

Year 11 Information Booklet

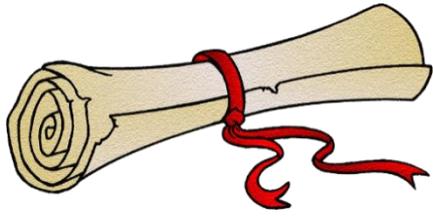
2017

TABOR
ACADEMY

STUDY SKILLS AND TECHNIQUES

THE ROUTE TO SUCCESS





Unfortunately, there is no easy way to pass tests but we can give you lots of tips on how to use your study time more effectively.

This booklet contains advice and tips on study skills but these will not help you, unless you put the time and effort into your revision.

Revision means 'to look at again'. You need to look at things again and again, as part of learning as well as in preparation for exams.

Revision gives time for reflection and learning. You can start to see the big picture, you can add more detail and examples. You may discover something you still don't understand and you can ask your teacher about it.





WHY?



- 1 Revision helps learning.
- 2 Revision increases your achievement in tests.
- 3 Achievement in tests give you wider choices later on.
- 4 Achievement will make everyone proud of you!
- 5 You will feel great!



It is important to be positive about yourself!



WHEN?



Make yourself a **revision timetable**.

- Fill in leisure, relaxation and family commitments.
- Put in some sessions that you can devote to revision.
- Share out the available revision sessions between your subjects.
- Allow extra sessions if you know some subjects will take longer than others.
- Vary the subjects – don't do all your maths revision on day one!
- Here's an example for one weekend:



	<i>Morning</i>	<i>Morning</i>	<i>Afternoon</i>	<i>Evening</i>
<i>Saturday</i>	<i>Football</i>	<i>Maths; Geography</i>	<i>Science; RE</i>	<i>Video</i>
<i>Sunday</i>	<i>English; Tech</i>	<i>Lunch at gran's</i>	<i>Still at gran's</i>	<i>French; History</i>



The ideal length to revise one topic is **20 to 25 minutes**. You remember more at the beginnings and the ends of sessions, so create more beginnings and ends by stopping for a brief break.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9-11							
11-1							
1-2	LUNCH						
2-4							
4-6							
6-7	DINNER						
7-9							



WHERE?



The ideal study room is light, airy, quiet and with a desk. If you do not have this at home just try and find somewhere away from noise without distractions.



Some students find they revise well with friends but only do this if you are really going to work.

Ban the television, mobile phones, Xbox etc! They are too distracting, so make sure they are turned off when you are working.



Lots of students find that some background music helps the revision process.

Classical music such as Mozart can help to stimulate your brain waves. Avoid music with lyrics as you are likely to concentrate on these rather than your work!



HOW?



There are three easy steps to doing revision well:

- Change
- Challenge
- Treats



The first step is to try **change**. By changing what is in our exercise books or textbooks into a different form, we kick start our brains into action – we start thinking about new ways of presenting and digesting the information and start learning.

Ways to change things:

Revision Cards	
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- Make diagrams
- Labelled drawing
- Time-lines (for history)
- Mind maps
- Charts and flowcharts (for processes)
- Audio tapes (great for languages)
- Revision cards
- Mnemonics
- Use colours and highlighters

TIP: Flick through revision cards before the test.



We work best when we are faced with a **challenge**. Challenge yourself to really sort out a topic that you have found difficult.

- Will taking a new approach and turning it into a chart, diagram or Mind Map help?

- Get someone to test you after you have learned something new.

- We learn extremely well when we have to teach someone else – why not try teaching one of your parents, a brother or sister, your grandparents or even your friends?



- Get them to ask you questions about what you have just taught them – can you answer their questions?



Don't forget to allow yourself some **treats**. Break up your revision sessions and plan some treats to look forward to: fruit, chocolate, a drink, 10 minutes in the garden, glancing at a magazine, going for a walk Whatever will motivate you.

Remember, breaking up your revision gives you more stops and starts and more stops and starts increases your learning.

TIP: Feed your brain! Fresh fruit, water, fish and vegetables give you brain power!

REVISION METHODS



Break it down!

- 1 Divide each subject into manageable chunks by splitting them into topics or key questions.
- 2 Make a note of which topics/questions are worth most marks.
- 3 Start with the areas that you find most difficult.

