PERSONAL DEVELOPMENT AT HALEWOOD ACADEMY

Mrs Jones – Aspirations Coordinator

#ReviseLikeAPro

Ofsted Good School 2017

Normal!

PERSONAL DEVELOPMENT AT HALEWOOD ACADEMY

How to deal with exam stress

Edge Hill University

Professor Dave Putwain - https://www.edgehill.ac.uk/news/story/reducing-debilitating-test-anxiety/

- Don't rely on a single strategy to revise
- Make a revision timetable and stick to it
- It isn't a solo journey – collaborate!
- Practice makes perfect – past exam papers/mocks
- Take a deep breath and give yourself time to think

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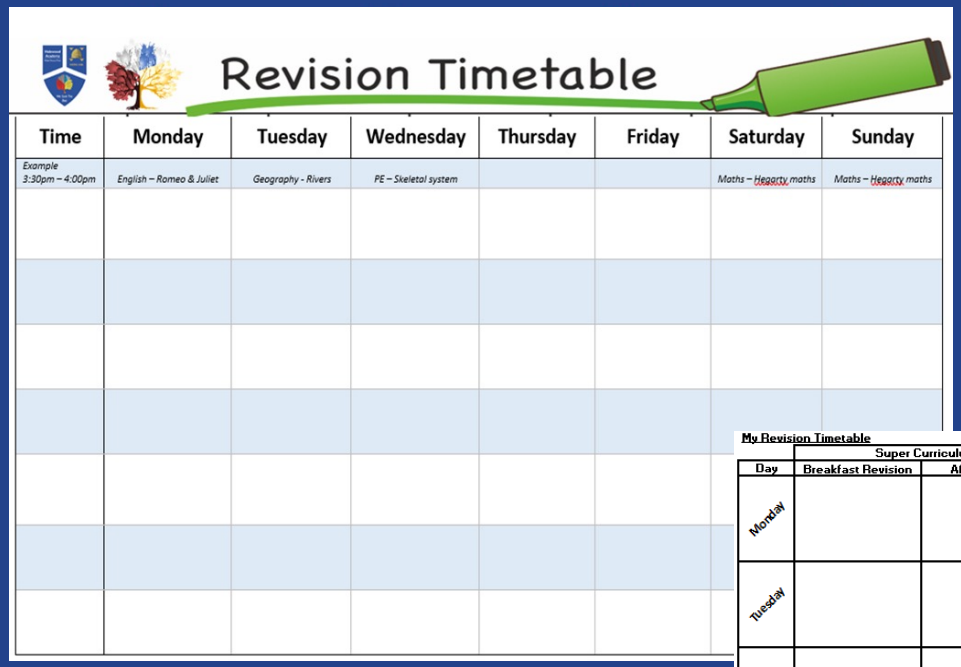
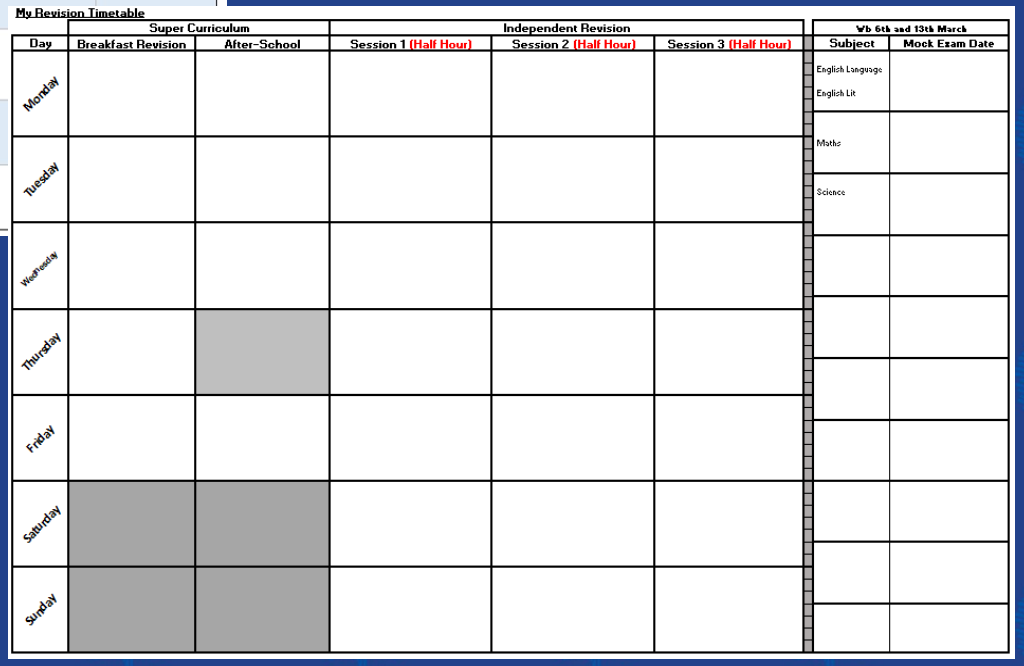
How to get started…



Revision Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Example 3:30pm – 4:00pm	English – Romeo & Juliet	Geography - Rivers	PE – Skeletal system			Maths – Hegarty maths	Maths – Hegarty maths

- Be Realistic!
- Use your time wisely
- It is a guide!



