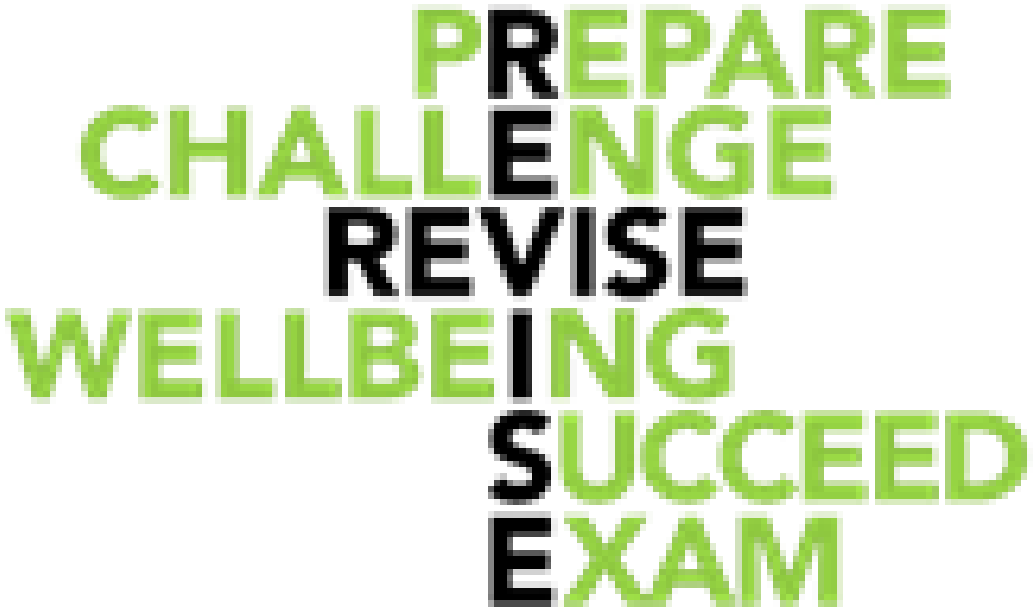
PREPARATION FOR PROGRESSION



Dear y12 student

This guide has been put together to support you in preparing for your progression exams and assignments. We want to ensure we are helping you to adopt really effective study strategies throughout the summer term.

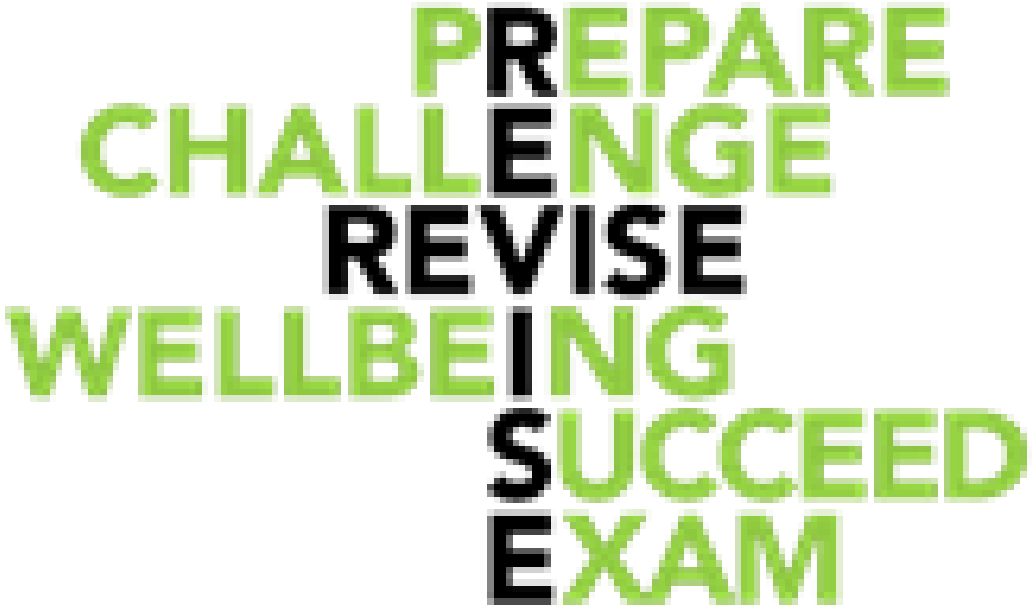
In this booklet, you will find a revision/assignment completion planner template which you can use to plan out your work for the progression exams and to help you organise both your time and your priorities. You might want to use an alternative method such as the ADAPT app but this can still support you in your planning.