Useful for: DT, Media Studies, and Science



Memorise (or make it stick)

- 1 Talk to yourself, or **explain** to someone else!
- 2 Saying information **out loud** can really help it to stick in your head.
- 3 **Repeat** key bits of information **over and over** again or explain how something works to somebody else.

Useful for: MFL



Use sound as a memory trigger

Create musical jingles and mnemonics to aid memorisation.

Useful for: English, Science





Remembering technical steps or equations

Try putting each step or section into a box to help you **visualise** and remember.

Useful for: Maths

Remembering a sequence of events



Write out a **series of cards** and practise sorting them into the right order.

Useful for: History



Flashcards

Make flashcards of key information that you need to **memorise**. Draw symbols and pictures on the cards to help you remember. **Limit** the amount of information per card; you might find that you can **picture** the information that is on there when you get into the exam.

Useful for: Science, Maths

Posters and sticky notes



Create **visual reminders** of the main things that you need to know. Keep **posters** and **notes simple** and put them in places where you will see them regularly.

Useful for: English





Walk, Talk and Think

Walking around when you are thinking something through can make your brain more alert.

Summarise what you need to know



Keep it brief – try to use key, bullet points or diagrams.

Try using index cards – carry them around with you. Maximise your use of time. Revisit your learning – constantly.

Useful for: Music, PE



Look ... Cover ... Reproduce



Study diagrams or processes for a couple of minutes, then try to reproduce them without looking. Then go back to your notes and add anything that you forgot.

Useful for: DT

See how much you can remember



Pick a key question eg. *How did Hitler come to power?*

Write down as many reasons as you can in a list or a spider diagram.

Go back to your notes and see what you have missed. Add them to your list in a different colour.

Useful for: History



Use Highlighters

Sparingly!

There's no point highlighting an entire page fluorescent yellow!

Read first, then **highlight key points**. Perhaps aim to highlight five key words or phrases per page.

Useful for: English, History



Use flowcharts

To **draw out processes** and sequences of activities. **Colour coding** may help with this too.

Useful for: Geography, PE



Concept/Mind Maps

A good way of **linking ideas** within a topic or subject area.

Useful for: RE, History



Notes in margins

In your exercise books and other notes write keywords, symbols and diagrams in the margin. This will help you remember what's in the text.



Useful for: Science, Maths

Command words in Examinations

One of the major pitfalls that faces candidates in any exam is their difficulty in understanding what a question is actually asking.

It's really important that you read and understand the question, or you may answer it in the wrong way and lose marks. Correct interpretation of the command words of a question is therefore very important!

- It's a good idea to pick out the **command words** when you read a question.
- They tell you exactly **what the examiners want you to do** and what they will give you marks for.
- You will get very few marks if you do something else

These command words are the ones that are generally used.

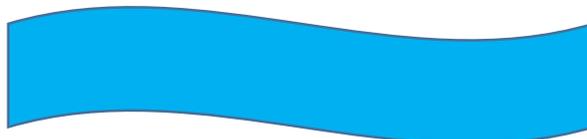
With each word is an explanation of what it means and some of the ways in which it may be used in a question.

- **Describe** → Say what you see (**WHAT?**)
- **Explain** → Say what you see and why you are seeing it (**WHY?**)
- **Suggest** → Give your own opinion (based on evidence presented to you) (**WHAT DO YOU THINK?**)
- **List** → Present facts (based on evidence) in a list form. May require elaboration (explaining) but the question will usually tell you this
- **Give Reasons For/Account For** → (see Explain)
- **Compare/How Are? Different** → Give the differences and/or similarities between the two (or more) examples

An example might be that the following two questions need very different answers:

- 1 Describe how a wave breaks on a beach.
"The top of a wave falls over the bottom crashing onto the beach."
- 2 Explain how a wave breaks on a beach.
"The bottom of the wave is slowed down by friction from the sea bed, so the top topples over the bottom because it is moving faster."

The answer to question 1 said **HOW** it happened, and the answer to question 2 said **WHY** it happened.



Keep an eye on the time.



Note how many marks are allocated to each question.

Jot down the most important key facts that you've memorised at the top of the paper.

Go back and check your answers.

Read the instructions very carefully – ask if you're not sure.

Write down or highlight how much time you will spend on each question (depending on subject).

Highlight and annotate any reading material.

If there's a choice of questions – take your time. Choose carefully.

Plan your answers. Longer answers: plan your paragraphs. Keep referring back to the question. Make sure that your topic sentences link back to the question.

Highlight key subject specific words and key command.