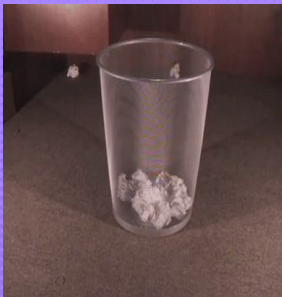
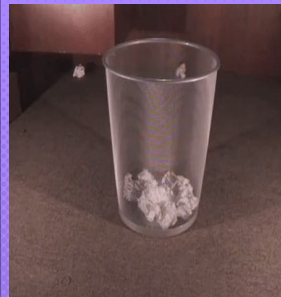


**PRACTICE:
8. MECHANICAL VS
FLEXIBLE**

**THE PAPER
THROW
EXPERIMENT!**



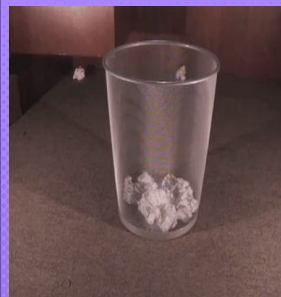
**THIS ACTIVITY
STARTS WITH AN
EXPERIMENT.**



**STUDENTS WERE SET A
CHALLENGE OF
THROWING A PIECE OF
PAPER INTO A BIN
FROM 3 METRES AWAY.**



**THEY WOULD BE TESTED
AFTER A PERIOD OF
PRACTICE. THE
WINNING GROUP
WOULD GET A PRIZE.**

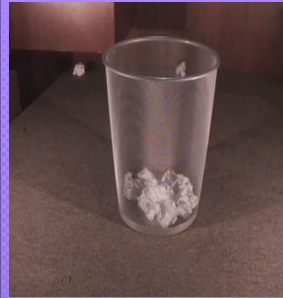


**GROUP 1 HAD TO
PRACTISE BY
REPEATING 3 METRE
THROWS, WHILE...**



**... GROUP 2 HAD TO
PRACTISE WITH
ALTERNATING 2 & 4
METRE THROWS.**

4



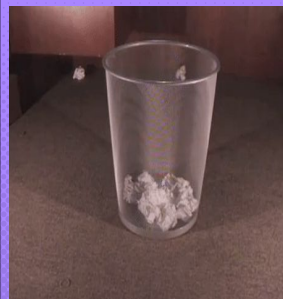
**WHO DO YOU THINK
WON?**

4



**IT WAS A
DRAW!!!**

5



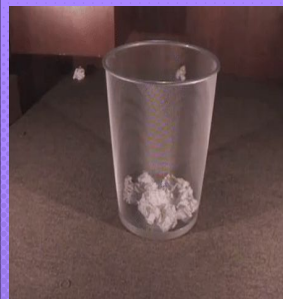
**WHEN THE GROUPS WERE
BROUGHT TOGETHER FOR
THE FINAL TEST, ITS WORTH
POINTING OUT, THAT GROUP
1 HAD PERFORMED
HUNDREDS OF 3 METRE BIN
THROWS, WHEREAS GROUP
2 HADN'T PRACTISED ANY.**

5



**..SURPRISINGLY FOR THE
FIRST TEST BOTH GROUPS
PERFORMED EXACTLY THE
SAME, ACHIEVING A 70%
SUCCESS RATE...**

5



**THEN WE MOVED THE
GOALPOSTS (OR BIN TO BE
PRECISE!).
WE ADJUSTED THE POSITION
OF THE BIN BY 10CM, AND
TESTED THEM AGAIN, WHO
WON THIS TIME?**

5



**GROUP 2!!
THEY WON HANDS DOWN
SCORING A 75% SUCCESS
RATE, WHEREAS GROUP 1
ONLY ACHIEVED A 50%
SUCCESS AT THIS DISTANCE!**

5

BIG IDEA



- × So what exactly does this daft experiment mean for A Level study?
- × Students who study "Mechanically" (GROUP 1) can sometimes have nightmare exam experiences.
- × They will often say;
"The question was slightly different!! It totally messed with my concentration! I didn't know what to do!"
- × Students who study "Flexibly" (GROUP 2) start to think flexibly, and have much more positive exam experiences as a result.
- × They will often say;
"The questions were a bit weird, eventually I worked out what I needed to do though"



CURVEBALLS!

