

# Year 12 Information Evening

Year 12 2021

Mrs Julia Lederwasch – Assistant Principal – Dean of Students

Mr Colin Mulhearn – Assistant Principal - Dean Of Studies.

**St Francis Xavier's  
College**



Acknowledgement of Country

Prayer



# Studies Team



***Ms. Jane Rees***  
***Religious Studies***



***Mrs. Mary Picton***  
***English***



***Mr. Andrew Middleton***  
***Mathematics***



***Mrs. Vina Gibson***  
***Sciences***



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# The HSC is ....

- A nationally recognised credential
- A step to work or study, or both.
- A great learning experience.
- A partnership – students/families – teachers/college – NESA
- Something that requires effort, focus, commitment and persistence.
- One hurdle of many to jump as a young person.



# The HSC Experience....



Busy, challenging,







**Hard work, require organisation & persistence**





# Rewarding



# **Their Journey.....**

**As their School ... we are focused on how we can support them**

**As their Family... how might you support them in the coming months ?**





from this....





To gone,... in a flash!



- The HSC is.....
- ....less than 8 months away!

Term 1 – 24 days of classes

Term 2 – 43 days of classes

Term 3 – 38 days of classes

= 21 Weeks of actual class time.

**The HSC is now!**



- Mid Course Assessments – 15<sup>th</sup> March (3 weeks away)
- Trial Examinations – commence 26th July –  
Week 3 Term 3
- HSC Examinations – commence 12th October





# Successful Students..

- have consistent application
- are engagement in their learning
- complete formative and formal assessment tasks, consider/adjust to feedback from their teachers
- **Are Organised**
- balance school, work, leisure activities and family time.
- are Committed.
- reduce their social life, when needed.....Balance.
- acknowledge that at times they will feel tired, irritable, grumpy, stressed,....



# A different Way to View the Next Months.

Focus on the next target, assignment, homework etc.....

The 'HSC' will take care of itself

**BE ORGANISED**



# To be in the best position for the HSC.

- Understand the processes and expectations
- Know their rights & responsibilities
- Know that they are supported
- Be confident that they can do this!





# ASSESSMENT HANDBOOK 2021



# Assessment Handbook

## Year 12 Course



2021

St Francis Xavier's College, Hamilton

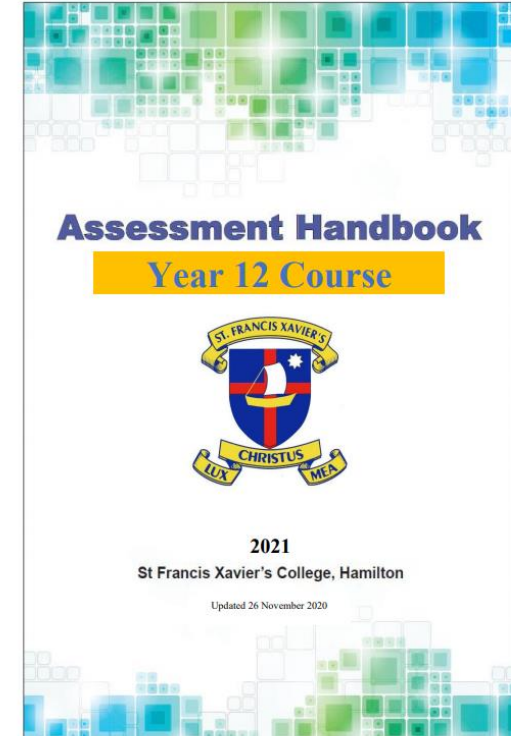
Updated 26 November 2020



[Link to Assessment Handbook.](#)

# HSC Assessment Policy & Procedures

- Principles of Fairness & Justice
- Maintaining honesty & integrity
- Appeals
- Disability Provisions
- Covers; absence, illness/misadventure, late submission and malpractice



# YEAR 12 – TERM 1 – 2021: WEEKS 6 - 10

YEAR 12	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>WEEK 6</b> <b>1 MARCH</b>	1/3 12VIS Task 1 Body of Work Development	2/3	3/3 12PHO Task 1	4/3	5/3 12EEC Task due 9.00am
<b>WEEK 7</b> <b>8 MARCH</b>	8/3	9/3	10/3 12IPT – Task 2 Online Submission	11/3	12/3
<b>WEEK 8</b> <b>15 MARCH</b>	14/3 Assessment Sessions	15/3 Assessment Sessions	16/3 Assessment Sessions	17/3 Assessment Sessions	18/3 Assessment Sessions
<b>WEEK 9</b> <b>22 MARCH</b>	22/3 Assessment Sessions	23/3 Assessment Sessions	24/3 Assessment Sessions	25/3 Assessment Sessions	26/3 Assessment Sessions
<b>WEEK 10</b> <b>29 MARCH</b>	29/3	30/3	31/3 12DAT – Task 2 Online Submission	1/4 Holy Thursday end of term	2/4 Good Friday Public Holiday

