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### Improving The Way You Learn


**Enhanced Learning Educational Services**  
*"the study skills specialists"*

Presenter: *Dr Prue Salter*

**Purpose of tonight:**  
 To assess the effectiveness of the way you study and look at some new approaches you could try (and complete a check-up on the organisational and time management skills from the previous evening).



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### How are you tracking?

- Year 7 is about settling into high school.
- Year 8 and 9 are the consolidation years, when you get organised, learn how to study properly and get systems and structures in place: ALL of these things are part of the process of 'studying'.
- Year 10 the focus is on preparing for senior studies.

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### Part 1: Review of Key Principles from the first evening (videos) + some new techniques for time management & organistaion.



Part 2: Improving the way you learn and study

4

## Organising your learning space and resources

5

**What is good or bad about your space at home?**



**Is your space set up 'ergonomically' - i.e. in a way that supports your body and reduces back, neck, eye strain?**

**DO YOU HAVE A SUPPORTIVE AND ADJUSTABLE CHAIR?** CONSIDER AN EXTERNAL KEYBOARD FOR LAPTOPS so you can put the screen up higher?

**Lounge/dining room or bedroom?** Work in whatever space you are most productive.

**Want to work on your bed?** OK as long as:
 

- You don't lie down the same way you lie when you sleep
- You are not getting any body pain or eye strain.

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### Managing the Paper

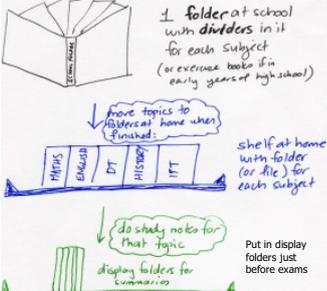
- Where possible, paste sheets etc in immediately.
- Have a folder/file to keep pages in at school that day and when you get home sort them out straight away.
- Have folders/files at home for the sheets, tests, assignments that won't fit in your book or that you are finished with.



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**IN EACH SUBJECT FOLDER:**

- Copy of syllabus.
- Study notes for that subject
- Stuff from your classes that will be worth looking at again
- Things you can use to practise from
- Things you should not need to look at again



1 folder at school with dividers in it for each subject (or exercise books if in early years of high school)

Have topics to folders at home when finished

shelf at home with folder (or file) for each subject

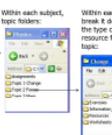
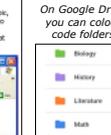
do study notes for that topic

display folders for summaries

Put in display folders just before exams

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**Do you manage your computer filing well?  
Are you saving in the cloud eg One Drive / Google Drive?**

Folder for each subject:  Within each subject, topic folders:  Within each topic, break it down to the type of resource for that topic: 

Then think carefully about file names and make sure they are descriptive:  
 maths.doc  
 worksheet.doc  
 calculus stuff.doc  
 calculus homework.doc  
 calculus\_ana\_curves.doc  
 calculus\_ana\_curves\_010010.doc

Back-up in cloud like Google Docs, Dropbox, OneDrive or back up at least once a week on USB/hard drive.

On Google Drive you can colour code folders

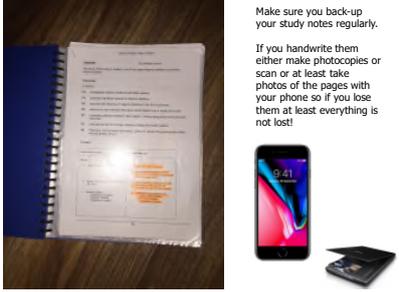
- Biology
- History
- Literature
- Maths
- Spanish

Colour code books, folders and texts to match.

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Make sure you back-up your study notes regularly.

If you handwrite them either make photocopies or scan or at least take photos of the pages with your phone so if you lose them at least everything is not lost!



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**Having scheduled times for schoolwork (and including some independent learning)**

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**'Independent Learning' in High School**

In High School there are two types of work:

COMPULSORY WORK	INDEPENDENT LEARNING
These are the things that your teacher specifically tells you to do:	These are the additional things you do, if you have no other schoolwork to do that might improve your understanding of your subjects. For example:
<ul style="list-style-type: none"> <li>Homework</li> <li>Assignments</li> <li>Preparing for tests</li> </ul> <p>Note: If you have a huge amount of homework for a subject and it will take more than 20 minutes to just that subject, compare 20 minutes of work then leave your parents write a note in your diary to your teacher telling them you did 20 minutes on that subject. Your teacher needs to know if the work they</p>	<ul style="list-style-type: none"> <li>Reading</li> <li>Researching what you have been learning at school that week</li> <li>Extra practice on questions you find hard</li> <li>Researching on an issue you are interested in learning more about</li> <li>Making a mind map about what you have been learning</li> <li>Making study notes on a topic</li> <li>Improving your handwriting skills</li> <li>Practising ahead of your homework</li> </ul>

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**INDEPENDENT LEARNING CYCLE**

Exploring a topic in greater depth or breadth  
 Looking at a topic from a different perspective or angle

What did I find INTERESTING and I want to learn more about?

What FEEDBACK have I been given lately and what can I do in response?

What SKILL SET do I need to work on improving?

What could I do IN ADVANCE for work coming up that will make my life easier later?

What work have I found DIFFICULT lately and I should spend some time working on?

CHALLENGE YOURSELF

• Daily review of work covered  
 • Extra time on things you find hard now rather than waiting till exam time to try and fix it  
 • Using other resources: textbooks, study guides

• Feedback in class, or on a task or in general?  
 • Do I need to change my approach?  
 • Should I re-do a particular piece of work?  
 • Should I now do extra work on an area?  
 • What additional help do I need to ask for?

• For example:  
 - Time Management Skills  
 - Presentation skills  
 - Making study notes  
 - Touch typing

• What could you do in advance for an upcoming research task?  
 • What could you do in advance for an upcoming test or exam? - Especially STUDY NOTES

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**Manage your time on a daily basis**

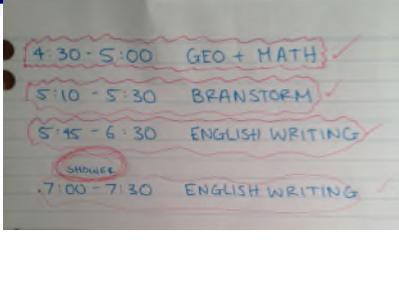
Monday

- Science hlw 10:00-10:30
- Ex 5FA 2-7 Maths 1. 1:30-5:30
- English assignment do Part 1 tonight!
- Study for French test Wed. 3. 7-7:30

Tuesday

- Study for French test 1. 1:30-5:30
- Ex 5GB 4 1-5 for Maths 2. 5:30-6:00
- English assignment Part 1 3. 7:00-7:30
- Class up! (with notes) 4:30-5:00
- Check time before night time!

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4:30 - 5:00 GEO + MATH

5:10 - 5:30 BRANSTORM

5:45 - 6:30 ENGLISH WRITING

SHOWER

7:00 - 7:30 ENGLISH WRITING

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Eg:

- 4.00-4.30 relax
- 4.30-5.00 school work (0.5hr)
- 5.00-6.30 free time
- 6.30-7.00 school work (0.5hr)
- 7.00-8.00 dinner and TV
- 8.00-8.30 school work (0.5 hr)
- 8.30 on - free time!

My Evening Routine



■ 1.5 hour school / 4 hours free time  
 ■ KEY: is not WASTING time!

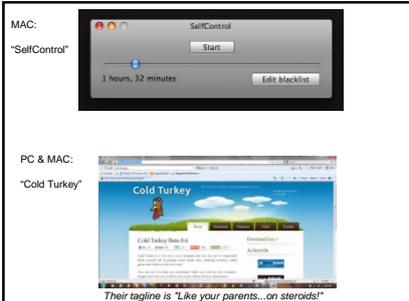
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## Managing Technology

- Keep schoolwork times and personal times separate.
- No phones in bedroom overnight.
- Ideally, phone off or another room when working - use blocking tools on laptop – parental controls and self managed tools.

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If not, there are lots of options....

- Family Zone
- Set up Apple Screen Time which enables parents to set a bedtime and limits for various ap
- McAfee Safe Family
- Wireless routers Eg Kids blocker, Koala Safe, Circle
- Our Pact App, mobile phones management
- Google Family Link App
- Vodaphone Kids, Optus Pause
- inchargebox – lock away devices and charge at the same time

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## MUSIC

- While organizing?
- While doing homework?
- While studying?



