



St Mary MacKillop College
CHOOSE LIFE WITH COURAGE

Secondary School Revision Skills Handbook

Your guide to survive and thrive

Table of Contents

»»» Introduction..... Page 03	»»» Make the most out of your Study Environment..... Page 21
»»» How the Brain Learns Page 04	»»» Revision Skills Self Assessment Page 22
»»» Growth Mindsets..... Page 05	»»» Do you have good Revision Habits? Page 23
»»» Marginal Gains Page 06	»»» Motivation and Procrastination Page 25
»»» Time Management..... Page 07	»»» From the Students Page 29
»»» Goal Setting..... Page 09	»»» SCSA Glossary Page 32
»»» Making the Most Out of Your Goals Page 10	»»» Effective Note-taking Page 35
»»» Goal Setting Year 7..... Page 11	»»» Revision Techniques to Stay Motivated Page 37
»»» Goal Setting Year 8..... Page 12	»»» Dealing with Distractions when Revising Page 38
»»» Goal Setting Year 9 Page 13	»»» Assessment and Exam Technique Page 40
»»» Goal Setting Year 10 Page 14	»»» What style of revision and learning works best for me? Page 41
»»» Goal Setting Year 11 Page 16	
»»» Goal Setting Year 12..... Page 18	
»»» Make the Most out of Your Class Time Page 20	

Introduction

Why revision? Let's break down the etymology.

Re = again and vision = seeing, seeing your content and skills again to commit them to long term memory is essential to learning and that's where we begin...

Revision is not just about preparing for a test; it's about developing habits that help you learn, grow, and keep improving throughout high school and beyond. From Year 7 to Year 12, every subject and assessment gives you a chance to strengthen those habits and refine the way you study. The key is to build a personal toolbox of strategies that, when used consistently, help your knowledge stick and your confidence grow.

One of the most effective ways to do this is through retrieval practice—actively bringing information to mind rather than just rereading notes. This can take many forms: brain dumps at the start of a study session, quick self-quizzing at the end of a topic, using flashcards to test and shuffle what you know, or dual coding—combining words and visuals to deepen understanding. When we space and interleave our practice, returning to ideas over time instead of cramming, we strengthen our memory and beat the forgetting curve.

But effective revision is not just about techniques—it's also about mindset. Progress in learning comes from consistency, reflection, and resilience. A growth mindset reminds us that intelligence is not fixed; we can develop it through effort, feedback, and persistence. Mistakes show where to grow, not where to stop. Setting targets helps us measure our steps forward, while asking questions like “Am I on track?” or “Is this the best I can do?” keeps our focus on improvement, not just outcomes.

Remember, no single method works for everyone, and no single test defines your ability. What matters most is the process—the gradual, steady improvements that add up to real progress. By building strong study habits now and treating revision as practice for learning itself, you'll be ready not only for Senior Secondary but for life-long learning.

Keep improving. Keep adapting. Keep growing—one small gain at a time.



Nina Durack

REVISION SKILLS COORDINATOR

How the brain learns

The process of moving information from short-term memory to long-term memory, known as memory consolidation, is crucial for effective revision in high school. This transition allows the brain to store knowledge in a way that it can be retrieved later for exams or applied to more complex concepts and tasks.

How the brain transfers memories

Short-term memories are initially held in the prefrontal cortex and the hippocampus. The hippocampus plays a key role in transferring these memories to long-term storage in the cerebral cortex. This transition takes time and involves strengthening connections in the brain. The process, known as consolidation, can be supported by repetition, rest, and association, making memories more stable and resistant to forgetting or interference.

Why this matters for revision

For revision, moving information into long-term memory means students are less likely to forget key facts and can apply their knowledge to analyse, compare, or solve new problems. Effective revision techniques help students retrieve information they have learned, reinforcing and strengthening those neural pathways. This enables easier recall and frees up working memory for higher-level tasks, like tackling complex exam questions or making connections between topics.

Promoting memory consolidation

Several exercises and revision strategies can help information move from short-term to long-term memory:

Spaced practice: Allowing some time to elapse between revision sessions, rather than cramming, gives the brain time to consolidate information.

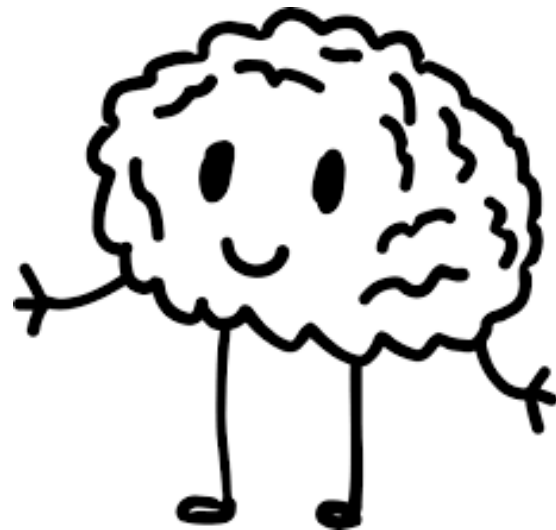
Retrieval practice: Regular self-quizzing or brain dumps—recalling information from memory—strengthens long-term retention. The extra effort in recall is key to deep learning.

Interleaving topics: Mixing up different types of problems and subjects in one study session helps the brain make connections between ideas and improves long-term retention.

Chunking: Grouping information into manageable units (e.g., breaking a history timeline into key events) makes it easier to remember and store.

Visualization and association: Creating mental images or linking new information to what you already know (mnemonics) helps embed details more deeply.

Sleep and rest: Adequate sleep after learning significantly improves memory consolidation and recall, as the brain organizes new information during sleep.



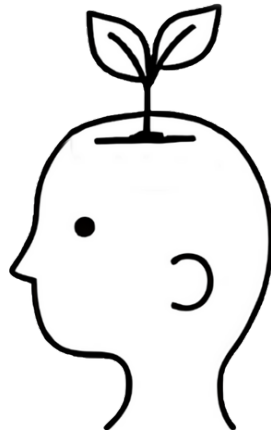
Impact on complex thinking

When facts and processes are consolidated into long-term memory, the brain has more capacity in working memory to handle higher-order thinking. This includes analyzing sources in history, applying concepts in economics, or solving multi-step problems in science and mathematics

. Long-term memory provides the foundation, while working memory can focus on manipulating, evaluating, and synthesizing information needed for more complex tasks.

By practicing these strategies, students transform learning from a passive to an active process, making revision more effective and enabling deeper, more resilient understanding for exams and future learning.

Growth Mindsets



The Power of ‘not yet’

A growth mindset is the belief that your abilities can develop through effort, good strategies, and learning from feedback. It’s not about being the best straight away—it’s about being better than you were yesterday. When you face a challenge and think, “I can’t do this,” add one more word: “yet.” That single word changes a dead end into a starting point. “Yet” means there’s still room to learn, to try again, and to improve with practice.

Mistakes are an opportunity to learn

Mistakes are not signs of failure; they are evidence that you are stretching your thinking. When something feels difficult, that’s your brain forming new connections. Every time you struggle to recall a fact, test yourself again, or attempt a tough problem, your learning strengthens.

Criticism can be tough to hear, but a growth mindset helps you reinterpret it as guidance rather than judgment. Instead of asking, “What did I do wrong?”, try asking, “What can I do differently next time?” Feedback highlights the next steps in your learning—it’s information you can use to move forward.

Setting growth mindset goals

To build your growth mindset, set small, purposeful goals that focus on progress rather than perfection.

Examples of growth mindset goals:

- I will review my feedback and choose one area to improve next time.
- I will use retrieval practice once a week to strengthen what I’ve learned.
- I will focus on effort and strategy rather than comparing myself to others.
- I will reattempt tasks that challenged me until I understand them fully.

