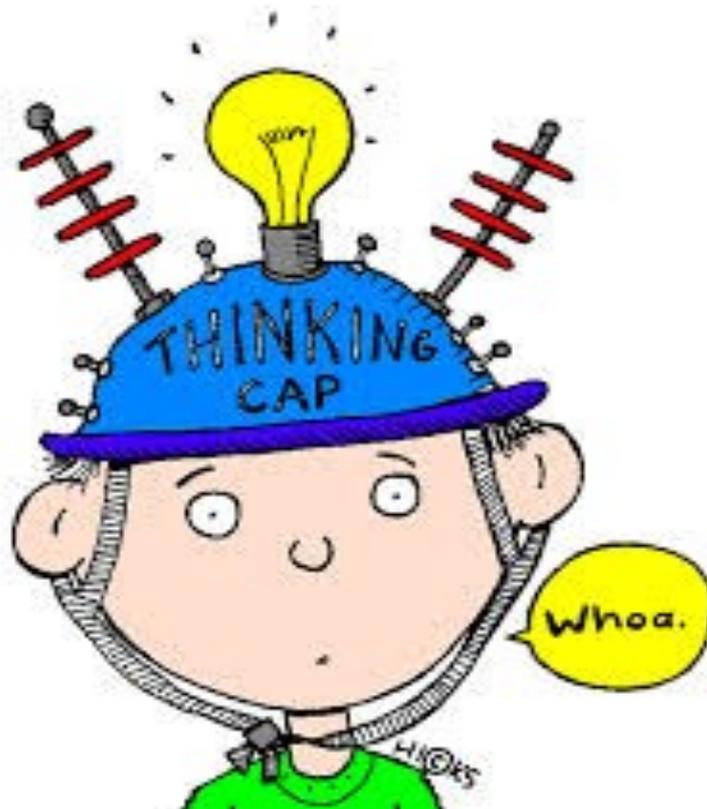




The Waid Academy

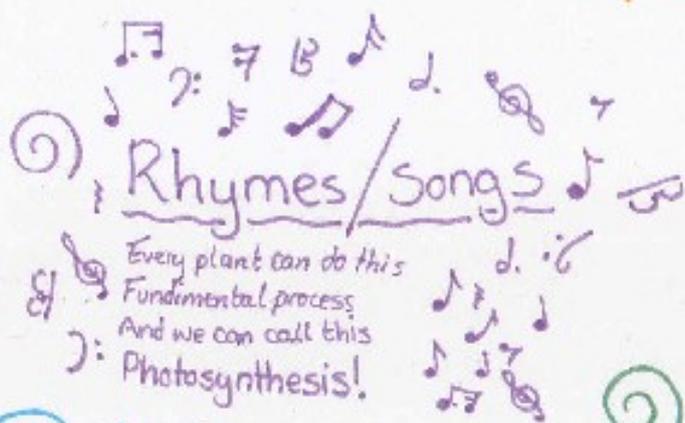
Revision Guide - planning for my exams 2018



