

Via Afrika's Golden rules for success



Via Afrika
Publishers

Our Teachers. Our Future.

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Know where you're going.
Then you'll FLY!



I drive my world



The 'get round TUIT' machine.

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- 1 I am the driving force in my life.
- 2 My ability to study well will launch my future career.
- 3 My effort now will reward me. I will experience vital rewards throughout my life.
- 4 When I dig deep, I will reach my inner gold, wisdom and courage.
- 5 My exams are an opportunity for me to shine.
- 6 I am determined to get moving and passionate to reach my dream goals.
- 7 I will start my 'get round TUIT' machine today. I will learn to fly.

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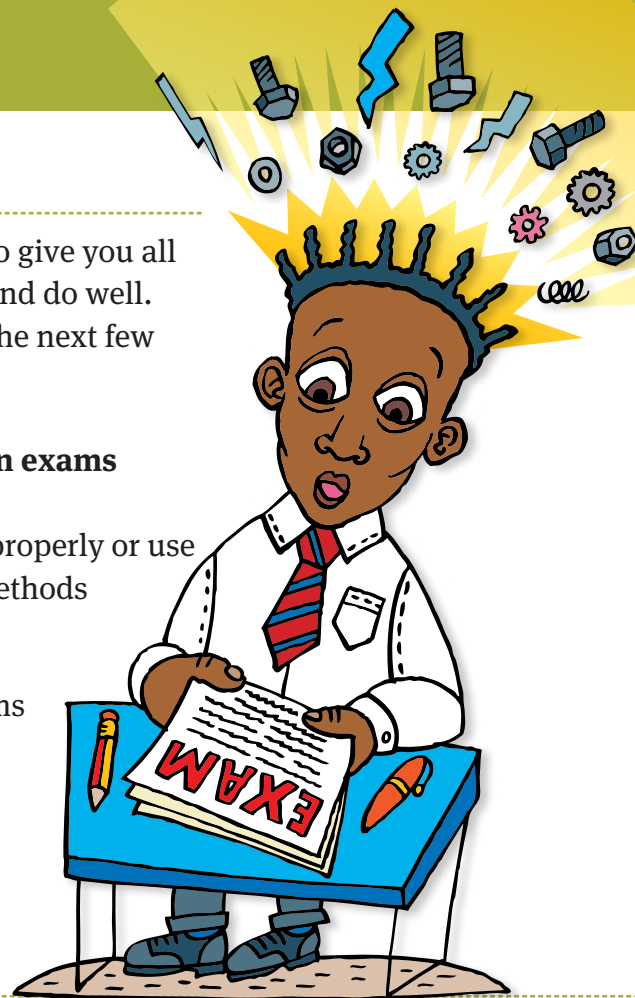
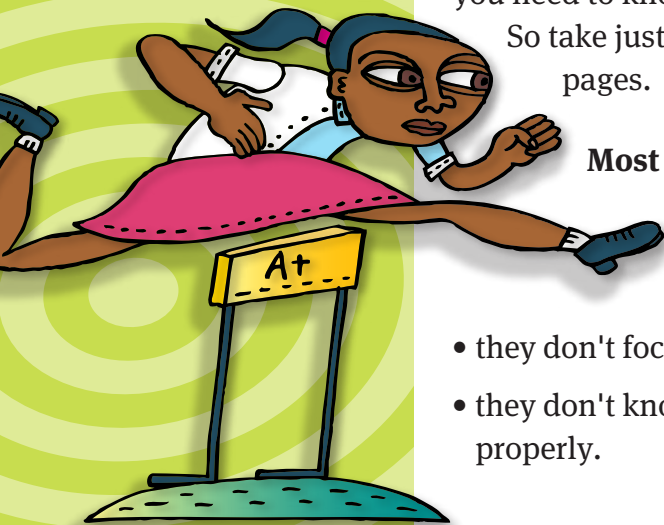
How to study

This Study Guide has been written to give you all you need to know to pass exams – and do well.

So take just 10 minutes to read the next few pages.

Most learners do badly in exams because:

- they don't study properly or use the correct study methods
- they don't focus on their goals
- they don't know how to write exams properly.



How can you do well in exams?

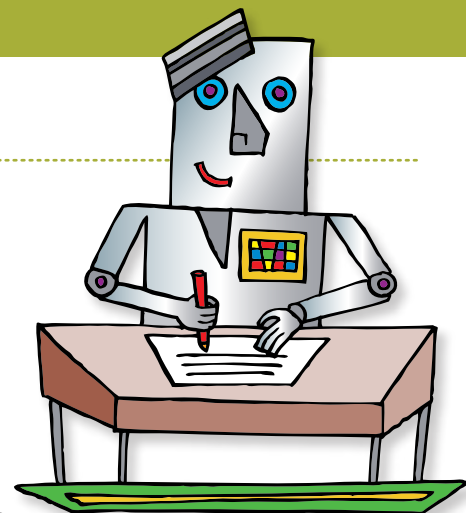
Become your own boss

You need to be self-disciplined.
You need to be strict with yourself.
Become your own boss.
Crack the whip on yourself!

Make study time a habit
 Do it over and over again.
 Do it often over a long period of time.

Take five minutes to focus

Take five minutes to sit down at your desk with your study material in front of you and do nothing. This will help calm your thoughts and get your mind focused.



How can you do well in exams?

**Say goodbye to bad habits**

How did some of your bad habits stop you from studying? Make a choice now: don't let bad habits stop you from achieving your dreams.

Keep cool

When you are studying, nothing must stop you. Make space for your study time. And keep cool – don't get

upset or emotional, because then you won't be able to keep focused.

Keep motivated

Keep on reminding yourself why you should study. Set easy goals that you will achieve. Don't miss any classes.



How can you do well in exams?

**Pick your spot**

The place where you study must be comfortable. There must not be any distractions.

It should have bright light and a cool temperature. Sit on a chair at a table or desk.

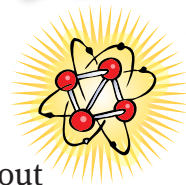
Keep interested

Each subject has sections that are boring. Start your daily study time with the subjects and sections that you find boring. That way, you can make sure you won't leave them out. When you begin to understand a subject more, it often gets more interesting.



What is your learning style?

- Different people have different ways of learning, called learning styles.
- It is quite possible that you may have a combination of these learning styles, and not just one.
- Read about the different learning styles below. Try to work out what your learning style is, then use it to organise your study programme, your space and the equipment you need for studying. You'll be amazed at the difference it makes.



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What is your learning style?

Visual learning

- Visual learners remember what they see. They often forget words or names that they are told or that they have read.
- Visual learners remember words and names through diagrams and pictures that explain what the words mean. Processes and events are imagined through scenes, actions and events that they have seen.
- Visual learners use posters, diagrams, slides, demonstrations, pictures, drawings, movies and other visual cues to remember what they have learnt.



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Auditory learning

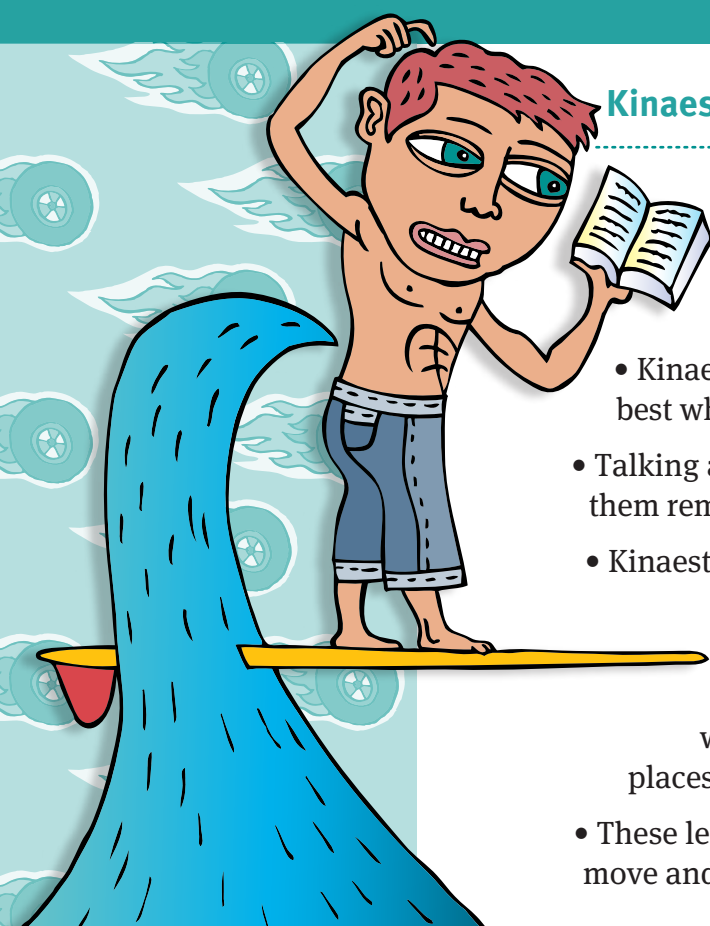
- Auditory learners remember what they hear. They sound out words and often repeat words to themselves, aloud.
- Auditory learners enjoy listening, but they can't wait to talk. They are easily distracted by noise and other sounds around them. They often follow verbal instructions and talk to other people about what they are doing.
- Auditory learners always remember names, places and what they have read or spoken about.
- Learning often occurs through group discussions. Processes and events are remembered by following spoken instructions or talking to people about events experienced.
- Auditory learners learn by hearing themselves speak, repeating what they have learnt and from talking to people about what they have learnt.
- Tape and audio-visual materials are often used to remember what they have learnt.



