



Forest Hill School

YEAR 10 STUDY SKILLS & REVISION TECHNIQUES



**KEEP
CALM
AND
CARRY ON
REVISING**

The purpose of this booklet is to help you to hone your study skills and prepare for your exams.

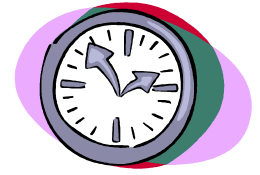
Complete this booklet at home and in tutor time.

The most important element for academic success is making sure you are prepared and ready, so use this time well and be prepared well in advance!

Name	
Tutor Group	
Tutor	

Day	Subject 1	Subject 2	Subject 3
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Time management



- In order for information to be transferred into the long term memory, it must be regularly reviewed.
- Studying is like exercising the body; to make a difference, it must be done consistently and on a regular basis. Once every now and then is simply not enough.
- You will learn more and recall more if you have regular study habits.
- It is better to study for one hour every day than to study for an entire day at the weekend.

Studying will always take up a lot of time – we cannot get around that fact. Most students will agree that they would like more time to study. There are three ways in which to achieve this:

1. Find more time for study
2. Make more time for study
3. Use time more efficiently

1. Find more time for study

Look at your activities over a typical week – the best way to do this is by making a timetable. This will allow you to see gaps in your schedule that could be made into study time. An hour should be the minimum gap. Try to look for regular gaps – once a day is ideal. Remember that it is more effective to study in small, regular sessions rather than in long sessions once a week.

Task:

Fill out the blank timetable for next week (page 2) and identify gaps in which you could study. Write small and keep it tidy – you are going to come back to this timetable and add more information!

2. Make more time for study

If you cannot **find** more study time then you must **make** more study time. Self - discipline and sacrifices may well be needed.

Lifestyle Spend less time socialising and/or doing hobbies. Study for an hour before going out and treat going out as a reward for the studying. Study with friends – as a group.

Television The average person in the U.K. spends 25 hours per week watching TV. That is 3 ½ hours per day that could be used for study! Decide what programmes you want to watch then switch the TV off when they have finished or leave the room if others are still watching. NEVER try to study with the television on!

Family It can be difficult to find quiet study time if you have a large family. You may need to get up earlier or stay up later than everyone else (whichever suits your best learning time). Explain to your family and friends that you need quiet study time for your course – ask them for their support.

All these sacrifices may seem difficult at first but with practice it gets easier and you will be able to study for long periods without getting bored or tired. This is because you will be practising and developing your study skills.

3. Use time more efficiently

- You could make your own verbal notes with a tape recorder or Dictaphone, then listen to it when reading is not possible e.g. walking down the street.
- ALWAYS take notes or a book with you wherever you go. You can study from them whilst on the bus, waiting for the bus, during lunchtime, during a quiet period at work etc.

- Even short periods of time can be put to good use.
- Get used to reading in public. Many students and teachers read in public – you must have seen them. This is how they pass their exams!

Summary of time management

- Arrange your study time into small, regular blocks of time.
- Analyse your time spent over a week to identify gaps for study
- Make more time for study by making small sacrifices in other areas of your life
- Develop methods for grabbing every spare minute for studying

TASK: What will you do differently as a result of this information on time management?

1.
.....
2.
.....
3.
.....

LITTLE AND OFTEN, WELL IN ADVANCE

One of the biggest mistakes that students make is to not plan their revision. To be successful you need to have planned from NOW what subjects you are going to focus on each day. It is a lot more beneficial to spend a reasonable amount of time every day revising from now than trying to cram it all in at the end. The best way to do this is to come up with a timetable for your week and then try and stick to it.

The revision you do for each subject is what you are going to do ON TOP of your normal homework and coursework for your subjects.

There are several steps:

1. Work out when you revise best – is it in the evening or straight after school? When are you most likely to revise at the weekend? Work out which day/evening you are going to have off from revision a week.
2. Work out how you will reward yourself for sticking to it
3. Work out how many revision sessions you will have a week – we suggest 2 per day now and 3 per day after Easter.
4. Work out how long each revision session will be – at least 20 minutes, but preferably as long as 45 minutes.
5. Write a list of all your qualifications (not subjects – there are two English qualifications and for some of you, 3 Science qualifications!):

