

AMDG



**Wimbledon  
College**

Syntax Parents: Tips for supporting Syntax students

# Overview of this session:

- What effective revision looks like
- Two suggested revision strategies
- Parental support that you could offer
- College support available



# 'Countdown' is on...



- First whole cohort exam – **12<sup>th</sup> May** – English Literature
- But in reality already started eg English speaking
- More before the 12<sup>th</sup> May
- Therefore every day counts



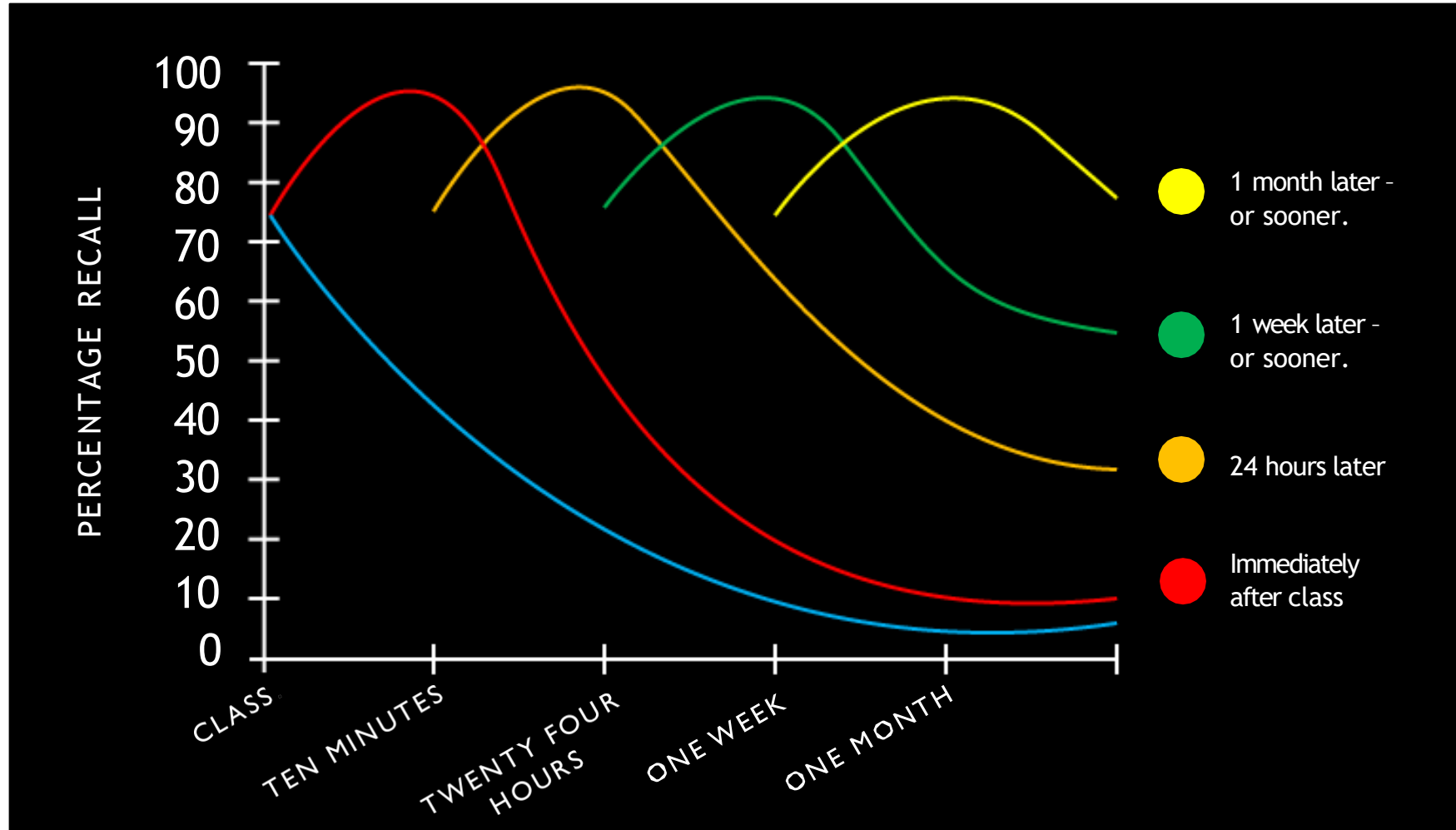
## Two elements to revision

**WHAT** do you know? (The knowledge is in your LTM)

**HOW** can you use it? (Apply knowledge using your skill)



# Ebbinghaus' Forgetting Curve





Like going to the gym and lifting tiny weights...





