

Cathkin High School



S1-2

Study Skills

A guide to support successful study



Why Study?

Studying is vitally important at Cathkin High School in ensuring you are successful in your learning, achievements and attainment. Studying helps you to go over what you have covered in class and gives you the opportunity to further develop and strengthen your knowledge and understanding. It also provides opportunities for you to test your knowledge and understanding.

It is well known that students learn:

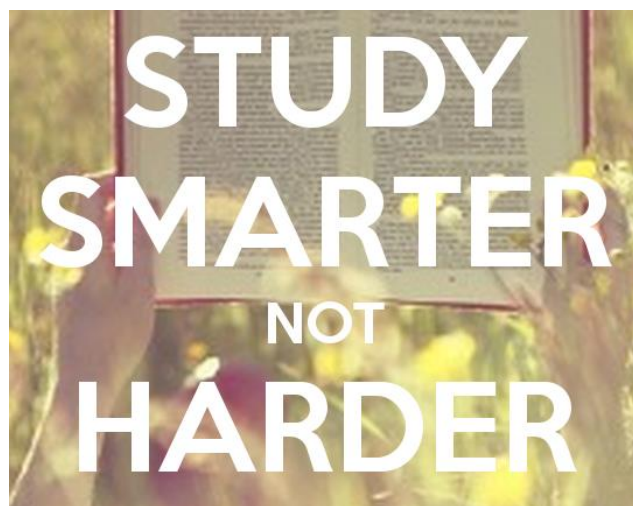
- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they both see and hear
- 70% of what they say
- 90% of what they say and do at the same time

Simply reading over notes is the least effective method of studying. You must do something with those notes!

Study skills are methods and techniques that support you to learn effectively. This booklet is designed to help you make the most of your study time, develop good study habits and provide methods and techniques for you to try.

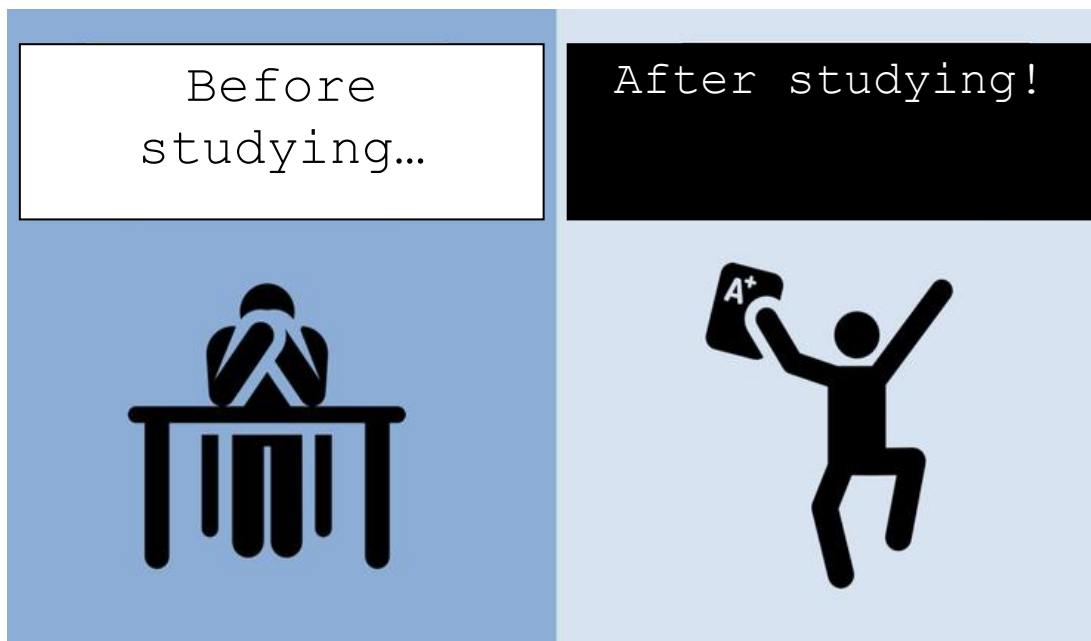
Your exams may seem like a long time away, however, the earlier you begin your studying, the more successful you will be. Little and often is the key to success! Developing good study habits in the early years at secondary school will help prepare you for tests and assessments this year as well as in your future SQA exams.