10 Revision Techniques



③ Colourful Notes



- ⑥ Lists
- Are useful
 - easy to do
 - works for everything

⑦ Quizzes

Q. Do you need help?
A. YES!

⑧ Re-writing notes

Re-writing notes
Re-writing notes
Re-writing notes
Re-writing notes



⑩ Set Targets

10 Exam + Revision techniques

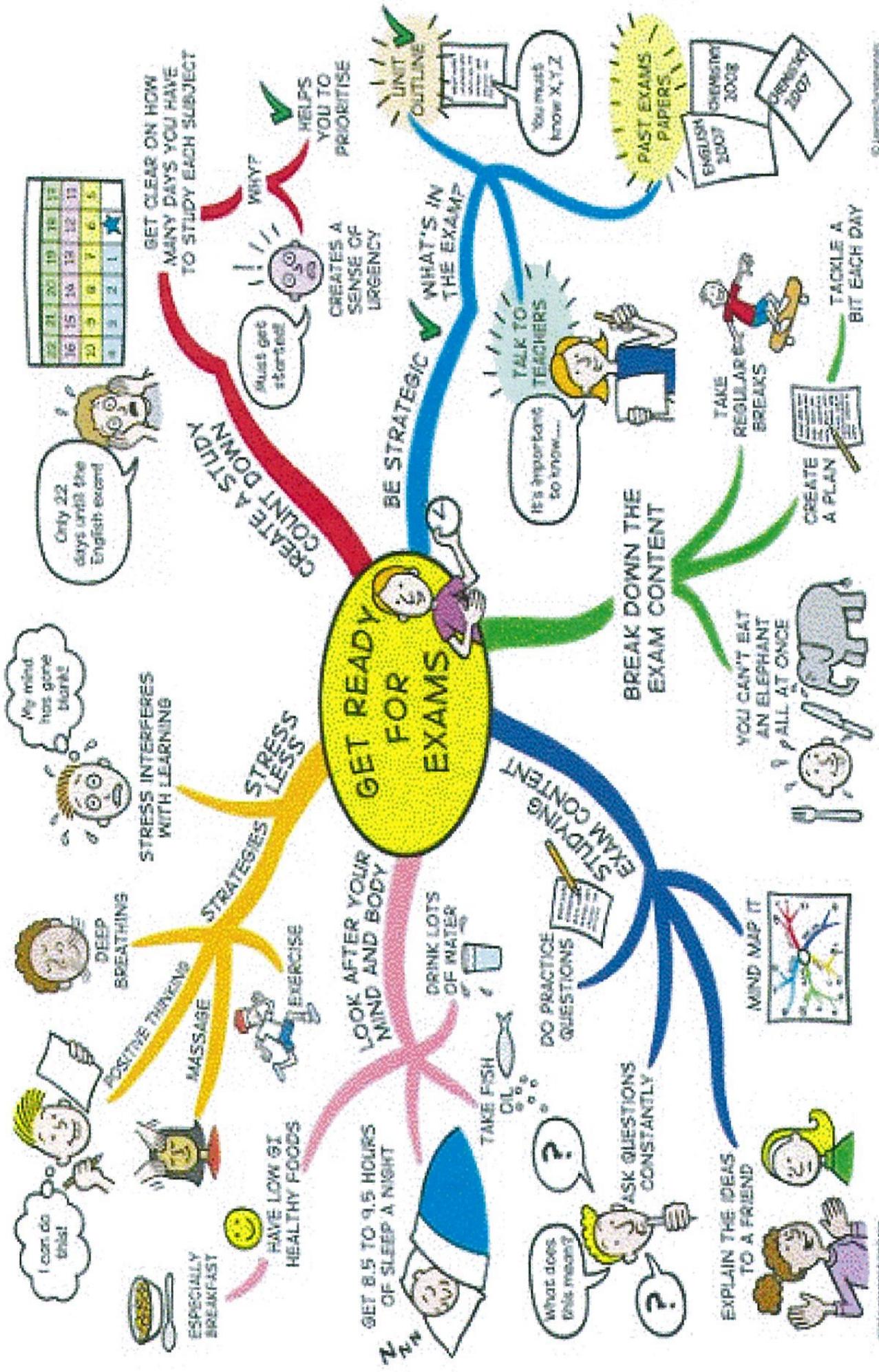
- Prepare a study plan!
- Leave time to relax!
- Get a good nights rest!
- Eat a balanced diet!
- Try not to stress out!
- Believe in yourself!
- Don't put yourself down!
- Make more time to revise!
- Reduce notes!
- Add colour

Kyle Dillon, Georgia M^cBain, Joanna Imrie
& Fraser Provan

10 exam and revision techniques

1. Mindmaps
2. draw cartoons
3. Colourful notes
4. re-writing notes
5. Say notes out loud
6. Condensing notes
7. Spot checks
8. LOOK, COVER, WRITE, CHECK
9. Write lists.
10. make up rhymes

Donald
Cody
Jack
Andrew.



Study Matters

If you look at many successful people there are certain characteristic behaviours that they demonstrate. They behave as if they have already succeeded. They are self confident. They are focused on where they want to go. They can tell you what their goals are. They approach obstacles as an opportunity to grow and learn. They seem fearless. They are usually very positive. They are able to identify their strengths, acknowledge their weaknesses and work towards turning those weaknesses into strengths. If we put these behaviours into a context of study, are you a success?

Some questions to think about:

Do you behave as if you have already achieved academic success?



Are you confident in your abilities to achieve the academic results you want?

Do you know exactly where you want to go academically at school?

Have you identified and articulated your academic goals?

Do you see 'less than desirable' results in exams and tests as an opportunity to focus your attention in the future?

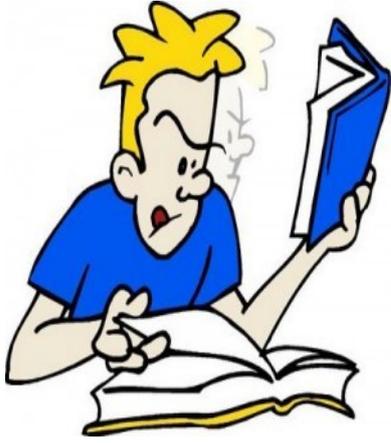
Do you take risks by trying new things in your approach to study?

