

**Welcome to ...**

**PARENT  
INFORMATION  
EVENING**



**For Year 11**

# Revision - The who, what, when, where and how guide to making it work

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Parents – How many of you came to this session last year?

How much of it can you remember?

## A memory test

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Telephone

Sausage

Monkey

Button

Book

Cabbage

Glass

Mouse

Stomach

Cardboard

Ferry

Christmas

Athlete

Key

Wigwam

Baby

Kiwi

Bed

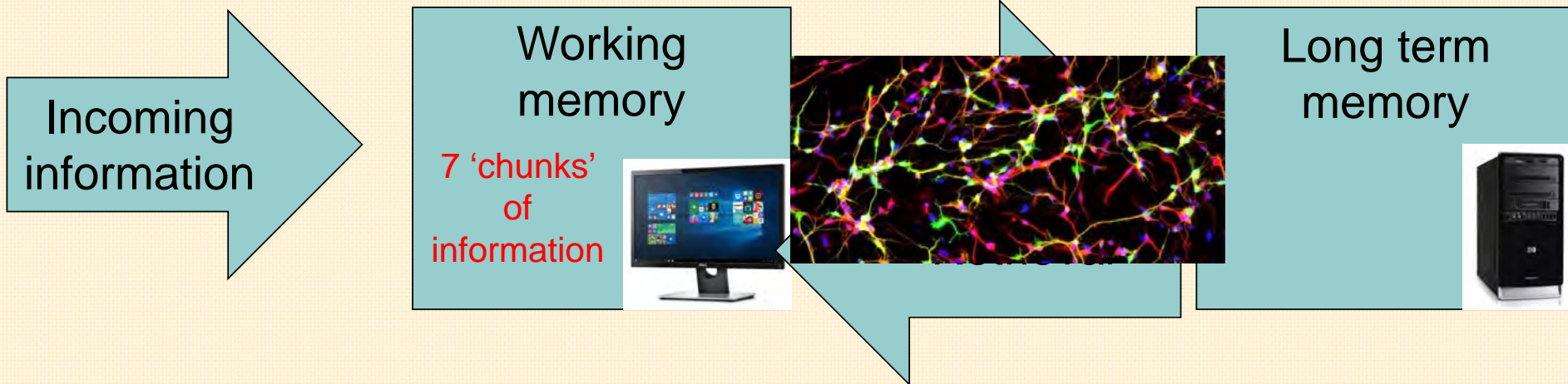
Paintbrush

Walnut

# What is revision?

## A simple guide to your memory

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## A memory test

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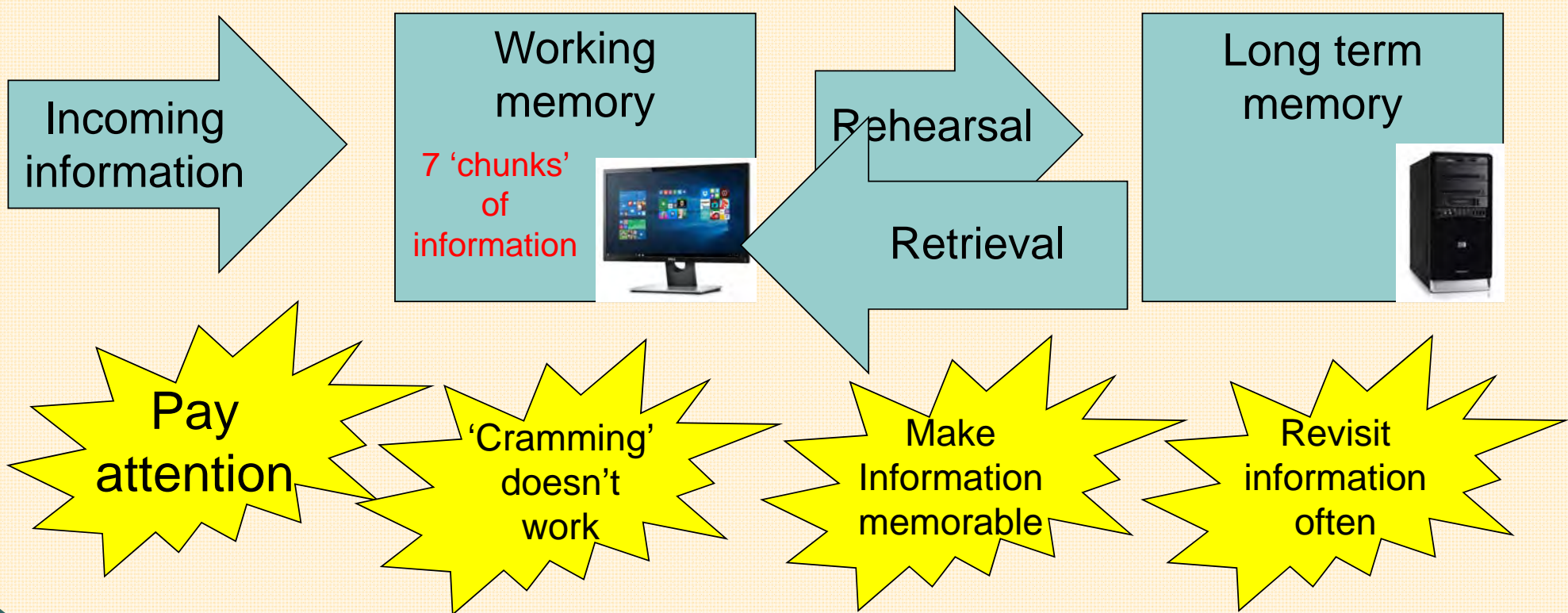
Wigwam

