

SAMPLE



MIGHTY MINDS

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book.

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PROBLEM SOLVER
TRIANGLE



PATHWAYS

SUCCESS



LIBRARY



By Steven McCabe
& the Mighty Minds team

PATHWAYS TO SUCCESS

SIXTH EDITION

WRITTEN BY
AND THE



SAMPLE

Name _____

Class _____

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Every effort has been made to ensure that the information in this book is accurate and up to date. Any information enabling us to improve our work for future editions is welcome.



WELCOME TO PATHWAYS TO SUCCESS

Mighty Minds Educational Systems Pty Ltd is an educational consultant that specialises in assisting students to develop their thinking and problem-solving skills. The success of Mighty Minds in this area is reflected in the achievement of students and the hundreds of schools, Australia-wide, that each year use the services offered by Mighty Minds.

In response to client feedback, which has highlighted the need for strategies to solve problems in unfamiliar situations, Mighty Minds has created **Pathways to Success**. As well as meeting those needs, this workbook also covers examination skills making it a highly desirable resource.

Pathways to Success is:

- a durable, full-colour student workbook with 28 chapters, each containing activities and tasks. The workbook can be used throughout the year or as a reference tool.
- a valuable resource for educators, providing a comprehensive tool that features proven, educationally sound activities and tasks.
- an interactive, step-by-step student guide that is suitable for students, irrespective of their intended pathway, showing effective learning strategies and skills of all senior students, showing effective learning strategies that will be invaluable for life.

Pathways to Success contains four sections:

In Section One, students are encouraged to think about their future in life and to consider which possible pathway will lead to a successful career. Included are numerous activities designed to make the learning experience enjoyable and active and productive learning techniques. By analysing the outcome of *My Week in My Life* and *The Wheel of Success*, each student can see that the choices he/she is making are the correct ones. Students are encouraged to plan, organise study groups, create a workable timetable and so on.

Section Two focuses on developing higher order thinking abilities. It is obvious that to achieve a high level of success, a student must have a solid foundation in basic skills. This section includes a section on visual literacy and numeracy. Further, to achieve a high level of success, a student must demonstrate higher order thinking skills. This section includes a section that demonstrates (by using worked examples) how to solve problems and how they can be applied in a variety of situations.

Section Three focuses on the Queensland Core Skills Test. All aspects of the Writing tests are clearly explained and are accompanied by techniques and tips this section reveals have been specially developed from feedback from thousands of state-wide workshops and analysis of hundreds of thousands of past QCS Test papers.

Section Four focuses on the Common Curriculum Elements (CCEs), as outlined in the syllabus. This section helps students to better understand the tasks with which they are faced.



HOW TO USE THIS BOOK

Pathways to Success is designed to promote active learning, so students show their working in the spaces provided.

Equipment, including coloured pencils, pens, a calculator, an eraser and a ruler, may sometimes be required to complete tasks and activities.

Answers are given at the back of the workbook.

Additionally, schools that purchase this book will be provided with *Senior Learning*, which includes extra activities, as well as sample responses from the previous edition of *Pathways to Success*.

Remember, the Queensland Curriculum and Assessment Authority (QCAA) provides marking schemes and model responses for all Short Response questions. These can be downloaded from the QCAA website: www.qcaa.qld.edu.au.

A selection of these has been included in *Pathways to Success*.

In association with the marking schemes is the percentage of students who achieved each grade in each item. For Multiple Choice or Short Response, has been clearly labelled as used and the associated learning basket indicated. For particular CCE or basket, refer to page 279.

A feature of the Sixth Edition is the inclusion of digital resources at the back of the book. These link to fun brainteasers and editing exercises. You can access these resources on the Mighty Minds App or on our website (www.mightyminds.com.au).



symbolises an idea or concept



symbolises an activity that requires a response



symbolises a warning or that you should be careful. It indicates that you should be finished with all the questions in this section.



symbolises a tip or hint.



use ATCDLLISM and other mnemonics.



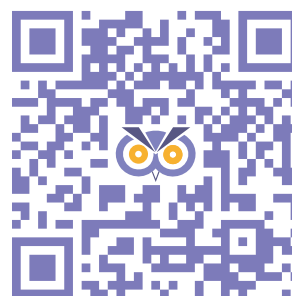
check out this helpful hint.



questions. Your responses can be emailed to: info@mightyminds.com.au

www.mightyminds.com.au.

Pick up your pen and begin your journey –



MIGHTY MINDS
Educational Consultants

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GET MORE OUT OF YOUR PATHWAYS TO SUCCESS



Follow the steps below to unlock more content from your Pathways to Success course.



1. Download the Mighty Minds Assistant app. Scan the QR code below. The Mighty Minds Assistant app will be installed on your device.



2. Each time you scan the QR code, the app will unlock additional content.

through the app. This content includes additional content related to your course.

3. Watch a video demonstration and get your copy of the app here.

4. Download the Mighty Minds Assistant App from the App Store to get started.



DESIRING SUCCESS

THE RIGHT ATTITUDE

How do we achieve the success that we desire?

Perhaps we can gain some insight into this question by looking at people who have achieved considerable success.

"Always bear in mind that your own resolution to succeed is more important than any other one thing."

