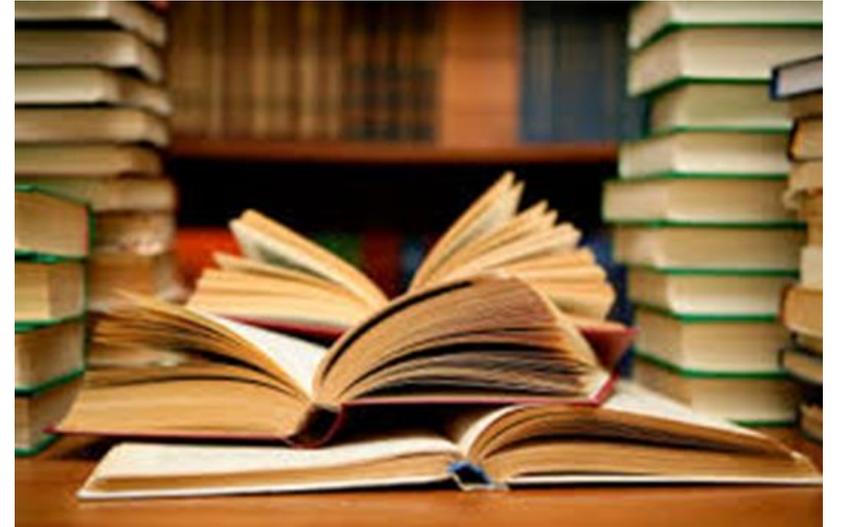


STUDY SKILLS

SAINT CAIMIN'S COMMUNITY SCHOOL
LEAVING CERTS



Overview

- **Learning styles**
- **Goal setting**
- **Revision**
- **Note making**
- **Mind maps**

SELF REFLECTION ???

STUDY



SUBJECTS



1



10

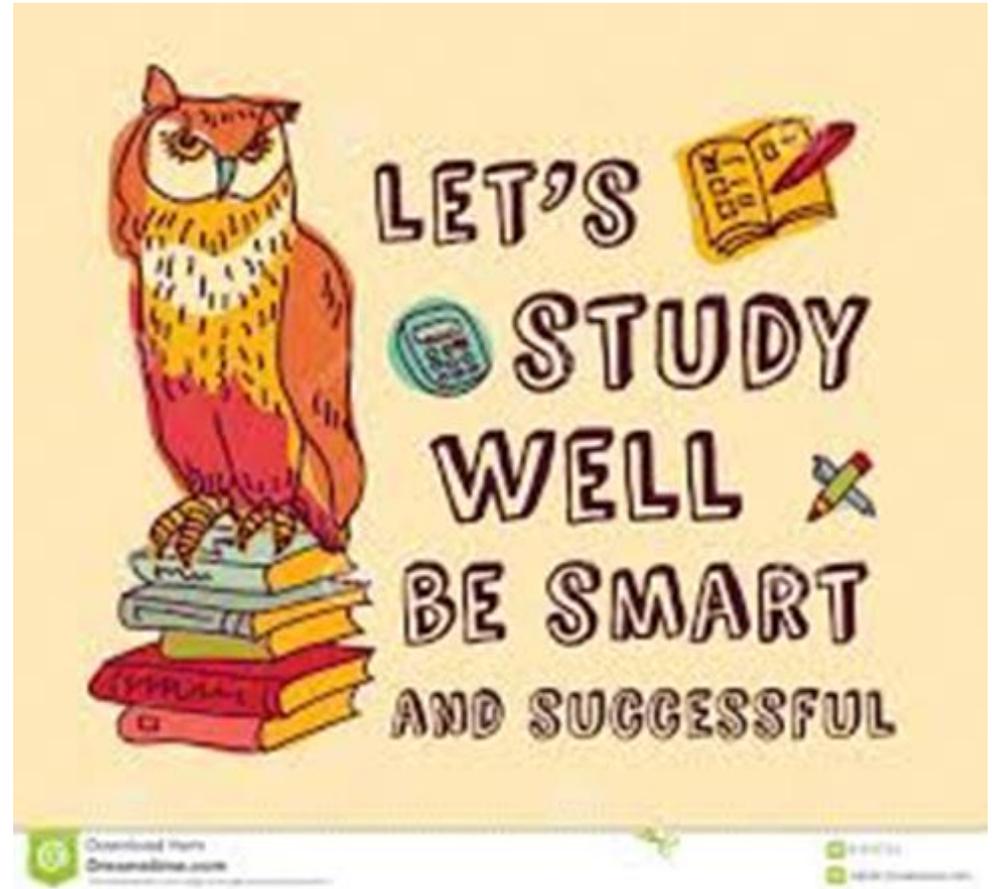


WHERE ARE YOU STRUGGLING?

2 Parts to study

1. Create

2. Review





Important v's Nice



Rocks represent the important things in your life such as...

Family

Education

Health

Pebbles, sand and water represent other less important & nice aspects of your life such as...

