



DON'T LET  
SELF-DOUBT  
deter you from  
progression  
ALWAYS  
focus <sup>ON</sup> learning  
- BRITTANY ZAMBROWICZ  
(SMITTEN IMAGERY)  
Asai

# Parent & Student Seminar



Peter Ackers

Principal

Welcome and introduction

# ANATOMY OF A TEENAGER'S BRAIN

THE  
BIRDS  
AND THE  
BEES  
LOBE

RÉBELLION  
CENTER

SUPERTURBO  
RÉBELLION  
CENTER

SELF  
IMAGE

FITTING-  
IN  
GLAND

INTERJECT/PHONE  
ADDICTIONS

PRONE TO  
BRUISING

CENTER OF  
UNIVERSE  
CENTER

EVERY EPISODE  
OF THE  
SIMPSONS

INDESTRUCTIBILITY  
CORTEX

PEER  
PRESSURE  
RESISTANCE

SLANG DECODER

"COOL"  
GAUGE

PERSONALITY  
FORGOTTEN

MEMORY  
FOR MUSIC

LOVE  
FOR PARENTS

SLAM  
DOOR  
REFLEX

CAR  
KEYS  
CRAVING

ABILITY  
TO BE  
SEEN IN  
PUBLIC WITH  
PARENTS

JUDGEMENT  
GLAND

MEMORY  
FOR CHORES,  
HOMEWORK, ETC.

SLINGING  
BOY  
MISOGY

ALL THE  
ANSWERS


MarkParisi@aol.com

WWW.OFFTHEIRBRAIN.COM  
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Vernice Young

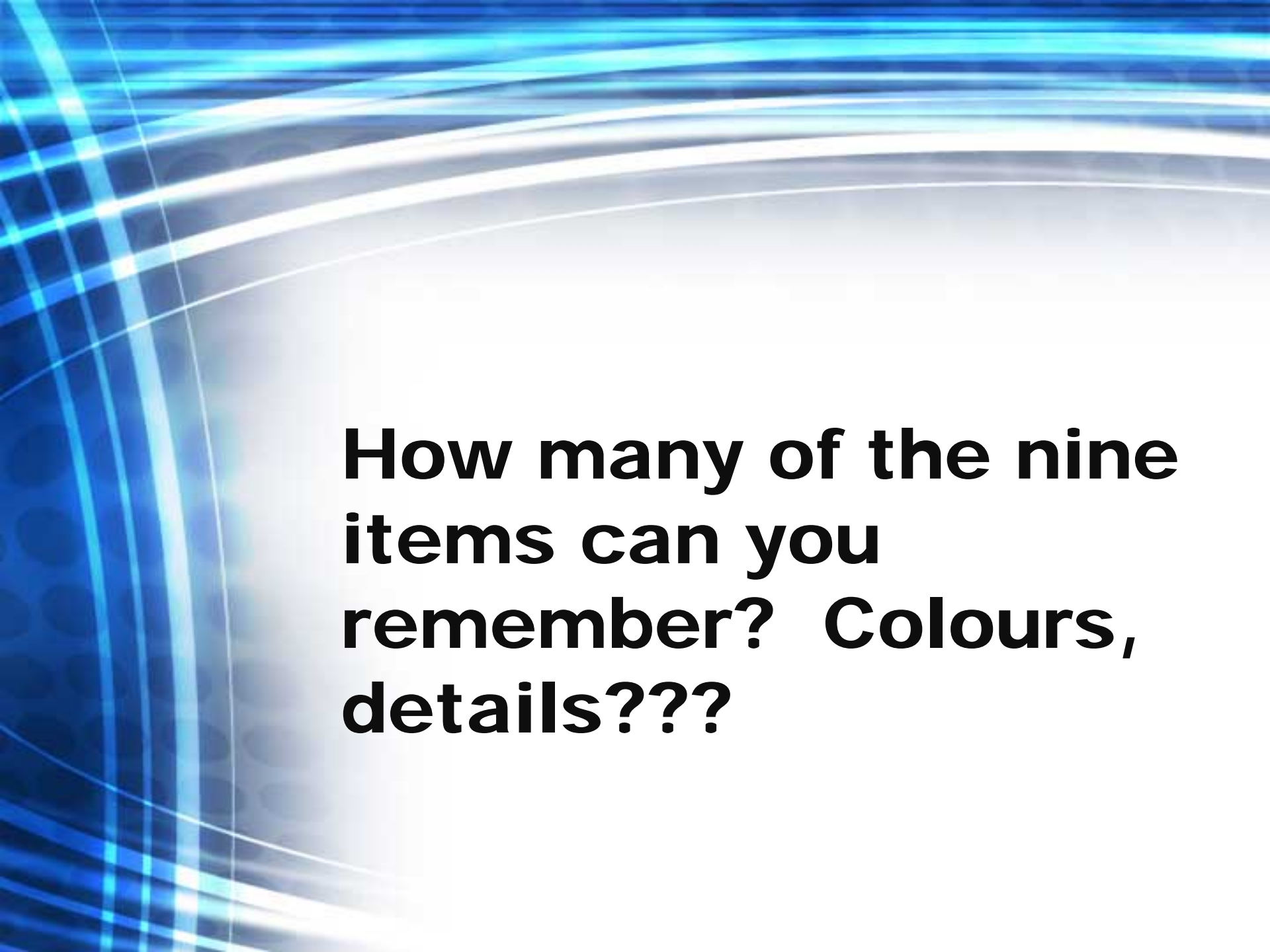
Assistant Principal



Look at the following  
slide for 1 minute







How many of the nine  
items can you  
remember? Colours,  
details???





# Learning Styles

- Type 1: Auditory Learner
- Type 2: Visual Learner
- Type 3: Kinesthetic Learner

What does this mean???





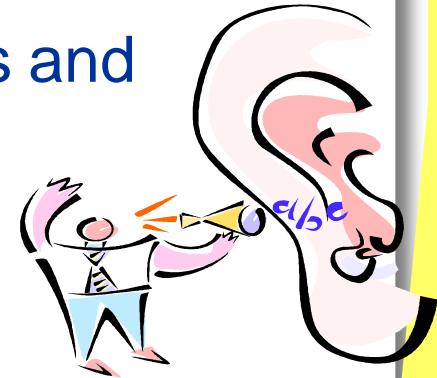
Auditory

# Learning Styles - EARS

Auditory learners receive information best by hearing and give answers best verbally.

## ■ Positives:

- Excellent in class discussions
- Enjoy talking in general
- Remember information from lectures and discussions
- Think and talk simultaneously



# Learning Styles - EARS

## ■ Negatives:

- Speak without thinking first
- Easily interested by neighbours, noise
- Can be overwhelmed by large reading and writing assignments.
- Tend to skip instructions on tests, miss details in multiple choice questions
- Tend to “read aloud” (subvocalize) in order to process information through ears

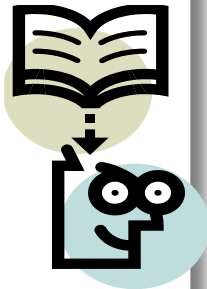




Visual

# Learning Styles – EYES

- Visual learners take in information by seeing it, reading it, and usually give answers best by writing.
- Positive: school is made for you!!
  - Read the words on the board
  - Write in your planner
  - Read the chapter
  - Write an essay
  - Fill in the circle, make no stray marks!!
  - Do not interrupt or talk to your neighbour in class.





# Learning Styles - EYES



## ■ Negatives:

- Miss verbal directions or assignments
- Lose track of classroom discussion
- Distracted by loud, noisy environments
- Become bored during lectures
- Score low on “listening skills” section of tests
- More difficulty learning a foreign language



# Learning Styles - Kinesthetic

- Kinesthetic learners take in material best when touch, texture, and movement is presented. They give answers best when a variety of modes are allowed such as art, design, presentation, discussion, and acting.
- Positives:
  - Creative, global thinking, 'out of the box' solutions to problems.



# Learning Styles - Kinesthetic

- Negatives:

- One-style, visual or auditory, can be missed
- Too many details can cause “brain-freeze”
- Tend to be moving, active, fidgety in class
- Tend to have reading difficulties, dyslexia
- Tend to feel “dumb” for missing details despite having great creativity and often high intelligence.
- Require more teaching modalities for success

<http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>

Visual  
SEE IT



Auditory  
HEAR IT



Kinesthetic  
DO IT





# Role of the Parent/Caregiver

- Encouragement
- Surroundings
- Be firm but fair
- Eliminate: BYOD – bring your own distraction!!!

# Setting High Standards

## ■ Expect Excellent Work

- Expect good, readable handwriting
- Use complete sentences
- Answers questions thoroughly, using examples and details
- Encourage student to double-check their work (especially in math)

■ By doing these things students learn more and don't need to study as much!

