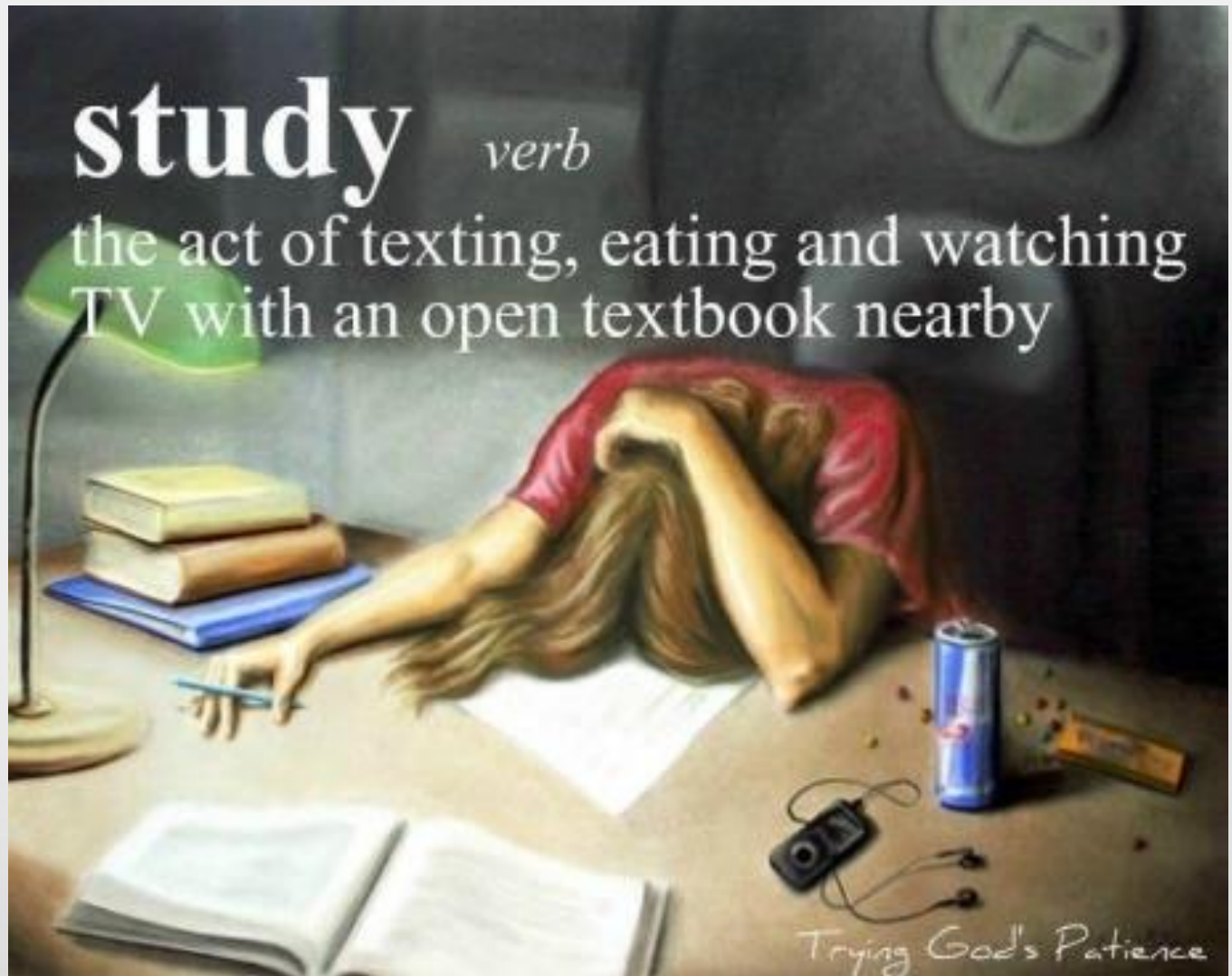




# Study Skills

**study** *verb*

the act of texting, eating and watching TV with an open textbook nearby



# Planning

- It is important to plan and not cram
- Students should familiarise themselves with their course requirements and know what is expected from them
- Be aware of key dates/deadlines
- Effective time management can help reduce stress

## For Each Subject and Topic:

- Have the Syllabus for each subject
- Determine the number of broad topics/ sections to be covered
- Are there compulsory topics to be covered?
- (Revise Past Paper questions?)

