

Supporting your child to form good study habits



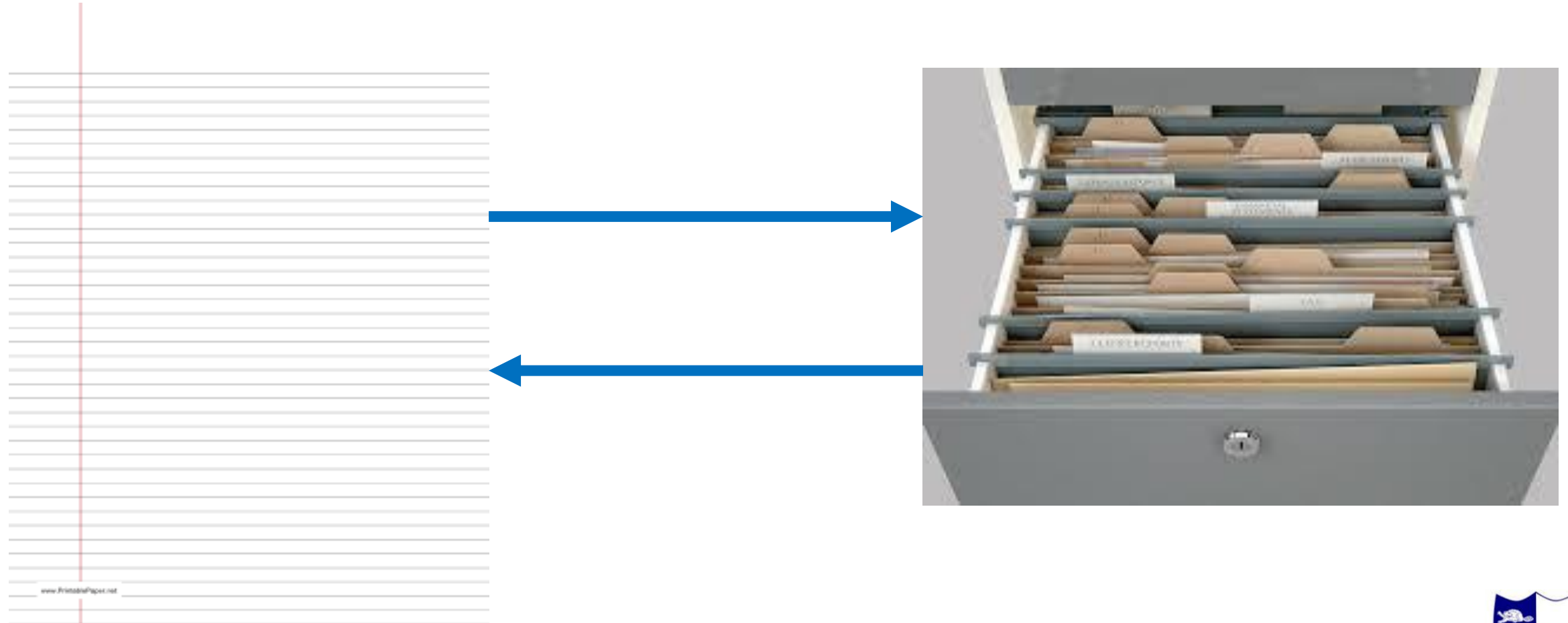
“Learning is a
change in the long
term memory”