There are also some reminders of effective revision strategies you can use to ensure you are studying in an effective way and using your time wisely. Reminders of some of these will be provided through Teams messages and videos throughout the revision period too.

To get organised:

- **Make sure you are clear on assessment areas for any mock exams, CEDAR assessments and the progression exams/assignments**
- **Review the checklist of what you should confidently know for each assessment and use this to prioritise revision topics**
- **Consider when your study sessions are going to be each week-work out where each subject and topic will fit into your schedule allowing time for exercise, relaxation and sleep! Be realistic about this. Know when you have better focus and less distractions.**
- **Find ways to reward your hard work.**

Wishing you lots of luck in these upcoming assessments from all at New College Doncaster. Preparing well for progression into year 13 will make your preparation for final y13 exams less daunting.



GETTING ORGANISED

WHY DO I WANT TO DO WELL? WHAT IS MOTIVATING ME?

WHAT ARE MY STRONG TOPICS?	**WHAT ARE MY WEAKER TOPICS?**
WHAT OPPORTUNITIES DO I HAVE TO SUPPORT ME DURING THIS REVISION PERIOD?	**WHAT POSSIBLE BLOCKS ARE THERE TO ME DOING WELL?**
ACTION PLAN BASED ON THE ABOVE POINTS:	

Dates of my assessments:

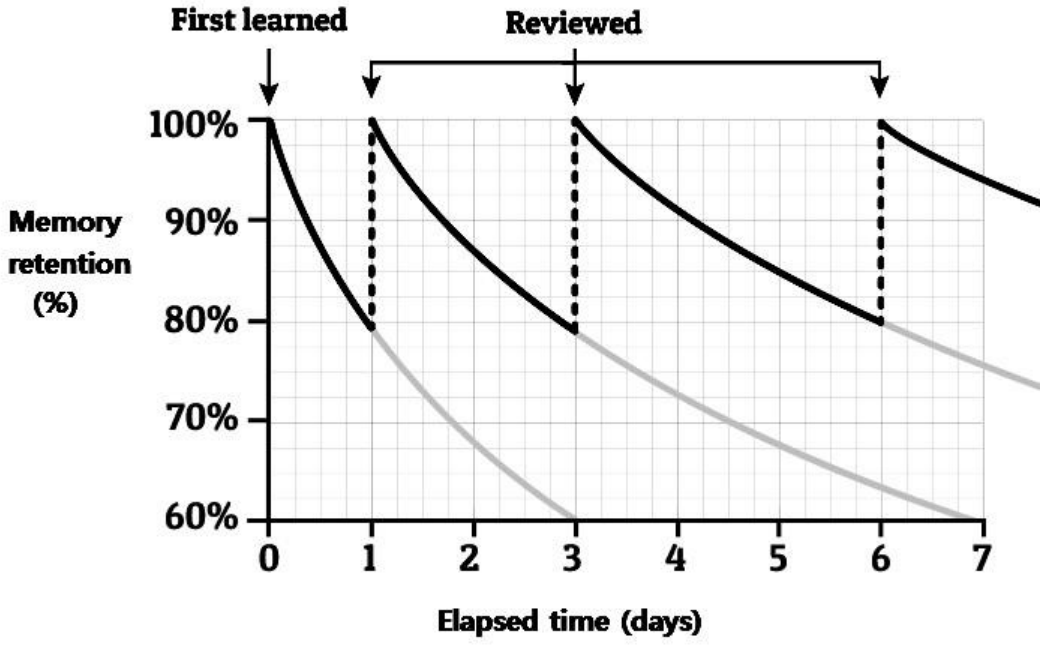
Date	Mock exams and Cedar assessments	Date	Progression exam and/or assignment deadline

Subject 1	
Priority revision topics based on topic ranking:	
Subject 2	
Priority revision topics based on topic ranking:	
Subject 3	
Priority revision topics based on topic ranking:	
Subject 4	
Priority revision topics based on topic ranking:	

SPACING MY REVISION

Space out your learning on a subject

Spacing out your learning over time is far more effective than last minute cramming. This is based on research into how we forget and how we remember. The speed at which we forget something will depend on many factors such as the difficulty of the material, how meaningful it was to us, how we learned it and how frequently we relearn or remember it. What the last factor tells us is that when we learn something for the first time, we need to review it quickly afterwards. The more times we force ourselves to remember something, the longer the gap can be between reviews, which the diagram below illustrates nicely.



