



Park Vale
Academy



Supporting your child
through their GCSE
exams:

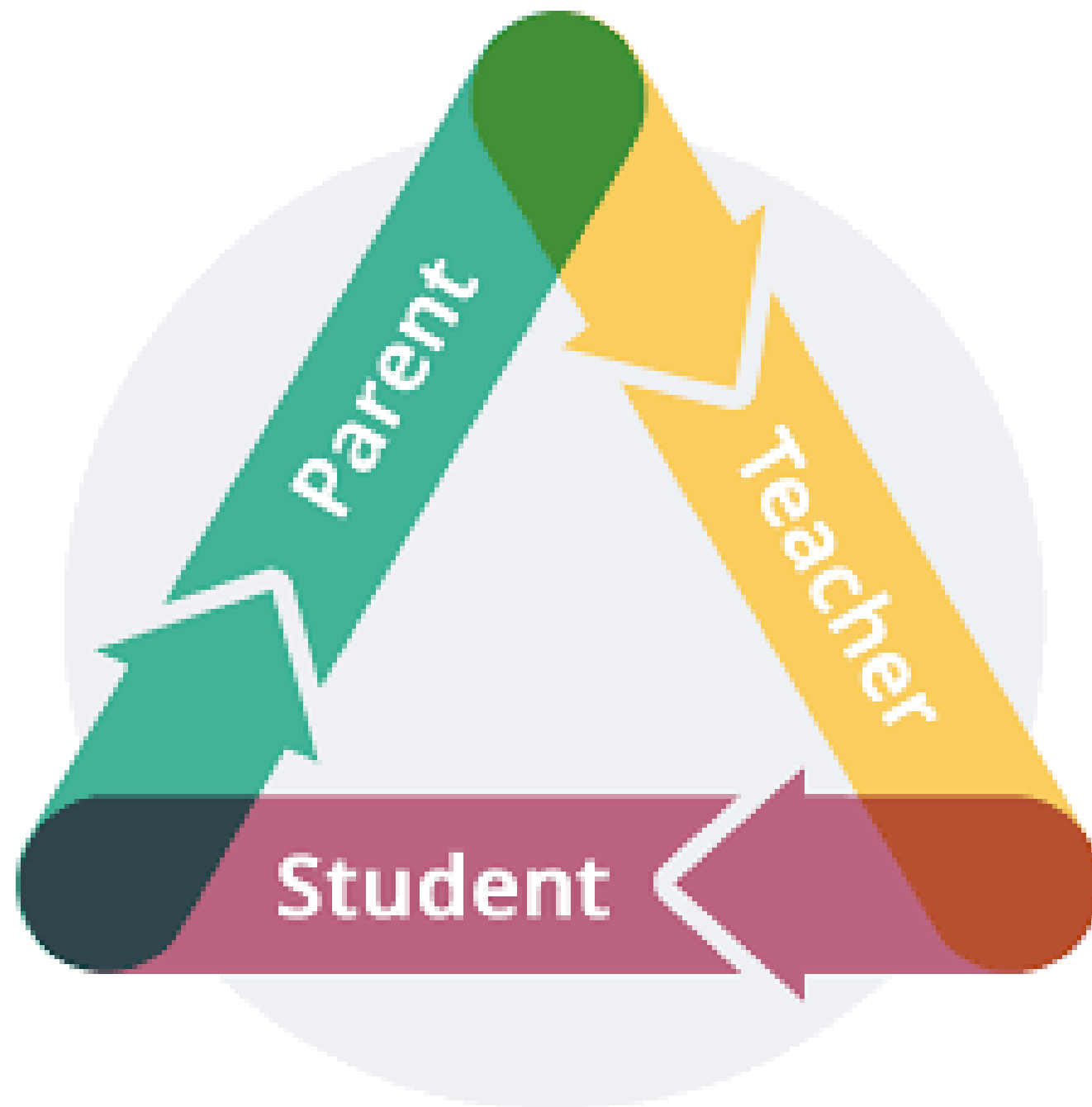
A Session for Parents



Park Vale
Academy

Aims:



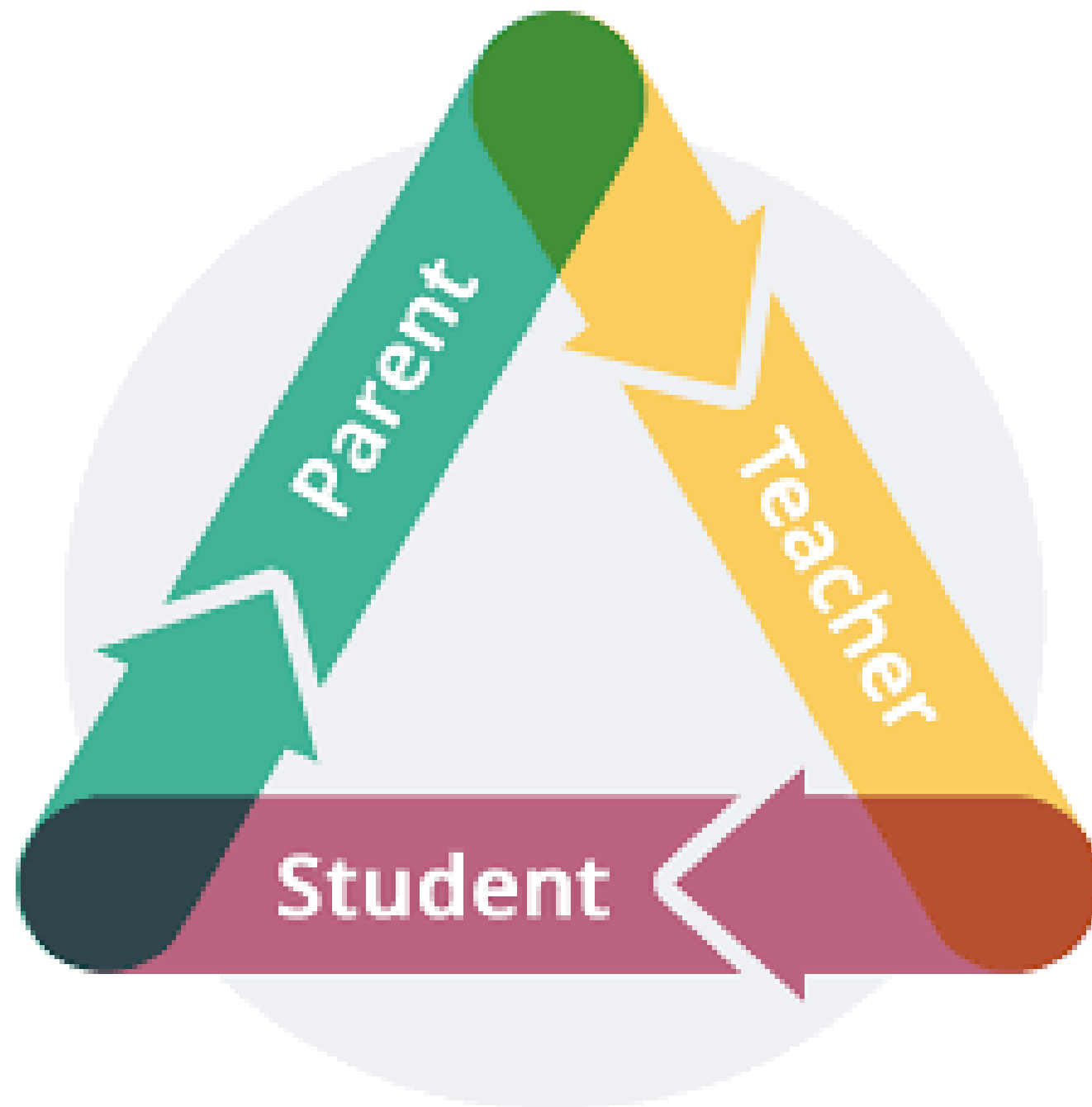


A vibrant word cloud graphic centered on the word "COMMUNICATION". The word is rendered in a large, bold, white, sans-serif font with a subtle drop shadow. It is surrounded by a dense cluster of colorful speech bubbles and rectangular shapes in various sizes and colors, including blue, orange, pink, green, purple, and yellow. The background is plain white.

COMMUNICATION

We know it's hard...





Exams are coming





1

19

Worst-Case Scenario

English – 2

- Option 1 – 2

English Lit – 2

- Option 2 – 2

Maths – 3

- Option 3 – 2

Triple Science – 6

42

110

27

It all **adds** up

- Controlled Assessments
- Practical Tasks
- BTEC Units
- Speaking and Listening Exams



Subjects with Non-Exam Element

- Art
- IMedia
- PE
- DT / Food
- Business/Enterprise
- Spanish
- Music
- Drama/ Dance
- Photography
- Childcare / Health and Social Care

Mock Exams

- **7 Nov – 18 Nov**
- **27 March – 10 April**



Mock Results Day 2022: Friday 25th November

[illegible]

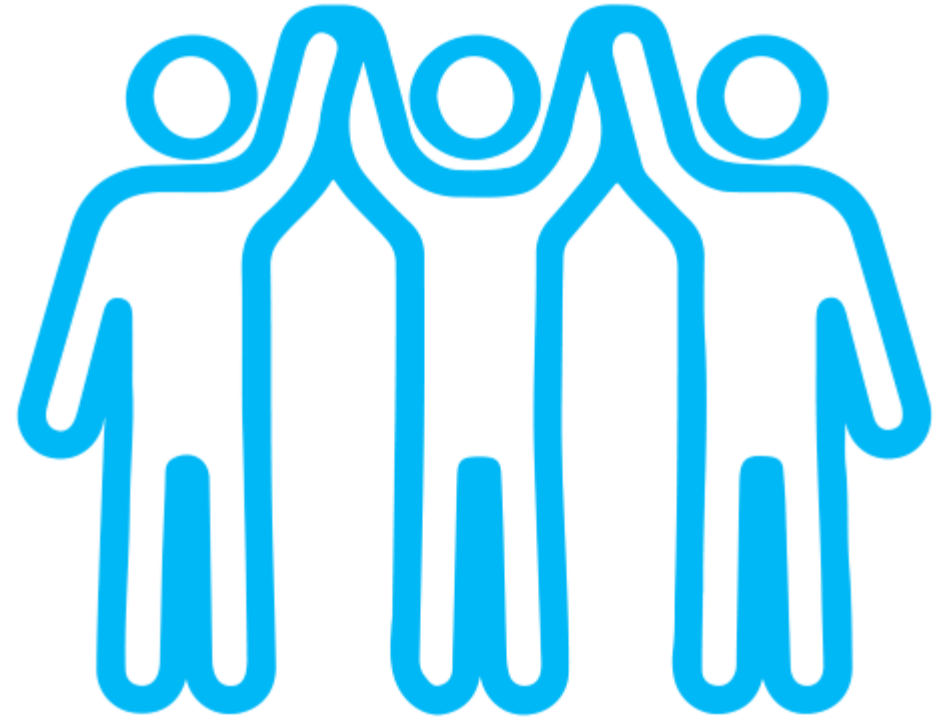


Parents' Evening: **Wednesday 14th December**

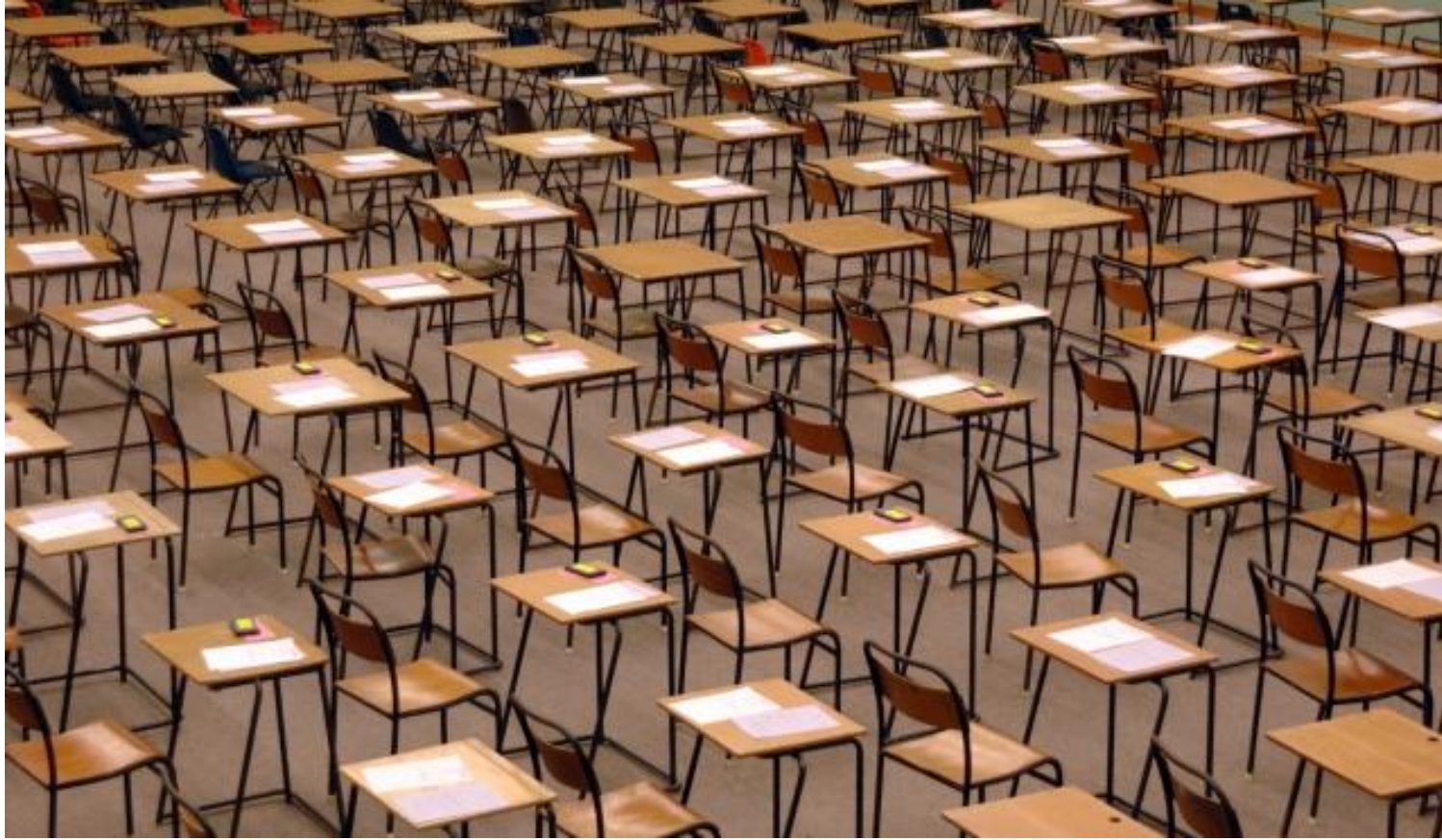
Year 11 review week: **W/C Monday 27th March**

Support

- Exam timetables
- After-school sessions
- Revision skills lessons
- Revision Packs
- Easter Revision School
- Booster sessions



The times they have a-changed

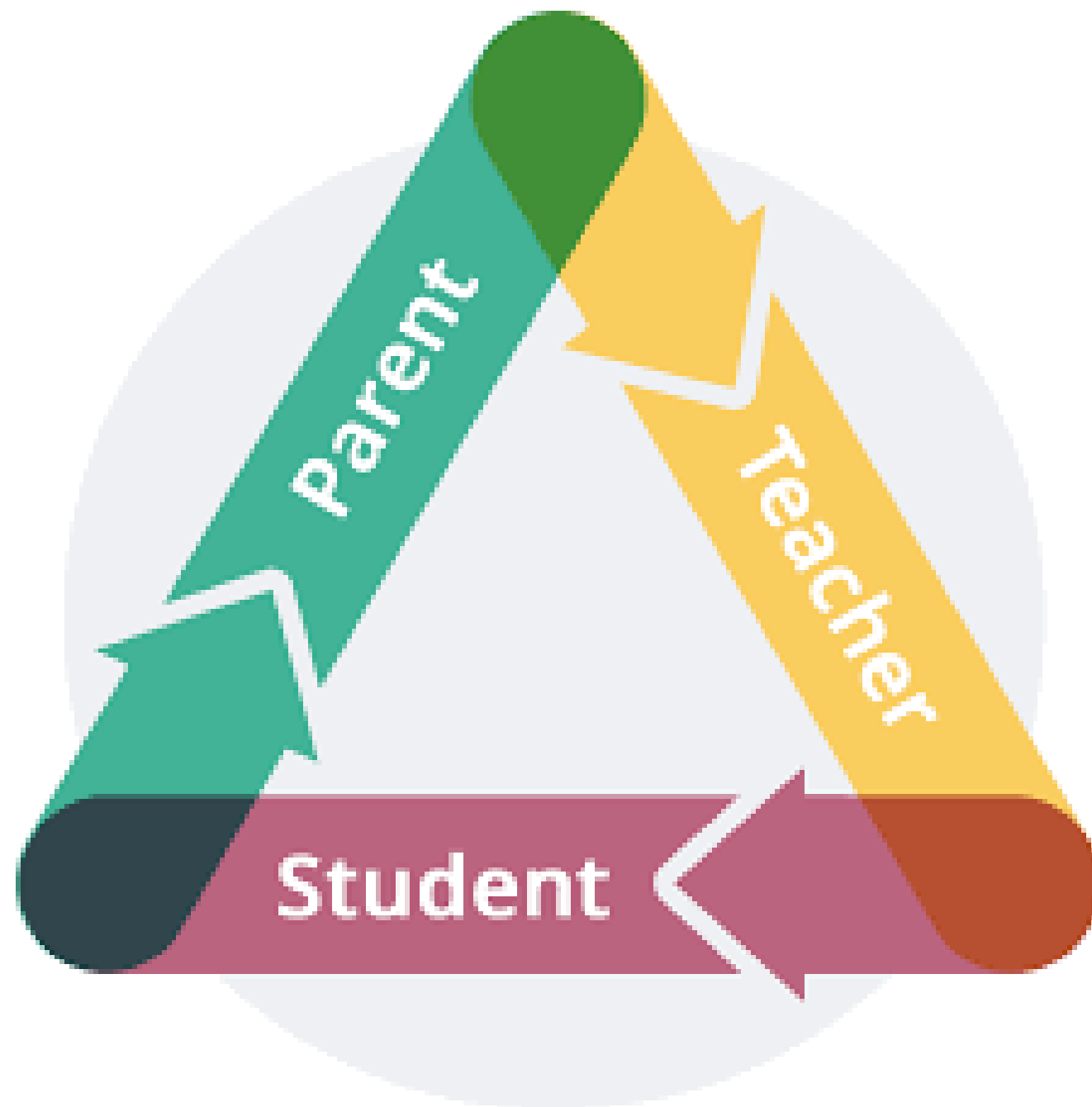


- Linear exams
- Limited opportunities for re-sits

So.....

