



6th Form

**Revision &
Study Skills
2018**

Maximise your success

**A booklet to help enhance your ability to study and improve your
performance in Sixth Form and Post-18 education**

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What study skills are there?

Organisation
Revision Skills
Analytical thinking
Prioritisation
Summarising work

Time Management
Reflective Learning
Reading Skills
Research
Comparing and Contrasting

Memory Skills
Critical thinking
Essay Writing Skills
Active Learning

Becoming an Active Learner

Active vs Passive

An **active learner** is someone who:

- Prepares for lessons
- Asks questions
- Organises information
- Links ideas and information
- Evaluates information
- Drafts and re-drafts work

A **passive learner** is someone who:

- Copies work down, often word for word, and doesn't attempt to understand it
- Doesn't reflect on what they have done
- Doesn't organise information
- Has lost or is losing motivation as a consequence of the above







What to do to improve:

- Summarise paragraphs
- Create spider diagrams/mind maps
- Think of examples and decide the best one
- List questions about a topic
- Teach information to someone else
- List key words/points – create index cards
- Make a poster of the information
- Think about how you would argue against what you are reading
- Write quick essay titles and then write a draft essay or the outline of an essay

Controllable study factors

Write down the factors that stop you from studying or revising.

Write down the factors you CAN control, e.g. watching t.v., as well as factors you find DIFFICULT to control, e.g. looking after a family member.

FACTORS YOU CAN CONTROL	FACTORS DIFFICULT TO CONTROL
	
	
	

What next?

- Identify the top two factors that you CAN control
- You need to manage those aspects that are within your control to prevent them from stopping you from studying – these should be relatively easy as they are within your control.
- Think about each barrier and **what you are going to do about it** e.g. many students find internet communication such as on-line chat rooms can consume a great deal of time. Will you allow your grades to suffer because you spent too much time chatting on-line

Organisation Top Tips

Make sure you have a separate space at home for studying, ideally near a window at the side or behind you.
Make sure the work space is organised and comfortable.

GET KITTED OUT! – suggested equipment and study advice below:

- A4 ring binder for each subject, with dividers
- Smaller file(s) with dividers for weekly notes
- File your notes in the subject ring binder weekly
- Put dates and titles on everything, use subheadings, highlight key words.
- Note where you got information from – what book? Page number?
- Diary/Planner – fill in all dates, deadlines, schedule catch up work time
- Always have your diary with you!
- Every week write a brief plan: write up notes, reading, coursework, homework, revision
- Write regular job/task lists and prioritise – use sub headings
- Get some coloured pens and highlighters!
- Break up larger tasks – set start and end times for tasks
- Avoid interruptions
- Write down and then look up words you don't understand
- Make good use of study periods

Reading

Read a few paragraphs, stop and without looking sum up what you have read – write down key words. Highlight key sections in the text.

Ask questions about the topic before reading – what are you aiming to get out of the section you are reading – then when you are reading try and answer them.

Give yourself a goal of how much you are going to read in one sitting, e.g. two chapters, or 30 minutes.

Psychologically this is better than being filled with dread and just thinking about how many pages the whole book has.

Before reading, do 5 minutes (max) of mind mapping – writing down everything you know about a topic. This will help focus you and increase your concentration, getting you mentally set. It also 'activates' your storage system and makes your brain more susceptible to information.

If you know little about the topic, think about what questions you want answered about that topic before you start reading.

Try sub-vocalisation! This means internally pronouncing words in your head – so imagine you can hear yourself saying it out loud. This will help your memory and your concentration.

Write down and look up words you do not understand.

Making Notes

Top Tips for taking notes:

General

- Think before you write
- Keep notes brief and organised
- Use your own words
- Leave a wide margin and spaces to add notes later

Useful Strategies

- Note key words and main ideas
- Write phrases – not sentences
- Use abbreviations
- Use headings
- Number points
- Make the page memorable – with colour, illustrations, etc.
- Link up information – using arrows, dotted lines, numbers, same colours etc.
- Note sources of information
- Write quotes in a different colour

Unhelpful strategies

- Copying chunks and phrases
- Copying out notes over and over again to make them neater – this is not revising!