Do you feel very positive about your learning and study experiences?

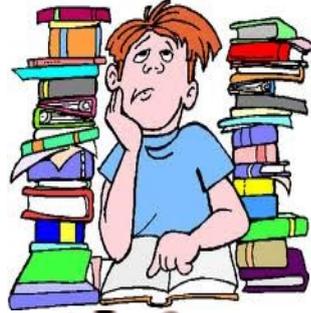


If you can say **yes** to many of these then hey, that is fantastic!!

If not, we invite you to take up the challenge of changing the way you think, act and feel about study. We invite you to learn how to behave 'like study matters'.



Stress is the body's normal response to a challenge, threat or excitement



Panic



Fear



Confusion



Stress

Frustration

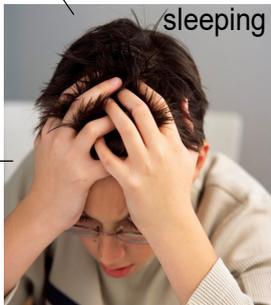
Exams don't have to make you feel like this

If you prepare properly, you will still feel nervous on the day but you will be able to use this in a positive way to help your exam performance.

distressed

trouble sleeping

worry



negative

Joe: a student before a critical exam

impending failure

psyching herself up

positive

Sweaty palms

Racing heart

Butterflies in stomach



Jane: an athlete just before a big competition

motivate self



Create a study timetable

Choose a style which suits you – paper, diary, mobile, online. Use this booklet.



When creating your timetable, think about...

- How much time have you got?
- What do you need to do?

A week in hand

Aim to have your revision completed by a week before your exams. This gives you:

- flexibility in case of illness
- a chance to spend longer on something that proves difficult
- a break before you sit your exams.

Select

- What topics do you need to revise?
- How much time do they need?

Targets

Be realistic about:

- the targets you set yourself
- how much time you will need.

Balance

Aim for a balance between subjects you're strong in and those which you're less confident about.

Active revision

It's not enough just to re-read notes, make your revision active

Being organised:

- Have specimen papers, revision guides etc available
- Highlighter pens, felts, coloured post-its, postcards etc are all potentially useful
- Draw up a realistic study plan - ensure all subjects are covered.
- Don't avoid difficult topics
- Organise notes by topic - identify gaps in notes as early as possible
- Decide where you will study

Preparing to study

We all learn differently. Think about how you like to learn. Make use of your learning style when you revise.

Tips for Visual Learners

- Rewrite your notes as mind-maps
- Use colour to highlight important things
- Draw diagrams and sketches to help you remember points.

Tips for Auditory Learners

- Read your notes aloud
- Record yourself on cassette reading key points of your notes aloud, then listen to the tape afterwards
- Revise with other students if you can
- Sing the main points. Linking them with a tune may help you remember them.

Tips for learners who are readers and writers

- Copy out your notes.
- Read your notes silently.
- Rewrite the key points using different words.
- Write down key points from memory.

Tips for Active Learners

- Move around the room
- Revise while you do kung-fu moves or other physical activity
- Mentally review what you've been revising while you're swimming or jogging.



Review/Remember/Recall

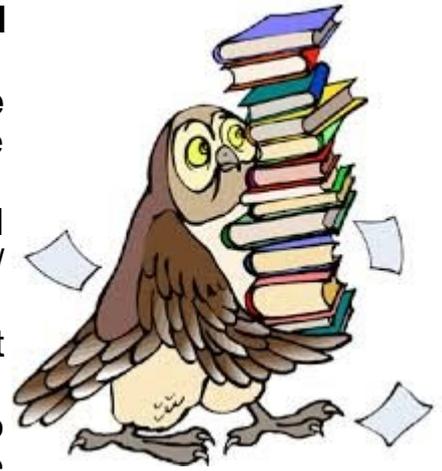
We study to **review** so that we can **remember** and **recall** information allowing us to use it in the exam.

Review is the hardest, most crucial part. It is the **active** process of breaking down information. At this stage creating summarised notes is a key skill.

Create key words, cards, diagrams, summaries, visual prompts to act as **Memory prompts** to help to remember/recall.

Recall is supported by regularly revisiting material - short term memory- long term memory.

Knowing or recalling material is not enough. You need to be able to use higher level thinking skills to demonstrate that you understand, can apply, analyse, evaluate and create. Practising answering questions is the key to success.



Why is it hard to remember?

One cause of forgetting is something called "interference". Interference occurs when information you have learned previously interferes with (gets in the way of) new material that is similar.

Interference may cause confusion when the time comes to recall the material. The brain can mix up new information with what was learned before.

