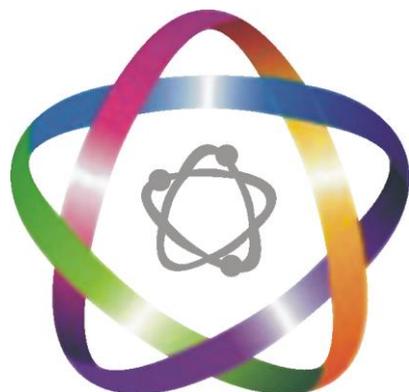


Name:

Debenham High School



Year 11 Revision Afternoon

What can you do to help yourself?

February 2018

Introduction

Few people like exams! Don't fall into the trap of assuming that we're all either good or bad at exams and that's the way it will always be. Anyone can improve their exam performance and getting it right earlier rather than later will be less stressful in the long run. Any performance (e.g. drama, sporting event, concert) that you take part in will always go better when you've rehearsed and trained, building up over a long period of time.

Learning how to revise...

You'd be surprised by how many adults say that they were never taught how to revise...

"We were never taught any revision skills at school. We were told to go home and learn our notes. I just used to stare at the page and hope it would all go in. I read and read it but just got bored. Even at university no one told me how to revise."

A 1996 survey of 12 year olds showed that 85% did not know what the term revision meant. One pupil wrote: *"it's the word teachers use when they can't think what to set you for homework."*

This revision guide is as much for anyone who finds revision hard as it is for those who seem organised and in control. You **CAN** improve your revision skills.

This afternoon

There will be three sessions that we hope will give you strategies for approaching your revision.

Session 1 (Mr Trevorrow):

What different ways are there of revising? How can I remember all that I need to know?

Session 2 (Mr Martin):

Planning my revision – a practical start

Session 3 (Mrs Ramsay):

Doing all this and staying sane – how to de-stress!

Revision Strategies: How to approach revision



Spaced Practice: Spread out your practice, leaving gaps between revision of the same topic, returning to it and to topics previously revised after increasing periods of time.

Start planning early for exams, and set aside a little bit of time every day. Five hours spread out over two weeks is better than the same five hours all at once.

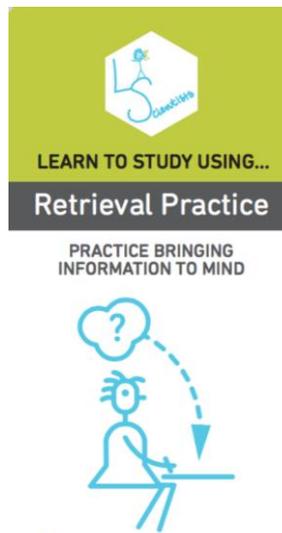
Review information from each class, but not immediately after class.

After you review information from the most recent class, make sure to go back and study important older information to keep it fresh.

Retrieval practice: Practice retrieving head that you know about a topic.

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

Take as many practice tests as you can. If you don't have ready-made tests, try and trading with a friend who has done



what is in your

or sketch possible. Then, and important

get your hands on. making your own the same.

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.

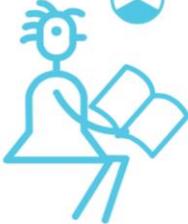


LEARN TO STUDY USING...

Interleaving

SWITCH BETWEEN IDEAS WHILE YOU STUDY

TOPIC A
TOPIC B
TOPIC C



Interleaving: Switch between topics studied in the same revision sessions. This strategy helps you to make links between topics studied.

Don't study one idea for too long. Don't spend an entire session on the same topic, but don't jump about too often either.

Go back over the ideas again in different orders to strengthen your understanding.

Make links between different ideas as you switch between them.

Concrete Examples: Use specific concrete examples. Relevant examples help explain and demonstrate ideas, which helps us to understand them better.

Collect examples your teacher has used, and look in your class materials for as many examples as you can find.

Make the link between the idea you are studying and each example, so that you understand how the example applies to the idea.

Share examples with friends, and explain them to each other for added benefits.

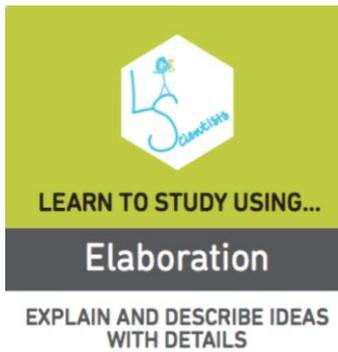


LEARN TO STUDY USING...

Concrete Examples

USE SPECIFIC EXAMPLES TO UNDERSTAND ABSTRACT IDEAS





Elaboration: Ask, explain and connect. Ask yourself questions about how and why things work. Explain and describe ideas with as many details as you can. Understand and explain what you know and connect it to previous learning.

