



HSC MENTOR PROGRAM

The Final Countdown
Study tips and discussion starters

Student:

Mentor:

Goal Setting

Weekly Planning

Monthly Learning Tips

Personal and Social Skills

HSC Timetable

Useful Websites

Resources in this booklet are to support discussions between student and mentor.
They are designed to assist your planning and preparation for the HSC.

Many activities come from the resource "Setting Your Sights-Techniques for Learning to Learn"
published for schools

Carpe Diem – Seize the Day!

At school you are given many opportunities to participate and succeed – in leadership situations, in achieving academic success, in sporting and cultural activities, in personal growth.

- How often do you take advantage of the opportunities offered to you?

In the movie *Dead Poet's Society*, teacher Robin Williams takes his class of teenage boys into the corridors to look at the photographs of past students on the walls. He asks one of the boys to read from the works of the 17th century poet Robert Herrick:

*Gather ye rosebuds while ye may,
Old time is still a-flying.
And this same flower that smiles today,
To-morrow will be dying.*

He continues: "The latin sentiment for that is *Carpe Diem* – seize the day, Gather ye rosebuds while ye may.' We are food for worms, lads. Believe it or not, each one of us in this room is one day going to stop breathing and die.

"I'd like you to step forward over here and peruse the faces from the past. You've walked past them many times, but I don't think you've really looked at them. They're not that different from you are they? Same haircuts, full of hormones, just like you. Invincible, just like you feel. The world is their oyster. They believe they are destined for great things, like many of you. Their eyes are full of hope, just like you.

"But did they wait until it was too late to make from their lives just one iota of what they are capable? These boys are now fertilising daffodils. "But if you listen real hard, you can hear them whisper their legacy to you."

Then he whispers: '**Carpe diem – seize the day.** Make your lives extraordinary.'

Make a commitment to take advantage of the many opportunities given to you – **seize the day**. In your schoolwork, for example, take up offers of extra or revision classes, see your teachers when they are available to help you individually, use the knowledge and resources of your parents when you are writing assignments or doing homework. **Carpe diem!**

MID-YEAR REPORT: A GOAL ACHIEVEMENT REVIEW

Subject: Latest Exam %:..... Final Goal:
Obstacles/Concerns:
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Solutions:
.....
Comments/Commitments:
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Progress discussed with:

Signature: Date:

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MAJOR ACADEMIC TARGET

WIFM:

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SPECIAL ACADEMIC TARGETS

Subject: Term Test:

Lessons/Challenges:

Final Exam

TARGET:

Subject: Term Test:

Lessons/Challenges:

Final Exam

TARGET:

Subject: Term Test:

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Achieving improved grades in all your subjects is very possible and highly probable if you exert consistent time and energy to learn effectively.

One of the first habits you may need to develop is the habit of organising your study space and subject filing system.

There is nothing more frustrating than not being able to find key information you know you've seen recently.

Having a well established area at the start of the year is essential to set yourself up for success.

Go through the following checklist and tick off each category as you establish your home space

Homework Study Area	Tick When Achieved
I have a suitable desk that is large enough for study purposes	<input type="checkbox"/>
The study area is well lit	<input type="checkbox"/>
The study area is away from noise and distractions	<input type="checkbox"/>
The study area is away from TV (really)	<input type="checkbox"/>
I have a suitable chair	<input type="checkbox"/>
I have all appropriate equipment for each subject	<input type="checkbox"/>
I have access to a computer and printer when required	<input type="checkbox"/>
I have a filing draw or case that I can use to organise my study and classroom notes	<input type="checkbox"/>
I have all required stationery for each subject	<input type="checkbox"/>
I have all required text books and materials for each subject	<input type="checkbox"/>
I have pre-read any novels as appropriate for specific subjects	<input type="checkbox"/>
I have scanned text books and have an understanding of some of the major topics in each	<input type="checkbox"/>
I feel confident and prepared to start the year well	<input type="checkbox"/>

Remember – the start of the year is the time to establish the learning habits that will set you up for success for the rest of the year!

1) Where to Study

For the best results, you'll need a quiet room or corner where you can study uninterrupted.

- Make your study area a place you want to go to. Develop a positive attitude towards it, so that it is a pleasure to be in, rather than a prison.
- Make it personal to you, with paintings, posters, artwork, plants, your favourite objects. This is the place you associate with study – once there you will switch into “study mode”.

2) Air

- Fresh, clean air is essential for continued alertness. Your brain uses 20% of the oxygen your body takes in.

3) Temperature

- For most people, a slightly cool temperature is best. Maintain your body warmth by wearing warm clothes rather than using a radiator. Avoid studying in hot sunshine, or while slumped in an armchair. You'll go to sleep otherwise.

4) Light

- Natural light is best, so if you like working in bright light, try to have your desk near a window. A standard light bulb is better than fluorescent light.
- If the light is not good, take breaks to refresh your eyes; prevent them from becoming tired and strained.
- If you work better in dimmer light, use subdued or indirect lighting in your study area.

5) Desk and Chair

- If you work best in a formal setting, your desk should be of normal height, with a large working space if possible. Cramped space produces cramped posture and a cramped mind. Open space produces an open posture and an open mind.
- The chair needs to be of a height that allows your feet to rest flat on the ground. It should have a straight back and not be too comfortable.
- If you learn better in an informal design setting, use cushions or softer chairs when you are studying.

6) Organisation

- Have a bulletin board on which you can pin memos, posters, goals.
- Keep all the things you need for study within easy reach.
- Keep books and work tidily filed and organised.
- Have your homework notebook and/or study planner open and ready for use.
- Have all your texts, notebooks, pens and paper ready before you start
- Have a dictionary handy
- Anticipate and forestall interruptions – for example, visitors and telephone calls (advise your family that you are not to be interrupted). Remove distractions and temptations.
- If you have music, it should be quiet, baroque-style music, with a steady rhythm of 60 beats per minute.
- Stick to your study plan and your priorities.

