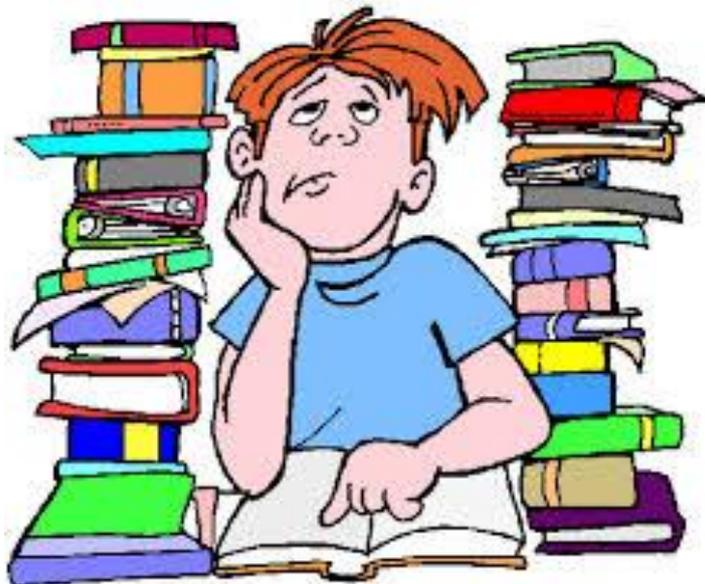


New-Bridge Integrated College

Year 11

Study Skills Booklet



Name: _____

Class: _____

REVISION TIPS

Everyone hates revision. It is something that many pupils put off for as long as possible. This results in feeling of guilt, panic and the cry, "There's not enough time. I wish I'd started my revision sooner."

The only solution is good planning and time management. This helps you to feel in control.

Revision will only be possible if you have good notes and the necessary books. Before you can even plan what you need to revise it is important to check that you have everything you need. If you have got behind with your notes, lost your notes or have difficulty reading your notes, you must beg, borrow or photocopy someone else's.

Your notes need to be:

- Arranged systematically
- In a separate file for each subject
- Labelled clearly with dividers

What to Revise

- 1) Write down carefully what your teachers tell you to revise
- 2) If they tell you to revise anything, ask them to suggest what is most important
- 3) Decide what you know least about, or find difficult. Do that first.
- 4) Make sure you don't give more time to your favourite subjects whilst neglecting those you hate.
- 5) Plan a week's revision on a blank timetable, and then you can see if you've included all subjects.

Prioritise

- List the topics to be revised for each subject, in your study booklet
- Rearrange the list of topics into order of importance
- Don't waste time revising topics that you know well
- Cross the weeks off to monitor the passing of time

LEARNING HOW TO STUDY BETTER

Motivating yourself to revise is a tough thing to do, so we hope that by reading through this study skills booklet you will pick up some tips which will help you study in a more effective way and increase the amount you learn.

Working through this booklet should enable you to:

1. Identify what type of learner you are
2. What strategies suit your learning style
3. Draw up a revision timetable for your study day
4. Draw up a schedule for your revision sessions in school
5. Try out different study techniques at home
6. Organise yourself with the right resources
7. Produce a mind map (spidergram) to help with summarising notes
8. Use your memory more effectively
9. Create different mnemonics to help you learn
10. Check out new websites which help you revise

Remember also that everyone is on your side. If you need help with studying, ask a teacher, ask your friends or your parents.

“The best preparation for tomorrow is doing your best today”

H Jackson Brown Jr

Good Luck!

Study Hints and Shortcuts

1. Attend revision classes
2. Schedule regular study periods
3. Be realistic with what you hope to achieve in each study session
4. Establish a regular study area at home eg desk, quiet area
5. Study short and often
6. Start study sessions on time
7. Study when you are wide awake (early mornings always best)
8. Set a specific goal for each subject you study – “by the end of this study session, I hope to have learnt.....in Geography”.
9. Study your most difficult subjects first.
10. Make summary notes on what you have learnt **LOOK SAY COVER WRITE CHECK**
11. Use diagrams and mind maps to help with learning
12. Highlight key words using highlighter pens
13. Take regular breaks
14. Vary your work e.g. make notes, draw diagrams, read, problem solve.....
15. Reward yourself!
16. Balance your time carefully between home, school and social outings.
17. Produce revision timetable organised in advance and displayed for everyone to see.
18. Keep a stock of post-it notes, highlighter pens, and revision cards at home.

“You are doing your best only when you are trying to improve what you are doing”

REVISION TIPS – PARENT GUIDE

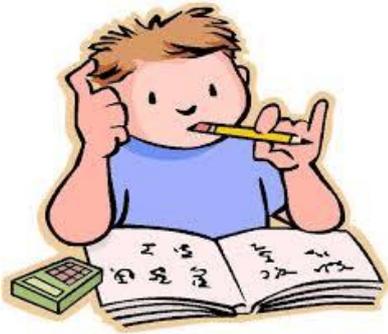
Helping your child through exams

(http://www.bbc.co.uk/schools/helping_with_exams/)

At a glance

How to support your child through the stress of revision and exams.

Assisting with revision



The secret to doing well in exams lies in planning. You can help your child to create a clear revision plan and method of studying that will make them feel in control of their work.

