



2024

# PRELIMINARY LEARNING GUIDE

## A Glossary of Key Words

This glossary contains key words that appear frequently in the NSW Educational Standards Authority (NESA) syllabuses, performance descriptions and examinations.

It is important to note that examination questions for the HSC will continue to use self-explanatory terms such as 'how' or 'why' or 'to what extent'. While key words have a purpose, they will not set limits on legitimate subject-based questions in examination papers.

### **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, utilise, employ in a particular 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/evaluate)**

Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/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

# Study Skills

## Note-taking

Note-taking is a valuable study skill because it allows you to organise material in your own way using your own words. Notes are particularly important where the information is difficult to get again such as in a class or from a borrowed book.

## Skills for good note-taking

### Preview

- When reading, preview first to get a general outline of the information

### Setting out

- Notes should be made on one side of a page
- Notes should be well spaced with wide margins. Avoid doodling or fantasy artwork

### Headings

- Use headings to separate each section
- Write down 4 to 8 subheadings (main ideas) for the questions that you want the reading material to answer for you
- When you come across important points, write them down under the appropriate subheading

### What to write

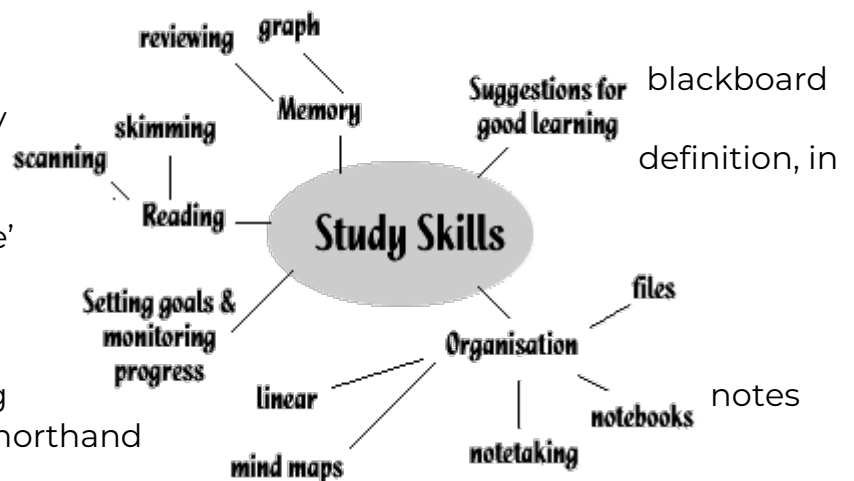
- Write anything written on a board or an overhead transparency
- Write everything, except your own words
- Ignore words like 'a', 'an', 'the'
- Skip unnecessary words

### How to write notes

- Use point form when writing
- Use personal but readable shorthand
- Print names
- Use abbreviations and punctuation eg - .dots, &and, -dash, +plus, /slashes, \*asterisk, >leads to, CAPITALS, ...therefore

### Using your own words

- Translating material into your own words means you don't just write – you think
- It is easier to remember your own words rather than words of others
- Using your own statement ensures you can simplify and condense
- Cut out unnecessary words by asking yourself how you would write the material on a postcard



## Underline

Underlining is a good way to mark the most important notes you are reading. When you want to underline notes remember to:

- Underline the most important parts separately and carefully
- Do not underline too much of the material
- Use colours to show different types of information (eg main ideas, details, questions)

## Annotate

As well as underlining you can annotate and mark the most important information:

- Place a box around the main ideas
- Place a circle around details
- Put an asterisk next to important points
- Tick a good idea
- Write a summary note in the margin
- Put a question mark? next
- , title, author, chapter, page numbers, etc
- Key words should be highlighted for to something you don't understand