My Revision Timetable

Day	Super Curriculum		Independent Revision			Wb 6th and 13th March	
	Breakfast Revision	After-School	Session 1 (Half Hour)	Session 2 (Half Hour)	Session 3 (Half Hour)	Subject	Mock Exam Date
Monday						English Language English Lit	
Tuesday						Maths	
Wednesday						Science	
Thursday							
Friday							
Saturday							
Sunday							

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Super Curriculum - There are plenty of revision sessions set by your teachers.

Plan what independent revision sessions you will do– **be specific!**

Find out when your mock exams are to prioritise and plan revision.

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Thursday									
Friday									
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Study Down-time Planner

When do you have things on that will make it hard to focus on study?

Type of Activity	*Specific Activity*	*When?*
Sport	*E.g. netball training, netball game* Footy training & game	Wednesday 6pm - 8pm Saturday 12pm - 3pm (game)
Hobbies	*E.g. cycling, gaming* Running	Monday - Friday 7am - 8am
TV Shows	*E.g. Modern Family, Family Guy* Modern Family	Sunday 7:30 - 8pm
Work	*E.g. Spur, Cotton On* McDonalds	Tuesday 5pm - 8pm
Socialising	*E.g. Heading to mate's house* chilling at Robbie's house	Saturday 10am - 6pm

	Weds	Thurs	Fri	Sat	Sun
14:00				Mates	Church
15:00	Class Revision				English Assignment
16:00		Facebook	Music Practice		
17:00			Music Lesson		
18:00		Maths Q7-9			
19:00			Youth Group		TV
20:00		Music Practice			
21:00					Facebook
22:00		TV			

14:00				
15:00	Study Group			
16:00		English Notes		
17:00		Work		
18:00	English Assignment		Footy Training	
19:00				
20:00				
21:00	Facebook	Maths Q3-5	SOSE Assignment	
22:00				

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Wade Deacon Trust
LABORE OPUS
We Seek The Best

Top Tips…

- **Plan - Use your timetable –** display this in your bedroom/fridge/phone.
- **Collaborate** – Work with others, set group revision and solo sessions. Many hands make light work!
- **Organise your revision** – Sort your revision into neat and tidy piles or files so it is easy to use/find. **DISPLAY** revision around your room. **PLAN** your revision (checklists).
- **Find somewhere quiet** – revise somewhere quiet and with little distractions. Work at your alert times of the day.
- **Reflect –** look at errors you made in your mocks and focus on those areas of weakness first.
- **Take breaks –** don't spent hours revising something, try to chunk your revision. Use breaks to get fresh air, changes of scenery.

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Revision Strategies

Brain Dump
Choose a topic and write down as much as you can remember, without referring to your notes. Check your notes and see what you missed then try fill the gaps without the notes. Check your notes a third time and add the missing information.

Flash cards
Write flash cards for each topic, in all subjects, then mix them up for the most effective revision. Check out the Leitner System for effective spacing and interleaving. Keep your flash cards simple – one question, one answer per card.

Map it out
Take an essay question or writing question and map out your answer, without writing a full response. Look at the mark scheme and decide if you plan meets the criteria. DO this for a number of questions, then choose one and write the full response.

Past papers
Ask your teacher for practice questions or exam papers. Complete them without notes in the exam conditions, then check you answers and identify the gaps in your knowledge, so you can target your revision.

Quizzes
Write a set of questions and answers and ask someone to test you. Its important to either write or say your answers loud. Reading through quizzes in your head can give you a false sense of security.

Thinking hard: Reduce
Read a section of your notes then put them aside and reduce what you need into 3 bullet points, each one no more than 10 words. Look back at the notes and decide if you missed anything important. Hide the notes and write a fourth bullet point.

Practice Introductions
For essay subjects, tale a past exam question and practice writing effective introductions and conclusion. Look back at your notes and remind yourself of the important things to remember. Practice for different topics, texts and papers.

Thinking hard: Connect
For each subject, consider the exam paper and group together questions that require the same technique to answer. Write down the requirements for each type. Find a previous example you have completed and identify where you've met the criteria.

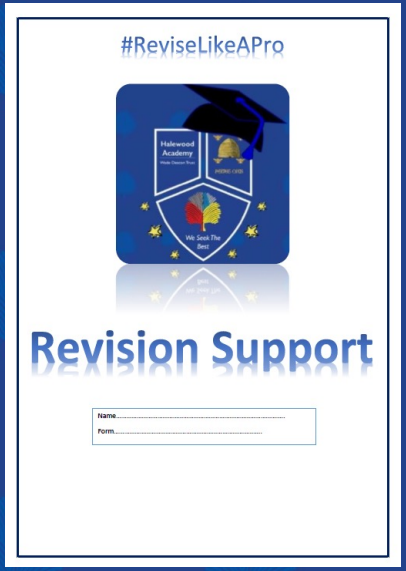
Thinking hard: Transform
Read a paragraph from your notes or a text book, and transform it into a diagram, chart or sketch – no words allowed. OR Look a diagram in science, for example, and transform it into a paragraph of explanation.

