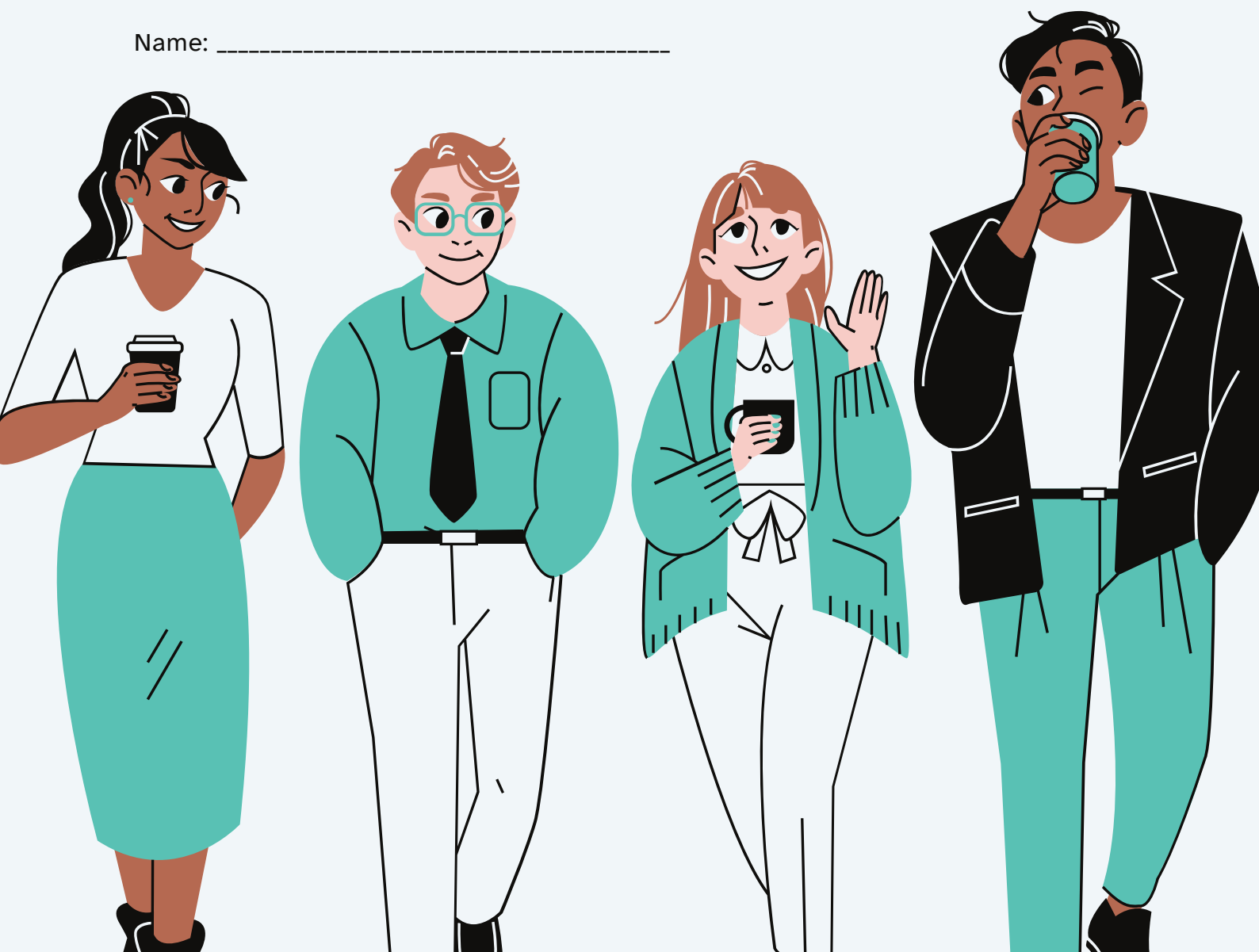




Student Study Booklet

A guide on how to set up good study habits

Name: _____



Why study?

