



Supporting your child
in their revision.

Loving God, be with our students as they prepare for their examinations.

Thank you for their many gifts and talents.

Calm their nerves and anxieties.

Support them in their revision to remember all they have studied, and help them to express it clearly to the best of their ability in their answers.

Holy Spirit, sit with our students in their revision, their examinations and always.

Amen.

Bishop Ullathorne – Pray for Us.



“Hard work beats talent when talent doesn't work hard.”

Tim Notke

Supporting your child in their revision.

Revision – supporting your child at home

The following slides cover:

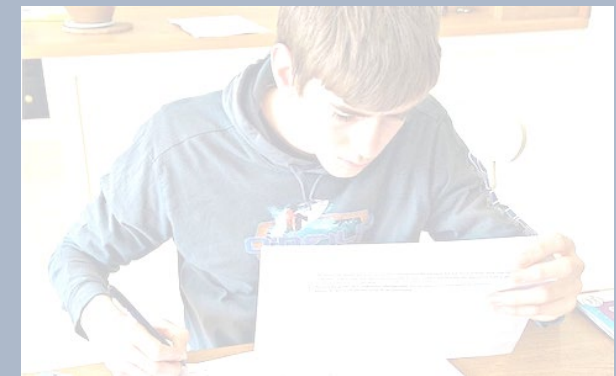
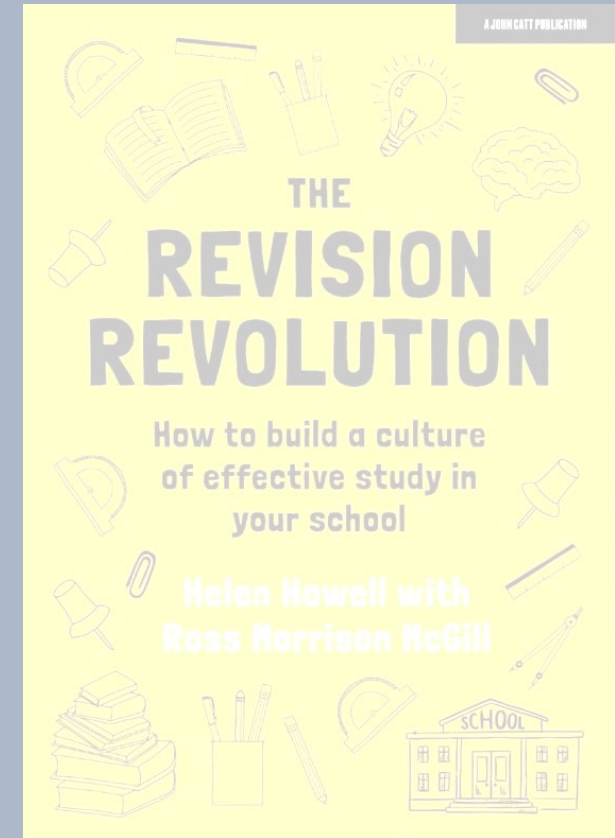
- Research
- Time
- Routine
- Examples of techniques
- Where to find support

Research

A lot of research has been done recently on the most effective study strategies. Helen Howell, an English teacher in the North of England has written about the importance of revision and suggests that these are the main strategies for success:

1. **Retrieval Practice:** this is retrieving knowledge from memory, without any cues.
2. **Spacing:** this is leaving a gap between learning information and revisiting it.
3. **Elaboration:** this is using 'how' and 'why' questions to explain our learning.
4. **Dual-coding:** this is using images to help remember our learning.

There is also research showing that **teaching** and **self-explaining** are very effective study strategies. Therefore, you can support your child by allowing them to 'teach' you key content!



Time

“I’ve revised in the afterschool session – I don’t need to do anymore.”

Yes they do!

We advise that students should aim to complete **2 hours** every day in addition to their school day. This should be split into half an hour sessions.

If your child has not started meaningful revision, it is important that they start now. They will not thank you for forcing them to complete two solid hours, so build it up over two weeks starting with 30 minutes.

Please do not think that they can do this on their own – they need encouragement and support.



