



Study skills are not naturally occurring, they have to be learnt like any other skill. It has become apparent to me that many learners struggle, even with such skills as note-taking, and even more when it comes to writing assignments, nor have some much idea about effective ways of revising, so I began some time ago to think about putting a few points together on paper to assist them.

I have put the following together in a way that can be added to or updated, and so that learners can take the sheets that are relevant to them, and in the future I hope to be expand and broaden the information and eventually put this resource pack onto a website for learners to access over the Internet. I would be grateful for any feedback and suggestions for improvement.

Julie Wood  
December 1999

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# STUDY SKILLS

## Note-taking



Note taking is an important activity since it encourages active learning and acts as a memory aid later for revision or practical work. It helps to process the information you are receiving and notes are your own interpretation of what you have just read, heard or observed. But remember that you may be doing several things at once, listening, thinking and then writing. So there has to be a trade off to a certain extent, since the time you spend taking notes is going to reduce the time available for listening and thinking. Some lecturers go at a reasonable pace and will watch to see when the majority of students have stopped writing, but we have all heard the 'hang on a minute, I missed that last bit' or 'can you repeat that ..'. If it *is* really important, don't be afraid to ask them to repeat it, but you will soon become unpopular if you continually hold the class up!



Many students struggle to take effective notes, for example will you remember what they refer to, or have they become detached from the original material? Are they so copious that you cannot be bothered to go through them? Are they just a repetition of the printed handouts? So try to make life easier and decide at the outset how you want to compile your notes, how you will use them for future reference, because that is the main reason you are making them after all, not to look as if you are working hard in a class!

The LCCH supply a set of handouts, some of the written material is background material about facts and procedures, the rest is mainly scripts to be used virtually as written, or at least at the beginning of your career.

## Scripts

You will be using these frequently, in your training and future work, and they may be the original copies or you may choose to photocopy them for a working folder, but either way it makes sense so annotate the actual sheets themselves. There is no point putting notes about the script itself, how to use it, which parts need emphasis, what can be omitted etc., on a separate sheet of paper. They will soon part company or you will end up with a bundle of notes in a session, which will not impress the client.

Add notes at the top, in the column, use a highlighter pen, or even use the back of the sheet, a quick PTO will remind you. If there are other relevant notes, add a reference such as 'also see page x, weekend 3' or ' see notes in regression section'.

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Many of the handout sheets have large gaps under subheadings, so make a decision whether you are going to use these or take notes on separate sheets of paper. Try not to make extra work for yourself by taking notes and then transferring them to the handouts. Many students find taking notes on the handouts is sufficient, but if you do decide to take separate notes, make sure you cross-reference them. You may be surprised to find when you come to revise that you haven't got a clue which subject they refer to, or even which weekend!

Some students like to type up their notes and again you may find it useful to plan how you are going to set them out first. Notes should not really look like a block of text on a page of a book. Key points need to stand out at you, so think about using

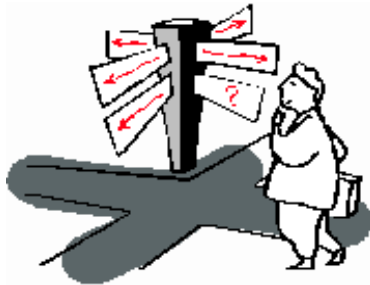
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indenting or using *italics*, **colour**, sub headings, or **larger font** or **bold**.

If you are using an audio cassette, the same principle applies. Also, make sure you are not recording unnecessary sections of the day. Will you ever have the time to listen to a *whole* weekend again? Will you need to if you have taken sufficient notes? Or perhaps you could just tape certain parts, like a practical demonstration?

Look out for **signposts**, which may indicate something you need to take down, or the beginning or end of a section:

'I want to emphasize....'



'Always remember....'

'Let's start with....'

'Now we'll go on to....'

'So, to sum up....'

But you can also spot digressions, (which can give you and the lecturer a break):

'By the way....'

