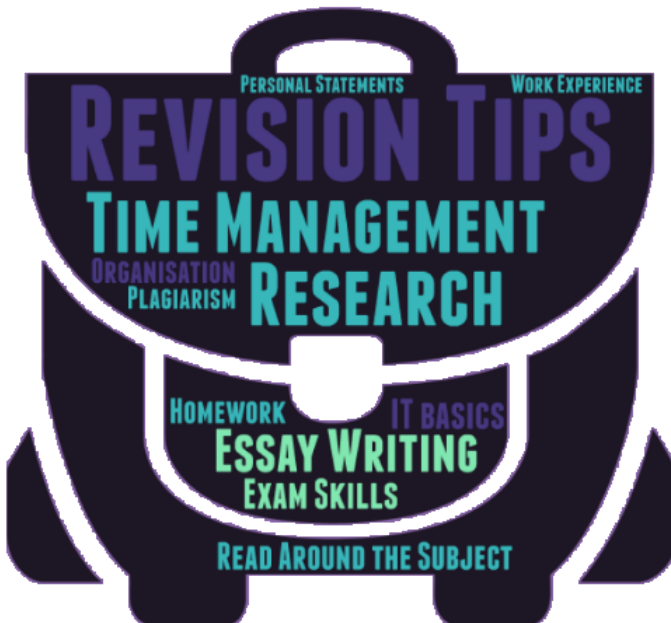




Name:

Tutor:

Study Success



Introduction

Welcome to the Guilsborough Academy Sixth Form Study Guide. These pages contain a brief outline of some of the essential study skills which you need to develop in order to be successful in your studies.

Full versions of all the resources referenced here are available on the Study Skills Team (join using code **qtvnoiw**) or from Miss Hunt in S5.

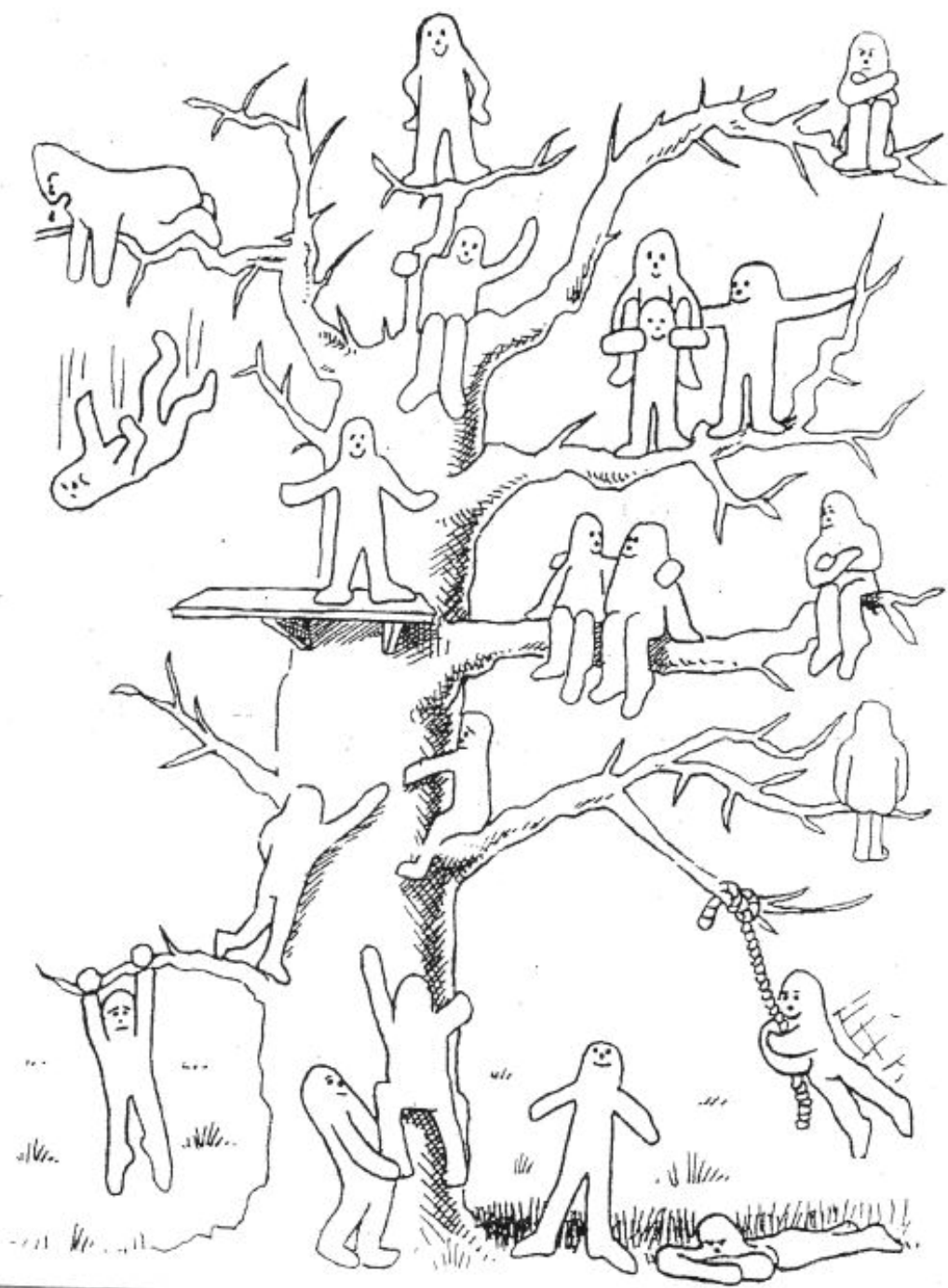
If at any point you would like additional help or guidance regarding your studies and how to approach them, go and see Miss Hunt - your Academic Mentor.

