

# Preparation & Revision Guidance

Year 10 Information Evening  
Thursday 1<sup>st</sup> December 2016

@TytheringtonSch



@TythyDHTMrP

#TSBestYouCanBe

# 5 key strategies for developing independent study and revision

**1**

QUIZZING



**2**

SPACING



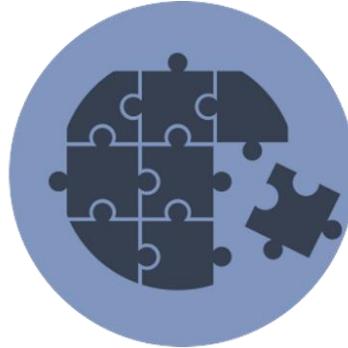
**3**

ELABORATION



**4**

CHUNKING



**5**

METACOGNITION



1

QUIZZING

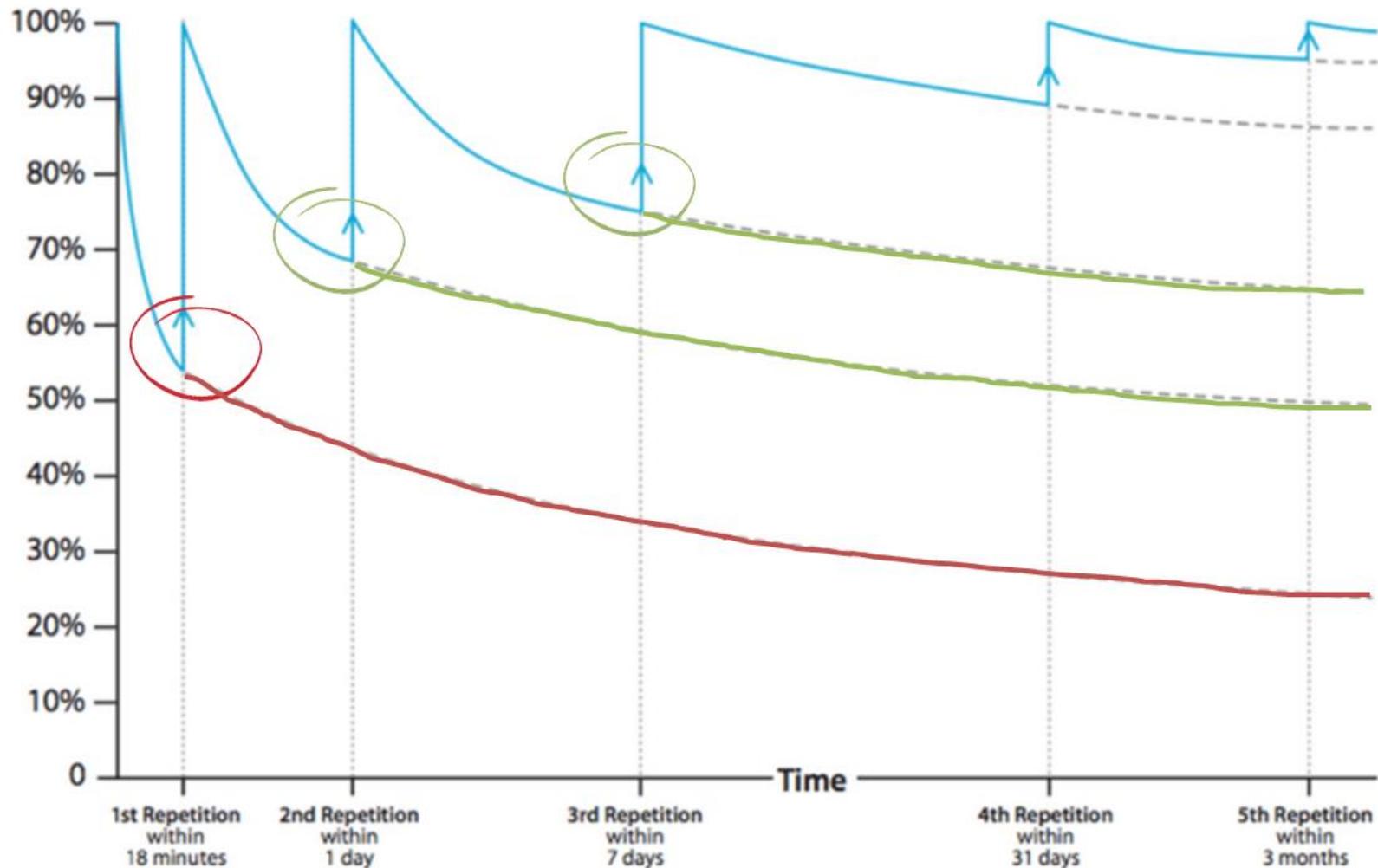


# Quizzing

Studies have repeatedly demonstrated that quizzing each other based on studied material promotes remembering that material for an examination, a phenomenon called the “testing effect”...

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# What is “Quizzing” and why does it work?



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# What does “Quizzing” look like?

## 1. Comprehension

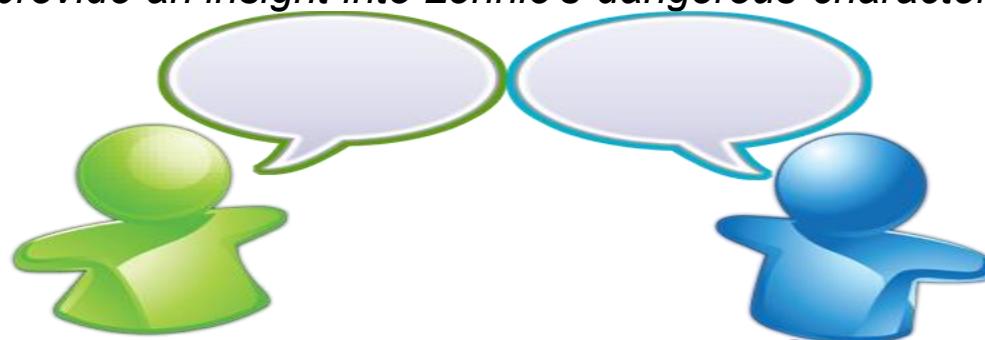
- Why was *A Doll's House* considered radical when it was first performed?

## 2. Cued Recall

- Complete the following: "I'm like a half-drowned woman on a wreck..."
- Use the following to explain changes to the theatre in the 19<sup>th</sup> century: *naturalism*, *romanticism*, ‘well –made play’, *royal personages*, *heroic tragedies*, *rhyme verse*, *psychological*, *elaborate plots*, *stock types*

## 3. Multiple Choice

- How are the details between Weed and the dead mouse connected?
  - a. *The events are not connected. It is just a coincidence.*
  - b. *Both events show that Lennie likes to pet pretty things.*
  - c. *The events show Lennie is an odd character with a simple mind.*
  - d. *The events provide an insight into Lennie’s dangerous character.*



