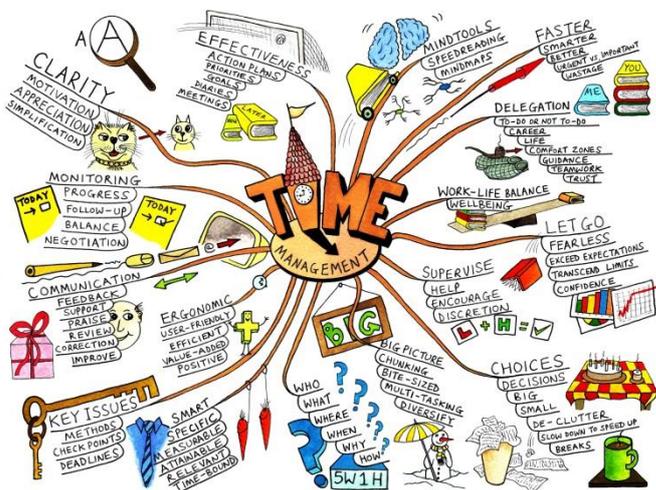
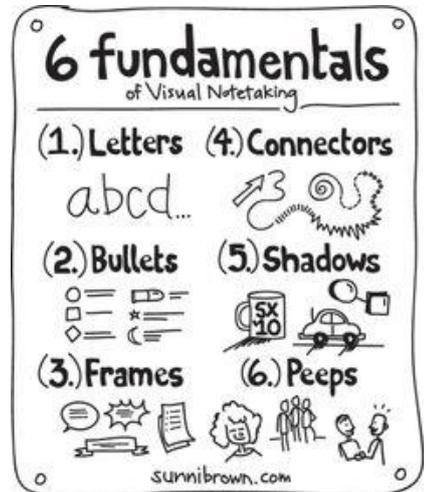




## 10 Note-taking tips to help Sixth Form students

To help with your Post 16 studies at Arnold Hill we have put together a list of 10 note-taking tips to help you make the transition from GCSE to A Level as efficiently as possible:

1. Use note-taking templates to help organise information and maintain consistency (see the Cornell Template on the back of this sheet to help you)
2. Make constant decisions about the information to write. Doing this makes sure your brain is trained into efficiency. Don't write a sentence if a phrase will suffice. Don't jot down a phrase if a key word is enough!
3. You are not writing notes to try to learn things on the spot. They are for you to learn or utilise later. Do whatever it takes – diagrams, doodles or colour coding to help you make sense of the topic later
4. Create a 'grading' system that allows you to record where a teacher has placed particular emphasis on a point. According to them, which are the most vital points? How important do they say they are? How many times do they mention the same item? Are certain points detailed in the lesson and re-iterated at the end?
5. It is recommended that only the following things are worth recording in precise detail: specific facts, formulas and definitions. Everything else should involve you trying to record the points but in your own words wherever possible.
6. Make good use of colours and highlighters. They can help you decide what to return to such as how separate points group together



thematically, even if they don't chronologically or vice versa

7. Don't feel under pressure to stick to the same format. Linear notes (basic, written notes) suit some people but maybe you need an A3 sketch pad with coloured pens so that you can group things in bubbles as you go along. Maybe you want to experience with building mind maps as a note-taking device.
8. Anxiety is one of the chief culprits for rendering notes from lessons or reading useless. Don't worry if you miss a point. Almost everything from a lesson or books has come from other sources that you can track back if you need to!
9. Your notes are not meant to be definitive. Talk about your notes with a fellow course student. Did he or she jot down anything different? Why? Sit together and fill in as many "Blanks" as you can, as soon as the lesson is over.
10. Notes are a working document. They need to be clear enough at the time for you to come back to and add things as the course progresses. You may need to find you have to cross-reference different sets of notes that relate to one another.



## Have a Go!

### Cornell Note-taking Template

Try this out next time you are reading or attending a lesson. You divide an A4 page into four sessions and follow the prompts:

1. Record the unit, lesson title, Teacher and Date	
3. After the lesson go through your notes – extract key concepts and questions and write them here	2. Make notes during the lesson  After writing down the key concepts/questions in the columns to the left (number 3), cover up this column (2) with a sheet of paper  Now try to recall the detail of your notes, using the words in the visible column to the left as cues – vocalise this detail in your own words
4. Summarise the content of this page of your notes in three or four sections here	