Leisure time

Hanging out with friends

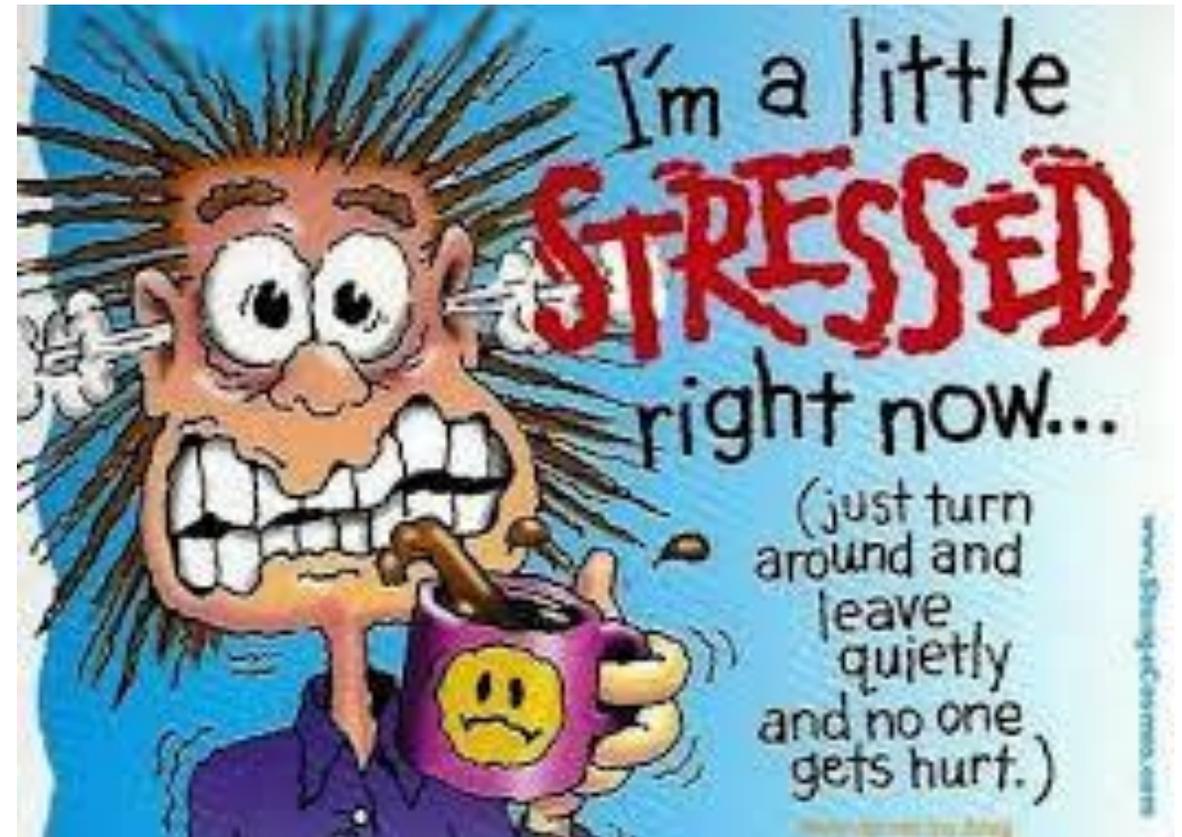
Social Media etc....



***Complete the important
tasks first & there will still
be time for the nice stuff !***

WHAT IS STRESS?

- Emotional response
- Reaction
- Stress is **a reality**
- Stress is **positive**
- Stress is **motivating**



COPING WITH STRESS

1. REACT & BLAME

- FEEL SORRY FOR YOURSELF
- COMPLAIN
- GET ANGRY
- BLAME OTHERS
- PICK A FIGHT
- GET ANXIOUS/ NERVOUS
- LASH OUT AT OTHERS
- BREAK THINGS
- OTHER

2. RUN & HIDE

- EAT JUNK FOOD
- WATCH LOADS OF TV
- JUST BURY IT
- GIVE UP & STOP TRYING
- SLEEP A LOT
- SPEND LOADS OF TIME ON SOCIAL MEDIA
- AVOID PEOPLE/ SITUATIONS
- LOSE YOURSELF IN YOUR MUSIC
- STICK TO YOURSELF

3. COPE POSITIVELY

- TALK TO YOUR PARENTS
- TALK TO YOUR FRIENDS
- TALK TO A TEACHER
- GO FOR A WALK
- PLAY WITH YOUR PET
- LISTEN TO MUSIC
- WORK OUT
- DO YOUR FAVOURITE THING
- GOAL SET
- OTHER

WE LEARN
FROM
FAILURE
NOT FROM
SUCCESS

Barriers to study

- Conscious
- Subconscious
- F.E.A.R.** - **F**alse **E**xpectation
Appearing **R**eal
- Lack of Motivation

Keeping well

Eat well

Drink plenty of water

Sleep

Exercise – helps relieve stress and tension



Setting Goals



Goals for Learning

SEE

UNDERSTAND

PLAN

EXECUTE

REWARD



Goals are
motivating

S.M.A.R.T.

