

1

QUIZZING



2

SPACING



3

ELABORATION



4

CHUNKING



5

METACOGNITION



#1 Quizzing



What does quizzing look like?

An Inspector Calls

1. Comprehension

- a. *When was the first performance of the play?*
- b. *What sort of set did Priestley want the play to be performed in?*

2. Cued recall

Complete the following quotations:

- a. *'heavy looking, rather portentous man'*
- b. *'unsinkable, absolutely unsinkable'*

- c. *'The whole story's just a lot of moonshine.'*

3. Multiple Choice

Which of these quotations is about Eric?

- a. *'You stole the money!'*
- b. *'Were you in love with her'*
- c. *'I want you to understand that I didn't install her there so I could make love to her - I was sorry for her'*
- d. *'You're not the type to get drunk'*

24 terms

Garth_Watson0

Tectonic Hazards

added to 9y/gg1



STUDY

PLAY



At Uj

Try diagrams on Quizlet!

See what you're learning in a whole new way.

[Browse diagrams](#)


SORT

Original

Composite volcanoes

steep-sided volcanoes found at constructive plate margins



Conservative plate margin

two plates sliding alongside each other, in the same or different directions

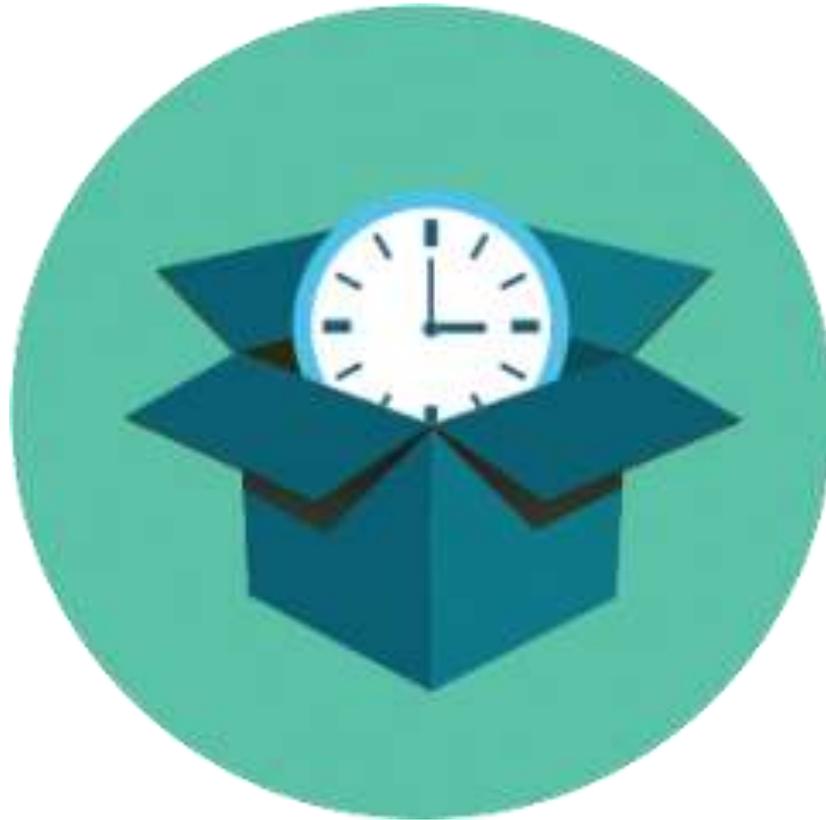


Constructive (transform) plate margin

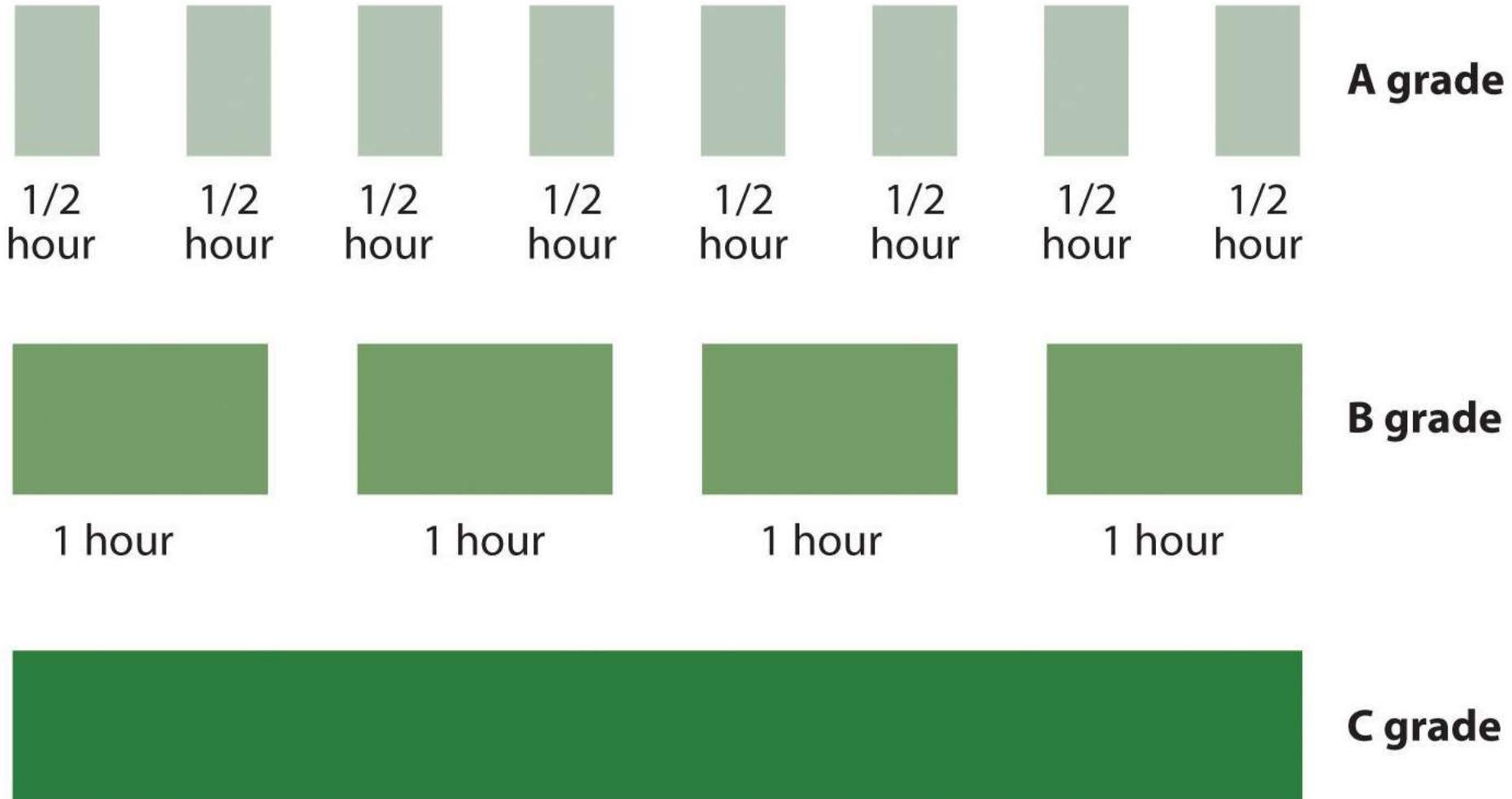
tectonic plate margin where rising magma adds new material to plates that are diverging or moving apart



