

Year 11 Revision Guide



**This booklet has been designed to help
you to prepare for your GCSEs**

Important Dates:

After School Revision	WC 15.09.25
Revision Strategy Assemblies	WC 29.09.25
6 Week Countdown	WC 06.10.25
Year 11 Mock Interviews	21/22.10.25
Year 11 Core Mock Exams	WC 17.11.25
Year 11 Mock Exam Results	19 th December 25
6 Week Mock Exam Countdown	12 th February 26
Year 11 Exam Evening	12 th February 26
Year 11 Core Mock Exams	23 rd - 27 th February 26
Year 11 Easter Revision School	April 2026 (Dates TBC)
6 Week Countdown	WC 27 th April 2026
GCSEs begin	May 2026

Year 11 Revision Timetable

To help you to prepare for your GCSEs, your teachers are providing you with extra opportunities to improve your grades. Make the most of all opportunities provided!

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
English	3:40 English Dep Year 11 teachers N7-10				
Maths			3:40 Maths Department Year 11 teachers		
Science		12:40 M.Gunn AL311AH2 and 11AH3		3:40 Science Dept	
RE			3:40 RE Dept		
Geography				3:40 K.Macdonald (A3)	
History	3:40 C.Marsh A13			3:40 D.Dowson	
MFL				3:40 A. Rudkin - Foundation	
Design and Technology				3:40 J.Fitzsimmons	
PE				3:40 A. Marshall	
Sociology/ Psychology/Health		8:00- 8:40 = Sociology Year 13 (R.Finch)	8:00 – 8:40 Psychology: Y13 (after half term) Wednesday (S.Tynan) 3:40 Health – M.Wood	3:40 Health – Year 11 M.Woods	12:40 Year 11 Psychology R.Finch
Computer Science and I Media			3:40 Computer Science 3:40 I Media M.Threlkeld NC1 S. Gilbert AC1		
Art	3:40 Art CW Catchup C.Mackinnon			3:40 Art CW Catchup C.Mackinnon	

Don't forget...

Newman Library is a quiet space in school where you can spend time learning and studying.

Library Opening Hours: Tuesday- Friday

Lunch Times and After School

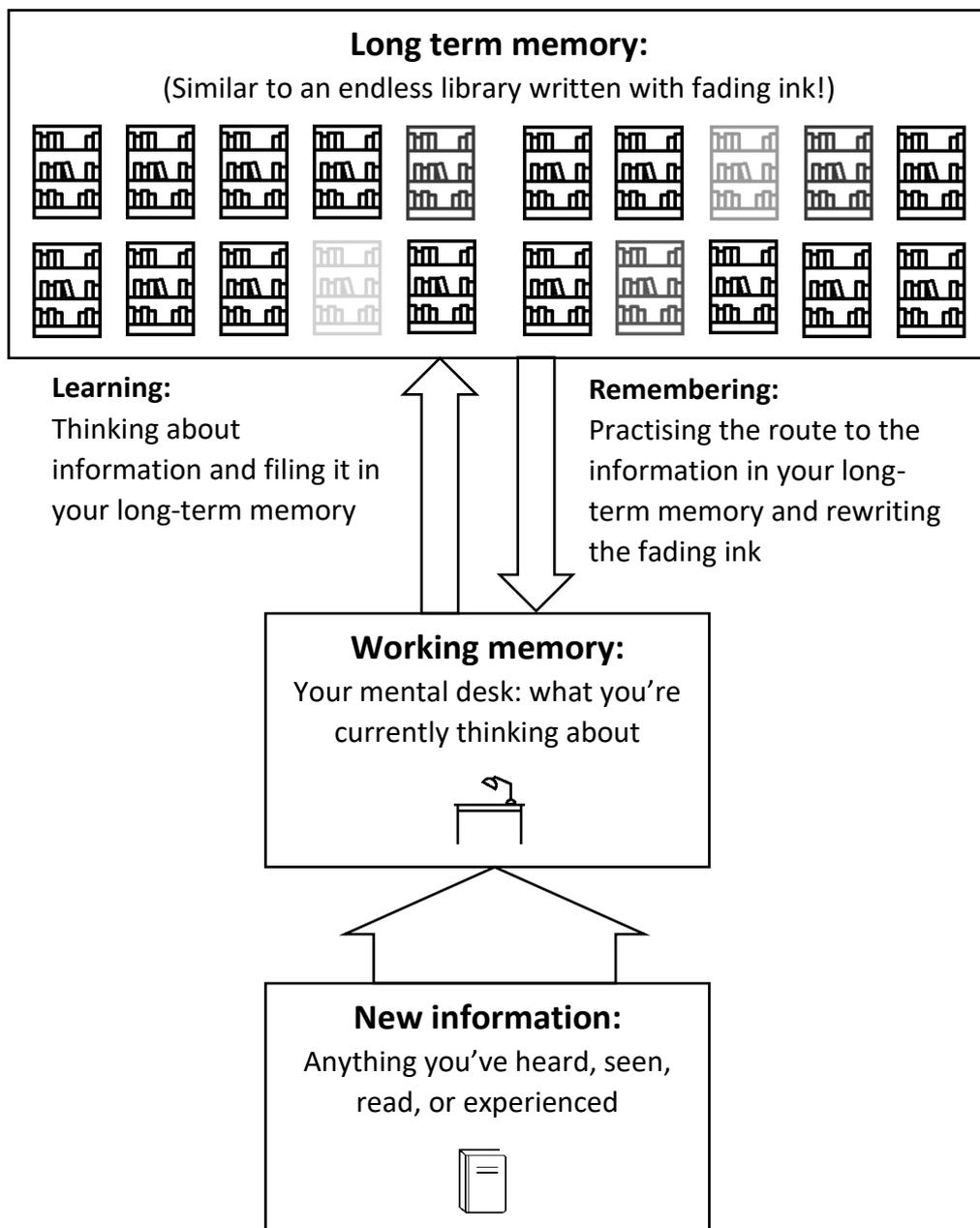
How do I learn and revise effectively?