Structured revision using effective memorising techniques becomes crucial both in school and at home









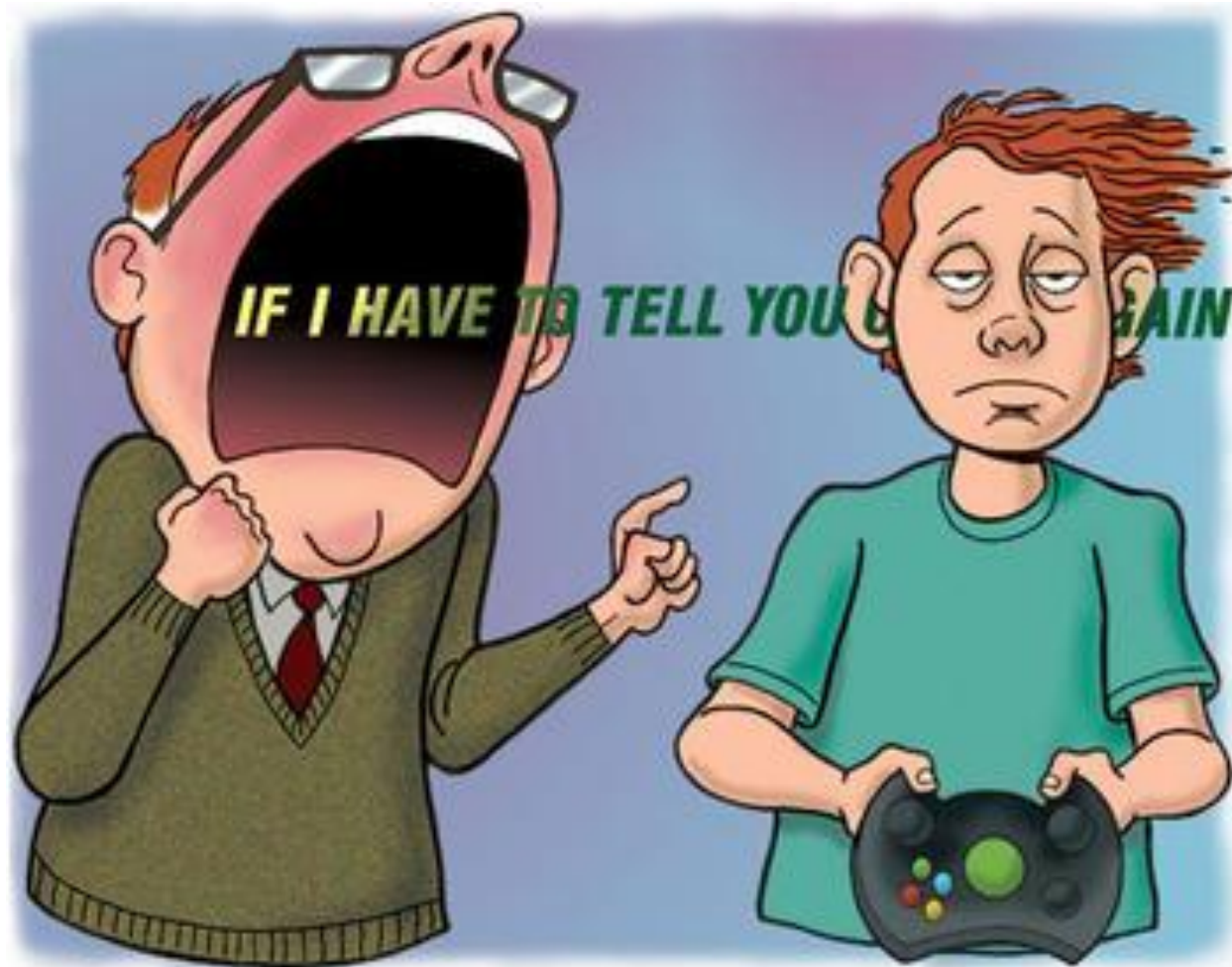
"I'd like to return this please"

- Work with what you've got
- Try to avoid negativity
- Don't take it personally
- Choose your time carefully
- Reflect rather than react

N

A

G



Things not to say:



Why aren't you getting on with some revision?

Why is that you **never** make time for your homework?

Why are you **always** playing on your X-Box when you've got exams coming up?

Why don't you want to do well in your exams?

In particular, watch out for...

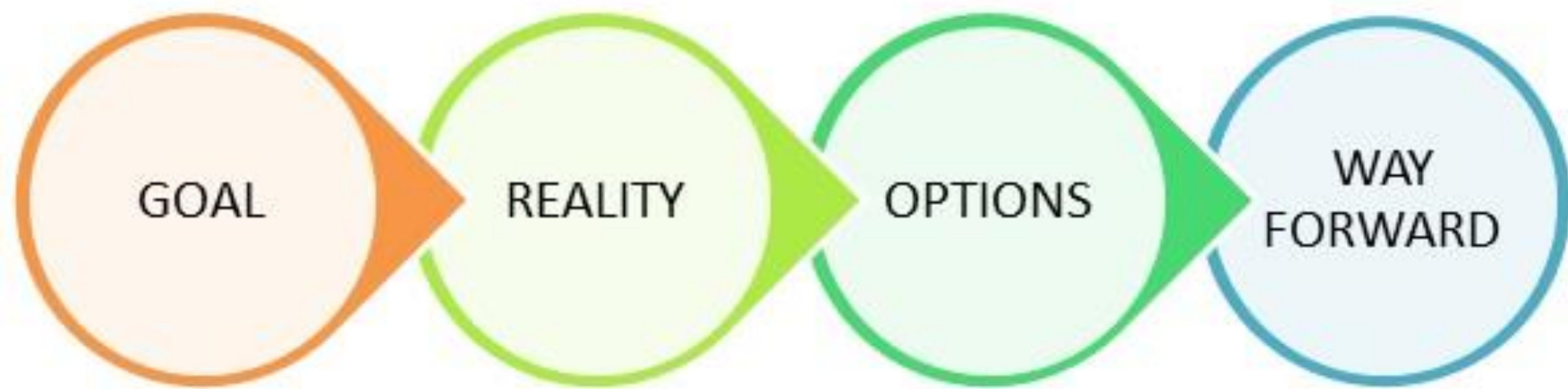


WHY and **YOU** in the same question!

Alternative approach needed







Goal

What do
you want?

Reality

Where are
you now?

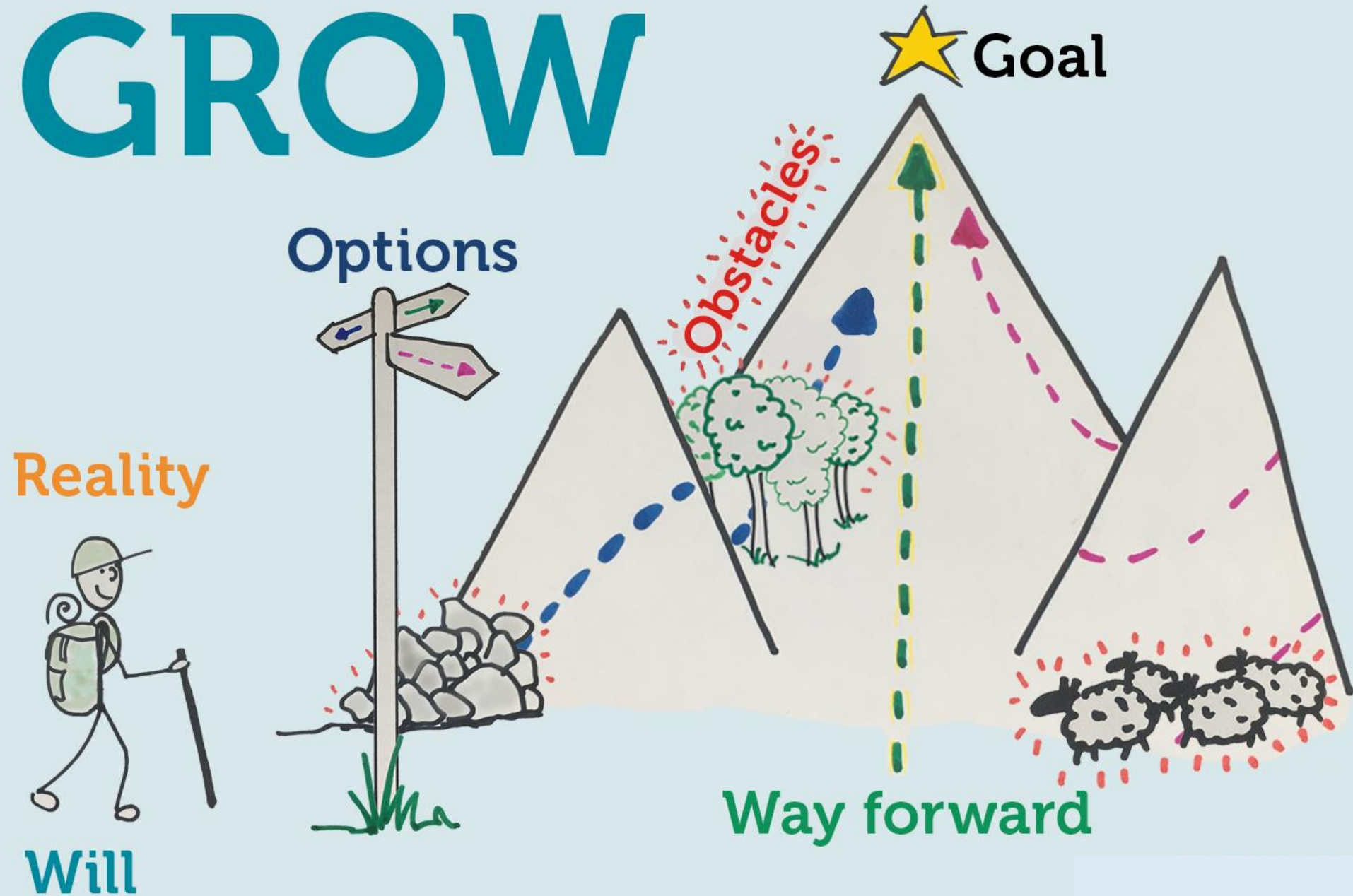
Options

What could
you do?

Will

What will
you do?

GROW



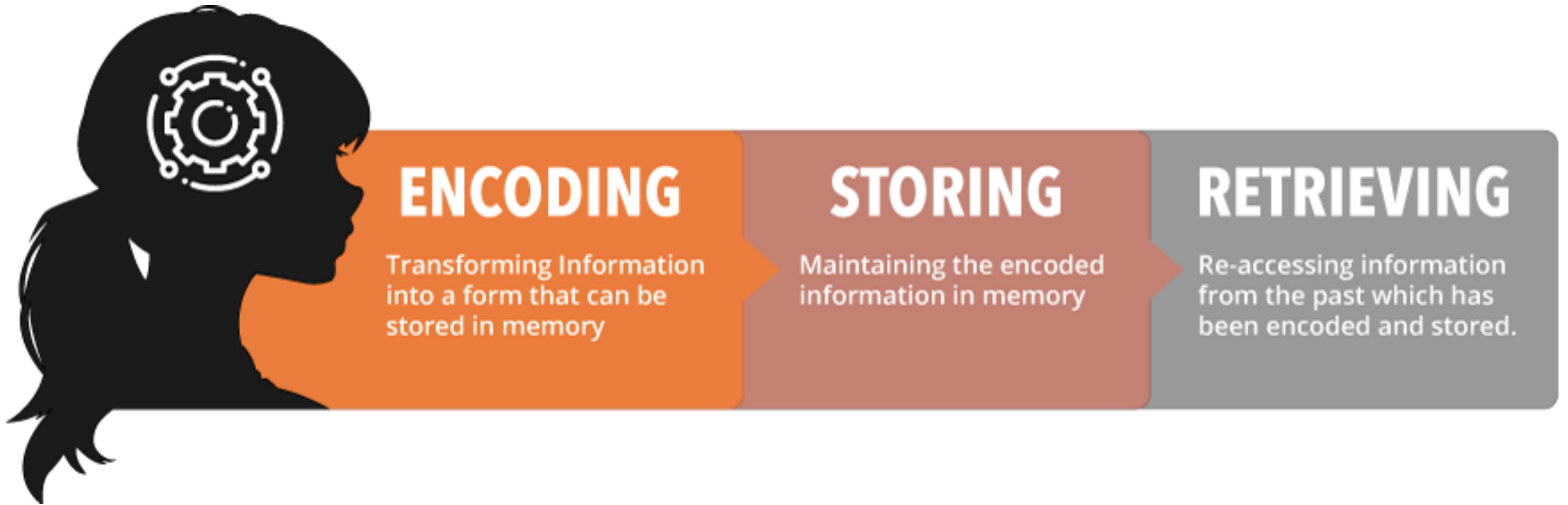




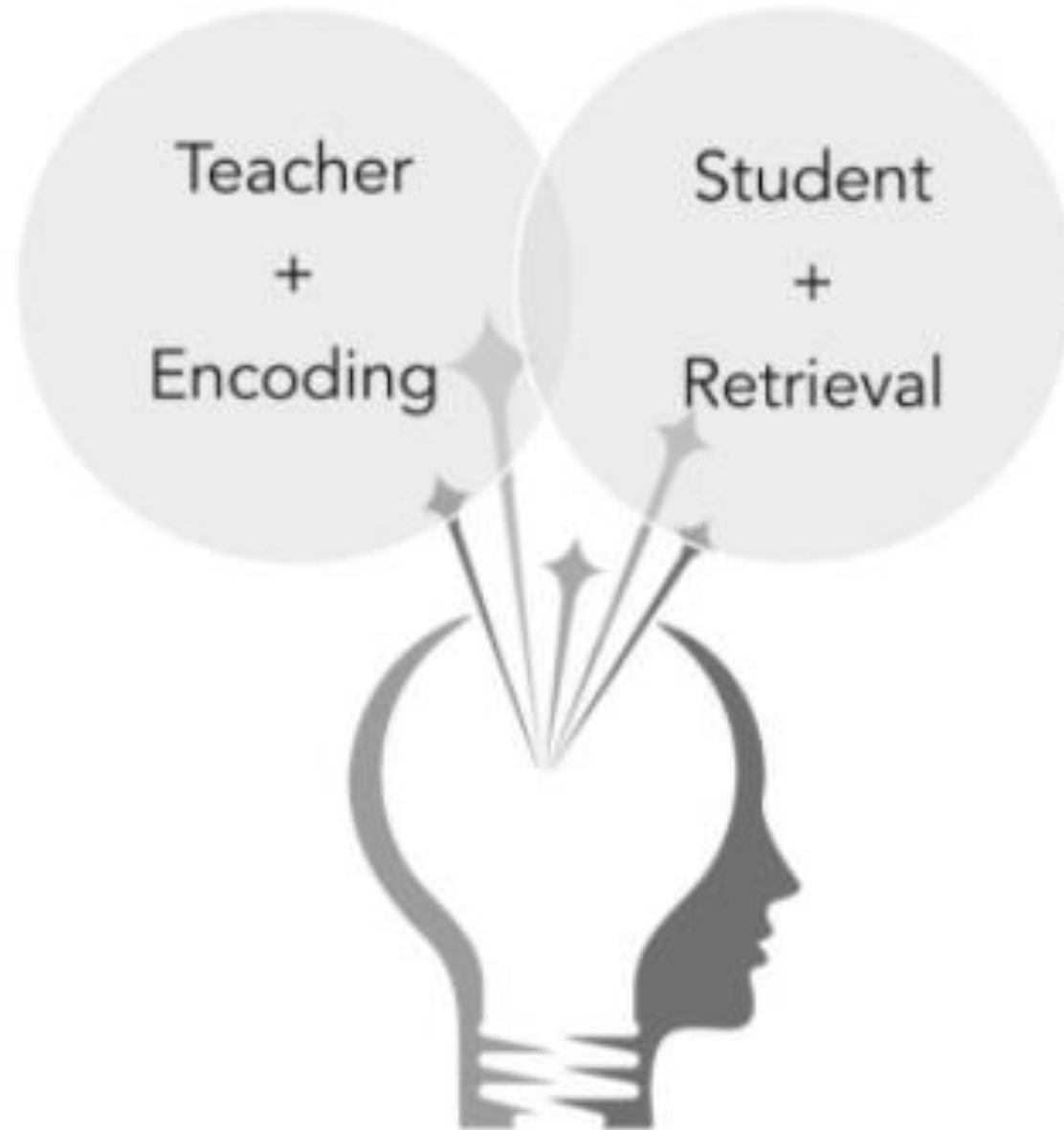
Evidence informed: What does the research say?



