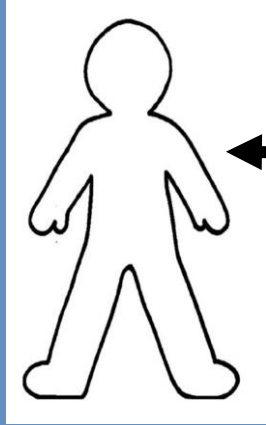




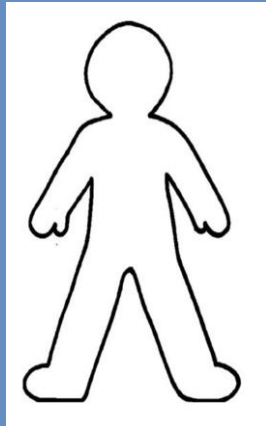
Life chances



Success on post 16-18
courses
and
Attendance

Evidence suggests:

- improved outcomes in terms of employment opportunities
- better mental health
- increased life expectancy



Have a Vision



End of course countdown

Mock Week – 22nd November

This means you have 5 weeks of revision time

Summer examinations 2022 – 16th May

This means you have 29 weeks of revision time

**HOPE
IS NOT A
PLAN**



Specific actions that you can take

Use a checklist to check your understanding

	Specification focus	Notes complete	Consolidated	Applied to qs	Exam ready!
Free Will & Determinism	<p>Religious concepts of predestination, with reference to the teachings of:</p> <p>St Augustine: Doctrine of Original Sin: role of concupiscence, humanity as "a lump of sin" (massa peccati), an essentially 'free' human nature (liberum arbitrium), the loss of human liberty (libertas) to our sinful nature, God's grace and atonement for the elect / saints.</p> <p>John Calvin: Doctrine of Election: the absolute power of God, the corrupted nature of humans, the Elect and the Reprobates, unconditional election, limited atonement, irresistible grace and perseverance of the elect.</p>				
	<p>Concepts of determinism:</p> <p>Hard determinism: philosophical (John Locke - free will is an illusion, man in bedroom illustration), scientific (biological determinism - human behaviour is controlled by an individual's genes), psychological (Ivan Pavlov - classical conditioning).</p> <p>Soft determinism: Thomas Hobbes (internal and external causes), A.J. Ayer (caused acts v forced acts).</p>				
	<p>The implications of predestination / determinism:</p> <p>The implications of determinism (hard and soft) on moral responsibility; the worth of human ideas of rightness, wrongness and moral value, the value in blaming moral agents for immoral acts, the usefulness of normative ethics.</p> <p>The implications of predestination on religious belief: the link between God and evil, the implications for God's omnipotence and omnibenevolence, the use of prayer and the existence of miracles.</p>				
	<p>4A-C Analysis and Evaluation</p> <ul style="list-style-type: none"> • A consideration of whether religious believers should accept predestination. • The extent to which God predestines humanity. • The extent to which philosophical, scientific and/or psychological determinism illustrate that humanity has no free will. • Strengths and weaknesses of Hard and/or Soft Determinism. • Whether moral responsibility is an illusion. • The extent to which pre-destination influences our understanding of God. 				
	<p>Religious concepts of free will, with reference to the teachings of:</p> <p>Pelagius: The role of original sin, humanity maturing in God's image and accepting the responsibility of free will, free will as used to follow God's laws, the role of grace in salvation.</p> <p>Arminius: Denial of predestination, the effect of original sin on free will, God's 'prevenient' grace (the Holy Spirit) in allowing humans to exercise free will, the Elect and the possibility of rejecting God's grace, the election of believers being conditional on faith.</p>				



Use WSFC Resources

Ask your teachers and tutors for support




The screenshot shows the Worcester Sixth Form College website. The header includes the college logo and navigation links: "Why Choose Us?", "Supporting You", "Courses", "Contact Us", and a search icon. The main content area features a paragraph about revision strategies, followed by a list of five strategies, each with a red PDF icon. Below the list is a section for "Useful Websites" with a link to <https://www.skills4uni.bham.ac.uk>.

WORCESTER
SIXTH FORM COLLEGE

[Why Choose Us?](#) [Supporting You](#) [Courses](#) [Contact Us](#) 

It is important to find the revision strategies that work best to help you remember content and practice the required skills. Below are some strategies which may be worth considering.

