



**John McGlashan College**

**Senior Examination**

**Study Guide**



## **Raising the Bar. Again.**

Term 3 and 4 is the time to raise the bar, again.

Every year, we set learning, behaviour, and academic outcome expectations and then expect everyone to raise the bar for each of these that little bit higher. It's about setting your trajectory to soar well above the mark and to aim higher; to exceed expectations.

Our practice exams are another such example where we expect students to raise the bar. This study guide goes some way to provide support for each student who is in Years 11-13. The best support comes from you, their parents and their teachers here at school. Students need to take ownership of their own learning and study habits. It's worthwhile to talk about study expectations at home, we are certainly doing it here at school.

Your study doesn't stop after the practice exams. Teachers will be providing very clear and comprehensive advice and guidance based on the outcomes of the practice exams for each individual student. It's up to each student to take the advice and work towards raising the bar that was set by them in the practice exams.

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## Year 11-13 NCEA November Examination Timetable

### NCEA Examinations

## Year 13 IBDP November Examination Timetable

### IBDP Examinations Zone A

## Year 11-13 NCEA & IBDP November Examination Expectations

- You must attend all examinations and complete them to the best of your ability
- IBDP Year 2 study leave starts on **20 October** and continues throughout the examination period.
- IBDP Year 2 examinations start on **30 October**.
- NCEA study leave starts on **31 October** and continues throughout the examination period.
- NCEA examinations start on **4 November**
- IBDP Year 1 examinations and study leave starts on **10 November** and continues throughout the examination period.
- All students will have access to their teachers, or teachers within their subject area, during study leave.
- Students are encouraged to make contact with their teachers to arrange 1-1 tutorials from the start of their respective study leave.
- Teachers will reach out to individuals or groups of students to provide targeted tutorials.
- Students who attend tutorials on non-exam days may come in non-uniform.
- Students who elect to study in the library must be in uniform.
- Students who elect to study anywhere else in the school (including upstairs in the ELC) may come in non-uniform.
- Students will be in uniform when sitting examinations.

**Success is the sum of small efforts, repeated day in and day out.**

*Robert Collier*

## Year 11-13 Study Routine Advice

Try to study at the same time, in the same place, every day.



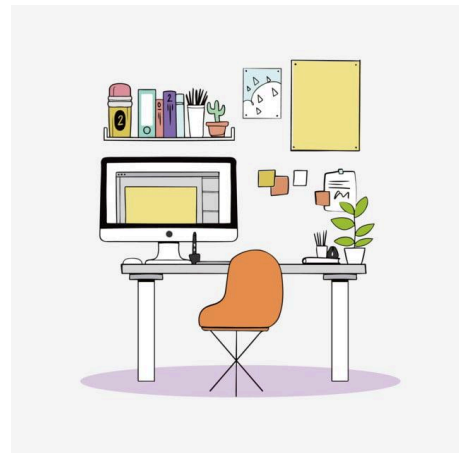
Spend approximately 50 minutes at a time studying, and keep alert by taking frequent rest breaks.



Put your phone in another room while studying to limit distractions. If there are other things you know will distract you, remove them too.



A desk is used for studying. A bed is used for sleeping. Find an effective place to work from like a desk or table.



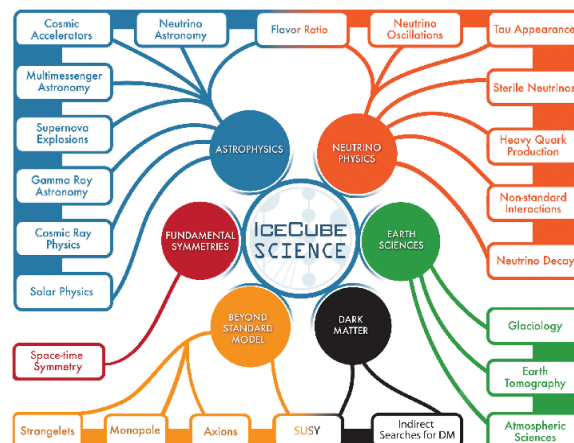
**Success seems to be connected with action. Successful people keep moving.  
They make mistakes but they don't quit.**

*Conrad Hilton*

Draw up your timetable for study – make sure you make it realistic and include all your commitments and responsibilities.

