



MACKILLOP CATHOLIC COLLEGE

Dear Student,

This guide is aimed at students who are studying SACE for the first time. Studying in the Senior Years can be a really difficult and challenging time for young people. Many young people really struggle with being in the Senior Years and often find it difficult to balance all the things they need to do. This Study Skills booklet is designed to help and support students in their goal to complete Year 12.

Students at MacKillop Catholic College are expected to plan and structure their study so that they can achieve personal success. They are expected to study efficiently, take useful notes and to make the most of teaching, assessments, group work and study sessions.

This booklet is designed to offer our best advice to our students about how best to plan, and undertake their final years of study. While we have done our best to include most of the important information you will need, there are of course many wonderful resources which can assist students in their learning. We have done our best to include a comprehensive bibliography at the end of some sections which can offer further support to our students.

We wish you all the best of luck with your studies.

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Learning Styles



At MacKillop Catholic College you will be expected to be an independent learner. Therefore, it is advisable to think carefully about your learning style and how best you can use your learning strengths to support your academic studies. Use this part of the guide to help you:

- To think about the different ways you perceive and understand information;
- Consider your most appropriate learning environment;
- To identify how you process information most effectively;
- To identify different strategies and skills that will benefit you as a learner;
- To understand multi-sensory techniques.

Learning Styles Questionnaire

Tick the response which best suits you.

1. Do you usually remember more from a lesson when:
 - a) You do not take notes, but listen very carefully
 - b) You sit near the front of the room and watch the teacher
 - c) You take notes

2. Do you usually solve a problem by:
 - a) Talking to yourself or a friend
 - b) Using an organised, systematic approach like lists, etc.
 - c) Walking, pacing or some other physical activity

3. Do you remember phone numbers (when you can't write them down) by:
 - a) Repeating the numbers orally
 - b) Seeing or visualising the numbers in your mind
 - c) Writing the numbers with your finger on the table or wall

4. Do you find it easier to learn something new by:
 - a) Listening to someone explain how to do it
 - b) Watching a demonstration of how to do it
 - c) Trying it yourself

5. When you try to remember something do you:
 - a) Try to see it happen in your mind
 - b) Hear in your mind what was said or the noises that occurred
 - c) Feel the way 'it' reacted with your emotions

6. If you don't know how to spell a word, do you:
- a) Sound it out
 - b) Try to see it work in your mind
 - c) Write the word in several ways and choose the one that looks right
7. Do you enjoy reading most when you can read:
- a) Dialogue between characters
 - b) Descriptive passages that allow you to create mental pictures
 - c) Stories with lots of action in the beginning (because you find it difficult to concentrate early on)
8. Do you remember people you have met by their:
- a) Names
 - b) Faces
 - c) Mannerisms, movements, etc.
9. Are you distracted mainly by:
- a) Noises
 - b) People
 - c) Environment (temperature, comfort of furniture, etc.)
10. Do you have problems sitting still to read? If so, do you:
- a) Talk with a friend
 - b) Watch TV or look out of the window
 - c) Fidget in your chair, or can't lie still in bed

Count the total number which fall into the following categories

- a) Auditory (by hearing)
- b) Visual (by seeing)
- c) Kinesthetic (by touching, doing or moving)

Study Strategies for different learning styles

Auditory

If you are an auditory learner, it means you will learn best by hearing information. Consider making use of sound in the following ways:

- Talk or read aloud to yourself as you learn information;
- Talk through and/or review information with friends;
- Record information on to tape or disc to enable you to listen back over information;
- Ask a friend to read text or lecture notes aloud to you;
- Have music playing in the background while you read or write;
- Work in a silent room.

Visual

Visual learners often learn best from seeing information presented in diagrams, charts or pictures. Try using some of the following visual techniques:

- Plan work using spider diagrams, lists or tables, pictograms and mind maps;
- Write down all information;
- Use coloured pens to highlight important information when reading and to link similar ideas and arguments as you identify them (But only if you are using your own text);
- Use coloured paper for different modules or subjects;
- Use large wall charts or planners to organise your work;
- Try to visualise information and ideas in your mind;
- Vary the environment or position in which you work as this may create a link between your visual setting with a particular subject area.

Kinesthetic

A kinesthetic learner will learn best by touching, doing or moving. Try to think physically by:

- Discussing ideas with friends;
- Putting different arguments and ideas on separate pieces of paper when planning essays, allows you to physically organise your answer;
- Going over information in your mind while walking, jogging or swimming;
- Using colour or draw pictures and diagrams alongside written notes;
- Moving around your environment during independent study time.

Multi-sensory Learning

It doesn't matter how you learn as long as you use the methods which suit you. However, a combination of the use of all the senses is the best way to learn.

It appears that on average you will remember:

- 20% of what you read;
- 30% of what you hear;
- 40% of what you see;
- 50% of what you say;
- 60% of what you do.

But you will remember 90% of what you say, hear, see and do.

Multi-sensory learning can help anyone to enhance the experience of learning and improve recall of important information. Information is received by the brain through the sensory channels. These channels are:

- Visual (seeing information)
- Auditory (hearing information)
- Kinaesthetic (touching, moving or doing)
- Olfactory (smelling and making associations related to smell)
- Taste (what we experience from the mouth and tongue)

Consider how strongly a smell, taste or hearing a piece of music can remind you of a previous situation or event. This is because all your sensory channels have worked simultaneously to link into your emotions to create that experience.

Multi-sensory learning involves activating as many of the senses as possible at the same time to aid understanding and recall.

Other study tips for effective learning

- Remember to take regular breaks.
- Create or choose an environment which suits your learning needs:

- limit noise and distraction;
- room temperature is not too hot or too cold;
- comfortable seating arrangement;
- good lighting.
- Break large tasks into smaller manageable chunks.
- Eat regularly and drink plenty of water.
- Use technology to help you:
 - Personal Computer;
 - Tape, digital or minidisk recorders;
 - Assistive software.

These notes have been adapted from:

http://www.jcu.edu.au/wiledpack/modules/fsl/JCU_090460.html

HELPFUL WEBSITES:

http://www.jcu.edu.au/wiledpack/modules/fsl/JCU_090460.html

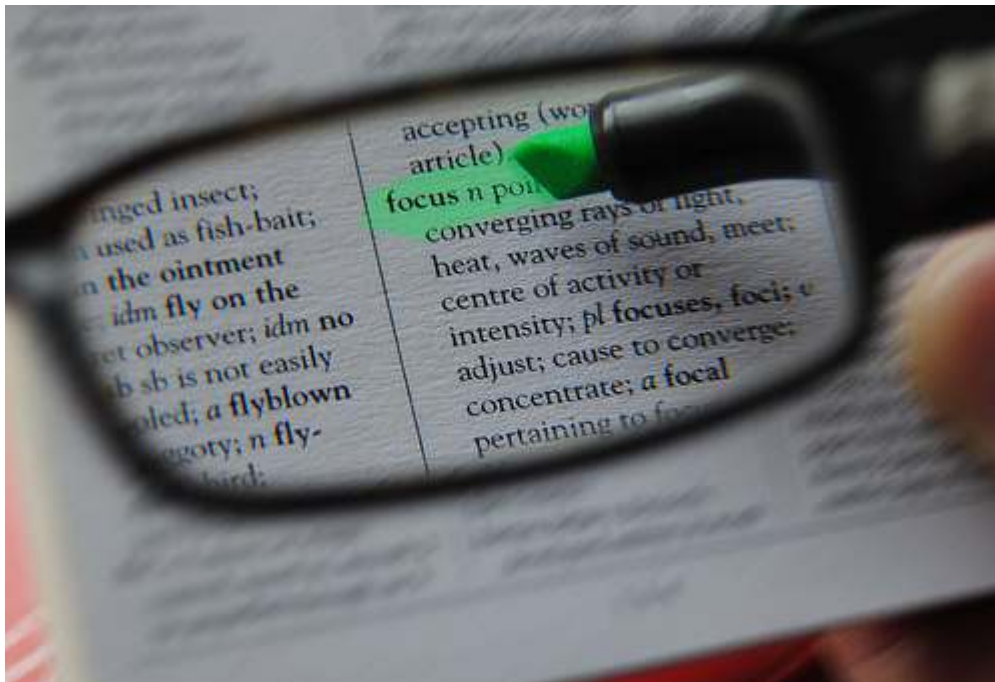
<http://learning-styles-online.com/overview/>

<http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>

<http://vark-learn.com/the-vark-questionnaire/>

<http://www.edutopia.org/multiple-intelligences-assessment>

Focus and Concentration



Quick tips to improve focus and concentration

Your Health Habits

- Eat regularly to maintain adequate levels of glucose in your brain
- Sleep enough to maintain regular body rhythms and enable you to feel rested and alert
- Exercise to reduce restlessness, manage stress and feel good. Getting fresh air before class or a study period will help wake you up and increase your level of alertness.

Motivation

- Connect your present activity to your short-term and long-term goals. "Keep your eye on the prize".
- Set a specific target in terms of time spent on the current activity, or amount of work to be completed

- Do your work before your play. Build in a reward for successfully reaching your goal: a coffee, chat, walk, or something you enjoy that you must earn before you have it.

Study Habits

- Develop a routine place, time, and pattern to your study sessions
- Blocks of study time (2+ hours each) divided into 30-50 minute periods with a short break (5-10 minutes) are effective.
- Try varying the subjects you are studying or activities required in each long study session.
- Break up large projects into manageable sections. Congratulate yourself for completing individual sections.
- Whenever possible schedule your most challenging work during your personal best learning time. “Do the hard stuff first, and the easy stuff will take care of itself”.

Getting Started

- Keep all necessary supplies close at hand to avoid endless set-up time and distractions.
- Try the “5 More Rule”. Commit to working solidly for 5 (minutes, pages, sentences...) and then Do It...and then intentionally decide to work another “5 More” or not.
- Start each work session with 10 minutes of review of the most recent material. This reinforces previous learning and boosts your confidence

Concentrating in Lessons

- Reduce distractions: Get to class in time to pick your best seat...close to front, off to one side or near to/far from a window... whatever works
- Stay awake: Take notes during the lesson, or add to notes from the web or manual
- Use a code in your notes to mark things you don’t understand (eg. use a ? or highlight text in red), or mark things the teacher said were really important (eg. with an **, or highlight text in green)
- If the teacher is a double class, try to get some fresh air on the break
- Engage your mind. Actively participate in class and use your brain more actively:
- offer your opinion
- think about how the material relates to what was recently covered in lectures or readings
- try to anticipate what direction the professor might go in
- ask questions related to the material being presented, out loud or in your mind.

Controlling Distractions

- Work within your personal limits of staying focused, and gradually expand the limit. “The journey of a thousand miles starts with a single step” (Lao Tzu).
- When worrying thoughts come into your mind during class or while studying, record them on your “*distraction pad*”:
- jot thoughts on a slip of paper and put it in your pocket, to be dealt with later. Say to yourself “I’ll get back to you later” and return to your target activity.
- if the thoughts aren’t important, just let them pass through your mind.
- at a designated time of day when you have 15-30 minutes of uninterrupted time, look over your day’s concerns and decide if there is anything you need or want to deal with. Is the worry still relevant? Are there patterns to your worrying thoughts? Anything you need to settle? If so, talk to someone or solve the issue. You may have really great thoughts about another paper you are writing, that just came to you at the wrong time.

Concentration Worksheet

Self – Assessment Exercise:

Tick the statements that apply to you:

	I am easily distracted when I study. My mind wanders when I read.
	I can’t seem to find the time to study.
	I tend to procrastinate and put off studying to do something else. My mind goes blank on a test.
	If I do not like the instructor, I lose interest and do not pay attention. If the subject does not relate to my career goals, I lose interest.
	If an assignment is too difficult, I usually do not stick with it. I do not have a career goal, or a reason to study.
	It’s hard for me to take notes and listen at the same time. Others:
	I am easily distracted when I study. My mind wanders when I read.
	I can’t seem to find the time to study.
	I tend to procrastinate and put off studying to do something else. My mind goes blank on a test.
	If I do not like the instructor, I lose interest and do not pay attention. If the subject does not relate to my career goals, I lose interest.
	If an assignment is too difficult, I usually do not stick with it. I do not have a career goal, or a reason to study.