"Being confident and believing in your own potential."

SHERYL SANDERSON

FACEBOOK

As with most successful people, Lincoln was one of the most important factors in achieving success (or other things) was his determination to succeed.

What is true in life is also true in business: success is determined by our attitude and behaviour. If you believe your job is just a job, you will work as being unimportant to achieving success. If you believe your job is your destiny, you will succeed.

From our experience, it is

"Your thoughts lead to your habits; your habits become your behaviour; your behaviour determines your destiny."

MIGHTY MINDS



A common mistake is to stay up late at night (often past 10pm) and then still expect to be fresh and energized the following day. Obviously, working late at night will result in being tired in class the next day.

Also, many people work in environments which contain plenty of the distractions in the workplace: TV, stereo, great posters, fantastic views out the window. By simply being there, they are putting in a big

to check your attitude.

There are many pathways to success and will provide you with help you along the way; however, you will not move any closer to your goal unless you are it.



HOW TO SUCCEED IN SENIOR

1. Set academic goals.
2. Have a strong/positive self-belief/attitude towards what you want to achieve.
3. Realise failure is often the first step to success.
4. See the benefits of working consistently each week.
5. Work collaboratively to reach your goals.
6. Form study groups both at school and online.
7. Be efficient – this includes time management and effective learning skills.
8. Understand the importance of the QCS Tests and
9. Develop your problem-solving abilities so that they are achieved.
10. Construct a detailed plan for success – whether it is for an examination, presentation or job interview.

MOTIVATION

At the heart of all success, is motivation. It is what drives us to want. Motivation enables us to set out on the path to our goals. It is often far more important than talent, skill or knowledge.

Goals

Goals suggest what is possible. They also guide our actions in our pursuit of these possibilities.



Activity 1

What is your vision for the future? Think about it in ten years, five years, at the end of this year. Think about it also in terms of personal goals. Do you want to be travelling? Where do you want to be living? How strong is your motivation to achieve your goals? What sacrifice to achieve them?

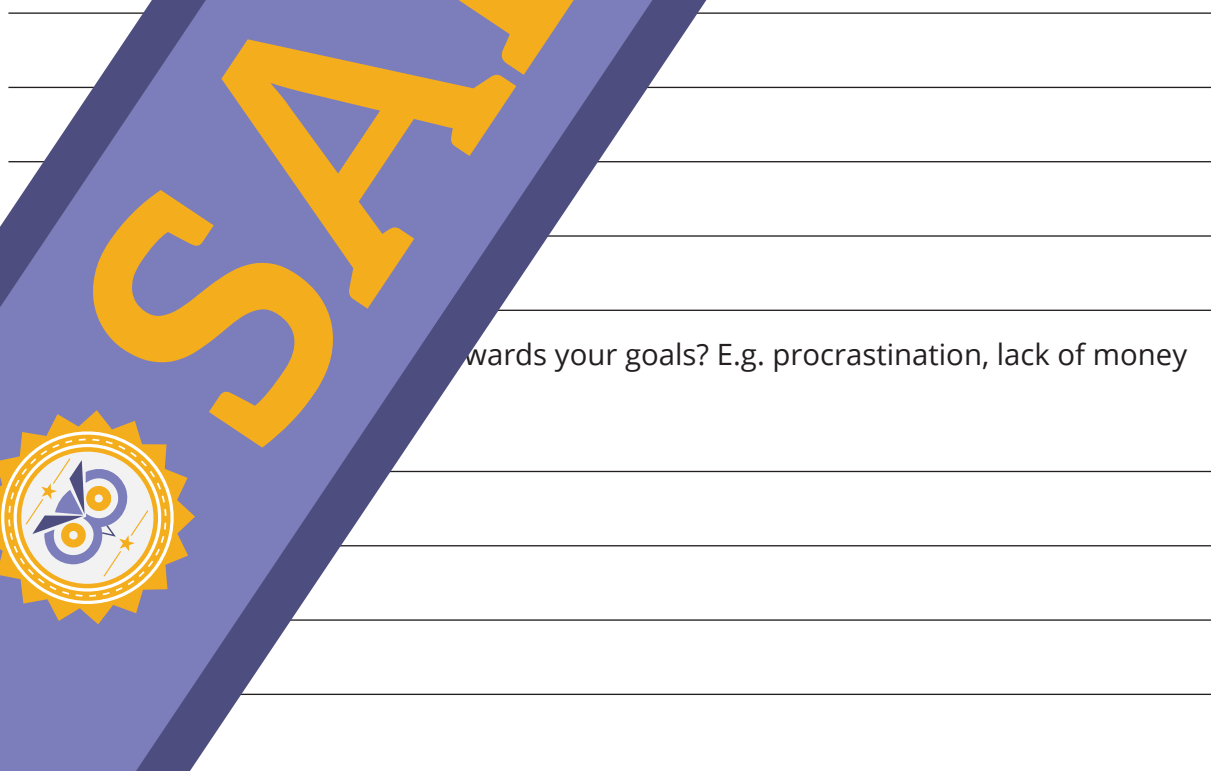
Write down your goals for school years. Start with a list of everything that you want to be in any particular order – just write them







When setting your goals, always aim high – as Dr. Williams says, “It’s better to take a big step. You can’t cross a chasm in two small jumps.” In setting goals you might have to make some confronting decisions. Do you want to go to university to study or to work in the field you want. You may have to give up some things, like playing computer games, so that you have more time to study. Remember that your goals will ensure your success.



towards your goals? E.g. procrastination, lack of money



THE WHEEL OF SUCCESS


A good way to help you look objectively at your situation is to chart it.