# State Examinations Commission

- Past Exam Papers
- Marking Scheme

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|                                 | Download                           |
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| Paper Two / Higher Level (EV)   | <a href="#">Click Here</a> [212KB] |
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|                     | Download   |
|---------------------|--|
| Ordinary Level (EV) | <a href="#">Click Here</a> [803KB]  |
| Higher Level (EV)   | <a href="#">Click Here</a> [596KB]  |

(IV) = Irish Version  
(EV) = English Version

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**Coimisiún na Scrúduithe Stáit**  
**State Examinations Commission**

**Leaving Certificate 2017**

**Marking Scheme**

**Finnish**

**Higher Level**

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Text 2 QA  
(contd.)

(ii) In your opinion, to what extent is the portrayal of contemporary Ireland in the above extract accurate or inaccurate? Give reasons for your answer. (15)

Based on their reading and interpretation of the text, candidates may contend that the portrayal of contemporary Ireland in the extract is either entirely or partially accurate or inaccurate. Candidates should provide at least two reasons in support of their opinion. Reward the quality of the reasoning.

Mark ex 15 by reference to the criteria for assessment.

|          | A+      | B  | C | D | E-    |
|----------|---------|----|---|---|-------|
| 15 marks | 15 – 13 | 11 | 9 | 6 | 5 – 0 |

Information from the text indicative of what candidates might use to form/support their opinion:

- accurate/inaccurate description of beautiful/unspoilt landscape: "lavender hedges", "fairy circle", country roads, "ten thousand bottomless ruts", etc.
- unwelcoming society: "countless closed doors behind which are countless uncaring strangers", etc.
- aspects of contemporary Ireland reflected in references to the "electronic gate", "featureless bungalows", "unfinished palace", etc.
- authentic impression of village shop: "attached to a pub", Irish names, etc.
- Ray could be seen to represent many lonely, alienated, marginalised people

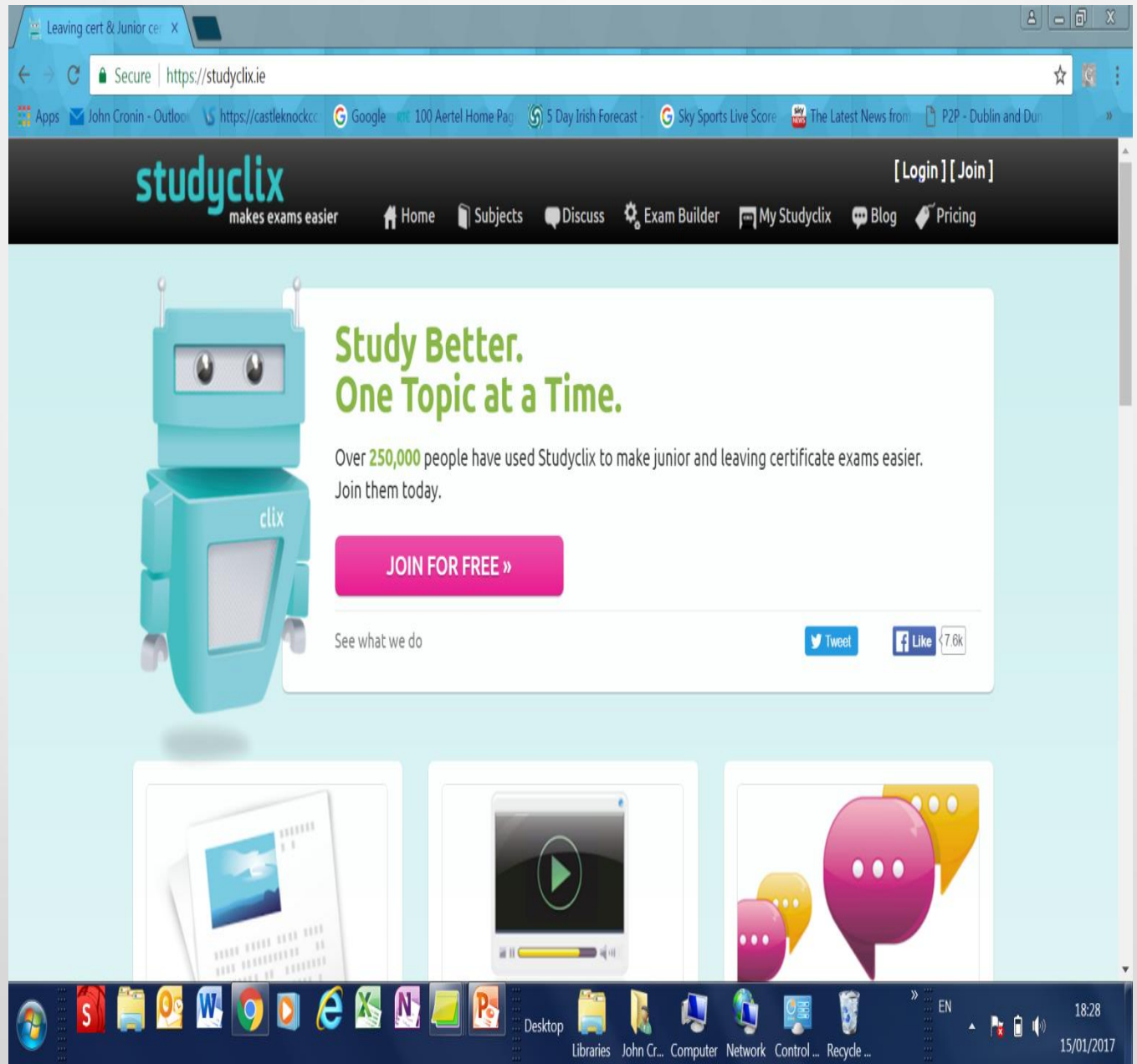
Etc.