# Revision Timetable - Key points

Key steps your son has been told:

1. Use your **PLCs** (on Google Classroom) or specifications for each subject to create your topic lists
2. **Prioritise your topics** - focus on the most difficult ones
3. Figure out how much **time** you have to revise - be realistic!
4. **Block out** any commitments eg family events
5. **Schedule breaks** and rewards eg cinema trip
6. Be **specific** with what subject / topics you will study in each time slot

*Can be created online and is likely to need to be adapted!*



# Revision Timetable – Example

Date 3rd to 9th June	9am	10am	11am	12	1pm	2pm	3pm	4pm	5pm	6pm	7pm	8pm	9pm
Mon	EXAM: BIOLOGY PAPER 1				Business: Revise Final Accounts		Maths: Revise Trigonometry			Maths: Revise Algebra		Maths: Revise Vectors	
Tue	Maths: Online Quiz		School: Maths Masterclass		EXAM: MATHS PAPER 1					Swim Club			
Wed	Geography: Revise Rivers			Business: Revise Revenue & Costs		Business: Online Quiz	Business: Revise Break Even & Cash Flow			Business: Revise Key Terms from Topics 1 & 2			
Thur	EXAM: BUSINESS PAPER 1					Geography: Revise Human Development		Geography: Revise Climate			Flexible Revision		
Fri	Geography: Revise Demographic Change		Physics: Revise Atomic Structure		Geography: Revise Warm Climates		Physics: Revise Waves			Cinema			
Sat	Haircut & Shopping				Geography: Online Quiz	Physics: Revise Energy		Geography: Revise Urban development		Family Pizza Night			
Sun	Flexible Revision				Sunday Lunch at Grandparents'			Physics: Revise Magnetism and electromagnetism		English: Key Themes in An Inspector Calls		Geography: Revise Climate Change	



# Example revision 'half hour'

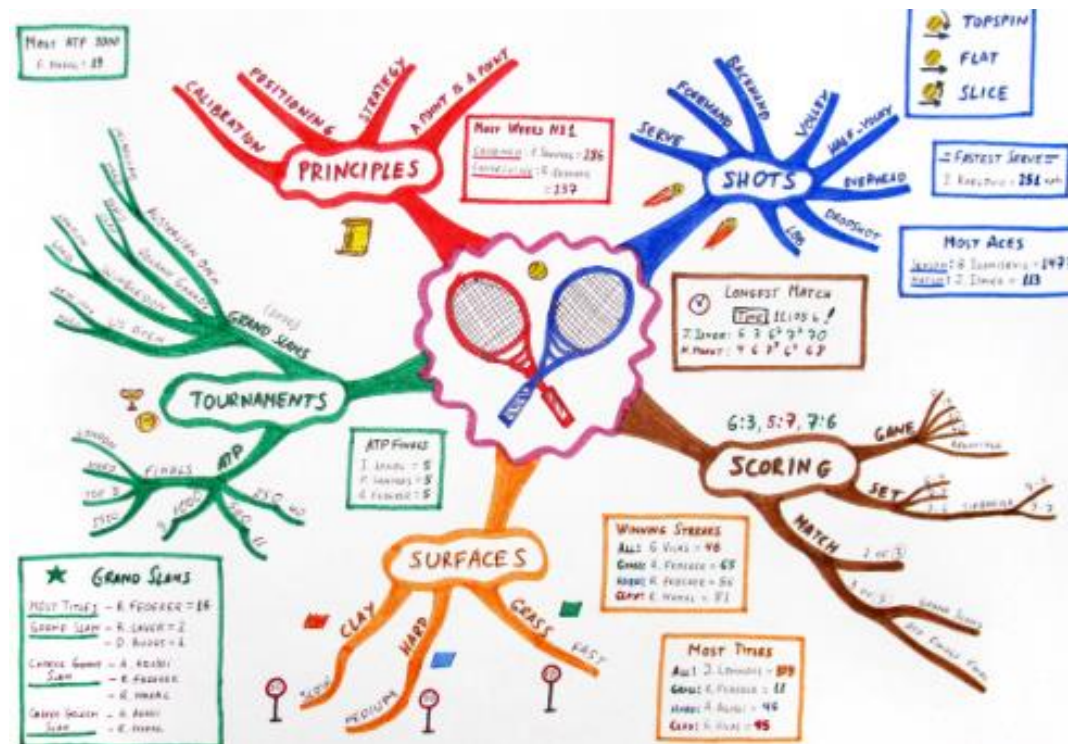
- **First five minutes:** Brain dump everything you can remember about the particular topic you are revising
- **Next fifteen minutes:** Create a mind map / flash cards for that particular topic
- **Final ten minutes:** complete practice exam question(s) and green pen answers using mark scheme

