manypathways No Limits

Benowa STATE HIGH SCHOOL

Study Strategies and Examination Preparation

Years 11/12

(Acknowledgment to Carringbah Selective High School, NSW)

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The Queensland Certificate of Education and Senior Subjects at Benowa SHS

The Queensland Government through the *Queensland Curriculum and Assessment Authority* (QCAA) oversees the curriculum studied by all Queensland senior students who are studying to achieve a Queensland Certificate of Education. Advised by educational experts, the QCAA has determined the sets of qualities and skills that Benowa SHS students require for future success.

These skills are as follows:

Young Queenslanders in the 21st century need to be:

- innovators
- entrepreneurs
- lifelong learners
- responsible global citizens

QCAA General syllabuses focus on the skills students need in the 21st century:

- critical thinking
- creative thinking
- communication
- collaboration and teamwork
- personal and social skills
- ICT skills

These skills are taught and assessed through internal (school based) assessment and external (QCAA directed) assessment during Years 11 and 12. To be successful students need to achieve well in a variety of assessment formats; practical demonstrations of skills, public spoken tasks and performances, assignments including essays, in-class tests and formal unseen (or external) exams.

External Examinations

An external exam for each General senior subject will be introduced in Queensland schools in 2020. These assessments are developed and marked by the QCAA. Students in each subject will sit external examinations at the same time in schools across Queensland. Most students will complete external assessments when they are in Year 12.

These external exams will contribute 25% to a student's final subject result in most subjects. In Mathematics and Science subjects it will generally contribute 50%. The first external assessments will run from Monday 26 October to Tuesday 17 November 2020.

Achieving Student Success

Benowa SHS will thoroughly prepare its students for external assessment by teaching the subject content and skills in the syllabus, and by preparing students to perform with confidence in unseen exams.

To achieve success in the senior years students need to know both the skills and content involved in each subject they study, in addition to understanding how to study and organise themselves effectively.

Study skills and techniques can be general in nature and then quite specific to each curriculum area eg: understanding new vocabulary in French and knowing the formula for solving a complex trigonometry question in Mathematics.

The section below offers general tips on *Cornell Notetaking,* studying and responding in test situations. More specific tips are then provided for the different curriculum areas; including *General Subjects* and *Applied Subjects.*

General Study and Exam Tips

Preparing Study Notes: Benowa State High School uses the *Cornell* note taking system.

Why make study notes?

- Summarising and condensing information makes it easier to learn and remember for tests and exams.
- It is a great way to start your study as you are thinking about the information as you try to understand it and put it into your own words.

Advantages of making study notes*:*

- you are checking your understanding of the material in a timely manner;
- it will highlight any problems in understanding;
- you are revising as you go when making study notes;
- it gives you a great time advantage if you have blocks of exams;
- it is a great way to study for tests so you remember the information;
- you are condensing and organizing the material to learn for tests and exams.

When should I use my study notes?

- If you are having a topic test, the study notes summarise information for studying for the test.
- If you are going to have an exam on a number of topics, study notes from the end of each topic or end of a section make the task simpler. Don't wait until just before exams to create your notes – it is more effective to be able to revise notes created earlier when the new content was being taught. As exams approach, it is helpful for reinforcement to begin revising early.

What format should study notes be?

You can keep study notes in any of the following:

- Have a separate exercise book or lecture pad for your *Cornell Note* template.
- Use loose leaf paper and store the notes in the back of a folder or use your laptop and electronic template.

The actual format of the pages can include:

- Mind maps or other forms of graphical notetaking.
- Linear note-making where the information is presented in a structured point form format.

Where do mind maps fit it?

Mind maps can be used for sections of a topic to create visual or diagrammatic notes on that section.

Mind maps are also great for doing a one-page overview of the topic so you can see how the topic fits together and how all the information is linked. It gives the brain the big picture about the topic and allows you to see how everything is connected together. You then can clearly see what the different sections are and then take each section one by one and do point form notes on that section.

Steps to making a mind map*:*

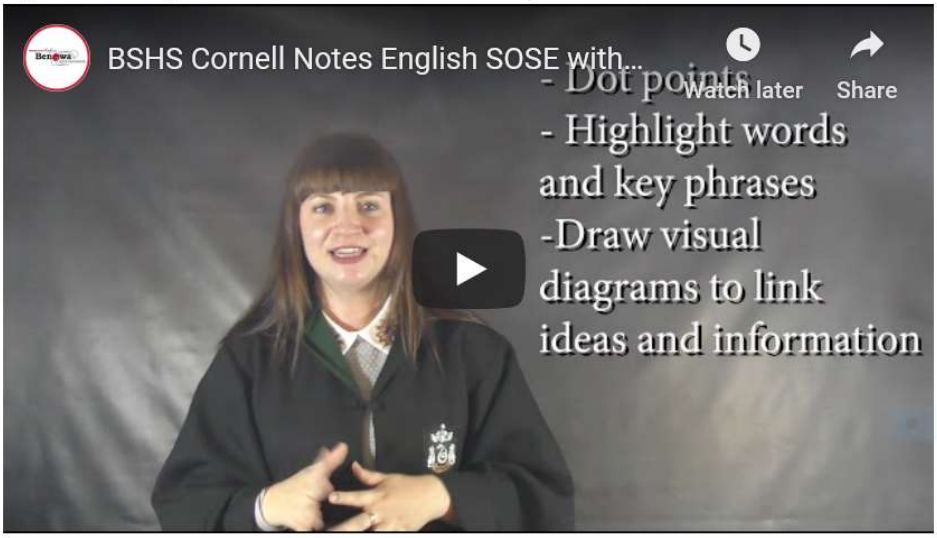
- Take a blank piece of scrap paper and write the topic in the centre or at the top of the page. Put a box around this heading.
- Now on a separate piece of scrap paper, write down a list of the main headings by looking through all the textbook, class notes and handouts.

- For each heading, jot down any subheadings that are related to this heading.
- See if there are any links between any of these headings.
- See if the headings should be in any particular order.
- On your mind map page, draw lines or arrows out from the topic showing the main headings for this topic. Put circles around each of these headings. Don't make your diagram too cluttered.

Study notes with the *Cornell* Note Taking System

- The following link takes you to the Benowa SHS website and our comprehensive documents / videos to support you in incorporating this form of note taking into your everyday practice.
  https://benowashs.eq.edu.au/curriculum/testing-and-assessment/cornell-notes

A guide to using Cornell Notes for students and parents.



Related links

- Cornell Guide Student Handout
- Cornell Notes in Depth 'How to write notes'
- Cornell Notes Template

- As a student you have large quantities of information which you need to summarise and make sense of before you can learn the facts involved: notes and handouts from class supplement your textbook information as do other resources; including electronic resources. *Cornell Notes* enable you to condense all of this information into your own words and organise ideas so it is easier to understand, learn and remember. It is important to complete all notes during class, check on work when away and ask questions when confused.
- Do not wait until the end of the entire course or term to make notes, create them every day of every week throughout the term and semester.

What do I do with my *Cornell Study Notes* after I have created them?

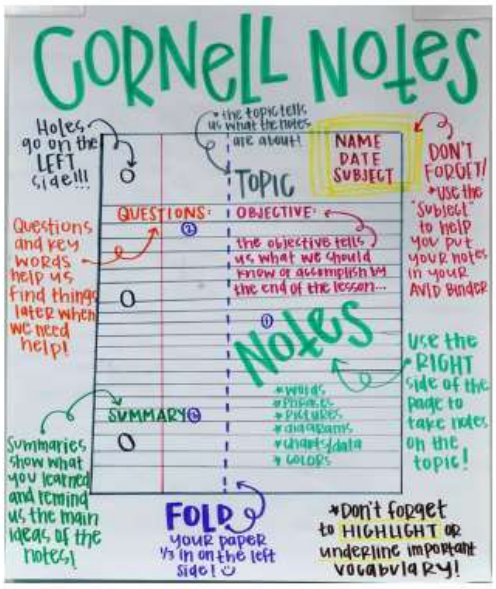
4. Read a section, put them aside, then see what you can write out without looking at them (you don't even have to be able to read what you write - it is just seeing if you can recall it without the notes in front of you). Redraw any mindmaps and diagrams for understanding.
5. Read a section out loud, put them aside, then see what you can say out loud without looking at the notes. Check what you got right and wrong and what you remembered against your notes then test yourself again on the bits you got wrong.
6. Read a section while you pace around your room, put them aside, then see what you can type/write onto a blank word document/notepaper without looking at the notes. Check what you got right and wrong and what you remembered against your notes then test yourself again on the bits you got wrong.

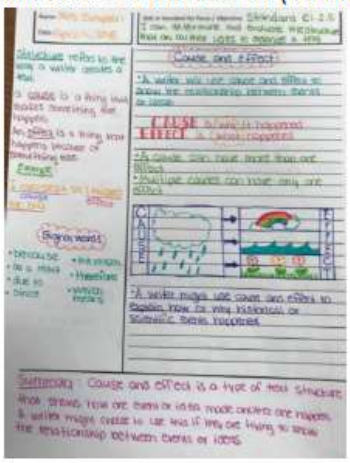
How to create Cornell Notes

What is Cornell Note taking?

Created by Dr. Walter Pauk from Cornell University, the Cornell note-taking system is both an efficient way to record information and an effective way to absorb it.

The Cornell Note-Taking System organises ideas spatially, so it's great for visual learners. The idea is that students have space for copying down new information (class notes), for identifying key points (study cues), and for summing up the main ideas of the lesson (summary).





Effective note taking is interactive and involves using the original notes many times over to build memory of the content, rather than seeing note taking as just a one-off copying activity.

Visible Learning[plus] 250+ Influences on Student Achievement

The Visible Learning research synthesises findings from **1,400** meta-analyses of **80,000** studies involving **300** million students, into what works best in education.

Key for rating

- Potential to considerably accelerate student achievement
- Potential to accelerate student achievement
- Likely to have positive impact on student achievement
- Likely to have small positive impact on student achievement
- Likely to have a negative impact on student achievement

ES Effect size calculated using Cohen's *d*

Learning strategies		
Deliberate practice	●	0.79
Effort	●	0.77
Imagery	●	0.45
Interleaved practice	●	0.21
Mnemonics	●	0.76
Note taking	●	0.50
Outlining and transforming	●	0.66
Practice testing	●	0.54
Record keeping	●	0.52
Rehearsal and memorization	●	0.73
Spaced vs. mass practice	●	0.60
Strategy to integrate with prior knowledge	●	0.93
Study skills	●	0.46
Summarization	●	0.79
Teaching test taking and coaching	●	0.30
Time on task	●	0.49
Underlining and highlighting	●	0.50

The Research of John Hattie

In 2009 Professor John Hattie published *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. This groundbreaking book synthesized the findings from 800 meta-analysis of 50,000 research studies involving more than 150 million students and it built a story about the power of teachers and of feedback, and constructed a model of learning and understanding by pointing out what works best in improving student learning outcomes.

Since then, John Hattie has continued to collect and aggregate meta-analyses to the Visible Learning database. His latest dataset synthesizes 1,500 meta-analyses of 90,000 studies involving more than 300 million students. This is the world's largest evidence base into what works best in schools to improve learning.

Cornell Notes

Name
Date
Class
Period

- Helpful Hints for Straight A Notes

- Abbrev. , Paraphrase
- Use symbols (arrows, circles, underlining) or highlighting to emphasize important ideas and relationships.
- Skip lines between ideas.
- Within 24 hours, review notes and develop study questions on the left side.

Subject: Why take Cornell notes? **Date: 11/20/01**

PROCESS (output)	Main Ideas (input)
How can Cornell notes help me organize my ideas?	Can be used to provide an outline of chapter or lecture. Organized by main ideas and details. Can be as detailed as necessary. Sequential- take notes as they are given by instructor or text in an orderly fashion. After class, write a summary of what you learned to clarify and reinforce learning and to assist retention. Can be used as study tool: 1. Define terms or explain concepts listed on left side. 2. Identify the concept or term on the right side.
Which side for diagrams?	Can be used to provide a "big picture" of the chapter or lecture. Organized by main ideas and sub-topics Limited in how much detail you can represent. Simultaneous- you can use this method for instructors who jump around from topic to topic. After class, you can add questions to the left side
Why use concept maps?	
What are the benefits to me?	Can be used as a study tool to get a quick overview and to determine whether you need more information or need to concentrate your study on specific topics.

Cornell Notes

- What are the steps to taking Cornell Notes?

