

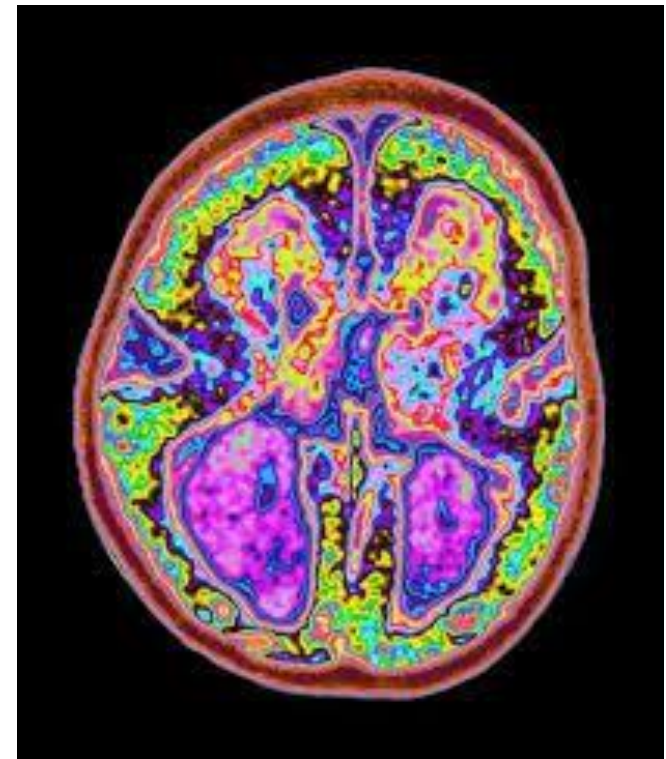
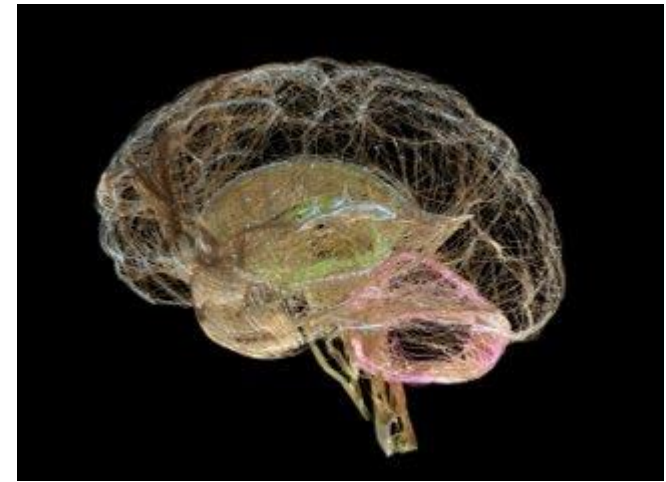


# Effective Revision for Year 11 – how can parents help?

Frankie Rose and Athy Bell, Head and  
Acting Head of Sixth Form

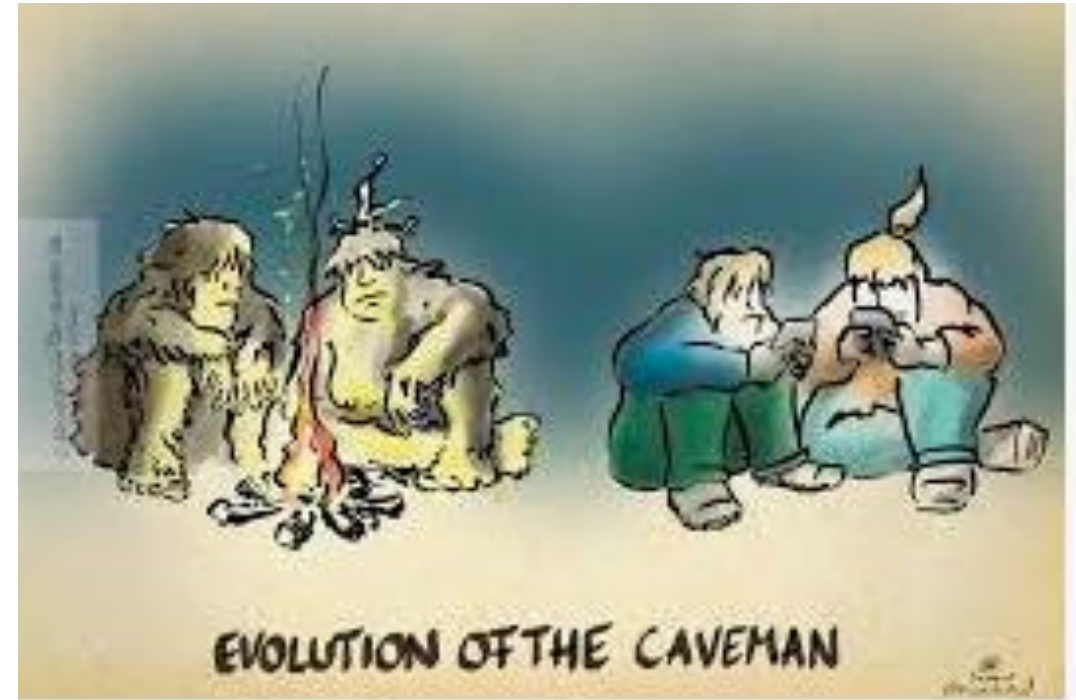
# Key message for parents:

- Little and often
- Active revision strategies
- Don't delay – but don't panic!
- Subject-specific advice: please refer to this!



# Evolutionary biology: why is the 'teenage' brain stage important?

- During puberty, the brain undergoes some important changes:
  - *Prefrontal cortex develops slowly:* this controls decision making, planning and goal-setting.
  - *Neural connections are being made all around the brain, so teens are attracted to new experiences.*
  - *How they regulate emotions changes a lot.* This can lead to rapid changes in emotional state: 'mood swings'.



# Teenagers and self-esteem

- Self-esteem declines in adolescence.
- It is more structured by friends than adults during this time.
- Positive self-esteem is seen as a protective factor: mental health, life success, satisfaction and coping.
- Negative self-esteem can be an explanation for mental health challenges, behaviour difficulties and high-risk behaviours.



## WHY IS THIS IMPORTANT?

- To be able to identify when low self-esteem is having an impact.
- To help you support your teen in engaging with things that will improve their self esteem.

# Revision: Where are we now?

- Mock exams are coming up after half term – what are these for?
- Projected grades – what do these mean?
- Revision sessions and targeted intervention – and individual revision

# What can parents do to help?

- Where they work
- What they do: what should you be looking for?
- Plan together
- What you negotiate on – device, breaks, rewards
- What are their weaknesses?
- Encourage attendance at revision sessions

# Getting started with your revision- equipment you will need

- An up-to-date set of class notes.
- Any revision materials given out by departments.
- Any study guides which have been bought.

## **EQUIPMENT :**

- Highlighters
- Coloured pens
- Post-It notes for formulas / key words
- Index cards for flash cards
- Phone / MP3 player for recording

# How to revise

**Effective** revision needs:

- Lots of breaks
- Time to review

Most of us can only concentrate, understand and **remember for between 20 and 45 minutes at a time.**

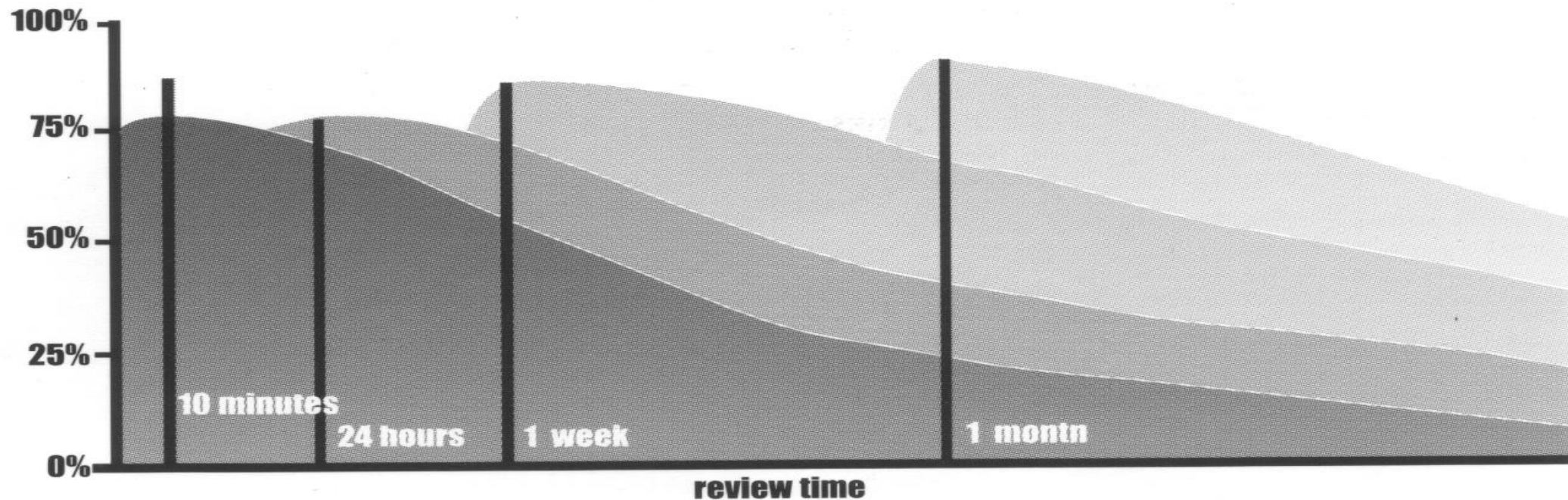
Neural pathways are created using working memory.

