

# **How to make great study notes**

# Stage 1

- Be organised
- Have your text book/ revision guide, exercise book and maybe the internet

# Stage 2

- Decide which topic you want to study and for how long

# Stage 3

- Read 2 pages at a time
- Decide on sub headings; you may write these on a post it note and jot down the key words for each
- Read one sub heading again
- Then write down, in bullet points/ flow diagram what the information says. Use colours. Use diagrams. Do not copy word for word.
- You may need to use the internet or your book if do not understand a word or need example questions

Watch this video....

# Poor notes

## The Conservatives and Social Reform.

Salisbury doubted whether anything useful could be achieved by the state in social improvement. He thought that it was because of man's failings that they were poor rather than a treatable condition. Therefore he did not wish his government to be involved. He preferred to stress sound administration of the existing order.

The enlargement of the franchise had not produced anarchy. Tho there was still socialism. He still felt compassion for the poor and wished to ease their burdens. Housing. Cautious measures might bring some credit to the government's reputation. More effective reformer was Ritchie at the Local Government Board. Not popular man but quiet and workmanlike way he sponsored measures in whatever department he was placed. He was responsible for the Local Govt Act of 1888.

# Slightly better notes

From. D. Watts, Tories, Cons & Unionists (1942.6) page 128 →

Conservatives 1895 → Social Reform

p128

Salisbury did not believe in govt action.  
He thought faults were from indiv. not soc.  
Did think might lead to better reputation for govt.  
But generally laissez-faire.

1895 → 1902 Gave boroughs more power - e.g. of Salis.  
Wanting better admin in order to help poor.

1891 Educ<sup>n</sup> Act = free elementary education  
Also Allotments Act to allow councils to set up allotments.  
Less from 1895 onwards. Did try another Educ<sup>n</sup> Act but defeated.

p130

1897 Workers Compensation Act - allowed workers to sue if injured at work.  
Most work of Chamberlain who had left Liberals.

# The chunking process

Use **HEADINGS** and **TITLES** for different sections.

Use **TABLES** to summarise **LARGE AMOUNTS** of **DATA**.

Use **BULLET POINTS** to summarise and **CLARIFY IMPORTANT POINTS**.

Combine quick **ILLUSTRATIONS** with **TEXT** to create **VISUAL ASSOCIATIONS**.



# Better notes: colour, sub topics, pictures

## SOCIAL COGNITION

Social cognition is thinking about people and places/situations. Social cognition depends on information.

Some people have minimal information. FORMING IMPRESSIONS OF STRANGERS  
 Willis & Todorov (2006) had some participants take as long as they needed to form an impression of a face while others had as little as a tenth of a second. The hurried judgments correlated very well with those of the other participants.

## FACIAL FEATURES

Research has shown that people equate more masculine faces with dominance and more baby-like faces with trustworthiness.

Zebrowitz showed that adults with babylike features: large eyes, round forehead, tended to be viewed as having the characteristics of the young (naive, submissive), whether these are accurate is unclear; having people respond to you as though you are naive could produce a naive personality.

There is often a distortion in second hand accounts in order to entertain, especially with the media. Through the world of the media, 80% of crime is violent but in the real world, only 20% of crime is violent. This is a huge distortion of the facts. News coverage of crime also does not correlate with the fluctuations in actual crime rate.

## SECOND HAND

Gerber et al (1990) reported that the world is presented as much more violent on films and on television. Exposure to media and the can make people believe that there is a higher chance of victimisation. There is a positive correlation between watching TV and fear of victimisation. Studies even suggested that there might be an intervening demographic factor. Research has found that TV viewing and fear of victimisation is reduced in low crime areas but remains high in high crime areas. People who live in dangerous areas and do not watch TV are better

*If it bleeds, it leads*

We have differential attention to positive and negative info. We are more receptive to negative information. Some negative events constitute a threat to our survival so it makes sense to pay attention to them but positive events, such as making can also have effects on survival but they are not as urgent.

## MEDIA DISTORTION

\* Causality con-provide meaning and sense. Causal events are recalled better than non-causal.

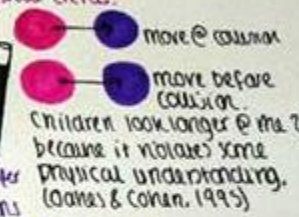
## DAVID HUME

the cement of the universe  
 "the current of the universe"

Causal connections unite discrete elements into coherent wholes. Consistent with this children rely heavily on the understanding of causal mechanisms to infer why events occur.

NATIVISTS argue that children possess an innate causal module or theory. EMPIRICISTS argue that causal understanding arises from event observation.

