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1

Improving The Way You Learn

Enhanced Learning
Educational Services
"the study skills specialist"

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).

2

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.

3

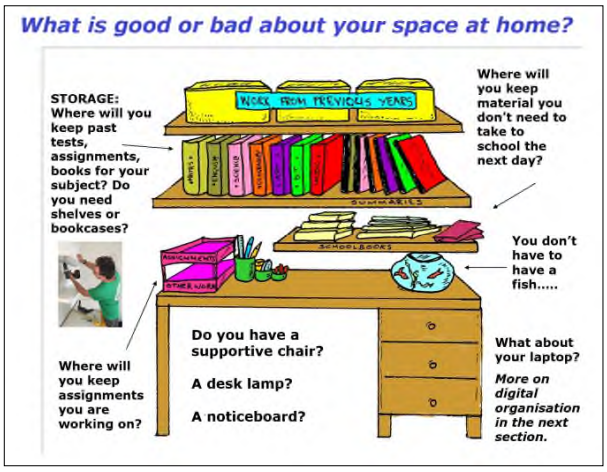
Part 1: Review of Key Principles from the first evening (videos) + some new techniques for time management & organistaion.

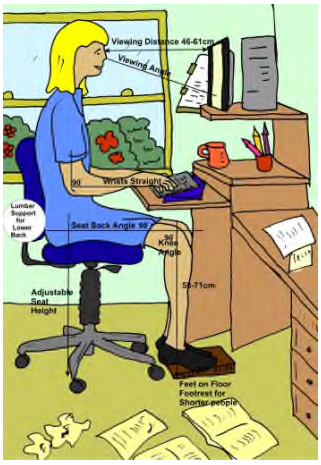
Part 2: Improving the way you learn and study

4

Organising your learning space and resources

5



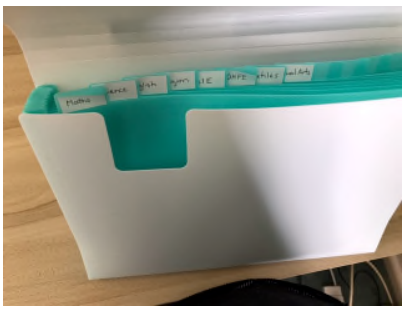


Is your space set up 'ergonomically' – i.e. in a way that supports your body and reduces back, neck, eye strain?

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.

6



7

Managing the Paper

- Where possible, paste sheets etc in immediately.

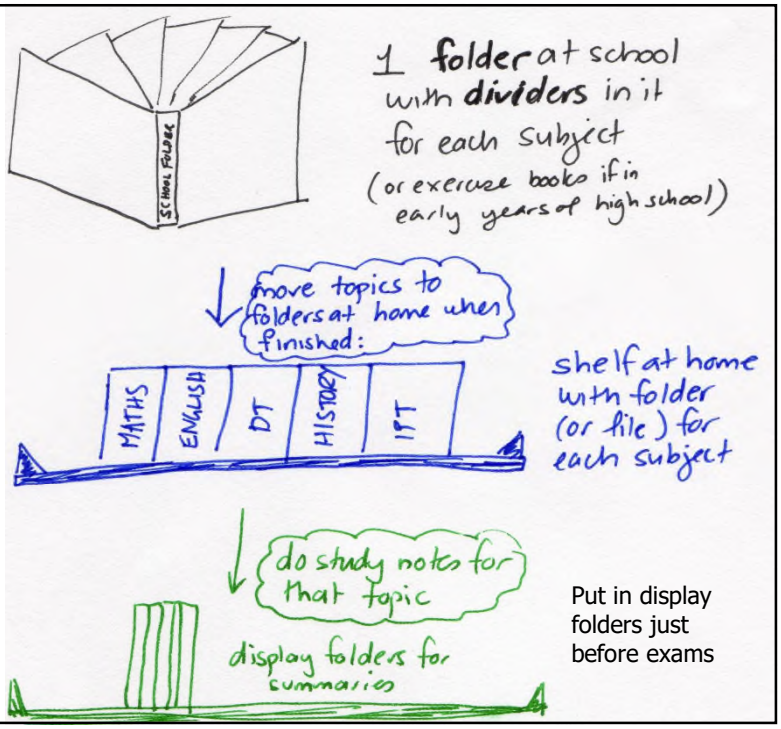
- Have a folder/file to keep pages in at school that day and when you get home sort them out straight away.

- Have folders/files at home for the sheets, tests, assignments that won't fit in your book or that you are finished with.

8

IN EACH SUBJECT FOLDER:

1. Copy of syllabus.
2. Study notes for that subject
3. Stuff from your classnotes that will be worth looking at again
4. Things you can use to practise from
5. Things you should not need to look at again



Put in display folders just before exams

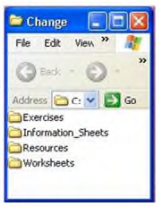
9

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:

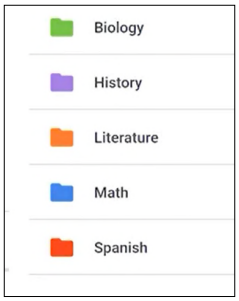


Then think carefully about file names and make sure they are descriptive:

maths.doc
worksheet.doc
calculus stuff.doc
calculus homework.doc
calculus_area_curves.doc
calculus_area_curves_010610.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



Colour code books, folders and texts to match.

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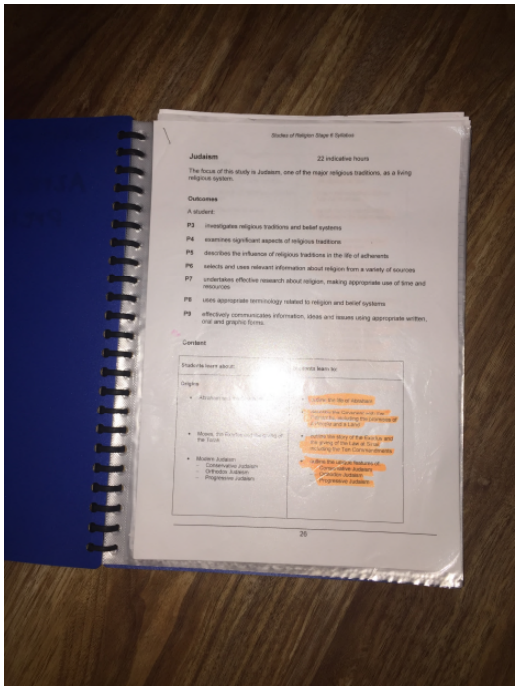

Make sure you back-up your study notes regularly.

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!

11

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

12

‘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 night, to improve your understanding of your subjects. For example:*
- Homework - Assignments - Preparing for tests Note: If you have a huge amount of homework for a subject and it will take more than 20 minutes for just that subject, complete 20 minutes of work then have 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	- Reading - Reviewing what you have been learning at school that week - Extra practise on questions you find hard - Research on an area you are interested in learning more about - Making a mind map about what you have been learning - Making study notes on a topic - Improving your touch typing skills - Reading ahead in your textbook

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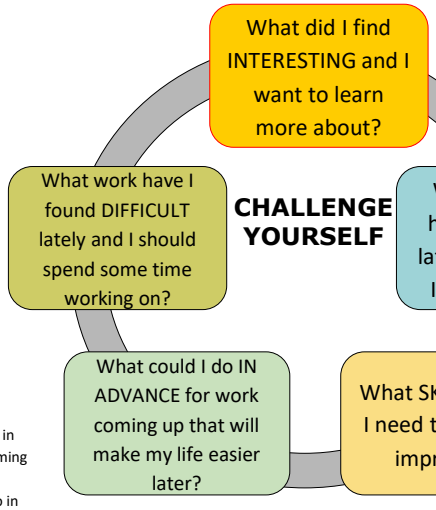
INDEPENDENT LEARNING CYCLE



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

• Feedback in class, or on a task or in gneral?
• 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

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

Salter 2016

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15

Manage your time on a daily basis

tick or highlight completed work

Monday

✓ Science hlw pg62-73 2. 5:30-6

✓ Ex 5F Qu 2-7 Maths 1. 4:30-5:30

English ~~assignment~~ do Part 1 tonight! no time! → English assignment Part 1 3. 7:00-7:30

✓ Study for French test Wed. 3. 7-7:30

cross at work not done & transfer

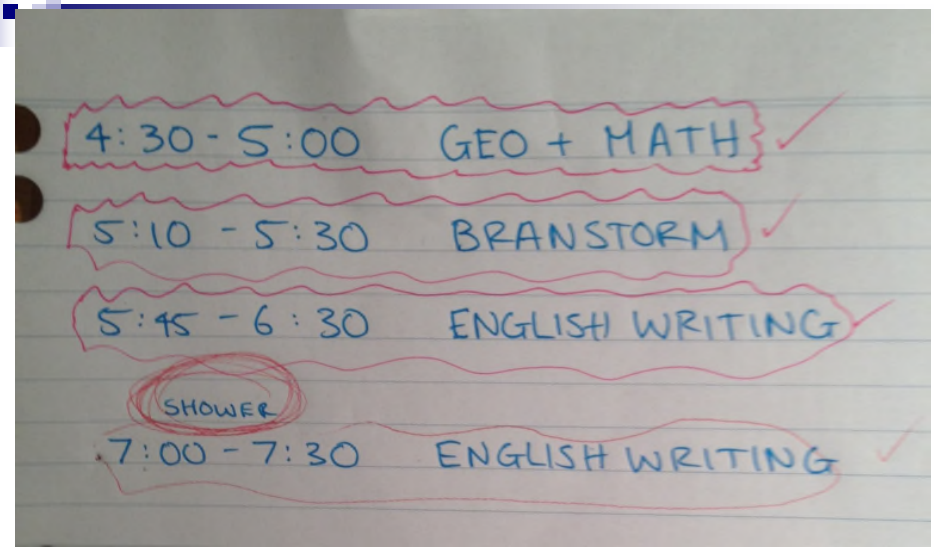
Tuesday

Study for French test 1. 4:30-5:30

Ex 5G Qu 1-5 for Maths 2. 5:30-6:00

allocate times before you get home

16



17

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!

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

18

Week B	Mon	Tue	Wed	Thu	Fri
Before school				7.15am Drama	
Lessons	PE		PE		
LUNCH		Choir		Dance	
Lesson					
After school 1	Dance 3.30-4.30	Water Polo 3.30-4.30			Singing 3.30-4.30
After school 2			Swim Squad 5.00 - 6.30pm	Swim Squad 5.00 - 6.00pm	
After school 3				Hip Hop 6.30 - 7.30pm	

Week A	Mon	Tue	Wed	Thu	Fri
Before school				7.15am Drama	
Lessons					PE
LUNCH		Choir		Dance	
Lesson					
After school 1	Dance 3.30-4.30	Water Polo 3.30-4.30			Singing 3.30-4.30
After school 2			Swim Squad 5.00 - 6.30pm	Swim Squad 5.00 - 6.00pm	
After school 3				Hip Hop 6.30 - 7.30pm	

19

	Monday	Tuesday	Wednesday	Thursday	Friday		Saturday	Sunday
3-3.30	Travel	Travel	Travel	Travel	Travel	8-9	Swimming Training	
3.30-4	Netball			Swimming Training	Fav TV show	9-10	Swimming Training	
4-4.30	Netball			Swimming Training		10-11	Swimming Training	
4.30-5	Netball		Music Lesson	Swimming Training		11-12	Swimming Training	
5-5.30	Netball		MusivcLesson	Swimming Training		12-1		
5.30-6	Netball		Fav TV show			1-2		
6-6.30						2-3		
6.30-7	Dinner	Dinner	Dinner	Dinner	Dinner	3-4		
7-7.30	Fav TV show				Fav TV show	4-5		
7.30-8						5-6		
8-8.30						6-7	Dinner	
8.30-9						7-8		

20

How can you achieve balance? How many activities do you have? Write in everything you do then slot your hours for the week for schoolwork/homework etc.

	Monday	Tuesday	Wednesday	Thursday	Friday		Saturday	Sunday
3-3.30	School	School	School	School	School	8-9	sport	Sleep in
3.30-4	bus	bus	coaching	Gym	cadets	9-10	sport	work
4-4.30	break	break	coaching	Gym	cadets	10-11	sport	work
4.30-5	work	work	coaching	Gym	cadets	11-12	work	break
5-5.30	work	work	work	break	cadets	12-1	break	break
5.30-6	break	break	break	work	break	1-2	break	work
6-6.30	work	work	work	work	break	2-3	work	break
6.30-7	dinner	dinner	dinner	dinner	break	3-4	break	work
7-7.30	dinner	dinner	dinner	dinner	break	4-5	break	gym
7.30-8	work	work	work	work	break	5-6	break	break
8-8.30	work	work	break	break	break	6-7	dinner	dinner
8.30-9	break	break	work	work	break	7-8	break	break
9-9.30	break	break	work	work	break	8-9	break	break
9.30-10	break	break	break	break	break	9-10	break	break
10-10.30	sleep	sleep	sleep	sleep	break	10-11	sleep	sleep

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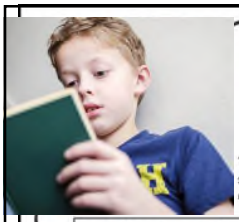
21

Over-committed?

- No down time for you. No sitting around watching TV. It is the trade-off for doing your activity.
- The nights you have free do extra work those nights.
- You may have to get up half an hour early to do work before school.
- You may have to go to the library some lunch times to stay on top of things.
- One day on the weekend will be catch-up time, doing things like assessments and study notes.
- Use any 'pockets of time'. If you are waiting for training to start in 20 mins, do 20 mins of work or reading.
- Record your notes so you can listen to them when you are travelling.

22



Why Reading Outside of School is so Important!

The following table summarizes the results of a study tracking the number of minutes fifth-grade students spent reading outside of school. Based on mathematical probabilites, the total number of minutes was correlated to the total number of words likely read by the students during the school year.

Minutes students spend reading books per day	How many words read per year	Percentile
65	4,358,000	98
21.1	1,823,000	90
9.6	622,000	70
4.6	282,000	50
1.8	106,000	30
.7	21,000	20

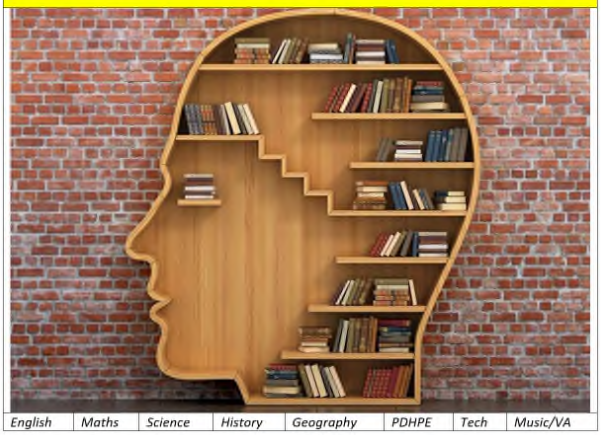
Anderson, Wilson & Fielding (1988)

www.blog.maketaketeach.com

23

LITERACY

LITERACY: The foundation for success in EVERY subject.



English | Maths | Science | History | Geography | PDHPE | Tech | Music/VA

- Read a novel
- Read a magazine
- Read a textbook
- Read anything

- Start a vocab book for new words and useful words

- Write about what you read
- Create a mind map about what you have read
- Make a table about what you have read
- Explain to someone what you have read

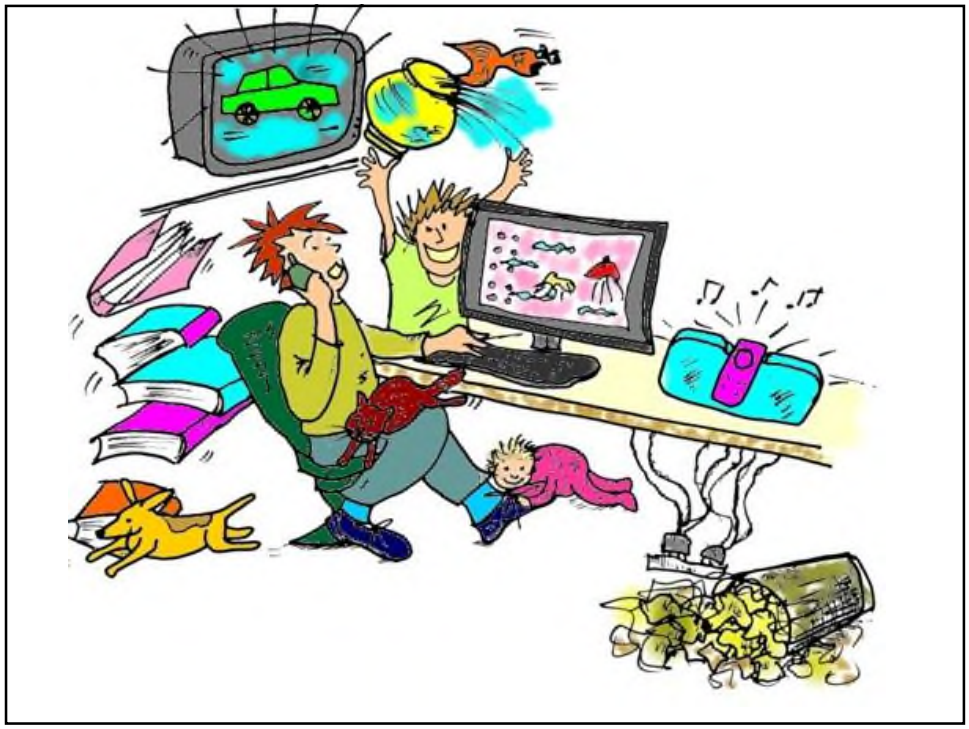
- Write your own pieces: stories, journals, reports

READ – VOCAB – COMPREHEND - WRITE

24

Managing your distractions at home so you can learn in a focused way.

25



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27

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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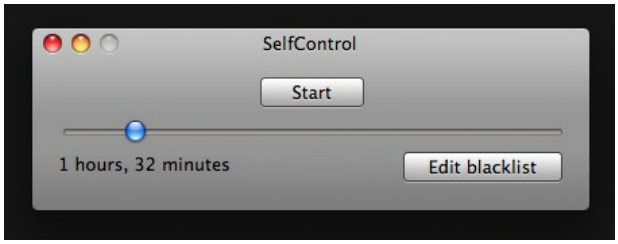
MAC:

"SelfControl"



PC & MAC:

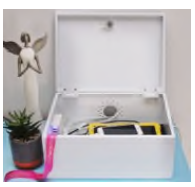
"Cold Turkey"

Their tagline is "Like your parents...on steroids!"

29

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



30

MUSIC

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

31

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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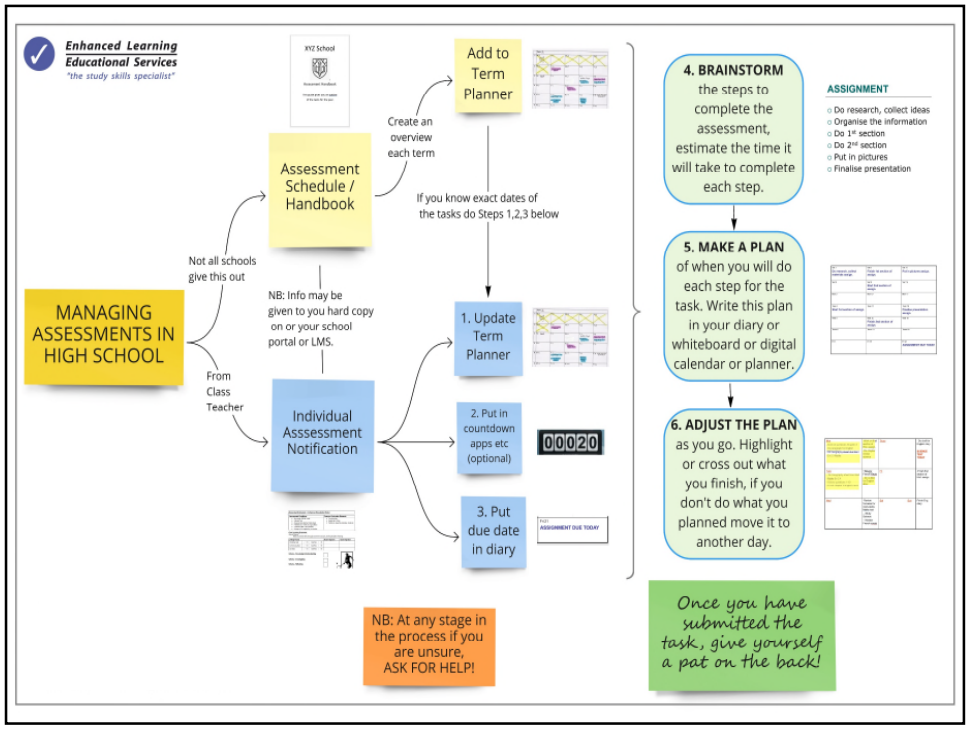
Managing your workload and planning for your assessments.

33



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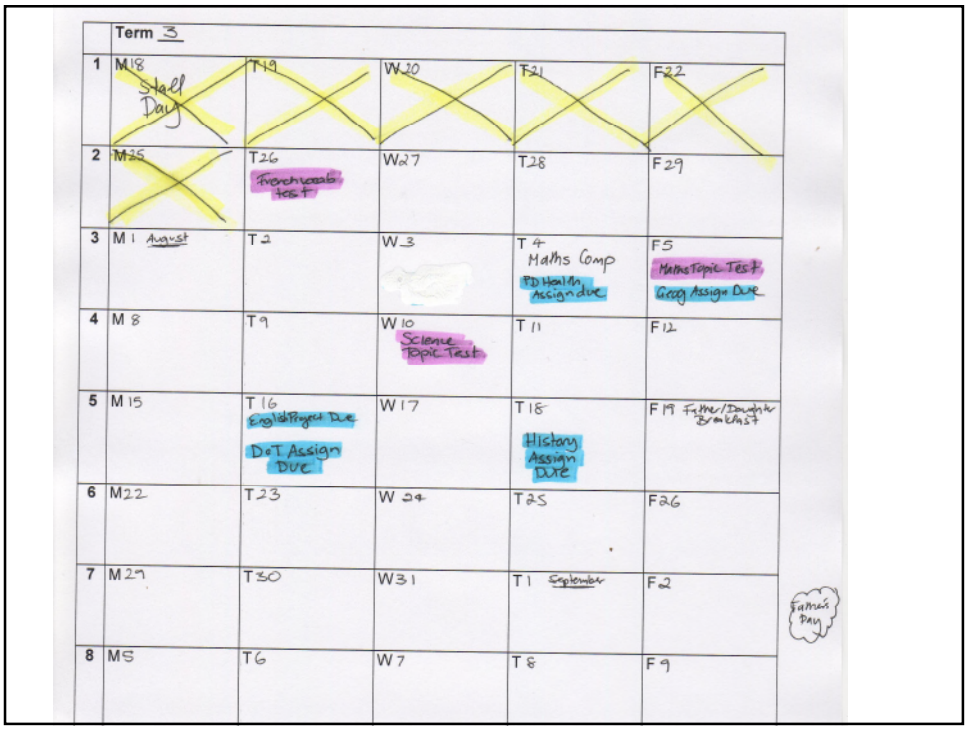

	Term 3				
1	M18 Staff Day	T19	W20	T21	F22
2	M25	T26 French vocab test	W27	T28	F29
3	M1 August	T2	W3	T4 Maths Comp PD Health Assign due	F5 Maths Topic Test Geog Assign Due
4	M8	T9	W10 Science Topic Test	T11	F12
5	M15	T16 English Project Due DoT Assign Due	W17	T18 History Assign Due	F19 Father/Daughter Breakfast
6	M22	T23	W24	T25	F26
7	M29	T30	W31	T1 September	F2 Father's Day
8	M5	T6	W7	T8	F9

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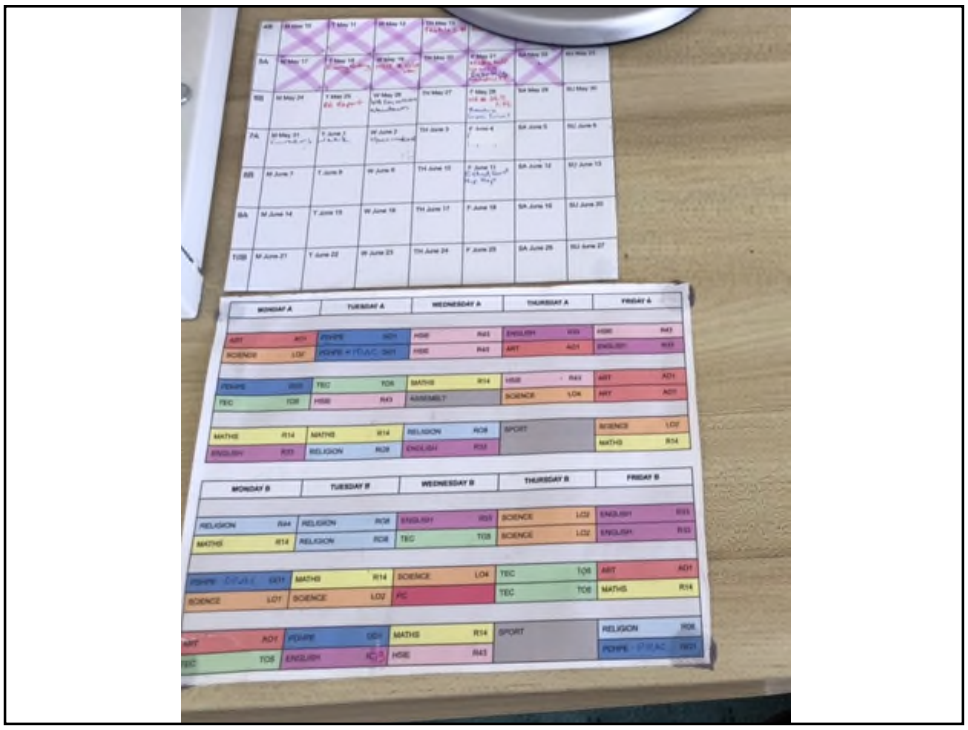
36



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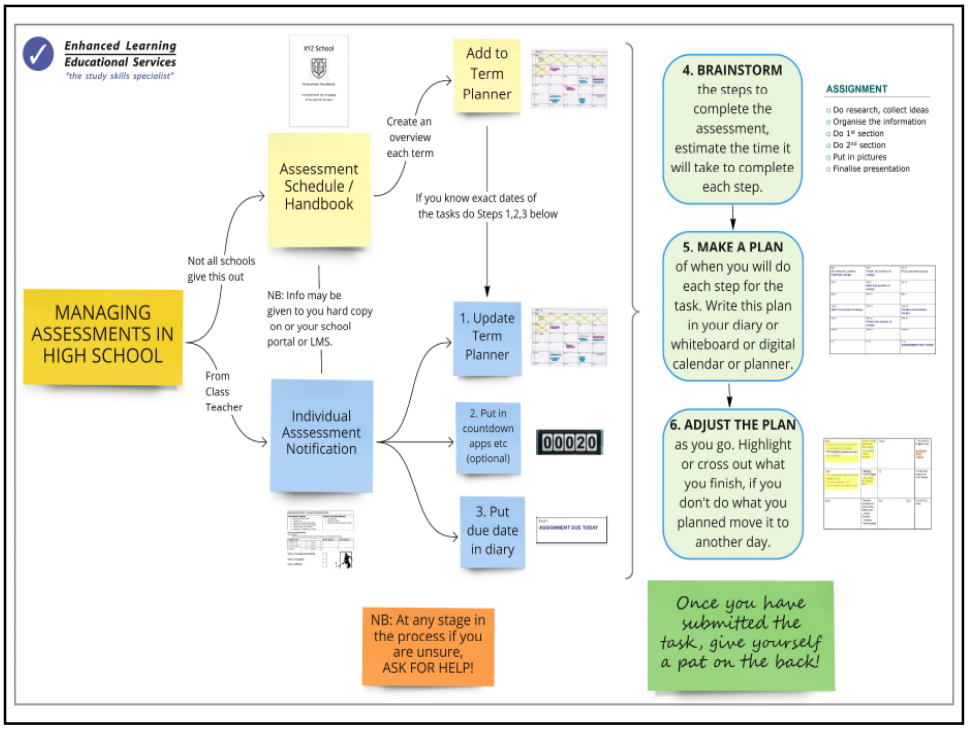
Enhanced Learning
Educational Services
"the study skills specialist"
MANAGING ASSESSMENTS IN HIGH SCHOOL
Not all schools give this out
From Class Teacher
Assessment Schedule / Handbook
Create an overview each term
Add to Term Planner
If you know exact dates of the tasks do Steps 1,2,3 below
NB: Info may be given to you hard copy on or your school portal or LMS.
Individual Asssessment Notification
1. Update Term Planner
2. Put in countdown apps etc (optional)
3. Put due date in diary
NB: At any stage in the process if you are unsure, ASK FOR HELP!
4. BRAINSTORM the steps to complete the assessment, estimate the time it will take to complete each step.
ASSIGNMENT
Do research, collect ideas
Organise the information
Do 1st section
Do 2nd section
Put in pictures
Finalise presentation
5. MAKE A PLAN of when you will do each step for the task. Write this plan in your diary or whiteboard or digital calendar or planner.
6. ADJUST THE PLAN as you go. Highlight or cross out what you finish, if you don't do what you planned move it to another day.
Once you have submitted the task, give yourself a pat on the back!

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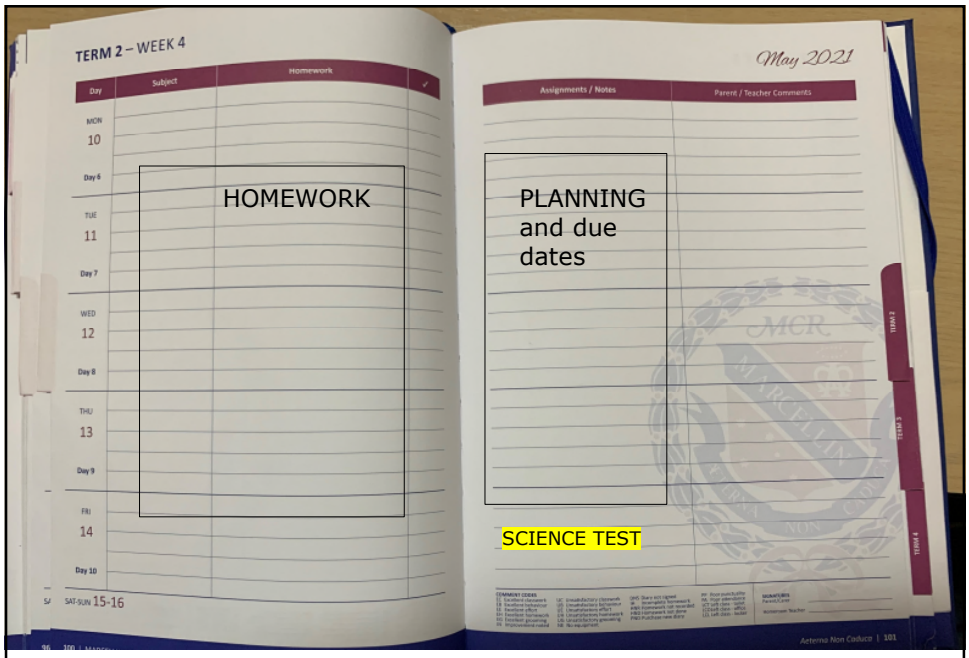

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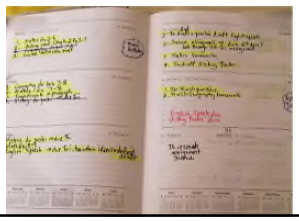
Then when you get the details about the task (assessment notification):

- **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 ??????



