- Use different text sizes and alignment: provide as many visual cues as you can to emphasize important points.
- Use symbols: draw symbols like arrows and shapes to present the information.

How Do I Revise?

1. Space your practice

People who leave gaps between practice attempts go on to score higher. In fact, the longer the gaps, the higher the scores. The difference is huge: people who leave more than 24 hours between their first five attempts at a test/revision activity and their second five attempts score as highly, on average, as people who have practiced 50% more than them.

Research confirms this theory: if you want to study effectively, you should spread out your revision rather than cramming. This is easier said than done, but if you are organised enough, you can spend less time revising and remember more.

2. Make sure you fail occasionally

People who are most inconsistent when they first start have better scores later on. These people are pushing themselves to learn new things and make links with their existing knowledge which improves their overall memory and understanding.

The moral is clear: invest some time in trying things out, which may mean failing occasionally, if you want to maximise learning in the long run.

3. Practise the WAY you'll be tested as well as the information

The big mistake many students make is not practising the thing they will be tested on. If your exam involves writing an essay, you need to practise essay-writing. Merely memorising the material is not enough.

Writing exam answers is a skill, just like playing an online game is a skill. You wouldn't try and improve at a game by trying to memorise moves, you'd practise making them. Other research confirms that practising retrieving information is one of the best ways to ensure you remember it.

4. Structure information, don't try to remember it

Trying to remember something has been shown to have almost no effect on whether you do remember it. The implication for revision is clear: just looking at your notes won't help you learn them.

Instead, you need to reorganise or rewrite the information in some way – whether by making notes of your notes, thinking about how what you're reading relates to other material, or practising writing answers.

5. Rest and sleep

A full night's sleep helps you learn new skills or retain information. Staying up all night to revise will increase your stress levels and cramming will not help your memory in the long term (see number 1).

How Do I Revise?

Mind maps	**Revision Cards**
• Start with a large piece of paper. • Revise a topic or a sub-topic. • Use a selection of words and diagrams. • Use colour, shapes, symbols, pictures and cuttings to bring the information to life. • Use lines and arrows to connect ideas. • Stick your learning map on your wall/door, anywhere it can be seen easily and often.	• Reduce the information from one sub-topic to key points/bullet points. This could build up into a little booklet that you can carry wherever you are. You can put the key points on one side and the detail on the other if you want. • Use the Leitner method to help you memorise your cards. • Create a quiz for yourself. For example, write key words on one side of your revision cards and definitions on the other side. Get a friend or family member to test you.
Copy, Cover, Check	**Post-It Notes**
• Divide your page into three columns. • Write key information in the left-hand column. • Go back to the top of your page. Cover the left-hand column and see how much you can remember to write into the middle column. Uncover and check your answers. Correct any mistakes. • Do it again! Cover both columns and try to recall more information to write into the final column. Check and correct.	• Create your own sorting activity. For example, write parts of a cycle or important dates on separate post-it notes and then try to organise them into the correct order. Do this a few times over a number of days. • Decorate your bedroom (or even your house!) with key information, facts, definitions etc that you need to know so that you are seeing them all the time.
Online	**Practice Papers**
• Ask your teacher for any key websites that might be useful to help you revise. • BBC Bitesize, GCSEPod, and the Learning Zone on the school website are great places to start as they cover lots of different subjects. • Go on Youtube sites set up by teachers and watch and listen to the information. Search for the topic you want to revise and find a presentation.	• Ask your teacher for a practice paper that you can try out at home. • Look through your exercise book for questions similar to the ones on your exam paper. Try to rewrite your answers, improving them and following any teacher feedback. • Create your own exam-style questions including mark-scheme, then swap with a partner.

HOW TO LEARN

The KEY: Revise the right stuff

Break the subject down into **topics**, then **sub-topics**, and then revise the information for just one small part of the course at a time. You can find out all the sub-topics by looking in a revision guide.

