

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26	27	28	29	30	1 Morov Unit 3A Ch. 4	2 Morov Unit 3A Ch. 5
3 <sup>○</sup> Full Moon Peoples Unit 3A Ch. 3	4 Peoples Unit 3B Ch. 2	5 Peoples Unit 3B Ch. 1	6 Waterson Unit 2 Review Spanish	7 Spanish Exam Unit 3	8 Waterson Unit 1	9 Waterson Unit 1
10 Mothers' Day Review Neuro	11 <sup>●</sup> 3rd Quarter Neuro Exam Review History	12 History Exam	13	14	15	16
17	18 <sup>●</sup> New Moon	19	20	21	22	23
24	25 Memorial Day <sup>○</sup> 1st Quarter	26	27	28	29	30



**REVISION...**

# Five aspects for more effective revision

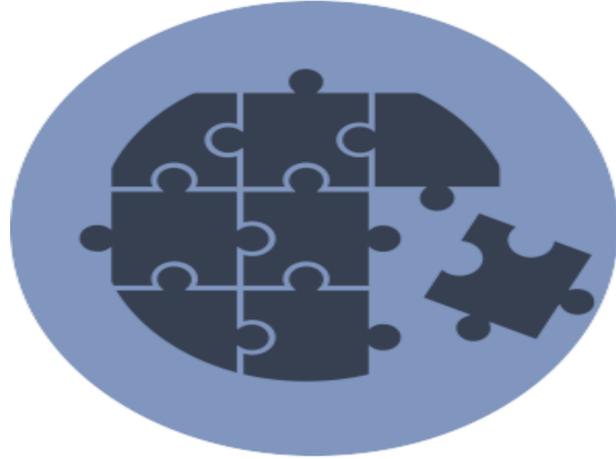
1

SPACING



2

CHUNKING



3

QUIZZING



4

ELABORATION



5

EXAM APPLICATION

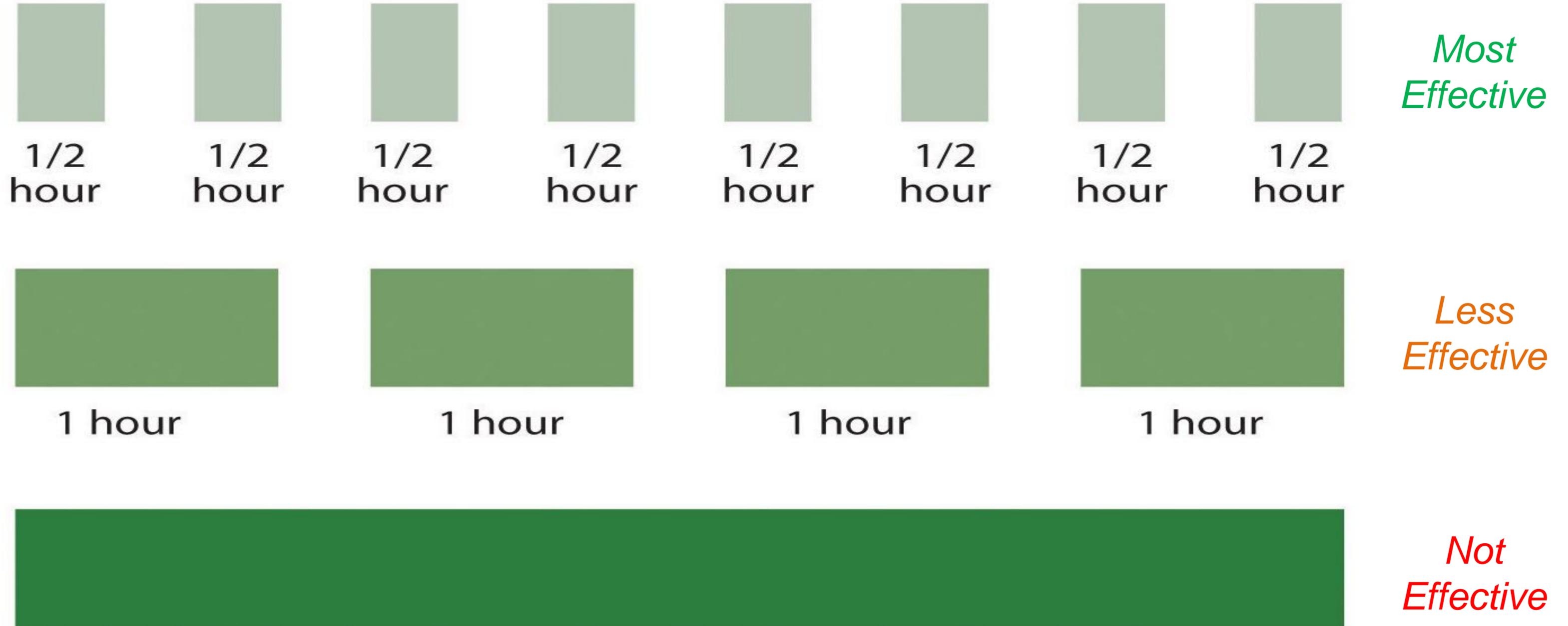


# #1 Spacing

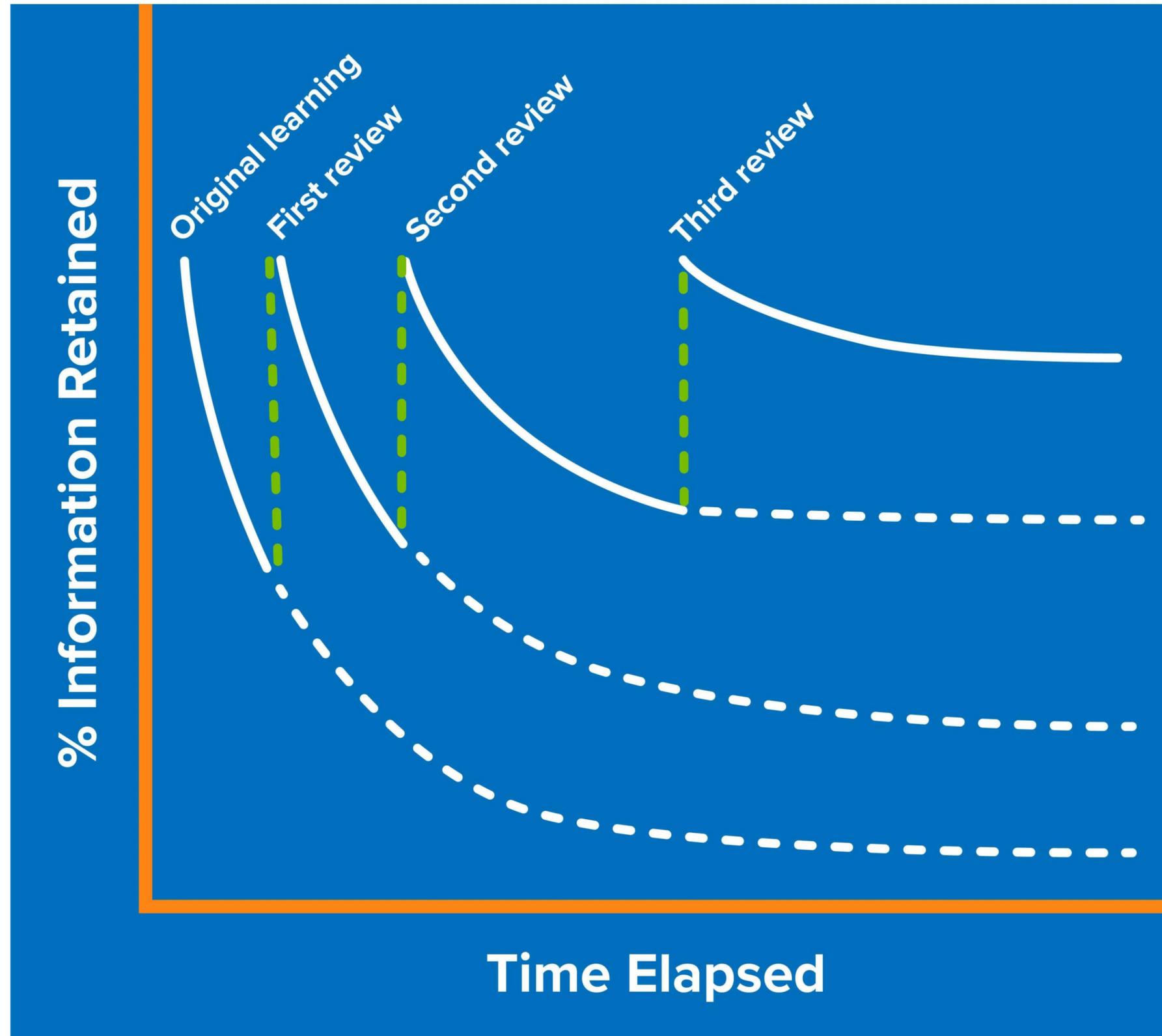


# The principle of spacing

(exact times may differ)