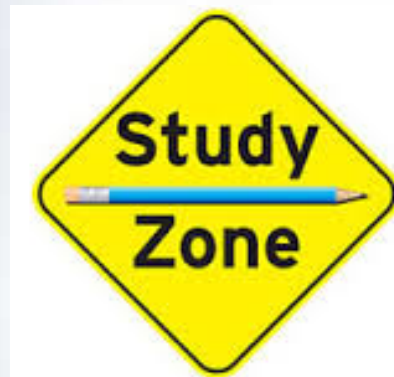
# Organizational Skills



**Students  
remember more if  
they do their  
homework in the  
same place and  
same time each  
night!**

# Organizational Skills

## - Where • **STUDY ZONE!**



Come in. Get it done.

- Quiet but somewhere that you can see the student
- Sufficient light
- Consistency – not the kitchen table but perhaps a study area close-by



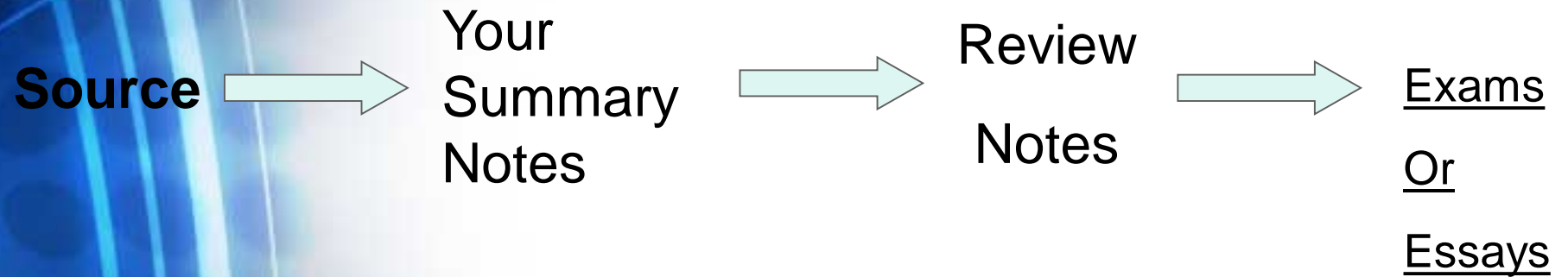


# Organizational Skills

- Where
  - STUDY ZONE
    - Blah surroundings – not visually distracting
    - Supplies available – dictionary, tools, paper, water bottle, timer, calendar
    - File box or drawer with labeled folders



# Notes



# Summary

## Be careful with $\tan^{-1}$

Because  $\tan^{-1}$  returns values between  $-\frac{\pi}{2}$  and  $\frac{\pi}{2}$ , the formula  $\arg(x+iy) = \tan^{-1}(y/x)$  only works if  $x > 0$ . This can cause problems in e.g. Qs 2vi and 10 of Complex Methods sheet 1.

2vi Where is  $u = \tan^{-1}\left(\frac{2xy}{x^2-y^2}\right)$  harmonic and find an analytic function whose real part is  $u$ .

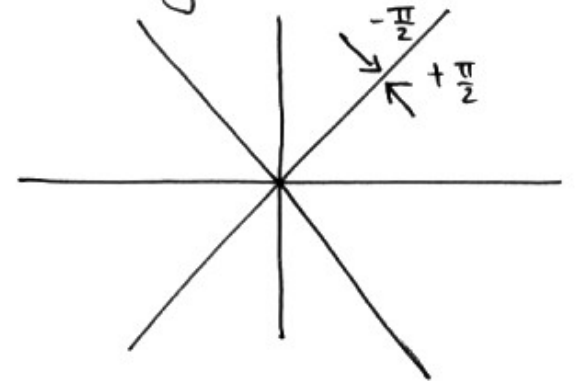
First we determine where it is definitely not harmonic. Consider the lines  $y = \pm x$ .

As  $(x,y)$  approaches the line  $y=x$  from below ( $x,y > 0$ ) (see picture), we have

$$\frac{2xy}{x^2-y^2} \rightarrow \infty, \text{ so } u \rightarrow +\frac{\pi}{2}.$$

If we approach from above,  $u \rightarrow -\frac{\pi}{2}$ , so  $u$  is discontinuous. Similarly in the other quadrants.

So we assume  $x^2 \neq y^2$ . If  $x = r \cos \theta$ ,  $y = r \sin \theta$  then  $u = \tan^{-1} \tan 2\theta$ , which equals  $2\theta$  provided  $-\frac{\pi}{4} < \theta < \frac{\pi}{4}$ . In this case, we can