- **S**et up your page
  - Draw your margins
  - Label clearly
- **T**ake notes
  - Use your best strategies
- **A**ctively listen, analyze, ask questions
- **R**eview, revise, reflect
  - Look over notes and highlight, edit, or add info
  - Write your questions and reflection

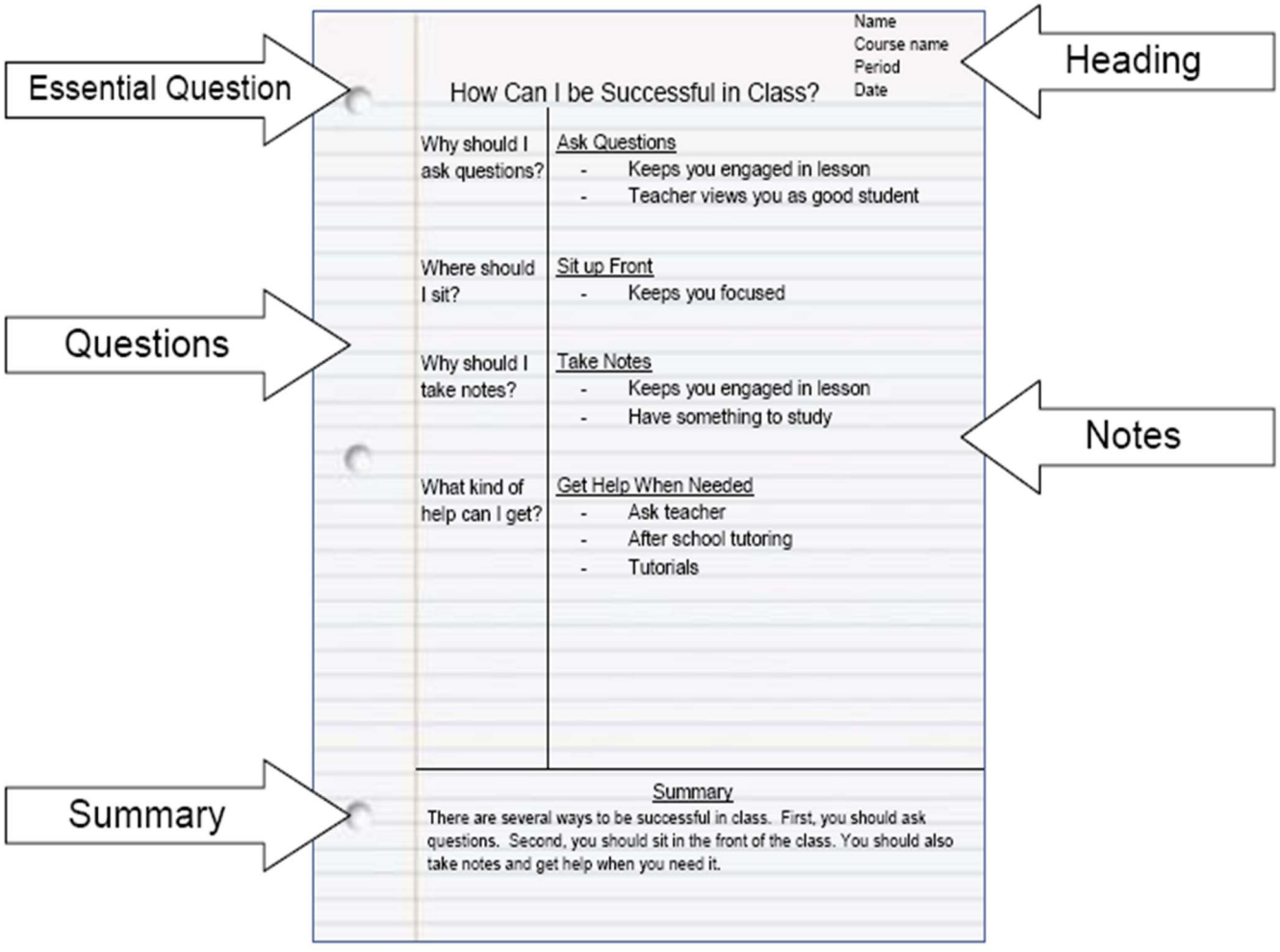
Cornell Notes

Name
Date
Class
Period

- Main Idea
- Key Question (after notes are completed)

- Key words & ideas
- Important dates/people/places
- Repeated/Stressed Info
- Ideas/brainstorming written on board / overhead projector
- Info from textbook/stories
- Diagrams & Pictures
- Formulas

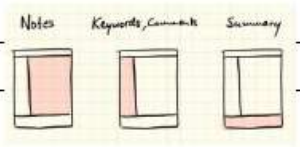
Summary of your notes in your own words



Cornell Notes	Learning Goal/Intent:	→How to Use Cornell Notes
	Students will improve their understanding and skills for taking effective notes, using the Cornell Notetaking method.	

Essential Question: How can Cornell Notes be used to organise new content knowledge?

What can Cornell notes be used for?

Questions/Comments:	Notes:
	→For learning new content
When can you use	→Learning experiences or intake sessions—times when you are absorbing content or
Cornell Notes?	skills through some sort of medium, as opposed to purely applying that content or
	synthesising it into some kind of product
	
What can you use	→lecture-based lessons
Cornell Notes to take	→watching documentaries / videos in a flipped or blended environment
notes from / for?	→**reading** assigned textbook chapters or handouts
	→doing research
	
Why should you use	→Whether it's taking notes from lectures (Kiewra, 2002) or from reading (Rahmani &
Cornell Notes?	Sadeghi, 2011; Chang & Ku, 2014), note-taking has been shown to **improve student**
	learning. Study tool for exams
	→The **more notes** students take, the **more information they tend to remember later.**
How do you take Cornell	→**Summarise and paraphrase** (restate in your own words) the facts and ideas presented.
Notes?	Record definitions as stated or written paraphrase
	→Number, indent, highlight, or bullet key ideas presented with each topic.
Notes Box:	→Use list and concise sentences. Use abbreviations, whenever possible.
	→Add drawings to notes to represent concepts, terms, and relationships. This has a
	significant effect on memory and learning (Wammes, Meade, & Fernandes, 2016).
Question/Comments box:	→Place headings, questions that connect points, main ideas, key points, dates, and
	people, or key vocabulary in the left hand column.

Summary: →Write a summary of the main ideas in the bottom section. This is the best test of how well you understand the information. This should be done at the bottom of every page. → How do the main ideas fit together into a "bigger picture" and answer the essential question. Include only the most important information. Can you narrow it down to a single statement? When reviewing the material, cover up the note-taking (right) column to answer the questions/keywords in the key word or cue (left) column. Re on the material and review the notes regularly.

Cornell Notes	Learning Goal/Intent:	Name:
Writing & Beyond	Students will understand the causes of water scarcity (for example, an absolute shortage of water (physical), inadequate development of water resources (economic), or the ways water is used). (ACHGK040)	Class/Period: Geography Date: →Junior EXAMPLE

Essential Question: What is water scarcity? What are the causes and consequences of water scarcity?

Questions/Comments:	Notes: → Not all places have the same levels of access to a water supply
What is water scarcity?	→ Some countries have little spare water beyond that for essential uses
	→ Water scarcity occurs when the demand for water exceeds the amount available.
water footprint (WF): volume of	→ Water scarcity can be **physical** (not enough water for demand including the
fresh water used to produce the	ecosystem) or **economic** (not enough investment in infrastructure to store and transport
goods and services consumed by	Water).
humans	
What is water security?	Factors which influence water security:
	▫ climate change resulting in drought
hydrological hazards =	▫ climate change resulting in flooding
Floods, droughts	▫ political change threatening supplies that cross national boundaries (conflict)
	▫ economic change threatening maintenance of expensive supplies
	Over-abstraction: Taking more water from a source than is capable of being replenished
	Two Effects of Over-abstraction:
	1. severe drop in the water table
	2. In coastal areas, a lowering of the water table so that salt seawater seeps
	into the underground store of fresh water to make the stored water unsuitable for use.
What are the effects of	→Lack of Access to Drinking Water: Water scarcity results in people having to rely on
water scarcity?	unsafe drinking water:
(Social Impacts)	→ Sanitation Issues: not enough water to bath or clean clothes
	→ Diseases: contaminated water increases infection from waterborne diseases
	→Hunger: If there is no water that can be used in order to help water the crops, then
	you are going to have people that are going hungry

Summary: Water is one of the most essential environmental resources on Earth. Without it, no living things can survive. Water scarcity is the lack of access to adequate quantities of water for human and environmental use. Lack of water can result in: unsafe drinking water, sanitation issues, increase in diseases and hunger due to a lack of food/crops which require water to grow.

Cornell Notes Template

Cornell Notes Writing @ Benowa	Subject:	Name:
	Topic:	Class/Period:
		Date:

Learning Intent:	

Questions:	Notes:

Summary:

Questions:	**Notes:**

Summary:

Active Studying Tips and Techniques

In a test or examination you have to be able to do three things:

- Understand the topic.
- Remember the content of the topic.
- Apply the skills and techniques of the topic to different types of questions.

There are three aspects to doing this:

1. **Making study notes or summaries using *Cornell Notes.***

   helps you discover if you really understand the topic.

   - think about the information and put it into your own words in point form.

   - this helps you start to move the information into long-term memory.

   - also makes it easier to learn from a structured, condensed, organised set of notes.

2. **Learning the information means.**

   ensuring you understand and asking questions if you don't.

   - studying the information in an active way.

   - testing yourself to see whether you can remember it.

3. **Practising the skills of the subject.**

   do lots and lots of questions to practise the skills of the subject.

   - helps you find out if you really understand it.

Techniques for Learning and Remembering:

- Read through information and highlight key points.
- Use your *Cornell* Notes. They are easier to study from.
- Read your notes then see what you can write down without looking and check what you knew or didn't know.
- Read your notes out loud to yourself then see what you can recite or repeat out loud without looking and check and see what you knew and what you still need to review.
- After you have read a section see if you can sum up the three most important points in that section.
- Make flashcards of rules, formulas or things you need to learn with questions on the front and answers on the back and test yourself on them.
- Explain what you just studied to someone else - this is a great way to see if you really understand it.
- Try and teach it to someone else. It could be just the right time for your mum to learn algebra!
- Test yourself by reading your notes and writing a list of questions as you go then at the end seeing if you can answer these questions.
- Write out lists of key definitions, vocab etc, cover up one side and see if you can fill in the other side.
- Before you sit down to study, write down everything you know about the topic then compare that to what you need to know.
- Try and write out what you just read in your own words.
- Study with a group of friends and discuss the content and test each other on the content.
- If you can, act out the information in some way.
- Put notes up all round the house of the things you need to remember.
- Make a big poster or get a whiteboard in your room of the things you are trying to learn.

- Read your notes onto a tape or download as MP3s onto your iPod and listen to the info over and over.
- Make a question and answer tape where the tape asks a question then gives you time to think of the answer then tells you the answer and you can see if you were right.
- Record your notes and listen through your headset while you go for a walk or run.
- Make up a rhyme or song to help you remember.
- Make a mind map or brainstorm the information.
- Turn it into a story to help you remember.
- 3Rs: read, recite, recheck (other version of this is look, cover, check).
- Break the information up into new categories.
- Use mnemonics: take the first letter of each word to make a nonsense word to help you remember everything on a list.
- Try and think what else this information is associated with as the more links you make in your mind the better chance you have of remembering it.
- Pace around your room while you are reading the info or saying it out loud or testing yourself on it.
- Memory likes repetition. Do the above techniques over and over and over again.

Practising should be done under examination conditions. This means:

- Set things up so you won't be interrupted while you are working under the time limits.
- Take all your notes away so you are not tempted to peek.
- Set up a clock and sit and start the exam fully under examination conditions.
- Find out the time limit for the paper or set what would be a reasonable amount of time for the piece of work and only allow yourself this amount of time to complete the task.
- Work without breaks or interruptions for this time so you become more used to writing and concentrating for the length of the examination.
- Don't refer to any notes or materials at any time during the period of completing the past paper or piece of work.
- Have your watch in front of you and try to stick to allocated times for each section of the paper.
- Experiment with different approaches to find what suits you best: you could do easy questions first then go back to the harder ones, or do the questions with the most marks first.

You can find questions to practise in the following sources:

- Go back and re-do any questions in the topic that you found difficult or select a random sample of questions to try.
- Do any chapter reviews in your textbook.
- Do any revision sheets from your teacher.
- Practise essay writing/planning by doing typical exam questions (you might ask your teacher if they have time to look briefly at these and give you some feedback).
- Do as many past papers (or old tests) as you can under exam conditions.
- Make up some questions for yourself or ask someone to make up some questions for you.
- Practise writing outlines for essays or actual essays: focus on being relevant and answering the question.
- Ask your teacher for extra revision sheets.
- Buy or borrow extra revision guides and do their questions.
- Use websites with review questions (but only if you know of specific sites, don't go aimlessly looking for them).

- Attend tutorials provided at school and take advantage of any *Homework Club* support and opportunities for clarifying content with your teacher.