English Language

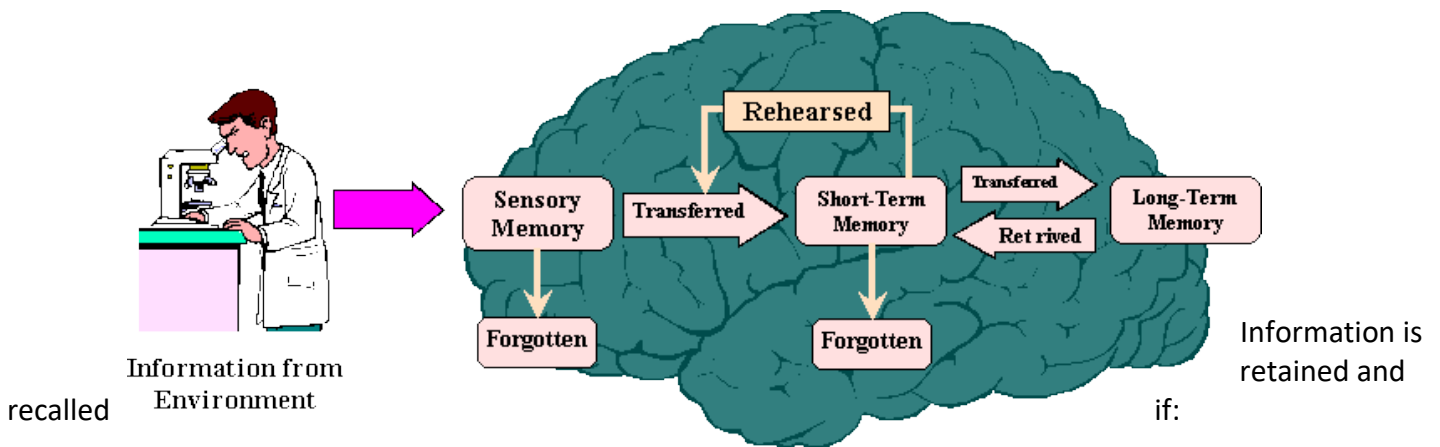
English Literature

Maths

6. Divide up how many sessions you are going to have for each subject, work out when they will be and fill in your timetable (page 2).

Any type of studying will incorporate the use of various skills. It is not one single factor that leads to success – it is a variety of factors. Successful learning and passing exams can be based on the following FACT:

- **Feel right about learning** – you should feel relaxed, alert, motivated and positive.
- **Acquiring and absorbing information** – your preferred learning style will assist with this (left or right sided brain – visual, auditory or kinaesthetic type learners)
- **Constructing meaning** – understanding and utilising the information
- **Transferring the information to long-term memory** – 80% of all new learned material will be lost unless regularly reviewed.



- It is revisited in short bursts
- It is reviewed regularly
- It is linked to other information
- It involves more than one sense
- It uses both left and right sides of the brain
- It is relevant to you
- It is remembered by using one of the revision techniques on the following page.

What strategies work best for me?

There are many different forms of revision and different strategies you can use. Everyone is different and everyone learns and revises in slightly different ways, but there are a few clear principles:

1. Reading is not revising – if you are not processing and using the information in some way, it is unlikely you will remember it.
2. You **must** test your skills and understanding so you can see how much you are remembering (use past exam papers)

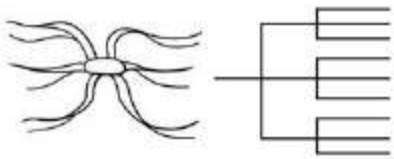

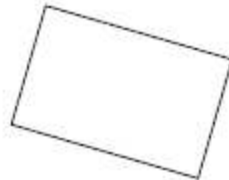

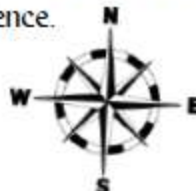

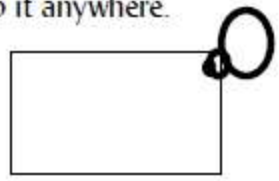





3. Exam papers and questions are really important so you understand the content and structure of the exam

Look at the techniques on the following page which you will have seen and heard about in your Study Skills session.

TASK: Which three strategies do you currently like the best? What is it about them you find effective? Fill in the grid below:

Strategy	Why do you find it useful?

Learning/Revision Techniques

<h2>Map It</h2> <p>Create a mind map of the key points.</p> 	<h2>Journey It</h2> <p>Remember lists of information by placing images on a journey.</p> 	<h2>Index It</h2> <p>Transfer the key points to index cards.</p> 
<h2>Story It</h2> <p>Create a weird and vivid story using the key points.</p> 	<h2>Mnemonic It</h2> <p>Use the first letter of key words to create a sentence.</p> <p>A well known example: Never Eat Shredded Wheat</p> 	<h2>Teach It</h2> <p>Create a presentation about the key points and teach it to someone.</p> 
<h2>Flip It</h2> <p>Write questions and answers and flip it anywhere.</p> 	<h2>Timeline It</h2> <p>Place key points along a line in date order.</p> 	<h2>Sing It</h2> <p>Set key points to some familiar music/rap.</p> 
<h2>Record It</h2> <p>Use your mobile to record yourself explaining the key points and play it back regularly.</p> 	<h2>Post It</h2> <p>Write key words on to Post Its and stick them around your room.</p> 	<h2>Comic It</h2> <p>Create your own comic strip using the key points.</p> 

You have seen all these techniques before. Now we will practice them.

Don't forget to include 'QUESTION IT'!

