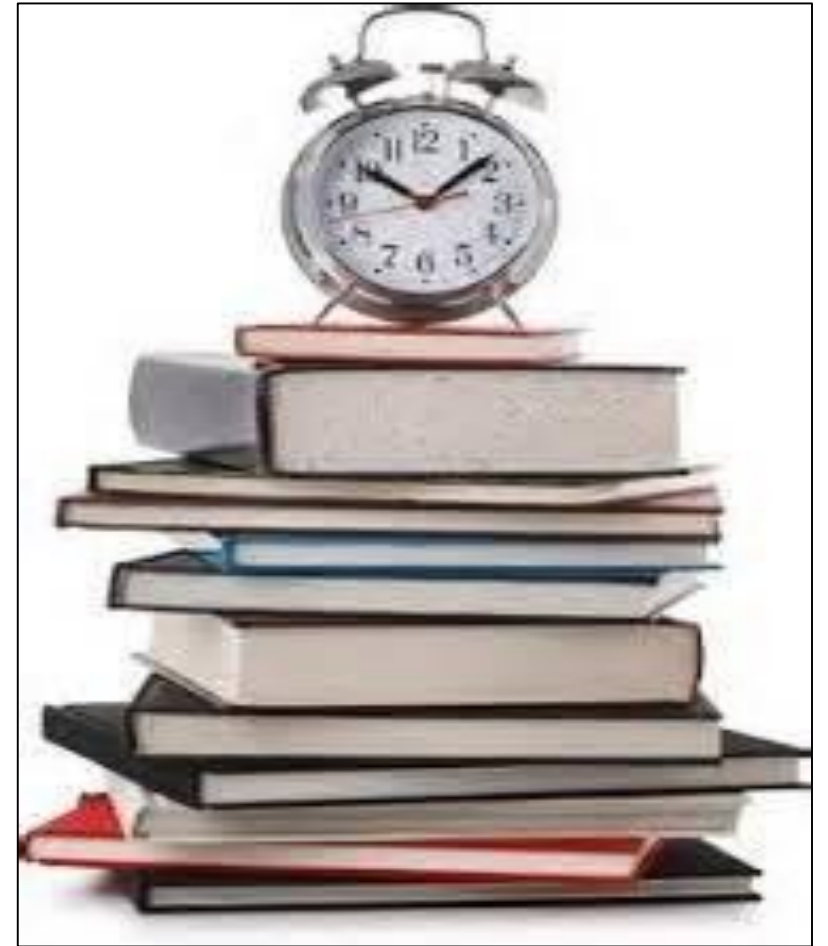


# How can you help? Does your child want you to...

- Leave them to it, warning them about living in a cardboard box if they don't revise?
- Confiscate their phone to stop them contacting their friends on Instagram?
- Be around— not in the room, but pottering about nearby to provide a kind of non-intrusive monitoring?
- Show an interest when you return from work and offer to test you or simply make them cups of tea?
- Empathise rather than go on the attack? Even small remarks can aggravate fear, such as saying, “Have you looked at your timetable?” or, “Do you know what you need to revise?”
- Offer to help drafting a revision timetable?
- Take charge of ‘back room operations’, making sure they have a well-ordered, quiet workspace with all the Post-it notes and fluorescent pens they need?
- Discuss removing their games console from their bedroom until exams are over?
- Ask them what they want from you?
- Ask “If I think you are not doing enough work, am I allowed to say anything and what’s a good time to say it?”
- Check they know how to revise?

**WELCOME to**

**The 2025 Parents'  
Revision Evening**



"We've got this saying, '*performance by the aggregation of marginal gains*'...

It means taking the **1%** from everything you do; finding a **1% margin for improvement** in everything you do. That's what we try to do from the mechanics upwards."

Sir David Brailsford



Day	Date	Subject	
M	19/2	History: The Norman Conquest	
T	20/2	Maths	
W	21/2	GCSE PE	
M	26/2	English Literature Paper 1 (A Christmas Carol and Macbeth)	
T	27/2	Food, Textiles, RM	
W	28/2	Science: Session 1 – Triple Biology, Trilogy Higher Chemistry, Trilogy Foundation Physics	
M	4/3	OCR Sport	Geography: Deconstructing 9 mark questions (targeting grade 5)
T	5/3	Maths	
W	6/3	GCSE PE	
M	11/3	English Language Paper 1 (fiction)	
T	12/3	Food, Textiles, RM	
W	13/3	Science: Session 2 – Triple Chemistry, Trilogy Higher Physics, Trilogy Foundation Biology	
M	18/3	OCR Sport	History: The People's Health
T	19/3	Maths	
W	20/3	GCSE PE	
M	8/4	OCR Sport	History: Goodrich
T	9/4	Maths	
W	10/4	GCSE PE	
F	12/4	Geography: Deconstructing 9 mark questions (targeting grade 7+)	
M	15/4	English Literature Paper 2 (An Inspector Calls and Poetry)	
T	16/4	Food, Textiles, RM	
W	17/4	Science: Session 3 – Triple Physics, Trilogy Higher Biology, Trilogy Foundation Chemistry	
M	22/4	English Language Paper 2 (non-fiction)	
T	23/4	Maths	
W	24/4	Geography: Data manipulation, graphs and statistics	
M	29/4	History: The Making of America	
T	30/4	Food, Textiles, RM	
W	1/5	Maths	

# A starting point for revision:

- Each subject has produced a revision overview which is on the school website:
- Curriculum – Academic - KS4 subjects – Year 11 Revision Information
- Exam board
- **Assessment summary**
- Past Papers and Mark Schemes
- Useful Revision Websites
- Revision apps
- Recommended revision guides
- Other useful information

# The Revision Process



---

## Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology

Psychological Science in the  
Public Interest  
14(1) 4–58  
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[sagepub.com/journalsPermissions.nav](http://sagepub.com/journalsPermissions.nav)  
DOI: 10.1177/1529100612453266  
<http://pspi.sagepub.com>  
The SAGE logo, consisting of a stylized 'S' inside a circle followed by the word 'SAGE' in a bold, sans-serif font.