Different study skills suit different people and the best thing to do is try out different ones to help you find what suits you best. Read on and try for yourself!



Contents Page

Aims	Pages 3 - 5
Study Timetable	Pages 6 - 8
Study Strategies	Page 9
Summarising	Page 10
Flash Cards	Page 11 - 12
Mind Map	Pages 13 - 14
Mnemonics	Page 15
Final Tips	Page 16
Parent/Carer Tips	Page 17
#Mind2Learn	Page 18 - 20





Aims



Effective learning involves having a clear aim and setting targets to achieve this aim. Your aims should be small and focused. What do we mean by this?

- Aim - your aim is what we would call 'the big picture', for example, pass the end of unit test in Geography.
- Targets – Small targets allow you to break down your overall aim into small achievable steps, for example, completing all your work in class in Geography and completing your homework on time. Over time, these small improvements will result in you achieving your aim.
- You must monitor your own progress by checking teacher feedback and asking for help when you need it.
- Identify the areas where you are weakest and use your study time to improve those areas.



My Aim & Target Sheet (Example)

1. My aim is to achieve

Pass American Revolutions Test in History

2. Think about how you are going to achieve this aim and set targets in the following table.

My Targets

In class I will...

- Complete all my work
- Follow success criteria
- Ask for help if I need it

At home I will...

- Complete my homework on time
- Use my study timetable and study for the upcoming test
- Try out different study techniques until I find the ones that suit me
- Ask for help at home with revision

Teacher feedback tells me...

- I have a good understanding of the knowledge about the American Revolution
- I need to practice my source questions and how to lay out my answer

My weakest areas are the areas I will study. These are...

- Source questions.
- I will practice these at home during my allocated study time
- I will use my jotter to find out how to lay out the answer.

Reflection

Did you think you achieved your aim? Explain why/why not

I achieved my goal as I passed the History test with 15 out of 20. I will look at the teacher comments and try to improve on where I lost marks for the next end of unit test.

My Aim & Target Sheet

1. My aim is to achieve

--

2. Think about how you are going to achieve this aim and set targets in the following table.

My Targets
In class I will...
At home I will...
Teacher feedback shows tells me...
My weakness I will study is...

Reflection

Did you achieve your aim? Explain why/why not.

--

Study Timetable

Timing and planning are vital to your study success. You must be realistic when planning your studying. In S1 and S2 you want to dedicate a small amount of time each week to your revision. Little and often is the key to success.

Making a study timetable will help you with this. Your time is valuable and you should use it wisely. This means planning your time and then studying effectively during this time. If you follow the advice in this booklet and study little and often throughout the year, you will have time to fit everything in, homework, studying, family commitments, hobbies, etc. By planning your time carefully, you will be able to successfully balance your studying.

One week you may have an essay due in English so your study time will mostly focus on that subject. However, the following week you may have to adapt your timetable to focus on an assessment coming up in Science, for example.

The following pages contain an example of a completed study timetable followed by a blank timetable. Extra copies of this will be available in the school office or on the school website for you to download under the 'Exam Support' section. Notice how the example is realistic in planning for breaks, relaxation and commitments such as sports and hobbies. However, it also makes time for your homework and for some studying.

To create your timetable:

1. Firstly, add in all of your commitments. This may be football training, hobby, or family commitment. Anything you will continue to spend time doing during the terms ahead should be added.
2. With the time left blank on your study timetable think about any deadlines or homework. When in the week will you use your homework diary and complete your homework?
3. Next, put in some study time. This can be for tests you have coming up or for general study to help you be successful throughout the year.



