



IRVINE ROYAL ACADEMY
Ambition • Respect • Responsibility

Snr Phase

Parental Information Session

#1

Study Techniques

- Covered in PSE with our pupils to support their study:
 - Study techniques
 - Time management
 - Ways to plan effectively
 - Strategies to improve study techniques



Topics

- **Organisation** of class notes
- Breaking each subject down into **manageable chunks**
 - Topics
 - Bullet points
 - Short sentences, which are easy to remember
- How often are pupils organising their notes/ topics?





Topics

Different techniques to revise topics including:

- **Rereading** – restudying text material again after reading
- **Highlighting** and **underlining** notes
- **Summarising** paragraphs of text
- **Visual** representations

ZH
Tutorials

TOPIC 2 KEY TERMS

A Level Biology
AQA Topic 2

Acellular - not made up of cells	Attachment proteins - found on the outside of a virus, help the virus to attach to a host cell
Active immunity - long term immunity gained by exposure to an antigen e.g. infection by a pathogen (natural) or vaccination (artificial)	Bacteria - microorganisms which are prokaryotic cells
Active transport - transport across a membrane requiring ATP and a carrier protein, goes against a concentration gradient	Binary fission - method by which prokaryotic cells divide to produce two daughter cells
Agglutination - clumping together of pathogens caused by antibodies	B-lymphocytes (B-cells) - type of white blood cell with antibodies on the outside
AIDS - syndrome caused by HIV virus, immune system is compromised	Calibration curve - plot of known concentrations versus a variable (e.g. change in mass) which can be used to estimate the value of an unknown concentration
Algae - organisms that can be unicellular or multicellular, cells are similar to plant cells	Cancer - a tumour which invades surrounding tissue
Anaphase - third stage of mitosis when the centromeres divide and the chromatids are pulled to opposite poles	Capsid - protein coat around the edge of a virus
Antibiotics - compounds that can kill bacteria	Capsule - slime layer surrounding some prokaryotic cells
Antibodies - proteins produced by plasma cells which can bind to antigens	Carrier proteins - membrane proteins involved in active transport, change shape to move a molecule across
Antigens - molecules on the surface of cells that can trigger an immune response	Cell cycle - cycle that dividing cells go through (mitosis, gap phase 1, synthesis, gap phase 2)
Antigen variability - when genetic changes in a pathogen cause the antigens to change	Cell fractionation - lab technique used to separate cell components
Antigen-antibody complex - formed when an antibody binds to a complementary antigen	Cell wall - strong structure outside the cell-surface membrane of some types of cell
Antigen-presenting cell - a cell which is presenting a pathogen's antigens on its surface	Cell-surface membrane - surrounds the cytoplasm of cells, consists of mainly phospholipids and proteins
Antiviral drugs - used to target viral enzymes to prevent the virus replicating	Cellular response - part of the immune response involving T-cells and phagocytes
Aquaporins - channel proteins used for facilitated diffusion of water through membranes	Centrioles - form the spindle fibres during mitosis
Artefacts - produced when preparing cells for	



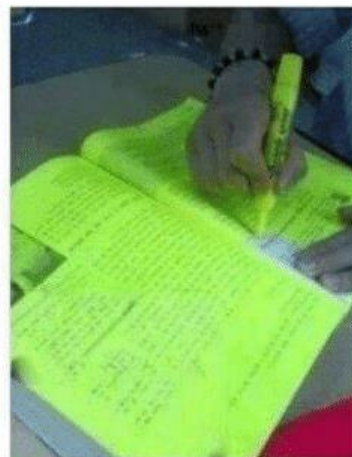
Topics



Highlighting important parts:

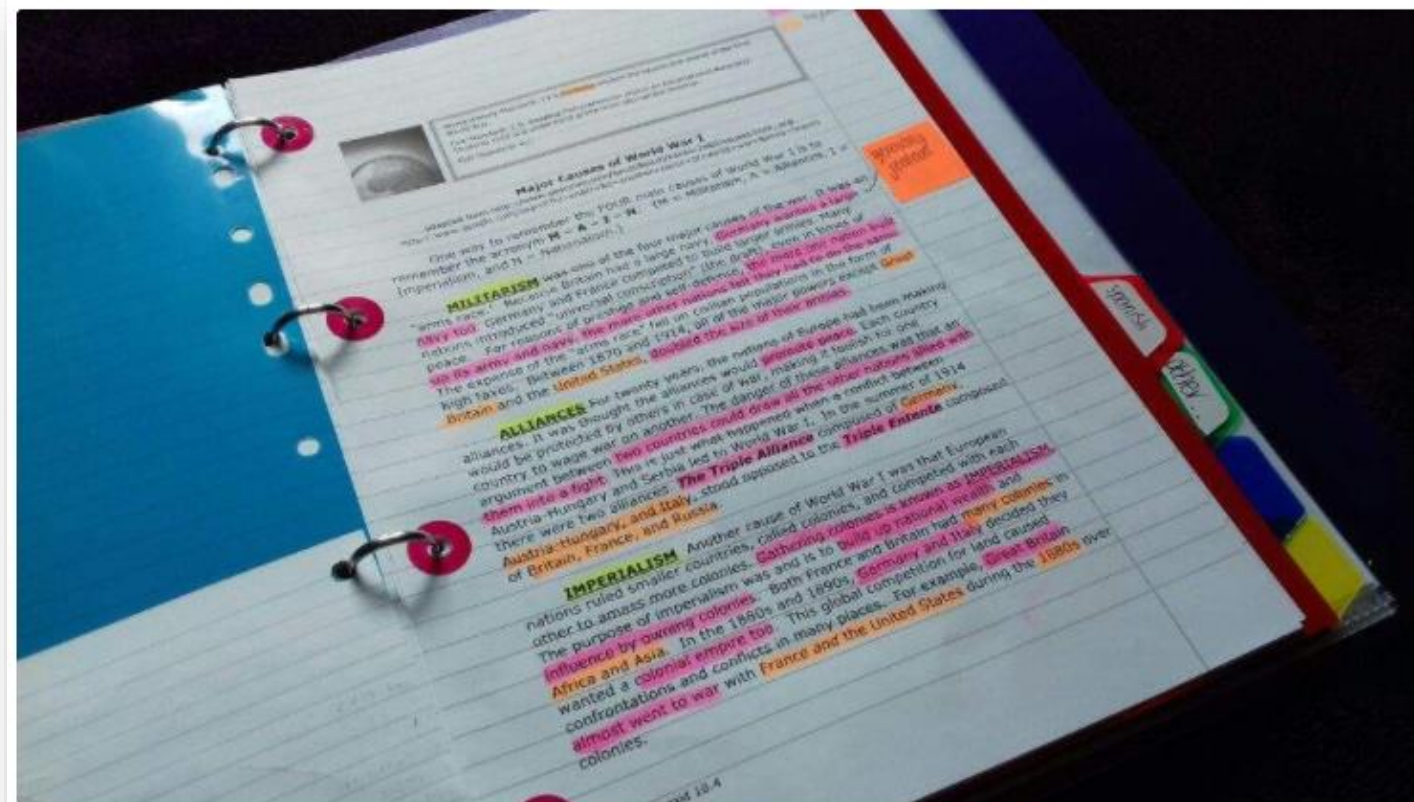


Expectation



Reality

Highlight only the important parts





Mnemonic – using keywords and mental imagery to associate verbal materials

Mnemonic Devices

Every Good Boy Deserves Fudge

Every Good Boy Does Fine

Elvis' Guitar Broke Down Friday

Eat Good Burritos During Fiesta

Treble clef
Line notes



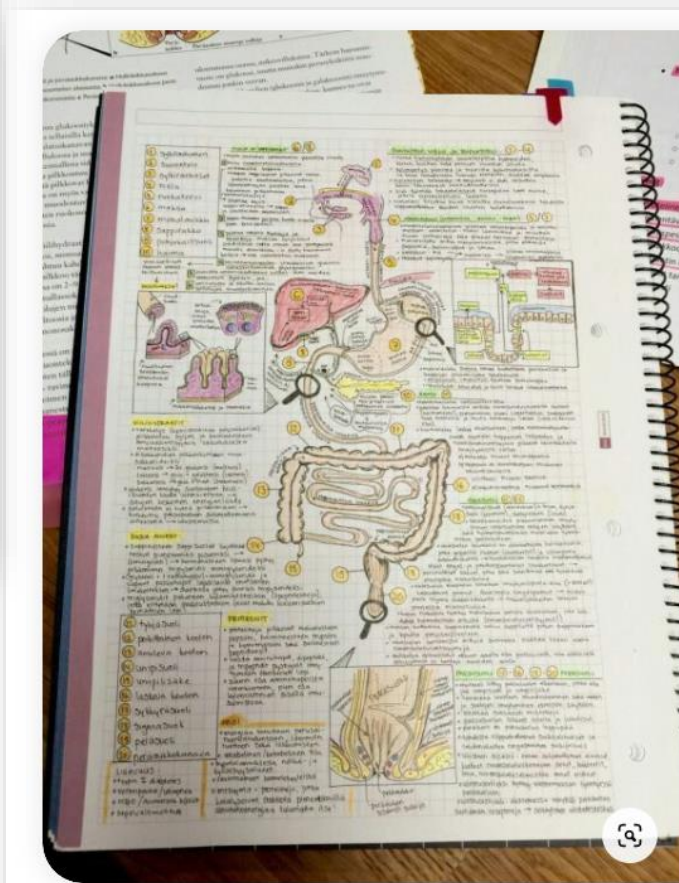
