



# Year 11 Examination Evening

# Structure of the evening:

What is the point of examinations?

*James Hutson, Senior lead for examinations*

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Mock examinations and the Summer examinations

*James Hutson, Senior lead for examinations*

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Revision styles

*Paul Emecz, Head of Year*

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What is stress?

*James Hutson, Senior lead for examinations*

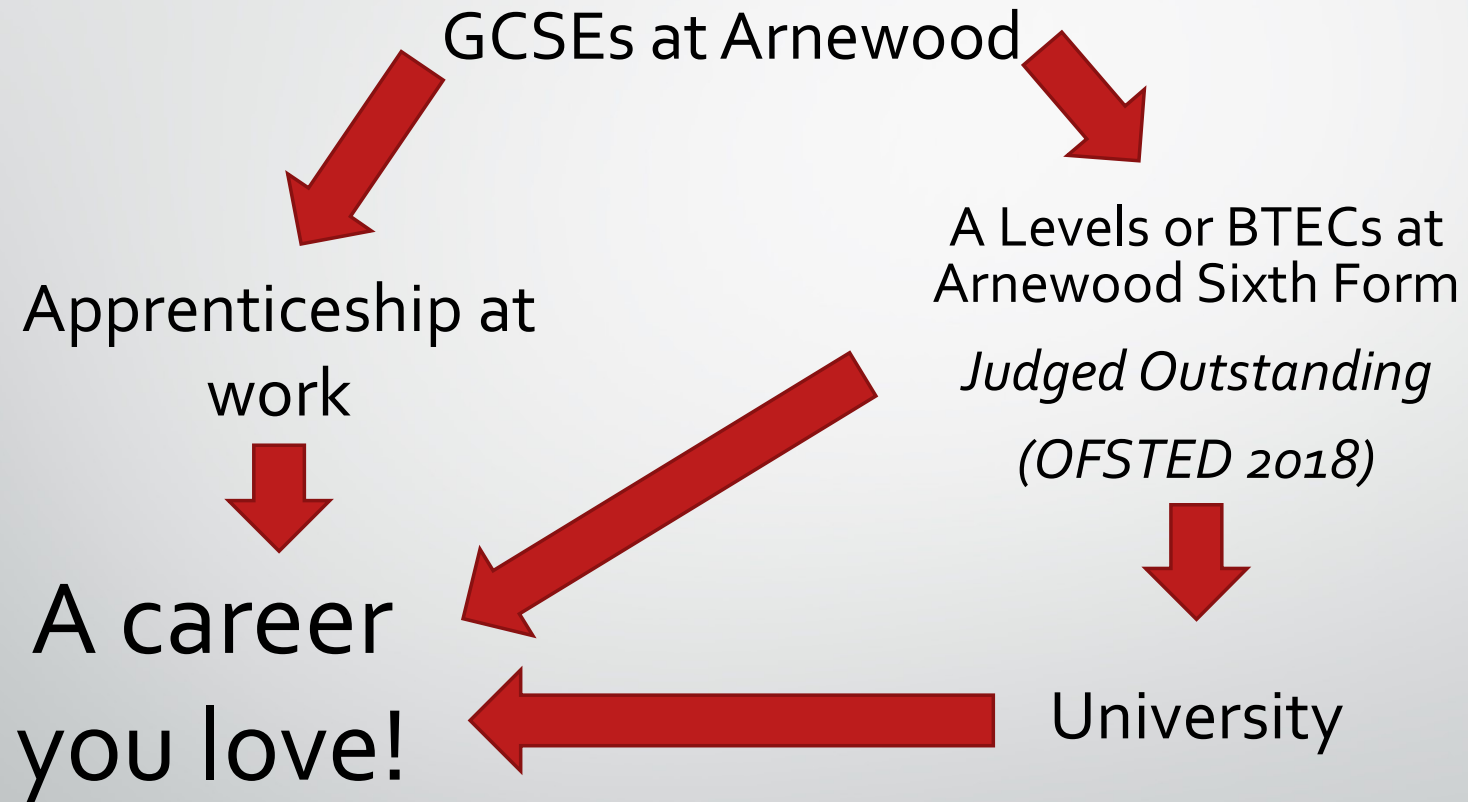
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Final words

# What is the point of examinations?



# Plan for the future



**BETA** Complete [Ipsos MORI survey](#) to give us your feedback about the service.

[Home: Explore careers](#) > Creative and media

# Creative and media

## Actor

Actors use speech, movement and expression to bring characters to life in theatre, film, television and radio.

## Advertising account executive

Account handler  
 Advertising account executives provide the link between an advertising agency and its clients.

## Advertising account planner

Strategic planner  
 Advertising account planners develop and plan advertising campaigns to make sure they reach the right audience.

## Advertising art director

Creative  
 Art directors design the visual side of advertising campaigns for all kinds of media including film, TV, web or print.

## Advertising copywriter

Copywriter, creative, advertiser  
 Advertising copywriters produce words for print, TV, radio and online adverts.

## Advertising media buyer

Media buyer  
 Media buyers book advertising space in newspapers and magazines, and on TV, radio and the internet.

### Other jobs

- [Administration](#)
- [Animal care](#)
- [Beauty and well](#)
- [Business and fin](#)
- [Computing, tech](#)
- [Construction an](#)
- [Delivery and sto](#)
- [Emergency and](#)
- [Engineering and](#)
- [Environment an](#)
- [Government ser](#)
- [Healthcare](#)
- [Home services](#)
- [Hospitality and f](#)
- [Law and legal](#)
- [Managerial](#)
- [Manufacturing](#)
- [Retail and sales](#)
- [Science and res](#)
- [Social care](#)
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**BETA** Complete [Ipsos MORI survey](#) to give us your feedback about the service.