Learning is the process of understanding information and being able to remember it over a long period of time.

Revising is the process of revisiting information which you have already been taught to ensure that you have learned it and to ensure that you can easily use it in exams.

To remember a lot of knowledge quickly, that knowledge needs to be securely stored in your long-term memory.

To make sure knowledge goes into your long term memory, stays there, and to make sure you can find it quickly, you need to spend time thinking hard about that knowledge in your working memory.



Whenever you revise, you are doing one of three things:



1. Finding and closing gaps in your knowledge.



2. Strengthening fading knowledge in your long-term memory.



3. Practising recalling knowledge quickly.

Key pieces of advice to learn and revise effectively:

1. **Avoid distractions;** give yourself as much space as possible in your working memory to focus on the information you are learning or revising.
2. **Think hard;** if you don't think hard about the information you're learning or revising, it is unlikely to go into your long-term memory.
3. **Start early and no cramming;** thinking hard about information takes time and you need to revisit information regularly to strengthen those memories. Leaving revision until the last minute is likely to be overwhelming and will limit how effective your revision is.
4. **Pose meaningful questions:** as you revise, ask yourself meaningful questions such as why or how so that the core knowledge will 'stick' and you will remember for the exam.
5. **When to start revision:** you should revise one month before your mock exams, and in year 11, from February.

Ineffective revision strategies to AVOID:

- Reading over your notes
- Rereading a textbook (most common)
- Copying your notes
- Highlighting your notes
- Summarising text

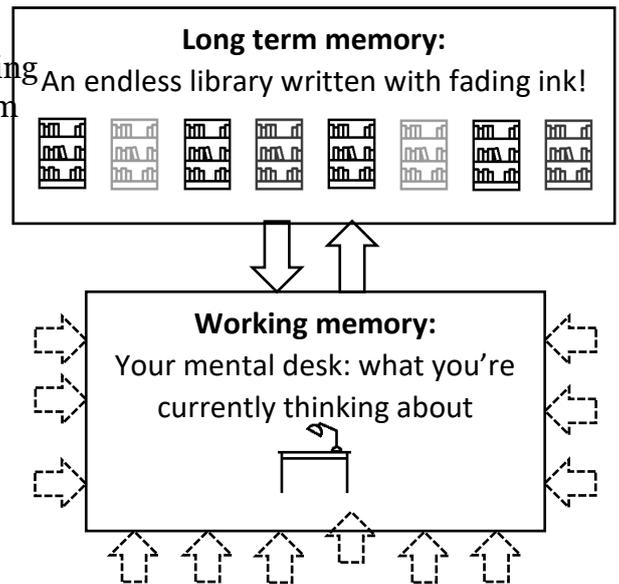
The best strategies are effective for memorisation.