At 6m, children can perceive causal connections among some physical events.



Questions used to understand causality. Causal reasoning begins first during the preschool period. When 4yo sees a potential cause create an effect inconsistently, they infer that there must be another variable. Influences reactions to MAGIC tricks. Most 3-4yos do not see the point. By 5 they become fascinated because there seems to be no causal mechanism.

## CAUSALITY

Concluding?

## TOOL USE

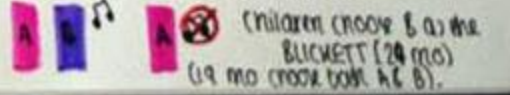


Presented with a toy that is beyond their reach, there are 6 tools which vary in length and in the head @ the end. Children need to understand the causal relations that would make one tool better than others. 2 year olds succeeded significantly more often than the 1 year olds. Older toddlers tended to not reach with their hands or ask for help, used the right tool and generated beyond the reach setting.

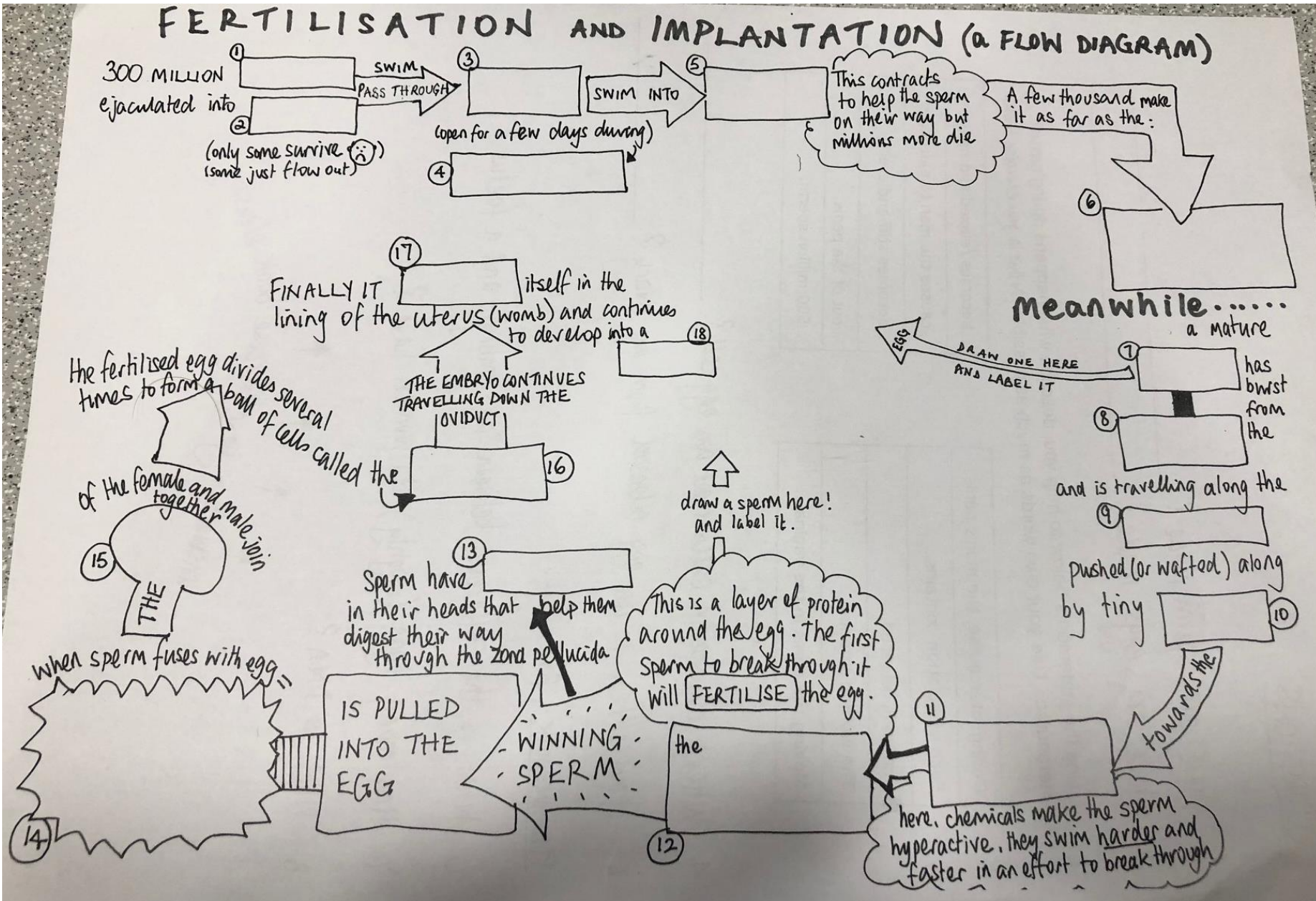
## MEMORY/IMITATION

Understanding of causality also affects memory & imitation. 9-11 month olds can reproduce causally connected events but cannot reliably imitate unrelated actions until 10-22 months.