WEEKLY REVISION PLANNER								
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY
8:30AM – 4PM	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	9AM – 10AM	BREAKFAST / SHOWER	BREAKFAST / SHOWER
4PM – 5PM	HOMEWORK	TV / GAMING / SOCIAL MEDIA	HOMEWORK	TV / GAMING / SOCIAL MEDIA	HOMEWORK	10AM – 11AM	REVISION – ENGLISH	REVISION – SCIENCE
5PM – 6PM	DINNER	DINNER	DINNER	DINNER	DINNER	11AM – 1PM	SEEING FRIENDS / LUNCH	SPORT / LUNCH
6PM – 7PM	REVISION – GEOGRAPHY	HOMEWORK	REVISION – HISTORY	REVISION – FRENCH	REVISION – SCIENCE	1PM – 3PM	REVISION – MATHS	REVISION – FLASH CARDS
7PM – 8PM	REVISION – MATHS	REVISION – ENGLISH	FREE TIME	HOMEWORK	FREE TIME	3PM – 5PM	OUT WITH FAMILY	SPORT / TV / GAMING
8PM – 9PM	FREE TIME / SHOWER	FREE TIME / SHOWER	FREE TIME / SHOWER	FREE TIME / SHOWER	FREE TIME / SHOWER	6PM – 8PM	DINNER / FREE TIME	DINNER / FREE TIME

Be sure to cover all of the topics in the time that you have left. Use the Exam Information Booklet supplied for each subject.



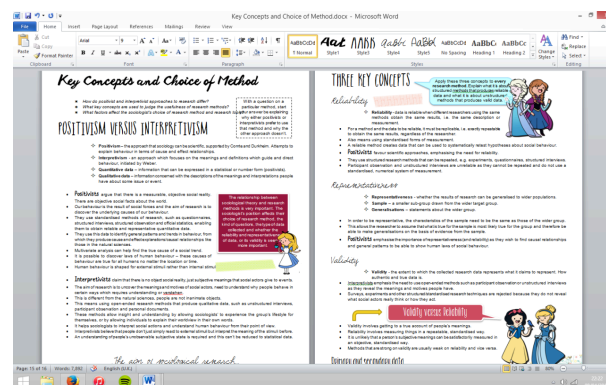
Know what you want to achieve and how you will do this - set clear goals.

Go over what you know so you are aware of the gaps.



Use an exercise book or folder for each subject.

Use a system that is organised so each time you go back to it, you know where to continue from.



Striving for success without hard work is like trying to harvest where you have not planted.

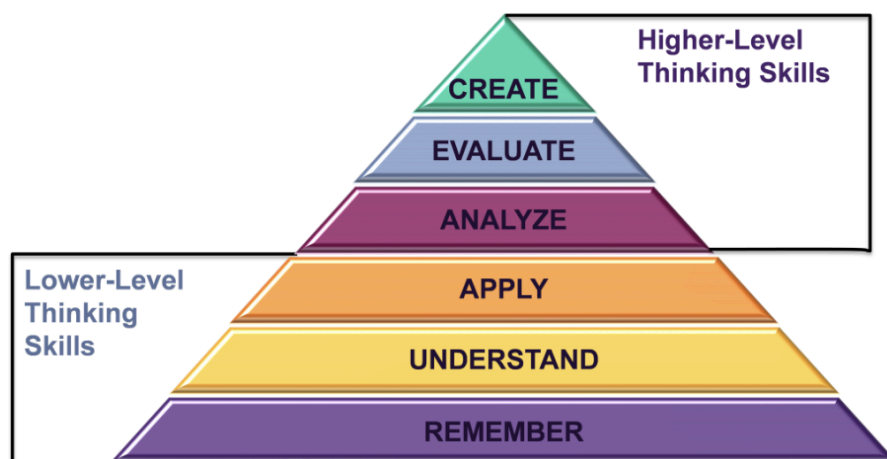
David Bly

## Year 11-13 Higher-order thinking study for exams

The following activities will give you some ideas about **HOW TO STUDY** for the examinations. They are broken up into different types of activities that will require you to use different skills

Your classroom teachers will also give you ideas that are specific to their subjects.

You do not have to do all of these tasks below. Work out which ones make sense and work best for you. Different activities will be useful for different subjects or topics.