If you get stuck on a question:

Spend a reasonable amount of time trying to decipher and understand the information. You could:

- look through any examples or worked examples
- re-read sections of the textbook
- give a friend a quick call and see if they can explain it to you
- see if you have any other books where the explanation is clearer
- find similar questions
- try and work backwards if it is a numerical problem with an answer
- take a short break then come back fresh
- see if there is anyone in your family who could help
- read through your class notes again
- do a quick search on the Net eg: *Youtube* or *Khan Academy.*
- post a question on a student chat site
- look at earlier or later sections of work and see if they help bring it into perspective
- add reminders to your study notes
- use answers, worked solutions or sample essays to help you understand
- take a break and return to the problem with a fresh perspective
- work with another student to learn from their point of view
- see your teacher in class or after class for some extra help
- keep a list of questions that you need to ask about and cross off once resolved
- form a study group as two heads are better than one
- find someone in your family or a tutor who can give you some one-on-one help
- go over and over the material until eventually it clicks
- find other books or study guides to help you understand it

Preparing for Exam Blocks

Step 1: Fact Finding

Ask your teachers (politely!) the following questions about the exams. Ideally this should happen around 6 weeks prior to the exam but some questions may not be able to be answered until closer to the actual exam.

- What topics are being tested?
- Are we being tested on the whole year's work or part of the year?
- What is the structure of the exam ie. what types of questions and how much are they worth?
- What sort of studying should I be doing for this exam?

If you have a number of exams it is a good idea to collect the information in an examination preparation grid:

Subject	*Topics*	*Date/Time*	*Length*	*Format*	*Timing*
Eg Spanish	Common objects Greetings People places & things	Tuesday May 16th 2pm-3.30pm	1.5 Hrs (90 mins)	20 multiple choice 2 sections each worth 30 marks 80 marks total	20 mins mult.choice 30 mins section 1 30 mins section 2 10 mins checking

Step 2: Getting Organised

Ideally this should have been an on-going process throughout the whole year so that when you get to the exams you are ready to start studying straight away! But, if you haven't been doing this, it is not too late! (But remember for next time.)

To get yourself organised for the exams:

1. For each subject, get together all the material you need to study for that subject.

2. Check that you do not have anything missing.

3. Sort through your *Cornell Notes* from each subject's topic into 'things to learn' ie content and 'things to practise' ie. revision sheets, past tests, question sheets that you could do as revision.
4. File all relevant study notes for each subject.
5. Brainstorm everything you could do to study for the exam for each subject
   - Are there chapter reviews you should redo?
   - Are there past tests or essays you could redo and resubmit?
   - Can you get a list of sample essay topics that you can do draft essay plans for?
   - Do your textbooks have sample examination papers?
   - Are there particular topics you need to focus on?
   - What is the most worthwhile revision you could do for this subject?

6. Decide if you have enough resources to study from and if not borrow or purchase some extra books you can use to study from.
7. Find out if you can get past examination papers (and answers) to use as revision sources.

8. Decide if you are going to allocate equal time to each subject. Do some subjects need more preparation time than others? Do you need to spend more time on your weaker subjects? It is advisable to commence with your weakest subjects and do not procrastinate.

Step 3: Planning Your Time

Try this approach to planning your time for exams:

Draw up a table that shows each week and how much time you have left until the exams. Write in each of your exams. Write in all your commitments like sport etc - any time where you won't be able to study so you can see how much time is left.

When planning time for exams, remember the following guidelines:

- Do you need more time for some subjects than for others?
- Try and study each subject at least once a week but preferably twice a week.
- Leave some 'spare' time in the week in case things take longer than expected.
- Spread your study for the subject out as much as possible.
- Take a short break every half hour.
- Study contrasting subjects together.
- Do the hardest subjects when you are most alert.
- Make a decision as to how many hours you will study each night or week.

At the start of each week allocate subjects to each available timeslot.

You can either plan out what you will do in each timeslot at the start of the week or each afternoon decide what you will do for that subject that night.

The weekend before focus on the subjects you have on Monday in particular and perhaps Tuesday and Wednesday. It depends how spread out your examinations are over the examination period. Look over the examination timetable and see if you will have time during the week to prepare for some of the exams.

Step 4: Consolidating Your Study

Main things to remember:

If you didn't do thorough *Cornell Notes* at the end of each topic, make further summaries or study notes as the first stage of your revision.

- You need to spend time learning, understanding and remembering the information and then TESTING yourself to see if you are able to recall this information in a test situation.
- Spend time practising as many different types of questions as possible under exam conditions. Then check and see what you got right and what you need to ask about.
- Do past exam papers to work out what else you still need to revise.
- Keep a list of things you need to ask your teacher – teachers are always willing to assist students who are actively studying and preparing for assignments and exams in a timely manner.
- In each study period spend some of that time learning and memorising and some of the time practising the skills of the subject.

THE SOONER YOU START, THE MORE TIME YOU HAVE

AND THE MORE YOU CAN GET DONE!

Test-taking Techniques

Before The Exam

- As you approach exam blocks, organise a revision timetable that allows adequate time to revise for each of your exam papers.
- At least a few days before the exam, make sure you do the following:
- Plan how much time you should spend on each section of the test.
- By looking at any past papers or sample assessments, get a feel for the types of instructions that will be on your paper. Focus on the skills that will be required, and the nature of the desired responses.
- Do some exercise so you can burn off the pent-up stress that can come before exams.
- Look after your body – lots of water to prepare your brain, healthy food and appropriate levels of sleep. Remember to have frequent breaks when you study and **DO NOT CHANGE your sleeping patterns.** It is important to be well rested.
- To calm nerves, make mental pictures of yourself sitting down and doing well in the test. Positive psychology works!
- Purchase any equipment you may need, extra calculator batteries, pens, rulers etc.
- Ensure you know what equipment is allowed in the test or exam.
- Focus on reviewing the key points, perhaps a condensed version of your summaries.
- Practise past test papers or similar problems or topics.
- Cover a wide range of topics and possible questions. Do NOT gamble that 2 or 3 questions will be in the exam. This is a BIG gamble and likely to lead to a poor result. Be well prepared.
- Check the timetable to ensure you have a clear picture of when each exam is being held.
- On the day of the exam, try to arrive at least 30 minutes early to read over your notes.
- In the exam room, use your perusal time wisely
- At the end of each test, you can look back and say I did my best.
- You WILL be rewarded with the effort you put into your preparation and the final exam.

The night before the test or exam:

- Pack your bag with everything you will need for the next day, ensuring you have all necessary equipment.
- Plan what time you need to leave to ensure you have plenty of time for unexpected delays.
- Don't go to bed too late – you need to make sure your brain is fresh and alert.
- Don't ring friends and discuss your preparation or the examination.
- Just before you go to sleep, look through your notes briefly.
- If you have a number of exams, check the timetable to doubly confirm the date, time and location of the exam.

The morning of the test or exam:

- Visualise success.
- Review your notes.
- Eat breakfast.
- Be on time.
- Avoid negativity.

At the start of the test or exam:

- Questions may require you to integrate knowledge, understanding and skills developed through studying the entire course, rather than focusing on a particular topic area.
- Read the instructions carefully.
- Look through the whole paper.
- Quickly jot down anything you are worried you might forget.

During the test or exam:

- Have a plan of attack as to which questions you will do first.
- Take note of how many marks each question is worth.
- Read the questions carefully before answering.
- Brainstorm ideas before writing essays.
- Cross mistakes out neatly instead of scribbling or using liquid paper.
- If you have a mental blank leave the question and come back to it later.
- Set your work out clearly, write as neatly as possible and do nice large diagrams.
- Show all working and space your work out.
- When you finish go back and check all of your answers – don't leave anything out.

Making a time plan before you are in the exam:

Once you are clear on the format of the examination and the marks awarded for each section of the paper, divide the number of minutes you have for the exam by the total possible marks. Now multiply this number by the marks in each section to work out approximately how long you should spend on each section. You may want to reduce each of these times slightly in order to ensure you have time at the end of the examination for checking.

Managing your time during the exam:

- Take your watch off and prop it up on your desk in front of you to help you stick to your plan.
- Use perusal time wisely to plan and prepare for the questions and your responses to come - don't waste it.
- Use time effectively throughout the exam – don't steal time from later sections.
- Take a few minutes to quickly look through the whole paper before you start.
- If you feel yourself getting bogged down, leave that question, put a mark next to it and return later.
- If you have struggled to complete an examination in the time required in the past, assess how well you knew the material. One of the best strategies for managing your time begins well before the examination commences – making sure you know the material really well.

Short Answer Response Exam

Use your reading time to identify the questions you feel confident with and start with these. It is always better to warm up on some easy calculations than to jump straight into a difficult one which will shake your confidence. Allocating the number of minutes per mark will enable you to complete the paper and have revision time to check the whole paper.

Multiple choice questions:

Generally, the early multiple choice questions are fairly easy and are a good place to start as they build your confidence. The later ones are often more difficult and require a disproportionate amount of time for 1 mark. Do not get bogged down on these questions.

- Read the instructions carefully to find out if there can be more than one answer.
- Read the question carefully, highlighting the verb and subject of the question.

- Reread if unsure of subject.
- Do all the questions you are sure of first as quickly as possible.
- First instinct is usually right, but only if you read the question properly.
- Another good approach is to cover the alternatives and read the question carefully (underline key phrases) and try and work out the answer first - if your answer is amongst them, it's probably the correct answer.
- Be very careful if you decide to change an answer you were initially confident was correct
- Watch out for the 'common mistake' alternative.
- Watch out for the trick 'I've seen this before' question.
- Read for understanding and not just recognition.
- Look for the best answer not just a correct one. If unsure or you don't know, eliminate the wrong answers first and then make an "educated guess".
- Look for words like all, every, none, not, many, always, sometimes, never, least, most.
- If a computer marks the paper, fill in the spaces completely and completely erase any errors. Otherwise, the computer will mark your answer to that question as incorrect.
- If you run out of time, guess! (Provided that you will not be penalised for guessing.) Always put an answer – there's a 25% chance you'll be right.

Planning essays in exams:

- Read the question through carefully before starting and **underline/highlight keywords.**
- Examine the key words and think clearly about what the question really means.
- Brainstorm / mindmap your thoughts and ideas before you start.
- Then take your ideas and create a plan or outline for your answer.
- Write your essay: introduction, body, conclusion.
- Review your essay asking yourself if you have answered the question.

To deal with exam nerves:

- Use visualisation regularly picturing everything going smoothly in the exam.
- Simulate exam conditions as much as possible at home when studying.
- Avoid standing around in a group discussing what people have and haven't done.
- Instead find a quiet space and review your notes quietly one last time before you go into the examination.
- Keep yourself calm by:
    - sipping water;
    - breathing deeply to bring the oxygen into your lungs;
    - reminding yourself of all the things you DO know;
    - thinking positive thoughts about your own abilities.

How to Succeed in the Senior Learning Areas

Specific Study and Exam Tips for each Curriculum Area

The ARTS

Dance

Drama

Music

Visual Art

Music Extension (Performance)

Drama in Practice

Media Arts in Practice

Music in Practice

Visual Art in Practice

Overview

The Arts

Students are required to use a range of cognitive processes to demonstrate and meet syllabus objectives in General and Applied syllabuses. These cognitive processes are described in the explanatory paragraph that follows each objective in the syllabus.

The following tables specify the cognitive verbs used within each syllabus objective in each General syllabus and each Applied syllabus within The Arts learning area.

Dance

Retrieval and comprehension	Analytical processes	Knowledge utilisation
• demonstrate	• analyse • apply • interpret • organise	• create • evaluate • realise

Drama

Retrieval and comprehension	Analytical processes	Knowledge utilisation
• demonstrate • use	• analyse • apply • interpret • organise	• argue • create • evaluate • justify • manipulate • synthesise

Visual Art

Retrieval and comprehension	Analytical processes	Knowledge utilisation
• implement	• analyse • apply • interpret	• create • evaluate • experiment • justify • realise

Music Extension (Performance)

Retrieval and comprehension	Analytical processes	Knowledge utilisation
	• apply • interpret	• evaluate • examine • express • realise

Music		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• demonstrate • explain • use	• analyse • apply • interpret	• evaluate • justify • realise • resolve

Drama in Practice		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• demonstrate • explain • identify • use	• analyse • apply • interpret	• create • evaluate • modify

Media Arts in Practice		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• demonstrate • explain • identify • use	• analyse • apply • interpret • organise	• create • evaluate • modify

Music in Practice		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• demonstrate • explain • identify • use	• analyse • apply • interpret	• create • evaluate • modify

Visual Arts in Practice		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• demonstrate • explain • recall • use	• analyse • apply • interpret	• create • evaluate • generate • make decisions

Succeeding in the ARTS

Revision and preparation throughout the semester should be supplemented by final exam revision and preparation.

1. **Get Organized.** Making a plan for what you're going to do and when you're going to do it will make sure you're always ahead of the curve - literally.
2. **Don't multitask.** Studies have shown that multitasking is physically impossible. Make time to focus on your Arts Subject and make it a priority. Artist should keep a Visual Diary and plan your pieces so you have time to complete a body of work.
3. **Divide it up.** Studying isn't always fun to begin with, and forcing yourself through a study marathon will only make it worse. Dividing your work into manageable chunks and rewarding yourself when you finish each chunk will make studying (more) fun. Rehearse sections of script or performance and test yourself, adding longer sections until you have mastered the whole work. Artist should keep a Visual Diary and plan your pieces so you have time to complete a body of work.
4. **Sleep.** Don't underestimate the importance of those eight hours of zzz's every night! Getting a good night's rest will sharpen your focus and improve your working memory.
5. **Set a schedule.** Do you work better right after school or after you've eaten dinner? Are you more productive in 90-minute blocks or half-hour spurts? Find a schedule that works for you, and stick to it.
6. **Take notes.** Taking notes will not only keep you more engaged during class, but will also help you narrow down what you need to study when exam time rolls around. It's much easier to reread well written notes.