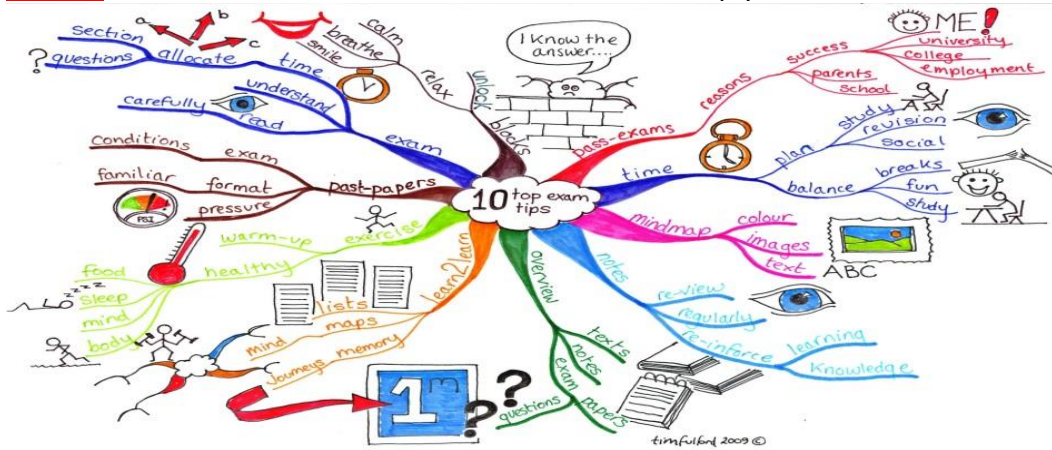
Revision techniques

Condensed notes – using A4 paper
 Use of colour and highlighters
 Mind maps, flow charts and spider diagrams
 Learning posters with all information of them
 Summary tables or grids
 Prompt cards
 Create a book of facts (one for each subject)

Diagrams and drawings
 Mnemonics
 Reading from a different text
 Self testing – written questions that can be used again (try Cornell notes with questions in the margin).
 Teach someone else the subject!

Can you add anything to this list?

Map It: In order to make an effective revision mind map you should use...



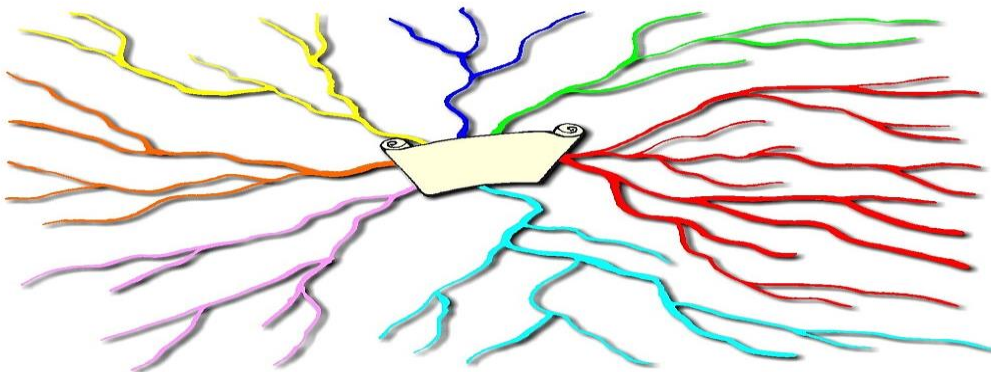
CAPITALS

Colour

Underline

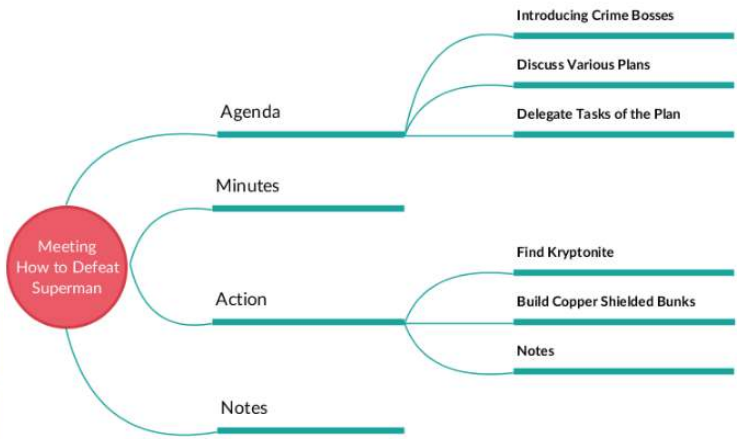
Pictures

You should draw the line and then write on the line (making sure you underline your words). Use colour, capitals and pictures (VERY important) on your mind map!

