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A parent guide to revision

PARENT/CARER FORUM DEC 2017



Why have a parent/carer forum today?

- ☐ Give parents support and guidance on the essential skill of revision
- ☐ Ensuring students who are on target reach or **exceed** their targets
- ☐ Ensuring students who are falling short of their targets are able to reach them
- ☐ Open up a dialogue of support



What is standing in the way of students' success at the moment?

'I've not started any revision yet'

'I'm not sure of the best way to revise'

'I'm behind in my work so I don't know how to catch up'

'I've got loads of time yet'

'I don't need the subject for my future job'

'I don't understand it...can't do it'

'I don't know when the revision classes are on'

'I'm not clever enough'

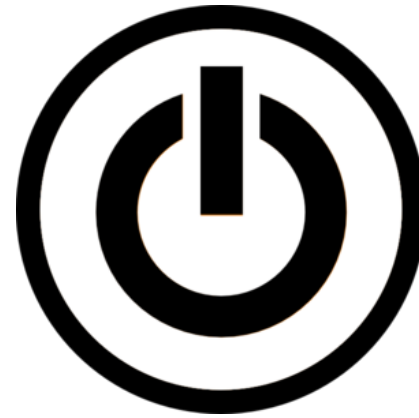
'I know it all already'

'I only need to get D/4s to get on my course'

'I've got better things to do with my time'



..is your mind-set a barrier?



What do you want
from life?



Opening doors for the future

Requirements	Study options	Apprenticeship	Other requirements/ comments
6 x Grade 5 with at least a 5 in English Literature / Lang	Level 3 courses at Beauchamp College and any other sixth-form	Advanced	Some courses require at least a grade B
5 A*-C or equivalent	Level 3 courses:	Advanced	More limited in choice of colleges
D grade in English and Maths and NOT achieving 5 A*-C or equivalent	Level 2 courses – equivalent to GCSE level	Intermediate	At least an extra year of study
Mostly F and G grades	Level 1 courses – below GCSE level	Requires more study	Possible extra 2 years of study



Strengths, weaknesses, what are YOU going to do about it?

Students: What do YOU think you're good at? Parents/carers: What do you think your son/daughter is good at?	Students: What do YOU think YOU need to improve? Parents/carers: What do you think your son/daughter needs to improve?	What can YOU do about it?

What last year's Y11s say

"I got mostly B grades, if I'd have put more effort in they could have been As"

"I needed to avoid distractions, you can stay off your phone, exams are more important"

"being organised made me feel calmer in the exams"

"Getting my 6 A-C meant I could stay at Beauchamp, otherwise I would've had to travel to get to college"*

"Don't regret what you get in the exams"

"You don't want to have regrets when you open that envelope (GCSE results)"

"I stayed behind for half an hour a week for 4 weeks with my teacher to work on my revision notes, that's all it took, I just got the late bus instead"

"I wasn't allowed to study Biology because I got a C not a B"

What do you currently do to revise?

PASSIVE REVISION

I read the book

I read the revision guide

I watch YouTube clips

I read my notes

I make mind-maps

I read mark schemes

ACTIVE (DOING SOMETHING WITH IT)

