



# New Year 11 High Achievers' Seminar

10 July 2018

Welcome



Join us for the  
journey...

# Resilience



# The first stop...



Grade 9	} "Top" Grades
Grade 8	
Grade 7	
Grade 6	} "Good" Grades
Grade 5	
Grade 4	
Grade 3	
Grade 2	
Grade 1	

- Grades are “Norm Referenced”
- Grade 9 is awarded to between 2- 2.5% of pupils nationwide
- There is no grade comparison between old and new GCSE grading

***“...it is all about the top levels on the mark schemes...”***

# The Deer Park Journey...



Term 1								Term 2								
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Half Term	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Xmas	Xmas
											Mocks	Mocks	Mocks			
Term 3								Term 4								
Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Half term	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Easter	Easter		
										2nd Moc	2nd Mocks					
Term 5																
Week 27	Week 28	Week 29	Week 30	Week 31	Half Term	Week 32	Week 33	Week 34	Week 35							
				Leavers Day					Ball							

# The Deer Park Journey...



## REVISION TIMETABLE

Week Commencing:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9:00am							
10:00am							
11:00am							
12:00am							
1:00pm							
2:00pm							
3:00pm							
4:00pm							
5:00pm							
6:00pm							
7:00pm							
8:00pm							
9:00pm							
10:00pm							

# How does your memory work?



## Stage 1: Sensory Memory

We are bombarded with huge amounts of information all the time through our senses.

Think about it, what can you see, feel, smell ... right now?



Most of this information is ignored and we don't pay attention to it, therefore we don't remember it.

# How does your memory work?



## Stage 2: Working Memory

When we pay attention to our sensory memory, we give ourselves the chance of learning something.

So to learn, you have to PAY ATTENTION.



However, even when we do pay attention to information most of it will be forgotten unless we do something with it.

# How does your memory work?



## Stage 3: Long Term Memory

So to move things into our long term memory, we have to make the original information meaningful.

That's why your teachers teach lessons. To help you understand what you're trying to learn.



Then they often check whether it's gone in, because rehearsing it and retrieving the information is a good way of ensuring that you don't forget.

# How does your memory work?



## Stage 4: Putting it all together

You need to practise the same material over and over. A topic may need to be reviewed and revised up to 6 times, in different ways, so that it transfers into your long-term memory.



**Watch the short video up next to understand more about the brain...**

# How can I improve my memory?



HEAD  
SQUEEZE

# Test (but nothing to panic about)



## 3 tasks:

- 1. Spoken to the left** – If I turn my head to the left as I say the word you should write ‘Y’. If I keep my head facing forward as I say the word then you should write ‘N’.
- 2. A or U** – If the word spoken has an A or U in it then you should write ‘Y’. If it doesn’t then you should write ‘N’.
- 3. Rate for Pleasantness** – Listen to the word spoken and think of whether it makes you think of pleasant or unpleasant things.  
**Write a number between 1-7 showing how pleasant the word is: the higher the number, the more pleasant the word.**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.





1. Hundred
2. **Corn**
3. Cool
4. Rate
5. Jump
6. Place
7. **Urge**
8. Country
9. Entirely
10. About

11. **Diamond**
12. Into
13. **Welcome**
14. Window
15. Hold
16. **Aeroplane**
17. Thread
18. Match
19. Fleet
20. **Fruit**

