

Ravens Wood School

Sixth Form



Preparing for Success

Key Stage 5

Learning Journal



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PREPARATION



HOW WELL ARE YOU PREPARED FOR YOUR EXAMS?

SUCCESSFUL REVISION STARTS WITH PREPARATION.

"Students who cram may pass the exam but they don't retain the material."

Prof John Dunlovsy, Kent State

"Give me six hours to chop down a tree and I will spend the first four sharpening the axe."

Abraham Lincoln

"By failing to plan...your plan to fail"

Benjamin Franklin

KEY POINTS TO SUCCESSFUL REVISION:



- Start your revision early.
- Use the revision timetable at the back of this book.
- Use your specification/personal learning checklists to guide your revision. This can be motivating and also means you are aware of what areas you need to focus on.

HERE ARE SOME WEBSITES YOU MAY FIND USEFUL

- www.senecalearning.com
- www.revisionworld.com
 - www.gojimo.com
- www.getrevising.co.uk
- www.ezyeducation.co.uk
 - www.tutor2u.net



DEVELOPING KNOWLEDGE

DO YOU KNOW WHAT YOU HAVE LEARNT?

HOW DO YOU REMEMBER IT?

CHUNKING | FLASH CARDS

- Most of us can store about four to seven different items in our short-term memory.
- By grouping several items into one larger whole, you'll be able to remember much more.
- Break the information down into memory cards. Use coloured cards and only put on the cards what you really need to know.
- On one side of the card have a question and the reverse the answer.



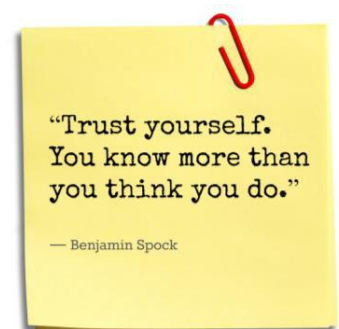
MIND-MAPPING | ANALYSIS MAPPING

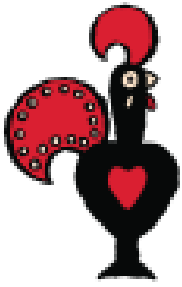


- This presents all the information you need to know in a visual manner – enables you to get to grips with a large body of information.
- They can make facts easier to remember thanks to the colours and images they may contain, which are easier for the brain to retain than normal text.
- The main topic should be at the centre of the page
- The main ideas/concepts that make up the topic should be represented by thick branches that come from the centre topic
- Create smaller sub-branches which extend out from every branch. Think of these as sub-headings
- Create lines of analysis off each key point to help develop examination technique

VISUAL REMINDERS

- Fix key words to the fridge, to the edge of your computer, anyway where you will see it lots.
- Use post-it notes
- Repetition and visualising something regularly helps the brain remember.





MNEMONICS

- These can be a helpful way to memorise facts.
- The first letter is used to create a phrase or word that you can remember more easily.
- For example, Silly Children Giggled Eating Nandos – Sales, Cost of Sales, Gross Profit, Expenses, Net Profit | Income statement in Business

MAKE SURE YOU UNDERSTAND WHAT YOU'RE LEARNING

- Read over your notes on a regular basis, revision is a continual process.
- Highlight anything you do not understand and flag this up with your teacher
- Practice telling someone else what you have learnt, this is a good way to discover what you really know and find out where the gaps are.
- Set yourself mini-tests in your revision to check what you've learnt.
- Simplify concepts into your own words. This will help you remember the material and ensure you really understand it

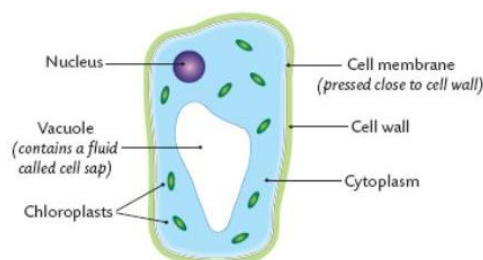


HOW YOU CAN IMPROVE YOUR UNDERSTANDING OF WHAT YOU HAVE LEARNED...

WRITE IT

Without using your notes,

- Can you explain, analyse and evaluate something
- How many lines can you write?
- How long does it take before you run out of things to say?



DRAW IT

- Tired of writing? Why not draw your answer!
- Drawing an answer requires more thinking

SAY IT

- Explaining something orally is harder than writing it down.
- Can you explain it to a friend | parent/guardian | teacher?
- How clear is your answer? Do they understand it?