Cathkin High School

Example of a Weekly Revision Timetable: Week beginning: 20/08/18

Day	9:00 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00 – 1:00	1:00 – 2:00	2:00 – 3:00	3:00 – 4:00	4:00 – 5:00	5:00 – 6:00	6:00 – 7:00	7:00 – 8:00	8:00 – 9:00	9:00 – 10:00
Monday								Free Time	Free Time	Home work	Study	Free Time	Free Time
Tuesday								Free Time	Free Time	Home work	Study	Free Time	Free Time
Wednesday							Home work	Study	Free Time	Free Time	Free Time	Free Time	Free Time
Thursday							Free Time	Home work	Study	Free Time	Free Time	Free Time	Free Time
Friday							Home work	Study	Free Time	Football /Dance/ planned activity	Football /Dance/ planned activity	Free Time	Free Time
Saturday	Free Time	Free Time	Free Time	Free Time	Football /Dance/ planned activity	Football /Dance/ planned activity	Football /Dance/ planned activity	Football /Dance/ planned activity	Football /Dance/ planned activity	Free Time	Study	Free Time	Free Time
Sunday	Free Time	Home work	Study	Free Time	Free Time	Free Time	Free Time	Free Time	Free Time	Free Time	Free Time	Free Time	Free Time

Cathkin High School

Weekly Revision Timetable: Week beginning:

Day	9:00 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00 – 1:00	1:00 – 2:00	2:00 – 3:00	3:00 – 4:00	4:00 – 5:00	5:00 – 6:00	6:00 – 7:00	7:00 – 8:00	8:00 – 9:00	9:00 – 10:00
Monday													
Tuesday													
Wednesday													
Thursday													
Friday													
Saturday													
Sunday													

Study Strategies

Now that you have thought about what you want to achieve from your studying and, allocated time to study, it is time to think about how best to make use of your time.

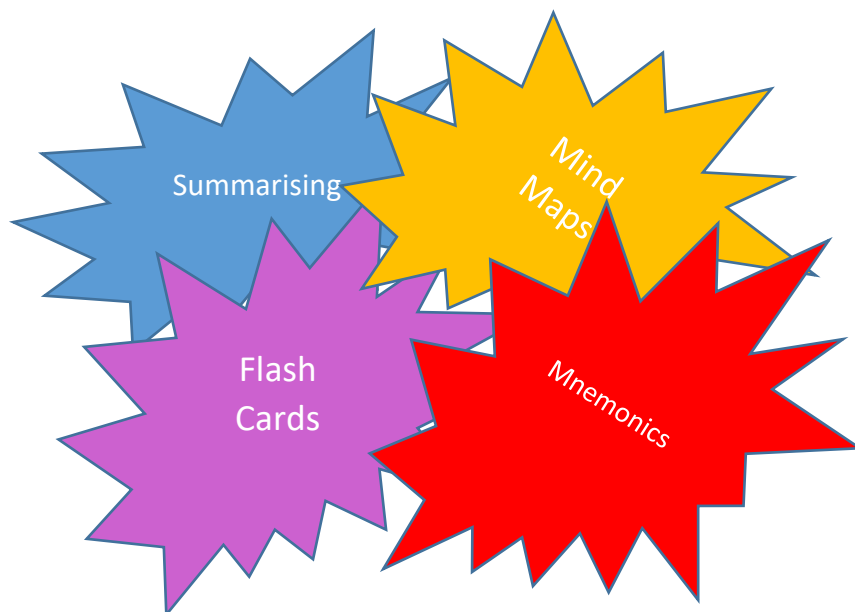
There are different strategies that you can use to help you make the most of your time. The aim is always to learn and understand, not to memorise the information.

There are different types of activity that you can use to help you learn. You might find that you prefer a particular type, or you might like to use a variety of techniques.