Setting Your Sights

SETTING THE SCENE

Now, back to **ganas**. James Escalantes *was a mathematics teacher at Garfield High School in Southern California*. The school had a very poor academic record and was in danger of losing its accreditation in the early 1980s because examination results were so low. Unlike most teachers in the school, James believed he could make a difference and help his students achieve good results. The movie *Stand and Deliver* is the story of his success. He had real desire, real passion – the Mexican word for this is **ganas** – and this infectious attitude was caught by his students. Here's what he told them:

“You go for a job, the person giving you that job will not want to hear your problems, and neither do I.”

You're going to work harder than you've ever worked before. And the only thing I ask of you is **GANAS** – Desire. If you don't have the Ganas I will give it to you, because I'm an expert...”

The enthusiasm and desire of James Escalantes were so powerful that all 18 students who completed the very difficult Advanced Placement Calculus Course passed the examination, the best result of any school in the state of California.

In 1982, 18 students passed the exam.

In 1983, 24 students passed the exam.

In 1984, 30 students passed the exam – and so on.

The BIG questions are:

- Do you have the necessary ganas to succeed?
- Are you prepared to do **whatever it takes** to achieve this year's goals?
- Are you prepared to **make sacrifices** in order to achieve these goals?
- Are you prepared to make a **commitment** to your study?

Take the plunge! Make a commitment for this year now!

My commitment: I will do whatever it takes to:

Swim Out to It

Grasping your opportunities is a very positive way of being active in your study. But it is more than this. Too many people wait for the good things to come to them without making the effort to look out for them themselves.

It's like catching a marlin. To catch a marlin you don't fish in your local river. You go to where marlin are found. But you won't catch one from the shore. You need to hire a deep-sea fishing vessel, and head out to open waters, throw over your line, and wait patiently until your fish is hooked. You go looking for the marlin, because it surely won't come looking for you.

In the same way, look for opportunities yourself. Go in search of ways to get the most out of your study and your life.

It's a bit like this T shirt slogan.



A WEEKLY GOALS CHART
P = Priority C = Completion (✓)

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A WEEKLY PLANNER					
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6AM					
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4PM					
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WEEKEND PLANNER		
	SATURDAY	SUNDAY
MORNING		
AFTERNOON		
EVENING		

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Learning Tip No. 2 – The Importance of Revision

It is a good idea to become familiar with how the memory works so that you can improve your learning.

More often than not, when you can't remember something it is not because you have a 'bad memory' or you aren't good at something – it is more likely that you just haven't spent enough time transferring the information to your long-term memory.

Transferring information to the long-term memory

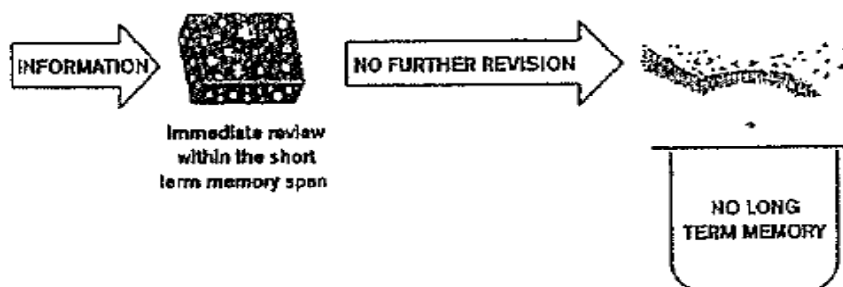
Effective transfer of information to the long-term memory occurs when learning is spread out over a set period.

An ideal learning plan would be:

1. Immediate review within the short term memory span
2. Review within 6 hours
3. Review the next day
4. Review the next week
5. Review after a month

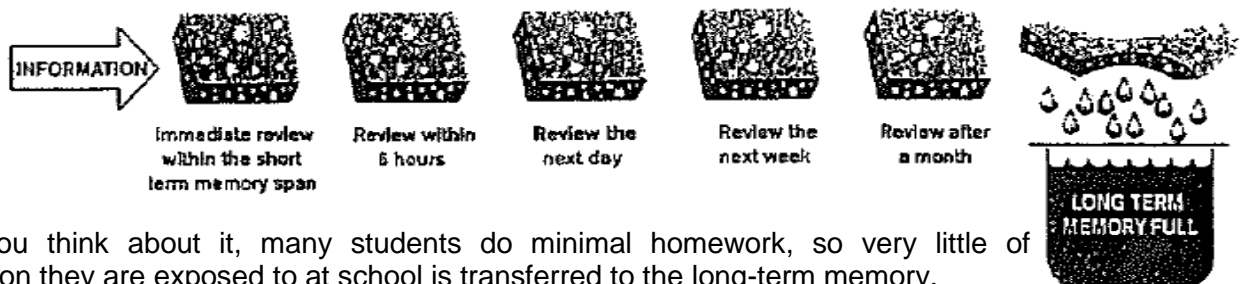
LIKE A SPONGE. YOUR BRAIN TAKES IN INFORMATION

If you don't keep it wet it dries out, leaving no long term memory to fill.



HOW TO REMEMBER

If you keep it wet, your long term memory can be filled



When you think about it, many students do minimal homework, so very little of information they are exposed to at school is transferred to the long-term memory.

The tragedy is that they think they are not very good students when the fact is that they are just not spending enough time revising the information.

The fact is that for the subjects you least like, chances are you will have to do more revision. However, what you will notice is that if you commit to doing this, your grades will improve and chances are you will also start to like the subject more!

Evidence suggests that an 88% improvement in information recall can occur using this learning approach.

We all accept that in sports you have to practise regularly to improve your skills. The same is true for learning and as the above diagram shows – how often you practise or revise what you learn has a big impact upon your results!

