

# Year 11

# Revision Guide



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## Five for the Finish Line

Use these ideas from your teachers to help plan and organise your revision. Subjects have highlighted 5 ways to help you improve your grade.

### English Language

1. **Mind the gaps:** Use your PPE feedback from PPE 1 and PPE 2 to identify the questions and skills that you still need to work on. Then use revision materials like Mr. Bruff to revise these areas.
2. **Understand Q5:** 50% of your marks come from the writing sections of Paper 1 and Paper 2. In Paper 1, you are asked to choose to write either a narrative or a description, make sure you know the difference between the two. In Paper 2, you are asked to write for a specific purpose and format of transactional text. Ensure you know how to construct a logical, reasoned argument – this skill is the focus for the examiner.
3. **Know the exam:** The beauty of the Language exams is that wording of the questions never changes, only the extracts do. Therefore, you know that Paper 1 question 3 is always going to ask how the writer structures the text to interest the reader – you can use this to help with your revision e.g. Q3 needs you to learn the different structural techniques to look out for.
4. **Exam technique:** Timing and technique are essential for the exam: there is a lot to do, in a short period of time so use it wisely! Read the extracts 'actively' and make notes as you go. Learn the timings for each question and stick to them. Leave enough time to check your work.
5. **Deliberate practice:** Complete practice papers targeting the questions you know you need to work on. These can be found on the AQA website.

### English Literature

1. **Mind the gaps:** Use your PPE feedback from PPE 1 and PPE 2 to help you prioritise your revision. Then use revision materials like knowledge organisers, quotation lists, or Mr Bruff videos on You Tube to revise these areas.
2. **Regular retrieval practice:** Create flash cards of useful quotations, information on plot, character and theme, plus contextual information and ask friends and family to quiz you. Complete quotations task on SENECA. Retrieval practice and quizzing is essential for success!
3. **Thesis statements:** Learn what these are and use them at the start of your essays. Thesis statements are brilliant for allowing you to bring in your knowledge of the writer and their intentions at the start of your essay; they also help drive your essay by giving you an argument to link back to all the way through.
4. **Beginning, middle and end:** To achieve in English Literature, you need to prove to your examiner that you know the text inside out. Therefore, a top tip is to ensure that you pick examples from the beginning, middle and end of the text to explore in your essay.
5. **Deliberate planning and practice:** My top tip for effective revision in English Literature is planning essays. Create detailed plans to answer essay questions considering what your thesis would be, which quotations you'd choose and what techniques & words and phrases you would analyse and how the context of the text influences your thinking. This process helps you identify which quotations you are using most often – you can then focus on learning them! Planning multiple essays will also give you a boost going into the exam as there is a high chance that the themes & characters you have planned essays about will crop up, thus saving you time in the exam as you will know roughly what you are going to argue already.

Go the extra mile and write these plans up: deliberate practice and timing yourself is great revision. Checking your work meets the success criteria is also valuable.

## Mathematics

1. **Mind the gaps:** use your mock feedback sheets from PPE1 and PPE2 to identify topics and skills to revise. Use the codes that link to Sparx Maths/Dr Frost to answer questions on these topics or if you prefer, use Corbettmaths/Mathsgenie/1<sup>st</sup> class maths websites (linked below as these have videos and questions you can print. Revise a topic then answer questions. Still stuck? – speak to your teacher.
2. **Flashcards:** create revision cards for key facts and formula that does not appear on the formula sheet. Test and quiz yourself regularly, or with a friend, to help you remember them. Stuck on how to write revisions cards? - speak to your teacher.
3. **Tools of the trade:** make sure you have all the equipment you need AND know how to use them. Ruler, protractor, compass and most importantly a scientific calculator (preferably a casio one). All of this equipment can be purchased through Scopay as well as revision guides. Not sure how to use your calculator effectively or where to get your equipment? – speak to your teacher.
4. **Practice, Practice, Practice:** complete a past paper a week. Make sure that you write down all your working out and mark your answers using the links to the worked solutions as you go. Mix up how you tackle the papers; work in timed exam conditions to complete the paper or work for shorter amounts of time and mark your answers. You could use the video links and complete a question at a time. Still stuck? – speak to your teacher.
5. **Still stuck:** make a list of topics you are still unsure about or questions you have about the exam or equipment to ask your teacher. Remember to attend our after-school revision on a Monday for foundation tier and a Thursday for higher tier.

