



# **Exam preparation and Anxiety**



## Mental Health Awareness Week

### Anxiety

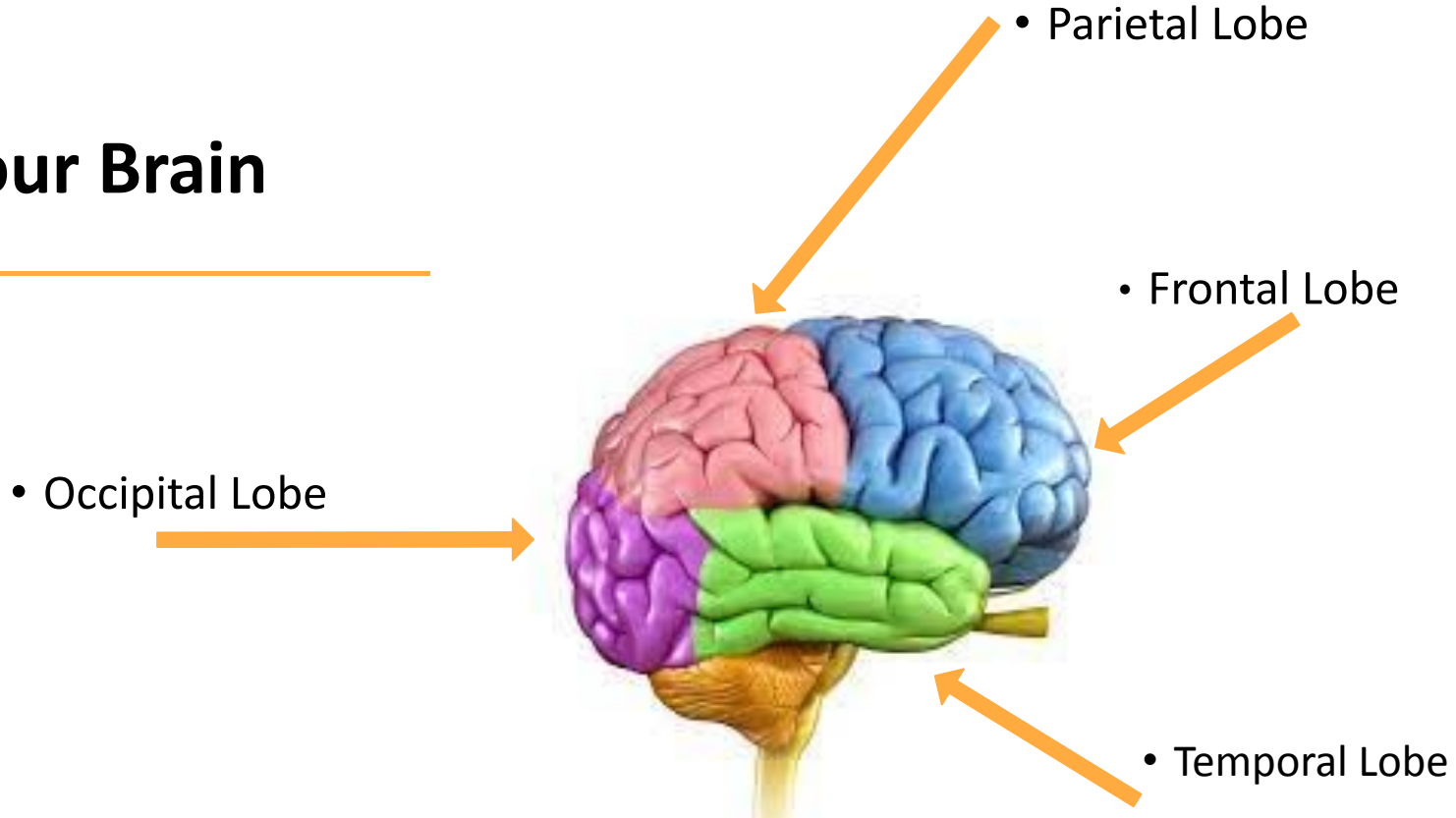
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## Your Brain

