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1

Tips for structuring and managing your study in the lead up to the final exams.

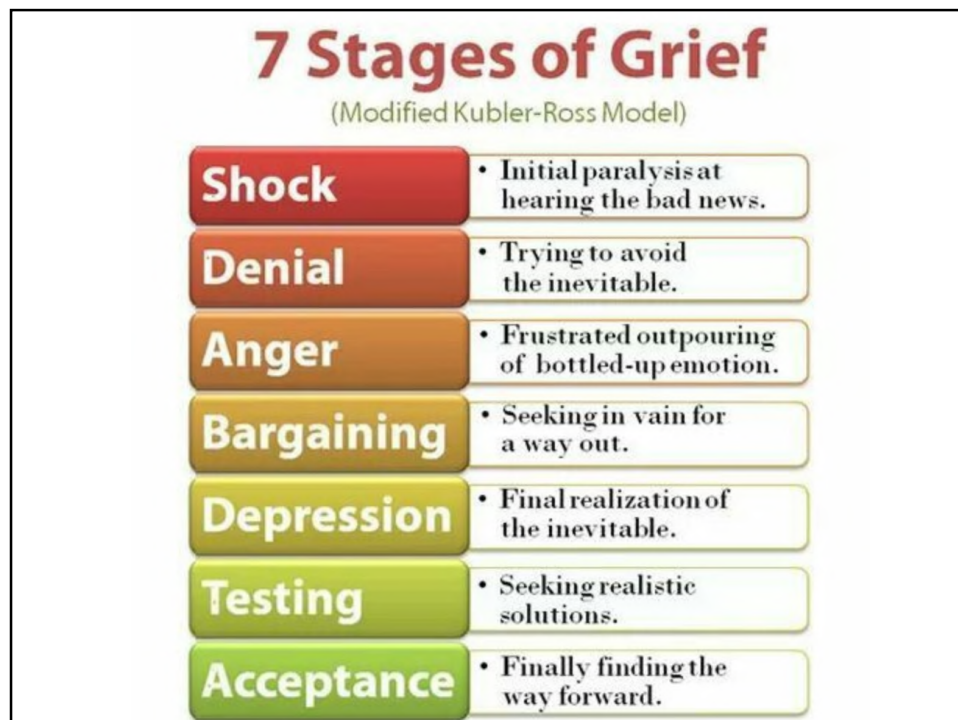


Dr Prue Salter
B.A., B.Math., Dip.Ed., M.Acc., M.Ed., Ph.D

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3



4

But December is starting to look like it might be party central.

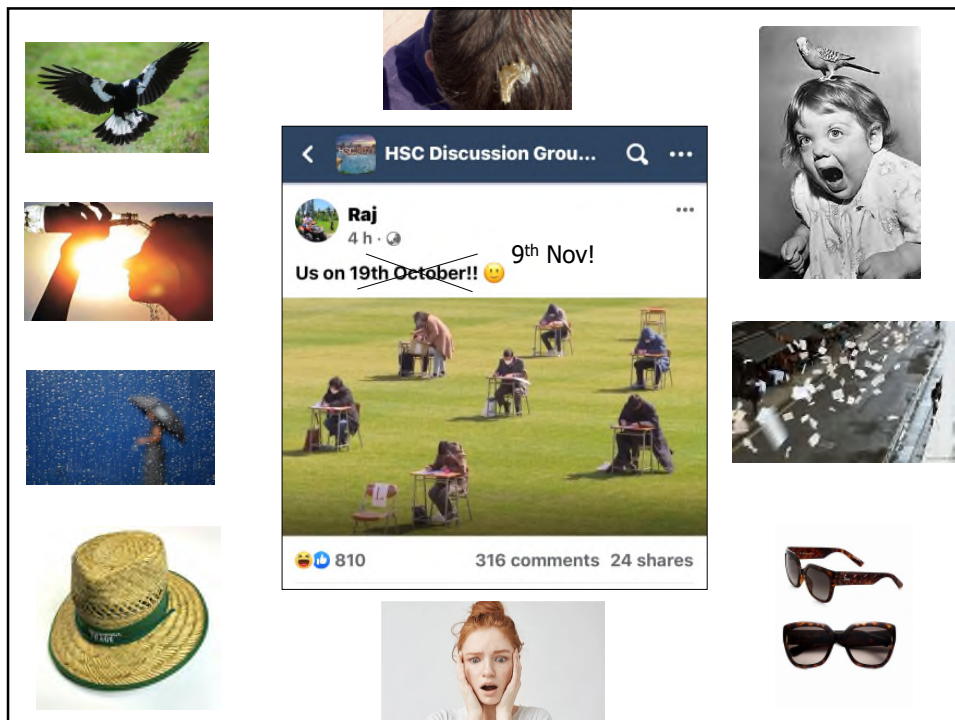
- >80% vaccinations in NSW
 - Exams OVER!
 - No pressure to study
 - Grads/Formals
 - Lots of belated 18th birthday parties
 - Everything opening up again
 - Schoolies (hopefully)
 - Still lots of leisure time to do whatever you want:
see friends, beach, job, party, sleep, sport, surf, shop, work ...
-



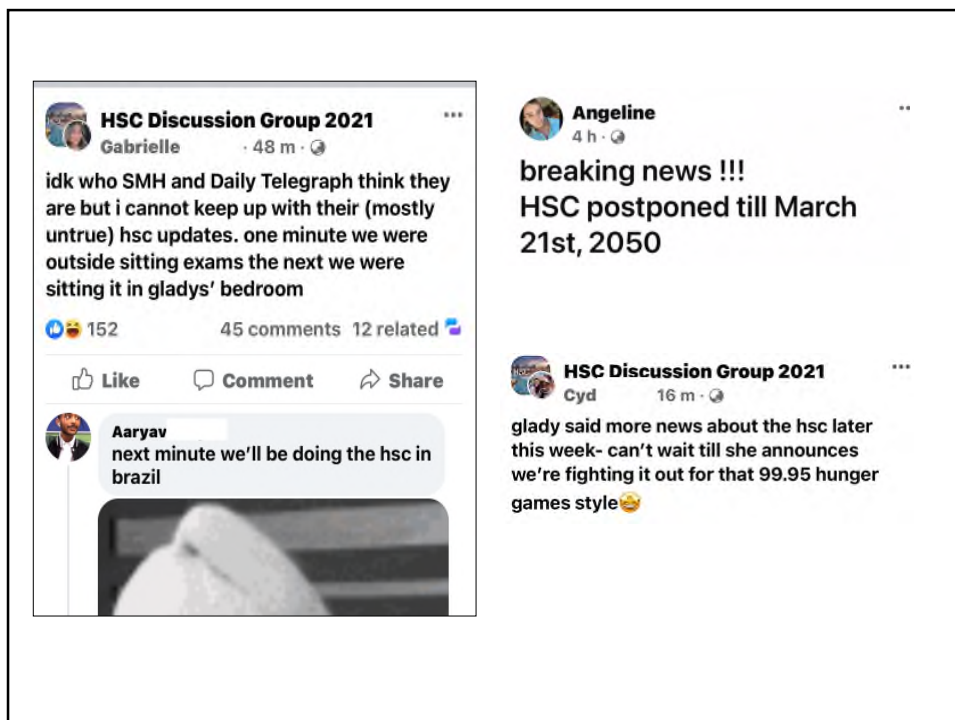
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6



7



8

We will learn more soon.

Things may change again
later too.