Possible causes for poor concentration:

(Check the statements that apply to you).

Internal Factors:

	Physical distractions – Irregular eating, sleeping, and exercise patterns,
	depression, anxiety, chronic pain or other related health and mental health issues.
	Emotion preoccupation or distraction – Personal issues or crisis
	ie. relationship break-up, job loss
	Excessive worry – Preoccupation and fear about future, failure, etc. Negative self-talk – Critical, comparative or perfectionist thinking Lack of career direction
	Lack of clarity or confusion regarding course work or expectations Other:
	Physical distractions – Irregular eating, sleeping, and exercise patterns,

External Factors:

	People talking
	Noise distractions – TV, people talking, music, telephone
	Light too dim/bright
	Temperature too high/low
	Time pressures
	Social distractions – invitations, family needs, time with friends
	Discouraging words from others
	Lack of adequate materials or resources to complete the task
	Physical danger or threat
	Other:

Spontaneously answer the following question:

I am most focused and alert when I

Strategies for Improving Concentration

Remember: Concentration strategies will require practice before they become habitual.
Considerable change will likely occur within 4-6 weeks of practice.

Environment	<ul style="list-style-type: none">- Find a comfortable and ventilated study environment- Find a place that you use exclusively for study so that the environment becomes associated with concentration
Be Comfortable	<ul style="list-style-type: none">- Make sure you have adequate light- Sit up straight to aid concentration- Avoid studying in bed, so it is associated with sleep
Reduce Distractions	<ul style="list-style-type: none">- Take the phone off the hook, turn off the TV, etc.- Clear away clutter and distractions- Try not to get annoyed with distractions, that will make them more influential
"Park" Your Worries	<ul style="list-style-type: none">- Create a "concern" notebook and every time your mind wanders to a worry, record your thoughts- Notice themes and take action to address your concerns
Schedule "Worry" Time	<ul style="list-style-type: none">- Set aside a specific time each day to think about concerns
Schedule Your Time	<ul style="list-style-type: none">- Estimate the number of hours you will need to study for each course each week; identify other fixed obligations

Goal Setting	Goals should be: - Meaningful & Desired - Realistic & Achievable - Specific & Defined - Stated in the Positive - Internalized - In Writing - Measurable - Prioritized
Think Small	- Break study goals into small achievable tasks
Honour Your Body	- Eat healthy, get enough sleep and exercise frequently - Attend to any medical or health concerns - Allow for love, laughter, leisure and personal interest
Take Breaks	- Take short breaks; concentration time is approx 30-90min
Change is Good	- Every couple hours change the subject you're working on - You pay more attention when your mind is challenged with new information
Reward Yourself	- Give yourself a reward when you have completed a task - Keep the task small and reward meaningful - For major assignments choose special incentive rewards
Active Study Methods	- Ask yourself questions, dialogue with your material, quiz yourself, summarize, take sides of an argument,
Chart Energy Levels	- Note when you study best and schedule your more demanding or less interesting material for these

Concentration Techniques:

If you find your mind wandering try some techniques to get your mind on the right track and paying attention to your study material.

"BE HERE NOW" TECHNIQUE:

- When you notice your thoughts wandering, say to yourself, **"BE HERE NOW"**
- Focus on your study or lecture and maintain your attention as long as possible. When your mind wanders again, repeat, **"BE HERE NOW"**.
- Each time your mind wanders, gently bring it back by repeating **"BE HERE NOW"**
- Do not try to keep specific thoughts out of your mind.
 - The more you try not to think about something, the more you end up thinking about it
 - Simply recognize the thought, allow it to be and erase it from your mind by saying, **"BE HERE NOW"**
- It is normal to have to do this several hundred times per week
 - With practice, you will notice that your attention becomes more focused and your wandering thoughts become less frequent
- You may also use this technique to regain your concentration when you become distracted by an external distraction (ie. background noise)

- Just say, “**LET THEM BE OUT THERE**”, and redirect your focus to your study or lecture

PRACTICE RELAXATION AND MEDITATION:

- Learn **CONTROLLED BREATHING**
 - Put one hand on your upper chest and one on your stomach, the hand on your stomach moves out as you breathe in
 - Try breathing in for a count of 4 and out to a count of 4 for 4 min.
 - This technique optimizes oxygen intake, helping the brain to be alert
- Learn **PROGRESSIVE MUSCLE RELAXATION**
 - Tense and relax each major muscle group (ie. feet, calves, thighs etc)
 - Tense each muscle group for 5 seconds, relax for 10-15 seconds
- Learn **MEDITATION**
 - Imagery meditation involves actively visualizing scenes that are tranquil, safe and relaxing to you
 - Choose scenes that are imagined/remembered and incorporate as many of your senses as possible (smell, taste, tactile, visual)

With practice, these techniques may be effectively implemented during a lecture, study period or exam.

This information has been taken from: <http://www.lib.sfu.ca/slc/strategies/learning-studying/concentration-strategies>

HELPFUL WEBSITES:

http://www.freebrainagegames.com/games/attention_recognition.php

<http://www.lib.sfu.ca/slc/strategies/learning-studying/concentration-strategies>

<http://www.happy-neuron.com/concentration-games>

Motivation



Strategies for Success: Motivation

NEEDS / VALUES + FOCUS + POSITIVE ATTITUDE = MOTIVATION

(IDENTIFY PRIMARY NEED) + (SPECIFIC GOALS) + (POSITIVE OUTLOOK ON LIFE) = (MOTIVATION)

How motivated and positive are you? Assessing your attitude will help you create a plan to become more positive at school and at work. For each of the statements below, select the number that most closely reflects your present outlook.

- 0 = The statement is never true.
- 1 = The statement is rarely true.
- 2 = The statement is somewhat true.
- 3 = The statement is often true.
- 4 = The statement is almost always true

1.	I wake up in a good mood.	0	1	2	3	4
2.	I look forward to going to school.	0	1	2	3	4
3.	I look forward to going to work.	0	1	2	3	4
4.	I feel like I am making a contribution at work.	0	1	2	3	4
5.	I believe I am learning valuable skills at school.	0	1	2	3	4
6.	I have high energy and enthusiasm.	0	1	2	3	4
7.	I feel I have direction and goals.	0	1	2	3	4
8.	I set goals and have a purpose in life.	0	1	2	3	4
9.	I get along well with most people.	0	1	2	3	4
10.	I enjoy many simple things in life.	0	1	2	3	4
11.	I feel positive and optimistic about my future.	0	1	2	3	4
12.	I believe that I am in control of my attitude.	0	1	2	3	4
13.	I know what it takes to become more motivated.	0	1	2	3	4
14.	I am responsible for my education and career.	0	1	2	3	4
15.	I am eager to grow and learn, but comfortable with myself.	0	1	2	3	4
16.	I am able to laugh at my mistakes, learn from them, and move on.	0	1	2	3	4
17.	I am supportive and happy when others succeed.	0	1	2	3	4
18.	I feel as if I am making a contribution to the world.	0	1	2	3	4
19.	I can express my emotions without losing control.	0	1	2	3	4
20.	I respect myself and others respect me.	0	1	2	3	4
21.	I know how to overcome setbacks and disappointments.	0	1	2	3	4
22.	I look forward to learning and growing and developing my full potential.	0	1	2	3	4
23.	I am good at creative problem solving.	0	1	2	3	4

Your motivation score is: _____

If you scored 75 or above, you have a particularly positive attitude.

If your score is under 60, you may want to look at ways to improve your attitude and become more motivated.

Increasing Motivation Through Needs Identification

MASLOW'S HIERARCHY OF NEEDS:

5. Self-Actualization Needs

These include the need to develop and pursue:

- | | | |
|--------------------------------------|------------------------------------|---|
| <input type="checkbox"/> Potential | <input type="checkbox"/> Talent | <input type="checkbox"/> Fulfillment regarding fate or destiny. |
| <input type="checkbox"/> Unity/Peace | <input type="checkbox"/> Knowledge | |

"Musicians must make music, artists must paint, and poets must write if they are to be ultimately at peace with themselves. What human's **can** be, they **must** be. They must be true to their own nature. This need we may call self-actualization."

- Maslow

4. Esteem Needs

The individual is driven more by internal or intrinsic needs

These include feelings of:

- | | | |
|-------------------------------------|---------------------------------------|---|
| <input type="checkbox"/> Adequacy | <input type="checkbox"/> Competence | <input type="checkbox"/> Independence |
| <input type="checkbox"/> Confidence | <input type="checkbox"/> Appreciation | <input type="checkbox"/> Recognition by others. |

3. Relationship and Belonging Needs

The individual at this level participates for personal/intrinsic rewards

These include the need for:

- | | | |
|--|---|--|
| <input type="checkbox"/> Socialization | <input type="checkbox"/> Affection/Love | <input type="checkbox"/> Companionship |
| <input type="checkbox"/> Friendship | <input type="checkbox"/> Intimacy | |

2. Safety Needs

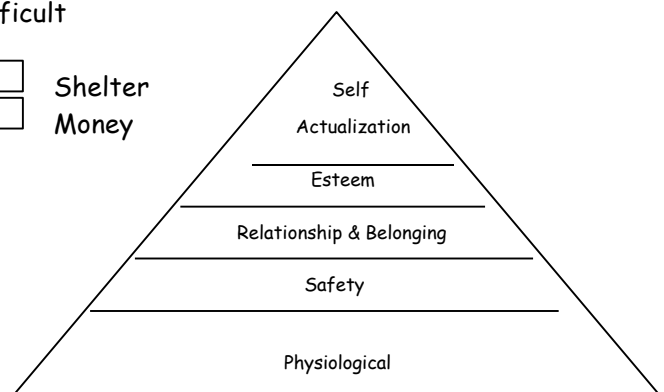
There is a dependence on the external environment to provide this support. Personal motivation may include peace of mind as a result of these needs being secured.

- | | | |
|---|------------------------------------|--|
| <input type="checkbox"/> Security | <input type="checkbox"/> Stability | <input type="checkbox"/> Structured and safe environment |
| <input type="checkbox"/> Predictability | | |

1. Physiological Needs

These needs are very basic and until an individual has access to these necessities, further movement up the needs scale is difficult

- | | | |
|-----------------------------------|--------------------------------|----------------------------------|
| <input type="checkbox"/> Food | <input type="checkbox"/> Water | <input type="checkbox"/> Shelter |
| <input type="checkbox"/> Clothing | <input type="checkbox"/> Sleep | <input type="checkbox"/> Money |



Note: The further up one moves on the needs scale, the more internalized (intrinsic) the reward and motivation becomes. Motivation at the higher levels is strong and not easily influenced.

Self-Assessment Exercise:

Using the above checklist, mark with a //, those needs that are being met. Mark with an X, those needs that are not being met, or are presently being threatened.

Unmet/Threatened Needs:

1. _____ (ie. Socializing) 3. _____
2. _____ (ie. Competence) 4. _____

Increasing Motivation through Goal Setting

Guidelines for Goal Setting:

Goals should be...	<ul style="list-style-type: none">• Meaningful, Desired & Internalized• Believable, Realistic and Achievable• Concrete, Specific and Clearly Defined• Stated in the Positive• In writing & Measurable• Prioritized
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Goal Examples (from unmet needs checklist):

1. Socialising Needs – I am aware that my life has become unbalanced and that I want to experience more social interaction in my life. Over the next month I will enhance my satisfaction in this area by committing to, and arranging weekly lunches with friends. The 4 people I would like to have lunch with over the next month are: Michelle, Susan, Peter, and Matthew. I will invite each of them to an off campus lunch at one of my favourite places to eat. Though I often feel guilty when I am not studying, I know that once I make the effort and get out, I will feel happier and more balanced in my life.

