

# Knightswood Secondary School



## Raising Attainment Study Skills Programme

Name: \_\_\_\_\_

Tutor Teacher: \_\_\_\_\_



You should use this booklet and PowerPoint's to help to improve your performance across your subjects, between now and your Prelim Exams.

You will have a chance to reflect on how you are getting on in your subjects.

There are a range of activities in this booklet you can complete to help you to think about how to prepare for your exams.

If you would like to talk to about anything that's included in this package programme or need general help or advice, then please don't hesitate to talk to your teachers, principal teachers and Pastoral Care teachers

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# Study Skills 1

## How I Learn

### Learning intention

- To find how I learn

### Success criteria

- To identify what kinds of learning work best for you
- To identify what kinds of learning you find difficult
- To discuss what you could experiment with to improve your revision

Some psychologists think that we all have different preferred learning styles. You should try to find out yours, so you know what works best for you. You also need to find out how to develop your not-so-preferred learning styles, so you can become a more rounded learner.

### Task 1

1. Look at the statements on the next page.
2. Tick "yes" to the question numbers you agree with only.
3. On page ???, circle the question you answered yes
4. Add them up to see what your preferred style is.

### Task 2

**When you have finished the quiz look at page**

1. Look at page 16 . You will see a range of strategies that work best for you.
2. Now complete the Action Plan activity.

### Task 3 - Learning Styles Action Plan

1. Complete the action plan on page 17

# How I Learn Questionnaire

		✓	
		Yes	No
1	When you are describing a party/holiday to a friend, do you describe the music, sounds and noise you experienced?		
2	Do you use your hands when you speak?		
3	To keep up with the news/sport, do you prefer the radio or TV rather than reading a newspaper?		
4	When you use a computer, do you find the visual prompts useful, eg the icons/pictures in the tool bars, highlights and underlines, etc?		
5	When you have to take down information, do you prefer drawing diagrams and pictures to writing notes?		
6	When you play noughts and crosses or draughts, can you picture the 'o' and 'x' or counters in different positions?		
7	Do you like to take objects apart and repair things, eg your bike, engines, etc?		
8	When you are trying to remember the spelling of a word, do you tend to jot it down a few times in different ways until you find the one which looks right?		
9	When you are learning something new, do you like spoken instructions, talks and/or lectures?		
10	Do you like making things?		
11	When using a computer, do you find the beeps and sounds useful to tell you that you have done something wrong or to show when you have finished something?		
12	When you revise/study or are learning something new, do you like to use diagrams and/or pictures?		
13	Are you quick and efficient at copying information down?		
14	If something is said to you, do you usually remember it, without it being repeated?		
15	In your spare time do you like doing something physically active eg sport, walking, gardening, etc?		
16	When you have spare time, do you like to listen to music?		
17	When you are looking at a shop display, do you prefer to look around peacefully on your own?		
18	Do you find it easier to remember people's names than their faces?		
19	When you spell, do you usually have to write the word down?		
20	Do you like to be able to move around when you are working?		
21	Do you learn to spell by saying the words out loud?		
22	When you are describing a party/holiday to a friend, do you describe what people looked like, what they were wearing and the colours?		
23	When starting a new task, do you like to get on and do something straight away?		
24	Do you like to see something by demonstrated before you try to do it? E.g. in science do you learn more when the teacher shows you the equipment works before you start.		
25	Does saying things out loud help you to learn?		
26	Do you like showing people how to do something as opposed to writing a series of instructions?		
27	Do you like role play and acting things out?		
28	Do you prefer to go out and about to find information and resources, rather than sitting in one library?		
29	When you visit a shop, do you enjoy talking about the items on display, and listening to the comments of others?		
30	Do you find it easy to follow a map?		
31	Do you feel that one of the best ways to appreciate goods in a shop is to be able to reach out and touch them?		
32	When you read a story or an article in a magazine do you picture the scene in your mind?		
33	Do you tend to hum, or talk to yourself, when completing tasks?		
34	Do you look at the pictures in magazines before deciding what to read?		
35	When you are planning a new journey, do you like to talk to someone to find out where to go?		
36	Have you always found it difficult to stay still for long and prefer generally to be active?		

## Learning styles questionnaire: score sheet

Now work out your learning style.

Only circle the number of the questions that you answered YES to:

4	1	2
6	3	5
8	9	7
12	11	10
13	14	15
17	16	19
22	18	20
24	21	23
26	25	27
30	29	28
32	33	31
34	35	36

Total circled \_\_\_\_\_ Total circled \_\_\_\_\_ Total circled \_\_\_\_\_  
Visual/Seeing      Auditory/Listening      Kinaesthetic/Doing

1. Now find the total number circled for each column. The highest number shows your preferred learning style.
2. If the numbers are roughly equal you probably enjoy using all of the learning styles. What is yours?

.....