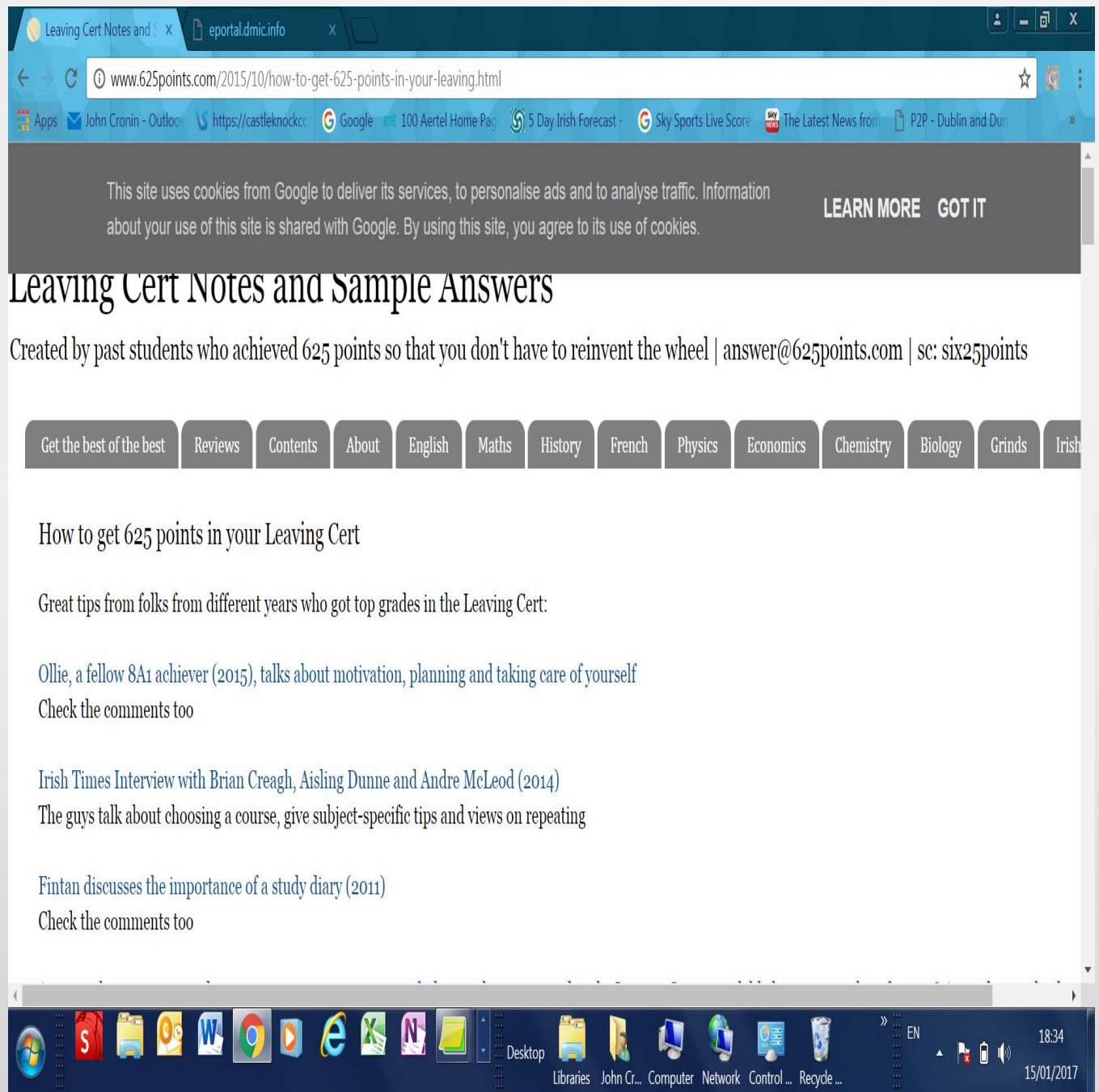
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## Other Useful Resources