**John Dunlosky<sup>1</sup>, Katherine A. Rawson<sup>1</sup>, Elizabeth J. Marsh<sup>2</sup>,  
Mitchell J. Nathan<sup>3</sup>, and Daniel T. Willingham<sup>4</sup>**

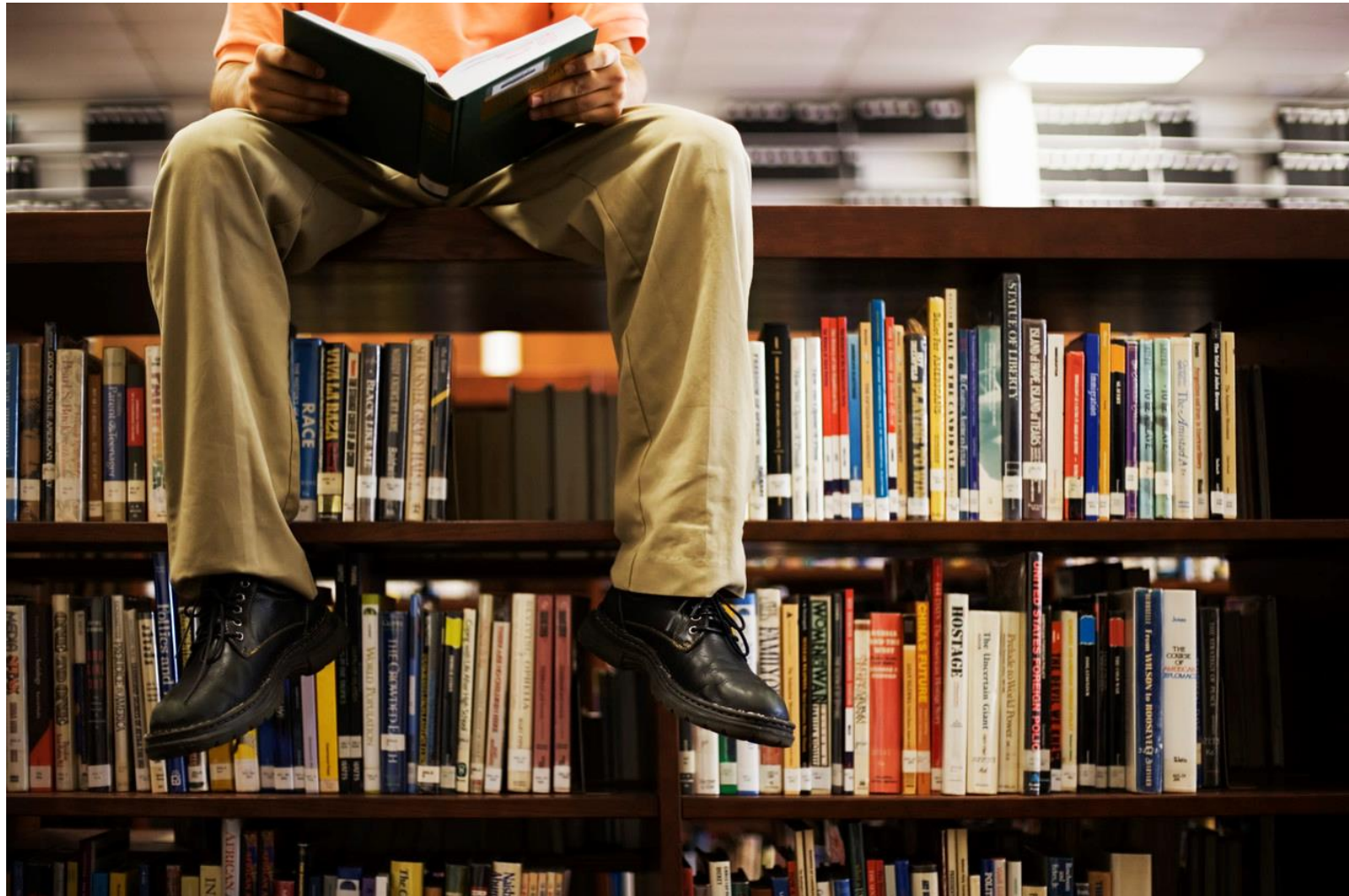
<sup>1</sup>Department of Psychology, Kent State University; <sup>2</sup>Department of Psychology and Neuroscience, Duke University;

<sup>3</sup>Department of Educational Psychology, Department of Curriculum & Instruction, and Department of Psychology, University of Wisconsin–Madison; and <sup>4</sup>Department of Psychology, University of Virginia

**Not very  
effective**



# Re-reading





# Highlighting




# Why?

- Low challenge.
- Little thinking required.
- No quality assurance i.e. how do you know it's working?
- Makes the student think that they are 'doing something'





And yet...

- 59% of Year 11 students thought re-reading notes and text-books was effective;
  - 31% of Year 11 students thought highlighting notes was effective.
- 

# Timescales


---

- **First exam is on 8<sup>th</sup> May**
- **Last exam is on 18<sup>th</sup> June (25<sup>th</sup> for contingency)**
- **20 out of 44 exams before May half term – implications for revision?**
- **Study leave begins after Friday May 2<sup>nd</sup>.**
- **Lessons and in-school revision optional thereafter.**





**138 hours**


- 20 hours Feb half term (20)
  - 1 hour each night Monday-Thursday (32)
  - 2 hours each weekend (16)
  - 50 hours Easter holiday (50)
  - 20 hours May half term (20)
- 



**138 hours**

- 20 hours Feb half term (20)
- 1 hour each night Monday-Thursday (32)
- 2 hours each weekend (16)
- 50 hours Easter holiday (50)
- 20 hours May half term (20)