#2 Spacing



What is spacing?



My revision planner

Week commencing _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00-9:00							
9:00-10:00							
10:00-11:00							
11:00-12:00							
12:00-13:00							
13:00-14:00							
14:00-15:00							
15:00-16:00							
16:00-17:00							
17:00-18:00							
18:00-19:00							
19:00-20:00							
20:00-21:00							

Year 11 Revisiting Timetable

Mon 1 February	Tue 2 February	Wed 3 February	Thu 4 February	Fri 5 February	Sat 6 February
<ul style="list-style-type: none"> ◆ English – social context ◆ Maths – arithmetic sequences 	<ul style="list-style-type: none"> ◆ History – Anti-Semitic laws ◆ English – social context 	<ul style="list-style-type: none"> ◆ English – Slim ◆ Science – equations ◆ Sociology - perspectives 	<ul style="list-style-type: none"> ◆ English – Candy ◆ Maths - quadratic equations 	<ul style="list-style-type: none"> ◆ Geography – drainage systems ◆ French – oral practice 	<p>My birthday</p> 
<ul style="list-style-type: none"> ◆ English – Candy ◆ Science – equations ◆ Graphics – Bar codes 	<ul style="list-style-type: none"> ◆ RS – attitudes to war ◆ Maths – quadratic equations 	<ul style="list-style-type: none"> ◆ Geography – case study ◆ Maths – bimodal distribution 	<ul style="list-style-type: none"> ◆ Maths – stratified sampling ◆ P.E. – skeletal system 	<ul style="list-style-type: none"> ◆ Sociology - perspectives ◆ RS – attitudes to war ◆ Science – equations 	<ul style="list-style-type: none"> ◆ English – social context ◆ RS – attitudes to war
Mon 8 February	Tue 9 February	Wed 10 February	Thu 11 February	Fri 12 February	Sat 13 February
<ul style="list-style-type: none"> ◆ RS – denominations ◆ Graphics – CAD 	<ul style="list-style-type: none"> ◆ English – social context ◆ History – Anti-Semitism laws 	<ul style="list-style-type: none"> ◆ RS – euthanasia ◆ P.E. – respiratory system 	<ul style="list-style-type: none"> ◆ Geography – case study ◆ Maths – sampling 	<ul style="list-style-type: none"> ◆ Geography – river discharge ◆ Science – equations 	<p>Cinema with friends</p>
<ul style="list-style-type: none"> ◆ French – Environment ◆ Geography – drainage 	<ul style="list-style-type: none"> ◆ P.E. – muscular system ◆ History – Anti-Semitism laws 	<ul style="list-style-type: none"> ◆ English – Slim ◆ P.E. – cardio systems 	<ul style="list-style-type: none"> ◆ Maths – bimodal distribution ◆ P.E. – muscular system 	<ul style="list-style-type: none"> ◆ RS – euthanasia ◆ French – orals ◆ Graphics – Bar codes 	<p>Football match</p>
					<ul style="list-style-type: none"> ◆ P.E. – muscular system

#3 Elaboration



What does self-explanation and elaboration look like?

Physical education

- What does cardiovascular mean?
- Why does alcohol increase blood pressure?
- What happens if your blood pressure rises too much?
- How does this relate to sport?

Geography

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



Cornell Two-Column Notes

Keywords:

Notes:

Types of Matter

Solids

I. Solids

A. Have a definite shape

B. Have a definite volume

Liquids

II. Liquids

A. Do not have a definite shape

B. Have a definite volume

Gases

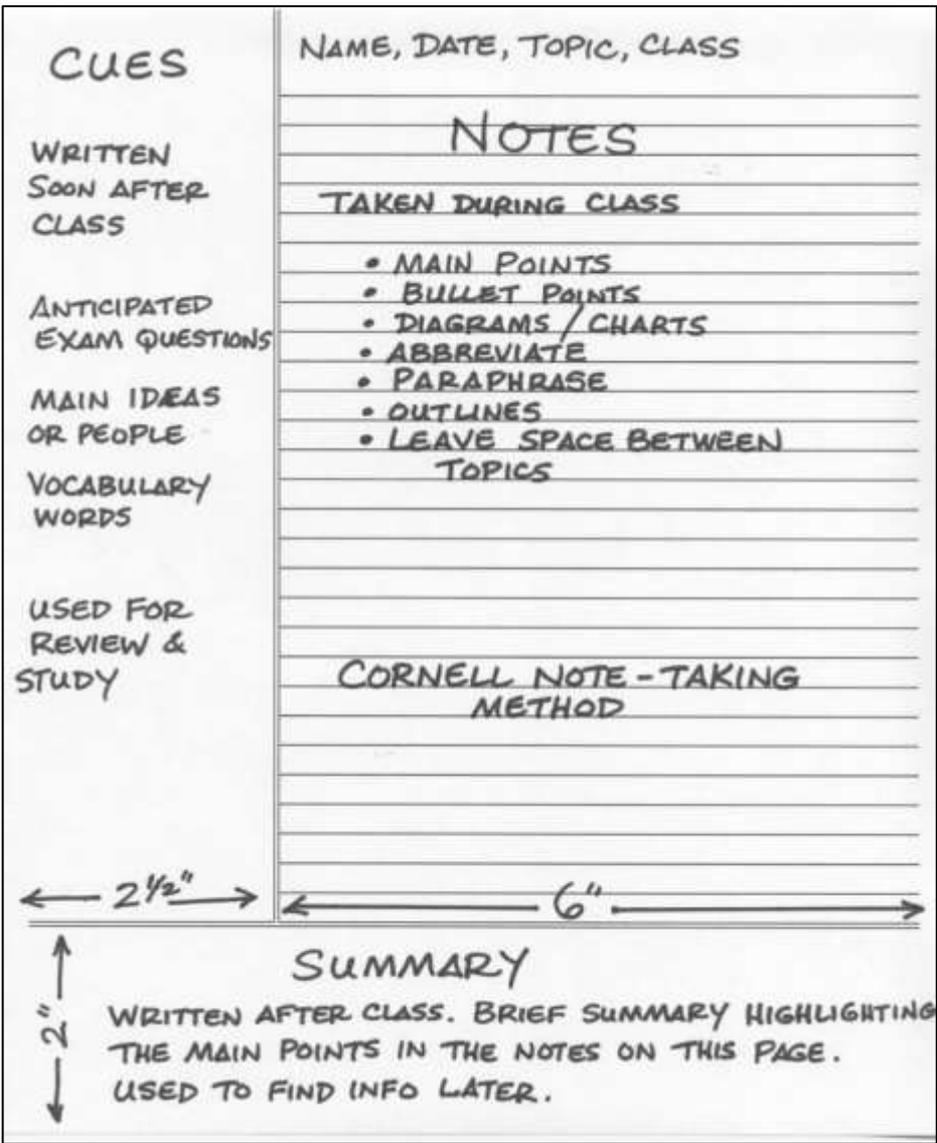
III. Gases

A. Do not have a definite shape

B. Do not have a definite volume

Summary:

(Insert summary of lecture after class.)



Topic: Weimar Republic

Problems After WWI

After WWI (Germany)

- Human losses: Millions dead
- Economic losses: Ger. owes \$ to allies and has lost resources and colonies
 - massive unemployment for citizens

Democracy Trial

Germany and Europe try Democracy

- New gov'ts are unstable
 - no experience
 - can't compromise so decisions don't get made

Weimar Republic

Def: Germany's new democratic gov't. Weimar Republic faces economic and social problems

How does printing money cause problems?

- Prints \$ to pay war debt
 - This causes massive inflation
 - > Germans lose savings. \$ becomes worthless

(Example) Children play w/ blocks made of bills tied together.

Dawes Plan

Def: Economic recovery plan created by Charles Dawes (USA) to loan \$200m to Ger. It works! Economy stabilizes.

Summary: After WWI, Germany is having a hard time w/ a weak government, \$ and no clear solutions. USA tries to help.

The "Cornell Method"

Reduce

Explain how this engine works. You have 12 words **MAXIMUM**.

Transform

Change this diagram into four words. No diagrams allowed.

Categorise

Sort the functions of this engine into three stages. Highlight and label.

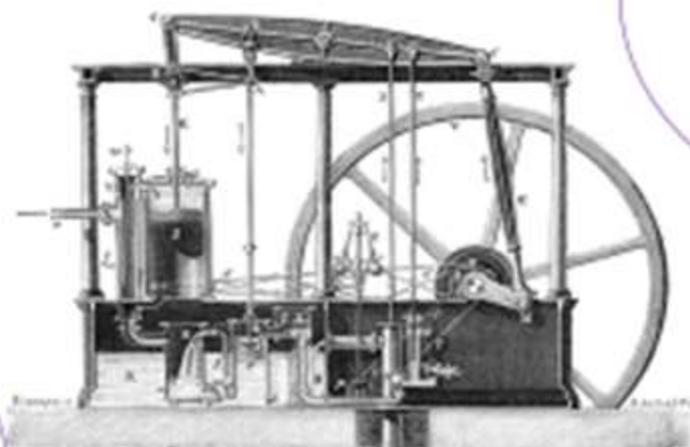


Fig. 16. — Mécanisme inventé de Watt.

Notes de gauche à droite: 1. bielle; 2. cylindre; 3. roue dentée; 4. piston; 5. piston d'équilibre; 6. 7. piston d'équilibre de la détente; 8. piston d'équilibre de la détente; 9. l'expansive; 10. roue dentée; 11. 12. piston d'équilibre; 13. 14. bielle; 15. volant.

