

Year 10 Mock Exam

Study Buddy



Name _____

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Mental Health and Wellbeing

5

Your Revision Environment

To be productive, it's important to know what environment you revise best in. For example, that gymnast in your class may find it easier to work in a completely different way to you...

Different Places Work Best for Different People

There's no one right place to revise. Based on how you **work best**, you'll find some places make you feel **more productive** than others:



Library

- ✓ Lots of **books** about subjects you're revising
- ✓ Access to the **internet** for research
- ✓ **Fewer distractions** than at home or with friends
- ✗ It may be **busy** and hard to get a desk
- ✗ It can involve time **spent travelling**

Bedroom At Home

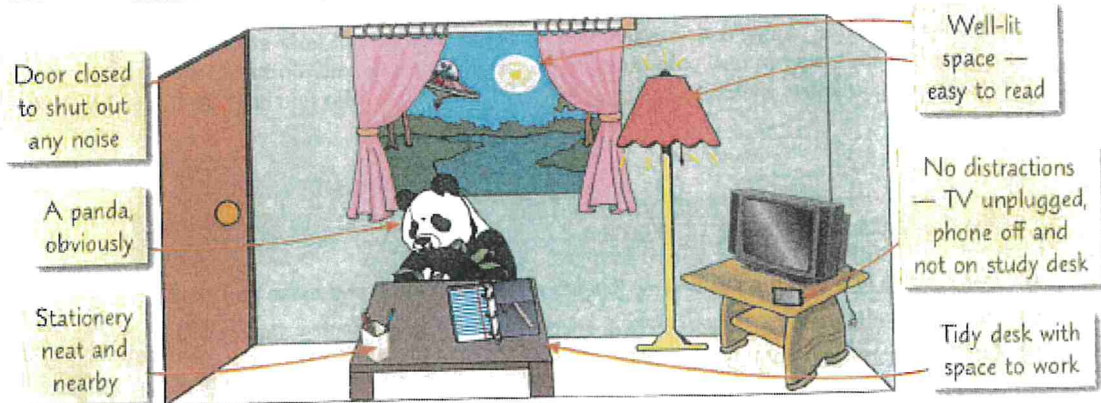
- ✓ You can **set up** your **study space** as you want
- ✓ You can shut yourself away for **privacy**
- ✓ It's easy to get **healthy snacks** and **drinks**
- ✗ You may get **distracted** by your **family**
- ✗ **Television** and **games** are easy to find

Friend's House

- ✓ You can **discuss revision** problems with your friend
- ✓ You and your friend can **test** each other
- ✗ You and your friend could **distract** each other
- ✗ You may become **disheartened** or **stressed** if your friend seems to know more than you

A Tidy Study Space is Important

You'll find it **easier to revise** if your study space is **free of clutter**. Here's one we made earlier:



My astronaut friend loves this page on study spaces...

Piles of books and folders make it hard to get to notes quickly — if you can, use a bookshelf to keep them tidy and accessible. Also avoid clutter and rubbish on your desk, as important things can get lost when everything is out of order.

Coping with Stress

Exam periods can be stressful and it's normal to feel some nerves when you have an exam approaching. Luckily there are ways to cope so stress doesn't affect your revision or your health.

Exams are Stressful for *Everyone*

- 1) You **won't be alone** in feeling under pressure about exams — it's likely **your classmates** are also finding this time stressful.
- 2) A **small** amount of stress can be **good** for you — it can **motivate** you to do better or help you **focus** on overcoming a difficult situation.
- 3) However, **too much** stress can **negatively** impact your **health**. It's important to **recognise the signs** of stress so you can do something about them.

Signs of Stress include:

- A **loss of appetite**
- Sudden **weight loss** or gain
- Feeling **anxious**
- Difficulty **concentrating**
- Feeling **emotional**
- **Struggling to sleep**

There Are Ways to *Help With Stress...*

- 1) Go outside for **exercise** and **fresh air** — it will help you clear your head.
- 2) Set aside time to **meet up** with your **friends** where you're not revising.
- 3) Give yourself **relaxation time** — listen to music, watch TV or doze outside in the sun.
- 4) Keep up with your **hobbies** and doing activities you enjoy.
- 5) **Eating** and **sleeping well** can also help with reducing stress (see p.7).

11:45am- 12:45pm	12:45pm- 1:30pm
Lunch with Anna and Abed	Maths Algebra



Talk about how you're feeling

Talking to **friends**, **family** and **teachers** can really help you air out your anxieties and come up with a way to deal with your stress. If you don't feel comfortable talking to people you know, there are **support services and helplines** who you can talk to confidentially.

... And Ways to *Make it Worse*

- 1) Don't **revise late** into the evening — this will affect your sleep and make you tired.
- 2) Not taking **adequate breaks** will make your revision time less effective (see p.48).
- 3) Don't set **unrealistic targets** or you'll always disappoint yourself.