Where should I work and revise?

When you revise effectively, you pull information from your long term memory and strengthen it in your working memory. You may also be finding gaps in your long term memory and closing them by thinking hard about new information in your working memory.

Your working memory can only hold a small amount of information at once. In order to revise and learn effectively, you should use techniques which stop your working memory from becoming overwhelmed.

Anything that you are currently experiencing or paying attention to takes up space in your working memory. One way that you can free up space in your working memory is by working in an environment which is free from distractions.



When creating a space to revise...

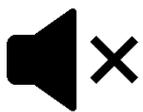
Do:

- ✓ ...work in a tidy environment where you have the tools you need to revise effectively.
- ✓ ...work in a quiet environment.
- ✓ ...put your phone in another room or use an app on your which blocks social media.
- ✓ ...work in a space which you only use for home study, schoolwork or revision.

Don't:

- X ...work in a cluttered environment.
- X ...distract yourself with (loud) music or noise.
- X ...work near your phone or other devices which can access social media.
- X ...work in the same space where you relax.

An example of an effective revision space:

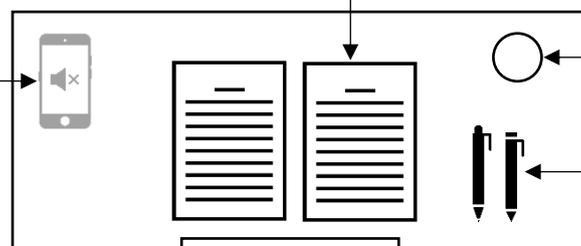


A quiet environment

Put your phone on silent if you will need to use it or put it in another room.

Ideally, you should put your phone away so you cannot be distracted.

The resources you will need to revise using your chosen method



A drink, such as a glass of water

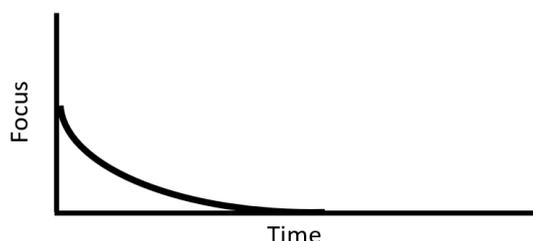
The pens and pencils you will need to revise

A chair which is similar to the chair you use at school (not a sofa or bed, if possible)

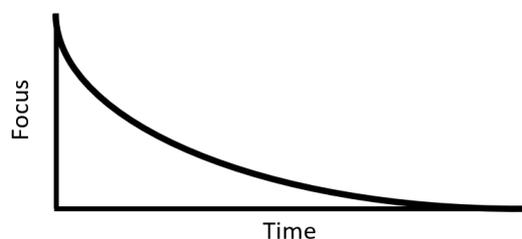
When should I revise?

In order to revise effectively, you have to think hard. Thinking hard is tiring. Therefore, when you revise, you should choose a time when find it easiest to focus. This should be a time when you are well-rested and when you are used to working.

Revising when you are tired:

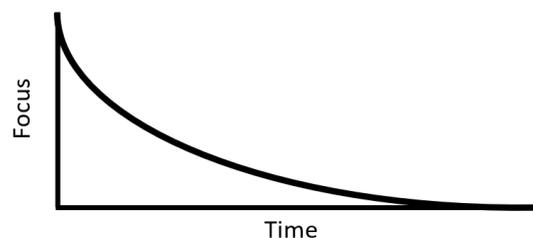


Revising when you are well-rested:

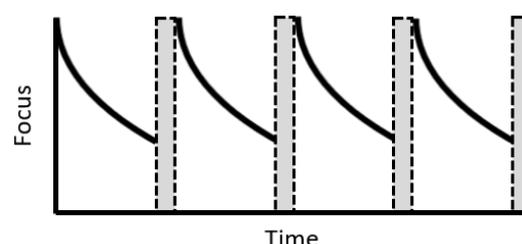


You should also take regular breaks when you revise. These breaks can be structured using a method called the Pomodoro technique.

Revising without a break:



Revising with small regular breaks:



When revising:

Do:

- ✓ ...get into a routine of revising at a particular point every day.
- ✓ ...revise when you are well-rested or at a time when you are used to working.
- ✓ ...take regular small breaks.

