



ROTORUA  
GIRLS  
HIGH SCHOOL

*every girl counts*

# ROTORUA GIRLS HIGH SCHOOL

## Senior Study Skills and Exam Hints

We Learn...

10% of what we READ

20% of what we HEAR

30% of what we SEE

50% of what we SEE and HEAR

70% of what is DISCUSSED with OTHERS

80% of what is EXPERIENCED PERSONALLY

95% of what we TEACH TO SOMEONE ELSE

- William Glasser

NAME: \_\_\_\_\_

# Setting up for study

## Be Prepared

- Go to all revision sessions for your subjects. Just because you think you know everything doesn't mean that you actually do.
- Have up-to-date course notes. If you don't, ask your teachers for the latest versions or look for notes on the school website.
- Know what is required for each subject exam (see following pages).

## Planning for study

- Set regular routines of study. For example, first 30 minutes when home from school, from 7pm to 8pm.
- Choose a quiet, airy, well-lit place to study.
- Don't try to listen to your ipod, stereo, or TV; it distracts the brain and you'll only remember the music, not the information.
- Set study goals
  - Daily Goals
  - Weekly Goals
  - Long Term Goals
- Know your deadlines.
- Make a study timetable (see later pages).
- Do a small amount of study on each subject every night. 10 minutes per subject per day 8 – 6 weeks out from exam, 20 minutes 6 – 3 weeks out from exam, 30 minutes in last 3 weeks

## Relax

- Have lots of breaks when studying e.g. break every 50 minutes for 10 minutes.
- Eat healthy, sleep regularly and exercise. All nighters will just make you sleep in the exam.
- Reward yourself regularly
- If stressed, ask for help. Your teachers want you to succeed: ask them if you are stuck or can't figure out an idea.

# Planning when to study and how much:

How much time are you expecting to devote to studying for exams?

Note: “Study” implies productive time focused only on revision or preparation with minimal distractions (no TV, attempted “multitasking”, silly things, listening to music etc), sometimes alone, sometimes in small groups, and other things but NOT counting lesson-time in school.

To fully answer the question above you really need to break down how OFTEN you plan on studying: be as specific as you can within reason but keep in mind your other responsibilities and / or commitments. Put the total number of hours you have to study in the total hours box. Then divide these hours out through the number of days and add what subject(s) you want to study for. BE REALISTIC, and plan a bit of relax time too.

Timeframe Term 3 and 4 2014	Your realistic predicted hours of productive study for core exams					
Week 4 11 <sup>th</sup> – 15 <sup>th</sup> August	Total hours for week:	Mon	Tues	Wed	Thurs	Fri
Weekend 16 <sup>th</sup> and 17 <sup>th</sup> August	Total hours for weekend		Sat		Sun	
Week 5 18 <sup>th</sup> – 22 <sup>nd</sup> August	Total hours for week:	Mon	Tues	Wed	Thurs	Fri
Weekend 23 <sup>rd</sup> and 24 <sup>th</sup> August	Total hours for weekend		Sat		Sun	
Week 6 – Exam Week 25 <sup>th</sup> – 29 <sup>th</sup> August	Total hours for week:	Mon	Tues	Wed	Thurs	Fri
Weekend 30 <sup>th</sup> and 31 <sup>st</sup> August	Total hours for weekend		Sat		Sun	
Week 7 1 <sup>st</sup> – 5 <sup>th</sup> Sept	Total hours for week:	Mon	Tues	Wed	Thurs	Fri
Weekend 6 <sup>th</sup> and 7 <sup>th</sup> Sept	Total hours for weekend		Sat		Sun	
Week 8 8 <sup>th</sup> – 12 Sept	Total hours for week:	Mon	Tues	Wed	Thurs	Fri
Weekend 13 <sup>th</sup> and 14 <sup>th</sup> Sept	Total hours for weekend		Sat		Sun	
Week 9 15 <sup>th</sup> – 19 <sup>th</sup> Sept	Total hours for week:	Mon	Tues	Wed	Thurs	Fri
Weekend 20 <sup>th</sup> and 21 <sup>st</sup> Sept	Total hours for weekend		Sat		Sun	
Week 10 22 <sup>nd</sup> – 26 <sup>th</sup> Sept	Total hours for week:	Mon	Tues	Wed	Thurs	Fri
Weekend – Holidays 27 <sup>th</sup> and 28 <sup>th</sup> Sept	Total hours for weekend		Sat		Sun	
Holidays 29 <sup>th</sup> Sept – 3 <sup>rd</sup> Oct	Total hours for week:	Mon	Tues	Wed	Thurs	Fri
Weekend - Holidays 4 <sup>th</sup> and 5 <sup>th</sup> Oct	Total hours for weekend		Sat		Sun	