“Why do I need to revise?”



“Why do I need to revise?”



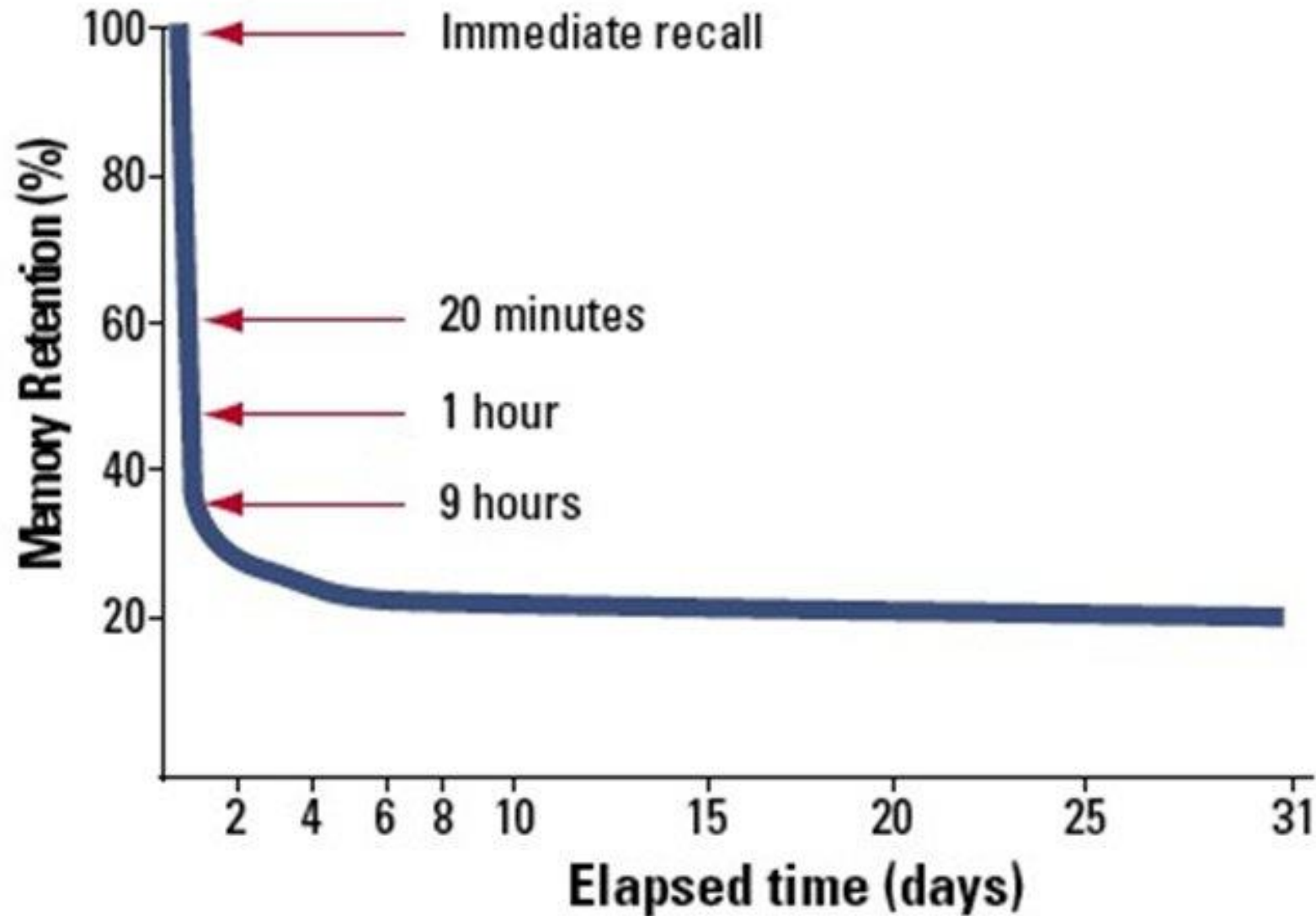
I'm not
saying

NO

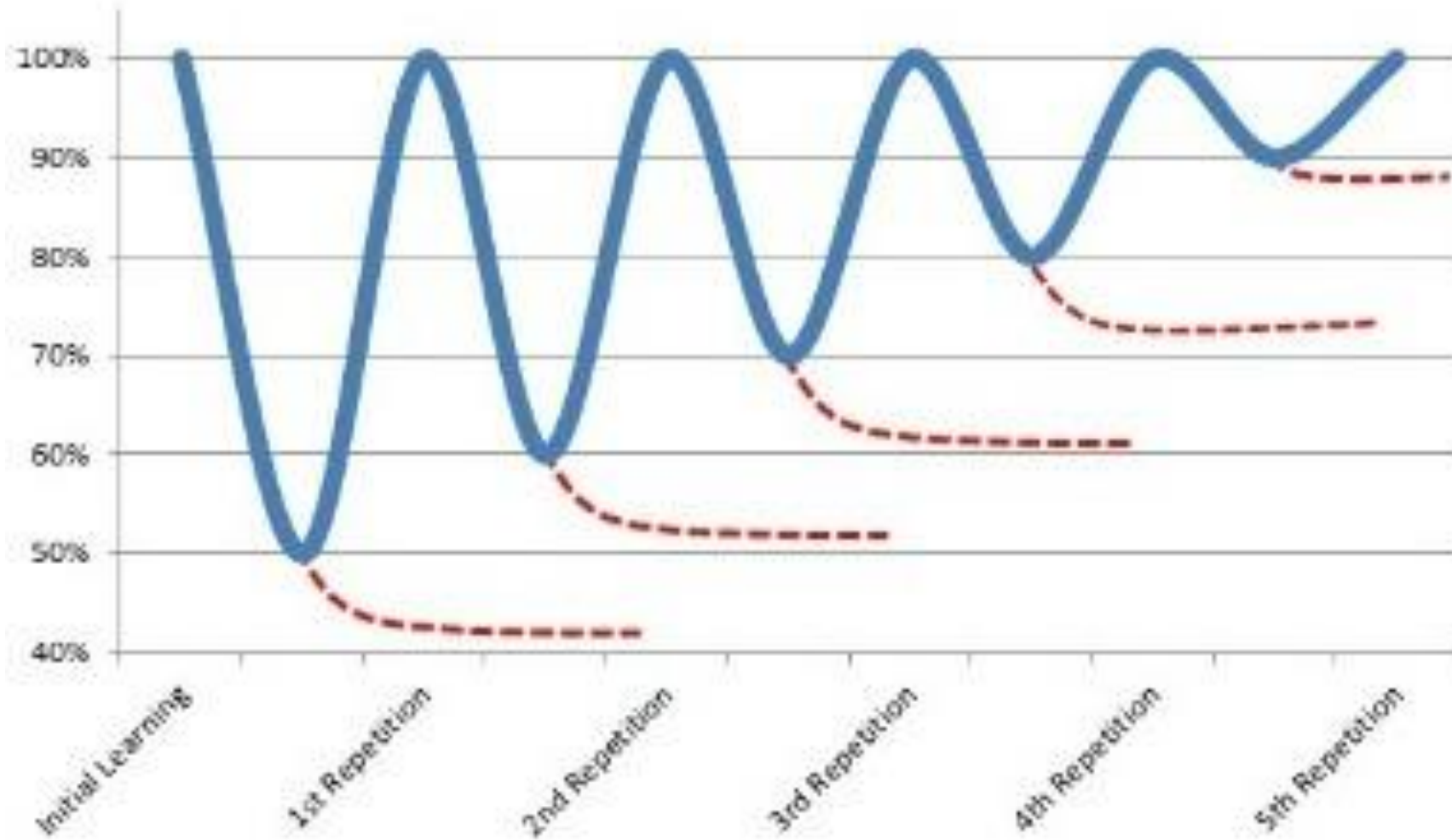
I'm just saying

NOT YET

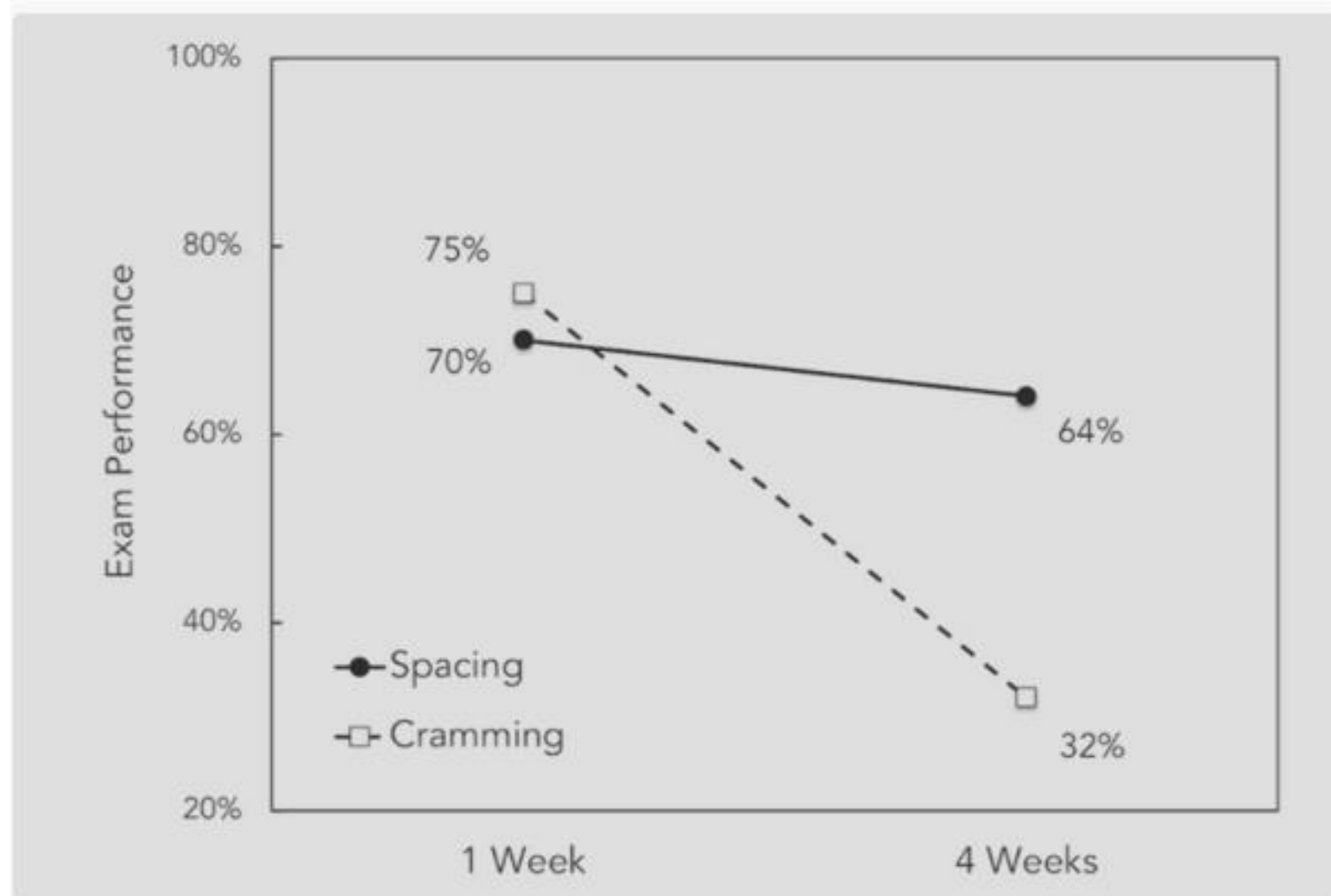
Ebbinghaus' Forgetting Curve



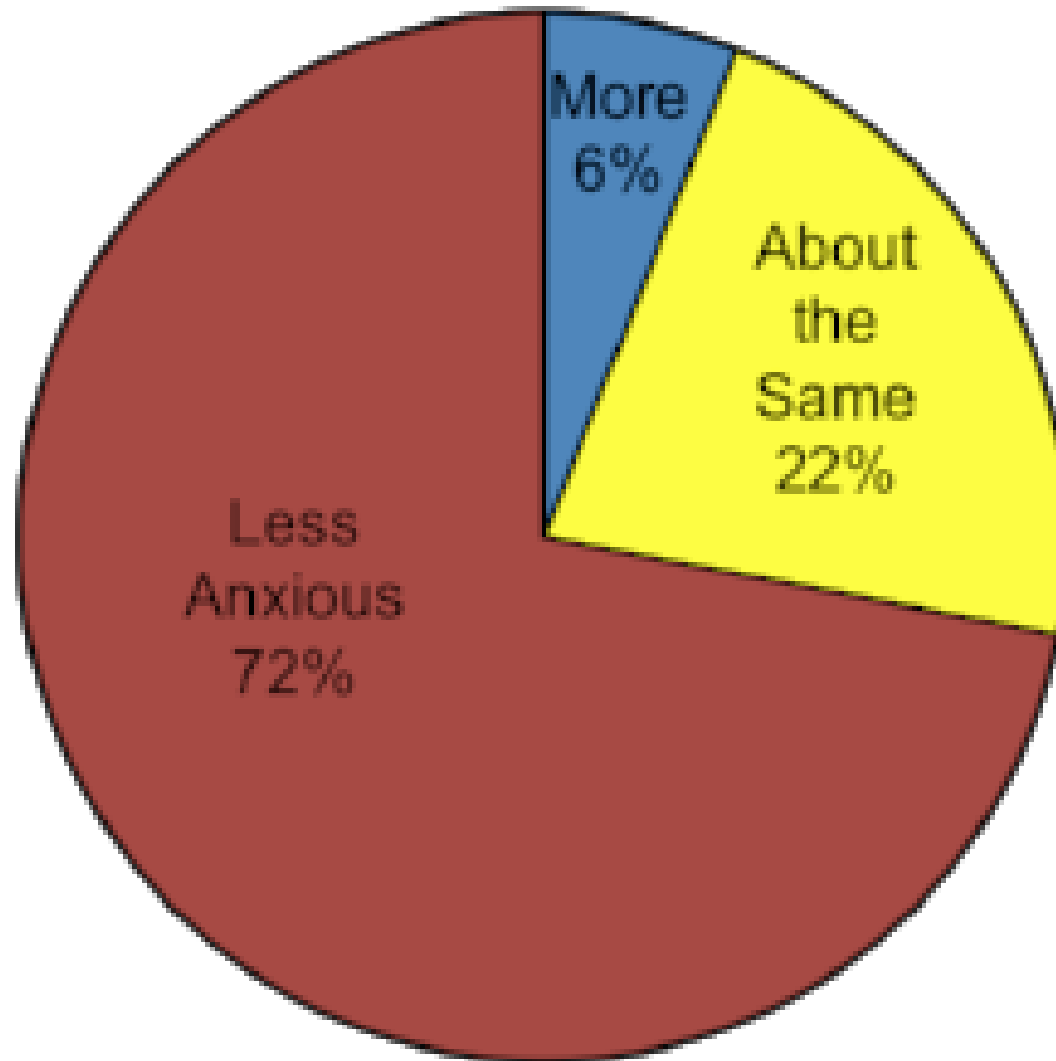
Ebbinghaus' Forgetting Curve

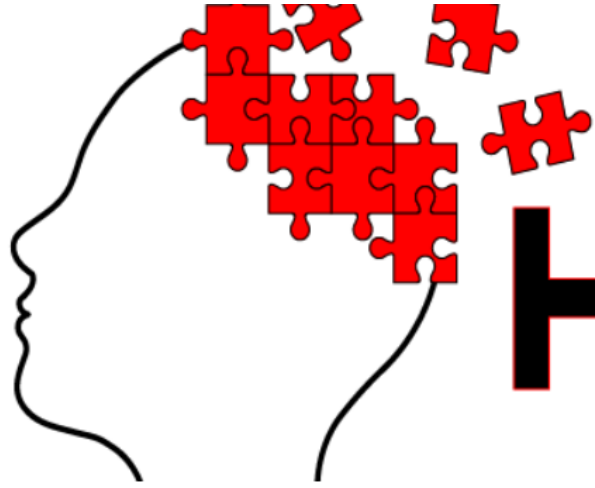


Spaced Practice vs. Cramming



Spacing out revision and using retrieval has also been shown to reduce anxiety.





HOW TO REVISE

Reading and Highlighting are Not Enough!