## Referencing

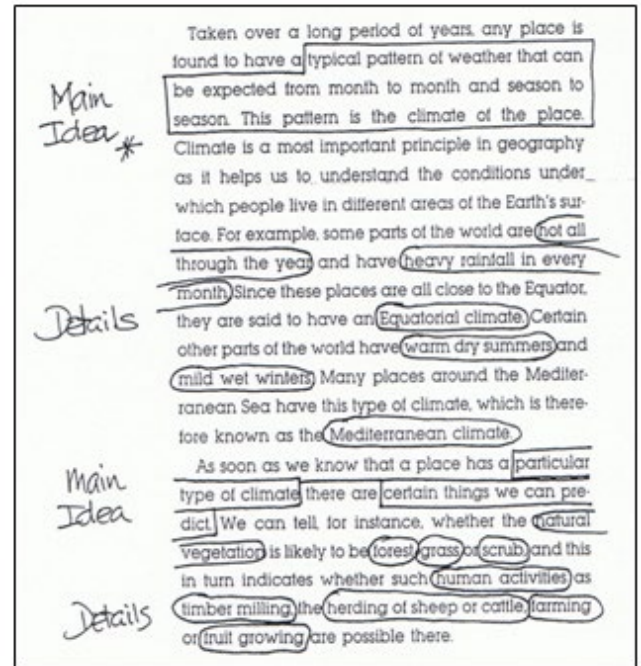
- Always reference your notes – date easy checking
- Underline and number in sequence when you edit
- File your notes away in a folder for later revision
- Keep course notes separate

## Follow Up

- Keep a 'problem book' in which you write down things you don't understand. As soon as possible research your 'problems' and add to your notes if necessary. Once you have taken notes from a number of sources you are ready to arrange and organise them

## Studying actively

- You don't need to like studying in order to do it – focus on study, not because you like it but because you like where it is going to get you
- There are no rules for studying – work out a system that works for you
- You can work out a system of making study work for you – don't be a victim! (eg 'It's not fair, I've got 3 essays due tomorrow'). Take responsibility for what you are doing instead of just letting things happen, and reshape your studying into something that makes sense to you and suits you.



## Test Preparation

### Make an early start

- Begin your preparation for Examinations, tests and quizzes as soon as you are given new material
- Make summaries of the most important information on cards and revise them at various stages throughout the term

### Do not waste time

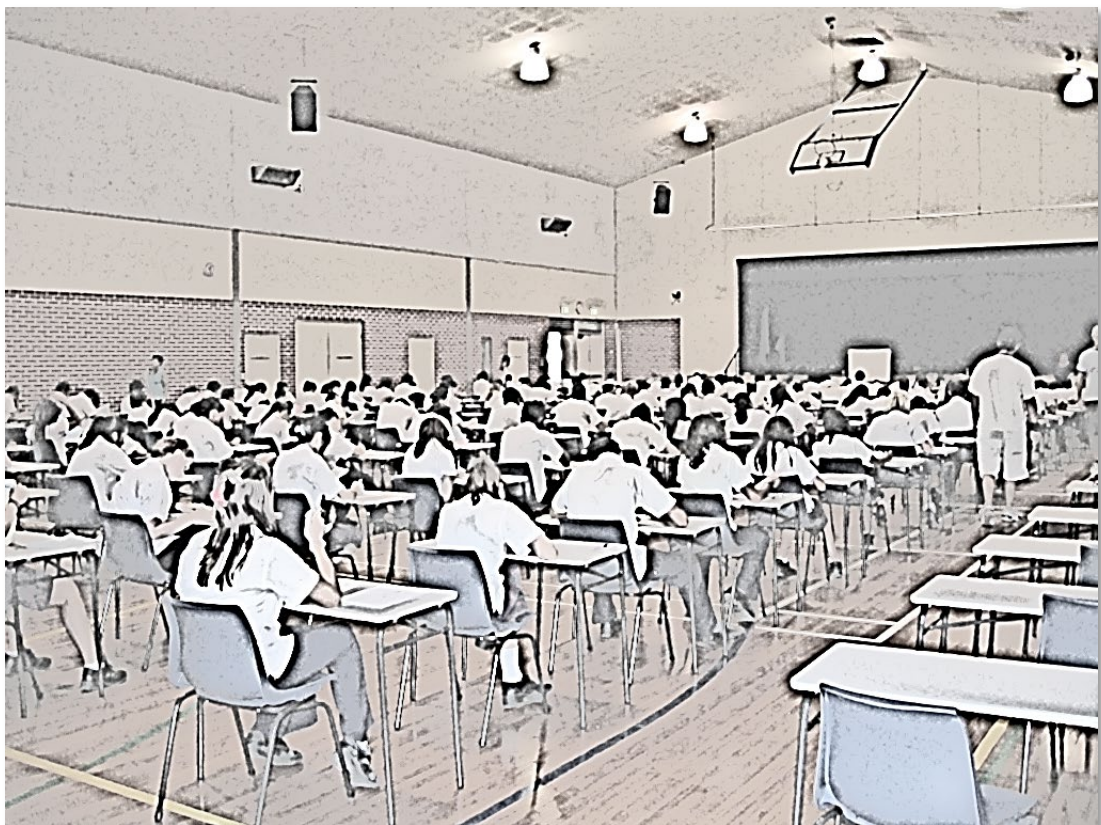
- Avoid rereading sections of your work that you already know
- Concentrate on the concepts, definitions and special vocabulary that you need to know
- Draw diagrams wherever possible and label the parts

