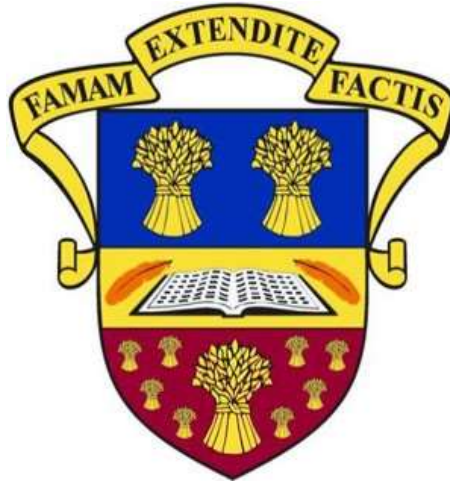


Ellon Academy

*'Personal Best'*



# 'How to Study' Guide

March 2021

Find the electronic version here:

<https://ellonacademy.aberdeenshire.sch.uk/pupils/>

# Contents

<u>Title</u>	<u>Page No.</u>
Introduction	3
What is Studying?	4
Getting Organised	4
Time Management	5
Health and Wellbeing	7
Know Your Learning Style	8
Study Methods	13
Ten Top Study Tips	21
Improving Your Memory	23
Create Your Own Reward System	27
Subject Specific Advice	28

March 2021

Dear Parents/Carers and Pupils,

This booklet has been created to provide advice and support for all our Senior Phase Learners as they prepare for assessments after the Easter break. It also included advice and information for parents/carers on how they can support their child/children through this exceptionally challenging time.

We hope you find this booklet useful and we wish all our pupils every success for next term.

Yours sincerely

*P Buchan*

Pauline Buchan

Head Teacher

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## Introduction

Most people know that studying is the key to improving your chances of success in tests, assessments, and exams, but how do we know what to study and how to study? Well, your teachers can help you with the 'what' to study, but just by looking at your own learning and how you learn, you will be able to develop your own personal approach to study in a way that meets your own individual needs. As you develop your study skills, you'll discover what works for you, and what doesn't. This year more than ever, we have put this booklet together to try and support you for your assessments in Term 4.

Study skills and techniques are not specific to different subjects. They are generic and can be used when studying any area or topic. You will, of course, need to understand the concepts, theories and ideas surrounding your subject area. To get the most from your studies, however, you'll want to develop your own study skills, so...

### **Be honest with yourself**

Perhaps the most important aspect to successful study is being honest with yourself. This may very well be the first time you have had to sit down and organise your own study without anyone checking what you're doing, and it's important to stress that it is no use telling yourself that you are revising when you know you're not.

Sitting at your desk staring out of the window does not count as revision, even if your books are open in front of you. Technically, neither does drawing up a beautiful colour-coded revision plan, if it detracts from the act of studying. Be honest about what you are doing. If it is useful and vital preparation, then go ahead. If you are doing this in order to postpone the evil moment that you will actually have to do some revision, then stop it and get on with your revision.

## What is studying?

The purpose of studying is to prepare yourself for assessments and exams, making sure you understand and can apply your learning in an assessment situation.

It's looking again at something you have previously learned, with a view to updating and refreshing your knowledge, learning it and applying it in practice.

## So, how do I do it?

Read on...

## Getting Organised

### Step 1. Find a Space

Some students will spend the first 20 minutes of their study time just looking for somewhere to study. A key to ongoing good habits is to find a dedicated study space free from distractions, where you can concentrate. If you want to change up your study space, that's fine, just make sure to find a study space that works and stick with it. Choose a spot you absolutely love. Maybe it's in a favourite chair or lying outside on the grass. Maybe you've created a cosy space in the corner of your bedroom. Wherever it is, make it your designated study space and use it only for studying. The more you love to be there the better; you'll be motivated to study so you can go to your favourite spot!

### Step 2. Prepare a Study Planner

Whichever format you choose, your study planner should outline the following:

- Assignments with their due dates
- Assessments/Tests with their dates
- All school activities
- All out-of-school and extra-curricular activities
- Planned rest/leisure time

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8-9	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Long Lie	Long Lie
9-10		Meet		Watch		Shower	Long Lie
10-11		Friend		Film		Breakfast	Breakfast
11-12							Visit
12-1	Lunch	Lunch	Lunch	Lunch	Lunch		Gran
1-2	with					Lunch	Lunch
2-3	Friend					with	
3-4						Family	
5-6	Dinner	Dinner	Dinner	Dinner	Dinner	Work	
6-7			Rugby	Work	Shower		Dinner
7-8					Out		Plan
8-9							For
9-10	Shower	Shower	Shower	Shower			Week
10-11							Bath
11-7	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep

<https://getrevising.co.uk/planner>

## Step 3. Time Management

Once you've developed a study planner, there are several other strategies that will help you accomplish more and make the most effective use of your time. These include:

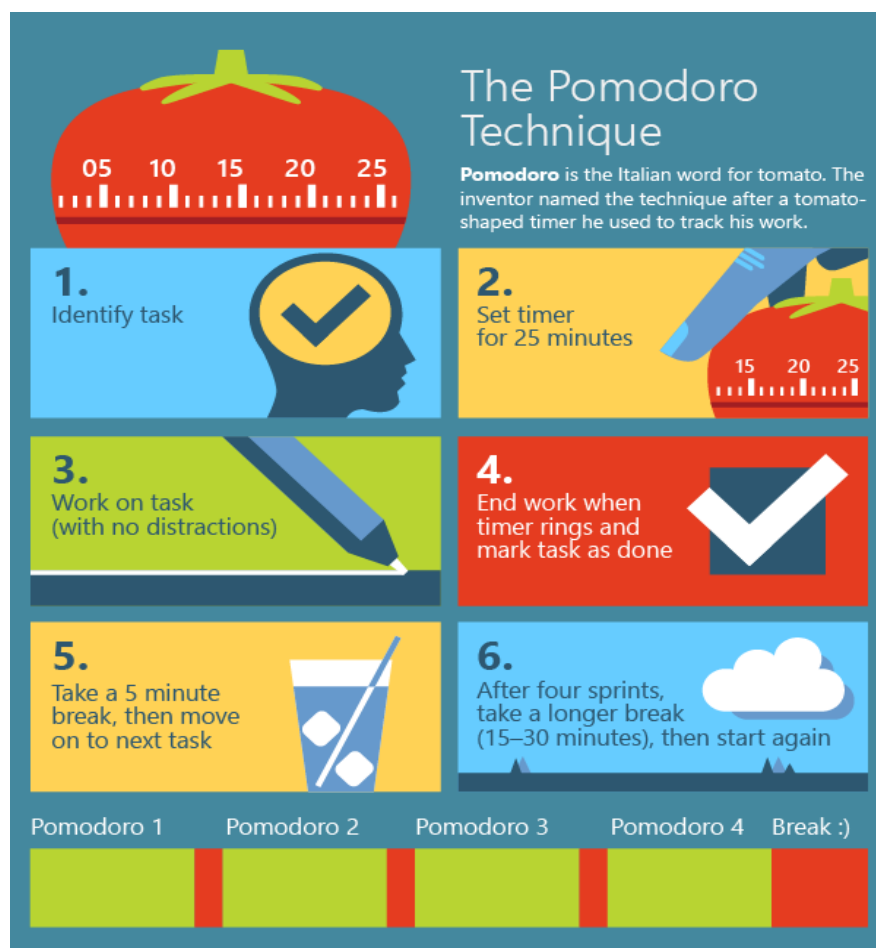
- **Prioritise your assignments.** As you progress through your education, you'll find the topics of study become more complex, the workload more demanding and the material more challenging. By the time you arrive at college or university, there just isn't enough time in the day to get everything done. Start the habit of beginning your studying with the most difficult, or important, subject or task first. Tackling the hardest subjects first, while you're still fresh and energised, will make the remainder of your studies much easier.
- **Create blocks of study time.** Not only should you have a dedicated study space, but you should also have dedicated study time. Blocks of time where you focus on your studies. Blocks around 40 to 50 minutes are ideal but may be longer or shorter based on the subject and your ability to focus. It's okay to take study breaks during your blocks for a snack, or just to get up and walk around, but make sure to return to your studies.
- **Schedule activities for after your schoolwork.** One of the most difficult, yet important, elements of effective time management is to put your schoolwork first. It's easy to say you'll get your schoolwork done later, or just before you go to bed. It's just as easy to say you'll do it tomorrow when bedtime arrives, and you no longer have the disposition or energy to get it done. Complete your schoolwork as soon as possible. Putting off less important activities until after you complete your schoolwork will allow you stay on track and focus on your "fun" activities without the pressure looming schoolwork.
- **Use helpful resources.** The old adage, *if at first you don't succeed, try, try, try again*, while useful for many of life's situations, isn't always the best philosophy when you're strapped for time and can't figure out your chemistry homework. As you progress through secondary school and then into college or university, it's wise to rely on the help, expertise and knowledge of others to assist you with the learning process. Smart friends, teachers, study groups, and even the Internet, are useful resources for tackling complex subjects and making the most effective use of your time.
- **Join a study group.** Groups offer several advantages to students, least of which is the ability to cover more material faster. Working in a study group makes it possible to research and learn about various topics quickly. Each member is assigned a topic and then provides a summary to the group. Study groups as less effective if they become social events.