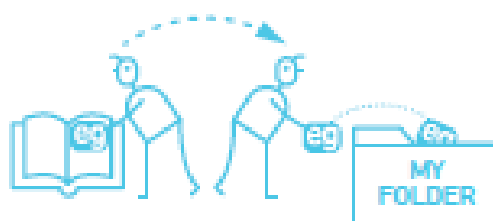


USE SPECIFIC EXAMPLES TO UNDERSTAND ABSTRACT IDEAS

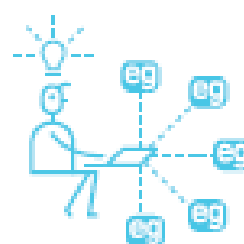


HOW TO DO IT

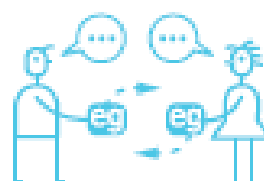
Collect examples your teacher has used, and look in your class materials for as many examples as you can find.



Make the link between the idea you are studying and each example, so that you understand how the example applies to the idea.



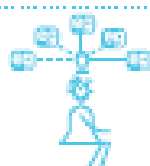
Share examples with friends, and explain them to each other for added benefits.



HOLD ON!



You may find examples on the internet that are not used appropriately. Make sure your examples are correct - check with your teacher.



Ultimately, creating your own relevant examples will be the most helpful for learning.



RESEARCH

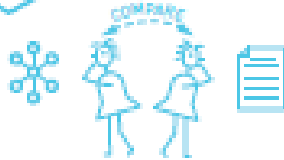
Read more about concrete examples as a study strategy

Rawson, K. A., Thomas, R. C., & Jacoby, L. L. (2014). The power of examples: Illustrative examples enhance conceptual learning of declarative concepts. *Educational Psychology Review*, 27, 483-504.



COMBINE WORDS AND VISUALS

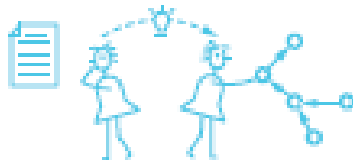
HOW TO DO IT



Look at your class materials and find visuals. Look over the visuals and compare to the words.



Look at visuals, and explain in your own words what they mean.

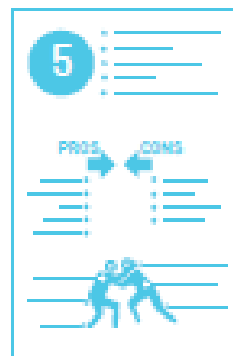


Take information that you are trying to learn, and draw visuals to go along with it.

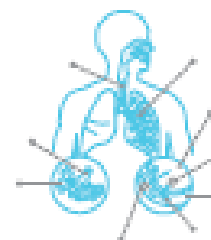
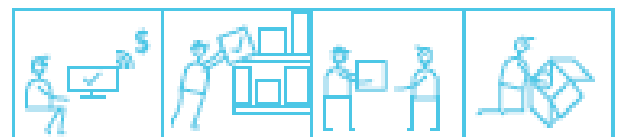
HOLD ON!

Try to come up with different ways to represent the information visually, for example an infographic, a timeline, a cartoon strip, or a diagram of parts that work together.

INFOGRAPHIC



CARTOON STRIP



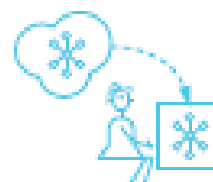
DIAGRAM

TIMELINE



GRAPHIC ORGANIZER

Work your way up to drawing what you know from memory.



RESEARCH

Read more about dual coding as a study strategy

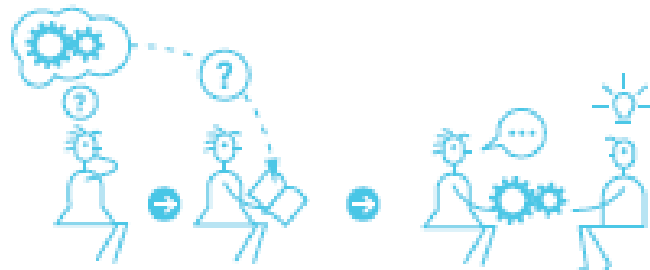
Mayer, R. E., & Anderson, R. B. [1992]. The instructive animation: Helping students build connections between words and pictures in multimedia learning. *Journal of Educational Psychology*, 4, 444-452.



