

# EXAM SCHEDULE

## LOCKERBY COMPOSITE SCHOOL

JUNE 2009

SEMESTER TWO

### *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** obtain an admit slip from the main 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 will not be allowed to access your locker while other students are writing exams in the area where your locker is located.
- Exams begin Friday JUNE 19th at 12:00 NOON and continue through to Wednesday JUNE 23RD.
- Exams will be written in the morning (start @ 8:45am) and afternoon (start @ 12pm)



## ACADEMIC INTEGRITY NOTICE

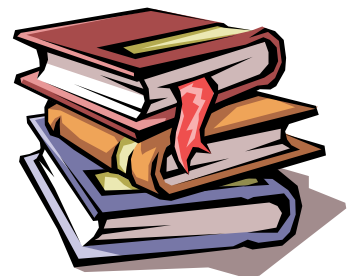
The principles of academic integrity require you to work independently without getting unauthorized help on an examination. You must not receive from any other student or give to any other student any information, answers, or help during an exam. You must not use unauthorized sources for answers during 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 i.e. laptops, palm pilots, mp3/CD players, cell phones, calculators equipped 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 can include expulsion from the exam room and a zero grading 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 ? AND ...WHAT DO I DO IF I HAVE ONE ?

An **EXAM CONFLICT** means that you have more than one exam to write on the same day at the same time.

After reading through the exam schedule, if you discover that you have an exam conflict then you need to see Mrs. Kett immediately.

The exam conflict room is Room 162 (Lab 2000). Students who have exam conflicts will write their exams in this room. They must bring their lunch to this room and be prepared to stay there for the duration of the exam time periods. Specific instructions will be given to students with conflicts when they see Mrs. Kett.



**FRIDAY, JUNE 19****12:00 PM**

Course	Teacher	Room	Course	Teacher	Room
ENG 1DL-02	LEVAN	211	ENG 3C1-02	GEIGER	206
ENG 1DL-04	KOVALA	127	ENG 3U1-03	RODRIGUEZ	204
ENG 1DL-11	RODRIGUEZ	129	ENG 3UL-02	LENTI	205
ENG 1DT-08	LABERGE, M	131	ENG 3UL-04	RODRIGUEZ	200
ENG 1P1-02	KOVALA	123	ENG 4C1-01	MOXAM	BALCONY
ENG 1PL-01	LEVAN	151	ENG 4C1-02	MOXAM	BALCONY
ENG 2D1-02	JAKUBO	217	ENG 4U1-01	KOVALA	226
ENG 2DL-02	GEIGER	245	ENG 4U1-02	MOXAM	221
ENG 2DL-04	LENTI	201	ENG 4UL-01	LENTI	224
ENG 2DL-10	GEIGER	208			
ENG 2DT-07	JAKUBO	215			
ENG 2P1-02	TAGLIABRACCI	231			

**MONDAY, JUNE 22**  
**8:45 AM****MONDAY, JUNE 22**  
**12:00 PM**

Course	Teacher	Room	Course	Teacher	Room
MCV 4U1-01	MCKNIGHT	226	BAT 4M1-01	EDINGTON	202
MCV 4U1-02	TUSHINGHAM	224	CGG 3O1-01	PELOSO, C	245
MCV 4U1-03	MCKNIGHT	221	CGW4UF-01	CHENIER, C	200
MFM 1P1-01	BECKS	123	CHC 2D1-01	CADDEL	206
MHF 4U1-03	TUSHINGHAM	245	CHC 2DF-11	CHENIER, C	208
MPM 1D1-01	HEFFERN	131	CHC 2DL-01	LALIBERTE	211
MPM 1DL-01	BROWN	129	CHC 2DL-03	LABERGE, M	215
MPM 1DL-03	HATZIS	127	CHY 4U1-01	LALIBERTE	201
MPM 1DL-04	ROSS	121	CLU 3M1-01	BLASUTTI	226
SBI 3U1-01	PELOSO, J	206	CLU 3ML-01	BLASUTTI	221
SBI 3UL-01	VEEVERS	215	FIF 2D1-10	MCKINNY	224
SBI 3UL-02	DONATO	208	FSF 1D1-01	MACKAY	123
SBI 3UM-01	DEANE	211	FSF 1DT-01	MACKAY	127
SCH 4C1-01	TEDDY	217	FSF 1DT-03	MCKINNY	129
SNC 2D1-02	FRASER	202	FSF 1DT-05	MCKINNY	131
SNC 2DL-02	FRASER	204	SBI 4U1-01	DONATO	204
SNC 2DL-04	DEANE	200	SBI 4UL-01	DONATO	210
SNC 2DL-10	DESANTI	201	SPH 3U1-01	UBRIACO	225
SNC 2DT-07	DESANTI	205	SPH 3UL-02	LUOMA	217
SNC 2P1-02	PELOSO, J	210	SPH 4C1-01	LUOMA	205