Ask yourself questions while you are studying about how things work and why, and then find the answers in your class materials and discuss them with your classmates.

As you elaborate, make connections between different ideas to explain how they work together. Take two ideas and think of ways they are similar and different.

Describe how the ideas you are studying apply to your own experiences or memories. As you go through your day, make connections to the ideas you are learning in class.

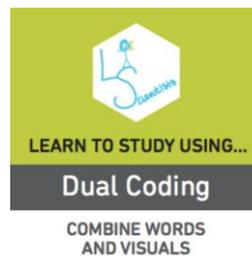


Dual Coding: Combine verbal The words combining with a picture brain two ways of re-connecting to

Look at your class materials and find visuals and compare to the words.

Look at visuals, and explain in your mean.

Take information that you are trying visuals to go along with it.



materials with visuals. or diagram gives your the concept later on.

visuals. Look over the

own words what they

to learn, and draw



20 tips for REVing up REVision

1. Use colour and pictures in your notes – this makes them more memorable.
2. Limit the time of your revision slots and build in rewards to keep you motivated. Try the Pomodoro Technique. There are five basic steps to the technique:
 - Decide on the task to be done
 - Set the pomodoro timer to a number of minutes (traditionally 25)
 - Work on the task until the timer rings
 - Take a short break (3-5 minutes)
 - Every four "pomodori" take a longer break (15–30 minutes)
3. Literacy skills are critical in ALL exams, not just English. Remember to check your spelling, punctuation and grammar.
4. Devise a chart, map, plan, grid which shows the key bits of knowledge and the key

- skills you will need to develop. Map where it fits with the big picture.
5. Create timelines of key dates and events
 6. Use a traffic lights system on a full list of the syllabus to colour bits you feel very confident about (green), less so (yellow) and weak on (red).
 7. Record notes out loud on your mp3 player and play back to you while in quiet time (on the bus etc)
 8. Be creative with different ways of explaining a concept:
 - Explain the concept to someone else out loud
 - Explain it in a spider diagram
 - Explain it in a flow chart
 - Explain it in a sequence of pictures
 9. Put post-it notes and revision notes up around your bedroom to constantly absorb the information
 10. Highlight key parts of text and then turn this into notes (writing things out helps then to stick in your memory)
 11. Use mnemonics to remember lists or key facts/concepts
 12. Create a poster of six pictures that summarise a topic – note key words around the picture
 13. Create true/false cards and test yourself
 14. Take an exam question and annotate it – showing what the key words
 15. Do past paper questions, look at the mark schemes for what you have got correct and go over what you got wrong
 16. Get other people to test you, repeat back to them your notes and the key facts
 17. Time yourself answering exam questions – managing your time in some exams will be critical
 18. Use websites where you can test yourself and review key concepts
 19. Think about PEE in your notes: Point, Explain, Evidence (or Example)
 20. TALK TO YOUR TEACHERS about what works for each subject.

Time Management

All good work needs planning.

Think about having:

- A short term plan (daily)
- A medium term plan (weekly)
- A long term plan (monthly)

Be realistic

When you first start planning revision you may be over ambitious. Be willing to adapt your plan.

Daily plans-short term

- Not all time is 'quality' or 'high energy'. Think about different times for harder tasks (e.g. in the morning). Lower level maintenance tasks can be done when

energy levels are low (e.g. straight after school, before meal times or late at night).

- Don't forget to plan breaks for relaxation. If you usually go to football/aerobics etc... then still go! As long as you have planned effectively, this is still possible.
- At the end of the day's revision adjust the revision plan if you need to. If you haven't managed to get through what you've planned or you have got further than expected, this can have an affect on the medium and longer term plans of your revision.

Weekly plans-medium term

- These are designed to give you a bit more of an overview and will help you avoid missing out on subjects or spending too long on one thing.
- Allow a time slot to set out the following week's plan.

Long-term revision

- Long term revision plans need to accommodate many other demands made on you and will change.
 - Coursework/homework is still happening
 - School goes on
 - Some of you have part-time jobs
- Long term revision plans need to recognise all of these.
- Be realistic: the time you set aside needs to be productive, effective and work!
- Whilst at school, take advantage of all the revision sessions and tasks put on by teachers in different subjects.
- Use their expertise to clarify/reiterate any topic that you don't quite get. In order to discover what they are, look over your subject materials in the next few weeks before it's too late.