Don't:

- X ...depend on when you *want* to revise.
- X ...revise late at night or when you are tired.
- X ...try to force yourself to work for long periods of time without a break.

Planning revision sessions using the Pomodoro Technique:

1. Choose a time when you are well-rested and used to working.
2. Decide the specific task you are going to complete (e.g. I will complete a Science revision module about electrolysis of aqueous substances).
3. Set up your study area (See "Where should I revise?").
4. Decide on how many 25-minute slots you will need to complete the task you have decided to complete.
5. Remove your phone and any other distractions from your working space.
6. Set a timer for 25 minutes.
7. Spend the *entire* 25 minutes working. If you have spare time at the end, start another task.
8. When the timer goes off, leave your working area and take a 5-minute break.
9. Repeat. Take a longer break after every 3 25-minute sessions.

Revision Strategies

Self-quizzing

Self-quizzing is when you answer a series of questions about a topic from memory. It is a useful tool for finding specific gaps in your knowledge within a topic and it allows you to quickly check whether you have remembered something correctly.

Self-quizzing can be completed in lots of different ways. For example, you could answer specific questions, you could complete gap fill-activities, or you could fill in a diagram from memory.

Public Health in the Industrial Revolution

Questions:

1. Give two reasons why people migrated to urban areas during the Industrial Revolution.
2. Why did increased population density increase the risk of epidemics in urban areas?
3. Give an example which shows that many public health systems in urban areas were overwhelmed during the Industrial Revolution.
4. Why did many people living in damp and overcrowded housing increase the risk of epidemics during the Industrial Revolution?
5. Why didn't the government in the early Industrial Revolution take steps to improve public health services and living conditions?
6. Give an example of a disease, caused by poor public health, of which there were epidemics during the Industrial Revolution.

Answers:

1. Improvements in agricultural technology and the invention of the factory ✓
2. Diseases could easily spread from person to person. ✓
3. Multiple families would share one overflowing cesspit. ✓
4. People had weak immune systems which made them less able to fight off diseases. ✓
5. The government had a laissez-faire attitude to public health, meaning that they did not think that improving public health should be their responsibility. ✓
6. The plague X **Cholera or typhus (the plague was in the Middle Ages and the Renaissance)** ✓

5/6 (83%)

When answering quiz questions:

Do:

- ✓ ...answer every question, even if you are unsure.
- ✓ ...write the answers to the questions from memory.
- ✓ ...answer the questions in as much depth as you can.
- ✓ ...mark and correct your answers after you have finished.
- ✓ ...improve your knowledge of incorrect answers after you have marked your answers.

Don't:

- X ...skip questions because you find them difficult or you are unsure about the answer.
- X ...answer the questions using textbooks or knowledge organisers.
- X ...write single word answers so you can answer the question as quickly as possible.
- X ...assume that your answers are correct.
- X ...throw the quiz away as soon as you have finished it.

- ✓ ...keep a record of your scores.

How to write quiz questions:

1. If you can, get a set of questions from your teacher or from a website such as Quizlet!
2. If you can't find pre-made questions, find the information you want to convert into questions using your existing revision resources (e.g. a knowledge organiser).
3. Fold a piece of in half.
4. On the right-hand side of the page, write down the most important facts about your chosen topic. Use a knowledge organiser or textbook and write your facts in a numbered list. These are your answers.
5. For each numbered fact, write a matching question on the left-hand side of the page. Check that your questions don't accidentally give the answer away.

Topic	
Question 1	Answer 1
Question 2	Answer 2
Question 3	Answer 3
Question 4	Answer 4
Question 5	Answer 5
Question 6	Answer 6

How to answer quiz questions:

1. Cover up the answers to the questions you are answering.
2. Use an empty piece of paper.
3. Write the date at the top of the page.
4. Answer each question, even if you are unsure.
5. Once you have finished answering all of the questions, check and correct your answers using a different coloured pen.
6. Write down the total of correct answers at the bottom of your quiz.
7. Keep track of your scores. This will allow you to see your success over time.
8. Note down what you corrected or added. Practise these gaps using flashcards and further self-quizzing.

Useful resources:

www.quizlet.com – This free website allows you to quickly create sets of questions and answers. It also allows you to generate different types of quizzes on that information.

Flashcards

Flashcards are small sheets of paper or card with matching pieces of information on either side. They are a useful tool for learning facts and allow you to quickly check whether you have remembered something correctly.