The following diagram *The Wheel of Success* when completed honestly appraisal of your current situation.



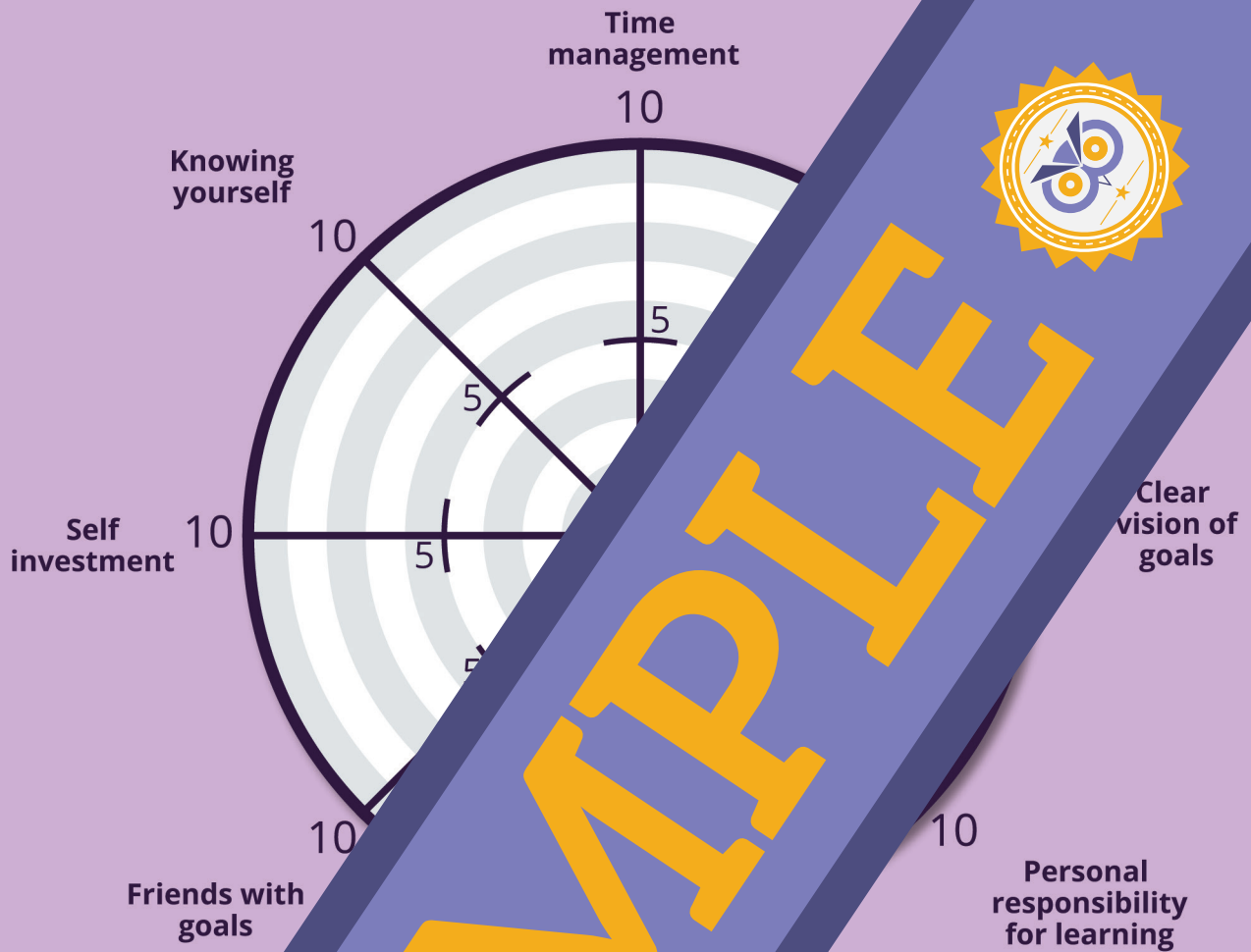
Activity 4

Consider the centre of the circle (0) as representing a low skill level. The outer edge (10) as representing a high skill level. Use the numbers 1-9 placed on each "spoke" of the wheel for each skill. Connect the dots (dot-to-dot style) to form your "wheel". Consider the following:

- 
- **Time management:** Do you have a study time planner that you change/review regularly? Do you use some type of calendar that you can use to track your time?
 - **Active learning methods:** Do you understand by constantly asking yourself: What is given? What would I solve the problem that way?; What is the question?; What could I do to improve that?; What is the best/most efficient?; How could I make this more challenging/requiring?
 - **Clear vision of goals:** Do you have a reason for investing in your future? What are your goals? Next week? Next month? This term? This year? Is it your time? For your life?
 - **Personal responsibility:** Is your success or lack of success is due to your teacher's attitude? Your effort? Your economic situation? Are you honest enough to admit that you are responsible?
 - **Question when confused:** Do you ask questions to your teachers, friends and family? Do you don't understand, or do you seek clarification?
 - **Friends:** Do your friends have high ambitions? Do they are motivated? When you focus on learning? Do their actions affect you?
 - **Self-motivation:** Do you ensure your future? Do you work hard? Do you know what you are doing? Do you work with your strengths? Does learning becomes more enjoyable and achievable?
 - **Self-awareness:** Do you know your strengths and weaknesses? Have you used your strengths or to improve your weaknesses? What is your determination do you possess? Do your actions



WHEEL OF SUCCESS



Now, take a look at the outer edge is your wheel? The closer to the centre the more work you are required to do to improve this skill.

re:





Activity 6

The areas that I need to work on are:



Having thought carefully about your desires, more than ever before, you are now in a position to set some realistic goals. Remember, it's not the end of the world if you fail. It's just a lesson learned. If you have a plan, you can overcome any obstacles.

Before you commit your thoughts to paper, think about the following:

- Make your goals specific rather than general. If you have a goal, you have a target. If you have a target, you have a plan. If you have a plan, it is much easier to see what you need to do to achieve it.
- If your goals are long term, try to break them down into short term goals that will ultimately help you reach your long term goal.
- Make your goals personal and meaningful. If you have to reach a goal, you will be let down.
- Do not be afraid to aim high. If you aim high, you will be let down.



Activity 7

My goals are:



FOLLOW ME FOR AN INTERESTING ARTICLE...

I can be found at:
<http://www.mightyminds.com.au/qr.php?id=3001>

KNOW YOURSELF

Before you start to consider how to improve your educational outcomes, you need to know your current routine. Let us start with a simple exercise of self-discovery: how do you spend your time in a typical week.

A WEEK IN MY LIFE



Activity 8

Complete the *A Week in My Life* table on the next page. Note what you do each week, including social media, work, computer usage (social media, emailing), school/sport, studying, reading, exercising, etc. Consider where these activities occur and the time you spend on them. For example, that, although you might start school at 8.30am, in reality you might start getting ready for school at 7.30am and end at 4.30pm – so your *schooling* is really occupied from 7.30am to 4.30pm. Another example is that you might study from 5pm to 9pm; however, once you add the time spent travelling time, it could actually occupy your time from 4.30pm to 9.30pm.

Example:

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
6-7	WALK					WALK	WALK
7-8	EAT, DRESS					EAT, DRESS	EAT, DRESS
8-9	SCHOOL					SCHOOL	STUDY
9-10	"					"	"



After on the total number of hours per week spent

In order to improve any aspect of our lives, we need to spend time and effort. Athletes, for example, invest time in training and improving their diets to improve performance. Likewise, to improve your educational outcomes, you need to spend enough time on your study.

A senior school student should be allocating a minimum of 10 hours per week to study (this includes reading, assignments etc.).

If you have a look at your table of weekly activities, this amount adds up to about 10% of your waking hours!

It is your task to slot these study hours in where they are most effective.

REVIEW OF STUDENT SURVEYS

Recent surveys show that a large number of senior students have the following characteristics. Students:

- Realise that they will more than likely be in need of an apprenticeship, TAFE courses, university or further education.
- Understand that having an educational goal leads to a greater number of future pathways.
- Lack the motivation and/or drive to study when an assignment or examination is imminent.
- Generally find study boring and unappealing.
- Primarily study by themselves (even though they have access to an incredible number of distractions – phones, TV, and music).
- Have a paid job that occupies about 10-15 hours each week (remember, also, that they might be paid for work-related preparation or travelling time).
- Do very little reading (less than 1 hour per week and are unlikely to read for more than five hours per week).
- Spend at least 1 hour per week on digital distractions – this includes computers, emailing, texting, etc.
- Spend an average of 1 hour per week on education-related activities outside normal school hours.
- Spend an average of 1 hour per week hanging out with their friends and very little quality time with family.
- Spend an average of 1 hour per week on physical activity (only about 20% of Year 12 students spend more than 1 hour per week on physical activity, which included such activities as sports, etc. while approximately 40% of students spent less than 1 hour per week on physical activity).

Many students prefer to keep their books and keep it at home instead of taking it to school.

Students need a detailed plan to achieve these goals.

These findings reflect a lack of drive to achieve above-average results.



CHARACTERISTICS OF SUCCESSFUL PEOPLE

They:

1. Listen
2. Reflect on what they are doing
3. Have a willingness to change
4. Study often
5. Work together



You will need to know the following:

1. Your academic goal for the year in terms of your VHA1 or VHA2 or VHA3.
2. Your current level of achievement for each of your subjects, VHA1 or VHA3.
3. The criteria that you are weakest in, for each of your subjects, ask your teacher. You should also ask your teacher what you are strong in the criteria you are weak in.
4. Your willingness to help each other to achieve your goals.
5. Your learning style. Be willing to change your plans to ensure your success.