All we can do is go with what
we know right now.



9

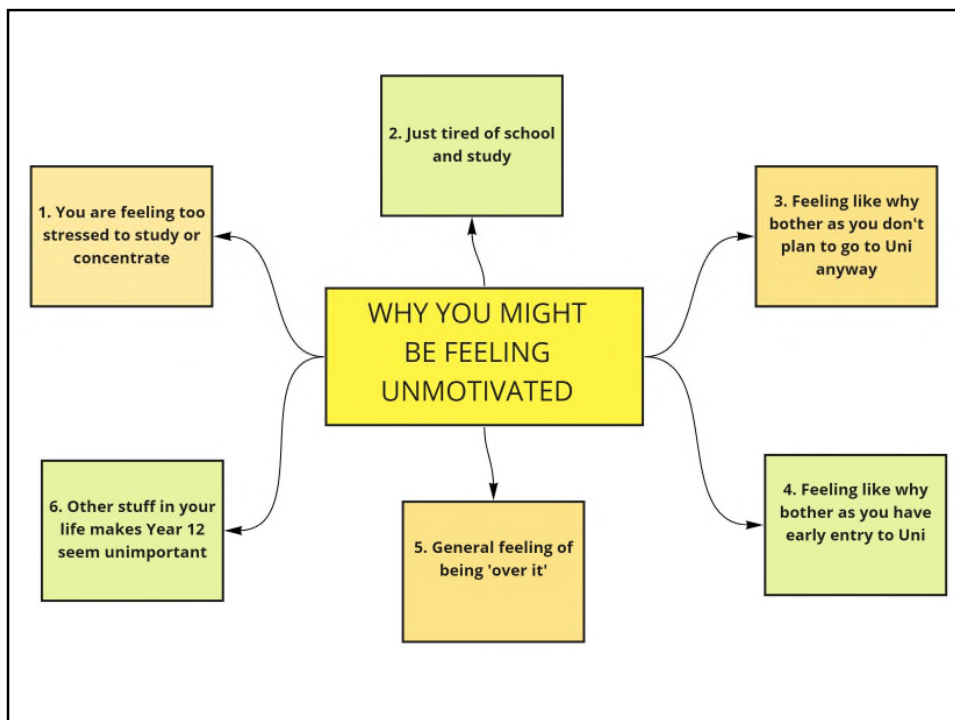
Support each other



10



11



12

MENTAL HEALTH	LIFESTYLE & BALANCE	PRACTICAL ADVICE
<ul style="list-style-type: none"> - Talk to friends, family, school, pets, helplines. - Make time to do things you enjoy and that give you pleasure and stress relief. - Remember some stress is normal at this point in Year 12, if it becomes 'distress' reach out. 	<ul style="list-style-type: none"> - Try and fuel your brain with healthier food and lots of water. - Get outside in the sunshine and get some vitamin D. - Go for a walk, jog, do online yoga or zumba, ride a bike - move! - Stick to a healthy regular sleep pattern. 	<p>Moving forward:</p> <p>Step 1</p> <p>Find your own reason to study</p> <p>Step 2</p> <p>Make a realistic plan that you can stick to</p>

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Looking for more reasons to motivate yourself to study?
Here's some:

- 1. To get into Uni.** BUT not everyone wants to go to Uni, plus these days many people get early offers, leadership placements, portfolios, or do bridging courses and don't use the ATAR.
- 2. To keep your options open.** Just in case...
- 3. To prepare for university study.** Developing your skills so you can study and manage exams at university and learn the prerequisite content you need for courses.
- 4. Personal satisfaction.** Finishing school off by putting in your maximum efforts so you can feel good about the way you finished 13 years of school.
- 5. For your parents / teachers.** I think more important to do it for yourself, but if this is your reason, then that is ok too.
- 6. To push yourself beyond your comfort zone and challenge yourself.**
- 7. To build your capacity to discipline yourself and manage your time and procrastination tendencies and distractions.**
- 8. To prove to yourself that you CAN actually make yourself study.**
- 9. To build and develop the learning circuits in your brain.**
 Lots of the content you learn at school may not actually be used in life, but the content is often a vehicle to train your brain in thinking in certain ways and building thinking pathways. Look beyond the content to the skills and analytical / critical thinking skills you are learning.

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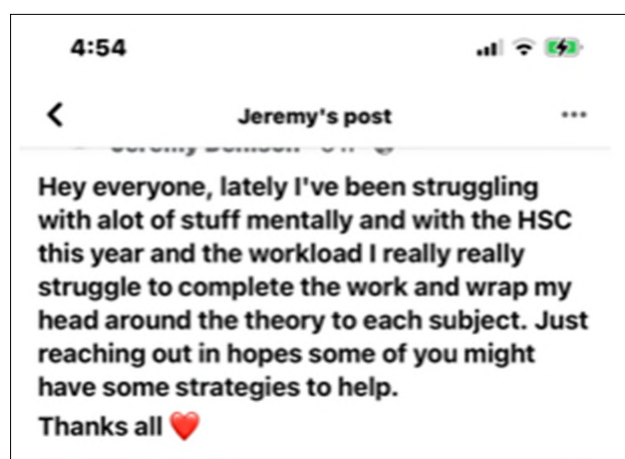
Buddy System of 2-5 people

- Daily check-ins
- On study days, zoom in the morning to say what you plan to do that day, zoom at the end to check in and encourage each other
- Try and add some fun in for your group, light hearted competitions, silly challenges, wear a hat for study day, tell a joke at check-in day, eat white food day, study with pet day, morning exercises day



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Ideas from Year 12 students:



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Advice from Year 12

Matthew

Hey man I completely get it actually in your position Rn. My best advice is to get whatever you can get done. Even if it's legit just writing down a math question or typing a sentence up, atleast you did something and from there it'll slowly build up the motivation to do more. Trust man jsut keep trying

Sarah

You're amazing. Don't forget it! Do some exercise
Yoga helps a lot
Write what you are grateful
Write how you feel
It normal to be really overwhelmed And overworked
Let you teacher know what is happening

Holly

take time away from everything school related and just chill by urself for a bit. ur doing amazing bestie x

Layelle

depending on how many subjects you have, if your struggling with the content maybe try setting a day for each subject to catch up on work and revise it can help. and with the mental struggles just work at your own pace and if you feel overwhelmed take a break. and if you need people to talk to were all your friends here. good luck and you'll do amazing in life !!

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Advice from Year 12

Skye

I found going on walks when overwhelmed and mentally strategising how I would get things done helped a lotttt personally, but sometimes you do need breaks. don't be afraid to ask teachers or classmates for help either (or watch videos).

Sorelle

stay in the present. if you start getting really worked up, step away and come back later with a fresh mind. i've struggled this year, and telling myself over and over that my coping and my mental health is more important than school actually worked.

Tao

If your stress is largely academic based then goal setting is a good option. This is because it's something that's super set in stone and you can make it a realistic goal as well. Getting passionate about something is the best motivation. If your stress is caused by something outside of school work and it's having an impact on school work you could always try a support service like ReachOut Australia. I volunteer there and it's a great community.

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Advice from Year 12

Zac

Remind yourself that the HSC doesn't actually matter and University's accept anyone who pays, obviously there might be some bridging to be done if you're a brain dead degenerate but otherwise once you're an adult, you can study whatever you are willing to.

Set aside some time to keep your mental, physical and spiritual health in check, and prioritise what you feel within your heart is valuable, such as family, friends, prayer, whatever it may be.