[Home: Explore careers](#) > Archivist

# Archivist

Curator, records manager

Archivists look after and preserve collections of historical records and documents.

<b>Average salary (a year)</b>	<b>Typical hours (a week)</b>	<b>You could work</b>
		

- [How to become](#)
- [What it takes](#)
- [What you'll do](#)
- [Career path and progression](#)
- [Current opportunities](#)

## How to become an archivist

You can get into this job through:

- a university course

### University

You'll need a degree and postgraduate training to do this job. Most degree subjects are accepted, but you may find it useful to take a degree like:

- history
- information science
- law
- languages

After you complete a degree, you'll do a postgraduate qualification in archives or records management recognised by the [Archives & Records Association](#) (ARA).

You'll usually need some relevant work experience to apply for a postgraduate course. This is a great way of finding out if a career as an archivist is for you.

### Entry requirements

- You'll usually need:
- 2 to 3 A levels for a degree
  - a degree in any subject for a postgraduate course

## Not what you're looking for?

**Search further careers**

## Related careers

- [Librarian](#)
- [Indexer](#)
- [Archaeologist](#)
- [Conservator](#)
- [Information scientist](#)


## Skills assessment

[Take an assessment](#) to learn more about your skills and the careers that might suit you.

## Get help using this service

Call 0800 100 900 or [use webchat](#)  
 8am to 10pm, 7 days a week

More ways to [contact us](#)



Studying for an examination  
is a skill.

# Year 11 Mock Exams

Monday 14<sup>th</sup> November – Thursday 24<sup>th</sup> November

Two weeks of lessons after half term before mocks start!





Mocks? Revise?  
Me?

We don't all  
have to do  
them, do  
we?

Come on, no  
one takes  
mocks  
seriously, do  
they?

I think  
they're  
this term.

My brother  
said they're  
not really that  
important.

I'll probably  
do some  
revision

Naah.....I'll  
revise for  
the real  
things





Why are the  
mocks so  
important then?

Feedback from the exam:

- gives an accurate picture of where pupils are with their understanding of key subject content.
- gives an indication of a pupil's ability to score marks in different parts of the paper.
- highlights strengths and underlines what areas pupils need to work on.

This helps the teacher plan lessons and revision to match the student's needs.

It helps the student understand what they need to revise.



Do the marks  
matter?

YES!

- Post 16 providers want to know predicted grades
- Grades may affect the tier of entry for summer exam
- They show pupils they can achieve their target grades.....or better!



Will they be  
like the exams  
in June?



Sitting mock GCSEs under exam conditions is an invaluable experience:

- Exam hall environment and rules
- Real exam paper [language, terminology]
- Time pressure [pace]
- Being organised and independent in preparing

On the right are the first four days of the mock timetable this year.

This is still under review so times may change.

Note that some days may have three exams on.

The length of exams reflect the actual exam.

Monday 14<sup>th</sup> November

- P1 & 2 – Media Studies (1h30)
- P3 & 4 – Maths (1h30)

Tuesday 15<sup>th</sup> November

- P1 & 2 – English Language (1h45)
- P3 & 4 – PE GCSE (1h15)
- P5 – German Listening (1h)

Wednesday 16<sup>th</sup> November

- P1 & 2 – Drama (1h30) and Construction (1h)
- P3 & 4 – Science – Biology (Core - 1h15 and Triple – 1h45)

Thursday 17<sup>th</sup> November

- P1 & 2 – Geography (1h30)
- P3 & 4 – RS (1h45), Computer Science (1h30), Childcare (1h) and Music (1h15)
- P5 – French reading (1h)

# What can you do to help?

## Before the examinations

- Support their revision by:
  - helping them form a revision timetable
  - giving them a quiet place to work
  - providing them with helpful resources such as revision guides
  - helping them stick to their revision timetable
  - make sure they go to bed early

## On the day of each examination

- Attendance – Be aware of their timetable. Encourage them to arrive early so they do not feel stressed.
- Ensure they are correctly equipped – **Black** pens only, pencils, rubber, calculator, ruler, protractor, compass and CLEAR WATER BOTTLE.
- Remind them - No Electronic devices allowed in exam room, including mobile phones, iPads or even WATCHES.

## After each examination

- Ask them how it went and try to keep them positive about the exams.

# The Summer exams

- The Summer exams will commence at around Easter.
- They run until June 29<sup>th</sup>, but this is still under consultation. Assume that exams may happen at any time during June!
- Exams are not moveable, and are strict! If you are too late or miss the exam without good, documentable reason you may simply get no marks.
- Exam timetables are complex – you will need to plan when your exams are and prepare revision. Expect to receive your exam timetable during March.
- A student can spend 30 – 40 hours in exams. This is a tough time so strict, early bed times, clear revision times and clear 'relaxation' times are essential.

# Example of an examination timetable:

- Note the dates!