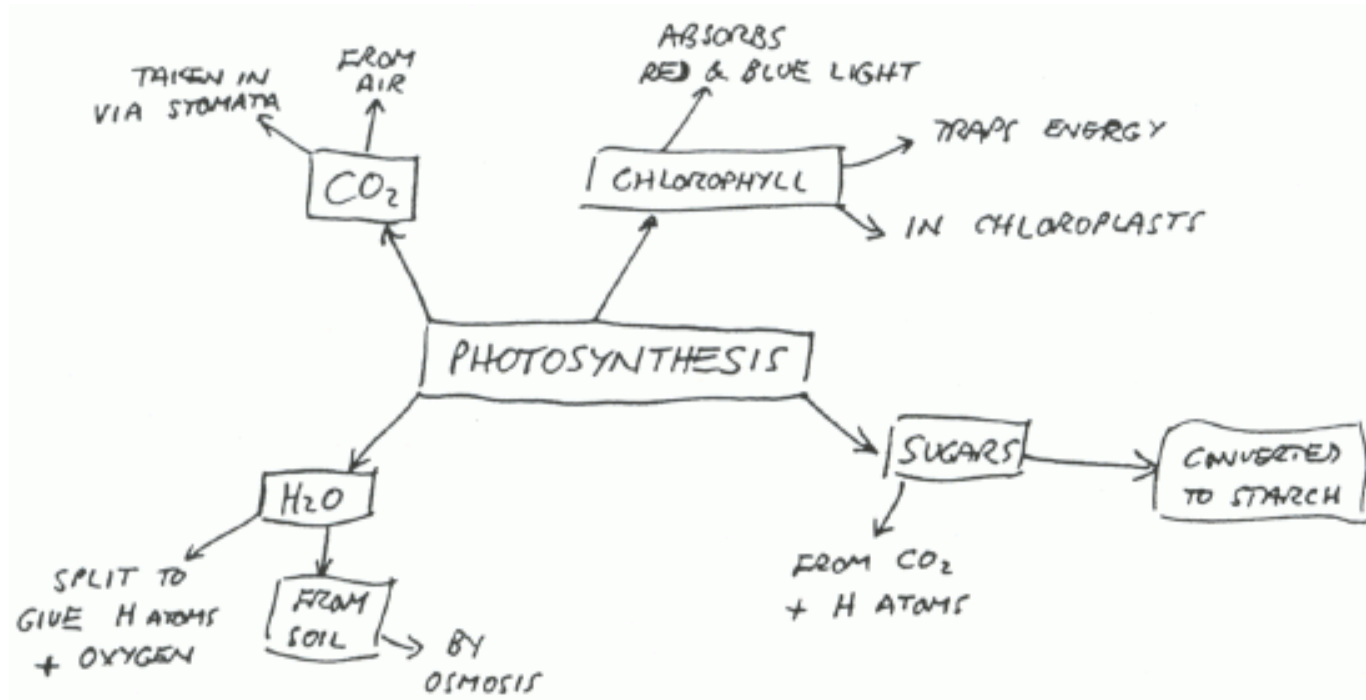
# Outline

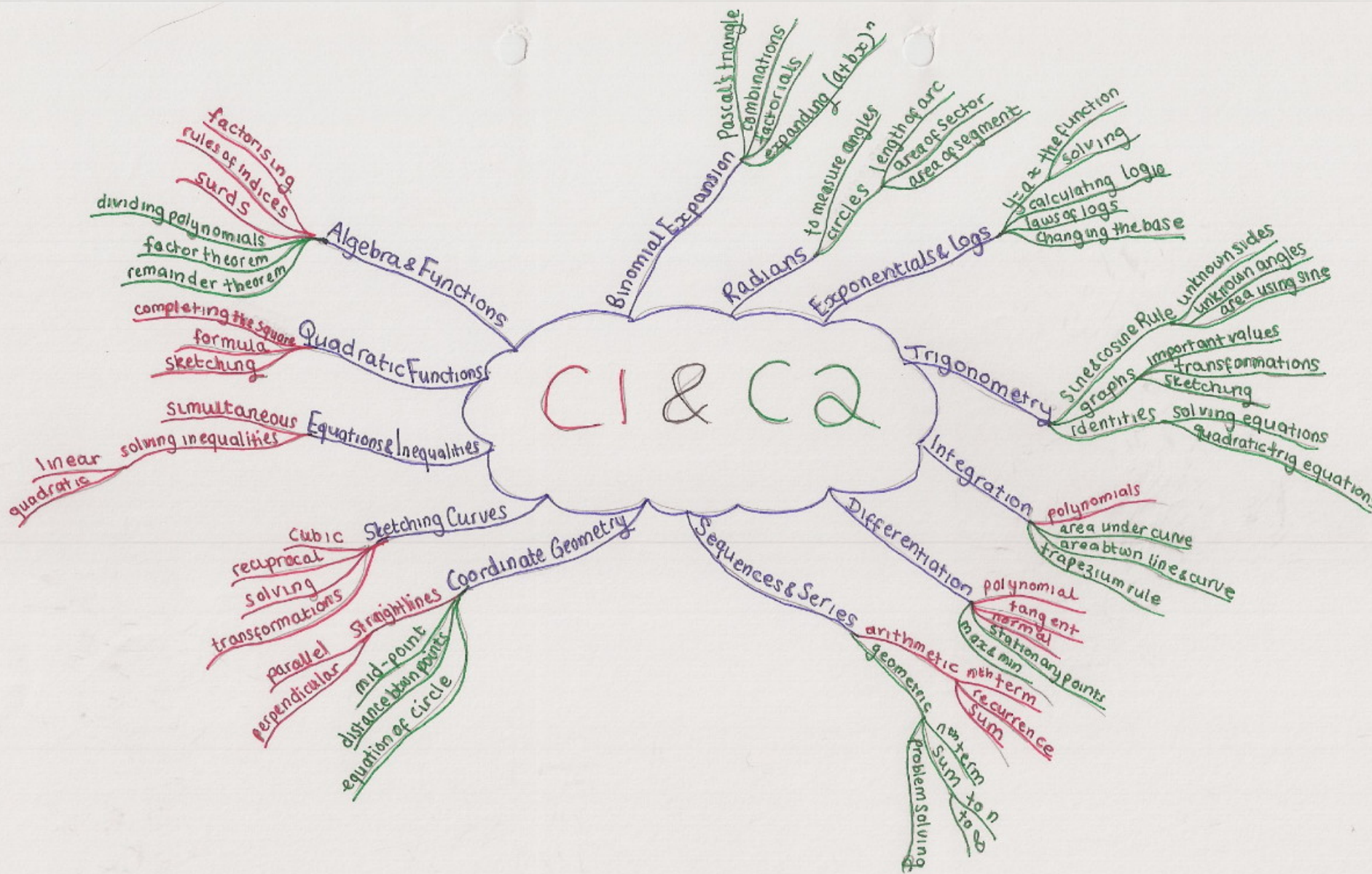
## The Art of Reading Actively

- A. Active = purposeful, critical, questioning.
- B. Look for Main Ideas
  - 1. Survey (SQ3R) for general ones (Ch 5)
  - 2. Read paragraphs for more specific ones
    - a) Each para usually has one main idea.
    - b) Usually in topic sentence (1st or last?)
- C. Look for Important Details
  - 1. e.g. proof, example, support for main idea
  - 2. Usually at least one per main idea
  - 3. Which do I consider important?
- D. In hunt for main idea and important details:
  - 1. Watch for signposts
    - a) Visual (layout, etc)
    - b) Verbal (cue words)
  - 2. Study diagrams, etc.
  - 3. Don't ignore difficulties
- E. Evaluate the text
  - 1. Be sceptical (Expect the author to prove)
  - 2. Compare with my own experience
  - 3. What do I get from it?
  - 4. Discuss with other students
- F. Make Notes:
  - 1. If I need them (for my purposes)
  - 2. At Recall stage (of SQ3R)
  - 3. Compare with other students'.
- G. Concentrate:
  - 1. By seeking understanding (not memorisation)
  - 2. and see Chapter 4 hints.
- H. Vary reading speed:
  - 1. according to purpose
  - 2. but not at expense of understanding.



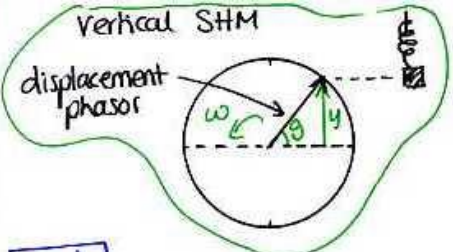
# Concept Maps





Mind Maps

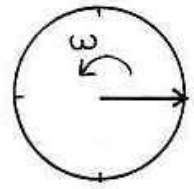




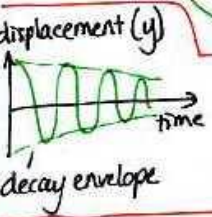
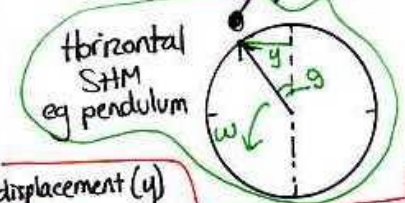
$$f = \frac{1}{T}$$

$$\omega = 2\pi f$$

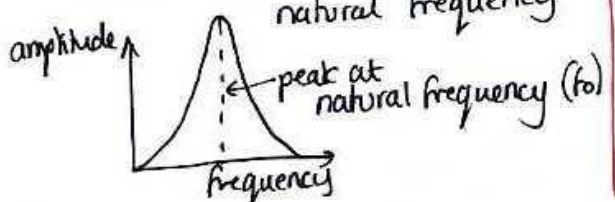
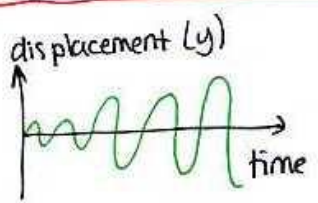
$$\omega = \frac{\Delta\theta}{\Delta t}$$



$\omega$  = angular frequency

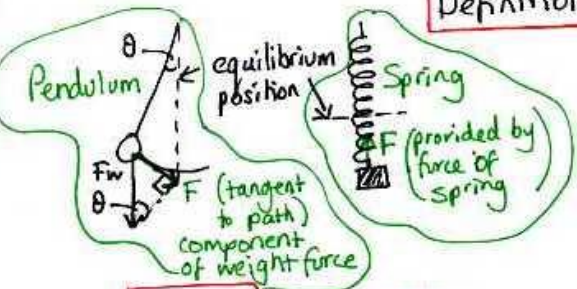


**Damping**  
Due to energy being converted to heat, because of friction & air resistance.



Energy is added by applying a force. Gives large amplitude if it is in time with natural frequency

**Resonance**



**Vectors**  
For  $F, v, a, y$  opposite direction to  $y$  for pendulums and springs

**Definitions**

Motion repeats  
force is proportional to displacement, and in the opposite direction (as  $F=ma$  this is also true for acceleration)

$$a = -\omega^2 y$$

and as  $F=ma$  also  $F = -\omega^2 y \times m$

**NOT SHM** if the force is not changing  
eg only force acting is gravity

These can be proved by using the reference circle.

**Equations**

Starting at the equilibrium position,  $y$  increasing

$$y = A \sin \omega t \quad v = A \omega \cos \omega t \quad a = -A \omega^2 \sin \omega t$$

Starting at maximum displacement

$$y = A \cos \omega t \quad v = -A \omega \sin \omega t \quad a = -A \omega^2 \cos \omega t$$

**Period** = time for one oscillation  
(left to right and back again OR up, down and back up)

$$T = 2\pi \sqrt{\frac{L}{g}}$$

pendulum

$$T = 2\pi \sqrt{\frac{m}{k}}$$

spring

Know what affects the period of each eg. pendulum  $T$  not affected by mass

**SHM**

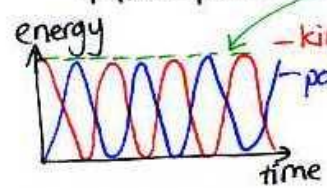
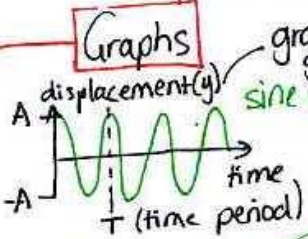
**Maximums**  
from equations max when  $\cos \omega t$  or  $\sin \omega t = 1$