After school and lunch time revision opportunities

	Mon	Tue	Wed	Thu	Fri
Lunchtime	Maths Mrs Coe Rm 46 Maths Miss Upton Rm 26		Chemistry Dr Healy/Mrs Bolton Rm 23	Biology Miss McBurney Rm 23	Comp Sci Mr Geronimo Rm 15
		History Mrs Jude Rm 5	History Mr Dubberley Rm 4	Media Mr Trevorrow Rm 33	Foundation French Rm 14
		Maths Mr Tapscott Rm 43			RE Mr Yaroslaw/Mrs Ramsay Rm 6
		Maths Mr Hanraads Rm 47			
After school					
	Business Mrs Wilson Rm 11	Art Mrs Carr Rm 7	Art Mrs Carr Rm 7	Eng Mrs Cane Rm 34	Comp Sci Mr Geronimo Rm 15
	Drama Mr Hardcastle Rm 45	English Mrs Farrow Rm 30	Eng Miss Stebbings Rm 31	History Mrs Ramsay Rm 12	Eng Mrs Watson Rm 2
	Maths Mr Hanraads Rm 47	Geography Mrs Farrell/Mr Molton Rm 17	Eng Mr Trevorrow Rm 33	Physics Mr Phaup Rm 21	Maths Mr Tapscott Rm 43
	Maths Miss Upton Rm 26	Higher French Rm 14	Maths Mr Martin Rm 27	Physics Mr Rockett Rm 24	Maths Mrs Coe Rm 21

Debenham High School GCSE TIMETABLE SUMMER 2018 PROVISIONAL												
Date	Day	MORNING - start 9.15					AFTERNOON - start 1.45 (unless otherwise indicated)					
		Board	Title	Group	Exam Code	Duration	Board	Title	Group	Exam code	Duration	
14 May	Mon	Pearson	Health & Social Care - Human Lifespan Development (Resit)		20544E	1h						
		OCR	Computing 1: Computer Systems		J276/1	1h 30						
15 May	Tues	AQA	French: Listening		8658LF/LH	35m/45m	Pearson	Biology - Paper 1		1BI01BF/BH	1h 45	
			French: Reading (follows on after Listening exam)		8658RF/RH	45m/1h		Combined Science: Biology - Paper 1		1SC01BF/BH	1h 10	
16 May	Wed	Pearson	PE: Fitness & Body Systems		1PE0/01	1h 45	AQA	Religious Studies 1: The Study of Religions		8061	1h 45	
17 May	Thurs	Pearson	Chemistry - Paper 1		1CH01CF/CH	1h 45	OCR	Computing 2: Computational thinking, algorithms & programming		J276/2	1h 30	
			Combined Science: Chemistry - Paper 1		1SC01CF/CH	1h10						
18 May	Fri	AQA	French: Writing		8658WF/WH	1h/1h 15	Pearson	Drama: Theatre Makers in Practice		1DR0/03	1h 30	
								PE Unit 2: Health & Performance		1PE0/02	1h 15	
21 May	Mon						OCR	Engineering Processes		A622	1h	
22 May	Tues	AQA	English Literature: Shakespeare and the 19th century novel		8702/1	1h 45	AQA	Geography 1: Living with the Physical Environment		8035/1	1h 30	
23 May	Wed	Pearson	Business Studies: Introduction To Small Business		5BS01	45m	Pearson	Physics - Paper 1		1PH01PF/PH	1h 45	
								Combined Science: Physics - Paper 1		1SC01PF/PH	1h 10	
24 May	Thurs	AQA	Maths 1: Non-calculator		83001F/1H	1h 30						
25 May	Fri	AQA	English Literature: Modern texts and poetry		8702/2	2h 15						
Half term break												
4 Jun	Mon	Pearson	History: Thematic study & historic environment		H10/11	1h 15	OCR	Media Studies: Textual Analysis & Media Studies Topic (Moving Image)		B322	1h 45	
5 Jun	Tues	AQA	English Language: Explorations in creative reading and writing		8700/1	1h 45	AQA	Geography 2: Challenges in the Human Environment		8035/2	1h 30	
6 Jun	Wed						Pearson	Business Studies: Building a Business CLASH (2 students) 12:15 start		5BS03	1h 30	
								Business Studies: Building a Business 1:45 start		5BS03	1h 30	
								Music: Appraising 1:45 start		1MU0/03	1h 45	
								Music: Appraising CLASH (2 students) 2:05 start		1MU0/03	1h 45	
7 Jun	Thurs	AQA	Maths 2: Calculator		83002F/2H	1h 30						
8 Jun	Fri	AQA	English Language: Writers' viewpoints and perspectives		8700/2	1h 45	Pearson	History: Period Study & British Depth Study		H10/26&27	1h 45	
11 Jun	Mon	Pearson	Biology - Paper 2		1BI02BF/BH	1h 45	AQA	Geography 3: Geographical Applications		8035/3	1h 15	
			Combined Science: Biology - Paper 2		1SC02BF/BH	1h 10						
12 Jun	Tues	AQA	Maths 3: Calculator		83003F/3H	1h 30	Pearson	History: Modern Depth Study		H10/31	1h 20	
13 Jun	Wed	Pearson	Chemistry: Paper 2		1CH02CF/2CH	1h 45						
			Combined Science: Chemistry - Paper 2		1SC02CF/CH	1h 10						
14 Jun	Thurs							AQA	Resistant Materials: Unit 1 1:30 start		45601	2h
								OCR	Food Preparation & Nutrition		J309/1	1h 30
15 Jun	Fri	Pearson	Physics - Paper 2		1PH02PF/PH	1h 45						
			Combined Science: Physics - Paper 2		1SC02PF/PH	1h 10						
19 Jun	Tues	AQA	Graphic Products		45501	2h						
			Note: Instructions regarding exam clashes will be released to the students affected in April 2018									
											v2 12/10/2017	