Overlearn the Material. The better you know the material, the less likely that interference will occur. To overlearn, continue studying past the point where you can just barely recall the information

Research shows that overlearning strengthens memory for any material, and one of the ways it does this is by reducing possible interference.

Make It Meaningful. Another way to reduce interference is to make the information more meaningful. To best remember what you are learning, the material needs to make sense rather than just be learned by rote. Interference can still happen even with meaningful material, but it will occur less often.

Some ways you can make what you are learning more meaningful include:

Familiarity. The more you know about a subject the easier it is to learn new material related to it. For example, experienced chess players are able to memorize new moves more quickly than other people who are not familiar with chess.

Rhymes. If you can convert the information you want to remember into a rhyme, it will be more meaningful and therefore easier to remember. You have probably heard such [mnemonic rhymes](#) as "In fourteen hundred and ninety-two, Columbus sailed the ocean blue," or "I before E except after C"

Patterns. In the same way that rhymes make information more meaningful, patterns do the same. Look for patterns in any material you want to learn.

Use Separate Study Sessions.

Avoid studying all your subjects at the same time. Research shows that there is better remembering and less interference if only one subject is learned during a particular study.

Even if you don't have several days to separate your studying, it helps to take even a short break. For instance, after studying Maths, get up and take a break before starting English. Get a snack or drink of water to help re-set your brain in preparation for the next subject to be studied.

If you feel the need for silence while revising, try to make this possible.

If you like to work to music, get some headphones and listen to your favourite CD whilst you work. Try to listen to something that is familiar and "one of your favourites" - this will help to put you in a positive frame of mind during your revision - it can also reduce the risk of distraction, under the right circumstances.

How to plan your studying using a progressive learning approach

1. **Whole Method with Extra Studying for Parts.** With this approach, you first use the whole method to get a good grasp of the material. In other words, read straight through everything carefully once or twice. Then you separate out the more difficult sections for extra study and reinforcement.
2. **Whole-Part-Whole Method.** First go straight through all the material a couple of times quickly. Then break up the material into logical parts that you study separately. At the end, go back and review everything from beginning to end. This method is particularly effective for long and difficult material.
3. **Progressive Part Method.** With this approach, you break up the material into sections and begin studying the first part. Then you move on to studying the second part but you study the first part again along with the second part. When studying the third part, you also review the first and second part.



Find out what works for

you!

Don't waste your time– make sure you develop effective study habits

When sitting down to review material - survey, question, take notes and review.

Survey

Read the various structural parts quickly without digging too deep. It's almost like forming a mental outline.

Question

After completing your survey, again go through the same parts you just surveyed and ask yourself questions about each one. For example, if you are beginning to study a math chapter on the quadratic formula, ask yourself questions like "What is the quadratic formula, and why is it important?", "Is this formula useful in real life?", or "Why is it called a quadratic?"

Thinking of questions keeps you focused and really engages you with the material. Even before reading the details, you will already be thinking deeply about the content.

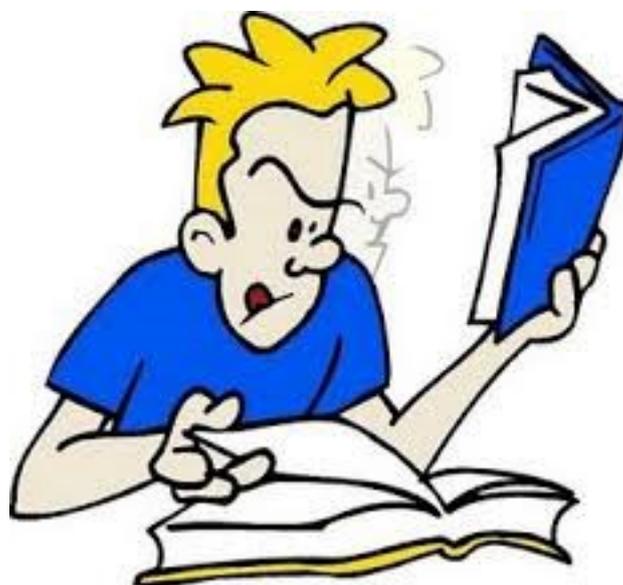
Read straight through everything without taking notes. Makes sure to read through the graphs, chapters summaries, etc. again as well. Use speed reading techniques, especially during your first pass through the material, to save time and increase comprehension.

Next take notes– use the techniques explained in this guide

Review

The review step should take only a few minutes. The review consists of reciting your way through the material again. The more times you can review before your exam, spaced out over hours or days if possible, the better you will likely remember the material.

Never end a reading session without reviewing the main points of what you have just read. This is one of the most important tips for remembering any material.



