

# Ridgeway School & Sixth Form

## Year 10 Mock Review 2025

Name:

Mentor group:

## Contents page

- ❖ **Page 3:** Key dates
- ❖ **Page 4-5:** Reflecting on Mocks 1
- ❖ **Pages 6-12:** Revision reflection and ideas
- ❖ **Pages 13-15:** Managing exam worries
- ❖ **Page 16:** Attendance matters
- ❖ **Page 17-27:** Setting goals
- ❖ **Page 28-29:** Record and reflect on your results
- ❖ **Pages 30-37:** Blank weekly revision timetables

## **Key dates:**

6<sup>th</sup> May: Mock results morning

6<sup>th</sup> May: Cycle reports published

5<sup>th</sup> June: Subject Feedback Evening

19<sup>th</sup> June: Sixth Form Taster Day

1<sup>st</sup> – 3<sup>rd</sup> July: Year 10 Work Experience

## Mock reflection

Did you.....?	Reflection	Keep, Tweak, Add, Dump
Complete practice papers, questions, essays?		
Make a revision timetable and stick to it?		
Revise in the weeks leading up to the exams?		
Use different techniques for different subjects or exam papers?		
Know how to revise for each subject?		
Use visual techniques?		
Use memory techniques?		
Use written techniques?		

## What are you proud of?

It is important to recognise how far you have come and how much you have achieved.

You have something to be proud of and positive moments in each week, whether you stop to recognise them is up to you, and is not always easy. Make sure you take time to reflect on these, and support a friend, tell them something they should be proud of!

I am proud today because.....

I am pleased today because.....

I am proud this year because.....

I am pleased this year because.....

I am proud of..... because.....

## Revision Ideas

### 1 Flash Cards

- If you like to use flash cards for revision, make them work for you.
- Flash cards should not be the information you need rewritten. There should be a question on the front, and the answer on the back.
- Organise yourself 3-5 boxes (plastic wallets, envelopes or simply piling them up will work)
- Put all cards in the first box.

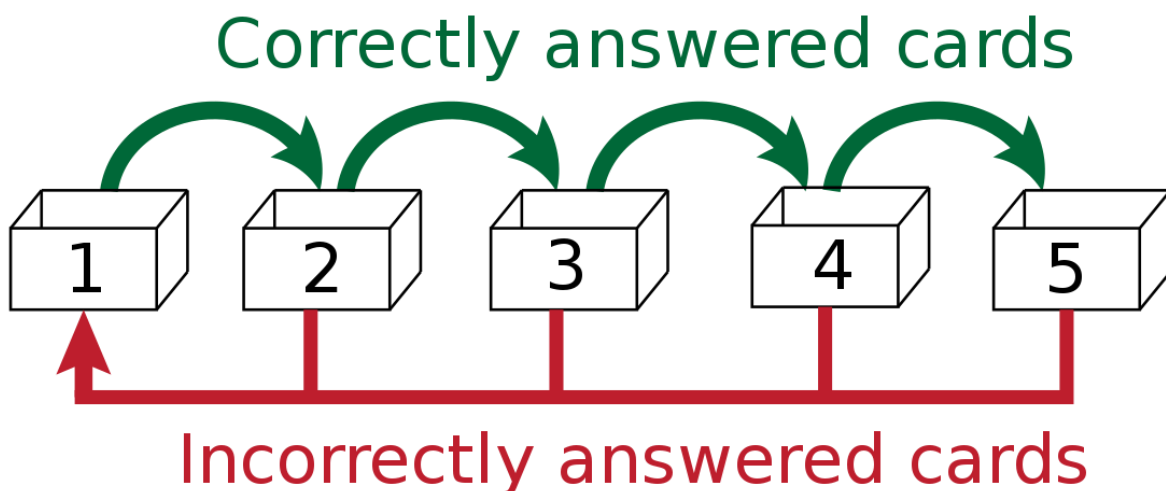
**Box 1:** Try and answer all these each day