Using abbreviations – this saves you time!

- Work out a system you will remember and stick to it
- Introduce just a few at a time and keep a key so you can always refer back to if you forget

Examples of Symbols and abbreviations that can speed up your note taking:

& (+)	and
+	plus
>	greater/more than
<	smaller/less than
=	is the same as/equal to
≠	is not the same as
∴	therefore
∵	because
w/	with

e.g.	example
i.e.	that is, that means
etc.	and the rest
NB	important, notice this
para.	paragraph
info.	information
cd	could
wd	would
Govt.	Government
impt	important
devt	development
C19	19 th century

How can you take even better notes?

- Note-taking is NOT about copying the words somebody else has written on to a page you are writing.
- Note-taking is about reducing the material, so it can be understood and recalled more easily.
- Some students find it very difficult to reduce material to a series of key points e.g. bullet points.
- Bullet points are more easily recalled than entire paragraphs.
- Creating bullet points is an intellectual skill as the KEY POINT has to be identified, which is not always very easy. If the key point cannot be identified then it is unlikely the paragraph will be recalled, as it hasn't been clearly understood.

Top Tips for identifying bullet points using **Goldilocks and the Three Bears** as an example!

1. Understand the **BIG PICTURE** about the story / explanation / theory.

A girl called Goldilocks enters the house of a family of three bears without permission.

2. **Underline** or **highlight** the key points as you read – leave out detail, capture the key points only.

For example, Goldilocks enters the house, tests out three chairs for size, tastes three bowls of porridge, tries out three beds for comfort, falls asleep. The details about porridge being too hot and chairs breaking is extra detail which you would remember from the key point.

3. Follow a **logical order** to aid your understanding.

Place the following in order of sequence that they appear in the story by writing a number next to each point in the order it comes. So, to get you started, place a '1' next to 'Goldilocks enters the house'.

- | | |
|--|--------------------------|
| Goldilocks runs out of the house | <input type="checkbox"/> |
| Goldilocks falls asleep on a bed | <input type="checkbox"/> |
| Goldilocks is woken up by the three bears - daddy, mummy and baby bear | <input type="checkbox"/> |
| Goldilocks tests out three chairs for size | <input type="checkbox"/> |
| Goldilocks tastes three bowls of porridge | <input type="checkbox"/> |
| Goldilocks enters the house | <input type="checkbox"/> |
| Goldilocks tries out three beds for comfort | <input type="checkbox"/> |

4. **Avoid highlighting too much** – the idea is not to create a page of notes in luminous yellow so it can be read in the dark! Avoid underlining/highlighting words that **simply connect ideas** e.g. and, of, which, as, that, if, of, off, then, what. None of these words is crucial to understanding a key point.

Try drawing a line through all the words in the following sentence that add no value to the key point.

Goldilocks entered the house cautiously, calling out, "Is anybody there?" and then she stepped inside the hallway looking around the house with wide open eyes.

Task 1: TEST YOUR NOTE TAKING ABILITY

1. Read the following account of a true situation that occurred in California in the 1970s.
2. As you read, underline or highlight the key points.
3. Write out the big picture in the space provided as soon as you finish reading the passage.
4. Write out the bullet points that identify the key aspects of the story. Remember the four points about making better notes - Understand the big picture, Highlight key points, Be logical, Be selective.

In April 1998 news broke of a 73 year old Austrian father, Josef Fritzl, who, when police arrested him, confessed to having imprisoned his daughter in a cellar for 24 years and fathered her seven children. The case has been described as one of the worst in Austria's criminal history. This is not the only case of its kind. A Californian girl was locked away by her father from the age of two until she was thirteen years old. The girl's father claimed he thought the girl had brain damage and this was the reason he locked her away. The mother was nearly blind and was restricted to moving around in a wheelchair. The girl stayed in the room with the curtains closed and the door shut. Her food was given to her in the room and she had access to an infant's potty throughout her entire time in the room. For some reason, her father barked at her instead of talking to her and beat her if she even made a noise. In 1970, the mother 'escaped' and called the police who rescued the girl. Psychologists at a nearby university looked after her while studying her progress. They called the girl Genie, as she appeared to emerge into the world, as in the story Aladdin. Genie was described initially as, "unsocialised, primitive, hardly human." She underwent several tests and it was concluded she was not suffering from brain damage. Eventually she learned to dress like other children, but she was silent most of the time and her language never progressed beyond that of a three year old. Some people argue that there is a critical period when children must learn speech and if a child misses this time slot, it is very difficult to develop 'normal' speech. If children are neglected, as Genie certainly was, during this critical period, they might never learn all the patterns of behaviour usually expected of children and adults.