Studying effectively - The Study Break Process

Have an aim for each session – “By the end of this session I will have.....”

Identify what you already know and the parts you need more time on – self testing or using an internet test will help with this.

You may feel at times that you do not need to take a break, or that you simply do not have time to step away from your studies. Study breaks are designed as a tool to keep your body and brain fresh in ways that will improve long term memory and help better categorize the information you are learning for more effective memory recall.



Here is a quick three point break – down of the process:

Study for 25 minutes

Studies have shown time and again that the human brain cannot fully concentrate on a specific topic for extended periods of time over 20 to 25 minutes.

3 Months Before the Exam:
Acknowledge that it's time to study...
then get distracted by kittens on
YouTube for 6 hours every day.



If you chunk your study time into 25 minute blocks, you will find that your brain will be far more centred, relaxed and focused as a result.

Another reason to keep your study chunks to no more than 25 minutes, is because we remember and recall most of the information we learn at the beginning and at the very end of our study chunks. This means, that if you extend your study chunks to over 60 minutes, then there will likely be more information within the middle of this study chunk that is likely to be forgotten.

Take a Break for 5 minutes

Your breaks should be no longer than 5 minutes. Here you want to take a break from your studies, however you don't want to distract yourself from them.

Your break must be utilized in ways that will settle your mind and effectively allow you to integrate the information you have just learned during your most recent study chunk.