Comp Sci: Computer Systems Wrtn (J277/01)	Mon, 16 May 2022	01:30	Hall
Biology Paper 1 Tier H (8461/1H)	Tue, 17 May 2022	01:45	GYM
English Language Paper 1 (8700/1)	Wed, 18 May 2022	01:45	Hall
German Reading Test Tier H (8668/RH)	Wed, 18 May 2022	01:00	Not set
German Listening Test Tier H (8668/LH)	Wed, 18 May 2022	00:45	M50
Non Calculator (H) (1MA1 1H)	Fri, 20 May 2022	01:30	GYM
The Physical Environment (1GA0 01)	Mon, 23 May 2022	01:30	Hall
Eng Lit Paper 1 - Modern Prose / Drama (8702/1M)	Wed, 25 May 2022	00:50	Hall
Eng Lit Paper 1 - Poetry Anthology (8702/1P)	Wed, 25 May 2022	00:50	Hall
Chemistry Paper 1 Tier H (8462/1H)	Fri, 27 May 2022	01:45	GYM
Comp Sci: Comp Thnk Algrthm Prgm Wtn (J277/02)	Fri, 27 May 2022	01:30	Hall
German Writing Test Tier H (8668/WH)	Mon, 06 Jun 2022	01:20	Hall
Calculator (H) (1MA1 2H)	Tue, 07 Jun 2022	01:30	GYM
The Human Environment (1GA0 02)	Tue, 07 Jun 2022	01:30	Hall
Eng Lit Paper 2 (8702/2)	Wed, 08 Jun 2022	01:45	Hall
Further Mathematics Paper 1 (8365/1)	Wed, 08 Jun 2022	01:45	Hall
Physics Paper 1 Tier H (8463/1H)	Thu, 09 Jun 2022	01:45	GYM
English Language Paper 2 (8700/2)	Fri, 10 Jun 2022	01:45	Hall
Calculator (H) (1MA1 3H)	Mon, 13 Jun 2022	01:30	GYM
Geog. Investigations (1GA0 03)	Tue, 14 Jun 2022	01:30	Hall
Biology Paper 2 Tier H (8461/2H)	Wed, 15 Jun 2022	01:45	GYM
Chemistry Paper 2 Tier H (8462/2H)	Mon, 20 Jun 2022	01:45	GYM
Further Mathematics Paper 2 (8365/2)	Wed, 22 Jun 2022	01:45	Hall
Physics Paper 2 Tier H (8463/2H)	Thu, 23 Jun 2022	01:45	GYM



Where do I start?



Biology  
Combined

Biology:  
Triple  
Science

Chemistry  
Combined

Chemistry:  
Triple  
Science

Child  
Development

Computer  
Science

BTEC  
Construction

Drama

English

Food Tech

French

Geography

German

Hairdressing

Health and  
Social Care

History

Maths -  
Foundation

Maths -  
Higher

Media  
Studies

Music

PE

Physics  
Combined

Physics:  
Triple  
Science

Product  
Design

RS



Biology: Triple  
Science

Chemistry:  
Triple Science

English

Geography

German

Maths -  
Foundation

Maths - Higher

Physics: Triple  
Science

RS

Bitesize links

Seneca links

## Chunking



Chunking is breaking up a big piece of information into smaller chunks rather like steps in a ladder. It can be used for numbers and words. Often students use bullet points to break up information.

Try spending just 15 minutes at a time on each topic 'chunk', after which move onto a different topic 'chunk' for another 15 minutes. Repeat over a one-hour period. You can later self-test using one of the following methods.

Prioritise those you feel least confident with.

Revise these for 15-minute chunks (4 chunks = 1 hour).

Create a quiz using your revision notes. Complete the quiz several days later.

Dependent on how well you do, either add the topic to your next revision session or store your notes for future revision.

## Card cover



Two ways to practise with cards: 1. Put the answers on the back, key questions/words/phrases on the front. 2. Use a piece of paper and move down to reveal answers as you guess the contents. These techniques are very useful for checking that you know key facts.

## Mnemonics



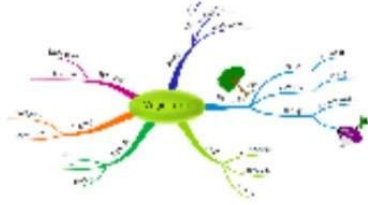
Mnemonics help you to remember by using short words that stand for something to help you. Here is a Mnemonic for REVISION. **R**est, **e**xercise, **v**ariety, **i**magination, **s**tructure, **i**ndividual, **o**ngoing, **n**ot too long.

## By Rote



Learning by rote is simply reading the text over and over until you remember it. It is the most basic kind of revision, but without the help of other techniques may not be very effective and it can be very boring.

## Mind maps



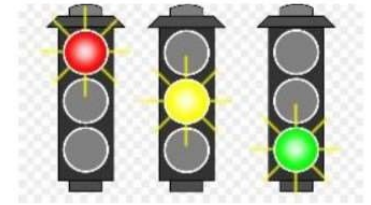
Mind maps (also called spider diagrams) are good for remembering topics and sub-topics. On the other hand concept maps are good for remembering items where the order is important such as the storyline (plot).

## Images



Using images is helpful to more visual learners. This is where key information/facts are turned into images and visualised.

## Self-assessment



Start your revision with a self-assessment of what you already confidently know, what you need to review and what you need to cover again. Look at the specification and tick RAG about how confident you feel about the toc. Be Honest!

## Be Organised

	MON	TUE	WED	THU	FRI	SAT	SUN
9-4	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL		
4-5	CHEM	BAND	BAND	ENGL	BAND		
5-7							
7-7:30	BIOLOGY	TRUMPET	MUSIC		MATHS	HISTORY	
7:30-8:20	GEO	CHEM	MUSIC		ENGLISH	MUSIC	
8:20-9	HISTORY	MATHS	BIOLOGY		BIOLOGY	MATHS	
9-9:30							

Distributed revision and interleaving of topics (switching between topics) is proven to have high impact on memory Create yourself a revision plan, not just for Geography, include all of your subjects.

## Flash Cards



Probably the simplest of methods to help you to recall knowledge.

Create cards with questions on one side and answers on the other. You may choose to colour code your cards based on topic or content. For example, you may want to make all of the cards associated with physical processes blue, case study content yellow, key terms green and so on.

You may want to try using the Leitner Method, which involves spaced repetition.

