

STUDY NOTES CHECKLIST

Work through the following to look for ways to improve your notes:

- ALL RESOURCES:** Do your notes include information from all different sources, class notes, textbook, handouts, as well as resources and info on computer etc?
- COMPREHENSIVE:** Do you feel that your notes include everything you need to know about the topic (or at least the key ideas you need to learn)?
- LOGICAL:** Are your notes organised in a logical structure? This means that bits on the same area are together and the flow of the notes makes sense.
- POINT FORM:** Have you avoided paragraphs or heavy blocks of text? Instead are you trying to turn paragraphs into sentences, sentences into points and then keep saying how can I say this in a shorter and more concise way, how can I put this in my own words? (Left – NO, Right – YES!)

<p>All animals are members of the Kingdom Animalia, also called Metazoa. All members of the Animalia are multicellular, and all are heterotrophs (that is, they rely directly or indirectly on other organisms for their nourishment). Most ingest food and digest it in an internal cavity.</p> <p>Animal cells lack the rigid cell walls that characterize plant cells. The bodies of most animals (all except sponges) are made up of cells organized into tissues, each tissue specialized to some degree to perform specific functions. In most, tissues are organized into even more specialized organs. Most animals are capable of complex and relatively rapid movement compared to plants and other organisms.</p> <p>Somewhere around 9 or 10 million species of animals inhabit the earth; the exact number is not known and even our estimates are very rough. Animals range in size from no more than a few cells to organisms weighing many tons, such as blue whales and giant squid. By far most species of animals are insects. By this measure our own group, the vertebrates, is relatively inconsequential.</p>	<h2>ANIMALS</h2> <p>Members of Kingdom Animalia ('Metazoa')</p> <ul style="list-style-type: none">• <u>multicellular</u>• <u>lack rigid cell walls</u> in plants• bodies made of <u>cells</u> (then organised into <u>tissues</u> then organs): -----• <u>heterotrophs</u> (rely on other organisms for nourishment)• capable of <u>complex & rapid movement</u> • approx <u>9-10 million species</u>• <u>range in size</u> from a few cells to large whales • biggest group is <u>insects</u>• our group – <u>invertebrates</u>, <u>fairly small</u>
--	---

- CHUNKING:** Have you been chunking down the information to learn into manageable sections? Try and have no more than 7 bullet points per heading.
- COLOUR:** Are you using colour strategically? This means not using too much colour, not just using it to try and make notes look pretty, instead you are using colour to make things stand out. You might do headings in a certain colour, or highlight formulas or quotes, just don't go overboard with it.

1. ANIMALS → organisms EAT other org for energy
→ materials for

→ all "multi-cellular" org.

→ live on land, in sea, fresh water, some can fly

* VERTEBRATES

- all large land animals are vert.
- bone system gives support to live on land
- largest = blue whale (36m, 170 tonnes)
(water helps support weight)

- **STRUCTURED:** Are you trying to make your notes structured and organised using things such as tables (which helps you to break the info down).

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

- **TRY THE 2 COLUMN NOTE SYSTEM:** Have you tried this? You may try a table with notes on the right and questions to test yourself on the left (as per examples in this unit on Summarising).

Important features/events of 1915?	<p><u>1914</u></p> <ul style="list-style-type: none"> • Aug. = Germany invaded Belgium + France (<u>Schlieffen Plan</u>) • Expected rapid defeat of France didn't happen: German advance stopped at Battle of the Mame (Sept.) • By Dec: war of movement in West had stopped = TRENCHES
------------------------------------	---

- **PULL OUT KEY WORDS:** Do you pull out the key words to help yourself make the notes more brain friendly? Ask yourself, what is this point about and how can I capture it in a few words?

SOURCES OF DATA

- ⇒ **PEOPLE/ INDIVIDUALS** → teachers, experts provide → valuable data for student researcher.
- ⇒ **ORGANISATIONS/GROUPS** → services, government, private support net works, police officers → all provide data to the researcher.
- ⇒ **ELECTRONIC SOURCES** → Internet, e-mail & computer programs.
- ⇒ **LIBRARIES** → schools, TAFE, UNI → provide data & access info out of libraries.
- ⇒ **PRINT SOURCES** → newspapers, magazines, journals & books → television, video & radio also provide source of info.

- **MIND MAPS:** Have you tried making a mind map overview to give your brain the big picture? This gives the brain a scaffold. Check out the section in this unit on Mind Maps and particularly good websites where you can easily make a mind map like <https://bubbl.us/>
- **FEEDBACK:** Do you seek out feedback? Ensure you get feedback about your notes from a teacher or parent or someone who can look at them with a fresh perspective.
- **COURSE OUTLINE:** Do you use the course outline/syllabus/outcomes to help you decide what to include in your notes and how to organise them? This is an absolutely essential step.