7. **Study.** This ne might be obvious, but did you know that there's a right and a wrong way to study? Review your material several days ahead of time, in small chunks, and in different ways. Get feedback from your teachers, friends and family. Perform for a live audience whenever you can to build your confidence and resilience.
8. **Manage your study space.** Find a place that will maximize your productivity. Look for places away from the television and other distractions. Whether it's your local library or just the desk in your bedroom, set aside a study space that you'll want to spend time in. Put your phone in a different room.
9. **Practice Makes Perfect.** Watch yourself perform in the mirror, video yourself and watch back. Practice your art techniques, keep a visual diary of experimental pieces. Share your skills with someone else. After all, teaching someone else is often the best way to learn.
10. **Ask questions.** You're in school to learn, so don't be afraid to do just that! Asking for help - from a teacher, a tutor or your friends - is a surefire way to make sure you truly understand the material.

Steps and Tips

SKILLS:

Cognitive Verbs (Thinking skills)

1. demonstrate an understanding of dramatic languages 2. apply literacy skills 3. apply and structure dramatic languages 4. analyse how dramatic languages are used to create dramatic action and meaning 5. interpret purpose, context and text to communicate dramatic meaning 6. manipulate dramatic languages to create dramatic action and meaning 7. evaluate and justify the use of dramatic languages to communicate dramatic meaning 8. synthesise and argue a position about dramatic action and meaning	1. Demonstrate an understanding of dance concepts and skills 2. Apply literacy skills 3. Organise and apply the dance concepts 4. analyse and interpret dance concepts and skills 5. apply technical skills 6. realise meaning through expressive skills 7. create dance to communicate meaning 8. evaluate dance, justifying the use of dance concepts and skills	1. Demonstrate technical skills 2. Explain music elements and concepts 3. Use music elements and concepts 4. Analyse music 5. Apply compositional devices 6. Apply literacy skills 7. Interpret music elements and concepts 8. 8. Evaluate music to justify the use of muse elements and concepts 9. 9. Realise music ideas 10. 10. Resolve music ideas	1. Implement ideas and representations 2. Apply literacy skills 3. Analyse and interpret visual language, expression and meaning in artworks and practices 4. Evaluate art practices, traditions, cultures and theories 5. Justify viewpoints 6. Experiment in response to stimulus 7. Create meaning through the knowledge and understanding of materials, techniques, technologies and art processes 8. Realise responses to communicate meaning

Specific Performance advice for students of *Music in Practice, Music* and *Music Extension:*

Performance / Practical: Preparing your pieces

Choose your repertoire well in advance, so you have time to:

- Ensure they are from the correct time period for the topic and suit your level of ability.
- Learn all notes, rhythms, articulation and dynamics with total accuracy and fluency.
- Drill difficult sections, working slowly with a metronome.
- Apply interpretations of style and personal expression.
- Develop confidence in the role as a soloist and/or ensemble member, ensuring excellence in tone quality, intonation, balance and expressive techniques.

It is never too late to do more practice, so long as you concentrate and use reflective techniques.

Interpretation and style

Listen to as many different recordings of each piece as you can. Identify the differences in each with an eye to developing your own interpretation. Have a strong rationale for your artistic choices. If you have a favourite recording, use this as motivation to emulate the expression, technical mastery or improvisation approach.

Performance practice

Make yourself practice performing the piece(s) in front of an audience – your friends, family or classmates. Better still -a school concert, eisteddfod or community event. This will give you confidence in getting through a performance and an opportunity to reflect on the way you think and express musical ideas with a rush of adrenaline. Being nervous for a performance is normal and it is good practice to observe how nervous you are, and what you can or can't control when in this moment. Record yourself and analyse your performances as often as you can. This reflective practice is more honest and direct than the feedback your friends or family will give you. Rehearse as much as you can, make sure your time is focussed and the goals you set for the time are achieved with discipline and thorough organisation.

On performance day

Take care of non-musical matters in advance. You do not need any mundane distractions.

Train your mind to think positively and let it not judge your performance as it happens. This can provoke undue anxiety. Your conscious mind should be quiet and supportive as your musical mind feels free to express your musical ideas and communicate clearly to the audience.

TRUST yourself, your instrument and the months and years you have spent working and enjoying music. All of this counts toward your confidence and effective musical communication.

Sight-singing

Sing for fun - any song of your liking. It gets your abdomen, throat and mouth muscles working, your ear and voice in sync and also some confidence to project your voice and sing in tune.

Practising intervals, scales and arpeggios - Practice all intervals from the tonic of a key, both above and below; major, harmonic minor and melodic minor scales; major and minor diatonic chords as arpeggios (add inversions too). Make sure you sometimes practice writing the theory of these exercises, so that you can read them more easily. Programs such as *Auralia* can also prepare drills for you.

Read rhythms – Pulse and rhythm are an essential component of sight singing tests. Playing in an ensemble increases your awareness of pulse and rhythm, as well as sight reading (on any instrument) with a metronome or drum beat. *Auralia* can also test you on rhythm elements and reading metres and phrases.

Develop your sense of audiation (hearing the sounds in your head) and use preparation time to go through the excerpt as often as possible, remembering the sound of the triad and starting note that is played for you

Melodic Dictation

The skills required for a successful melodic dictation are similar to sight-singing. These include:

- Recognition of tonal centre, key, pulse and metre
- Audiation and memory
- Identifying intervals from a tonic, as well as intervals between notes
- Following melodic contours
- Theory of metre, rhythm elements, keys, scales and arpeggios
- Recognising tone colours of instruments and being able to focus on the melodic layer

Melodic dictations

- Identify the key and metre immediately. Also, identify the tone colour of the instrument you are notating, and ignore any accompaniment or counter-melody line. Tap the pulse along with every playing.
- Notate the rhythm and phrasing first, perhaps sketching out a pitch contour and start and end notes.
- Keep singing the tonic note to yourself and then audiate the intervals.

Writing Skills

Extended written responses

- Pay close attention to the question. Does it refer to specific concepts?
- Think ahead and plan out your response, ensuring you keep an eye on the time. Be as
- concise and direct as possible. Divide your ideas into separate paragraphs. There is no need or time for an introduction. One sentence is enough - and in this sentence you will refer to the pieces you will quote.
- Have numerous quotes ready – quotes that are flexible enough for different reasons e.g.
- concepts, musical effects, composition device. Quotes should also be useful in supporting discussions including artistic aims, philosophy of contemporary art music etc.

Useful websites and resources

QCAA Sample Arts Internal & External Assessment Resources:

https://www.qcaa.qld.edu.au/senior/senior-subjects/the-arts/dance/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/the-arts/drama-in-practice/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/the-arts/media-arts-in-practice/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/the-arts/music/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/the-arts/music-in-practice/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/the-arts/visual-art/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/the-arts/visual-arts-in-practice/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/the-arts/music-extension-performance/assessment

Audio samples and scores:

http://www.australianmusiccentre.com.au/ - great for generating random 30 second audio samples and/or sample scores

BUSINESS

Accounting

Business

Economics

Business Studies

Overview

Business

Students are required to use a range of cognitive processes to demonstrate and meet syllabus objectives in General, Applied and Short Course syllabuses. These cognitive processes are described in the explanatory paragraph that follows each objective in the syllabus.

The following tables specify the cognitive verbs used within each syllabus objective in each General syllabus, each Applied syllabus and each Short Course syllabus within the Business learning area.

Business		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• describe • explain • select	• analyse • interpret	• create • evaluate • make decisions • propose

Accounting		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• comprehend	• analyse • apply • interpret	• create • evaluate • make decisions • propose • solve • synthesise

Economics		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• comprehend • select	• analyse	• create • evaluate

Business Studies		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• demonstrate • describe • explain • use	• analyse • apply • organise	• evaluate • justify • make decisions

Succeeding in BUSINESS Subjects

Revision and preparation throughout the semester

- Maintaining up-to-date/organised class notes
- Weekly revision of class notes
- Reading of textbook

- Reading of case studies and articles provided
- Completing activities to practice relevant cognitions
- Completing revision questions from textbook or teacher to determine gaps in knowledge

Final exam revision and preparation

- Practice written tasks in textbook
- Review of textbook chapters
- Review of class notes
- Read the syllabus for content and cognitive verbs

Steps and Tips

SKILLS:

Cognitive Verbs (Thinking skills)

Analyse	dissect to ascertain and examine constituent parts and/or their relationships; break down or examine in order to identify the essential elements, features, components or structure; determine the logic and reasonableness of information; examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences
Apply	use knowledge and understanding in response to a given situation or circumstance; carry out or use a procedure in a given or particular situation
Communicate	convey knowledge and/or understandings to others; make known; transmit
Comprehend	understand the meaning or nature of; grasp mentally
Create	bring something into being or existence; produce or evolve from one's own thought or imagination; reorganise or put elements together into a new pattern or structure or to form a coherent or functional whole
Describe	give an account (written or spoken) of a situation, event, pattern or process, or of the characteristics or features of something
Evaluate	make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria
Explain	make an idea or situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information
Interpret	use knowledge and understanding to recognise trends and draw conclusions from given information; make clear or explicit; elucidate or understand in a particular way; bring out the meaning of, e.g. a dramatic or musical work, by performance or execution; bring out the meaning of an artwork by artistic representation or performance; give one's own interpretation of;

	identify or draw meaning from, or give meaning to, information presented in various forms, such as words, symbols, pictures or graphs
Select	to choose data and information based on its relationship or level of importance for a given context in preference to other data and information
Solve	find an answer to, explanation for, or means of dealing with (e.g. a problem); work out the answer or solution to (e.g. a mathematical problem); obtain the answer/s using algebraic, numerical and/or graphical methods
Synthesise	done or acting according to a fixed plan or system; methodical; organised and logical; having, showing, or involving a system, method, or plan; characterised by system or method; methodical; arranged in, or comprising an ordered system

Listening skills

- Active listening
- Attention to detail
- Wait for pauses and prompting to ask clarifying questions
- Note taking from verbal instruction – summarising what you hear

Performance and Practical

- MYOB (Accounting software)
- Accounting bookwork – journals, ledgers, reports
- Spread sheeting

Reading skills

- Analysis and interpretation of text
- Case studies to recognise patterns and trends
- Avoiding bias in forming decisions about text being read

Writing skills

- Definitive sentences
- Clear explanations and descriptions
- Paragraph responses
- Extended writing responses
- Use of appropriate genre – business reports and analytical essays

Specific Tips for Economics Students

Revision And Preparation Throughout The Term

- Ensure that your *Cornell Notes* are completed during class or the afternoon following class- don't procrastinate! Check on missed work when away and don't hesitate to ask your teacher questions when clarification is required.
- Start preparing your study notes as you work through each topic. Don't wait until the exam is imminent.
- Understand the Cognitive Verbs and skills associated with the Business curriculum area.

REMEMBER: IF YOU FAIL TO PREPARE, YOU PREPARE TO FAIL!

Notetaking

- Create your *Cornell Study Notes* summarising the important content and concepts of each topic using class information, texts and handouts, as well as worksheets and additional case studies or media articles provided. Consider outcomes, economic issues and economics skills.
- You must know the key areas that need to be summarised and how much detail is required for each area. Don't simply highlight or copy slabs from the text! This does not effectively improve your understanding or memory. You should aim to make your textbooks redundant by the end of the semester/year and your *Cornell Notes* summaries should be your primary source for final examination preparation.
- Determining what to summarise and how much is difficult. Consider current economic trends and how these might affect potential exam questions.
- When summarising key areas, organise information under these headings:
    - Information
    - Cause
    - Policies
    - Effects
- You should also list any relevant current economic issues under these headings.

  Keep informed with national and world political and economic events.
- Preparing you notes in these categories will expose weaknesses in your knowledge and identify your strengths, which will guide your future study and make exam choices easier.
- Segmenting your notes in this fashion will also make it easier to learn the information and remember and apply it in exams.
- Review your *Cornell Notes* and try rewriting these study notes until you become familiar with the content.
- Condense your notes into patterns or structures eg: Mindmaps. Graphic representations are easy to remember and support your recall, especially under stressful exam conditions. These structures assist you to organise and prioritise information.
- Have some sort of link from the pattern or structure to the topic it represents so that you can quickly remember the relevant structure during an exam. Constantly revise these structures- not for too long a time BUT regularly. Add any new information into them.
- Build up a thorough list of **definitions.**
- Remember, Economics often involves things like:
- Using short and long term analysis, whether the question asks for it or not.
    - Examining BOTH domestic AND global contexts, in the question.
    - Looking at impacts- not just from a general perspective, but impacts on individuals, businesses or government- or manufacturers or service industries- or exporters or investors, in the question.