# Why does spacing work?



# Example spaced timetable

Science

RS

English

Maths

**Monday**

**Tuesday**

**Wednesday**

**Thursday**

**Friday**

**Saturday**

**Sunday**

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

The late  
romance plays

General  
Binomial  
Expansion

Features of  
carbonyl  
compounds

Partial  
Fractions

Otto's concept  
of numinous

Partial  
Fractions

Jacobean  
theatre

**BREAK**

Parametric  
Equations

Act One  
character and  
plot

Algorithms

Properties  
carboxylic  
acids

features of  
carbonyl  
compounds

Theme of  
Power and  
control

William James  
- experiences

Properties  
carboxylic  
acids

Swinburne  
credulity &  
testimony

Theme of  
Power and  
control

Act One  
character and  
plot

Algorithms

Parametric  
Equations

General  
Binomial  
Expansion

**BREAK**

Swinburne  
credulity &  
testimony

Esters,  
triglycerides and  
fats

Parametric  
Equations

William James  
- experiences

Biblical  
examples of  
experiences

The late  
romance plays

Esters,  
triglycerides and  
fats

# Use your PLCs



**PIC**  
Personalised  
Learning Checklist

Module C1

1. NUMBER AND ALGEBRA

	Teacher	Student
Know and use the rules of indices to find a value	<input type="radio"/>	<input checked="" type="radio"/>
Know and use the rules of indices to simplify expressions	<input type="radio"/>	<input checked="" type="radio"/>
Factorise harder quadratics	<input type="radio"/>	<input checked="" type="radio"/>
Simplify surds and rationalise denominators	<input type="radio"/>	<input type="radio"/>
Solve quadratic equations by factorising	<input type="radio"/>	<input type="radio"/>
Complete the square for quadratics and identify min/max value and corresponding x	<input type="radio"/>	<input type="radio"/>
Solve quadratic equations by completing the square	<input type="radio"/>	<input type="radio"/>
Know and use the Quadratic Discriminant	<input type="radio"/>	<input type="radio"/>
Solve simultaneous equations where one is linear and one is non-linear	<input type="radio"/>	<input type="radio"/>