Routine

	MON	TUE	WED	THU	FRI	SAT	SUN
8:00AM - 9:00AM	REVISION	REVISION	REVISION	REVISION	REVISION	REVISION	REST
9:00AM - 10:00AM	REVISION	REVISION	REVISION	REVISION	REVISION	REVISION	REST
10:00AM - 11:00AM	REVISION	REVISION	REVISION	REVISION	REVISION	REVISION	REST
11:00AM - 12:00PM	REVISION	REVISION	REVISION	REVISION	REVISION	REVISION	REST
12:00PM - 1:00PM	REVISION	REVISION	REVISION	REVISION	REVISION	REVISION	REST
1:00PM - 2:00PM	REVISION	REVISION	REVISION	REVISION	REVISION	REVISION	REST
2:00PM - 3:00PM	REVISION	REVISION	REVISION	REVISION	REVISION	REVISION	REST
3:00PM - 4:00PM	REVISION	REVISION	REVISION	REVISION	REVISION	REVISION	REST
4:00PM - 5:00PM	REVISION	REVISION	REVISION	REVISION	REVISION	REVISION	REST
5:00PM - 6:00PM	REVISION	REVISION	REVISION	REVISION	REVISION	REVISION	REST
6:00PM - 7:00PM	REVISION	REVISION	REVISION	REVISION	REVISION	REVISION	REST
7:00PM - 8:00PM	REVISION	REVISION	REVISION	REVISION	REVISION	REVISION	REST
8:00PM - 9:00PM	REVISION	REVISION	REVISION	REVISION	REVISION	REVISION	REST
9:00PM - 10:00PM	REVISION	REVISION	REVISION	REVISION	REVISION	REVISION	REST
10:00PM - 11:00PM	REVISION	REVISION	REVISION	REVISION	REVISION	REVISION	REST
11:00PM - 12:00AM	REVISION	REVISION	REVISION	REVISION	REVISION	REVISION	REST

- Having a routine is crucial – a proper routine turns revision into...
- a **habit** – this means they are used to completing revision regularly
- Tell them to put phones/ distractions out of reach for the duration of their revision. (You might need to take them.)
- Make sure they have a timetable (students have access to blank timetables from school). It is important that they are revising subjects/ topics that they find difficult more frequently.
- Ensure that other activities (football/ dance/ cadets) are factored into your routine – this is important for their well being.
- Stop your child from revising late into the night. They need their sleep to ensure a positive mind-set, and good focus and attention the next day.

“But I don’t know how to revise”

This is not true.

Since Year 7 your child has been taught various revision strategies in their lessons. They should use a combination of strategies to ensure full success. Some are outlined in the following slide.

Revision strategies

- Self-quizzing
- The Leitner Method
- Brian Dump/ Knowledge Splat
- Elaboration
- Metacognition
- Putting everything into practice – answering examination questions

Revision strategies

Self-quizzing/ flash cards

Students can use their notes and key materials from lessons to self-quiz or they may use flash cards they have made with key information. This strategy makes use of **retrieval**. The process works in four steps:

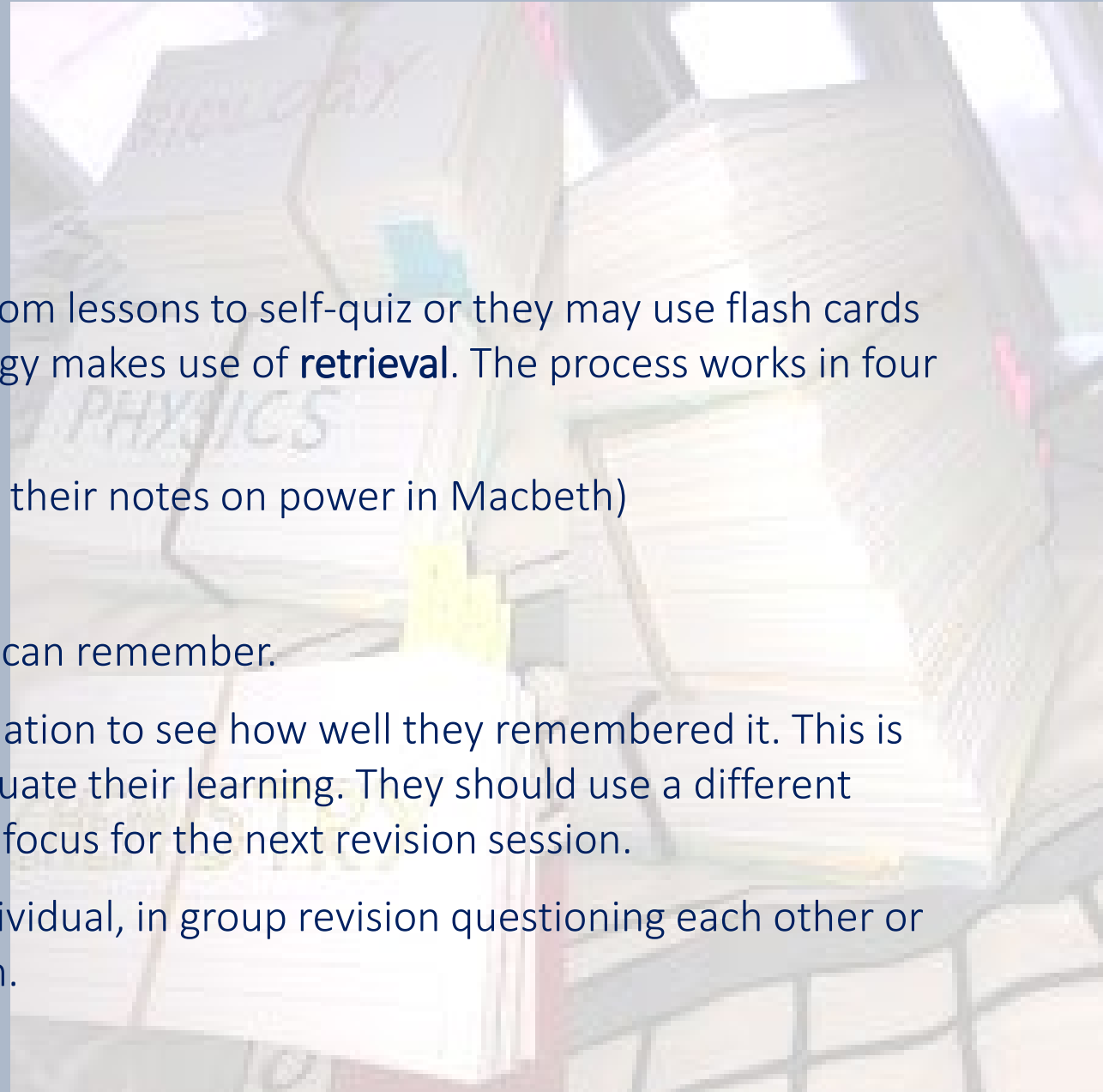
Step one: students read the key information (e.g. their notes on power in Macbeth)

Step two: students conceal the information.

Step three: students write down everything they can remember.

Step four: students look back over the key information to see how well they remembered it. This is the most important stage as it is where they evaluate their learning. They should use a different colour pen to fill in any gaps which become their focus for the next revision session.

This self-quizzing process can be done by the individual, in group revision questioning each other or with you, as their parent/ carer questioning them.

