PRIZE GIVING AWARDS

Principal’s Award
To be awarded to the top student in each year group for overall top academic performance.
This will be based on the summer examination performance.

Subject Prizes
To be awarded to the top student of each year group in each subject by their subject teacher.
This will be based on the summer examination performance.

Honours Certificate
To be awarded to students who, in the summer exams, gained the highest averaged results across all subjects:
Top 10% of cohort – 1st Honours
Top 20% of cohort – 2nd Honours

Industry Awards
Awarded to the students who have gained the highest amount of Excellents for Attitude to Learning,
Contribution to Learning and Organisation.

Citizenship Award
To be awarded by the Tutor to one student in each tutor group according to the following criteria:
Someone who has consistently and enthusiastically contributed to the life of the school; is reliable, honest and
a genuine ambassador of CPHS.

Outstanding contribution to the community award
To be awarded to one Middle School student (Years 7, 8 or 9) and one Upper School (Year 10 or 11) student
for outstanding service to the community.

Sports Award
To be awarded to a boy and a girl from each year group

Art Award
To be awarded to one student from each year group

Music Award
To be awarded to one student from each year group

Drama Award
To be awarded to one student from each year group
# Year 7 June 2018 exams

All exams for Years 7 will take place in the hall unless a student has exam accommodations. **Extra time is indicated in red.**

Students are to study in the given classroom before the exam starts. If they are not sitting an exam they will go to the library.

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<th>Day</th>
<th>P1 - 4</th>
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<tr>
<td><strong>Tuesday 12th June</strong></td>
<td>7.55 – 9.15 7C in room 63 7P in room 14 7H in room 12 9.15 – 10.15 Science 1hr (+15mins 9.00 – 10.15)</td>
<td>10.30 – 12.00 7C in room 63 7P in room 14 7H in room 12 12.00 – 1.00 Spanish reading and writing 1hr (+15mins 11.45 – 12.00)</td>
<td>2.00 – 3.00 History 1hr (+15mins 2.00 – 3.15)</td>
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<td><strong>Wednesday 13th June</strong></td>
<td>7.55 – 9.15 7C in room 67 7P in room 14 7H in room 12 9.15 – 10.15 Geography 1hr (+15mins 9.00 – 10.15)</td>
<td>10.35 – 12.45 PTM 7C in room 16 7P in room 44 7H in room 45</td>
<td>2.00 – 3.00 French reading and writing 1hr (+15mins 2.00 – 3.15)</td>
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<td><strong>Thursday 14th June</strong></td>
<td>7.55 – 9.00 7C in room 63 7P in room 14 7H in room 12 9.00 – 10.15 English 1hr 15mins (+19mins 8.41 – 10.15)</td>
<td>10.35 – 11.30 7C in room 63 7P in room 14 7H in room 12 11.30 – 1.00 Maths 1hr 30mins (+23mins 11.07 – 1.00)</td>
<td>2.00 – 3.00 RE 1hr (+15mins 2.100 – 3.15)</td>
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Practical assessments for Year 7 in the following subjects will take place during lessons in the week beginning the 4th June.

- Art
- Music
- Drama
- ICT
INFORMATION ON EXAMINATIONS

- It is your responsibility to have all the necessary equipment for examinations. In most cases this includes at least two pens, two pencils, coloured pencils, a ruler and any maths equipment you are told to have. You will not be allowed to borrow any of these items once you are in the examination room unless it is something previously agreed with the teacher setting the paper.

- You should have been revising your work for some time. You will not be allowed to take notes into the examination room unless time has been specifically allocated for it.

- You will NOT be allowed to take bags into the hall, please leave them tidily where your form tutor tells you.

- If you need to ask a question during the examination, silently put up your hand and an invigilator will come to you. At no time should you leave your seat until told to do so at the end of the examination. Please go to the bathroom before the exam.

- The invigilator will give you any special instructions regarding the paper. It is up to you to read and follow the written instructions. Read these very carefully.

- When you have finished, check your work carefully for errors and make sure that you have answered in the way you were instructed.

- If a study period is scheduled in the examination room, ONLY studying may be done.

- You should pace yourself so that you complete the paper in the time allocated. Do not rush through your work. If you do finish a little early, take the opportunity to check your work, using the question paper to guide you as to whether you have followed instructions carefully and done your best.

- Students who talk or seek to gain the attention of another, or in any way seek to gain an unfair advantage, will have their paper cancelled at the end of the examination and their parents will be informed.