To Do: using your weekly study plans for each month, revise your classroom topics as indicated above. You will notice that when it comes to exam time, your revision is significantly reduced as you already know most of the material! Go on – give it a go!

Learning Tip No. 3 – Setting Goals (Revisited because they're so important!)

Most people don't plan to fail – they just fail to plan!

What are goals?

- Goals are things we consciously want to accomplish or achieve because they bring us something we value.
- Setting goals is powerful because we sort out what is important and what is irrelevant in our lives.
- Goals are evolving and changing things that need to be revisited and revised constantly

Why set goals?

- When you set goals, you put yourself in control and this enables you to sort out your priorities and what is important for you to spend time doing. It also feels great – especially when you really value the outcome.
- Research has shown that setting goals improves performance in all areas of life. By setting goals, you are able to move beyond any self-doubts, you are able to overcome your fears and to think 'successful' which leads directly to being successful, and this in turn raises your self-esteem and confidence.
- By setting goals, you increase your level of motivation

Goals must be...

- Long Term – To provide you with a long-term vision of what you want to do in your life time.
- Short Term – To provide you with smaller tasks to achieve each day.
- Realistic, achievable and challenging – to build upon your past success it is very important that your goals are achievable and realistic.
- Flexible – As life constantly changes, your priorities and goals move as well as new opportunities arise.
- Precise and measurable – You must set out precisely what you want to do, with amounts, and with deadlines.
- Your goals – make sure they are your goals and not someone else's. They must reflect you and your needs.
- In writing – goals are dreams until you write them down and give them timelines.

Performance Goals

Performance goals look at you performing at your personal best (PB).

Examples include:

Swimming: I am going to improve my PB times by 10% and I am going to perform at that level consistently

English: I am going to improve my English marks by proof reading and drafting more carefully.

To do:

Revisit your yearly goals and modify them if required to meet the above.

Many students start the year with good intentions, however, by about March/April they start to feel the pressure associated with studying intensively. Just like training for sport – top performance requires top preparation. Learning is no different. If things seem difficult for you – that's great – it means you are on track!

Continually setting your standards higher by setting new and more challenging goals is an excellent way to ensure you are working at your PB!

A WEEKLY GOALS CHART
P = Priority C = Completion (✓)

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Learning Tip No. 4 – How to improve your reading, comprehension and memory

SQ3R stands for Survey, Question, Read, Recite, Review. Take a moment now and write SQ3R down.

It is a good slogan to commit to memory to carry out an effective study strategy. Remember it and it will assist you throughout further education and re-education.

Survey – get the best overall picture of what you're going to study **BEFORE** you study it. Before you go to class – survey the material you will be covering. Before you read a text – survey the material you will be reading. It's like looking at a road map before going on a trip. The memory works by attaching new information to existing information – if something is totally new to you, it will be harder to remember. Surveying information is an excellent way to prime your memory for remembering!

Question – ask yourself questions as you read or study. As you answer them, you will make sense of the material and remember it more easily. Write your questions and answers in the margin of the book (if it is yours) or in your notes with the topic, date and source written at the top of the page. When it comes to studying later on these are the questions you should learn.

Read – Reading is NOT running your eyes over the book. When you read, read actively. Read to answer questions you have asked yourself or questions your teacher has asked. Also, when you read, be sure to read everything, including tables, graphs and illustrations. Often times tables, graphs and illustrations can convey an idea more powerfully than written text.

Recite – When you recite, you stop reading periodically to recall what you have read. Try to recall main headings, important ideas of concepts that you have underlined, and what graphs, charts or illustrations indicate. Try to develop an overall concept of what you have read in your own words and thoughts. **Try to connect things you have just read to things you already know.** Explain these insights out loud even if no-one is there – you will be amazed at how this helps your memory. When you do this periodically, you will remember much more later on.

Review – A review is a survey of what you have covered. Rereading is an important part of the review process. Note the importance of revision at regular periods to learn effectively. When you are reviewing material, it's a good time to go over notes you have taken to help clarify points you may have missed or don't understand. **The best time to review is when you have just finished studying something.**

Using the SQ3R system will help you achieve higher grades with less stress.

Remember – never wait until just before an exam or assignment to start studying. That is like waiting until just before the grand final to start training! Like fitness – learning has to take place over time – using the SQ3R system will set you up for success.

Learning Tip No. 5 – Exam Skills

Many students experience anxiety over the exam period. If you believe your nerves are going to affect your exam performance – TALK to a teacher a few days beforehand to get some help.

Remember – the best way to overcome exam nerves is to be confident you will do well because you are over-prepared! If you've been using the tips we have discussed – you will be prepared and confident! That's you right?

Tips for taking exams

Before the exam:

Relax – feel confident that you have studied well and know your stuff! Don't let negative thoughts and self-doubts enter your mind.

During reading time:

Survey the exam questions and note information you can already use to answer these questions. NEVER panic because you can't remember information.

Just remain confident that you will recall it when you have to because it will be linked to other information that you do recall. This reading time is crucial for you to feel excited about how you can answer the questions and that you know what to expect.

Read carefully:

Always read instructions and questions carefully! Make sure your answers reflect what you are being asked to do.

Plan your answers:

Firstly, plan how much time you can spend on each question before moving to the next. Stick to your time plan – if you don't finish the exam your result will be much worse than if you didn't fully complete one question. **Secondly**, plan how you will respond to the question/s asked. Your notes for this plan should be point form and should show each major point you will discuss from the start to finish of your answer. The outline will help you remember important ideas and facts to be included in your response. Also, note how your brain will remember information required for other questions. Jot these down quickly at the side so you can come back to them later.

Answer Easy Questions First:

Answering easy questions first allows your brain to recall all the relevant information rapidly. This is the most effective use of time for if you took each question in order and your first question was difficult – you may not finish the exam.

Pay attention to key words:

As you read the exam, pay attention to the key words such as “list,” “describe,” “compare and contrast,” and “outline”. Make sure you do what is asked. Otherwise – regardless of how good your answer is you will lose marks.

