

# Parents' Revision Conference



SIR JOHN DEANE'S  
SIXTH FORM COLLEGE  
1557

# Parents' Revision Conference

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# Final straight...

- Year 13's time at Sir John Deane's is drawing to a close
- Yet this is the most critical time for Year 13
- Key message: you have worked so hard up to this point...  
keep going!

# Examination Timeline

21/3/22 – 25/3/22	7
28/3/22 – 1/4/22	6
4/4/22 – 8/4/22	Easter Break
11/4/22 – 15/4/22	Easter Break
19/4/22 – 22/4/22	5
25/4/22 – 29/4/22	4
2/5/22 – 6/5/22	3
9/5/22 – 13/5/22	2
16/5/22 – 20/5/22	1
23/5/22 – 27/5/22	A level Exams

7 weeks

# Real students' flight paths

<b>Phil</b>	<b>Nov</b>	<b>Feb</b>	<b>Results</b>
Physics	C	D	C
Economics	U	D	B
Maths	E	D	A
<b>Aidan</b>	<b>Nov</b>	<b>Feb</b>	<b>Results</b>
English Language	U	D	A
History	E	D	A
Politics	D	B	A
<b>Elen</b>	<b>Nov</b>	<b>Feb</b>	<b>Results</b>
English Language	U	C	B
Psychology	D	E	B
Sociology	B	D	A

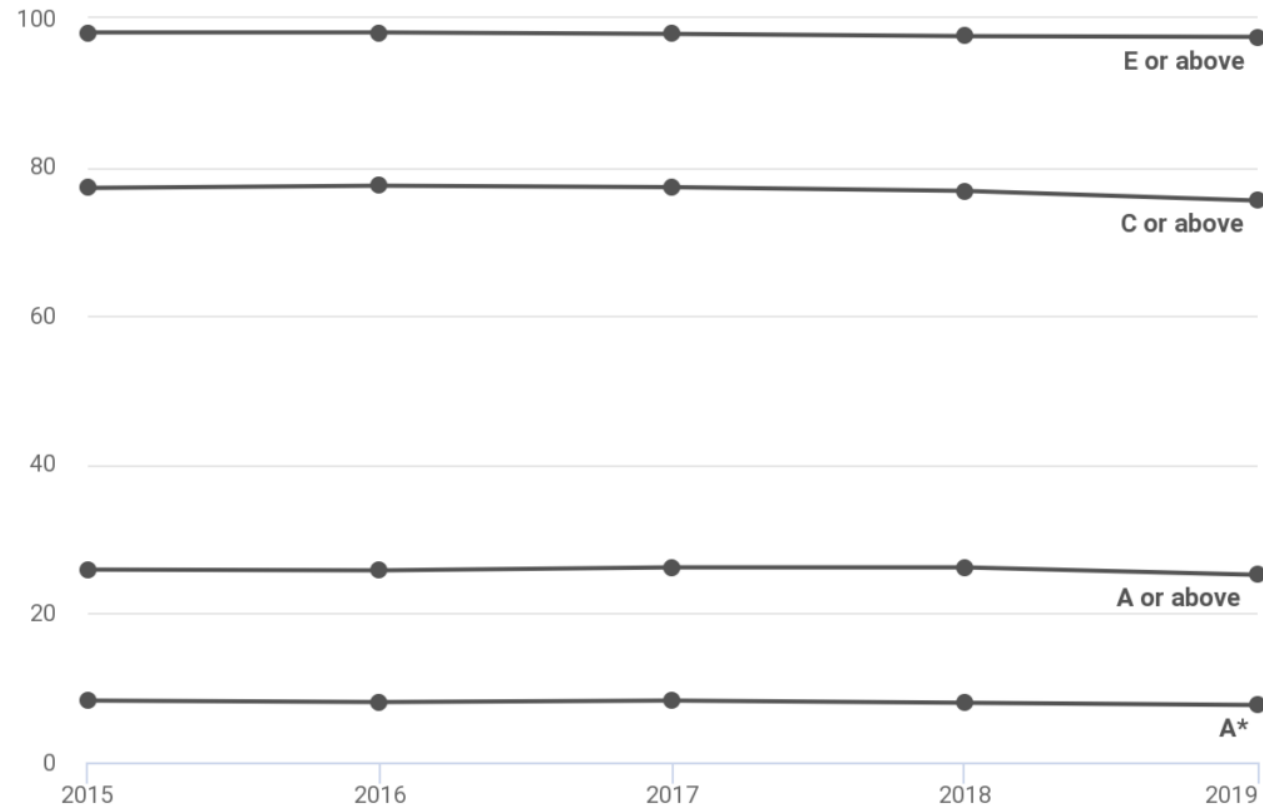
# A Level Examinations

- Strict **JCQ** examination rules
- **No** mobile phones, **no** watches, **only** clear pencil cases, **only** clear water bottles ( no labels ).
- **ID cards**
- What if a student is **late**?