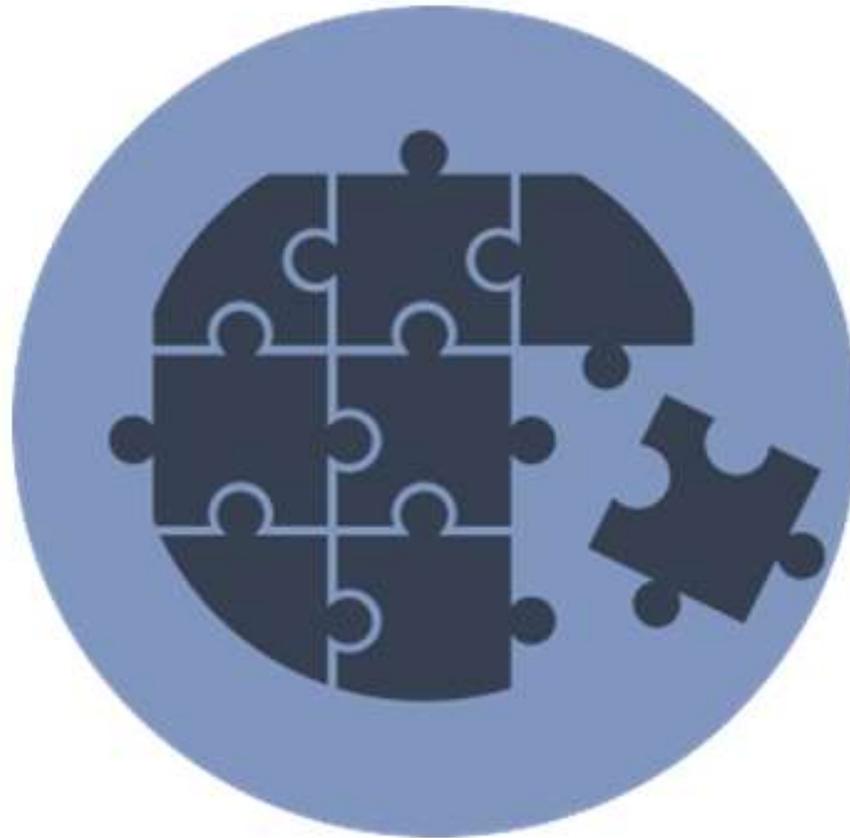
Prioritise

Explain three reasons why this design was so innovative and important.

Extend

Write down three questions you'd like to ask James Watt about his engine.

#4 Chunking



Notes / mindmap / brainstorm / question attempt / working out:

Subject:

Unit:

Topic:

What do I need to know?

Keywords & concepts

The big picture: sample exam questions

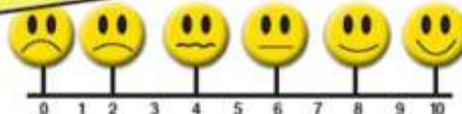
Key words in the question

How will I remember this?

I MUST NOT FORGET

WHAT NEXT?

My confidence rating

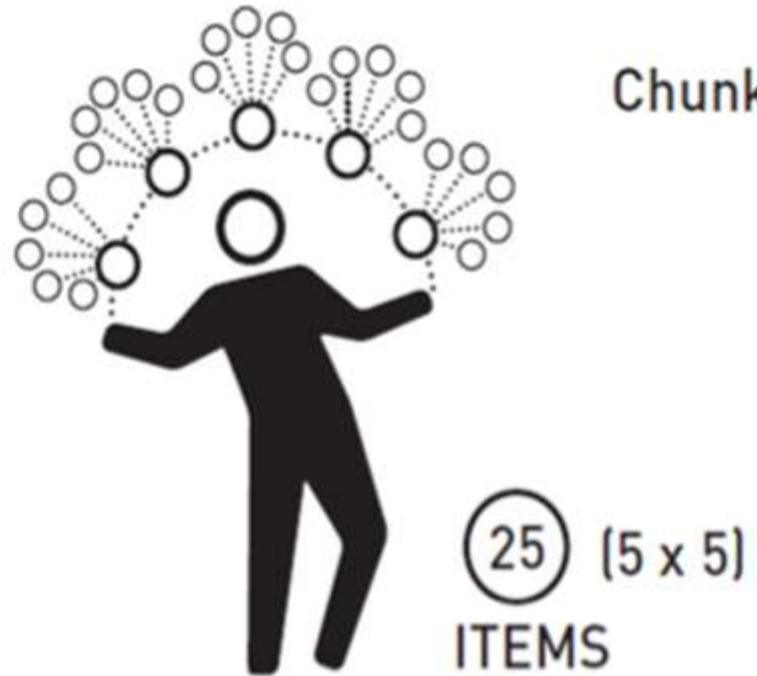


What is chunking?

