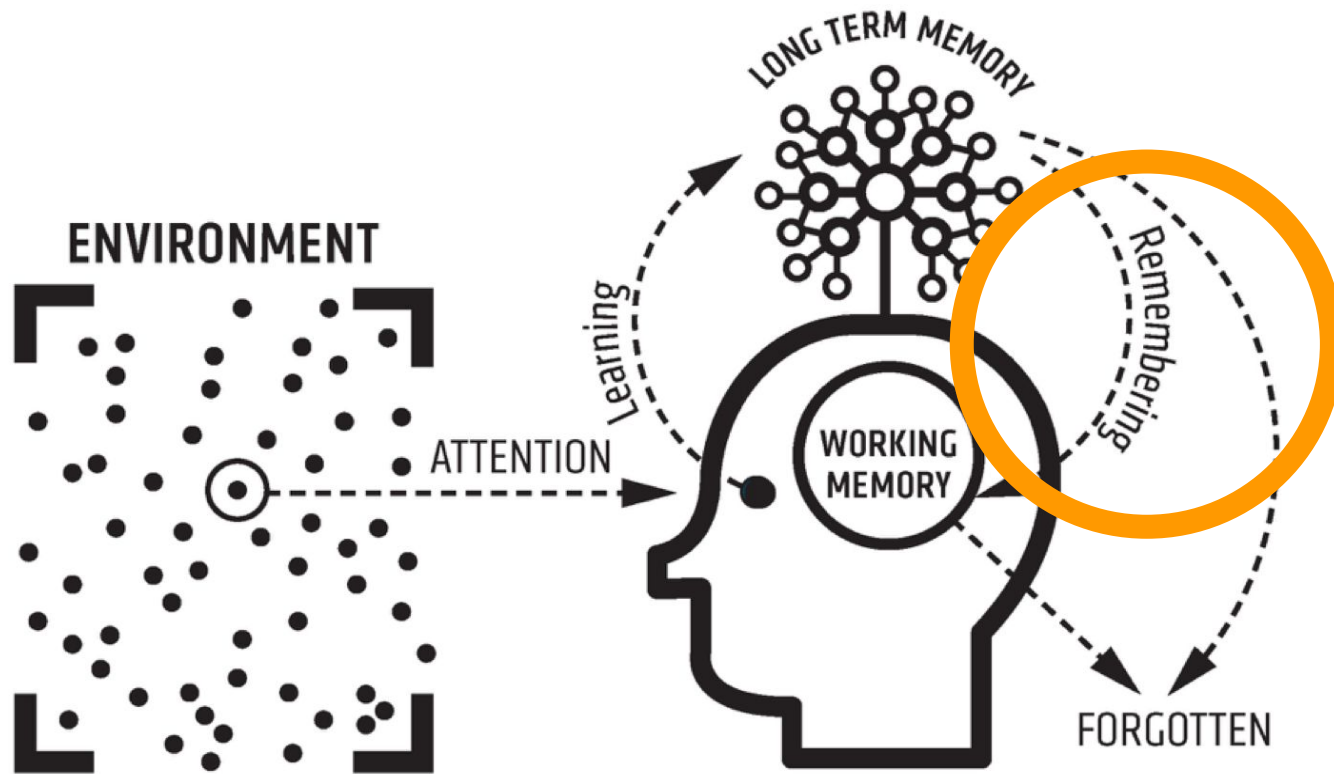


Thursday 10th March 2022

RETRIEVAL PRACTICE

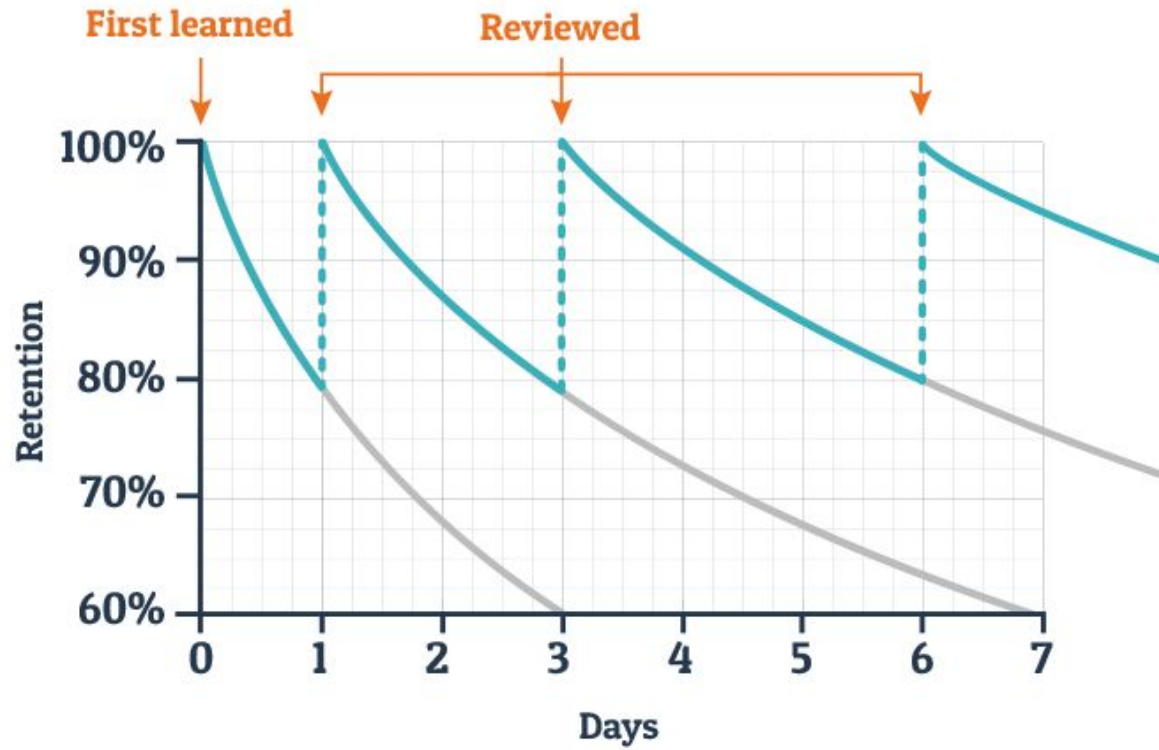




REMEMBERING HAPPENS WHEN WE SUCCESSFULLY RETRIEVE INFORMATION FROM OUR LONG TERM MEMORY TO USE IN OUR WORKING MEMORY.

