


Year 11 Revision and Wellbeing

How to Identify Effective Revision

It is important that both parents and students understand the most effective ways to revise. It is easy to fall into the trap of thinking that your child has done lots of revision because they have been in their room with a book open for 3 hours. It is easy for students to fall into the trap of carrying out tasks that do not require a lot of effort (such as highlighting notes), making them feel that they have carried out a large amount of revision. However, neither of these allow for deep and difficult thinking, which has been shown to positively impact upon exam results. The best techniques are outlined below.



Technique	Effectiveness	Description of Technique
Practice Testing	High	Self-testing or using past-exam questions while learning.
Distributed practice	High	Developing a schedule of revisions / learning activities over time.
Elaborative Interrogation	Moderate	Thinking about 'why' you have answered a question or creating an explanation for a response.
Self-explanation	Moderate	Linking new information to known information or using applied questions (problem based learning).
Interleaved Practice	Moderate	Developing a schedule that mixes different techniques during a period of study.
Summarisation	Low	Writing summaries of concepts / area of study.
Highlighting	Low	The use of highlighters or underlining while read / rereading.
Keyword Mnemonic	Low	Use of key terms / acronyms / images to associate with concepts to be learned.
Imagery	Low	Attempting to form mental images of materials while reading.
Rereading	Low	Revisiting text that has already been read.

Table 1: Learning techniques and their effectiveness adapted from Dunlosky et al (2013) pg 6.

How to Organise Revision

It is also important for students to plan their revision in advance, to prevent them from becoming overwhelmed or from revising the same topics continuously. Students have been provided with a number of templates for revision timetables. Scanning the QR code to the left will take you to a website which outlines the most effective ways to use revision timetables.



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Flashcards

Alongside this leaflet, we have provided every year 11 child with flashcards that they can use to revise.

Flashcards are effective revision resources due to the fact they require students to recall information, and therefore perform like practice testing (outlined on the previous page). Once created, they can be used to distribute practice of topics over time.

They are a brilliant way to engage with your child in their revision, as you can test them and ask them to explain difficult concepts to you (elaborate interrogation and self-explanation). They can also be used independently by the child when you are not available.

How to use flashcards effectively?

www.passgcscience.com

1 USE BOTH SIDES



Write key terms on the front of the flashcard and the answers at the back. Doing this means you can give yourself a few seconds to think about the definition of the key term before turning the card around to check the answer.

2 USE THE 3-PILE METHOD



Create a 'YES' 'NO' and 'MAYBE' pile on small coloured sticky notes. Then put your cards under the respective piles depending on how well you answered the questions. Continue to do this until all cards move into the 'YES' pile.

3 SPACE IT OUT



Use your flashcards regularly. Perhaps go over them on a weekly, fortnightly and monthly basis - focusing on the topics you find hardest weekly. By repeatedly using your flashcards, over a space of time, you will drive the information into your long-term memory.

4 USE IMAGES



Whenever possible add a diagram to your flashcard. You can draw a simple sketch next to the question to help jog your memory or draw a diagram as the answer.

5 MAKE THEM AS YOU GO ALONG



Get into the habit of creating flashcards as you go along. A good thing to do is as soon as you've covered a large topic or unit, spend some time to make a few revision flashcards around that topic.

6 INTERLEAVE TOPICS



Do not only focus on one topic. Instead, intermittently test yourself across other topics. For example, if you've been revising cells and body systems, you can also test yourself on say, DNA and genetics as well.

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Exam Stress and Wellbeing

Year 11 is a stressful time for all students, and it is normal for students to feel the pressure of taking external exams. However, it is well publicised that boys are less open about their emotions than girls, and therefore may be much better at masking how they are really feeling.

Identifying Issues

The NHS website states that, when stressed, children may:

- worry a lot
- feel tense
- have headaches and stomach pains
- not sleep well
- be irritable
- lose interest in food or eat more than normal
- not enjoy activities they previously enjoyed
- be negative and have a low mood

Please feel free to contact Mr Weller or Miss Powell for support if you notice these signs.

Supporting Your Child



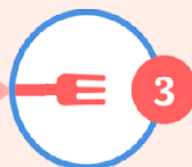
Keep in touch

Exams pressure is real, and in these times, kids get into stress and depression because of it. To help kids, parents should connect with them. Help them to face and get over their fears. Keep the line of communication open with them to make them feel better.



Be Active

If kids are preparing for exams, parents should be active with them. They need to take care of their child's requirements so they can study peacefully. Exams come only for some time and in these times your kids need to be fit, both mentally and physically.



Provide Them A Good Diet

Healthy food makes a healthy mood. So, a balanced diet is important for child health, it will also keep them healthy during their exams. If your child's health gets worse before exams, then it will affect their study and performance.



Ask Them To Take Breaks

Don't make your child study for long hours, it will only increase the fatigue and stress for them. Ask them to take small breaks in between their study to de-stress themselves and give them some "me time". In this break, let them do what they love to do.



Don't Add Extra Pressure

Most children feel extra pressure comes from their family during exam time. When your child goes for the exam, encourage them to be positive and let them know that failing isn't the end of the world. It will give them the positivity they need during the exams.



Enough Sleep

Having enough sleep improves thinking and good concentration. 8 to 10 hours of sleep is recommended for better mental health. Good sleep will benefit your child much more than last night's panic study. It will only increase fatigue.



Don't Compare With Others

Never compare your child with someone else's child. It will only increase the pressure on their mind and take a toll on their mental health. Instead of comparing them with others, encourage them how to be competitive and get ahead in the exams.



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NHS Exam Stress



YoungMinds For Parents



Mentally Healthy Schools

Mental Health and Wellbeing Resources - Students



Mind for Students



YoungMinds for Students



Mentally Healthy Schools

Kooth is a fantastic, free, online resource for children to access. They have trained counsellors for students to chat to, alongside a wide range of forums for students to get support from. Kooth will be running sessions for year 11 students this academic year to support with exam stress.



Kooth Parent Guide