

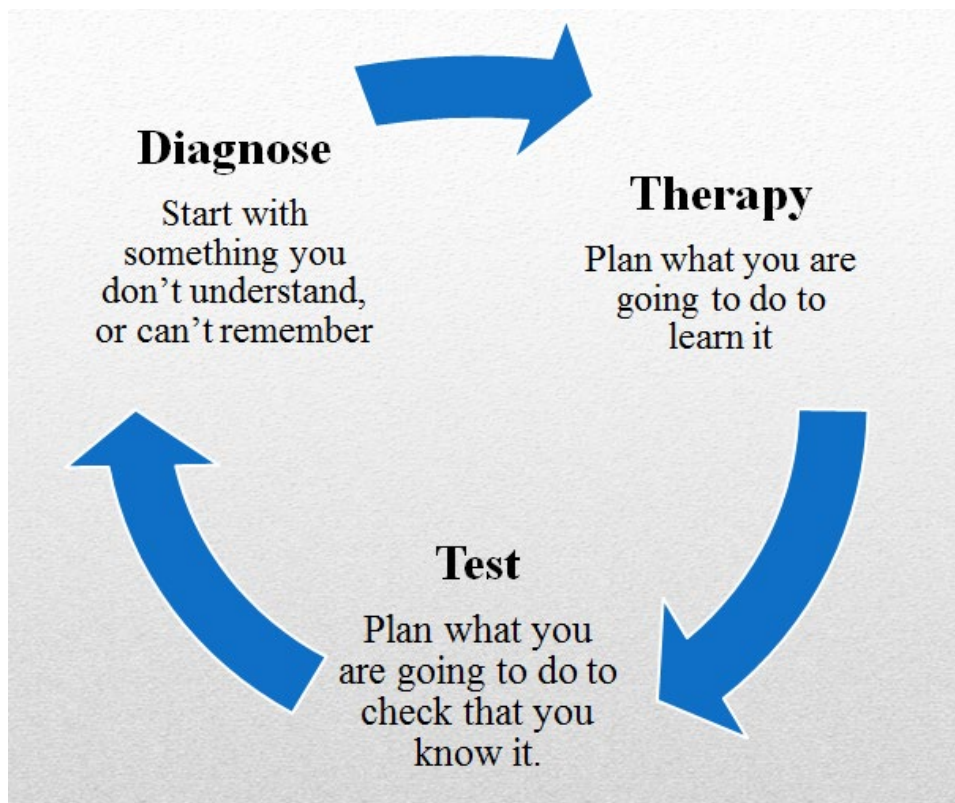


YEAR 10

GETTING READY FOR THE YEAR 10 EXAMS

INDEPENDENT STUDY SKILLS

BOOKLET



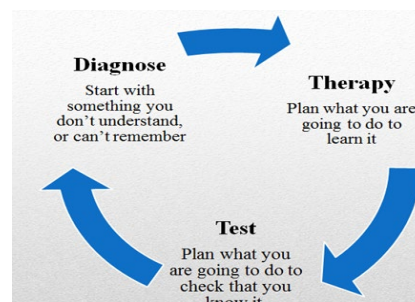
Dear Year 10 student

This booklet contains information and resources to support you in your journey to become effective independent learners. It breaks down the revision process into three parts that are connected in a continuous cycle.

Diagnosis – What do I need to know?

Therapy –How can I learn it?

Test – What have I learnt?



By using this independent study cycle your revision will become more effective and your progress will improve.

During the Year 10 workshop you will find out about each part of the cycle and will have the opportunity to try out some of the ideas. All of the templates included in this booklet are on the school website and can be downloaded so that you can reuse them again and again in your independent studying. To access the template use the following link:

www.becketonline.co.uk/parent-information/independence

Have a go at home trying out the different ideas and see which ones suit you better. This is the time to experiment and build up your independent learning skills in preparation for your Year 11 exams.

To support you in your diagnosis of what you need to learn you can also find all of the Personal Learner Checklists (PLCs) on the school website as well. These are for the whole of the GCSE course but you can select the topics that you have studied so far. Again these all can be downloaded and used in your independent study. To access these PLCs follow the link below and then choose the subject followed by year 11 assessment tab.