Bottling up your stress is no laughing matter — tell people how you feel...

Exams are important, but they're not worth affecting your health. Make sure you take time out from revision to do things you enjoy — not only will this make you happier, it'll also make revising easier.

Condensing Your Notes

Now you know how to get started, it's time to get cracking. The first step is to get your notes into order — you can't learn every word you've ever written so you need to condense them. Here we go...

Start With Your Notes

- 1) You'll need to start off with some **high-quality** notes, including:
 - A **CCP Revision Guide** (the perfect revision companion, of course)
 - your **class notes**
 - **text books**
 - **revision sheets** from your teacher



- 2) **Read over** them and make sure you **understand** what you've read — simplifying a topic into **key points** won't help you if you don't understand your original notes.

Condense Them In Your Own Words

- 1) You'll want to **simplify** and **summarise** your notes into **key points** so they're easier to revise from.
- 2) Aim to get **each topic** onto a **single page**. Cut out the waffles and pick out what's **important**.
- 3) Try to **reorganise** the material in some way, e.g. by **grouping** it differently or **linking** topics together.
- 4) How you present your notes might depend on the subject. For example, you could make:

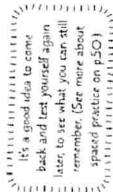


- 5) Condensing topics makes your revision **interactive** — it's **better** than just re-reading your notes again. Plus, you're more likely to remember your **own words** than something someone else has written.

Test Yourself On What You've Covered

When you've simplified a topic, it's time to **test yourself**:

- 1) **Cover up** your notes and **writes down** as much as you can remember.
- 2) **Compare** what you've written to your notes then **fill in any gaps** — use a **different colour** so you know which bits you missed.
- 3) **Keep doing this** until you remember everything on the topic.



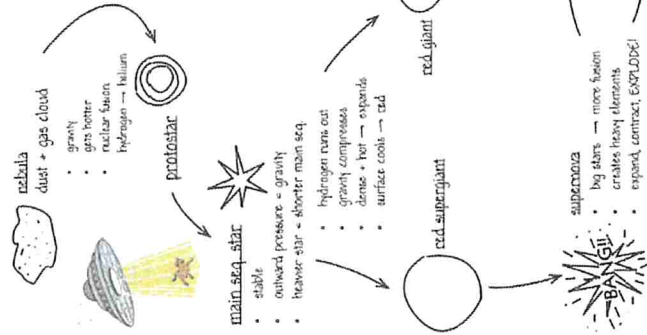
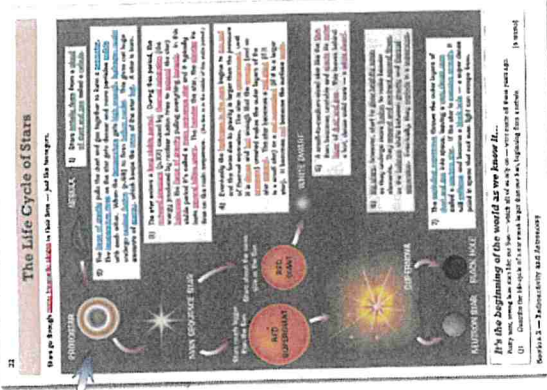
*apart from my words — you'll definitely remember my words...

The key to condensing is to pick out the **right points**. If it helps, you might want to go through and highlight the important bits before you start writing. There's no 'right' way of doing it, just the way that works for you.

Condensing Your Notes

EXAMPLE

Here is a page on **The Life Cycle of Stars**, from a **CCP GCSE Physics Revision Guide**. Here is an **example** of how you could condense the info down into the **key points**:

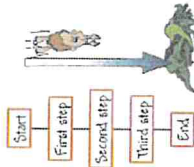


Making Flow Charts

Flow charts are the next big thing. The talk of the town. Everyone's mad about them, haven't you heard? Don't just take my word for it though, read on and use for yourself... (gotcha, they're all my words too.)

Flow Charts Take Topics Step By Step

- 1) Flow charts are a type of **diagram** that show a **process** from **beginning to end**.
- 2) They **organise information clearly** — you can use both **words** and **images** to show what happens when.
- 3) It's tempting to spend ages making your flow charts look perfect but as long as they're **clear** and **easy to use**, they don't need to be fancy.



Start at the Start

- 1) It might sound obvious, but **order** is really important in **flow charts**.
- 2) Write the **first step** in the process at the **top** of the page and **work downwards**.
- 3) Flow charts highlight the **main steps** in a process, but if it helps, you can add **key points** about the different steps to **jog your memory** — keep them **short** and **concise** though.

