



KIRKHAM GRAMMAR SCHOOL

EXAMINATION PREPARATION: SUMMER 2022

LOWER SCHOOL: THIRD YEAR

NAME:

FORM:

(1) STUDY HABITS QUESTIONNAIRE

For each habit, tick as to whether this is ALMOST ALWAYS, SOMETIMES OF ALMOST NEVER true for you.

Motivation (being able to work)

STUDY HABIT	almost always	sometimes	almost never
1. Do you know why you are studying for an exam?			
2. Do you reward yourself when you work?			
3. Do you work for long stretches without a break?			
4. Does your mind wander when you are trying to study?			
5. Do you get distracted from work?			
6. Do you worry about failing or getting low marks?			
7. Are you able to do work that you do not enjoy because you see it as important?			

Organisation and Planning

8. Do you timetable out your work for the week?			
9. Do you have a revision timetable leading up to exams?			
10. Do you sit down to work and discover you do not have with you essential books, pens, calculator, etc?			
11. Do you get homework in on time?			
12. Do you work somewhere where nothing can disturb you?			
13. Do you have time to do the things you want to do other than studying?			
14. If you have a number of different things to do, do you ask yourself which is important to do first, second, etc?			
15. Do you make lists of things you need to do?			
16. Do you keep files on subjects or a card index?			
17. Do you read over your homework before handing it in?			

Memory Training

18. Do you find it difficult to remember names, dates, lists?			
19. When you are trying to memorise something do you work for 20-40 minutes then have a break?			
20. Do you test yourself after your break to see if you have remembered it?			
21. Do you test yourself again the following day, and then at regular intervals			
22. Do you use games or tricks to help you remember?			
23. Do you try to understand what you try to remember?			
24. Can you understand diagrams and graphs easily?			

Handling Worries and Personal Problems

25. Do you get so worried before exams that you actually feel ill?			
26. Do you get depressed?			
27. Are you able to stop yourself feeling miserable?			
28. Do you talk to other people about your problems?			
29. Do you feel your work gets on top of you?			
30. If you need to work and friends try to persuade you to go out with them are you able to say "no"?			
31. If you get behind with your work do you work out a timetable for catching up on it?			
32. Do you get enough exercise to keep you fit?			

Note-taking in class

33. Do you listen for the key ideas?			
34. Do you ask questions when you don't understand something in class?			
35. Do you organise or file your notes regularly?			
36. Do you rework them under key ideas, sub-headings, using numbering or lettering schemes?			
37. Do you use a shorthand technique of your own?			
38. Do you underline key ideas so that they stand out?			
39. Do you try to write down everything the teacher says?			

Preparing for and Taking Examinations

40. Do you begin to plan months in advance?			
41. Do you draw up a revision timetable?			
42. Do you rework your notes?			
43. Do you practice memorising lists, dates, etc?			
44. Do you study in short periods with regular breaks?			
45. Do you practice answering questions under examination conditions?			
46. Do you find out beforehand what the examiners might be looking for?			
47. Do you find out beforehand how marks are distributed, how many sections there are, any compulsory questions and what you can take into an examination?			
48. Do you read the whole paper carefully before deciding which questions to answer?			

(2) I NEED TO IMPROVE

Write down below the six areas you need to improve most.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

(3) GOOD STUDY HABITS

JUNE'S HOMEWORK

June rushed in to her room at 8 o'clock after visiting a friend and watching Eastenders.

She put on her bedside light and turned on her stereo and sprawled on the bed to look at her night's homework.

She took the first book out of her school bag to find it was French, her favourite subject. She rushed through it without checking it and went straight on to her History essay. Unfortunately she had forgotten to bring home the main text book and only had her jumbled notes to use. She then phoned three friends to get some help but they had done the work earlier in the week in some spare time in school.

June went back to her room and decided to abandon her History and tackle her Maths. By this time it was 9.30 pm and Maths was her least favourite subject. In ten minutes she had thrown down her book in annoyance, made herself a hot drink, turned up the stereo and picked up her favourite Jilly Cooper. She would do the Maths on the bus in the morning.