**Box 2:** Review this box every 2 days, promote those correctly answered, and return those incorrectly answered to box 1

**Box 3:** Review this box every 3 days, promote those correctly answered, and return those incorrectly answered to box 1

**Box 4:** Review this box every 4 days, promote those correctly answered, and return those incorrectly answered to box 1

**Box 5:** Review this box every 5 days, complete those correctly answered, and return those incorrectly answered to box 1



## 2 Mind Maps

### 1. Create a Central Idea

The central idea is the starting point of your Mind Map and represents the topic you are going to explore. Your central idea should be in the centre of your page and should include an image that represents the Mind Map's topic. This draws attention and triggers associations, as our brains respond better to visual stimuli.

### 2. Add branches to your map

The next step to get your creative juices flowing is to add branches. The main branches which flow from the central image are the key themes. You can explore each theme or main branch in greater depth by adding child branches.

### 3. Add keywords

When you add a branch to your Mind Map, you will need to include a key idea. An important principle of Mind Mapping is using **one word per branch**. Keeping to one word sparks off a greater number of associations compared to using multiple words or phrases. One word per branch also works well for chunking information into core topics and themes. The use of keywords triggers connections in your brain and allows you to remember a larger quantity of information. This is supported by Farrand, Hussain and Hennessy (2002) who found that medical students who adopted Mind Mapping experienced a 10% increase in their long-term memory of factual information.

### 4. Colour code your branches

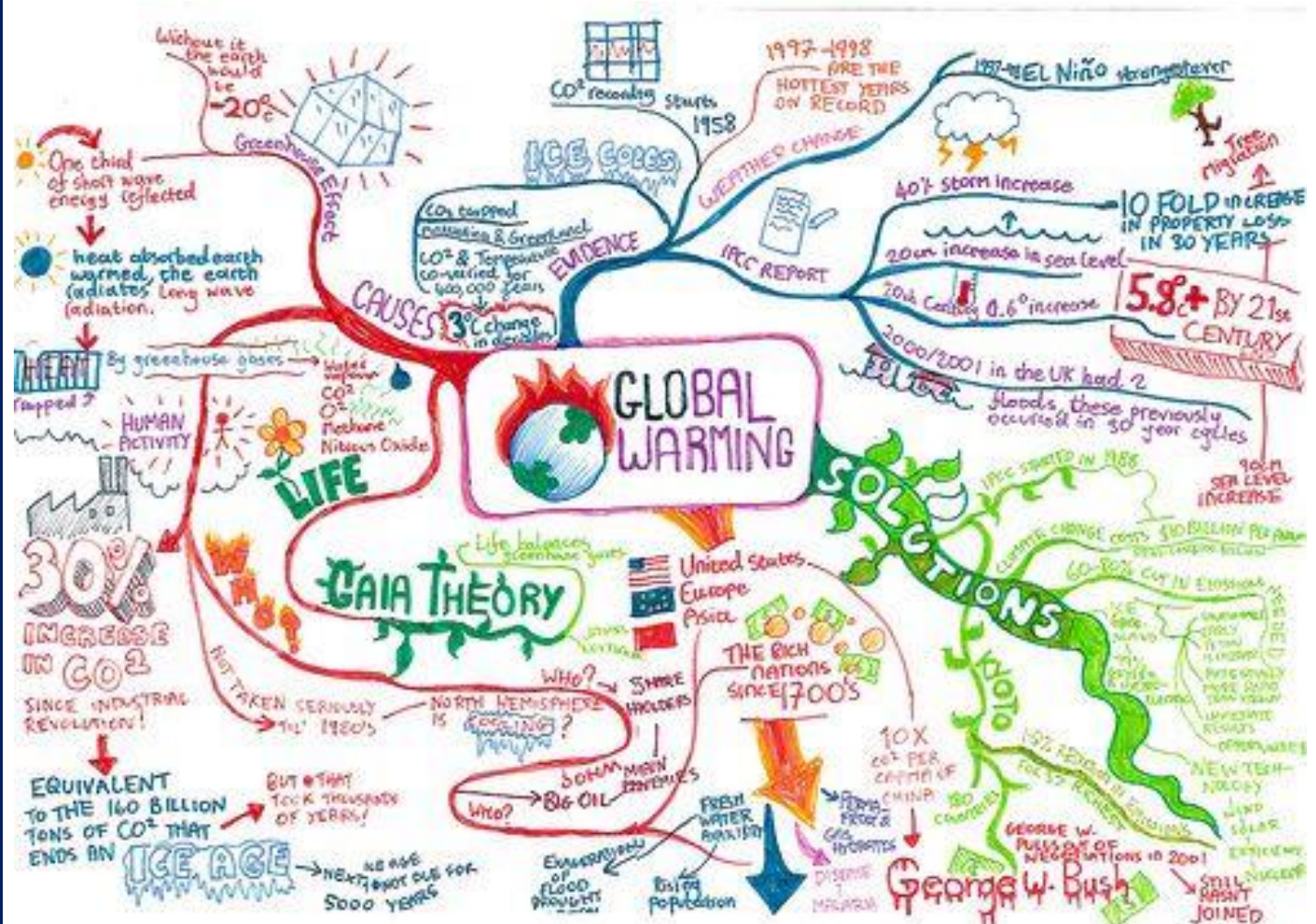
Mind Mapping encourages whole brain thinking as it brings together a wide range of cortical skills from logical and numerical to creative and special. The overlap of such skills makes your brain more synergetic and maintains your brain's optimal working level.