## The Pomodoro Technique

At its core, the Pomodoro Technique is very simple:

- Study for 40 - 50 minutes
- Take a break for 5-10 minutes
- Repeat the cycle 4 times
- Take a longer break

Of course, there are variations of this technique, and you might find that you like shorter study intervals, or maybe you can only repeat the cycle three times until you need a longer break. No matter how you customise it for yourself, when you know the end is in sight and a break is coming up, it makes it easier to study for longer periods of time. To help keep track of time and make sure you're not constantly checking the clock, set a timer for both your study sessions and your breaks. You can make the most of your breaks by getting up and doing something physical that gets your blood pumping. If you use your breaks to watch 10 minutes of a TV programme, you probably won't be very motivated to jump back in.



## Step 4. Health and Wellbeing

- **Get exercise.** It's important that you get exercise, especially going outside to clear your mind and loosen your body. Exercise can reinvigorate you and give you more energy and motivation to keep going with your revision.
- **Eat well.** Try to avoid high sugar snacks, white carbs (like white bread and potatoes) and drinks which could spike/crash your blood sugar levels. Avoid caffeine which could disrupt your sleeping patterns. Keep hydrated, so always have a bottle of water with you and aim to refill it several times a day.
- **Get plenty of sleep.**

When you sleep, your brain doesn't just turn off. The opposite occurs. Your brain gets busy doing the following:

  - Clearing out toxic waste products that have accumulated while you've been awake
  - Rehearsing tougher information, you're trying to learn
  - Strengthening and consolidating important information

Therefore, going over important information before you take a 90-minute nap or go to sleep at night can be beneficial for learning. Your brain is more likely to rehearse this information and strengthen it while you sleep. Most importantly, it's critical that you get a solid 8-10 hours of quality (undisturbed) sleep each night. If you're sleep deprived, these effective study strategies cease to be effective.



# Know your Learning Style:

## Visual Learners



Do you ever remember taking a test in school and thinking “I don’t remember the answer, but I remember I had it highlighted in pink in my notes”... then you might be a visual learner. That’s because visual learners remember and learn what they see the most. This could include videos and pictures, but it doesn’t have to. Visual learners do well with spatial reasoning, charts, graphs, etc. Often, visual learners “see” words as pictures or other objects in their head, and they often use their right brain to process information. One of the many benefits of being a visual learner is that the human brain processes visual information much faster than plain text. As a visual learner, you can take in and retain a lot of information quickly because you prefer this processing method that humans are already very good at. When studying and learning, visual learners prefer the use of maps, outlines, diagrams, charts, graphs, designs, and patterns. When taking notes, these students are more likely to organise their notes into visual patterns. They might use charts or diagrams; they might separate their page of notes into different sections. Many visual learners also do well with colour coding their notes with different coloured pens or highlighters.



Visual Learner

- 1: Translate your notes into charts, diagrams and lists
- 1: Mindmap
- 1: Use colour coding to your advantage
- 1: Study for tests/exams with flashcards
- 1: Map from memory
- 1: Mind movies
- 1: Scaffold exam model answers
- 1: Make a video = movie maker



# Auditory Learners



Do you sometimes talk to yourself when you're thinking hard, studying, or trying to organise something? If that sounds like you, you're likely to be an auditory learner.

Auditory learners learn best by hearing and carefully listening. This can include hearing things from external sources, as well as hearing themselves talk. They are very likely to volunteer to answer questions and to actively participate in classroom discussions.

Auditory learners have a great advantage in the classroom because they're not afraid to speak their mind and get answers to their questions. While reading/writing learners might not even realise they have a question until they've had time to go back and process their notes, auditory learners learn by listening and speaking, so they process through information very easily, right there in the classroom.

Any form of listening or speaking is going to be the most efficient learning method for this category. Some popular methods include lectures, audiobooks, discussion, and verbal processing. These learners are typically good at storytelling and giving speeches as well. A lot of these students often prefer studying and working in groups because they can talk through the information.

**AUDITORY LEARNERS**

- 1 Read aloud when possible
- 1 Join a study group in order to discuss ideas with other students
- 1 When using flashcards, give responses out loud
- 1 Utilise videos for listening
- 1 Record lectures for reviewing notes
- 1 Podcasts
- 1 Make a song/rap

## Reading/Writing Learners



Do you tend to zone out when people are talking to you or you hear a lecture? Would you rather read the transcript or get the information from a book? Then you're probably a reading/writing learner.

Reading/writing learners learn best by, well, reading and writing. They often relate to the famous Flannery O'Connor quote "*I write because I don't know what I think until I read what I say.*" Verbal input can often go in one ear and out the other for these types of learners. For them, seeing notes on the board or on a PowerPoint is really important, as is taking their own notes.

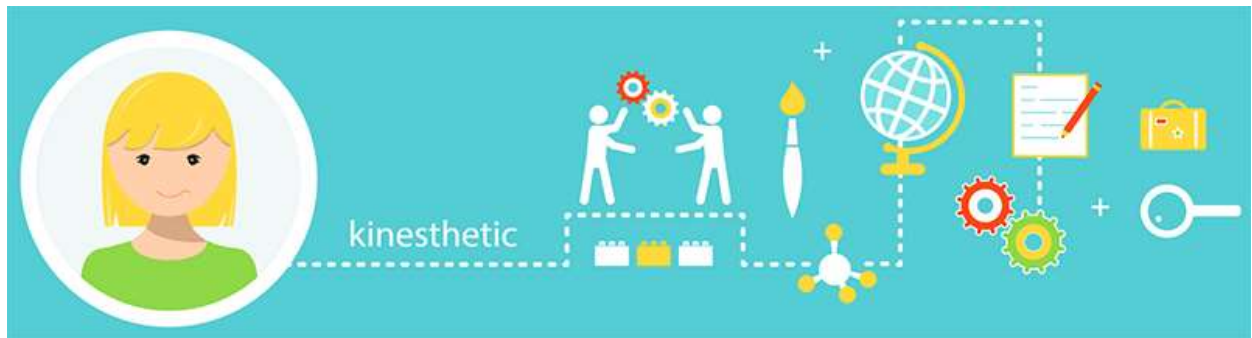
These students learn best from books, lists, notes, journals, dictionaries, etc. Somethings these students might do to intuitively help themselves learn are rewriting their notes, using flash cards, adding notes to pictures or diagrams.

A graphic for 'Reading/Writing Learner' featuring a hand holding a green and orange folder, a magnifying glass over a document with 'a²', and various school supplies like pencils and erasers. The text 'READING/W' and 'LEARNER' is partially visible.

- 1: Review your class notes afterwards
- 1: Summarise your lesson/topics
- 1: Use printouts of presentations to follow along
- 1: Seek resources in articles, e-books and essays
- 1: Rewrite ideas in your own words
- 1: Translate visual information into statements
- 1: Write a poem/rhyme

Reading/Writing  
Learner

## Kinaesthetic Learners



Are you the first one to get up and volunteer to demonstrate an experiment for everyone else? Do you need to actually change the oil, rather than look at a diagram, in order to learn how to do it? If so, it sounds like you're a kinaesthetic learner.

The root word "kinaes" means motion, and as such, a kinaesthetic learner learns best by going through the motions or actually doing something. When they are actively moving their body and combining that with what they are learning, it's much easier for them to internalize the information.

These students tend to shine in demonstrations and experiments. They also learn best from seeing something first-hand, watching live videos, and going on field trips. Even just combining a physical motion with a piece of information can help them. They might fidget while they're listening in class, and they are much more likely than those with other learning styles to talk with their hands.