Date of policy: May 2007
Different Ways to Actively Revise

Moving information from your short term memory to your long term memory requires Active Learning

Here are some ideas...

- **Remind yourself over and over**
  If you revise something tonight, by this time tomorrow you'll have forgotten at least some of it. So take another quick look at it tomorrow, to "top up" your memory. Take another quick look next week, and keep "topping up" until the night before the exam. This doesn't take long to do, and is usually quite comforting - you feel good because you find that the stuff looks familiar each time you look at it; because it's quick you can easily fit it in with all your other revision.

- **"Look, Cover, Write, Check"**
  This is probably the way that you learned spellings in Primary School.
  1) read it,
  2) hide it away,
  3) write it out,
  4) check to see if you got it right.
  This technique is good for spellings, diagrams, equations, lists of facts and much more.

- **Remembering labelled diagrams**
  Draw a copy of the diagram - but without the labels, then fill in the labels from memory.

- **Highlighting**
  Go through your books highlighting key words / key ideas. Not only does this make it easier to revise later, but the act of scanning through your books looking for the key stuff helps you to remember it.

- **Make summaries of the information**
  For example, try to get the whole topic onto one side of A4 paper. It's the act of making the sheet which fixes the information in your mind. You might like to use mind maps - they really help to show what's in a topic. For more information on how to create mind maps look at Tony Buzan on YouTube: [link](http://www.youtube.com/watch?v=MIabrWv25qQ)

- **Make your own "Flash Cards"**
  These can help you to remember facts and equations. The idea is to carry them with you, and look at them when you have a spare moment (lunch queues or break times, in the car...) you could put headings on one side and details on the other. [link](https://www.youtube.com/watch?v=6yzeN9oXNS0)

- **Write important information on Post it Notes and place them where you can easily see them.**
You must schedule time to:

- **Collect what you need**: highlighters, files, dividers, study cards, post it notes, rings etc.. (See your Student Planner)
- **Organise all your notes** in order by subject and by topic using your binders.
- **Make sure you have a complete set of notes** and photocopy anything that is missing by borrowing a friend’s book.
- **Find an area that you can use for revising where you will not be disturbed**. Preferably an area where you can leave your revision things, an area which doesn’t need to be used for anything else and with good lighting.
- **Identify when you will study** on the weekly timetable on Timetable 1, so you know when you will be Actively Revising/Reviewing.
- **Also remember to plan to do the other things you enjoy doing**; fitting these around your homework and revision study periods and review times. If you schedule your revision and work effectively during that time, then you can then really enjoy your time when you are not studying!

### Study Schedule: Week ...... Of ....... Dates........................................

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**Key**
- X = Busy (Eg: Eating/Sport)
- H/W = Homework
- AR = Active Revision
- RV = Review
- B = Break
Countdown – from 5 weeks before the June exams
Get organised with your time, do not leave everything until the last minute!
You need to create an Effective 6 Week Revision Timetable

You may wish to use the timetable included OR devise one of your own OR use a timetabling app on your tablet OR computer OR phone as there are some great ones available.

How To Create an Effective Revision Timetable

- **Outcomes** – find out how you will be assessed? (Note: written exams are not for every subject)
- **Activities** – find out how many topics you have to revise for each subject - it does vary.
- **Time** – decide approximately how long it will take you to make study material & **review** each subject.
- **Schedule** – times on your revision TT to make the study material & to review your notes for each subject.

<table>
<thead>
<tr>
<th>SUBJECT (add your own subjects below)</th>
<th>The number of topics I must learn for this subject are:</th>
<th>The approximate length of time (in hours) I need to make the study cards/mind maps/notes needed for this subject are:</th>
<th>The number of times I will need to review the study material for this subject are:</th>
<th>Review can be completed in 10 – 15 minute slots</th>
<th>The number of study sessions I need each week is:</th>
<th>The number of review sessions I need each week is:</th>
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**REMEMBER**
YOU WILL NOT BE TAKING YOUR BOOKS INTO THE EXAMS WITH YOU.
ALL THAT YOU WILL BE TAKING IS WHAT IS INSIDE YOUR HEAD!

You know the best time when your concentration is at its fullest – use this knowledge so your revision is effective.

**Use this plan to make sure you revise ALL the topics for EACH subject.**

Please write the subject & topic you are studying in each box.

Use the abbreviations: Maths /Eng /Science /ICT /CS/Span /Hist /Fren /Dram/Geog /Music /RS /Art

Fill in the subjects and topics you are going to study each day.