STAVE'N'TABS



Images for Text

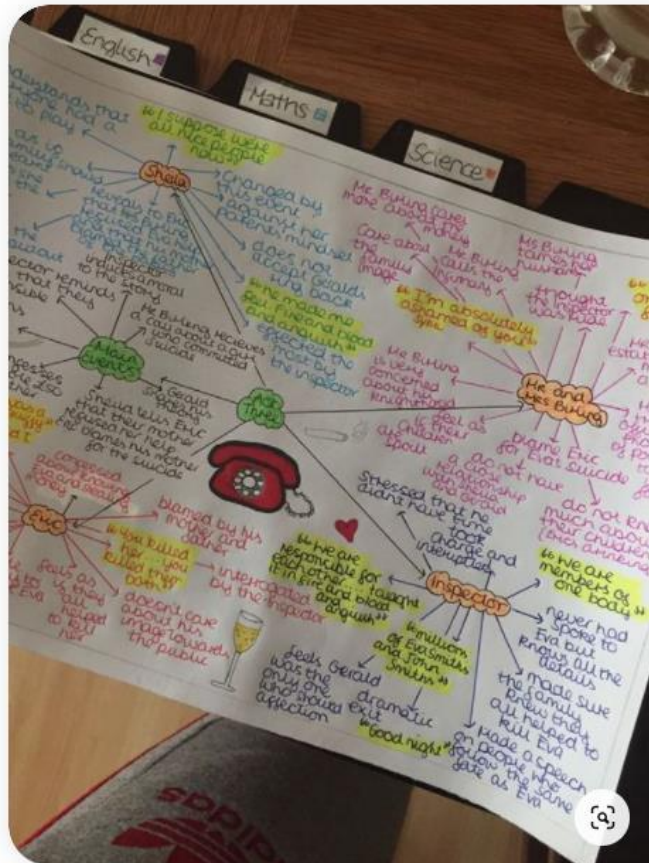


- **Imagery** for text – attempting to form mental images of text materials while reading or listening





Mind map





Flash Cards



- **Flash cards**
 - Apps
- Blank post cards
 - Main heading on one side
 - Bullet points
 - Sentences on the opposite
 - This is one way that you can memorise main facts for subjects