You will also find activities to complete. These are linked to workshops which you will participate in during the first term of Y12. If you'd like support with these or access to the workshop materials, again ask Miss Hunt or check the Team.

Good Luck with your studies!

Contents

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27	Essay Writing
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Wellbeing

Studying at BTEC and A Level is hard! And it's okay to find it so. It's important that you are able to reflect on how you're feeling and coping. The sooner you can seek help, the better you will feel! Sometimes just talking your problems through with a friend, teacher or other member of staff can help. There are also lots of other things you can do. Ensuring that you are studying in the most effective ways will also help you to keep on top of things.

The Blob Tree

Each blob on the tree represents a different emotion or attitude. You can use it to help establish how you feel at any particular time, or to track changes in your attitude to your studies. Colour in and /or date your chosen blobs. If you'd like a bigger version, ask Miss Hunt!

Time Management

If you are on top of your studies, you should have plenty of 'down time' too - this is really important!

Organisation

You will have been asked to purchase folders for each of your subjects. Your folder should become a **revision tool** - it is not just a storage solution!

Divide your folder into clear sections - your subject teachers may guide you on this, or you may like to use chapter headings from your textbook, or another system that works for you.

You will be asked to submit your folders for checking - if you'd like help with organising your folders or would like them checked before your teacher sees them, just ask Miss Hunt! You can also use this checklist to monitor your own success.



ORGANISATION	Subject 1:	Subject 2:	Subject 3:	Comments / Actions:
Is all your work in a secure folder?				
Is the folder organised into appropriate sections ?				
Do you have an up-to-date copy of your timetable ?				
Do you have a copy of the specification ?				
Is all classwork complete?				
Is all homework complete?				
Is your coursework up to date?				
REVISION				
Do you have a revision plan ?				
Is it being used?				
Do you have a variety of revision notes and materials?				
Have you used past papers ?				
Have you used mark schemes ?				
Have you used examiner reports ?				
Folder Pass / Fail?				

Study Periods

You should usually have 4 lessons per week per subject in class with a teacher. For each subject, you are also allocated one study period in which you're expected to attend S8. This leaves you with **10 hours of independent study time** during the school week. It is essential that you make the most of this time. You are expected to complete 5 hours outside lessons per subject; if you make use of all these hours wisely, you will only need to complete between 2-5 hours at home each week!

