STUDYUP: KNOWLEDGE TO GO

50 YEARS MASSEY UNIVERSITY

Exams

How to prepare for an exam

For more information, please see:

Cottrell, S. (2007). *The exam skills handbook*. London, England: Palgrave Macmillan, and

OWLL - http://owll.massey.ac.nz/main/tests-and-exams.php

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Exam experiences

How do you feel about taking exams?

The thought of sitting an exam is very stressful!

But there are great preparation strategies that will:

- Reduce your stress
- Help you remember more

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The purpose of an exam

For you to demonstrate how much you have learnt about the subject/paper

You will want to demonstrate your knowledge, understanding and ability to apply and evaluate the concepts

- You will want to:
  - know and use the terminology/concepts of the paper
  - name major theorists and what impact their theories have had
  - have good examples
  - have practised every which way a formula/equation can be applied

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Preparation makes perfect

Step 1: Plan your study time

Step 2: Collect information

Step 3: Summarise information

Step 4: Memorise and revise

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Step 1. Planning study time

- Get organised and plan your study time:
  - Use a wall planner
  - Use a timetable

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Example timetable

Week beginning:

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6am							
7am							
8am							
9am							
10am							
11am							
12am							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							
10pm							
11pm							
12am							

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Step 1. Planning study time

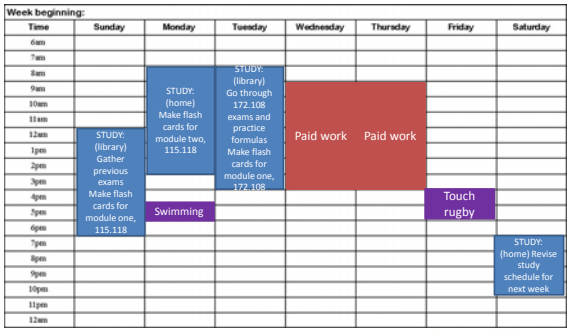
Get organised and plan your study time:

- Write down exam dates (wall planner)
- Decide on the amount of time needed to study for each exam
- Think about where you will study

Step 1. Planning study time

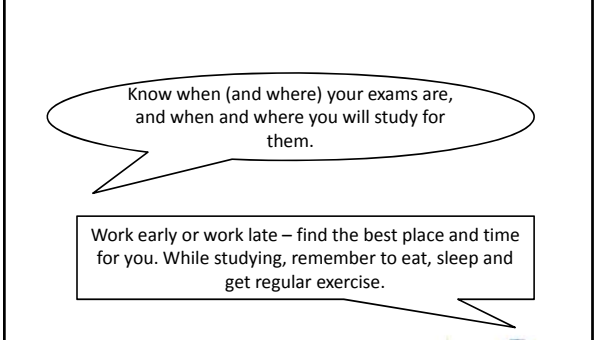
Get organised and plan your study time:

- Block out study times (timetable)
  - Remember to factor in regular breaks
- Break each session into topics that you will study and practise
- Review study timetable every week



Week beginning:

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6am							
7am							
8am			STUDY: (library) Go through 172.108 exams and practice formulas Make flash cards for module one, 172.108				
9am		STUDY: (home) Make flash cards for module two, 115.118		Paid work	Paid work		
10am							
11am							
12am	STUDY: (library) Gather previous exams Make flash cards for module one, 115.118						
1pm							
2pm							
3pm							
4pm						Touch rugby	
5pm		Swimming					
6pm							
7pm							STUDY: (home) Revise study schedule for next week
8pm							
9pm							
10pm							
11pm							
12am							



Step 2. Collect information

You will be tested on the themes you were taught each week.

- Go back to your lecture notes
- Go back to key readings
- Look at the notes you made each week
- Look at past exams – what sorts of questions might you be asked about different topics

Previous exams

You want to:

- Identify themes
- Become familiar with how questions are asked
- Know what types of questions are asked
  - Types of questions
    - Multiple choice
    - Short answer
    - Essays

Some exams have all three

Previous exams: Time allocation

You want to be able to answer all the compulsory questions in the allocated time

- Good idea to work this out in advance
- Will still need to remind yourself on the day
- How long will you spend on each question?
- One way is to turn the marks the section is worth, into the percentage of time you'll spend (e.g, a section worth 60 marks, spend 60% of your time)
- But remember that multiple choice often take less time, and another option is to allocate 1 minute for each question.

Re-cap

Plan your study time

Gather your information

Now

Reduce your information (summarising)

Use memory strategies

Revise revise revise

Step 3. Summarise information

- Reduce your information
- Make connections between the information

If the information doesn't make sense to you, it will be harder to remember

- Organise your information
  - Number it
  - Break it into sections
  - Label it
  - List it

Study Summaries

Different ways to reduce your information

Condense information into:

- Flash Cards
- Note cards
- Audio Recordings
- Charts
- Mindmaps

Outline Summary/linear notes

172.237

A Global Perspective on English – Topic 3

Global Varieties of Eng. Lang. Kachru & Nelson (2001 pp. 14-15)

Inner Circle

USA, UK, Canada, NZ, Aus - last 3 controversial p. 10

All public functions > Eng.

