

# Welcome

## Year 10 Revision skills evening



# Revision - Growth Mindset

Fixed Mindset	Growth Mindset
<b>Intelligence is static.</b>	<b>Intelligence can be developed.</b>
Leads to a desire to <i>look smart</i> and therefore a tendency to	Leads to a desire to <i>learn</i> and therefore a tendency to
<ul style="list-style-type: none"><li>• <b>avoid challenges</b></li></ul>	<ul style="list-style-type: none"><li>• <b>embrace challenges</b></li></ul>
<ul style="list-style-type: none"><li>• <b>give up easily due to obstacles</b></li></ul>	<ul style="list-style-type: none"><li>• <b>persist despite obstacles</b></li></ul>
<ul style="list-style-type: none"><li>• <b>see effort as fruitless</b></li></ul>	<ul style="list-style-type: none"><li>• <b>see effort as path to mastery</b></li></ul>
<ul style="list-style-type: none"><li>• <b>ignore useful feedback</b></li></ul>	<ul style="list-style-type: none"><li>• <b>learn from criticism</b></li></ul>
<ul style="list-style-type: none"><li>• <b>be threatened by others' success</b></li></ul>	<ul style="list-style-type: none"><li>• <b>be inspired by others' success</b></li></ul>

Improving learning through effective revision.

What do parents need to know?

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

**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

Psychological Science in the  
Public Interest

14(1) 4–58

© The Author(s) 2013

Reprints and permission:

[sagepub.com/journalsPermissions.nav](http://sagepub.com/journalsPermissions.nav)

DOI: 10.1177/1529100612453266

<http://pspi.sagepub.com>



# Not very effective

# Highlighting



# Re-reading



# Summarising

I just need  
the main ideas





# Why?

- Low challenge for some students.
- Little thinking required.
- Makes the student think that they are 'doing something'.
  
- ...therefore does not fit into a Growth Mindset because these methods don't fully promote mastery of knowledge and/or skills needed to be successful.

# More effective



# Practice Testing

This technique is pretty straightforward – keep testing yourself (or each other) on what you have got to learn. This technique has been shown to have the highest impact in terms of supporting student learning. Some ways in which you can do this easily:

- Create some **flashcards**, with questions on one side and answers on the other – and keep testing yourself.
- Work through **past exam papers** – many can be acquired through exam board websites or your teachers.
- Simply **quiz** each other (or yourself) on key bits of information.
- Create ‘**fill the gap**’ exercises for you and a friend to complete.
- Create **multiple choice** quizzes for friends to complete.
- **Tip – ask your child to describe and explain from their memory – retrieval practice.**