Kinaesthetic Learner

- 1 Study in blocks of time with frequent breaks
- 1 Walk around while reviewing your notes
- 1 Trace words with your fingers as you study
- 1 Use flashcards, games or activities to study
- 1 Toss a tennis ball around while you're thinking

## Logical Learners

Individuals who excel at maths and possess strong logical reasoning skills are usually logical learners. They notice patterns quickly and have a keen ability to link information that would seem non-related by others. Logical learners retain details better by drawing connections after organising an assortment of information. Maximise your ability to learn by seeking to understand the meaning and reasoning behind the subject you're studying. Don't depend on rote memorisation. Explore the links between related subject matter and make sure to understand details. Use 'systems thinking' to help you better understand the relationship between various parts of a system. This will not only help you understand the bigger picture, but it will also help you understand why each component part is important.



## Social Learners

Social learners usually have excellent written and verbal communication skills. These individuals are at ease speaking with others and are adept at comprehending other people's perspectives. For this reason, people frequently seek counsel from social learners. Social learners learn best working with groups and take opportunities to meet individually with teachers. If you like bouncing your ideas off others, prefer working through issues as a group, and thoroughly enjoy working with others, there's a good chance you're a social learner.



If you're a social learner, you should seek opportunities to study with others. If the class you're in doesn't have formal groups, make your own group.

## Solitary Learners

Solitary learners usually prefer working by themselves in private settings. They do not rely on others for help when solving a problem or studying. Solitary learners frequently analyse their learning preferences and methods. Since solitary learners prefer to work alone, it is possible for them to waste time on a difficult problem before seeking assistance. However, solitary learning can be a very effective learning style for students.



## Study Methods

Here are some study methods you may find helpful:

- Reading notes
- Testing yourself to see what you remember
- Re-writing your own notes
- Making mind maps
- Making 'Flash Cards'
- Practicing questions
- Memorising/remembering
- Writing key facts on sticky notes
- Highlighting key facts with highlighter pens
- Bullet pointing key facts
- Practicing answering past assessment questions



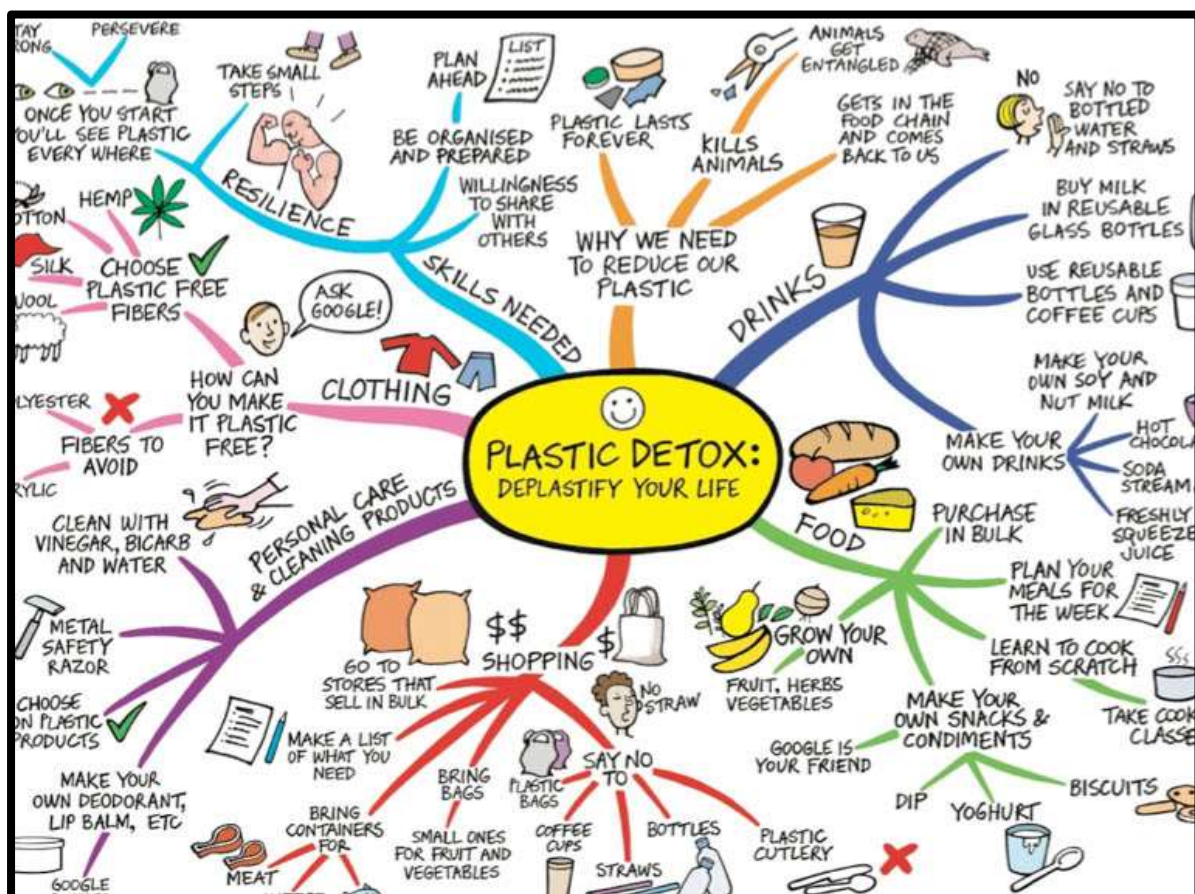
## New video for learners- Studying for SQA Qualifications Using SCHOLAR

We are delighted to announce the release of our latest support video for learners. This new resource, "[Studying for SQA Qualifications Using SCHOLAR](#)", has been created to show learners how to use SCHOLAR in their studies as they work towards a National 5, Higher or Advanced Higher qualification. The video is suitable for learners with no prior experience of SCHOLAR but may also be of benefit to students with summative assessments or exams approaching who may wish to use the interactive course materials and automatically marked, end of topic and end of unit assessments for consolidation and revision. Our new video is available at <http://bit.ly/StudyWithSCHOLAR>

<https://scholar.hw.ac.uk>

Best wishes, the Scholar Team

## Dual coding (using words and pictures)



Dual coding is when you use both words and pictures to learn information. This gives you two ways to learn the information (via the words and the pictures).

Here are some different ways you can dual code when you study:

- Create an infographic summarising the topic
- Make a comic strip
- Doodle on a blank sheet of paper as you read
- Create a mind map
- Look at the pictures in your textbooks and compare them to the text. Ask yourself what is missing? Is the picture fully conveying the text?

### Mind Mapping

## Revision Task - Mindmap

- Create a Central Idea. The central idea is the starting point of your Mind Map and represents the topic you are going to explore. ...
- Add branches to your map. The next step to get your creative juices flowing is to add branches. ...
- Add keywords. ...
- Colour code your branches. ...
- Include images.



## Retrieval practice



Without looking at your books and notes, try to recall the information. Ask yourself, *What did I study in Biology yesterday?* Force yourself to get the information out of your brain. The simple act of bringing information to mind helps to reinforce it in your brain.

You see, it takes effort to transfer information into your long-term memory. You don't just hear information once in class and ... BOOM! That information stays in your brain forever. Sorry, it doesn't work like that.

We are incredibly forgetful, so we need to revisit the information to help cement it in our brains. Retrieval practice is the best way to do this.

**Let me make one thing clear: Retrieval practice is not the same thing as repetition.**

Repetition is easy (you just read the information over and over again). But retrieval (forcing yourself to bring specific information to mind) is hard. It strains your brain. But it's a good kind of muscular strain.

Just like it's good to push your body at the gym, retrieval practice is the ultimate workout for your brain. It will help shift information into your long-term memory so you can access it when you need it.

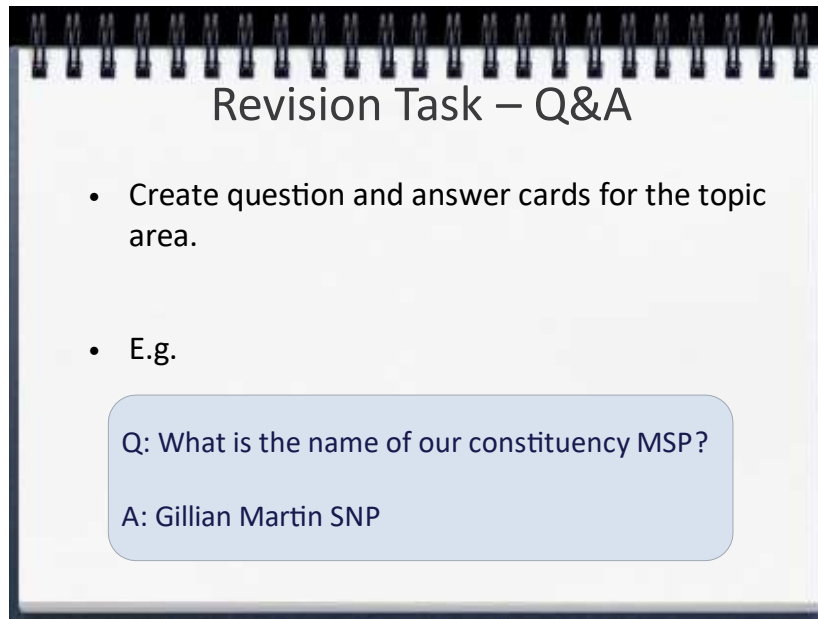
**Here are some different ways you can practice retrieval:**

- Use flash cards: Try to answer the question before flipping over the card and reading the answer
- Do practice tests and past exam papers
- Try explaining a concept to a friend, your pet or the wall
- Grab a diagram you need to learn the terms of, white out the terms and test yourself
- Do a brain dump: Take a blank piece of paper and draw out everything you know about a particular topic

When you get to the point where you can't recall anything else, that's when it's okay to take out your books and your notes. Check for any mistakes and gaps in your knowledge.