Dylan William



Working memory

Long term memory

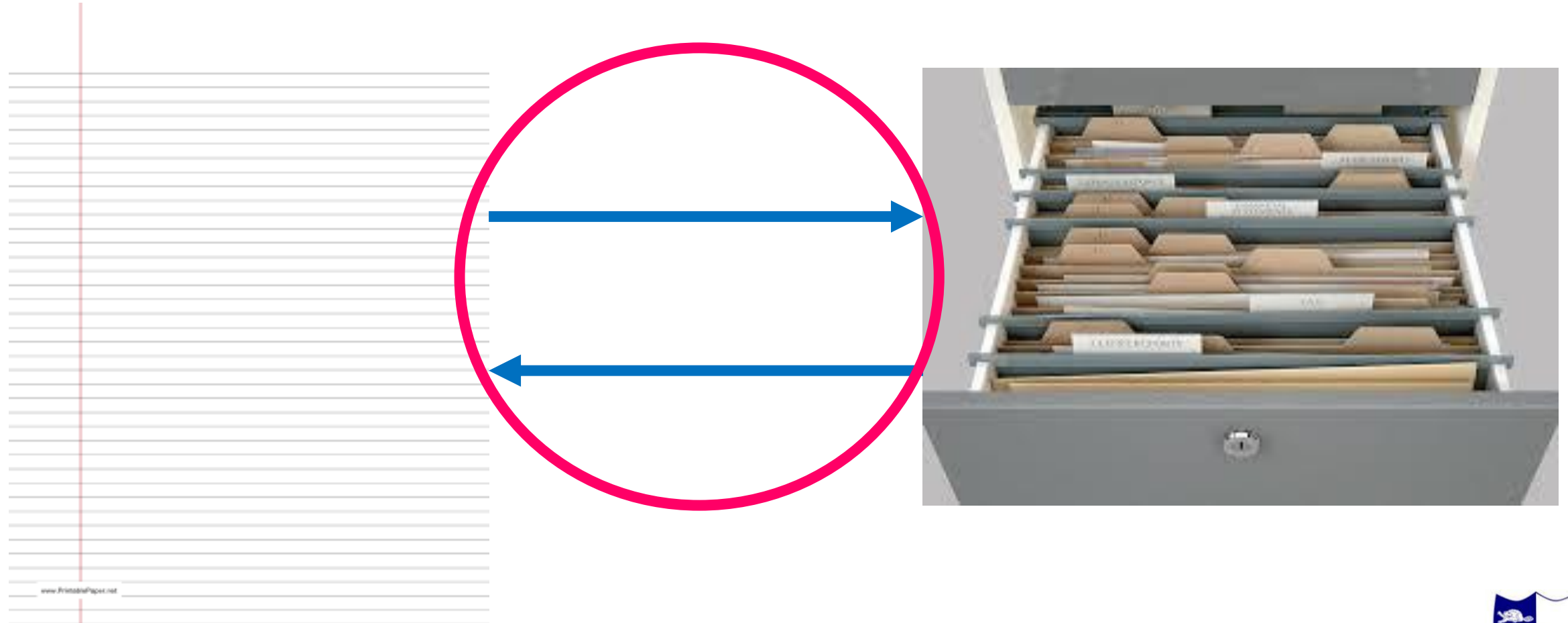


Ebbinghaus Forgetting Curve



Working memory

Long term memory



Why is this important for you?

To avoid unnecessary stress and panic in the exam period

To give you the most options post-16

To achieve your full potential

Not limiting yourself





**When is the best time
to start your revision?**



From day 1!



**When is the *next* best
time to start
your revision?**



Now!



I must begin
revision.
I must begin
revision.
I must begin
revision.



Planning & Strategies



(Re)vision

"to look at again,"

from Middle French reviser (13c.), from
Latin revisere "look at again, visit again,
look back on."



CONDENSE

Identifying the core knowledge from your notes & specification.

Cornell notes, knowledge organiser, key cards

1



MEMORISE

Disciplined, repetitious practice to transfer from working memory to long-term memory.

Mnemonics, mapping, elaboration

2



RETRIEVAL

Recalling information from your long term memory. This is effortful.

No notes – self quizzing - flash cards, blind maps, blank knowledge organisers

3



APPLY

Using your stored knowledge in a new context.

No notes – Extended exam answers, data analysis, linking ideas

4

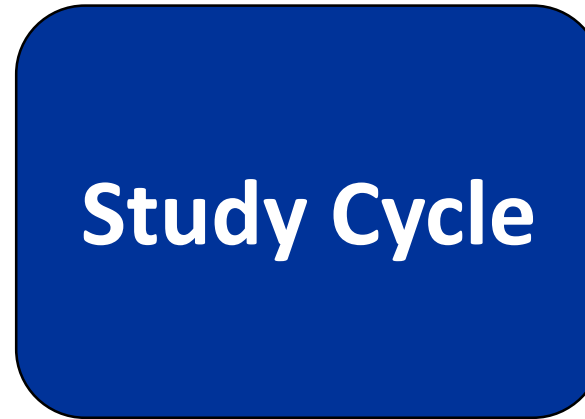


REVIEW

Reflecting on the progress in each topic. Identifying your gaps to feed back into the cycle.

Review proforma

5



Condense: identify core knowledge

You can't begin to *memorise and retrieve* until you know what you need to know!

How many subjects, exam papers, units and topics do you have?

Do you have the core knowledge for each **topic**?

- Knowledge organiser
- Revision guides
- Cornell notes

WHY IT WORKS: Condensing notes forces you to select the most important information for a topic. You can then use these to help you memorise the key terms/facts as well as testing your ability to expand the information again.



'If you can't explain it simply, you don't understand it well enough.'

Einstein



Cornell Notes

5th September 2018

"I'm talking as a hard-headed practical man of business."

| Keywords + questions | Notes |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| - Does Sheila doubt Gerald's faithfulness? | - undermined husband |
| | - Audience can't take Mr Birling seriously because he was wrong about everything. |
| | - Mr Birling takes the marriage as a business opportunity |
| | - Sheila seems wary about her marriage |
| Dramatic irony - when the audience knows something the character doesn't | Mr Birling Showing irony |
| | "except of course in Russia, which will always be behind" |
| | "And I say there isn't a chance of war" |
| | "unsinkable, absolutely unsinkable" - Repetition |
| | "The Germans don't want war" |

Mr Birling being opp. opinionated.

6th September 2018

"As if we were all mixed up together like bees in a hive"

| Keywords + questions | Notes |
|----------------------|-----------------------------------------------------------------------------------|
| arrogant | Mr Birling Quotes explanations |
| Selfish | 1) Russia made some of the best bombs before us and to do space travel before us. |
| Stubborn | 2) There was 2 wars |
| Assumptive | 3) The Titanic did sink - Gullible |
| Smug | 4) Germans wanted war more than us |
| Egotistical | - Mr Birling implies the audience is stupid or uninformed |
| | - He's assumptive |
| | - Acts like he's always right |
| | - He's narrow-minded |
| | - 'Never' wrong |
| | - Dominates the conversation |
| | - He doesn't respect Eric - interrupts him |

