



**BELFAST HIGH SCHOOL**

**YEAR 12  
REVISION GUIDE**

Notes for Parents

# Introduction

## The most common frustrations for parents:

- *I didn't even do GCSE's - how can I help him?*
- *He always leaves everything to the last minute - one minute he has all the time in the world - the next it's all stress because it has to be in tomorrow and he hasn't got the stuff he needs to do it...*
- *I don't understand all this coursework, levels and module exams - it's completely different from when I was at school.*
- *There's a million websites to help but how do you know which ones are any good?*
- *She's always got an excuse - I don't know what to believe.*
- *I can't stand the arguments and stress when I say that exams are important and try to make her work - it always ends up with him saying it's his life and slamming the door.*
- *He's always panicked in exams - when I try to help it always ends up in a slanging match - it always seems to end in me making him more stressed.*
- *Surely she shouldn't be going out **again** when she's got exams coming up?*

## How can I make a difference?

Many parents feel at a loss when their children enter examination years (known as KS4, Years 11 and 12 and Form 4 and Form 5), confused by the complicated systems of choosing subjects, coursework, entry tiers, modular exams and practical assessments. If you feel like this you are not alone! The exam system has changed greatly over the past few years and is continuing to change. Sometimes it feels as if it is best just to let the 'experts' at your child's school get on with it. But your involvement during these crucial years can be an enormous difference - the difference between success and failure or between As and Bs.

Parental support is 8 times more important in determining a child's academic success than social class, according to a new study. And the good news is that you don't have to be an expert in any of the subjects your child chooses to make a real difference, and you don't have to become a 'super parent', giving up your own life and responsibilities. You just need to know how best to spend the time you do have, at each stage of the process.

This booklet enables you to do just this - providing you with the clear and practical information you need to help him or her to meet the demands of exam years, in partnership with the school. We will outline exactly what your child needs to be able to succeed to the best of their ability (Key Tasks for Pupils) and will provide practical ideas to apply throughout the 2 examination years.

## **Isn't it the school's job to get them through their exams?**

Yes, of course the school has an important role to play and can provide the expertise and resources to help your child acquire the knowledge, skills and understanding they need to do their best in each subject. There will be many new expectations of your child - expectations which for many children, even the brightest, are hard to meet. You don't need to know anything about maths or science to help - you've been doing it all their lives! New demands on your child are likely to include:

- Being more self-motivated and taking more responsibility for their own learning - this can be a big change from earlier years, with most teachers viewing it as the pupil's responsibility to attend and make the most of lessons.
- Asking when they do not understand. This requires confidence and can be difficult at a time when friends' opinions hold such sway.
- Developing their abilities to overcome frustrations, and strategies for persisting when they are learning material they find challenging.
- Organising themselves, notes, handouts and information on different subjects and different topics within these.
- Completing more work at home, independently.
- Organising and planning their time over longer periods eg a coursework project.
- Understanding the exam structure and the relative importance of each piece of work to their final grade.
- Planning and carrying out revision.
- Perfecting their exam 'technique'.

Perhaps the hardest demand is that of understanding the long-term importance of doing the best they can and learning to shelve short-term fun at times in the interest of long-term benefits (not easy, even for adults).

Unfortunately for us, from the teenage perspective, interest and effort in education and the long-term benefits these can bring often come rather a long way down the priority list after friends, the 'right' clothes, social life, romantic concerns and hobbies.

In addition, children will differ in their levels of maturity, their ability to take responsibility for their learning, organisational skills and levels of motivation.

And this is where you come in. You are the expert on your own child and have always been his or her most important teacher. Your support, encouragement and interest can make a spectacular difference to your child's motivation and ability to cope with the academic and organisational demands of exam years.

When you, your child and the school work in partnership, you can be sure that your child will achieve the best results possible.

