

Preparation & Revision Guidance

Year 10 & 11 Information Evening

Tuesday 13th March 2018

@TytheringtonSch  @TythyDHTMrP
#TSBestYouCanBe

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5 key strategies for developing independent study and revision

1

QUIZZING



2

SPACING



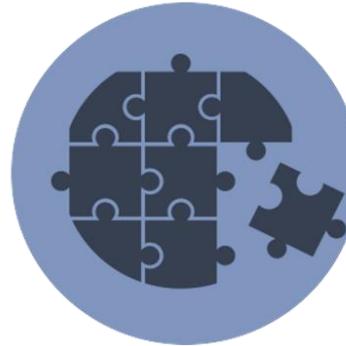
3

ELABORATION



4

CHUNKING



5

METACOGNITION



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Remember The Time Is Now...

With the 'Real Thing' and Mock Exams coming up, being the process now to make life easier in the future!

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6 Steps to Improving Independent Study & Revision



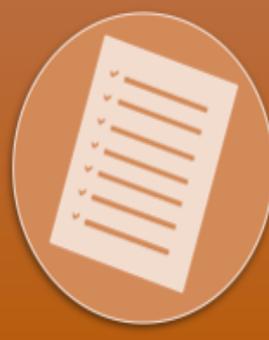
What do I need to study? – gather information about Units, Topics and Concepts for each subject



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



Suggested 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" & "Metacognition"

Study

Use "Chunking",
 "Quizzing",
 "Elaboration" &
 "Metacognition"

Review

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

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**...Study &
 Do**

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...

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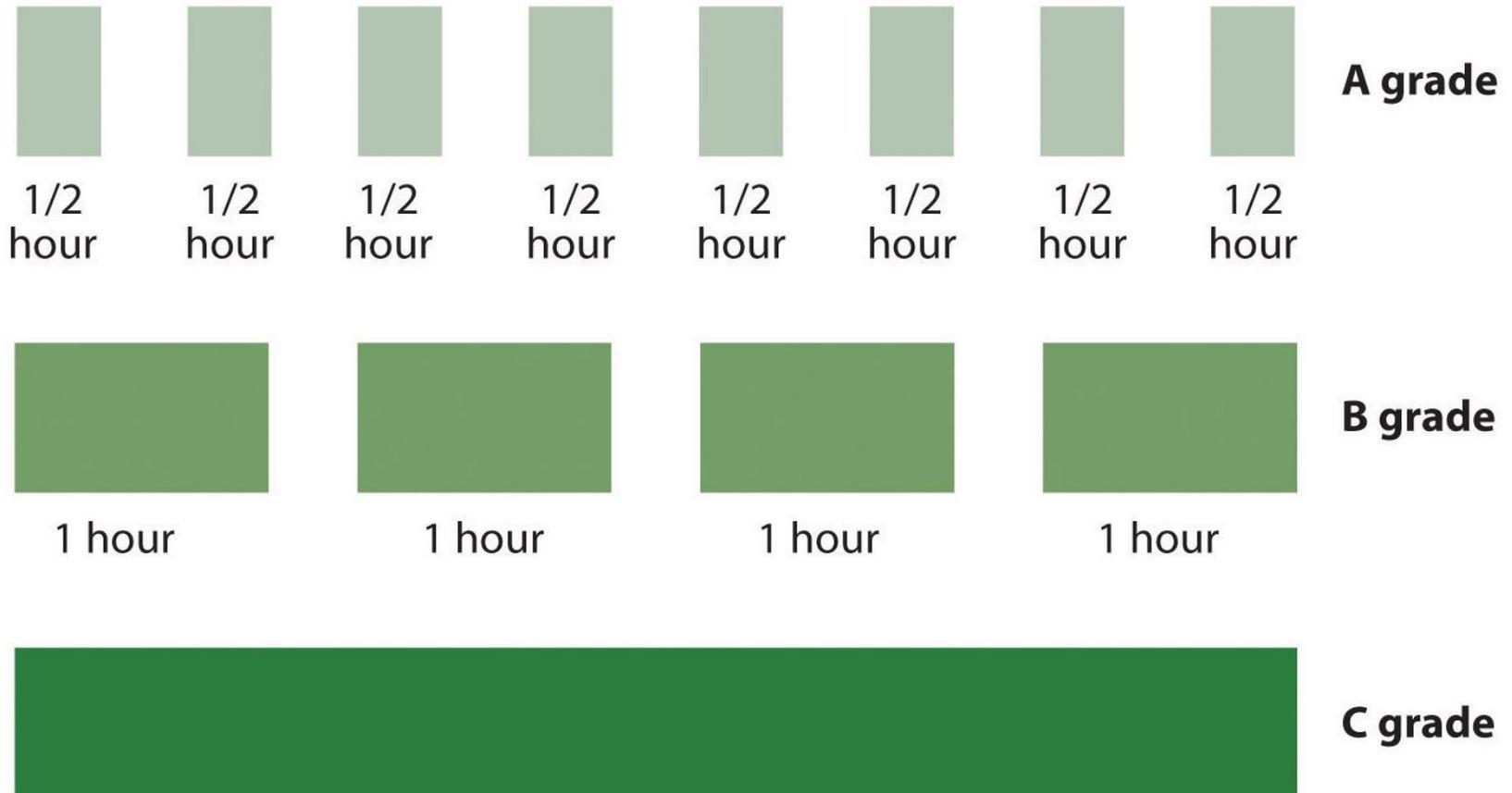
What is “Spacing”?



eat. sleep. revise. And repeat.