### Websites:

[GCSE Higher 2025 - 100 Days to Go - Corbettmaths](#)

[GCSE Foundation 2025 - 100 Days to Go - Corbettmaths](#)

[Videos and Worksheets – Corbettmaths](#)

[Maths Genie - AQA Past Exam Papers for the 1-9 GCSE Specification](#)

[Maths Genie • Learn GCSE Maths for Free](#)

[GCSE \(AQA\) Revision | 1st Class Maths](#)

[Home | Gcsemathsquestions](#)

## Science Combined

1. Complete the revision questions (found on classcharts)
2. Complete as many past paper questions as you can, check your answers against the mark scheme as you go. If you get one wrong, use your revision guide, a knowledge organiser or Cognito Science YouTube channel to help improve your understanding.
3. Complete the feedback sheets for PPEs given in class. (Bio, Chem, Phys). Pay particular attention to the type of question you got wrong. Was it an equation question? Was it a practical question? Maybe it was an explain question? Make sure you practice the type of question you get wrong.
4. Use knowledge organisers on Classcharts to make revision cards. When you have a set of revision cards, use them to help you answer practice exam questions.
5. Complete the core practical revision sheets found on Classcharts, making Cornell notes from linked videos. All core practicals can be found on the Edexcel YouTube channel.

6. Attend after school revision sessions. These are on Monday and Thursday in AG11. Please come and ask us if there is a topic you are stuck on.

#### Art

1. All tasks on the key dates sheet must be completed, to enable you to hit all assessment objectives: You will only have 1 week when we return after the Easter holidays.
2. Annotate all pages in your study book (What you did and why?) so the examiner can see your journey throughout the process and development.
3. Get your final outcome ready for your 10 hour exam session: Outlines, canvases and base sculptures can be pre-prepared.
4. Make sure you bring your study book to your **first** exam session (WB 28<sup>th</sup> April 2025). Any work not handed in on this first exam session cannot be handed in for your final GCSE exam grading (30% of final GCSE grade).
5. If you are confused over Easter, please get in touch, we only have 1 week left when we return: [heather.essadiq@clf.uk](mailto:heather.essadiq@clf.uk) [sarah.balkwill@clf.uk](mailto:sarah.balkwill@clf.uk) [molly.grafton@clf.uk](mailto:molly.grafton@clf.uk)

#### Art Textiles

1. All tasks on the key dates sheet must be completed, to enable you to hit all assessment objectives: You will only have 1 week when we return after the Easter holidays.
2. Annotate all pages in your study book (What you did and why?) so the examiner can see your journey throughout the process and development.
3. Get your final outcome ready for your 10 hour exam session: Outlines, fabrics and base sculptures can be pre-prepared.
4. Make sure you bring your study book to your **first** exam session (WB 28<sup>th</sup> April 2025). Any work not handed in on this first exam session cannot be handed in for your final GCSE exam grading (30% of final GCSE grade).
5. If you are confused over Easter, please get in touch, we only have 1 week left when we return: [heather.essadiq@clf.uk](mailto:heather.essadiq@clf.uk) [alice.ritchie@clf.uk](mailto:alice.ritchie@clf.uk)

#### Dance BTEC

1. All work for BTEC Performing Arts will be completed on the 6<sup>th</sup> of May
2. For Component 3 students can practice movement at home and rehearse so that they can progress as a group within lessons.

#### Drama BTEC

1. All work for BTEC Performing Arts will be completed on the 6<sup>th</sup> of May
2. For Component 3 students can practice scripts at home and learning lines so that they can progress as a group within lessons.