2. Need for Competence – I am currently not feeling confident in my math 400 course. I would like to see my marks at 80%; however, currently they are at 72%. I am spending an adequate amount of time on my course assignments but am having difficulty understanding and applying calculus applications. For the remainder of the semester I will spend 15min/day reviewing calculus theory. Once I have done all I can to increase my grades and to learn the material, I know that I'll feel better about myself and more competent in my abilities. Success with this goal will also help move me closer to completing the Grad school requirements for my 2005 application.

GOAL SETTING:

Self-Assessment Exercise: Add goals to your unmet or threatened needs from above.

My goals are:

1.

2.

3.

Increasing Motivation through Needs-Based Rewards

Immediate rewards that are meaningfully connected to your needs provide a “motivation boost” to help complete those tasks/goals which you find “mundane” and you easily avoid.

Reward Guidelines:

1. The reward need not be big, as long as it is positive and meaningfully connected to your needs and desires
2. The reward should be something that is an immediate result of studying
3. The amount of work needed to obtain the reward should be small in the beginning and increased with time
4. No cheating!
5. You should let your behaviour be your guide. If your system begins to break down, adjust it accordingly

My Favourite Rewards are:

EXAMPLES:

- Walk with a friend (socialization/exercise)
- TV time with partner (relaxation/companionship)
- Scholarship (delayed reward – recognition/money/competence)
- Good marks/Praise from parents (delayed reward – recognition)
- Arcade time (pleasure)
- Coffee break (rest)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Self – Assessment Exercise: Identify mundane tasks and create goals by adding needs-based rewards.

EXAMPLE: I will complete the editing for my Biology research paper by Friday June 6th. I will work from 4 - 7pm on Wednesday night to finish the project. Once I am finished I will reward myself by meeting Bob at Starbucks for a latte.

1.

2.

3.

Increase Your Motivation through Positive Thinking

Challenge Yourself	<ul style="list-style-type: none"> - Have a clear vision of what you want to accomplish and set a time frame - Challenge yourself to be your best by setting goals that <u>are meaningful and purposeful</u>
Find the Love Factor	<ul style="list-style-type: none"> - Surround yourself with loving supportive people - Stay away from 'dream-stealers' & people who bring you down
Dedicate Quality Time	<ul style="list-style-type: none"> - Life is precious; make the most of each day - Spend quality time by yourself as well with those you care about
Stretch Your Comfort Zone	<ul style="list-style-type: none"> - Do at least one thing a day that makes you feel uneasy - Push yourself: you will be amazed how far you can go
Be Passionate	<ul style="list-style-type: none"> - Show passion in all that you do - Let the world see and hear your enthusiasm and passion
Serve Others	<ul style="list-style-type: none"> - Be a role model and mentor for people - Volunteer in your community; help others achieve their goals
Don't Sweat the Small Stuff	<ul style="list-style-type: none"> - Let go of the little things you can't control - Recognize that perfection isn't the only option - Lighten up and see the funny side of things when they go wrong - Be tolerant, smile and don't waste energy on the small stuff
Live With Integrity	<ul style="list-style-type: none"> - Always be true to yourself; take pride in what you do - Be proud of who you are and what you represent - Live a life of purpose and be proud of your values
Show Gratitude	<ul style="list-style-type: none"> - Show gratitude and say thank you to the people who have helped you along the way - Show people you appreciate and care about them - Acts of kindness cost nothing and mean everything
Celebrate Success	<ul style="list-style-type: none"> - Be proud of your achievements; take time to recognize yourself and others for even the small successes
Exude a Positive Attitude	<ul style="list-style-type: none"> - Believe in yourself and be positive - You can be well intentioned and determined, but without a positive attitude about yourself and about life, your success will be limited - Remember people will sometimes forget what you say to or do for them, but they will not forget the power of your presence and how you made them feel

Taken from '11 Ways to Make this Year your Best Year Ever' – Charles M. Marcus

Goals Worksheet – “The BIG Picture”

Self – Assessment Exercise:

1. What are your lifetime goals?
2. What are your goals for the next 3-5 years?
3. What are your goals for the upcoming academic year?
4. List the things you will do this week, and the things you will do today that relate to your goals for the year (ie. course assignments, speaking with professors, research at the library, etc.). Add anything else you want to accomplish during the week. This is your to do list.

5. How do your goals relate to your needs (see Maslow's need scale). How will you feel when you accomplish them? What will be the rewards?
6. Identify those tasks you find yourself avoiding because you do not enjoy doing them. Which needs-based reward might be added to boost motivation?

Get Motivated

Getting motivated is about finding your will power, disciplining yourself, getting up off of that couch and doing what you know you need to do. But it's not always so easy as that, so here are some tips to get you going.

- ★ Make a promise. Promise yourself, promise your classmates, promise a trusted friend that you will get something done. Sometimes getting motivated is as easy as being clear about what you want and saying it out loud to someone else.
- ★ Change your body to change your mind. When you find yourself slumped in a chair over a textbook you don't want to read, improve the situation by sitting up straight or standing up to read it.
- ★ Go somewhere else. If you don't like the space you normally study in, change it. Go to the library or a different room. You may even be able to rearrange the space you have so you like it better.
- ★ Find a reward. If you can't seem to make yourself get started on something, find some kind of reward to give yourself when the task is finished. Promise yourself a trip to the movie theater, two hours of doing absolutely nothing, or dinner out.
- ★ Go to the extreme. One way to get past a negative attitude is to take it too far. Start complaining and take it all the way: "This assignment is the worst thing I've EVER had to do! Look at this! It's absolutely impossible, and not even Einstein could have worked this out!" This kind of thing can restore your perspective and make you realize that you're not doing the impossible.
- ★ Ask for help. You may need to ask for help with a particular task. If that's the case, ask! You may also need a support group to help you improve your motivation. Get a group of people you're close to and ask them to hold you accountable for what you say you need to do.
- ★ Turn up the pressure. Take out your planner and set the due date for a big assignment one week before it's actually due. This will tell your mind that you don't have time for delays.
- ★ Turn down the pressure. Get a piece of scratch paper and write down the name of a large task you have to accomplish, then break it down into baby steps. Next, take out your planner and assign one or two baby steps a day until you get the project done.
- ★ Find a model. Find someone you consider to be successful and start spending time with them. Watch them and use them as a model for your own behavior.
- ★ Compare the payoffs to the costs. If you skip doing your homework so you can go to the movies, you may get some much needed "down time," but you'll be unprepared for your class, and you may have to spend extra time catching up later. Is the cost worth the payoff? Make sure it is before you act.

Time Management and Organisation



Misuse of time is probably the most common form of sabotage that students use to undermine their attempts to study. However, planning your time makes you think about it strategically and, even if you have to alter your study plans, you will benefit from having previously defined your tasks and prioritising your activities.

Common Time Problems	Possible Solutions
Are you disorganised and frequently misplace things?	<p>Organise your learning space. Take control of where you work and you can then control how you work.</p> <ul style="list-style-type: none">• Keep a clear desktop• Place pens, pencils etc in a desk tidy or jar• Organise your notes by using a separate ring binder for each subject• Use coloured dividers to separate lecture notes into date order• File handouts with the appropriate lecture notes

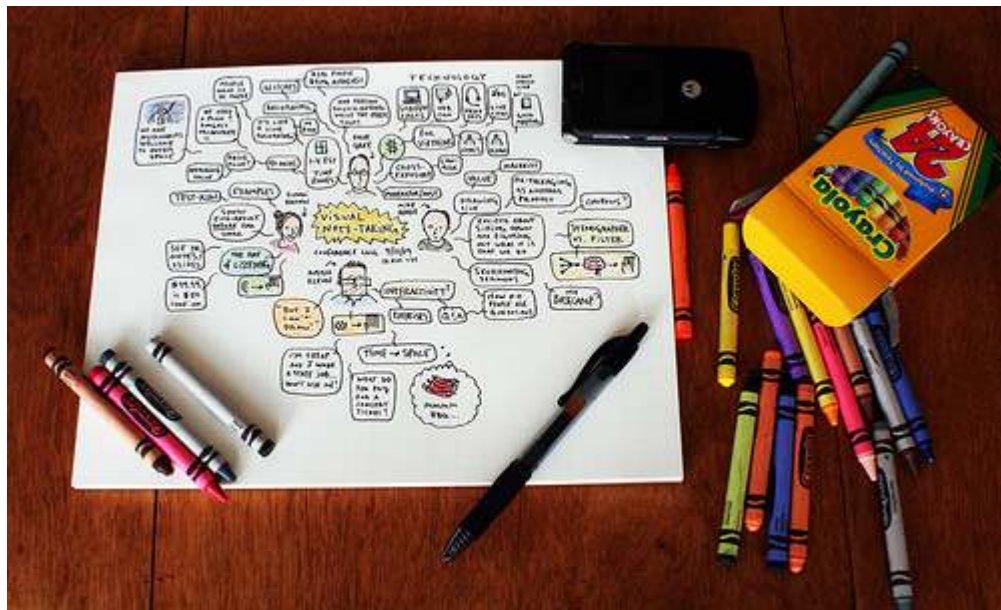
Put off doing coursework and assignments	<ul style="list-style-type: none"> • Use a diary or wall planner to clearly mark assignment deadlines for every module • Start tasks sooner rather than later • Be realistic about how long things will take and set appropriate time slots for specific tasks e.g. planning an essay will take longer than reading a short extract • Break tasks down into manageable parts and allow time to tackle some of it every week
Easily distracted	<ul style="list-style-type: none"> • Negotiate study time with friends and flatmates so that they know when you are not to be disturbed • Be aware of the times of day you can learn and concentrate • Set clear start and finish times for each study session • Take regular short breaks
Over commitment and leaving things to the last minute	<ul style="list-style-type: none"> • Try not to over commit your time • Plan social time into your week and mark clearly in a diary or wall planner • Prioritise tasks; do the most urgent tasks first

Remember you are expected to be an independent learner at university. Therefore, make sure that you take control of your time and use it effectively.

Study / Revision Planner

Week beginning//

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8-9 a.m.							
9-10 a.m.							
10-11 a.m.							
11-12							
12-1p .m.							
1-2 p.m.							
2-3 p.m.							
3-4 p.m.							
4-5 p.m.							
5-6 p.m.							
6-7 p.m.							
7-8 p.m.							
8-9 p.m.							
9-10 p.m.							
10-11 p.m.							



• Note important information for use in your academic studies including:

you can file them straight away);

- Use the margin. You can put references in the margin, note keywords, indicate if you have handouts on the subject or add information later;
- Leave blank spaces on your page; after each note for example. The 'visual image' of notes and blank spaces may help you remember the information you have recorded. If necessary you can use the space to note information you wish to add later;
- Use a system. Number and/or label your notes with headings and subheadings. Use indentations and bullet points. The visual image you have of your notes may help you to recall the information they contain;
- Try using highlighters to pick out key words and phrases. Write main points with a coloured pen or underline them with colour. Some people draw pictures or diagrams to aid their recall;
- Link related notes by using arrows, lines, brackets, enclosing them in a rectangle or any other technique you find helpful.

