MOVINGON FROM YEAR 11

A wrap-around guide aiming to support young people during the transition period moving on from Year 11. This booklet can help you to understand and explore your next options, how to maximise your opportunities and offers useful tools to help monitor and prioritise your wellbeing. Brought to you by Newport Mind













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Introduction

The next steps you take after leaving Year 11 are not the same for everyone. You will all face new challenges, and learn that you are no longer only accountable to your school or to your family - but that you are accountable for yourself.

The most important aspect of this newfound responsibility relates to supporting and looking after your own wellbeing, which in turn influences how you adapt and adjust to change after Year 11.

This guide offers information to support you and helps to inform the decisions that you make when choosing your next steps. During this period, your mental health and wellbeing is and **must be** a priority.

Without looking after yourself first, trying to balance your new responsibilities and manage your workload will be difficult. Having good wellbeing will help to support you in all areas of your life.

Moving on from Year 11 during a Pandemic

Living through a pandemic has presented and required challenges manu adjustments. lt. is important to acknowledge and talk about what has been lost to you, specifically as Year 11 leavers. You are not alone in this, we see the hardships that you have managed so well. and we understand your frustrations.

While many occasions and events may have been missed, it is hoped that rearrangements or virtual adaptations can be made. This section aims to acknowledge these losses (remember it's okay to feel sad about these!), offer a space to reflect on what we are grateful for, and to make suggestions to help overcome them.

Leavers



Year 11 builds up to the big 'Leavers' event. This typically look like finishing the school term before your other year groups, signing each other's shirts, reminiscing on the past few years and most importantly – celebrating how you've grown up together. What are some ways in which you can still experience what is feels like to be a 'leaver?'

Revising together and exams



While it can be viewed in a positive light that you will not be siting GCSEs, many of you will be disappointed to miss the experience of sitting exams – something that helps to prepare you for any exams you will take later in life. In light of this missed opportunity – what can you do to prepare yourself for sitting future exams?

Prom



Summer



The summer after Year 11 is typically the longest summer of your school life. Various celebrations and gettogethers would take place during this time. It's still important to plan some alternatives to this – write some ideas below.

Birthdays and celebrations

Many of you will have missed 1 or 2 birthdays and celebrations. It isn't possible to relive everything, but instead try to think about what is possible.

Think about ways that you could overcome or rearrange these:



Pandemic: Anxiety, Control and Feeling Alone

When reflecting on this year, it is important to recognise and accept the feelings of stress, anxiety and loneliness that many people have experienced, on top of exam and school related worries.

These emotions are often triggered by feeling a lack of control. This uncertain and unpredictable year has meant that we've had little control over our situations, circumstances and decisions.

Consider what is and isn't within your circle of control:



Pandemic: What did you gain?

As well as acknowledging losses and challenges, it's also worth considering the skills and abilities that you have gained throughout this difficult time.

Despite isolation and loneliness, lack of control, anxieties and changes to curriculum, you have bounced back and overcome these adversities – and you are all stronger and more resilient because of this.

Resilience is your ability to 'bounce back' in response to difficult situations. Finding ways to help cope with and overcome difficulties helps to become more resilient. Building your resilience overtime will help to support you when faced with challenges in the future.

When we think about a typical resilient person, we may picture someone tough, strong and perhaps, unbreakable. While strength plays an important part in resilience, understanding the need to show emotion, adapt and be flexible are key to building and applying resilience effectively.

Consider a great oak tree compared to a bendy willow tree. At first glance, the oak may seem stronger and therefore more resilient. However, compare these trees in a storm - while the flimsy willow bends flexibly in the storm, the oak could break in half.

Just as the willow tree is resilient and had to adapt to the storm, you too have survived a storm by moving flexibly with changes and set-backs. You have made it through 100% of your bad days and each time grown more resilient.

Take a moment to reflect on the resilience skills you have gained this year, and how you aim to continue growing these abilities.