1861	groynes	osmosis	Where is the pharmacy?
Pasteur published his paper about germ theory.	A low wall on the coastline which slows longshore drift	Net movement of water from a high concentration to low concentration across a partially permeable membrane	Où est la pharmacie?

When making and using flashcards:

Do:

- ✓ ...make flashcards quickly.
- ✓ ...put a single piece of information on each flashcard.
- ✓ ...sort your flashcards according to your confidence with them (see below).
- ✓ ...test yourself on the flashcards from memory.

Don't:

- X ...spend more time *making* flashcards than actually using them.
- X ...put lots of information onto each flashcard.
- X ...revise the flashcards in the same order every time that you use them.
- X ...only read through flashcards.

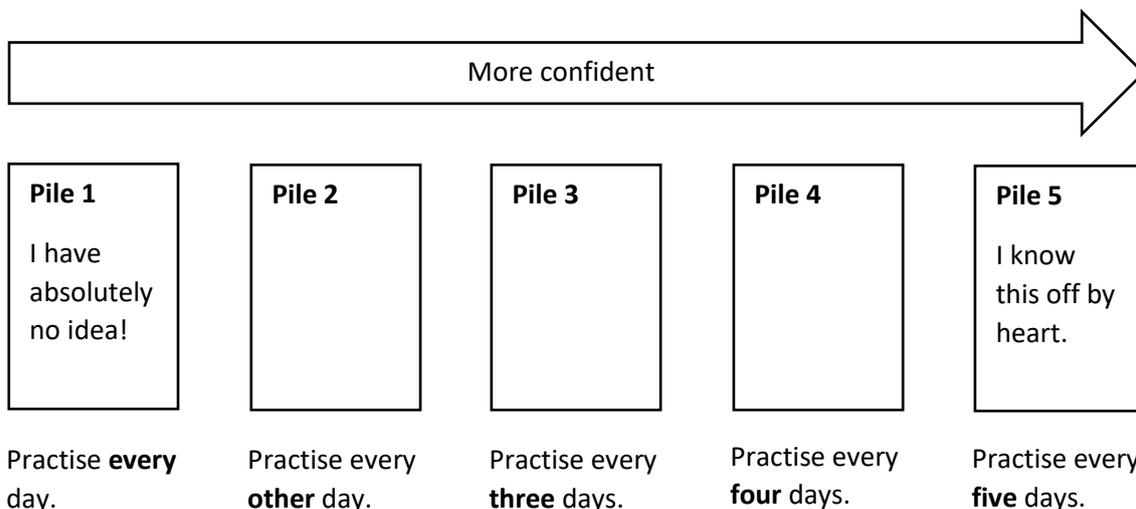
How to make flashcards:

1. If you can, get a set of flashcards from your teacher or from a website such as Quizlet!
2. If you can't find pre-made flashcards, find the information you want to put onto flashcards using your existing revision resources (e.g. your class book).
3. Fold a piece of A4 paper into 8.
4. Write the questions on the top half of the paper.
5. Write the answers on the bottom half of the paper.
6. Cut the paper along the short folds.
7. Fold the strips of paper so that the writing is on either side.
8. If you can, glue the pieces of paper together.

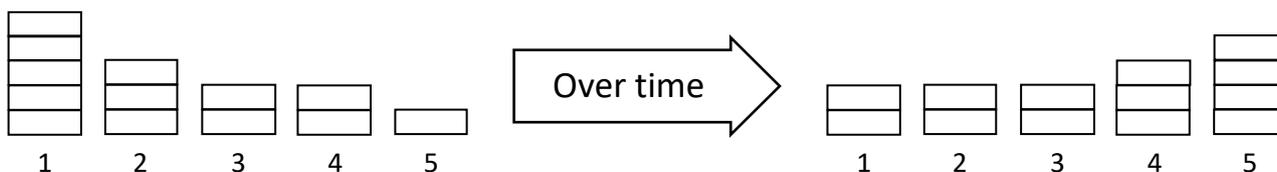
Definition 1	Definition 2	Definition 3	Definition 4	Definition 5
Answer 1	Answer 2	Answer 3	Answer 4	Answer 5

How to use flashcards:

9. Test yourself using the flashcards.
10. As you test yourself, sort the flashcards into up to five piles according to how confident you are with the content.
11. Put the piles into numbered envelopes (1-5).
12. Test yourself on the different piles on different days (see below):