You need to do the following:

1. Treat QCS as a subject – that is, you should be improving your abilities for these tests.
2. Form or join after school study group for your subjects. Once you have joined you should discuss your subjects and learn or address problems or better techniques to learn or address problems.
3. Ask your teachers for materials to assist with your learning, especially for your subjects.
4. Find out from your teacher the structure and topics for your next assessment, and then swap and complete with other students.
5. Construct your own study plan for every assessment. You should aim to make your own study plan for every assessment.
6. If you are weak in a subject like mathematics you should aim to complete your study plan for every assessment.
7. The study plan of you. When you know what is coming, you should aim to make your own study plan for every assessment.



Contact numbers of six people with whom you would be in contact on a regular basis.



INVESTING IN YOUR FUTURE

The question we often ask students during our workshops is, “When should you start investing in yourself and your future?” The answer is very simple... **NOW!**



Use the information here and the information you have previously learned to plan how you will currently spend your time to think about how you can manage your time better for yourself and how you can use it most effectively.



PLANNING FOR SUCCESS

THE RIGHT APPROACH - A MATTER OF BALANCE

As a senior student, your life is filled with many responsibilities. You need to learn how to effectively manage the time you have available so you don't feel overwhelmed.

Everyone has responsibilities to their family, friends, and community. You have commitments and, often, part-time paid employment. You need to balance your time for yourself and for social interaction with your friends – and you need to know how you will fit everything in!

It is only through an organised, planned approach that you can avoid the stresses that such demands can place on you. You need to know that you are performing to the best of your ability on all fronts.

Such organisation needs

By producing a plan that you can follow, you will help achieve the balance that allows you to perform to the best of your ability. You will have the knowledge that you control your life rather than the other way around.

CHANGE YOUR

What is

A point of entry into a unit of work. This can be measured by the student's point of entry, the higher the quality of the entry point, the less work it will take for them to reach VHA (as shown on the following page) it will take less work for them to reach VHA.



Students with standard or sub-standard levels of knowledge. Even if they start their work to higher levels by the end of the unit (i.e. the final test), this improvement is often achieved by “cramming”.

Cramming involves low-level work at the commencement of the unit, followed by a period of low-level work throughout the majority of this time, and then a fast increase in quality of work in the final assessment period (a few days before the assignment is due or the test is taken). This ineffective habit and results in students achieving less than their best.



What is a point of entry?



When you start an assessment period (the period leading up to the due date of an assignment or test) you enter at a certain level of thinking. Your level of thinking has an enormous effect on the quality of your work. For example, if you start at a lower level (see graph below) then it will take you longer to reach a higher level of achievement – if you start at a higher level like Jill's, it will take you less time to reach higher standards in a subject.



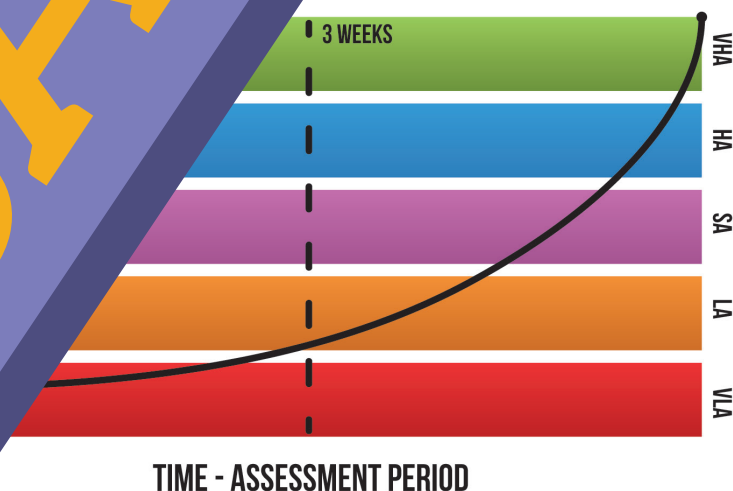
There are many ways for you to improve your point of entry. Ideally, you should be attempting to raise this point of entry to the highest possible level.

Here are some ideas for you to consider:

- Don't leave everything until the last minute! Plan your assessment time so that you know in advance when you will complete every school assignment, or when you will study for your exam. This will eliminate those all-night cramming sessions.
- Develop your skills. If you already know how to write an essay that will impress your teacher, then your excellent assignments will be seen as a point of entry. Be sure you know the correct structure for all your assignments. Knowing such things will save you time in exams.
- Use the internet to develop your research skills, find interesting strategies and find great examples of what you can do to improve your practise.

This graph shows the point of entry for two students who are in the same English class and have been given the same assignment. Jack starts at a VLA level and Jill starts at a HA level. They are in the same English class and have been given the same assignment. Jack only goes to class and lets the teacher decide what to do. Jill takes the initiative and decides to find relevant reading material and research on her own. Jack begins.

Who will achieve a higher mark?



Jill will always perform higher than Jack because she has started at a higher level. Jack's assignment will be at a LA level, Jill will achieve a VHA mark. Also, because Jill starts her assignment earlier, she will have more time for other study or for leisure.

PREPARING FOR SUCCESS

The pathway to success for senior students is study. Understanding the concepts covered in your courses is fundamental to your success.

No-one is born with the ability to study effectively. Studying efficiently and, as with any other skill, it can be improved through practice. You can improve their ability to study – it is not a gift given only to some.