Lifelong learning is an art!

Life-long learning has never been more important in our evolving society. Completing study builds your knowledge and shows you are dedicated to improving yourself.

Develop your skills!

Dispositions are not there just for fun! They are valuable skills that you can apply in all areas of life - not just at school. Studying helps you develop those dispositions.

Let's get started!

Unsure of where to begin? Setting up some small habits and a physical study space is a good place to start



- A** Switch up your environment
- B** Get a good night's sleep
- C** Listen to calming music
- D** Eliminate distractions
- E** Snack on smart food

Get a good night's sleep: A 2019 study found a positive relationship between students' grades and how much sleep they're getting. However, this doesn't only mean getting eight hours of sleep before a big test. What matters even more is getting enough sleep for several nights before you do most of your studying.

Pick a location: Have a designated study area and set it up clear of clutter, with the things you need, maybe a motivational poster or two. Make sure it is a calming space that refreshes your mind.

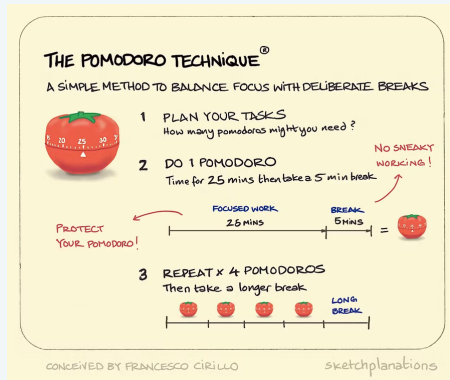
Listen to calming music: Listening to classical music or calm music without lyrics is best for a study session to help you focus and minimise distraction.

Minimise distractions: The Balance Effect! Silence your phone and annoying background noises such as the TV or radio. Make a pact to avoid checking social media until the end of your study session. Put your phone in another room or on do not disturb.

Snack on smart food: Coffee and candy will give you a temporary boost, but then you'll have a blood sugar crash. For energy that is more focused and sustainable, try healthy snacks such as edamame, apples or nuts

Some Study Techniques

The Pomodoro Method



Feeling overwhelmed by endless tasks, tight deadlines, or that nagging urge to procrastinate? You're not alone—and we've got your back! The Pomodoro® Technique is here to turn time from a sneaky stressor into your ultimate ally. With just a timer, a pen, and a sprinkle of focus, you'll crush your goals, banish burnout, and even have fun along the way. Ready to take control? Let's make time work for you!

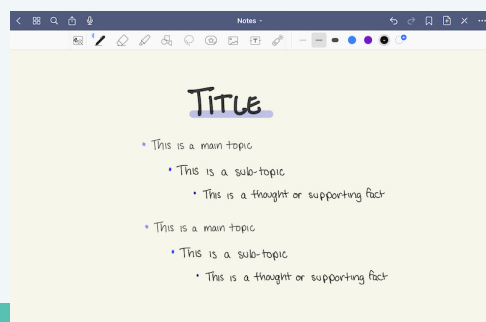
Breaks work into 25-minute intervals, called "pomodoros," separated by short, 5-minute breaks. After four pomodoros, a longer break of 15-30 minutes is taken.

SQW3R Method

S = Survey	Survey the materials for an overview of the documents.
Q = Question	Question the material to help you remember.
R1 = Read	Read the material.
W = (Read) + Write	Read again to take notes.
R2 = Recall	Recall what you have read.
R3 = Review	Review what you have read.

Reading is one of the core activities of study. You need to be able to understand what you read and to be able to recall the main ideas when you need them. You can use the SQW3R method to improve your comprehension, to remember a reading for tutorials, seminars or to review for exams

The Outlining Method



The information which is most general begins at the left with each more specific group of facts indented with spaces to the right.

The relationships between the different parts are carried out through indenting.

No numbers, letters, or Roman numerals are needed.

Method: Listening and then write in points in an organized pattern based on space indentation. Place major points farthest to the left. Indent each more specific point to the right. Levels of importance will be indicated by distance away from the major point.