-  Cognitive Load Theory
-  Flipped Learning
-  Interleaving
-  Spacing and Timing of Revision
-  Using Flash Cards for Revision

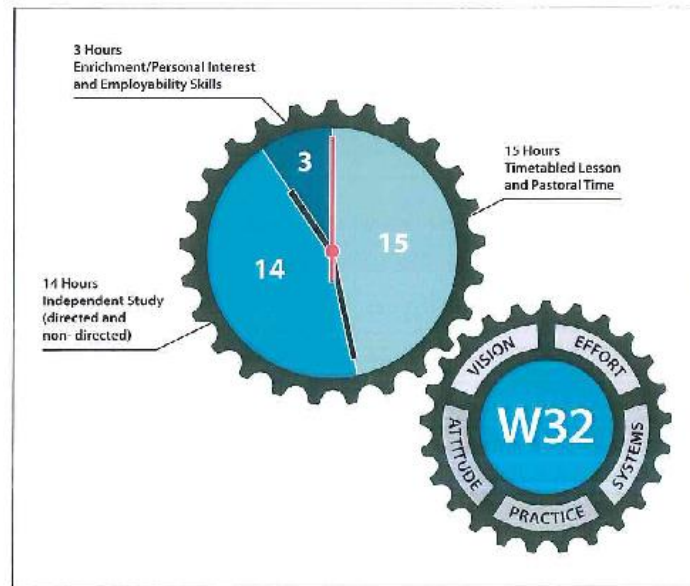
[Useful Websites](#)

<https://www.skills4uni.bham.ac.uk>

Worcester Working Week – make your time count

WORCESTER WORKING WEEK *make time for success*

As a minimum students should follow the Worcester Working Week of 32 hours, however, in the run up to the examination period this will be expected to increase.



Use your time productively | Achieve positive outcomes | Prepare for your future

Preparing for the Exam

- Use the resources on the exam board website. Practice papers, mark schemes and exam reports are available here.
- Be familiar with each exam paper so that you know what topics are on each paper
- Think about timing and how the marks are allocated
- Read the instructions carefully



You can't stop the waves, but
you can learn to surf"



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Least effective study strategies



Highlighting



Re-reading notes

Success

1. Doing the right things

2. Consistency

What makes a study strategy effective?

The process of “struggling in certain targeted ways- operating at the edges of your ability, where you make mistakes- (*and thus*) makes you smarter.”

A

- Ocean / Breeze
- Leaf / Tree
- Sweet / Sour
- Movie / Actress
- Gasoline / Engine
- High school / College
- Turkey/stuffing
- Fruit / vegetable



B

- Bread / B_tter
- Music / L_rics
- Sh_e / Sock
- Phone / B_ok
- Fi_h / Chips
- Pen_il / Paper
- Be_r / wine
- Television / rad_o



A

- Ocean / Breeze
- Leaf / Tree
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B

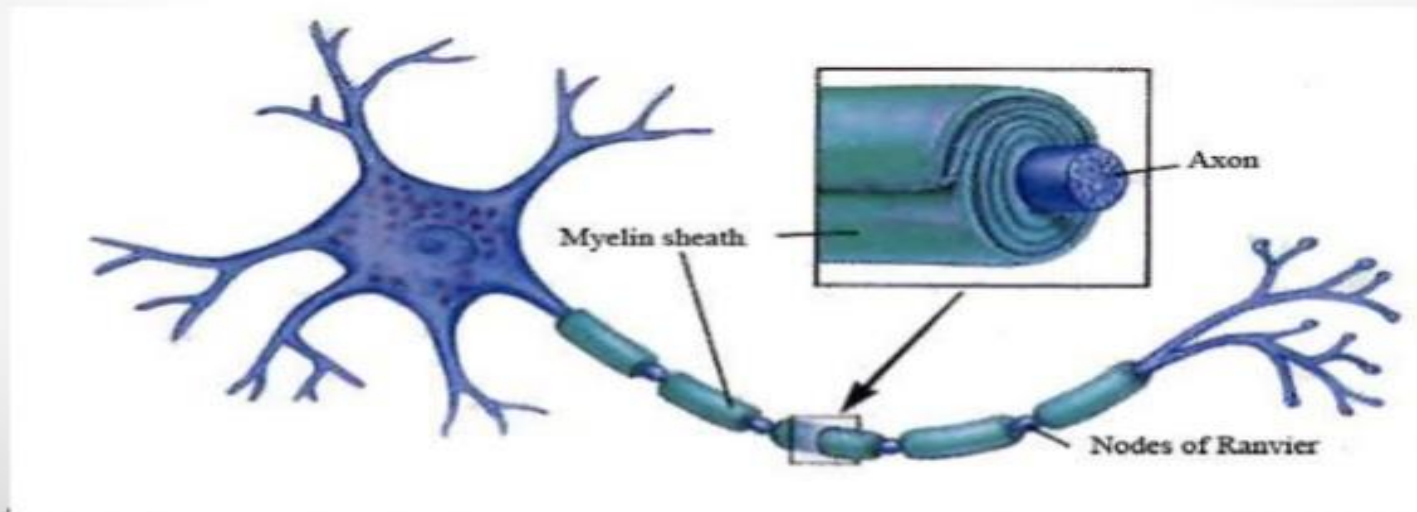
- Bread / B_tter
- Music / L_rics
- Sh_e / Sock
- Phone / B_ok
- Fi_h / Chips
- Pen_il / Paper
- Be_r / wine
- Television / rad_o



