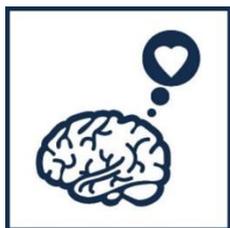


Name



**OLDFIELD
SCHOOL**



GCSE Revision Guide 2026

Top Tips for Revision

- Always have an aim for the session—decide what you want to have learnt at the start and check that you feel confident that you have learnt this at the end.
- Make sure that you have identified the topics in each subject that you know well and those that you don't know. The best way to do this is to look at past papers and make a note of the types of questions that you cannot answer.
- Break down each topic into sections that you can cover in one session— don't try to take in too much information at one go.
- **Make sure that you do something active with your revision**, this is **VERY** important. There is no point reading over your notes hoping that some of this will sink in. For example:
 - ♦ Mind maps
 - ♦ Mnemonics
 - ♦ Flashcards
 - ♦ 5 minute essay plans
 - ♦ Flow charts
 - ♦ Produce notes each time that you revise a topic.
- Test yourself (you can do this with a friend) when you finish a topic.
- Make sure that you go back over your notes at regular intervals— **this really, really works!**

The most important rule for really effective revision is to do something active with the information

Some ideas for this are:

- Use the Super Curriculum resources on the school SharePoint site (you can also reach this from Teams).
- Draw mind-maps , flashcards, flow diagrams and timelines as appropriate.
- Use your imagination at home to display as much information about the topic as possible. Put information on walls and in parts of the house that you spend time in—you can use post-it notes for this.
- Use highlighter pens to pick out the important points in your notes.
- Use revision sites on the internet or revision apps—these can be very good as they are a different way to revise and can help when you are stuck. Be careful not to rely on these, you need to use other ways of revising as well.
- Teach your friends and family about what you have learned—even if this begins to bore them!
- The next pages have information about how to use some really useful revision techniques.

Using mnemonics

A quick memory test

A mnemonic is something that helps you to remember information.

Give yourself 30 seconds to try to remember the 15 words to the right. Then write down as many as you can.

Try again

Now read through the following story. Try to recount it to a friend or family member, (or aloud to yourself if no one else is around).

You wake up to find yourself in a huge **warehouse**. The voice of big **brother** suddenly asks you to pick up the **mop** at the other end of the factory and to clean the whole factory floor. You work all morning but then you become tired so you sit down on a bench to have a cup of **tea**. As you drink your tea your **mobile** phone rings. You look at the screen and there is an advert of a girl carrying a **surfboard**. Suddenly she breaks through the screen, sits down beside you, put on some **lipstick**, throws a glass of **water** into your face, smashes a **mirror** and then jump through the factory **wall**. You follow her and discover that you are in the middle of an enormous **desert**. There is nothing to see other than a **snake** that slithers towards you. As it gets closer the **wind** begins to blow very strongly. You put your hand down to stroke the snake and it transforms into a **rainbow** and a bag of **diamonds**.

Read through the list of words one more time before trying to recall them once again. This time have a go at remembering all 15 in the correct order.

warehouse

brother

mop

tea

mobile

surfboard

lipstick

water

Mirror

roll

desert

snake

wind

rainbow

diamonds

Flashcards

What to include on flashcards

There are a range of ways to use flashcards but try this.

Whatever you do, to help keep organised make sure you include on each card:

- subject
- topic/module/section

Front: question with short answer(s), subject, topic

Back: the answer(s)

How to use flashcards

1 Test yourself and divide your flashcards into two piles:

pile 1: cards you got correct (save for the end of the week)

pile 2: cards you got incorrect (test again tomorrow)

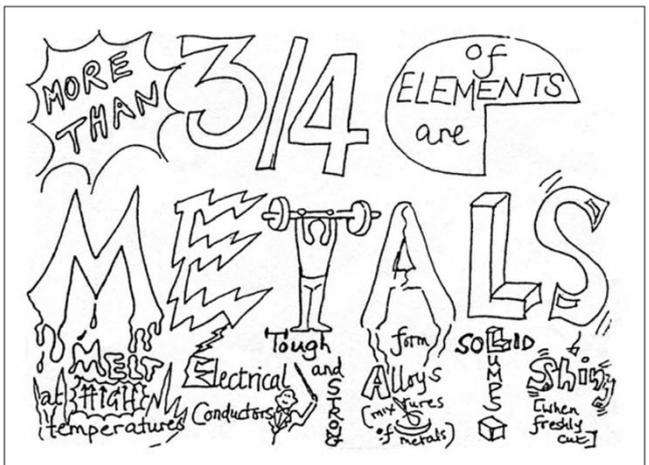
2 Repeat the process the next day but just with pile 2 – hopefully it will get smaller second time around.