Useful websites and resources

QCAA Sample Business Internal & External Assessment Resources:

https://www.qcaa.qld.edu.au/senior/senior-subjects/humanities-social-sciences/accounting/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/humanities-social-sciences/business/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/humanities-social-sciences/business-studies/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/humanities-social-sciences/economics/assessment

Newspapers/current affairs:

- Sydney Morning Herald particularly Ross Gittins articles http://www.smh.com.au/
- The Daily Telegraph http://www.dailytelegraph.com.au/
- Google Alerts/email updates http://www.google.com.au/alerts
- Four Corners Episodes http://www.abc.net.au/4corners/episodes/

ENGLISH

English as an Additional Language

General English

Literature

English & Literature Extension (Yr 12 only)

Essential English

Short Course Literacy

Overview

English

Students are required to use a range of cognitive processes to demonstrate and meet syllabus objectives in General, Applied (Essential) and Short Course syllabuses. These cognitive processes are described in the explanatory paragraph that follows each objective in the syllabus.

The following tables specify the cognitive verbs used within each syllabus objective in each General syllabus, each Applied (Essential) syllabus and each Short Course syllabus within the English learning area.

English		
Retrieval and comprehension	**Analytical processes**	**Knowledge utilisation**
• select • use	• analyse • organise • sequence	• create • synthesise

English as an Additional Language		
Retrieval and comprehension	**Analytical processes**	**Knowledge utilisation**
• select • use	• analyse • organise • sequence	• create • synthesise

Literature		
Retrieval and comprehension	**Analytical processes**	**Knowledge utilisation**
• select • use	• analyse • organise • sequence	• create • synthesise

English and Literature Extension		
Retrieval and comprehension	**Analytical processes**	**Knowledge utilisation**
• demonstrate • use	• analyse • apply	• create • develop • evaluate • examine • explore • synthesise

Essential English		
Retrieval and comprehension	**Analytical processes**	**Knowledge utilisation**
• explain • select • use	• sequence	• construct

Literacy		
Retrieval and comprehension	**Analytical processes**	**Knowledge utilisation**
• construct • implement • select • use	• apply • derive	• evaluate

Succeeding in English

Revision and preparation throughout the semester

- Read your text more than once.
- Bank evidence from your text. Revisit your evidence bank and write practice paragraphs and arguments.
- Create and revisit Cornell Notes to help memorise and revise ideas or content learned in class.
- For assignments, you only get one draft – so use it wisely. Make sure it is a complete draft which you know represents your best effort. That way your teacher can provide feedback that will help you improve to get the best mark possible, rather than saying obvious things you already knew like "you don't have a conclusion" or "a shame this isn't finished".

Final exam revision and preparation

- Read your text more than once. KNOW YOUR TEXT
- Make sure that you have read/ viewed it a number of times, that you have a clear personal response and that your response is firmly based on your detailed understanding of the text. Know the text well enough to be able to make detailed reference to specific parts of it which prove an argument, no matter what the argument may be. You must be able to refer to your text confidently and in detail.
- Prepare evidence from your text. Revisit your evidence bank and write practice paragraphs, arguments and topic sentences.
- Create and revisit your *Cornell Notes* to help memorise and revise ideas or content learned in class.
- Listen to the audiobook version of the text to help enhance your knowledge of the text even more. But don't only rely on the audio version. It must be in addition to reading the text!
- Start memorising. To prepare for exams, you need to know quotes and examples from your text. Use flash cards, write from memory (e.g. use 'look, say, cover, write, check'), use keywords, write practice paragraphs and responses in exam conditions at home. The better your memory of the text and specific quotes that create meaning, the better your chance of getting a strong result.
- For exam preparation, think about how quotes can relate to multiple themes or messages. You never know what the question will be, so you need to be ready to use your knowledge of the text in flexible ways that directly respond to the exam question.

STEPS AND TIPS

SKILLS:

Cognitive Verbs (Thinking skills)

Analyse – To analyse in English, you must link evidence to meaning. Effective analysis details how specific quotes and features of the text help to create a wider message that links to the author's purpose. What do they want readers to see about life? What is the 'moral' or message being sent? What does the author want us to think about the theme, concept or idea being explored?

'Narrow messages' relate to 'in-the-text' meaning – e.g. this example shows us something about the character, narrative, setting.

'Wider messages' relate to 'out of the text' meaning – e.g. through this the author tells us something about life, about society, about the theme or concept they are exploring.

Effective analysis will rely on more than just 'narrow' messages – it will connect to the wider message and purpose of the text.

One way to ensure you have effective analysis is to go through these steps in an argument or paragraph:

1. Describe (Topic sentence) – Describe the main message being sent through a particular focus in the text (e.g. a character, theme or aesthetic feature).
2. Explain (Elaboration sentence) – Briefly explain the main ways or reasons this message is communicated using your own words.
3. Interrogate (Evidence sentences – this will be the largest section of your paragraph) – Provide quotes/evidence which supports your message or description. Explain WHY/HOW they help show the message.
4. Conclude (Concluding sentence) – Describe the wider message that has been developed through your interrogation of evidence, and what the author is trying to communicate to readers.

Explain – To explain in English, you need to make an idea clear by describing it in more detail, using different vocabulary. Avoid, for example, using the words in a quote to explain the quote! That would be like using the word 'good' as a definition for 'good'. Instead, use specific vocabulary that makes an idea clearer or more detailed. Describe the 'narrow message' – what does it say about the character, idea, concept, story or setting?

Weak explanation: The quote "The memories I value most, I don't ever see them fading," shows that Kathy never thinks her memories will fade.

Stronger explanation: The quote "The memories I value most, I don't ever see them fading," shows that memories are central to Kathy's life.

Even stronger explanation: The quote "The memories I value most, I don't ever see them fading," reveals how memory is central to Kathy's identity, as she knows her fate and future is already sealed.

Create – In English 'create' is used primarily in persuasive and imaginative tasks. To 'create' effectively, you have to develop meaning. You need to have a moral or message in your story or speech. The whole response should link to that moral or message. What are you trying to teach readers or listeners? What do you want them to think about a particular concept or idea? You need to leave a lasting impression.

Once you have meaning, you then need to use language (aesthetic features, stylistic devices, vocabulary and grammar) to make your meaning detailed, complex and effective.

Speaking skills

- Speak with conviction. You need to believe what you are saying.
- Be familiar with your speech. While memorisation is not mandatory, you should not be relying on reading from a printed copy either. You need to know your speech.
- Rehearse. Don't make your first attempt at presenting a speech the one that is marked!
- Time your speech in advance and check that it fits the parameters of the task.
- Use eye contact to connect with the audience.
- Use facial expression, gesture, stance and movement that matches the purpose of your task.
- Use emotion and expression in your voice.
- Vary your pitch and pacing to keep the audience engaged and enhance meaning.
- Make sure the volume of your voice is loud enough for the whole classroom to hear you.

Reading skills

- Read your text! Sounds simple, because it is! You will struggle to pass if you just rely on internet summaries of the text, or film adaptations. You have to read the text.
- Read texts more than once. You will develop a much deeper understanding if you re-read the text. You will be able to find much more specific evidence when reading a second or even third time.
- Bank evidence – as you read your text, collect quotes that create meaning. These can be related to themes, ideas, concepts, characters, story or setting. Try to find aesthetic features where possible (metaphors, symbols, motifs). Always make a note of what meaning, moral or message they help communicate to readers.
- In addition to reading novels more than once, you should consider finding and listening to the audiobook. It will help strengthen your knowledge of the text and will help you notice different things. Replace your music with an audiobook for a while – it will make a difference!
- Start memorising. To prepare for exams, you need to know quotes and examples from your text. Use flash cards, write from memory (e.g. use 'look, say, cover, write, check'), use keywords, write practice paragraphs and responses in exam conditions at home. The better your memory of the text and specific quotes that create meaning, the better your chance of getting a strong result.
- For exam preparation, think about how quotes can relate to multiple themes or messages. You never know what the question will be, so you need to be ready to use your knowledge of the text in flexible ways that directly respond to the exam question.

Writing skills

- Punctuate correctly! Titles, quotes, words and sentences all need correct punctuation. In exams, you are wasting precious marks by not punctuating correctly, using apostrophes incorrectly, or forgetting to use inverted commas.
- If a sentence doesn't make sense on its own, it's usually not a sentence! Re-read your sentences in isolation. Is this a clear idea that makes sense? Every sentence needs:
    - a subject (topic – usually the noun/noun group – what the sentence is about)
    - a verb (process or doing word – these can include 'is/was/have/had')
    - to make sense on its own.

NOT A SENTENCE: 'Showing that memories are central to her identity.'

This is not a sentence because we don't know 'what' is showing that! It has been left out. This is a grammatically incorrect sentence because it is missing a SUBJECT.

SENTENCE: 'These examples help show that memories are central to her identity.'

This IS a sentence because the 'what' is clear – 'These examples', which were obviously mentioned in the last sentence!

More information here - https://www.wikihow.com/Avoid-Sentence-Fragments

- New idea, new sentence. Do not let your sentences run for more than 3 clauses. Aim for clarity. Overlong or run-on sentences can significantly affect your result. If your sentence and idea is not clear to you, there is no way it will be clear to the teacher or marker.
- Get used to writing in timed conditions. Use your phone as a countdown timer for homework paragraphs.
- Learn the difference between proofreading and editing, and make sure you do both!
    - Proofreading means finding 'errors' – checking for spelling, grammar and punctuation errors.
    - Editing means improving – checking for clarity of ideas, changing wording, improving vocabulary and ideas.
    -

Extended Essay Responses

- ANSWER THE QUESTION. The biggest consistent problem in English is that there are many students who seem to think that a pre-prepared response is acceptable. Analyse the question carefully, do the job that it asks you to do, and focus your response on the areas it wants you to talk about.
- Make sure that the quality of your writing is as impressive as you can make it. Aim for clarity first, accompanied by control and confidence. Add sophistication of language and style if you can. Be careful not to use vocabulary that you cannot use correctly.
- In responding to questions where you need to discuss more than one text, an integrated response is the best approach.
- Explain your ideas in detail.
- Make close and detailed reference to specific incidents/events/parts of your text which will prove your argument.
- Provide relevant quotes to further prove your argument.
- Students who create an effective thesis which addresses the question, and which is continually used throughout the essay, will create the most impressive responses.
- Manage your time effectively so that you have the same amount of time devoted to each question, and that you finish your answer to each question.

Useful websites and resources

https://www.qcaa.qld.edu.au/senior/senior-subjects/english/english/assessment

QCAA Sample English Internal & External Assessment Resources:

https://www.qcaa.qld.edu.au/senior/senior-subjects/english/english-as-an-additional-language/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/english/english/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/english/english-literature-extension/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/english/essential-english/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/english/literature/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/english/literacy/assessment

HEALTH & PHYSICAL EDUCATION

Physical Education

Health

Sport and Recreation

Overview

Health and Physical Education

Students are required to use a range of cognitive processes to demonstrate and meet syllabus objectives in General and Short Course syllabuses. These cognitive processes are described in the explanatory paragraph that follows each objective in the syllabus.

The following tables specify the cognitive verbs used within each syllabus objective in each General syllabus and each Short Course syllabus within the Health and Physical Education learning area.

Health		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• comprehend • describe • recognise • use	• analyse • critique • distinguish • interpret • organise • reflect	• develop • evaluate • investigate • justify • make decisions • synthesise

Physical Education		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• demonstrate • explain • recognise • use	• analyse • apply	• devise • evaluate • justify • make decisions • synthesise

Sport and Recreation		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• demonstrate • describe • explain • use	• apply	• create • evaluate

Succeeding in HEALTH & PHYSICAL EDUCATION

Revision and preparation throughout the semester

Read the general information at the beginning of this guide. If you are serious about doing well in Health and Physical Education subjects then read it at the beginning of each term. In Physical Education and Health subjects you need to learn concepts that you must then be able to apply to the outside world and own context – the local community is a valuable resource.

Start the revision process early. Doing a little bit of revision often is better than trying to do it all in one chunk at the end.

Interleaving has been shown to be much more powerful for aiding memory retention than traditional blocked practice. Try switching between topics as it has the added benefit of strengthening links between subject matter.

Prepare a plan. To ensure that you are able to fit revision in to your busy schedules you will need to organise (and plan) your life.

Prepare your body. A healthy body is essential for a healthy mind. Having great habits for sleeping, eating, drinking water and exercise are the pillars to being in optimal health to give you the best chance at success. Sleep is probably the most over looked of these areas and there is a link at the end of the page to a great podcast that will give you invaluable tips and advice on sleep.

Prepare your study space. Remove distractions. The biggest thing you can do is to put your mobile phone in another room. It's OK. 45 minutes without checking your phone is not going to affect your life negatively.

Attend school, fully prepared every day. It's the attention to the little things (like ensuring that your laptop is fully charged) that when repeated every day will make a big difference to your success and stress levels.

Do your homework. These tasks are designed to embed newly learnt knowledge or prepare you for the next influx of knowledge.