40

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
Tues 4 **Start first section of assignment**	Tues 11 **MATHS TEST TODAY**	Tues 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**

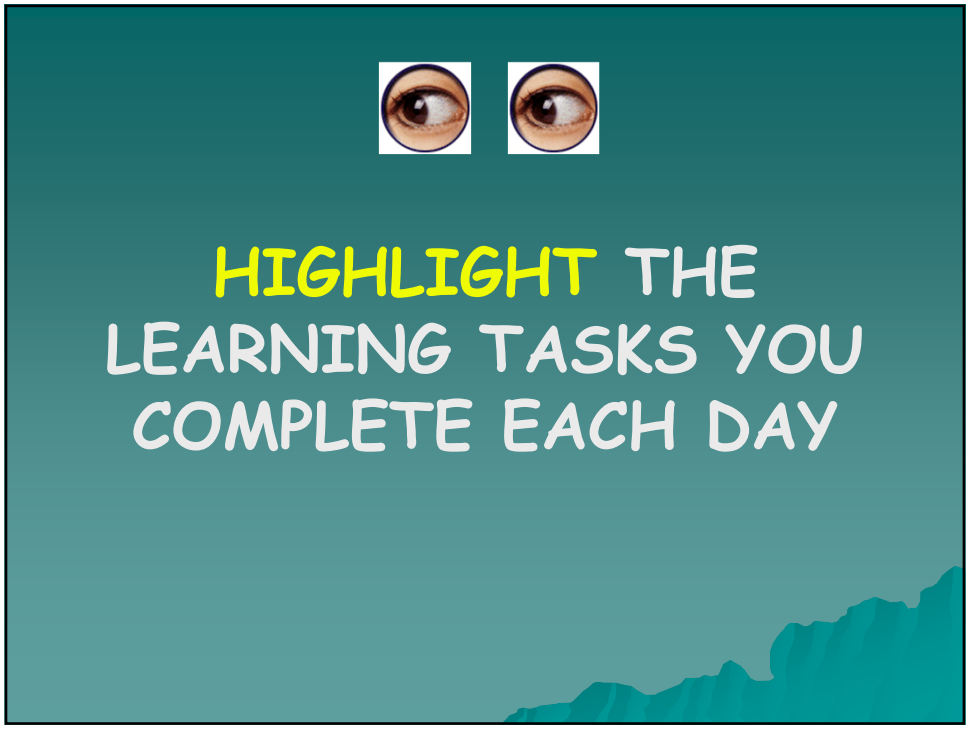
41

Mon	-Work on first section of Hist. assign. -Do chapter review science	Thurs	-Do draft for English story **SCIENCE TEST TODAY**
Tues	- 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 Sun	Finish Eng. story

42

Mon - Science questions Chapter 3 - Do paragraph for English - Do Geography sheet due Wed - Ex 2.3 Maths	-Work on first section of Hist. assign. -Do chapter review science	Thurs	-Do draft for English story **-SCIENCE TEST TODAY**
Tues	- 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 Sun	Finish Eng. story

43



44

Mon - Science questions Chapter 3 - Do paragraph for English - Do Geography sheet due Wed - Ex 2.3 Maths	-Work on first section of Hist. assign. -Do chapter review science	Thurs	-Do draft for English story -**SCIENCE TEST TODAY**
Tues	- 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 Sun	Finish Eng. story

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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

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

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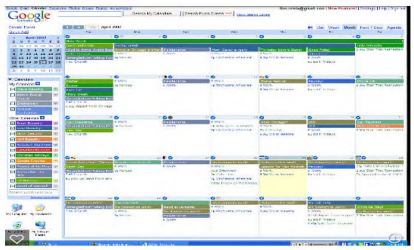
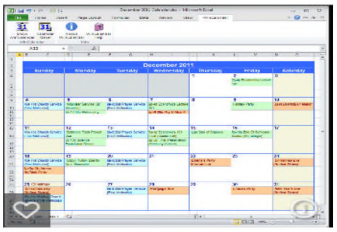
Google Calendars



Outlook 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.

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.

1. 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).

2. Estimate how much time you still need to spend on each assessment.

3. 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?

4. 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	3rd May
Maths Assign	7th May
History Project	11th May
English Report	15th May
French Test	18th 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 1st draft
French Test	18/5	None

52

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 1st draft	THURS
French Test	18/5	None	

53

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French Test	18/5	Practice speaking skills	FRI
Geog Assess	22/5	Do section 1	TUES

54

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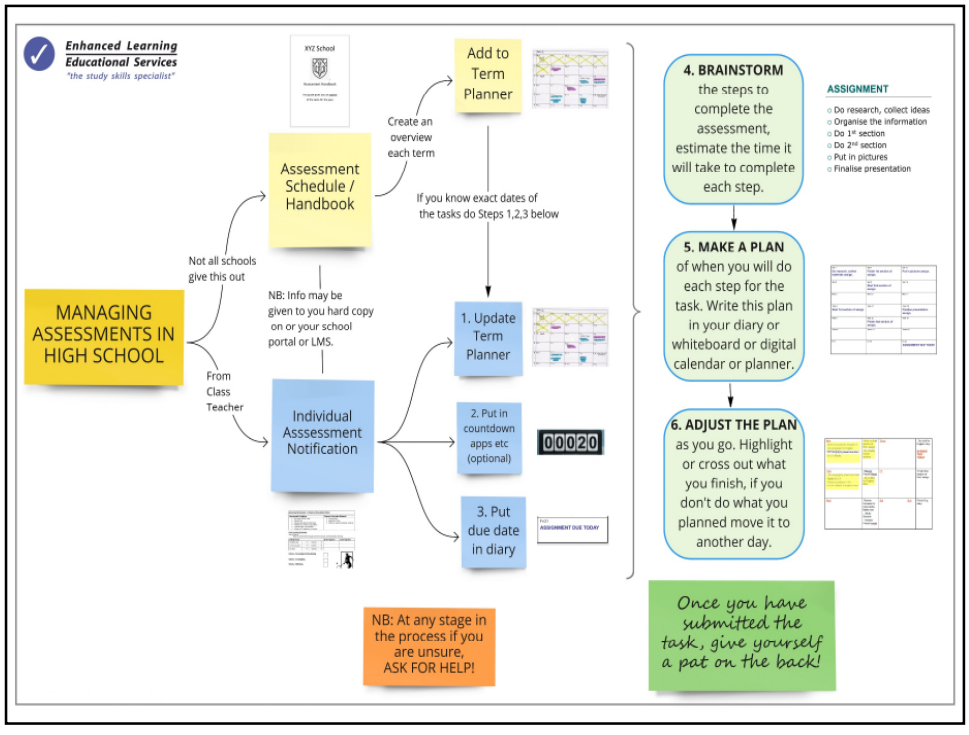
French Test	18/5	Practice speaking skills	FRI
Geog Assess	22/5	Do section 1	TUES

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

55



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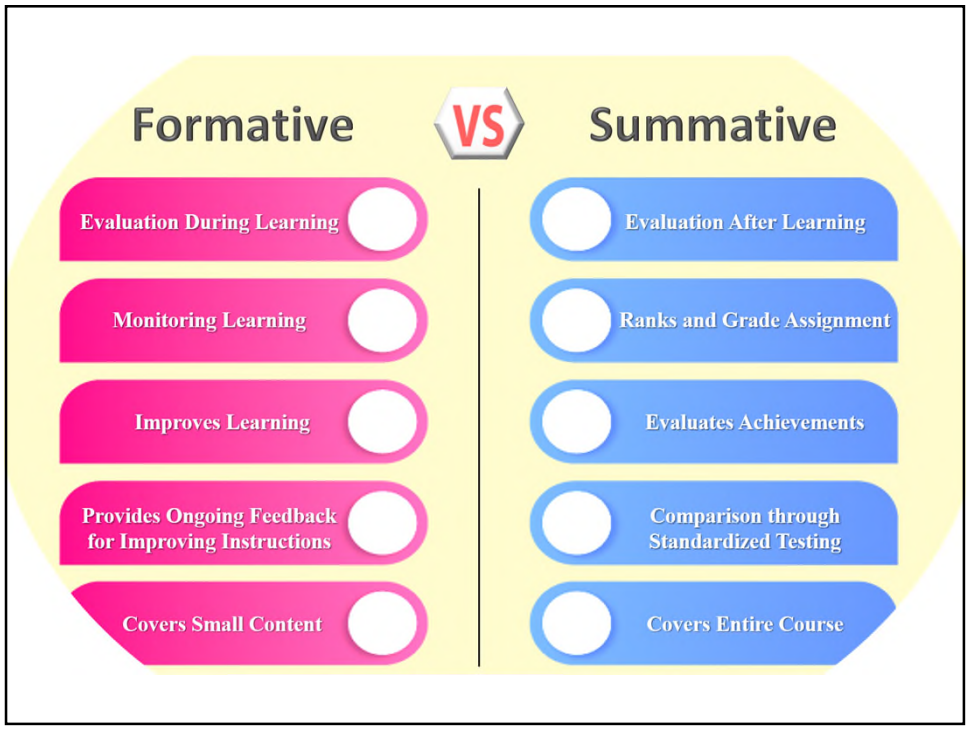

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Preparing for Tests

Both formative and summative tasks

4 Simple Steps

(Page 3)

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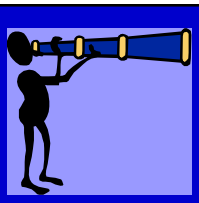
STEP 1 : Fact Finding



- 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**?

59

Step 2: Get Organised

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

60

Step 3 : Manage Time

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

61

Example:

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

62

Step 4 : Now Study!

- Study = LEARN + PRACTISE

63

The more organised the information is,

the easier it will be to learn and remember it!

64

The Learning Process

Initial stages *to turn new learning into understanding:*

-Complete work set in class

-Think about class work and ask questions if unsure

-Do extra work on things you find tricky

UNDERSTANDING **REMEMBERING** **APPLYING**

Making Study Notes *

Active Learning/Memorising of the information *

Practise: doing questions, exercises, activities (under exam conditions) *

** Chase up any problems by: asking questions, doing extra work*

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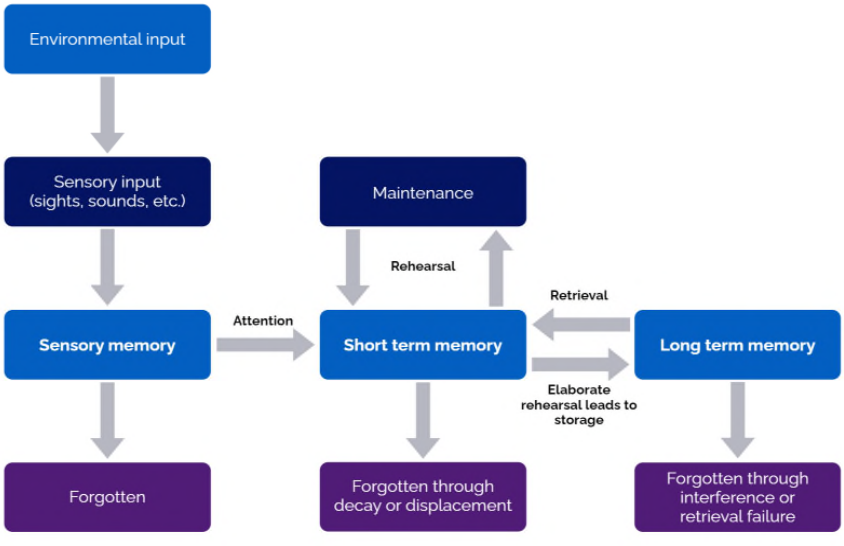
Atkinson–Shiffrin model



Adapted from: Atkinson, R. C., & Shiffrin, R. M. (1968)

66

Stages of memory

67

STUDYING = PLAYING SPORTS

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

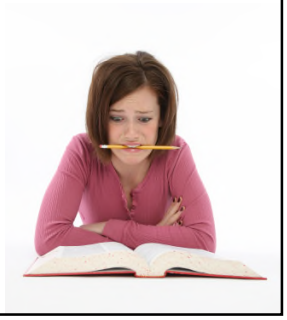
68

- **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!**

69

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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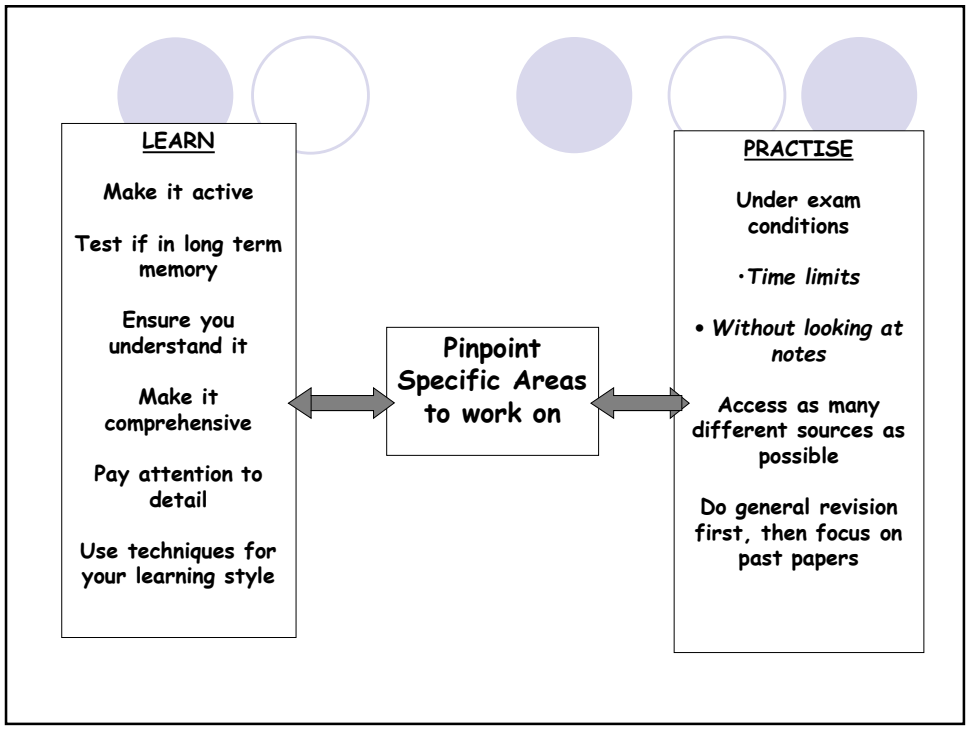


71

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

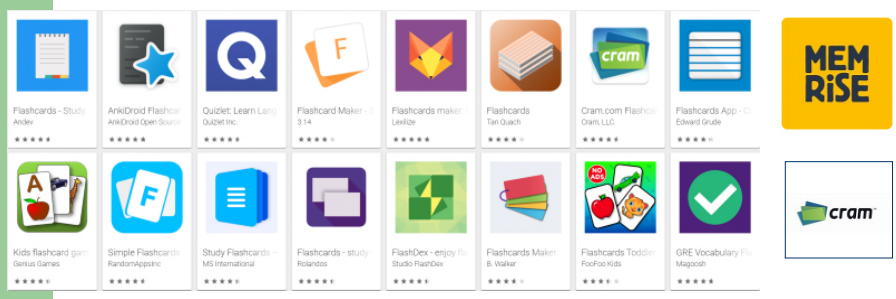
72

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.

73

What's your favourite flashcard app?



74

Mnemosyne

75

2. Mnemonics: Egyptian Gods

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

AHKHSISS

HAS KISS H

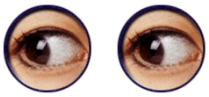
HAS SKIS H

SS HH SAKI

76

3. LOCATING INFORMATION

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



77

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?

78

Get parents to test you or help you understand

79

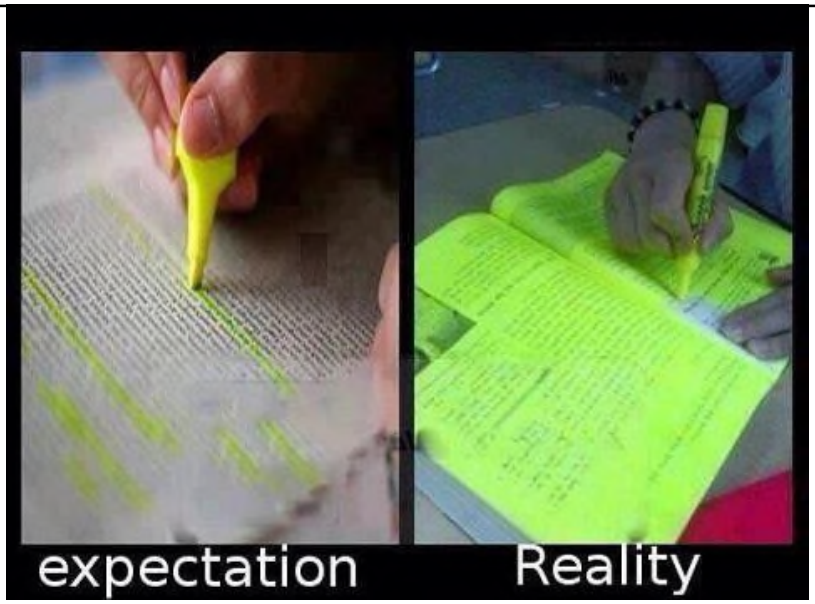
Working Together….

- 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!

80

Making and using study notes is one of the best ways to <u>start</u> your study for a test or exam

81



82

- 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?

83

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.

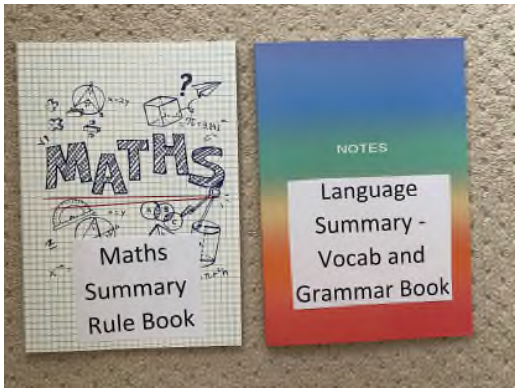
85

Making Study Notes (Page 4)

86

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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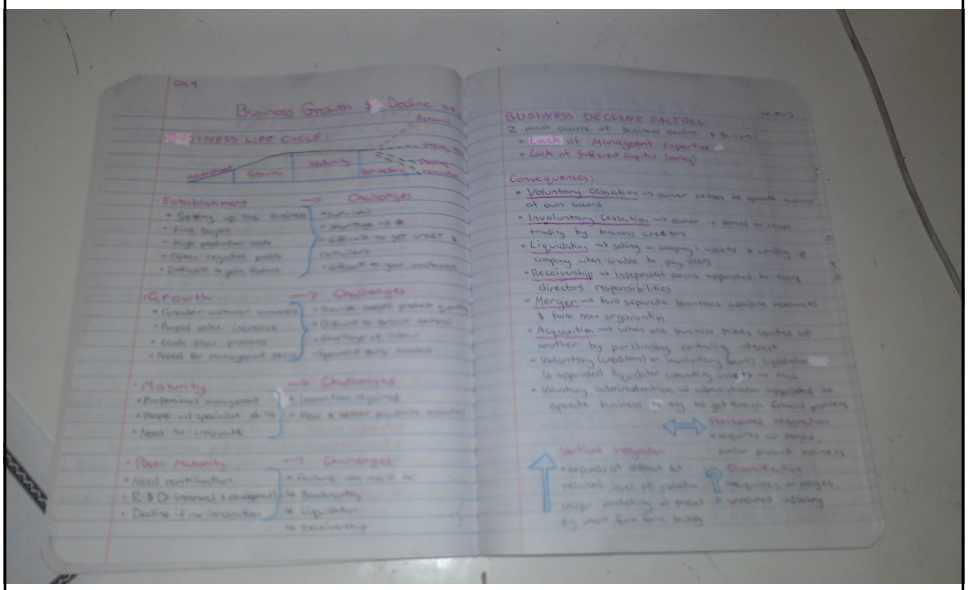

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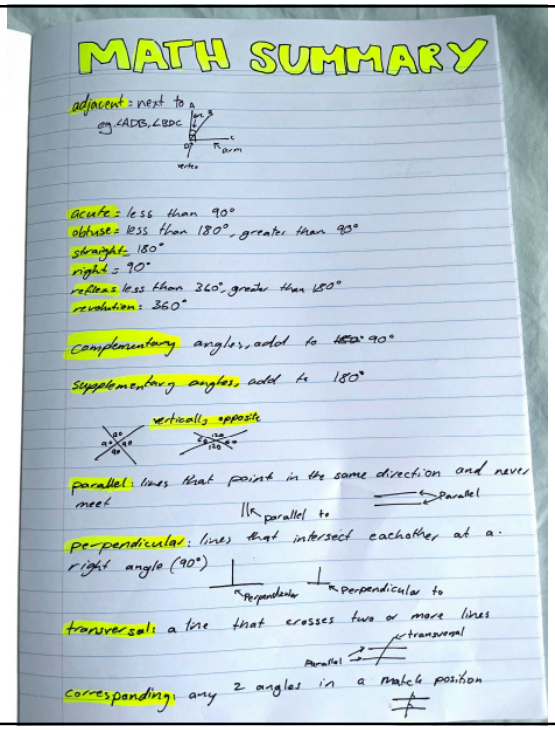
MATH SUMMARY
adjacent: next to
eg ∠ADB, ∠BDC
arm
vertex
acute: less than 90°
obtuse: less than 180°, greater than 90°
straight: 180°
right: 90°
reflex: less than 360°, greater than 180°
revolution: 360°
complementary angles, add to 90°
supplementary angles, add to 180°
vertically opposite
parallel: lines that point in the same direction and never meet
Parallel
|| parallel to
perpendicular: lines that intersect each other at a right angle (90°)
Perpendicular
perpendicular to
transversal: a line that crosses two or more lines
transversal
Parallel
corresponding: any 2 angles in a matching position

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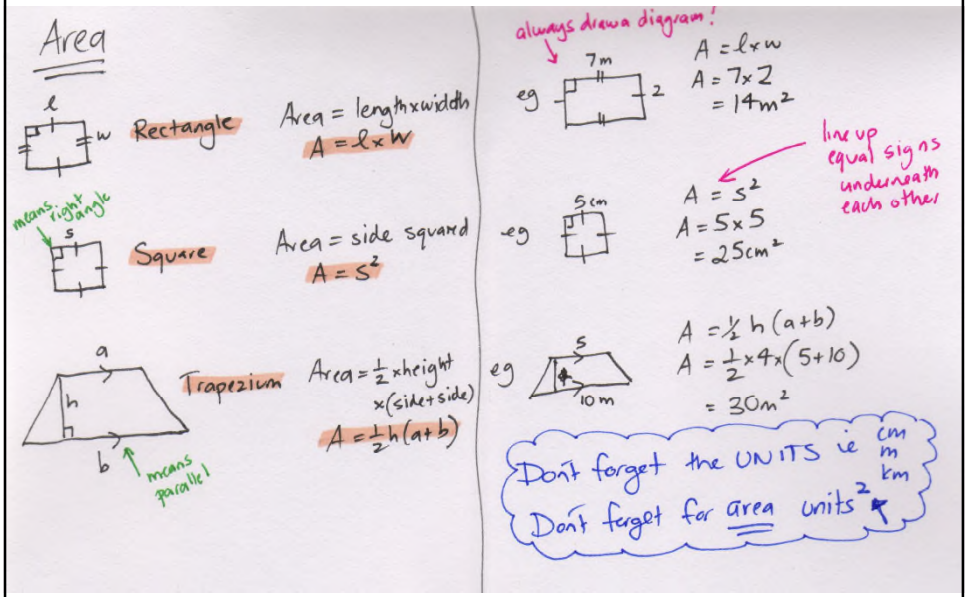
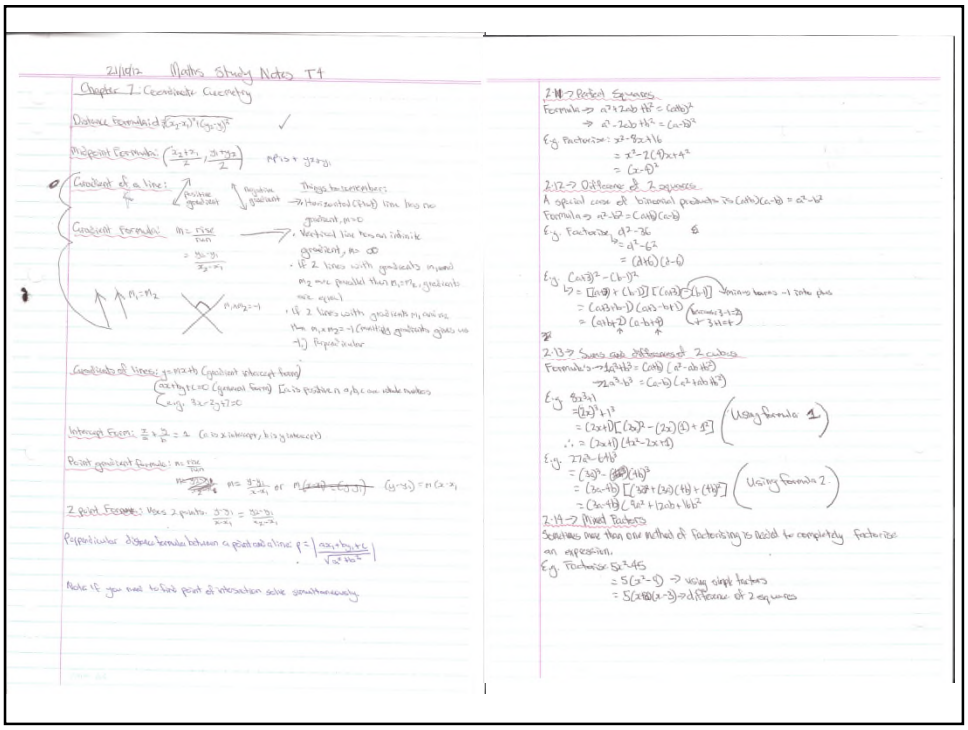

Area
l
w
Rectangle
Area = length x width
A = l x w
means right angle
s
Square
Area = side squared
A = s²
a
h
b
means parallel
Trapezium
Area = ½ x height x (side + side)
A = ½ h(a+b)
always draw a diagram!
eg
7m
2
A = l x w
A = 7 x 2
= 14m²
line up equal signs underneath each other
5cm
A = s²
A = 5 x 5
= 25cm²
5
10 m
A = ½ h(a+b)
A = ½ x 4 x (5+10)
= 30m²
Don't forget the UNITS ie cm m km
Don't forget for area units²

90



21/9/12 Maths Study Notes T1

Chapter 7: Coordinate Geometry

Distance Formula: $\sqrt{(x_2-x_1)^2+(y_2-y_1)^2}$ ✓

Midpoint Formula: $\left(\frac{x_1+x_2}{2}, \frac{y_1+y_2}{2}\right)$ $M(x_1+y_2, y_1+y_2)$

Gradient of a line: m (positive gradient / negative gradient)

Things to remember:
→ Horizontal (flat) line has no gradient, $m=0$
• Vertical line has an infinite gradient, $m=\infty$
• If 2 lines with gradients m_1 and m_2 are parallel then $m_1=m_2$ (gradients are equal)
• If 2 lines with gradients m_1 and m_2 are $m_1 \times m_2 = -1$ (multiply gradients gives us -1) Perpendicular

Gradient Formula: $m = \frac{\text{rise}}{\text{run}} = \frac{y_2-y_1}{x_2-x_1}$

$m_1=m_2$ $m_1 \times m_2 = -1$

Gradient of a line: $y=mx+b$ (gradient intercept form)
$ax+by+c=0$ (general form) [a is positive, a, b, c are whole numbers]
e.g. $3x-2y+7=0$

Intercept Form: $\frac{x}{a}+\frac{y}{b}=1$ (a is x intercept, b is y intercept)

Point gradient Formula: $m = \frac{\text{rise}}{\text{run}}$ $m = \frac{y-y_1}{x-x_1}$ or $m(x-x_1) = (y-y_1)$

2 point Formula: Have 2 points: $\frac{y-y_1}{x-x_1} = \frac{y_2-y_1}{x_2-x_1}$

Perpendicular distance formula between a point and a line: $P = \left|\frac{ax_1+by_1+c}{\sqrt{a^2+b^2}}\right|$

Note: If you need to find point of intersection solve simultaneously

7.11 → Perfect Squares

Formula → $a^2+2ab+b^2 = (a+b)^2$
→ $a^2-2ab+b^2 = (a-b)^2$

E.g. Factorise: $x^2-8x+16$
$= x^2-2(4)x+4^2$
$= (x-4)^2$

7.12 → Difference of 2 squares

A special case of 'binomial products' as $(a+b)(a-b) = a^2-b^2$

Formula → $a^2-b^2 = (a+b)(a-b)$

E.g. Factorise a^2-36 &
$= a^2-6^2$
$= (a+6)(a-6)$

E.g. $(a+b)^2-(a-b)^2$
$= [(a+b)+(a-b)][(a+b)-(a-b)]$ (brackets become -1 rather than +1)
$= (a+b+a-b)(a+b-a+b)$ (brackets 2 + 3 + 4)
$= (2a)(2b)$

7.13 → Sums and differences of 2 cubes

Formula's → $a^3+b^3 = (a+b)(a^2-ab+b^2)$
→ $a^3-b^3 = (a-b)(a^2+ab+b^2)$

E.g. $8x^3+1$
$= (2x)^3+1^3$
$= (2x+1)[(2x)^2-(2x)(1)+1^2]$ (Using formula 1)
$\therefore = (2x+1)(4x^2-2x+1)$

E.g. $27a^3-64b^3$
$= (3a)^3-(4b)^3$
$= (3a-4b)[(3a)^2+(3a)(4b)+(4b)^2]$ (Using formula 2)
$= (3a-4b)(9a^2+12ab+16b^2)$

7.14 → Mixed Factors

Sometimes more than one method of factorising is needed to completely factorise an expression.

E.g. Factorise $5x^2-45$
$= 5(x^2-9)$ → using simple factors
$= 5(x+3)(x-3)$ → difference of 2 squares

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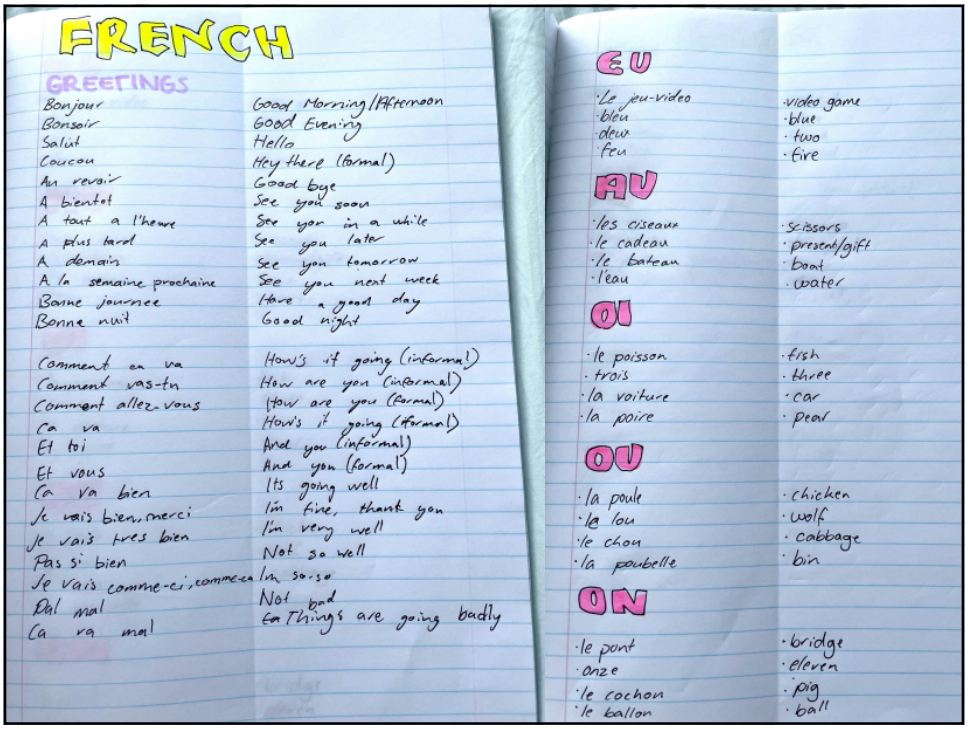


FRENCH

GREETINGS

Bonjour	Good Morning/Afternoon
Bonsoir	Good Evening
Salut	Hello
Coucou	Hey there (formal)
Au revoir	Good bye
A bientot	See you soon
A tout a l'heure	See you in a while
A plus tard	See you later
A demain	See you tomorrow
A la semaine prochaine	See you next week
Bonne journee	Have a good day
Bonne nuit	Good night
Comment ca va	How's it going (informal)
Comment vas-tu	How are you (informal)
Comment allez-vous	How are you (formal)
Ca va	How's it going (formal)
Et toi	And you (informal)
Et vous	And you (formal)
Ca va bien	Its going well
Je vais bien, merci	I'm fine, thank you
Je vais tres bien	I'm very well
Pas si bien	Not so well
Je vais comme-ci, comme-ca	I'm so-so
Bof mal	Not bad
Ca va mal	Ea Things are going badly

EU

· Le jeu-video	· video game
· bleu	· blue
· deux	· two
· feu	· fire

AU

· les ciseaux	· scissors
· le cadeau	· present/gift
· le bateau	· boat
· l'eau	· water

OI

· le poisson	· fish
· trois	· three
· la voiture	· car
· la poire	· pear

OU

· la poule	· chicken
· le loup	· wolf
· le chou	· cabbage
· la poubelle	· bin

ON

· le pont	· bridge
· onze	· eleven
· le cochon	· pig
· le ballon	· ball

92

VOLITIONAL FORM:

USE: (1) an invitation to do something together.
(shall we...?) used instead of ～ましょう
(2) One's will / intention to do something;
together or alone.
(3) Offering a service; shall I...?

