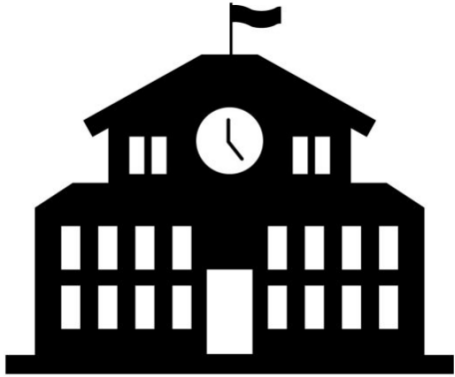


# Year 11 GCSE Parent Revision Evening Monday 25th November

# Year 11 GCSE Parent Revision Evening

- Welcome and Introduction
- Understanding Effective Revision
- Key Revision Strategies
- Supporting Your Child at Home
- Year 11 PPEs and GCSEs
- Q & A



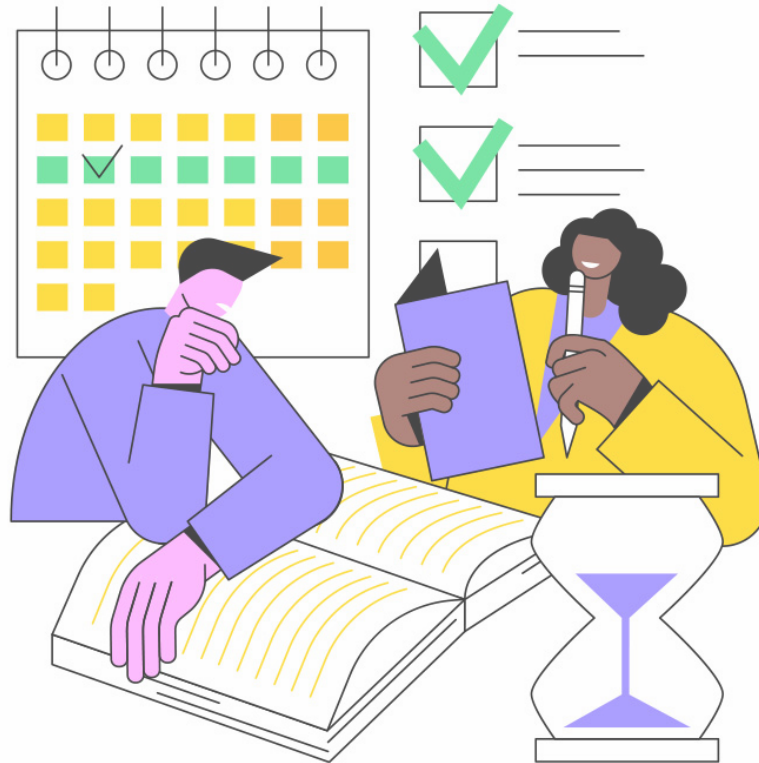
# Do-Now Activity

On a post-in note, **write down one thing you hope you get out of this evening** and **any questions** you have about supporting your child with revision.

We will come round and collect these post-it notes and answer any questions at the end of the session.