**FOCUS ON YOUR RED TOPICS!**

# Five aspects for more effective revision

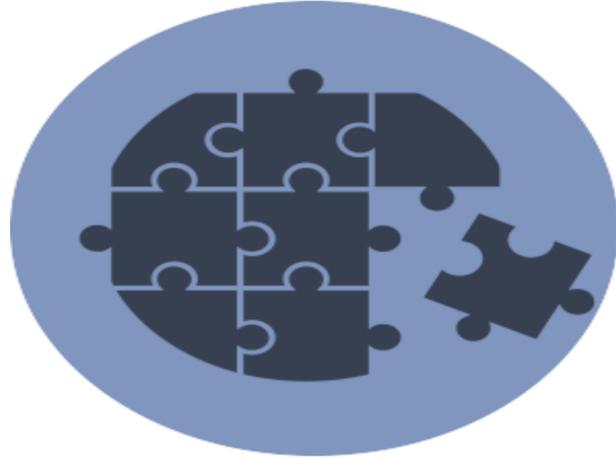
1

SPACING



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ELABORATION

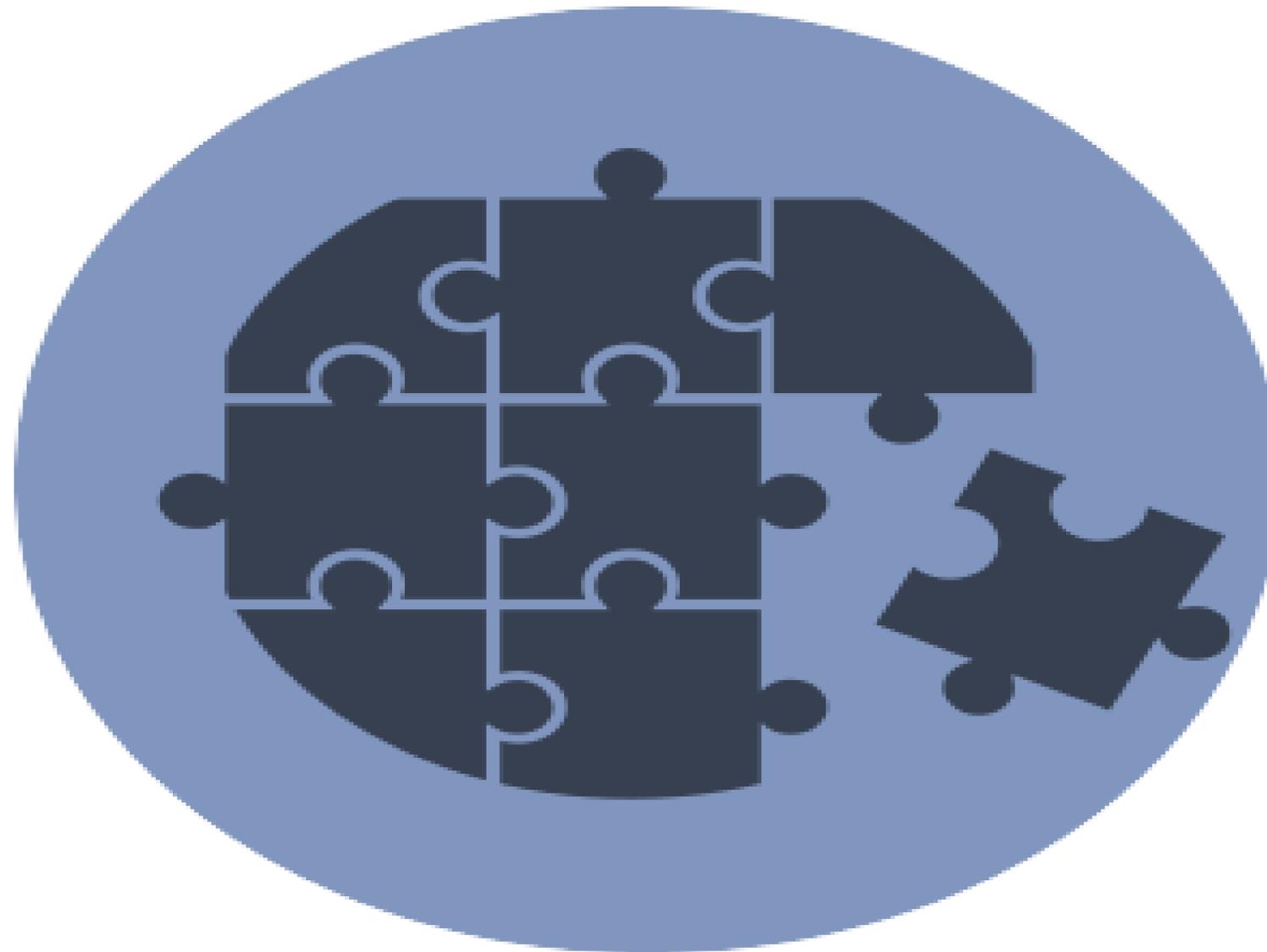


5

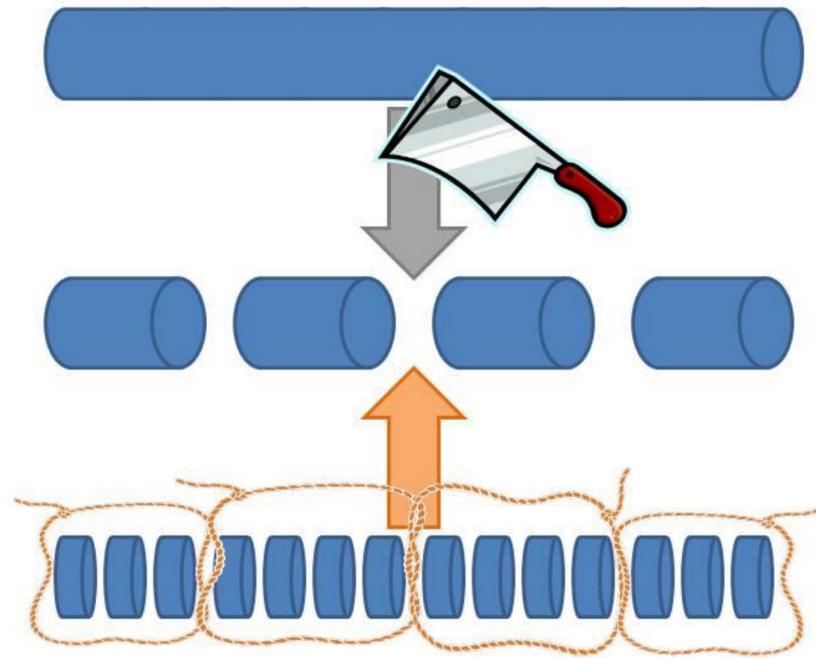
EXAM APPLICATION



# #2 Chunking



## 2 Views of Chunking



## What is chunking?

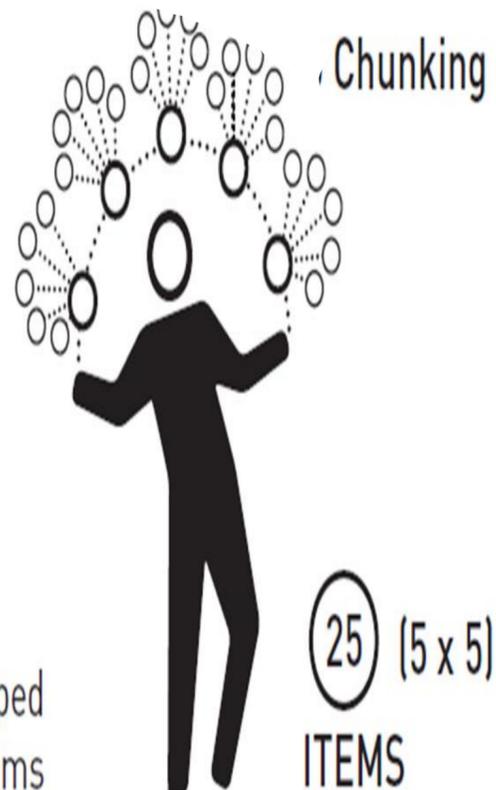
Un-chunked List



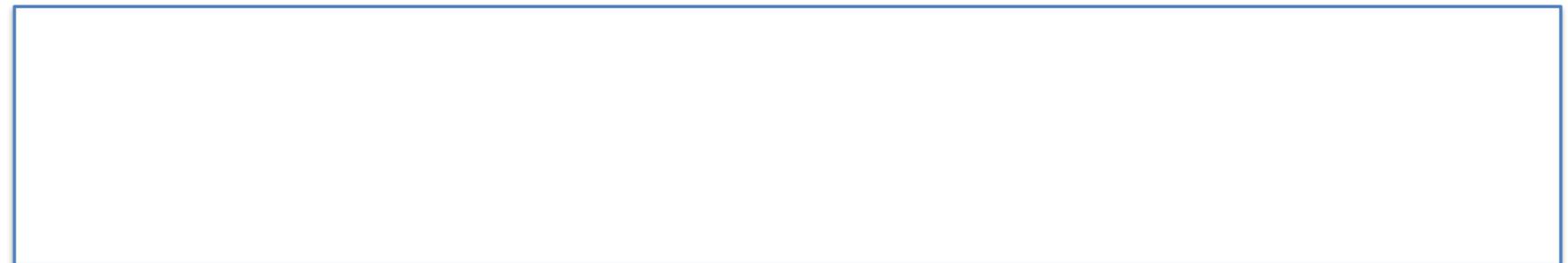
No Chunking



Chunking



Chunked List



# The key is a PLC...



Student, Anne  
Edexcel A Level Maths C1 PLC

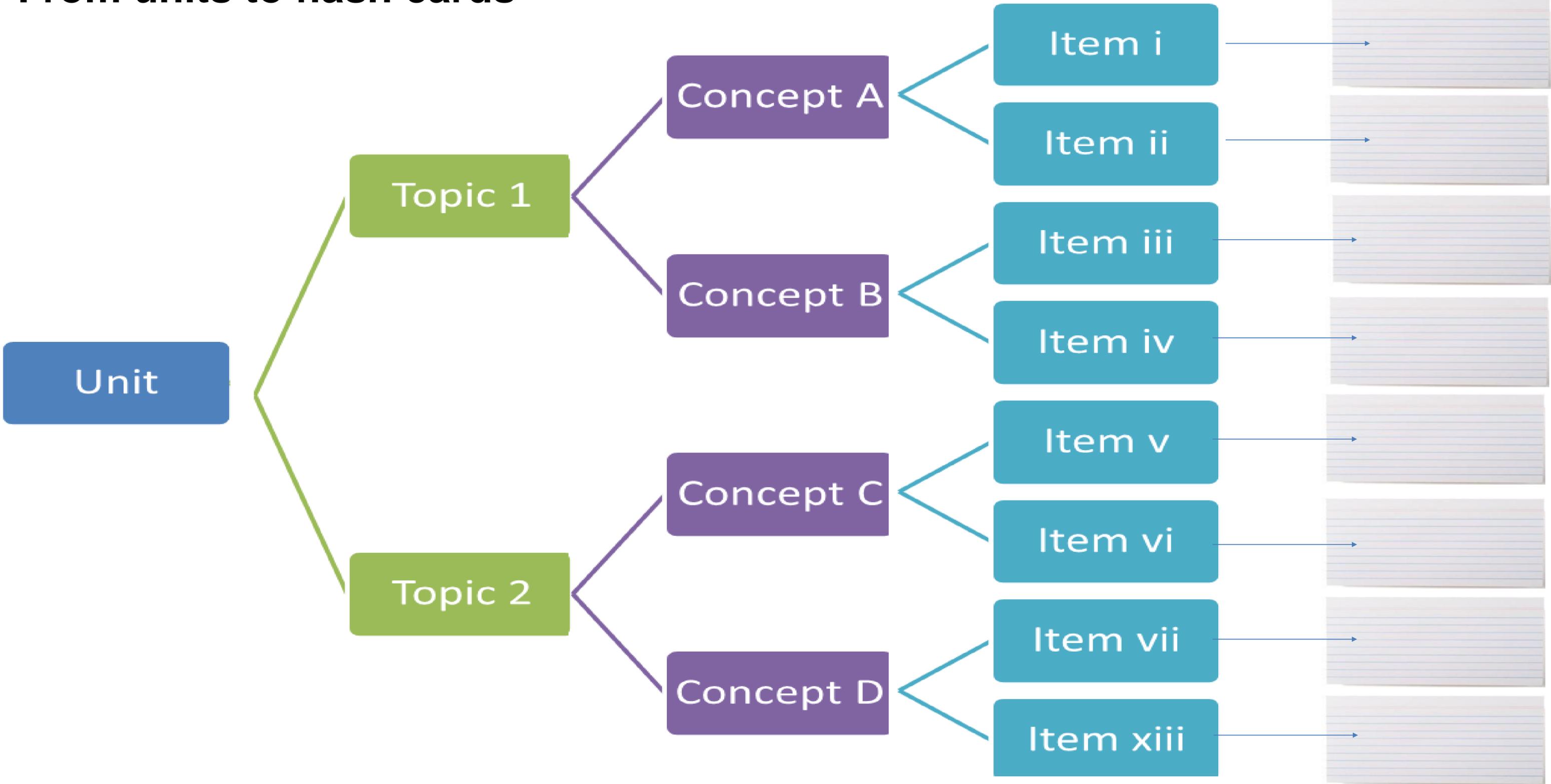
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Solve simultaneous equations where one is linear and one is non-linear	<input type="radio"/>	<input type="radio"/>

