



GCSE Support and Guidance for Parents

Revision and Examinations





VESPA Questionnaire Report.

Name Joe Bloggs Form 11 X Date 1/9//21

This sheet highlights typical feelings based on scores given by individuals on the questionnaire. These comments and scores should be a basis on which to have a meaningful conversation on how to be more effective with time and studying.

Vision You are a person with some idea of what you would like to achieve in the future, but you might not be 100% sure whether university, employment or work-based training is the right choice for you. Generally, when you set goals you are committed to them, although you might sometimes find yourself distracted. You generally finish projects that you start. How could you improve your Vision? What would help create effective goals for yourself?	Score/10 8
Effort You are a very hard-working student. You are very focused in lessons and give your best to every task. This result suggests you are prepared to put in the hard work to achieve your goals, and that you already study a lot in your own time. How will you continue to do this? Are you able to do this for every subject?	Score 9
Systems A high systems score suggests you are good at organising your time, and meeting deadlines. It also suggests you are good at organising information and taking notes for revision. You probably complete your homework on time and organise revision notes very well. Do you do this consistently across all subjects?	Score 9
Practice A medium practice score indicates you can revise, but not always in the most efficient way. You may spend time revising but may study the same topics and not always push yourselves to revise things that you are not sure of. How can you make sure your revision or practice is more targeted? What could encourage you to push yourself outside your comfort zone more?	Score 7
Attitude You may feel nervous before assessments or exams. Normally you'll feel confident in your abilities although you could be setback by a disappointing result. You generally believe that you can improve your intelligence through hard work but struggle in lessons can sometimes make you feel as if others are better than you at a subject. When you face a setback, you can pick yourself up and carry on, but two or three disappointments in a week can make you feel as if you should give up entirely. You may need to practice reconnecting with your previous successes.	Score 4

FFT20	Effort	Exam	Exam Res	Progress 3	Pro 3 Res
5.6	1.6	4.6	-1.0	5.6	0.0

Main area/s for development.

Suggested activities to help.

Targets and key dates

What have we been doing Pastorally this year?



Two Mock Exam Periods

- Lasting 2 weeks
- Week commencing 15th November
- Week commencing 21st March
- Some uncertainty over the summer exams...whilst (hopefully) the exams will take place, there may well be an element of Centre Assessment.



Parental Support

Emotional wellbeing and mental health

Academic challenges

Mentor/sounding board

Motivator

Provider of positive distractions





Common **features** of the most **successful** students...

- They have an Ethic of Excellence.
- They create effective systems
- They revisit their work on a regular basis and not just on the run up to exams.
- Clear (and realistic) vision of where they want to be.



Create a Revision Timetable

	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
8-9							
10-11							
12-1							
1-2							
3-4							
5-6							
7-8							
8-9							
10-11	Bed	Bed	Bed	Bed	Bed	Bed	Bed

Green represents time spent at school,
orange time spent on homework and revision
and perhaps most importantly black
represents 'downtime'.