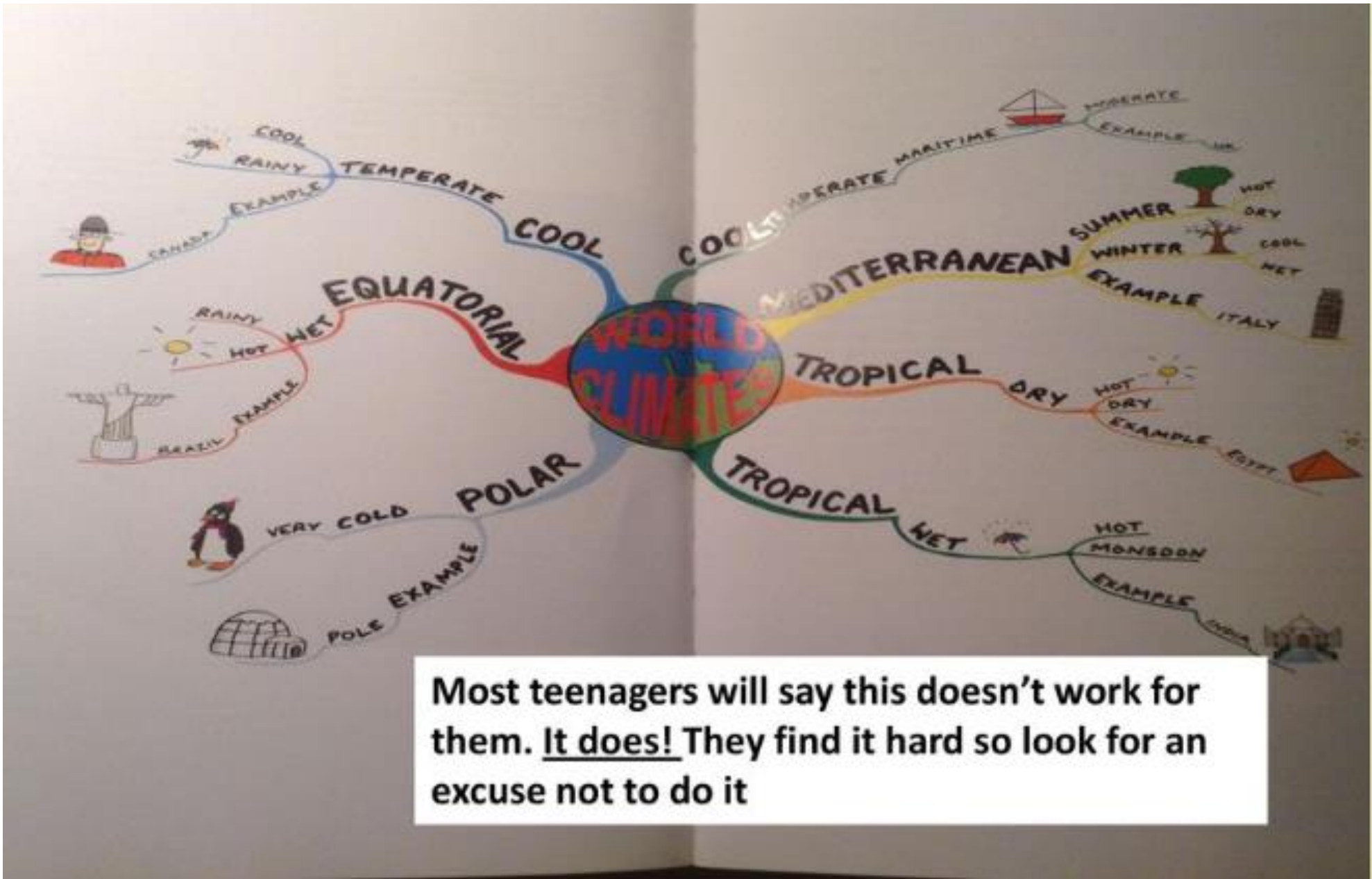


**Key elements:** thinking hard, active tasks, varying activities when closer to exam



# Strategy 1: Mind Mapping

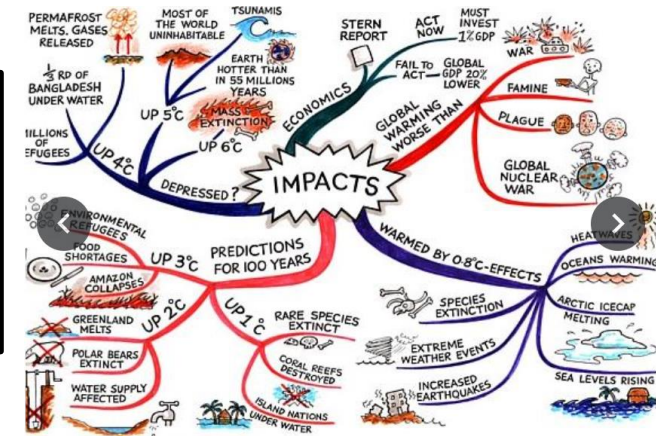




Most teenagers will say this doesn't work for them. It does! They find it hard so look for an excuse not to do it



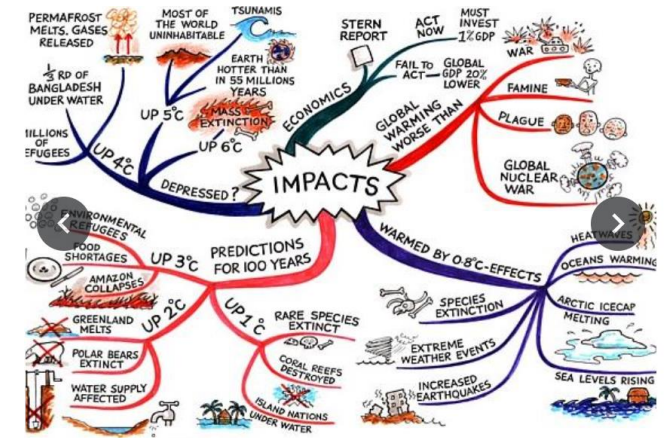
# Benefits of Mind Maps



- Converts a long list of information into a colourful, memorable diagram that works in line with your brain's natural way of doing things.
- You are not constrained by thinking in order.
- Opportunity for dual coding which aids retention
- Good for subjects where making links is a crucial element eg English, Geography
- **Thinking Hard Skills:** prioritise, categorise, reduce, transform