This means repeatedly accessing and actively using the same information, which reinforces the neural pathway and strengthens the recall.

We call this 'the wheatfield', because it is like treading a path repeatedly across a field – the more you revisit one neural pathway, the stronger it becomes and the more likely you are to remember.



# To maximise your learning, you need to repeat and review information



# Review time

Opportunities to retrieve information and review what you have learnt should be spaced apart:

- After 10 minutes
- At the end of a day
- At the end of a week
- At the end of a month
- The week before the exams

## **How to review:**

- Take a test
- Answer it on a separate piece of paper
- Make corrections in another colour
- Date it
- Use the test again
- See where you have improved/ made the same mistakes

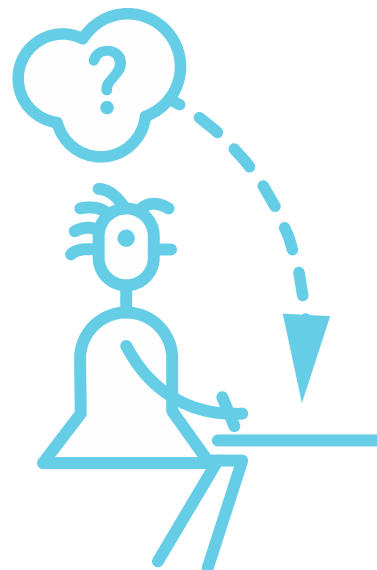
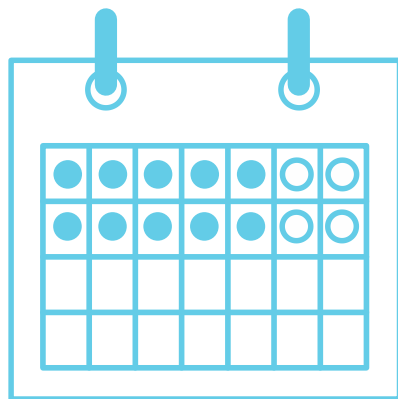


# Spaced Practice

## HOW TO DO IT

Start planning early for exams, and set aside a little bit of time every day. Five hours spread out over two weeks is better than the same five hours all at once.

M T W Th F Sa Su M T W Th F Sa Su





# Interleaving

## HOW TO DO IT

Go back over the ideas again in different orders to strengthen your understanding.