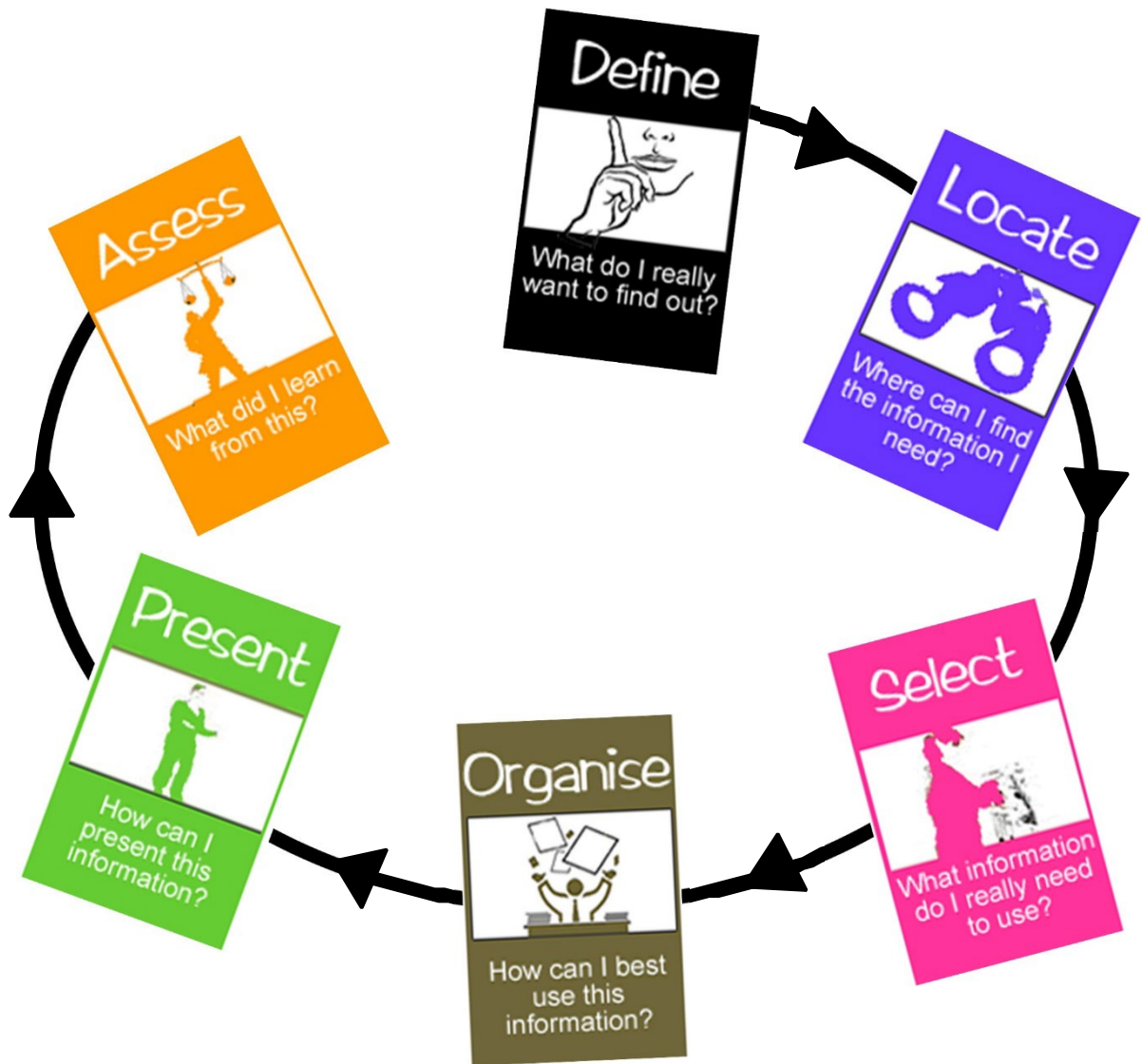
### Ask for help

- Do not hesitate to ask your teacher to explain or clarify anything that you don't understand
- In particular, be certain that you know exactly what is required in an Examination or test
- Double-check the material that will be included and the types of answers (multiple choice, true/false, short answers or written passages) that are expected

### Practice

- Spend some time practicing your Examination skills under timed conditions
- If you are going to have to write an essay in thirty minutes, practice the skill by choosing a topic and attempting to write an essay on it in the given time
- Check your written work for correct setting out and spelling, but make sure that you have answered the question or written on the topic





**A Paragraph should include**

<b>P</b>	<b>E</b>	<b>E</b>	<b>L</b>
<b>Point</b>	<b>Evidence</b>	<b>Explanation</b>	<b>Link</b>
Make your point	Back it up: Support your point with evidence and examples	Explain how the evidence supports your point	Link this point to the next point in the following paragraph