**FOCUS ON YOUR RED TOPICS!**

# From units to flash cards



# FRONT

## Positivism

# BACK

- ✦ Positivists take a scientific approach to researching Sociological phenomenon.
- ✦ There is usually a hypothesis instead of an aim or research question, which can be tested using objective, reliable research methodology such as questionnaires, structured interviews, official statistics.
- ✦ Positivists use quantitative data, which can be used to establish patterns and trends, cause and effect.

## Positivism

- ✦ Scientific approach
- ✦ Hypothesis to test
- ✦ ↑ Objective; ↑ R; V-Freedom
- ✦ Methods = Q., SI, Official Stats
- ✦ Quant = P&T, C&E

# FRONT

**Positivism**

# BACK

- ✦ Positivists take a scientific approach to researching Sociological phenomenon.
- ✦ There is usually a hypothesis instead of an aim or research question, which can be tested using objective, reliable research methodology such as questionnaires, structured interviews, official statistics.
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**Positivism**

Scientific approach

Hypothesis to test

Objective; R; V-Freedom  
Methods = Q., SI, Official  
Stats

Quant. = P&T, C&E



# Acronyms

SOHCAHTOA

Plc

ASAP



PEEL



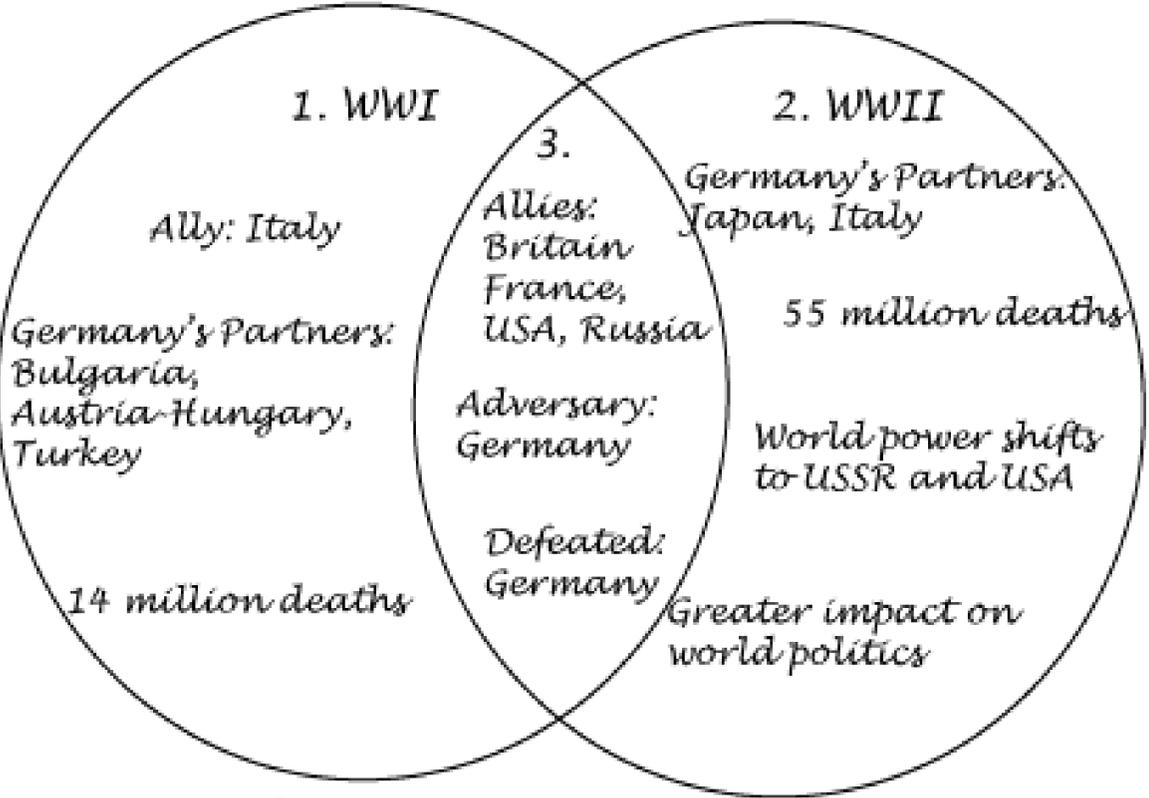
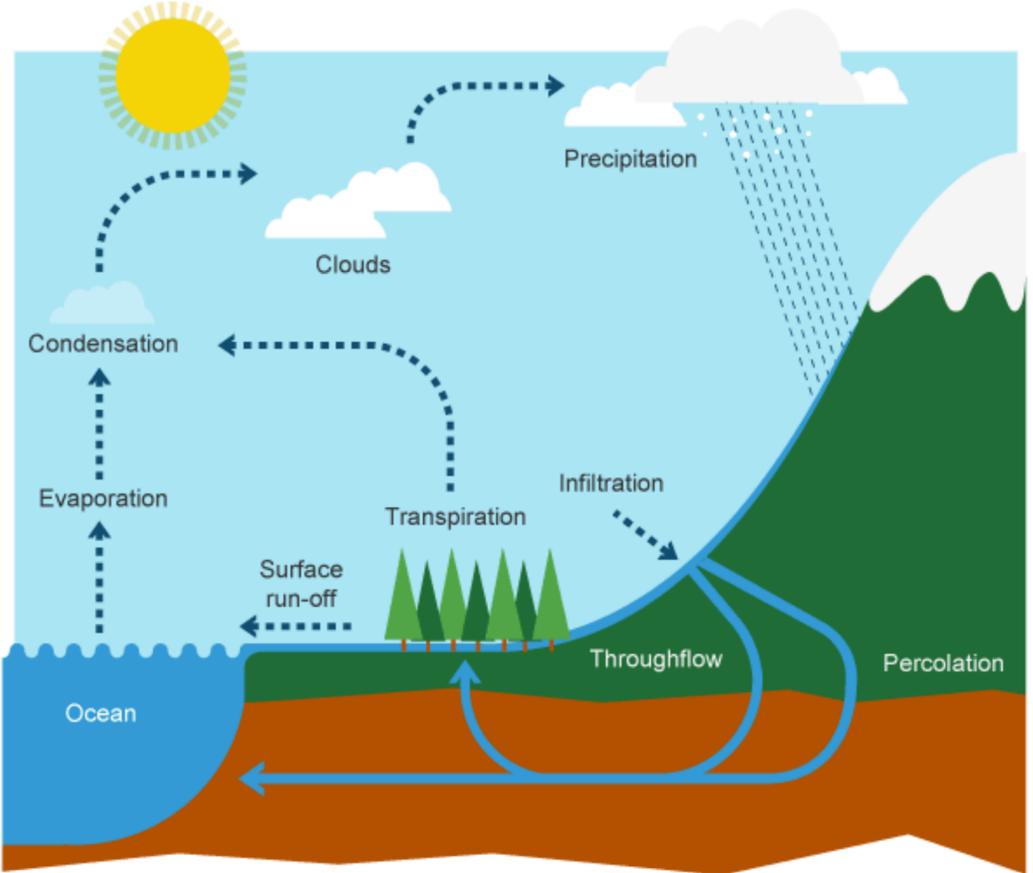
Power  
CRABS

