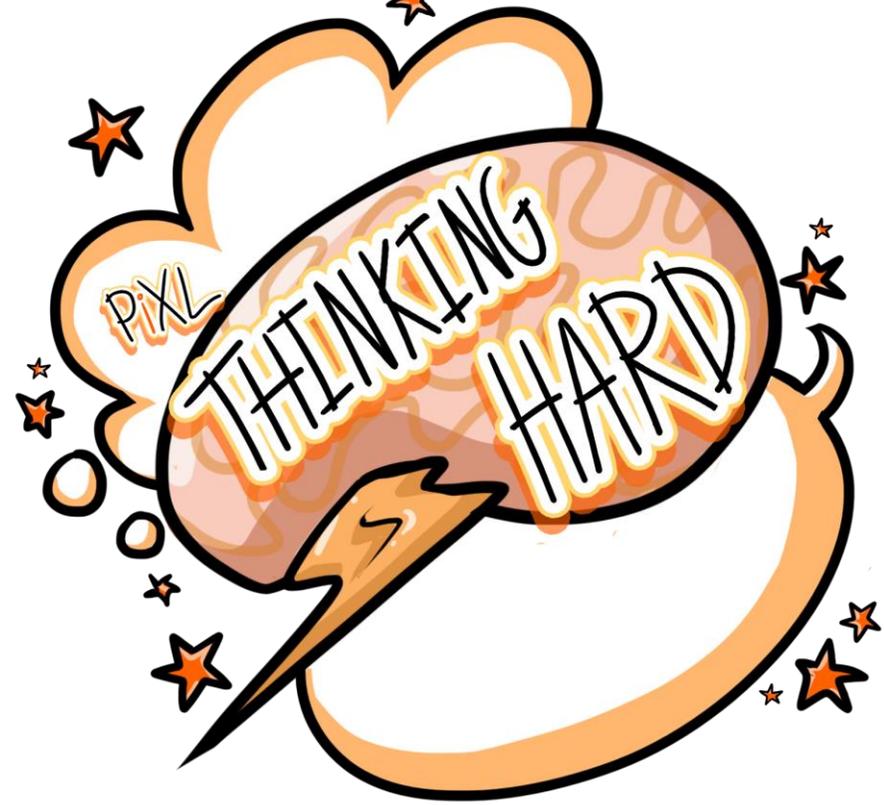


Revision



Independence and
thinking hard

**“Learning happens when
people have to think hard”**

Prof. Robert Coe – Durham University

Key question: How can we ensure that all students we teach are **Thinking Hard** and challenged beyond their learning comfort zone?

Change

“If there is no struggle, there is no progress.” - Frederick Douglass

Option 2

Highlight important points

Option 1

Make notes

Option 3

Comprehension questions

Low thinking options

- Understand ✓
- Able to revise from notes ✓
- Thinking and challenge ??