Key vocabulary
For a particular topic, make a list of key vocabulary, then do the following: define each word; use each term in a sentence; create a question where the key word is the answer; identify other words which connect to each of the words in your list.

ACADEMY

Revision Strategies

In your booklet



Prioritise and Plan

Studies show students (often girls) seem to think they're revising; however they are sometimes revising the same topic areas over again due to already understanding that topic. This is often due to a need to avoid failure, therefore when they are revising a topic they know it is easier and they're less likely to make mistakes. Sometimes students may need more guidance.

To avoid this:

- **Revision timetables** – detailed by paper/topic area using specification
- **Knowledge organisers**
- **RAG rating** information or checklist
- Give students a copy of the **specification** (make it child friendly)
- Post exam **self-assessment** of weaknesses
- Find out the **dates and times** of mock exams

to allow you to organise your time

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Paper 1 - Applied Anatomy and Physiology

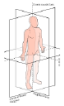
The Skeletal System

- Location of major bones
- Functions of the skeleton
- Types of synovial joint
- Types of movement at hinge and ball & socket joints
- The role of cartilage, ligaments and tendons
- The long term effects of exercise

The Muscular System

- Location of major muscle groups
- The roles of muscle in movement
- The long and short term effects of exercise

Movement Analysis



- Lever systems
- Planes of movement
- Axes of rotation

The Cardiovascular System

- Structure and functions
- Arteries, veins & capillaries
- Understand the pathway of blood through the heart
- Know the definitions *(Heart Rate, Stroke Volume, Cardiac Output)*
- The role of red blood cells
- Long and short term effects of exercise

The Respiratory System

- Structure and functions
- Understand the pathway of air
- The role of the respiratory muscles
- Know the definitions (Breathing Rate, Tidal Volume, Minute Ventilation)
- Understand the alveoli as the site of gas exchange
- Aerobic and anaerobic exercise definitions
- Aerobic and anaerobic exercise practical examples

Name: ***Exam score:***

Physical Chemistry 1

3.1.1 Atomic structure

3.1.1.1 Fundamental particles

(a) Appreciate that knowledge and understanding of atomic structure has evolved over time.			
(b) Know protons, neutrons and electrons: relative charge and relative mass.			
(c) An atom consists of a nucleus containing protons and neutrons surrounded by electrons.			

3.1.1.2 Mass number and isotope

(a) Know the Mass number (A) and atomic (proton) number (Z)			
(b) Determine the number of fundamental particles in atoms and ions using mass number, atomic number and charge.			
(c) Explain the existence of isotopes.			
(d) Use mass spectrometry can be used to identify elements and show how mass spectrometry can be used to determine relative molecular mass.			
(e) Calculate relative atomic mass from isotopic abundance, limited to mononuclear ions.			

3.1.1.3 Electron configuration

(a) Explanation electron configurations of atoms and ions up to Z = 36 in terms of shells and sub-shells (orbitals) s, p and d.			
(b) Define first ionisation energy.			
(c) Write equations for first and successive ionisation energies.			
(d) Explain how first and successive ionisation energies in Period 3 (Na–Ar) and in Group 2 (Be–Ba) give evidence for electron configuration in sub-shells and in shell.			

3.1.2 Amount of substance

3.1.2.2 The mole and the Avogadro constant

(a) Define relative atomic mass (Ar): Relative atomic mass in terms of ^{12}C.			
(b) Define relative molecular mass (Mr): Relative molecular mass in terms of ^{12}C.			
(c) Know the Avogadro constant as the number of particles in a mole and caary out calculation using the constant to determine the number of particles in a substance.			
(d) Know the mole as applied to electrons, atoms, molecules, ions, formulas and equations.			
(e) Know the concentration of a substance in solution, measured in mol dm^{-3}.			
(f) Using mass of substance, Mr, concentration and volume to calculate the amount of a substance.			

3.1.2.3 The ideal gas equation

(a) Know the ideal gas equation pV = nRT with the variables in SI units.			
(b) Rearrange equations, covert and derive units.			
(c) Use the ideal gas equation to carry out calculations.			