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# What is revision?

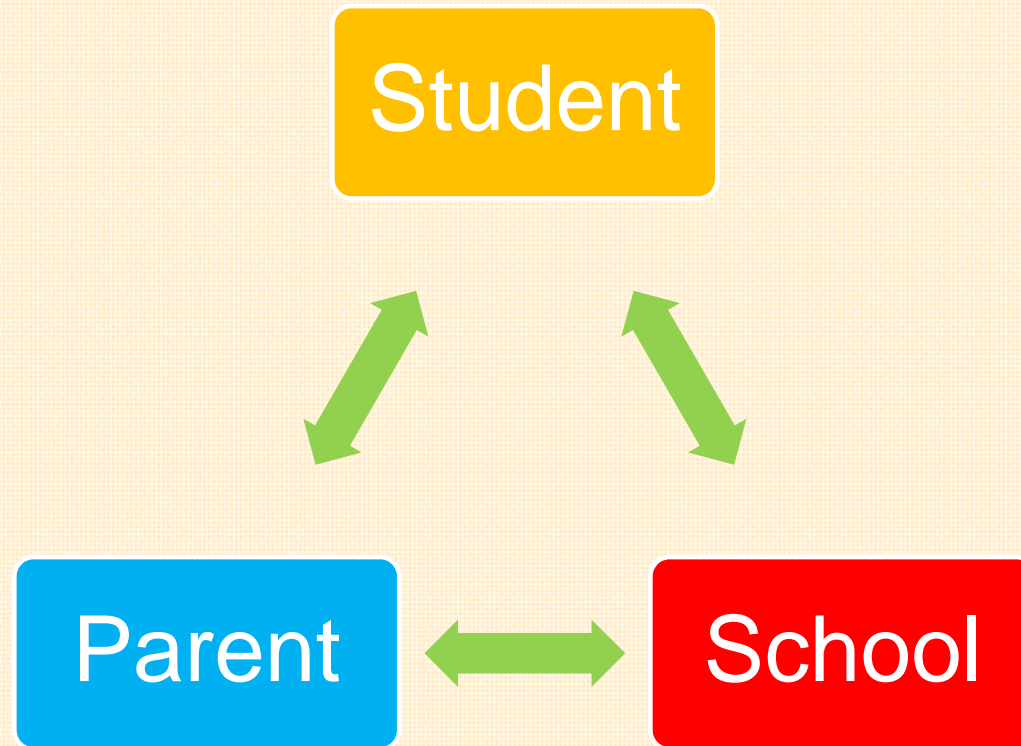
## A simple guide to your memory

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# Educational Triangle

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# When, where, how?

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## 1. Start early

- The earlier you start, the more prepared you will be. Starting early allows you time to really learn the material and understand it – and it means you can cope with any factors that may unexpectedly disrupt your revision.
- Spend a couple of hours figuring out the material you will need to know for each exam and map out a revision timetable.
- Make sure it's clear and **precise**.
- Build in study breaks too.