One example of whole brain thinking is colour coding your Mind Maps. Colour coding links the visual with the logical and helps your brain to create mental shortcuts. The code allows you to categorise, highlight, analyse information and identify more connections which would not have previously been discovered.

### 5. Include images

Images have the power to convey much more information than a word, sentence or even an essay. They are processed instantly by the brain and act as visual stimuli to recall information. We are intrinsically taught to process images from a young age. According to Margulies (1991), before children learn a language, they visualise pictures in their minds which are linked to concepts.

## Mind Map example:



## 3 Past Papers

Although knowing the required content for a test is important, a big part of preparing for an exam is getting used to the style of questions. For this, past papers and exam questions are the best resource. They allow you to both check your knowledge and familiarise yourself with the setup of the exam paper.

For example, some exams have separate question and answer sheets. Others have one booklet with both the questions and spaces to write answers underneath. Knowing how the paper will look will make you more confident in the final exam.



For most public exams, past papers are readily available, free of charge, on the exam board website. Different exam board, look at their website instead for a similar past papers page.

After completing a past paper, marking it and making corrections is just as important. Corrections allow you to identify what you already know and then the areas you still need to work on. Mark schemes are available alongside all past papers on exam board websites. They are a great resource to see the specific wording that examiners are looking for. Key phrases are often bolded or underlined on mark schemes.

You could attempt some past questions at the start of your revision to check which topics need the most work. Alternatively, you may want to learn everything first. You can then sit down in exam conditions, and time yourself as you complete a full exam paper.

#### **4 Teach someone else**

It can be hard to maintain focus when you're revising alone, particularly with distractions like phones nearby. One revision method that provides a different approach if you're tired of studying on your own is to try to explain a topic to someone else. This could be a parent, a sibling, or a friend who doesn't take that subject.

In an exam, most examiners are looking for you to explain your answers in lots of detail. Being able to teach someone else a topic means you'll definitely understand it well enough for the exam.

If you prefer to have resources to revise from, you can try recording yourself teaching someone the topic. You could listen back to the recording to see if you missed anything out. You can then play it back closer to the exam as a recap of the essential information. It can help consolidate what you already know.

5 Revision videos and online resources: remember the revision guide you have already been given has lots of links in too! It is also found on the school website:

<https://www.ridgewayschool.com/learning-education/exam-information>

There are a huge number of exam resources available on YouTube. You can find everything from short clips for a specific topic, to dedicated revision channels. They are a great option for students who prefer to learn by listening, rather than reading or writing. Watching videos is also one of the quicker revision techniques as it doesn't involve making your own resources.