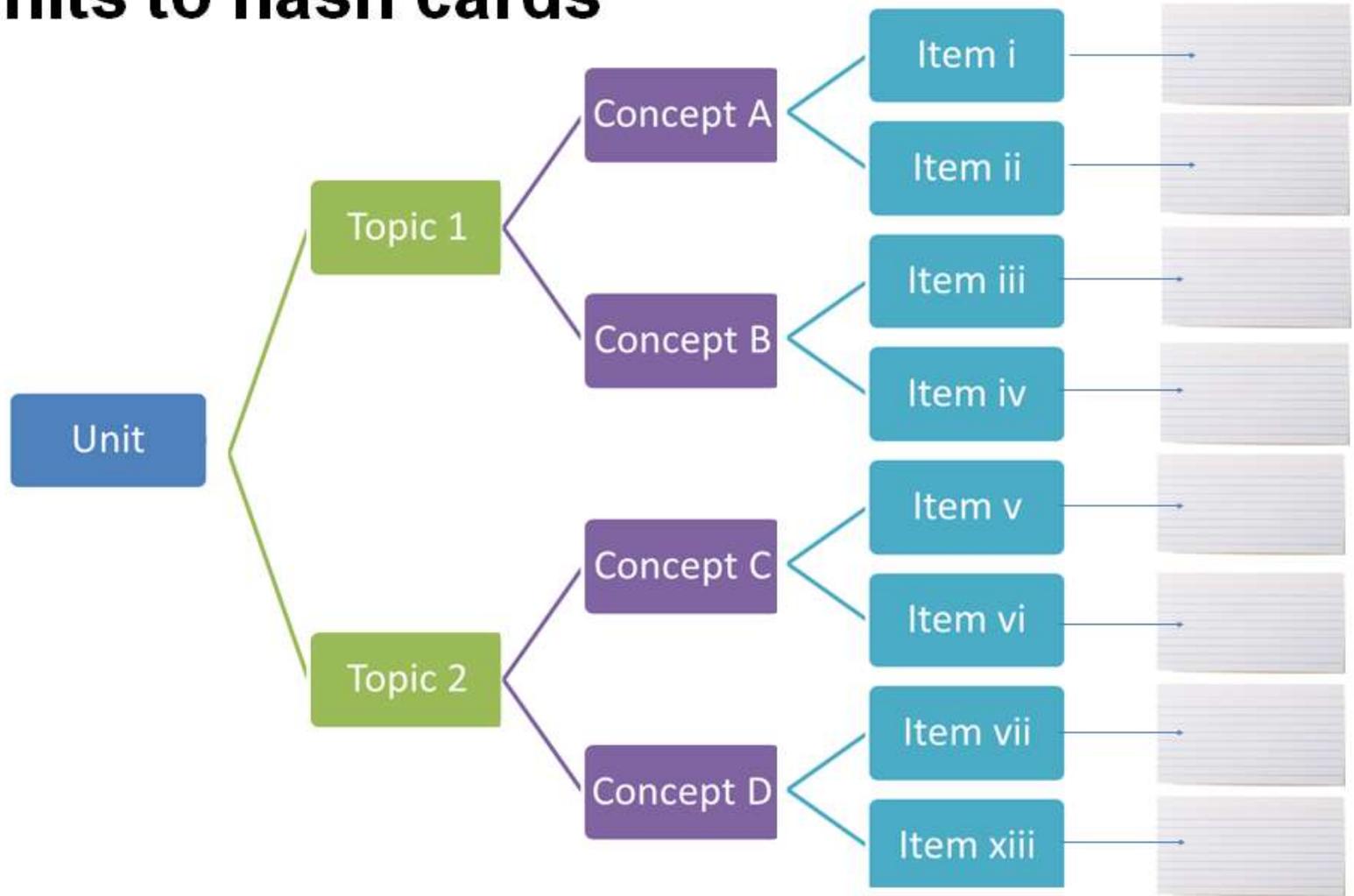
No Chunking



Chunking



From units to flash cards



1/20

An Inspector Calls

J. B. Priestley



Author notes:

- John Boynton Priestley born Yorkshire in 1894.
- Much writing was ground-breaking and controversial.
- In 1930s became concerned about consequences of social inequality
- Believed world wars only avoided through cooperation between countries
- Active in the early movement for a United Nation
- Deliberately set play in 1912 because date represented era when all very different from the time of writing:
 - In 1912, rigid class and gender boundaries suggest nothing would change
 - By 1945, most class and gender divisions had been breached
- Much of his writing was ground-breaking and controversial.
- Encourages people to seize opportunity end of the war given to build a better, more caring society

FRONT

BACK

J. B. Priestley



About the author:

- Much of his writing was ground-breaking and controversial.
- During 1930s became concerned about consequences of social inequality
- Believed further world wars only avoided through cooperation between countries
- Active in the early movement for a United Nation
- Deliberately set play in 1912 because date represented era when all very different from the time of writing:

Concept cards

Elaboration cues

J.B. Priestley

Draw this information

Describe these ideas without using words on the card

Dramatic irony

Give a real life example of this idea

What is the opposite of this idea?

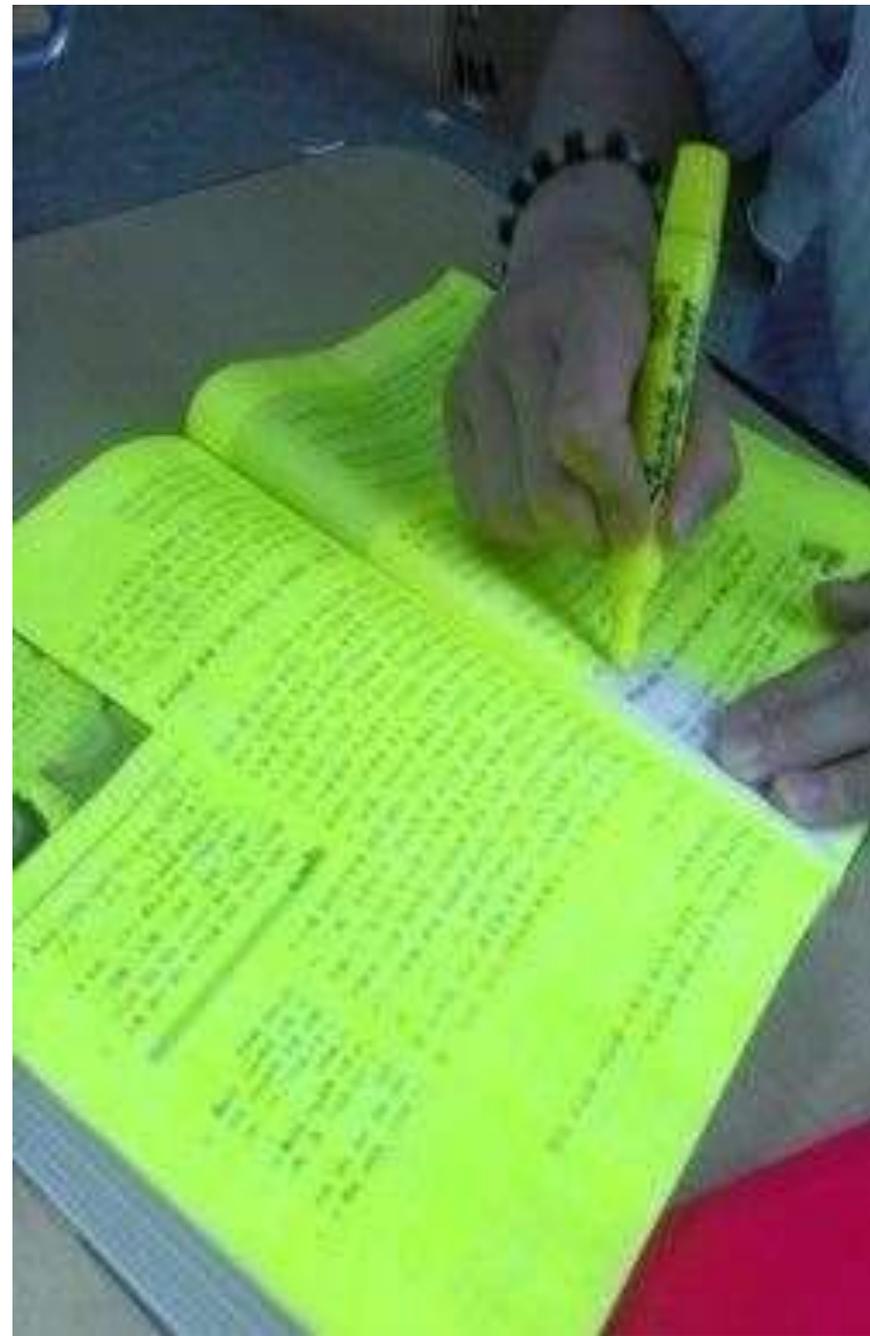
The Inspector

How would you explain this idea to a novice?

How does this information relate to other information?

HIGHLIGHTING DOESN'T WORK!

It can be a good method for picking out key chunks of information or key words – but I have frequently seen sheets like this!!



Why doesn't highlighting work?

- One of the main problems is that it is already a very familiar strategy and using it **involves little effort.**
- Most people don't have a strategy for highlighting.
- Another reason to ditch the highlighters is that **when a revision technique feels too easy, it usually isn't effective**
- Scientists have found that successful revision should involve '**desirable difficulty**'.
- The added difficulty is harder to stick with but it proves **longer lasting in the memory.**

e.g.

...but because they are put at a disadvantage by an educational system that is dominated by middle-class values... Unlike cultural deprivation theorists, who blame educational failure on the inadequacy of working-class subculture, many other sociologists see material deprivation as the main factor of underachievement. The term 'material deprivation' refers to poverty and a lack of material necessities such as adequate housing and income.

Poverty is closely linked to educational underachievement. For example:

- According to the Department for Education (2012), barely a third of pupils eligible for free school meals (FSM) – a widely used measure of child poverty – achieve five or more GCSEs at A*-C including English and maths, as against nearly two thirds of other pupils.
- According to Jan Flaherty (2004), money problems in the family are a significant factor in younger children's non-attendance at school.
- Exclusion and truancy are more likely for children from poorer families. Children excluded from school are unlikely to return to mainstream education, while a third of all persistent truants leave school with no qualifications.
- Nearly 90% of 'failing' schools are located in deprived areas.

There is a close link between poverty and social class. Working-class families are much more likely to have low incomes or inadequate housing. Factors such as these can affect their children's education in several ways.

Housing

Poor housing can affect pupils' achievement both directly and indirectly. For example, overcrowding can have a direct effect by making it harder for the child to study. Overcrowding means less room for educational activities,

...nowhere to do homework, disturbed sleep from sharing beds or bedrooms and so on.

For young children especially, development can be impaired through lack of space for safe play and exploration. Families living in temporary (bed and breakfast) accommodation may find themselves having to move frequently, resulting in constant changes of school and disrupted education.

Poor housing can also have indirect effects, notably on the child's health and welfare. For example, children in crowded homes run a greater risk of accidents. Family overcrowding can also cause ill health. Family overcrowding and accommodation suffer more psychological, infectious and accidents. Such health problems result in school absences from school.

Diet and health

Marilyn Howard (2001) notes that poorer homes have lower levels of vitamins and minerals. Poor nutrition affects the immune system and weakens the immune system and energy levels. This may result in more illness and difficulties concentrating.

Children from poorer homes are more likely to have emotional or behavioural problems. According to Wilkinson (1996), among children from different social classes, the higher the rate of emotional and behavioural conduct disorders, all of which are likely to have a negative effect on the child's education.

Jo Blanden and Stephen Machin (2007) found that children from low income families were more likely to have 'externalising' behaviour (such as tantrums), which are likely to disrupt

From these two pages in a text book...

Financial support and the costs of education

Lack of financial support means that children from poor families have to do without equipment and miss out on experiences that would enhance their educational achievement. David Bull (1982) refers to this as the costs of free schooling. A study in the Oxford area by Enslin Lerner et al (2003) found that the cost of items such as transport, uniforms, books, computers, calculators, and sports, music and art equipment, places a heavy burden on poor families.

As a result, poor children may have to make do with hand-me-downs and cheaper but unfashionable equipment, and this may result in being isolated, stigmatised or bullied by peers. Yet, for many children, suitable clothes are essential for self-esteem and 'fitting in'.

For Fabrizio, fear of stigmatisation may also help to explain why 20% of those eligible for free school meals do not take up their entitlement:

...I was in year 7 that the people who were getting free school meals were teased. I couldn't handle it. They were getting teased enough, so I didn't take it up. (Quoted in Ridge 2002)

Paul Noble (1995) adds that poverty acts through a number of other ways, such as inability to afford extra-curricular activities, and poorer quality local schools. This also means that children from low-income families are more likely to have to work. Ridge found that children in low-income families who are baby sitting, cleaning and working in shops had a negative impact on their educational achievement.

Financial support to poorer students staying on in education had previously been available through Education Maintenance Allowances (EMAs) which was abolished in 2011.

Financial factors also restrict working-class students' choice of university and chances of success. Diane Reay (2005) found that working-class students were more likely to apply for going to university. Using data from a nationwide questionnaire survey of nearly 2,000 prospective students, Claire Calder and Ann Jackson (2005) found that working-class students are more debt averse – that is, they saw debt negatively, as something to be avoided. They saw more costs than benefits in going to university.

Crucially, Calder and Jackson found that attitude was important in deciding whether to apply to university. The most debt averse students typically working-class and tolerant students (typically middle-class).

Increases in tuition fees from 2012, to a maximum of £9,000 per year, may mean that the increased debt burden will deter even more working-class students from applying to university. For example, according to UCAS (2012), the number of UK applicants fell by 8.6% in 2012 compared with the previous year.