When, where, how?

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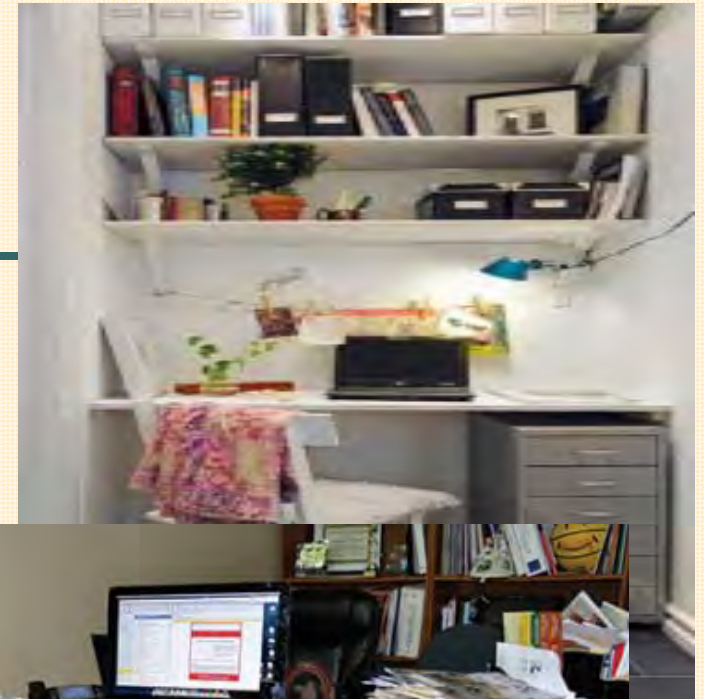
## **2. Create the optimum learning environment**

- Find where works best for you – Library? Bedroom?
- Noise – again, what works for you (be honest with yourself) – TV? Music? Coffee Shop? Total silence?
- Comfort – clothing, food and drink, chair, etc.
- Consider recreating exam conditions to help trigger memory.

## Workspace @ home

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- Collect inspiration (Pinterest etc.)
- Make it your own
- Set clear boundaries
- A decent chair
- Keep it organised
- Stay motivated!



## Workspace @ School

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- Learning Resource Centre (Library)
- Lunch time catch up clubs (departmental)
- After school homework club - D1

- Desks
- Computers
- Resources

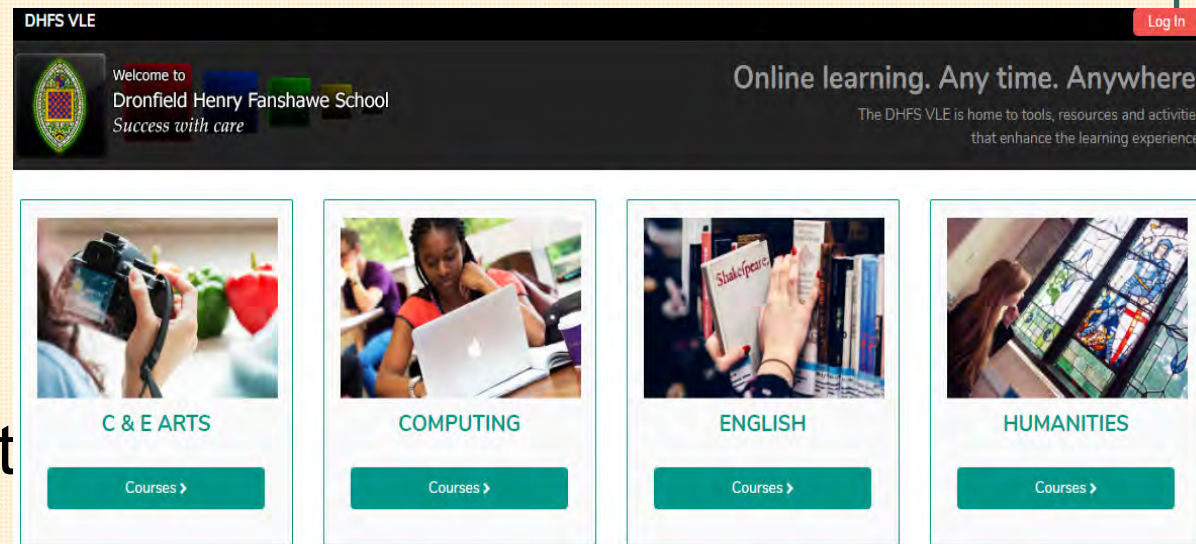
All available:

- Before
- During
- After school

# Workspace in the Community

## Local Libraries

- Wifi connection
- Literature/wider reading
- Printing facilities
- Quiet working environment



The screenshot displays the DHFS VLE (Virtual Learning Environment) website. At the top left, it says "DHFS VLE" and "Welcome to Dronfield Henry Fanshawe School Success with care". On the top right, there is a "Log In" button and the text "Online learning. Any time. Anywhere." Below this, a subtitle reads "The DHFS VLE is home to tools, resources and activities that enhance the learning experience." The main content area features four course category cards: "C & E ARTS" (with an image of a camera), "COMPUTING" (with an image of a student at a laptop), "ENGLISH" (with an image of a hand holding a Shakespeare book), and "HUMANITIES" (with an image of a person looking at a stained glass window). Each card has a "Courses >" button at the bottom.

## How can parents support?

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- Help to create a working area where you are confident your child can focus.
- Remove the electronic devices.
- Take interest in your child's work – ask to see examples.
- Ensure your child has a balanced work and social timetable.
- Test your child.
- Ensure verbal responses support writing.

# DIRT work - what should you expect to see?

creative Writing: what does your accent mean to you? 2018

and other countries!

Be mindful of accents we see

Throughout history, people have been invading and migrating to England like swallows to Africa in winter. People have been breaking and building the English language into different multi-colour brick leg towers with contrasting colours and jagged edges that make it the language it is today. With all its variation and diversity. Whether the tone is in favour of diversity?

★ But what does your accent mean to you? It could mean to you what Bert means to Ernie or it could mean as little as incredible to Miker. Either way, accents can mean you, but how others view you your accent changes how you communicate verbally to everyone and everything around you. If you like you are a pile of bricks, and your articulation is the is the other hand that strikes those bricks to other people. What a cool metaphor, right? L.O.A is unclear too informal

★ The English language offers diversity in its presentation. It varies on depending on where you live or originate from and provides originality for those who utilize it properly.

(N) Aim for an academic tone with embedded RZ.

★ Accents originate from different communities from unique ethnic backgrounds communicating within an established or new country then communicating with each other. Through the same language, such ways of communication led to pronunciation that vowels and consonants differently, as speakers would originally try to pronounce them as they would in their mother tongue, making how they speak the same language different.

What does your accent mean to you?

Accent represents a person's background. They are brought up in isolation without regular contact with people.

Trudgill - standard English perceived as more and well educated: direct working class

"Nah then" "Ey up" "Mardy bum" all phrases are understandable to fellow Sheffield residents but may not be understood by those in other parts of the country. An accent reflects a group of people who sound silly when they are brought up in isolation together away from other public transport and more similar. This process is called 'dialect levelling' and it happens without most of us realizing it!

Yorkshire accent - perceived by many as more educated, 'working-class' accent. Explores the theory of overt and covert accents. We think of Liverpoolian as a more educated accent and more of the working class and more of the 'lower' class.

Understanding areas of Sheffield (Sheffield etc) all without even thinking. 'dee-dah's'. This colloquial term many 'Northern' terms which make sense further South. Another word spoken a lot in our area and we do not know what you're talking about. Recently the fact that a lot of people in the UK 'mardy' has become more widespread than what you're talking about. Recently the Arctic Monkey's song 'Mardy Bum' and more and more other songs like this start to understand 'Northern slang', people start to sound more alike and accents will lose their distinctiveness and uniqueness.

## Other things for families to consider:

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- Diet and exercise
- Sleep and relaxation time
- Breathe/Mind apps for relaxation
- No matter how you dress it up, revision isn't the most enjoyable of pastimes and there will always be something you would rather be doing.

