

Years 12 and 13 - Supporting your Child

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REVISION



We believe in the limitless capacity for everyone to achieve great things



Even when it is difficult.
Especially when it is difficult.

100% all the time



Make the most of now

Students will have many different assessments throughout Years 12 and 13, including internal and external examinations and controlled assessment tasks. They will also be preparing for examinations at the end of Year 12 and Year 13. During the course of the year, parents and carers will be kept up to date with their child's progress through written reports and by inviting you to parents' evenings.

This booklet aims to...

- Provide ideas for how you can support your child at home
- Outline sources of further support and information



How we support revision in school

- Students will be provided with advice regarding revision techniques by their subject teachers. They will also be provided with revision materials, and directed to helpful resources.
- Subjects will provide additional revision sessions which students are encouraged to attend. These can take place at lunchtime, after school or even during the holidays. Subject teachers will make students aware when they are taking place. Information will also be shared through the Google Classroom and via email.
- During the year there will be mock examinations and tests which will help prepare students for examinations. Teachers will also use this as an opportunity to discuss revision and revision strategies.
- In addition to this, the Post 16 Resource Area in Upper School is available during the day and from Monday to Thursday for an hour after school for students to complete independent learning.

Helping your child to cope with exam pressure and stress

Tests and exams can be a challenging part of school life for both students and parents but there are ways to ease the stress. Remind your child that feeling anxious is normal. Nervousness is a natural reaction to exams. The key is to put these nerves to positive use. Being reminded of what they do know and the hard work and time they have put into study can help them feel confident.

If your child is feeling stressed and anxious about exams, please speak to their teachers, form tutor or Wellbeing Leader. We have a team of staff who can help and support students through exam periods.

<http://www.nhs.uk/Conditions/stress-anxiety-depression/Pages/Coping-with-exam-stress.aspx>

What you can do to support revision at home

Where should revision be done?

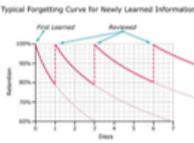
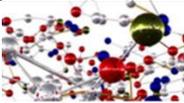
Revision can take place at school in our Resource Area after school every day, at home, in a local library, at a friend's house, anywhere! It is helpful for students to have a designated work space at home for revision. Where possible, a desk and chair in a quiet, well-lit and ventilated area works best. Equipment and stationery can be kept in the same place. Some students will not like absolute silence and may prefer to have some background music on. Try to minimise distractions such as television, computer games and web browsing/social media. It is strongly recommended that mobile phones are kept in separate rooms during revision, to avoid distraction.

Build in time to enjoy enjoyable activities once revision is completed. For some revision, access to a computer or another device may be necessary. Don't forget to provide snacks!

Who should help with revision?

Teachers, parents, friends, tutors, siblings can all help with revision. Students may want you to test them on recall of facts or help them understand something they are finding challenging. They may also want to be left alone. Some students may want to revise with their friends in a study group. This will work well for some and not for others, it may be more suitable for some subjects than others. It is advisable to let them try it if they are keen and then afterwards encourage them to reflect on whether it was successful or whether, in that instance, independent revision would have been better. Revision, whilst necessary, does not have to be an unbearable task, and if it is possible to make it more enjoyable, take every opportunity

What makes revision successful?

 <p>Revise in small chunks</p>	<p>Your working memory (short term memory) is small and can only handle a few pieces of information at once.</p>	<p>This is why you need to revise information in small chunks, so that your working memory is not overwhelmed.</p>
 <p>Revise all your learning</p>	<p>You need to move all your new learning from your working memory to your long-term memory otherwise it is quickly forgotten.</p>	<p>This is why you need to revise all your learning. Revision means that new learning is moved from your working memory to your long-term memory.</p>
 <p>Revise your learning soon after you have learnt it.</p>	<p>The retention of information decreases over time. As time passes, you remember less of what you have learned. Ebbinghaus' experiments showed that you only remember 25% of what you learned six days ago.</p>	<p>This is why you need to revise your learning soon after you have learnt it, so that you do not forget everything.</p>
 <p>Regularly revisit information during your revision</p>	<p>When you revisit information, your forgetting time gets longer. The more times you revisit information, the longer you remember it for.</p>	<p>This is why you need to regularly revisit information during your revision. The more times you revise something, the longer you will remember it. This is why you should mix your revision up to include new revision and what you have already revised.</p>
 <p>Think deeply during your revision</p>	<p>Memory is the residue of thought. You will only remember something if you think deeply about it. Only reading information will not cause you to remember it, you need to think about it.</p>	<p>This is why you need to read the information, cover it up, and test yourself to see how much you can remember. This testing yourself makes you think and causes you to remember it. Don't move on until you remember it all.</p>
 <p>Revise throughout the year</p>	<p>You can only learn something new if you can connect it to what you already know. If you have not fully understood the first thing, then you cannot learn the next thing properly – because you have nothing to link the new learning to. You need to consolidate the previous learning before you can fully understand what comes next.</p>	<p>This is why you need to revise throughout the year and not just at the end of the year. Regular revision means you can learn new things because you have fully understood the previous learning it links to.</p>

How much revision should be done?