# Creating Mind Maps



- Choose a broad concept and place it in a circle.
- Use lines to link to ideas that relate to your concept.
- Get more detailed by linking from one idea to another, getting more specific as you go.
- Once finished, review your diagram to see if it makes sense and fine-tune if needed.
- Can produce one by hand or by using an app
- *Similar idea - brain dump to throw out any and all ideas, then worry about reorganising them later.*



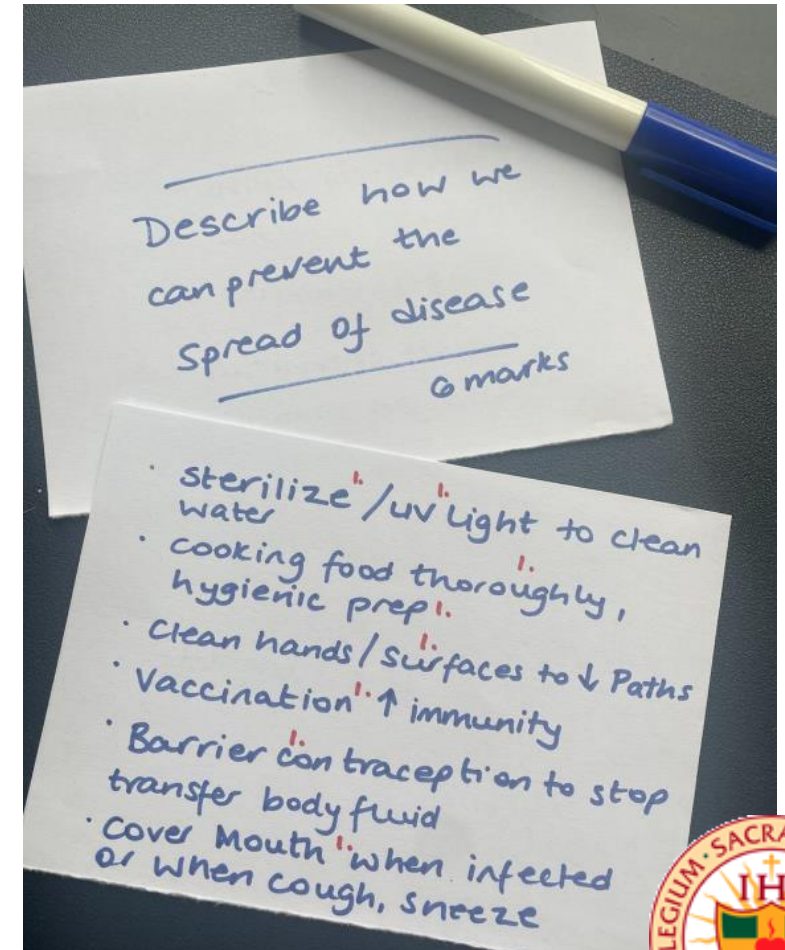
## Strategy 2: Flash Cards



# Benefits of Flash Cards



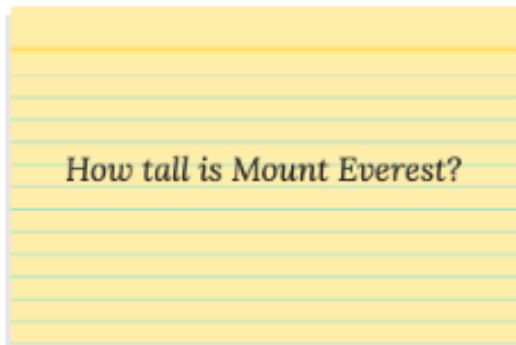
- Create **mini tests** to create understanding
- Breaks work down into **bite sized** chunks
- **Portable** can be used on the go
- **Great checking** of understand and key facts
- Can be used by a **buddy/ sibling / parent**
- **Thinking Hard Skills:** reduce, extend, prioritise, categorise



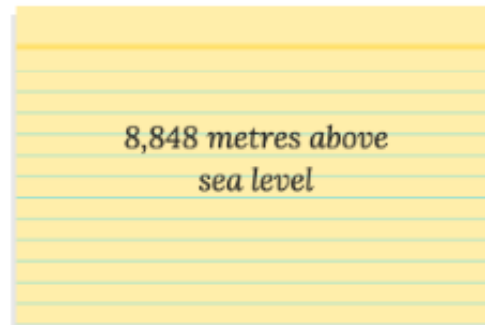
# Using Flash cards in the correct way



Flash cards are not just a passive activity of copying up notes in a pretty way



FRONT



BACK

One card  
One question



# Ways to use flash cards

The question can be.....