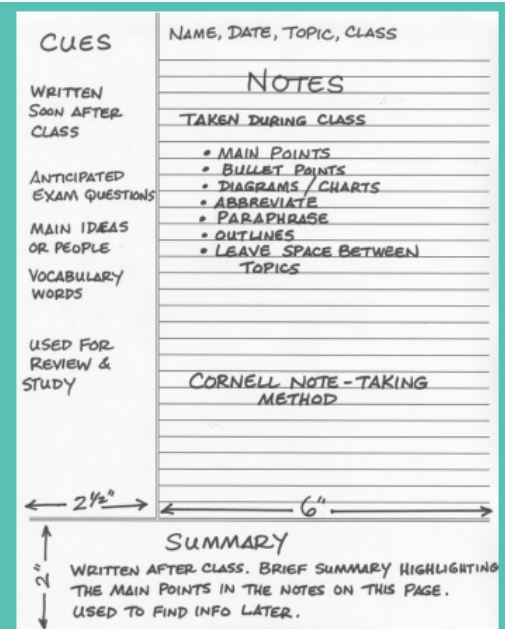
Cornell Note Taking

Cornell note-taking is a popular note-taking method for taking, organizing, and summarizing notes. This method typically results in better overall comprehension.

This note-taking method was invented by Professor Walter Paul of Cornell University in the 1950s.

It requires very little preparation which makes it ideal for note-taking in class. The page is divided into 4 — or sometimes only 3 — different sections:

1. One block at the top of the page
2. Two columns
3. One block at the bottom of the page



Syllabus Dot Points Covered in Exam – Commerce

<i>Workplace and Employment</i>	<i>Notes:</i>
examine the contribution of work to the wellbeing of individuals and broader society, including: – the relationship of work to quality of life, eg disposable income, health, household economic wellbeing, superannuation accrual, household management – contributing to an individual’s self-esteem and material and non-material living standards – the redistribution of income through taxation, and government expenditure, eg in education, health, infrastructure and social welfare compare the types of work and work arrangements, including full-time, part-time, casual, at home, paid, unpaid, voluntary, apprenticeships, traineeships (ACHEK020) - examine various sources of income, including wages and salaries, commissions, profits and dividends	

- investigate how the nature of work has changed and how it is likely to change in the future, including:

- the use of statistical data to examine patterns of employment
- the emergence of the sharing economy
- changes in the nature of work and workplace arrangements due to the impact of technology and globalization

investigate the roles of various participants in the workplace, including employers, employees, contractors, industrial organisations/unions, state/territory and Commonwealth governments

- explain changes to the roles of employees in the workplace, for example the increasing encouragement for workers to show initiative
- discuss employer responsibilities to workers and the government, for example superannuation, paid parental leave, pay as you go (PAYG) withholding, income tax, company tax or the Goods and Services Tax (GST)
- examine laws related to the workplace, including:

– Work Health and Safety (WHS) legislation – Equal Employment Opportunity and anti-discrimination laws – penalty rates and the role of the Fair Work Commission - identify methods of resolving disputes, including grievance procedures, negotiation, mediation, Arbitration Investigate a current issue related to the workplace that has affected employees in Australia, for example: – workplace discrimination on the basis of, eg age, disability, ethnicity, gender, culture – the ways in which different groups in society have been affected by one current employment relations issue – artificial intelligence and/or robotic technology and its impact on the workforce – the nature of unemployment and implications for the individual, groups and society	
<i>Towards Independence</i> Moving from home Students: • discuss considerations related to independent living, including: – reasons a young person may have for leaving home and living independently	

- key issues facing young people in their moves to independent living, eg access to a regular income
- applying for legal/medical identification, eg birth certificate, photo ID, Medicare card
- types of support provided by government, religious and community organisations
- continuing to live at home to save for future purchases, eg buying a property

Arranging accommodation

Students:

- evaluate a range of accommodation options and identify the process for arranging a lease, including:
 - types of accommodation available and their suitability for particular situations and needs, eg budget constraints
 - calculation of the affordability of accommodation
 - accessing information available relating to arranging a lease, eg tenancy rights and responsibilities, financial advice, sharing accommodation

Managing finances**Students:**

- explain the responsible management of finances when living independently, including:
 - major costs involved in independent living, eg establishment costs, ongoing costs
 - strategies to minimise financial problems, eg budgeting, saving, monitoring spending, superannuation
 - construction of a household budget that includes income and borrowing, fixed and variable expenses, and saving
 - tax obligations, eg applying for a tax file number, completing a tax return
 - insurance options available, including household and personal insurance

Major purchases**Students:**

- identify the major items to be purchased for independent living
- investigate the options available for the purchase of major items, including:
 - new, second-hand, joint ownership
 - consumer protection available for selected items, whether bought new, second-hand, from a business or privately, within Australia or overseas, independently or in joint ownership

- evaluate alternatives to the purchase of major items, for example relating to the sharing economy

Community involvement

Students:

- outline opportunities to become active and effective participants in the community, including:
 - young people enrolling to vote, being informed and voting responsibly
 - the benefits of community involvement
- Investigate the purpose and contribution of ONE community organisation in which young people may become involved, including:
 - the goals and strategies of an organisation, eg a union, charity, association or club
 - the organisation's effectiveness in achieving objectives
 - actions individuals can take to assist the organisation to achieve its goals
 - proposing actions to improve the effectiveness of the organization

Current issues

Students:

- investigate a current issue that has an impact on the independence of young people, and possible

solutions, for example: – housing affordability and the implications for independence – ease of access to loans and credit facilities – financial stress which may be experienced by young people due to poor financial management	
<i>Law, Society & Politics</i> The role and structure of the legal system Students: • investigate the nature of laws and the reasons for laws in society in relation to values, morals and ethics • describe the roles and responsibilities of the three levels of government, including the division of powers • identify key features of Australia’s court system, including the High Court and its role in interpreting the Australian Constitution • describe the role of legal personnel and the role and selection of juries explain how laws are made, including common and statute law • investigate the significance of customary law for Aboriginal and Torres Strait Islander Peoples and changes in its recognition over time	

- outline types of law, including public and private, criminal and civil, domestic and international

Law reform, political action and decision-making

Students:

- investigate why laws change, how they change and the effect of the changes
- research methods an individual or group has taken to influence politicians and evaluate their effectiveness, for example individual action, actions of lobby groups and political parties and the use of the media
- outline the process by which referendums to change the Australian Constitution are initiated and decided

Participation in the democratic process

Students:

- investigate the rights and responsibilities of individuals and groups in the democratic process, including the right to vote
- explain how an election is conducted and the range of voting methods – first past the post, preferential, optional preferential and proportional
- describe the role of political parties and independent representation in Australia's system of government, including the formation of governments

- describe the process through which government policy is shaped and developed, including the role of Prime Minister and Cabinet
- discuss the significance of a parliamentary majority, a hung parliament and minority government
- explain how and why the separation of powers exists between the Parliament (legislative), Executive and Judiciary

Students:

- **investigate a current issue relating to Australia's legal system or political process, for example:**
 - access to the law and why some individuals or groups have difficulty in doing so, due to factors such as cost, distance, time, procedures and language difficulties
 - an issue of interest to young people and actions that could be taken to influence this issue

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 in a different, new or
unfamiliar 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

*Use interpretation and
reasoning to assess a range of
evidence and make judgements
based on detailed analysis.*

CRITICALLY EVALUATE

Add a degree or level of accuracy, knowledge and understanding, logic, questioning, reflection and quality to 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.

Cornell NOTES



TOPIC

DATE

CUES

NOTES

SUMMARY

Cornell NOTES



TOPIC

DATE _____

KEY POINTS

[illegible]

NOTES

[illegible]

COURSE CONCEPTS

[illegible]

SUMMARY

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