Goodluck bra

Alex

Jeremy !!!!! I miss you heaps and I promise that how you feel now is only temporary, we will get through this!! One rule I have for myself that helps, is that I never let myself feel guilty for needing a break. Even if you feel as though you haven't worked hard enough, you should always take a break if you're not able to focus on the task at hand. I find it helps to sit down at the start of the day and make a to-do list, it's important to make it achievable, my lists often consist of only four dot points because looking at a long to-do list can be very overwhelming. Also, never beat yourself up for not getting work done, you're human - not a machine.

Gillian

By admitting that you're struggling is the first step to getting back to the you that you want to be. There's heaps of encouraging people on this thread. Just remember that your whole future does not depend on these exams. Take care. 😊

Nicholas

If your overwhelmed just stop. Take a deep breath, shake it all off, go for a short walk or grab a drink. Music might help as well

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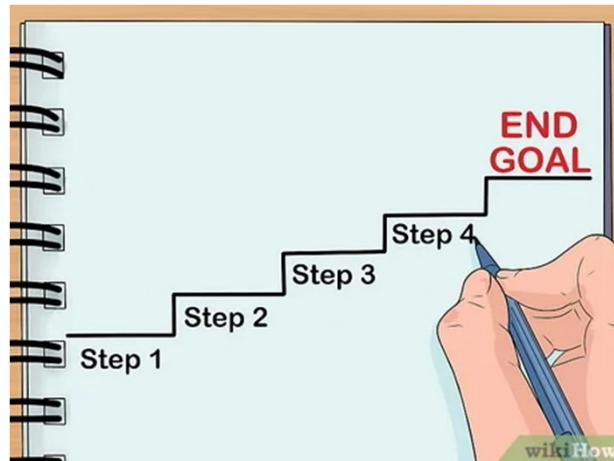
One of the best ways to deal with feeling anxious or stressed about the final exams and make sure you actually do what needs to be done:

MAKE A PLAN!!!



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What's the plan for now?



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Get on
top of
things



22

MAJOR WORKS

all-consuming

23

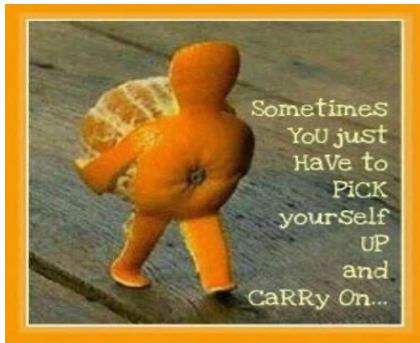
Use Trials Feedback

- Focus on the feedback: not just the marks and rank!
- What content / topics or skills do you need to work on – what weaknesses have been identified?
- What can you learn from this experience?
- What do you need to change or update in your study notes?
- How could you improve the way you study?
- What do you want to do differently in your approach to the final exams?

(Page 3/4 of the handout.)

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KEEP THINGS IN PERSPECTIVE.



Many students dramatically improve their results in the final exams compared to Trials.

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SUBJECT AUDIT



"A systematic review of weaknesses, work to complete, study to do, areas of concern, notes to finish, exams to practise".

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Page 4

SUBJECTS	WHAT DID YOU LEARN ABOUT WHAT YOU KNOW AND DON'T KNOW FOR THIS SUBJECT FROM DOING THE TRIAL (HSC)/MOCKS (IB)? WHAT DO YOU NEED TO DO IN THIS SUBJECT MOVING FORWARD? WHAT ARE YOUR AREAS OF WEAKNESS TO FOCUS ON?

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<p>History</p> <ul style="list-style-type: none"> -Finish notes on Cold War -Reduce notes on WW1 -Ask about essay topics -Redo last assessment -2 past papers? <p>Art</p> <p>Learn summaries</p> <ul style="list-style-type: none"> •Work through exam packs provided, under timed conditions •Learn definitions of the 3-syllabus content area •Revise preliminary and year 12 content •Practice sample questions •Know 8 - 10 artist in detail 	<p>English</p> <ul style="list-style-type: none"> • Evaluate Past questions • Re read texts and rubric • Plan and write practice timed responses •Get more quotes •Utilize the atar notes book •Summaries on books <p>Maths</p> <ul style="list-style-type: none"> -Go thru chapter 16 again -Do extra work on logs -Finish all study notes -Ask about ... -3 past papers? <p style="text-align: center; color: red;">PAGE 4 IN BOOKLET</p>	<p>Geography</p> <p>Learn syllabus dot points</p> <ul style="list-style-type: none"> • Complete past papers • Plan and write practice timed responses on a wide variety of questions • Skills booklet <p>PDHPE</p> <ul style="list-style-type: none"> •Complete revision booklets and lighting writing •Submit writing for feedback •Practice responses •Edit study notes
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In The Holidays

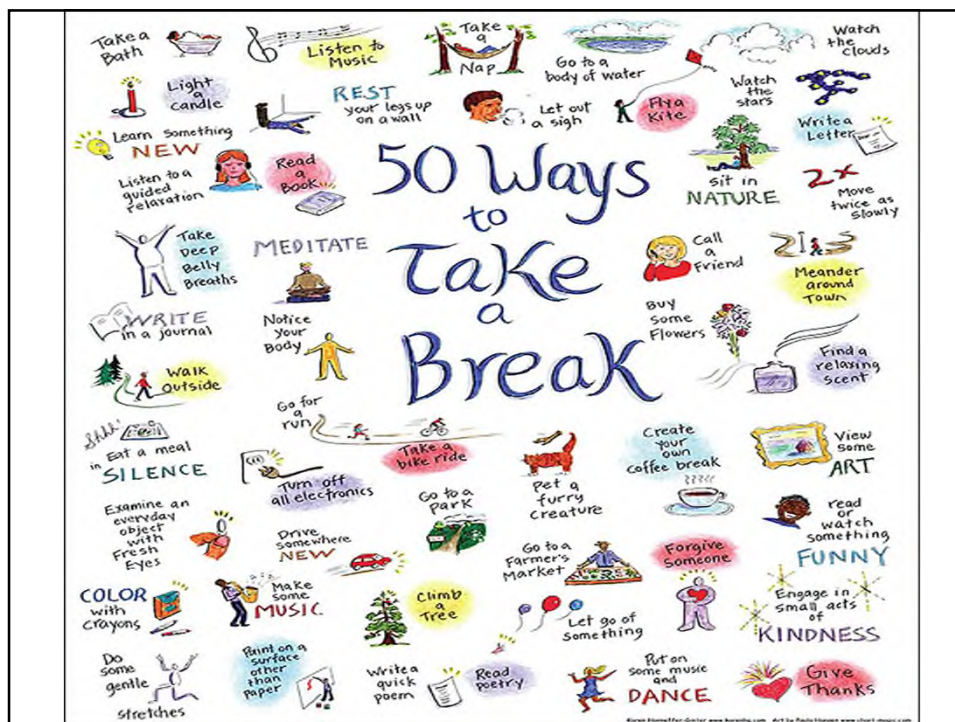
**Pre-Covid for Year 12 at this time:
6-8 hours study per day, every day**



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Week 9 focus on one subject per day after classwork	M6 September	T7	W8	T9	F10	S11	S12
Week 10	M13	T14	W15	T16	F17	S18	S19
Term Break / Holiday? Study	M20	T21	W22	T23	F24	S25	S26
Term Break / Holiday? Study	M27	T28	W29	T30	F1 October	S2	S3
Week 1: Some schools may run classes or seminars?	M4	T5	W6	T7	F8	S9	S10
Week 2: Some schools may run classes or seminars?	M11	T12	W13	T14	F15	S16	S17
Week 3: Some schools may run classes or seminars?	M18	T19	W20	T21	F22	S23	S24
Week 4	M25	T26	W27	T28	F29	S30	S31
Week 5	M1 November	T2	W3	T4	F5	S6	S7
Week 6	M8	T9 HSC STARTS	W10	T11	F12	S13	S14
Week 7	M15	T16	W17	T18	F19	S20	S21
Week 8	M22	T23	W24	T25	F26	S27	S28
Week 9	M29	T30	W1 December	T2	F3	S4	S5

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WHAT SORT OF STUDY DO YOU DO MOVING FORWARD?