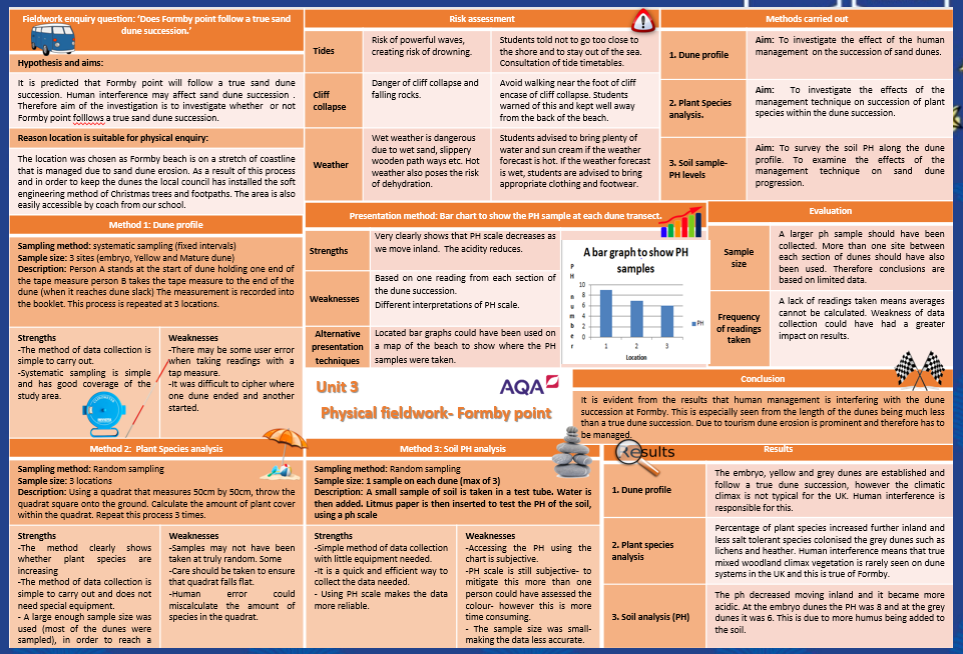
Priorities:

	Revised	Tested
2.1.a Current physical activity trends in the UK.		
2.1.a Participation in sport in the 5 main social groups.		
2.1.a The agencies and strategies to increase participation in sport.		
2.1.a The 14 factors affecting participation in physical activity and sport.		
2.1.b The golden triangle (sport, sponsorship and the media).		
2.1.b The effects of the media on commercialisation.		
2.1.b The effects of sponsorship on commercialisation.		
2.1.c Sportsmanship, gamesmanship and deviance.		
2.1.c Performance enhancing drugs and their effects on performance.		
2.1.c The reasons why performers may use drugs and the impact of drug use in sport.		

Knowledge Organisers

A **knowledge organiser** is a document, usually no more than two sides of A4, that contains key facts and information that children need to have a basic **knowledge** and understanding of a topic.

Most **knowledge organisers** will include: the essential facts about the topic, usually laid out in easily digestible chunks.



Fieldwork enquiry question: 'Does Formby point follow a true sand dune succession.'

Hypothesis and aims:

It is predicted that Formby point will follow a true sand dune succession. Human interference may affect sand dune succession . Therefore aim of the investigation is to investigate whether or not Formby point follows a true sand dune succession.

Reason location is suitable for physical enquiry:

The location was chosen as Formby beach is on a stretch of coastline that is managed due to sand dune erosion. As a result of this process and in order to keep the dunes the local council has installed the soft engineering method of Christmas trees and footpaths. The area is also easily accessible by coach from our school.

Method 1: Dune profile

Sampling method: systematic sampling (fixed intervals)
Sample size: 3 sites (embryo, Yellow and Mature dune)
Description: Person A stands at the start of dune holding one end of the tape measure person B takes the tape measure to the end of the dune (when it reaches dune slack) The measurement is recorded into the booklet. This process is repeated at 3 locations.

Strengths
-The method of data collection is simple to carry out.
-Systematic sampling is simple and has good coverage of the study area.

Weaknesses
-There may be some user error when taking readings with a tap measure.
-It was difficult to cipher where one dune ended and another started.

Method 2: Plant Species analysis

Sampling method: Random sampling
Sample size: 3 locations
Description: Using a quadrat that measures 50cm by 50cm, throw the quadrat square onto the ground. Calculate the amount of plant cover within the quadrat. Repeat this process 3 times.

Strengths
-The method clearly shows whether plant species are increasing
-The method of data collection is simple to carry out and does not need special equipment.
- A large enough sample size was used (most of the dunes were sampled), in order to reach a

Weaknesses
-Samples may not have been taken at truly random. Some
-Care should be taken to ensure that quadrat falls flat.
-human error could miscalculate the amount of species in the quadrat.

Risk assessment

Tides	Risk of powerful waves, creating risk of drowning.	Students told not to go too close to the shore and to stay out of the sea. Consultation of tide timetables.
Cliff collapse	Danger of cliff collapse and falling rocks.	Avoid walking near the foot of cliff encase of cliff collapse. Students warned of this and kept well away from the back of the beach.
Weather	Wet weather is dangerous due to wet sand, slippery wooden path ways etc. Hot weather also poses the risk of dehydration.	Students advised to bring plenty of water and sun cream if the weather forecast is hot. If the weather forecast is wet, students are advised to bring appropriate clothing and footwear.

Methods carried out

1. Dune profile	**Aim:** To investigate the effect of the human management on the succession of sand dunes.
2. Plant Species analysis.	**Aim:** To investigate the effects of the management technique on succession of plant species within the dune succession.
3. Soil sample- PH levels	**Aim:** To survey the soil PH along the dune profile. To examine the effects of the management technique on sand dune progression.

Presentation method: Bar chart to show the PH sample at each dune transect.