They're Useful for Lots of Subjects

Flow charts show how different **stages** or **events** are **linked together**, so they're useful for subjects that include **sequences** or **processes**.

Here are a few examples of when you might use them:

- Business Studies** — to show the different stages within a **supply chain**.
- History** — a **timeline** of the events that led to the **Great Depression**.
- Chemistry** — to set out the **steps** of a **practical experiment**.
- Geography** — to present the different **stages** of **erosion**.
- Biology** — to show how food passes through the **digestive system**.

Um, I think you missed a step...



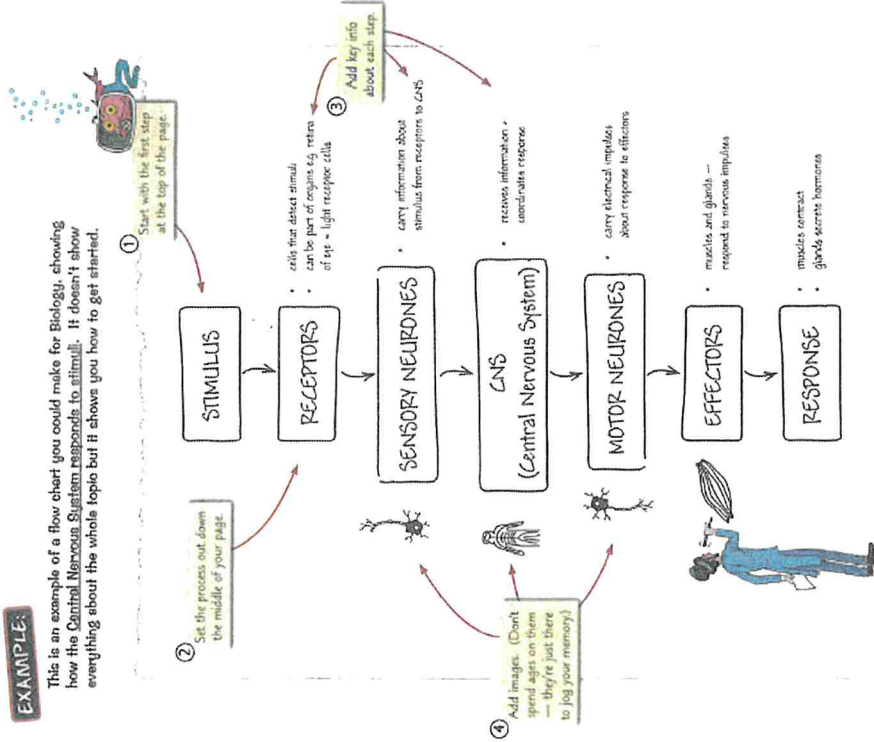
Don't stress about it — just go with the flow...

Flow charts are a great way to mix your revision up and keep it engaging. Using the same techniques all the time is snoring (boring + boring, come on... keep up) and it's much harder to make information stick in your mind.

Making Flow Charts

EXAMPLE:

This is an example of a flow chart you could make for Biology, showing how the Central Nervous System responds to stimuli. It doesn't show everything about the whole topic but it shows you how to get started.



Using Flash Cards

Flash cards are one of the simplest, but most effective, revision tools. You might not be able to play *coiffaire* or snap with them, but with a little persistence, they'll help you bridge any gaps and get to you to *numero uno*.

Flash Cards Are a Great Revision Tool

- Flash cards are small cards with a question or prompt on one side, and the answer or information on the other side.
- They're a great way to test yourself and find gaps in your knowledge.
- Flash cards are useful for learning things like:
 - important dates in history
 - language vocabulary
 - key words and definitions
 - formulas
 - labelled diagrams

- There are lots of flash cards available online but it's a good idea to make your own. Working through your notes and picking out information is part of the process of revision.

Another great way to use flash cards is by filling one side with example questions about a topic, and the other side with the answers. This can be useful after you've revised a topic and want to test yourself on it. (I hear *SCP* do a pretty awesome range of *Science question cards*...)

Use Them to Test Yourself

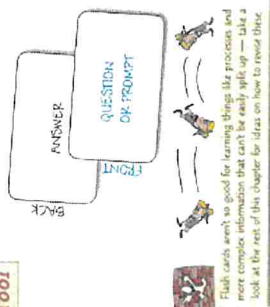
Here are a few top tips on how to use your flash cards effectively:

See your answers out loud — this forces you to renew the questions urgently.

Test yourself until you get them all correct — make a pile of any cards you get wrong and go over them until you know them all.

Make sure you test yourself both ways — e.g. you need to know vocab translations from English to French and French to English.

Ask someone else to test you — it removes the temptation to check the other side yourself before answering.



Flash cards aren't so good for learning things like processes and more complex information that can't be easily split up — take a look at the rest of this chapter for ideas on how to revise these.