When	Planning your revision - topic by topic, week by week. Include the WHAT and the HOW eg topic plus revision strategy	
	Topics I will revise from term 1 of y12	**Topics I will consolidate and revise from term 2 and 3 of y12**
24 February Are you in a healthy mindset for the exam preparation period? What do you need to get organised? Do you have checklists of key knowledge and/or the specification to refer to?		
3 March Have you plotted your revision plan for the full revision period? How are you using the study cycle in this subject? Have you carried out a revision checklist audit to help you rank topics? Have you used this to interleave and space content needed in your assessments?		

When	Planning your revision - topic by topic, week by week. Include the WHAT and the HOW eg topic plus revision strategy	
	Topics I will revise from term 1 of y12	**Topics I will consolidate and revise from term 2 and 3 of y12**
10 March Have you created flashcards for knowledge in each subject? Has your teacher advised you how to create and use them in each subject? Are you aware of apps you can use to create these electronically?		
17 March Are you revisiting your revision checklist audit to make sure you are spacing topics according to how secure your knowledge and understanding are? Are you using a range of apps and quizzing methods to support revision in your subject?		

When	Planning your revision - topic by topic, week by week. Include the WHAT and the HOW eg topic plus revision strategy	
	Topics I will revise from term 1 of y12	**Topics I will consolidate and revise from term 2 and 3 of y12**
24 March Have you explored visual ways to represent knowledge in your subjects eg mindmaps/concept maps? Do you use these to make connections between different pieces of knowledge?		
31 March Can you summarise topics/methods in a minute in each subject? How can you check you've remembered all key information?		

EASTER BREAK		
When	**Planning your revision - topic by topic, week by week. Include the WHAT and the HOW eg topic plus revision strategy**	
	Topics I will revise from term 1 of y12	**Topics I will consolidate and revise from term 2 and 3 of y12**
23 April Can you teach examples of content and knowledge to other students? Can you explain how to meet the assessment criteria for the high grades?		
28 April **PROGRESSION EXAMS** Are you confidently completing exam questions in the time allowed? Are you able to mark these accurately to show your understanding of the mark scheme? Have you revisited previous assessments to see how you would improve now and to ensure you have addressed all feedback advice?		

Study Smarter, Not Harder

Begin by asking yourself…

How do you study?

Then…

Why do you study this way?

And finally,

Does it work (and how do you know?)

Because…

If your study methods feel easy, then they're not working.

For example,

Simply reading notes is not an effective learning method

and…

Neither is highlighting or underlining.