## Question and Answer Cards



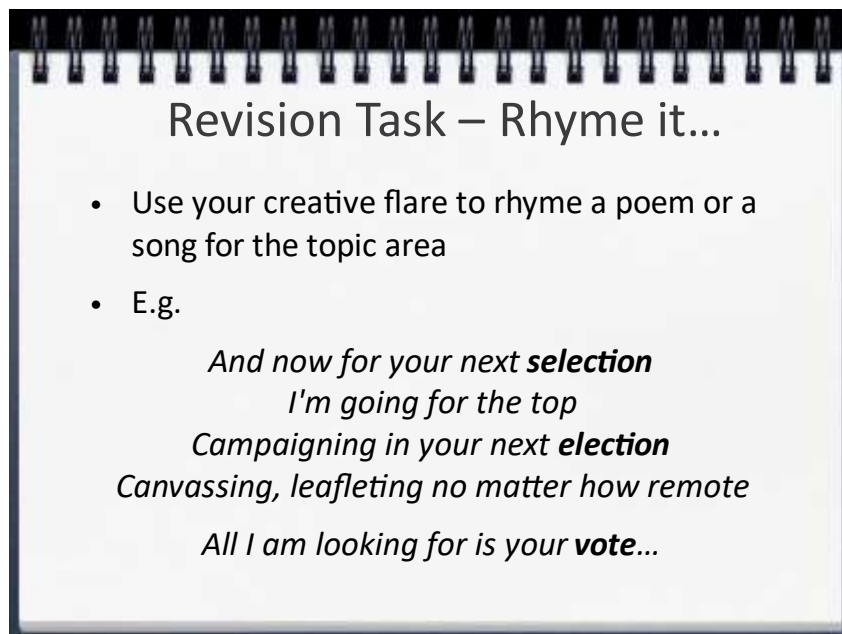
Revision Task – Q&A

- Create question and answer cards for the topic area.
- E.g.

Q: What is the name of our constituency MSP?

A: Gillian Martin SNP

## Rhyme it!



Revision Task – Rhyme it...

- Use your creative flare to rhyme a poem or a song for the topic area
- E.g.

*And now for your next **selection**  
I'm going for the top  
Campaigning in your next **election**  
Canvassing, leafleting no matter how remote  
All I am looking for is your **vote**...*

## Record Yourself

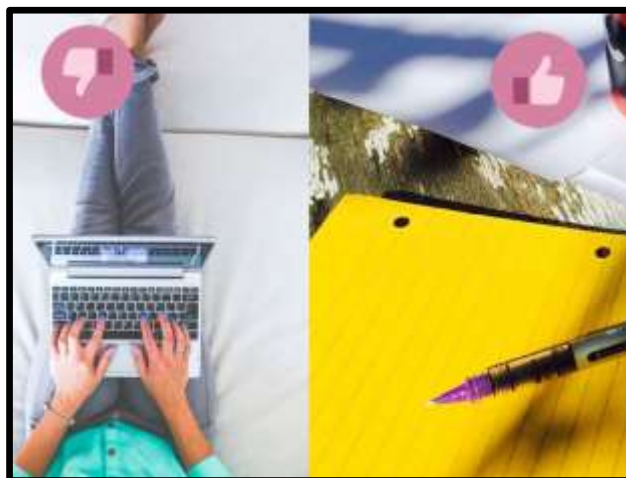


**Revision Record** —

Record you speaking your notes

- Make a podcast
- Make a news broadcast
- Watch/listen to it over

## Take notes by hand



Want to remember more information? **Ditch your laptop and work with pen and paper.**

A study called *The pen is mightier than the keyboard* found that students retained more information when they took notes by hand than when they took typed notes on their laptops.

When you take notes on your laptop, you tend to write word for word what the teacher is saying. This is because you can type at the same speed the teacher is speaking at.

But when you take notes by hand, you can't write as fast as the teacher speaks. This forces you to put the information in your own words. This makes it easier for you to understand the information, which explains why you tend to remember more of it.

## Revision Placemats

**Revision Task - Placemats**

- In groups of 4 write down everything you can about a topic area.
- Turn the placemat round and read someone's notes
- As a group decide on the 5 main factors to put into the middle of the placemat
- Take a picture of it

The diagram shows a large rectangle divided into four quadrants by a vertical and a horizontal line. In the center, where the lines intersect, is a smaller white rectangle.

## Pretend to be 4 years old



Have you ever spent time with a 4-year-old child? If so, you'll notice they ask *Why?* a lot. It's this natural curiosity that makes 4-year-olds like sponges, soaking up information from everywhere.

When you sit down to read your textbook, you want to ask *Why?* and *How?*

### Ask questions such as:

- Why is this the case?
- How does this idea relate to the idea that was mentioned earlier?
- How does this work?
- How do these ideas relate to my own life?

## Post it!

### Revision Task – Post it

- Create a poster/mindmap with examples and facts on a piece of paper
- Stick the poster on your wall
- Summarise a piece of information on a post it note
- Walk across the room and stick the post it in a group of facts that link together...



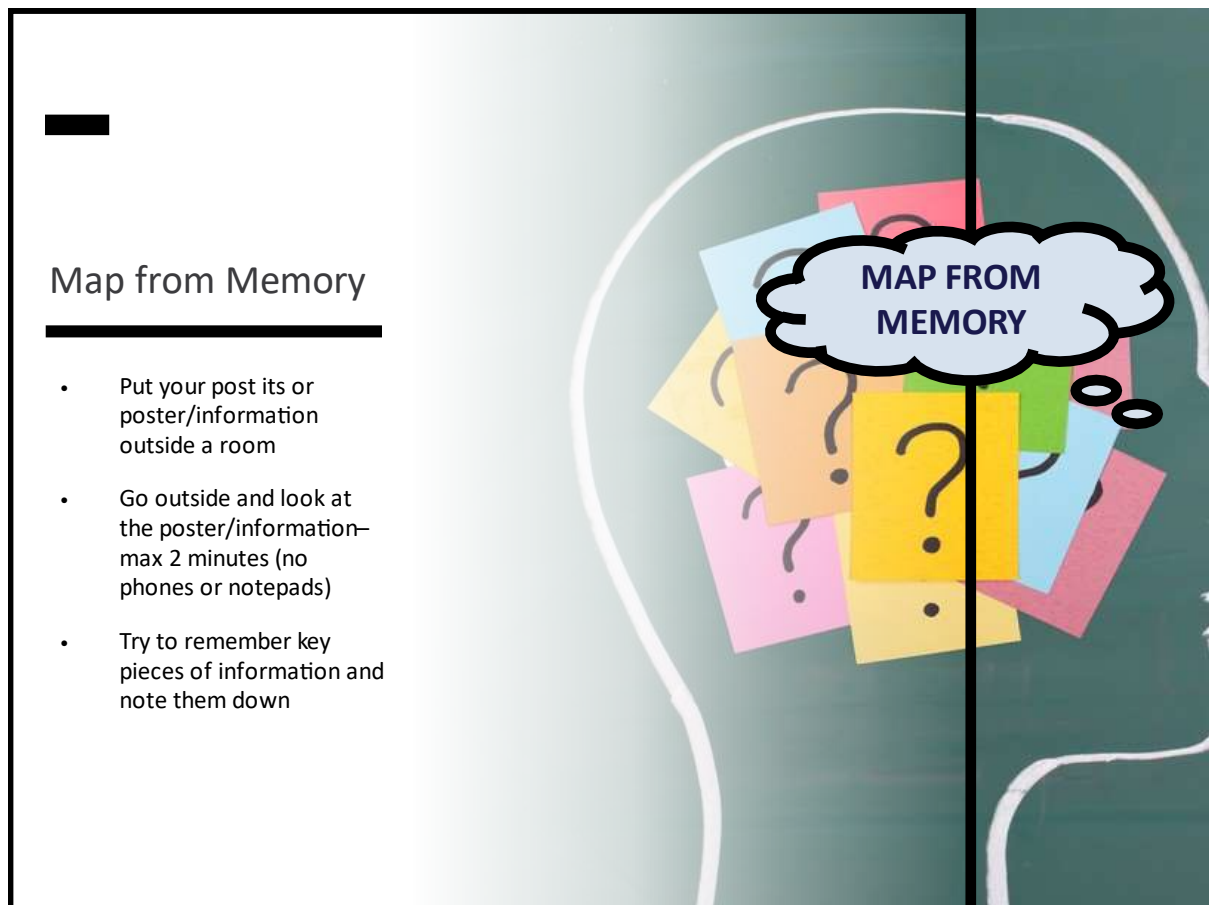
## Test Yourself



### Revision Task – Test yourself

- Write a test or quiz that will cover the areas for revision
- Get someone to ask you the questions
- Throw and catch a ball while answering the questions