(4) GOOD STUDY HABITS

**plan ahead
decide priorities
set objectives
check equipment
plan time available
difficult work first
take breaks
rewards
balance**

PERSONAL ORGANISATION

Action Plan for Improvement

I need to improve

How will I achieve this?

(5A) HOW I USE MY TIME - DURING A SCHOOL DAY

How many hours do you spend?

	School day
Sleeping	
Washing Dressing Eating	
Travelling	
Studying in lessons	
Part-time job	
Freetime – social Freetime private study	
	24

Questions

1. Is there anything surprising about the amount of free time you have?
2. How do you compare with others in your group?
3. Are there any areas from which you could gain time to do other things?

(5B) HOW I USE MY TIME - DURING A NON-SCHOOL DAY

How many hours do you spend?

	Saturday	Sunday
Sleeping		
Washing Dressing Eating		
Travelling		
Studying in lessons		
Part-time job		
Freetime – social Freetime private study		
	24	24

Questions

1. Is there anything surprising about the amount of free time you have?
2. How do you compare with others in your group?
3. Are there any areas from which you could gain time to do other things?

(6A) COUNTDOWN TO EXAMS

Week commencing	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
25 April							
2 May							
9 May							

(6A) COUNTDOWN TO EXAMS

Week commencing	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
16 May							
23 May							
30 May							

(6B) TIME PLANNING SHEET FOR A WEEK OFF SCHOOL

Date:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9 am - 10 am							
10 am - 11 am							
11 am - 12 noon							
12 noon - 1 pm							
1 pm - 2 pm							
2 pm - 3 pm							
3 pm - 4 pm							
4 pm - 5 pm							
5 pm - 6 pm							
6 pm - 7 pm							
7 pm - 8 pm							
8 pm - 9 pm							
9 pm - 10 pm							
10 pm - 11 pm							

(7A) HOW DO YOU REVISE?