The BIG picture is....

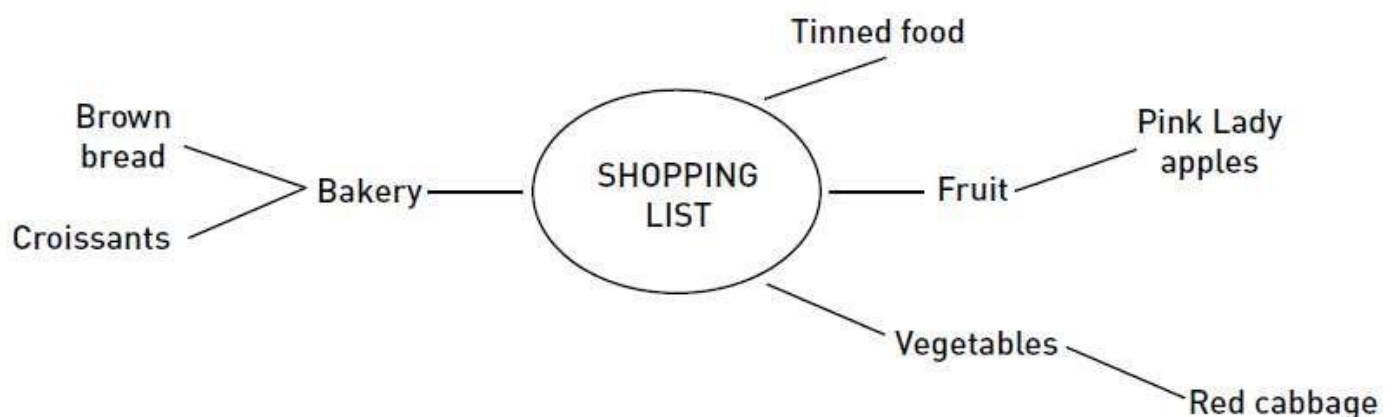
The bullet key points in order are:

Learning about creating spider diagrams from bullet points

How to use bullet points to design a spider diagram that adds more detail to each of your key points? Below is a shopping list. The spider diagram has been started for you using the key TYPES of food as MAIN bullet points such as dairy, bakery, fruit, vegetables, canned food. For each type of food add EXAMPLES or MINOR points. EXAMPLES for bakery would be bread. MINOR point for fruit would be APPLES followed by an EXAMPLE such as Granny Smiths.

TASK: Complete the spider diagram of the below list:

Brown bread	Apples
Carrots	Fruit and vegetables
Croissants	White rolls
Bakery	White cabbage
Cheese	Red cabbage
Milk	Granny Smith apples
Dairy	Pink Lady apples
Tinned food	
Butter	



REVISION STRATEGIES:

ENVIRONMENT

WHAT SORT OF ENVIRONMENT DO YOU CREATE WHEN YOU REVISE?

Do you:	Yes	No
Tidy your desk in a way it has never been tidied before?		
Place highlighter pens neatly side by side in order of the colours of the rainbow or involve yourself in a similar distracting task?		
Go on-line to research colours of the rainbow to check if pens are in the correct order or go on-line for other useless bits of information?		
Put revision off until later when you might feel more motivated?		
Ponder which has more caffeine in it – tea or coffee?		
Spend too long choosing music to play during revision?		
Go on MSN Messenger / Facebook and similar to keep informed about what everyone else is up to?		
Settle down to revision and then decide the key to revision is a snack?		
Check your mobile is on?		
Respond to a newly arrived text message...rude not to reply...		

What other things distract you?