Reading Multiple-Choice Questions

Multiple choice questions require you to determine which of a number of alternatives is true or false. Usually, only one alternative is correct. The key is to eliminate obvious false choices and is still unsure – make an educated guess based upon what you know.

If time permits

Read over your responses and add information (use clear arrows and keep it neat) and edit for errors. It is possible to add a further 10% if you effectively use this drafting time!

Remember: Good handwriting is important. Most teachers value clear handwriting. Grammar, punctuation, and spelling also count. Well-written grammatically correct answers almost always receive higher grades than poorly written grammatically incorrect answers, even though the answers may be similar.

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WEEKEND PLANNER		
	SATURDAY	SUNDAY
MORNING		
AFTERNOON		
EVENING		

Learning Tip No. 6 – Reading and Note Taking

Preview and Review: Get into the habit of briefly scanning material before you study. This gives your brain time to build expectation and to start answering questions that will allow you to link information later on. When scanning use the SQ3R method and look for the following:

Survey: Spend no more than 10 minutes to preview the assigned reading/material. Previewing is like using a road map versus just driving around till you find your destination. When surveying you should

- Examine the title of chapter headings
- Note the relationship between headings and subheadings
- Note charts, diagrams or pictures
- Skim the introduction and conclusion of each chapter

Question: When reading each section always read with the intent to answer a question. Use the words what, where, when, who, how and why, to turn each heading into a question.

Read and Underline: There are some excellent strategies you can use to make reading and study easier and more effective.

Remember – reading with the question in mind will assist your memory to focus on its answer. However, it is important to remove any distracting thoughts from your mind (yes those ones) and focus on the task at hand. Many students spend hours reading when what they really do is moving their eyes over the text while thinking about something entirely different. Don't allow your valuable time to be wasted this way.

Additionally, if you find yourself thinking about something else break this thought pattern and affirm yourself using positive thoughts to reinforce your determination to succeed. For example, "I WILL learn this tonight" and "Come on....(your name)....FOCUS!"

Do not be afraid to move your lips and read aloud – although this can slow how fast you read. Complex reading may require you to read a section several times. Do not become disheartened if this happens to you – it happens to all of us.

After reading the section, go back to the beginning and underline, highlight or mark the reading using the following suggestions:

- | | | |
|-----------------|--|--|
| Main Point | | <ul style="list-style-type: none">• Underline or highlight after reading: After reading a section of the text go back and underline or highlight <u>only</u> the main points. <u>It is important to read first and underline afterwards</u> otherwise you may end up with a page totally underlined which will have <u>little meaning</u> to you later.• Use numbers: Write numbers in your text to signify – lists, sequences of information and important points that relate to your purpose.• Vertical lines: Place vertical lines in the margin to indicate a main point made over several lines. You could also number the line to indicate its importance.• Use Asterisk*: Use asterisk to signify main points or relevant areas which you may want to use later. For example, * may = important while ** could = very important etc. |
| Memory Triggers | | <p>Memory triggers: Write memory triggers in the margin to summarise and condense important points. These will form the basis of your study later on and by using them consistently you will remember the information more easily.</p> |
| Def | | <ul style="list-style-type: none">• Note Definitions: Write "D" or "Def" in the margin to signify a definition. Learning is severely hampered when you don't understand one or two of the central concepts in the material. Once you have noted a "Def" you can easily find it later to clarify its meaning in the context of your study. |

?

- ?????!!!!!! If you don't understand any aspect of your reading don't worry – mark it with a ? so that you can ask your teacher. Many students' don't do this because they think it makes them look stupid – but really it shows that you are on the ball and this wins points. Furthermore, many other students will be glad because they didn't know the answer either! Use ! to indicate areas that you disagree with or question – don't accept all that you read as gospel but be critical and think for yourself. This is an important skill to develop and it can start with simply noting what you disagree with.....!

Practice Makes Perfect: Practice your marking skills to establish the most comfortable and familiar method for you. There are few rules just practice until you find what works best for you.

Learning Tip No. 7 – Broaden the number of learning strategies you use...

There has been much research into improving learning by tapping into each of the senses – and thus – both sides of the brain...

Use all your senses: Don't just use your eyes – use all your senses.

- **See it:** Read and visualise the material. Make up situations in your head where you use, apply, speak or interact with the material and see yourself clearly doing this.
- **Say it:** Recite material and answer questions aloud to improve recall by up to 80%. Use the memory triggers and notes in the margin of your book to help you formulate and answer questions.
- **Write it:** Write answers to your questions from your study notes. To memorise your memory triggers write them over and over again.
- **Use Smell:** Study with a pleasant fragrance in the room and take the test with the same fragrance nearby eg. Lavender, perfume or essential oils.
- **Use Music:** You **do not** learn better with loud music blaring in your ear – despite what your friends may tell you. However, research shows that having soft music (with no vocals) playing in the background can stimulate certain types of brainwaves that are more conducive to learning. A common type of this music is called “Baroque” music and is easily available at any music store.
- **Link Movement to Key Points:** Your brain remembers movement as well as any other information. Devise actions to help you remember lists or other information. For example, a psychology exam may ask you to list 3 types of skills:
 - a. Cognitive (tap head)
 - b. Emotive (tap heart)
 - c. Motor Skills (tap feet)
- **Use Rhythm, Rhyme, Song, Catchwords or Hooks:**

Hooks: Use a single letter to recall a list of words or phrases. For example, ROY G BIV can be used to remember the colours of the rainbow.
Red Orange Yellow Green Blue Indigo Violet
- **Catchwords:** You can remember whole lists by making a familiar word from the first letters of the list.

A WEEKLY GOALS CHART
P = Priority C = Completion (✓)

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Learning Tip No. 8 – Tricks to Master the Material

Where you have lists or other information to learn don't read them over and over again expecting the information to magically stick – this can be frustrating.