**In reality, you will use bits of each learning style, depending on the subject you are studying.**

## **Learning Styles Strengths and Strategies**

You may also find it useful to look at the strengths and strategies that other learning styles use, to see what you may be able to learn from them.

### **Learns best by SEEING - Visual learner**

- Learns best when there is a lot of visual input
- Needs a desk which is tidy - free of visual clutter
- Remembers things by their colour, size, location
- Remembers by 'photographing' or visualising information
- Makes use of posters and pictures - simplifies information
- Notes shapes or outlines
- Colour-codes different points or aspects of notes and texts
- Sticks useful information above eye-level
- Uses mind maps, flow charts, etc
- Learns from videos and OHP transparencies
- Uses visual clues to help remember things
- May find quiet background music helpful when working

### **Learns best by HEARING - Auditory learner**

- Learns best by listening and discussing
- Uses a tape-recorder to learn materials and plan assignments
- Practices by hearing and recalling
- Makes use of what words sound like and word associations
- Uses auditory mnemonics - remembers by sound or rhythm
- May need to ask for a spoken explanation when understanding is difficult
- Remembers by pitch, volume and rhythm of the voice when listening to information
- Finds concentration best in a quiet room but may find quiet background music useful when working. (If using headphones, try turning the left earphone off)
- Needs to make sure of having copies of visual material used in lecture

### **Learns best by DOING - Kinaesthetic learner**

- Learns best by doing and practicing
- Moves to learn - needs to have space for movement around the room. (If walking around is not possible, try using worry beads or squeezing a ball)
- Learns by handling materials, using models, doing things
- Uses texture and weight - learns through muscle memory
- Can learn from demonstration - watching carefully, then imagining or mirroring demonstrator's movements
- Explores situations by imagining what it would feel like
- Acts out events, or even facts, using role play
- Needs to make sure of having copies of visual material used in lecture

## Learning Styles Action Plan

1. What kind of a learner am I?

.....

2. What kinds of learning work best for me?

.....

.....

.....

3. What kinds of learning do I find difficult?

.....

.....

.....

4. What ideas could I experiment with for revision?

.....

.....

.....

## **Study Skills 2**

### **Time Management 1 - Supported Study**

#### **Supported Study**

Supported study will be available for most of your subjects. Attending can make a huge difference to your results in the exams. Do you know when your supported study classes are?

Some subjects offer sessions before school or during lunch time, so ask and find out when and where this happens.

Look at the supported study calendar and take a note of the sessions you would like to go to below.

**Remember to attend as many as you can for each of your subjects**

**Prioritise subjects you need the most support with.**

#### **Task 1 - Sign-up sheet**

1. Fill in the supported Study sign-up sheet
2. Return this to your tutor teacher when you are done.

## Task 2

Take a note of what you plan to attend in the table on the next page. This is also to remind you of what you signed up for.

Subject	Day (s)	Location	Dates

**If you have time, please turnover for the Time Management (Daily) task.**

**If not complete this next time or in your Self Study period on Friday.**

### Task 3 Time Management (Daily)

It may seem like there aren't enough hours in the day or week to get everything done. It may be that you can use your time more efficiently. To assess where your time goes, and how much time you have available for studying, complete the following table. Be as honest as you can be.

	Number of hours per day	Number of hours per week
On average, how many hours do you sleep in each 24-hour period?		
How many hours do you spend at school and getting to and from school?		
On average, how many hours a day do you spend doing extra-curricular activities?		
On average, how many hours a day do you spend doing homework?		
On average, how many hours a day do you spend getting ready, watching TV, talking to friends, gaming, going out with friends etc?		
If you have a part-time job, how many hours a week do you work and spend getting to and from work?		
On average, how much time do you spend a week doing chores?		
On average, how many hours a day do you spend seeing family and eating meals?		
Time spent on any other activities		

Total number of hours used each week = .....

There are 168 hours in a week. How many hours are left for studying? = .....

## Study Skills 3

### Habits and Techniques

Read each statement and consider how it applies to you. If it does apply to you tick "yes", if not tick "no". The purpose is to find out about your study habits.

Statement	Yes	No
1. I usually study in an environment where I can stay awake and alert.		
2. I study in an environment that has few distractions, such as phone, computer, or TV.		
3. I schedule my days and assess where my time is going, or lay out how I am going to use my time over the week.		
4. I don't study one subject for more than two consecutive hours, and always take a 5 to 10 minute break every 50 minutes to keep my concentration level up.		
5. I make studying a habit. I create a designated time and place to study so I stick with it.		
6. I review new information right away even if only for a brief period of time.		
7. I actively study and engage fully with the material; to decide what relates to what, what is important, and to formulate the ideas in my own words.		
8. I include down time in my schedule.		
9. I get a good night's sleep before all exams.		
10. I choose to find the subject useful and listen to discover new knowledge.		
11. I remain focused and actively try to absorb material.		
12. I translate ideas into my own words and include examples used in class.		
13. I write down only the major points and important information.		
14. As the exams are distributed, I stay calm by closing my eyes and taking deep breaths. I think confidently and am positive about my test taking abilities.		
15. I use the time allotted for the exam. I don't rush through an exam or leave early just to ease anxiety.		