Using Flash Cards

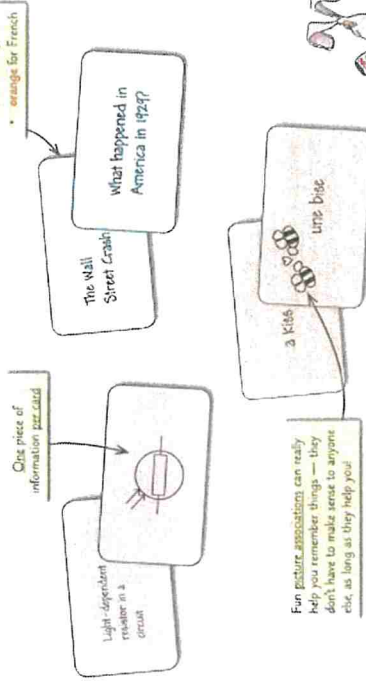
Flash Cards are Easy to Make

- Anyone can make good flash cards (with not a magic trick in sight...) — here's how:
- Write a question or prompt on one side of the card.
 - Add colour and any quick pictures that might help you recall the information.
 - Complete the other side with the answer or piece of information.
 - Keep your flash cards simple and stick to one piece of information per card.
 - And voilà! You have made a flash card appear and there's a rabbit somewhere out of a job...



EXAMPLE

Here are a few examples of some flash cards you could make (front and back). They should be clear and easy to read:



Flash cards — lighting the way to revision success...
Flash cards are so useful because they're pocket-sized — you can take them anywhere and test yourself on the go, really making the most of any time away from your desk without having to lug all your books around.



Method of Revision 5

Using Past Papers

AQA – <https://www.aqa.org.uk/find-past-papers-and-mark-schemes>

Edexcel – <https://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html>

WJEC - <https://www.wjec.co.uk/home/past-papers/>

OCR - <https://ocr.org.uk/qualifications/past-paper-finder/>

Year 10 Mock Examination Timetable Summer 2024



	P1	P2	P3	P4	P5
Mon 17 th	<p>English Language Paper 1 1h 45m 9:00am>>></p>	<p>ET 2h 12m</p>	>>>	<p>French Written 1h / 1h 15m</p> <p>Hospitality & Catering 40m tbc 1:00pm >>></p>	<p>ET 1h 22m / 1h 40m</p>
Tues 18 th	<p>Maths-- paper 1(F & H) 1h 30m 9:00am >>></p>	<p>ET 1h 53m</p>	>>>	<p>Y10 Trilogy Biology / Sep Biology Paper 1 1h 15m/ 1h 45m</p>	<p>ET 1h 34m/ 2h 12m</p>
Wed 19 th	<p>Trilogy Chemistry / Sep Chemistry Paper 1 1h 15m / 1h 45m 9:00am >>></p>	<p>ET 1h 34m/ 2h 12m</p>	>>>	<p>GCSE PE Component 1: Fitness & body systems 1h 30m 1:00pm>>></p>	<p>ET 1 h 53m</p>
Thurs 20 th	<p>Y10 Normal lessons</p>	<p>Y10 Normal lessons</p>	<p>Y10 Normal lessons</p>	<p>Maths - paper 2 (F & H) 1h 30m 1:00pm >>></p>	<p>ET 1 h 53m</p>
Friday 21 st	<p>Y10 NLC visit</p>				

	P1	P2	P3	P4	P5
Mon 24 th	Maths - paper 3 (F & H) 1h 30m 9:00am >>>	ET 1h 53m	Normal lessons	Geography Paper 1: Our Natural World 1h 15m 1:00pm>>>	ET 1h 34m
Tues 25 th	English Literature paper 2 2h 15 mins 9:00am >>>	ET 2h 49m	Normal lessons	French Listening 35m / 45m (ET built into recording) 1:00pm >>>	French Reading 45m / 1 hour (ET 57m / 1h 15m) Paper follows on from listening exam
Wed 26 th	GCSE Contingency Day Y10 GCSE PE Practical ALL day				
Thurs 27 th	History paper 1: 2 hours 9.00am>>>	ET 2h 30m	Normal lessons	Trilogy Physics / Sep Physics Paper 1 1h 15m / 1h 45m 1:00pm >>>	ET 1h 34m/ 2h 12m
Friday 28 th	English Language paper 2: Writers viewpoints & perspectives 1h 45m 9:00am >>>	ET 2h 12m	Normal lessons	Normal lessons	Normal lessons

	P1	P2	P3	P4	P5
Mon 1 st				<p>French Speaking ALL day</p> <p>Hospitality & catering Practical ALL day: 9- 11am x 6 students / 1-3pm x 6 students</p>	
Tues 2 nd				<p>French Speaking ALL day</p> <p>Hospitality & catering Practical ALL day: 9- 11am x 6 students / 1-3pm x 6 students</p>	
Wed 3 rd					
Thurs 4 th					
Friday 5 th				Y10 Bishop Burton visit	