Strengths	Very clearly shows that PH scale decreases as we move inland. The acidity reduces.
Weaknesses	Based on one reading from each section of the dune succession. Different interpretations of PH scale.
Alternative presentation techniques	Located bar graphs could have been used on a map of the beach to show where the PH samples were taken.

Evaluation

Sample size	A larger ph sample should have been collected. More than one site between each section of dunes should have also been used. Therefore conclusions are based on limited data.
Frequency of readings taken	A lack of readings taken means averages cannot be calculated. Weakness of data collection could have had a greater impact on results.

Unit 3 AQA
Physical fieldwork- Formby point

Conclusion

It is evident from the results that human management is interfering with the dune succession at Formby. This is especially seen from the length of the dunes being much less than a true dune succession. Due to tourism dune erosion is prominent and therefore has to be managed.

Method 3: Soil PH analysis

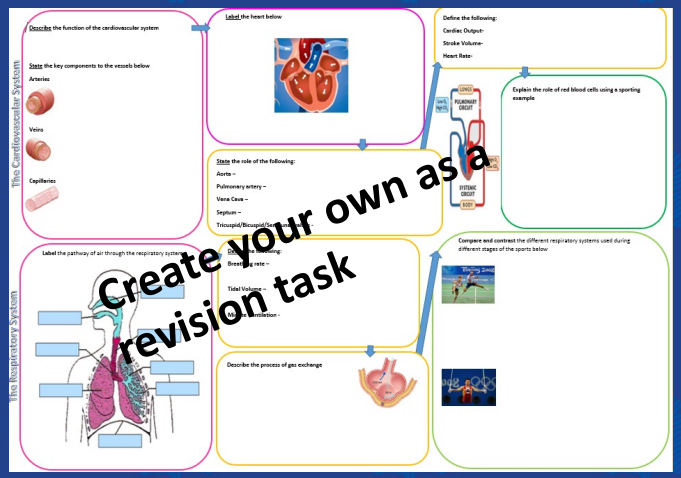
Sampling method: Random sampling
Sample size: 1 sample on each dune (max of 3)
Description: A small sample of soil is taken in a test tube. Water is then added. Litmus paper is then inserted to test the PH of the soil, using a ph scale

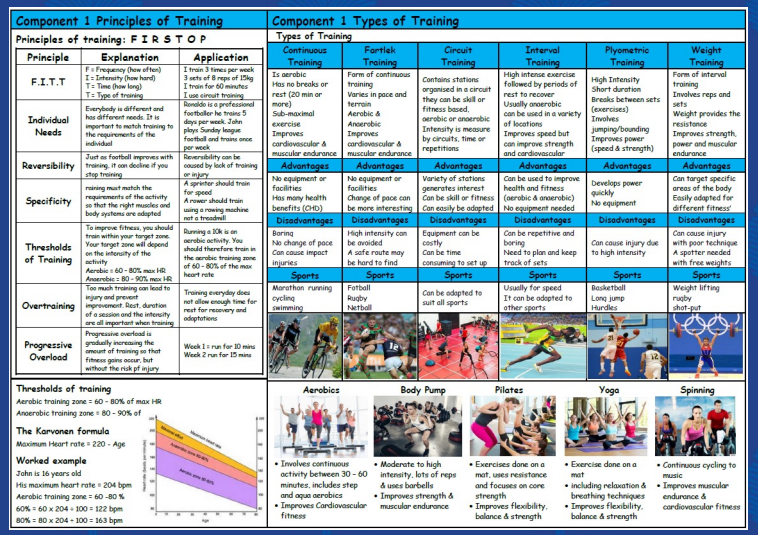
Strengths
-Simple method of data collection with little equipment needed.
-It is a quick and efficient way to collect the data needed.
- Using PH scale makes the data more reliable.

Weaknesses
-Accessing the PH using the chart is subjective.
-PH scale is still subjective- to mitigate this more than one person could have assessed the colour- however this is more time consuming.
- The sample size was small- making the data less accurate.

Results

1. Dune profile	The embryo, yellow and grey dunes are established and follow a true dune succession, however the climatic climax is not typical for the UK. Human interference is responsible for this.
2. Plant species analysis	Percentage of plant species increased further inland and less salt tolerant species colonised the grey dunes such as lichens and heather. Human interference means that true mixed woodland climax vegetation is rarely seen on dune systems in the UK and this is true of Formby.
3. Soil analysis (PH)	The ph decreased moving inland and it became more acidic. At the embryo dunes the PH was 8 and at the grey dunes it was 6. This is due to more humus being added to the soil.