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## MUSIC

**EASY WORK:** whatever you want to listen to, doesn't matter so much.

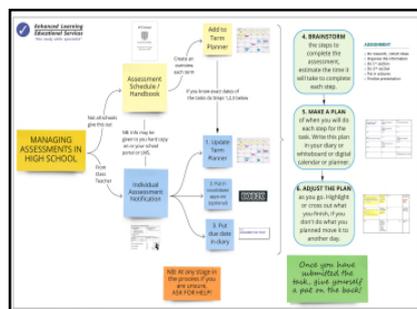
**ANYTHING THAT REQUIRES EFFORT, CONCENTRATION, THINKING, REMEMBERING:**

Either **NO** music or **Classical music softly** in background to enhance learning: Mozart, Baroque

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**Managing your workload and planning for your assessments.**

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Term 1	W1	Tu	W3	Th	Fr
1	W1	Tu	W3	Th	Fr
2	W1	Tu	W3	Th	Fr
3	W1	Tu	W3	Th	Fr
4	W1	Tu	W3	Th	Fr
5	W1	Tu	W3	Th	Fr
6	W1	Tu	W3	Th	Fr
7	W1	Tu	W3	Th	Fr
8	W1	Tu	W3	Th	Fr

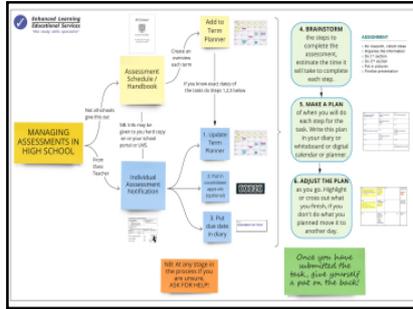
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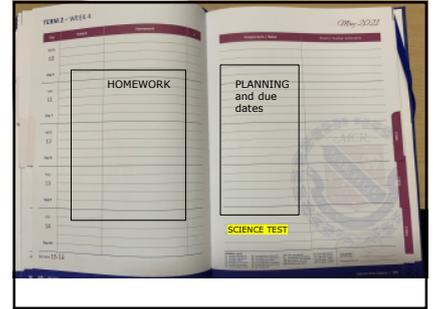
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Then when you get the details about the task (assessment notification):

- Brainstorm the steps to be done and write into your homework diary/planner when you plan to DO the work for the test or assignment, not just when it is DUE!

*But what's the difference ??????*

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Sat 1 Do research, collect materials assignment	Sat 8 Finish first section of assign Do revision sheets	Sat 15 Put in pictures assignment
Sun 2 Finish Maths chapter	Sun 9 Start second section of assignment	Sun 16
Mon 3 Make study notes	Mon 10 Do more practise questions and review formulas	Mon 17
Tue 4 Start first section of assignment	Tue 11 MATHS TEST TODAY	Tue 18 Finalise presentation assignment
Wed 5 Do chapter reviews	Wed 12 Finish second section of assignment	Wed 19
Thurs 6 Work on difficult sections	Thurs 13	Thurs 20
Fri 7 Review formulas and rules	Fri 14	Fri 21 ASSIGNMENT DUE TODAY

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Mon	-Work on first section of Hist. assign. -Do paragraph for English science	Thurs	-Do draft for English story
Tue	-Review French vocab -Do outline for English story	Fri	Finish first section of Hist. assign.
Wed	-Review formulas for next weeks Maths test -Study Science	Sat	Finish Eng. story
		Sun	SCIENCE TEST TODAY

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Mon	-Science questions Chapter 3 -Do paragraph for English -Do Geography sheet due Wed -Ex 2.3 Maths	Thurs	-Work on first section of Hist. assign. -Do chapter review science	-Do draft for English story
Tue		Fri	-Review French vocab -Do outline for English story	Finish first section of Hist. assign.
Wed		Sat	-Review formulas for next weeks Maths test -Study Science	Finish Eng. story
		Sun		SCIENCE TEST TODAY

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**HIGHLIGHT THE LEARNING TASKS YOU COMPLETE EACH DAY**

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Mon	-Science questions Chapter 3 -Do paragraph for English -Do Geography sheet due Wed -Ex 2.3 Maths	Thurs	-Work on first section of Hist. assign. -Do chapter review science	-Do draft for English story
Tue		Fri	-Review French vocab -Do outline for English story	Finish first section of Hist. assign.
Wed		Sat	-Review formulas for next weeks Maths test -Study Science	Finish Eng. story
		Sun		SCIENCE TEST TODAY

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**AT THE END OF THE WEEK CROSS OUT THE LEARNING TASKS YOU DIDN'T FINISH AND RESCHEDULE TO NEXT WEEK**

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AT THE END OF THE WEEK, CROSS OUT ANY WORK NOT HIGHLIGHTED AND WRITE IT IN AS TASKS FOR NEXT WEEK

<b>Mon</b> - Science questions Chapter 3 - Do paragraph for English - Do Geography sheet due Wed - Ex 2.3 Maths	- Work on first section of Hist. assign. - <b>do chapter review science</b>	<b>Thurs</b> - Exercises Latin - Finish Maths exercise - Write poem report english	- Do draft for English story <b>SCIENCE TEST TODAY</b>
<b>Tues</b> - Do Geography sheet due Wed - Maths Ex 2.4 - History questions 1-10 - Finish chapter 3 English novel	- Review French vocab - Do outline for English story	<b>Fri</b> - History notes - Maths Exercise 2.1 - French exercise - Design sketch	Finish first section of Hist. assign.
<b>Wed</b> - Finish Maths homework - Do Science lab results - Write up Geog report	- Review formulae for next weeks Maths test - Study Science - Review French vocab	<b>Sat</b>	<b>Sun</b> Finish English story

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**Google Calendars**



*If you use these it is also a good idea to print it out and put it on your wall so you can see what is coming up.*

**Outlook Calendars**



**23** Big Day Countdown The Special Day

*You may also like to use countdown apps. Having multiple reminders is a good thing!*

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**Planning week by week.**

- On Sunday night, list all of your assessments and when they are due (it is a good idea to already have these listed in order of due date on a whiteboard).
- Estimate how much time you still need to spend on each assessment.
- Decide your priorities for the week, what do you think it is most important to get done this week? What do you want to do on each task?
- Schedule the planned work into your diary as homework tasks for the week or incorporate into your planning each afternoon.

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TASK	DATE DUE
Science Test	3 <sup>rd</sup> May
Maths Assign	7 <sup>th</sup> May
History Project	11 <sup>th</sup> May
English Report	15 <sup>th</sup> May
French Test	18 <sup>th</sup> May

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**THIS WEEK:**

Science Test	3/5	Finish notes, do end chp test
Maths Assign	7/5	Make flashcards for formulas
History Project	11/5	Do at least an hr of research
English Report	16/5	Brainstorm ideas for 1 <sup>st</sup> draft
French Test	18/5	None

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**THIS WEEK:**

Science Test	3/5	Finish notes, do end chp test	MON
Maths Assign	7/5	Make flashcards for formulas	TUES
History Project	11/5	Do at least an hr of research	WED
English Report	16/5	Brainstorm ideas for 1 <sup>st</sup> draft	THURS
French Test	18/5	None	

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**THIS WEEK:**

Science Test	3/5	Finish notes, do end chp test	MON
Maths Assign	7/5	Make flashcards for formulas	TUES
History Project	11/5	Do at least an hr of research	WED
English Report	16/5	Brainstorm ideas for 1 <sup>st</sup> draft	THURS
French Test	18/5	Practice speaking skills	FRI
Geog Assess	22/5	Do section 1	TUES

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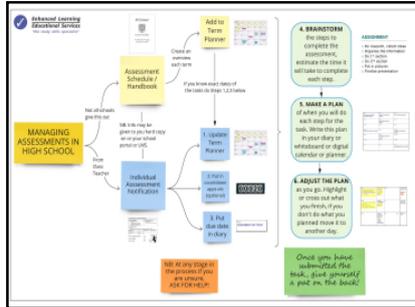
**THIS WEEK:**

Science Test	3/5	Finish notes, do end chp test	MON
Maths Assign	7/5	Make flashcards for formulas	TUES
History Project	11/5	Do at least an hr of research	WED
English Report	16/5	Brainstorm ideas for 1 <sup>st</sup> draft	THURS
French Test	18/5	Practice speaking skills	FRI
Geog Assess	22/5	Do section 1	TUES

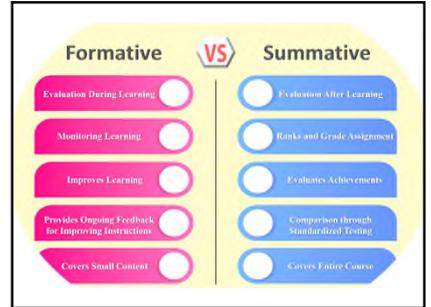
At the end of the week, reassess and decide what you should work on over the weekend.