## Map from Memory



**Map from Memory**

- Put your post its or poster/information outside a room
- Go outside and look at the poster/information—max 2 minutes (no phones or notepads)
- Try to remember key pieces of information and note them down

## 10 Top Study Tips

### 1. Don't attempt to cram all your studying into one session.

Ever find yourself up late at night expending more energy trying to keep your eyelids open than you are studying? If so, it's time for a change. Successful students typically space their work out over shorter periods of time and rarely try to cram all their studying into just one or two sessions. If you want to become a successful student then you need to learn to be consistent in your studies and to have regular, yet shorter, study periods.

### 2. Plan when you're going to study.

Successful students schedule specific times throughout the week when they are going to study -- and then they stick with their schedule. Students who study sporadically and whimsically typically do not perform as well as students who have a set study schedule. Even if you're all caught up with your studies, creating a weekly routine, where you set aside a period of time a few days a week, to review your courses will ensure you develop habits that will enable you to succeed in your education long term.

### 3. Study at the same time.

Not only is it important that you plan when you're going to study, it's important you create a consistent, daily study routine. When you study at the same time each day and each week, you're studying will become a regular part of your life. You'll be mentally and emotionally more prepared for each study session and each study session will become more productive. If you have to change your schedule from time to time due to unexpected events, that's okay, but get back on your routine as soon as the event has passed.

### 4. Each study time should have a specific goal.

Simply studying without direction is not effective. You need to know exactly what you need to accomplish during each study session. Before you start studying, set a study session goal that supports your overall academic goal (i.e., memorise 30 vocabulary words in order to ace the vocabulary section on an upcoming Spanish test.)

### 5. Never procrastinate your planned study session.

It's very easy, and common, to put off your study session because of lack of interest in the subject, because you have other things you need to get done, or just because the assignment is hard. Successful students DO NOT procrastinate studying. If you procrastinate your study session, your studying will become much less effective and you may not get everything accomplished that you need to. Procrastination also leads to rushing, and rushing is the number one cause of errors.

### 6. Start with the most difficult subject first.

As your most difficult assignment or subject will require the most effort and mental energy, you should start with it first. Once you've completed the most difficult work, it will be much easier to complete the rest of your work. Believe it or not, starting with the most difficult subject will greatly improve the effectiveness of your study sessions, and your academic performance.

### 7. Always review your notes before starting an assignment.

Obviously, before you can review your notes you must first have notes to review. Always make sure to take good notes in class. Before you start each study session, and before you start a particular assignment, review your notes thoroughly to make sure you know how to complete the assignment correctly. Reviewing your notes before each study session will help you remember important subject matter learned during the day, and make sure your studying is targeted and effective.

### 8. Make sure you're not distracted while you're studying.

Everyone gets distracted by something. Maybe it's the TV. Or maybe it's your family. Or maybe it's just too quiet. Some people actually study better with a little background noise. When you're distracted while studying you (1) lose your train of thought and (2) are unable to focus -- both of which will lead to very ineffective studying. Before you start studying, find a place where you won't

be disturbed or distracted. For some people this is a quiet cubicle in the recesses of the library. For others it is in a common area where there is a little background noise.

## 9. Use study groups effectively.

Ever heard the phrase "two heads are better than one?" Well, this can be especially true when it comes to studying. Working in groups enables you to (1) get help from others when you're struggling to understand a concept, (2) complete assignments more quickly, and (3) teach others, whereby helping both the other students and you to internalise the subject matter. However, study groups can become very ineffective if they're not structured and if group members come unprepared. Effective students use study groups effectively.

## 10. Review your notes, schoolwork, and other class materials over the weekend.

Successful students review what they've learned during the week over the weekend. This way they're well prepared to continue learning new concepts that build upon previous coursework and knowledge acquired the previous week.

# Improving Your Memory

"I'm just not good at taking tests."

"There is too much information for me to remember."

"Sometimes I just get overwhelmed and my mind goes blank."

These are phrases which are all too common among students when they struggle to remember information. But the fact is, we all struggle to remember information and forget important things. Retaining information is closely linked to academic success since exams are designed to test what you've retained from classroom lessons and personal study. But being able to remember what you've studied is just as critical when you enter the workforce after college or university. Bet you've noticed how some things are easier for you to remember than other things. For example, you may find it easy to remember how to play a complex video game but struggle to remember multiplication tables. Does this describe you? Then join the club. It describes just about everyone.

What's important is that there are memory strategies that will help you remember what you really need to remember, when you need to remember it. The strategies we'll introduce to you below will teach you how to memorise and recall important information. These strategies have worked for students everywhere, and they'll work for you too.

The following are proven strategies will help you improve memory retention and ability to recall important information:

## Make the information meaningful

Students often struggle to retain important information because it is unclear or confusing. It's much more difficult to remember concepts when they're not completely understood. In order to remember new information presented to you, in your mind summarise the information you've just learned in your own words. If you are unable to do this, it is a strong sign that you do not fully comprehend the concept you're attempting to learn—and consequently will have difficulty recalling it for future use. Ask for help.

## Organise the information

Organising information into logical categories is one of the most effective ways of improving recall and memory. For example, if you are trying to memorise vocabulary for a foreign language class, classify words together that have similar meanings or that fall under similar categories. This will enable you to associate words with certain categories that provide context and meaning. Organised information is much, much easier to retain than random information. Another good example of the power of organisation as it relates to memory is Human Anatomy. It can be very difficult to memorise the thousands of parts that make up the human body. So how do students do it? Simple. They organise the parts into systems. Once the parts of the body have been organised into systems, based on function or location, memorising all the parts of the body becomes very achievable.

"Chunking" is another organisation strategy for memorising information. In fact, you probably already use chunking memory strategies already and don't even realise it. When you memorise a person's phone number, the combination to a lock, or your national insurance number you use chunking. It's far easier to remember a long number when you "chunk" them into small groups of three or four numbers. Why? Because most people can only remember about three or four bits of information at once. So how can you use chunking to improve your memory? Chunk history by events or periods of time when events occurred. Chunk foreign language vocabulary into functional groups like items in a house, car parts, or body parts. Chunk English vocabulary into parts of speech. When you chunk, you simply group information into small groups of three to five times at a time.

## Visualisation to improve memory

It's easier to remember a picture rather than details from a book or a lecture. Visualisation is one strategy that can be used to remember information that's been read in a textbook or spoken during a lecture. This strategy is especially useful when studying abstract or confusing subjects. To apply this strategy, create images in your mind that relate to, or have similarities to, the abstract concept. Visualising information read or relayed to you will imprint it in your mind, increasing the likelihood you'll remember it.

Visualisation is particularly effective for memorising systems, cycles and processes. For example, let's say for an upcoming science test you'll be required to memorise the water cycle. So, let's get started. Visualise in your mind a cloud floating high in the sky. Picture the cloud getting bigger and



bigger and until it bursts. Now watch as rain pours from the cloud and hits the ground. See the rain form into small streams, then larger rivers as it flows toward lakes and eventually to the ocean. Visualise the sun shining down on the ocean and evaporating the water and form into clouds which the wind then pushes inland... Anyway, you get the idea, right? Visualisation allows you to create a vivid, meaningful, and memorable story that allows you to recall information. You can also use maps, charts, graphs, or pictures to help you visualise and remember important material.

## Active Studying

In order to remember or learn a concept, you must practice active studying. If you are passive in your study habits, it will be very difficult to remember what you read or hear during a lecture. One way to be an active studier is to teach the information you are studying to classmates in a study group. You can also critically analyse material you're studying by contrasting it with correlating details or coming up with questions about what you've learned or finding ways to apply what you've learned. By implementing active study strategies into your personal study, you'll enhance your ability to retain confusing or complicated concepts.