1

2

3

Many students create a leisure environment for revision (distracting choice of music, phones, TV., internet) when they should be creating a learning environment (comfortable seating position, no distractions)

CREATING A REVISION ENVIRONMENT - RATE YOUR ENVIRONMENT

1 "I revise somewhere with minimum distractions"

Strongly agree
4

Agree
3

Disagree
2

Strongly disagree
1

2 "I actively avoid distractions - mobile phone, friends, television, radio, computer games, MSN Messenger, Face Book"

Yes - score 2 marks

No - deduct 1 mark for each distraction

3 "I avoid listening to distracting music when I revise"

Strongly agree
4

Agree
3

Disagree
2

Strongly disagree
1

It is possible to do two tasks at once as long as one of the main tasks is repetitive, simple and requires little attention e.g. talk and make a cup of tea. But it is very difficult to do a complex task effectively, e.g. revise and perform another task that demands attention, e.g. listening to lyrics. Psychologists call this 'divided attention'. Revision is a solo activity - don't divide your attention or you will not be giving it your full attention. Some music that makes your environment more enjoyable, and therefore revision less of a chore, can be useful but it has to be music that does not demand your attention.

4 "I sit in an upright and comfortable position that is good for my back"

Strongly agree
4

Agree
3

Disagree
2

Strongly disagree
1

Remember, over the years you will be spending a long time revising so don't end up with a sore back in later life. Sit upright in a chair as much as you can

5 "I do not spend too long revising in any one session"

Strongly agree
4

Agree
3

Disagree
2

Strongly disagree
1

It is difficult to concentrate for very long periods of time. Everybody has a different concentration span. However, some people claim that concentration lasts no longer than 20 minutes bursts. No marks awarded or deducted.

6 "I actually revise when I sit at my desk"

Strongly agree
4

Agree
3

Disagree
2

Strongly disagree
1

It is no good staring at pages if you are not in the mood. If you get to the point where you are taking nothing in then try leaving revision for a while. Sometimes, of course, you have to force yourself to get on with the job.

7 "I set myself achievable targets"Strongly agree
4Agree
3Disagree
2Strongly disagree
1

Set yourself achievable targets by identifying small chunks of information to revise, rather than whole topics. Set yourself at least three small targets for a one hour revision session - you'll feel more successful.

8 "I test myself as part of revision"Strongly agree
4Agree
3Disagree
2Strongly disagree
1

Reading notes is helpful but actively testing yourself is necessary - don't wait until the examination to find out if you remember the information. Try writing down the key points then test if you remember them. Check how many you recalled correctly. Write down the points you forgot. Test yourself again until you recall all the key points. You will feel less nervous in the exam if you know that you recalled the points successfully when revising.

9 "I apply the knowledge to examination-style questions as part of my revision"Strongly agree
4Agree
3Disagree
2Strongly disagree
1

Recalling information successfully is one thing but applying it to questions is another. Try tackling past questions. Many of these can be downloaded from the examination board web sites. Tackle the hardest questions because if these or similar turn up in the examination, you will have prepared for them.

10 "I give myself all the right resources for revision"Strongly agree
4Agree
3Disagree
2Strongly disagree
1

Try to drink plenty of water instead of stimulants such as tea and coffee. Eat healthily and avoid junk food that gives you energy quickly - eat foods that release energy slowly such as rice and pasta. Try to keep up with exercise, it makes you feel better, relieves stress and helps you sleep.

Your revision score**40** **Excellent score!** Well done.**39-39** **Very good score.** Minor areas to think about.**34-34** **Good score.** Read the advice and examine the few areas at which you could be even better.**29-29** **Reasonable score.** You need to be even better on a range of areas so identify what exactly you intend to do to get even better.**24 & below** **Concern.** Good job that you know your score so you can work hard at quite a few areas so you end up better at revision.

