



Welcome.

Year 10 Parental Support Evening

Supporting your child with revision and independent study.



How many of us have felt like this?

Forgetting is good??

“Forgetting is a key element of the learning process because it helps the brain sort important from trivial information; in this age of information overload, a filtering process is essential. “

Benjamin C. Storm

Department of Psychology, University of Illinois at Chicago

Forgetting.....

The theory of disuse states that we forget because we simply do not review material after the learning event.

The knowledge is temporary and not permanent.

But by revisiting learning multiple times eventually pupils experience that lightbulb moment.

They then only need to **revise** rather than **relearn**. Which is much less stressful.

Crammed VS Spaced



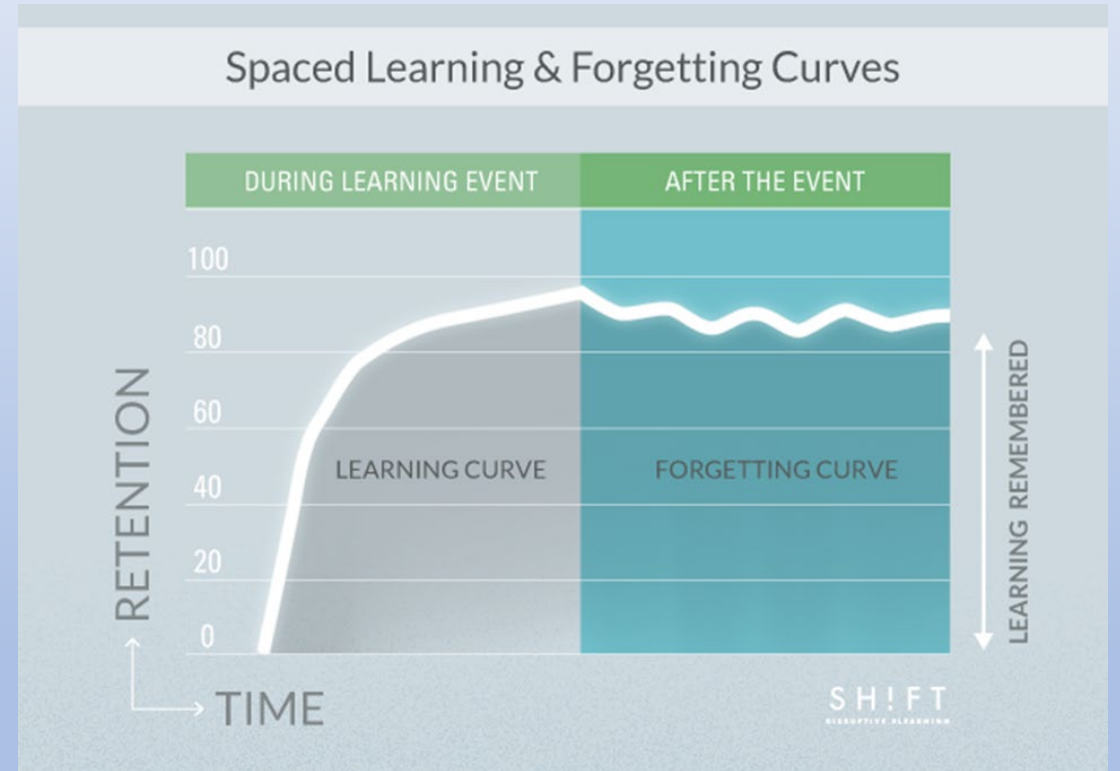
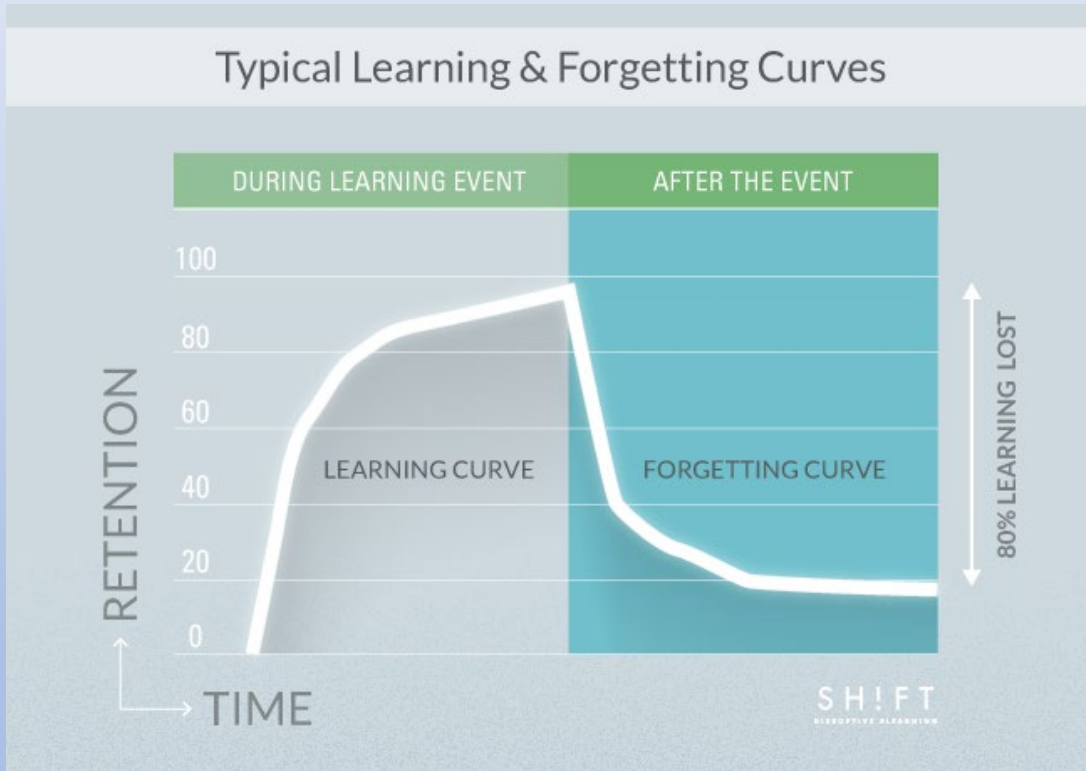
We all will know that repetition of ideas is important to make it stick but repetition is most effective when the presentation of information is spaced out over time. This is known as **Spaced Repetition**.