Component 1 Principles of Training

Principles of training: F I R S T O P

Principle	Explanation	Application
F.I.T.T	F = Frequency (how often) I = Intensity (how hard) T = Time (how long) T = Type of training	I train 3 times per week 3 sets of 8 reps of 15kg I train for 60 minutes I use circuit training
Individual Needs	Everybody is different and has different needs. It is important to match training to the requirements of the individual	Ronaldo is a professional footballer he trains 5 days per week. John plays Sunday league football and trains once per week
Reversibility	Just as football improves with training, it can decline if you stop training	Reversibility can be caused by lack of training or injury
Specificity	training must match the requirements of the activity so that the right muscles and body systems are adapted	A sprinter should train for speed A rower should train using a rowing machine not a treadmill
Thresholds of Training	To improve fitness, you should train within your target zone. Your target zone will depend on the intensity of the activity Aerobic = 60 - 80% max HR Anaerobic = 80 - 90% max HR	Running a 10k is an aerobic activity. You should therefore train in the aerobic training zone of 60 - 80% of the max heart rate
Overtraining	Too much training can lead to injury and prevent improvement. Rest, duration of a session and the intensity are all important when training	Training everyday does not allow enough time for rest for recovery and adaptations
Progressive Overload	Progressive overload is gradually increasing the amount of training so that fitness gains occur, but without the risk pf injury	Week 1 = run for 10 mins Week 2 run for 15 mins

Component 1 Types of Training

Types of Training

Continuous Training	Fartlek Training	Circuit Training	Interval Training	Plyometric Training	Weight Training
Is aerobic Has no breaks or rest (20 min or more) Sub-maximal exercise Improves cardiovascular & muscular endurance	Form of continuous training Varies in pace and terrain Aerobic & Anaerobic Improves cardiovascular & muscular endurance	Contains stations organised in a circuit they can be skill or fitness based, aerobic or anaerobic Intensity is measure by circuits, time or repetitions	High intense exercise followed by periods of rest to recover Usually anaerobic can be used in a variety of locations Improves speed but can improve strength and cardiovascular	High Intensity Short duration Breaks between sets (exercises) Involves jumping/bounding Improves power (speed & strength)	Form of interval training Involves reps and sets Weight provides the resistance Improves strength, power and muscular endurance
Advantages	**Advantages**	**Advantages**	**Advantages**	**Advantages**	**Advantages**
No equipment or facilities Has many health benefits (CHD)	No equipment or facilities Change of pace can be more interesting	Variety of stations generates interest Can be skill or fitness Can easily be adapted	Can be used to improve health and fitness (aerobic & anaerobic) No equipment needed	Develops power quickly No equipment	Can target specific areas of the body Easily adapted for different fitness'
Disadvantages	**Disadvantages**	**Disadvantages**	**Disadvantages**	**Disadvantages**	**Disadvantages**
Boring No change of pace Can cause impact injuries	High intensity can be avoided A safe route may be hard to find	Equipment can be costly Can be time consuming to set up	Can be repetitive and boring Need to plan and keep track of sets	Can cause injury due to high intensity	Can cause injury with poor technique A spotter needed with free weights
Sports	**Sports**	**Sports**	**Sports**	**Sports**	**Sports**
Marathon running cycling swimming	Fotball Rugby Netball	Can be adapted to suit all sports	Usually for speed It can be adapted to other sports	Basketball Long jump Hurdles	Weight lifting rugby shot-put

Thresholds of training

Aerobic training zone = 60 – 80% of max HR
Anaerobic training zone = 80 - 90% of

The Karvonen formula

Maximum Heart rate = 220 - Age

Worked example

John is 16 years old
His maximum heart rate = 204 bpm
Aerobic training zone = 60 -80 %
60% = 60 x 204 ÷ 100 = 122 bpm
80% = 80 x 204 ÷ 100 = 163 bpm

Aerobics
- Involves continuous activity between 30 - 60 minutes, includes step and aqua aerobics
- Improves Cardiovascular fitness

Body Pump
- Moderate to high intensity, lots of reps & uses barbells
- Improves strength & muscular endurance

Pilates
- Exercises done on a mat, uses resistance and focuses on core strength
- Improves flexibility, balance & strength

Yoga
- Exercise done on a mat
- including relaxation & breathing techniques
- Improves flexibility, balance & strength

Spinning
- Continuous cycling to music
- Improves muscular endurance & cardiovascular fitness

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Mind Maps

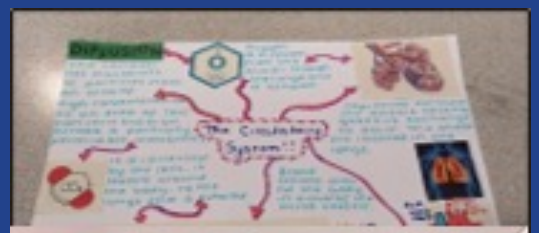
Mind Maps help to simplify complex ideas, make connections to see the "bigger picture" and allow you to be creative so you don't get bored.

How To:

- Use a landscape sheet of A4 or A3 paper.
- Put the **topic** in the centre.
- Main Branches: Your branches should have one word or two for clarity. Think of each branch as a heading in an essay or a book.
- Sub-branches: From your main branches draw sub-branches and from those sub-branches you can draw more branches. Here you can create associations between ideas.

Top Tips:

- Use **COLOUR** to make it visually interesting. Use a different colour for different branches to link the learning together.
- Draw pictures. They don't need to be a work of art, but they will help you to remember it.
- Make sure each branch is **curved** and not straight. The brain is more stimulated by curved lines.