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2

SPACING



# Spacing

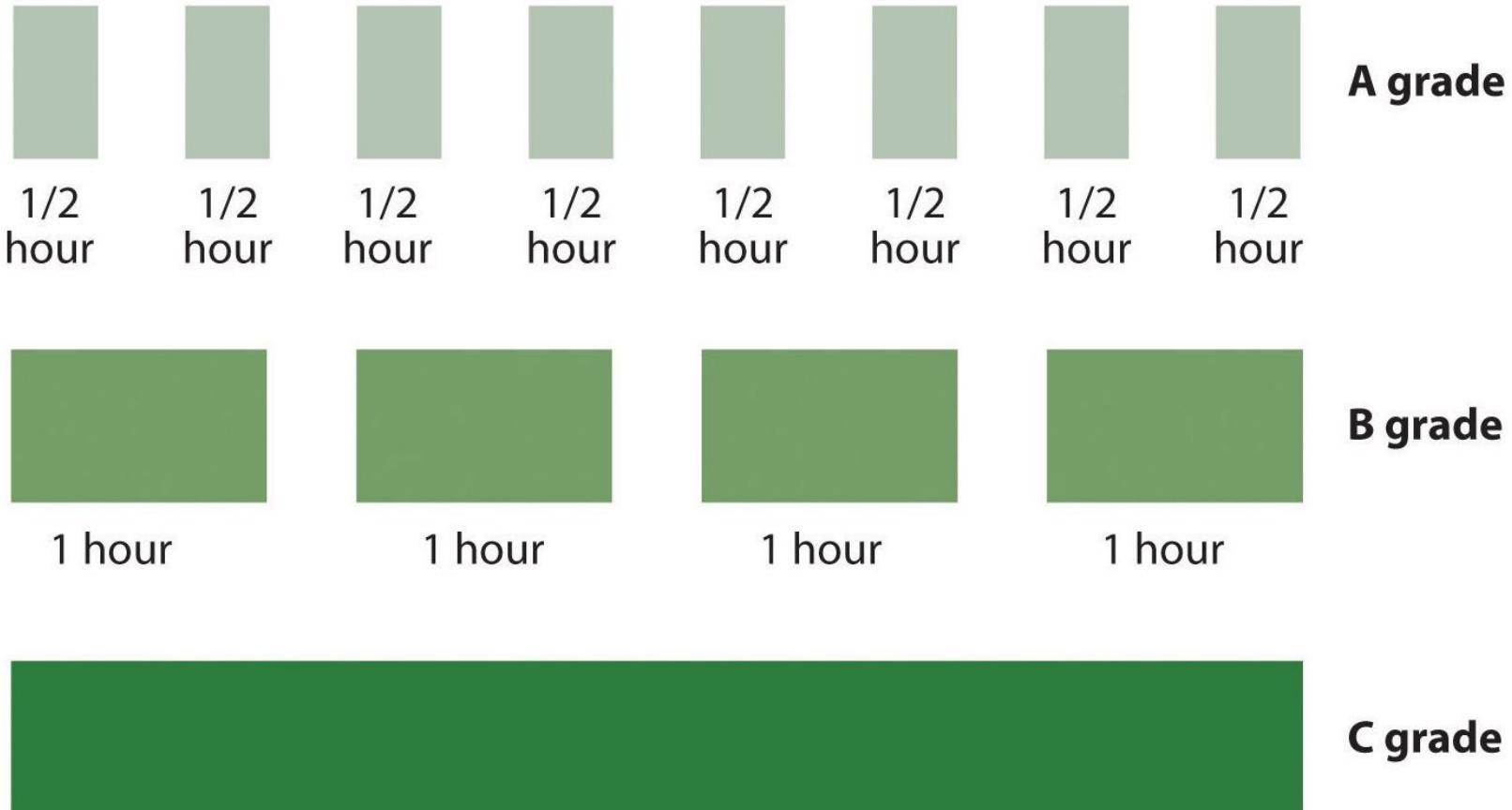
Studies have shown the benefits of a variety of revision and learning strategies have an impact on retention. Spacing combines timing and types of revision to encourage the learner to think about what they are reviewing and distributing their efforts over time...

# What is “Spacing”?



*eat. sleep. revise. And repeat.*

# What is “Spacing”?



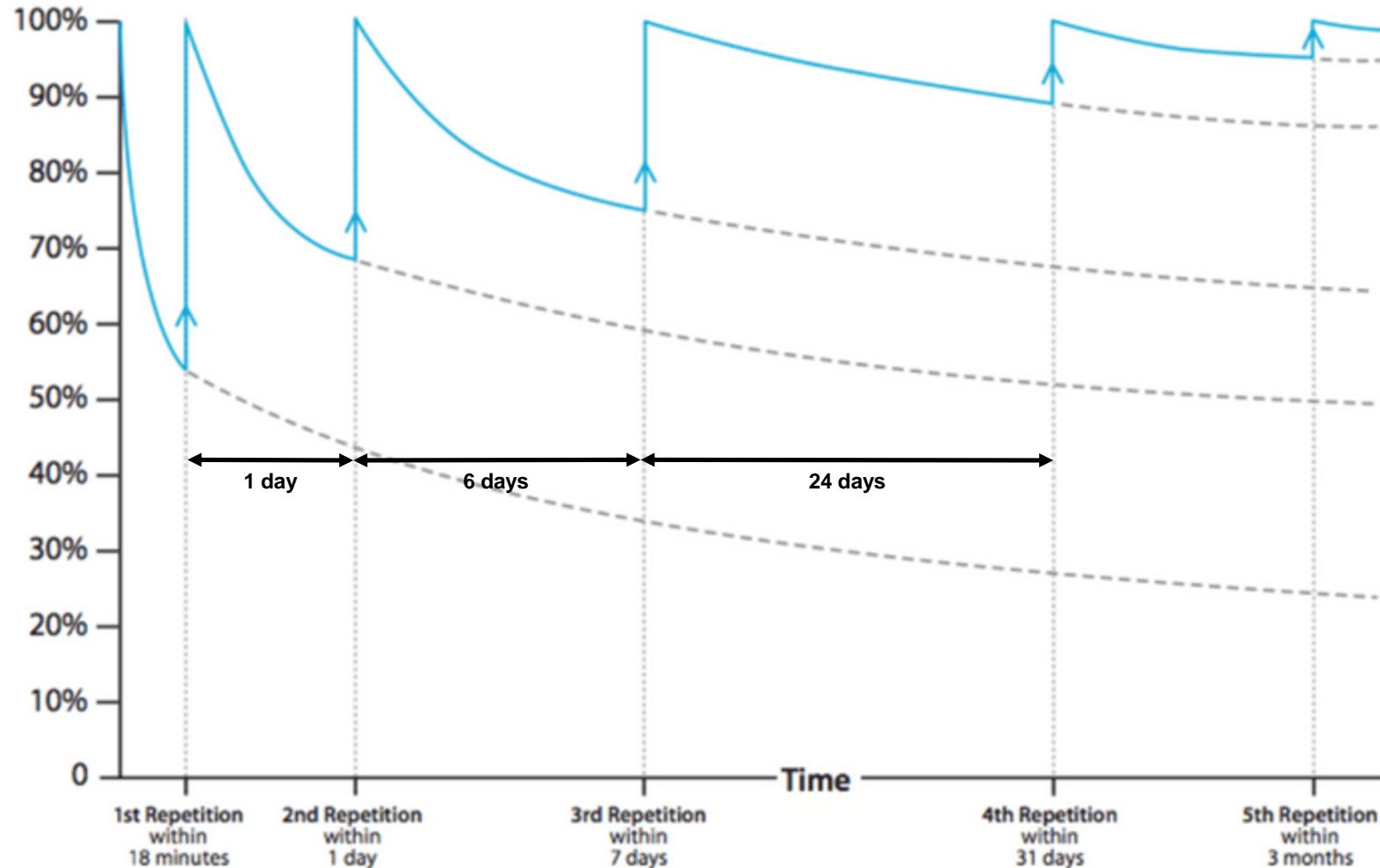
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# What is “Spacing”?



Transformation is a form of “Elaboration” that we will cover in the next part of this presentation.