Subject Specific Information For Y10

Mock Exams 2024

English

- English Language Paper 1:
 - Q1 List 4 things.
 - Q2 Language Analysis
 - Q3 Structure Analysis
 - Q4 Evaluation - to what extent...
 - Q5 Descriptive/Narrative Writing
- English Language Paper 2:
 - Q1 True or False
 - Q2 Summary of similarities or differences
 - Q3 Language Analysis
 - Q4 Comparison of Writers' Viewpoints. The writer thinks...
 - Q5 Writing to Argue/Persuade. (speech/letter/article.)
- English Literature.
 - Romeo and Juliet
 - Love and Relationships Poetry
 - Unseen Poetry

Maths

- Algebra
- Number
- Geometry (shapes)
- Measures
- Statistics
- Probability

Science

Subject content for year 10 Mock exams - Paper 1

Biology

- 1. Cell biology
- 2. Organisation
- 3. Infection and response
- 4. Bioenergetics

Chemistry

- 8. Atomic structure and the periodic table
- 9. Bonding, structure, and the properties of matter
- 10. Quantitative chemistry
- 11. Chemical changes
- 12. Energy changes

Physics

- 18. Energy
- 19. Electricity
- 20. Particle model of matter
- 21. Atomic structure

French

For French pupils need to :

1. Learn all theme 1 paragraphs
2. Learn the first 3 paragraphs of theme 2.

At this point the pupils only have theme 1 but they will be given theme 2 over the coming weeks. This is in the form of yellow sheets as well as a digital copy for them to make into cue cards and for them to download onto their phones so that they can listen to them.

c. Learn theme 1 and theme 2 vocabulary - this is accessed using pink sheets that they have all been given as well as on-line using Quizlet

GCSE PE

Topics to revise:

Topic	Sub Topic	
1.1 The structure and functions of the musculoskeletal system	1.1.1 The functions of the skeleton applied to performance in physical activities and sports: protection of vital organs, muscle attachment, joints for movement, platelets, red and white blood cell production, storage of calcium and phosphorus	
	1.1.2 Classification of bones: long (leverage), short (weight bearing), flat (protection, broad surface for muscle attachment), irregular (protection and muscle attachment) applied to performance in physical activities and sports	
	1.1.3 Structure: cranium, clavicle, scapula, five regions of the vertebral column (cervical, thoracic, lumbar, sacrum, coccyx), ribs, sternum, humerus, radius, ulna, carpals, metacarpals, phalanges (in the hand), pelvis, femur, patella, tibia, fibula, tarsals, metatarsals, phalanges (in the foot), and their classification and use applied to performance in physical activities and sports	
	1.1.4 Classification of joints: pivot (neck – atlas and axis), hinge (elbow, knee and ankle), ball and socket (hip and shoulder), condyloid (wrist), and their impact on the range of possible movements	
	1.1.6 The role of ligaments and tendons, and their relevance to participation in physical activity and sport	
	1.1.7 Classification and characteristics of muscle types: voluntary muscles of the skeletal system, involuntary muscles in blood vessels, cardiac muscle forming the heart, and their roles when participating in physical activity and sport	
	1.1.9 Antagonistic pairs of muscles (agonist and antagonist) to create opposing movement at joints to allow physical activities (e.g. gastrocnemius and tibialis anterior acting at the ankle -plantar flexion to dorsi flexion; and quadriceps and hamstrings acting at the knee, biceps and triceps acting at the elbow, and hip flexors and gluteus maximus acting at the hip – all flexion to extension)	
	1.1.10 Characteristics of fast and slow twitch muscle fibre types (type I, type IIa and type IIx) and how this impacts on their use in physical activities	
	1.2 The structure and functions of the cardiorespiratory system	1.2.5 Function and importance of red and white blood cells, platelets and plasma for physical activity and sport
	2.1 Lever systems, examples of their use in activity and the mechanical advantage they provide in movement	2.1.1 First, second and third class levers and their use in physical activity and sport
2.1.2 Mechanical advantage and disadvantage (in relation to loads, efforts and range of movement) of the body's lever systems and the impact on sporting performance		
2.2 Planes and axes of movement	2.2.2 Movement in the sagittal plane about the frontal axis when performing front and back tucked or piked somersaults	
3.2 The components of fitness, benefits for sport	3.2.2 Fitness tests: the value of fitness testing, the purpose of specific fitness tests, the test protocols, the selection of the appropriate fitness test for components of fitness and the rationale for selection	