THE MORE WE PRACTICE REMEMBERING THINGS, THE BETTER WE GET AT IT.

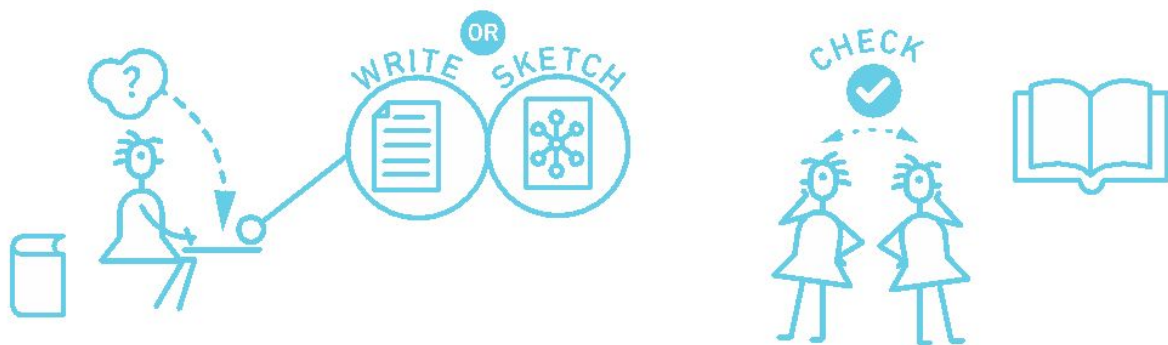
Typical Forgetting Curve for Newly Learned Information



1

HOW TO DO IT

Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.

