

Complete the Do Now activity

Please complete the **Exam Reflection and Improvement Questionnaire** honestly. If you can't remember / don't know your grade, don't worry – just fill in the sections that relate to your revision.

Name: _____

C3 English Literature Exam Reflection & Improvement Questionnaire

Section 1: General Reflection

1. What was your overall grade or score for this exam? _____

2. How do you feel about your performance?

- ☐ Very satisfied
- ☐ Satisfied
- ☐ Neutral
- ☐ Dissatisfied
- ☐ Very dissatisfied

Why? _____

3. Did you meet your personal expectations or goals for this exam?

- ☐ Yes
- ☐ No

Explain why or why not: _____

4. How much time did you spend revising or preparing for this exam?
(Estimate in hours and state over how many days/weeks)

Section 2: Strengths and Weaknesses

5. Which questions did you succeed in – Macbeth or Poetry Comparison?

6. Which parts did you struggle with?
(Be honest—e.g., timing, understanding of the texts, quotation analysis, exploring contextual knowledge, comparative analysis: poetry)

LI: to develop an understanding of effective revision strategies

Flash back

- How did you revise for your C1, 2 and 3 assessments this year?
- Do particular strategies work better for specific subjects?
- Did you reflect of which strategies resulted in you becoming successful?

Today's key component knowledge

- What are the highest leverage revision strategies?

Vocabulary

- **utility**– the state of being useful, profitable, or beneficial
- **high leverage practices** – well-researched strategies that stem from a comprehensive review of educational research that aims to pinpoint the approaches that yield **the most significant benefits for students.**

Dunlosky et al (2013)

In 'Strengthening the Student Toolbox', Dunlosky finds that, students believe... relatively ineffective strategies are actually the most effective, possibly because we have not always focused enough “on **training students** how to go about learning the content and what **skills** will promote **efficient** studying”.

Table 1: Effectiveness of ten learning techniques, from Dunlosky et al (2013) ²⁹

High utility	Practice testing	Self-testing or taking practice tests on material to be learned.
	Distributed ('spaced') practice	Implementing a schedule of practice that spreads out activities over time.
	Elaborative interrogation	Generating an explanation for why an explicitly stated fact or concept is true.
	Self-explanation	Explaining how new information is related to known information, or explaining steps taken during problem solving.
Moderate utility	Interleaved practice	Implementing a schedule of practice that mixes different kinds of problems, or a schedule of study that mixes different kinds of material, within a single study session.
	Summarization	Writing summaries (of various lengths) of to-be-learned texts.
	Highlighting	Marking potentially important portions of to-be-learned materials while reading.
	Keyword mnemonic	Using keywords and mental imagery to associate verbal materials.
Low utility	Imagery use for text learning	Attempting to form mental images of text materials while reading or listening.
	Rereading	Restudying text material again after an initial reading.

These revision approaches, therefore, have the highest leverage (make the biggest impact)

Alex Quigley: *The 7 Deadly Sins of Exam Revision*



With your partner discuss what you think the 7 Deadly Sin of Revision might be.

- What are the pitfalls?
- Where do students go wrong?

Alex Quigley: *The 7 Deadly Sins of Exam Revision*



1. Procrastination and cramming
2. Passive revision approaches
3. Skimping on sleep
4. Poor-time management
5. Overconfidence in what has been learnt
6. Accepting weapons of mass distraction
7. Fail to plan, prepare to fail



1. What is a flashcard?
2. Have you used flashcards before?
3. Which subjects do you find them useful for?
4. How much information should you write on them?
5. How do **you** use them?

RE

THEME B - Religion and life

ABORTION

Abortion - intentional, clinical ending of a pregnancy.

Pro life - life must be protected at all costs

Pro choice - a person's right to choose what happens to their life or their unborn child.

Ensoulment - Islamic concept where the foetus receives a ruh (soul) 120 days into pregnancy.

"Children are a heritage from the Lord" > **Psalms**
"before I formed you in the womb, I knew you."
"kill not your offspring for fear of poverty; it is we who provide for them and you" **Quran**

Geography

PAPER 1 - SECT C - Coastal Landscapes UK

Identify coastal management scheme

FACTS. - (location, dates data) why needed? (threats)

Describe Scheme. (Types of engineering)	Was it was successful?
	Yes ✓ - How?
	No ✓ - How?

