The BRAINIAC Guide

MSHS Study Skills for Success
To make the most of your potential in class, you need to learn how to be a ‘Brainiac’. Brainiacs know how to keep effective notes, manage their time and prepare for assessment.

You can improve your academic results by following these simple steps

1. Organise your notebook
2. Review your work daily
3. Complete Homework
4. Prepare for Assessment (Assignments)
5. Create Study Groups
6. Prepare for Assessment (Exams)

Your teacher may not ask you to do all of these things everyday. This is because they assume (and expect) you are doing them anyway!
Set up your notebook at the start of term

1. Organise your stationery
2. Create your title page
3. Collect a term planner from each subject teacher and stick this in your book
4. Use an advanced organiser (see templates) to clearly identify the main ideas for this term. On your organiser you could:
   a. highlight in green information you already know
   b. highlight in yellow words you have heard before
   c. highlight in pink new words
5. Complete a google and/or wikipedia search on the pink words and make notes on your Advanced Organiser (AO)
Organise your notes

1. **Rule up a wide left hand margin**

   Use this space to include pictures, symbols, write questions or to make links to other sections of your notebook or textbook.

2. **Use clear headings and sub-headings**

   Turn headings into questions that need to be answered during the lesson. Use highlighters to link common ideas.

3. **Personalise your notes**

   Use sketches, diagrams, colours, symbols or abbreviations that make sense to you. Don’t just copy from the board.
Get some background information on this terms topic

Try to make sense of the information by using advanced organisers

Note book examples PTO
Focus
The global economy is influenced by international financial flows. Governments attempt to manage these flows to meet their economic objectives.

Key Ideas
- Open economy
- Opportunity cost and specialisation
- Absolute and comparative advantage
- External sector and the effects on the domestic market
- Capital as a primary source of income (free trade)
- Trade and the state
  - Adam Smith, David Ricardo, Michael Porter, Paul Krugman, Joseph Stiglitz

Senior Economics
International Economics
Term 3 Planner

Overview

Term 3 Planner 2011

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Portfolio reviews and lectures (detailed later)

"Addicted to money"
Create an advanced organiser for each unit.
Protection: a government trade policy giving home producers an artificial advantage over foreign competitors by means such as embargoes, import quotas, subsidies and tariffs.
Tariff: an indirect tax levied by the federal government on certain imported goods, e.g. GST tax.
Embargo: a total ban on the importation of a certain good.
Comparative Advantage: ability of a nation to produce at a lower opportunity cost of production than another nation is able to.
Absolute advantage: ability of a nation to produce commodities more efficiently than other nations.
Currency Appreciation: Increase in the value of a currency relative to other currencies under a floating exchange system.
Currency Depreciation: Decrease in the value of a currency relative to other currencies under a floating exchange system.
Balance of Payments: Summary of a nation’s payments to, and receipts from, the rest of the world over a year.
Capital and Financial Account: record of the movement of capital funds between a nation and the rest of the world.
Capital and Financial Account deficit: amount by which credits in the capital and financial account are less than debits.
Capital and Financial Account surplus: amount by which credits in the capital and financial account are greater than debits.
Current Account: record of day-to-day financial transactions, services, between a nation and the rest of the world.
Current Account deficit: amount by which credits in the current account are less than debits.
Current Account surplus: amount by which credits in the current account are greater than debits.
Fixed exchange rate: where the government fixes the value of one currency to another currency and guarantees to maintain that level.

Create a definitions page to keep track of new words and meanings.
What does the PPC explain? Opportunity cost is the value of something you gave up.

Production Possibility curve (PPC)

What are the advantages of specialisation in world trade? Not to scale. Not possible for A or B.

What is the theory of 'absolute advantage'? If both production increases, technology improves rice.

Explain whether the theory of absolute advantage still applies in today's world? (Give reasons) Not possible for e.g., m.

The principle of absolute advantage: Adam Smith theory! Adam Smith (1776) created the theory of absolute advantage. If a nation was better at producing a product then another, they should trade.

1. Domestic Job
2. Level playing field.

Assumption of PPC:
- Quality but not low cost
- Product commodification
- As a result of this, the output of the two nations was increased.