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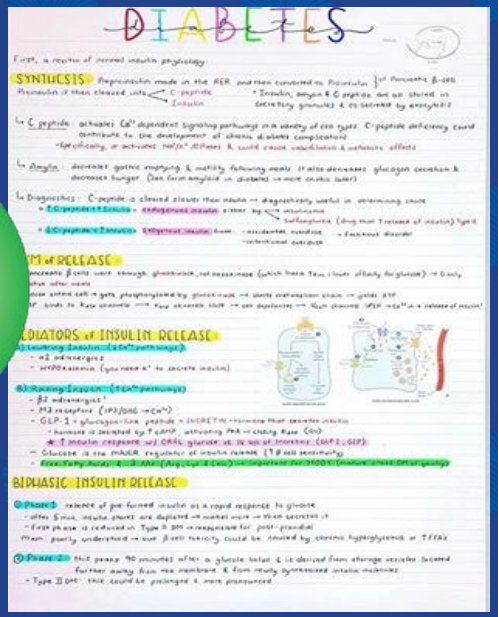
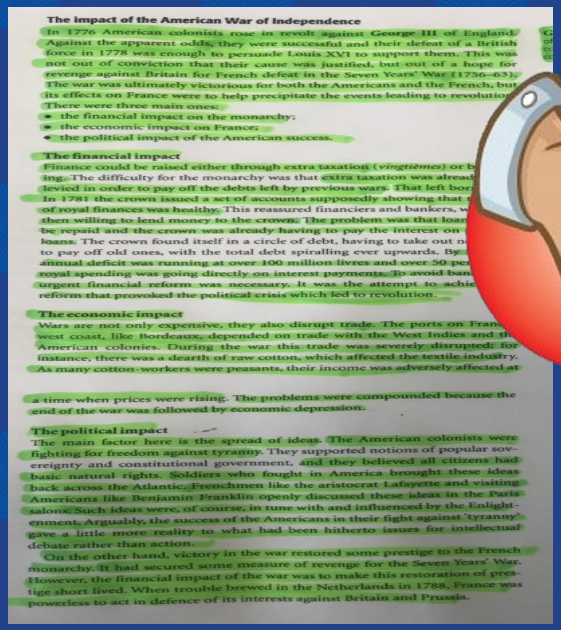
Summarising/Highlighting Information

By highlighting key points in the material, you will have visual clues guiding your revision come exam time.





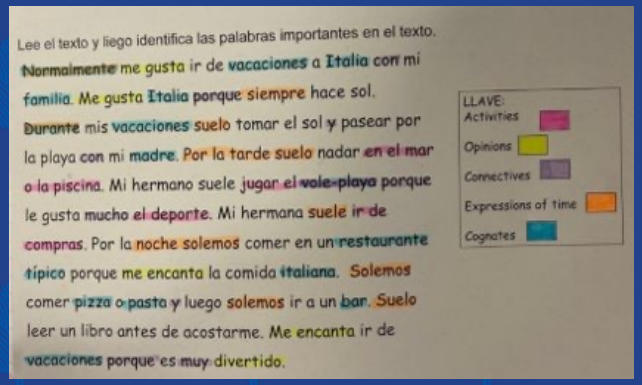
Yellow → Highlight in yellow important points, facts, examples etc.

Pink → Use pink (or orange) to denote material that is even more important than what's in yellow.

Blue → Reserve blue for words that will subsequently be defined (and then put their definitions in pink), titles or special terms.

Green → Mark in green dates, names or places that you will need to remember. Green can also be used for formulas.

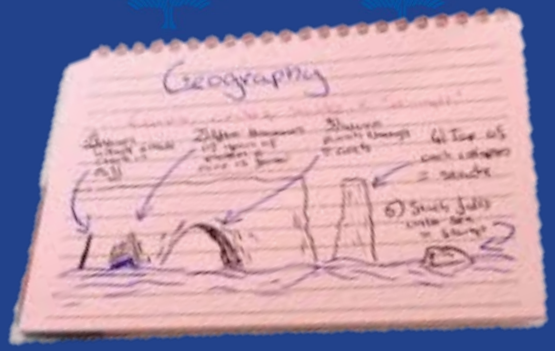
Purple → If the material contains any rules, use the boldness of purple to set them apart.



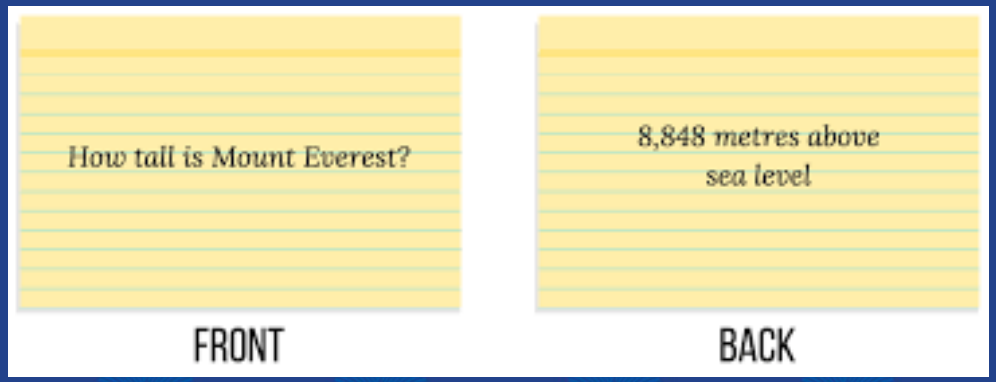
Flash Cards

Top Tips!