This is because…

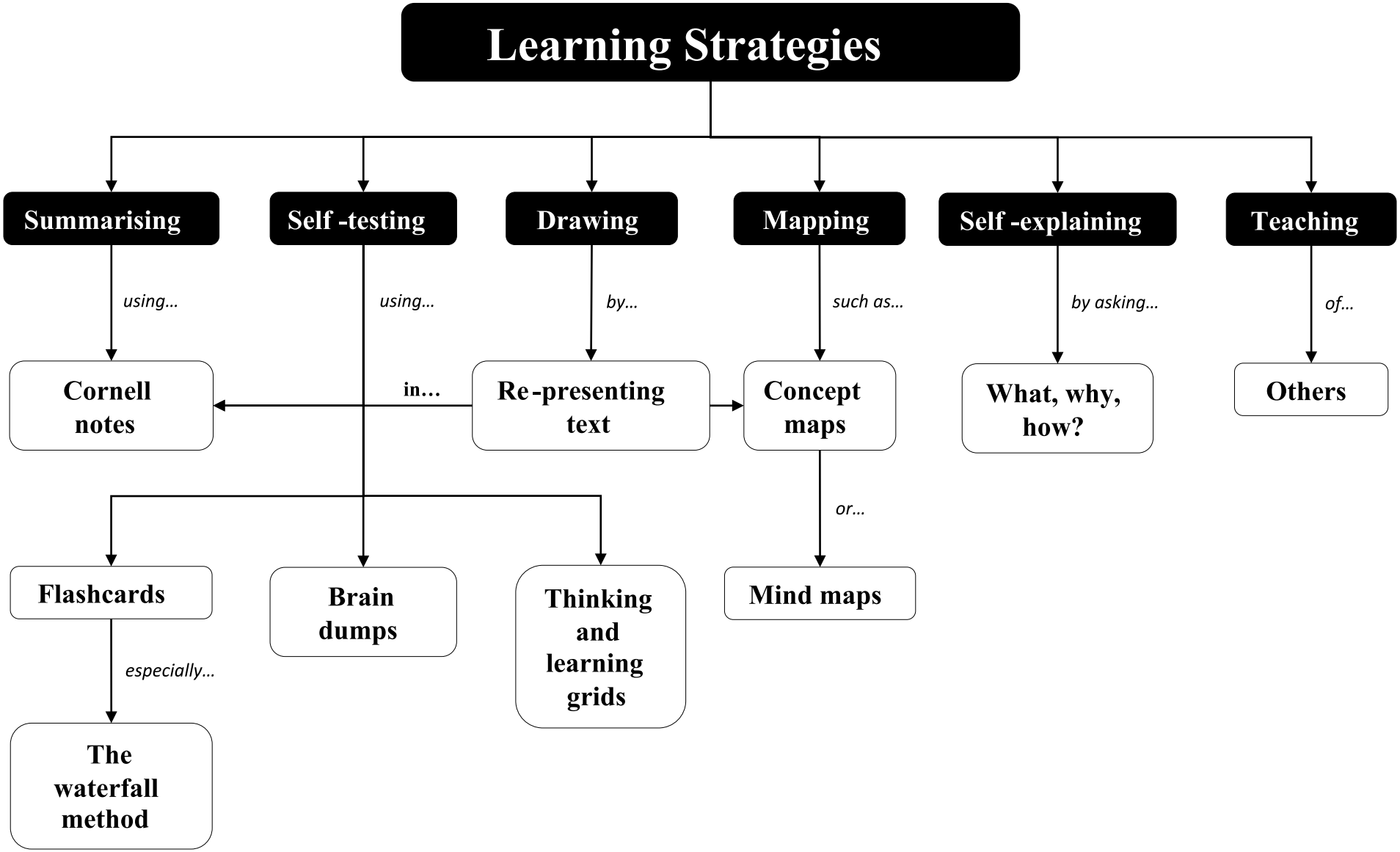
They don't require much effort.

Instead…

More effortful strategies, like the ones covered in this booklet, produce greater long -term learning gains.

It's important to realise that…

Difficulty is desirable even if it's not always desired .


Learning Strategies
Summarising
Self -testing
Drawing
Mapping
Self -explaining
Teaching
using...
using...
by...
such as...
by asking...
of...
Cornell notes
in...
Re-presenting text
Concept maps
What, why, how?
Others
or...
Flashcards
Brain dumps
Thinking and learning grids
Mind maps
especially...
The waterfall method

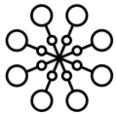
Summarising

When asked a question such as ‘what have you done today?’, you’ll likely provide a summary. This involves you selecting, organising and integrating the key moments of your day. Taking a similar approach with your studies can have a very powerful effect on your learning. What is absolutely key is that you use your own words and don’t mindlessly copy your notes or revision guide.

Self-testing

Research has shown that every time you bring a memory to mind, you strengthen it. And the more challenging you make this retrieval, the greater the benefit. Self-testing improves the recall of information, transfer of knowledge and making inferences between information. Equally, there are many indirect effects such as a greater appreciation of what you do and don’t know, which helps you plan your next steps.

Mapping



Mapping a brilliant way of organising and learning information as I hope is demonstrated on various pages in this booklet. It helps you break down complex information, memorise it, and see the connections between different ideas.

Drawing

This is about turning text into some form of drawing. Doing so involves you selecting, organising and integrating the information that matters, which forces you to think. This approach can be incorporated into the three strategies above too.

Self-explaining

Continually ask yourself ‘How?’ and ‘Why?’ when studying a topic and then try to provide answers to these questions. Doing so helps you to see connections and differences between ideas. Self-explaining can also involve you saying loud the steps you’re taking when solving a problem. A recent analysis of 64 research studies showed that ‘it is better to ask a student to see if they can explain something to themselves, than for a teacher or book to always explain it to them’.