Having a growth mindset is about keeping your focus on learning, not labels. Every attempt, mistake, and adjustment brings you closer to mastery. So keep practicing, keep reflecting, and remind yourself—you might not have mastered it yet, but you will.



Marginal Gains



What is Marginal Gains?

Marginal Gains is the idea that small, consistent improvements in many areas—often as little as 1%—add up over time to major advances in performance and success. This philosophy has transformed elite sports and business, and is a powerful tool for students aiming to get the most out of their revision and schoolwork.

The theory of marginal gains is based on making many tiny improvements across all aspects of a process. When these improvements are combined, they produce a significant positive effect. Instead of relying on one big change, marginal gains is about finding ways to optimise every little detail, leading to long-term success.

In essence, marginal gains empowers students to take control of their learning, showing that big progress is possible through the accumulation of small, intentional changes.

Where Did Marginal Gains Originate?

The term was popularized by British cycling coach Sir Dave Brailsford. When he took over British Cycling in the early 2000s, Brailsford focused on finding 1% improvements everywhere, from rider nutrition to bike aerodynamics—even ensuring riders had the same pillow and mattress at every event for optimal sleep. This led to an unprecedented run of victories at Olympic Games and the Tour de France, making British Cycling a world leader in the sport.

How Was Marginal Gains Applied?

Brailsford's team made small improvements in:

- Bike equipment and aerodynamics
- Rider sleeping habits and travel comforts
- Hygiene routines to reduce illness
- Training and nutrition
- Even minute details, like white floors to spot dust during bike maintenance

Each change seemed minor, but together they resulted in a huge improvement in overall performance and success.

How to use marginal gains in school work

- Breaking revision and schoolwork into small steps and continually seeking minor improvements.
- Adjusting study environments, materials, and routines to become slightly more efficient or comfortable—such as organising notes better, reducing distractions, or improving lighting.
- Trying different techniques, like retrieval practice, spaced learning, and interleaving, and tweaking them for personal effectiveness.
- Focusing on consistent, small changes, like adding five minutes of review each day, improving note clarity, or routine self-quizzing.

Every 1% improvement—better sleep, optimised timetables, clearer notes—multiplies with others, leading to greater learning and confidence. Over weeks and terms, these small efforts make a significant impact on exam results and overall achievement.

Time Management

Good time management is one of the most valuable skills for success at school. It means using your time purposefully rather than just being busy. When you plan your study sessions, balance schoolwork with rest, and set aside time for revision, you can reduce stress and improve focus. Effective time management helps you turn large tasks into smaller, achievable steps, so deadlines don't feel overwhelming. It's not about doing everything at once. It's about using your energy and attention wisely to work smarter, not harder.



4 Step Time-Management System:

Step 1: Map out the Year: School Planner page 28 and 29.

Step 2: Map out each week: School Planner page 44 and 45.

Step 3: Map out each day: School planner week to view

Step 4: Evaluate and update

- **Step 1: Map out the Year**
Turn to page 28 and 29 in your school planner
Using assessment outlines, mark in all the assessment dates you can. Include the subjects and weighting percentage
Mark each assessment in your diary in the corresponding page, including all relevant information about that task
Put in a two week reminder in the appropriate page for all your major assessments
With a highlighter, clearly mark all your exam periods on your planner.
With a different highlighter mark all the holiday periods.
- **Step 2: Map out each week**
Turn your planner to page 44 and 45
Using the weekly schedule plan what you would consider to be the ideal week. Be sure to include: school, revision, sport, relaxation, social activities, daily routines. You will need to do the ideal week routine exercise a few different times throughout the year, as demands change.
****Note:** you have a weekly planner at the start of term to allow for changing circumstances.
- **Step 3: Map out each day**
Each week, for each day write in your subjects and what you will revise e.g:
Monday:
HaSS: create timeline of William the Conqueror
Maths: ex. 1 -5 on linear equations,
English: 3x Flashcards with 3x quotes about themes in text.
- **Step 4: Evaluate and update**
Ask yourself: Did I always get as much revision done each week as I set out to do? Were the hours I set out for revision achievable?
If you answered 'no' to either of these, rework your timetable? consider different types of revision techniques, consider chunking down your revision.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY
4.00 PM						9.00 AM		
4.30 PM						10.00 AM		
5.00 PM						11.00 AM		
5.30 PM						12.00 AM		
6.00 PM						1.00 PM		
6.30 PM						2.00 PM		
7.00 PM						3.00 PM		
7.30 PM						4.00 PM		
8.00 PM						5.00 PM		
8.30 PM						6.00 PM		
9.00 PM						7.00 PM		
9.30 PM						8.00 PM		
10.00 PM						9.00 PM		
10.30 PM						10.00 PM		

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY
4.00 PM	BBall Training	Bus	BBall Game	Bus	Bus	9.00 AM		
4.30 PM	BBall Training	Spare time/ TV	BBall Game	Spare time/ TV	Brain Dump of week	10.00 AM		
5.00 PM	Spare time/ TV	Summarise English Notes	Spare time/ TV	HaSS Flashcards	Week Summaries	11.00 AM		
5.30 PM	Spare time/ TV	Maths Exercises	Spare time/ TV	Add to Science Brain dump	Spare time/ TV	12.00 AM		
6.00 PM	Brain Dump HaSS	RE Flashcards	Maths Exercises	Add to HaSS Brain dump	Spare time/ TV	1.00 PM		
6.30 PM	Brain Dump Science	Spare time/ TV	English Flashcards		Spare time/ TV	2.00 PM		
7.00 PM	Dinner/ Family Time	Dinner/ Family Time	Dinner/ Family Time	Dinner/ Family Time	Dinner/ Family Time	3.00 PM		
7.30 PM	Dinner/ Family Time	Dinner/ Family Time	Dinner/ Family Time	Dinner/ Family Time	Dinner/ Family Time	4.00 PM		
8.00 PM		Spare time/ TV	HaSS Self- quizzing	Spare time/ TV		5.00 PM		
8.30 PM		English Flashcards	Science Flashcards			6.00 PM		
9.00 PM		Read				7.00 PM		
9.30 PM		Read	Sleep	Read		8.00 PM		
10.00 PM	Read/Sleep	Sleep	Sleep	Sleep		9.00 PM		
10.30 PM	Sleep	Sleep	Sleep	Sleep		10.00 PM		

Goal Setting

Goal setting is a powerful way to stay focused and motivated when managing schoolwork and revision. Clear goals give your study time, direction and purpose, helping you measure progress and stay on track. By breaking big goals into smaller, achievable steps, you can build momentum and confidence along the way. Effective goal setting turns effort into progress, turning a vague intention like “study more” into a clear plan for improvement and success.

Characteristics of appropriate goals

Your goals should be:

Within your skills and abilities: Knowing your strengths and weaknesses will help you set goals you can accomplish.

Realistic: Setting a goal to learn the spelling of three new words a day is realistic. Trying to learn the spelling of fifty new words a day is not realistic.

Flexible: Sometimes things will not go the way you anticipate and you may need to change your goal. Stay flexible so when you realise a change is necessary, you will be ready.

Measurable: It is important to be able to measure your progress towards a goal. It is important to recognise when you have accomplished your goal and need to go no further. Failure to measure your progress toward a goal and recognise its accomplishment will result in effort that is misdirected and wasted.

Within your control: Other than when working as part of a group, accomplishment of your goal should not depend on other students. You can control what you do, but you have little or no control over what others do. You may do what you have to do, but if others don't you will not accomplish your goal. At times your parents, teachers and Heads of Year will set goals for you. Be accepting when they do. These are people who know what is important for you and are concerned with your success. They have walked the same journey as you. They can also help you accomplish the goals they set.