Weekly Revision Plan

Week Commencing: Monday 5 February

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9-10							
10-11							
11-12							
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7-8							
8-9							
9-10							

Weekly Revision Plan

Week Commencing: Monday 12 February

HALF TERM

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9-10							
10-11							
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7-8							
8-9							
9-10							

Weekly Revision Plan

Week Commencing: Monday 19 February

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9-10							
10-11							
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7-8							
8-9							
9-10							

Weekly Revision Plan

Week Commencing: Monday 26 February

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9-10							
10-11							
11-12							
12-1							
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7-8							
8-9							
9-10							

Weekly Revision Plan

Week Commencing: Monday 5 March

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9-10							
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7-8							
8-9							
9-10							

Weekly Revision Plan

Week Commencing: Monday 12 March

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9-10							
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8-9							
9-10							

Weekly Revision Plan

Week Commencing: Monday 19 March

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9-10							
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8-9							
9-10							

Weekly Revision Plan

Week Commencing: Monday 26 March

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9-10							
10-11							
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9-10							

Weekly Revision Plan

Week Commencing: Monday 2 April

EASTER HOLIDAY

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9-10							
10-11							
11-12							
12-1							
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8-9							
9-10							

Weekly Revision Plan

Week Commencing: Monday 9 April

EASTER HOLIDAYS

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9-10							
10-11							
11-12							
12-1							
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8-9							
9-10							

Weekly Revision Plan

Week Commencing: Monday 16 April

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9-10							
10-11							
11-12							
12-1							
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8-9							
9-10							

Weekly Revision Plan

Week Commencing: Monday 23 April

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9-10							
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8-9							
9-10							

Weekly Revision Plan

Week Commencing: Monday 30 May

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9-10							
10-11							
11-12							
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8-9							
9-10							

Weekly Revision Plan

Week Commencing: Monday 7 May **(Bank Holiday)**

FIRST EXAMS THIS WEEK

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9-10							
10-11							
11-12							
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9-10							

Weekly Revision Plan

Week Commencing: Monday 14 May

MANY EXAMS THIS WEEK

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9-10							
10-11							
11-12							
12-1							
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5-6							
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8-9							
9-10							

Weekly Revision Plan

Week Commencing: Monday 21 May

MANY EXAMS THIS WEEK

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9-10							
10-11							
11-12							
12-1							
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8-9							
9-10							

Weekly Revision Plan

Week Commencing: Monday 28 May

HALF TERM

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9-10							
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8-9							
9-10							

Weekly Revision Plan

Week Commencing: Monday 4 June

MANY EXAMS THIS WEEK

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9-10							
10-11							
11-12							
12-1							
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7-8							
8-9							
9-10							

Weekly Revision Plan

Week Commencing: Monday 11 June

MANY EXAMS THIS WEEK

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9-10							
10-11							
11-12							
12-1							
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8-9							
9-10							

Weekly Revision Plan

Week Commencing: Monday 18 June

LAST EXAM THIS WEEK

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9-10							
10-11							
11-12							
12-1							
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7-8							
8-9							
9-10							

Daily Plan

Use this page, or one like it to set out more detail on what you are covering on a given day.

Subject	Topic	Details
Subject	Topic	Details
Subject	Topic	Details

Daily Plan

Use this page, or one like it to set out more detail on what you are covering on a given day.

Subject	Topic	Details
Subject	Topic	Details
Subject	Topic	Details

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Subject	Topic	Details
Subject	Topic	Details
Subject	Topic	Details

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Use this page, or one like it to set out more detail on what you are covering on a given day.

Subject	Topic	Details
Subject	Topic	Details
Subject	Topic	Details

Daily Plan

Use this page, or one like it to set out more detail on what you are covering on a given day.