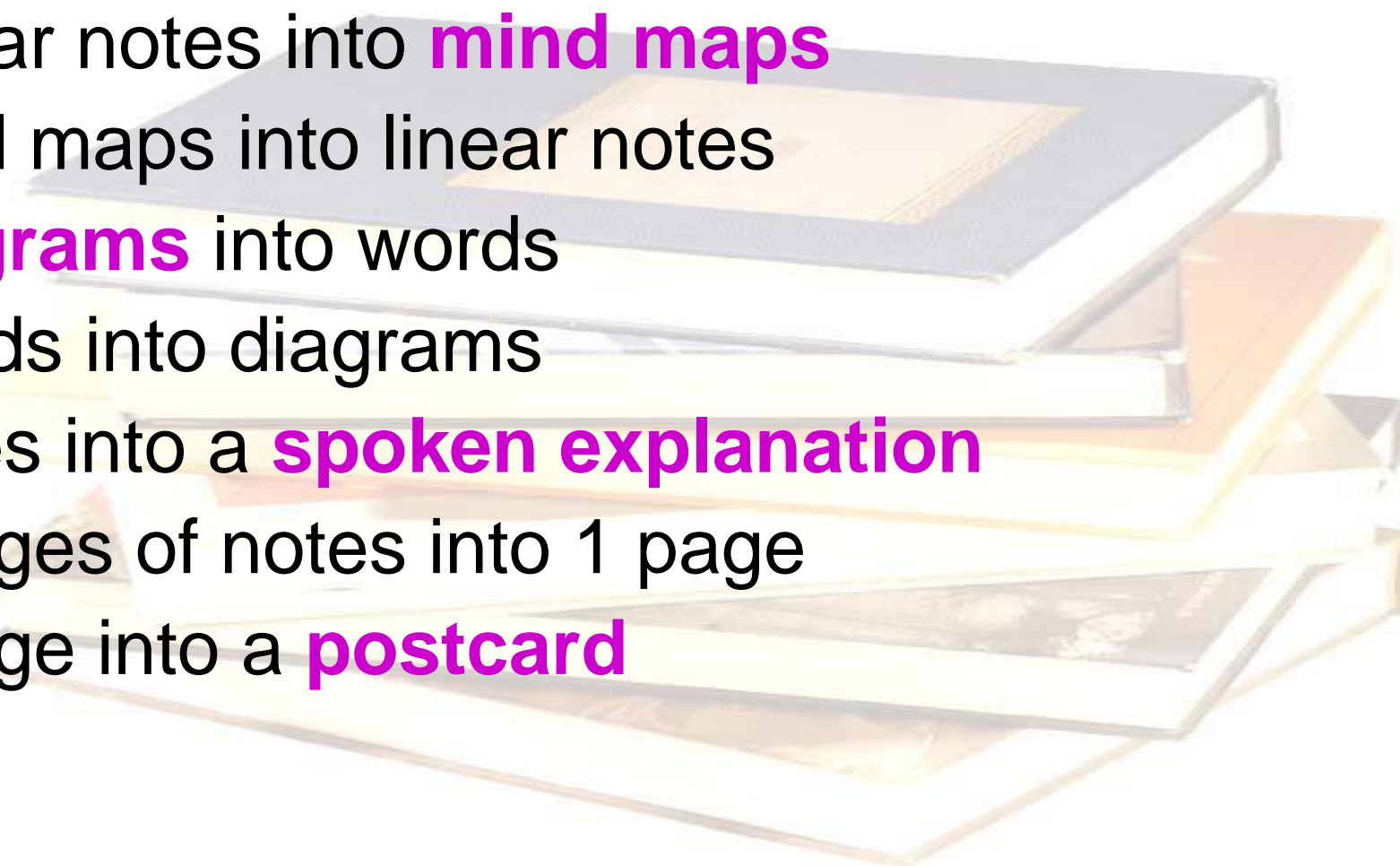


Supporting your son in **preparing** for revision

- What would he find helpful?
- The simplest things often get in the way of starting revision – a revision pack.
- Organising folders/books to ensure all relevant material is there.
- Help your son to plan topic lists.
- Nominate a quiet place for revision.
- Provide an area where work and revision notes can be kept safely.



- Linear notes into **mind maps**
- Mind maps into linear notes
- **Diagrams** into words
- Words into diagrams
- Notes into a **spoken explanation**
- 2 pages of notes into 1 page
- 1 page into a **postcard**





Key Resources

- Websites e.g. *Get Revising, Revision World*
- Revision guides
- YouTube e.g. My GCSE Science, Hegarty Maths
- Phone Apps e.g. Exam Count Down, Cram, Memrise
- Revision groups- face to face/virtual 'Zoom'
- Past papers and mark schemes



Techniques to boost memory





Remember these words

- •Refrigerator
- •Opportunity
- •Tuberculosis
- •University
- •Hippopotamus
- •Conscientiousness
- •Mathematical
- •Humiliation





Repetition

- Repetition
 - Technique for remembering facts in which you read, write and say the facts numerous times.
- Use Repetition
 - When you want to remember a few facts, usually not more than 4-5.
- How to use Repetition
 - Read the facts
 - Write the facts
 - Say the facts
 - Repeat the steps three or four times
- Practice



Grouping

- Grouping
 - Technique for remembering facts that go together in some way.
- Use Grouping
 - When you want to remember facts that can be placed in groups or categories.
- How to use Grouping
 - Look for ways that facts can be remembered or grouped together.
 - Write a name for each group.
 - Write the facts that go with each group.
- Practice