***138 hours divided by 9 subjects  
= 15 hours per subject  
to revise 2 years' work!***





**So...**

**How do you  
make the most  
of that time?**



# THOMAS KEBLE LEARNING PROCESS



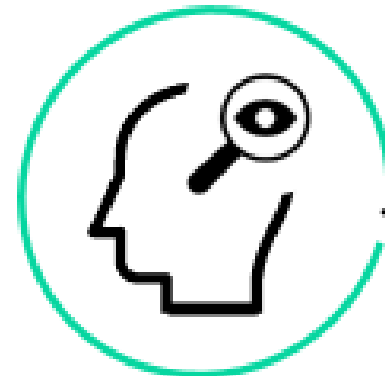
**Understand it...**

**...by paying full attention**  
and gathering any additional info.



**Transform it...**

**...into different condensed forms**  
e.g. flash cards, Cornell notes, folding frenzy



**Review it...**

**...through recall activities**  
e.g. testing, Seneca Learning



**Apply it...**

**...in new situations**  
e.g. to exam-style questions or unfamiliar problems

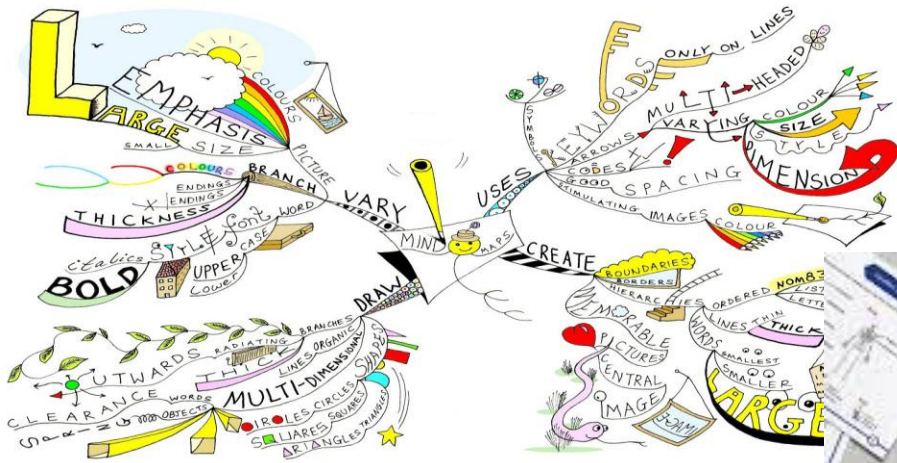


What is our biggest  
***FEAR***  
about doing an 'assessment/test'?

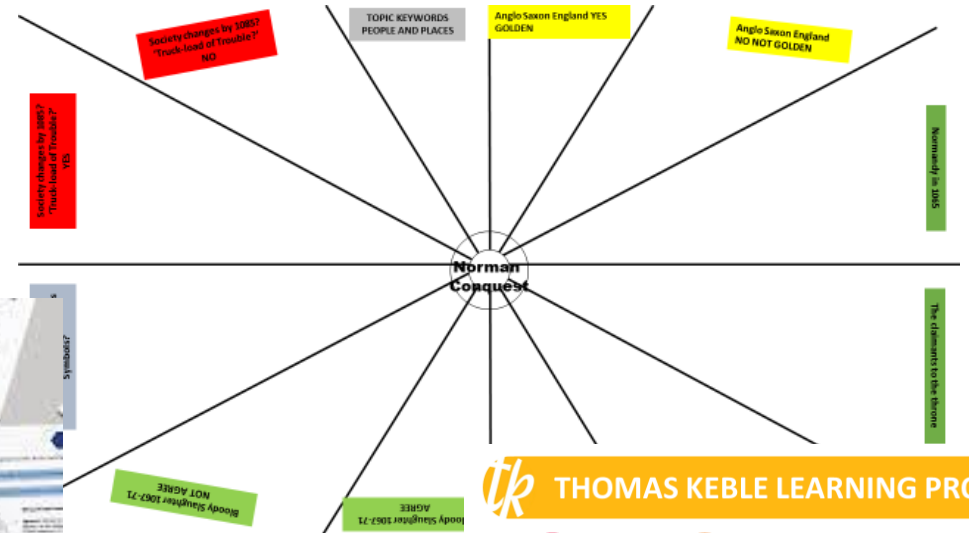
# How do we know if we 'know it' if we don't 'test it'?

## SIMPLE ANSWER.....WE CAN'T

*The degree of success in TRANSFORMING learning can only be gauged if we TEST to see HOW MUCH WE REALLY KNOW*



© Paul Foreman <http://www.mindmapinspiration.com>



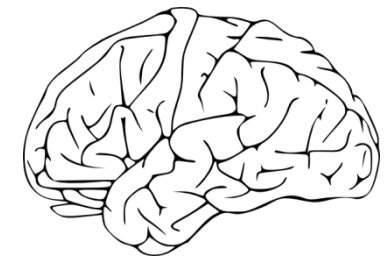
**tk THOMAS KEBLE LEARNING PROCESS**



Understand it...	Transform it...	Review it...	Apply it...
...by paying full attention and gathering any additional info.	...into different condensed forms e.g. flash cards, Cornell notes, folding frenzy	...through recall activities e.g. testing, Seneca Learning	...in new situations e.g. to exam-style questions or unfamiliar problems

Students forget  
90% of what they  
learn in class  
within 30 days

(however much they enjoyed the lesson  
/the subject matter was taught well)

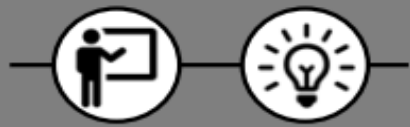


# History How To's



## Folding Frenzy

Simon Beale  
@SPBeale



### What is Folding frenzy?

A Folding Frenzy is a multi layered revision technique that uses a range of strategies in one package to rigorously encode & synthesise knowledge for better retrieval during exams.

### What Does the Research Say?

Chang & Ku (2014) Shows that note taking requires effort and encoding which stores the information more firmly in long term memory.

Mann (2014) states that graphic organisers, specifically, concept/event maps are a vital tool that aid in the comprehension of the complex material presented in any curriculum.

Agarwai, Roediger, McDaniel & McDermott (2013) States that The more difficult the retrieval practice, the better it is for long-term learning. For instance, recalling an answer to a History question improves learning to a greater extent than looking up the answer in a textbook.

### Further Reading

Cornell University, The Cornell Note Taking System  
Educational Endowment Foundation, Blog, Retrieval Practice  
Oliver Caviglioli, Dual Coding With Teachers

### Using Folding Frenzy



#### Notes

Students write a page of notes on a piece of blank paper on a specifically chosen topic. Focussing on;

1. key vocabulary
2. summarising content
3. using symbols

Fold



#### Graphic Organiser

Students then create a graphic organiser representing the core terminology of the notes.