We tend to forget almost 50-80% of all new information we have learned within a few days after the learning event has occurred.

Why use spaced repetition?

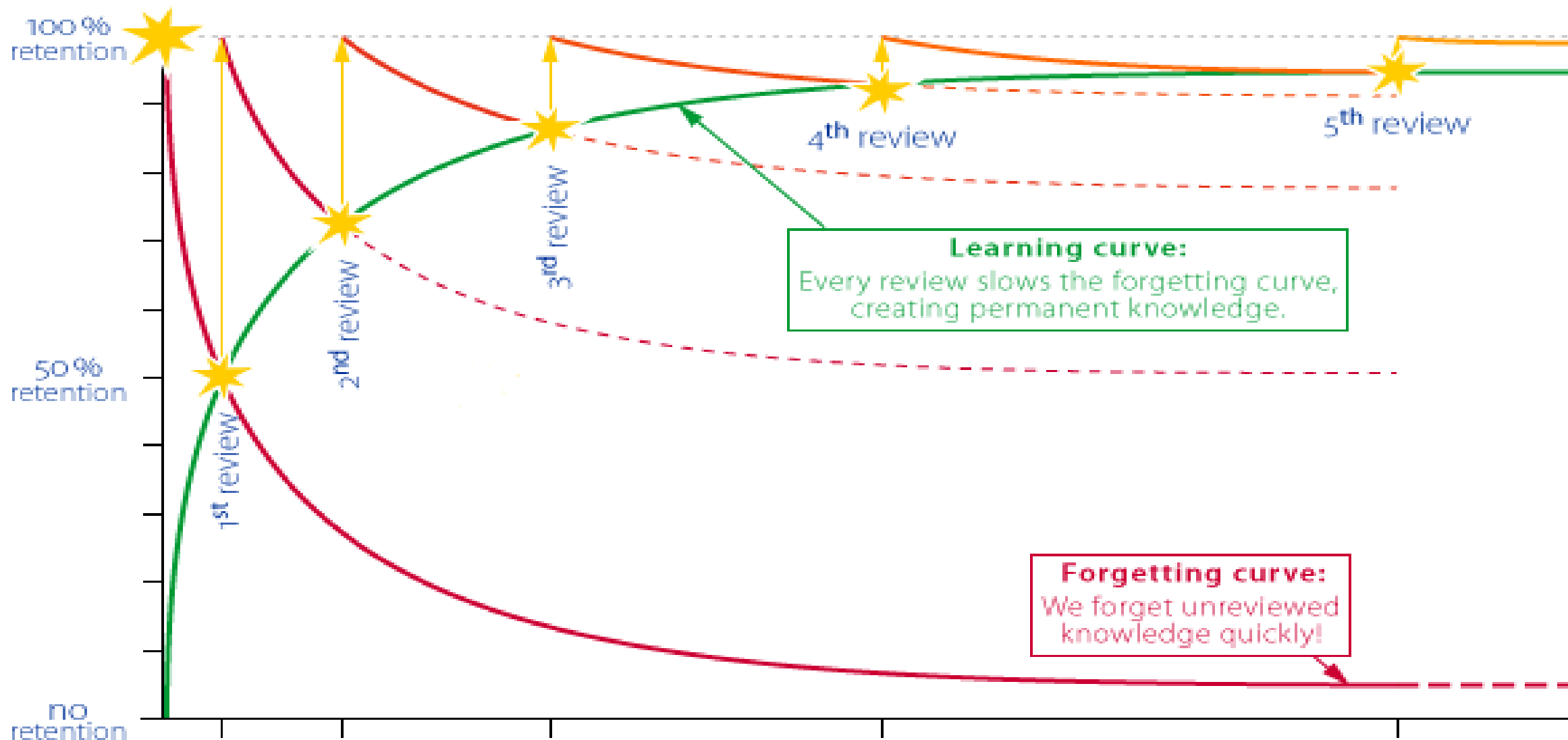
- Improve retention and recall of “sticky” knowledge.
- To embed this knowledge deeper and more fully in the permanent memory.
- To develop independence in learners.
- To develop revision skills for the future.
- To ease exam stress and anxiety.