HOW LONG SHOULD I REVISE FOR

GOLDEN RULES

short study periods

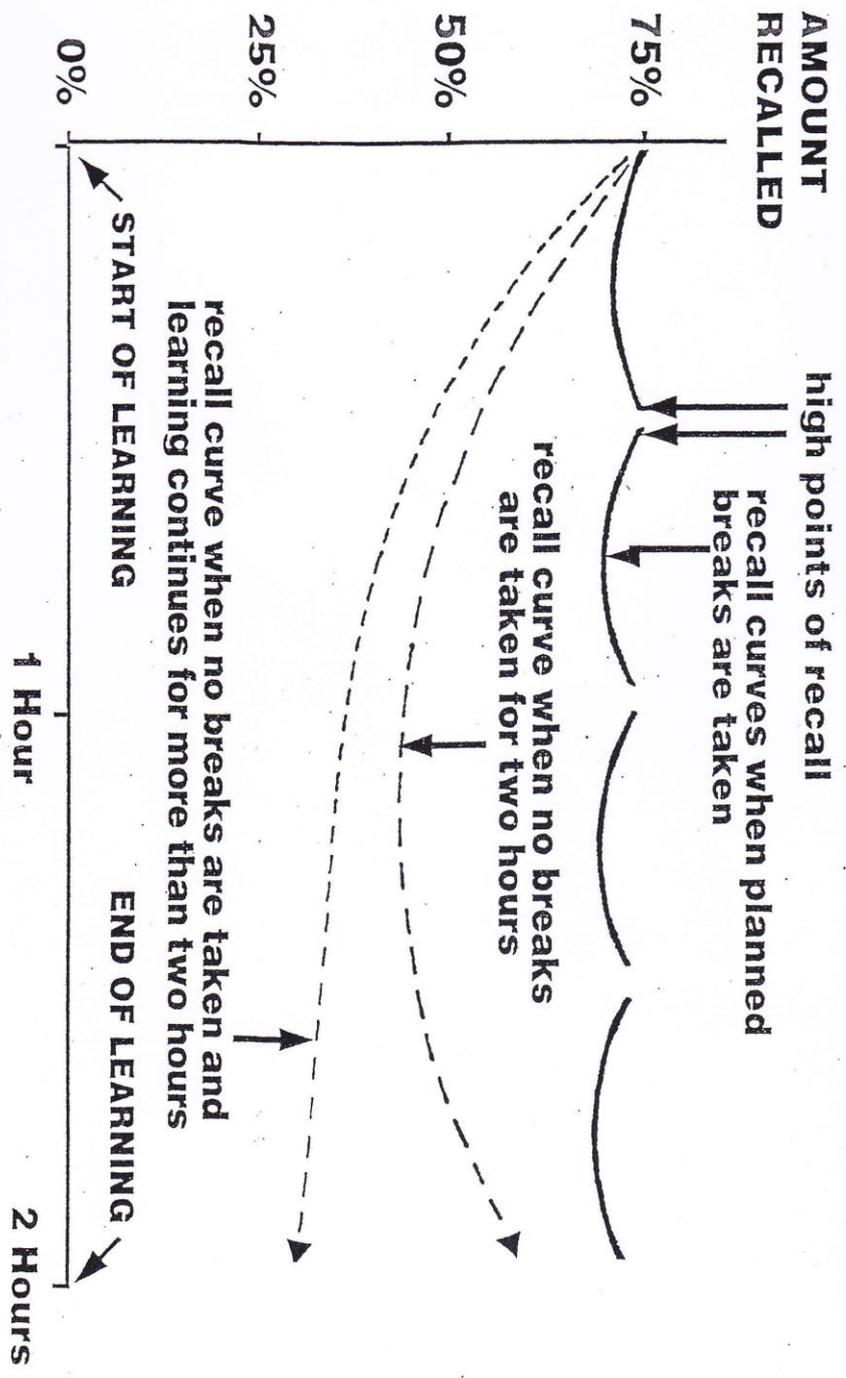
work test rest

treats

review

A LEARNING PERIOD OF 20 TO 40 MINUTES PRODUCES THE BEST RELATIONSHIP BETWEEN UNDERSTANDING AND RECALL

(7B)



(8) HOW DO YOU REVISE?

MAKING REVISION NOTES

REVIEW CARD

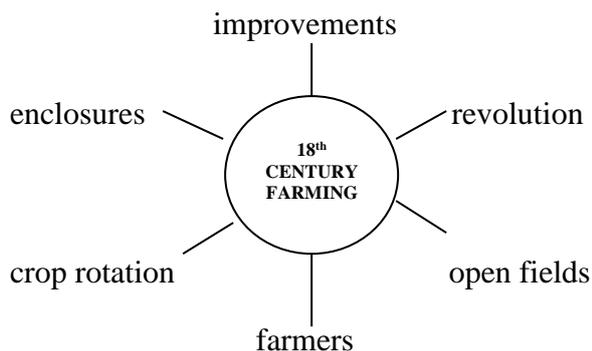
In the 18th century a revolution took place that altered the face of England. At the beginning of the century there were still millions of acres of land farmed in great open fields that had stood unchanged for 1,000 years.

But new ideas of farming were introduced by two Norfolk farmers, Viscount "Turnip" Townshend and Thomas Coke. Their methods involved a four year crop rotation system which gave greater yields and reduced pests and diseases, but meant the land had to be enclosed into fields to keep livestock away from crops.

Farmers rapidly became converted to the new ideas, and by the mid-18th century the open fields were being swept away by a wave of parliamentary enclosure acts. Throughout central England, where the open-field system had been most widely used, a new network of fields was created. Each field was about 10 acres in size, more or less square, and enclosed by hawthorn hedges or stone walls.

Between 4 million and 5 million acres of rural England were remoulded in this way between 1750 and 1850, creating the rural pattern of small hedged fields that has existed up to the present day.