Activities can be organised into three main areas:

- Visual – learning through seeing/reading
- Auditory – learning through hearing/discussions
- Kinaesthetic – learning through activities/demonstrations/doing

In this booklet there are 4 suggestions of different strategies you can use. Try them out to find what suits you and helps you learn.



Summarising

Summarising is a useful study skill involving:

- reading a text
- identifying the most important or most relevant points
- making a note of these points in your own words
- Using your notes to produce your own version of the text

Summarising is capturing the main idea(s) of a text but expressing them in a much shorter version. This helps you to understand what the text is saying rather than simply coping it. For example:

Original Text

At a typical football match we often see players being disrespectful of a referee's decision, committing deliberate fouls or trying to take a free kick from an incorrect but more advantageous position, to try and score a goal. No wonder spectators also fight amongst themselves, damage stadiums, or take the law into their own hands by invading the pitch in the hope of affecting the outcome of the match.

Summary

Many footballers behave in unsporting ways to try to win the game so it is not surprising that fans behave badly too.

Original Text

Vincent Van Gogh (1853 -1890) was an iconic artist of his time. His work is most famous for its beauty, emotion and color. Van Gogh has influenced lots of other artists. He struggled with mental illness, and remained poor and he was not famous throughout his life. Van Gogh died in France at age 37 from having shot himself. Van Gogh completed more than 2,100 works, including 860 oil paintings and more than 1,300 watercolors, drawings and sketches.

From: <https://www.biography.com/people/vincent-van-gogh-9515695>

Summary of information from paragraph

- Born 1853 – Died 1890
- Very influential
- Mental illness was a problem
- Shot himself
- More than 2100 paintings
- Mainly oil painting and water colours

This might sound like an obvious study method, and it is! However, many learners make the error of simply copying out notes which limits understanding as the summary should be in your own words. Next time, try summarising.

Flash Cards

Flash cards are another useful way of studying. Flashcards can be created in many different formats and used in a variety of different ways to study. You should experiment with them in a number of ways before finding a strategy that suits you.

How to make Flash Cards

- Flash Cards can be pictures of words on cards. These pictures/words should be key words or phrases that you need to learn for your different subjects. On the back of the card you should write information which explains the key word/picture.
- Creating the flash cards helps you to revise and then you can use them again and again to revise in different ways.
- Students usually make A6 size cards so there is enough space to fit all of the information on the paper.
- Cut them up and have each card separate.
- For example, to study for Modern Languages classes, you could have the foreign words on one side of the card and the English on the reverse side. Or for Science you could have the title of the experiment on one side and the steps to complete it on the other side.









How to use Flash Cards

There are many ways you can use flash cards for learning. For example:

- Put the cards in order to create a timeline, or story of events.
- Pick a card at random and test yourself to see if you can remember what that key word/picture is about
- They can also be used when studying in small groups or pairs for various exercises and to test each other.
- Since all the information is on the card, a specialist knowledge of the subject is not needed therefore parents/carers could use these to revise with you at home.

Technology

Although your phone can be a distraction when studying, on some occasions it can help with your studying. There are many apps and websites that allow you to make flashcards on your phone. You may want to try one of these. One example is an app called **Chegg Flashcards**, however there are many others as well.

Table	École	Table 	School 
Chaise	Élève	Chair 	Pupil 
Crayon	Prof	Pencil 	Teacher 
Livre	Règle	Book 	Ruler 

ADJECTIVE

Adjectives **DESCRIBE** a **NOUN**.

Examples:

- The cake was **delicious**.
- The giant was **tall** and **fierce**.
- She stroked the **fluffy, gentle** cat.

Adjectives tell us more about nouns.

ADVERB

Adverbs **DESCRIBE** a **VERB**.

Examples:

- The boy ran **quickly** down the road.
- The dancer moved **gracefully**.
- The ghost moaned **sorrowfully**.

Adverbs tell you more about the verbs, and often end in -ly.

VERB

Verbs are **actions**, or '**doing words**'.

Examples:

- He **ran** up the road.
- She **painted** a beautiful picture.
- We **laughed** all the way home.