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**Preparing for Tests**  
Both formative and summative tasks  
4 Simple Steps  
(Page 3)



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**STEP 1 : Fact Finding**

- What **topics** are being tested?
- How **long** is the test?
- What **format** is the test?
- What are my **strengths and weaknesses**?
- How do I **learn best**?



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**Step 2: Get Organised**

- Chase up **anything missing**
- Organise your notes**
- Prepare summaries**



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**Step 3 : Manage Time**

- What **needs to be done** to get ready for each test?
- When** are you going to do it?



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Example:

M	T	W	T	F	S	S
English	Science	Geog.	DT	Maths	Science	Geog.
Maths	History	French	English		History	French
						DT

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**Step 4 : Now Study!**

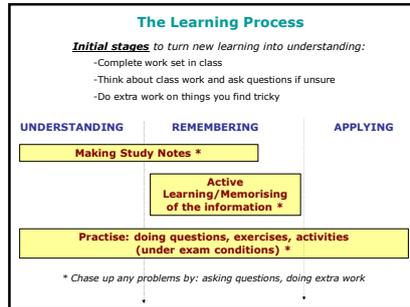
- Study = LEARN + PRACTISE



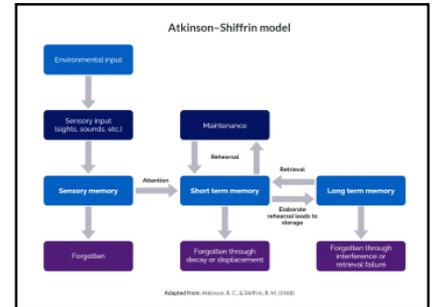
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*The more organised the information is, the easier it will be to learn and remember it!*

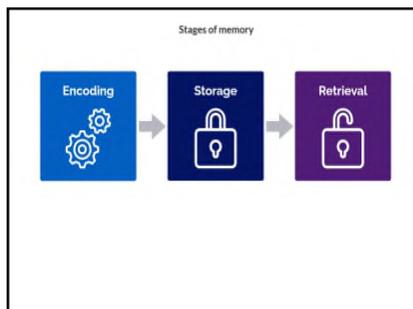
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### STUDYING = PLAYING SPORTS

????????????????????????????

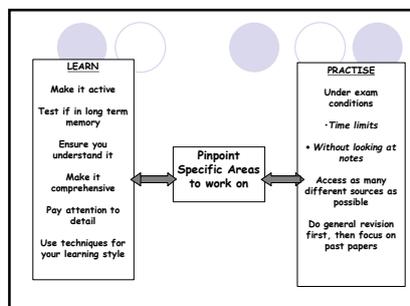
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- you learn how to do it or what it is all about
- you then practise the skills needed for that subject
- the more you practise the better you get
- you need to do it on a regular basis
- some have natural ability, some have to work harder
- anyone can do it if they put the effort in
- it is never too late to start!

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- ### 3 Steps to Studying:
1. Make study notes (do this as early as possible).
  2. Learn the notes (don't just read them, test yourself on them).
  3. Do lots of practice questions.
- 

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### 1. Flash Cards

On one side of an index card write the key word and the other side definitions or formulas.

Helpful with vocab for languages, definitions, history dates, Maths formulas, characters in novels

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### Flash cards

FRONT	BACK
CELL	A unit of structure and function of an organism.
ARTERY	A large muscular vessel that carries blood away from the heart.

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### What's your favourite flashcard app?

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Mnemosyne

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### 2. Mnemonics: Egyptian Gods

- Anubis
- Horus
- Khepri
- Hathor
- Sakhmet
- Ihy
- Seth
- Sobek

**AHKSISS**  
**HAS KISS H**  
**HAS SKIS H**  
**SS HH SAKI**

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### 3. LOCATING INFORMATION

- When you want to locate information in your brain, **moving your eyes** to particular locations can actually stimulate memory.

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### Some questions to try:

- What is your first memory of school?
- What was your best friends name when you were 5 years old?
- What can you recall about something you studied in Year 3?
- What is your happiest memory?

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### Get parents to test you or help you understand

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### Working Together....

- Your parents can test you – write a list of questions as you are studying.
- They can also suggest new ways for you to study and learn!
- Try the TOP 10 study techniques challenge with a friend!

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*Making and using study notes is one of the best ways to **start** your study for a test or exam*

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- What are study notes?
- Why do we do them?
- How are do these differ from other revision?
- When should you do notes?
- What are some different styles of note-making?
- What do you use as the source material for the summaries?
- How can you make study notes easier to learn?
- Should you make a 'summary of your summary'?
- Should you handwrite or type your notes?

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- ### WHY MAKE STUDY NOTES??
- Helps student **review** on a regular basis
  - Helps students determine if their **understanding** is complete
  - Gives them a great **time advantage** at exams

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- ### When should you make study notes?
- As you go
- OR
- Each time a topic is completed ie before the test or when you don't have much homework.

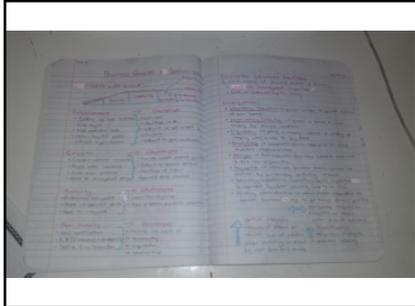
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## Making Study Notes (Page 4)

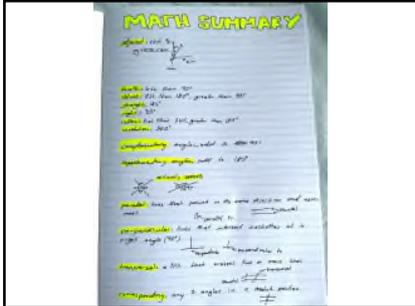
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- ### Maths & Languages
- Have a summary book for each.
  - Add to these daily.
  - (Sometimes you may have a 'theory' book for Maths – that is your summary book!)
- 

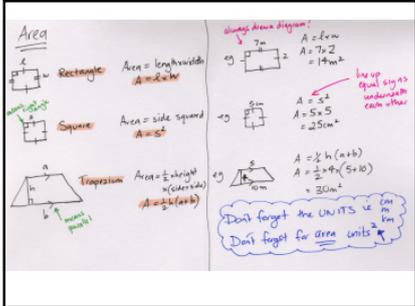
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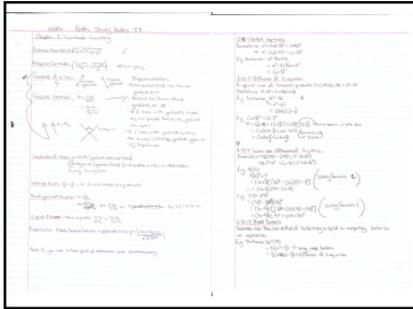
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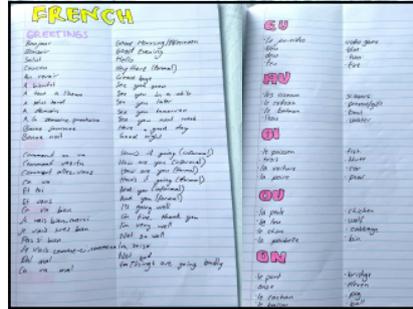
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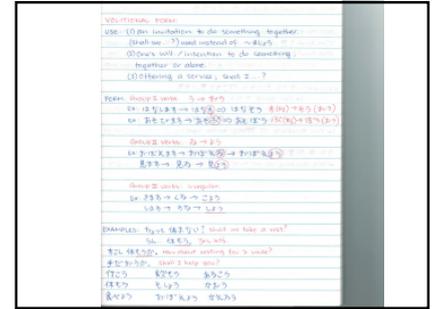
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### Maths & Languages

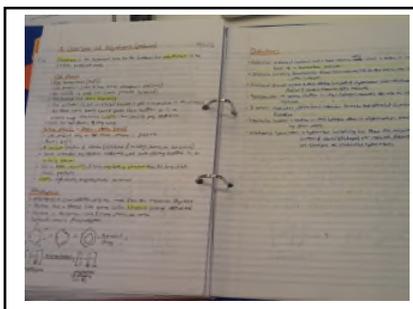
- Have a summary book for each.
- Add to these daily.
- (Sometimes you may have a 'theory' book for Maths – that is your summary book!)