Facts

- Lyme Regis / Dorset
- Southern England.
- Built between 1995 - 2015
- Cost £41 million.

Threats

- Cliffs could collapse
- Beach erode away
- No tourism
- No local businesses
- Homes collapse into Sea.

Types of Engineering

- Hard - rock armour
 - groynes
 - stabilise cliffs
- Soft
 - Beach nourishment

Successful

yes	No
• less erosion	• very expensive
• more homes protected	• Tourism brings pollution, noise
• Increase in Tourism.	• Traffic Congestion.
• new jobs	

Chemistry

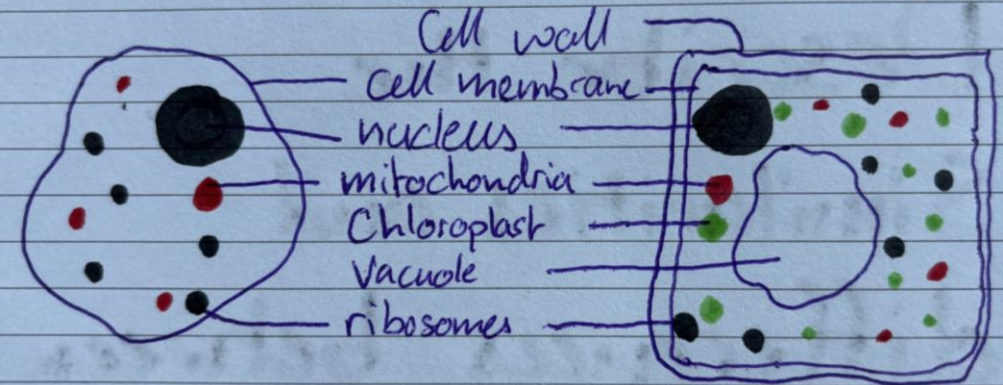
Explain why simple molecules have low melting and boiling points

- * Simple molecules have weak ^{between molecules} intermolecular forces.
- * These forces require ^{thermal energy} little energy to overcome.
- * Covalent bonds ^{between elements} within molecules is strong.

For example - CO_2 has a low boiling point as the forces between molecules are low. The forces between the carbon and oxygen are strong.

Biology

Describe the
Similarities and
differences between
Plant + animal cells



Similarity




- Both have cell membrane, mitochondria ~~and~~ nucleus, and ribosomes

Difference

- Only plant cells have a cell wall, chloroplasts and (permanent) vacuole

Physics

Describe the energy changes in a ball as it falls to the ground

1. High GPE
low KE 
2. GPE is converted into KE as the ball falls 
3. As ball hits the ground there is zero GPE. All kinetic energy converted into elastic and sound. 

When the ball is in the air there is max Gravitational potential energy. As it falls this is converted to kinetic energy. When the ball hits the ground this is converted into elastic energy and sound.



How would you use
flashcards
to revise for English
Literature?

Why have I included the character and themes at the top?

Character: Lady Macbeth - strong/powerful
Themes: ambition, gender, violence, appearance vs reality.

'I would, while it was
smiling in my face, / Have
plucked my nipple from
his boneless gums, / And
dashed the brains out.'

Why have I highlighted particular words and phrases?

Why have I used two different colours?

AO Mapping

Why have I divided the card into three sections?

What is significant about the highlighted words in this section?

<p>AO1: What</p> <ul style="list-style-type: none">• conveys the extent of LM's cruel and heartless nature <p>Alt. points:</p> <ul style="list-style-type: none">• LM depicts an extreme example of a murder which makes killing Duncan seem less heinous.• She only proclaims she would commit infanticide. Her power and influence from the maternal, nurturing is only female expected in Jacobean Eng. mental.• LM is threatening to deny Mac the ability to immortalise himself through his children.	<p>AO2: How Pathos & Ethos</p> <ul style="list-style-type: none">• Verbs - emphasise LM's extreme, barbaric personality. 'Smiling' - connotations of contentment & serenity - Contrasts vicious actions, 'Plucked' - removing something quickly & forcefully, 'dashed' - a violent, destructive act. Noun phrase - 'boneless gums' - emphasises baby's youth and vulnerability, making image of decimated skill more deplorable. <p>AO3: Why</p> <ul style="list-style-type: none">• LM subverts trad. traits of femininity - far from the maternal, nurturing
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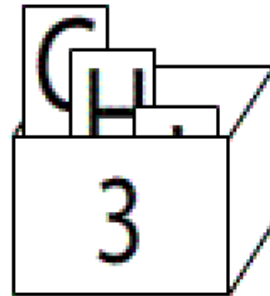
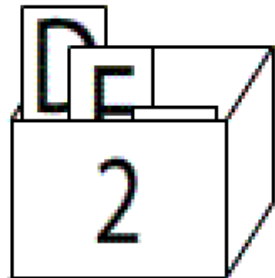
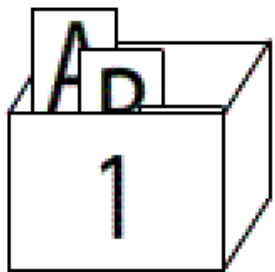
What is significant about the highlighted words in this section?