Acronym Words

- Acronym
 - Technique for remembering facts by forming a word using the first letter of each fact to be remembered.
- Use Acronym
 - When you want to remember facts where the first letters can be arranged to form a real or nonsense word that can be pronounced.
- How to use Acronym
 - Write the facts
 - Underline the first letter of each fact
 - Arrange the underlined letters to form a real word or nonsense word that can be pronounced
- Practice



Acronym Sentence

- Acronym Sentence
 - Technique for remembering facts by creating a sentence from words whose first letters help you remember facts.
- Use Acronym Sentence
 - When you want to remember a number of facts that are difficult to remember using the acronym or abbreviation techniques.
- How to use Acronym Sentence
 - Write the facts.
 - Underline the first letter of each fact.
 - Create and write a sentence using words that begin with the underlined letters.
- Practice

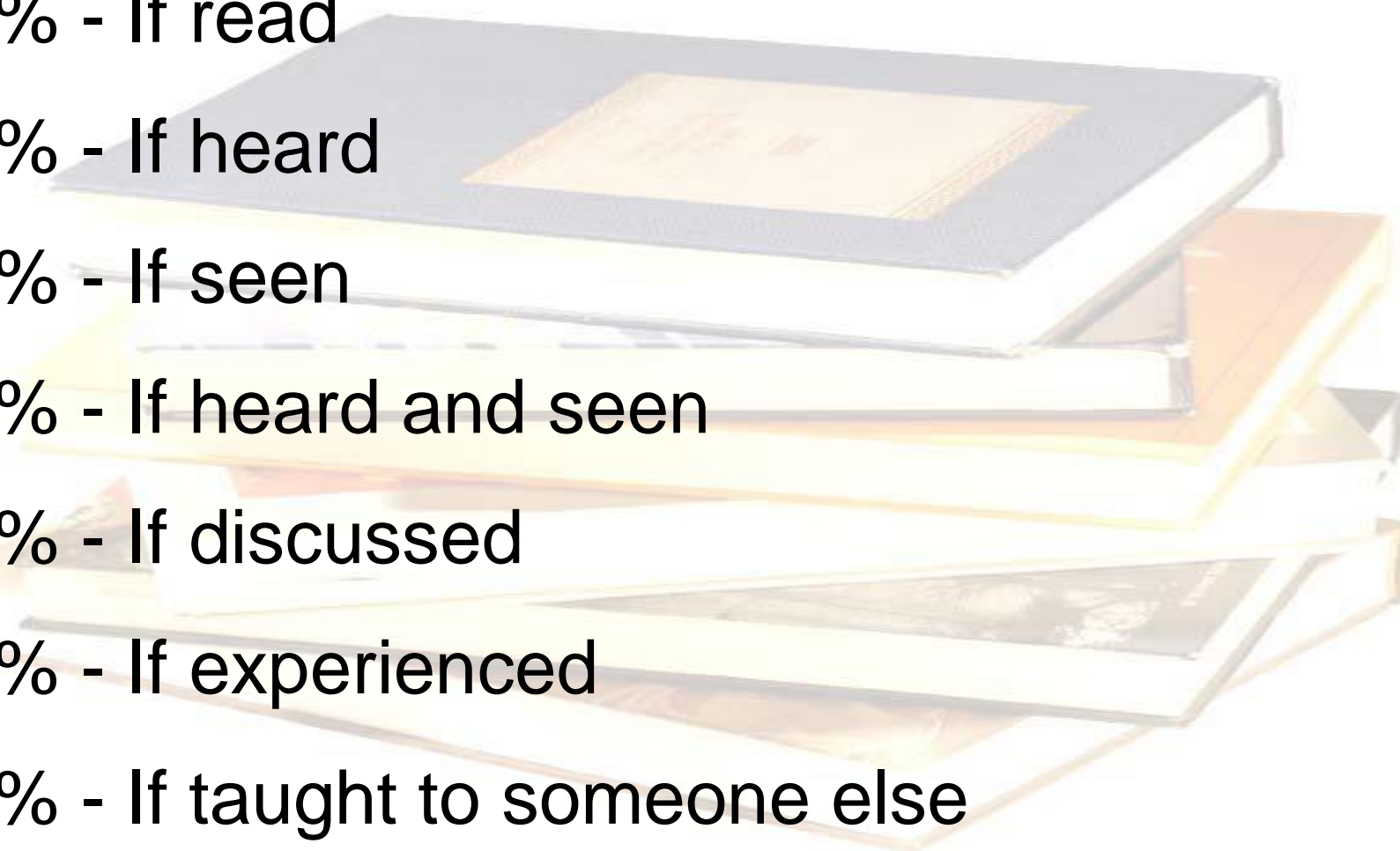
Crazy Teachers Love Stroking Cats

Cervical Thoracic Lumbar Sacrum coccyx 7, 12, 5, 5, 4



Remembering Information

- 10% - If read
- 20% - If heard
- 30% - If seen
- 50% - If heard and seen
- 70% - If discussed
- 80% - If experienced
- 90% - If taught to someone else





The 'Exam Game'

- Understand what the examiners are looking for
 - Learn how to give the examiners what they are looking for
 - To do this it is necessary to....
- Understand how the exam papers are structured:
 - a) How long is the exam?
 - b) How many questions do you have to answer?
 - c) What format are the exam questions in?
 - d) How are the marks divided?
 - e) How are the exams marked?



Exam Skills

Don't underestimate the need to develop exam skills. Revision is of course very important however it is imperative to develop exam skills.

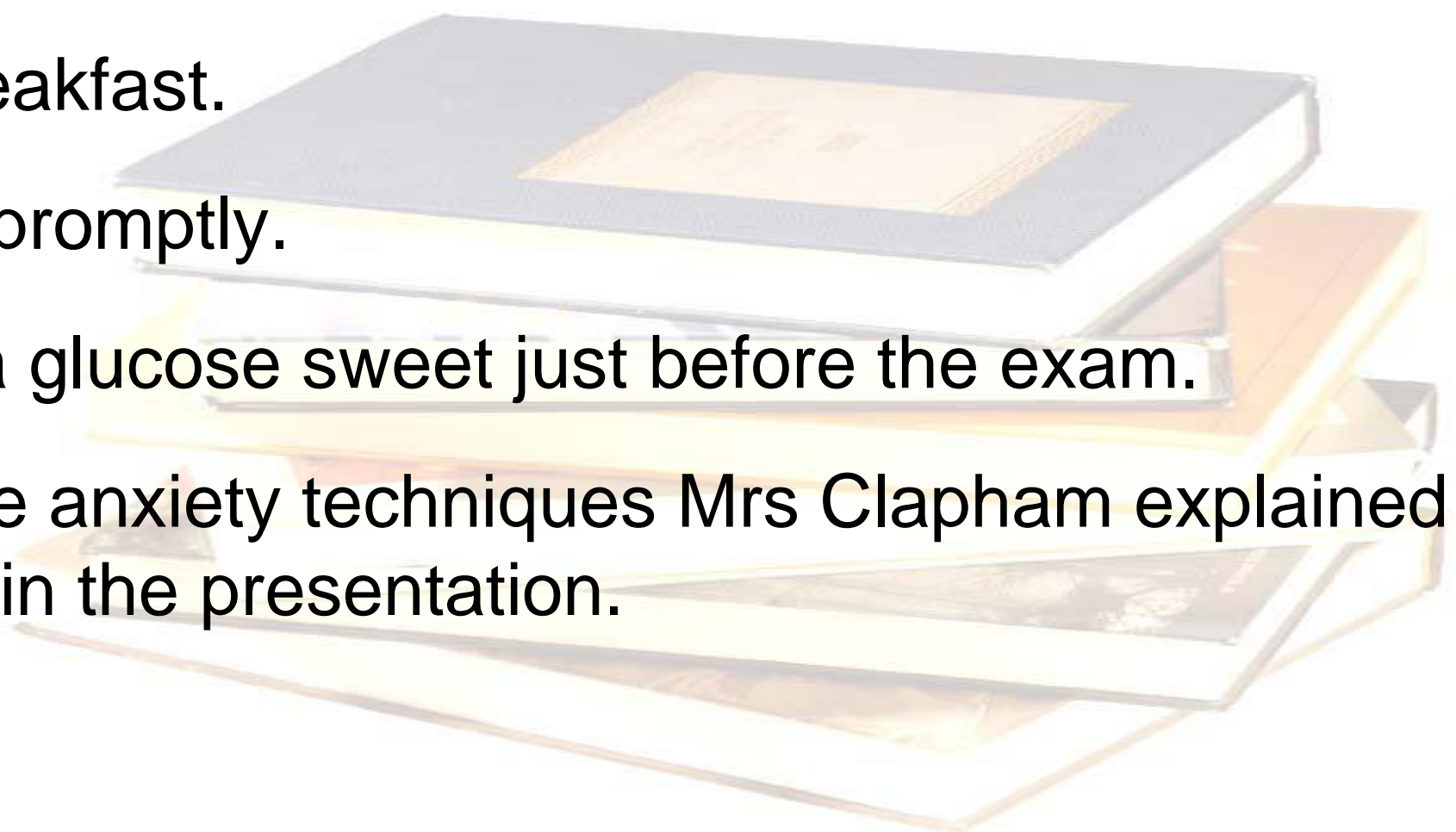
Some tips:

- Practice in realistic conditions. This means working under timed conditions, away from phones, textbooks, etc...
- Look at old exam papers and identify key/trigger words.
- Look at sample exam responses (higher grade ones) and think about what made them successful.
- Check responses against mark schemes.



On the day...

- Eat breakfast.
- Arrive promptly.
- Have a glucose sweet just before the exam.
- Use the anxiety techniques Mrs Clapham explained earlier in the presentation.





Remember these words

- •Refrigerator
- •Opportunity
- •Tuberculosis
- •University
- •Hippopotamus
- •Conscientiousness
- •Mathematical
- •Humiliation





MOCKS COUNT!

- Be under no illusion, these two sets of exams are vitally important to your grades.

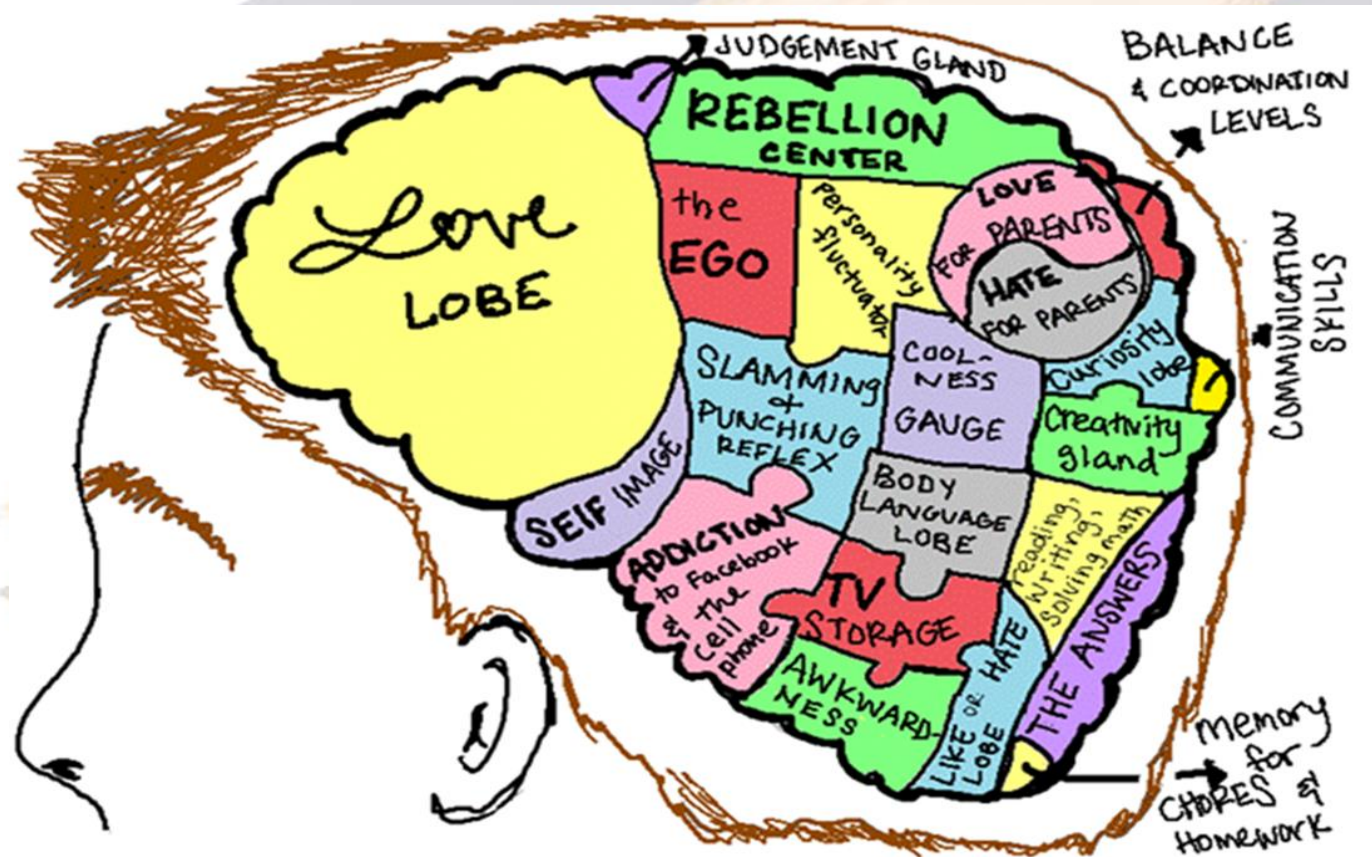


Mrs P. Clapham **Support Officer**





The Average Teenage Brain





Exam Stress.What is it ?

It is normal to feel a bit worried about exams.

Exam stress can cause feeling of anxiety and this may affect your son's mood, sleeping and eating habits.

If you recognise any of these symptoms, or are worried that exam pressure is taking over your son's life ask for help.

As parents you are not alone, and there are things you can do to support your son at this stressful time.





Key Statistics

1 in 6 young people will experience an anxiety condition at some point in their lives.

This means that up to 5 people in a class may be living with anxiety, whether that be OCD (obsessive compulsive disorder), social anxiety and shyness, exam stress, worry or panic attacks

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Possible Symptoms

Cognitive Symptoms

- Memory problems
- Inability to concentrate
- Poor judgment
- Seeing only the negative
- Anxious or racing thoughts
- Constant worrying

Emotional Symptoms

- Moodiness
- Irritability or short temper
- Agitation, inability to relax