**School Holidays: 5<sup>th</sup> April till 16<sup>th</sup> April Inclusive**





# English Advanced

## 2021 Year 12 Assessment Schedule

Task Date	Term 4, 2020 Week 9	Term 1, 2021 Week 8	Term 2, 2021 Week 9	Term 3, 2021 Week 3	
Content Area	Common Module: Texts & Human Experiences	Module A: Textual Conversations + common Module: Texts & Human Experiences	Module B: Critical Study of Literature + Module C: Craft of Writing	Common Module, Module A, Module B Module C	
Task Type	Multimodal presentation	Extended essay response for module A - short answer responses to unsent texts for Common Module	Extended response to Module B – imaginative/ discursive/persuasive writing for Module C	Trial HSC Examination Papers 1 and 2	
Outcomes	EA2-1, EA2-2, EA2-3, EA2-4, EA2-5, EA2-6, EA2-7	EA2-1, EA2-2, EA2-3, EA2-4, EA2-5, EA2-6, EA2-8, EA2-9	EA2-2, EA2-3, EA2-4, EA2-5, EA2-7, EA2-8	All learning outcomes may be assessed	
Assessment Components	Task 1	Task 2	Task 3	Task 4	Weight
Knowledge and understanding of course content	10%	10%	20%	10%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	5%	10%	20%	15%	50%
<b>Total Weighting</b>	<b>15%</b>	<b>20%</b>	<b>40%</b>	<b>25%</b>	<b>100%</b>





St Francis Xavier's College, Hamilton

[Ref:G-Maths/Assmt/01 Assmt Notice Blank Form 279PRig](#)

## NOTICE OF ASSESSMENT



### Advanced MATHEMATICS HSC

DATE:	Wednesday 20 <sup>th</sup> November 2019
ASSESSMENT WEIGHTING:	15%
TIME ALLOWED:	50 min
FORMAT:	Multiple Choice and Free Response Questions in which <b>working must be shown</b>
EQUIPMENT REQUIRED:	Calculator, ruler, eraser etc. Students <u>are allowed to</u> bring <b>one sheet of A4</b> paper with formulae, examples etc written on both sides.
OUTCOMES ADDRESSED:	MA-11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions MA-11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts MA-11-9 provides reasoning to support conclusions which are appropriate to the context MA-12-1 uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts MA-12-9 chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use MA-12-10 constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context
TOPICS TO BE ASSESSED:	MA-S1 Probability and Discrete Probability Distributions MA-F2 Graphing Techniques

#### The College Assessment and Examination Policy applies

If you know in advance of the task that you will be absent on the day set down then you must submit an Assessment Variation Form to Mr Andrew Middleton (Mathematics Coordinator)

If you are ill on the day of this task, or unable to attend due to some other unforeseen circumstance, you must contact the College to advise of your absence and email Mr Andrew Middleton at [andrew.middleton@mn.catholic.edu.au](mailto:andrew.middleton@mn.catholic.edu.au) so that an alternative time can be arranged for you to complete the task. Upon your return, you still must submit an Assessment Variation Form, outlining the reason(s) for your absence with a Dr's Certificate (in the case of illness) or other relevant documentation.



# Year 12 HSC Mid-Course



## Timetable & Information



Monday

- Friday

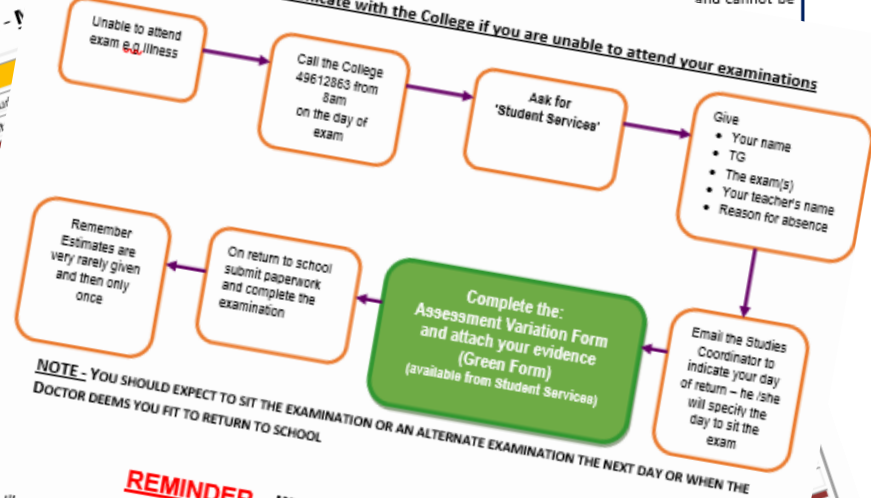


Week One - 1

Session	Start
AM	8:00
PM	1:00

### REMINDER

You are required to communicate with the College if you are unable to attend your examinations