Holidays 6 <sup>th</sup> – 10 <sup>th</sup> Oct	Total hours for week:	Mon	Tues	Wed	Thurs	Fri
Weekend - Holidays 11 <sup>th</sup> and 12 <sup>th</sup> Oct	Total hours for weekend		Sat		Sun	
Week 1 13 <sup>th</sup> – 17 <sup>th</sup> Oct	Total hours for week:	Mon	Tues	Wed	Thurs	Fri
Weekend 18 <sup>th</sup> and 19 <sup>th</sup> Oct	Total hours for weekend		Sat		Sun	
Week 2 20 <sup>th</sup> – 24 <sup>th</sup> Oct	Total hours for week:	Mon	Tues	Wed	Thurs	Fri
Weekend 25 <sup>th</sup> , 26 <sup>th</sup> and 27 <sup>th</sup> Oct	Total hours for weekend		Sat		Sun	
Week 3 28 <sup>th</sup> – 31 <sup>st</sup> Oct	Total hours for week:	Mon	Tues	Wed	Thurs	Fri
Weekend 1 <sup>st</sup> and 2 <sup>nd</sup> Nov	Total hours for weekend		Sat		Sun	
Week 4 3 <sup>rd</sup> – 7 <sup>th</sup> Nov	Total hours for week:	Mon	Tues	Wed	Thurs	Fri
Weekend 8 <sup>th</sup> and 9 <sup>th</sup> Nov	Total hours for weekend		Sat		Sun	

Just to remind yourself, write when your exams are both in the table above and in the space below. Remember, some subjects may require you to attend multiple exams if standards to make your course are from different subjects. If you're unsure, check with your teacher.

### Exams in Order of Date of Exam

<b>1<sup>st</sup></b>	
<b>2<sup>nd</sup></b>	
<b>3<sup>rd</sup></b>	
<b>4<sup>th</sup></b>	
<b>5<sup>th</sup></b>	
<b>6<sup>th</sup></b>	
<b>7<sup>th</sup></b>	
<b>8<sup>th</sup></b>	

# How to study for exams:

Study has to be prioritised so you can get enough done in the time you have. You are wasting your time if you are studying things you already know everything about. You are better off using your time focussing on ideas you have some knowledge about, followed by things you have no understanding of.

Below is a list of strategies you can use to study the ideas you have some knowledge or no knowledge of before the examinations. Each strategy has a rating as to how effective it is for study. Be realistic - **no-one** could use *all* of the ideas in the table (nor should they ever try).

What you do and use for study depends on many things:

- ❖ The grades or marks you want to get
- ❖ The constraints on your time (whether you have afterschool commitments or not)
- ❖ Your ability
- ❖ What is available to use (time, resources etc)
- ❖ What you're already done, or used
- ❖ What techniques and /or resources you're familiar with
- ❖ And if what you're used to doing has worked for you when revising or studying during **this year**

Tick any of the techniques or resources below that you realistically expect to use:

Tick	Review Idea	Effectiveness
	Read Textbook	★
	Read and Answer Textbook Questions	★★
	Re-read homework questions if any (Social Studies Homework Book	★★
	Read some of the information on the school internet (Knowledge Net)	★★
	Read and highlight notes from bought resources (like ESA Yr 9 Maths and Science Revision Books	★★★
	Draw diagrams or visual organisers to structure the information in each subject / topic	★★★★
	Traffic light objectives and review part known and unknown ideas	★★★
	Make flash cards for terms used in subjects with definition on reverse side	★★★★
	Write own summary notes based on textbook or other resources	★★★★★
	Work with another student to discuss ideas that you are unsure of	★★★★★
	Works with 2 or 3 friends and teach them ideas you know some of. Have them ask questions to ensure you understand what you are talking about	★★★★★
	Other. Please explain here (be specific)	

# Remember – Don't just read your notes to revise!!!

You must process them in some way to get the information into long term memory. It is best to use multiple learning methods (read, write, speak, do) but you may prefer to concentrate on the methods that best relate to your learning style. To determine your preferred learning style complete the questionnaire at [www.vark-learn.com](http://www.vark-learn.com)

Here's some ideas for study that relate to learning styles:

**Visual** – create mind maps, charts, annotated diagrams, bullet point lists, colour coding of objectives etc.

**Auditory** – study with a partner discussing concepts, create quizzes for family members, read out notes to computer recording as mp3 and playback on ipod when out, etc.