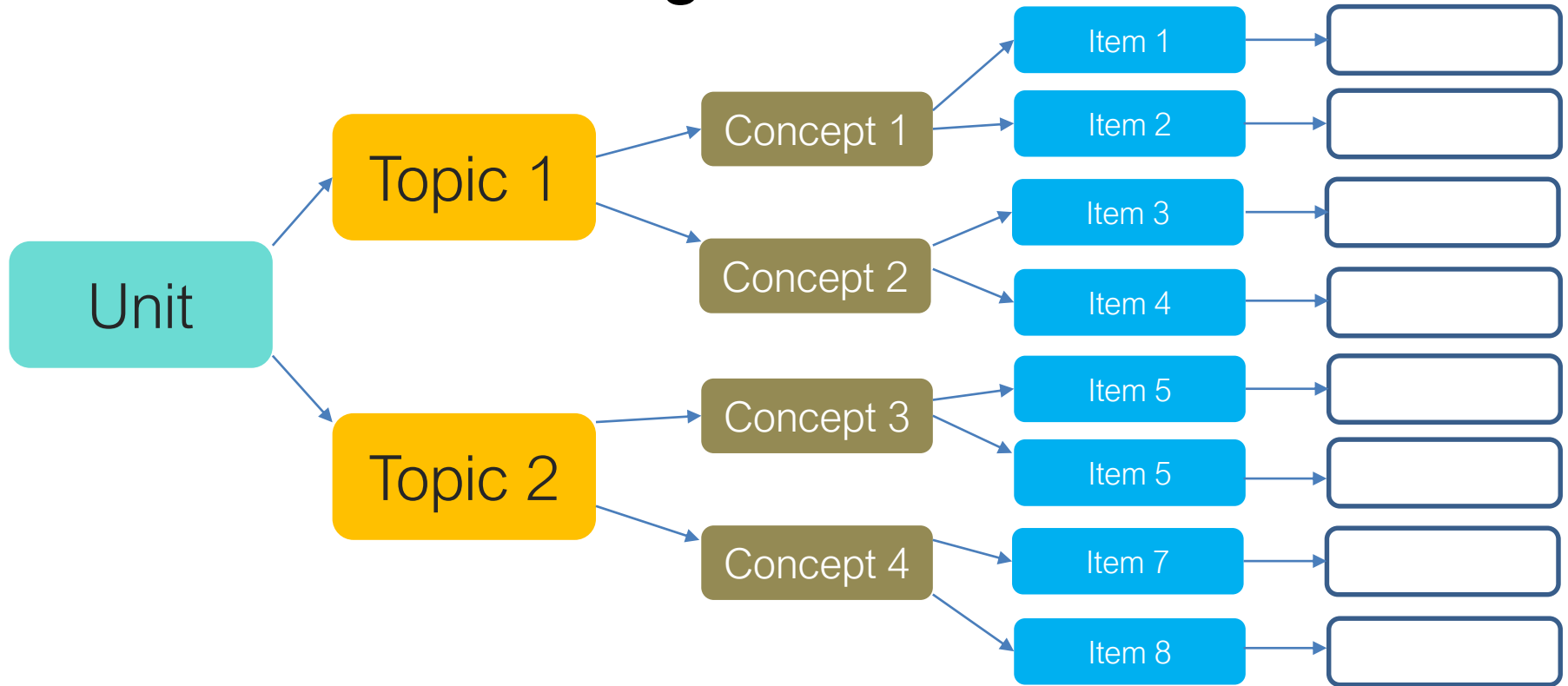
By 2 children can infer the causal impact of one variable based on indirectly relevant information. Bickett detector plays music in the presence of a bucket.