The Leitner flashcard system: spaced repetition

The Leitner System is a **spaced repetition** technique used to efficiently review flashcards and improve memory retention. By organising flashcards into different boxes based on how well you know the material, the Leitner System helps you focus on the most challenging items while reinforcing what you already know.

The Leitner flashcard system: spaced repetition

Session 1

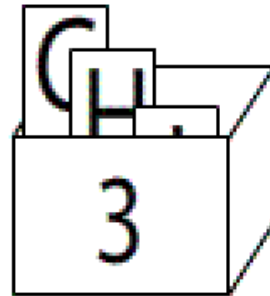
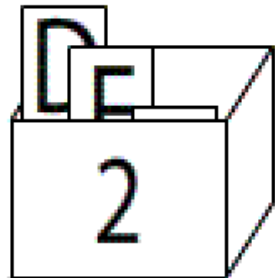
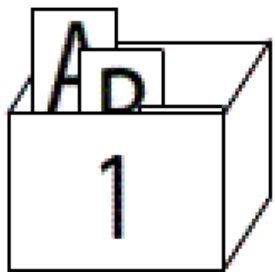


Task:

1. Watch the graphic a couple of times
2. **Turn and talk:** Take turns to **explain** how you think the Leitner flashcard system works
3. Be ready to feedback

The Leitner flashcard system: spaced repetition

Session 1



Box 1

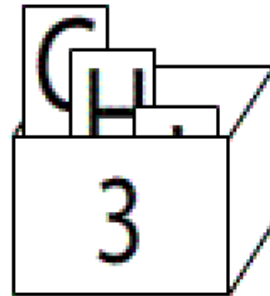
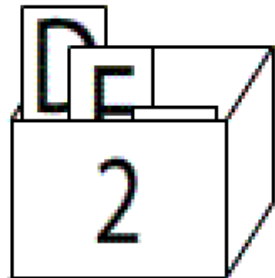
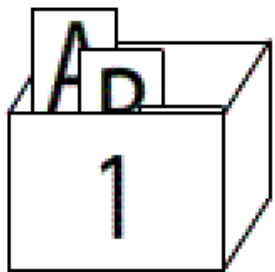
Contains:

- New cards that were newly added into the system.
- Cards from box 2 that were answered incorrectly.

Spacing interval: Every day

The Leitner flashcard system: spaced repetition

Session 1



Box 2

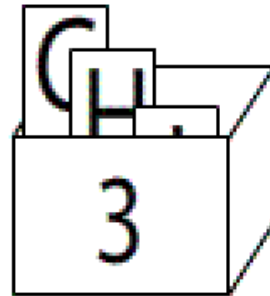
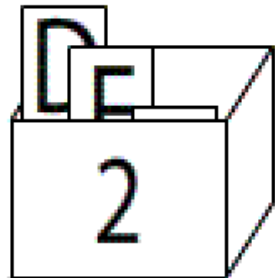
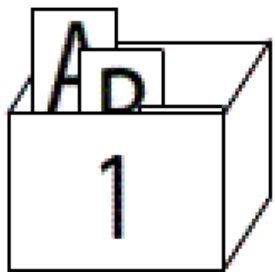
Contains:

- Cards from box 1 that were answered correctly.
- Cards from box 3 that were answered incorrectly.

Spacing interval: Every other day

The Leitner flashcard system: spaced repetition

Session 1



Box 3

Contains:

- Cards from box 2 that were answered correctly.
- Cards from box 3 that were answered correctly (no changes).