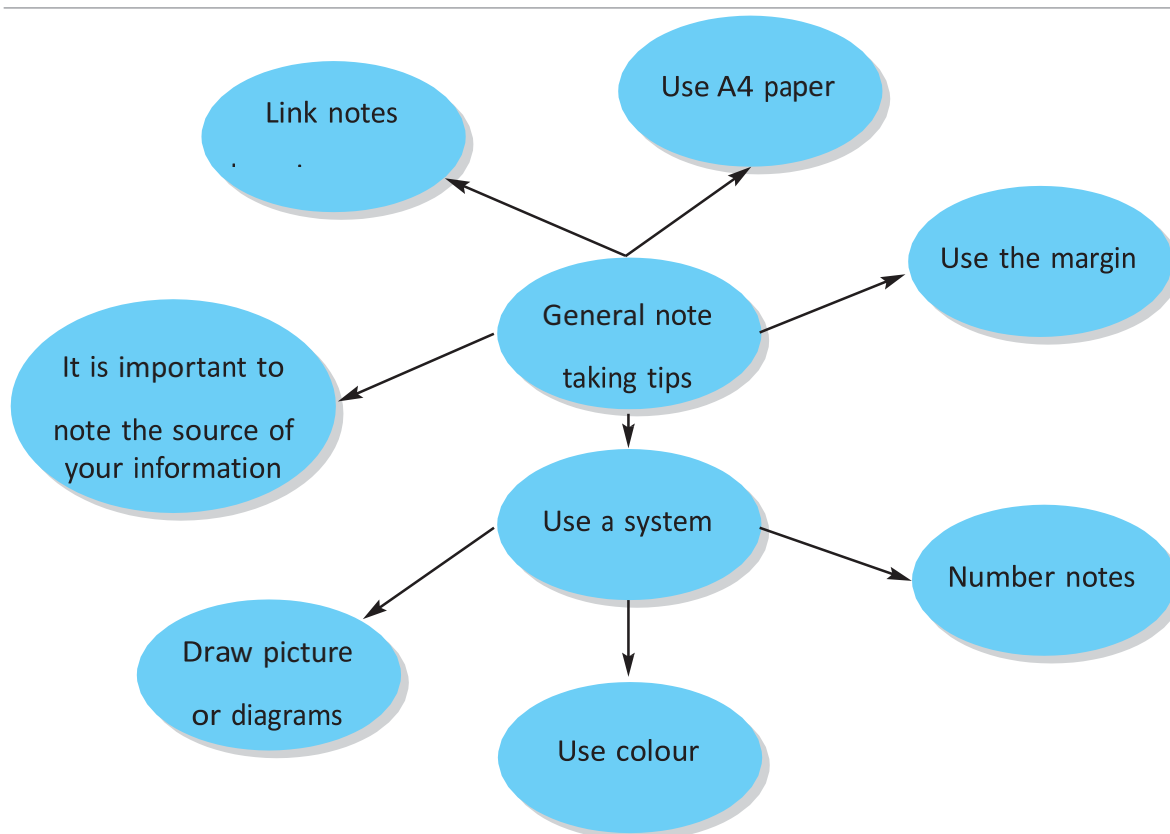
Note taking methods

It is important that you choose a note taking method which suits your learning style.
Consider whether you prefer linear methods or visual formats such as spider diagrams.

Linear methods

29.8.03	Note taking Mr Smith
	Linear note taking
	1. use a number strategy
	2. list key information
	3. don't try to write down every word
	4. use abbreviations
	5. use the margin to make a note of the date
	6. use the margin to list key words and references

Two column method	Main idea Place the main idea or heading in the left hand column
	write the further details in the right hand column
Subject	_____ _____



Lessons

- When making notes in lessons, don't try to write down everything the teacher says, not even whole sentences. Note phrases, main points and key words;
- Use symbols and common abbreviations, your own abbreviations and subject specific abbreviations;
- Do take down quotations and phrases exactly;
- Be aware of a teacher signalling an important point by use of body language and emphasising or using particular words or phrases by standing up, looking up, pausing, using a louder or quieter voice. By saying eg:

"There are a number of theories as to the possible causes of dyslexia. They are....."

"The important factors are....."

- If you are unsure that what you have noted is correct or if you do not understand a particular point, put a ? in the margin and check with the teacher, in your books or with a fellow student later.

Making notes from books

- The key is not to copy down chunks of text from a book. Your aim is to make clear notes using a few of your own words. You may also wish to note your own ideas that have been stimulated by text you have read;
- Be selective. Write down the main subject and important headings before you start, then fill in notes on these areas;
- Focus on the essay title. Keep referring back to this and make sure your notes are relevant;
- If you come across information you think may be useful in a different subject or essay, make a separate note of the reference and return to it later, at the appropriate time;
- Don't write the same information down twice. If more than one author makes the same or a similar point, note down the references for the work of the 2nd, 3rd author in the margin next to your notes on the work of the 1st author;
- It is useful to read through specific chapters, handouts or other information before a lecture. Note down obvious subject headings and leave blank spaces to fill in with your lecture notes.

Organising your notes

- Read through and check your notes soon after you have written them, preferably on the same day. Follow up any points you need to; information you may have missed out or did not understand. Check references and key spellings;
- File notes as you have made them;
- Use colour codes: different coloured files for different subject areas, coloured file dividers for sub-sections of a subject;
- File related information with your notes: handouts, photocopies of journal articles, newspaper and magazine cuttings, and references to notes from different but linked areas of study;
- Develop a filing system that is easy for you to use and refer to when planning and writing essays, and revising for exams.

Other useful tips

- Use a visual image or picture on the front of your files/notebooks relating to your topic area. This will help you quickly identify the subject area in the file;
- If you save information to CD or disk try to use a coloured CD or disk that matches the colour of your file. For example, if notes for History are filed in a red folder, use a red CD or disk.
- Use this space for noting your own tips and strategies

These notes were adapted from:

<http://www.lib.sfu.ca/slc/strategies/learning-studying/concentration-motivation>

Reading Skills



Aim to develop your reading skills to help assimilate information and understand ideas. Reading is simply a tool which helps you access the thoughts of others.

Academic reading will require you to:

- Identify arguments;
- Recognise whether they support or oppose the main premise;
- Identify the evidence;
- Identify conclusions and whether the evidence supports the conclusions;
- Be a critical thinker.

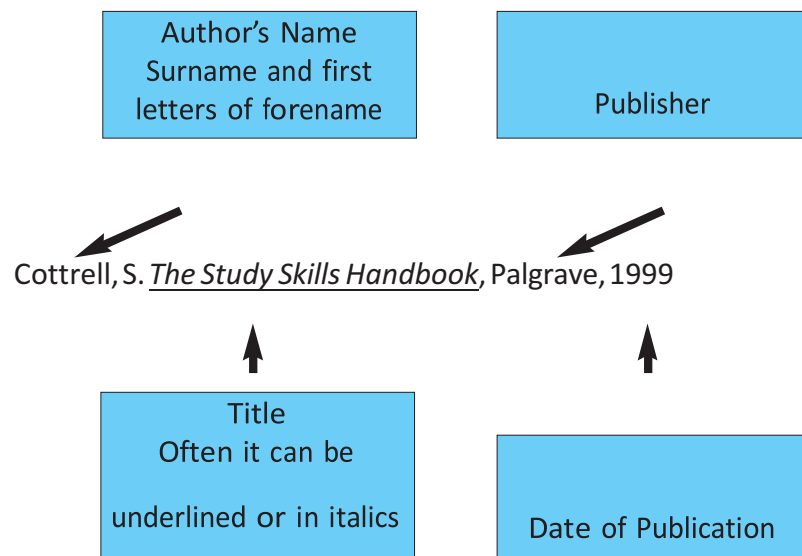
Information Searching

Reading for study is time consuming and tiring. Therefore, before you begin reading ask yourself:

- What information do I need to find?
- Will this text provide the information I need?

To decide if a text book contains the information you need use the clues provided in:

- Contents page;
- Preface;
- Index;
- Introduction;
- Chapter headings;
- Illustrations and diagrams;
- Section headings;
- Summaries;
- Reference section.



S Q 3 R

To improve reading comprehension the SQ3R technique is recommended. Applying SQ3R will slow you down when reading but with practice you can establish good, productive habits which will improve your recall and comprehension. Remember, effective reading is not fast reading.

Survey

Skim the whole book or relevant chapter to get an overview of the text. This will provide your brain with a frame of reference for the information it will be receiving.

Question

Is this really the information you need? Are there any words, technical terms or phrases that you do not understand? Check unknown meanings at this stage to avoid a break in your concentration when you read the full text.

Read

Read slowly and be aware when your concentration goes. Read in short bursts with frequent short breaks if necessary. Try to visualise what you are reading or close your eyes and picture the layout of the page.

Recall

Stop at the end of each paragraph or page and say out loud, in your own words, what you have just understood from what you have just read. This will help monitor your comprehension of the subject.

Review

Take notes. Note taking is an active form of memory and ensures you make a connection with what you are reading and understanding.

- Annotate your text with your own notes;
- Label or reference key chapters and pages;
- Underline or highlight key words or facts on each page;
- Use coloured highlighters to identify the different arguments;
- Summarise out loud and then make notes using your own words;
- As you find the answers to questions, write them down.

These notes are adapted from: <http://www.lib.sfu.ca/slc/strategies/learning-studying/concentration-motivation>

Clue words to help you read

Continuation signals – warning! There are more ideas to come	and again furthermore secondly last of all a final reason	and finally likewise first of all in addition similarly one reason
Change of direction signals – watch out we are doubling back	although however conversely in spite of in contrast but	despite nevertheless yet on the contrary the opposite
Sequence signals – there is an order to these ideas	First, second last A B C for one thing	next in the first place before after
Illustration signals – here is what that principle means in reality	For example For instance Such as	to illustrate much like similar to
Emphasis signals – this is important	A major development A key feature A distinctive quality Important to note a primary concern a central issue	a significant factor a major event especially important the basic concept the chief
Cause, condition or result signal	because therefore consequently	so that thus yet
Spatial signals – answers the ‘where’ question	between opposite next to alongside	here beyond right adjacent
Comparison or contrast signals – compare idea A with idea B	either orless rather analogous to more than but same	less than much as different from better but opposit e however
Conclusion signals – ends the discussion and may be important	As a result From this we see Last of all Consequently	Hence in summary in conclusion finally
Fuzz signals – idea not exact or author wishes to qualify statement	almost maybe except seems like sort of	was reported probably purported looks like alleged

Assessments

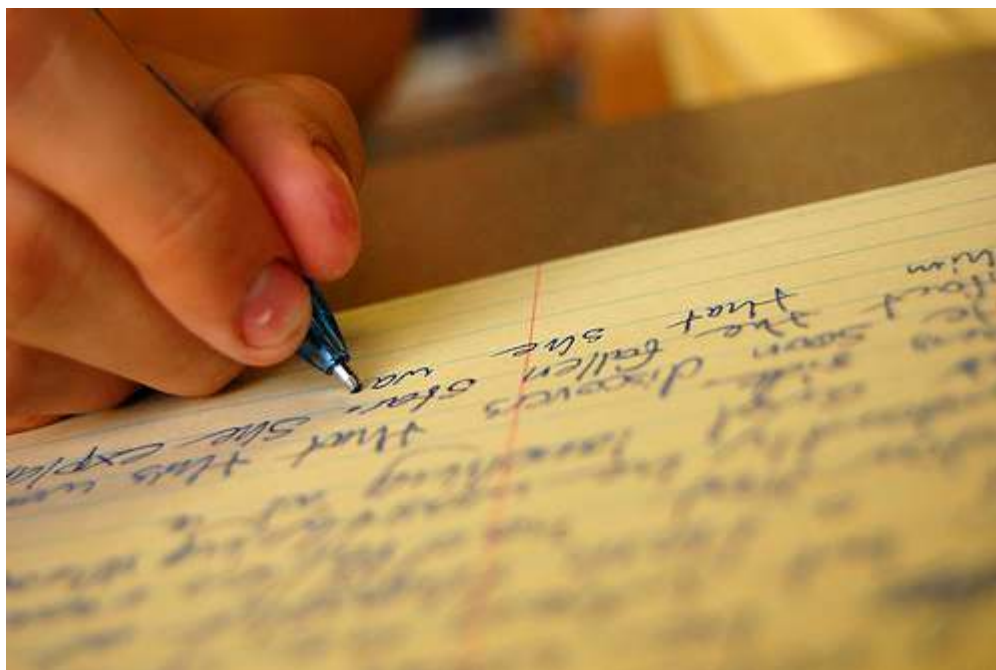


Time, Procedure, Penalties

1. All work is expected to be submitted on the due date at the time specified either on the notification assessment sheet or on the calendar.
2. All work should go through a rigorous self-editing process which includes checking spelling and grammar, word length, task requirements and criteria for the task.
3. All students are expected to submit a completed draft to the teacher for editing and advice. Students are expected to take action on the editing prior to submission of the task.
4. Work must be handed to the relevant teacher or submitted on line when requested.
5. It is the responsibility of the student to ensure that work has been received by their teacher.
6. There will be consequences for late submission or non-submission of work. This be determined by the professional judgment of classroom teachers and may take into consideration the following factors:
 - a. the age of the student
 - b. previous occurrences

