



KES REVISION AND TRIAL EXAM GUIDE FOR YEAR 10 STUDENTS AND FAMILIES

NAME:

TUTOR GROUP:

Trial Exams:
9th March 2026 -
20th March 2026

Welcome to your preparation and revision guide for your March trial exams. This guide is intended to help support you in the run-up to the trials but also to create good habits and preparation that will significantly help you in your real exams.

As a result of these trials, some of you might feel more confident about the revision strategies which work best - others may realise that they need to spend more time on revision in order to succeed. Regardless of how well you score in each exam, these are not the final exams. The most important thing is to use these trial exams to learn from your experience. The trials offer an excellent and early opportunity to find out what you know and what you don't know, so that you can improve your study habits and your subject knowledge.

Preparing for and completing trial exams to the best of your ability is one of the most important ways you can prepare for exam success in 2027.

Trials are useful because:

- You will better understand your strengths and knowledge gaps in each subject and how best to close those gaps through revision
- You will be further exposed to exams in exam conditions
- The feedback activities (in lessons) which follow the trials will help you to improve in each subject
- You will receive your results on a trial results day in late April 2026

WHEN ARE MY EXAMS?

9th March 2026 -
20th March 2026

Week One

Start Time/Date	Mon 9 th Mar	Tues 10 th Mar	Wed 11 th Mar	Thurs 12 th Mar	Fri 13 th Mar
09:00am	<ul style="list-style-type: none"> English Literature 	<ul style="list-style-type: none"> Physics (Triple and Combined) 	<ul style="list-style-type: none"> French Reading and Writing German Reading and Writing 	<ul style="list-style-type: none"> Art (Option L and W) 	<ul style="list-style-type: none"> Chemistry (Triple and Combined)
1:15pm	<ul style="list-style-type: none"> Mathematics Paper 1 (Non-calculator) 	<ul style="list-style-type: none"> History 	<ul style="list-style-type: none"> Business Art (Option L) at 2.15pm 	<ul style="list-style-type: none"> Music Engineering Child Development Food Preparation Geography Paper 1 	<ul style="list-style-type: none"> Mathematics Paper 2 (Calculator)

Week Two

Start Time/Date	Mon 16 th Mar	Tues 17 th Mar	Wed 18 th Mar	Thurs 19 th Mar	Fri 20 th Mar
09:00am	<ul style="list-style-type: none"> English Language 	<ul style="list-style-type: none"> Religious Studies 	<ul style="list-style-type: none"> Biology (Triple and Combined) 	<ul style="list-style-type: none"> Media 	<ul style="list-style-type: none"> Catch-ups 11.30am H&SC, Perf Arts, Art (Option H)
1:15pm	<ul style="list-style-type: none"> Computer Science H&SC Performing Arts Art (Option H) 	<ul style="list-style-type: none"> Geography Paper 2 	<ul style="list-style-type: none"> Art (Option W) at 2.15pm 	<ul style="list-style-type: none"> Art (Option W) PE GCSE Design 	<ul style="list-style-type: none"> Catch-ups

Your individual timetable (containing venues and timings) will be given to you in form time after half-term.

TRIAL EXAM FAQs



Q. What do 'exam conditions' mean?

Exam conditions mean that:

- You must remain silent at all times - on entry to the exam room, during the exam, and while your paper is collected at the end of the exam
- You must not talk, turn around in your seat or signal to any other student
- You may raise your hand if you require assistance and the invigilator will come over and speak quietly with you
- You are expected to behave in the same way for trial exams as is expected in your formal exams in the summer, this is your chance to rehearse
- You will have an exam briefing assembly beforehand

Q. Why are exam conditions important for my trials?

Exam conditions during your trials will allow you to rehearse for the real thing. Take advantage of this by sticking strictly to the conditions described above. Another vital reason for sticking to these conditions is to ensure that everyone in Year 10 gets a fair chance to give each exam their very best shot without distraction or interruptions.

Q. What equipment do I need?

Black pen (biro, not gel pens), pencil, ruler, eraser in a clear pencil case or clear plastic (sandwich) bag. Additional equipment might be needed for maths exams e.g. protractor. You may bring in a calculator **only** for the exams where you need to use one. You **cannot** take the lid of your calculator into the exam venue. Water bottles must be see-through/clear **without** a label.