## Current Study Habits

### Analysis of your Study Habits Results

Statements 1 and 2 relate to your Study Environment.

Statements 3, 4 and 5 relate to Time Management.

Statements 6 and 7 relate to Memory Development.

Statements 8 and 9 relate to Stress Management.

Statements 10, 11, 12 and 13 relate to Listening and Note-taking

Statements 14 and 15 relate to Exam Anxiety.

### Look carefully at your answers.

Is there anything you feel you need to work on?

.....

.....

.....

.....

## Study Skills 4

### Time Management 2 - Better Time Management

Better time management skills improve your academic performance and keep your stress levels under control. Prioritise, Planning and Persistence are the three P's of effective time management skills.

- **Prioritise** - Learn to say 'NO' to your friends so that you can keep to your schedule. A short term shift in your lifestyle might be needed to help you accomplish your goals.
- **Planning** - Find a balance between study and free time. Put time aside for both by making and revising a study timetable that works for you. Get studying over and done with first so you can really switch off and enjoy your free time.
- **Persistence**- Having persistence is the ability to beat laziness and sticking to your study timetable. Avoidance of doing a task which needs to be accomplished can create stress.

#### Planning to Study: Deciding what is to be done?

Making the most of the time available is a skill and like so many other skills it can be learned. Ask yourself..... 'What is important?' and 'What is urgent?'

You will have commitments in your life that require time dedicated to them. Some commitments are incredibly important to you and occur at a fixed time in the week and cannot be rescheduled.

You will also have commitments that are not important to you but still need time dedicated to them. Quite often these type of commitments can be rearranged to a more suitable time which allows you to get on with the more important and urgent tasks.

## Task 1 - Study Planning

You will have had a study plan in place so far that has perhaps been quite flexible. Now is the time for it to become more specific and strict.

Your tutor and / or your teachers could provide you with different ideas for study planning, and there's also the **SQA My Study Plan app** that lets you keep your study plan with you at all times (and it already has the exam dates and times included - bonus!) There's a basic plan on the next page but find one that works for you.

Here are a few points to bear in mind:

- Break up your study time with breaks to keep you fresh.
- Keep it interesting by switching topics or subjects after an hour or two.
- Be specific - which parts/topics of your subjects do you need to focus on most? Prioritise these areas - don't cover every aspect of a subject if you don't need to.
- Remember, although you have a lot of work to do, it will be over before you know it. It's worth putting in the time now so you know you've given yourself the best chance of success.

List all of your subjects you need to revise for here:

→	→
→	→
→	→
→	→

Now rank them in order, with the first being the subject in which you need to do the most revision.

1.	5.
2.	6.
3.	7.
4.	8.

# Study Planning - Blank Study Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8-9am							
9-10am							
10-11am							
11am-12pm							
12-1pm							
1-2pm							
2-3pm							
3-4pm							
4-5pm							
5-6pm							
6-7pm							
7-8pm							
8-9pm							
9-10pm							

# Study Skills 5

## Revision Techniques

Revision is a personal, individual process. Students learn in different ways. You need to get to know what your own personal strengths and weaknesses are.

### The benefits of study skills

- Study skills serve the whole curriculum
- Revision will improve if you learn a manageable number of skills
- Efficient revision = better results
- You will be 'Learning to Learn'

To improve you must:

1. **Be realistic.** Set targets you know you can reach and tick them off as you achieve them. Break your workload down into manageable chunks.
2. **Quality above quantity.** Try to make sure whatever time you spend revising is put to good use. The session should be short enough to guarantee your full attention throughout.
3. **Experiment with different techniques.** Find out what works for you. You could make your own revision notes, use mind maps, create questions to test yourself with, practice exam questions, work with a friend.
4. **Don't forget to use other resources other than those provided by the school**
  - a. SQA Website.
    - Using technology - BBC Bitesize App etc.
    - Revision Guides - can be purchased online or in shops.

## TOP TIPS

1. Understand your study topics in your own words. Your teacher can explain something to you, you can learn it from a textbook, your friends can study with you but all these are of little if, by the end, you can't explain what you have learned to yourself. If you don't understand a study concept that you need to illustrate in an exam to get top marks, then you won't be happy with your end result. To combat this, get into the habit of explaining whatever it is you are studying, in your own words, so you understand your study notes. The key to improve your memory is to understand what you have learned when you are studying it. So don't just memorise and tick off the list - make sure you understand your theory.

3. Get Creative with online study tools: Don't feel you have to just sit in front of a book with a highlighter; there are many different ways to study. You should pick whatever works for you. Try using as many study tools and techniques as possible to help you study better and find what works best for you. Perfect examples of such study tools would be online flashcards, mind maps, mnemonics, online study planners, video and audio resources.