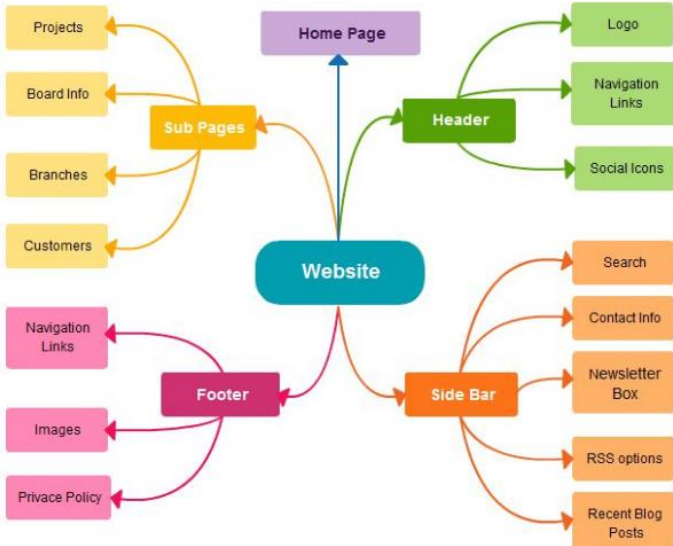


How do you know that you know it? Test yourself by tracing a blank mind map like this and then try to reproduce it without looking at the original.

There are other more systematic forms of mind mapping you might prefer. Look at this one on how to defeat Superman:



And this one (left) on how to organise a website...

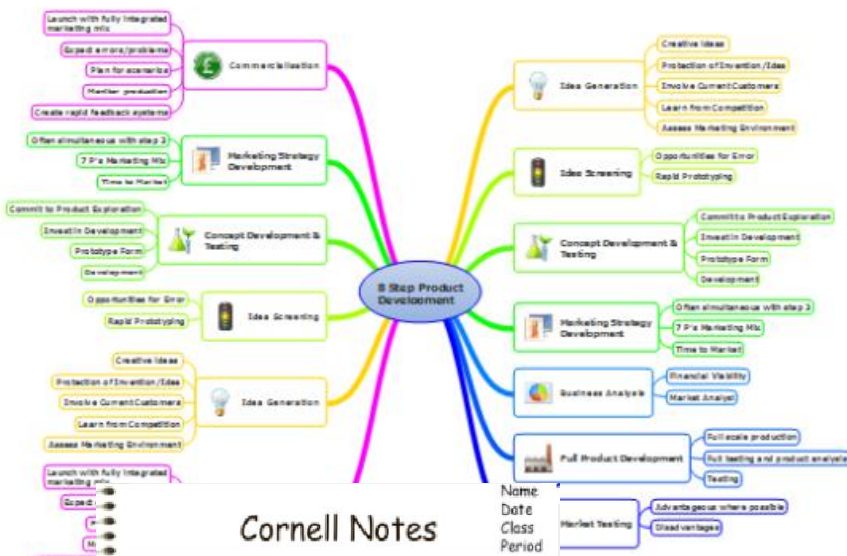


Or this one (below right) on new product development:

TASK

Create a mind map for Unit 1 of your Philosophy and Ethics paper, Topic 1. This includes:

- Beliefs about the nature of God including Trinity
- Jesus's crucifixion, resurrection and ascension
- Sin and original sin
- Salvation through the Law, grace and Christ



Cornell Notes

Name	Date	Class	Period
• Main Idea	• Key words & ideas		
• Key Question (after notes are completed)	• Important dates/people/places		
	• Repeated/Stressed Info		
	• Ideas/brainstorming written on board / overhead projector		
	• Info from textbook/stories		
	• Diagrams & Pictures		
	• Formulas		
Summary of your notes in your own words			

Question It: After looking at the slides on Question It, create your own Cornell notes on how to make Cornell notes!

Index It

Here is an example of how to 'index' a piece of information you need to memorise:

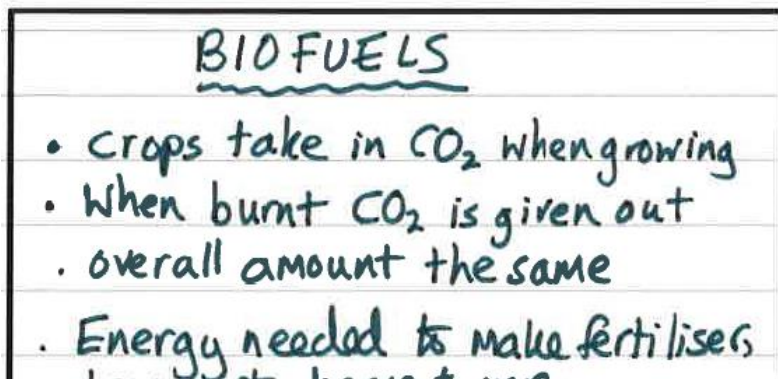
Biofuels

Crops take in carbon dioxide from the atmosphere when they grow. If the crop is burnt, the same amount of carbon dioxide gets put back into the atmosphere. This means that in using biofuels, the total amount of carbon dioxide in the atmosphere has not changed overall.