Subject	Topic	Details
Subject	Topic	Details
Subject	Topic	Details

Exam Terminology

Exam questions usually involve some of the following trigger words or phrases. Make sure you know what they mean so that you can show what you know and aren't stumped by the wording of a question.

Account for	explain, give reasons for something
Analyse	show relationships between parts and the whole e.g. poem, text, pattern on a map, causes of an event
Annotate	label with notes, not just words or phrases but explanations
Argue	give reasons for or against something, give evidence
Assess	weigh up, evaluate
Case study	give an example of something that you have been studying
Comment on	give views on, backed up with evidence
Compare	state similarities and mention differences
Contrast	mention differences but comment on similarities
Criticise	give a well-argued judgement or opinion
Define	give the meaning of something, say what its characteristics
Discuss	weigh up both sides of an argument, give strengths and weaknesses of different options
Explain	say how or why something is like it is – give reasons
Evaluate	work out
Hypothesis	a theory – something to test out
Identify	give key features or characteristics of something
Illustrate	give examples
Interpret	explain the meaning of something or why it happens
Justify	argue a case for something
Outline	give the main features of something
Prove	show how this always works, explain your reasoning
Relate	narrate, show connections between
Review	go over the evidence, go over what is there and assess it
State	explain in a clear and sharp form, give facts
Summarise	go over the main points again concisely
Trend	a change over time

Right place, right time

Make sure you know which exam is on each day, what topics you need to revise and what equipment you need to take. Most exams require you to write in blue or black pen. Bring the minimum with you; coats, bags and mobile phones are not allowed in the exam room.

Get to the exam room in plenty of time so that you aren't rushed. Stay calm - try not to get into conversations about what you revised/not revised. You don't want anyone knocking your confidence at this stage. It's too late to worry and you can only do your best.

Invigilator instructions

Listen carefully to the invigilators- they will advise you of any changes to the paper.

Important: Make sure you are sitting for the correct tier of paper.

Check the front cover for information about the length of time, the number of questions, equipment you can use etc...

READ the questions carefully

Read and re-read each question. Use a highlighter pen or marker to highlight or underline important words. These might be

- Trigger or instruction words like: Describe.../ Explain.../ Evaluate...
- Important subject specific words for which you need to think about the meaning
- Pitfall to look out for, e.g. in Geography "*an economically developed country*" is different from "*an economically developing country*".

Timings and Marks

Always look in the margin for the mark allocation (how many marks per question). This will help you plan your time. Allow more time on questions worth more marks.

Allow time to read the questions. If there is a choice, make sure you are able to do all the parts (or most of them) of the question you have chosen.

Check your working

Check you haven't overlooked parts of any question. It's easy to miss bits in a rush to get to the end.

Techniques for making notes

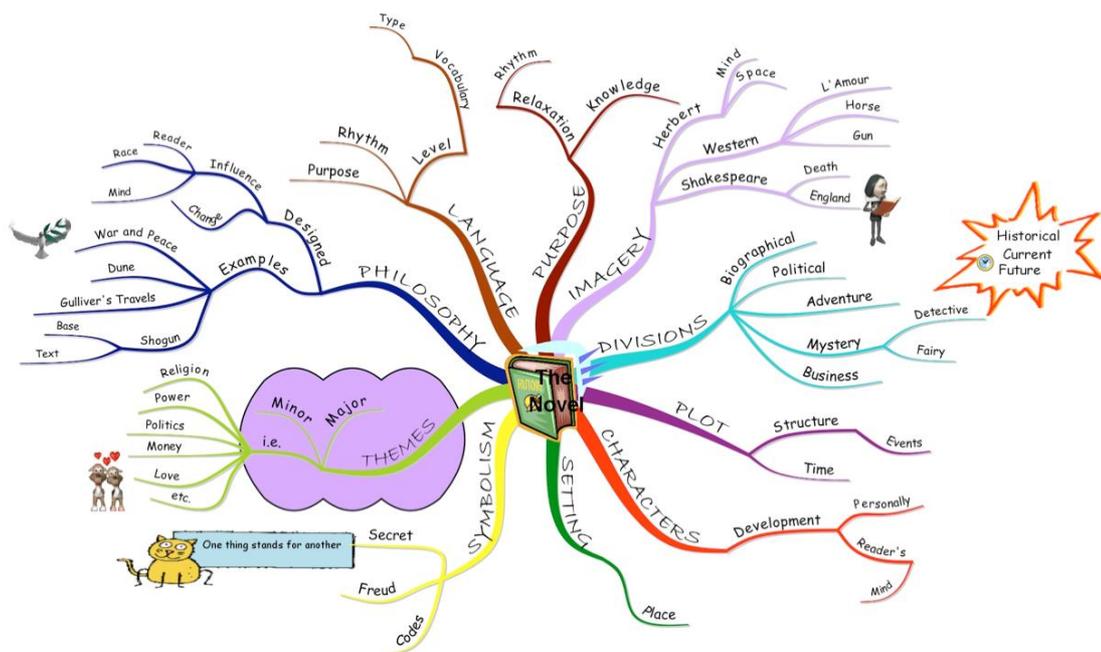
Mind Mapping

Mind mapping is a useful way of visualizing important points/sections and also linking them.