# How can I improve my memory?



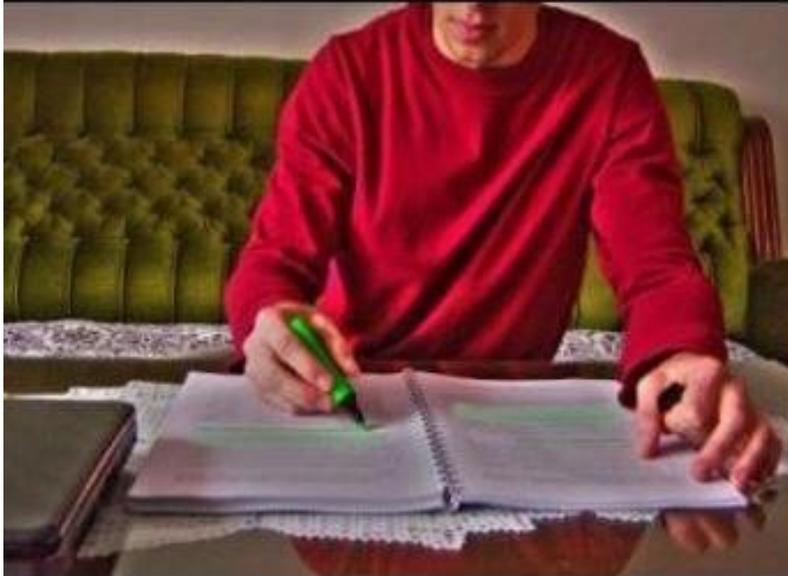
# Don't... try to revise without a plan



# Don't...just highlight everything!



## Expectation



## Reality



**Don't... just re-read your textbook**



# Do...test yourself

LOOK

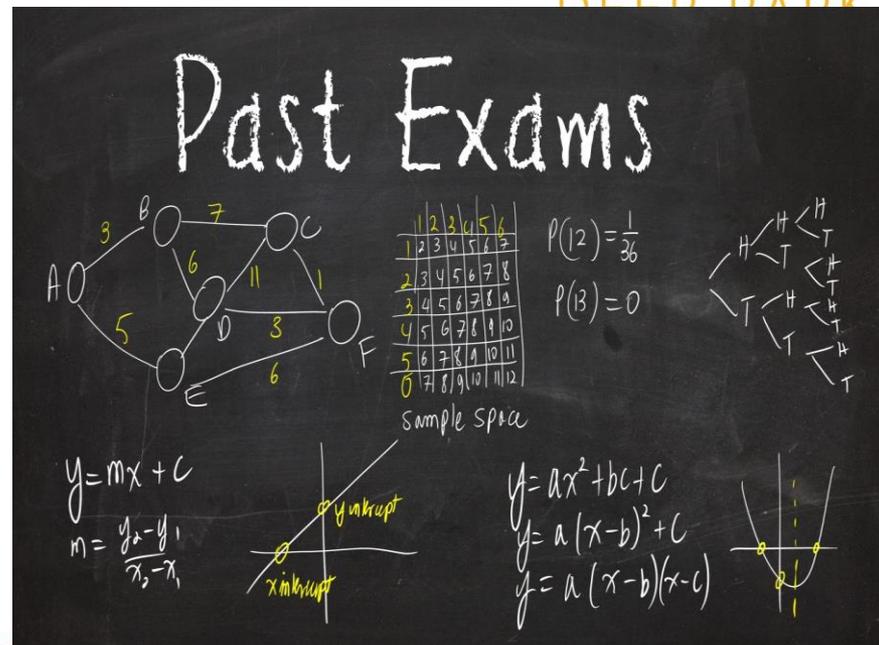
SAY

COVER

WRITE

CHECK

## Past Exams



$P(12) = \frac{1}{36}$   
 $P(13) = 0$

Sample space

$$y = mx + c$$
$$m = \frac{y_2 - y_1}{x_2 - x_1}$$
$$y = ax^2 + bx + c$$
$$y = a(x-b)^2 + c$$
$$y = a(x-b)(x-c)$$


# Do...use flashcards



The image shows a central laptop screen displaying a PDF document titled 'CA Remedies EC.pdf (page 13 of 20)'. The document contains handwritten notes on 'EQUITABLE REMEDIES' and 'SPECIFIC PERFORMANCE'. To the left, a tablet shows notes on 'EQUITABLE REMEDIES' and 'TEMPORARY RESTRAINTS & ORDER (TRO)'. In the foreground, several sheets of paper are scattered, containing notes on 'DEFAMATION (G)', 'COMMON LAW DEFENCES', and 'DIRECTORS & OFFICERS'. To the right, a smartphone displays notes on 'SOURCES OF STOCK' and 'DIRECTORS & OFFICERS'. The notes are handwritten in various colors (green, red, blue) and include diagrams and arrows.