Whilst we run revision sessions in school, this is not sufficient revision time for students. All students need to carry out additional revision at home. We believe this is important as it further develops students' independent learning skills. We want them to be resourceful, knowing where to look for sources for support and identifying their own areas for improvement. It also provides an opportunity to hone time management skills.

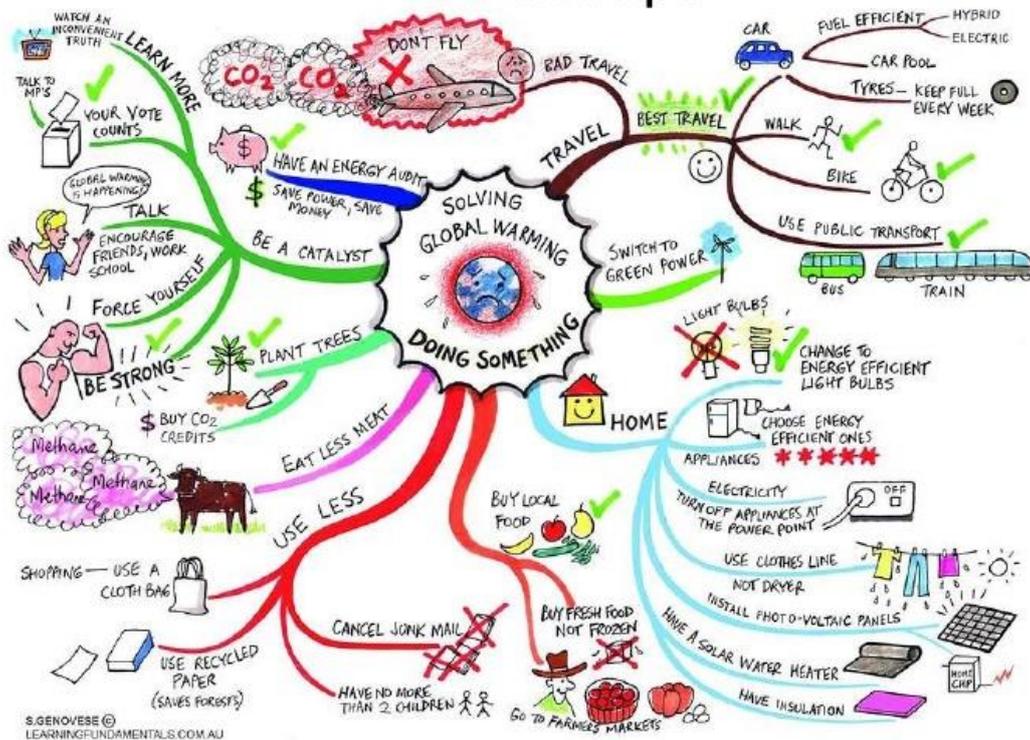
Make sure your child understands the importance of starting revision early rather than leaving things until the last couple of weeks before exam season. The amount of time each student needs for revision will depend on them. Some subjects will require more time each week than others. Discuss with your child which subjects they feel least confident with and encourage them to spend more time on these. We recommend a little and often approach, e.g. 45 minutes three times per week rather than a longer session once per fortnight. Consider at what time of day your child works best and try to work family life around this where possible. If they work best during the morning, can a family outing be delayed until the afternoon?

Implementing a revision timetable can be helpful in ensuring students manage their time well. Encourage them to plan this themselves. We suggest they build in other commitments, such as school and any clubs, sporting activities or social events, first. Fill in the gaps with short blocks of subject based revision dependent on what they feel is most necessary but make sure they are realistic and the timetable is achievable. It is important to build in time for breaks and treats.

How should revision be done?