Typical learning V spaced repetition



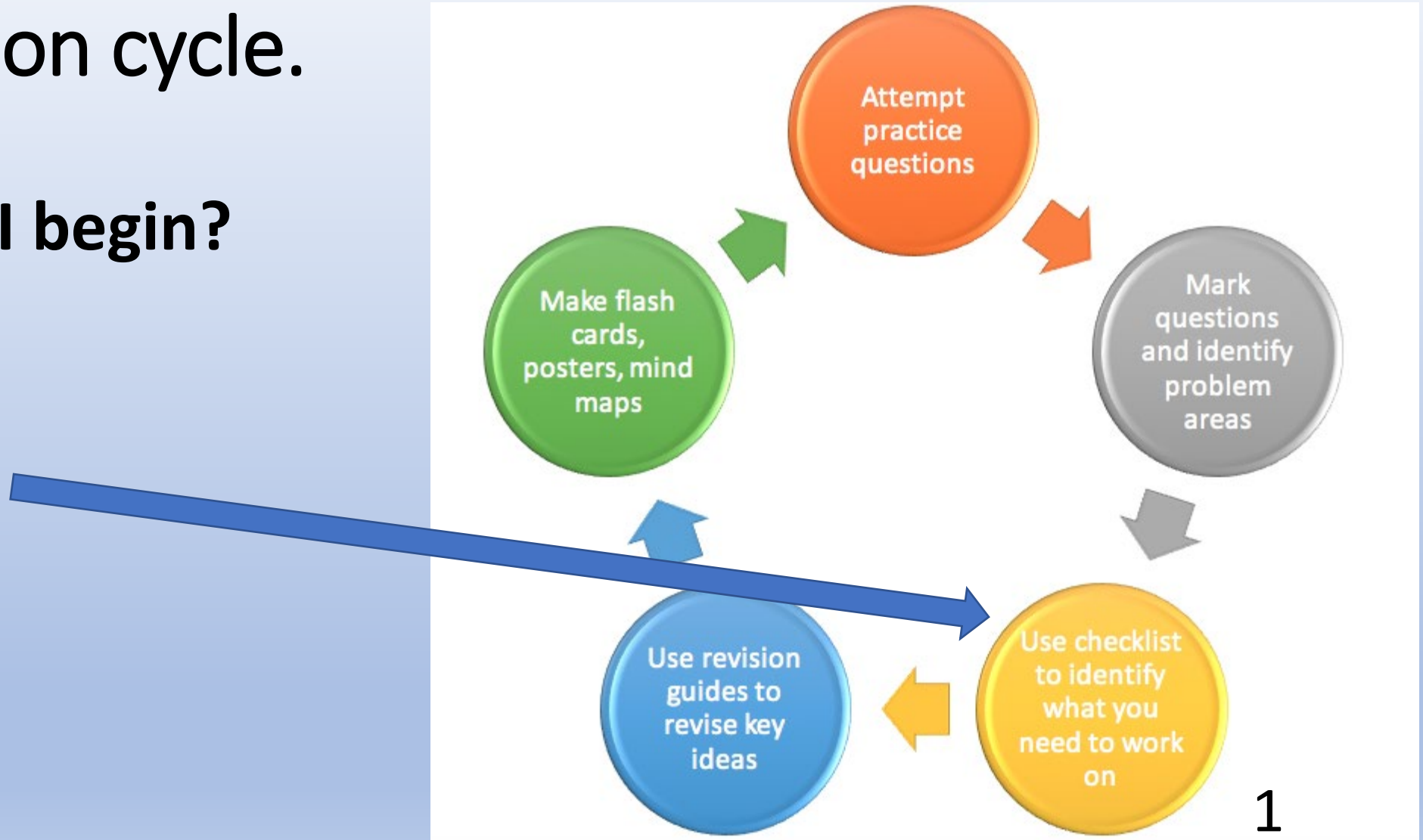
Why spaced review works

www.LearnThat.org, a