**Handwritten Notes on Laptop Screen:**

- C) EQUITABLE REMEDIES**
- 1. SPECIFIC PERFORMANCE**
- Order to D to specifically perform the C
- ALREADY → CERTAIN & DEFINITE
- Additional on (D must be satisfied) → P has performed his part
- Legal Remedy Alternative
- Ability of enforcement → If service → Not spec. enforceable involving contracts
- contract to complete. ok if: consider should be made (go y action)
- Very Difficult!
- is valid if P is satisfied & legal remedy available of enforcement
- PERFORMANCE → Dependent on the subject upon which
- Land Sale → If P = Seller → specific subject if UNNECESSARY

**Handwritten Notes on Tablet:**

- C) EQUITABLE REMEDIES**
- INJUNCTIVE RELIEF: D is ordered to do or refrain from doing certain acts.
- 1. TEMPORARY INJUNCTION (TI)** (cannot pending trial)
- EG: 1) There is a **THREAT OF INJURY** → which existing or past harm or results → a danger against existing or D
- 2) P is without of **delay** - **MOBILITY**
- 3) **BALANCE** on P → to determine if P loses.
- 2. TEMPORARY RESTRAINTS & ORDER (TRO)**
- Issued **pending** a hearing to determine whether TI should be made.
- **Can be** → irreparable injury + likelihood to success
- Can be **REVERSED** → one action to other party!
- **Apply** for → (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m) (n) (o) (p) (q) (r) (s) (t) (u) (v) (w) (x) (y) (z)

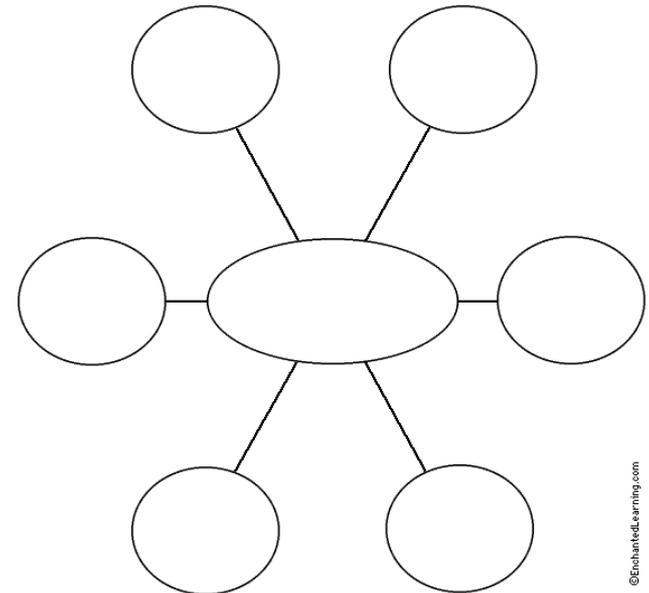
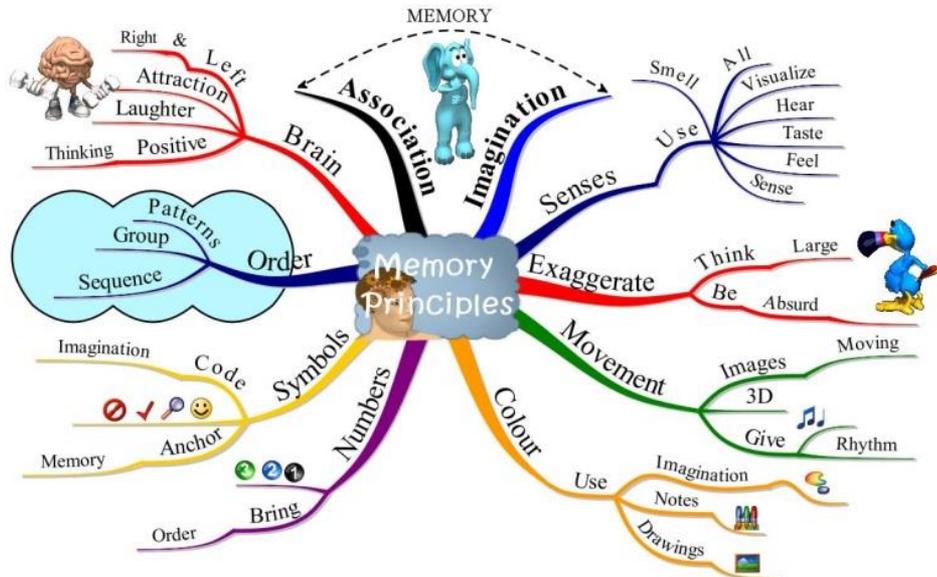
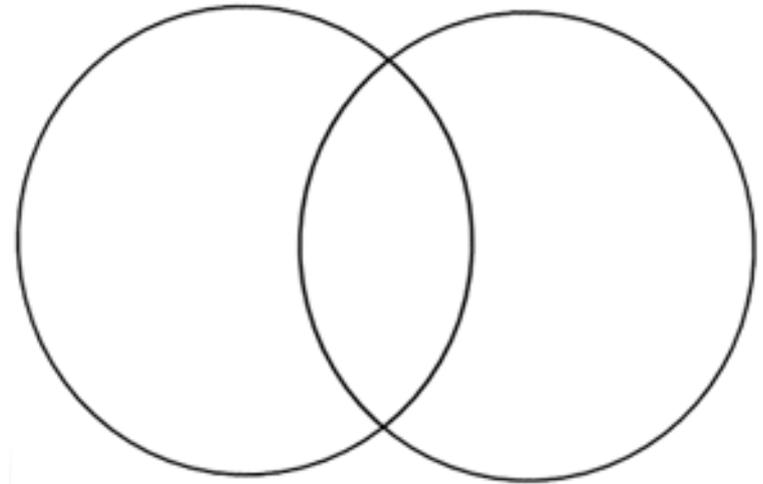
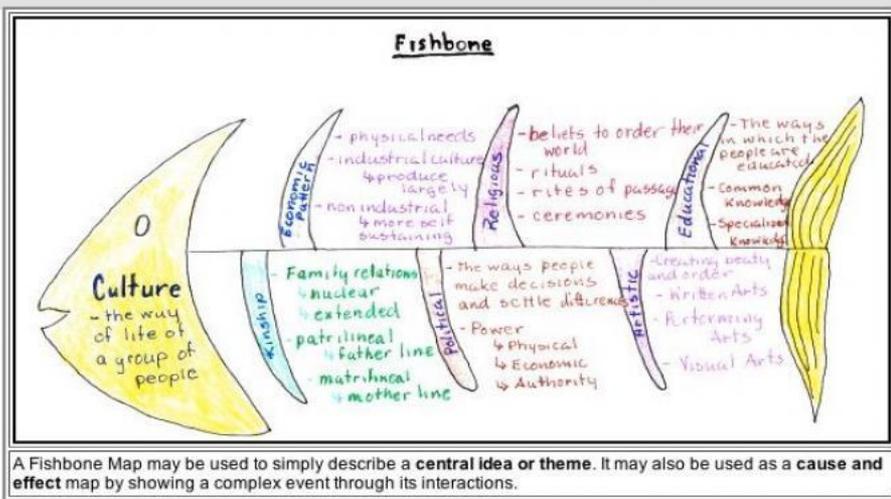
**Handwritten Notes on Paper:**