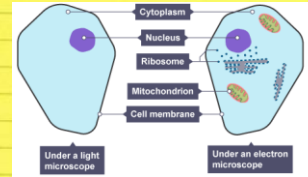
A List.....

List the main  
nutrients of food

Protein  
Carbohydrate  
Fats  
Vitamins  
Minerals

A diagram....

State the main parts  
of the animal cell



# Ways to use flash cards

A theme and quote....

Fate

My mind misgives some  
consequence yet hanging in  
the stars

A formula....

State the quadratic  
formula

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

A key exam  
question....

Explain 2 examples how the  
social and historical context  
can be seen in Find Me

- Diagnosis of mental health
- Use of electric shock therapy

**As a parent you can use  
the flash cards to test  
your son**



# Ways to use flash cards (Leitner System)

As your son works through the flash cards, he should organise them into 3 piles:

- **Red** - *I need to spend more time on these topics*
- **Amber**- *I can kind of remember the information, but need more work*
- **Green**- *I understand these really well*

Then revisit the red more often etc

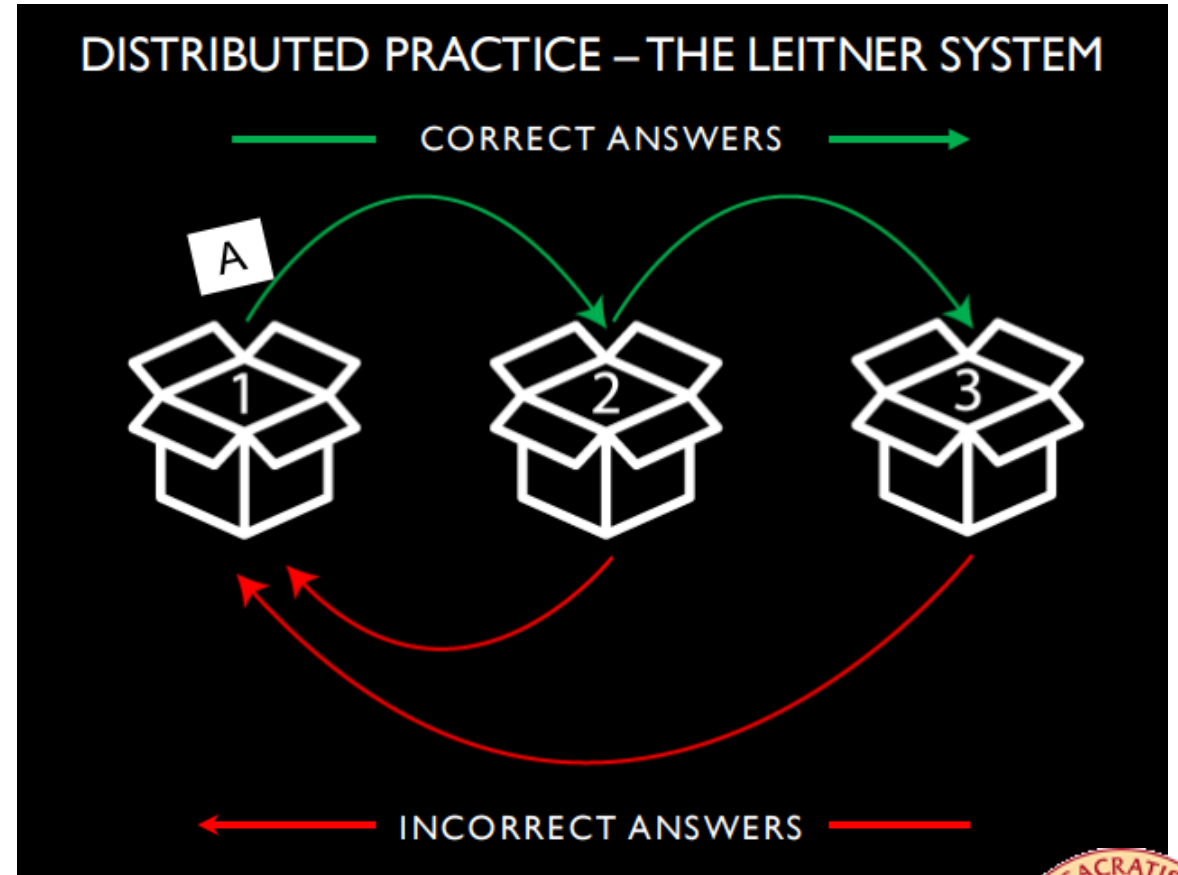


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# AI for revision – helpful or hurtful?

- Students are already using AI
- Depends **when** and **how** - not a substitute for thinking hard
- ‘Prompts’ are crucial – must be very specific
- Eg *“Act like a GCSE student studying Edexcel Combined Science revising the CB3 unit. Explain in simple terms how genetic diagrams work. Thank you.”*



Genetic diagrams (also called Punnett squares) are a way of showing how characteristics are inherited from parents. They help us predict the chances of an organism inheriting certain traits.