Making the most of your goals

Regularly review your goals and keep them in a visible place

You should have your goals written in big letters (or cut out some pictures if you are a more visual person) over your study desk, if not on the wall of your bedroom. This will constantly remind you of what you are trying to achieve, and why. If you have given yourself enough reasons why you should achieve your goal, it will show you why you need to sacrifice the time and get on with the task.

Prioritise

What often holds people back is not knowing where to start. Sometimes it's so overwhelming that you just don't do anything at all. If you ever get to that point, ask yourself what is the most important thing you have to do, and do that one thing. When you have completed this, stop again and ask the same question and then do that one thing. Even the tallest mountain is climbed the same way as every other one...one step at a time. Break down your tasks, assignments or revision sessions into individual steps and simply deal with them one at a time.

Start small and build your way up

There is no need to start with three hours of studying at a time straight away. Why not increase by 20 minutes each day? Within two weeks, you will have eased your way up to your targets. Just start your momentum moving in a positive direction.

It's never too late

Just get started right away. Even if you are only one month away from exams, putting in a solid effort for the next month is better than not putting in any effort at all. You have nothing to lose.

Reward your efforts

When you set a small goal, like 'complete all the Human Biology summaries by Friday night', give yourself a reward if you complete it on time. It is good fun coming up with the rewards and it gives you something to work towards.

Keep the end in mind. This means knowing what you want the outcome to be and working backwards starting from the top to achieve it. This means having a clear vision in your mind to help you set the proper goals.



Goal Setting Year 7

Personal Goals

Set two personal goals, work out a timeline/plan of how you might go about achieving those goals, and note down what resources you have or will need to achieve your goals.

Goal 1	Timeline/Plan	Resources
Goal 2	Timeline/ Plan	Resourrces

Subject or Revision Goals

Set four subject goals (e.g. what scores/grade you are aiming at in particular subjects), work out a timeline/ plan of how you might go about achieving those goals, and note down what resources you have or will need to achieve your goals.

Goal 1	Timeline/Plan	Resources
Goal 2	Timeline/ Plan	Resourrces
Goal 3	Timeline/ Plan	Resources
Goal 4	Timeline/ Plan	Resource

Goal Setting Year 8

Personal Goals

Set two personal goals, work out a timeline/plan of how you might go about achieving those goals, and note down what resources you have or will need to achieve your goals.

Goal 1	Timeline/Plan	Resources
Goal 2	Timeline/ Plan	Resourrces

Subject or Revision Goals

Set four subject goals (e.g. what scores/grades you are aiming at in particular subjects), work out a timeline/ plan of how you might go about achieving those goals, and note down what resources you have or will need to achoeve your goals.

Goal 1	Timeline/Plan	Resources
Goal 2	Timeline/ Plan	Resourrces
Goal 3	Timeline/ Plan	Resources
Goal 4	Timeline/ Plan	Resource

Goal Setting Year 9

Personal Goals

Set two personal goals, work out a timeline/plan of how you might go about achieving those goals, and note down what resources you have or will need to achieve your goals.

Goal 1	Timeline/Plan	Resources
Goal 2	Timeline/ Plan	Resourrces

Subject or Revision Goals

Set four subject goals (e.g. what scores/grades you are aiming at in particular subjects), work out a timeline/ plan of how you might go about achieving those goals, and note down what resources you have or will need to achieve your goals.

Goal 1	Timeline/Plan	Resources
Goal 2	Timeline/ Plan	Resourrces
Goal 3	Timeline/ Plan	Resources
Goal 4	Timeline/ Plan	Resource

Goal Setting Year 10

Personal Goals

Set two personal goals, work out a timeline/plan of how you might go about achieving those goals, and note down what resources you have or will need to achieve your goals.

Goal 1	Timeline/Plan	Resources
Goal 2	Timeline/ Plan	Resourrces

Subject or Revision Goals

Set four subject goals (e.g. what scores/grades you are aiming at in particular subjects), work out a timeline/ plan of how you might go about achieving those goals, and note down what resources you have or will need to achieve your goals.

Goal 1	Timeline/Plan	Resources
Goal 2	Timeline/ Plan	Resources
Goal 3	Timeline/ Plan	Resources
Goal 4	Timeline/ Plan	Resource

Goal Setting Year 10

Career Goals/ Options (see below)

Set two career goals, workout a timeline/ plan of how you might go about achieving those goals, and note down what resources you have or will need to achieve your goals.

Goal 1	Timeline/Plan	Resources
Goal 2	Timeline/ Plan	Resources

Myths about Career Choices

Myth 1: You must know now exactly what you are going to do with the rest of your life

- It is impossible to know exactly what you are going to do, although you should have some ideas about what you are interested in.
- You need to know what your options are and what you need to do to pursue those options. It is good to have Plan A, Plan B, Plan C... and so on. Not sure of your options? See Mr Henderson or Mr Harslett.
- If Plan A doesn't work out, then perhaps this is just a door that is being closed. When one door closes, you can focus on other ones that can open up for you. The initial plan is not always the best plan.

Myth 2: Your decision is final

- Whatever the decision you make, you can always change it. Even after you finish school, it is amazing how quickly you can change your mind. Don't feel like you are locked in. If you know your options well enough, a change of mind can be quite easily accommodated because you'll know what you need to pursue that avenue.

Myth 3: University is the only way

- In industries like hospitality and IT, there are other pathways open to students, There are some excellent colleges that offer very good courses and some will even help you to find a job once you graduate. However, that doesn't mean that University is not the way to go, it is simply not the ONLY way to go. Do your research thoroughly.
- In many professions university IS the only way to go, and if you are going up against university graduates for a job, you'll want to have performed very well in your course and have some significant experience, so create good habits in school and it will see you through.

Myth 4: The ATAR is the only way

- There are other ways of getting to University, if that is what you want to do. An increasing number of students are using the Certificate IV at TAFE as an entry to University.
- Portfolio Entry and the Uni Preparation Course are other pathways, especially if you 'freak out' at the prospect of exams.

Goal Setting Year 11

Personal Goals

Set two personal goals, work out a timeline/plan of how you might go about achieving those goals, and note down what resources you have or will need to achieve your goals.

Goal 1	Timeline/Plan	Resources
Goal 2	Timeline/ Plan	Resourrces

Subject or Revision Goals

Set four subject goals (e.g. what scores you are aiming at in particular subjects), work out a timeline/ plan of how you might go about achieving those goals, and note down what resources you have or will need to achieve your goals.

Goal 1	Timeline/Plan	Resources
Goal 2	Timeline/ Plan	Resourrces
Goal 3	Timeline/ Plan	Resources
Goal 4	Timeline/ Plan	Resource

Goal Setting Year 11

Career Goals/ Options (see below)

Set two career goals, workout a timeline/ plan of how you might go about achieving those goals, and note down what resources you have or will need to achieve your goals.

Goal 1	Timeline/Plan	Resources
Goal 2	Timeline/ Plan	Resources

Making informed goals

Target ATAR	4 subject average	Aim/Course/University
98	84%	Veterinary Science (Murdoch)
97	81%	Curtin Excellence Scholarship (ATAR of 97 and Curtin as first Preference, \$15,000)
96	78%	Curtin Excellence Scholarship (ATAR of 96 and Curtin as first preference) \$5,000
95	76%	Medicine at Curtin
90	70%	Physiotherapy/Law/Optometry (Curtin), Law Murdoch
88	67%	Midwifery (Curtin)
85	65%	Law (ECU Joondalup)
80	61%	Occupational Therapy/Engineering (Curtin); Engineering (Murdoch) Arts, Biomedical Science, Commerce, Science (UWA) (Min ATAR for UWA)
79	60%	Speech Pathology (Curtin)
70	55%	Nursing/ Commerce/ Architectural Science/ Psychology (Curtin) Business/Education/ Sport and Exercise Science (Murdoch); Education (ECU - Mt Lawley) (Min ATAR for Murdoch, Curtin and ECU)

Goal Setting Year 12

Personal Goals

Set two personal goals, work out a timeline/plan of how you might go about achieving those goals, and note down what resources you have or will need to achieve your goals.