# Mnemonics

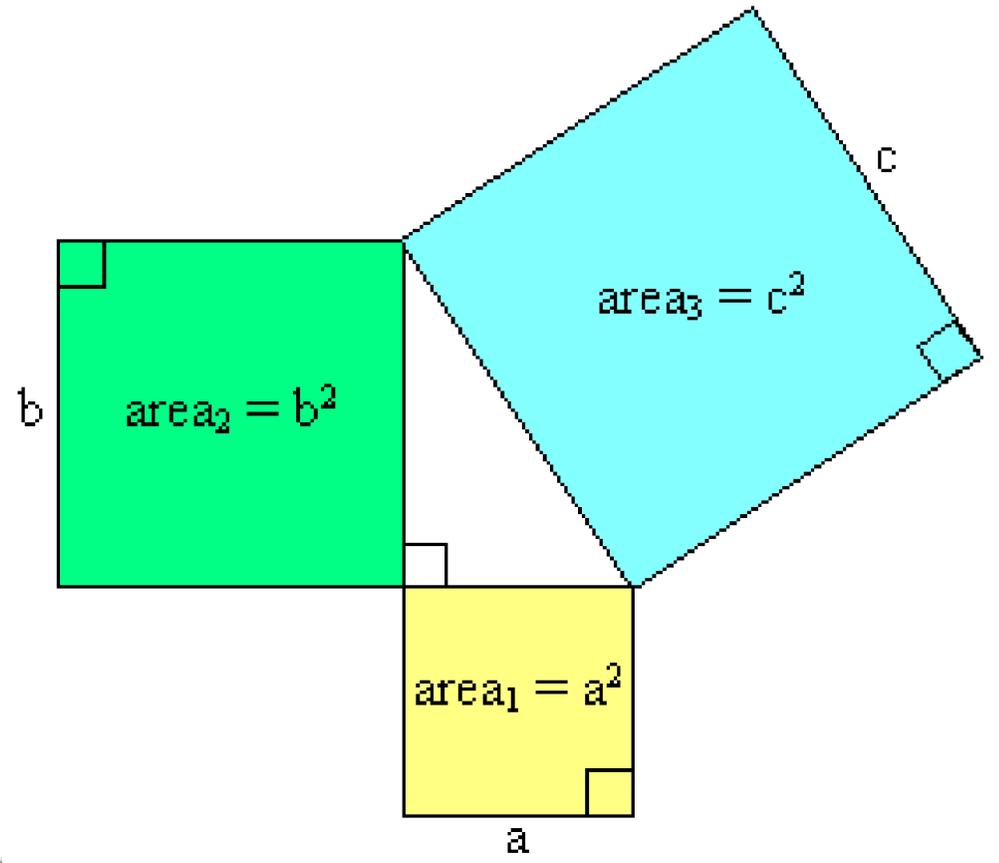
Never Eat  
Shredded Wheat

Richard Of York  
Gave Battle In Vain

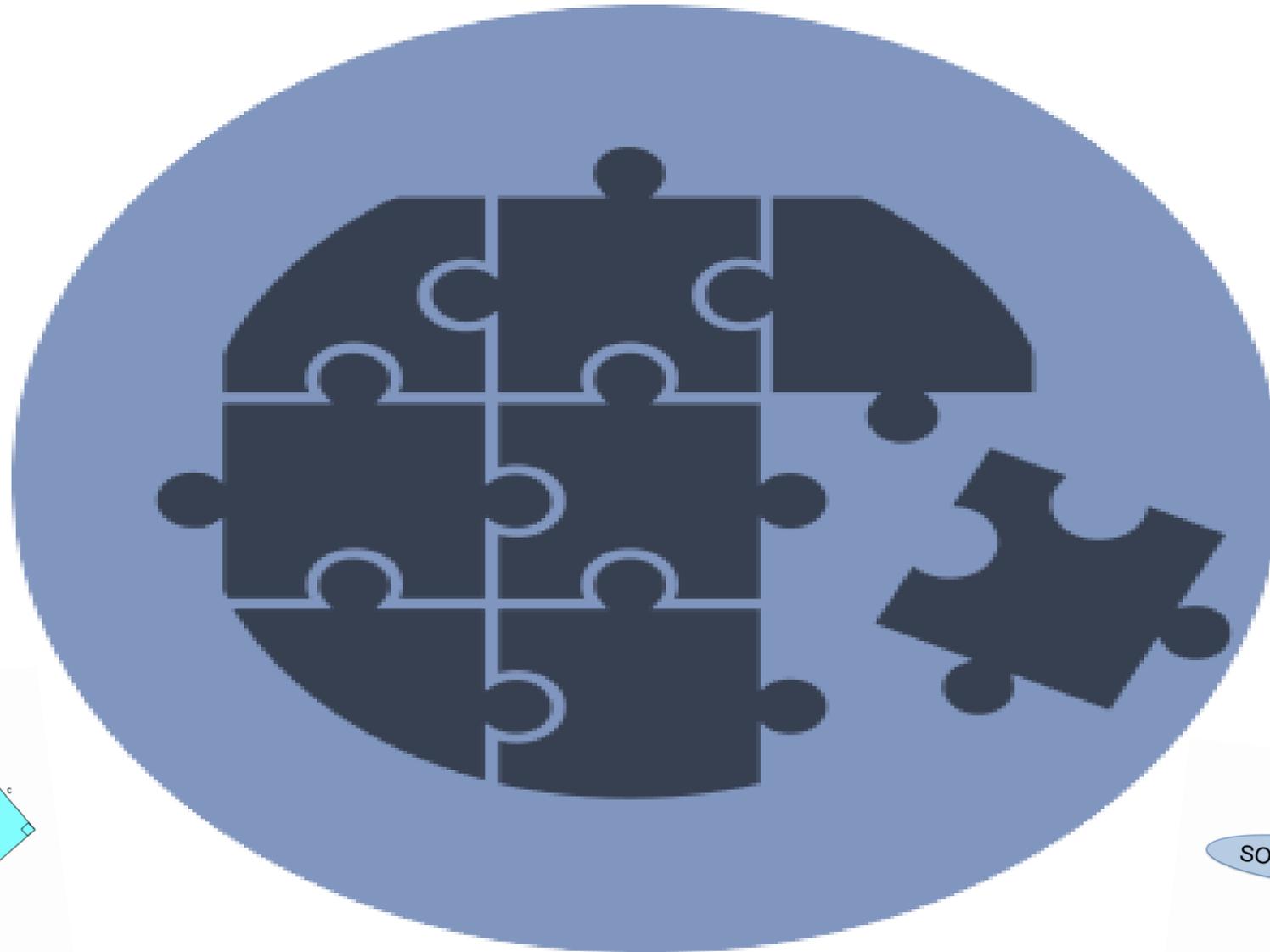
# Diagrams



Source: Writer's Inc., pg. 361



# #2 Chunking



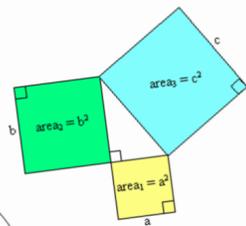
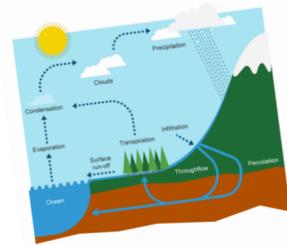
## Mnemonics