Handy tips:

- Use words and pictures
- Try to include as much information as possible
- Be selective about the words/phrases that you use, i.e. don't go into too much detail.

Example:



Key Facts Cards

Key fact cards are ways of categorizing different topics

Handy Tips

- Use different colour cards for different topics/subjects
- Use headings and bullet points
- Add simple diagrams
- Use a highlighter pen/coloured pencils to separate sections or make important bits stand out.

Topic

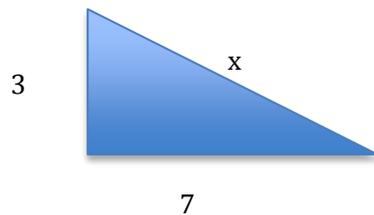
Pythagoras' Theorem

Right-angled triangles

$$a^2 + b^2 = c^2$$

C is the hypotenuse – the longest side

Example



Find x

$$a^2 + b^2 = c^2$$

$$3^2 + 7^2 = c^2$$

$$9 + 49 = c^2$$

$$58 = c^2$$

$$\sqrt{58} = c \quad \text{Remember to } \sqrt{\quad}$$

$$7.62 = c \quad (\text{rounded to 2 significant figures - after the decimal point})$$

Point – Explain – Evidence (or Example)

Think about using this way of writing when you make notes.

Topic: Geography: River formations

POINT

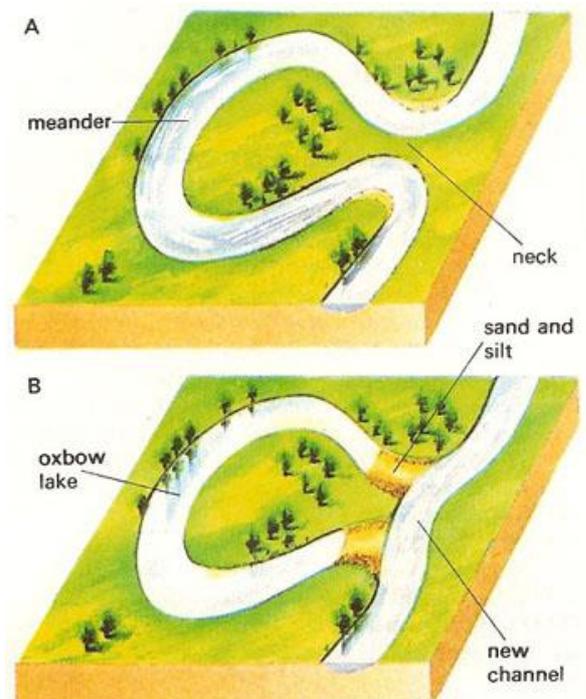
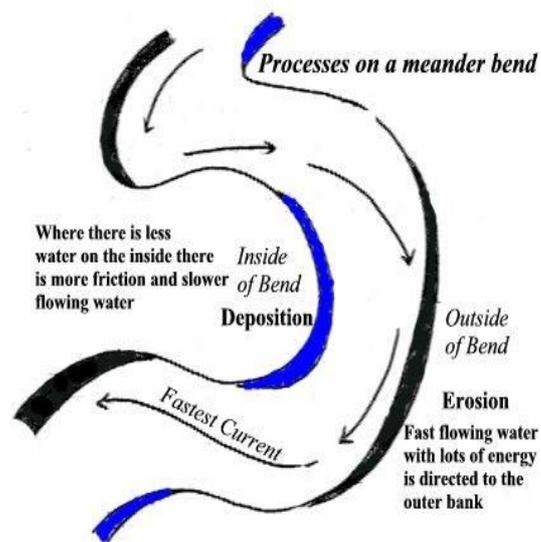
Feature – Meander – a large bend, especially in the middle or lower stages of a river course.

EXPLAIN

The results of lateral **corrasion** which becomes dominant over vertical corrasion as the **gradient** in the river decreases.

Erosion on the outer bank causes undercutting and **river cliff**. Slack water on inner bank causes **deposition** and a bank of sediment called a meander scroll is produced.

