

Mentoring

How do you feel about your current progress?

List in the space below your subjects and your Predicted Grade:

Subject	Mock Grade	Predicted Grade

Mentor meetings

Your mentor is _____ Your mentor sessions are the following:

Day/Date	Time	Room

Do you need your mentor's email address?

What should you bring to your meetings?

TASK 1

Mentoring

During your first meeting you might like to consider the following questions?

Make notes below for future reference:

What has been your strengths so far in the IGCSE? Why?

How happy are you with your most recent results?

In what subjects do you feel you did better than expected?

In which subjects do you feel you do worse than expected?

Do you know what you need to improve in each subject? What (Be specific!)?

What do you hope to achieve in the real exams?

How do you learn best?

What learning activities do you find least helpful?

What questions do you want to ask your teachers about the subjects?

Notes:

TASK 1

Know yourself

Have you thought about how/when you work outside of school?

How do these factors apply to you?

What is your best time to work?

What is your worst time?

Where do you work best?

What is the maximum time you can keep your concentration?

How easy is it to motivate yourself to start and to keep going?

What feelings generally does revision generate for you?

Do you give yourself a treat after revision?

What did you learn about yourself after the mock exams?

Relaxation

Getting the right balance of relaxation, exercise and diet can often be a challenge when managing a busy life, especially when it includes studying. However, making time for each of these can have an impact on your energy levels and your physical and mental wellbeing.

Exercise

Exercise can help improve not only your physical well-being but also helps your mental health. Regular exercise can build stamina so you have more energy for your studies, and providing you exercise sensibly it can also reduce overall tiredness and improve your concentration.

Diet

Getting a healthy, well-balanced diet is always important because it helps your body and mind in being effective.