Creating a schedule will allow you to ensure you are revising all of the subjects, not just your favourite ones!
My Daily Schedule
Which topics will you study each day?

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<th>Week 6 - Commencing 4th June</th>
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<tr>
<th>Week 7 - Commencing 11th June (Monday is a Public Holiday – Exams start on Tuesday)</th>
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<tr>
<td>Monday</td>
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<th>Week 8 - Commencing 18th June</th>
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<td>Monday</td>
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Weeks 1, 2, 3 & 4
Using the list of which topics need to be learnt (see this guide) and your study schedule and work through the topics in each subject applying Steps 1 -3 of The 5 Steps (The 5 Steps to Effective Revision is also in your school planner)

When completing Steps 1 - 3 you should be able to study in longer bursts, e.g. 30-60 minutes before taking a break.

The Cone of Learning

Weeks 5 & 6
Step 4 Frequent Review Remember that you memorise best in 10-15 minute bursts of effort.

Step 5 Test Yourself The more you keep testing yourself the better - ask a parent or a friend to test you.

After completing Step 4 & 5 take a break for 5 - 10 minutes During your break, do something that does not require too much concentration or do something which is physical in order to get more oxygen to your brain. While you take a break, your brain will process what you’ve just learned, so it has time to move the information into your long-term memory.

How much time should you spend studying for your exams each day?
2 hours, or at the most 2½ hours work, in this concentrated way is probably enough revision for each day.
Use the rest of your time to relax, take exercise, eat healthy food and get lots of sleep. You will learn efficiently this way. If you undertake long sessions of revision, what you cover in the middle of the session may be forgotten and lost very easily. If you can, make one/some of your sessions buddy revision. Find a friend, chose a topic each, meet and teach each other. Laying out facts and asking questions is a good way to learn.

Exam Week
Your subject teachers and this Study Guide will explain the exam format – sections, compulsory questions, short answers, multiple choice, essays and diagrams. Make sure you are clear about this before the exams.
All your learning should make you alert, confident and fluent, so that you can think clearly and answer relevantly in the exams.

Positive Reinforcement of Good Study Habits – Things to Remember:
If the goals, you set yourself are too difficult (eg Learn everything I need to know in one week) you will become disheartened and overwhelmed. If the goals are too easy, you will deceive yourself into thinking you are working hard when in actual fact you are not. Be outcome driven – look at what you have achieved to measure the reward.

Rewards should be earnt when you achieve something eg when you complete a set of study cards. The reward does not have to be big. It can be as simple as watching 30 mins of your favourite TV show or phoning a friend and chatting for 15 minutes. What is important it that it is something you WANT and ENJOY, and it is linked with the task you just completed and it is guilt free time. When you complete the work you have scheduled, you will begin to enjoy the feeling of having achieved something. Use rewards sensibly, for example, if you get to watch your favourite TV show even though you didn’t complete the work you set yourself, you are going to be disappointed later when you do not get the grades you were hoping for.
5 Steps to Effective Revision

Step 1  Read and Understand

You won’t be able to learn what you don’t understand, so the first step in successful revision is to read the information and make sure it all makes complete sense. You should understand every word and all the detail. If there is anything you don’t understand, now is the time to look it up or ask someone to explain it to you – before you start to try to learn it! At exam time use the syllabus or study guide to identify the topics which you need to cover.

Step 2  Highlight Important Information

Read the text again, but this time use your highlighters to shrink the information down, by picking out only the information you need to learn and ignoring the rest. Make sure you also pick out any Key Words for the topic you are studying.

What are Key Words?

Words unlock meaning. A Key Word is any word which does this. It could be a subject-specific word or any word which you don’t understand. You must know how to spell them and what they mean!

Step 3  Active Learning

You’ve found out what you need to know, so now you need to begin the learning process. Find out what works for you for different subjects. The important thing is that you are actively involved in the process. If all you do is read your notes, you will only remember approximately 10% of the information the following day. Be creative; this step is about beginning to encode the information in your brain. Take your highlighted information and make study materials for use in Step 4 by creating any of the following:

- Mind Maps
- Linear Notes
- Study Cards

There are so many different ways to study!

Don’t Stop Here!
The next two steps are critical to the learning process.

Step 4  Frequent Review – to Memorise the Information

Once you understand the topic and you’ve created your study materials, you need to memorise the information. Review all the study materials in short frequent bursts. You might find useful websites to help you. The more times you repeat your review the more effective your learning will be. The aim is to move the information from your short term memory into your long term memory so it becomes knowledge.

