

Learning To Learn

# *Revision Guide*

Reading this guide will help you

Write your name and form here, but remember to always hand this guide back to your tutor.

to achieve your best in GCSE exams

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## **The ingredients of exam success**

How much do you want to succeed?

What have you got to lose?

What are you doing to make it happen?

## You the GCSE student

You will be judged for years to come on your GCSE results, like it or not.

You may say that you have the ability to do better than what you achieve, but hard results are what you are judged by.



- Be determined
- Be positive
- Don't put limits on what you can do
- Think ahead
- Attend revision classes
- **START REVISING \_ \_ \_ !**

## Your Teachers

- want you to succeed
- like you to ask questions when there is something you don't understand
- are happy to help you outside of lesson-time too
- can help you with serious problems, particularly if you make an appointment to see them
- are happy to listen if you feel stressed or just need a chat (as is your tutor or head of year)
- **Above all, don't bottle things up!**



## Your Family

**First, create time and space for yourself at home.**

- Find a quiet, clear space to revise
  - Have everything you need around you, including a dictionary, if possible
  - Think about what might distract you
  - Get your parents' support (show them this booklet) and ask them to keep an eye on your stress levels (more later)
  - Ask sisters and brothers to keep away
  - Choose a realistic period of time to spend revising
  - Don't overdo it before you take a break. Our brains tire as quickly as any other muscle and you can achieve a lot in 20 minutes, with real concentration
- Secondly, get whoever you can to work with you.**
- Ask somebody to test you
  - Get the help of anybody who may know more than you
  - Get a second opinion, when you get confused

## One day in August....

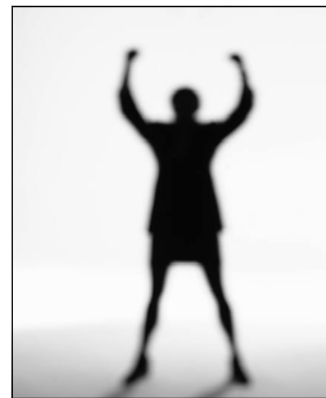
It is a lovely summer's day. You get up early, full of anticipation and go to school with your friends to collect your examination results. There is a lot of excited conversation and nervous laughter. It is the first time you have been back in school since your last exam in June. You see that some people already know their results. Most are smiling broadly, but one or two look sad. Now it's your turn. You're given your grades. For a moment or two you can't take it in, then....

What can you see?

How do you feel?

What are you saying to yourself?

What is the first thing you want to do?



## **So, what were your results like?**

- Was it a positive vision?
- Did you put in the necessary effort?
- What do you need to do now to make sure that the real experience is a positive one?

**Now list your GCSEs and the grades that you WANT to achieve?**

**Subject**

**Grade**

**Subject**

**Grade**

List your GCSE subjects and the grades you want again, but this time add to each one your target grade and the grade you think you would get if you took your exams right now.

Subject	Grade Wanted	Target Grade	Current Grade

You should have the potential to achieve AT LEAST your target grade. Compare this with the grades you want. How realistic are you being?

\_\_\_\_\_

Compare the grades you want with your current grade in each subject (ask your teachers if you are unsure about these). Are you currently working well enough to achieve what you want? If not, in which subjects do you need to improve your performance?

\_\_\_\_\_

For each of these subjects list one realistic action you could take to improve (try and choose something different for each subject)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Wake up!



- To achieve success you must be positive
- Believe in your ability to succeed
- Make exam success one of your priorities
- Plan your time to make time to succeed

*Time is life  
It is irreversible  
And irreplaceable  
To waste your time  
Is to waste your life  
But to master your  
time  
Is to master your  
life  
And to make the  
most of it.*

Lakein

**Planning time  
Is  
NEVER  
Wasted  
time**

## How did you use your time over the past week?

	Yes	No	Comment
Did you spend time planning your week?			
Did you decide in advance what you had to achieve?			
Did you set any priorities?			
Did you set any deadlines to meet them?			
Did you meet deadlines set by other people?			
Did you make time for any special activities?			
Did you make time to relax?			
Did you write down your goals?			
Did you review your progress in learning?			
Did you put off anything you should have done?			
Did you waste time?			