3 At the end of the week test yourself on all the cards again.

Summary sheets / posters

Your brain will remember pictures more easily than words.

Try to create posters with fewer words and more pictures/symbols/icons.



Don't just read...

1. Read through the whole passage

Read through the passage from start to finish to build up a big picture of the topic that you are studying. Pay particular attention to the title into any subtitles, diagrams, tables and graphs. When you have finished, reflect on review of bread and jot down any questions that emerge at this stage.

2. Use colour keywords in symbols

Colour

Highlight information by using different colours. You could, for example, use a different colour for each section or you could develop a coding system that uses red for very important information, blue for important information and green for quite important information.

Keywords

As you read through the passages second time, You should underline keywords. Take care not to underline too many words though or you will end up underlining virtually the whole passage. Normally there is no need to underline more than three words per sentence. Bear in mind that in some sentence is there are no keywords at all.

Symbols

a symbol represents or reminds us of something else. for example, Big Ben might remind us of democracy or a pair of masks might remind us of the theatre. as you read through the passage or text, draw symbols in the margins to represent key information in each paragraph. you should end up with between one and six symbols per paragraph.

3. Make a summary sheet (or a mind map)

Do not copy out everything in your own handwriting.

Do use the colours, keywords, and symbols that you drew in the margins of the original passage to create a summary sheet (or a mind map).

4. Reproduce the summary sheet from memory

Try making a copy of the summary sheet from memory.

Or you could copy the structure/headings and then try to fill in the detail from memory.

Talk through what you managed to do by yourself or with someone else - look back at the original and correct any mistakes.

5. Optional: Write up the passage from memory

Try to write up the passage that you have been learning from memory and in your own words or teach it to someone else. Writing information in your own words, and teaching, improve memory and understanding.

6. Take a break

To help long term recall it is important to take regular breaks.;

You should take a 5 to 15 minute break every 60 minutes.

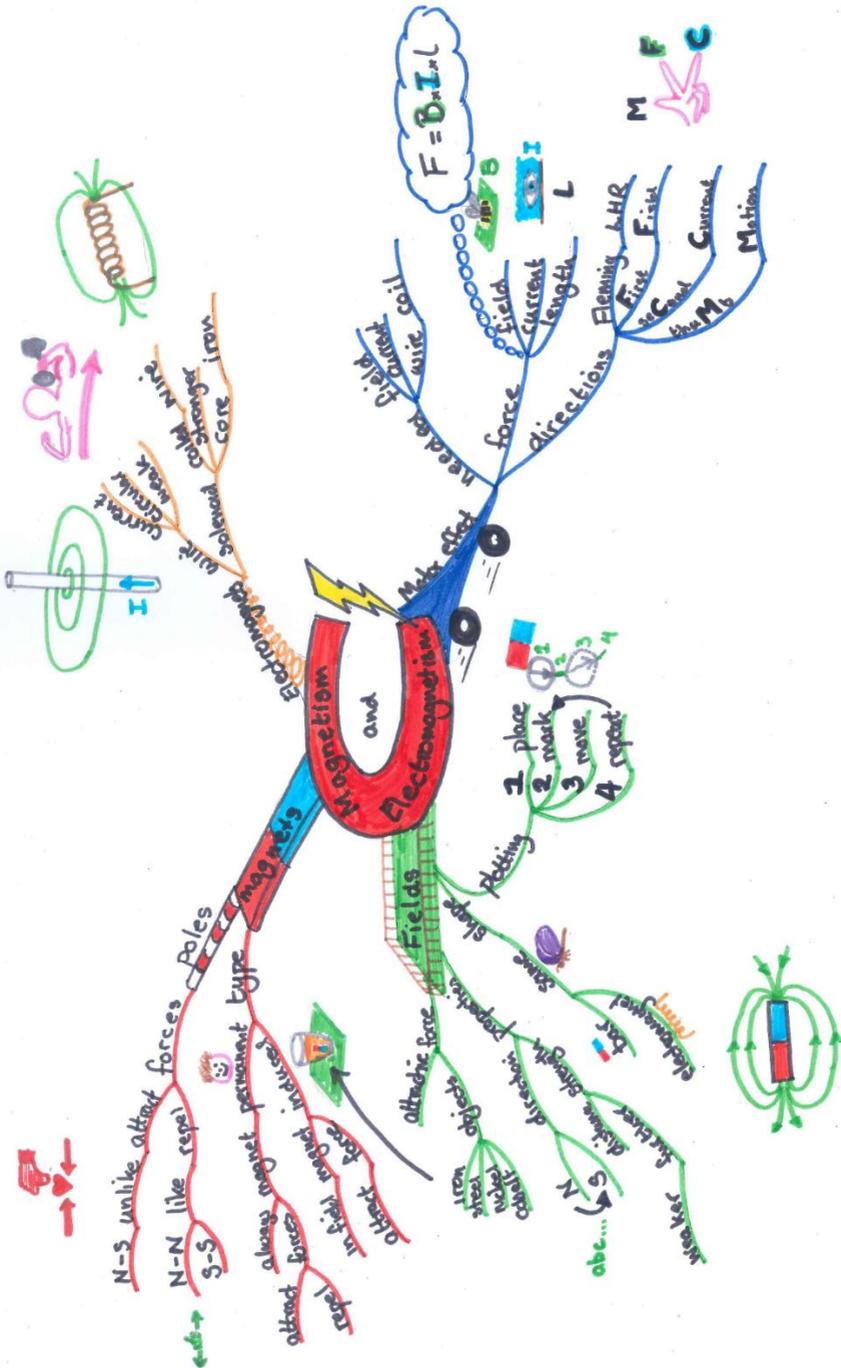
During the break do something different: go and have a drink, do some light exercise, we'll do a physical activity that stops your brain from working.