However, if you do want to make written resources, it is very easy to combine these two revision methods. You could make a mind map whilst watching a video, which sometimes works better than writing notes from a textbook. This is because you can't copy word for word. You have to absorb the information as you hear it in order to write it down.

These mind maps can be a good resource to come back to later, instead of re-watching the video. Noting things down while watching is also a good way to make sure you don't get too distracted. It can be all too easy to tune out the sound of the video. You might be tempted to click on an unrelated video and interesting as it may look, it probably won't help you pass an exam!

#### Example revision videos:



Science lessons online



Maths revision online



History revision online



General revision support



English revision online



Geography support

## Revision ideas

Technique

Technique

Would suit which subjects?

Would suit which subjects?

Technique

Technique

Would suit which subjects?

Would suit which subjects?

Technique

Technique

Would suit which subjects?

Would suit which subjects?

### What sort of revision did you do?

If you didn't do any, how do you expect to reach your goals? Have you considered if your goals are realistic? Look back to your work on goals, are they dreams or plans?

Think about the spread of activities below, what can you adapt for your next set of assessments?

Revision activity	Always	Sometimes	Never
Reading through notes C			
Using online resources C			
Using text books and other resources provided in class C			
Making and developing class notes C			
Mind maps, flow diagrams, flash cards C			
Producing a practice answer or response in timed conditions S			
Researching model answers and responses S			
Using past exam questions to plan responses S			
Marking your own work using markschemes S			
Studying examiners reports and markschemes F			
Working with others to review your own work F			
Comparing your responses to example responses F			
Handing in extra or improved work for further feedback F			
Had a one to one discussion with your subject teacher or mentor F			

C = Content based revision

S = Skills based revision

F = Feedback based revision

To think about:

1. What was your balance of the three revision areas?
2. What can you do in Mocks 2 to practice and improve revision?
3. List any activities you do not listed here, are they C, S or F activities?

## Feeling stressed

Stress is a normal emotion, especially around times of change and pressure which you are all experiencing.

Accepting that can be the first step to feeling less stressed, then taking steps to decrease the daily feelings can help, or putting things in place so you aren't suddenly overcome with stress is a good move too.

### Tips that might help:

- ◆ Stop putting things off, write a checklist and work through it. Recognise what you have achieved.
- ◆ Vary our activities
- ◆ Set small, daily or weekly goals
- ◆ Ask for help
- ◆ Do things more slowly
- ◆ Identify your best time of day for getting things done
- ◆ Recognise your triggers
- ◆ Say no to events and plans, if you need to give yourself time and space to do nothing
- ◆ Say yes to events and plan, if you need to make yourself take a break
- ◆ Do something you enjoy
- ◆ Organise something to look forward to