- DEFAMATION (G)**
- 1. **CONSENT**
- 2. **TRUTH** → qualifications or ok if they don't substantially affect the meaning
- 3. **ABSOLUTE PRIVILEGE** → legislative (on the floor), executive (info scope of job), judicial (judge, lawyer, witness)
- Special communications to each other
- Privilege protecting equal time political statements
- 4. **QUALIFIED PRIVILEGE** → statement made in the interest of → public interest, protection and respect
- can be lost by abuse (malice)
- 5. **NEUTRAL REPORTING PRIVILEGE** → Fair (sensible) report of gov or gov meeting findings
- MITIGATING FACTORS** → origin, reaction, no malice → mitigate damage

**Handwritten Notes on Smartphone:**

- SOURCES OF STOCK**
- DIRECTORS & OFFICERS**

# Do...use graphic organisers



# Do...get active!



Double underline key points from a topic in your prep book

**THEN**

Create a mind-map of key points

**THEN**

Create flashcards using your mind-map

**THEN**

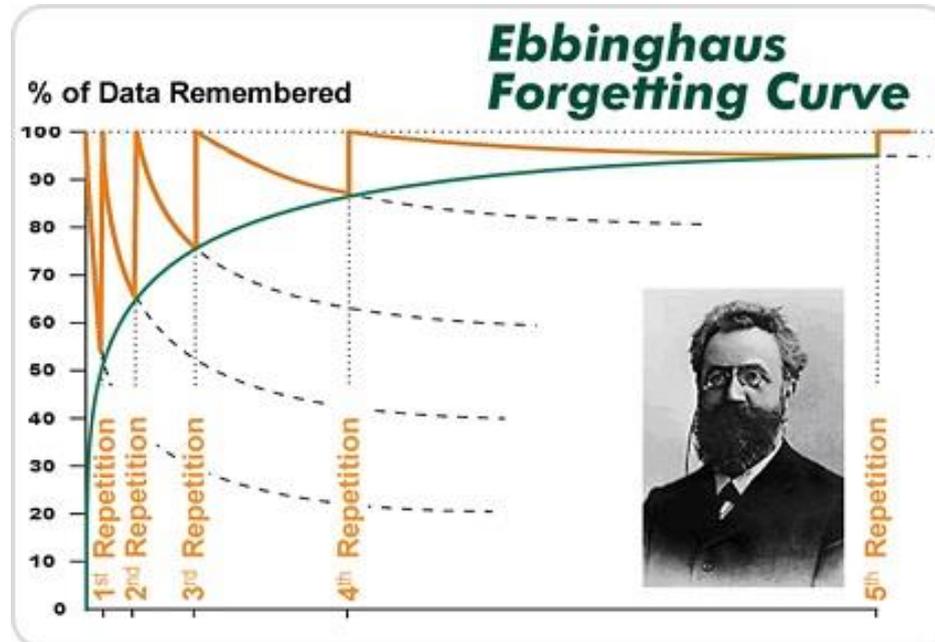
Test yourself

# Spaced Learning (No Cheating!)



How many of the 20 words from earlier can you remember?

Make a list of them in the next minute!





1. Hundred
2. **Corn**
3. Cool
4. Rate
5. Jump
6. Place
7. **Urge**
8. Country
9. Entirely
10. About

11. **Diamond**
12. Into
13. **Welcome**
14. Window
15. Hold
16. **Aeroplane**
17. Thread
18. Match
19. Fleet
20. **Fruit**



# RUSSELL GROUP OXBRIDGE



**Cirencester Sixth Form College**

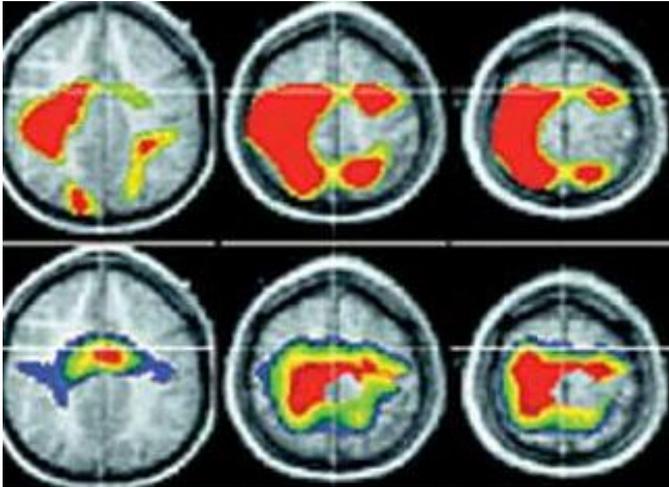
*Your outstanding specialist Sixth Form provider*

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# *Lifestyle for Learning:* Brain Care for the 21<sup>st</sup> Century

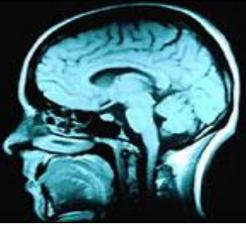
## Sleep



- ACh (Acetylcholine) is a neurotransmitter that governs the encoding of information in the brain
- High levels of ACh when awake supports maximum encoding of new information
- Low levels of ACh during sleeping maximises consolidation of what already has been experienced.