FORM: Group I verbs: う → おう

Ex: はなします → はなし ⇒ はなそう す(su) → そう(おう)

Ex: あそびます → あそび ⇒ あそぼう ぶ(bu) → ぼう(おう)

Group II Verbs: る → よう

Ex: おぼえます → おぼえる → おぼえよう

見ます → 見る → 見よう

Group III verbs: irregular.

Ex: きます → くる → こよう

します → する → しよう

EXAMPLES: ちょっと休まない? shall we take a rest?

うん... 休もう。 yes, let's.

すこし休もうか。 How about resting for a while?

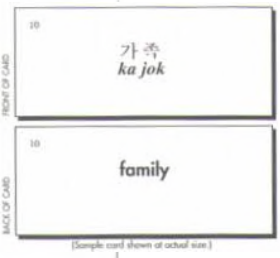
手だおうか。 shall I help you?

行こう	飲もう	あるこう
休もう	そしよう	かおう
食べよう	おぼえよう	かえろう

93

VOCABULARY

かいものをする do the shopping.
飲みものをひやす chill the drinks
そうじをする do the cleaning.
いすをならべる (ならべます) line the chairs up.
花をかざる (かざります) display the flowers
りょうりをつくる cook the meal.
はります to put up / post / paste
かけます to hang.
うえます to plant
もどします return / put ~ back
かたづけます put things in order / tidy up.
しまいます put things in their proper place.
きめます to decide
しらせます to inform
そうだんします to consult / discuss.
そのままにします to leave things as they are.
よてい plan / schedule
ひきだし drawers.



94

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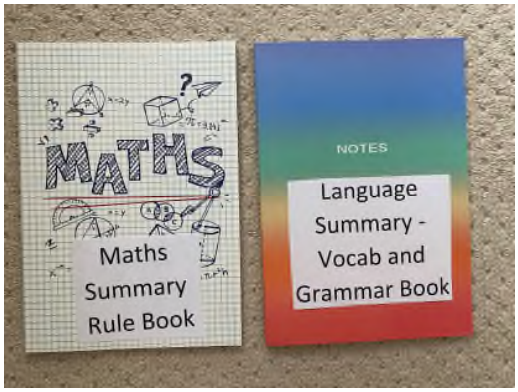
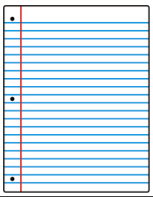


95

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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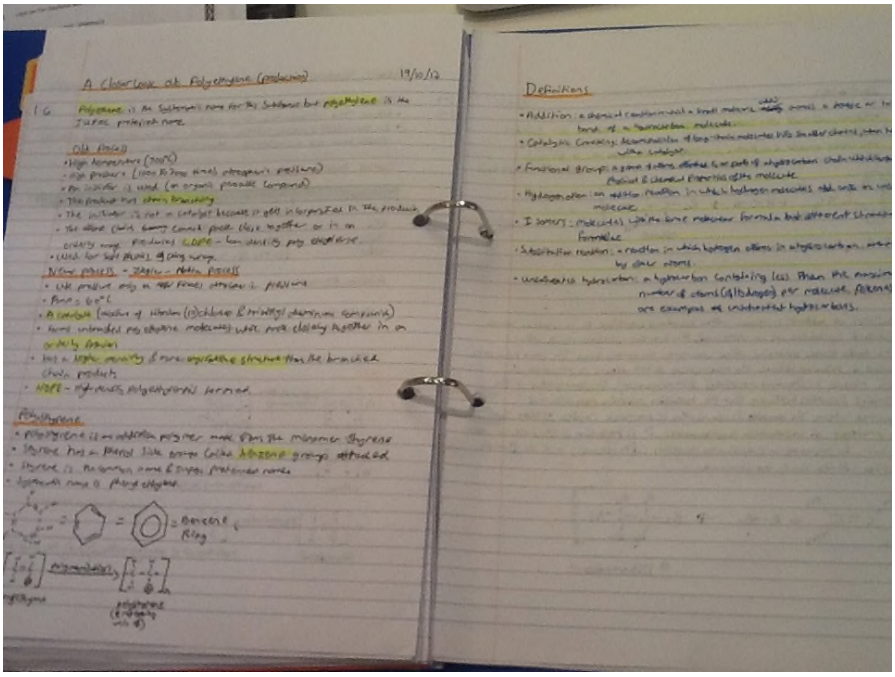
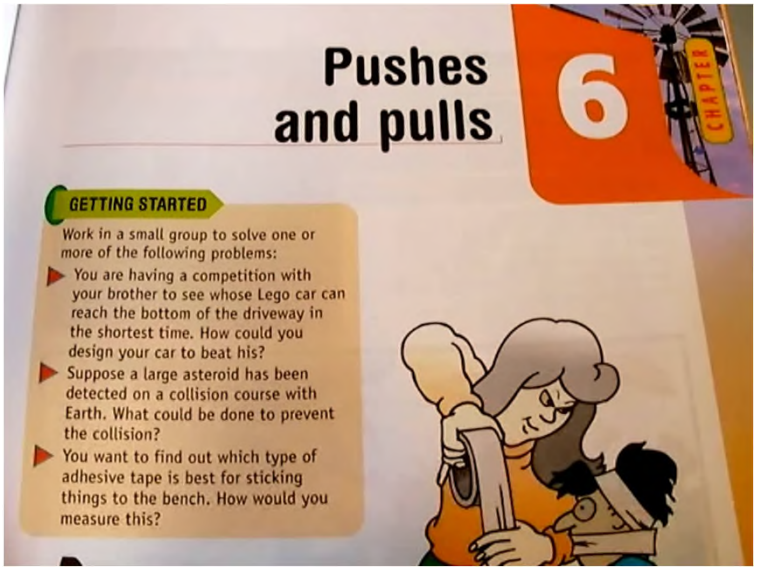


A Closer Look at Polyethene (Continued) 19/10/12

Definitions

97



We will write the steps down afterwards.

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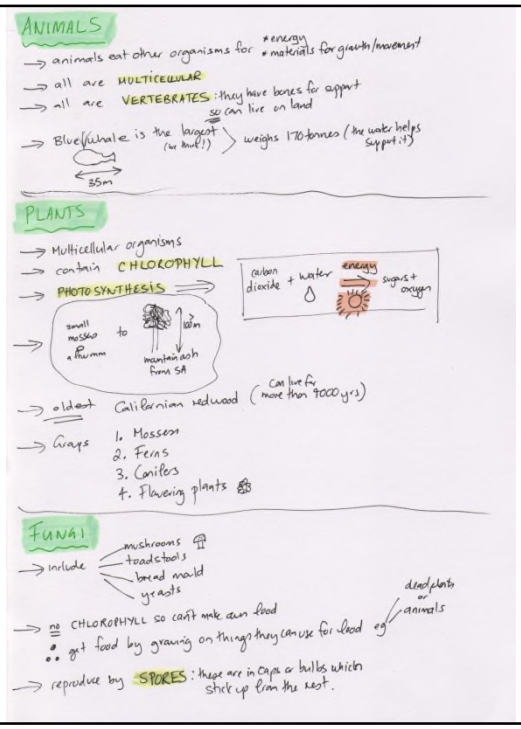
Write down on Page 4:

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.

99



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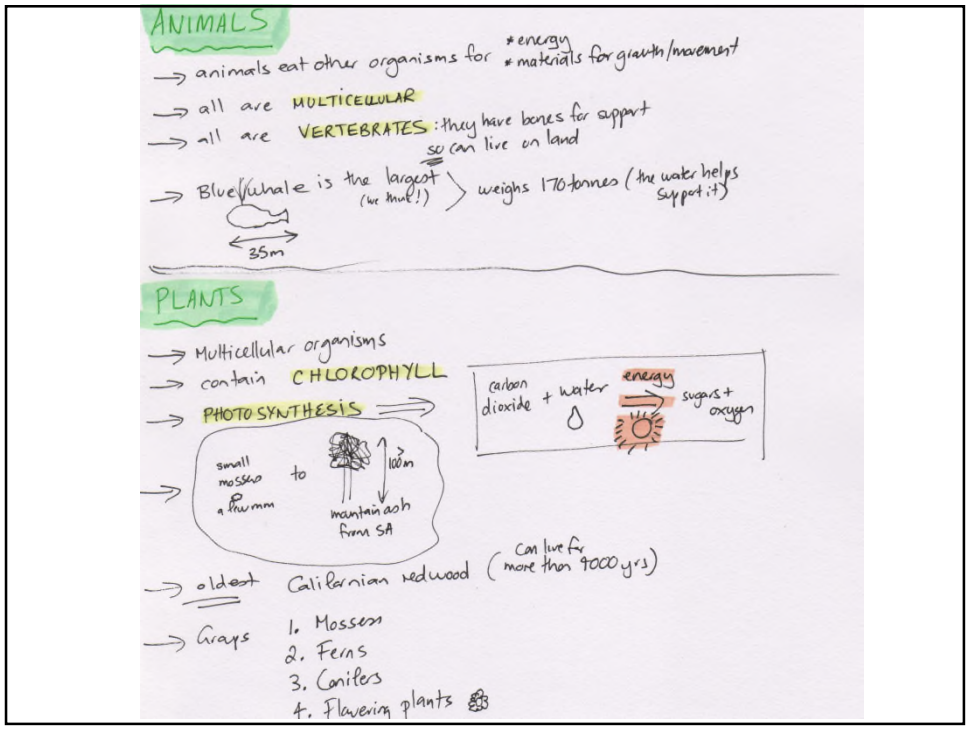
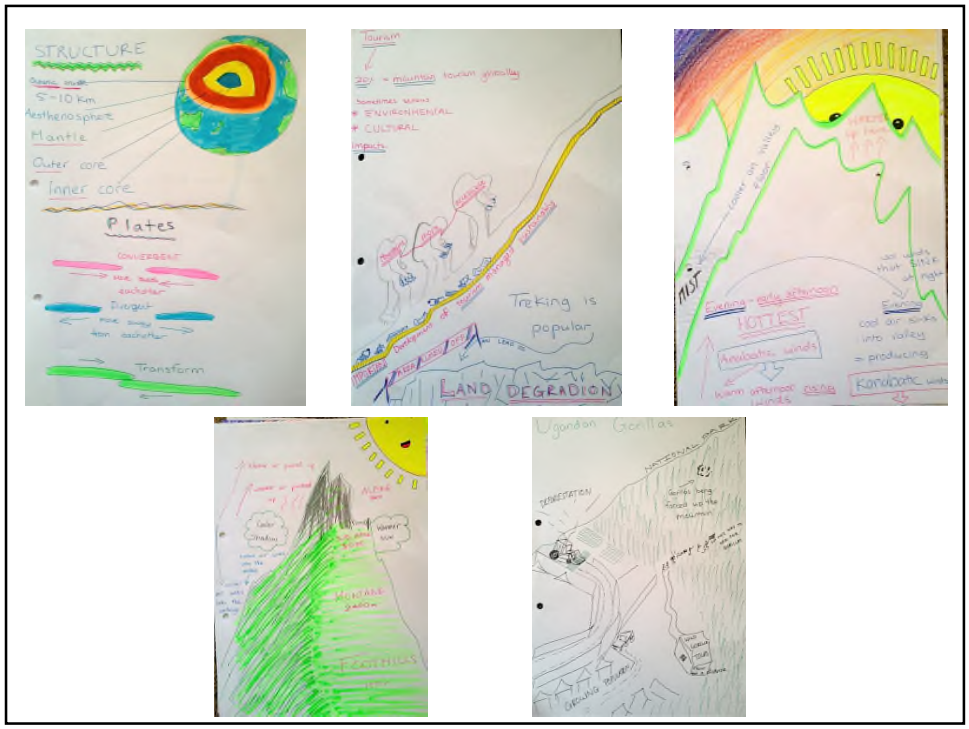
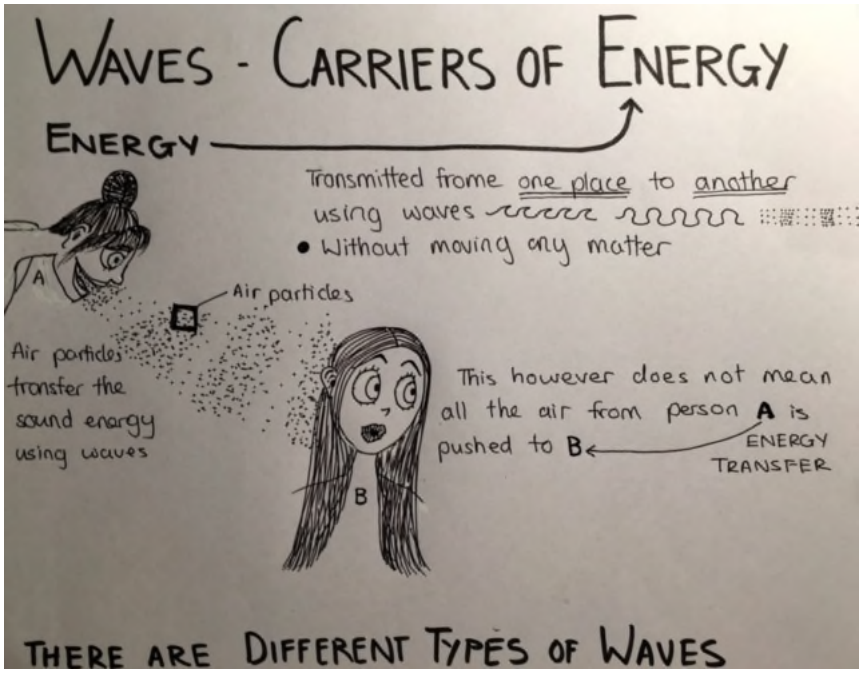

ANIMALS
animals eat other organisms for *energy *materials for growth/movement
all are MULTICELLULAR
all are VERTEBRATES: they have bones for support so can live on land
Blue whale is the largest (we think!) weighs 170 tonnes (the water helps support it)
35m
PLANTS
Multicellular organisms
contain CHLOROPHYLL
PHOTOSYNTHESIS
carbon dioxide + water energy sugars + oxygen
small mosses a few mm to 100m
maintain ash from SA
oldest Californian redwood (can live for more than 4000 yrs)
Groups
1. Mosses
2. Ferns
3. Conifers
4. Flowering plants

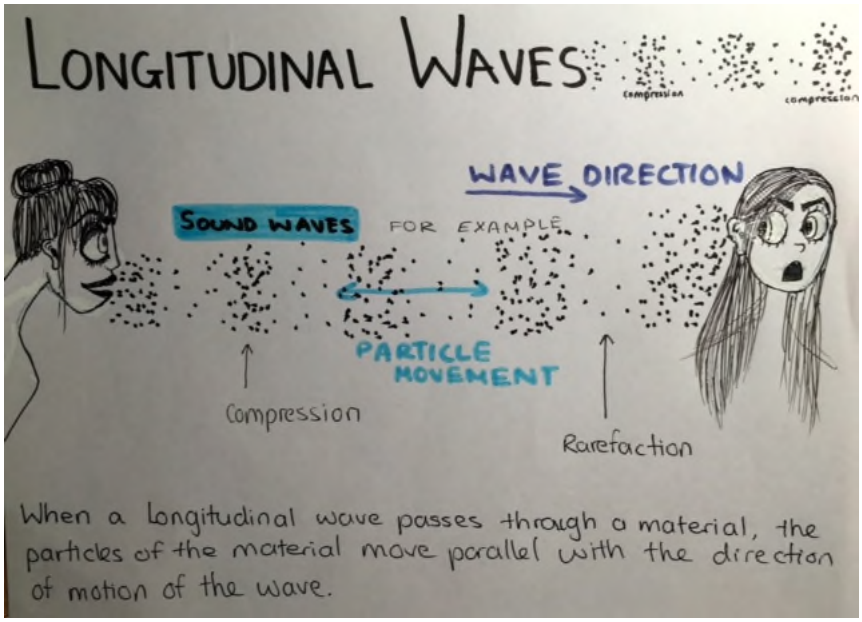
101


STRUCTURE
5-10 Km
Asthenosphere
Mantle
Outer core
Inner core
Plates
CONVERGENT
Divergent
Transform
Tourism
Trekking is popular
LAND DEGRADION
HOTTEST
Anabatic winds
Katabatic winds
cool air sinks into valley = producing
Ugandan Gorillas
DEFORESTATION
FOOTHILLS

102


WAVES - CARRIERS OF ENERGY
ENERGY
Transmitted from one place to another using waves
• Without moving any matter
A
Air particles
Air particles transfer the sound energy using waves
B
This however does not mean all the air from person A is pushed to B
ENERGY TRANSFER
THERE ARE DIFFERENT TYPES OF WAVES

103


LONGITUDINAL WAVES
compression
compression
WAVE DIRECTION
SOUND WAVES
FOR EXAMPLE
PARTICLE MOVEMENT
Compression
Rarefaction
When a Longitudinal wave passes through a material, the particles of the material move parallel with the direction of motion of the wave.

104

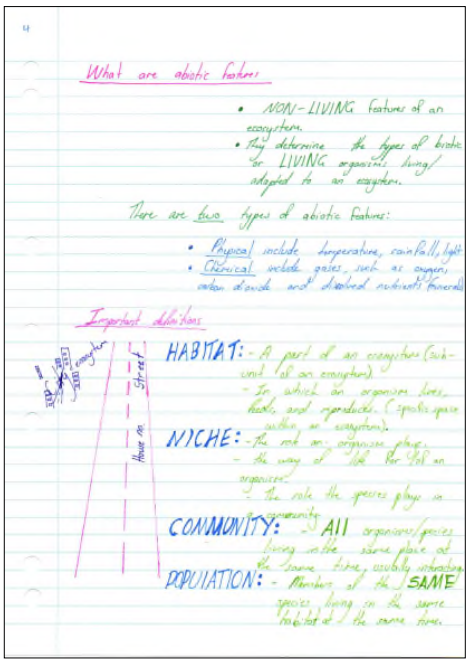
- **Taste**
- **Smell**
- **Physical state**
- **Density**
- **Hardness**
- **Lustre**
- **Boiling Point**
- **Conductivity of Heat/Electricity**
- **Crystalline form**
- **Melting point**
- **Solubility**

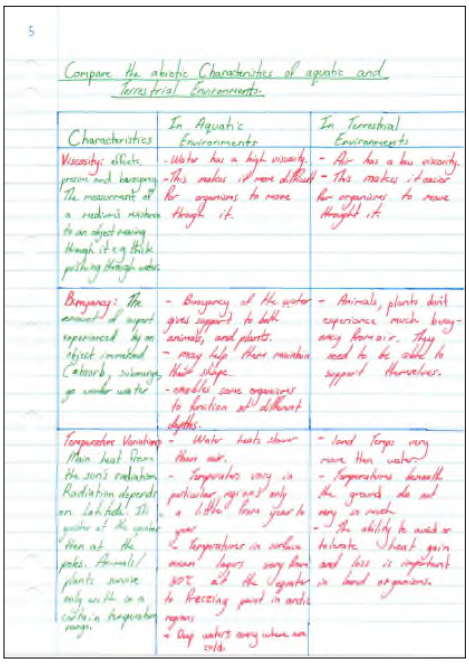
- **Are greatly affected by temperature, pressure + state of rest/motion – Conditions**
- **May undergo change of state if conditions are altered**
- **Physical Change – Change in physical properties but not in composition of substances involved**
- **Usually easily reversed, low amounts of energy are required + no transfer of atoms between molecular/ionic species**
- **Useful for separation/purification of substances**

- Stability to Heat
- Metal Activity
- Electrode Potential

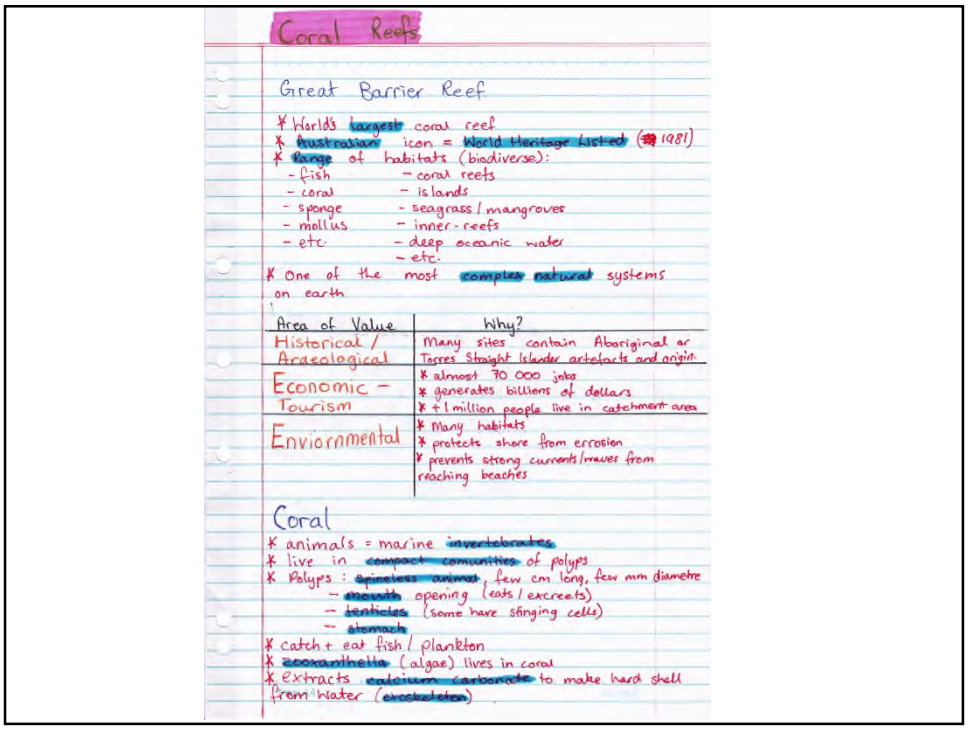
- Chemical Change – Change in which at least one new substance is formed
- Involves a chemical reaction which can be represented by a chemical equation
- Reactants – Starting substances
- Products – Substances formed
- Involves bond making/breaking, large amounts of energy are released/absorbed + aren't easy to reverse
- Used to synthesise new material, for analysis (testing for presence or absence of substances) + in storage/release of energy (burning)

105





106



Coral Reefs

Great Barrier Reef

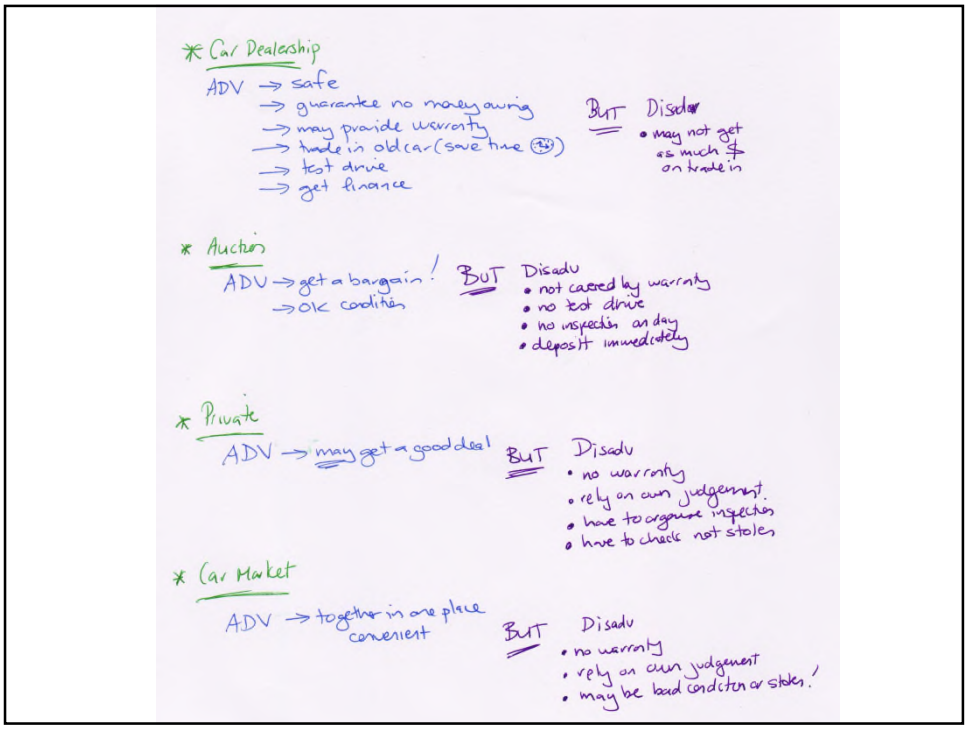
* World's largest coral reef
* Australian icon = World Heritage Listed (1981)
* Range of habitats (biodiverse):
  - fish
  - coral
  - sponge
  - mollus
  - etc.
  - coral reefs
  - islands
  - seagrass / mangroves
  - inner-reefs
  - deep oceanic water
  - etc.
* One of the most complex natural systems on earth

Area of Value	Why?
Historical / Archaeological	Many sites contain Aboriginal or Torres Straight Islander artefacts and origin
Economic - Tourism	* almost 70 000 jobs * generates billions of dollars * +1 million people live in catchment area
Enviornmental	* Many habitats * protects shore from errosion * prevents strong currents/waves from reaching beaches

Coral

* animals = marine invertebrates
* live in compact communities of polyps
* Polyps : spineless animal, few cm long, few mm diametre
  - mouth opening (eats / excreats)
  - tenticles (some have stinging cells)
  - stomach
* catch + eat fish / plankton
* zooxanthella (algae) lives in coral
* extracts calcium carbonate to make hard shell from water (exoskeleton)

107



* Car Dealership

ADV → safe
→ guarantee no money owing
→ may provide warranty
→ trade in old car (save time)
→ test drive
→ get finance

BUT Disadv
• may not get as much $ on trade in

* Auction

ADV → get a bargain!
→ OK condition

BUT Disadv
• not covered by warranty
• no test drive
• no inspection on day
• deposit immediately

* Private

ADV → may get a good deal

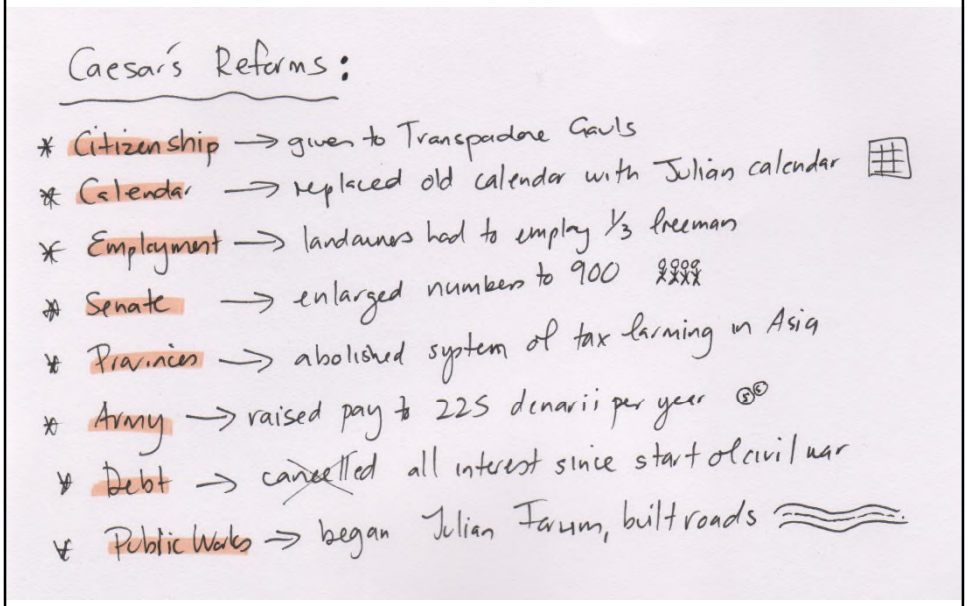
BUT Disadv
• no warranty
• rely on own judgement
• have to organise inspection
• have to check not stolen

* Car Market

ADV → together in one place convenient

BUT Disadv
• no warranty
• rely on own judgement
• may be bad condition or stolen!

108



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.

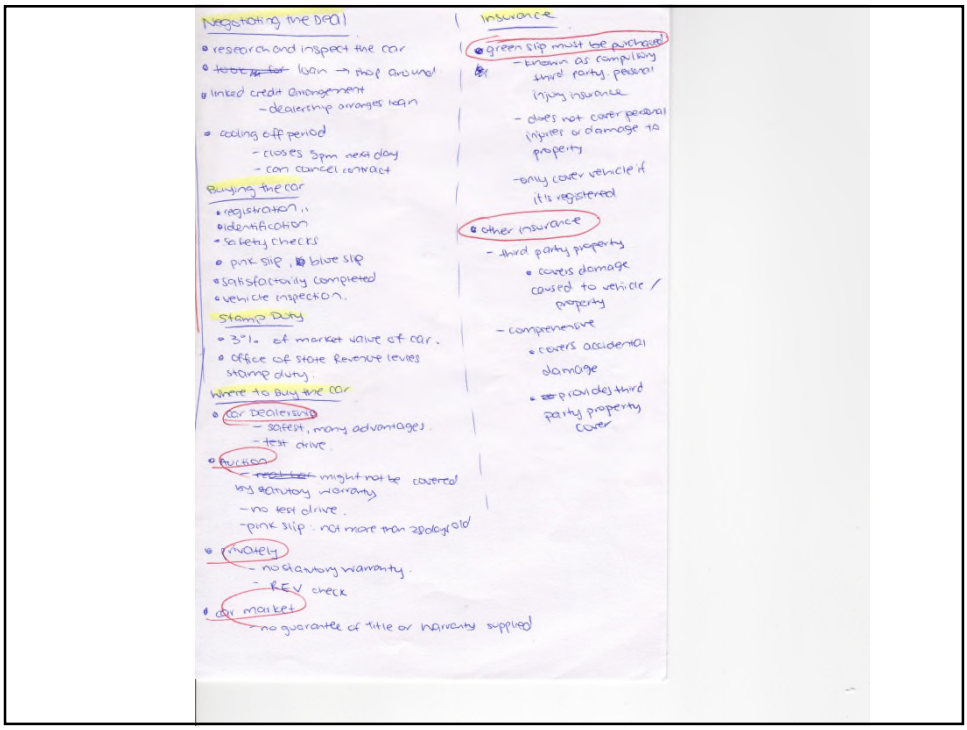
Before that Mecca was regarded as a sacred city because of the Ka'bah which was a site of great religious significance and attracted many pilgrims bringing trade and industry based on the sale of idols etc for the worship at the Ka'bah.