**NOTE - YOU SHOULD EXPECT TO SIT THE EXAMINATION OR AN ALTERNATE EXAMINATION THE NEXT DAY OR WHEN THE DOCTOR DEEMS YOU FIT TO RETURN TO SCHOOL**

### REMINDER - Illness / Misadventure Appeals

Illness / Misadventure Appeals only apply when a student has completed a task, but believes that circumstances that occurred immediately before or during a formal assessment (that were beyond their control) impacted negatively on or diminished their assessment performance. Therefore, the Illness / Misadventure Appeal process is designed for cases where, because of illness or misadventure, a student's performance, in an **examination type task** is not a true measure of a student's achievement. Illness / Misadventure does not apply to tasks that are take home tasks as the student will have had sufficient notice to complete the task.

**Illness/Misadventure** appeal provisions are open only to those Higher School Certificate students who have or will complete a 'like' task with 'like' outcomes, therefore students' need to seriously consider the impact of Illness / Misadventure appeals. For example, if a student is required to present a speech and there is only one speech in the Assessment schedule they cannot be given Illness / Misadventure - the student would need to complete the speech at a future time as arranged by the relevant Studies Coordinator.

In the case of Higher School Certificate Task Illness/Misadventure appeals, if the appeal is upheld, the student will be awarded either an estimate or the mark received in the task, whichever is the higher mark. Note that in the case of extended tasks, Illness / Misadventure will not usually apply as the student would have had sufficient opportunity to complete the task in a timely manner.

The right to submit an Illness/Misadventure appeal and the responsibility for doing so rests with the student, except where it is impossible for the student to do so, such as in cases of severe illness.

Illness / Misadventure Appeal forms are available from the Assistant Principal - Dean of Studies, and Studies Coordinators as well Student Services during Examination Blocks. A student must submit the Illness /



## College Executive



Greg Ptolemy  
Principal



Colin Mulhearn  
Assistant Principal  
Dean of Studies



Julia Lederwasch  
Assistant Principal  
Dean of Students



Cassie Mowbray  
Ministry Coordinator

## Studies Coordinators

<b>Religion</b>	<b>Jane Rees</b> <a href="mailto:jane.rees@mn.catholic.edu.au">jane.rees@mn.catholic.edu.au</a>	Studies in Catholic Thought  Studies of Religion 1 Unit Studies of Religion 1 Unit Accelerated Studies of Religion 2 Unit
<b>English</b>	<b>Mary Picton</b> <a href="mailto:mary.picton@mn.catholic.edu.au">mary.picton@mn.catholic.edu.au</a>	English Studies English Standard English Advanced English Extension 1 English Extension 2
<b>Mathematics</b>	<b>Andrew Middleton</b> <a href="mailto:andrew.middleton@mn.catholic.edu.au">andrew.middleton@mn.catholic.edu.au</a>	Mathematics Standard 1 Mathematics Standard 2 Advanced Mathematics Mathematics Extension 1 Mathematics Extension 2
<b>Science</b>	<b>Vina Gibson</b> <a href="mailto:vina.gibson@mn.catholic.edu.au">vina.gibson@mn.catholic.edu.au</a>	Biology Chemistry Earth & Environmental Science Investigating Science Marine Studies Science Extension Physics
<b>HSIE</b> Human Society & Its Environment	<b>Tony Stone</b> <a href="mailto:anthony.stone@mn.catholic.edu.au">anthony.stone@mn.catholic.edu.au</a>	Aboriginal Studies Ancient History Business Studies Economics Geography History Extension Legal Studies Modern History Society & Culture
<b>PDHPE</b> Personal Development, Health & Physical Education	<b>Chris Henry</b> <a href="mailto:chris.henry@mn.catholic.edu.au">chris.henry@mn.catholic.edu.au</a>	Community & Family Studies Exploring Early Childhood PDHPE Sport, Lifestyle & Recreation

[Return to the Table of Contents](#)