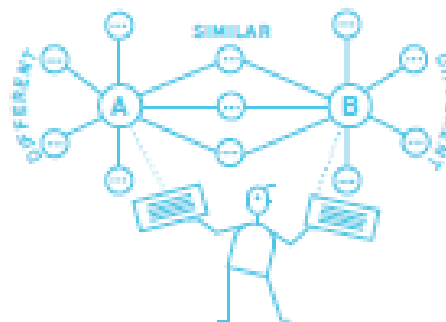
EXPLAIN AND DESCRIBE IDEAS WITH MANY IDEAS

HOW TO DO IT

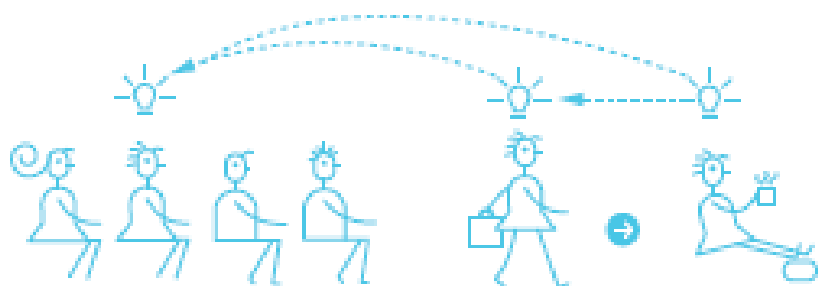
Ask yourself questions while you are studying about how things work and why, and then find the answers in your class materials and discuss them with your classmates.



As you elaborate, make connections between different ideas to explain how they work together. Take two ideas and think of ways they are similar and different.



Describe how the ideas you are studying apply to your own experiences or memories. As you go through your day, make connections to the ideas you are learning in class.



HOLD ON!



Make sure the way you are explaining and describing an idea is accurate. Don't overextend the elaborations, and always check your class materials or ask your teacher.



Work your way up so that you can describe and explain without looking at your class materials.

RESEARCH

Read more about elaboration as a study strategy

McDaniel, M. A., & Donnelly, C. M. (1996). Learning with analogy and elaborative interrogation. *Journal of Educational Psychology, 88*, 508-519.

Wong, B. Y. L. (1980). Self-questioning instructional research: A review. *Review of Educational Research, 50*, 227-268.

SWITCH BETWEEN YOUR IDEAS WHILE YOU STUDY

HOW TO DO IT

Switch between ideas during a study session. Don't study one idea for too long.



Go back over the ideas again in different orders to strengthen your understanding.

TOPICS
A B C



STUDY
SESSION
1

TOPICS
C B A

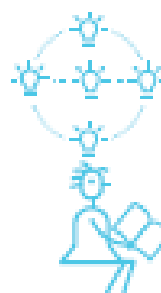


STUDY
SESSION
2

TOPICS
A C B



STUDY
SESSION
3

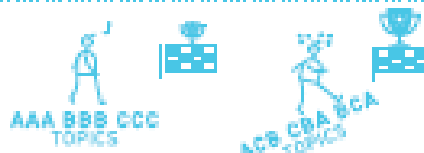


Make links between different ideas as you switch between them.

HOLD ON!



While it's good to switch between ideas, don't switch too often, or spend too little time on any one idea; you need to make sure you understand them.



Interleaving will feel harder than studying the same thing for a long time. But don't worry - this is actually helpful to your learning!

RESEARCH

Read more about interleaving as a study strategy

Rohrer, D. (2012). Interleaving helps students distinguish among similar concepts. *Educational Psychology Review*, 24, 355-367.



RETRIEVAL PRACTICE

PRACTICE BRINGING INFORMATION TO MIND

HOW TO DO IT

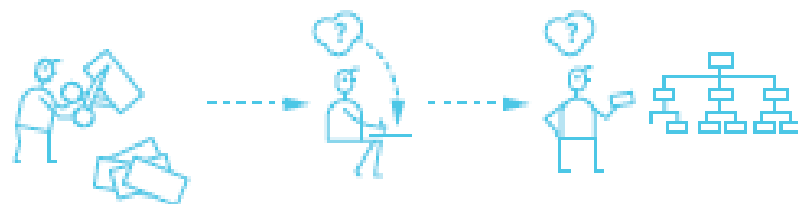
Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.



Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.