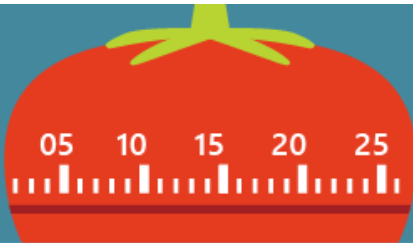
Study Planning

To keep on top of your time, you should plan out **specific tasks** to complete in each study period. Ideally tasks should last between 25-50 minutes. There are a range of paper templates available on Teams or online; you could also use a digital planner such as mystudylife.com.

You should also ensure that you are **revising** right from the start - revision isn't something that should be left until the exams are just around the corner! Include time each week to go over what you've learnt.

Pomodoro

One useful way to break up your time and help avoid procrastination is the Pomodoro Technique...



The Pomodoro Technique

Pomodoro is the Italian word for tomato. The inventor named the technique after a tomato-shaped timer he used to track his work.

1. Identify task



2. Set timer for 25 minutes



3. Work on task (with no distractions)



4. End work when timer rings and mark task as done



5. Take a 5 minute break, then move on to next task



6. After four sprints, take a longer break (15–30 minutes), then start again



Pomodoro 1 Pomodoro 2 Pomodoro 3 Pomodoro 4 Break :)



What to do?

Here are some starting points, as



Guilsborough Academy
Sixth Form

What



After a lesson:

- ⇒ Go over your notes. Correct and improve. Summarise. Turn into revision questions.
- ⇒ Complete any homework. Check Teams for deadlines and feedback.
- ⇒ Continue to develop coursework.
- ⇒ Find relevant text-book sections and make notes. Complete any tasks.
- ⇒ Research relevant wider reading resources.
- ⇒ List questions you want to ask your teacher.
- ⇒ RAG-rate topics and use this to inform your future revision.
- ⇒ Try out new practical skills for yourself. Record these appropriately.
- ⇒ If you have missed a lesson, catch up on the content ASAP.

Weekly / at topic end

- ⇒ Summarise the week
- ⇒ Try practice questions
writing your own questions
- ⇒ Do some relevant
Check resource suggestions
Teams and the VLE.
- ⇒ Do a folder check
there? Are your notes
- ⇒ Make flashcards of
resources.
- ⇒ Add to coursework
- ⇒ Read ahead to the
to come.
- ⇒ Complete online tasks

suggested by your subject teachers:

Does Independent Study look like?

s:

week's learning.

Questions – apply your new knowledge. Try questions.

Wider reading.

Suggestions on

Make notes.

– is everything

is organised?

or other revision



k or projects.

e next topic – be prepared for the lessons

ests or courses e.g. Kerboodle, Seneca etc.



After an assessment:

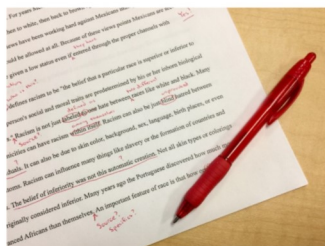
⇒ Self-assess.

⇒ DIRT / purple pen.

⇒ Try it again

focus on your

EBIs.



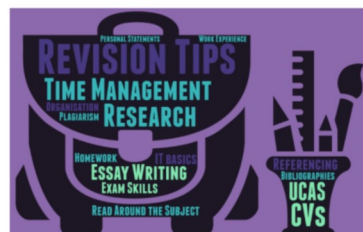
Before an

assessment:

⇒ Get organised and give yourself time to relax. Eat and sleep well.

⇒ Go over your revision resources the day before. Focus on areas you're feeling less confident about.

⇒ Complete any of the other tasks on this poster!



My School Week

Fill in your lessons,
Remember to include

08:45	Registration	Registration	Registration
09:10	P1	P1	P1
10:10	P2	P2	P2
11:10	Break	Break	Break
11:30	P3	P3	P3
12:30	P4	P4	P4
13:30	Lunch	Lunch	Lunch
14:10	P5	P5	P5

and then plan a study schedule around them.

Include specific subjects / topics / tasks.

Registration	Registration	Registration
	P1	P1
	P2	P2
Break	Break	Break
	P3	P3
	P4	P4
Lunch	Lunch	Lunch
	P5	P5

Taking Notes

Your notes should become the anchor to your revision.

Making good notes will benefit you in many ways.