Verbs tell us what is being done.

NOUN

Nouns are **people, places** or **things**.

Examples:

- The **children** arrived at **school**.
- The **boat** filled with **water** and sank.
- I want to be a **doctor**.

Nouns tell us **who, what** or **where**.

PROPER NOUN

Proper nouns name a **specific person, place** or **thing**.

Examples:

- Alice** fell down a rabbit hole.
- I would like to visit **Italy**.
- My birthday is in **June**.

Proper nouns **always start** with a **capital letter**.

PRONOUN

A pronoun **takes the place** of a noun .

Examples:

- They** swam in the sea.
- We** played on the swings.
- I** love school!

In this example the heading would be on one side of the card and the explanation on the other.

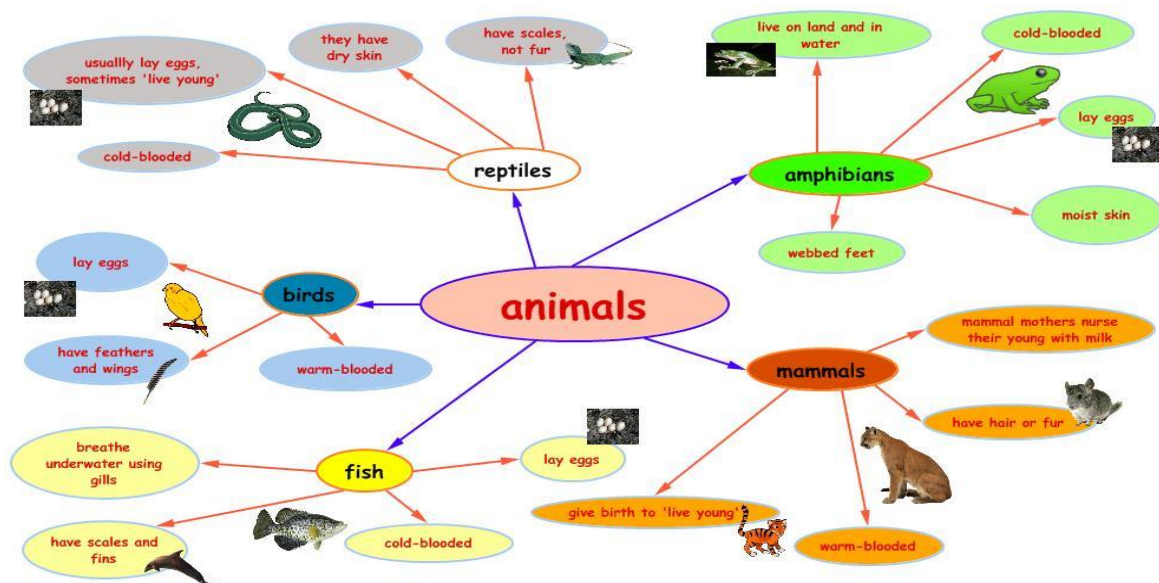
Sources from <http://www.instantdisplay.co.uk/writing.htm>