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**For other subjects:**

- Usually you do study notes for that subject if there is a test coming up and the information is across lots of places, or you need to condense the information to make it easier to learn.
- However if you don't have homework, you can make mind maps for these subjects or get a head start on your point form study notes.
- Write the notes on paper (not in a book) so you can improve and condense them.

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### Pushes and pulls 6

**GETTING STARTED**

Work in a small group to solve one or more of the following problems.

You are having a competition with your brother to see whose Lego car can make the bottom of the driveway in the shortest time. How could you design your car to beat his?

Imagine a large asteroid has been detected on a collision course with Earth. What could be done to prevent the collision?

You want to find out which type of adhesive tape is best for sticking things to the bench. How would you measure this?

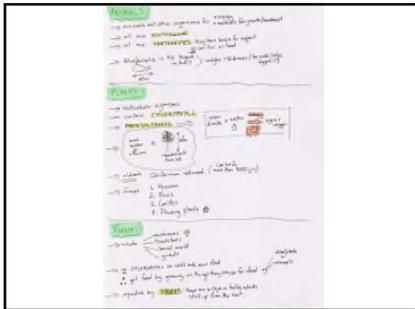
We will write the steps down afterwards.

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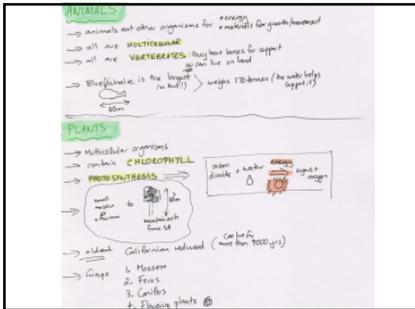
**Write down on Page 4:**

1. Look through all material.
2. Make a list of the headings and sub-headings.
3. Do a mind map overview.
4. For each heading, make point form notes.

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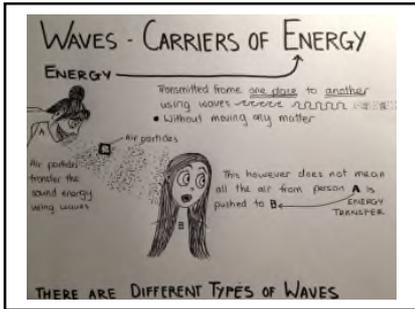
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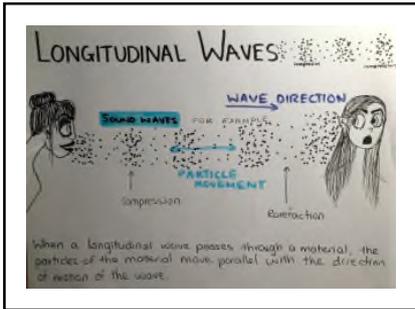
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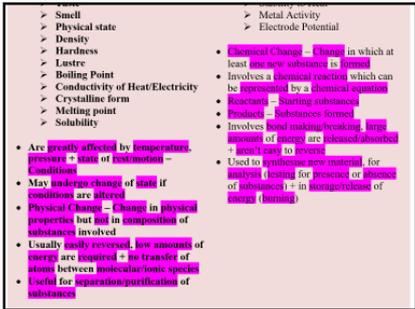
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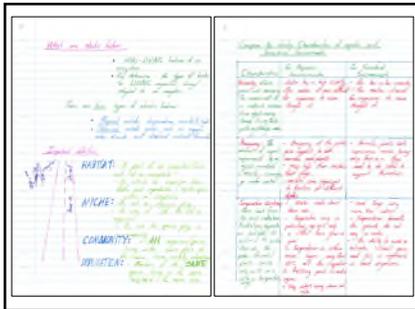
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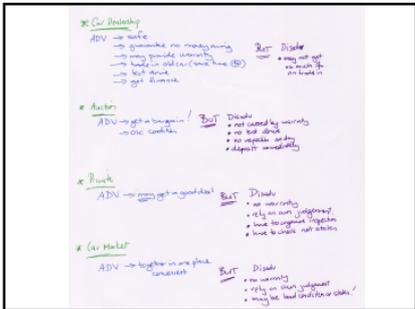
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Caesar's Reforms:

- \* **Citizenship** → given to Transpadane Gauls
- \* **Calendar** → replaced old calendar with Julian calendar
- \* **Employment** → landowners had to employ 1/3 freemen
- \* **Senators** → enlarged number to 900
- \* **Provinces** → abolished system of tax farming in Asia
- \* **Army** → raised pay to 225 denarii per year
- \* **Debt** → cancelled all interest since start of civil war
- \* **Public Works** → began Julian Forum, built roads

109

Mecca and Madinah were the two main cities that are associated with Islam when it began around 700 CE.

People in Pre-Islamic Arabia were mostly shepherds or merchants.

Before that Mecca was regarded as a sacred city because of the Ka'bah which was a site of great religious significance and attracted many pilgrims bringing trade and industry based on the sale of idols etc for the worship at the Ka'bah.

Most of the local religious beliefs were polytheistic (belief in many gods) with Judaism and Christianity as established minorities. Other monotheistic followers were the "Hanifs" who believed in one supreme God over and above any other god.

Could be this:

- **CITIES:** Mecca and Madinah: two main cities associated with Islam (began around 700 CE).
- **PEOPLE:** in Pre-Islamic Arabia - mostly shepherds/merchants.
- **MECCA:** Before that Mecca regarded as a sacred city because of the Ka'bah
- **KABAHA:** was a site of great religious significance and attracted many pilgrims (brought trade and industry for sale of idols etc for the worship at the Ka'bah)
- **POLYTHEISTIC:** Most of the local religious beliefs were polytheistic (belief in many gods)
- **MINORITIES:** Judaism and Christianity were established minorities.
- **MONOTHEISTIC:** Others were the "Hanifs" who believed in one supreme God over and above any other god.

110

Pre-Islamic Arabia

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111

Factors Affecting the Price of a Car

Price of a car is determined by various factors:

- Brand:** Higher brand names result in higher prices.
- Model:** Different models within a brand have different prices.
- Features:** Additional features like air conditioning, alloy wheels, etc. increase the price.
- Market Demand:** High demand for a particular model can drive up the price.
- Supply:** Limited supply of a particular model can also drive up the price.
- Location:** Prices can vary significantly between different regions and countries.
- Time:** Prices can fluctuate over time due to changes in market conditions.

112

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113

The Cold War

1. **Rise of America** → led to the end of colonialism

2. **Communism** → political, social, economic system based on shared ownership of the means of production

3. **Proxy Wars** → Vietnam (1954-1975), Korea (1950-1953), Afghanistan (1979-1989)

• **Karl Marx** → Marxism according to his theory of class struggle

114

Buying a Car

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116

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Organising Comments	Key Facts	Supporting Info
<b>Causes</b>	<ul style="list-style-type: none"> <li>Alliance systems</li> <li>Competition for colonies</li> <li>Militarism and nationalism</li> </ul>	Causes of the war are not at all clear cut - it had been building up some time prior to 1914.
<b>Effects</b>	<ul style="list-style-type: none"> <li>Destruction of middle class in Germany</li> <li>League of Nations</li> <li>Rich get richer</li> </ul>	Soldiers returning from the trenches would find a different Britain to the one of 1914, with high unemployment, a rising cost of living, strikes by new organised unions and a severe shortage of houses.

118

**Page 5 - do this exercise at home to show your parents what your skills are like.**

Summarising is where you identify the key points or main ideas and then condense these into point form or notes. The organisation, neatness and legibility of these notes are very important. Your brain likes patterns and structure so make sure your study notes are well organised in order to help your brain remember the content.

To make a summary, you should first look through your class notes, textbook and any handouts to work out what the main headings or topics are. Then for each heading, re-read the material on this topic and write down the most important points you will need to remember.

Everyone's summaries are different. Some people like lots of detail, some people like just the main points. Making summaries is also a good way to see if you really understand the work. It means you are actually revising as you go!

Steps

- 1.
- 2.
- 3.
- 4.