If you master the skill of learning, and you are persistent in your schoolwork, you are well along the pathway to success.

Again, as with all skill development, you should aim to make it a routine and, to do this, you need a plan. In the section on planning, you will find a plan that allowed you to schedule all of the various activities of your time and find a balance. In this section, we will discuss time.

BEING ORGANISED

One of the most basic steps to achieving success is to be organised. However, find that becoming (and staying) organised is not always easy.

Have you ever made a timetable and then not followed it? You are not alone!

Being organised is a talent that even the most successful people have had to master. The benefit about creating a plan is that once you have started to work at it, eventually, it will come more naturally to you.

If you are someone who needs a plan, then creating one is especially important. By learning how to create a plan for yourself, you will not only save your own time, but also make it easier. **GUARANTEED!**

Organisation in learning is essential. Without a clear, focused mind, it is almost impossible to learn. Think about it like this: imagine you are looking for your favourite T-shirt in your room. Your room is a mess (there are clothes, towels and books everywhere). It takes you quite some time to find your T-shirt amongst this mess. Now imagine everything is put away in a place and is well organised. You can find the T-shirt in seconds. This is similar to what happens with your mind. Without a plan, you are overwhelmed by different plans and distractions, the content is a mess. However, if your life is organised, your mind knows exactly what to do with that information. The pathway to success is clear and focused.

Plan your time that suits your circumstances (remembering that your plan should take into account other facets of your life, as shown on the plan set out in the section on planning).

Stick to your plan.

You should have built into your overall plan time for relaxation, communicating with friends, so there should be no reason for you to stray from the plan planned for each study session.

Remember to **follow your plan as a matter of routine.**



- **Reward yourself** when you have achieved your stated times or completed a task.
- **Be flexible.** Unforeseen events occur; things take longer than you expected. No matter how well you have thought out your plan, changes will have to be made. Remember that as this is normal. Make the necessary changes but try to return to your original or a convenient time.

Let us look more closely at how you can implement your plan.

The Time and Location

- Set aside a regular time and use the same place to study.
- Make your study area free from distractions – stay away from your phone.
- Have good lighting and ventilation.
- Try to avoid studying in your bedroom as there are many distractions. If you don't have a table or set up a table in the garage or in a spare room. Some schools (or local libraries) have numerous spaces available. Ask your principal, as he/she will be more than happy to help.

The Approach

- Be personally prepared – have all the materials you need (e.g. pens, paper, calculator etc.) that you need for that session; and be ready when the time comes.
- Break your study periods into 30-minute sessions and then have a five-minute break. During these five-minute breaks, do something different – go for a short walk, have something to eat, talk to a friend, or communicate with your friends as you might not return to the same level of concentration.
- For each session, follow a checklist of tasks. Prioritize, what you have to do or plan to achieve.
- On your checklist, suggest a time for each task. Do not become too rigid or fixated on this allotted time, but be aware of the time.
- As successful athletes know, being aware of the time allocated to each task.
- Cross off tasks as you complete them.
- If you can't think of anything to do in the last five minutes, seek help from your friends, parents, or teacher.
- Focus on one task at a time. Do not move to the next task on the list. Remember that some tasks may need to be done over several sessions, so try to work on one task at a time.
- Vary your tasks by changing the tasks and/or subject matter.
- Keep your materials organized – perhaps in separate folders.

For

- Form a study group of your subject peers and discuss what you have learned. Focus on the more difficult sections and work together to find a technique with this section of work. This will build your confidence.
- Allocate one third of your study time on content, another third of your time on skills and the other third of your time on higher order problem-solving.
- Find out the format of the paper (if possible, ask your teacher what the format is – number of questions, time allocation etc.).
- Choose a question or section that you are confident you can handle but is not too easy – in the middle of the road.



- Then try to work on a more difficult section while you are at your most effective.
- Then build your confidence again by selecting another middle-of-the-range task and embarking once again on a more difficult task. This process can be used throughout the examination, you are leaving the easier tasks, rather than the more difficult ones for last.
- Be careful of *time bomb* questions, such as graphing, drawing etc. These can take a lot of information and take an enormous amount of time to read and answer. We suggest leaving these *time bomb* questions to near the end of the examination.
- Always plan to leave the last five or ten minutes of the test for revision. Look for key words, evidence, impressive literacy skills, clear and concise statements in your written responses.

For Assignments

- The day you receive the assignment should be the day you start it. It is best to commence by forming a group with your friends. This way you can do. This will make the task clear for you and can help you to understand how best to do it. You learn from each other.
- Assessment that needs to be completed over a long period of time should be broken down into small sections to allow you to complete it within a set time frame.
- Aim to complete the assignment well before the deadline. It always seems to occur. This will leave you plenty of time to revise and prepare for the exam.
- You should feel comfortable peer reviewing your work.

Remember: Exactly copying someone's work is not cheating, but to obtain many ideas from lots of people is.