'So, to get back to the main point....'

And talking of signposts, remember that using arrows is also a good way of linking points in your own notes!

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# STUDY SKILLS

## Organisation



Finally, have you thought about what you are going to do with all this hard work? Make life easier for yourself and plan an effective filing system (you notice I said *filing* and not *piling*).

You could start to separate different sections of your work, possibly using subject dividers for the different inductions and deepeners. Different techniques could be grouped together, such as regressions, dissociations and maybe notes on medical conditions, such as asthma, enuresis, IBS and blood pressure could go together as could clinical conditions, phobias, anxieties, panic attacks etc. Whatever you decide, make sure you compile an index so you know if the page you want is in that section, because you will need to refer to these from time to time when you are a practising therapist, as well as for revision!

If you are going to be using the page frequently, perhaps an induction or deepening script, it may be worthwhile using plastic pocket to protect it and you can buy some from large stationers that pull straight out of the folder or file without having to click it open each time, which is more discreet during a therapy session.

Finally, remember that note taking is more of a strategy than a skill and is a form of writing for *yourself* rather than for an audience, so you can be flexible and change your approach as you go on, but here a few points to think about:

Notes can assist with:

- Focusing your attention
- Making sense of the material
- Forming an 'external' memory
- Preparing an essay
- Revision
- Pulling the whole course together



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# STUDY SKILLS

## Essay writing



When it comes to the time to start the essay or assignment, many students suddenly feel the need to catch up on their ironing/gardening/housework etc., etc., but in fact the worst part is often just getting started. There are however, ways of making life a little easier, and with a little practice these methods and strategies will soon become second nature. Think positively, essay writing helps to bring the course material together and often deepens the understanding of a subject, essays are very useful when it comes to revision time and are good practice for writing during the exam itself.

Strangely, it is often helpful to start at the beginning by actually looking at the title or question, to really understand what you are being asked to produce, many an essay has been written which was not exactly what was asked for, and those marking essays are sadly required to not give marks for irrelevant material. So think about the title, analyse it, you could highlight the key words to focus your mind on what is being requested of you. Below are some terms frequently used:

**Analyse** show understanding through consideration of the components of the topic

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**Outline** give the main points, general principles

**State** present in brief, clear form

**Summarise** concise account of key points

Finally, be clear about the possible number of parts to the question, and what weight you will need to give each part. This may be stated or indicated by the possible marks or the percentage of marks for each section. You can now begin to have an idea about the number of words for each section, provided you have been given an overall number of words for the whole essay.

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# Planning



Before you rush off to put pen to paper, you need to do some serious planning and since most essays have a deadline, try not to leave this until the last minute. First of all, you need to collect any material that is relevant. You may have to purchase, borrow, visit the library or surf the Internet. You may need to refer to your own notes as well as the course and published material, or even refer to your own personal experience of a subject. It is also useful to have somewhere to jot down

ideas that you have at odd times, which strangely seem to disappear when it comes to writing the essay!

A note here on extracting the information you need from literature, because you will probably not have the time or will to read everything. Arm yourself with some removable Post-It Index tags, they are excellent for marking those important pages you want to go back to. Look



through the **preface** or **introduction** to get an idea of the approach and scope of the book. Use the **contents** page to search for any particular areas relating to your subject matter, and search for specific items using the **index**. You can save yourself a lot of time, indeed there may be only a few sections or paragraphs that are actually relevant to your essay.

Next you need to make a plan of the structure or framework of your essay, something along the lines shown below:

## Introduction:

This should outline the scope of the essay, as well commenting on the topic itself, some brief definitions or some sort of explanation or may be needed. You need to make it clear to the reader exactly what you are going to be discussing or evaluating etc., so it gives a clear indication of what is to follow.

## **Main body of the essay:**

This is a series of paragraphs which are going to cover the main points that you have already decided upon, and these may be points against or points for a topic, strengths, weaknesses, similarities, differences etc. Examples and illustrations can be used to support and develop your writing. Remember not to just state an opinion, you need to show the reasoning or evidence to back up your argument, discussion etc.