Actively think about what you are learning. Take in the new information (read/listen/watch). Think about the information. Make connections between new information and things you already know. Seek feedback and ask questions.

Final exam revision and preparation

You must be able to apply learned concepts in new contexts eg: principles of sports psychology, in community health, individual and community settings. Review your study notes. Re-write them. Make links. Incorporate new information. Draw diagrams. The more you do this the more likely you are to finding a method that best works for you.

Use your study notes and class content to write up practise questions. Look at the Assessment Objectives and ISMGs in the *QCAA Syllabus Guide* for your subject and check that you have the knowledge and skills to address these. You must prepare for both internal and external assessments with a balance of theory and practical activities, exam-style questions and revision tools. Internal and external exams require thorough revision and preparation including developing the confidence to respond to: multi-choice, short answer response and extended response questions.

Steps and Tips

SKILLS:

Thinking Skills (Cognitive Verbs)

You are required to use a range of cognitive processes to demonstrate and meet the syllabus objectives. Ensure that you are developing the knowledge to provide evidence through your assessment pieces:

- **Recognise** and **describe** information about health related topics
- **Comprehend** and **use** health approaches and frameworks
- **Analyse** and **interpret** information about health related topics and issues
- **Critique** information to **distinguish** determinants that influence health status
- **Organise** information for particular purposes
- **Investigate** and **synthesise** information to **develop** action strategies
- **Evaluate** and **reflect** on implemented action strategies to **justify** recommendations that mediate, advocate and enable health promotion
- **Make** decisions about and use mode appropriate features, language and conventions for particular purposes and contexts.

You will develop inquiry skills throughout the 2-year course.

Important ones include being able to:

- engage and understand
- apply and analyse
- evaluate and justify

Listening skills

Take notes during class time. The school has adopted the *Cornell Notes* system. Use the resources the school has developed (including those at the front of this guide) to help you develop great note taking skills. Whilst notes are great to be able to reflect back upon it has been shown that taking notes also helps keep our brains switched on and that we retain more information when we write it down.

Speaking skills

You must be able to listen acutely and keenly observe practical demonstrations – demonstrations enable the understanding of Physical Education/Health concepts and biomechanics. You must take responsibility for your learning and ask questions to clarify your understanding.

Performance/Practical

To become better at a physical skill you actually need to get out and do it. It sounds simple, because it is. As with revision, you will be much more successful if you practise for 15 minutes, 5 times a week, for ten weeks than doing two 6 hour sessions the week before assessment.

You don't need to play an entire game. Just pick one or two of the essential skills and practise them. If the game has an aerobic component then get off the couch and move more.

Folio / practical components require practice of skills, teamwork and collaboration / communication. Theory and practice embrace all three dimensions of movement: learning about movement (theory), learning in movement (physical) and learning through movement (working with others).

Reading skills

You will undertake projects and need to be familiar and adept with research skills. Once you have understood a concept, you may then have to undertake action research to support / justify a viewpoint

In exams, read the question and answer the question. Too often students get stuck wanting to use a pre-prepared response that doesn't actually answer the question. What is the question actually asking you to demonstrate?

Plan your response. If more than one sentence is required (eg extended response) then pay attention to how you structure your response. If you can answer the question in one sentence then just use one sentence.

Writing skills

You must understand and be adept with both analytical and report writing as writing genres.

Useful websites and resources

QCAA Sample Health & Physical Education Internal & External Assessment Resources:

https://www.qcaa.qld.edu.au/senior/senior-subjects/health-physical-education/health/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/health-physical-education/physical-education/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/health-physical-education/sport-recreation/assessment

INDUSTRIAL TECHNOLOGY and DESIGN, HOSPITALITY

Early Childhood Studies

Engineering Skills

Furnishing Skills

Hospitality Practices

Industrial Graphics Skills

Overview

Technologies

Students are required to use a range of cognitive processes to demonstrate and meet syllabus objectives in General and Applied syllabuses. These cognitive processes are described in the explanatory paragraph that follows each objective in the syllabus.

The following tables specify the cognitive verbs used within each syllabus objective in each General syllabus and each Applied syllabus within the Technologies learning area.

Engineering Skills

Retrieval and comprehension	Analytical processes	Knowledge utilisation
• demonstrate • describe • select • use	• analyse • apply • interpret • organise	• create • evaluate

Early Childhood Studies

Retrieval and comprehension	Analytical processes	Knowledge utilisation
• describe • explain • use	• analyse • apply	• evaluate • justify

Furnishing Skills

Retrieval and comprehension	Analytical processes	Knowledge utilisation
• demonstrate • describe • select • use	• analyse • apply • interpret • organise	• create • evaluate

Hospitality Practices

Retrieval and comprehension	Analytical processes	Knowledge utilisation
• describe • explain • implement • use	• apply • critique	• evaluate • examine • justify

Industrial Graphics Skills

Retrieval and comprehension	Analytical processes	Knowledge utilisation
• demonstrate • describe • select • use	• analyse • apply • interpret • organise	• construct • create • evaluate

Succeeding in INDUSTRIAL TECHNOLOGY & DESIGN and HOSPITALITY subjects

Revision and preparation throughout the semester

- *Cornell* note taking
- Revision questions. Revision sheets
- *Log Book* notations from text books
- Videos of industry practice
- Providing ingredients and work plans for cooking
- Having a laptop each lesson for Industrial Graphics Skills

Final exam revision and preparation

- Practice tests
- Revision of class notes and textbooks
- Completion of log books

Steps and Tips

SKILLS:

Cognitive Verbs (Thinking skills)

- **Analyse:** to consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
- **Calculate:** determine or find by using mathematical processes
- **Communicate:** convey knowledge and/or understandings to others
- **Create:** put elements together to form a coherent or functional whole; the synthesis of knowledge and skills in industry practices and production processes to manufacture a functional product to predefined specifications
- **Describe:** giving an account of characteristics or features
- **Evaluate:** assign merit according to criteria; examine and judge the merit, significance or value of something
- **Modify:** change the form or qualities of projects and make partial and minor changes
- **Identify:** distinguish, isolate; locate and recognise
- **Investigate:** carry out an examination or formal inquiry in order to establish or obtain facts and reach new conclusions
- **Recommend:** make a suggestion or proposal as to the best course of action

Listening skills

- Listening during demonstrations and during class
- Taking notes during demonstrations
- Summarising and repeating instructions to others
- Listening to peers when working in pairs or teams

Speaking skills

- Communicating with peers to create a safe environment

- Sharing ideas and procedures with peers

Performance/Practical

- **Sketch** a freehand drawing, instantly capturing an idea for later use and therefore lacking in presentation quality. They may include annotations, e.g. dimensions and materials
- **Production procedure (kitchen):** students are required to describe and apply procedures to make decisions to produce food and beverage products and services
- **Production procedure (workshop):** established step-by-step ways of using materials, tools and machinery to achieve a purpose. Production procedures include safely setting up and using hand/power tools and machinery to mark out, cut, join, form, fabricate and finish materials
- **Production skills. (kitchen):**The essential technical skills required to prepare the food and beverages for an event. This may include: prepare food and/or beverage for the service period, interact with colleagues to fill orders, plate food and /or beverage orders, clean and close down the production area, e.g. kitchen, bar, coffee van
- **Production Skills (workshop):** The know-how (practical knowledge) and manual dexterity required to use materials, tools and machinery. Production skills include safe and correct operation of hand/power tools and machinery, maintenance of tools and equipment, measuring techniques, safe work practices and general housekeeping
- **Joining:** methods of bringing together and permanently holding materials or components, e.g. a dowel joint to join legs and rails for a table frame, fasteners such as nails, rivets, bolts and screws, glues or adhesives and welding
- **Accuracy:** precise and exact; consistent with a standard, rule, convention or known facts
- **Play based learning in Early Learning centres:** activity that values and develops children's curiosity, interests, skills, abilities, culture and knowledge in order to extend their learning
- **Full participation** in practical classes

Reading skills

- Interpretation of text and making informed decisions
- Understanding recipes and following the method correctly
- Read safety operating procedures on machines (SOP)

Writing skills

- Specific genre for assignments.
- Writing sentences with clear explanations and descriptions
- **Logbook:** Logbook documentation is required for the written component of the project — it requires students to use written language to communicate ideas and information to readers for a particular purpose. This is the systemic record of activities, events and/or occurrences and is a method of keeping track of the production processes completed by students. The logbook incorporates quality control procedures, which means that the functional product is constantly checked during manufacture. Documentation of industry practices and production processes may include selection and sequence of production skills and procedures, materials, tools, management of time, safety, cost and expectations of quality in forms such as production plans. This should ensure that the finished item is manufactured to a high standard. It may be supported by subheadings, references or, where appropriate, symbols, data, tables, flowcharts or diagrams. Clear explanations and descriptions are required in log books and includes documents that record the stages of manufacture when completing a functional product. The log book may be supported by subheadings, references or, where appropriate, symbols, data, tables, flowcharts or diagrams

Useful websites and resources

QCAA Sample Industrial Technology & Design, Hospitality Internal & External Assessment Resources:

https://www.qcaa.qld.edu.au/senior/senior-subjects/health-physical-education/early-childhood-studies/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/technologies/engineering-skills/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/technologies/furnishing-skills/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/technologies/hospitality-practices/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/technologies/industrial-graphics-skills/assessment

LANGUAGES

French

French Extension

Japanese

Italian

Spanish

Overview

Languages

Students are required to use a range of cognitive processes to demonstrate and meet syllabus objectives in General and Short Course syllabuses. These cognitive processes are described in the explanatory paragraph that follows each objective in the syllabus.

The following tables specify the cognitive verbs used within each syllabus objective in each General syllabus and each Short Course syllabus within the Languages learning area.

French		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• comprehend • identify • understand • use	• analyse • apply • infer • sequence • structure	• evaluate • justify • synthesise

Italian		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• comprehend • identify • understand • use	• analyse • apply • infer • sequence • structure	• evaluate • justify • synthesise

Japanese		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• comprehend • identify • understand • use	• analyse • apply • infer • sequence • structure	• evaluate • justify • synthesise

Spanish		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• comprehend • identify • understand • use	• analyse • apply • infer • sequence • structure	• evaluate • justify • synthesise

French Extension		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• identify • understand	• analyse • apply • sequence • structure	• create • evaluate • justify • synthesise

Succeeding in LANGUAGES

Revision and preparation throughout the semester:

Learn new vocabulary on a weekly basis.

Consistently revise previously learnt vocabulary.

Use new grammar patterns in writing and speaking activities to gain both feedback and proficiency.

Find and read and/or watch/listen to other material outside of class to widen and deepen your understanding.

Pay attention to personal feedback and ask if you are still not sure.

Write yourself a checklist of grammar points that you should check in your writing. (Use it again and again until you have it memorised.) Know how to check your own work and practise doing so.

Final exam revision and preparation

Know your criteria… know what you need to include in your responses.

Practise writing to the required word count.

Revise all relevant vocabulary.

Polish your grammar. Revise the verb tenses and other grammar that you know you will need.

Have your writing checklist memorised before exams and ensure you do check your work before submitting.

Steps and Tips

SKILLS:

Cognitive Verbs (Thinking skills)

Comprehend / Explain / Analyse / Interpret / Evaluate / Justify

Listening skills

Listen for keywords and take notes of everything you understand. Add to those notes each time you listen to the passage.

Listen for key grammar: negative orations, tense, etc.

Speaking skills

Practise, practise, practise! Read aloud to yourself.

Participate in classroom discussion and use what you do know as much as you can.

If you know what you want to say, but don't have the vocabulary, think of another way to say it using different words.

Reading skills

Use the *Eagle and Wolf* strategy.

Read for meaning, rather than translating every word.

Writing skills

Use a variety of grammatical structures and tenses.

Understand register and keep it consistent.

Know your text-types.

Know how to proof-read your own work. (Checklist)

Useful websites and resources

QCAA Languages Sample Internal & External Assessment Resources:

https://www.qcaa.qld.edu.au/senior/senior-subjects/languages/french/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/languages/french-extension/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/languages/italian/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/languages/japanese/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/languages/spanish/assessment

MATHEMATICS

General Mathematics

Mathematical Methods

Specialist Mathematics

Essential Mathematics

Short Course Numeracy

Overview

Mathematics

Students are required to use a range of cognitive processes to demonstrate and meet syllabus objectives in General, Applied (Essential) and Short Course syllabuses. These cognitive processes are described in the explanatory paragraph that follows each objective in the syllabus.

The following tables specify the cognitive verbs used within each syllabus objective in each General syllabus, each Applied (Essential) syllabus and each Short Course syllabus within the Mathematics learning area.

