

EXAM SCHEDULE

Lockerby Composite School

June 2017



Instructions for Students

- It is your responsibility to read this schedule carefully and to be on time for your exams.
- Absence due to illness requires a verified doctor's note.
- If you are late for an exam you must get an admit slip from the office.
- Buses arrive and depart at the usual time.
- You are not permitted in the halls during exams.
- The library is designated as a quiet study area.
- The dress code is still in effect during exams.
- Hats, book bags, jackets, notebooks, textbooks, electronic devices must be left in the designated area in the exam room.
- Room 162 will be used as an exam conflict room.
- You are not allowed to access your locker while other students are writing exams in that area.
- Exams begin Friday June 23, and continue through to Wed June 28.
- Please note that on June 23 classes will run in the morning from 8:25 am to 10:59 am with exams starting at 11:45 a.m.

Students who require ACCOMMODATIONS...

Complete the Google Form using this link:
<https://goo.gl/forms/Mnz3gWkm2rBE17kH3>

Please see Ms. Hunda in room 159 if you have any questions or concerns.

Please speak with your teacher if your course code does not appear in this schedule to discuss the details of your culminating activity.

ACADEMIC INTEGRITY NOTICE

The principles of academic integrity require you to work independently without getting unauthorized help on an examination. You must not receive from any other student or give to any other student any information, answers, or help during an exam. You must not use unauthorized sources for answers during an exam. You must not take notes or books or cheat sheets to the exam when such aids are forbidden, and you must not refer to any book or notes while you are taking the exam unless the teacher indicated it is an open book exam. Electronic devices such as laptops, iPods, iPads, tablets, mp3 players, cell phones, calculators with memory storage, etc, are not permitted in the exam room. You must not obtain exam questions illegally before an exam or tamper with an exam after it has been corrected. Infractions of the principles of academic integrity will not be tolerated. Consequences may include expulsion from the exam room and a zero on the exam. It is the student's responsibility to understand and adhere to the principles of exam academic integrity.

What is an exam conflict? What do I do if I have one?

An exam conflict means you have more than one exam at the same time, on the same day.

If you have an exam conflict you need to see Ms Goulais immediately. The exam conflict room is Room 162 (Lab 2000). Students who have exam conflicts will write an exam in this room at a date and time assigned by administration. Students must stay for the duration of the exam period. Specific instructions will be given to students with conflicts when they see Ms Goulais.

Final Exam Schedule – June 2017

			Friday June 23, 2017 11:45 a.m.		
			Course Code	Teacher	Room
			BOH4M0-02	Edington	211
			ENG1DL-02	Kovala	204
			ENG2DT/L-02	Kleinsteuber	208
			ENG2DT/L-04	Levan	231
			ENG2DT/L-05	Rodriguez	224
			ENG3C0-01	Kleinsteuber	201
			ENG3UL/0-02	Kleinsteuber	217
			ENG3UL/0-04	Kirwan	215
			ENG3UL/0-05	Rodriguez	226
			ENG4C0-02	Ferguson	127
			ENG4UL-02	Ferguson	131
			MFM1P0-01	Graham	129

Monday June 26, 2017 8:30 a.m.			Monday June 26, 2017 11:45 a.m.		
Course Code	Teacher	Room	Course Code	Teacher	Room
CGC1DI-01	Koski	226	BAF3ML/0-02	Edington	211
CGC1DL-02	C Peloso	211	FIF2DI-02	Lacroix	224
CGC1DT/0-01	C Peloso	215	FIF3UI-02	DeSanti	215
CHC2DI-02	DeSanti	217	FIF4UI-02	DeSanti	217
CHC2DL-02	Caddel	231			
CHC2DL-04	Laalo	201			
CHC2D0-01	Caddel	224			
CHC2P0-01	McCourt	121			
SCH3UT/L/0-02	Potvin	127			
SCH3UT/L/0-04	Craftchick	204			
SCH3UZ-01	Abols	208			
SCH4UL/T/0-02	Potvin	129			
SCH4UL/T/0-03	Potvin	131			

Final Exam Schedule – June 2017

Tuesday June 27, 2017 8:30 a.m.			Tuesday June 27, 2017 11:45 a.m.		
Course Code	Teacher	Room	Course Code	Teacher	Room
SNC1DL-02	J Peloso	217	HHS4U0-01	Caddel	204
SNC1DL-03	Becks	201	SPH3UT/L/0-02	Luoma	211
MPM2DL-02	MacLennan	131	SPH3UT/L/0-04	Luoma	215
MPM2DL-04	Ubriaco	211	SPH4C0-01	Coulas	201
MBF3C0-01	Svalina	204	SPH4UL/T/0-02	Luoma	217
MCR3U0-02	Heffern	127			
MCR3U0-04	MacLennan	231			
MAP4C0-01	Ubriaco	215			
MCV4U0-01	Graham	129			
MCV4U0-02	Heffern	224			
MCV4U0-03	MacLennan	226			

Wednesday June 28, 2017 8:30 a.m.			Wednesday June 28, 2017 11:45 a.m.		
Course Code	Teacher	Room	Course Code	Teacher	Room
MPM1D0-01	Ubriaco	211	BAT4M0-01	Edington	211
MPM1DE-01	Svalina	204	PSK4U0-01	Augenstein	215
MPM1DT/L-02	Hatzis	215	PSK4U0-02	Augenstein	217
SNC2DL-02	Craftchick	127			
SNC2DL-04	Becks	129			
SNC2DT/0-01	Craftchick	201			
SNC2P0-01	Abols	224			
SBI3UT/L/0-02	Becks	131			
SBI3UZ-02	J Peloso	217			
SBI4UL/T/0-02	Donato	226			
CLN4U0-01	Laalo	231			

Record your exam schedule here – Please share with your parent/guardian.