119

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\* Condense into points  
\* Organised, neat, structured

**Steps**

1. Look through everything
2. Work out headings
3. Re-read material
4. Write down imp. points

\* Helps you understand/review

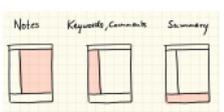
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### Cornell Note-Making (Page 6)

Notes

Keywords, Comments

Summary




- Cornell note-taking system is a format for organising and condensing notes, it can be used for taking notes in a class or lecture, analysing a text, or for making study notes to prepare for a test.
- The Cornell note-taking system was invented in 1950s by Walter Pauk, an educator professor at Cornell University.
- You can adapt this system to suit your preferences and needs.

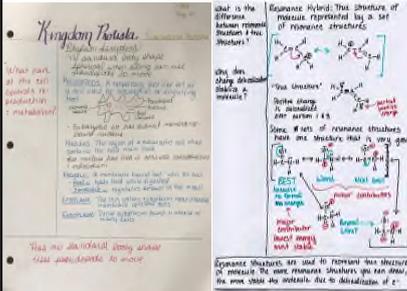
121

CUES:	NOTES:
Who rules Mordor?	1. Government A. ruled by Sauron B. Has a tower
Who lives there?	2. People A. Has orcs B. Has Trolls C. Has Nazgul
Can you visit?	3. Accessibility A. cannot simply be walked into

**SUMMARY:**  
Mordor is ruled by Sauron, is populated by orcs, trolls, and Nazgul and cannot simply be walked into.

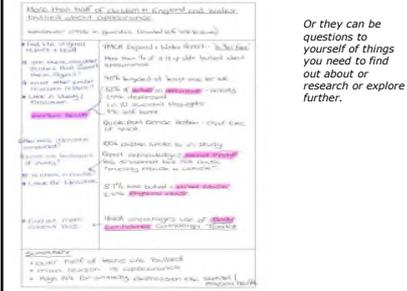
The cues can be questions to test yourself on the notes.

122



Handwritten notes on Kingdom Hearts, including a flowchart of the story and a list of characters. The notes are organized into sections with headings and sub-headings, and include diagrams showing relationships between characters and events.

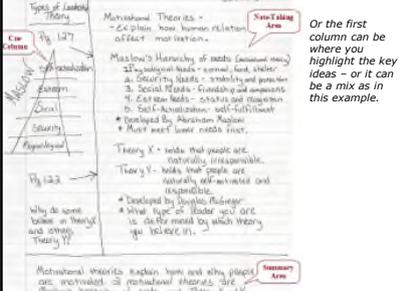
123



Handwritten notes on Motivational Theories, including a diagram of Maslow's hierarchy of needs and a list of key points. The notes are organized into sections with headings and sub-headings, and include diagrams showing relationships between concepts.

Or they can be questions to yourself of things you need to find out about or research or explore further.

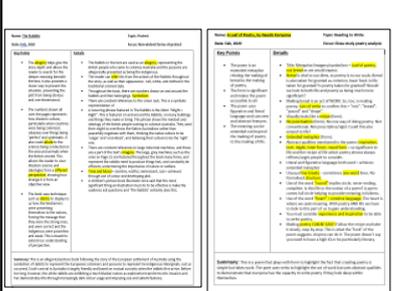
124



Handwritten notes on Motivational Theories, including a diagram of Maslow's hierarchy of needs and a list of key points. The notes are organized into sections with headings and sub-headings, and include diagrams showing relationships between concepts.

Or the first column can be where you highlight the key ideas - or it can be a mix as in this example.

125



Handwritten notes on Motivational Theories, including a diagram of Maslow's hierarchy of needs and a list of key points. The notes are organized into sections with headings and sub-headings, and include diagrams showing relationships between concepts.

126

**Page 6 - do this exercise at home to show your parents what your skills are like.**

Deep within the Earth it is so hot that some rocks slowly melt and become a thick flowing substance called magma. Since it is lighter than the solid rock around it, magma rises and collects in magma chambers. Eventually, some of the magma pushes through vents and fissures to the Earth's surface. Magma that has erupted is called lava.

Some volcanic eruptions are explosive and others are not. The explosivity of an eruption depends on the composition of the magma. If magma is thin and runny, gases can escape easily from it. When this type of magma erupts, it flows out of the volcano. A good example is the eruptions at Hawaii's volcanoes. Lava flows rarely kill people because they move slowly enough for people to get out of their way. If magma is thick and sticky, gases cannot escape easily. Pressure builds up until the gases escape violently and explode. A good example is the eruption of Washington's Mount St. Helens. In this type of eruption, the magma blasts into the air and breaks apart into pieces called tephra. Tephra can range in size from tiny particles of ash to house-size boulders.

Explosive volcanic eruptions can be dangerous and deadly. They can blast out clouds of hot tephra from the side or top of a volcano. These they clouds race down mountainsides destroying almost everything in their path. Ash erupted into the air falls back to Earth like powder snow. If thick enough, blankets of ash can suffocate plants, animals, and humans. When hot volcanic materials mix with water from streams or melted snow and ice, mudflows form. Mudflows (lahars) have buried entire communities located near erupting volcanoes.

127

**What is magma, magma chambers and lava?**  
 Deep within the Earth it is so hot that some rocks slowly melt and become a thick flowing substance called magma. Since it is lighter than the solid rock around it, magma rises and collects in magma chambers. Eventually, some of the magma pushes through vents and fissures to the Earth's surface. Magma that has erupted is called lava.

**What determines if a volcanic eruption is explosive and what are some examples?**  
 Some volcanic eruptions are explosive and others are not. The explosivity of an eruption depends on the composition of the magma. If magma is thin and runny, gases can escape easily from it. When this type of magma erupts, it flows out of the volcano. A good example is the eruptions at Hawaii's volcanoes. Lava flows rarely kill people because they move slowly enough for people to get out of their way. If magma is thick and sticky, gases cannot escape easily. Pressure builds up until the gases escape violently and explode. A good example is the eruption of Washington's Mount St. Helens. In this type of eruption, the magma blasts into the air and breaks apart into pieces called tephra. Tephra can range in size from tiny particles of ash to house-size boulders.

**What are the dangers of eruptions?**  
 Explosive volcanic eruptions can be dangerous and deadly. They can blast out clouds of hot tephra from the side or top of a volcano. These they clouds race down mountainsides destroying almost everything in their path. Ash erupted into the air falls back to Earth like powder snow. If thick enough, blankets of ash can suffocate plants, animals, and humans. When hot volcanic materials mix with water from streams or melted snow and ice, mudflows form. Mudflows (lahars) have buried entire communities located near erupting volcanoes.

Magma is hot melted rocks. Thick magma means gases can't escape and may cause an explosion. Magma becomes lava in an eruption. This can be dangerous causing clouds of hot tephra, thick ash and mudflows all which can very dangerous.

128

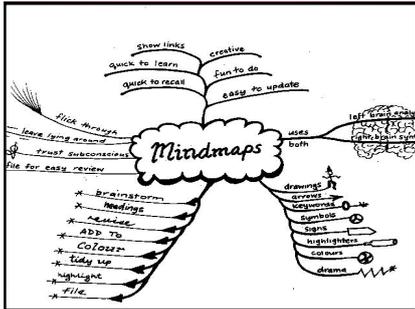
**What is magma, magma chambers and lava?**  
 - Magma: melted rocks deep in the hot earth - thick & flowing  
 - Magma chambers: it becomes lighter than rock so rises into magma chambers  
 - Lava: is magma that pushes through vents/fissures to erupt at the surface

**What determines if a volcanic eruption is explosive and what are some examples?**  
 - If magma is thin and runny, gases can escape easily from it, flows slowly out of volcano (eg Hawaii)  
 - But if pressure builds up, gases escape violently and explode (eg Washington's Mount St. Helens)  
 - Tephra: In this type of eruption, the magma blasts into the air and breaks apart into pieces called tephra (can be tiny ash or to house-size boulders)

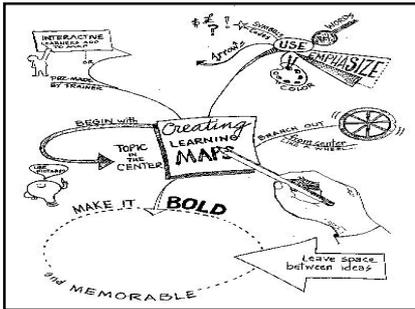
**What are the dangers of eruptions?**  
 Explosive volcanic eruptions can be dangerous and deadly.  
 - Can blast out clouds of hot tephra that destroy almost everything in their path.  
 - Ash erupts into the sky and if thick enough, can suffocate plants, animals, and humans.  
 - When hot volcanic materials mix with water from streams or melted snow and ice, mudflows form. Mudflows (lahars) have buried entire communities.