$$y = A$$

$$v = A \omega$$

$$a = A \omega^2$$

**Graphs**

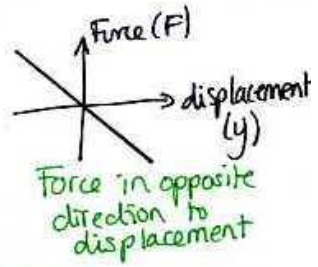


$$E_p = \frac{1}{2} k y^2 \quad E_{K(LIN)} = \frac{1}{2} m v^2$$

$$\Delta E_p = m g \Delta h$$

gravitational potential for a pendulum

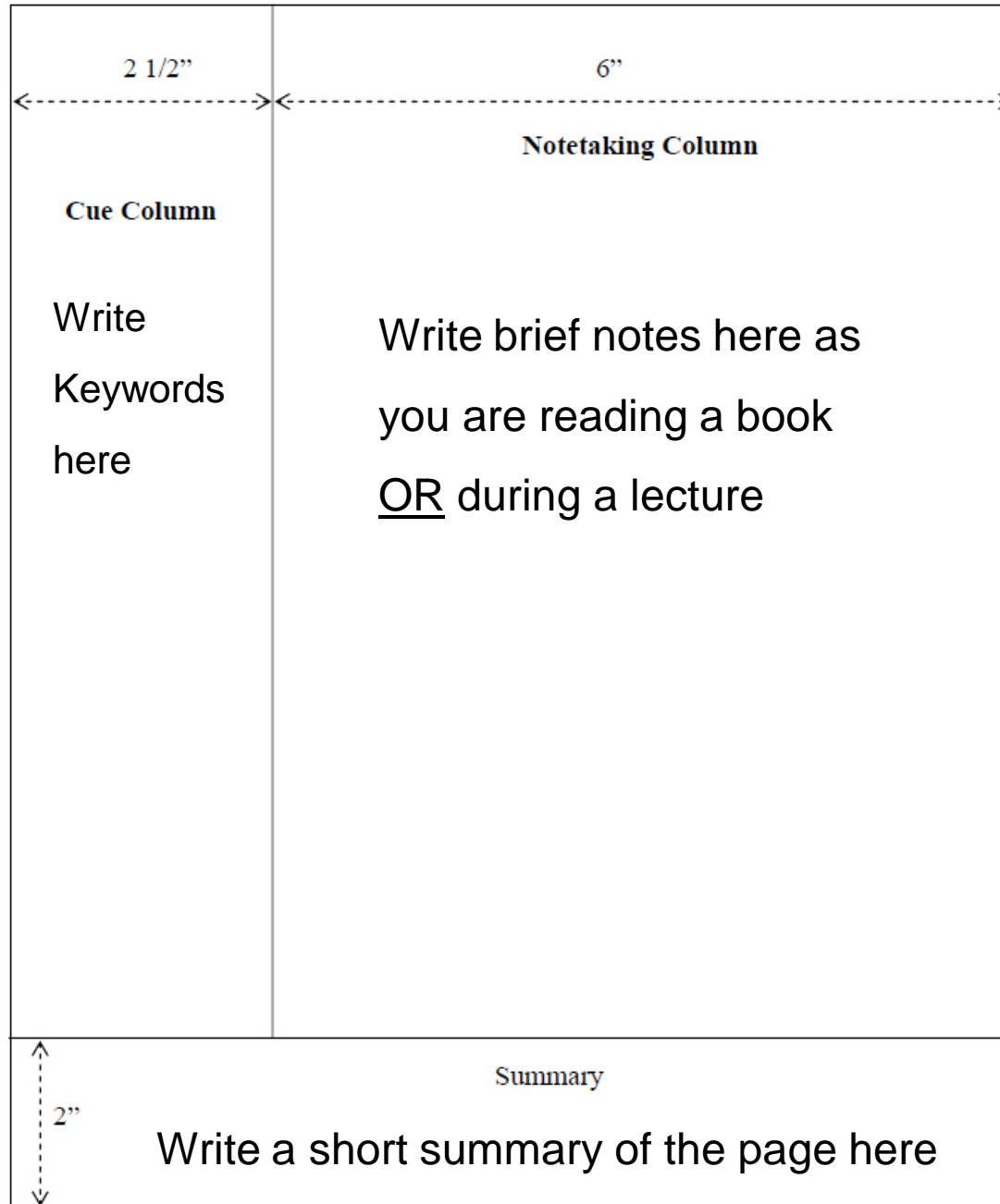
elastic potential for a spring



Total energy = max kinetic energy = max potential energy



## The Cornell Note-taking System



# Time Management



- Getting Homework DONE
  - Be REALISTIC about how long things take
  - DIVIDE large tasks into smaller ones with shorter time frames, “personal” due dates
  - START a task, write down your ideas, begin the reading = ANYTHING to get started.
  - Now that you have started, plan out how to finish on time.





# **Drinking from the Fire Hydrant**

to be overwhelmed (with  
information, work, etc.); to  
do something intensely; to  
be inundated





# Time Management



- Drinking from the Fire Hydrant
  - When there isn't enough time to do it all
  - Learn to Get the Big Picture
  - Do the most important, costly work first
  - Skim and review the main ideas
  - Do something for each subject daily, even if there is no assignment that day.



## SMART Goals

S = Specific

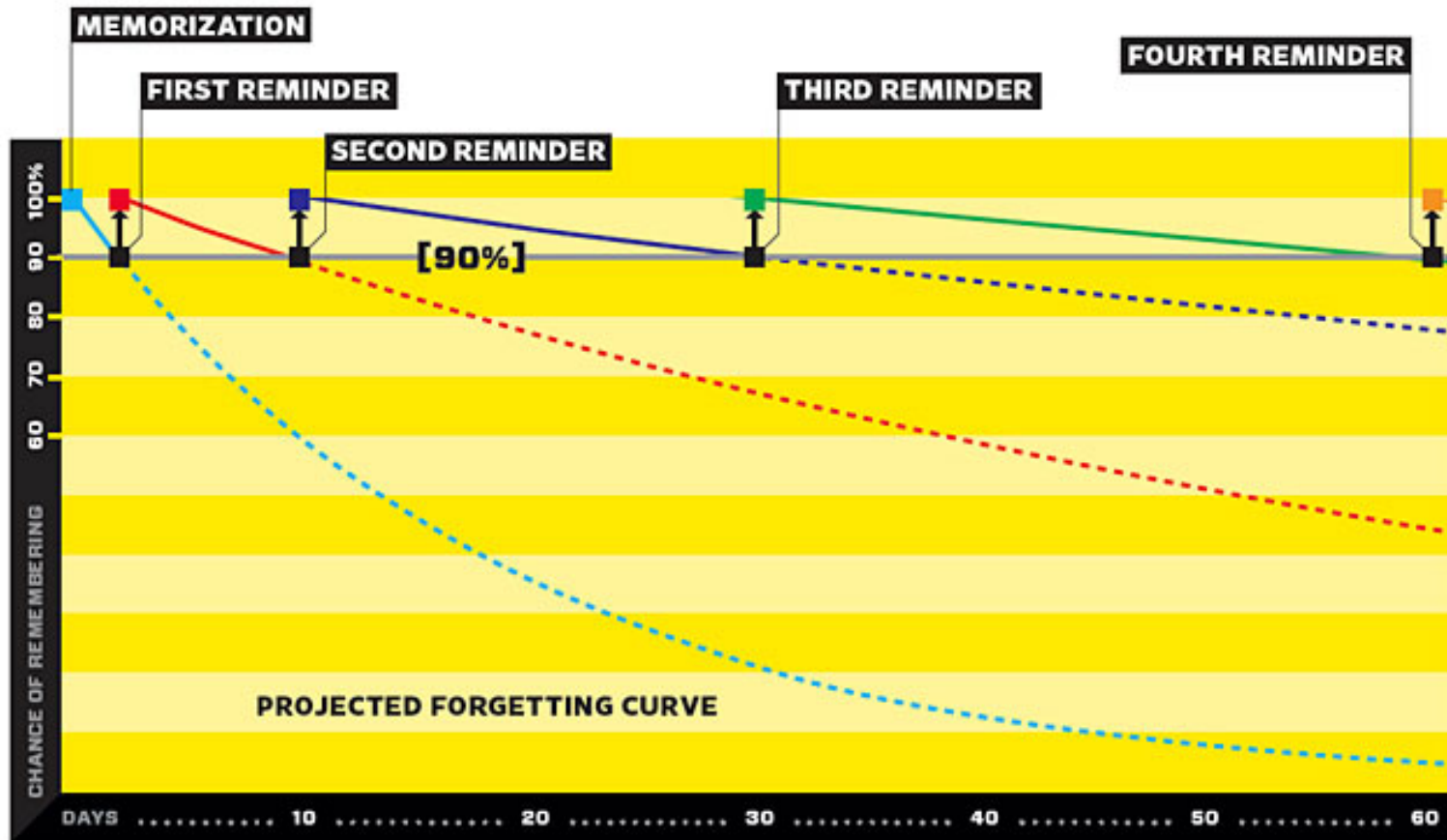
M = Measurable

A = Achievable

R = Relevant

T = Time-Bound

# Ebbinghaus Forgetting Curve



Schedule Time for Reviews

# SQ3R

**S = Survey**

Look over the chapter title and all the pictures to get an idea of what you are supposed to learn from the reading.

**Q = Question**

Come up with some questions that could be answered while you read.

**R1 = Read**

Think about answering the questions you came up with and what might come next in the reading.

**R2 = Recite**

After reading a section ask yourself questions about what you have read. You can take notes about the reading.

**R3 = Review**

Review what you have read by covering up the key phrases and seeing if you can recall them.