Once you have the coursework completed, and dealt with anything you can't do or don't understand you move into the PRACTISE CYCLE.

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3 HR CHALLENGE



Try do a paper or part of a paper at least every 2nd or 3rd time you focus on that subject.

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Studying on your own can be isolating and unmotivating:

- Do papers independently (but together) over zoom
- Set up a year or class zoom study hall where people can drop in to study with company so you don't feel alone.



Search for
"Study With Me"
YouTube
Some have 21 million views



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Keep repeating this process:

1. Do Past Papers under exam conditions then mark it to find out how you went.
2. Do targeted spot revision. Revise specific topics if necessary – study notes & practise questions on the topic.
3. Review study notes actively.



NOTE: Put pencil marks next to questions you find hard to do or content you find hard to learn as you study so you know the areas you need to keep coming back to review.

(This slide is on Page 5 of the handout.)

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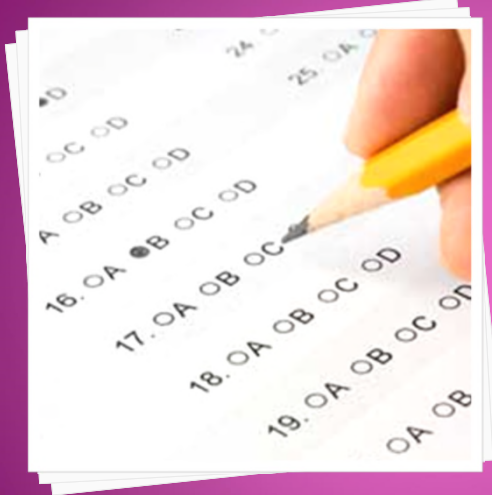
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MISTAKE TO AVOID:

Not doing
practice for
exams under
exam conditions
(ie time limits
and not looking
at notes or
answers).

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MISTAKE TO AVOID:


Not doing questions from a wide enough range of sources.

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Keys to Making Most of Past Papers

1. Do papers under strict exam conditions, time limits and no looking at any materials.
2. Mark it thoroughly, look at examiners reports, top answers, get teacher feedback if possible.
3. Any questions you couldn't do, try and do them again but this time using notes and answers. Put reminders in your study notes of things to remember.
4. Chase up anything you still can't do or don't understand, don't leave it!
5. If you feel you didn't do an essay well, do some study then have another go at that essay under time limits.
6. Identify your areas of weakness and do extra learning and practise in that area before moving onto the next paper.

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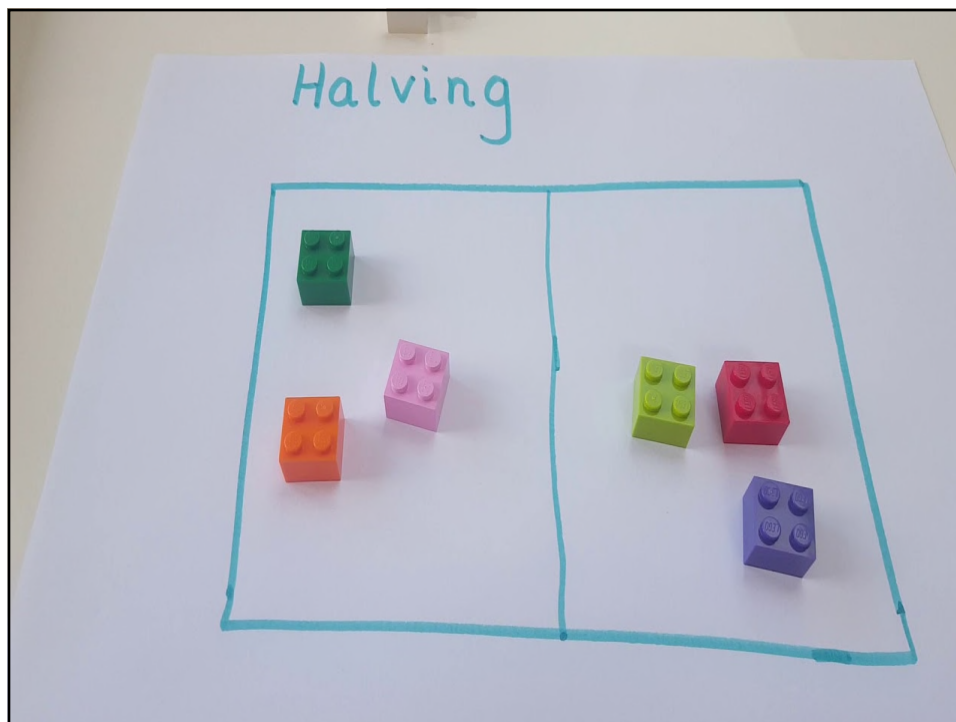
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The 2016 HSC Personal Development, Health and Physical Education (PDHPE) Exam Workbook helps students practise for the HSC using authentic exam material collected by the NSW Education Standards Authority from the 2016 HSC.

This invaluable workbook includes:

- 2016 HSC Personal Development, Health and Physical Education (PDHPE) exam questions
- guidelines provided to exam markers to assess student papers
- real examples of top-scoring student papers that include actual comments by the official marker
- tips for creating a plan and setting timings during the exam.

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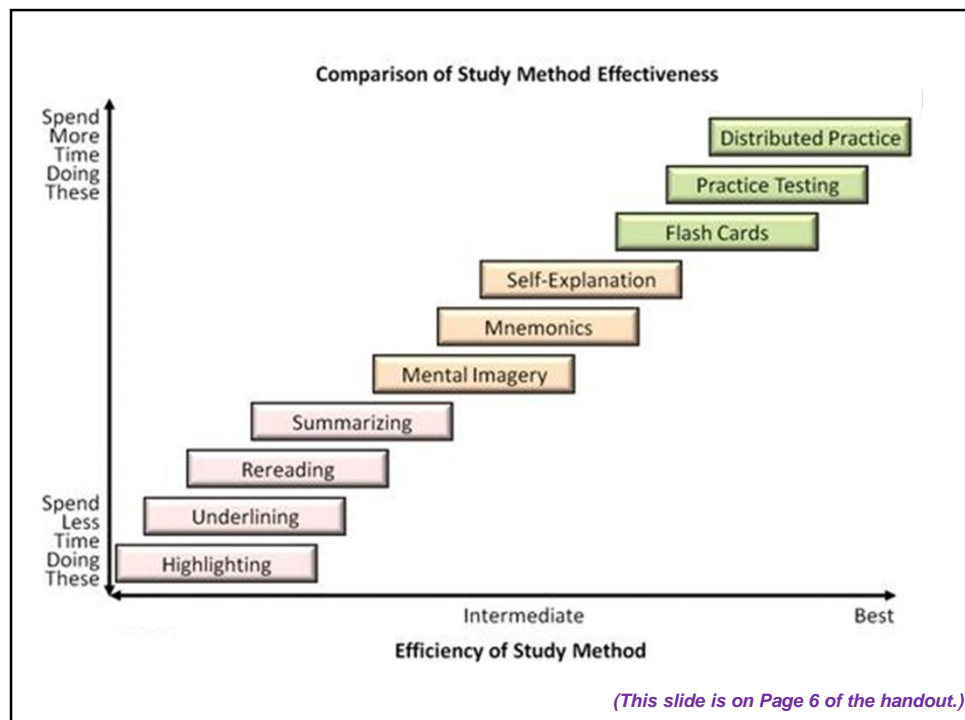
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In a 3 hour study block:

As you get closer to exams, spend more and more time doing past papers under exam conditions.