# How do I learn?

- *You must find your own ways of learning, which may well be different to those around you.*
- *You do not have to revise the same way for each subject.*
- *Which of these techniques have you used already?*
- *Which subjects did you use them in?*

## Possible revision techniques

### 1. Highlight Key Points

Underline in various colours key points and important aspects of the work (colour coding). Use to break the work down into separate chunks of information that you can then reorganise.

**Revision rating = /10**

### 2. Make a Mind Map

Like a spider diagram using colours so that each leg is a different colour and contains related aspects of the topic. Use pictures as well as words.

**Revision rating = /10**

### 3. The Shrinking Mind Map

As 2 above, but cut off the extremities of each leg to leave only the main parts. Learning what is left is easier and should help you to remember what you cut off too.

**Revision rating = /10**

### 4. Cassette Tapes

Take the key points from your lists/notes and condense them onto a cassette tape. Changing who speaks the notes and adding background music may help you to remember them. Play back the tape during "dead time" like travelling to school. Record a little each day and the tape will soon fill up nicely.

**Revision rating = /10**

## 5. Song & Rhyme

Making up catch phrases and rhymes to help learn crucial bits of information. For example, to help you learn the X and Y axes on a graph you could use "X below Y because Y goes up high". It may sound naff, but who cares if it improves your exam grades!

**Revision rating = /10**

## 6. Mnemonics and Acronyms

A mnemonic is a word or abbreviation that helps you remember. An acronym is a word made up using the first letters of a series of other words, or the first word of a series of sentences. Example: if you remembered COPSE (see below) you would also remember all the main advantages of carrying credit cards for a Business Studies exam question.

**C**onvenient to carry  
**O**utlets for use everywhere  
**P**ay later  
**S**ecurity  
**E**xtras, insurance, air miles

**Revision rating = /10**

### Remember:

If you have remembered your mnemonics, acronyms or mind maps, it is not cheating to write them down on paper as soon as you get into the exam room.

## 7. Flash Cards

Why not make some brightly coloured lists or just write down key words that you want to remember. Try different colours for different topics of subjects. Try putting flash cards into the order you would use them if you were answering a particular exam question.

**Revision rating = /10**

## 8. Wall Posters (large-scale flash cards)

You could put these up on your bedroom walls and ceiling, or around your house. Different parts of your house could be used for posters on different subjects, but don't forget to get your parents' permission first.

**Revision rating = /10**

## 9. Word Walls

Put key words in each brick, then rearrange them into sections or colour code them into categories. Build your wall to make a wall poster.

**Revision rating = /10**

## 10. Lists, Flow-Charts and Notes

Bullet point lists are a good way to summarise information. Concentrate on shrinking the information down as far as possible to leave the key points. Use flow-charts to put things in time or number order.

**Revision rating = /10**

## 11. Study Buddy—Sharing Learning

O.K., so you have revised, but how do you know that you have actually learnt anything. One of the best ways to learn is to teach someone else. You can also ask a parent or older brother or sister to test you—try to build a short test into each day. Get them to test you on the ideas behind what you have learnt, not just the facts.

**Revision rating = /10**

## 12. Practising Previous Exam Questions

These give you a great idea of the style of questions, how many questions in each section and timing. It also helps you to identify key terms and ideas, as well as the command words that tell you how you need to write your answer.

**Revision rating = /10**

*Over 60% of all errors in exams are caused by not reading the question properly. In particular, learn to recognise the meaning of command words like "describe", "explain", "summarise" or "evaluate".*

**Revision rating = /10**

## 13. Talk the Talk

Test yourself by speaking on a particular topic, without pausing or stumbling, for a set period of time, such as one, two or three minutes. Recite quotations, or other information that you need to know word for word.

**Revision rating = /10**

## 14. Revision Cards

Some people like to condense information onto small revision cards. You can divide them up to cover different aspects of a topic. Carry your cards with you and snatch a few minutes here and there to go through them.