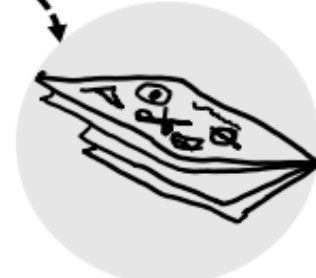
Fold



#### Flashcard

Students write down 5/6 keywords that summarise the topic.

Flip



#### Symbols

Students use the symbols from their original notes.

### Do's and Don'ts

To really maximise your use of Folding Frenzy, follow this guidance on do's and don'ts



- Encourage use of symbols.
- Scaffold the activity clearly.
- Write the title on each new side.
- Encourage pupils developing their own style
- Use colour
- Leave gaps between phases if necessary.
- Use it often for retrieval practice
- Don't hand it out and expect students to get it.
- Don't treat it as a standalone or one off activity.
- Don't forget to emphasise the various skills that are being developed.
- Don't allow it to be completed poorly or rushed.

### In the History Classroom

Once the Folding Frenzy has been created, use these techniques .



Students test each others knowledge through retrieval practice questions based on their partners folding frenzy .



Students self test using the words or symbols sides and then checking answers by unfolding the paper



Students regulate their knowledge and understanding based on retrieval strength. They can then be kept in "stacks".

1. Picture side: exam ready.
2. Flashcard: Almost there.
3. Graphic Organiser: understanding but low recall.
4. Notes: starting out.



# The Leitner Method



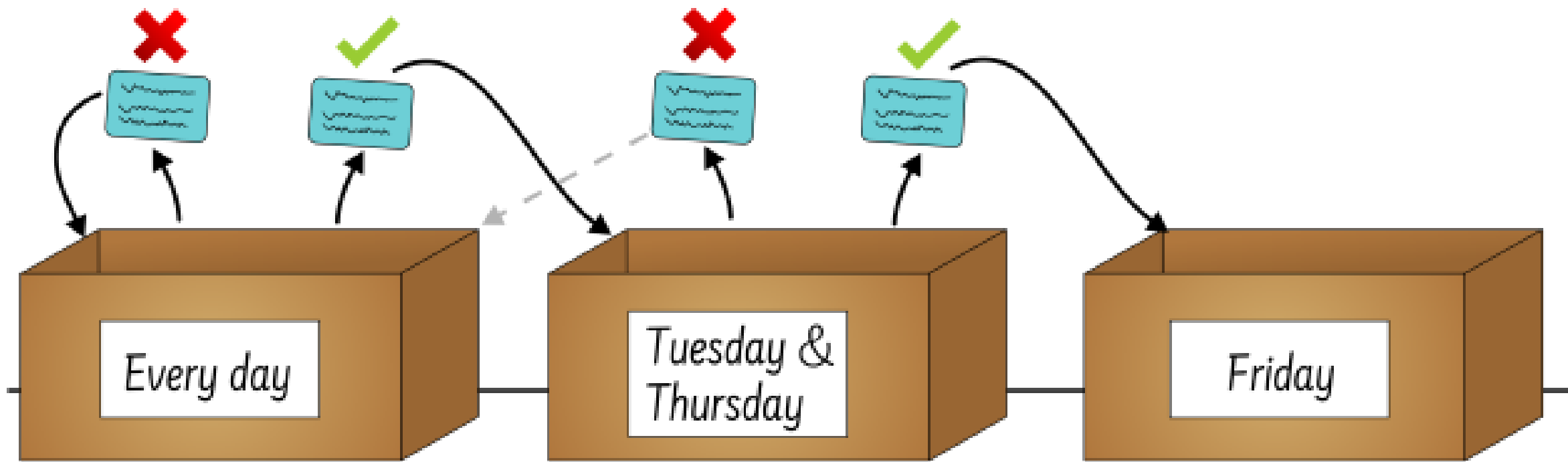
Everyday



Tuesday &  
Thursday



Friday





# THOMAS KEBLE LEARNING PROCESS



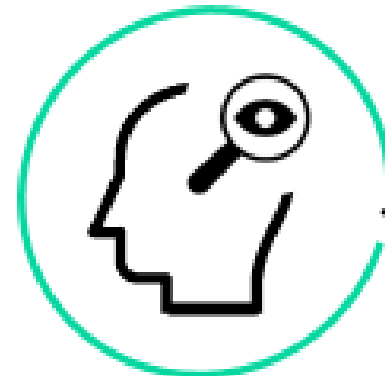
**Understand it...**

**...by paying full attention**  
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**Transform it...**

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e.g. flash cards, Cornell notes, folding frenzy



**Review it...**

**...through recall activities**  
e.g. testing, Seneca Learning



**Apply it...**

**...in new situations**  
e.g. to exam-style questions or unfamiliar problems

# Self-testing and diagnosis of errors

## Understanding of the subject

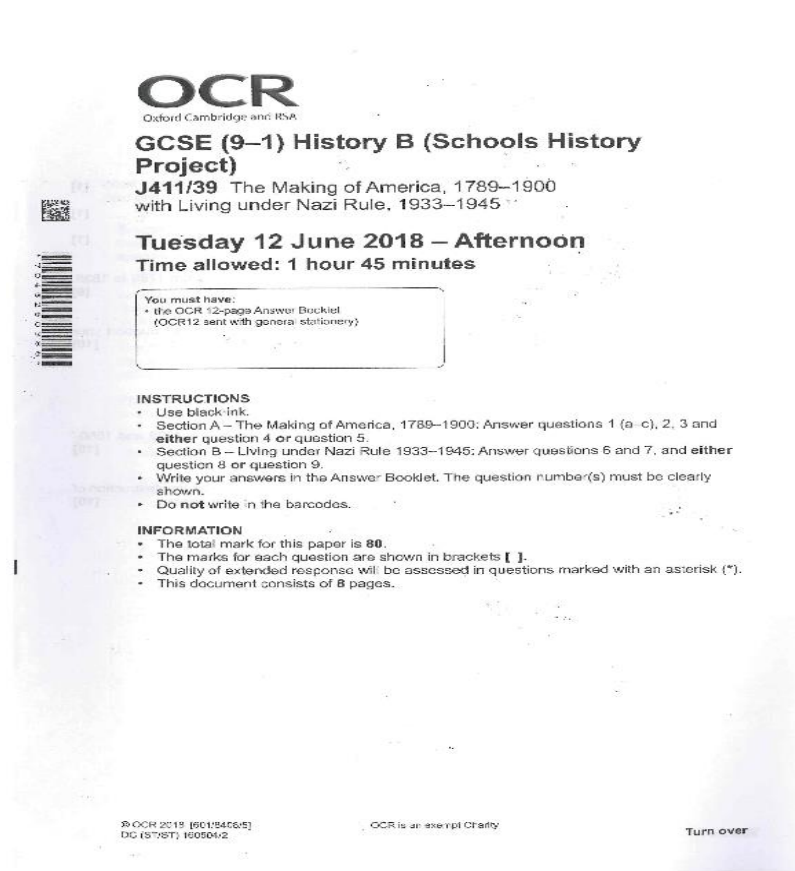
- Did you get it wrong because you didn't know that part of the subject?