Never Eat  
Shredded Wheat

Richard Of York  
Gave Battle In Vain



## Diagrams



## Acronyms

SOHCAHTOA

PLC

ASAP



PEEL



Power  
CRABS

# Five aspects for more effective revision

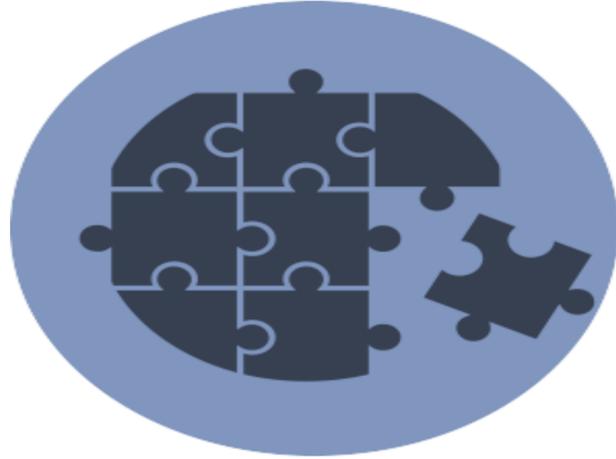
1

SPACING



2

CHUNKING



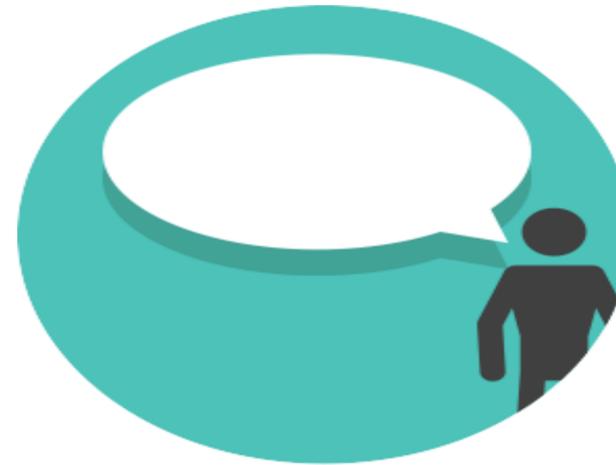
3

QUIZZING



4

ELABORATION



5

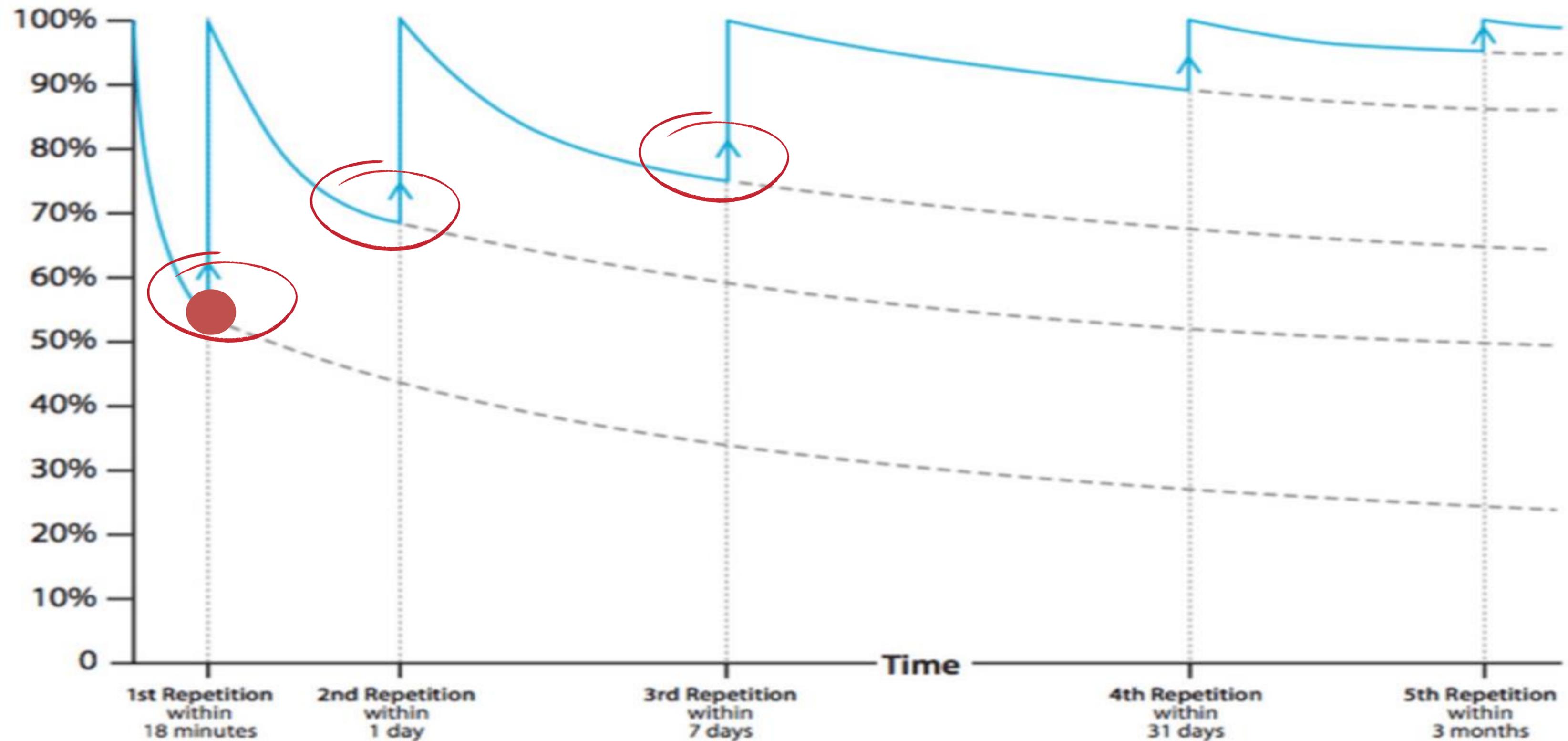
EXAM APPLICATION



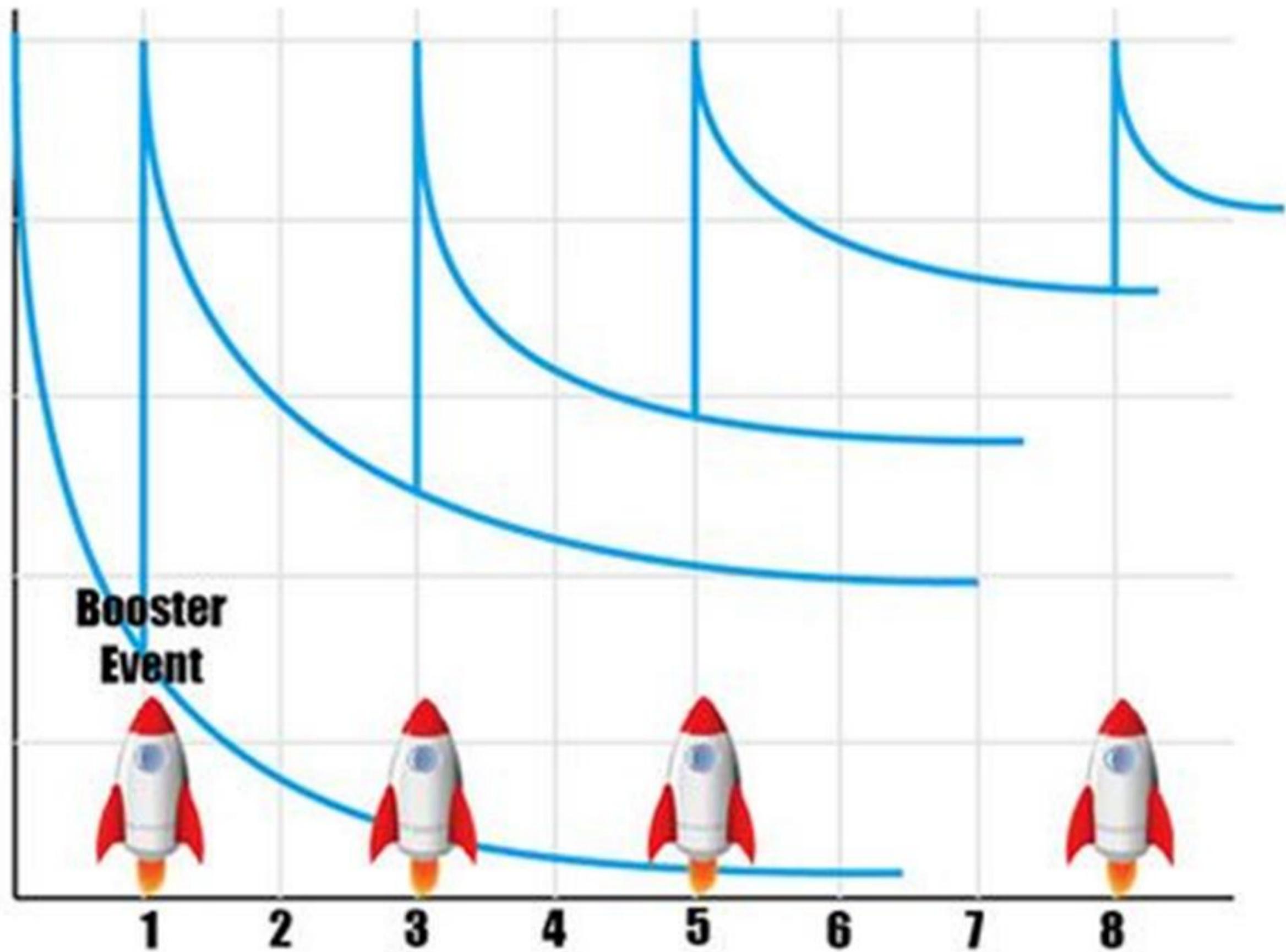
# #3 Quizzing



# What is quizzing and why does it work?



**Memory Retention (%)**



# What does quizzing look like?

## 1. Flash-cards

Self-Test; Peer-Test

## 2. Comprehension

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

## 3. 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*

## 4. 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.*

## 5. Quick Plan

Plan your answer to the following question:

*Outline the evidence for female disadvantage in the contemporary UK.*

6. ??

7. ??