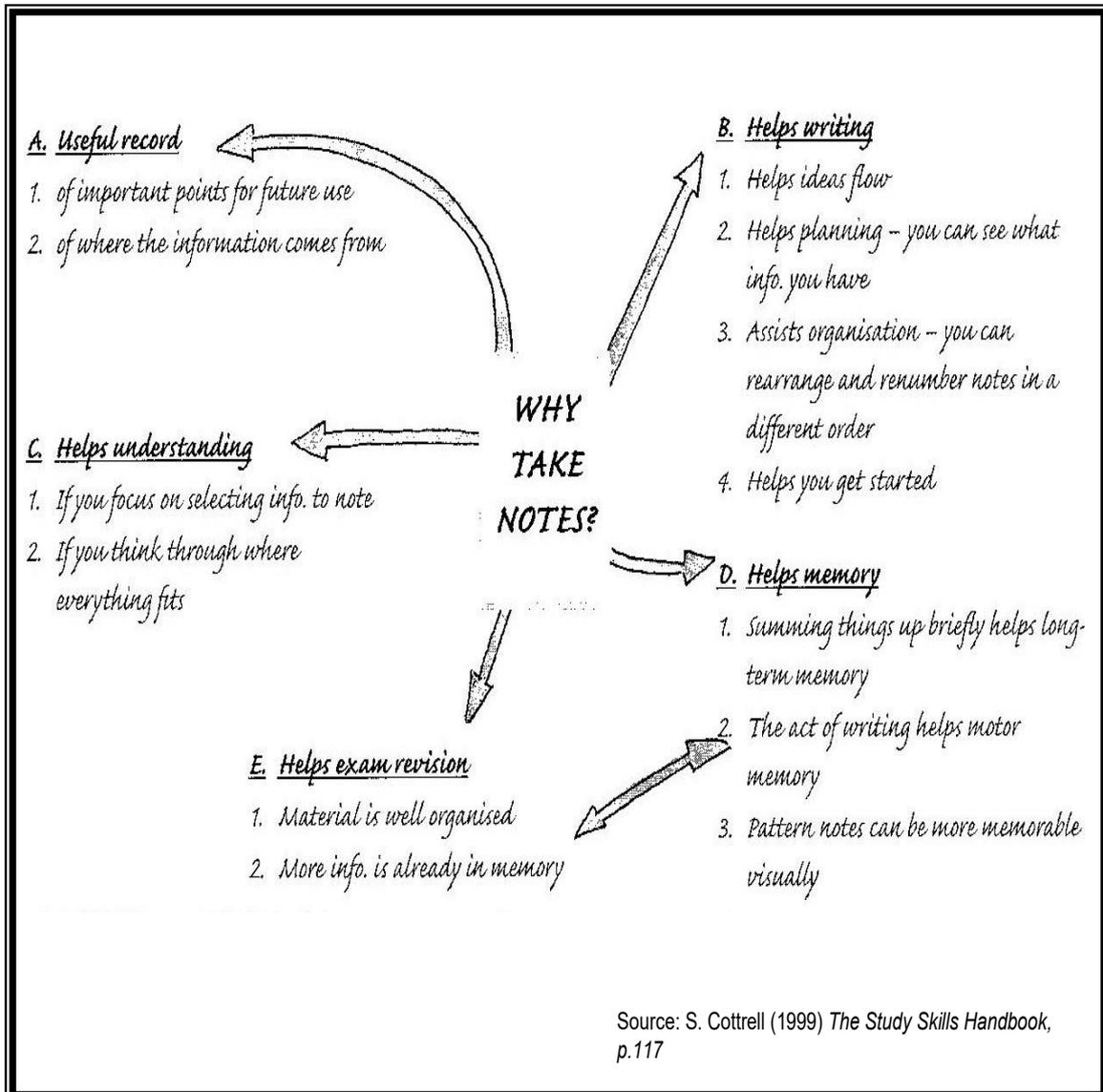
Conduct a Review for five minutes

When you get back to your studies it is critical that you do a quick five minute review of the material you studied during your most recent study chunk. This will further help to assimilate this subject into your long-term memory.

Please do not overlook the importance of this five minute review, as it is an absolutely critical component of the learning process.

As a final thought, you should also conduct a longer **25 minute review** of the material after you have successfully gone through five study chunks.

Notes are an important study tool. Create them when reviewing material. Read them regularly to help you remember. Condense them into prompts to help you recall



Useful Strategies

1. Note key words and main ideas
2. Write phrases – not sentences
3. Use abbreviations
4. Use headings
5. Number points
6. Use colour and illustrations to make the page memorable
7. Link up - points using arrows, dotted lines, colour, numbers, boxes
8. Note sources of info. exactly
9. Write quotations in a different colour

Unhelpful strategies

1. Copying chunks and phrases
2. Writing more notes than you can use again
3. Writing out notes several times to make them neater

These are useful abbreviations to help you when making notes.

Useful common symbols	
& (+)	and
+	plus, in addition to
>	greater/more than/better than
<	smaller/less than
=	is the same as/equal to
≠	is not the same as
∴	therefore
∵	because
w/	with
♀	woman/female
♂	man/male
→	this leads to/produces/causes

Useful common abbreviations	
e.g.	for example
i.e.	that is, that means
etc.	and the rest
NB	important, notice this
p.	page (pp. = pages)
para.	paragraph
Ch.	chapter (Chs. = chapters)
edn	edition
info.	information
cd	could
wd	would
Govt	Government
Educ.	Education
impt	important
devt	development
C19	nineteenth century

Which abbreviations are used in *your* subject areas?

Source: S. Cottrell (1999) *The Study Skills Handbook*,

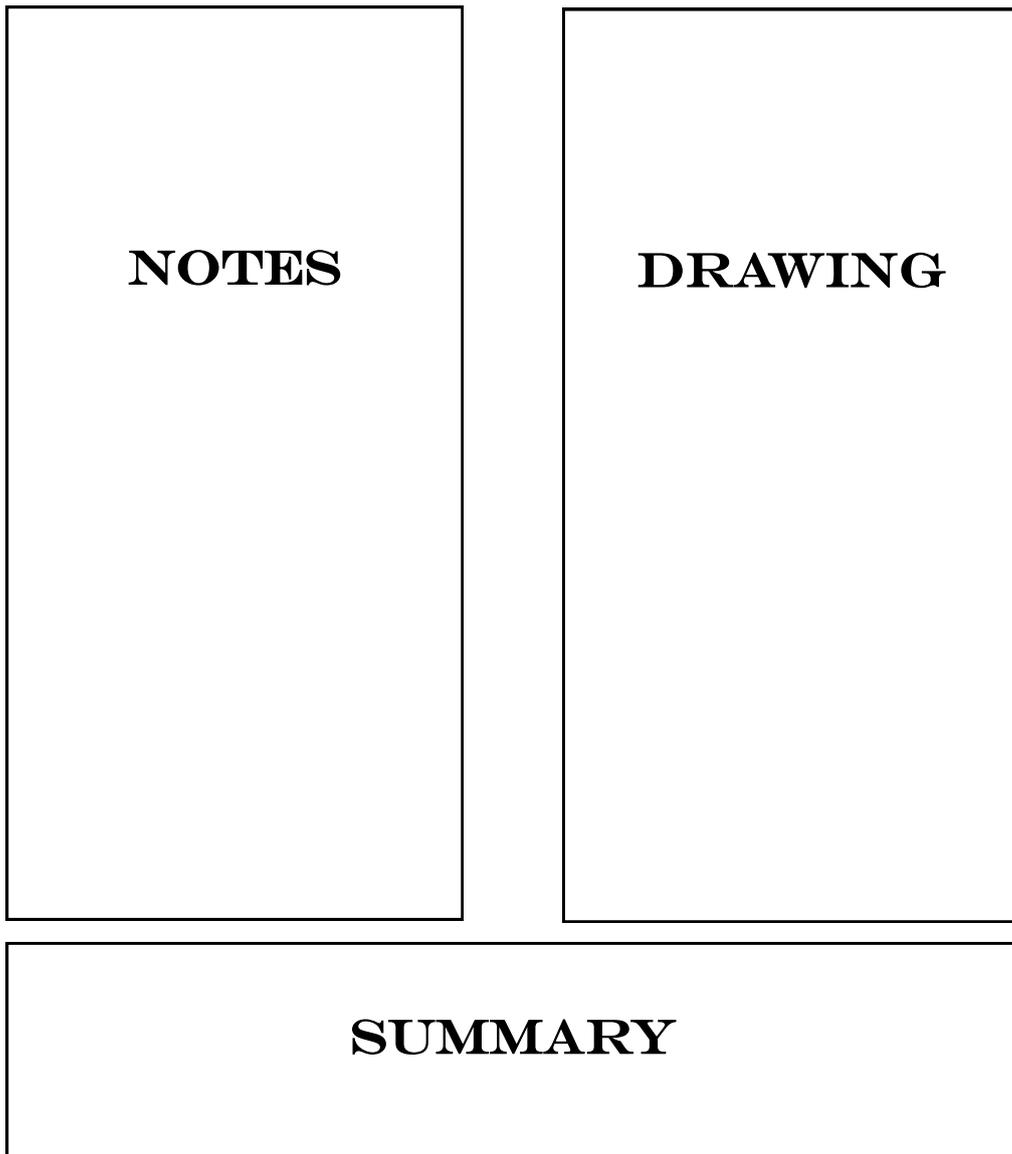
This is an example of how to highlight key words and use to create notes.

Englishman, Howard Carter, was convinced that there was at least one undiscovered pharaoh's tomb in Egypt, that of the almost unknown King Tut, and for more than five years he searched for it. It cost a good deal of money to search for all that time, and Carter had a wealthy Englishman, Lord Carnarvon, backing him, and providing the funds. But in 1922, Lord Carnarvon called Carter back to England to tell him he was no longer going to fund the search. Carter managed to persuade him to pay for one more season.

Searching for King Tut

- Howard Carter (Eng)
- Undscvrd tomb
- Egypt
- 5 yrs looking
- Lord Carnavon pd
- 1922 LC going to stop
- HC given extra season

This is another useful way to lay out and summarise notes.



Use a Partner. A good strategy is to get with a partner and explain your notes. The best way to learn something is to explain it to someone else.



It is important to create memory prompts - so condense your notes

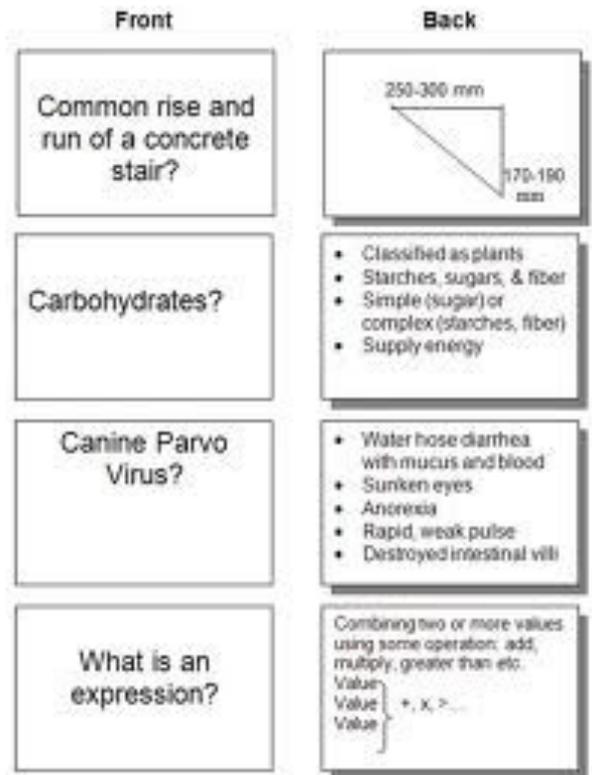
First, write out the key topics onto an A4 piece of paper. Fit as much on as you can.

Then, take only the important bits and copy the information onto the A5 piece. Try to fit it all on! Condense it again onto the postcards or index cards. You should now have only the very important words left.

Write the fact you want to remember on the front of the flash card and the definition or explanation on the back. Quickly flipping through a stack of flash cards is a great way to quickly recite and test your memory for a large amount of material

Link:

Don't just remember the key facts on the cards. They should act as prompts for all the other revision facts you've been learning.