Conscription:	Until 1916, the British armed forces relied on men volunteering to serve. Between 1914 and 1916, volunteerism was very successful. 2 million men volunteered. Recruitment posters and propaganda encouraged young men to join up. Volunteerism, however, could not supply new recruits in sufficient numbers. In January 1916, the first Military Service Act introduced conscription for single men aged 18-41. Following the terrible casualties on the Somme in the summer of 1916, the second Military Service Act extended conscription to married men. In February 1918, with Russia pulling out of the war, a third Act extended conscription to 50 year olds. Men refusing to sign up could be imprisoned.
Control of industry:	Although there were some trade union-led anti-war demonstrations in 1914 against a 'capitalist war', it soon became obvious that most workers supported the war effort. From 1915 onwards, the government and unions signed dilation agreements (to allow semi-skilled and unskilled workers and women to be trained to do jobs previously reserved for skilled craftsmen). These agreements were particularly important for the increased output of munitions. Trade unions were expected to work closely with employers and avoid strikes. In return, trade unions demanded state controls on profits and rents, safeguards so workers would get their old jobs back when the war was over, and exemption of highly-skilled workers from conscription. Industrial relations were not always harmonious (there were major strikes on Clydeside (1915) and South Wales (1917), however, the number of working days lost to strikes fell from 10 million in 1913 to under 3 million in 1916. Overall, the war enhanced the reputation of the trade unions.
War production:	2 million shells had been produced by early 1915; by 1918, shell production had reached 187 million. 270 machine guns had been produced in 1914; 120,000 were made in 1918. 1915 Neuve Chapelle (called British offensive) - failure blamed on a shortage of shells. Lloyd George then persuaded Parliament to extend the Defence of the Realm Act (DORA) in order to increase state powers over industry. He also successfully campaigned for a Ministry of Munitions to oversee the purchase, production and supply of all war materials. He was also appointed to head this new ministry. The Ministry of Munitions set up a central purchasing system for buying essential war materials. It organised British science to help the war effort and encouraged the development of new weapons (such as, mortars and the tank). It encouraged factories to convert from peacetime to wartime production and set up many of its own factories (e.g. a MoM factory in Leeds employed 16,000 workers and produced 25 million shells by 1918). By 1918, the MoM directly managed 250 state factories, supervised another 20,000 factories and controlled almost 4 million workers. It encouraged women to enter jobs previously done by men. It controlled prices, wages and profits, rationed essential foods, bought 20% of imports and had charge of transport and fuel. Key industries came under state control (railways, docks and coal mines). The state altered clocks by introducing BST, reduced the strength of alcoholic drinks and limited opening hours for pubs.
Feeding soldiers and workers:	Problem: there was a shortage of agricultural workers; German U-boats were sinking merchant ships bringing supplies to Britain. A Department of Food Production was set up to increase the amount of homegrown foodstuffs. The government paid farmers to plough wasteland, allocated scarce fertilisers, supplied prisoners of war to work on the land and encouraged women to volunteer for farm work.
Raising money:	The cost of the Great War was staggering. Government spending rose from £200m in 1913 to £2,600m in 1918. Old ideas about 'balancing the budget' had to be abandoned. Instead the government had to borrow money from its own people and from neutral countries. During the war, Britain's national debt increased by 1,200%. As well as borrowing, the government also had to increase income taxes on the affluent middle classes and manual workers.
Reliance on the USA:	Many traditional export markets were blocked off by the war. One obvious solution was to rely on the growing economic power of the USA. Britain bought huge amounts of war materials from American suppliers, much of it financed through the New York banking firm, JP Morgan. In 1915, Britain secured a loan of \$5,000m. The war cost Britain \$5m per day, of which \$2m was raised in the USA.

Revision Strategies

Technique	Description	Utility
Practice testing	Self-testing or taking practice tests revision material	1 - High
Long term Revising (Distributed practice)	Implementing a schedule of practice that spreads out study activities over time	1 - High
Asking 'why?' (Elaboration)	Generating an explanation for why a fact or concept is true	2 - Moderate
Self-explanation	Explaining how new information is related to known information, or explaining steps taken during problem solving	2 - Moderate
Varying study topics (Interleaved Practice)	Mixing different kinds of problems, or different kinds of material, within a single study session	2 - Moderate
Summarization	Writing summaries (of various lengths) of revision texts	3 - Low
Mental Images	Attempting to form mental images of revision materials while reading or listening	3 - Low
The keyword mnemonic	Using keywords and mental imagery to associate key words and concepts	3 - Low
Rereading	Restudying text material again after an initial reading	4- Ineffective
Highlighting/underlining	Marking potentially important portions of revision materials while reading	4 - Ineffective

Once upon a time a tawndy rapsig named Gub found a tix of pertollic asquees. So chortlich was he with his discovery that he murtled a handful to show Kon, a cagwitzpat. “Pagoo!” cried Kon. “With these you could treeple a frange!” “No,” smiled Gub, “I think I'll just paible a catwicine.”

1. What did Gub find?
2. How was Gub feeling with his discovery?
3. After Kon cries “Pagoo”, what does he suggest to Gub?