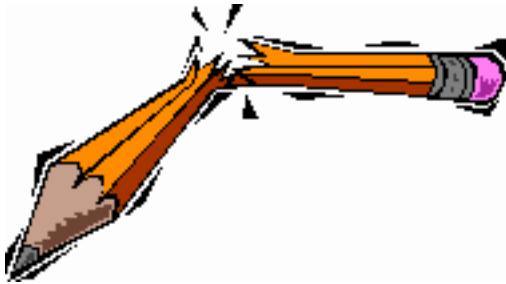
## **Conclusion:**

This should be a summary or review of the main ideas and points, although a firm conclusion or answer may not always be reached. Your own views can be introduced here, along with suggestions for further consideration or development. Be sure to relate back to the original title or question.

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# STUDY SKILLS

## Drafts



Now you have your plan, along with notes on the sources you are going to refer to, page numbers etc., so you can start your first draft. Students differ on the number of drafts they make before the final one, and of course if you are writing it longhand, this can be a laborious task. I usually write my first draft longhand, and a useful tip is to know roughly how many words on average you take to fill an A4 sheet, in order to keep to the

word limit.



Life is a lot easier if you have access to a wordprocessor or PC, particularly because you can use the word count and spell checker. Fortunately, reviewing your first draft is often sufficient to move on to the final one if you have planned well. Here are some general tips, rules and conventions relating to presentation.

## Style

In academic writing it is usual to avoid the use of 'I' or 'I think' etc., in favour of:

- It can be argued that...
- Some hold the view that...
- There is a possibility that...
- Others have stated that...

This also gives you the opportunity of including quotes and references.

Use simple and straightforward language and avoid slang and abbreviations, and keep sentences precise and to the point.

## **Paragraphs**

These are a set of sentences which should cover *one* theme or topic, and they should be **linked** by words or phrases to carry the meaning from one paragraph to the next, for example:

- however - as we have seen
- nevertheless - having dealt with ...we move on to...
- conversely - whereas
- on the other hand - moving on from...
- to summarize - in short
- furthermore - for example

These words or short phrases can also be used as **signposts** to indicate to the reader where you have got to or where you are going, whether you are indicating a contrast, reaching a conclusion, giving an illustration etc., and all this aids the flow of the writing.

## **Grammar and punctuation**

If you do not have the luxury of a computer with a spelling and grammar check, try to be brave and let a friend or colleague read through your work. Remember to be consistent with tenses, reading your work out loud can help to see if it makes sense and flows well.

Remember to use quotation marks if you are quoting an author's exact words, but they are not necessary if you are putting the point in your own words. If you alter anything or leave something out, single this with brackets or dots. Referencing is covered more fully in a separate section.

## **Finally**

You will reach that happy moment when your labours are ready to be printed, handed over, posted etc., and you can feel justifiably pleased with yourself! Remember, there are no hard and fast rules to writing, but gradually you will develop your own style until one day you realise that you can write an essay without having to consciously think about all the points we have covered.



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# References



Below I shall be giving some basic pointers to using the Harvard system, although you may already be familiar with the Numeric system, and either is acceptable. There are two parts to referencing, citing the source or quoting within the text and compiling the references in a bibliography in order that the reader may easily trace the source. Remember that if you do not record the fact that you are quoting from other peoples work, you could be accused of plagiarism, which is taken seriously in academic circles

since it is a form of theft.

## Citations

This is easy, since all you need to do is mention the author:

- The report by James (1984) highlights the fact....
- It has been argued (James, 1984) that the results show...
- ...the results indicate that the reverse may be true (see James,1984).

If you are citing more than one piece of work by the same author in the same year, put letters after the dates:

- James (1984a) and James (1984b).

## Quotation

There are some points to remember when using direct quotations.