### **So what is my role as a parent?**

Helping your child to succeed will vary according to their needs and strengths. You will find that in the areas covered by some sections of the booklet you will have little to do while others will require more support. Some children will require very little help, others will require help with homework and revision timetables, others with sorting and filing notes and handouts, others need an endless supply of pens and stationery and during the revision period, outright bribery to stick to the agreed plan. Your role may include some or all of the following:

- Attendance officer - making sure your child goes to school and the importance of making the most of lessons.
- Going to Parents' Evenings, asking questions and finding out how you can best help your child at home.
- Provide the tools for homework and revision - a quiet space, pens, paper and other necessities.
- Paying for the tools, files and revision guides they need.
- Showing an interest in the subject, helping with homework and coursework (but not doing it for them) and testing them when they ask you.
- Finding out about TV programmes, films, plays, exhibitions etc relevant to your child's learning and enjoying them together.
- Help your child break tasks down so that they are manageable, keeping a subtle eye on progress and celebrating achievements and seeing a positive way forward when things go badly.
- Agreeing the rules for homework and revision (they won't work if they are imposed), helping them to make a realistic timetable, balancing work against the 'fun' stuff and revising the plans as necessary.
- Act as go-between for your child and the school when necessary, making sure problems are nipped in the bud and asking the questions your child can't or won't.
- Finding copies of old exam papers, searching out websites, finding out about the subject, exam structure and content.

Whatever your individual child's needs, your chief role will always be that of the person who cares most in the world, champion of their needs and admirer of every achievement. The most important role you will play is that of the person who will love them and be proud of them no matter what happens.

*The word 'parent' is used throughout the booklet but of course you don't have to be a parent to make the difference - carer, older brother or sister, grandparent or neighbour - it won't make any difference to the effect you can have.*

## Good Exam Results - What is the Secret?

We tend to think of our children's results being down to what happens on the day of the exam itself. Will they be in the right frame of mind? Will they be lucky and get the right questions? Will they remember what they have revised? In fact, the results of exams are generally determined well before the exam itself. There are a number of stages in the process of achieving exam success. The secret of good results is about getting things right (and being aware of what can go wrong) at each stage. The broad stages are:

### **STAGE 1 - Learning the content first time round**

The process of revision assumes that the content of the subject has been learnt in the first place - every lesson counts.

### **STAGE 2 - Revision**

Even the 'perfect student' who has attended every lesson and paid attention needs to revise in order to achieve their potential. For the rest of us the need for revision is even greater. Revision can be done in many ways, some of which are more effective than others. This booklet offers a way of planning revision as well as other tips for using the most effective techniques.

### **STAGE 3 - The exam itself**

Even with the first 2 stages successfully achieved, things can still go wrong. There are 3 sets of skills involved in taking exams - knowing the subject matter, organisational skills and 'exam technique'. These are dealt with in the section entitled 'The moment of truth - sitting the exams'.

<b>Stage 1</b>	<b>What can go wrong:</b>	<b>Where to look for information</b>
Learning the content first time round	Not liking the teacher. A lack of interest in the subject. Finding the work difficult and giving up. Deciding they are no good at the subject. Taking advantage of less authoritative teachers to mess around. Getting behind with homework. Not bothering to attend classes they don't like.	Getting off to a good start.  Motivating and encouraging persistence.

Stage 2	What can go wrong:	Where to look for information
Revision	<p>Not doing any!</p> <p>Leaving it all to the last minute.</p> <p>Not having a plan.</p> <p>Not being sure what to revise.</p> <p>Being unrealistic.</p> <p>Revising the right things but in the wrong ways.</p> <p>Becoming overwhelmed - not knowing where to start.</p> <p>Not making the most of revision lessons and teachers at school.</p>	<p>The revision period.</p> <p>Motivating and encouraging persistence.</p>

Stage 3	What can go wrong:	Where to look for information
The exam itself	<p>Getting the wrong time or place for the exam.</p> <p>Arriving late.</p> <p>Finding out they have revised for the wrong exam.</p> <p>Being unfamiliar with the exam structure.</p> <p>Not having the correct materials.</p> <p>Panicking during the exam.</p> <p>Answering the wrong sections or questions.</p> <p>Not reading the questions carefully.</p> <p>Spending too long on one section and little time on others.</p>	<p>The moment of truth - sitting the exams.</p>

## COURSEWORK

- Your most important role, as always, is to encourage and praise your child. Show an interest by talking to them about what they are learning in different subjects and in their homework and class work.
- The most important thing is that your child attends lessons. Sometimes missing just one lesson means that they miss key information about coursework or the introduction of a topic - starting out behind often results in a vicious circle of not understanding, falling further behind, disagreements with teacher, an increasing dislike of the subject and giving up.
- Encourage your child to see the relevance of every lesson - 2 years seems like an endless time to a teenager but help them to put it in context by breaking the time available for each subject over the year.
- Make sure the 'workbox' (see 'Getting off to a good start') is kept stocked and the workspace is suitable.
- Put key dates and deadlines in your own diary so that you can support before the 'panic stage'.
- If you have agreed regular 'check-ins' (see 'Getting off to a good start'), take the opportunity to discuss how the coursework is going and if there are any difficulties you can help with.
- For some children who are not well-organised you may need to have more knowledge about specific coursework requirements in order to be able to support your child fully. This knowledge may include the length, how many marks are awarded for each question etc. Subject teachers often provide this information to pupils, but if you haven't seen it, don't hesitate to ask for a copy for yourself if you feel your child needs this level of support. The internet is a good source of specific information about different examination syllabuses (make sure you know the exam board and the exact title of the GCSE subject).
- Make copies for yourself of coursework descriptions and mark schemes etc as many children lose this vital information, only realising they don't have it when it's too late.

