

HOW TO BOOST YOUR GCSE SCIENCE GRADE QUICKLY



BOOST YOUR GRADES

GCSE Science can feel overwhelming—but with the right approach, achieving a top grade is absolutely possible.

This guide breaks down the key strategies high-performing students use to succeed, helping you focus on what actually makes a difference in exams.

The first thing is to consider your revision timetable. What might that look like for you?

Below is one you could use for all your subjects. Science has been added with a section for reviewing and revising the practicals. Just add in your other subjects to complete the timetable.

How to Use This

- Focus on 2-3 subjects per day max
- Always include exam questions, not just reading notes
- Keep sessions to 45-60 minutes
- Take breaks to avoid burnout
- Adjust based on strengths and weaknesses
- Use this as a guide—adapt it to fit all your subjects

The goal is consistency, not perfection

TIME	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
4.15-5.15							
5.30-6.30							
7.00-8.00							



THE NO. 1 MISTAKE STUDENTS MAKE

Most students spend too much time reading notes and not enough time applying knowledge.

- Exams don't test what you recognise
- They test what you can recall and apply

What to do instead:

- Focus on past exam questions
- Practice explaining answers clearly
- Use mark schemes to understand how marks are awarded

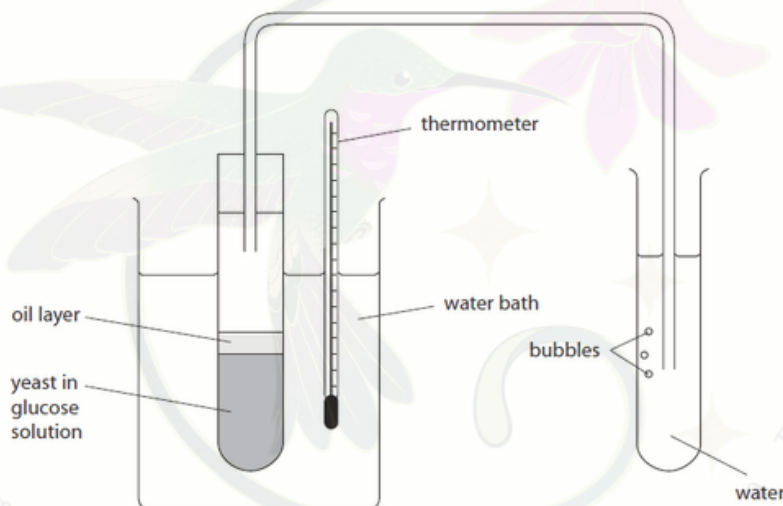
Here is a past exam question:

A student wants to investigate the effect of temperature on the rate of anaerobic respiration by yeast. She set up this apparatus.

Practical questions come up in every GCSE Science exam and are a great way to gain marks if you answer them correctly.

How to approach this question:

1. Start by **identifying what the experiment is testing** and what is being changed and measured.
2. Think about why each piece of equipment is used, especially how it helps control variables or measure results.
3. Always use **clear scientific language** and avoid vague answers.
4. Make sure to include details like **"per minute"** when describing rates.
5. Most importantly, **explain what is happening** rather than just describing what you see.



(a) The oil layer prevents the entry of air into the glucose solution.

Explain why this is necessary.(2)

(b) The student varies the temperature of the water bath between 15 °C and 60 °C.

She measures the rate of respiration by counting the number of carbon dioxide bubbles produced per minute.

These are her results.

Temperature / °C	Number of bubbles produced in one minute				
	trial 1	trial 2	trial 3	trial 4	trial mean
15	6	7	5	5	6
20	7	8	7	9	8
35	10	12	11	14	
45	12	15	14	16	14
60	3	2	1	2	2



(i) Calculate the mean number of bubbles produced in one minute at 35 °C.(2)

mean number of bubbles in one minute =

(ii) Calculate the percentage change in the mean number of bubbles produced in one minute as the temperature increases from 15 °C to 45 °C. (2)

percentage change = %

(iii) Explain the change in the rate of respiration by yeast as the temperature increases from 45 °C to 60 °C. (3)

The answers are below. Would you have got top Marks?

Question number	Answer	Additional guidance	Mark
(a)(i)	An explanation that makes reference to the following: <ul style="list-style-type: none"> to exclude oxygen (1) ensure respiration is anaerobic (1) 	ignore reference to air	2

Question number	Answer	Additional guidance	Mark
(b)(i)	<ul style="list-style-type: none"> Addition of readings $10 + 12 + 11 + 14 = 47$ (1) Division by 4 $47 \div 4 = 12$ (11.75) (1) round to 12 for correct sig figs	award full marks for correct numerical answer without working	2

Question number	Answer	Additional guidance	Mark
(b)(ii)	<ul style="list-style-type: none"> Subtraction of means $14 - 6 = 8$ (1) Division by original rate x 100 $8 \div 6 = 1.33 \times 100 = 133\%$ (1) 	award full marks for correct numerical answer without working	2

Question number	Answer	Additional guidance	Mark
(b)(iii)	An explanation that makes reference to three of the following points: <ul style="list-style-type: none"> increased temperature causes vibrations/ breaks bonds (1) causes change in shape of active site (1) enzyme denatures (1) substrate can no longer fit in/bind with enzyme (1) 	reject reference to enzyme being killed	3



HOW TO REVISE EFFECTIVELY

TOP STUDENTS REVISE SMARTER, NOT LONGER.

Use active recall (test yourself, don't just read)

Instead of rereading notes, close your book and try to write out or say everything you remember about a topic. You can use flashcards, practice questions, or blurring (writing everything you know from memory). Then check your answers and fill in any gaps.

Use spaced repetition (review topics regularly)

Don't revise a topic just once, come back to it over time. For example, review it the next day, a few days later, and then the following week. This helps move information into long-term memory.

Focus on weak areas first

After doing practice questions, identify the topics you struggled with or got wrong. Spend more time revising these areas rather than the ones you already feel confident in. This is the fastest way to improve your overall grade.



COMMAND WORDS

What Are Command Words?

Command words are the words in a question that tell you what you need to do.

They are very important because they show you how to answer, not just what the topic is about. For example, "describe" means say **what** happens, while "explain" means say **why** it happens.

- If you misunderstand the command word, you can lose marks, even if you know the content.

That's why it's important to always read the question carefully and identify the command word before you start writing your answer.

Here is an example of the most common command words used in exams.

Command Word	What It Means
State / Give	Write a short answer (fact or term)
Describe	Say what happens
Explain	Say why it happens (use "because")
Calculate	Use a formula and show your working
Compare	Give similarities and differences
Evaluate	Give pros, cons, and a conclusion
Suggest	Use your knowledge to give a possible answer
Predict	Say what will happen



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I provide personalised online GCSE Science tutoring, helping students improve their grades, build confidence, and develop strong exam technique.

Many students see clear improvements in their understanding and performance, often moving up by 1-2 grades with the right support and structured approach.

Each session is tailored to the individual student, focusing on both subject knowledge and the skills needed to succeed in exams.

I Offer

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 - Key areas for improvement
 - A clear plan to boost results

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