LearnThat Foundation project



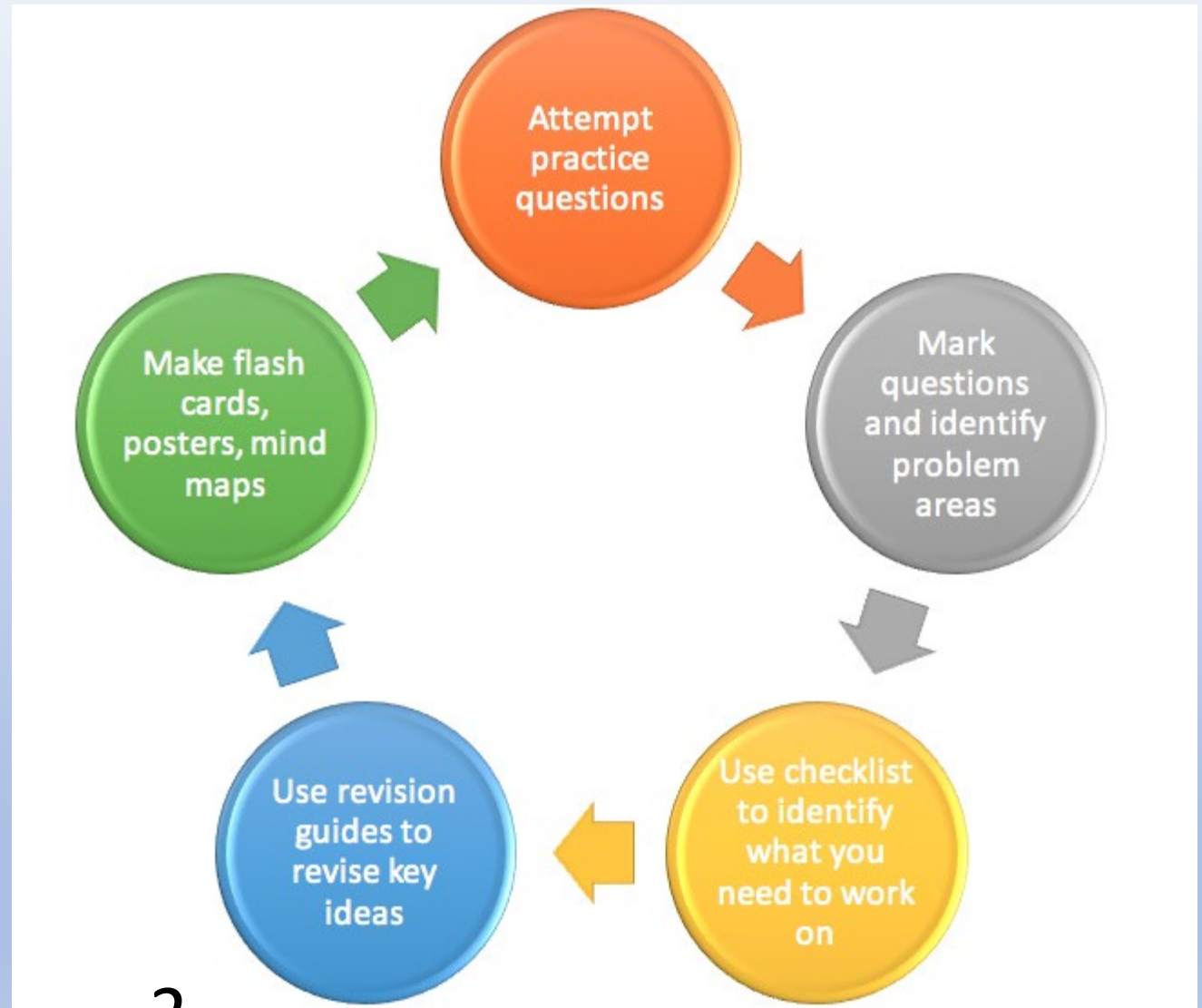
The revision cycle.

Where do I begin?



The revision cycle.