# Why does “Spacing” work?



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# Example of a “Spaced” Revision Timetable

	Science	RS	English	Maths			
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
30 mins	Reactions of carbonyl compounds	Biblical examples of experiences	Otto's concept of numinous	Jacobean theatre	Esters, triglycerides and fats	William James - experiences	Properties carboxylic acids
30 mins	The late romance plays	General Binomial Expansion	Features of carbonyl compounds	Partial Fractions	Otto's concept of numinous	Partial Fractions	Jacobean theatre
<b>BREAK</b>							
30 mins	Parametric Equations	Act One character and plot	Algorithms	Properties carboxylic acids	features of carbonyl compounds	Theme of Power and control	William James - experiences
30 mins	Properties carboxylic acids	Swinburne credulity & testimony	Theme of Power and control	Act One character and plot	Algorithms	Parametric Equations	General Binomial Expansion
<b>BREAK</b>							
30 mins	Swinburne credulity & testimony	Esters, triglycerides and fats	Parametric Equations	William James - experiences	Biblical examples of experiences	The late romance plays	Esters, triglycerides and fats

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3

ELABORATION

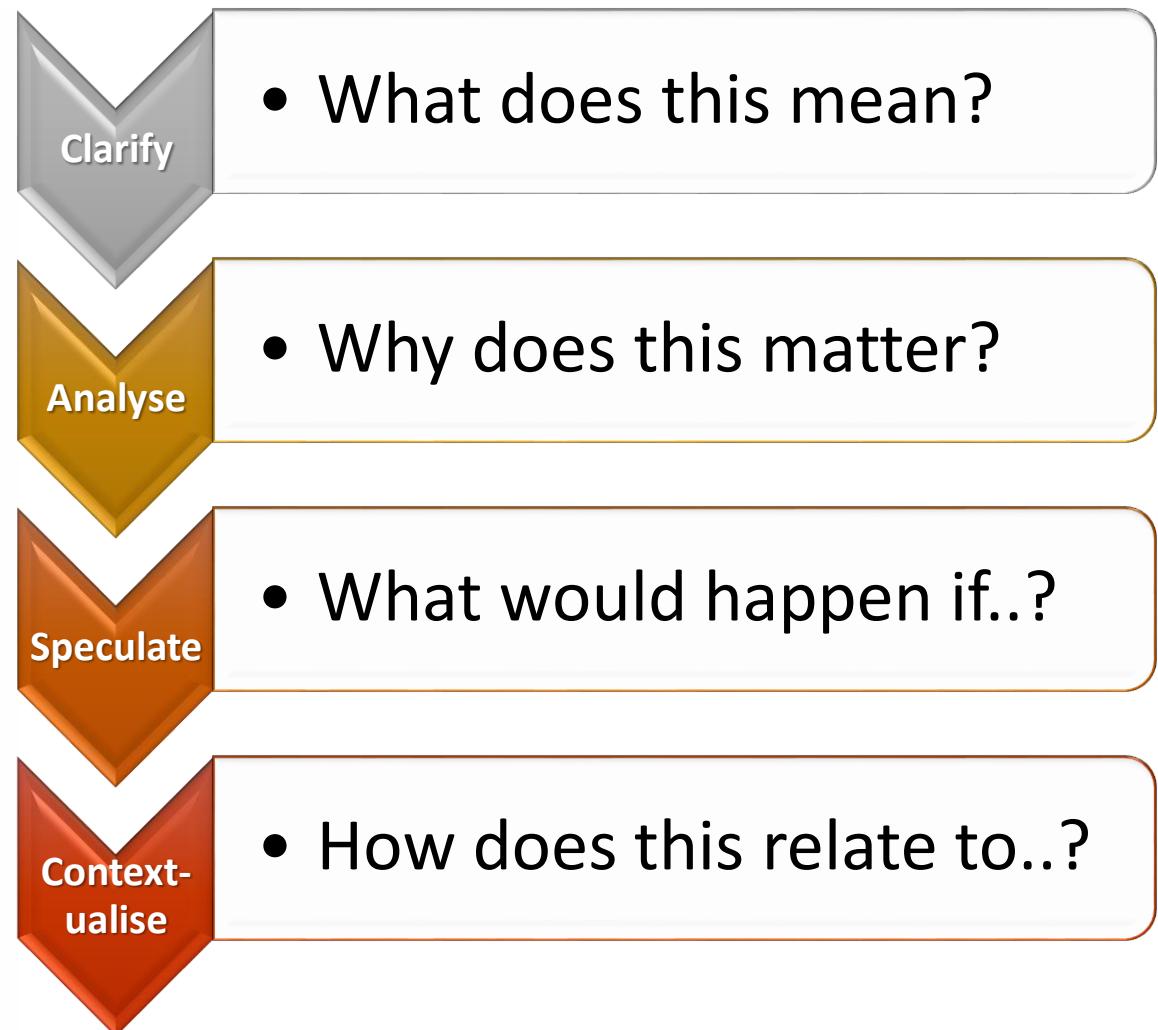


# Elaboration

Students often struggle to provide concrete examples that demonstrate their understanding of the content being assessed, and with connecting their ideas back to the focus of the question. The “Elaboration” technique leads to greater understanding of the content of learning and enables better explanation and evidence...

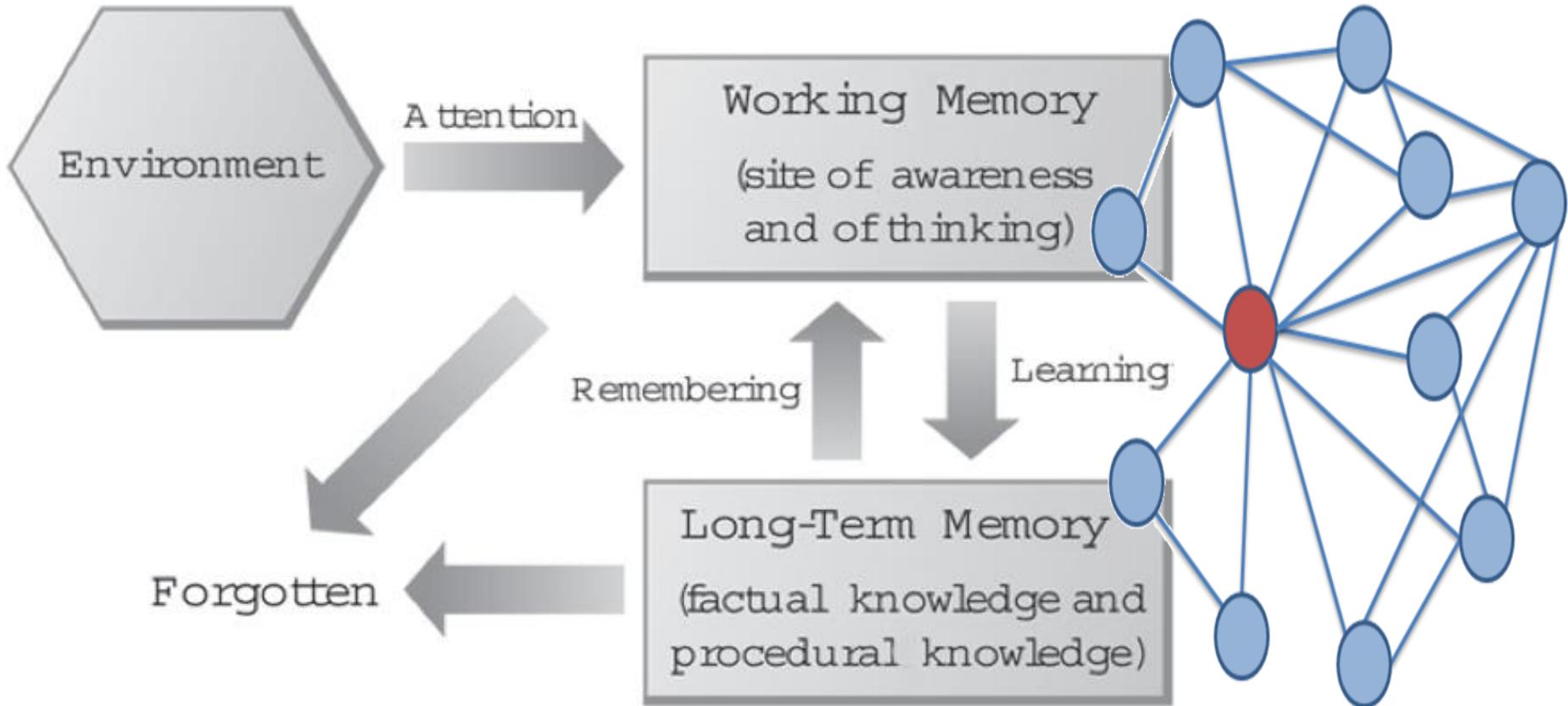
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# What is “Elaboration”?