# It is a zero-sum game

## A-Level grades in all subjects, 2015-2019

All students, England, selected grades  
*Cumulative percentage attaining grade*



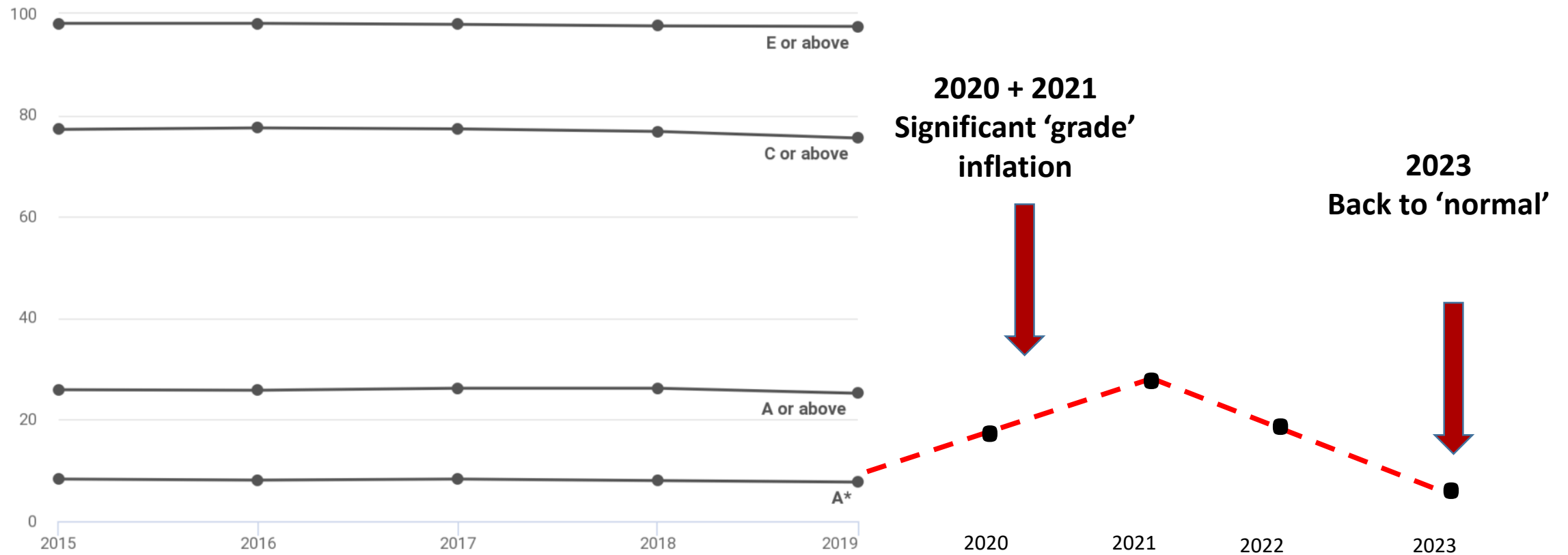
Source: FFT Education Datalab analysis of JCQ data  
Project funded by the Nuffield Foundation



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fft education  
datalab

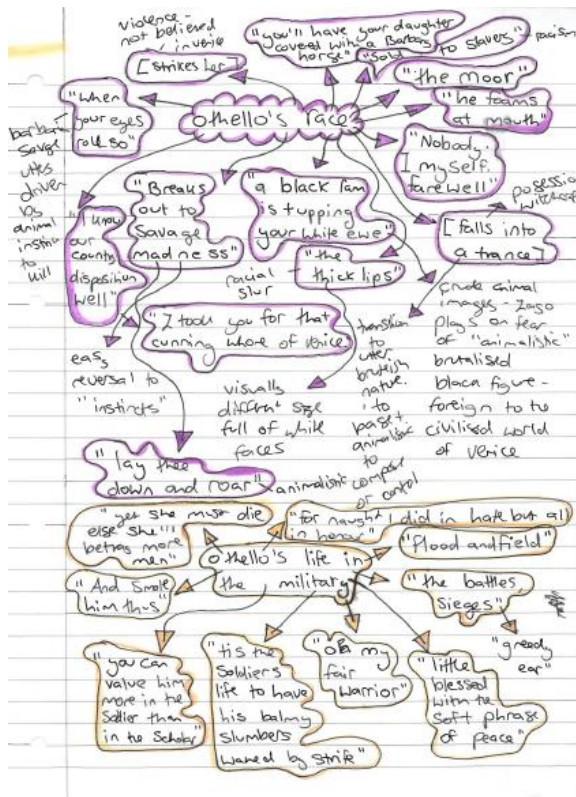


# How do I revise?



# Revision Materials

## Mind maps



## Revision notes

**AUDIENCE EFFECTS**

**Zajonc's Drive Theory**

Social facilitation + we are doing an easy, well practised task and so audience gives arousal and improves performance.

Social inhibition + we are doing a hard or unpractised task and so we are already aroused. Meaning that an audience adds to this and creates overarousal which inhibits performance.

**Micheau's et al** did a study with above average pool players and below average players. As predicted the above average players had improved performance with audience and the below average players had an impaired performance with an audience.

**Cottrell's Anxiolysis Apprehension**

Cottrell said that social inhibition could be explained by the level of anxiety of the athlete. The athlete has a high anxiety level as they fear the audience will judge them negatively.

The more expert an audience, the greater the anxiety will be!

**Home Advantages + Disadvantages**

Home players have social facilitation while playing at home because it is a dominant task to them - they are familiar/practised there. But, social inhibition may also strike if home fans become demanding in their encouragements, as this can cause arousal overload in home players and inhibit performance.

**AIM:** to test the hypothesis that (1) the performance of cockroaches running a maze and a runway would be affected by the presence of other cockroaches either as co-actors or an audience.