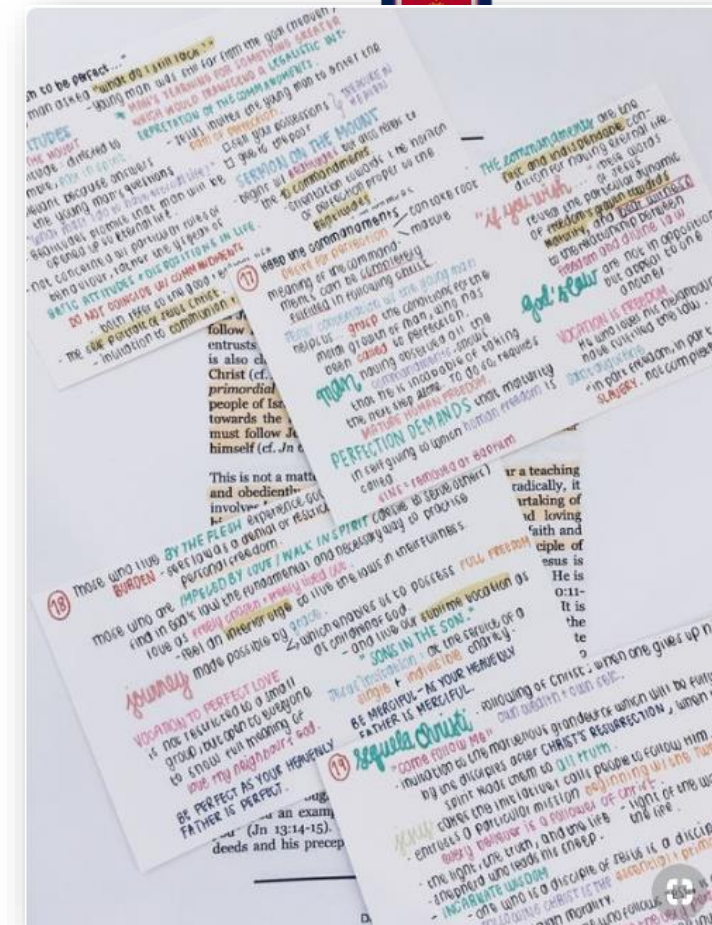
Study notes have to be organised in order to make this task simple





Flash Cards

- Bullet point text
- Colour coded
- Manageable notes





A4 posters

- Images
- Visual memory technique
- Forces notes to be read, understood & re-worded



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Past Papers



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Option 1

- Practise testing – timed & without notes; in preparation for assessment (in-class or for SQA purposes)

Option 2

- On-going knowledge analysis – not necessarily timed; after unit/topic has been revised

Follow-up – both options

- **Evaluation** – how did they perform? Further study needed?

Can't always rely on the marking scheme!!!

PAST PAPER - SUBJECT SPECIFIC INFORMATION!

THURSDAY, 21 MAY
9:00 AM – 10:45 AM

Total marks — 60

SECTION 1 — PHYSICAL ENVIRONMENTS — 20 marks

Attempt EITHER question 1 OR question 2. ALSO attempt questions 3, 4 and 5.

SECTION 2 — HUMAN ENVIRONMENTS — 20 marks

Attempt questions 6, 7 and 8

SECTION 3 — GLOBAL ISSUES — 20 marks

Attempt any TWO of the following

Question 9 — Climate Change

Question 10 — Impact of Human Activity on the Natural Environment

Question 11 — Environmental Hazards

Question 12 — Trade and Globalisation

Question 13 — Tourism

Question 14 — Health

Credit will always be given for appropriately labelled sketch maps and diagrams.

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use blue or black ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.

Geography

Nat 5 2015 & 2018 Front cover of
paper

Always read the instructions



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Geography

TUESDAY, 1 MAY
1:00 PM — 3:20 PM

Total marks — 80

SECTION 1 — PHYSICAL ENVIRONMENTS — 30 marks

Attempt EITHER question 1 OR question 2.