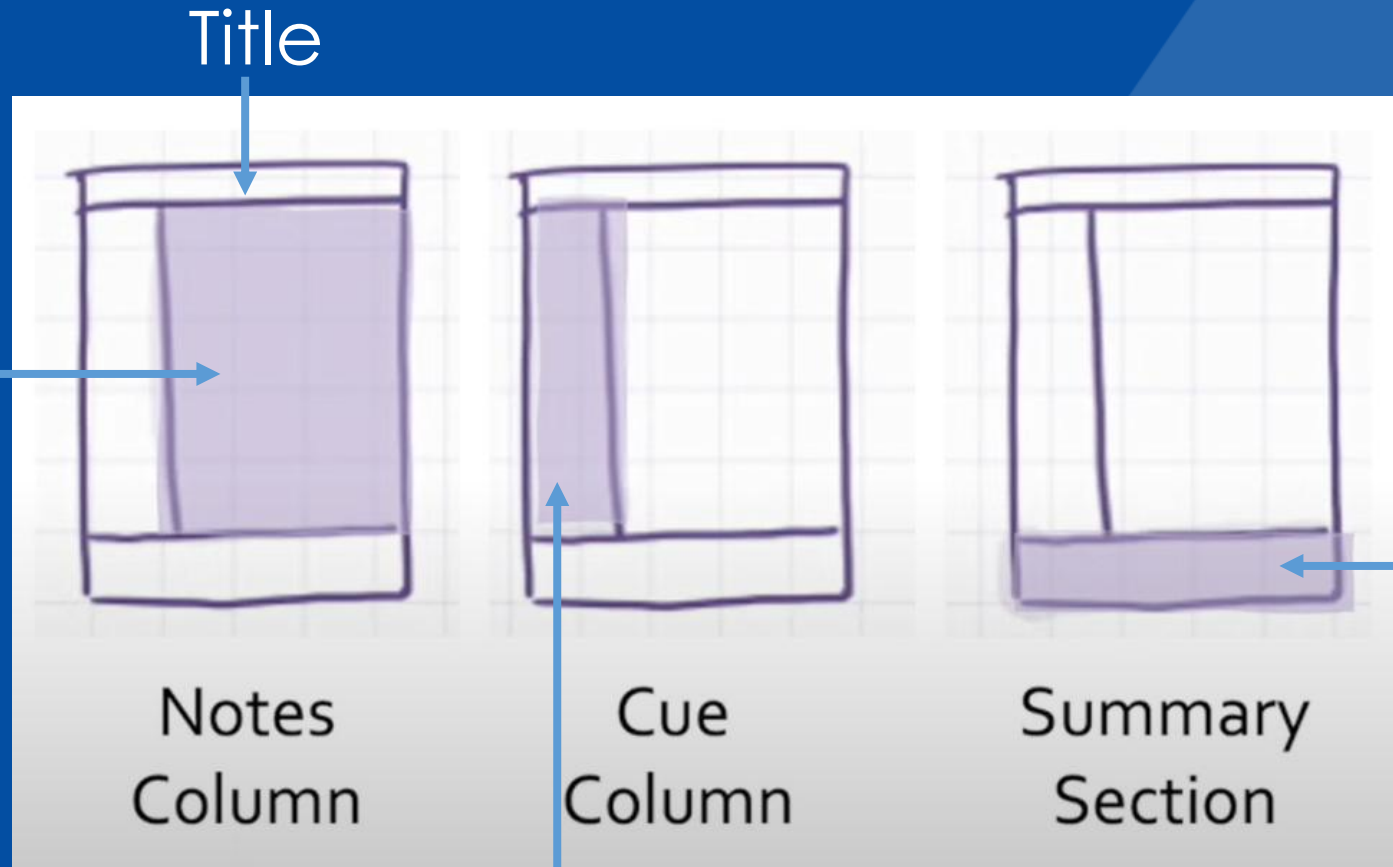
Spacing interval: Once per week

Why should you try the Leitner flashcard system?

- **Efficient Learning:** Helps you focus more on the concepts you struggle with, while reinforcing knowledge you've already mastered. This means you spend less time reviewing what you already know.
- **Better Retention:** By reviewing material at increasing intervals, spaced repetition ensures that information is moved into long-term memory, making it easier to recall when needed.
- **Personalised Focus:** Allows you to track your progress and adjust your study focus based on how well you know each item, ensuring you prioritise the areas that need the most attention.
- **Time-Efficient:** You can ensure that your study sessions are productive, focusing your time and effort on areas where improvement is needed.