Resilient characteristics:

Problem Solving

Resilient individuals are able to calmly and rationally look at the problem and envision a successful solution.



Sense of control

Resilient people tend to believe they are in control of their own lives rather than blaming others.



Self-awareness

Resilient people know their emotions, personal strengths and weaknesses, and have a strong sense of their worth.



Bending not breaking

They don't fixate on the way things are done, and will adapt easily when change is required.



Being connected

Resilient individuals build strong and positive relationships with people and will readily ask for help, and be there for others.



Self-compassion

Resilient people readily extend compassion to themselves in instances of perceived inadequacy, failure, or general suffering. They are their own friend, not their harshest critic.



Asking for help

While being resourceful is an important part of resilience, resilient people also know when to ask for help.

Building Wellbeing Tools: The 5 Ways to Wellbeing

Acknowledging the impact of the pandemic on your wellbeing, and recognising the resilience skills you have built may support your ability to cope with upcoming transitions.

Feeling good can look different to everyone and that's okay! The following pages are here to give some ideas of what you could do to support your wellbeing- but they're not the only things out there.

This section offers a brief overview of the **5 Ways to Wellbeing**. Research has shown these areas of wellbeing management to improve how people feel and cope day-to-day.

Use the spaces provided on the following pages to make your own notes of what you can do for yourself and how you aim to do it.



Stay Connected

This involves having good connections with your friends, family and other people around you. Investing in the

development of positive relationships can help to increase your happiness, improve wellbeing and enrich you every day.



Staying connected with others is important for everyone – but it is even more significant when you and your friends begin to embark on separate journeys.

Relationships will change over time. They can strengthen and prevail, but they may also become strained as people grow apart. Friendships can remain strong when you have an understanding of each other's boundaries and expectations, but it's important to accept that as circumstance change, your friendship may change too. This doesn't mean that it's ending or that it's changing for the worse - it means that you are growing together and appreciating what that friendship means both. to UOU

New experiences allow opportunities for new relationships to arise – make use of these too!

Think of ways you can keep in touch or make new relationships - set up a weekly gym day, or set aside a day each week to face-time. Make use of group chats and virtual platforms while restrictions remain in place, and make plans for when these are lifted.

My goals for staying connected:

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Be Active

Physical exercise is not only really good for your body, but also great for your mind. It releases hormones called 'endorphins' that make you feel happy. Even a small amount of exercise can help to improve your mood. The most important part of being active is finding a level of movement that works for you and your own body one that suits your level of mobility and fitness.

Simply moving your body is exercise and it shouldn't be a chore! You could jump! Dance. Stretch. Run up some stairs. Dust off your old Wii Fit console. Go for a walk or run. Step outside. Cycle. Play a game. Garden. Clean. But most importantly, discover a physical activity that you enjoy.

Also- remember that physical health isn't only about exercise, it's also about healthy habits and routines such as eating nutritious foods or sleeping well! Keep this in mind when thinking about goals for yourself.

My goals for being active

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Keep Learning

This area of the five ways to wellbeing was originally written for adults, but it



can work just as well for children and young people too. The idea is to learn a new skill or to try something that you haven't done before that you would really enjoy. Learning to do something new can be great fun and it can also increase your confidence and happiness.

Try something new. Rediscover an old interest. Sign up for that course. Take on a different responsibility. Watch a Ted Talk. Learn a new language. Research an interesting topic. Learn to play an instrument or how to cook your favourite dish. Find a new podcast. Take that class with a friend. Set a challenge you will enjoy achieving.

My goals for keeping learning:

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Give

Doing something for other people is not only a kind thing to do, but it can also make you feel good about yourself. You don't have to do something that takes a lot of your time, perhaps aim to do one act of 'giving' each week to help you feel positive about yourself.

Seeing yourself and your happiness linked to the wider community can be incredibly rewarding and will help you to create stronger connections in your life.

Do something nice for a friend, or a stranger. Help out around the house. Hold the door open. Compliment someone. Thank someone. Smile. Volunteer your time. Join a new group. Look out, as well as in.