# ALARM A Learning and Responding Matrix

Level	Response	Indicators in questions
1	<b>Identify</b> (name and define)	<ul style="list-style-type: none"><li>• What</li><li>• Label</li><li>• Identify</li></ul>
2	<b>Describe</b> (characteristics and features)	<ul style="list-style-type: none"><li>• Support with relevant examples</li><li>• Classify</li><li>• Outline details</li></ul>
3	<b>Explain</b> (purpose, cause and effect)	<ul style="list-style-type: none"><li>• What impact?</li><li>• What function?</li><li>• Chart</li></ul>
4	<b>Analyse</b> (how and why/relationships between components/how this impacts)	<ul style="list-style-type: none"><li>• Compare and Contrast</li><li>• Distinguish between</li><li>• Discuss</li><li>• How/why</li><li>• Account for</li></ul>
5	<b>Critically Analyse</b> (positive and negative aspects of each impact)	<ul style="list-style-type: none"><li>• Imply</li><li>• Infer</li><li>• Outline</li><li>• Describe disadvantage, advantage</li></ul>
6	<b>Evaluate</b> (extent of overall effectiveness or success measured against criteria)	<ul style="list-style-type: none"><li>• Assess</li><li>• Justify Why/How</li><li>• Argue</li><li>• Recommend</li></ul>