SPIDER PLAN



REVIEW CARD NOTES

18th Century Farming

- 1 Revolution 1750 – 1850
- 2 New methods – crop rotation
- 3 Turnip Townsend and Thomas Coke
- 4 Open fields – enclosures
- 5 Enclosure acts
- 6 10 acre fields with hedges or stone walls

(9) HOW DO YOU REVISE?

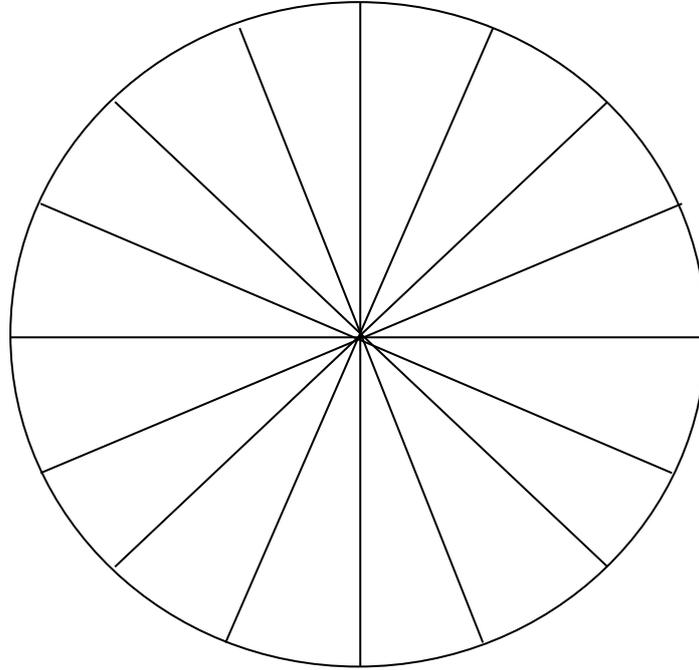
SUMMARY CIRCLE

THE LIFE OF DAVID BECKHAM

1. Born in North London on 2nd May 1975.
2. First played for the Manchester United senior team at 17.
3. Blamed for England's defeat in the 1998 World Cup after being sent off for a foul against an Argentinean player.
4. First child, Brooklyn, was born in March 1999.
5. Married Posh Spice (Victoria Adams) in Ireland in July 1999.
6. Captained the England team during the 2002 World Cup.
7. Second child, Romeo, was born in September 2002.
8. Transferred to Real Madrid in summer of 2003.
9. Third child, Cruz is born in February 2005 in Madrid.
10. Resigns as England Captain after the World Cup in Germany.
11. Signs for Los Angeles Galaxy in January 2007.
12. Plays for AC Milan during two loan spells, in 2009 and 2010.
13. Has a daughter, Harper Seven, born July 2011 in Los Angeles.
14. Signs for Paris Saint-Germain in January 2013.

A SUMMARY CIRCLE ON THE LIFE OF DAVID BECKHAM

Fill in the summary circle with the key words, symbols and colours that you have chosen to annotate the text.



TEST YOURSELF

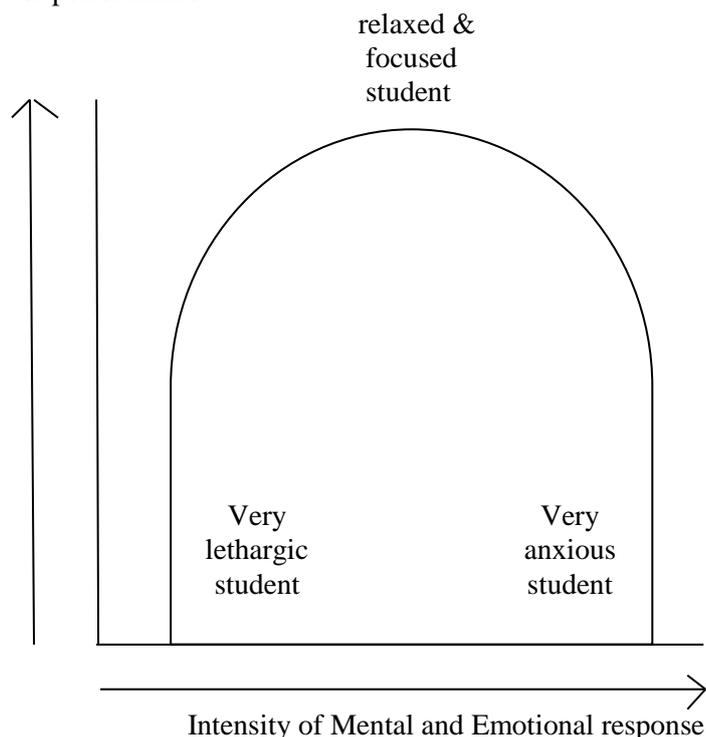
Once you have completed the summary circle, test yourself.