Subject teachers will be able to provide ideas for effective revision techniques as these vary depending on the subject. Different strategies will work better for some students than others. Copying out long passages of text in a bid to memorise them can be time consuming and may work for some children but be no use to others. Practising exam style questions under timed conditions is recommended for all subjects and teachers can provide these. For languages important vocabulary could be written on flashcards and these could be used for quick fire quizzes. For mathematics it could be helpful to practise mental calculations such as multiplication tables or finding fractions and percentages of quantities by posing questions whilst in the car. Other ideas include creating small revision posters with key facts that can be put up around the house so that they are seen constantly e.g. next to the kettle or on the fridge door. Nowadays, it is easy to record yourself on your smartphone and listen back to yourself. Mindmaps are also very popular and work well with many students. These can be done on paper, but there are several apps available to be used with tablets and computers. If you are able to, it is often an incentive if new stationery is available to create revision materials.

MindMaps



- Use Single Words or Uncomplicated Phrases – Keep things simple.
- Use Colour to Separate Different Ideas – This can help to show the organization of the subject.
- Use Symbols and Images – Pictures can help you to remember information more effectively than words.
- Using Cross-Linkages – Information in one part of a Mind Map may relate to another part, so draw lines to show these cross-linkages. This will help you to see how one part of the subject affects another.

Upload / Process / Download

The PiXL organisation suggests a simple, three stage revision method. It is based around three key elements

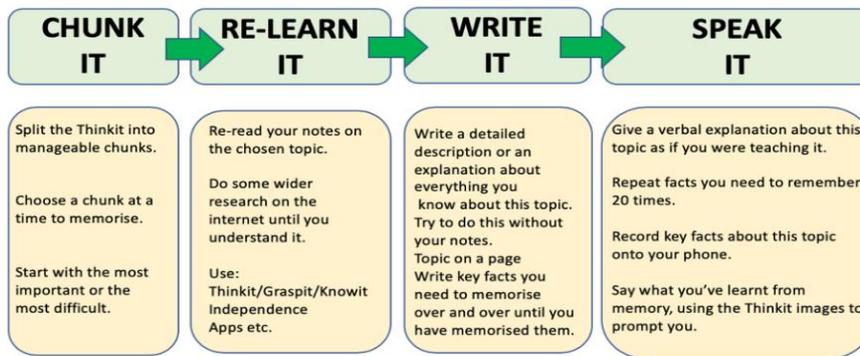
- 1) UPLOAD - Embedding the knowledge
- 2) PROCESS - Deepening the knowledge
- 3) DOWNLOAD - Demonstrating the knowledge

Templates are shown below to help organise and learn knowledge, giving an example of how to upload, how to process and how to download.



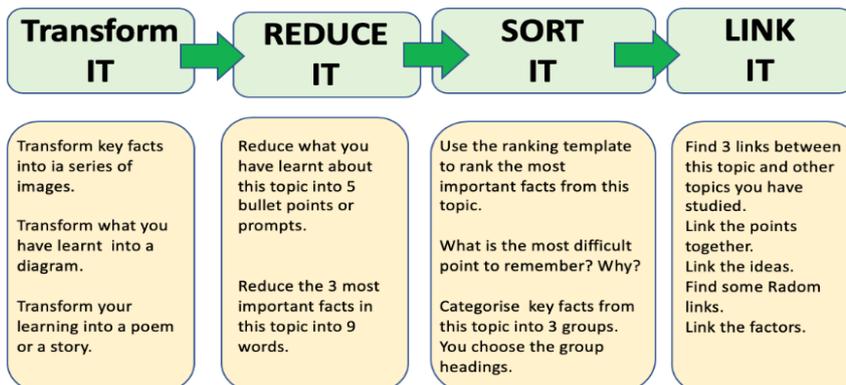
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PiXL Re-visit



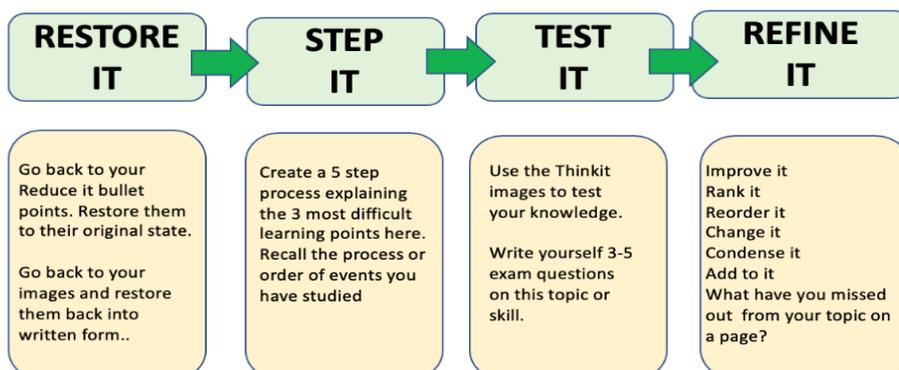
Process

PiXL Re-visit



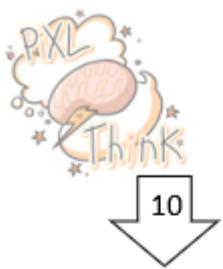
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PiXL Re-visit