TOPICS  
A B C



STUDY  
SESSION  
1

TOPICS  
C B A



STUDY  
SESSION  
2

TOPICS  
A C B



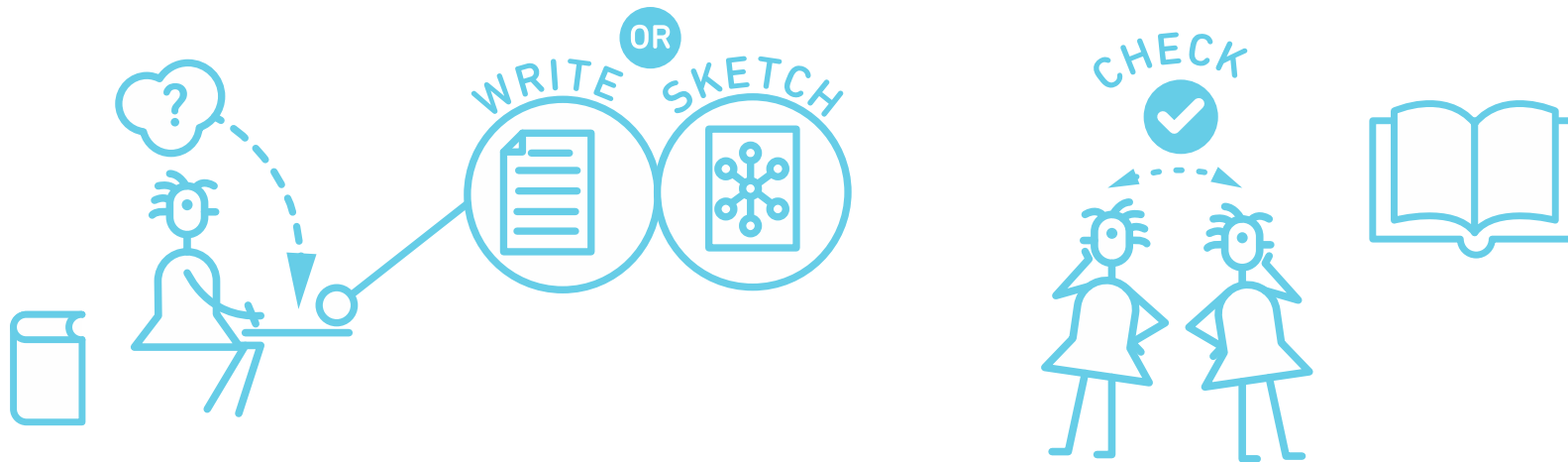
STUDY  
SESSION  
3



# Retrieval Practice

## HOW TO DO IT

Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.

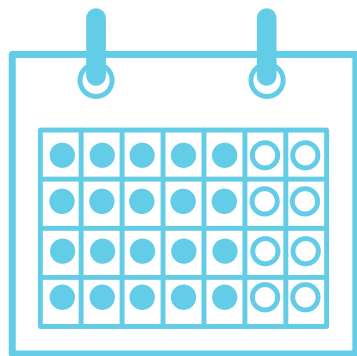




# Retrieval Practice

## HOW TO DO IT

Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.

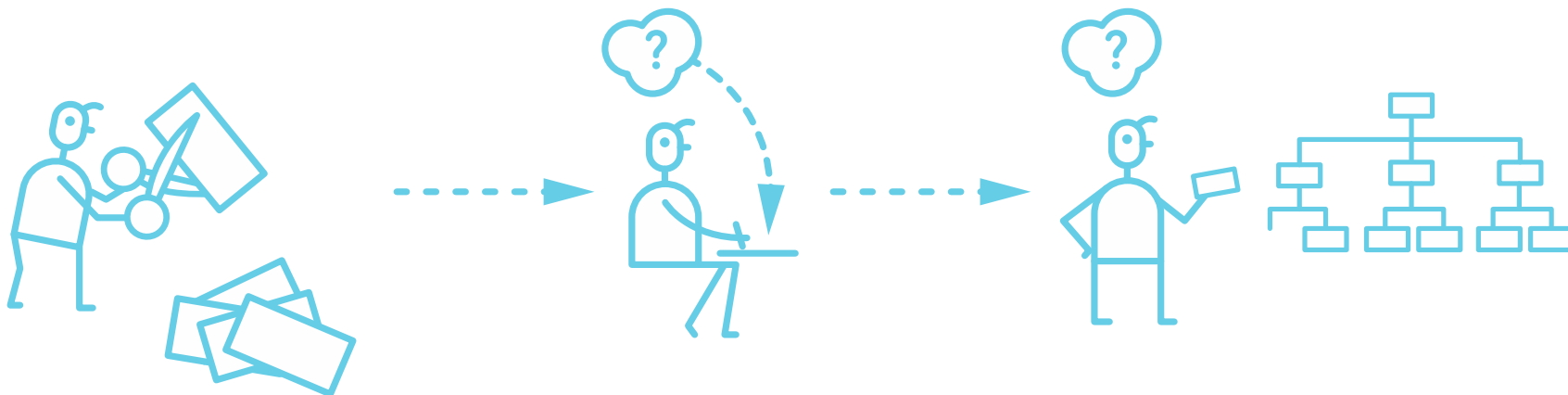




# Retrieval Practice

## HOW TO DO IT

You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.