# Study Skills- Exam & Test Preparation

- DON'T ONLY STUDY THE NIGHT BEFORE\*
- Review as you go
- Save quizzes and homework
- Don't study what you already know well
- Make up study cards for difficult areas
- \*\*\*Of course, review some details, but it is really too late to learn new material.

# Study Skills – Exam / Test Taking

- Eat enough protein for breakfast
- Keep up with water
- Get enough sleep
- Learn how to calm yourself with slow, deep breaths
- Bring extra pens and pencils
- Expect to think clearly – you have prepared well
- Keep track of time as you work through the test.



# Study Skills Resources

- Where students can find information:
  - Subject teachers
  - Homeroom teacher
  - Parents & Caregivers
  - Tutorials
  - Libraries
  - Internet

# Study Skills Seminar - summary

- Identify main learning styles – visual, auditory & kinesthetic
- Review organisational skills
- Highlight time management, goal setting & study skills basics



# Study Skills Seminar - summary

- NEXT
- Specific study skills from our teachers



“Every day  
do something  
that will inch you  
closer  
to a better tomorrow.”

# Study Skills Graphics

## Knowledge

Eg Materials – use acronyms and visual images to learn material types/properties & uses

Useful websites – which include questions /tests:

<http://www.bbc.co.uk/schools/gcsebitesize/design/graphics/drawing/sketchingrev9.shtml>

<http://www.mr-dt.com>

<http://www.technologystudent.com>

## Sketching

Practice makes perfect – student needs to practice under time pressure – using techniques taught

Crating, Line quality, shadow, material type, background/surface, reflection, tone/light source



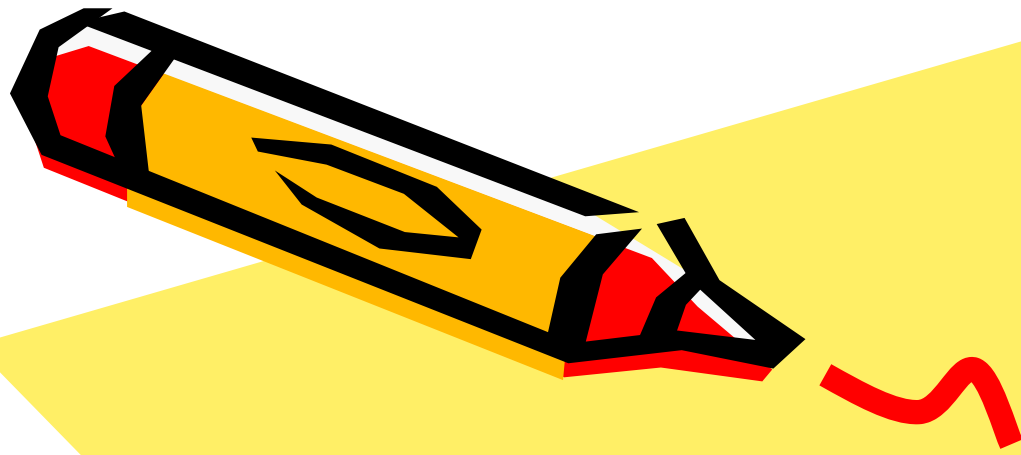
## Instrumental Drawing

Practice makes perfect – student needs to practice under time pressure – using techniques taught.

Ability to read and understand instructions; especially when asked for two things in one question.

Ticking off as you go. Do easy ones first then come back. Allocate max time to questions according to the number of marks.

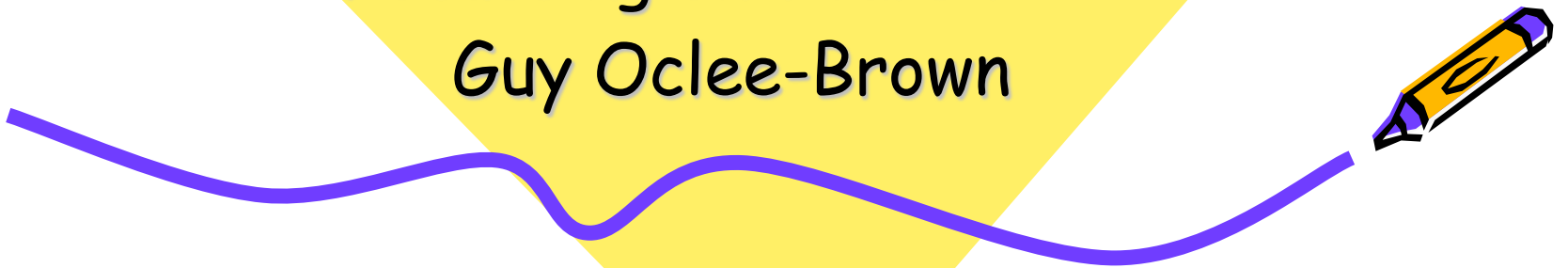
Being organised with equipment before the examination!



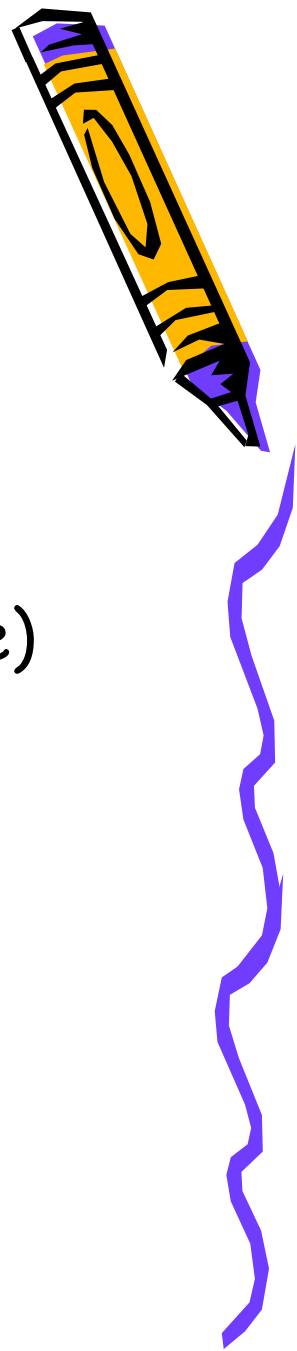
# Science Study Skills

Focussing on Years 7-10

Guy Oclee-Brown



# How to revise?



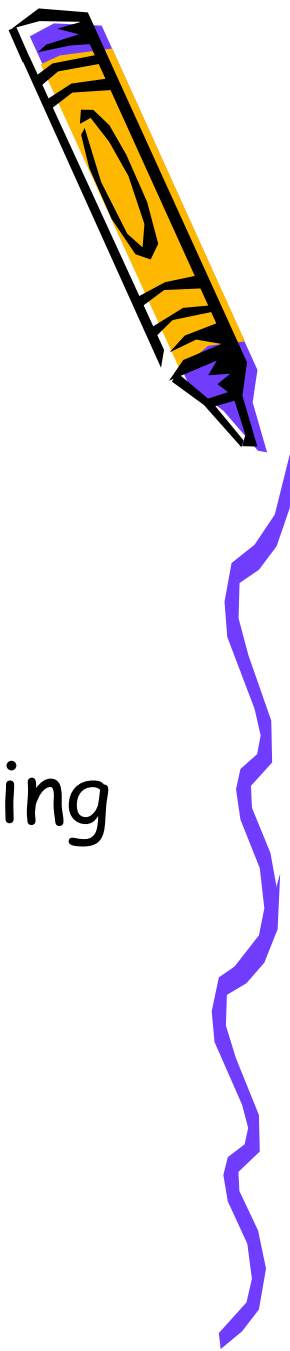
- Read workbooks
- Redo questions
- Write notes (especially Years 10 and above)
- Use Visuals - Mind Maps/Loops etc.
- Make "podcasts".
- Websites (caution) - use specifics
- **EXAM PAPER** practice/Past Questions





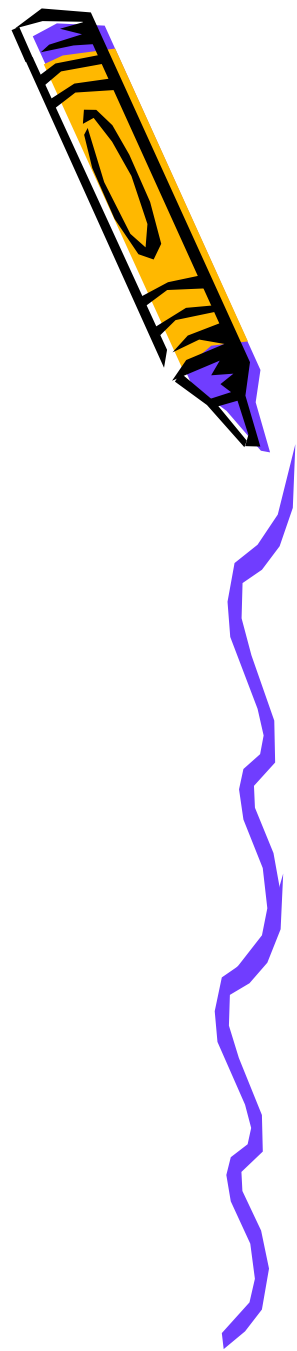
# Year 7

- We have only covered a few topics
- Our objective is to familiarise students with the very basics
- The Year 7 teacher will be discussing revision with the students



