

Study skills

Just believe in yourself.

*Even if you don't,
pretend that you do
and at some point, you will.*

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Marling School

Sixth Form

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Get Your Head Right: YOUR ATTITUDE TO LEARNING

- **GROWTH MINDSET** – The theory of motivation (Carol Dweck)

Answer the following questions as honestly as you can:

	Strongly agree Score 1	Agree Score 2	Mostly agree Score 3	Mostly disagree Score 4	Disagree Score 5	Strongly disagree Score 6
Your intelligence is something you are born with, and you can't do much to change it.						
You can learn new things, but you can't really change your intelligence.						

Calculate your score. It should be somewhere between 2 and 12.

SCORE:

2-4 means you are a **'Fixed IQ'** theorist

These students believe their ability is fixed, probably at birth, and there is very little if anything they can do to improve it. They believe ability comes from talent rather than from the slow development of skills through learning. Therefore you might as well give up in the face of difficulty.

5-8 means you are undecided

9-12 means you are an **'Untapped Potential'** theorist

These students believe that ability and success are due to learning, and learning requires time and effort. In the case of difficulty one must try harder, try another approach, or seek help.

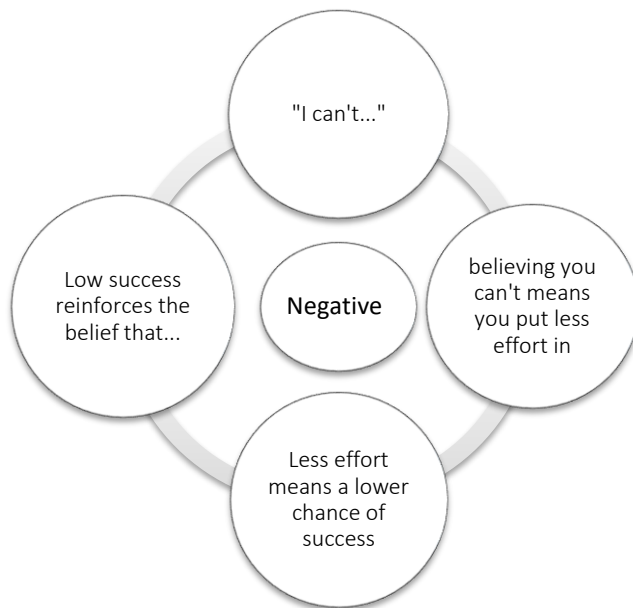
If you are a **Fixed IQ theorist**, when you are finding study difficult, try to think differently:

- Intelligence and ability can be cultivated
- Effort grows connections in your brain which make you smarter
- The brain is like a muscle which strengthens with exercise and you need to 'work out' to get better
- Avoid the defensive withdrawal of effort - don't stop trying because you feel afraid to fail

Learning is easier when you believe you can learn, believe in your intelligence.

Get Your Head Right: THOUGHT CYCLES

The way you study, the effort you give, and your mood is influenced by your patterns of thought. These often develop over time and become habits.



We can have irrational and negative thinking in times of stress:

Not fair thinking	I don't deserve this treatment. It shouldn't be like this. It's not fair.
Catastrophe thinking	If this goes wrong, it will all become a total nightmare.
Stopper thinking	I'm useless. I can't do this. I will mess it all up.
Illogical thinking	If this bad thing happens, then another bad thing will happen next.
Blaming thinking	It's their fault. It's everyone's fault except me.
Overgeneralising	This always happens to me. Everything is going wrong in my life.

You can make the decision to think differently even when you don't feel like it:

Not fair becomes:	I did what I could. It's a setback but I can handle it.
Catastrophe becomes:	I'm going to perform well. I'm well prepared.
Stopper becomes:	I'm learning. I'm getting better each time I face a challenge.
Illogical becomes:	There's no direct connection between this and that. The past does not equal the future. Tomorrow's another day.
Blaming becomes:	It's happened now. It doesn't matter whose fault it was. The important thing is to move on and learn from it.
Overgeneralising becomes:	There's a few problems I'm dealing with at the moment. Everyone has tough times and I'm no exception. But I know I'm strong enough to cope.