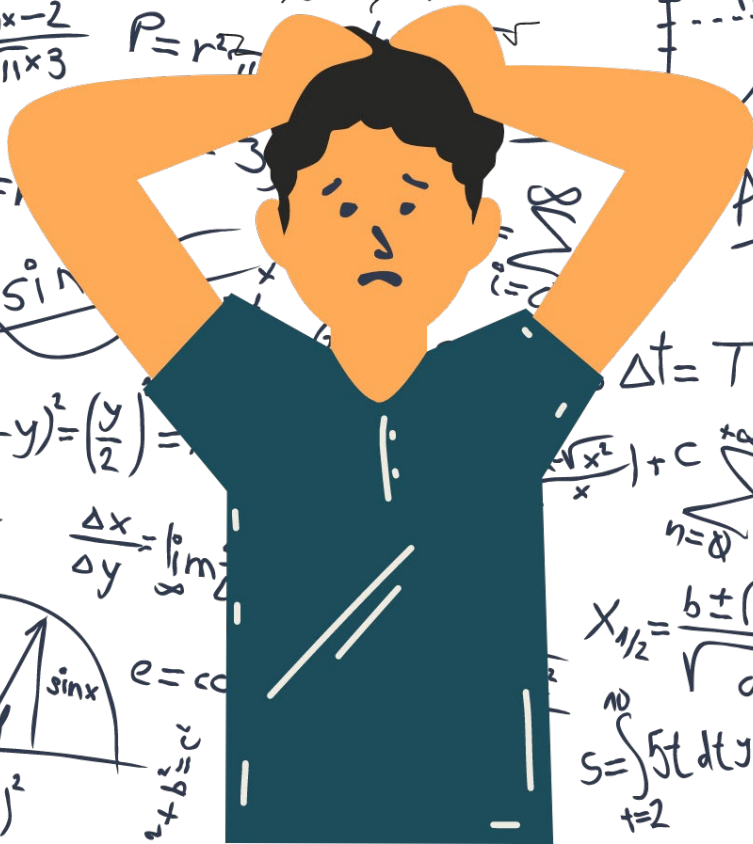
# Understanding Effective Revision



$y = \frac{\Delta x}{\Delta z}$   
 $(x-y)^2$   
 $\lim_{x \rightarrow 1} \frac{\text{ctg} x - 2}{2\sqrt{1-x^3}}$   
 $B \sum =$   
 $\sin$   
 $(x+y)^2 = \left(\frac{y}{2}\right)^2$   
 $+y^2 = z$   
 $\frac{\Delta x}{\Delta y} = \lim_{\Delta y \rightarrow 0}$   
 $(x+a)$   
 $= (y-1)^2$   
 $e = \dots$   
 $a+b^2=c^2$

$\phi = \sqrt{\frac{\sum (x-m)^2}{n-1}}$   
 $\int \dots$   
 $Q'' S = \begin{bmatrix} 1 & 0 & 0 \\ 1 & 0 & 1 \\ 0 & 0 & 1 \end{bmatrix}$   
 $\pi \approx 3.14$   
 $P = r^2$   
 $\Delta t = T - \frac{3a}{x}$   
 $\sum_{n=0}^{\infty} \frac{x^n}{n!} = e^x$   
 $X_{1/2} = \frac{b \pm \sqrt{a-c}}{\sqrt{a}}$   
 $S = \int_{t=2}^{t=10} f(t) dt = \frac{\Delta x}{\Delta z} x$

$(1,1)$   
 $A-C = \frac{C}{C}$   
 $\sin x$   
 $r = \dots$



# Understanding Effective Revision

With the other parents/carers you are sitting with, discuss the following question:

**What do you think effective GCSE revision should look like?**



# Revision is a marathon...





... not a sprint



**This means your child should  
start revising now\***



**\*if they have not done so already**

***“We knew it as the school told us at the beginning but I wish we had found a way to begin the revision sooner - the volume is the real problem, there’s only so much they can fit in their head each day so if you don’t start early enough, you literally run out of time to get it all in! He did very well in the end but it was a really hard final run up to the exams - something he’s now passing on to his younger brother ‘don’t leave it too late like i did!’”***



# What do you know off-by-heart?

Think about things you know off-by-heart:



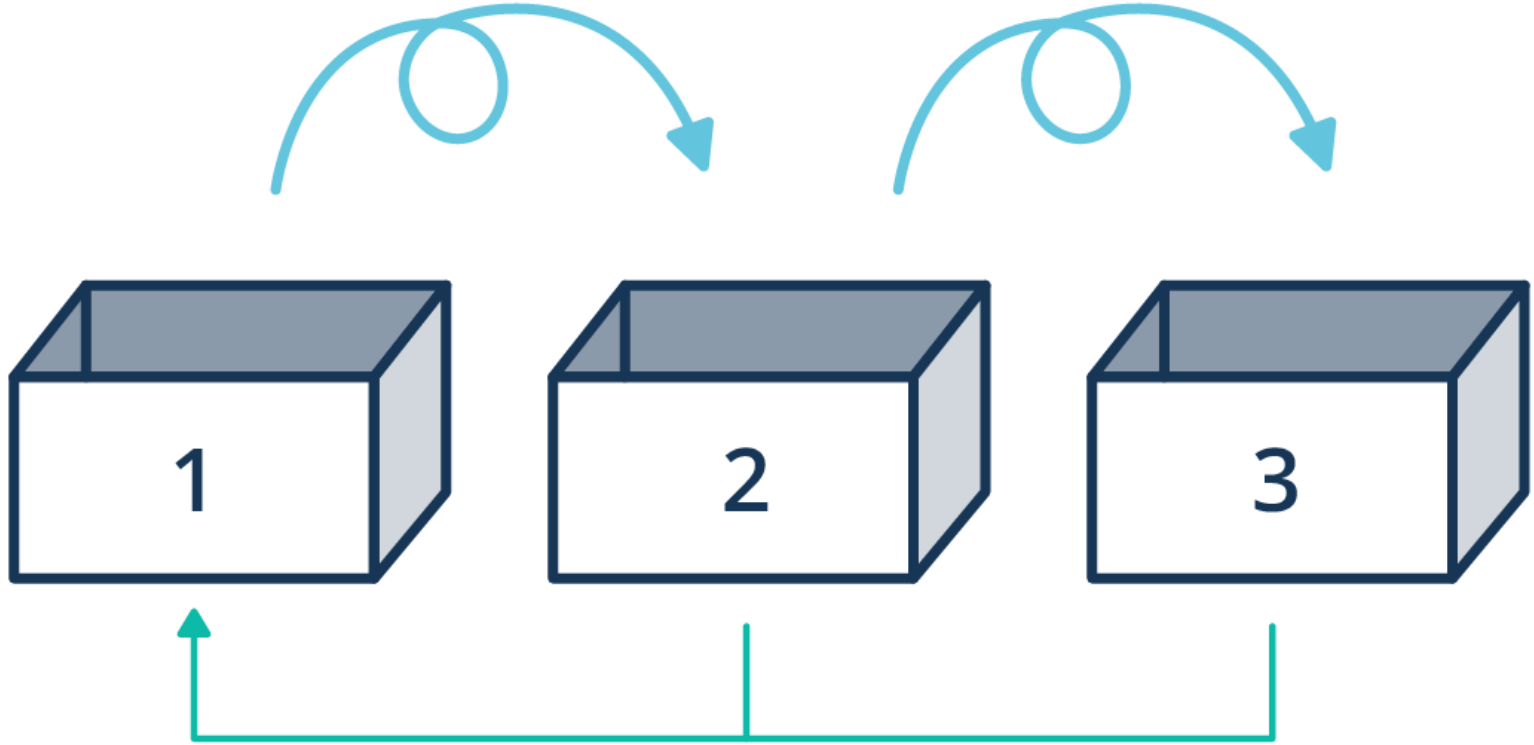
Instagram

Phone number, username or email address

Password

Log in

Now think about how and why you know those things off-by-heart



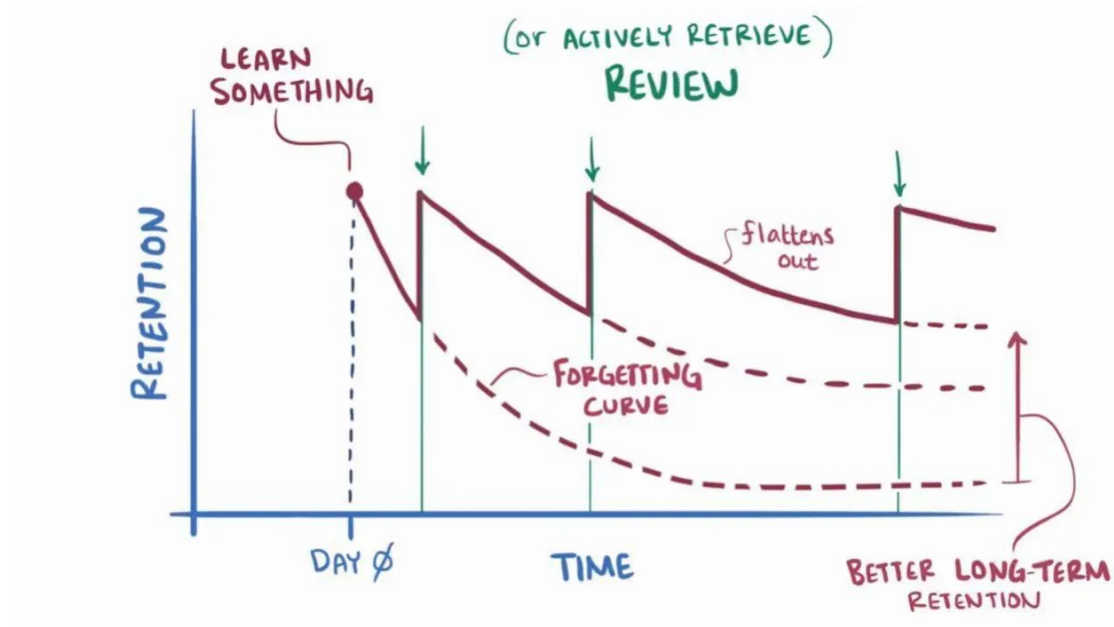
# Key Revision Strategies

- **Distributed Practice**
- **Spaced Repetition**
- **Practice Testing**
- **Revision Clock**
- **Revision Timetable**
- **AM Registration**
- **After School Intervention**

# Distributed Practice



# Spaced Repetition





# Practice Testing



**AQA** *Source A: autobiography  
Source B: essay*

Please write clearly in block capitals.