## Studies Coordinators

<b>TAS</b> Technology & Applied Studies	<b>Patricia Stallard</b> <a href="mailto:patricia.stallard@mn.catholic.edu.au">patricia.stallard@mn.catholic.edu.au</a>	Computing Applications Design & Technology Engineering Studies Food Technology Industrial Technology Information Processing & Technology Software Design & Development Textiles & Design
<b>CAPA &amp; LOTE</b> Creative & Performing Arts, Language	<b>Patrick Campbell</b> <a href="mailto:patrick.campbell@mn.catholic.edu.au">patrick.campbell@mn.catholic.edu.au</a>	Dance (External) Drama French Beginners Languages by Distance Education: Open High School & Camden Haven Music 1 Photography Visual Arts
<b>VET</b> Vocational Education and Training	<b>Rosemary Wilkinson</b> <a href="mailto:rosemary.wilkinson@mn.catholic.edu.au">rosemary.wilkinson@mn.catholic.edu.au</a>	Business Services Construction Entertainment Hospitality Manufacturing & Engineering Retail Services Sport Coaching
<b>Learning Support</b>	<b>Melissa Chellis</b> <a href="mailto:melissa.chellis@mn.catholic.edu.au">melissa.chellis@mn.catholic.edu.au</a>	Life Skills English Life Skills Mathematics Life Skills HSIE Life Skills Work & the Community Life Skills Creative Arts Life Skills Technology
<b>Curriculum Coordinator</b>	<b>Peter Brown</b> <a href="mailto:peter.brown@mn.catholic.edu.au">peter.brown@mn.catholic.edu.au</a>	
<b>DIAL Coordinator</b>	<b>Phil Oke</b> <a href="mailto:Phil.oke@mn.catholic.edu.au">Phil.oke@mn.catholic.edu.au</a>	

## House Coordinators

<b>Champagnat House (Blue)</b>	Tutor Groups 1 - 6	<b>Daniel Mitchell</b> <a href="mailto:daniel.mitchell@mn.catholic.edu.au">daniel.mitchell@mn.catholic.edu.au</a>
<b>Dominic House (Red)</b>	Tutor Groups 11 - 16	<b>Kirsten Beletich</b> <a href="mailto:kirsten.beletich@mn.catholic.edu.au">kirsten.beletich@mn.catholic.edu.au</a>
<b>MacKillop House (Gold)</b>	Tutor Groups 21 - 26	<b>Jo Begley</b> <a href="mailto:joanne.begley@mn.catholic.edu.au">joanne.begley@mn.catholic.edu.au</a>
<b>McAuley House (Green)</b>	Tutor Groups 31 - 36	<b>Olivia Gollan</b> <a href="mailto:olivia.gollan@mn.catholic.edu.au">olivia.gollan@mn.catholic.edu.au</a>
<b>Wellbeing Coordinator</b>		<b>Nicholas Jones</b> <a href="mailto:Nicholas.jones@mn.catholic.edu.au">Nicholas.jones@mn.catholic.edu.au</a>



# NESA

## HSC Requirements.



**To be eligible for the HSC students must .....**

- **followed the course set by the Authority (a)**
- **applied themselves with diligence and sustained effort to the set tasks and experiences (b)**
- **achieved some or all of the course outcomes (c)**

**Note** – Principals have the authority to determine that, as a result of absence, the course completion criteria may not be met.



# The Final HSC Mark comprises

1. School Assessment Mark, submitted to the NESA at the end of the HSC Course - see Assessment Schedules for weightings
2. HSC External Examination Mark
3. Moderation

[Moderation Process - NESA.](#)

[Moderation Process Explained in Detail](#)



# NSW Educational Standards Authority - N.E.S.A.

[NESA home Page](#)

All HSC Syllabuses

[NESA Syllabus](#)


All Assessment guides


All past HSC papers and marking guidelines

[Past HSC Examinations](#)

Disability Provisions guidelines

NESA is regularly updating its advice as the coronavirus outbreak unfolds. [Get our latest COVID-19 advice](#)

 Education Standards Authority




search site 

KINDERGARTEN – YEAR 10 **YEAR 11 – YEAR 12** TEACHER ACCREDITATION REGULATION ABOUT LOG IN

Learning areas	HSC	Leaving school	Understanding the curriculum	Diversity in learning
English	About	Literacy and numeracy tests	NSW curriculum and syllabuses	Aboriginal education
Mathematics	Subject selection	Record of School Achievement	Syllabuses A–Z	Special education
Science	Key dates and exam timetables	Extra-curricular activities	Curriculum development	Gifted education
Technologies	Student guide		Assessment	English as an additional language support
HSIE	Rules and processes		Awarding Grades	
Creative Arts	HSC: All My Own Work		Resources	<b>Resources</b>
PDHPE	Disability provisions			HSC Standards Materials
Languages	Results, merit lists and certificates			
VET	<a href="#">HSC minimum standard</a>			

navigation sub menu

options include live online sessions and eLearning refresher modules.