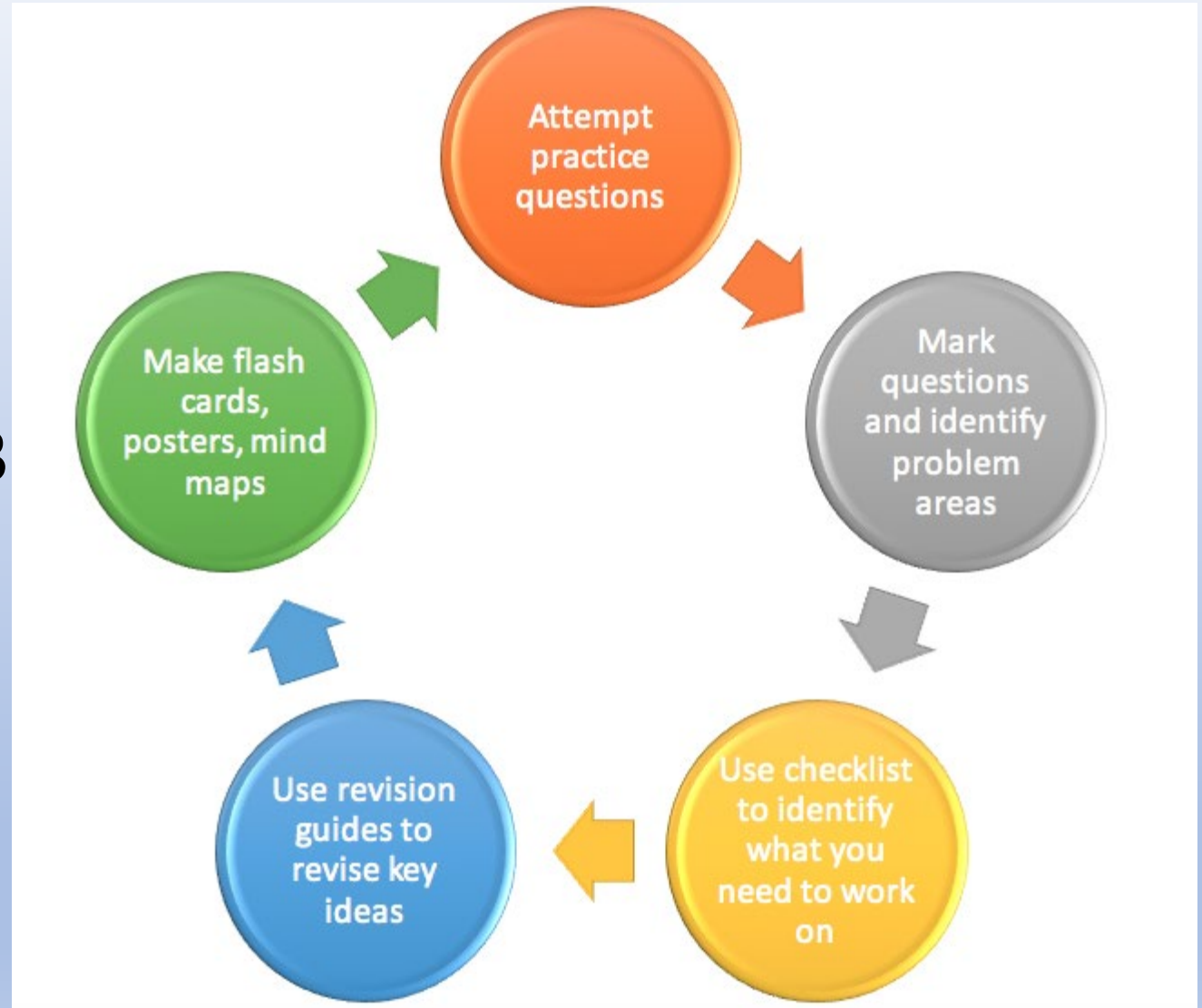
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The revision cycle.