Centre number       Candidate number

Surname \_\_\_\_\_

Forename(s) *Q1: 5 mins* \_\_\_\_\_

Candidate signature *Q2: 10 mins* \_\_\_\_\_  
I declare this is my own work. *Q3: 13 mins*

**GCSE** *Q4: 17 mins*

**ENGLISH LANGUAGE** *Q5: 50 mins*

Paper 2 **Writers' viewpoints and perspectives** *→ 10 mins plan  
→ 35 mins writing  
→ 5 mins checking*

*2021 Exam (non-fiction)* Time allowed: **1 hour 45 minutes**

**Materials**  
For this paper you must have:  
• Source A and Source B – provided as a separate insert.

**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.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this book. Cross through any work you do not want to be marked.
- You must refer to the Insert 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 of the need for good English and clear presentation in your answers.
- You will be assessed on the quality of your reading 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 sources and all five questions you have to answer.
- You are advised to plan your answer to **Question 5** before you start to write.
- You should make sure you leave sufficient time to check your answers.

**For Examiner's Use**

Question	Mark
1	
2	
3	
4	
5	
<b>TOTAL</b>	



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8700/2

# Flashcards



- Focus on one concept per flashcard
- Use active recall (i.e. question/term/problem on one side and the answer or explanation on the other)
- Incorporate spaced repetition
- Write clearly and concisely and include visuals where relevant
- Highlight key words within the answer or explanation
- Explore both physical and digital flashcards

# Practice Testing - Parent/Carer Advice

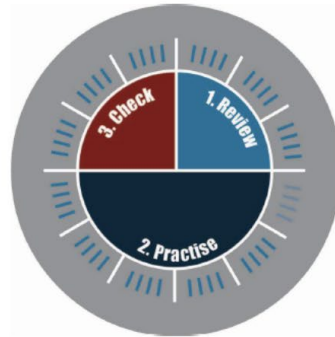
- “We used an app called Brainscape which sorted the cards into study decks that were very short bursts of questions. Also, being on phones, it meant we could do quick revision anywhere we were. It’s a paid app but worth it - it was far more effective than sitting in front of pages of long text”
- “Get started on past papers sooner and use the mark schemes side by side with Maths/Science. Don't just rely on Tassomai”
- <https://www.physicsandmathstutor.com/> for past papers, mark schemes and activities”
- “CGP flashcards are really useful. I read the questions aloud and he paced the kitchen answering them verbally. It meant he wasn't always hunched over a book or screen”
- “Primrose Kitten offers loads of revision resources. It's not free - you need to pay a one-off subscription, but my son found it super useful. It’s cheaper than a tutor!”
- “For essay based subjects like English Literature, essay plans are the way they revised the most, and memorise only select quotes that are versatile (can be used in many questions)”

# Revision Clock

Subject: \_\_\_\_\_ + topic: \_\_\_\_\_

**3. Check (15 mins):**

**1. Review (15 mins):**



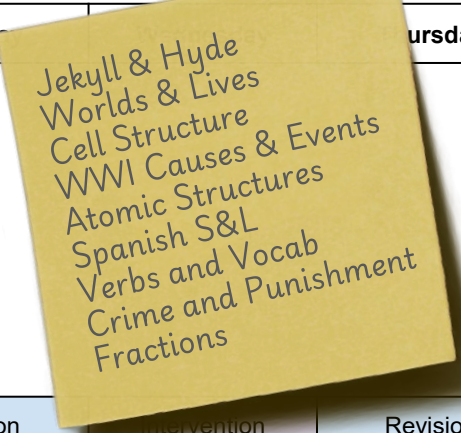
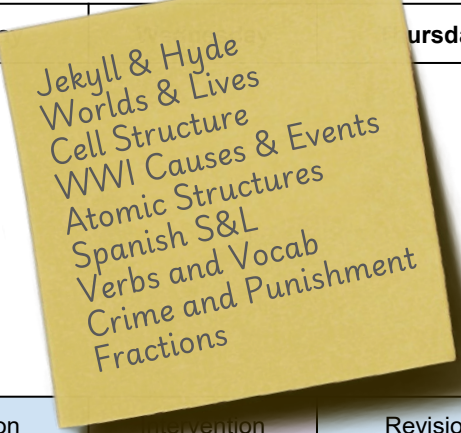
**2. Practise (30 mins):**