# Take a break!

- People learn best at the beginning and end of each revision session, so have lots of starts and ends!
- The maximum amount of time that you can concentrate is around 40 minutes.
- Set (realistic) targets for each session and stop and reward yourself when you achieve them.
- Do something positive with your non-revision time. The more you can switch off from your work, the more you will learn when you return to it.

## In summary...

1. **STUDY THE WORK** by re-reading it, illustrating it, thinking about it, picturing it, singing it, linking it to a personal memory or emotion or making up a mnemonic. Use “*Look, Say, Cover, Write, Check*”.
2. **SHRINK THE WORK** by colour coding it, underlining it, separating it, ordering it, prioritising it, condensing it, summarising it, categorising it or bullet pointing it.
3. **MEMORISE IT** using cassette tapes, rhymes, acronyms, flash cards, word walls, posters and mind maps.
4. **TEST IT** using study buddies and past questions

# How well do I learn?

- So, which revision techniques are you going to use this year? Go back and circle any of those numbered 1 to 14 that you think might work for you.
- A key idea with revision is "Shrunk and Chunk". What do you think that this means and do you do it?



## HOW MANY OF THESE CAN YOU TICK?

	TICK HERE
I don't kid myself that I know something just because it seems familiar.	
I don't arrange to revise with friends if we won't concentrate on the work.	
I don't pretend that I know something just because I have read it.	
I don't try to revise when I am over-tired.	
I measure my performance against what I have done before, not against what my friends achieve.	
My notes are up-to-scratch and well organised.	
My work is carefully divided into different sections.	
I plan how I will revise.	
I look for ideas in one subject that I can use in another.	
I find a comfortable and relaxing place to revise.	
I revise where I know I won't be distracted and never with the TV on.	
I play slow, quiet instrumental music or use aromatherapy oils to help me Relax when I revise.	

# In-class Revision Activities

Try out each of these activities in your PSHCE lessons. Then recommend one activity that seems to work for you to one of your teachers. Hopefully, they will use it to help you revise for the exams in their subject.

**Revision rating = /10**

## Lines of thought

Choose a subject. Write down two important ideas that you have learned that don't seem to be connected. Now think hard and try to connect them together in between three and six steps. Here is an example:

- **Hitler came to power in 1936 (idea 1)**
- As Chancellor he started to re-build Germany's armed forces
- He used these forces to launch surprise attacks on countries like Poland.
- Japan launched a surprise attack on the USA's Pacific Fleet
- Luckily, America's aircraft carriers were not in port when Pearl Harbour was attacked
- **The USA entered WW11 when Japan attacked Pearl Harbour in Hawaii (idea 2)**

The easier you find this to do the better you know the topic!

**Revision rating = /10**

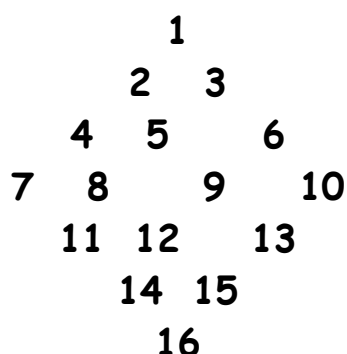
## Question and answer

Cut out some strips of paper. Get in a group of 4 or 5 around a table. Choose a subject or topic e.g. "Romeo and Juliet". Each of you should write 5 questions about the topic (to which you know the answer) on 5 strips of paper and pass them to the person on your right. When you get 5 strips passed to you, write the answers to your 5 questions (not theirs) on the back of each one. Collect all the strips together. Shuffle and deal them out. The person to the right of the dealer chooses a question on one strip and reads it to the group. Whoever think they have the correct answer reads it out (don't all out if you know the answer anyway). If the group agrees, this person then reads the question on the back of this answer, and so on until all questions and answers are linked.

## Diamond Ranking

**Revision rating = /10**

Find a partner. Fold a piece of A4 paper in half four times. Choose a topic. Write down 16 people, things, terms, facts or ideas about your chosen topic, one on each of the 16 segments of paper. Cut these out and arrange them in a diamond shape like the one shown below. 1 should be your most important fact or idea, and so on down to number 16, the least important.