**Procedure:** cockroaches running a maze or in mazes with an audience.

**AIM:** to test on the presence of (2) other cockroaches affects

**DOMINANT TASK**

SOCIAL FACILITATION

AROUSAL

PERFORMANCE

Audience members

**NON-DOMINANT TASK**

SOCIAL INHIBITION

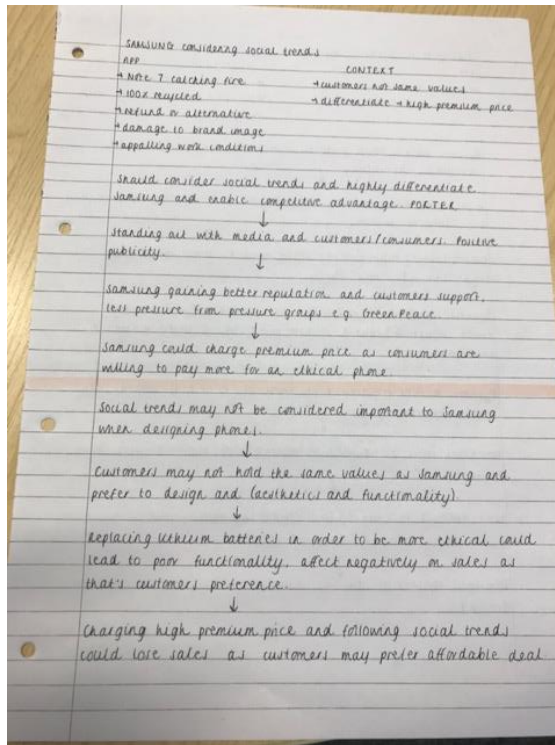
AROUSAL

PERFORMANCE

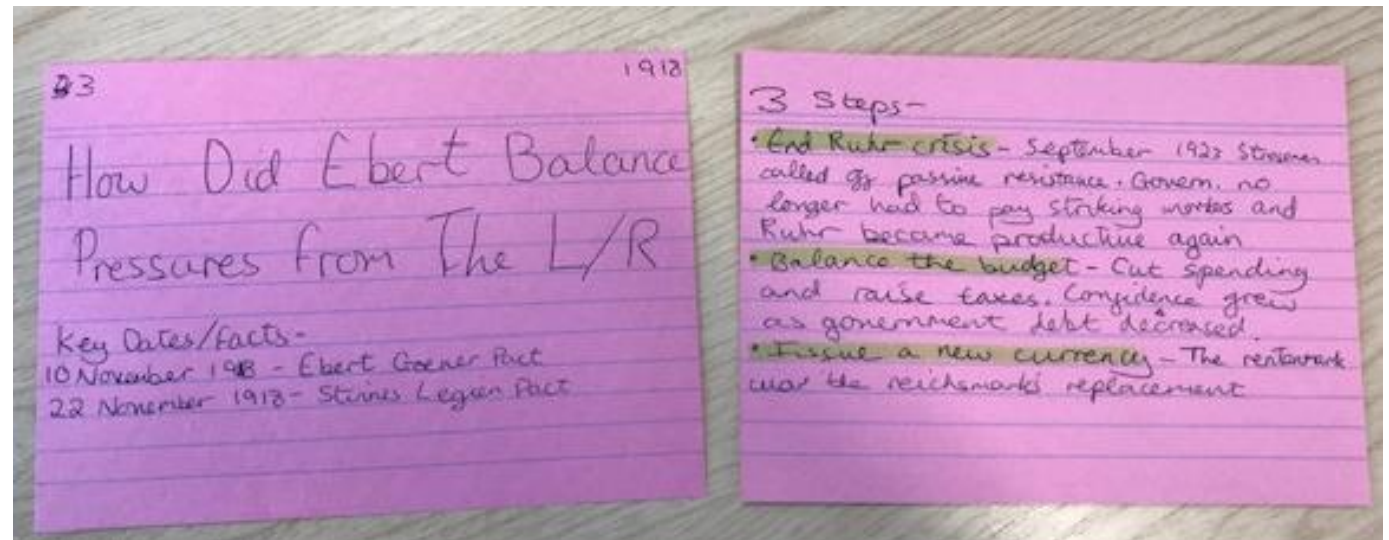
Audience members

# Revision Materials

Chains of reasoning



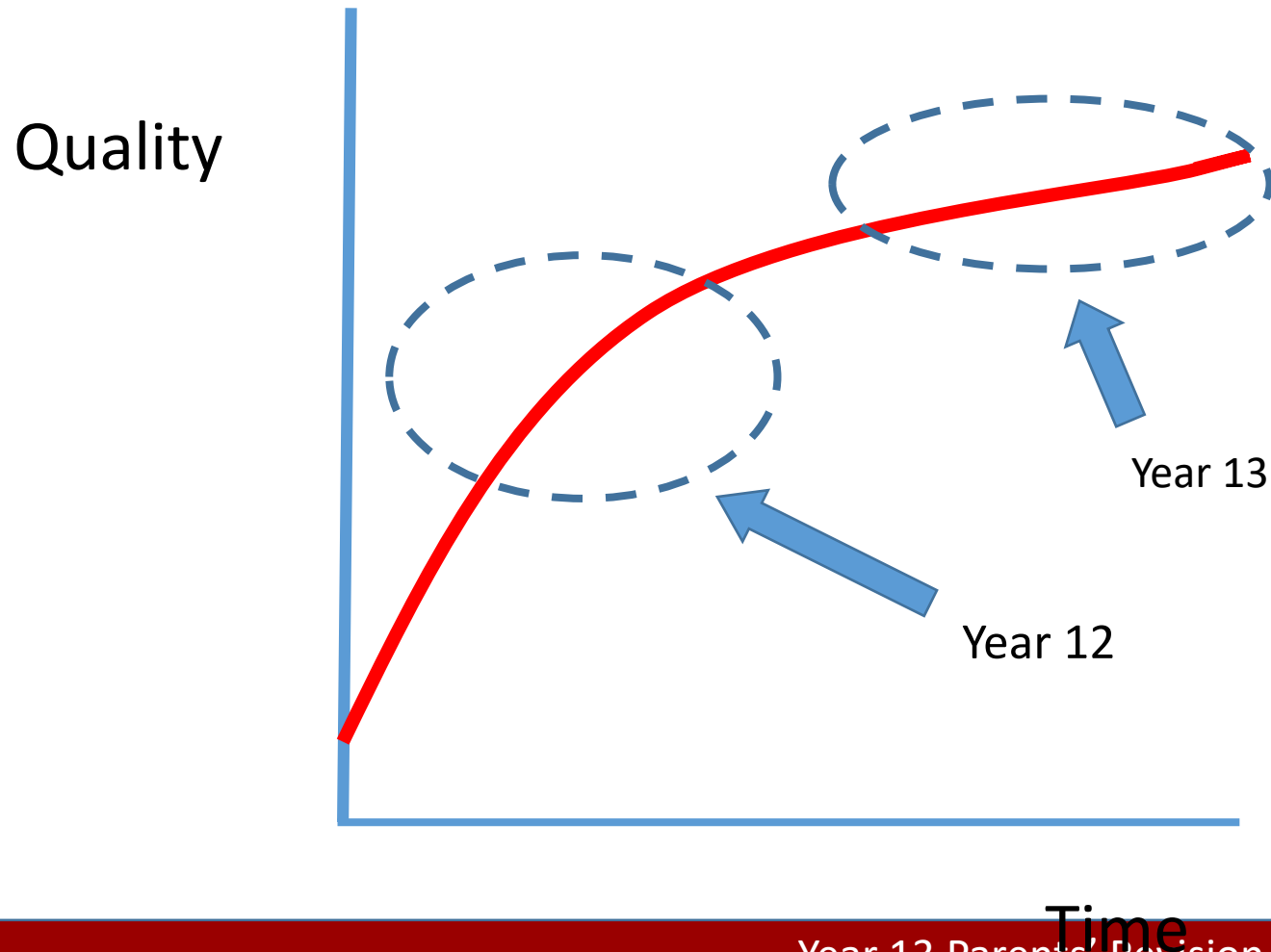
Flash / cue cards



# Why start with revision materials?

- These help students organise thinking into an order and structure that **they** can understand
- Makes it easier for the **student** to remember