Those weird, unpredictable exam questions are sometimes referred to as "curveballs". They are disorientating and can derail even confident students.

7



CURVEBALLS!

Challenging, flexible practice is the best method of dealing with these situations when they occur, so you can cope with the curve balls when they arrive....

7



CURVEBALLS!

.....and they WILL arrive!!

7



CURVEBALLS!

To help you prepare for these in the exam, you must first seek out as many different questions on a particular topic or subject to enable you to practice "flexibly."

7

STANDARD EXAM QUESTION	HARDER VARIATION OF STANDARD	CURVEBALL EXAM QUESTION!
<p>FIRST CREATE A TABLE LIKE THIS...</p>		

STANDARD EXAM QUESTION	HARDER VARIATION OF STANDARD	CURVEBALL EXAM QUESTION!
<p>USE IT TO CREATE A QUESTION MATRIX SO YOU CAN GET LOTS OF FLEXIBLE PRACTICE. FILL THE FIRST TWO COLUMNS WITH STANDARD EXAM QUESTIONS YOU HAVE FOUND, BOTH STANDARD QUESTIONS AND HIGHER OR MORE DIFFICULT VERSIONS - WE FOUND THE WEBSITE BELOW USEFUL FOR THIS: HTTPS://REVISIONWORLD.COM</p>		

STANDARD EXAM QUESTION	HARDER VARIATION OF STANDARD	CURVEBALL EXAM QUESTION!
<p>THEN SEEK OUT WEIRD, CURVEBALL QUESTIONS THAT HAVE COME UP IN THE PAST AND ADD THEM. ASK YOUR TUTORS AND TEACHERS TO HELP WITH THIS, THEY WILL HAVE BANKS OF QUESTIONS ON EVERY TOPIC! YOU COULD ALSO TRY CREATING YOUR OWN QUESTIONS, OR VISITING DIFFERENT EXAM BOARDS TO GET NEW PERSPECTIVES ON THE SAME TOPIC.</p>		

STANDARD EXAM QUESTION	HARDER VARIATION OF STANDARD	CURVEBALL EXAM QUESTION!
<p>HERE ARE 3 EXAMPLES FROM THE SOCIOLOGY A LEVEL EXAM IN 2018, TO GIVE YOU THE IDEA....</p>		

STANDARD EXAM QUESTION	HARDER VARIATION OF STANDARD	CURVEBALL EXAM QUESTION!
Outline and explain two ways in which globalisation may have increased levels of poverty in the United Kingdom.	Analyse two difficulties that sociologists face in measuring relative poverty.	Evaluate the claim that a mixed economy of welfare provision is the most effective way of meeting the needs of the population.
<p>EACH OF THE QUESTIONS RELATES TO MEASURING AND EVALUATING POVERTY. THE HARDER VERSION REQUIRES AN ANALYSIS OF DIFFERENT MEASURES, HOWEVER STILL DEALS WITH POVERTY. THEN THE CURVEBALL QUESTION HITS YOU WITH THE REQUIREMENT FOR AN EVALUATION OF WELFARE PROVISION, WITHOUT SPECIFICALLY MENTIONING POVERTY!</p>		

FINAL THOUGHTS... TRUE STORY

- × We fondly remember a great mathematician student we taught.
- × On the day of the final exam he was supremely confident - convinced there was no curveball.
- × Some of the other students weren't so confident and thought it was a difficult paper.
- × When the student received his A* grade we interviewed him.
- × It turned out the final exam was actually the 16th paper he had completed under timed conditions in the fortnight before the exam.
- × He had practiced flexibly - **answering questions from other exam boards** - and reduced the chance of curveballs to almost zero.
- × You too can be that well prepared!