I test myself after reading

I make cue cards from the revision guide

I make notes from clips

I break my notes into smaller chunks

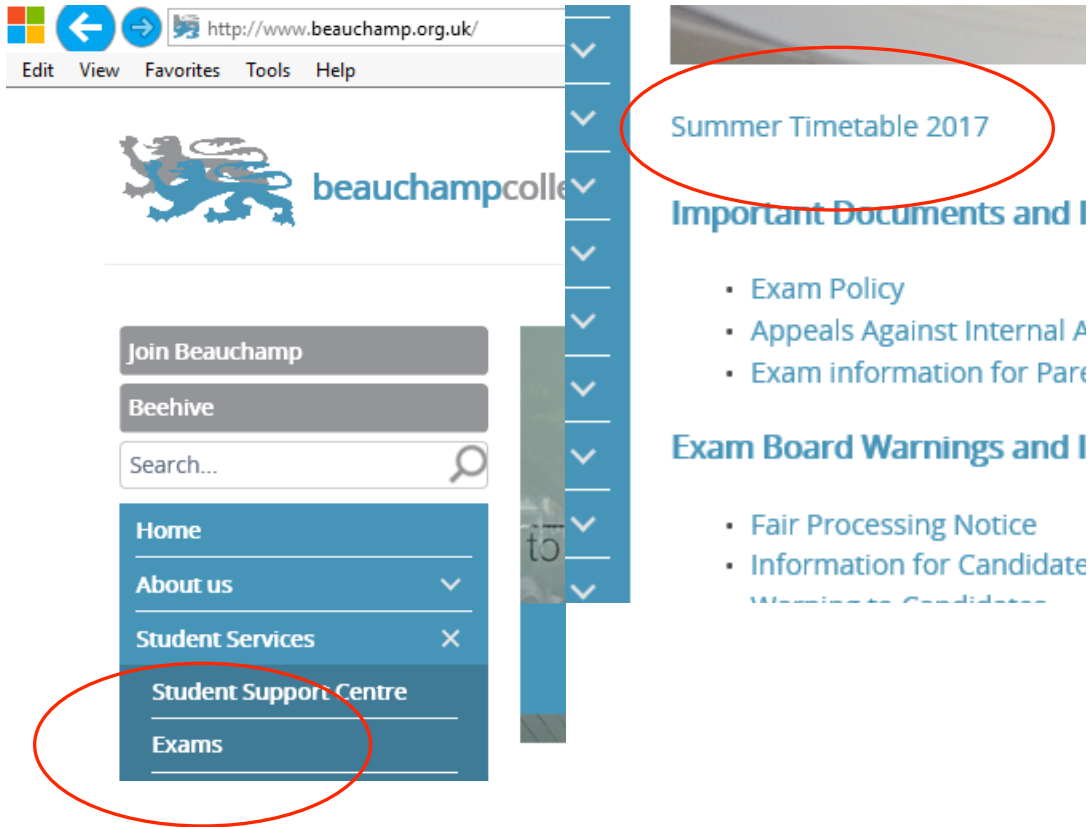
I get my friend to test me on mind-maps I've created

I use mark schemes to mark my own work

Revision and organisation: top 10

1. Knowing when and where the exams are
2. Managing time: chipping, blocking or keeping momentum
3. Knowing the syllabus and exam board
4. Use a recommended resource for revision
5. Make your own resources
6. Use mark schemes and examples to revise (including your old work)
7. Practise makes perfect: Use resources as stabilisers
8. Use revision tools to make revision interactive
9. Speak to your teachers and other staff: be pro-active
10. Managing stress

1. Knowing when and where the exams are



- ☐ Can be downloaded from the BC website
- ☐ Hard copy and personalised copy will go out through tutors
- ☐ Students to write their own list to personalise it
- ☐ Display in full view e.g. on your fridge, in your bedroom
- ☐ Note the exams in your phone
- ☐ Use online resources
<https://getrevising.co.uk/planner>
- ☐ NOW HIGHLIGHT ALL OF THE EXAMS YOU ARE TAKING

2. Managing time: chipping away, keeping momentum, having a cut-off

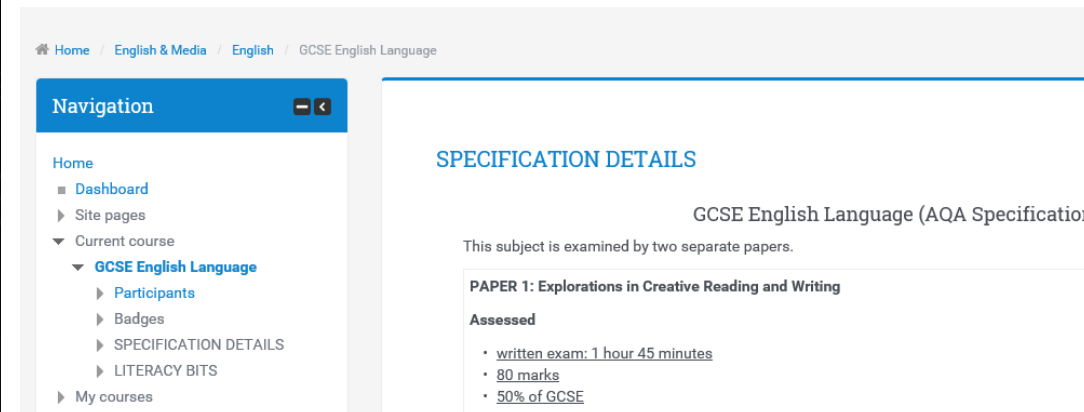
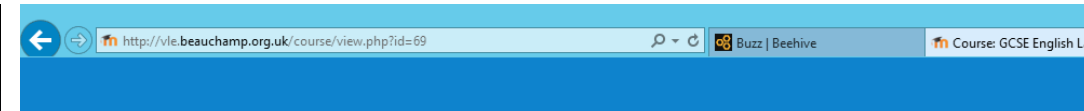
- ☐ Chip away at revision
- ☐ Keep momentum
- ☐ Have rests
- ☐ Reward yourself
- ☐ Only block off whole days if you REALLY need it
- ☐ Have a cut-off point