# ALARM SCAFFOLD

<p><b>HSC Key Words</b></p>	<p><b>Topic Concept:</b></p> <ul style="list-style-type: none"> <li>• Essential idea of topic or summation</li> <li>• Judgment on the development process and/or its change of procedures in the process over time.</li> <li>• How are the various features/impacts/effects interrelated?</li> </ul>
<p>Clarify Define Identify List Recall Recount Summarise</p>	<p><b>Name and Define:</b></p> <ul style="list-style-type: none"> <li>• Components/elements/ steps/stages of the topic process.</li> <li>• Give a name and definition of EACH of these areas.</li> <li>• Identify.</li> </ul>
<p>Describe Demonstrate Distinguish Extract Outline Classify</p>	<p><b>Describe:</b></p> <ul style="list-style-type: none"> <li>• What are the features/characteristics/properties?</li> <li>• Use examples.</li> </ul>
<p>Apply Explain Account What/Why</p>	<p><b>Explain the Significance:</b></p> <ul style="list-style-type: none"> <li>• What is the ... purpose/function? ... Cause and effect?</li> <li>• Use examples</li> </ul>
<p>Analyse Examine Interpret Synthesise Predict How/Why</p>	<p><b>Analyse:</b></p> <ul style="list-style-type: none"> <li>• Explain how and/or why the intentions are carried out, impact</li> <li>• How did it achieve its purpose or intent and / or impact/effect?</li> <li>• What is the relationship between the various components?</li> </ul>
<p>Critically Analyse Compare Contrast Discuss Recommend</p>	<p><b>Critically Analyse:</b></p> <ul style="list-style-type: none"> <li>• Explains the how and the why of the positives/advantages and negatives/disadvantages of this effect.</li> <li>• How and why is it beneficial and /or harmful?</li> </ul>
<p>Construct Deduce Evaluate Extrapolate Investigate Propose</p>	<p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>• To what extent is each component part successful, useful, and achieve its purpose?</li> <li>• To what extent is the impact/effect effective or valuable?</li> <li>• To what extent has it carried out its function or purpose?</li> <li>• Is it successful, in relation to set criteria?</li> </ul>
<p>Critically Evaluate Assess Justify</p>	<p><b>Critically Evaluate:</b></p> <ul style="list-style-type: none"> <li>• Come to a final judgement on each component &amp; overall extent</li> <li>• After establishing the extent of the success/effectiveness of each individual feature/purpose, compare and contrast all the areas covered.</li> <li>• To what extent is one more effective than another?</li> <li>• Were all the features/effects/impacts, the whole process, successful or effective?</li> </ul>
<p>Appreciate</p>	<p><b>Appreciate:</b></p> <ul style="list-style-type: none"> <li>• Why is this understanding of the topic important for life?</li> </ul>



# ALARM STEPS

Which verb is used in the question?

Follow the steps in the column that correspond to that verb.

					To what extent is the effect/impact effective?
				What is the effect and/or impact of the component?	What is the effect and/or impact of the component?
		What is the function or purpose? Give evidence to support. <b>'Why' may</b> need to be addressed.	What is the function or purpose? Give evidence to support. <b>'Why' may</b> need to be addressed.	What is the function or purpose? Give evidence to support. <b>'Why' may</b> need to be addressed.	What is the function or purpose? Give evidence to support. <b>'Why' may</b> need to be addressed.
	What are the features and characteristics ?	What are the features and characteristics ?	What are the features and characteristics ?	What are the features and characteristics ?	What are the features and characteristics ?
What is the main component ?	What is the main component?	What is the main component?	What is the main component?	What is the main component?	What is the main component?
<b>DEFINE</b> (identify main component)	<b>DESCRIBE</b>	<b>EXPLAIN</b>	<b>ANALYSE</b>	<b>EVALUATE</b>	

# Writing a Bibliography

## What is a bibliography?

A bibliography is an alphabetical list of the sources (books, magazines, newspapers, CD-ROMs, websites, interviews, etc.) – that you have used to prepare your assignment or presentation. It appears at the end of your work.