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Kinaesthetic learning

- Kinaesthetic learners are always moving and doing things. They seldom sit still in one place. They have to write down a word to see if it 'feels' right before they can tell you if it is spelt correctly.
- Kinaesthetic learners learn by touching, holding and remember best what they did with other people around them.
- Talking and working with people while doing an activity helps them remember.
- Kinaesthetic learners often use body movement to remember and learn. For example, they can run around a track and repeat thoughts to them.
- Kinaesthetic learners constantly move body parts when learning and shift their position regularly to different places to learn.
- These learners may use tape-aids that they listen to while they move and work.



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What is your learning style?



Verbal–linguistic learning

- Verbal–linguistic learners remember what they read and talk about. They also remember what they hear. They sound out words and often repeat words to themselves, aloud.
- Verbal–linguistic learners enjoy listening, but can't wait to talk. They are easily distracted by noise and other sounds around them.
- They always remember names, places and what they have read or spoken about.
- They follow verbal and written instructions and talk to other people about what they are doing.
- Learning often occurs individually and through group discussions. Processes and events are remembered through reading about them, following instructions or talking to people about events experienced.
- Linguistic learners learn from talking, listening and reading. Books, tapes, debates and audio-visual materials are often used to remember what they have learnt.

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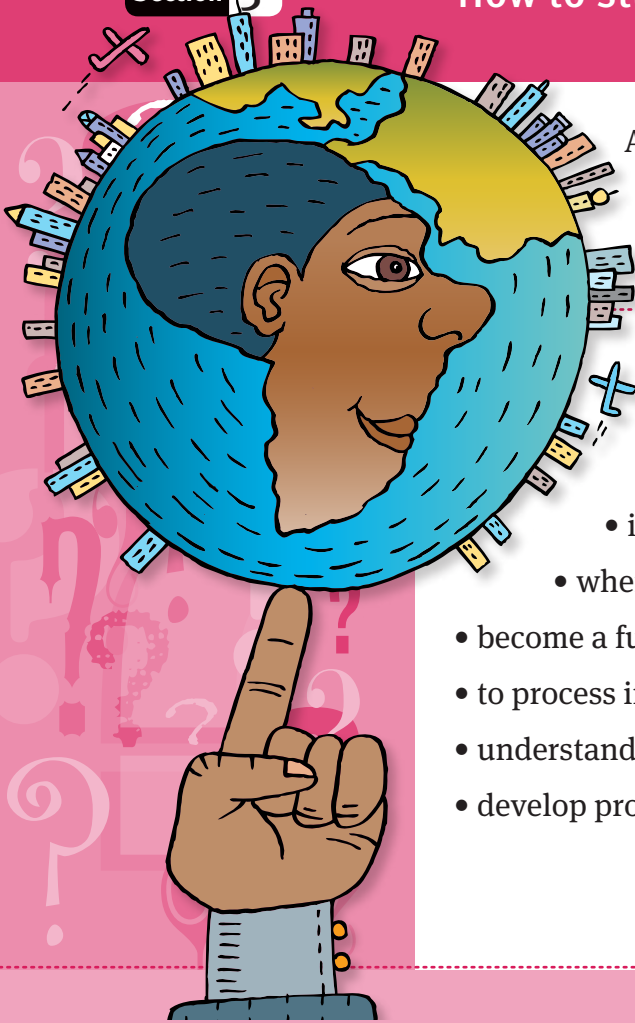
What is your learning style?



Logical–mathematical learning

- Logical–mathematical learners remember what they learn from predicting (saying what they think will happen), deducing and observing patterns in information, behaviour and events.
- Logical–mathematical learners use reasoning to remember and mathematics to show predictions.
- Logical–mathematical learners love tidiness, order and logic.
- They forget words, names or processes if they are not logical and sensible. Words and names are remembered through the logical association of diagrams and pictures that explain what the abstract patterns mean.
- Processes and events are imagined through cause and effect actions.
- Logical–mathematical learners use posters, diagrams, demonstrations, investigations, calculations, statistics, research, technical processes and so on to remember what they have learnt.

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Ask yourself five questions when you study:
why; what; how; when and where?

Why must this subject material be studied?

This is the aim of your studies. The most important reason to study is to communicate your ideas and understand other peoples' ideas.

You are studying subjects that will help you:

- in your future career
- when you are a parent
- become a functional member of society
- to process information
- understand people's thinking patterns
- develop problem solving abilities.



What subject material must be studied?

Each Formal Assessment Task (FAT) or exam is there for a reason - to measure your level of success. Ask your teacher for the work schedule for each subject. This will help you to understand what to prepare for exams. This is a clever way to get one step ahead!

How must the subject material be studied?

Follow the six golden rules:

- Rule 1:** Don't fall behind.
- Rule 2:** Work continuously and consistently.
- Rule 3:** Live a balanced and healthy life.
- Rule 4:** Make sure you understand as you go along.
- Rule 5:** Do it now!
- Rule 6:** Don't give up: learning gets better and faster with practice.





When must the subject material be studied?

The work schedule shows you what is covered in the subject each term. Use this to help you draw up your own timetable for homework, study and revision.

Time management tools

Use these three planning tools to help you plan your time:

- **The year planner** – to plan and prepare for major assessment events (like tests and exams) and to see what is being assessed.
- **The daily diary** – to record daily items to do, and to plan assessment tasks and revision ahead of time, to be achieved in small manageable tasks.
- **Revision timetable** – to plan when you will study sections of work and to review work done before assessment tasks and examinations.



How to plan your time

Make time for:

- daily revision of subject notes
- making summaries
- preparing for lessons and activities
- researching, writing essays and completing assignments
- memorising important information
- final preparation for tests and examinations.

To develop a good study habit takes time. A regular study timetable is an easy way to develop an effective long-term memory.

Study timetable

Week	Mon	Tue	Wed	Thur	Fri*	Sat	Sun
Morning ▶							
Afternoon ▶							
Study ▶							
Extra-mural activities ▶							
Chores ▶							

* Make sure you have one day off a week. Everyone deserves a break!

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Section 3

How to study well



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**Do it now!**

Step 1: Allocate one-and-a-half hours per week night as study time. (This does not include homework preparation or research time.)

Step 2: Decide on when your core study time should be.

Examples of core study times:

Day person:

Monday–Thursday: 18h30–20h00

Saturday: 08h30–10h30

Sunday: 16h00–17h00

Night person:

Monday–Thursday: 21h00–22h30

Saturday: 10h00–12h00

Sunday: 16h00–17h00

Step 3: Stick to your schedule and keep repeating it.

Step 4: Your study time comes first. It must be a priority!

How to study well

Where must you study?

It is important to make sure that you study in a quiet environment with minimal distractions.