# Creating a Revision Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday														
<b>9:00 AM – 10:30 AM</b>	School					Swimming	Worlds and Lives														
<b>10:30 AM – 11:00 AM</b>							Break														
<b>11:00 AM – 12:30 PM</b>							Maths - Fractions														
<b>12:30 PM – 1:30 PM</b>						Free					REP - Crime	Seeing family									
<b>1:30 PM – 3:00 PM</b>											Free					Break					
<b>3:00 PM - 3:30 PM</b>																Free					Homework
<b>3:30 PM – 4:30 PM</b>	Intervention	Spanish - Vocab and Verbs	Intervention	Maths - Trig	Break																
<b>4:30 PM – 5:00 PM</b>	Break	Break	Break	Break	Review S&L																
<b>5:00 PM – 6:00 PM</b>	Jekyll and Hyde	Homework	Chemistry – Atomic Structure	Spanish - S&L	Free																
<b>6:00 PM – 6:30 PM</b>	Biology - Cell Structure	Review Jekyll and Hyde	Review Cell Structure	Review WWI Causes and Events	Free																
<b>6:30 PM – 7:30 PM</b>	Dinner	Dinner	Dinner	Dinner																	
<b>7:30 PM – 8:30 PM</b>	Homework	History - World War I Causes and Events	Homework	Homework																	

# Creating a Revision Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday					
9:00 AM – 10:30 AM						Swimming	Revision					
10:30 AM – 11:00 AM							Break					
11:00 AM – 12:30 PM							Revision					
12:30 PM – 1:30 PM											Revision	Free
1:30 PM – 3:00 PM											Break	
3:00 PM - 3:30 PM											Break	
3:30 PM – 4:30 PM	Intervention	Revision	Intervention	Revision	Revision							
4:30 PM – 5:00 PM	Break	Break	Break	Break	Break							
5:00 PM – 6:00 PM	Homework	Homework	Homework	Homework	Revision							
6:00 PM – 6:30 PM	Revision	Revision	Revision	Revision	Free							
6:30 PM – 7:30 PM	Dinner	Dinner	Dinner	Dinner	Free							
7:30 PM – 8:30 PM	Homework	Homework	Homework	Homework								

# Revision Timetable - Parent/Carer Advice

- “We also tried the Pomodoro technique - again, focused on shorter bursts of activity with breaks rather than long revision sessions.” *The pomodoro technique is a time management method that involves working in 25-minute intervals, called pomodoros, followed by short breaks.*
- “Setting a revision timetable and sitting with my child for the start. Doing short periods of revision with breaks.”
- “Proactively making a revision timetable to suit the needs of the individual. My son liked to sleep in and revise later”
- “Don’t try to revise for hours on end. He found a method of working for set periods of time and then having set breaks e.g. 45 mins on & 15 mins off”



# AM Registration



Reproduction

The diagram shows a cross-section of the placenta and umbilical cord. Labels include: 'veins', 'placenta', 'umbilical cord', 'amniotic sac', 'cervix', 'fluid', 'fetus' blood vessels', 'placental villi', 'placental membranes', 'umbilical cord', 'intervillous space', 'mother's blood vessels', and 'bloods don't touch'. A yellow highlighter is positioned over the diagram.

Mum to baby

- \*Oxygen
- \*glucose
- \*drugs
- \*alcohol
- \*viruses
- \*nutrients (food)
- \*Carbon monoxide (from smoking)
- \*Caffeine
- \*hormones

baby to mum

- \*carbon dioxide (respiration)
- \*Urea (digestion)

Raw food can contain bacteria which can harm baby  
Folate acid helps to prevent neural tube defects

Smoking -  $O_2$  supply is reduced by nicotine and CO  
Alcohol - blood vessels and heart may be damaged. May be born small, early or dead  
HIV - fetus may be infected with life-threatening disease before its born  
Drugs - baby may be born underweight or brain-damaged  
Rubella virus - embryo doesn't develop properly. May be born blind or deaf

Fetus grows in uterus. It is surrounded by amniotic sac, which prevents the entry of bacteria and other harmful pathogens. It contains amniotic fluid which supports the fetus from physical damage and absorbs excretory products.  
The umbilical cord joins to mum's placenta (a plate-like structure that allows for the exchange of dissolved nutrients, gases and excretory products. Also provides a barrier to bacteria and pathogens.)

When mum is ready to give birth, fetus starts to push through the cervix and breaking it. Some of the fluid comes out.  
The muscle wall of the uterus contracts and forces the fetus out of the vagina.  
The cervix dilates to let the fetus out.  
The final stage of labour involves tearing of the perineum and the delivery of the afterbirth.

