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THE UNIVERSITY OF QUEENSLAND

HOW TO STUDY AT THE UNIVERSITY

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HOW TO STUDY AT THE UNIVERSITY

1. ADJUSTMENT.

On entering a University, you should realise that your University education will be different from that of the secondary school you have just left. There you were pupils with your day filled up for you. You followed lessons, copied notes dictated to you, worked exercises or carried out experiments under fairly constant supervision. You were set homework, and penalties were attached to poor results or failure to present work.

At the University you take an important step towards becoming young men and women, for the University offers you much greater freedom, but at the same time it places more responsibility on you to plan your own lives, particularly your own study programmes.

Your Freshman year is a year of adjustment. Don't take it too lightly; at the same time don't get over worried or unduly anxious. You will find that the University is a much larger and more varied community than you have hitherto experienced. At first, you may feel a little strange or uncertain, for you will come across fresh ideas and new beliefs.

Remember that many of your Fresher friends are experiencing the same newness, the same strangeness, the same challenge to their good sense and judgment. You will need a little time to clarify your objectives and to frame a properly balanced programme for yourself.

Listen and assess, keep an open mind on new matters, avoid making premature generalisations, think before rushing in to argue, and, remember, don't be upset by new problems. Through your work, your contacts in hall or
college, your friendships in lecture or laboratory groups, you will sort things out. Many problems can be taken in your stride.

It is a good idea to have a work friend. The warmth of friendship, of having someone with whom you can discuss study matters, compare notes and revise material, with whom you can share minor problems, is an invaluable stabiliser.

In addition to a chance to qualify for a degree or a diploma, the University offers you opportunities for social and cultural life—there are societies and clubs, discussions and debates, music recitals, film and dramatic performances, sporting facilities, dances and parties, excursions and camps, and so on. Here again you are not directed, but are free to make your own choice.

To be successful you need to make certain choices and to balance this side of University life with the demands of study. This is your responsibility. No one will do it for you.

It is essential for you to plan your lives effectively by striking a balance between the social side and the study side of University life. It doesn't pay to follow the music hall philosophy that if work interferes with pleasure give up work!

2. GET YOUR OBJECTIVES CLEAR.

Study, standards of scholarship, and success in your examination are your most important objectives.

Naturally there are others in University life, such as gleaning general knowledge, sharpening your thinking against that of staff and students in discussion, improving your techniques of learning, and enriching social relationships through contacts with your fellow students and your lecturers. But above all these, the goal of scholarship stands out like a lighthouse in the night.

Make sure that you have a general idea of the course that lies ahead of you in the succeeding years. You will find this in your Faculty Handbook. If you are uncertain of the choice of your course, see the Dean of the Faculty or one of the Student Counsellors.

If, within reasonable limits, you are satisfied with your choice of course, then “give it a go” with all the ability and application you possibly can.
You can change your course. Our records show that 13 per cent of students do change courses, and 60 per cent of these qualify for a degree.

3. MAKE A BALANCED PLAN FOR YOUR UNIVERSITY LIFE.

A University atmosphere almost invites you to waste time, and to confuse “doing a lot” with working hard— that is, confusing going to lectures and moving from place to place with the real, hard grind of studying.

First years are difficult because of adjustments and because of the spread of subjects. It is often easier, in a sense, in later years, when you are studying extensively and at depth in your chosen field.

Remember you have lecture and/or laboratory time, library reading time and study time to arrange in effective proportions. Some students try to do too many things at the University; others turn themselves into anxious bookworms and fail to get value from the social life and the recreation that the University offers. You can’t study as well if you don’t have some sport, or participate in social activities with your fellow students. Such activities keep you fresh and alert. They enable you to make friends.

Make your plans flexible enough to be modified during the week. Try your first plan for three or four weeks. If your plan is not effective scrap it and make another. You should realise that you must spend a reasonable amount of time on study and that social events, meetings of societies and sport should be allotted just that amount of time you can comfortably afford.

You must realise that a University year is a relatively short period—only 30 lecturing weeks.

You must plan your term’s work.

You must realise also that you will need to do some work during vacations.

You are only playing at being a University student if you do not plan your life effectively.

For most students it is a relatively short three, four, or five years, soon gone, but the most vital time in your life. Make the most of it and almost before you realise it you will have come to the end. You will have completed your course and obtained a qualification that will stand you in good stead, anywhere in the world, throughout your entire life. Surely it is worth doing the job properly.
4. MAKE A STUDY PLAN.