## Association

Association involves associating, or "connecting", a word or event with a place, feeling, person, situation, or thing. Association is a very powerful memory strategy that allows the brain to connect something it's already familiar with to something new that it's not familiar with. By connecting the unfamiliar to the familiar, the brain more easily can learn and remember the unfamiliar. Association is very effective for learning and remembering vocabulary words. When you are given a new vocabulary word to memorise, write it down, and then the definition next to it. Now write a person, place, thing, event, or movie that you're familiar with next to the word or combine them in a sentence to create a strong association. For example, "My uncle is an *ardent* football supporter". (Ardent meaning intensely devoted.)

## Frequent Reviewing

All students cram for tests at one time or another. Although many people cram right before tests, it is not an effective long-term learning or memorisation strategy. It is very difficult to retain information long-term from one or two cramming sessions. The key to memory retention is to frequently review notes and other study materials weeks or days before tests. If possible, review notes immediately following lectures and jot down or highlight information that will probably show up on a test. You should also adapt this strategy after completing textbook reading assignments by reviewing information you highlight and chapter headings. Through repetitive review and study, you will eventually begin to retain the information being learned. Studying is a marathon, not a sprint!

## Storytelling

By integrating data, information, and material into a vivid story that you can tell, you'll be able to memorise and recall information in any subject. When developing a story for the purpose of enhancing your memory of information, focus on the key learning points and organise them (within the story) in a logical sequence. Why is storytelling such a powerful memorisation strategy? Because each event in the story triggers your memory of the next event, so your ability to memorise information is as limitless as your ability to create, remember and tell a story.

## Talking

Believe it or not, talking is a very powerful and underutilised strategy for improving memory. How does it work? Just talk! Talk about what you've learned. Talk about the information you need to remember. Sit down with someone at home or a friend and tell them what you've learned. Struggling to memorise the digestive system for your upcoming Biology test? Then sit down with someone and describe in detail how the digestive system works. Want to learn History? Then discuss, debate, and argue History with someone else. Want to improve your Spanish? Then talk Spanish with someone who will listen or find a fluent Spanish speaker who will listen to you.

## Mnemonic devices

Many people use mnemonic devices to remember specific details from lectures and reading. Mnemonic devices work by relating facts with short phrases, words that rhyme, or anything else an individual is familiar with. For example, if an important definition that will appear on a test rhymed with the last name of your favourite movie star, you could use this mnemonic device to remember the word.

Another powerful mnemonic device for improving ability to remember important information and details is the use of acronyms. An acronym is a word composed of the first letters of a list of words. How does it work? Easy. You take the list of words that you want to memorise and put them in an order so that the first letters of each word spell a real or made-up word that is easy to remember. An example of a simple acronym is MADD—Mothers Against Drunk Driving.

One of the all-time most powerful mnemonic devices is music. Want to memorise something and never forget it? Then put it to music, or your favourite song. Want to memorise all the European capital cities? Put them to your favourite song. Want to learn all the countries in the world and never forget them? Put them to your favourite song. Again, if you can create a catchy song, with a tune you're already familiar with, using data or information, you can memorise and remember anything?

## Create your own reward system

Choose something that you really want: a sweet treat, a break to go for a run, a trip to the cinema (when we can!) Whatever it is, use it as a reward for completing a study session. Maybe you buy some chocolates but only allow yourself to eat them once you've studied for an hour. Maybe you decide to go watch a new movie, but you can only go once you've studied for three hours or mastered 20 terms. Maybe you pick up some sweets and pop one in your mouth every time you correctly answer a question or complete a practice problem. Maybe you make your favourite snack, but decide that from now until your assessment, you can only eat this snack while you're studying.

Creating shorter reward intervals as in the example with the sweet after each question might work better at first if you're really having trouble focusing. Once you get in the groove or start to find a little more motivation, you can work up to more delayed gratification.

The point is this: in order for a reward system to be effective, it needs to be customised to you. Don't set up a reward for getting an A if you know that getting an A is next to impossible. Similarly, don't reward yourself with a trip out to town if you don't like shopping or if spending money is going to stress you out.

## Subject Specific Advice

### ADDITIONAL SUPPORT NEEDS

Websites:

<http://www.studygs.net/stress.htm>

<http://www.studygs.net/shared/testing.htm>

<http://www.bbc.co.uk/scotland/brainsmart/brain/#bbemp>

<https://getrevising.co.uk/make>

<https://www.understood.org/en/school-learning/learning-at-home/homework-study-skills/how-to-help-your-teen-develop-good-study-habits>

There are additional websites on Glow /ASFL/ Support Strategies/ Home.

### BUSINESS EDUCATION

Subjects: Accounting, Administration & IT, Business Management and PC Passport

- Attend ALL lessons and complete all set tasks to the best of your ability.
- Act on all feedback given so as to keep developing answering techniques.
- Complete all SQA unit assessments by set dates.
- Revise all the topics required for the assessments being held in school.
- Use notes given in class. It is essential pupils follow to the letter advice given about how to answer examination questions. Many marks can be lost through not answering questions in line with the command word or according to the marks allocated to each question.
- Revise regularly and seek teacher support, as required.
- Faculty support sessions continue to be available for all courses. Pupils should speak to their class teacher to organise dates/times.
- Access SQA website and attempt past exam papers (get these marked by your teachers – do not refer to SQA marking instructions as these are for staff use; not pupils!).
- Use BBC Bitesize revision site (<https://www.bbc.co.uk/bitesize/levels/z6gw2hv>) – follow the links to the Scottish Curriculum and level of study eg National 5.
- Use Bright Red publishing digital zone ([www.brightredbooks.net](http://www.brightredbooks.net)). There is a huge range of materials and tests available for Accounting, Administration & IT and Business Management.
- Don't just read your notes – re-write them or prepare mind maps (free software widely available to use eg [www.mindup.com](http://www.mindup.com))

## **CREATIVE ARTS**

Subjects: Art and Design, Drama, Music, Music Technology and Photography

Make use of online sites:

<https://www.bbc.co.uk/bitesize>

<https://mymusiconline.co.uk/>

<https://www.understandingstandards.org.uk/Subjects/ArtandDesign/national5/ExpressivePortfolio>

<https://www.understandingstandards.org.uk/Subjects/Photography/Resources>

<https://www.youtube.com/c/NationalTheatre/playlists>

There are resources and materials on each of our subjects' Google Classroom pages. Staff have encouraged pupils to use Google Classroom as their first point of contact. All subjects in the Faculty have offered support.

This support takes many forms – revise concepts and meanings; practice skills and techniques; use hardware and software, study its application; and find information and material in the Topics on our Subject Google Classroom pages.

If you require any additional help or you would like to ask a question, message your teacher using the Google Classroom Private Message facility and your teacher will get back to you.

## **ENGLISH AND LITERACY**

Follow the link below to English and Media information:

<https://ellonacademy.aberdeenshire.sch.uk/pupils/>

## **GUIDANCE**

Guidance staff are on hand throughout the period leading up to and during the assessment block in order to support pupils as appropriate.

We can offer general advice and support about study skills, study planning and combatting stress. Pupils should make an appointment with their PTG during study leave if individual support is required.

## **HEALTH AND WELLBEING**

Lunchtime drop-in sessions for catch-up and completion of the National 5 PE portfolio:

Friday                    12.10 – 13.10    F51

Websites to access revision materials:

- BBC Bitesize (N5/H/AH)
- SQA (N5 PE portfolio / N5 Hospitality recipes / N5 HFT past papers / Higher PE past papers)
- Glow – lots of materials available via Health and Wellbeing site
- SATPE - [Pupil notes – SATPE](#)
- Google classroom for all work and materials posted this year

Course Specific work:

- HFT N5 – Pupils to focus on exam technique, explain questions and complete past papers.
- Hospitality N5 – Pupils to focus on past papers and using correct exam technique.
- N5 PE – Pupils should focus for their assessment on factors that impact on performance for section 1 of portfolio.
- Higher PE - Complete past papers and focus on using correct exam technique with command words and completing scenario questions.