ENCODING

Transforming Information into a form that can be stored in memory

STORING

Maintaining the encoded information in memory

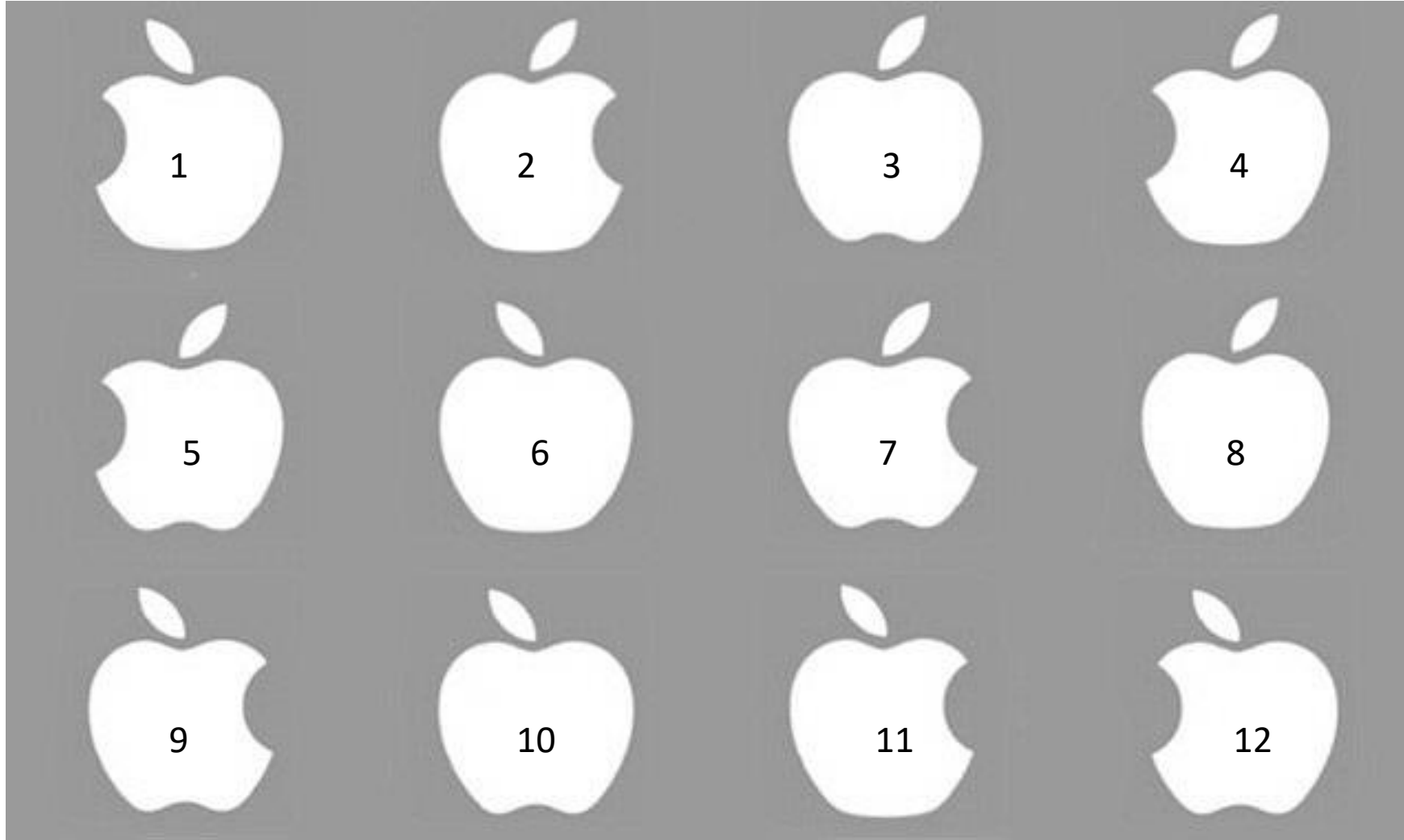
RETRIEVING

Re-accessing information from the past which has been encoded and stored.

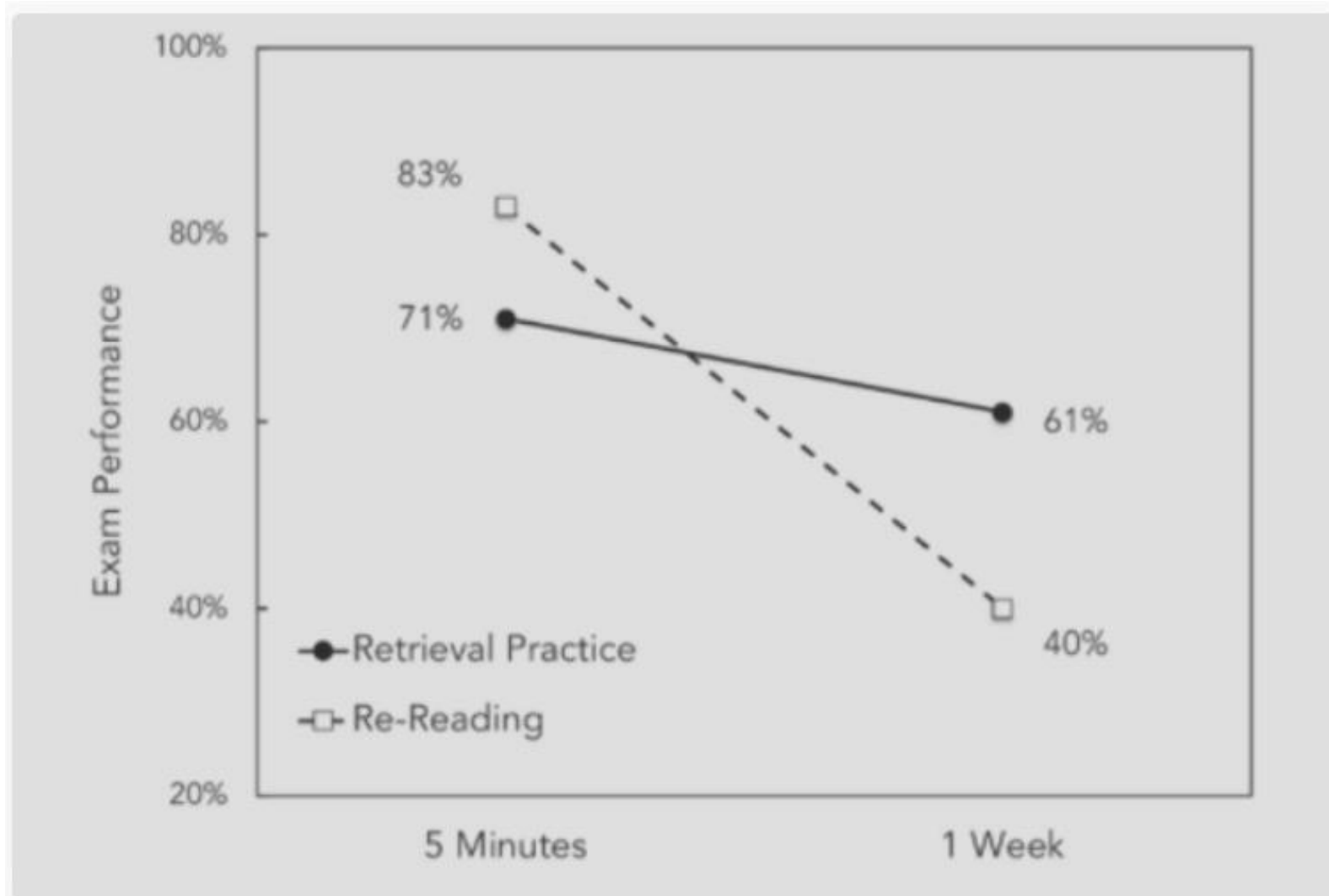
Seeing vs. Studying

Without looking at
your device, draw
the apple logo.

Seeing vs. Studying



Active vs. Passive Revision



Types of revision

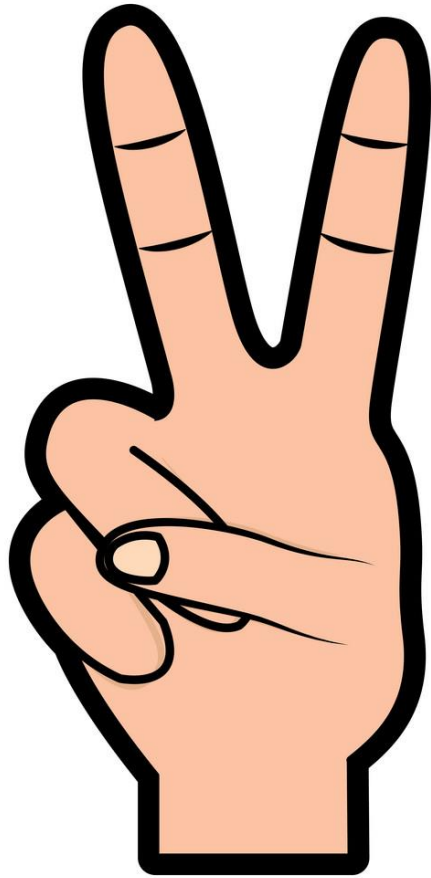
- **Transformation** – turning the information/knowledge to be remembered into something else (e.g. diagrams)
- **Reduction** – reducing the information/knowledge to be remembered into smaller amounts or chunks over time (e.g. making notes)
- **Retrieval practice** – giving our brains ways to practising retrieving the stored information effectively (e.g. quizzes)

Brain Drain



- Whilst your child is studying, call for a quick time out.
- Set a timer and get them to put all notes aside.
- Ask your child to write to tell you everything they have just studied.
- This simple activity not only allows for retrieval but also has been shown to help students' organisation of knowledge.

Two things



- Rather than ask “How was your day?” rephrase to include retrieval
- Tell me two things that you learnt in science today
- Tell me a story that your teacher told today – what do you think were two most interesting parts?
- What two things did you find hard today?

Causes of Drying in Bay of Bengal

- Heavy monsoon rain causes surface flooding
- Deforestation means less rainwater to absorb and transport water towards Bay of Bengal in the form of groundwater
- Increased surface run-off leads to less water retention and more is carried over beds that of Bangladesh and Bay of Bengal
- Wider cone of total water functions than for different soil - results in water to drain away
- Planting of mangrove trees increases the flood risk
- During the 1980s, more than 100,000 tube wells and 20,000 deep wells were drilled to draw water to provide drinking water
- In India, the Ganges has been identified as one of the most polluted rivers in the world
- Bangladesh - all water treatment and distribution is very susceptible to flooding
- Overcrowded in low-lying areas and even contribute to greenhouse effect
- Melting of snows results in a massive inflow to the river in the north-east

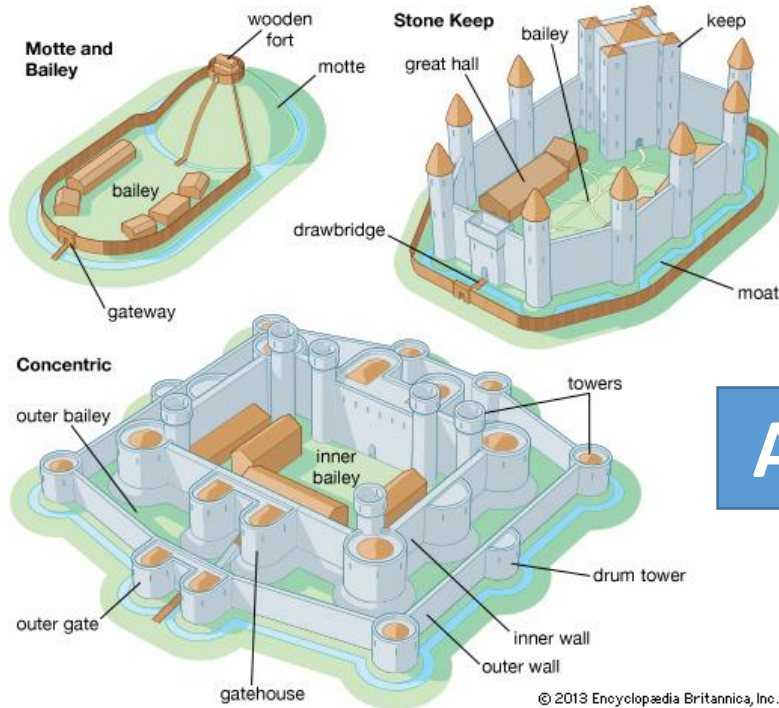
Chlorine in Food 1979

Size of problem With a rapidly growing population (forecast to double by 2030) and so much of the country in contact is it really feasible to solve it?

- ✓ Use images if they help you to remember

Which is the best revision card?

Describe the features of a castle



A

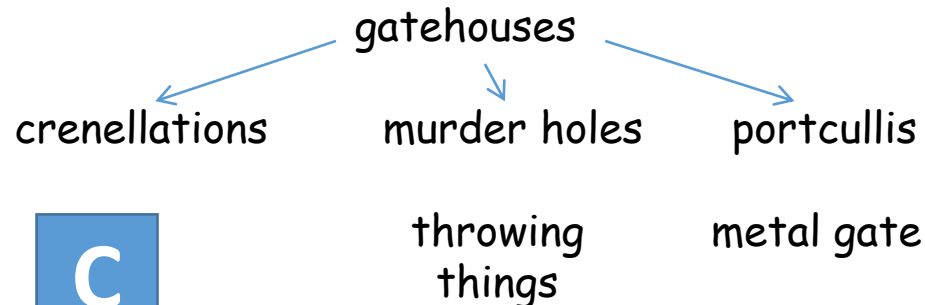
Castles defended themselves in a number of ways. Firstly, they often had a thick curtain wall surrounding the main part of the castle. This was thick, high and made of stone. Another feature castles had were tall towers. These were very high and again made of thick stone to make it difficult to attack. Sometimes, castles were surrounded by deep moats, often filled with water, but sometimes without water. Even if moats had no water in they were so steep that it would have been impossible to climb up. Many castles also had gatehouses. These had lots of features which helped to protect a castle including crenellations (which allowed archers to hide behind before shooting), murder holes (for dropping hot sand down) and portcullises (big metal gates).

B

curtain wall → thick/stone/tall

towers → tall/thick/stone

moats - water or dry → steep/hard to climb

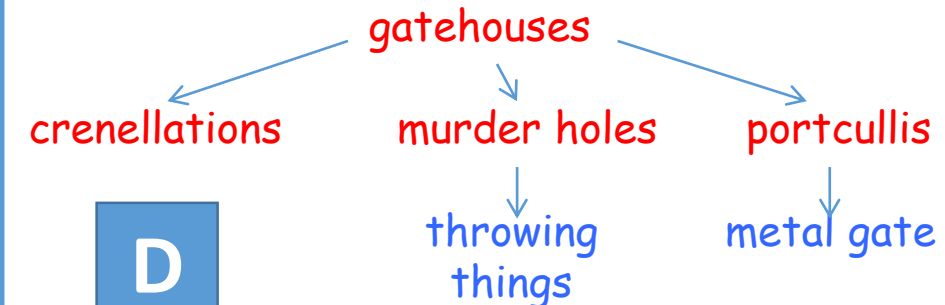


C

curtain wall → thick/stone/tall

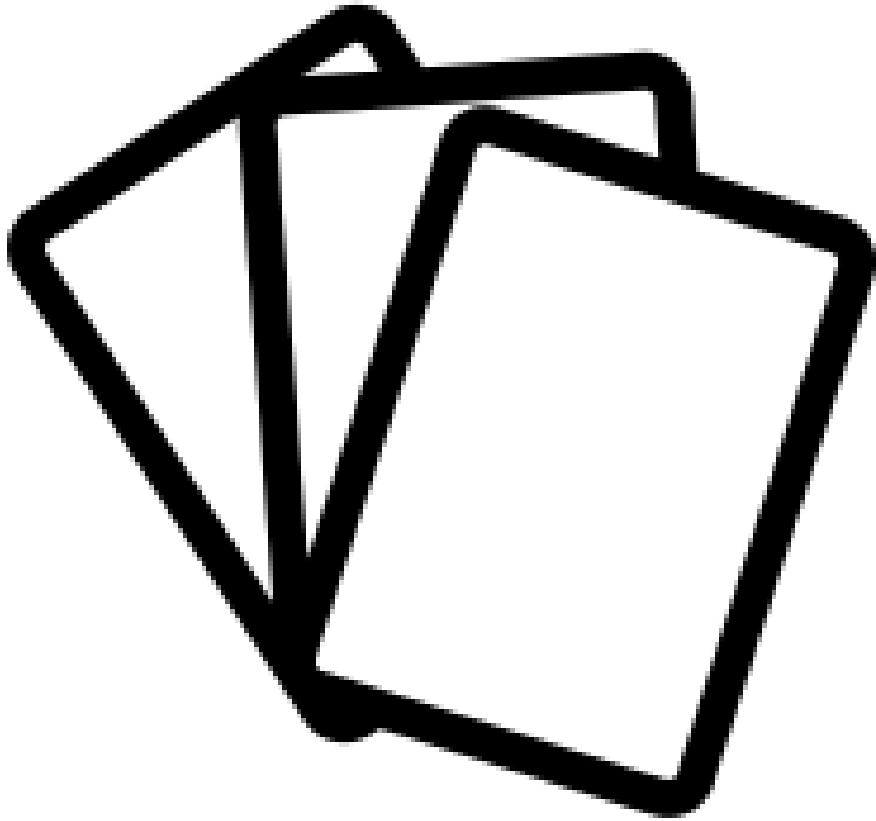
towers → tall/thick/stone

moats - water or dry → steep/hard to climb



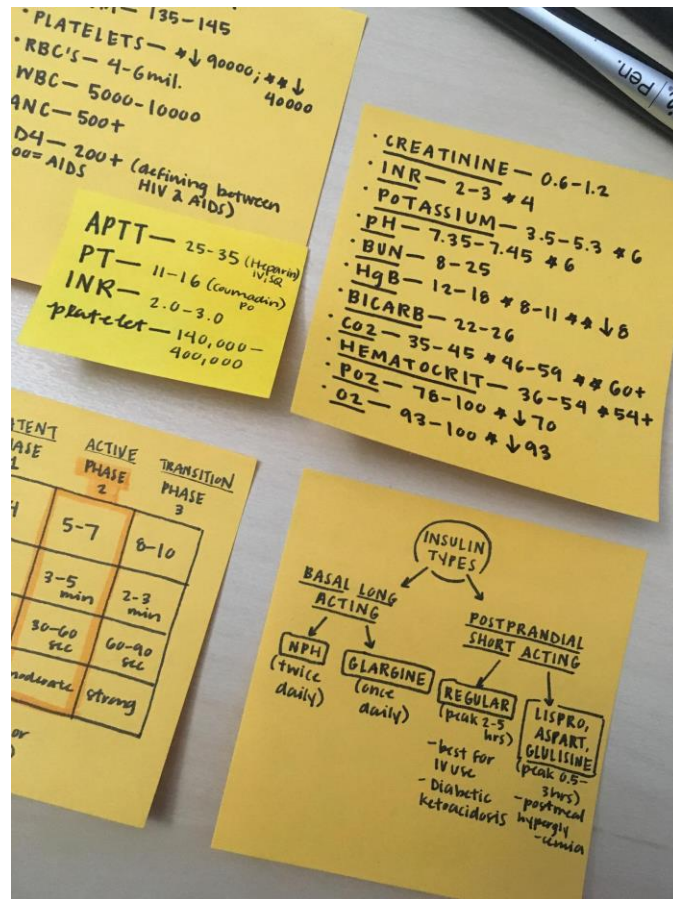
D

Flashcards



- Shuffle the deck
- Retrieve the answer not read the card – question on one side and answer on the other
- Put into piles – focus on the ones they keep forgetting
- Test them.

Post its



- Encourages reduction and transformation
- Stick them around the house – support space retrieval
- Use like flash cards

Mini quizzes



- Take a look at your child's work, notes, book.
- Randomly pick 5 questions and ask them.
- Your child can write their own questions and keep them in a jar for you to pick at random and ask.
- The focus should be on the answer, not just reading the questions.

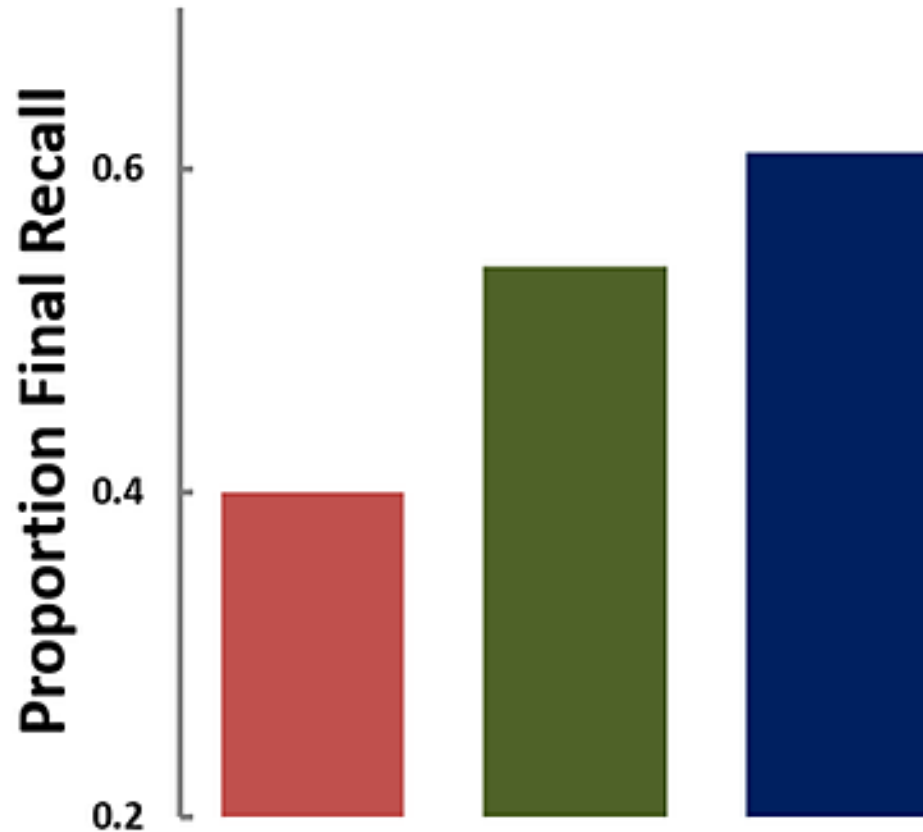
The Testing Effect

Reading, Reading,
Reading, Reading

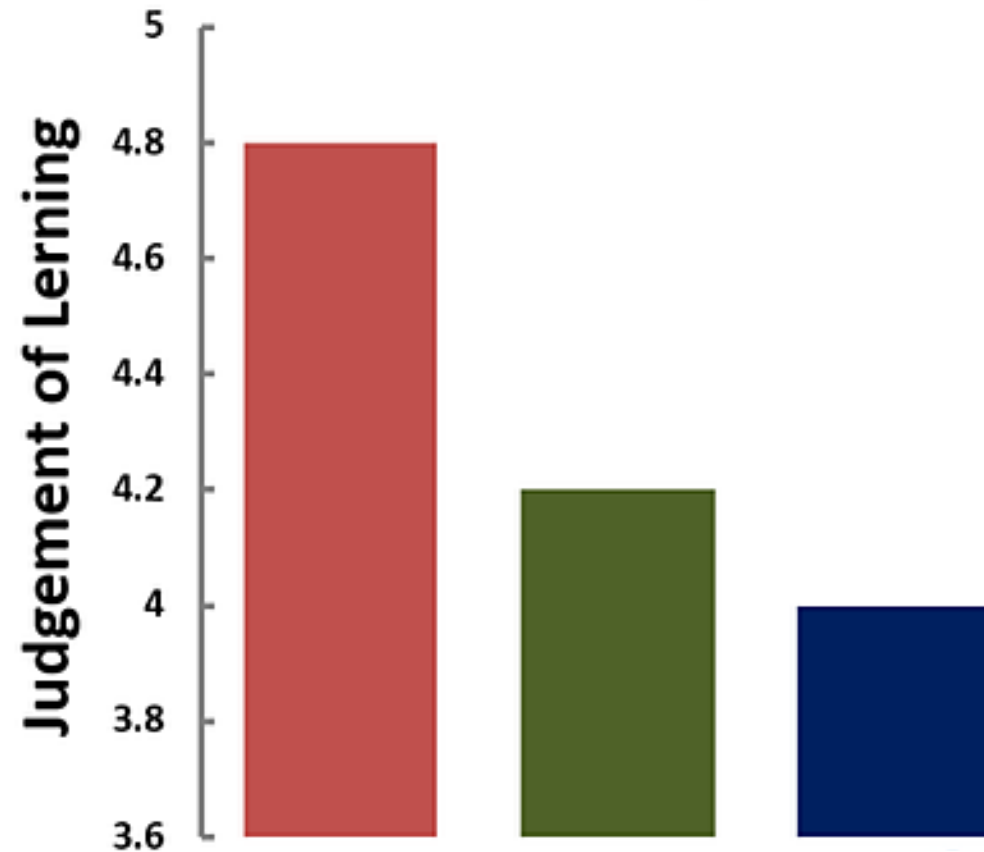
Reading, Reading,
Reading, Testing

Reading, Testing,
Testing, Testing

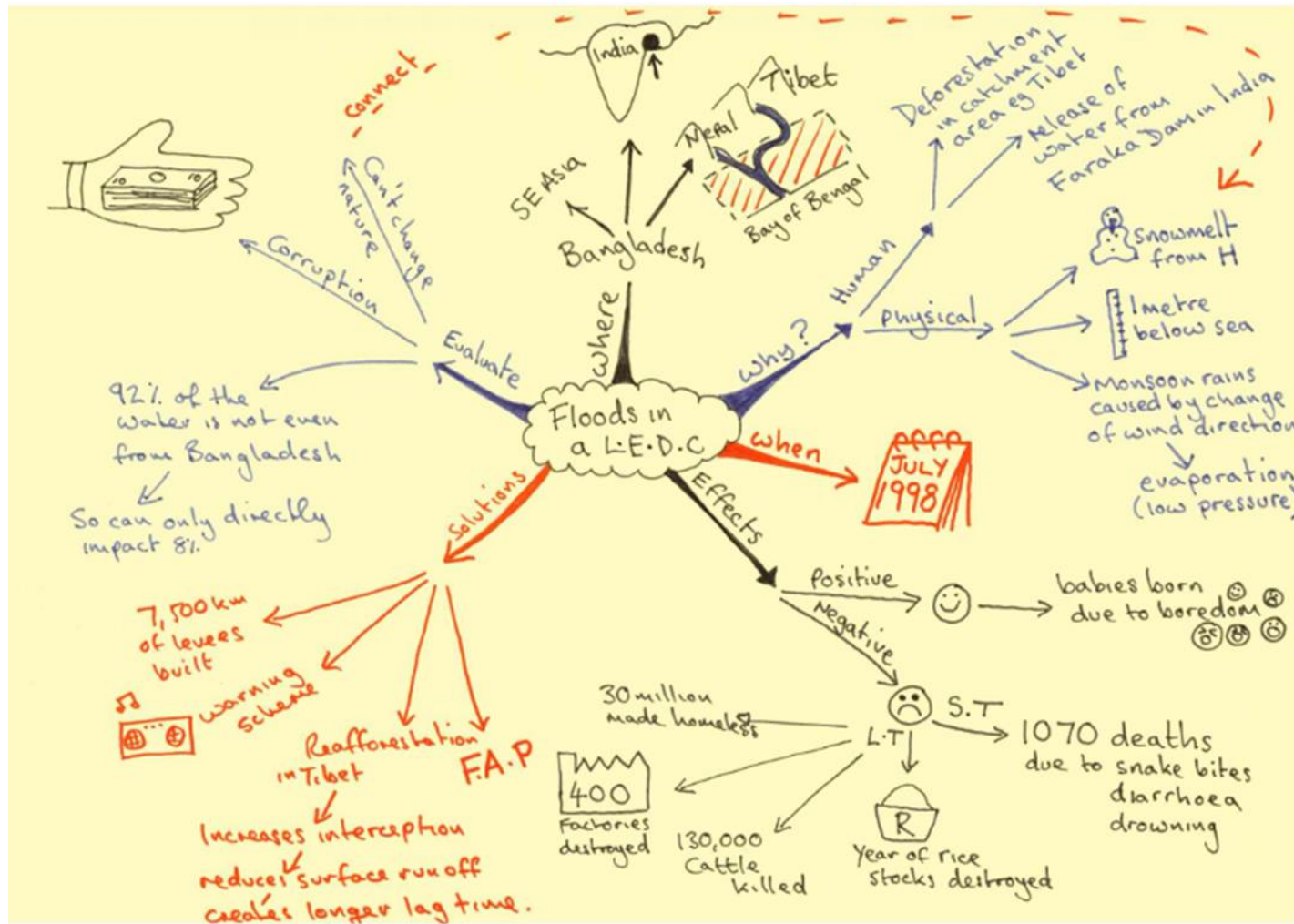
Final Exam Performance



"Did it Help Me?"



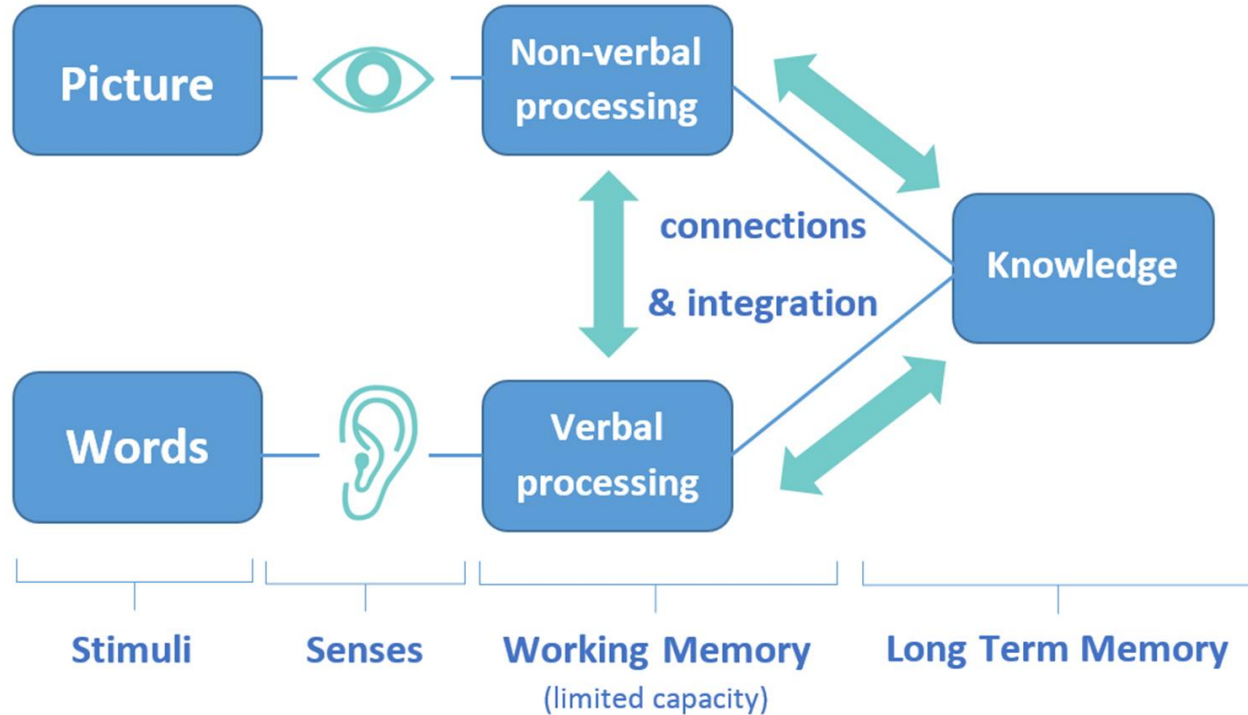
Mind Maps



- Colours
- Words and pictures
- Key words and notes not full sentences
- The process is as important as the end result

Text to Pictures / Dual Coding

Allan Paivio's Dual-Coding Theory



- Turn a page of notes into a series of pictures.
- Re tell the original information using picture only

River floods

DEFINITION

A flood occurs when water overflows onto land not normally covered by water following a rise in water level.

Floods are one of the most common and costly of natural hazards, causing death and widespread damage. 1998 was a particularly bad year with record flood levels in Bangladesh and China. In the UK flooding was much worse than usual along the Rivers Wye, Severn, Avon and Trent.

What causes flooding?

Some floods are caused by sea water (e.g. storms surge), but here our focus is on river floods, for which there are many different causes (A). Many are natural causes resulting from relatively 'extreme' climatic conditions (e.g. heavy rainfall), but increasingly people's activities are contributing to floods, often through mismanagement of their surroundings.

Causes of river floods

- **Heavy rainfall:** In 1952, in Lynmouth, Devon, 228mm fell in 24 hours. The entire main street was washed away and 34 people died.
- **Saturated ground:** means that there is more surface run-off. This also contributes to the Lynmouth flood where it had rained heavily for two weeks.
- **Rapid snowmelt:** In many mountain areas of the world a spring thaw causes flooding, e.g. the Alps and the River Rhine.
- **Deposition of silt:** causes a rise in river-bed level and a reduction in channel capacity. This is happening in the Ganges Delta, Bangladesh (B).
- **Dam failure:** In 1928 the St Francis Dam, California, collapsed killing 500 people.
- **Deforestation:** in Nepal contributes to the flooding of the River Ganges by increasing surface run-off and soil erosion (B).
- **People build impermeable concrete and tarmac surfaces:** in the river basin, increasing surface run-off and decreasing lag time.

CASE STUDY Bangladesh

Floods are commonplace in Bangladesh. However the flood in July to September 1998 was regarded as the 'worst in living memory' (C). Bangladesh suffers particularly because 70 per cent of the country is less than one metre above sea level, and 80 per cent is floodplain. It is part of the largest delta in the world formed by the merging of three rivers - the Ganges, Brahmaputra and the smaller Meghna. During the annual monsoons, when bring torrential rain, these rivers burst their banks and flood the land. As diagram D illustrates the flooding is made much worse by humans.

However, these floods are also vital to Bangladesh's economic well being. Floodwater:

- provides nutrients that help restore fish stocks and improve soil fertility
- provides water for irrigation
- deposits silt that creates new land upon which many of them permanently live.

Bangladesh climate

	J	F	M	A	M	J	J	A	S	O	N	D
Temperatures (°C)	22	24	28	32	33	36	29	24	20	25	24	
Rainfall (mm)	80	35	45	50	140	260	120	104	216	48	5	

Q

1. Use the figures in C to draw a climate graph for Bangladesh.
2. Annotate the graph to show how both the rainfall and temperature figures contribute to flooding.
3. Explain how the monsoon, deforestation and dam building contribute to flooding in Bangladesh.