and how fitness is measured and improved	3.2.3 Collection and interpretation of data from fitness test results and analysis and evaluation of these against normative data tables
	3.2.4 Fitness tests for specific components of fitness: cardiovascular fitness – Cooper 12-minute tests (run, swim), Harvard Step Test; agility – Illinois agility run test; strength – grip dynamometer; muscular endurance – oneminute sit-up, one-minute press-up; speed – 30 m sprint; power – vertical jump; flexibility – sit and reach
	3.2.5 How fitness is improved – see section 3.3.1–3.3.3
3.3 The principles of training and their application to personal exercise/ training programmes	3.3.1 Planning training using the principles of training: individual needs, specificity, progressive overload, FITT (frequency, intensity, time, type), overtraining, reversibility, thresholds of training (aerobic target zone: 60–80% and anaerobic target zone: 80%–90% calculated using simplified Karvonen formula, i.e. $(220) - (\text{your age}) = \text{MaxHR}$; $(\text{MaxHR}) \times (60\% \text{ to } 80\%) = \text{aerobic training zone}$; $(\text{MaxHR}) \times (80\% \text{ to } 90\%) = \text{anaerobic training zone}$)
	3.3.3 The use of different training methods for specific components of fitness, physical activity and sport: continuous, Fartlek, circuit, interval, plyometrics, weight/resistance. Fitness classes for specific components of fitness, physical activity and sport (body pump, aerobics, Pilates, yoga, spinning). The advantages and disadvantages of different training methods
3.4 The long-term effects of exercise	3.4.3 Long-term training effects and benefits: for performance of the muscular-skeletal system: increased bone density, increased strength of ligaments and tendons, muscle hypertrophy, the importance of rest for adaptations to take place, and time to recover before the next training session
	3.4.4 Long-term training effects and benefits: for performance of the cardio-respiratory system: decreased resting heart rate, faster recovery, increased resting stroke volume and maximum cardiac output, increased size/strength of heart, increased capillarisation, increase in number of red blood cells, drop in resting blood pressure due to more elastic muscular wall of veins and arteries, increased lung capacity/volume and vital capacity, increased number of alveoli, increased strength of diaphragm and external intercostal muscles
3.5 How to optimise training and prevent injury	3.5.2 Injury prevention through: correct application of the principles of training to avoid overuse injuries; correct application and adherence to the rules of an activity during play/participation; use of appropriate protective clothing and equipment; checking of equipment and facilities before use, all as applied to a range of physical activities and sports
	3.5.4 RICE (rest, ice, compression, elevation)
	3.5.5 Performance-enhancing drugs (PEDs) and their positive and negative effects on sporting performance and performer lifestyle, including anabolic steroids, beta blockers, diuretics, narcotic analgesics, peptide hormones (erythropoietin (EPO), growth hormones (GH)), stimulants, blood doping
3.6 Effective use of warm up and cool down	3.6.3 Activities included in warm-ups and cool downs

Hospitality and Catering

1.1 Hospitality and catering provision

In this topic learners will gain knowledge and understanding of the following areas:

- 1.1.1 Hospitality and catering providers
- 1.1.2 Working in the hospitality and catering industry
- 1.1.3 Working conditions in the hospitality and catering industry
- 1.1.4 Contributing factors to the success of hospitality and catering provision

Content	Amplification
1.1.1 Hospitality and catering providers	<p>Learners should know and understand the two different types of hospitality and catering provision: commercial and non-commercial</p> <p>Commercial (residential)</p> <ul style="list-style-type: none"> • B&B, guest houses and Airbnb • campsites and caravan parks • cruise ships • holiday parks, lodges, pods and cabins • hotels, motels and hostels <p>Commercial (non-residential)</p> <ul style="list-style-type: none"> • airlines and long distance trains • cafes, tea rooms and coffee shops • fast food outlets • food provided by stadia, concert halls and tourist attractions • mobile food vans and street food trucks • pop-up restaurants • public houses/bars • restaurants and bistros • takeaways • vending machines <p>Non-commercial (residential)</p> <ul style="list-style-type: none"> • armed forces • boarding schools, colleges, university residences • hospitals, hospices and care homes • prisons <p>Non-commercial (non-residential)</p> <ul style="list-style-type: none"> • canteens in working establishments (subsidised) • charity-run food providers • meals on wheels • schools, colleges and universities <p>Learners should know and understand the following types of service in commercial and non-commercial provision:</p> <p>Food service</p> <ul style="list-style-type: none"> • table/plate, family style, sizer, Gueridon, banquet