- Often leads to the '**aha experience**' ( *I get it now* )

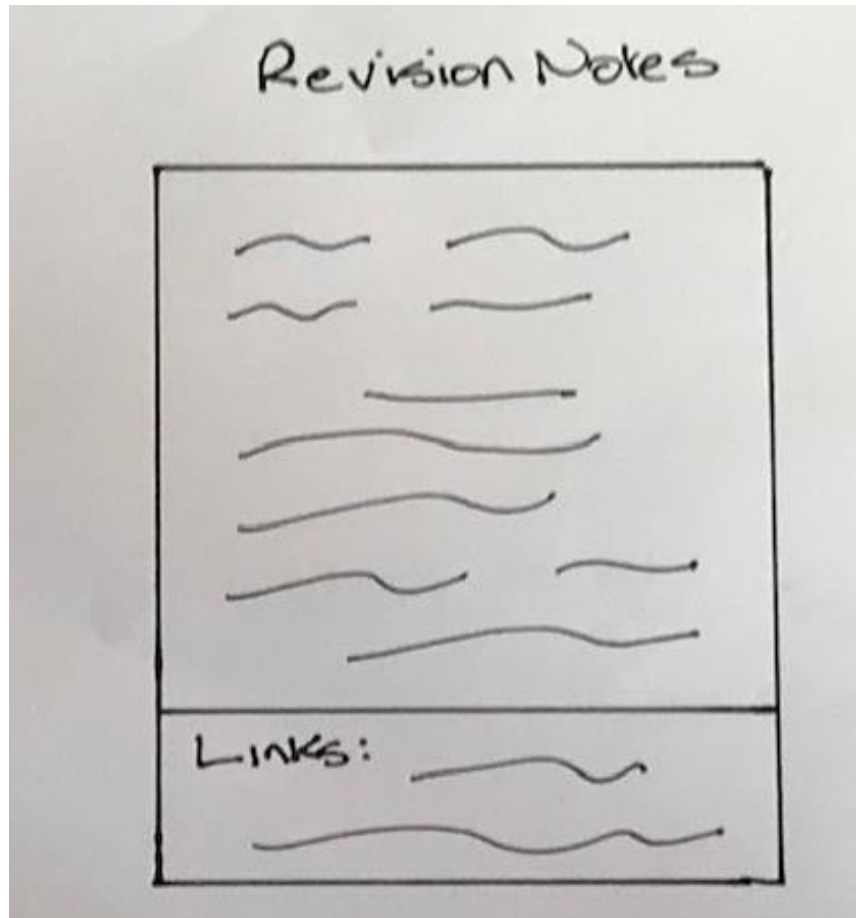
# 1. Time to revisit 'older' revision materials?



Suggestions:

1. Revisit and add **further detail** in another colour ( or add a post-it note )
2. **Redo** some???

## 2. *Improving* Revision Materials

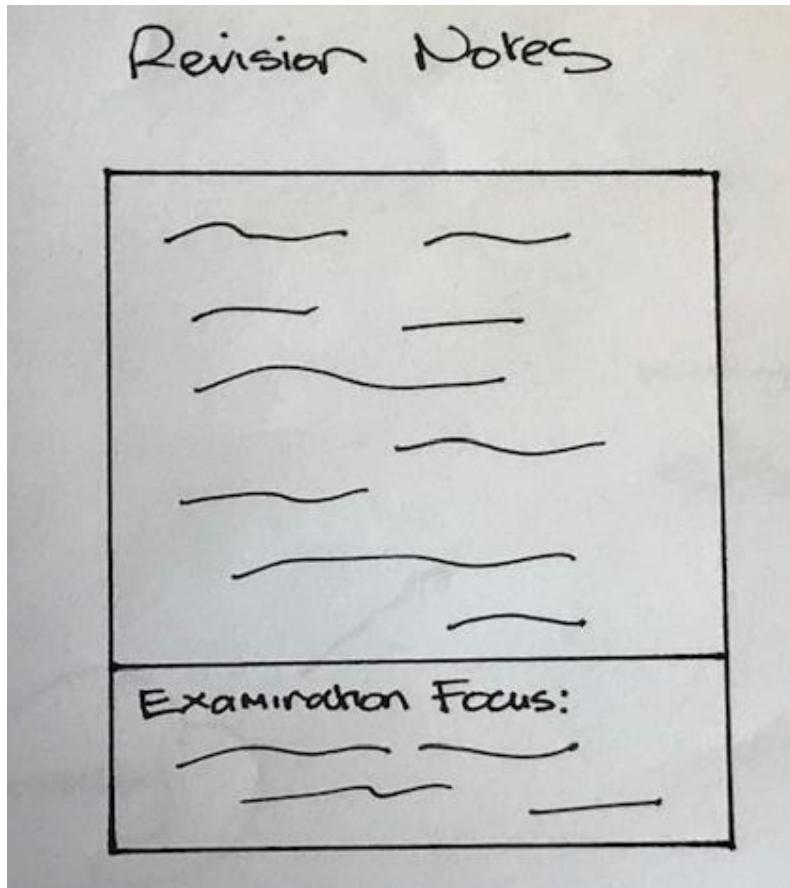


### Add a 'Links Box'

- Think of **links** with other topics
- Add more **sophisticated** thinking



# 3. Improving Revision Materials



## Add an 'Examination Focus Box'

- How might you **use this** in the examination?
- How has it **been used** in previous examination questions?

