

Induction Day Study Skills Workshop



How is studying at KS5 different to Y11?

- Only 3x subjects, becoming a specialist in subjects you enjoy and are good at
- Less spoon feeding
- Note taking, folders and organisation
- Independent learning
- Wider reading
- Using exam board websites for past questions, mark schemes and guidance
- Closer working relationships with teachers
- Hard work needing self-motivation
- Competition for post 18

[Leap from GCSE to Sixth Form | Resources | Net Sixth Form](#)

[Leap from GCSE to A-Level. Videos and tutorial material to bridge the gap between GCSE and A-Level | Resources | Net Sixth Form](#)











Students form small groups and try to identify the differences between a pre-16 'pupil' and a post-16 'student'. The aim is to help students understand that they need to take more control over their own learning. Ask the students to identify the differences between how a **Pupil** (say, in Year 11) is expected to work and a **Post-16 Student**.

| PUPIL | POST-16 STUDENT |
|---|-----------------|
| HINTS... | |
| ← Lesson attendance → | → |
| ← Lesson conduct → | → |
| ← Homework → | → |
| ← Extra reading → | → |
| ← Asking questions in class → | → |
| ← Working in a team → | → |
| ← Asking for help → | → |
| ← Gathering resources → | → |
| ← Completing extra assessed work → | → |
| ← Planning time → | → |
| ← Catching up missed work → | → |
| ← Use of private study time → | → |
| ← Organisation of notes → | → |
| ← Attention in lessons → | → |
| ← Planning for deadlines → | → |
| ← Building extra reading into assessed work → | → |

| | Always | Mostly | Need to improve | What will help you improve? Maybe, think of barriers and how they can be overcome |
|---|--------|--------|-----------------|---|
| Do you keep up with homework? | | | | |
| I spend time going over content to understand it well | | | | |
| I read ahead of lessons | | | | |
| Read through notes after lessons | | | | |
| I use lots of resources to aid my understanding (textbook, handouts, video clips, peers) | | | | What resources do others use? Revision guides are not enough! |
| I test my understanding on challenging questions | | | | |
| I use the specification, mark scheme and examiner reports to help me cover all areas of the spec and understand each area | | | | What will help you improve? |
| I listen to podcasts and lectures online and other useful sources of more in-depth information | | | | Find out what others listen to |
| I try explaining hard areas of the specification to peers or family to see whether I really do understand it well | | | | |

IDENTIFYING BARRIERS TO INDEPENDENT STUDY

Write down the factors that stop you from studying – factors you can control e.g. watching t.v., and factors it is difficult to control e.g. looking after family member.

| FACTORS YOU CAN CONTROL | FACTORS DIFFICULT TO CONTROL |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

[Independent learning resources for sixth form tutorial time | Resources | Net Sixth Form](#)

Within the first 3 weeks of your course you should have obtained the following resources:

KEY TEXTBOOK []

A textbook recommended by your subject teacher.

ADDITIONAL TEXTBOOKS []

A list of alternative textbooks. A textbook is much like a person: it is not perfect - it has strengths and weaknesses. So having a range of books to consult makes sense. Where a topic is not well covered in one book, another text might deal with it much more clearly.

SPECIFICATION []

A syllabus or specification. It details all the areas that you need to be taught for the examination. You need to have a copy so you know how to organise your file.

RECOMMENDED READING LIST []

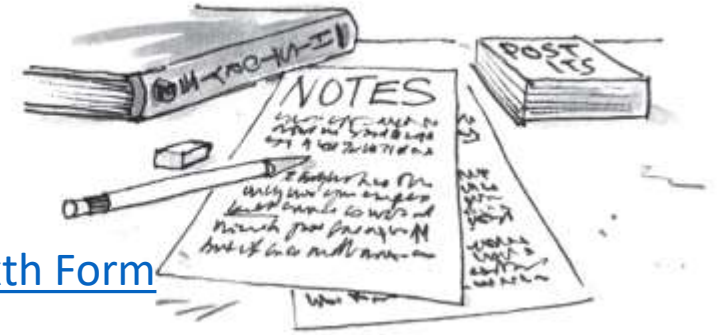
A list of books recommended for the course. Extra reading will broaden your knowledge of the subject and is certainly expected for post 16 studies. Examination boards sometimes issue a reading list which can often be accessed on-line – your teacher can help recommend some books, though.

RECOMMENDED WEBSITES []

Your teachers might be able to advise you about websites that have useful information.

NOTE-TAKING

UNDERSTANDING THE NEED TO TAKE NOTES



NOTE-TAKING [Note taking guide for sixth form students](#) | [Resources](#) | [Net Sixth Form](#)

Work through and complete the activities on
note taking in your pack

[9ed3e5589bfdd189d64ba08fda3ae4ea4fce005.pdf](#)

Cornell Note Taking

1 WHAT IS THE TEXT ABOUT? i.e 'THE BIG PICTURE'

Then read the source and make notes in section 2

3 KEY WORDS

Write only **Key words** from your notes section.