Remember that study requires an act of will. People without strength of character or stability neglect their studies, and spend too much time in pleasure. It’s no good saying “Oh, study comes easy to Smith, he doesn’t have to work”. Study doesn’t come easy to anyone—it requires persistence and adherence to a plan. Study is hard work. It’s so easy to procrastinate.

Make a weekly study plan. Some week-ends in the beginning of your course should be free if you work consistently through each term.

Your study plan must be a workable one. There is no need to be despondent if you don’t keep absolutely to your plan. Some students worry themselves sick because they are not keeping up to their plan. “Control your plan, don’t let your plan control you.” Modify it if necessary.

On the other hand, it has been said that students who will not face up to analysing their study habits to discover just how they use their time are afraid to do so because of what they might find out. Nowhere is it easier to pretend, or not to face facts than in studying. Nowhere is it easier to compensate because of imagined or semi-real difficulties. It’s so much easier to make excuses for oneself; it’s so reassuring to one’s self-esteem to live in an “If only . . .” atmosphere. Remember, amongst your fellow students there will be three groups of possible distractors who may cause you to neglect or even to abandon your plan.

(a) The really very able dilettantes who after appearing to do very little work most of the year, can pull the chestnuts out of the fire at the very last moment. Amongst these are the one per cent of extremely able students, who often don’t take notes, but who nevertheless are thinking about the lectures. They are the students who finish up with Second Class Honours when they could quite easily get First.

(b) The drones, the unstable, who don’t really intend to work, or if they do they haven’t enough willpower to get down to the job. Perhaps they have very good reasons for not passing their exams, but there are very few rich aunts these days who continue “to pay Simon an allowance so long as he attends the University” (with acknowledgments to Doctor in the House).
(c) *The poseurs* who say that they “never do a tap of work”, when in point of fact they work like fury—they work flat out each night and every night, but you don’t see them. Don’t be misled by Amiable Annabelle and Bill the Boaster.

**CARRYING OUT YOUR STUDY PLAN.**

(i) Work every night, Monday to Friday, and selected parts of the week-end.

(ii) Work hard while you’re studying. Effective learning depends on good attention and persistence. Say to yourself, ‘Now I’ll go hard at it for one hour, then have a break”. Resist desires to get up or do other things during your concentrated study times. Some people only half work, and hence have only half learnt material. It’s real concentrated effort that counts. Use your willpower. Resist distractions.

(iii) On your study timetable put more difficult subjects at the beginning of the evening. For example, a Med. I student might put Zoology-Botany in his first hour and Chemistry or Physics, with some of which he is familiar, later. An Arts student who has studied English and French might put Economics or Political Science early in his nightly study until he feels that he is understanding some of the basic principles. The length of time on each subject must be suited to individual needs. Some students find one hour is enough, others find they need longer. See that your weekly timetable gives sufficient time to each subject. Don’t skimp the subjects you aren’t good at or which you like less than others. Give a little extra time to these. Swing the changes with the subjects on your timetable. Follow one subject with a contrasting one. Don’t waste too much time on practical books.

(iv) Don’t study if you are really very fatigued. Better to do some in the week-end to make up for it. But also, don’t confuse lassitude with laziness.

**COMMON CAUSES OF FAILURE TO CARRY OUT A STUDY PLAN OR TO STUDY EFFECTIVELY.**

(i) *The first is failure to begin work right at the beginning of the year.* Some students are inclined to keep postponing the commencement of really serious study.
They procrastinate. They fiddle about doing all kinds of odd jobs—rewriting notes, drawing elaborate diagrams, discussing irrelevant matters with friends, etc., but they do not really settle down to working in earnest. They fail to grapple with the difficult job of understanding and committing to memory the harder facts of the course. They do not even go over their notes systematically at set times. As a result gaps in their knowledge increase; there is no continuity and they pile up areas of partly understood knowledge. There is no consolidation. They then get to a point at which they are so far behind that they "give up the ghost". It is only possible to avoid this if one starts working consistently from the beginning of the term.

Failure to work at a constant pace throughout the year results in cramming, which interferes with careful, thoughtful learning. If we fail to get the full meaning of the theory, topic, step, etc., being studied, we only memorise half-understood materials.

Cramming means little real discrimination.

Cramming induces anxiety, which may interfere with learning.

(ii) Some students fail to develop the habit of thinking. They either read notes or books half-heartedly, or they try to memorise things before they have really thought about them and understood them. The only way to prevent this is by following up each lecture or section by some hard thinking.