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130



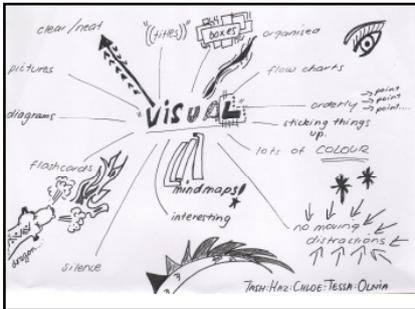
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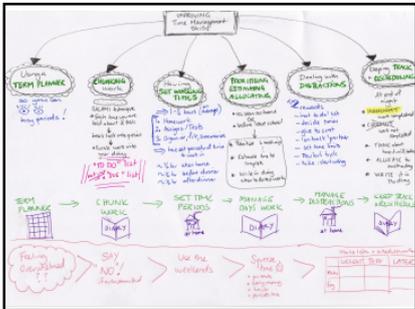
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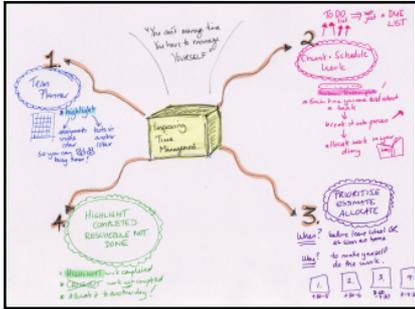
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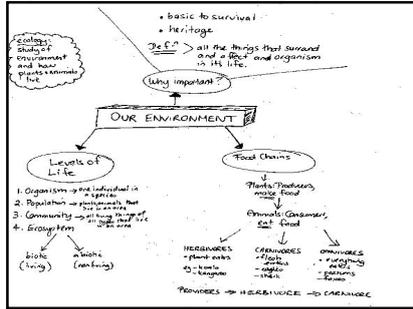
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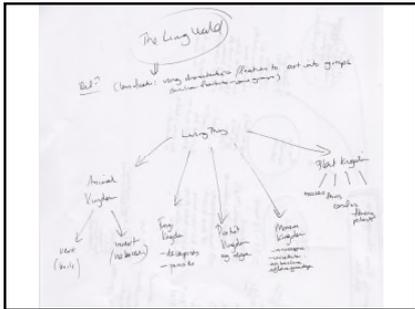
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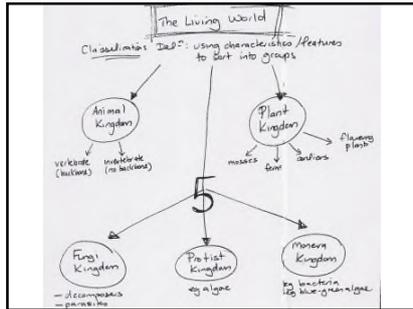
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We can use the classifications or features of the living world to sort the members into groups. The Living World can be classified into 5 distinct groups. The animal kingdom consists of vertebrates which have a backbone and invertebrates which have no backbone. The Fungi Kingdom is another group and this consists of decomposers such as parasites. An example of the Protist Kingdom is algae except for the blue-green algae which along with bacteria, belong to the Monera Kingdom. The Plant Kingdom consists of flowering plants, mosses, conifers and ferns. All living things on our world can be classified into one of these 5 kingdoms.

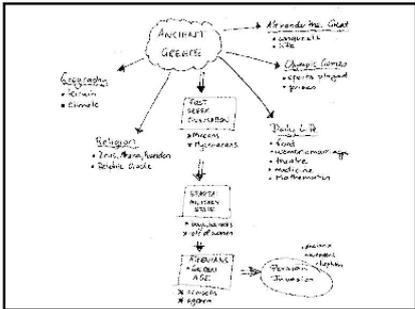
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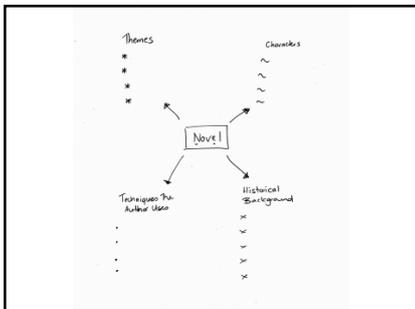
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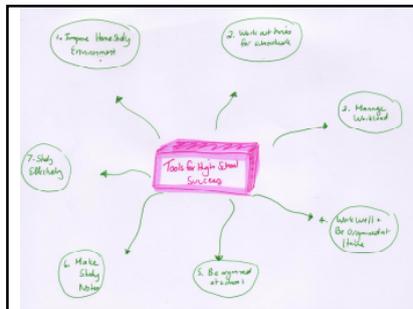
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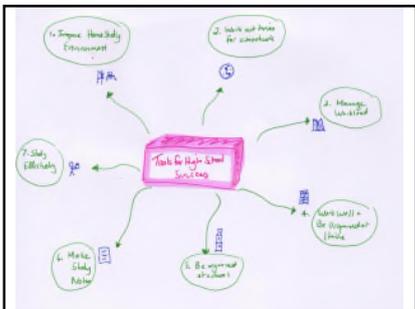
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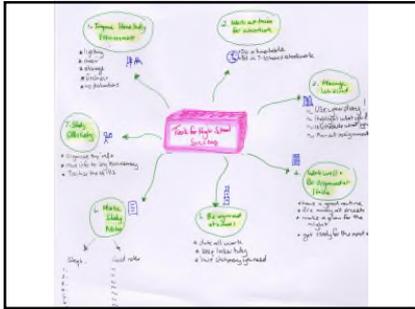
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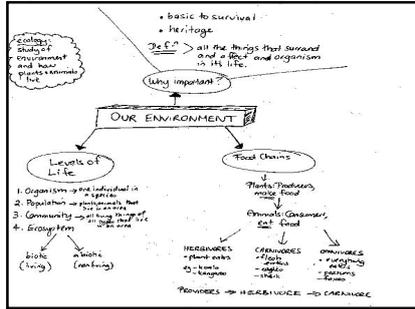
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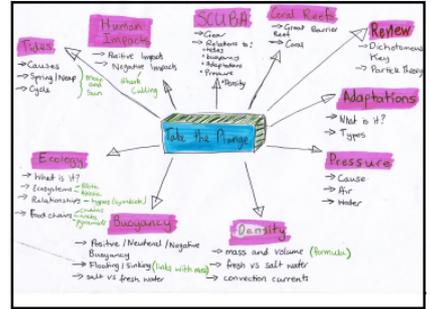
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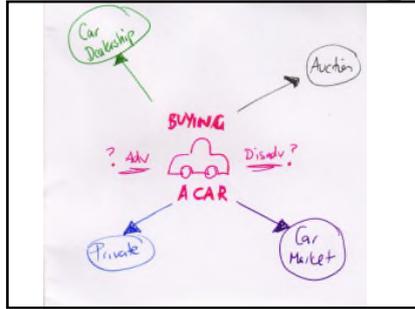
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Which do you think are best?