Shared language about thinking

- Reduce
- Transform
- Deconstruct
- Derive
- Prioritise
- Categorise
- Criticise
- Trends and patterns
- Practise
- Make connections
- Compare
- Extend & Create

12 Thinking Hard devices

The Thinking Hard Process

Knowledge and understanding

- Reduce
- Transform
- Deconstruct
- Derive

Analysis and application

- Prioritise
- Categorise
- Criticise
- Trends and patterns
- Practise

Flexibility of thinking

- Make connections
- Compare
- Extend
- Create



The CHERRY on the ICING on the CAKE.
Flexibility of thinking to
cope with complex or left-field
questions.

The ICING on the CAKE. The ability to
analyse and apply.

The CAKE. Detailed **knowledge**
and **full understanding**

Transform

Explain how this painting makes you feel?

Reduce

Change this painting into six words.

Categorise

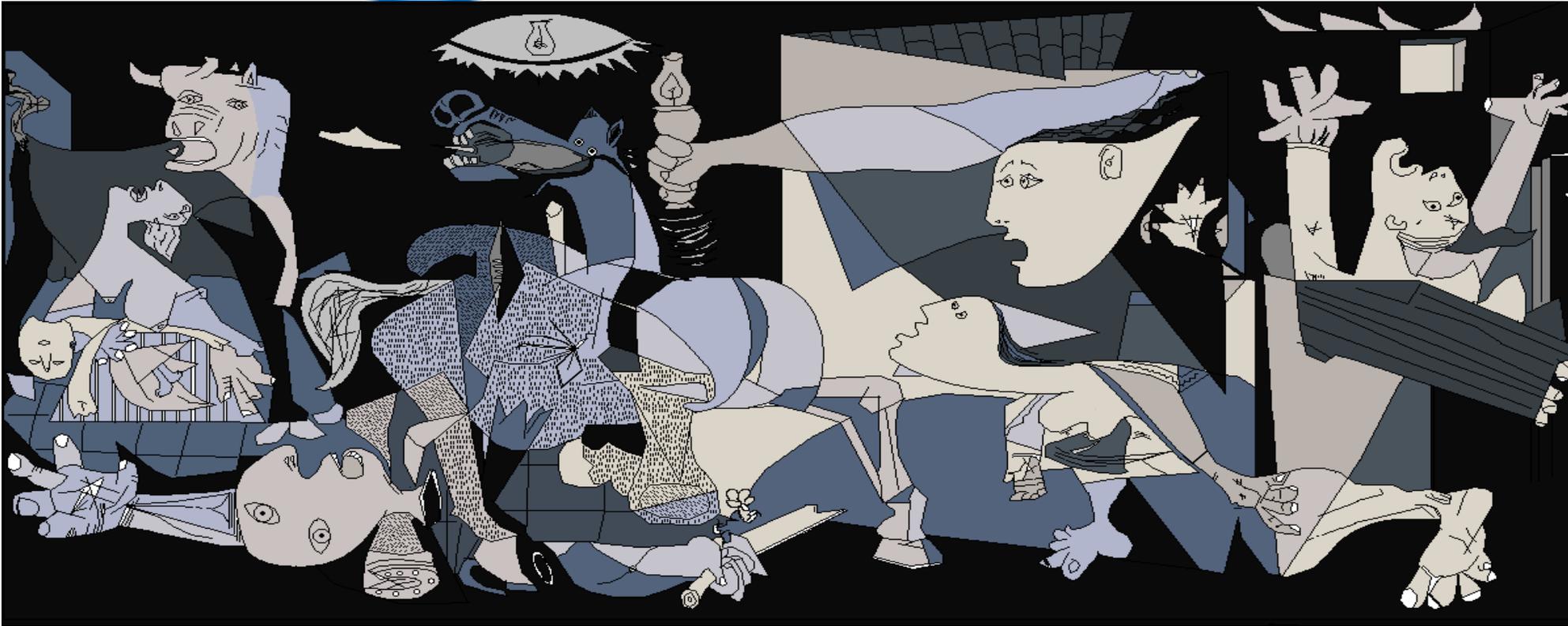
How is this painting similar to Picasso's other works? How is it different?

Extend

Write down three questions you'd like to ask Picasso about his masterpiece.

Prioritise

The three most important techniques used by Picasso



Thinking Hard – help sheet



Questions that unlock thinking

Explanation – Why might that be the case? How would we know that? Who might be responsible for...?