MIGHTY MINDS



For General Study

- Do not just concentrate on the exam, but also on the learning process.
- In your plan, allow time for revision (for each subject).
- Set up a system for your studies. Consider the topic being addressed, the division of the topic into sections, the terms, concepts, formulae, processes and skills required, and the resources that need addressing.
- Regularly review your progress, where necessary.
- In all instances, know what is required in each task.
- If you are unsure, seek help as soon as possible.
- Focus on the task at hand.
- Know what you are aiming to achieve before you start. This is why group work is ideal.



Students who have taken on the responsibility of creating online resources. Those invited to the group are expected to contribute (questions, examples) and review each other's techniques and resources. While these resources are not available 24/7, but your peers tend to be around during the morning, so we recommend using online forums and social media to discuss with your peers about the exams, assignments and other classwork.

EFFECTIVE LEARNING

Bill Gates (founder of Microsoft), when asked to give advice to students, said, “**Learn how to learn.**” We will spend a lifetime trying to improve our learning. Our journey will be easier if we consider the key features of effective learning.

KEY FEATURES OF EFFECTIVE LEARNING

- Have a reason/purpose for learning – such as:
 - creating greater employment opportunities;
 - providing enjoyment;
 - increasing the number of future pathways.
- Establish an environment where learning can occur:
 - avoid the distractions of your bedroom by setting up a desk in a lounge room;
 - if studying at home is difficult or you simply don't have a desk, consider your local library, a friend's place or somewhere you can go to study with your school administration.
- Don't procrastinate – start tasks as soon as you can:
 - set reasonable, achievable goals to guide your learning.
- Keep an open mind – successful people are open to new ideas.
- Change from passive learning to active learning (see the following page).
- Know your strengths and weaknesses.
- Try to avoid people who hinder your learning:
 - it is possible to have friends who are not good for you; avoid those from whom you don't learn.
- Realise that learning can happen anywhere:
 - try to study with your friends, at the library, at home, at school, or over the internet.
 - generally speaking, the more you learn, the more you know. That is, if you are in a learning environment, you are learning per week. Naturally this includes home learning. Surprisingly, nearly 30% of senior students read for less than 10 minutes a day.
 - most students learn more when they are in the competition, when, in reality, they are not learning;
 - when you teach someone else, you learn more about yourself even more. When you act as the teacher, you learn more about yourself. When you commence assisting someone and, as such, you learn more about yourself.
- Plan your learning.
- ...

Now, as individuals, we deal with these challenges that

For example, you may be asked to go to the movies on a Tuesday night with a group for the same time.

Groups have a set of activities/tasks that your work on together to

... developing challenging problems/tasks to share



CHANGING FROM A PASSIVE LEARNER TO AN ACTIVE LEARNER

The most important aspect of learning is ensuring that your brain is active. If you passively learn by copying notes or worked examples from the board, you may understand these notes later when they have time to revise them by themselves. This is very inefficient, boring and difficult – it takes a lot more time to explain to yourself.

Most students read passively. That is, they skim over words that they don't understand and don't effectively consider the structure of the text, such as punctuation etc. It is important to realise that most textbooks are written by people who are highly proficient in the written language. If you are struggling, using a dictionary (this requires that you have one with you) and considering the language devices used and the choices made by the author can begin to adopt the skills required to achieve a similar level of understanding.

When reading a question, it is essential that you read it carefully and "start" your brain, thus making the task/s clearer.

If you are watching someone complete a problem, ask yourself a number of questions to keep your brain active, then try to solve it yourself later. You should ask yourself questions such as, "What is the first step in solving the task this way?" and "What is the next step in solving the task?" For yourself, for the more challenging questions you could ask yourself, "How could this task be made more complex?"

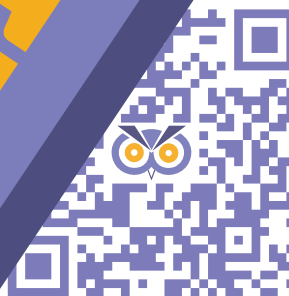
DISCOVER WHAT KIND OF LEARNER YOU ARE

www.mightyminds.com

DESIGNING

By making a (weekly timetable) you will reap many benefits, including:

- You will know exactly what you need to do and when to do it.
- You will be able to plan ahead.
- You will be able to take the relaxation you need, without feeling guilty when you



STUDY TIMETABLE SUGGESTIONS

- Use a computer to create a spreadsheet so you can easily change your timetable.
- Block in essential activities. These are your “have to do” activities that can’t be avoided or changed. These might include school, work, sports training/music or drama practice, work shifts or any other commitments. Be realistic about work hours and sports practice, which include travelling time to and from home, not just the time spent on the activity.
- Now look at the blocks that remain available for the things you want to do and needs.
- Block in homework, study and revision time.
- Study for 25 minutes, then have a five-minute break.
- Remember to be very clear about your goals.
- Block in time for assignments, essays etc. when you have time available.
- Seek help from your friends – if you need it. Study in groups if you can. Organise a few study sessions, or meet regularly to discuss problems with your friends. When you mix studying with socialising, you learn more.
- Remember, be an active reader. Don’t just read, but look up words and online and read for at least 30 minutes a day. Reading should be a critical part of your learning.
- Tell everyone in your family that you need quiet time. They will respect your need for space and quiet.
- The big time-waster is social media, the internet and mobile phones. Be aware of how much time you watch and make sure they fit into your timetable. Limit your internet time (other than study or work-related) and turn off your phone for doing more important things. also try to avoid distractions.
- Avoid distractions. Turn off the TV, avoid distractions such as TV and people who are not engaged in your study.
- Do not overcommit. Don’t allow yourself to more activities than you can handle.
- Aim for a realistic number of effective learning hours per week. A good target is 11 hours of effective learning per week, which is equivalent to 11 hours of effective learning per week.