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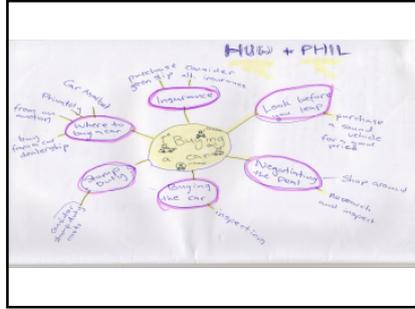
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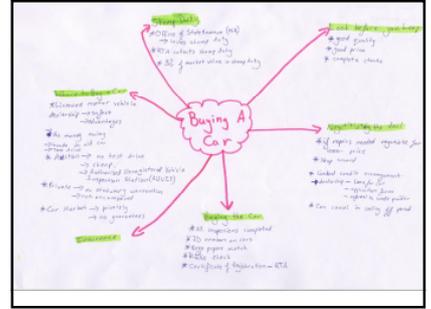
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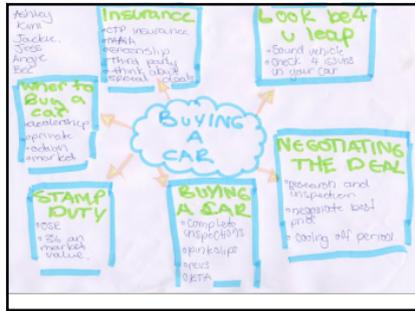
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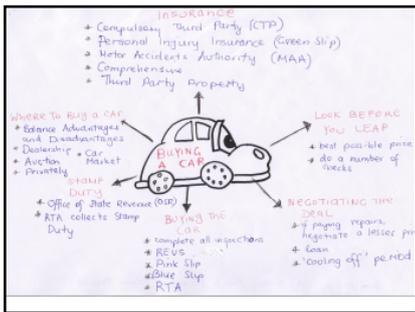
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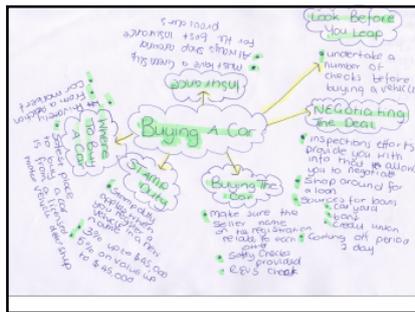
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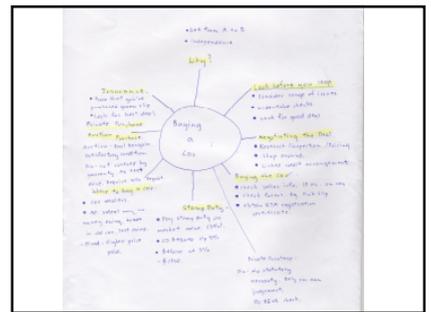
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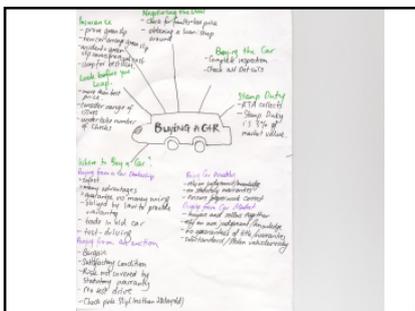
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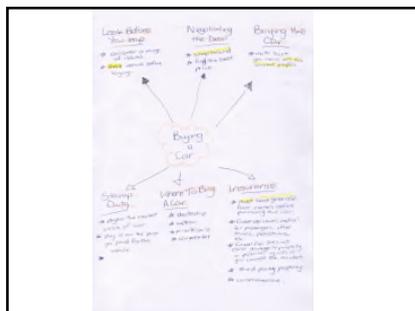
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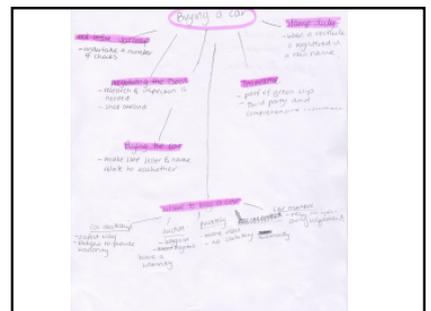
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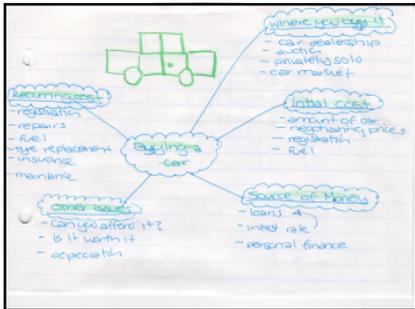
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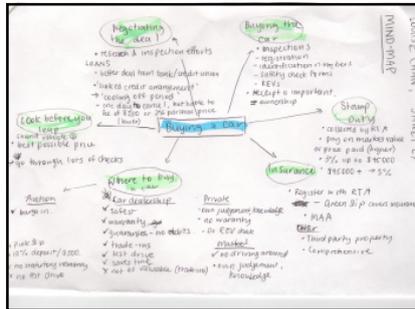
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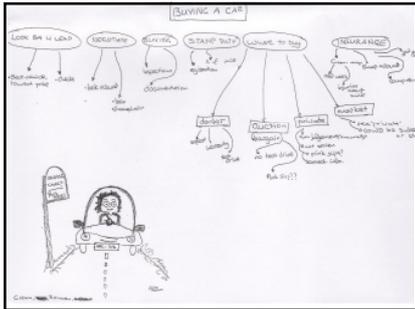
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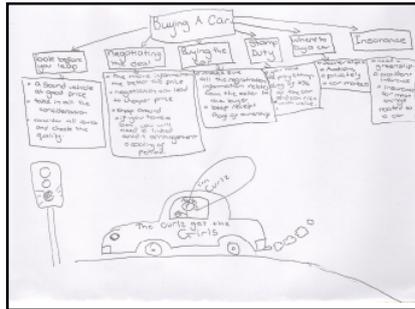
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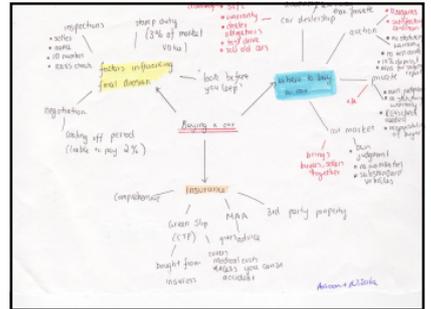
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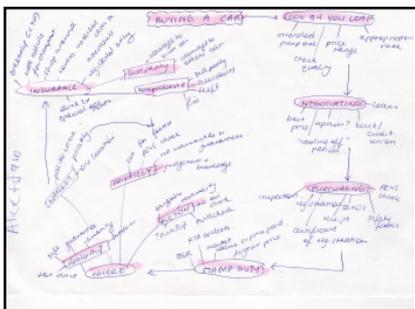
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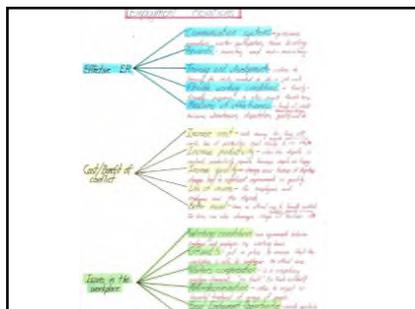
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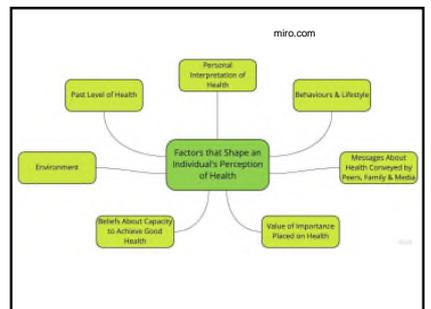
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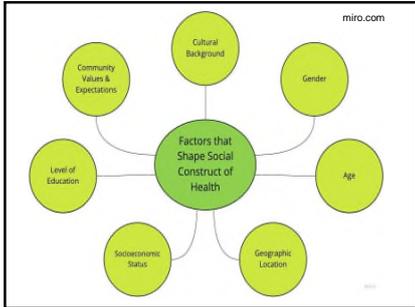
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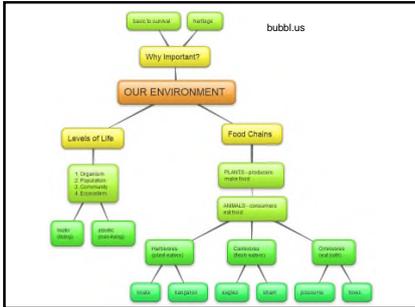
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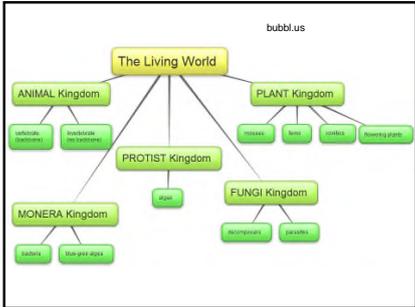
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### LINEAR NOTES

**To make a summary:**

1. Include all you need to know.
2. Refer to all material.
3. Group and chunk information.
4. Key information in point form.

**Good summaries are:**

- an overview of the topic
- comprehensive
- memorable
- easy to review
- flexible
- a test of understanding

**Linear Notes**  
 Concise outline notes  
 Use numbering  
 Use lists to order info  
 Can be used with all subjects

175

All animals are members of the Kingdom Animalia, also called Metazoa. All members of the Animalia are multicellular, and all are heterotrophs (that is, they rely directly or indirectly on other organisms for their nourishment). Most ingest food and digest it in an internal cavity.