4. Quiz yourself: Once you feel you understand a concept or a topic, it is important to test yourself on it. Try and replicate exam conditions as much as possible: turn your phone off, don't talk, time yourself etc. You can set yourself a study quiz or practice exam questions and, so long as you approach it with the right mind-set, you can get a very good idea of how much you know.

5. Set your study goals and create a flexible study plan: In order to achieve exam success, you need to know what you want to achieve. That's why it is extremely important to set your study goals now and outline to yourself what you need to do.

## TASK

1. Read the information on the diagram on the next page
2. Watch some of the video clips of different revision techniques.
3. You will get a chance to practice with some of these over the next few sessions.

## Scheduling

- 1 **Do the revision!** Allocate time and dates for your revision and stick to it - Eastenders can wait!
- 2 **Little and Often.** An hour a night allows your brain to process and archive all the information for long term retrieval - cramming it in the last minute does not.
- 3 The minimum you should be doing is **5 hours a week per subject**; now it should be increasing
- 4 **Ramp it up.** As you approach the exam you should allocate more time to it!

## Accountability

- 1 **Work Smart** - Don't do hours of 'reading' when one hour of synthesis or practice would work better
- 2 **Target Weakness** - Find out which areas you struggle with, those you don't like doing, those you avoid. Then spend most of your time on these because if you're struggling it means you need more time
- 3 **Be Honest with Yourself** - Mark all your own work harshly. Do not let yourself get away with anything!
- 4 This is your qualification, earned by you. If your teacher hasn't helped then it's **your responsibility** to skill yourself up

## Practice

- 1 Attempt every last paper and last paper question 
- 2 Check each answer and mark it **harshly** 
- 3 Make notes on what you got wrong and write out the correct answer 
- 4 Come back to the questions and try steps 1 - 3 at **least** four times 

## Synthesis

- 1 Take, Check and Summarise notes on each and every topic 
- 2 Rewrite the notes to be more concise 
- 3 Turn the notes into 'cheat sheets' on index cards or sticky notes 
- 4 Test your knowledge using the 'cheat sheets' 

## Revision Skills



from [lessonhacker.com](http://lessonhacker.com)  
Using images from [thenuproject.com](http://thenuproject.com)

## Peers

- 1 **Don't fool yourself** - if the person you're working with knows more than you then make sure they are not answering every question for you
- 2 **Peer Marking** - Both work on a past paper question and mark each other's work being as harsh as possible. Follow the practice rules
- 3 **Hot Seat Topics** - Find out what topic the other person sucks at and ask them questions about it. Constantly get them to do the same for you

## What can we do?

As Parents you can do a **huge** amount to help your child prepare for the examination, even if you know nothing about computers!

- 1 **Help Enforce the plan** - Assist the student in constructing a realistic revision timetable that they can stick to, and then hold them accountable to sticking to it
- 2 **Make the student evidence their work** - get them to show you the sizeable chunk of work they have produced for revision to ensure they are using the time effectively
- 3 **Become an Examiner** - Non Specialist teachers often mark exam papers based solely on the mark scheme, by doing this for your child you can force them to be more accurate in their answers

## Study Skills 6

### Mind Mapping 1 - The art of Mind Mapping

#### Please note:

If you know all about mind maps and use them effectively for your revision, then skip to Study Skills 5 - Mind Mapping 2, on page 27.

What is a mind-map?

#### TASK 1

Watch the BBBC Bitesize Video clip on Mind Mapping

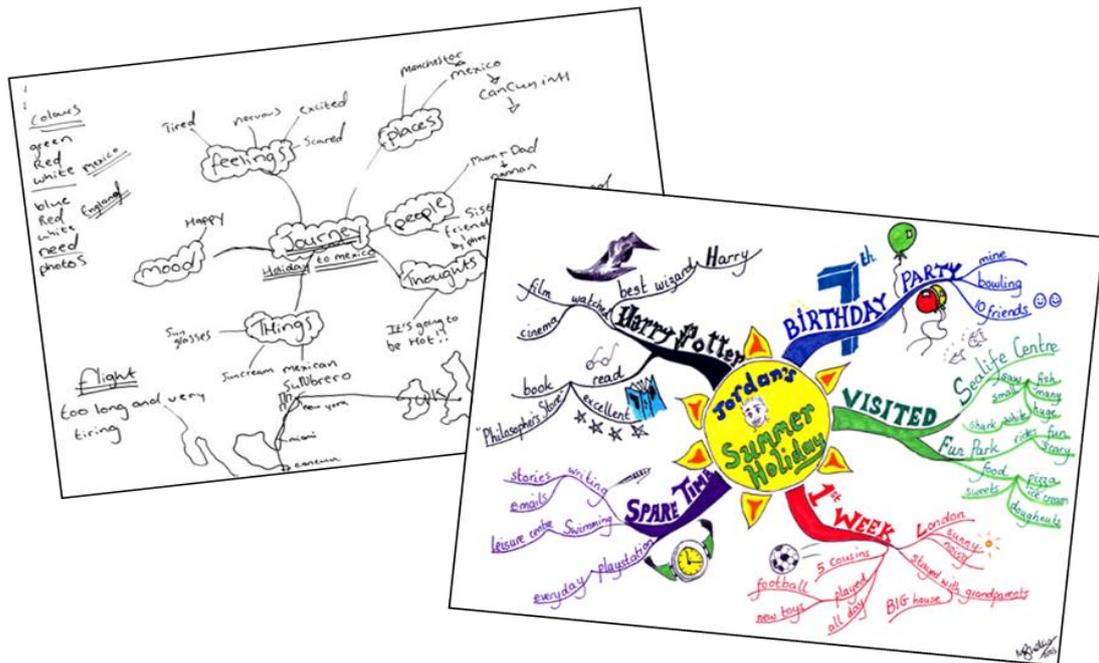
Mind-maps were invented by a man called Tony Buzan who said...