**Extension:** Swap your 16 pieces of paper with another pair. See if you and they come up with the same ranking and discuss the reasons for any differences.

## Pairs

**Revision rating = /10**

Working with your partner, shuffle the 16 pieces of paper and lay them face down in front of you. Take it in turns to turn over any two pieces. The player gets to keep them if they can instantly make a valid connection, to do with the topic, between what is written on each piece (both must agree). The winner is the person who collects the most pairs.

## Categories

**Revision rating = /10**

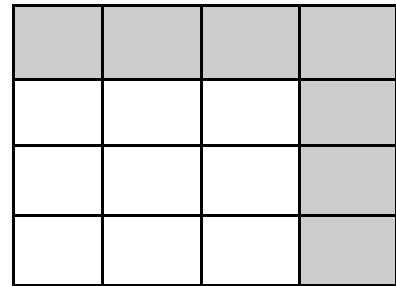
Divide your 16 pieces of paper into 4 sets of 4. Each set of 4 must have something in common that separates them from the other sets. Think of a suitable heading for each set. If this is too hard then change what is on some of the pieces of paper by crossing out what you had written and writing something new on the back.

## Zones of relevance

Fold another piece of paper 4 times like the one above. Cut off one row and one column to leave 9 segments. Get your 16 ideas/facts from the last exercise. Put the most important one on top of the middle segment. This is your central "big idea". Now put the 8 other facts or ideas that are most closely linked to this one on top of each of the other 8 segments. Put the others in a discard pile.

Now try to write a paragraph in which you use your big idea in the first sentence. Then try to complete your paragraph with 8 more sentences, one based on each of the other 8 facts or ideas.

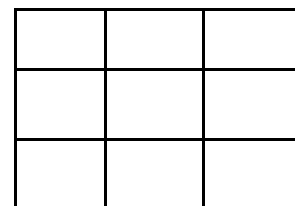
**Revision rating = /10**



## Bingo

Work with a partner. You each need a 3 by 3 grid like the one above. Write a list between you of 20 terms, facts, people etc. to do with a chosen topic. Without telling or showing the other person, write any 9 of these onto your grid. Take turns to ask the other person questions to which the answers are from your list of 20 topic items. If they get the answer correct and it is on their grid then they can cross it out. You cannot cross out answers to your own questions. The winner is the first person to cross out all nine segments of their grid.

**Revision rating = /10**



## Topic A to Z

Work in a group. Write out the letters of the alphabet. The class will then agree with the teacher a topic from a particular subject. The winning group is the first to write down something to do with the topic that starts with every letter of the alphabet "X" can be "ex" e.g. "extra" if the topic was Drama.

**Revision rating = /10**

## Summaries

Work in a group. Decide as a class upon 10 key terms from a chosen topic and write them on the board. Each group then has to write a summary of the topic, including all of these key terms, in as few words as possible (proper sentences must be used and the summary must make sense).

**Extension:** Try turning these key terms into a mnemonic or an acronym instead.

**Revision rating = /10**

## Play Mastermind

The class splits into groups. Each group chooses a different topic or subject and has 10 minutes to make a list of as many key points about it as possible. Each group in turn then nominates one person from the group to sit at the front of the class and face 10 questions about the topic from the rest of the group. This is their specialist round. The more questions the person gets right the more the group scores (pauses and prompts not allowed). After all groups have done a specialist round, each then nominates a second person to sit at the front. This person then faces two questions from each of the other groups about those groups' topics. This is the general knowledge round. The scores from the two rounds are combined to produce a winner.

**Revision rating = /10**

## Connections

Try to think of a random person, object or idea that can't be connected to the topic. Then see if your partner can find a connection.

# EXAMINATIONS TECHNIQUE

## Ten Golden Rules

### **BE POSITIVE**

However you feel, however you have prepared, you will get a better grade if you are determined and say "I can do this!" , particularly if you are faced with a difficult question.