- Find out if there are any TV programmes, museums, exhibitions or theatre productions relevant to any of the *GCSE* courses your child is following which they could visit. Books or plays on CD or tape can be listened to together.
- Help your child to use the internet to search for relevant materials and information. If you do not have access to internet access at home, most libraries offer access.
- Let your child's teacher know if your child is experiencing any difficulties in their home or personal life - most schools and exam boards can be flexible in special circumstances. You can apply for Special Consideration through the school's Examination Officer.

# WHEN THE GOING GETS TOUGH.....

## Maintaining motivation and encouraging persistence

- Agree the balance between work and social life and stick to it. Flexibility is the key - if a special night comes up, agree that they can make up the work at a specified time.
- All pupils will fall behind, feel demotivated or overwhelmed, or struggle with the balance of social, work and school demands at times. When your child feels like this, berating and threatening them will have a negative effect. Talk to them about the issues, acknowledge their feelings and sensible attitude in wanting to find a solution, help them practice and if necessary talk to the school about rescheduling deadlines where possible.
- Consider using a reward structure to motivate. This is NOT bribery. It is a reward, just as you are rewarded by a salary or bonuses for working when you don't feel like it. Rewards do not have to be financial or very big - talk to your child about what they would value - an extra night out, an extension to the time they can come in, a trip with friends, being let off household chores etc. Little and often (for small achievements) is more motivating than one big reward for good results in the future.
- Be flexible and use the 80/20 rule. If your child is sticking to what they are supposed to be doing 80% of the time, they will be doing alright.
- If they say they've got no homework in Years 11 and 12 they're lying. This needs sensitive handling as teenagers tend to attack when backed into a corner. See 'A strategy for dealing with excuses' for some ideas if excuses become a way of life.
- If your child is anxious or withdrawn, encourage them to talk to you and let them know you are there for them and proud of them whatever. Talk about their successes and avoid damaging their self-esteem eg 'you're lazy' 'you'll never amount to anything'.
- If your child asks for support, encourage them by helping them to see difficulties in perspective. Teenagers often take on an all or nothing catastrophic approach to difficulties 'I've messed up this essay, I might as well give up'. If this happens and you are really concerned about your child's level of stress refer to the section 'When it all goes pear shaped...'

### **Excuses:**

- My work's on the computer at school.
- We didn't get homework because there was a supply teacher.
- I'm doing that with a friend and she has the book.
- It doesn't have to be in for ages - I've got loads of time.
- I need to be in the library at school to do it - I'll do it tomorrow.

### **Strategies:**

- Keep a track of the 'excuses', they won't be able to. Write them down with the date and subject.
- Agree or suggest a solution eg that he/she brings the work home and shows you the next day.
- Follow up without fail.
- As a last resort, explain that you are concerned about the problem eg that the school isn't giving homework and that you will need to contact them.
- Remember the aim is to get the work done, not win the battle. Let your child save face as long as they agree to do the work and stick to it.

# REVISION

## Supporting your child in setting themselves up for revision:

- Talk to your child about how you can support them and what they would find helpful.
- The simplest things often get in the way of starting revision - weeks can be lost while pupils 'are going to get some folders soon...'. Get around this by simply providing the files, dividers, wall charts etc your child will need for the revision period.
- Encourage your child to empty their schoolbag and to file handouts and information from lessons at the end of each day. They won't seem important until they need them at which time they are likely to be lost under a mountain of random papers.
- Support your child in choosing one good revision guide for each subject. It's the best investment you will make. There are lots around so check with the teacher if you are not sure which is best.
- Help your child to plan their revision timetable. It will be the single thing that will make the biggest difference to the effectiveness of the revision and therefore the outcome. Children vary in the amount of support they need at each stage of the process.