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## Brains and Emotions

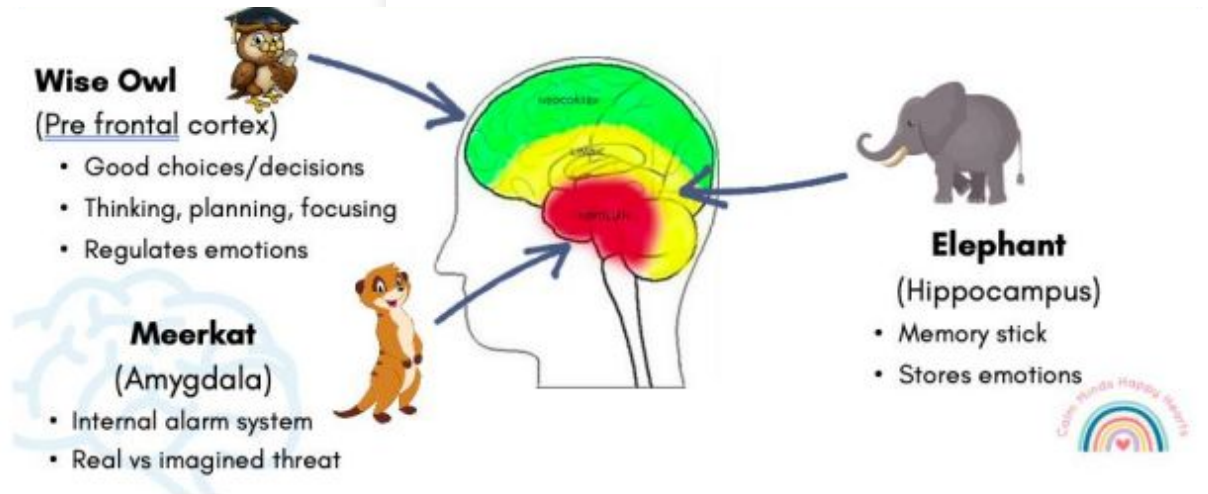
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YOUR PARIETAL, TEMPORAL  
AND FRONTAL LOBES ALL CONTAIN  
ELEMENTS OF WHAT IS KNOWN AS THE  
**'LIMBIC SYSTEM'.**  
THIS IS SOMETIMES REFERRED TO AS THE  
**'EMOTIONAL BRAIN'**  
AND IT PLAYS A KEY ROLE  
NOT JUST IN MENTAL HEALTH,  
AS YOU MIGHT EXPECT,  
BUT ALSO IN THE  
LEARNING PROCESS . . .



## More Brain Science

- Influence of anxiety





## Stress is useful

- Without stress humans would be incredibly lazy.
- In evolutionary terms - those who reacted to stress were able to survive.
- Unpleasant feelings associated with stress motivate us towards action.





## Keeping stress useful

- Stress stimulates hormones which can inhibit learning.
- Stress overstimulates the amygdala and shrinks memory banks.
- Stress can interfere with the ability to solve problems.
- Stress can impair clarity of thought.



**We need the RIGHT  
AMOUNT of stress**





## Which of these sum up your reaction to stress?

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- A. I push through it and carry on - stress is for weaklings!
- B. I talk to my friends and we try to work something out together.
- C. I work harder and longer and hope the stress will go away.



**Reactions to stress are learned behaviours.**





## Anxiety and Control

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Anxiety can spiral when we want to do something when we have no control over what is happening.

It's important to identify which are the things we CAN influence.





## Discuss and make a list

1. Problems over which I have direct control.
2. Problems I need someone else's help with.
3. Problems I cannot control.





## Why are exams hard?

Why don't I perform at my best during an exam?

The fact that exams will happen is something you do not really have any control over.

EXAMS ARE A **STRANGE** AND **UNIQUE** PHENOMENON, WHEN YOU THINK ABOUT IT.

**WHEN ELSE IN LIFE** DO YOU HAVE ALL YOUR PERSONAL POSSESSIONS TAKEN AWAY FROM YOU AND GET HERDED, SINGLE FILE AND IN SILENCE, TO SIT AT A SMALL TABLE TO RECALL A HUGE NUMBER OF FAIRLY ARBITRARY FACTS, UNDER TIME CONDITIONS, WITHOUT RECOURSE TO GOOGLE?

**NEVER, THAT'S WHEN.**





## Reducing Anxiety around exams

You only have control over how you prepare for the exams.

You can practice managing your thoughts and feelings during an exam. Let's look at some ideas for this