13. As you test yourself on the different piles, move the cards into different piles as you become more confident.



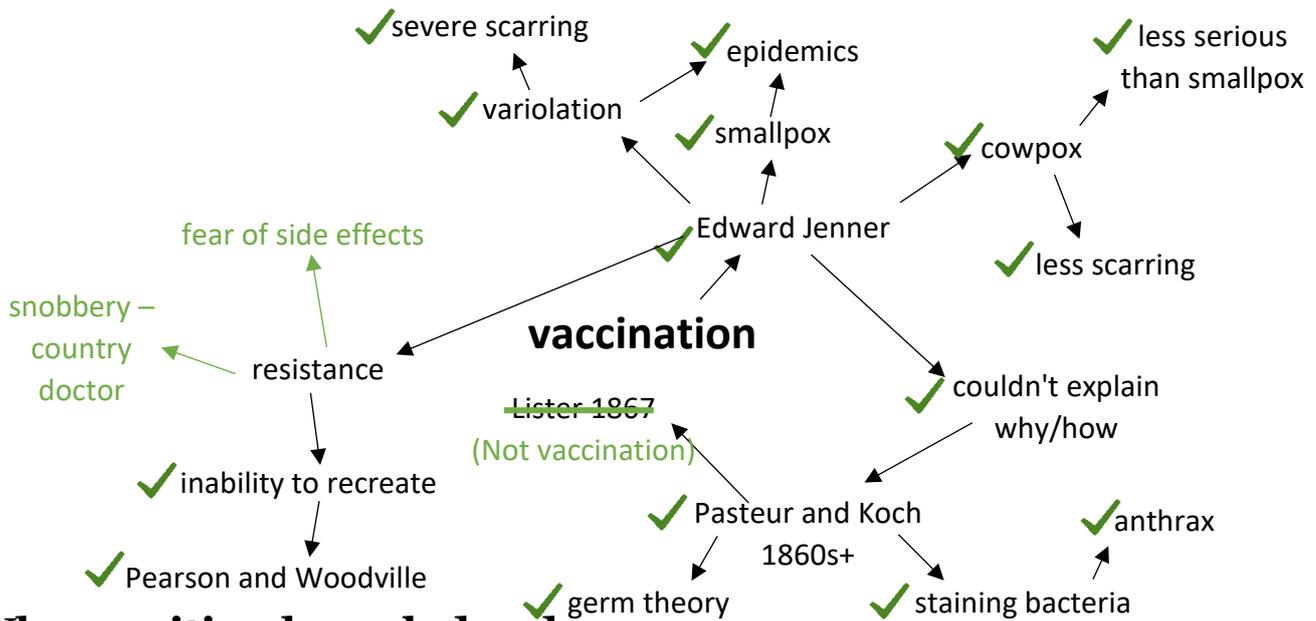
Useful resources:

www.quizlet.com – This free website allows you to quickly create flashcards which you can print, use on a computer, or use on your phone.

Ask your teacher for revision cards and have a go at making them in class!

Knowledge Dumps

A knowledge dump is when you write down everything you can remember about a topic. They are a useful tool for finding out what you know and where the gaps are in your knowledge.



When writing knowledge dumps:

Do:

- ✓ ...write from memory.
- ✓ ...check what you have written against a textbook or knowledge organiser.
- ✓ ...connect information together in a spider diagram format (see below). This will allow you to remember more.

Don't:

- X ...copy information from textbooks or knowledge organisers.
- X ...assume that everything you have written is correct.
- X ...write a list (see below).

How to write a knowledge dump:

1. Use an empty piece of paper and write the date at the top of the page.
2. Without any support, write down the first thing you can remember about the topic you have chosen. Use single words or phrases.
3. As this fact triggers more information, write those facts down. Connect the facts together with lines or arrows.
4. Once you can't remember anything else about the area you started writing about, try to remember another fact to start another 'web' of knowledge. Stop once you can't remember anything else.
5. Using a class book, knowledge organiser or textbook, check and correct your knowledge using a different coloured pen.
6. Keep your knowledge dump. This will allow you to compare knowledge dumps over time so you can see your success.
7. Note down what you corrected or added. Practise these gaps using flashcards or quizzing.

Exam questions and Past Papers

You remember what you think hard about. One of the best ways to think hard about knowledge you have learned is by completing exam questions. Practising exam questions will also allow you practise exam techniques, such as writing in timed conditions or annotating questions.