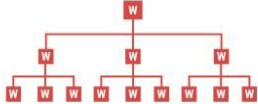


SELF- EXPLAINING

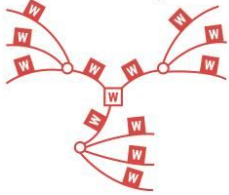
Practising **explaining**, **describing** or **summarising** (*in writing*) what you know about key concepts or topics, or creating **concept maps** or **sketchnotes**, are effective ways to establish what you do or don't know.

CHUNK

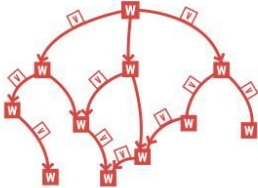
Tree Diagram



Mind Map



Concept Map

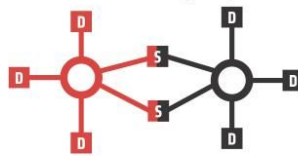


COMPARE

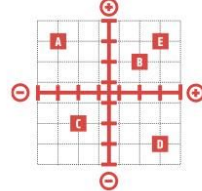
Venn Diagram



Double Spray



Crossed Continua

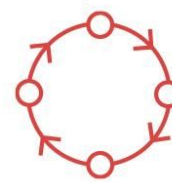


SEQUENCE

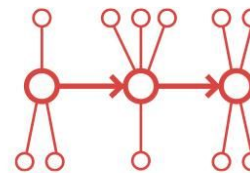
Flow Chart



Cycle

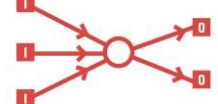


Flow Spray

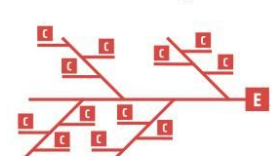


CAUSE & EFFECT

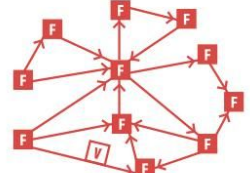
Input-Output Diagram



Fishbone Diagram



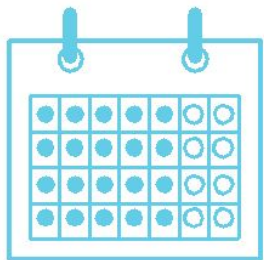
Relations Diagram



2

HOW TO DO IT

Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.



SELF- TESTING

The testing effect suggests long-term memory is increased when we spend time retrieving information through quizzing and testing.

| Characters | | |
|---------------------------|---|--|
| Inspector Goole | Priestley's mouthpiece; advocates social justice; serves as the Birling's conscience | Socialist, moralistic, righteous, powerful, intimidating, unconventional, mysterious, imposing, sardonic, omnipotent |
| Mr. Arthur Birling | Businessman; capitalist; against social equality; a self-made man (new-money) | Capitalist, arrogant, foolish, Panglossian, emasculate, prejudice, ignorant, selfish, stubborn, vainglorious |
| Mrs. Sybil Birling | Husband's social superior; believes in personal responsibility | Arrogant, cold-hearted, insincere, prejudice, naïve, conformist, bitter, controlling, remorseless |
| Sheila Birling | Young girl; comes to change views and pities Eva; feels regret | Transformative, remorseful, socialist, pseudo-inspector, sensitive, astute, strong-minded, empowered |
| Eric Birling | Young man; drinks too much; forces himself on Eva Smith; regrets actions | Rebellious, reckless, immature, subordinate, compulsive, desperate, disgraced, dualistic, irresponsible |
| Gerald Croft | Businessman; engaged to Sheila; politically closest to Birling | Aristocratic, evasive, secretive, dishonest, disingenuous, oleaginous, chivalric, privileged, pragmatic |
| Eva Smith | Unseen in play; comes to stand for victims of social injustice (changes her name to Daisy Renton) | Suffragist, victim, emblematic, allegorical, vulnerable, desperate, socialist, moralistic, principled |