### How can it be used:

**Key Terms** – test your knowledge of definitions and examples

**Case Studies** – revise the facts, stats and specifics

**Processes** – draw a diagram and write a description

**Narrative** – create to show the formation of landforms, order of events, such as the cause, consequence and response to hazards

**Command terms** – command term and description

## Revision Clock

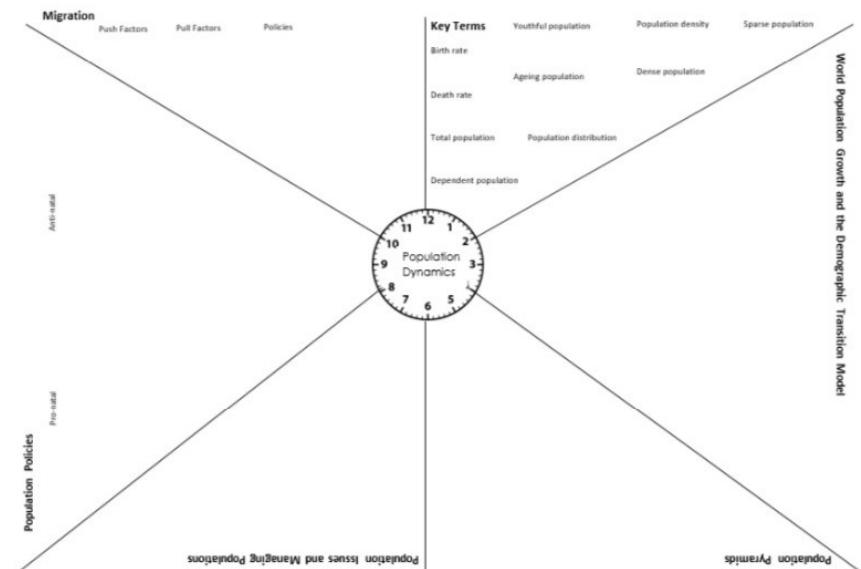
This method involves you breaking your topic down over a 1 hour period.

You'll need an A3 sheet and a clock image in the centre.

Split the sheet into 5 or 10-minute chunks.

Give each section a focus from the topic.

Spend no longer than the time designated to each section on that part of the topic.



# Geography

## The Changing Landscapes of the UK

- Types of rock; igneous, metamorphic and sedimentary. Examples, characteristics and formation needed.
- Map skills; grid references.
- Mass movement; what it is and examples.
- Constructive & Destructive waves
- Erosion landforms; how they form.
- Impacts of coastal erosion on people and the environment.
- River discharge; what it is, what affects it.
- River sediment transportation.
- River deposition landforms; how they form.
- River erosion landforms.

## Weathers Hazards and Climate Change

- Atmospheric circulation cells; what they are, how they impact on weather & climate.
- Factors affecting climate; distance from equator, ocean currents.
- How to calculate a mathematical range and mean.
- Human causes of climate change.
- Natural causes of climate change; Milankovitch Cycles.
- Tropical cyclone characteristics.
- Using a scale to calculate diameter.
- Impacts of tropical storms on people and the environment and how that differs between developed & developing countries.
- Drought; human and natural causes.

## Ecosystems, Biodiversity and Management

- Biome characteristics & factors affecting the biome distribution.
- Calculating percentages.
- Human activity impacts on UK ecosystems, including marine.
- Plant and animal adaptations of the TRF.
- Impacts of human activity (deforestation & climate change) on the TRF.
- Calculating a mathematical mean.
- Deciduous woodland goods & services.
- Human activity in deciduous woodlands (deforestation & management)



## Year 11 Mock Exam Revision List

The exam is Paper 1 – The Physical Environment

There are 3 sections: Section A is The Changing Landscapes of the UK; Section B is Weathers Hazards and Climate Change; Section C is Ecosystems, Biodiversity and Management.

Please use Firefly and your revision guides to help with your revision.

<b>Section A</b>	<b>RAG</b>	<b>Section B</b>	<b>RAG</b>	<b>Section C</b>	<b>RAG</b>
<ul style="list-style-type: none"><li>Types of rock; igneous, metamorphic and sedimentary. Examples, characteristics and formation needed. [pg 1]</li></ul>		<ul style="list-style-type: none"><li>Atmospheric circulation cells; what they are, how they impact on weather &amp; climate. [pg 31]</li></ul>		<ul style="list-style-type: none"><li>Biome characteristics &amp; factors affecting the biome distribution. [pg 42]</li></ul>	
<ul style="list-style-type: none"><li>Map skills; grid references. [pg 122, 124, 125]</li></ul>		<ul style="list-style-type: none"><li>Factors affecting climate; distance from equator, ocean currents. [pg 34]</li></ul>		<ul style="list-style-type: none"><li>Calculating percentages. [pg 129]</li></ul>	
<ul style="list-style-type: none"><li>Mass movement; what it is and examples. [pg 5]</li></ul>		<ul style="list-style-type: none"><li>How to calculate a mathematical range &amp; mean. [pg 130]</li></ul>		<ul style="list-style-type: none"><li>Human activity impacts on UK (terrestrial) ecosystems, including marine. [pg 44]</li></ul>	
<ul style="list-style-type: none"><li>Constructive &amp; Destructive waves [pg 7]</li></ul>		<ul style="list-style-type: none"><li>Human causes of climate change [pg 33]</li></ul>		<ul style="list-style-type: none"><li>Plant and animal adaptations of the TRF [pg 46]</li></ul>	
<ul style="list-style-type: none"><li>Erosion landforms; how they form. [pg 9]</li></ul>		<ul style="list-style-type: none"><li>Natural causes of climate change; Milankovitch Cycles. [pg 32]</li></ul>		<ul style="list-style-type: none"><li>Impacts of human activity (deforestation &amp; climate change) on the TRF [pg 47 &amp; 48]</li></ul>	



### Buddhist Beliefs

For a summary and links to sections of the workbook, have a look at the [Year 9 Home Learning pages](#).