1. The actual quotation should be enclosed in quotation marks and page numbers should be included:
  - James (1984,p.73) believed that the 'totally unexpected results' were due to..
  1. If you have added your own words to the quotation to make it clearer, enclose them in square brackets [], and indicate any omissions by dotted lines.....

- James (1984,p.73) argued ‘...it is highly possible that [the results] indicate a failure to recognise all the possible variables....’.
1. Occasionally, you may quote a long passage from another piece of work, if so indent the whole passage or quotation and cite the reference at the end of the passage.

## Bibliography (or References)

These are listed in alphabetical order by author, with the author's name in capitals. It is normal to reference multiple authors of three or less, but it is acceptable to use ‘*et al.*’ for four or more. It is usually acceptable to use ‘*et al.*’ within the text itself. The reference should be set out as follows:

1. AUTHOR (Date). *Title*. Edition. Place: Publisher
  - JAMES, F., (1984) *Using Direct and Indirect Suggestions*. 2<sup>nd</sup> ed. London: Oxford Press
  - JAMES, F., WILLIAMS,C., (1985) etc.
  - JAMES, F., et al., (1986) etc.

You may not need to put in the edition if there has only been one, but you may need to put in the volume number (vol.3). If necessary, page numbers (pp.286-288) go at the end.

**Journal** articles are slightly different:

- AUTHOR (Date) Article title. *Journal title*, volume (part), pages.
- JAMES, F., (1989) Direct Suggestions. *The European Journal of Clinical Hypnosis*, Vol.6, pt.2, pp.69-73.

Note that you can leave out the vol., pt., and pp., so the end would read: 6(2), 69-73.

If a month is used it can be abbreviated.

**Secondary sources:** You may not have actually read the original work, but have referred to it from a secondary source. In the text itself you can indicate this by something like:

- ‘Erickson(1960, as cited by James, 1990) argues that...’

In your bibliography or reference list it is sufficient to put a reference to James as this is the work you have read.

## Other points to note:

- Sometimes the material will not have an author as such but an editor(s), here it is acceptable to put ed(s). after the name.
- If the book does not appear to have an author put 'Anon'
- If you cannot find the place or the publisher use:
  - (s.l.) for place unknown (sine loco)
  - (sn.) for name unknown (sine nomine)



Referencing is not really as difficult as it first seems, and when all else fails, look at the literature you have been using in order to remind you of the correct way to cite and reference material. Make life easier and make a note of the references as you work, it will save a lot of time at the end when you struggle to go through your essay to list them and then find the information needed in the literature.

And remember to include them with your work! You will lose marks if you do not include a reference list or bibliography.

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# Revision

Many students go into denial as exam time looms and put off starting revision since this is tantamount to acknowledging the existence of the exam! This is unwise to say the least because it only serves to increase stress levels even more. As with everything else, planning does help and a good place to start is with your **time**.

Look ahead and identify your commitments, your work, your children, holidays. Some things can be moved or left for a while, others cannot. Decide whether the housework can be reduced for a couple of weeks, decide which evenings you can realistically set aside for revision, and decide that you do not really want to take all that work on holiday with you, so get it done first!

Once you have made some sort of timetable for your revision, think about what you are going to revise. Take advice from lecturers, past students, and if possible look at past papers. It is rarely necessary to revise a whole course, plus it would be almost impossible, so you need to be selective. It is often useful to know some parts of a course *really* well, so that you can give an in depth response, other parts may only require a more superficial understanding.

Hopefully you have organised your notes well, so that you can work through them systematically. Probably the most effective way of revising is to create *new condensed notes* as you work through. These concentrated notes could also be transferred to audio cassette so that you are using auditory memory as well as visual. This is particularly useful if you have limited time and spend some time driving.

If you can, try to extract the main points and put these on to a summary sheet. Index cards are also extremely useful for this and are easy to carry around. You may like to use spider diagrams with the main theme in the centre and related points forming a pattern around it. Use highlighters to mark key words or points.

Try answering a past exam question if possible, or plan one out, but remember you will not have the time to write a full essay. And don't forget to re-read your essays, they can provide useful revision notes since you 'pulled' together parts of the course when you wrote them.