- ½ hr: learning/memorising/testing yourself on study notes and content
- 1½ hrs: Do ½ a past paper under exam conditions or other questions under exam conditions.
- 1 hr: Spend time going through what you just did, working on stuff you got wrong, doing extra questions on those topics and adding to your study notes, work through marker's reports.

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Distributed practice:

- **Distributed practice** (also known as spaced repetition or **spaced practice**) is a learning strategy, where practice is broken up into a number of short sessions – over a longer period of time.
- Humans and animals learn items more effectively when they study in several sessions spread out over a long period of time, rather than study repeatedly in a short period of time, a phenomenon called the spacing effect.

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Tips for Memorising

1. Memorisation involves testing yourself over and over and over and over. So read a section, then see what you can say or write down without looking. Then go back and see what you got wrong or didn't know. Put a pencil mark next to these bits.
2. Now focus on the bits you didn't know. Say them out loud, repeat them to yourself, write them down a few times.
3. Then test yourself on those bits again and see if you remembered more this time.
4. Do this over and over and over again. Then do it one more time again.
5. Make flashcards or use a flashcard App on your phone to create flashcards on the parts you find hard to remember. Review these every day before the test.
6. Make a list of the key concepts you find hard to learn and each night read through them just before you go to sleep and first thing when you wake up as these are powerful memory times.
7. Do lots of practise questions without looking at your notes or the answers to see if you can a) remember and b) apply the information. Review the things you did not remember again.
8. Your job is to keep testing yourself in order to find out which bits have not stuck in your memory yet so you can review these until they do.

Another way to write the word:
Repetition:
 Again
 Over and over
 Repeat
 Rastafie









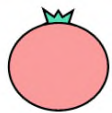



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Pomodoro Focus Timer

Whether your studying to ace that test, starting a habit of reading more, sketching more, or increasing your word count, Pomodoro...

[View more >](#)

 <p>Focus To-Do: Pomodoro Timer & To Do List HMT Developer ★★★★★</p>	 <p>Pomodoro Timer AppFX Tatkov Lab ★★★★★</p>	 <p>Pomodoro Timer Lite Tatkov Lab ★★★★★</p>	 <p>Pomodoro - Pomodoro Timer Luca Martinelli ★★★★★</p>	 <p>pomodoro timer GeekDroid ★★★★★</p>	 <p>WeFocus - Focus, Pomodoro Yocto Enterprise ★★★★★</p>
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MISTAKE TO AVOID:

Not testing yourself to see if you know the content or not, just reading your notes over and over.

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MISTAKE TO AVOID:

Not using a wide range of study techniques, being lazy and just using the same old techniques, regardless of whether they are working for you or not.

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STUDY NOTES IDEALLY TO BE FINISHED ASAP

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9.4 – PRELIMINARY TOPIC FOUR – LABOUR MARKETS

DEMAND FOR AND SUPPLY OF LABOUR

SR11
PI THE DEMAND FOR LABOUR BY INDIVIDUALS

- If a labour market does not function well, it will significantly constrain the economy's ability to grow
- Labour is critical for businesses to operate and for individuals to find work and a stable income
- There are many distinct labour markets; a labour market for each individual firm and industry, as well as a labour market for local areas and occupations. Similarly, there is no single price for labour. Each individual labour market will have its own labour market outcomes (in terms of wage levels and employment opportunities). Conditions in one labour market may vary significantly from conditions in another. E.g. a shortage of workers with specified skills that are high in demand such as software engineers, while the economy still has many unemployed people

DP1 Labour – a derived demand

Firms demand labour by offering wages. However, unlike consumer demand for G&S, the demand for labour is a **derived demand** (a demand for a commodity which is a consequence of the demand of something else). The demand for labour is derived from the demand for G&S within the economy.

When consumers demand higher levels of G&S, firms are forced to increase their level of output to meet the demand. This means that firms must hire more labour to help produce more, thus increasing labour demand

As the price of labour falls, an individual firm will employ more labour.

9.4 – PRELIMINARY TOPIC FOUR – LABOUR MARKETS

DEMAND FOR AND SUPPLY OF LABOUR

SR11
PI THE DEMAND FOR LABOUR BY INDIVIDUALS

LABOUR MARKETS:

- labour market for each **individual firm and industry**
- labour market for **local areas and occupations**.

Similarly, there is no single price for labour.

- Each individual labour market will have its **own labour market outcomes** (in terms of wage levels and employment opportunities).
- Conditions in one labour market may vary significantly from conditions in another. (E.g. a shortage of workers with specified skills that are high in demand such as software engineers, while the economy still has many unemployed people)

DP1 Labour – a derived demand

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DERIVED DEMAND:

- However, unlike consumer demand for G&S, the demand for labour is a **derived demand**
- a demand for a commodity which is a consequence of the demand of something else.
- The demand for labour is derived from the demand for G&S within the economy.

1. When consumers demand higher levels of G&S
2. firms are forced to increase their level of output to meet the demand
3. This means that firms must hire more labour to help produce more.
4. Thus increasing labour demand.

As the price of labour falls, an individual firm will employ more labour.

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<i>Organising Comments</i>	<i>Key Facts</i>	<i>Supporting Info</i>
Causes	<ul style="list-style-type: none"> •Alliance systems •Competition for colonies •Militarism and nationalism 	Causes of the war are not at all clear cut - it had been building up some time prior to 1914.
Effects	<ul style="list-style-type: none"> •Destruction of middle class in Germany •League of Nations •Rich get richer 	Soldiers returning from the trenches would find a different Britain to the one of 1914, with high unemployment, a rising cost of living, strikes by new organised unions and a severe shortage of houses.