Moving forward – revision environment

Three things I intend to do in future to make my revision environment more effective are:

1

2

3

REVISION: PREPARATION

Step 1 PREPARE THE RAW MATERIAL

You cannot revise without having all the raw material in place first so...read below and tick what you have done for each subject and cross what you are still to do:

- **FIND THE SPECIFICATIONS/SYLLABUS** Make sure you have a copy of the specification for each of your subjects so you know what you need to cover for the examination.
- **EXAMINERS' REPORTS AND MARK SCHEMES** Gather examiners' reports and some examples of mark schemes for different types of question.
- **ORGANISE YOUR FILES** Place your notes into sections that relate to the specification – then you know that you have covered all the key areas
- **FIND MISSING WORK** Check somebody else's file to see if you are missing work – choose that person wisely!
- **GATHER REVISION GUIDES AND OTHER TEXT BOOKS** Make sure they are for your syllabus. Ask your teacher what they recommend.
- **DON'T WASTE TOO MUCH TIME GATHERING TOO MANY RESOURCES!** You could spend forever searching the internet etc. Find what is relevant and suggested and get revising!
- **PREPARE YOUR WORKING AREA** Make sure it is tidy, comfortable and well lit.

REVISION: STREAMLINE

Tips for streamlining – try the following as many students find these useful:

- **READ AND MAKE NOTES** Make notes from any hand outs or resources that you have been given if you haven't already done so.
- **WRITE KEY POINTS** Reduce your lengthy notes to bullet points, making specific note of key words and phrases. Use the 'CHUG' method to emphasise these:

Coloured pens

Highlighters

Underlining

Gaps (leave larger spaces between points)

- **PREPARE REVISION CARDS** Use card or folded A4 paper to force you to reduce notes to a set of bullet points – make sure you include the key points
- **DIAGRAMS** that force you to organise material – you will probably remember a diagram more than a full page of notes
- **HAVE YOU GOT ANY OTHER METHODS THAT WORK?**

REVISION: HOW TO REMEMBER

Once you have reduced your notes to a set of revision points then it is time to commit them to memory.

Psychologists have explored memory and suggest that in the examination you will only recall information from long term memory (LTM). Revision the night before is still part of LTM!

Short term memory (STM) only lasts for about 1-30 seconds - enough to remember a phone number from the operator while you dial. So do not rely on STM!

LONG TERM MEMORY

THE GOOD NEWS

Not much information is lost from long term memory, once it has gone in!

THE BAD NEWS

The problem is not whether the information is there (availability) but rather how the information that is in LTM can be located (accessibility). The following strategies help you get the information INTO long term memory and locate it afterwards.

8 CORE PRINCIPLES TO REMEMBERING

Imagination and association help you to remember things. If you link a piece of information that is already known to you it is easier to remember.

1. SENSES – Visualise, hear, taste, smell, sense things
2. EXAGGERATION – think large, absurd images
3. MOVEMENT – Make images move
4. COLOUR – Brings memories alive! Visual senses are heightened
5. NUMBERS – List things using numbers – this adds order
6. SYMBOLS – Help prompt memory, for example a logo automatically makes you think of something. Use mnemonics, e.g. .
7. ORDER + PATTERNS – Group and sequence information, sort by colour, size, weight, age, etc.
8. LAUGHTER – make things funny, rude etc. Anything to help you remember!

Grouping Information

Being able to group information is a skill and information that is well grouped and has a pattern to it is more memorable.

Group the words below into at least three categories. Then try to re-group all of the words into a different set of categories.

India

Holiday

Dog

Turkey

Busy

Sea

White

Ice

Sandy

Yellow

Sun

Pet

Greenland

Elephant

Tarantula

Spain

Cold

Cat

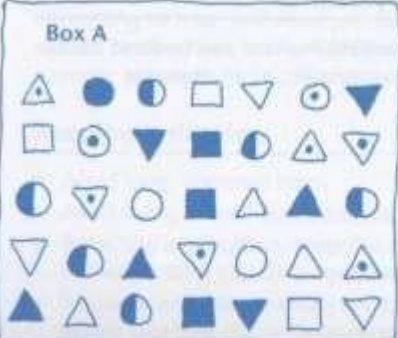
Organising information: grouping things together

First try this ...