My goals for giving

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Take Notice

Enjoying the moment, rather than worrying what happened about before or what might happen in the future, is known as mindfulness. This means being present in the moment.

Many people find that paying more attention to the things around them, and living in the moment can help to reduce stress and anxiety.

Apps and podcasts are a brilliant way to introduce yourself to mindful practices! Look at page 25 for ideas.

You don't need to be a pro or well practiced to take notice.

Be curious. Catch sight of the beautiful. Notice the changing seasons or the sounds of nature. Savour the moment, whether you are on a train, eating lunch or talking to friends. Be aware of the world around you and what you are feeling. Take a deep breathe and just be. Reflecting on your experiences will help you appreciate what matters to you.

My goals for taking notice

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Remember Self-care



Self-care refers to the things that you can do to look after yourself, so that you can be physically, emotionally and mentally well.

Self-care doesn't always mean long bubble baths or putting on a face mask, it can mean maintaining basic hygiene, saying 'no' to things that don't benefit your wellbeing or drinking enough water.

Your ability to care for yourself may fluctuate day-to-day. It can be useful to make plans for self-care that is appropriate for good, and not so good days.

Good days:



Not so good days:



Checking in with yourself



The following sections will explore upcoming transitions, with tips on what to expect and how to cope with challenges and changes.

We hope that this information and some tips will be useful after GCSEs, however we want to reiterate that your wellbeing is still the main priority.

To round up our tips for managing and monitoring your own wellbeing, we want ti emphasize the importance of checking in with yourselves as you embark on your new journeys.

Make time regularly to reflect on your feelings and how you are managing after GCSEs- it doesn't need to take long! Use the following questions as inspiration of what you can reflect on.



Next steps

Choosing your next steps invites change. Even in the best of times, change can be overwhelming.

It's been said that the only thing constant in life is change.

Change can be small, big, subtle or sudden. Sometimes it's a breeze, other times it's a painful process. Change may be a choice we make, or it may be imposed on us, either way

it's still important to manage your wellebing through changes.

Some people view change as a positive challenge, others fret and agonize over the consequences of new situations. Few of us deal with change without feeling unruffled, so here are some tips to help deal with it more effectively.



Sixth Form

Full time education is one option for you to choose. Most schools offer sixth form education in a range of subjects, if a subject isn't available in your school they will collaborate with Sixth form or college?

Full-time employment?

Practical courses, Apprenticeships or traineeships?

other local schools and travel between sites will be available. Sixth forms typically offer A-levels, BTEC and Welsh Baccalaureate qualifications.

College options

Colleges offer a wide-range of academic and practical subjects and qualifications which can lead to university or employment.

It is worth researching your ideal career and paths to get there. It may be the case that your career can be reached directly through a practical course as opposed to through other qualifications and University.

Apprenticeships

If you like the idea of getting qualified whilst earning a wage in your chosen profession, an apprenticeship may be for you. Take a look at companies and colleges that recruit apprentices every year. Check out local apprenticeship vacancies. Many careers, for example engineering or accountancy, can be completed to a degree or masters level via apprenticeships. You are paid throughout your education and emerge with the highly respectable qualifications.

Full-time work

Many young people will choose to opt out of continuing education, and put all that you have learned to use in full time employment. When preparing for full-time employment, familiarise yourself with:



Managing financial responsibilities.

Financial options

Young people wishing to continue with their education may be able to claim Education Maintenance Allowance (EMA) if they're studying in Northern Ireland, Scotland or Wales.

In England young people may be eligible to apply for a 16 to 19 Bursary Fund to help with studying cost for example equipment you may need for your course and travel expenses. The bursary is paid directly by the school, college or training provider. They will decide how much and when it is paid.

GyrfaCymru Careers Wales

Careers Wales is a great place to start, they provide some tools to help you decide! You can navigate yourself, look at courses and try some tasters. There are also some

courses that you can get certificates for and will count towards your future learning.