For example: Subject = Science (Chemistry)

Topics

1. Fundamental Ideas
2. Rocks and Building Materials
3. **Metals and their use**
4. Crude Oil and fuels

Sub-Topics of Metal and their Uses

- Extracting Metals
- **Iron and Steels**
- Aluminium and Titanium

Information about Irons and Steels that I need to learn:

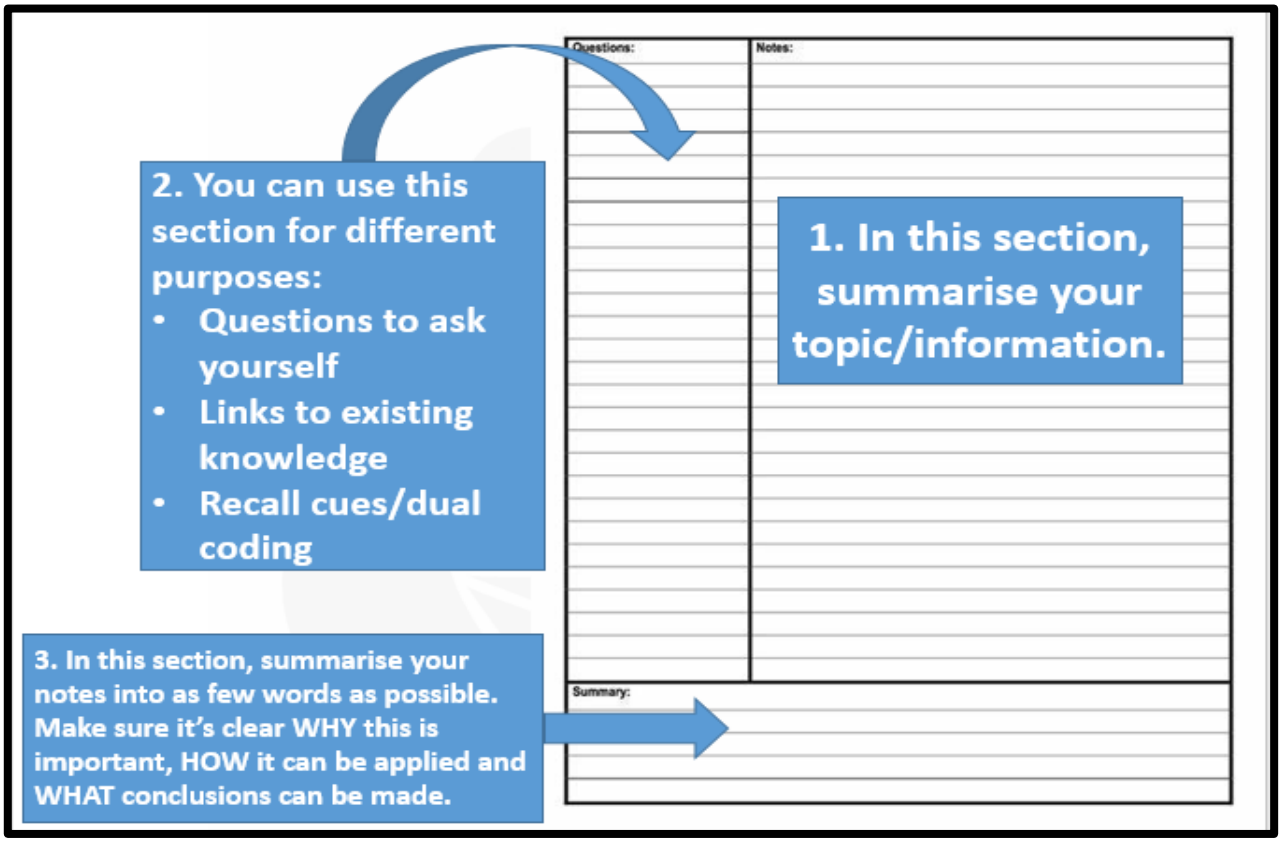
- Carbon Steel
    - Small amount of carbon in iron = carbon steel
    - High carbon steel = hard
    - Low carbon steel = soft
- Alloy Steels
    - Low alloy steel = 1%- 5% other metals
    - High alloy steel = 5%+ other metals
    - Stainless steel = chromium/ nickel in them

Audio / Visual/Interactive

- Listen to GCSEPod on your phone – remember, listen to the topics and subtopics that are relevant.
- Go to the various 'online sites' that your teachers direct you to – e.g. BBC Bitesize.
- These sites will be in the topics booklet on the Priory Belvoir website (Learning Zone).
- Go on Youtube sites set up by teachers and watch and listen to the information.
- If teacher doesn't have a YouTube site, search for the topic you want to revise. Lots of teachers from other schools have created presentations and videos to illustrate and explain key GCSE topics.

HOW TO LEARN

CORNELL NOTE MAKING



Title: The Plot of *Macbeth* Act 1

Questions:	Notes:
1. Who are the witches? Do they really know the future? 2. 3. How far would M have gone without LM? 4. 5. 6. 7.	1. Macbeth and Banquo meet witches – prophecies given 2. Duncan makes M Thane of Cawdor 3. M writes to Lady Macbeth – she starts the plot to kill 4. 5. 6. 7.