<https://www.becketonline.co.uk/parent-information/subject/>

All the best in your independent study

Mrs Shenton

Templates can be downloaded from the website: www.becketonline.co.uk/parent-information/independence

INDEPENDENT STUDY SCHEDULE

KEEP THE CHAIN GOING – START OFF WITH 1 HOUR A DAY AND BUILD UP



Monday 16 th April	Tuesday 17 th April	Wednesday 18 th April	Thursday 19 th April	Friday 20 th April	Saturday 21 st April	Sunday 22 nd April
Monday 23rd April	Tuesday 24th April	Wednesday 25th April	Thursday 26th April	Friday 27th April	Saturday 28th April	Sunday 29th April
Monday 30th April	Tuesday 1st May	Wednesday 2nd May	Thursday 3rd May	Friday 4th May		
French/German exam (am) Biology (pm)	English lit (am) RE (pm)	Maths (am) Chemistry (pm)	English lang (am) History/Geog (pm)	General (am) Physics (pm)		

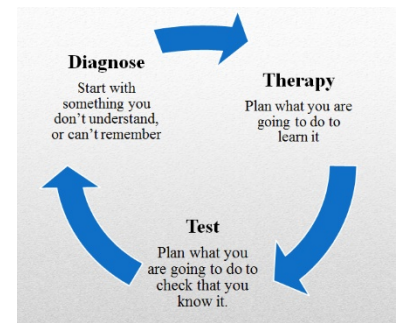
INDEPENDENT DIAGNOSIS: FIRST, THEN AND NEXT

NAME:

CLASS:

SUBJECT:

Be clear about what you know and what you don't know before you begin.



First, use the personal learner checklist or contents page of a revision guide, or a topic list for the subject you are going to revise.

Then, fill in the following table – the topics, and how well you know them.

Next, prioritise. Which topics will you revise first? Spend time studying the topics which will make the biggest difference to your results.

Topic	Knowledge	Priority
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
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	Know it/Sort of know it/Don't know it	