Cornell Note Taking:

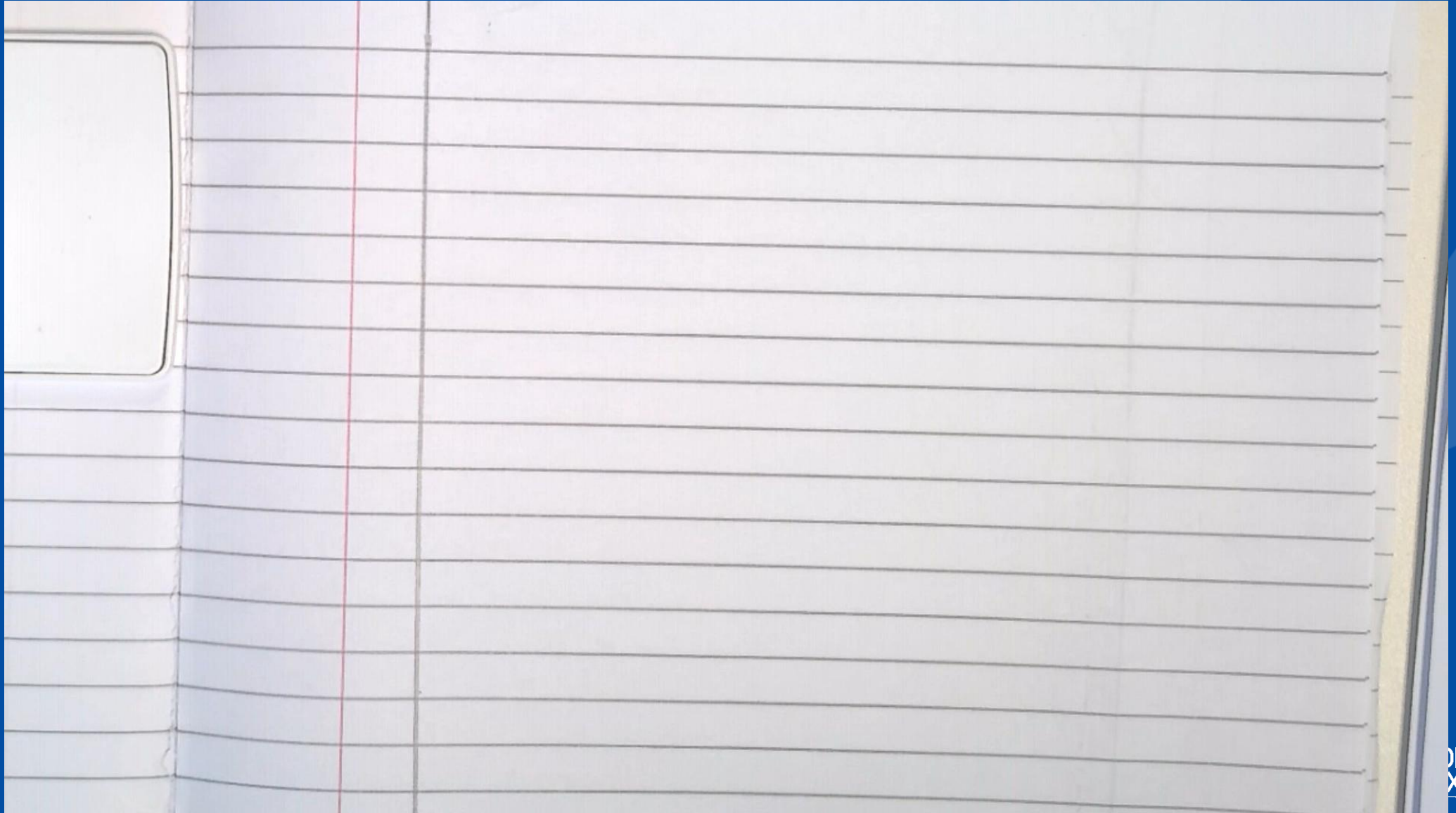
3/4 of the page. Bullet point notes from the resource you are reading or watching



Distil notes into key information

Create **key questions** which relate to your notes. You will use these to test your understanding.

Cornell Note Taking:



Why should you try Cornell note taking?