SPECIFIC

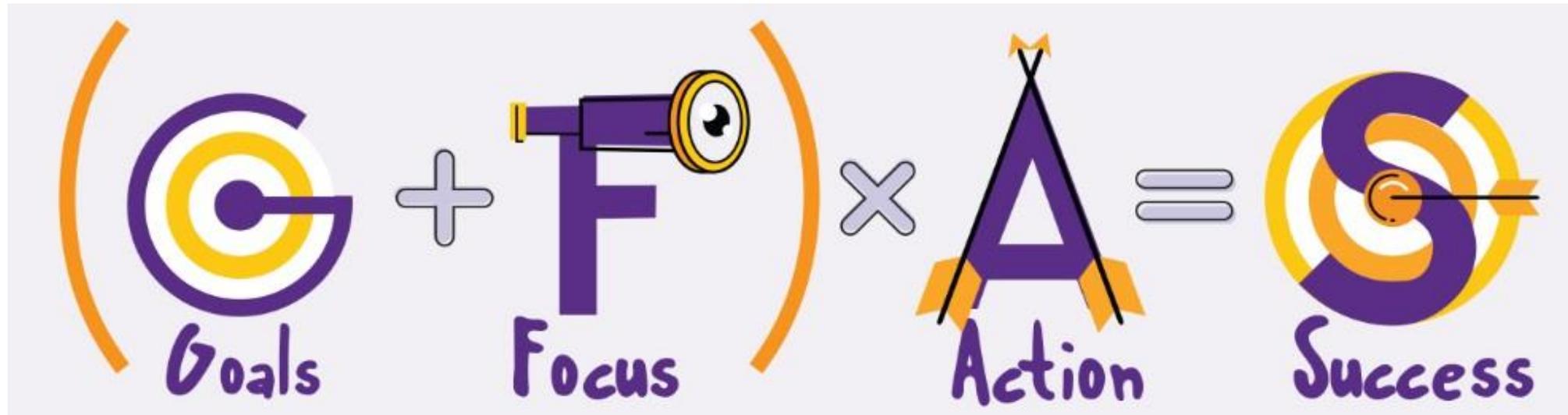
MEASURABLE

REALISTIC

ACHIEVABLE

TIME BOUND

Secret to success



So **zero action = zero success** **high action = high success**

TO ACHIEVE I NEED ...

1. T _ _ _ _ _ **TALENT** **10%**
2. E _ _ _ _ _ **EFFORT** **20%**
3. A _ _ _ _ _ **ATTITUDE** **70%**

The Effort Meter



Exceptional Effort: I worked hard on this and gave it my all!



Great Effort: I think I could do one thing to make it even better



Good Effort: I know I could do more



Some Effort: I completed the task, but I rushed through it



Little Effort: I did not finish the task



Zero Effort: I did not finish the task, and I really didn't try

Plan it

Do it

Review it

'Attitude not your Aptitude'



The secret
to getting
ahead is
getting
started



'Many drops fill the bucket'

Creating a study timetable

[Creating a Study Timetable and Dealing With Distractions \(thesupergeneration.com\)](https://thesupergeneration.com)