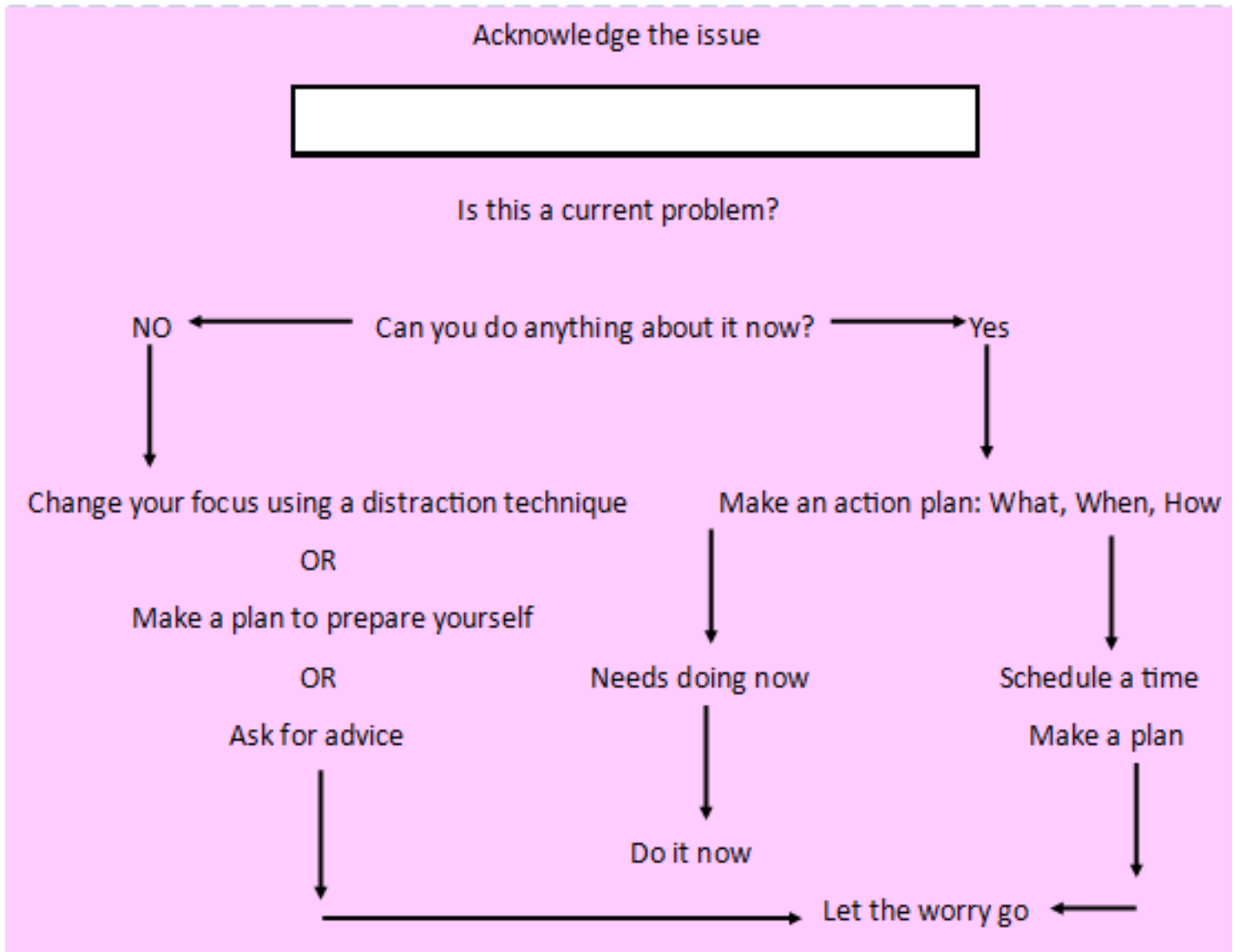
### Self-Help:

- ❖ [www.nopainc.org.uk](http://www.nopainc.org.uk)
- ❖ [www.youngminds.org.uk](http://www.youngminds.org.uk)
- ❖ [www.childline.org.uk](http://www.childline.org.uk)
- ❖ [www.giveusashout.org](http://www.giveusashout.org)

### Top six tips from current Year 12: last year's Year 11 students:

1. Make a realistic revision timetable, and stick to it. You will feel like you are achieving something as well as actually doing so.
2. Do practice papers, in timed conditions.
3. Collaborate over revision ideas, share papers and answers. Work together. The people in your class and your teacher are experts in the content.
4. Effective mind maps make connections between ideas or content. Use them properly, not to just look good. Ask for advice on this if you need to.
5. Test your knowledge, recognise the improvements you are making
6. Work out what works best for you, but don't ignore advice from teachers about what works best for revising different subjects. Think about different ways to revise each subject.

## Addressing a worry: The Tree:



## 2. Plan to worry then plan to move on

1. If you feel worried, then **set a time** each day to allow yourself to do this. This should be in the morning if possible, so your thoughts don't escalate before you go to sleep. Try to use the same time and place each day. Then tell yourself the rest of the day can be worry free until the next day
2. If worries come in to your head during the day **write them down**. Then keep them until the next time slot and get on with your day. You will have time to think about it, just not now, tell yourself this. Also worries can lose some of their power when written down as they escalate less easily.
3. **Review** your list of worries in your worry time, if they are still bothering you see if you can plan to do something about them.