Get exam questions from your teachers and complete them as closely to a real exam as possible.

When answering practice exam questions:

Do:

- ✓ ...write from memory.
- ✓ ...write in timed conditions (ask your teacher how long you should take)
- ✓ ...ask your teacher to give you feedback or to give you a mark scheme so you can check your own answer.

Don't:

- X ...use textbooks or knowledge organisers while you're answering questions.
- X ...assume that everything you have written is correct.
- X ...type your answer if you won't be able to use a computer in your exam.

FURTHER STRATEGIES

Use Mnemonics – like the Acrostic Method - to make less meaningful knowledge memorable

Use of mnemonics: these are various word games which can act as memory aids and which allow personalisation and creativity.

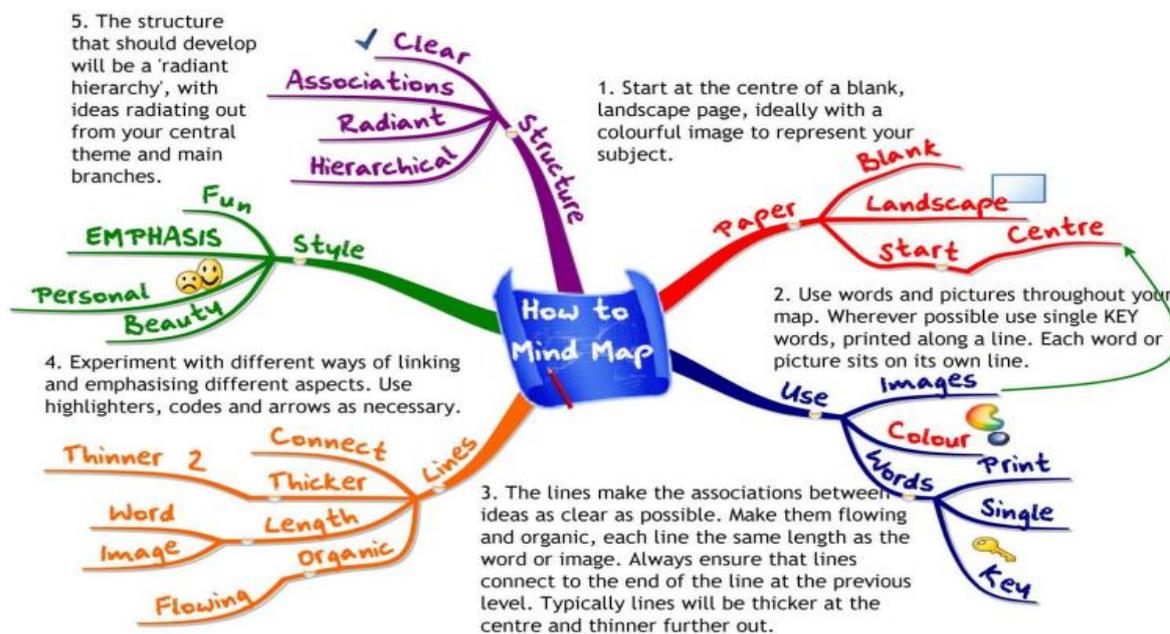
Rest
Exercise
Variety
Imagination
Structure
Individual
Ongoing
Not too long

Mnemonics

Mnemonics help you to remember by using short words that stand for something to help you. Above is a Mnemonic for REVISION.

Mind-Mapping

Write the topic in the centre. Decide on how many sub-topics it can be divided into and draw a line out to each one. At the end of each line, divide the subtopic into key points. Use colours to make your diagram more bold and memorable



Create a Revision Plan

Example

	Time Needed	Completed/Get Help
Science Paper 1	Total – 20 hours	
Inheritance and Selection	3	
Structures and Bonding	4	
Wave and Radiation	4	
Humans as Organisms (difficult)	3	
Maintenance of Life	3	
Metals	3	
Science Paper 2	23 hours	
Environment	3	
Patterns of Chemical Change (difficult)	5	
Forces	5	
Earth Materials	3	
Energy	3	
Electricity	4	

Revision Timetable Template

	Mornings	Afternoon	After School Revision	6-7PM	7-8PM
Monday					
Tuesday					
Wednesday					
Thurs					
Friday					
Saturday					
Sunday					