	<ul style="list-style-type: none"> • counter: cafeteria, buffet, fast food • personal: tray or trolley, vending, home delivery, takeaway <p>Residential service</p> <ul style="list-style-type: none"> • rooms: single, double, king, family, suite (en suite bath/shower room, shared facilities) • refreshments: breakfast, lunch, evening meal, 24-hour room service/restaurant available • conference and function facilities • leisure facilities (spa, gym, swimming pool) <p>Learners should know and understand the importance of the following standards and ratings:</p> <ul style="list-style-type: none"> • hotel and guest house standards (star ratings) • restaurant standards, AA Rosette Award, Good Food Guide, Michelin stars
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<p>1.1.2 Working in the hospitality and catering industry</p>	<p>Learners should know and understand the following types of employment roles and responsibilities within the industry:</p> <ul style="list-style-type: none"> • front of house manager, head waiter, waiting staff, concierge, receptionist, maître d'hôte, valets • housekeeping: chambermaid, cleaner, maintenance, caretaker • kitchen brigade: executive chef, sous-chef, chef de partie, commis chef, pastry chef, kitchen assistant, apprentice, kitchen porter/plongeur • management: food and beverage, housekeeping, marketing. <p>Learners should know and understand the following specific personal attributes, qualifications and experience an employer would look for to fulfil the roles:</p> <p>Personal attributes:</p> <ul style="list-style-type: none"> • organised • hardworking • punctual • hygienic • pleasant • calm • friendly • good communicator • team player • good people skills • willingness to learn and develop • flexible <p>Qualifications and experience:</p> <ul style="list-style-type: none"> • apprenticeships • experience in the role/sector – part-time job, summer employment • school, college and/or university qualifications relevant to the job.
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1.1.3

Working conditions in the hospitality and catering industry

Learners should know and understand the following types of employment contracts and working hours

- casual
- full time permanent (temporary)
- part-time (temporary)
- seasonal
- zero hours contract.

Learners should be aware of the following remuneration and benefits in the industry

- a salary
- a wage (hourly)
- holiday entitlement
- pension
- sickness pay
- rates of pay
- tips, bonuses and rewards.

The hospitality and catering industry normally provides more part time than full time contracted positions. Learners should be aware of the fluctuating needs of the industry, such as

- supply and demand: staffing during peak times, large events, seasonal times and the location of the provision.

1.1.4

Contributing factors to the success of hospitality and catering provision

Learners should know and understand the following basic costs incurred within the hospitality and catering industry:

- labour
- material
- overheads.

Learners should know and understand the basic calculation of gross profit and net profit within the hospitality and catering industry

Learners should be aware of how the economy can impact business in the following ways

- strength of the economy
- value added tax (V.A.T)
- value of the pound and exchange rate

Learners should be aware of the importance of environmental needs and the environmental impact within the hospitality and catering industry through

- seasonality
- sustainability: reduce, reuse, recycle.

Learners should know and understand how new technology impacts the hospitality and catering service industry in a positive way through

- cashless systems
- innovative digital technology (apps, web booking, key card access, digital menu)
- software

Learners should know and understand the positive and negative impacts that the following media types can have on the hospitality and catering industry

- printed media (newspaper, magazines)
- broadcast (television, radio)
- internet (social media, websites)
- competitive (other establishments)

Revision Timetable Examples

Example 1

REVISION

* = revise if possible
 // = no revision/break

TIME	MON	TUES	WED	THURS	FRI	SAT	SUN
8:30-4:30	school	school	school	school	school	*	*
4:30-5:00	media	chemistry	media	maths	english	maths*	//
5:00-5:30	english	chemistry	media	maths	english	maths*	//
5:30-6:00	//	//	maths	english	media	//	//
6:00-6:30	english	english	//	//	//	//	//
6:30-7:00	maths	english	//	//	chemistry	//	//
7:00-7:30	//	//	english	chemistry	//	*	biology
7:30-8:00	//	//	physics	chemistry	//	*	media
8:00-8:30	maths	biology	//	//	chemistry	english	//
8:30-9:00	maths	maths	maths	biology	physics	english	//
9:00-9:30	//	//	//	//	//	//	//
9:30-10:00	biology	maths	biology	biology	phys*	//	//
10:00-10:30	media	physics	biology	media	phys*	//	//