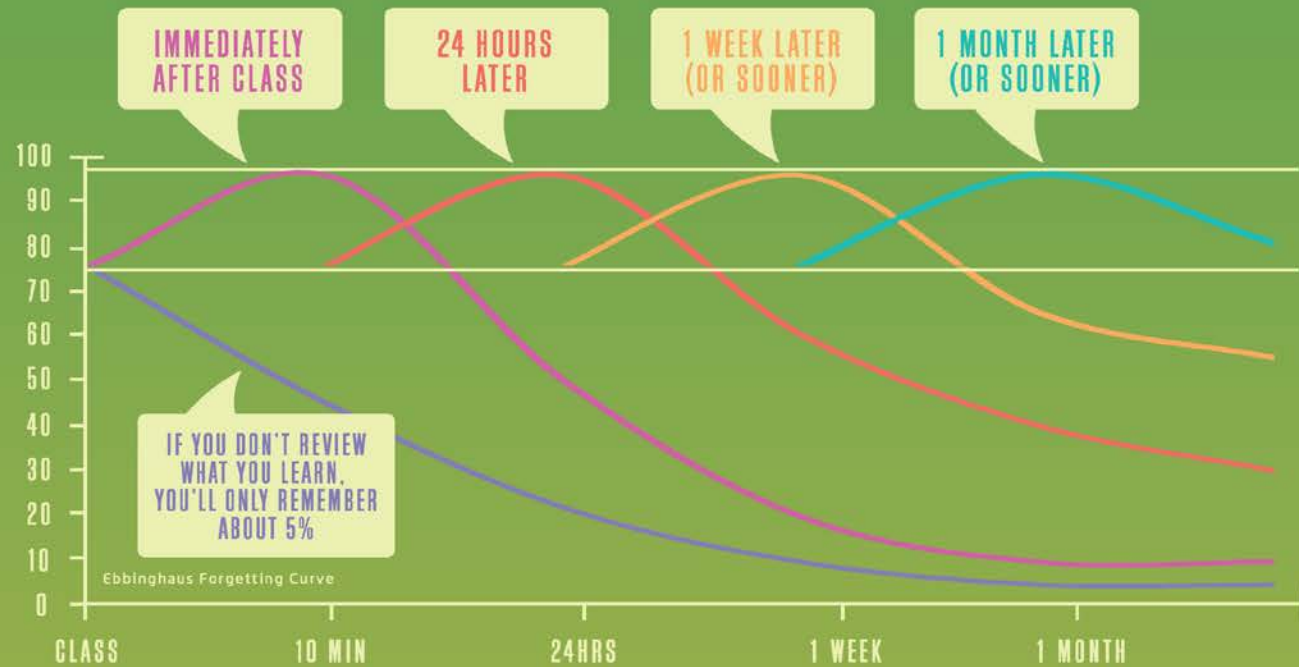


# Distributed Practice

- Rather than cramming all of your revision for each subject into one block, it's better to **space it out** – from now, through to the exams.
- **Why is this better?** Bizarrely, because it gives you some forgetting time. This means that when you come back to it a few weeks later, you will have to think harder, which actually helps you to remember it. Furthermore, the more frequently you come back to a topic, the better you remember it.
- Tip – help your child plan out a revision schedule and help them stick to it throughout this period

# YOU'LL FORGET THIS IN 24 HOURS!

Did you know that you forget 80% of what you learn in the first 24 hours?  
This is why cramming for exams doesn't work!



It is proven that by reviewing what you've learnt at regular intervals, you can reduce how much you forget to just 10%.

Review your work 4 times within a month and you'll remember nearly 100%



# Self explanation

- Rather than looking at different topics from a subject in isolation, try to think about how this new information is related to what you know already.
- This is where **mind- maps** might come in useful – but the **process** of producing the mind map, is probably more useful than the finished product. So, think about a key central idea (the middle of the mind map) and then how new material, builds on the existing knowledge in the middle.
- Alongside this, when you solve a problem e.g. in maths, **explain to someone** the steps you took to solve the problem. This can be applied to a whole range of subjects.



# Elaboration

One of the best things that you can do (either to yourself or with a friend) to support your revision is to ask why an idea or concept is true – and then answer that why question. For example;

- In science, increasing the temperature can increase the rate of a chemical reaction....why?
- In geography, the leisure industry in British seaside towns like Porthcawl in South Wales has deteriorated in the last 4 decades....why?
- In history, in 1588 the Spanish Armada was beaten. This supported Elizabeth I's claim to be the legitimate Queen of England... why?

So, rather than just try to learn facts or ideas, **ask yourself why they are true.**

**Tip – ask your child how the things they are learning now relate to what they learned earlier in the year.**



# Interleaved Practice

Topic 1

Topic 2

Topic 3

Topic 4



# Mixing topic blocks

The problem with this is, is that it doesn't support the importance of **repetition – which is so important to learning**. So rather than revising in 'topic blocks' it's better to chunk these topics up in your revision programme and interleave them:

This means that you keep coming back to the topics. So, instead of doing a one hour block of revision on topic 1, **do 15 minutes on topic 1**, then **15 minutes on topic 2**, then the same for topic 3 and 4.



# To sum up...

- “Memory is the residue of thought”. Practise retrieval!
- Testing.
- Space it out.
- Keep asking ‘why’?
- Build on what you know.
- Explain your steps in problem solving.
- Repetition and visuals.
- Read and respond to teacher feedback – learn from failures to be more successful the next time you practice!