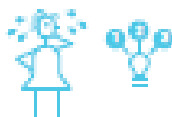
You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.



HOLD ON!



Retrieval practice works best when you go back to check your class materials for accuracy afterward.



Retrieval is hard! If you're struggling, identify the things you've missed from your class materials, and work your way up to recalling it on your own with the class materials closed.



Don't only recall words and definitions. Make sure to recall main ideas, how things are related or different from one another, and new examples.

RESEARCH

Read more about retrieval practice as a study strategy

Roediger, H. L., Putnam, A. L., & Smith, M. A. (2011). Ten benefits of testing and their applications to educational practice. In J. Mestre & B. Ross (Eds.), *Psychology of learning and motivation: Cognition in education*, (pp. 1-36). Oxford: Elsevier.

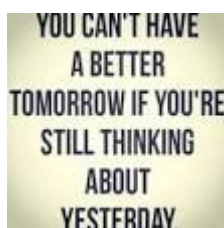


HOW DO I KEEP FOCUSED AND WORKING HARD?

IS IT ALL WORTH IT?

PLAN YOUR TIME AND DON'T PANIC

- Remember to use your revision timetable and try to stick to it
- Put a copy on your wall | In your diary | In your folder
- Don't put things off...the exams will not go away!



FOCUS ON YOUR FUTURE

- Continue to remind yourself of your target grades – make sure your objectives are SMART.
- Think of how you feel when you get the results you want

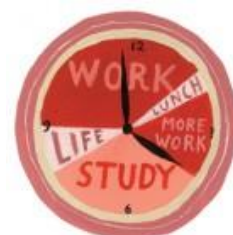
OTHER IMPORTANT FACTORS

Before you start revision

- **Eat breakfast** – it is estimated 27% of boys | 39% of girls skip breakfast some or all of the time. Breakfast gives you energy for the day ahead.
- Put your **phone away** – phones can be very distracting and research has shown students who spend more time texting and using social media get lower grades

During Revision

- **Start early and spread it out** – spending 1 hour revising on 10 consecutive days is more effective than 10 hours on 1 day
- **Test someone** – this can aid memory and requires you to learn the material for yourself
- Get some **fresh air and exercise** – You cannot work all day every day. Going outside and getting fresh air helps people focus. Doing some exercise can help deal with stress and anxiety.
- Have the correct **balance** between your studies and social life
- **Eat well** – food is fuel for the body, drink water/Eat fruit and other 'brain foods'
- **Sleep** – ensuring you have enough rest before your exams is important as this allows you to concentrate and focus more.





EXAMINATION SKILLS

WHAT SKILLS DO I REQUIRE TO PASS AN EXAM?

HOW TO IMPROVE YOUR EXAM SKILLS...

READING QUESTIONS

- Interpreting questions is so important. Always identify and underline the command word.
- If a question has two command words, make sure you do both. For example:
- *Identify and explain an advantage of being a sole trader.*

An advantage of being a sole trader is that **you are in control of the business**. **This means that you are your own boss and can make all the decisions.**

* These may vary from subject to subject so ask your subject teachers for the specific words/phrases for each subject

Command Word	What does it mean?
Analyse	Explain why something has.
Calculate	Show the method and obtain a numerical answer.
Compare	Write about the differences and the similarities.
Conclude	Make a decision after thinking something through.
Contrast	Show the differences between two things.
Define	Give a brief explanation of what something means.
Describe	Explain what something/someone is like or give an account of events.
Discuss	Explain the advantages and disadvantages of something, and give your opinion.
Evaluate	Make a judgment about an event after taking the evidence into account.
Explain	Give reasons why something is as it is, use words like because to make clear WHY things happen.
Identify	Point out the required reasons.
Interpret	Explain what you understand to be the meaning.
Justify	Give good reasons for something.

OTHER KEY POINTS TO REMEMBER...