- Feeling overwhelmed
- Sense of loneliness and isolation

Physical Symptoms

- Aches and pains
- Nausea, dizziness
- Butterflies
- Chest pain, rapid heartbeat
- Frequent colds

Behavioural Symptoms

- Eating more or less
- Sleeping problems
- Isolating yourself
- Neglecting responsibilities

Remember everyone experiences stress & anxiety differently and on different levels. You know your child if you have concerns talk to your GP or Student Support team.



8 Ways To Help Yourself Feel Better



Connect with people



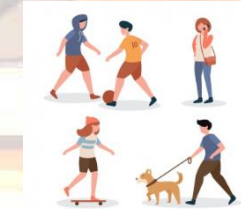
Get creative!



Speak to an adult (parent, teacher or some one you trust)



Keep Active



Set up a daily routine



Eat Healthy & Regularly



Good Sleep habits



Avoid Stimulants



Try relaxation techniques

If you're feeling really anxious before an exam.

Find a calm quiet space and try breathing deeply in and out for a couple of minutes while focusing on something pleasant.

Also try deep breathing techniques during exams to help reduce feeling panicked

Inhale **5** seconds

Hold **5** seconds

Exhale **5** seconds





Ask Twice Campaign

Sometimes we say we're fine when we're not, so if your mate's acting differently, ask twice

<https://youtu.be/nOkH2jGK4p0>

Sometimes we say we're fine when we're not.

Ask twice. Be there for your mate.

Want to know more !

<https://www.time-to-change.org.uk/ashtwice>

time to change

let's end mental health discrimination



The Wonderful Web



Headspace... help you train your mind



<https://www.nhs.uk/every-mind-matters/mental-wellbeing-tips/your-mind-plan-quiz/>



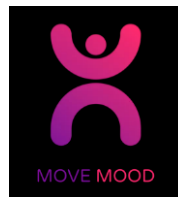
Smiling Mind
mindfulness meditation accessible to all.



SAM Anxiety Management App

Free Meditation App

stem⁴i
education
supporting teenage mental health





Thank You

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