FACT FILE The 1998 flood disaster

- The flooding lasted from July to September with the Ganges reaching its highest levels ever.
- 64% of the land area was underwater.
- 30 million were made homeless.
- 1,078 died, from drowning, snake bites and diarrhoea.
- Dhaka, the capital, was 2m underwater and almost completely cut off.
- Water and electricity in Dhaka was cut off and the sewerage system collapsed.
- Flood water contaminated fresh water supplies, leading to cholera, diarrhoea and dysentery.
- The entire annual stock of rice was destroyed.
- 648,529ha of crops were badly damaged (rice, jute, sugar cane and vegetables).
- 130,000 cattle were killed.
- 400 factories had to close and more than a thousand schools were destroyed.
- Communications were hit. Over 11,000km of roads were damaged. Many road and rail bridges were swept away, all making the distribution of emergency food very difficult.
- The disaster would have been much worse for the flood victims if it had not been for the flood already there.



D Delta in flood, 1998

Flood prevention

Can the people of Bangladesh be protected from floods, as in many parts of the developed world? Or must they continue to 'live with floods'? Several measures have been introduced.

Levees: Since 1947, 7,500km of flood embankments or levees have been built so that the rivers can hold more water before flooding.

Improved flood services: The flood warning system, rescue services and flood shelters have been improved.

Re-afforestation: has been undertaken in the Himalayas. In Nepal there is a project to plant fruit trees so that the land is more productive, while the trees prevent run-off into the rivers.

FAP: In 1990 a long-term solution, the Flood Action Plan (FAP), was started. This is a joint venture between the government and international aid agencies, funded by the World Bank, to tackle the flooding problem in 26 regional planning areas.

International organizations: schools, loans and employment opportunities to give them a stronger position to win.

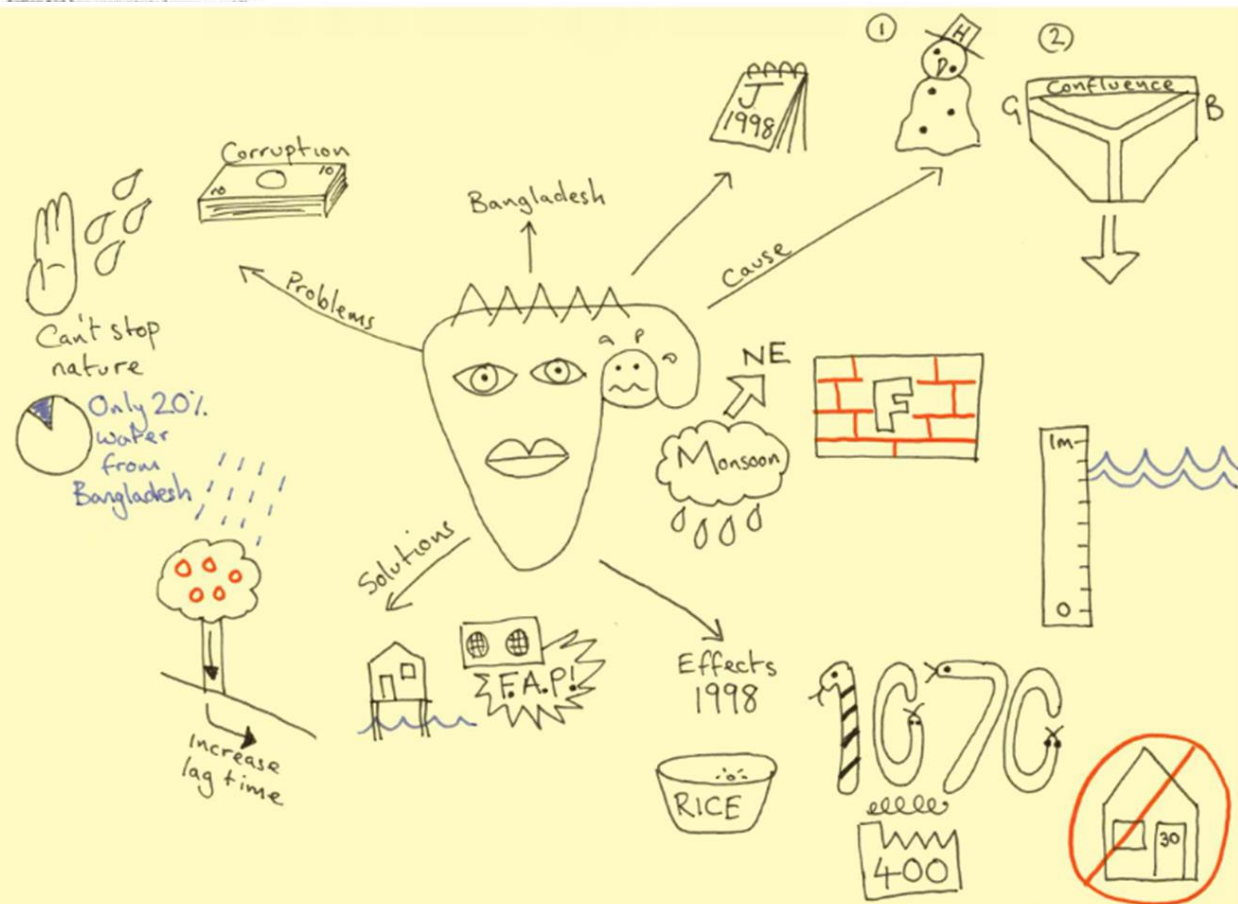
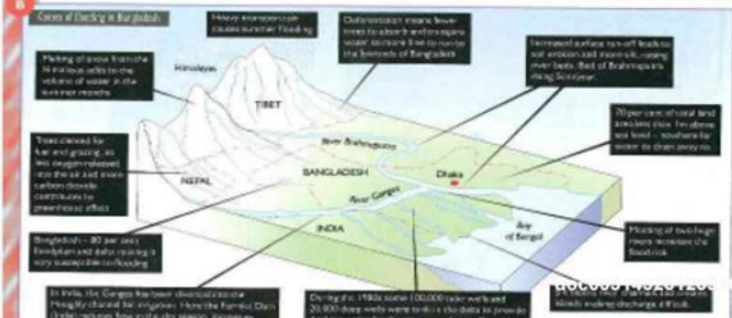
Difficulties with flood prevention

Poor international cooperation. Bangladesh's rivers are dependent on other countries upstream.

Cost: The FAP construction costs are enormous and the annual cost is one of the poorest countries in the world.

Corruption: Many flood prevention projects have been built due to this.

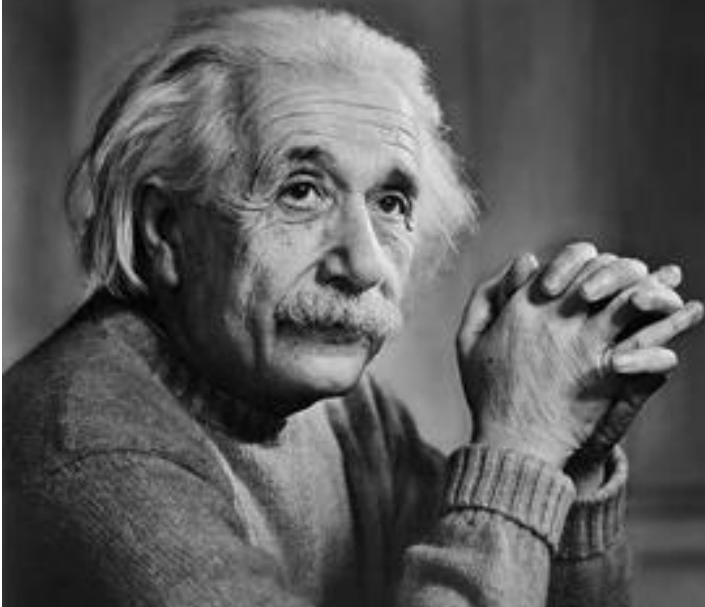
Different priorities: The investment in improving flood prevention is less money for acquiring other development projects. Size of problem: With a population of 130 million (2001) and so much of the



Teach it to you

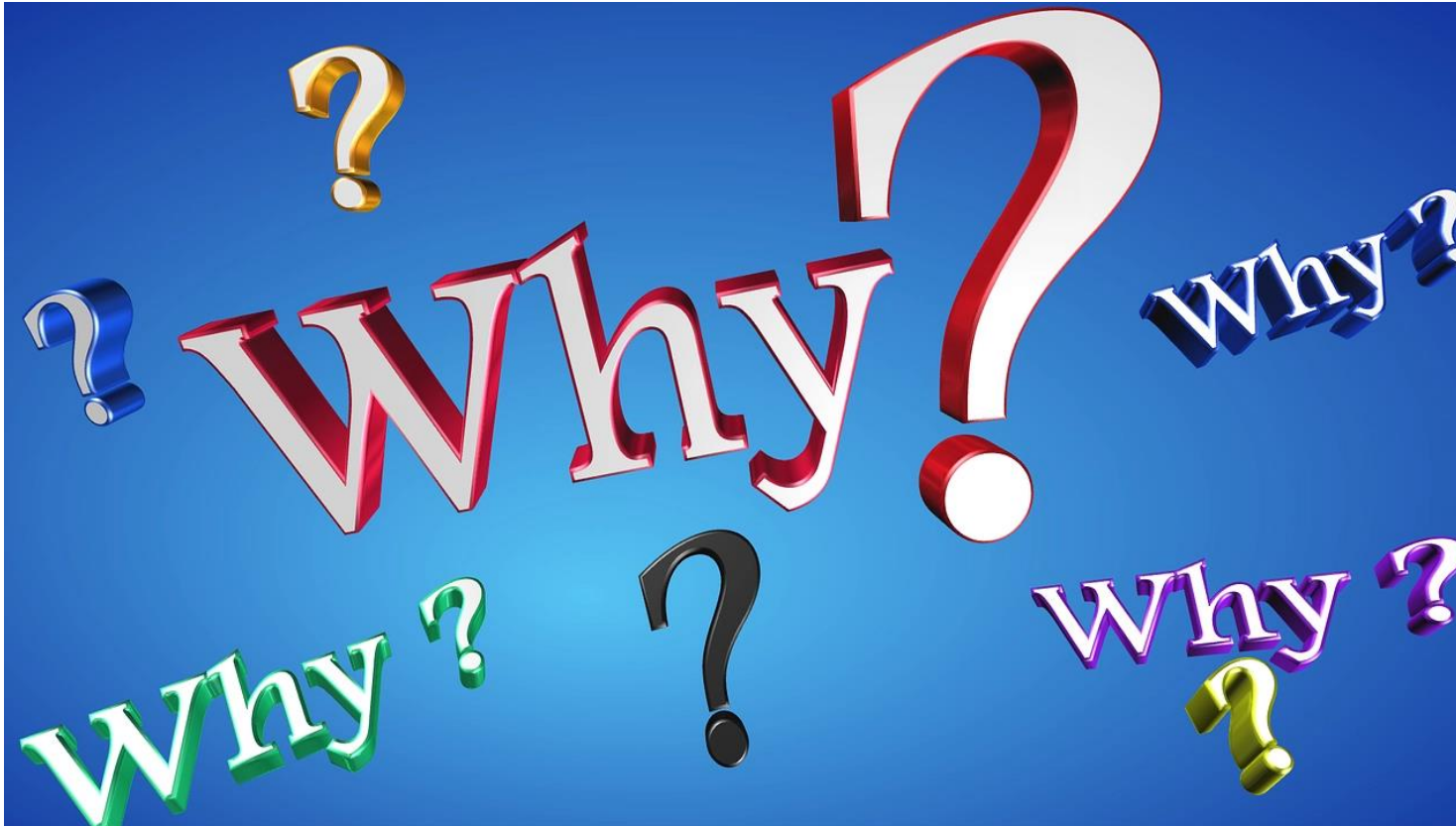
If you can't explain it **simply**, you don't understand it well enough.

– Albert Einstein



- Ask your child to teach you a particular skill, topic or approach
- They can use their revision notes to help
- Focus on both what they know and how they articulate it

How? and Why?



Asking “How do you know?” or “Why?” helps to trigger more retrieval and strengthen memory.

Using Technology to Revise

Top 5 online resources:

1. GCSEPOD
2. QUIZLET
3. SENECA Learning
4. YouTube
5. BBC BITESIZE - updated

The screenshot shows the Park Vale Academy website. The navigation bar includes links for HOME, ABOUT US, STUDENTS, PARENTS, COVID 19 INFO, NEWS & UPDATES, DANCE ACADEMY, VACANCIES, and CONTACT US. Below the navigation bar, there are several banners: 'Redhill 6th Form Open Evening - Thursday 7th Oct 7.00pm.', 'Work for Isolating Students', 'Year 11 Revision Sessions', and a 'ClassCharts' banner with a 'Sign Up to Our New Parent App' button. The main content area features a 'Welcome to Park Vale Academy' section with a message from the Head Teacher, a circular photo of the Head Teacher, and a table titled 'A Clear Upwards Trend in Academic Performance'. To the right of the main content, there are three more banners: 'View Our Virtual Tour', 'ClassCharts', and 'RM Unify' (circled in yellow).

Welcome to Park Vale Academy

A Welcome from the Head Teacher

Welcome to the Park Vale Academy website. This is an exciting time for the school as we all work hard to establish a culture of High Expectations which delivers High Achievement for all of our students. This is helped by the fact that we are now part of the Redhill Trust which is able to provide the outstanding expertise and support necessary to ensure that our students are successful, many of whom will hopefully choose to transfer to the Redhill Sixth-Form Centre at the end of Year 11.

Having previously been Head of School at The Redhill Academy, I am personally really enjoying working with the staff at Park Vale to make this a school which everyone in the community can be justifiably proud of.

A Clear Upwards Trend in Academic Performance

DFE Key Performance Measures	2017	2018	2019	2020
"Basics" 4 and above	34%	48%	56%	66%
"Basics" 5 and above	14%	20%	32%	37%
Progress 8	-0.43	-0.78	-0.24	+0.004

[Click here for more information on the rising levels of achievement at the academy.](#)

A row of five thumbnails for online resources:

- GCSEPOD**: A login page for GCSEPOD with fields for username and password.
- Quizlet**: A page titled 'Simple tools for learning anything' with a 'Begin studying' button.
- Science Youtube Channel**: A page showing a grid of video thumbnails.
- SENECA Learning**: A page titled 'The World's First Accelerated Learning System' with a 'Learn to Master' button.
- BBC Bitesize**: A page titled 'Learn & revise' with a 'Start now' button.

ENVIRONMENT

Attendance:

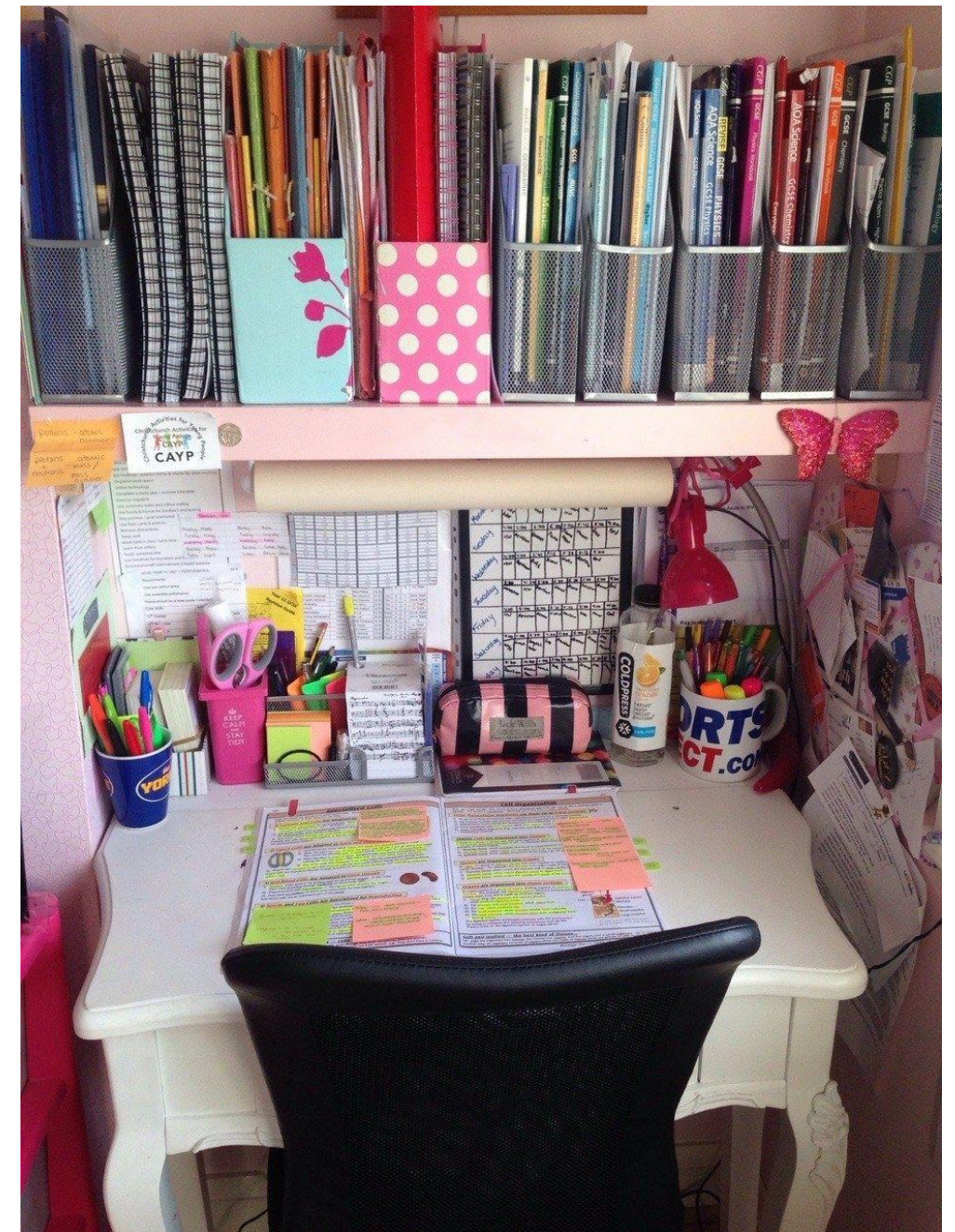
Link between attendance and attainment

Attendance %	% 5 A* - C (9-5)
93.5 and above	74.3
92.5- 93.49	60.4
88 and below	26.7

Equates to:



Creating the Right Environment



A warning...