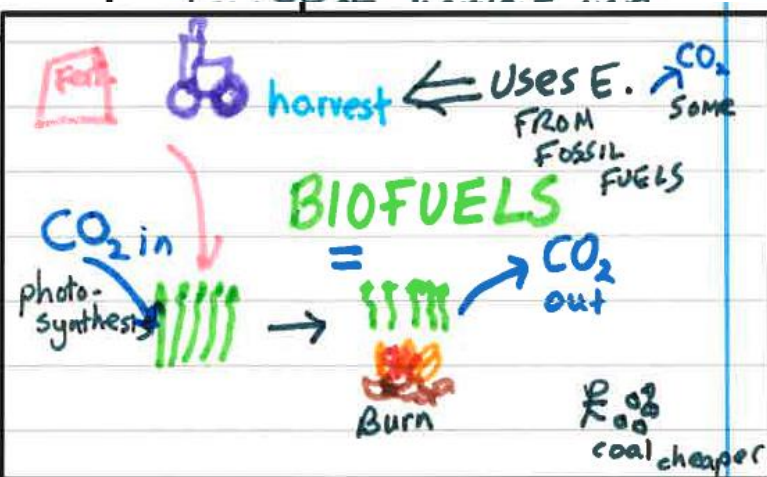
That is not the whole story, however. Energy is needed to make fertiliser and to plant, harvest and transport the crops. Most of this energy is obtained by burning fossil fuels. So some carbon dioxide *is* added to the atmosphere, although not as much as if the same energy had been released from burning fossil fuels directly.

At present coal is cheaper than biofuel for power stations in the UK.

STEP ONE - To index a piece of information, you first need to reduce it to a series of bullet points like this image on the left:



STEP TWO - Then you can turn the bullet points into a set of linked images using VERY few words like this one on the right:



Create an index card for SCIENCE here:

Eukaryotic cells

Animal and plant cells are examples of **eukaryotic cells**. Eukaryotic cells all have a cell membrane, cytoplasm, and genetic material that is enclosed in a nucleus.

The genetic material is a chemical called DNA and this forms structures called chromosomes that are contained within the nucleus. All animals (including human beings), plants, fungi, and protista are eukaryotes.

Prokaryotes

Bacteria are single-celled living organisms. They are examples of prokaryotes. At 0.2–2.0 μm in length prokaryotes are 1–2 orders of magnitude smaller than eukaryotes. You could fit hundreds of thousands of bacteria on to the full stop at the end of this sentence, so you cannot see individual bacteria without a powerful microscope. When you culture bacteria on an agar plate, you grow many millions of bacteria. This enables you to see the bacterial colony with your naked eye.

Bacteria have cytoplasm and a cell membrane surrounded by a cell wall, but the cell wall does not contain the cellulose you see in plant cells. In prokaryotic cells the genetic material is not enclosed in a nucleus. The bacterial chromosome is a single DNA loop found free in the cytoplasm.

Prokaryotic cells may also contain extra small rings of DNA called plasmids. Plasmids code for very specific features such as antibiotic resistance.

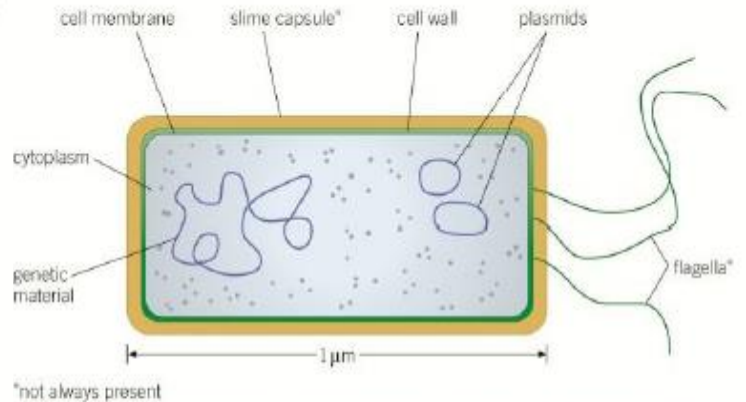


Figure 1 Bacteria come in a variety of shapes, but they all have the same basic structure

