

# [ATTITUDE]

“Attitude is more important than the past, than education, than money, than circumstances, than failure, than successes, than what other people think or say or do. I am convinced that life is **10% what happens to me and 90% how I react to it.**”

Charles Swindoll

What do you think?

What type of situations get you stressed?

What stresses you out at school?

Why do your exams cause you stress?

# Examinations and stress

We need to distinguish between:

A – **Eustress** (positive and motivational)

B – **Distress** (damaging to health and relationships)

Can you think of examples to each?



A) What can you see in this picture?

B) What can you suggest from the evidence?





## Recognising stress

- These are high stakes examinations and you might be feeling under pressure;
- This pressure might begin to grow between now and May;
- You can take control of this
- Your teachers have a plan – so trust them
- Remember, a bit of anxiety is positive and motivational

What techniques can you think of to help alleviate stress?

Imaging that you only have 8 hours to revise for one exam. Is it better to revise for 8 hours in one stretch? Or is it better to spread the 8 hours over a period of days?

Research shows that shorter periods of intense/focused revision are more effective than longer non-focussed periods of time!



**Cramming** is when you try and do a lot of revision all in one, intensive session.

**2 HOURS**

**Spaced practice** is when you break up learning into a number of short sessions - over a longer period of time.

15mins

15mins

15mins

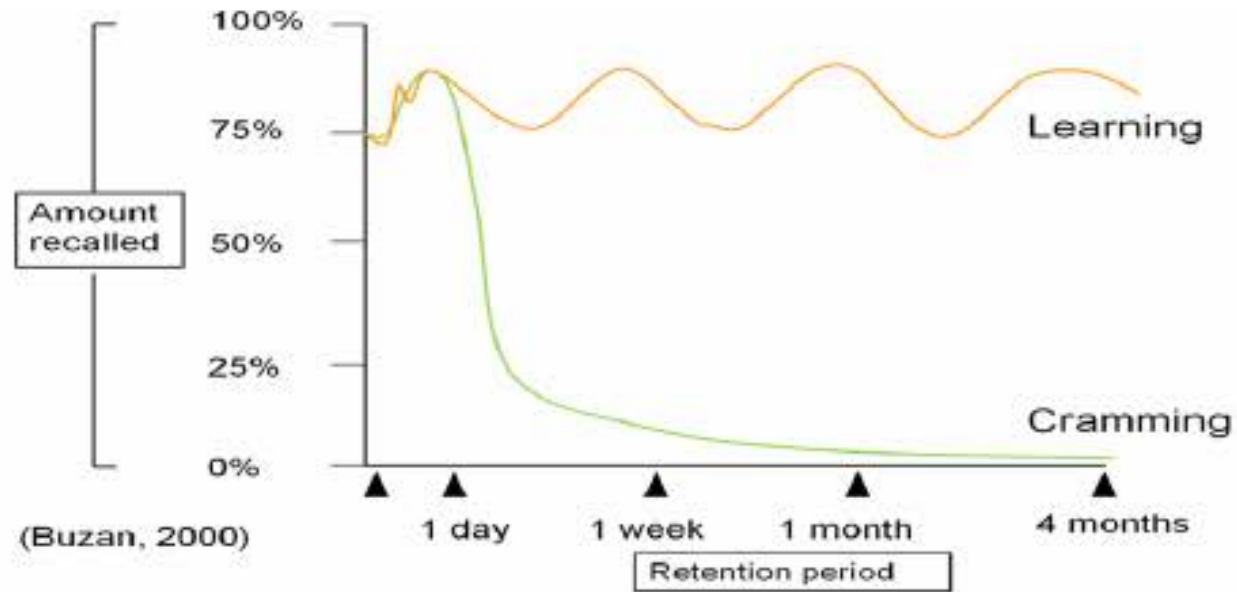
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- ▶ Exam preparation begins as soon as your course starts
- ▶ Little and often is best for learning and recall
- ▶ Prioritise topics that have been central to the course
- ▶ Focus on the ones that interest or challenge you the most
- ▶ Follow any advice given by your lecturers.