The science behind deep practice

Myelin

- Myelin is the insulation that wraps these nerve fibers and increases signal strength, speed, and accuracy.

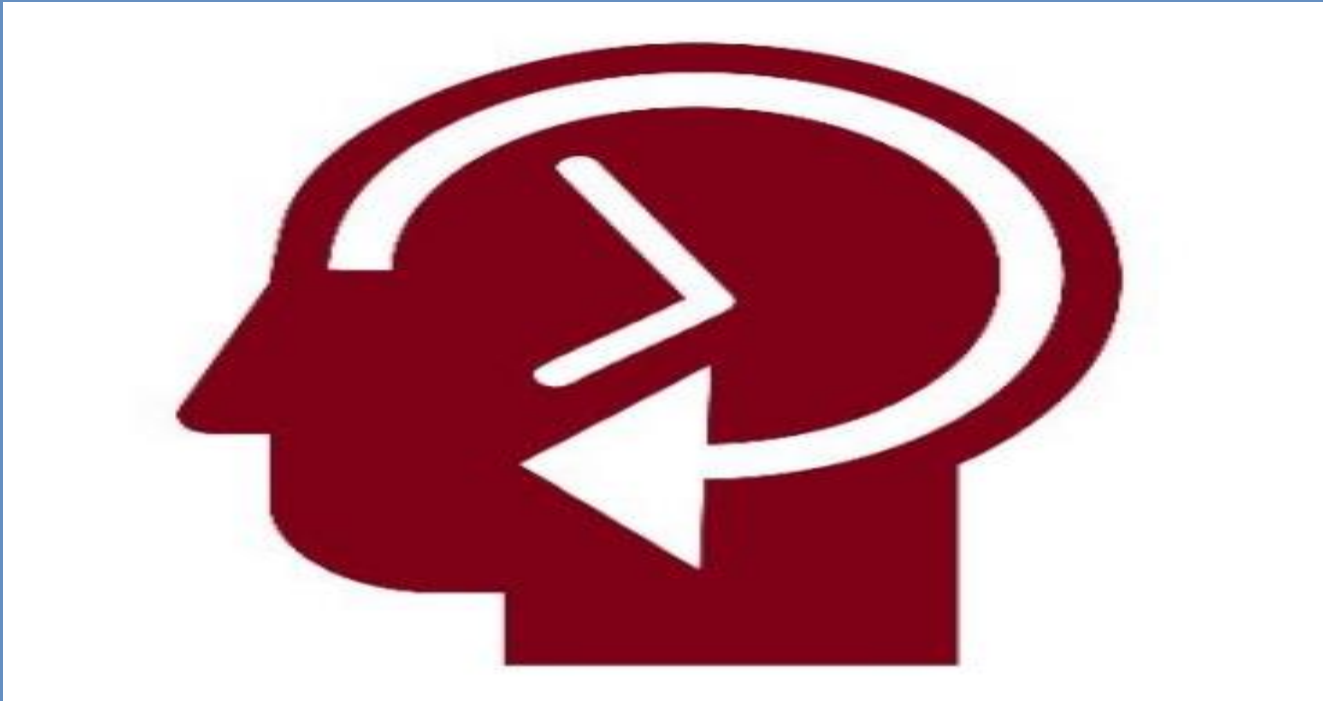


Success

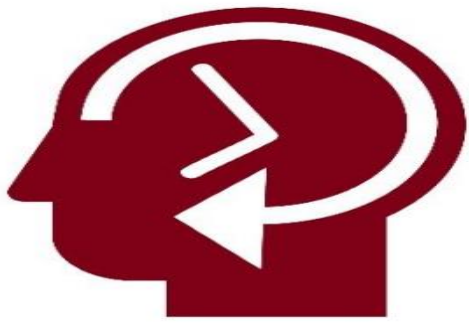
1. Doing the right things

2. Consistency

Most effective study strategy



Retrieval practice



Retrieval Practice

Retrieval practice refers to recalling learned information from memory (with no or little support).

Every time that information is retrieved, or an answer is generated it changes that information to make it stronger

- Creating revision cards – Summary on one side, triggers on the other
- Cornell notes
- Creating flashcards – Question on one side, answer on the other