Useful Revision Sites

English	Mrbruff.com Maricourt English (Instagram) Stacey Reay (Instagram) Light Up Tutor (TikTok)
Maths	MathsWatch Corbett Maths Maths Genie Hannah Kettle Maths
Science	Clear Revise trilogy Clear Revise biology, chemistry and physics
RE	My Revision Notes WJEC EDUQAS GCSE (9-1) Religious Studies Route B
History	See Mr. Dowson for TEAMS information
Geography	See Mr. Dowson for TEAMS information
Psychology	https://psychboost.com/
D&T	GCSE AQA D and T- https://www.bbc.co.uk/bitesize/examspecs/zby2bdm
Construction	Level 2 Eduqas construction- https://www.goconstruct.org/
Health	Pearson REVISE BTEC 2022 Tech Award Health and Social Care Revision Guide inc online edition - for 2026, 2027 exams BTEC Tech Award in Health & Social Care: Revision Guide (CGP BTEC Tech Awards)
Hospitality	14 - 16 Years - Food A Fact Of Life Resource WJEC Educational Resources Website GCSE Hospitality (CCEA) - BBC Bitesize
Music	GCSE Music- BBC Bitesize
Drama	GCSE Drama - BBC Bitesize
Computer Science	https://www.csnewbs.com/ocr-gcse https://craigndave.org/ocr-gcse-j277-videos/
Spanish	GCSE Spanish - AQA (for exams from 2026) - BBC Bitesize
I Media	Know it all ninja playlist
Sports and PE	GCSE Physical Education - Eduqas - BBC Bitesize https://www.bbc.co.uk/bitesize/examspecs/z2v3ycw
Art	My Grade 9/A** GCSE Art Sketchbook GCSE Art and Design - Eduqas - BBC Bitesize



Even though a certain amount of stress can motivate you, it is important to look after yourself to avoid too much stress during the exam period. A good night's sleep and regular exercise will help you stay alert, while having breakfast in the mornings, and including plenty of fresh vegetables and fruit in your diet throughout the day will help maintain your energy levels. Remember to drink plenty of water too. Take regular breaks when revising. A five-minute break every half an hour to stretch your legs is better than a 30-minute break after five hours' revision. Exams can be quite a stressful time for you. If you are experiencing emotional problems, such as issues with family or friends, or bullying, your revision might be affected. Do not feel isolated speak, to your parents, form tutor, subject teachers or Head of Year who will be able to provide you with the support you need.

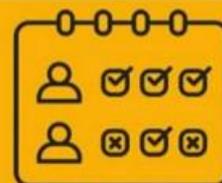
Useful Links Study-Life balance:

- ☺ Exam stress advice from Dr Radha
Modgil:<https://www.bbc.co.uk/bitesize/articles/zbcbd6f>
- ☺ How to deal with exam stress:
<https://www.bbc.co.uk/bitesize/articles/zsvcqhv>

The Importance of Attendance

The Link Between Attendance & GCSE Results

Research shows: **the more school your child attends, the better they do in their exams.**
Attendance **impacts progress** in all year groups, not just exam years.



If your child has 95-100% attendance

They are **1.9 times** more likely to get a **Grade 5 in English and Maths** than a child with **90-95%** attendance.

 That's just **2 extra weeks** in school across the year!

For pupils with 50-60% attendance

Even small improvements make a difference:

- Pupils with **50-55%** attendance are **1.6x more likely** to pass than those with **under 50%**
- Raising attendance to **60-65%** can **double** the chances of a pass



Top Tip for Parents

Instead of focusing on **percentages**, talk to your child about how many **days** or weeks they've missed.

 **Multiply days missed by 5** to estimate how many lessons they've missed.



! If your child has 85-90% attendance

Missing just **10 days** of school can halve their chance of **passing English and Maths.**

Students with **90-95%** attendance do **1.6x better** than those at **85-90%**
90-95% students are also **2.4x** more likely to pass than those at **85-90%**

Can We Support in Any Way?

If you have concerns about attendance or need help, please get in touch.

We're here to **support** your child's **success.**

 Speak to the Progress Leader for your child's year group



 Phone: 0151 330 3366

 Email: maricourt@maricourt.net

 Website: www.maricourt.net

 Looking for **local mental health** or wellbeing support?

Visit our Wellbeing Area for a helpful signposting tool:

 <https://www.maricourt.net/wellbeing>