#### DT

1. Do your pre-reading. Make sure that each week you know the topic you will be doing in class and that you have been doing some independent revision of this topic using your CGP guides and any SENECA assignments set. The focus in lessons will be exam technique- not reteaching or revising.
2. Continue to use your CGP revision guide to work your way through all of the topic areas, making mind maps, flash cards and Cornell notes- regularly revisit these revision resources as part of your revision, until you are confident with each topic.
3. Use the knowledge recap Q's in the revision guide, or the PIXL resources shared on Teams to check your understanding of a topic.
4. If you miss a revision session make sure you take the time to cover that topic yourself so you don't have any gaps- refer to the revision plan for your class to see what you have missed.
5. Use the glossary in the CGP revision guide to make sure you understand all key words. Circle any you are unfamiliar with and make flash cards to learn them.

Food Preparation and Nutrition
<ol style="list-style-type: none"> <li>1. Do your pre-reading. Make sure that each week you know the topic you will be doing in class and that you have been doing some independent revision of this topic using your CGP guides and any SENECA assignments set. The focus in lessons will be exam technique- not reteaching or revising.</li> <li>2. Continue to use your CGP revision guide to work your way through all of the topic areas, making mind maps, flash cards and Cornell notes- regularly revisit these revision resources as part of your revision, until you are confident with each topic.</li> <li>3. Use the knowledge recap Q's in the revision guide, or the PIXL resources shared on Teams to check your understanding of a topic.</li> <li>4. If you miss a revision session make sure you take the time to cover that topic yourself so you don't have any gaps- refer to the revision plan for your class to see what you have missed.</li> <li>5. Use the glossary in the CGP revision guide to make sure you understand all key words. Circle any you are unfamiliar with and make flash cards to learn them.</li> </ol>
French
<ol style="list-style-type: none"> <li>1. Use your speaking booklet to practise answering the speaking exam questions. Remember that your chosen theme will come up in the general conversation!</li> <li>2. Use BBC Bitesize – do a section of a topic each week.</li> <li>3. Use the revision and practice books. Revise a section each week.</li> <li>4. Use your knowledge organisers to make flashcards of the key verbs in each topic</li> <li>5. Role-play and photo card practice on Kerboodle and the Power-points on Classcharts - practice at least one photo card and role-play each week.</li> </ol>
Geography
<ol style="list-style-type: none"> <li>1. <b>Revision:</b> Use the resources on the "Revision" channel on our class team which has a host of revision materials and resources along with a revision plan (links to youtube, sheets to complete etc). Here there is also a revision powerpoint made by the department with what you need to know + links. Make flash cards using the key word lists and info on Case Studies (+ examples) in your KO booklet (and on the revision channel).</li> <li>2. <b>Deliberate Practice:</b> Look over past papers and practice questions. Follow the link on the revision channel on teams to AQA. Look over answered exam questions – booklet on the Revision channel on teams from AQA.</li> <li>3. <b>Exam Technique:</b> Remember to use resources in the paper and extend beyond any text given. Use phrases like "this means that...", "so....." Or "as... " you will not get any marks for copying text!</li> <li>4. <b>Exam Technique:</b> Go over case studies and examples. Don't just write about the "Geography of Anywhere". You must provide MORE information for Case Studies and Examples than just the name of the event or location. Practice using the Hochman Method (When? What? Where? Why? How?) to revise Case Studies and Examples. Use this as a plan before writing an answer in the exam too. One fact specific to an event or place will mean you get more marks!</li> <li>5. <b>Exam Technique:</b> Make sure you include a conclusion on all 6 and 9 mark answers. Referring to scale (how big the impact is) and/or longevity (how long XYZ goes on for). This will mean you get more marks!</li> </ol>

## Health and Social Care

1. If you are re-taking component 1. Plan and prepare notes to continue your coursework after Easter. Attend the after school catch up session on Thursday in BG2.
2. Use your knowledge organisers to prepare flash cards and revision notes for each topic.
3. Look through and answer Past paper questions to practice and prepare for your component 3 exam. Past papers have been attached on class charts and can be found on the BTEC tech health and social care website. Mark scheme for each paper also attached on classcharts.
4. Work through your white CGP book to practice answering short questions as well as 6-mark case study questions. Check your answers by looking at the back of the book.
5. Complete the quizzes revision homework. Links are attached on classcharts by your class teacher.