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Marxist				
Context	Precepts	?	Quotes	Significance
Rise of socialist beliefs in 20 th century Russia	<ul style="list-style-type: none"> •Concerned with the politically-related aspects of the play. •The traditional feudal, hierarchical system is in conflict with the 'new world order' of the Renaissance •class power struggle: rise of the proletariat 	Edm	Thou, Nature, are my goddess; to thy law My services are bound. Wherefore should I stand In the plague of custom?	Edmond is the self-made man, the master of his own destiny
		Edm	Let me, if not by birth, have lands by wit	Edm. thinks that his life should not be determined by factors outside his control
		L	Dear daughter, I confess that I am old Age is unnecessary	G + R's Darwinian belief: the survival of the fittest. The elderly are superfluous
		Edm	The younger rises when the old doth fall	Another commentary on the events.
		L	O I have ta'en too little care of this	Lear's realisation of the desperate situation of his poorest subjects
		Serv	Better service have I never done you Than now to bid you hold	Inversion of natural order: the servant is commanding the master. Although his challenge on Cornwall results in his death, he wounds him badly enough so that he is unable to participate in the final battle.
		L	Robes and furred gowns hide all	A certain legal immunity is provided by positions of power

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<p>Insert a table with 2 columns.</p> <p>Make the first column much smaller.</p> <p>Write your notes in the second column.</p> <p>Then go back and write questions that you can use to test yourself on your notes.</p> <p>Alternatively you could write the questions on a separate piece of paper.</p>	<table border="1"> <thead> <tr> <th colspan="2">Economics Study Notes #1</th> </tr> </thead> <tbody> <tr> <td colspan="2">1. Introduction to Economics</td> </tr> <tr> <td></td><td> a) Economic Problem - People have unlimited wants but not unlimited resources to satisfy them with → This means we must make choices as to how to allocate limited resources and give priority to some wants over others </td></tr> <tr> <td>What is the main economic problem?</td><td> Key economic Questions What to produce? How much to produce? How to produce? How to distribute production? </td></tr> <tr> <td>What are the 4 key economic questions?</td><td> Opportunity cost is the want foregone for the sake of satisfying another Utility is the satisfaction or pleasure that individuals derive from the consumption of goods & services Production Possibilities frontier is a basic representation of opportunity cost. Assuming only 2 goods are produced, it shows us how producing more of one good means producing less of another - Improvements in technology = outwards shift of the PPF - Changes in the level of resources available results in an inwards/outwards movement in the PPF <i>Land → more resources found, more efficient techniques</i> <i>Labour → larger workforce (increased population), better education</i> <i>Capital → better technology</i> <i>Enterprise → increase in number of skilled entrepreneurs</i> - If the economy is producing at a point below the PPF, then there is unemployment of resources </td></tr> <tr> <td>Define opportunity cost</td><td></td></tr> <tr> <td>Define utility</td><td></td></tr> <tr> <td>What is production possibilities frontier and what does it mean?</td><td></td></tr> <tr> <td>What are the factors of production and why are they important?</td><td> b) Factors of production <i>Land</i> (natural resources) → earns rent <i>Labour</i> → earns wages <i>Capital</i> → earns interest <i>Enterprise</i> → earns profit </td></tr> </tbody> </table>	Economics Study Notes #1		1. Introduction to Economics			a) Economic Problem - People have unlimited wants but not unlimited resources to satisfy them with → This means we must make choices as to how to allocate limited resources and give priority to some wants over others	What is the main economic problem?	Key economic Questions What to produce? How much to produce? How to produce? How to distribute production?	What are the 4 key economic questions?	Opportunity cost is the want foregone for the sake of satisfying another Utility is the satisfaction or pleasure that individuals derive from the consumption of goods & services Production Possibilities frontier is a basic representation of opportunity cost. Assuming only 2 goods are produced, it shows us how producing more of one good means producing less of another - Improvements in technology = outwards shift of the PPF - Changes in the level of resources available results in an inwards/outwards movement in the PPF <i>Land → more resources found, more efficient techniques</i> <i>Labour → larger workforce (increased population), better education</i> <i>Capital → better technology</i> <i>Enterprise → increase in number of skilled entrepreneurs</i> - If the economy is producing at a point below the PPF, then there is unemployment of resources	Define opportunity cost		Define utility		What is production possibilities frontier and what does it mean?		What are the factors of production and why are they important?	b) Factors of production <i>Land</i> (natural resources) → earns rent <i>Labour</i> → earns wages <i>Capital</i> → earns interest <i>Enterprise</i> → earns profit
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What are the 4 key economic questions?	Opportunity cost is the want foregone for the sake of satisfying another Utility is the satisfaction or pleasure that individuals derive from the consumption of goods & services Production Possibilities frontier is a basic representation of opportunity cost. Assuming only 2 goods are produced, it shows us how producing more of one good means producing less of another - Improvements in technology = outwards shift of the PPF - Changes in the level of resources available results in an inwards/outwards movement in the PPF <i>Land → more resources found, more efficient techniques</i> <i>Labour → larger workforce (increased population), better education</i> <i>Capital → better technology</i> <i>Enterprise → increase in number of skilled entrepreneurs</i> - If the economy is producing at a point below the PPF, then there is unemployment of resources																		
Define opportunity cost																			
Define utility																			
What is production possibilities frontier and what does it mean?																			
What are the factors of production and why are they important?	b) Factors of production <i>Land</i> (natural resources) → earns rent <i>Labour</i> → earns wages <i>Capital</i> → earns interest <i>Enterprise</i> → earns profit																		

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<p><i>Mecca and Madinah were the two main cities that are associated with Islam when it began around 700 CE.</i></p> <p><i>People in Pre-Islamic Arabia were mostly shepherds or merchants.</i></p> <p><i>Before that Mecca was regarded as a sacred city because of the Ka'bah which was a site of great religious significance and attracted many pilgrims bringing trade and industry based on the sale of idols etc for the worship at the Ka'bah.</i></p> <p><i>Most of the local religious beliefs were polytheistic (belief in many gods) with Judaism and Christianity as established minorities. Other monotheistic followers were the "Hanifs" who believed in one supreme God over and above any other god.</i></p> <p>Could be this:</p> <ul style="list-style-type: none"> - CITIES: Mecca and Madinah: two main cities associated with Islam (began around 700 CE). - PEOPLE: in Pre-Islamic Arabia - mostly shepherds/merchants. - MECCA: Before that Mecca regarded as a sacred city because of the Ka'bah - KA'BAH: was a site of great religious significance and attracted many pilgrims (brought trade and industry for sale of idols etc for the worship at the Ka'bah) - POLYTHESIC: Most of the local religious beliefs were polytheistic (belief in many gods) - MINORITIES: Judaism and Christianity were established minorities. - MONTHESITIC: Others were the "Hanifs" who believed in one supreme God over and above any other god.
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Good vs Bad use of Colour

Ancient History Study Notes	
Questions	1. Investigating the Past - History, Archaeology and Science
	METHODS OF INVESTIGATING THE PAST
	Roles of history and archaeology
How many years are written sources restricted by?	<p>Historian</p> <ul style="list-style-type: none"> Focuses on written sources Written sources restricted to last 5500 <p>Archaeology</p> <ul style="list-style-type: none"> Focuses on physical sources Physical sources extend into prehistory Physical artifacts provide information about all human life Usually study the lives of all members of society
Why is there a male bias on some written sources?	<ul style="list-style-type: none"> Written sources are limited to literate societies Written sources mostly reflect a male bias
What type of sources do archaeologists focus on?	<p>ARCHAEOLOGY</p> <p>Steps used in archaeology</p> <ul style="list-style-type: none"> Discovery Recovery Interpretation <p>Responsibilities of an Archaeologist</p> <p>Director: Expect who cooperates with government, sponsors to fund dig. They record and interprets the finds.</p> <p>Supervisor: skilled archeologists who runs and executes the dig</p> <p>Workers: volunteers, students or paid archeologist who dig up the site</p> <p>Excavation Methods:</p> <ul style="list-style-type: none"> Ground Penetrating Radar (GPR)