- Promotes **active engagement** with the material – stimulates thought processes by providing hints and comments
- Helps **organise** thoughts and information – structured format for introducing and expanding on topics
- Practises **efficient summarisation** of information
- Allows for easy **identification** of **central concepts** and ideas
- Enables the practice of **active listening skills** and absorption of more information – improves **retention** of information

Creating an essay plan from a thesis:

Despite Priestley presenting the character of Mr Birling as **sycophantic**, **capitalistic** and **obdurate**, on **closer inspection** Priestley can also be considered as suggesting that Birling's disagreeable qualities stem from him being **insecure in his middle-class position**.

Through Birling's character, Priestley thus explores the far-reaching suffering caused by capitalism and clear social divisions.

Thesis statement:
offers two interpretations – one being less obvious

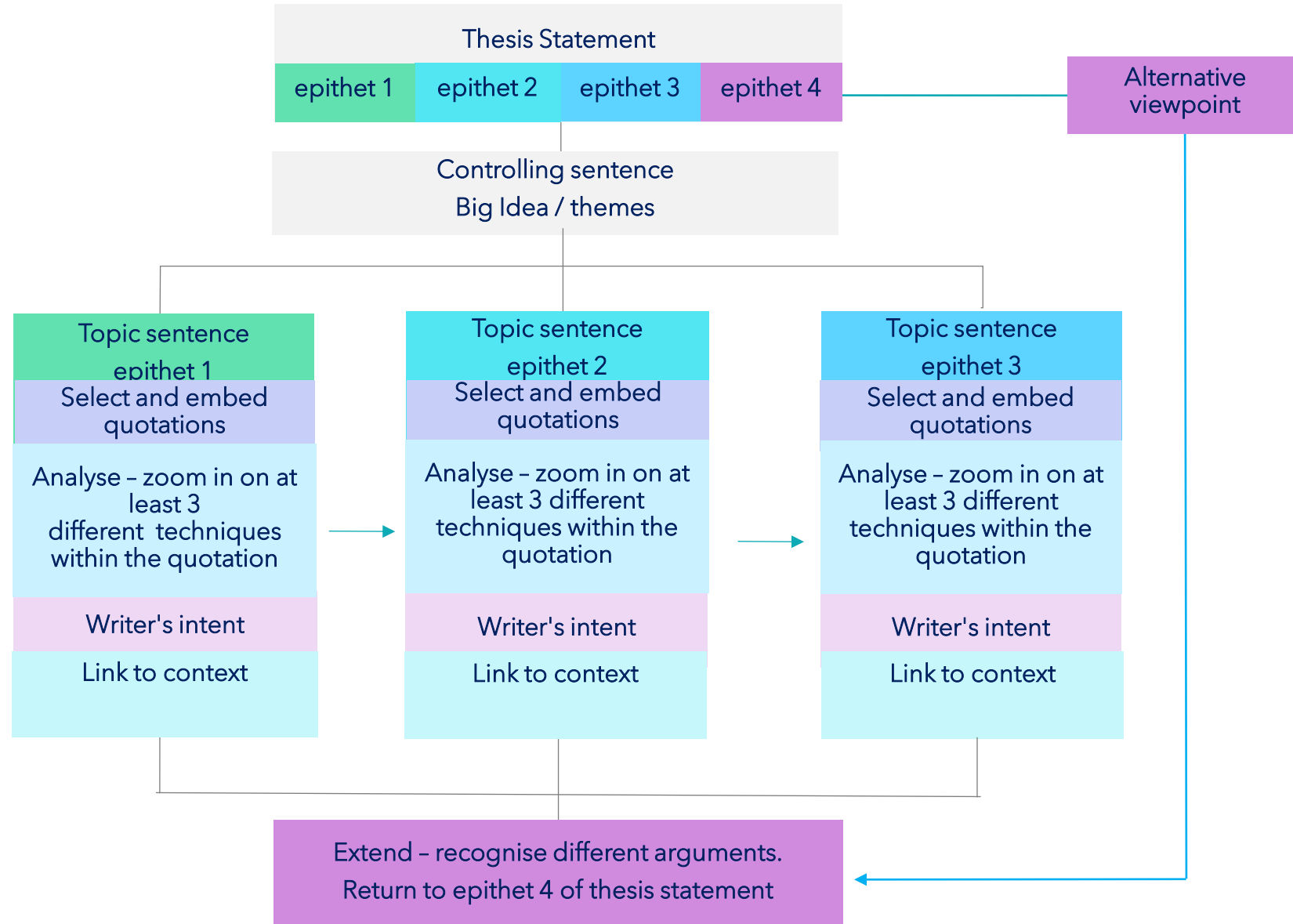
Controlling idea
sentence: What is Priestley's big idea regarding Birling's character?