### How They Work:

1. **Alleles** – These are different versions of a gene. You inherit one from each parent.
  - **Dominant allele** (shown as a capital letter, e.g., **B**) only needs one copy to show the trait.
  - **Recessive allele** (shown as a lowercase letter, e.g., **b**) needs two copies to be seen.
2. **Parents' Genes** – You write down the alleles each parent has. For example:
  - A parent with **BB** has two dominant alleles.
  - A parent with **Bb** has one dominant and one recessive.
  - A parent with **bb** has two recessive alleles.
3. **Punnett Square** – You draw a grid and put one parent's alleles on the top and the other's on the side. Then, you fill in the boxes by combining the alleles.
4. **Predicting Outcomes** – The boxes show the possible genetic combinations for the offspring. You can count how many have a certain trait to work out probabilities.

### Example:

If a **Bb** parent and a **bb** parent have a child, the Punnett square looks like this:

	<b>B</b>	<b>b</b>
<b>b</b>	Bb	bb
<b>b</b>	Bb	bb

- 50% chance (**Bb**) the child has one dominant allele (shows the dominant trait).
- 50% chance (**bb**) the child has two recessive alleles (shows the recessive trait).

This helps scientists and doctors understand how traits like eye color or genetic disorders might be passed on.

# Follow up questions / clarification can then be asked

Useful for providing - advantages and disadvantages for a topic, examples to demonstrate a concept, helping with timelines, finding quotes



# AI Can also be used to create revision quizzes / questions to check understanding

please now create five multiple choice questions to test my understanding of this topic. Please put the correct answers and explanation separately.

## Multiple Choice Questions: Genetic Diagrams (CB3)

### Question 1

What do genetic diagrams (Punnett squares) help us predict?

- A) The exact number of offspring a couple will have
- B) The probability of inheriting certain traits
- C) How much DNA is in a gene
- D) The number of chromosomes in a human cell

### Question 2

Which of the following is an example of a dominant allele?

- A) b
- B) BB
- C) Bb
- D) Both B and C

### Question 3

If both parents have the genotype **Bb**, what percentage of their offspring is expected to have the **bb** genotype?

- A) 0%
- B) 25%
- C) 50%
- D) 75%



# AI Can also be used to create revision quizzes / questions to check understanding

please now create five multiple choice questions to test my understanding of this topic. Please put the correct answers and explanation separately.

## Answers & Explanations

1. B) The probability of inheriting certain traits

✓ Genetic diagrams show the possible combinations of alleles and help predict the likelihood of different traits appearing in offspring.

2. D) Both B and C

✓ Dominant alleles are represented by a capital letter (B). If an individual has **BB** or **Bb**, the dominant trait will be expressed.

3. B) 25%

✓ A **Bb** × **Bb** cross results in the genotypes: **BB**, **Bb**, **Bb**, **bb**. Since one of the four outcomes is **bb**, there is a 25% chance the offspring will inherit two recessive alleles.

AI shouldn't be a substitute for 'thinking hard' – the process of creating revision resources is very important





‘Last minute’ flash card option – Using AI, purchased revision cards and [Quizlet](#)

- Flashcards already created
- Search for topic
- Flashcards as well as games




All results   Study sets   Textbooks   Questions

## Study sets

37 studiers today

### GCSE BIOLOGY

483 terms • ★ 4.6 (46)

 Jodiedaisybradley1   Teacher   [Preview](#)



# Using Apps as Revision tools

- Pros and cons
- Have a way of regulating their use
- Intersperse with 'traditional' forms of revision



# However – Inescapable fact: GCSEs are stressful

ative  
**Britain Get Talking  
Supports Young  
People Through Exam  
Stress with Latest  
Campaign**

GCSEs are failing stress test as students suffer

A year 11 pupil describes the strain on her non-academic peers, while other readers decry the effects of relentless exams on young people

**Majority of parents say exam pressure  
is affecting children's mental health,  
poll finds**

Children have lost sleep and sought healthcare advice over stress related to tests, survey says