*“Regular and sufficient sleep  
is essential for the brain to learn efficiently.”*

*Education and Neuroscience: Issues and opportunities ESRC 2009*



# *Lifestyle for Learning:* Brain Care for the 21<sup>st</sup> Century

Sleep

CIRENCESTER  
DEER



## How Much Sleep Do You Really Need?

Age	Sleep Needs
Newborns (0-2 months)	12-18 hours
Infants (3 to 11 months)	14 to 15 hours
Toddlers (1-3 years)	12 to 14 hours
Preschoolers (3-5 years)	11 to 13 hours
School-age children (5-10 years)	10 to 11 hours
Teens (10-17)	8.5-9.25 hours
Adults	7-9 hours

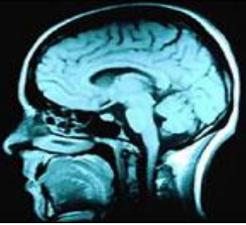
Source: National Sleep Foundation

*“The average amount of sleep a student receives per night does seem to be tied to the student's academic performance”*

Lowery et al. The Link Between Sleep Quantity and Academic Performance for the College Student. *Sentience* 2010

*“As well as helping us remember what we learn when awake, sleep also helps us prepare to learn more and use what we know to generate insights.”*

Wagner et al. (2004) Sleep inspires insight, *Nature*,



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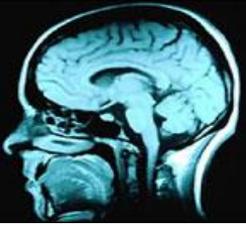
Water



*“When you are dehydrated your attention and concentration can decrease by 13% and short term memory by 7%.”* [Hydration calculator](#) | [WaterAid](#)

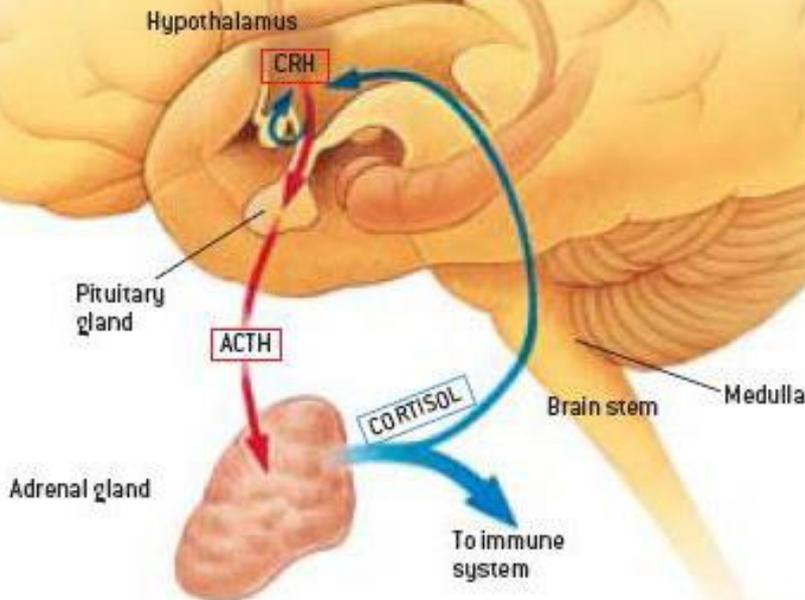
- Children should be encouraged to drink water when they are thirsty rather than be constantly monitored about the amount of water they consume.
- In hot weather, or after exercise, children’s monitoring systems are less reliable and need to be reminded about drinking water to avoid dehydration. Bar-David, Y et al. (2005)

The effect of voluntary dehydration on cognitive functions of elementary schoolchildren, *Acta Paediatrica*



# Lifestyle for Learning: Brain Care for the 21<sup>st</sup> Century

## STRESS RESPONSE SYSTEM

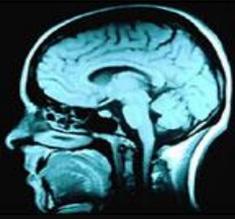


## Emotion



### Most common causes of teenage stress

- Academic Pressure
- Sleep Deprivation
- Friendship Issues
- Relationship Issues
- Family Circumstance

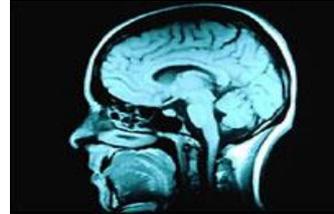


# *Lifestyle for Learning:* Brain Care for the 21<sup>st</sup> Century

## The Stress Equation

**Stress related to work + revision = effective revision and recall**

**Stress related to other stuff + revision = less effective revision and recall**



# Questions?