Type	Why	What
Remember	This level helps us recall foundational or factual information: names, dates, formulas, definitions, components, or methods.	<ul style="list-style-type: none"> <li>• Make a list or timeline of the main events</li> <li>• List the main characteristics of something</li> <li>• Read key sections aloud – listen to yourself. <ul style="list-style-type: none"> <li>◦ Read each section three or four times and listen carefully.</li> <li>◦ Pay attention to what you're saying.</li> <li>◦ Hide the page from view.</li> <li>◦ Recite the main points from memory.</li> <li>◦ Check to see if your recall was accurate.</li> <li>◦ Repeat these steps until you can recall the information easily and accurately.</li> </ul> </li> <li>• Try recording what you say and play it back, perhaps in the car while you're driving to school.</li> <li>• Start with brainstorming (perhaps use a mindmap for this). <ul style="list-style-type: none"> <li>◦ Sort out/order your ideas. Decide on an outline and write it down.</li> <li>◦ Then fill in the gaps.</li> <li>◦ Once you've studied a section, reduce the main ideas to key words that can be memorised.</li> </ul> </li> </ul>

Understand	Understanding means that we can explain main ideas and concepts and make meaning by interpreting, classifying, summarising, inferring, comparing, and explaining.	<ul style="list-style-type: none"> <li>• Discuss content with or explain to a partner.</li> <li>• Explain the main idea of the section.</li> <li>• Write a summary of the chapter in your own words.</li> <li>• Once you know what sort of questions to expect, try to predict possible questions</li> <li>• Read through all the course/learning materials and mark possible questions.</li> <li>• Make a list of all the possible questions that you have identified.</li> <li>• Don't just read – use your other senses. Picture what you are learning in your mind</li> <li>• Use association – relate facts to things you know, e.g. relate dates to ones you already know, or make up catchphrases or codes or acronyms (SEXY paragraphs for example)</li> <li>• Summarising reduces the amount of material you have to remember while helping you to learn</li> </ul>
Apply	Application allows us to recognise or use concepts in real-world situations and to address when, where, or how to employ methods and ideas.	<ul style="list-style-type: none"> <li>• Seek concrete examples of abstract ideas.</li> <li>• Work through old exam papers to see what sort of questions were asked in the past. But - remember to check if the course has been revised or the format of the exam has changed before relying too much on old exam papers.</li> <li>• Write an instructional manual or study guide on the chapter that others could use.</li> <li>• Start by deciding on the main (most important) idea in each paragraph. Tip: ask yourself: 'What is this paragraph/section about?'</li> <li>• Rewrite the main idea in your own words; then reduce it so you're left with a short sentence. <ul style="list-style-type: none"> <li>◦ Then write a few key words (the supporting details) under each main idea.</li> <li>◦ You can also use this technique to help you remember your model answers.</li> </ul> </li> </ul>
Analyse	Analysis means breaking a topic or idea into components or examining a subject from different perspectives. It helps us see how the “whole” is created from the “parts.” Analysis helps reveal the connections between facts.	<ul style="list-style-type: none"> <li>• Generate a list of contributing factors.</li> <li>• Determine the importance of different elements or sections</li> <li>• Think about it from a different perspective</li> </ul>

Synthesise	Synthesising means considering individual elements together for the purpose of drawing conclusions, identifying themes, or determining common elements. Here you want to shift from “parts” to “whole.”	<ul style="list-style-type: none"> <li>• Generalise information from your notes and readings.</li> <li>• Condense and re-state the content in one or two sentences.</li> <li>• Compare and contrast.</li> <li>• 'Distil' the material by reducing it to manageable chunks. <ul style="list-style-type: none"> <li>◦ Identify the key words.</li> <li>◦ Underline or highlight them - don't highlight everything, this is not helpful.</li> <li>◦ Then re-create the information by re-telling it in a different way (paraphrasing it) and/or summarising it, using your own words.</li> </ul> </li> </ul>
Evaluate	Evaluating means making judgments about something based on criteria and standards. This requires checking and critiquing an argument or concept to form an opinion about its value. Often there is not a clear or correct answer to this type of question. Rather, it's about making a judgement and supporting it with reasons and evidence.	<ul style="list-style-type: none"> <li>• Decide if you like, dislike, agree, or disagree with an author or a decision.</li> <li>• Consider what you would do if asked to make a choice.</li> <li>• Determine which approach or argument is most effective.</li> </ul>
Create	Creating involves putting elements together to form a coherent or functional whole. Creating includes re-organising elements into a new pattern or structure through planning.	<ul style="list-style-type: none"> <li>• Build a model and use it to teach the information to others.</li> <li>• Design an experiment.</li> <li>• Write a short story about the concept.</li> </ul>