- c. the student's academic history (e.g. whether the student has specific learning needs)
- d. other personal circumstances
- e. Teachers are encouraged to liaise with Heads of Department and/or Year Level Coordinator if they have concerns over late/non-submission of student work.
- f. Parents will be notified in writing when assessment is not submitted on the due date. Teachers are expected to raise an *Academic Concern: Late Submission Letter* (page 15) regarding the student which specifies the nature of the concern and the consequences of the assessment breach. In serious instances/re-occurrences, the Year Level Coordinator will meet with students and parents.
- g. Work not submitted on time (without adequate explanation or being unreasonably late) will be marked so long as the student is not in breach of SACE set deadlines and expectations.
- h. This task will also be recorded as a late submission and will impact on comments within the subject's report.
- i. If a student is absent on the day work is due, he/she must submit the assessment item the following school day to the teacher. The task is still to be completed in order to demonstrate an ability to meet the criteria for the task and to meet the requirements of the course.
- j. Extensions must be sought at least 24 hours prior to the assessment deadline. Extensions must be sought in writing either via email or the schools *Extension Application Form* (page 16). Student may be awarded up to 5 school days so long as the SACE deadlines are still able to be met.
- k. If a task deadline cannot be met due to illness or other medical reason then a medical certificate is expected to be provided prior to the granting of an extension.
- l. If a student is in breach of SACE guidelines then a recorded mark of "I" (no result) may be given. In extreme circumstances students who cannot complete the entire course assessment may be eligible to "pend" their work until the next marking cycle. Deputy Principal: Pastoral Care and Deputy Principal: Academic Studies under consultation with the Principal will determine if a student may "pend," receive no result "I," or if a mark is awarded.

Essay Writing



Essay writing is time consuming, may be frustrating and is generally hard work. This section has been devised to help you to develop your essay planning and writing skills.

Essay writing requires:

- Analysis and an understanding of the question or prompt;
- Research – reading and collating relevant evidence;
- Evaluation to ensure identification of the main arguments has been made;
- Planning – creating a logical structure of information and ideas;
- Writing;
- Referencing;
- Proof reading.

The essay title

Essay titles include key verbs and words which inform you of how the question must be answered. It is therefore important that you understand the question before you begin to write.

- Key verbs are the instructional words which tell you how the question must be answered;
- Key words provide the framework for your answer.

Sample question:

‘Discuss the relevance of class in the analysis of recent social movements in America.’

Key Verb

- Discuss. This word instructs you to investigate or examine by argument or debate.

A list of key verbs often found in essay titles is provided on the next page with a description of how each one should be interpreted.

How to identify key words

- The subject word (class)
- Look for place/location (America)
- Look for a time element (recent)

Identifying Key Verbs in Essay Questions

Identifying the key verbs in a question is essential before planning your answer. The following list shows subtle, but important differences between the common key verbs.

- Analyse Break up into parts, investigate.
- Compare Similarities and differences – perhaps reach a conclusion to show your preference.
- Contrast Show differences.
- Define Set down meaning of word or phrase.
- Describe Give detailed account.
- Discuss Investigate or examine by argument or debate.
- Distinguish Show the differences between.
- Evaluate Give your judgement – back by discussion of evidence.
- Examine Look closely into.
- Explain Make plain – interpret. Give reason for something.
- Interpret Make clear – show the meaning of.
- Justify Show adequate grounds for decisions and conclusions.
- Outline Give main features or general principles.
Leave out minor details. Emphasise structure and inter-relations.
- State Present in a brief, clear form.
- Summarise Give a concise account of the main points.
Leave out details and examples.
- Trace Follow the history or development of a topic from point of origin.

Research Skills

Researching information can seem an impossible task. Therefore, knowing how and where to find relevant information are the key steps to acquiring good research skills.

Where to find relevant information

- Course reading lists;
- Journals and periodicals;
- Internet;
- Textbooks and books.

How to select the most relevant information

- Check to see if there are any texts on your reading list that have been marked as essential reading;
- Check the date of publication;
- Scan contents, reference sections and introductions to check if the book contains information you need and to look for the most relevant chapters;
- Use Library catalogues (online) to find the most recent journals in your subject area;
- Use reliable sources, e.g. well known journals;
- Select the most up-to-date material;
- If uncertain, clarify information with your lecturer or supervisor.

If you have difficulty locating texts, journals, periodicals and computerised catalogue systems, library staff and teachers are always willing to assist you.

Planning Your Essay

It is advisable to break down the large, complex tasks of producing a long piece of writing into manageable, smaller chunks.

Use the following checklist to help you keep track of your progress:

- Examine the question

This should include your first thoughts, asking yourself what you already know about this topic.

- Re-examine the question

Do you really understand all the terms used and have you highlighted the key verbs?

- Identify gaps

What else do you need to know or to find out before you are able to answer the question?

- Prioritise tasks

How long will it take you to get the information you need? Do you need to work with others or see your lecturer to clarify information at this stage? Act now to keep your attitude positive – don't let little snags become reasons for not working.

- Set realistic targets

You will not write a good essay quickly. It is also very unlikely that you will be able to write coherently without a plan. Remember, give yourself enough time to think and organise your thoughts before you start to write.

- Complete reading and note taking

Set yourself a deadline for completion of background reading and research. Make sure you take adequate notes and make a note of references for your bibliography or reference section.

- Devise your plan

Use any method you wish to provide yourself with a framework for your writing. Make sure you are aware of word limits. Before you start to write you should have a good idea of the main topic of every paragraph or section.

Remember, do your thinking before your writing.

Structure of an Essay

Remember, the rule is one idea per sentence and one topic per paragraph. Also keep referring back to your plan to make sure that what you are writing is relevant and answers the question.

Introduction

The purpose of an introduction is to provide the reader with an outline of the main arguments.

- Create a hypothesis which should answer the question set or outlines the essays main point or argument.
- Outline the main ideas or main points;
- State the purpose of the essay;
- What school of thought / ideology / theme / main research area / type of analysis are you using to guide your essay? Eg: humanism, history, scientific premise, author's intentions, business concept, law or legal advice etc.

Write a Super Paragraph

Writing a super paragraph is like building a tasty sandwich with three distinct parts.



Topic Sentence:
Includes the subject, topic and view and is an answer to the question.

Evidence: This is where you put quotes, facts and explanations relating to the topic sentence.

Analysis: This is YOUR UNDERSTANDING of the topic. Including: author intentions, context, techniques, timeframe, historiography, humanism, psychology, motivations/emotions of characters etc.

Linking Sentence:
Includes the subject, topic and view and either relates back to the question and or next paragraph.

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Example

Humanities:

Topics Sentence:	In almost all the nations about to be engulfed by war a spirit of supreme confidence prevailed.
Evidence:	At the time of the crisis it was not so much the reality of the “balance of power” that counted; rather it was how national leaders thought it was distributed. (George, 1999, pg. 25) As renowned historian Cowrie stated “enthusiastic groups of men paced the streets singing and cheering, and showing in unmistakable fashion that the war on which Great Britain has embarked was popular.” (Cowrie, 1986, pg128)
Analysis:	The optimism with which the major belligerents entered the war in expectation of quick victory surely reveals a belief that a war could bring benefits to the victors – a belief that was one of the major causes of the conflict. To state that ‘the breakdown of diplomacy led to war’ is to transform a description of what happened into a reason. It is perhaps more valid to state that over-optimistic estimates of the relative weakness of opponents were a vital prelude to the war.
Link:	While over-optimism by governments changed international relations, of equal significance was the potent but incalculable influence of public opinion.

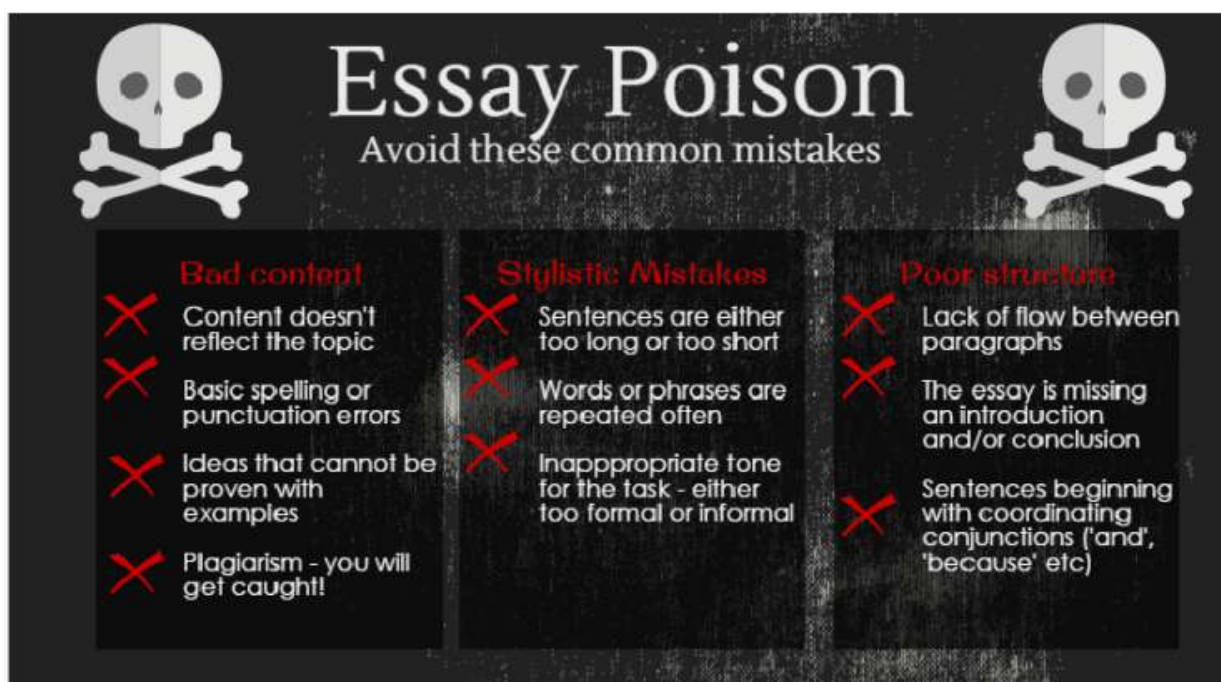
Writing Conclusions

- Summarise the main arguments; but try not to just repeat what you have already written;
- Show how your arguments / examples / texts are relevant to the essay title. Make sure you end your conclusion with a strong sentence, giving your final view.



The Golden Rules

1. Stick to the topic - constantly refer back to the question and ensure you're on task.
2. A short essay is a good essay - don't create word count for the sake of it.
3. End each paragraph with a summary sentence or link it to the next paragraph.
4. Use linking words such as 'furthermore, similarly, however, nevertheless' at the start of a new paragraph to help the reader follow the flow of your argument.
5. Credit any sources or quotes either in the essay itself or in footnotes.
6. Check and recheck for any errors - ideally get a second pair of eyes to do the same.