## **HUMANITIES – SEE ATTACHEMENT**

Follow the link below to view:

<https://ellonacademy.aberdeenshire.sch.uk/pupils/>

## LIBRARY

### Study Support Resources available from

#### Ellon Academy Community Campus Library and Aberdeenshire Libraries

Pupils have access to a wide range of general revision, exam and study skills resources from the academy library. For example: -

- “Get Better Grades” by M Agnew
- “Study Skills and Strategies” by M McNally
- “The Good Study Guide” by A Northedge
- “How to Pass Exams: accelerate your learning, memorize key facts and revise effectively” by D O’Brien
- “Study for Success” by T Phipps
- “Learn to Learn: a comprehensive guide to effective study for secondary learning and exam preparation” by S Cochrane (Bright Red Publishing)
- “N5 and Higher Study 1234” by D Bro
- wn (Leckie & Leckie)
- “Brilliant Study Skills” by B Kirkton
- “Exam Attack” by Nicola Morgan – a practical, positive guide to exam success and beating stress.

If anyone would like to borrow any of these resources or any other resources from the library please email [EALibrary@aberdeenshire.gov.uk](mailto:EALibrary@aberdeenshire.gov.uk) or see Mrs Murdoch, Network Librarian.

### Subject Support

N4, N5, Higher and a selection of Advanced Higher subject specific study guides are located in the Study Support Area of the academy library. These include the Hodder Gibson “How to Pass” Revision Guides, Leckie & Leckie “Success Guides” and a wide selection of Bright Red Study Guides.

These resources are available for pupils to access in the library and to borrow for use at home. Please email [EALibrary@aberdeenshire.gov.uk](mailto:EALibrary@aberdeenshire.gov.uk) or see Mrs Murdoch, Network Librarian.

### Book a Book

You can also request books from the library by completing a FORM click on the link [Book a Book](#)

We will search for a particular book title or author

You can give us a few ideas about the type of things you are interested in and we will make up a selection for you to try out.

Online catalogue

<https://www.livelifeaberdeenshire.org.uk/libraries/>



Choose LIBRARY CATALOGUE and enter search terms/keyword in the “search by keyword” box.

**Any pupil unsure of his/her library borrower or pin number should speak to Mrs Murdoch, Network Librarian, or email [EALibrary@aberdeenshire.gov.uk](mailto:EALibrary@aberdeenshire.gov.uk).**

## SPYDUS MOBILE APP

You can also search the catalogue from your MOBILE PHONE or TABLET.

Spydus Mobile is your anywhere 24/7 library.

The app is available on



The screenshot shows a PDF document titled "Study Support Padlet.pdf" in Adobe Acrobat Reader DC. The document content is a digital bookshelf page from Padlet. The page title is "Ellon Academy Library Senior Phase Digital Bookshelf" and it includes the following sections:

- Open Access E Resources:** via Aberdeen University Library. It describes open access resources and provides a link to <https://www.hoddereducation.co.uk/magazineextras>.
- Hodder Education Magazine Extras:** A series of "Review" magazines aimed at Higher and Advanced Higher. Covers a wide range of current topics in the areas of History, Geography, Politics, English, Business Biology, Chemistry, Physics Economics, Psychology and Sociology.
- The Day:** Great resource if you are researching a topic in the news. Covers all subjects. Easy to use. Read the news in French, German, Spanish too! Username: ellon, Password: theday.
- Open Access Button:** Open access to scholarly articles. Free, legal research articles delivered instantly or automatically requested from authors.
- Open Book Publishers:** This resource is a one-step point for open access academic textbooks available online.



**Shelf Help, Hobbies and more**  
Click [here](#) to search the digital catalogue



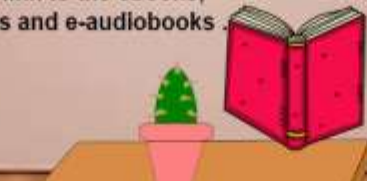
**Mental Health and Wellbeing Resources**



Click on the book and magazine covers to link to the ebooks, magazines and e-audiobooks. Enjoy!



Click on the kitten - find out about reading for healthy minds.



Click on the pink book to link to "The Day" article on sleep.  
User name: Ellon Password theday

**Ebookshelf**

## MATHEMATICS AND APPLICATIONS OF MATHEMATICS

To study successfully for Maths, we would encourage pupils to try the following:

- Create 'summary' notes for each topic, detailing skills, strategies, formulae to learn.
- These will be more helpful than the many jotters you have when looking at how to answer a question.
- You may want to refine this over time, focussing on the skills & strategies you find more challenging or the formulae you still need to learn.
  - Attempt past paper questions (see links below).
- Remember to use the formulae sheet – don't try to learn these formulae, just how & when to use them.
- You may want to do these 'open book' to start with, using your notes to help you when needed.
- Once you are confident enough, you should then attempt past papers under exam conditions – i.e., no notes/examples, no music/tv on in the background & sticking to the timings of the papers.
- If you still have questions to answer after the allocated time, highlight how much you have managed to do & try to finish the remaining questions.
- Use any answers/solutions/marking schemes to correct your work. Marking schemes show the key steps & common responses but can sometimes be a little confusing. If in doubt, ask your teacher.
- Where you couldn't answer questions or your solution was incorrect, attempt the questions again but going back to 'open book', using your notes & examples to help you.
- Track your scores from under exam conditions. Set small achievable goals for future papers (e.g., completing more questions, or scoring an extra 5% each time).
- Keep track of the questions/skills you are successful with, & similarly, those questions/skills you continue to find challenging.
  - We will be issuing a recommended skills list for courses (core & extended skills), containing links to videos of worked examples as well as past paper questions by topic.
  - We will also be issuing a past paper schedule, differentiated for those candidates aiming for a Grade 'C' & those aiming for an 'A/B'.
  - Links to useful websites:
- SQA Past Papers (Nat. 5 Applications/Lifeskills; Nat. 5 Maths, Higher Maths, Adv. Higher Maths)
  - <https://www.sqa.org.uk/pastpapers/findpastpaper.htm>
- National 5 Maths.co.uk (sister sites available for Nat. 5 Applications, Higher Maths & Adv. Higher Maths)
  - <https://www.national5maths.co.uk/>
- Dynamic Maths (Nat. 5 Applications; Nat. 5 Maths, Higher Maths, Adv. Higher Maths)
  - <https://www.dynamicmaths.co.uk/>
- BBC Bitesize (Nat. 5 Applications, Nat. 5 Maths)
  - <https://www.bbc.co.uk/bitesize/subjects/z6vg9j6>
- HSN (Higher Maths only)
  - <https://www.hsn.uk.net/>

- SPTA Maths (Nat. 5 Maths, Higher Maths, Adv. Higher Maths only)
  - <http://www.sptamaths.co.uk/>
- Maths180.com (Nat. 5 Maths, Higher Maths videos)
  - <https://www.maths180.com/>

## **MODERN LANGUAGES – FRENCH, GERMAN AND SPANISH**

### **National 5**

All MFL pupils should refer to the following web sites to revise vocabulary to help them prepare for the Reading and Listening comprehension papers.

<http://www.quia.com/jg/475227.html> = National 5 French Exam revision.

<http://www.quia.com/jg/538662.html> = Nat 5 German Exam vocabulary

<https://www.quia.com/jg/2902530.html> = Nat 5 Spanish Exam vocabulary

For the Writing paper, pupils must know their 4 ‘known’ bullet points and spend time looking over some of the unexpected bullet points. Use the following links to help prepare for the Writing paper.

<https://www.quia.com/jg/2814507.html> = Nat 5 French Writing

<https://www.quia.com/fc/2815354.html> = Nat 5 Spanish Writing

### **Higher**

All MFL pupils may refer to the following web sites to revise vocabulary to help them prepare for the Reading and Listening comprehension papers. There are also links to help you prepare for the Directed Writing paper. Try to learn as many, common verbs, expressions etc that would cover a range of contexts for the Directed Writing.

<http://www.quia.com/jg/1468044.html> = Higher French Exam preparation

<https://www.quia.com/fc/2359587.html> = Higher French Directed Writing

<http://www.quia.com/jg/2135969.html> = Higher German Exam vocabulary

<https://www.quia.com/fc/2841485.html> = Higher Spanish exam vocabulary

### **Advanced Higher**

All MFL pupils may refer to the following web sites to revise vocabulary to help them prepare for the Reading and Listening comprehension papers. In addition, they need to revise the essay writing phrases in preparation for the discursive essay.

<https://www.quia.com/jg/2704322.html> = Advanced Higher French exam vocabulary

<https://www.quia.com/fc/2365375.html> = Advanced Higher German exam vocabulary

Languages teachers will also be available to assist pupils at times convenient to pupils. Possibly during lunch times or on certain days after school. Speak to your MFL teacher to arrange a help session.