LEARNING STYLES — Layered Learning

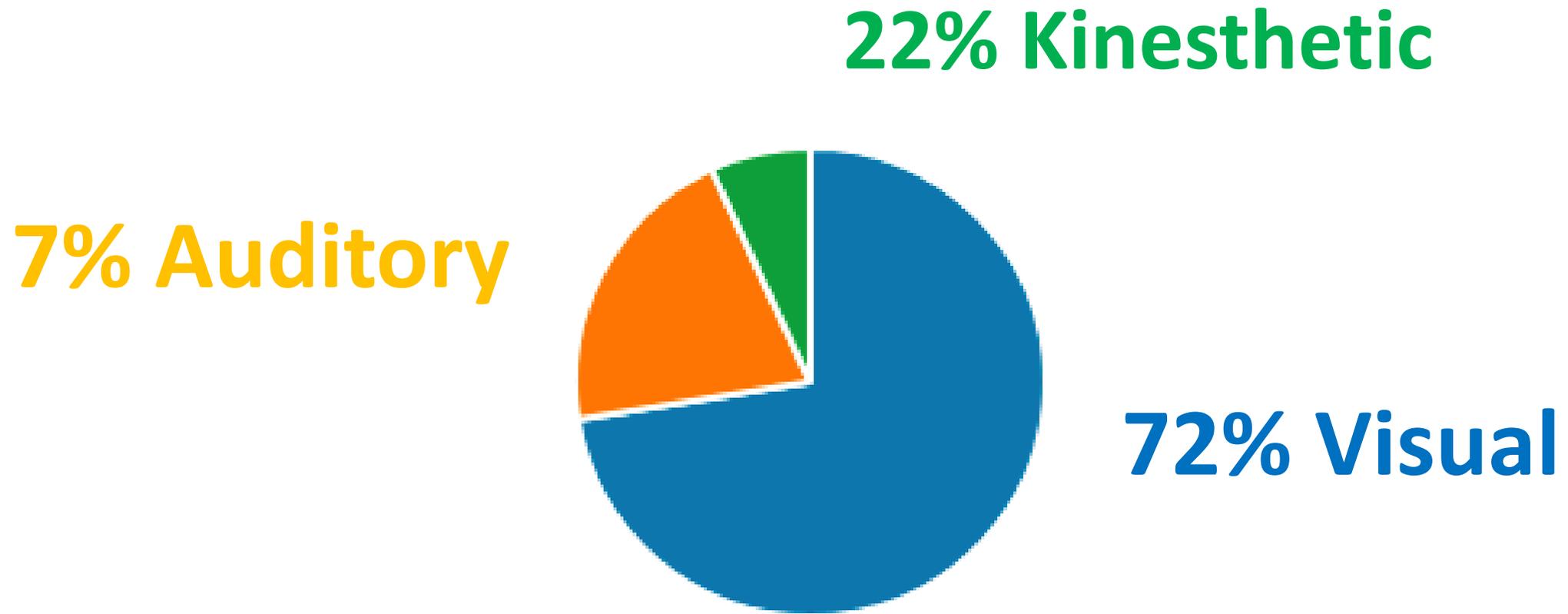


VISUAL

AUDITORY

KINESTHETIC





VISUAL LEARNER



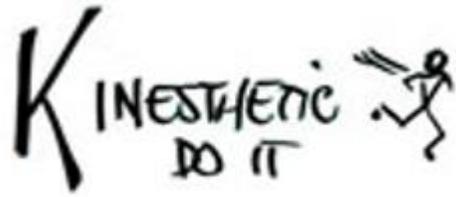
1. MIND MAPS
2. PICTURES
3. DIAGRAMS
4. CHARTS/ GRAPHS
5. COLOUR – HIGHLIGHTERS
6. SYMBOLS
7. TAKE NOTES WHILE SOMEONE IS TALKING
8. SIT QUIETLY & VISUALISE WHAT YOU HAVE JUST SEEN, READ OR HEARD
9. LEARN IN GROUPS & WITH OTHERS



AUDITORY LEARNER

1. READ YOUR NOTES OUTLOUD
2. AUDIO RECORD YOU ESSAYS – REPLAY
3. ROLE PLAY – TEACHER/ STUDENT
4. DISCUSS TOPICS WITH OTHER STUDENTS
5. MINDMAPS
6. BACKGROUND MUSIC

AUDITORY
HEAR IT 



KINESTHETIC LEARNER



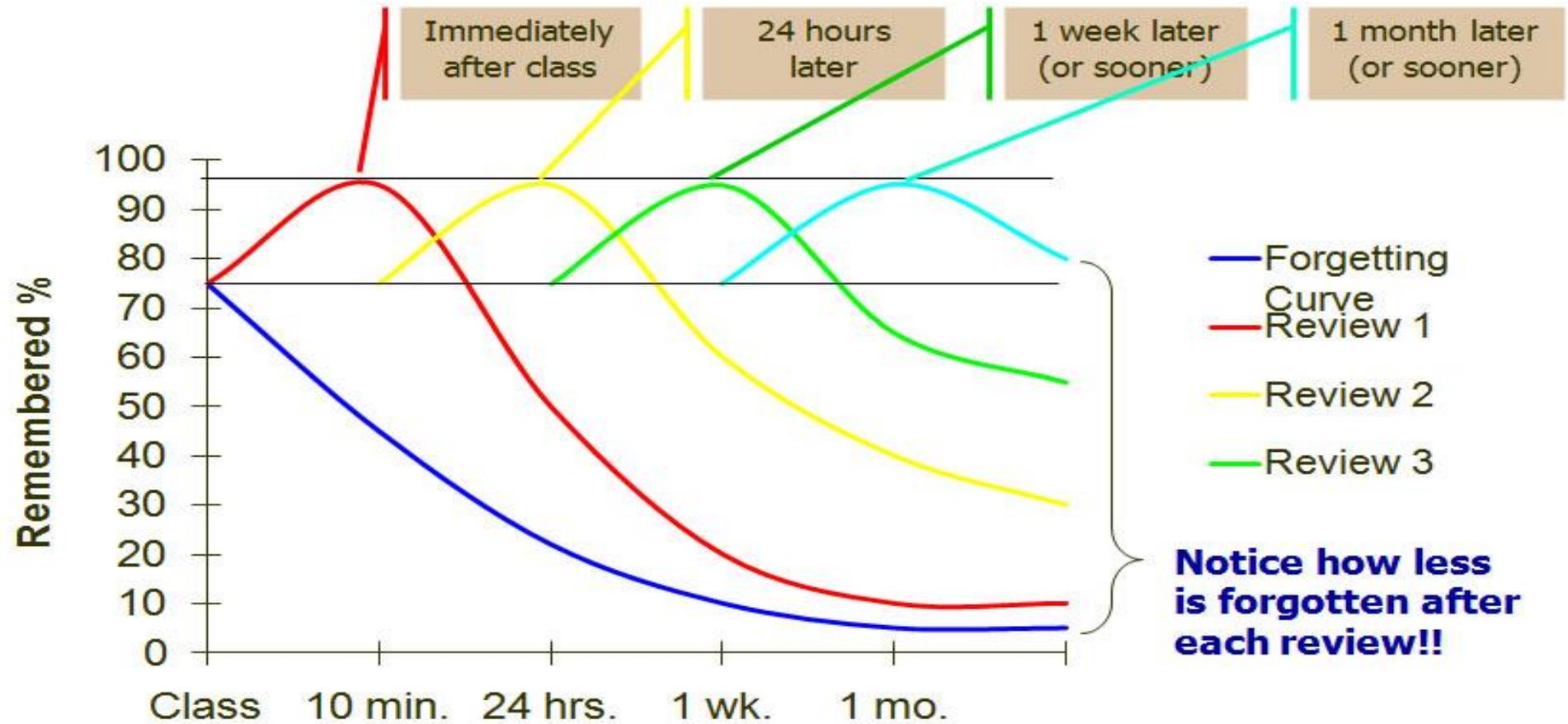
1. FIDGET
2. WALK AROUND
3. MINDMAPS
4. NOTES ON INDEX CARDS
5. POST-IT NOTES
6. ALWAYS WRITE IT OUT TO SHOW YOU KNOW IT
7. LEARN IN GROUPS & WITH OTHERS



-
- ?** Practice by doing
 - ?** Teacher Demonstration
 - ?** Reading
 - ?** Audio Visual
 - ?** Lecturing
 - ?** Teaching Others
 - ?** Discussion



Overcoming the Curve



How to beat the curve...