# General Study Techniques

## Post-its

- Use Post-its to help you review/remember important facts or key words.
- Stick the Post-its up in places where you won't miss them: next to the bathroom mirror, on the fridge door, next to the coffee mugs, etc.
- Each time you see a Post-it, briefly review the information.
- Move the Post-its around so you don't become so used to seeing them that you no longer notice them.
- Use different coloured Post-its and coloured pens, symbols, etc. - this helps you to remember.

## Flashcards

Studying with flashcards is a form of active learning.

Using flashcards to revise forces you to think about the material and do something with it rather than just reading it. And this definitely helps you remember what you are studying.

- As you're working through your learning material or reviewing your notes, identify and note any questions you could be asked. Tip: You could try imagining you're teaching the course: what questions would you ask in the exam?
- Note any terms, concepts or formulas, etc., that you need to learn.
  - Write each question, term, concept and/or formula on a separate flashcard.
  - Write the answer or explanation on the other side of the card.
  - Use your own words whenever possible.
  - Shuffle the index cards so you can't figure out any answers based on their location in the deck.
  - Look at the card on the top of the deck: Try to answer the question or explain the term.
  - If you know it, great! Put the card at the bottom of the deck.
  - If you don't know the answer, look at it, and put the card a few down in the deck (so it'll soon come up again).
- Keep working through the deck of cards until you know all the answers.
- Carry your cards with you everywhere you go so that you can take advantage of any spare time you may have - test yourself while you're waiting in a queue, on the bus or train, getting dressed in the morning, or at any odd moment you can think of.
- You'll be amazed at how much 'extra' study time you have and how much more you remember!

Quizlet is a good resource to make digital flashcards on and there are some sets already made. Your teachers may have already made these for you.

## **Study with a friend...who you know you can work well with**

Teaming up with a friend, fellow student or study group (face-to-face or online) has many advantages:

- Try bouncing ideas off one another.
- Help one another with difficult concepts.
- Motivate one another.
- Study buddies can also quiz one another – each one draws up a list of questions to ask their study buddy.
- Try 'teaching' one another – teaching is a great way to learn. It's also a good way to make sure that you can explain something in your own words.
- If you don't have a study buddy, try 'teaching' a family member or a friend, or perhaps the family dog.

## **Exercise before studying**

Not only does exercise fight fatigue, but it can also increase energy levels. If you're struggling to find the motivation to study, consider adding an exercise routine to your day. It doesn't have to be a full hour at the gym. It can be a 20-minute workout at home, a brisk walk around your neighbourhood with the dog, or 20 minutes shooting hoops. Anything to get your heart rate pumping.

Exercising before you study:

- Kickstarts brain function and can help improve memory and brain performance.
- Releases endorphins, which can improve your mood and reduce stress levels.

## **Ask for help**

If you're stuck on something, or something just doesn't seem to make sense - always ask for help.

Talk to your teachers about the things you don't understand. Talk to your friends and other senior students too.

If you are just worried about examinations in general, make sure that you reach out for support with this too.

You can speak to a classroom teacher, form teacher, or your Dean. Parents and older siblings also know what it is like to take exams, so they can be helpful with ideas to manage your worries. The most important thing is that you ask for help.

## Using Music to Study (Tui Boyes, 2024)

Music has long been intertwined with studying for many students. From background soundtracks to focused playlists, it's a widely used tool for concentration and motivation.

One of the most common questions we are asked about study is whether music is effective or not. Below are the pros and cons of using music to study and this [link](#) provides some more practical strategies and other facts for optimising the use of music in your study routine.