- Study Clix
- 625 Points.ie











# Hamlet: List of Essential Quotations for Leaving Cert

You may also like: [Complete Guide: A1 Leaving Cert English Notes and Sample Answers 2017](#)

I am too much in the sun (Hamlet to Claudius)

the funeral baked meats did coldly furnish forth the marriage tables (Hamlet to Horatio)

Frailty, thy name is woman! (Hamlet to himself)

"Seems," madam? Nay, it is. I know not "seems." (Hamlet to Gertrude)

For if the sun breed maggots in a dead dog, being a god kissing carrion. (Hamlet to Polonius)

like a mildew'd ear (Hamlet to Gertrude)

To let this canker of our nature come

In further evil? (Hamlet to Horatio)

I essentially am not in madness, but mad in craft (Hamlet to Gertrude)

To put an antic disposition on (Hamlet to Ghost)





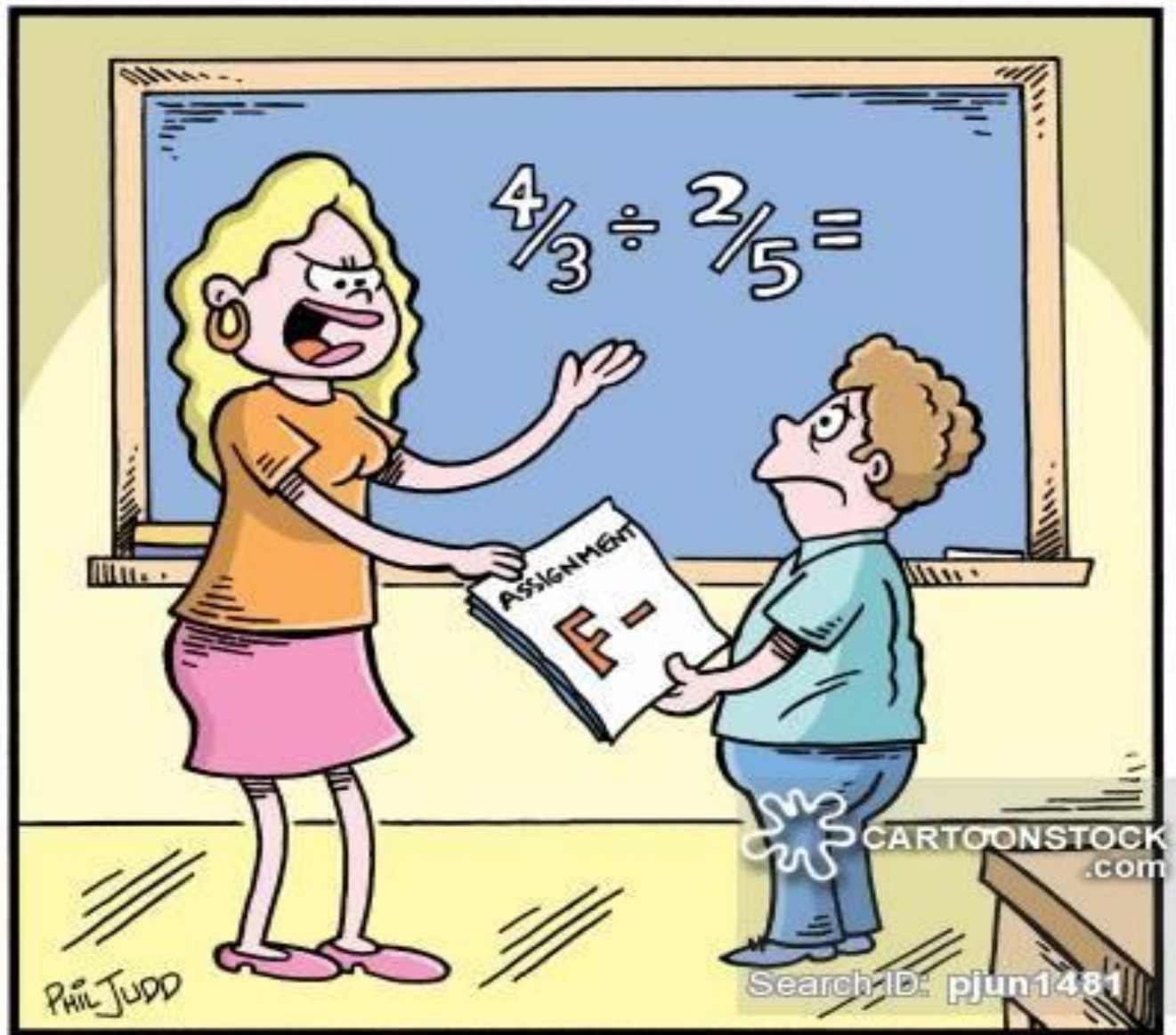
## LEAVING CERT HISTORY SAMPLE ESSAY: RELIGION AND CULTURE IN NORTHERN IRELAND

---

What was the contribution of the Apprentice Boys of Derry to the celebration of religious and cultural identity among that city's unionist minority? (2006)