Students who require resource support for their exams must see Ms Hunda in the Resource Room (159) as soon as possible.

An exam conflict means that you have more than one exam to write at the same time, on the same day. If you have an exam conflict please see Ms Goulais right away.

Ten Traps of Studying

- 1. “I don’t know where to begin.”**

Take control. Make a list of all the things you have to do. Break your workload down into manageable chunks. Prioritize! Schedule your time realistically. Don’t skip classes near an exam – you may miss valuable information about the exam. Use your lunch or scheduled spares to review notes. Interrupt study time with planned study breaks. Begin studying early, with an hour or two per day, and slowly build as the exam approaches.
- 2. “I’ve got so much to study, and so little time.”**

Preview. Survey your course outline, reading material and notes. Identify the most important topics emphasized and areas still not understood. Previewing saves time, especially with non-fiction reading, by helping you organize and focus on the main topics. Adapt this method to your own style and study material. But remember, previewing is not an effective substitute for close reading.
- 3. “This stuff is so dry, I can’t even stay awake reading it.”**

Attack! Get actively involved with the text as you read. Ask yourself “what is important to remember about this section?” Take notes or underline key concepts. Discuss the material with others in your class. Study together. Stay on the offensive, especially with material that you don’t find interesting, rather than reading passively and missing important points.
- 4. “I read it. I understand it. But I just can’t get it to sink in.”**

Elaborate. We remember best the things that are the most meaningful to us. As you are reading, try to elaborate upon new information with your own examples. Try to integrate what you’re studying with what you already know. You will be able to remember new material better if you can link it to something that’s already meaningful to you. Some techniques include:
a) chunking – an effective way to simplify and make information more meaningful. For example, organize material into smaller bits with subheadings, then summarize each chunk into a few main ideas.
b) mnemonics – any memory-assisting technique that helps you to associate new information with something familiar. For example, to remember the order of taxonomy: Kids Prefer Cheese Over Fried Green Spinach (Kingdom, Phylum, Class, Order, Family, Genus, Species). Sound-alike associations can be very effective too. For example: the first part of the word “latitude” sounds like “flat” and flat runs horizontal, or east and west, like latitude does. Create your own links; then you won’t forget them.
- 5. “I guess I understand it.”**

Test yourself. Make up questions about key sections in notes or reading. Keep in mind what the teacher stressed in the course. Examine the relationships between concepts and sections. Often simply by changing section headings you can generate many effective questions. For example, a section entitled “Bystander Apathy” might be changed to questions such as: “What is bystander apathy?”, “What are the causes of bystander apathy?”, and “What are some examples of bystander apathy?”
- 6. “There’s too much to remember.”**

Organize. Information is recalled better if it is represented in an organized framework that will make retrieval more systematic. There are many techniques that can help you organize new information, including: **a) write chapter outlines** or summaries, emphasize relationships between sections, **b) group information into categories** or hierarchies where possible, **c) information mapping** – draw a matrix to organize and inter-relate material. For example, if you were trying to understand the causes of WW1, you could make a chart listing all the major countries involved across the top, and then list the important issues and events down the side. Next, in the boxes, you could describe the impact each issue had on each country to help you understand these complex historical developments.
- 7. “I knew it a minute ago.”**

Review. After reading a section, try to recall the information contained in it. Try answering the questions you made up for that section. If you cannot recall enough, re-read portions you had trouble remembering. The more time you spend studying, the more you will recall. Even after the point where information can be perfectly recalled, further study makes the material less likely to be forgotten, and makes it easier to start to see the bigger connections between the big ideas.
- 8. “But I like to study in bed.”**

Practice self-discipline and make yourself study at a desk or table. Recall is better when study context (physical location, as well as mental, emotional and physical state) is similar to the test context. The greater the similarity between the study setting and the test setting, the greater the likelihood that material studied will be recalled during the test.
- 9. “Cramming before a test helps keep it fresh in my mind.”**

Don’t fool yourself. The opposite is true. Start studying now. Keep studying as you go along. Begin with one hour a day, about two to three weeks before the exam, and then increase study time as the exam approaches. Recall increases as study time gets spread out over time.
- 10. “I’m gonna stay up all night ‘til I get this.”**

Avoid mental exhaustion. Take short breaks when studying. Before a test, have a rested mind. When you take a study break, and just before you go to sleep at night, don’t think about academics. Relax and unwind, mentally and physically. Otherwise your break won’t refresh you and you’ll find yourself lying awake at night. It’s more important than ever to take of yourself before an exam. Eat well, sleep, and get enough exercise.