# How do I revise?





# Memorising



Committing your learning to your **long term memory**



This is the part of revision **MOST** students do not do well

# So why is this most commonly done badly?

- 
- Sit and read notes
  - Highlight or annotate notes



- It **feels** fresh
- You **feel** you have learnt it
- But, it is **not** in your long term memory

Illusion of knowing.

Most students do this in silence

# Memorising

## Speak out aloud

Repeat, repeat, repeat  
Emphasise  
Test yourself

+

## Commentary

Add meaning to  
what you are  
learning



# Chunk learning...

Learn and test for 25 – 30 minutes.



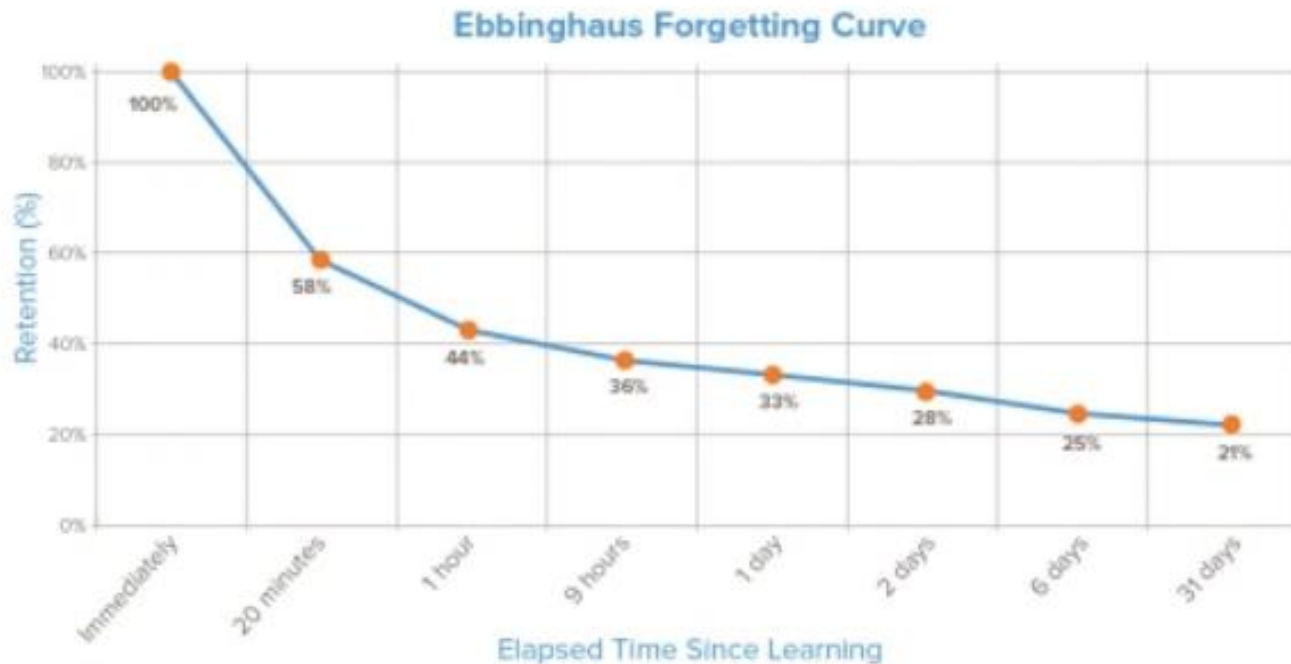
Take a 5 minute **break**



Then retest on **return**.