- Options at 16: find out more about your options.
- Take the 'Buzz Quiz': it's a great resource and a bit of fun that you can complete at home as a family.
- Job matching quiz
- Job information
- Find out about courses and resources: to help you consider the right type of learning for you.
- Distance learning courses: there are lessons here for your parents or carers too help you learn about a variety of different job areas including health, and creative design.
- Real life stories

Brace yourself: Managing expectations for continuing education



You might find the transition after GCSEs a tricky one to adjust to – and you won't be the only one if you do! Your teachers and employers will understand that it takes some getting used to, and you should find that your courses have a settling-in period.

Teaching style and workload

You'll find yourself in smaller classes at A-level or other advanced-level qualifications such as BTECs, which most universities now accept, meaning your contribution to group activities and discussions is far more valued.

Therefore preparation for classes may be helpful, revising notes from the previous class to refresh your mind, and without being prompted to do so. You will feel the workload and material ramp up, do your best to help yourself manage this.

Prepping for these classes is one worthwhile way to use those new free periods which you'll have, make the most of all this newfound time. Don't forget to make time for yourself too!

College culture

You might also be starting at a new college or sixth form, which will bring with it its own challenges as you adjust to a new location, new friends and new classmates.

The general culture will probably be more relaxed – no uniforms, perhaps not having to address teachers as 'Mr' or 'Miss' and free periods as part of your timetable. The looser rules put more emphasis on you to manage your time and studies effectively, and more independently.

Learning to manage your time to maximise your learning, as well as prioritising your wellbeing and personal life, is something you will be developing more deeply at this stage.

Choosing your subjects or area of training



Subjects

 We have already discussed the increase in workload after GCSE's. Given these expectations and the need for you to prioritise your wellbeing, it will be helpful to choose subjects that you enjoy, and that you feel able to complete.

- As you will be studying fewer subjects, it will be beneficial to fully engage with each of them. As classes will be smaller your contributions will be more meaningful. This is also why it's so important to choose courses that you'll enjoy and find interesting.
- It is also worth considering how your subjects may complement each other
 this isn't vital, and you can do a selection of subjects, but may be something to think about.
- Assignments and coursework will generally have higher word counts, too. While you might feel the air taken out of you at first as you see word counts for essays steadily increase, you will grow accustomed to this. Making time for your wellbeing and mental health will be important as you adjust.
- ✓ To thrive in your chosen subject, be sure you understand what you are expected to commit to as part of the course. For example, in subjects with a focus on writing, extra reading will usually be required of you outside of class. Be prepared by asking subject leaders about course expectations.
- There will be more of a responsibility on you to manage your own workload and proactively seek out advice from your tutor when you need it. This is all preparation for independent study or work at university or full-time employment. Although this may seem daunting, you are not alone and have a community around you to support you. Always ask for help if you need it.

Practical Courses, Apprenticeships and Traineeships

When pursuing practical courses, apprenticeships and traineeships, there are a range of important questions to ask yourself:



Depending on whether or not you have a specific career path in mind, the kind of course or training you should apply to may vary.

If you do have a specific career path you'd like to look into, it would be useful to research your ideas further. You can find information about different careers on ucas.com, careers Wales, or job profile sections of the national careers website. Pay close attention to the entry requirements – is an apprenticeship a valid pathway into the career you're interested in?

If you're not sure what career path you would like to pursue, it may be worth enrolling in a broader practical course, or gaining some employment or voluntary experience relevant to wider field that you may be interested in.

Think carefully about whether an apprenticeship is the right option for you. Apprenticeships are designed to provide a route into a specific career or sector, and so potentially can narrow your future options more than other pathways.

Researching and applying: Start by finding two or three vacancies for the kind of job roles and apprenticeships you're interested in. Research and check out the employer's website for any details and information you want. Remember, you can contact the employer and university, college, or training provider to ask any questions you might have.