- Always write full and detailed answers. Avoid just listing points, try to develop and explain what you mean. To help, you can use writing structures such as **PEE** or **PCHJ** are examples:
 - Point and Point Explained
 - Consequence
 - However
 - Justification
- Look at the marks available – questions with higher marks require more detail
- Time management is key – you may want to answer higher mark



WEEKLY PLANNER

DATE: 13th - 19th February 2017

SUBJECT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
ENGLISH	Shakespeare - Othello (Deception & judgement notes)			WB Yeats - Revise themes in "Easter 1916" & "September 1913"		Frost - Revise class notes on "Birches" and "Spring Pools"	Shakespeare - Othello (idea maps)
IRISH	Revise today's class notes	Make flash cards for diospoireacht vocab		Practise filíocht roghnach using past papers	Practise picture sequences		Revise flash cards for popular question phrasing
MATHS		Algebra - Revise fractions pages 5-12 and do practise questions	Algebra - finish fractions chapter & practise questions pages 17-23		Algebra - quadratic equations	Algebra - quadratic graphs	Algebra - quadratic roots
FRENCH	Irregular verbs and l'imparfait - make flash cards		Revise flash cards and test (try reversing)	Practise your centre (use past paper questions)		Oral Vocab - family, hobbies and school pages 12-20	
BIOLOGY			Plant Structure - make flash cards for key points in Chapter 1	Write up notes for today's experiment	Germination - revise class notes and practise diagrams		Write notes for key points on plant reproduction pages 32-47
HISTORY		The Eucharistic Congress - revise class notes up to page 18			Practise past paper exam questions on the Eucharistic Congress	Research Study Report	Research Study Report
CHEMISTRY	Write up notes for today's experiment		Revise this week's notes on Volumetric analysis			Practise past paper questions on volumetric experiments	Practise diagrams for volumetric experiments