TASK 2

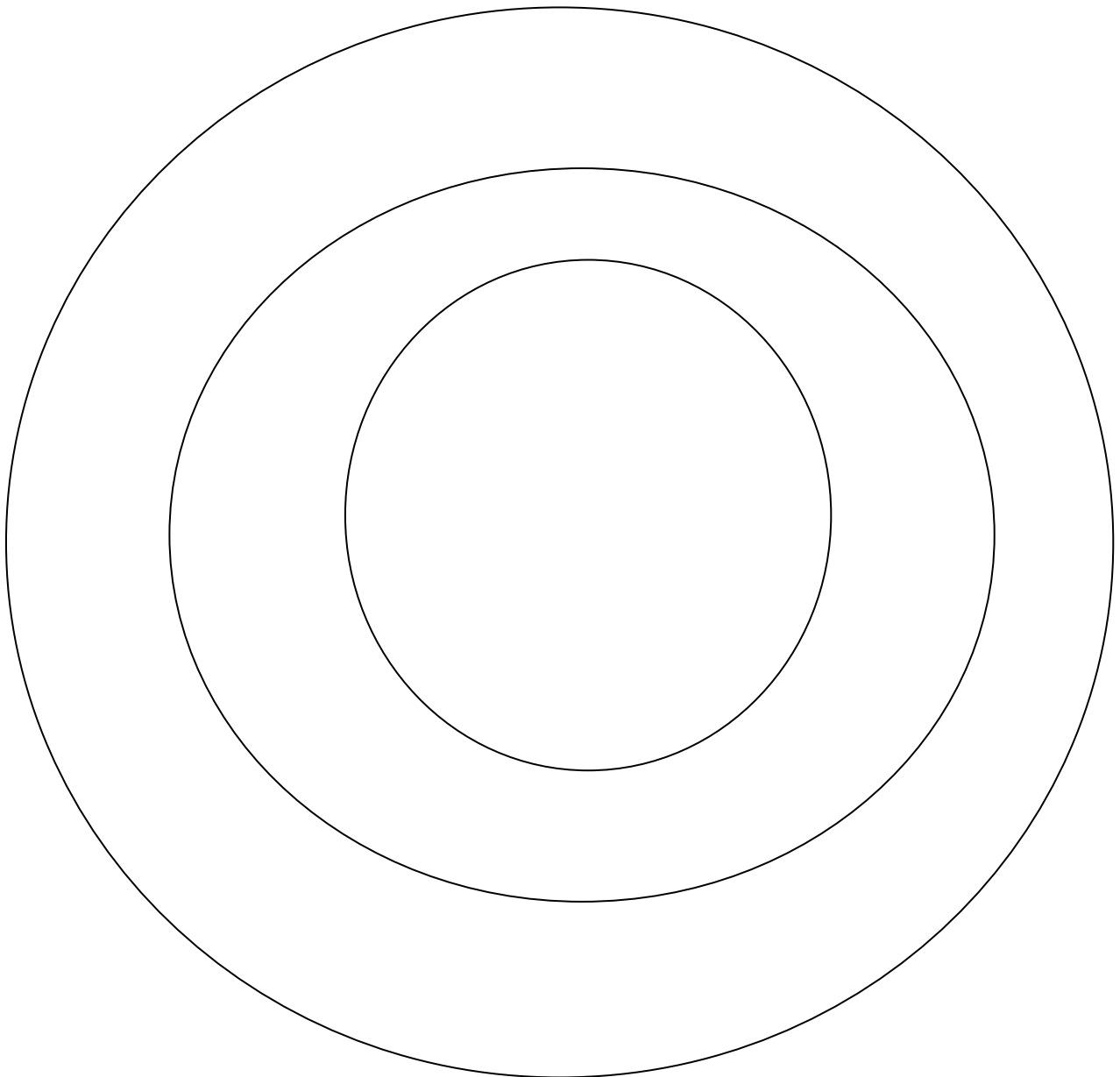
Circles of Control—understanding

We all worry about things and can become stressed, but we do not always have control over what happens to us. Below are some stress factors that might affect us, place them in the correct circle, according to the level of control you have over them.

The outer circle are things outside of your control, the middle circle are things that you have some control over, and the inner circle are things you have total control of.

Exams—family—friends – body images—money—school –health—popularity—weight—looks—the future—local or global issues—

Add anymore that affect you! Then make a list of some actions that you can take to control the factors.



TASK 2

Time management

How do you manage your time?

Some of these skills below can be used in your exam preparation and also help you for the future.

A. Create good study habits

1. Study at the same time each day so that it becomes a habit.
2. Plan for weekly reviews.
3. Set aside blocks of study time (about 45 minutes each).
4. Keep your study area just for studying and get rid of distractions.
5. Write down assignments in every class including the DUE DATE and then check off items as you complete them.
6. Take advantage of open “time windows.” Use the time you spend waiting, walking, riding, etc. to review what you’ve learned. Just before class, quickly review your notes or readings relating to that class.

B. Plan Properly for Peak Performance

1. Set up a school-year calendar to get a big picture of your term—don’t include too much detail at this point.
2. Schedule your fixed commitments. Block out time for papers, projects, readings, meetings, scheduled exams, holidays, breaks, presentations, etc.
 - Allot time for planned recreation, sports, club activities, etc.
 - Enter important dates for your social and family life.Leave free time for yourself so you have flexibility.
3. Make a Weekly Schedule. Once a week block out time on a more detailed level for important commitments and deadlines you need to meet. Schedule meetings with yourself to work on back-burner items.
4. Make a Daily To-Do List. At the end of each day organize and schedule your next day. Include routines, errands, and study time.

C. Follow your plan

1. Don’t let peer pressure or the quest for short-term gratification dictate what you consider important.
2. Focus on the goals you’ve set for yourself and follow up on your true top priorities.
3. Align your priorities with your long-term values and goals.

D. Set priorities: There’s always more to do than you have time for

1. Be mindful that the actions you take today will plant the seeds for your long-term success or failure.
2. Think of the possible actions you can take today that will contribute to your success.
 - a. Go over each action you’ve thought of and ask yourself, “What positive things might happen if I make this a top priority?”
 - b. Ask yourself, “What negative things might happen if I don’t make it a top priority?”
 - c. Write down the answers you’ve come up with and sort things out by asking yourself three more questions.
 1. How good or bad are the best and the worst things that might happen?
 2. What are the probabilities of the best and the worst thing happening?
 3. How much time and energy would I have to invest?

E. Overcome procrastination

Without a date, you’ll procrastinate. Whenever you get an assignment, set a goal for when you’re going to start it so you can finish without a last minute panic.

1. Once you’re given a due date on an assignment, count backwards from the due date to establish a start date. Take into account time you’ll be spending on other items like social events, sports, etc. Refer to your school calendar where you’ve blocked out time you’ve committed to other things.
2. Keep stress to a minimum. Start early to avoid a frantic finish.
3. If you usually wait until the last minute to study or work on an assignment, instead of making your goal to finish on time, make your goal to finish early.