Now you can narrow down your choices, but before you apply, it is really important to discuss your ideas further with teachers, parents and a careers adviser.

• Careers Wales - 0800 028 4844

Time to apply: There are no fixed deadlines for apprenticeships. and vacancies can occur throughout the year - although larger firms tend to recruit from September. When you search for apprenticeships, each vacancy will specify how you need to apply. Remember to check any apprenticeship start dates to make sure you are going to be available!

Managing and organising your time and workload



Greater independence in managing your own workload and revising allows insight into what employment and/ or university life is like.

Unlike years before you, you have experienced this already- you have had to independently learn this year, and these skills will support you after GCSEs.

Responsibilities after GCSEs can ramp up and feel overwhelming, to succeed both in these paths and personally, it is important to manage this efficiently.

Rest, relaxation and regular breaks are an extremely important part of your looking after your wellbeing, especially concerning your workload. Switching off after work and taking breaks are essential in achieving a work-life balance, and will also help to enhance your performance.

With this being said, it is still important to manage your workload, responsibilities and maintain a routine.

Outlining your tasks and goal setting are useful habits to form. On top of this, you're also probably starting to take on further responsibilities beyond your studies or employment (perhaps learning to drive or a job) and it's important to take steps to balance these commitments.

Top tips for organising your workload and managing responsibilities



Study tips



Get organised

This one's a bit of a no-brainer; if you approach your revision in an organised manner, you are less likely to become stressed or overwhelmed by your workload. Start your revision as early as you can – especially for the subjects that you find the most difficult. If you struggle with organisation, ask a teacher, friend or family member for tips and support.

Download the subject specification

Each A-level subject has a specification which breaks down everything you need to know including the topics covered and exam format. This is a really useful document to have when you start your revision and is easy to access.

The 4 major UK exam boards (AQA, Pearson, OCR and WJEC) all have their subject specifications openly available for you to download. Simply go to their website, find your chosen subject and download its specification.

This will help you understand everything you need to know and provides a roadmap for every exam paper that you will sit.

Understand the assessment objectives

Make it your goal to understand exam questions. Often, different questions are designed to test different skills, so a fantastic way to exercise your question answering dexterity is to be aware of the assessment objectives. If you recognise the question type, you're more likely to be able to give the markers exactly what they want.

Assessment Objectives are also available on the exam board websites listed above, so you need to know which board's exam you'll be sitting.

Take breaks and get enough rest

Research has shown that we learn better when revising in short bursts over a longer period of time, rather than cramming in as much as possible in one sitting. By giving your brain a break every so often, you will maximise your learning.

Now, Pomodoro might sound like a type of pasta sauce (it is, FYI) but it's also a very handy revision technique. Invented by Francesco Cirillo, the Pomodoro technique breaks down work in to 25 minute sessions, followed by a short break.

Whether you follow this technique or choose your own study/break timetable – the key is to take regular breaks. Take your dog (or yourself) for a walk, call a friend, check out what's happening on Instagram or watch some television – this can be any activity which allows you some time to re-charge.

If anyone asks why you're not revising... you can tell them science told you to do it!

Insufficient sleep has also been proven to affect both your physical and mental performance, so getting a good night's rest without disturbances is incredibly important when revising.

Practice past exam papers

Past exam papers are readily available on the exam board websites (see above) along with the mark schemes. These are a great indicator of what may come up and prepares you for the type of questions that will be asked.

Download the last 4-5 exam papers, give them a go, and then check your answers using the mark scheme. It's all about practice! This well help you to improve each time.

Past papers allow you to become accustomed and acquainted with the style of questioning and format of the paper. Practising like this will help you answer the questions in the way the exam wants you to answer them, and you should begin to see improvement across time.

Turn off temptation

It's far too easy to procrastinate and spend time on your smartphone, digital devices or social media to avoid the tasks that you do not want to do.