### 3. Interrupt the cycle

If there is nothing you can currently do about your worry, or if it is hypothetical you may need to try and distract yourself

1. Get up and do something: exercise, achieve something small such as tidying up, walk over to someone and have a conversation
2. Talk to other people, either about your worry or just have a conversation, ask about them, talk about something you have in common
3. If you are worried try to take time to breathe deeply and slowly and manage your thoughts. Make sure you are breathing out of your mouth and fully expanding your abdomen.

If your worries are at times not easy to control, they can become anxieties. You may develop anxious thoughts in which you over-estimate possibilities, jump straight to worse case scenarios or treat every anxious thought as if it were a fact. These thoughts are called cognitive distortions and may include:

- \* All or nothing thinking, either you will achieve your goal or you are a total failure
- \* Overgeneralising a single experience "I failed that one assessment, I need to drop the subject"
- \* Focusing on the negatives "My grade was ok but I messed up the last question"
- \* Making negative interpretations without any evidence "I can just tell she hates me"
- \* Expecting the worst case scenario
- \* Believing the way you feel reflects everyone else's reality, often if you feel embarrassed you may be convinced everyone is laughing at you
- \* Labelling yourself based on mistakes
- \* Assuming responsibility for things outside of your control

#### Challenge these thoughts:

- \* **What evidence do you have that the thought is true? What evidence do you have that it is not true?**
- \* **Can you think of a more positive or realistic view point that a friend might have?**
- \* **What is the actual probability that your fear will come true? If the probability is low, what are some more likely outcomes?**
- \* **Is the thought helpful, how will this worry help me?**
- \* **How would I advise a friend who had this worry?**

## Attendance

Attendance below 95% during Year 11 has been shown in national studies to cost an average of one grade per subject. Attendance below 90% has been shown to cost an average off 1.5-2 grades per subject.

**95%** - missed 10 school days and approximately 60 lessons

**90%** - missed 20 school days and approximately 120 lessons

**80%** - missed 40 school days and approximately 240 lessons

**70%** - missed 60 school days and approximately 360 lessons

Your current attendance:

Attendance habits: What to change or maintain?



## Goal setting

### Where are you now?

Rate each statement in line with your own attitude/beliefs:

1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree

\*Question 9 only: 1 = Never, 2 = Rarely, 3 = Occasionally, 4 = Frequently, 5 = Very Frequently

1. My ability is something I can change easily	1	2	3	4	5
2. I'm committed to doing well regardless of obstacles	1	2	3	4	5
3. I try my best in class	1	2	3	4	5
4. I know aiming for Sixth Form/College is the best option for me	1	2	3	4	5
5. I try to do my best at any task	1	2	3	4	5
6. If a challenge is hard, I break it down into smaller parts	1	2	3	4	5
7. I bounce back easily after disappointment or failure	1	2	3	4	5
8. I make good notes during class	1	2	3	4	5
9. I can write exam answers in timed conditions	1	2	3	4	5
10. I have a clear idea about the career I want to pursue	1	2	3	4	5
11. My books, notes and homework are well organised	1	2	3	4	5
12. I compare example answers to my own work	1	2	3	4	5
13. Others consider me a hard-working student	1	2	3	4	5
14. If I don't understand class work, I seek support from my teacher	1	2	3	4	5
15. I have a positive view of myself	1	2	3	4	5

Total:

A total below 45 suggests your goals are not yet clear for you

## **Developing your Goals:** answer the questions below

- 1) If you could only take one subject – what would it be and why?
  
- 2) What lessons or parts of lessons do you find easier?
  
- 3) What do you do with your spare time?
  
- 4) Describe an interesting lesson you had recently. Why was it interesting?
  
- 5) What tasks do you avoid doing – and why?
  