Step 5  Test Yourself

Once you’ve learnt the information, it’s important to test that you can recall it quickly when you need to. Ask friends, parents or siblings to test you, use online testing tools or, when you are studying for I/GCSEs and A levels, use past papers with mark schemes to test your knowledge. Check, that you can recall all the necessary detail. Completing past papers and using mark schemes to check them will allow you to better understand what is expected by the examiner, so the more past papers you complete the better prepared you will be. Don’t be tempted to use past papers as your only
form of revision. You need to cover the whole syllabus, not just the areas that have come up in previous exams.

<table>
<thead>
<tr>
<th>YOU WILL BE A FASTER REVISER...</th>
<th>YOU WILL BE A SLOWER REVISER...</th>
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<tbody>
<tr>
<td>When you are motivated</td>
<td>When you are bored</td>
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<tr>
<td>When you are relaxed</td>
<td>When you are worried</td>
</tr>
<tr>
<td>When you are eating and sleeping well</td>
<td>When you are tired, hungry and thirsty</td>
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<tr>
<td>When you use both sides of your brain</td>
<td>When you revise in an uncomfortable place</td>
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<tr>
<td>When you believe you are going to do well in your exams</td>
<td>When you cannot see the point of what you are revising</td>
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<tr>
<td>When you like the subject</td>
<td>When you do not like the subject</td>
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</table>
What does the exam involve?  
There is one paper which focuses on nonfiction and media texts. There are two sections:  
- Section A – Reading  
- Section B – Writing

Section A: Reading – What is it testing?  
You will read two short nonfiction passages which give information on particular topics. The questions will focus on:  
- **Showing you have understood the passage by:**  
  - selecting specific details from the text,  
  - filling in a form using information from the text,  
  - selecting specific words, or explaining the meaning of words as used in the passage,  
  - summarising main ideas in your own words.  
- **Explaining why words, language techniques or presentational features are interesting or important by:**  
  - giving reasons for the author’s choices – explaining how techniques engage the reader.  
  - identifying the effects of presentational features, e.g. grab the reader’s attention, persuade the reader to do something

TOP TIPS  
- Read the questions and instructions carefully before you begin.  
- Be very precise and accurate in your responses.  
- Underline/annotate your extract, picking out key ideas as indicated by the questions.  
- Use the number of marks and the space provided for your answer to tell you how long you should spend on each question. Do NOT use PEE paragraphs.

Section B: Writing – What is it testing?  
You will be asked to write your own media text giving information and/or advice on a given topic. You will not be asked to use presentational features. In your response, you should:  
- Think about what information is important for your reader to know.  
- Choose language techniques (including vocabulary and sentence structure) to make your work engaging and lively for your reader.  
- Structure your work carefully, using paragraphs and other techniques (like headings, if appropriate) to organise your ideas clearly.

TOP TIPS  
- Plan your work carefully and ensure that you know how what you will include in your article and the sequence of ideas.  
- Write in as much detail as possible (about 5 detailed paragraphs).  
- Read through your work carefully to check for mistakes.

How can I prepare?  
- Practise completing reading and writing tasks in 30-35 minutes.  
- You can find exercises to help you practise for the exam in your textbook Complete English, especially: nonfiction (media, newspapers, letter to the editor) on pg. 19-33; expository writing on pg. 52-53; persuasive writing on pg. 56-63  
- Go on to Doddlelearn.co.uk and search up revision materials on media topics, as well as spelling, grammar and punctuation. If you do not know your password and username, ask your teacher.  
- Pay attention in your classwork and homework assignments, particularly to advice your teacher gives you. Read over your notes on nonfiction writing, and the targets/EBIs from your teacher.  
- Review punctuation at BBC Bitesize and grammar at ChompChomp.

The exam is 1 hour and 15 minutes long. You should spend about:  
- 5 minutes reading and planning  
- 30 minutes on Section 1  
- 30 minutes on Section 2  
- 5 minutes checking and correcting your work.