Get Your Head Right: RECOGNISING YOUR BLOCKERS

A blocker might be a way of thinking, or a habit, that stops you doing what you really ought to do.

A blocker is an excuse for putting off getting started on school work.

- **Procrastination – the secret to getting ahead, is getting started...**

Everyone feels this at some point. The feeling that they don't want to complete a piece of work, finish an essay, put a couple of hours in to a tricky piece of coursework.

Don't wait until you feel like working, it'll never happen. Make the decision to start. Make a plan.

- **Bypassing conscience – push yourself, no-one else is going to do it for you...**

Most people will feel guilty when they don't work, thinking "I should be finishing that essay...".

But sometimes, we deliberately re-think the situation until we feel better about it:

- "Another student hasn't done it either, so I'm not that bad."
- "The instructions were unclear – so I've got an excuse. I don't understand what I've been asked to do."
- "I completed the work last minute last time and the grade was OK. I'll do that again."

- **Distractions – if it's important to you, you will find a way. If it's not, you will find an excuse...**

Sometimes we sub-consciously (or maybe deliberately) create opportunity for distraction, hoping for something to take us away from our work.

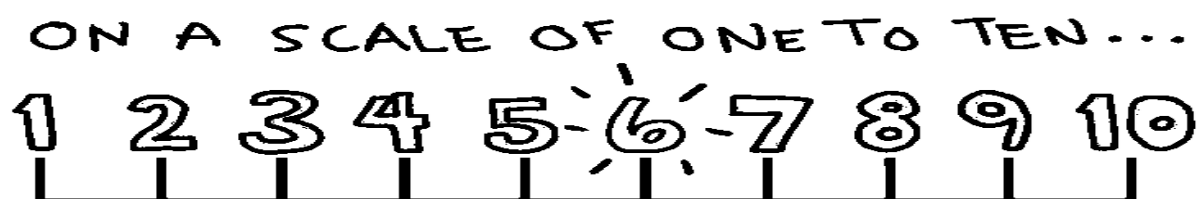
- We might work near others, and tell ourselves this is good because we can ask for help if we need it.
- We might have our phone, laptop, games console, TV nearby, an easy distraction.

If some of these blockers feel familiar then make a note of what you need to change below:

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Get Your Head Right: IDENTIFY YOUR LEVEL OF EFFORT

The 1-10 scale



Think about the level of effort you have put into your studies so far. Use the following guideline to choose your number:

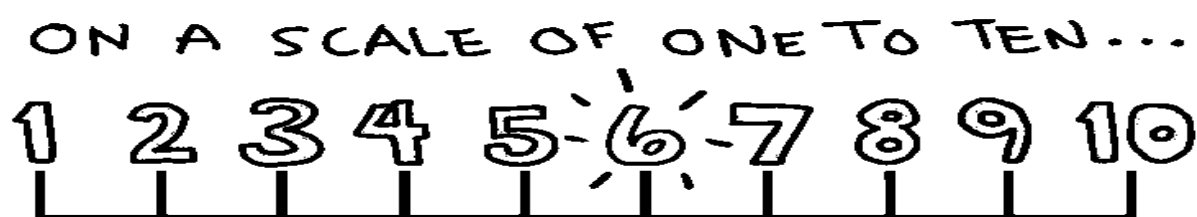
1: little or no effort

5: some effort – you're working 'quite hard'

10: the hardest you could possibly work

Level of effort:	
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The 1-10 scale... again, lets quantify how much work you are doing.



Think about the level of effort you have put in to your studies. Use the following guideline to choose your number:

1: 0-1 hours independent study a week

5: 7 hours independent study a week

10: 15 hours independent study a week

Level of effort:	
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Improving your level of effort:

If you are not undertaking enough independent study then make a plan to increase it. Identify why it is worth the effort, write down what you want to achieve:.

What grades do you want to achieve:	
What do you need to give up/reduce to succeed:	
What challenges might you face?	

Get organised

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Get Organised: CREATE AN INDEPENDENT STUDY TIMETABLE

Look at your week to see when you can best do independent study whilst maintaining a work/life balance

- How many supervised study periods do you have?
- Which 'free' periods will you use for study?
- When do you get home from school? What time is best for starting study?
- When do you see friends/family?
- How many hours do you spend at your part-time job?
- If you play sport or have a particular hobby, when does this use your time?
- Other time commitments?

Create a plan. Use your school timetable to see when you can fit in independent study: during the school day; in the evenings; at weekends. It is recommended that you spend **4-5 hours per week per subject**.

WEEK ONE	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	AFTER SCHOOL
MONDAY						
TUESDAY						
WEDNESDAY						
THURSDAY						
FRIDAY						
	MORNING		AFTERNOON		EVENING	
SATURDAY						
SUNDAY						
WEEK TWO	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	AFTER SCHOOL
MONDAY						
TUESDAY						
WEDNESDAY						
THURSDAY						
FRIDAY						

Get Organised: USE DIARIES; LISTS; AND FILES.

Identify the actions that you need to take:

ORGANISATION:	TICK IF COMPLETED	<u>ACTION TO BE TAKEN:</u>
I have a diary or planner. I will use it to record tasks and deadlines.		
I have a 'to do' list, that I keep up to date.		
I have a separate file for each subject		
My files are clearly organised and labelled		
I have my assessments and the subject specifications in my file		
I have the course textbooks and required reading books		

Get Organised: CREATE A STUDY ENVIRONMENT

Do you work best at school or at home?

If you work best at school, the study rooms are open for use until 4.30pm

- Choose the study room or study space where you have least distraction i.e. Hale Room; Winwood Room; WB17; or the Library. Be honest about where you will focus best.

When at home, create a dedicated study space. Somewhere that you can concentrate and work undisturbed, free from distractions, and turn your mobile off.

- Somewhere you can sit at a desk or table (with a computer if needed)
- Somewhere you have the space to spread out everything you need
- Somewhere with good lighting and a comfortable temperature

Get Organised: UNDERTAKE A WEEKLY REVIEW

Make a habit of undertaking an hourly review every week. This will create the opportunity to check your organisation and learning regularly.

Set aside an hour a week. Don't let anyone disturb you. Put your phone on silent, don't swap your hour for something else or skip it. Maybe choose to do it on Friday or a Sunday afternoon.

MY WEEKLY REVIEW HOUR WILL BE:

- Split the hour up evenly into 15-20 minute sections.
- For each subject, review the weeks work:
 - Check your notes are clear and in order.
 - Summarise your learning in a quick diagram, mind-map or a few lines of notes.
 - Highlight or circle anything you've found hard. Look to work on this during independent study time or plan to discuss with the teacher.
 - Go through the tasks you've been given, and the deadlines you've got. Make a prioritised list for the week ahead.

Once you've done this for each subject, you should be feeling pretty good.

You're in control. You know what needs to be done.

Making a habit of the weekly review should reduce your stress and help you feel calmer.

Get studying

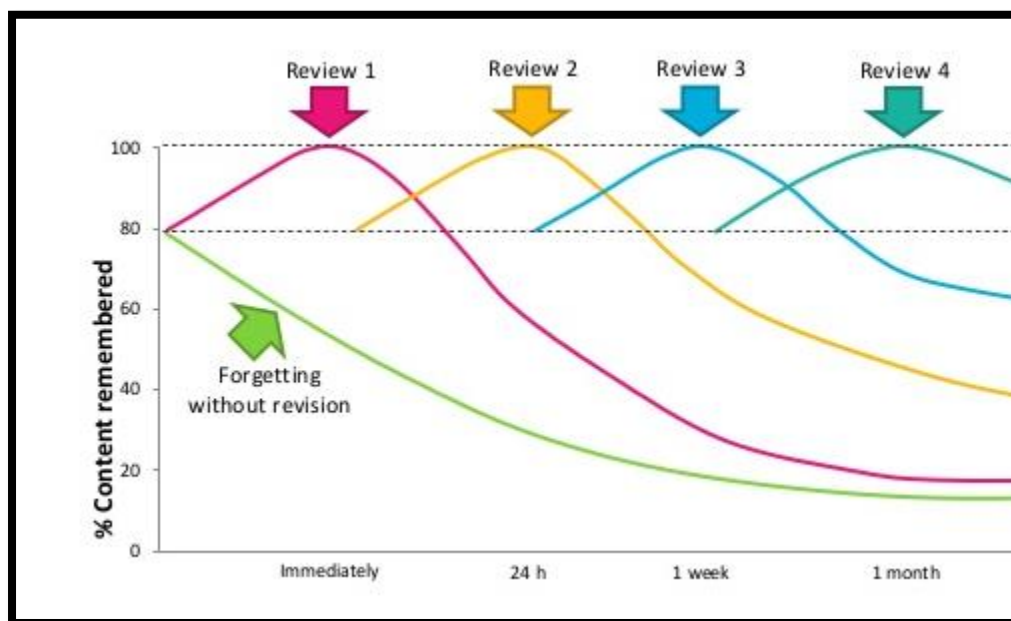
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Get Studying: INDEPENDENT STUDY

A Level exams require you to recall information from two years of study so you need to be reviewing and consolidating information regularly. Independent study will help you feel positive and in control of your studies.

Your brain works best by reinforcing information repeatedly. Review and revise on a regular basis, not just before tests and exams.

The forgetting curve shows how much information is quickly forgotten without any revision. Reviewing work significantly reduces the amount forgotten over time.



Review each days work each day:

It's easy to understand a concept in class when a teacher is explaining it to you, but you need to ensure you understand it for yourself.

Independent study is not just completing homework or assessments but really getting your head around your subject.

What activities do you do at the moment:

	Always	Sometimes	Never
Read through class notes; re-writing class notes			
Creating mind maps; diagrams and making flashcards			
Highlighting and colour coding			
Rhymes and mnemonics			
Using course textbooks			
Completing past exam papers under timed conditions			
Reading model answers			
Marking your own work to a mark scheme			
Working with other students in groups and pairs			
One to one discussions with teachers			

Get studying: STUDY HABITS

- Make the most of study periods
- Do an easy task first
- Do the worst task early
- Beware interruptions and distractions
- Tackle one task at a time
- Set a target
- Press on and finish
- Build in regular short breaks

Reward yourself after study

STUDY HABITS:	<u>ACTION TO BE TAKEN:</u>
TASKS – I complete work set by the teacher – homework	
OVER – I go over the material from the lesson and turn it into clear notes/bullet points/graphic notes	
PROBLEMS – I circle any areas I don't understand and try to resolve the issue. If I still don't understand, I ask the teacher	
ADD – I read and take notes on additional material	
Test – I apply my knowledge by answering exam questions	

Get studying: NOTE-TAKING

- Notes should be a simplified version of the original. Good notes must be selective, focussing on essentials. Identifying which bits of information you will need in the future.
- Use subheadings and numbers or bullet points. Visual pattern notes can help you picture the information and recall the information to memory.
- Add your own comments or observations. The act of writing helps you remember the information.
- Quote directly where needed otherwise use your own words
- Highlighting focuses your attention on the text, makes you think about key concepts and issues. Be careful not to highlight too much.

One method of note-taking that can be really effective is the Cornell method:

TOPIC		DATE
CUES WRITTEN AFTER CLASS MAIN IDEAS VOCABULARY QUESTIONS ANSWERED BY NOTES	NOTES	
	TAKEN DURING CLASS LECTURE OR DURING TEXTBOOK READING	
	• MAIN POINTS	
	• PARAPHRASE	
	• BULLET POINTS	
	• OUTLINES	
	• CHARTS/DIAGRAMS	
BRIEF SUMMARY OF NOTES HIGHLIGHTING MAIN IDEAS		
SUMMARY WRITTEN AFTER CLASS		

Get studying: THE POMODORO TECHNIQUE and THE TEN MINUTE RULE

Try the **Pomodoro Time Management technique** to stay focussed:

1. Choose the task you want to complete
2. Set a timer for 25 minutes
3. Work on the task without distraction until the timer goes off
4. Take a short break of 5 minutes
5. After every 4 slots of 25 minutes take a longer break

Adjust this technique to suit you, maybe you can focus for 45 minutes or longer before a break

Try out the **'Ten Minute Rule'** when you feel like you just can't start studying, or the work just seems too hard and you don't know where or how to start.

If you recognised that you have blockers that prevent you starting work then this technique might help you:

1. Tell yourself you are going to do 10 minutes of study. Just 10 minutes.
2. Decide what work you are going to focus on for ten minutes. Get your study space organised.
3. Start working.

You can stop after ten minutes.

And if you do, you will have done 10 minutes more than you would have done otherwise.

But what often happens is that ten minutes becomes twenty minutes. Sometimes even longer.

Often the thought of study is harder than the study itself.

Get revising

Chunking and active revision

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Revision Planner

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Get Revising: CHUNKING and ACTIVE REVISION

CHUNKING: Chunking is a technique which can help you to identify all the areas you need to cover. Breaking up the A Level into smaller and more manageable sections.

For example two months before exams:

1. Use the exam board specification for each A Level to break each syllabus down into 10-12 main headings. Now create a mind-map of everything that you need to know around that heading. Leave nothing out. It doesn't have to look neat and tidy - that comes later.
2. For each subject, write the headings below on an A4 sheet of paper:

What I am going to complete in the next three weeks:
What I am going to complete in the next six weeks:
What I am going to complete in the next nine weeks:

Transfer the broken down syllabus and mind-map contents under each one of the headings, depending on their priority.

You'll end up with a neat, organised idea of what needs doing over each set of three weeks.

As you work your way through the list over each three week period, you should feel more in control of your revision and therefore calmer and less stressed.

ACTIVE REVISION There's a strong link between the kind of revision someone does, and the outcomes they get:

- **Student 1** does **15 hours revision** – all of it reading through class notes.
- **Student 2** only does **10 hours revision** – two hours making mind maps, two hours creating flashcards of key terms, three hours writing timed essays, two hours reading through the past papers, and half an hour doing the hardest question they could find, followed by half an hour with their teacher talking it through. **Then they spend five hours shopping with their friends and watching TV.**

Student 2 was actively learning, making links between ideas and enabling the information to attach itself to long term memory. Student 1 won't remember the majority of their revision - in one ear and out the other.

Get Revising: REVISION PLANNER

Prior to exams, decide when you are going to start revision in earnest and then plan out a timetable.

Put in your exam dates, use your chunking to allocate blocks of time to subjects, specify topics and tasks within subject blocks.

Easter break	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6 th April							
13 th April							

Term 5							
Week commencing	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
20 th April							
27 th April							
4 th May							
11 th May							
18 th May							

HALF TERM	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
25 th May							

Ensure that you plan breaks into your revision schedule, be realistic about how much you can achieve.

Avoid marathon sessions.

Get it into perspective

Look after yourself

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Get it into perspective: LOOK AFTER YOURSELF

Stress can be defined as a lack of fit between the perceived demands of the environment and the perceived ability to cope with those demands.

Anxiety can be defined as a fear of future events, an overactive fight or flight response, perceiving threat where there is none.

For example, some people overestimate the demands of exams and underestimate their ability to succeed. Consequently, they suffer stress and anxiety.

What can cause stress and anxiety:

- A large amount of work to do which hasn't been planned or organised
- Not looking after ourselves: lack of sleep; poor diet; alcohol or drug use; lack of exercise
- Destructive mental habits: being too much of a perfectionist; comparing ourselves to others

How to reduce stress and anxiety:

- Plan and organise your work so you feel in control
- Work regularly and steadily so you don't burn out
- Get fresh air and exercise – just 5 minutes of exercise can improve your mood
- Eat regularly and sensibly
- Get plenty of sleep, approximately 7 hours a day
- Have fun with friends and family
- Reduce or stop alcohol and drug use
- Limit gaming if you are isolating yourself from the real world
- Talk to parents, friends, teachers if things are getting you down
- Restrict social media where you may be comparing yourself with others
- Don't avoid difficult situations, face your fears and overcome them
- Be thankful for the good things in your life, appreciate the world around you
- Do something good for someone else and release happy hormones in your brain

Get academic work in perspective.

Ensure a good work and life balance.