One of the best ways to make notes is using the Cornell method. This ensures that you:

- Clearly label and date each page
- Take short notes in your own words / style
- Summarise in your own words
- Identify key ideas

There is an example Cornell template on the next page.

You don't have to use this layout, but should ensure that you are including all the elements in your notes.

Abbreviations

Notes should be **short**. Learning and using a few abbreviations can help you to take better notes, plus they've been proved to help you remember more! Try mathematical symbols such as $>$ for more than, or just using the main initials of people or texts.

Don't forget! Your notes should be filed in a sensible manner in your folders.

Subject:

Date:

Topic:

Teacher:

**Main Ideas
/ Questions**

Notes

Summary

Research

No matter what subject you study, you will find yourself needing to complete some research at some point. This is another **skill** which needs to be learnt - researching for study purposes is not the same as googling for the best pizza in town!

Remember that, whilst the Internet is a vast and useful resource, there are lots of other places to look too:

- Text books
- Revision books
- Other printed materials e.g. journals, newspapers
- Videos
- Radio or television programmes

ALWAYS make a note of any and every source you have looked at. This will make it easier to find again later, mean you can **reference** properly, and allow your teachers to identify how your thinking has been influenced / developed.

Some quick tips...

When using Google (or another search engine), there are some ways to make your question more specific. Try some of these next time you need to refine your results:

Data protection “business” (results must include the business)

Eco-friendly packaging -cardboard (do not include results with cardboard)

Site:bbc.co.uk FTSE (search at bbc.co.uk)

FTSE -Site:bbc.co.uk (don’t include results from bbc.co.uk)

Related:bbc.co.uk (find similar websites to bbc.co.uk)

Goods OR Products (either term is okay)

Define: equity (gives a dictionary definition)

You should also consider using Google Scholar to find articles for projects.

Remember to be careful - assess ALL sources carefully. Are they credible? How do you know? Is it recent and reliable or out of date? Could it be a spoof or ‘fake news’? Use the chart on the next page to judge your sources.

Your source:

(include enough detail to write a bibliographic reference)

C urrency	R elevance	A uthor

Your Judgement (should you use this source or not?):

Currency - What is the date of the source? Is it up-to-date?

Relevance - What is its relevance to your work?

Author - Is the author an expert? What is their background and experience?

Purpose - Why was it written? Is there any bias? Is it from a commercial source?

Supporting Evidence - Does the source/author give any references to other sources?

	Purpose	Supporting Evidence

nce?

I source?

back up/evidence their own work?

Super-Curricular Study

A big part of A Level and BTEC courses is developing your understanding of subjects and applying them in a wider context. This is often called 'Wider Reading'. It includes reading relevant books, newspapers, online articles etc. It might also include watching films or documentaries, completing MOOCs or meeting people from different industries.

Essays that show evidence of super-curricular study usually get better marks than those that don't. Universities think that the best students will not only have a rock-solid knowledge and understanding of the core curriculum, but will be aware of and educated on topics not covered in their school studies, or have advanced their learning of core topics to a beyond BTEC / A-level standard.

The following pages list some suggested 'Wider Reading' texts for each subject.

They are taken from Unifrog's 'Geek Out' sections in the subject guides.

There are lots more suggestions for wider reading resources in S5 and online.

Use these resources as a starting point, but don't be afraid to seek your own resources based on your particular interests.