*We think more like this...*

People often think spider-diagrams are the same as mind-maps, but that's a bit like saying these are the same...

## Task 2 - Watch the spinner



1. Which way does the spinner turn?

.....

2. Which side of your brain is the dominant side?

.....

3. Were you able to make the spinner change direction?

.....

### Why are mind-maps useful?

- Remembering and revising
- Planning out ideas for writing
- Planning out ideas for presentations
- STOPPING THIS! →



### Task 3 - Read this story...

#### How long di it take? .....

During the past six weeks I have been off school because it is the summer holidays. I have checked the weather report most days as I detest getting wet in the rain. At times the symbols on the map have been clouds and a sun but in Louth, where I live, we have had clear blue skies all of the time. So either the weatherman is not doing his job properly or our vicar is doing his job properly by sending up prayers for sunshine. Not that I believe God answers such trivial prayers.

When I left school in July I was just six years old but since then I have reached the grand old age of seven years old. In other words it was my birthday. For my birthday I have invited ten of my best friends from school, all boys might I add, to come with me to the bowling alley at Fuston Green. I tried to hint to my friends that as my Grandad Colin was paying for all of this, he would be pleased at news of me winning something sporty for once. They took no notice and I came eighth. I suppose two of them maybe did take notice? After bowling, we had a burgers and chips at the restaurant next door. We were given helium balloons which we used to turn our voices squeaky!

We had a grand total of forty two days off for our summer holidays. Unfortunately only one of these could be my birthday. Mum says I can only have one per year. Luckily for me my Mum and Dad have split up and my Dad has moved back to London and this means my Dad, according to my Mum, "overcompensates." He took me to Blackpool for the day as a treat for my birthday. We visited Blackpool Sealife Centre to see the great white sharks but we ended up at Northside Fun Park after I advised Dad, "Once you've seen one fish, you've seen them all." In between the rides I asked Dad if we could try the food at each stall. We had pizza and ice cream. Some of it came back up on the Grand Waltzer which luckily made room in my stomach for donuts and sweets.

My best week of the holidays was visiting London to see my Grandpa Henry and Grandma Betty. This was the first week of the holidays and I am not sure that was a good thing for a tired pupil as I had to spend all day playing football with my five cousins. We also played F1 racing with remote control cars and because I loved this so much, my Grandma bought me two to bring home. I have not raced them yet but the dog does like to chase them.

I spent the rest of my time in the holidays playing on my PlayStation every morning. The rest of my family, namely my Mum, dog and sister, like to sleep in but I always wake up

when the sun comes out and the birds start singing (people call it singing, but I really don't think they would get past the first round of X-Factor unless Simon turns them into a group). In the afternoons I would also go swimming. Mum signed me up to a summer school for when she was at work and this was the option I chose. I can now swim three lengths and I have a certificate to prove it.

Before bedtime I like to read whilst my Mum and sister watch television. I have read my first novel, the first Harry Potter book. My friends have made the different wizards like Snape, Dumbledore and Hagrid but I just like Harry. Four of us went to the cinema to watch it and we loved it but the book is a bit better. I would have preferred to have started at Hogwarts this September as a trainee wizard rather than go back to East Lincs Junior as a Year 3.

**Task 3 - Extract information from the mind map**



Time how long did it take? .....

1. What did Jordan do on his holiday?

.....

2. What makes Jordan's mind map so good?

.....

## Study Skills 7

### Mind Mapping 2 -Creating your own mind-map

The six rules of mind mapping are...

1. Turn the page landscape
2. Start in the centre & leave enough room for the branches
3. Use images to help remember the content
4. Use one colour for each branch
5. Use key words and short phrases
6. Use 5 to 7 branches

Try this...