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
- **KA'BAH**: 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)
- **POLYTHESIC:** Most of the local religious beliefs were polytheistic (belief in many gods)
- **MINORITIES:** Judaism and Christianity were established minorities.
- **MONTHESITIC:** Others were the "Hanifs" who believed in one supreme God over and above any other god.

110



Negotiating the deal

- research and inspect the car
- ~~test drive~~ loan → shop around
- linked credit arrangement
  - dealership arranges loan
- cooling off period
  - closes 3pm next day
  - can cancel contract

Buying the car

- registration
- identification
- safety checks
- pink slip, blue slip
- satisfactorily completed
- vehicle inspection

Stamp Duty

- 3% of market value of car.
- Office of state Revenue levies stamp duty.

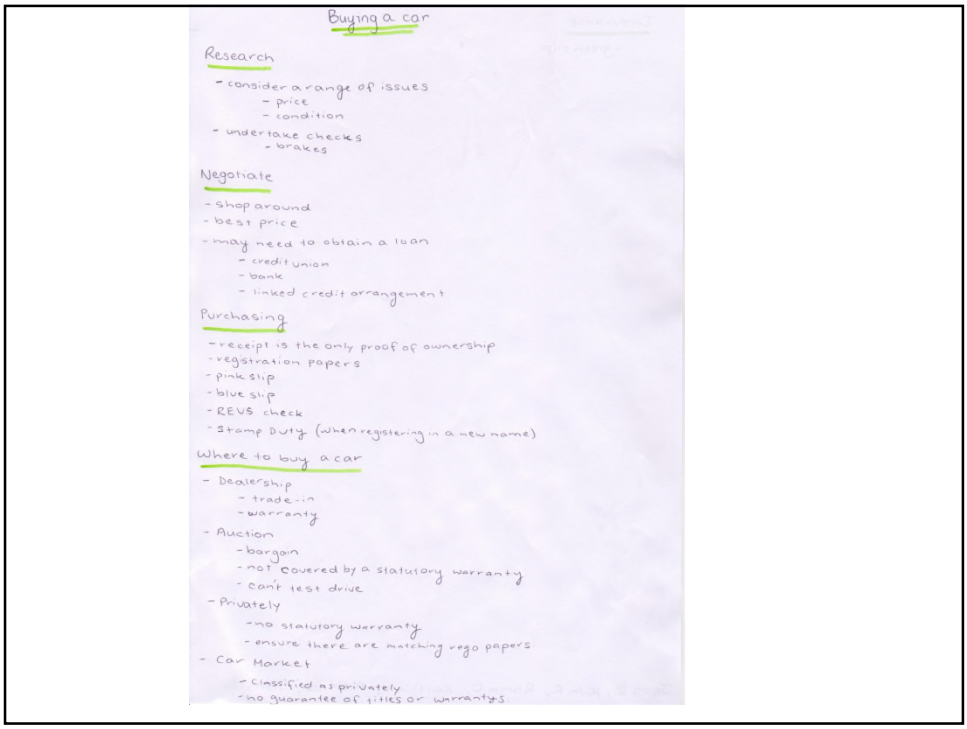
Where to buy the car

- Dealership
  - safest, many advantages
  - test drive
- Auction
  - ~~used car~~ might not be covered by statutory warranty
  - no test drive
  - pink slip: not more than 28 days old
- Privately
  - no statutory warranty
  - REV check
- Car market
  - no guarantee of title or warranty supplied

Insurance

- green slip must be purchased
  - known as compulsory third party personal injury insurance
  - does not cover personal injuries or damage to property
  - only cover vehicle if it's registered
- other insurance
  - third party property
    - covers damage caused to vehicle / property
  - comprehensive
    - covers accidental damage
    - ~~or~~ provides third party property cover

111



Buying a car

Research

- consider a range of issues
  - price
  - condition
- undertake checks
  - brakes

Negotiate

- shop around
- best price
- may need to obtain a loan
  - credit union
  - bank
  - linked credit arrangement

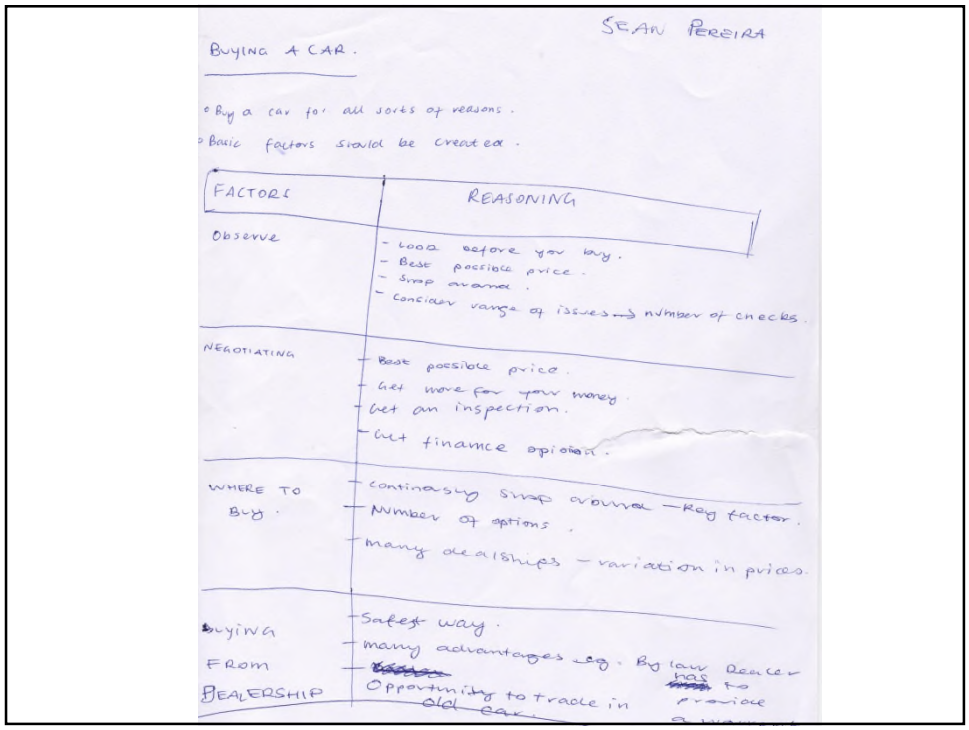
Purchasing

- receipt is the only proof of ownership
- registration papers
- pink slip
- blue slip
- REVS check
- Stamp Duty (when registering in a new name)

Where to buy a car

- Dealership
  - trade-in
  - warranty
- Auction
  - bargain
  - not covered by a statutory warranty
  - can't test drive
- Privately
  - no statutory warranty
  - ensure there are matching rego papers
- Car Market
  - classified as privately
  - no guarantee of titles or warranty's

112



SEAN PEREIRA

BUYING A CAR.

- Buy a car for all sorts of reasons.
- Basic factors should be created.

FACTORS	REASONING
Observe	- Look before you buy. - Best possible price. - Shop around. - Consider range of issues → number of checks.
NEGOTIATING	- Best possible price. - Get more for your money. - Get an inspection. - Get finance options.
WHERE TO BUY.	- Continuously shop around — Reg factor. - Number of options. - Many dealerships — variation in prices.
BUYING FROM DEALERSHIP	- Safest way. - Many advantages e.g. By law Dealer has to provide - Opportunity to trade in old car.

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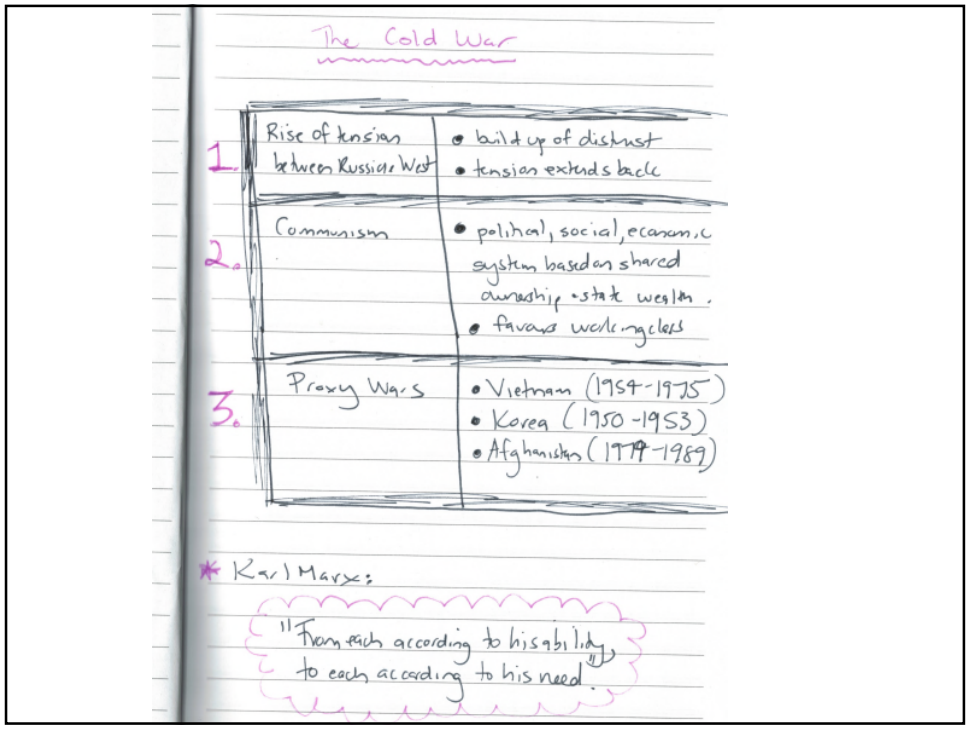

The Cold War

1.	Rise of tension between Russia & West	• build up of distrust • tension extends back
2.	Communism	• political, social, economic system based on shared ownership • state wealth. • favours working class
3.	Proxy Wars	• Vietnam (1954-1975) • Korea (1950-1953) • Afghanistan (1979-1989)

* Karl Marx:

"From each according to his ability, to each according to his need."

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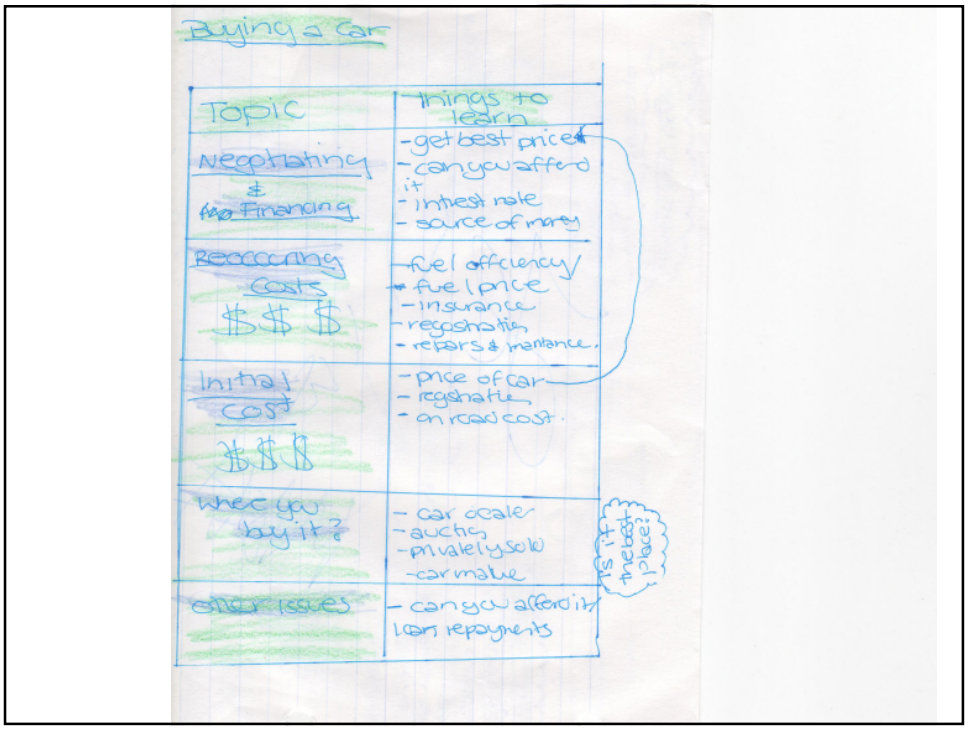
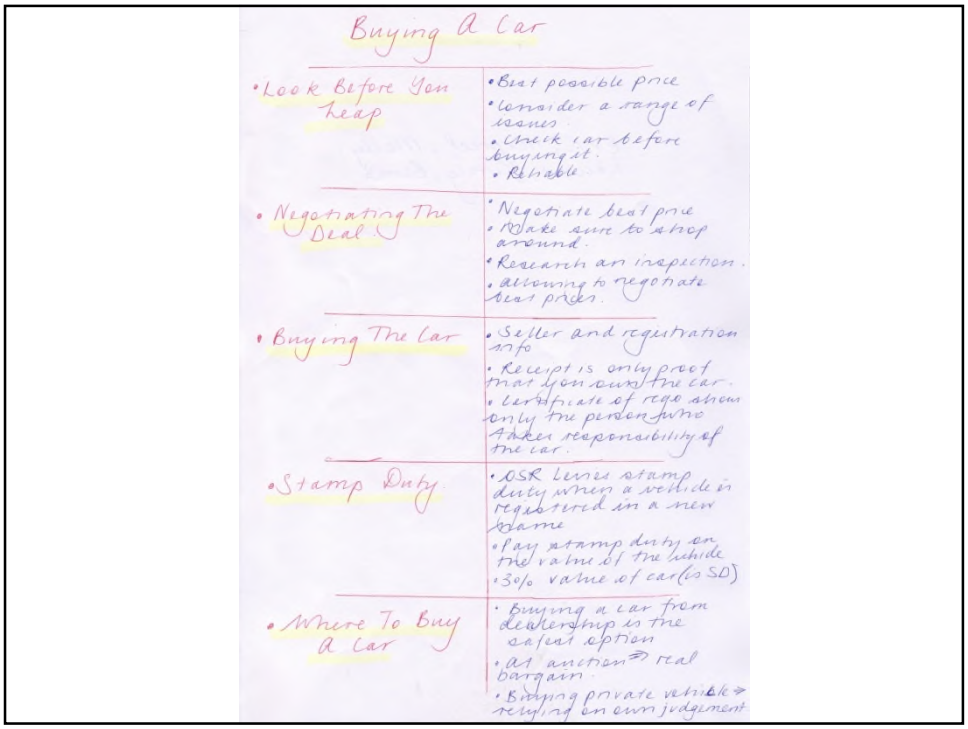
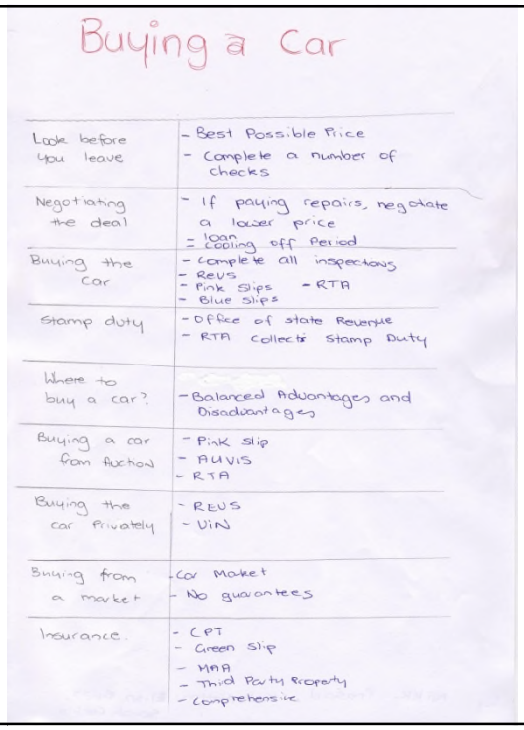

Buying a Car
Topic
Things to learn
Negotiating & Financing
- get best price
- can you afford it
- interest rate
- source of money
Recurring costs $$$
- fuel efficiency
- fuel price
- insurance
- registration
- repairs & maintance.
Initial cost $$$
- price of car
- registration
- on road cost.
Where you buy it?
- car dealer
- auction
- privately sold
- car value
Is it the best place?
other issues
- can you afford it
loan repayments

115


Buying A Car
• Look Before You Leap
• Best possible price
• consider a range of issues.
• check car before buying it.
• Reliable
• Negotiating The Deal
• Negotiate best price
• Make sure to shop around.
• Research an inspection.
• allowing to negotiate best prices.
• Buying The Car
• Seller and registration info
• Receipt is only proof that you own the car.
• certificate of rego shows only the person who taken responsibility of the car.
• Stamp Duty
• QSR Levies stamp duty when a vehicle is registered in a new name
• pay stamp duty on the value of the vehicle
• 30% value of car (is SD)
• Where To Buy A Car
• Buying a car from dealership is the safest option
• At auction ⇒ real bargain
• Buying private vehicle ⇒ relying on own judgement

116



Buying a Car

Look before you leave	- Best Possible Price - Complete a number of checks
Negotiating the deal	- If paying repairs, negotiate a lower price = loan = Cooling off Period
Buying the Car	- Complete all inspections - REVS - Pink Slips - RTA - Blue Slips
Stamp duty	- Office of state Revenue - RTA collects Stamp Duty
Where to buy a car?	- Balanced Advantages and Disadvantages
Buying a car from Auction	- Pink Slip - AUVIS - RTA
Buying the car Privately	- REVS - VIN
Buying from a market	- Car Market - No guarantees
Insurance	- CPT - Green Slip - MAA - Third Party Property - Comprehensive

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Organising Comments	*Key Facts*	*Supporting Info*
Causes	•**Alliance systems** •**Competition for colonies** •**Militarism and nationalism**	**Causes of the war are not at all clear cut – it had been building up some time prior to 1914.**
Effects	•**Destruction of middle class in Germany** •**League of Nations** •**Rich get richer**	**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.**

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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.

Steps

1.

2.

3.

4.

Everyone's summaries are different. Some people like lots of detail, some people like examples, 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!

*

119

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.

* Condense into points
* Organised, neat, structured

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.

<u>Steps</u>

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

Everyone's summaries are different. Some people like lots of detail, some people like examples, 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!

* Helps you understand/revise

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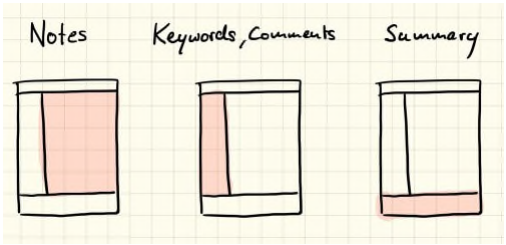
Cornell Note-Making (Page 6)



- **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.

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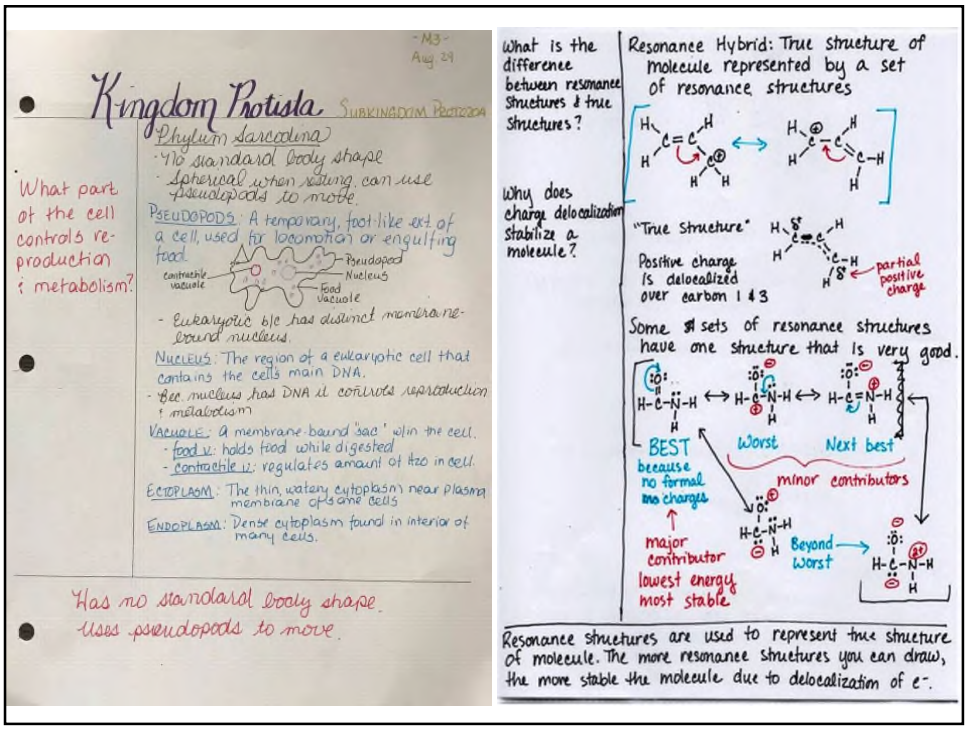
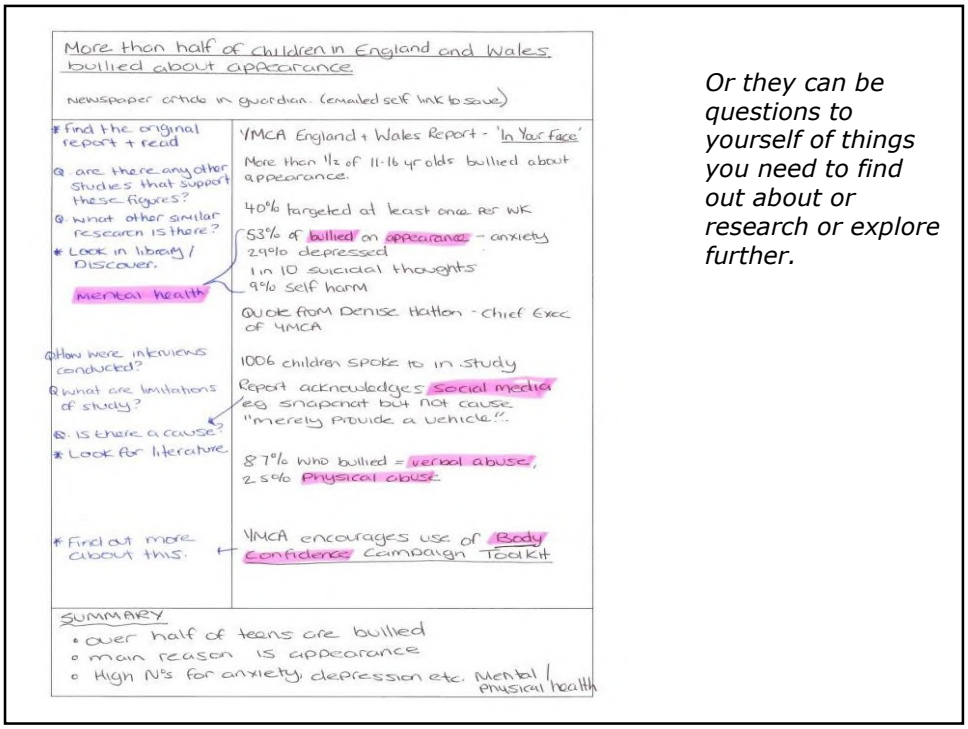
The cues can be questions to test yourself on the notes.

122

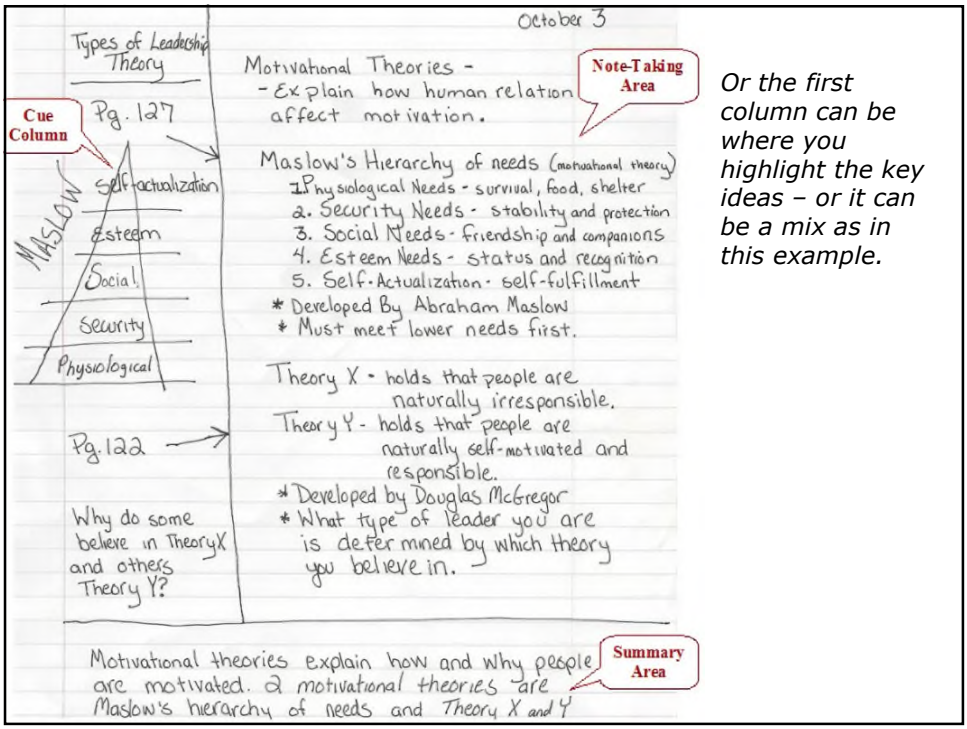


123



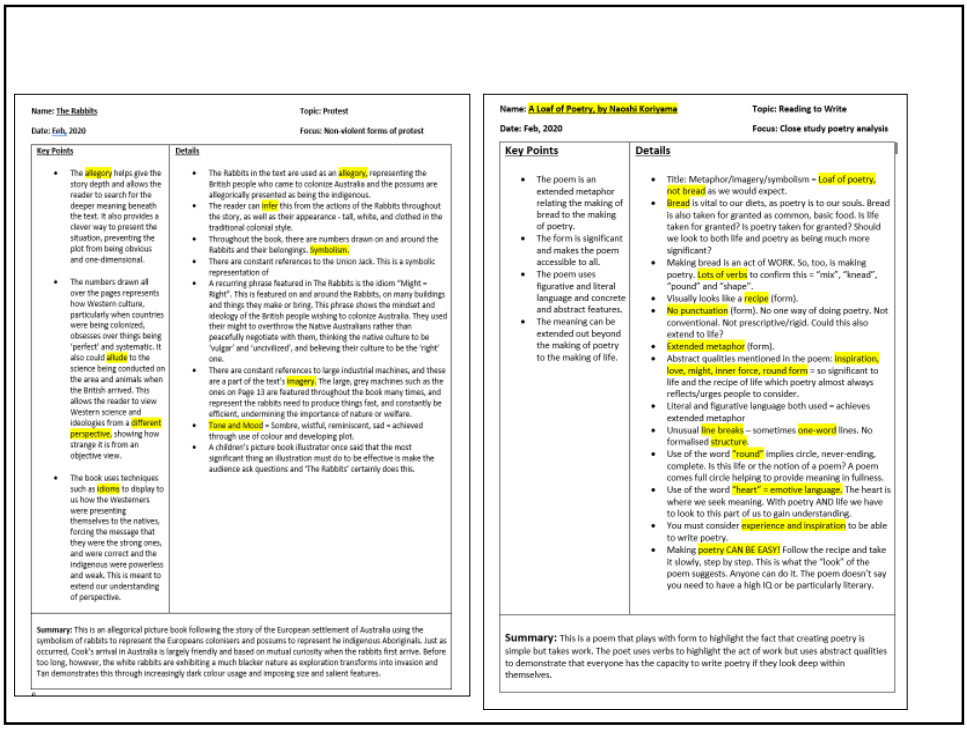
Or they can be questions to yourself of things you need to find out about or research or explore further.

124



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

125



Name: The Rabbits **Topic:** Protest

Date: Feb, 2020 **Focus:** Non-violent forms of protest

Key Points	Details
• The allegory helps give the story depth and allows the reader to search for the deeper meaning beneath the text. It also provides a clever way to present the situation, preventing the plot from being obvious and one-dimensional. • The numbers drawn all over the pages represents how Western culture, particularly when countries were being colonized, obsesses over things being 'perfect' and systematic. It also could allude to the science being conducted on the area and animals when the British arrived. This allows the reader to view Western science and ideologies from a different perspective, showing how strange it is from an objective view. • The book uses techniques such as idioms to display to us how the Westerners were presenting themselves to the natives, forcing the message that they were the strong ones, and were correct and the indigenous were powerless and weak. This is meant to extend our understanding of perspective.	• The Rabbits in the text are used as an allegory, representing the British people who came to colonize Australia and the possums are allegorically presented as being the indigenous. • The reader can infer this from the actions of the Rabbits throughout the story, as well as their appearance - tall, white, and clothed in the traditional colonial style. • Throughout the book, there are numbers drawn on and around the Rabbits and their belongings. Symbolism. • There are constant references to the Union Jack. This is a symbolic representation of • A recurring phrase featured in The Rabbits is the idiom "Might = Right". This is featured on and around the Rabbits, on many buildings and things they make or bring. This phrase shows the mindset and ideology of the British people wishing to colonize Australia. They used their might to overthrow the Native Australians rather than peacefully negotiate with them, thinking the native culture to be 'vulgar' and 'uncivilized', and believing their culture to be the 'right' one. • There are constant references to large industrial machines, and these are a part of the text's imagery. The large, grey machines such as the ones on Page 13 are featured throughout the book many times, and represent the rabbits need to produce things fast, and constantly be efficient, undermining the importance of nature or welfare. • Tone and Mood = Sombre, wistful, reminiscent, sad = achieved through use of colour and developing plot. • A children's picture book illustrator once said that the most significant thing an illustration must do to be effective is make the audience ask questions and 'The Rabbits' certainly does this.

Summary: This is an allegorical picture book following the story of the European settlement of Australia using the symbolism of rabbits to represent the Europeans colonisers and possums to represent he indigenous Aboriginals. Just as occurred, Cook's arrival in Australia is largely friendly and based on mutual curiosity when the rabbits first arrive. Before too long, however, the white rabbits are exhibiting a much blacker nature as exploration transforms into invasion and Tan demonstrates this through increasingly dark colour usage and imposing size and salient features.

Name: A Loaf of Poetry, by Naoshi Koriyama **Topic:** Reading to Write

Date: Feb, 2020 **Focus:** Close study poetry analysis

Key Points	Details
• The poem is an extended metaphor relating the making of bread to the making of poetry. • The form is significant and makes the poem accessible to all. • The poem uses figurative and literal language and concrete and abstract features. • The meaning can be extended out beyond the making of poetry to the making of life.	• Title: Metaphor/imagery/symbolism = Loaf of poetry, not bread as we would expect. • Bread is vital to our diets, as poetry is to our souls. Bread is also taken for granted as common, basic food. Is life taken for granted? Is poetry taken for granted? Should we look to both life and poetry as being much more significant? • Making bread is an act of WORK. So, too, is making poetry. Lots of verbs to confirm this = "mix", "knead", "pound" and "shape". • Visually looks like a recipe (form). • No punctuation (form). No one way of doing poetry. Not conventional. Not prescriptive/rigid. Could this also extend to life? • Extended metaphor (form). • Abstract qualities mentioned in the poem: inspiration, love, might, inner force, round form = so significant to life and the recipe of life which poetry almost always reflects/urges people to consider. • Literal and figurative language both used = achieves extended metaphor • Unusual line breaks – sometimes one-word lines. No formalised structure. • Use of the word "round" implies circle, never-ending, complete. Is this life or the notion of a poem? A poem comes full circle helping to provide meaning in fullness. • Use of the word "heart" = emotive language. The heart is where we seek meaning. With poetry AND life we have to look to this part of us to gain understanding. • You must consider experience and inspiration to be able to write poetry. • Making poetry CAN BE EASY! Follow the recipe and take it slowly, step by step. This is what the "look" of the poem suggests. Anyone can do it. The poem doesn't say you need to have a high IQ or be particularly literary.