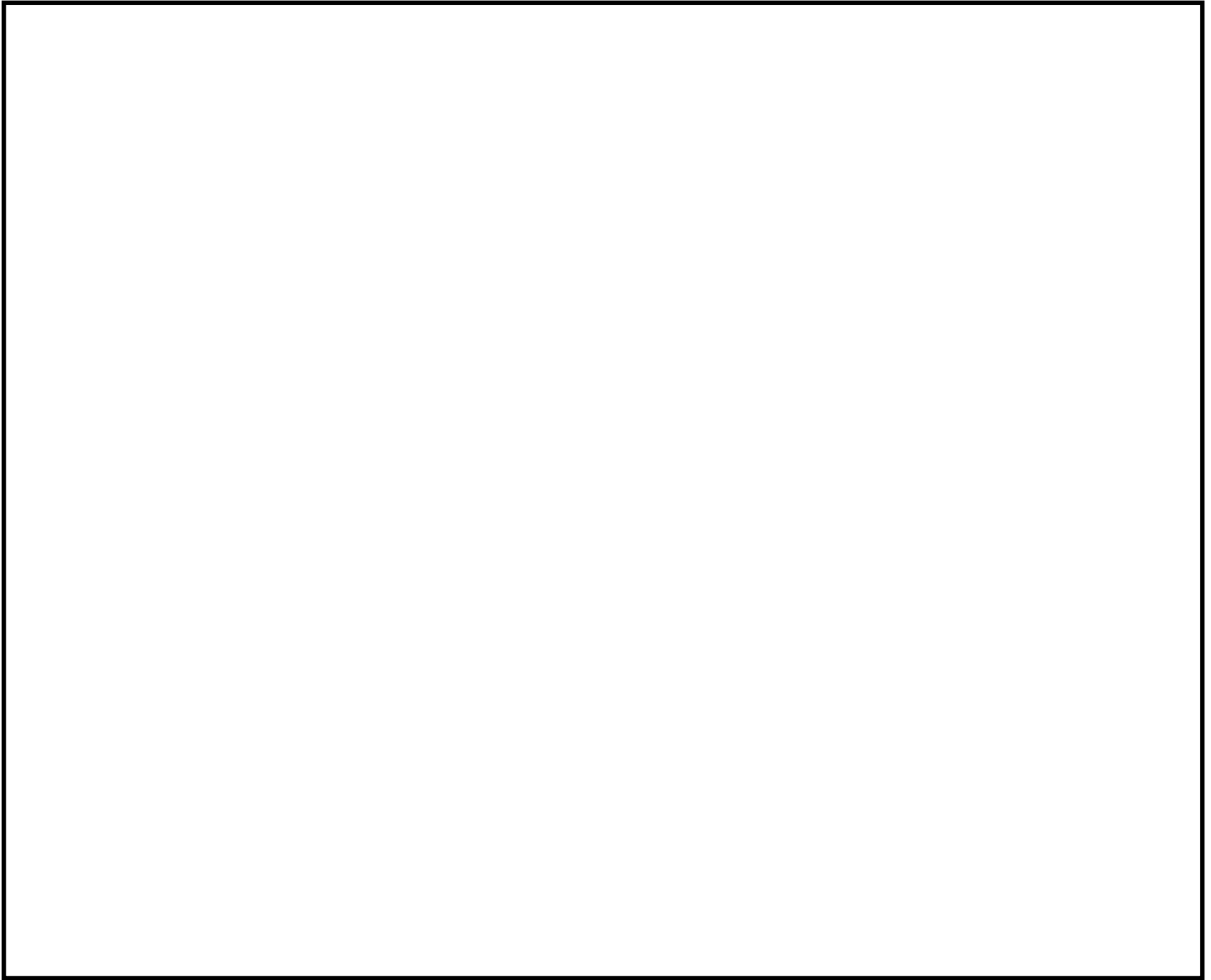
Some bacteria have a protective slime capsule around the outside of the cell wall. Some types of bacterium have at least one flagellum (plural: flagella), that is, a long protein strand that lashes about. These bacteria use their flagella to move themselves around.

Many bacteria have little or no effect on other organisms and many are very useful.

STEP ONE: reduce the information above to a series of bullet points:

- -----
- -----
- -----
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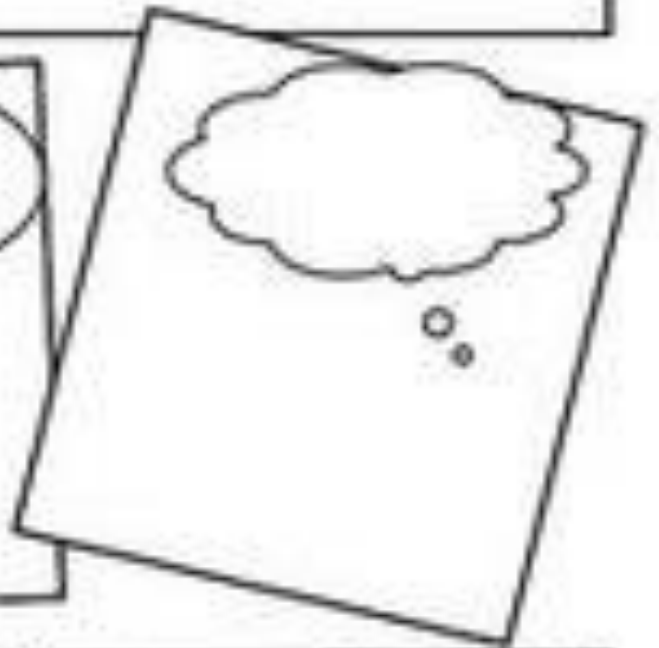
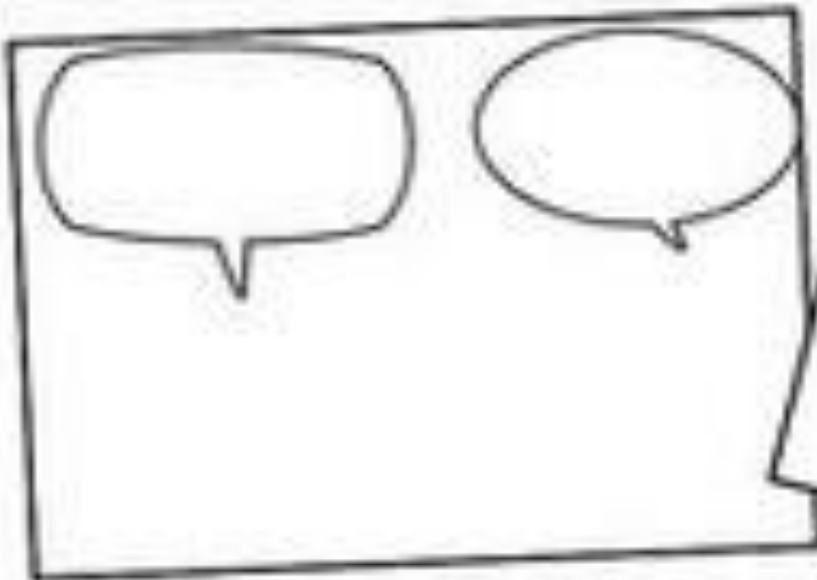
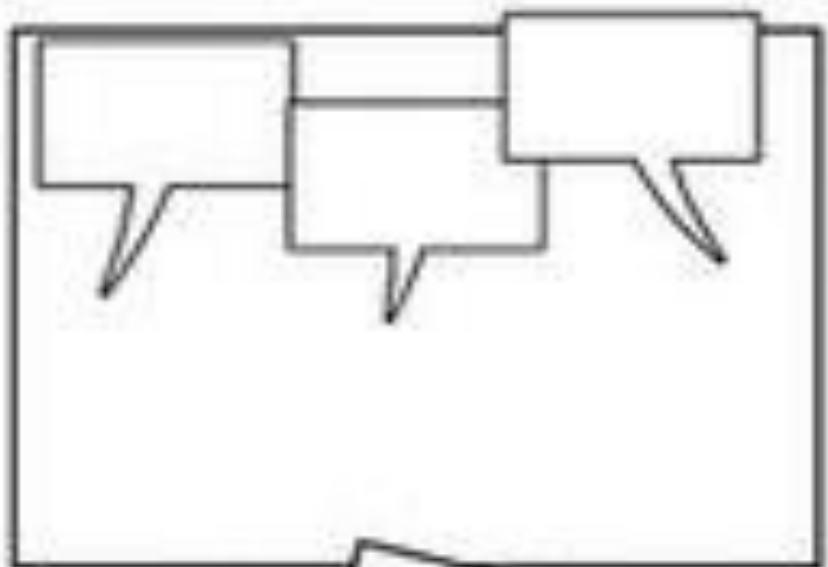
STEP TWO: turn the bullet points into a series of linked images. HINT - you could start with the diagram of the cell...



Comic It: Comic strips use colour and capitals just like mind maps and are also like timelines (later in the booklet) in that they put things in chronological order. This combination of features is useful for recalling key events.

Create your own comic strip showing the key events of Easter on the next page:

You can sketch the comic strip again to check that you know it. Revision **MUST** be active!



Story It: Create a story to remember key words or points. For example you can create a story to remember the 7 different nutrients.

Carbohydrates You reached school and noticed the sign had been changed to **Carbo High**.
Fat In the basketball area you notice several big **Fat** sheep.
Protein The sheep were **Playing** with the ball because they had been eating their protein,
Fibre When your **Friend** ran up and grabbed it. He ran off to the
Water **Water** fountain where the water had turned into
Minerals **Melon** juice full of minerals which started running over and spilling
Vitamins Staining all the sheep a bright shade of **Violet**

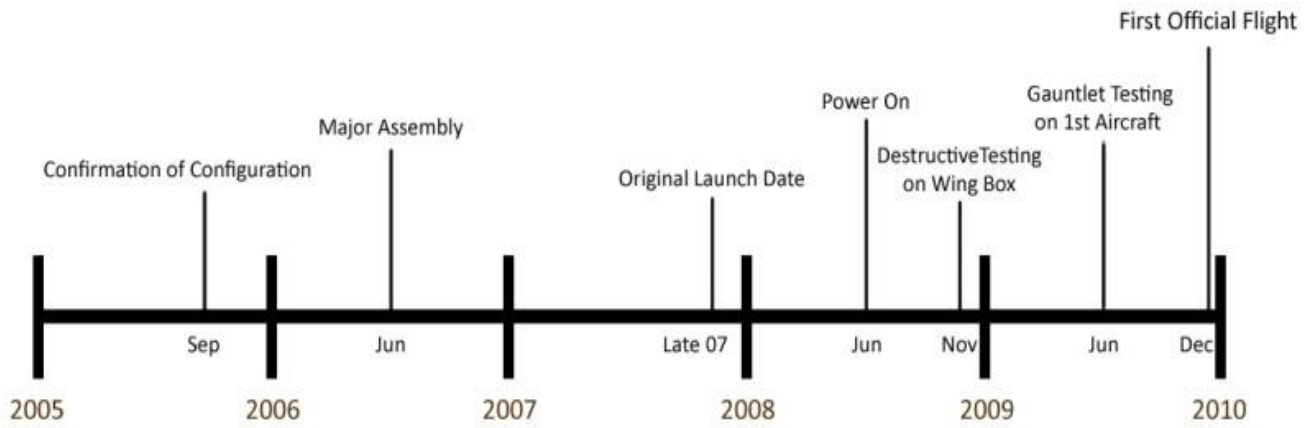
TASK: create your own story for the following list:

The main energy resources available for use on Earth include: fossil fuels (coal, oil and gas), nuclear fuel, biofuel, wind, hydro-electricity, geothermal, the tides, the sun and water waves.

or for this list:

Mouth and salivary glands – Gullet –Stomach - Small intestine and liver - Large intestine - Rectus - Anus

Timeline It: An effective technique for dates or sequences – anything that happens in a particular order. Here’s a really basic one showing the development of a new plane:



Timeline of B787

TASK: Create a timeline for the following events. Simply put the items / events in chronological order along the line, add notes using colour, capitals and highlighting, and MOST IMPORTANTLY add images / meaningful symbols:

- | | |
|---------------------------|--|
| 632 CE: Muhammad died | 620 CE: First revelation of the Qur’an |
| 570 CE: Muhammad was born | 622 CE: The Hijrah |
| 620AD: The Night Journey | 630 CE: Muhammad returned in triumph to Makkah |



Mnemonic It: the most common form of mnemonics is the make an ACRONYM of the phrase you need to recall. This can be useful for things like formulae that you have trouble recalling. An example is:

Never
Eat
Shredded
Wheat

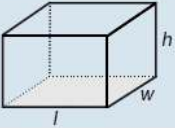
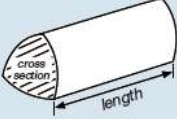

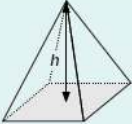
which helps some people to remember the points of the compass in the correct order;
North East South West

Don't forget you can always add pictures, whatever revision technique you are using – thinking about appropriate symbolism helps form stronger synaptic traces in your brain!

Sing It: singing uses different areas of the brain to encode information in your memory. You can substitute formulae or revision notes for the lyrics to one of your favourite songs.

YOU CHOOSE: select either **SING IT** or **MNEMONIC IT** to create a way of recalling each of these Math formulae:

Volumes

Cuboid = $l \times w \times h$	
Prism = area of cross section \times length	
Cylinder = $\pi r^2 h$	
Volume of pyramid = $\frac{1}{3} \times$ area of base \times h	







CUBOID: -----

PRISM: -----

CYLINDER: -----

PYRAMID: -----

TASK: Do you think these things are helpful or harmful to effective study? Why?

	Helpful or harmful?	Why?
		
		
		
		
		
		
		
		

At the exam

- Ignore what others are saying prior to going in, e.g. 'Oh, what are the muscles of the hind limb again?' as this will only send you into panic.
- Check the examination instructions thoroughly before you put pen to paper.
- Confirm the structure is what you expect – i.e. the number of questions and time allowed.
- Answer the questions that you know and come back to those that you don't know.
- Read the questions carefully and answer what the question is asking rather than writing everything you know about a topic.
- Don't waste time trying to recall something if you have memory block. Instead come back to the question and you are more likely to remember it after allowing your mind to relax a little.
- When finished – go back and answer those questions you've not answered.
- When all the questions have been answered – check the whole paper again.

- Do not change anything unless you are absolutely sure that you have answered it wrongly – your first instincts are most likely to be right!
- Answer all the questions but, don't answer more questions than you need to; if the paper says answer 3 questions out of the 5 listed, just do 3 and not all 5 just to make sure.
- If you don't know the answer, work by a process of elimination and look for intra-question clues!

Nerves

If you are very nervous, begin to feel like you cannot cope, or feel near to panic you can try the following:

Stop what you are doing and close your eyes

- Put the source of your anxiety out of your mind (try to focus on something else like a favourite, calm place).
- Sit up right in your chair and take some long, deep breaths.
- Exhale slowly and completely – letting your shoulders droop naturally.

You can also try:

- Sit up right in your chair and grip the seat of your chair
- Tense all of your muscles in your body
- Then let your muscles relax slowly – breathing out as you do so.

These are coping strategies for emergency situations; however, you can try them as general relaxation techniques – especially the breathing exercise. Other relaxation techniques employed for every day use will help you to calm yourself and keep your nerves in check.

Seneca Learning is another resource that some students find helpful. It is free and some people feel it is particularly good for Science. Search for **Seneca Learning**.