If you are distracted easily, there are many websites and apps that restrict your internet access. The app 'Freedom' will restrict your internet or phone access for a set amount of time. It's great for aiding concentration - but make sure you use this app appropriately and not when you would need to look something up on the internet to help with your work.

Making the most of any learning opportunities and resources available



It may be helpful to maximise your learning opportunities by taking advantage of your time and resources.

It's easy to get sucked into the temptation of free periods with friends, to assume your next lesson will explain something you didn't understand better or that you'll only need to revise when you have to.

Your teachers are aware of this big step up after GCSE's, and they are there to support you through this transition. Make notes of questions you have or topic areas that you need to spend a little bit more time understanding. It's good to try to find the answers for yourself, but if you can't understand something - just ask!

Ask yourself: could I explain what I've just learnt to a friend? If not- go back and reread your notes, do some research, find some videos, ask peers and ask your teachers.

Free learning courses

We know that you have spent *a lot* of time learning online during this past year. However, signing up to online courses, such as OpenLearn, can give you access to a number of free educational courses, across a broad range of topics. You can include these courses in your personal statement whilst applying to University or add them to the knowledge and training section when building your CV.

Find out more about OpenLearn here: https://www.open.edu/openlearn/freecourses/full-catalogue

Learning resources outside education

Your courses and subjects will provide a range of resources to support your learning- but there are also additional resources available to you outside of this.

YouTube- Although the content with subjects and courses differ slightly across schools and countries, young people nationwide learn the same general topics and themes. Many of the specifics and concepts within your subject can be covered and explained by professionals who create teaching videos on YouTube.

Make use of these - they offer explanations from different points of view which may explain something you haven't been able to understand in different way.

Quizlet- Quizlet is an online flashcard site. You can create your own flashcards, or use the thousands already created by other students before you! Again, exam boards are similar, and you may find the exact flashcards that you need have already been made.

Trello- Trello is a useful online tool to manage your work. You can create to-do lists to help set out your goals and manage your tasks.

Podcasts- Podcasts and Ted talks are also a great way to process your learning, and to think of concepts from alternative viewpoints. It may also feel like a less intense revision technique in consolidating your learning.

Subject specific resources have been produced to bridge the gap to take you to the next level of your learning journey. These will prepare you to become resilient, independent and confident in achieving your aspirations. Ask your teacher what they would recommend outside of their lessons.



Sitting exams for the first time



Sitting exams following a unique exam experience over the pandemic will be a daunting prospect to many young people.

Despite not sitting GCSEs in the standard way, you have all flexibly coped and overcome challenges, with independent learning, coping with last minute adjustments and isolation. You have gained more academic and personal skills and coping tools than most year 11s.

It will be beneficial to still prepare in the best way that you can – you'll thank yourself later.

Effective revision practices can differ greatly between people, so it's a good idea to try a few different techniques and find what works for you.

Revision Tips

Know your exam

To begin any successful revision, it is important that you understand the layout of your exam and what you're expected to answer.

Make sure you check and double check how many questions you are required to answer as there may be optional choices. Equally, not all exams have optional questions and you'll need to make sure you answer them all. Once you have your exam dates, it's also important to prioritise your revision, based on these dates and make a revision timetable.

Past papers and timing

As well as providing you with insight into questions, and the marking schemes, past papers allow you to revise with time constraints.

When you are sitting your actual exam, time is limited, so it's vital that you prepare for this and familiarise yourself with working to time constraint. Before you approach your exam think logically about how you will allocate your time effectively to various sections.

In essay based exams, it will be important to evenly split your time between fewer questions. In exams with many lower mark questions, it will be just as important to keep a general track of how long is left, and how much you have done.



Individual revision ideas

To reiterate from previous sections monitoring your wellbeing by ensuring you have a work-life balance, taking breaks, eating and sleeping well, rewarding yourself as well as maintaining a routine will all help to support you during your revision period.