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You will need:

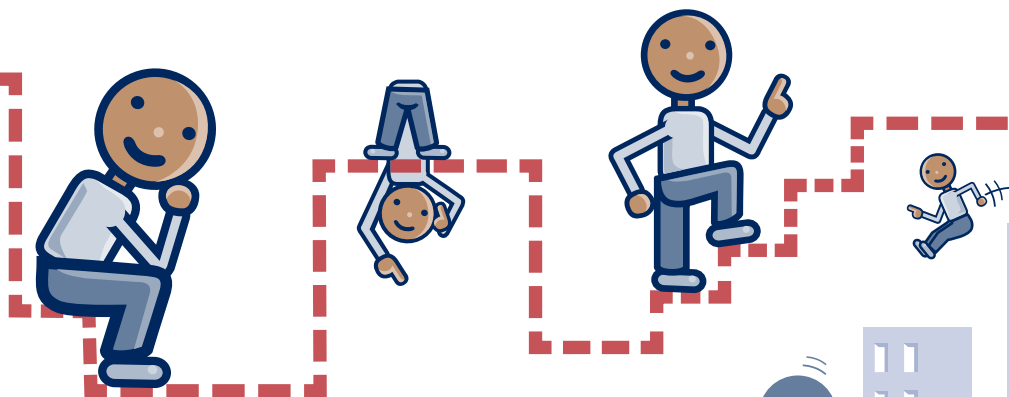
- subject materials (CAPS documents; notes and handouts; textbooks, study guides and summaries that you have made in class)
- support materials (for the specific subject and its topics: question papers, newspaper and magazine support notes, DVDs, videos and tape aids, and so on)
- stationery
- quiet space
- dictionary and thesaurus
- daily planner and year planner
- library and internet



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Ways of thinking

Most problems or questions in exams need answers based on sensible and appropriate analysis – using the subject knowledge and skills you have learnt. Your analysis and answers to questions must be presented logically, and show your thinking. Let's think about thinking.



What is logical reasoning or thought?

Your thinking is logical when your line of reasoning makes sense. In other words, write down how your thoughts have led you to an answer.

Give evidence

Very often, the evidence on which we reach conclusions is based on personal bias, prejudices or unreliable sources. For example, when you quote a textbook writer as an authority on an idea, argument or proposed explanation (i.e. your evidence for what you have said), you need to make sure that the person quoted is a generally acknowledged expert in the field or subject, or your submission will be of little value.

Other examples of opinion and illogical reasoning are:

- assuming that because two events happened at the same time, the one event caused the other to happen
- selecting evidence to fit in with your preconceived ideas
- suggesting some things are truthful facts because some person in a position of authority says so
- tautology, which is saying the same thing using different words.





Know your words

Clear thinking needs a clear understanding of the meanings of words, or else the conclusions reached may be wrong.

Keeping an open mind

Make sure you can think for yourself. You need an open mind that adapts to different contexts and issues without losing its logical reasoning ability. This is a valuable skill that can be learnt by looking at issues from different angles or perspectives and applying reasoning skills.



Closed-minded thinkers

- like certainty, even if it leads to illogical assumptions
- don't like concepts to be unsettled and will therefore often accept simple answers to complicated issues
- are quick to form fixed ideas and don't like to change their minds
- are slow to accept or consider new ideas or alternative points of view as they cannot explain ambiguous situations or issues
- see changing their minds as a sign of weakness; tend to be very judgemental, yet are totally averse to criticism of their own cherished opinions
- regard a subject as closed, once they have reached their own perspective or opinion
- tend to see the world in right or wrong, good or bad, black or white – there is no room for compromise or a middle way
- develop structured, mechanical thought processes that cannot adapt to changing circumstances; label things in rigid categories, and refuse to consider logical alternatives to their categorisations
- tend to be negative and overly critical of everything with which they disagree.



Open-minded thinkers

- look at things from different points of view
- like exploring new ideas and concepts
- seldom have fixed opinions on any matter as they understand that opinions are temporary and may change because of new facts
- do not have difficulty in abandoning an opinion should this become necessary
- avoid labelling and other forms of categorisation and do not feel insecure when facing unknown concepts or ideas
- thrive on new challenges to previously held opinions
- realize that each issue has many sides and that there is no single 'right' answer to anything
- offer constructive, positive comment when disagreeing on a topic and qualify statements to reflect the multifaceted nature of each issue. (So they will say something like 'It looks like X is more effective' rather than 'X is obviously right').
- have a positive, encouraging overall attitude to life.

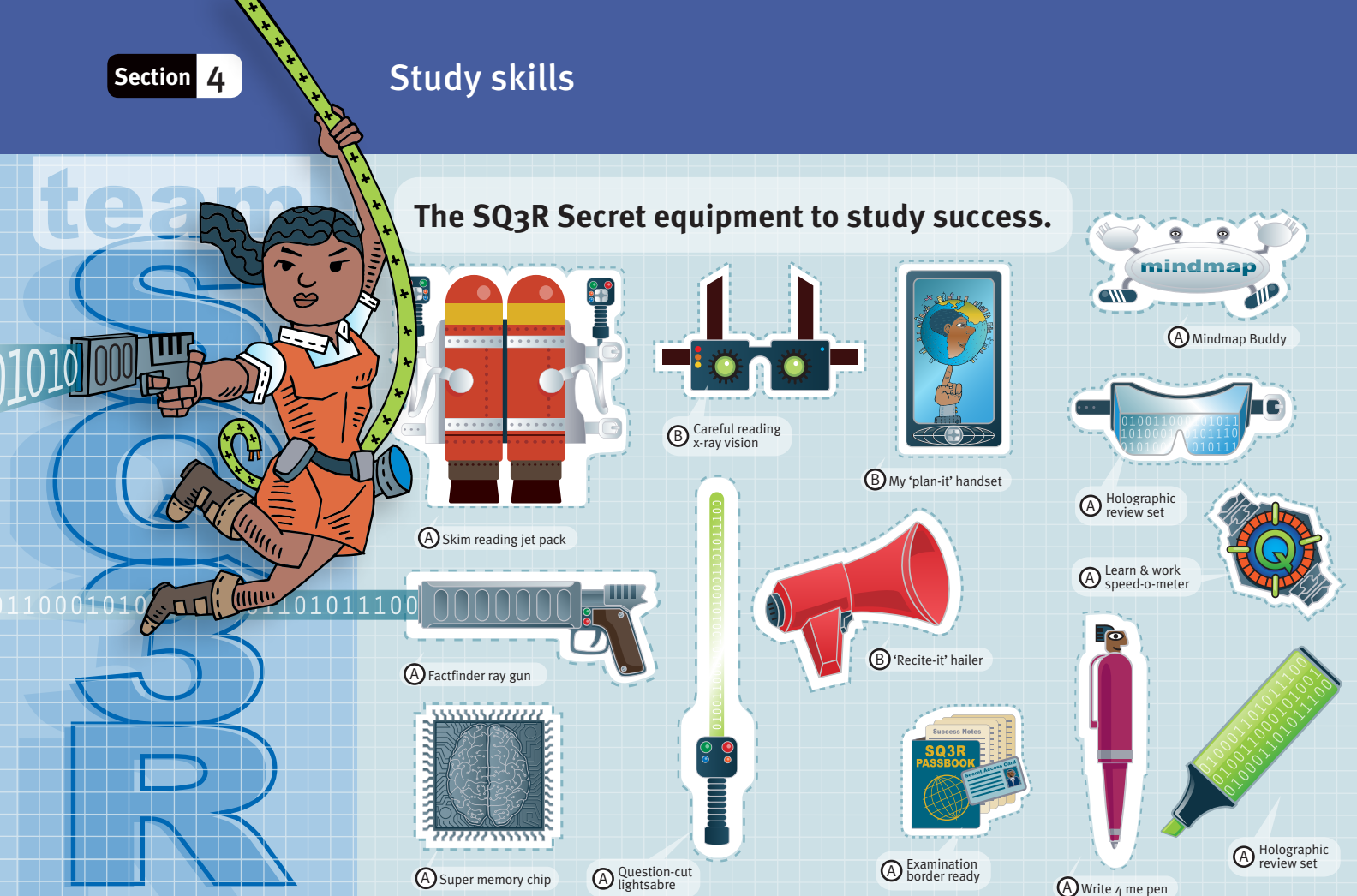


Creative, lateral original thinking

Creative or lateral thinking is useful for solving problems when normal, sequential logical reasoning does not lead to a solution. In this type of thinking, a problem is approached from all possible angles, even ways that are illogical or far-fetched. The emphasis is on finding a solution, and not on the steps taken to reach the solution.



The SQ3R Secret equipment to study success.