(iii) Some students fail to understand what is given to them in lectures. If you understand your work in the first place, then half the battle is won. Sort out the facts, unravel the theory, follow the argument, pinpoint the main principles. Put down the main points under headings, build up a sequence, consolidate by diagrams if necessary, and go over the material until you understand it completely. Ask someone else if you don’t understand it. It is quite useless to memorise material that you don’t understand thoroughly. If you do not get into the habit of really thinking about the main topics in your work, you run the risk of being unable to reproduce the material in your examination.
5. LEARNING AT THE UNIVERSITY.

At the University you will learn by listening to lectures, by studying books and journals, by doing assignments, writing essays, or giving papers, by taking part in discussions, and by doing practical work. It is very important that you should know:

(A) How to listen
(B) How to read books
(C) How to take and make notes effectively
(D) How to learn and remember
(E) How to revise

But it should be borne in mind quite strongly that learning is an active process on the part of the learner, and it is what he himself does with the material of the courses that produces understanding and retention.

A. HOW TO LISTEN.

*What does active listening depend on?*

(i) Good attention. You can't listen and learn unless you attend strongly and continuously.

(ii) Following the lecturer's points, and so understanding the argument or the explanation or the presentation of the case.

(iii) Actively going over in your mind the plan of the main points and sub-headings on which the lecture is based.

(iv) Not allowing diversionary trains of thought to intrude or take charge of your mind. You can help yourself to concentrate by adopting an active attitude.

(v) Watching for the lecturer's key words. "Next", "firstly", "fourthly", "on the one hand", "on the other hand".

(vi) Listening is very much aided if you can review in your book what the lecturer will deal with in his next lecture.

B. HOW CAN I READ AND STUDY BOOKS TO BEST ADVANTAGE?

(i) Here is an efficient method for a book which is primarily descriptive; naturally it might have to be modified considerably, for mathematical, scientific or technical textbooks.
Make a rapid survey of the book as a whole before dealing with portions in detail. Look through the index. Read the preface. Next, read the first chapter (which is often an introduction) and then the last chapter (which is often a summary). Next, look through the book rapidly, paying attention to headings and sub-headings in chapters and to graphs and diagrams. When you have done this you will have a much better background against which to appreciate the individual chapters or sections.

HAVE YOU SURVEYED THIS BOOKLET YET?

If not, why not do so now before reading further in detail.

(ii) In reading a chapter or a section, go over it as a whole first, before you make any summary. *Try to understand it thoroughly as you read it the first time.* It is NOT a good plan to read paragraph by paragraph or page by page, making a summary as you go. Read through a fairly large section first, then make your summary. You'll get the right balance between points (important, not so important) and you'll understand the argument and theory better by *concentrating all your attention upon it in the first reading,* and you'll make a better summary at the second reading.

(iii) Make your summary with adequate headings, capital letters, underlining, indentations, similar to the pattern of these notes. I have used Roman and Arabic numerals, capital letters, indentation. We remember by spatial setting as well as by the logical sequence of the material.

(iv) You should be capable of two kinds of reading:
(a) *reading methodically, at depth* when you are seeking to understand rather difficult material; (This intense form of reading is necessarily slower than your usual rate.)

(b) *reading quickly* when you are covering a page, a section, or a chapter to select the main points, or to understand the general idea or theme of the material.

*The first form* of reading is much dependent on strength of purpose and persistence as reinforced by your need to understand the material.
The second form is to some extent influenced by habit. Some students do not read fast enough. Adult reading speeds vary from 250 to 500 words per minute, but naturally the purpose of reading and the difficulty of the material influence speed. If you are a slow reader you might do some timed reading practice each night for a week. See how much material of a straight-forward kind you can read in 3 minutes. Check that you understand by answering two questions on it. Next night do the same thing. Research shows that we can improve reading speed without interfering with the degree of comprehension.

(v) Try to make a diagram to illustrate a difficult theory — it is one way of seeing whether you've understood what you've read and it helps you to remember.

(vi) Make your own personal lists of words or scientific expressions and glossary of terms. You should keep a small notebook with alphabetic divisions; in this enter new words. Make full use of your Concise Oxford Dictionary and Roget's Thesaurus of English Words and Phrases.

(vii) Pick out the author's own key words, headings, subheadings, etc.

(viii) Use coloured pencils to mark important facts, or to indicate points in the margins.