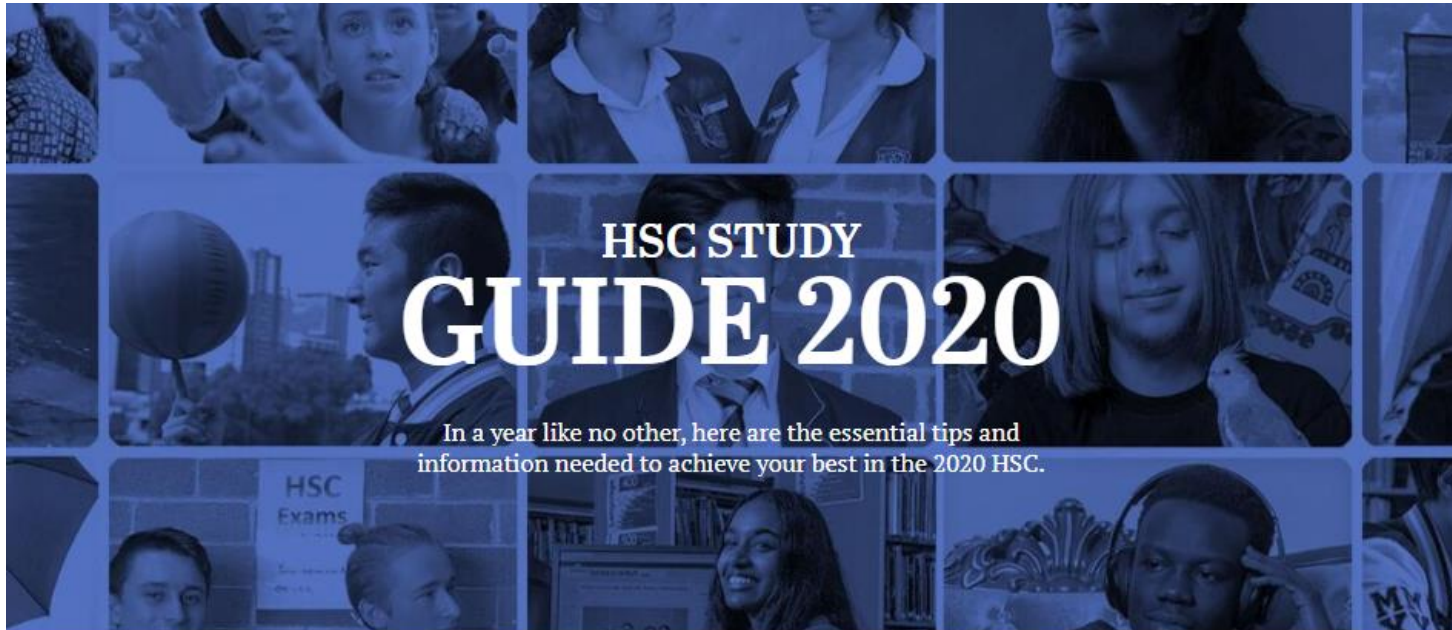
Your Feedback   





# Further Reading and Strategies.

[Link to HSC Study Guide. - SMH](#)



Education  
Standards  
Authority



## Chapter 1: Essential HSC information

In this chapter: messages from the NESA chief executive and Minister for Education; key dates for major works and exams; understanding moderation; and disability provisions.

## Chapter 5: Ready, study, go

In this chapter: Your checklist, how to study effectively, study tips, and the HSC journey.

## Chapter 4: Staying healthy

In this chapter: Healthy vs unhealthy stress; managing stress, the importance of practising, and where to get support.

## Chapter 7: Helpful dos and don'ts

In this chapter: How to succeed in Biology, Business Studies, Visual Arts, Design and Technology, English, History, Maths, PDHPE and Studies of Religion.

# What is an ATAR?



**UNIVERSITIES  
ADMISSIONS  
CENTRE.**



- The **A**ustralian **T**ertiary **A**dmission **R**ank is a numerical measure of a student's overall achievement in the HSC, in relation to other students.
- It is a number between 0.00 and 99.95 and indicates a student's position relative to all students. So, an ATAR of 80.00 means that you are in the top 20 per cent
- It allows a comparison of the achievement of students despite them having completed different courses.
- The ATAR is calculated solely for use by tertiary institutions to rank and select school leavers for admission.
- The ATAR is a rank



# Calculation of the ATAR

- The ATAR is based the best 10 Units of ATAR Courses. Must include English
- The Universities process each student's marks and rank each student from 0 – 99.95 as if all students had completed the same courses.
- The ATAR is then presented as a percentile eg. 90.00
- a student who gets 90 has finished in front of 90 % of students.
- ATARs below 30 are not reported





## ATAR Explained

HSC - NESA

Raw  
Exam

Moderated  
School Assessment Mark

UAC

Rescaled

2 units of English + next  
best 8 units

**ATAR**

*Based on the  
achievement in other  
courses of the  
candidates in that  
course in that year*

## Alignment & Scaling





UNIVERSITIES  
ADMISSIONS  
CENTRE.

- An ATAR of 99.95 does not mean a student got everything right.

An ATAR of 50 does not mean the student averaged 50% in each subject, only that they achieved a better score than half the other students.



# A reminder about Reports

## ‘COMPASS’

Many advantages to the new software for the staff, and how these reports are produced and distributed to the parent community.

Parents and students will receive the report by accessing an online environment –“Compass” that will allow them to view/print/save their reports.

allows the file to be kept indefinitely and the ability to print or send a copy when required.