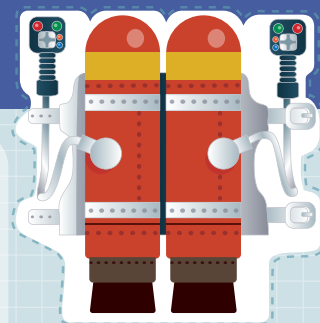
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Ways of reading
Skim-reading

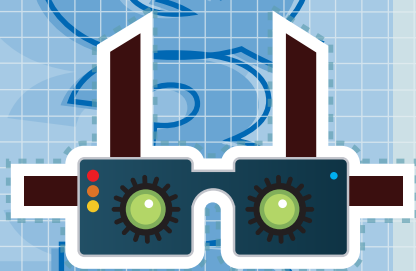
- to gain a general idea of the book layout and content before studying it more thoroughly
- to see whether the book is suitable for your needs (for example, for a research assignment)
- to find a specific topic or the answer to a specific question.

Careful reading

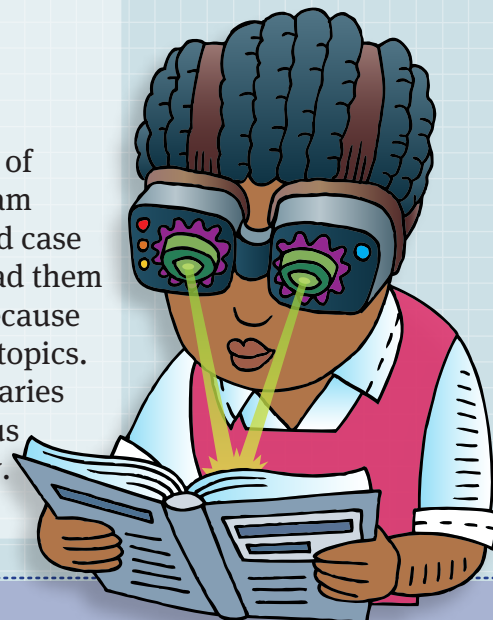
Every word is thought about. This is the type of reading you must do when you read your exam questions, assessment tasks, essay topics and case studies. Read questions carefully, then re-read them again, to check. Many learners lose marks because they misread exam questions or assignment topics. If it helps, then make your own notes, summaries and concept maps – whatever it takes to focus on the content and important points to study.



(A) Skim reading jet pack



(B) Careful reading x-ray vision



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The SQ3R method (Reading to memorise)

It is difficult to study from notes, a textbook, e-book, or non-fiction book. An important article may have to be memorised or a chapter in a book may have to be studied at short notice. In these cases, we recommend the well-known SQ3R method.

SQ3R stands for:

S – survey
Q – question
R – read
R – recite
R – review

(A) Survey jet pack

(Q) Question-cut lightsabre

(R) 'Recite-it' hailer

(A) Holographic review set

(R) Read x-ray set

Step 1: Survey

Use quick skimming as described under skim reading above.

Step 2: Question

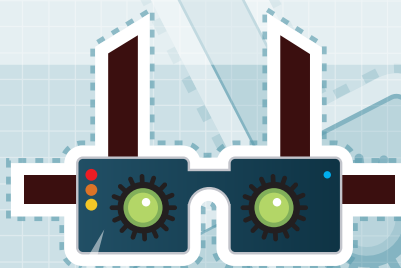
Ask yourself what main points the author is trying to make. Try, at this stage, to predict how the person is going about arguing the case, issue or presenting their logic. Ask the most important questions like: What? Why? Where? When? and How? You can summarise your findings for later use. Sometimes you need to use your prior knowledge or learning to fill in gaps.

(A) Skim reading jet pack

(A) Question-cut lightsabre

Step 3: Read

Read the main sections at least twice. Look for faults of logic or other illogical or biased relationships that are unsupported by reliable evidence or subject principles/laws. Make sure that you understand the information and are able to identify the core concept or issue of the argument. You may need to read the information a third or even a fourth time until you understand it clearly.



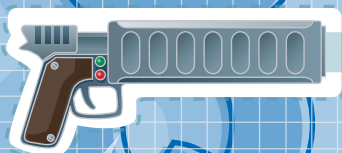
(B) Careful reading
X-ray vision



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Step 4: Recite

Now close the book and repeat the major points, concepts or arguments presented in the information to yourself, and make a brief summary of it using a graphic organiser or concept map summary. Tables, diagrams and lists are also important tools that can be used. Do not attempt to memorise the article or information word for word. Repeat your own criticism and solutions of the argument to yourself. It is advisable to make notes of your criticisms as part of your summary as well. If you are unable to do so satisfactorily, re-read the information again and repeat this process. This is the most time-consuming part of the memorising process and is the core focus of your study timetable. It helps you to sensibly understand the content, and when you understand, then you will remember the problem-solving patterns to be used in future.



(A) Factfinder Ray Gun



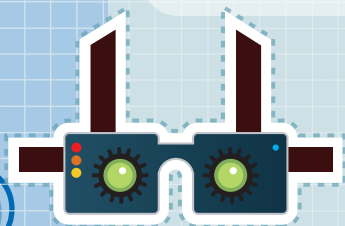
(B) 'Recite-it' hailer



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Step 5: Review

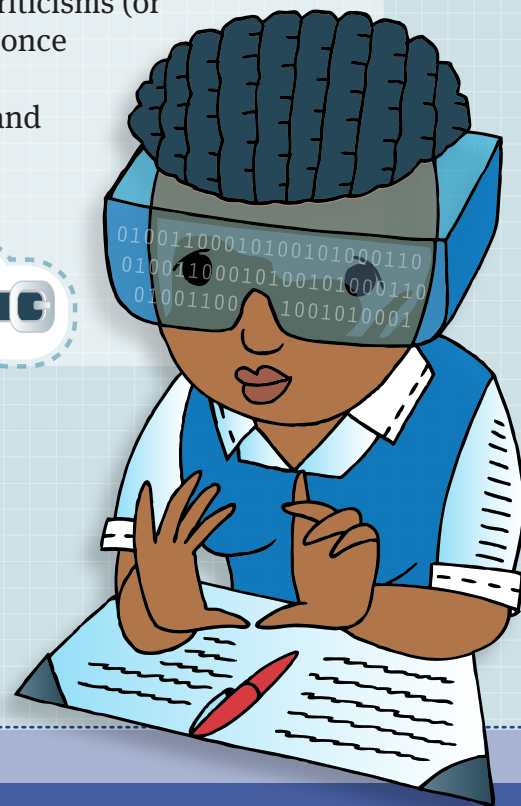
Once you are satisfied that you have mastered the arguments and you have isolated your criticisms (or support) of them, read through the item once more again slowly, making notes of any important points you may have missed and confirming to yourself that you have understood the item correctly.



(B) Careful reading
x-ray vision



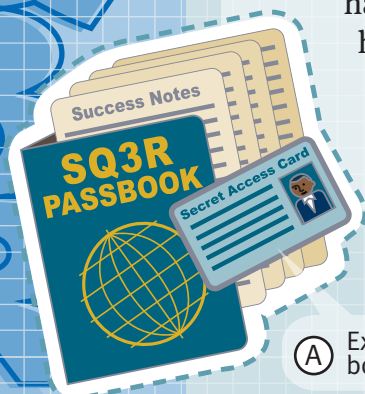
(A) Holographic
review set

**Reading to study: clarifying and understanding**

Summary notes are made from the textbook and added to your teacher's classroom notes (where necessary), or unclear sections of your teacher notes are rewritten in light of the insights you have gained by reading the textbook.

Reading to assimilate

It is a process of slow, deliberate, and thoughtful reading and re-reading with the reason of being able to present logical, informed and analytical comment and criticism on all aspects of the work you have studied. This type of reading is usually done with pencil in hand, so you can note your reactions and comments as you proceed. Use margin notes to help in essays and preparation for exams. Information cards can also be created if the information is of long-term value and the source is valuable.



(A) Examination
border ready

Vocabulary

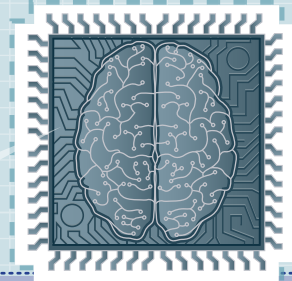
A conscious, planned effort must be made to extend your vocabulary with words that are specific to the subject you are studying. If you encounter a new word (or one you don't understand) look it up in your dictionary immediately. Develop your own glossary.