Goal 1	Timeline/Plan	Resources
Goal 2	Timeline/ Plan	Resourrces

Subject or Revision Goals

Set four subject goals (e.g. what scores you are aiming at in particular subjects), work out a timeline/ plan of how you might go about achieving those goals, and note down what resources you have or will need to achieve your goals.

Goal 1	Timeline/Plan	Resources
Goal 2	Timeline/ Plan	Resourrces
Goal 3	Timeline/ Plan	Resources
Goal 4	Timeline/ Plan	Resource

Goal Setting Year 12

Career Goals/ Options (see below)

Set two career goals, workout a timeline/ plan of how you might go about achieving those goals, and note down what resources you have or will need to achieve your goals.

Goal 1	Timeline/Plan	Resources
Goal 2	Timeline/ Plan	Resources

Making informed goals

Target ATAR	4 subject average	Aim/Course/University
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85	65%	Law (ECU Joondalup)
80	61%	Occupational Therapy/Engineering (Curtin); Engineering (Murdoch) Arts, Biomedical Science, Commerce, Science (UWA) (Min ATAR for UWA)
79	60%	Speech Pathology (Curtin)
70	55%	Nursing/ Commerce/ Architectural Science/ Psychology (Curtin) Business/Education/ Sport and Exercise Science (Murdoch); Education (ECU - Mt Lawley) (Min ATAR for Murdoch, Curtin and ECU)

Make the most of class time

Remember marginal gains? The difference between GOOD and GREAT are the little things. Here are some ways you can achieve that 1% in terms of your classes.

Listen and take notes

Its often in the in-class discussions that teachers give you hints on what to expect in exams and assessments. Taking good notes is a three stage process in which there are certain things you should do before class, during class and after class. Here are the three stages of note taking and what you should do during each stage.

Before Class: Review your notes from the previous class session before you come to class. This will help you remember what was covered and get you ready to understand new information your teacher provides. Complete all assigned readings before you come to class. Your teacher will expect that you have done this and will use and build upon this information. Bring all note-taking materials with you to class. Have several pens and pencils as well as your notebook.

During class: Keep your attention focussed on what your teacher is saying. Listen for 'signal statements' that tell you that what your teacher is about to say is important to write in your notes. Examples of signal statements are "The most important point..." and "Remember that..."

Be sure to include information that your teacher repeats or writes on the board, in your notes. Write quickly to that you can include all the important information in the notes. Do this by writing abbreviated words such as 'med' for medicine, using symbols such as '%' for percent and wirting short sentences. Place a '?' next to the information in your notes which you are unsure about, and check with your teacher for clarification after class.



After Class- Rewrite your notes to make them more complete by changing abbreviated words into whole words, symbols into words and shortened sentences into longer sentences. Make your notes more accurate by answering any questions you had when writing your notes in class. Use your textbook and reference sources to obtain the information you need to answer your questions. If necessary, ask your teacher or other students for help.

Check your notes with other students to be sure you did not leave out important information. Having good class notes will help you to be better prepared for tests.

Be actively involved. Research indicates that the amount of information you retain after 30 days when you listen is only 10%; when you take notes it goes up to 40 - 50%; when you're actively involved AND take notes it goes up to 90%.

If you don't understand something, ask.

Make the most of your study environment

To be more effective when you study you should:

Have a good attitude

Approach your study from a positive frame of mind- a growth mindset. Focus on what you want to achieve and how you'll feel when you have achieved it.

Sound and Study

Study in a quiet and low frequency environment. Research shows that today's music (which beats up to 140 beats per minute) lowers your brain's ability to retain information. So unless the music has a rhythm of 60 beats per minute (e.g. classical baroque) which can actually help study, background music is not advised. Don't study in front of the TV or in the middle of the kitchen with family noise and movement. Find a quiet, private place.

Take breaks

You should take breaks when you study. Most people can concentrate for about 45 minutes to one hour. That is about the time frame to study and then take a break. Five minutes is a good break time as taking them too often or too long may cause you to lose momentum. If you go on for too long, you will burn out, and feel like your brain is going numb. You need to keep fresh, or you will not take the information in. The same thing can occur when you work too late at night. Try working earlier if you can, or getting up early in the morning to study.



You should be able to answer 'yes' to the following questions:

1. Is my study place available when I need it?
2. Is my study place free from interruptions?
3. Is my study place free from distractions?
4. Does my study place contain all the study materials I need?
5. Does my study place contain a large enough desk or table?
6. Does my study place have enough storage space?
7. Does my study space have a comfortable chair?
8. Does my study space have enough light?
9. Does my study place have a comfortable temperature?

We learn:

10% of what we read;
20% of what we hear;
30% of what we see;

50% of what we both see and hear;
70% of what is discussed with others;
80% of what we personally experience; and
95% of what we teacher others.

Revision Skills Self-Assessment

1	Y N	I spend more time than necessary studying for what I am learning.
2	Y N	It's common for me to spend hours cramming the night before an assessment.
3	Y N	If I dedicate as much time as I want to my social life, I don't have enough time left to focus on my studies, or when I revise as much as I need to, I don't have time for my social life.
4	Y N	I often revise with the TV turned on.
5	Y N	I struggle to revise for long periods of time without becoming distracted or tired.
6	Y N	I usually doodle, daydream or fall asleep when I go to class.
7	Y N	Often the notes I take during class are difficult for me to understand later when I try and review them.
8	Y N	I often end up writing the wrong materials into my class notes.
9	Y N	I don't usually review my class notes throughout the semester in preparation for exams.
10	Y N	When I get to the end of a chapter in a textbook, I struggle to remember what I've just been reading.
11	Y N	I struggle to identify what is important in the text.
12	Y N	I frequently can't keep up with my reading assignments, and consequently have to cram the night before an assessment
13	Y N	For some reason I miss a lot of points on essay assessments even when I feel well prepared and know the material well.
14	Y N	I revise a lot for each assessment, but when I get to the test my mind draws a blank.
15	Y N	I revise in a sort of disorganised haphazard way only motivated by the threat of the next assessment.
16	Y N	I frequently end up getting lost in the details of reading and have trouble identifying the main ideas and key concepts.
17	Y N	I don't usually change my reading speed in response to the difficulty level of what I am reading or my familiarity with the content.
19	Y N	When my teachers set assessments and projects I often feel so overwhelmed that I really struggle to get started.
20	Y N	More often than not I complete my assessments the night before they are due.
21	Y N	I really struggle to organise my thoughts into a logical way that makes sense.

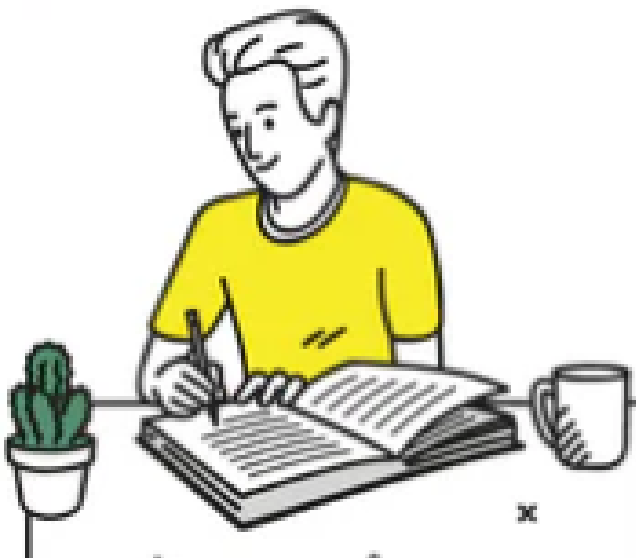
Do you have good revision habits?