Mind Maps

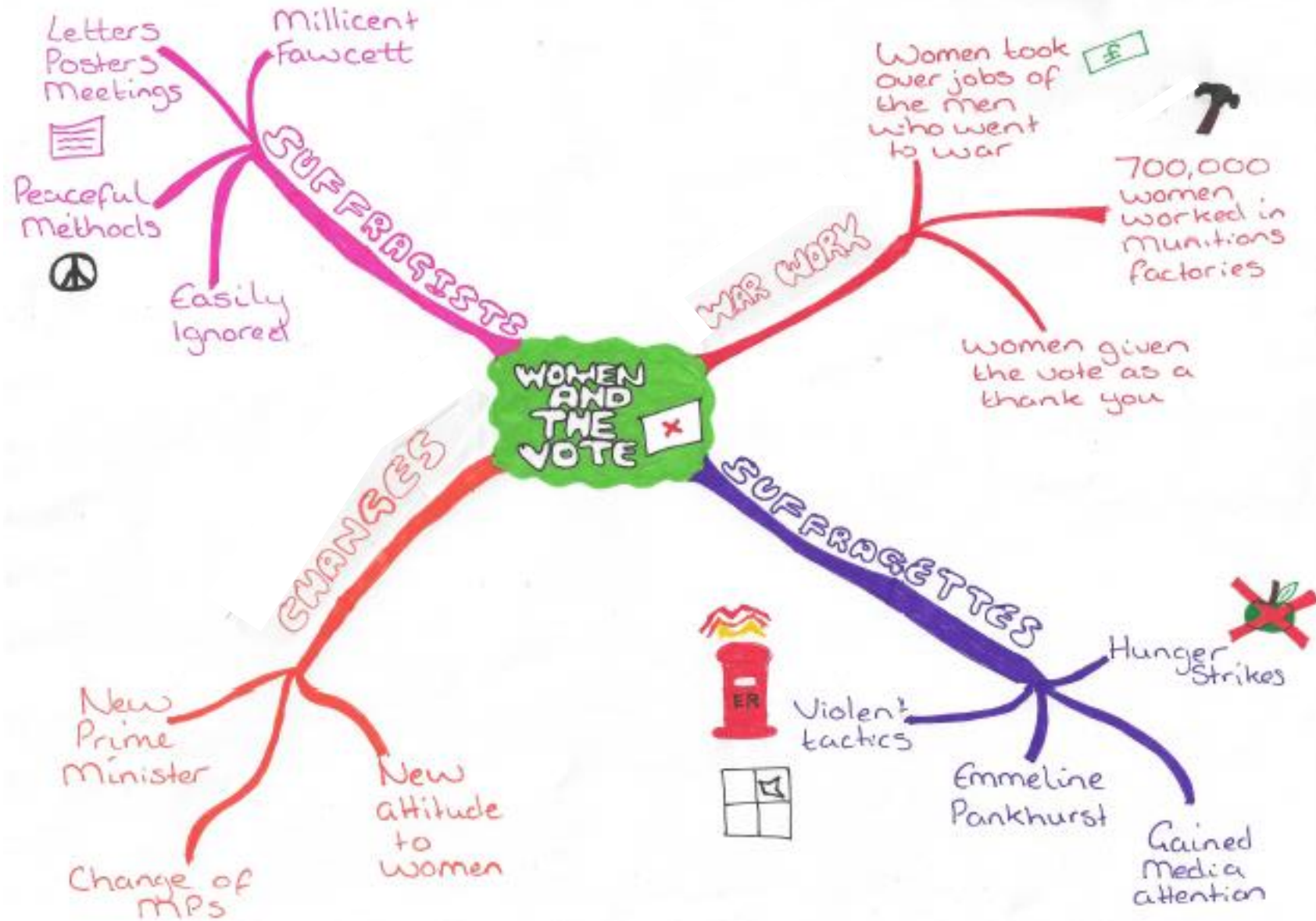
When you make notes, for example, to think of ideas for a project, you sometimes use lined paper and list the main points. Our brains don't remember or think of things in neat lines! We jump from one idea to another and make links between different ideas. A mind map is a different way of making notes that you may find more effective. Mind maps can be used for different tasks. They can be used to make notes, brainstorm ideas, plan an essay or investigation, or revise a specific topic or issue.