A good thesaurus is a useful aid to expanding your vocabulary. These words are part of everyday understanding and communications. This can be done by developing your own list of vocabulary and definitions that can be kept with your notes and summaries.

You should use the words in your discussions, assignments and responses to questions in the examinations to show that you know what they mean and how they are used.

(B) My 'plan-it' handset

(A) Super memory chip



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Making notes

When you make or take notes, you should be encouraged to use different colours to:

- underline
- highlight
- circle key words
- summarise main points
- draw diagrams, produce mind maps and summaries.

Memory aids

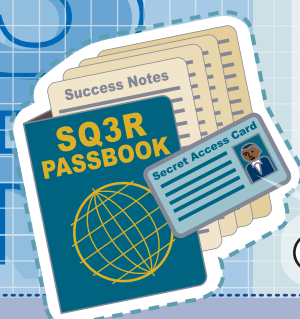
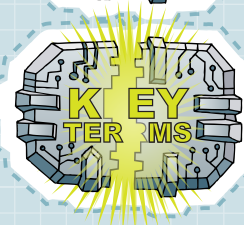
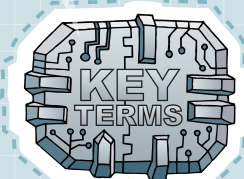
Use memory aids such as:

- glow diagrams
- key words
- colours and pictures
- symbols
- mnemonics (a word, short poem or sentence to help you remember)

(A) indelible mindmarker

(A) Mindmap buddy

(A) Key terms subject decoder



(A) Examination border ready

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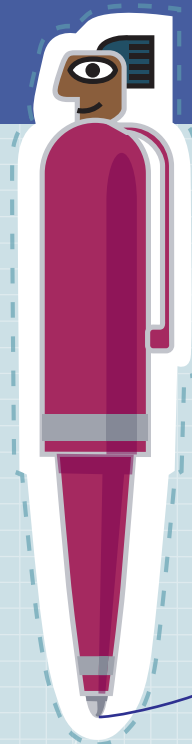
Writing

Writing is the expression of your thoughts on paper or screen. Make sure that you can express yourself clearly. To check your writing, you must read what you have written, then say 'What do I mean?'

If you have written a sentence, a paragraph or an essay, re-read it and ask yourself if it says exactly what you wanted to say. If not, rewrite it until it does.

Write neatly

Many marks are lost in exams because examiners and assessors cannot read the messy, untidy handwriting of some learners. Write neatly – it helps!



A Write 4 me pen

Use of correction fluid

Do not use Tippex (correction fluid). Rather cross out what you have written if you change your mind about something. Use scrap paper to do rough calculations if you need to.

Practice makes perfect

Practice makes perfect, therefore it is most important for you to do practice exercises that will:

- help you understanding each subject
- improve your memory
- develop your skills
- improve your learning and working speed.



A Learn & work speed-o-meter





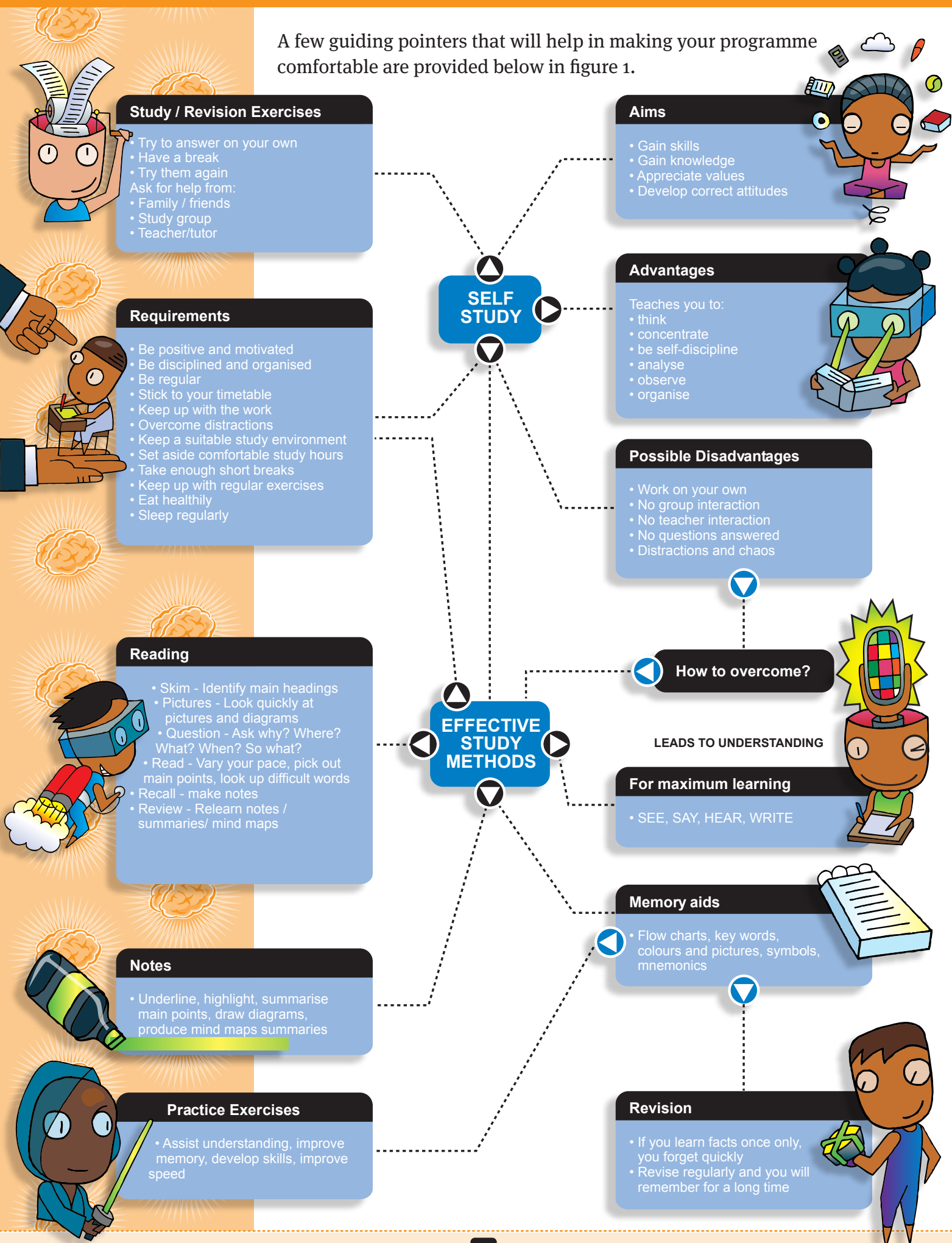
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- 1 Understand how your memory works and design your study notes and summaries in a way that assists your learning style.
- 2 Motivate yourself through thinking positively and acting on your positive thoughts.
- 3 Tell your family and friends that you are studying. You may have to complete a few family chores before your study time. Plan for chores in your timetable so that you can take care of all your responsibilities.
- 4 Relax comfortably and thoughtfully in a space with fresh air and bright light and enough space for you to work in without fumbling over pages and books.
- 5 Study for you.
- 6 Use past exam papers to help you.
- 7 Plan your study timetable ahead of the assessment dates.