DON'T GET DISTRACTED!



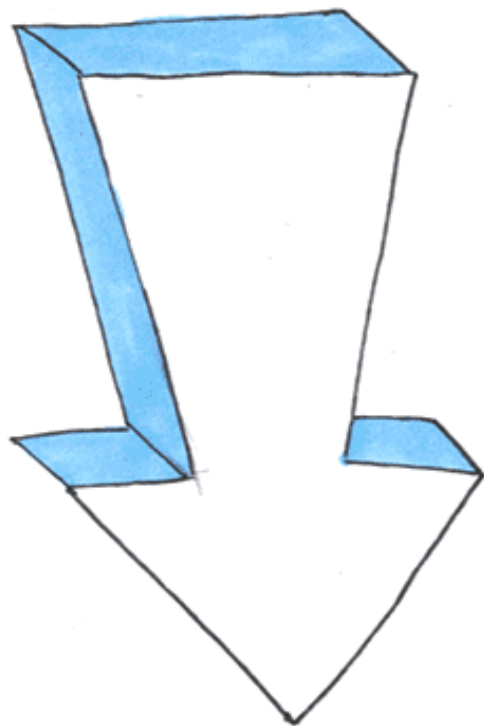
	Strongly Agree Disagree				
	1	2	3	4	5
I like to work sitting at a desk.					
I work best in my bedroom.					
I like to have complete silence if I am working.					
I like to have posters about my work around me.					
I always check my email/Facebook before doing any work.					
I can ignore my phone if someone sends me a text message.					
I can ignore my X Box/PlayStation if it is in the same room.					
I like to work in short spurts.					
I have a revision plan and stick to it.					
I am good at allocating my time evenly to all my subjects.					
I plan to have rewards after I have done my work.					
I work better if I have just eaten.					
I ensure that my revision session has been planned so that I know what I want to achieve.					
I ensure I have everything near by that I need before I start to work.					
I work better under stress.					
I know how to stop myself feeling stressed.					
I can motivate myself to work.					
I start my work with a positive attitude.					
I find it easier to concentrate in the morning.					
I use a variety of revision strategies to keep myself interested.					
I can tell my friends that I am busy working and not feel guilty.					

My top 5 Distractions

Distraction	How I am going to ignore it



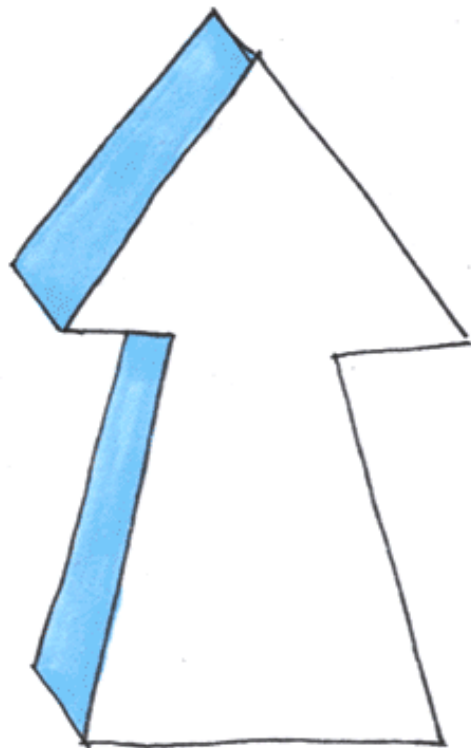
UNDERESTIMATE



how long
projects will
take

+

OVERESTIMATE

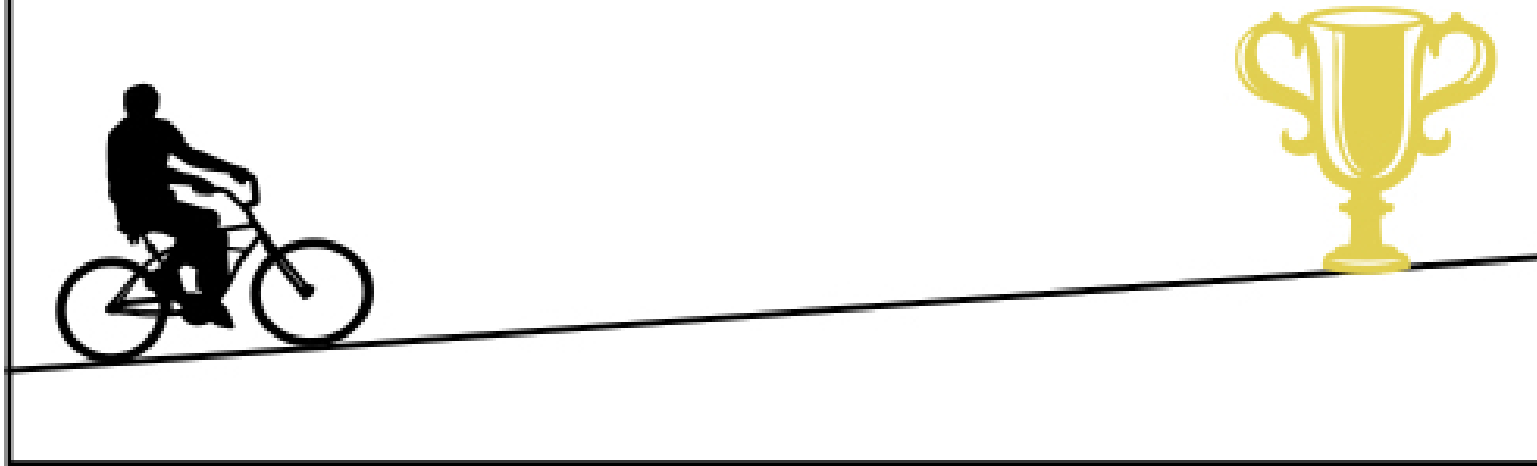


how quickly
we can get
things done

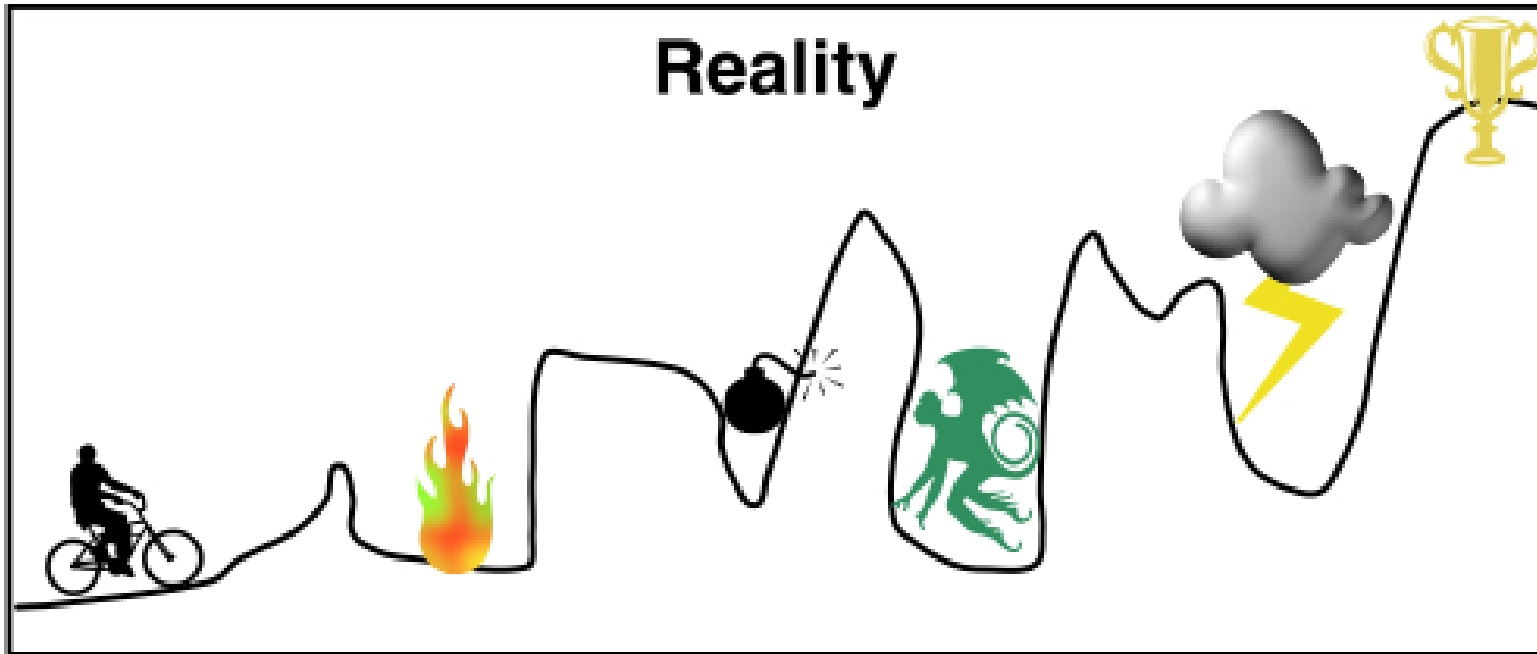
=

THE
Planning
FALLACY

Your Plan



Reality



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning						Dance Class	Hockey Match
Afternoon						Spanish: Speaking conversation questions	
Early Evening (4pm – 6pm)	Chemistry: Materials from the Earth	Dance class		Hockey Practice			
Evening (7pm – 9pm)			Theme of Violence in Macbeth				

TO DO LIST

☐☐☐☐☐

To Do List

- Write a list of what they need to revise and practise for each subject
- Divide up what they will do and when
- Display so that you can support progress and praise accomplishments

☐ Next

☐ Tomorrow

☐ Later

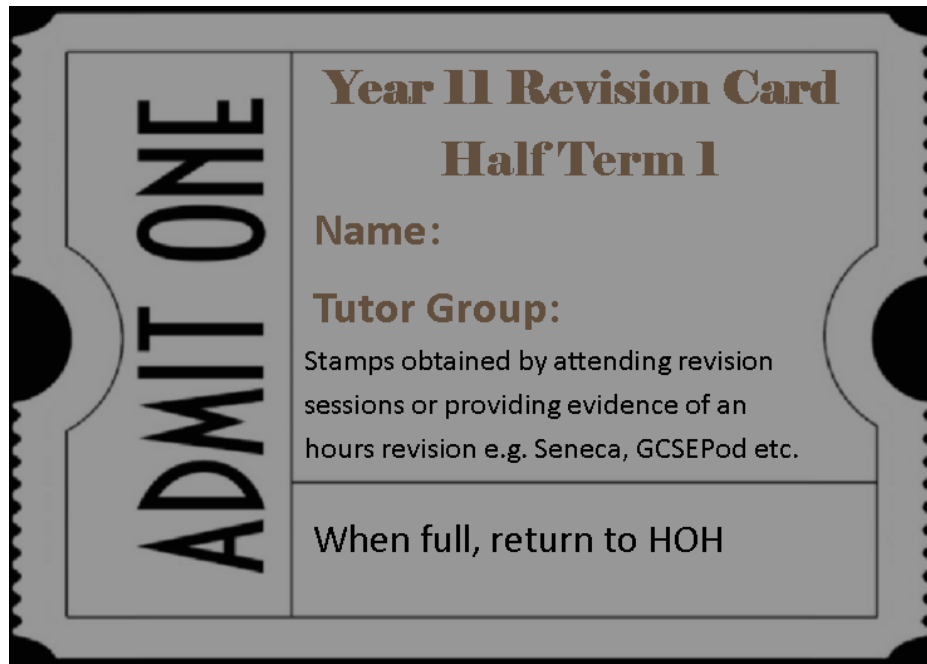
☒ NOW



Year 11 Revision Sessions – SEPTEMBER 2022



MONDAY AFTER SCHOOL	TUESDAY AFTER SCHOOL	WEDNESDAY AFTER SCHOOL	THURSDAY AFTER SCHOOL	FRIDAY AFTER SCHOOL
BTEC Health and Social Care S16 Engineering G8 English F16	GCSE PE Revision G5 Sport Science Revision/CW S1 GCSE Art S15 IMedia S2 Engineering G8	Maths in F2/F6 (subject to rota) GCSE Photography F17 Hospitality & Catering G9	Combined Science S4 Triple Science S8 Child Development S16 Business S2 Music G3	Dance and Drama – Dance Studio Geography S12 History S13 French G5 Spanish G6
MONDAY LUNCHTIME	TUESDAY LUNCHTIME	WEDNESDAY LUNCHTIME	THURSDAY LUNCHTIME	FRIDAY LUNCHTIME
Drama – Dance Studio	History S13			Dance – Dance Studio
MONDAY BREAKFAST	TUESDAY BREAKFAST	WEDNESDAY BREAKFAST	THURSDAY BREAKFAST	FRIDAY BREAKFAST
				Science Breakfast S4



ADMIT ONE

Year 11 Revision Card
Half Term 1

Name:

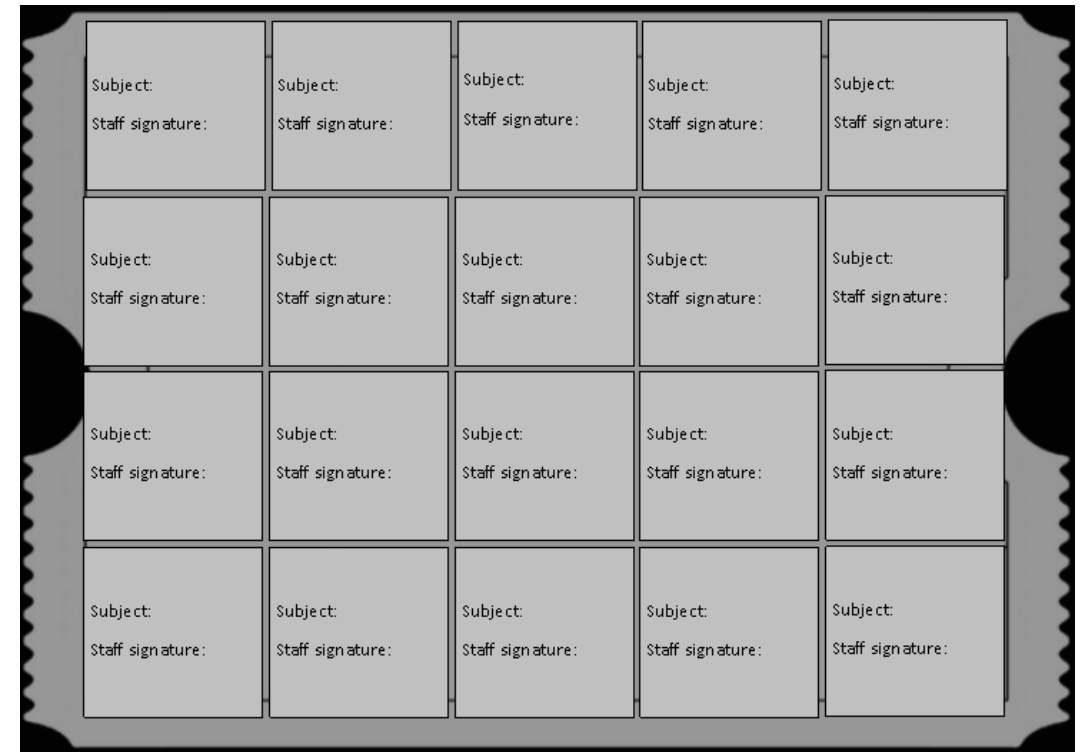
Tutor Group:

Stamps obtained by attending revision sessions or providing evidence of an hours revision e.g. Seneca, GCSEPod etc.