Summary:

- Importance of Act 1 – introduction of characters – M weak, LM strong, B good, D good
- Impact of the supernatural – catalyst, drives whole play
- Fate vs free will – is this a self-fulfilling prophecy?

HOW TO LEARN

Revision Cards

Reduce the information from one sub-topic to key points/bullet points. This could build up into a little booklet that you can carry wherever you are. You can put the key points on one side and the detail on the other if you want.

For Example:

Social Injustice –When a group of people are treated badly like women or poor people. Examples of social injustice : Racism, Sexism, Poverty

- **Why fight against injustice?**

1. Conscience
2. Treat others as ….
3. Love your neighbour – good Samaritan

- **Who has fought Injustice?**

1. Martin Luther King – Racism in USA
2. Elizabeth Fry – Prison Conditions 1800's
3. William Wilberforce – Slavery 1800's

- **How do people fight Injustice**?

1. Protests
2. Disobeying unjust laws
3. Giving money to charity like Amn Int.

- Hide and Seek – Try to memorise the key points. Hide them and see if you write them out.
- Expand the **reason** behind each point. This is the real learning!
- Ask someone else to ask you questions:
  - The basic facts
  - The deeper point behind each point, get them to ask: Why?

Practice Papers

- Do lots of past papers.
- For longer style answers, do a plan first.
- Get the papers from your teacher or from the exam board website (See topics booklet for link to past papers).

EXAM TECHNIQUE

Answering the question

Pupils often fail to answer the exam question properly. They put what they think it is asking, not what 'it is' asking. Below are three activities that help pupils to answer the questions properly:

a. BUG the question

B = Bracket the command word (this is the verb, the doing word)
U = Underline the key terms (this is the topic)
G = Glance at the time given or the marks available (this tells you how much to write)

b. Put the question in the answer

This activity helps pupils to keep focused on the question and avoid going off on a tangent.
eg. Q – What are the effects of steroids on muscle growth?
A – The effects of steroids on muscle growth are.....

c. Say it again!

When revising, look at an exam question and rewrite it in your own words. This helps you to think about what exam questions are really wanting from you.
E.g. "The death sentence is the only way to reduce serious crime in the UK" - discuss.
To: "Are there other ways to reduce serious crime in the UK apart from the death penalty?"

Answering the question – How to expand

The next problem that pupils have is expanding their answers and providing enough detail. The activities below encourage pupils to transfer skills from other subjects and develop a longer answer.

a. PEE

Point – Make your point
Evidence – Back it up with some evidence. Something from the text or a quote
Explain – Explain the text or quote, fact or figure

b. This means.....

Simply using phrases such as "This means", "This tells us" and "This could suggest" are excellent ways to show the examiner that you understand the passage, poem, script, chart or graph.

c. Because..... However..... Because

The last activity helps pupils to justify opinions and show a different perspective on an issue.
Pupils often miss out on the top marks because they fail to explain their thinking and also fail to show a different opinion. If you can make sure you include:
".....because..... however..... because....." in your answer you are on the way to getting great marks.
.....I think the UK should invest more money in wind farms **BECAUSE** wind farms are a renewable source of energy production **HOWEVER,** the wind farms are not popular with conservationists **BECAUSE** they are an eyesore.

Year 11 GCSE Mock Exams Revision Support Sessions 2026

Sessions will start on **Monday 5th October 2026** and will run for four school weeks (excluding half term). The final sessions will be on **Thursday 5th November** and the Mock Exams start on **Monday 9th November.**

These sessions are not intended to be the only revision you do! They are designed to support your independent revision by reviewing the exam requirements, discussing how to approach specific questions and by giving you the tools you need for your own independent revision towards your exams.

	Monday	Tuesday	Wednesday	Thursday
Session 1 – 3.10 – 3.55pm	**Science (Combined and Triple)**	**Maths**	**Option Block 1** Geography History French	**English**
Session 2 – 3.55 – 4.40pm	**PE (All option blocks)**	**Option Block 4** RS Food Studies Drama* Business History	**Option Block 2** Triple Science Art Music Food Studies DT	**Option Block 3** Media Studies Art Computing Geography Sociology French

**Drama revision will take place on Tuesday lunchtimes in the Drama Studio.*