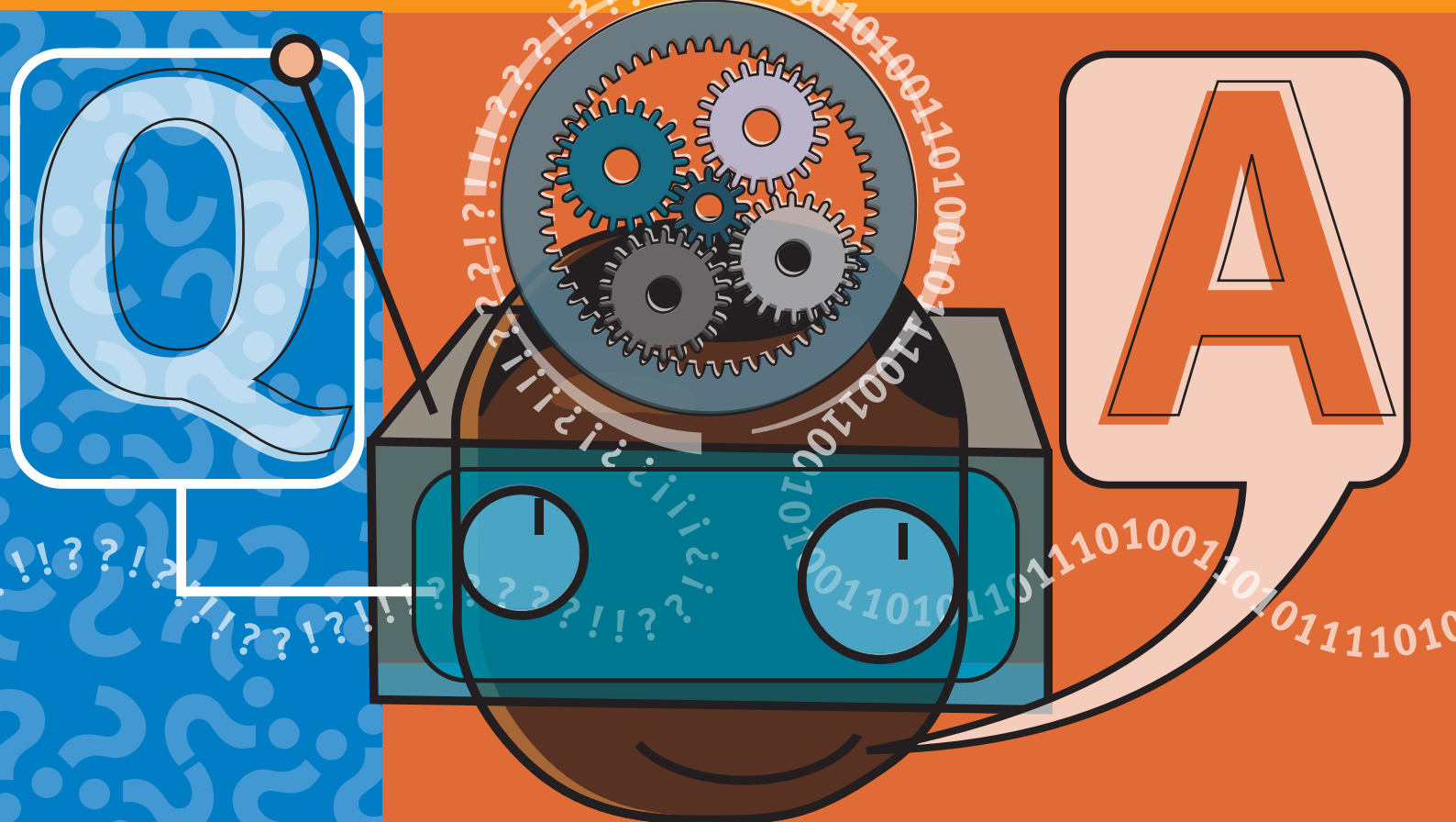


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A few guiding pointers that will help in making your programme comfortable are provided below in figure 1.



- 1 Make summary notes throughout the year as part of your homework and more refined ones during your study or revision programme.
- 2 Put aside specific hours in the day for your revision of the day's work.
- 3 Try not to revise more than two subjects per day.
- 4 Eat properly. Nutritious foods that provide 'brain food' are whole wheat grains, fruits and vegetables. Try and eat carbohydrates and sweets sparingly as this provides an overload of energy that is not used and can lead to hyperactivity and fatigue.
- 5 Take lots of breaks to allow the mind to think over what you have learnt. A few minutes every half an hour or so, allows your body to move, your eyes to relax and your mind to process.
- 6 Use diagrams or graphic organisers that suit your learning style so that you are able to link information. This is a good way of revisiting what you have learnt to add on the new information that you are learning. Eventually you will see at a glance how all your learning fits together like a jigsaw puzzle.
- 7 Test yourself regularly by using assessment questions and answers.
- 8 Get into the habit of planning your answers in rough.
- 9 Work with the clock. Practise your exams with time and mark allocations.
- 10 Try to sleep well.





Part of achieving success is to know what each question requires you to do. Each assessment tool, examination paper or assessment task, is structured to find out whether:

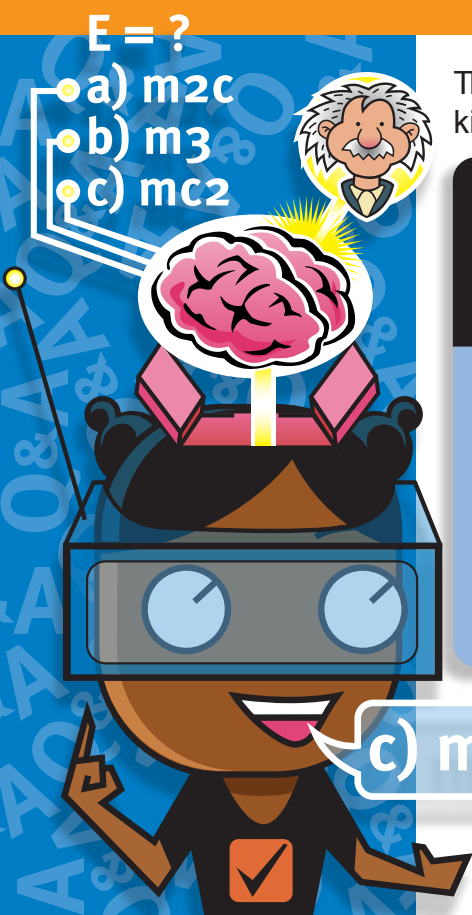
- a** The assessment standards have been met for each learning outcome.
- b** Knowledge, skills, values and attitudes concepts have been learnt and understood.
- c** A variety of thinking mental activities can be achieved - from recall, to comprehension, application, analysis, synthesis and evaluation – in familiar and unfamiliar situations. This is known as the cognitive level of thinking and problem solving.
- d** Appropriate language and mathematical skills are understood and can be used.



The table provided below shows how questions are organised in your assessment tasks.

Category Name	Item Recognition Details
Knowledge	Items merely assessing the recall of factual information.
Comprehension	Items requiring more than knowledge and assessing understanding of routine and familiar material.
Interpretation Verbal Numerical	e.g. verbal symbolic e.g. explanations and written paragraphs e.g. standard exercises
Application	Items requiring the application of abstractions and generalisations to new, novel or unfamiliar situations.
Higher abilities	Items requiring: (a) Analysis of data and pattern recognition (b) Synthesis of data (c) Evaluation of data against criteria

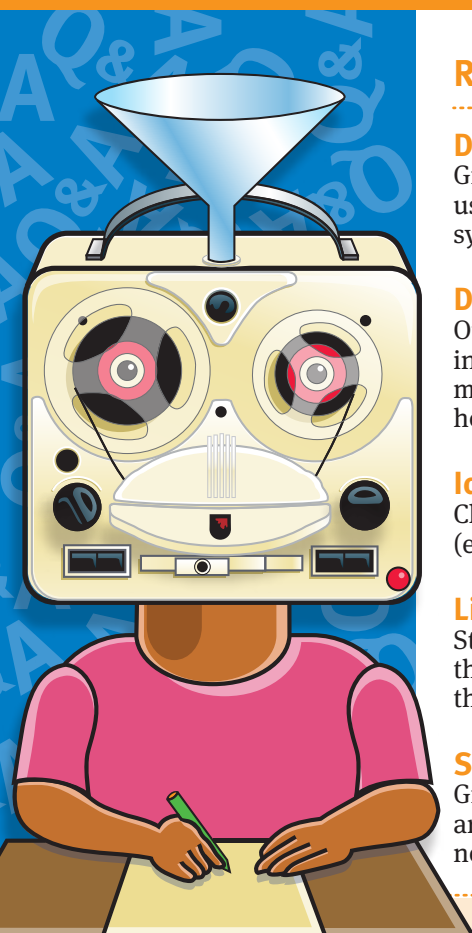
Each question in this book is graded in the same way. The table above and on the following page helps you to understand the difficulty level of the questions provided and what they expect from you.



This table provides common words that are used in questions with what kind of answer they expect.

Recalling knowledge and skills	Understanding of knowledge and skills	Application of knowledge and skills	Analysis of experimental/ investigative problems and case studies	Synthesis and evaluation of knowledge and skills
define describe identify list state name measure calculate find	illustrate outline compare contrast tabulate explain	determine estimate classify sketch apply	discuss distinguish analyse investigate examine	predict deduce/infer summarise suggest assess evaluate

The glossary (list of words with meanings) below and on the following page will guide you in understanding what an examiner expects from you when filling in your test or examination answers. Your teacher should provide you with opportunities in your formative classroom assessment tasks and activities, to understand the meaning and the use of these words.