- Systematic approach to study
- Make your own notes
- One page summary per topic
- Review regularly

Where to



- Don't know where to start – make a list for each subject & prioritise
- Notes everywhere – organise and order. Folders for each subject
- No notes – start make notes
- Lots of notes – review regularly/make mind maps/flash cards etc

Avoid

- 'Reading over' notes
- Transcribing notes
- Rewriting notes

SUPERCHARGE YOUR STUDY **WITH THE POKER STUDY SYSTEM**

P <i>Pre-test</i>	O <i>Overview</i>	K <i>Keywords</i>	E <i>Etch & Sketch</i>	R <i>Retest</i>
What do I already know about this topic?	How does this topic break down? What are the subheadings ?	Highlight the keywords for the topic.	Draw a mind map that uses the headings and keywords.	What do I now know about the topic?
				
⌚ 5 Mins	⌚ 5 Mins	⌚ 5-10 Mins	⌚ 10-20 Mins	⌚ 5-10 Mins



GET THE STUDY SKILLS YOU NEED TO SUCCEED IN YOUR EXAMS! Visit www.thesupergeneration.com

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Language Types

Language of Information

Language of Argument

Language of Persuasion

Language of Description/Narration

Aesthetic Language

Language of Information

What is it?

Writing whose main purpose is to communicate information.

Examples: Report, leaflet, instructions, travel guide, encyclopedia.

Layout:

The reader wants to glance at the page and select the information they are looking for instantly. Present the facts using a logical, easy to follow structure. Use headings, sub-headings and bullet points or numbering. However, if you are writing an informative essay, full prose paragraphs, rather than bullet point lists, will be expected.

Style:

Your focus needs to be on facts and statistics. Every point you make should be backed up by a specific example. If you are giving advice, it needs to be specific – think “count your daily fruit and veg intake and try to gradually increase by one a day until you reach your target” rather than the so-vague-as-to-be-almost-completely-useless “eat more healthily”. You can make statistics up, but you’ll have to make them sound believable. One way to do this is to name the source of the statistic – researcher, title & institution e.g. “According to research carried out by Dr. Hazel Nolan, sociology professor at Harvard University, one reason for the increase in smoking amongst teenage girls is because it is perceived as a good way to control weight gain”. However, your statistic must be convincing! I once had a student write that “92% of teenage girls in Ireland are now smokers”. You only need to look around you (or sniff those around you!) to know this couldn’t possibly be true.

Your language must be appropriate to your audience. Reports commissioned by the government or by an organisation such as the Central Statistics Office (CSO) or the Economic & Social Research Institute (ESRI) adopt a very formal and professional tone and use subject-specific vocabulary. However, a leaflet offering advice to teenagers on staying safe online would need to adopt a much less formal approach, otherwise the people it’s aimed at (teenagers) would stop reading.

List your subheadings

What is it?

Writing whose main purpose is to communicate information.

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Language of Information:

What is it?

Examples:

Layout:

Style:

Pre-test: what do I already know?

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What is it?

Communicate information

Examples:

report/leaflet

Layout:

- select information at glance
- Facts in logical structure

Style:

facts & statistics

Points backed by examples

Now read to add more bullet points!

What is it?

Writing whose main purpose is to **communicate information**.

Examples: Report, leaflet, instructions, travel guide, encyclopedia.

Layout:

The reader wants to glance at the page and **select the information** they are looking for **instantly**. Present the **facts using a logical, easy to follow structure**. Use headings, sub-headings and **bullet points or numbering**. However, if you are writing an informative essay, **full prose paragraphs**, rather than bullet point lists, will be expected.

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What is it?

Communicate information

Examples:

report/leaflet/instructions/travel guide

Layout:

- **select information at glance**
- **Facts in logical structure**
- **Headings/subheadings**
- **Bullet points/numbers**
- **Informative essay needs full paragraphs**

Style:

facts & statistics

Points backed by examples

Specific advise

Statistics must be believable (make up source)

Language appropriate to audience

Colour coded keyword lists

What is it?

Communicate information

Examples:

report/leaflet/instructions/travel guide

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- select information at glance
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Specific advise

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Specific advise

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Language **appropriate** to audience

What is it?

Communicate

Examples

Reports/leaflets/instructions/travel guides

Layout

Select info

Facts

Headings

Bullet points

Full paragraphs

Style

Facts & statistics

Specific advise

Believable statistics

Appropriate

From this to this...

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What is it?

Communicate

Examples

Reports/leaflets/instructions/travel guides

Layout

Select info

Facts

Headings

Bullet points

Full paragraphs

Style

Facts & statistics

Specific advice

Believable statistics

Appropriate

Language of Argument

What is it? Writing which offers personal opinions & refutes opposing views logically is argumentative.

Examples: Speeches, debates, opinion pieces, letters to the editor, election material.

Layout: The headings and bullet points you used for the language of information are generally speaking not appropriate here. You are expected to write in complete sentences, alternating between short snappy sentences and longer more complex ones.

You need to build up a series of inter-connected ideas paragraph by paragraph, with each one flowing into the next. Election leaflets, however, will use headings, bullet points, etc...

Style: Argumentative language is logical, rational and convincing. Obviously there is a certain amount of overlap with the language of information, with a focus on facts, statistics and examples. However, unlike the language of information, you are not presenting all of the facts and allowing the reader to decide for themselves. Instead, you are emphasising only those facts which support your point of view and offering logical reasons why those who disagree with your viewpoint are wrong.