### **BE PREPARED**

Get to the exam room early. Have all the correct equipment, including spares. You may want to bring tissues and a water bottle if you are not feeling well. Know your candidate number and which paper you are doing.

### **READ THE RUBRIC**

The front cover of every exam paper includes instructions. Make sure you know how many questions you need to answer, or tasks you need to complete. There may be combinations of questions that you are not allowed to do and you may have to hand in your workings or other materials with the completed paper.



### **PLAN YOUR TIME**

How long will you have for each question or task? How long will you have to think and choose? Plan in time to review and improve your work at the end. Remember that exams are about the quality of what you do, rarely about how much. Above all, stick to your time plan!

### **CHOOSE CAREFULLY**

Choosing the right question or task is crucial to success. If these are in several parts you must read beyond the first section before choosing. If you don't, you may come badly unstuck when you get to a section you cannot do!

## **THINK BEFORE YOU WRITE**

Read the question or task at least twice before you begin. Make sure that you understand it properly. If it is long or complicated try and break it down into smaller parts. Think about what evidence you are going to use to back up what you say or do—always back up your ideas with evidence!



## **LOOK FOR KEY WORDS**

Look for the command words (see the next page) that tell you what to do, for example: "describe", "explain", "analyse", "discuss" and "evaluate". It is very important that you understand what words like this mean before you get to the exam. Also look for the topic words that tell you what the question is about.

## **MATCH THE MARKS**

Always look at the number of marks for a section, before you begin to work. Match what you do to the number of marks available. In some cases this can be as simple as writing one sentence for each mark. Don't waste time doing a lot of work for sections with only one or two marks.

## **INCLUDE QUOTES**

Include quotes from anything you are given to read or look at, as well as from your own revision. Try and include words from the question or task in your answer as well, as this helps to show that you are doing what you were supposed to do.

## **FINISH THE JOB**

Never leave a section blank or a question unanswered, however difficult you find it. If you go with your instincts and do what you think might be correct at least you give yourself a chance of success.



# COMMAND WORDS

*These very important words tell you what you need to do to answer a question correctly. Make sure that you understand and can use all of them.*

**CONTRAST** - give the difference between

**SUMMARISE** - list the main points

**DEFINE**

give the meaning

**INTERPRET**

-explain the meaning in your own words

**EXAMINE** - look closely at the detail



**DESCRIBE**

- say what something is like

**EVALUATE**

- give the strengths and weaknesses



**DISCUSS**

- give different viewpoints about an issue

**OUTLINE**

-list the most

important

aspects of a topic

**DISTINGUISH**

- list the differences

**RELATE**

'show the connection'



**COMPARE**

- give the similarities and differences

**INTERPRETE**

-explain the meaning in your own words

**EXPLAIN**  
say why

**JUSTIFY**

- support with evidence or examples

# COMMAND WORDS

So which command words are used in each of your subjects?  
Find out and list them below. For example, in Geography they are "describe", "explain", "identify", "state", "compare" and "locate".  
Check carefully that you really understand what each one is asking you to do (looking at past papers is really helpful here).

<u>ENGLISH</u>	<u>MATHEMATICS</u>	<u>SCIENCE</u>
<u>ICT</u>	<u>MFL</u>	<u>DT</u>

# Internet Support

## SAM Learning

[www.samlearning.com](http://www.samlearning.com) (green log-in button top-left of homepage).  
ID: BS35CS (you should have your own user ID and password).

On-line computer marked tests and regular progress reports. Past papers for practice can be downloaded for most subjects.

## BBC Bitesize

[Bbc.co.uk/bitesize](http://Bbc.co.uk/bitesize)

This regularly updated site offers comprehensive coverage of most subjects, plus sections on study skills, revision, examination technique and coursework.