Then cover up section 2 NOTES and use only your key words to help you recall the information.

Then write a summary by using Section 4.

2 NOTES

Record – use this section for your notes written in short sentences with no unnecessary words; record relevant key facts, dates, names, concepts, evidence.
Eg. Three pigs each in own house, one wolf after the pigs, wolf blows down sticks & straw houses but not brick house.

Avoid 'which', 'there', 'of', 'is', 'whether' etc – words that convey no content.

Questions – any interesting questions relating to the topic, write them in your notes section e.g. 'What evidence is there that shows people prefer the colour green to red?'.

Key words – as you make your notes record the key words in column 3.

Recite – when your notes are complete, cover up your notes and only look at the key words to check how much detail from your notes you recall.

Review – ideally, try the recite process again in a week and again a month later to embed it in your memory.

4 SUMMARY

Write a brief summary in 100 words.

If you can summarise the key points in your own words then you have probably understood it.

NOTE-TAKING: TIPS & SKILLS

KEY POINTS:



Ensure your notes are good enough for Year 13 revision

Try different styles of note-taking e.g. Cornell method



Make notes on all of the specification points

Improve your notes after the lesson (add info/diagrams/colour)

Check your notes are good enough to answer exam questions

Transform your notes into different formats

Re-read and genuinely understand your notes

Watch – learn the Cornell note-taking style

- Nearly ALL subjects at A-Level will need you to use a method of note-taking.



<https://youtu.be/WtW9IyE04OQ>

Or click on image

Biology teacher explains **how** to make Cornell notes

- Cornell is a key style that many teachers will expect you to know



<https://youtu.be/19E01YLaalg>

Or click on image

University of Warwick explains how and **why** to make Cornell Notes

NOTE-TAKING TIPS



Big picture: establish what the whole source of writing is about (so look at the title and the first paragraph). This helps your understanding.

Key points: scan the headings and sub-headings before you read in detail.

This helps identify what might be important as key points to go in the left hand-side of your Cornell notes.

Be creative: use diagrams and underlining, colours, arrows and links

Be individual: do what works for you

Be selective: avoid copying out chunks of writing.

Skill: making selective notes isn't easy: you need to keep doing it until you get better.

It will be hard at first and you will be tempted to simply copy out chunks, as you normally do: that isn't helpful at all! Get out of that habit!

Transition Checklist

Work through the list below and consider what areas you still need to work on to aid your transition to A-level.

| Have you done the following? | Subject 1: | Subject 2: | Subject 3: | Subject 4: |
|--|-------------------|-------------------|-------------------|-------------------|
| Organised a folder with dividers | | | | |
| Found out/been told the exam board for your subject | | | | |
| Developed a clear understanding of the content of your course i.e. do you know the modules/texts you will be studying across the two years to help plan ahead? | | | | |
| Put a list of the assessment objectives/course requirements in your folder | | | | |
| Spent an additional 4-5 hours a week of independent study on each subject | | | | |
| Consistently taken notes in lessons | | | | |
| Experimented with different ways of recording information/ note taking | | | | |
| Reviewed your notes after each lesson (if you haven't yet then get into the habit) | | | | |
| Conducted additional research for your subject before lessons to aid your understanding | | | | |
| Found secondary reading for your subjects and used this in academic reading time | | | | |
| If you have struggled with a new concept have you asked your teacher for help or advice (put n/a if this doesn't apply) | | | | |
| Contributed in class discussions | | | | |
| Created a weekly study schedule to aid time management | | | | |
| Organised a space at home to study effectively and store school work | | | | |
| Reflected on how you use your time across the school week | | | | |
| Identified distractions and thought about how to remove them | | | | |

[Organisation |](#)
[Resources |](#) [Net](#)
[Sixth Form](#)



WALK
H₂O

ANSWER:

GO IT IT IT IT

ANSWER:

F
FIRE
R
E

ANSWER:



COF FEE

ANSWER:

CHAIR

ANSWER:

TRAVEL
CCCCCCCC

ANSWER:



FAREDCE

ANSWER:

R
ROADS
A
D
S

ANSWER:

Billed

ANSWER:



DADDY
L
E
G
S
L
E
G
S

ANSWER:

PRO
MISE

ANSWER:

THANKS THANKS
THANKS THANKS
THANKS
THANKS THANKS
THANKS

ANSWER:



PRO
MISE

ANSWER:

WORDS
FUNNY WORDS
FUNNY WORDS
WORDS

ANSWER:

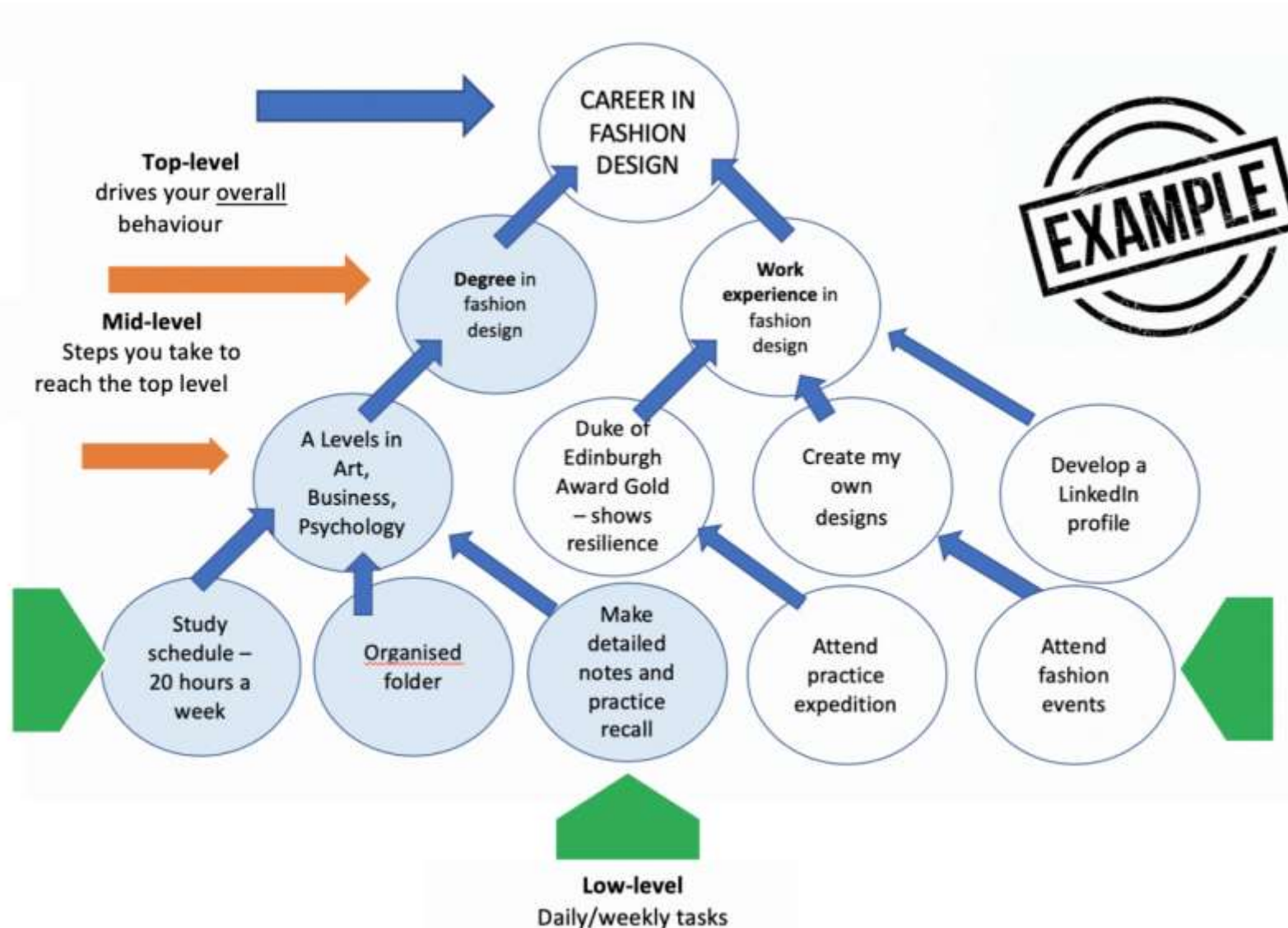
READING

ANSWER:

[72209f6c954cff868e00817154ffef9d42d06937.pdf](https://www.pdfdrive.net/72209f6c954cff868e00817154ffef9d42d06937.pdf)

Having a goal to motivate you

[a goal that drives you](#) | [Resources](#) | [Net Sixth Form](#)



Get Organised!

[Organisation |
Resources | Net
Sixth Form](#)

| | No change needed | Some changes needed | Major changes needed | What will I do <u>exactly</u> ? |
|---|------------------------|---------------------------|----------------------------|--|
| I put a lot of effort into being organised | | | | |
| The subject for which I feel MOST organised is: 1 _____ | | | | |
| The subjects for which I feel LESS organised are: 2 _____ 3 _____ 4 _____ | | | | File dividers, notes in order, spec covered, no gaps or notes missing, summary topics. |
| I use TO DO lists each day to keep me organised | | | | |
| I have a system of colouring examination skills such as knowledge, evaluation, names, dates – whatever seems to help. | | | | |
| I read ahead of the lesson, so I know the content before the start of the lesson - I also know the areas I find difficult. | | | | |
| After each lesson, I read around the topic and make summary notes which pull all the information together from the lesson and various sources (textbook, videos, teacher handouts) | | | | |



WHY EFFORT
MATTERS MORE
THAN TALENT



[Importance of Year 12: predicted grades | Resources | Net Sixth Form](#)

[Organisation | Resources | Net Sixth Form](#)

[Note taking guide for sixth form students | Resources | Net Sixth Form](#)

[How to make Cornell notes | Resources | Net Sixth Form](#)