Suckling reflex - when placed next to the nipple  
Suckling → releases oxytocin → milk ejection reflex → squeeze out milk (lactation)  
Milk made in first few days - colostrum (contains many antibodies + little food)



# After School Intervention

- Informed via class teachers and letter to parents
- Lesson will be on students' timetable on Satchel One:

3pm	<b>Maths</b> Room P12 Ms S Golamgouse SGO/2Mon:6
-----	---

- Lesson runs from 3-4pm either in Week 1, Week 2 or both Week 1 and 2
- Dismissed via the Top Gate at 4pm
- Intervention is a **means to an end**



# Supporting Your Child at Home

- Setting Up a Study Space
- Building a Routine
- Managing Stress and Well-being
- Positive Reinforcement



# Supporting Your Child at Home

With the other parents/carers you are sitting with, discuss the following question:

**What do you think the best ways you can support your child with effective revision at home are?**



# Setting Up a Study Space



**Quiet, Distraction-Free  
Location**

**(Encourage Them To) Keep  
the Space Organised**



**Ensure Good Lighting**

# Setting Up a Study Space



**Include a Clock or Timer**

**Make Essentials Accessible**

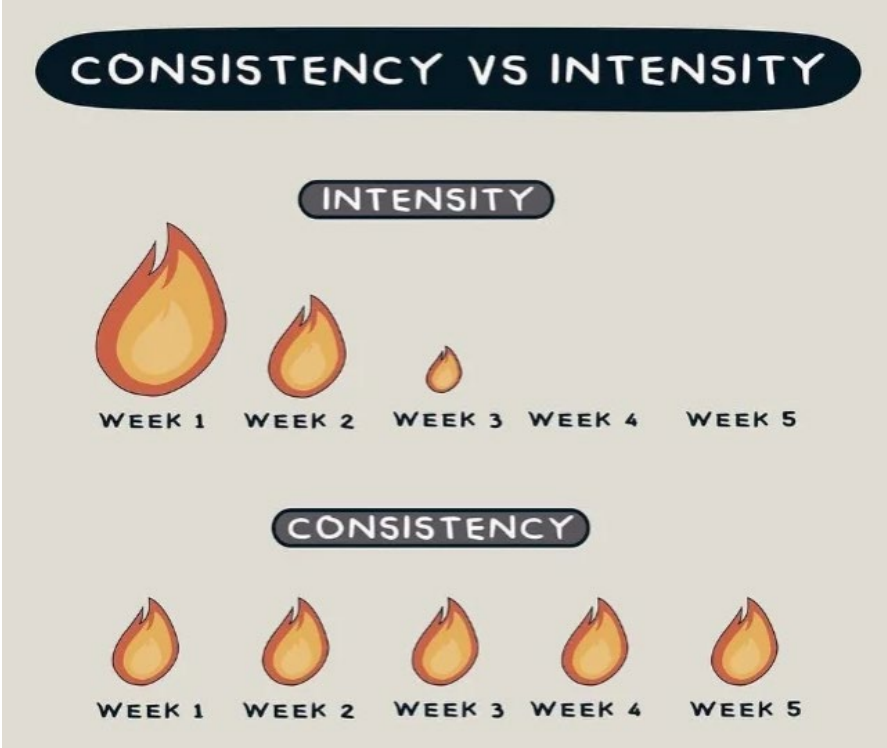


**Limit Digital Distractions**

# Setting Up a Study Space - Parent/Carer Advice

- “Check where your child is working - how much distraction is there? We rearranged his room to create a little workstation space that was away from the window (screen glare, views)”
- “Had to leave his phone with me to prevent social media distractions too.”

# Building a Routine





# Building a Routine - Parent/Carer Advice

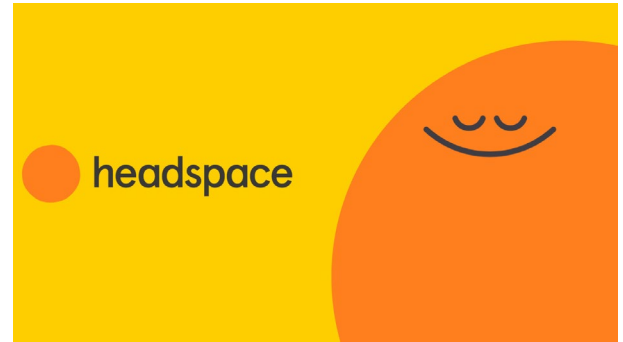
- “Printed out a paper calendar - month to view - so that he could use it as a visual aid for deadlines and helping see the month ahead. We used it to plan which revision units had to be prioritised when.”
- “Planning out revision in chunks over time so that the sheer volume of revision could be dealt with.”
- “Exam timetable on the fridge a weekly timetable on a white board with what to revise and what day and times. reviewed every Sunday for the next week”
- “It's overwhelming - so breaking it down into sections and allocating how much time was needed per section (e.g: Chemistry C1 - 4 needed 2 hours; Macbeth themes needed 1 hour)”
- “Incentivising pupils to do structured revision and setting assignments so they have to actually do it rather than open, unguided loose revision”
- “Have a social life, yes, and do things you enjoy and are passionate about”