- Exam questions and mark schemes



Double sided revision card

Revision card – Front

Global sporting events

Backgrounds & aims of modern olympics

Memory

who? & what Baron de Coubertin had a vision to unite the world through sport.

Influences x4

- C: costumed games
- A: Ancient Olympic games in Greece
- M: Much Wenlock games
- E: English public schools - Dr. Thomas Arnold

Lead to: formation of the first modern olympic games in 1896 in Ancient Greece

Aims x3
fair play/sportsmanship,
equality/reduce discrimination,
promote physical endeavour & moral integrity.

Revision card – Back

Memory

who? & what?

Influences x4

C:

A:

M:

E:

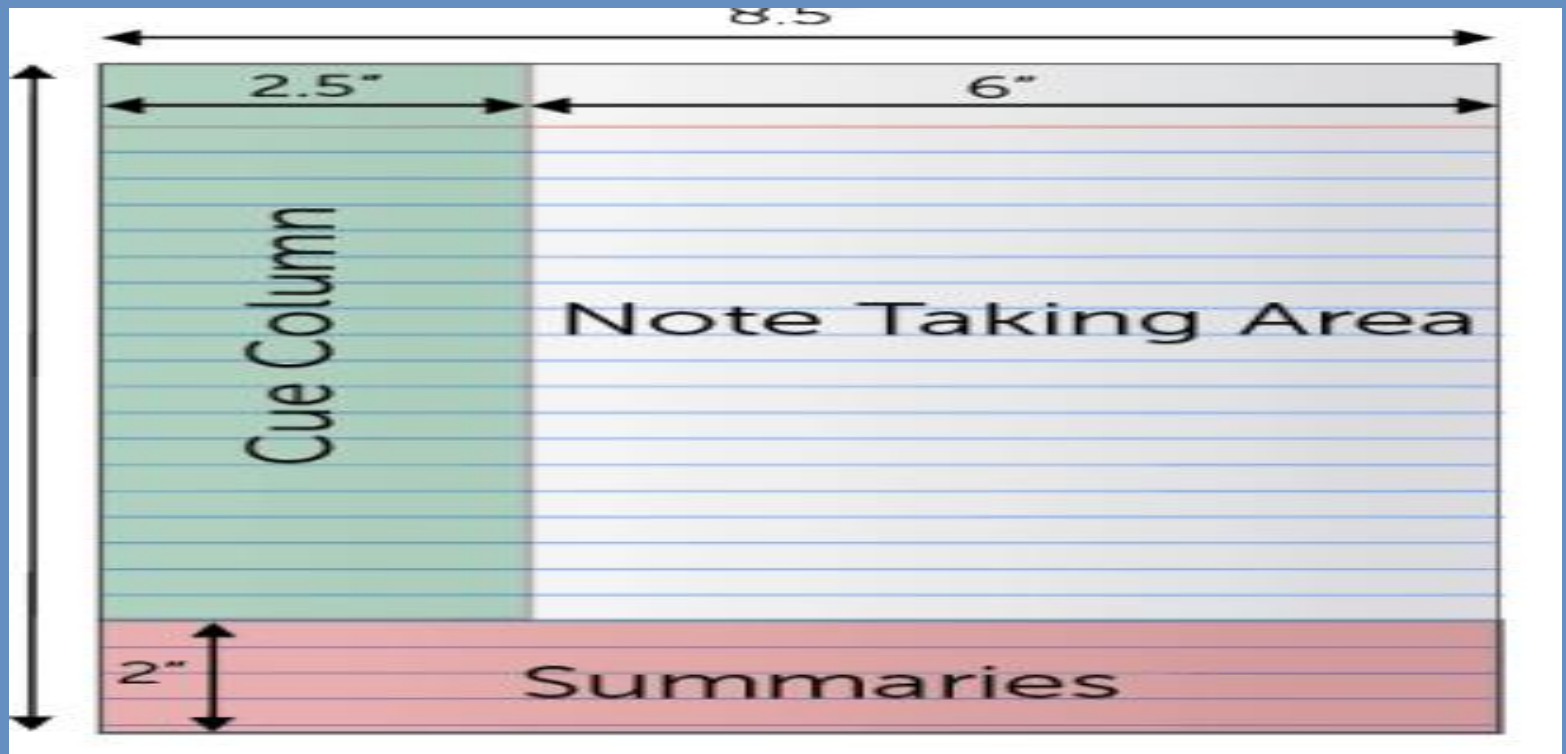
Lead to:

Aims x3



Cornell notes

- Notes on the right side of the page
- Questions/cues on the left side of the page



Creating effective interrogation questions

- Simple and Numerous

- Altitude – The height of a point in relation to what?
- What height is considered altitude ?
- The higher the altitude what happens?
- What is another name for this ?

- Altitude - The height of a point is in relation to sea level
- Any height from 2,400 meters
- The higher the altitude the lower the pp o2
- This is called hypoxia

Creating ineffective interrogation questions

- Difficult and minimal

- Define altitude and give the effects

- Altitude - The height of a point is in relation to sea level
- Any height from 2,400 meters
- The higher the altitude the lower the pp o2
- This is called hypoxia

Cornell notes

Flexibility

- Range of movement at a joint
- eg - gymnastics:
 - Tuck, split, straddle, pike
 - Lat up.

Types:

1. **Dynamic** - the range of movement at a joint taking into account the speed of movement
 - eg - straddle jump done at speed
2. **Static** - the range of movement at a joint, not taking into account speed of movement
 - **Static Active** - Athlete takes joint just beyond point of resistance
 - **Static Passive** - Partner takes joint just beyond point of resistance

eg - split in gymnastics

Factors affecting flexibility

- **Connective Tissue = muscles/tendons/ligaments**
- 1. **Training Specificity**
 - Dynamic stretching ↑ range of movement at a joint
- 2. **Temperature**
 - Higher the temperature of connective tissues (from warm up), the higher the flexibility

• What is flexibility?

• What are the types of flexibility?

• What is dynamic flexibility?

• Give a sporting example

• What is static flexibility?

• What are the 2 types of static flexibility?

• What does static @ive mean?

• What does static @assive mean?

• Give an example

• What does connective tissue always relate to?

• What are the 5 factors affecting flexibility?

• How does training specificity effect flexibility?

• How does temperature

- Range of movement at a joint
- Dynamic, static
- Range of movement at a joint, taking into account speed of movement
- Straddle jump done at speed
- Range of movement at a joint, not taking into account speed of movement
- Static active, static passive
- Athlete takes joint just beyond point of resistance
- Partner takes joint just beyond point of resistance
- Splits in gymnastics
- Muscles/ligaments/tendons
- Training specificity, Age, gender, joint type, Temperature

Flash cards

Where does the krebs cycle take place?