## History

1. Make and learn/revise **flashcards** for all 4 of the knowledge organisers. Make sure you have a completed stack for all modules.
2. Go back through the 'Lessons' on Teams. If you have **missed learning** for any topic (Medicine, Germany, Asia and Normans) you should work through the lessons, completing any tasks using the instructions on the slides.
3. Use the breakdown of every topic sheet to Red (not confident), Amber (have basic knowledge but need to go back over), Green (confident) the modules. This will highlight where you should **target your revision**. Then use the textbooks on Teams to gain more specific knowledge about a topic. You can write notes, mind map ideas or answer the questions on the bottom right of the textbook page. There are different types of revision activities on Teams with examples.
4. Work through and complete your **Historic Environment booklet** given to you by your class teacher. This needs to be completed by the first lesson back after Easter. Video links and an online version are on Teams in the 'Historic Environment – Durham Cathedral' folder.
5. On Teams under the 'Exam Skills' folders, there are **exam practice questions**. One of the best ways of revising is to complete practice exam questions. Planning your answer is also a method of revision – use the sentence starters to write an answer and use the mark scheme to check if you are meeting the right criteria. Your teacher will be happy to mark any practice questions you have completed.

## Music GCSE

1. All coursework should have been submitted – submission deadline of 5<sup>th</sup> May
2. Use revision guides and Teams Areas of Study quizzes to continue revision in preparation for Component 3: Listening and Appraising exam.
3. Create revision tools (using your DRSMITH guide books for support) to help summarise and embed key terminology and music theory understanding.

<b>Musical Theatre</b>
<ol style="list-style-type: none"> <li>1. All work for BTEC Performing Arts will be completed on the 6<sup>th</sup> of May</li> <li>2. For Component 3 students can practice scripts, singing and movement at home and learning lines so that they can progress as a group within lessons.</li> </ol>
<b>Spanish</b>
<ol style="list-style-type: none"> <li>1. Use your speaking booklet to practise answering the speaking exam questions. Remember that your chosen theme will come up in the general conversation!</li> <li>2. Use BBC Bitesize – do a section of a topic each week.</li> <li>3. Use the revision and practice books. Revise a section each week.</li> <li>4. Use your knowledge organisers to make flashcards of the key verbs in each topic</li> <li>5. Role-play and photo card practice on Kerboodle and the Power-points on Classcharts - practice at least one photo card and role-play each week.</li> </ol>
<b>Triple Science</b>
<ol style="list-style-type: none"> <li>1. Complete the revision questions (found on classcharts).</li> <li>2. Complete as many past paper questions as you can, check your answers against the mark scheme as you go. If you get one wrong, use your revision guide, a knowledge organiser or Cognito Science YouTube channel to help improve your understanding.</li> <li>3. Complete the feedback sheets for PPEs given in class. (Bio, Chem, Phys). Pay particular attention to the type of question you got wrong. Was it an equation question? Was it a practical question? Maybe it was an explain question? Make sure you practice the type of question you get wrong.</li> <li>4. Use knowledge organisers on Classcharts to make revision cards. When you have a set of revision cards, use them to help you answer practice exam questions.</li> <li>5. Complete the core practical revision sheets found on Classcharts, making Cornell notes from linked videos. All core practicals can be found on the Edexcel YouTube channel.</li> <li>6. Attend after school revision sessions. These are on Monday and Thursday in AG11. Please come and ask us if there is a topic you are stuck on.</li> </ol>

## The Revision Timetable

This is what a revision timetable could look like. Revision timetables help to plan your time and revision. As we go through the next few weeks, working towards your final exams, you will have the opportunity to change the plan according to your needs. For the first week, try it as it is:

You do want to space them out, so that English is not all on one day. Spacing the topics out does two things: the gaps between topics actually reinforces your knowledge (teachers call this interleaving or spaced learning) and prevents you getting bored with revision.

In the example below, I have spaced out all the subject areas in quite a random way.

Session	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	English Lit	Maths	Science 1	English Lang:	English Lang:	Science 2	Maths
2	Science 1	Option 1	Option 2	Science 2	Option 1	English Lit	Option 3
3	Maths	Option 4	Option 3	English Lang	Option 2	English Lit	Science
4						Option 2	Option 4
5						Option 3	Option 4
6						Option 1	Science 2

This timetable assumes you are doing 9 GCSEs and that you need to work on all of them the same. If you do fewer, you can build in more sessions for each subject. **If you have subjects that are assessed by coursework**, bear in mind you still need to complete the coursework. You may need to take some slots away for those. See the FAQ for additional points on subjects like art and food tech.