Instead use the following...

Memorise:

1. Memorise the first item (write a memory trigger and use it to recall the information).
2. Memorise the second (again using learning triggers).
3. Now repeat both the first and second by memory. Use the Look, Cover, Check, Recite, and check again technique if you like.
4. When you know these two go onto the third.
5. Memorise the third item and go over steps one, two and three above.
6. Continue in this manner until all steps are learned.
7. Return to this an hour or so later – or next morning and check you still retain the information – reinforce your memory here.

Review Notes:

Using the note taking strategies outlined – as you review materials use memory triggers and other strategies to assist you to recall key points and information.

After several quick revisions you will not have to refer to your texts again – just your memory triggers.

From here it gets easy as your brain is wired for patterns and short cuts! Remember – draw your memory triggers or other memory joggers when in your test situation – you will be amazed at how much you've learned!

Over Learn:

Review material that you have learned several times over the term.

When final exams come around you will have most of the information already stored in your long-term memory and your study period will be a breeze.

Note the way some commercials, through their constant repetition, rhythm and visual appeal encode themselves into the memory for years and years.

This is how powerful your memory is and if you tap into these same techniques you can remember anything you wish to.

Learning Tip No. 9 – Using pictures and diagrams to improve recall

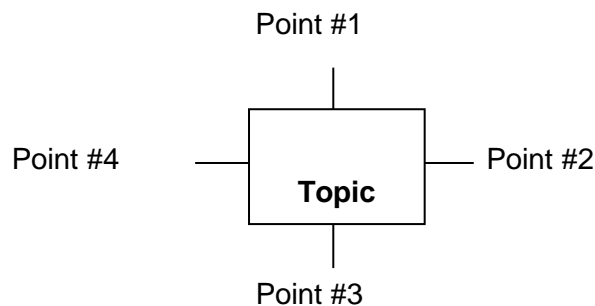
Your brain is the most powerful computer in the universe – one thing that it finds easy is to remember how things relate to one another – especially when they are presented visually.

The following information mapping techniques can improve your learning significantly as they quickly structure the detail within a key idea or subject theme.

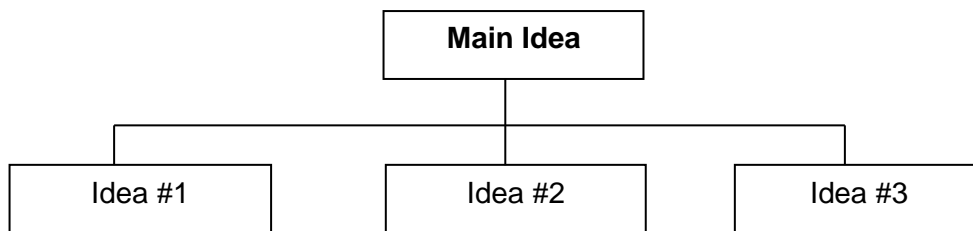
Use these in three approaches in

1. exams to quickly structure ideas
2. study to canvas whole subjects as you recall the detail underpinning content and in
3. essays to quickly jot down the structure of your preferred response

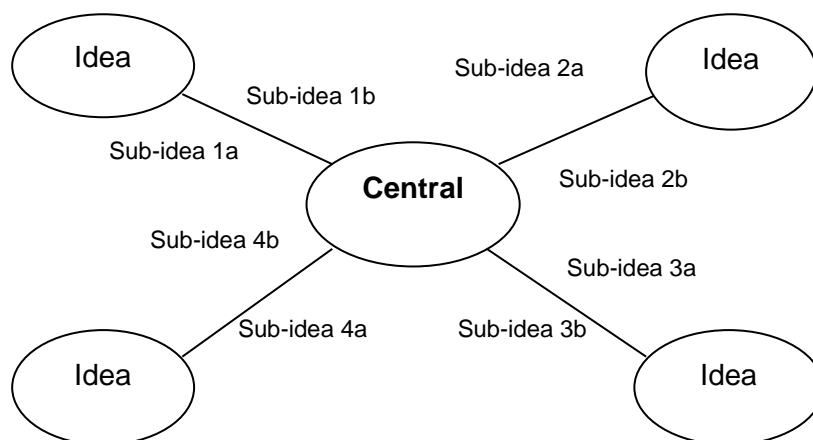
Relationship Maps (for English/Humanities/exams)



Branch Lines (for essays and exams)



Mind Maps (essays and exams)



Remember – use these maps to assist you to recall information. Just like a map of your town – if the map was as big as the town it would be no good. The map represents limited information – your goal while you study is to be able to explain what, how and why the details sit behind the map. When you can do this – you will pass the exam easily!

A WEEKLY GOALS CHART
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	SATURDAY	SUNDAY
MORNING		
AFTERNOON		
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Learning Tip No. 10 – Maths Exams

Many students feel the pressure of maths exams as they struggle with the content and subject matter. However, when it comes down to it – many students who find math difficult will have a history of struggling with the subject.

Unfortunately, many students feel that because they struggle with math they have less ability in the subject. However, the real truth is often that from an early age they have not experienced success in the subject and so they have always done less homework and focused on the subject less.

Note – if you need to improve in a subject area – you have to focus on it more not less!

To succeed in math exams – implement the following:

Preparation:

- Begin preparing early
- Pay attention during class: every minute you daydream in class is many more minutes of studying later
- Do assigned homework problems: maths is a building process and in order to understand the next step you need to comprehend the present, and previous ones
- Simulate test conditions – after you learn a process – pretend you are doing an exam to see if you can get it right!

After you have studied and think you know the material, practice it under test conditions. Solve unassigned homework problems and see if you can finish them in the allotted time for the exam.

Form a study group of 3-4 dedicated students:

Not only will other students be able to help you with problems, but by helping others you will better learn the material. If you are unable to teach another student a topic you believe you know, chances are you don't know that topic very well after all. If you can't teach it, you don't know it!