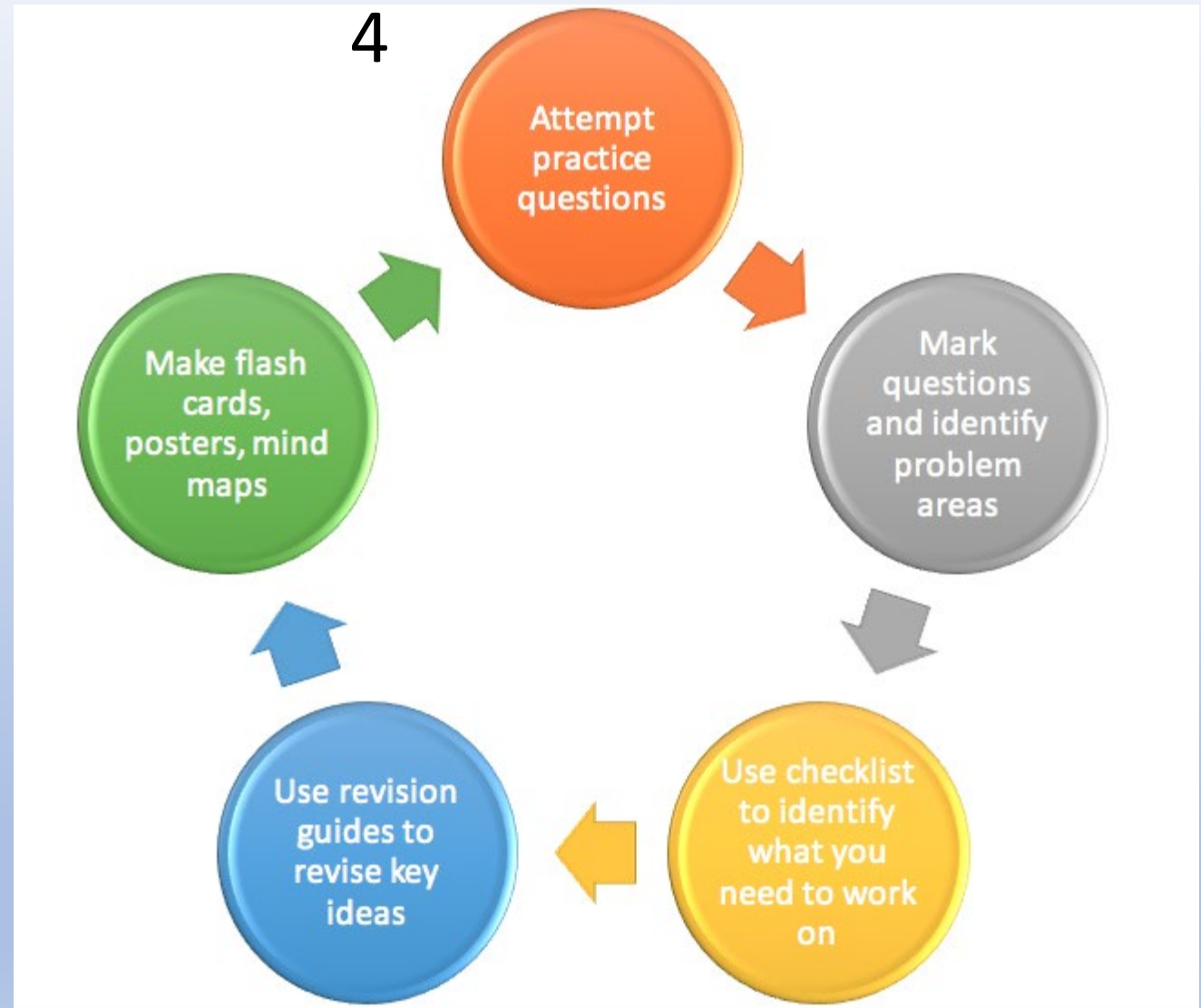
Where do I begin?