Deconstructed essay approach

Your introduction.
You are telling the
examiner what your
line of enquiry will be
in response to the
question

The main body of
your essay. Three
analytical paragraphs
with topic sentences
created from the
epithets in the
subordinate clause of
your thesis
statement

Your alternative
interpretation. This is
where you explore
your fourth epithet
from the main clause
of your thesis
statement



Creating an essay plan from a thesis:

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Controlling idea
sentence: What is Priestley's big idea regarding Birling's character?

sycophantic: (praising people in authority in a way that is not sincere, usually to get some advantage from them)

Character: Mr Birling – disagreeable, selfish, irresponsible

Themes: social class, gender

'Sheila's a lucky girl – and I
think you are a pretty
fortunate young man too,
Gerald'

sycophantic: (praising people in authority in a way that is not sincere, usually to get some advantage from them)

AO1: What	AO2: How
Birling's sycophancy reflects his obsession with status and class	<ul style="list-style-type: none"> • His syntax (order of words) reveals he is trying to ingratiate himself with Gerald and his family. • The dash suggests his daughter's wellbeing is an afterthought or secondary concern. • Adjectives 'lucky' and 'fortunate' reveal Sh + G are benefitting from external factors (class and status) rather than choosing each other. Reflects B's materialistic worldview.
<p>Alt point: This also exemplifies Priestley's use of dramatic irony in his construction of B's character. The audience learns G is not the ideal finance as he's been unfaithful – undermines B's judgement, mocks his Social pretensions</p> <p>As a member of the nouveau riche, Mr B is condemned and looked down upon by the higher classes due to his lack of aristocratic background. Through B, P explores tensions between the upper classes due to social mobility.</p>	AO3: Why

Why should you create essay plans from a thesis?

- As with a deconstructed menu item, the idea is to make **all the ingredients** of an academic essay visible to students.
- The concept came from St Martin's Catholic Academy in Leicestershire. It achieves a positive **progress score of over 1.0 for GCSE English**.
- It enables students to hit the top level of the mark scheme (critical and conceptualised) through its structure.



The Pomodoro Technique (time management)

1. **Set specific goals:** Before you start your Pomodoro timer, make sure you know exactly what you want to accomplish.
2. Find a **comfortable** work environment
3. **Set a timer** (or use a Pomodoro App) for 25 minutes, the length of one 'pomodoro.'
4. **Take a short break** (usually 5 minutes) to stretch and relax.
5. Every four 'pomodoros' take longer break (traditionally 15-30 minutes).



The Pomodoro Technique

- Your practice could be **interleaved** – mixing different kinds of problems / material within a single study session
- Your practice could be **spaced** – spreading out and revisiting activities over time.

Pomodoro Tracker

DATE: _____

TASK	POMODORO SESSIONS	DONE
AIC - social class	<div><div style="width: 100%; height: 10px; background-color: red;"></div></div>	<div><div style="width: 100%; height: 10px; background-color: red;"></div></div>
LPI - Q.3 structure	<div><div style="width: 100%; height: 10px; background-color: red;"></div></div>	<div><div style="width: 100%; height: 10px; background-color: red;"></div></div>
P+C - Human power	<div><div style="width: 100%; height: 10px; background-color: red;"></div></div>	<div><div style="width: 100%; height: 10px; background-color: red;"></div></div>

Reminders & Notes



Why should you try the Pomodoro Technique?

- Reduces procrastination
- Increases focus
- Improves efficiency
- Reduces burnout
- Reduces stress and anxiety

'Just a minute'

Towards the end of your 25 minute Pomodoro session, you could record yourself explaining the topic in **just a minute**. This concept is taken from a popular radio show, during which contestants speak for a minute on a given subject. If you hesitate, repeat yourself, or deviate, an opponent will interrupt and take the subject. Points are gained for speaking when the minute is up, correctly interrupted, or being wrongly interrupted.





Why should I try speaking for 'Just a minute'?