Animal cells lack the rigid cell walls that characterize plant cells. The bodies of most animals (all except sponges) are made up of cells organized into tissues, each tissue specialized to some degree to perform specific functions. In most, tissues are organized into even more specialized organs. Most animals are capable of complex and relatively rapid movement compared to plants and other organisms.

Somewhere around 9 or 10 million species of animals inhabit the earth; the exact number is not known and even our estimates are very rough. Animals range in size from no more than a few cells to organisms weighing many tons, such as blue whales and giant squid. By far most species of animals are insects. By this measure our own group, the vertebrates, is relatively inconsequential.

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### ANIMALS

Members of Kingdom Animalia ('Metazoa')

- multicellular
- lack rigid cell walls in plants
- bodies made of cells (then organised into tissues then organs): ...
- heterotrophs (rely on other organisms for nourishment)
- capable of **complex & rapid movement**
- approx **9-10 million species**
- **range in size** from a few cells to large whales
- biggest group is **insects**
- our group – **invertebrates, fairly small**

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**1. ANIMALS** → organisms EAT other orgs for energy  
 → all multicellular! org.  
 → live on land, in sea, fresh water, some can fly

**2. VEGETABLES**  
 → all large land animals are vert.  
 → have system that support their body  
 → longest vertebrate (blue whale) 110m (100 tonnes)  
 (over 100m long)

**3. PLANTS**  
 → multicellular organisms  
 → contain chlorophyll! → absorb sun as energy source  
 → CO<sub>2</sub> + H<sub>2</sub>O → Sugar + Oxygen  
 → largest tree (sequoia) 115m in height  
 → oldest living org. (brake fern) 1000 > 4000 yrs

**4. FUNGI**  
 → no chlorophyll ∴ can't make an food  
 → sources of food: growing on dead plants or animals (heterotrophic)

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**As tests are still handwritten:**

1. Handwriting study notes on paper is best to set up muscle memory.
2. Next best is writing on a tablet – but is not exactly the same physical experience as writing on paper.
3. Typing is the least preferred. Handwrite your study notes as much as possible.

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### OneNote / Evernote / PowerPoint / GoodNotes

- Hyperlink to web pages, cut and paste from webpages
- Have different pages and folders
- Include multimedia, do audio and video recordings
- Link inside your notes to other parts of your notes, create tags
- Search your notes for phrases etc.
- Create to-do lists

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<http://www.writeweight.com.au>

182

**Ring Pen ORIGINAL**  
<http://www.pencilgripsplus.com.au/>

183

**Ring Pen ULTRA**  
<http://www.pencilgripsplus.com.au/>

184

[www.writeweight.com.au](http://www.writeweight.com.au)

**PENCILGRIPSPLUS**  
<http://www.pencilgripsplus.com.au>

*All work on the principle of attaining the most optimal position for the finger/hand/wrist muscles to handwrite and therefore reduce early onset fatigue and pain.*

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**Find your soul mate pen!**

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**SUMMARY:**

- Maths and Languages do every day and in A4 books. For other subjects use paper and put in a folder at home.
- Usually you do study notes for that subject if there is a test coming up and the information is across lots of places, or you need to condense the information to make it easier to learn.
- However if you don't have homework, you can make mind maps for these subjects or get a head start on your point form Cornell study notes rather than wait until exam time.

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**Questions**

- What are study notes?
- Why do we do them?
- How are do these differ from other revision?
- When should you do notes?
- What are some different styles of note-making?
- What do you use as the source material for the summaries?
- How can you make study notes easier to learn?
- Should you make a 'summary of your summary'?
- Should you handwrite or type your notes?

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**Working Together...**

- Your parents should be able to pick up your study notes and get a clear picture of what you have covered so far.
- Agree on a day to spend 10-15 minutes showing your parents your notes. Make this a regular activity?

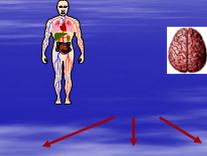
189

**Studying Effectively  
(Page 8)**



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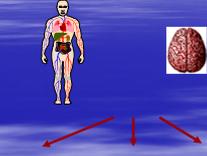
**How The Brain Works**



On Page 8 in the first box write down something your brain is very good at

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**How The Brain Works**

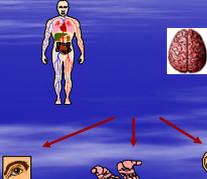


192

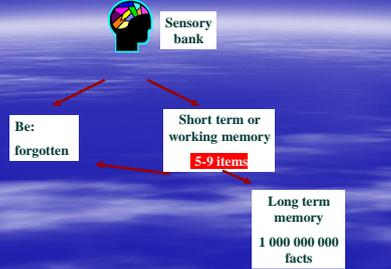


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**How The Brain Works**



194



Sensory bank

Be: forgotten

Short term or working memory  
5-9 items

Long term memory  
1 000 000 000 facts

195

**Tips to Improve Examination Techniques**

196

□ 1. When in exams should you use pencil and why?

□ Diagrams only

197

□ 2. What does looking at the marks a question is worth tell you?

□ How much info is needed...

□ How much time to spend...

198

□ 3. *Why should you not use liquid paper?*

- Wastes time
- Forget to rewrite
- May have been right!

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□ 4. *Why do you need to write neatly?*

- To help examiner find you marks!!

200

□ 5. *If there are formulas you think you might forget, what should you do?*

- Write down as soon as you are allowed (but only the main ones!)

201

□ 6. *How can you make sure you don't run out of time?*

- Allocate time before you start
- Put watch in front of you
- Don't spend too long on one question.

202

□ 7. *Which questions should you do first in exams?*

- What works best for you?
- Easy questions first?
- Start to finish?

203

□ 8. *If you finish early, what should you do?*

- Check and check again.

204

□ 9. *If you are running out of time what should you do?*

- Do the questions you can get the most marks in.

205

□ 10. *What should you do at the start of an exam?*

- Read through the instructions and look through the whole paper.

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□ 11. *What should you do if you have a mental blank?*

- Leave it and come back later (let subconscious work on it).

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□ 12. What can you do if you get stressed in an exam?

□ deep breathing, relaxation, flex fingers, reposition self, repeat 'relax' to self

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## Exam Techniques



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## Good Techniques

210

- At the start of the exam, read all instructions carefully and look through the whole paper, plan answers
- Memory dump at start if necessary
- Look at how many marks the question is worth to see how much you need to write and how many points examiners want
- Do large diagrams and use pencil for them
- Don't waste time using liquid paper
- Keep to your time, don't get bogged down
- Write neatly so it doesn't seem disjointed
- When you finish, check and check again

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## Common Mistakes

212

- Not showing all working
- Careless adding up
- Leaving out an answer
- Copying question incorrectly
- Making diagrams too small
- Leaving out or not attempting a question
- Telling everything you know without answering the question
- Not concentrating on small details ie significant figures etc
- Not reading the question carefully

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## Planning Responses

214

Why should you plan your responses?

- You don't have time to do a draft first.
- If you do not plan you may talk in circles without a logical flow.
- You might miss out on important things you should have written.
- You might end up not focusing on answering the question.
- You will probably end up writing about things that should not be included (ie waffling).

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- Read the question carefully.
- Read it again highlighting key terms and crucial information.
- In your head, try and rephrase the question in your own words.
- On a piece of scrap paper or on the back of your exam paper, jot down your first thoughts about what the question is asking you.
- Brainstorm the key things you will want to cover in your answer.
- Keep referring back to the question, are you actually answering the question?
- Where you have brainstormed your thoughts, join ideas that should go together with a line.
- Then go through and number what order you will address each idea, you might even break your ideas into specific paragraphs.
- Look through your order of ideas and make sure they make sense, that there is a logical flow, a coherent argument and that you are answering the question.

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## Reflective Questioning

- 1) Ask her "Which part do you know for sure?" or "Which part do you understand?" to establish a baseline of understanding.
- 2) Or ask her "If you did know, what would you say?"
- 3) Tell her "help me understand." This gets her to explain to you the method, reason or example so you can see where her understanding is breaking down.
- 4) Ask her to "tell me more". (Use this when she answers with a brief response but try not to prompt her with the correct information *that you may know*)
- 5) Ask her "Why?" (Ask this question to help her elaborate on her response. Try to do this without giving non-verbal clues about whether her response is correct as she is giving it.)