UPLOAD – Embed knowledge

Think about how to 'chunk' information, so you learn sections at a time. It is important to write down information, testing what you can remember without notes. Check what you have written, add to it using appropriate sources and then test again. This can be done until all key points are included when you don't use notes.



PiXL Revisit: Chunk It

Unit / Topic:

Chunks of learning of this / topic / area

- You could start with the most important or the most difficult to learn

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

PROCESS -Deepen the knowledge

Transform what you know into a series of images or into a diagram. Reduce information into prompts to help you remember. Find links between different topics to support your understanding.



PiXL Revisit: Thinking Hard Model

Name of Topic: _____

Name: _____

Class: _____

Take a section of the text and do the following:

1) Prioritise: Underline the three most important sentences here. Rank 1-3, briefly explain number 1. Cross out the least important sentence
2) Reduce: Reduce the key information into 12 words
3) Transform: Transform this information into 4 pictures or images (no words allowed)
4) Categorise: Sort this information into three categories. Highlight and think of a suitable title for each category.
5) Extend: Write down three questions you'd like to ask an expert in this subject.

DOWNLOAD -Demonstrate the knowledge

Use the work you have reduced and restore them to their original state. Test your knowledge. Think about exam questions, looking at past papers to guide you.



PiXL Revisit: Examine It

NOTES

Topic:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Key Words Key Dates Key Facts Key Quotes Key Formulae

Exam Question

REVISION TIMETABLE

	9-10	10-11	11-12	12-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8
MON											
TUES											
WEDS											
THURS											
FRI											
SAT											
SUN											

A-LEVEL REVISION TIPS



A-levels can be overwhelming, but hopefully these tips should make it easier.

1 WRITE A TIMETABLE

It's so simple, the hardest part is sticking to it! If you struggle with consistency just plan out the next couple of days.



2 FIND YOUR LEARNING STYLE

Whether it's visual, auditory or kinaesthetic choosing techniques within your learning style will help you understand and remember the information better.

3 PAST PAPERS

'Past papers WILL save your life. Do them. Mark them. Get your teacher to mark them for you. Improve. You will thank me later.'



4 READ EXAMINERS' REPORTS, MARKING SCHEMES AND EXAMPLE ANSWERS

These help you tailor your answer to what the examiner is looking for. Looking at these regularly and comparing them to your own work will improve your structure and vocabulary. You can find them all online at your exam boards website.

5 TAKE BREAKS

Taking breaks enables you to come back to your information with a fresh outlook, making you more productive. It also makes active reading easier and who doesn't want that?

6 PRIORITISE

The only way to prevent burnout and you being so stressed out that you cry when your fave gets kicked out the Big Brother house [don't worry we've all been there].



Further support:

<http://www.familylives.org.uk/advice/teenagers/school-learning/exam-stress/>

<https://getrevising.co.uk/>

<http://www.mindmapping.com/>

<https://www.whatuni.com/advice/wellbeing/ways-to-combat-a-level-exam-revision-stress/54409/>

Key Contacts

Please do not hesitate to contact us with any questions. For subject specific matters we ask that you contact your child’s teacher through your child in the first instance, where possible, before contacting the KS5 Leaders.

Post 16 Wellbeing and Learning Support Officer contact number: 01873 735349

School email: kinghenryviii319@schoolsedu.org.uk

Headteacher	Mr J Watson	FAO The Headteacher info@khs.schoolsedu.org.uk
Assistant Headteacher	Mrs K Corken	Corkenk@KHS.SchoolsEdu.org.uk
Post 16 Destinations	Mr R Gilson	GilsonR@KHS.SchoolsEdu.org.uk
Wellbeing and Learning Support Officer	Mrs H Williams	williamsHS@KHS.SchoolsEdu.org.uk





Old Hereford Road,
Abergavenny,
NP7 6EP

Tel: 01873 735375
www.kinghenryviiiischool.org.uk