Key Vocabulary  
You should know the following key words and phrases before the exam:  
- presentational features = colour, layout, font (style & size), images, graphics, etc.  
- language techniques = word choice/vocabulary, metaphor, simile, alliteration, etc.  
- key types or forms of media = brochure, article, advertisement, CD/DVD cover, poster, etc.  
- compare, contrast  
- identify, select

Make sure you know what they mean, how to recognise them and how to use them.
Science

Requirements:
Pupils should bring the following equipment.
- Pens
- Pencils
- Eraser
- Ruler
- Calculator

Format:
The exam will be one hour in duration and will test all of the topics covered this year. Students will encounter four general types of questions in the exam.
1. Comprehension – Test understanding of key concepts.
2. Evaluation – Test ability to interpret data.
3. Investigative – Test ability to plan fair tests and to produce tables and graphs.
4. Calculations – Test ability to use formulae and to calculate values.

Topics:
- Particle theory
- Cells
- Variation
- Energy
- Acids and Bases
- Ecology
- Chemical reactions
- Electrical circuits
- Reproduction
- Forces

Students should use their class notes and textbooks, and homework booklets to study, as well as revision checklists, summary notes, quizzes and weblinks.

Pupils may also find the following websites useful during their science revision:

http://www.bbc.co.uk/schools/ks3bitesize/science/

http://www.scibermonkey.org/

http://www.brainpop.com/
Mathematics:

Examinations:  Paper 1

  Section A- non calculator 1 hour
  Section B - calculator allowed 30 minutes

Paper 2- Progress Test in Maths electronic test, 45 minutes

Equipment needed: Geometrical instruments, pen, pencil, eraser and ruler, calculator for Section B of paper 1

Revision websites:
  • www.mymaths.co.uk/
  • www.khanacademy.org
  • http://www.bbc.co.uk/schools/gcsebitesize/

Topics

  1. Sequences
     • Function machines
     • Sequences and rules
     • Finding missing terms
     • Other sequences – square numbers and triangular numbers

  2. Using Number & Decimal numbers
     • Decimals – multiplying by 10, 100 and 1000
     • Ordering decimals
     • Estimates
     • Adding and subtracting decimals
     • Multiplying and dividing decimals
     • Directed numbers

  3. Perimeter, Area & Volume
     • Perimeter and area
     • Perimeter and area of rectangles
     • Perimeter and area of compound shapes
     • Naming and drawing 3D shapes
     • Using nets to construct 3D shapes

  4. Fractions, Decimals & Percentages
     • Equivalent fractions
     • Comparing fractions
     • Adding and subtracting fractions
     • Mixed numbers and improper fractions
     • Adding and subtracting mixed numbers
     • Equivalences of fractions, decimals and percentages
     • Fractions of a quantity
     • Percentages of a quantity
     • Simple percentage increase/decrease
5. **Angles**
   - Labelling lines, line segments and angles.
   - Estimate the size of acute, obtuse and reflex angles.
   - Parallel and perpendicular lines.
   - Use conventions and notation for 2D coordinates.
   - Find and plot points using coordinates in all four quadrants.
   - Calculating angles – angles in a triangle, angles at a point, vertically opposite angles, angles on a straight line
   - Properties of triangles
   - Measuring and drawing angles

6. **Statistics & Probability**
   - Mode, median and range
   - The mean
   - Statistical diagrams including pie charts
   - Comparing mean and range
   - Collecting and using data
   - Probability words and scales
   - Experimental probability

7. **Working with numbers**
   - Square numbers and square roots
   - Rounding
   - Order of operations
   - Long and short multiplication
   - Long and short division
   - Calculating with measurements

8. **Coordinates & Graphs**
   - Coordinates
   - Graphs for fixed values of x and y
   - Graphs of the form y = ax
   - Graphs of the form x + y = a
   - Real-life graphs

9. **Ratio**
   - Introduction to ratios
   - Simplifying ratios
   - Ratios and sharing
   - Solving problems using ratios

10. **Algebra**
    - Expressions & Substitution
    - Simplifying expressions
    - Solving simple linear equations

**Revision**

All of the work is covered in your maths text book, Framework 7 maths. Look at each unit carefully and attempt the Test Yourself sections. Read through your notes in your exercise books or workbooks. Read through your unit assessment papers. Re-do any questions you got wrong and ask your teacher to check your work.
Religious Education

Exam

- Your end of year exam will be 1 hour.
- You should answer every question on your exam.
- Questions will be worth from 2 – 8 marks.
- You should look at the number of marks each question is worth as a guide for how much you should write.
- High level answers will contain correct key words and refer to religious teachings.
- For an 8 mark question you will need to write paragraph answers. (Remember x2 PEE paragraphs).
- You should refer to the notes in your exercise book to help you revise.