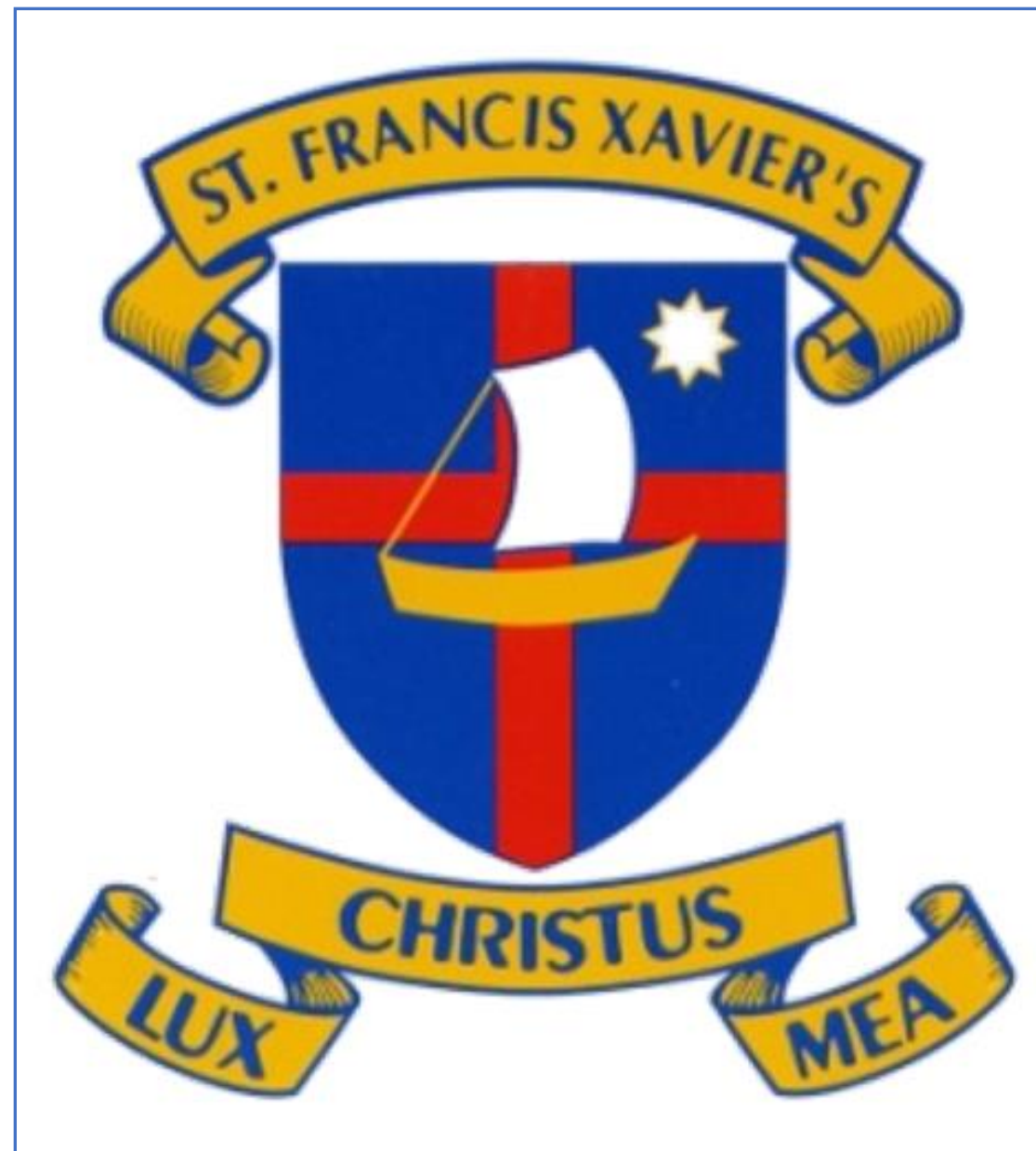
More information on this to remind all of how to access Reports will be sent out closer to reports.