Discuss these ideas with your mentor, which could you use?

You can download an electronic plan from the Moodle to use

TASK 3

Share your draft plan with your mentor

Revision Timetable

How do you currently manage your time? (a topic list/revision timetable)

Fill in your revision timetable below, make sure that you include a balance between revising and resting.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
4pm							
5pm							
6pm							
7pm							
8pm							

You can share this with your mentor, tutor, class teachers and your parents.

TIP—look at the previous task (Task 2), if you feel you work better at different times, you can change the times in the left hand column

Discuss this with your mentor

Have a balance of work and rest.

Include the 'rest' periods in your timetable.

TASK 3

Revision Strategies

During this meeting, have a think about the following questions:

Which revision strategies have worked best in the past for you?

Which revision strategies do you find don't work?

Look at the other revision strategies listed below. Which ones do you think would work best?

What type of learner are you (visual, auditory, verbal or kinesthetic)? What does that suggest about the types of revision strategies would be most effective for you?

How do you divide up your time when revising?

For the next test you have, try using a new revision strategy. Record your observations below and, next meeting, discuss with your mentor how effective this strategy was.

Notes:

TASK 3

Different ways to learn

How do you learn? (tick off the different ways)

There are lots of different ways to learn and understand and memorise information. Your learning style may mean you have certain preferences – as discussed above. However, do remember that multi-sensory learning can help reinforce what you are learning. Here is some further information on a selection of strategies:

Mind Maps: these allow you to create a diagram and connect thoughts/definitions and group together

Mnemonics: these rely on using easy-to-remember phrases that match the initial letters to the information you want to remember.

You have probably heard of some common ones – this one helps list the colours of the rainbow

Richard Of York Gained Battles In Vain

Red Orange Yellow Green Blue Indigo Violet

Rhymes and songs: setting information in poetic or song-form can also help – especially if you can ‘sing’ it to yourself.

30 days hath September,

April, June and November

All the rest have 31

Excepting February clear

Which has only 28

But 29 in each Leap Year.

‘Songs’ can also help keep a sequence of information in order as you may find it easy to remember the progression of a simple tune (and then associate this to certain information).

Posters / **Diagrams** / **Colour:** why not try creating images, visualising sequences of actions or processes, and even adding **colour** to information. You may want to select a **colour** to be associated with a particular topic so keywords connected to that topic are always visualised in that **colour** in your revision materials. Have you used **Post-it notes**, **Annotation**, **Key Words**, **Revision Cards**

Audio materials: listening back to information whilst doing other things may also help you learn, perhaps whilst doing household chores. Examples of audio resources may include:

- Audiobook versions of key texts
- Performances
- Listening to radio programmes on the topic
- Podcasts available from the Moodle

Discuss other ways to revise?

How many of these different ways of learning have you used?

Which others do you use?

What works best for you?

Visually/Listening/Doing things?

TASK 4

Different ways to Revise

Here are some other ways to revise! Try one!

- Condense one area of a subject into an A5 page of bullet points; then condense those notes onto a post-it note; finally reduce the post-it note to 3-5 key words that will help you remember the whole topic.
- Create a spider diagram containing all the information for a topic. If you want to do this on a computer, visit mindnode.com.
- Create a flow-chart to show a sequence of events or cause and effect.
- Convert information into diagrams, graphs, illustrations, comic strips, etc.
- Create a poster for each topic, using colour and spatial arrangements to highlight certain areas and to help you remember things.
- Create flashcards with a key word/image on one side and an explanation or more detail on the other – try to get to the point where by looking at the key word/image, you can quickly remember what’s on the back.
- Create a ‘Post-it Trail’ round your room or your house, so that you can follow the trail and remember everything for a specific topic.
- Review the work completed in class / for homework on a given topic and write down all the relevant EBIs.
- Create a PowerPoint that gives the main information about a topic.
- Make a website about a topic – or even a whole subject!
- Use GarageBand or iMovie to create podcasts – or simply to record yourself explaining a skill to someone.
- Create a short video, either using your webcam or a video camera – similar to the videos on commoncraft.com, perhaps?
- Create a hand-out or poster on a given topic.
- Create a ‘How-To’ guide: *How To Analyse unseen literature texts for your Paper 1 Literature Exam*, for example.
- Use past papers, but aim to complete them under exam conditions (no music, TV, Skype, etc.) and in the right time period.
- Make up exam questions, share them with your friends, answer their questions.
- Give yourself a time limit and write down all the information you need to know about a topic.
- Use internet resources
- Play ‘Revision Tennis’ with a friend: you each have to say a fact in turn about a chosen topic. If you fail to say something or say something that is not true, you lose a point.
- Practise the essays and specific tasks you will have to complete on each exam.