Hypothetical – What might happen if...? What would be the possible benefits/impact of X?

Evidence - How do you know that? What evidence is there to support this view?

Clarification - Can you put that another way? Can you give me an example? Can you explain that term?

Linking and extending - Can you add to what X just said? How does this idea support/challenge what we explored earlier in the lesson?

Summary and synthesis – What remains unknown at this point? What else do we need to know or do to understand this better?

Metacognition – What was the most difficult part of that task? How would you do it differently next time? How could you approach this question?

Think-Pair-Share

- Teacher asks a question
- Students are given time to think about their responses
- Students pair up and discuss their responses

Think-Pair-Share Various Perspectives State a question and ask pairs to “think” in terms of a different perspective e.g. A character in a story, a particular scientist or thinker, a person from history. Etc...

Think-Pair-Share (Listen) – When students are sharing ideas in their pairs remind them to listen to their partner’s ideas. When are asked to share, students share the idea of their partner not their own.

Think-Pair-Silent Share – The students share their ideas as a silent written dialogue in the form of a spider diagram. This allows students to deepen thinking by taking time to present information in a written form.

Think-Pair-Square – Students share with two other students after they have completed Think-Pair-Share (4-square).

Think-Write/Draw-Share – Students write or draw their own ideas before paired discussion with a partner. This allows ideas to be developed more before sharing.

The Thinking Hard Process

Knowledge and Understanding: Reduce

- Reduce the key argument into a tweet (140 characters) OR 12 words.
- Reduce the paragraph to three key points
- Reduce this paragraph to 6 words. In pairs compare your words, add two of the best to your list
- Explain ... in a maximum of 12 words

Knowledge and Understanding: Transform

- Change this image into six words/a paragraph.
- Transform this paragraph into a diagram/chart/sketch. No words allowed.
- How does this text/image/performance make you feel?
- Change this idea/event/character into a model.

Analysis: Prioritise

- Diamond Nine activity. Justify your top three choices.
- Any ranking exercise and justification of top and bottom responses.
- Which of these questions is the most difficult/easiest? Explain why.
- Underline the most important/thought provoking/surprising/ shocking statement.
- Neatly cross out the least important point. Explain your thinking.

Analysis: Categorise

- Sort this information into three categories. Highlight and think of a suitable title for each category.
- Group together questions that require the same technique to answer. Highlight in three different colours.

Flexibility: Extend

- Write down three questions you would like to ask...about....

Flexibility: Making connections

- How is this question/text/image similar to X? How is it different?

Flexibility: Deconstruct

- Write a three-step guide for a Year 11 student to answer these types of question.

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Take a test Skills Overview Paper QLA Scoreboard

1. Choose a text 2. Choose an activity 3. Choose a chapter/act

A Christmas Carol

An Inspector Calls

Animal Farm

Blood Brothers

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Frankenstein

Great Expectations

Henry V

Heroes

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Heaven's Choice

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Back to menu

Question 1 of 5

Next qu.

Quotation Learning

Level 1

Level 2

Level 3

In the following quote a word has been replaced with asterisks. Complete the following quotation with each asterisk representing a letter in the missing word:

He was shorter than the fair boy and very fat.

Reset quotation

Whom or what is this quotation about?

Piggy

Ralph

Savagery

Victim

What do the PiXL Independence resources look like?



PiXL Inc
Psychology

AQA Style, Attachment

Contents:

- I. Multiple Choice Questions –
- II. Short Answer Questions – 1
- III. Attachment Quiz – 20 credit
- IV. Concepts and Application to
- V. Academic Articles – 80 credit
- VI. Essay Style Questions – 100