WEEKLY PLANNER

DATE: _____

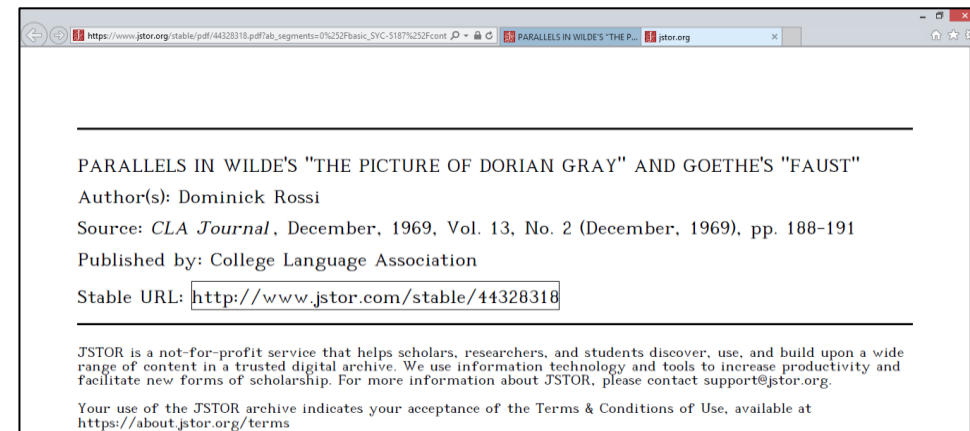
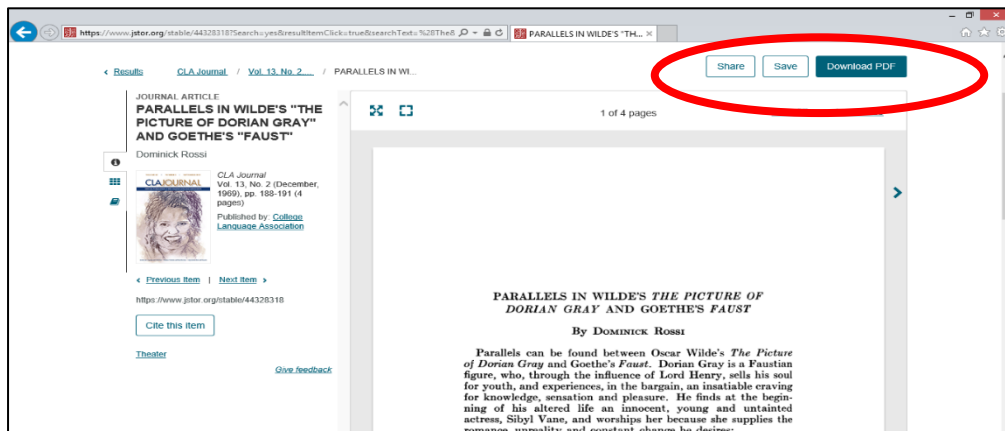
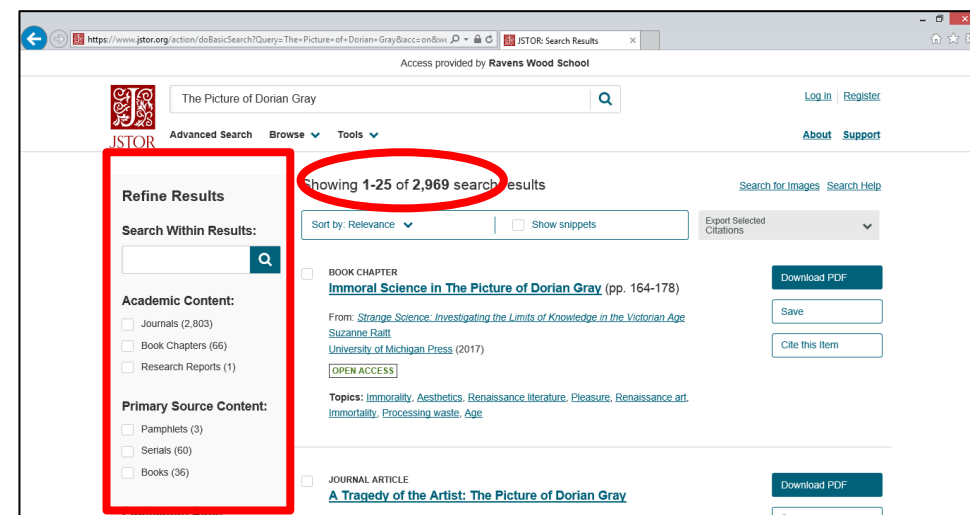
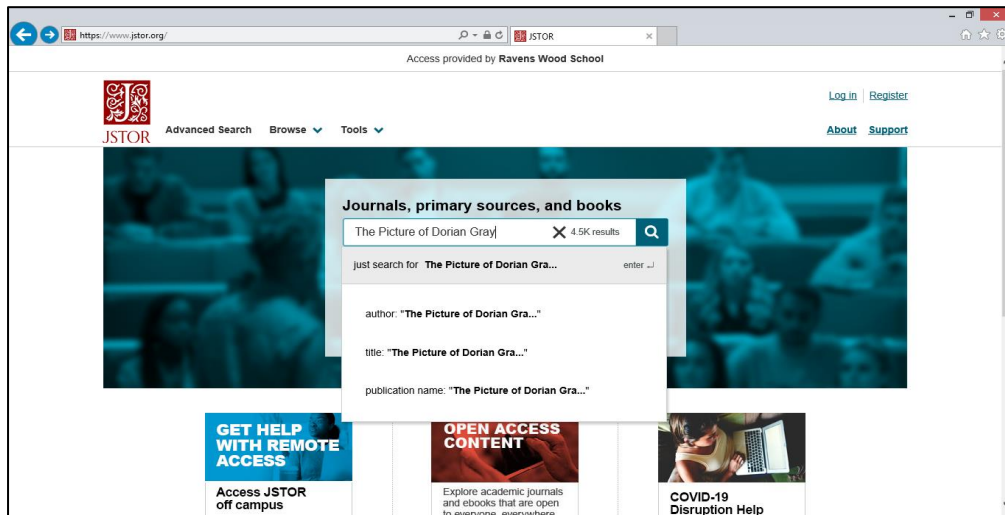
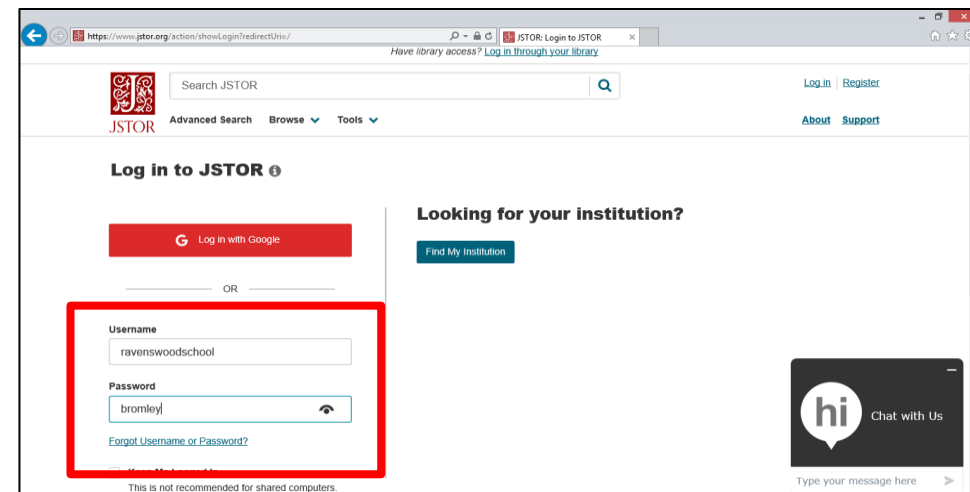
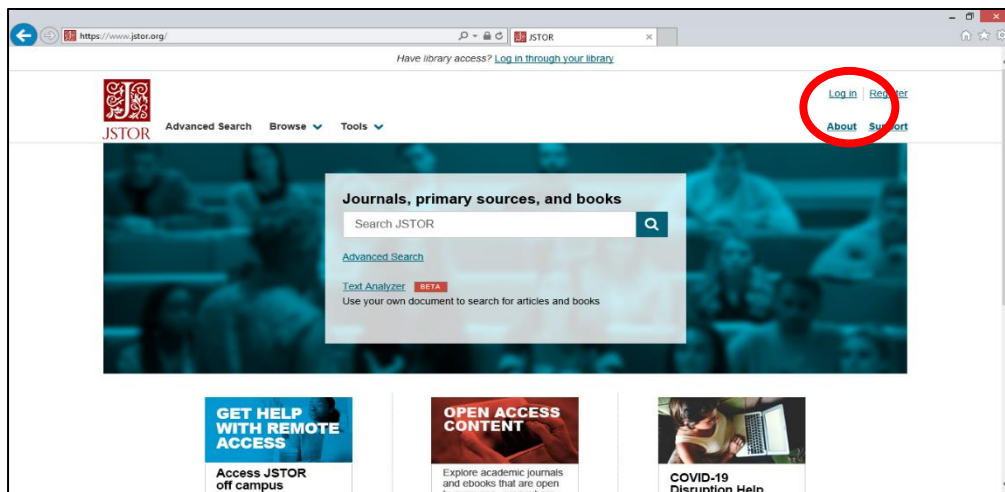
SUBJECT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