| Theatrical Stagecraft: Dramatic Devices | |
|---|---|
| Dramatic irony | Birling's speeches; Mrs. Birling's wilful implication of Eric |
| Stage directions | Instructions for the actors; often revealing |
| Setting | Constant throughout but subtle changes e.g. lighting; characters on/off stage |
| Tension | Builds up throughout the play; interrogation of characters, personal relationships, secrecy |
| Cliff-hanger | Eric's reappearance in Act 3; the ending allows the audience to make up their minds |
| Foreboding | Symbolism (The Titanic), Mr. Birling's "knighthood", war |
| Time-lapse | Set in 1912, written in 1945; audience in a privileged position |
| The 4th Wall | The Inspector's final speech addressed directly to audience |

| Social, Historical and Literary Allusions | |
|---|---|
| "the Titanic" | The Titanic sailed from Southampton and sank in the early hours of 15th April 1912. Priestley clearly wants his audience to see his drama play out against a background of real historical events and he has also chosen a moment in time when Birling's comments appear particularly ironic. |
| "Nobody wants war" | In reality, economic rivalry between the British Empire and the new German Empire was one of the many causes of the First World War. |
| "Russia" | The irony here suggests that Russia will have progressed further than other European countries by the 1940s. |
| "Bernard Shaw and H. G. Wells" | Both the noted Irish playwright George Bernard Shaw (1856-1950) and the father of science-fiction H. G. Wells (1866-1946) were well-known and outspoken socialists. |

'An Inspector Calls' by J.B. Priestley: A Knowledge Organiser



| Plot | |
|--------------|---|
| Act 1 | Set in April 1912, Brumley, Midlands, UK, the Birling family and Gerald Croft are celebrating Sheila Birling's engagement to Gerald with a dinner. Mr Birling lectures his son, Eric Birling, and Gerald about the importance of every man looking out for himself if he wants to get on in life. Edna (the maid) announces that an inspector has arrived. Inspector Goole says that he is investigating the death of a young woman who committed suicide, Eva Smith. Mr Birling is shown a photograph of Eva, after initially denying recognising the woman in the photo, he remembers firing her in 1910 for organising a strike over workers pay. Sheila recalls also having Eva sacked about her manner when served by her in an upmarket department store. The Inspector reveals that Eva Smith changed her name to Daisy Renton. Gerald reveals to Sheila he had an affair with Daisy Renton. |
| Act 2 | Gerald explains to The Inspector that he had an affair with Eva, but hasn't seen her since he ended their relationship back in Autumn 1911. Sheila gives her engagement ring back to Gerald. The Inspector turns his attention to Mrs Sybil Birling, she confesses that she also had contact with Eva, but Eva gave herself a shilling. Eva approached a charity chaired by Mrs Birling to ask for help. Eva was desperate and pregnant but help was refused by Mrs Birling because she was offended by the girl calling herself 'Mrs Birling'. She tells Eva that the baby's father should be made entirely responsible. She also tells Inspector Goole that the father should be held entirely responsible and should be made an example of. |
| Act 3 | Eric is revealed as the father. He stole money from Mr Birling's office to provide money to Eva. The Inspector delivers his final speech. After he leaves, the family begin to suspect that he was not a genuine police inspector. A phone call to the Chief Constable confirms this. Next, they phone the infirmary to be informed that no suicide case has been brought in. Mr Birling, Mrs Birling and Gerald congratulate themselves that it was all a hoax and they continue to canter on as before. The attitude upsets Sheila and Eric. The phone rings. Mr Birling announces to the family that a girl has just died on her way to the infirmary, a police inspector is coming to question them |