W/B 27/3/17	3-4 pm	4-5 pm	5-6 pm	6-7 pm	7-8 pm	8-9 pm
Mon 2hr	Science revision class S10 1hr	Travel home/ break	Eat 30 mins maths	Re-visit science: test myself 30 mins	Cut off	
Tue 3hr 15	Product design catch-up 1hr	Travel home/ break	Eat 30 mins Business	Business past paper 45 mins	Home work 1hr	Cut off
Wed 1 hr	Hockey	Travel home/ break	Eat	English poetry 1hr		
Thur 2hr	History session Hi1 1hr	Travel home/ break	History past paper 1hr	Cut off		
Fri 45 mins	Gym	Travel home/ break	English quotes 45 mins	Cut off		

	Get up – 12	12-1 pm	1-2 pm	2-3 pm	3-4 pm	4-5 pm	5-6 pm	6-7 pm	7-8 pm
Sat 1hr 50	Rest/ see friends, family	Practice paper science 45 mins	Use mark scheme to mark work 20 mins	Rest/ eat	Watch sport	Watch sport	English 45 mins	Cut off	
Sun 2hr	Fill in green folder sociology 2hrs (breaks)	Cut off						TOTAL 12:50 hrs this week	

3. Knowing the syllabus and exam board

- Make a list of all of the exam boards and modules you are taking.
- Use the college VLE.
- Familiarise yourself with exam board website.