General Mathematics		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• comprehend • recall • select • use		• evaluate • justify • solve

Mathematical Methods		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• comprehend • recall • select • use		• evaluate • justify • solve

Specialist Mathematics		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• comprehend • recall • select • use		• evaluate • justify • solve

Essential Mathematics		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• comprehend • recall • select • use		• evaluate • justify • solve

Numeracy		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• implement • select • use	• apply • interpret	

Succeeding in MATHEMATICS

Revision and preparation throughout the semester:

Over the entire course assessment is allocated in the following areas -

Simple formulae 60%

Complex Formulae 20%

Complex **unseen** formulae 20% will make up the final 20% of assessment

Final exam revision and preparation

Fluidity and autonomism to problem solving in exam conditions will come from **continual practice and reinforcement,** and regular revision of skills taught in class. Extension activities should also be attempted and feedback sought from teachers

Steps and Tips

SKILLS:

Practising problem solving, learning formulae and accuracy in calculations. Basic times tables and formula knowledge must be automatic.

Listening skills

Listening to teacher explanation of worked examples and understanding when corrections are explained.

Speaking skills

Always clarify with the teacher and classmates who understand the concept when you have uncertainty regarding problem solving and formula.

Performance/Practical

Practice is key in mathematics. The more problems that you solve, the more your confidence increases and familiarity grows.

Reading skills

You need to read questions for short response and problem solving questions accurately to ensure your approach is correct. Reading is a vital skill for understanding what is required when solving a particular mathematics problem and in understanding the parameters.

Writing skills

Ensure accuracy in annotating the formulae and in the logical, sequential progress. Vital marks are awarded for the process of problem solving – even when an error leads to the incorrect final solution.

Useful websites and resources

QCAA Mathematics Sample Internal & External Assessment Resources:
https://www.qcaa.qld.edu.au/senior/senior-subjects/mathematics/essential-mathematics/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/mathematics/general-mathematics/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/mathematics/mathematics-methods/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/mathematics/specialist-mathematics/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/mathematics/numeracy/assessment

SCIENCE

Biology

Chemistry

Physics

Marine Science

Aquatic Practices

Overview

Sciences

Students are required to use a range of cognitive processes to demonstrate and meet syllabus objectives in General and Applied syllabuses. These cognitive processes are described in the explanatory paragraph that follows each objective in the syllabus.

The following tables specify the cognitive verbs used within each syllabus objective in each General syllabus and each Applied syllabus within the Sciences learning area.

Biology		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• describe • explain	• analyse • apply • interpret	• evaluate • investigate

Chemistry		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• describe • explain	• analyse • apply • interpret	• evaluate • investigate

Marine Science		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• describe • explain	• analyse • apply • interpret	• evaluate • investigate

Physics		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• describe • explain	• analyse • apply • interpret	• evaluate • investigate

Aquatic Practices		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• demonstrate • describe • explain • use	• analyse • apply	• evaluate • generate

Succeeding in Science

Revision and preparation throughout the semester

- *Cornell* note taking
- End of chapter revision questions
- Revision sheets
- Education Perfect lessons & assessments
- Student workbook questions
- Videos, PowerPoints and *OneNote*

Final exam revision and preparation

- Exam revision questions
- Practice tests
- Revisions of *Cornell* class notes, workbook and textbook

Steps and Tips

SKILLS:

Cognitive Verbs (Thinking skills)

Most important for completion of Internal Assessment 1: data test

- refer to Pearson subject specific textbook
- refer to QCAA subject specific cognitive verbs list
- practice distinguishing meaning of cognitive verb in different context/criteria

Listening skills

- Attentive and prolonged listening during class
- Taking notes during demonstrations
- Taking notes during experiments/practicals
- Summarising and repeating instructions to others during experiments/practicals
- Listening to peers when working in groups
- Listening to Laboratory Technicians when observing/doing experiments/practicals

Speaking skills

- Communicate effectively with your teacher when answering questions
- Communicate effectively with your peers when working in groups
- Communicate effectively with the Laboratory Technicians
- Communicate to share your ideas, clarify and summarise understanding
- Communicate appropriately to create and maintain a safe learning environment

Performance/Practical

For Scientific practical investigations you must be able to

- Recount your procedure.
- Identify safety issues and describe how these were minimised.
- Identify sources of error and describe possible improvements.

Practical Skills

- Practise tabulating data, graphing data and graphical analysis.
- Practise constructing tables to compare and contrast.
- Practise using flow charts to convey a process.
- Practise outlining how to conduct a controlled experiment to test a hypothesis.

- **Compulsory experiments** – each subject area has a list of compulsory experiments and practicals that you have to complete throughout the year. Some of these practicals are performed in the laboratories, while others will take place outside or on a different site (excursion). You are required to read the set of instructions provided, including the risk assessment, prepare their materials and set-up according to instruction and follow all procedures. Students are to take notes and complete a journal during the practical to demonstrate their thinking process and ownership. Students usually work in groups and share the different tasks.

- **Internal Assessment 2: Student Experiment** – students are required to modify an experiment/practical that they have conducted during the course of their subject to expand or redirect this experiment/practical. The aim of this assessment is to demonstrate your critical thinking and understanding of scientific processes. Students are able to collect data as a group, however, the completion of the report is individual. To succeed, it is important that students take great car to explain why and how they intend to modify the original experiment, collect sufficient data to allow meaningful interpretation of the phenomenon studied and draw appropriate and relevant conclusions. Students are required to critically analyse their results and identify limitations of these results and their study. Careful planning of the experiment and sharing of the tasks is required in order to succeed.

Aquatic Practices

Aquatic practices provides multiple opportunities for students to explore, experience and learn practical skills and knowledge about marine ecological and environmental systems. Assessments may include written and spoken responses, multi-modal presentations and practical excursions where students can analyse information and demonstrate their skills. These practical excursions include:

- Boating Practice
- Sailing practice
- Snorkelling Practice

To succeed, students need to practise the skills involved and be able to apply their knowledge, understanding and skills in aquatic contexts.

Reading skills

- Interpretation of texts and summarising of information
- Identification of data and facts in texts from variety of sources
- Identification of key words and word construction to derive meaning
- Identification of relationships, facts and details
- Fluency in interpreting graphs, tables and other scientific representations
- Fluency in reading different styles of scientific publications such as textbook, lab reports, experiment protocol, risk assessments, SDS sheets and peer-review articles.

Writing skills

Scientific writing skills are required for both short and extended responses to test questions.

In class

- Actively take notes during class and demonstrations
- Summarise information in your own words using *Cornell Notes*: also write definitions of key words or key phenomena, represent relationships between concepts and ideas, and hand draw pictures, diagrams and graphs that supplement your notes.

Internal Assessment 2: Student Experiment

- students are required to write an essay to present their Experimental Report. The format of this essay can be compared to a lab report and consists of a series of concise paragraphs for each section of the report.
- References and citations are compulsory and should follow scientific referencing model.
- QCAA samples are very good examples for students to model their report on and structure their essay with clear explanations and descriptions.

Internal Assessment 3: Student Investigation

- Students are required to make a claim in a particular topic and determine a research question that will lead them to either support or reject the original claim.
- Students are required to research information about their topic and claim to:
    - build a logical and scientifically grounded rationale introducing their topic; a background presentation demonstrating the relevance of the research question and
    - Identify, present and interpret evidences (data, statements, facts) to answer their research question and conclude if the evidences provided support or reject the original claim.

To succeed, students will be required to write with academic style (short and clear sentences to explain ideas, facts and relationships, supported by references)and articulate their arguments to create a compelling demonstration of their research. The presentation of data, tables and graphs needs to follow the scientific model. The use of references is essential to support each statement and/or fact presented.

QCAA samples are very good examples for students to model their Scientific Report.

Useful websites and resources

QCAA Science Sample Internal & External Assessment Resources:

https://www.qcaa.qld.edu.au/senior/senior-subjects/sciences/biology/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/sciences/chemistry/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/sciences/marine-science/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/sciences/physics/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/sciences/psychology/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/sciences/aquatic-practices/assessment

SOCIAL SCIENCE

Modern History

Ancient History

Geography

Legal Studies

Tourism

Overview

Humanities and Social Sciences

Students are required to use a range of cognitive processes to demonstrate and meet syllabus objectives in General, Applied and Short Course syllabuses. These cognitive processes are described in the explanatory paragraph that follows each objective in the syllabus.

The following tables specify the cognitive verbs used within each syllabus objective in each General syllabus, each Applied syllabus and each Short Course syllabus within the Humanities and Social Sciences learning area.

Ancient History		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• comprehend	• analyse	• conduct • create • devise • evaluate • synthesise

Tourism		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• describe • explain • identify • recall	• analyse • apply	• evaluate • generate

Geography		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• comprehend • explain	• analyse • apply	• propose • synthesise

Succeeding in Social Science

Revision and preparation throughout the semester and final exam revision and preparation

The Studies of Society and Environment (SOSE) faculty, teaches subjects that study aspects of human society and culture including: Ancient and Modern History, Tourism, Legal Studies, Civics & Citizenship and Geography. By studying humanities, our students develop a deeper understanding of societies, cultures and people, and how to communicate effectively with them. They think critically about the world we live in, and how to engage with it.

To succeed studying Humanities and Social Sciences, students must develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

Steps and Tips

SKILLS:

<u>Research & Organisational skills:</u>

Key skills for research:

1. Types of resources / places to search for resources
2. Searching for resources and evaluating search results and evidence
3. Saving and managing references
4. Using resources and demonstrating ethical scholarship

ResearchGate

- Research skills refer to the ability to search for, locate, extract, organise, evaluate and use information that is relevant to a particular topic.
- Use authoritative sources and websites, ensuring you assesse their credibility and reliability. Website and databases such as Google Scholar, Acedemia.edu, Research Gate and JSTOR can provide access to reliable journal articles.
- Students should be able to formulate historical and geographical inquiry questions, obtain historical sources or data, evaluate the data/evidence, contextualize the data/evidence, and present their conclusions in a meaningful form.
- Students' research notes should be legible and organised. Numbering and colour coding sources can eliminate confusion when collecting a mountain of notes!
- Students need to plan their research schedule and work on multi-tasking by balancing short- and long-term research deadlines.
- As students must manage vast amounts of information for their research assignments, they may use digital tools to keep track of their sources and research findings.

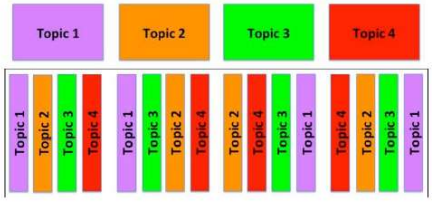
Google Scholar

ACADEMIA

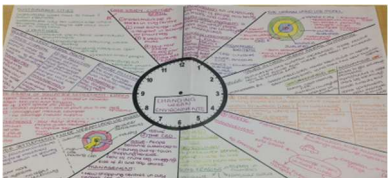
JSTOR

Revision:

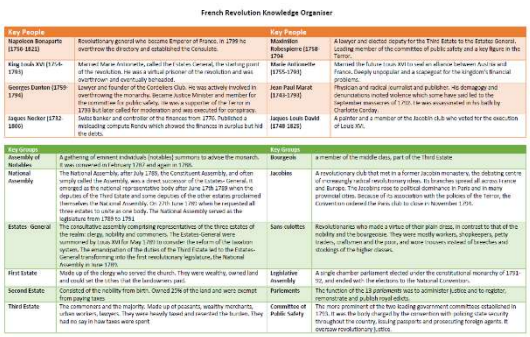
- **Self-assessment**: Start your revision with a self-assessment of what you already confidently know, what you need to review and what you need to cover again.
- **Distributed revision and interleaving** of topics (switching between topics) is proven to have high impact on memory. Break down your subject into topics, try interleaving the topics so you switch between topics rather than blocking each topic and not coming back to it for some time.



- **Chunking:** Try spending just 15 minutes at a time on each topic 'chunk', after which move onto a different topic 'chunk' for another 15 minutes. Repeat over a one-hour period.
- **Revision clocks** are an effective way of chunking information and also in ensuring that your revision remains useful and focussed. A revision clock will take 1 hour. That means that you can easily set yourself a specific amount of manageable time to revise. After the hour is up you can take a break and do another hour at another suitable time



- Create a **Knowledge Organiser**, glossary or word-part mats for topics. A knowledge organiser is a set of key facts or information that students need to know and be able to recall in order to master a unit or topic. Typically an organiser fits onto one page of A4 or A3 – this helps students to visualise the layout of the page which in turn helps them to memorise the information better. Find examples here: https://knowledgeorganisers.com/



- **Review. Practice. Check:** This method requires you to make use of exam style questions, whether they be past paper questions, sample paper questions or exam style questions created by your teacher. Start by reviewing subject content. Choose what to revise based upon your self-assessment at the end of each topic. Apply what you reviewed to suitable exam questions. Finally check your answer/s, use previous student responses, exemplars or the mark scheme to self-assess.