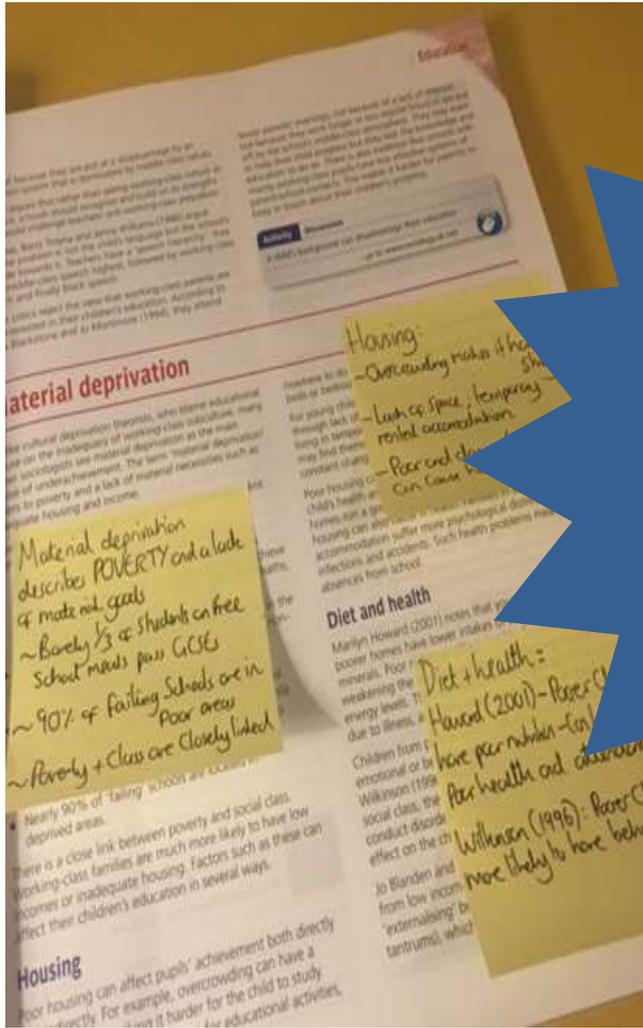
Furthermore, working-class students who do go to university are likely to receive less financial support from their families. A National Union of Students (2010) online survey of 3,863 university students found that 81% of those from the highest social class received help from home, as against only 43% of those from the lowest class. Fear of debt and more limited financial support help to explain why only about 30% of university students come from working-class backgrounds, despite the fact that this group accounts for about 50% of the population (see also Table 2A).

Table 2A

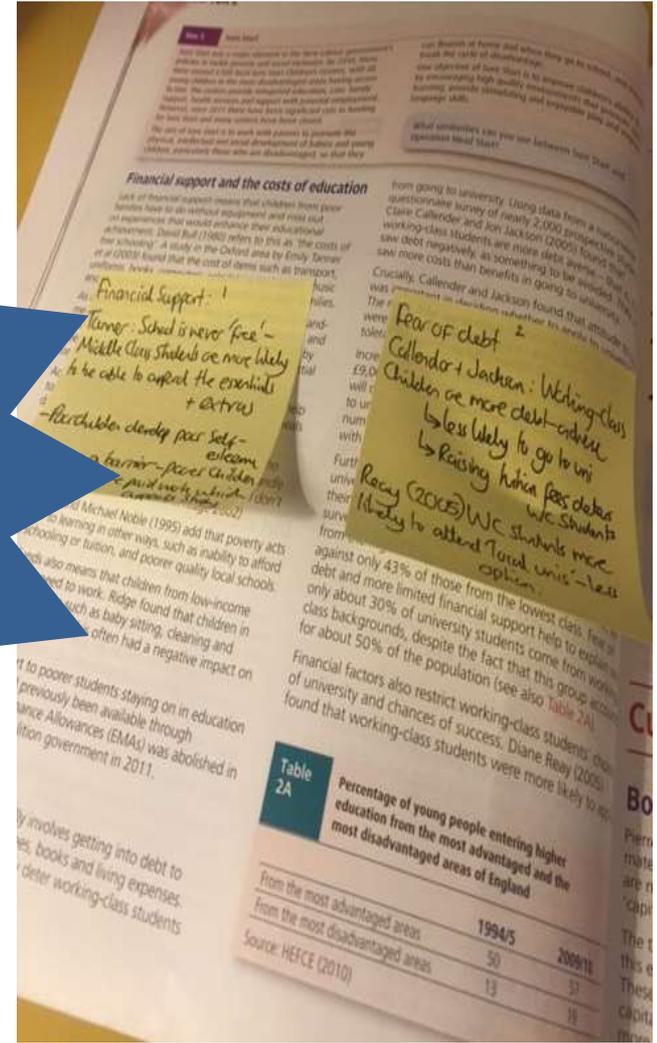
Percentage of young people entering higher education from the most advantaged and the most disadvantaged areas of England

	1994/5	2009/10
From the most advantaged areas	50	57
From the most disadvantaged areas	13	19

Source: HEFCE (2010)



