

Year 11 Revision Information Evening

Frequently Asked Questions

| Question | Response |
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| When flash cards are on a child's phone, how do you manage phone use? | Our advice would be to take ownership of the mobile device and support your child with the revision. You can read the questions/check the answer on the phone, thereby eliminating any other distractions that it may create. |
| How do we keep our children motivated to stick to revision? | <p>Firstly, contract out the time your son/daughter should be working alongside them:</p> <ul style="list-style-type: none"> • Make sure their social/extra-curricular commitments remain if they are of significance. • Contract in time to relax, meet friends or switch off. • Contract the working hours ensuring target subjects have disproportionate time. • Keep a copy of the timetable in a visible location. • Review the successes of the timetable at the end of each week. <p>Next, if you see your son/daughter beginning to self-sabotage, ask them to move locations and start again. When they do so, provide lots of positive praise.</p> <p>Also, extrinsic rewards may work in the right circumstances.</p> <p>Try to keep the end goal in mind. Show your son/daughter that the revision and exam process will end eventually. You may feel that keeping a countdown somewhere in the house may help (it may not though!).</p> <p>Praise, praise and more praise! Each time the timetable is stuck to, thank your son/daughter and narrative the positive impact this work will have on them.</p> <p>Lastly, get involved in the revision process alongside your son/daughter. Ask the questions on their flashcards. Be the person they explain a theory to. Show that you are invested in their progress too.</p> |
| What do you do if your child believes they are incapable of sticking to a revision timetable? | See above. |
| Would you recommend reviewing and update the revision timetable each week? | Yes, we would. Revision timetables are working documents and should be updated as progress through a course is made by each student. The best time to do this would be at the end of each week. If you can contract this time, alongside what it will be used for, students are more likely to remain engaged in the review process. |

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| | <p>A simple list of strengths and target after a week's revision will then enable you to plan for the following week. As with the revision itself, use the P.A.S.S method to plan this time:</p> <ul style="list-style-type: none"> • P – plan – 2 minutes • A – act – 25 minutes • S – survey – 3 minutes • S – stop – 10 minutes |
| <p>Are commercially prepared flash cards better than those you can make yourself?</p> | <p>Commercially available flashcards are useful if you can access them. They are clearly linked to the specification of each subject and therefore can play a key role in the revision process. Please be mindful of two things if you purchase them:</p> <ol style="list-style-type: none"> 1. They can be very 'busy' – often containing up to 10 questions per card – this makes using the Leitner method (see link below) much harder to achieve 2. They may contain differing examples – specifically case study details in subjects such as History and Geography <p>Students should be encouraged to use a system such as the 'Leitner Method' to work with the flashcards. An example of how this system works can be found at the following link:</p> <p>https://www.youtube.com/watch?v=oH-3NBquSs</p> <p>This system means that disproportionate time is spent answering questions students feel less confident with. Progress is also visible as flashcards move to different 'decks' when they are answered correctly.</p> |
| <p>If my child cannot complete past papers to time at home, is it OK to give them extra time to do so?</p> | <p>This is perfectly acceptable if the time you provide is not too lengthy.</p> <p>Deliberately practicing exam questions using the time allocated in an actual exam is a great revision activity. If your son/daughter receives extra time in their exams, they should have this added to the revision activity.</p> <p>Should you son/daughter need this extra time, ask them to write in a different colour so as to see how much they achieved in the extra time – it may not always be as much as they think/expect. Once they have seen this, reduce this extra time the next time they practice until you can get as close to the actual examined time as possible.</p> |
| <p>How many hours of revision should my child be doing at this stage?</p> | <p>At this stage, a Year 11 student should be looking at completing at least 15 hours of revision per week.</p> <p>This roughly equates to 1.5 hours per subject per week. However, time should be disproportionately planned so that target subjects are revised more often.</p> |