INDEPENDENT THERAPY: RANKING TRIANGLE



NAME: Miss Fitzsimmons

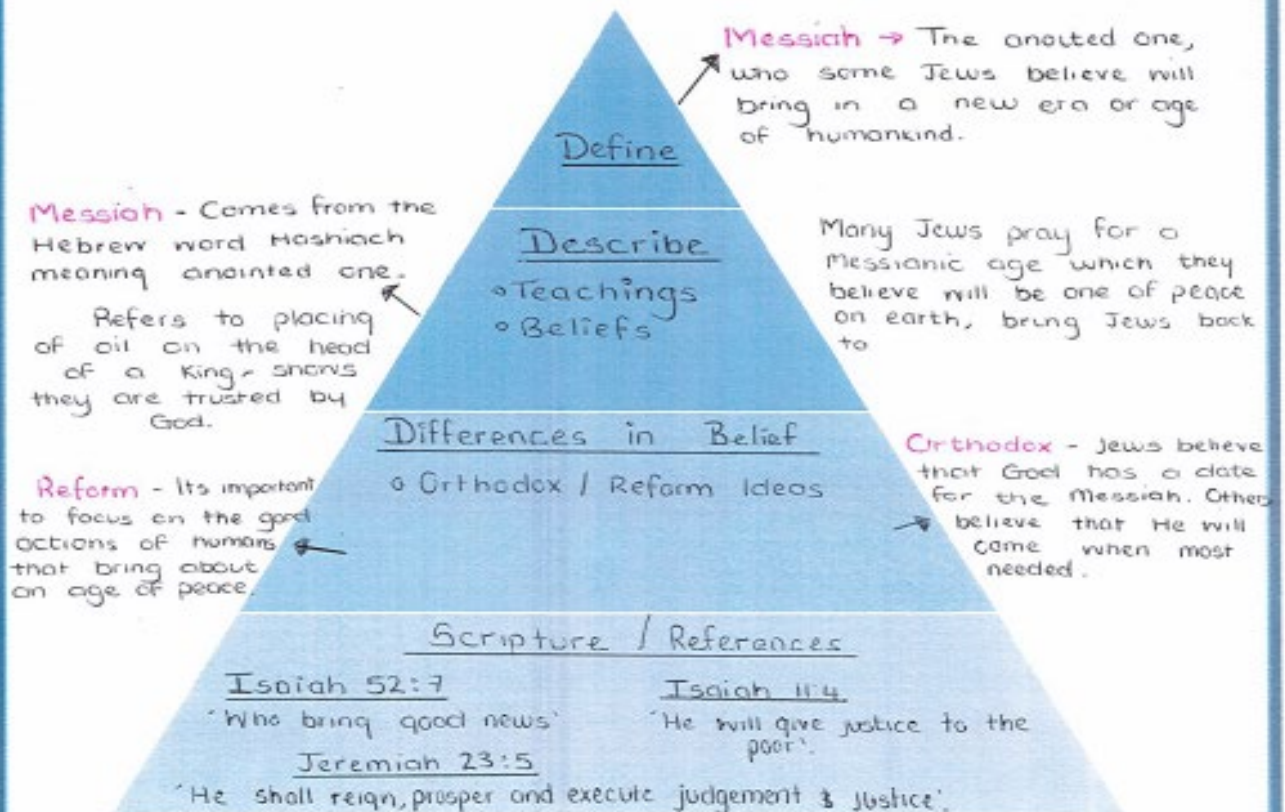
CLASS: 10B2

TOPIC: Judaism - The Messiah

The most important information goes at the top.

The least important information goes at the bottom.

Justify WHY. Why is it the most important? Why is it the least important?



Templates can be downloaded from the website: www.becktonline.co.uk/parent-information/independence

Messiah (mashiach)

In this area of study you will need to know about different views about the nature and role of the Messiah.

It is important that you remember you need to know about the Jewish beliefs about the Messiah. These are very different to Christian beliefs.

In Judaism it is more important to consider this life than to consider life and events to come. As there are no direct teachings about the Messiah in the Torah there are many different interpretations and beliefs. Generally, it is believed a Messianic Age will be one of peace on earth.

Key concept

The Messiah is the anointed one who some Jews believe will bring in a new era or age for humankind. This will include rebuilding the Temple and bringing in an age of universal peace.

Different views of the Messiah within Judaism

REVISED

- Many Jews pray for a messianic age which they believe will be one of peace on earth, bring Jews back to Israel and restore the Temple in Jerusalem.
- Messiah comes from the Hebrew Mashiach, meaning anointed. This refers to the placing of oil on the head of a king showing they are trusted by God.
- Maimonides in the twelfth century said a belief in the Messiah is central to Judaism. The traditional view is that he will be a great political leader who will bring the world to an end.
- Many Reform Jews believe it is important to focus on the good actions of humans that bring about an age of peace.
- Some Orthodox Jews believe that God has a date for the coming of the Messiah. Others believe the Messiah will come when most needed.

Exam tip

In the exam you will be asked to describe and explain. These are two different skills. When describing it is important to consider what are the main details you are going to write about. When explaining, then you must be able to think about why.

Now test yourself

TESTED

From the information above answer each of the following:

- 1 What will the Messiah do?
- 2 Who will be the Messiah?
- 3 When will the Messiah come?

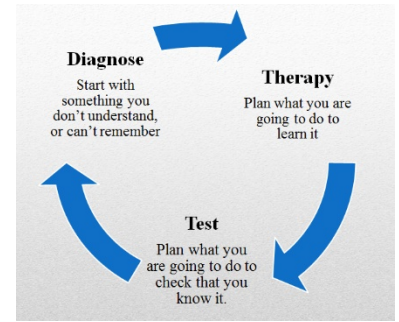
INDEPENDENT THERAPY: QUIZZING

NAME:

CLASS:

TOPIC:

Read the text and transform it into 10 questions to ask someone.



	Question	Answer
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Question stems:

State

Describe

Discuss

Explain

Evaluate

Suggest

To what extent

Give reasons

Compare

Templates can be downloaded from the website: www.becketonline.co.uk/parent-information/independence

Aerobic Respiration

Think back to the 7 processes of life (MRS GREN), respiration is one of the 'R's in that acronym. There are 2 types of respiration aerobic and anaerobic, both of which produce different amounts of energy.