- 6) When do you feel that time goes quickly? What are you doing?
  
- 7) When does time seem to drag or go slowly? What are you doing?

8) What job would you do for free?

9) What would you try if you knew you couldn't fail?

10) When you have a lot of homework, which subject do you do first?

11) Describe a task you have recently left until the last minute, or not done at all. Why?

12) What stresses you out?

13) If you were given a small amount of money to start a business, what would it be?

## Interests and enjoyment

Record here your positive responses, things you enjoy  
or look forward to

## Dislikes and frustrations

Record here your negative ideas, thing you avoid, or  
find uninteresting

# Your Goals :What is possible?

A dream is something you imagine happening, a goal is something you take actions towards.

Often when asked, people can talk about dreams but not goals as easily

Pick three goals related to your education. Try and identify how you can make it SMART.

**Specific:** Be as precise as you can rather than general.

**Measurable:** How will you know when you have reached your goal? Write 'I will know I have achieved my goal because...'

**Action-based:** What can you do to get the goal started? How? What's step 1, step 2 step 3? And so on.

**Realistic:** Is there evidence to suggest that you can do it? Don't be too complicated, small changes will make a big difference.

**Time-bound:** When do you want to do this by? Avoid 'one day I'm going to...'. Be precise.



Target 1

S	
M	
A	
R	
T	

## Target 2

S	
M	
A	
R	
T	

## Target 3

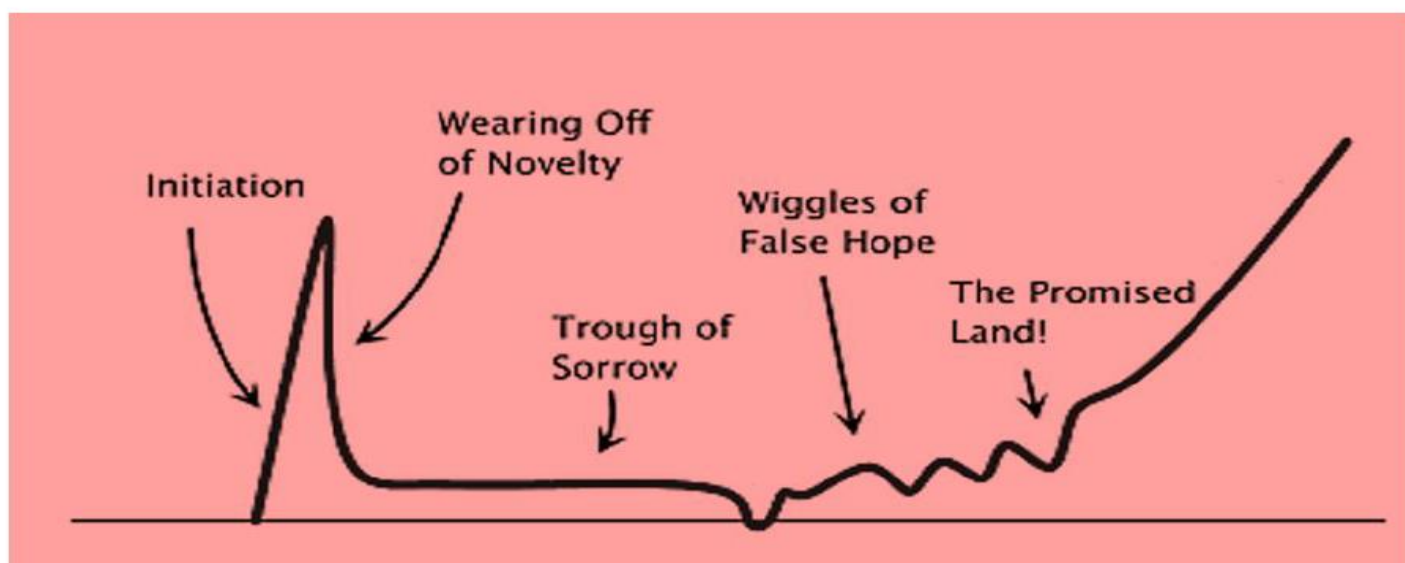
S	
M	
A	
R	
T	

***My goals to prepare for Mocks 2....***

Preparing for Year 11

To do	When, Where, How, Review?