TASK 4

Learning Styles

Learning Styles Questionnaire—Part 1

Everybody can learn, and everybody can learn to learn better. This questionnaire will help you to identify your learning style which will then help you and your mentor to devise a suitable revision programme which will make it easier for you to learn and succeed.

For each of the questions give yourself a score out of 5

0 = I never feel this or do this 1 = I almost never feel this or do this 2 = I sometimes feel this or do this

3 = I often feel this or do this 4 = I mostly feel this or do this 5 = I always feel this or do this

	Description	Score		Description	Score
1	If I have a job to do I do it one step at a time		21	I have to see the point of doing something before I learn it	
2	I can spot and name different types of birds		22	I think about things when I run or exercise	
3	I can see past events very clearly in my head		23	I can help my friends with their work and make it easier for them	
4	I have a large vocabulary and am confident using it		24	I never get lost when I am in unfamiliar places	
5	I enjoy copying from the board		25	I can sort out arguments between my friends or family	
6	I have a good sense of balance and enjoy PE		26	I remember words to songs very easily	
7	I have a pet or like animals		27	I can take models to bits and put them back together again	
8	I know why I behave the way I do		28	I like playing games with other people	
9	I like spending time with my friends		29	I need to be on my own and quiet to learn	
10	I like being with a large group of people		30	I can name the instruments playing in a piece of music	
11	I can use tools or equipment easily		31	I can link ideas and experiences together	
12	Music affects my mood, it can make me happy or sad		32	I co operate well with others	
13	I like doing crosswords or puzzles		33	I am interested in why people behave the way that they do	
14	I like to talk about my problems or think out loud		34	I spot things that other people miss	
15	I remember telephone numbers through rhythm		35	I get bored easily	
16	I need pictures or demonstrations to help me to learn		36	I like working on my own	
17	I know what my friends are feeling before they tell me		37	I like singing or making music	
18	I like being outside		38	I don't like people dropping litter	
19	I learn best when I do things for myself		39	I like maths and find it easy	
20	If I have a lot of things to do I do the most important thing first		40	I don't do things just because everybody else does	

TASK 5

Learning Styles

Learning Styles Questionnaire—Part 2

Now you need to add up the scores for each area . Look at the scores you gave yourself for each question and write the scores in the table. When you have written in each score, add up your total for each.

Each number refers to a question number, put the score of the question underneath.

Intelligence type						Total
Interpersonal	<u>9</u>	<u>17</u>	<u>25</u>	<u>28</u>	<u>32</u>	
Intrapersonal	<u>8</u>	<u>21</u>	<u>23</u>	<u>36</u>	<u>40</u>	
Linguistic	<u>4</u>	<u>5</u>	<u>10</u>	<u>14</u>	<u>23</u>	
Mathematical and logical	<u>1</u>	<u>13</u>	<u>20</u>	<u>31</u>	<u>39</u>	
Visual and Spatial	<u>3</u>	<u>16</u>	<u>24</u>	<u>34</u>	<u>27</u>	
Kinaesthetic	<u>6</u>	<u>11</u>	<u>19</u>	<u>22</u>	<u>35</u>	
Musical	<u>12</u>	<u>15</u>	<u>26</u>	<u>30</u>	<u>37</u>	
Naturalistic	<u>2</u>	<u>7</u>	<u>18</u>	<u>33</u>	<u>38</u>	

TASK 5

Intelligence types

Learning Styles Questionnaire—Part 3

The highest score is probably your intelligence type. Don't worry if there are two or more intelligence types a lot of people do. Just write them both down.

My Intelligence type is: _____

My Intelligence type is: _____

How to remember

- Know your preferred learning style
 - Link your knowledge
 - Revisit work regularly

Intrapersonal

Need opportunities to carry out independent research. They benefit from being able to keep a record of what they have learnt and from the chance to self evaluate their work.