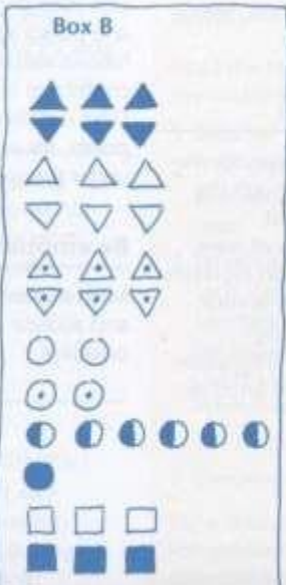
For each box, work out:

- How many circles are there?
- How many triangles?
- How many types of triangle?

Box A



Box B



Comment

You probably found it quicker and easier to find the answers for Box B. If so, why was this the case?

Why group information?

Grouping ideas and points has several advantages.

- You will be able to find things more easily.
- You will find it easier to draw up your writing plan and follow it.
- Your thinking will be clearer.
- Your readers will be able to follow your argument more easily.
- You will get in a mess if you don't.

See pages 127 and 183.

Strategies to get information into Long Term Memory

Rehearsal – Re-reading your notes is a very basic way to improve recall, but be very careful, because if this is the only method that is used you will struggle to retain the information. This is really a starting point.

Playback – You could record yourself reading through key notes, so that you can listen to them at various times throughout the day.

Understand your notes – Information that you understand tends to be recalled easily – this is known as semantic processing. Write key definitions next to words and summarise key processes/theories etc.

Check your understanding - Ask your teachers if you are unsure about certain areas. This will keep you engaged in lessons, help your concentration and therefore make your brain more susceptible to understanding and remembering.

Use Diagrams – Visually represented information is a powerful tool. If you can draw a diagram to summarise a point, process, theory, then you clearly understand the information. Mind maps are one of the best ways. See student study skills booklet for further information about these. Even the use of tables to show advantages vs disadvantages etc. can be very useful

Reduce your notes – It is difficult to revise from large volumes of writing, therefore convert lots of paragraphs into succinct points and key facts. The process of doing this is part of getting the information into your long term memory – to summarise your notes shows that you have an understanding and in turn this will help recall at a later date.

Organise your notes – Keeping notes in order aids understanding. It is hard to revise a topic if it is incomplete. You may wish to bring notes from the previous lesson to the next lesson so you can use the same piece of paper to continue. If you miss a lesson – catch up with the notes. Make sure you put all notes into sections (relating to the syllabus). Then use lots of subheadings and dividers. Date your work!

What other methods of learning information do you use that have not been listed?

Choose THREE methods of learning information you intend to try using in future.

1

2

3

Strategies for retrieving information from Long Term Memory

The trick is to develop retrieval cues – triggers that jog your memory for specific pieces of information. You can do this by using some of the following methods:

Method of Loci – ‘Loci’ means places: Place key points you need to remember in an imaginary room (or place) and then try to remember the layout of the room. E.g To remember a shopping list – a picture of a carrot on a wall peas scattered on the floor, glass of milk on a table. The more obscure the better!

Associations – Associate facts/ideas etc. with an odd or bizarre image to help trigger the correct recall. Again, make these bizarre.

Mnemonics – Think of the first letter of a series of key points then make a word from them to help you remember all the points. E.g. SMART for Specific, measurable, achievable, realistic, time framed for target setting.

Organisation – Sorting notes into categories can help provide retrieval cues – triggers that jog your memory. Mark schemes often reward a range of issues rather than lots of points from a similar point of view so thinking of different categories is useful. Organising notes into categories will help you recall the range of points.

Make your own Flash Cards – Place a key theory/explanation/period in history on one side of the card and on the other write down the key points. Carry the card with you and test yourself.

Use friends to test you – Small revision groups can make revision more varied and less of a lonely exercise.

What other methods of recalling information do you use that have not been listed?

Finally, choose THREE methods of recalling information you intend to try using in future

1

2

3

REVISION: HOW TO TEST YOURSELF

The best students test themselves along the way so they know that they can recall the information – this tends to reduce nerves on the day of the exam as the students feels confident they know the information compared to someone that has no evidence that they can recall the information.

To test yourself throughout your revision process consider the following strategies:

Look, cover, write, check – Write out a number of key points from a page, cover the page and then write out the points again – then check whether you have remembered all of the points. Those points you forget, write down and then try the process again. If you cannot recall the information now, you will not be able to in an exam. Keep using this process along the way!