**Read / Write** – read over notes / textbooks / study guides and copy out the main points, condense your notes into summary form, create bullet points lists of key points for essays etc.

**Kinaesthetic** – create flip cards for terms and definitions, use computers to create visual organisers, practice questions using previous exam papers, plan your own filed trip to areas with real examples of concepts etc.

Each subject will be studied in a different way depending on whether you have to learn **content** (facts, theories, terms and conditions, diagrams) or **skills** (formula, graphing, experimental procedure).

If your subject is skills based (e.g. Maths, Chemistry, Physics) then make sure you practice many examples using past papers, revision guides or your textbook.

If the subject is content based (e.g. English, Geography, Biology) then make sure that you make summaries of notes and / or draw visual organisers and annotated diagrams. Create flip cards for terms and conditions and ensure you have basic plans for each of the essays you will be doing.

In the end, practice makes perfect. Make sure you have looked at the past papers on the NCEA website [www.nzqa.govt.nz/ncea](http://www.nzqa.govt.nz/ncea) so you know the exam format. Your teachers should have gone over the expected exam format for the year and given you a few practice runs with the expected marking schedule. There are plenty of resources you can buy from bookstores with practice questions or activities to help you find out what you know and what you don't.

# More Information about the Useful Techniques

## Traffic Lighting

Ask your teacher for all of the learning objectives for each topic that will be in the examination. Using three different coloured pens go through the objective list. Use one colour (e.g. green) to mark objectives you know really well. Use a second colour (e.g. yellow highlighter) to mark objectives you know something about but not everything. Use the third colour (e.g. red) to mark objectives you know nothing about.

Traffic lighting allows you to prioritise your study. You will achieve your best study by focusing on the “yellow lights” because you already know something and therefore have a base to add new ideas on to. After completing all the yellow lights for each topic, move to the “red lights”. Don’t bother doing much with the “green lights” as you already know them all. A quick skim read will be fine.

## Highlighting Notes

Whitcoulls, Paper Plus and occasionally The Warehouse all sell revision guides for some of the academic subjects. These will contain a lot of the useful notes but, as the author doesn’t know exactly what your class has covered, it may not cover everything or may cover things you don’t need.

If you do choose to highlight ANY notes, including your own, make sure only to highlight ideas you need to learn. Don’t bother highlighting stuff you already know. Once highlighted the page will look pretty but your brain hasn’t really done anything with the highlighted bits yet.

Here are some options:

1. Read aloud the highlighted bits to friends or parents. Doing this engages your eyes and ears.
2. Write down the keywords in the highlighted information then look up the definition of the word and write it down also. This engages both your eyes, your ears if you read out the words also, and your hands. Movement of limbs or kinaesthesia provides a direct link to your brain and allows up to 70% more information to be recalled later than just reading.

## Visual Organisers

Visual organisers are diagrams that allow you to structure a topic into - headings, sub-headings and ideas. When stuck you can try to visualise the organiser to figure out what you are missing in your answer.

There are a wide range of ways to organise a topic visually. The most commonly used are mind maps where a central ideas is placed in the middle of a page. The most important ideas are written around it in bubbles. The concepts that make up that idea are then listed around it and so on. See <http://graphic.org> for more information.

## **Compare and Contrast**

This technique is really useful in subjects where you need to write a paragraph or statement. Go through all of the topics within a subject and a word list. Using a visual organizer or some other way to structure the words, place all the words that are used in one topic together. Randomly pick two words used in the same topic. Write a maximum of two similarities and two differences between the terms. Repeat 3 or 4 times for each topic. For example: Umbra and Gibbous are two terms used in the Planet Earth and Beyond Topic in Year 9 Science. Umbra and Gibbous are terms used to relate phenomena involving the Moon to the position of the Earth and Sun (similarity). The umbra is the total shadow cast by the Moon onto the Earth in a solar eclipse whereas gibbous refers to the light reflecting from the Moon when the Moon is between quarter and full phases (difference).