	All the Time	Sometimes	Rarely
I have difficulty deciding where to start.	2	1	0
I am disturbed by noises outside.	2	1	0
I leave everything until the last minute.	2	1	0
I do all nighters for assessments.	2	1	0
I have no revision plan.	2	1	0
I avoid revision on the holidays.	2	1	0
My notes are mixed up.	2	1	0
I don't do summaries of my class notes.	2	1	0
I don't read all the hand-outs I'm given.	2	1	0
I often forget to do homework.	2	1	0
I study on the bed for comfort.	2	1	0
I study in the lounge room for company.	2	1	0
I am distracted by social media whilst studying	2	1	0
I have music/ TV on when I study	2	1	0
I never get all my work done when I say I will.	2	1	0
I can't understand my notes.	2	1	0
I put my social life before my study .	2	1	0
I put part-time work before my study.	2	1	0
I daydream when I am at my desk.	2	1	0
I don't see any purpose to revising	2	1	0
I am not sure when my assessments are due.	2	1	0
I study in big, long sessions.	2	1	0
I am not sure how to revise.	2	1	0
I hate making revision notes.	2	1	0
I study, but I can't remember what I study	2	1	0
Total up each column, then add up your total			

Are your study habits effective?

Score	Description
0 - 10	You are doing really well! It can never hurt to get a few more tips though.
10 - 20	You are clearly a good student, but there is room for improvement. You would benefit from fine tuning your revision techniques.
20 - 30	Not bad at all. By applying what you can learn about revision techniques, you will greatly improve.
30 - 40	There is some work to be done here. You have a fair idea of what is going on, but you are lacking structure and time management skills.
40 - 50	You have some serious work to do. Don't panic though. If you start now, there is time to make a difference. Take your time and work on one area at a time. Remember- marginal gains. By learning how to revise, you are more likely to be focussed when you sit down and do it.



Motivation and Procrastination

Procrastination is a common barrier to effective revision and motivation for high school students. It often happens when tasks feel overwhelming, boring, or students are unsure where to start. Breaking procrastination cycles is vital for building strong habits and maximising exam results.

Why We Procrastinate

- Revision feels too big or vague, leading to avoidance.
- Distractions like phones, social media, or noisy environments.
- Lack of clear goals or structure makes it hard to know what's important.
- Fear of making mistakes or not doing well.

How do I know if I procrastinate excessively?

Circle the answer that describes you the most.

I often put off starting a task I find difficult.	Agree	Disagree
I often give up on a task as soon as I start to find it difficult.	Agree	Disagree
I often have difficulty getting started on a task.	Agree	Disagree
I often try to do so many tasks at once that I cannot do any of them.	Agree	Disagree
I often put off a task in which I have little or no interest.	Agree	Disagree
I often try to come up with reasons to do something other than a task I have to do.	Agree	Disagree
I often ignore a task when I am not certain about how to start it or complete it.	Agree	Disagree
I often start a task but stop before completing it.	Agree	Disagree
I often find myself thinking that if I ignore a task, it will go away.	Agree	Disagree
I often cannot decide which of a number of tasks I should complete first.	Agree	Disagree
I often find my mind wandering to things other than the task on which I am trying to work.	Agree	Disagree

You procrastinate excessively **if you agreed with five or more of the preceding statements.**

Motivation and Procrastination



Top Tips to Improve Motivation

- **Start Small:** Lower the bar for beginning—just answer one question, spend five minutes on a task, or jot down rough ideas to break the ice.
- **Break It Down:** Divide revision into small, manageable tasks. Each tiny step is easier to tackle, building momentum and confidence as you complete them.
- **Create a Revision Timetable:** Plan out what you'll study and when. Having a structure and seeing progress keeps motivation high.
- **Use Active Learning:** Teach someone else, use flashcards, mind maps, or past paper questions. Active engagement is more interesting and memorable than passive reading.
- **Apply the Pomodoro Technique:** Work for 25–40 minutes, then take a 5–10 minute break. Short bursts with regular rest fight fatigue and maintain focus.
- **Set Clear, Achievable Goals:** Know what you want to accomplish in each session, like mastering a topic or completing a set of questions.
- **Minimise Distractions:** Put away your phone, find a quiet space, and use apps to keep focused time for work.
- **Reward Yourself:** After finishing a revision chunk, reward yourself with music, a snack, or a break. This creates positive associations and helps to motivate.
- **Balance Study and Rest:** Schedule short breaks and maintain regular routines. Being rested helps motivation and reduces burnout.
- **Track Your Progress:** Celebrate small wins. Seeing completed tasks builds confidence and keeps you going for the next one.

Brain Dump



J F M A M J J A S O N D

1 2 3 4 5 6 7 8 9 10 11 12
13 14 15 16 17 18 19 20
21 22 23 24 25 26 27 28
29 30 31

Must get done

- ▶ _____
- ▶ _____
- ▶ _____

Hope to get done

- ▶ _____
- ▶ _____
- ▶ _____

Notes/Random Thoughts

- ▶ _____
- ▶ _____
- ▶ _____

Top Three Priorities

- ★ _____
- ★ _____
- ★ _____

To do:

Time

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Tasks for tomorrow

time

1. _____
2. _____
3. _____
4. _____
5. _____

Mood



Brain Dump



J F M A M J J A S O N D

1 2 3 4 5 6 7 8 9 10 11 12
13 14 15 16 17 18 19 20
21 22 23 24 25 26 27 28
29 30 31

Must get done

- ▶ _____
- ▶ _____
- ▶ _____

Hope to get done

- ▶ _____
- ▶ _____
- ▶ _____

Notes/Random Thoughts

- ▶ _____
- ▶ _____
- ▶ _____

Top Three Priorities

- ★ _____
- ★ _____
- ★ _____

To do:

Time

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Tasks for tomorrow

time

1. _____
2. _____
3. _____
4. _____
5. _____

Mood



From the students...



Gabriela McGinley

Class of 2025

The study techniques that worked for me were creating mind maps on each topic learnt throughout the year. These mind maps were plastered around my room, so whilst I got ready for the day, I was able to revise the topics.

Past exam papers were the best resource I had this year. It was very easy to pick up on patterns from previous exams, to then predict the marking key or what would most likely pop up in the upcoming exams. It was very easy to see which topics needed more revision and which topics I knew very well. I would complete these exams under timed conditions to replicate the time pressure of an exam.

I make acronyms and mnemonics for almost everything. They help me remember so much more information than just trying to remember information. I used flashcards for definitions more so than for big, heavy topics.

I used something called the 'Pomodoro Method'. I would allocate one hour to each subject a day while having half an hour breaks between each. This allowed me to compress everything I needed to do for that subject in that time frame without having the chance to procrastinate or get distracted. This way I didn't spend large amounts of time sat at the desk thinking I studied for that amount of time when I really would've studied for half the time. Switching from subject to subject was very beneficial to allow for spaced repetition and lower saturation and boredom.

Advice for revision...