Teaching

Einstein is supposed to have said ‘if you can’t explain it simply, you don’t know it well enough’. This strategy works best when you know in advance that you will be teaching someone. As with self-explaining, you’re forced to select and organise what’s important so that your teaching is as clear as possible. Having someone to interact with and ask you questions strengthens your own learning.

Flashcards

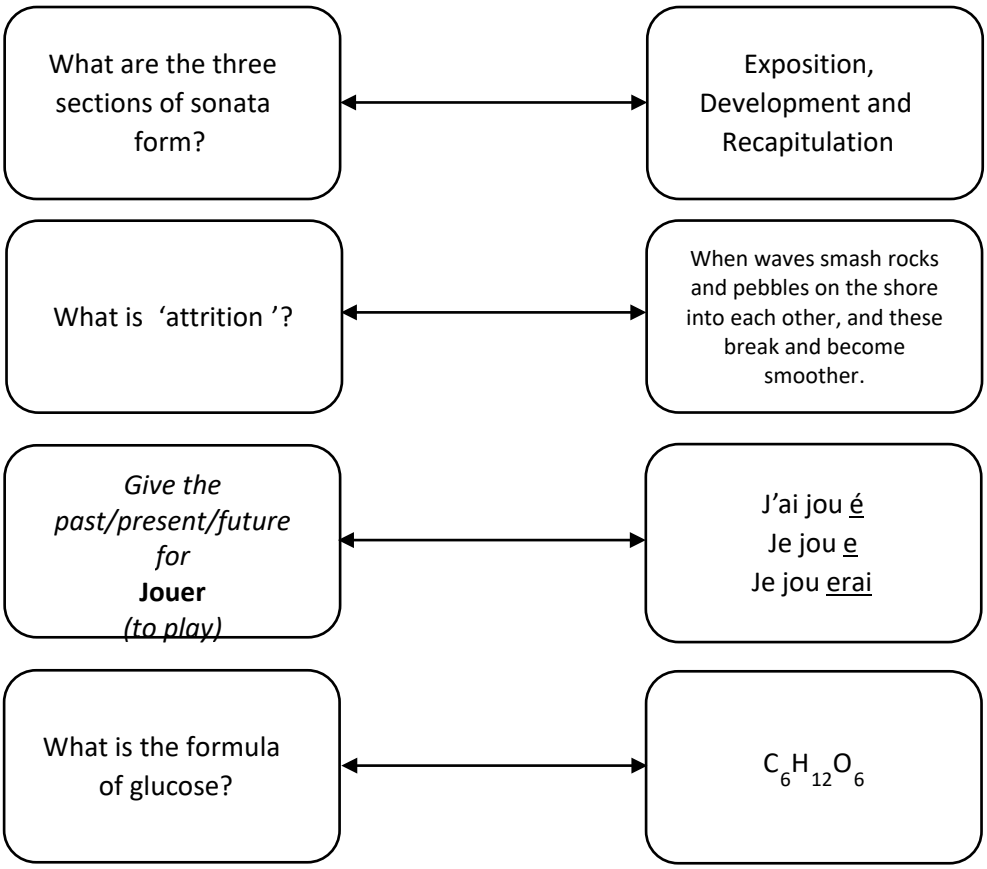
Flashcards have the potential to be a very powerful learning aid. However, how successful this is will depend on the thought you put into making them in the first place and then how they’re used. It’s important to remember that they’re for testing not summarising.

Making good flashcards

- One side of the flashcard should be a single question and its answer on the reverse
- Select the most important information to go on each flashcard. You could use topic checklists or bolded terms in your study guide to help you choose.
- Break complex concepts down so that they cover multiple cards.
- Use drawings to illustrate answers.

Using flashcards

- Say your answer out loud and not just in your head. It’s very important you are fully committed to your answer. Even better would be to write your answer out as this is what you would have to do in an exam.
- Use them both ways – look at the answers and say what the question is.