Recalling knowledge, skills and understanding

Define

Give the exact meaning of a term or concept, using your own words or mathematical symbols. (e.g. Define the term osmosis.)

Describe

Outline a process/structure/phenomenon/ investigation in your own words. Diagrams may be used when asked for. (e.g. Describe how transpiration occurs.)

Identify

Choose or single out from other information. (e.g. Identify part X in the diagram.)

List

State briefly in point form or one underneath the other. (e.g. List four parts that protect the chest cavity.)

State

Give or say, without any supporting arguments. (e.g. State three reasons why it is necessary to control pollution.)

Name

Clarify a point. (e.g. What are the main functions of proteins?)

Measure

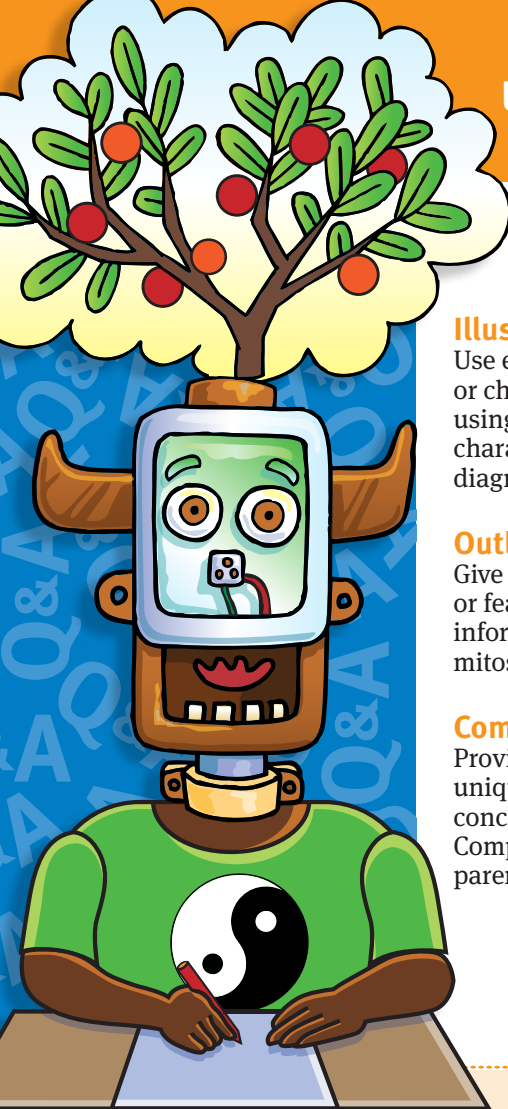
Find a quantity by using a suitable measuring instrument. (e.g. Measure the field of view of a microscope under low power magnification.)

Calculate

Use mathematics to work out an answer. Show your workings, especially where two or more steps are involved. (e.g. Calculate the amount of water retained in the soil sample.)

Find

Calculate, measure or determine. (e.g. Find the mass of the soil sample provided.)



Understanding questions

Comprehension of knowledge and skills

Illustrate

Use examples or diagrams to explain a point or characteristics. (e.g. Illustrate predation using examples or illustrate the characteristics of a plant cell using a diagram.)

Outline

Give a short description of the main aspects or features only mentioning essential information. (e.g. Outline the process of mitosis.)

Compare

Provide both the common similarities and unique differences between objects, concepts, phenomena or processes. (e.g. Compare the structure and function of parenchyma to xylem tissue.)

Contrast

Only provide the differences between objects, concepts, phenomena or processes. (e.g. Contrast the circulatory system with the lymph system.)

Tabulate

Present differences within a visual table structure and indicate the answers as directly related pairs of data. A penalty is imposed if your answer is not tabulated. (e.g. Tabulate the structural differences between animal and plant cells.)

Explain

Using your own words, describe objects, concepts, phenomena or processes using reasoning, by referring to theory, facts and models – depending on the context. (e.g. Explain how fossilisation occurs.)

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Section 6

Understanding questions

Application of knowledge, skills and understanding

Determine

Find a quantity that cannot be measured directly by calculation, by substituting measured or known values or other quantities into a standard formula. (e.g. Determine the actual size of the cell from the micrograph provided.)

Estimate

Make a logical mental calculation after observing and thinking about patterns in data. (e.g. Estimate the number of eggs that two mating pairs of eagles will produce, if each mating pair generally produces two eggs.)

Classify

Group data, descriptions, objects or processes according to shared and unique

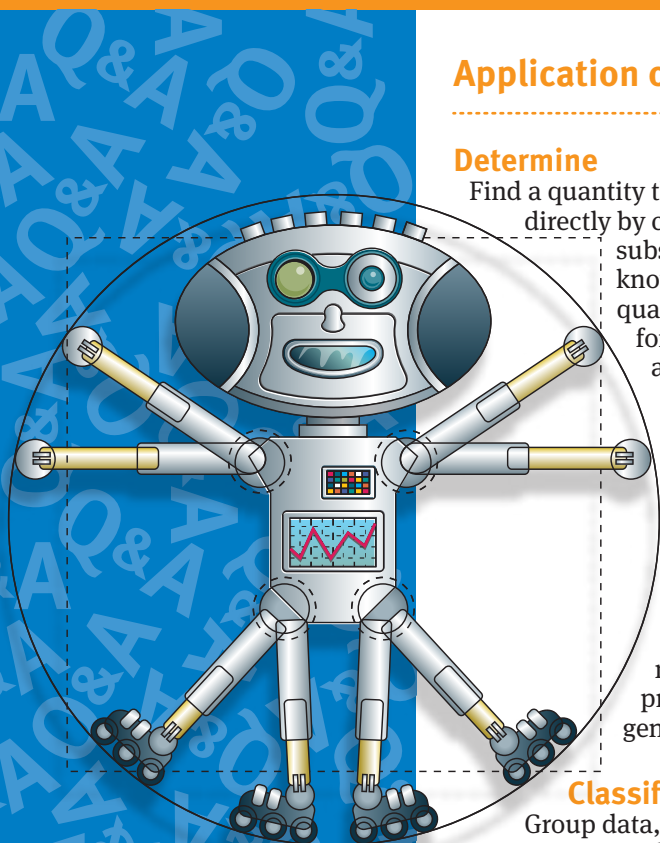
characteristics or properties. (e.g. Classify the following organisms using the key provided.)

Sketch

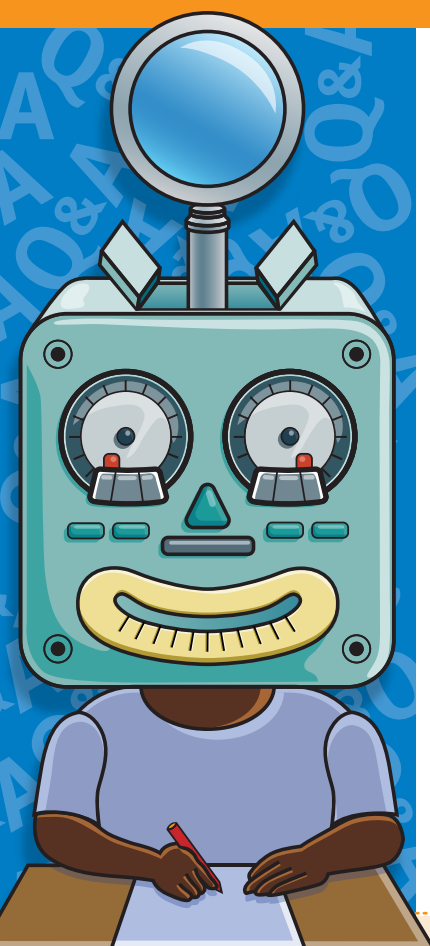
Provide a rough outline, either written or drawn. In a graph, the shape and/or position of the curve can be roughly drawn. However, some aspects should be correct – for example, passing through the origin, or having an intercept. In diagrams, a sketch implies that a simple, freehand drawing is acceptable, but pay attention to proportions and important details. (e.g. Sketch the effect of temperature on the rate of an enzyme reaction)

Apply

Use knowledge and reasoning to understand an issue or problem and provide a sensible decision or solution. (e.g. Apply your knowledge of cloning to solve the problem of a world food shortage.)



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Analysis of experimental investigative problems and case studies

Discuss

Critically explain both the positive and negative points involved in a topic. (e.g. Discuss the causes and effects of malnutrition.)