- Learn which study methods work for you. It's very important to learn how to study better, not longer.
- Sleep is extremely important for memory consolidation so pulling all-nighters or going to bed late is doing you worse, not better. Being tired leads you to make more silly mistakes than you would make if you were alert.
- It's really important to create a healthy study environment. You should associate your area with revision/ homework only. I highly recommend not eating food or scrolling on social media whilst in your study area. Definitely no studying in bed.
- Music works for some people, but remember that tests and exams are sat in complete silence. Music can be very distracting, so I recommend listening to jazz or classical music without lyrics.
- I recommend not having your phone in your study area either. My friends and I would give our phones to family members or lock them in our cars to ensure we didn't get distracted whilst studying.

From the students...



Isabel Fuller

Class of 2025

Isabel's 10 Revision Techniques and Advice:

- Look at the syllabus and make **flashcards** on the syllabus dot points so you know you have everything covered.
- Create **mind maps/ A3 posters** for each topic e.g sport making one for functional anatomy etc. these help with larger concepts and how they apply to the greater scheme of work.
- Make **timelines**; go through each event in order and give the date and description which includes the significance of the event.
- At the end of the week or day **recap/summary** what you learnt by rewriting notes and use the textbook, or websites or other sources to get a different insight just make sure its correct and relevant.
- Use **practice exams/tests**; from the SCSA website or ask your teachers for past mocks or Semester exams.
- Watch things related to what your learning e.g history movies, documentaries and books makes everything make sense.
- For English, I stopped memorising essays. Instead **brainstorm** your quotes with different concepts and understanding your quotes and its effects makes it so much easier with unseen questions as you have a really deep understanding of the quotes. For your introduction write one good global statement and nutshell for one text and keep it, this makes it easier when you start and all you have to think about is thesis statement
- I learnt to **turn off my phone** for hours at a time so then you can have efficient study sessions without getting distracted and you actually get stuff done.
- Finally, look at the **SCSA website** for each subject, it's so helpful.
- **Ask questions** and **ask for help** from your teachers they are here to help.

From the students...



Cooper Berson Class of 2025

My top tips are to do past papers, doing as many practise questions as possible, looking at the marking key and getting feedback from the teacher if I am unsure. I also created revision notes for every unit and topic. I also utilised Chat-GPT using prompts so that it was an educational chat between AI and me. The prompts meant it provided me with feedback by asking me questions on my notes, this helped to further memorise concepts.



Lucca Columberra Class of 2025

My study technique/advice is as follows;

Don't focus on perfecting a revision plan schedule, as you will find yourself spending more time editing it and changing it and miss your revision blocks. Use it as a guide. Fix once. Move on.

Plan how many hours you want to do each night (for me it was 2 to 3) some days you will reach your goal more easily, this is when you need to take advantage, so do extra. As some days you will find it hard to reach this goal, this is where it will be compensated by your more productive days.

Make sure that you do your least favourite topics earlier in the afternoon. For me, Economics and Human Biology were my favourite, therefore I would study these later in the night as I knew I would still retain information. On the other hand, I made sure that I did English and Chemistry early, as I knew if I was to leave these until the night, there was no chance that I would do them.

The best thing I believe you can do is to choose the subjects that you know you will enjoy doing. You then make sure that for the whole year you stay in front of what you're being taught in class. Learn all of the content at home from your textbooks the night before and don't stress about the things you don't understand. You will then use your next lesson to listen to your teacher, asking questions in order to bridge all of your gaps of what you didn't understand.

In Year 12, make your revision time relative. Find your strongest subjects. Listing all of them in order, in which you believe that you will get the best results, and prioritise them. I found that if I was to choose to spend an hour on English or an hour on Economics, choosing Economics would benefit me much more.

SCSA Glossary

Get to know your SCSA glossary. By know what a question is asking, you will have much more success in answering correctly.

Right from Year 7 to Year 12, teachers, tests, assessments use a selection of these words from SCSA. Highlight them as you go through the year and encounter the different instructional terms (verbs).

Term	Definition
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Advise	Recommend or inform
Analyse	Identify components and the relationship between them; draw out and relate implications
Annotate	Add notes or comments to a diagram, image or piece of writing in order to explain, interpret or evaluate its content.
Apply	Use, employ in a particular situation
Argue	Make a case, based on appropriate evidence, for and/or against some given point of view
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Choose (multiple-choice)	Decide or select the most suitable from a number of different options
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Comment on	Make reference to and expand upon
Compare	Show how things are similar and different
Complete	Finish an outlined task
Consider	Reflect on and make a judgement/evaluation
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Correlate	Demonstrate a mutual or complementary relationship
Create	Make, invent something
Critically analyse/evaluate	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to analyse/evaluate
Debate	Develop a logical (sometimes persuasive) argument, giving differing views in response to a topic
Deduce	Draw conclusions
Define	State meaning and identify essential qualities

SCSA Glossary

Term	Definition
Demonstrate	Show by example
Derive	Deduce or obtain by reasoning
Describe	Provide characteristics and features
Determine	Decide, find out
Develop	Generate, elaborate or expand to a more advanced state; add detail to
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; note differences between
Draw (diagrams etc.)	An instruction, as in <i>draw a circle</i> ; sketch in lines or words; derive, as in <i>draw a conclusion</i>
Evaluate	To ascertain the value or amount of; appraise carefully
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Explore	Investigate, search for or evaluate
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Illustrate	Similar to 'explain' (see above), but requires the quoting of specific examples or statistics, or possibly the drawing of maps, graphs, sketches etc.
Interpret	Draw meaning from
Investigate	Plan, search or inquire into; examine in order to obtain the true facts
Judge	Form an opinion, estimate or conclusion; make a determination
Justify	Support an argument or conclusion; give reasons for your statements or comments
Label	Identify by placing a name or word used to describe the object
List	Provide a series of related words, names, numbers or items that are arranged in order, one after the other
Measure	Obtain a metrical unit (e.g. size, dimension, quantity, degree, proportion)
Modify	Alter; change the form or quality
Name	Provide a word or term used to identify an object, person, place etc. (something that is known and distinguished from other people or things)
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Prepare	Take the necessary action to put something into a state where it is fit for use or action, or for a particular event or purpose

SCSA

Glossary

Term	Definition
Present (an argument)	Offer or convey something such as an argument or statement to somebody formally; a discussion that offers different points of view on an issue or topic; debate
Propose	Put forward (for example, a point of view, idea, argument, suggestion) for consideration or action
Prove	Use a series of steps or a scientific method to determine a required result
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Tell a series of events; narrate in order
Respond to	Provide an answer; reply
Select	Choose somebody or something from among several
Show	Give information; illustrate
Sketch	Produce a picture or diagram quickly, roughly; give a brief outline in words
Solve	Determine a solution to a mathematical problem; find an answer to, or explanation of, a problem
State	Express the particulars of an idea or topic
Suggest	Propose a possible action, solution or hypothesis
Summarise	Express, concisely, the relevant details
Synthesise	Put together various elements to make a whole; gather all ideas and combine them into a complex whole; combine all parts

Effective Note-Taking

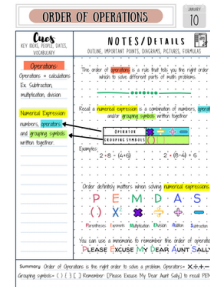
Note-taking is a powerful tool for boosting memory retention and strengthening revision skills, especially when used for retrieval practice. Writing down information in your own words helps encode it into long-term memory, and reviewing notes regularly reinforces understanding.

One effective method is the **Cornell Note-taking** system, which organises notes into three clear sections: a narrow left column for cues or questions, a wider right column for main notes, and a summary section at the bottom. This structure encourages active engagement with the material:

Step 1: during class or reading, record key points in the right column;

Step 2: write questions or cues in the left column that prompt recall;

Step 3: summarise the main ideas in your own words at the bottom.



