

Exam Preparation

The secrets to success:

- Have genuine faith in your preparation
- Don't leave anything to chance

Know exactly what is required for each exam

- Understand each subject
- Quiz your teachers
- Know your exam format
 - Multiple choice
 - Short answer
 - Essays
 - How many questions

Around the house put up lists of

- Key facts
- Formulae
- Quotes
- Examples

Recite them aloud when you see them

Do past papers under exam conditions

- Identify areas of weakness and address them
- Become comfortable with the vocabulary used
- Perfect the pace you must work at
- Your timing is critical

Test your knowledge and understanding

- Discuss it, explain it
- Justify it with friends
- Question each other

List any improvements needed

- Work through them systematically
- Retest your knowledge

Be thorough and focused – have a Study Timetable in your study area

Rednock 6th Form Revision and Exam Prep



Highlighting key topics

If you have worked steadily during your studies you will have avoided the need to start carrying out large amounts of new work at exam stage.

You cannot read every note you have ever made or books you have used and hope that the information sinks in. Whilst remembering is an important aspect of exam revision you should avoid learning in an unstructured manner. In order to apply your knowledge you will need to have it clearly structured in your mind.

Picking out the key topics and summarising the information will help you clarify the wider subject areas.

SUMmarise It
Shorter than the text
Use your own words
Main ideas only 

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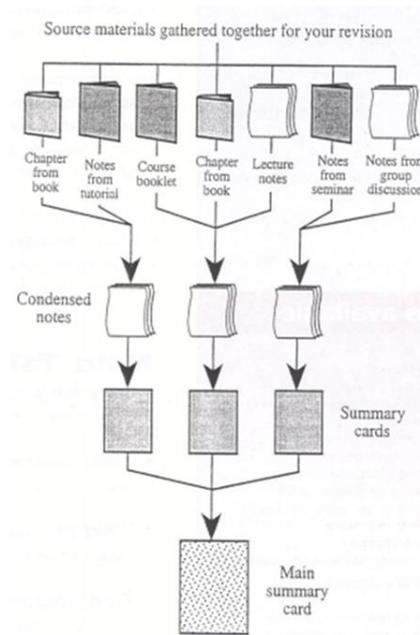
Key words used in exam questions

| | | | |
|----------|--|----------------|--|
| Analyse | Break issue into parts. Look in depth at each part using supporting arguments and evidence for and against | Discuss | A written debate using reasoning, backed up by evidence to make a case for and against an argument |
| Assess | Weigh up to what extent something is true. | Evaluate | Verdict as to what extent a statement is true, |
| Clarify | Literally make something clearer and, where appropriate, simplify it | Examine | Establish the key facts and important issues |
| Compare | Identify the similarities and differences between two or more phenomena | Explain | Clarify a topic by giving a detailed account as to how and why it occurs |
| Contrast | Similar to compare but concentrate on the dissimilarities between two or more phenomena | Justify | Make a case by providing evidence to support your ideas and points of view |
| Define | To give in precise terms the meaning of something | To what extent | Calls for a thorough assessment of the evidence in presenting your argument |
| Describe | Provide a detailed explanation as to how and why something happens | Summarise | Give a condensed version drawing out the main facts |

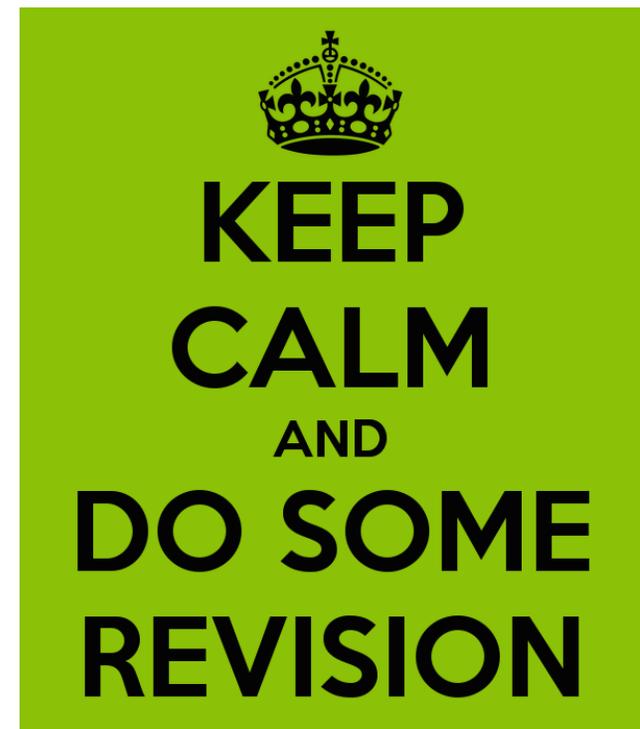
Key revision tips

Revision should be a continuous process. Read through your notes after your lectures, at the end of the week and at the end of term. This will leave you with less work to do in the period before your exams.