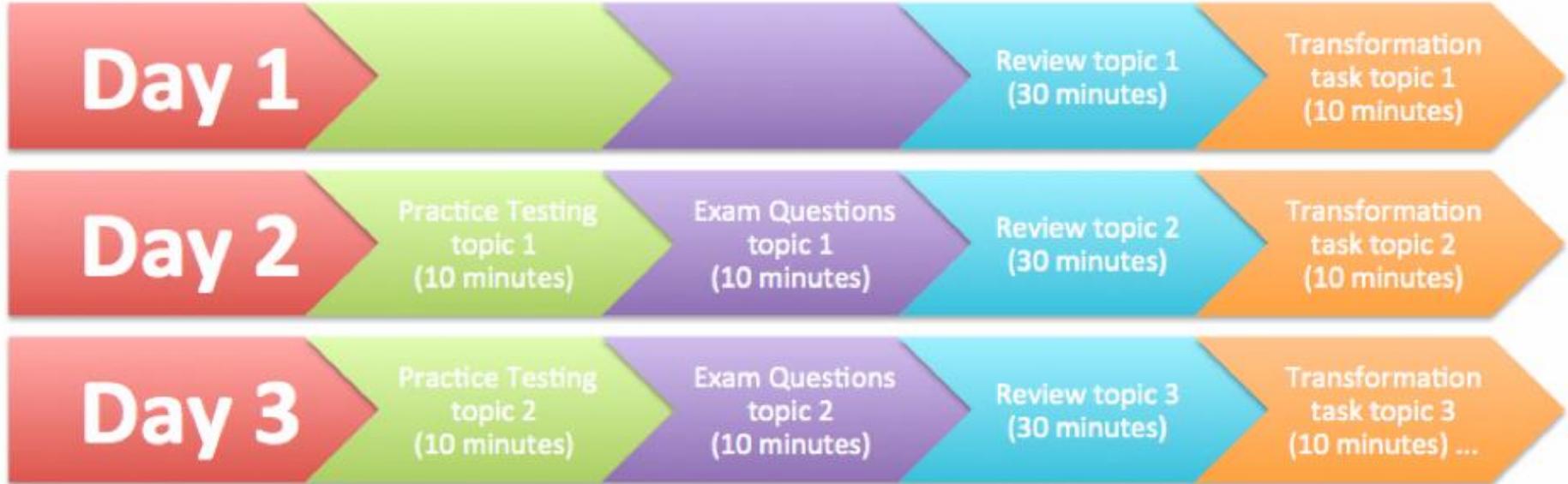
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What is “Spacing”?



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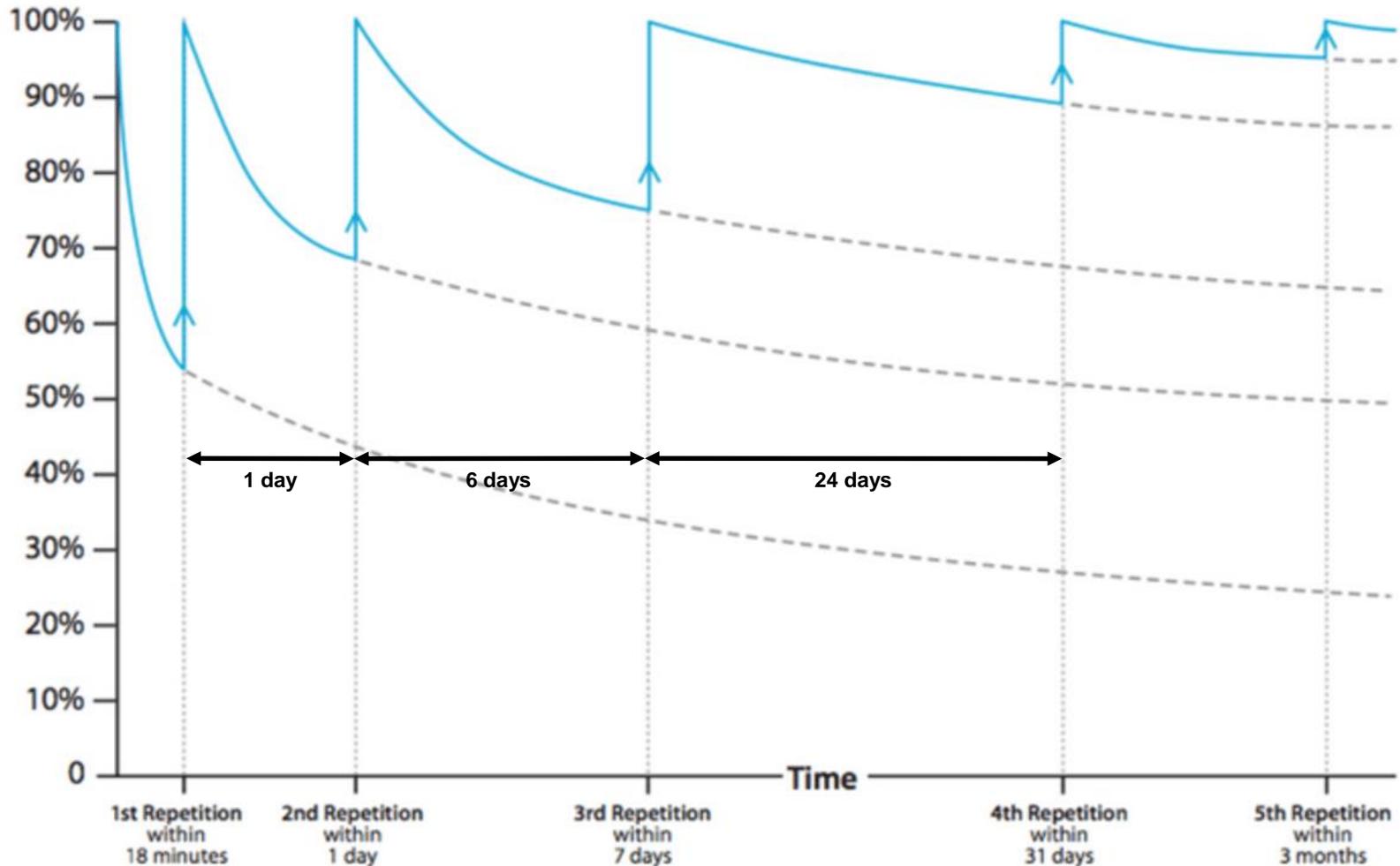
What is “Spacing”?



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

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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
BREAK							
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
BREAK							
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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1

QUIZZING

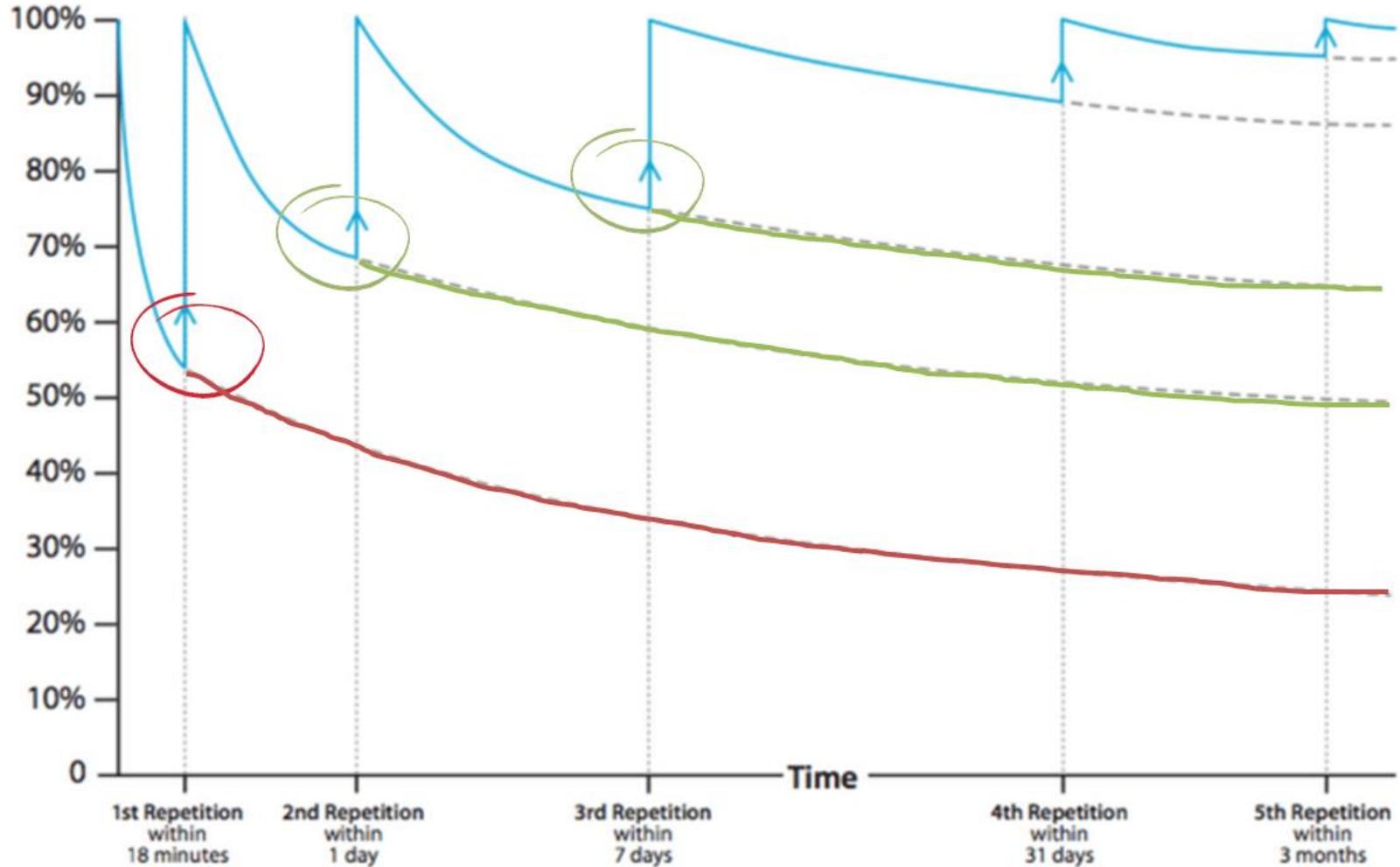


Quizzing

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 & Context - an example from “An Inspector Calls”

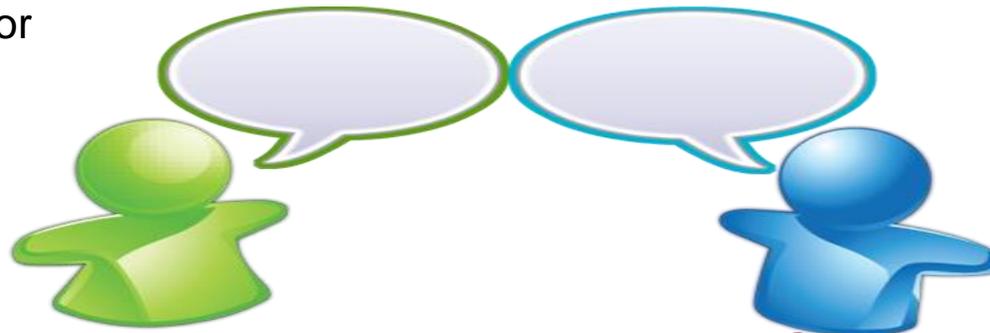
- Where did Priestley grow up and how did this inform his political opinions?
- How were women’s roles different in 1912 (when the play is set) and 1945 (when the play was written)?

2. Cued Recall - an example from “Macbeth”

- Complete this line: “When the battle’s _____”
- Complete this line: “Stars, hide your fires; Let not light see my _____”

3. Multiple Choice – an example from “An Inspector Calls”

- In the opening stage directions, who is described as Mr Birling’s social superior?
 - a. Gerald
 - b. Sir George
 - c. Mrs Birling
 - d. The Inspector



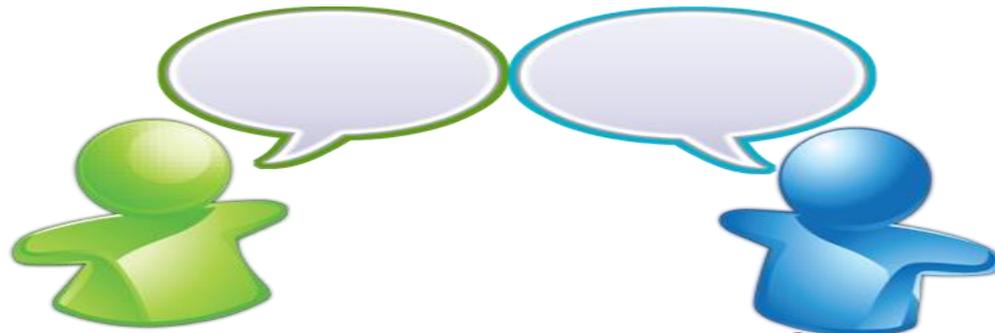
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What does “Quizzing” look like?

4. Cued Recall as Multiple Choice - an example from “Macbeth”

- Complete this line: “When the battle’s _____”
 - a. over.
 - b. said and done.
 - c. lost and won.
 - d. gone and run.

- Complete this line: “Stars, hide your fires; Let not light see my _____”
 - a. soul as it expires.
 - b. blade beneath the briars.
 - c. dark, deadly desires.
 - d. black and deep desires.



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Setting up some “Cue-Cards”

Cell Biology

Cell Membrane – Thin layer around a cell controlling the substances passing in and out.

Cell Wall – Surrounds the cell, provides strength.

Chloroplast – Contains chlorophyll, for photosynthesis.

Cytoplasm – Material inside a cell where most chemical reactions take place.

Nucleus – Contains genetic material, DNA.

Vacuole – Space filled with cell sap in the cytoplasm.

Mitochondria – Site of aerobic respiration.

Ribosome – Site of protein synthesis.

Plasmid – Small ring of DNA found in bacterial cells.

3

ELABORATION

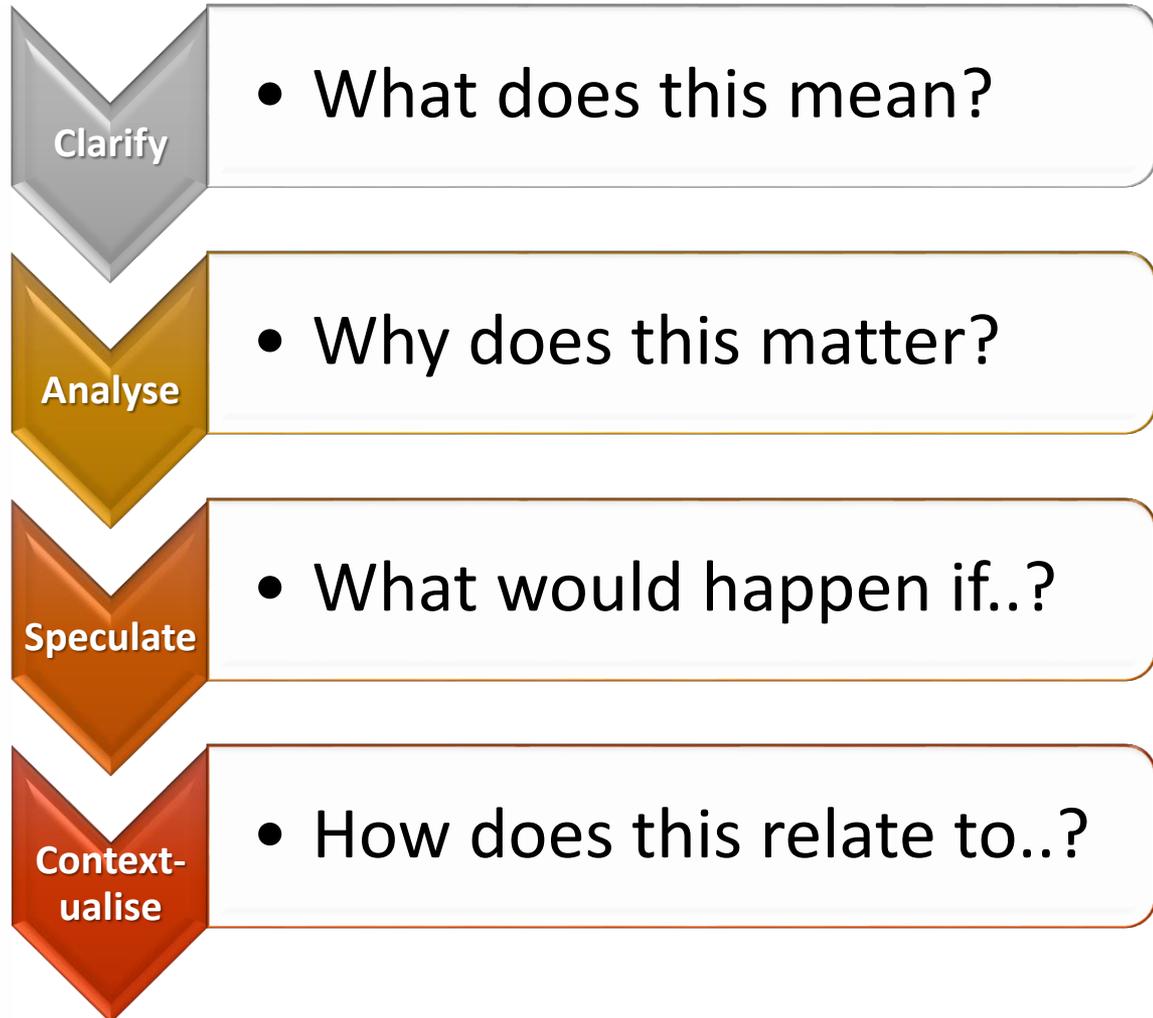


Elaboration

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...

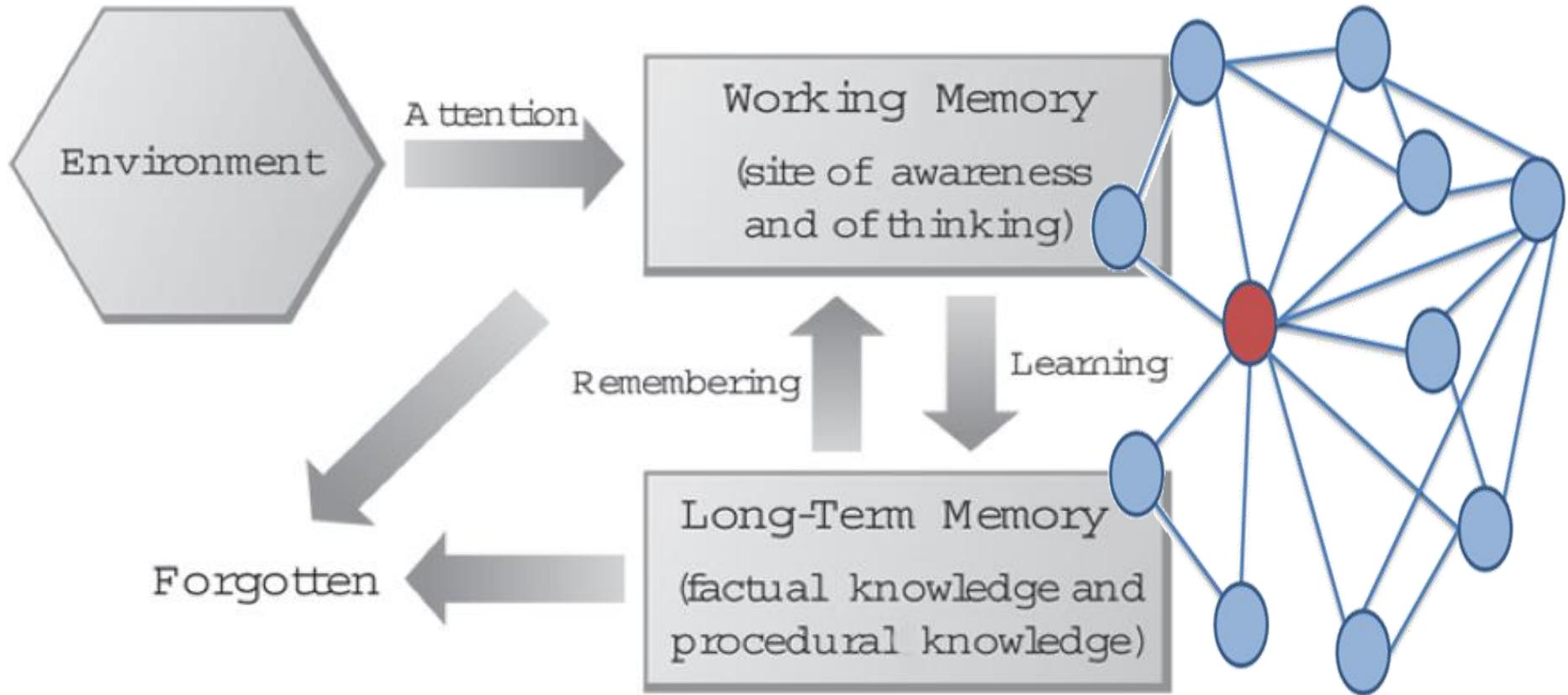
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What is “Elaboration”?



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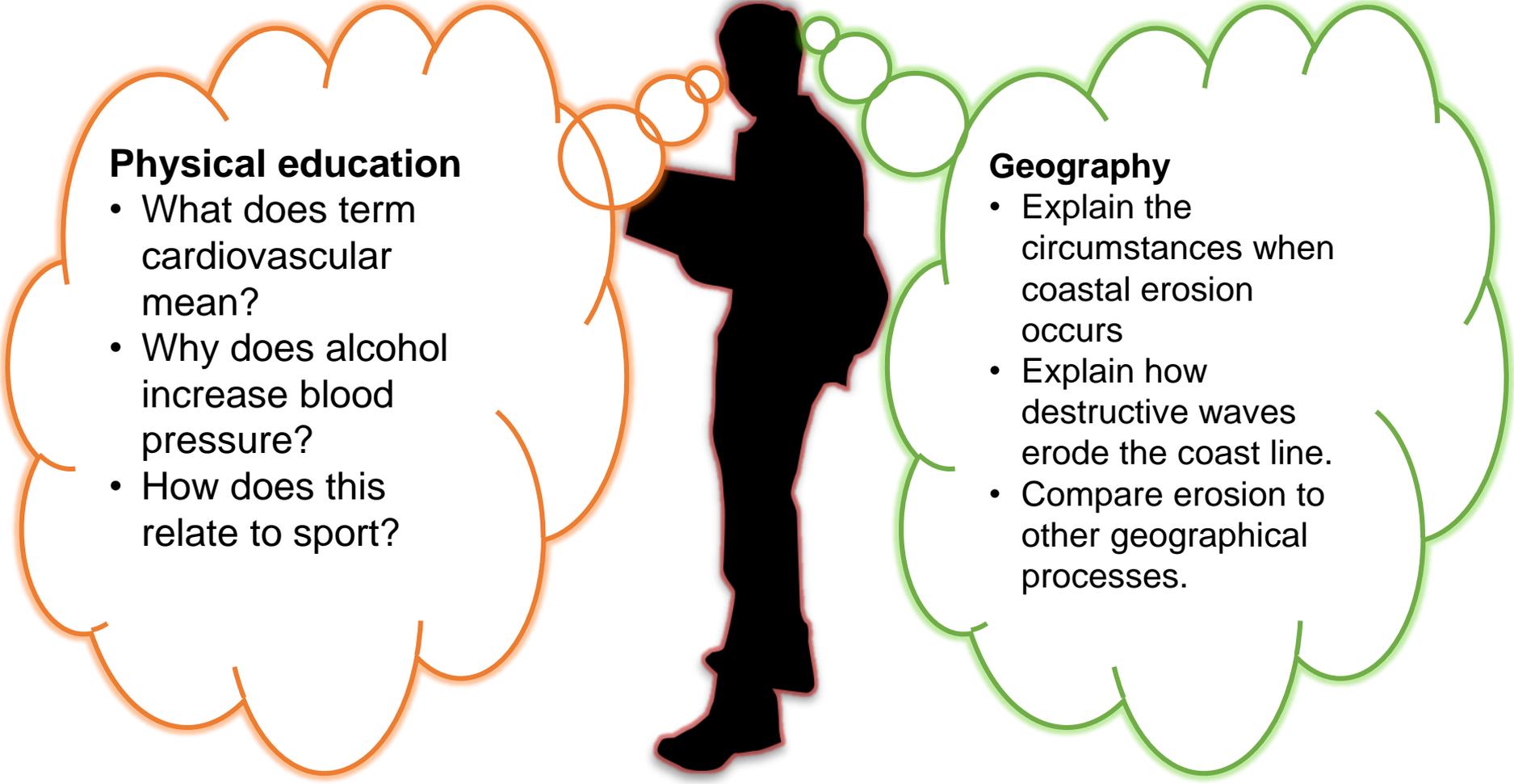
Why does “Elaboration” work?



“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.

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What does “Elaboration” look like?



Physical education

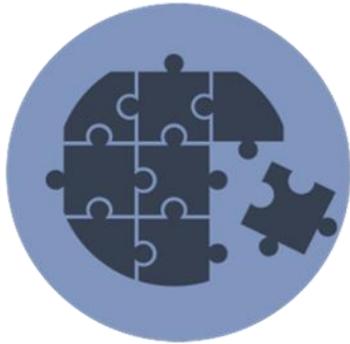
- What does term cardiovascular mean?
- Why does alcohol increase blood pressure?
- How does this relate to sport?

Geography

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

4

CHUNKING

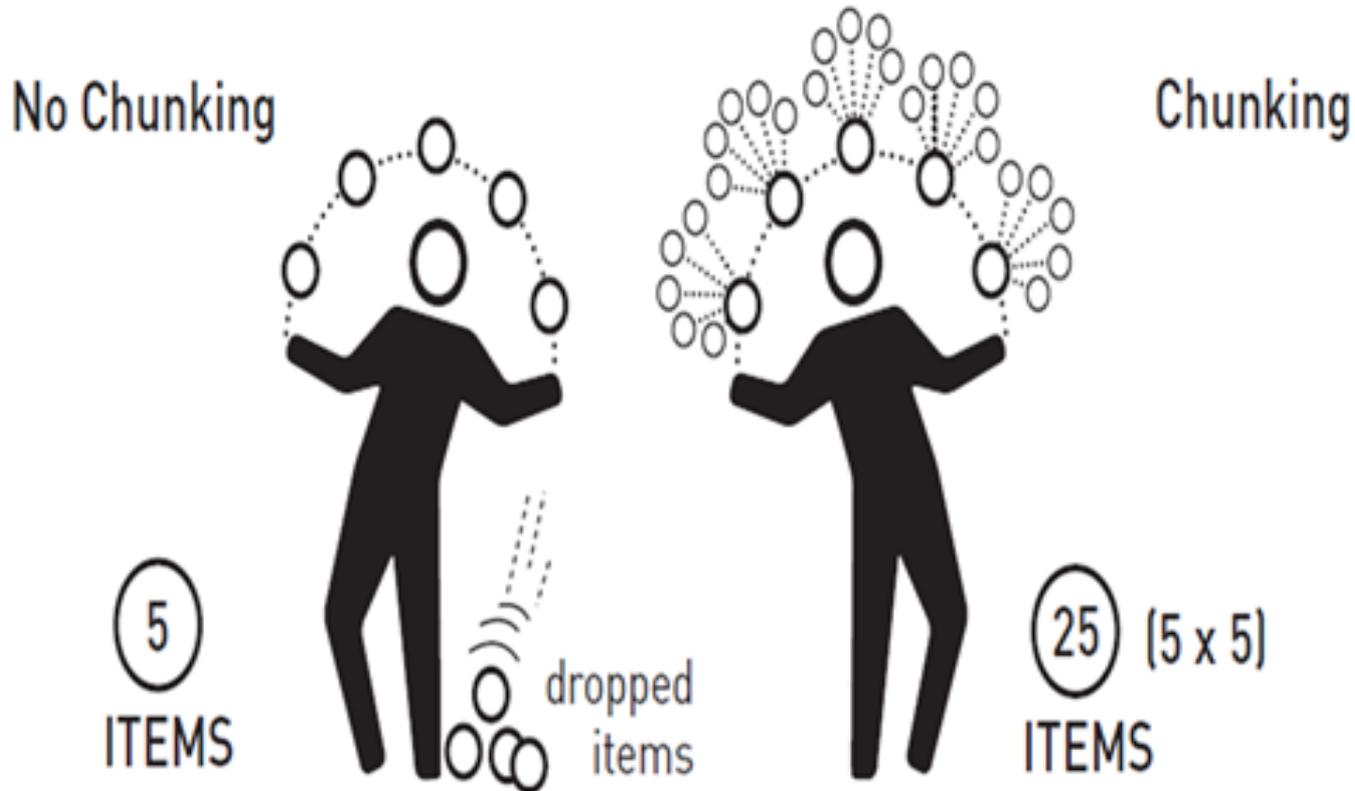


Chunking

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...

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What is “Chunking”?



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How does “Chunking” work?

Focus

Give your full attention to learning

Understand

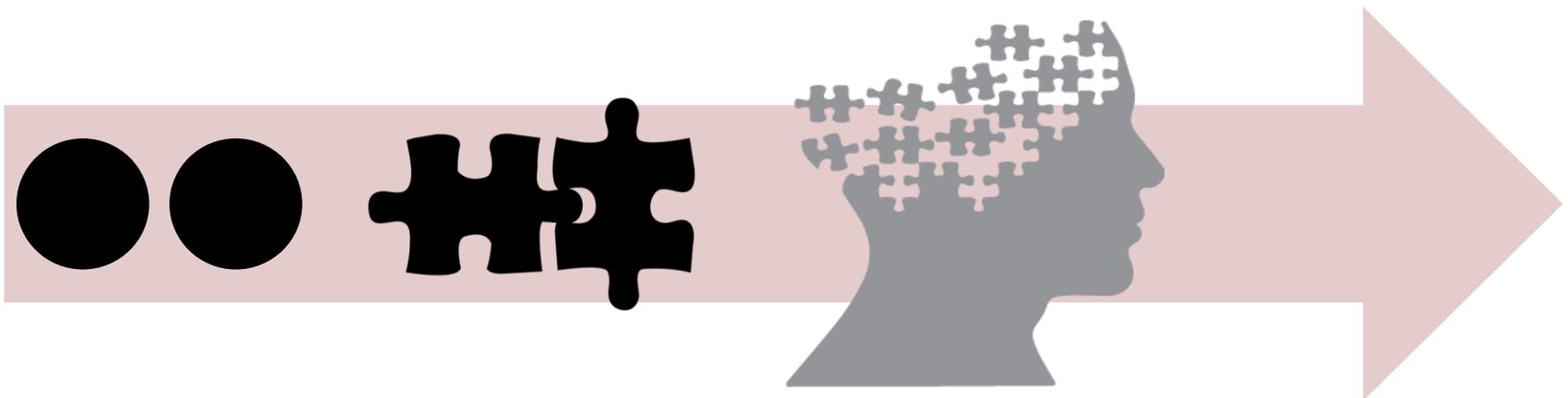
Ensure that you understand the material before chunking it

Chunk

Break down the learning into its conceptual parts

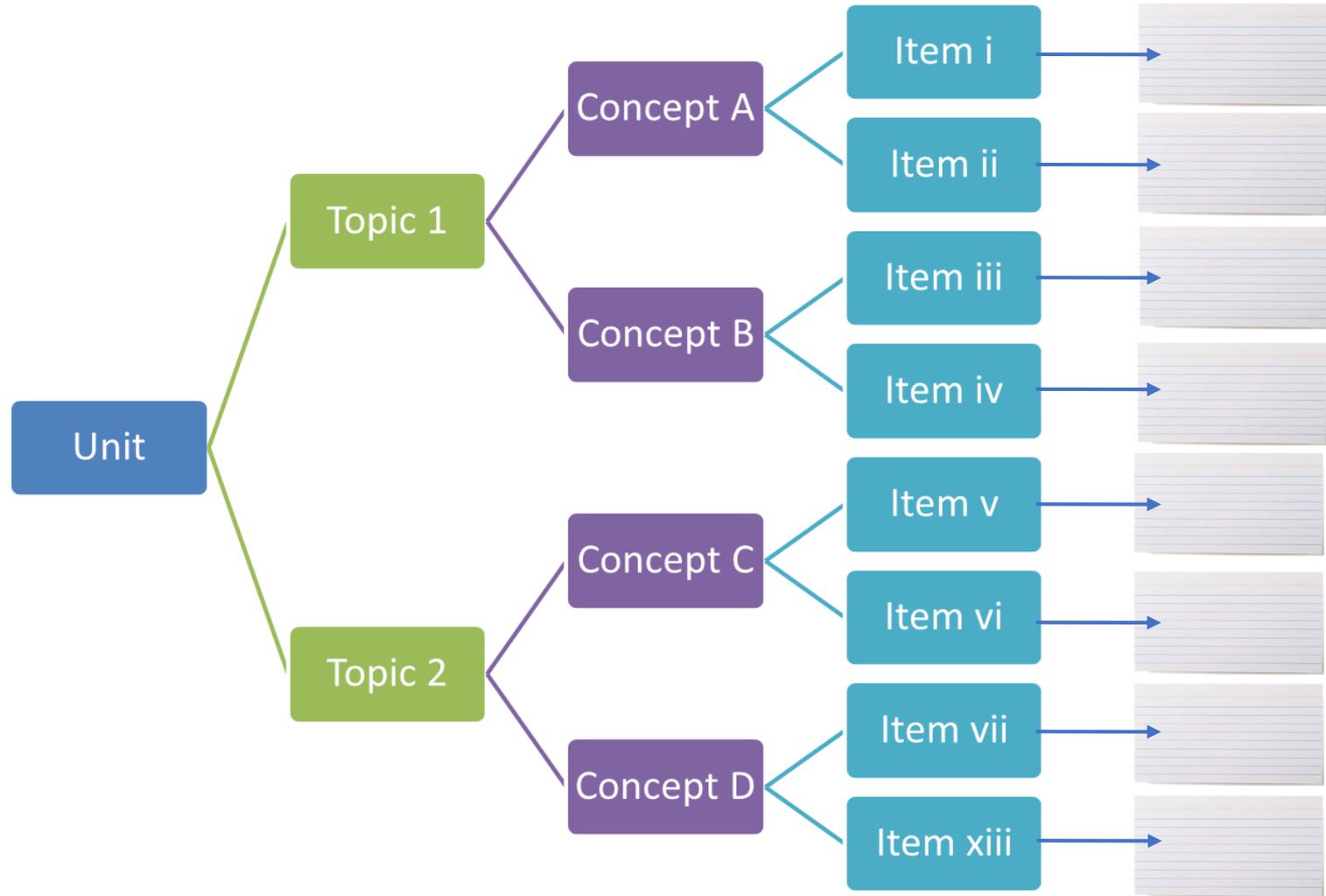
Contextualise

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



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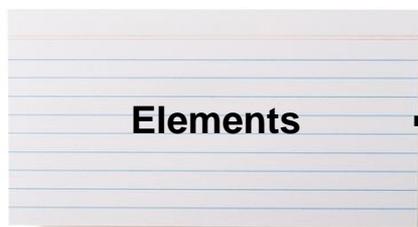
How does “Chunking” work?



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Examples of “Chunking”

On the FRONT



Elements:

- ✦ Made up of only one type of atom
- ✦ Each element has it's own symbol
- ✦ An example of an element is Sodium
- ✦ The periodic table symbol of Sodium is Na
- ✦ Elements can combine to form **'compounds'**

On the BACK



Compounds:

- ✦ Contain more than one type of atom
- ✦ They are formed from at least two **'elements'** through chemical reactions
- ✦ An example of a compound is Sodium Chloride (NaCl or 'salt')
- ✦ The components of a compound cannot be separated by physical means
- ✦ They can be separated only by chemical means

Using “Chunking” with “Elaboration”

Concept Cards

Structural Features

**Argumentative
Writing**

Comparison

Elaboration Cues

Draw this concept

**Describe concept without
using words on the card**

**Give a real life example of
this concept**

**What is the opposite of this
concept?**

**How would you explain this
idea to a novice?**

**How does this concept relate
to another concept?**

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”?



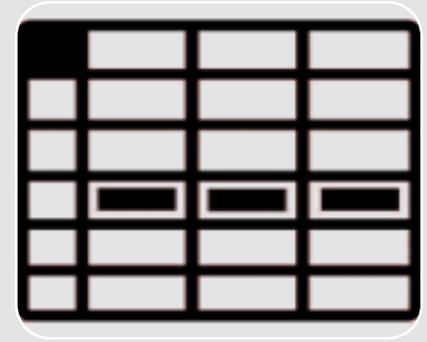
Knowing steps and timings involved in assessments e.g. through “Walking Talking Mocks” (WTM)



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?

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.

For example:

1. Highlight the key **command word** in the question (e.g. “Describe”, “Explain”, etc...).
2. Highlight the key **knowledge content** that the question is wanting you to respond to/with.
3. Think about what you know about that would help to answer the question and write those points quickly in the margin.
4. Use your quick notes to write your answer and then check back to make sure you have covered everything.

Analyse how the **writer uses language to describe** the accident.

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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.