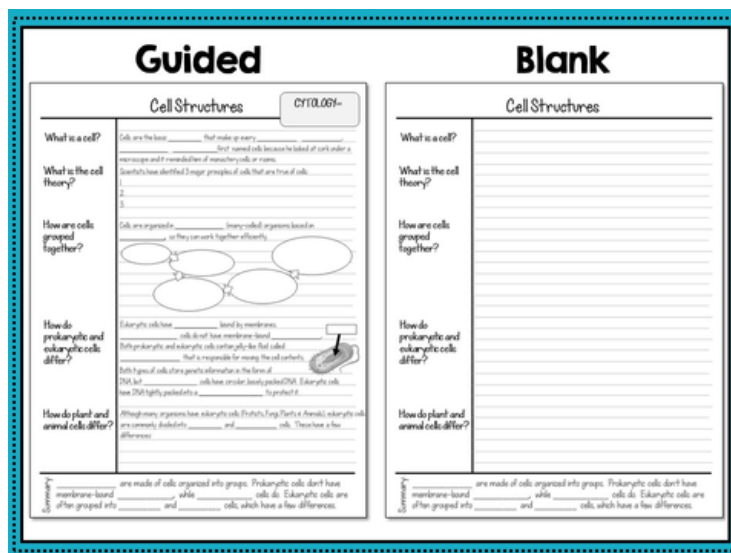
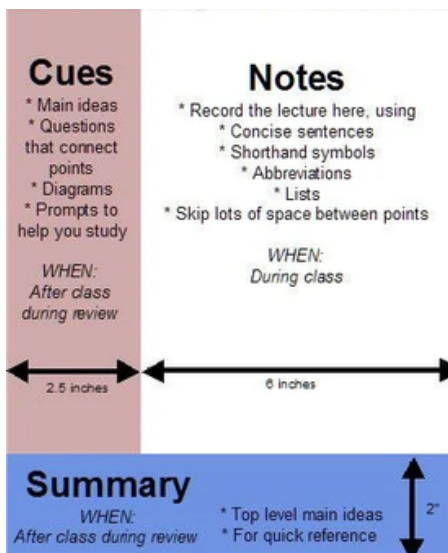
This process not only makes revision more efficient but also turns note-taking into a built-in retrieval practice, helping students recall and apply information more confidently during exams.

For many students, we never really know how to take short, encoded notes. Notes should use abbreviations, symbols and acronyms to ensure that students are encoding and decoding notes during and after class. Taking 'short-hand' notes also ensures that you can keep up and it doesn't become a matter of rewriting material.

According to research "Students who took notes during a lesson performed 12% better compared to those who took no notes at all. However, the type of notes matters: students who took summary notes at the end of the lesson or topic did 10 - 15 % better on problem solving questions and 13 - 17% better recalling facts than those who just took notes during the lesson " (Watson and Busch, 2021).

The idea with the Cornell Note-taking system is that students cover up or fold over their notes and use the questions to self-quizz and retrieve the answers from memory. This could be made more difficult by using 'how' and 'why' questions.


It's important to not only read texts or listen to teachers in class and take notes, but its important to practice how to turn these notes into sentences and paragraphs. Some ways to do this would be to firstly, create a summary for the notes you have taken that day. The next time you revise, read over your notes then place them away and create a paragraph on that topic. The third time you revise, you could just look at the cues and then write a paragraph and check it against your information. A good tip when checking against your notes afterwards is to change the colour pen you have and add to your paragraph the information you missed.



Short-hand for Cornell Note-taking


Abbreviation/Symbol	Meaning	Abbreviation / Symbol	Meaning
→	Result of/ consequence	bc	because
∴	Therefore	e.g.	for example
=	Equal to/ the same as	ch	chapter
:	Causes	i.e.	in other words
↑ ↓	Increase/ Decrease	Govt	Government
Cont'd	Continued	max/min	Maximum/ Minimum
Dev'p	develop/ development	P	page
Sim/Diff	Similar/ Different	re:	regarding
W	Writer	vs	versus
R	Reader	W	with
*	important	()	less important/extra information
#	number	@	at
\$	money/ financial	etc.	et cetera/ and so on

Revision Techniques to stay motivated



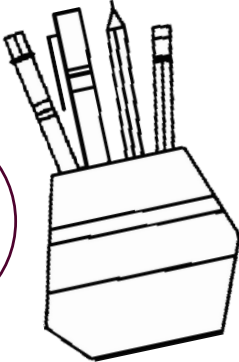
Brain dumps/ mind maps - helps to identify whats in short term vs. long term memory, helps link prior learning and new concepts

Practice Examples - practice questions, tests, essays, exams, give them a go, marking yourself against marking keys and seek teacher feedback




Timelines - helps to understand the narrative of the topic and relate to wider context

Dual Coding - read your notes or text and make them into a diagram. Or find a diagram and explain it in a paragraph.



Flashcards - great for definitions and quotes and statistics, use with the Leitner System

Teaching - grab your notes and teach you parents, siblings or pet. Teaching helps your retention at 80% +



Summarise topics - doing this in your own words shows you are using your notes and understand the topic, making it 'stick'

Gap Analysis - find your old assessments, note down your errors and see if you can find patterns of where you are going wrong, try again, get teacher feedback.

Dealing with distractions when revising

I just start daydreaming

Become an active learner. Always work with a pen and paper. Focus on a specific task (a brain dump, flash cards, self-quizing, dual coding) in a specified time for study perhaps with a reward after.

I can't focus because I'm anxious about the exams

Try to limit yourself to your immediate concerns, the things you have some control over (preparation for the upcoming assessment) rather than the things you cannot determine (like what questions the examiner will choose for this years paper)

I often fall asleep when I am supposed to be studying

Try to get to bed on time. A tired brain is very unproductive. Get some genuine rest at the weekend. Be sure to get regular exercise, even just a walk around the block to clear your head. Work out what time works best for you for revision, for some it's in the morning before school, for others it's at night.

I'm constantly interrupted by other people

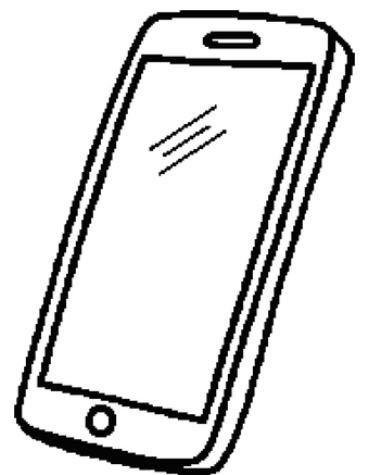
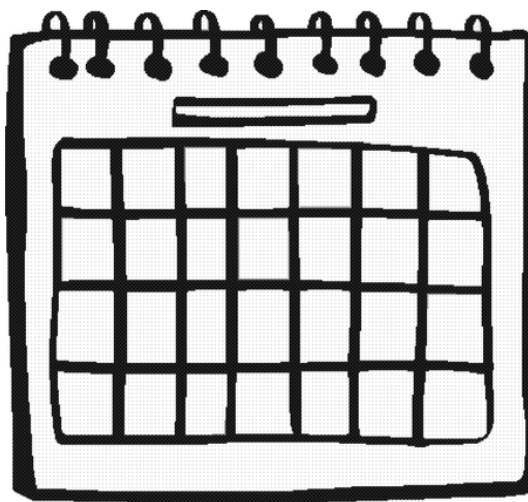
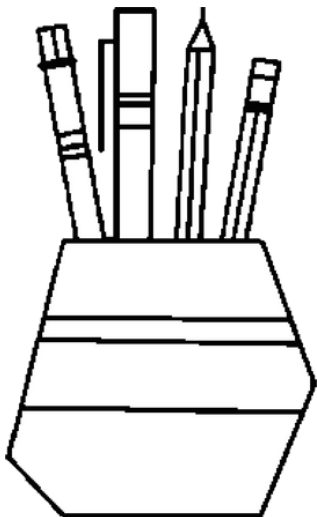
Study in the location most likely to offer peace and quiet. Ask for consideration from family members over the final run up to exams. Never have a TV, phone, computer game, or music system within arm's reach while you are trying to work. Make a rule of not taking phone calls, checking messages or Facebook etc. within certain defined periods.