An Inspector Calls

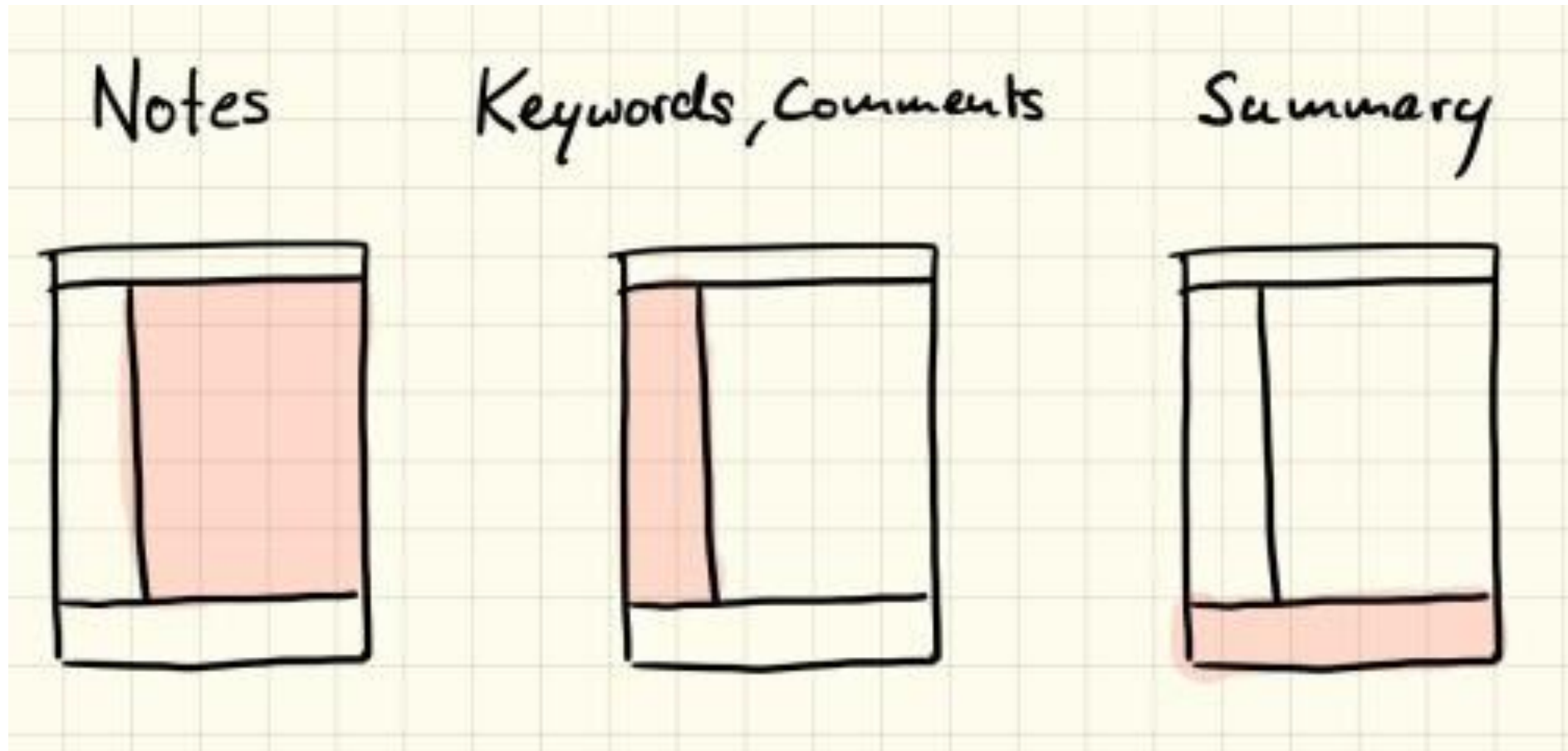
5th September

Lower Cost and higher prices

| Keywords | Notes |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mr Birling uses a lot of dramatic irony | - he thought the Titanic was unsinkable - unsinkable, absolutely unsinkable |
| | - thought that WW1 is never going to happen: "the Germans don't want war", "Silly little war scare" |
| | - thought Russia was behind the rest of the world when actually they did a lot of good things post war |
| | when talking about Russia he said "war will always be behind hand" |
| What does this show about Mr Birling? | - This shows Mr Birling is uncultured and uneducated, also that he is not willing to learn or he's quite full of himself |
| Why does Priestley create a pair opposite of himself? | - He creates an opposite himself on these characters as easier to make fun of. Also to show people at the time that were similar to Mr Birling that they were wrong |

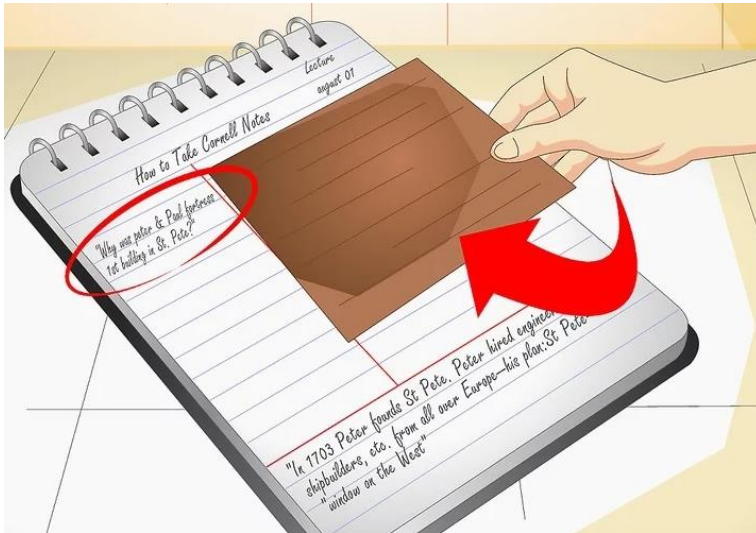
| Keywords | Summary |
|-----------------------------------------------|----------------------------------------------------------------------|
| Champ. Poul. dict. Steady. de Belf. Calm down | Lesson: This lesson I have learnt about Mr Birling's characteristics |