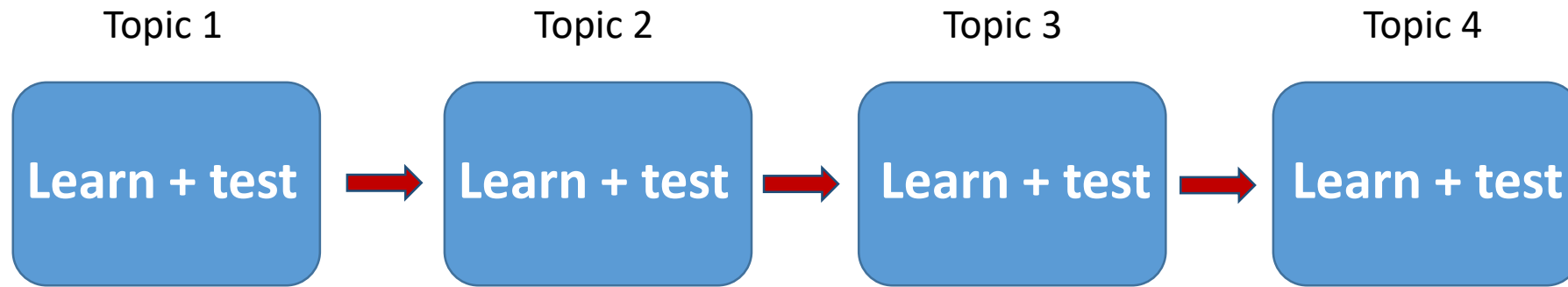
Then start again on **new** learning

# We know memory fades...

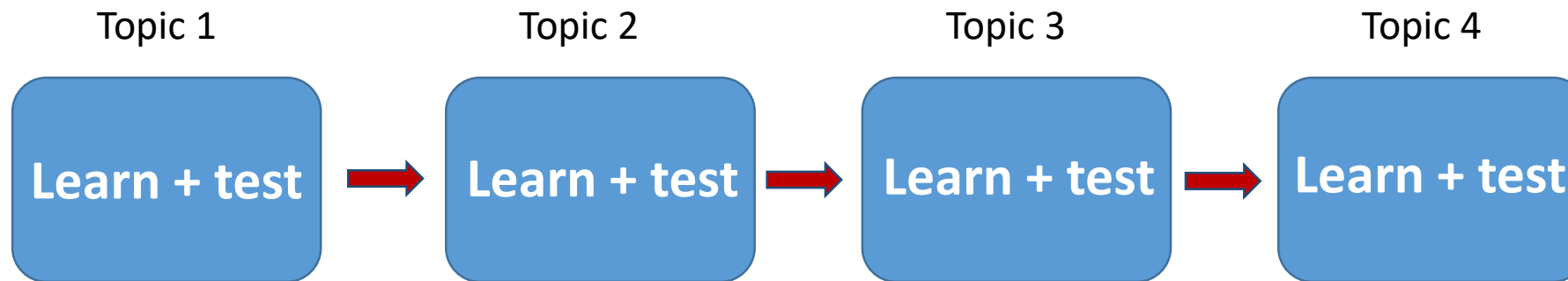


So how do we  
'interrupt  
forgetting'?