Recall a diagram – If you have a chart or diagram, draw a blank version and try to complete it without looking at your notes. Use the method above until you get it right.

Ask yourself simple exam style questions – Look up some past paper questions or create your own, using the correct terminology. E.g. Describe and explain... You should also write your own mini mark scheme.

Ask yourself the toughest of question – Find some challenging past paper questions, using your notes and the mark scheme, write a model answer. Then try and answer the question again without the model. See how you got on and keep trying. This can give you confidence before the big day!

PQRST Method –

Preview – get an overview (the big picture) by reading the outline at the beginning of the chapter. There may even be a summary section. Get an idea of the main topics.

Question yourself – Make questions from each of the topics/subheadings etc. So for example one section might be ‘The Big Bang Theory’. You would turn

this into – Describe and explain the Big Bang Theory. So you should have a short list of questions that you want to find the answers to.

Read the chapter – look for the answers to the questions you have made e.g. search for the explanation of the Big Bang Theory.

Self-recitation – Try to remember the key/main points of each section – either say them out loud or write them down.

Test yourself – After you have finished the entire chapter – how many of the main ideas can you remember? Can you remember the answers to your questions?

Timed answers – You must test yourself under timed conditions! Make it as realistic as possible to the exam.

What other methods of testing yourself do you use that have not been listed?

Choose THREE methods of testing yourself you intend to try using in future.

1

2

3

Exams – how to prepare?

- Complete past paper questions under exam conditions
- Go over mark schemes and re-do questions you get incorrect
- Reduce amount of notes – you could fit information for each topic on an index card each
- Handwrite answers and notes as this will improve your writing speed and relieve pressure during the exam

Start revision early – every time you re-visit something you will make connections with other topics/knowledge. Revising over time will massively improve your recall, rather than trying to cram it all in at the end.

Key words used in questions and titles

<u>Account for</u>	Give reasons for; explain why something happens.
<u>Analyse</u>	Examine in very close detail; identify important points and chief features.
<u>Comment on</u>	Identify and write about the main issues, giving your reactions based upon what you have read, avoid purely personal opinion.
<u>Compare</u>	Show how two or more things are similar. Indicate relevance or consequences of similarities.
<u>Contrast</u>	Set two or more items or arguments in opposition so as to draw out differences. Indicate whether the differences are significant. If appropriate, give reasons why one argument may be preferable.
<u>Critically evaluate</u>	Weigh arguments for and against something, assessing the strength of the evidence on both sides. Use criteria to guide your assessment of which opinions, theories, models or items are preferable.
<u>Define</u>	Give the exact meaning of. Where relevant, show that you understand why the definition may be problematic.
<u>Describe</u>	Give the main characteristics of features of something, or outline the main events.
<u>Discuss</u>	Write about the most important aspects of (probably including criticism); give arguments for and against; consider the implications of.
<u>Distinguish</u>	Bring out the differences between two (possibly confusable) items.
<u>Evaluate</u>	Assess the worth, importance or usefulness of something, using evidence. There will probably be causes to make cases both for and against.
<u>Examine</u>	Put subject 'under the microscope' looking at it in detail. If appropriate, also 'critically evaluate' it.
<u>Explain</u>	Make clear why something happens, or why something is the way it is.
<u>Illustrate</u>	Make something clear and explicit, giving examples or evidence.
<u>Interpret</u>	Give the meaning and relevance of data or other material presented.
<u>Justify</u>	Give evidence which supports an argument or idea; show why decisions or conclusions were made, considering objections that others might make.
<u>Narrate</u>	Concentrate on saying what happened, telling it as a story.
<u>Outline</u>	Give only the main points, showing the main structure.
<u>Relate</u>	Show similarities and connections between two or more things.
<u>State</u>	Give the main features, written very clearly.
<u>Summarise</u>	Draw out the main points and key features.
<u>To what extent</u>	Consider how far something is true, or contributes to a final outcome. Consider also ways in which the proposition is not true.

What other key words does your subject exam papers use?