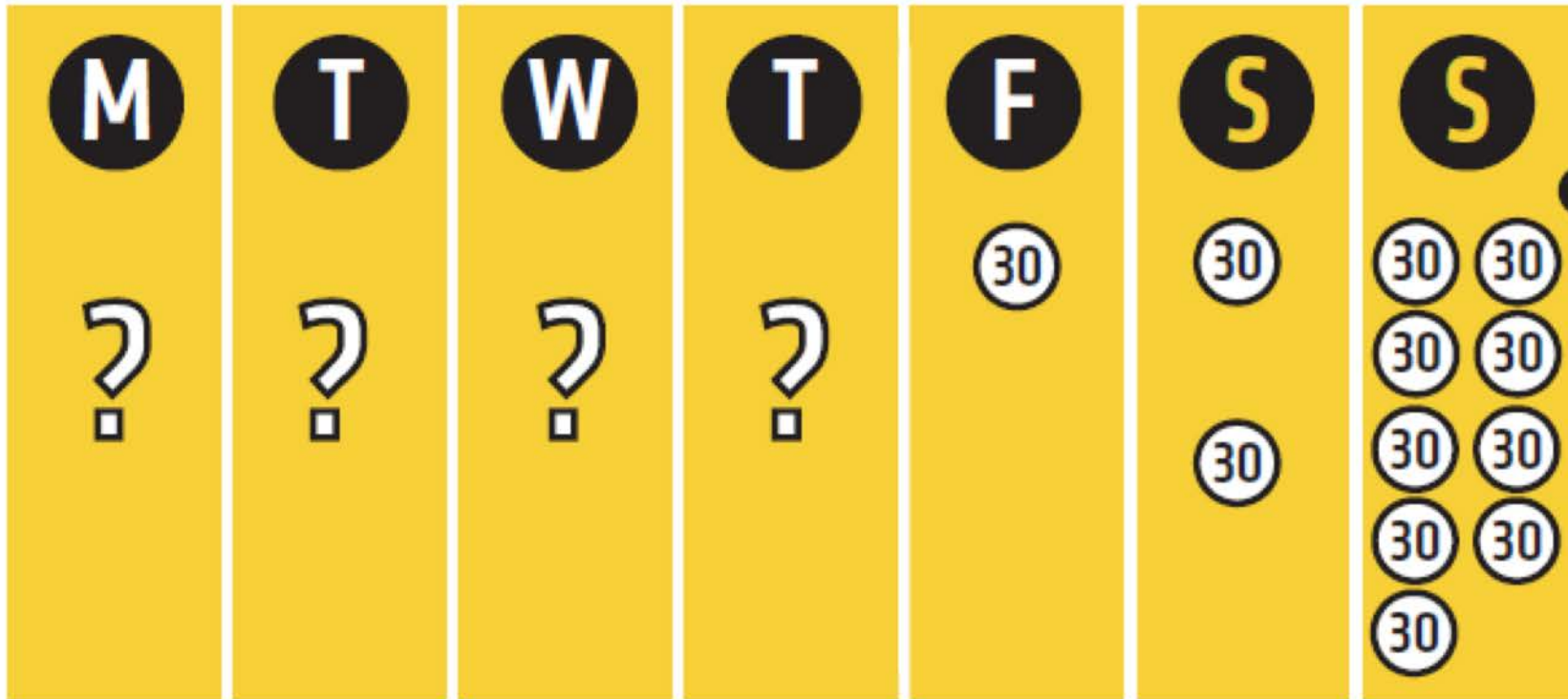


# Spaced Practice

*Procrastination is part of human nature. Simply put, the human brain doesn't want to have to think hard and will take all kinds of shortcuts in order to avoid it. This usually results in putting things off until you have no other option but to do it last minute. By spacing out your revision in smaller chunks over a period of time, you will remember that material far better and will also be a lot less stressed.*