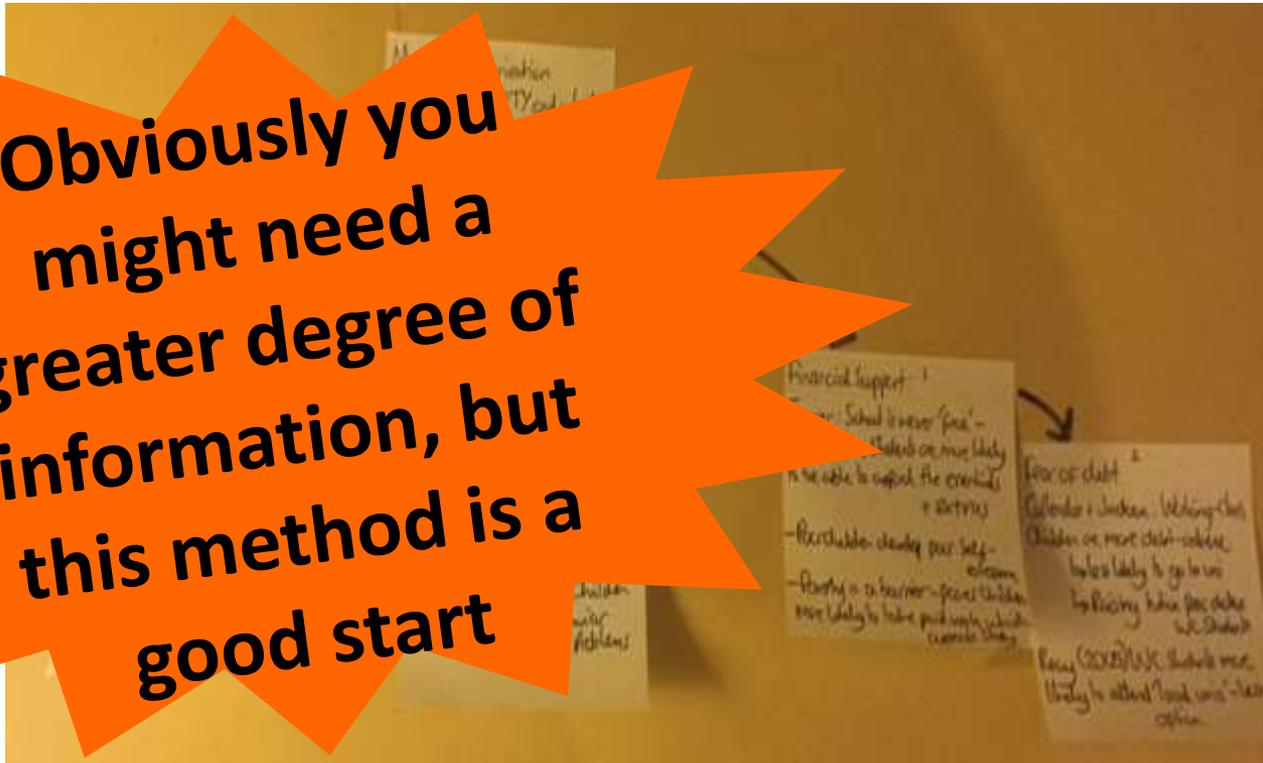
To 5 brief Post-Its



If you then take the post-its away from the text, you have a series of notes that can be arranged

- For self-testing
- To sequence key points into a flowchart or diagram

Obviously you might need a greater degree of information, but this method is a good start



- In class/at home, read through a text and making notes, write a post-it summary at the end of each paragraph.
- This exercise forces you to extract the key meaning from the paragraph and reduce it down to something more palatable and memorable.



Try this instead...

#5 Metacognitive strategies



What is metacognition?



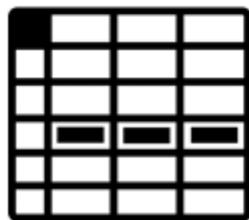
Knowing steps and timings involved in your assessments



Learning coping strategies e.g. acronyms, checklists, de-stress techniques



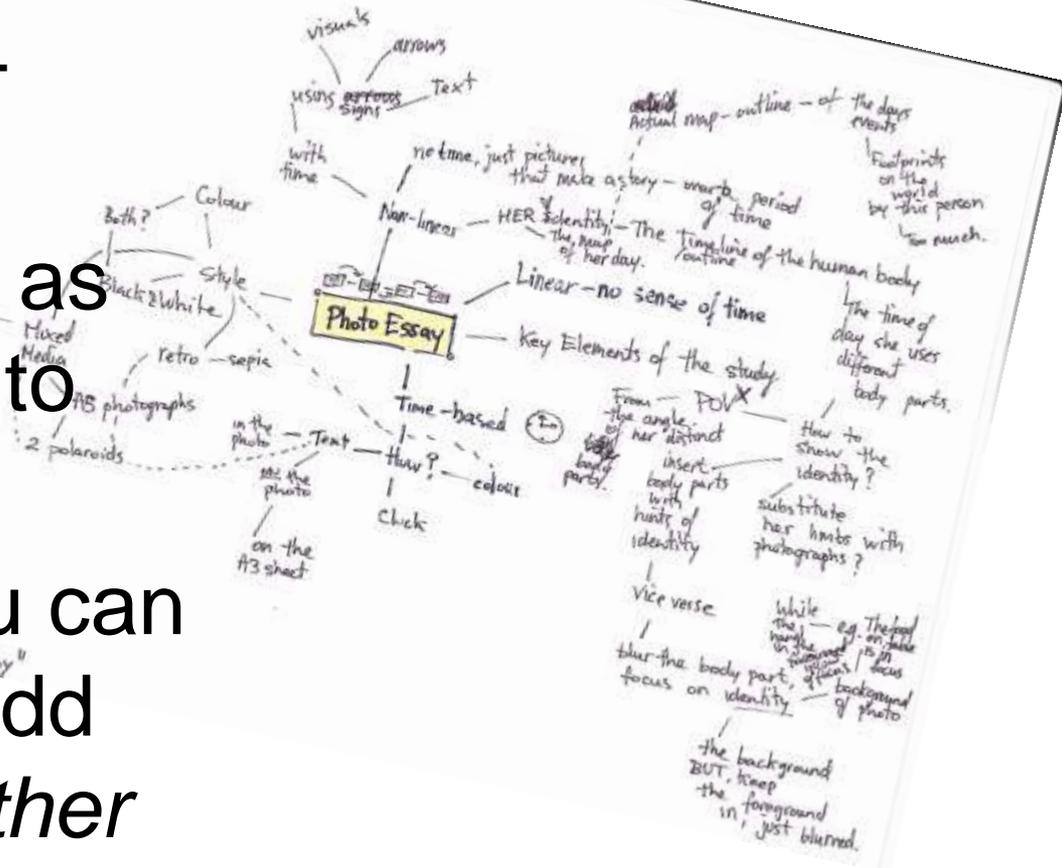
Using memory aids to recall key information
e.g. memory palaces and mnemonics



Evaluating work against objectives or targets set by yourself or by your teacher

Mind map Papers

- Write an essay or exam questions on A3/A4 paper.
- Mind map as much as possible in relation to the question.
- When finished, you can use your notes to add more detail (*in another colour so they know what to go over*)



Describe and **explain** how the surface of the early Earth and its atmosphere have changed to form the surface of the Earth and its atmosphere today.

[6 marks]

.....
.....
continents formed because the Earth cooled forming a supercontinent / Pangaea which formed the separate continents

carbon dioxide decreased because oceans formed and dissolved / absorbed carbon dioxide;

Level 3 (5–6 marks)

BUG System:

BOX the command word

Underline key phrases/words in the question

Glance back over the question again so you are sure of what is required