Example 2

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
15	16	17	18	19	20	21
Dance English Lit Q	Cell Biology Energy English Lit Q	Cell Biology English 5-6 Energy	Required Pract Maths 6-7 Dance 7-9 English Lit Q	Electroncity Organisation Maths x 200 13-1600	Electroncity Organisation Dance 12-4	Electroncity Organisation English Lit Q Maths x 200
22	23	24	25	26	27	28
Bio Paper 1 Dance 6:30	Physics P1 JLC Interview	English Lit Q English 5-6 Dance 6-9	Geog P1 Maths 6-7 Dance 7-9	English Lit Q Infection + Response Model of Malt Maths 200	Geog P1 Dance 12:40-9:10	Geog P1 Dance 12:10-8:10
29	30	31	2	3	4	5
Infection + Response Model of Malt Dance 6:30	Bio Paper 1 Physics Paper 1	Correction P1 English Lit Q English 5-6 Maths x 200	Geog P1 English Lit Q Maths 6-7 Maths 200	Dance Sec 1 Maths 200 English Lit Q	Chemistry Bio P1 Physics P1	Chemistry Bio P1 Physics P1
6	7	8	9	10	11	12
Bank Holiday Bioenergetics Atomic Structure English Lit Q	Bioenergetics Atomic Structure Maths 20 Q	English 5-6		Biology P1		
13	14	15	16	17	18	19
English Lit P1		English 5-6	Maths P1	Chemistry P1 Geography P1		
20	21	22	23	24	25	26
English Lit Q P1		Physics P1	English Lang P1			

14 Top Tips

1. Start revising early

i.e. months, not days before the exam. Make a timetable (see samples) to plan your revision and stick to it.

2. Don't spend ages making your notes look pretty

This is just wasting time. For diagrams, include all the details you need to learn, but don't try to produce a work of art. Limit yourself to 2 or 3 colours so you don't get carried away colouring things in.

3. Take short breaks

Not every 10 minutes! During these breaks it is a great idea to try to exercise once a day if you can. Go for a run, a swim or a game with your mates – you will feel better for it.

4. Use revision guides

5. In study leave, start revising early

i.e. 9am — that way you'll get your day's work done much quicker and will have time to relax in the evening.

6. Stick revision notes all around your house

So in the exam you think — "aha, quadratic equations, they were on the fridge..."

7. Get yourself drinks and snacks

So you don't make excuses to stop every 10 minutes...

8. Sit at a proper desk

Don't try to revise in bed — you'll be in the land of pink igloos and elephants before you can say "Captain Birdseye".

9. Don't put it off

"Procrastination" is the long word for it. And it means rearranging stuff on your desk, getting a sudden urge after 16 years to tidy your room, playing the guitar, thinking about the weekend, writing love poems about that girl/boy you fancy, painting your toenails, etc, etc, etc,... Sit down at your desk and GET ON WITH IT.

10. Don't just read your notes

You have to WRITE STUFF DOWN TOO!

11. Don't turn yourself into a revision zombie

If you stop doing anything else but revision you'll turn into a zombie. It's really important that you keep time to do things you enjoy... like cinema, shopping, sports,

frisbee, rock-climbing, making model planes, nose-picking, whatever tickles your ferret... When you're doing these try to relax and totally forget about revision.

12. Do lots of practice exam papers

This is especially important as you get close to the exams — CGP has plenty available (another blatant advert).

13. Read the exam timetable properly

Double-check so you don't miss an exam and have plenty of time to prepare for it.

14. Find the right environment to revise

NOT in front of the TV. NOT listening to the radio. Music can sometimes be OK, but you need to find the right kind. It's got to be something that's just there in the background that you're not thinking about at all. Music without singing is better as you won't be tempted to dance around your bedroom like a big fool.

Week 1

Monday 13 th May 2024	Tuesday 14 th May 2024	Wednesday 15 th May 2024	Thursday 16 th May 2024	Friday 17 th May 2024	Saturday 18 th May 2024	Sunday 19 th May 2024

Week 2

Monday 20 th May 2024	Tuesday 21 st May 2024	Wednesday 22 nd May 2024	Thursday 23 rd May 2024	Friday 24 th May 2024	Saturday 25 th May 2024	Sunday 26 th May 2024

Week 3 – HALF TERM

Monday 27 th May 2024	Tuesday 28 th May 2024	Wednesday 29 th May 2024	Thursday 30 th May 2024	Friday 31 st May 2024	Saturday 1 st June 2024	Sunday 2 nd June 2024

Week 4

Monday 3 rd June 2024	Tuesday 4 th June 2024	Wednesday 5 th June 2024	Thursday 6 th June 2024	Friday 7 th June 2024	Saturday 8 th June 2024	Sunday 9 th June 2024

Week 5

Monday 10 th June 2024	Tuesday 11 th June 2024	Wednesday 12 th June 2024	Thursday 13 th June 2024	Friday 14 th June 2024	Saturday 15 th June 2024	Sunday 16 th June 2024

Mock Exams – Week 1

Monday 17 th June 2024	Tuesday 18 th June 2024	Wednesday 19 th June 2024	Thursday 20 th June 2024	Friday 21 st June 2024	Saturday 22 nd June 2024	Sunday 23 rd June 2024

Mock Exams – Week 2

Monday 24 th June 2024	Tuesday 25 th June 2024	Wednesday 26 th June 2024	Thursday 27 th June 2024	Friday 28 th June 2024	Saturday 29 th June 2024	Sunday 30 th June 2024