Mitochondria matrix



Flash cards

Skill Acquisition

Questions

1. Name the 6 continuums in classification of skills
2. What does environmental influence mean?
3. What is an open skill? Give an example.
4. What is a closed skill? Give an example.
5. What does the pacing continuum refer to?
6. What is an externally paced skill? Give an example.
7. What is a self paced skill? Give an example.
8. What does the organisation continuum refer to?
9. What is a low organisation skill? Give an example.
10. What is a high organisation skill? Give an example.
11. What does the difficulty continuum refer to?
12. What is a complex skill? Give an example.
13. What is a simple skill? Give an example.
14. What does the muscular involvement continuum refer to?
15. What is a fine skill? Give an example.
16. What is a gross skill? Give an example.
17. What does the continuity continuum refer to?
18. What is a discrete skill? Give an example.
19. What is a serial skill? Give an example.
20. What is a continuous skill? Give an example.
21. What are the three stages of learning called?
22. What levels of fluency does the cognitive stage have?
23. Give an example of low levels of fluency.
24. Does the cognitive stage have intrinsic or extrinsic feedback?
25. Give an example of extrinsic feedback.
26. What levels of fluency does the associative stage have?
27. Give an example of improved levels of fluency.
28. Does the associative stage use intrinsic or extrinsic feedback?

Answers

1. Environmental influence, Pacing, organisation, difficulty, muscular involvement, continuity
2. Are skills affected by the environment?
3. A skill that is affected by the environment. E.g. - receiving a pass in football
4. Skills that aren't affected by the environment. E.g. - short putt
5. Does the performer/environment control the timing of the skill?
6. Environment controls the timing of the skill. E.g. - receiving a pass in football
7. Performer controls the timing of the skill. E.g. - short putt
8. Can the skill be separated into subroutines?
9. Skills that can be broken into subroutines. E.g. - triple jump
10. Skills that can't be broken into subroutines. E.g. - golf swing
11. How much decision making/perceptual load/information processing does the skill have?
12. Skills with high levels of decision making/information processing/perceptual load. E.g. - somersault
13. Skills with low levels of decision making/perceptual load/information processing. E.g. - sprinting
14. Does the skill use small or large muscle movements?
15. Skills that use small, intricate muscle movements. E.g. - rifle shooting
16. Skills that use large muscle groups. E.g. - short putt
17. Does this skill have a clear beginning or end?
18. Clear beginning or end. E.g. - pass in football
19. Several subroutines joined together. E.g. - triple jump
20. No clear beginning or end. E.g. - running



Success

1. Doing the right things

2. Consistency

What is the forgetting curve?

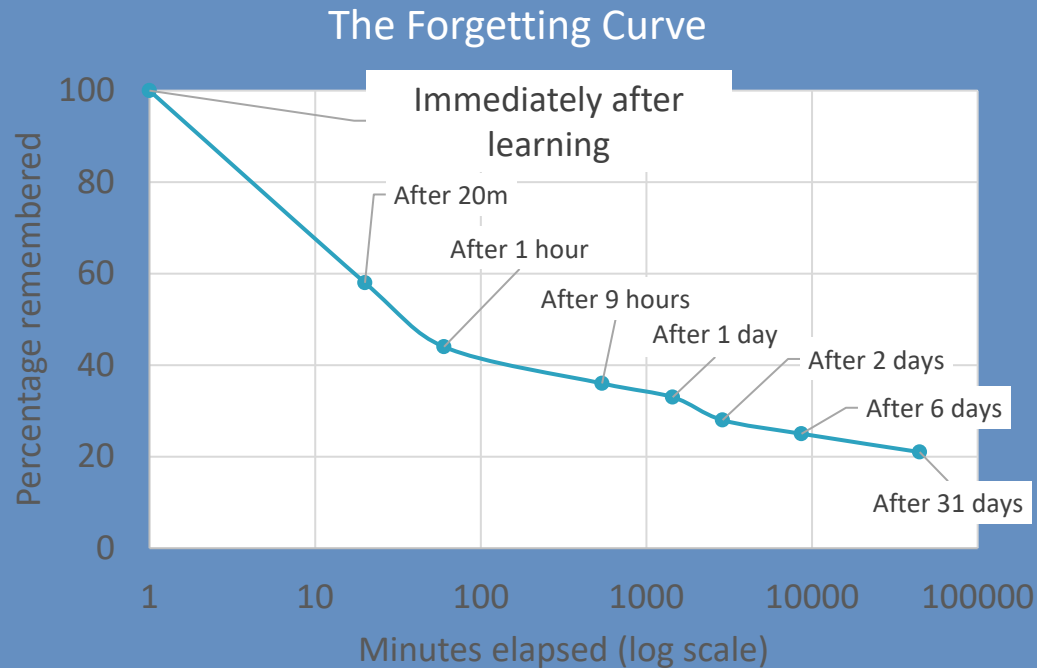
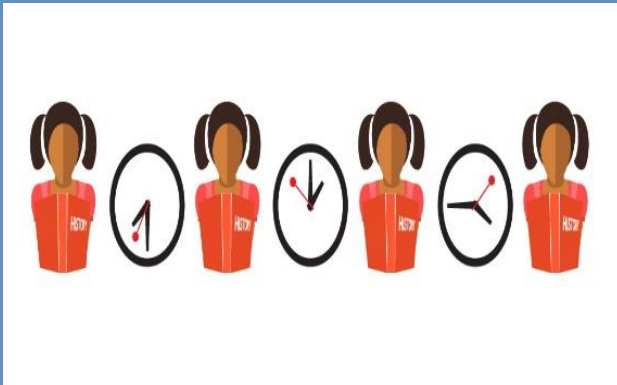