# Think hard! You could write your notes as a flow diagram!



# Think hard: chunking notes



Chapter theme / topic

Main idea 1

Main idea 2

Main idea 3

Main idea 4

Specific detail A

Specific detail B

Specific detail C

Specific detail D

Specific detail E

Specific detail F

Specific detail G

Specific detail H

Specific detail I

Specific detail J

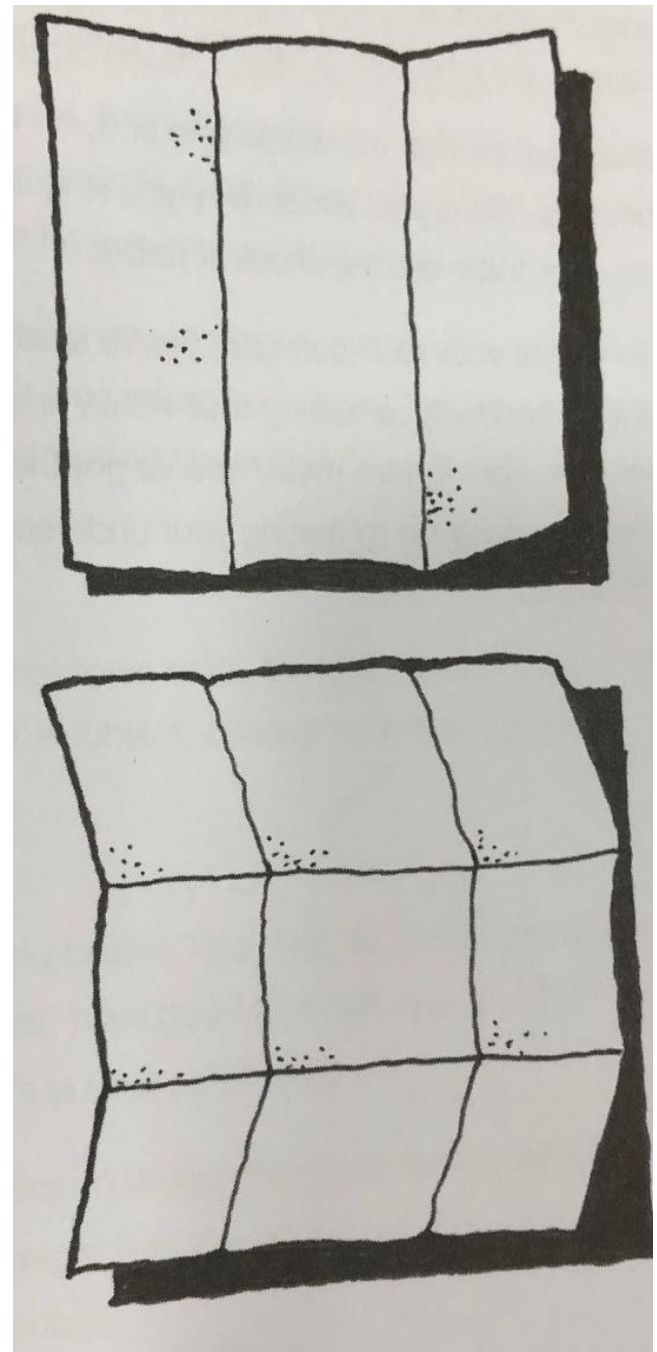
Specific detail K

Specific detail L

# Think hard! Consolidate notes?

- Orient an A4 piece of paper landscape
- Fold into vertical thirds
- Fold into horizontal thirds
- You should have 9 boxes
  
- Take your notes from 1 topics; you now have to summarise those notes onto these 9 boxes. You cannot just write really small!

The 9 box grid  
approach to making  
study notes!



# Or use this jotter to help too!

## PIXL MY REVISION JOTTER

Subject:

Unit:

Topic:

*What do I need to know?*

### Keywords & concepts

Notes / mindmap / brainstorm / question attempt / working out:

The big picture: sample exam questions

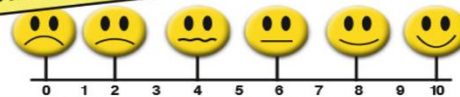
Key words in the question

How will I remember this?