The steps you should take to produce your mind map are:

1. Turn the paper to landscape to give you more space to write
2. In the middle of the paper write the main idea/what the mind map is about and work outwards.
3. You should then have branches coming from the main idea to show what parts there are of this main idea. The subtopic should be written at the top of the branch. See the image below for an example. The main topic is animals, there are 5 branches coming out of it, the 5 subheadings are reptiles, amphibians, mammals, birds, fish and mammals.
4. Develop each branch to give detail. From the end of each branch develop the idea further. For example, in the diagram below, the birds branch develops into facts about birds including, lay eggs, have feathers and wings, and they are warm blooded.
5. Leave lots of space so you can add things in. Your mind map does not have to be completed in one sitting.
6. Use your own words. Do not simply copy from a textbook or teacher notes. A mind map should be your thoughts and ideas and will help you understand rather than memorise.
7. Use colour and pictures to help you organise the ideas in your head. Each branch should be distinct and different. For example, each branch should be in a different colour or pattern. In the example below each subheading is a different colour, birds is blue, amphibians in green and so on.



A hand drawn example of an S2 History Mind Map:



Mnemonics

A Mnemonic is a made up word, phrase, poem or rhyme that help you to remember something with ease.

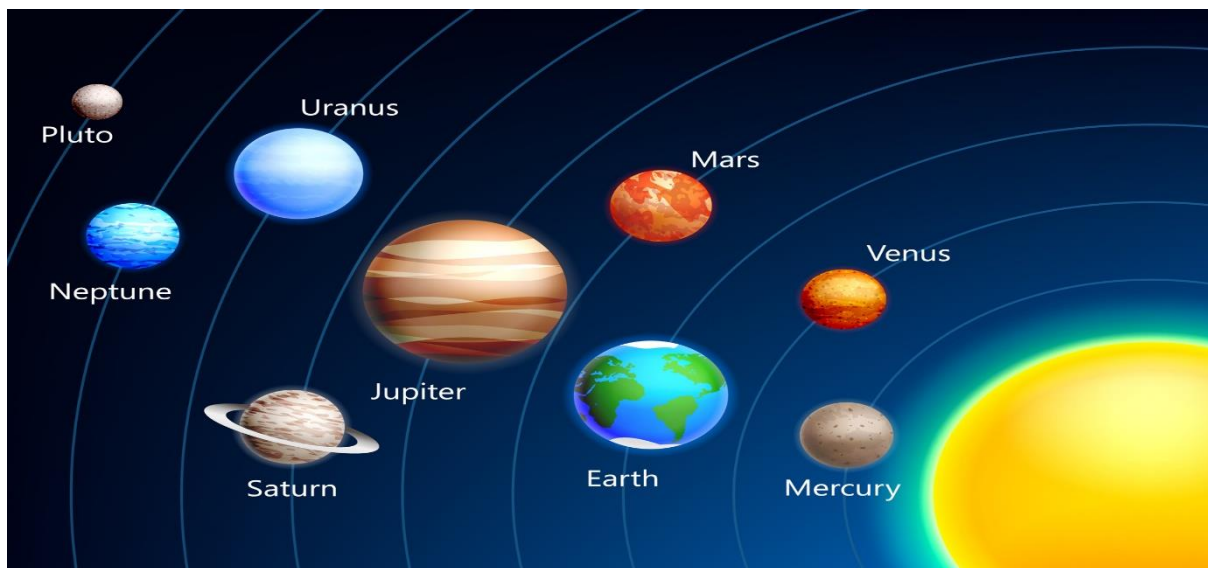
These can be used for learning in any subject across the school. The more unusual it is, the easier it is to remember.

The most common type of mnemonics are silly sentences using each letter of a word or phrase you need to remember or the first letter of each word in a sequence.

Example 1:

Fact: Order of Planets (**M**ercury, **V**enus, **E**arth, **M**ars, **J**upiter, **S**aturn, **U**ranus, **N**eptune and **P**luto)

Phrase to remember: **M**y **V**ery **E**xcited **M**other **J**ust **S**erved **U**s **N**ine **P**ies (The first letter is the same as the first letter of the planet)



Example 2:

Fact: Points of a Compass: **N**orth, **E**ast, **S**outh, **W**est.

Phrase to remember: **N**ever **E**at **S**hredded **W**heat



Final Tips

Here are some final key tips to help you reach your aims and goals this year.