Figure 1 the forgetting curve by Ebbinghaus, 1885

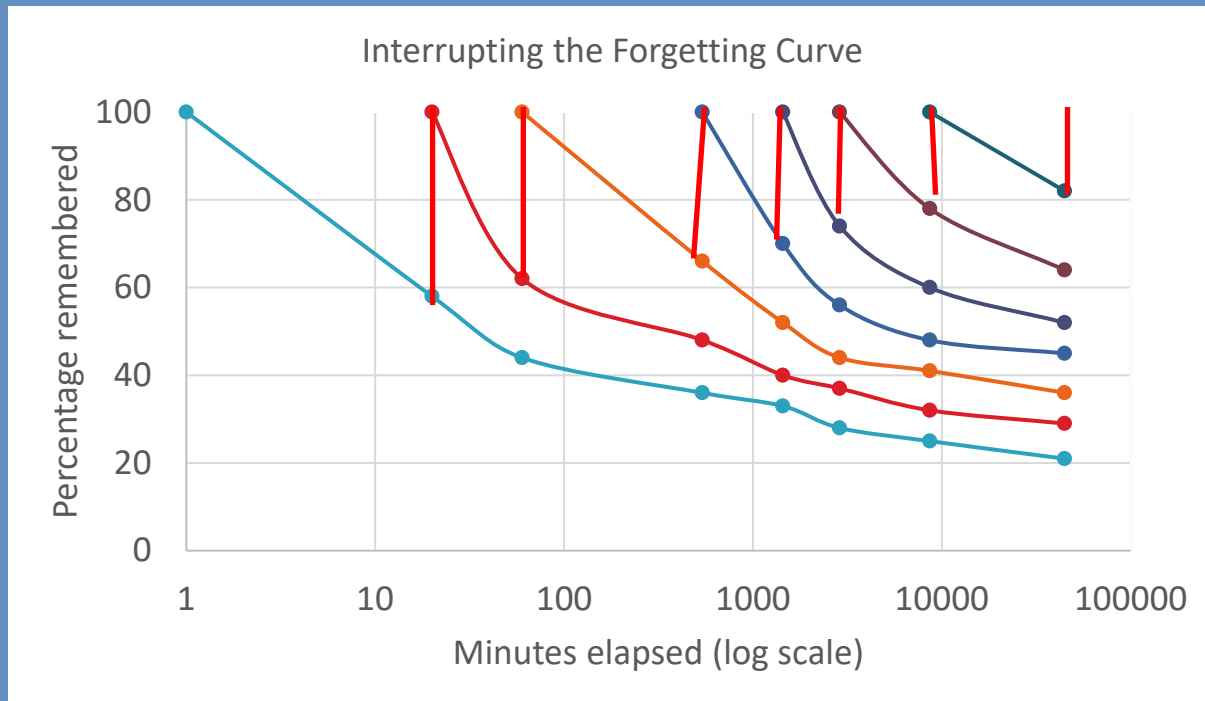
Spaced repetition



When learning information for the first time we should revisit it multiple times

There are optimal points at which we should revisit information

Interrupting the forgetting curve



Revise using a spaced-repetition app – Anki

Anki Flashcards



Study faster for

- [Languages](#)
- [Physics](#)
- [Medicine](#)

Success

1. Doing the right things

2. Consistency

Interrupting forgetting using a spaced repetition flash card app



Success

1. Doing the right things

2. Consistency