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# Why does “Elaboration” work?



“Elaboration” work to combine learning and remembering to form a network of links between knowledge that exists within your memory. Making it easier to retain and recall detailed information and use it when answering examination questions, and in life in general.

# What does “Elaboration” look like?

## **Physical education**

- What does term cardiovascular mean?
- Why does alcohol increase blood pressure?
- How does this relate to sport?

## **Geography**

- Explain the circumstances when coastal erosion occurs
- Explain how destructive waves erode the coast line.
- Compare erosion to other geographical processes.

4

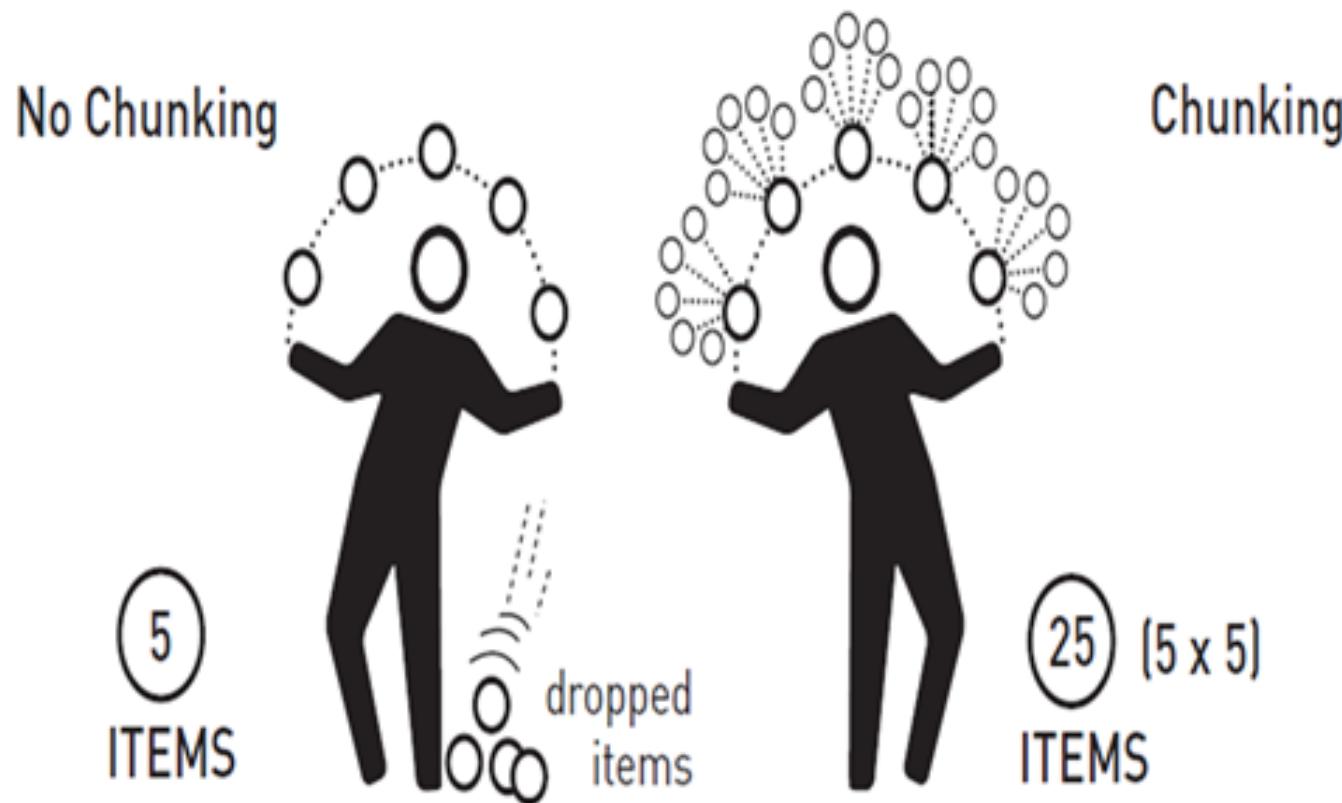
CHUNKING



# Chunking

Most of us are able to store only about four to seven different items in our short-term memory. One way to get past this limit is to use a technique called chunking. By grouping several items into one larger whole, you'll be able to remember much more...

# What is “Chunking”?



# How does “Chunking” work?

## Focus

Give your full attention to learning

## Understand

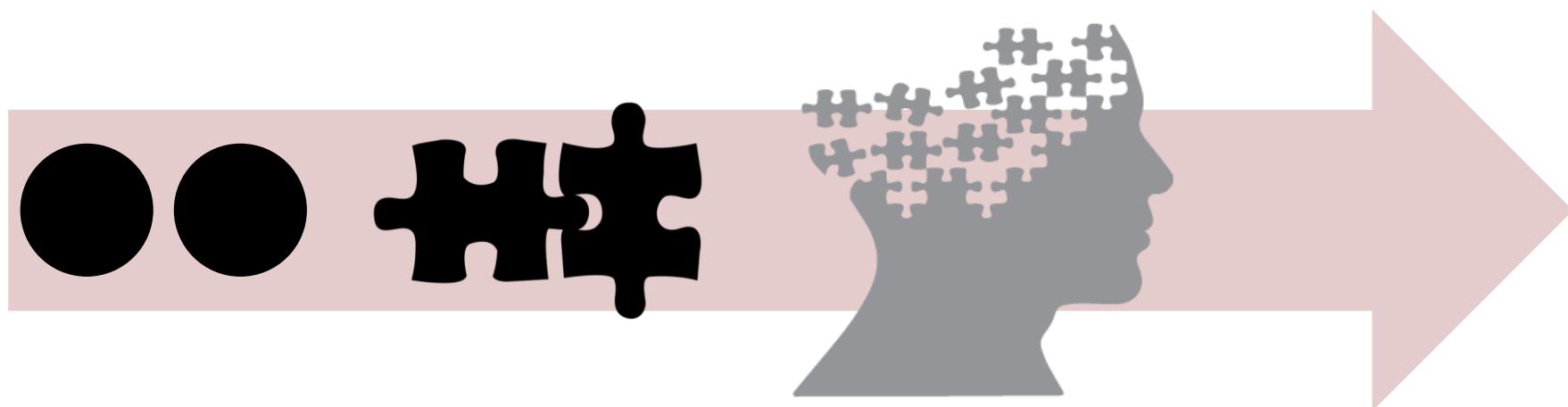
Ensure that you understand the material before chunking it