Keep in touch with other students, it is reassuring to know you are not alone. Utilise the skills you already have, practise self hypnosis, give yourself suggestions for calmness and confidence, and also for recall and retrieval of material from memory.

## The Exam

On the day itself it is probably best not to do any last minute revision, it will only disturb and interfere with what you have already stored and remembered. I cannot stress enough the need to read the exam questions and instructions *carefully*. You would be surprised how many students start to answer what they *think* they have seen on the paper!

Do not rush to start, take a few minutes to plan what you are going to write, jot down the key points, examples etc., that you are going to include. Remember how to structure an essay, include an introduction, the main answer and a conclusion. You will *not* be expected to write a reference list.

As in an essay, don't just make statements, back up your writing with reasons and explanations. Keep it straightforward, precise, coherent, and legible. Don't wander off the point and include irrelevant material, you will not necessarily get extra marks if you do.

If you have time, read through your work at the end to make any corrections, and check each sheet has your name or number on it.

Finally, when you have finished you will feel quite exhilarated, so don't rush home and check all your notes. You cannot change anything now, so put it out of your mind until your certificate or diploma drops through your letter box!

**Good Luck!**



## References

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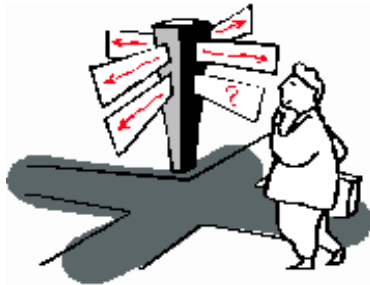
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A note here on extracting the information you need from literature, because you will probably not have the time or will to read everything. Arm yourself with some removable Post-It Index tags, they are excellent for marking those important pages you want to go back to. Look



through the **preface** or **introduction** to get an idea of the approach and scope of the book. Use the **contents** page to search for any particular areas relating to your subject matter, and search for specific items using the **index**. You can save yourself a lot of time, indeed there may be only a few sections or paragraphs that are actually relevant to your essay.

Next you need to make a plan of the structure or framework of your essay, something along the lines shown below:

## Introduction:

This should outline the scope of the essay, as well commenting on the topic itself, some brief definitions or some sort of explanation or may be needed. You need to make it clear to the reader exactly what you are going to be discussing or evaluating etc., so it gives a clear indication of what is to follow.

## **Main body of the essay:**

This is a series of paragraphs which are going to cover the main points that you have already decided upon, and these may be points against or points for a topic, strengths, weaknesses, similarities, differences etc. Examples and illustrations can be used to support and develop your writing. Remember not to just state an opinion, you need to show the reasoning or evidence to back up your argument, discussion etc.

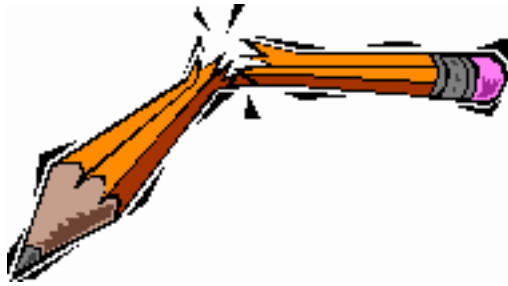
## **Conclusion:**

This should be a summary or review of the main ideas and points, although a firm conclusion or answer may not always be reached. Your own views can be introduced here, along with suggestions for further consideration or development. Be sure to relate back to the original title or question.

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# STUDY SKILLS

## Drafts



Now you have your plan, along with notes on the sources you are going to refer to, page numbers etc., so you can start your first draft. Students differ on the number of drafts they make before the final one, and of course if you are writing it longhand, this can be a laborious task. I usually write my first draft longhand, and a useful tip is to know roughly how many words on average you take to fill an A4 sheet, in order to keep to the

word limit.