4. Use recommended resources for revision



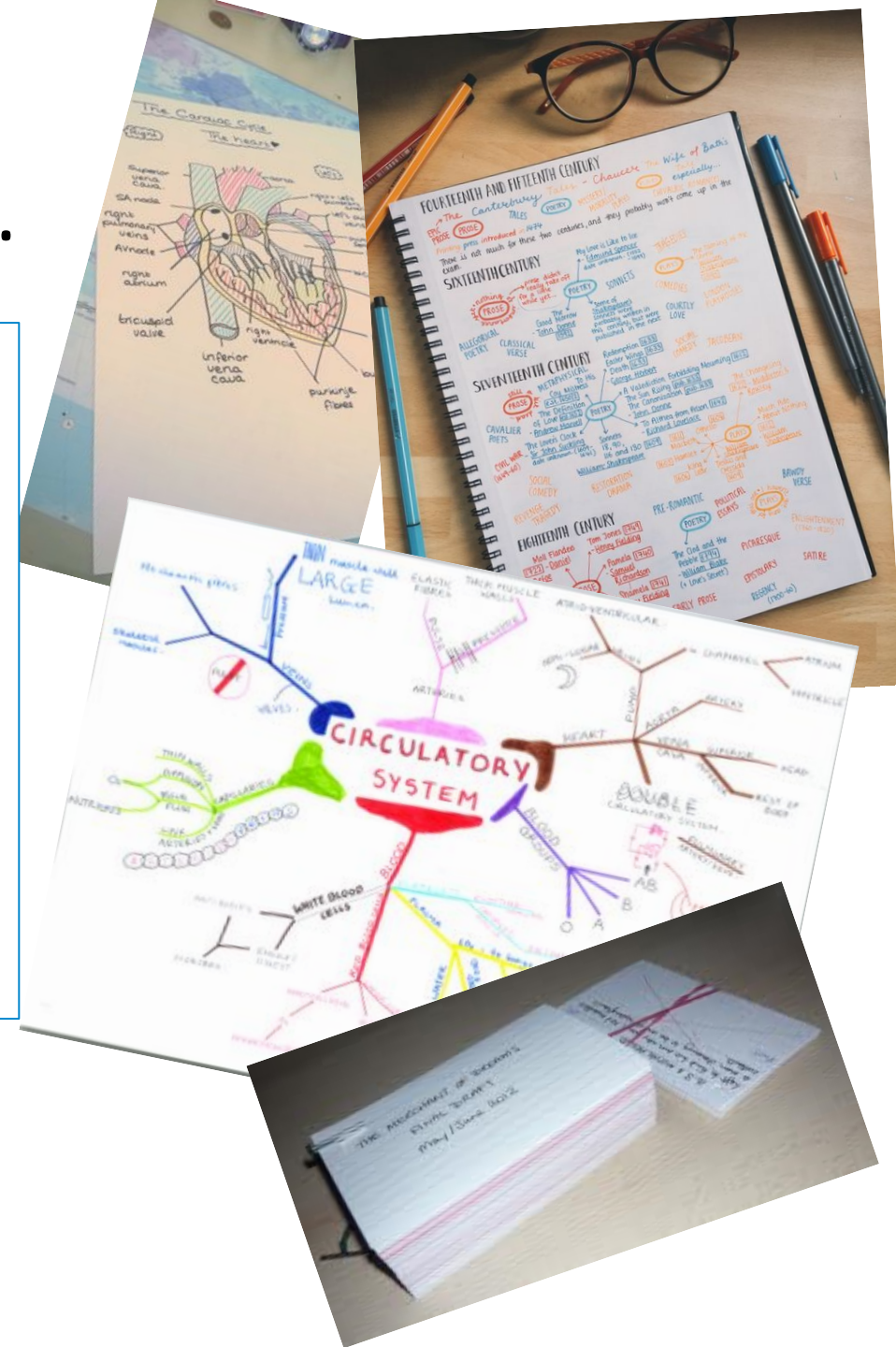
- This is why learning the right syllabus/ exam board is very important
- Make sure the guide works for YOU
- Use the contents page to help with you own organisation
- Use the hints and tips
- Some guides have exemplar answers to show you how to write it

5. Make your own resources...

- There are lots of ways to find out about how to make your own resources
- Make sure it works for you
- Don't spend too much time though making the resources look attractive without learning the content
- Keep it simple!

- <https://getrevising.co.uk/make/organisers>

- <https://uk.pinterest.com/>



6. Use mark schemes and examples to revise (including your old work)

Mark Scheme

June 2015

Expected Answer

Candidates may identify the following:

Possible Methods:

- Interviews
- Questionnaires
- Surveys
- Observation
- Participant Observation
- Content Analysis
- Case Studies
- Longitudinal Studies
- Other suitable method

NB – these would need to be explained and justified in the context of the investigation, 'younger students enjoy school more than older students'

5

Explain and justify the methods and evidence you would use to investigate the hypothesis 'younger students enjoy school more than older students'.

You must include the following:

- first primary method and sample
- second primary method and sample
- secondary evidence
- how your research will help you investigate the hypothesis 'younger students enjoy school more than older students'.

I would operationalise the age of the students to measure 'younger' and 'older'. Enjoy' would also have to be broken down into different questions in order to measure it. I would also consider different aspects of school life e.g. lessons, teachers, lunch-times etc.

My sample would be taken from my tutor group which is a group of 28 year 10-13 students. I would use a self-completed questionnaire with

1 Using Source A to help you, state whether the following statement is TRUE or FALSE.

Circle the correct answer like this:

TRUE FALSE

(a) Boys asked more questions than girls in Source A.

TRUE FALSE

(b) The data gathered from Source A was quantitative.

TRUE FALSE

(c) The hypothesis was found to be correct in Source A.

TRUE FALSE

(d) Primary data was gathered from Source A.