- Start studying now and you will see the benefits of this in class tests and improvements in your work and learning.
- Start studying now and you will develop good habits
- Study little and often. Studying in small chunks regularly is the most effective way to study.
- Give yourself a break! Regular study breaks are important. Study for short periods of time: 20-30 minutes of studying and then a five-minute break.
- Drink plenty water, eat well and get plenty sleep. A healthy body and mind are key to exam success.
- Don't leave difficult bits or things you really don't enjoy to the end – get them over with!
- Ask for help when you need it! Friends, parents/carers and teachers are all here to help.
- Find the right balance of studying, relaxing, fun activities and life's commitments and chores.
- Reward yourself after each session - watch TV, meet friends, etc.

Good Luck!



Parent/Carer Tips

There are many ways in which you can help your child with their school work and with studying:

- Talk to your child about how you can support them and what they would find helpful. This booklet can help guide you both on the best techniques to use.
- Help your child plan their study timetable and most importantly help them stick to it. It could be displayed on the fridge to help you both remember what time has been allocated to homework and study. It is okay to be flexible but building good habits is important.
- Ensure your child has a quiet place to study with the materials they need. Contact the school if you need support with materials.
- Be supportive and encouraging. Provide favourite snacks and water for revision periods. Praise your child for all the effort and good work they have done - and will continue to do.
- Continue to show an interest in what they are doing, offer help. You could help your child create a mind map or flash cards. You can help them study with flashcards by checking their knowledge.
- S1 and S2 learners still have plenty of time before SQA exams. The purpose of this book is to help them develop good study habits, not put stress or pressure on them. Little and often is the key to success.





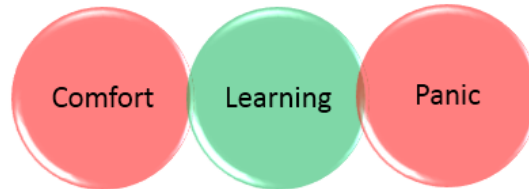
1. Positive Thoughts

Stamping out **C.A.N.Ts** (Cathkin **A**utomatic **N**egative **T**houghts)

We have 50,000 – 70,000 thoughts per day, two thirds of these are negative. Do the Self Talk 'I am, I can, I will'. Stamp out the C.A.N.T.S. Identify the barrier and think of a strategy to overcome this and then.... do it!

Positive Thoughts – I can't yet is more powerful than I can't

2. Get in the Zone



In learning there are 3 zones – Comfort, Learning and Panic. In the Comfort Zone nothing ever grows. In the Panic Zone, when you are anxious, it is difficult to focus, learn and perform. The Learning Zone allows you to reach your full potential by pushing yourself.

3. Aggregation of Marginal Gains

Aggregation of Marginal Gains (AMG), is the total of small improvements. Set targets that you can achieve quickly. If you improve your learning by 1%, these small gains will add up to significant improvements in your performance.

4. Focus and Commitment

Focus and Commitment are vital in learning. If you focus on distractions, your learning will be slow. It's not about more focus, it's about where you place your focus. The decision to commit is the start. You must demonstrate commitment if you are to become the best you can be.

You now have the tools to put your mind to learn. Words are powerful, and quotations can inspire. Read some of the following and get going or even better come up with your own.

“I can is 100 times more important than I.Q”

“Attitude is a little thing that makes a big difference”

“Success is not achieved in the 2 hour exam it’s in the days, weeks and months before”

“Are you really happy? Or just really comfortable?”

“When I lost my excuses I found my results”

“No matter how you feel. Get up, dress up, show up and never give up”

“Smooth seas will never a sailor make”

“Worrying is like praying for something that you don’t want to happen”

“What was the last thing you did that made you forget about your phone?”

“ _____ ”

Make positive your thoughts, they become your words.
Make positive your words, they become your actions.
Make positive your actions, they become your habits.
Make positive your habits, they become your nature.
Make positive your nature, it becomes your destiny.