- Solution: focused revision

Use Folding Frenzy/flashcard envelopes

## Exam technique

- Did you get it wrong because you didn't read the question properly or lack of experience with the EXAM PAPER?
- Or because you didn't do exactly what the MARKSCHEME wanted?
- Or you haven't seen enough MODEL ANSWERS?
- Solution: repeated deliberate practice using the 3 aids above



**What is your biggest  
FEAR  
about  
THE EXAM PAPER.....?**

**Anticipation of starting – have the topics I want, come up?**

**Getting going ... turning the page, the first question.....**

**Time Management**

**Stronger/weaker question types**

**Understanding the COMMAND  
word in the question**

**Thinking about what happened LAST TIME I did this  
paper**





Knowing your stronger/weaker question types and confronting them by practising where you are weaker.....

Doing back-to-back questions, different combinations

Working out the timing for each section/question and practising TO THAT TIME



15-11-20  
at 11:2  
9695 145

Write your name here

Surname:  Other names:

Pearson Edexcel Centre Number:  Candidate Number:

**Mathematics** The first 7 questions can be found on the FOUNDATION paper 1 set 1...LINK below...

**Paper 1 (Non-Calculator)**

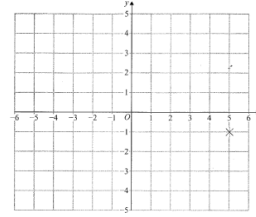
Specimen Papers Set 1 **Higher Tier**

Time: 1 hour 30 minutes Paper Reference: **1MA1/1H**

You must have: Ruler graduated in centimetres and millimetres, protractor, pair of compasses, pen, HB pencil, eraser.

Total Marks:

# KNOWING and USING the markscheme

1MA1 Practice papers Set 3: Paper 2F (Regular) mark scheme – Version 1.0					
Question	Working	Answer	Mark	Notes	
1.	$1.85 \div 5 \times 9 =$	3.33	2	M1 for $1.85 \div 5$ or $1.85 \times 9$ or 0.37 or 16.65 or 333 seen A1 cao <b>NB</b> Working can be in £ or p	
2.	(a)	37	1	B1 cao	
	(b)	$a$	1	B1 cao	
3.	(a)	(1, 2)	2	B1 (allow $(x = 1, y = 2)$ )	
	(i)	(-4, -3)		B1 (allow $(x = -4, y = -3)$ )	
	(ii)	plot(5, -1) on grid	1	B1 for plotting at (5, -1)	
	(b)				
4.		0.6	3	B1 for 1.8 seen (accept 1800) M1 for " $1.8$ " $\div 3$ A1 for 0.6 oe	
5.	(a)	Cardiff	1	B1	
	(b)	- 8	2	M1 for $- 3 - 5$ or $- 3 + - 5$ A1	

## Question 6a

In Interpretation A the historian Robert Bartlett argues that the 'Harrying of the North' had a powerful impact on northern England. Identify and explain one way in which he does this.

In 1069, William marched on York and crushed the rebellion. The Normans devastated the North of England. They sacked every village and farmstead as they went. Then William divided his troops into smaller bands who destroyed any crops and livestock they could find ...

A huge area across northern and central England was laid waste by this 'scorched earth' on the northern rebels. Plotting the settlements destroyed by the Normans shows the scar that was carved across the country by William's army. Sixteen years later, these areas were still desolate wasteland.

*Interpretation A – An extract from the script of The Normans, a BBC television series, 2010.*

**[3]**

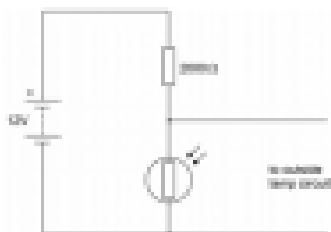
# PAST PAPERS

## PAST PAPER

A Light Dependent Resistor (LDR) is used to sense an outside lamp when it gets dark.

Part of the circuit is shown in Figure 8.

Figure 8



**8.1** The light intensity decreases.

What happens to the potential difference across the LDR and the current in the LDR? (2 marks)

Potential difference \_\_\_\_\_

Current \_\_\_\_\_

**8.2** What is the resistance of the LDR when the potential difference across it is 4 V?

Show a reason for your answer. (2 marks)

Resistance = \_\_\_\_\_  $\Omega$

Reason \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## MARK SCHEME

Question	Answers	Date Information	Marks	Alt. Resp./Ref.
8.1	potential difference increases temperature	in the order only after vol. after voltage	2	A01 4.1.1.4
8.2	the current increases when the potential difference increases potential across the lamp increases the resistance increases	all had correct resistance increases and then short-cut	2	A01 4.1.1.4
8.3	higher potential difference of the total power is energy supplied to the circuit or higher potential difference energy supplied for the same total power is energy input	correctly energy is insufficient	1	A01 4.1.1.1
8.4	potential difference increases current decreases		2	A00 4.03 A01 4.03
8.5	ratio (2) potential difference is shared in proportion to the resistance	correctly correct 2 divided (2) after calculation using a correct calculation	2	A00 4.1.1.3