## S-Cool

Good coverage at both GCSE and A Level and popular with students. Sections on school life.  
[www.s-cool.co.uk](http://www.s-cool.co.uk)

## Schoolsnet - Revision

HotCourses from Schoolsnet covers a wide range of topics in most subjects. There are also links to other supporting sites. You will need to register (free). [www.schoolsnet.com](http://www.schoolsnet.com)

## Homework High

From Channel 4, this homework help site goes up to Year 11. You can look for answers to common questions and email your own. [www.homeworkhigh.com](http://www.homeworkhigh.com)

## RevisionTime

Lots of links to other good sites.  
[www.revisiontime.com](http://www.revisiontime.com)

## ProjectGCSE

Includes revision notes, practice questions and help with both exams and coursework.  
[www.projectgcse.co.uk](http://www.projectgcse.co.uk)

## Revision Central

Most subjects covered.  
[www.dulwich.org.uk/gateway/revision](http://www.dulwich.org.uk/gateway/revision)

### TIPS:

Remember that surfing time is wasted time.

Only look at topics that are definitely part of your course.

Don't just do the easy things. You will get most from the sections that require a bit of effort.

# Internet Activity

(You will need to book into a computer room to do this work)

## Comparing Revision Websites

Log in to one of the sites overleaf, or any other that you know of, and use it to answer the following questions:

Name of site: \_\_\_\_\_

How easy is it to open? Is there a password? \_\_\_\_\_

How easy is it to navigate? \_\_\_\_\_

Which of your subjects does it cover? \_\_\_\_\_

\_\_\_\_\_

How good are the graphics (diagrams, video, games etc.)? \_\_\_\_\_

\_\_\_\_\_

How easy is it to understand? \_\_\_\_\_

How relevant are the topics to what you have studied? \_\_\_\_\_

\_\_\_\_\_

Does it give you any useful new material? \_\_\_\_\_

Does it have useful links to other sources of information? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Revision rating = /10**

# Study Leave

**Beware—this is a break from your normal routine and could be entirely wasted if you don't get organised. Try following these top tips:**

- **Get up at the normal time and work normal hours**
- **Use an alarm and don't rely on someone else to get you out of bed**
- **Arrange to work with a friend who can keep you motivated**
- **Choose which friends you see carefully—it is easy to be led astray**
- **Being distracted is all too likely, so find a quiet place and time**
- **You have a plan, so stick to it from Day One!**

## GCSE REVISION PLANNER 2006-7

**STEP ONE:** For the weeks ahead go through your diary and fill in any spaces on the table overleaf when you know you will not be able to revise i.e. because of visits, sports or social events etc. Then fill in the times and dates of your exams.

**STEP TWO:** In the space for each session write down the total amount of time that you think you will have to revise. Then list the topics (not subjects) you will revise during that time, remembering that you will need between 20 and forty minutes for each one.

**STEP THREE:** Put numbers 1 to 14 next to each session to show which revision technique you intend to use (Pages 9 to 11).

**STEP FOUR:** It is important to leave time for relaxation and other activities each day. You may want to plan these in your school diary.

**STEP FIVE:** Complete the whole plan before you actually begin revising. This way you can check that you have fitted in everything that you need to revise.

# GCSE REVISION PLANNER 2006-7

## GCSE REVISION PLANNER 2006-7

<b>OCTOBER</b>			
Date	Day	Session 1	Session 2
1	SU		
2	M		
3	T		
4	W		
5	TH		
6	F		
7	S		
8	SU		
9	M		
10	T		
11	W		
12	TH		
13	F		
14	S		
15	SU		
16	M		
17	T		
18	W		
19	TH		
20	F		
21	S		
22	SU		
23	M		
24	T		
25	W		
26	TH		
27	F		
28	S		
29	SU		
30	M		
31	T		

<b>NOVEMBER</b>			
Date	Day	Session 1	Session 2
1	W		
2	TH		
3	F		
4	S		
5	SU		
6	M		
7	T		
8	W		
9	TH		
10	F		
11	S		
12	SU		
13	M		
14	T		
15	W		
16	TH		
17	F		
18	S		
19	SU		
20	M		
21	T		
22	W		
23	TH		
24	F		
25	S		
26	SU		
27	M		
28	T		
29	W		
30	TH		