8. ??

It must be a **true** test...

- Read out loud
- Write the answer
- Someone else asks you

# #4 Elaboration



# What is elaboration?

## **Clarify**

What does this mean?

## **Analyse**

Why does this matter?  
Why does this happen?

## **Speculate**

So what?  
What would happen if...?

## **Contextualise**

How does this relate to...?



## Concept cards

**Photosynthesis**

**Persuasive  
Techniques**

## Elaboration cues

**Draw this concept**

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

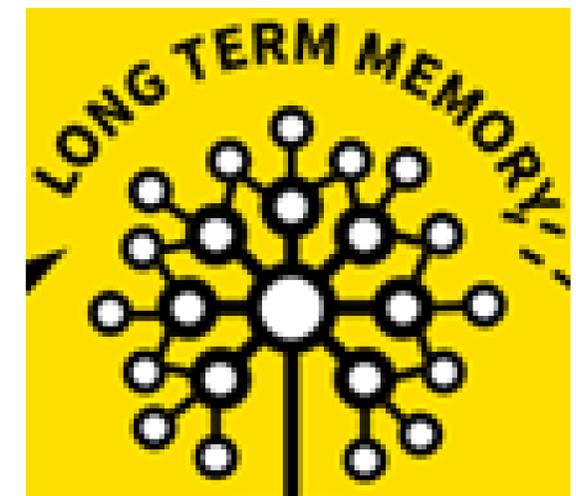
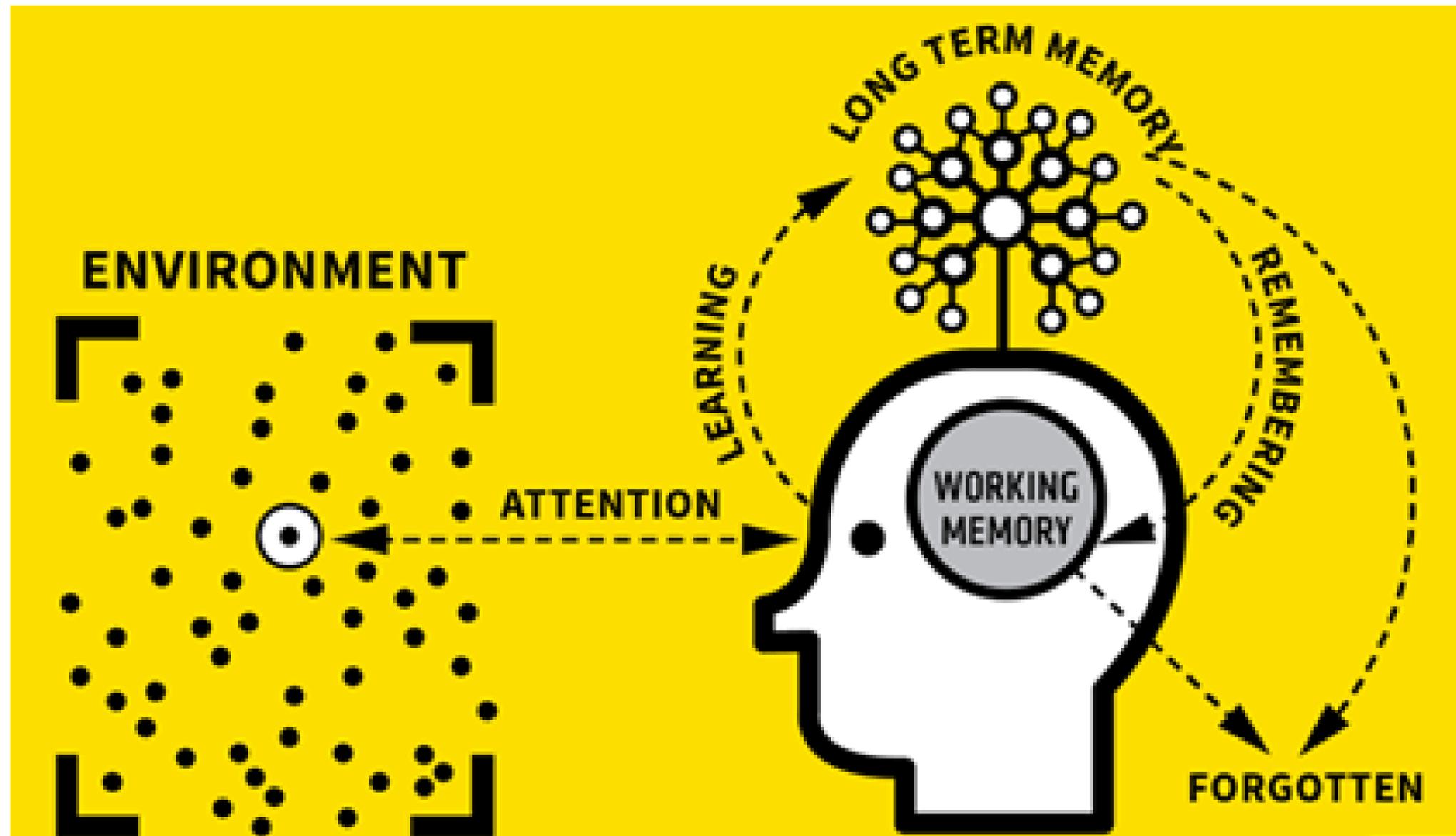
**How would you  
explain this idea to a  
novice?**

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

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

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

# Why does elaboration work?

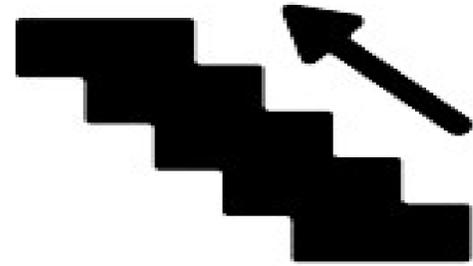


THE KEY IS **UNDERSTANDING!**  
... ASK FOR HELP IF YOU NEED IT.