Summary: This is a poem that plays with form to highlight the fact that creating poetry is simple but takes work. The poet uses verbs to highlight the act of work but uses abstract qualities to demonstrate that everyone has the capacity to write poetry if they look deep within themselves.

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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 fiery clouds race down mountainsides destroying almost everything in their path. Ash erupted into the sky falls back to Earth like powdery 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.

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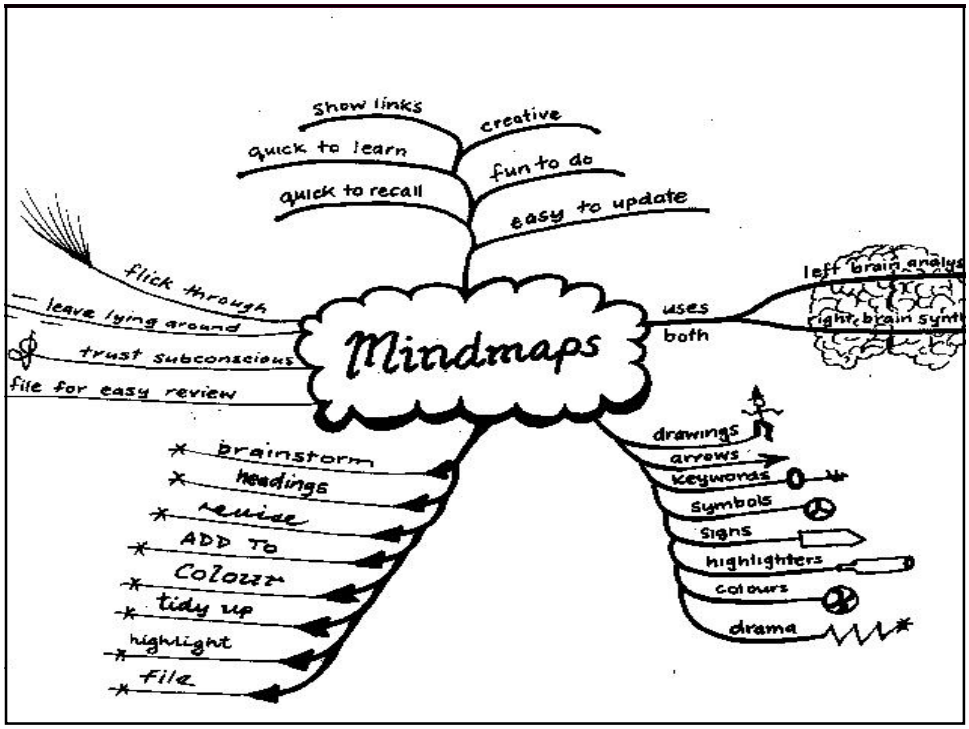
What is magma, magma chambers and lava?	Deep within the Earth it is so hot that some rocks slowly melt and become a thick flowing substance called magma. Since it is lighter than the solid rock around it, magma rises and collects in magma chambers. Eventually, some of the magma pushes through vents and 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 fiery clouds race down mountainsides destroying almost everything in their path. Ash erupted into the sky falls back to Earth like powdery 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.	

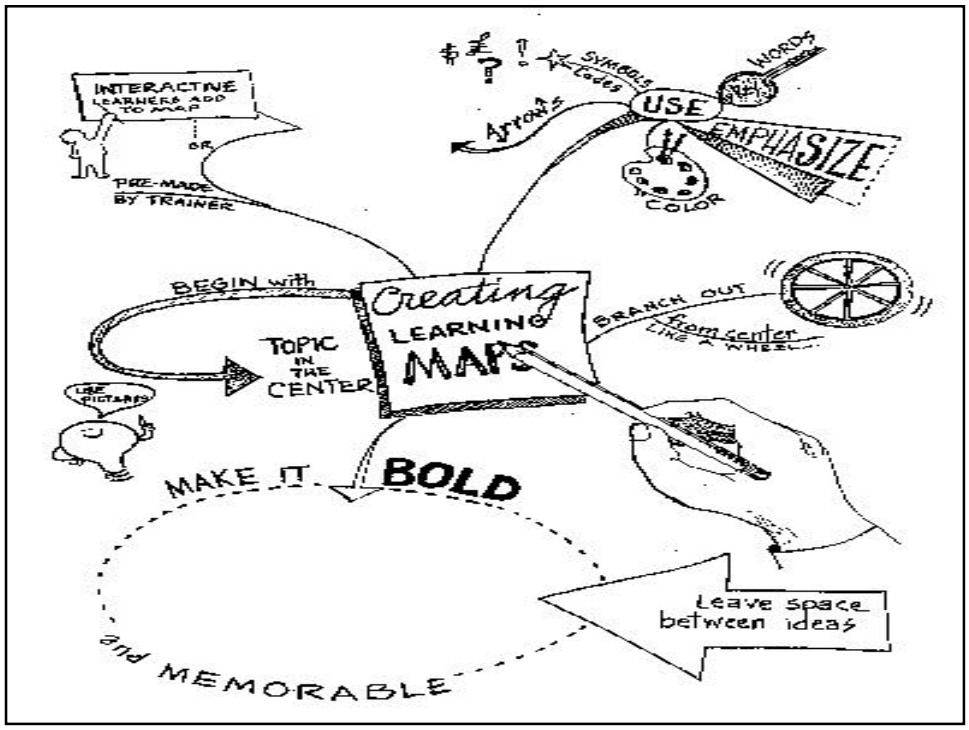
128

What is magma, magma chambers and lava? What determines if a volcanic eruption is explosive and what are some examples? What are the dangers of eruptions?	- **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 - 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). 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.
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.	

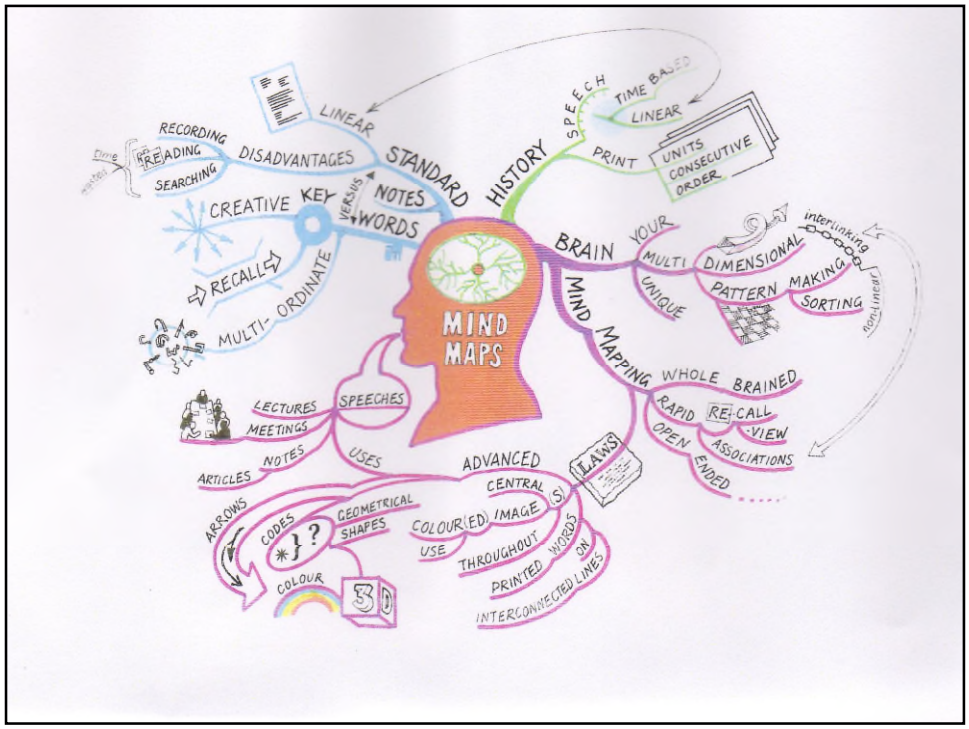
129



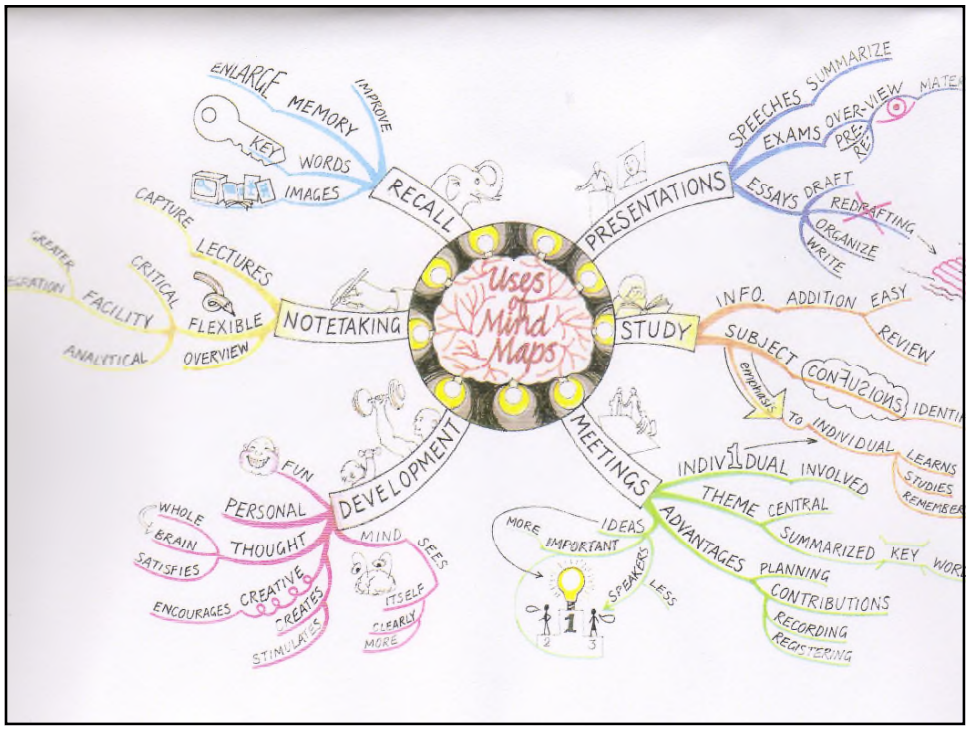
130


INTERACTIVE
LEARNERS ADD TO MAP
OR
PRE-MADE BY TRAINER
SYMBOLS
Codes
Arrows
WORDS
USE
EMPHASIZE
COLOR
BEGIN with
TOPIC IN THE CENTER
Creating LEARNING MAPS
BRANCH OUT
from center
LIKE A WHEEL
LIKE PICTURES
MAKE IT BOLD
Leave space between ideas
and MEMORABLE

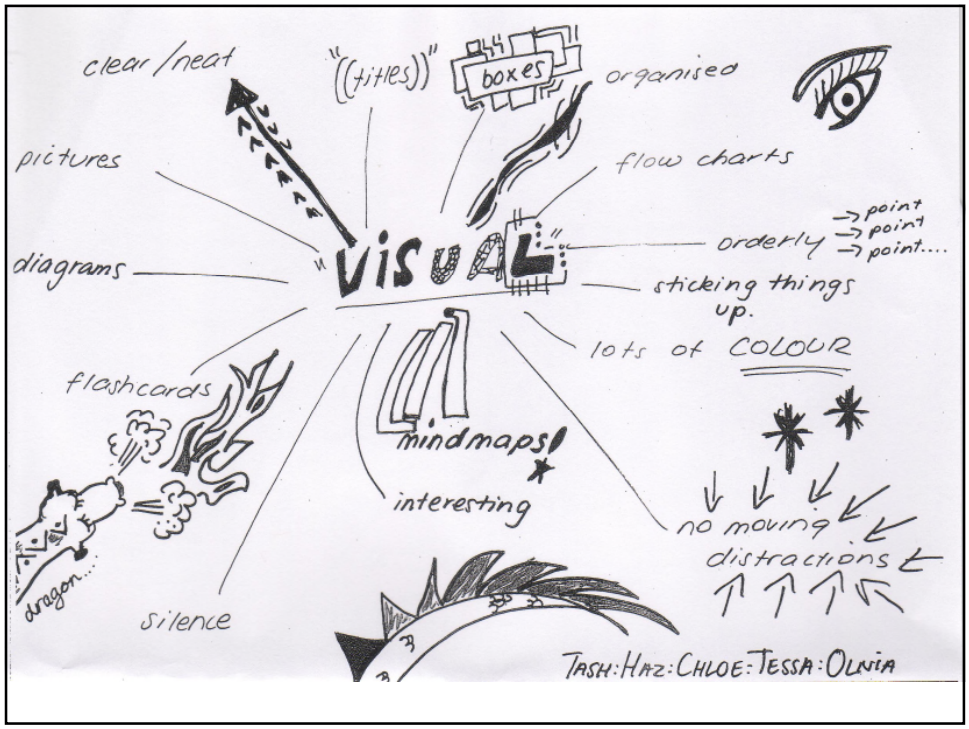
131


MIND MAPS
HISTORY
SPEECH
TIME BASED
LINEAR
PRINT
UNITS
CONSECUTIVE
ORDER
STANDARD
LINEAR
DISADVANTAGES
RECORDING
READING
SEARCHING
Time wasted
VERSUS
NOTES
WORDS
CREATIVE KEY
RECALL
MULTI-ORDINATE
BRAIN
YOUR
MULTI
DIMENSIONAL
UNIQUE
PATTERN
MAKING
SORTING
interlinking
non-linear
MIND MAPPING
WHOLE BRAINED
RAPID
RE-CALL
-VIEW
OPEN ENDED
ASSOCIATIONS
LAWS
SPEECHES
LECTURES
MEETINGS
USES
NOTES
ARTICLES
ADVANCED
CENTRAL
IMAGE
COLOURED
USE
THROUGHOUT
PRINTED
WORDS
ON
INTERCONNECTED LINES
ARROWS
CODES
GEOMETRICAL SHAPES
COLOUR

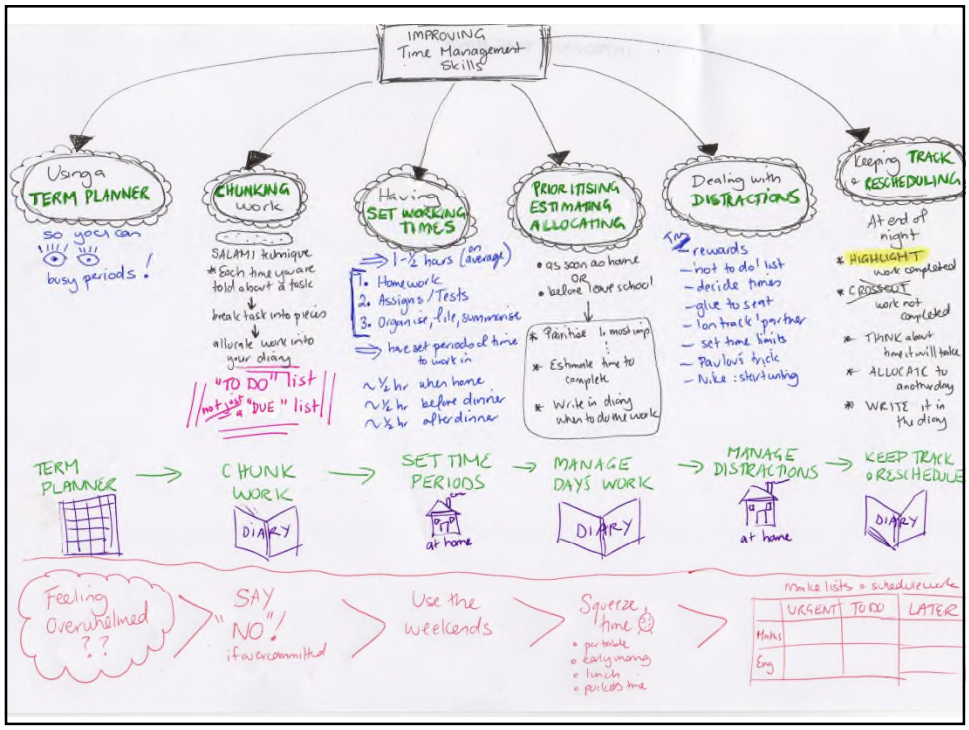
132


Uses of Mind Maps
RECALL
ENLARGE MEMORY
IMPROVE
KEY WORDS
IMAGES
NOTETAKING
CAPTURE
LECTURES
FLEXIBLE
OVERVIEW
FACILITY
CRITICAL
ANALYTICAL
PRESENTATIONS
SPEECHES
SUMMARIZE
EXAMS
OVER-VIEW
ESSAYS
DRAFT
REDRAFTING
ORGANIZE
WRITE
STUDY
INFO. ADDITION
EASY
REVIEW
SUBJECT
CONFUSIONS
TO INDIVIDUAL
LEARNS
STUDIES
MEETINGS
INDIVIDUAL INVOLVED
THEME CENTRAL
ADVANTAGES
SUMMARIZED
PLANNING
CONTRIBUTIONS
RECORDING
IDEAS
MORE IMPORTANT
SPEAKERS
LESS
DEVELOPMENT
FUN
PERSONAL
THOUGHT
WHOLE BRAIN
SATISFIES
ENCOURAGES
CREATIVE
STIMULATES
MIND
SEES ITSELF CLEARLY MORE

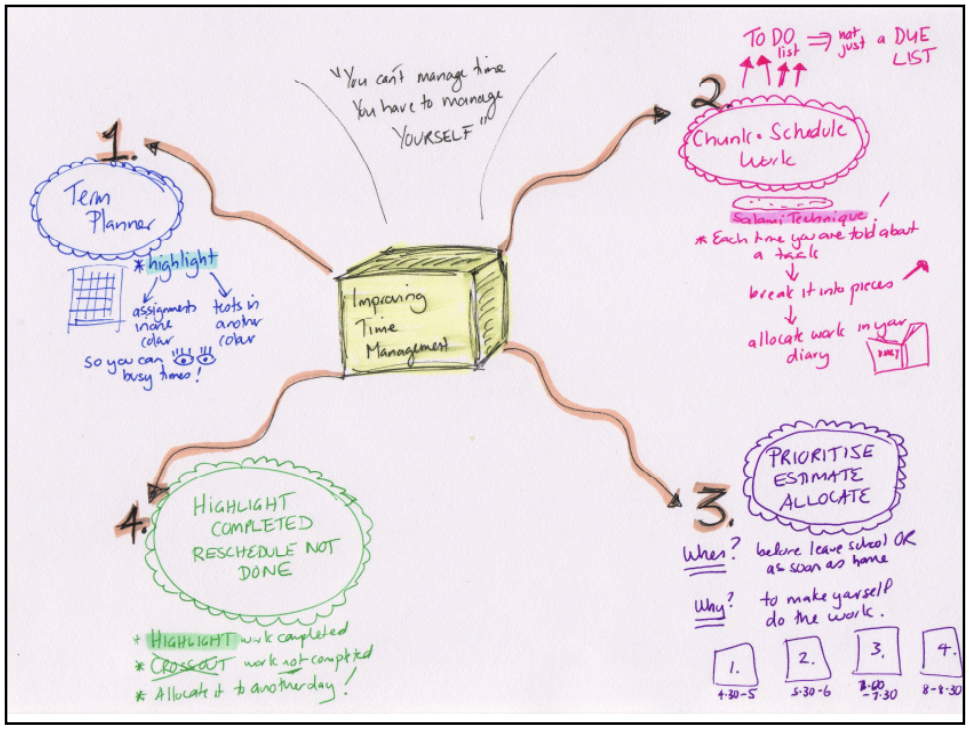
133


clear/neat
"(titles)"
boxes
organised
pictures
flow charts
diagrams
VISUAL
orderly
point
point
point....
sticking things up.
lots of COLOUR
flashcards
mindmaps!
interesting
no moving
distractions
dragon...
silence
TASH:HAZ:CHLOE:TESSA:OLIVIA

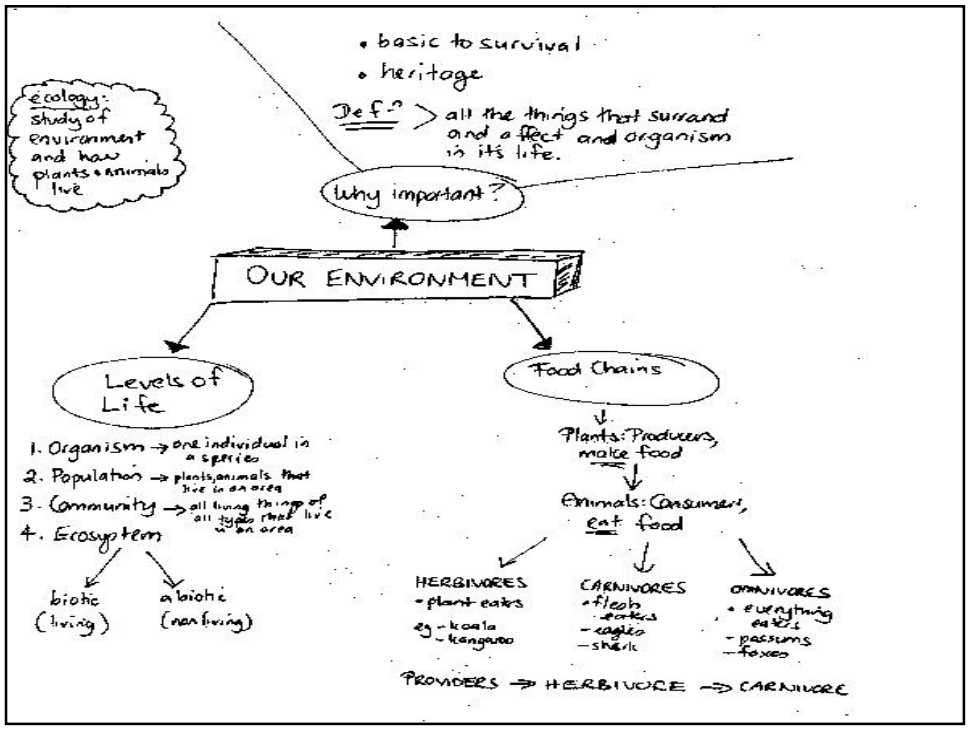
134


IMPROVING Time Management Skills
Using a TERM PLANNER
so you can
busy periods!
CHUNKING work
SALAMI technique
* Each time you are told about a task
break task into pieces
allocate work into your diary
"TO DO" list
not just a "DUE" list
Having SET WORKING TIMES
1-½ hours (on average)
1. Homework
2. Assigns / Tests
3. Organise, file, summarise
have set periods of time to work in
~½ hr when home
~½ hr before dinner
~½ hr after dinner
PRIORITISING ESTIMATING ALLOCATING
as soon as home
OR
before I leave school
* Prioritise in most imp
* Estimate time to complete
* Write in diary when to do the work
Dealing with DISTRACTIONS
TIP
rewards
– not to do list
– decide times
– glue to seat
– 'on track' partner
– set time limits
– Pavlov's trick
– Nike : stretching
Keeping TRACK & RESCHEDULING
At end of night
* HIGHLIGHT work completed
* CROSS OUT work not completed
* THINK about how it will take
* ALLOCATE to another day
* WRITE it in the diary
TERM PLANNER
CHUNK WORK
DIARY
SET TIME PERIODS
at home
MANAGE DAYS WORK
DIARY
MANAGE DISTRACTIONS
at home
KEEP TRACK & RESCHEDULE
DIARY
Feeling Overwhelmed ??
SAY "NO"! if overcommitted
Use the weekends
Squeeze time
• portable
• early morning
• lunch
• periods time
Make lists & schedule work
URGENT
TO DO
LATER
Maths
Eng

135


"You can't manage time You have to manage YOURSELF"
Improving Time Management
1.
Term Planner
*highlight
assignments in one colour
tests in another colour
so you can busy times!
2
Chunk • Schedule Work
TO DO list ⇒ not just a DUE LIST
Salami Technique
* Each time you are told about a task
break it into pieces
allocate work in your diary
3.
PRIORITISE ESTIMATE ALLOCATE
When? before I leave school OR as soon as home
Why? to make yourself do the work.
1. 4:30-5
2. 5:30-6
3. 7:00-7:30
4. 8-8:30
4.
HIGHLIGHT COMPLETED RESCHEDULE NOT DONE
* HIGHLIGHT work completed
* CROSS OUT work not completed
* Allocate it to another day!

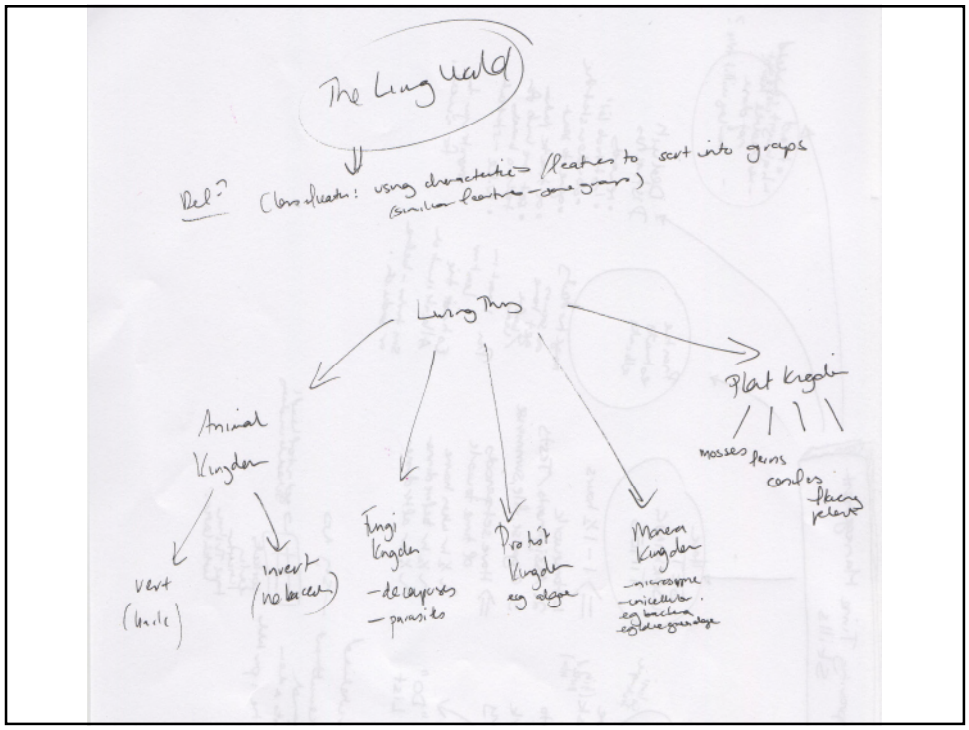
136



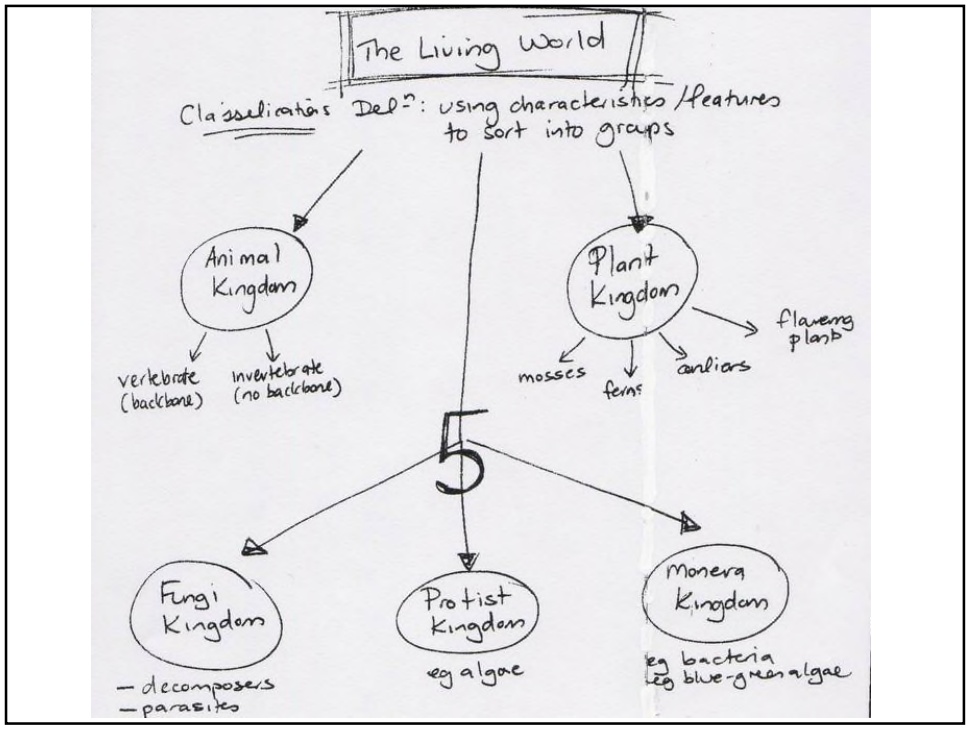
137

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-gree algae which along with bacteria, belong to the Monera Kindom. 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.