By comparing and contrasting random terms you not only study what the word means but you compare it with another term. This helps you to fully answer a long question by linking together different ideas. Exam questions of this level are usually excellence.

## **Working with Others**

It might seem a great idea to work with a group of friends but unless you structure what you are doing you'll just sit around talking.

**BEFORE MEETING** – Traffic Light objectives or write a list of ideas you are have difficulty with or don't get at all. Call your friends and get them to do the same. Organise each member of the group to make flash cards for a topic. Flash cards have a word specific to a topic on one side and its meaning or definition on the other. Organise all your notes so you can take them along to help others.

**AT MEETING** – set a working time limit. 50 minutes with 10 minute break is a good guideline. Or divide the total time you have into chunks based upon the number of people you have. For each chunk of study set a chairperson who monitors the time and stops people chatting. The Chairperson can ask questions of the others or hold up the flash cards or whatever activity it is you want to do to help study.

**AFTER MEETING** – decide on subject / topics to study next time and what preparation you want people to do.



# Core Subject Exams and Study Hints

## English

You should be revising all the aspects of your selected texts and then writing practice essays. Use your Q & A Book if you have one. Learn all of the language terms and practise identifying them and think about the purpose, meaning and effect of them in a whole piece of text. Check with your teacher on the layout of the exam paper so that you are familiar with what is required.

## Media Studies – Level 1 Media Studies

Media Studies students should be revising all the characteristics of the film genre you studied in class for the genre AS. You also need to be able to identify these characteristics in at least TWO media texts, as well as discussing the effects of these. Also, look over all your notes on the “aspects”, and re-read the media texts you have collected in regards to the media issue or current events coverage AS.

## English Speakers of Other Languages (ESOL)

Read texts through and learn key quotes, correct spelling for titles and authors. Write practice essays. For all ESOL students it is important for them to immerse themselves in English as much as possible. Watch the news, read the newspaper. Every new word learned or grammatical structure that becomes familiar will help you with your overall performance in exams.

## Drama

Know the Elements and Conventions of Drama and how you see them in your own Devising work. Devising assignment, The Big Event, is due end of first week of Term 4. You will use the same knowledge in the final exam. Revise material on the two theatre pieces you saw this year.

## Maths – all level courses

It is important to revise Maths little and often. The only way to revise Maths is to DO maths questions and problems. Just reading notes will not help you improve in the subject. Set aside some time every day to do a few maths questions.

All senior maths classes have at least one external paper. Revision material is ready to order. In particular every student should purchase the PEA (Practice External Assessment) booklet(s) which have four original practice papers (\$5 per booklet) and should also buy the class revision material.

11 Numeracy has no externals

11A has three externals; Algebra (exam sat on 16 September 2014), Graphs and Chance and Data.

11B has one external: Chance and Data

12A has three externals: Algebra, Calculus and Probability

12B has one external: Probability

13 Maths and Calculus has three externals: Complex numbers, Differentiation and Integration

13 Statistics has two externals; Probability and Probability Distributions

Students can go onto the NZQA website and download past papers to practice as well.

## Biology

To ensure you are fully prepared it is vital that you know all of the vocabulary for each section and where it is appropriate to use it. There are approximately 200 key words for Level 1, 350 key words for Level 2, and 300 key words for Level 3. You need to be able to draw diagrams for key processes especially for anticipated long answer questions. For Level 2, make sure you know key concepts and processes involved in cellular systems, genetics and inheritance. In Level 3, make sure you know key concepts and processes in animal behaviour, plant responses and human evolution.

## Chemistry

Ensure that you know general formulae for each of the key reactions, how to use the solubility rules and half equations, and use volumetric formulae for titration calculations etc. Read over the standards to ensure you know what key words to use and where. Practise writing explanations to explain observations, properties of substances and organic reactions.

## **Physics**

To prepare yourself for the NCEA externals in Physics you should be comfortable with the following: Vocabulary (terms, definitions, symbols and units), Equations (even though you DON'T have to memorise them, know what types of problems go with certain ones!), the EXACT language of the NCEA standard – to know what you may be examined on – and what's NOT on the exam.

## **Science**

Please read the advice for biology, Chemistry and Physics above. You will need to do all of these things to study for Science. You need to know all specific keywords and how to use them to explain observations and behaviours of substances, know how to re-arrange formula and use correctly. Practise with flow charts and labelled diagrams to extend explanations and links.