## Supporting your child in doing revision:

- Support your child in sticking to the revision plan and keeping to the start and finishing times they have agreed. Praise them when they do it and if necessary agree a reward structure. Don't make any treats dependent on certain results - it will only add to their feelings of disappointment if they don't do as well as expected.
- Quietly top up the workbox with pens, rulers, paper etc. Don't get wound up about lost items if you can help it - motivation is hard enough to find for revision and arguments about a 50p pen just aren't worth it.

- Provide favourite snacks and water for revision periods.
- Be flexible. If they want to go out to a party on a revision night agree when they will make the time up.
- Be sensitive to the pressure your child is feeling. Let them know that if they are really not up to it on odd days, it isn't the end of the world. Let it go when it really matters to them and remind them all of the good work they have done and will continue to do. It's the big picture that will count in the end.
- Keep up with regular 'check-ins' (see 'Getting off to a good start') and don't nag in between times. Show an interest in how the revision is going, talk through any difficulties and be prepared to help them reschedule their planning if necessary.
- Keep things in perspective. Your child may not be doing things the way you would do them or as often as you would like but they are doing the best they can in the way that works for them at the stage they are at.

# THE MOMENT OF TRUTH - SITTING THE EXAMS

## EXAM CHALLENGE - BEAT THE PARENT

Do our brains work more slowly as we get older?

Take this general knowledge timed test after your parent has completed it to find out.

Results:

Adult time: \_\_\_\_\_

Pupil time: \_\_\_\_\_

Please read though all the questions before beginning the test.

1. Write your name in the top left hand corner of the page.
2. Write and underline the date on the second line down.
3. Write the numbers 1-8 in a column on the left hand side of the page.
4. Next to number 1 write the capital of France.
5. Next to number 2 write the answer to the sum  $321-67$ .
6. Next to number 3 write the past tense of the verb 'to walk'.
7. Next to number 4 write down 4 states of the USA.
8. Next to number 5 write down the colours of the rainbow in order.
9. Next to number 6 write the names of the planets.
10. Make sure you only answer questions 1 to 3.

Thank you for taking time to complete this test.

- Try the 'exam challenge' above, then encourage your child to try it. It teaches a valuable lesson in always reading the questions through first.
- The exam period can be very stressful for pupils. Encourage your child to keep a positive perspective - soon they will be on the other side of the 'exam mountain'. If you are concerned about your child's level of stress, please refer to the section 'When it all goes pear-shaped'.
- Try not to add to the stress levels in the house by 'rising to the bait' when your child pushes the limits. None of us are at our best under stress and it is likely that their behaviour will be challenging during this time. Pick your battles carefully, shelving any issues that are not of immediate importance. Now is not the time to bring up the issue of an untidy bedroom or the washing up being left again.

- Ensure that your child is prepared for the exam and talk through where and when it is, what they need to take etc. On the day of the exam make sure they have a watch and supplies of pens, pencils etc.
- Try to keep routines the same and not to introduce any instability unless it is absolutely necessary. On exam days, try to ensure they have a good breakfast (or suggest they have a banana or other source of energy food if they can't eat first thing).
- Before the exam remind them that you love and value them whatever happens. Remind them of any strategies they have for keeping calm and wish them good luck.
- After an exam ask how it went but don't insist on a long post-mortem. Be available but respect your child's wishes to deal with their feelings in their own way. Try to adopt an attitude of 'tomorrow is another day' if things have gone badly.

### **Further support:**

**[www.s-cool.co.uk](http://www.s-cool.co.uk)** - Offers some tips on getting through exam days.

**[www.bbc.co.uk](http://www.bbc.co.uk)** (choose 'teens') - Offers an A-Z of life with advice on a whole range of issues that might worry your son/daughter, with stress from educational demands among them.

**[www.childline.co.uk](http://www.childline.co.uk)** (choose 'exam stress') - Offers tips and advice on exam stress as well as a downloadable booklet 'Exam stress and how to beat it'.