Teams—qtvnoiw

Art

The Primacy of Drawing—Deanna Petherbridge

The Picture of Dorian Gray—Oscar Wilde

Madonna in a Fur Coat—Sabahattin Ali

The Amazing Adventures of Kavalier and Clay—Michael Chabon

Biology

The Gene: An Intimate History—Siddhartha Mukherjee

Nights at the Circus—Angela Carter

Prodigal Summer—Barbara Kingsolver

The Marriage Plot—Jeffrey Eugenides

Business

Management: An Introduction—David Boddy

The White Tiger—Aravind Adiga

A Hologram for the King—Dave Eggers

How to Get Filthy Rich in Rising Asia —Mohsin Hamid

Chemistry

Stuff Matters—Mark Mikoianik

Dr Jekyll and Mr Hyde—Robert Louis Stevenson

Jitterbug Perfume—Tom Robbins

The Pale Horse—Agatha Christie

Drama and Theatre Studies

An Actor Prepares—Konstantin Stanislavski

Theatre—Somerset Maugham

Valley of the Dolls—Jacqueline Susann

Station Eleven—Emily St John Mandel

Economics

The Wealth of Nations—Adam Smith

Jennifer Government—Max Barry

Erewhon—Samuel Butler

Foundation—Isaac Asimov

English Language and Literature

The Stories of English—David Crystal

The Bloody Chamber—Angela Carter

A History of the World in 10 1/2 Chapters—Julian Barnes

This Book Will Save Your Life—A M Homes

English Literature

How to Read a Book—Mortimer J. Adler

Wuthering Heights—Emily Bronte

Possession—A S Byatt

Odysseus Abroad—Amit Chaudhuri

Geography

How to Lie with Maps—Mark Monmonier

The Adventures of Huckleberry Finn—Mark Twain

The Shipping News—Annie Proulx

Homegoing—Yaa Gyasi

German

Also sprach Zarathustra—Friedrich Nietzsche

Grand Hotel—Vicky Baum

The Tin Drum—Günter Grass

The Quest for Christa T—Christa Wolf

Health and Social Care BTEC

Stir it Up: Lessons in Community Organizing and Advocacy—Rinku Sen

All Our Names—Dinaw Mengestu

The Interestings—Meg Wolitzer

Unless—Carol Shields

History

Empire: How Britain made the modern world—Niall Ferguson

Beloved—Toni Morrison

Wolf Hall—Hillary Mantel

Pachinko—Min Jin Lee

Mathematics

Hidden Figures—Margot Lee Shetterly

Arcadia—Tom Stoppard

The Three-Body Problem—Catherine Shaw

The Curious Incident of the Dog in the Night-time—Mark Haddon

Further Mathematics

How to Lie with Statistics—Darrell Huff and Irving Geis

Bringing Down the House—Ben Mezrich

The Big Blind—Louise Wener

Moneyball—Michael Lewis

Media Studies

Mass Communication—Ralph E. Hanson

Nineteen Eighty-Four—George Orwell

Bridget Jones' Diary—Helen Fielding

99 Francs—Frédéric Beigbeder

Photography

BetterPhoto Basics: The Absolute Beginner's Guide to Taking Photos
Like a Pro—Jim Miotke

Get Shorty—Elmore Leonard

The Unbearable Lightness of Being—Milan Kundera

Conversations with Friends—Sally Rooney

Physical Education

Foundations of Sport and Exercise Psychology—Robert Weinbert and
Daniel Gould

Selection Day—Aravind Adiga

Once A Runner—John L Parker Jr

The Art of Fielding—Chad Harbach

Physics

Beyond the God Particle—Leon M Lederman and Christopher T Hill

The Time Machine—H G Wills

The Dispossessed—Ursula K Le Guin

Einstein's Dreams—Alan Lightman

Product Design

Sprint: How to Solve Big Problems and Test New Ideas in Just Five
Days—Jake Knapp

The Spy Who Loved Me—Ian Fleming

The Mezzanine—Nicholson Baker

Extremely Loud and Incredibly Close—Jonathan Safran Foer

Psychology

Thinking Fast and Slow—Daniel Kahneman

Freshwater—Akwaeke Emezi

The Bell Jar—Sylvia Plath

The Catcher in the Rye—J D Salinger

Science BTEC

The Burning Question—Mike Berners-Lee and Duncan Clark

Solar—Ian McEwan

Year of Wonders—Geraldine Brookes

The Color of Distance—Amy Thompson

Sociology

The Sociological Imagination—C Wright Mills

A Streetcar Named Desire—Tennessee Williams

The Mandarins—Simone de Beauvoir

Pride and Prejudice—Jane Austen

Spanish

Nada—Carmen Laforet

The House of Spirits—Isabel Allende

The Shadow of the Wind—Carlos Ruiz Zafon

Guernica—Dave Boling

Sport BTEC

Human Anatomy & Physiology—Elaine N Marie

The Elected Member—Bernice Rubens

Never Let Me Go—Kazuo Ishiguro

Touching the Void—Joe Simpson

Textile Design

British Textiles, 1700 to the Present—Linda Parry

Anna Karenina—Leo Tolstoy

Gone With the Wind—Margaret Mitchell

Crazy Rich Asians—Kevin Kwan

Essay Writing

Essay writing is another key skill that you will need in most subjects. Each subject will be slightly different, but this checklist will give you a good starting point:

1. Look at the title and identify the different elements i.e. what is it asking you to do?
2. Do some research. Use class notes, reading lists, library books, internet, journals etc.
3. Take notes, remembering to write down your references as you go along.
4. Look at your evidence and research so far. Decide on your line of argument and why you agree with some ideas and not others.
5. Make a plan. Organise the information you have so far into topics for paragraphs and decide what information you will put where
6. Write your introduction, stating what you will argue and what points you will discuss.
7. Write the first draft of your essay using full sentences and paragraphs. Open each paragraph with a topic sentence, followed by evidence and discussion. Ensure each paragraph helps to answer the question.
8. Write your conclusion. Summarise what you have argued and outline the overall meaning of the essay. Don't introduce new material.
9. Compile a Reference List/Bibliography. You may find it easier to do this as you write your essay, but make sure it is complete and contains all the sources you have cited..
10. Do a spell check on the computer, then proofread it.

Revision

The best revision happens **continually** and is **active**. Don't wait until Easter to begin revising - you can revise what you learnt last week or even last lesson right now, and you should!

Active revision means that you are doing something new and different with the information you're learning, each and every time you go over it. Simply re-reading your notes or the textbook won't help much. You must make notes, draw, rearrange, answer questions... this is sometimes known as 'the production effect' - you must be **producing** something new to make your brain work hard - then you're more likely to remember it!

It's also important to consider **when** and **how often** you revise material. Little and often (**spacing**) has been proven to be far more effective than trying to cram loads at once. **Interleaving** is also effective - this means doing a little of one topic or subject and then switching to a different one rather than doing massive chunks on the same thing.

Look back at your study planner - are you using these techniques? If not, you may want to write a new plan!



Read aloud

It's better for revising than reading in silence

8 WAYS TO USE **THE PRODUCTION EFFECT**

by @inner_drive | www.innerdrive.co.uk



Retrieval practice

Complete lots of quizzes and past papers



Dual coding

Integrate diagrams alongside words



Write things down

Get it out of your head



Draw it

A fun way to break up revision boredom



Study with a partner

Work with people who are good revisers



Flashcards

Write down questions and answer them



Sing

This helps it stick in your mind

GOOD REVISERS

by @Inner_Drive
www.innerdrive.co.uk

POOR REVISERS

Eat breakfast



Skip breakfast

Sleep 8-10 hours a night



Get little sleep

**Have regular
bedtimes**



**Have inconsistent
bedtimes**

Get fresh air each day



Stay indoors all day

Exercise regularly



Do no exercise

Do past papers



**Mostly revise highlighting
'key' passages**

Spread out their revision



Cram their revision

**Keep a diary to capture
negative thoughts**



**Dwell on worst
case scenarios**

**Revise in a quiet
environment**



**Revise whilst listening
to music or TV**

Drink water regularly



Forget to stay hydrated

**Put their phone away
during revision**



**Revise with their mobile
phone next to them**

Referencing

Referencing means acknowledging the words and ideas of other people that you have used in your work. You should always have a list of the resources you have used while studying for an assignment so that you can ensure your references are correct.

Citation: The short reference included in your assignment when you use other people's work as a quotation, paraphrase or summarised idea.

e.g. (Smith, 2010).

Direct Quotation: When you use someone else's exact words in your assignment. This will need to be put into "quotation marks" and have a short citation with it.

e.g. "The world will keep on turning" (Smith, 2010, p. 20).

Paraphrasing: Putting another person's work/ideas into your own words, keeping the meaning the same.

Paraphrasing is used for short sections of text and a citation would always be included. e.g. (Smith, 2010, p. 20).

Summarising: Is an overview of a longer section of text (e.g. chapter of a book). It condenses the main points using your own words and includes a citation. A summary should be shorter than the original text.

Reference List: A list containing the full details of the sources cited (used) in your work. This goes at the end of your assignment.