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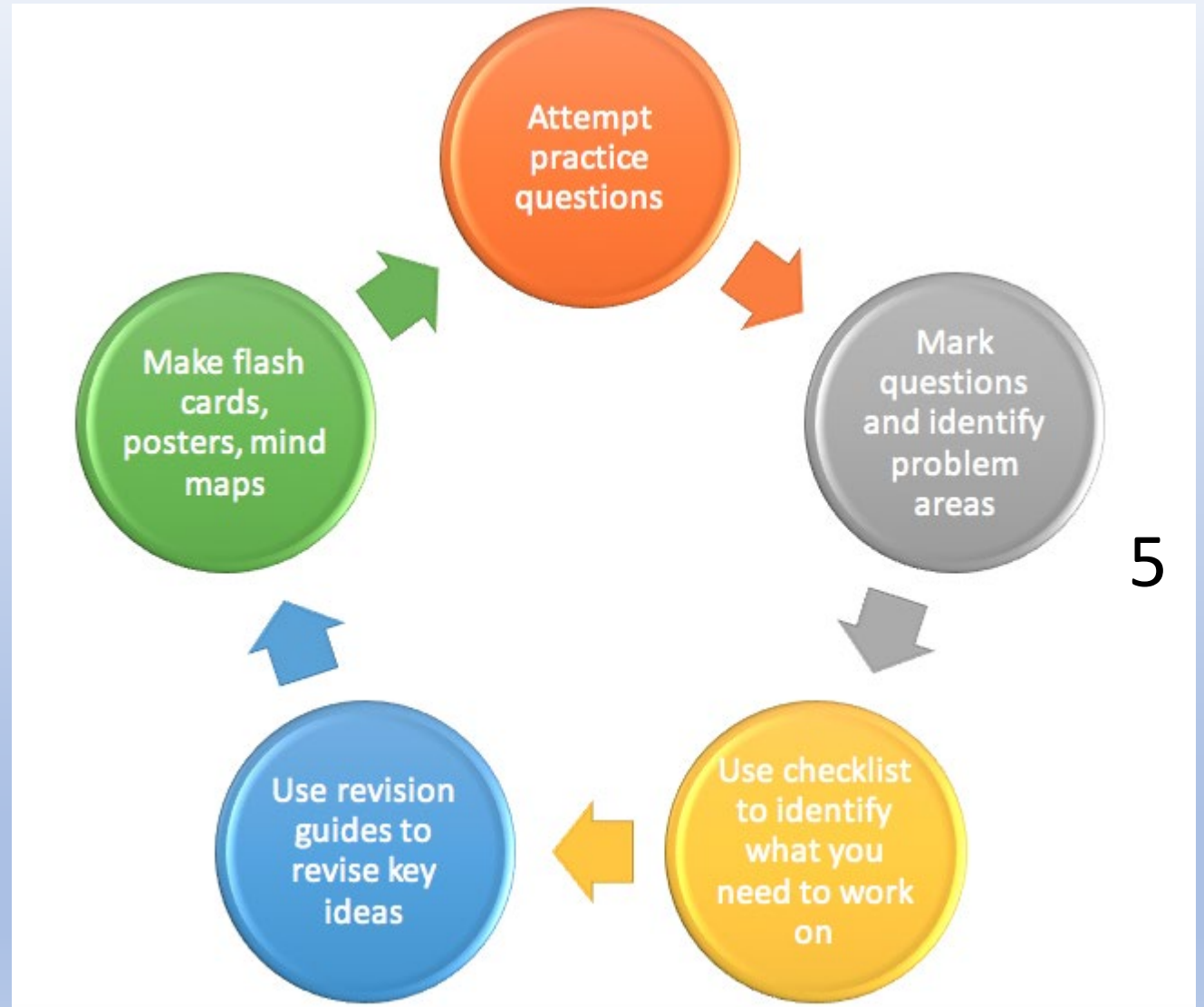
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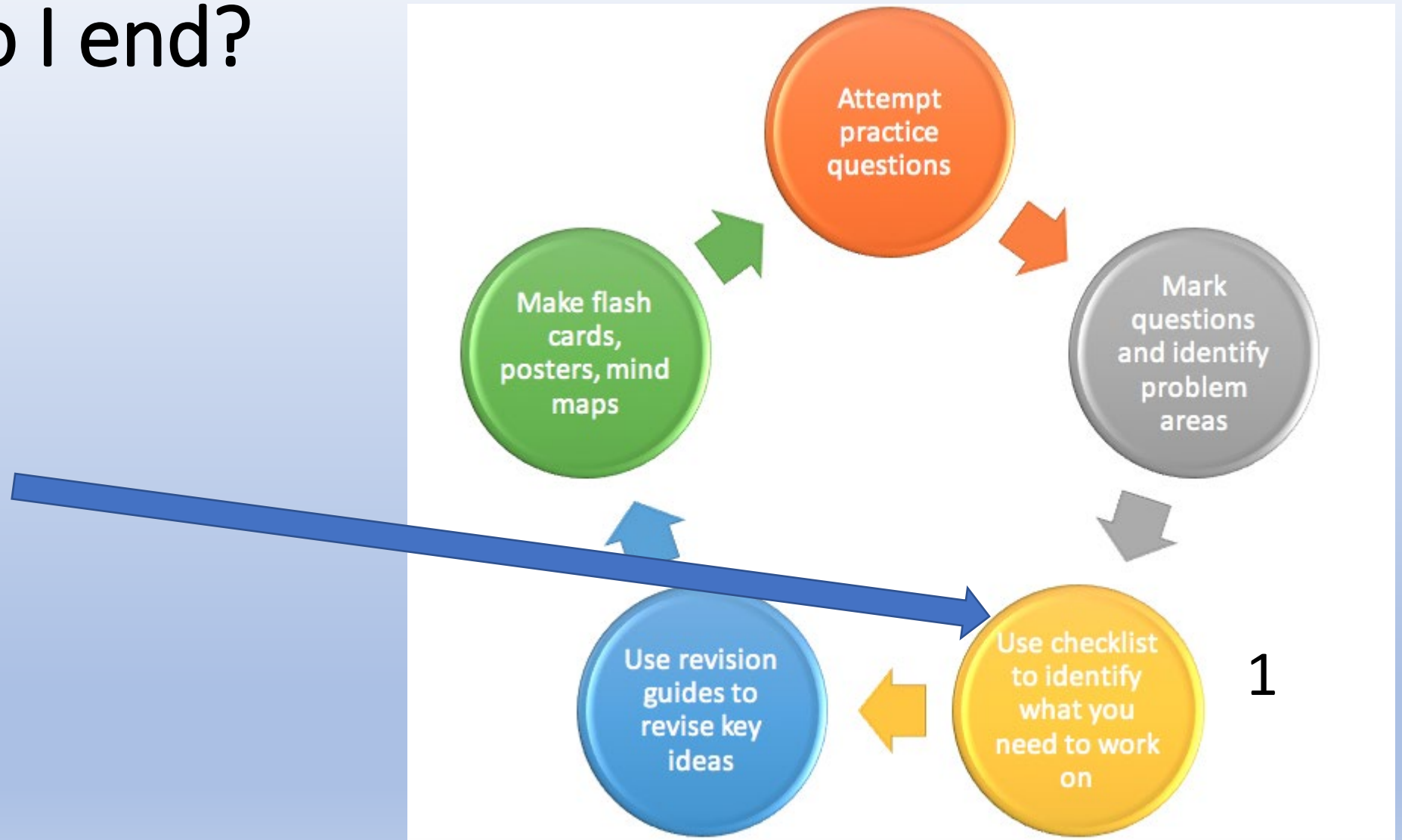


The revision cycle.