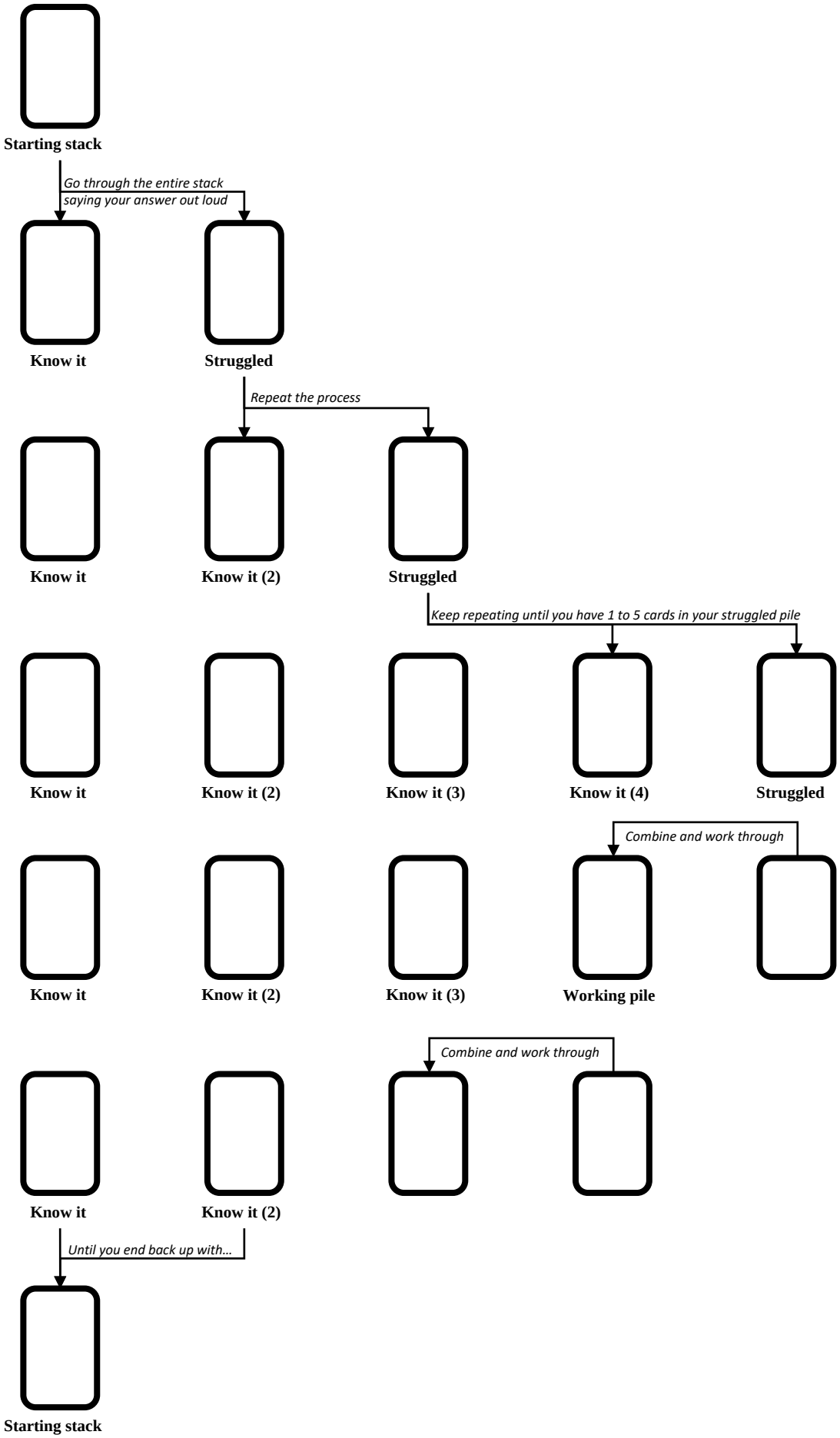


Taking things further: making meaning with flashcards

- Ask yourself questions about individual cards. Once you can remember the information on the back associated with the prompt on the front, raise questions such as, 'What else is this related to?', 'Why is this important?' and 'How would I apply this information?'

- Group cards together in themes. Taking this additional step forces you to ask yourself 'Which cards have something in common with others?'. Also, this serves as a form of chunking, which helps you to remember information together instead of separately.
- Create a mind map with the cards. Explain all the connections you see between individual cards and between groups of cards. A related strategy is to use yarn or string to literally connect cards together.