Summary:
- Trade is good. An economist efficient use of resources.
- Non-efficient use of resources, overall output of the country is lower.

Leave a large margin for questions, and a space at the bottom for summaries and homework information.
During the term you need to R.H.A.P

During the term you need to R.H.A.P. This means you are required to:

1. Review school work daily
2. Complete all Homework
3. Be organised with your Assessment Preparation

"R.H.A.P. MAP"
(Review, Homework, Assessment Preparation)

**STUDY**
what does it involve?

**REVIEW**
Review what was done in class that day for **EVERY** subject

**HOMEWORK**
Complete specific tasks set by the teacher that day

**WHAT'S THE BIG PICTURE?**
How does Review and Homework help your Assessment Preparation?

**ASSESSMENT PREPARATION**

<table>
<thead>
<tr>
<th>ASSIGNMENT TASK</th>
<th>EXAM</th>
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<tbody>
<tr>
<td>- Does what I did in class have anything to do with this task?</td>
<td>- Unit revision for exams</td>
</tr>
<tr>
<td></td>
<td>- Review work, class work, homework</td>
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Step 2: Review (R.H.A.P)

Review the work you have studied in class today. Your teacher won't always ask you to do this, it is expected.

You can Review your work by doing the following:

1. Read over your notes from the lesson and try to understand them.

2. Change your notes. Redraw diagrams, try to solve problems again without looking, draw pictures and diagrams to present the information in a new way, use your Ipod/phone to record yourself reading your notes out aloud.

3. Link today's information to yesterdays. Do this by creating a mind map and adding to it after each lesson.

Make sure you tick off today's work on your study planner and congratulate yourself.
Did you know that research says you need to practice a skill 24 times to reach 80% competency? The first four times you practice a skill are apparently the most important so make sure you STAY FOCUSED!

**Homework (R.H.A.P)**

How to make Homework, less work

1. **Write your homework in your school diary EVERY lesson to stay organised**
2. **Stick to your study planner routine – stay in control**
3. **Move away from distractions. TV and Facebook make homework take longer, so use them to reward yourself instead.**
4. **Have a go even if you don’t understand. Ask your teacher a specific question for example “how do I add these fractions?” is more useful than whining “I don’t get it” because you haven’t tried.**
Assessment Preparation (R.H.A.P)

ASSIGNMENTS

1. Understand the Question

   a. When you get home, read the assignment sheet again and rewrite the question in your own words.

   b. Write down key words and look up the meaning of words you don’t understand.

   c. Brainstorm your ideas about the topic. On paper write down what you already know, draw pictures and write questions.

   d. Look at your criteria sheet. Add information you must find out, to your Brainstorm.

   e. Check out Wikipedia. Get some background information. Search people, places, concepts and keywords. Write down synonyms and plurals of keywords (e.g. Aboriginal and aborigine) and phrases (e.g. Indigenous Australians). Use these terms when searching for information.

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**Indigenous Australians**

From Wikipedia, the free encyclopedia

This article is about the original inhabitants of Australia. For the Australian definition in law, see Australian Aborigine.

Indigenous Australians are the original inhabitants of the Australian continent and nearby islands. The Aboriginal Indigenous Australians migrated from the Indian continent around 75,000 to 100,000 years ago.

The Torres Strait Islanders are indigenous to the Torres Strait Islands, which are at the northern-most tip of Queensland near Papua New Guinea. The term "Aboriginal" has traditionally been applied to indigenous inhabitants of mainland Australia, Tasmania, and some of the other adjacent islands.

The earliest definite human remains found to date are that of Mungo Man, which have been dated at about 40,000 years old, but the time of arrival of the ancestors of Indigenous Australians is a matter of debate among researchers, with estimates dating back as far as 125,000 years ago.11

There is great diversity among different Indigenous communities and societies in Australia, each with its own unique mixture of cultures, customs and languages. In present-day Australia these groups are further divided into local communities.12

Although there were over 250–300 spoken languages with 600 dialects at the start of European settlement, fewer than 200 of these remain in use13 – and all but 20 are considered to be endangered.12 Aboriginal people today mostly speak English, with Aboriginal phrases and words being added to create Australian Aboriginal English.