Life is a lot easier if you have access to a wordprocessor or PC, particularly because you can use the word count and spell checker. Fortunately, reviewing your first draft is often sufficient to move on to the final one if you have planned well. Here are some general tips, rules and conventions relating to presentation.

## Style

In academic writing it is usual to avoid the use of 'I' or 'I think' etc., in favour of:

- It can be argued that...
- Some hold the view that...
- There is a possibility that...
- Others have stated that...

This also gives you the opportunity of including quotes and references.

Use simple and straightforward language and avoid slang and abbreviations, and keep sentences precise and to the point.

## **Paragraphs**

These are a set of sentences which should cover *one* theme or topic, and they should be **linked** by words or phrases to carry the meaning from one paragraph to the next, for example:

- however - as we have seen
- nevertheless - having dealt with ...we move on to...
- conversely - whereas
- on the other hand - moving on from...
- to summarize - in short
- furthermore - for example

These words or short phrases can also be used as **signposts** to indicate to the reader where you have got to or where you are going, whether you are indicating a contrast, reaching a conclusion, giving an illustration etc., and all this aids the flow of the writing.

## **Grammar and punctuation**

If you do not have the luxury of a computer with a spelling and grammar check, try to be brave and let a friend or colleague read through your work. Remember to be consistent with tenses, reading your work out loud can help to see if it makes sense and flows well.

Remember to use quotation marks if you are quoting an author's exact words, but they are not necessary if you are putting the point in your own words. If you alter anything or leave something out, single this with brackets or dots. Referencing is covered more fully in a separate section.

## **Finally**

You will reach that happy moment when your labours are ready to be printed, handed over, posted etc., and you can feel justifiably pleased with yourself! Remember, there are no hard and fast rules to writing, but gradually you will develop your own style until one day you realise that you can write an essay without having to consciously think about all the points we have covered.



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# References



Below I shall be giving some basic pointers to using the Harvard system, although you may already be familiar with the Numeric system, and either is acceptable. There are two parts to referencing, citing the source or quoting within the text and compiling the references in a bibliography in order that the reader may easily trace the source. Remember that if you do not record the fact that you are quoting from other peoples work, you could be accused of plagiarism, which is taken seriously in academic circles

since it is a form of theft.

## Citations

This is easy, since all you need to do is mention the author:

- The report by James (1984) highlights the fact....
- It has been argued (James, 1984) that the results show...
- ...the results indicate that the reverse may be true (see James,1984).

If you are citing more than one piece of work by the same author in the same year, put letters after the dates:

- James (1984a) and James (1984b).

## Quotation

There are some points to remember when using direct quotations.

1. The actual quotation should be enclosed in quotation marks and page numbers should be included:
  - James (1984,p.73) believed that the 'totally unexpected results' were due to..
1. If you have added your own words to the quotation to make it clearer, enclose them in square brackets [], and indicate any omissions by dotted lines.....

- James (1984,p.73) argued ‘...it is highly possible that [the results] indicate a failure to recognise all the possible variables....’.
1. Occasionally, you may quote a long passage from another piece of work, if so indent the whole passage or quotation and cite the reference at the end of the passage.

## Bibliography (or References)

These are listed in alphabetical order by author, with the author's name in capitals. It is normal to reference multiple authors of three or less, but it is acceptable to use ‘*et al.*’ for four or more. It is usually acceptable to use ‘*et al.*’ within the text itself. The reference should be set out as follows:

1. AUTHOR (Date). *Title*. Edition. Place: Publisher
  - JAMES, F., (1984) *Using Direct and Indirect Suggestions*. 2<sup>nd</sup> ed. London: Oxford Press
  - JAMES, F., WILLIAMS,C., (1985) etc.
  - JAMES, F., et al., (1986) etc.

You may not need to put in the edition if there has only been one, but you may need to put in the volume number (vol.3). If necessary, page numbers (pp.286-288) go at the end.