•gov; media, creative pursuits; edu.

Outer Circle

India, Pakistan, Nigeria, Singapore, South Africa, Zambia + others

•See table Kachru & Nelson (2001, p. 11) for more egs of outer and inner countries

Long history as institutionalized lang. & has cultural role too

•gov/edu.

•Literary creativity / pop cul.

Charts

Especially good for planning compare and contrast questions

3 basic issues	Piaget	Vygotsky
Continuous or discontinuous development?	Discontinuous – stages of development	Continuous – gradually acquire skills
One course of development or many?	One – stages are universal	Many possible courses
Nature or nurture most important?	Both nature and nurture	Both nature and nurture

Example of a Study Matrix

Displays the similarities and differences amongst bacteria

Group Name	Reproduction	O_2 Relation	Habitat	Morphology	Covering	Get Energy	Host Relation
Archybacteria *Methanogen*	*RNA*	*Ob. Anaero*	*Swamp/ marsh endobiotic*	*Solitary*	*Unique Membrane Lack peptidoglycin*	$H_2 + CO_2 \rightarrow CH_4 + H_2O$	*Few(-) & many(+)*
Halophile							
Thermacidophile							
Bacteria *Xenobacteria*							
Notorophic							
Pseudonomads							
Spriochaetes							
Endosphere Formers							

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Example: Diagram/mind map

Therapeutic Management & Complications

Pain Management

1. Paracetamol
2. Oral Morphine
3. ✓ M-ESLON
4. ✓ SEVREDOL
5. Codine

Infection

1. Antibiotics

ULCERS

Clinical Features
Clinical Manifestations (symptoms)

- Redness
- Oedema
- Tenderness
- Actual visable ulcer
- Broken skin area (ROTAB)

Causes

- Bed bound for long periods
- Not turning patients
- Diabetes
- Vascular issues

Nursing Considerations

Assessment

-
-
-

Action

-
-

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From the Mind Tools website:
http://www.mindtools.com/media/Diagrams/mindmap.jpg

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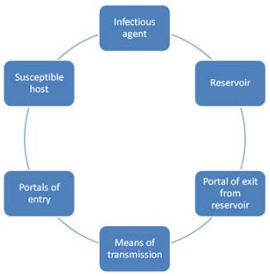
Flow Chart of Infection Cycle



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Step 4. Memorise and revise

Memory strategies

- Acronyms and acrostics
- Talking out loud
- Chunking
- Rhymes and sayings/chants
- Roman room

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Two memory special effects

"Startle effect"

If something stands out as ODD, ~~bizarre~~ or **unexpected** it can sometimes be easier to remember

"People effect"

Faces are memorable, especially famous faces

- Imagine your favourite musician / pop idol / TV character etc. explaining your subject

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Acronyms and Acrostics

Use these to remember a set or a sequence

- BEDMAS – Brackets, Exponentials, Division, Multiplication, Addition, Subtraction

Every good boy deserves fruit

Happy Henry likes beans, butter, carrots, nuts or fruit now

Talk out loud

Go through a topic out loud

- How fluent is your explanation? Did you have to stop and start?
- Are you using the right terms or having to use less clear, less precise words?
- Can also read notes out loud.

Chunking

Great for numbers and formulas

- 0800 83 83 83

Rhymes and sayings

Great for definitions

Physics:

- **Boyles' Law**: At constant temperature, pressure is inversely proportional to volume.
  Boyle's law is best of all because it presses gasses awfully small.

Politics:

- **Bipartisan:** a situation where the normally opposing political parties come together to agree on an initiative.
  Whatever the weather they party together.

Roman Room

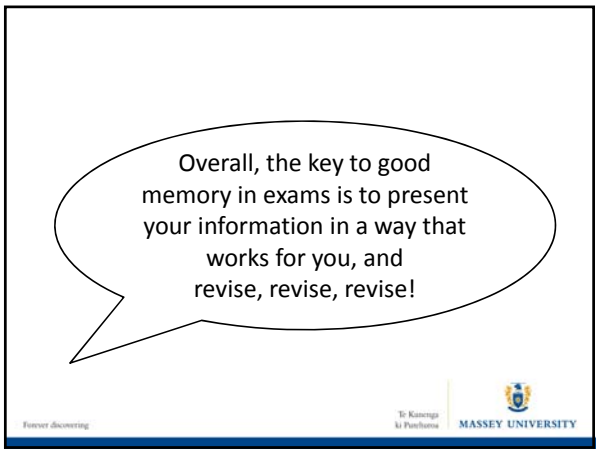
How would you try to remember this list?

- Oranges
- Arteries
- Sun
- Chocolate
- Veins
- Limes
- Horse
- Capillaries
- Lemons

You might group them into categories:
Blood vessels: arteries, veins, capillaries
Citrus fruit: oranges, lemons, limes

You might come up with a story: the sun melted the chocolate and the horse licked it up.

You might come up with a rhyme, an acronym, or a visual image…


Overall, the key to good memory in exams is to present your information in a way that works for you, and revise, revise, revise!
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