# Don't forget:

- At PCS we have subscribed to an online service that will help students in repeating and interleaving revision
- Seneca Learning



# How can parents help...GCSE pod

- <https://www.gcsepod.com/wp-content/uploads/2016/02/How-to-support-your-child-with-GCSEPod-FINAL-1.pdf>
- <https://www.gcsepod.com/wp-content/uploads/2016/02/NEW-Revision-Timetable1-1.pdf>
- <https://www.gcsepod.com/wp-content/uploads/2016/02/NEW-Quiz-your-child-1.pdf>
- <https://www.gcsepod.com/wp-content/uploads/2016/02/Parents-Guide-How-to-support-your-child-through-GCSEs.pdf>
- <https://www.gcsepod.com/wp-content/uploads/2016/04/To-do-list-STUDENT.pdf>
- <https://www.gcsepod.com/wp-content/uploads/2016/04/Revision-Skills-Poster-1.pdf>

# Maths revision

- These are the two resources that the year 11s recommend the most. Work through the videos on maths genie, at the grade you want, and then do the exam questions on method maths to see what grade you're at.
- Make sure you have your equipment for every maths lesson and exam (CALCULATOR).



# English Language GCSE

- 100% Terminal Exam (no tiers of entry)
- Two exam papers – both test reading and writing skills (50% for each)
- Reading skills – comprehension, analysis of language and structure, evaluation
- Separate speaking assessment (pass, merit or distinction)

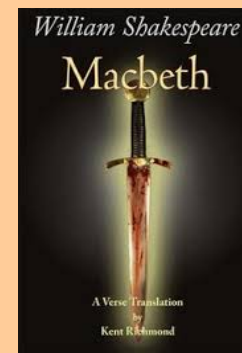
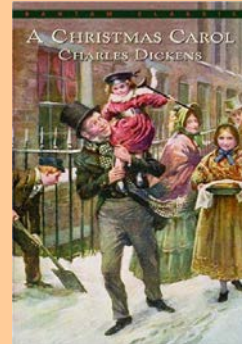
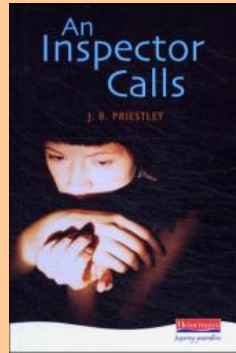
# English Literature GCSE

- 100% Terminal Exam (no tiers of entry)
- Two exam papers –will test knowledge of different literary texts, ability to analyse. All answers require extended essay writing.
- Need to learn quotes, techniques and historical context to do well.
- 10% of marks for SPAG (Spelling, punctuation and grammar)

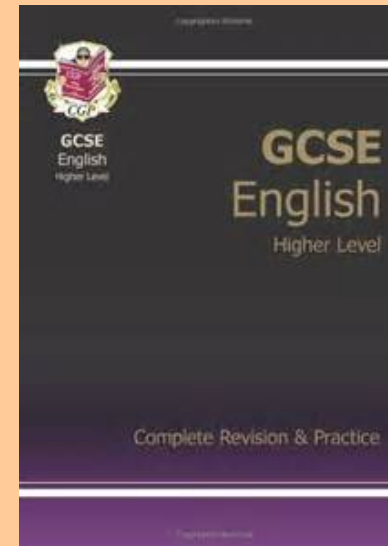


# English Literature Texts/Revision Guides

- A Christmas Carol
- Macbeth
- An Inspector Calls
- Anthology Poetry



- CGP Guides
- Available from reception £2.75 each
- Whole set = £16.50



# How you can help...



- Encourage your child to read increasingly complex texts regularly.
- Share reading with your child and discuss opinions.
- Discuss complex issues. Encourage them to express themselves and explain their views fully.
- Challenge incorrect grammar and spelling if you spot it.
- Use complex vocabulary whenever possible.
- Challenge under-achievement, poor approach to learning/HW in progress reports. Email the teacher to ask what your child needs in order to catch up.
- Buy/borrow copies of the set texts.
- Watch and discuss film/theatre versions with your child.