**Journal** articles are slightly different:

- AUTHOR (Date) Article title. *Journal title*, volume (part), pages.
- JAMES, F., (1989) Direct Suggestions. *The European Journal of Clinical Hypnosis*, Vol.6, pt.2, pp.69-73.

Note that you can leave out the vol., pt., and pp., so the end would read: 6(2), 69-73.

If a month is used it can be abbreviated.

**Secondary sources:** You may not have actually read the original work, but have referred to it from a secondary source. In the text itself you can indicate this by something like:

- ‘Erickson(1960, as cited by James, 1990) argues that...’

In your bibliography or reference list it is sufficient to put a reference to James as this is the work you have read.

## Other points to note:

- Sometimes the material will not have an author as such but an editor(s), here it is acceptable to put ed(s). after the name.
- If the book does not appear to have an author put 'Anon'
- If you cannot find the place or the publisher use:
  - (s.l.) for place unknown (sine loco)
  - (sn.) for name unknown (sine nomine)



Referencing is not really as difficult as it first seems, and when all else fails, look at the literature you have been using in order to remind you of the correct way to cite and reference material. Make life easier and make a note of the references as you work, it will save a lot of time at the end when you struggle to go through your essay to list them and then find the information needed in the literature.

And remember to include them with your work! You will lose marks if you do not include a reference list or bibliography.

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# Revision

Many students go into denial as exam time looms and put off starting revision since this is tantamount to acknowledging the existence of the exam! This is unwise to say the least because it only serves to increase stress levels even more. As with everything else, planning does help and a good place to start is with your **time**.

Look ahead and identify your commitments, your work, your children, holidays. Some things can be moved or left for a while, others cannot. Decide whether the housework can be reduced for a couple of weeks, decide which evenings you can realistically set aside for revision, and decide that you do not really want to take all that work on holiday with you, so get it done first!

Once you have made some sort of timetable for your revision, think about what you are going to revise. Take advice from lecturers, past students, and if possible look at past papers. It is rarely necessary to revise a whole course, plus it would be almost impossible, so you need to be selective. It is often useful to know some parts of a course *really* well, so that you can give an in depth response, other parts may only require a more superficial understanding.

Hopefully you have organised your notes well, so that you can work through them systematically. Probably the most effective way of revising is to create *new condensed notes* as you work through. These concentrated notes could also be transferred to audio cassette so that you are using auditory memory as well as visual. This is particularly useful if you have limited time and spend some time driving.

If you can, try to extract the main points and put these on to a summary sheet. Index cards are also extremely useful for this and are easy to carry around. You may like to use spider diagrams with the main theme in the centre and related points forming a pattern around it. Use highlighters to mark key words or points.

Try answering a past exam question if possible, or plan one out, but remember you will not have the time to write a full essay. And don't forget to re-read your essays, they can provide useful revision notes since you 'pulled' together parts of the course when you wrote them.



Keep in touch with other students, it is reassuring to know you are not alone. Utilise the skills you already have, practise self hypnosis, give yourself suggestions for calmness and confidence, and also for recall and retrieval of material from memory.

## The Exam

On the day itself it is probably best not to do any last minute revision, it will only disturb and interfere with what you have already stored and remembered. I cannot stress enough the need to read the exam questions and instructions *carefully*. You would be surprised how many students start to answer what they *think* they have seen on the paper!

Do not rush to start, take a few minutes to plan what you are going to write, jot down the key points, examples etc., that you are going to include. Remember how to structure an essay, include an introduction, the main answer and a conclusion. You will *not* be expected to write a reference list.

As in an essay, don't just make statements, back up your writing with reasons and explanations. Keep it straightforward, precise, coherent, and legible. Don't wander off the point and include irrelevant material, you will not necessarily get extra marks if you do.

If you have time, read through your work at the end to make any corrections, and check each sheet has your name or number on it.

Finally, when you have finished you will feel quite exhilarated, so don't rush home and check all your notes. You cannot change anything now, so put it out of your mind until your certificate or diploma drops through your letter box!

**Good Luck!**



## References

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