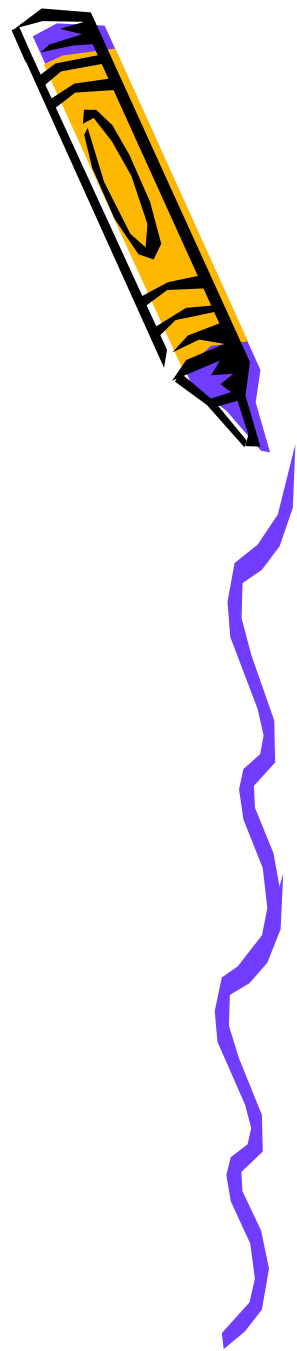
# Year 7 Exams

- 1 Short paper
- Covering topics to date
- Mainly Short Answers
- Comprehension Passage
- Graph work and experiment skills

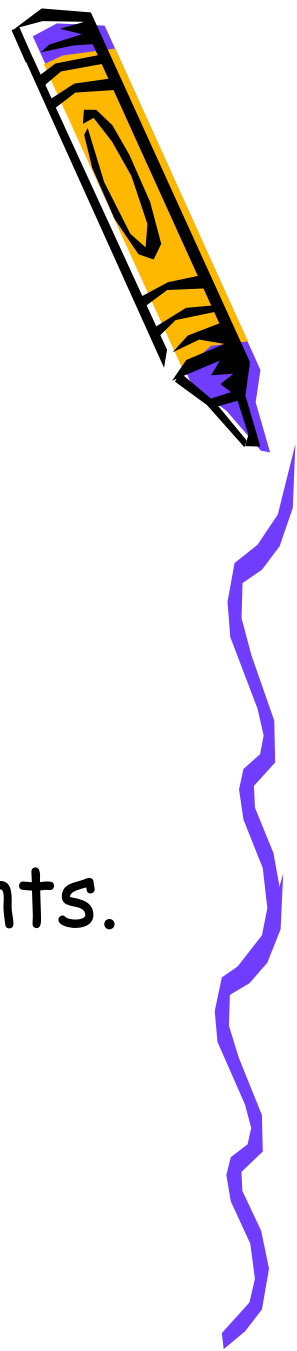


# Year 7 revision

- Use the workbooks as a starter
- Look at questions and worksheets
- Use these as prompts
- Websites
- RELAX!



# Year 8 and 9



- More detail in topics
- Our objective is to familiarise students with the very basics
- The Year 8 and 9 teachers will be discussing revision with the students.



# Year 8 and 9 Exams

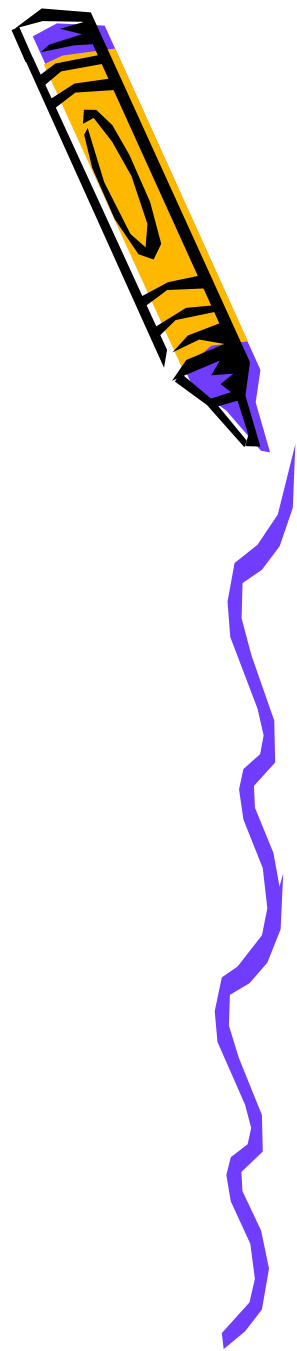


- 1 Paper
- Covering topics to date AND some referring back to experiment skills.
- Mainly Short Answers
- Comprehension Passage
- Graph work



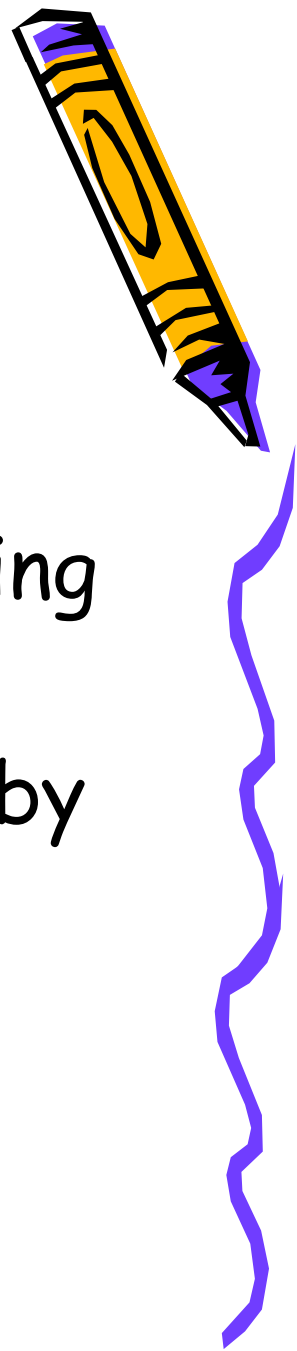
# Year 8 and 9 revision

- Use the workbooks as a starter
- Look at questions and worksheets
- Use these as prompts
- Revision work in Workbooks
- Websites





# Year 10

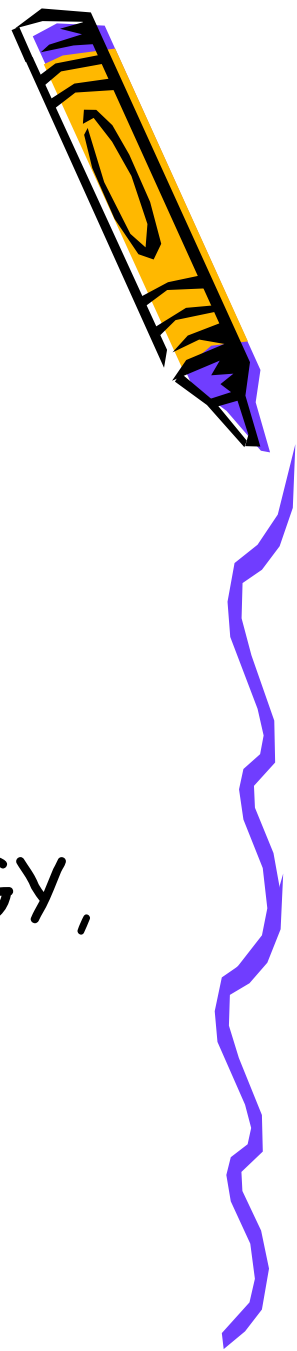


- First Section of IGCSE Course
- Revision of Year 7-9 and Introducing details and more complex ideas
- All three sciences will be covered by and of year, allowing decisions for next year.
- Don't lose books!