Revision
You will be tested on these topics:

1. Christianity
   - The life of Jesus
   - The Parables and Miracles of Jesus
   - The Apostles’ Creed

2. Islam
   - The Life of Muhammad
   - The Five Pillars of Islam – Shahadah (declaration of faith), Salat (prayer), Zakat (charity), Sawm (fasting) and Hajj (pilgrimage)

3. Rites of Passage
   - How Christians and Muslims celebrate rites of passage in marriage.
**Geography**

The June exam is 1 hour and you will be tested on everything from September. The main skills you will need to apply include: defining, identifying, comparing, describing, explaining and evaluating. You should use the learning objectives below to help revise the content for each topic.

The exam will include questions that ask for short and long answers. You should be prepared to write in greater detail using key terms, when answering questions worth higher marks. Please bring a pen or two, lead pencils, a ruler, coloured pencils and a calculator to the exam as you may need them. Good luck!

**Unit 1 – Geography Matters**

*Students should be able to:*

1. Name, define and give examples of the three types of geography
2. Describe the physical and human geography of Cayman, giving named examples
3. Name and locate the world continents and oceans
4. Name and locate major lines of latitude and longitude
5. Use latitude and longitude coordinates to find and describe places around the world. Include use of hemispheres
6. Locate and describe the location of Cayman in the world (national, regional and global)

**Unit 2 – Mapping Madness**

Students should be able to:

1. Name the important parts of a map (e.g. compass, scale…)
2. Label an 8-point compass rose
3. Use an 8-point compass rose to give and find directions
4. Use 4 figure grid references
5. State why symbols are used on maps
6. Identify symbols on an OS map using a key
7. Measure straight-line distances on a map using a scale
8. Name and identify different ways of showing height of land on an OS map: spot height, triangulation pillars, layer colouring and contour lines
9. Identify patterns of relief on a map (high/low land, gentle/steep slope)
10. Identify settlement patterns (linear, dispersed, nucleated)

**Unit 3 – Our Home, The Caribbean**

Students should be able to:

1. Explain why tourism has grown
2. Describe and explain the positive and negative impacts of tourism in the Caribbean
3. Define “sustainable development”
4. Define “sustainable tourism” as a means to improve quality of life in the Caribbean
5. For a named country or area, describe how tourism is becoming more sustainable
6. Compare differences in development between two Caribbean countries using development indicators
7. Suggest why there are different levels of development
8. Describe the global supply chain and free trade
9. Explain problems with the global supply chain and free trade
10. Define the term ‘fair trade’.
11. Evaluate the importance of fair trade in the Caribbean as a means to improve quality of life.

*Continued on the next page...*
Geography Continued

Unit 4: The Underworld: Coral Reefs

Students should be able to:
1. Describe the location of coral reefs around the world
2. Label a coral polyp
3. Describe the formation of the 3 types of coral reefs
4. Describe the uses of coral reefs
5. Explain the threats facing coral reefs
6. Evaluate to what extent can coral reefs can be managed sustainably

Unit 6 – Extreme Flooding

Students should be able to:
1. Label, describe and explain the hydrological (water) cycle
2. Describe and label the features of a drainage basin
3. Describe the long profile of a river
4. Explain how rainfall reaches a river
5. List examples of ways that humans use rivers
6. List examples of ways that humans harm/abuse rivers
7. Define the term ‘hazard’ and
8. List examples of human and physical hazards
9. Explain why floods happen
10. Explain the physical and human factors that increase the risk of a flood
11. For a named country or area
   - explain why flooding happens in the country or area.
   - describe and explain the positive and negative impacts of flooding
12. Describe a variety of flood prevention schemes
13. Evaluate the advantages and disadvantages of a variety of flood prevention schemes
History

Content

The 1 hour exam will cover all content since September and will involve skills that have been developed throughout the school year such as reliability and utility of sources, causation and interpretation. Students are expected to be familiar with historical language and use this in their answers.

Unit 1: History Mysteries

*Students should be able to:*

1. Identify long and short term causes for the death of Thomas Becket.
2. Decide who was to blame for the death of Thomas Becket and justify their answer.
3. Know the key people involved in the Gunpowder Plot.
4. Know the debate around whether the plotters were framed.

Unit 2: Civil Wars

*Students should be able to:*

1. What was the English Civil War?
2. Causes of the English Civil War
3. Consequences of the English Civil War
4. What was the American Civil War?
5. Causes of American Civil War
6. Consequences of American Civil War

Unit 3: Civil Rights Movement

*Students should be able to:*

1. What was the Civil Rights movement?
2. What was the Montgomery bus-boycott
3. Who was Rosa Parks?
4. What were the different tactics used to gain civil rights?
5. What challenges did the Civil Rights movement face?