C. WHAT IS THE BEST WAY TO MAKE EFFICIENT NOTES?

Taking down lectures.

(i) Get the most important points, but put them down fully enough, with logical sequence and correctness, so that you can understand them later. Develop a form of shorthand for speed, e.g., / for “the”, & for “and”, w for “with”, X for “that”. It is doubtful whether you should try to copy down verbatim all the lecturer says. Try to understand what he says and put it down in shortened form (except for theoretical proofs, etc.)

(ii) Put topics down under headings, letter and/or numbers. Use a consistent scheme of letters or numbers. A scheme or pattern helps us in remembering.

(iii) Distinguish between the lecturer's analogies or illustrations and the real material of the lecture.
Sometimes list main headings as questions (see above). These challenge you to remember and to understand.

Take advantage of the lecturer's own blackboard notes or summary.

Notes on making notes (THIS IS VERY IMPORTANT).

Making notes is one of the most important parts of studying. The quality of the notes you make will determine in no small measure the kind of summaries you will have for your learning and revision in the final term before examinations.

You may have to work from three or four sources:
(a) your own lecture notes;
(b) duplicated sheets of notes provided by your lecturers;
(c) sections in reference books;
(d) textbooks.

Some students like to learn by underlining and going over their own notes, supplemented by similar treatment of material in duplicated notes and textbooks.

I believe, however, that it is important to make your own composite notes from the 2 or 3 sources above. These notes should be in brief form with the main points in concise outline form with a few sub-headings.

For the examination if you can remember the 6, 7, 8, 9, or 10 points relating to each topic or sub-section of your work then you have the framework for your question.

The essence of good note making is to select the main points, and put these down in order. Commit them to memory. Don't try to learn scores of sentences about each topic.

The guiding principles are:
(A) Understand the topic.
(B) Make headings and sub-headings on it.
(C) Learn the points; repeat them or write them.

Students fail because they cannot or will not do all these three things.

If you have a good collection of these summarised, composite sheets of notes, you will, in the first place, have been over your work thoroughly and, in the second place, you will have the material in brief, logical form from which you can make effective revision at the end.
Time spent in making good concise notes is time saved in your final examination preparation.

But you cannot achieve this if you do not work consistently through the term. *We can give you the material. You must learn it.*

D. **HOW TO LEARN AND REMEMBER.**

**FUNDAMENTAL FACTS ABOUT LEARNING.**

(i) Psychologists have shown by experimental work that it is extremely important to understand a new topic, theory, theorem, section, paragraph or chapter, in fact any unit of learning *firstly as a whole*. You should go through the unit *as a whole* and try to understand the main argument or *principles*. You might have to do this a number of times, but keep reviewing it *as a whole*. Your first aim should be to understand the fundamental facts or ideas—you can build on to these later. The relation of the parts, or details, to the whole, comes in your second or later reading after you have grasped just the principal points.

**EXAMPLES:**

(a) For example, on learning the circulation of the blood, you would concentrate on the direction of the flow and the function of the chambers of the heart, and the purposes of the large veins and arteries—you can fill in details in your re-reading and further learning stage.

(b) Similarly, in understanding the mechanics of heredity, or the law of supply and demand, concentrate on the main principles first. Write down the main points, laws, or principles. You can then add sub-headings, notes and examples in your second or third “reading/learning”.

In the full and effective learning of a problem there must be analysis and understanding. Train yourself to analyse a problem or other material into its basic constituents.

The characteristics of any proof or argument or set of facts are determined not only by their parts, but by their relationship one to the other. The function of any part is likewise determined by the whole of which it is a part.

Therefore:

(a) Understand the whole.

(b) Select the principal points or facts.
(c) Know their separate significance.
(d) Compare, contrast, and relate the parts to the whole.

Remember: active learning, not passive reading, understanding, not mere learning by rote.

(ii) You must have a method of attack on a problem.

You must be able to apply your knowledge and see its full significance. Whereas at school it may have been possible to pass examinations merely by knowing the bookwork, in many subjects at the University (for example, mathematics and physics) it is not possible to do only this. To master such subjects you must know your basic material, but you must also work out problems, more problems, and then more problems. Doing this calls for active learning — this is a primary requirement for successful University study.

Just as the working of problems and examples is important, so too are working in the laboratory and doing written assignments. Here, you should continually strive to apply to the material in hand, the principles you have been learning. Form habits of observing carefully and thinking critically. The creative work you do yourself is meaningful to you, and more easily remembered than something which stems from the experience of a lecturer or the writer of a textbook.