- Don't leave your revision until two or three weeks before the exam
- Plan well in advance of the exams
- Look at your course material and list the topics to revise for each subject
- Draw up a revision timetable. Start off with a smaller number of hours and increase these week by week
- Break up the day - remember how you need to stimulate your mind to help boost your concentration span
- Condense your notes into brief summaries of the main points of the topic
- Make your revision active - ask questions when you are reading. You may find the study advice sheet Reading Efficiently helpful with its suggestions for making your reading active.
- Set up a card system on which to condense your notes. Summarise the main points:



- Draw 'spider' diagrams to summarise information on a topic or to test yourself
- Practise answering questions from past exam papers
- Write some answers under timed conditions
- For every hour you work take ten minutes off. Don't work longer than three hours at a time. Do something completely different. Go for a walk, take part in a sporting activity, listen to some music
- Prioritise topics nearer the time of the exam but don't gamble on particular questions coming up in the exam
- Work with other students in group revision sessions. Discuss topics, share information within the group
- During revision time maintain a normal routine. Eat well, take exercise, don't go straight to bed after revision. Try and relax



Active Reading Strategies

- Choose the strategies that work best for you or that best suit your purpose.
- Ask yourself pre-reading questions. For example: What is the topic, and what do you already know about it?
- Identify and define any unfamiliar terms.
- Bracket the main idea or thesis of the reading, and put an asterisk next to it. Pay particular attention to the introduction or opening paragraphs to locate this information.
- Put down your highlighter. Make marginal notes or comments instead. Every time you feel the urge to highlight something, write instead. You can summarize the text, ask questions, give assent, protest vehemently. You can also write down key words to help you recall where important points are discussed. Above all, strive to enter into a dialogue with the author.
- Write questions in the margins, and then answer the questions in a reading journal or on a separate piece of paper. If you're reading a textbook, try changing all the titles, subtitles, sections and paragraph headings into questions. For example, the section heading "The Gas Laws of Boyle, Charles, and Avogadro" might become "What are the gas laws of Boyle, Charles, and Avogadro?"
- Make outlines, flow charts, or diagrams that help you to map and to understand ideas visually. See the reverse side for examples.
- Read each paragraph carefully and then determine "what it says" and "what it does." Answer "what it says" in only one sentence. Represent the main idea of the paragraph in your own words. To answer "what it does," describe the paragraph's purpose within the text, such as "provides evidence for the author's first main reason" or "introduces an opposing view."
- Write a summary of an essay or chapter in your own words. Do this in less than a page.

- Capture the essential ideas and perhaps one or two key examples. This approach offers a great way to be sure that you know what the reading really says or is about.
- Write your own exam question based on the reading.
- Teach what you have learned to someone else! Research clearly shows that teaching is one of the most effective ways to learn. If you try to explain aloud what you have been studying, you'll transfer the information from short-term to long-term memory, and you'll quickly discover what you understand — and what you don't.

Study Timetable

Study sessions just don't happen when you feel like doing them.

They need to be scheduled on an organised timetable.

Your study timetable should rule your life.

Preparing a Study Timetable

sample study timetable (on-campus, full-time)

| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|------------------------------------|----------------|---------|-----------------------|-------------------------|--------------------------|-----------------------|------------------------------|
| 8-9am | GYM | | GYM | | | | |
| 9-10am | STUDY | travel | | STUDY | travel | WORK | FOOD SHOPPING, LUNCH, CHORES |
| 10-11 | | CLASSES | STUDY | | CLASSES | | |
| 11-12 | | | | LUNCH | LUNCH | | |
| 12-1pm | LUNCH | LUNCH | LUNCH | STUDY | CLASSES | | |
| 1-2pm | STUDY | CLASSES | travel | | | | STUDY |
| 2-3pm | | CLASSES | CLASSES | | travel | | |
| 3-4pm | | | | | STUDY | | |
| 4-5pm | CHORES, DINNER | travel | | DINNER | | | |
| 5-6pm | | DINNER | travel | | STUDY | | DINNER |
| 6-7pm | | | DINNER | WORK | DINNER | DINNER | |
| 7-8pm | WORK | STUDY | STUDY | | STUDY | | STUDY |
| 8-9pm | | | | | | GO OUT | |
| 9-10pm | | | | | | | |
| 10-11pm | | | | | | | |
| 11-12midnight | | | | | | | |
| | 6 | 3 | 6 | 7.5 | 5.5 | 0 | 6.5 |
| TOTAL STUDY HOURS PER WEEK: | 34.5 | | | SUBJECT 1 (hardest): 12 | | SUBJECT 2 (middle): 8 | |
| | | | SUBJECT 3 (middle): 8 | | SUBJECT 4 (easiest): 6.5 | | |