I keep thinking of other things while I'm studying

Divide the study sessions into smaller, short-range goals which demand your full attention e.g. retrieval practice techniques. Keep a 'brain dump pad' beside you, a little notebook to jot down something that strikes you (someone to call, a job to do etc.) , do the brain dump of thought before a revision session and if needed keep it close to you throughout and deal with it after the revision period. Having made a note of it, you can more easily refocus on your work. There are some samples ones on page ... of this handbook

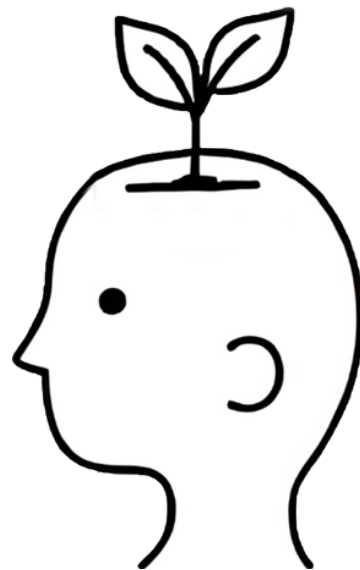
My friends keep texting me while I'm supposed to be revising!

There is no easy answer to this one, other than the obvious - Turn it off! Or give it to someone else to keep during your revision session. Some past Year 12's even suggest keeping it in your car until your revision session is over.



Assessment and Exam Technique

- Use reading time to scan all the questions.
- Mark all the questions you are confident you can answer.
- Read these questions carefully.
- Choose the correct number of questions in each section.
- Decide on an order: best answers first, build your confidence!
- Divide up your time, allowing more time on the questions with the most marks.
- Underline or highlight key words in the question.
- Plan your answer (especially for extended answer questions), keep referring back to your plan to make sure you are staying on track.
- Stick closely to the question. This is when knowing those instructions terms or verbs from SCSA is really important.
- If you have time, re-read the questions and your answers to make any necessary changes or additions.



What type of revision and learning works best for me?

Everybody has a preferred learning and revision style. It doesn't mean that you can't learn or revise any other way, but knowing and understanding what suits you best can help you more effectively learn and revise and keep you motivated. Through identifying your preferred style, you will be able to capitalise on your strengths and improve your revision skills.

Directions: Place a tick in front of all the statements that describe you. The list with the most ticks is your dominant learning and revision style.

LIST 1

1	<input type="checkbox"/>	reaches out to touch things good at finding your way around
2	<input type="checkbox"/>	collects things
3	<input type="checkbox"/>	talk fast using hands to communicate what you want to say
4	<input type="checkbox"/>	constantly fidgeting (eg. tapping pen, playing with keys in pocket)
5	<input type="checkbox"/>	good at sports
6	<input type="checkbox"/>	takes things apart
7	<input type="checkbox"/>	prefers to stand while working
8	<input type="checkbox"/>	likes to have music in the background
9	<input type="checkbox"/>	enjoys working with hands and making things
10	<input type="checkbox"/>	likes to chew gum or eat in class
11	<input type="checkbox"/>	learning through movement and exploring the environment around you
12	<input type="checkbox"/>	may be considered hyperactive
13	<input type="checkbox"/>	good at finding your way around`
14	<input type="checkbox"/>	comforatble touching others as a show of friendship (e.g. hugging)
15	<input type="checkbox"/>	prefers to do things rather than watching a demonstration or reading about it in a book.

LIST 2

1		asks for verbal instructions to be repeated
2		watches speakers' facial expression and body language
3		likes to take notes to review later
4		remembers best by writing down several times or drawing pictures and diagrams
5		good speller
6		turns to radio or TV up really loud
7		gets lost with verbal instructions
8		prefers information to be presented visually, (eg. flipcharts, chalk, flashcards, brainstorm and diagrams)
9		skillful at making graphs, charts and other visual displays
10		can understand and follow directions on maps
11		believes that the best way to remember something is to picture it in your head
12		follows written instructions better than oral instructions
13		good at solving jigsaw puzzles
14		gets the work to a sing song
15		good at visual arts (artwork, such as painting, photography, or sculpture, that appeals primarily to the visual sense and typically exists in permanent form)

LIST 3

1	<input type="checkbox"/>	follows oral directions better than written ones
2	<input type="checkbox"/>	would rather listen to a lecture than read the material in a textbook
3	<input type="checkbox"/>	understands better when reads aloud
4	<input type="checkbox"/>	struggles to keep notebooks neat
5	<input type="checkbox"/>	prefers to listen to the radio rather than read a newspaper
6	<input type="checkbox"/>	frequently sings, hums or whistle to yourself
7	<input type="checkbox"/>	dislikes reading from a computer screen especially when the background is fuzzy
8	<input type="checkbox"/>	when presented with two similar sounds, can tell if sounds are the same or different
9	<input type="checkbox"/>	requires explanations of diagrams, graphs or maps
10	<input type="checkbox"/>	enjoys talking to others
11	<input type="checkbox"/>	talks to self
12	<input type="checkbox"/>	uses musical jingles to learn things
13	<input type="checkbox"/>	would rather listen to music than view a piece of artwork
14	<input type="checkbox"/>	uses finger as a pointer when reading
15	<input type="checkbox"/>	likes to tell jokes, stories, and makes verbal analogies to demonstrate a point.

Total statements ticked in each category:

List 1 - Tactile/Kinesthetic learning style: _____

List 2 - Visual learning style: _____

List 3 - Auditory learning style: _____

Tactile/ Kinesthetic Style learning and revising

- Take frequent revision breaks and vary your activities
 - Make studying more physical: work at a standing desk, chew gum, pace while memorizing
 - Read while on an exercise bike, mould a piece of clay, squeeze a tennis ball
 - Use bright colours to highlight reading material
 - Dress up your workspace with posters and colour
 - Play music in the background while you study
 - When reading, first skim through the whole thing to get a feel for what its about, then read the chapter carefully
 - Use Cornell Note-taking techniques and mind-mapping
 - Visualise complex projects from start to finish before beginning this will allow you to keep the big picture in mind.
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Visual Learners

- Have a clear view of your teachers when they are speaking to you so you can see their body language and facial expression
 - Use colour to highlight important points in text
 - Illustrate your idea as a picture and use mind maps
 - Use multi-media such as videos and presentations
 - Study in a quite place away form verbal disturbances
 - Visualise information as a picture to aid learning
 - Make charts, graphs and tables in your notes
 - Participate in activiteis in class, this will keep you involved and alert
 - When memorising material, write it over and over
 - Keep pencil and paper handy so you can write down good ideas.
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Auditory Learners

- Think aloud and talk to yourself
- Participate in class discussions/debates
- Make speeches and presentations
- Read text out loud - especially when proof-reading or when tired
- Create musical notes (this can be done using AI websites) and mnemonics to aid memorisations
- make a podcast or record your notes to listen back to
- Discuss your ideas verbally with a friend or small group
- Use verbal analogies
- Recite information over and over to better memorise material
- You may want to sit near the side or back of the classroom where there is less visual stimulation.