## The Zeigarnik effect

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- On average, 75% of students consider themselves to be procrastinators. Low levels of self-belief and lack of self-regulation can result in students delaying the start of their work. Sitting down and starting the task is half the battle.
- The answer to overcoming this may have been found in a café in Berlin almost 90 years ago, where psychologist Bluma Zeigarnik would discuss research with her supervisor, Kurt Lewin.
- They were amazed at how their waiter was able to remember multiple orders without writing anything down, but once they had finished their meal he was unable to recall what they had asked for.





# The Zeigarnik effect

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- This prompted years of research that found that once a task has been started – but not completed – an inner tension helps the person keep it in mind.
- If we can encourage students to just start the task, even if for only 10 minutes, then the Zeigarnik effect may take over, increasing their motivation and likelihood of seeing the task through to completion.



Now you're ready to go...

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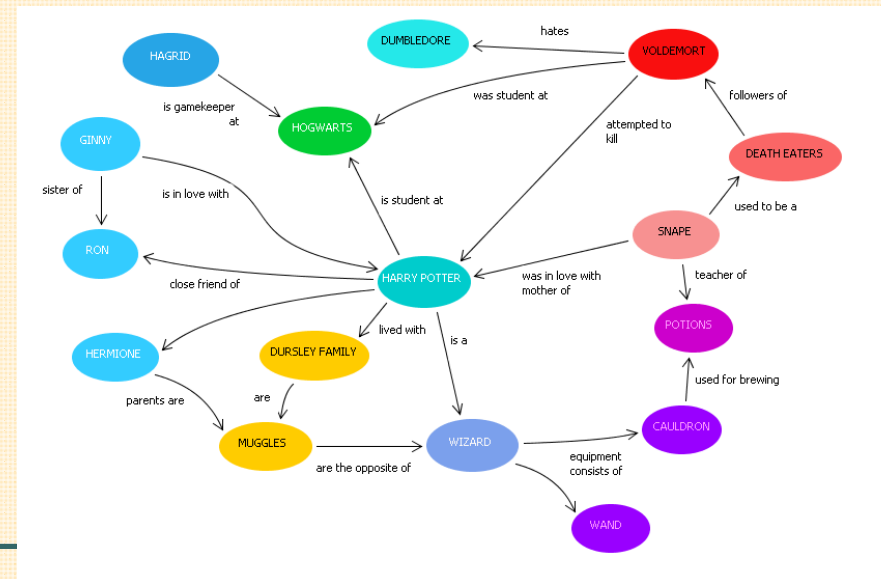
- What strategies can you use?

# 1) Information based revision resources

- Basically recalling/streamlining the information and content needed for the exams.
- Clarity and quality are key for triggering memory later on – use colours, borders, images etc.

HOW?

Mind maps, content mapping, mnemonics,



## 2) Collaborative Learning

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- **A word of caution:** studying with other people can be distracting.
- Probably more so for teenagers who, due to ongoing changes and development in their brain, are more likely to seek novelty and find it harder to manage self-control.
- If chosen carefully, however, working with the right study partner can have multiple benefits.

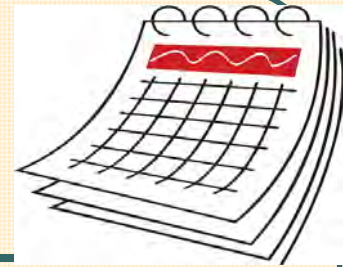
## 2) Collaborative Learning



- “Confidence is contagious,”
- The same is true for effort; if the person next to you is working hard, your work ethic increases, whether their task is easier or more difficult, or similar or unrelated to yours.
- Teenagers who had to work through a problem-solving task together “engaged in more exploratory behaviour and learned faster from positive and negative feedback”, compared with working on their own.

### 3) Spacing

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- **‘Spacing’** - revising the same information two or three times across a few days improves the likelihood of retaining information in the long term memory (Nuttall, 1999).
- Doing something little and often beats doing it all at once. Revising for eight hours in one day is not as effective as doing one hour of revision for eight days.
- This is because the time in between allows you to forget and re-learn the information, strengthening those neural pathways, which cements it in your long-term memory.
- In some studies, using spacing instead of cramming has resulted in a difference of up to 30% in final test results.