## The KS4 journey



The journey through KS4 can feel like a rollercoaster. How can you become more consistent?

On a scale of 1 to 10, think back to the work you've done so far this year and think about the levels of effort that you have put in to each of your subjects

Subject: English Language

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Little or  
no effort

Some effort – you're  
working 'quite hard'

The hardest you could  
possibly work

On a scale of 1 to 10, think back to the work you've done so far this year and think about the levels of effort that you have put in to each of your subjects

Subject: English Literature

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Little or  
no effort

Some effort – you're  
working 'quite hard'

The hardest you could  
possibly work

**On a scale of 1 to 10, think back to the work you've done so far this year and think about the levels of effort that you have put in to each of your subjects**

Subject: English Maths

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**Little or  
no effort**

**Some effort – you're  
working 'quite hard'**

**The hardest you could  
possibly work**

**On a scale of 1 to 10, think back to the work you've done so far this year and think about the levels of effort that you have put in to each of your subjects**

Subject: Science

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**Little or  
no effort**

**Some effort – you're  
working 'quite hard'**

**The hardest you could  
possibly work**

**On a scale of 1 to 10, think back to the work you've done so far this year and think about the levels of effort that you have put in to each of your subjects**

Subject: Option 1:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**Little or  
no effort**

**Some effort – you're  
working 'quite hard'**

**The hardest you could  
possibly work**

**On a scale of 1 to 10, think back to the work you've done so far this year and think about the levels of effort that you have put in to each of your subjects**

Subject: Option 2:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**Little or  
no effort**

**Some effort – you're  
working 'quite hard'**

**The hardest you could  
possibly work**



On a scale of 1 to 10, think back to the work you've done so far this year and think about the levels of effort that you have put in to each of your subjects

Subject: Option 3:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Little or  
no effort

Some effort – you're  
working 'quite hard'

The hardest you could  
possibly work

Aim for at least the middle of the scale if you are not already there.

Aim for around 10 UNDISTURBED hours of study at home a week, and make this your habit for a month.

**REMEMBER:** You should still have time for socialising and hobbies.

Our perception of our effort is not always accurate. Often, we feel that we are making more effort if the task is not our favourite.

## How to prioritise

Firstly, make a list of 10 things you need to do

1

2

3

4

5

6

7

8

9

10

Secondly, work out where they fit on the matrix

<b>1. Important &amp; urgent</b>	<b>2. Important but not urgent</b>
<b>3. Not important but needs doing</b>	<b>4. Not important &amp; not urgent</b>

## Results reflection

Grade	I am pleased because..... And/or I will improve by.....
1 English Language	
2 English Literature	
3 Maths	
4 Science	
5 Option 1	
6 Option 2	
7 Option 3	
8 Option 4	

## Results Reflection

**Topic reflection:**

**Which topics, units, skills or papers do you need to revisits and review?**

Subject	Topics/Units/Skills/Papers

	4-5	5-6	6-7	7-8	8-9	9-10
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Hours						
Saturday						
Sunday						

	4-5	5-6	6-7	7-8	8-9	9-10
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Hours						
Saturday						
Sunday						

	4-5	5-6	6-7	7-8	8-9	9-10
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Hours						
Saturday						
Sunday						



	4-5	5-6	6-7	7-8	8-9	9-10
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Hours						
Saturday						
Sunday						

	4-5	5-6	6-7	7-8	8-9	9-10
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Hours						
Saturday						
Sunday						

	4-5	5-6	6-7	7-8	8-9	9-10
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Hours						
Saturday						
Sunday						

	4-5	5-6	6-7	7-8	8-9	9-10
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Hours						
Saturday						
Sunday						

	4-5	5-6	6-7	7-8	8-9	9-10
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Hours						
Saturday						
Sunday						