Note taking – Cornell Notes

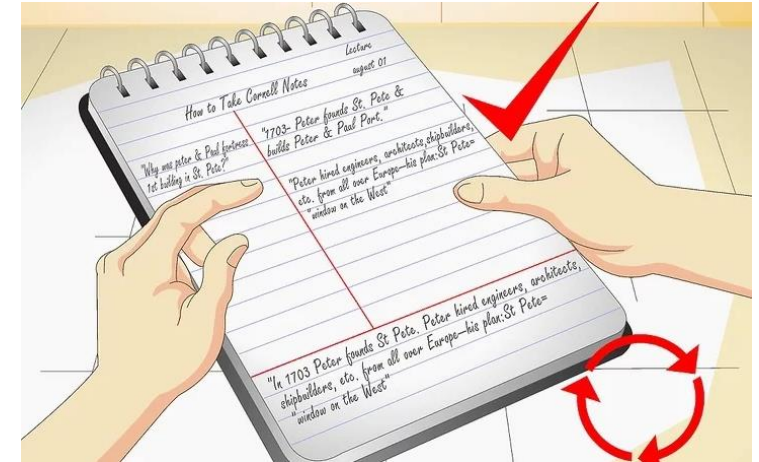


Using Your Notes to Study

1. Read your notes



2 - Use your notes to test your knowledge



3 - Review your notes as often as possible

Collate the key knowledge

**Character profiles +
key words**

An Inspector Calls

Spotlight on plot

Themes

Key methods

Context



Revision timetable

4x 20 minutes

| Monday | Biology | | English | | History | | Maths | |
|--------|--------------|---------------------------|-----------------------------|----------------|-----------------|-----------------|-------|----------------------|
| | Carbon cycle | Memorise | Charge of the light brigade | Condense | The road to WW1 | Memorise | Logic | Apply |
| | | Design a picture sequence | | Make key cards | | Make a mnemonic | | Answer questions 1-5 |

Effective revision activities



| Technique | Description | Effectiveness in memory retention |
|---------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------|
| Distributed practice | Developing a schedule of revision/learning activities over time | HIGH |
| Elaborative interrogation | Thinking about 'why' you have answered a question or creating an explanation for a response | MODERATE |
| Highlighting | The use of highlighters or underlining while reading/ re-reading | LOW |
| Imagery | Attempting to form mental images of materials while reading | LOW |
| Interleaved practice | Developing a schedule that mixes different techniques during a period of study | MODERATE |
| Keyword mnemonic | Use of key terms/ acronyms/ images to associate with concepts to be learned | LOW |
| Practice testing | Self-testing or using past exam questions while learning | HIGH |
| Re-reading | Revisiting text that has already been read | LOW |
| Self-explanation | Linking new information to known information or using applied questions (problem-based learning) | MODERATE |
| Summarisation | Writing summaries of concepts/ areas of study | LOW |

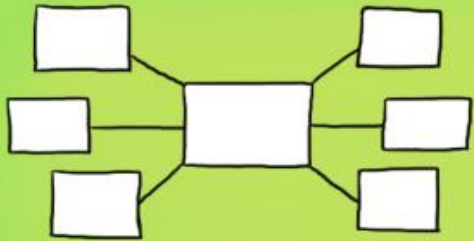


Before you start put away all your books & classroom materials.

4 methods of retrieval practice

BRAIN DUMP

Write, draw a picture, create a mind-map on everything you know about a topic.



Give yourself a time limit, say 3 minutes, then have a look at your books & add a few things you forgot.

QUIZZING

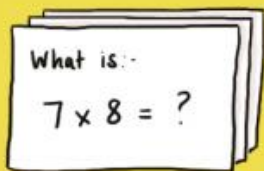
Create practice questions on a topic. Swap your questions with a partner & answer.

Question - What is a metaphor?

- ☐ A comparison using 'like, as, than'.
- ☐ A comparison where one thing is another.
- ☐ A comparison with a human attribute.

FLASHCARDS

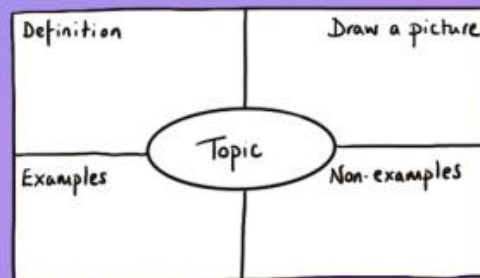
Create your own flashcards, question on one side answer on the other. Can you make links between the cards?



You need to repeat the Q&A process for flashcards you fail on more frequently & less frequently for those you answer correctly.

KNOWLEDGE ORGANISERS

Complete a knowledge organiser template for key information about a topic.



You can use knowledge organisers to learn new vocab & make links in between subjects or ideas.