Interpersonal

These learners benefit from working in groups or at the very least in pairs. They need opportunities to teach or coach others. If this is your learning style think about taking part in a learning circle with other members of your year who are studying similar subjects.

Linguistic

These learners enjoy being able to discuss their work and to present their findings. They benefit from being able to rewrite their class work into notes or essays.

Visual and Spatial

These learners need to see diagrams charts videos graphs posters etc to be able to learn. In terms of revision they would benefit enormously from the use of concept maps and drawings to aid learning. The opportunities to use colour highlighting to enhance visualisation.

Kinaesthetic

These learners need to be able to move. They respond very well to role plays model making simulations games and competition. As these learners benefit from being able to associate ideas with Human movement brain gym type activities would be of use as part of their revision programme.

Musical

Can benefit from using chants songs mnemonics raps and poems to express and consolidate their learning. Changing their class notes into one of these forms would significantly improve retention.

Naturalistic

These learners need multi sensory experiences and to be encouraged to collect and classify data making analogies with the natural world through observation, experiments and investigation.

TASK 6

Revising

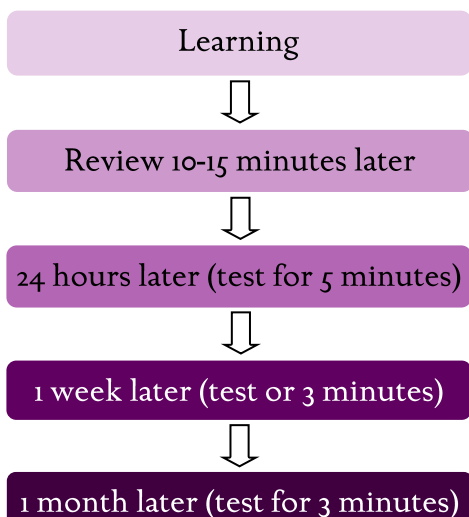
Have you collected and organised all of your work needed for the exams?

- Exam Papers
- Past tests/corrected work
- Class notes
- Overall points assessors will be looking for in your answers:
 - Key concepts / ideas / activities
 - Examples to illustrate these
 - Criticisms and debates – key sources
 - Details
 - Context

Be active with your material and be aware of your own preferred learning style for getting the information into your head.

Your memory...

- ▶ Retains beginnings and endings best, therefore
- ▶ Prefers short sessions with breaks
- ▶ Needs to make links
- ▶ Remembers bizarre or outstanding features
- ▶ Needs structured reviews:



Your memory works best when you:

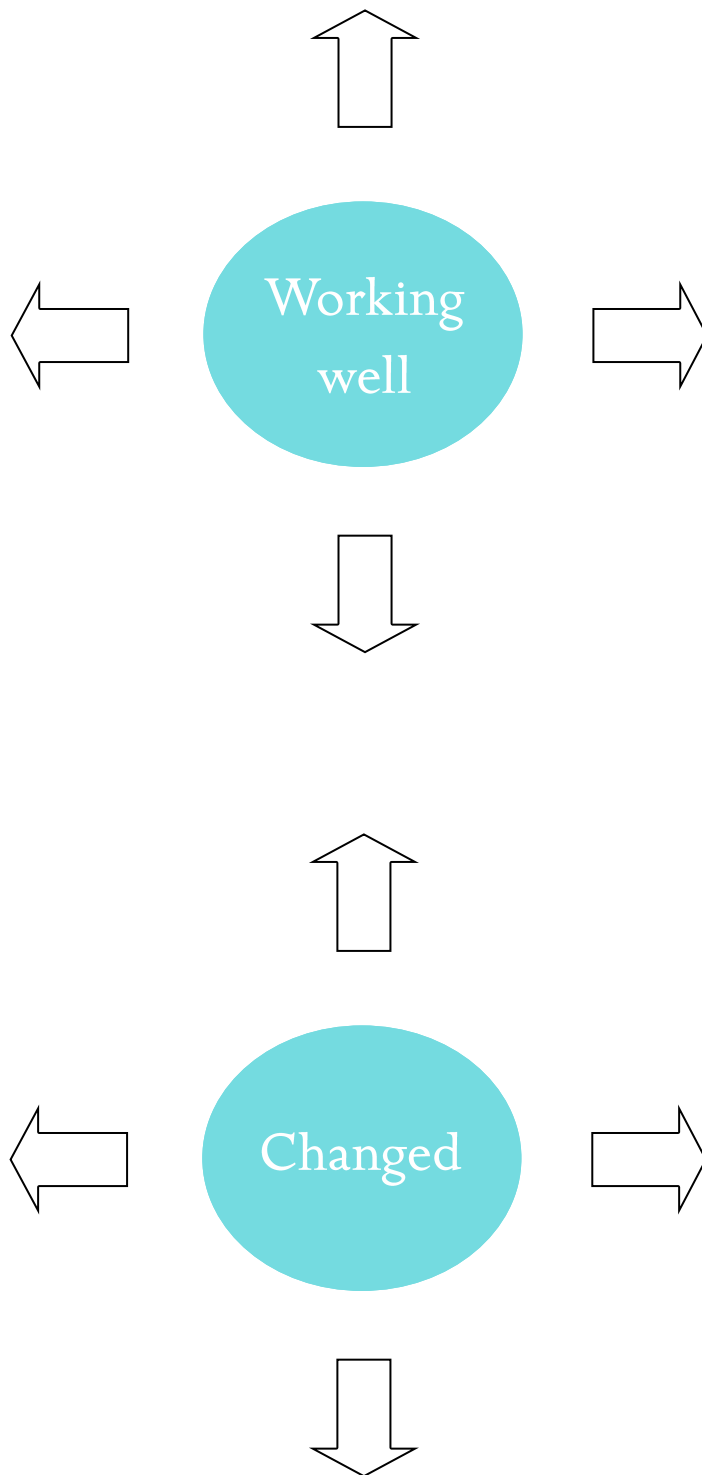
- are ready to learn – so have regular breaks
- have the right location – avoid distractions
- are focused – avoid ‘just’ reading for things to ‘sink in’
- have an overview of the bigger picture
- break material into small chunks and group related pieces of information
- can visualise associations between pieces of information
- use multi-sensory techniques – make use of a range of strategies to reinforce learning
- regularly review what you are learning

Think about how your revision makes you feel?

TASK 7

Revision Planning

What is working well during revision/ what have you changed?



Think about how your
revision makes you feel?

TASK 8

Making revision work...

When are you meeting your mentor?

Date	Student Actions	Completed?

Students to discuss:

- Progress on actions from previous meeting.
- Progress in revision.
- How they generally feel?

Ongoing revision tips:

Build 'critical thinking' into how you record information or revise material

- Make connections between topics and examples
- Similar: add in examples or information (how are they similar?)
- Different: note down opposites, alternatives (how are they different?)
- Is the relationship one to do with 'time' (this happened first, then that happened next)?
- Is 'x' the first stage in a process (what comes next?)

TASK 9

Exam Day

What can you do to help prepare for exams day?

Be prepared in advance

- Check exam location, travelling time, parking
- Get equipment together the night before; have spare pens but stick with familiar types
- Have a good night's sleep and make sure you eat a breakfast on the morning of the exam

Take your time

- ▶ Read all the questions carefully before you choose – mark the questions you will definitely do and those you might do.
- ▶ Check instructions have not changed.
- ▶ Read the question carefully – **make sure you answer the question set, not the question you wish had been set.**
- ▶ Distinguish between content words (related to your subject) and process words (actions you should carry out).
- ▶ Never leave early, always read over your answers again and double check grammar, content and length of your answers

Plan

- ▶ Allocate time both between questions and within questions.
- ▶ Take time to gather ideas, to think, to remember – brainstorm and jot down points you can recall or formulae likely to be used.
- ▶ Select what is relevant to the questions you will answer.
- ▶ Organise your ideas into a coherent answer and formulate sentences to express that answer.

Process

- ▶ Try to write legibly – the more slowly an examiner is forced to read, the less chance there is that s/he can work out what the answer is saying.
- ▶ Remember that the first 50% of marks are fairly easy to get, the next 25% are more difficult, and the last 25% next to impossible. So instead of elaborating on already good or adequate answers, improve the poorer ones.
- ▶ Read through the answers – check for mistakes and omissions – add bits at the end using * in the text.
- ▶ Avoid post-mortems after the exam (discussing with others what you did/didn't do in the exam).

TASK 10