## 4) Testing memory

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- Testing yourself on the material you have revised is a really robust way of cementing your learning.
- Testing your memory can be as simple as a conversation with a family member.
- Exams can often be stressful for students, and stress can impair memory. The testing effect can be especially helpful here.
- Testing yourself recreates the exam conditions in a more manageable format, getting your brain slowly used to the tension of recall in an exam.

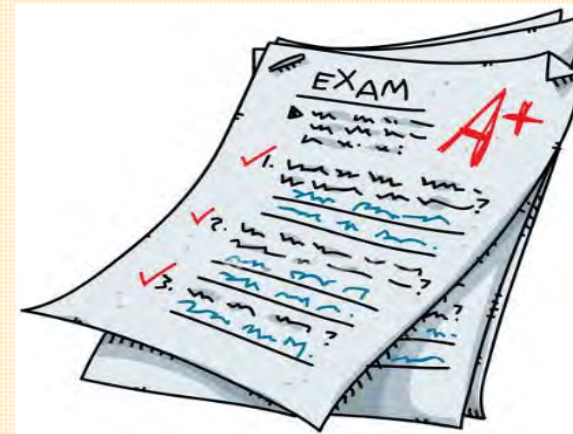
## 5) Worked Examples

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- This type of revision is very basic in nature but essential for grasping key exam style points and getting used to questions.
- Focuses on past exemplars to develop own thoughts and work.

### HOW?

- Past papers
- Mark schemes
- Grade Boundaries
- Examination reports





## A05 Content and Organisation

Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

<p>Level 4 19-24 marks</p> <p>Content is convincing and crafted;</p>	<p>Upper Level 4 22-24 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"><li>• Communication is convincing and compelling throughout</li><li>• Tone style and register assuredly matched to purpose, form and audience; manipulative, subtle and increasingly abstract</li><li>• Extensive and ambitious vocabulary with sustained crafting of linguistic devices</li></ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"><li>• Highly structured and developed writing, incorporating a range of integrated and complex ideas</li><li>• Fluently linked paragraphs with seamlessly integrated discourse markers</li><li>• Varied and inventive use of structural features</li></ul>
<p>Organisation is structured, developed, complex and varied</p>	<p>Lower Level 4 19-21 marks</p>	<p><b>Content</b></p> <ul style="list-style-type: none"><li>• Communication is convincing</li><li>• Tone, style and register consistently match purpose, form and audience;</li><li>• Extensive vocabulary with evidence of conscious crafting of linguistic devices</li></ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"><li>• Structured and developed writing with a range of engaging complex ideas</li><li>• Consistently coherent use of paragraphs with integrated discourse markers</li><li>• Varied and effective structural features</li></ul>

Mark schemes

**English Unit 1 ENG1H**

**November 2015**

Examiners reported that the examination overall was accessible and that candidates had adequate time to complete all questions.

**Question 1**

The article concerned drug and cosmetics firms and the testing of their products. This was accessible to all candidates and most were able to understand the issues outlined in the text which related to vivisection, cost, time, reliability and the alternatives to testing on animals. The most successful answers offered a structured response which showed clear engagement with the article, enumerated the issues and offered considered interpretations of the facts. Less successful candidates reiterated sometimes random information from the article with less engagement and little or no interpretation. The least successful simply copied out parts of the text. A number of candidates offered their personal views on the topic, a strategy which was only successful when the comments related to the specific content of the article. Overall, the performance was successful with over 80% of candidates achieving a mark of 4 or better and nearly half achieving a mark of 5 or better.

Examiners'  
reports

Record yourself reciting key information and listen to it while doing other things

Find a friend who is on a different course to you and teach each other about your courses. The act of having to explain things to help someone else understand something will help to highlight what you yourself have learned.

Read things out loud in different accents or voices. Then when you are trying to recall the facts, you'll remember the accent and then hopefully the fact too.

Stick Post-it notes everywhere. Literally everywhere. Just being surrounded by your revision notes will mean that something will have to sink in.

Wear a particular perfume or aftershave or eat a particular kind of mint or sweet while studying different subjects and then wear the same one on the day of the exam.