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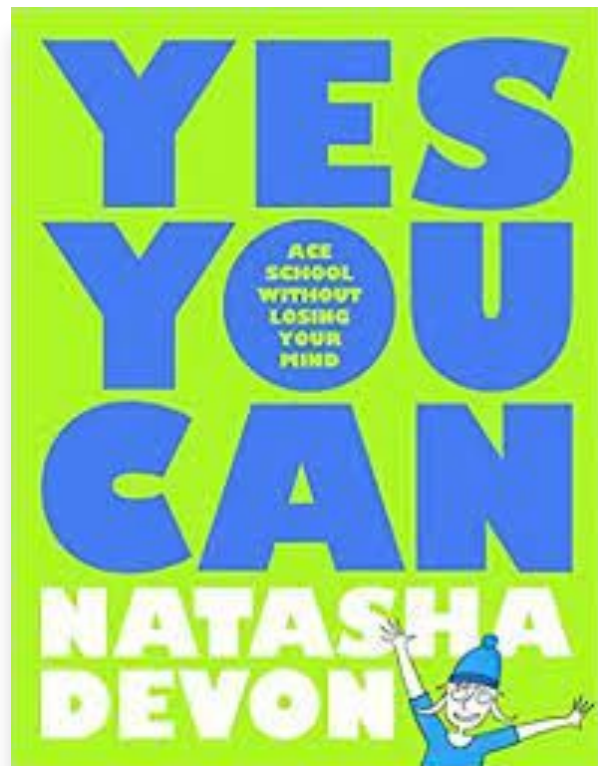
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**NEVER, THAT'S WHEN.**



## Reducing Anxiety around exams

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## Discuss and make a list

1. Ideas to help you feel organised to reduce exam anxiety.
2. Ideas to help you cope with anxiety on the day of an exam.
3. Ideas to reduce anxiety during an exam





<https://revision.beaumont.school/home>

## EXAM DETAILS

Select your year group to access your timetable and the details and resources each department has provided to support you with your revision

7

Year 7

8

Year 8

9

Year 9

10

Year 10

## TIPS FOR REVISION AND LEARNING

[Download the Revision Booklet](#)



 Retrieval Practice: A video for Students

[Copy link](#)



Watch on  YouTube

 Interleaving: A Video for Students

[Copy link](#)

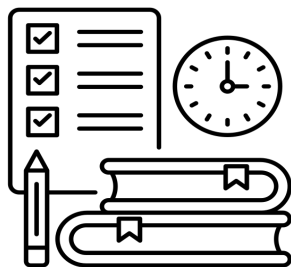


Watch on  YouTube





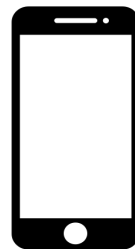
Before you begin...



**Equipment  
and resources**



**A calm  
peaceful  
environment**



**Remove  
distractions**



**Work for 45  
minutes  
Rest for 15  
minutes**

## How to revise effectively



Retrieval Practice

Summarise using revision guides, flash cards and notes.

Read your summaries and then cover them. Write down as much as you can remember after 5 minutes.

Use quizzes and the help of others to test your memory.

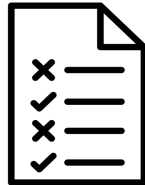


Dual Coding

Use dual coding when you have a lot of text that could be represented visually.

Try to use different ways of presenting information e.g. charts, diagrams, mind maps etc...

Remember the recall these images during retrieval practice.



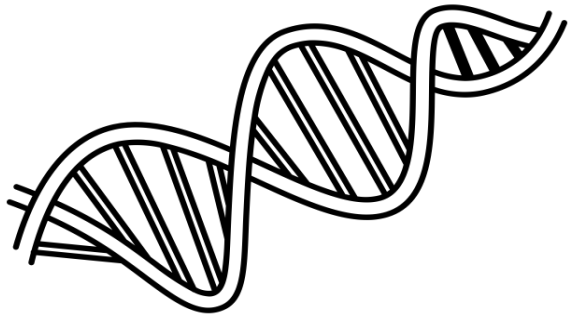
Testing

Use past papers to test your knowledge.

Compare your answers with the mark schemes.

Recreate test conditions e.g. timed and in silence.