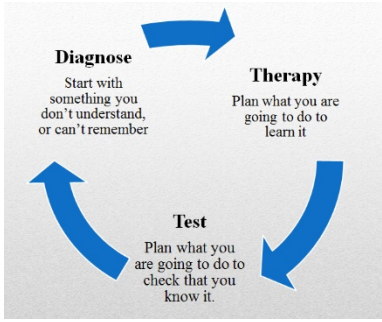
Aerobic respiration means in the presence of oxygen. This oxygen comes from the air we breathe. The second thing that aerobic respiration requires is glucose, this is a type of sugar, and comes from the food we eat. Through reactions the oxygen and glucose are converted into two products and energy. These products are carbon dioxide and water. In aerobic respiration more energy is produced than in anaerobic respiration (38 ATP molecules from 1 glucose molecule). Respiration is a process that is continuously occurring in all living cells. The energy transferred supplies all the energy needed for living processes. Aerobic respiration takes place in organelles in cells called mitochondria.

Anaerobic Respiration

Anaerobic respiration produces less energy than aerobic respiration. During exercise the human body reacts to the increased demand for energy. The heart rate, breathing rate and breath volume increase during exercise to supply the muscles with more oxygenated blood. If insufficient oxygen is supplied, anaerobic respiration takes place in muscles. The incomplete oxidation of glucose causes a build-up of lactic acid and creates an oxygen debt. During long periods of vigorous activity muscles become fatigued and stop contracting efficiently. Blood flowing through the muscles transports the lactic acid to the liver where it is converted back into glucose. Oxygen debt is the amount of extra oxygen the body needs after exercise to react with the accumulated lactic acid and remove it from the cells. High concentration of lactic acid can cause cramp. This process occurs in the cytoplasm.

INDEPENDENT THERAPY: Pictionary

NAME: _____ CLASS: _____
TOPIC: _____



Transform the material into 6 pictures – one per paragraph or one per key piece of information. The pictures should represent the information so that they can act as a reminder of what the text said. After turn the pictures back into text and write your thinking underneath, without looking at the text.

1.	2.	3.
4.	5.	6.

said there'll be a public scandal – unless we're lucky – and who here will suffer from that more than I will?

SHEILA But that's not what I'm talking about. I don't care about that. The point is, you don't seem to have learnt anything.

BIRLING Don't I? Well, you're quite wrong there. I've learnt plenty tonight. And you don't want me to tell you what I've learnt, I hope. When I look back on tonight – when I think of what I was feeling when the five of us sat down to dinner at that table—

ERIC (*cutting in*) Yes, and do you remember what you said to Gerald and me after dinner, when you were feeling so pleased with yourself? You told us that a man has to make his own way, look after himself and mind his own business, and that we weren't to take any notice of these cranks who tell us that everybody has to look after everybody else, as if we were all mixed up together. Do you remember? Yes – and then one of those cranks walked in – the Inspector. (*Laughs bitterly*.) I didn't notice you told him that it's every man for himself.

SHEILA (*sharply attentive*) Is that when the Inspector came, just after father had said that?

ERIC Yes. What of it?

MRS B. Now what's the matter, Sheila?

SHEILA (*slowly*) It's queer – very queer—(*she looks at them reflectively*.)

MRS B. (*with some excitement*) I know what you're going to say. Because I've been wondering myself.

SHEILA It doesn't much matter now, of course – but was he really a police inspector?

BIRLING Well, if he wasn't, it matters a devil of a lot. Makes all the difference.

SHEILA No, it doesn't.

BIRLING Don't talk rubbish. Of course it does.

SHEILA Well, it doesn't to me. And it oughtn't to you, either.

MRS B. Don't be childish, Sheila.

SHEILA (*flaring up*) I'm not being. If you want to know, it's you two who are being childish – trying not to face the facts.

BIRLING I won't have that sort of talk. Any more of that and you leave this room.

ERIC That'll be terrible for her, won't it?

SHEILA I'm going anyhow in a minute or two. But don't you see, if all that's come out tonight is true, then it doesn't much matter who it was who made us confess. And it *was* true, wasn't it? You turned the girl out of one job, and I had her turned out of another. Gerald kept her – at a time when he was supposed to be too busy to see me. Eric – well, we know what Eric did. And mother hardened her heart and gave her the final push that finished her. That's what's important – and not whether a man is a police inspector or not.

ERIC He was our police inspector all right.