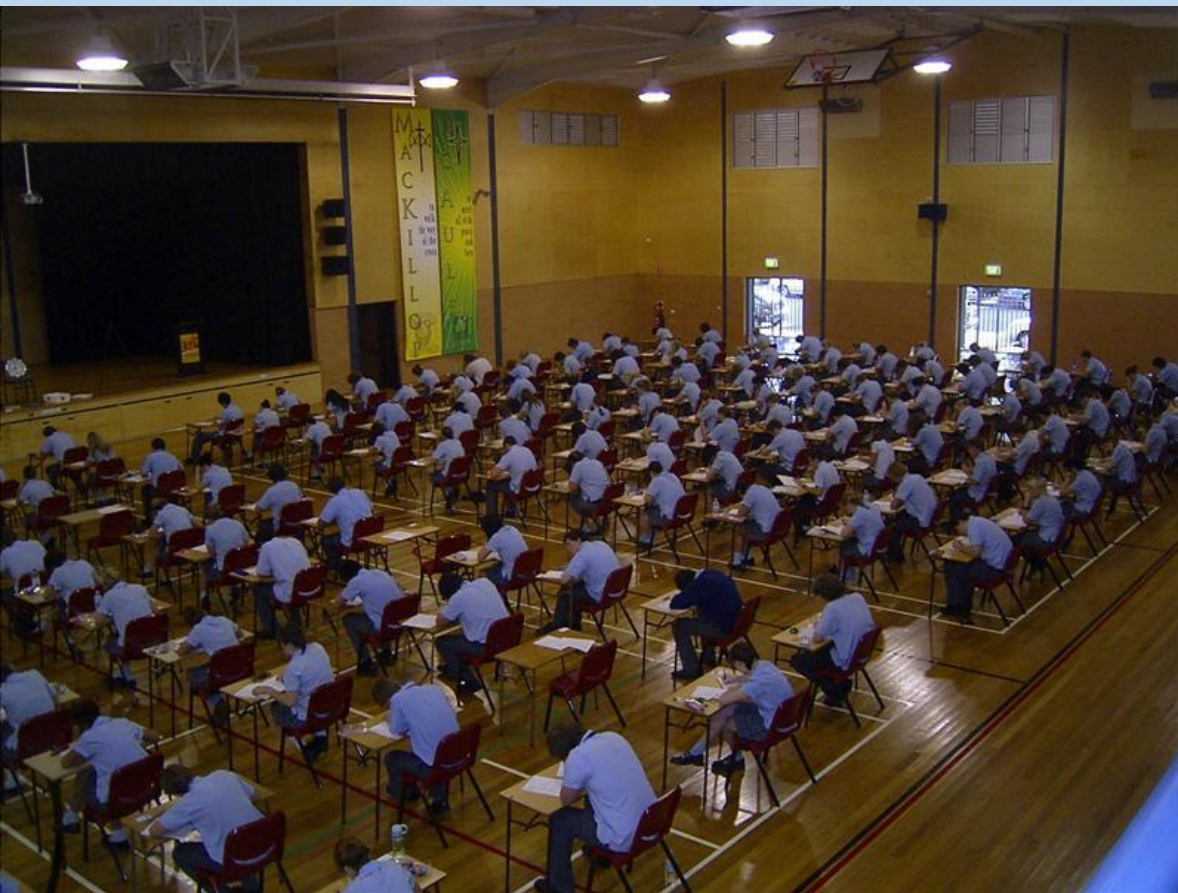
reporting material assessment practice  
multiple purpose referenced framework  
students engagement best practice guide stronger hsc standard  
highest possible level based assessment requirements hsc examination  
record of school grade based assessment  
teaching based assessment program assessment certification  
stage formal assessment  
evaluation of evidence formal school  
written examination task broad name students maximum number  
school policy challenge students  
practice formal assessment task assessment checklist  
nsw syllabus teachers course assessment  
range of resources learning year school  
support material purpose of stage assessment advice maximum weighting  
school achievement assessment of learning syllabus page nsw standard integrated approach  
principles of assessment







# This is it!!!





# It is their HSC





# Support at school

Teacher  
Tutor Group Leader  
House Coordinators

- Champagnat:

Dan Mitchell

- Dominic:

Kirsten Beletich

- MacKillop:

Jo Begley

- McAuley:

Olivia Gollan

Wellbeing Support

Nick Jones





•Careers Adviser – Julie McLoughlin/Ashley Phillips



•Aboriginal Education Teacher – Jonathan Hall

• School Counsellors – Megan Price,  
Renee Tyczynski, Khaalyd Brown  
Coordinators



• Pastoral Care Worker – Mel Dobosz



•Learning Support Coordinator – Melissa Chellis

- **MacKillop Centre**
- **Library: Monday, Wed & Thursday afternoon,  
every morning from 8.10am**
- **What Works for Me**
- **Yoga.....TBC; chess, B201, table tennis,  
basketball, handball, short stories, drumming**
- **Café**

























# Perseverance

*Maintaining attention is a **skill***

Angela Duckworth (University of Pennsylvania) has shown that perseverance, “grit” is a better predictor of academic success than IQ scores

***Sustained*** attention: responding to challenges; rolling up your sleeves and working harder (mindfulness, meditation, yoga, sport, work)

If people don't keep paying attention how do we expect them to persevere?



# How can you help?

- Ask them!
- (rather than lecture or ignore)

Listen

where

when

what



# **Learning is accumulative**

- New ideas must be incorporated into previous materials
- Review and reflection are essential
- Put things into context - where does this fit, why are we doing this?