You also need to know what topics are in each exam so you can make sure that you cover them all over the course of your revision, and have time to go back to those you struggle most with.

**Use the 'Five for the Finish Line' from your teachers to help guide you with what to focus each revision session on.**



## Blank Revision Timetable

Write subject, topic and task for each session, for example: *English Lit, A Christmas Carol, The Cratchits quotations and context.*

**Your tutor will have spare copies of this, or you can make your own version. If you do it yourself, you can colour code it and make it look nice!**

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

## Revision Timetable FAQ

**Is this enough revision?** Start with two pomodoros and a deliberate practice per GCSE. At the end of the week plan out the next week and adjust it.

**Should I have a day off?** There's nothing wrong with having a day off. You just need to move the slots around so that you cover everything.

**Can I do more than this?** Yes. Try it like this for a week and see how you feel. When you plan next week, make adjustments.

**If I go to revision sessions, do I still have to revise?** Yes! Use the organised revision session as one of your slots. But revision is all about you taking control.

**Can I revise on the bus or in a car?** Sort of. You can do simple things in short periods of time, like reinforcing knowledge using flashcards. This doesn't really replace a whole pomodoro though, so use it in addition.

**Should I always revise at the same time?** It can be beneficial to have a learning habit or routine, so regular times can be useful. Quite often though, we have to move around the other things in our life, so try where possible to keep the routine, but adapt as you need to.

**Can I just write the whole revision timetable for year 11 out now?** No. It's fine to think ahead, but your subject teachers will pace out what you should be revising to make sure that you cover everything, and you will want to adjust it as you go.

**I am still studying my course. Should I wait to revise?** No! You need to start early so that you have enough time to thoroughly go over what was taught in year 10. If subject content is not completely finished yet, your teacher may continue to set homework, but it should be in the format of 2 recall sessions and a deliberate practice session.

**I am doing coursework subjects – how does this work for them?** Where you are still completing coursework, all you need to do is cross off 2 recall sessions and a deliberate practice session for that GCSE, and replace it with your coursework session. As time goes on, the coursework will be finished and that will free up extra sessions for revision in your other subjects.

## How to avoid Revision Misconceptions and Problems

<p><b>Thinking last minute revision will be fine</b></p>	<p>Every now and again you'll hear a story about someone who crammed the night before an exam and the topic they revised came up and they aced it. This is what you don't hear about:</p> <ul style="list-style-type: none"> <li>• The person who did the same and the topic didn't come up</li> <li>• The people who were not on top form because they were too tired</li> <li>• <b>The people who did really well and felt confident because they knew what they were doing all along.</b></li> </ul>
<p><b>I am struggling to start revising</b></p>	<p>The first step is always the hardest. Here's a few tips to help:</p> <ul style="list-style-type: none"> <li>• Go back to the content of each exam. Start with the core knowledge.</li> <li>• Use knowledge organisers to create flashcards and mind maps – these are easy starting points.</li> <li>• Ask your teacher if you unsure what areas would be most beneficial – <b>Use the 'Five for the Finish Line' ideas from your teachers to help you plan your revision.</b></li> <li>• Think about why you are putting things off and address those issues</li> <li>• Try revising with someone</li> </ul>
<p><b>Revision is boring</b></p>	<ul style="list-style-type: none"> <li>• Keep to the pomodoros so you are only trying to focus for 25 mins at a time</li> <li>• If you struggle doing two or three pomodoros in a row, give yourself a ten-minute break instead of five. But do ask yourself is this makes it harder to restart</li> <li>• Change up how you revise. GO back to the sections on recall and deliberate practice and see if you are missing ideas</li> <li>• Make your notes so you want to use them. Make them attractive, use images and colour to help it stick, and create something you are proud of. Show the notes to someone at home and discuss why you made them that way.</li> <li>• Revisit your goals and remind yourself of what you want to achieve. This helps you see the reason for the hard work.</li> </ul>
<p><b>I'm spending all my time reading and re-reading</b></p>	<ul style="list-style-type: none"> <li>• Reading is only ever a starting point. You have to do something with the information to make it stay in the memory.</li> <li>• Use more creative strategies, like creating mind maps and testing yourself.</li> <li>• Check what you don't know. Create a confidence check for all the topics in a GCSE and reflect on what else you need to know.</li> </ul>
<p><b>I've copied out modelled work, essays and answers. I know it.</b></p>	<ul style="list-style-type: none"> <li>• Like reading, just copying can only ever take you so far.</li> <li>• Transforming information in a creative way will make it stick.</li> <li>• The exact same question is unlikely to come up again. Look back to the questions you are working on and think of other ways that the question could be asked.</li> </ul>