(iii) Learning is reinforced if we

(a) understand proofs, arguments, etc., in words;
(b) understand them in diagrammatic form.

Work out verbally and in diagrammatic form the logical sequence of elements, events, or sections, on which the argument or understanding of the material depends. Where learning of terms is involved as in biology, anatomy, etc., make a separate diagram for yourself. Print in just those terms you wish to remember. When you come to the next section make another diagram and put in the terms you want to learn then. Some book diagrams, illustrations, maps, are cluttered up with too many details to help learning. Use coloured pencils for this aspect of learning.

Examples:—

(a) Refraction of light (diagram + verbal explanation).
(b) Position of pancreas (model, diagram, actual explanation).
(c) Factors leading to the Reformation
(learn this not only in words but by means of a
diagram with scheme or points set out in order).

(d) The Elizabethan Theatre (we may learn more
from a diagram than by merely reading about
it).

In Physics much understanding is enhanced by
models, but models must be simple.
In Psychology, History, etc., you can grasp events
and relationships better if charts and diagrams
are used.

(iv) Make a Trial Recall.

When you have thoroughly understood and learnt a
particular section of your work you should make a trial
recall. Turn over your book or your notes and see if you
can recount the points, ideas, events, arguments, in the
correct sequence. This may be done orally or in writing.
Research shows that learning with trial recall every now
and then is far superior to any other method. You should
go back over the material and fix any points, or consoli­
date any explanations or sequence of points only partially
mastered.

In the trial recall eliminate errors and then make
another trial recall. A lapse is like letting fall a ball of
string which is being wound up—a single slip may undo
more than a number of turns will wind up.

You may say, "But I haven't time to waste in writing
down what I've been learning". Well, you'll be surprised
how much you can jot down in pencil on scribbling paper
in a minute or two. Just set down the half-dozen main
points, write a concise summary of the argument you are
following, or draw a diagram to illustrate the main points.
Many studies have shown that, for the most efficient learn­
ing, you can afford to put in a very large amount of time
on recalling rather than on trying to learn as you read.

Learning with trial recalls is the most powerful learn­
ing method at present known.

It is an active method. The learner while recalling is
reconstructing the thought for himself. He is selecting,
analysing, evaluating, instead of looking in a comparatively
passive manner at the printed evidence of someone else's
thinking.
It is a *time-saving and directive* method. When you make a trial recall, you find out exactly what you don't know and can do something about it. Trial recall also helps you to concentrate better, because you realise that reading is to be followed by a period of testing.

(v) *Space your study periods.*

In the main (but there are exceptions in the case of subjects and students) it is better to devote $1\frac{1}{2}$/2 hours 4 times a week to a certain subject than 3 hours twice a week. Much, however, depends on the degree of pre-learning, on the amount you already know, and on the intrinsic difficulty of the material. Use your own judgment in the matter, but remember the above rule. Remember also that when you start your study it takes some time to warm up, so to speak.

(vi) *Rest pauses.*

It is important to have rest pauses during study — five or 10 minutes after, say, an hour, or $1\frac{1}{2}$ hours. You might listen to a record, go for a short stroll, read the daily paper or something light that will rest the mind. Try to relax during the rest period; the idea is to do something that will refresh the mind.

And remember to stop studying at night 10 or 15 minutes before you go to bed. Relax before you go to sleep.

(vii) *Proper study conditions.*

So far as it is possible you should try to have conditions conducive to study. A few students can study effectively with distracting noises, etc., but most find that they cannot think deeply or concentrate continuously. See that you have really good lighting. Adjust the table to your height. Ventilation, or warmth, according to the temperature, is important. Move if people talk continuously.

(viii) *Concentrating.*

How well you concentrate depends on whether you approach study with an industrious attitude or with one of indolence. At the same time, even the best student experiences natural fluctuations in this ability. Arrange your work so that you face the most difficult tasks first, when concentration is at its height. Do the routine work much later in your study period.
Most students can study best if they have some physical recreation and social relaxation from time to time. You should be able to enjoy them throughout the complete academic year with benefit to your studies. You should not find it necessary to reduce your hours of sleep to such an extent that you are perpetually tired. No one can concentrate well under such conditions. If you feel that poor health is affecting your efficiency as a student, consult the University’s Student Health Officer.