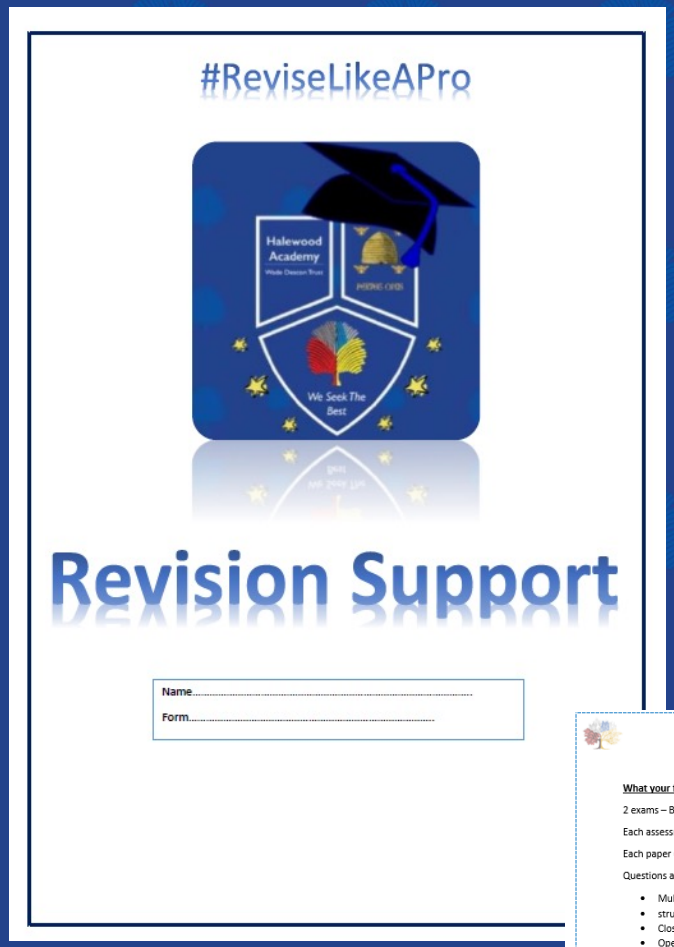
1. Use for testing and not summarising information
2. One idea, one card
3. Use both texts and pictures (65% more info remembered when visual)
4. Spaced repetition to memorise
5. Don't just use flash cards!

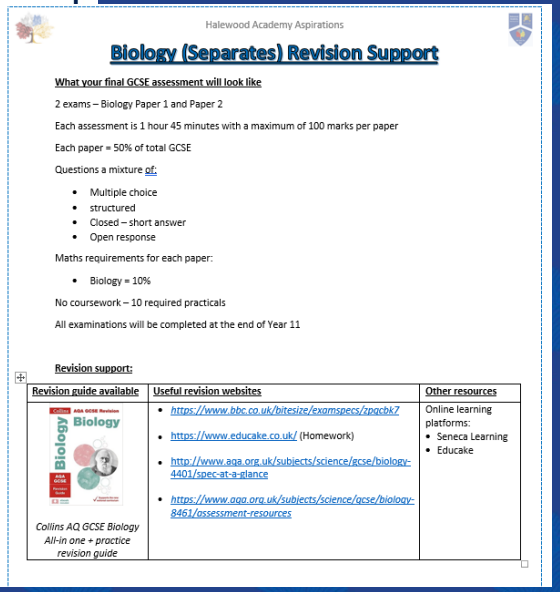


In your pack!



PERSONAL DEVELOPMENT AT HALEWOOD ACADEMY





Halewood Academy Aspirations

Biology (Separates) Revision Support

What your final GCSE assessment will look like

2 exams – Biology Paper 1 and Paper 2

Each assessment is 1 hour 45 minutes with a maximum of 100 marks per paper

Each paper = 50% of total GCSE

Questions a mixture of:

- Multiple choice
- structured
- Closed – short answer
- Open response

Maths requirements for each paper:

- Biology = 10%

No coursework – 10 required practicals

All examinations will be completed at the end of Year 11

Revision support:

Revision guide available	Useful revision websites	Other resources
Collins AQ GCSE Biology All-in one + practice revision guide	• https://www.bbc.co.uk/bitesize/examspecs/zpqcbk7 • https://www.educake.co.uk/ (Homework) • http://www.aqa.org.uk/subjects/science/gcse/biology-4401/spec-at-a-glance • https://www.aqa.org.uk/subjects/science/gcse/biology-8461/assessment-resources	Online learning platforms: • Seneca Learning • Educake

Please collect a revision pack on your way out.

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Thank you for listening!

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