Unit 4: Comparison of Empires (Roman and Aztec)

*Students should be able to:*

1. Describe what life was like in the Roman and Aztec Empire.
2. Outline the key features of religion in the Roman and Aztec Empire.
3. To identify the role of warriors in both the Roman and Aztec Empire
4. To be able to compare the two Empires in a variety of areas.

Unit 5: Medicine through time

*Students should be able to understand the significance and impact of technology and society in the development of Medicine and Healthcare:*

1. Medicine in ancient Rome.
2. Medicine in the Middle Ages. (Case Study of the Black Death)
4. The Welfare State and NHS.
**Tips**

- Read all questions carefully
- If you get stuck miss out the question and come back to it at the end
- Plan your time. Don’t just revise facts; you need to know how to write a good answer. Look back at the comments and targets on your classwork.
- Make sure you practice working with sources. Look back at the work you have done involving the reliability questions on the Civil rights.
- Make sure your paragraphs PEE – Point, Evidence, Explain.
- It should be noted that the primary focus of the assessment is the use historical skills rather than just content.
- Revision materials will be provided in class. Teachers will also help you practise writing answers to exam style questions.
The end of year exam will centre around Module 5 (Ma Journée) which has been covered since Easter, yet will take into account all prior knowledge (from the beginning of Year 7 French) for the reading and listening papers.

- Speaking exam (in class): students will be given questions to prepare, and will conduct an assessed conversation with another member of the class.

- Listening exam (in class): pupils will tick boxes and match letters and sentences according to the French they hear.

- Reading & Writing exam (1 hour): for the reading section of the paper, pupils will tick boxes and write single-word answers. They will have to read in order to match phrases to pictures and decide whether statements are true or false. For the writing part of the exam, pupils will be required to write an 80-90 word composition, covering 5 different bullet points on the subject of My School Day. Students must answer all bullet points in order to achieve full marks.

We recommend that students use [www.quizlet.com](http://www.quizlet.com) and [www.linguascope.com](http://www.linguascope.com) (username: mflcphs, password: hola18) to practise vocabulary in the lead-up to the examinations. Students should also construct practice responses for speaking and writing using the vocabulary pages.

Students should consult the speaking mark scheme and the writing mark scheme to ensure that they know what features to include in their responses to attain the highest grades.
Spanish

The end of year exam will centre around Module 5 (Mi Tiempo Libre) which has been covered since Easter, yet will take into account all prior knowledge (from the beginning of Year 7 Spanish) for the reading and listening papers.

- Speaking exam (in class): students will be given questions to prepare, and will conduct an assessed conversation with another member of the class.

- Listening exam (in class): pupils will tick boxes and match letters and sentences according to the Spanish they hear.

- Reading & Writing exam (1 hour): for the reading section of the paper, pupils will tick boxes and write single-word answers. They will have to read in order to match phrases to pictures and decide whether statements are true or false. For the writing part of the exam, pupils will be required to write an 80-90 word composition, covering 5 different bullet points on the subject of My Free Time. Students must answer all bullet points in order to achieve full marks.

We recommend that students use www.quizlet.com and www.linguascope.com (username: mflcphs, password: hola18) to practise vocabulary in the lead-up to the examinations. Students should also construct practice responses for speaking and writing using the vocabulary pages.

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<thead>
<tr>
<th>Topic</th>
<th>Page nos.</th>
<th>Key Ideas</th>
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<tbody>
<tr>
<td>Mi Tiempo Libre</td>
<td>78-79</td>
<td>Describing what activities you do in your free time Using time connectives to add detail</td>
</tr>
<tr>
<td>¿Qué hora es?</td>
<td>80-81</td>
<td>Using clock times to say what time it is now Using clock times to describe when you do activities</td>
</tr>
<tr>
<td>¿Qué deportes haces?</td>
<td>82-83</td>
<td>Describing what sports you do and how often Using “jugar” for sports with a ball and “hacer” for others</td>
</tr>
<tr>
<td>Me gusta ir al cine</td>
<td>84-85</td>
<td>Using me gusta + infinitive to give opinions about activities Justifying your opinions by giving reasons</td>
</tr>
<tr>
<td>Vocabulary pages</td>
<td>94-95</td>
<td>Vocabulary for the topic</td>
</tr>
<tr>
<td>Extra practice</td>
<td>89-93</td>
<td>Extra practice exercises</td>
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<td></td>
<td>122-123</td>
<td>Extra practice exercises</td>
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<td>129-134</td>
<td>Grammar practice (verbs)</td>
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ICT

The ICT exams are 1 hour each. The practical will done in lesson time the week before exams start. The practical exam will be completed on the computer and printed or submitted online at the end of the exam. Students must print their names on each printout. The theory exam will have multiple choice questions which will be done on the computer after the exam week. Questions will be based on the topics they have studied in class.