Q. What isn't allowed?

Mobile phones and watches (of any kind) are not allowed. They must be switched off and placed in your bag. You may choose not to bring your watch on the day of an exam. It is malpractice to have a watch or mobile phone in an exam hall and if this happened in a real exam, your grade in that subject would be a U and possibly the same for all your other subjects.

Q. What if I need to go to the toilet during an exam?

Go to the toilet during break and lunchtime or before the line up to enter the exam hall. You will not be allowed out to the toilet, unless you have a known medical need/card. Leaving the room during an exam disturbs your own focus and concentration and will disturb the entire room and disrupt the focus of others. Make sure you go before you enter the exam hall and then you do not need to worry.



ADVICE: LOOKING AFTER YOURSELF DURING EXAM SEASON

Dealing with Exam Stress and Anxiety

Everyone feels stressed during exams and often this stress encourages us to do that extra bit of revision, listen a little more to the information in a lesson and work a bit harder. However, too much pressure and anxiety can affect your ability to concentrate on your work.

Try to reduce anxiety because it uses up working memory. This is where trial exams can help, as they give you the opportunity to try test papers under exam conditions and experience what being in an exam venue is like. You can also lean on your family/friends, talk to your teachers about what might help, organise a revision timetable and establish good habits in terms of sleeping, eating and keeping active.

Get plenty of sleep during exam season!

- There's evidence that suggests students who sleep for at least 7 hours a night do 10% better on average than those who get less sleep
- Good sleep will improve thinking and concentration so try and get between 8 and 10 hours' sleep a night
- Allow half an hour or so to wind down between studying, looking at a screen and going to bed
- Make sure that your bedroom is dark and cool as these are the best conditions for sleep and if possible ensure that where you sleep is separate from where you revise
- Cramming all night before an exam is usually a bad idea - sleep is much better for you than a few hours of panicky last-minute study, so set yourself a time for bed.

Make sure you eat and drink!

- Research shows that students who eat breakfast perform better in exams
- A balanced diet is vital for your health, and can help you to feel well during exam periods
- Too many high-fat, high-sugar and high-caffeine foods and drinks (like cola, sweets, chocolate, crisps, burger & chips) can make you hyperactive, irritable and moody
- At night, try to avoid eating three hours before sleep
- The best way to help concentration is to keep hydrated, as even mild dehydration can lead to tiredness, headaches, reduced alertness and concentration.

Put away your mobile phone when studying

We know that smartphones are brilliant 'distraction devices'. We also know that there is research which shows that using mobile phones (as a break from studying) can be mentally draining, reducing your performance (they pull your attention in lots of different directions). So, when you're not using a revision app, keep your head 'recharged' and ready to learn by putting away your mobile phone when preparing for an exam.

ADVICE: HOW FAMILIES CAN HELP WITH INDEPENDENT STUDY

- **Give plenty of praise and encouragement** - It has been suggested that writing your child a letter describing what their hard-work and effort means to you can be very powerful
- **Create the right environment for study** - Ideally, this would be quiet, well-lit and free from interruptions. They also need plenty of paper, cue-cards, pens, highlighters etc.
- **Make sure they have a balanced diet** - including plenty of water
- Support your child with the **preparation of a revision timetable/schedule**. An example Revision Planner template has been provided in this guide
- **Be a revision buddy!** - Help your child to track their progress through their revision timetable/schedule. What tasks have been completed? What is there still to do?
- **Be prepared to listen** - Students can often become more emotional during this period and need someone to listen to their anxieties
- **Encourage exercise** - Exercise can help boost energy levels, clear the mind and relieve stress. It does not matter what it is - walking, cycling, swimming, football and dancing are all effective



TRY TO AVOID:

- Focusing on grades. Instead, praise for the effort put into preparation rather than results obtained. How hard they try is the part of this process which students have most control over
- Constantly mentioning the exams and piling the pressure on (i.e. avoid nagging)
- Making comparisons with siblings, cousins, friends etc. This is never productive
- Worrying if some of their revision approaches seem unfamiliar or different to when you were at school
- Expecting them to study all of the time. Taking breaks and some time to relax will have an overall positive effect on their ability to revise effectively.