## Chunk

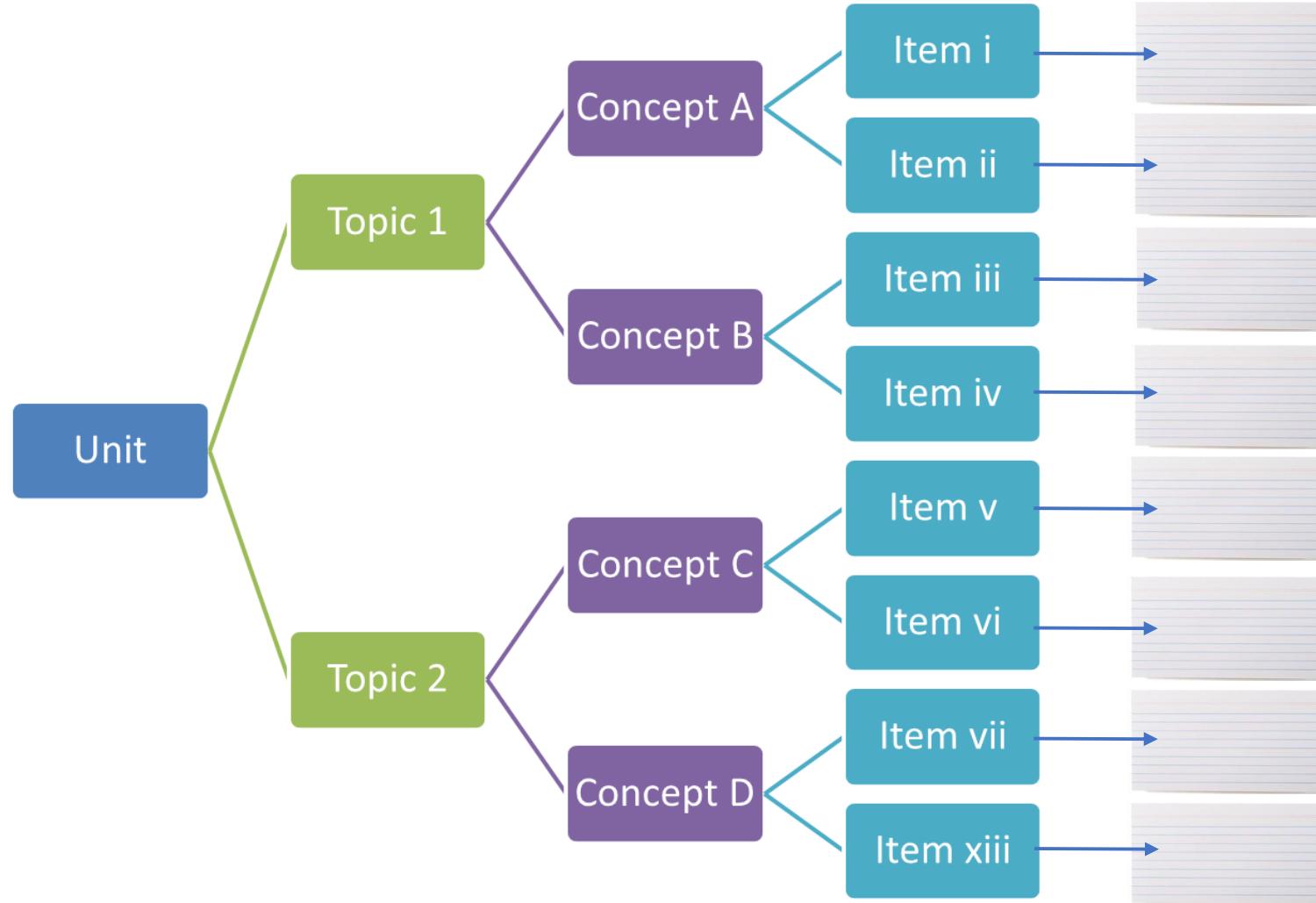
Break down the learning into its conceptual parts

## Contextualise

Use your understanding to see when, where and how to apply it



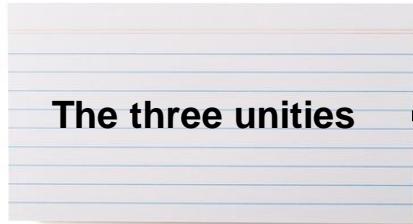
# How does “Chunking” work?



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# Examples of “Chunking”

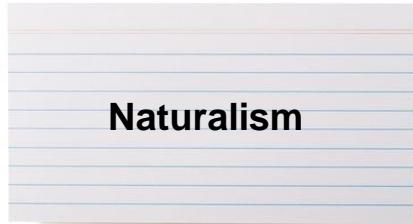
## On the FRONT



## On the BACK

### The three unities are:

- ◆ The unity of action: a play should have one main action that it follows with few subplots.
- ◆ The unity of place: a play should cover a single physical space and should not attempt to compress geography.
- ◆ The unity of time: the action in a play should take place over no more than 24 hours.



### Naturalism

- ◆ An extreme or heightened form of realism
- ◆ Rebellion against formula of morality of Romantic movement
- ◆ Action simplified and lifelike, characters psychologically motivated and physiologically correct in way look and act
- ◆ Explores concept of scientific determinism

# Examples of “Chunking”

1/5

## *Of Mice and Men* Context

### The plot:

- The Great Depression - 1929-1939
- Longest and deepest economic downturn
- Poor harvests and Stock Market crash
- Migrant workers / itinerant workers
- California and the Dust Bowl

### Links to the novel:

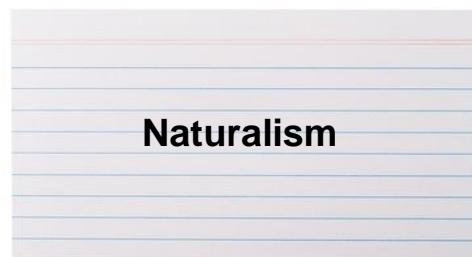
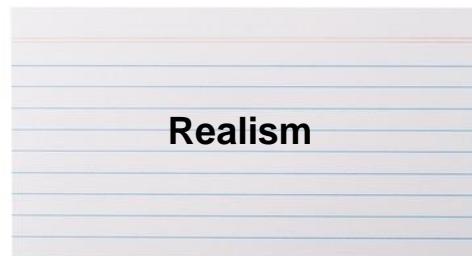
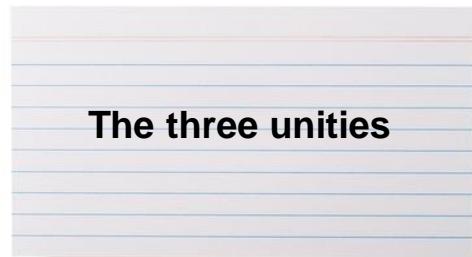
- Poor conditions of bunkhouse – ‘walls were whitewashed and the floor unpainted’; all same belongings
- Actions of boss – no greeting, records names in paybook
- Lack of friendships – “loneliest guys in the world.” and “ever’body in the whole damn world scared of each other.”
- No one has a name except George and Lennie