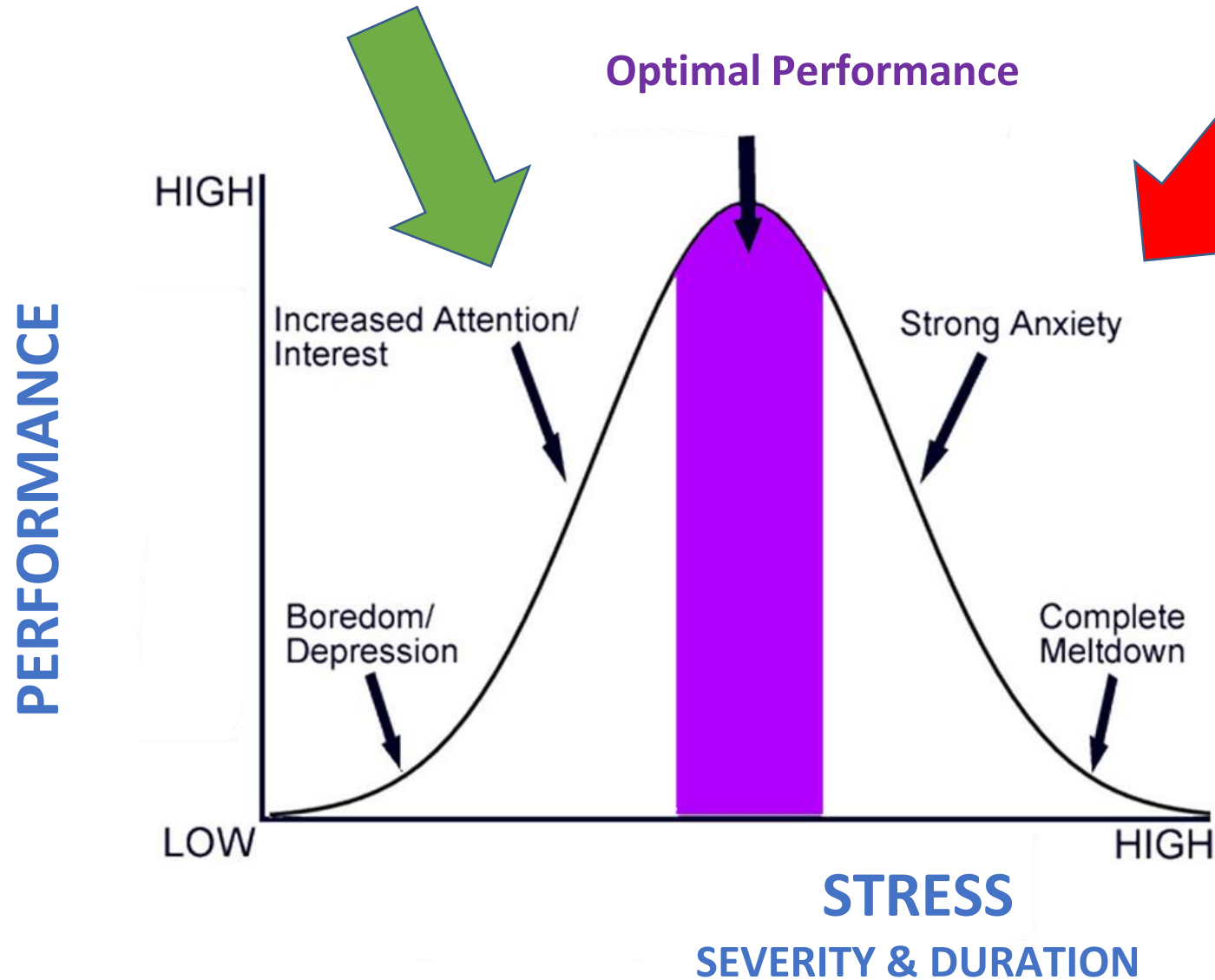
**Pupils in England showing high anxiety  
in run-up to GCSEs and A-levels,  
teachers say**

Reports of panic attacks, anger, self-harm and disengagement  
before first exams in three years since Covid