7. Review, review, review

Try to review what you have just learnt:

- a few hours
- the next day
- a week later.

Mind maps



1. Central title

Use A3 or a four plain paper landscape

Write a title in the centre or a picture to represent the title

Draw a shape around the title (e.g. a circle, a square or a cloud).

2. Divide up text into sections

Aim for between two and six sections.

In light pencil divide up your paper into the sections.

3. Branching out

Mind maps should use curved lines not straight lines.

Draw a thick main branch for the first section.

Write a single keyword on top of this (sort of like a subheading).

Draw thinner branches off the main branch - each should have a single word written above it.

Repeat the process for the other sections, use a different colour for each section.

4. Pictures

Add small pictures or icons to help you remember words where you can.

5. Use your mind map

- Stick it on the wall somewhere where you will see it regularly.
- Try placing different mind maps at different places around your home.
- Create a gallery of mind maps along a corridor or up some stairs.
- Try to re draw a mind map from memory after looking at it for a few minutes.
- Copy/trace the lines of the mind map onto a blank piece of paper and then try to fill in the words from memory.

Plan your time

You can use the following pages to help you plan:

- how much time you should spend on each subject;
- which areas of each subject you will spend the most time on.

But first:

1. On your exam wallchart highlight your exams (either use the same colour for all exams or use different colours for different subjects).
2. Add the subjects to the revision timetable (English, Maths and Science have already been added for you).
3. Cross through any days when you know you will not be able to revise (e.g. you are going away, you have a job, you have a club, etc.).
4. Now fill in the information on the next two page to work out how many revision hours you have available before the exams start and allocate time to each subject.

Total revision time until exams start

Plan the time you have from the start of the Easter holiday until the exams start.

1	Number of school days	13	
2	Number of school days I will not revise on		Count how many you have crossed through
3	Number of school days I will revise on		The difference step 1 and 2
4	Hours per school day I will revise		I would aim for at least 2 hours each day
5	Number of hours available on school days		Step 3 x step 4
6	Number of non-school days revision days	22	
7	Number of non-school days I will not revise on		Count how many you have crossed through
8	Number of non-school days I will revise on		The difference step 6 and 7
9	Hours per non-school day I will revise		I would aim for at least 4 hours each day
10	Number of hours available on non-school days		Step 8 x step 9
11	Total revision hours up until May 8 th		Step 5 + step 10

Total revision time during Half Term

Plan the time you have during the Half Term week.

12	Number of Half Term revision days	9	
13	Number of Half Term days I will not revise on		Count how many you have crossed through
14	Number Half Term days I will revise on		The difference step 12 and 13
15	Hours per Half Term day I will revise		I would aim for at least 4 hours each day
16	Number of hours available in Half Term		Step 14 x step 15
17	Total revision hours up until May 8 th		From previous page, step 11
18	Total hours available for revision		Step 16 + step 17

Divide your time between your subjects

Decide how many hours you will spend on each subject – remember you have just worked out how many hours you have available.

Subject	Time allocated	Completed
English Language		
English Literature		
Maths		
Science		

Use the following pages to plan how you will use the time for each subject.

Fill in the subject and the time you've given to that subject.

Then go through each subject and plan how long you will spend on each topic (you may need advice from your teachers here and remember the feedback from your mocks).