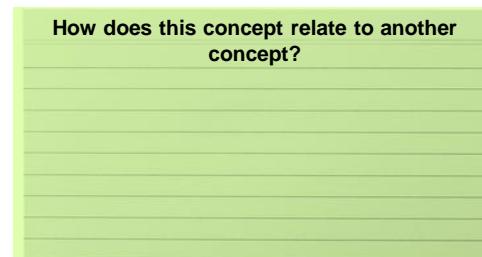
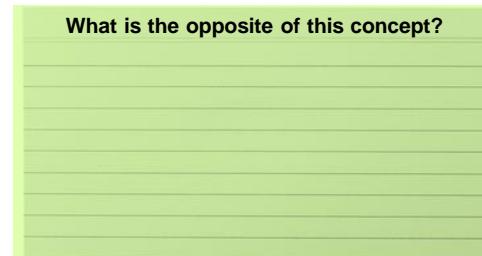
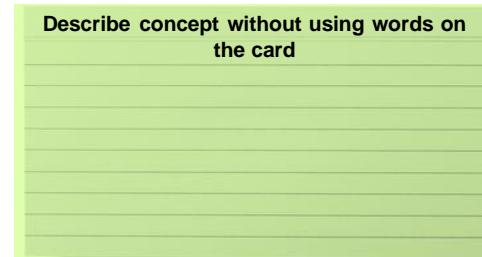
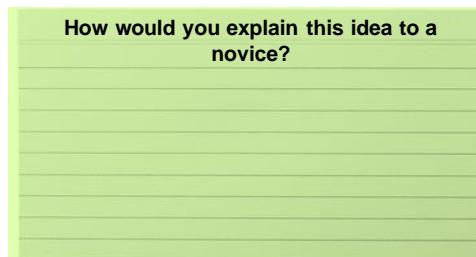
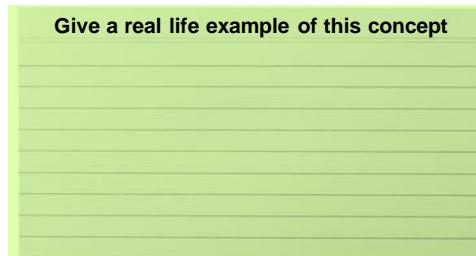
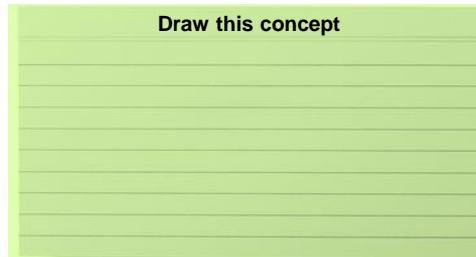
phillipmartin.info

# Using “Chunking” with “Elaboration”

Concept Cards



Elaboration Cues



5

METACOGNITION

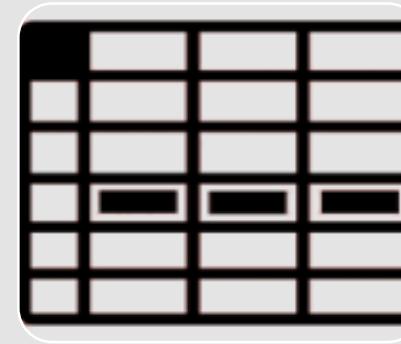


# Metacognition

Before competing, many athletes will close their eyes and visualise themselves performing the perfect jump/throw/race/etc... This is a form of “Metacognition” called mental rehearsal, and with other forms they can combine to give you a great advantage in preparation for examinations...

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# What is “Metacognition”?



Knowing steps and timings involved in assessments e.g. through “Walking Talking Mocks” (WTM)

Drawing on coping strategies e.g. acronyms, checklists

Using aids to recall key information e.g. *“memory palaces”* and mnemonics

Evaluating your work against objectives or targets set by yourself or a teacher e.g. a Personal Learning Checklist (PLC)

# What does “Metacognition” look like?

## A step by guide to how to answer the question

1. Read passage A and underline all the details e.g. names, dates (5-6mins)
2. Read the question and make sure you understand bullet point focus (1min)
3. Highlight bullet points in three colours - A1 green, A2 amber, A3 red (1min)
4. Read passage again and highlight A1, A2 and A3 points in colours (10-12mins)
5. Summarise points in margin (A1 left, A2, right, A3 bottom of page)
6. Write up the A1 points in sequence using following formula (20-25mins):
  - i) Make A1 point
  - ii) Use 1-2 supporting details
  - iii) Develop with emotions and feelings
7. Repeat process for A2 and A3 points

When a question requires a long answer, having a plan of how you will work through providing that answer will help you to remain calm and focussed, and avoid any problems that might arise from nerves.

# What does “Metacognition” look like?

P

- Point
  - At the start of the play, Macbeth is presented as a valuable asset to Duncan's army.

E

- Example
  - We see this in the quote, ‘For brave Macbeth – well he deserves that name – ’

T

- Technique
  - Here Shakespeare has used parenthesis to place extra information inside the dashes.

E

- Explore
  - You can imagine the actor playing the Captain, emphasising these words as he spoke them.

R

- Refer to question
  - By doing this he would be pointing out to the audience just how valued Macbeth was to the king at the start of the play.

When a question requires a long answer, having a plan of how you will work through providing that answer will help you to remain calm and focussed, and avoid any problems that might arise from nerves.

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# 5 Steps to Improving Independent Study & Revision



What do I need to study? – gather information about Units, Topics and Concepts for each subject



When/ where do I focus best? – set time and place to work



What order should I study? – plan a study timetable



How do I study best? – quizzing, elaborating, chunking, etc...



What do I now know? - review progress e.g. PLC



What else do I need to know? – focus on areas for development



# Plan of Action

## Units, Topics & Concepts

Ensure that you have a clear understanding of Units, Topics and Concepts for each subject.

Ask your teachers if you do not have this.

## Study Timetable

Plan a study timetable that is clear about what you will study, where and when.

Think about “Spacing” while you do this and include “Chunking”, “Quizzing” & “Elaboration”.

## Study

Use “Chunking”, “Quizzing” & “Elaboration”

## Review

What do I now know?  
What else do I need to know?  
Practice questions & papers

## Study

Use “Chunking”,  
“Quizzing” &  
“Elaboration”

## Review

What do I now know?  
What else do I need to know?

## Study

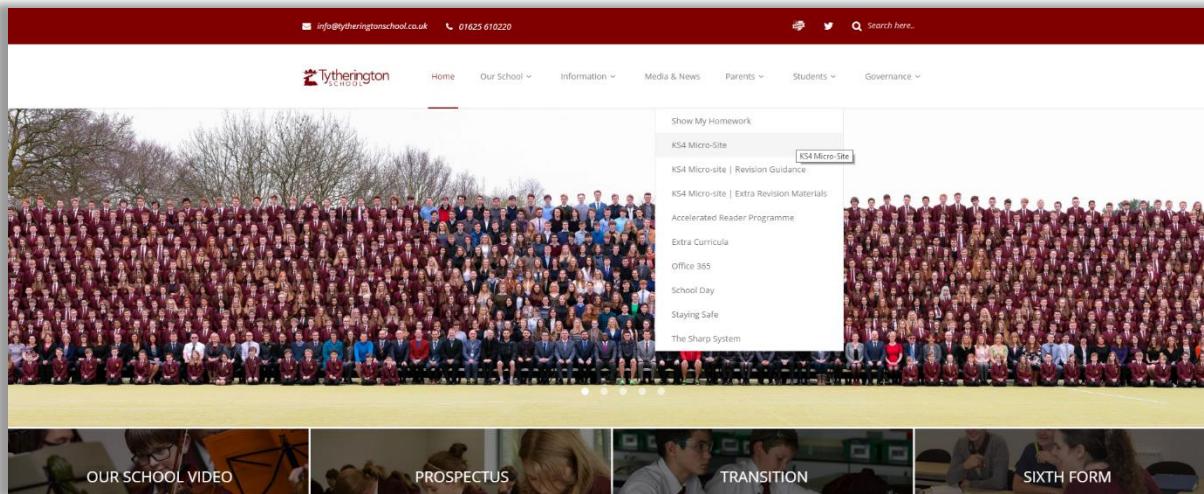
Use “Chunking”,  
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## Review