# CREATING AND USING FLASH CARDS

## 1 FLASHCARDS WORK FOR:



- word and definition;
- vocab in mfl;
- key terms in any topic;
- equations;
- quotations;
- facts.

## 2 FLASHCARDS DON'T WORK FOR:



- complex ideas;
- essay plans;
- whole topics.

## 3 IF YOU CAN, DO IT YOURSELF



- writing is part of the process;
- more likely to remember if you make them yourself.

## 4 GET SOME CARD



- small is fine;
- cut larger cards in half;
- any colour.

## 5 SIDE 1



the word, term, equation or quotation you are trying to learn.

## 6 SIDE 2



- the definition, meaning or use;
- use your own words.

**N.B. DON'T WRITE MORE THAN ONE TERM PER CARD. YOU WON'T KNOW WHICH BITS YOU REALLY KNOW.**

## How to use

- SHUFFLE THEM SO YOU DON'T LEARN THEM IN AN ORDER;
- READ THE TOP ONE;
- SAY IT BEFORE YOU TURN IT OVER;
- IF YOU CAN SAY IT, CREATE A 'KNOW' PILE;
- IF YOU CAN'T, CREATE A 'DON'T KNOW' PILE;
- RE-READ THE 'DON'T KNOW' PILE.

## When?

It takes only a few minutes to sort through the cards - do it often!



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# CREATING AND USING MIND MAPS

## 1

# READ YOUR REVISION MATERIAL



- knowledge organiser;
- revision guide (section);
- notes from class.

## 2

## GET PENS AND PAPER



- All you need is:
- coloured pens;
  - A4 paper.
- Colour and images make it memorable

## 3

## PLAN HOW IT WILL LOOK



- How many branches?
- What will take the most space?
- What will you emphasise?

## 4

## CREATE A CENTRAL IMAGE



- use colour;
- 3D boxes are simple and memorable;
- try a bit of bubble writing.

## 5

## CREATE BRANCHES



- use single words to label;
- wonky lines are memorable;
- play with thickness
- use images where they help

## 6

## LOOK FOR LINKS



- mind maps show relationships;
- use more than one branch when you need to;
- change colours for different ideas.

**CHECK BACK THROUGH YOUR REVISION MATERIAL. DID YOU INCLUDE EVERYTHING? CAN YOU ADD TO IT BY LOOKING AT A DIFFERENT REVISION RESOURCE? ENJOY MAKING YOUR MIND MAPS.**

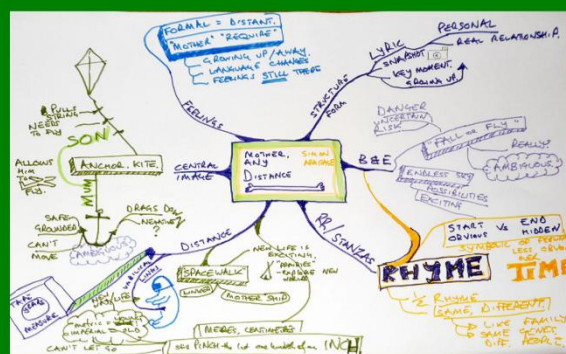
IF NOT NOW  
**When?**

**Mind maps should take 20-25 minutes: perfect for a pomodoro!**

Use mind maps to learn complex ideas, like themes in a text, or topics in geography, history and science. You can even use them for essay plans.