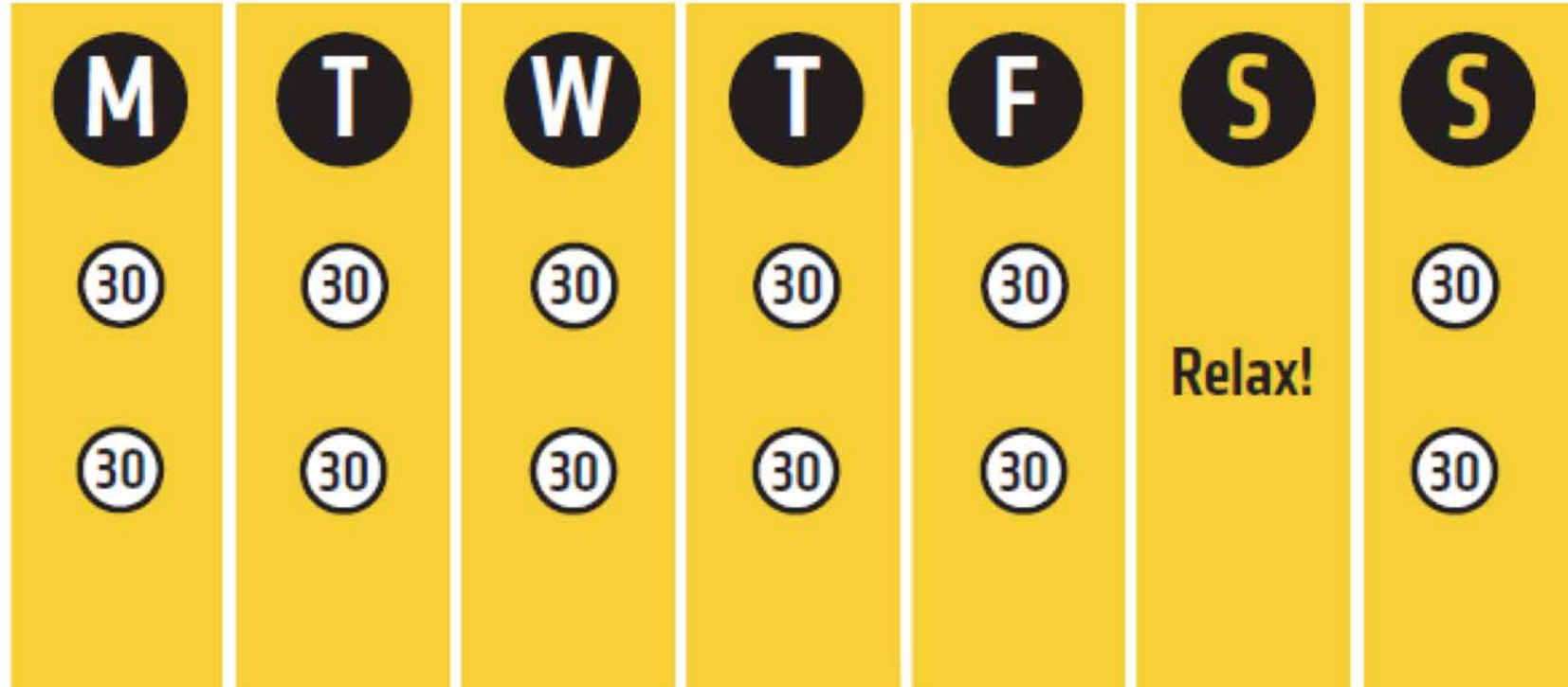
*Putting off the work is a lot harder than doing the work.*

Let's say you have a test one week and you have 5 hours to prepare for it broken down into 30 minute chunks. Very often that process looks like this.



**CRAM**

**TEST**



By breaking up your revision into 30 minute chunks and spacing out the time between revision, you will consolidate what you have learned and retain the material much more effectively.



# Interleaving

*As we have seen with spaced practice, leaving gaps between studying is very effective but what if you are studying multiple topics within a subject? Interleaving means mixing it up and not studying all the material at once.*

<b>M</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>F</b>
MACBETH	AN INSPECTOR CALLS	CREATIVE WRITING	UNSEEN POETRY	JEKYLL AND HYDE
MACBETH	AN INSPECTOR CALLS	CREATIVE WRITING	UNSEEN POETRY	JEKYLL AND HYDE
MACBETH	AN INSPECTOR CALLS	CREATIVE WRITING	UNSEEN POETRY	JEKYLL AND HYDE

**Plan Ahead!**

Revision needs to start as soon as possible. You already need to consider all of the topics and facts from Year 10. What revision plan could you put in place for this half term?

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
English Language P1 Q4		Science- Physics		English Language P1 Q2&3		Maths- Algebra
Science- Biology		Maths- Conversion		Maths- Graphs		Science- Chemistry
Maths- Trigonometry	Science- Chemistry	English Language P2 Q4				English Language P2 Q2&3

Plan your revision strategy like the one below. Go more in depth and realistic by including a specific topic or focus.



**Interleaving** is when you switch between topics.

Remember that your revision and preparation needs to be **reasonable** and **realistic**. Most failed revision strategies are as a result of impossible expectations and being overwhelmed with work!



**STEP**

**1**

Make a list of all the important information you need to know from a particular unit or chapter.

**STEP**

**2**

Close the books and create a quiz using flashcards or a

**STEP**

**3**

Try to retrieve everything you remember.

**STEP**

**4**

Go back and check all your answers.



- ▶ **Avoid writing straight away!**
- ▶ Check all instructions – misreading instructions will cost you marks
- ▶ Allow time for planning and understanding (You always have 5-10 mins!).
- ▶ Read through the questions 2-3 times:
  - ▶ Underline instruction words/content words
  - ▶ Brainstorm initial ideas
  - ▶ Put ideas into an order
- ▶ Divide your time according to the weighting of the questions



# GOALS

S pecific

M easurable

A ttainable

R ealistic

T ime based

Set yourself 3 SMART goals.

Q: How are YOU going to measure these goals?

Q: What time-frame are you going to work with?