## WHEN IT ALL GOES PEAR-SHAPED A TROUBLESHOOTING GUIDE

### *I hate this subject/teacher - I'm going to drop it*

- Children at exam age are often prone to 'all or nothing' thinking, leading them to exaggerate the importance of incidents and resort to extreme strategies such as 'giving it all up', running away or having an all-out argument in an effort to solve a problem. This is because their emotions are so strong at this age and their strategies for dealing with them are limited.
- Try to find out exactly what is causing the problem by encouraging your child to talk about what happens in the class, what it is that the teacher does or says that your child objects to. Don't minimise the feelings that your child is experiencing as this leads to the 'you just don't understand' response - accept the feelings are real and that the problem to be sorted out is one of finding a less extreme strategy.
- For teenagers, problems often seem **permanent** 'I will never be able to understand this subject/get on with this teacher', **global** 'I hate everything he says/does' or 'everything about science is boring/difficult/stupid' and **insoluble**. The trick is to talk to them using language that makes the problem more manageable by making it seem:
  - **Specific** rather than **global** 'What is it specifically that you find difficult/don't like about what she says/does?'
  - **Temporary** 'How long have you been feeling like this about her/the subject?'
  - **Solvable** 'What would you like to happen? What would make it bearable?'
- If, after discussion, there does seem to be an underlying personality clash rather than a temporary hiccup in the relationship, or if the work really does seem beyond him or her, it is always a good idea to talk to the teacher concerned, where your child's worries can be explained in a calm environment. While the temptation may be to show your indignation and to 'protect' your child (a natural inclination), do try to listen to the other side of the story and acknowledge the teacher's frustrations or worries.

You need to keep the teacher on your side and most will appreciate helping to solve a problem couched in terms of 'what can we both do, in partnership, to support \_\_\_ and move forward from this situation', rather than a replay of the wrongs and rights of the past 6 months. If this doesn't work, it is worth following up the matter with the Head of Department or Year Teacher. Changing schools is rarely a good solution midway through the exam years.

### ***Coursework not on target:***

- The key to coursework issues is catching the problem early. If, despite your best efforts, there are deadlines looming and the work has still not started, you will need to address the issue with both the school and your child.
- Encourage your child to talk about the problems honestly. You will not accomplish this by sighing loudly and saying 'I told you this would happen' throughout the conversation (not easy but bite your tongue). Instead accept how things are and look for a workable solution. The problem may be one of too many deadlines coming together so that the tasks seem overwhelming. When you have a clear idea of the problem, contact the school and ask for an appointment with the subject teacher.
- Use the tips above to find a way forward. There will sometimes be some flexibility around school deadlines which the teacher may have discretion over (although the exam boards set the final deadline and these cannot be changed by the school).
- If there is a possibility of extra time, find out exactly what the coursework entails and draw up a plan with your child so that they know what needs to be one and when. Don't forget to praise them for sticking to the plan.

### ***I've left it too late to revise***

- One of the biggest mistakes that pupils make is not to allow enough time for revision. This usually results, when they do realise what is involved, in demotivation and the attitude that there is no point in doing anything as the task is too big.
- The key point to remember is that it is never too late until you enter the exam room - with revision, a little knowledge is better than none, and could make the difference between a pass and a fail.

- Put in place a damage-limitation plan. Help your child to make use of the time they have got, however, little, by helping them prioritise and structure revision tasks into manageable chunks. Focus on the subjects in which they are likely to get passes and rather than reading hurriedly through the whole syllabus, identify and agree a few key areas and encourage them to revise these as thoroughly as possible.
- Keep up motivation and self-esteem by reminding them of how they have coped with difficult situations in the past, that the exam period will soon be over and by talking about the strengths and qualities that they have which will contribute to the best outcome in the circumstances.

### *Dealing with stress*

- A degree of stress is normal and actually necessary for successfully tackling exams. If you or your child feel that they are becoming too stressed you can use the tips in 'I hate this subject/teacher - I'm going to drop it' to encourage them to talk about the underlying issues.
- Some of the symptoms of stress are listed below. However, you know your child best so any marked changes in behaviour are worth checking out:

Difficulty getting to sleep or waking up

Tiredness

Poor appetite

Loss of interest in things they used to enjoy

Headaches and other unexplained aches and pains

Irritability and frequent angry episodes

- If your child is stressed, try to encourage them to take time away from work, doing something they enjoy. Exercise promotes hormones that actively counter stress, so try to encourage this. Ensure your child eats well and let them know that you are always there to listen. (Try not to offer immediate solutions to worries or to give advice unless they ask for it - what stressed people most need is somebody to listen and empathise with the feelings they express).
- Try some of the following strategies to help them regain a sense of perspective but the important thing is to use the strategies that you know have worked in the past:

- \* Remind them what % of the final result the piece of work represents and talk about possible ways around the problem.
  - \* Ask them 'what's the worst that can happen?' or say 'OK, well the starting point is that nobody died'.
  - \* Remind them of when they have overcome difficulties in the past.
  - \* Get them to focus on what they have achieved, despite this 'blip'.
  - \* Point out that little is achieved without hard work and mistakes being made - it's part of life and learning and adults frequently make mistakes too.
- There are many sources of advice for dealing with stress. See Section 4.