THEN attempt questions 3 to 7.

SECTION 2 — HUMAN ENVIRONMENTS — 30 marks

Attempt ALL questions.

SECTION 3 — GLOBAL ISSUES — 20 marks

Attempt any TWO of the following.

Question 13 — Climate change

Question 14 — Natural regions

Question 15 — Environmental hazards

Question 16 — Trade and globalisation

Question 17 — Tourism

Question 18 — Health

You will receive credit for appropriately labelled sketch maps and diagrams.

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use blue or black ink.

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Study Planner



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- Create (and follow!) a study/revision planner – there are different types of planner, each pupil has to find the style that suits them e.g. day, week, month...

Why?

- Study is structured – should be more effective
- Can see how study is spread across subjects and units – should be more effective
- Allows pupils to prioritise in the run up to each exam – should be more effective



Weekly Planner



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		7.30 am – 8.50 am	8.50 am – 3.40pm	3.40 pm – 4pm	4pm – 5pm	5pm – 6pm	6pm – 7pm	7pm – 8pm	8pm – 9pm	9pm – 10pm	10pm – 11pm	Studying	Socialing	Exercising	Sleeping
Mon		SCHOOL													
Tues															
Wed															
Thurs															
Fri															
		10 am – 12 am	12 am – 2 pm	2 pm – 4 pm	4 pm – 6 pm	6 pm – 8 pm	8 pm – 10 pm	10 pm – 12 am				Studying	Socialing	Exercising	Sleeping
Sat															
Sun															

Not all time should be study – continuous study isn't effective!



Monthly Planner

- Target set for each month
- Not all time should be study – continuous study isn't effective!

When deciding on a planner the following questions should be asked:

- Is this appropriate?
- Finding the right 'fit' for my other commitments



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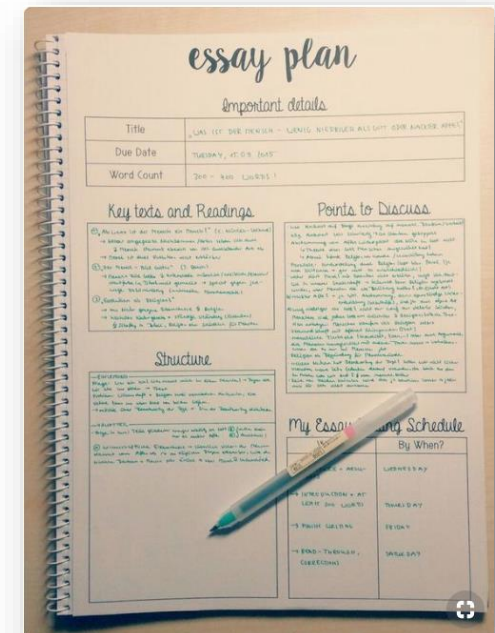
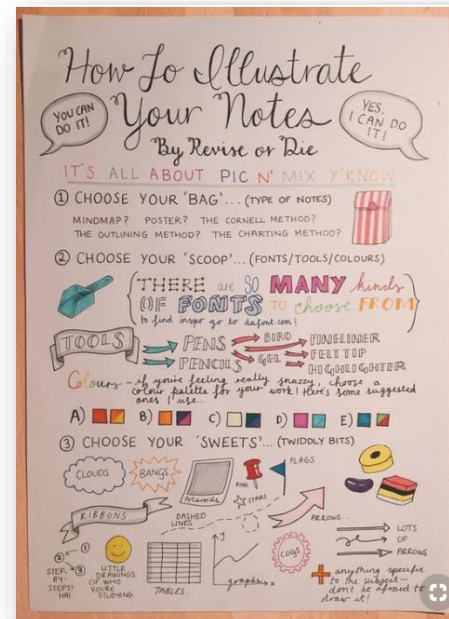
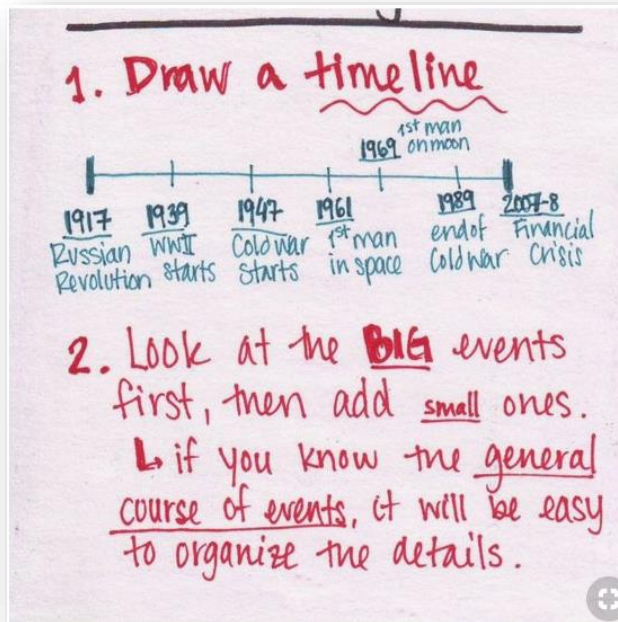
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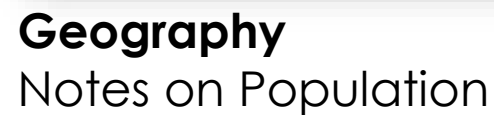