# For example

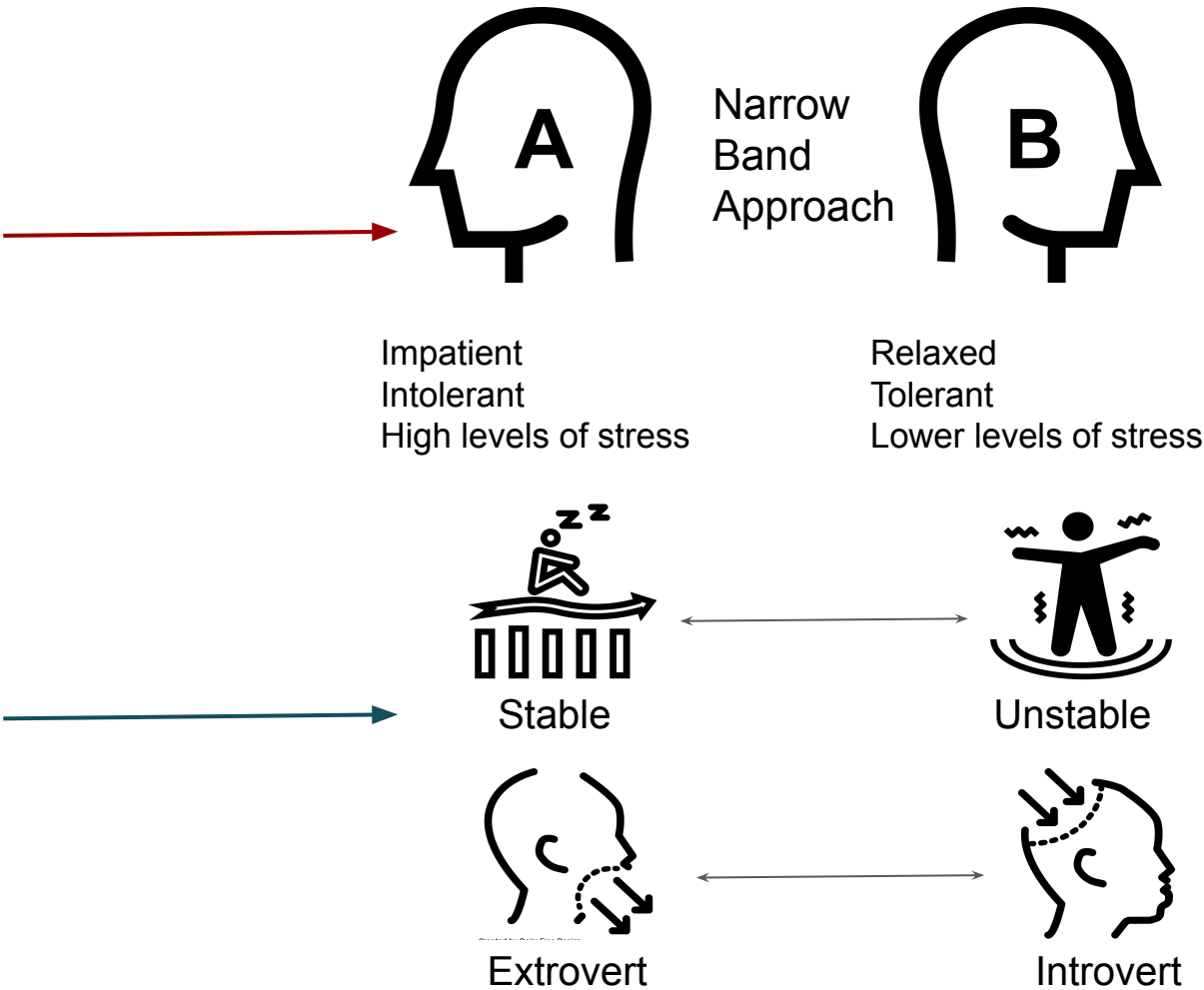


## Trait Theory

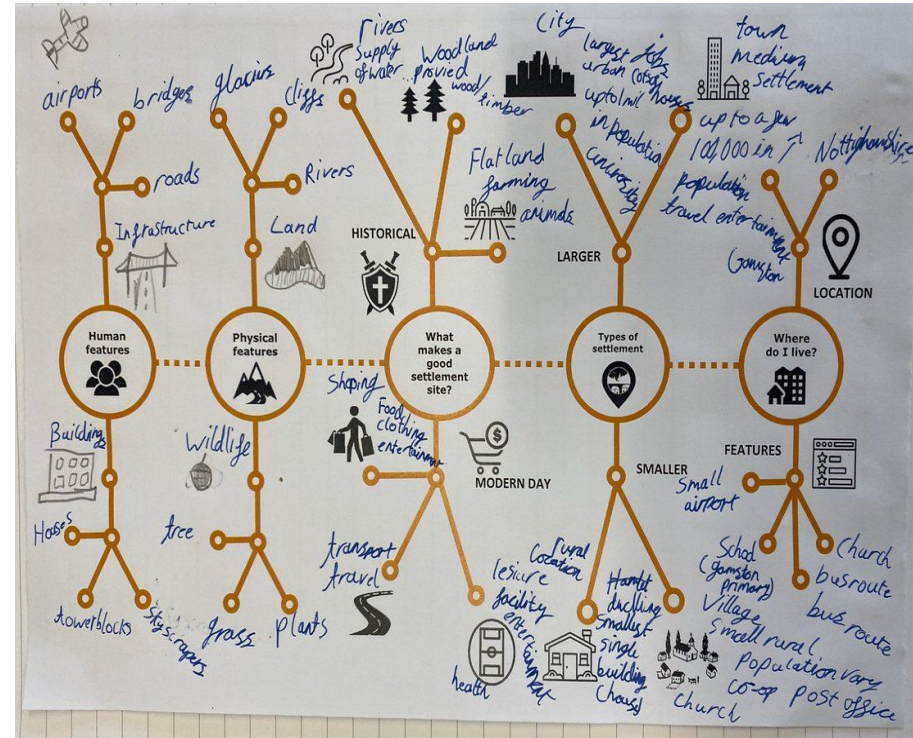
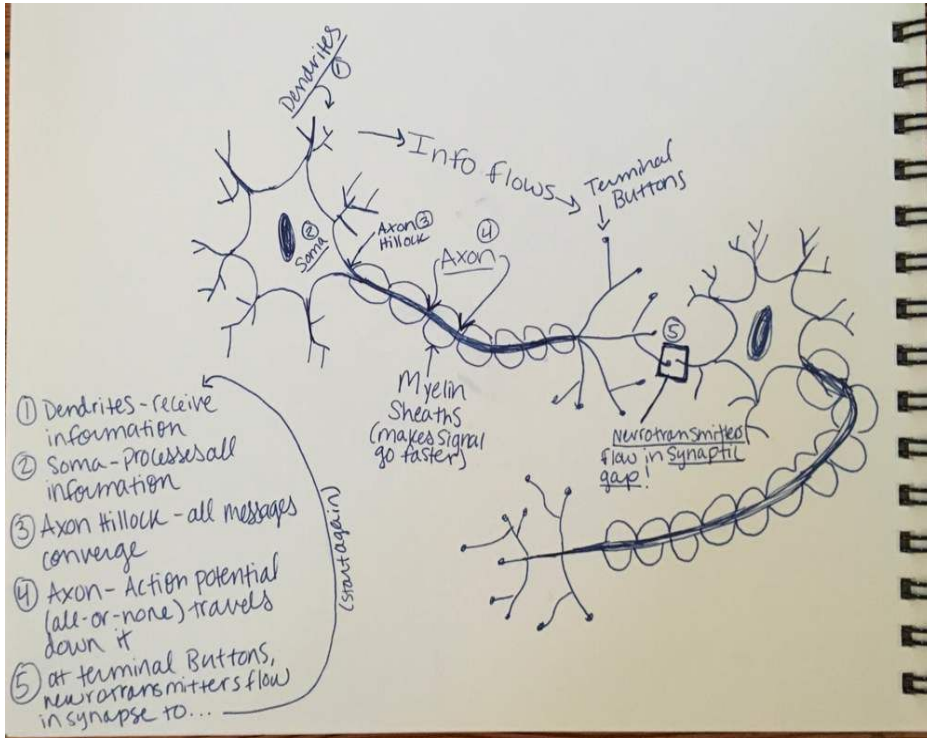
Traits are seen as generalisable, they can be used to predict behaviour.

Traits should be viewed on a continuum.

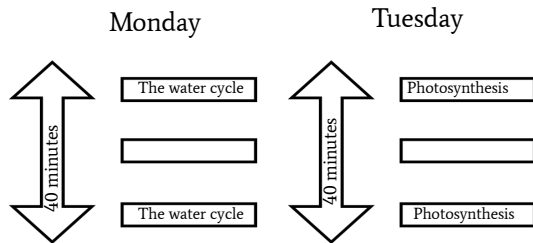
There is a lot of contradictory evidence to this theory.



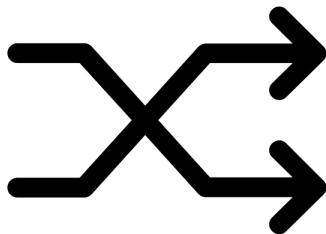
# For example



## How to revise effectively



### Spacing



### Interleaving

Create a revision timetable where each subject or topic is spaced out.

You will remember more each time you return to it.

Interleave 2 - 3 subjects within a day or week.

Create a revision timetable so you remember to change the subject you are revising during the day.

MON	TUES	WED	THUR	FRI
▼	▼	▼	▼	▼
ENGLISH	HISTORY	MATHS	FRENCH	SCIENCE
MATHS	FRENCH	SCIENCE	ENGLISH	HISTORY
SCIENCE	ENGLISH	HISTORY	MATHS	FRENCH



- ✓ Retrieval is the key - make your brain work and then it will remember the knowledge.
- ✓ Test yourself and get others to test you - make your brain work and then it will remember the knowledge.
- ✓ Change text into a range of diagrams - make your brain think.
- ✓ Plan ahead so you can space out revision for each subject and you can revise a few subjects each day.



Discussion:

What is the most challenging part of supporting independent study?