When full, return to HOH

Renews every half term
(different colour each time)

Each completed card will go into a draw for a £25 Amazon voucher



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Report for:

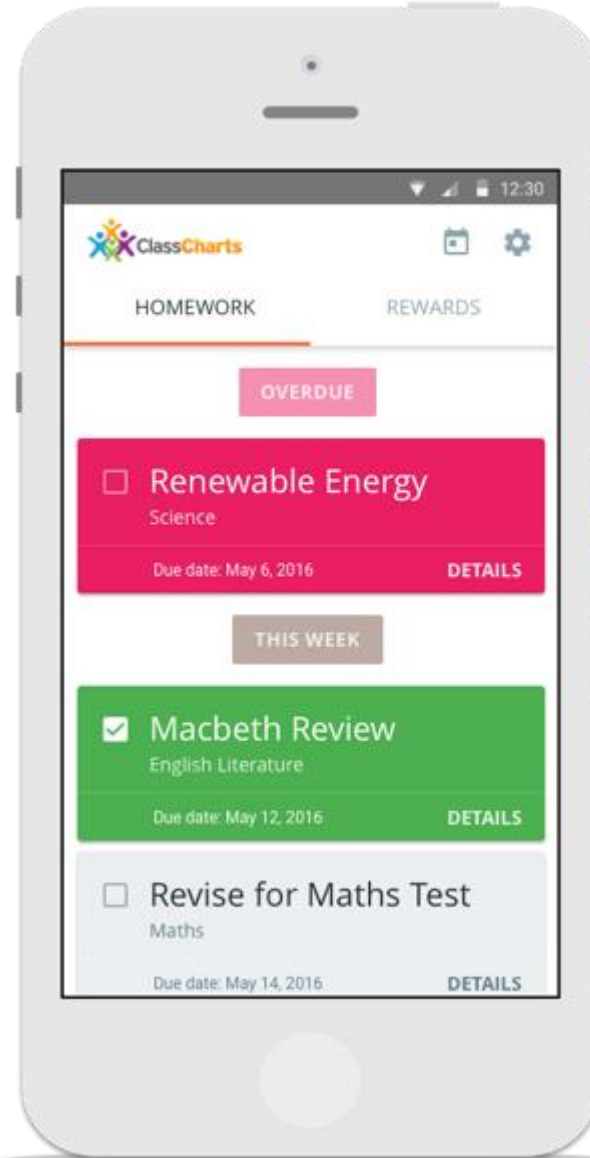
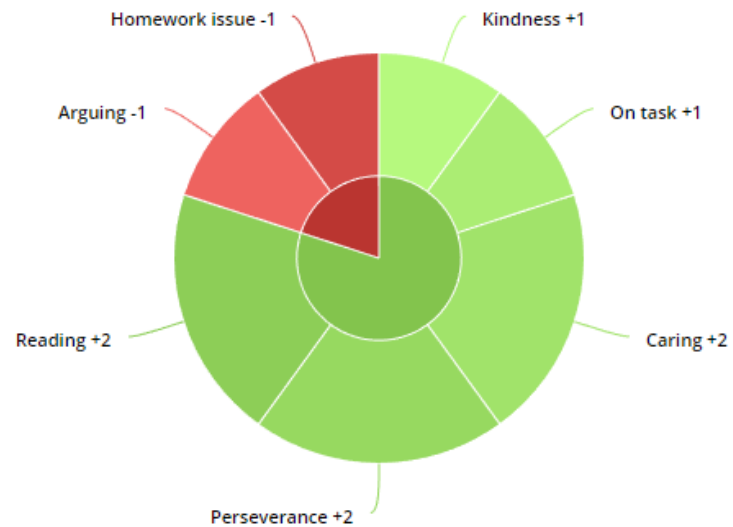
Total, Dave Abbess

Report dates:

1/12/2017 - 1/3/2018

Behaviour

Behaviour score breakdown



High School

Select type

Select a subject

Select a teacher

All clas

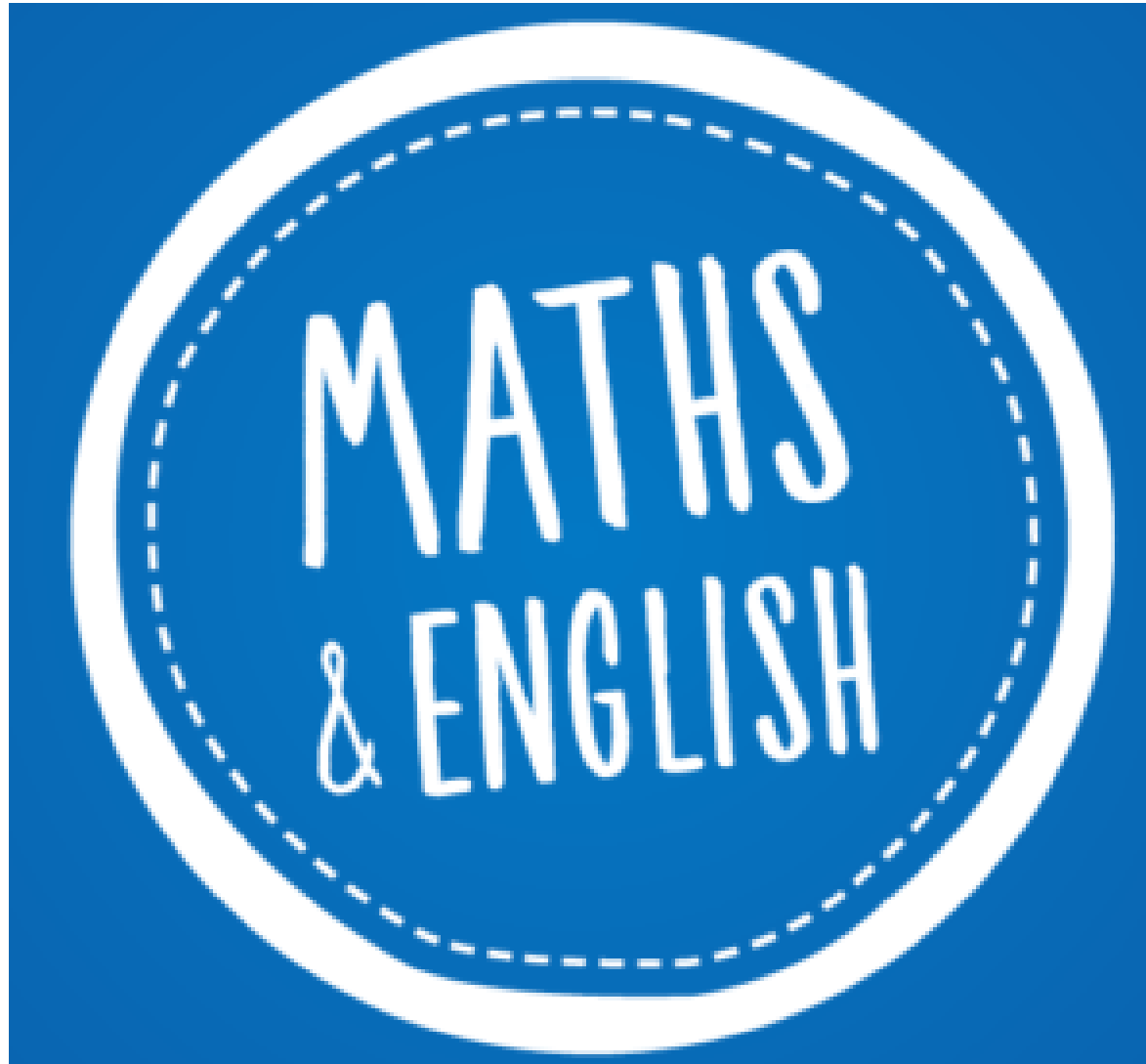
US

NEXT

TODAY

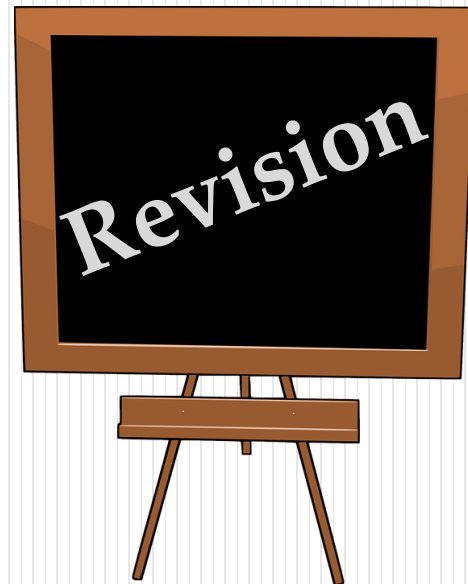
May 2nd - 8th 2016

Monday 2nd May	Tuesday 3rd May	Wednesday 4th May	Thursday 5th May	Friday 6th May	Saturday 7th May
3/Comp Computing Mrs J Ledwith	3Y1/Ma Maths Mr D Wilson	8X2/Eng English Mr C Jackson	1X1/Art Art Mr P Roberts	7X1/Bio Biology Mr A Evans	
7X1/Bio Biology Mr A Evans	8X2/Eng English Mr C Jackson	3Y1/Ma Maths Mr D Wilson	3Y1/Ma Maths Mr D Wilson	3Y1/Chem Chemistry Mrs K Thomas	
8X2/Eng English Mr C Jackson	7X1/Bio Biology Mr A Evans	4X3/Comp Computing Mrs J Ledwith	7X1/Bio Biology Mr A Evans	3Y1/Ma Maths Mr D Wilson	
	3Y1/Chem Chemistry Mrs K Thomas	7X1/Bio Biology Mr A Evans	8X2/Eng English Mr C Jackson	1X1/Art Art Mr P Roberts	
	8X2/Art Art Mr P Roberts	3Y1/Chem Chemistry Mrs K Thomas	4X3/Comp Computing Mrs J Ledwith	8X2/Hist History Mrs S Twilchen	
	3Y1/Chem Chemistry Mrs K Thomas	1X1/Art Art Mr P Roberts		3Y1/Ma Maths Mr D Wilson	



How To Revise For English

Monday, 31 October 2022



Revising for English Language

Revising for English Language can be done in a number of ways; different methods work for different people and it is important to find the way that works for you.

- 1) Using a terminology sheet or key word sheet, revise the different language or structural techniques (subject terminology), how to spot them in a text (any text) and **how to comment on their effect**.
- 2) Use the internet. Search for “Mr Bruff English language” on YouTube. You can watch the videos, make notes on top tips for each question and create your own revision guide. You can even try the activities that he suggests.
- 3) Buy a revision guide and work through it in your spare time. The books will give you tips on each question and examples of great answers. They also allow you to practise answering the questions.
- 4) Practise. Practice papers can be downloaded from the AQA website along with the mark schemes. Practising answers and understanding what the examiners are looking for are some of the most effective ways of preparing yourself for the exam.
- 5) Read. The best way to improve as a reader is to read; the best way to improve as a writer is to read. Read books or newspapers in your spare time. It will benefit you in the long run for a variety of reasons.

Revising for English Literature

Revising for English Literature can be done in a number of ways; different methods work for different people and it is important to find the way that works for you.

- 1) Re-read the texts in your own time to ensure they are fresh in your mind. You are more likely to remember quotations and notice themes/patterns/techniques when re-reading the text.
- 2) Wider reading. Set your self apart from the crowd by researching and reading around the text. This could be other people's theories and interpretations of texts (use Google), contextual (AO3) information or a different revision guide.
- 3) There are a great number of dedicated English Literature websites: BBC Bitesize, CliffsNotes, SparkNotes, thestudentroom, Revision World, LitCharts. Use these free resources and make notes.
- 4) Buy a revision guide and work through it in your spare time. The books will allow you to practise answering the questions.
- 5) Practise. Practice papers can be downloaded from the AQA website along with the mark schemes. Practising answers and understanding what the examiners are looking for are some of the most effective ways of preparing yourself for the exam.

Twenty Minute Literature Revision

Your revision schedule recommends that you give yourself three twenty-minute slots of English Literature revision per week as a minimum. Listed, are a few things that you could do in that time.

- Re-read a key scene, chapter or poem.
- Create a quotation explosion: put a key quotation in a mind map and surround it with different ideas, interpretations, connotations etc.
- Create a character/theme mind map with explored key quotations.
- Watch a YouTube video on a key text and/or exam technique.
- Complete an exam plan that focuses on key quotes, interpretations, techniques, context, effect on the reader and the writer's message.
- Research context e.g. Jacobean, Victorian or Edwardian period
- Research authors and their backgrounds
- Complete the activities in a revision guide (CGP or York Notes are recommended)
- Look through teacher feedback or model answers and improve an old response
- Plan a revision lesson on the topic to deliver to your class
- Summarise the texts. What happens and in what order?
- Wider reading. Are there any articles or essays online about your text that can inspire some of your own interpretations?

Top 10 tips to revise GCSE Maths

Tip 1: The best way to revise GCSE Maths is to DO lots of Maths

Tip 2: Revise lots of different topics in rotation

Tip 3: Try some exam questions, fill in the gaps, then go back and try again

Tip 4: Understand the mark scheme

Tip 5: Explain what you're doing

Top 10 tips to revise GCSE Maths

Tip 6: Don't throw away easy marks

Tip 7: Build up to exam conditions

Tip 8: Keep an eye on the clock

Tip 9: You don't have to do the questions in order

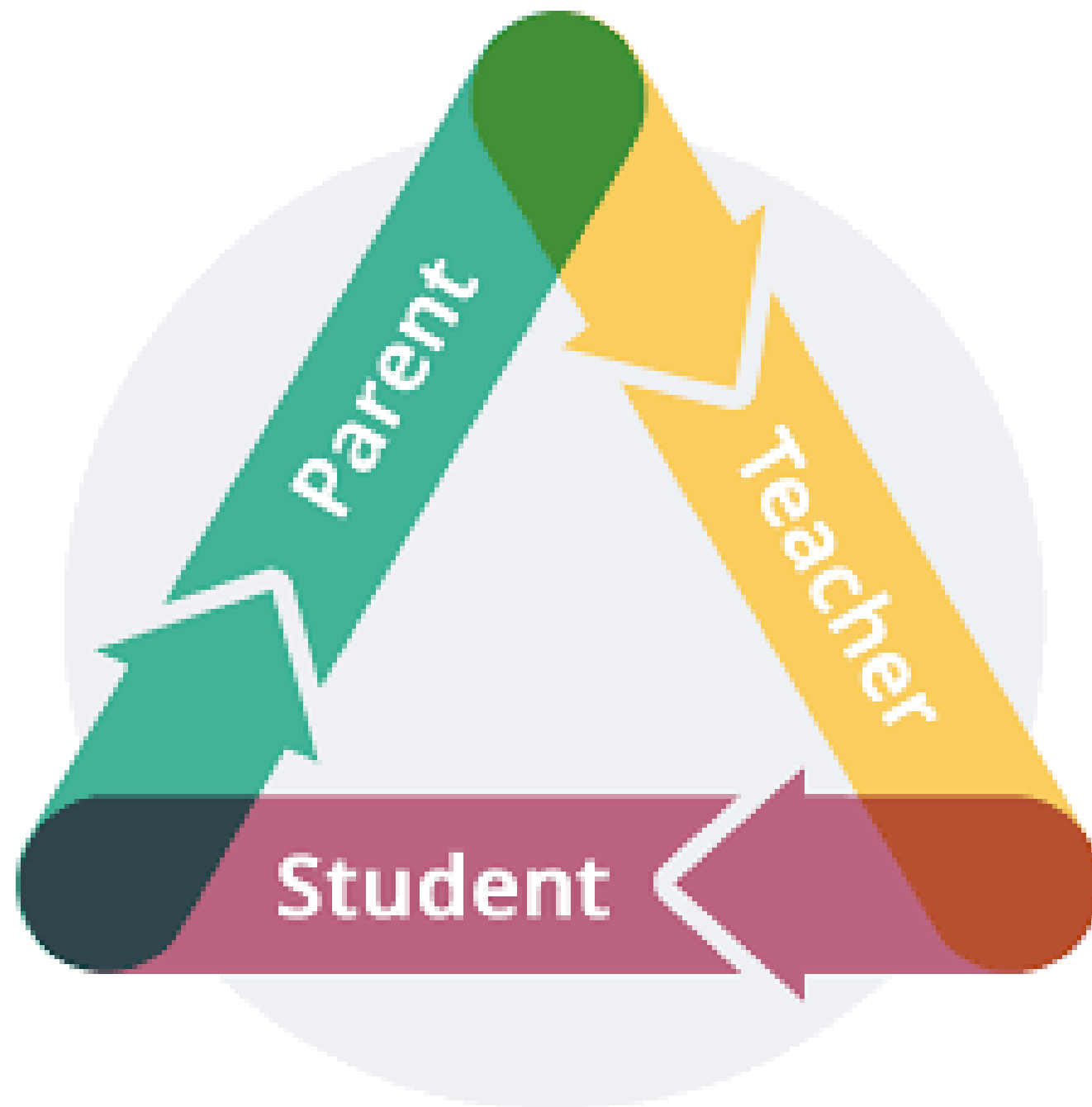
Tip 10: Look beyond your exam board

Recommended Websites

hegartymaths.com

corbettmaths.com

revisionmaths.com



Card sort

Look at the actions on the cards.

Sort them into those that should be done:

- **Weeks before the exam**
- **The week of the exam**
- **The night before the exam**
- **The day of the exam**
- **In the exam hall**





1. Have a good breakfast	2. Listen really carefully to all instructions about which questions to answer	3. Design a revision timetable to take you right through to the last exam
4. Attend any revision or help classes run in the subjects you are taking	5. Be at the Hall (or other exam venue) in plenty of time	6. Attend holiday / weekend revision sessions
7. Identify the areas you find hard to remember or are not sure about. Focus your revision on these areas	8. Make sure you have all the equipment you need plus spares (e.g. pens)	9. Ask teachers for a copy of the syllabus, past exam questions and mark schemes
10. Attend the subject sessions that are run just before the exams e.g. breakfast sessions	11. Aim to reduce all your content for a subject onto one side of A4	12. Don't stay up really late revising. Have a good night's sleep
13. Read all parts of a question before you decide whether to answer it or not	14. Scale down time spent on Facebook and texting to allow more time for revision	15. Get together with friends to undertake joint revision on areas you are not so sure about





Park Vale
Academy