## Why do we write bibliographies?

- To acknowledge our sources as not doing this is plagiarism
- To give others information to identify and consult your sources
- To make sure the information is accurate

## What if we don't include a bibliography?

We may be accused of **plagiarism** (that is, stealing another person's ideas or writing) If so, we may lose some or all of the marks for an assignment or a course

## EXAMPLES

### Order and punctuation details based on the Harvard Style Referencing.

<p><b>Bibliographic Entry Books</b></p> <p>Author/s (Surname, Initial) Year of publication, <i>Title (italics or underlined)</i> Edition (if applicable) Publisher Place of publication (Place and State, if not a Capital city)</p> <p><b>Morton, Alan 2005, Splitting the atom Evans London</b></p>	<p><b>Encyclopaedia</b></p> <p>'Title of article' (single quotation marks) <i>Title of encyclopaedia (italics or underlined)</i> Year of publication, Publisher Place of publication (Place and State, if not a Capital city) volume number page number/s</p> <p><b>'Bat', The World Book Encyclopaedia 2005, World Book, Sydney, vol. 2, pp. 159-162</b></p>
<p><b>Encyclopaedia Online</b></p> <p>'Title of article' (single quotation marks) Year of Publication, Available at: <i>Title of online encyclopaedia (italics or underlined)</i> Date accessed &lt;URL.&gt;</p> <p><b>'Global warning: facts, information, pictures', Encyclopedia .com, Accessed 16 September 2017 &lt;<a href="http://www.encyclopedia.com/topic/global_warming.aspx">http://www.encyclopedia.com/topic/global_warming.aspx</a>&gt;</b></p>	<p><b>Magazine article</b></p> <p>Author/s (Surname, Initial.) Year of publication, Title of article' (in single quotation marks), <i>Title of magazine (italics or underlined)</i>, volume number (if applicable), issue number (if applicable), page number/s. (if applicable),</p> <p><b>Gonzales, I 2013, 'Beyond the barricade' <i>New Internationalist</i>, no. 461, April 2013, p. 32.</b></p>