There are a number of different revision techniques and strategies, so it's important to know what works well for you and to consider the best way to maximise your own learning. You may want to try to vary the content you are learning. This will support you to stay focussed, interested and productive. It might seem logical to spend one day on one subject, then move on to another subject the next day. But, our brains don't always work that way and it sometimes need a break from the same topics.

It's also worth considering what time is best for your revision- are you an early riser who has better brain function in the morning? Or a night owl who prefers and evening routine?

Mind-mapping.

You've definitely done these before. Mindmaps allow you to plan essays and lay out down all relevant content needed to cover a specific topic or question.

They don't need to be dull, you can use colours and images, which will help to aid your memory. If you prefer to create mind maps electronically, free apps such as mindmeister and canva are available. You may also find drawing diagrams particularly useful to remember processes or cycles.

Flash cards:



Flash cards allow you to practice summarizing information and can help you identify any gaps in your learning.

- Condense notes about a specific topic on to a card
- Write a term on one side and a definition the other
- Write a question on one side and answer on the other

You can include colours and images to improve your memory, they can also be used you want to be tested by your household. You can use Quizlet to create flashcards.

Rhymes or stories or mnemonics:

Use songs, rhymes or stories to learn facts - e.g. 'Horace fell down a well and started laughing' - Horace Wells was an American dentist and one of the first to routinely use nitrous oxide (laughing gas) on his patients.

Mnemonics can also be a helpful way to memorise facts. Use the first letter of a series of words to create a phrase that is easy to remember. For example, Richard Of York Gave Battle In Vain (colours of the rainbow in order: Red, Orange, Yellow, Green, Blue, Indigo, Violet).

Practice questions:

If you can access past papers or practice questions, working through these is a great way to test your knowledge.

Practise planning the framework for your answers. Use lists to compare points for and against a statement. Try writing plans and full answers to past exam questions with and without your revision notes.

You can find past examination papers on the past exam papers website.

Use the marking scheme for feedback, and check with your teachers if you're unsure about marking.

Voice memo notes:

Talk into an app or your phone notes to get your thoughts written down easily.

Alternatively, record yourself making notes and listen to these recordings, you may find auditory revision works better for you!

Reflecting:

Read your essays and other assignments to get yourself in the right frame of mind. Reflect on your feedback, both the positive points and those you need to improve. Repeat the former; try to change the latter.

Summarising topics is also a great way to reflect and check your understanding.

Indirect revision:

This type of revision can include things like podcasts, documentaries, videos or books that are generally relevant to the area of your learning. They may be less relevant to exact course specifications but may be a less intense way to learn.

Group revision



As well as individual revision, many people benefit from learning with others. Some enjoy the opportunity to explain concepts to peers, whilst others benefit from hearing these explanations.

Discussing exam content with your peers may not only support your learning through further consolidating what you've learned, but also offers you alternative perspectives on this content.

You could also consider testing each other on key terms or fixed answers- try using your Quizlet resources to test yourself and your peers!

Avoid passive revision

The following techniques are passive and are unlikely to help you engage with large amounts of information:



The Exams



- When it comes to sitting your exams try to get a good night **sleep** beforehand.
- **Eating** before exams can calm your nerves and give an energy boost that you will need to power through.
- When you're waiting to be called in, think in advance about whether you would like to speak to people or not. Do what's best for you.
- Typically exams will be either at 9am, or 1pm, make sure you know when and where your exam is.
- You will need to check your seat prior to your exam. Make sure you know your row and seat number, so when your row is called you know it's you.
- Make sure you have everything you need. Different subjects have different requirements - make sure you know to bring your calculator if you're allowed one!
- Other typical needs will be a pen or pencil - some exams will not except blue ink or pencil, again make sure you know! Rulers, rubbers and additional equipment may be neededcheck!
- Check on the cover of your exam paper for additional details that might be important for your exam.