Whether or not music is a helpful study tool depends on individual preferences and the type of task at hand. While it can boost mood and help mask distracting sounds, it may also detract from tasks that require intense focus or memorisation. The key is to experiment and find what works best for you. Keep in mind the type of music, the task at hand, and how your brain responds to sound. Ultimately, balance is essential, and sometimes, a quiet, distraction-free environment is the most effective setting for deep learning.

### The Pros of Studying with Music

- Enhanced Mood and Motivation
- Increased Focus in Noisy Environments
- Relaxation and Reduced Stress

### The Cons of Studying with Music

- Distraction from Lyrics
- Reduced Memory Retention
- Overstimulation

### Practical Tips for Using Music to Study

- Choose Instrumental or Lo-Fi Music
- Create a Study Playlist
- Keep a low Volume
- Set Music-Free Study Times
- Use Noise-Cancelling Headphones for Silence
- Take Music Breaks

<https://karentuiboyes.com/2024/10/using-music-to-study/>

## **'On the Day' Examination Advice**

### **The day before the exam:**

- Put your equipment in a clear plastic bag, so you know where everything is. Your Examination Information Booklet will include a list of what you need for each subject.
- Get a good night's sleep

### **Day of the exam:**

- Check the date, time and place for the exam
- Do not cram at the last minute
- Eat well, but not junk food
- Stay calm and confident, breathe deeply
- Remember your equipment
- Arrive 20 minutes early for the exam
- Have a rough idea of how long to spend on each topic
- Expect to remember - think positively
- Your attitude is the secret - think positively
- Believe in yourself and in your ability to do it - think positively

### **In the exam:**

- Read through the whole question first
- Start with the questions/section that you feel most confident with
- Do not spend too long on each question, if you have extra time at the end return to the question
- Do not use twink, pencil or red pen
- Cross out mistakes with a single line
- Use diagrams to support your answer, labelled clearly if this helps to explain what you have written
- Read questions twice, circle the key terms - what are you being asked to do?
- Double-check that you have fully answered the questions. Sometimes there is more than one action required. For example: What AND Why
- Do not bulk up an answer, keep to the point!
- Proofread answers, ask yourself – have I written a complete answer? Have I answered the question that was asked? Is the answer in context? Does the answer make sense?
- Check off the parts of the question that you have answered
- Match the length of your answer to the space provided
- Watch out for plurals in questions, e.g. 'name features of the graph' means that you are required to write at least two features

# Weekly Study Planners

Weekly study planner

Week: \_\_\_\_\_ Date: \_\_\_\_\_

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6-7 am							
7-8							
8-9							
9-10							
10-11							
11-12							
12-1 pm							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							
11->	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep

Fill in your exam or test times

Fill in the activities that are already scheduled e.g. class times, sport commitments, recreation

Fill in your study times

**My exams this week are on:**

**Weekly study planner****Week:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6-7 am							
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10–11							
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Fill in your study times

**My exams this week are on:**

## Further useful websites and resources

- <http://www.studytips.org/>
- [www.nobraintoosmall.co.nz](http://www.nobraintoosmall.co.nz)
- <http://www.how-to-study.com>
- [http://www.studyguidezone.com/resource\\_tips.htm](http://www.studyguidezone.com/resource_tips.htm)
- <https://drive.google.com/file/d/1KiJaeSsbflT7ZfqrFcQWdJyuMVWND7In/view?ts=617083b3>
- <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/>
- <https://karentuiboyes.com/2024/10/using-music-to-study/>

Supplementary notes can be found on these websites:

- [www.studyit.org.nz](http://www.studyit.org.nz) (Outline of key content)
- <http://thepulse.org.nz/school/ncea/> (A range of supporting references)

Consider the higher order thinking strategies when studying

- <https://learningcenter.unc.edu/tips-and-tools/higher-order-thinking/>
- <https://learningcenter.unc.edu/tips-and-tools/studying-101-study-smarter-not-harder/>
- <https://learningcenter.unc.edu/tips-and-tools/reading-comprehension-tips/>
- <https://learningessentials.auckland.ac.nz/key-study-skills/>
- <https://www.openpolytechnic.ac.nz/current-students/study-tips-and-techniques/study-skills>

## References

Tui Boyes, K. (2024, October 24). *Using Music To Study*. Using Music To Study. Retrieved October 25, 2024, from <https://karentuiboyes.com/2024/10/using-music-to-study/>