| Key concepts and context: Think about... | |
|--|---|
| 1912 | Set just before WWI and the sinking of the Titanic. A moment of rising international tensions and industrial expansion. End of Victorian era saw the demise of the rigid class system. Labour Party, founded in 1900, gaining momentum. The Russian Revolution began in 1917. |
| 1945 | People were recovering from six years of warfare, danger and uncertainty. Class distinctions greatly reduced as a result of two world wars. Women had a more valued place in society. Desire for social change. Following WW2, Labour Party won a landslide victory over Winston Churchill and the Conservatives. |
| Wealth, Power and Influence | The Birling and the Crofts are representative of the wealthy upper-class. They all misuse their social influence to benefit themselves. Their actions adversely affect the vulnerable people in society. |
| Blame and Responsibility | Who is to blame for Eva's death? Each of the Birling contribute to a chain of events leading to the destruction of Eva Smith. What responsibilities do the characters have to each other? To society? |
| Public v Private | How do the public lives, the facades, of the Birling juxtapose their private personas? What are their motivations for this? What are the repercussions, and for who? |
| Morality and Legality | What are the moral and legal laws of the society depicted in the play? How do they interweave? What actions do the characters undertake that are wrong, morally or legally? |
| Class Politics | How do the ideologies of capitalism and socialism collide in the play? Which characters are representative of which political allegiance? Is there a correlation between a character's political beliefs and their behaviours? |
| Prejudice | What are the prejudices held by the Birling? What are their inherent views regarding class and status? How do they act on these prejudices, and what are the consequences? |
| Young v Old | What differences are evident between the younger and older generation? They react and behave differently throughout the play - why? What are their attitudes towards each other? What do they learn? Which characters change, and how? |

Department of Education
Examination

SPAN3

ing
4.00 pm

and Section B Writing Questions (enclosed)

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ok. Cross through any work you

are shown in brackets.
this paper is 110.

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nto two sections. 25 marks
45 marks

For Examiner's Use

Examiner's Initials

Question

1

2

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Centre Number

Surname

Other Names

Candidate Signature

Candidate Number

AQA

General Certificate of Education
Advanced Level Examination
June 2012

Spanish

Unit 3 Listening, Reading and Writing

Tuesday 12 June 2012 1.30 pm to 4.00 pm

For this paper you must have:

- listening material
- essay planning sheet (enclosed)
- Insert for Section A Questions 5 and 7 and Section B Writing Questions (enclosed)

Time allowed

- 2 hours 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer all questions in Section A and one question in Section B.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 110.
- You must not use a dictionary.
- You should note that the quality of your written language in both Spanish and English will be taken into account when awarding marks.
- If you need extra paper, use the Additional Answer Sheets.

This unit is divided into two sections.

Section A

Listening

Section B

Reading and Writing

Advice

- You must...

25 marks

45 marks

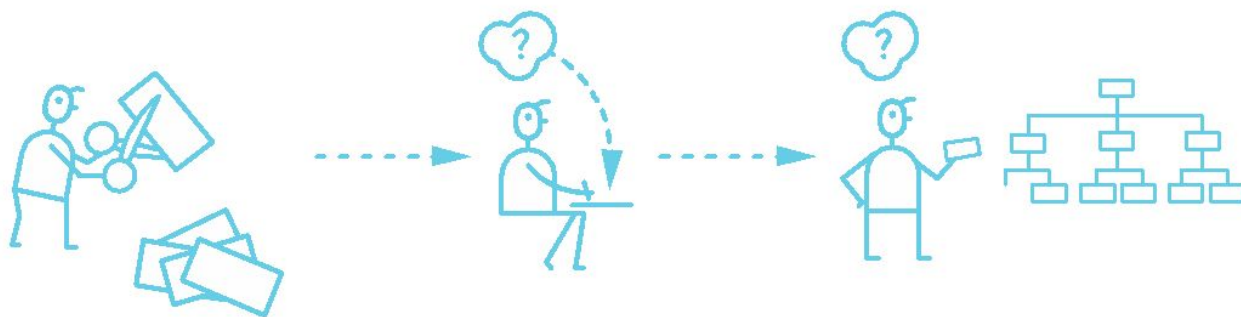
25 marks

45 marks

3

HOW TO DO IT

You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.



FLASHCARDS

Using flashcards to self-test helps you learn information, and also helps you to identify any weak spots you may have with the material.