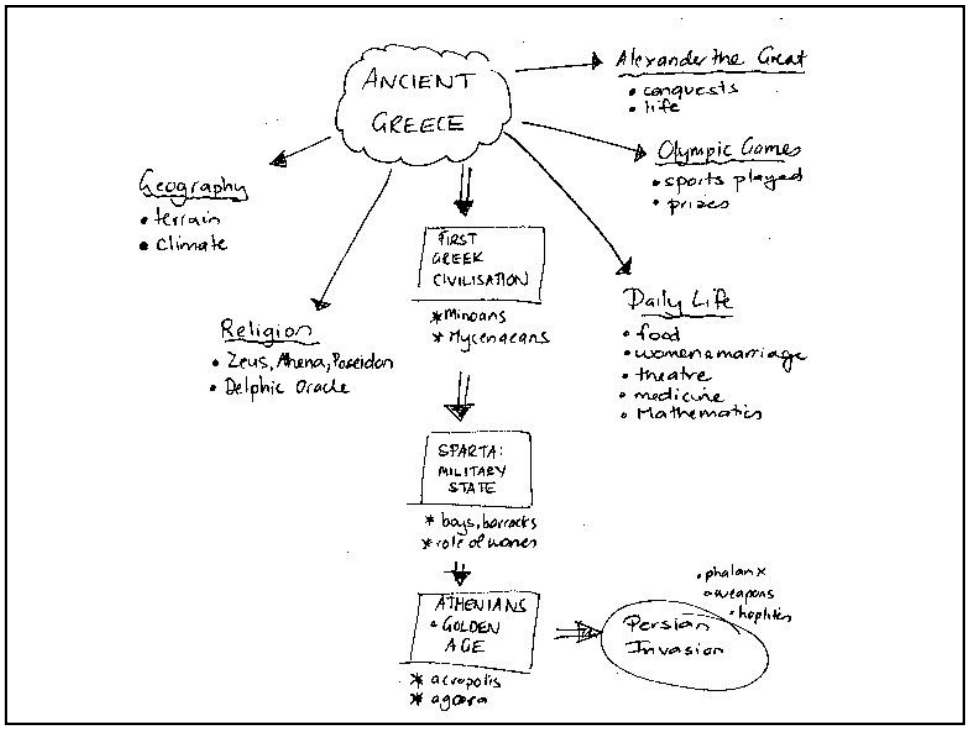
138


The Living World
Def?
Lung Thing
Animal Kingdom
Vert
Invert
Fungi Kingdom
Protist Kingdom
Monera Kingdom
Plant Kingdom
mosses
ferns

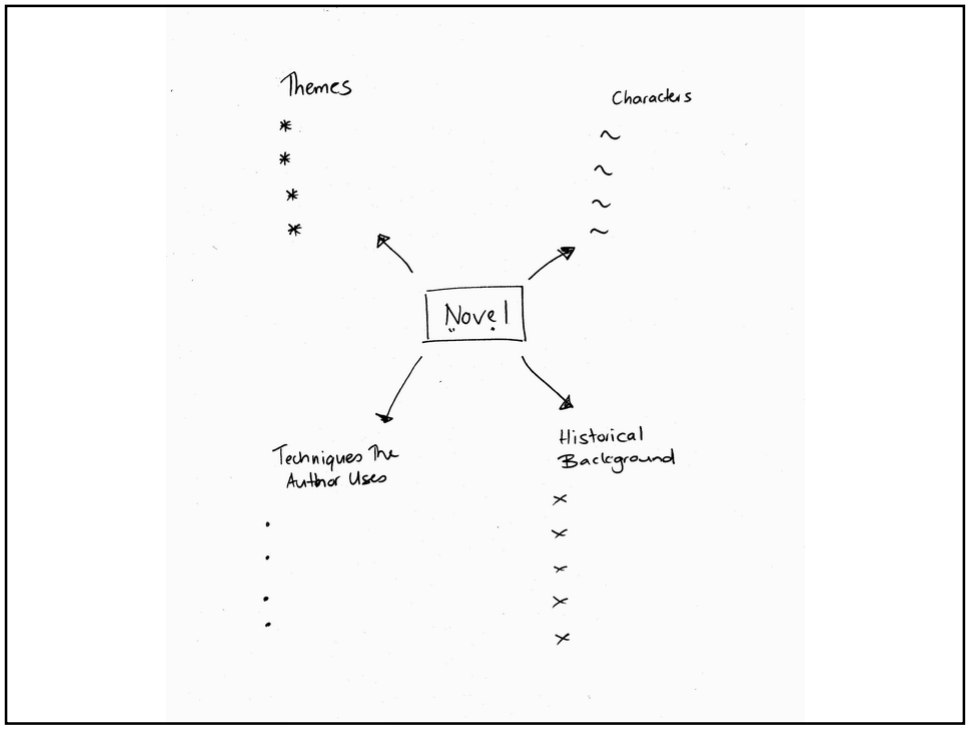
139


The Living World
Classifications Def?: using characteristics/features to sort into groups
Animal Kingdom
vertebrate (backbone)
invertebrate (no backbone)
Plant Kingdom
mosses
ferns
conifers
flowering plants
5
Fungi Kingdom
– decomposers
– parasites
Protist Kingdom
eg algae
Monera Kingdom
eg bacteria
eg blue-green algae

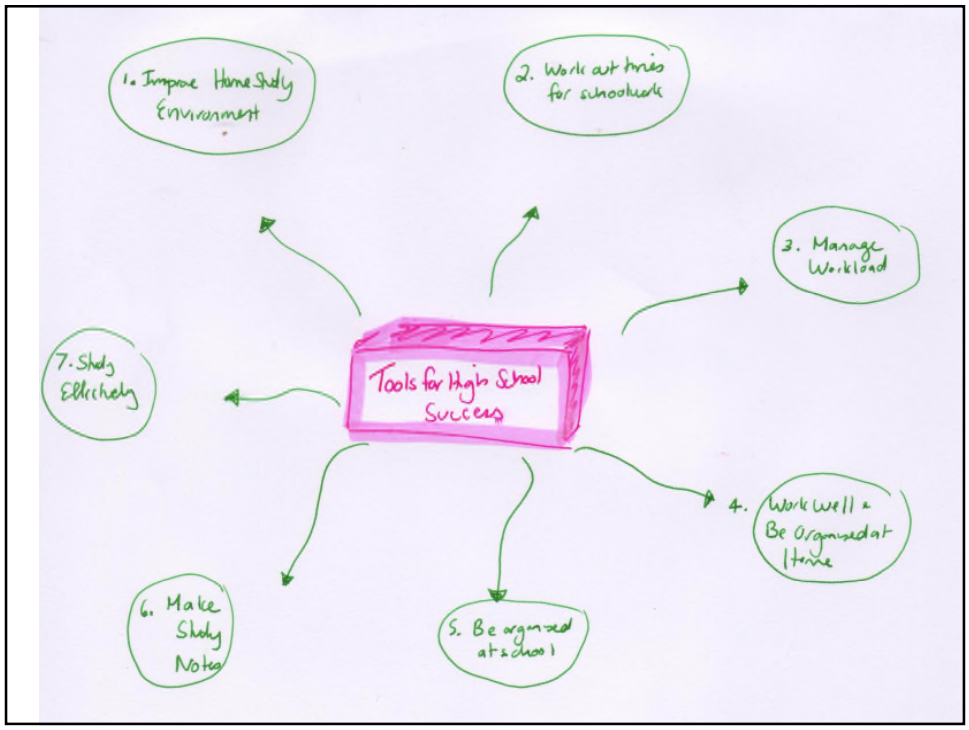
140


ANCIENT GREECE
Alexander the Great
• conquests
• life
Olympic Games
• sports played
• prizes
Geography
• terrain
• climate
FIRST GREEK CIVILISATION
*Minoans
*Mycenaeans
Daily Life
• food
• women & marriage
• theatre
• medicine
• Mathematics
Religion
• Zeus, Athena, Poseidon
• Delphic Oracle
SPARTA: MILITARY STATE
* boys, barracks
* role of women
ATHENIANS
• GOLDEN AGE
* acropolis
* agora
Persian Invasion
• phalanx
• weapons
• hoplites

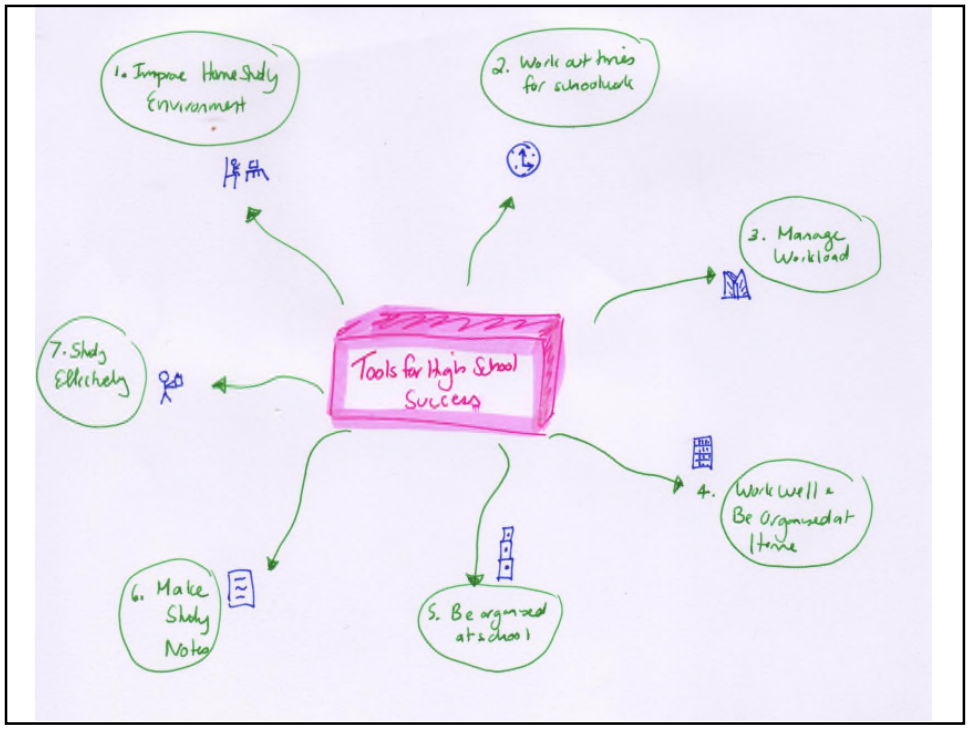
141


Themes
Characters
Novel
Techniques The Author Uses
Historical Background

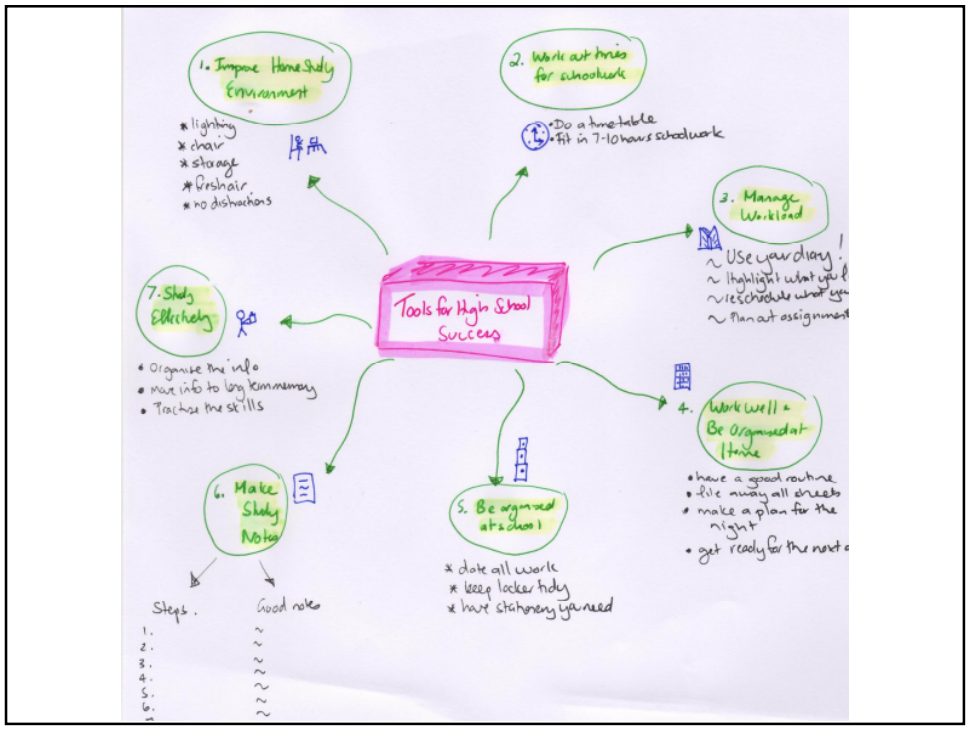
142


1. Improve Home Study Environment
2. Work out tricks for schoolwork
3. Manage Workload
4. Work well & Be Organised at Home
5. Be organised at school
6. Make Study Notes
7. Study Effectively
Tools for High School Success

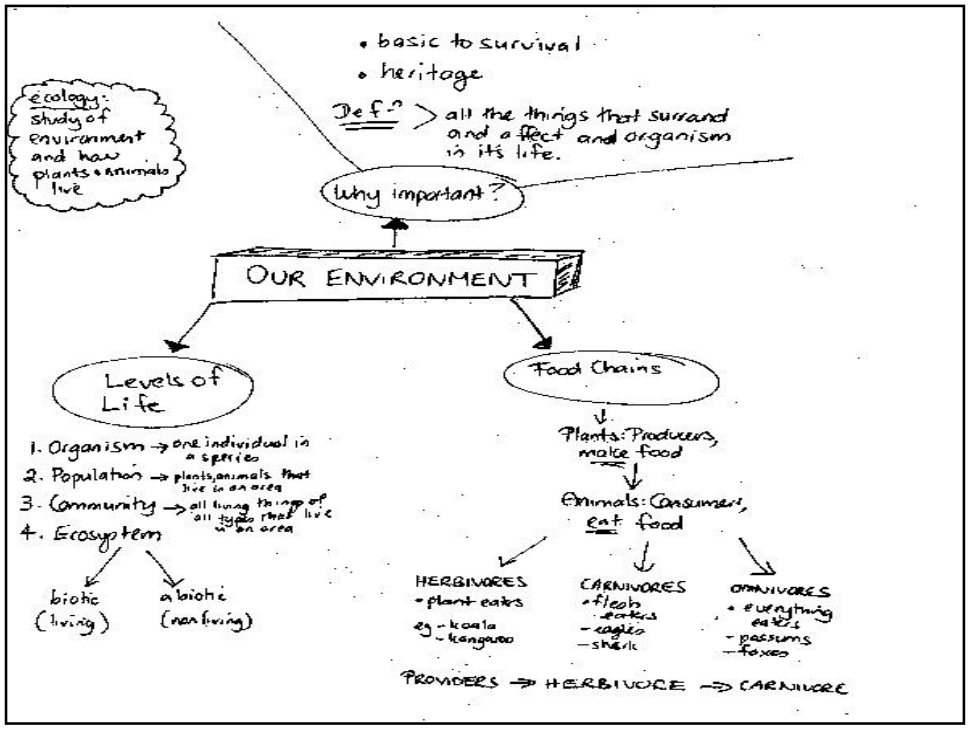
143


1. Improve Home Study Environment
2. Work out tricks for schoolwork
3. Manage Workload
4. Work well & Be Organised at Home
5. Be organised at school
6. Make Study Notes
7. Study Effectively
Tools for High School Success

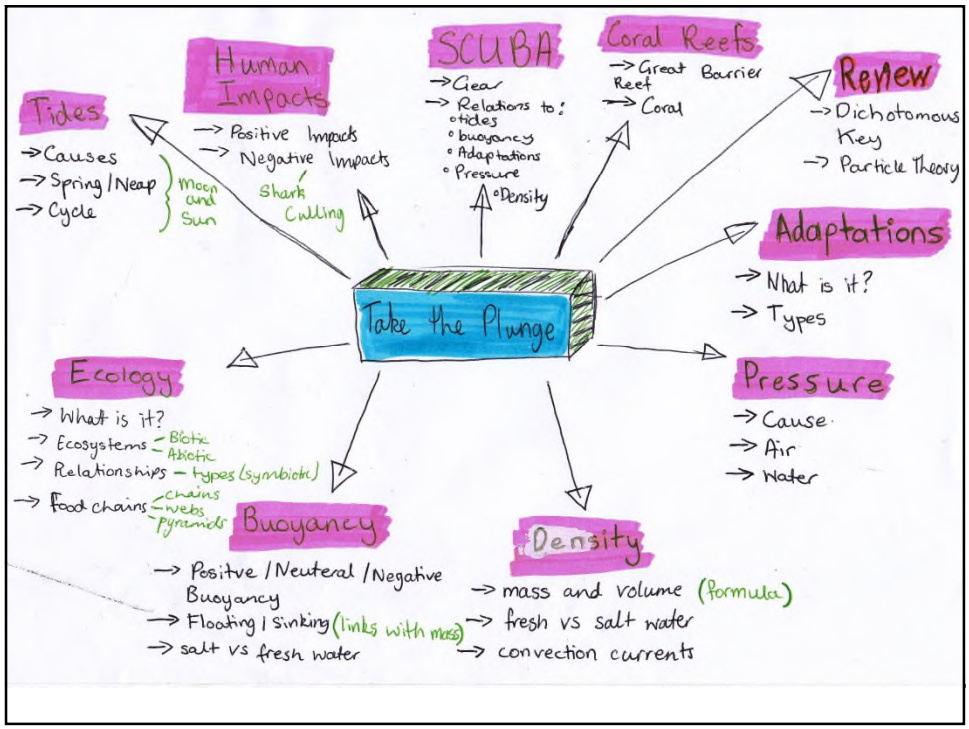
144


Tools for High School Success
1. Improve Home Study Environment
* lighting
* chair
* storage
* fresh air
* no distractions
2. Work out times for schoolwork
• Do a timetable
• fit in 7-10 hours schoolwork
3. Manage Workload
~ Use your diary!
~ Highlight what you
~ Reschedule what
~ Plan out assignment
4. Work well & Be Organised at Home
• have a good routine
• file away all sheets
• make a plan for the night
• get ready for the next
5. Be organised at school
* date all work
* keep locker tidy
* have stationery you need
6. Make Study Notes
Steps.
Good notes
7. Study Effectively
• Organise the info
• move info to long term memory
• Practise the skills

145


ecology: study of environment and how plants & animals live
• basic to survival
• heritage
Def:- > all the things that surrand and affect and organism in its life.
why important?
OUR ENVIRONMENT
Levels of Life
1. Organism → one individual in a species
2. Population → plants, animals that live in an area
3. Community → all living things of all types that live in an area
4. Ecosystem
biotic (living)
abiotic (non living)
Food Chains
Plants: Producers, make food
Animals: Consumers, eat food
HERBIVORES
- plant eaters
eg - koala
- kangaroo
CARNIVORES
- flesh eaters
- eagle
- shark
OMNIVORES
• everything eaters
- possums
- foxes
PROVIDERS → HERBIVORE → CARNIVORE

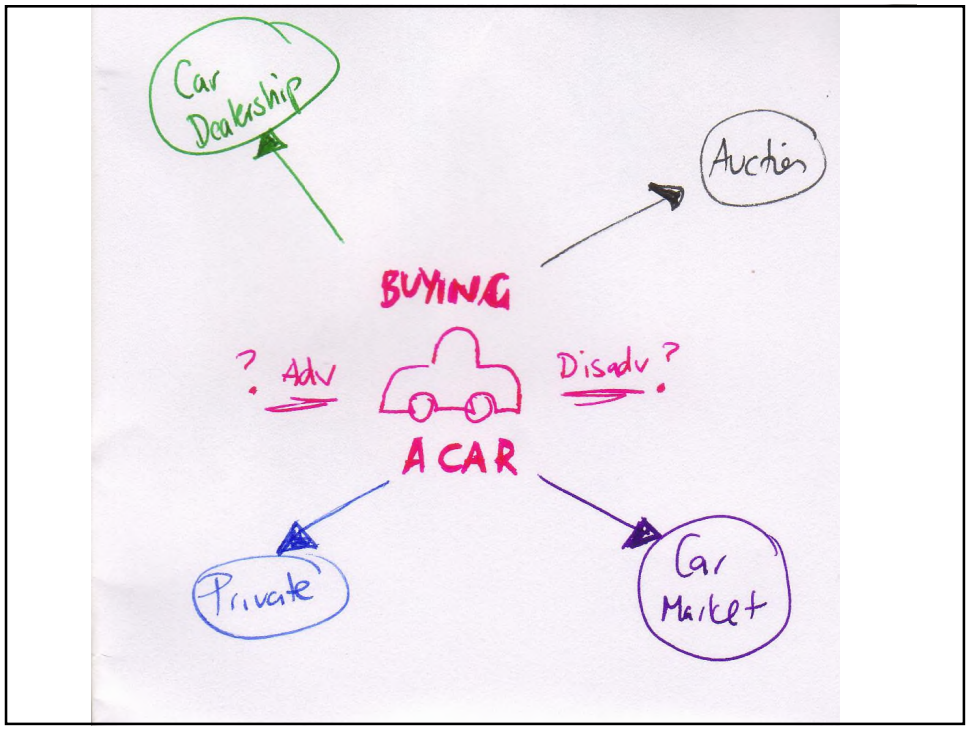
146



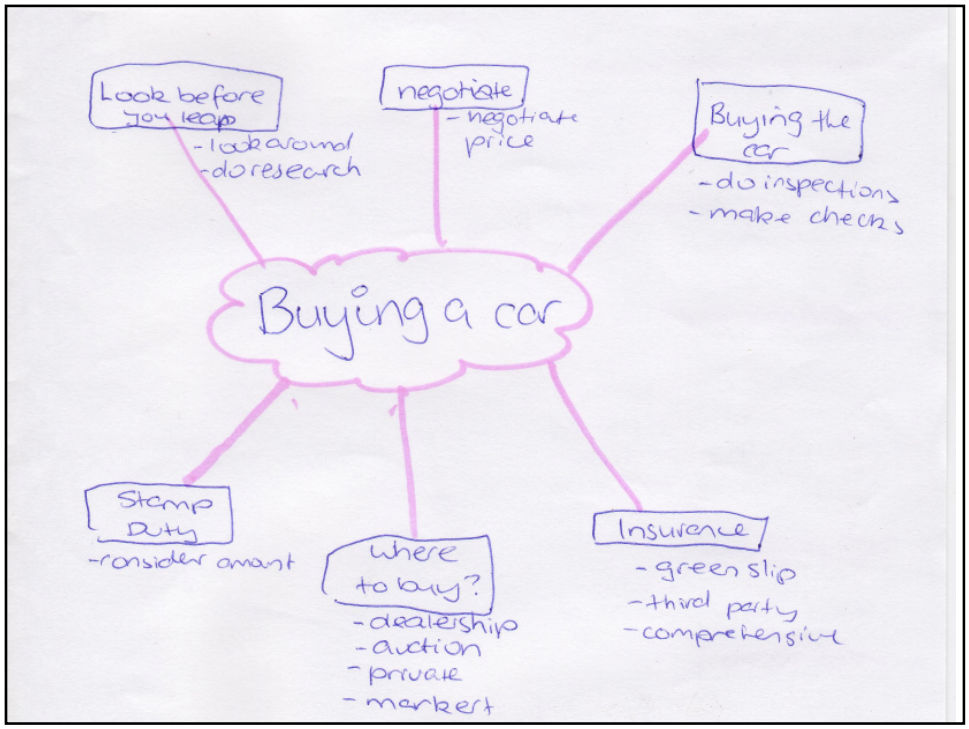
147

Which do you think are best?

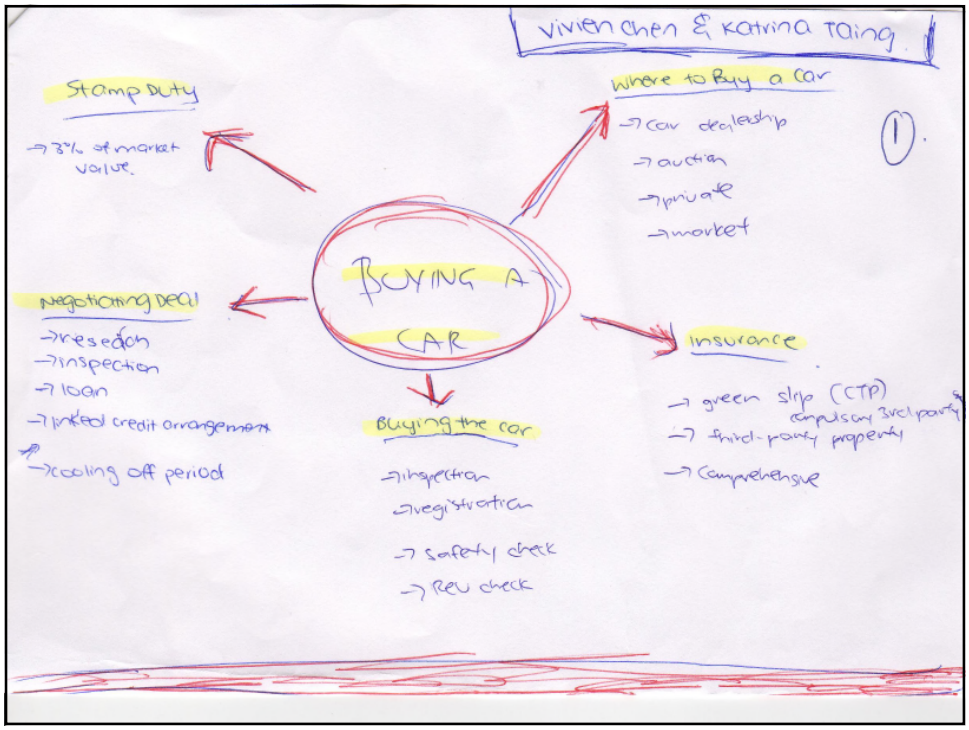
148


Car Dealership
Auction
BUYING
? Adv
Disadv ?
A CAR
Private
Car Market

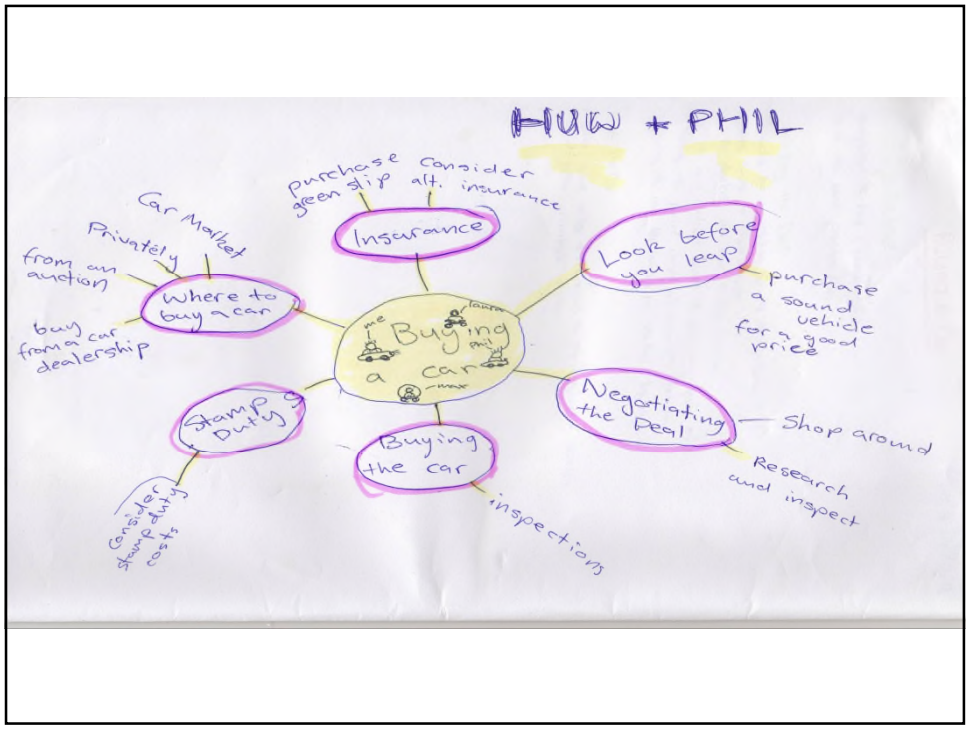
149


Look before you leap
- look around
- do research
negotiate
- negotiate price
Buying the car
- do inspections
- make checks
Buying a car
Stamp Duty
- consider amount
where to buy?
- dealership
- auction
- private
- market
Insurance
- green slip
- third party
- comprehensive

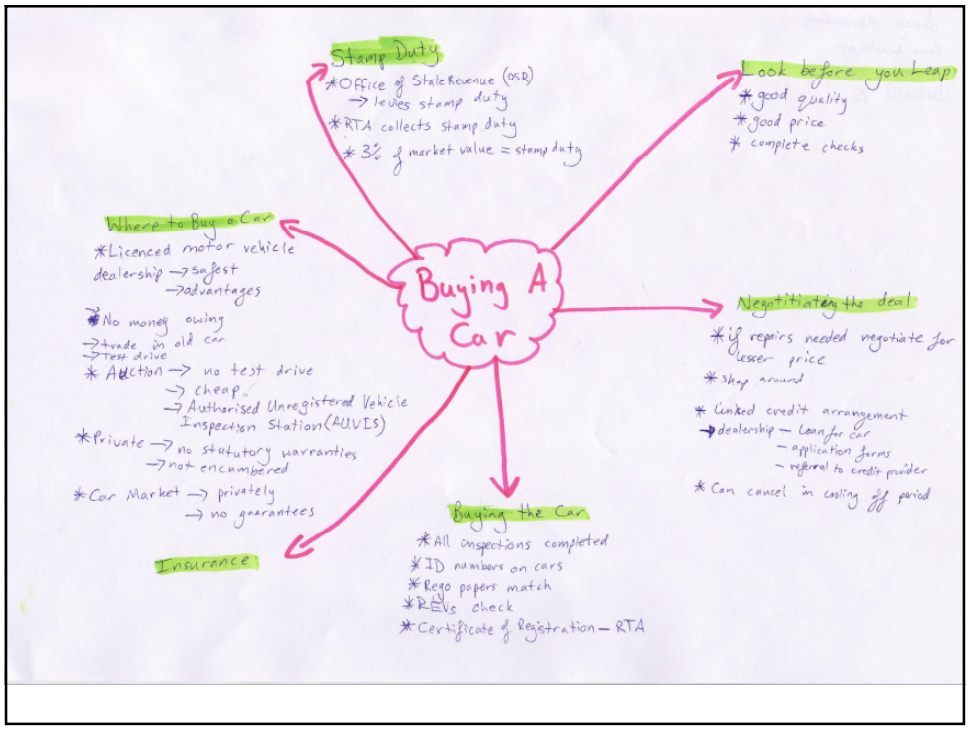
150


vivien chen & katrina taing
BUYING A CAR
Stamp Duty
→ 3% of market value.
Where to Buy a Car
→ car dealership
→ auction
→ private
→ market
1.
Negotiating Deal
→ research
→ inspection
→ loan
→ linked credit arrangements
→ cooling off period
Insurance
→ green slip (CTP) compulsory 3rd party
→ third-party property
→ Comprehensive
Buying the car
→ inspection
→ registration
→ safety check
→ RWC check

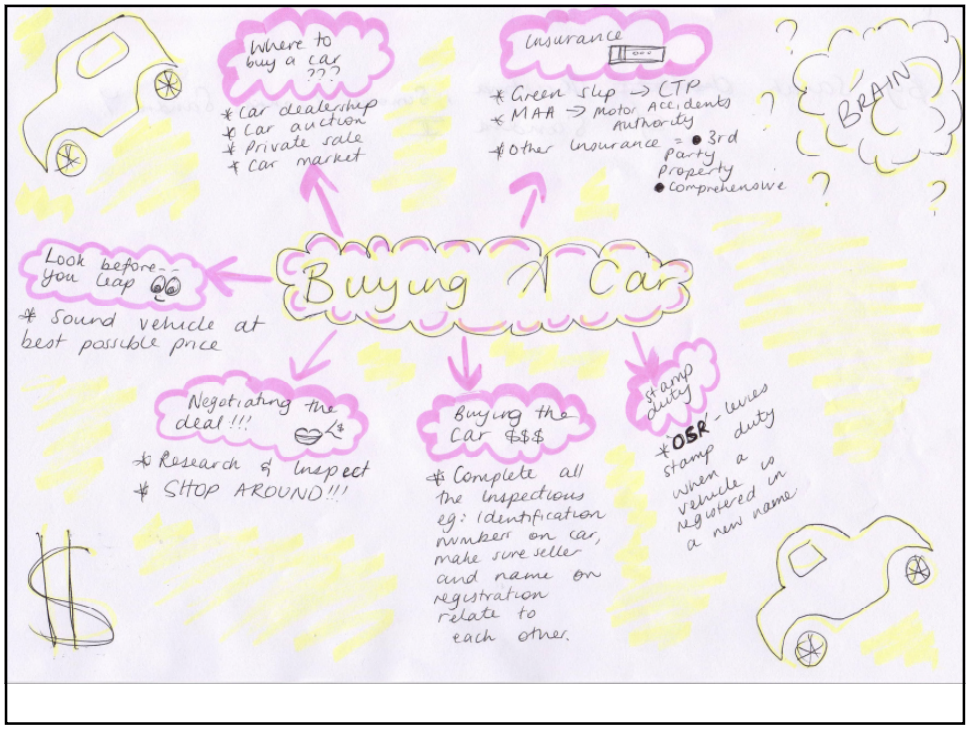
151


HUW * PHIL
Buying a car
Insurance
purchase green slip
Consider alt. insurance
Where to buy a car
Car Market
Privately
from an auction
buy from a car dealership
Look before you leap
purchase a sound vehicle for a good price
Negotiating the Deal
Shop around
Research and inspect
Buying the car
inspection
Stamp Duty
consider stamp duty costs

152


Buying A Car
Stamp Duty
*Office of State Revenue (OSR)
→ levies stamp duty
*RTA collects stamp duty
* 3% of market value = stamp duty
Look before you Leap
*good quality
*good price
*complete checks
Where to Buy a Car
*Licenced motor vehicle dealership → safest
→advantages
*No money owing
→trade in old car
→Test drive
* Auction → no test drive
→ cheap
→ Authorised Unregistered Vehicle Inspection Station(AUVIS)
*Private → no statutory warranties
→not encumbered
*Car Market → privately
→ no guarantees
Negotitiating the deal
*if repairs needed negotiate for lesser price
*shop around
* Linked credit arrangement
→dealership – Loan for car
– application forms
– referral to credit provider
* Can cancel in cooling off period
Buying the Car
*All inspections completed
*ID numbers on cars
*Rego papers match
*REVS check
*Certificate of Registration – RTA
Insurance