Bibliography: A list containing the full details of sources you have cited (used) *and* any sources you have used for background reading to help with understanding the topic. This goes at the end of your assignment.

There are many referencing systems. The Harvard system is one of the most common and easiest to use. Here is an example:

Author's surname, initial

Title *in italics*

Barton, J. (2013) *Don't Call it Literacy!*. Abingdon: Routledge.

Year of Publication (in brackets)

Place of Publication:

Publisher

Plagiarism

Plagiarism is the presentation of someone else's work or ideas as your own. You can commit plagiarism unintentionally as well as deliberately.

When working on a task for submission,

NEVER:

- Copy someone else's work
- Copy & paste from a source
- Forget your citations and references

BEWARE:

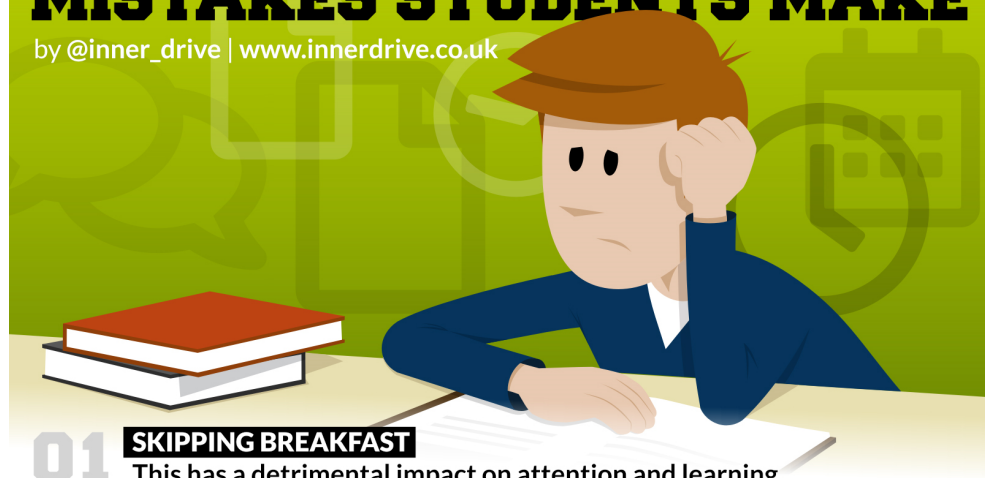
- Working together - is your work going to look the same?
- Researching without proper notes of where you found information

ALWAYS:

- Quote, paraphrase or summarise key ideas
- Include citations and references
- Ensure that at least 70% is your own, original work and ideas

THE 10 MOST COMMON MISTAKES STUDENTS MAKE

by @inner_drive | www.innerdrive.co.uk



01

SKIPPING BREAKFAST

This has a detrimental impact on attention and learning.

02

ONLY READING YOUR REVISION NOTES Re-reading encourages you to skim read the text rather than properly processing it.

03

REVISING TO MUSIC Listening to your favourite songs can distract you from revising. Study is usually best carried out in a quiet space.

04

MOBILE PHONES AND HOMEWORK The mere presence of a phone has been found to cause a 20% decline in performance.

05

TAKING NOTES VERBATIM IN CLASS Taking down word for word what your teachers says stops you from engaging with the material.

06

CRAMMING YOUR REVISION Revising a little but often is much more effective than trying to learn a lot of information all at once.

07

NOT GETTING ENOUGH SLEEP Set up a consistent bedtime routine that ensures you get the needed 8-10 hours sleep a night.

08

LEAVING THE HARD TASK TO THE END Start hard tasks early as they always take longer than you think.

09

NOT GETTING ENOUGH FRESH AIR Getting sufficient fresh air and exercise can have a positive impact on your wellbeing.

10

TAKING PHOTOS OF LECTURE SLIDES Interacting with the material and making notes in your own words at the time of learning is a much more effective strategy.

If you would like help or guidance with your study skills, or extra copies of any of the resources in this booklet, you can:

- Speak to Miss Hunt in S5
- Email: Hunt@guilsborough.northants.sch.uk
- Access the Study Skills Team at **qtvnoiw**

If you have ideas, requests or suggestions regarding study support in 6th form, please speak to any member of the leadership team.



Guilsborough Academy
Sixth Form