Testing:

- Read through the exam
- With reading through the whole exam you can:
 - know what is expected of you;
 - prioritise items on the test;
 - pace yourself
- Carefully read the instructions
- Make sure you are answering the question that is being asked!
 - Often students know how to solve a problem, but they misread or misinterpret the question itself
- Check that you have correctly rewritten the problem
- Don't skip steps. Start from the beginning:
 - Clearly write each step of the solution
- Be neat and don't rush writing numbers down
 - Keep checking your solution as you are working
 - Neatness makes it easier to recheck your work
- Double check your maths, especially your calculator entries
- Double check your calculator work immediately
 - The chances of hitting a wrong number are high, but the chances of hitting the same wrong number are not
- Don't stall
 - If you get stuck on a problem move on and come back to it later
 - When you are finished, recheck all your work

Having maths and numeracy skills are enormously beneficial over your life. From dealing with your money to making financial decisions to buying a house – having great math’s skills will be enormously helpful.

Learning Tip No. 11 – Further Studying Tips

The following represent the ways you can get even more out of your study time. Remember, the key is to use the time you have available effectively. Thus 30 minutes of concentrated study is better than 3 hours of intermittent distracted study.

Be disciplined as you try the following strategies over this month.

Create study checklists

Identify all of the material that will be tested on – list notes, formulas, ideas, and text assignments you are accountable for. This checklist will enable you to break your studying into organised, manageable chunks, which should allow for a comprehensive review plan with minimal anxiety.

Use the Important columns in your Passport to write you study checklists. Remember – keep track of what and the time you spend studying different topics in the HW log at the bottom of the page.

Create summary notes and “maps”

Briefly map out the important ideas of the course and the relationships of these ideas. Summary notes should display lists and hierarchies of ideas.

Creativity and a visual framework will help you recall these ideas.

Record your notes and significant portions of text on audio tapes so you can review material with an i-pod.

Having a recording of important information will enable you to study while walking or relaxing in a non-academic environment.

Create flashcards for definitions, formulas, or lists that you need to have memorised – put topics on one side of the card, answers on the other.

Flashcards will enable you to test your ability to not only recognise important information, but also your ability to retrieve information from scratch. Take your flashcards with you when “waiting” eg. for the school bus take them out for some quick study. You will be amazed at how these snippets of time will assist you to exceed your PB!

A WEEKLY GOALS CHART
P = Priority C = Completion (✓)

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WEEKEND PLANNER		
	SATURDAY	SUNDAY
MORNING		
AFTERNOON		
EVENING		

Learning Tip No. 12 – Evaluating progress and setting new goals

Congratulations – you have succeeded to achieve your goals and PB over the whole year! Well done! Haven't you?! This is a celebration of your persistence and determination to succeed. To improve further it is time to evaluate...

Evaluation Process:

1. Turn back to view the goals you established at the start of the year.
 - Have you achieved all the goals you set out to achieve this year? Yes – Mostly – No
 - Were you consistent in your efforts over this year?
 - Did you implement the learning strategies suggested each month? Yes – Mostly – No
 - Are you really happy with your results this year?

2. Use a mind map to outline what you need to do to improve.

3. Now write a short outline of why making these changes is really important to you.

4. Write a short letter to yourself here outlining what you want to have achieved by the time of your HSC examinations and what you will do to achieve these things. Don't forget to sign and date your letter...

Signature:..... Date:.....

My Personal and Social Skills Progress

To make sure you are performing well and enjoying all areas in your life it is important to reflect upon your current performance and look at ways of improving.

When you evaluate your Personal and Social Skills you will be able to:

- Identify what you are currently doing really well;
- Identify where you need to improve;
- Set new goals that you want to achieve this year

Using the following scale (1 to 5), rate yourself in the appropriate column for each characteristic. You complete the ME column and your parent completes the P column.

MY PERSONAL AND SOCIAL SKILLS PROGRESS												
1 = Rarely True 2 = Sometimes 3 = It Varies 4 = Usually True 5 = Always True	Now		T1		T2		T3		T4			
	Me	P	Me	P	Me	P	Me	P	Me	P		
	In My Personal Life											
1.	If I say I will do something I always follow through and do it											
2.	Other people consider me highly reliable											
3.	I am a confident person											
4.	I am a highly motivated person											
5.	I make up my own mind what I want to do and don't just do things because of my friends or peer group pressure											
6.	My friends see me as an enthusiastic person											
At School												
7.	I any problems arise I am able to talk to someone who can help me											
8.	I mix well with other students											
9.	I do my school work to the best of my ability											
10.	I use private study time productively											
11.	I am well behaved in class											
12.	I get along well with all my teachers											
13.	I am confident talking in front of the class											
At Home												
14.	I have good relationships with other family members											
15.	I like to get involved in family activities											
16.	I feel like I am achieving my personal goals											
17.	I have a good group of friends that support me when I need it											
18.	I set aside enough time just for me to do what I want											
Out of 90 my score is:												

Write two areas from the above that you need to improve most:

NOW /

TERM ONE /

TERM TWO /

TERM THREE /

TERM FOUR /

A WEEKLY GOALS CHART
P = Priority C = Completion (✓)

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My Goals for

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Time Management Strategies

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7AM					
THE SCHOOL DAY					
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6PM					
7PM					
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9PM					
10PM					

WEEKEND PLANNER		
	SATURDAY	SUNDAY
MORNING		
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A WEEKLY GOALS CHART
P = Priority C = Completion (✓)

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A WEEKLY PLANNER					
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START TIME	MON	TUE	WED	THU	FRI
6AM					
7AM					

THE SCHOOL DAY					
-----------------------	--	--	--	--	--

4PM					
5PM					
6PM					
7PM					
8PM					
9PM					
10PM					

WEEKEND PLANNER		
------------------------	--	--

	SATURDAY	SUNDAY
MORNING		
AFTERNOON		
EVENING		

My School and Learning Process

To make sure you are performing well and enjoying all areas in your life it is important to reflect upon your current performance and look at ways of improving.