For more details, look at the main [Firefly pages on Buddhism](#).

You need to revise all of the following:

#### The Buddha's life and its significance

- the birth of the Buddha and his life of luxury
- the Four Sights: illness, old age, death, holy man (Jataka 075)
- the Buddha's ascetic life
- the Buddha's Enlightenment.



### Christian Practices

#### Worship and festivals

- Different forms of worship and their significance:
  - liturgical, non-liturgical and informal, including the use of the Bible
  - private worship.
- Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer.
- The role and meaning of the sacraments:
  - the meaning of sacrament
  - the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism
  - the sacrament of eucharist (Holy Communion) and its significance for



### Religion and Life

- The origins of the universe, including:
  - religious teachings about the origins of the universe, and different interpretations of these
  - the relationship between scientific views, such as the Big Bang theory, and religious views.
- The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder.
- The use and abuse of the environment, including the use of natural resources,
  - pollution.
- The use and abuse of animals, including:
  - animal experimentation
  - the use of animals for food.





The Buddha



The Dhamma (Dharma)

The Four Noble Truths

1. Life is suffering
2. Suffering is caused by attachment to desires
3. Suffering can be ended by overcoming attachment to desires
4. The way to end suffering is the Noble Eightfold Path.

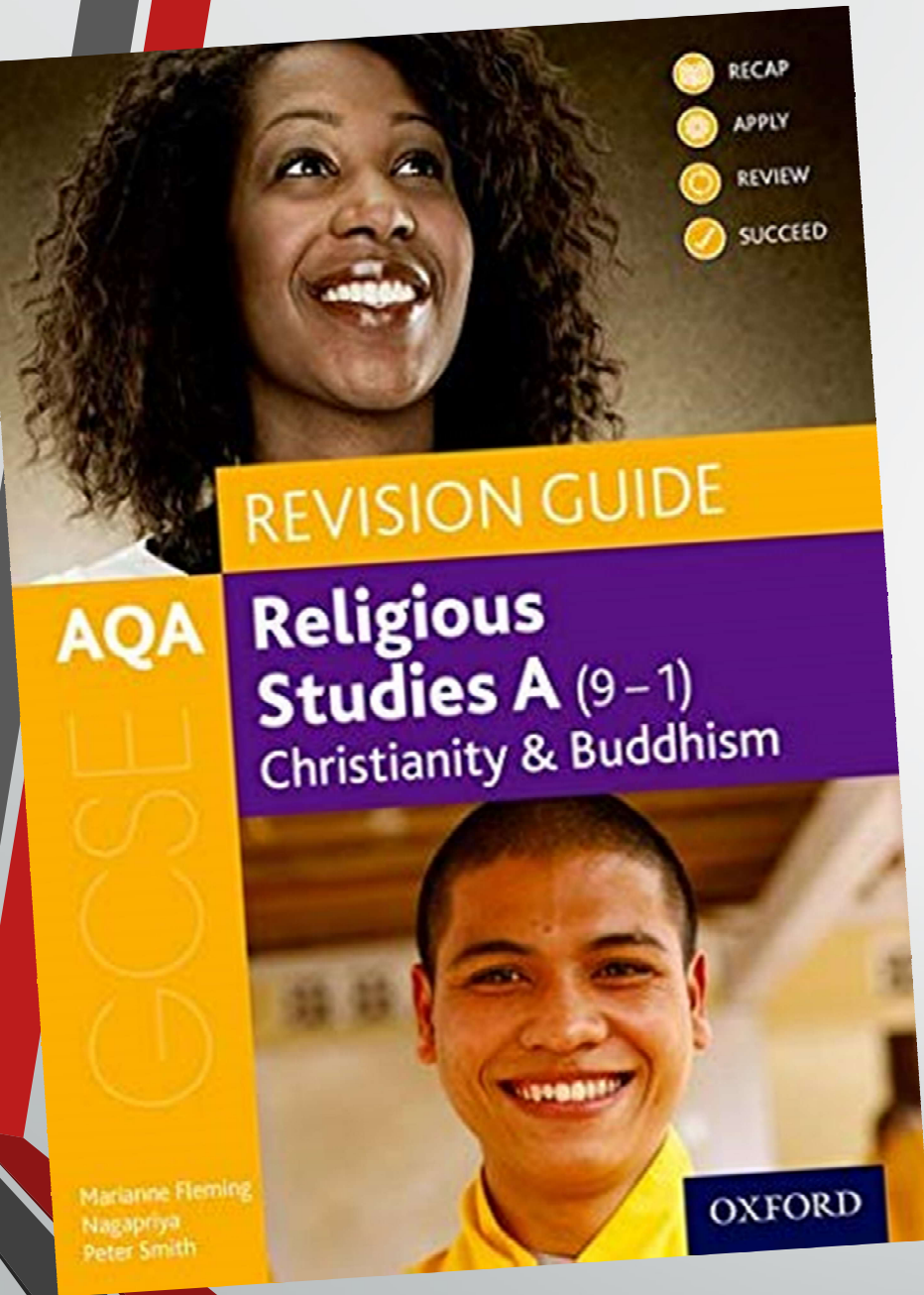
The Four Noble Truths



Theravada and Mahayana Buddhism



Human destiny



Chapter	Section	Page	Progress (Sad)	Progress (Neutral)	Progress (Happy)
Chapter 7: The existence of God and revelation	7.1 The Design argument	108	○	○	○
	7.2 The First Cause argument	108	○	○	○
	7.3 The argument from miracles	109	○	○	○
	7.4 Further arguments against the existence of God	110	○	○	○
	7.5 Special revelation and enlightenment	111	○	○	○
	7.6 General revelation	112	○	○	○
	7.7 Different ideas about the divine	113	○	○	○
	7.8 The value of revelation and enlightenment	114	○	○	○
	Exam practice	115	○	○	○
	116	○	○	○	
Chapter 8: Religion, peace and conflict	8.1 Introduction to religion, peace and conflict	120	○	○	○
	8.2 Violent protest and terrorism	120	○	○	○
	8.3 Reasons for war	121	○	○	○
	8.4 Nuclear war and weapons of mass destruction	122	○	○	○
	8.5 The just war	123	○	○	○
	8.6 Holy war and religion as a cause of violence	124	○	○	○
	8.7 Pacifism and peacemaking	125	○	○	○
	8.8 Religious responses to victims of war	126	○	○	○
	Exam practice	127	○	○	○
	128	○	○	○	
Chapter 9: Religion, crime and punishment	9.1 Crime and punishment	132	○	○	○
	9.2 Reasons for crime	132	○	○	○
	9.3 Religious attitudes to lawbreakers and different types of crime	133	○	○	○
	9.4 Three aims of punishment	134	○	○	○
	9.5 Religious attitudes to suffering and causing suffering to others	135	○	○	○
	9.6 Religious attitudes to the treatment of criminals	136	○	○	○
	9.7 Religious attitudes to forgiveness	137	○	○	○
	9.8 Religious attitudes to the death penalty	138	○	○	○
	Exam practice	139	○	○	○
	140	○	○	○	
Chapter 10: Religion, human rights and social justice	10.1 Social justice and human rights	144	○	○	○
	10.2 Prejudice and discrimination	144	○	○	○
	10.3 Religious freedom	145	○	○	○
	10.4 Prejudice and discrimination – disability and race	146	○	○	○
	10.5 Religious teachings about wealth	147	○	○	○
	10.6 Poverty and its causes	148	○	○	○
	10.7 Exploitation of the poor	149	○	○	○
	10.8 Giving money to the poor	150	○	○	○
	Exam practice	151	○	○	○
Answers	152	○	○	○	
	156	○	○	○	

# Revision timetables

TIMES	8.00am - - 4.00pm	4.00pm - - 6.00pm	6.00 - - 6.45pm	6.45pm - - 7.45pm	7.45pm - - 8.00pm	8.00pm - - 9.00pm
MONDAY	School time!	Drama Club	Dinner	Homework	Social Media	Homework / revision
TUESDAY	School time!	Revision	Dinner	Homework	Social Media	Homework / revision
WEDNESDAY	School time!	Netball	Dinner	Homework	Social Media	Homework / revision
THURSDAY	School time!	Revision	Dinner	Homework	Social Media	Homework / revision
FRIDAY	School time!	Chill out!	Dinner	Homework	Social Media	Homework / revision
TIMES	9.00am - - 10.00am	10.00am - - 11.00am	11.00am - - 1.00pm	1.00pm - - 3.00pm	3.00pm - - 5.00pm	5.00pm - - 6.00pm
SATURDAY	breakfast/ shower etc.	Hour of power revision!	See friends / Lunch	Revision	Watching / playing sport / gaming	Revision
SUNDAY	breakfast/ shower etc.	Revision	Sport / Lunch	Flash card review	Out with family	Get someone to test me / dinner

# Bitesize links

Bitesize give **revision tips**, and remember you can customise bitesize by entering your exam boards (which works in the app as well as on the website):

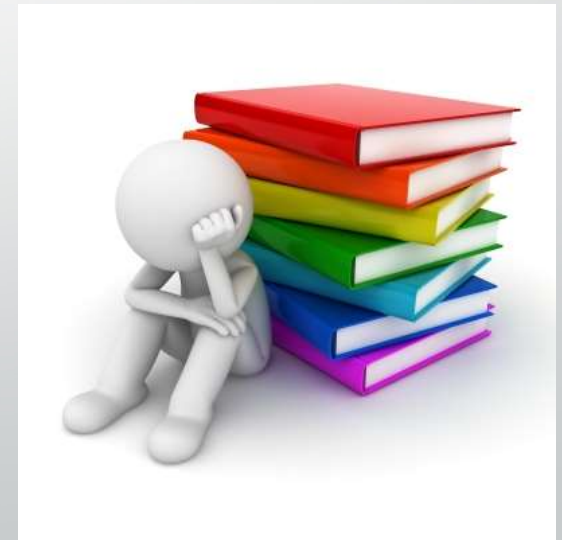
- [Art and Design](#) (Edexcel unavailable)
- [Biology - AQA](#)
- [Chemistry - AQA](#)
- [Child Care](#) - no resources on Bitesize
- [Combined Science - AQA Trilogy](#)
- [Computer Science - OCR](#)
- [Construction BTEC Edexcel](#) - no resources on Bitesize
- [D&T: Product Design - AQA](#)
- [Drama - OCR](#)
- [English Language - AQA](#)
- [English Literature - AQA](#)
- [French AQA](#)
- [Geography - Edexcel](#)
- [German](#)
- [Hairdressing](#) - no resources on Bitesize

# Seneca links

We have subscribed to Seneca Premium, so you have a range of options for most subject areas.

- Art and Design not available on Seneca
- [Biology](#) - AQA including [Foundation](#) and [Higher](#)
- [Chemistry](#) - AQA including [Foundation](#) and [Higher](#)
- Child Care not available on Seneca
- [Combined Science](#) - AQA Trilogy (checking with JMR)
- [Computer Science](#) - OCR
- Construction BTEC Edexcel - not available on Seneca
- D&T: Product Design - AQA - Seneca only has [OCR](#)
- Drama - OCR - Seneca only has [AQA](#)
- [English Language](#) - AQA
- [English Literature](#) - AQA (check with your English teacher as there are a lot of options)
- [French](#) AQA
- [Geography](#) - Edexcel
- [German](#) AQA
- Hairdressing - no resources on Seneca
- Health and Social Care - no resources on Seneca
- [History](#) - OCR B - check with your teacher which courses are relevant
- [Food and Nutrition](#) AQA (Eduqas unavailable)

What is stress ?  
What is Exam stress ?