I. Multiple Choice Questions

1. Which of the following is where the infant's and mother's interactions seem ordinate almost as if they were taking turns?
 - a. Bodily contact.
 - b. Reciprocity.
 - c. Interactional synchrony.
 - d. Mimicking.
2. Which of the following is the correct order for Schaffer's stages of attachment?
 - a. Asocial, discriminate(specific), indiscriminate, multiple.
 - b. Discriminate(specific), indiscriminate, multiple, asocial.
 - c. Asocial, indiscriminate, discriminate(specific), multiple.
 - d. Asocial, multiple, indiscriminate, discriminate(specific).
3. Which animals were used in the studies by Lorenz and Harlow?
 - a. Monkeys and geese.
 - b. Dogs and rats.
 - c. Monkeys and cats.
 - d. Geese and ducks.
4. In Classical conditioning, which best describes the maternal figure before conditioning?
 - a. Unconditioned stimulus.
 - b. Conditioned stimulus.
 - c. Unconditioned response.
 - d. Neutral stimulus.
5. According to Bowlby, the critical period lasts how long?
 - a. 5 years.
 - b. 1 year.
 - c. 2 ½ years.
 - d. 7 years.
6. Which is the best description of Ainsworth's study?
 - a. Naturalistic experiment.
 - b. Naturalistic observation.
 - c. Self-report.
 - d. Controlled observation.

2

V. Academic Articles

1. [Interethnic relationships](https://www.psychologytoday.com/blog/deep-focus/201707/secure-attachment-the-norm-in-interethnic-relationships)
<https://www.psychologytoday.com/blog/deep-focus/201707/secure-attachment-the-norm-in-interethnic-relationships>
Using what you know about cultural variations, explain why might people be that interethnic relationships would be insecure
2. [Timing matters in neglect](https://www.psychologytoday.com/blog/adopting-reason/201707/timing-matters-in-neglect)
<https://www.psychologytoday.com/blog/adopting-reason/201707/timing-matters-in-neglect>
Using your own knowledge and this article, explain why some children recover and others did not. Try to use as many key terms from attachment as possible include the effects of institutionalisation.
3. [How to raise securely attached children](https://www.psychologytoday.com/blog/in-practice/201703/how-raise-securely-attached-child)
<https://www.psychologytoday.com/blog/in-practice/201703/how-raise-securely-attached-child>
Using your knowledge and this article write, a blog for expectant mothers on how to raise a securely attached child.
4. [Developmental trauma](https://www.psychologytoday.com/blog/experimentations/201707/six-ways-developmental-trauma-shapes-adult-identity)
<https://www.psychologytoday.com/blog/experimentations/201707/six-ways-developmental-trauma-shapes-adult-identity>
Use this article to explain how early trauma can lead to a negative internal working model which will affect adult relationships.
5. [What's so special about fathers?](https://www.psychologytoday.com/blog/the-baby-scientist/201706/whats-so-special-about-fathers)
<https://www.psychologytoday.com/blog/the-baby-scientist/201706/whats-so-special-about-fathers>
Research other articles and use this one as a starting point to 'Discuss whether fathers are important in the raising of children and their development'.
6. [Attachment parenting](https://www.theguardian.com/lifeandstyle/2016/jul/30/attachment-parenting-way-raise-child-or-maternal-masochism)
<https://www.theguardian.com/lifeandstyle/2016/jul/30/attachment-parenting-way-raise-child-or-maternal-masochism>
This highlights the social sensitivity of psychological research. Discuss whether you agree with attachment parenting. Where does it fit with the theories you have about? Also discuss the social sensitivity of research such as this.

7

VI. Essay Style Questions

1. Sarah was adopted from Romania when she was 5 years old; she had been placed in an institution at 1. At first, she struggled to form an attachment with her adoptive parents but this is easing. However, she is having trouble with her peers. Her report says that she is always getting into fights and struggles with her work. Discuss Bowlby's maternal deprivation theory. Refer to Sarah as part of your discussion. **(16 marks)**
2. Outline and evaluate the learning theory of attachment. **(8 marks)**
3. Discuss research into the influence of early attachment on adult relationships. **(8 marks)**
4. Discuss the effects of institutionalisation. Refer to the studies of Romanian orphans in your answer. **(16 marks)**
5. Discuss findings of research into cross cultural variations in attachment. **(8 marks)**
6. Explain and evaluate Bowlby's monotropic theory of attachment. **(16 marks)**
7. Discuss the Strange Situation as a way of assessing type of attachment. **(16 marks)**
8. Describe and evaluate research into caregiver-infant interactions. **(8 marks)**
9. Discuss the role of the father in attachment. **(8 marks)**
10. Discuss research into stages of attachment. **(8 marks)**

9

What is included in each PiXL Independence booklet?

