

# How Do I Study?



**BEFORE** you actually begin studying, it is very important to have a **PLAN**. Here are **3** great starters:

1. Develop a **weekly planner** to help you become organised – use the template at the end of this document. Write something in each time block eg. work, sport, study, free time. You might like to colour code your time blocks.
2. Set some **goals** – what do you really want to achieve? The template at the end of this document is very useful.
3. Know when all your **assessments** are coming up. Use a diary or wall chart.

*Done that? Now, here are some effective ways to actually study...*

1. **Underline** and **highlight** key words, and/or phrases. Caution: Don't underline everything!
2. Make a **list of terms** associated with the subject eg. biosphere, radius, polyphonic. Write an explanation for each term. Ask someone to test you.
3. Create a **mind map** of a topic or work learnt so far eg. weeks 1-5. <https://bubbl.us/> is a GREAT FREE web tool.  

4. **Summarise** – use dot points or a picture/graph to show main themes or key phrases.
5. **Test yourself** - give your textbook or exercise book to a family member and ask them to test you.
6. Learn your **verbs and keywords**. This is essential. Most exam questions require you to discuss, explain, compare, (etc). See the end of this document for a great list. Here's a great (and fun) game to help you learn them:  
[http://sydney.edu.au/science/uniserve\\_science/school/curric/stage6/verbs/](http://sydney.edu.au/science/uniserve_science/school/curric/stage6/verbs/)
7. Visit the NSW Board of Studies **Assessment Resource Centre** website. This is a fantastic site which has thousands of actual student work samples ranging from Outstanding to Basic. You can actually see what a good answer looks like. There is also a great practice multiple choice section.  
<http://arc.boardofstudies.nsw.edu.au/>



8. Create an **acrostic** to help remember the main points.

Create S.M.A.R.T. Goals



Before you speak:

**THINK**

**T** = Is it True?

**H** = Is it Helpful?

**I** = Is it Inspiring?

**N** = Is it Necessary?

**K** = Is it Kind?

9. Visit the **Board Of Studies** site - lots of great resources including past papers, syllabuses, how your HSC works. There's no need for surprises!

<http://www.boardofstudies.nsw.edu.au/>



10. **Teach somebody** what you know – this is the best way to know whether or not you *really* know your material.
11. **Go deeper** - take the time to do **extra research** on a topic. Place what you have learnt in a bigger context. For example, if you're studying the events of WW2, what happened that led to war? If you're studying rock music of the 1950's, what was happening culturally and socially at this time?
12. Develop a **character analysis** (particularly useful in English and History) by using a Y Chart. Draw a large circle and divide it into three equal sections (the inside of the circle then looks like a Y). In one section write 'Looks like', in another section write 'Feels like' and 'Sounds like' in the last section. In the appropriate section, write what the character looks like, feels like, sounds like. This is a very useful exercise when trying to understand characters from different perspectives or imagining yourself in an important scene/event in history
13. Ask a **teacher or mentor** to help you – they will! 😊
14. Visit <http://www.hspa.nsw.edu.au> for more great study tips and strategies (under the tab 'Caring For Students').

# Key Words

(source: NSW BOS website)

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

# MY WEEKLY PLANNER

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6:00 am							
7:00 am							
8:00 am							
9:00 am							
10:00 am							
11:00 am							
12:00 pm							
1:00 pm							
2:00 pm							
3:00 pm							
4:00 pm							
5:00 pm							
6:00 pm							
7:00 pm							
8:00 pm							
9:00 pm							



# Goal Setting for Improved Learning

Student Name \_\_\_\_\_ Year \_\_\_\_\_

	<b>My Goal</b> <i>What do I want?</i>	<b>My Actions</b> <i>What do I have to do to get it?</i>	<b>The Time</b> <i>When will I have it done by?</i>	<b>My Reward</b> <i>What's in it for me?</i>
Eg.	<i>Improve my maths results by at least 10%</i>	<i>Ask more questions in class; revise after each lesson; complete all work</i>	<i>Begin doing these things now</i>	<i>Feel good about my improvement; better skills</i>
Eg.	<i>Be more organised</i>	<i>Write my assessments and homework in my diary</i>	<i>By the end of the week</i>	<i>I will know what it coming up and I can prepare better; confidence</i>
1				
2				
3				

Signed \_\_\_\_\_ (student) \_\_\_\_\_ (parent)