Distinguish

Identify the characteristics that make up two or more different ideas, concepts or issues. (e.g. Distinguish between the flora and fauna found within the 'fynbos' and how they cope with shortage of water and heat.)

Analyse

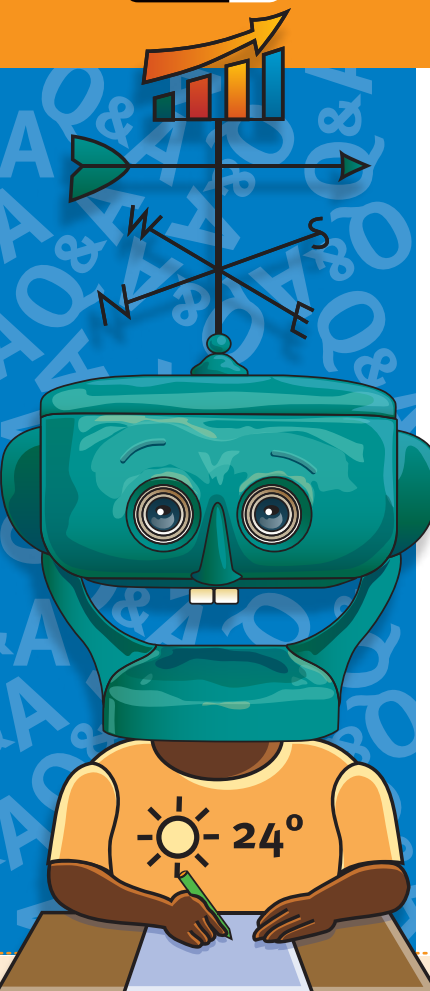
Break down an issue or problem into its parts in order to understand it, by recognising important data and information and applying your knowledge and understanding of phenomena, principles and models. (e.g. Analyse the content of a daily diet.)

Investigate

Look for evidence to explain and analyse a problem, phenomenon, principle or model. (e.g. Investigate the nutrient content of an unknown solution.)

Examine

Break down an issue or problem into its parts in order to understand it. (e.g. Thoroughly examine the attitude of people towards the use of cloning.)



Synthesis and evaluation of knowledge, skill and understanding

Predict

Make a logical connection between different pieces of information. (e.g. Predict the amount of water that will be lost through transpiration from the leaf surface at 14h00 from the graph provided.)

Deduce/Infer

Make a logical connection between different pieces of information with a supporting statement. (e.g. Deduce from the data, why deciduous leaves change their colour in autumn.)

Summarise

Bring out the main points from a complex set of data. (e.g. Summarise the effect of enzyme active washing powder on removing stains.)

Suggest

Apply your knowledge to a 'new' situation to give a sensible explanation for a pattern or phenomenon. (e.g. Suggest a possible reason for the cause of drought.)

Assess

Explain the strengths and weaknesses of data and information around an issue. (e.g. Assess the viewpoints and understanding of different people around the causes of malnutrition.)

Evaluate

Analyse an issue or problem, then weigh up and give reasons for the importance of different viewpoints or standards. (e.g. Evaluate the different explanations for the extinction of organisms during the history of the Earth.)

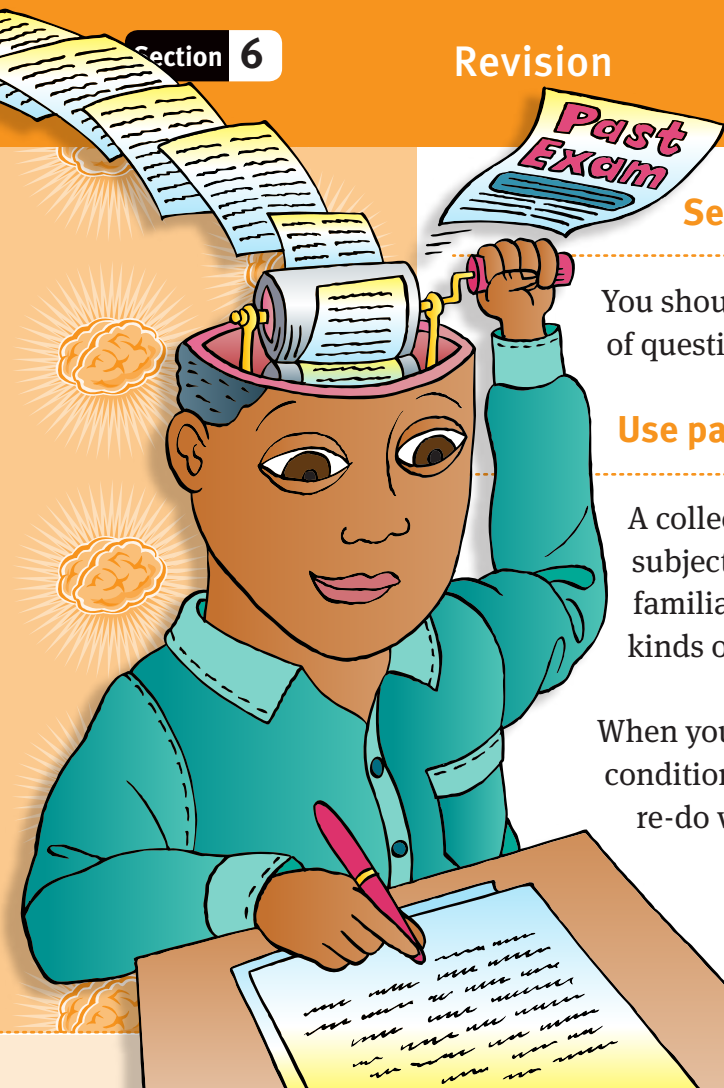


Revision

You should realise that if you learn facts quickly, you will forget them quickly. This is because they are in your short-term memory. When you revise regularly, you will remember facts for a long time and they will be part of your long-term memory. That is why you are expected to study, so that your long term memory can help you with information for the rest of your life.

When doing revision you should:

1. Answer questions and attempt tasks on your own without outside help.
2. Have a break, and then try again, if you get to sections that are tricky.
3. If you still cannot answer or complete the tasks, then ask questions of your teachers, peers or other knowledgeable persons. Further reading or research using different information sources and books can also help.



Set your own questions

You should also create your own questions or think of what kinds of questions will be asked and how they will be asked.

Use past examination papers

A collection of past examination papers shows you the way your subject has been examined in the past. You will become familiar with the way questions have been asked and what kinds of questions may be tricky.

When you practise exam papers, write them under exam conditions and give yourself enough time to spare so that you can re-do weak areas.

A checklist for exams

You should walk into an exam feeling confident. You may want to go through the following checklist to see if you are prepared, comfortable and able to perform your best:



Make sure that you know on what day the assessment task or exam is written, where it is written and at what time.



Make sure that you have the required stationery and support tools like calculators and a watch.



Make sure that the subject of the exam paper is correct.



Read the exam paper before attempting to answer any questions. This will help you to settle down by knowing what kinds of questions are found in the examination paper.



Read the instructions carefully. You may be allowed to choose between questions. You do not want to waste time answering unnecessary questions.



Calculate the amount of time you can spend on each question. If a question counts for 50/150 marks and you are sitting a 2-hour paper, then:

$$\frac{120 \text{ (min)} \times 50 \text{ marks}}{150} = 40 \text{ minutes for that question}$$

That means 1 minute and 15 seconds of time is allocated to each mark in the question paper.



Allocate time and importance to each question. Answer the questions that you are able to do first and then the others. Remember to mark the answers to the questions clearly using the correct question numbers.



When you are given the go-ahead to start writing, circle, underline and highlight key words in the actual questions so that you will remain focused on what the question is asking.



As you think of key words, formulae or mnemonics, write them down next to the appropriate question.



When you start writing, start with the questions you know well first.



Use your time wisely. If for example, you find that you are answering one question particularly well then rather spend an extra 5 minutes on that question and forfeit this time when doing another question that you may not know so well.



Leave enough blank space for questions you cannot do immediately. You can come back to these questions later on.



Do not be tempted to leave early. Use the full time that has been allocated for the exam.



Before handing in your paper, make sure that your answers are correctly numbered and that the subject, number of answer books used and your candidate examination number appear clearly and are correctly entered.



I will be the hero of my own life.
I shall claim the journey as mine.
I will believe in my power to triumph.
To rise above my inner fears.
Exams are my opportunity to fly!