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# CREATE AND USE CORNELL NOTES

(Named after an American University)

Divide your page into 3 boxes, like this:

RECALL COLUMN




KEYWORDS


IMAGES


PROMPTS


QUESTIONS


NOTES COLUMN


 DETAILED NOTES

 BE CONCISE

 USE ABBREVIATIONS

 USE DIAGRAMS

 USE COLOUR FOR EMPHASIS

 SUMMARY BOX

3 SENTENCES

OVERVIEW

ACADEMIC LANGUAGE

**YES!**  
THIS WORKS WITH ALL  
YOUR SUBJECTS.

USE YOUR KNOWLEDGE  
**ORGANISER**

USE YOUR  
**CLASS NOTES**

USE A REVISION  
**GUIDE**

COVER THE NOTES  
**COLUMN.**  
HOW MUCH CAN YOU  
**REMEMBER?**

IF NOT NOW  
**When?**  
All you need is a  
page and a pen.





## Independent Study Skills: Self Care



**Sleep well. Get to bed early. Recharge the batteries.**



**Plan. Know what you're doing and what's coming up.**



**Keep your hobbies going.**



**Spend time outdoors. Get some vitamin D!**



**Set the virtuous cycle. Action grows motivation. Motivation improves study.**



**Eat well. Your body needs nutrition to function well. Don't neglect it.**



**Get the work done early. You'll feel better.**



**Avoid isolation. Talk about what you're doing with friends and family.**



**Avoid your phone too close to bed time.**



Start today! You need to look after yourself to perform at your best. Here are 9 simple things that will make a difference to how you think and feel about your studies. Come back to this if you're struggling.



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# Effective Paired Revision

If you need a little help, and want to revise with a friend, that's fine! Here are some guidelines to keep you on track.



## 1. Stick to the normal routine

Do a couple of pomodoros together. That means the same rules apply: stay focused. Don't distract each other - it's easy to fall into the trap of kidding yourselves that you've been revising for hours when you might not have been!

## 2. Pick tasks that work well in pairs

Creating a pair of excellent mind maps, or using an exemplar essay to create Cornell notes are good ideas. Create something you are both proud of.

## 3. Have a discussion

Debate the issues, work out the opposing ideas, add examples to arguments.

## 4. Test each other

Create a quiz for each other, improvise questions from knowledge organisers, mind maps or flash cards.

## 5. Evaluate each other's deliberate practice

This will give you both new ideas, and help you focus on the requirements of each task.

## Use paired revision to break it up

But it can't be the only way you revise.





## **Parents and Guardians: how can you support?**

There are a number of ways that you may support your children through this time, and it is important that they know that you are there for them. Here are some things that will make a difference:

1. Discuss the revision timetable and sign it. Stress often occurs when there are conflicts over time, such as a family visit. If you are involved with the timetable you can suggest ways to reorganise it so that a day is kept free, for instance.
2. Discuss how they are revising, and what works for them.
3. Make sure they are eating and drinking well (see the self-care page). No one can perform well if they are tired and dehydrated. When we are busy, we often neglect ourselves, and young people need help correcting this.
4. Encourage your children to see the GCSEs as a way to the next stage, rather than an end in themselves.
5. Keep up good bedtime routines. Sleep is so important to learning and reducing anxiety. The NHS guidance recommends at least 30 mins winding down after studying, watching TV or playing a game before bedtime.
6. Make sure that they have a comfortable place to study, preferably somewhere they can leave their revision materials out, so that it's always accessible.
7. Express your pride in them as they are working. It shows growing independence, and they are developing organisational skills on top of the knowledge they are learning.
8. Keep on doing normal things like family events and encourage outdoor time.
9. Stay positive. If a child is anxious, listen to them and offer solutions. Focus on what is going well and build on that.
10. If your child is struggling, focus them on going back to the knowledge they need. The revision techniques outlined in this booklet will make a difference.
11. Find some treats! Reward the good things you see. This does not have to be extravagant or expensive. They can include simple things like making their favourite meal or watching TV.

More advice is available here: <https://www.nhs.uk/mental-health/children-and-young-adults/advice-for-parents/help-your-child-beat-exam-stress/>