# Managing Stress and Wellbeing

## Promote Physical Health



## Teach Relaxation Techniques

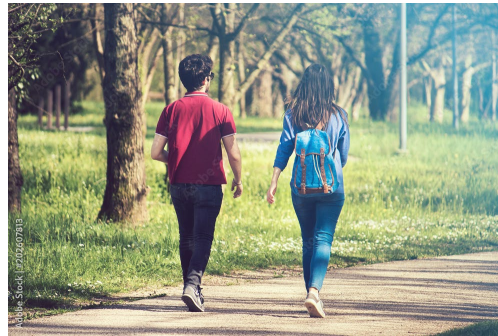


# Managing Stress and Wellbeing

## Be an Active Listener



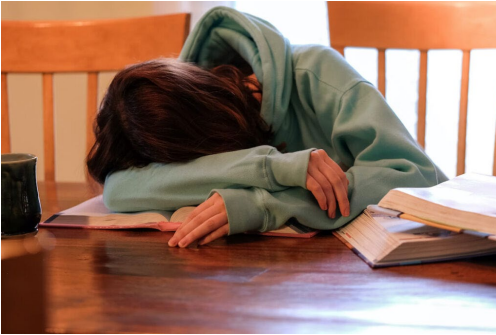
## Monitor Stress Levels



## Encourage Social Interaction

# Managing Stress and Wellbeing

## Limit Over-Studying



## Plan Something to Look Forward To

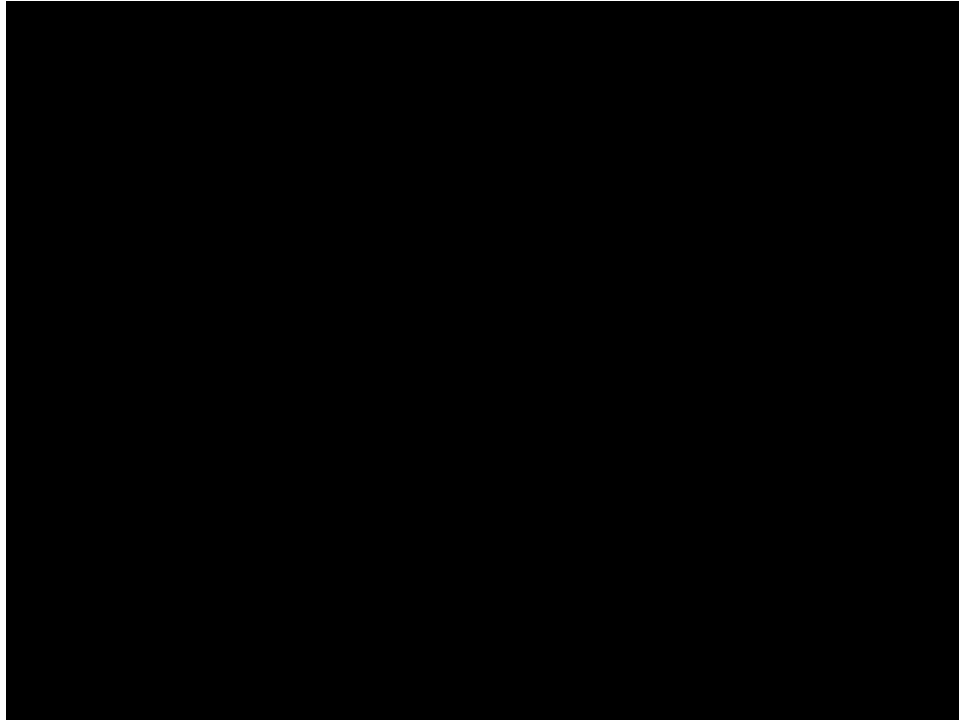


## Be a Calming Presence

# Managing Stress and Wellbeing - Parent/Carer Advice

- “Sport / healthy eating / encouraging them to put their phone on 'Focus' so their friends could see that they weren't being rude or ignoring them but they weren't available”
- “Planning break times and small, frequent rewards”