The population of Indigenous Australians at the time of permanent European settlement has been estimated at between 318,000 and 750,000,14 with the distribution being similar to that of the current Australian population, with the majority living in the south-east, central...
ASSIGNMENTS

2. Start your research

a. Search on-line newspapers, journals/magazines, organisations and library services (school, local and state library). Use keywords and ideas from your Brainstorm and Wikipedia searches.

b. A simple way to keep track of information is to copy, paste and summarise. Try this format. Create a table in a word document and as you find good material, copy and paste the materials.

Reference List Details

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<th>News Medical</th>
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Copy & Paste Information here

DNA and chromosomes

The molecular basis for genes is deoxyribonucleic acid (DNA). DNA is composed of a chain of nucleotides, of which there are four types: adenine (A), cytosine (C), guanine (G), and thymine (T). Genetic information exists in the sequence of these nucleotides, and genes exist as stretches of sequence along the DNA chain. Viruses are the only exception to this rule—sometimes viruses use the very similar molecule RNA instead of DNA as their genetic material.

Write Personal notes

Use these four types of DNA in assignment but I need to go into detail about A, C, G & T. Find out more information on viruses...could be good for section 2 of assignment.
ASSIGNMENTS

3. Plan your assignment

Writing your assignment is easier if you have a 'plan of attack'. Organize your ideas before you start. You could use a Mind Map to do this.

MIND MAPS

Use Inspiration 8 on the school's curriculum drive or just draw it up. Here's how

1. Write your topic in the middle of your paper
2. Write each point you want to make in a bubble and link it to the topic question
3. Write 3 things around each bubble you could use to prove that point. Look for similarities, differences and connections between ideas.
4. Once you see how your ideas fit together, use a linear plan to help put your points in a logical order
ASSIGNMENTS

4. Study Groups

Research from David Sousa’s “How the Brain Learns” (2006) suggests that you learn best when you are involved in discussion groups, practicing your work and teaching others your new information.

Questions to ask before you start a study group

1. How many people do I need?
   4-6 people is ideal

2. Who should be in it?
   People that share your interest in doing well academically (not necessarily friends).

3. Where?
   A place where you can spread out and won't get distracted. Study groups are often useful during exam blocks or at the end of term. Organise with a teacher to use a spare room at school during lunch breaks, between exams or on flex days.

4. How long?
   1.5 – 2 hours for seniors. This is enough time to be productive. Time pressure can help you stay focused.
Step 5: Assessment Preparation

Reading over your notes and rewriting them mindlessly is NOT an effective Assessment Preparation technique. This takes a long time and does not help you to understand the information. Teachers create exams to test your Knowledge AND YOUR UNDERSTANDING. Try these MNEMONIC techniques to make study more efficient and effective.

1. Your brain likes to make links. Create frameworks so it is easy to ‘hang’ new information on these structures.
2. Try to link your study information to things you already know (people, places, smells, positions, colours, shapes, feelings).
3. Imagination is what you use to make the links. Imagine or visualise a situation for your study information. Making humorous links to things will boost your memory retention.
4. Pick a location. Place this study information in a particular location so it doesn’t get mixed up with other work....it sounds weird but it works.
5. Try the journey or room method. Picture yourself walking through your house and each room represents different bits of information you need to remember...maybe you can visualise some of the scientific elements sitting on your lounge for example?
6. Some actors learn their lines by reading them 5-10 times a day over 4 days. Schedule in time for that English performance 4 days in advance (instead of the day before) to give your brain a good chance at remembering it.
Be aware of your learning style.

Visual Learners like written notes, diagrams and pictures. Create new visual images, structures, use symbols, do anything to turn your study information into a new format...your brain likes this.

Auditory Learners like to listen (and are often good speakers). Try reading your notes out loud, record them on your Ipod or phone and playback later...travel is a great time to catch up on some extra study.

Kinaesthetic Learners like touch, movement and space. Create a play, dance or sports move to represent the information you need to remember.
Resources and Templates

Brainiac still searching for more? Check out these great resources and good luck with your study!

• Maroochydore State High School Study Planner (Year 8, 9, 10)
• Maroochydore State High School Study Planner (Year 11, 12)
• Sensational Study Buddy (study guide and strategies)