Where do I begin?



Where do I end?



How this works!

Please visit the rooms in the order listed below as appropriate for your child, visiting only one subject per session.

Each session is approximately 10 minutes long.

If a session doesn't have a subject your child studies on at that time please feel free to wait in the hall until the next session begins.

Sessions 4, 5, 6 and 7 – you only need to visit English, Maths, Science and RE once over the 4 sessions.

Health and social care, Travel and tourism and ASDAN are unfortunately not represented tonight.

Staff will demonstrate how revision works best in their subject and give you an opportunity to try this out where possible.

Session number	Subject	Rooms
1	Art	A2
	DT	G8 and G9
	Languages	G11 and G12
	IT (all)	G1 and G2
	PE (all)	L1 and L2
	Hospitality and catering	T4
2	Geography	G8 and G9
	History	F18 and F19
3	Art	A2
	Computing	G1 and G2
	Drama	P2
	Geography	G8 and G9
	PE (all)	L1 and L2
4	Languages	G11 and G12
	Science (combined and triple)	L1 and L2
	English	G8 and G9
5	Maths	G1 and G2
	RE	F18 and F19
6	Science (combined and triple)	L1 and L2
	English	G8 and G9
7	Maths	G1 and G2
	RE	F18 and F19

Further support

- To further support you the information from tonight's event will soon be on the school website along with our own bespoke “How to revise KS4 at DLS” guide for all of the subjects.

How to revise at DLS – Health and Social Care

The only course we currently offer at De La Salle for Health and Social care is the **OCR Cambridge national Level 1/2 Specification J835**. The exam component is R033 Principles of care in health and social care. The exam is worth 40% of the overall grade with 60% being coursework. All revision materials must be for this current specification to be useful to your child. There will be a bank of information on teams for them to support them on their subject page. Including to the topic sheets (specification checklist) terminology sheets and practice exam questions. They should be using Teams regularly

How to structure your time

Strategy 1: Use the checklist for the topics to cover for R032 Principles of care. Use a Red, green and orange highlighter to assess your confidence on each topic. This is in the classwork book and on teams.

Red = Needs more work/ unsure

Orange = Fairly confident but need to recap

Green = Confident

Choose one Red topic and plan a 30-minute revision session to focus on it.

In that 30-minute session spend 20 minutes actively revising. At the end of that 30-minute session answer some questions and mark these to see if you get them right.

If you did, re-highlight.

Leave Red topics for the shortest amount of time before revisiting them (e.g., next day).

Leave orange topics a bit longer before revisiting them (e.g., next week).

Leave green topics and those which you just find most interesting even longer before revisiting them (e.g., in a fortnight).

You might find that by focusing on your Red areas first you feel out of your comfort zone. This is normal and the way to revise most effectively. The good news is it does get easier.

Assess your knowledge and understanding at each stage and re-highlight to see your progress.

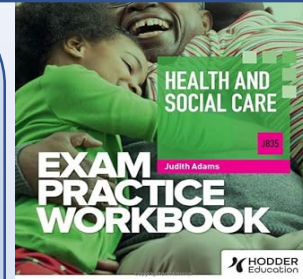
Recommended websites/resources

Sample exam paper with mark scheme

[R032/01 Principles of care in health and social care settings - Sample assessment material V2 \(ocr.org.uk\)](#)

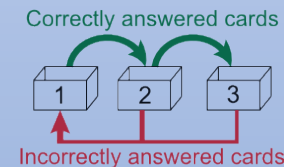
Use of the revision workbook available from amazon

[Level 1/Level 2 Cambridge National in Health and Social Care \(J835\) Exam Practice Workbook: Amazon.co.uk: Adams, Judith: 9781398384873: Books](#)



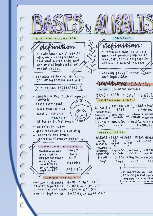
Suggested Active Revision Techniques

Flashcards

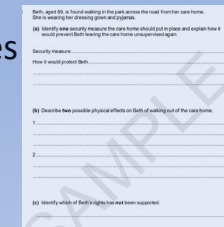


Mind maps

Use the terminology sheet in your class workbook – make flashcards out of them to ensure you understand the key terminology. If you can recall the correct meaning, put them into another pile until you just have the ones you don't recall to focus your efforts on those more.



Revision Notes



Exam Papers and Mark schemes