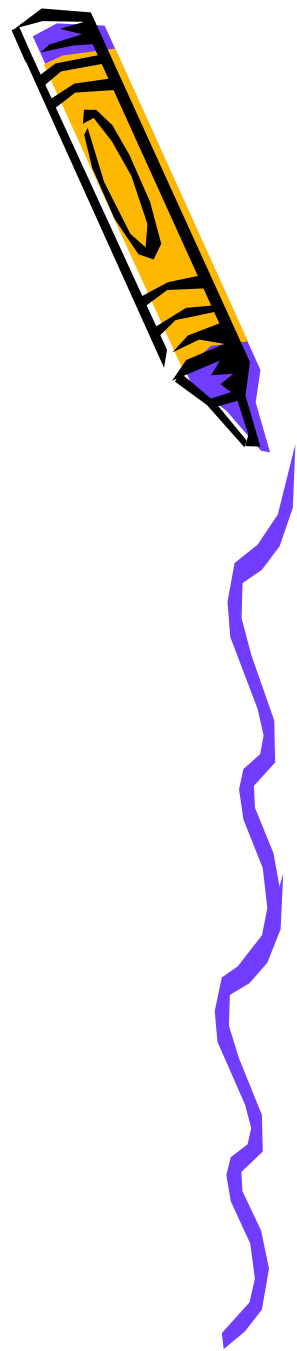
# Year 10 Exams

- 3 papers (mirroring IGCSE)
  - Multiple Choice
  - Short Answer
  - Alternative to Practical
- Covering topics to date in BIOLOGY, CHEMISTRY AND PHYSICS

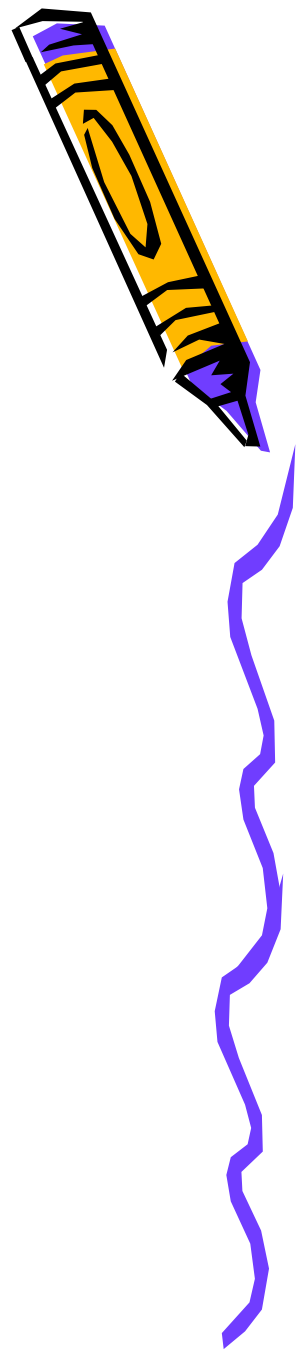


# Year 10 revision

- Use the workbook as a starter
- Look at questions and worksheets
- Some deliberately left blank as revision
- Use these as prompts
- Websites



# Year 11

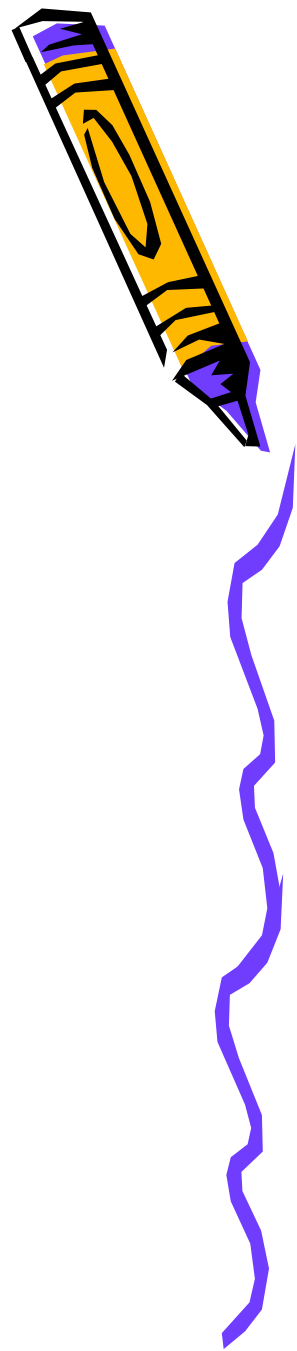


- Subject specific - but mirrors Year 10
- Mixture of Workbooks and Notes
- Textbooks sometimes
- Web-Based Learning
- Exams as Year 10 in EACH subject
- EXAM PAPERS/QUESTIONS!!!!
- Preferred Revision Style?



# Years 12 and 13

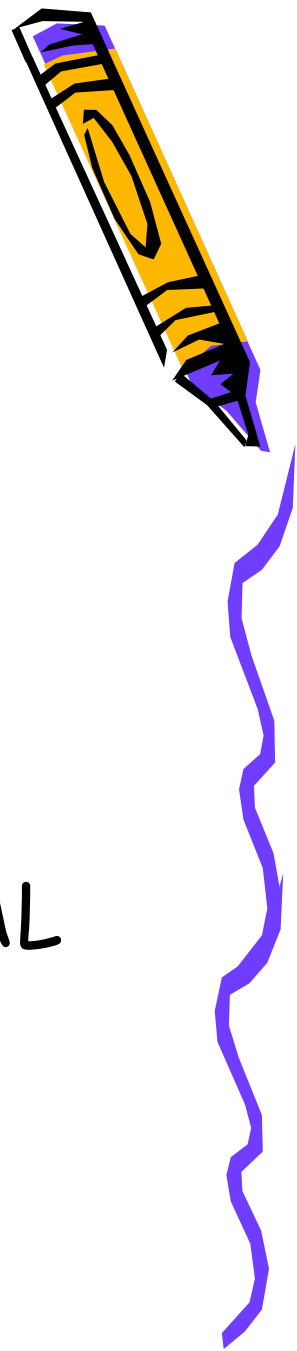
- No Workbooks
- Mixture of Worksheets and Notes
- Textbooks sometimes
- Web-based Learning
- Much Emphasis on Past Papers
- Many Students find re-working notes beneficial





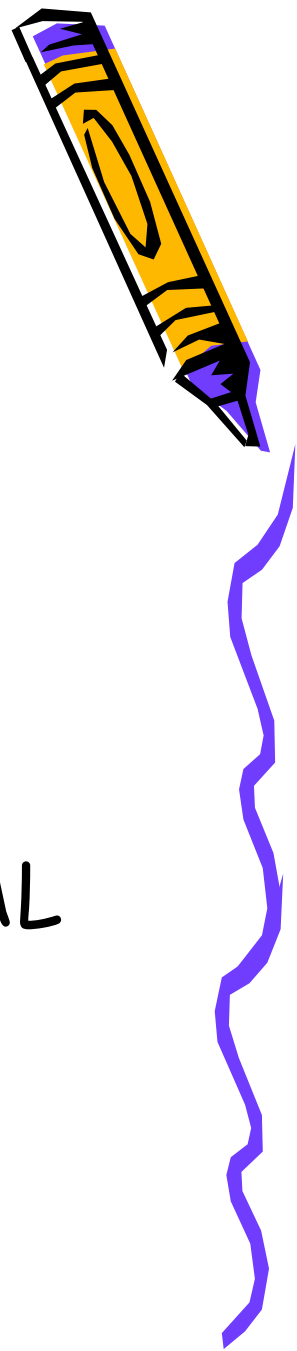
# Year 12 Exams

- Paper 1 - Multiple Choice
- Paper 2 - Short and Extended Questions
- Past Questions/Papers ESSENTIAL



# Year 13 Exams

- Paper 4 - Short and Extended Questions
- Paper 5 - Questions based on Practicals
- Past Questions/Papers ESSENTIAL



# MATHEMATICS DEPARTMENT Vicki Haverkort

# Revision Timetable

Name: \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7.00am							
8.00am							
9.00am							
10.00am							
11.00am							
12.00pm							
1.00pm							
2.00pm							
3.00pm							
4.00pm							
5.00pm							
6.00pm							
7.00pm							
8.00pm							

YEARS 7 - 13

Write notes...

...A4 sheet/s of paper

...On small cards

...In a blank exercise book

**LEARN** the key skills/formula.



# SAT MATH CONCEPTS

## INTEGERS

- +ve, -ve whole #s + 0
- 1 is not a prime
- 2 is smallest prime (even)
- Sum of consecutive integers:  
 $1 + 2 + \dots + n = \frac{n(n+1)}{2}$

## ORDERED OPERATIONS

- Exponents
- Multiplication
- Addition
- Subtraction

## ASSOCIATIVE PROPERTY

$$(a+b)+c = a+(b+c)$$

## DISTRIBUTIVE PROPERTY

$$a(b+c) = ab+ac$$

## LCM & GCF

- LCM - lowest common multiple
- GCF - greatest common factor

## FRACTIONS

- $\frac{a}{b} \div \frac{c}{d} = \frac{a}{b} \times \frac{d}{c}$
- $\frac{a}{b}$  is decimal:  $a \div b$
- $\frac{a}{b} \div \frac{c}{d} = \frac{a}{b} \times \frac{d}{c}$
- If  $\frac{a}{b} = \frac{c}{d}$  then  $ad = bc$

## AVERAGES

$$\text{Avg} = \frac{\text{sum of terms}}{\text{no. of terms}}$$

## PERCENTS

$$\text{Percentage} = \frac{\text{part}}{\text{whole}} \times 100$$

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$$\text{Percentage} = \frac{\text{part}}{\text{whole}} \times 100$$

## CONCEPTS

### LINEAR

- $y = mx + b$
- Perpendicular:  $m_1 m_2 = -1$
- Parallel: same gradient
- Gradient =  $\frac{\text{rise}}{\text{run}}$
- Slope =  $\frac{y_2 - y_1}{x_2 - x_1}$