E. HOW TO REVISE.

As far as possible you should keep the pot simmering with a certain amount of revision. Each day try to spend even a few minutes revising something you learned a day or so beforehand. Go over your work after longer periods as well. You can only revise if you have adequate, concise notes, which represent a concentrated composite form from various sources (see section on making notes). You will, of course, revise by reading sections of reference books or supplementary texts. You should get into the habit of saying over the material, and testing yourself on it. This is the hard grind of study that requires willpower.

Some students become disappointed when they spend some hours on a section of their work only to find a day or two later that they remember very little of it. This is a perfectly natural occurrence, however. After any reasonably difficult lecture, there is, even in the first few hours, a loss of much of the detail. Hence it is a good idea to go over your lecture notes as soon as possible, say the same night or the night after, before too much knowledge has slipped away.

The more thoroughly we learn anything the more slowly does the knowledge fade. If after a lecture you intelligently work through the lecture material and compare it with the corresponding portions of your textbooks, the more will you remember for a longer time.

START EARLY. HAVE A TIMETABLE.

The main fault of students is that they leave too much to revise, and start too late. Avoid this by periodic revision, and by systematic work according to a timetable of revision.

For example, you might take the last ten weeks before the examination, and compile a daily timetable of the topics in your subjects for revision. As you complete them
you mark them off, adding to a further list for final revision topics which you feel still need attention.

Some students like to pin selected groups of notes or summaries on boards, or on sheets of hardboard, and then to go over them at odd times. The notes are replaced by different ones from time to time.

It is useful to copy on to a card the main points of a topic difficult to master, and to revise these at odd times in buses or trams.

To sum up the preceding sections there are FIVE GUIDING PRINCIPLES:

1. KNOW YOURSELF. BE YOURSELF.
2. MAKE A PLAN FOR YOUR UNIVERSITY LIFE—KEEP TO IT.
3. MAKE A STUDY PLAN—KEEP TO IT.
4. DO IT NOW.
5. ASSERT YOURSELF—DON'T BE SWAYED BY THE CROWD.

6. ESSAYS.

You will be given advice on the writing of essays from particular Departments, but one point I would stress is that you should give some thought to the topic of the essay as soon as it is given, and not just before the time of actually writing it. Some previous thinking about the possible structure of the essay gives direction to current reading of books or journals and what is heard in lectures, and often produces worthwhile ideas before the systematic writing is commenced.

7. EXAMINATIONS.

In examination questions you are often required to marshal relevant sections of your knowledge, to discard the irrelevant items and from the relevant ones to construct an answer to the question. This process is aided if you learn your work in significant wholes and perceive the interrelations between the various parts.

Remember, trial recall is not only a good way of learning but provides excellent preparation for examinations.

If you have studied seriously throughout the year, you can "taper off" your work somewhat during the last day or so before the examination. Go to your examinations well-rested and physically fit, rather than worn out and confused.
Don’t put your trust in pep pills. From students who have used them one hears many more accounts of their disastrous effects than of their benefits.

Avoid plunging into new and detailed learning immediately prior to the examinations. You may become so obsessed with the new detail you have been learning, that you may find it difficult to recall the remainder of your work.

If you are ill just prior to or during the examination period try if possible to consult the University Student Health Officer. For your own protection lodge an official medical certificate covering any such illnesses.

In the last term it is useful to work over old examination papers. You can adopt either of two procedures:—

(a) See how much you know of a question—simply write down the points; then check up by reading it in your textbook or notes.

(b) Read the topic in your textbook or notes, then write out the main points.

Don’t spend too much time on old questions. It is only a form of revision, but a very valuable one to indicate sources of weakness in your learning. Don’t place too much reliance on the form and content of old examination papers. All examiners are at liberty to change the pattern. The best safeguard is to know all your work.

When in the examination room, don’t rush blindly into answering questions. Make sure you understand what the question means. Sit back and think for a moment. Plan out your answer, mentally or else in very brief note form.

Budget your time in the examination room. Unless you are informed that certain questions carry more weight than others, allow about the same time for each.

FINALLY

You can’t study if you are worried. If you have any problem of a personal kind, financial, domestic, or otherwise, see the Student Counsellors. If you want advice on study methods they will be able to help you.

IT IS UP TO YOU. SUCCESS IN EXAMINATION IS DEPENDENT ON THE AMOUNT AND QUALITY OF THE WORK YOU DO. CONSISTENT WORK THROUGH EACH TERM PAYS THE BEST DIVIDENDS.