**Students who require RESOURCE support for their exams MUST indicate this to Mr. Cull OR Mrs. Elsner immediately so that arrangements can be made for you.**

**Name of Course and Code****Date and Time of Exam****Teacher and Room Number**


**If your course code does not appear in this schedule then it is an off-schedule exam and will be written in class. Students in the following subjects need to contact their teacher for specific dates and details:**

**TECH, PE, ART, MUSIC, CAREER/CIVICS**

<b>TUESDAY, JUNE 23 8:45 AM</b>			<b>TUESDAY, JUNE 23 12:00 NOON</b>		
<b>Course</b>	<b>Teacher</b>	<b>Room</b>	<b>Course</b>	<b>Teacher</b>	<b>Room</b>
CGW 4U1-01	LABERGE, M	200	BBI 2OL-02	EDINGTON	201
HPC 3O1-01	BAGGS	221	CGC 1D1-01	CADDEL	206
MCF 3M1-01	BROWN	226	CGC 1DL-01	PELOSO, C	200
MCF 3M1-03	BECKS	224	CGC 1DL-03	CHENIER, G	205
MCR 3U1-04	HEFFERN	204	CGC 1DL-05	CHENIER, C	208
MCR 3U1-05	HEFFERN	201	FSF 2D1-02	MACKAY	204
MPM 2D1-02	UBRIACO	123	HHS 4M1-01	BAGGS	221
MPM 2DL-01	GRAHAM	127	NAC 2O0-01	VEEVERS	210
MPM 2DL-03	HATZIS	129	SCH 3U1-01	TEDDY	226
MPM 2DL-11	BECKS	131	SCH 3UL-01	TEDDY	224
PSE 4U1-01	AUGENSTEIN	205	SCH 3UL-02	ABOLS	217
SBI 3C1-01	ROSS	217	SCH 3UL-04	PELOSO, J	211
SCH 4UL-01	GRAY	BALCONY	SCH 3UT-01	GRAY	215
SCH 4UT-01	GRAY	BALCONY	SPH 4UL-01	LUOMA	245
SNC 1DL-02	LABERGE, E	206			
SNC 1DL-04	LABERGE, E	208			
SNC 1DL-11	ROSS	211			
SNC 1DT-08	UBRIACO	215			
SNC 1P1-02	PELOSO, C	210			

**WEDNESDAY, JUNE 24  
8:45 AM**

<b>Course</b>	<b>Teacher</b>	<b>Room</b>
BAF 3ML-01	EDINGTON	224
FIF 3U1-02	CHENIER, G	221
IDC 4U1-02	LABERGE, E	225

## 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 a review session. 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 in on the main topics. Adapt this method to your own style and study material, but remember, previewing is not an effective substitute for 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 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:

- **Chunking:** An effective way to simplify and make information more meaningful. For example, suppose you wanted to remember the colors in the visible spectrum (Red, Orange, Yellow, Green, Blue, Indigo, Violet); you would have to memorize seven "chunks" of information in order. But if you take the first letter of each color, you can spell the name "Roy G. Biv", and reduce the information to three "chunks".
- **Mnemonics:** Any memory-assisting technique that helps us to associate new information with something familiar. For example, to remember a formula or equation, we may use letters of the alphabet to represent certain numbers. Then we can change an abstract formula into a more meaningful word or phrase, so we'll be able to remember it better. Sound-alike associations can be very effective, too, especially while trying to learn a new language. The key is to 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 has 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 into 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:

- Write chapter outlines or summaries; emphasize relationships between sections.
- Group information into categories or hierarchies, where possible.
- **Information Mapping.** Draw up a matrix to organize and interrelate material. For example, if you were trying to understand the causes of World War I, 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 in between, 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 tend to recall. Even after the point where information can be perfectly recalled, further study makes the material less likely to be forgotten entirely. In other words, you can't over-study. However, how you organize and integrate new information is still more important than how much time you spend studying.

### 8. "But I Like To Study In Bed"

Recall is better when study context (physical location, as well as mental, emotional, and physical state) are 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"

Start studying now. Keep studying as you go along. Begin with an hour or two a day about one week 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 often 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 care of yourself before an exam! Eat well, sleep, and get enough exercise.