- Colour
 - Taste
 - Smell
 - Physical state
 - Density
 - Hardness
 - Lustre
 - Boiling Point
 - Conductivity of Heat/Electricity
 - Crystalline form
 - Melting point
 - Solubility
- Acid Strength
 - Stability to Heat
 - Metal Activity
 - Electrode Potential
- **Chemical Change** - Change in which at least one new substance is formed
 - Involves a chemical reaction which can be represented by a chemical equation
 - **Reactants** - Starting substances
 - **Products** - Substances formed
 - Involves bond making/breaking, large amounts of energy are released/absorbed + aren't easy to reverse
 - Used to synthesise new material, for analysis (testing for presence or absence of substances) + in storage/release of energy (burning)
 - Are greatly affected by temperature, pressure + state of rest/motion - Conditions
 - May undergo change of state if conditions are altered
 - **Physical Change** - Change in physical properties but not in composition of substances involved
 - Usually easily reversed, low amounts of energy are required + no transfer of atoms between molecular/ionic species
 - Useful for separation/purification of substances

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8.3 Metals

1. Metals have been extracted and used for many thousands of years

K1.1 Outlines and examine some uses of different metals through history, including contemporary uses, as uncombined metals or as alloys

S1.2 analyse information to relate the chronology of the Bronze Age, the Iron Age and the modern era and possible future developments

Metals/ Age in order of discovery (earliest to latest)	Uses
Gold	Jewellery/ decoration
Copper Age	Same as Au + small utensils, knives, spear points
Bronze Age	Moulds for tools/ weapons e.g. swords, arrowheads and ships/wagons (civilisation)
Iron Age	Tools, nails, infrastructure, ships
Industrial Revolution	Coal as fuel, smelting → steel for machinery/ transport

- Metals are a vital part of development of human history
- Progress in metal usage has always been linked to the availability of energy to extract metals

K1.2 Describe the uses of common alloys including steel, brass and solder and explain how these relate to their properties

S1.1 gather, process, analyse and present information from secondary sources on the range of alloys produced and the reasons for the production and use of these alloys

Alloy	Uses	Properties
Steel (any metal with Fe) e.g. stainless steel (Fe + Ni + Cr)	Bridges, tools, machinery, train rails Food utensils, medical tools	Strong, malleable, abundant Resistance to corrosion
Brass (Cu + Zn)	Taps, water fittings, gas pipes	Corrosion resistant, hard
Solder (Sn + Pb)	Plumbing-sealing joints/ electronics	Very low melting point

K1.3 explain why energy input is necessary to extract a metal from its ore

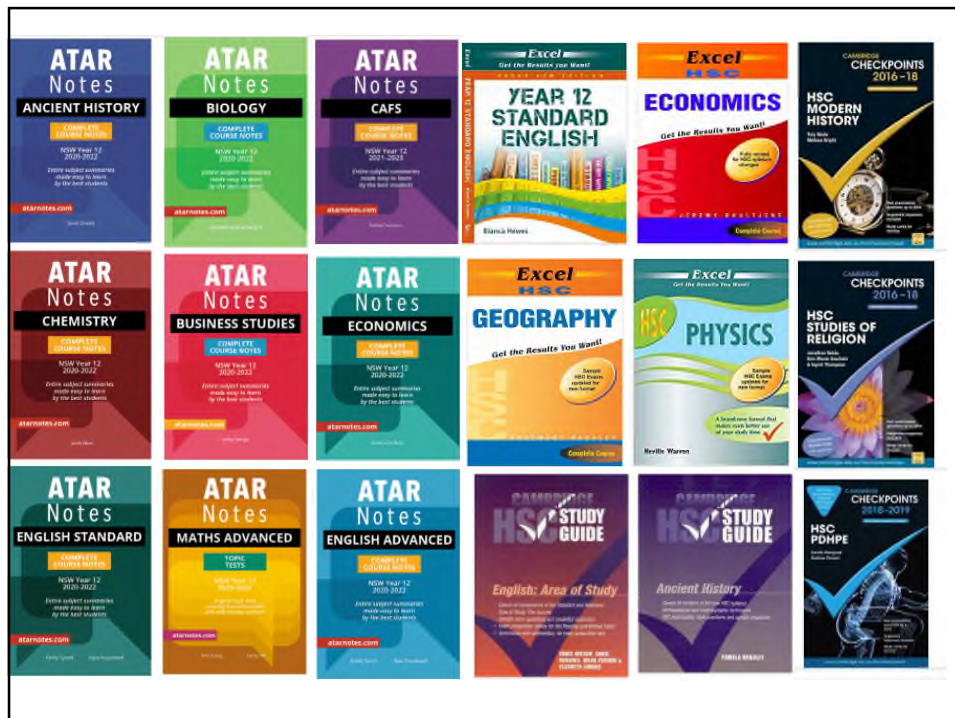
In order to obtain an elemental metal, it requires decomposition which is endothermic and requires energy. In other words, the extraction of metals requires the use of energy.

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Survival Mode



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EXECUTIVE SUMMARY OPTIONS YOU CAN DO AS YOU STUDY:

1. Write a list of questions to test yourself with.
2. Print out notes and highlight the bits you know well until eventually it is all highlighted.
3. Put pencil marks next to the bits you don't know, review these, erase as you learn them.
4. Write a 1-3 page list of the key things (or hard to learn things) to memorise and remember.
5. Make flashcards of the things you need to memorise and find hard to learn.
6. Create a cut down version of your notes, a summary of your summary. Memorise this set and read through the full set to refresh your memory.

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Procrastination!



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Making yourself do the work:

- Make an agreement/commitment with a friend about how much time you will study and work together over zoom.
- Take out everything you will need to night before. Put it in piles for each study block with a post-it note on it of the time you will work on this material.
- Allow yourself rewards and breaks – give yourself something as a treat for completing a study block.
- If you can't resist distractions, physically remove them for your work times.
- Make specific plans about what work you will do.

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*When you aren't having lessons,
how do you structure your study?*

*Just before an exam you will focus
on that subject, but what about
when you have a few weeks prior?*

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REPETITION

- Making a new memory means **tracing a new pathway** in the brain.
- **Repeating** the thought **reinforces** the pathway.
- **Reviewing** creates a more **permanent** memory



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1 x 30 mins (1 day)

=

2 x 11 mins (2 days)



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Cycle of subjects:

(Note: in the morning review yesterday's study for an hour before starting the new study.)

5 subjects	6 subjects	7/8 subjects
<u>Day 1</u> subject 1 subject 2	<u>Day 1</u> subject 1 subject 2	<u>Day 1</u> subject 1 subject 2
<u>Day 2</u> subject 3 subject 4	<u>Day 2</u> subject 3 subject 4	<u>Day 2</u> subject 3 subject 4
<u>Day 3</u> subject 5 whatever weakest	<u>Day 3</u> subject 5 Subject 6	<u>Day 3</u> subject 5 subject 6
		<u>Day 4</u> subject 7 whatever weakest

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Wildcard Days

Day 1

subject 1
subject 2

Day 2

subject 3
subject 4

Day 3

subject 5
Subject 6

Day 4

WILDCARD DAY

Day 5

subject 1
subject 2

Day 6

subject 3
subject 4

Day 7

subject 5
Subject 6

Day 8 etc.

WILDCARD DAY

A Wildcard Day could be:

- A day off study to recharge
- Time to sleep, exercise
- A day to focus on a subject you are worried about
- A day to do things you'd wanted to finish earlier
- A bit of all of the above!

This slide is on Pg 15 of the booklet.