SHEILA That's what I mean, Eric. But if it's any comfort to you – and it wasn't to me – I have an idea – and I had it all along vaguely – that there was something curious about him. He never seemed like an ordinary police inspector—

BIRLING (*rather excited*) You're right. I felt it too. (*To MRS BIRLING*.) Didn't you?

MRS B. Well, I must say his manner was quite extraordinary; so – so rude – and assertive—

BIRLING Then look at the way he talked to me. Telling me to shut up – and so on. He must have known I was an ex-Lord Mayor and a magistrate and so forth. Besides – the way he talked – you remember. I mean, they don't talk like that. I've had dealings with dozens of them.

SHEILA All right. But it doesn't make any real difference, y'know.

MRS B. Of course it does.

ERIC No, Sheila's right. It doesn't.

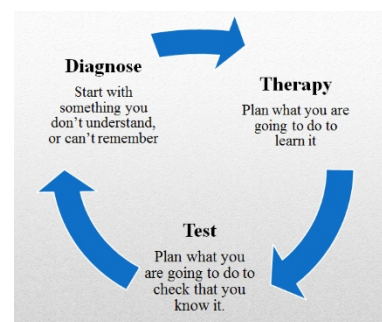
BIRLING (*angrily*) That's comic, that is, coming from you. You're the one it makes *most* difference to. You've confessed

INDEPENDENT THERAPY: LINKING KEYWORDS

NAME:

CLASS:

TOPIC:



Write the keywords for a topic on a piece of paper, spread them out. You could even use an A3 spread. You may get the keywords from your revision guide, a glossary you have in your exercise book/textbook or from your classwork. Write a correct sentence that links two or more of the keywords together. Repeat until you have covered all of the keywords.

Geography Topic Coasts

Destructive waves

Constructive waves

Hydraulic action

Abrasion

Attrition

Longshore drift

Hard engineering

Soft engineering

Stack

Beach

Spit

Headland

Bay

History Topic American West

Cattle ranching

Vaqueros

Mexicans

Texans

Civil war

Open range

Sioux

Refrigeration

Cattle barons

Great Plains

Dry farming

Thresher teams

INDEPENDENCE: LINKING KEYWORDS GEOGRAPHY/HISTORY

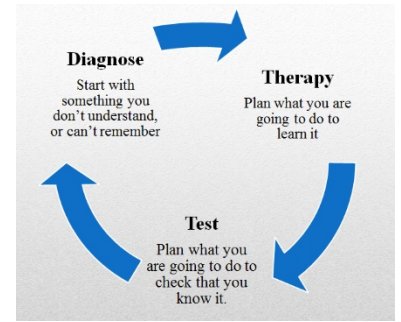
INDEPENDENCE THERAPY: BOXING UP

NAME:

CLASS:

TOPIC:

Take a section of text. Read it and put your thoughts about the text into different boxes.



Needs a boost: 3 things I did not know:

Almost there: 3 things I understand better now:

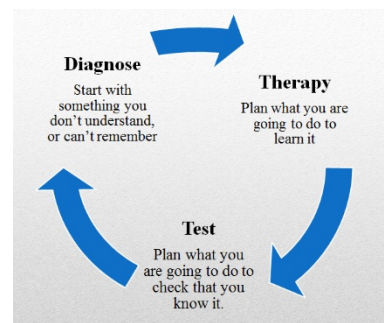
I've got these: 3 things I already knew:

INDEPENDENCE THERAPY: TEXT INTO A FLOWCHART

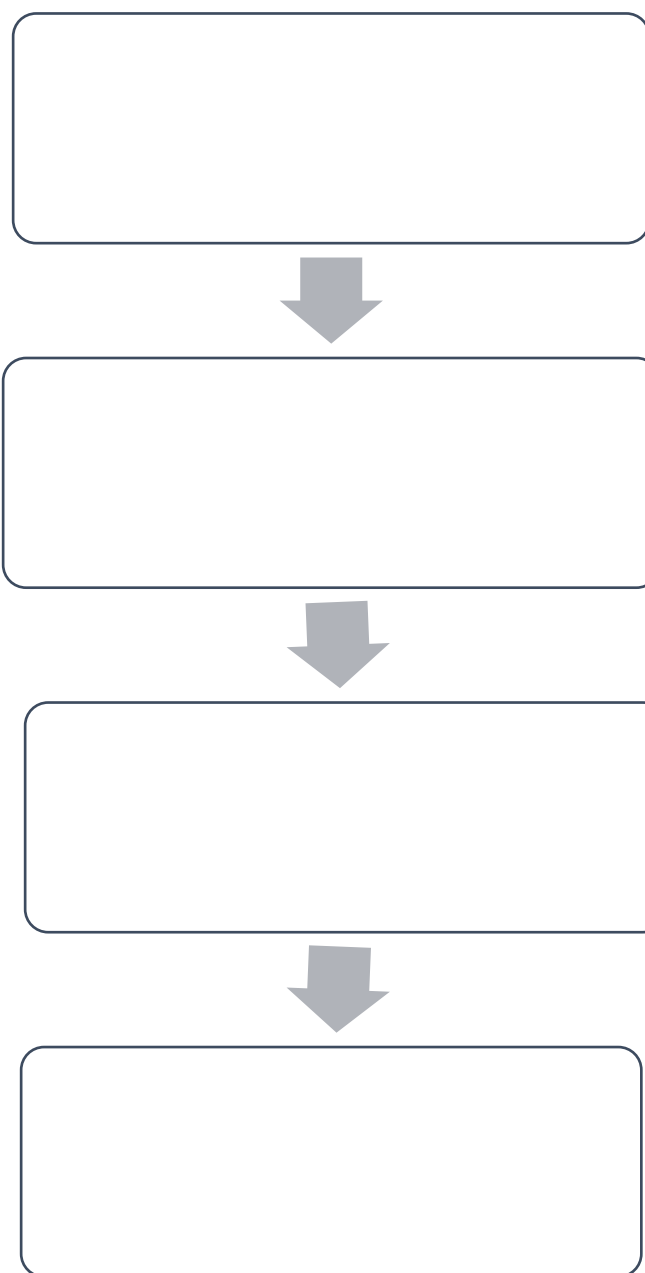
NAME:

CLASS:

TOPIC:



Transform some text into a flow chart. This is good if you need to sequence something e.g. a series of events or how something works.

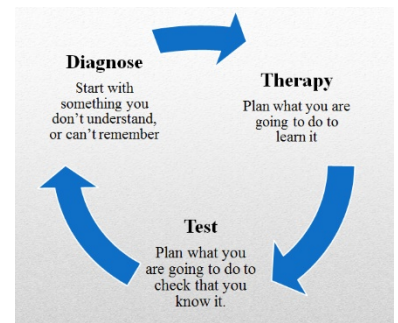


INDEPENDENT THERAPY: LOOK, COVER, WRITE, CHECK

NAME:

CLASS:

TOPIC:



Cover a list of key words, a key piece of text or a diagram. Write them down. Check which ones or bits you have right. Repeat until you get them all right.

Key words/diagram/explanation you need to know

What I can duplicate when covered?

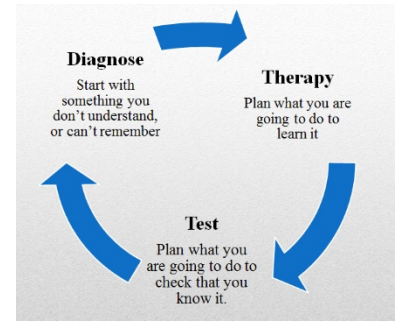
What is missing/inaccurate?

INDEPENDENT THERAPY: PRIORITISE, REDUCE, CATEGORISE, EXTEND

NAME:

CLASS:

TOPIC:



Take a section of text and do the following:

Prioritise: write out the three most important sentences. Rank 1-3 in terms of importance. Justify your decision.

Reduce: reduce the key information to 20 words.

Categorise: sort out the information into three categories. Give each category a title which sums up the information.

Extend: write down three questions you would like to ask an expert in this subject.

TEST

Idea 1

At the end of your study session, write down questions that you could be asked to check your understanding.

These could be

A number of short questions – STATE, WHAT, NAME, LIST...

One or two bigger questions – DESCRIBE, EXPLAIN, EVALUATE

Idea 2

Complete questions in a revision guide/textbook. Could access online resources that generate quizzes/tests for you.

Idea 3

Complete a past exam question.