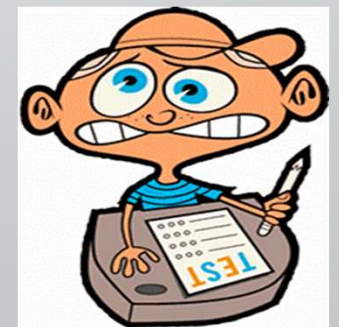
# Stress and Anxiety are normal

Anxiety is a natural, normal feeling we all experience from time to time.

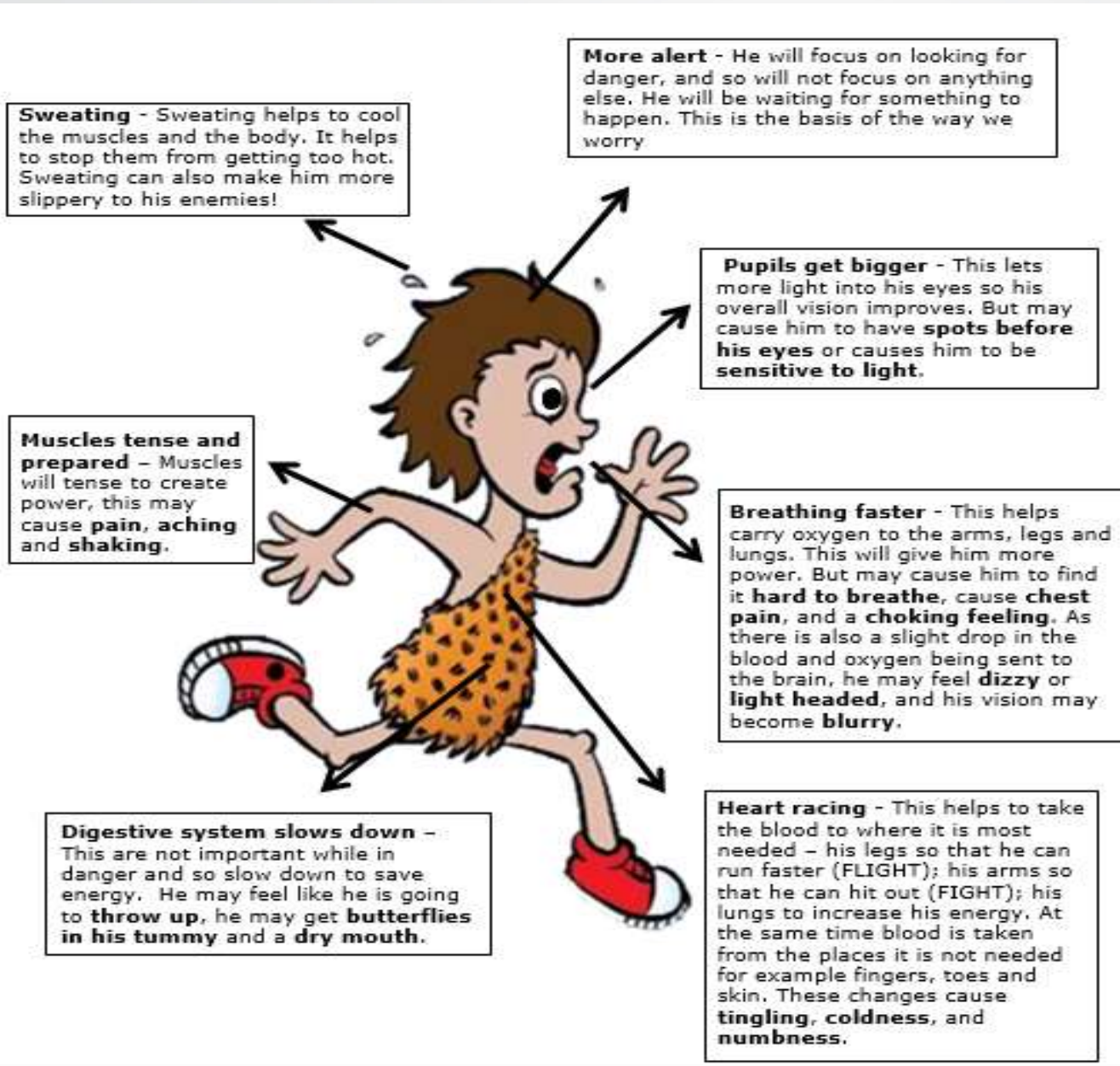
It is our body's way of preparing us for a challenge when faced with stress, by releasing a hormone called adrenaline.

This causes a 'fight or flight' response so that we are alert and ready to react to the challenge.

Anxiety can be useful and helpful when we face new or stressful situations.



# Anxiety SYMPTOMS are the same as FEAR (But difference is it is without danger) Flight OR Fight





# The action of paralysis



If you hold it **for a minute**, it's not a problem.



If you hold it **for an hour**, you'll have an ache in your arm.



If you hold it **for a day**, your arm will feel numb and paralyzed.