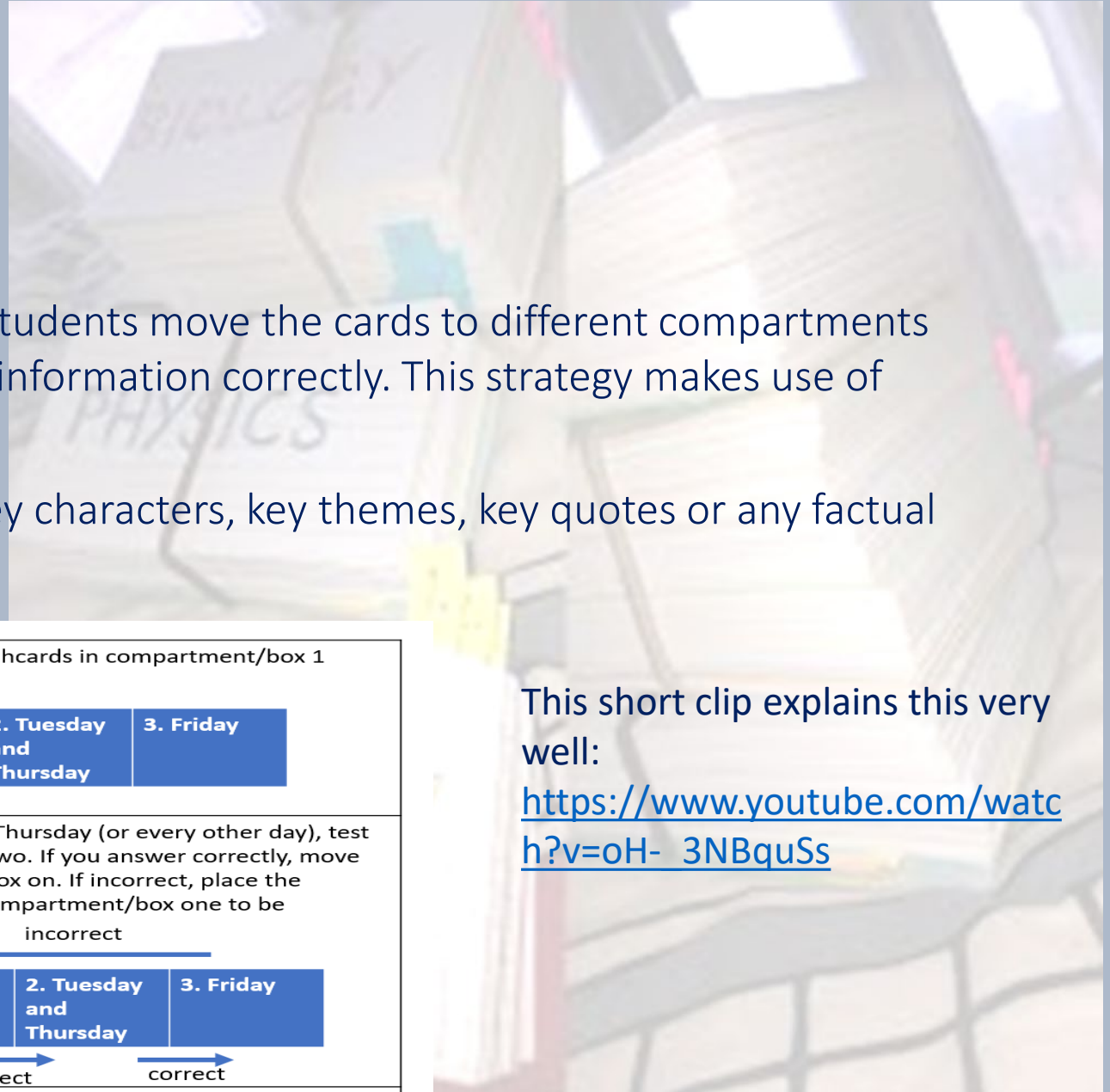


Revision strategies

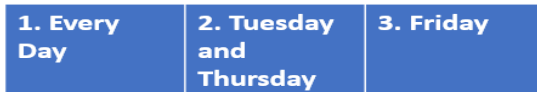
The Leitner Method

This is a way of quizzing with flashcards where students move the cards to different compartments depending on whether or not they recalled the information correctly. This strategy makes use of **retrieval** and **spacing**.

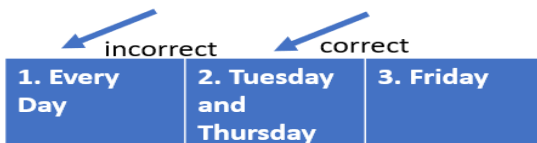
You can use this method with key vocabulary, key characters, key themes, key quotes or any factual knowledge.



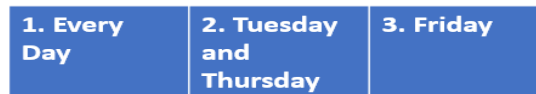
1. Split a box into 3 compartments and number them or have three separate numbered boxes:



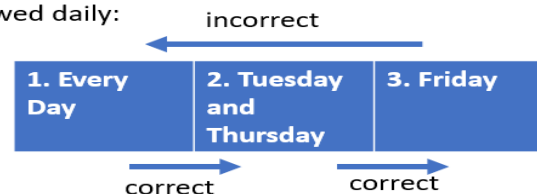
3. Test on the flashcards in box one. If you recall the information, move the flashcard to compartment/box one. If not, place it back in compartment/box one



2. Place all your flashcards in compartment/box 1



4. On Tuesday and Thursday (or every other day), test on boxes one and two. If you answer correctly, move the flashcard one box on. If incorrect, place the flashcard back in compartment/box one to be reviewed daily:



This short clip explains this very well:

<https://www.youtube.com/watch?v=oH-3NBquSs>

Revision strategies

Brain Dump/Knowledge Splat

A brain dump or knowledge splat is a very simple revision strategy involving 'dumping' or 'splatting' everything your child knows about a topic onto a black piece of paper. This strategy makes use of **retrieval** and works as shown below:

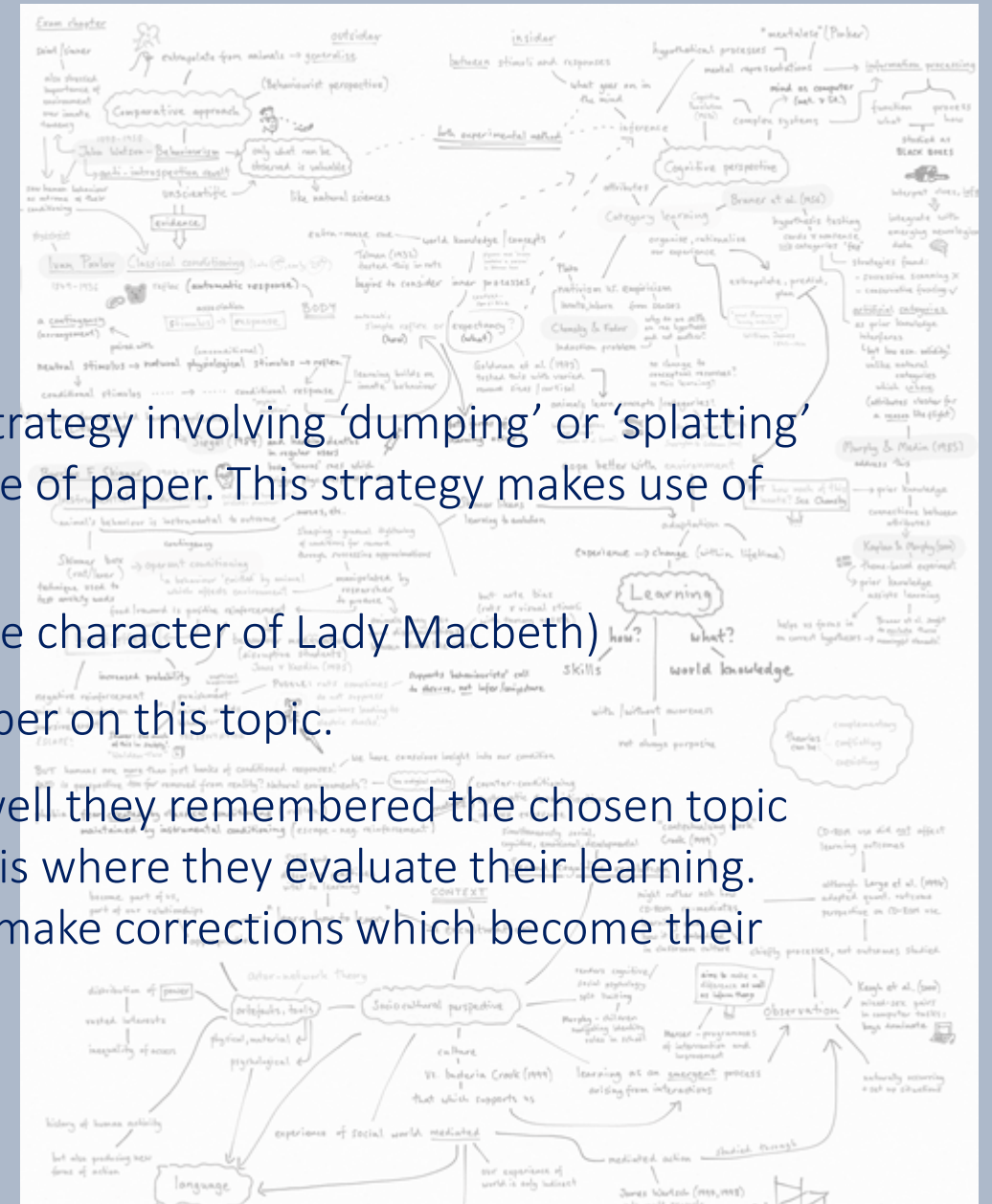
Step one: students choose what they want to revise (e.g. the character of Lady Macbeth)

Step two: students write down everything they can remember on this topic.

Step three: students look over lesson material to see how well they remembered the chosen topic and check any errors. This is the most important stage as it is where they evaluate their learning. They should use a different colour pen to fill in any gaps or make corrections which become their focus for the next revision session.

This short clip demonstrates how it works:

<https://www.youtube.com/watch?v=6Tt44y-9e9w>



Revision strategies

Elaboration

Elaboration is showing understanding of a topic by answering 'how' and 'why' questions.