- Talk through Beckham's life aloud.
- Close your eyes and try to visualise the contents of the circle in your mind's eye.
- Try to fill in a blank eight part circle that you have sketched on a rough piece of paper.
- Ask a friend or a member of your family to test you on Beckham's life.

You may well be surprised just how much you can remember!

(10) STRESS MANAGEMENT

Level of performance



A few hints and tips on how to reduce exam stress:

Stress has a negative effect on your body and physical health. Become more aware of your heart rate, breathing patterns and muscular tensions when revising and before you take exams. Experiment with slowing-down your breathing rate and tensing then relaxing your muscles to see whether this helps you to feel more relaxed and composed.

Many of our anxieties are fuelled by our fears of the unknown. Familiarise yourself with the whole process by regularly looking through past papers, completing these under time constraints and visiting the exam room several weeks before your exams begin to imagine what it will be like on the day of your exams.

Avoid major changes. For example, the run-up to your exams is not an obvious time to think about starting a new job or a new relationship.

Learning to manage your mental and emotional state

Circle the one number below that most closely represents how you would now feel if you had just been told that tomorrow morning you will be expected to complete the following tasks:

	Very Anxious	Quite Anxious	Relaxed & Focused
Give a presentation during school assembly	3	2	1
Audition for the school play	3	2	1
Ask someone that I really fancy out for a date	3	2	1
Complete a 3-hour mock Maths exam	3	2	1
Sing in front of a panel of music executives	3	2	1
Complete work experience in a local company	3	2	1
Attend an open day at a local FE college	3	2	1
Host a surprise party for my best friend	3	2	1

Focusing on broad long-term goals alone can prove quite daunting. Set yourself not only long-term goals, (eg being awarded a particular set of exam grades next summer) but also short-term goals, (eg revising a particular topic after I get home from school this evening).

Use visualisation exercises to stay positive. Get into the habit of finding a few minutes at the beginning or end of the day to close your eyes, slow your breathing and imagine positive scenes such as; sitting revising in your room feeling calm and concentrated; entering the exam room feeling relaxed and focused; and opening an envelope that tells you that you have achieved a great set of exam results.

Total up all of the numbers that you have circled to get an idea of your general anxiety levels. In terms of what your total score suggests about your mental and emotional response when presented with challenging tasks:

A total score of less than 12 suggests that anxiety is not a big problem for you.

A total score of over 15 suggests that you have a tendency to suffer from mild anxiety.

A total score of over 20 suggests that you have a tendency to suffer from strong anxiety.

What else helps you to stay relaxed and focused?

(11) EXAM TECHNIQUE

ANSWERING THE QUESTION

Examiners can only give marks if you correctly answer the questions that you have actually been asked. To ensure that your answers are as relevant and precise as possible, it is therefore absolutely essential that you get used to identifying and responding to the command words, (eg describe, explain, compare, choose, list, which, what, when, where, why, how) in exam questions.

Circle or underline the command words in the following exam questions:

ENGLISH

How does this poem help you to understand this young man's experience of life in the trenches during the First World War?

MATHS

Number of tickets	1	2	3	4	5
Agency A	£90	£170	£240	£300	£350
Agency B	£100	£180	£240	£280	£300
Agency C	£95	£180	£225	£240	£250

The table above shows the cost of buying place tickets to Paris through three different travel agencies. If you want to travel to Paris with four friends next weekend then which is your best option? How much would it cost per person if you chose this option? Explain your answers.