EVIDENCE



Mnemonics

Mnemonics are a way of using initial letters to remember important terms or phrases.

Example: to remember the colours of the rainbow

R O Y G B I V

'Richard of York gave battle in vain'

Red- Orange- Yellow- Green- Blue- Indigo-Viole

Stage 1

Choose key words from a topic of your choice

Eg: Proteins (Food Tech)

Carbon

Hydrogen

Oxxygen

Phosphors

Nitrogen

Stage 2

Use the first letter of each word to make a sentence or word that you can remember

Eg

Chops & N

(funny sentences are easier to remember)

Using images to aid your memory

Take this psychology study: Kobasa (1979), Evidence for the relationship between HARDINESS and Coronary Heart Disease

PROCEDURE

Type of experiment: Natural experiment using correlation analysis

Research Design: Independent groups

Sampling method: Volunteer sampling

- Kobasa interviewed **800 white, middle-class, male managers**
- Participants completed three questionnaires: a **personality questionnaire**; the **Social Readjustment Rating Scale** (a questionnaire to identify stressful events) over three years; and a measure of their **illness** over three years.

The participants could be split into **two groups** based on the results of the illness questionnaire:

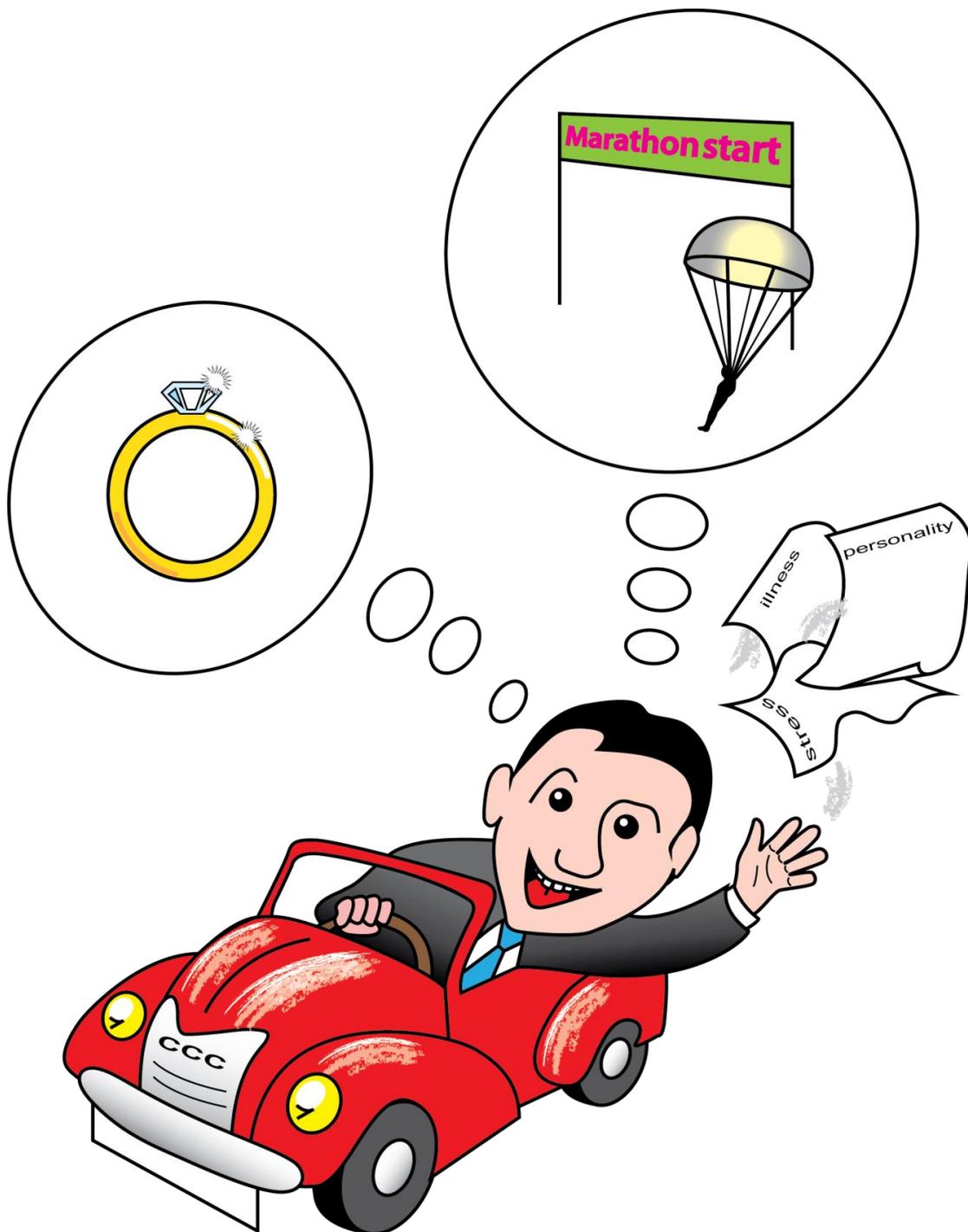
- those who had become ill **more than average**
- those who had become ill **less than average**