- 1 Knowledge quizzes - 20 credits per quiz
- 2 Short style questions - 10 credits each
- 3 Wider Reading – 60 credits
- 4 Academic Reading – 80 credits
- 5 Longer exam questions – 100 credits

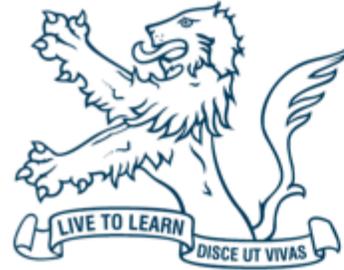
The option to add your own credits to what you have already.

Art	Developing project ideas <i>(no answers so no quizzes)</i>
Business Studies	BTEC Level 2 – Finance for Business <i>*NEW</i>
Computer Science	Theory Paper Practical Paper
Drama	A Midsummer Night's Dream Blood Brothers The Crucible
English Language	Edexcel English Language Paper 1 & 2 OCR English Language Paper 1 & 2 AQA English Language Paper 1 & 2 Eduqas English Language C 1 & 2
English Literature	Great Expectations <i>*NEW</i> The Curious Incident of the Dog in the Night-time Macbeth Jekyll and Hyde Romeo and Juliet Great Expectations <i>*NEW</i> The Sign Of Four History Boys Christmas Carol Blood Brothers An Inspector Calls AQA Poetry Power and Conflict <i>*NEW</i> AQA Poetry Love and Relationships
Geography	Physical landscapes Ecosystems Economics <i>*NEW</i> Resource management Population and Environment
Health and Social Care	BTEC Human lifespan
History	Cold War Anglo Saxon and Norman England <i>*NEW</i> Elizabethan England <i>*NEW</i> Medicine <i>*NEW</i> USA conflict at home and abroad Tsarist and Communist Russia The Tudors 1485-1603

Maths	Unit 1 Foundation - Decimals, estimation, exchange rates and best buys Unit 1 Higher Standard form - decimals, best buys and bounds Unit 2 Foundation - Powers and roots. HCF/LCM. Ratio/ proportion. Unit 2 Higher - Power and roots, HCF/LCM, ratio and proportion Unit 3 - Foundation - Expressions, equations and inequalities <i>*NEW</i> Unit 3 - Higher - Equations, inequalities and quadratics <i>*NEW</i>
Media	Audience Industries Representation Media Language
MFL	French grammar Spanish grammar German grammar
Music	Music skills
PE	Applied anatomy and physiology Health, fitness and well-being Physical training Socio-cultural influences Sports psychology
Psychology	Criminal psychology <i>*NEW</i> Psychological problems <i>*NEW</i>
RS	Christianity and Islam (AQA style) Christianity and Islam (Eduqas style) <i>*NEW</i>

Science	Biology Cell biology Biology Transport systems Biology Health, disease and medicines Biology Coordination and control Biology photosynthesis Biology Ecosystems Biology Inheritance, evolution and variation Chemistry Atomic structure and the periodic table Chemistry Structure bonding and the properties of matter Chemistry Chemical changes Chemistry Energy changes Chemistry Rate and extent of chemical change Chemistry Organic chemistry Chemistry Chemical analysis Chemistry Chemical and allied industries Chemistry Earth and atmosphere Physics Energy Physics Forces Physics Forces and motion Physics Waves in matter Physics Light and electromagnetic waves Physics Electricity Physics Magnetism and electromagnetism Physics Particle model of matter Physics Atomic structure Physics Space physics
Sociology	Family
Technology	CAD CAM and ICT Food <i>*NEW</i> Graphics Metals Plastics Wood

PENAIR SCHOOL



Year 11 weekly procedure

	Week A		Week B	
	PENA	IRSC	PENA	IRSC
Monday	Attendance and Science	Attendance & wider reading	Attendance & wider reading	Attendance and Science
Tuesday	Year 11 assembly- main hall		Pastoral tutorial (COM)	
Wednesday	Full school assembly		Full school assembly	
Thursday	Maths	Study skills	English	Study Skills
Friday	Study skills	Maths	Study Skills	English