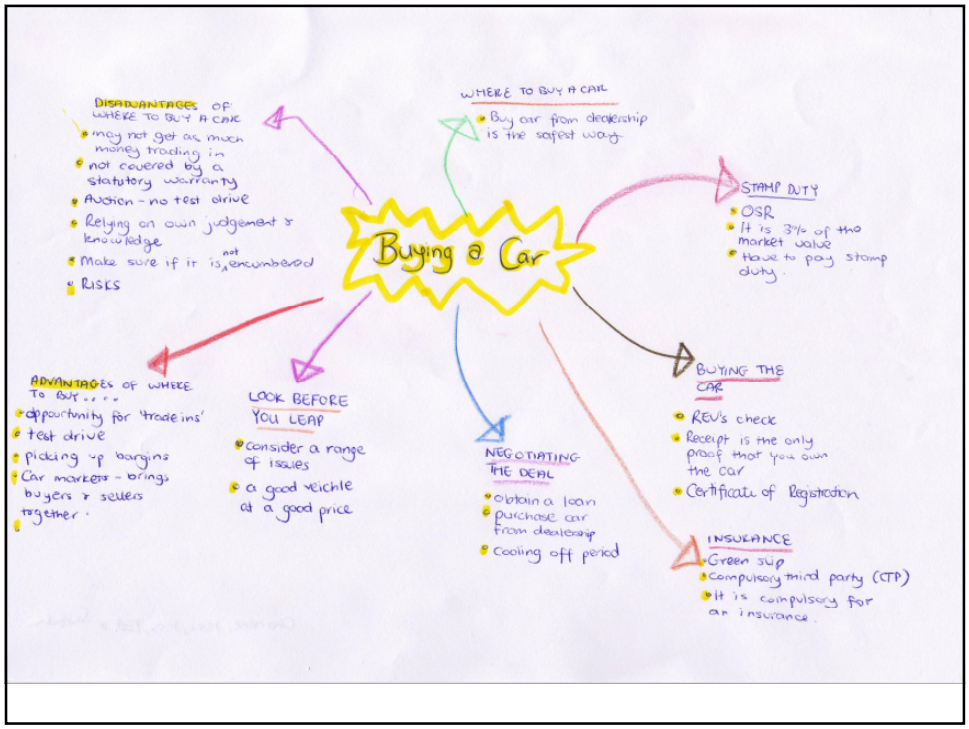
153


Buying A Car
Where to buy a car ???
* Car dealership
* Car auction
* Private sale
* Car market
Insurance
* Green slip → CTP
* MAA → Motor Accidents Authority
* Other insurance = • 3rd Party Property • Comprehensive
BRAIN
Look before you leap
* Sound vehicle at best possible price
Negotiating the deal !!!
* Research & Inspect
* SHOP AROUND !!!
Buying the Car $$$
* Complete all the inspections eg: identification numbers on car, make sure seller and name on registration relate to each other.
stamp duty
*OSR - levies stamp duty when a vehicle is registered in a new name

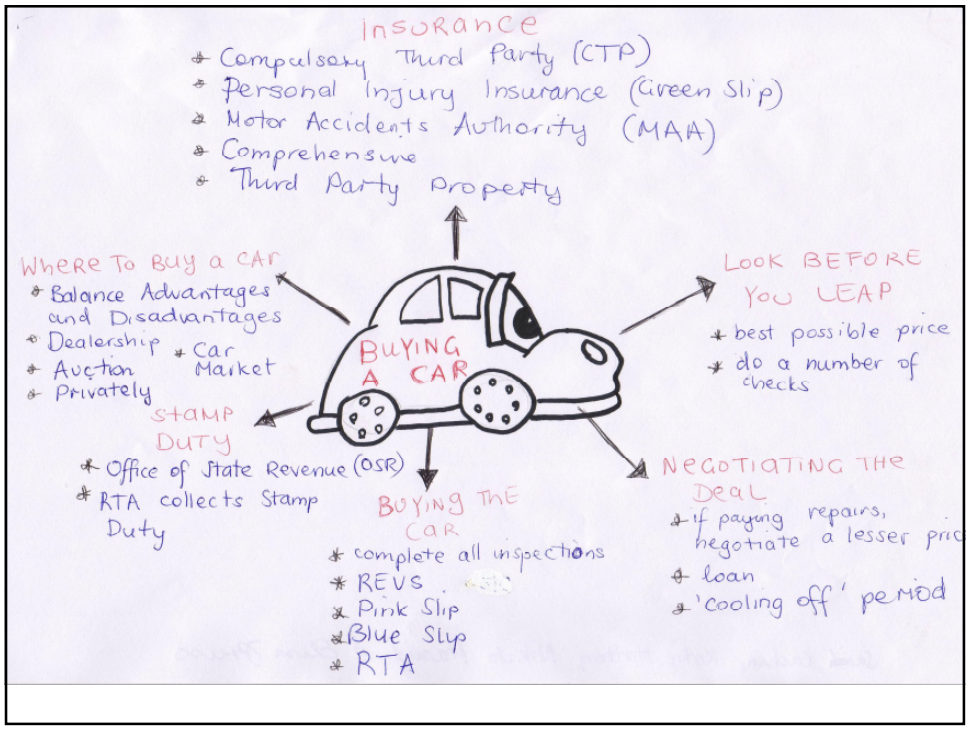
154


Ashley
Kim
Jackie.
Jess
Angie
Bec
Insurance
CTP insurance
MANA
greenslip
third party
think about
spread deals
Look be4 u leap
Sound vehicle
check 4 issues
in your car
Wher to Buy a car
dealership
private
action
mar ket
BUYING A CAR
STAMP DUTY
OSR
3% on market value.
BUYING A CAR
Complete inspections
pinkslips
revs
RTA
NEGOTIATING THE DEAL
research and inspection
negotiate best price
cooling off period.

155


Buying a Car
DISADVANTAGES OF WHERE TO BUY A CAR
may not get as much money trading in
not covered by a statutory warranty
Auction - no test drive
Relying on own judgement & knowledge
Make sure if it is not encumbered
RISKS
WHERE TO BUY A CAR
Buy car from dealership is the safest way
STAMP DUTY
OSR
It is 3% of the market value
Have to pay stamp duty
ADVANTAGES OF WHERE TO BUY
opportunity for 'trade ins'
test drive
picking up bargins
Car markets - brings buyers & sellers together.
LOOK BEFORE YOU LEAP
consider a range of issues
a good veichle at a good price
NEGOTIATING THE DEAL
obtain a loan
purchase car from dealership
cooling off period
BUYING THE CAR
REVs check
Receipt is the only proof that you own the car
Certificate of Registration
INSURANCE
Green slip
Compulsory third party (CTP)
It is compulsory for an insurance

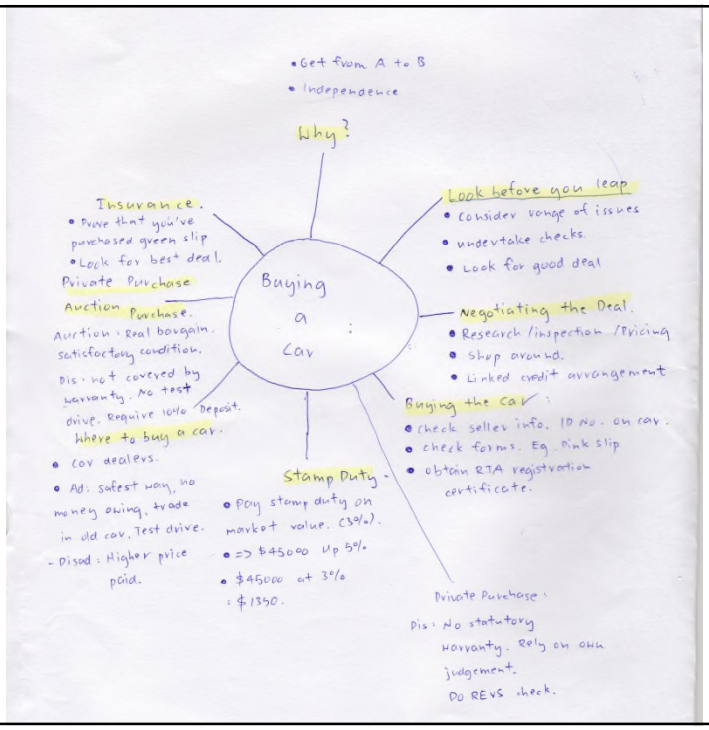
156


INSURANCE
Compulsory Third Party (CTP)
Personal Injury Insurance (Green Slip)
Motor Accidents Authority (MAA)
Comprehensive
Third Party Property
WHERE TO BUY A CAR
Balance Advantages and Disadvantages
Dealership
Auction
Privately
Car Market
BUYING A CAR
LOOK BEFORE YOU LEAP
best possible price
do a number of checks
STAMP DUTY
Office of State Revenue (OSR)
RTA collects Stamp Duty
BUYING THE CAR
complete all inspections
REVS
Pink Slip
Blue Slip
RTA
NEGOTIATING THE DEAL
if paying repairs, negotiate a lesser price
loan
'cooling off' period

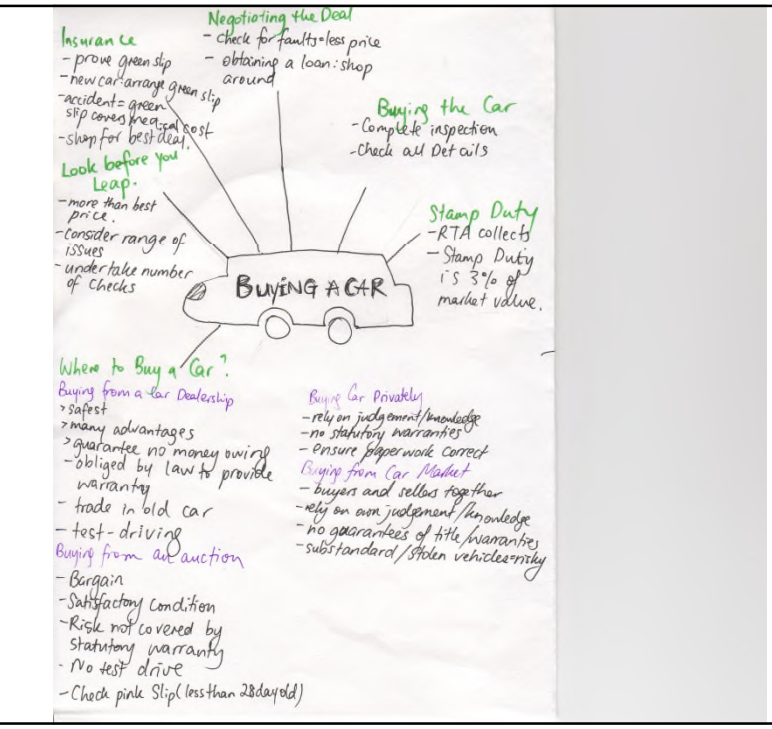
157


Buying A Car
Insurance
Must have a Green Slip
Always shop around for the best insurance products
Where To Buy A Car
Privately from a dealer
Car market
Safest place is to buy from a car maker vehicle licensed dealership
STAMP Duty
Stamp duty applies when you register a vehicle in a new name
3% up to $45,000
5% on value up to $45,000
Buying The Car
make sure the seller name & the registration relate to each other
Safety Checks provided
REVS check
Look Before You Leap
undertake a number of checks before buying a vehicle
Negotiating The Deal
inspections efforts provide you with info that allows you to negotiate
Shop around for a loan
Sources for loans
car yard
bank
Credit union
Cooling off period 7 day

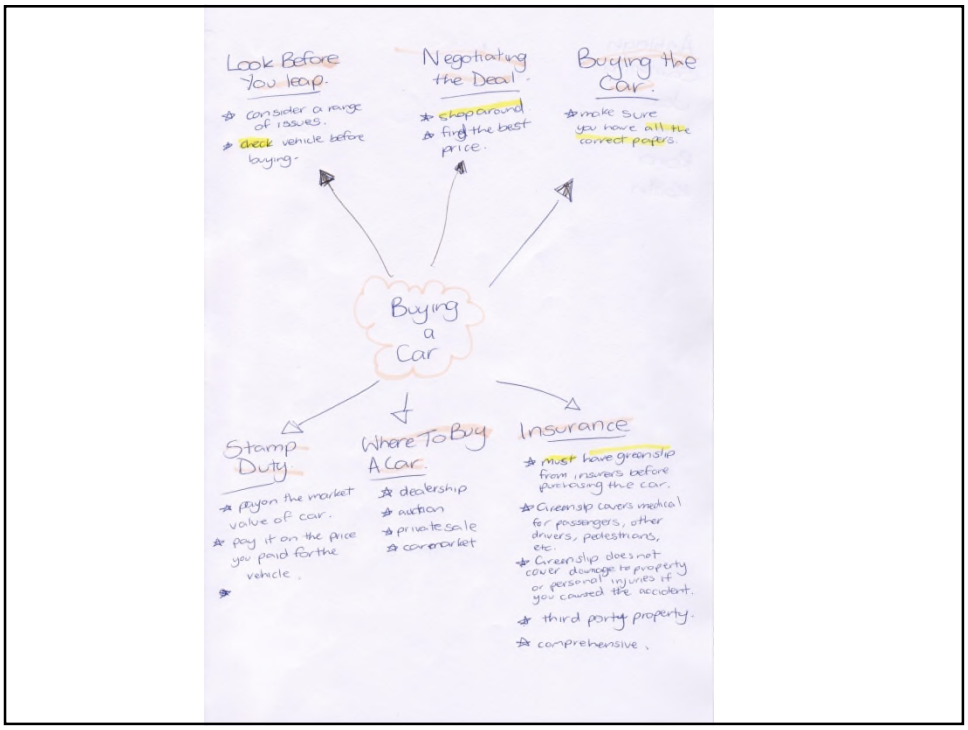
158


Buying a Car
Why?
• Get from A to B
• Independence
Insurance.
• Prove that you've purchased green slip
• Look for best deal.
Private Purchase
Auction Purchase.
Auction: Real bargain. satisfactory condition.
Dis: not covered by warranty. No test drive. Require 10% deposit.
Where to buy a car.
• Car dealers.
• Ad: safest way, no money owing, trade in old car. Test drive.
- Disad: Higher price paid.
Look before you leap
• consider range of issues
• undertake checks.
• Look for good deal
Negotiating the Deal.
• Research/inspection/Pricing
• Shop around.
• Linked credit arrangement
Buying the car:
• check seller info. ID No. on car.
• check forms. Eg. Pink slip
• obtain RTA registration certificate.
Stamp Duty.
• Pay stamp duty on market value. (3%).
• => $45000 up 5%
• $45000 at 3%
: $1350.
Private Purchase:
Dis: No statutory Horranty. Rely on own judgement.
DO REVS check.

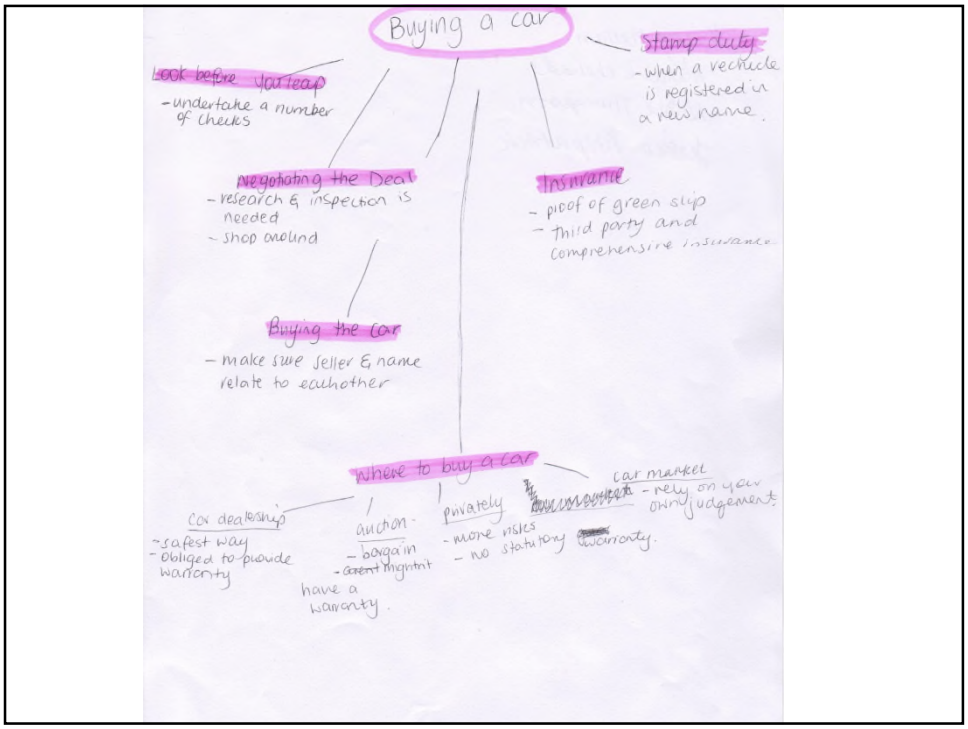
159


BUYING A CAR
Insurance
- prove green slip
- new car arrange green slip
- accident = green slip covers repairs cost
- shop for best deal.
Look before you Leap.
- more than best price.
- consider range of issues
- undertake number of checks
Negotiating the Deal
- check for faults = less price
- obtaining a loan: shop around
Buying the Car
- Complete inspection
- Check all Details
Stamp Duty
- RTA collects
- Stamp Duty is 3% of market value.
Where to Buy a Car?
Buying from a car Dealership
> safest
> many advantages
> guarantee no money owing
- obliged by law to provide warranty
- trade in old car
- test-driving
Buying from an auction
- Bargain
- Satisfactory Condition
- Risk not covered by Statutory warranty
- No test drive
- Check pink Slip (less than 28 day old)
Buying Car Privately
- rely on judgement/knowledge
- no statutory warranties
- Ensure paperwork correct
Buying from Car Market
- buyers and sellers together
- rely on own judgement/knowledge
- no guarantees of title/warranties
- substandard/stolen vehicles = risky

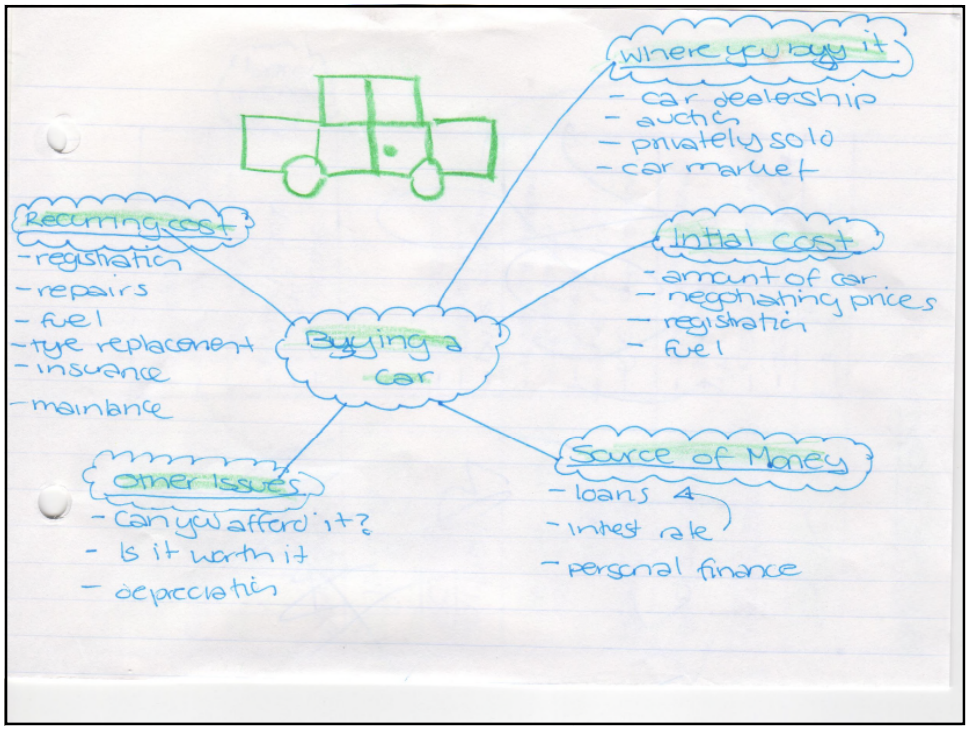
160


Look Before You Leap.
consider a range of issues.
check vehicle before buying.
Negotiating the Deal.
shop around
find the best price.
Buying the Car.
make sure you have all the correct papers.
Buying a Car
Stamp Duty
pay on the market value of car.
pay it on the price you paid for the vehicle.
Where To Buy A Car.
dealership
auction
private sale
car market
Insurance
must have green slip from insurers before purchasing the car.
Green slip covers medical for passengers, other drivers, pedestrians, etc.
Green slip does not cover damage to property or personal injuries if you caused the accident.
third party property.
comprehensive.

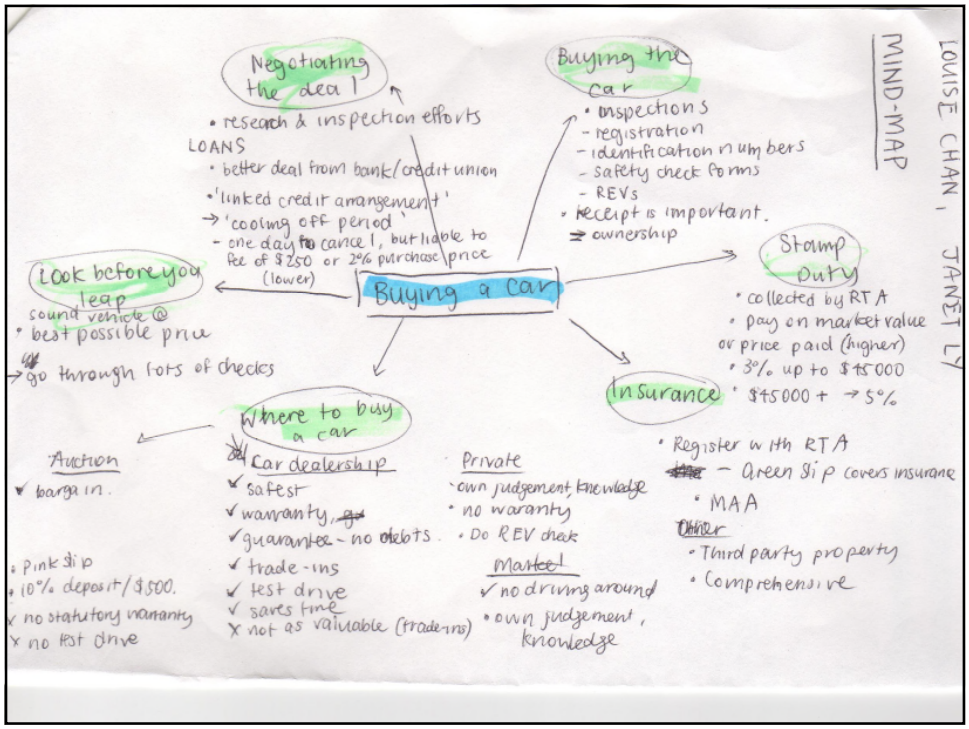
161


Buying a car
Look before you leap
- undertake a number of checks
Stamp duty
- when a vechicle is registered in a new name.
Negotiating the Deal
- research & inspection is needed
- shop aroiund
Insurance
- proof of green slip
- third party and comprehensive insurance
Buying the car
- make sure seller & name relate to eachother
Where to buy a car
Car dealership
- safest way
- obliged to provide warranty
auction
- bargain
- Caveat emptor
have a warranty.
privately
- more risks
- no statutory warranty.
car market
- rely on your own judgement

162


Where you buy it
- car dealership
- auction
- privately sold
- car market
Recurring cost
- registration
- repairs
- fuel
- tyre replacement
- insurance
- maintance
Buying a car
Initial cost
- amount of car
- negotiating prices
- registration
- fuel
Other issues
- Can you afford it?
- Is it worth it
- depreciation
Source of Money
- loans
- interest rate
- personal finance

163


MIND-MAP
LOUISE CHAN, JANET LY
Buying a car
Negotiating the deal
• research & inspection efforts
LOANS
• better deal from bank/credit union
• 'linked credit arrangement'
→ 'cooling off period'
- one day to cancel, but liable to fee of $250 or 2% purchase price (lower)
Buying the car
• inspections
- registration
- identification numbers
- safety check forms
- REVs
• receipt is important.
⇒ ownership
Look before you leap
sound vehicle @
• best possible price
→ go through lots of checks
Stamp duty
• collected by RTA
• pay on market value or price paid (higher)
• 3% up to $45000
• $45000 + → 5%
Insurance
• Register with RTA
- Green Slip covers insurance
• MAA
Other
• Third party property
• Comprehensive
Where to buy a car
Auction
✓ barga in.
• pink slip
• 10% deposit/$500.
✗ no statutory warranty
✗ no test drive
Car dealership
✓ safest
✓ warranty, go
✓ guarantee - no debts
✓ trade-ins
✓ test drive
✓ saves time
✗ not as valuable (trade-ins)
Private
• own judgement, knowledge
• no warranty
• Do REV check
Market
✓ no driving around
• own judgement, knowledge

164

INSURANCE

- Must have purchased a green slip
- It covers medical costs and damage
- There are 2 types of insurance

LOOK BEFORE YOU LEAP

- important to consider a range of issues.
- undertake a number of checks

Buying A Car

WHERE TO BUY A CAR

- you can buy a car from:
  - dealership
  - auction
  - privately
  - market
- each have their own terms along with advantages and disadvantages

NEGOTIATING THE DEAL

- research and inspection efforts = information to negotiate best price
- linked credit arrangment = loan from dealership or credit provider.

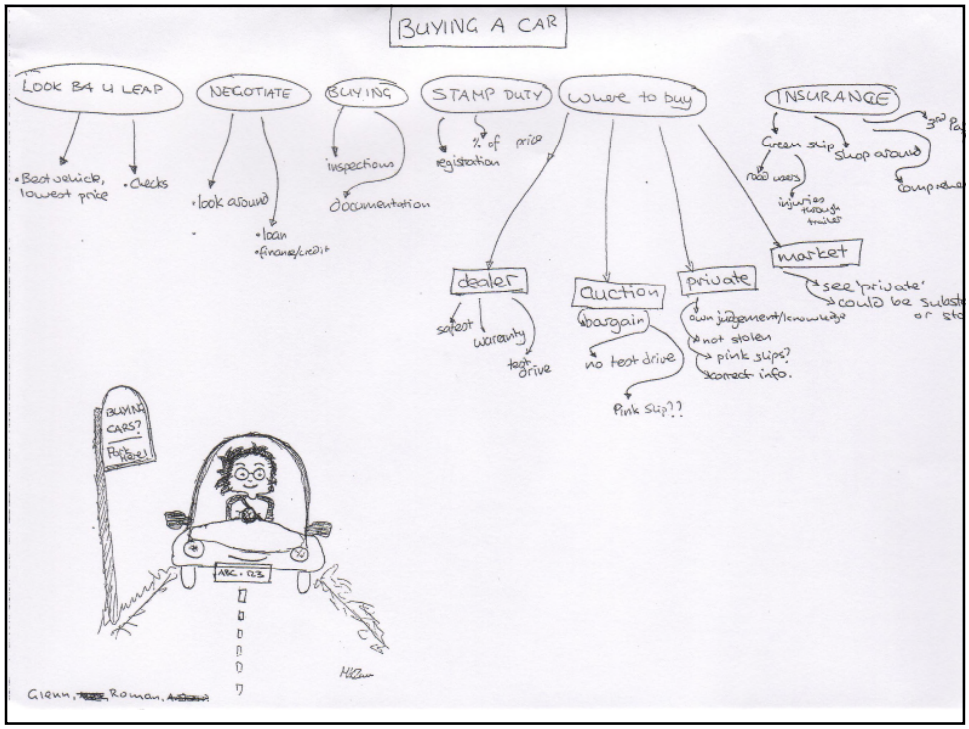
STAMP DUTY

- Office of State Revenue (OSR), levies stamp duty
- RTA collects stamp duty on behalf of OSR

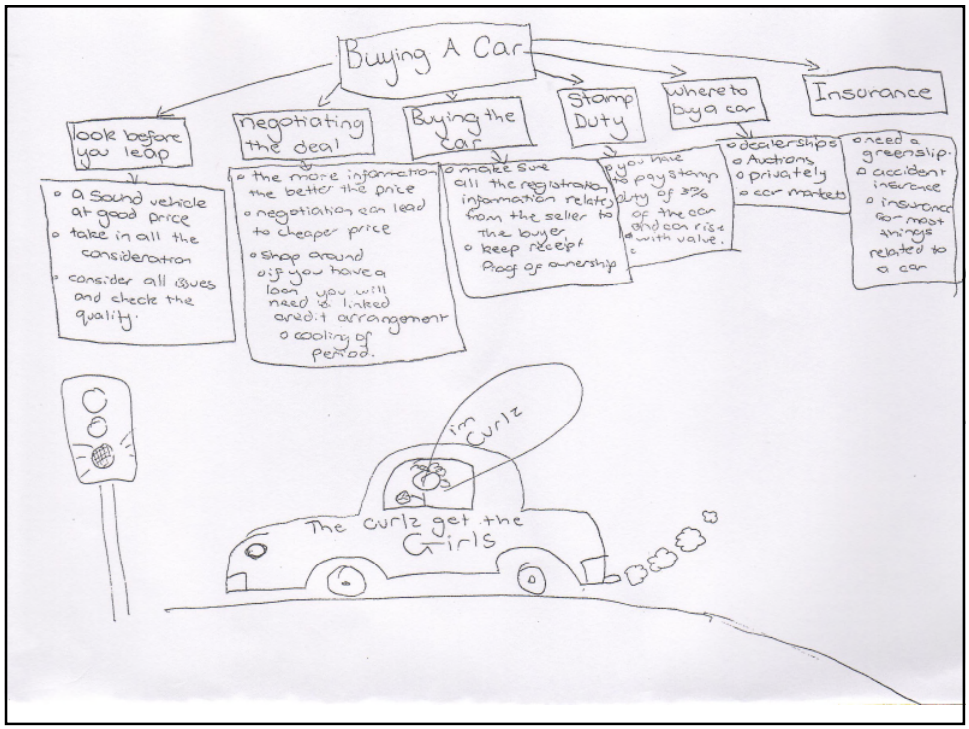
BUYING THE CAR

- all safety checks have been completed
- seller info, identification numbers, rego papers all relate