Use the waterfall method illustrated below to ensure you are using spaced revision:


Starting stack
Go through the entire stack
saying your answer out loud
Know it
Struggled
Repeat the process
Know it
Know it (2)
Struggled
Keep repeating until you have 1 to 5 cards in your struggled pile
Know it
Know it (2)
Know it (3)
Know it (4)
Struggled
Combine and work through
Know it
Know it (2)
Know it (3)
Working pile
Combine and work through
Know it
Know it (2)
Until you end back up with...
Starting stack

Brain dumps

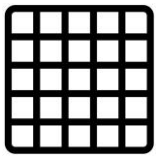
This is so simple and so effective. Spend, say, fifteen minutes with a blank piece of paper and write down everything you know about a topic. Once finished, look at your class notes, textbook and/or revision guide and check that what you wrote is correct. Then look at what you forgot and focus on this. Date the sheet and store it away. At a later date, do the exercise again and compare the sheets – hopefully, you remember more the second (third, fourth etc.) time and will be able to see the improvement you've made.

Brain dumps made easier

Brain dumping can be a terrifying exercise. To create a gentler, if less effective, version, compile a list of key words, terms, people, countries etc. connected with a topic and write uninterrupted for fifteen minutes using these as prompts. For example. If your brain dump was on the 'Bonding, structure and properties of matter' topic in Chemistry, your prompts could be:

= ½ mv^2 = wd/time **= F x d** = mcDT **= mgh** biofuel **chemical** conduction **conservation of energy** dissipate **distance** efficiency **elastic potential** electricity **electrostatic** force **fossil fuels** friction **geothermal** gravitational potential **heating** hydroelectric **insulation** Joule (J) **Kilogram (kg)** kinetic **lubricant** magnetic **metre (m)** Newton (N) **non-renewable** nuclear **power** renewable **Sankey diagram** solar **specific heat capacity** store **thermal** tidal **transfer** useful energy **wasted energy** water waves **Watt (W)** waves **wind** work done

Thinking and Linking Grids



These force you to think deeply about an area of a subject you've studied. Below is an example grid for Macbeth along with the instructions. It's possible for you and your friends to make grids of your own. Create a 6 x 6 grid and look through your class notes and study guides to identify key people, ideas, themes, countries etc. to populate the grid with. Ask your teacher to double-check them and share with your classmates.

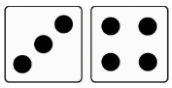
'Macbeth' Thinking and Linking Grid (created by @SPryke2)

	1	2	3	4	5	6
1	Macduff	Guilt	Infanticide	Power	Murder	Tyranny
2	The Supernatural	Light	Prophecy	Visions and Hallucinations	Hamartia	Animal Imagery
3	Lennox	Equivocation	Witches	Macbeth	Morality	Lady Macbeth
4	Hubris	Masculinity	Kingship	Appearance vs Reality	Violence	Children
5	Sleep	Banquo	Loyalty	Hands	King Duncan	Time
6	Blood	Regicide	Lady Macduff	Ambition	The porter	Darkness

Instructions

You need a pair of dice.

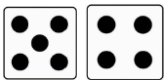
1. Roll your dice to get the co-ordinates of your first box and find the word/phrase in it. Start with the numbers along the side first. For example:



would equal ‘Macbeth’.

2. Write how your word/phrase links to the play. For example, for ‘Macbeth’ you could talk about how he is a loyal soldier at the beginning of the play who is corrupted by ambition and falls into a cyclical nature of violence in order to preserve the power that he has pursued.