A strong argument uses logic and reason: 1. to arrive at a particular point of view 2. to defend this position and 3. to refute counter arguments.

Once a person stops utilising the facts to prove their point and resorts to personal insults, they are no longer arguing, they are now persuading.

List your subheadings

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What is it?

Examples:

Layout:

Style:

Pre-test: what do I already know?

Language of Argument

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What is it?

Personal opinions

Examples:

speeches/opinion pieces

Layout:

no headings/bullet points (except election material)

Full sentences, long and shorter

Style:

logical, rational, convincing

Facts, statistics examples to support argument

Illustrate a viewpoint

Defend a viewpoint

Now read to add more bullet points!

Language of Argument

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What is it?

Personal opinions

Uses logic to disprove opposing views

Examples:

speeches/opinion pieces/ letters to editor/election material/debates

Layout:

no headings/bullet points (except election material)

Full sentences, long and shorter

Connected ideas & paragraphs

Style:

logical, rational, convincing

Facts, statistics examples to support argument

Illustrate a viewpoint

Defend a viewpoint

Disprove counter arguments

Colour Coded Keyword Lists

What is it?

Personal opinions

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Examples:

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Full sentences, long and shorter

Connected ideas & paragraphs

Style:

logical, rational, convincing

Facts, statistics examples to support argument

Illustrate a viewpoint

Defend a viewpoint

Disprove counter arguments

What is it?

Personal opinion

Disprove opposition

Examples:

speeches/opinion pieces/ letters to editor/election material/debates

Layout:

bullet points

No headings

Full sentences

paragraphs

Style:

logical

Facts

examples

Illustrate a viewpoint

Defend a viewpoint

Disprove

From this to this...

Language of Argument

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bullet points

No headings

Full sentences

paragraphs

Style:

logical

Facts

examples

Illustrate a viewpoint

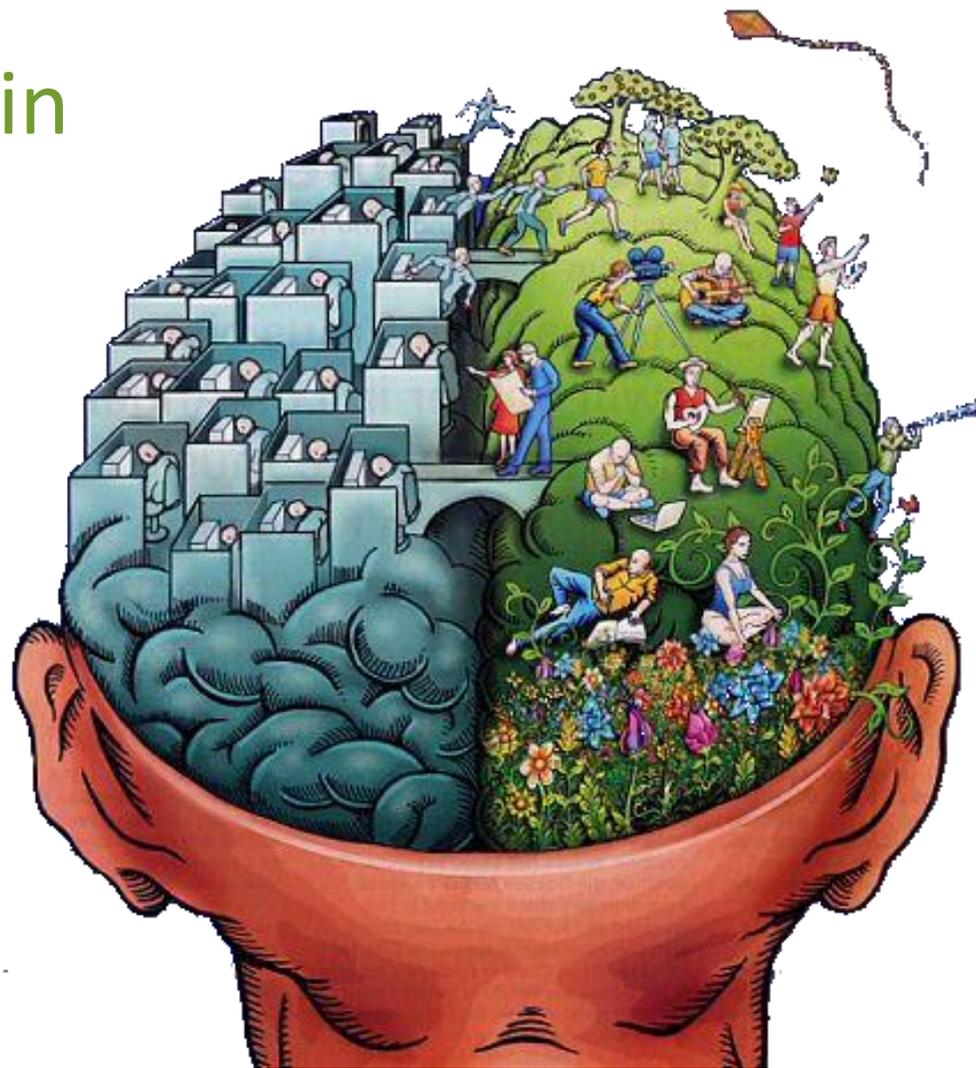
Defend a viewpoint

Disprove

Why Use



Left & Right Brain



Analysis

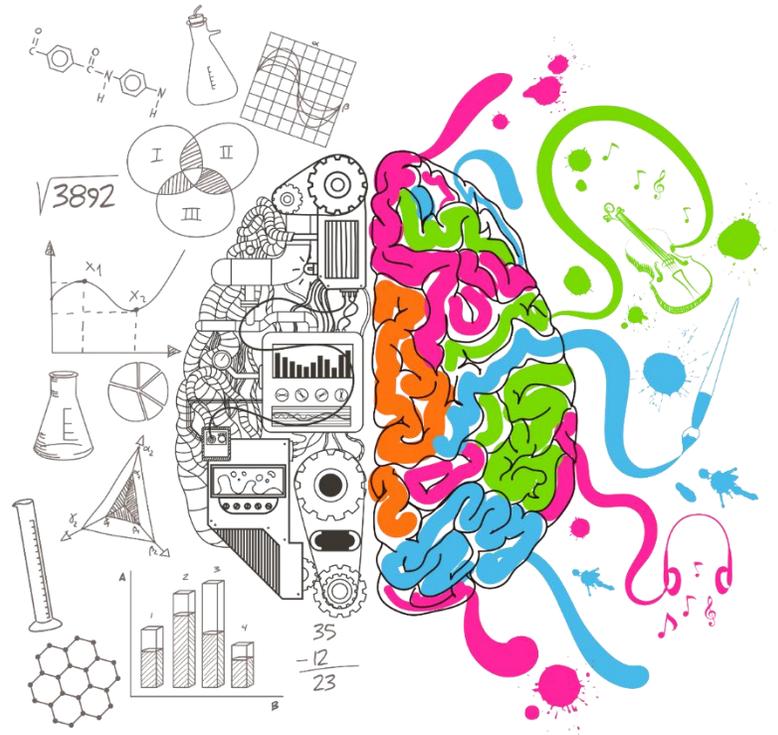
Logic

Lists

Numbers

Words

Lines



Colours

Daydreaming

Rhythm

Imagination

Humour

3D

Learning is accelerated when you use your
LEFT and **RIGHT** brain

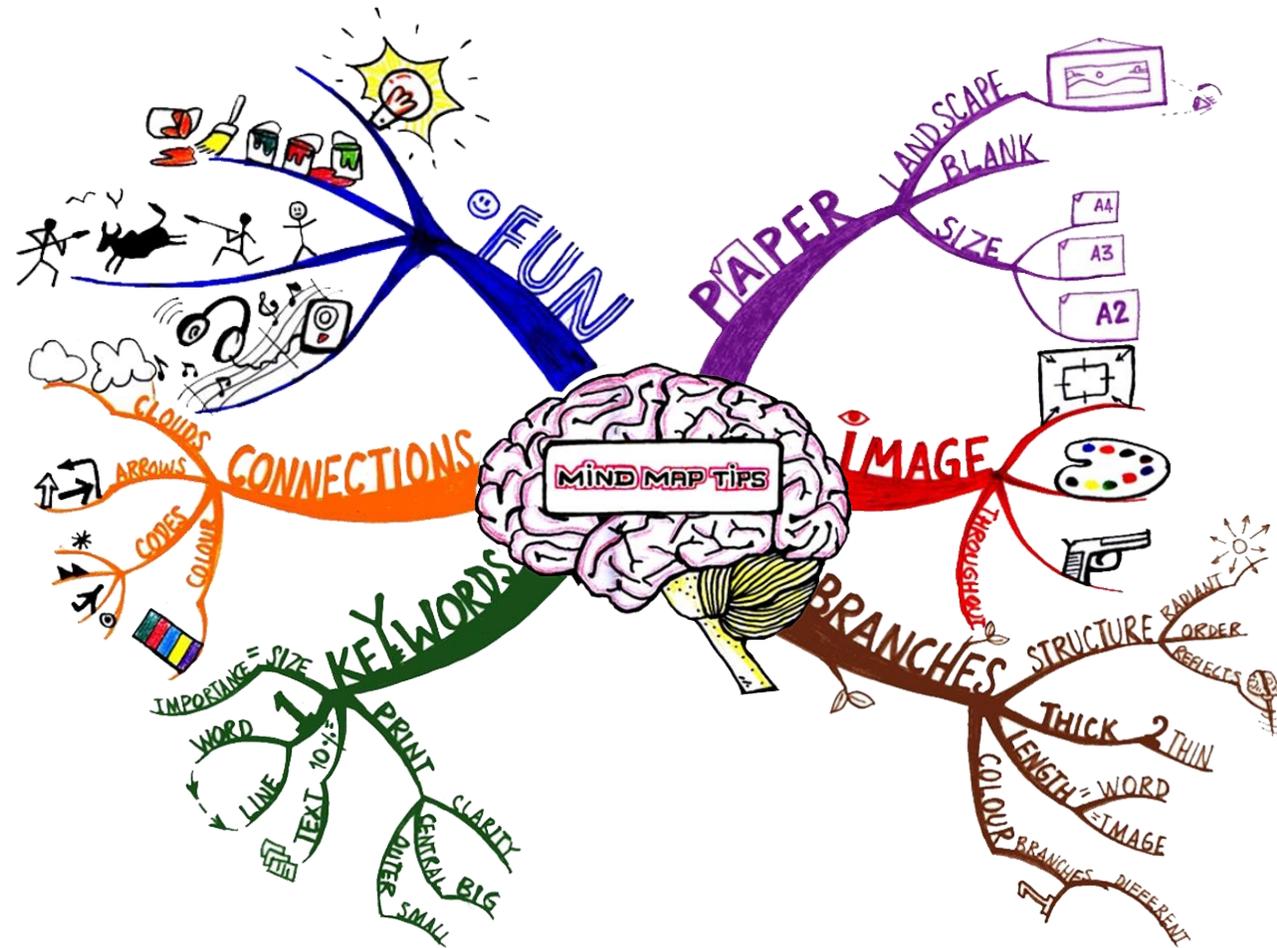
Why mind map?