## EXAMINERS' REPORT

### Question 5 (standard / high demand)

- 8.1** 57% of students scored 2 marks for this question, with 32% scoring 1 mark. The most common mistake was not stating which quantity should remain constant, 'change' being a commonly seen incorrect answer.
- 8.2** The question discriminated well between students with 10% of students scoring 2 marks, 30% scoring 1 mark and 60% scoring 0 marks. Some students incorrectly stated that the current decreased if the resistance decreased. (Contradictory statements often implied marks, e.g. 'if resistance decreases current increases but that decreases).
- 8.3** 24% of students answered this question correctly. Students made no answer in terms of amount / proportion / percentage input compared to useful output in order to score the mark.
- 8.4** This question discriminated well with 28% of students scoring 2 marks, while 38% of students scored 1 mark.
- 8.5** 10% of students scored 2 marks on this question. They had correct answers of 1000 ohms were seen. When 1000 ohms was given, the reason usually justified the mark (12 marks, so only for 1 mark always were seen).
- 8.6** 12% of students scored 1 mark on this question. Many students failed to add the resistance of the two series resistors together. The most common incorrect answer was 2000  $\Omega$  which scored 1 mark. Most students who calculated the correct current also correctly showed their answer to 2 significant figures.

We're all being  
tested... That's what  
life is.

Brad Meltzer



PICTUREQUOTES.COM

**TESTING = BEING BRAVE**

**1% MARGINAL GAINS;**  
*-each week,*  
*-on each practice question,*  
*-in each subject.....*



Courses → Schools → **Thomas Keble School**

**DFM Courses**  
16 courses available

**Thomas Keble School**  
12 courses available

**Exam Boards & Publishers**  
21 courses available

**Revision by Grade Foundation**

- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5

Go

**Revision by Grade (Higher)**

- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9

Activate Windows  
Go to Settings to activate Windows.

Q Search

**Teams**

Join or create team

Your teams

- 22-23 11.1a Chemistry
- 22-23 11.2 Physics
- 22-23 11.3 Chemistry
- 22-23 10.1 Chemistry
- 22-23 10.2 Chemistry
- 22-23 10.5 Chemistry
- 22-23 9SNB Science
- 22-23 8CE Science
- 22-23 7SNB Science
- 22-23 7NBR Science
- 22-23 11CCC
- 22-23 11JCH
- 22-23 11LPD
- 22-23 11MVC
- 22-23 11WCJ

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# Dr Frost Maths

# TEAMS

SENECA

Home Courses Classes & assignments Miss Brodie

Your courses Add courses

Get exam-ready with unlimited AI-marked Exam Questions on the Exam Boost package

Search your courses...

Archive Courses

- Chemistry: AQA GCSE Higher
- Chemistry: AQA GCSE Higher - Diagnostic Misconceptions
- Combined Science Biology: AQA GCSE Foundation
- Combined Science Chemistry: AQA GCSE Foundation
- Combined Science Physics: AQA GCSE Foundation
- English: KS3 Spelling, Punctuation & Grammar - Standardised Assessments
- Maths: Edexcel GCSE Foundation
- Science Practicals: GCSE
- Science: KS3

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# Seneca





# Revision Planning

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Making the revision timetable





# Revision Planning

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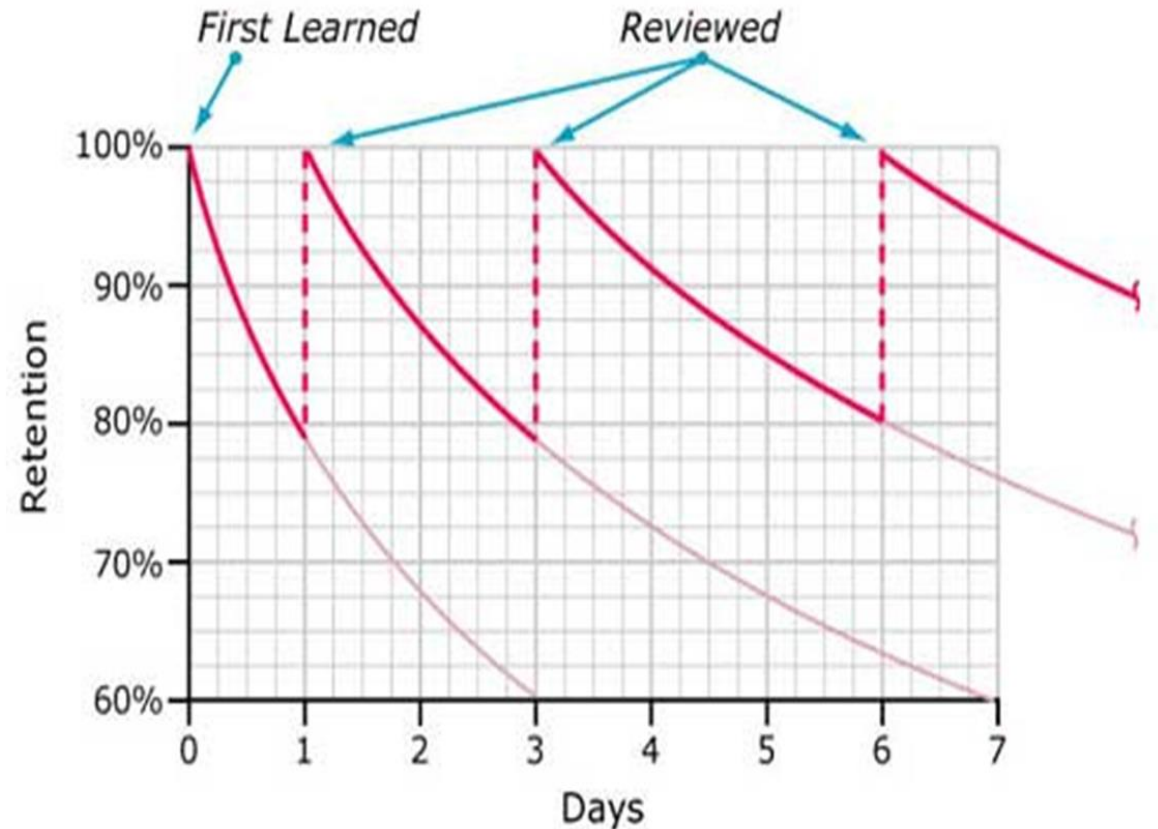
Making the revision timetable