TRUE FALSE

Mark Scheme

Expected Answer

Using SOURCE A to help you, state whether the following statements (A-D) are TRUE or FALSE.

Question Mark

1 (a) Boys asked more questions than girls in Source A. (1)

(b) The data gathered from Source A was quantitative. (1)

(c) The hypothesis was found to be correct in Source A. (1)

(d) Primary data was gathered from Source A. (1)

Revise the topic



Attempt a past paper (use your notes or not)



Attempt to mark it using the mark schemes (especially short Qs)



Narrow the gaps: what did you need to include?



Still not sure? Ask – peers, teachers

What about re-doing previous work?



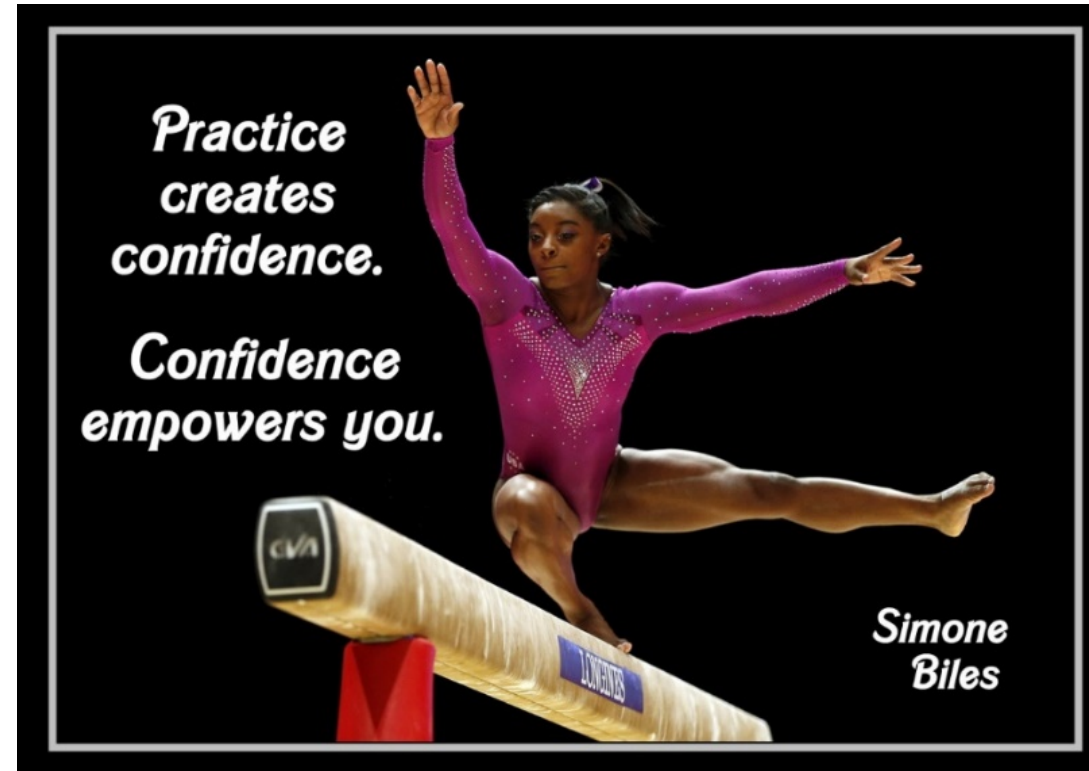
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7. Practice makes perfect: use your stabilisers



- Who remembers learning to ride a bicycle?
- Who used stabilisers?
- When did you take them off?

- When completing a past papers, use your notes/ folders/ mind-maps at least in the first instance
- This will act as a **stabiliser** until you feel confident
- Be prepared to fall off and get back on again!