Useful Words and Phrases

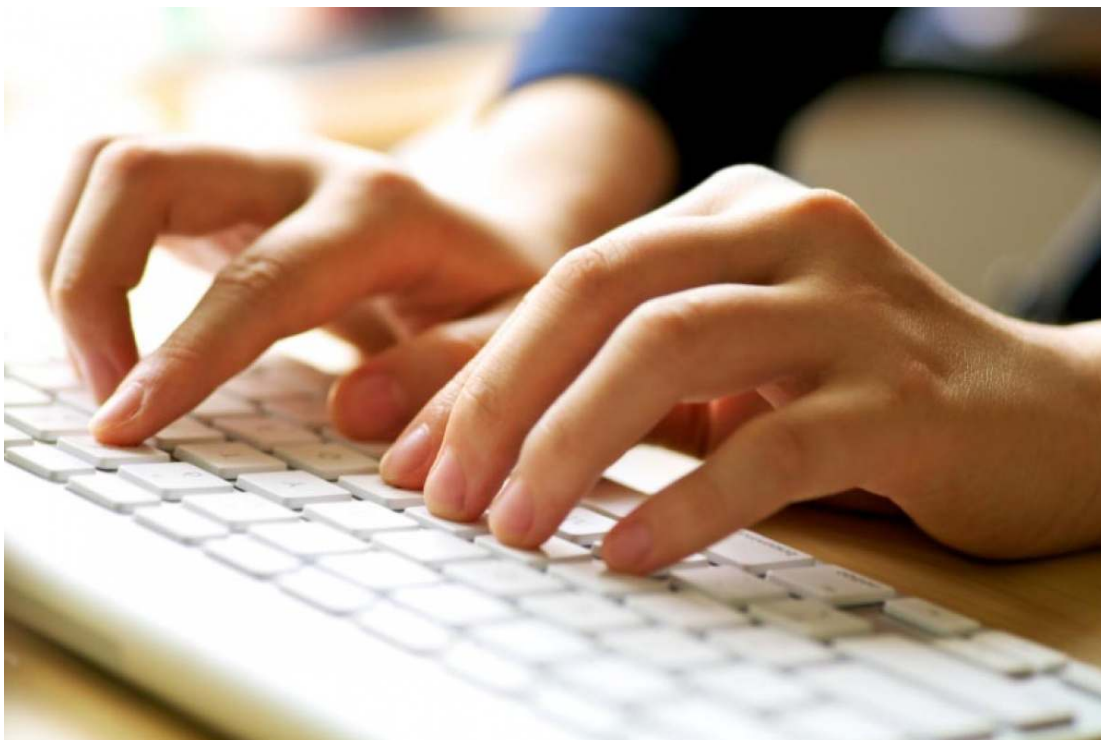
It can sometimes be difficult to think of the correct word or phrase to start a new sentence or paragraph. The words and phrases listed below may help.

To introduce a similar idea	Also Besides Furthermore In addition Too	Moreover Another An additional Supplementary evidence suggest
To compare things	Also Similarly And both But also Similar to	Likewise Too And not only Neither, nor
To introduce an opposite idea	However, Instead Nonetheless On the contrary Whereas Despite	This differs from In contrast Nevertheless On the other hand Although
To introduce an example	For example Such as An example of	For instance Like
To emphasise	In fact Indeed	To reiterate
To introduce an alternative	Otherwise If	Or Unless

To signal chronological order	First First of all Next Gradually Finally	Second Then Meanwhile Last
To indicate order of importance	Above all Most importantly Primarily Significantly	The most important First and foremost A more important
To introduce a cause or reason	For Since Because of Due to	The consequence of The effect of As a result
To introduce an effect or result	Accordingly As a consequence Hence Therefore	As a result Consequently Thus
To conclude	In conclusion Indeed All in all In summary	In brief It is clear that The evidence suggests These examples show that

These notes were adapted from: <http://www.lib.sfu.ca/slc/strategies/learning-studying/concentration-motivation>

Report Writing



A report is a formal piece of written work and presented in a different style from an essay. Reports are usually written for a clear and specific purpose and are likely to be aimed at a particular person or group of people. A report may need to make recommendations for action. The structure of a report is more detailed than an essay with the use of headings and sub-headings to introduce pieces of information. You may find it helpful to consider the following areas when report writing: Planning, Research, Structure, Writing and Language.

Planning

Answering these questions will help you in planning your report and organising your work:

Who	<ul style="list-style-type: none">• Who has requested you produce the report?• Who is it aimed at/will be reading it?• Who might be required to follow up any suggestions or recommended actions in the report?
Why	<ul style="list-style-type: none">• Why is the report being produced?• Think about the purpose of the report and possible outcomes.

What	<ul style="list-style-type: none"> • What are the terms of reference or aims of the report? • The terms of reference or aims will identify what the report should be about, the range of what it should cover. • It is likely that the terms of reference or aims may be defined by whoever is requesting the report eg. Supervisor or tutor. • What are the objectives of the report? What might be expected as a result? It may be a conclusion, recommendations and/or suggested actions.
When	<ul style="list-style-type: none"> • Timescale – keep in mind your deadlines • Identify a realistic timetable. • Schedule deadlines for obtaining information from external sources eg. interviews, data provided by others, as well as from your own research.
How	<ul style="list-style-type: none"> • The structure of your report may be governed by your subject. Scientific, medical, laboratory, engineering, management, business and placement reports (and others!) may require different formats and are likely to require different types of information. • Your report will need to follow a logical sequence with clearly identified sections for different subject areas/parts of the report. • You will need to use headings and sub-headings and possibly a numbering system. An example is given below: <p>1 Introduction</p> <ul style="list-style-type: none"> 1.1 The problem 1.2 The purpose of the Research 1.3 Objectives <ul style="list-style-type: none"> • You do not need to write each section in the order of the planned structure of the report. Write different sections as you have the appropriate information, you can order it later. • Be aware that the format of your completed report may change from your original planned format.

Research

- *Method(s) of research*
 - Interviews
 - Questionnaires
 - Tests
 - Experiments
 - Audio-visual material
 - Accessing information from books and journals

- *How to conduct research*
 - collecting appropriate and sufficient evidence
 - writing style and conventions

- *Aim to achieve:*
 - accuracy
 - objectivity
 - reliability
 - validity

Report structure

Your course handbook or tutors may provide guidance on the structure of reports for your field of study. If this information is not provided follow the order below.

- Title Page
- Acknowledgements
- Contents Page
- List tables and illustrations
- Abstract - briefly outline your report with the conclusions
- Introduction - outline research in this area and its significance within the content of your report.
- Literature Review - discuss the most important/relevant and up-to-date research linked to your research and introduce arguments supporting or opposing research opinion.
- Methodology - a description of the research methods you used
- Results - state the main findings
- Analysis of results - discuss the main findings, analysing results against the research covered in your literature review. Do the findings agree or disagree with those findings?
- Conclusions
- Recommendations
- Appendices
- References - a list of authors or sources cited directly in your text.
- Bibliography - a list of the general reading material you have used.
- Glossary

Science Writing

Producing a piece of written work for a science-based subject usually requires a particular style and use of language. The aim is to be factual and report observations and conclusions based on a logical evaluation of research. Avoid using descriptive or potentially ambiguous language.

Report format

- Aims
- Introduction
- Method
- Results
- Analysis
- Discussion
- Conclusion

You should also consider the following points when assessing results from existing research:

Analyse the arguments:

- Are the arguments based on theory or experiments?
- Can the sources used be easily identified?
- Are the concepts defined?
- Look for evidence to support each of the arguments;
- Identify strengths and weaknesses in arguments.

Look at the methods used and consider:

- Sample size;
- The control of variables;
- Reliability of evidence/results;
- Validity;
- The adequacy and accuracy of techniques used;
- Was the methodology objective?

Question the conclusions:

-
- Are the conclusions logical?
 - Is there adequate evidence to support the results?
 - Do the results lead to any important or significant findings?

Other points to remember

-
- Be concise - put down the facts and avoid irrelevant details;
 - Use diagrams - these can reduce the amount of words you need to use;
 - Split the text into sections under headings;
 - Read other science reports for your subject to gain an understanding of the tone, style and presentation required;
 - Check that you have used the guidelines or examples provided by lecturing staff - especially referencing style;
 - Start practical work as soon as possible to allow sufficient time to observe and collate your information and to consider the significance of the results.

Sometimes changing the wording in a sentence can help you to express what you mean more clearly.

Example: 'There was not a big change in weight' can be expressed more effectively as 'There was no significant change in weight'.

The following verbs may be useful when you are writing a science report.

• Indicate	The figures indicate that...
• Represent	The blue line on the chart represents...
• Illustrate	The test illustrates the importance of...
• Prepare	The solutions was prepared for the test...
• Produce	The machine was produced by...
• Compose	The solution composed of X and Z...
• Form	The fossils were formed inside...
• Process	The information was processed...
• Determine	The right density will be determined...
• Operate	The battery operated the device...
• Calculate	The numbers were calculated...
• Maintain	The solution maintained its temperature...
• Monitor	The experiment was monitored...
• Sample	Solution A was sampled...
• Stabilise	The temperature was stabilised...
• Measure	The correct height was measured...
• Removed	The impurities were removed...
• Apply	The gel was applied to the side...
• Suggest	The result suggested that...
• Estimate	The figure for that year was estimated...
• Observe	The change in colour was observed...
• Absorb	The material absorbed the liquid...
• Require	The research required more funding...
• Release	The rat was released from the cage...
• Modify	The formula was modified...
• Preserved	The remains were preserved in the lab...
• Specimen	A good specimen was chosen for...
• Substance	These substances were tested...
• Property	The rock's unusual properties are...
• Compound	It was a compound of materials...
• Quantity	The quantity of materials was measured...

Writing a Literature Review

A literature review should be:

Analytical, critical, important, evaluative and relevant to your area of study

A literature review should cover:

- Recent or relevant research in your area of study;
- Identify contrasting views;
- Describe research methods used in previous studies.

Make sure that you:

- Critically evaluate previous research;
- Determine the strengths and weaknesses of previous research;
- Decide whether previous research results are valid;
- Discuss the relevance of previous research to your area of study.

Sources of information

- Books
- Journal articles
- On-line data bases
- Web pages

Skills required

- Knowledge of how to search using computer data bases;
- Knowledge of data collection methods;
- An understanding of the research methods used in your area of study;
- To be able to identify comparisons and list them;
- To organise the arguments;

- Awareness of plagiarism;
- Accurate referencing.

Try to avoid

-
- Adding too much detail;
 - Writing long, rambling sentences which may confuse the reader;
 - Making it too vague;
 - Including irrelevant information.

The volume of reading required for a literature review may be high. Therefore you might find the information on making notes and reading skills covered in this guide helpful.

These notes were adapted from: <http://www.lib.sfu.ca/slc/strategies/learning-studying/concentration-motivation>

<http://www.ncl.ac.uk/students/wellbeing/assets/documents/StudySkillsGuide.pdf>

A Critical Approach to Writing



In the Senior Years you will be expected to critically evaluate existing research knowledge. To show you understand how different arguments are constructed you should:

- Look at the date of the publication. This may help you decide if the literature is up-to-date and relevant to your area of study;
- Look for the main argument;
- Look at the reasoning behind the argument;
- Does the argument support the author's conclusions?
- Look at the type of evidence the author has used to support their argument;
- Is the evidence strong or weak?
- You should state why the evidence is strong or weak;
- Compare and contrast the different arguments;

- Compare the conclusions. Do different authors agree or disagree?
- Be prepared to state why different authors have reached different conclusions.

To help detect hidden bias in texts you should be aware when you are reading that opinions can be communicated by:

- Strong visual imagery;
- Reference to leading authority;
- Use of convincing language.