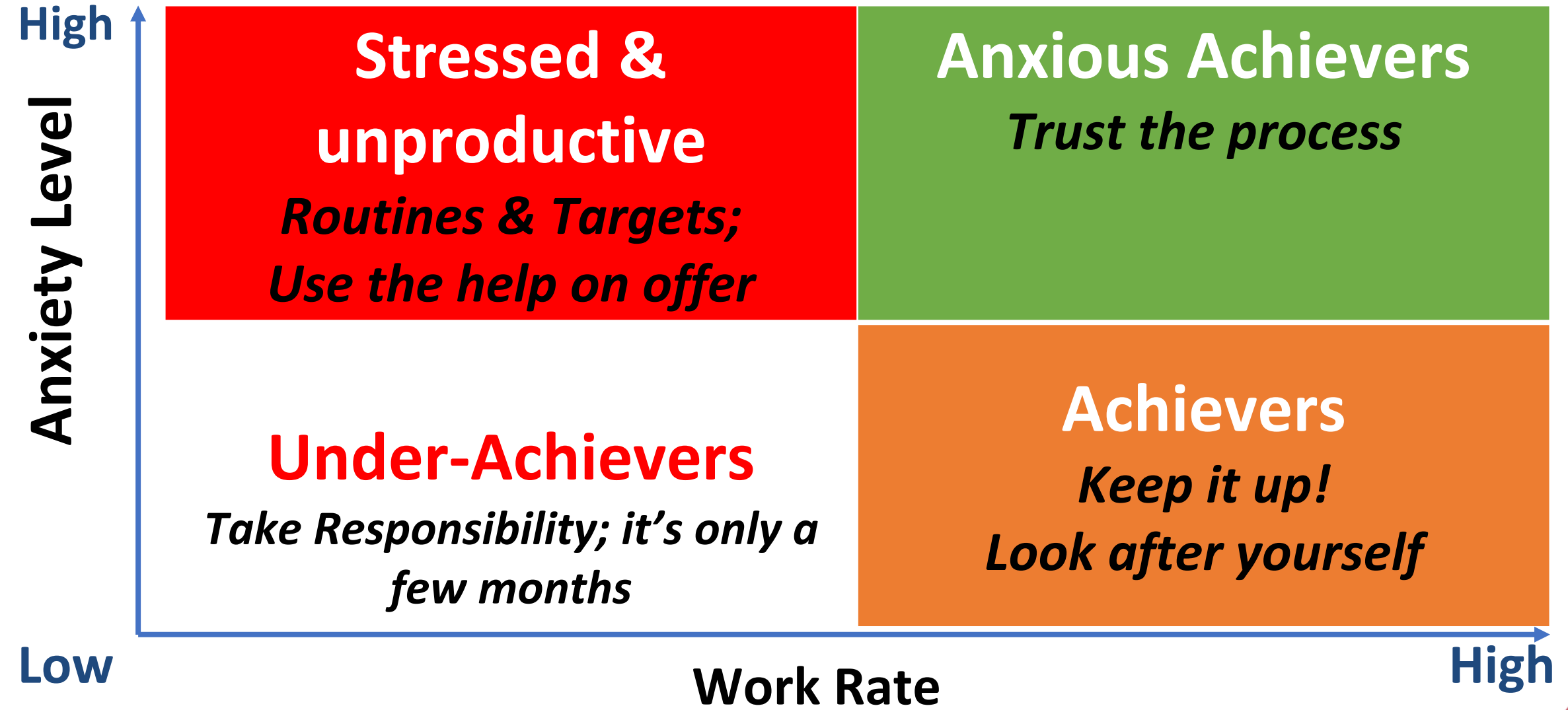


Applying pressure to a student here is likely to be helpful

Applying pressure to a student here is counter-productive and could be disastrous



# Healthy Hard Work





What are the issues with this revision environment?





Or library or another other quiet work space



# How you can provide support...

- Firm but fair eg no mobile phones when not aiding revision
- Ask your child to teach you about a topic (remember 95% of what you teach others)
- Tangible rewards
- Encouragement of healthy lifestyle
- Tailor your support to what they need...

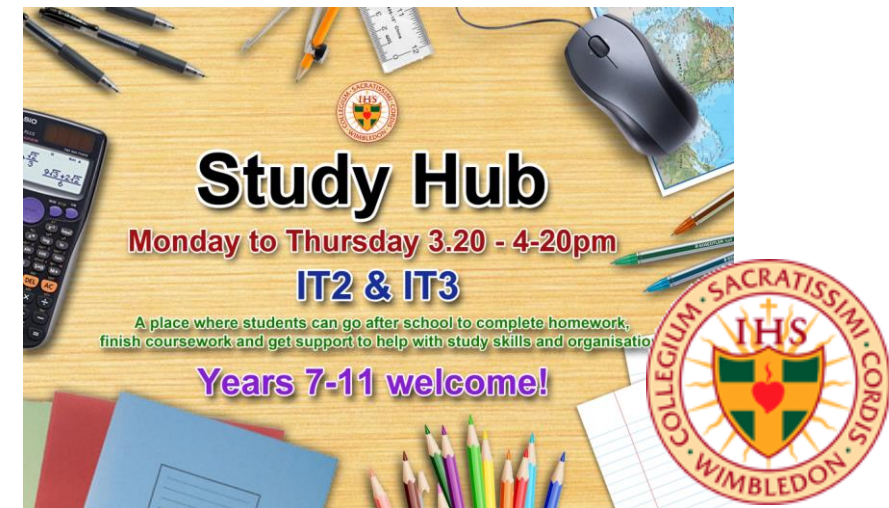
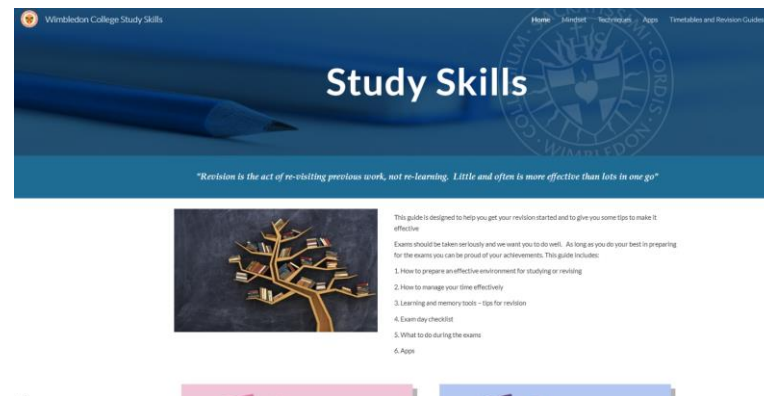


If your son feels...	Parents should be...
<b>Stressed</b>	Calm
<b>Nervous</b>	Confident
<b>Doomed</b>	Motivating
<b>Apathetic</b>	Energising
<b>Complacent</b>	Challenging



# Support offered for our Year 11s

- **IT rooms** every lunchtime
- **Study Hub** after school Monday – Thursday
- Some subject specific **intervention** sessions during the week and during Half Term
- Wimbledon College [Study Skills website](#) and [Mental Wellbeing website](#)
- Links and resources on subject **Google Classrooms**



# Thank you for your support

If you have any concerns about your son please contact Mr O'Connor



## Wimbledon College

LDS