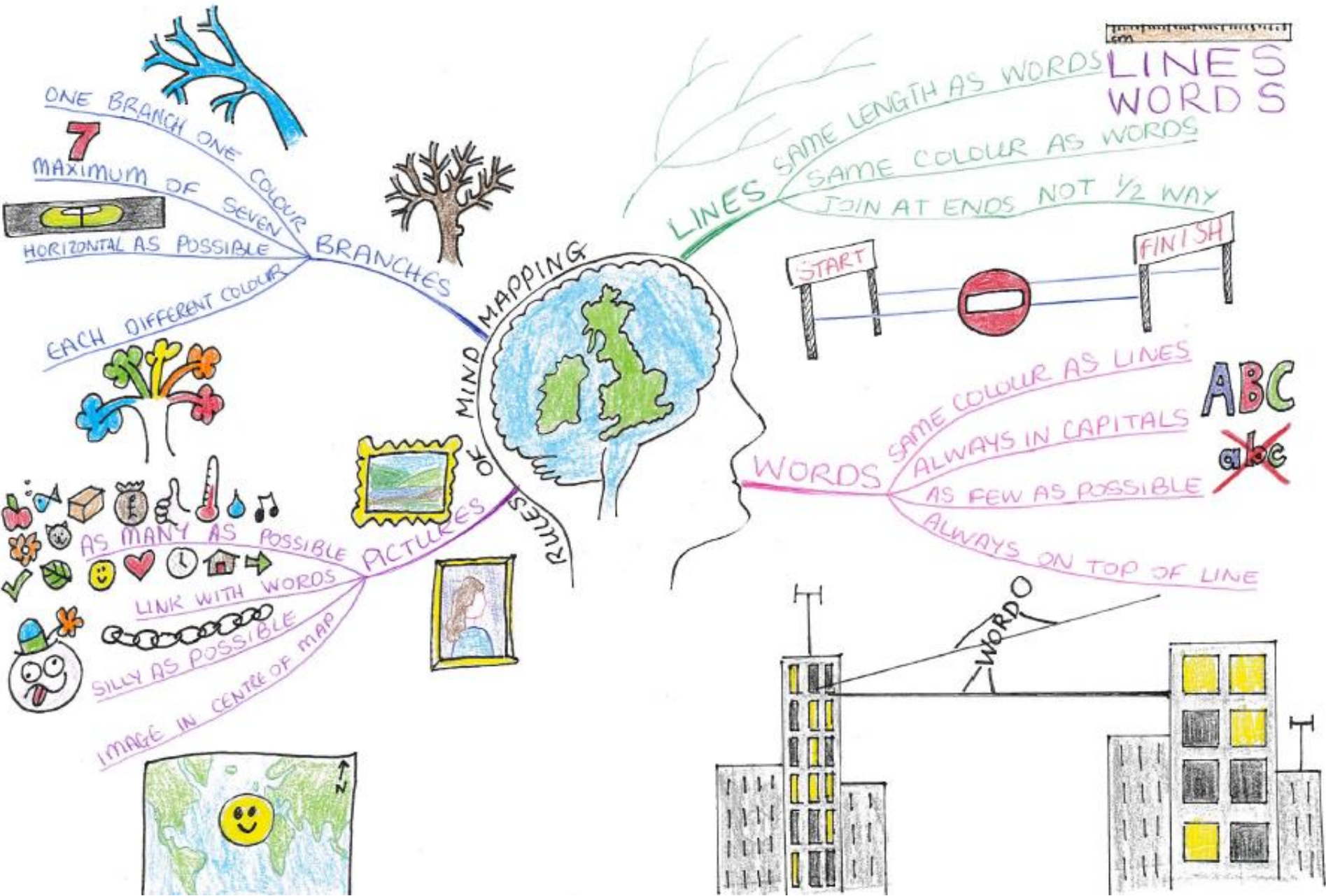
I MUST  
NOT FORGET

WHAT NEXT?

My confidence rating



# Transform your notes into a mind map





1) **Prioritise:** Underline the three most important sentences here. Rank 1-3, briefly explain number 1. Cross out the least important sentence.

2) **Reduce:** Reduce the key information into 12 words.

3) **Transform:** Transform this information into four pictures or images (no words allowed).

4) **Categorise:** Sort this information into three categories. Highlight and think of a suitable title for each category.

5) **Extend:** Write down three questions you'd like to ask an expert in this subject.

Think  
hard!  
Take a  
sub topic  
and do  
this

# Think hard! Reduce and prioritise

R  
E  
D  
U  
C  
E

Information



Reduce to 6 points

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

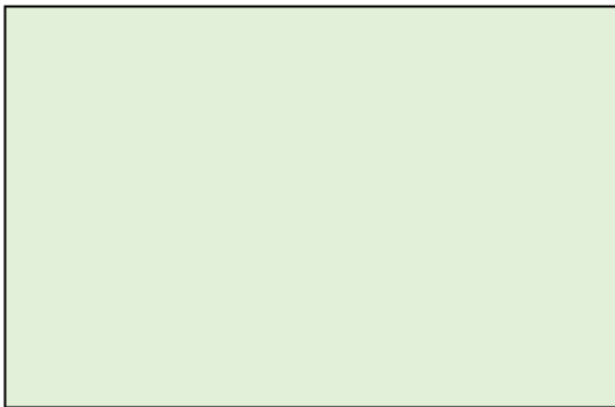


Reduce to 3 key points

- A.
- B.
- C.

P  
R  
I  
O  
R  
I  
T  
I  
S  
E

Information



Prioritise (most important)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



**WHY?**

# Think hard! Notes and transform

NOTES:

