

Aims of the Evening

- 1) Help you and your child in doing the things that will make the difference
- 2) Provide you with practical tools and information
- 3) Provide you with an opportunity to talk to us

Outline of the Evening

- *Outline key dates and general support*
- *Share practical revision strategies*
- *Share ideas on how to support well being*



What's happening and when?

Year 10

- GCSE English Literature – 8th January 2025
- GCSE English literature Unit 2 – 20th May 2025
- GCSE Science Units – June 2025

Year 11

- GCSE Numeracy – 5th and 7th November
- GCSE English Lit -8th January (2 groups)
- Mock Exams – 20th January
- GCSE Science Practical – January 2025
- GCSE Practical and oral exams begin after February half term 2025
- Summer exams – 8th May- 25th June

We have so much support for you!

- Study club- every night after school
- Subject specific revision classes
- Our website [Examination Support | Ysgol Aberconwy](#)

EXAM DAY!

- Make sure the examination dates and times are displayed at home (as soon as we have the final dates we will share them with you)
- Gently prompt: “You’ve worked hard on Maths, you’ll be able to show what you’ve learned tomorrow”
- Ensure your child is ON TIME
- Breakfast can make a big difference, particularly well into an exam when energy levels drop
- Try to make sure your teen doesn’t drink too much caffeine/energy drinks as they are counterproductive and can cause a crash in energy half way through the exam
- Remember that the exam period doesn’t last forever!



**Teenagers work best when they,
their family and their teachers all
do their bit.**

SUPPORTING YOUR CHILD THROUGH EXAMS

**A QUICK GUIDE FOR PARENTS
BY EMILY JONES SCHOOL NURSE**

KNOWING YOUR CHILD'S PROGRESS

- Look at the results your child got in year 10
- Look at the mock results
- Focus on the positives
- Share ideas and thoughts about potential improvements
- Be realistic

DOWNLOADING THE TIME TABLE FORM THE WJEC WEBSITE

- www.aberconwy.conwy.sch.uk/en_gb/examinations-and-testing

**EVERYTHING CAN BE RETAKEN AND
THE RESULTS DOESN'T DECIDE
SOMEONE'S WHOLE FUTURE.**



CREATE A PLACE FOR YOUR CHILD TO STUDY

PERSONAL TIMETABLE

	1	2	3	4	5	6	7
	07:45am 08:25am	08:35am 09:15am	09:30am 10:15am	10:25am 11:10am	11:20am 12:05pm	12:20pm 01:05pm	01:15pm 02:00pm
MON	Mat	Mat	Lit	Lit	His	Eng	Eng
TUE	Mat	Geo	Eng	His	Gra	Cit	HHi
WED	Eng	Gym	Lit	CM	His	His	Mat
THU	Gra	Gym	Geo	Mat	Eng	Eng	His
FRI	Eng	Mat	Geo	Lit	IT	IT	Pro

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LOTS AND LOTS OF OUTDOOR BREAKS



The image features a bright yellow background with a dark brown vertical bar on the left side. In the center, there is a white, scalloped-edged shape. Overlaid on this white shape is the word "NURTURING" in a bold, black, sans-serif font.

NURTURING

THERE IS A LOT OF SUPPORT

A close-up photograph of two hands clasped together in a supportive grip. The hand on the right is a darker skin tone and has bright blue nail polish on the fingers. The hand on the left is a lighter skin tone. The background is a soft, out-of-focus green and yellow, suggesting an outdoor setting with sunlight.

- School Staff
- School Nurse
- www.bbcchildreninneed.co.uk
- Talk shoulder to shoulder

ANY QUESTIONS?

- Emily.jones9@wales.nhs.uk
- Tel No: 07890425897

SUT I A STUDIO HOW TO STUDY

A SIMPLE GUIDE ON HOW TO STUDY SMARTER, NOT HARDER



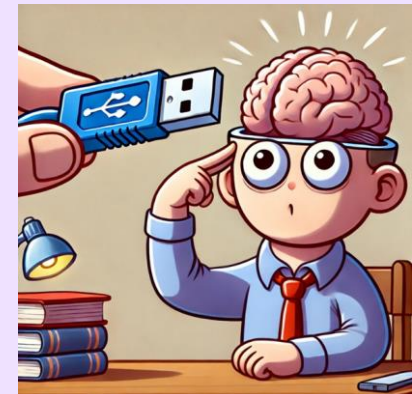
Y GWIRIAD GWIRIONEDD THE REALITY CHECK



- Let's face it, revision can be tough... for everyone!

Challenges: procrastination, distractions, and the infamous 'But I don't know where to start!'

Statistical Example: 50% of students report procrastination as their biggest challenge.



DEVELOP GOOD HABITS

Good habits are important to help you be successful. The sooner you start to develop these, the better.

Make it obvious

- Revise in one area. Leave materials out ready to start. Write a schedule. Stack habits together.

Make it attractive

- Revise with friends. Do something enjoyable as a reward once you complete the allocated revision time.

Make it easy

- Start small – 10 minutes a night. Reduce distractions. Ask family and friends to encourage you.

Make it rewarding

- Reframe your identity, think 'I am a hard worker'. Track your progress and never miss revision twice.



FIND A SPACE

To study effectively you must create a space that is distraction free.

1. Find a quiet, tidy room with minimal distractions – your bedroom, library or classroom.

2. Make sure you have a drink and snack with you.

3. Put your phone in another room, it is a distraction.



4. Loud music is a distraction, if you prefer to study with music try to pick low tempo music without lyrics.

5. Have all your revision materials and stationery ready to go. Make it obvious and avoid having to leave the room for supplies.

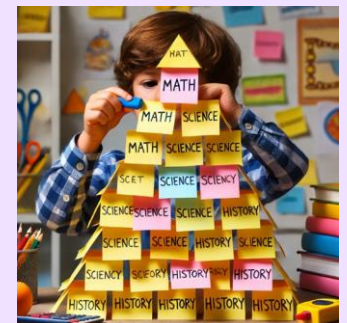
GRYM CYNLLUN - THE POWER OF A PLAN



- Why a Plan Matters: A revision timetable helps children manage their time and prioritize their work. It prevents last-minute cramming and reduces stress.

How to Create a Plan: Use the SMART goals method (Specific, Measurable, Achievable, Relevant, Time-bound) for effective planning.

Example Plan: Monday - Math (1 hour), Break (15 minutes), Science (1 hour).



TAKE SOME TIME

Spaced practice means reviewing what you've learned regularly over some time, instead of all at once. The temptation to 'cram' it all in the night before can lead to a false sense of security.

Therefore, you should space out your study, making sure you take breaks. This will help you maximise your study time while getting the most out of it.

The Pomodoro Technique

The Pomodoro technique is when you study for 25 minutes, focused on one task without interruption or a break. Afterwards, reward yourself with a five-minute break before returning to studying again. This will make the most daunting topics become more approachable and can make a real difference when it comes to efficiency and productivity.



STUDY METHODS



Summary: Brain dumps



1.

Identify knowledge

Identify the knowledge/topic area you want to cover.



2.

Write it down

Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts)

Give yourself a timed limit (e.g. 10 minutes)



3.

Organise information

Once complete and you cannot remember any more use different colours to highlight/underline words in groups.

This categories/links information.



4.

Check understanding

Compare your brain dump to your K/O or book and check understanding.

Add any key information you have missed (key words) in a different colour.



5.

Store and compare

Keep your brain dump safe and revisit it.

Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.

Brain dumps are a way of getting information out of your brain.

READING IS NOT STUDYING!

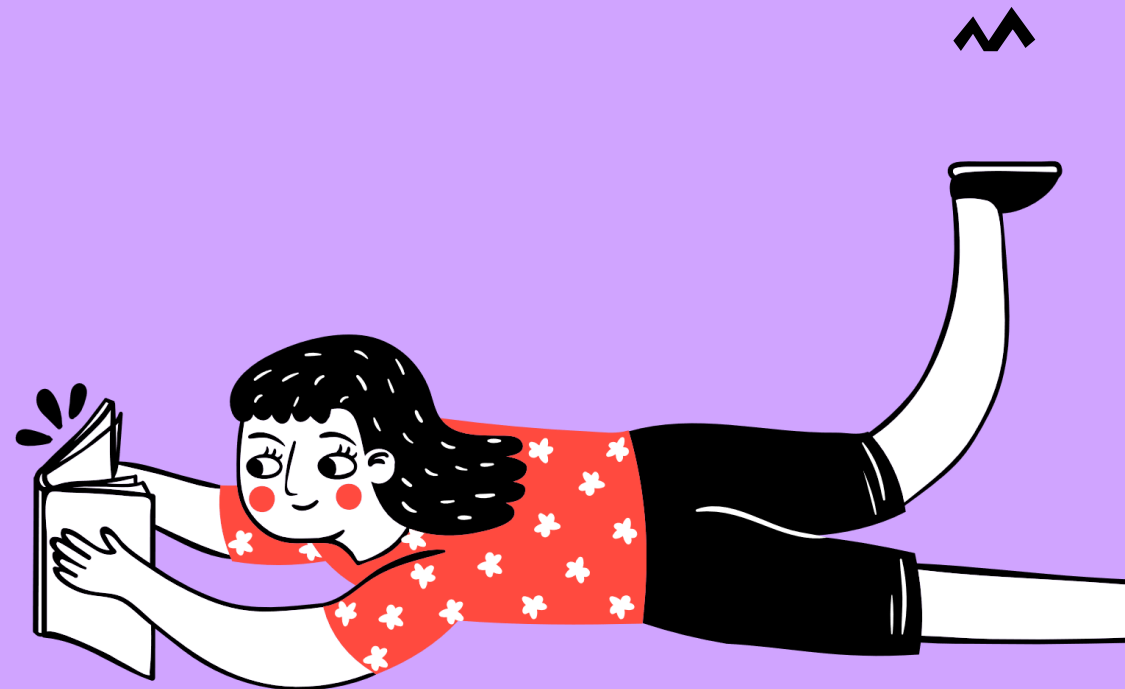
Simply reading and re-reading notes is not actively engaging your brain. Re-reading leads to quickly forgetting.

Instead, try and aim for active study methods including;

- Creating mind maps
- Using flashcards (Leitner system)
- Teach a friend (The Feynman technique)
- Sketch notes / infographics
- Cornell Note Method
- Using AI

The following slides explain each method in depth.

Remember, it's okay to try different methods until you find one that works for you!



Summary: How to create a mind map



1.

Identify knowledge

Select a topic you wish to revise. Have your class notes/knowledge organisers ready.



2.

Identify sub topics

Place the main topic in the centre of your page and identify sub topics that will branch off.



3.

Branch off

Branch off your sub topics with further detail.
Try not to fill the page with too much writing.



4.

Use images & colour

Use images and colour to help topics stick into your memory.



5.

Put it somewhere visible

Place completed mind maps in places where you can see them frequently.



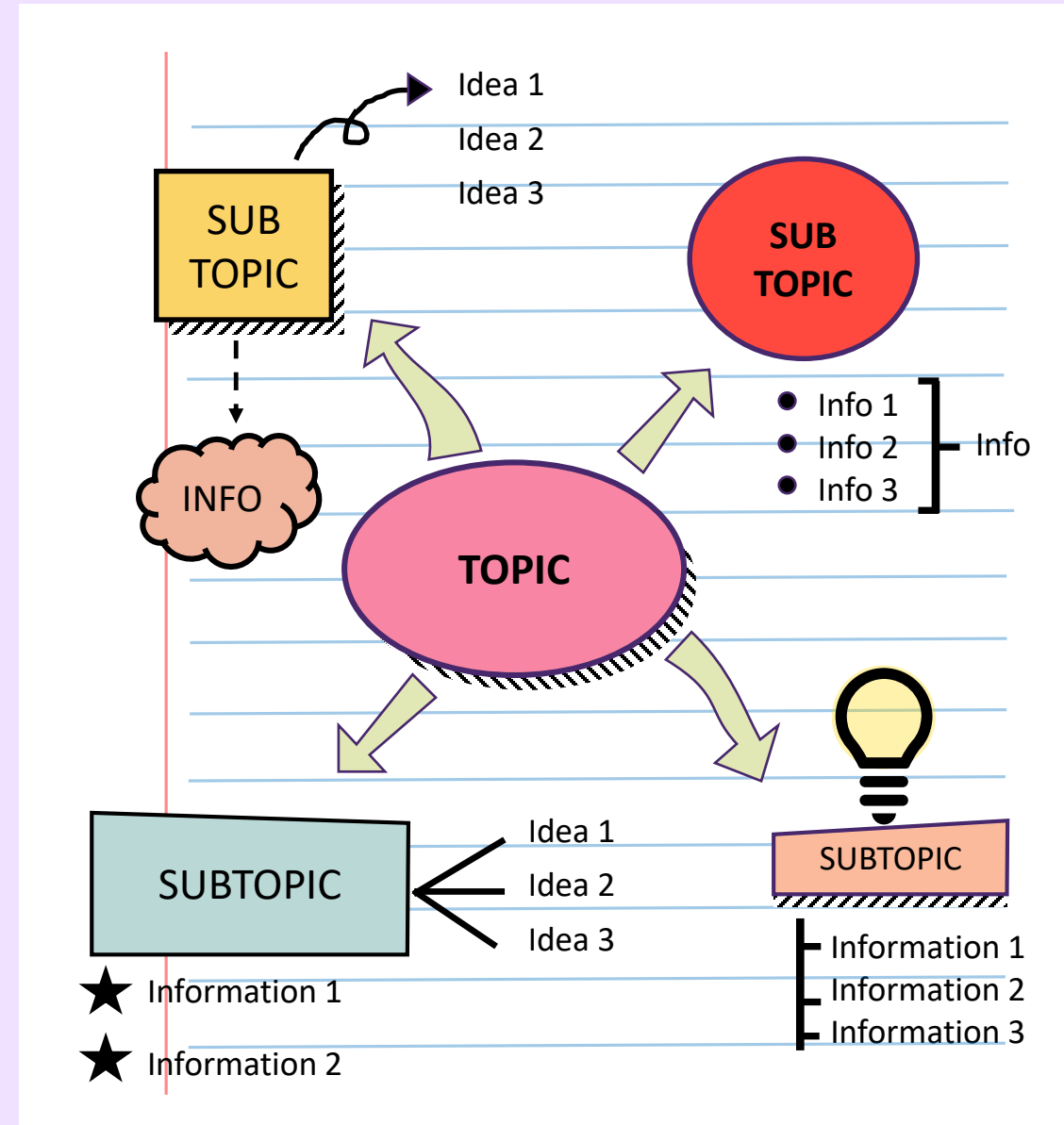
Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it



MIND MAPS

1. Write the topic you wish to study in the middle of your page. You can also create sub-headings branching off.
2. Without using your notes, write down everything you remember about the topic. You can also use sketches and diagrams to represent pieces of information.
3. Once you have written everything you can remember, go back to your notes and add in anything you have forgotten.

TIP: Use a different colour of pen for Steps 2 and 3 so you can see what pieces of information you may need to revise further.



Summary: How to use flash cards



1.

Identify knowledge

What are you creating flash cards on?

Do you have your knowledge organizer?

Use your book to look at previous misconceptions from whole class feedback.



2.

Colour coding

Use different coloured flash cards for different topics. This helps with organization NOT recall



3.

Designing

1 Question per flashcard.

Making them concise and clear.

Use a one word prompt, so that you can recall as much as you can.

No extended answer questions.