Tips for Revision Planning:

- Work out a revision timetable for each subject
- Break revision time into small chunks – hour-long sessions with short breaks at the end of each session often work well.
- Make sure your child has all essential books and materials
- Condense notes onto postcards to act as revision prompts
- Buy new stationary, highlighters and pens to make revision more interesting
- Go through school notes with your child or listen while they revise a topic
- Time your child's attempts at practice papers

Providing all-round support

The best way to support your child during the stress of revision and exams is to make home life as calm and pleasant as possible. It helps if other members of the household are aware that your child may be under pressure and that allowances should be made for this.

If your child is given study leave in the run-up to exams, try to be at home as much as possible so that you can share a break and chat together.

Make sure there are plenty of healthy snacks in the fridge and try to provide good, nutritious food at regular intervals. Encourage your child to join family meals, even if it's a busy revision day – it's important to have a change of scene and get away from the books and computer for a while. Also encourage your child to take regular exercise. A brisk walk around the block can help clear the mind before the next revision session.

Try not to nag or make too many demands on your child during exam time. Arguments are counter-productive and will only add unnecessary stress and distract from revision.

It's important to get a good night's sleep before an exam so discourage your child from staying up late to cram. And make sure he or she eats a good breakfast on the morning of the exam.

Bribes, treats and rewards

Some children are 'bribed' to do well in exams and are offered cash or gifts to achieve good grades. But bribery is not a good idea as it implies that the only worthwhile reward for hard work is money and that you don't trust your child to work hard. Negative messages like these will affect your child's sense of worth.

Encourage your child do well for his or her own sake rather than for money or to please you. Explain that exams aren't an end in themselves but a gateway to the next stage of life – to another Key Stage or to GCSEs, A levels, university, college or work. Good results are themselves the best reward for hard work and will make your child proud of his or her achievements.

Make sure your child knows you're interested in their work and that you'll be proud if they do well. Although bribery isn't advisable, it is fine to provide small treats by way of encouragement – perhaps a piece of cake or some biscuits after a chunk of revision has been completed. The end of exams can be celebrated with a treat that everyone can look forward to, such as a meal out or trip to the cinema.

REVISION TIPS – STUDENT GUIDE

Everyone feels nervous about taking exams. Here are some tips to help you make the most of your revision time and keep those nerves under control.

It's important to remember that an examination is a test of learning, not memory. Examiners want to see evidence that you have drawn on your knowledge to develop a reasoned argument, rather than replicate course notes and textbook facts. Revision should be a process of consolidating understanding rather than cramming as much information as possible before the morning of the exam.

1. Study Skills

Where to study:

Creating good conditions to study can help you make the most of the time you spend revising. Here are some suggestions:

Find a quiet place to study and make sure you are sitting comfortably

Make sure your desk is well lit

Keep background noise to a minimum

Avoid studying in an area where there will be distractions (like televisions!)

Have everything you need to do your revision to hand before you start.

How to study:

There is no 'right way' to revise, as long as the method you choose enables you to gain a solid grasp of key facts and consolidate your knowledge. Some students are happy to read their classroom notes from start to finish, others prefer to simplify the information as much as possible, turning everything into skeleton notes, diagrams or mnemonics. In practice, most students find that mixing techniques suits the varied nature of the subjects being revised, and provides essential variety when studying.

- Turn your notes into revision tools;
- Write ideas and facts on to cards to use as 'prompts'
- Create memory aids such as diagrams or mnemonics (e.g. initial letters to make a word you need to remember or SMART objectives: Specific; Measureable; Achievable; Realistic; Targets). These will help you remember key facts
- Write facts/notes out and display these around the house where you will see them

- Record yourself reading notes to listen to
- Study with a friend and test each other's knowledge, but remember you are meeting to revise rather than to chat!
- Work through past question papers – and use a watch or kitchen/egg timer to time them so that you can practise timing your answers.
- Choose study and revision guides sensibly. It's not hard to find help with revision – as well as established published revision guides, there are hundreds of websites offering help and advice. The problem is not how to find such help, but how to judge which is the best source for your needs. Save valuable time and get recommendations from your teachers.
- Remember the notes you made in class are also a valuable source of extra help
- Keep yourself more alert by changing revision methods during a session. For instance, try switching from note taking to memorising; from reading to asking someone to test you.
- Attend any revision classes that your teachers may be running at school and get their advice on revision methods
- Look after yourself – Sometimes revision can become a competition – who stayed up latest, who worked longest, who's worrying the most. But the more tired you are less efficiently you'll work. You need to rest as well as study, eat well, drink lots of water and make sure you pace yourself. Don't rush, and equally don't over-revise by doing too much too soon
-

2. Revision Plan

- The top tip for successful revision is to make a plan; otherwise it is easy to waste your precious revision time. We recommend that you start your revision at least two weeks before your exams begin. It is helpful to look at your exam dates and work backwards to the first date you intend to start revising.
- List all your exam subjects and the amount of time you think you will need for each one. It is unlikely that the amounts will be equal;. Many people find it advisable to allocate more time to the subject or topics they find the most difficult.
- Draw up a revision plan for each week (you can use the ones included in this booklet). Don't forget to work in some leisure / relaxation time too!
- Fill in any regular commitments you have first, such as sport's activities or clubs you are involved in, and then the dates of your examinations (see timetable)
- Use revision checklists or Syllabuses for each subject as a starting point. Look at what you need to know and try to identify any gaps in your knowledge. (A good way of doing this is to look at the results of past papers or tests you have worked through)

- Divide your time for each subject into topics based on the units in the revision checklist or syllabus, and make sure you allow enough time for each one.
- Plan your time carefully, assigning more time to subjects and topics you find difficult
- Revise often; try and do a little every day
- Plan in time off, including time for activities which can be done out in the fresh air. Take a 5 or 10 minute break every hour and do some stretching exercises, go for a short walk or make a drink
- You may find it helpful to change from one subject to another at 'break 'time, for example doing one or two sessions of maths and then changing to Geography, or alternating a favourite subject with a more difficult one. It helps to build in some variety.
- Write up your plan and display it somewhere visible (maybe on your bedroom wall, or above your desk wherever that may be)
- Adjust your timetable if necessary and try to focus on your weakest topics and subjects
- Don't panic; think about what you can achieve, not what you can't. Positive thinking is important!

3. Last-minute revision tips

Although time may be short, you can still make a difference to your grade. Try and prioritise; do what you can.

- Use your revision tools (prompts, diagrams etc) to check final facts
- Keep calm and consolidate your existing knowledge rather than trying to learn new topics
- Don't stay up all night revision; being overtired will not help you to do your best

4. Dealing with exam nerves

It is natural to feel nervous before an examination. The more prepared you feel, the easier it will be to conquer your fears.

- Use your revision plan to help you feel in control of the process
- Plan your work carefully around the topics you need to focus on. Being aware of gaps in your knowledge can create nerves, but having a plan of how you will fill these make you feel better.

- Find out what is involved in each exam:

Where and when it will take place?

How much time is allowed/

How many questions you need to answer?

What equipment will I need to bring?

- Think positively – you CAN do well
- Keep the exam in context – even if you do badly, there will be other options open to you and you have lots of time to improve before your next exam
- Allow yourself some fun-time each day to relax
- Eat sensibly – your brain cells need energy to function well. Make sure you drink plenty of water to avoid becoming dehydrated. Dehydration makes you tired and reduces concentration.

-

5. Exam tips – sitting the exam

Be prepared; find out what is involved in each of the examinations that you are going to sit.

Organise yourself the night before and get plenty of sleep.

- Check you have the correct equipment with you before you leave the house (pens, pencils, ruler, scientific calculator, etc.)
- Do take a watch or clock so that you can time your answers
- Leave for the exam in plenty of time
- Look through the paper first and mark difficult questions/initial thoughts
- Select the questions carefully so that you will be able to demonstrate your knowledge
- Look at the marks available and read the questions carefully, following instructions given in the paper (e.g. to show all workings, word limits etc)
- Use the information provided on the paper (the answer's often nearly all there)
- Pace yourself and allow time to answer all the required questions
- Write as neatly as possible to help the examiner to mark your work. Marking untidy writing is difficult
- For longer answers, take a few minutes before you begin to produce a structured plan of what you are going to include in each section
- Allow yourself ten minutes at the end to read through your answers and correct any mistakes

- Cross out anything you do not want the examiner to read (e.g an earlier answer to a question)

6. Exam tips – after the exam

It is easy to fall into the trap of wondering how well you performed and to discuss this with your fellow students. Your time would be better spent looking ahead to your next examination.

- Don't panic – you won't be the only student who is anxious about answers
- Don't compare your answers with those of other students - this can create negative feelings
- Have some fresh air and food and take time to relax before you start revising
- Don't rush on your textbooks to check your answers – there is no point at this stage
- Focus on the next exam and how you might improve your exam technique
- Have a quick look at your revision plan. Do you need to adjust it?

Think Positive!

Do I have the time to study?

Fill in each ½ hr section with the activity that you do during that time. Use a colour key:

- Phone/Friends
- T.V. /Computer (games)
- Sports/Leisure/Clubs
- Eating
- Homework Study

Monday

Time	Activity
4.00 p.m.	
4.30 p.m.	
5.00 p.m.	
5.30 p.m.	
6.00 p.m.	
6.30 p.m.	
7.00 p.m.	
7.30 p.m.	
8.00 p.m.	
8.30 p.m.	
9.00 p.m.	
9.30 p.m.	

Tuesday

Time	Activity
4.00 p.m.	
4.30 p.m.	
5.00 p.m.	
5.30 p.m.	
6.00 p.m.	
6.30 p.m.	
7.00 p.m.	
7.30 p.m.	
8.00 p.m.	
8.30 p.m.	
9.00 p.m.	
9.30 p.m.	

Wednesday

Time	Activity
4.00 p.m.	
4.30 p.m.	
5.00 p.m.	
5.30 p.m.	
6.00 p.m.	
6.30 p.m.	
7.00 p.m.	
7.30 p.m.	
8.00 p.m.	
8.30 p.m.	
9.00 p.m.	
9.30 p.m.	

Thursday

Time	Activity
4.00 p.m.	
4.30 p.m.	
5.00 p.m.	
5.30 p.m.	
6.00 p.m.	
6.30 p.m.	
7.00 p.m.	
7.30 p.m.	
8.00 p.m.	
8.30 p.m.	
9.00 p.m.	
9.30 p.m.	

Friday

Time	Activity
4.00 p.m.	
4.30 p.m.	
5.00 p.m.	
5.30 p.m.	
6.00 p.m.	
6.30 p.m.	
7.00 p.m.	
7.30 p.m.	
8.00 p.m.	
8.30 p.m.	
9.00 p.m.	
9.30 p.m.	

Saturday

Time	Activity
4.00 p.m.	
4.30 p.m.	
5.00 p.m.	
5.30 p.m.	
6.00 p.m.	
6.30 p.m.	
7.00 p.m.	
7.30 p.m.	
8.00 p.m.	
8.30 p.m.	
9.00 p.m.	
9.30 p.m.	

Sunday

Time	Activity
4.00 p.m.	
4.30 p.m.	
5.00 p.m.	
5.30 p.m.	
6.00 p.m.	
6.30 p.m.	
7.00 p.m.	
7.30 p.m.	
8.00 p.m.	
8.30 p.m.	
9.00 p.m.	
9.30 p.m.	

What type of Learner are you?

Over the next few pages you will begin to identify what type of learner you are. Start by filling in the next two pages on 'Learning Styles' and once you have identified the type of learner you are, you can then read the next section which will explain the characteristics of that of learner, along with hints and tips to help you study in the way that is best suited to your learning style.



Once you have completed this, move on to the next section which will give you some ideas on HOW to study, using tried and tested techniques. Have a go at some of the techniques which are explained in the spaces provided.

Coffee Bean Teaser! Can you find the man?



Learning Styles

Everybody has a preferred learning style. Knowing and understanding our learning style helps us to learn more effectively. Through identifying your learning style, you will be able to capitalize on your strengths and improve your self-advocacy skills.

Directions:

Place a check in front of all statements that describe you. The list with the greatest number of checks is your dominant learning style.

List 1

1. ___reaches out to touch things
2. ___collects things
3. ___talk fast using hands to communicate what you want to say
4. ___constantly fidgeting (e.g tapping pen, playing with keys in pocket)
5. ___good at sports
6. ___takes things apart
7. ___prefers to stand while working
8. ___likes to have music in the background
9. ___enjoys working with hands and making things
10. ___likes to chew gum or eat in class
11. ___learning through movement and exploring the environment around you
12. ___may be considered hyperactive
13. ___good at finding your way around
14. ___comfortable touching others as a show of friendship (e.g. hugging)
15. ___prefers to do things rather than watching a demonstration or reading about it in a book

List 2

1. ___asks for verbal instructions to be repeated
2. ___watches speakers' facial expression and body language
3. ___likes to take notes to review later
4. ___remembers best by writing down several times or drawing pictures and diagrams
5. ___good speller
6. ___turns the radio or TV up really loud
7. ___gets lost with verbal directions
8. ___prefers information to be presented visually, (e.g flipcharts or chalk board)
9. ___skilful at making graphs, charts, and other visual displays

10. ___ can understand. and follow directions on maps
11. ___ believes that the best way to remember something is to picture it in your head
12. ___ follows written instructions better than oral ones
13. ___ good at solving jigsaw puzzles
14. ___ gets the words to a sing song
15. ___ good at the visual arts (art work, such as painting, photography, or sculpture, that appeals primarily to the visual sense and typically exists in permanent form)

List 3

1. ___ Follows oral directions better than written ones
2. ___ would rather listen to a lecture than read the material in a textbook
3. ___ understands better when reads aloud
4. ___ struggles to keep notebooks neat
5. ___ prefers to listen to the radio rather than read a newspaper
6. ___ frequently sing, hum or whistle to yourself
7. ___ dislikes reading from a computer screen especially when the background are fuzzy
8. ___ when presented with two similar sounds, can tell if sounds are the same or different
9. ___ requires explanations of diagrams, graphs, or maps
10. ___ enjoys talking to others
11. ___ talks to self
12. ___ uses musical jingles to learn things
13. ___ would rather listen to music than view a piece of art work
14. ___ uses finger as a pointer when reading
15. ___ likes to tell jokes, stories and makes verbal analogies to demonstrate a point

Total statements checking each category:

List 1 – Tactile/Kinesthetic learning style _____

List 2 – Visual learning style _____

List 3 – Auditory learning style _____

Characteristics of a Tactile/Kinesthetic Learner:

- The “Do-er”
- Needs to touch, handle, manipulate materials and objects, especially while studying or listening
- Counts on fingers and talks with hands
- Good at drawing designs
- Often doodles while listening, thus processing information
- Good at sports, mechanics, using appliances and tools
- Often adventurous
- May find it hard to sit still for long periods
- May become distracted by their need for activity and exploration



Kinesthetic
Learner

Make your Learning Style work for you!

Tactile/Kinesthetic learner:

- Take frequent study breaks and vary your activities
- Make studying more physical-work at a standing desk, chew gum, pace while memorizing. Read while on an exercise bike, mould a piece of clay, squeeze a tennis ball
- Use bright colours to highlight reading material
- Dress up your work space with posters and colour
- Play music in the background while you study
- When reading, first skim through the whole thing to get a feel for what its about, then read the chapter carefully
- Use spatial note taking techniques such as mind mapping
- Visualize complex projects from start to finish before beginning-this will allow you to keep the big picture in mind

Characteristics of a Visual Learner

- Reader/Observer
- Scans everything; wants to see things, enjoys visual stimulation
- Enjoys maps, pictures, diagrams, and colour
- Needs to see the teacher's body language/facial expression to fully understand
- Not pleased with lectures
- Daydreams; a word, sound or smell causes recall and mental wandering
- Usually takes detailed notes
- May think in pictures and learn from visual displays



Make your Learning Style work for you!

Visual Learners:

- Have a clear view of your teachers when they are speaking to you can see their body language and facial expression
- Use colour to highlight important points in text
- Illustrate your idea as a picture and use mind maps
- Use multi-media such as computer or videos.
- Study in a quiet place away from verbal disturbances
- Visualize information as a picture to aid learning
- Make charts, graphs and tables in your notes
- Participate activity in class-this will keep you involved and alert
- When memorizing material, write it over and over
- Keep pencil and paper handy so you can write down good ideas.



Characteristics of an Auditory Learner:

- Interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances
- Prefers direction given orally
- Seldom takes notes or writes things down
- Prefers lectures to reading assignments
- Often repeats what has just been said talks to self



Make your Learning Style work for you!

Auditory Learners:

- Think aloud and talk to yourself
- Participate in class discussions/debates
- Make speeches and presentations
- Read text out loud-especially when proofreading or when tired
- Create musical jingles and mnemonics to aid memorization
- Use a tape recorder
- Discuss your ideas verbally with a friend or small group
- Use verbal analogies
- When doing math computations by hand, use graph paper to help your columns aligned
- Recite information over and over to better memorize material
- You may want to sit near the side or back of the classroom where there is less visual stimulation

Revision Techniques

Index cards, mind maps and notes

- Use to record key points
- Incorporate pictures, colour, highlighting

Learning posters and visual material

- Use pattern, colour, symbols and drawings
- Cover keypoints and topics
- Develop diagrams for your course if relevant
- Pin them up where you'll see them often

Key words, phrases, themes or concepts

- Use the course introductions, summaries, key questions to discover what's key in each block
- Use two or three sentences to define, add course example and diagram if relevant

Summary tables or grids

- Compare or evaluate competing theories or key people

Teach someone

- Teach a topic to a fellow student or a friend
- Thinking it through is effective revision
- Fill in gaps in your knowledge as you identify them

Reinforce your memory

- As you end a revision session, review key points
- Review again regularly

UNDERSTANDING

- How can you check that you understand something?
- Can you explain a complicated topic to someone else?
- Can you turn your information into something else for example, the first page of a website / a Facebook status / a Wikipedia entry / a visual diagram?

CHUNKING

This is when we break things down into sections, groups or bits in order to recall them more easily. Think about the way you tell people your mobile number – you probably do this using **chunking**!

The brain searches for patterns or order.

We can usually remember 5 items in a list (+or 2) so we recall anything from 5 to 9 items.

Look at the following numbers. How could we attempt to remember them?

52365123130282460602000

If we look for patterns we can begin to chunk and then record the information into long term memory, as follows:

52 365 12 31 30 28 24 60 60 2000

The clue is time and a year

MAKE YOUR LEARNING STICK!

LEARN A TOPIC

- Repeat within 24 hours
- Repeat again for 10 mins at end of week
- Repeat again for 10 mins *two weeks* later
- Repeat again for 10 mins *one month* later

SUCCESS!!!

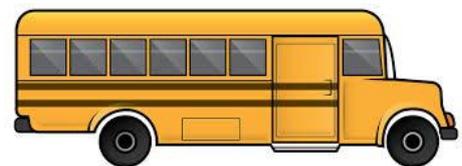
VERBALISING OR SAYING

- Can you explain or describe something you have learned to your friend or your younger brother or sister?

If you can you have then you have good understanding

REDUCING

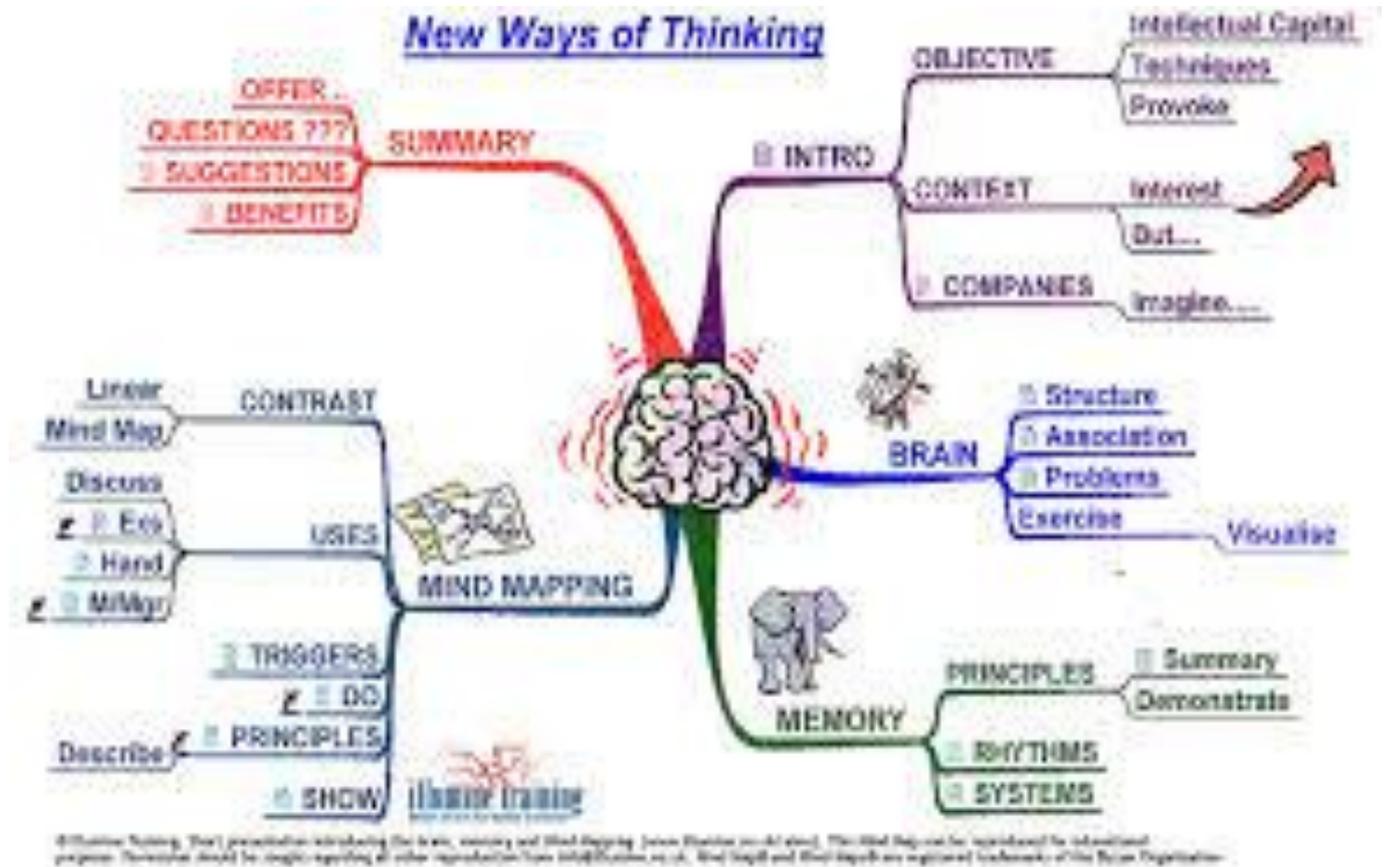
- Set yourself crazy time limits to do something for example, retell the story of a play / book / Geography case study / Bible story in one minute. Use a timer to help!
- The Bus Stop routine – next bus will be here in two minutes now explain.....



VISUAL NOTE MAKING

- No pens at first
- Read or Listen
- Draw what you heard using pictures only no words

MAKING NOTES



Skills required for note making

- Skimming & Scanning
- Knowing the purpose of the task/question
- Locating main ideas
- Recognising key words
- Being able to synthesize information into an appropriate note making format for easy retrieval
- Speed-writing shortcuts

MEMORY TEST

Look at the picture below for 2 minutes (make sure you use a timer!). Then turn over the page, and write down as many things as you can remember.



SCORING

How many did you recall?

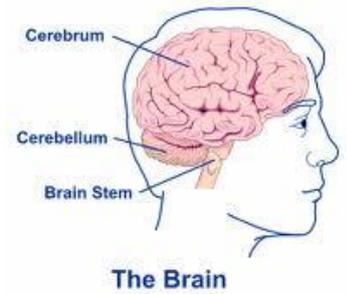
25-30 – You have a good memory and should be looking for ways to make your memory excellent

15-25 – Your memory is about average, but not nearly as good as it could be

0-15 – You should try out different strategies in order to improve your memory

MEMORY

Caring for your brain



1. Get enough sleep and exercise. Oxygen is food for your brain
2. Eat right – practice choosing food with good nutrition
3. Use it! Condition your brain by doing puzzles and games, reading, solving math problems, storytelling.
4. Be motivated to learn – you must have a reason to remember
5. Think positive! Use positive self-talk. This helps your attitude and openness to learning.

Memory Tips



1. Visualise as much as possible – use diagrams to help you summarise points.
2. Study in a quiet place in the house
3. Recite and repeat. Say it out loud! **LOOK SAY COVER WRITE CHECK**
4. Record your own voice reading out notes
5. Spend more time on your weakest subjects, vocabulary, mathematics, spelling
6. Teach it to someone else
7. Use mnemonics to help you learn eg Planets

Mercury Venus Earth Mars Jupiter Saturn Uranus Neptune Pluto

My Very Earthly Mother Just Served Us Nine Pizzas

“In fourteen hundred and ninety-two, Columbus sailed the ocean blue..”

Can you devise a Mnemonic for something you have to learn in your subjects? Have a go!!

1. Science?
2.
3.

Time Management Method



The ABC daily to-do's

1. Write out your daily to-do list the night before. Write everything you want to accomplish
2. Label each task A, B and C
3. A's on your list are those things that you are most important – homework due in other jobs which need to be completed
4. B's on your list are important, but less so than your A's someday! These tasks are important but not urgent
5. C's do not require immediate attention – C priorities are often small, easy jobs
6. Schedule time for all the A's. The B's and C's can be done in odd moments during the day

Avoid C fever!! Sometimes we want to do the easier tasks first but stick to your schedule! Pin your schedule up!

Create a schedule of activities for the weekend and label them A, B and C

My Schedule:

An Important skill is learning how to prioritise! Treat your revision schedule like this.

HOW TO MAKE A MIND MAP

Step 1:

Take a blank A4 sheet of paper(preferably one with no lines). Rotate the page so it is landscape.

Step 2:

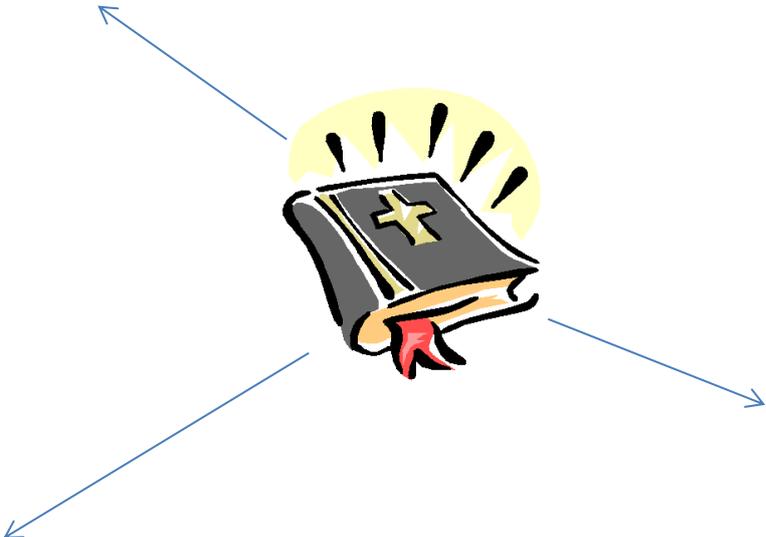
Draw an image, or write a word in the centre of your page which represents your topic e.g. a Mind Map on 'The Bible' could use an image like this:



Step 3:

The main themes around the central image are like the chapter headings of a book and should be connected to your central image:

Old Testament

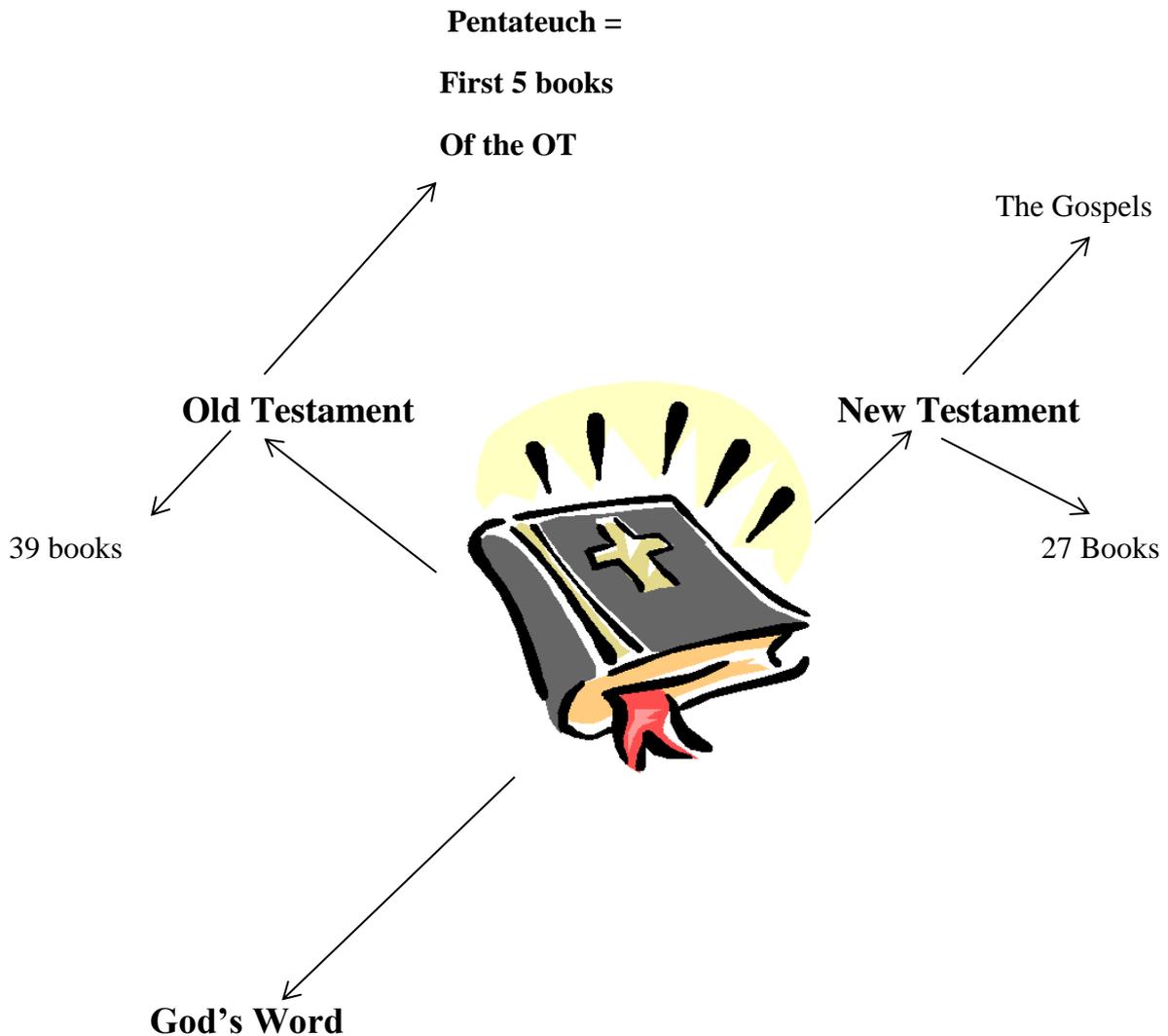


New Testament

God,s Word

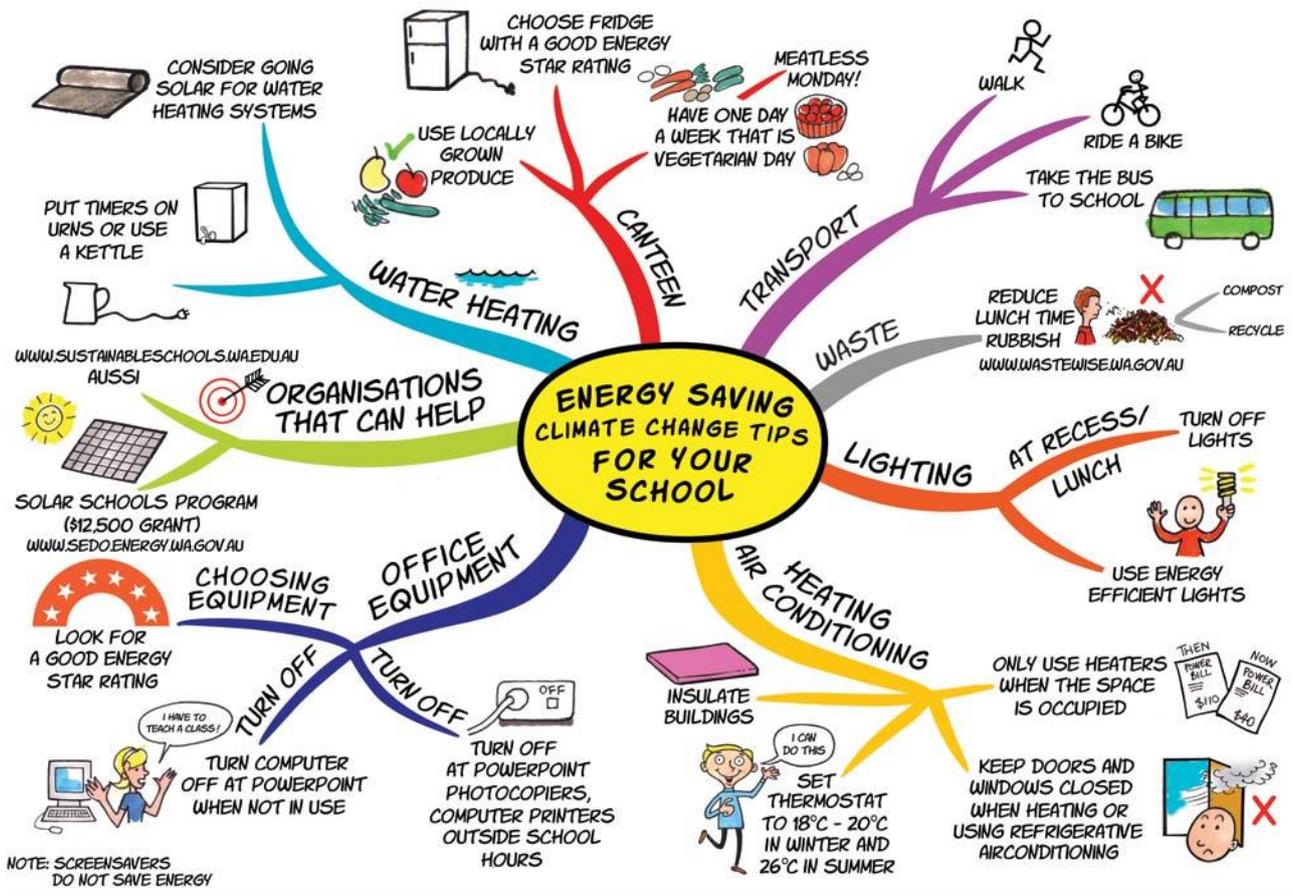
Step 4:

Now you can begin to add further branches that connect to each of your main headings:



On the next page you will see a sample Mind Map, and there is also a space below it for you to have a go yourself. Choose a topic that will be useful in your forthcoming exams.

MIND MAPS



Have a go at a mind map yourself, pick one subject topic

TIMETABLES AND PLANNERS

The last section of this booklet is all about Timetables and Planners. So far we have heard lots about how important it is to prepare for exams and your timetables and planners should help with this preparation.



1. The first thing you will need is a copy of your **Exam Timetable** – this will let you know what day and at what time each of your exams will be happening.
2. Transfer this timetable onto your ‘**My exam timetable planner**’ so that it is more personalised for you.
3. Next you need to think about how you can make best use of the coming weeks. There are three Revision Timetables included so you can plan out what you will be doing each day and evening.
4. Finally there is a planner called ‘**My Study Day**’ which will help you to organise the study day you have at home to ensure you make the most out of this time. There are two copies of it in case you make a mistake or need to change anything.

At the end you will also find a few pages to use for the Revision Lists you will be given in each class. Make sure you fill them in carefully so that you know exactly what you are expected to learn.

MY STUDY DAY

This is my Revision Schedule for my Study Day

TIME	SUBJECT	TOPIC	TICK WHEN COMPLETED
9.00-9.40			
10.00-10.40			
11.00-11.40			
12.00-12.40			
1.00-1.40			
2.00-2.40			
3.00-3.40			
4.00-4.40			
5.00-5.40			
6.00-6.40			
7.00-7.40			

Sometimes easier to study in 40 minute blocks but remember to include plenty of breaks in between!

MY EXAM TIMETABLE PLANNER

DATE	9.10-10.30	10.50-12.10	12.45-2.00	2.00-3.20

NEW-BRIDGE INTEGRATED COLLEGE



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