**Only 49% of Year 11 students made a revision timetable for their mock exams!**

# Principle 1: SPACED RETRIEVAL PRACTICE

- When we learn something, we forget it
- When we revisit something we've learned repeatedly, we remember it better
- This is shown in the Ebbinghaus Forgetting Curve

Typical Forgetting Curve for Newly Learned Information

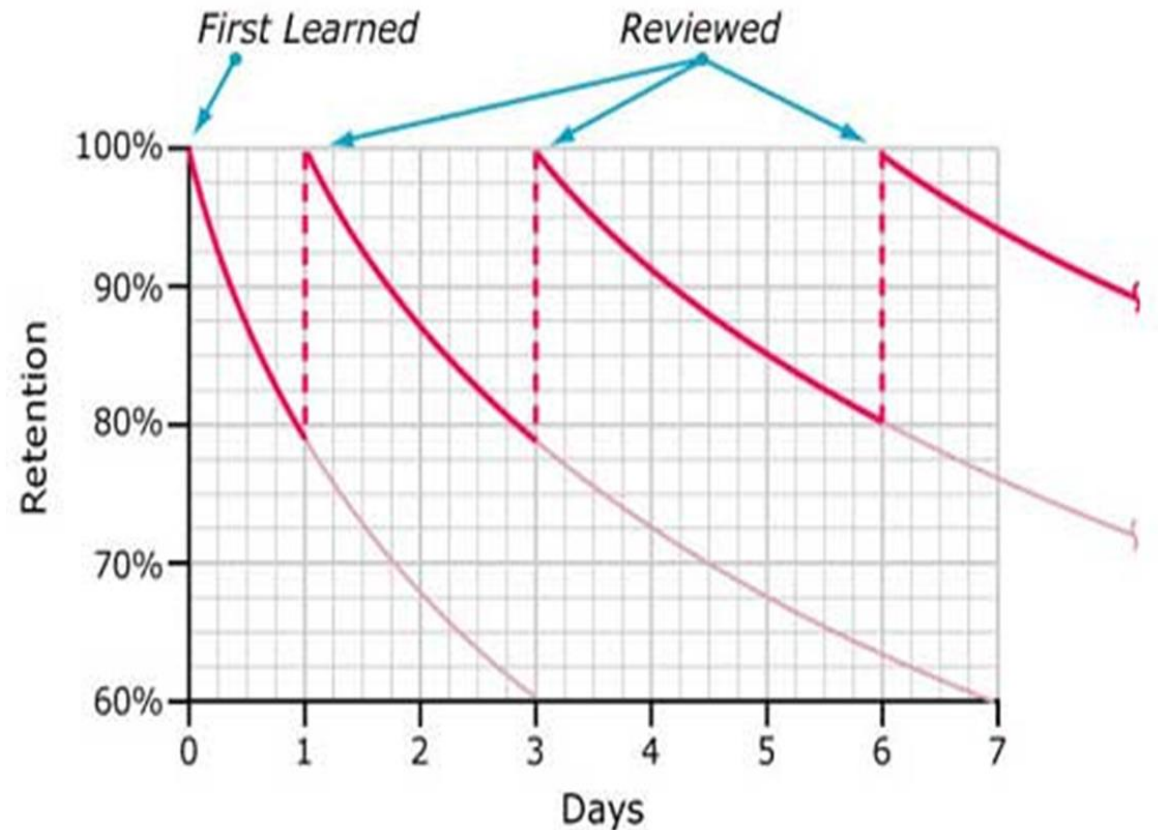


# Principle 1: SPACED RETRIEVAL PRACTICE

**Only 47% of Y11s used this for the mocks!**

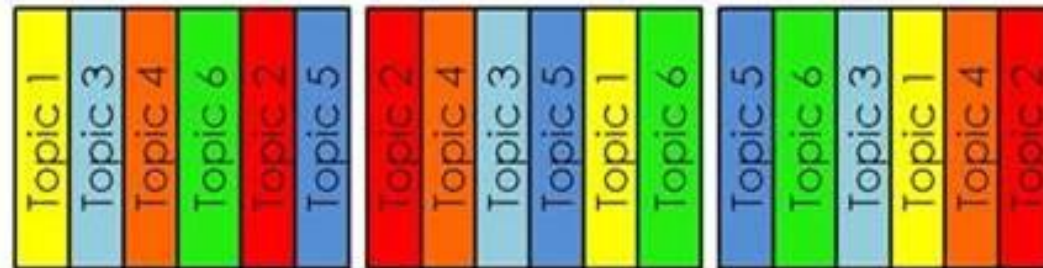
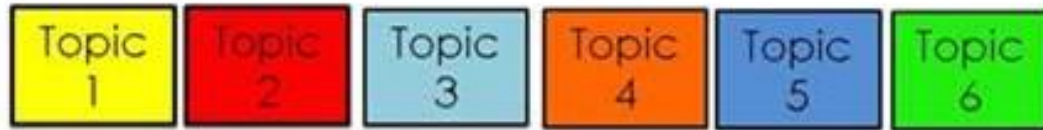
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Typical Forgetting Curve for Newly Learned Information



# Principle 2: Interleaving vs blocking

Blocking vs interleaving



- “Blocking” your revision – focusing on one topic for a long time then moving on to the next topic – is inefficient.
- “Interleaving” your revision is far more effective as reducing the accessibility of information in memory fosters additional learning of that information.



# Principle 3: Interleaving and chunking

- For interleaving to work, you have to break down your revision into “chunks”
- It's no good putting “Biology” into your revision calendar – you need to be specific
- GCSE Biology includes:
  - Health
  - Responses to the environment
  - Evolution
  - Ecology
  - Cells
  - Photosynthesis
  - Organisms and their environments
  - Protein functions and uses
  - Respiration
  - Genetics
  - Speciation



## Easter Revision

- I suggest that for at least 5 days a week over the Easter holiday, students work a school day:

Session 1 – 9:00-9:50

Session 2 – 10:15-11:05

Session 3 – 11:30 – 12:20

Session 4 – 1:15 – 2:05

Session 5 – 2:30 – 3:20

- They could even follow their school timetable.