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Allocate subjects to time slots:

- Some subjects may need more time than others.
- Try and do 'different' subjects together eg Maths and English rather than English and History (Maths and Maths Ext on the same day ok as is things like French and French Ext).
- Do the subjects you find hardest in the first blocks of the day.
- Extension subjects? English papers?
- Working better with 1 subject per day? 4 subjects per day?? Most people 2 per day is best.
- If all essay writing subjects just go for harder in morning, easier in afternoon and as different as you can.

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- Fill in what your study pattern should be in the 3-5 weeks before the exams start.
- Hardest subjects the morning slots, different types of subjects on the same day.

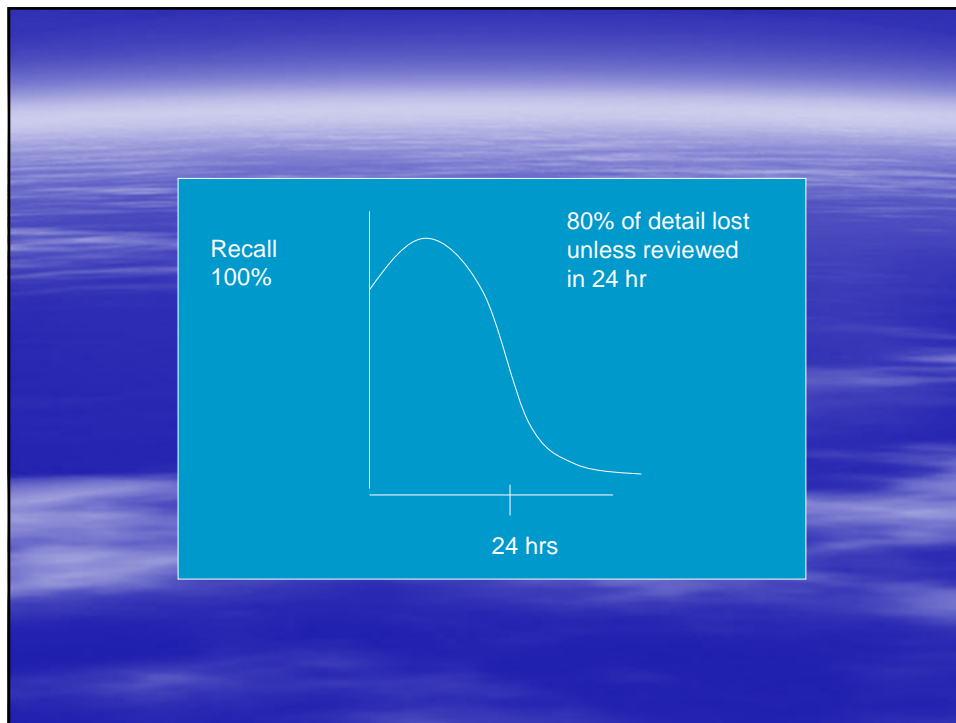
Eg

Maths English Chemistry
History Physics Ext Maths

3. What is your 'cycle' of study going to be? Write your subjects in on the cycle that fits you.

5 subjects - 3 day cycle	6 subjects - 3 day cycle	7 subjects - 4 day cycle	8 subjects - 4 day cycle	FILL IN YOUR COMBINATION OF SUBJECTS HERE:
Day 1 - subject 1 - subject 2	Day 1 - subject 1 - subject 2	Day 1 - subject 1 - subject 2	Day 1 - Maths - History	Day 1 - (harder) - (easier)
Day 2 - subject 3 - subject 4	Day 2 - subject 3 - subject 4	Day 2 - subject 3 - subject 4	Day 2 - French - Chemistry	Day 2 - (harder) - (easier)
Day 3 - subject 5 - whatever weakest	Day 3 - subject 5 - subject 6	Day 3 - subject 5 - subject 6	Day 3 - English - German	Day 3 - (harder) - (easier)
		Day 4 - subject 7 - whatever weakest	Day 4 - Ext Hist - subject 8	Day 4 (if needed) - -

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ALPHA

9 - 15 Hz

Physically and mentally relaxed, awake but drowsy

Last thing at night and first thing in the morning tap into the alpha state.

9-10am Review work done yesterday
(you could lie in bed and do this bit!)

11-2pm 3 hours on one subject

3-6pm 3 hours on another subject

Then: Watch TV, talk to friends, exercise etc.

For some people:

Possibly also an hour or two after dinner.

This slide is on Pg 14 of the booklet

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You can be flexible!

Just plan the day before how you will fit in your activities AND your study. You are not studying 24 hours! **Just choose how many hours of study a day to do and fit your life in around those times.**

Eg

9-12 relax time

2-5pm study

6-9pm study

9-12 study

1-4pm go for a walk

5-7pm study

8-10pm study

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During the exam period you should wake up at approximately the same time you will have to wake up to do the exams.

9-10am Review work done yesterday

11-2pm 3 hours on one subject

3-6pm 3 hours on another subject

Then: Watch TV, see friends,
exercise etc etc

For some people,

Possibly also an hour or two after dinner.

This slide is on Pg 14 of the booklet

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Allocate subjects to time slots:

Things to consider:

- Write a plan that looks like this for each day

Monday

9-12 Maths
Business

2-5 English

Tuesday

9-12 History

2-5 CAFS

Wednesday

9-12

2-5 Weakest subject

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WHEN YOU AREN'T HAVING CLASSES AND ARE JUST STUDYING:

1. How many hours of study do you want to do per day? hours
2. What will be your timeslots for each day, how will you structure your day? Some examples are listed below, but what will you do?

Some examples of how you might structure your day:

6 hours per day	6 hours per day	8 hours per day	8 hours per day	7 hours per day	Your timeslots (type below)
9-12 subject 1 2-5 subject 2	10-12 subject 1 2-4 subject 2 6-8 choose 1 or 2	9-12 subject 1 2-5 subject 2 7-9 choose 1 or 2	9-11 subject 1 12-2 subject 2 4-6 subject 1 7-9 subject 2	9-10 review 11-2 subject 1 3-6 subject 2	

Note:

- Start by 10am at the latest so your sleep patterns don't get thrown out
- Great for memory if you spend an hour in the morning reviewing what you did the previous day
- Choose a minimum amount of time and if you do more that's great. Many students aim for 6 hours and do more if they can.

3. What is your 'cycle' of study going to be? Write your subjects in on the cycle that fits you.

5 subjects - 3 day cycle	6 subjects - 3 day cycle	7 subjects - 4 day cycle	8 subjects - 4 day cycle	FILL IN YOUR COMBINATION OF SUBJECTS HERE:
Day 1 - subject 1 - subject 2 Day 2 - subject 3 - subject 4 Day 3 - subject 5 - whatever weakest	Day 1 - subject 1 - subject 2 Day 2 - subject 3 - subject 4 Day 3 - subject 5 - subject 6	Day 1 - subject 1 - subject 2 Day 2 - subject 3 - subject 4 Day 3 - subject 5 - subject 6 Day 4 - subject 7 - whatever weakest	Day 1 - Maths - History Day 2 - French - Chemistry Day 3 - English - German Day 4 - Ext Hist - subject 8	Day 1 - (harder) - (easier) Day 2 - (harder) - (easier) Day 3 - (harder) - (easier) Day 4 (if needed) -

Note:

- Put 'different' types of subjects together and do the weakest subject in the morning session
- Do you want to spend equal time on all subjects? Do some need more? What about extension subjects?
- For English you might alternate between Paper 1 and Paper 2 practice.

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