Portable:

The great thing about small index cards is that you can put them in your bag/pocket and take them anywhere. That way you can look at them on the way to school or even when you're out shopping

Use post-its. Write all the key words from your subject onto the notes. Then stick them all over your house. As you walk around and see the words, challenge yourself to be able to say what they mean.

Tick off what you have done so you can see your progress.

Revisiting notes after a day, a week and a month really works. 5 repeats on different occasions to remember

Remember to ask for help!

If you don't understand something then ask someone. Never suffer in silence. There is no point learning something from memory if you don't understand it, it won't help you in the exam. Get your teacher to explain it.



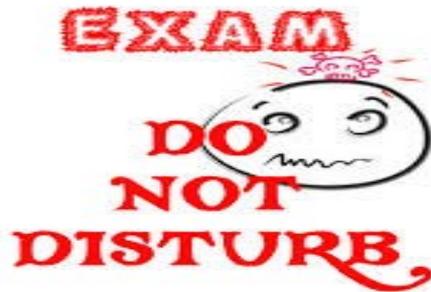
The Night Before the Exam

Read your flash cards/notes.

Go to bed early and get a good night's sleep

The day of the exam - eight tips for helping you cope on the day of an exam:

- a. Eat
- b. Trust
- c. Organise
- d. Comfort
- e. Nerves
- f. Instructions
- g. Questions
- h. Preparing



Eat - Have a reasonable amount to eat before the exam. Take water into the exam.

Trust - Don't get into conversations about the exam just before the start; other people may make you more nervous or start confusing you. If you've prepared thoroughly, trust your own knowledge.

Organise - Get to the exam room in good time. Make sure you have all the equipment you need. Remember that pens run out, and pencils break. Always have spares. Make sure that you know beforehand whether dictionaries, calculators and other pieces of equipment are allowed.

Comfort - Remember that you will be sitting still for some hours. Make sure that you will be warm enough.

Nerves - If you do get nervous or anxious, take some time out; getting a glass of water or going to the loo can help. Don't give up. It's always worth going back in and trying again.

Instructions - Read through the instructions, make sure you understand them. Read through all the questions and decide which ones you can answer. Divide the time

Using practice Questions - Recall and apply your knowledge

- Make sure you are familiar with the types of questions you will meet in the exam.
- Practice questions under exam conditions.
- Time yourself.
- The best learning comes from questions you have not answered well, find out how to improve your answer - this is the key to doing well.
- Ask someone else to test you.
- If there are topics or parts of topics you don't understand - ask your teacher to help you.
- Attend study support, attend master classes. Look out for the Easter classes in some subjects.

Don't forget to look after yourself!

- Sleep well
- Eat a healthy diet
- Exercise is essential

Down time- make sure you take a breaks away from studying



available by the number of questions you have to answer, to work out how much time you can give each question. Allow five minutes at the end of each period for reading through your answers.

Questions - If they ask you to answer four questions, they will allocate marks to each one. So there's no point in spending all your time on just two questions, you'll never get more than 50% of the available marks that way. Attempt the number of questions you are asked to answer.

Preparing - If you are giving essay-style answers, spend the first 5-10 minutes of your available time noting down the ideas you wish to include. Put them in a logical order and write your answer. It is a good idea to practise writing this kind of timed answer as part of your revision routine

Use the next few pages to plan for each of your subjects

Subject
When is the exam?

What do I need to revise ? (check with your teacher)

When am I going to do it?

	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
5/3/18							
12/3/18							
19/3/18							
26/3/18							
2/4/18							
9/4/18							
16/4/18							
23/4/18							
30/4/18							
7/5/18							
14/5/18							
21/5/18							

- Have I looked at past papers?
- Have I looked at SQA marking schemes?
- Have I used revision material from department?
- Have I looked at material more than once?
- Have I practiced the skills ?
- Have I highlighted my notes?
- Have I summarised my notes?

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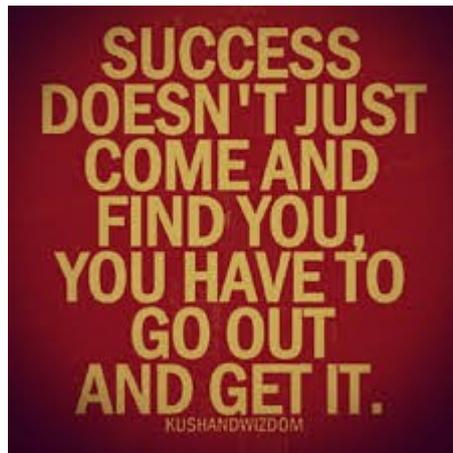
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Remember:



So:



To achieve:



**Remember to attend:
Study Support, Some Easter Revision, Masterclasses**