When you evaluate your School and Learning Progress you will be able to:

- Identify what you are currently doing really well;
- Identify where you need to improve;
- Set new goals that you want to achieve this year

Using the following scale (1 to 5), rate yourself in the appropriate column for each characteristic. You complete the ME column and your parent completes the P column.

MY SCHOOL AND LEARNING PROGRESS											
1 = Rarely True 2 = Sometimes 3 = It Varies 4 = Usually True 5 = Always True	Now		T1		T2		T3		T4		
	Me	P	Me	P	Me	P	Me	P	Me	P	
	In My Personal Life										
1.	I enjoy school and learning										
2.	My teachers think I am a reliable student										
3.	I am always in uniform or I have a note as required										
4.	I am confident at school and in my ability to learn										
5.	My motivation doesn't fluctuate over the year										
6.	I feel happy in myself – that I am in control of my personal and school life										
At School											
7.	I feel confident that I can succeed in my education										
8.	I have no problems being able to balance my study and social life										
9.	I use class time effectively										
10.	I very rarely distract others in class										
11.	I use a study plan to manage my homework commitments										
12.	I'm good at organising my school work and study commitments										
13.	I participate effectively in class activities										
14.	I feel like I am achieving my school goals										
15.	I get involved in student committees or lunchtime activities										
16.	I get along well with all my teachers										
17.	I do not have any problems with any of my classmates										
18.	I am very aware of what I need to do to improve in each subject										
At Home											
19.	I have a regular place for home study away from distractions										
20.	I complete my fair share of house duties as set by my parents/guardians										
21.	I don't have to be continually reminded to do my homework										
22.	TV, computer games, the NET and/or DVD's don't interfere with my homework										
23.	I rarely leave my study to the last minute										
24.	My parents and I are never in conflict about doing homework										
Out of 120 my score is:											

Write two areas from the above that you need to improve most:

NOW /

TERM ONE /

TERM TWO /

TERM THREE /

TERM FOUR /

My Sport, Hobby and Healthy Living Progress

To make sure you are performing well and enjoying all areas in your life it is important to reflect upon your current performance and look at ways of improving.

When you evaluate your Sport, Hobby and Healthy Living Progress you will be able to:

- Identify what you are currently doing really well;
- Identify where you need to improve;
- Set new goals that you want to achieve this year

Using the following scale (1 to 5), rate yourself in the appropriate column for each characteristic. You complete the ME column and your parent completes the P column.

MY SPORT, HOBBY AND HEALTHY PROGRESS											
1 = Rarely True 2 = Sometimes 3 = It Varies 4 = Usually True 5 = Always True		Now		T1		T2		T3		T4	
		Me	P	Me	P	Me	P	Me	P	Me	P
		In My Personal Life									
1.	I am highly committed to staying fit and healthy										
2.	I am highly reliable – I am very rarely late for sports practice										
3.	I am able to say NO to any foods or substances that are NOT good for me										
4.	I enjoy my sport and hobby interests										
5.	I find my sport and/or hobby interests motivating										
6.	I am not bothered by excessive stress or worry										
At School											
7.	I enjoy participating in physical education classes										
8.	I am always prepared for my physical education classes										
9.	I have a healthy balanced diet with minimal junk food										
10.	I maintain a good balance between my sports, hobbies and school work										
11.	I am happy with my involvement in sporting activities										
At Home											
12.	I have a range of personal interests and hobbies										
13.	I have a good balance between sports and hobbies and home work										
14.	I do not spend too much time playing computer games, surfing the net										
15.	I do not watch more than 12 hours of TV/movies per week										
16.	I eat a good range of fruit and vegetables in my diet										
17.	I rarely eat too much junk food										
18.	I exercise a minimum of 20 minutes three times per week										
19.	I get adequate rest and sleep										
Out of 95 my score is:											

Write two areas from the above that you need to improve most:

NOW /

TERM ONE /

TERM TWO /

TERM THREE /

TERM FOUR /

A WEEKLY GOALS CHART
P = Priority C = Completion (✓)

<p>My Goals for</p> <table style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:10%; text-align: center;">P</th> <th style="width:70%; text-align: center;">Goal</th> <th style="width:20%; text-align: center;">C</th> </tr> </thead> <tbody> <tr><td><input type="checkbox"/></td><td>1</td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td>2</td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td>3</td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td>4</td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td>5</td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td>6</td><td><input type="checkbox"/></td></tr> </tbody> </table>	P	Goal	C	<input type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>	2	<input type="checkbox"/>	<input type="checkbox"/>	3	<input type="checkbox"/>	<input type="checkbox"/>	4	<input type="checkbox"/>	<input type="checkbox"/>	5	<input type="checkbox"/>	<input type="checkbox"/>	6	<input type="checkbox"/>	<p>My Goals for</p> <table style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:10%; text-align: center;">P</th> <th style="width:70%; text-align: center;">Goal</th> <th style="width:20%; text-align: center;">C</th> </tr> </thead> <tbody> <tr><td><input type="checkbox"/></td><td>1</td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td>2</td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td>3</td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td>4</td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td>5</td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td>6</td><td><input type="checkbox"/></td></tr> </tbody> </table>	P	Goal	C	<input type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>	2	<input type="checkbox"/>	<input type="checkbox"/>	3	<input type="checkbox"/>	<input type="checkbox"/>	4	<input type="checkbox"/>	<input type="checkbox"/>	5	<input type="checkbox"/>	<input type="checkbox"/>	6	<input type="checkbox"/>
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P	Goal	C																																									
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A WEEKLY PLANNER					
START TIME	MON	TUE	WED	THU	FRI
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10PM					

WEEKEND PLANNER		
	SATURDAY	SUNDAY
MORNING		
AFTERNOON		
EVENING		

My Career and Financial Skills Progress

To make sure you are performing well and enjoying all areas in your life it is important to reflect upon your current performance and look at ways of improving.