3. Roll the dice again to find a new word. For example:

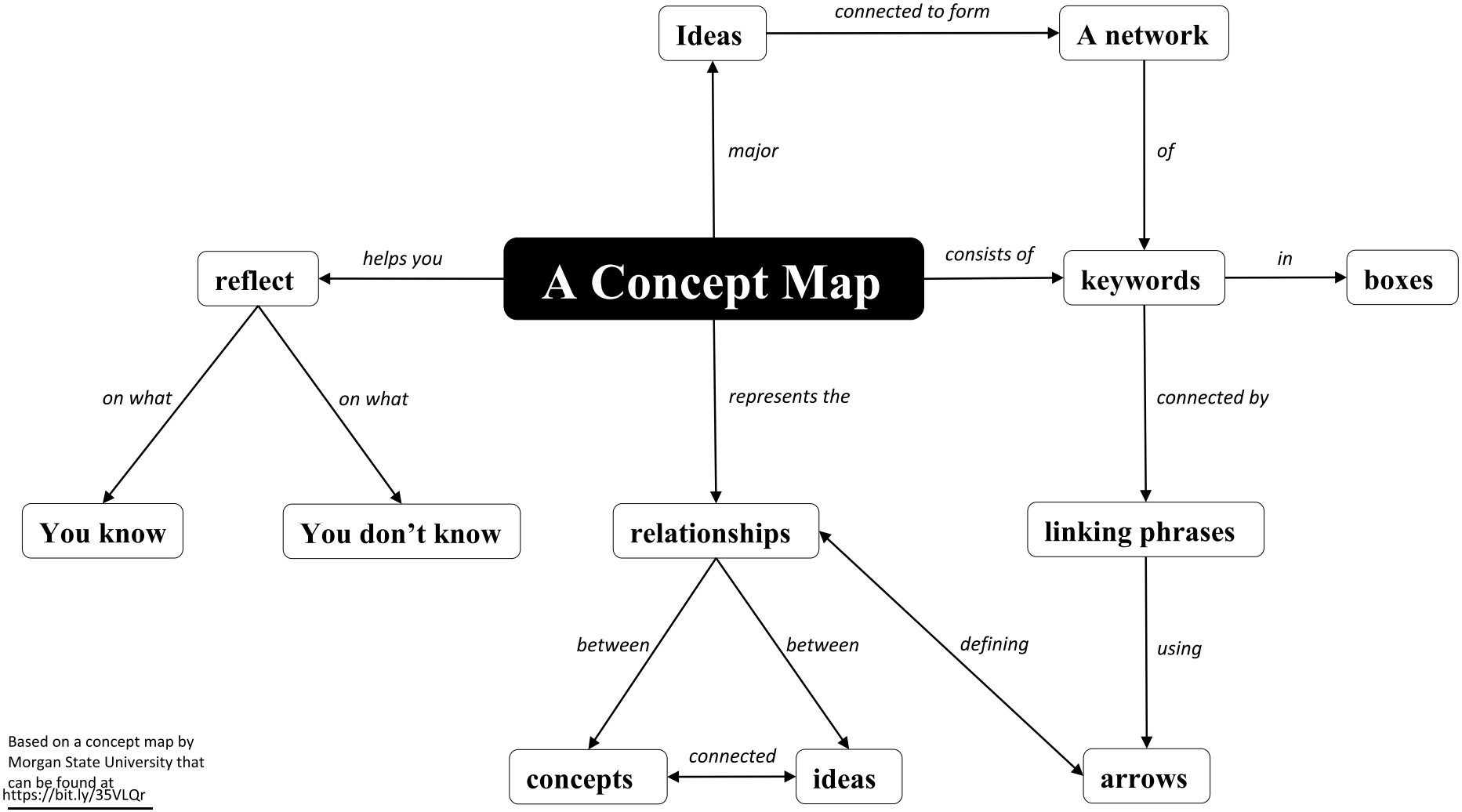


would equal ‘hands’

4. Write both words in the blank table below the grid. Think about how the two words/phrases link together before writing your answer in the table.

LINKS MADE

Box 1	Box 2	Link between the two



Based on a concept map by Morgan State University that can be found at https://bit.ly/35VLQr

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Final learning tips

Don’t study one topic at a time – mix it up!

It’s better to jumble up your learning within a subject instead of focussing solely on one topic at a time and block studying that. So, rather than studying AAA BBB CCC (each letter represents a topic within a subject), there is a significant benefit in approaching it as, say, ABC BCA CAB because you’re more likely to see connections between topics, which will result in a better grade.

A final self-testing and self-explaining tip – ‘Just a Minute’

Based on the Radio 4 show, you must talk for a minute on the given concept or topic without pause, hesitation or repetition. You’ll discover very quickly how well you know the topic while also consolidating the knowledge and understanding you retrieve from your memory.

MAKE A NOTE HERE OF KEY ADVICE FROM TEACHERS AND PREVIOUS ASSESSMENT FEEDBACK. TICK WHEN YOU HAVE DEALT WITH EACH POINT