- Take a long set of written notes from one of your subjects and create a mind-map to summarise them.
- You could team up with someone who is doing the same subject as you and work on different sub topics.
- You could share your mind maps to cut down on revision time.
- **Be careful though as the images and colours you prefer might not be as easy to share and remember for another person.**
- **Remember to use the six rules of mind-mapping**



## Study Skills 8

### The 4 R's - Read and Reduce

#### Learning intention

- To learn some new study skills

#### Success Criteria

- I have learned about some new study skills
- I have had the chance to practise some of these skills
- I feel more confident in revising for tests and examinations

#### TASK 1 -READ

- Read the wall street crash text on pages 27 & 28.

#### TASK 2 - REDUCE

- Underline what you think are the key words / points.
- Compare your selection with the slides on the powerpoint.

#### **SUMMARY TEXT: THE WALL STREET CRASH**

##### Rising demand for goods

1. By 1920 there was high domestic and international demand for US goods.
2. Rising demand for US goods at this time partly resulted from the fact that: tax cuts meant that US citizens had more money to spend; tariffs on foreign imports and the economic problems that other countries faced after World War One resulted in less foreign competition.

##### Rapid growth of certain industries

3. Car ownership in the US trebled (from 9 to 26 million) between 1919 and 1929. This also led to rapid growth of companies that supplied steel, rubber and glass to car manufacturers.

4. Retailers prospered due to changes in the retail market such as; emergence of mass advertising; hire-purchase schemes; and the invention of new products such as fridges and vacuum cleaners.

#### The Wall Street crash of 1929

5. Economic prosperity encouraged many US stock market traders to take big financial risks such as borrowing heavily to buy shares.

6. Recognition of US economic decline due to increased foreign competition led to panic-selling of shares and the Wall Street Crash of October 1929.

#### Results of the Wall Street crash

7. Many companies (including banks) were forced to close.

8. Rising unemployment levels and loss of savings led to widespread increases in personal debt and poverty.

# Study Skills 9

## The 4 R's - Remember and Review

### Task 1 - Video

- Watch the video clip on Memory Techniques

### Task 2 - Remember

Take some notes for any of your subjects out of your bag.

The newer remembering techniques we learned about the previous day were:

- Making a poster
- Summary circles
- Using file cards

Now...

- Read your notes
- Reduce them
- Use one of these techniques to help remember them.

Examples of these are shown below and on the next page.

### POSTER

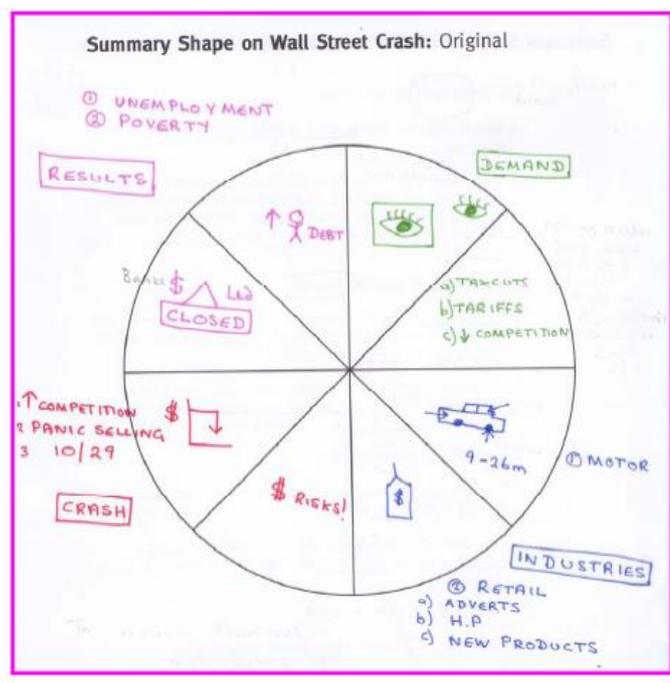
1. DEMAND  
A - DOMESTIC & INTERNATIONAL  
B - TAX CUTS  
C - LESS COMPETITION ∴ TARIFFS  
WWI RECOVERY