## **Business – Level 1 Business Studies**

To be well prepared for the external examinations students need to use the specification checklist booklet and carefully assess the elements that they need to revise and know for their exams. They will benefit from making revision mind maps for the key topics that were covered in Term Two and Term Three.

## **Business – Level 2 Business Studies**

To be prepared for the external examinations students need to collate all their notes from the businesses that we have been studying to ensure they can apply their learning to business organisations. They should use the specification work booklet as a checklist for revision topics and make revision mind maps to assist their understanding. Students should practise examination papers as much as possible to ensure they can apply their understanding to case study situations effectively in an examination format. Refer back to the full specification work book to check they are secure in all areas of the subject.

## **Business – Level 3 Business Studies**

Preparation for external examination is focused on theoretical accounting concepts applying to partnerships and company's and preparation of financial statements. Study will concentrate on application to practice and financial reporting. Practice using hand-out booklet notes and exercises and previous examination papers.

## **Classics – Year 12**

Re-read and revise important chapters in The Odyssey. Revise your Odyssey workbook. Study by theme – the role of gods, social customs such as xenia, values such as leadership and heroism, the role of women, family relationships. Memorise important quotes from the text & test yourself on the names of the characters. Revise the artwork of Pompeii, test your knowledge of the subject matter, write about stylistic features such as composition, shading, perspective; understand the techniques of making frescoes and mosaics, think about why the Romans displayed such art works.

## **Classics – Year 13**

Revise the notes and primary sources on Augustus. Primary sources must be used to support argument in essays. Test yourself on a timeline of Augustus' life – birth, battles, political advances etc. Understand his family connections and how he used them politically. Understand his use of religion, propaganda and the rebuilding of Rome as political tools. Revise the Greek vases. Know at least three really well. Understand how style and techniques developed across time. Be able to discuss improvements in anatomy, drapery, composition. Think about themes, such as gods, heroes, conflict on the vases. Understand the uses of each vase.

## **Geography**

To get Merit and Excellence you need to use specific information relating to case studies / settings. This means learn a back of at least 10 statistics / dates / place names that you can use in answers. Get someone to test you. Practice drawing a map of each case study / setting with named places and check it has its FACTS. Summarise each external Achievement Standard onto ONE A3 sheet that breaks down into the individual criteria. Come up with a plan for an essay / paragraph on each criteria. Make sure you have completed your Skills Book.

## **History**

To study for the History external exams you need to be well prepared. You should use the sample external exams available online at NZQA to practice resource interpretation, comparing perspectives, and writing essays on topics you have studied during the year. You should be familiar with the assessment schedules and read the student exemplars for all levels of achievement. An organised student will have prepared their essay(s) well in advance, discussed their drafts

with their teacher and can write a structured response to questions drawing on supporting evidence from relevant sources

### **Health**

In order to ensure that you will pass the Health externals with Excellences and Merit you will need to make sure that you look at previous year's exam questions and also the exemplars that are available on the NZQA website. It is possible to pre-plan the majority of your external exam answers before you've even entered the room to sit the exam. Practise makes perfect! So allow yourself time to plan your possible answers to previous years exams and then write, write WRITE! Your Health teachers are available to check your practise answers and also to give you detailed feedback about what you can do to improve your writing. Your teachers will advertise times available for tutorials prior to the exams as well, so make the most of this time to check understanding.

At Level One, general knowledge on a range of drug issues pertaining to smoking, alcohol, marijuana, methamphetamine and inhalants is important. This could include relevant laws and statistics surrounding each drug. While generally only one drug is selected, it is important to be familiar with all kinds mentioned. It is crucial that you have a thorough understanding of the four aspects of Well-being/Hauora and that you can show interrelationships between each dimension. Eg how does one relate to another? You must also be familiar with the Socio-ecological perspective of Self, Others and Society.

At Level Two, there is an emphasis on you the student finding relevant and current research that will support your written answers. It's ok to have your own opinion - but the Excellences and Merits will only come if you have backed up your answers with research. This means that you can use current newspaper/articles from news websites, the youth 2012 Survey results, ALAC website press releases, as well as a whole host of other resources. Check with your teacher if you're unsure.