8. Use revision tools

- www.diagnosticquestions.com
- www.samlearning.com
- www.getrevising.co.uk

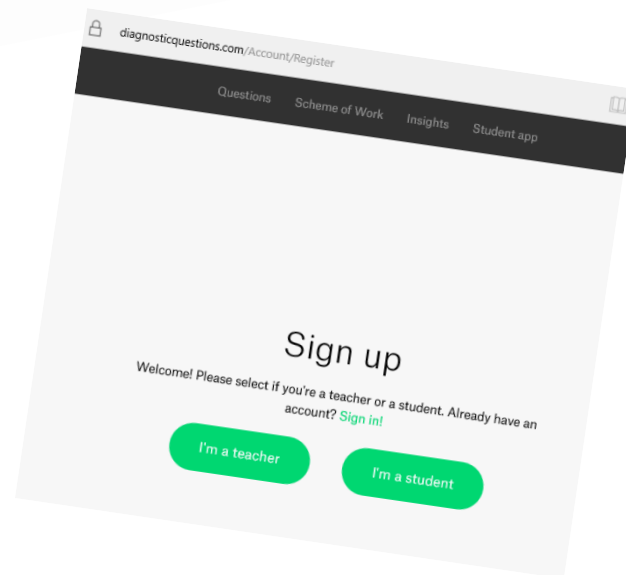
SAM Learning

GetRevising
part of The Student Room

Create

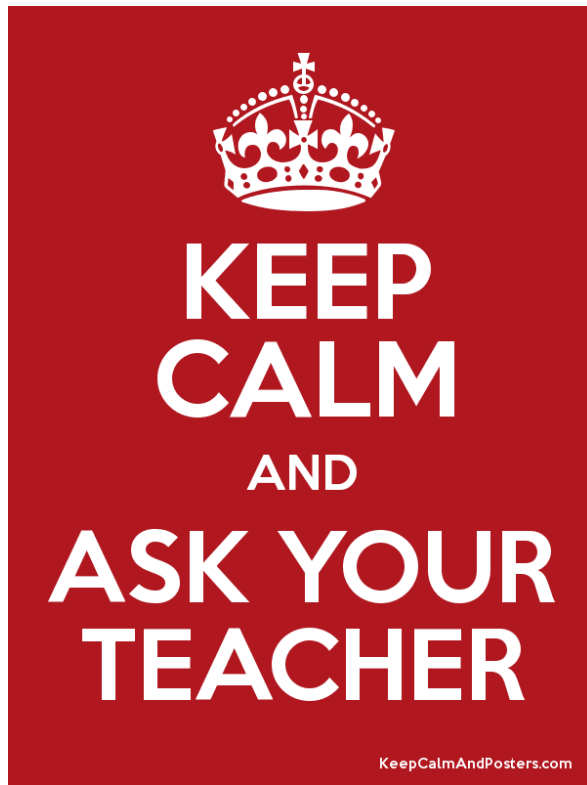
GCSE

A Le



- All Beauchamp students have free access to SAM Learning
- This has been proven to help students in their GCSEs
- Getting quick feedback
- Making quick progress
- Centre no:LE2BC
- Password and username: DDMMYYJA
- Maths - www.diagnosticquestions.com

9. Speak to your teachers and other staff: be pro-active



- You must be pro-active in asking teachers
- You should be able to ask any teacher about their subject
- We also have the SSC who can help you with careers
- Your tutor is also the first point of contact every morning

10. Managing stress:

A little bit of stress can be a good thing...

... it motivates us to knuckle down and work hard. But exams can make stress levels get out of hand, which can stop us from performing our best. So it's important to address it and get it back under control. We are now only 5 or so months away from the main exam period and this may seem very daunting. No doubt you will have other modules and trials before May, so it important for us to think about how to **minimise stress**. Obviously, we are all different and we react to situations in different ways.

Key ways to minimise stress...

- Be organised: make sure you are prepared, you have the right equipment
- Have enough sleep
- Eat and drink properly
- Try not to compare yourself to your friends (or even family): focus on YOUR strengths
- Exercise when possible
- Try not to go over your exam once you have sat it: *what's done is done!*

What's on offer at



beauchampcollege

Subject revision and catch-up sessions after school/ lunch	Easter revision sessions	Sleep and anxiety management	SSC including careers
Tutor help	Teachers' expertise	Subject Resources	The ALC (Library)
Beehive information & VLE through Beehive	SAM Learning	Beauchamp website for information e.g. exam timetable	Study areas e.g. Green Room

Making sacrifices...

Q: What do you think
this percentage
represents?

0.2%

Average life
expectancy is
approximately 81
years or 972 months =
0.2% of your life.