4.

Using

Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.

Do not just copy & re-read.

Shuffle the cards each time you use them.

Use the Leitner system to use flash cards everyday.



5.

Feedback

How have you performed when you look back at your answers?

Is there anything you need to revisit in more detail?

Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.

Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly

FLASHCARDS

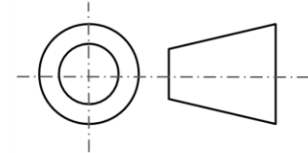
1. Gather information to create your cards. You can use class notes, textbooks or pre-made cards, for example, Quizlet.
2. Focus on the essentials! Only put the most important information on your flashcards.
3. Write or draw the information (definitions, equations, diagrams etc.) on one side, and write the answer or question on the other side.

TIP: Use a different colour card for each topic.

Remember: Don't spend more time making the flashcards than using them!

Question

What is the name of the symbol shown below?



SIDE ONE

Answer

Third Angle Projection Symbol

SIDE TWO

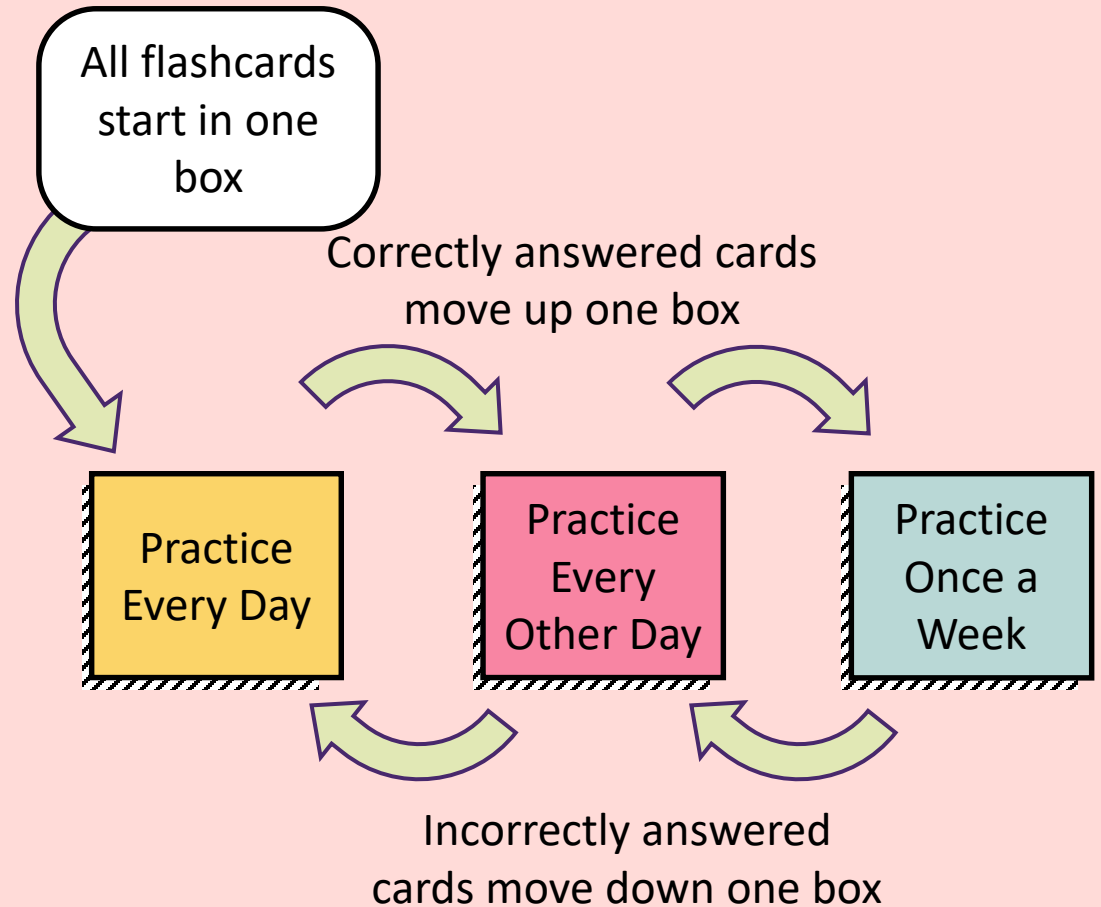


THE LEITNER SYSTEM (FLASHCARDS)

The Leitner system is a useful technique when using Flashcards. It allows you to employ spaced practice and self-testing.