- You can incorporate **elaborative incorporation**: generate an explanation for why an explicitly stated fact or concept is true.
- You can incorporate **self-explanation**: explaining how new information is related to known information or explaining steps during problem solving.

Both of these strategies are **high utility learning techniques**.

Elaborative interrogation

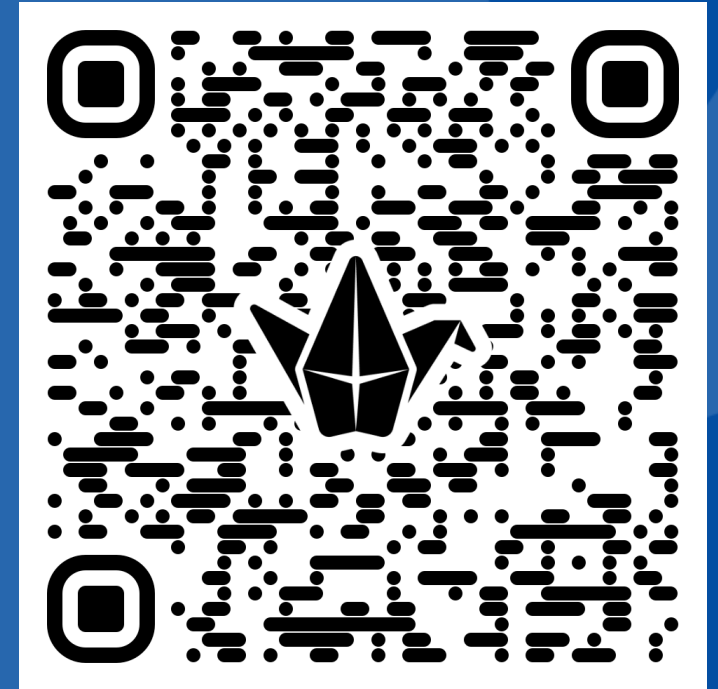
1. Identify the key fact or concept
2. Ask 'Why' or 'How' questions
3. Search for explanations
4. Generate your own answers
5. Repeat the process
6. Make connections
7. Review and Reflect

Elaborative interrogation

1. Identify the key fact or concept
 2. Ask 'Why' or 'How' questions
 3. Search for explanations
 4. Generate your own answers
 5. Repeat the process
 6. Make connections
 7. Review and Reflect
1. The theme of ambition in Macbeth
 2. How does the theme of ambition drive the plot?
 3. Look at Freytag's pyramid (inciting incident, rising action)
 4. It motivates the central characters' actions culminating in Macbeth murdering Duncan to seize the throne. This precipitates a chain of violence and paranoia, ultimately leading to Macbeth's downfall (tragic hero). The theme demonstrates how ambition, when unrestrained by morality, can corrupt and destroy.
 5. Why does Shakespeare construct Lady Macbeth as also being ambitious?
 6. Like Macbeth, to highlight the corrupting power of unchecked desire but also to subvert traditional gender roles.
 7. Why does Shakespeare do this?

Why should you use the English Padlet page?

- It's free!
- It directs you to high quality resources.
- It contains a link and password to Massolit: a library of short video lectures made by world-class academics which are jam-packed with subject knowledge.
- It has a mixture of visual and audio resources so that you can mix up your revision. Listen whilst on a walk, at the gym, on the bus.



C3 English Literature Exam Reflection and Improvement Questionnaire

Statistics

With performance:

- 60% dissatisfied / very dissatisfied
- 20% neutral
- 20% satisfied / very satisfied
- 43% did **no revision**

How are **you** going to change your mindset / work ethic / strategies over the summer?

The image shows a tilted view of the questionnaire form. It includes the title 'C3 English Literature Exam Reflection & Improvement Questionnaire', a 'Name:' field, and two sections. Section 1, 'General Reflection', contains four questions: 1. Overall grade or score, 2. Feelings about performance with five checkboxes (Very satisfied to Very dissatisfied), 3. Meeting personal expectations with 'Yes/No' checkboxes and a 'Why?' field, and 4. Time spent revising with a sub-instruction to estimate in hours and days/weeks. Section 2, 'Strengths and Weaknesses', contains two questions: 5. Questions succeeded in (Macbeth or Poetry Comparison) and 6. Parts struggled with (with a sub-instruction to be honest about timing, understanding, quotation analysis, and contextual knowledge).