The Apprentice Boys of Derry, founded in the 1880s to commemorate the Protestant victory over Catholics during the Siege of Derry, was of major importance to Derry unionists who wanted to celebrate their culture and religion. In a city where they were a minority, unionists used the Apprentice Boys to celebrate their history and the organisation provided a religious and cultural outlet for them with its parades, commemorative events and meeting halls. The Apprentice Boys also made a significant negative contribution to the celebration of Ulster culture however, as the violence and sectarianism that often accompanied their events went down in history as the starting point of the Troubles in 1969.





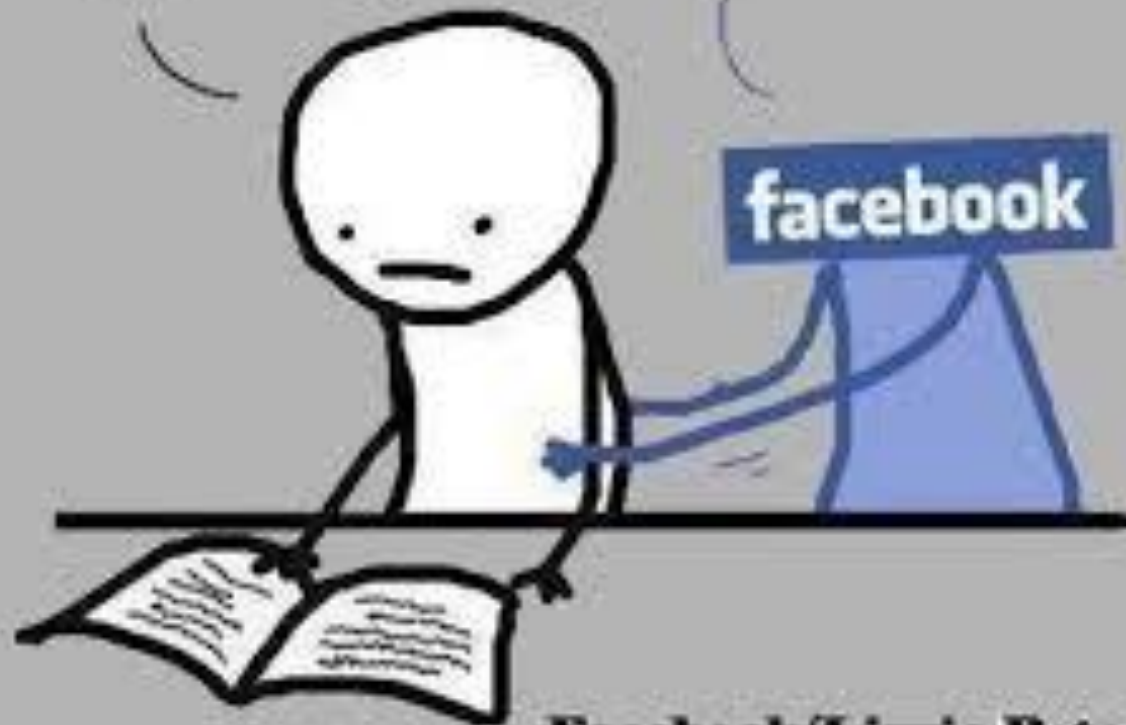
"No Jimmy! You can't cite Wikipedia as the main source for your assignment!"

# Where to Study?

- Same place
- Heating
- Ventilation
- Conducive to Study
- Same atmosphere as in exam halls

Facebook, please!  
I am trying to study!

Check me!  
Check meeeee!



**Facebook/Lizzie Petrova**

I don't know how to study!!! Take Note(s):



I don't know how to study!!! Take Note(s) -  
Cont'd

- All good study habits start with good note taking habits. Knowing how to take good notes will improve your ability to study more effectively.



# The Three Stages of Good Note Taking

- Stage One:
  - Get ready to take notes (Before Class)
  - Review your notes from classes
  - Complete all assignments and readings.



# Stage 2 – During Class

- Keep your focus on the teacher
- Listen for signal statements like:
  - “Most importantly”
  - “Remember that”
  - “Be sure to include”
- Write quickly
- Use abbreviations
- Place a “?” by things you are not sure about

# Stage 3 – Rewrite Your Notes

- After class rewrite your notes
- Change abbreviations to complete words
- Change symbols into words
- Change shorter sentences into complete sentences
- Answer any “?” you had in your notes

# Specific Study Methods

- There are many methods and techniques available to use for studying
- You will have to decide which method is best for you depending on:
  1. Your learning style
  2. The course material to learn
  3. The type of tests used.