- Horizontal line:  $m = 0$
- Vertical line:  $m$  is undefined
- Perpendicular:  $m_1 m_2 = -1$

$$y = ax^2 + bx + c$$

## PARABOLIC

- $y = ax^2 + bx + c$
- $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$

## LINEAR FUNCTIONS

- Distance between points:  $\sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$
- Midpoint:  $(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2})$



## CONCEPTS

### VARIATION

- DIRECT variation:  $y = kx$
- INVERSE variation:  $xy = k$
- JOINT variation:  $y = kxz$

### ANGLES

- Vertical angles are equal
- Supplementary angles:  $\angle 1 + \angle 2 = 180^\circ$
- Complementary angles:  $\angle 1 + \angle 2 = 90^\circ$

### TRIANGLES

- Sum of interior angles:  $180^\circ$
- Exterior angles:  $360^\circ$

### QUADRILATERALS

- Sum of interior angles:  $360^\circ$
- Opposite sides are parallel & equal

### POLYGONS

- Sum of interior angles:  $(n-2) \times 180^\circ$
- Exterior angles:  $360^\circ$

### RECTANGULAR SOLID

$$V = lwh$$

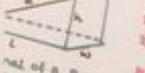
### VELOCITY

$$V = \frac{d}{t}$$

## T MATH CONCEPTS

### RECTANGULAR SOLID

$$V = lwh$$



### VELOCITY

$$V = \frac{d}{t}$$

### LOGARITHMS

$$\log_a a^x = x$$

### SEGMENT



$$A_1 = \frac{1}{2} \pi r^2$$






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1. *Journal of Management Studies*, 1996, 33, 1, 1-15.



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The only way  
to learn  
**mathematics**  
is to do  
**mathematics.**

PAUL HALMOS

Complete  
given revision  
book & mark  
work.



Students should go  
through their  
homework/text/work book  
and reflect on the  
questions they got wrong  
to learn from their  
mistakes.

**DO THOSE QUESTIONS AGAIN.**

YEAR 7-9

Log on to

[www.mathletics.co.nz](http://www.mathletics.co.nz)

and go through the  
topics you need to  
revise.

# Maths Mid Year Exams 2016

## **Year 7 & 8**

Non Calculator 90 minutes

## **Year 9**

Non Calculator (45mins) & Calculator (45mins)

## **Year 10**

Paper 1 (50mins) & Paper 3 (50mins)

## **Year 11**

CORE: Paper 1 (50mins) & Paper 3 (50mins)

EXTENSION: Paper 2 (50mins) & Paper 4 (50mins)

*(paper 1 & 2 are short answered questions, papers 3 & 4 are long)*

## **Year 12**

Pure ( 75 mins) Statistics (50mins)

## **Year 13**

Pure ( 75 mins) Statistics (50mins)

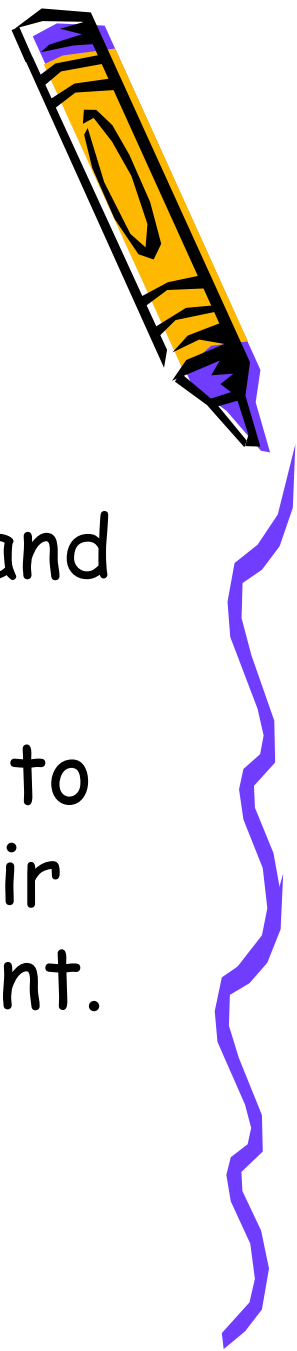


# English Study Skills

Brenda Rudolph



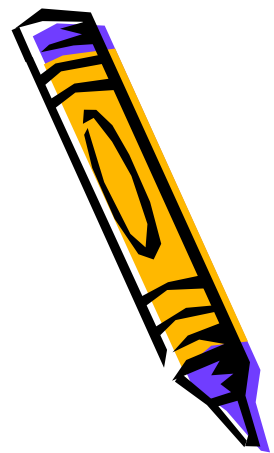
# Quotes and Themes



- Quotes from their texts and how these relate to character, theme and setting.
- Theme/main ideas: Students need to know what the main themes of their text are and why they are important.



# Character and Setting



- Character: How we learn about character through what they say, do and what others say about them.
- Students need to think about what the setting tells us about the character, how it relates to the theme and how it affects the character.





# Senior Students



- It is important for students to practise writing responses to their texts.
- They need to think about how their essay is structured.
- The easiest way to do this is to write a plan of their response to exam questions. They may write several plans before choosing one to write as an essay.



# Junior Students



- Read through notes from class studies.
- They need to know about at least one character, one setting and one main idea from their text. (if studied)
- Creative writing techniques.(if studied)
- Grammar and punctuation skills: They can use their 'Action English' books to help revise.



# SOCIAL STUDIES STUDY SKILLS



PAUL CLARK: History and Geography

# Years 7-9 (Junior Social Studies)

- Start **NOW**... work in small but regular chunks – little and often.
- **INCENTIVISE** – create rewards for getting through the work.
- **Create** keyword cards with a brief description on the back. Read them aloud to yourself whilst walking around your study area!! Put a basket at the end of your room and throw the cards into it when you have learned them!!
- Create a **quiz** of facts and test a study buddy. Get them to do the same for you!
- Write down key facts on **STICKY NOTES** and stick them all over your house!!
- Relax and be confident – use exams in your junior years to learn from **NOT A STICK TO BEAT YOURSELF WITH!!!**

# TIP 1: Know your exam

---

- Become familiar with the question types
- Understand the demands of each question
- Think like an examiner!

# Year 10 and Year 11 History Exam (Paper 1)

## □ **Some tips on time management:**

- Factor in about 2 minutes per mark with each question – for example, a 6 mark question should take about 12-15 minutes to write.
- Statistically, it is always better to have incomplete answers in your exam than fully complete answers resulting in missing out an entire question.



# Year 10 and Year 11 History Exam (Paper 1)

## □ **Some revision techniques:**

- Create revision cards – you can write a fact on one side and a description of the fact on the reverse. You can arrange them in different orders such as chronological, causation, effect, economic, social, etc.
- Use evidence to answer “big questions” – there will always be some “big” questions in a history exam such as “How was Hitler able to gain total power?” or “To what extent did Germany recover from hyperinflation?” Create evidence cards and rank them in order of importance.

# Year 10 and Year 11 History Exam (Paper 1)

## □ **Some revision techniques:**

- Practice Writing answers – have a go at writing your own answers to exam questions. Using the marking schemes that you have been given, you could mark them yourself OR do this as a peer review exercise with a study buddy.
- Create your own exam!! – Asking questions helps you understand how to answer them.
- Little and often – work in chunks with rewards at the end of the sessions!! DOING 20-30 MINUTES EVERY OTHER NIGHT IS BETTER THAN CRAMMING FOR 6 HOURS THE NIGHT BEFORE!!

# Year 10 and Year 11 History Exam (Paper 1)

## □ **Some revision techniques:**

- Create visual material – Concept maps, flowcharts, living graphs and summary diagrams are useful. You can put them on your wall (or your fridge!!) and look at them more regularly.
- CAUSE – EVENT – EFFECT – focus on these three concepts around any topic and you will be equipped to answer most IGCSE questions.
- Repetition – its “Old School” but it works!! There’s a reason why we all know our own names!! Revisit topics, go back a few steps and review what you have learned – then do it again!

# Year 11 – Paper 2 (sources)

- **Paper 2 is the most difficult paper as it involved making judgements on sources...**
- **Some tips:**
  - Develop a routine of looking at sources by following a formula...
    - CONTENT, ORIGIN, NATURE, PURPOSE
    - Apply criteria such as:
      - RELIABILITY – how far can I trust this source?
      - UTILITY – is this source more useful/less useful to answer the question?
      - TYPICALITY – does this source represent a typical view?

# Year 10 and 11 – Geography

- Develop your skills in using data (graphs, charts, tables, maps, etc.) **PRACTICE USING THEM!**
- Focus revision around the key concepts AND the case studies
- Use flashcards to learn technical keywords
- **REMEMBER: Questions between 1-4 marks generally want facts... questions between 5-7 marks want some development (explanation).**