# DHFS revision strategies

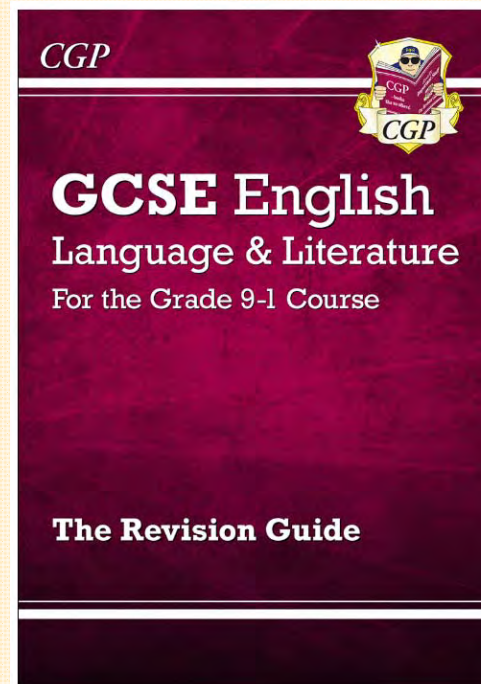
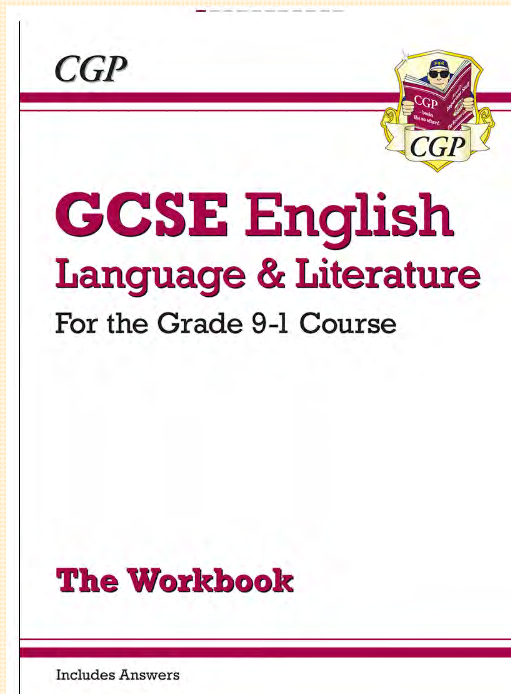
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- Year 11 enrichment day
  - Focus on techniques/strategies through workshops
  - Stress management
  - Wellbeing
- Life-skills lessons
  - Developing revision strategies and applying them to subjects.
  - Careers, college, apprenticeships and sixth form.
- Resources
  - Website showing key information to support revision.
  - Staff support.

# Resources available to purchase this evening or in school in the LRC.

## Revision Workbooks

Exam question  
and answers



## Revision Guides

Revision notes on every part of the exam, uses colour pictures and exam questions to support revision.

Resources available to purchase this evening in school LRC

**To order:**

**Order and pay for the resources you require this evening.**

**OR**

**Your child can order and pay for the resources at the LRC before school/break/lunch/afterschool.**

**(payment must be made when ordering)**

**EXAM PACK**

Contains essential items for exams includes:

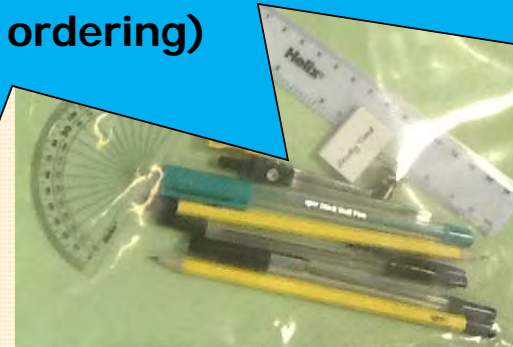
- Clear pencil case
- Pens/pencils/ruler
- Maths specific equipment

**REVISION**

Contact  
items to su

- Flash

- Key stationa  
- Notepads



## House Progress Leaders

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- dsanderson@dronfield.derbyshire.sch.uk
- ejeffcock@dronfield.derbyshire.sch.uk
- lkendall@dronfield.derbyshire.sch.uk
- bswales@dronfield.derbyshire.sch.uk
- nyates@dronfield.derbyshire.sch.uk
- ahibbert@dronfield.derbyshire.sch.uk



## Evaluation Questionnaire

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- We will be sending an evaluation questionnaire by email after this session.