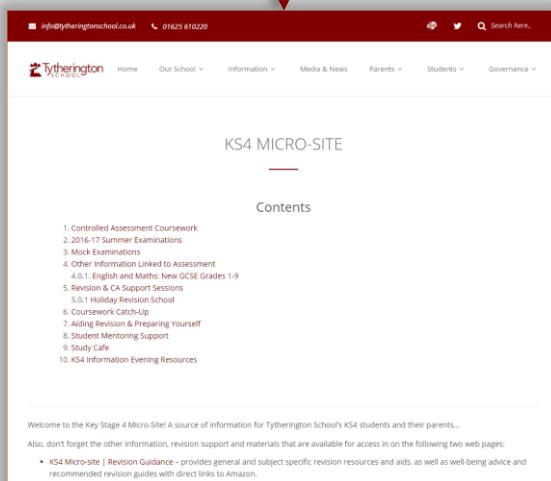
What do I now know?  
What else do I need to know?  
Practice questions & papers

## ...Study & Do

# Resources



The main website homepage features a large group photo of students and staff. Below the photo are four video thumbnail links: "OUR SCHOOL VIDEO", "PROSPECTUS", "TRANSITION", and "SIXTH FORM". A red cross-shaped arrow points down from the main page to three detailed resource pages.

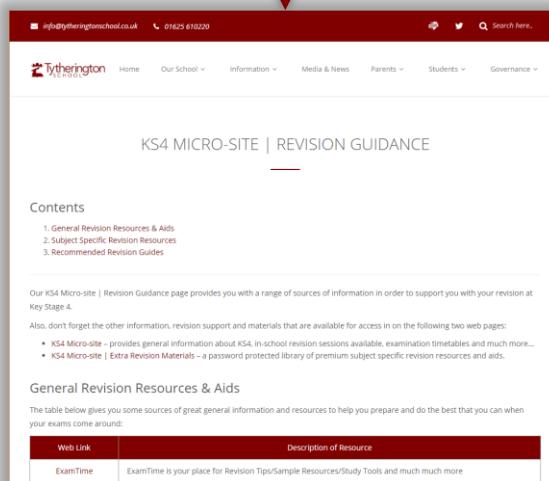


**KS4 MICRO-SITE**

**Contents**

- 1. Controlled Assessment Coursework
- 2. 2016-17 Summer Examinations
- 3. Mock Examinations
- 4. Other Information Linked to Assessment
  - 4.01. English and Maths: New GCSE Grades 1-9
- 5. Revision & Support Sessions
  - 5.01. 11+ Entry to Tytherington School
  - 6. Coursework Catch-Up
  - 7. Aiding Revision & Preparing Yourself
  - 8. Student Mentoring Support
  - 9. Study Cafés
  - 10. KS4 Information Evening Resources

Welcome to the Key Stage 4 Micro-Site! A source of information for Tytherington School's KS4 students and their parents...  
Also, don't forget the other information, revision support and materials that are available for access on the following two web pages:  
• [KS4 Micro-site | Revision Guidance](#) - provides general and subject specific revision resources and aids, as well as well-being advice and recommended revision guides with direct links to Amazon.  
• [KS4 Micro-site | Extra Revision Materials](#) - a password protected library of premium subject specific revision resources and aids.



**KS4 MICRO-SITE | REVISION GUIDANCE**

**Contents**

- 1. General Revision Resources & Aids
- 2. Subject Specific Revision Resources
- 3. Recommended Revision Guides

Our KS4 Micro-site | Revision Guidance page provides you with a range of sources of information in order to support you with your revision at Key Stage 4.

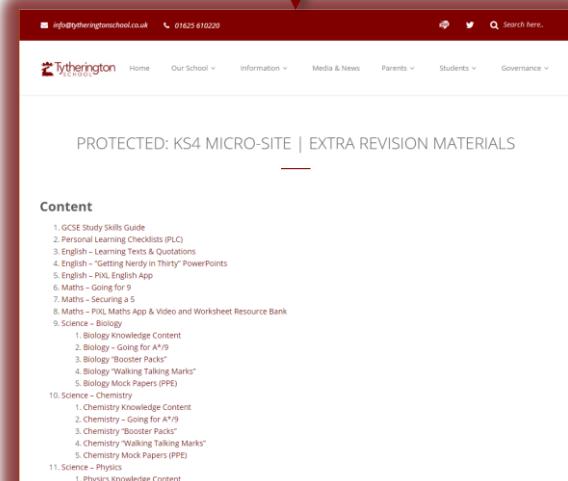
Also, don't forget the other information, revision support and materials that are available for access on the following two web pages:

- [KS4 Micro-site](#) - provides general information about KS4, in-school revision sessions available, examination timetables and much more...
- [KS4 Micro-site | Extra Revision Materials](#) - a password protected library of premium subject specific revision resources and aids.

**General Revision Resources & Aids**

The table below gives you some sources of great general information and resources to help you prepare and do the best that you can when your exams come around:

Web Link	Description of Resource
<a href="#">ExamTime</a>	ExamTime is your place for Revision Tips/Sample Resources/Study Tools and much much more



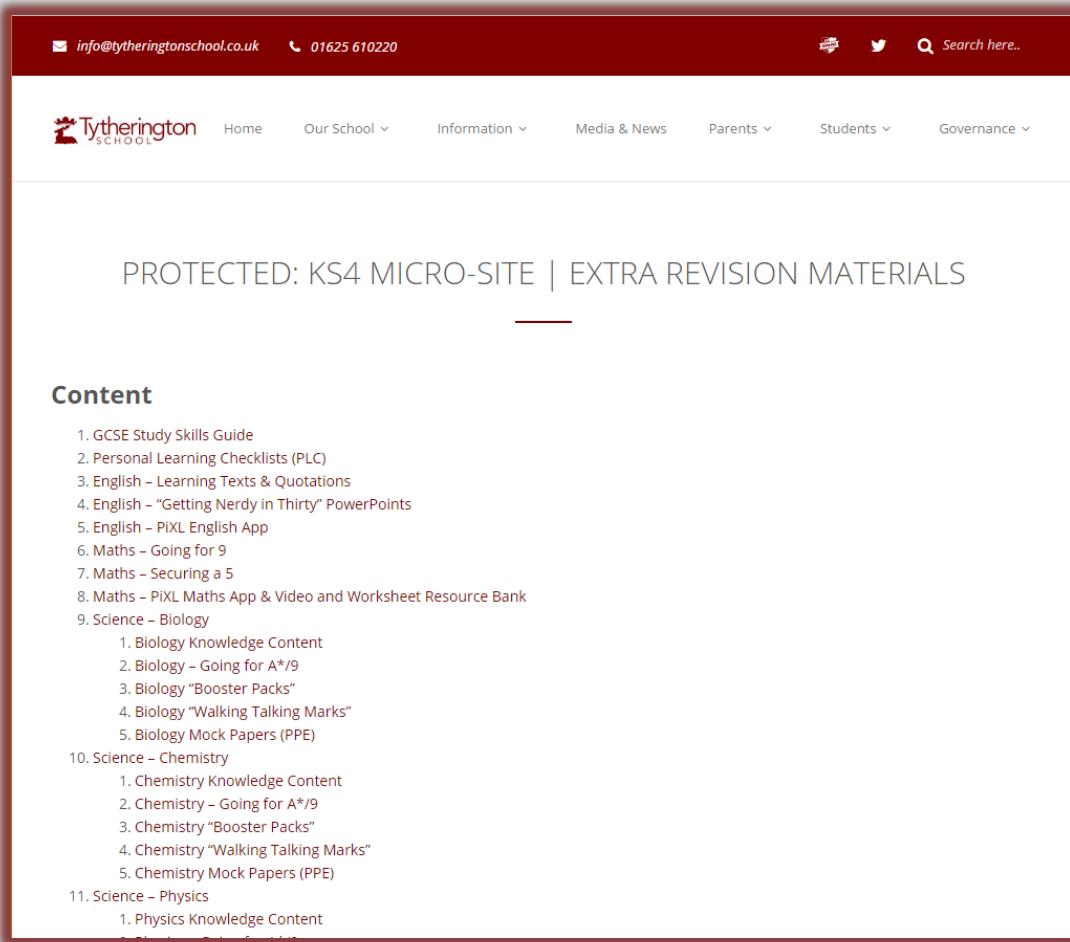
**PROTECTED: KS4 MICRO-SITE | EXTRA REVISION MATERIALS**