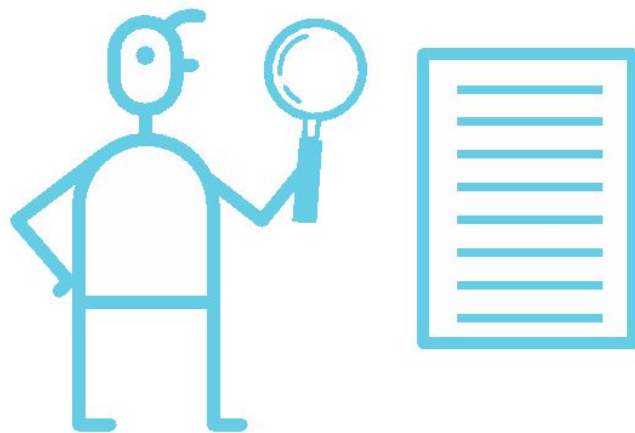
| Side One | Side Two (hidden) |
|---------------------|---|
| Escape Conditioning | Aversive stimulus is removed following a behavior increasing the likelihood of such behavior in similar contexts. |
| Limited Hold (LH) | finite amount of time after a reinforcer becomes available that a response will produce it. |
| Extinction | A behavior is no longer being reinforced, which causes it to decrease in frequency. |

| | |
|---------------------|---|
| Escape Conditioning | Give a real life example of this concept. |
| Limited Hold (LH) | Why is knowledge of this concept useful to you? |
| Extinction | Draw this concept |

Escape Conditioning - Real Life Example.
 If going to the gym relieves you of a headache, your likely going to go to the gym next time you have a headache.

HOLD ON!

Retrieval practice works best when you go back to check your class materials for accuracy afterward.



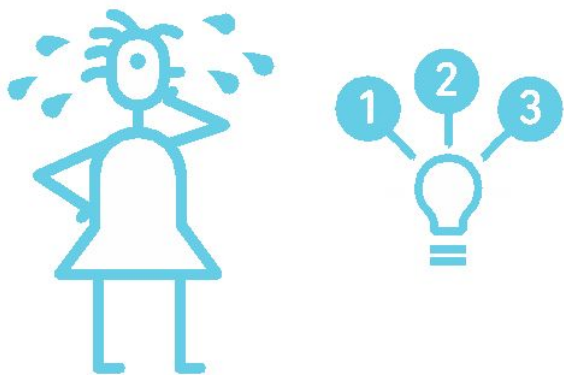
FEEDBACK

Prevents you from storing inaccurate information in your long term memory.

Feedback from teachers, peers, or self-checking all help.

HOLD ON!

Retrieval is hard! If you're struggling, identify the things you've missed from your class materials, and work your way up to recalling it on your own with the class materials closed.



DESIRABLE DIFFICULTY

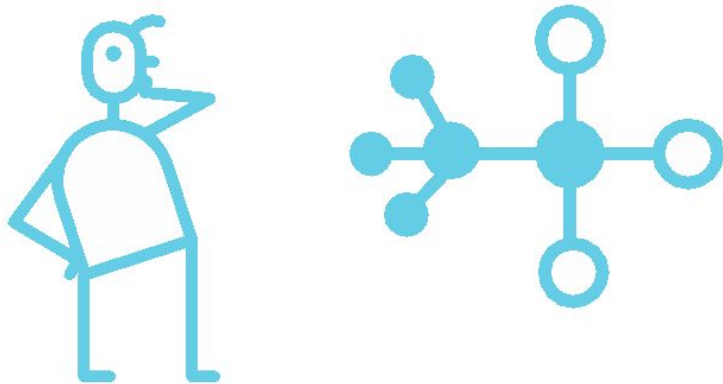
Retrieval should be hard work - it should be effortful.

Avoid the comfort of revising what you already know, or what you enjoy.



HOLD ON!

Don't only recall words and definitions. Make sure to recall main ideas, how things are related or different from one another, and new examples.



ELABORATION IS KEY

Explore the content:

Compare
Contrast
Categorise

These are **generative**
activities.

Retrieval practice is...

- Self-explaining
- Self-testing
- Flash cards

ALL MATERIALS
AND TEMPLATES
WILL BE
AVAILABLE
THROUGH
GOOGLE
CLASSROOM