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

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

Preparation makes perfect

Step 1: Planning study time

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

Step 2: Collect information

Step 3: Summarise information

Step 4: Memorise and revise

Example timetable
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 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

Outline Summary/linear notes
172.237
A Global Perspective on English – Topic 3
Global Varieties of Eng. Lang. (pp. 11-12)

Inner Circle
USA, UK, Canada, NZ, Aus - sect 3 controversial: p. 10
All public functions > Eng.
  • gov, media, creative pursuits, etc.

Outer Circle
India, Pakistan, Nigeria, Singapore, South Africa, Zambia + others
  • See table Kachru & Nelson (2001, p. 11) for more examples of outer and inner countries
  Long history as institutionalized lang. & has cultural role
  • gov, edu.
  • Literacy creativity / pop cul.

Study Summaries
Different ways to reduce your information
Condense information into:
• Flash Cards
• Note cards
• Audio Recordings
• Charts
• Mindmaps

Charts
Especially good for planning compare and contrast questions

<table>
<thead>
<tr>
<th></th>
<th>Piaget</th>
<th>Vygotsky</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic issues</td>
<td>Discontinuous</td>
<td>Continuous - gradually acquire skills</td>
</tr>
<tr>
<td>Development</td>
<td>stages</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of development</td>
<td></td>
</tr>
<tr>
<td>One course of</td>
<td>One – stages</td>
<td>Many possible courses</td>
</tr>
<tr>
<td>development or many?</td>
<td>universal</td>
<td></td>
</tr>
<tr>
<td>Nature or nurture</td>
<td>Both nature and</td>
<td></td>
</tr>
<tr>
<td>important?</td>
<td>nurture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Both nature and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>nurture</td>
<td></td>
</tr>
</tbody>
</table>
**Example of a Study Matrix**

Displays the similarities and differences amongst bacteria

<table>
<thead>
<tr>
<th>Group Name</th>
<th>Reproduction</th>
<th>O2 Relation</th>
<th>Habitat</th>
<th>Morphology</th>
<th>Covering</th>
<th>Fuel Source</th>
<th>Host Relations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archyabacteria</td>
<td>Symbiotic</td>
<td>Anaerobic</td>
<td>Swamp/marsh</td>
<td>Endobiotic</td>
<td>Unique membrane</td>
<td>Lack peptidoglycan</td>
<td>CH4 + H2</td>
</tr>
<tr>
<td>Halophile</td>
<td>Thermacidophile</td>
<td>Bacteria</td>
<td>Janobacteria</td>
<td>Notorophic</td>
<td>Pseudomonads</td>
<td>Spirochaetes</td>
<td>Endosphere formers</td>
</tr>
</tbody>
</table>

**Example: Diagram/mind map**

**Flow Chart of Infection Cycle**

**Step 4. Memorise and revise**

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

**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
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:
• Boyle’s 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.

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!