## SCIENCE

### Science Revision Tips and Resources Guide

#### Revision Tips

1. Put your phone in different room/away whilst revising.
2. Your break time should not be longer than your study time, so use a 5 to 1 ratio for study/breaks. If you complete a past paper for 2 hours (120 minutes) then give yourself a 24 minute break at the end of it.
3. Use learning intentions to check what it is you are supposed to know/be able to do.
4. Check the Course Specification on the SQA website to find out what mandatory content you are expected to know.
5. Highlight the important points in your notes and how they link together.
6. Make your own topic summaries.
7. Make prompt cards containing important points.
8. Construct a topic mind map of key points and how they link together.
9. Use mnemonics to remember key information e.g.  
OILRIG – oxidation is loss, reduction is gain of electrons.
10. Construct a list of key words and their meanings.
11. Make posters of key points and put them up on your bedroom wall.
12. Record key points on your phone so you can listen to them while on the bus home.
13. Explain key concepts to a friend or parent.
14. Complete as many past/practice papers as possible and do some under timed conditions.
15. Mark your answers to past papers using the SQA mark schemes and work out why you have lost marks – be realistic with your marking.

#### Resources Guide

##### Biology

Past papers and mark schemes can be downloaded from the SQA website: [www.sqa.org.uk](http://www.sqa.org.uk)

The SQA Understanding Standards website is very useful as it can help you understand how exam questions are marked: <https://www.understandingstandards.org.uk/>

Commercial revision materials can be purchased from bookshops and online. For example, Practice Papers, Success Guides, How to Pass and Grade Booster books are available for a variety of levels and subjects. Some of these books can be borrowed from the Library.

A variety of online websites can be used to support revision/study. Examples are given below.

##### BBC Bitesize

National 5 <https://www.bbc.co.uk/bitesize/levels/z6gw2hv>

Higher <https://www.bbc.co.uk/bitesize/levels/zkdqxn>

Scholar (N5/H/AH) – passwords available from your teacher but can also be accessed via Glow.

National 5      <http://nat5biopl.edubuzz.org/>  
                  <http://www.oronsay.org/Nat5.htm>  
                  <https://mrssmithsbiology.wordpress.com/national-5-biology/>  
Higher            <http://www.oronsay.org/Higher.htm>

E-chalk <https://www.echalk.co.uk>      username ellon      password ancientone

Twig videos – these can be accessed from Glow using the Twig tile.

Teaching materials such as power point presentations, question booklets and homework questions are available via Glow/Google Classroom.

### Chemistry

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Scholar (N5/H/AH) – passwords available from your teacher but can also be accessed via Glow.

Evans2chemweb.co.uk (N5/H/AH) Username: ellon password: mole

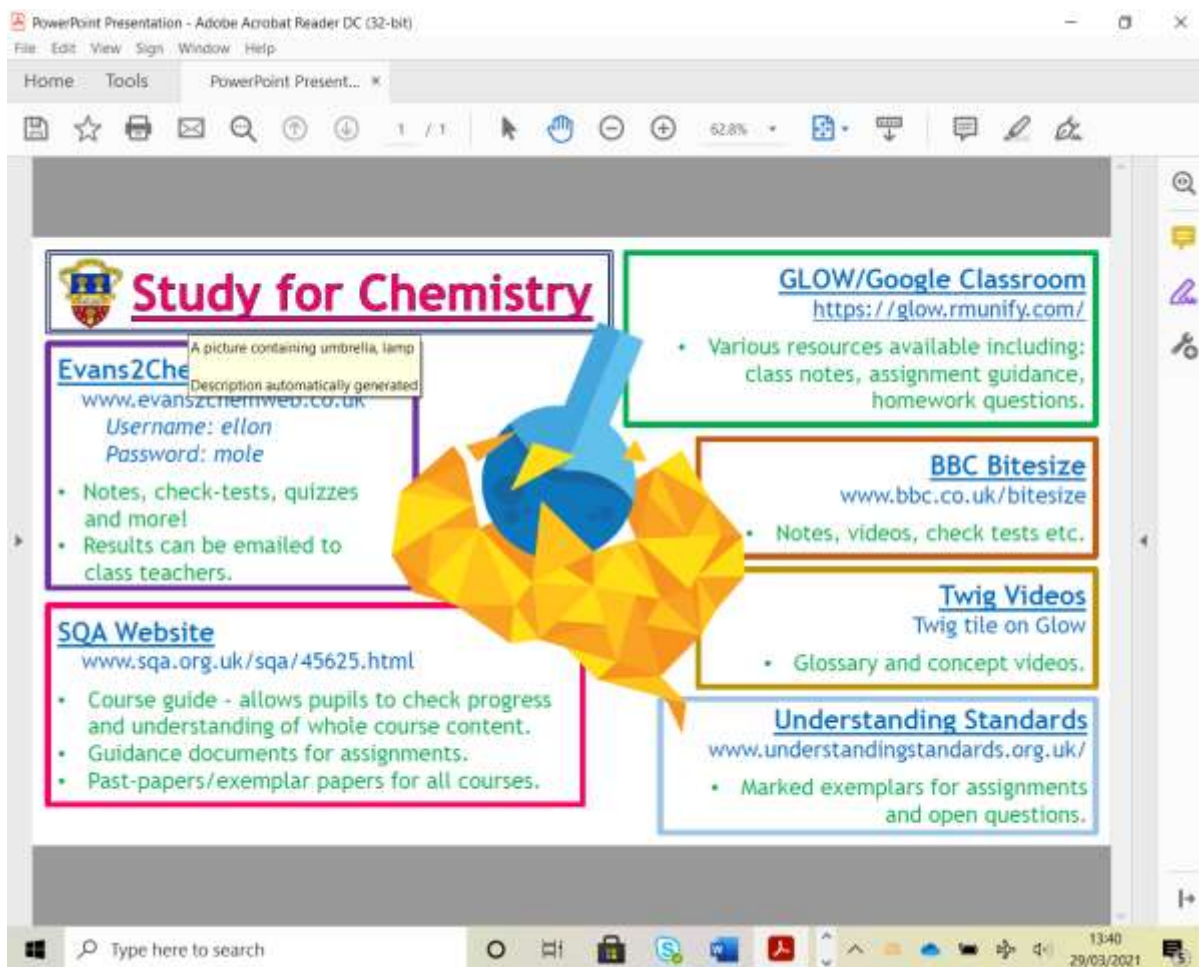
E-chalk <https://www.echalk.co.uk>      username ellon      password ancientone

Miss Adams Chemistry – resources for N5/H/AH

<https://www.youtube.com/c/MissAdamsChemistry/playlists>

Twig videos – these can be accessed from Glow using the Twig tile.

Teaching materials such as power point presentations, question booklets and homework questions are available via Glow/Google Classroom.



## Physics

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National 5 <https://www.bbc.co.uk/bitesize/levels/z6gw2hv>

Higher <https://www.bbc.co.uk/bitesize/levels/zkdqxn>

Scholar (N5/H/AH) – passwords available from your teacher but can also be accessed via Glow.

Mr Smith's Physics Online [https://www.youtube.com/channel/UC\\_kdcG3xwcEM33u1dfuMDZg](https://www.youtube.com/channel/UC_kdcG3xwcEM33u1dfuMDZg)

I Can Do Physics

<https://www.icandophysics.co.uk/>

E-chalk <https://www.echalk.co.uk> username ellon password ancientone

Twig videos – these can be accessed from Glow using the Twig tile.

Teaching materials such as power point presentations, question booklets and homework questions are available via Glow/Google Classroom.

## **TECHNICAL EDUCATION**

### Subject: Engineering Science

Timelines issued to all pupils so they know what stage they should be at – texts will be sent home if pupils are not meeting deadlines

Drop-in sessions available every lunchtime and after school

Glow site/Google Classroom – Course notes, revision notes, links to past papers, links to useful websites

Textbooks by Bright Red Publishing  
N5 Engineering Science Study Guide

### Subject: Graphic Communication

Timelines issued to all pupils so they know what stage they should be at – texts will be sent home if pupils not meeting deadlines.

Nat 5 - Supported Study Sessions each Tuesday lunchtime

Higher – Supported Study Sessions each Wednesday & Thursday 3.00 – 4.00pm

Adv Higher – Supported Study Sessions each Monday, Tuesday and Thursday lunchtimes or after school

Drop-in sessions available every lunchtime and after school

Glow site – Course notes, revision notes, links to past papers, links to useful websites

Textbooks by Leckie & Leckie  
N4 & 5 Graphic Communication Course Notes  
Textbooks by Bright Red Publishing  
Higher Graphic Communication Course Notes

## Just get started

No excuses. Just sit down and start studying. Often, the hardest part is starting, so if you simply sit yourself down and start, you might get into a groove. If you think this tip might work for you then go study. Literally right now--stop reading this guide and go study!