Below are some sentence stems you can encourage your child to use to practise this:

- How does X work?
- Why does X happen?
- Why does it make sense that _____?
- Why is this true?
- Why is X true and not Y?
- When did X happen?
- What caused X?
- What is the result of X?

A clip that helps you to understand this technique:
<https://www.youtube.com/watch?v=gQRzW24KrDc>

This is also a great strategy for students to practise **self-explaining** by answering these questions. If they explain them to a sibling/ parent/ carer, they would be **teaching** – another very effective revision tool.

Revision strategies

Metacognition

Metacognition is thinking about thinking and students do this when they know how and when to use particular strategies in their learning.

For example, they might use a Venn diagram to compare and contrast two different poems or themes before writing a paragraph that explores these similarities and differences.

Metacognition also involves students being able to reflect on a revision session and identify their strengths and areas to improve in future sessions.

At the end of a revision session, students should make a brief note of what went well and targets to address in the next study session.

A short clip to understand metacognition:

<https://www.youtube.com/watch?v=HZrUWvfU6VU>

Planning Stage	Monitoring Stage	Evaluating Stage
<ul style="list-style-type: none">• How have we completed this question/solved this problem before and was it successful? Why/why not?• What is the best strategy?• What key terminology should I include?• How can I construct the best opening sentence?• What is the best way to begin?• What is the most logical order for my points?• What have I learned from in-class models and examples about this type of question?	<ul style="list-style-type: none">• Am I doing well so far? How do I know?• What other strategies or techniques might I include to improve my work so far?• Am I finding this easy or difficult? Why?• Could I stop and change/add/take away anything to improve my work so far?'	<ul style="list-style-type: none">• How did I do?• Did X strategy/technique work? Why/why not?• How could I answer this question better/solve this problem more effectively next time?• Are there any strategies or techniques that may be better?• Did I include enough/the right terminology?• Where did I take a risk and how? Did this pay off?• Which part am I most proud of and why?

Above are some questions you might encourage your child to ask themselves, or you ask them, before during and after their revision session.

Revision strategies

Putting everything into practice – answering examination questions

We have been looking at strategies to help consolidate knowledge and content, but a key part of revision is answering the examination questions.

A revision session, therefore, should start with some note-taking/brain dump and/or self-quizzing but then they must use this knowledge recap to write sentences, paragraphs or full essays.

This is where they must think carefully about crafting, incorporating key vocabulary and knowledge into their writing. Once they have completed a question they should give it to their teacher to mark – they will then know if they are on the right track and receive guidance and support if needed.

Write your name here

Surname Other names

Pearson Edexcel Centre Number Candidate Number

Level 1/Level 2 GCSE (9-1)

Mathematics
Paper 2 (Calculator)

AQA

Model with clarity in black ink

Centre number Candidate number

Surname

Forename

Candidate signature

GCSE
ENGLISH LANGUAGE
Paper 1 Explorations in creative reading and writing

Tuesday 5 June 2018 Morning Time allowed: 1 hour 45 minutes

Materials
For this paper you must have:
1. **Section A** – provided as a separate insert

Performance level	
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Instructions

- Answer all questions.
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- You must answer the questions in the spaces provided.
- Do not write outside the box around each page or on blank pages.
- Do not rough work in this book. Cross through any work you do not want marked.
- You must refer to the model booklet provided.
- You must not use a dictionary.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 80.
- There are 40 marks for Section A and 40 marks for Section B.
- You are reminded that marks for good English and clear presentation in your answers.
- You will be assessed on the quality of your writing in Section A.
- You will be assessed on the quality of your writing in Section B.

Advice

- You are advised to spend about 15 minutes reading through the issues and all the questions.

Where to find support...

Revision material – your child can access BishopUllathorneSharePoint from their 365 email accounts – here they will find podcasts/ revision materials and examination questions to support their revision.

Some students may also want to go straight to the examination board websites, where they can find past papers and mark schemes to help them in their revision.

<https://www.bishopullathorne.co.uk/curriculum/gcse-exam-boards>

Welfare concerns - your child's form tutor, Pastoral Support team and subject teachers are always ready to help and support – please send an email or call if you are worried about your child.

Email address: Admin@bishopullathorne.co.uk Telephone: **02476 414515**

Additional ways to support:

- Be a role model
- Help them to set goals and keep on track
- Keep them active
- Unplug from devices
- Stay calm
- Believe in them



Thank you.