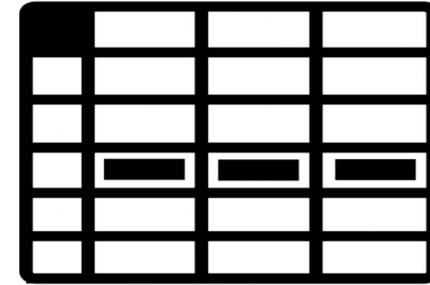
# #5 Exam Application



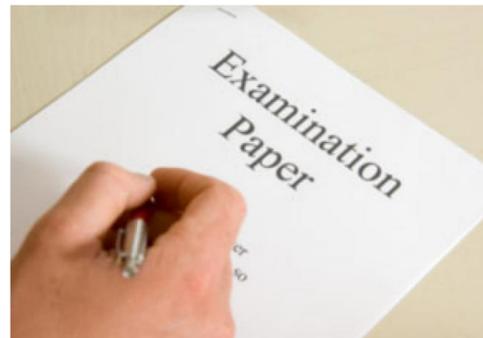
# What is exam application?



Knowing steps and timings involved in assessments.



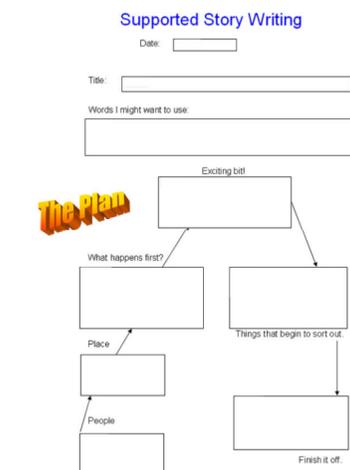
Evaluating work against objectives or targets set by yourself or a teacher.  
e.g. a PLC



Practise answering questions using Past Papers.



Use the 'model answers' provided by staff.



Use the 'writing frame' or 'how to answer' guides, provided by staff.

Level	Mark	AO3
Level 0	0	No rewardable material
Level 1	1-4	<ul style="list-style-type: none"><li>Little understanding of language, structure and form and how these are used to create literary effects</li><li>Limited connections are made between particular techniques used by the writer and presentation of ideas, themes and settings</li><li>Limited use of relevant examples to support the answer</li></ul>
Level 2	5-8	<ul style="list-style-type: none"><li>Some understanding of language, structure and form and how these are used to create literary effects</li><li>Some connections are made between particular techniques used by the writer and presentation of ideas, themes and settings</li><li>Some use of relevant examples to support the answer</li></ul>
Level 3	9-12	<ul style="list-style-type: none"><li>Clear understanding of language, structure and form and how these are used to create literary effects</li><li>Sound connections are made between particular techniques used by the writer and presentation of ideas, themes and settings</li><li>Use of clearly relevant examples to support the answer</li></ul>
Level 4	13-16	<ul style="list-style-type: none"><li>Thorough understanding of language, structure and form and how these are used to create literary effects</li><li>Assured connections are made between particular techniques used by the writer and presentation of ideas, themes and settings</li><li>Use of assured, relevant examples to support the answer</li></ul>
Level 5	17-20	<ul style="list-style-type: none"><li>Perceptive understanding of language, structure and form and how these are used to create literary effects</li><li>Discriminating connections are made between particular techniques used by the writer and presentation of ideas, themes and settings</li><li>Discriminating use of relevant examples to support the answer</li></ul>

Check your answers using the mark scheme or a checklist provided by staff.

# Five aspects for more effective revision

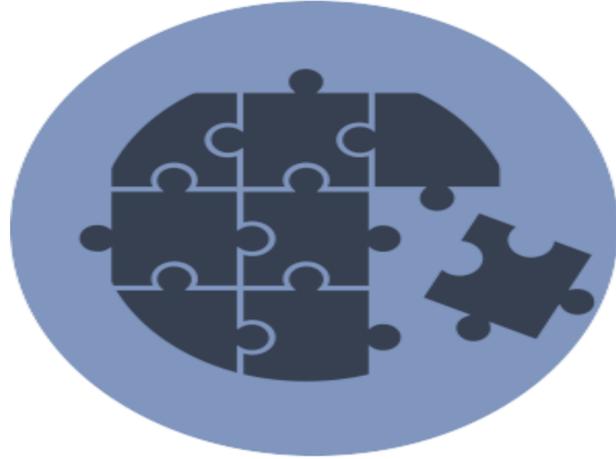
1

SPACING



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CHUNKING



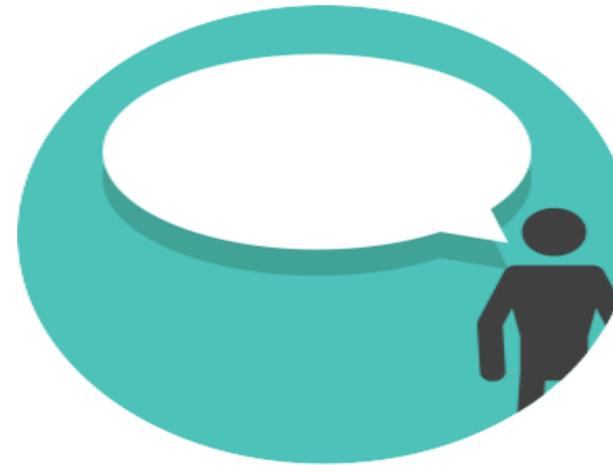
3

QUIZZING



4

ELABORATION



5

EXAM APPLICATION



# Six steps to improve independent study

**1**

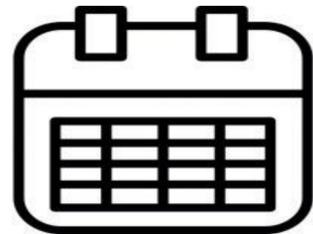
**When / where do I focus best?**



*right place and time to work  
(food, toilet, no music / phone etc.)*

**2**

**What order should I study?**



*plan study timetable*

**3**

**What do I already know about this?**



*link to prior knowledge*

**4**

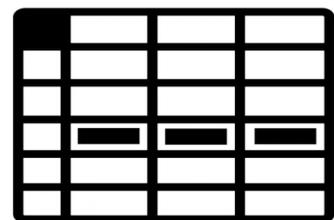
**How do I study best?**



*read, chunk, diagrams, quiz*

**5**

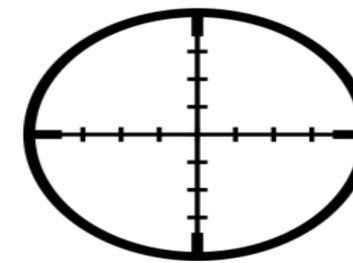
**How am I getting on?**



*review progress*

**6**

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



*focus on weaknesses*

# Key Processes for Improvement - A Checklist

- Winding down before sleep*
- Sleeping AT LEAST 8 hours a night*
- Eating 'brain food' at the right time*
- Exercising at the RIGHT time*
- No social media whilst revising*
- Timetabled block of time to revise - SPACING*
- Positive attitude and belief + Self-Talk*
- Organise folders*
- Learn basic knowledge and content*
- Update PLC frequently*
- Eliminate 'reds' by taking action*
- Use QUIZZING techniques*
- Complete papers in real time*
- Know the papers and mark schemes/exam reports*
- Use CHUNKING revision techniques (flashcards; mindmaps)*

# Additional Links

- Using Flashcards – click [here](#)
- Interleaving Techniques – click [here](#)
- Chunking Techniques – click [here](#)
- Spacing – click [here](#)
- Making a revision timetable – click [here](#)
- Online revision plan – click [here](#)