When you evaluate your Career and Financial Skills Progress you will be able to:

- Identify what you are currently doing really well;
- Identify where you need to improve;
- Set new goals that you want to achieve this year

Using the following scale (1 to 5), rate yourself in the appropriate column for each characteristic. You complete the ME column and your parent completes the P column.

MY CAREER AND FINANCIAL SKILLS PROGRESS											
1 = Rarely True 2 = Sometimes 3 = It Varies 4 = Usually True 5 = Always True		Now		T1		T2		T3		T4	
		Me	P	Me	P	Me	P	Me	P	Me	P
		In My Personal Life									
1.	I feel confident about my future										
2.	I am good at saving my money										
3.	I feel motivated by seeing my savings grow in value										
At School											
4.	I have started to think about my future subject/course/career choices										
5.	I am aware of the prerequisite subjects I need to complete to pursue any career path I'm interested in										
6.	I have identified my key strengths and preferences and how these relate to my education and career options										
7.	I have identified the areas I need to improve (in my education and skill development) and have a plan in place										
8.	I have discussed my course and/or career options with my teachers										
9.	I have experience being a member of a committee or student group at school										
10.	If relevant – I have started to think about my work experience options										
11.	I have identified ways to get better in subjects I need to improve										
At Home											
12.	I have discussed my course and/or career options with my parents										
13.	I have had some work experience (official eg. Macca's or unofficial eg. helping Dad on the weekend)										
14.	I have a budget in place so that I can save my pocket money										
15.	I am good at saving money to buy the things I want										
16.	I already have a savings account										
17.	I rarely buy things I don't really need										
18.	I never have conflict with my parents over money										
19.	I have thought about how I'm going to save for further education										
Out of 95 my score is:											

Write two areas from the above that you need to improve most:

NOW /

TERM ONE /

TERM TWO /

TERM THREE /

TERM FOUR /

Career Path Action Plan

Careers I'd like to explore further	
1.	2.
3.	4.
5.	6.
7.	8.

Career Path Strategies	Date Achieved
1.	
2.	
3.	
4.	
5.	
6.	
7.	

Career Teacher Comment:

.....

.....

Parent Signature:

Exam Planner

Instructions: Using the scores from your Employ-ability Indicator complete the following graph **Now** and each term this year to show your progressive growth cycle.

Legend

	Time		Date	Date	Date	Date	Date	Date
English	6.00	6.30						
	6.30	7.00						
	7.00	7.30						
	7.30	8.00						
	8.00	8.30						
	8.30	9.00						
	9.00	9.30						
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	1.30	2.00						
	2.00	2.30						
	2.30	3.00						
	3.00	3.30						
EXAM	3.30	4.00						
	4.00	4.30						
Break	4.30	5.00						
	5.00	5.30						
	5.30	6.00						
	6.00	6.30						
Exercise	6.30	7.00						
	7.00	7.30						
Work	7.30	8.00						
	8.00	8.30						
TV	8.30	9.00						
	9.00	9.30						
Going out	9.30	10.00						
	10.00	10.30						
	10.30	11.00						
	11.00	11.30						

Date	Date	Date	Date	Date	Date	Date

Exam Goals

Subject:

Target
 Grade:.....

Subject:

Target
 Grade:.....

Subject:

Target
 Grade:.....

Subject:

Target
 Grade:.....

Subject:

Target
 Grade:.....

Subject:

Useful Websites

Universities Admissions Centre

Where students can apply to universities and institutions in New South Wales and the Australian Capital Territory.

www.uac.edu.au

Welcome to TAFE NSW

TAFE NSW is the largest vocational education and training provider in Australia and one of the best in the world.

www.tafensw.edu.au

Home – Board of Studies NSW

The **Board of Studies NSW** Australia serves teachers and a million students in both government and non-government schools.

www.boardofstudies.nsw.edu.au/

Centrelink Home Page

Information on the social security payments and services which Centrelink delivers to the Australian public.

www.centrelink.gov.au

Reach Out! – Reach Out. Find Out. Move On.

Reach Out! Is a service that helps young people get through tough times. It provides information and support on a range of issues including depression and.....

www.reachout.com.au

Kids Help Line – 1800 55 1800

Kids Help Line is a free and confidential, telephone counselling service for 5 to 25 year olds in Australia. The **Kids Help** Line web site consists of

www.kidshelp.com.au/

Beyond Blue

Beyond Blue is a national, independent, not-for-profit organisation working to address issues associated with depression, anxiety and related substance

www.beyondblue.org

Australian **Job Search** – The largest job site in Australia

Government run database. Find jobs, post your resume, receive daily job match emails. Free recruitment services for employers and agencies.

<https://jobsearch.gov.au/>

Youth.NSW – Home

Useful references and links provided by The Communities Division of the **NSW** Department of Community Service. Includes information about education

www.youth.nsw.gov.au

Where There's a Will

Where there's a Will exists to bring colour to lives. To nurture and support young people in the Upper Hunter through positive education and community awareness. Helps provide an armour of resilience and build a resource toolkit of knowledge and skills.

www.uhwheretheresawill.com.au

Three of the Best

Important Web Addresses

<http://www.jobsearch.gov.au> This site allows you to search for jobs/apprenticeships/traineeships from the Hunter region to the whole of Australia

<http://www.wirl.com.au> This site contains videos of real people (not actors) in a large variety of jobs. You watch the video then print the pathways information. It tells you what course you can take at school, TAFE and Uni.

<http://www.myfuture.edu.au>

Merriwa Central School
Bow Street
Merriwa NSW 2329
www.merriwa-c.school@det.nsw.edu.au

October 2017

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Education &
Communities

Public Schools NSW