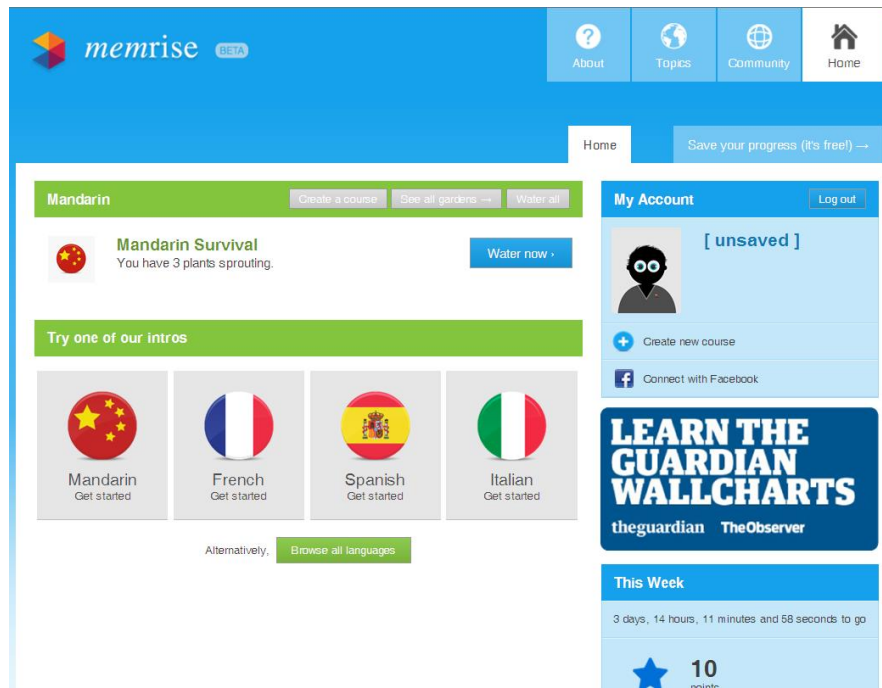
When you have retrieved as much as you can, go back to your books and check what you've missed. Next time focus on that missing information.

Quizzing

Quizlet



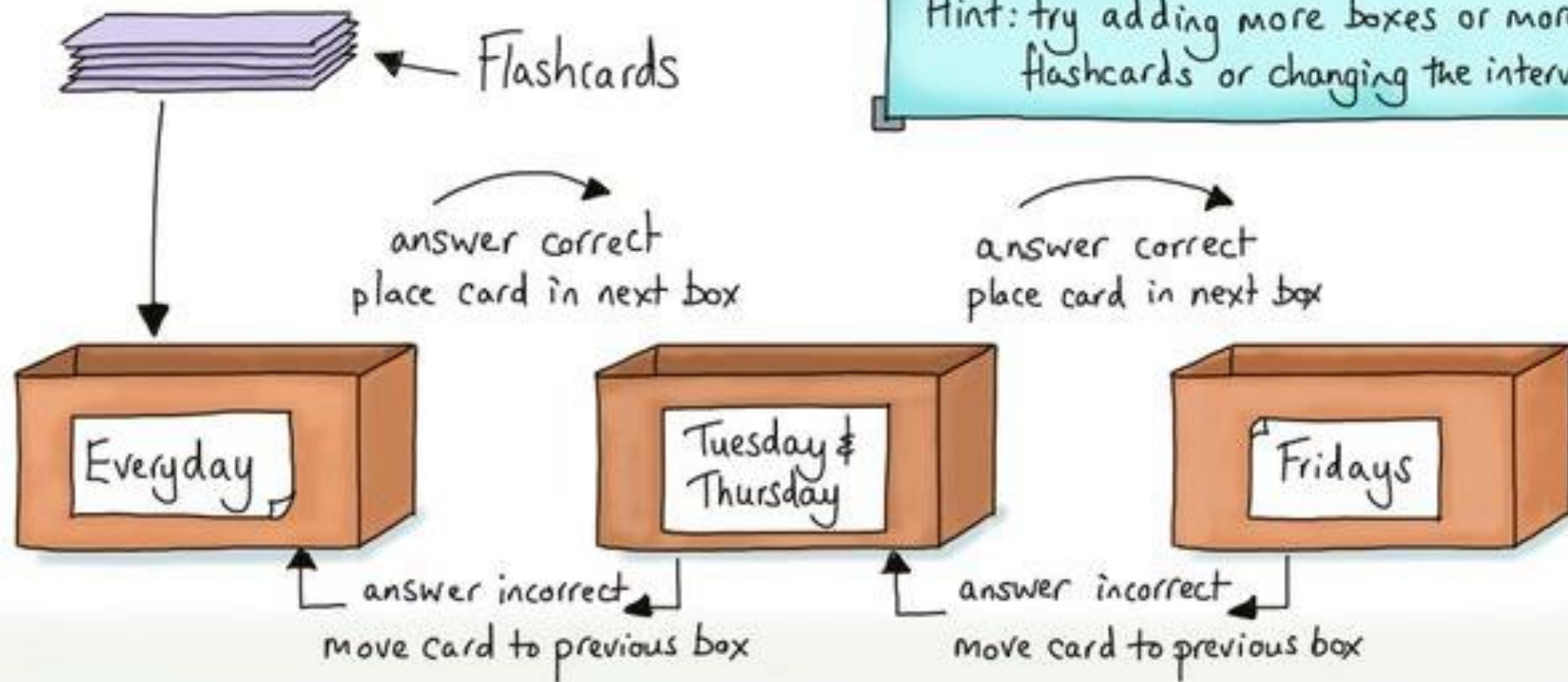
BBC
Bitesize



LEITNER Flash card method

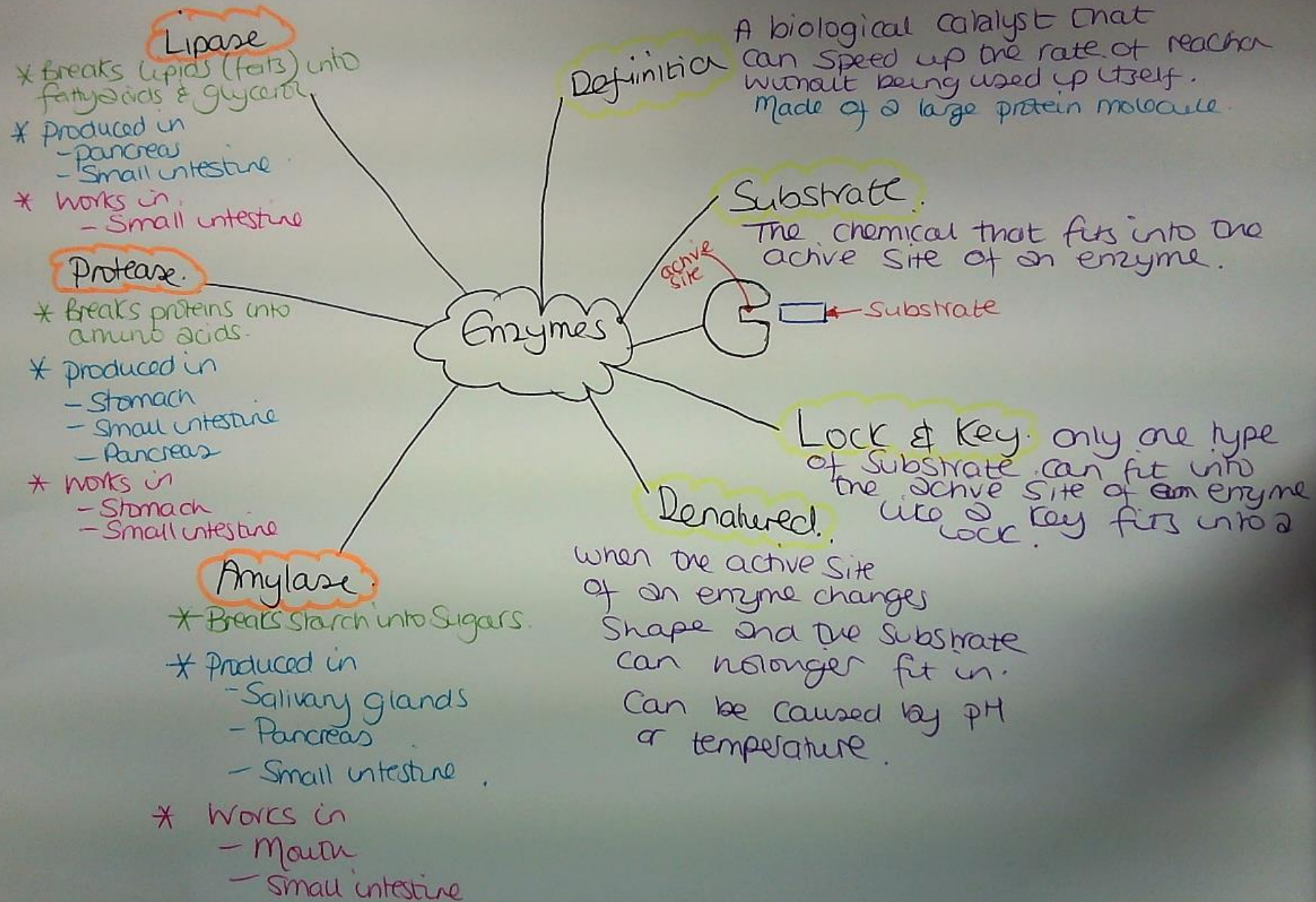
@Impact Wales

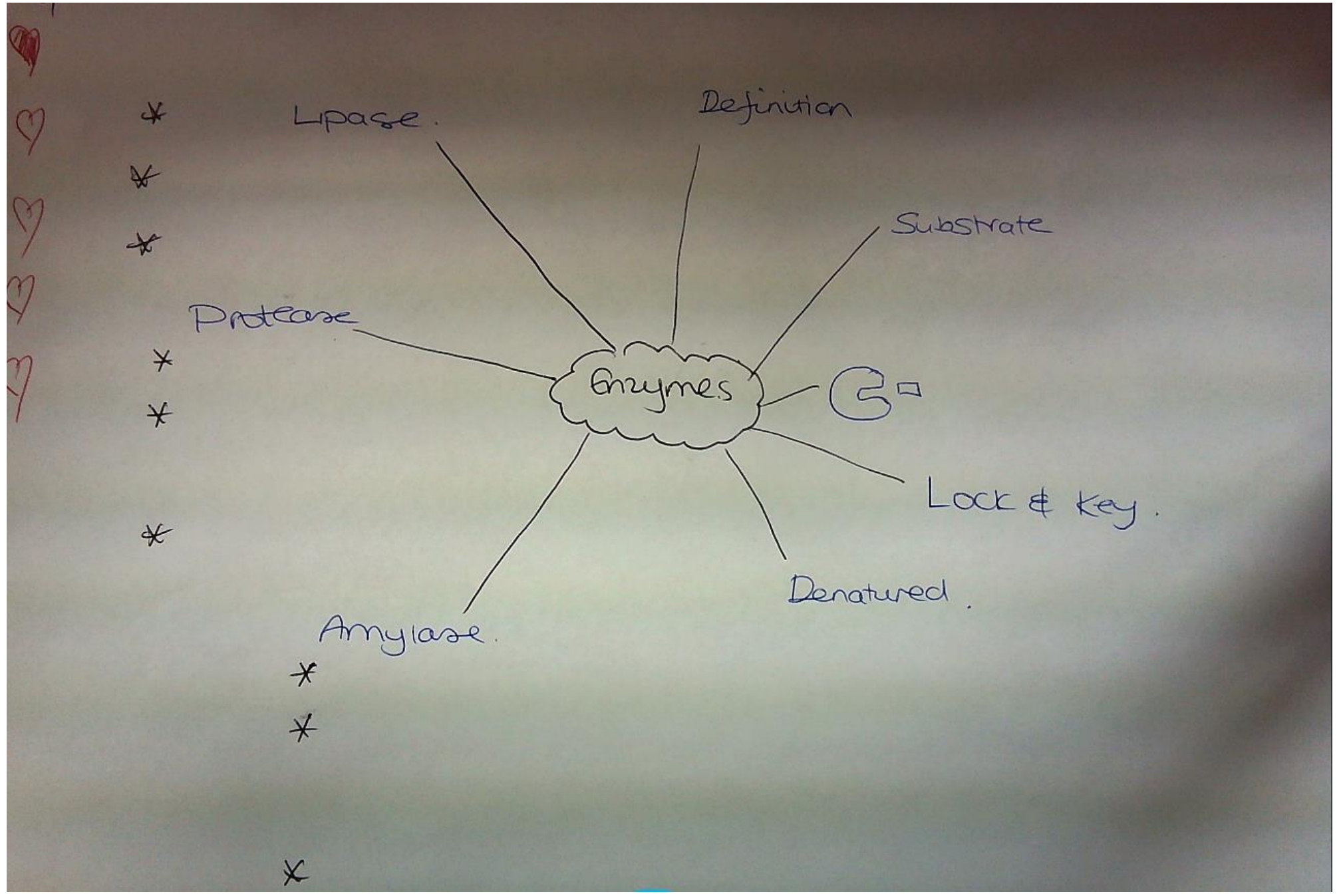
Hint: try adding more boxes or more flashcards or changing the intervals



An effective use of flashcards to prompt & recall learning using spaced practice proposed by Leitner in the 1970s. It focuses on the proficiency of recall of the learner. Information which is easily recalled has a longer time lapse before the next recall opportunity.

Mind maps &
Blind maps





Past Exam Questions

Section C: Mass Media

If you choose this section, answer questions **0 9** and **1 0**
and either question **1 1** or question **1 2**.

Total for this section: 60 marks

Read **Item C** below and answer questions **0 9** and **1 0** that follow.

Item C

Sociologists have been concerned about the ways in which certain groups are represented by the mass media. For example, some argue that young males are often stereotyped as delinquent or engaging in various forms of anti-social behaviour. Similarly, Newman (2006) argues that when there is a focus on the working class in the press or on television, the report is usually unflattering or presents them as a problem, for example as 'chavs' or as welfare cheats.

However, some sociologists argue that such stereotyping is less of a concern today. They argue that the media now present a balanced picture and provide a true representation of reality.

0 9 Identify and briefly explain **three** criticisms that Marxists may make of changes in media ownership and control. [9 marks]

Item C and elsewhere, assess the view that media representations of today are no longer stereotypical. [18 marks]

of globalisation on the role of the media in society over the [33 marks]

between the violence and anti-social behaviour shown through the violent behaviour of some individuals and groups in society today.

sociological arguments and evidence support this view? [33 marks]

Item C

The News of the World closes in July 2011
News International Group Ltd, the owners of the News of the World, decided to close the paper after its staff were accused of 'hacking' private phones, including that of a missing schoolgirl who was later found murdered.

Item D

Media in children's bedrooms in 2010 by age group

| | Percentage (%) with a TV | Percentage (%) with internet access | Percentage (%) with a games console |
|------------|--------------------------|-------------------------------------|-------------------------------------|
| Aged 5-7 | | | |
| Aged 8-11 | 51 | 3 | 45 |
| Aged 12-15 | 64 | 14 | 69 |
| | 77 | 41 | 71 |

Section 3

9 From **Item C**, what were the staff of the News of the World accused of doing? [1 mark]

From **Item D**, what percentage of children aged 8-11 had a games console in their bedrooms? (Tick the correct box.)

69 ☐

45 ☐

64 ☐



The Revision Cycle

4. APPLY
Applying the knowledge to a context e.g. to a longer exam question

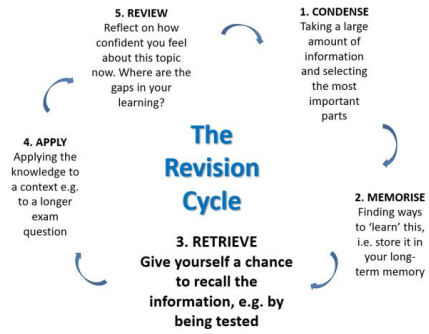
3. RETRIEVE
Give yourself a chance to recall the information, e.g. by being tested

5. REVIEW
Reflect on how confident you feel about this topic now. Where are the gaps in your learning?

1. CONDENSE
Taking a large amount of information and selecting the most important parts

2. MEMORISE
Finding ways to 'learn' this, i.e. store it in your long-term memory

Review



| SUBJECT: | | TOPIC: | | |
|----------------------------|--------------------------|-----------------|--------------------------|-----------------|
| Feeling confident about... | Developing understanding | Revision tactic | Needing significant work | Revision tactic |
| | | | | |





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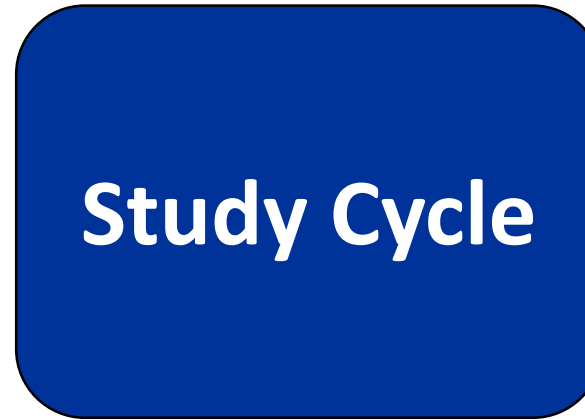


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Biology Study Tracker

| Topic | Condense | Memorise | Retrieval | Apply | Review |
|--------------------|----------|----------|-----------|-------|--------|
| Cell structure | | | | | |
| Microscopy | | | | | |
| Cell fractionation | | | | | |
| Mitosis | | | | | |
| Cell cycle | | | | | |
| | | | | | |
| | | | | | |



Biology Review

| What | How | When |
|---------------------------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------------------------|
| Target areas Which areas of the topic are you struggling with ? | Strategies What will you use to improve your understanding? | Progress How & when will you next assess your progress? |
| | | |
| | | |

The Spacing Effect

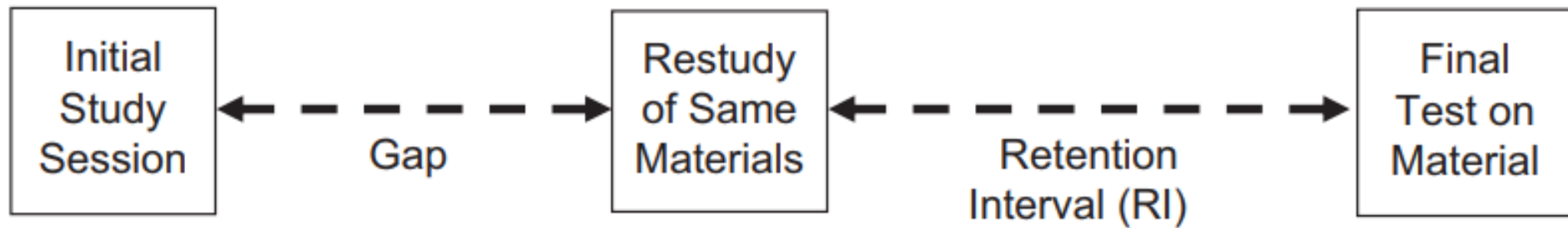


Fig. 1. Structure of a typical study of spacing effects on learning. Study episodes are separated by a varying gap, and the final study episode and test are separated by a fixed retention interval.

Optimal intervals for retaining information

| Time to test | Optimum interval between study sessions |
|--------------|-----------------------------------------|
| 1 week | 1-2 days |
| 1 month | 1 week |
| 2 months | 2 weeks |
| 6 months | 3 weeks |
| 1 year | 4 weeks |





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Work at a speed that favours efficiency, control & precision

① Slow down



Find someone who is better

Learn from an expert practitioner.
Expand the challenge

⑩

Make it harder

The pressure of competition can speed up the learning process



⑨ Record the data & review

Track your progress & regularly review it to see what has worked

Knowing where you are going helps to create a plan

② Start with a goal in mind



Short, interim goals keep the journey simple & manageable

③ Chunk it



④

Practice at the edge of your abilities

Find that sweet spot where it is hard, but not so hard you want to quit

⑤

Get feedback

Feedback can be in person from a teacher or peer or via video



⑥

Repeat

Mastery = unconscious competence which comes from MANY repetitions



The 11 steps of Deliberate Practice



It is not just the amount but the quality of time spent

⑧ Count good repetitions

Stay focussed by making practice interesting

⑦ Vary your approach



From research by K. Anders Ericsson - 'The Role of Deliberate Practice in the Acquisition of Expert Performance'



Sleep effects our ability to:

Learn

Memorise

React

Make logical decisions and choices.



The 4 Stages of Sleep



NREM Stage 1

- transition period between wakefulness and sleep
- lasts around 5 to 10 minutes



NREM Stage 3

- muscles relax
- blood pressure and breathing rate drop
- deepest sleep occurs



NREM Stage 2

- body temperature drops and heart rate begins to slow
- brain begins to produce sleep spindles
- lasts approximately 20 minutes



REM Sleep

- brain becomes more active
- body becomes relaxed and immobilized
- dreams occur
- eyes move rapidly

Tips for Healthy Sleep

- Have a 'sleep schedule'.
- Exercise – but not too late!
- Avoid caffeine and nicotine.
- Avoid large meals and drinks before bed.
- Relax before bed.
- Take a hot bath.
- Don't nap after 3pm.
- Make your bedroom dark, cool and technology free.