- Suits all learning styles
- Incorporates right and left side of brain
- Uses imagination
- Built on association/how info is linked
- One page summary

How to mind map

<https://www.youtube.com/watch?v=L0XzZCd2tPE>

[E is for Etch and Sketch - Creating Mind Maps \(thesupergeneration.com\)](#)



Study

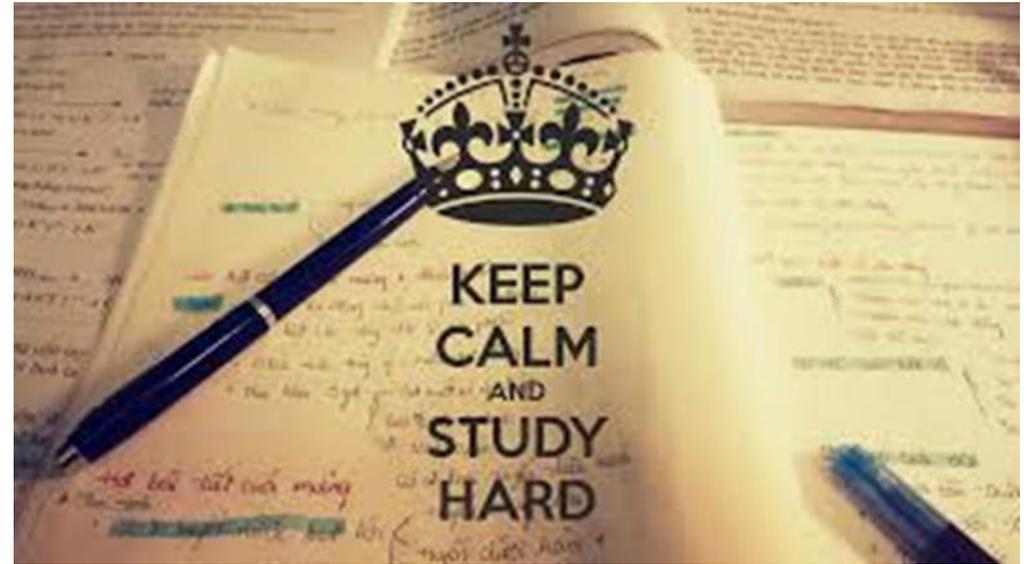
Plan it

(Just) Do it

Review it

Why don't
you
think.....





Exam Performance

STUDY SKILLS

Can you deliver what you know effectively?

Read the Instructions!

Check the instructions at the beginning of each test paper carefully. There may be a small change in the exam format from year to year.

Read questions carefully:

Read each question carefully. Highlight or underline the key words and phrases.



Check for compulsory questions:

Tick the questions that must be answered in each section. Then tick off the question(s) you are likely to answer (using a different colour or symbol).

Allocate time for each question:



This should be done before the exam itself. The amount of time spent on each question will be determined by the percentage of the overall marks going for the question. For example, the time you allow will double if the marks awarded are double those of other questions. Allow at least five to ten minutes at the start of the test to read over the paper and ten minutes at the end to read your answers. It's important that you try to stay within the time you have allocated for each question.

Begin with your best:

Begin your exam with the question you feel you can best answer.

If you do this you will build confidence in your ability to tackle the remainder of the test.



Plan your answer:



If you fail to plan,
you plan to fail.

Jot down an outline of your answers by noting the main points before you begin to work on the answer proper. It is good to let the examiner see this work.

Avoid clutter:

Remember to allow plenty of space between points and sections and label all your answers clearly. Do everything you can to make the job of the examiner easier.

Keep an eye on the time:

If you run over the allotted time when dealing with a question it may be better to leave a space and continue to the next question. Above all, avoid the disaster of not having time to attempt all the required number of questions.

Don't waffle:



There are simply no marks going for repeating the same points or ideas. Be as clear and concise as you can. This does not mean that you don't explain things fully and give examples especially when you are expected to elaborate.

Understand typical question formats:

Know exactly what is expected from you in an exam when asked to Compare, Contrast, Define, Discuss, Explain, Trace, Summarize, Describe and Outline. Take special note of words such as including, and, or.

Just a small dose of post mortems:

When your exam is over don't get involved in detailed post mortems, turn your focus to the next exam. If you feel stressed or worried at the way things went it's best to chat with a sympathetic adult, or someone who can listen and offer you a balanced view of your performance.

If you have time to spare re-read your work:

Don't stop working on your paper before time is up. There are no extra marks awarded for being finished early. Your exam is designed to be undertaken within the time allocated. If you have time left after you read over your paper read over it a second time. Ideas may come to you even at this final stage.

Use notes:

It could happen that you discover that you have done something wrong, left a question out or perhaps misread a question. If time is not on your side, lay the correct answer out in note form first. Then elaborate on the notes. Try not to panic.