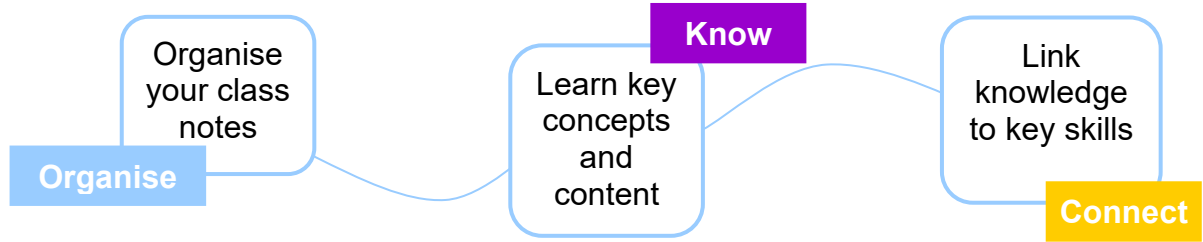
<p><b>Magazine/Journal article Online</b></p> <p>Author (Surname, Initial)  Year of publication,  'Title of article' (in single quotation marks),  <i>Title of magazine (italics or underlined)</i>,  Date accessed  &lt;URL&gt;</p> <p><b>Coghlan, A 2003, 'GM crops can be worse for environment' ScientificAmerican.com, Accessed 9 January 2017</b>  &lt;<a href="http://www.newscientist.com/hottopics/gm/gm.jsp?id=ns99994283">http://www.newscientist.com/hottopics/gm/gm.jsp?id=ns99994283</a>&gt;.</p>	<p><b>Newspaper article</b></p> <p>Author (Surname, Initial) Year of publication,  'Title of article' (in single quotation marks), <i>Newspaper name (italics or underlined)</i>, Date,  page number/s.</p> <p><b>Wood, A 2014, 'Blue-collar jobs boom', Daily Telegraph, 15 September, p. 16.</b></p>
<p><b>Pamphlet (booklet to 40 pages)</b></p> <p><i>Title of pamphlet (italics or underlined)</i> Year of publication,  Publisher,  Place of publication (Place and State, if not a Capital city).</p> <p><b>Preventing heart disease 2015, National Heart Foundation, Adelaide</b></p>	<p><b>Website</b></p> <p>Author/editor (Surname, Initial) Year of last update/version  <i>Title of article (italics or underlined)</i>,  Date accessed  &lt;URL.&gt;.</p> <p><b>'Solar System Exploration: Planets: Venus: Overview. 2014. Solar System Exploration: Planets: Venus: Overview. Accessed 15 September 2017</b>  <a href="http://solarsystem.nasa.gov/planets/profile.cfm?Object=Venus">http://solarsystem.nasa.gov/planets/profile.cfm?Object=Venus</a>.</p>
<p><b>Audio visual (CDROM, video recording, television recording)</b></p> <p>Author (Surname, Initial)  <i>Title (italics or underlined)</i>  Date of recording, format,  Publisher,  Place of publication (Place and State, if not a Capital City).</p> <p><b>Barnes, C 2010. Working with Technology, CD-ROM, TechPress, Sydney.</b></p>	<p><b>Personal communication (email, letter, presentation, survey, interview, telephone call)</b></p> <p>Author (Surname, initial) Year of communication,  pers. comm.  Format,  Date accessed,</p> <p><b>Jones, R 2017, pers. comm. email, 12th September, 2017.</b></p>
<p><b>Image or photo</b></p> <p>Author(Surname, Initial)  Year of Publication,  <i>Title of image(italics or underlined)</i>  Format  Date Accessed  &lt;URL&gt;</p> <p><b>Colli, M 2009, Bilbao_6 Guggenheim Museum Bilbao, photograph, Accessed 4 January 2017</b>  &lt;<a href="http://www.flickr.com/photos/52355315@N08/5757476385/">http://www.flickr.com/photos/52355315@N08/5757476385/</a>&gt;.</p>	

**PRELIMINARY STUDY GUIDE**

**Weekly Planner**

		<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>
<b>Week1</b>				
<b>Week2</b>				
<b>Week 3</b>				
<b>Week 4</b>				
<b>Week 5</b>				
<b>Week 6</b>				
<b>Week 7</b>				
<b>Week 8</b>				
<b>Week 9</b>				
<b>Week 10</b>				
<b>Week 11</b>				

# My Weekly Planner



Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
3.00-4.00pm							
4.00-5.00pm							
5.00-6.00pm							
7.00-8.00pm							
9.00-10.00pm							

## Promoting Student Health and Wellbeing

You can look at the Welfare page on our school website to find more information about these agencies and how they can help you.

If you have a problem, speak to your Year Adviser or the Head Teacher Welfare.

<https://jedmondson-h.schools.nsw.gov.au/supporting-our-students/student-health-and-safety.html>

**YOUTH .GOV.AU**

**headspace**

**ENOUGH IS ENOUGH**  
Anti Violence Movement Inc.

**adin.com.au**  
Australian Drug Information Network

**invitelife.org**

**Open Doors**  
Supporting lesbian, gay, bisexual and transgender young people

**www.alcohol.gov.au**

**BLACK DOG INSTITUTE**

**youth beyondblue**

**beyondblue**  
the national depression initiative

**sane AUSTRALIA**

**Kids Helpline**

**Carers NSW AUSTRALIA**

**REACH OUT.COM**

**FAMILY DRUG SUPPORT - SUPPORT LINE**  
1300 368 186 (24 Hrs)

**OxyGen.org.au**

**adl australian drug FOUNDATION**

**itsallright.org**

**counselling online**  
Professional drug and alcohol counselling

**Lifeline**  
13 11 14

**NATIONAL DRUGS CAMPAIGN**