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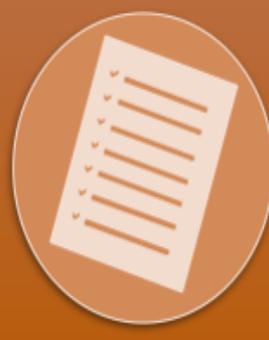
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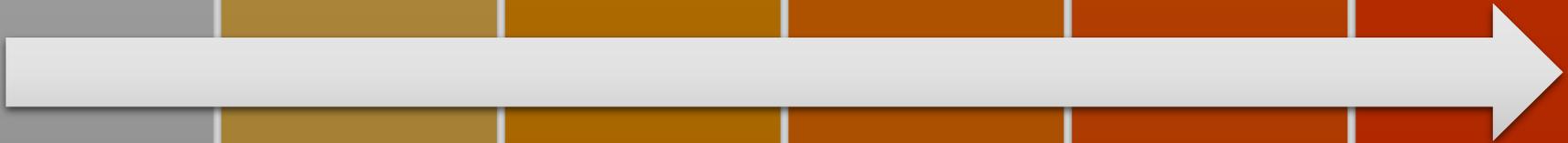
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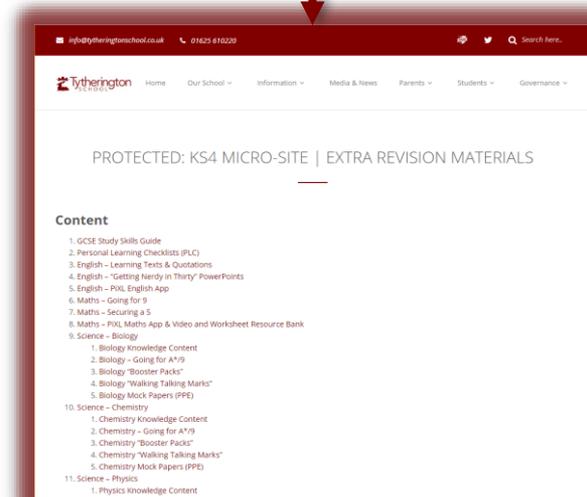
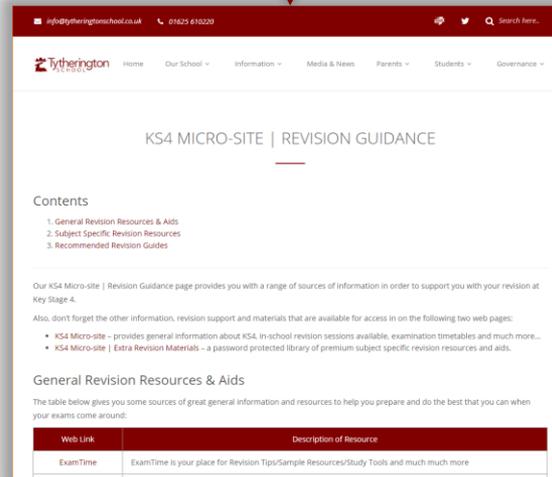
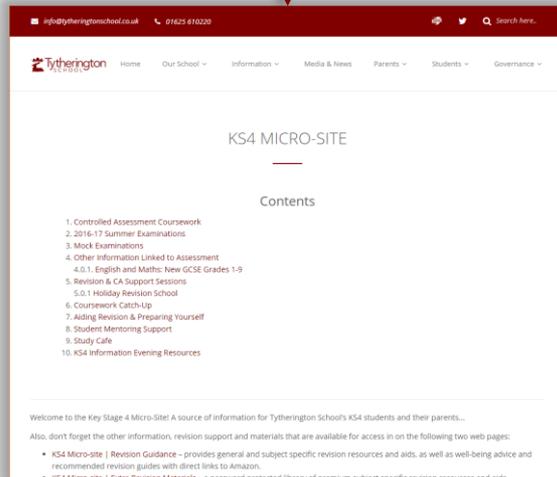
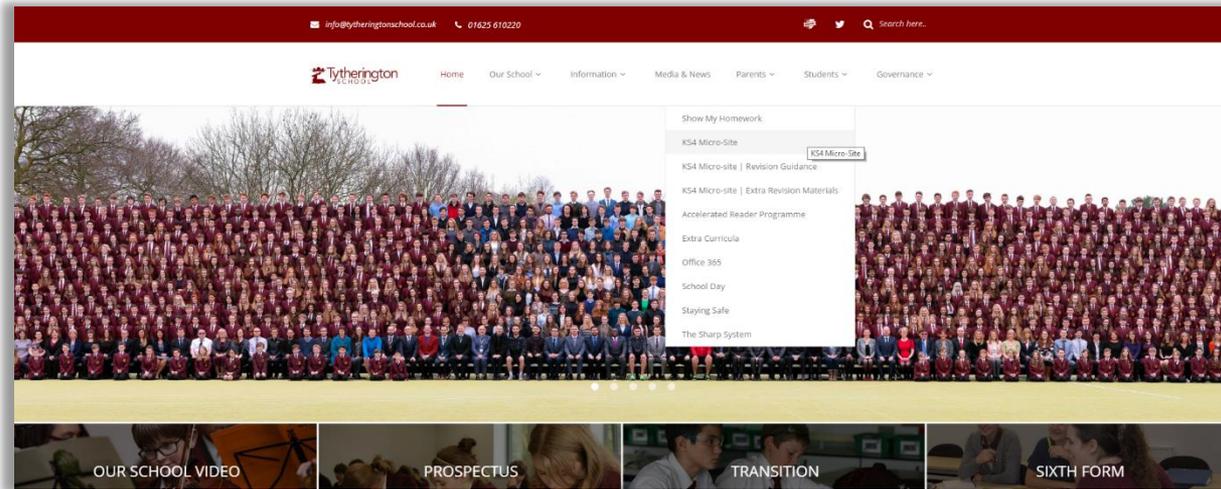
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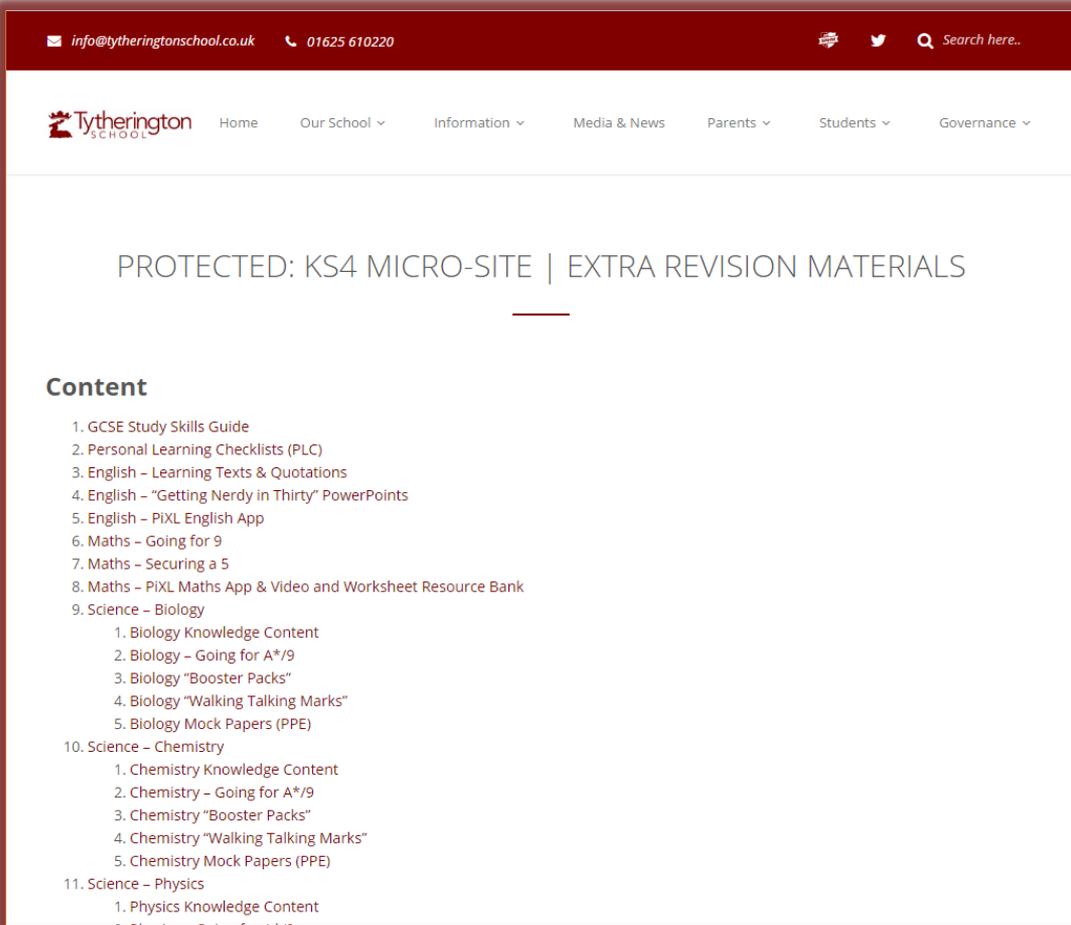
...Study &
Do

Resources



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Accessing the Protected KS4 MicroSites



info@tytheringtonschool.co.uk 01625 610220 Search here..

Home Our School Information Media & News Parents Students Governance

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 – Going for 9
7. Maths – Securing a 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)
10. Science – Chemistry
 1. Chemistry Knowledge Content
 2. Chemistry – Going for A*/9
 3. Chemistry “Booster Packs”
 4. Chemistry “Walking Talking Marks”
 5. Chemistry Mock Papers (PPE)
11. Science – Physics
 1. Physics Knowledge Content

The password was given out at the Year 10 & 11 “Preparation & Revision Guidance” Information Evening on Tuesday 13th March 2018.

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

apilbury@tytheringtonschool.co.uk

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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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