### ***Exams or coursework affected by adverse circumstances***

If your child misses an exam or doesn't do as well as he or she could have done because of illness, bereavement or other serious adverse circumstances, or if they are unable to complete coursework for similar reasons, the most important thing to do is to let the school know immediately. Most exam boards will give special consideration in these circumstances and the school will be able to let you know the procedures to follow.

# WHAT DO I NEED TO KNOW?

## **Tips on working in partnership with the school**

At secondary school it can be difficult to feel that you are really on top of what is going on in your child's life. Schools are complicated organisations with many people with unfamiliar titles involved with your child at different levels. Sometimes it seems easier not to get involved when you are not sure who to call, when or why. These tips offer some suggestions to help you through the maze.

## **General Tips**

- Try to attend all Parents' Meetings, even if you feel intimidated or unsure what it is about. It is important to keep up to date with your child's progress and with school developments.
- Find out when you should receive information during the year - subject choices, reports etc.
- Meet with your child's teachers as early as possible - don't wait for things to go wrong.
- Let each teacher know that you want to work with them to support your child from the beginning.
- Write down the names of your child's teacher(s) for each subject.
- If you need to speak to a teacher, ring the school to find out when would be a good time - don't expect to speak to them straight away. Remember that most of the time they are in classrooms teaching.
- If your child habitually forgets to bring home letters and communications, ask if they can be sent to you by post.

## **Finding out how your child is doing**

- The school holds regular Parents' Evenings. The appointments are usually short, so if you have real worries about particular issues, use the time to make an appointment for a longer meeting.

- Before the meeting, think through exactly what it is you would like to get out of that meeting - what you want to find out. Write down your questions in case you forget.
- Listen to what the teachers say about your child. Their perspective may be different from yours but remember that children are sometimes different at school and at home.
- Even if you hear negative news about your child's abilities, motivation or performance, try to keep a positive focus - ask what you can both do, in partnership, to support your child. The subject teacher is your child's greatest resource in succeeding in their exams so it is best to try to work with them rather than against them, even if you secretly agree with your child's views on the matter.

### **When to contact the school**

Contact the school:

- If your child consistently tells you they have no homework or coursework.
- If you are worried about your child's behaviour (eg if they often do not want to go to school, become withdrawn or more aggressive than normal whenever you mention school) do ask for a meeting with your child's Year Teacher.
- If your child is clearly behind with coursework or you see that they are becoming overwhelmed with a backlog of work, make an appointment with the Year Teacher earlier rather than later, while there is still time to put things right.
- If a particular subject is causing your child particular difficulties over an extended period of time (half a term or more).
- If you do not receive any information from your child. The school office may well know what you should have had and will send you copies.
- If there are any home circumstances that might be affecting your child's school work.
- If you need to take your child out of school for any reasons. Remember that only the most serious situations should warrant time off, as every lesson is crucial. It is not acceptable to take children out of school for holidays.

## USEFUL WEBSITES

### **Making GCSE choices:**

[www.connexions-direct.com/whichwaynow](http://www.connexions-direct.com/whichwaynow)

[www.connexions-direct.com/jobs4u](http://www.connexions-direct.com/jobs4u)

[www.connexions.gov.uk/parentcarer](http://www.connexions.gov.uk/parentcarer)

### **General - support for teenagers:**

[www.bbc.co.uk](http://www.bbc.co.uk) (choose 'teens')

[www.childline.org.uk](http://www.childline.org.uk)

[www.connexions-direct.com](http://www.connexions-direct.com)

[www.youthaccess.org.uk](http://www.youthaccess.org.uk)

### **General - parent support:**

[www.parentscentre.gov.uk](http://www.parentscentre.gov.uk)

[www.connexions-direct.com/parentcarer](http://www.connexions-direct.com/parentcarer)

[www.parentlineplus.co.uk](http://www.parentlineplus.co.uk)

[www.bbc.co.uk](http://www.bbc.co.uk) (choose 'parenting')

### **Exam boards:**

[www.ccea.org.uk](http://www.ccea.org.uk)

[www.aqa.org.uk](http://www.aqa.org.uk)

[www.edexcel.org.uk](http://www.edexcel.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)