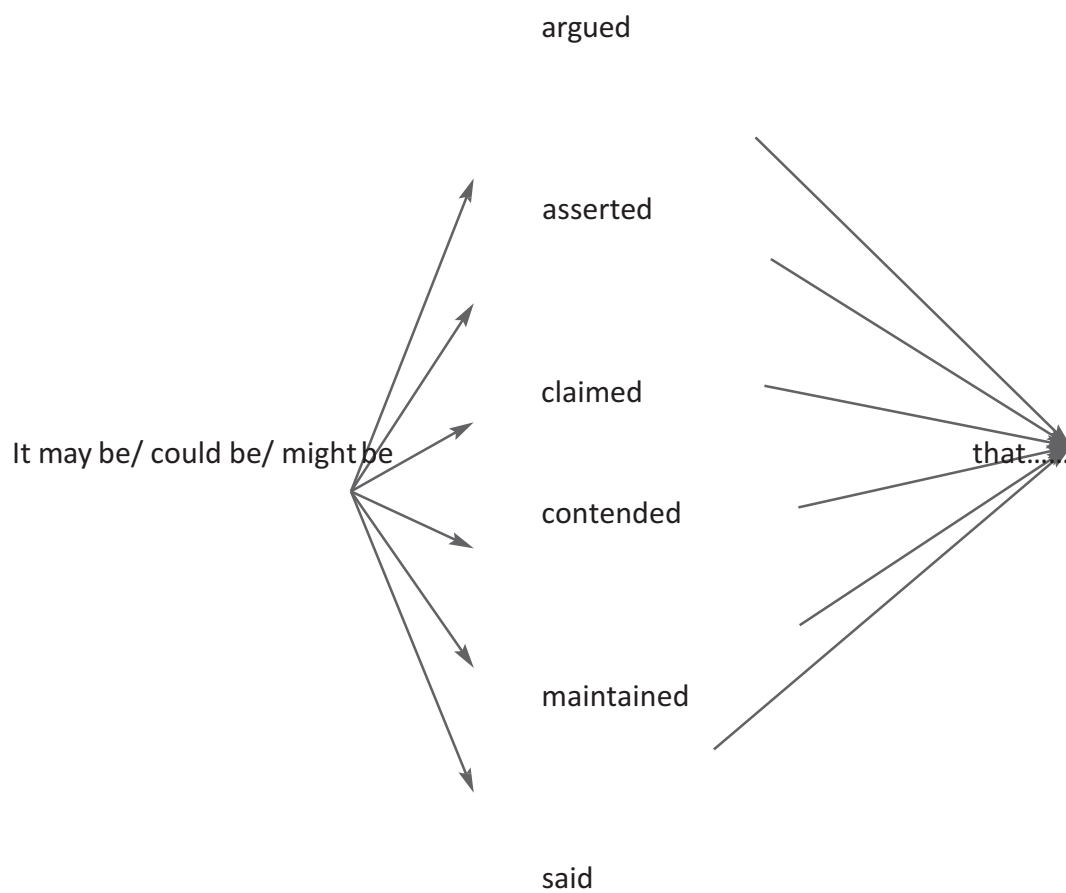
You should

Make sure your own opinion is supported by reliable evidence and/or authority.

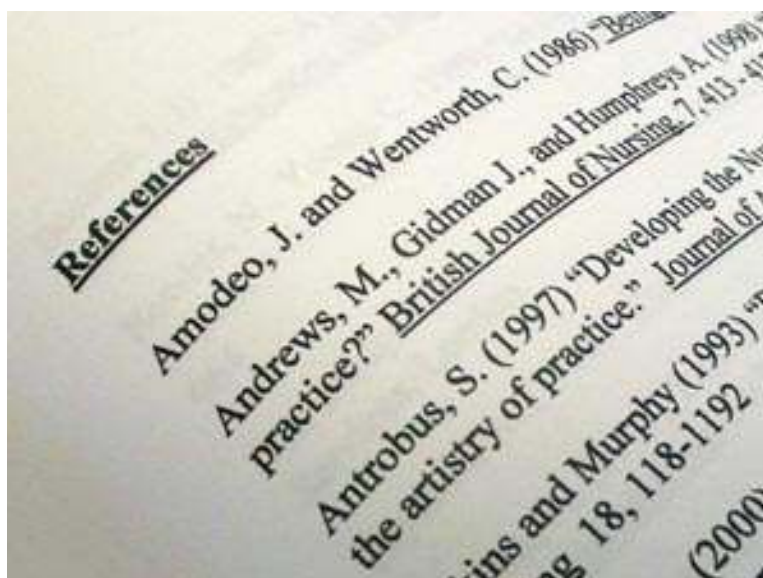
Signal Words

Make sure your own opinion is supported by reliable evidence and/or authority.
It is important that you develop your own arguments and conclusions.

Signal words to show your own opposing opinion:



Basic Guide to Referencing



It is important that you accurately reference your academic work both within the text and in a bibliography or reference section at the end of your work to avoid losing marks and accusations of plagiarism.

How to reference using the Harvard system

Book	Journal
<ul style="list-style-type: none">- Name of author(s)/ Editor(s)- The year of publication (placed in parentheses)- The title of the book- The name of the publisher <p>Cottrell, S (1999) The Study Skills Handbook. PALGRAVE</p>	<ul style="list-style-type: none">- Name of author(s)/ editor(s)- The year of publication (placed in parentheses)- Title of the article- Title of the journal- Volume/ issue number- Pages <p>Chinn, S (2003) Does Dyscalculia Add Up? Dyslexia Review, 14 (3), pp. 4 - 8</p>
Referencing in Text	
<p>When referring directly to an author: In her book, Cotrell (1999) advises...</p> <p>When referring to a particular issue/argument put forward by an author: It is argued that references (Cottrell, 1999) are needed...</p>	

How to reference using the APA

Book	Journal
<ul style="list-style-type: none"> - Name of author(s)/ editor(s) - Year of publication - Title - Publisher - Place <p>Pegrum, M. (2009). From blogs to bombs: The future of electronic technologies in education. Crawley, W.A: UWA Publishing.</p>	<ul style="list-style-type: none"> - Name of author(s) - "The article title" - <i>The journal title</i> - Volume/ issue number - Year of publication - Page number(s) <p>Sohrabi, H. R., Weinborn, M., Badcock, J., Bates, K. A., Clarnette, R., Trivedi, D., ... Martins, R. N. (2011). "New lexicon and criteria for the diagnosis of Alzheimer's disease." <i>Lancet Neurology</i>, 10(4), (2010) 299-300.</p>
Referencing inText	
<p>You should use the author's name, year and page (if relevant) at the end of the sentence in which the quote or information appears.</p> <p>(Keyormarsi, O'Leary, & Pardee, 2007)</p> <p>(Keane, 2010, 22)</p> <p>You may complete in text referencing instead of in text referencing</p> <p>The complete reference will appear at the foot of the page.</p> <p>¹Keane, 2010, 22.</p>	

You will also find referencing less time consuming if you make an accurate note of the reference on a separate piece of paper or index card as you read and research information for essays and assignments.

You must also remember to:

- Put references in alphabetical order;
- Note the order of information;
- Note the use of punctuation;
- Note the type face and style;
- Group together referencing sources in your list, e.g. all books then journals etc.

This section has been adapted from:

<http://www.ncl.ac.uk/students/wellbeing/assets/documents/StudySkillsGuide.pdf>

Examinations



Failure in examinations can be attributed to exam nerves or as a result of the negative effects of stress. However, it is usually poor preparation and planning which results in exam failure. It is therefore important that you take control and organise your time and employ strategies to ensure better performance in examinations.

School Based Trail Examinations

In recognition of the need to prepare for examinations in the Senior Years, students need to be exposed to examination assessment. As a mode of assessment, a formal examination provides useful information for teachers to help inform their professional judgment on student achievement against published objectives. The school believes, however, that summative student achievement levels should be based on a range of balanced strategies and not solely on examination performance.

Test-Wise Skills

In order for students to perform well in all areas of study there are certain study skill requirements which students should follow. These Test- Wise Skills will assist students to study and prepare for their examinations both trials and final examinations.

Study and finding your rhythm

The key to making the most out of senior schooling it is essential to strike the right balance early. A structured routine will ensure students make the best of the time they have for

learning. It is important to balance time between studies, social life, family, sleep, work, and sporting commitments.

Test Skills

Taking tests and examinations are specific assessment types which require the student to answer questions in a pressurised and stressful environment within a specific time requirements. This can be a great challenge for students and is a skill which is acquired over time and with practice. Each subject area will require a separate set of skills in order to undertake the test. The subject teacher will specify the requirements which are specific to the subject and each test type should be practised throughout the 2 year course to ensure success in the final examinations.

Find the right environment

The fewer distractions students have around them, the easier it will be to focus on their studies. Think about where students study best, whether it's in the school library, bedroom, or elsewhere. Switch off phones and avoid social media to help minimise disruption while studying.

Plan

Make a list of priorities; it will help to manage time more effectively. As students workout study schedules, remember to make time for catching up with friends, playing sport, or just watching TV and relaxing.

Look after yourself

Exercise and a healthy diet can help improve concentration, reduce stress levels, and improve general well-being. Getting a good night's sleep is also important in helping to concentrate and feel alert when studying.

Ask for help

Help is always available if students are feeling overwhelmed or particularly stressed. Family members and friends can help test knowledge, and teachers can advise which areas of study students need to concentrate on. Family and friends can also provide support and advice if feeling anxious or concerned.

Examination Guidelines

1. You will receive an examination attendance slip, which shows the exam rules and lists your examinations. Bring this slip with you to your examinations.
2. There will be 10 minutes of reading time for external examinations.
3. You are not allowed to write in, mark, or highlight in any way, your script books or question booklets, or use a calculator during reading time. You may write on the coloured scribbling paper provided.
4. You will be given the full period of time scheduled for the examination after this reading time.
5. The following general rules also apply:
 - a. The doors of the examination room will be opened 10 minutes before the examination start time.
 - b. You will not be allowed to enter the examination room more than 40 minutes after the starting time.
 - c. You will not be allowed to leave the examination room until 40 minutes after the starting time.
 - d. You must hand your answer books to the examination supervisor before you leave the room.
 - e. Some examinations have a separate script book or question booklet for

particular sections (or questions). If you do not attempt such a section (or question), you must write 'BLANK' on the cover of the script book or question booklet before handing it in.

Conduct at examinations

During any examination the following conduct is required. You mustnot:

1. submit work that is not your own
2. have in your possession any book or notes (apart from the materials permitted for that test, assignment, or examination) or any other means that would improperly help you in your work
3. have in your possession any electronic device (including mobile phones and electronic dictionaries) apart from approved calculators (where permitted)
4. directly or indirectly help any other student

5. permit any other student to copy from or otherwise use your papers
6. directly or indirectly accept help from any other student
7. use any papers of any other student
8. by any other improper means whatever, obtain or try to obtain, directly or indirectly, help in your work or help or try to help, directly or indirectly, any other student
9. collude with another student to take your place in an assessment (e.g. an examination)
10. be guilty of any breach of good order or propriety.

Use of notes in an examination

Notes of any kind are generally not permitted in external examinations. The following subject exemptions apply:

- For **Mathematical Applications**, you may bring one unfolded A4 sheet (two sides) of handwritten notes.
- For **Mathematical Methods**, **Mathematical Studies**, and **Specialist Mathematics**, you may bring two unfolded A4 sheets (four sides) of handwritten notes.
- For **Information Technology**, you may bring one unfolded A4 sheet (two sides) of handwritten notes to the examination.
- For **Musical Styles**, you may bring to the examination, and refer to, unmarked scores, transcriptions, or charts.

Notes

- Calculator manuals are not permitted in examinations; however difficult key sequences may be included in the handwritten notes.
- Handwritten notes, unmarked scores, transcriptions, and charts should not be laminated or placed in plastic sleeves.

Declaration at an examination

If one or more of your external assessments is an examination, you will be required to sign the examination attendance roll. This is a formal declaration stating that you will comply with the rules printed on the examination attendance slip, including the conditions for the use of calculators.

Students who do not comply with the rules and conditions printed on the examination attendance slip will:

- be in breach of the rules
- have their marks for the examination cancelled or amended.
- be liable to further penalty. This may involve exclusion from future examinations or otherwise, as determined by the SACE Board.

Use of calculators and dictionaries in examinations

For written examinations in language subjects, you may use any bilingual or monolingual printed dictionary. Electronic dictionaries are not permitted in examinations.

Specific guidelines can be found at: <https://www.sace.sa.edu.au/students/assessment-and-results/examination-information#title#section6>. These documents also outline the conditions of use.

Late arrival

No additional time will be allowed for students arriving late for the examination.

Temporary absence

During a temporary absence, a student must not take any material out of the examination room, have access to material during the absence, or return with any material.

Malpractice

During the examination, and at other times specified by the examination supervisor, a student must not communicate with any other candidate. Failure to observe this regulation may constitute malpractice, resulting in no grade being awarded for the examination. If a student finds that he or she has accidentally taken unauthorized material (papers, books, notes of any kind) into an examination, this material must be given to the examination supervisor immediately. Failure to do so may lead to no grade being awarded for the examination. Further information is provided in Penalties for Breach of Rules.