# **Ask them to:**

- Relate, describe, explain what they did today in.....shows interest.... and verbalising assists comprehension & retention

# Support: empathy, mutual respect, balance

## How you can help - strategies:

- LISTEN
- Be there
- Show interest
- Maintain positive relationships & connections with family and friends; work, sport, culture, religion
- Allow time for exercise and leisure – stay active
- Get plenty of sleep – affects mood, concentration, resilience, retention, consolidation
- Nutrition: Eat sensibly ...breakfast, before exams..
- Set aside planned study time
- Be organised
- Practise relaxation techniques
- Space: lighting, air flow, table/chair, noise

# Help them build self belief

- Encouragement
- Support
- Look for moments to give positive feedback
- Patience
- *Don't* → *threaten*  
                    → *compare*  
                    → *predict failure*



# Balance: planning and management

- Study - targets rather than time
- Homework – different to study
- Sport/drama/music/dance
- Part time work
- Socialising
- Know their timetable – trigger points

# Responsibility?

- Ultimately it is the student's responsibility
- Support BUT it is their HSC
- There will be hurdles... and falls

# Expectations:

- Unrealistic expectations, perceived, real, parental or self can lead to overwhelming stress
- Contact the school with concerns



**Parents**

Parent Guide ^

Schooling in NSW

Transitioning to school

Primary school K–6

High school: Years 7–10

High school: HSC

## PARENT GUIDE

Whether your child is beginning school or transitioning into high school, navigating the NSW school system needn't be a daunting experience.

To help you understand what's involved with your child attending school, the NSW Education Standards authority has created a [Parent Charter](#) PDF (2 pages, 874KB) that explains our role and responsibilities as well as the [Parent Guide](#) PDF (16 pages, 1.6MB) below.

We cover all the stages of schooling from starting school in Kindergarten to finishing high school, and provide advice about how you can support your child during their time at school.

Find out more about:

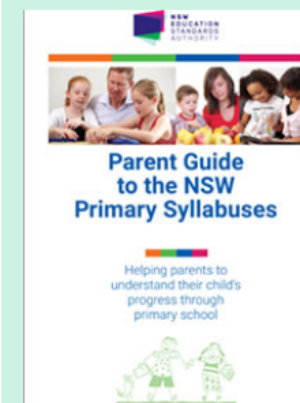
- [Schooling in NSW](#) – learn about the school curriculum and syllabuses, learning stages, types of schools, home schooling and school terms and holidays in NSW.
- [Transitioning to school](#) – when to start school, booking into school, helping your child transition, building your child's confidence, working with your school, what to expect the first few weeks of school and dealing with a stressed child.
- [Primary school \(K–6\)](#) – what your child will learn, integrated units and special needs.
- [High school \(Years 7–10\)](#) – transition to high school, Years 7–10 syllabus, NAPLAN and reporting and awards.
- [High school \(Years 11–12\)](#) – what is the HSC and the RoSA, HSC syllabus, exams, special provisions and illness, reporting, replacement statements, awards and resources.

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### Parent Guide



Download the Parent Guide to the NSW Primary Syllabuses PDF (16 pages, 1.6MB).





## Parents

### Parent Guide

Schooling in NSW

Transitioning to school

Primary school K–6

High school: Years 7–10

High school: HSC

# HIGH SCHOOL (YEARS 11-12)

The [Higher School Certificate](#) (HSC) is the highest educational award in NSW schools. Your child will receive their HSC once they have successfully completed Year 11 and Year 12 (Stage 6) and satisfy all HSC course requirements.

If your child does not complete the HSC, they may still be eligible to receive a [Record of School Achievement \(RoSA\)](#).

### Find out more:

- [What is the HSC?](#)
- [What is the RoSA?](#)
- [HSC syllabus](#)
- [Examinations](#)
- [Disability provisions and illness misadventure](#)
- [Reporting](#)
- [Replacement statements](#)
- [Awards](#)

## What is the HSC?

The [HSC](#) is an internationally recognised credential that provides a foundation for your child entering [tertiary study](#), vocational training or employment.

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### HSC student resources



- Past exam papers
- HSC exam workbooks
- Young Writers Showcase
- ARTEXPRESS
- ENCORE

# Useful websites

<http://www.reachout.com.au/home.asp>

<http://ecouch.anu.edu.au>

<http://bluepages.anu.edu.au>

<http://educationstandards.nsw.edu.au/wordpress/portal/nesa/parents/parent-guide>

<https://headspace.org.au/>

eHeadspace for 12-25yo (group chats, advice, counsellors)

challenge mindfulness  
nutrition comprehension & retention music  
unrealistic expectations  
relationship & connection retention  
school work  
homework time  
sustained attention  
trigger point  
plenty of sleep sleeve  
previous material  
concentration new ideas  
chair  
practise relaxation techniques positive relationship target  
timetable  
planned study time  
people positive feedback  
friend show interest  
consolidation meditation hurdle  
concerns breakfast leisure  
today in.....shows interest  
dance culture  
students part time work  
resilience patience  
table  
family listen  
overwhelming stress encouragement  
air flow