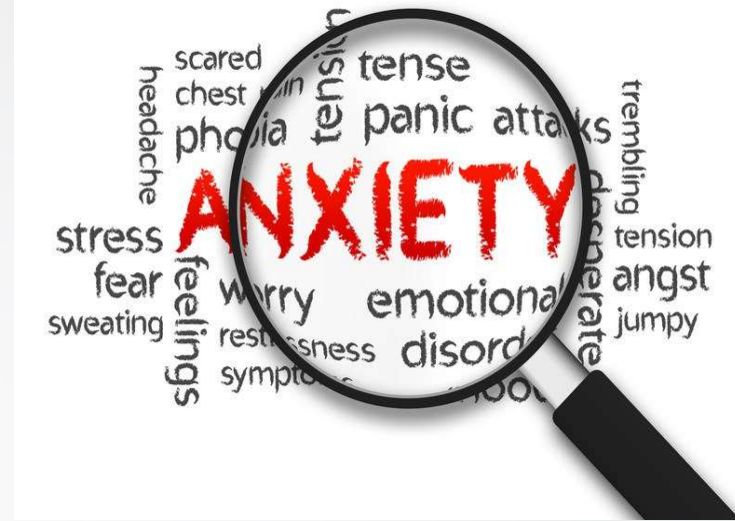
The weight of the glass doesn't change, **but the longer you hold it, the heavier it becomes.**



**The stresses and worries in our life are like that glass of water.**

# ANXIETY

- ANXIETY IS NORMAL
- EXAM ANXIETY IS NORMAL
- ANXIETY IS MANAGEABLE
- EXAMS ARE MANAGEABLE



# Recognise symptoms of stress

## Study changes

- Poor memory
- Can't revise properly – “it doesn't make sense” Brain fog

## Behavioural changes

- Irritable
- Not much of an appetite
- Finds it hard to sleep properly
- Chaotic eating patterns

## Physical changes

- Tired and lacking in energy
- Pale skin
- Often feels cold
- Often unwell (colds, sore throats)
- Dizziness

# 10 TOP TIPS !

1. Keep things in perspective
2. Get that organized feeling
3. Get into good habits and Be realistic
4. Take a break
5. Stay positive
6. Have time for yourself
7. Exercise
8. Eat properly
9. Relax
10. Sleep (no electronics an hour before bed!)

If your mind goes blank in an exam!

BREATHE!



# If things are too much YOU ARE NOT ALONE;

- PARENTS/CARERS
- STAFF
- Child line ...[www.childline.org.uk](http://www.childline.org.uk)  
08001111
- Chat Health text service 07507332160
- Its Your Choice; [www.iyc.org.uk](http://www.iyc.org.uk)
- [www.teenagehelpline.org.uk](http://www.teenagehelpline.org.uk)
- Italk 023 8038 3920 [info@italk.org.uk](mailto:info@italk.org.uk)
- HOPELINEUK 08000684141



# Revision sessions and Intervention Sessions

- A timetable for after school revision sessions will be released shortly.
- This is to try to give students the best chance of attending sessions.
- We will be organising intervention groups for students that we feel will particularly benefit from these sessions. We ask that you support us in getting the students to attend.



# How to revise



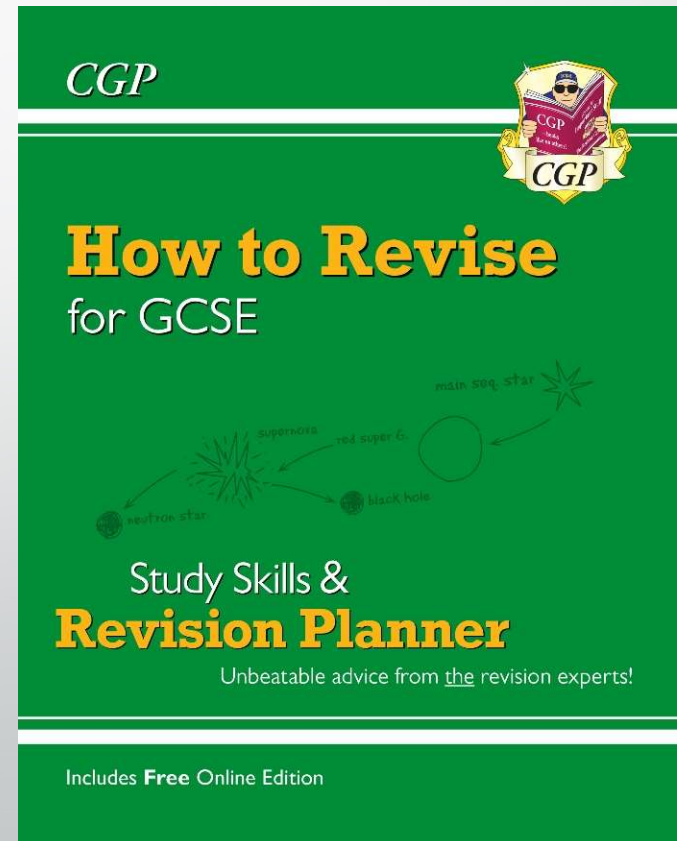
Revision is personal.  
What works for one person does  
not work for another.

Different techniques for revision

How to set up revision

Some subject specific hints

£2





# Lorraine Lee

## Revision Workshop and Webinar

### Thursday 20<sup>th</sup> October



**Revision Workshop** - a one-hour session during the school day for all Year 11 students explaining how to get the most out of revision and reduce anxiety and exam stress.

**Parental Webinar 7pm- Helping Children With Revision & Exam Preparation.**

A one hour online session with expert tips and advice using everything we now know about how a teenage brain works (or doesn't!).

# Finally:

- This presentation will be made available on the Firefly website.
- Our aim is to give our students the best start by giving them the knowledge and the skill set to be able to cope with work.
- The next step is to ensure that they are prepared for the year 11 mock examinations, and have the resources and skill set to study and cope with the workload the exams demand.
- If you have any questions regarding the content or any feedback regarding this webinar, please do contact us. We are here to help! [J.Hutson@Arnewood.hants.sch.uk](mailto:J.Hutson@Arnewood.hants.sch.uk)

Thank you for attending.