# Positive Reinforcement



# Positive Reinforcement

Use Specific and Genuine Praise



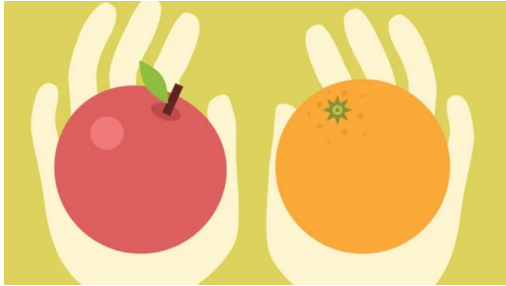
Recognise Effort Over Results

Celebrate Small Wins



# Positive Reinforcement

**Avoid Comparisons**



**Stay Positive About Challenges**





# Positive Reinforcement

Encourage Self-Reflection and Self-Praise



Create a Rewards System

Model a Positive Attitude Toward Learning



# Positive Reinforcement - Parent/Carer Advice

- “Completed flash cards in the Brainscape app and then tested him with it - the sheer amount of knowledge he had to digest was a stress in itself so helping him sort that into manageable chunks meant he could focus on learning individual components, and not get daunted by the overall amount. Also watched and discussed revision topics on BBC Bitesize - again, helped focus on short chapters without stressing about the size of the overall subject.”
- “Compiling a realistic revision planner. Being encouraging of sleep and rest and letting child/school apply the pressure, not parent.”
- “Open conversations, making food and snacks and being patient!”
- “Staying positive with my child in the face of his frustration/ boredom. We insisted on a sensible routine so that he got enough sleep, and took breaks.”

# Year 11 PPEs and GCSEs

## Year 11 Pre-Public Examinations (PPEs)

Monday 6th - Friday 17th January

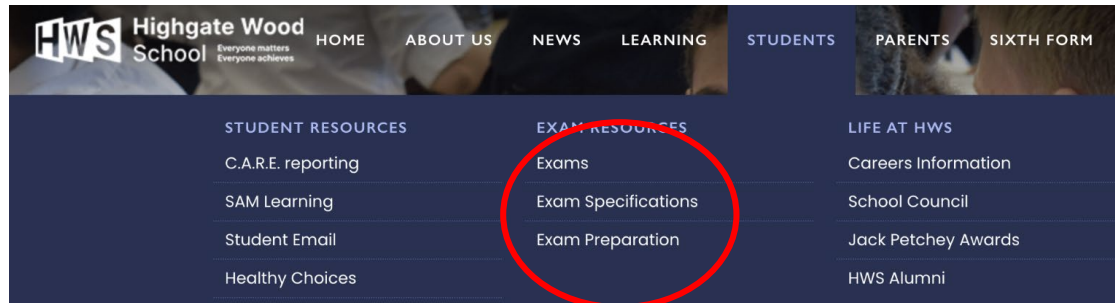
PPE Timetable = on the HWS website under 'Exams'

First exam = English Literature

## Year 11 GCSEs

Thursday 8th May - Wednesday 18th June

## Resources



The image shows a screenshot of the Highgate Wood School website. The navigation menu is displayed in a dark blue bar at the top. The 'EXAM RESOURCES' section is circled in red. The menu items are as follows:

HOME	ABOUT US	NEWS	LEARNING	STUDENTS	PARENTS	SIXTH FORM
STUDENT RESOURCES	EXAM RESOURCES	LIFE AT HWS				
C.A.R.E. reporting	Exams	Careers Information				
SAM Learning	Exam Specifications	School Council				
Student Email	Exam Preparation	Jack Petchey Awards				
Healthy Choices		HWS Alumni				

# Recommended Resources & Tips from Parents

- Brainscape
- BBC Bitesize
- AI services like Gemini to help break down complex topics & present them understandable ways
- Past papers
- Mr Bruff for English
- Remember how many exams there are (a lot over a long period of time)
- “Not everyone learns the same way. Try as many techniques as you can - we tried mind maps, slide presentations, videos etc. until we found the flash cards app”
- “Utilising the fact that the school open was early so he could go in and go through things with friends and teachers prior to each exam”

# Plenary Activity

On a post-in note, **write down one thing you will take away from this evening** that you can share with your child when you return home.

We will come round and collect these post-it notes and share them with parents who were unable to make today's session.



# 23 weeks today...



**and 29 weeks today...**









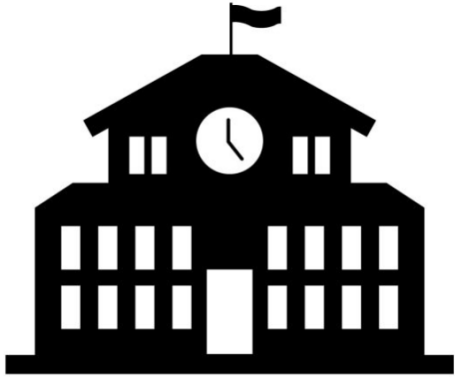
**270**

**HWS**

**Highgate Wood  
School** Everyone matters  
Everyone achieves







# Q&A