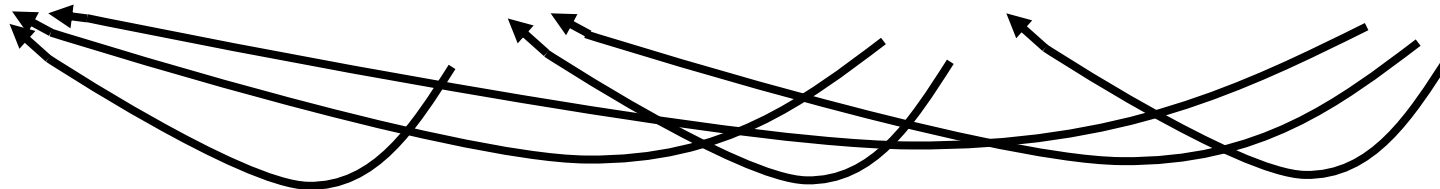
# Learning and re-testing



**Retrieval  
strength  
only**

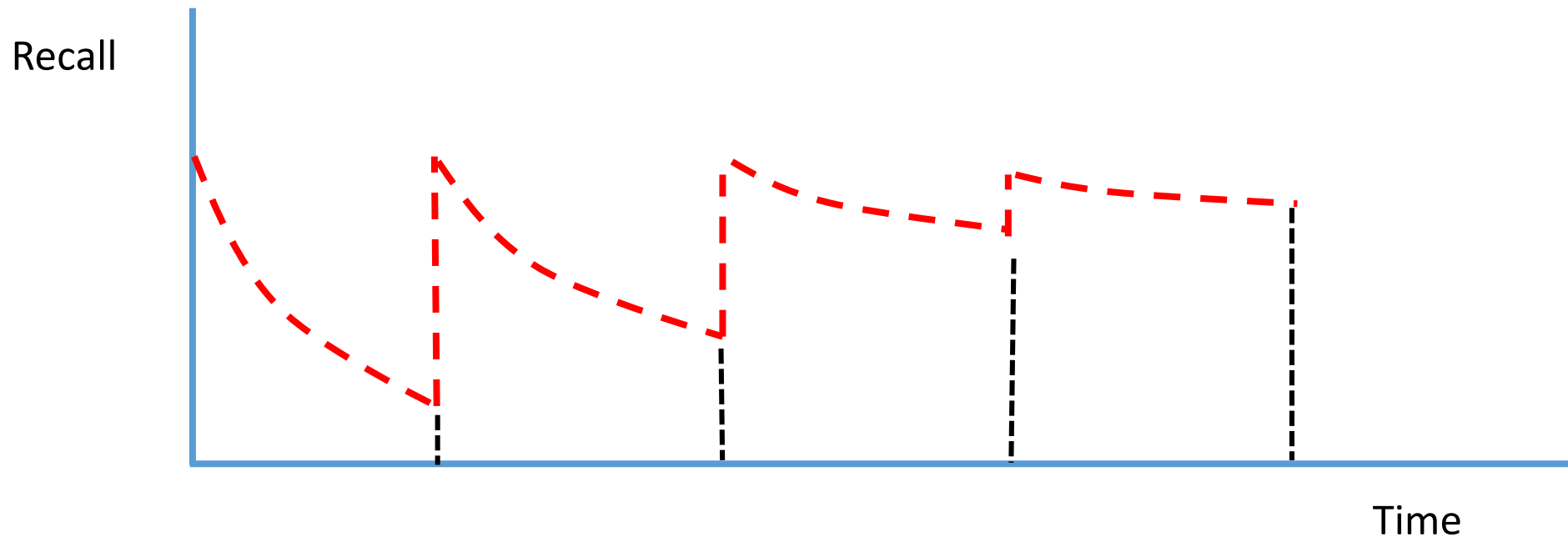


**Retrieval  
and storage  
strength**



# Learning and Testing

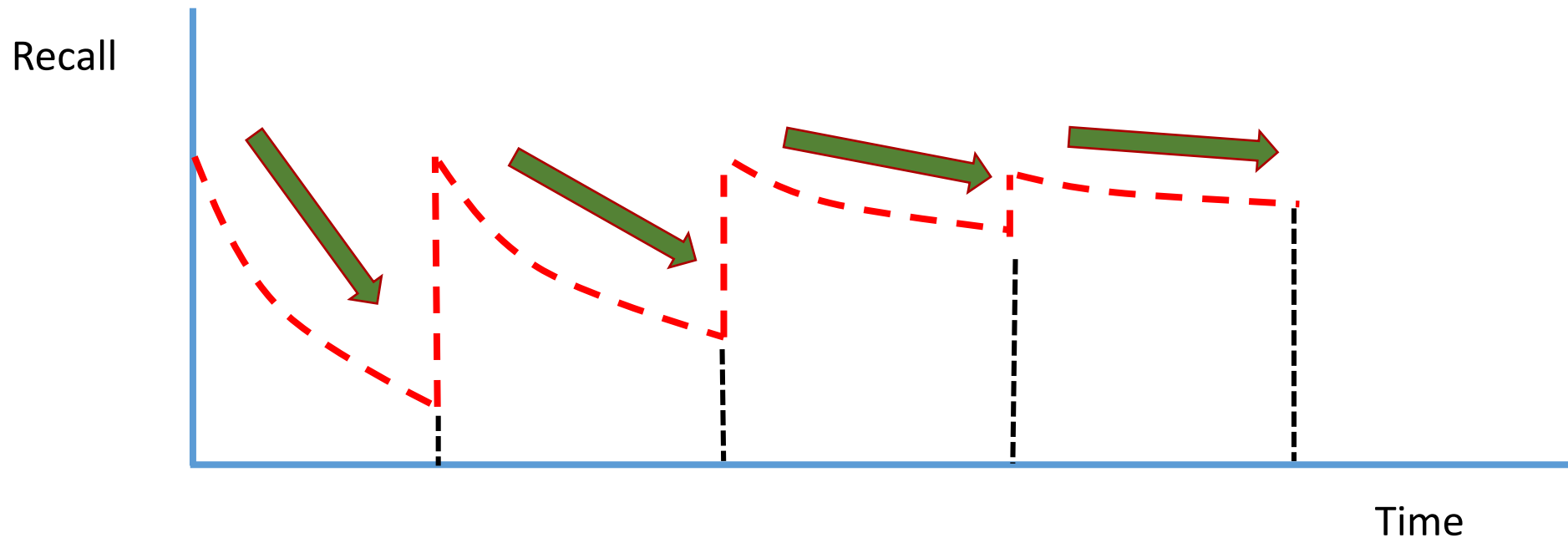
Relearn and retest **over and over** again to interrupt your forgetting