- You will be able to take water in with you - take off any labels and ensure it is clear.
- You are able to use the bathroom.
 Put your hand up and an invigilator will come to you and walk you to and from the bathroom.
- Plan your time well ahead of the exam, and keep monitoring your progress. There will be a clock and warnings of time left. Stick to the plan you made to allocate timings for each part, time will fly.
- If you cannot think of something, move on and **come back to it**.
- After your exam, be mindful of other people's exam experiences. Not everyone wants to talk about the exam or go back through and compare answers. It can can ease some people, but cause unnecessary doubt and worry in others. Check-in with people before you start any exam based chat.

Do not arrive late to your exam.



Do not risk taking any notes or illegal materials in with you such as a phone or smart watch. You will be penalised heavily, and potentially banned from sitting any future exams. It is not worth the risk.



Do not make any attempts to communicate with any other person in the exam.

Who to speak to if you need support

The useful contact section of this guide contains a range of useful helplines, websites and text services.

For support relevant to your studies make note of the head of your year or your course leader, as well as individual subject leads and your teachers.

Places of employment and education will also have dedicated wellbeing and support teams that are there to help you.

Equally, friends and family will be there to support you should you ask

How to start a conversation about needing help

It can be hard to open up to someone, especially if you're unsure of how to put into words what you're feeling. Here are some tips to help start these conversations:



Ask someone how they are feeling first. They will probably reply, 'and you?'

You don't need to let it all out in one go - but just say something, even just an emoji to start you off.

Be honest and tell them that you're finding it hard to talk about it.

If you're with someone in person, side by side conversations can feel less intense than face to face conversation. You could talk whilst washing up or going for a walk.

> If you can't speak to someone you know, speak to someone you don't know.



Newport Mind Services

Open 9am-5pm Mon-Thur, 9am-4:30pm Fri

Telephone: 01633 258741

Email: changingminds@newportmind.org

Follow us on social media:



Childline Open 7:30am-3:30 am daily

Telephone: 0800 1111

Website: www.childline.org.uk

Samaritans

Telephone: 116 123

Email: Jo@samaritans.org (24 response time)

NHS Direct

Telephone: 0845 46 47

NHS Direct is open 24/7 and offers advice and information for anyone who is worried about their health (physical or emotional).

Get Connected

Telephone: 0808 808 4994

You can call them for free from any landline or mobile, anywhere in the UK, between 1pm and 11pm.

Youth 2 Youth

Telephone: 020 8895 3675

A confidential helpline run for young people (aged 11-19), by young people. You can ring or Skype between 6.30am – 9.30pm on Mondays and Wednesdays.

Meic Cymru

Telephone: 080880 23456

Website: www.meiccymru.org

Young Minds

Website: www.youngminds.org.uk/ab out-us

The Mix

Telephone: 0808 808 4994 App and chat services available.

Website: www.themix.org.uk

Useful Apps		
CALMHARM	Calm Harm provides tasks to help you resist or manage the urge to self-harm.	
MEE	The MeeTwo app allows you to talk anonymously about difficult things with other people of a similar age or experience.	
headspace	Headspace helps you to learn the essentials of meditation and mindfulness.	
SMILING. MIND	A daily mindfulness and meditation guide at your fingertips.	
Colmo Sleep Stories	An app for sleep, meditation and relaxation.	
I AM Daily affirmations	Daily affirmations help rewire our brains, build self-esteem and change negative thought patterns. Empower yourself by verbally affirming your dreams and ambitions.	

Moving on from Year 11 is a big step for any young person. With the additional stress of making this transition during a global pandemic, it is more important than ever to take agency in supporting your own wellbeing and mental health when choosing your next steps.

This comprehensive guide offers tips to help cope with this transition as well as useful information to help inform the important decisions that you make for your future.

Remember that you have options and that there are a great number of opportunities available for you to consider.

Here at Newport Mind, we recognise and understand the challenges that current Year 11 students are facing as a result of the global pandemic, and the impact this has had on your education and wellbeing.

With collaboration between young people, educational bodies and mental health professionals, we have developed a wraparound guide to support you in overcoming these difficulties and maximising your opportunities.