Performance/Practical

Practical

- Fieldwork is central to the study of Geography in the 21st century. It provides authentic opportunities for students to engage in real-world applications of geographical skills and thinking, including the collection and representation of data.
- Accurate collection of data during fieldwork excursions is essential. Students will need to be able to collect and present quantitative and qualitative primary data using field techniques such as observing and recording, interviews and questionnaires, photographing, sketching and annotating, measuring and surveying and using GNSS location data, e.g. GPS

Reading skills

- Subjects in the Humanities and Social Sciences involve a significant level of reading particularly when researching. Students should use 3 steps when reading sources and stimulus:

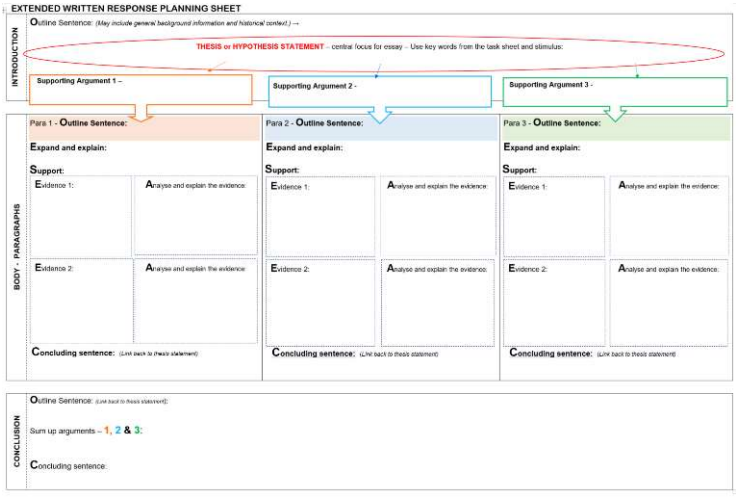
3 Reading Steps:

1. During their first read, students annotate for comprehension. Students identity *key words* and describe what is happening in the excerpt. This is the fly over the text.
2. In their second read, students annotate and analyse the text. Students are reading to examine how the argument is constructed. What *assertions, evidence, or examples* are used to support or give credibility to the author's argument?
3. In their final read, students connect the excerpt to the larger context from the unit or text / source. After the final read have students connect their understanding of the text to the key inquiry question for their assignment reseach or lesson focus.

Writing skills

Analytical Writing:

- Subjects in the Humanities and Social Sciences utilise analytical and informative (e.g. Field report, Data report) written texts. Students have opportunities to create a wide range of texts to communicate, explore, discuss, explain and argue a point of view, selecting and employing text structure and language knowledge to express their thoughts and ideas logically and fluently, supported by evidence.
- Students should construct an **essay or report structure plan** before they start drafting in order to map out they key points and evidence they intend to analyse.


EXTENDED WRITTEN RESPONSE PLANNING SHEET

INTRODUCTION
Outline Sentence: (May include general background information and historical context.) →
THESIS or HYPOTHESIS STATEMENT - central focus for essay - Use key words from the task sheet and stimulus:
Supporting Argument 1 –
Supporting Argument 2 -
Supporting Argument 3 -

BODY - PARAGRAPHS
Para 1 - Outline Sentence:
Expand and explain:
Support:
Evidence 1:
Analyse and explain the evidence:
Evidence 2:
Analyse and explain the evidence:
Concluding sentence: (Link back to thesis statement)
Para 2 - Outline Sentence:
Expand and explain:
Support:
Evidence 1:
Analyse and explain the evidence
Evidence 2:
Analyse and explain the evidence:
Concluding sentence: (Link back to thesis statement)
Para 3 - Outline Sentence:
Expand and explain:
Support:
Evidence 1:
Analyse and explain the evidence:
Evidence 2:
Analyse and explain the evidence:
Concluding sentence: (Link back to thesis statement)

CONCLUSION
Outline Sentence: (Link back to thesis statement):
Sum up arguments – 1, 2 & 3:
Concluding sentence:

- Students need to learn to monitor their own language use for accuracy in use of historical, geographical and legal terms, clarity of ideas and explanations, conciseness of expression and use language effectively to articulate a position. This means drafting and re-drafting written responses to demonstrate a nuanced use of language.
- Legal Studies Information:

Contentious Legal Topics include:

- Crime
- Human Rights
- Family
- Global Environmental Protection

Legal Study Notes:

- Study notes should include a broad range of examples including legislation, case law, contemporary/recent media articles, documents and international instruments
- Study notes should always include subject specific terminology - ordinary words (eg the man was sent to gaol for six years) should be substituted with legal terminology and concepts (eg the offender was ordered to serve a term of six years imprisonment)

- Study notes must go beyond any textbooks - it is very important for you to keep up to date with current affairs and law reform (eg "one-punch assault laws") and include these media articles in extended responses

Effective Legal Essays:

In essays you are assessed on how well you:

- demonstrate knowledge and understanding of legal issues relevant to the question.
- communicate using relevant legal terminology and concepts.
- refer to relevant examples such as legislation, cases, media, international instruments and documents.
- present a sustained, logical and cohesive response.
    - It is extremely important for you to clearly answer the question asked and respond to the key word in the question eg outline, describe, explain, analyse, evaluate etc.
    - It is very difficult for you to demonstrate "extensive knowledge" in the top band of any marking criteria if you do not answer the question accurately.

Useful websites and resources

QCAA Sample Social Science Internal & External Assessment Resources:

https://www.qcaa.qld.edu.au/senior/senior-subjects/humanities-social-sciences/ancient-history/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/humanities-social-sciences/geography/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/humanities-social-sciences/legal-studies/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/humanities-social-sciences/modern-history/assessment

https://www.qcaa.qld.edu.au/senior/senior-subjects/humanities-social-sciences/tourism/assessment

History Skills provides you with a wide range of explanations, examples and scaffolds in order to help you get the most out of the subject:

https://www.historyskills.com/

Quizlet is a mobile and web-based study application that allows students to study information via learning tools and games:

https://quizlet.com/en-gb

Legal Studies Specific Information:

NSW State Library

- HSC legal studies research guide https://www.sl.nsw.gov.au/learning/schools-and-teachers?stage=12101&subject=12176&content_format=All

Current Affairs and News:

- Sydney Morning Herald Environment Page including Whale Watch and Climate Change http://www.smh.com.au/environment
- The Daily Telegraph http://www.dailytelegraph.com.au
- Google Alerts/email updates http://www.google.com.au/alerts
- Four Corners Episodes http://www.abc.net.au/4corners/episodes
- Australian Story Episodes http://www.abc.net.au/austory/specials.htm

- Sixty Minutes Episodes http://sixtyminutes.ninemsn.com.au/videoindex.aspx
- Sunday Night Episodes http://au.news.yahoo.com/sunday-night/video/#page1

Social and Community Studies (ACCESS EDUCATION)

Overview

The Cognitive Verbs, or skills required by students to succeed in Social and Community Studies include:

Social and Community Studies		
Retrieval and comprehension	**Analytical processes**	**Knowledge utilisation**
• describe • explain • recognise • use	• analyse • apply • compare • organise	• appraise • make decisions

Succeeding in Social and Community Studies

Revision and preparation throughout the semester and final exam revision and preparation

Social and Community Studies focusses on aspects of human society and culture including civics and citizenship. By studying humanities subjects students develop a deeper understanding of societies, cultures and people, and how to communicate effectively with them. Students will also think critically about the world we live in, and how to engage within it.

To succeed in their studies, students must develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues around them requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

Steps and Tips

SKILLS:

Research & Organisational skills:

Key skills for research:

1. Using different types of resources / knowing places to search for resources
2. Searching for resources and evaluating search results and evidence
3. Saving and managing references
4. Using resources and demonstrating ethical research skills.

- Research skills refer to the ability to search for, locate, extract, organise, evaluate and use information that is relevant to a particular topic.

- Use appropriate sources and websites, ensuring you assess their credibility and reliability. Website and databases such as Google Scholar, Acedemia.edu, Research Gate and JSTOR can provide access to reliable journal articles.
- Students should be able to formulate their own questions, obtain relevant data, evaluate the data/evidence, relay it to their surroundings, and present their conclusions in a meaningful form.
- Your research notes should be *legible and organised.* Numbering and colour coding sources can eliminate confusion when collecting a mountain of notes!
- Students need to plan their research schedule and work on multi-tasking by balancing short- and long-term research deadlines.
- As you need to manage vast amounts of information for your research assignments, you may find digital tools useful for keeping track of sources and research findings.

Speaking skills

At times, you may have to publicly present your projects to the class and to an audience. You may also be required to collaborate and speak within a group of students as you investigate topics. Learning to organise your ideas and present them logically and concisely in a measured manner is a skill that will carry over into life outside school.

Performance/Practical

Practical

- Fieldwork may also be used as part of enquiries. This practical work provides authentic opportunities for students to engage in real-world applications of skills and thinking, including the collection and representation of data.
- Accurate collection of data during fieldwork excursions is essential. Students will need to be able to collect and present quantitative and qualitative data using techniques such as observing and recording, interviews and questionnaires, photographing, sketching and noting, measuring and surveying.

Reading skills

- Subjects in the Humanities and Social Sciences involve a significant level of reading particularly when researching. Students at Benowa SHS use *Eagle and Wolf* strategies when reading.

Writing skills

Analytical Writing:

- Social and Community Studies uses analytical and informative (e.g. Field report, Data report) written texts. You will have opportunities to create a wide range of texts to communicate, explore, discuss, explain and argue a point of view and select and use text to express your thoughts and ideas logically and fluently.
- You should construct an **essay or report structure plan** before you start drafting in order to map out the key points and evidence you intend to analyse.

Useful websites and resources

QCAA Sample Social and Community Studies Assessment Resources: https://www.qcaa.qld.edu.au/senior/senior-subjects/humanities-social-sciences/social-community-studies/assessment

History Skills provides you with a wide range of explanations, examples and scaffolds in order to help you get the most out of the subject: https://www.historyskills.com/

Quizlet is a mobile and web-based study application that allows students to study information via learning tools and games: https://quizlet.com/en-gb

Appendix

Glossary of key words used in senior assessments

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of

Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

Overview of cognitive verbs in syllabus objectives

Cognitive verb	Explicit use of cognitive verb within a syllabus objective							
	ENG	HPE	HASS	LANG	MATHS	SCI	TECH	ARTS
analyse*	■	■	■	■		■	■	■
apply*	■	■	■	■	■	■	■	■
appraise			■					■
argue								■
assess							■	
compare			■					
comprehend*		■	■	■	■			
conduct			■					
consider			■					
critique*		■					■	
construct (*retrieval comprehension*)	■							
construct (*knowledge utilisation*)	■		■				■	■
create	■	■	■	■			■	■
define			■					
demonstrate	■	■	■	■		■	■	■
derive	■							
describe*		■	■			■	■	
determine							■	
develop	■	■						
devise		■	■				■	
differentiate			■					
distinguish		■						
evaluate*	■	■	■	■	■	■	■	■
examine*	■						■	■
experiment								■
explain*	■	■	■			■	■	■
explore	■							

Cognitive verb	Explicit use of cognitive verb within a syllabus objective							
	ENG	HPE	HASS	LANG	MATHS	SCI	TECH	ARTS
express								■
generate			■			■	■	■
identify*			■	■			■	■
implement	■		■		■		■	■
infer*				■				
interpret*		■	■		■	■	■	■
investigate		■				■		■
justify*		■	■	■	■		■	■
make decisions*		■	■			■	■	■
manipulate								■
modify							■	■
organise	■	■	■				■	■
predict							■	
propose			■				■	
realise								■
recall			■		■			■
recognise		■	■				■	
reflect		■						
resolve								■
select*	■		■		■		■	
sequence	■			■				
solve			■		■			■
structure				■				■
symbolise*							■	■
synthesise*	■	■	■	■			■	■
understand				■				
use	■	■	■	■	■	■	■	■

Important Links to Further Information

- Link to the Queensland Curriculum and Assessment Authority (QCAA) A-Z Guide to Senior Subjects: https://www.qcaa.qld.edu.au/senior/senior-subjects/az-list
- QCAA External Assessments – Sample Papers. The introduction of external assessment in General subjects is a key feature of the new QCE system. Sample papers have been provided by the QCAA to give school communities a sense of what the external assessments will be like. They are located in the Assessment tab on each General syllabus webpage within the QCAA website.
  https://www.qcaa.qld.edu.au/senior/senior-subjects
- Glossary of Cognitive Verbs used in Queensland Senior Syllabuses and Assessments
  https://www.qcaa.qld.edu.au/downloads/senior-qce/common/snr_glossary_cognitive_verbs.pdf
- The following written resources are provided by the QCAA to strengthen understanding about the Skills students require in the 21st Century:
  - 21st century skills for senior curriculum: A position paper (PDF, 82.2 KB)
  - 21st century skills: Explanations of associated skills (PDF, 89.7 KB)
  - 21st century skills: Preparing students for a changing world (PDF, 186.9 KB)
- The following QCAA video explores the idea of the Skills students require in the 21st century:
  Introduction to the 21st century skills
- A transcript of the QCAA video can be found on this link:
  https://www.qcaa.qld.edu.au/downloads/senior/snr_syll_redev_21st_century_skills_intro_tscript.pdf

- Reserve Bank of Australia information
  www.rba.gov.au/
- Statistical updates from the Australian Bureau of Statistics
  www.abs.gov.au
- UNSW Academic Support (exam prep, referencing, essay writing):
  https://student.unsw.edu.au/academic-skills