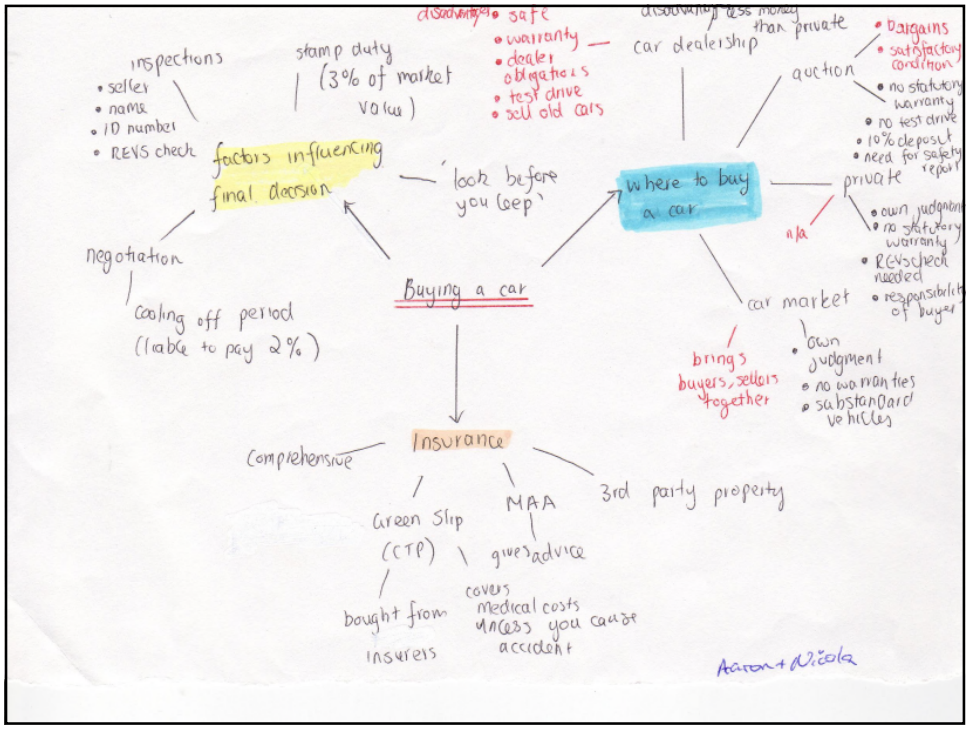
165



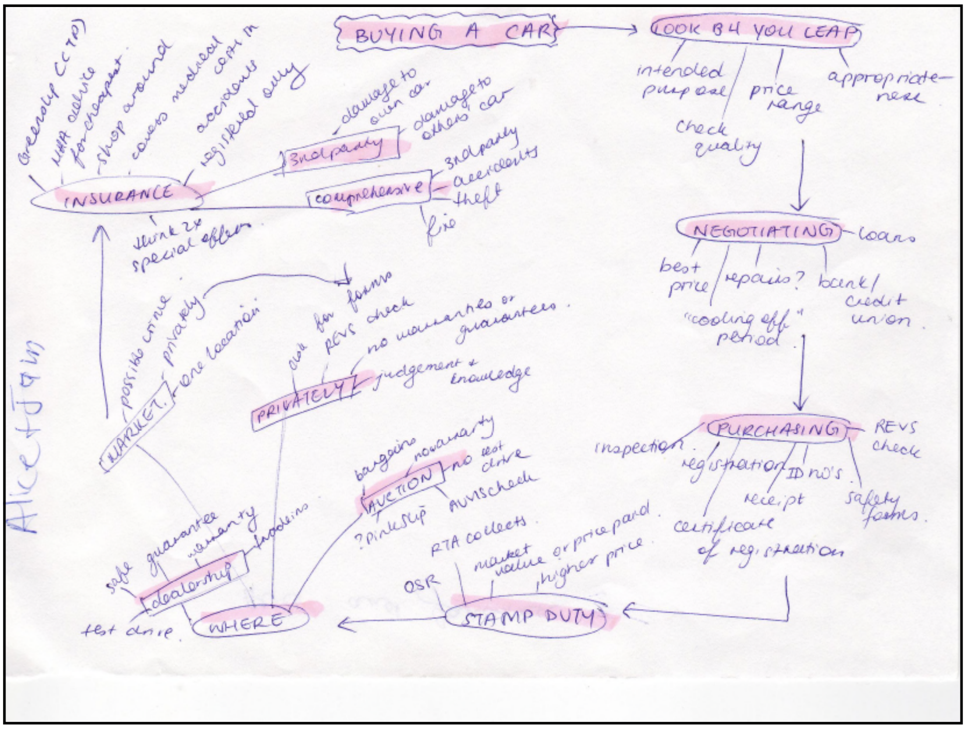
166

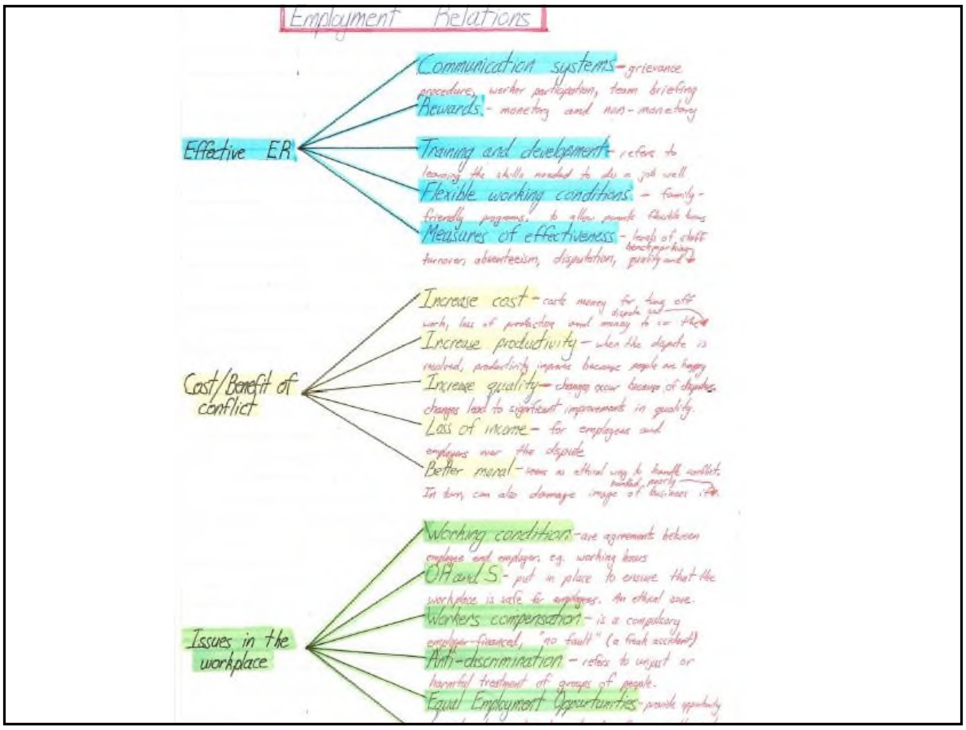

Buying A Car
look before you leap
negotiating the deal
Buying the car
Stamp Duty
where to buy a car
Insurance
a sound vehicle at good price
take in all the consideration
consider all issues and check the quality.
the more information the better the price
negotiation can lead to cheaper price
shop around
if you have a loan you will need a linked credit arrangement
cooling off period.
make sure all the registration information relating from the seller to the buyer
keep receipt proof of ownership
you have to pay stamp duty of 3% of the car and can rise with value.
dealerships
Auctions
privately
car markets
need a greenslip.
accident insurance
insurance for most things related to a car
im curlz
The curlz get the girls

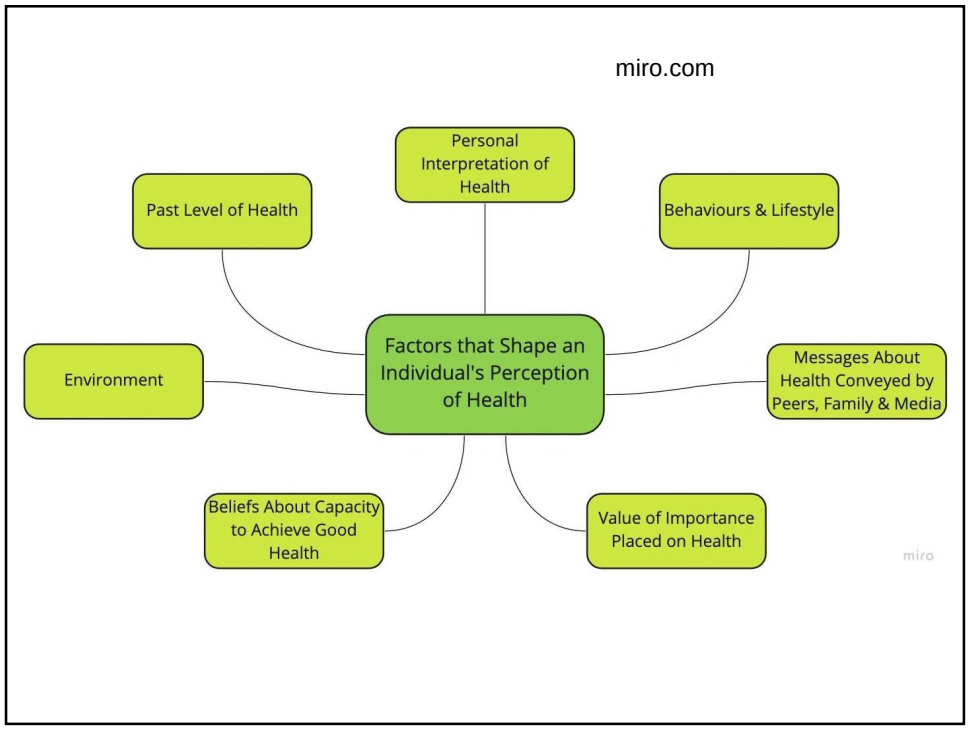
167


inspections
seller
name
ID number
REVS check
stamp duty
(3% of market value)
factors influencing final decision
'look before you leap'
negotiation
cooling off period
(liable to pay 2%)
Buying a car
where to buy a car
car dealership
safe
warranty
dealer obligations
test drive
sell old cars
auction
Bargains
satisfactory condition
no statutory warranty
no test drive
10% deposit
need for safety report
private
own judgment
no statutory warranty
RevsCheck needed
responsibility of buyer
n/a
car market
brings buyers, sellers together
own judgment
no warranties
substandard vehicles
Insurance
Comprehensive
Green Slip (CTP)
bought from insurers
MAA
gives advice
covers medical costs unless you cause accident
3rd party property
Aaron + Nicola

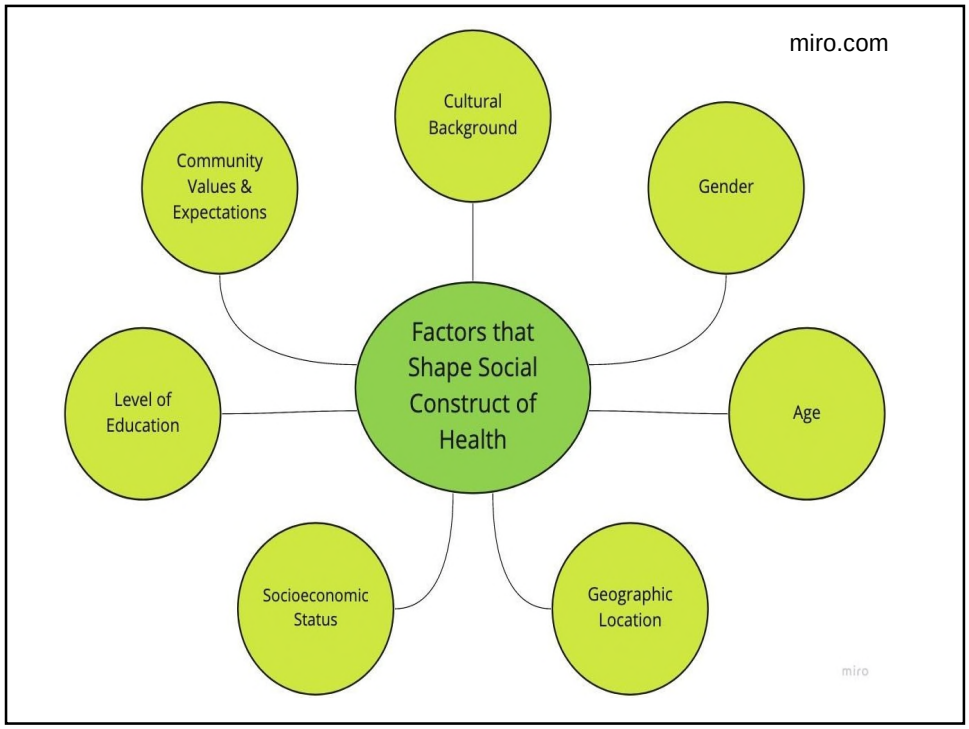
168


BUYING A CAR
LOOK B4 YOU LEAP
intended purpose
price range
appropriateness
check quality
NEGOTIATING
loans
best price
repairs?
bank/credit union
"cooling off" period
PURCHASING
inspection
registration
ID no's
REVS check
receipt
safety forms
certificate of registration
STAMP DUTY
OSR
market value or price paid
higher price
WHERE
test drive
dealership
safe
guarantee
warranty
trade-ins
AUCTION
bargains
no warranty
no test drive
pink slip
AUVIS check
RTA collects
PRIVATELY
judgement + knowledge
ask for forms
REVS check
no warranties or guarantees
MARKET
possible crime
privately
one location
INSURANCE
3rd party
damage to own car
damage to others car
comprehensive
3rd party
accidents
theft
fire
shop around
NRMA advice
compulsory (CTP)
covers medical costs in accidents
registered only
special offers
169

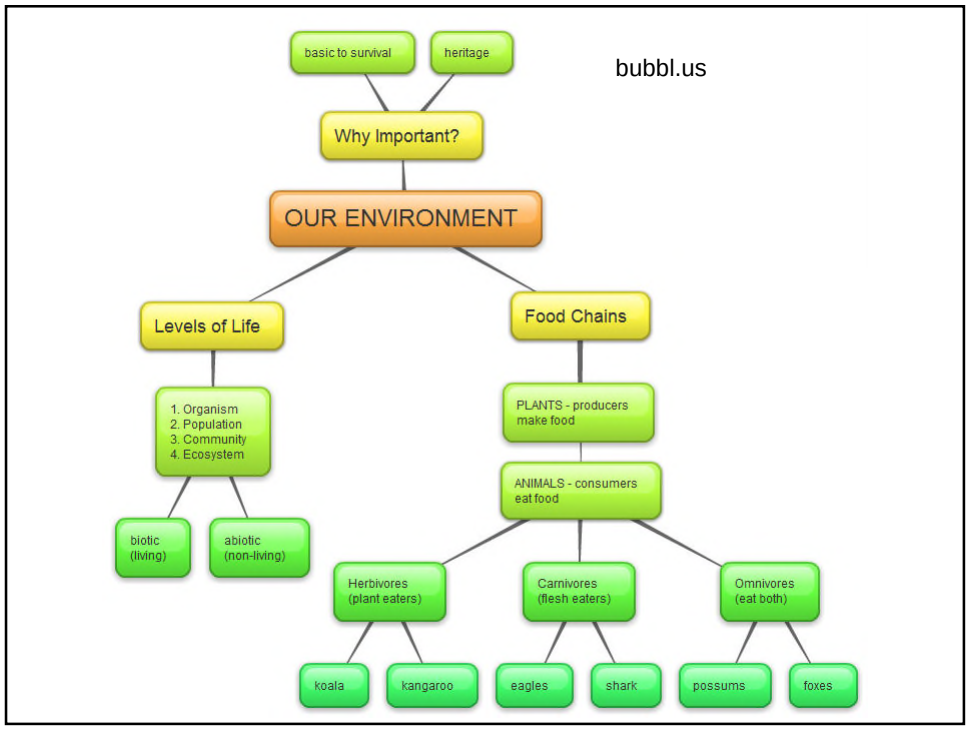

Employment Relations
Effective ER
Communication systems - grievance procedure, worker participation, team briefing
Rewards - monetary and non-monetary
Training and development - refers to learning the skills needed to do a job well
Flexible working conditions - family-friendly programs
Measures of effectiveness - levels of staff turnover, absenteeism, disputation
Cost/Benefit of conflict
Increase cost
Increase productivity - when the dispute is resolved
Increase quality - changes occur because of disputes. changes lead to significant improvements in quality.
Loss of income - for employees and employers over the dispute
Better moral
Issues in the workplace
Working condition - are agreements between employee and employer, eg. working hours
OH and S - put in place to ensure that the workplace is safe for employees. An ethical move.
Workers compensation - is a compulsory employer-financed, "no fault" (a freak accident)
Anti-discrimination - refers to unjust or harmful treatment of groups of people.
Equal Employment Opportunities
170


miro.com
Personal Interpretation of Health
Past Level of Health
Behaviours & Lifestyle
Factors that Shape an Individual's Perception of Health
Environment
Messages About Health Conveyed by Peers, Family & Media
Beliefs About Capacity to Achieve Good Health
Value of Importance Placed on Health
miro

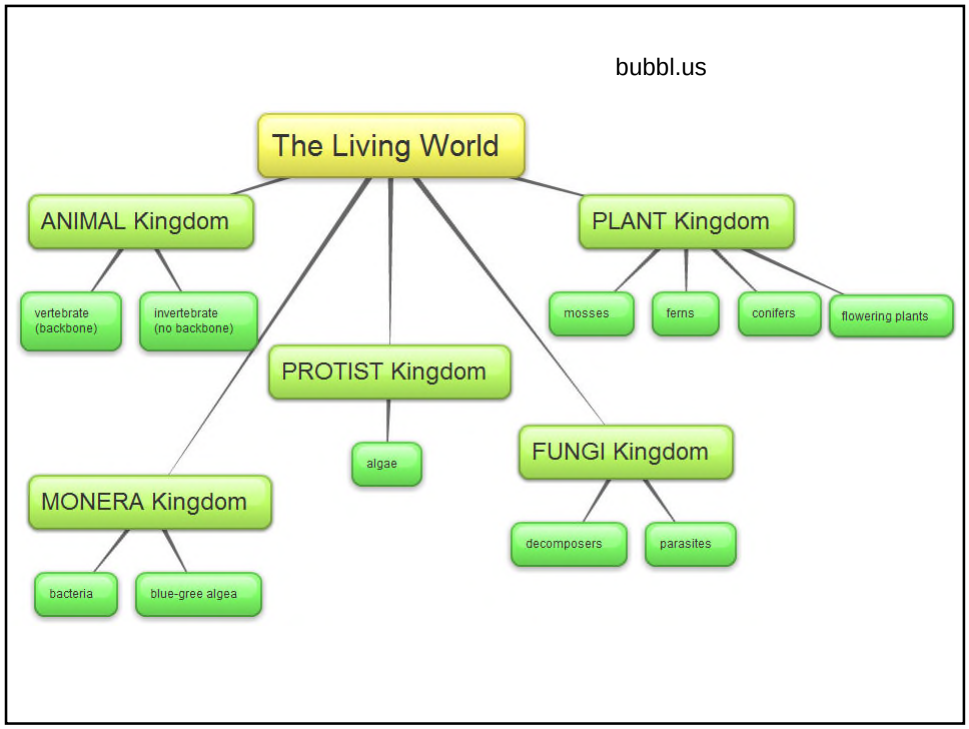
171


miro.com
Cultural Background
Community Values & Expectations
Gender
Factors that Shape Social Construct of Health
Level of Education
Age
Socioeconomic Status
Geographic Location
miro

172

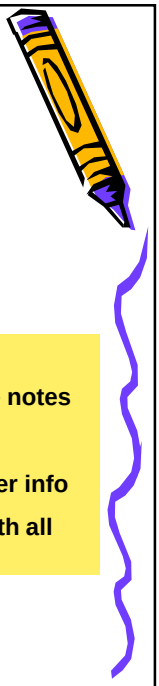

bubbl.us
basic to survival
heritage
Why Important?
OUR ENVIRONMENT
Levels of Life
Food Chains
1. Organism
2. Population
3. Community
4. Ecosystem
PLANTS - producers make food
ANIMALS - consumers eat food
biotic (living)
abiotic (non-living)
Herbivores (plant eaters)
Carnivores (flesh eaters)
Omnivores (eat both)
koala
kangaroo
eagles
shark
possums
foxes

173


bubbl.us
The Living World
ANIMAL Kingdom
PLANT Kingdom
vertebrate (backbone)
invertebrate (no backbone)
mosses
ferns
conifers
flowering plants
PROTIST Kingdom
algae
FUNGI Kingdom
MONERA Kingdom
decomposers
parasites
bacteria
blue-gree algea

174

LINEAR NOTES

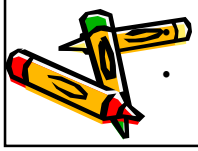


To make a summary:

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.

176

ANIMALS

Members of Kingdom Animalia ('Metazoa')

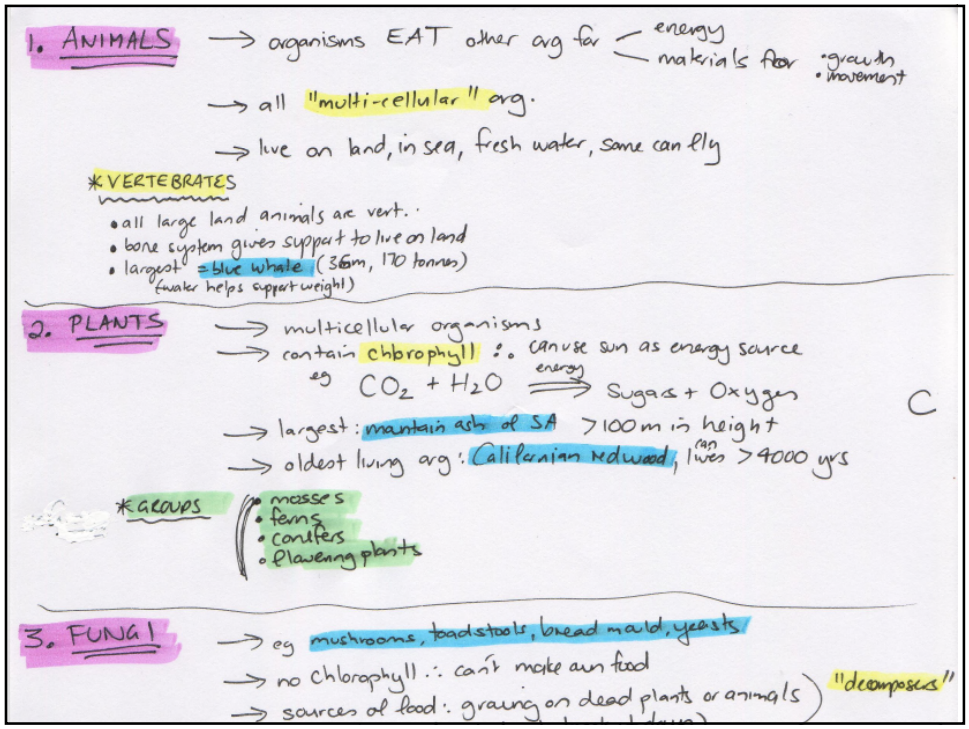
- multicellular
- lack rigid cell walls in plants
- bodies made of cells (then organised into tissues then organs): except sponges

- heterotrophs (rely on other organisms for nourishment)
- capable of complex & rapid movement

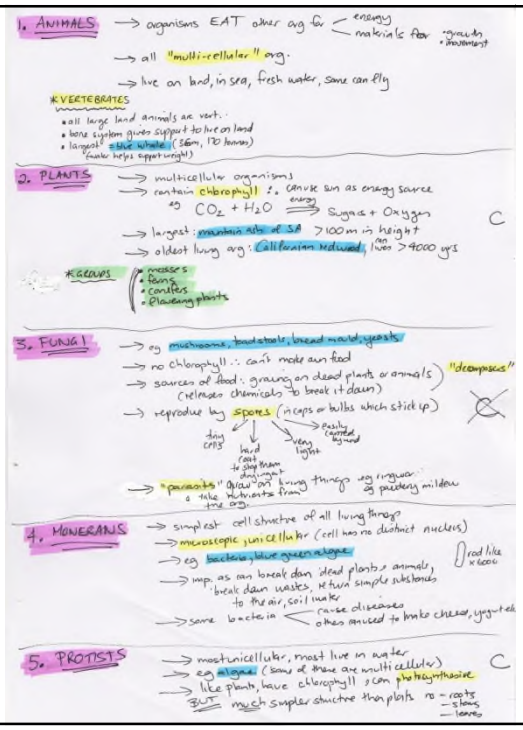
- approx 9-10 million species
- range in size from a few cells to large whales

- biggest group is insects
- our group – invertebrates, fairly small

177



178

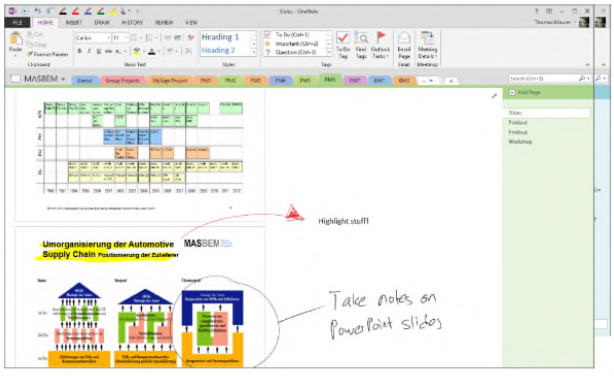


As tests are still handwritten:

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.

179

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, crate tags
- Search your notes for phrases etc.
- Create to-do lists

180

181

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

PENCILGRIPSPLUS
PENCILGRIPSPLUS.COM.AU

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.

185

Find your soul mate pen!

186

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.

187

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?

188

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)

190

How The Brain Works

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

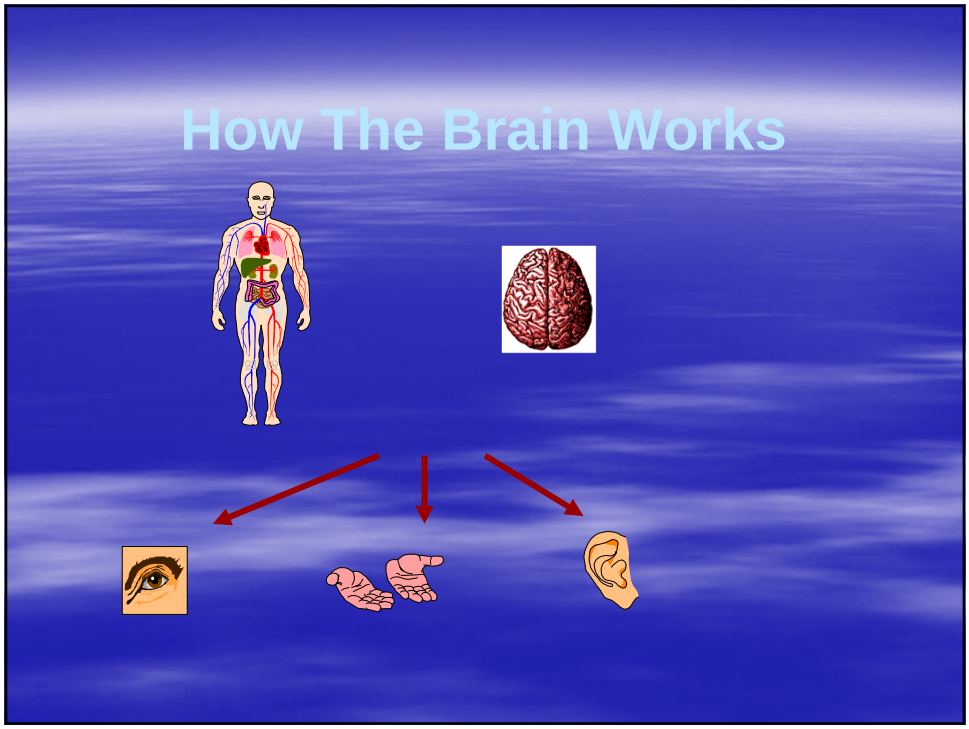
191

How The Brain Works

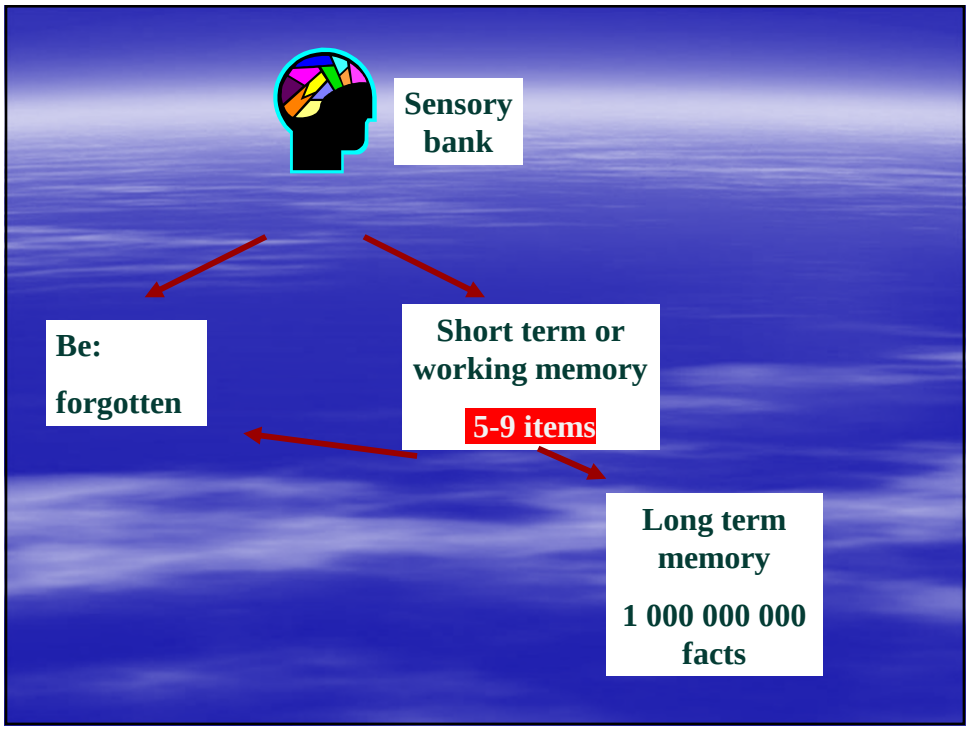
192

193

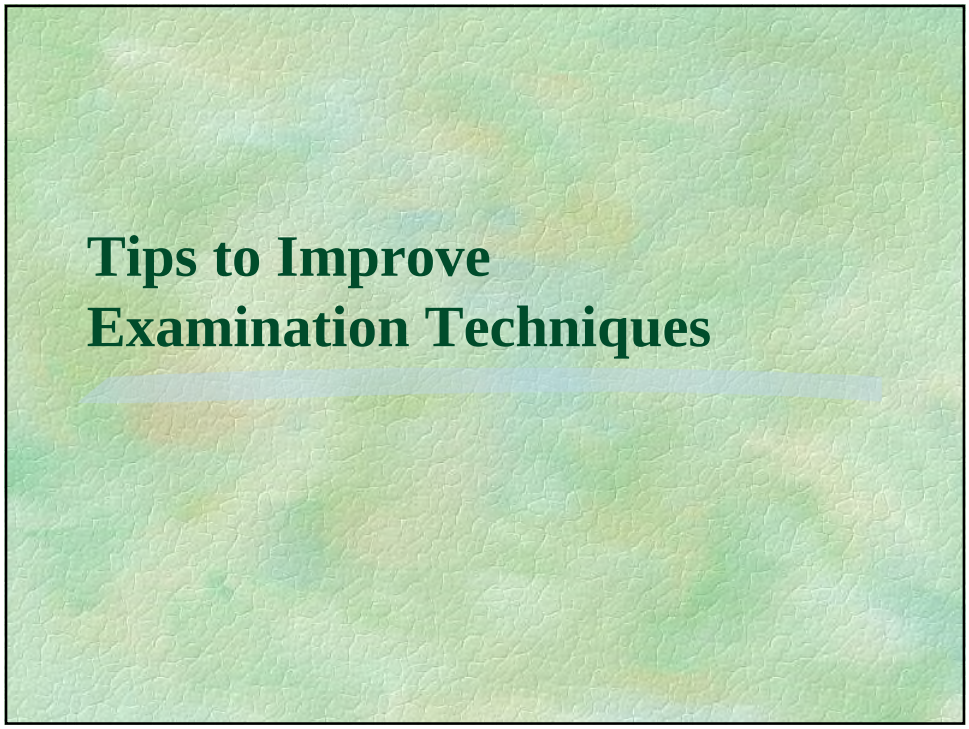
How The Brain Works



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!**

199

- *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.**

206

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

- **Leave it and come back later**

  (let subconscious work on it).

207

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

- **deep breathing, relaxation, flex fingers, reposition self, repeat ‘relax’ to self**

208

Exam Techniques

209

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

211

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

213

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).

215

- 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.)

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