RESOURCES: SUBJECT SPECIFICATIONS

For each of the qualifications you study, the exam board website contains links to your course specification (a list of what you will have studied).

The table below contains the information for all subjects.

Course	Exam Board	Website Link
Art & Design (GCSE)	AQA	https://www.aqa.org.uk/subjects/art-and-design
Biology (GCSE)	AQA	https://www.aqa.org.uk/subjects/biology
Business (GCSE)	Edexcel	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html
Chemistry (GCSE)	AQA	https://www.aqa.org.uk/subjects/chemistry
Child Development and Care in the Early Years (NCFE)	NCFE	https://www.ncfe.org.uk/media/qmqbybjt/603-7012-9-qualification-specification-version-1-2.pdf
Computer Science (GCSE)	OCR	https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020
Design & Technology (GCSE)	AQA	https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552/specification
English Language (GCSE)	AQA	https://www.aqa.org.uk/subjects/english
English Literature (GCSE)	AQA	https://www.aqa.org.uk/subjects/english
Food Preparation & Nutrition (GCSE)	Eduqas	https://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition-gcse
French (GCSE)	AQA	https://www.aqa.org.uk/subjects/french
Geography (GCSE)	AQA	https://www.aqa.org.uk/subjects/geography
German (GCSE)	AQA	https://www.aqa.org.uk/subjects/german
Health and Social Care (BTEC)	Edexcel	https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care-2022.html
History (GCSE)	Edexcel	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html
Maths (GCSE)	AQA	https://www.aqa.org.uk/subjects/mathematics
Media Studies (GCSE)	OCR	https://www.ocr.org.uk/qualifications/gcse/media-studies-j200-from-2023
Music (GCSE)	Eduqas	https://www.eduqas.co.uk/qualifications/music-gcse
Performing Arts (BTEC)	Edexcel	https://qualifications.pearson.com/en/subjects/drama-theatre-and-performing-arts/btec-performing-arts.html
PE (GCSE)	Edexcel	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html
Physics (GCSE)	AQA	https://www.aqa.org.uk/subjects/physics
Religious Studies (GCSE)	OCR	https://www.ocr.org.uk/qualifications/gcse/religious-studies-j625-j125-from-2016/
Science Combined Trilogy (GCSE)	AQA	https://www.aqa.org.uk/subjects/science

WHAT AM I PREPARING FOR? OVERVIEW

OF KEY TRIAL EXAM INFORMATION

The following section details the number of papers per subject, a brief guide to the relevant topics and content, so that students can target their revision and a series of suggested useful revision resources and activities to help support independent study.

Subject	Key content	Useful revision resources
Art	Continuing with NEA in exam conditions	No revision needed
Biology	<ol style="list-style-type: none"> 1. Cell Biology 2. Organisation 3. Infection and response 4. Bioenergetics 	https://padlet.com/hridgway/king-edward-vi-gcse-biology-yntemj8mlxpl873g Cognito YouTube channel physicsandmathstutor.com BBC bitesize
Business	<p>1.1 Enterprise and Entrepreneurship</p> <ul style="list-style-type: none"> • What enterprise and entrepreneurs are • Characteristics and skills of entrepreneurs • Reasons for starting a business • Business objectives (e.g. profit, growth, survival) <p>1.2 Spotting a Business Opportunity</p> <ul style="list-style-type: none"> • Identifying customer needs • Market research (primary and secondary) • Market segmentation • Gaps in the market • Competition • Using market research to make decisions <p>1.3 Putting a Business Idea into Practice</p> <ul style="list-style-type: none"> • Business aims and objectives • Purpose and contents of a business plan • Sources of finance • Revenue, costs and profit (including break-even basics) • Legal structures (sole trader, partnership, limited company) 	
Chemistry	Atomic Structure The Periodic Table Bonding, Structure and the Properties of matter Chemical Changes Metal oxides Reactivity series Reduction and oxidation Extraction of metals and reduction Rate of Reaction Purity, Formulations and Chromatography Identification of common gases (hydrogen, oxygen, chlorine, carbon dioxide)	Cognito YouTube channel physicsandmathstutor.com BBC bitesize

Child Development	Content Areas 1 to 4: CA1 Child development CA2 Factors that influence the child's development CA3 Care routines, play and activities to support the child CA4 Early years provision	Review of the revision textbooks attached to Satchel One. Past paper questions (provided in revision booklet)
Computer Science	Unit 1 1.1 Systems architecture 1.2 Memory and storage 1.3 Computer networks, connections and protocols 1.4 Network security 1.5 Systems software 1.6 Ethical, legal, cultural and environmental impacts of digital technology	CS Newbs Teach ICT Craig and Dave videos Ada Comp Sci
Design	Manufacturing Process of either camera, box or metal phone holder. Percentages. Anthropometrics. Usability. Orthographic Projection. Single Point Perspective. Benefits of communicating ideas.	
English Language	Paper 1 Section 1 questions 1, 2, 3 and 4	
English Literature	Romeo and Juliet and An Inspector Calls	
Engineering	Milling machine. Properties of Urea Formaldehyde. Benefits of CNC/CAM processes compared to tradition methods. Metal joining methods.	
Food Preparation	Eatwell guide, Dietary needs through life, Food Choices and Influences, Cooking Methods, Eggs, Sensory Evaluation, Food Packaging, Provenance, Sustainability, Food Security, Food Waste, Food Safety Standards	CGP Revision Guide, Class notes in folder, Power points on Teams, Past Paper provided in class, BBC Bite Size. Seneca
French	Reading and Writing Units 1-6.	Revise vocabulary from units 1-6. Kerboodle online textbook end of Themes 1 and 2 reading and writing tasks.
German	Reading and Writing Units 1-6	Kerboodle online textbook end of Themes 1 and 2 listening and speaking tasks.
Geography	Paper 1: Hazards and Urban Issues, Paper 2: Issues Evaluation and Fieldwork See additional topic list at the end of this booklet	Revision packs created by department to be purchased by parents, internet geography, Seneca
History	Medicine Through Time and the British Sector of the Western Front The trench system The impact of gas attacks Surgery on the Western Front The Black Death and the Plague (Medieval and Renaissance Case Studies) Treatment in the 20 th Century - Magic Bullets / Penicillin / High Tech Treatment etc. Medicine in the Renaissance Period - William Harvey / Royal Society / Humoural Treatments (blood letting and purging) / Vesalius / Pare / Church Prevention of Disease 1700-1900 - Cowpox / Smallpox / Cholera / Public Health Acts	Medicine exercise book or WW1 work booklet as well as revision tasks set by individual teachers.
Mathematics	Paper 1 - Non-calculator Paper 2 - Calculator Both 1 hour 30 mins Formula sheets will be provided <u>Higher Revision List</u> Standard Form Calculations with percentages Rearranging equations Area, circumference arcs and sectors Volume and surface area Factors and multiples	Higher https://padlet.com/kesmaths/gcse-higher-revision-z1k2whh2e9a7 Foundation https://padlet.com/kesmaths/gcse-foundation-maths-revision-53ac3p2zdboo

	<p>Definitions of equations, formula, identity, expressions and inequalities Factorising (single brackets) Expanding double and triple brackets Functions Surds Pythagoras Trigonometry Sine and Cosine Rule Area of a triangle (Sine) Ratio and direct proportion (Year 9) Basic fractions (Year 9) Solving linear equations Solving linear inequalities Solving quadratic equations by factorising Plotting quadratic graphs and knowing their features Probability Exterior and interior angles in polygons Scale drawings and bearings Algebraic fractions Scatter graph</p> <p><u>Foundation Revision List</u> Recognising expressions, equations, formulae and identities Solving linear equations Finding lengths and angles in congruent shapes Recognising and knowing the rules for congruent triangles Pythagoras Theorem Calculations with percentages Collecting data Drawing and interpreting bar charts, line graphs and pictograms Plot and interpret scatter graphs Rounding numbers Estimating calculations Error interval Ratio and direct and inverse proportion Rearranging formula Proving algebraic identities Converting units Speed, distance and time Density, mass and volume Area, circumference, arc length and area of a sector Use of the 4 operations, +, -, x and ÷ BIDMAS Calculations with negative numbers Calculations with fractions Calculations with decimals Index laws</p>	
Media	Vigil/Avengers - Sound, Mise-en-scene, editing, camerawork, representations, contexts, Blumler and Katz, Film Industry, Game regulation, Audience and Gender representation	Mrs Fisher videos, Revision links on Classwork
Music	<p>Badinerie (2 sets of questions) Knowledge of each of the DRPATTSMTS musical elements - what they are, key vocabulary for each and how to describe them in different pieces of music Rhythm identification - note values and rests Aural dictation (pitch recognition) Key vocabulary studied during the course so far Key signatures, chords and cadences Identifying instruments from their sound</p>	Students are advised to revisit their Badinerie annotated scores and the revision videos; their notes from their exercise books; the 'question packs' they have been completing. Additional resources to support their learning include the CGP GCSE Music Eduqas guide and online platforms such as BBC Bitesize, Focus on Sound and Teoria.

PE GCSE	Skeletal System, muscular system, cardiovascular system, respiratory system, aerobic and anaerobic, short and long term effects of exercise, goal setting, health, fitness , performance, components of fitness, training methods, fitness testing, principles of training.	<p>BBC Bite Size</p> <p>GCSE Physical Education - Edexcel - BBC Bitesize</p> <p>Oak National Academy</p> <p>Free KS4 Physical education teaching resources Y10 & 11 Page 1 of 2 Oak National Academy</p>
Physics	<p>Energy, Particle model of matter, waves (Transverse & longitudinal waves, wave speed = frequency x wavelength, Time period = 1/frequency, experiments with waves, reflection, refraction) - all taught in year 9.</p> <p>Electromagnetic waves including uses and dangers (taught at the start of Y10 to complete the waves topic)</p> <p>Changes in Energy (taught in year 10 and completes the Energy topic).</p> <p>Electricity including electricity in the home (we haven't finished all of this yet but will have by the mock exam)</p> <p>Working Scientifically & Practical skills (see the front & back of your revision guide)</p>	
Religious Studies	See additional information at the end of this booklet	

Geography PAPER 1 - SECTION A: The challenge of natural hazards

Subject	Revision undertaken
Natural hazards	
Define a natural hazard & give some examples of the different types (geological and meteorological)	
I can explain how vulnerability, capacity to cope & the nature of hazards all affect hazard risk	
Tectonic hazards	
Describe the distribution of earthquakes and volcanoes .	
Describe the characteristics of oceanic and continental crust.	
Explain the differences between destructive , constructive and conservative plate margins. Draw a diagram of each with labels showing the characteristics and which hazards occur at each.	
Draw labelled diagrams of shield and composite volcanoes.	
Explain how earthquakes occur at each boundary and give examples. Define focus and epicentre. Give 2 different ways of measuring earthquakes.	
Use named examples (Tohoku Japan and Port au Prince Haiti) of a tectonic hazard in a rich & poor country: (1) Explain why the tectonic hazard happened there, (2) Describe the effects that resulted from the earthquakes both primary and secondary. (3) Describe what was done after the earthquake (responses), both in the long and short term.	
I can explain why earthquakes cause more loss of life in poor than in rich countries.	
I can explain why people continue to live in areas at risk of tectonic hazards .	
I can explain how monitoring, planning and prediction of tectonic hazards can reduce their effects.	
Weather hazards	
Draw a labelled diagram and describe the global atmospheric circulation model .	
Explain how the global atmospheric circulation model affects weather around the world.	
Describe the distribution of tropical storms .	
Draw a cross-section of a tropical storm to show the causes, structure and direction of movement	
Explain the causes of a tropical storm .	
Use a named example to describe & explain primary & secondary impacts of tropical storms . Typhoon Haiyan	
Assess and evaluate methods of responses tropical storms in both the long and the short term <u>using a named example</u> .	
Explain how tropical storms might be affected by global warming . (intensity and distribution)	
Explain how monitoring, planning and prediction of tropical storms can reduce their effects.	
Explain the cause of an extreme weather event <u>using an example</u> . The Beast from the East	
Describe and explain the social, economic and environmental effects <u>using an example</u> .	
Identify evidence of the weather becoming more extreme <u>using an example</u> .	
Explain how extreme events can be managed to reduce the impacts.	
Assess and evaluate the impact that weather conditions have upon people homes, lives, agriculture, health and transport.	
Climate change	
Give at least 3 pieces of evidence both for and against climate change .	
Explain both the natural and human causes of climate change.	
Draw a diagram to show how the enhanced greenhouse effect works.	
Evaluate economic, social, environmental & political impacts of climate change worldwide & in UK	
Describe & evaluate 3 mitigation strategies used to reduce the impact of global climate change	
Describe and evaluate 3 adaption strategies used to adapt to the impact of global climate change	

GEOGRAPHY PAPER 2: UNIT: URBAN ISSUES AND CHALLENGES

Subject	Revision undertaken
You can describe the pattern of urbanisation around the world and explain why it differs between HICs and LICs	
You can explain how migration (push-pull theory) and natural increase affect the rate of urbanisation	
CASE STUDY: Opportunities and challenges of urban growth in NEE Rio De Janeiro, Brazil	
You can locate Rio De Janeiro and explain the importance of the city regionally, nationally and internationally	
You can explain the social (health, education, access to resources) and economic opportunities in Rio De Janeiro due to urban growth J	
You can explain how urban growth has created challenges (slums, sanitation, energy, healthcare, crime, unemployment, waste, pollution) - CLUES anagram L	
You can give an example of how urban planning improves the quality of life for urban poor (Favela Bairro Project)	
You describe and explain the distribution of population and the major cities in the UK.	
CASE STUDY: Opportunities and challenges of urban growth in Birmingham, UK	
You can locate Birmingham and explain the importance of the city regionally, nationally and internationally	
You can explain the impact of national and international migration on the growth and character of the city	
You can explain the social and economic (cultural mix, recreation, employment, integrated transport) as well as environmental (urban greening) opportunities in Birmingham due to urban growth J	
You can explain how urban growth has created challenges (deprivation, housing, health, urban sprawl, waste) L	
You can give an example of urban regeneration in Birmingham to show reasons why the area needed regeneration and main features of the project (Custard Factory, Digbeth)	
Urban sustainability requires management of resources and transport.	
<p>Features of sustainable urban living:</p> <ol style="list-style-type: none"> 1. water and energy conservation 2. waste recycling 3. creating green space. <p>How urban transport strategies are used to reduce traffic congestion (Borris Bikes and Curitiba BRT, Brazil)</p>	

RESOURCES: HAVE YOU GOT WHAT YOU NEED?

Preparing for your trial fortnight, it's crucial that you have the materials you need.

Here is a handy checklist!

- ☐ **Revision guides/study aids for the subjects that you are studying.** The notes in your exercise books will be useful, but for a complete set of notes (alongside questions, model answers etc.) any revision resources that have been given to you or suggested by each subject.
- ☐ **Online resources/apps.** Do you have your login details handy? Check the information on the back page of this guide and get yourself up and running online.
- ☐ **Materials for note-making/flashcards.** Pens (black ink), pencils, highlighters, post-it notes, flashcards.
- ☐ **Materials for maths/science.** A scientific calculator (which you have practiced using before the exam!), a compass and a protractor.
- ☐ **A plan.** Do you have a plan for tackling your gaps in different subjects?

GUIDANCE: REVISION - WHAT WORKS?

To be effective, **revision must be active, it must cause you to 'think hard'**. Passively reading through notes or flicking through a revision guide is a very poor form of revision. Active revision leads to more chance of committing information and learning to your long-term memory.

Students are most successful when they use a revision timetable because it allows you to plan your time more effectively and ensure that you are splitting your time across your subjects, as well as making sure that the right subject is tackled at the right time (particularly in relation to the trial exam timetable). In addition:

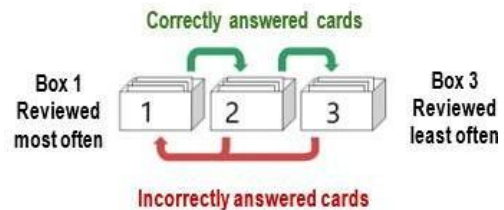
- **You should aim for 25-35 minute bursts of revision activity, with 10 minute breaks inbetween** (going for a walk can be the most effective type of break);
- **Identify and tackle your knowledge gaps** - don't just revise the topic you like or are better at - it is tempting to do so, but you need to prioritise the topics and areas you know you would struggle with in an exam.

The following pages describe some of the ways in which you might improve the effectiveness of your revision. They summarise some of the methods that the Learning Scientists recommend. The Learning Scientists are a group of scientific researchers in cognitive science who have focused on how students best learn and revise. Their website explains why these approaches are so successful and has downloadable resources for more information and guidance.

HOW TO MAKE YOUR REVISION ACTIVE AND SUCCESSFUL

1. Using flashcards The ultimate portable revision strategy!

There are different ways to create and use flashcards to target your knowledge gaps. You could simply record a keyword, definition or idea on each card. You could use both sides of the card: question on one side, answer on the other.



Lots of students find that they are able to recall information more effectively when they use colour and pictures on their flashcards. Self-testing with flashcards has been shown to be a very effective way to prepare for exams. Using the Leitner system (below) has been shown to be a brilliant way to super-charge your revision/learning.

Leitner System: Get hold of three small boxes, envelopes or three different coloured elastic bands. Quiz yourself on your flashcards. If you recall the information on the flashcard, put it in box 2. If you don't recall, put the card in box 1.

Now, come up with a revision schedule e.g. review box 1 twice a week, review box 2 once a week and review box 3 once a fortnight.

The next time you review a box (quizzing yourself on the cards), move any card you can recall into the next box (e.g. box 2 to box 3) and any card that you can't recall back to the earlier box (e.g. box 2 to box 1).

2. Making summary notes

Once you have identified your gaps, try transforming the notes you already have from your revision guide, exercise book, websites/online and other resources. Don't fall into the trap of copying out lots of text - **turn the information into short paragraphs, bullet points, lists or pictures.**

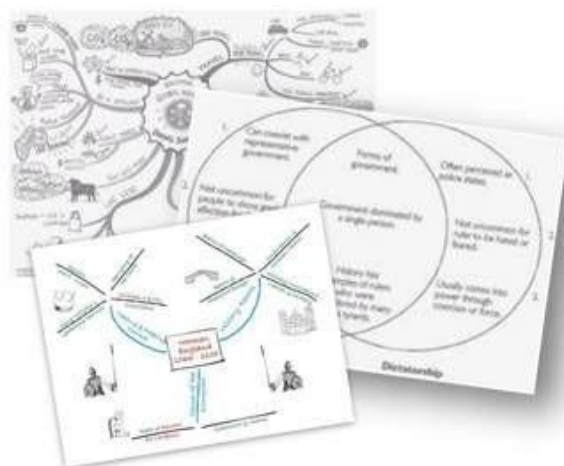
Transforming notes in this way will help you to memorise the information by getting you to think harder about it! Often students find it useful to summarise their notes onto post-it notes and make a display of them in a place they visit regularly. The post-it notes can also be used to test your memory at a later date.



3. Graphic Organisers (Mind maps, Spider diagrams, Venn diagrams etc.)

Most students find that graphic organisers are a memorable way to organise ideas on a page. Different organisers support different types of revision e.g. memorising a sequence (Chain), finding out how much you remember about a particular topic (Spider), thinking through how two ideas compare with one another (Venn) or organising pros & cons (T-chart).

There are lots of useful graphic organiser templates (which can be downloaded and printed) at: <https://freeology.com/graphicorgs/page/4/>



4. Memorising! Read - Recite - Review

A significant part of exam success is memory work - what can you recall? There are lots of memory techniques you can try. One approach which works for lots of students is:

1. **Read** (your notes on a particular topic).
2. **Recite** as much as you can from memory (you could record this on your phone) then re-read your notes.
3. **Review** get someone to test you on your notes or answer questions on the topic (use questions from your revision guide or past-paper).

Testing straight-away increases your ability to remember later.

5. Question Practice (past papers etc)

Answering test questions (and marking/correcting your answers, if possible) is another effective way to prepare for exams. This is because it helps you to figure out where your gaps are, giving you the opportunity to do something about them. Most revision guides have tests, quizzes and exam-style questions (often with model answers alongside).

It can also be just as effective to carefully plan answers to longer/high mark questions in subjects where you write more extended answers (for example, English Literature, History, Drama etc.). Planning is as effective a revision task as actually completing practise questions in full.

It is very important to practise reading and interpreting exam-style questions to ensure that you understand what the different command words mean.

For past-papers, mark schemes and information about command words for a particular subject, please visit the relevant Exam Board website.

ONLINE REVISION RESOURCE FOR A RANGE OF SUBJECTS

This page has a summary of key revision websites and online resources that students can either access for free or have access to because we have paid for subscriptions. If students need log-in information or access, they should speak to their subject teacher.

BBC Bitesize - <https://www.bbc.co.uk/bitesize/levels/z98jmp3>

Free to use

Subjects - All

Activities - Expert lecturers deliver short, accessible, high-quality videos on all topics - with quizzes and questions.

Seneca Learning - <https://senecalearning.com>

Free to use - login using your school email and create an account

Subjects - All

Activities - Facts, pictures, quick-fire questions to test your knowledge and understanding.

Planet PE - <http://www.youtube.com/@PlanetPEgcsepe>

Free to use

Subjects - PE

Activities - Expert lectures, videos, quizzes and exam questions.

Carousel Learning - <https://www.carousel-learning.com/>

Free to use - login using your school details

Subjects - Science

Activities - Class teachers will set you work and revision activities to complete online

Padlets - Higher - <https://padlet.com/kesmaths/z1k2whh2e9a7>

Foundation - <https://padlet.com/kesmaths/53ac3p2zdb00>

Free to use

Subjects - Maths (Higher and Foundation)

Activities - Videos and tasks for every maths topic.

Technology Student - <https://technologystudent.com/>

Free to use

Subjects - Design & Technology

Activities - Videos, revision notes, guides on a huge range of DT topics.

Mr Bruff -

<https://www.youtube.com/user/mrbruff> Free to use

Subjects - English

Activities - Videos, revision materials, tutorials and practice exam questions.

THE DO'S AND DONT'S OF EFFECTIVE REVISION



DO

- Revise for about 30 minutes at a time - take short breaks regularly
- Get lots of sleep
- Eat well and drink plenty of water
- Take time for you and have some fun and relaxing planned activities amongst the revision
- Get some exercise
- Have a plan - work out what you will revise and for how long
- Use effective strategies for revision (flashcards, practice questions, planning, creating useful and summary notes)
- Use your teachers and their resources/support/suggestions to support your revision
- Remove distractions (put your mobile phone away when revising)
- If possible have a study area (if not, clear it away when you finish revising so that your room reverts to a place for relaxing)
- Accept that trials and exams and Year 11 is going to cause stress and feelings of anxiety and that this is normal, BUT speak to people about how you are feeling so that you can get support if needed.

DON'T

- Try and revise for long periods of time without breaks
- Try and revise late into the night
- Try to exist on fast food and sweets
- Resolve to revise all the time and never take time for yourself to have fun
- Abandon hobbies and interests
- Put your head in the sand and not plan out revision (makes things harder!)
- Take part in passive revision (re-reading notes, reading text guides...you need to DO something)
- Ignore a really important place of support and resources... your teachers!
- Try to revise with your phone/access to social media/internet/gaming etc.
- Try to revise in a noisy or chaotic location OR turn your bedroom into an office and never clear away the revision
- Clam up and not share how you are feeling - stress and learning how to manage it is part of Year 11, but if you are feeling upset or anxious you must speak with someone trusted so that you can get support if needed.

REMEMBER... TRIAL EXAMS ARE THERE TO HELP GIVE YOU AN IDEA OF WHAT IS COMING BUT THEY ARE NOT THE REAL THING. THESE EXAMS ARE TO MAKE SURE THAT WE ALL KNOW HOW TO BEST PREPARE YOU FOR THE ONLY EXAMS THAT ACTUALLY MATTER... THE REAL ONES!