FINDINGS

- According to the personality questionnaire, **those who became ill less than average** showed the **same cluster of personality factors** that helped them cope with stress:
 - **Control:** Hardy individuals have a strong sense of **personal control**. They have direction in life and feel that **they are in control of their lives** and can influence their situation, rather than being controlled by outside factors
 - **Commitment:** Hardy individuals are involved in what they do. They are **committed to their work and personal relationships**, and have a strong **sense of purpose**
 - **Challenge:** Hardy individuals view potentially stressful situations as a **challenge to be overcome**, rather than a problem or threat. They enjoy change as an opportunity for development
- Together, these characteristics are described as **Hardiness**, and a person who shows them is known as **Hardy**

CONCLUSIONS

- **Hardiness** – showing control, commitment and viewing life as a challenge – allows us to cope with stress in a better way. This means that we are **less likely to suffer from stress-related illnesses** such as Coronary Heart Disease.
- Those who **DO NOT** show hardiness are **more likely** to develop CHD because their **long-term stress response increased their heart rate and blood pressure due to the release of adrenaline and noradrenaline (stress hormones)**



Warning signs

The build-up to an examination is a stressful time and stress can be both productive and destructive. You have to ensure that you can recognise, control and use it to your advantage. Easier said than done for some people, but all of us have suffered from the destructive elements of stress at some stage! It can show itself in some of the following ways.

- Tiredness, irritability, feeling unwell or ill at ease
- Loss of appetite, unable to sleep
- A constant sense of anxiety and worry
- Panic attacks, headaches
- Inability to focus, concentrate on or complete tasks
- Inertia and sense of paralysis; unable to do what needs to be done, putting things off, avoiding problems
- Self-doubt, negative thoughts, giving up

Coping

There are strategies for controlling and channeling these symptoms. Try to construct a framework where you:

- plan your time – if you know what you are doing and when you will be less stressed about things
- are aware of your strengths and weaknesses and attempt to do something about the weakness
- don't judge yourself by other people saying what they have or haven't done, focus on what you are doing and what you know (especially the morning of the exam)
- remain in control rather than letting your anxiety take over
- identify what is causing the concern and tackle the cause; most problems have solutions if you face them positively
- seek help and share your worries with someone; even talking about a problem helps to dissipate the stress it is causing and can open the way to a solution
- practice breathing and relaxation techniques, take some physical exercise; do something different but strongly focused to take your mind temporarily off revision and examinations
- leave some time and diversion to wind down at the end of the day before you go to bed, so that you are not trying to go to sleep with unanswered thoughts buzzing around in your head
- live a regular and moderate routine; eat, drink and sleep normally and with a healthy routine (YES 8 hours a night is what you should have!), get some exercise, avoid caffeine and sugar and other "energy" supplements
- make lists to tick off so that you can identify your progress
- congratulate yourself for what you have achieved
- keep things in perspective.

Personality traits and stress

I must get things finished once started	1 2 3 4 5 6 7	I don't mind leaving things temporarily unfinished
I am highly competitive	1 2 3 4 5 6 7	I am not competitive
I am always in a hurry	1 2 3 4 5 6 7	I am never in a hurry, even when pressured
I am uneasy when waiting	1 2 3 4 5 6 7	I am able to wait calmly
I am always going at full speed	1 2 3 4 5 6 7	I am easy going
I try to do more than one thing at a time. What's next?	1 2 3 4 5 6 7	I take one thing at a time
I want recognition from others for a job well done	1 2 3 4 5 6 7	I am concerned with satisfying myself and not others
I am fast at doing things	1 2 3 4 5 6 7	I am slow at doing things
I have few interests	1 2 3 4 5 6 7	I have a large number of interests
I often set my own deadlines	1 2 3 4 5 6 7	I never set my own deadlines
I always feel responsible	1 2 3 4 5 6 7	I feel limited responsibility
Quantity is more important	1 2 3 4 5 6 7	I never judge things in terms of quantity, just quality
I am very precise and careful about detail	1 2 3 4 5 6 7	I am not very precise

Useful websites

Use this page to note down useful websites for different subjects.

English	Maths www.mymaths.co.uk	Science
Religious Education		

And finally

Remember how proud we are of how far you have come already and we are here to help.