2. INDUSTRY  
A - MOTOR - 9 → 26m = ↑ GLASS, STEEL  
ROBBERS  
B - RETAIL - ADVERTS  
H.P.  
NEW PRODUCTS

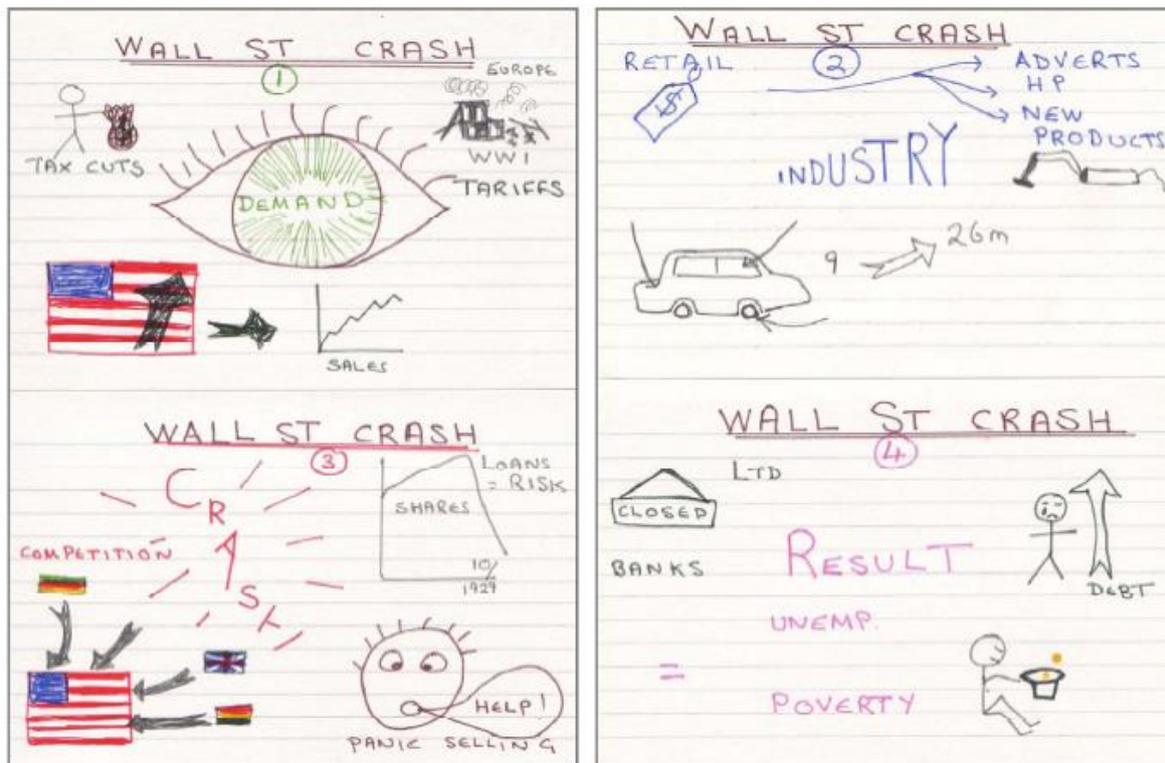
3. CRASH  
A - STOCK MARKET RISK  
B - INCREASED COMPETITION  
C - PANIC SELLING  
D - 10/29

4. RESULT  
A - BANK + Co. CLOSED  
B - UNEMP + DEBT = POVERTY

### SUMMARY CIRCLE



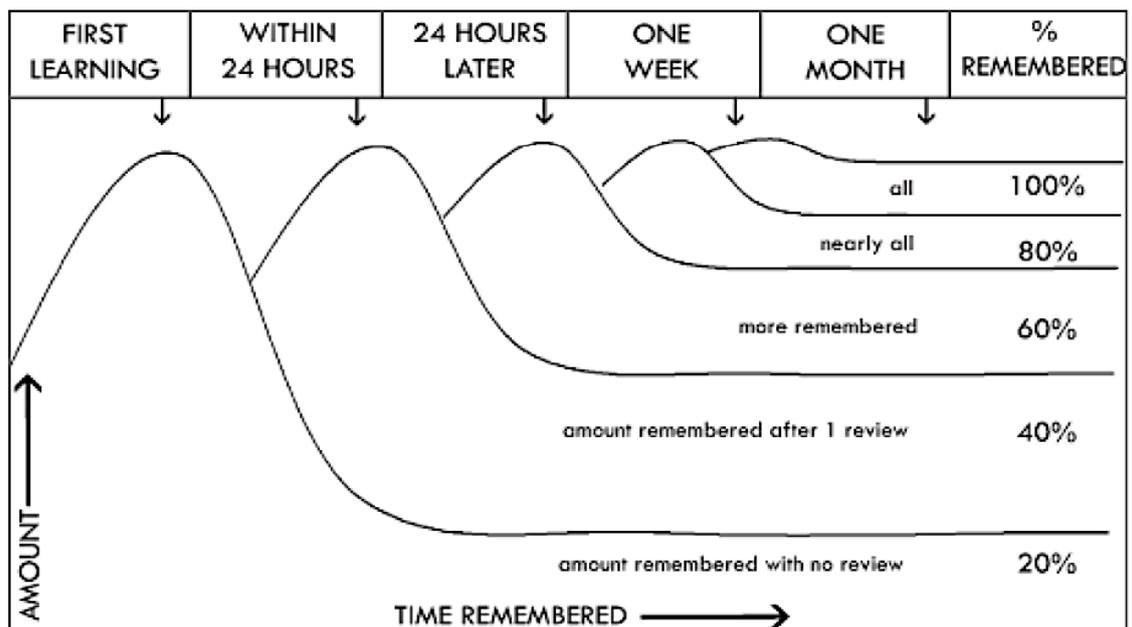
# FILE CARDS



## Review

Don't forget that once you have read, reduced and remembered your notes that you must then review these regularly, or else you will forget them...