1. Place all your flashcards in one box or pile.
2. Correctly answered flashcards move up one. Incorrectly answered flashcards move down.
3. Each box is reviewed at different stages, resulting in correctly answered cards not being reviewed as often, while incorrect ones are frequently reviewed.

TIP: Depending on the time you have available, you can have boxes going up to one month.



Teach a friend (The Feynman technique)

The Feynman technique is an effective method to develop a deep understanding of a topic.

It has four key steps:

1. Pick a topic to learn

2. Teach it to a friend, or family member or write about it as if explaining to someone

3. Review and see where you have gaps in knowledge. Return to the source material if you get stuck

4. Simplify your explanations and add analogies.

TIP: Why not get creative and make a video/voice recordings explaining the concepts instead?



Summary: Self Quizzing



1.

Identify knowledge

Identify knowledge/content you wish to cover.



2.

Review and create

Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)

Create x10 questions on the content (If your teacher has not provided you with questions)



3.

Cover and answer

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.



4.

Self mark & reflect

Go back to the content and self mark your answers in **green** pen.



5.

Next time

Revisit the areas where there were gaps in knowledge, and include these same questions next time.

Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most or find easiest.

Practice makes perfect!

THE CORNELL NOTE TAKING METHOD

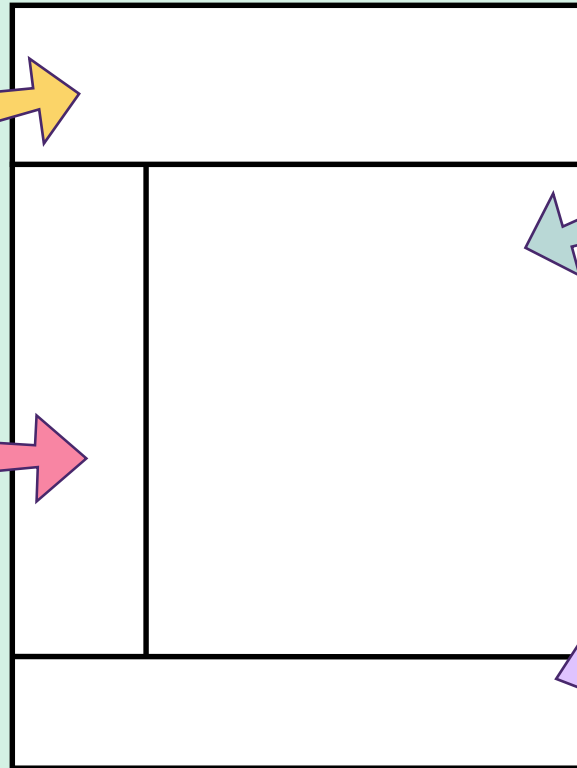
Cornell note-taking is a method for taking, organising and summarising notes. The method results in better overall comprehension. The method requires very little preparation, you simply divide each page into 4 sections:

1. Box along the top to insert the topic title. **Note:** this may not be needed on each page.

2. A column on the left-hand side for keywords and questions.

3. A larger column on the right-hand side for main notes and key thoughts.

4. Box along the bottom to summarise the content of the page.



Remember: Sometimes you may reach the end of a piece of paper before you're finished taking your notes. However, even if your notes are not complete don't forget to summarise the page!

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DIOLCH AM WRANDO



- Recap Key Points:
- Revision is more effective with a plan. Use active revision techniques for better retention.
- Take regular breaks.
- Stay motivated with small goals and rewards.

Any questions?