End of the examination

No examination materials – examination papers, answer papers, rough working – may be taken out of the examination. Students must leave the examination room in a quiet and orderly manner.

Revision

Getting started:

- Draw up a realistic revision timetable – this should include some social time to allow you to relax;
- Organise your notes by module or topic – if you have followed advice in the Note Taking section, you will find getting started on revision easier;
- Decide what topics to revise;
- Use past exam papers to guide your revision;
- How many questions do you have to answer for each paper?
- Use past papers to practice writing answers to exam questions;
- Be positive about your learning;
- Ask tutors for help or to clarify information if necessary.

Memory

Recall of information is essential for successful performance in examinations. Better recall can be achieved by time management of study periods and regular overlearning.

- Try to keep concentrated study to no more than 40 minutes at one time;
- Take regular short breaks;
- Over learning is essential for recall of information:

- After each break spend 10 to 15 minutes reviewing work covered in the previous study period

- Review again after 24 hours

- Be aware of when your concentration slips – it may be shorter than 40 minutes;
- Find a quiet place to work to avoid being distracted during revision periods;
- Make sure you drink plenty of water to keep your body hydrated and eat regularly.

Try one of the following techniques to help make information memorable

- Use multi-sensory methods – write it, say it, see it, hear it;
- Use Survey, Question, Read, Recall, Review, when reading through text;
- Summarise key information onto one page using coloured paper;
- Use mind maps;
- Put key information into poster format and stick on your wall;
- Use coloured pens to highlight important facts, to link ideas or to separate arguments;
- Use technology – TextHelp Read & Write programme allows you to hear and read information simultaneously;
- Record your revision notes or answers onto tape or disc. Hearing the information may help you to remember it;
- Group revision – you may find it helpful to spend some time revising with friends.

Timed examinations

- Make certain you know where all of your exams are being held in advance of the start time;
- Organise pens, pencils, rulers etc. the night before;
- Don't let other people panic you and if necessary avoid them.

In the exam

- Before you turn over the exam paper, write down key dates, definitions, quotes names or other information you feel you may forget;
- Read the instructions on the question paper carefully. They will tell you if there is a compulsory question and how many questions you must answer;
- Scan through the paper and tick all questions you could answer;
- Calculate the time needed to answer each question and the order you wish to attempt them;
- Read each of your selected questions carefully underlining key words or phrases. Also check how many parts there are to each question;
- Plan your answer to the first question and write it. Keep to the plan and avoid including information which is not relevant;
- Plan your answers for all the remaining questions to avoid panic towards the end of the exam.

Remember

- Write in short clear sentences;
- If you forget a word, spelling or chunk of information, leave a gap and come back to try to fill in the detail later;
- Make your writing legible;
- Less information and evidence is needed in comparison to course work;
- Essays are shorter;
- Allow time for proof reading.

PENALTIES FOR BREACH OF RULES

SACE Recommendations

Inability to Verify Work

If a teacher is unable to verify that work submitted is the student's own, a penalty may be appropriate. The student should be given the opportunity to provide evidence that the work presented is his or her own. If there has been no discussion with the student, and the teacher has not seen the work during the drafting process, the student is in breach of the rules and the assessment is liable to receive a result of 'I' (no result), equivalent to a value of zero.

If the teacher is able to verify part of the work, a result can be awarded based on the proportion of the work that the teacher is able to verify. Where the teacher believes that the work is not the student's own or that the student has received undue assistance from another person, the student should be interviewed to determine his or her knowledge of the content of the work submitted.

Plagiarism

If plagiarism is detected in a draft submitted by the student, teachers should, wherever possible, give no feedback other than to advise the student that one or more parts of the work have been identified as being plagiarised. The student then has the opportunity to revise the draft, including removal of any plagiarised material, and submit a draft for comment before the due date.

A penalty for plagiarism should be determined by both the teacher and Deputy Principal: Academic Studies in accordance with the performance standards.

If plagiarism is detected in the work submitted for marking, teachers should allocate a grade based on the work that has been done by the student. As a guide, where the proportion of the work that has been plagiarised is more than 80% of the content, the student is likely to receive a result of 'I' (no result), equivalent to a value of zero. A piece of work should not automatically be given a result of 'I'.

Collusion between Students

When work completed by two or more students under indirect supervision is too similar, it may be appropriate to impose no penalty on the student whose work is used by another student. The teacher should ascertain whether the work of one student has been appropriated without that student's knowledge or approval, or under duress. If after investigation it is concluded that the work is a combined effort, the teacher should determine an appropriate penalty and result for the work of each student, depending on the contribution of each.

If students collude during an assessment under direct supervision, the students involved are liable to receive a result of 'I' (no result), equivalent to a value of zero, for that assessment. The teacher in consultation with the Head of Faculty would need to ascertain the extent of knowledge of the collusion among all students involved. It is a breach of rules for a student to knowingly permit any other student to copy or use his or her work.

Possession of Unapproved Materials or Devices

If a student is discovered with unapproved materials or using electronic devices such as mobile phones, electronic dictionaries, unapproved calculators, or other equipment that may provide undue assistance to that student in a school assessment, a penalty should be applied. The student should be interviewed and the unapproved material examined to determine the extent of any undue assistance. If it cannot be determined whether or not the student has received information that might assist him or her in responding to either completed or yet-to-be-completed parts of the assessment, the student may be liable to receive a result of 'I' (no result), equivalent to a value of zero, for that assessment.

Deputy Principal: Academic Studies must submit a *Breach of Rules Form* (page 42) if a student is discovered in possession of unapproved materials or devices while completing an external examination. Schools must contact the SACE Board for advice if a student is discovered in possession of unapproved materials or devices while completing any other external assessment.

Breach of Good Order or Propriety

If a student's conduct is inappropriate during the period of time the assessment is underway, the student may need to be removed and given a

result of 'I' (no result), equivalent to a value of zero, for that assessment. If the circumstances need further investigation, the student may be permitted to complete the assessment unless it would in any way prejudice the other students' chances of completing the assessment under the required conditions. In such a case, the student may be permitted to complete the assessment under supervision in a separate room.

Schools should contact the SACE Board for advice on any potential breaches of good order or propriety in materials that students submit for assessment.

Misrepresentation

Students conducting research that contributes to their SACE have a responsibility to submit only genuine findings or results of their research. If a student submits work that fabricates, falsifies, or misrepresents evidence, a penalty may be appropriate.

If the teacher is able to verify the accuracy of part of the work, a result can be awarded based on the proportion of the work that is genuine and correct.

Information has been taken from the SACE website:

<https://www.sace.sa.edu.au/>

APPEAL PROCESS

A student is able to appeal a decision made by the school when he or she believes that the decisions or other actions taken by the school have not been carried out in accordance with the SACE Board's Supervision and Verification of Students' Work policy and procedures, or the SACE Assuring Assessment Integrity policy.

For school assessments, appeals are directed in the first instance to the principal of the school. In such cases, schools are advised to follow the resolution procedures outlined in the SACE Assessment Responsibility Policy Circular No. 10 (January 2015).

Students may appeal the decision of the principal or school by writing to the Chief Executive of the SACE Board, stating details of the decision or action being appealed against and the redress sought.

Within 7 days of receiving a complaint, the Chief Executive will initiate an investigation into the decision or delegate responsibility for this investigation. A letter is sent to the student stating:

- that the complaint has been received
- the name of the person who is investigating the complaint and preparing a report
- that confidentiality is assured.

The investigating officer may take such actions as are necessary and may interview any parties involved in the complaint.

Although the aim of the appeal is to resolve the matter wherever possible, the action or decision complained about may be confirmed, varied, overturned, or sent back for consideration. Any determination by the Chief Executive as a result of the investigation is binding on all parties.

This information is taken from the SACE website 'Breach of Rules' Information Sheet 3/15.

Spelling, Grammar and Punctuation



The following is intended as a brief guide to basic spelling and grammar rules and punctuation.

Basic Spelling Rules

The 'building blocks' of English words are the vowels

a e i o u

These vowels have 2 sounds – long and short

acorn/ant
evening/egg
iron/ink
open/on
university/up

But **y** is unusual because it can be used both as a vowel and a consonant. The letter **y** is used to replace the letter **i** in words of English origin that end with a long or short vowel **i** sound as in happy, cry, baby. But for words such as yellow, yolk, yacht the **y** is used as a consonant.

The simple word no, contains a consonant (n) and a vowel (o). The vowel in this word sounds long because it is not blocked in by a consonant coming after it.

The word not, contains a consonant (n) vowel (o) and consonant (t). The vowel in this word sounds short because it is blocked in by a consonant coming after it.

However, if you want to say note, you need a way of lengthening the vowel sound whilst keeping the (t) sound at the end of the word. We add an (e) to the end of the word to enable the vowel (o) to sound long. Therefore, if there is only one consonant separating 2 vowels then the first one will sound long.

Examples of this rule are: Hope/ Hop
 Scrape/ Scrap
 Dine/ Dinner

Using the ie rule

The standard rule is i before e except after c. This rule creates a long e sound as in niece and receive.


Words using the ei letter combination creates a long a sound as in eight, weight, sleigh, foreign, vein, their, freight, neighbour.

Using the -ce/se rule

The rule is c for a noun as in advice and practice.
Use s for a verb as in advise and practise.

Multi-sensory techniques for spelling

If you regularly experience difficulty with a particular spelling or course-related words try employing the following multi-sensory technique. Remember by activating all four senses at the same time will help you to be able to learn and recall spellings. Strategies should employ the use of colour, shape or symbol representation to help make the word more memorable.

Word	Strategy	Meaning
Picasso	Pic / ass / o 	Artist's name
though through thought	though th / r / ough though / t	Despite the fact that Going in at one side and coming out another Past tense of to think

Key stages

- Look at the word and say the strategy;
- Say the word and then say the strategy;
- Cover the word and the strategy;
- Say the word, say the strategy and picture the strategy;
- Write the word, saying the strategy as you write it;
- Check letter by letter to make sure you have written what you intended.

(Adapted from the Multi-sensory Spelling Programme devised by Jenny Lee)

Basic Rules of Grammar

The base rule is that each sentence must contain a subject and verb element. A basic example of this is:

↗ ↑
subject verb

- The subject element is who or what the sentence is about.
- The verb element provides the action or process in a sentence.

Information can be expanded in a sentence by using commas, and, but, or.

Examples: A novel makes the reader see connections among various phenomena and look at something in a way never thought about before.
 Data was collected in early February 2003, during mild winter conditions.

Punctuation Guide

Full Stop .	Identifies the end of a sentence
Semi-colon ;	Indicates a break or in place of and Used to separate items in a list
Colon :	Used to separate a statement from an explanation Used to introduce a list
Comma ,	Used to break clauses in a sentence or mark a list or run of phrases
Bracket () and []	() Used in place of commas or for referencing [] Used by you, the writer, to clarify or comment
Hyphen -	Used to connect compound words e.g. multi-sensory
Dash –	Used in place of brackets To separate dates or numbers, 1999 – 2002, 40 – 50%
Apostrophe ‘	To show possession (the man’s hat) plural (the managers’ reports) Used when words are contracted (can’t)

Information from this section has been adapted from:

<http://www.ncl.ac.uk/students/wellbeing/assets/documents/StudySkillsGuide.pdf>

Information Technology



Using information technology is an important part of study at secondary school. Programs you will encounter include:

- Microsoft Word
- Publisher
- Power Point
- Movie Maker
- Excel

Taking advantage of Word functions for editing

Spell and grammar Check – Click on REVIEW and then select the ABC Spelling and Grammar check option. Go through each word and phrase and correct following the prompts.

Word Prediction - phonetic and grammar based word prediction will offer suggestions as you type or you can click on the word and then right click and options may appear.

Thesaurus - provides synonyms for words with descriptions and sample sentences to aid understanding. Click on REVIEW and then click on Thesaurus option. You can now either type or click on the word you would like to replace. Options will come up in the window pane on the right hand side of the screen.