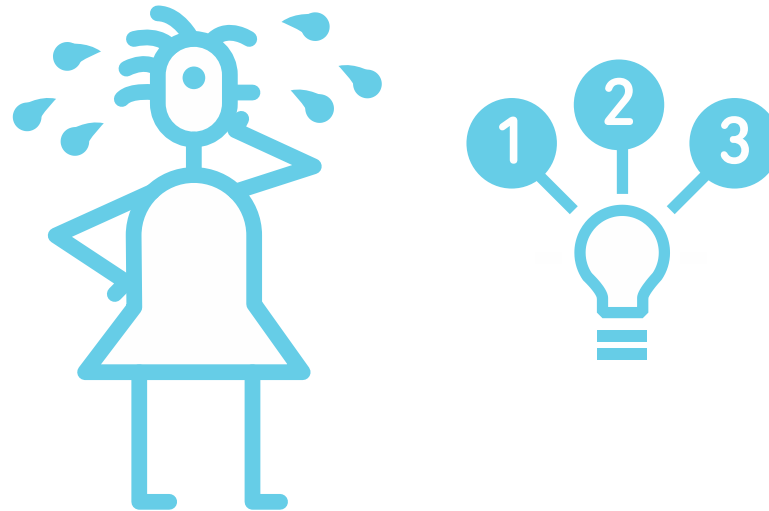




# Retrieval Practice

HOLD ON!

Retrieval is hard! If you're struggling, identify the things you've missed from your class materials, and work your way up to recalling it on your own with the class materials closed.





## English

Level	Board	Subject	Assessment type	Length	% of course
GCSE	AQA	English Language	Non-exam assessment: Spoken Language	Spoken Presentation	N/A
			Paper 1: Explorations in creative reading and writing	Written Exam	1h 45m
			Paper 2: Writers' viewpoints and perspectives	Written Exam	1h 45m
GCSE	AQA	English Literature	Paper 1: Shakespeare and the 19th century novel	Written Exam	1h 45m
			Paper 2: Modern texts and poetry	Written Exam	2hrs 15m

### Study guides/ websites

- GCSE Pod – your child has a login paid for by the school – this should be their first port of call
- BBC Bitesize (<http://www.bbc.co.uk/education/subjects/zckw2hv>)
- Schmoop (<http://www.shmoop.com/learning-guides/#English&Literature>)
- Spark Notes (<http://www.sparknotes.com/>) – also has links to NoFearShakespeare.com
- Youtube – Mr Bruff (<https://www.youtube.com/user/mrbruff>)
- The exam board website also contains some examples of specimen exam papers that individuals can familiarise themselves with. (<http://www.aqa.org.uk/subjects/english/gcse/english-language-8700/assessment-resources>)

### Guides:

CGP Revision Guides.  
Collins Snap Revision Guides  
York Notes

### Specific strategies:

- Revision of set texts – Shakespeare, 19<sup>th</sup> century, modern novel, poetry selection.
- Flash cards to assist with key quotations.
- Flash cards to develop understanding of subject terms/ literary devices.
- Exam questions – Annotating exam questions, timed planning in response to questions.
- Open book essay practice.
- Closed book essay practice.
- Timed writing activities.
- Mind maps to explore theme, character and plot.

### Revision areas

- All set texts – Shakespeare/19<sup>th</sup> century novel/ modern novel/ poetry selection.
- Understanding writers' methods and intentions.
- Reading non-fiction material such as broadsheet newspaper articles/ travel diaries/blogs.
- Revision of *a range* of stylistic devices used in narrative and descriptive writing.
- Revision of *a range* of stylistic devices used in literary non-fiction/ non-fiction writing e.g. travel writing/ Argumentative and persuasive writing.

What information are teachers sharing with us?

# Using the internet

- **A brilliant resource – use recommended sites**
- **Be active in engaging with material**
- **Get familiar with exam board websites**
- **ADAPT app -£1.50/ month: automatic revision timetable, created direct from exam boards, progress tracker, shares with parents.**

Advice to support them:

- Don't just scroll
- Don't access social media at the same time!
- Music with lyrics does not help – what could you explore together that might?
- Beware poor content and misleading tips

# Revision

- Be realistic: use a timetable that breaks subjects into specifics, e.g. 'French' into 'irregular verbs in the past tense'.
- Remember sessions should only be for 30-40 minutes, with 10 minute breaks.
- Build in review slots.
- Hit a variety of subjects across a day – plan to cover everything evenly over bigger chunks of time. (Tally charts.)
- Use the subject-specific advice provided.



Reminder: CAP  
Evening,  
Tuesday 23<sup>rd</sup>  
September,  
6 – 7:30pm

Local Colleges, Sixth Forms  
and Apprenticeship  
providers – all in one place