## DECEMBER

Date		Session 1	Session 2
1	F		
2	S		
3	SU		
4	M		
5	T		
6	W		
7	TH		
8	F		
9	S		
10	SU		
11	M		
12	T		
13	W		
14	TH		
15	F		
16	S		
17	SU		
18	M		
19	T		
20	W		
21	TH		
22	F		
23	S		
24	SU		
25	M		
26	T		
27	W		
28	TH		
29	F		
30	S		
31	SU		

## JANUARY

Date		Session 1	Session 2
1	M		
2	T		
3	W		
4	TH		
5	F		
6	S		
7	SU		
8	M		
9	T		
10	W		
11	TH		
12	F		
13	S		
14	SU		
15	M		
16	T		
17	W		
18	TH		
19	F		
20	S		
21	SU		
22	M		
23	T		
24	W		
25	TH		
26	F		
27	S		
28	SU		
29	M		
30	T		
31	W		

**Parent and tutor  
signatures and dates:**

## FEBRUARY

Date	Day	Session 1	Session 2
1	TH		
2	F		
3	S		
4	SU		
5	M		
6	T		
7	W		
8	TH		
9	F		
10	S		
11	SU		
12	M		
13	T		
14	W		
15	TH		
16	F		
17	S		
18	SU		
19	M		
20	T		
21	W		
22	TH		
23	F		
24	S		
25	SU		
26	M		
27	T		
28	W		

## MARCH

Date	Day	Session 1	Session 2
1	TH		
2	F		
3	S		
4	SU		
5	M		
6	T		
7	W		
8	TH		
9	F		
10	S		
11	SU		
12	M		
13	T		
14	W		
15	TH		
16	F		
17	S		
18	SU		
19	M		
20	T		
21	W		
22	TH		
23	F		
24	S		
25	SU		
26	M		
27	T		
28	W		
29	TH		
30	F		
31	S		

**Parent and tutor  
signatures and dates:**

## APRIL

Date	Day	Session 1	Session 2
1	SU		
2	M		
3	T		
4	W		
5	TH		
6	F		
7	S		
8	SU		
9	M		
10	T		
11	W		
12	TH		
13	F		
14	S		
15	SU		
16	M		
17	T		
18	W		
19	TH		
20	F		
21	S		
22	SU		
23	M		
24	T		
25	W		
26	TH		
27	F		
28	S		
29	SU		
30	M		

## MAY

Date	Day	Session 1	Session 2
1	T		
2	W		
3	TH		
4	F		
5	S		
6	SU		
7	M		
8	T		
9	W		
10	TH		
11	F		
12	S		
13	SU		
14	M		
15	T		
16	W		
17	TH		
18	F		
19	S		
20	SU		
21	M		
22	T		
23	W		
24	TH		
25	F		
26	S		
27	SU		
28	M		
29	T		
30	W		
31	TH		

**Parent and tutor  
signatures and dates:**

# Y O U C A N D O O T !

- Now you have a plan, stick to it! Display it somewhere, show it to other people and tick off those sessions that you have completed.
- Eat healthily, drink water, relax and get enough sleep, fresh air and exercise.
- Be prepared! Know your exam times and venues, your seat number, which paper you are doing, how long it is and how much time you will have to answer each question. Get there early having prepared all the equipment you will need the night before!
- Don't worry about stress! At some time during their exams most people suffer from one or more of the following: irritability, aches and pains, extra visits to the loo, poor concentration, panic, breathlessness, feeling unable to cope, unhappiness and apathy. It is your brain's way of reminding you that what you are about to do is important, and it can help to really get your brain cells firing when you get into the exam room.
- If the stress gets too much (it will feel that way at times) be positive. Check that you are not taking in too much tea, coffee, fizzy drink or sugary food. Talk with someone about how you feel. Do something physical and concentrate on taking slow, steady breaths. Think about something positive and **SMILE**: the sky isn't going to fall in and if someone else is getting you stressed then try to imagine them in a ridiculous situation with no clothes on!
- **We are all human and you CAN do it!**