WHAT IS JSTOR?

JSTOR is an online collection of academic journals and books. It covers a range of topics and subjects that allow you to explore the views of academics across a range of subjects and fields. Reading around the subject is incredibly powerful and some of your courses may require you to know alternative opinions and theorists.

HOW DO I USE JSTOR?

1. Go to www.jstor.org
2. In the top right hand corner, click 'log in'.
3. Use the username **ravenswoodschool** and the password **bromley** to log in to our school account. Note that the username and password are both lowercase.
4. Once you have logged in, you will be taken to a page where Ravens Wood School is at the top and there is a search bar in the middle. Use this to search a topic of your choice.
5. Your search results will then appear; you might want to refine these as you will have a lot of articles appear. Use the 'refine results' section on the left hand side to do this.
6. Once you have refined your search, you can click on the title of the article that you want to read. Or you can further refine your results using the same search on the left as before.
7. When you open up an article you can read it on the page or you can download it as a PDF. If you download it as a PDF, you can print and save the document.





WHAT ARE YOUR NEXT STEPS?

Below is an example of a learning log from English Literature. This is a working document that you will regularly update for all your subjects with work you have completed, targets from your teachers and areas you do not feel as comfortable with. Once you have completed each task, you put the date completed and get it signed by a parent/carers or your form tutor. You can log the work you complete in silent study here too.

Subject	English Literature				
Topic	Work completed to date and subject/topic concerns?	RAG rate	Next steps / Targets / Additional work Completed	Date Completed	Signature
'The Picture of Dorian Gray'	Read the text once. I do not fully understand the plot and the role of all the characters.	Red	Read the text again and make chapter notes.		
'The Picture of Dorian Gray'	Exam question comparing TPODG to 'Beloved' focusing on how women are portrayed. I do not know how to start my essay and I am finding it difficult to structure my answer.	Amber	Targets from DRH were to construct a clear argument thread. I will redraft the essay aiming to show a clear argument.		
A Streetcar Named Desire	Read JStor article on on 'A Streetcar Named Desire' and made annotations. This article developed my understanding of the play.	Green	Apply this to most recent essay to consider different viewpoints. This was an area of development noted by SWE in most recent feedback.		

Subject					
Topic	Work completed to date and subject/topic concerns?	RAG rate	Next steps / Targets / Additional work Completed	Date Completed	Signature

Subject					
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