At Level Three, you must memorise and include supporting evidence, which could be quotations and/or data from credible and current sources, such as government ministry websites, recognised non-government organisations (NGOs), research journals, and other publications. Generally, current research means data or theories published within the last five years. Excellence students show relevant links to parts of the Ottawa Charter or to strategies from the World Health Organisation, the United Nations, or to other previous successful Health campaigns. Knowledge of the underlying concepts of Health including Well-being and the Determinants of Health, how they are interrelated and how they apply to the International Health Issue, is crucial.

### **Dance**

Internal assessments are completed. Exam revision and practice now becomes your priority.

### **Music**

ALL internal work is due before examinations commence with the sole exception of Level 2 Music Works. Level 1 students should have their theory workbooks and be taking themselves through the score-reading tasks contained therein. Try listening to a piece of music and notating rhythm, figuring out the melody on your instrument or on a piano, or both! Get together with a friend for chord-testing and recognition. Be familiar with the layout and structure of the examinations – what do you need to do to gain each level of achievement? What are your strengths? How can you mitigate / overcome your weaknesses? Are you using the correct language for analysis questions? Are you focusing on the correct music element in analysis questions? Remember your exam techniques for each question! Chords with a melody – chords tones and passing notes, minor chords, cadences, suspensions and resolutions. Dictations – scaffold with beats and 1 / 2 beats under each bar, listen for repeated themes or motifs, compare multiple parts and check harmonic relationships, check the bars “add up” properly.

### **Te Reo Maori**

Students should be continuing to learn their vocabulary especially words that can be used in a lot of different context, for example verbs, adjectives, nouns. They will also need to focus on a set of language patterns, grammar and phrases, for example naming sentences, verbal (action) sentences, describing sentences, location sentences, expressing an opinion or idea phrases, cliché, idioms, tenses. Make sure to focus on the topics covered during the year – Sports and Leisure, Maori Customs and Potocols, Myths and Legends, types of gathering, language e.g. proverbs, the marae, moteatea, Maori Battalion.

### **Visual Art**

Stick to Deadlines! The last half of your board is the most important – dedicate the most amount of time to it! Work smarter not necessarily harder – LISTEN TO ADVICE and SHOW ALL WORK to your teacher. Tack all work to your board but DO NOT permanently stick your work down until told by your teacher. Photo and Design Students – BACK YOUR WORK UP!!! If you lose your flash drive or the computers melt down – POOF – all your hard work could be lost.

### **Graphics (DVC)**

Final hand in dates are 6 October for all internal folio work and 26 October for all external and scholarship work. Late hand in will NOT be accepted. Graphics is a subject that requires a lot of attention and time. Planning your time wisely and allocating time outside of the classroom for your Graphics work would be of great benefit.

### **Food Technology / Hospitality**

Ensure that you can use the correct terminology in external assessment and know the definitions for each key term. As there are no external students need to be mindful all assessments are due in and completed by October 25. Additional help by me is offered during the school holidays to complete outstanding assessments.

### **Fashion and Textiles**

Final Internal Assignments are due by Friday 26th September. If these are not handed in by the due date you will be finishing these during Term 4, this will affect the quality of your achievement grades and could jeopardise your subject endorsement. The external report will be completed during class time in Term 4, it is important that you spend independent time on this for homework ready to be handed in at the beginning of November.

### **Painting**

Consistent work is needed to ensure high quality work is produced. Do not expect to produce work on the day it is to be sent in. Work must be fixed to the board prior to the exam date, your teacher will tell you when you need to have this done. Placement of work on folio boards needs to be done with consultation with your teacher.

### **Photography and Design**

Both Design and Photography require students to work beyond the periods set. Photo Shoots need to be regular and are always set as homework tasks throughout the year. This sets the girls up well in preparation for both their internal and external assessments. In Design students need to complete all tasks set in class for homework (drawing and resource gathering) to ensure a sufficient quantity of work is completed for assessments. Students must be willing to spend time their own time at school; lunch times, after school and closer to folio due dates the facilities are available to students during set weekends and even during the holidays. This time is critical for students to be able to use the subject specific facilities; studio, programmes and printer as well as the opportunities for extra one on one tutorials. Students must always ensure that they back up their work regularly in case of data disasters. This is the student's personal responsibility.

## **Remember**

**If you don't know something,  
ask someone like your parents, or your friends.**

**If they don't know then ask your teacher.**

**Your teachers are there to help you and are extremely  
supportive of students who want to learn.**

**Good Luck!**