## The Forgetting Curve



## Study Skills 10

### Preparing for Revision over the Christmas holidays

- Discuss your study plan for Christmas Revision with your tutor / peers.
- Do you have a suitable place to study? If you're not sure, talk to your tutor / group about options you might have.
- Could you go to a local library?
- Do you have a friend's or a relative's house you could go to?

### Task 2 - create a holiday revision timetable

Using the blank timetables on pages 34 and 35, make a Holiday Study Timetable for week 1 and week 2.

#### How to make a good Study Timetable

- Try colour-coding your subjects so that your timetable is easy to read, and you can glance at it quickly and know what you're doing.
- Make sure you put sessions in that allow you to relax and unwind. Try to find time to see friends and family and do the things that you enjoy.
- Be realistic! For example: Don't plan to revise maths for 12 hours solid on a Saturday, because it won't happen, and you won't benefit from it.
- Break the day up into manageable pieces and do spend hours trying to do the same thing - it won't help you.
- Have your revision timetable somewhere where you will see it every day, so it acts as a reminder of what you need to do.
- Take a picture of your revision timetable.
- Put a copy on your phone or set alarms/reminders that will help you stick to your plan.

# Holiday Study Timetable - Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8-9am							
9-10am							
10-11am							
11am-12pm							
12-1pm							
1-2pm							
2-3pm							
3-4pm							
4-5pm							
5-6pm							
6-7pm							
7-8pm							
8-9pm							
9-10pm							

# Holiday Study Timetable - Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8-9am							
9-10am							
10-11am							
11am-12pm							
12-1pm							
1-2pm							
2-3pm							
3-4pm							
4-5pm							
5-6pm							
6-7pm							
7-8pm							
8-9pm							
9-10pm							

# Exam Preparation Tips

## The night before Exam Day

The last chance you have to influence the outcome of an exam is the night before you take it. Here are some top tips for the night before your exams.

### 1. EAT A WELL-BALANCED MEAL

It's a proven fact that what you eat will have an effect on your physical and mental performance. Greasy, heavy, sugary food can make you feel tired in the morning.

### 2. GET YOUR STUFF READY FOR THE MORNING

Make sure you have all the materials that you're taking into the test ready. Have more than one pencil or pen in hand. Pack a bottle of water for the nervous dry-mouth that can set in before an exam. Gather all your stuff together and have it ready to go the night before.

### 3. REVIEW WITH A FRIEND

Schedule a question-answer review of the exam content with a study buddy early in the evening to test your knowledge of the subject. Use it to identify the areas that need more effort. The review will also help you have confidence in your ability to do well on the test.

### 4. VISUALISE A POSITIVE OUTCOME

Attitude affects results. Even with proper planning, too many people hurt their performance because they just *know* that they're going to fail. Think positively and don't embrace failure as an outcome. Don't think that you might fail, know that you will succeed, and your performance will be the better for it.

## **5. MAKE A MORNING PRE-TEST PLAN**

List the things you need to do before the exam. List everything that needs to happen and make sure there's enough time to get it all done without creating stress.

## **6. SET THE ALARM**

Too obvious? You'd be surprised how often this happens to well-intentioned people. Check your morning plan and get up early enough not to be rushed. Don't rely on others to get you up.

## **7. GET A GOOD NIGHT'S SLEEP**

Don't burn the midnight oil the night before a test. The extra effort put into late-night studying will be offset by reduced mental performance due to lost sleep. It won't help, so don't try it. Call it a night and go to bed; your morning will be better for it.

## **8. REWARD YOURSELF**

Treat yourself right. Remember to schedule a little post-exams celebration or other reward for all your hard work preparing for the exam. Make it special. After all, you are worth it!

# **Final Exam Techniques and Tips**

## **READ**

- All the instructions carefully so you know how many questions to answer, how long you have and what each question is worth.

## **WRITE**

- Answers to the questions that have been set not the ones you were hoping to see.
- Answers that keep to the point. You must demonstrate clear thinking and understanding of the topic. A muddled answer is hard to award marks to.
- As neatly and quickly as you can. Use the space provided.

- A concise list of what you would have put in your answer if you find yourself running out of time - you should still score some points.

#### PLAN

- Don't spend too long on any one question at the expense of the others. Plan how much time you have for each question based on the marks allocation.
- Use time at the end for checking your answers.

#### AVOID

- Cheating- it's not worth the stress and you will get caught. Never take a mobile phone, Smartwatch or electronic device into the exam room.
- Panicking- Sometimes your brain takes it time to recall just re-read the paper and you'll soon get back into gear.

**Finally, good luck!!**

**Take your time. Plan carefully. Stay calm.**