SCIENCE

When sodium and chlorine atoms combine electron transfer occurs and ions are formed. What electron transfer occurs? State one similarity and one difference between sodium and chloride ions.

ICT

When sending emails, what is the purpose of the 'subject' box? What is the purpose of the cc box? Describe two advantages and two drawbacks of using email.

Remember that one of the best ways to improve your exam technique is by regularly looking through past papers and practice papers.

(12) IMPROVING EXAM TECHNIQUE

Here are some hints and tips on how to improve your exam technique:

1. Always take a few minutes to read through instructions and guidance at the beginning of the exam paper.
2. Pay close attention to the command words (eg what, when, where, why, how, choose, list, describe, compare or explain) in each of the questions that you are asked.
3. In order to avoid having to make lots of corrections mentally rehearse answers before you write them down.
4. Answer all of the questions even if some answers are short (you will not be marked down for having a go).
5. Set aside additional time to check through your answers (bear in mind that you can be marked up and down according to your grammar, spelling and punctuation).

(13) UNDERSTANDING KEY/COMMAND WORDS

Exercise:	Link the key/command word with the correct explanation.
Analyse	use evidence to support your opinion or judgement about something
Compare	consider the topics from various points of view
Contrast	give the meaning of a word or concept
Criticise	make clear and give reasons for
Discuss	pick out good and bad points and make judgements
Define	make clear the meaning
Describe	separate into component parts
Explain	use examples to clarify your points
Evaluate	show good reasons for
Interpret	give logical reasons or factual reasons for
Illustrate	give the main points briefly
Justify	follow the course of
Prove	judge the importance of/success of
Summarise	paint a verbal picture
Trace	are things alike, are there important differences, which is best?
To what extent	look for differences between

What have I learned from this exercise? How can these words help me in each of my subjects?

KIRKHAM GRAMMAR SCHOOL



THIRD YEAR ENGLISH EXAMINATION

Time allowed: 90 minutes

Make sure that you write your name on every sheet of paper that you use. Please write the name of your English teacher on the first sheet. Answer all the questions in Section A, and one question from Section B. You are advised to spend 45 minutes on each section.

(14) FOLLOWING DIRECTIONS

Exercise: Study the cover sheet opposite for a few minutes. Turn the cover sheet over and be prepared to answer the 5 questions you are about to hear from your tutor.

Q1

Q2

Q3

Q4

Q5

(15A) MANAGING YOUR TIME IN THE EXAM

Exercise: Below are the marks of two students in the same exam. The exam paper required four questions to be answered in 2 hours 30 minutes and each question was allocated 25 marks - a total of 100.

Student A		Student B	
Question 1	18	Question 1	13
Question 2	16	Question 2	13
Question 3	10	Question 3	14
Question 4	<u>0</u>	Question 4	<u>12</u>
Total	44	Total	52

Answer the following questions:

1. Which student do you think might have known more about the subject - A or B? Why?
2. What could be the reasons for the wide variety of marks gained by student A?
3. What do the marks of student A suggest about him/her?
4. What do you think are the lessons you could learn from these two students?

What have I learned from this exercise?

(15B) MANAGING YOUR TIME IN THE EXAM

Exercise: Insert the missing letters and hence make sense of each piece of advice.

1. Look closely at the _ _ s _ _ u _ _ _ _ n _
2. _ c _ n all the _ u e _ _ _ _ _ s
3. m _ r _ all the questions you could _ _ _ _ w _ r
4. r _ a _ these questions carefully
5. decide on an _ r _ _ r
6. _ i v i _ _ up your time
7. _ _ d _ _ l _ n _ _ _ y words in the question
8. p _ _ n your answer
9. _ r _ _ e your answer
10. c _ _ c _ your answer

<p>Remember! This exercise represents general guidance only. Your subject teachers will give subject specific advice.</p>