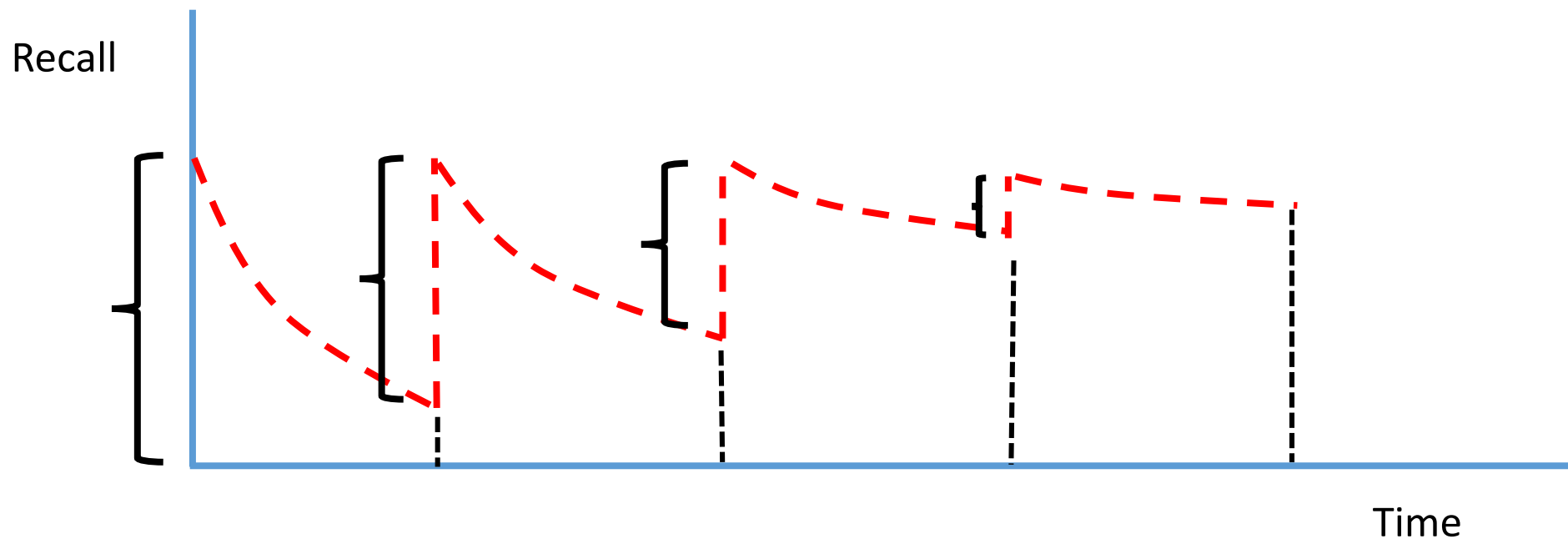
# Learning and Testing

Relearn and retest **over and over** again to interrupt your forgetting



# Learning and Testing

Relearn and retest **over and over** again to interrupt your forgetting



# What does this mean?

Commit to memory and test topic A – week 1



**Go back** and relearn and retest topic A – week 3

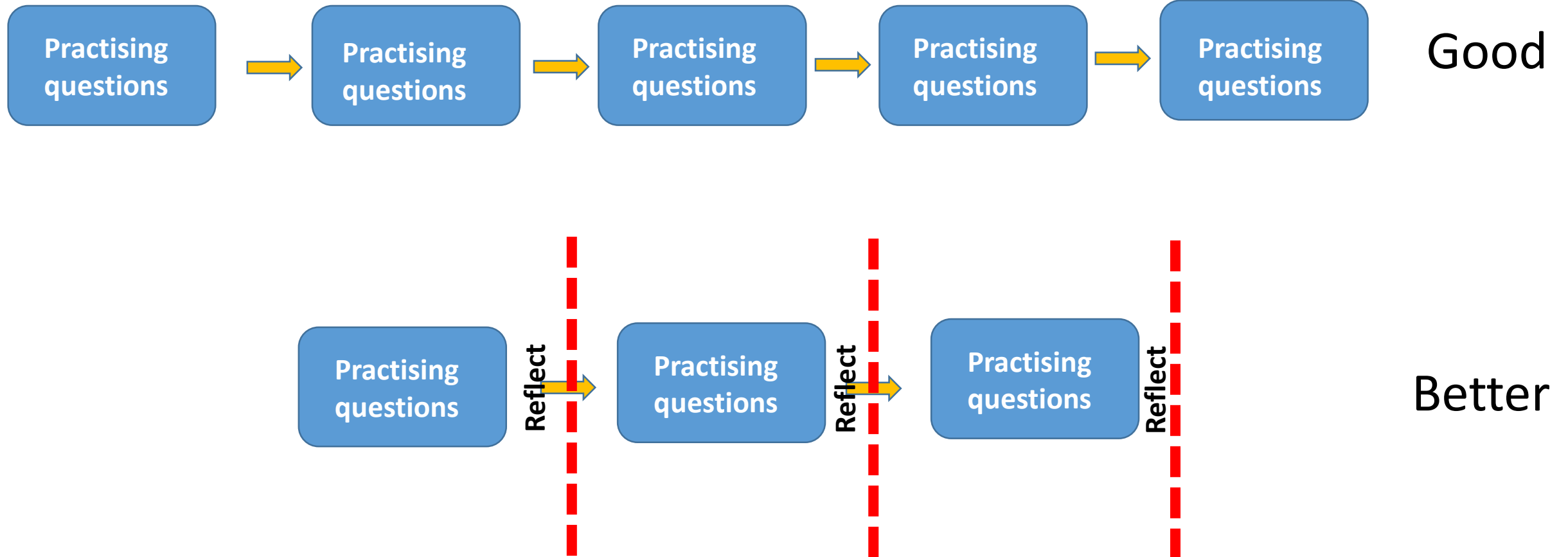


**Go back again** and relearn and retest topic A – week 6

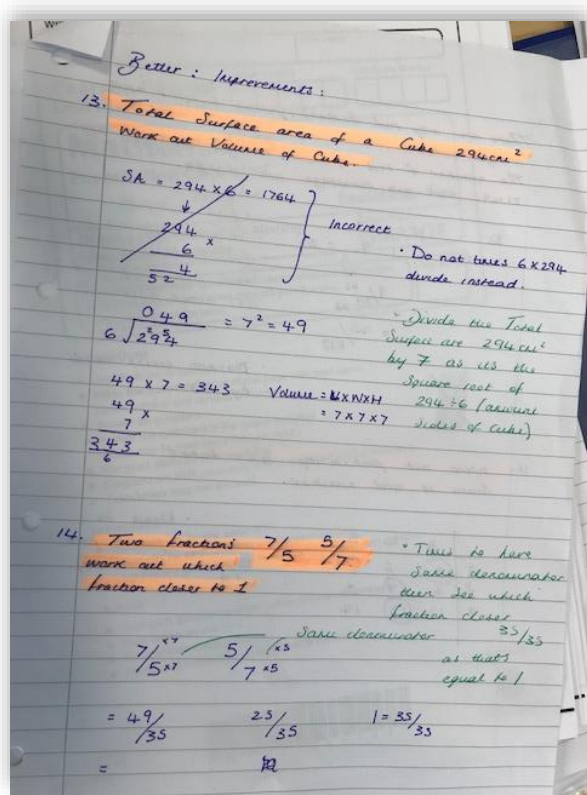
# How do I revise?



# Practice questions



# Practice questions: reflect



**Maths Student**  
For the *incorrect* answers only she:

1. **Rewrote** the questions and her **original** incorrect answers
2. **Added** the correction
3. **Added** an explanation

# How do I revise?



# So what can you do as a parent?

## You are the 'Hidden Army'

- Be **positive**, we all respond to praise
- You are: a) motivator b) 'nudger' c) revision buddy d) comforter e) discipliner f) 'reminder' g) encourager
- Create the right environment: **quiet space** is key



# So what can you do as a parent?

## You are the 'Hidden Army'

- Help your son / daughter **establish routines** and encourage them to stick to these
- Remove **distractions** *eg mobile phone*
- Adopt a **growth mind** set - *there is still everything to play for*
- Keep you son / daughter **believing**

# So what can you do as a parent?

## You are the 'Hidden Army'

- Ensure they are using their **study periods** wisely.
- Check they are spending time **at home** revising too
- Help them **plan** their revision schedule
- Check they are approaching revision **properly**

# So what can you do as a parent?

## 1. Revision materials

- **Show me** your revision resources
- Talk me through **how** you have constructed your revision resources
- Which topics have you **covered** and why?
- What are the **most important** points?
- What makes these revision resources **so good**?

# So what can you do as a parent?

## 2. Memorising

- **Test** your son / daughter – can they recall their points with accuracy?
- **Encourage** ( and challenge ) them to **better** commit to memory if they still have gaps
- **Retest** them on the sections they are finding most difficult to memorise

# So what can you do as a parent?

## 3. Question Practice

- Talk me through your first attempt, what did you **learn**?
- Before you start your next practice question – talk me through what the **examiner is really looking** to for
- After you have reviewed your answer – talk me though a correction or improvement you **could** make

# Key Points

Don't **fool** yourself



**Memorise** properly

Revision is **not easy**, it is time consuming



so start **early**

**Zero sum** game



what can I do to **keep** ahead?

Parents are the **hidden army**



You have a **key** role to play



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