**Content**

- 1. GCSE Study Skills Guide
- 2. Personal Learning Checklists (PLC)
- 3. English - Learning Texts & Quotations
- 4. English - "Getting Nerdy In Thirty" PowerPoints
- 5. English - Pixl English App
- 6. Maths - Revision for 9
- 7. Maths - Secure in 5
- 8. Maths - Pixl Maths App & Video and Worksheet Resource Bank
- 9. Science - Biology
  - 1. Biology Knowledge Content
  - 2. Biology - Going for A\*/9
  - 3. Biology "Booster Packs"
  - 4. Biology "Walking Talking Marks"
  - 5. Biology Mock Papers (PPE)
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  - 3. Chemistry "Booster Packs"
  - 4. Chemistry "Walking Talking Marks"
  - 5. Chemistry Mock Papers (PPE)
- 11. Science - Physics
  - 1. Physics Knowledge Content

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# Accessing the “Protected: KS4 Micro-site | Extra Revision Materials” Site



The screenshot shows the Tytherington School website homepage with a maroon header. In the top left, there are contact links: email (info@tytheringtonschool.co.uk) and phone (01625 610220). On the right of the header are social media icons for YouTube, Twitter, and a search bar labeled "Search here..". Below the header, the main navigation menu includes: Tytherington SCHOOL (with a red stag logo), Home, Our School, Information, Media & News, Parents, Students, and Governance. The main content area has a maroon background and displays the title "PROTECTED: KS4 MICRO-SITE | EXTRA REVISION MATERIALS" in white. Below this, under the heading "Content", is a numbered list of revision materials:

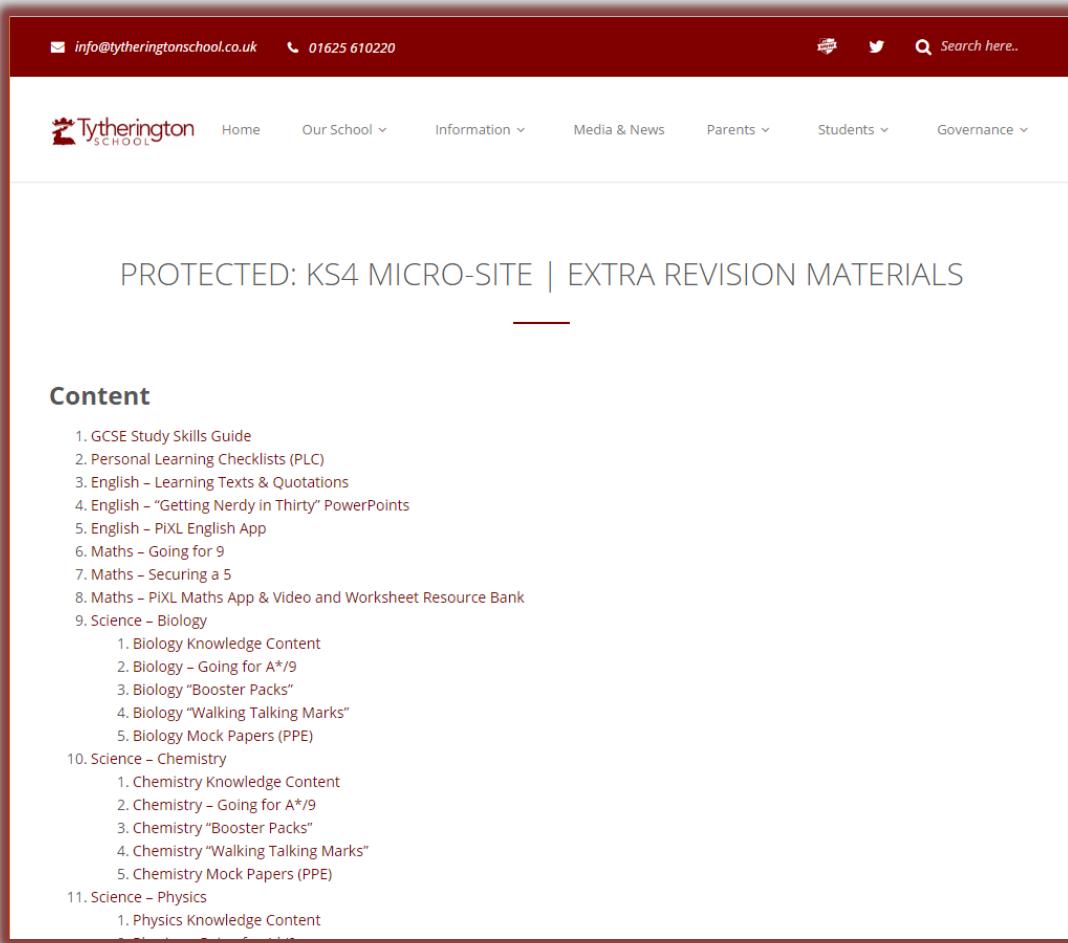
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Please access this protected site through:

- The “Student” or “Parent” drop-down menus at the top of our homepage, or;
- Either of the other KS4 Micro-site pages.

The password will appear on the next slide so please have a pen and paper or your phone at the ready to take it down or take a picture...

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The password was given out at the Year 10 “Preparation & Revision Guidance” Information Evening on Thursday 1<sup>st</sup> December 2016.

If you wish to access the site, please request the password from Mr Pilbury

[apilbury@tytheringtonschool.co.uk](mailto:apilbury@tytheringtonschool.co.uk)

# Thank you for coming!

We hope that you have found this information evening useful and that you are able to take something away from it to use to support you.

A copy of the slides from this evening will be posted on the KS4 Micro-site for you to be able to download. Scroll to the bottom of the page to find the file under “KS4 Information Evening Resources”:

<http://www.tytheringtonschool.co.uk/parents/ks4-micro-site>

You can access other revision and support resources from there.

Follow us on Twitter for further updates:

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