# Flashcards

- Flashcards are a very useful tool in learning or remembering information such as: Vocabulary, words and meanings, math formulas, History facts, and correct spellings or words.

# Strategies on how to use Flashcards:

- Make flashcards as you learn
- Carry blank cards with you
- Organise your cards in decks by topic or subject
- Use both sides of a card when appropriate
- Write words on one side and definitions on the other side
- Flip the cards and learn about information both ways

# Strategies on how to use Flashcards

## Cont'd

- Use flashcards in several different colours
- Different colours can cue your answers
- Illustrate the cards
- Draw or cut pictures to place on cards
- The more interesting looking the cards, the less bored one becomes using them



# [www.FlashCardExchange.com](http://www.FlashCardExchange.com)

- With FlashcardExchange.com you can use the flashcards you create online in a game format or you can print the cards in a study sheet format
- You have to register on the site but in general services on the site are free





The less you have to remember....

- The less you will forget!!!!
- It is important to develop strategies to maximise your learning

# Memorization Strategies

## Two Types of Practice: Which is Better?

- Massed
  - Material only makes it to your **working** memory
  - Material will soon be forgotten
  - Cramming for a test
- Distributed
  - Material makes it to your “long term memory”
  - Review and revisit material often
  - Information should be reviewed ten minutes after learning and every seven days to keep in long term memory

# Memorization Strategies: Mnemonics

- A technique that allows learners to remember information using short retrieval cues.
- Examples:
  - In four hundred and ninety-two, Columbus sailed the ocean blue
  - Old People From Texas Eat Spiders: Occipital, Parietal, Frontal, Temporal, Ethmoid, Sphenoid (Bones of the Skull)

# Career Guidance

- Meeting Scheduled for Spring 2019
- Careers Appointments
- Career Investigation
- [www.qualifax.ie](http://www.qualifax.ie)
- [www.careersportal.ie](http://www.careersportal.ie)

# Qualifax



# Qualifax

The screenshot displays the Qualifax website's search page. The browser's address bar shows the URL `www.qualifax.ie/index.php?option=com_wrapper&view=wrapper&Itemid=15`. The page features a sidebar on the left with a menu under 'In this section ....' containing links like 'Students', 'Career Events', 'Choosing a Career', and 'Course Finder'. The 'Course Finder' section is expanded, showing sub-links such as 'All Courses', 'Choosing the right course', 'Courses leading to NFO awards', 'Courses outside Ireland', 'Disability resourced', 'Help on searching courses', 'Higher Education CAO', 'Mature student', 'PLC Post Leaving Cert', and 'Postgraduate'. The main content area is titled 'Search All Courses' and includes a search bar and a 'View Search Help' link. Below the search bar is a form with various filters: 'Course Title/Keywords' (text input), 'Course Type' (dropdown), 'Award Name' (dropdown), 'Institution Type' (dropdown), 'Course Provider' (dropdown), 'Restricted Entry' (dropdown), 'Points' (text input), 'Course Code' (text input), 'Career Area (alphabetical)' (dropdown), and 'Attendance' (dropdown). The Windows taskbar at the bottom shows the date as 15/01/2017 and the time as 18:54.

Search All Courses

[View Search Help](#) [Advanced Search](#)

|                            |                      |
|----------------------------|----------------------|
| Course Title/Keywords      | <input type="text"/> |
| Course Type                | Any                  |
| Award Name                 | Any                  |
| Institution Type           | Any                  |
| Course Provider            | Any                  |
| Restricted Entry           | Any                  |
| Points                     | <input type="text"/> |
| Course Code                | <input type="text"/> |
| Career Area (alphabetical) | Any                  |
| Attendance                 | Any                  |

All Courses

www.qualifax.ie/index.php?option=com\_wrapper&view=wrapper&Itemid=15

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Students

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Choosing the right course

Courses leading to NFQ awards

Courses outside Ireland

Disability resourced

Help on searching courses

Higher Education CAO

Mature student

PLC Post Leaving Cert

Postgraduate

DARE and HEAR

Frequently Asked Questions

How to use Qualifax

Support and Advice

View Search HelpAdvanced Search

Course Title/KeywordsComputers

Course TypeHigher Education CAO

Award NameDegree - Honours Bachelor (Level 8 NFQ)