Units studied in class

For the unit on Flash students should
- Recognise layers and frames
- Be familiar with the tools used in flash
- Be familiar with Tweens

For the unit on Renegade Hero students should
- Be able to recognise tools within a spreadsheet
- Be familiar with the features of presentation software
- Recognise key features of websites

For the unit ‘Internet and Social Networking’ students have:
- Researched and discussed some of the dangers of the internet particularly social networking
- Researched and discussed some methods for e-Safety
- Used Desktop publishing (Microsoft Publisher) to combine text and images to produce a document that is informative, fit for purpose and suitable for the audience

For the unit ‘Robotics’ students have:
- Identified the parts of a robot
- Explained the advantages and disadvantages of using robots
- Programmed robots to do simple tasks using EV3 programs

Practical

For the Animation unit students should:
- Be able to create a simple animation using Adobe Flash
- Use Layers to add new objects to the animation
- Use Key Frames and Tweening to animate objects

Revision help

The following website resource is useful for revision
- Yacapaca.com

Students have login information for this site.
Music

Exam format: 1. Practical performance exam  
2. Theory examination.

Topic: Grade 1 Theory based material.

Students shall prepare for the practical aspect of the exam during the class music lesson’s leading up to the exam. Students will be continuously assessed on their instrumental progress through the Level tests.

Students will sit a theory paper (equivalent to Trinity Grade 1 standard). The following list of topics should be studied for the exam.

- Naming of notes in both Treble and Bass Clef.
- Note and rest values, bar lines, Time-signatures
- Accidentals
- Keys C, F, and G major Scales, and Key-signatures
- Tonic Triads and Arpeggios
- Note and rest groupings
- Ostinato patterns
- Musical words and Symbols
Drama

Exam Format:

The exam will be a practical, in-class assessment where students will work in small groups to devise a 5 - 8 minute piece of drama based on the play they have been studying titled ‘Ernie’s Incredible Illucinations’. Students will have to include a range of dramatic techniques such as:

- hot seating
- improvisation
- soundscape
- tableaux
- thought-tracking
- physical theatre
- mime
- facial expression
- spatial awareness (use of space)
- transitions
- neutral positioning
- posture
- gesture
- levels
- proxemics (proximity, distance)
- script
- dialogue
- choral cascading
- split scene
- spotlighting
- stylized sequencing
- conscience alley/ corridor

The exam will be assigned during the week of 21st May, allowing one lesson for Creating the performance piece and one lesson for Rehearsing and Polishing the performance piece. The Performing and Assessment of the piece will take place in classes during the week of 28th May and will be filmed with full lighting, props and costume. Following the students practical assessment there will be an opportunity for them to Evaluate their own performance work and that of others. Attendance is strongly advised during these weeks to allow students maximum preparation and assessment time.

Assessment Criteria:
Students will be assessed on:

- Creating: working as a group, using drama techniques, structuring drama and rehearsing.
- Performing: staying in role, physical theatre, vocal skills and supporting others on stage.
- Evaluating: identifying strengths and weakness in own work and that of others and use of appropriate drama terminology.

Revision/Preparation:
All of the preparation and revision of dramatic techniques will take place in class leading up to the assessment as we are currently studying the play, its themes, characters and context. Groups will be allowed to use the Drama Studio or classrooms to rehearse at lunchtimes during the week leading up to the exam.
Art

Exam: in class.

Duration: 1 hour.

Drawing: from direct observation of a first-hand source object or group.

Subject: an extension of their most recent coursework.

KS3 Exams will generally be based on the following Term 3 work-
YEAR 7 - Pop Art & Graphics

Revision/Preparation: Students prepare for the exam by practicing during lessons in the weeks leading up to the exam.

Assessment criteria:
1. Evidence of sustained & careful observation
2. Evidence of skilled & sensitive use of; media, line, shading, colour & texture
3. Evidence of spatial understanding in the use of shape, form, negative space & proportion