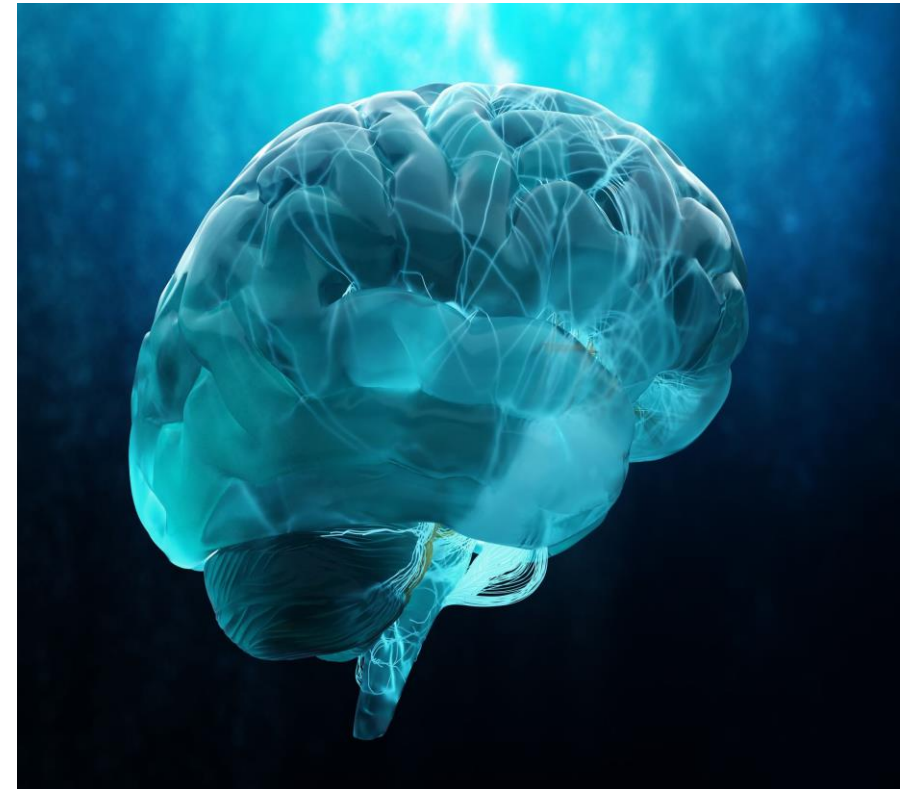
# Revision timetable

<b>Date/Session</b>	<b>Revision</b>	<b>Activity</b>
Mon 14 <sup>th</sup> April 1	Geog: Coasts	Review –Quizlet flashcards
2	RE: Christian marriage	Transform – Revision clock
3	Maths: quadratic equations	Test – Practice Paper Q2,4,6
4	Eng Lit: Macbeth	Transform – Lady Macbeth folding frenzy
5	Science: Forces	Review – Seneca website



# The importance of study breaks:

- Study time periods should be broken down into **20-25 minute** sections with small rests in between.
- We tend to remember **first things** and **last things** rather than the **things in between**. So, the more well-spaced and short breaks we have, the more beginnings and endings we have, and the better our brain will be able to remember.
- **Brief breaks** are also essential for relaxation: they relieve the muscular and mental tension that inevitably builds up during periods of intense concentration.





## Revision planner apps:

- [Adapt - free Revision Timetable App for A-level & GCSE \(getadapt.co.uk\)](https://www.getadapt.co.uk)
- [My Study Life](#)



**KEEP  
CALM  
AND  
PLAN  
AHEAD**

Time spent  
planning is likely  
to reduce stress –  
parents can be  
very helpful here!

# Exam stress and anxiety

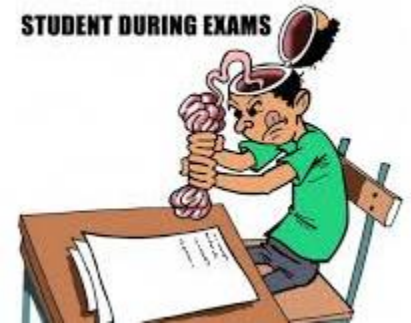
- We know a level of anxiety around exam is to be expected
- Support in place at school:
  - Boost self-care advice
  - Extended tutor sessions around identifying and coping with exam stress
  - Young Minds Matter assembly
  - Support from pastoral staff and trusted adults
  - Marginal gains assemblies – small changes!!!!

# How can you support with exam stress at home?

- Spot the signs.
- Talk about it.
- Help your child to create a routine.
- Try not to add to the pressure!
- Be available to listen.
- Provide opportunities to unwind after each exam

- For more information use this link:

<https://www.place2be.org.uk/media/0tttpyr0h/navigating-exam-season-guide-for-parents.pdf>



# Support beyond school and home.....

You can also signpost your children to use the following services to support them through this period of preparation and actually sitting the exam:

- <https://www.ticplus.org.uk/wp-content/uploads/2022/05/A4-exam-stress-leaflet-v00r01-002.pdf>
- Text CONNECT to 85258 for free to speak to Shout
- Call 0800 1111 to speak to Childline or visit [childline.org.uk](http://childline.org.uk) for their free online chat
- Text chat with TICPlus at: <https://www.ticplus.org.uk/ticpluschat/>





# Exam Day

1. **Be prepared.**
2. **Try a breathing exercise if you're feeling overwhelmed.** Breathe in through your nose for 4 counts, hold it for 2 counts, and breathe out for 7 counts. Repeating this can help you feel calm.
3. **Take a few minutes to read the instructions and questions.**
4. **Plan how much time you'll need for each question.**
5. **Once the exam is finished, forget about it.**



# What can we look forward to?

- Year Book and Leavers Hoodies!
- Exams finish by 18<sup>th</sup> June.
- Celebration of achievement evening 26<sup>th</sup> June 2025.
- Y11 Prom - Tuesday 8<sup>th</sup> July 2025 – Manor By The Lake.