Examples



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English

Nat 5 2018 Paper



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Total marks — 30 Attempt ALL questions		MARKS
1. Look at lines 1–4. Explain in your own words why ‘the first thing’ the writer does when he visits his local bookshop is to ‘look for the shop cat, Tiny.’ You should make two key points in your answer.		2
2. Look at lines 5–17. Identify, in your own words as far as possible, five positive points the writer makes about cats.		5
3. Look at lines 18–27. Identify, in your own words as far as possible, four ways in which cats ‘held a special place’ in the ancient world.		4
4. By referring to the sentence in lines 28–29 (‘It’s pretty obvious . . . of Pharaoh’), explain how it helps to provide a link between the writer’s ideas at this point in the passage.		2
5. Look at lines 32–35 (‘My cats . . . my books.’). Explain how one example of the writer’s use of sentence structure makes it clear what cats prefer.		2
6. Look at lines 36–41. Explain how two examples of the writer’s word choice make it clear that cats played a very important part in preserving Egyptian writing.		4
7. Look at lines 42–44. Explain how two examples of language make it clear that the writer is defending cats here.		4
8. Look at lines 45–55. Summarise, in your own words as far as possible, how cats ended up in bookshops. You should make five key points in your answer.		5

Read questions carefully

- In your own words
- Make 2 key points



Technology

- Smart phones
- iPads/tablets

Do you fully utilise them?

- Calendar?
- To do lists?
- Reminders?
- Apps



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Important to ensure that notifications for social media are turned off so that you are not distracted and disturbed....you need to commit to studying!



Memory Palace



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Memory Palace

- | | |
|-----|-----|
| 1. | 11. |
| 2. | 12. |
| 3. | 13. |
| 4. | 14. |
| 5. | 15. |
| 6. | 16. |
| 7. | 17. |
| 8. | 18. |
| 9. | 19. |
| 10. | 20. |



Memory palace

- | | |
|-----------------|-----------------|
| 1. Cat | 11. cheese |
| 2. Polar bear | 12. Key |
| 3. elephant | 13. Seagull |
| 4. trainers | 14. Skirt |
| 5. bracelet | 15. nail polish |
| 6. bobble | 16. folder |
| 7. water bottle | 17. basket |
| 8. flag | 18. speaker |
| 9. pot noodle | 19. egg |
| 10. gym bag | 20. pineapple |



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Any questions?



Further support?