Institution TypeAny

Course ProviderAny

Restricted EntryAny

Points

Course Code

Career Area (alphabetical)Any

Attendance OptionsAny

ProvinceAny

CountyAny

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# Qualifax

The screenshot displays the Qualifax website interface. The browser address bar shows the URL: [www.qualifax.ie/index.php?option=com\\_wrapper&view=wrapper&Itemid=15](http://www.qualifax.ie/index.php?option=com_wrapper&view=wrapper&Itemid=15). The page title is "All Courses". The left sidebar contains navigation links: "Choosing a Career", "Course Finder", "All Courses", "Choosing the right course", "Courses leading to NFQ awards", "Courses outside Ireland", "Disability resourced", "Help on searching courses", "Higher Education CAO", "Mature student", "PLC Post Leaving Cert", "Postgraduate", "DARE and HEAR", "Frequently Asked Questions", "How to use Qualifax", "Support and Advice", and "Useful Tools". The main content area shows a table of Level 8 NFQ courses. The table has columns for "Compare", "Tag All", "Code", "Course", "Course Provider", "NFQ Level", and "Points". The table lists 10 courses, each with a "Tag" button and a "Compare" checkbox. The courses are: DN230 Actuarial & Financial Studies (University College Dublin, 560 points), CK101 Arts (University College Cork, 355 points), MH101 Arts - Criminology (Maynooth University, Level 8 NFQ), DT354 Business Computing (Dublin Institute of Technology, 350 points), GA183 Business Information Systems (Galway-Mayo IT - Galway, 300 points), CK203 Business Information Systems (University College Cork, 465 points), DB526 Business Information Systems - Cloud Computing (Dublin Business School, 465 points), TR074 Chemistry with Molecular Modelling (Trinity College Dublin, 495 points), and MH603 Computational Thinking - Computer Science Mathematics & Philosophy (Maynooth University, 495 points). The bottom of the screen shows a Windows taskbar with various application icons and a system clock indicating 18:58 on 15/01/2017.

| Compare                  | Tag All | Code  | Course   | Course Provider                | NFQ Level   | Points |
|--------------------------|---------|-------|--|--------------------------------|-------------|--------|
| <input type="checkbox"/> | ★ Tag   | DN230 | Actuarial & Financial Studies                                      | University College Dublin      | Level 8 NFQ | 560    |
| <input type="checkbox"/> | ★ Tag   | CK101 | Arts   | University College Cork        | Level 8 NFQ | 355    |
| <input type="checkbox"/> | ★ Tag   | MH101 | Arts - Criminology   | Maynooth University            | Level 8 NFQ |        |
| <input type="checkbox"/> | ★ Tag   | DT354 | Business Computing   | Dublin Institute of Technology | Level 8 NFQ | 350    |
| <input type="checkbox"/> | ★ Tag   | GA183 | Business Information Systems                                       | Galway-Mayo IT - Galway        | Level 8 NFQ | 300    |
| <input type="checkbox"/> | ★ Tag   | CK203 | Business Information Systems                                       | University College Cork        | Level 8 NFQ | 465    |
| <input type="checkbox"/> | ★ Tag   | DB526 | Business Information Systems - Cloud Computing                     | Dublin Business School         | Level 8 NFQ | 465    |
| <input type="checkbox"/> | ★ Tag   | TR074 | Chemistry with Molecular Modelling                                 | Trinity College Dublin         | Level 8 NFQ | 495    |
| <input type="checkbox"/> | ★ Tag   | MH603 | Computational Thinking - Computer Science Mathematics & Philosophy | Maynooth University            | Level 8 NFQ | 495    |

# Qualifax

The screenshot displays the Qualifax website interface. The browser address bar shows the URL: [www.qualifax.ie/index.php?option=com\\_wrapper&view=wrapper&Itemid=15](http://www.qualifax.ie/index.php?option=com_wrapper&view=wrapper&Itemid=15). The page is titled "All Courses" and features a "Course Finder" sidebar on the left. The main content area, titled "Course Details", shows information for a specific course. A note indicates "This course is not tagged | [Tag it](#)".

**Course Details:**

|                       |  |                    |                        |             |
|-----------------------|--|--------------------|------------------------|-------------|
| Course Name           | Computer Applications  |                    |                        |             |
| Course Provider       | <a href="#">Dublin City University</a>                               |                    |                        |             |
| Course Code           | DC121  |                    |                        |             |
| Course Type           | Higher Education CAO   |                    |                        |             |
| Qualifications        | Award Name   | NFQ Classification | Awarding Body          | NFQ Level   |
|                       | Degree - Honours Bachelor (Level 8 NFQ) <a href="#">More info...</a> | Major              | Dublin City University | Level 8 NFQ |
| Apply To              | CAO  |                    |                        |             |
| Attendance Options    | Full time, Daytime   |                    |                        |             |
| Location (Districts)  | Dublin City Centre, Glasnevin  |                    |                        |             |
| Qualification Letters | BSc (Hons)   |                    |                        |             |
| Duration              | 4 years  |                    |                        |             |

The sidebar on the left includes links for "All Courses", "Choosing the right course", "Courses leading to NFQ awards", "Courses outside Ireland", "Disability resourced", "Help on searching courses", "Higher Education CAO", "Mature student", "PLC Post Leaving Cert", "Postgraduate", "DARE and HEAR", "Frequently Asked Questions", "How to use Qualifax", "Support and Advice", and "Useful Tools".