MY STUDY TIMETABLE



I can be found at:
<http://www.mightyminds.com.au/qc.php?id=2001>

FUNDAMENTAL LEARNING – LITERACY

Senior students often overlook (or do not fully understand) some of the conventions that should be applied to every piece of writing they produce. The object of this book is to remind you of some of the skills you should already have and use in order to ensure that you produce your best work; work that is fluent, error-free and well-presented. In the sections presented in the following sections, you can be assured that you will be producing work of high quality.

The following sections are designed to help you use basic punctuation and spelling conventions more effectively to improve your communication. Although the scope of this book to cover all of the conventions, we will focus on those that should be part of your everyday usage. Mastering these conventions will help you effectively communicating your meaning to others.

The most important requirement is that you always produce, and check, your work, paying attention to grammar, spelling, punctuation and presentation as you have chosen to use.

PROOFREADING

One of the most useful skills to master is proofreading your work. We all make mistakes, particularly when writing. It is the habit of carefully checking for errors in any piece of writing that will help you produce your best work.

Producing your best work should be a goal. If you write with clarity and precision, producing your best work will be easier. You help the reader to understand what you are saying. It is a commitment as you have gone to the trouble of producing your work.

To give you some ideas on how to proofread, read the following information and then try to apply it to your own work.

PUNCTUATION

Capital Letters

Capital letters are used at the start of a sentence and for the first letter of a proper noun.

- Indicate the start of a sentence and the first letter of a proper noun; e.g. Paris is the capital of France, and thus do not need capitals; e.g. We enjoyed a picnic in the park.

Use capital letters for the first letter of a sentence and for the first letter of a proper noun. The sentence is complete. The proper noun is being used; e.g. The patrol was led into battle by Lt. General.

Question Marks

Question marks are used at:

- The conclusion of a question in direct speech; e.g. "Where are you?"
- The end of rhetorical questions; e.g. Will we ever learn?

Exclamation Marks

Exclamation marks are used at the conclusion of a statement. When using an exclamation mark, remember that it replaces the full stop of the sentence; e.g. Abigail cried, "Look at me! I'm flying!"

Commas

Commas are used to:

- Create brief pauses in sentences in order to make them easier to read.
- Separate two or more ideas in complex sentences; e.g. My brother finally arrived.
- Separate the elements of a list or series; e.g. Apples, pears, peaches and some grapes.
- Introduce a proper noun in a sentence; e.g. Mr. Smith.
- Separate conjunctions such as *how* or *where* that interrupt a complete thought in the sentence; e.g. She was in a difficult situation.
- Indicate a parenthetical phrase that is not necessary to the rest of the sentence; e.g. The woman, who was very kind, was a closer.



Task 1 (CCE: 9)

Now, punctuate

Jake and I could never forget that cold January day could never be forgotten. How

Finally I could begin to pack to return to victoria. Into my backpack I packed my shirts and shoes that I owned. I looked at it. Was

As I spoke from the pizza shop. Standing next to him was obviously realised what was happening with Master.

June. What a joke
re, it had to be my fault.

wondered what awaited me
behind the grille.



PUNCTUATION – LESS FREQUENTLY USED

Semi-Colons

Semi-colons are used to:

- Separate parts of a sentence where there is a more distinct break than is represented by a comma; e.g. The boat sank quickly; all on board were injured.
- Link two unrelated or contrasting statements; e.g. I want to be a doctor; I want to be a teacher.
- Separate a long list of elements.

Colons

Colons are used to:

- Introduce lists; e.g. Boys: pants, shirt and tie. Girls: dress, shoes and socks.
- Show that the phrase preceding the colon is essential to the meaning of the sentence; e.g. We were all aware of the bad news: our plan had failed.

Parentheses

Parentheses (brackets) are used to provide additional information about a statement or noun; e.g. Everyone (with the exception of the doctor) was in a state of panic.

Hyphens and Dashes

Hyphens are used in between two words:

- Form compound words. Thirty-two, twenty-six; compound nouns, e.g. father-in-law; mother-in-law; and certain prefixes and suffixes, e.g. mid-century.

Dashes are used in between two words (on either side):

- In place of parentheses; e.g. The children (Sydney, Louise and Sam) mean the world to me.
- To provide an alternative or contrasting statement; e.g. You can't open that door – it's locked.

Use commas, semi-colons and hyphens to correctly punctuate the following:

Peter Darcy was in charge of the kids Fiona and I were keeping my parents company and Maria was walking

Peter seemed to be enjoying themselves. Peter Darcy's friend sat there bear like with his back up against a tree.

Why he had a bad dose of the flu.

We could have helped him for amongst us we had all kinds of things to firm clothes, hot drinks, aspirin and even cough syrup.