Metacognition: An Approach To Linear Exam Revision

Alyson Blakeley, Prince Henrys Grammar School, 27th May 2016

This case study outlines a metacognitive lesson on exam revision, with a follow up lesson focussed on "exam wrappers", these lessons were delivered to year 10,11,12,13 examination classes in Design and Technology. Examination techniques were also taught, with a focus on answering the longer essay style questions.

Design and Technology is traditionally a subject where students perform well on coursework and practical work which was worth 60% of the final grade (the other 40% being a written examination). Changes to the curriculum have meant that this has been decreased to 50% and as a faculty they realised that this was going to pose a problem to their students. As a result, a training programme was delivered to the faculty to look at metacognitive ways of revising for exams. The faculty leader (Alyson Blakeley) delivered a CPD session during an extended faculty meeting modelling different ways in which to revise and the faculty were then given the opportunity to trial these ideas before delivering them in the classroom to their exam classes. The approach was to model ideas to the students so it was important that the faculty had the opportunity to trial these explicit methods of revision before they were delivered to the students.

Some of the issues encountered were that students were reluctant to change their methods of revision, often using tried and tested methods as a safety net. It was important to encourage students to trial alternative methods in a situation which wouldn't impact on their final grades, instead, trialling these approaches during the year to gain familiarity. This was also teamed with a more structured approach to answering extended questions. A writing frame was devised giving the students to use the "PEE" (Point, Evidence, Explain) and it also gave them the chance to explore exam terminology, key words and to receive high quality feedback. The exam revision lesson was then followed up by an "exam wrappers" session, devised by Gina Williams, where students had the opportunity to reflect on the success and failures of the approaches that they had taken and target set for future revision opportunities.

The first chance to measure the impact was at the year 11 mock examinations early in the school year. It became apparent that some students used these approaches extensively and some still used their old tried and tested systems or revising (mostly re-writing their notes). The strategies were then revisited before students started revising for their summer final exams. They await the results of the summer examinations to measure the impact of the success of the drive towards a metacognitive approach to revision and a more formalised question answering structure.

Key Learning Points:

- students need to be explicitly taught new skills and then be given the time to trial these before using them in an assessment which could affect their final grades.
- Higher ability students in particular were reluctant to trial new approaches.
- This strategy was definitely more successful in situations where the students were given the opportunity to reflect on their learning and make suggestions for improvement in future.
- The "PEE" approach to answering long questions also needed to be modelled and explicitly taught in order for students to adopt this in an exam situation.
- In future it is planned that these approaches will be taught explicitly at the start of every year with all examination groups.

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Review of my preparation for the Textiles Exam NAME:……

I thought I would get about ……for this exam

I actually obtained……for this exam

For this exam I *did/did not use* the materials on the XDRIVE

For this exam I *did/did not use* the booklets provided by WSG

In total, I spent about ……..mins/hours revising for the exam

To revise I……..*(tick what you actually did)*	**Next time I think I need to……..(what do you need to do differently next time?)**
Read through my notes over and over again Turned the revision notes into bullet points Highlighted or underlined key words/main points Created spider diagrams/mind maps Created concept maps Drew annotated diagrams/pictures Created revision cards Wrote information on post it notes Stuck my notes on my bedroom wall Created mnemonics Made a recording and played it back to myself Made up rhymes/songs Made up a story and linked key concepts through this Created a memory palace to recall important information other	

HOW:

- Identify where to make improvements for Unit 1 exam

Command word	What it is asking you to do
Analyse	Separate information into different components and identify their characteristics. *Eg, Analyse the ways in which the designer has tried to develop interest in the fashion collection shown.*
Argue	Present a reasoned case. *Eg, Argue the case for using disposable surgeon's gowns rather than ones which can be washed and used again.*
Assess	Make an informed judgement. *Eg, Assess the importance of thermoplastic fibres in the finishing of fabrics.*
Comment	Present an informed opinion. *Eg, Comment on the wearing of a uniform to show corporate identity.*
Compare	Identify similarities. *Eg, Compare the style of an outfit from 1900 with one from today's fashions in terms of their suitability for career wear.*
Consider	Review and respond to given information. *Eg, Consider the way in which the designer has used different fabrics to provide interest in the furnishing collection shown.*
Contrast	Identify differences. *Eg, Contrast the use of a lining with that of an underlining when making fashion products.*
Criticise	Assess worth against explicit expectations. *Eg, Criticise the use of a weft knitted wool fabric for a winter sweater.*
Define	Specify meaning. *Eg, Define the term **smart textile**.*

Success Criteria

To be able to identify what techniques work well for you in the exam

To use a method of presentation which aids memory retention for exam

To be able to apply this theory knowledge in CA work

Write out the question here:- Describe how you would adapt the menu to suit each of the following diets, give reasons for each adaptation:-
Coeliac Lactose intolerant Low cholesterol Vegan
Cream of tomato soup, Shepherds pie, mashed potato, honey glazed carrots, beef gravy, buttered cabbage Summer fruits cheesecake.

Plan It

- Question Type - Singular ☐ Compound ☐

Question - **Command** Describe **Topic** special diets **Focus** Coeliac Lactose intolerant Low cholesterol Vegan

Key Terminology

Special diets above, gluten, dairy products (milk), saturated fat, salt, starchy carbohydrate, unsaturated, omega3, meat substitutes, quorn, no dairy, tvp, tofu

EBI / Feedback

Improve It

Key terms		**Logical order**		**Don't repeat**		**Structure IDEA**	
Practical EG's		**Address the Q**		**Get to the point**		**Literacy**	

Attempt It

PEE IDEA

P	Coeliac disease is where the digestive system cannot process gluten. The gravy and the cheesecake base will both contain gluten. You could substitute a roux / cornflour for a reduced sauce. The cheesecake base can be made from gluten free biscuits.
	Lactose intolerance is where the digestive system cant digest the lactose in milk and dairy products. You could take the cream out of the soup. You could substitute the mashed potato (which contains cows milk) for shortcrust pastry made lard. The buttered cabbage could be seasoned with salt and pepper rather than butter. The cheesecake can be made from lacto free soft cheese, rather than cows milk soft cheese.
E	A low cholesterol diet is where the consumer wants to reduce the saturated fat and salt levels in their diet in order to reduce cholesterol and risks of high blood pressure and heart disease. The cream can be removed from the tomato soup to reduce the fat content. The buttered cabbage can be substituted for a spoonful of wholegrain mustard. Rather than using the meat juices for the gravy you could skim off the fat and add flavour with a reduced salt stock cube. You can substitute reduced fat margarine for the butter in the cheesecake base and you could use low fat cream cheese instead of full fat cream cheese to reduce the cholesterol.
E	A vegan is someone that does not consume anything from an animal including eggs and gelatine. The cream can be removed from the tomato soup. Quorn can be used instead of the minced beef for the shepherds pie and you can make vegan gravy. The butter in the mashed potato and cabbage, can be reduced and served without the honey. The summer fruits cheesecake can be made without cream cheese or butter, this could be adapted to a fruit compote and biscuits made with vegan spread.

Mark It ☐

Write out the question here:-

Plan It

- Question Type -

Singular ☐ Compound ☐

Question - Command Topic Focus

Key Terminology

EBI / Feedback

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Attempt It

PEE IDEA

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E

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Attempt It

PEE IDEA

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E

E

Mark It ☐