The Windows taskbar at the bottom shows the system clock as 18:58 on 15/01/2017, along with various application icons.

# Careersportal



# Tracking & Target Setting

---

## Self-Evaluation Form (Tracking) Leaving Certificate 1 - 2018-19

---

Name: \_\_\_\_\_

Class: \_\_\_\_\_

December 2018 Total: \_\_\_\_\_

Points Target May 2019: \_\_\_\_\_

*Question 1 reflects on your performance in the December 2018 House Examinations.*

### Question 1.

- (i) Do my results in the December House Examinations 2018, reflect the commitment I made to my studies? (Please comment)

---

---

- (ii) Do my results in the December Examinations 2018 reflect my full potential? (Please comment)

---

---

*Questions 2 & 3 reflect on your targets & strengths as you prepare for the May 2019 House Examinations.*

### Question 2

- (i) How realistic/achievable are the targets I have set for myself for the May House Examinations 2019? (Please comment)

---

---

- (ii) What study strategies will I use in the coming academic year to enable me to realise my targets?

---

# Tracking & Target Setting

## Question 5.

- (i) I spend \_\_\_\_\_ hours on **homework** each week.
- (ii) I spend \_\_\_\_\_ hours on **study** each week

*Question 6 invites you to list the strategies you will use to improve your grades.*

## Question 6

I will **achieve better grades** in the May House Examinations, 2019 if I take the following steps:

---

---

**Question 7 invites you to reflect on your research of Third Level Courses**

## Question 7

- (i) Identify one Third Level Course you have researched: \_\_\_\_\_
- (ii) How many points did this course require in 2018 \_\_\_\_\_
- (iii) What were the entry requirements (if any) for this course

---

# Tracking & Target Setting



**Target Setting**  
Leaving Certificate One – January 2019

| Subject  | Current Level H-O-F | Dec 2018 House Exams | Dec 2018 House Exams | Target House Exams May 2019 | Target House Exams May 2019 |
|--|---------------------|----------------------|----------------------|-----------------------------|-----------------------------|
|  |                     | Grade                | Points               | Grade                       | Points                      |
| Irish  |                     |                      |                      |                             |                             |
| English  |                     |                      |                      |                             |                             |
| Maths  |                     |                      |                      |                             |                             |
| Spanish  |                     |                      |                      |                             |                             |
| French   |                     |                      |                      |                             |                             |
| German   |                     |                      |                      |                             |                             |
| History  |                     |                      |                      |                             |                             |
| Classics   |                     |                      |                      |                             |                             |
| Politics & Society                                 |                     |                      |                      |                             |                             |
| Geography  |                     |                      |                      |                             |                             |
| Business   |                     |                      |                      |                             |                             |
| Accounting   |                     |                      |                      |                             |                             |
| Economics  |                     |                      |                      |                             |                             |
| Biology  |                     |                      |                      |                             |                             |
| Chemistry  |                     |                      |                      |                             |                             |
| Physics  |                     |                      |                      |                             |                             |
| Agg. Science                                       |                     |                      |                      |                             |                             |
| Applied Maths                                      |                     |                      |                      |                             |                             |
| Engineering  |                     |                      |                      |                             |                             |
| Construction                                       |                     |                      |                      |                             |                             |
| Studies  |                     |                      |                      |                             |                             |
| Technology   |                     |                      |                      |                             |                             |
| DCG  |                     |                      |                      |                             |                             |
| Art  |                     |                      |                      |                             |                             |
| Music  |                     |                      |                      |                             |                             |
| Home Economics                                     |                     |                      |                      |                             |                             |
| Physical Education                                 |                     |                      |                      |                             |                             |
| LCVP*  |                     |                      |                      |                             |                             |
| Japanese   |                     |                      |                      |                             |                             |
| **   |                     |                      |                      |                             |                             |
| <b>Points Total</b><br><i>Only total highest 6</i> |                     |                      |                      |                             |                             |

\*LCVP Distinction (66 Points) Merit (46 Points) Pass (28 Points)

\*\* Additional Subject not listed above.