

# Smart Study

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# Aim for today:

- For you to devise a smart plan for your study
- All notes and handouts will be available on edmodo.  
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# Why are we here?

1. Study Timetable
2. Basic Study
3. Principle of 5
4. Trigger Charts
5. Studying in Paragraphs
6. Breaking Open a Task
7. Approaching the Essay

# 1. “Holiday” Study Timetable

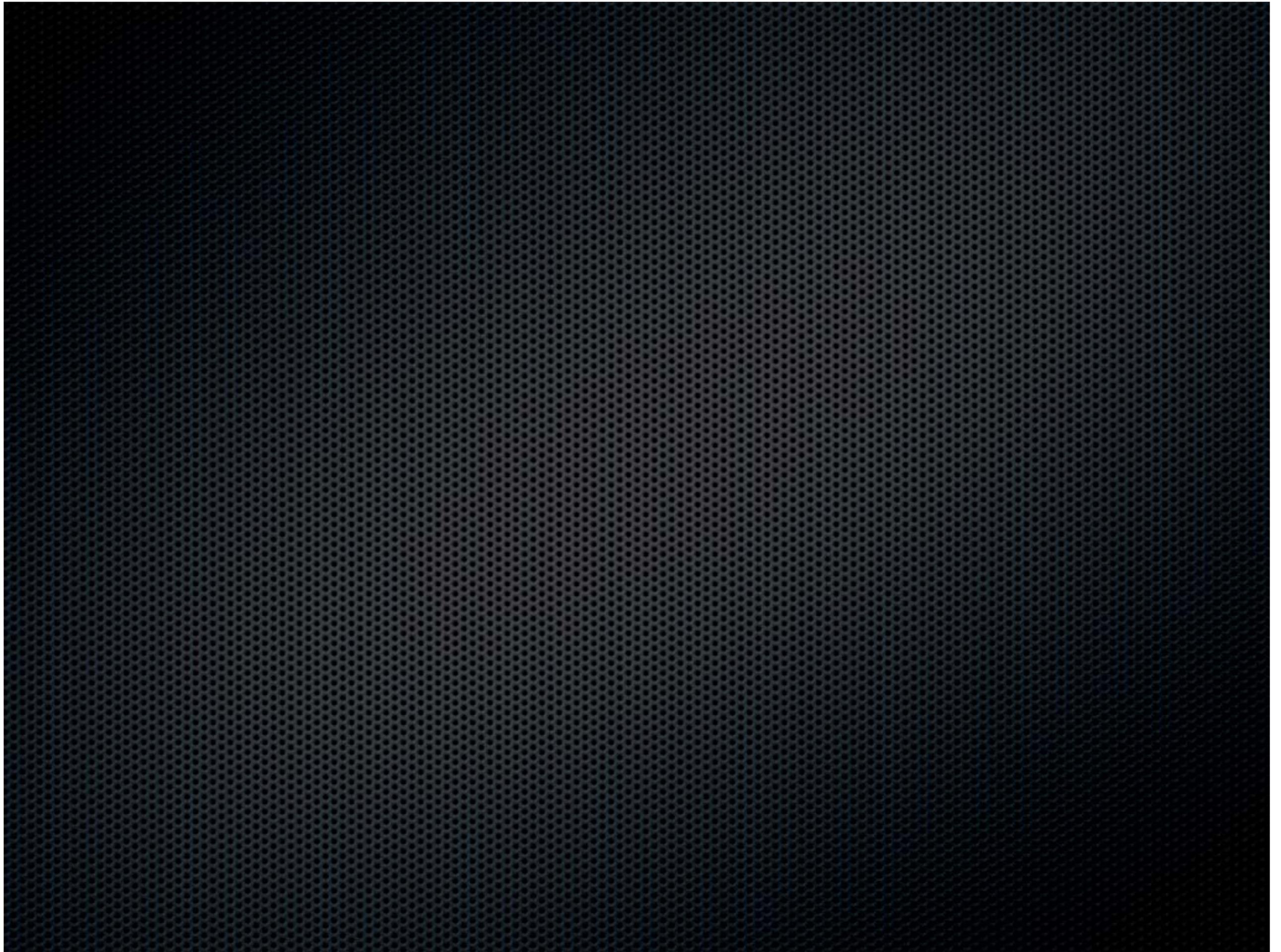
- Make it easy for yourself, like at school
- Plan every day of your holidays before the break
- Wake up normal school day time
- Study in 45 minute blocks

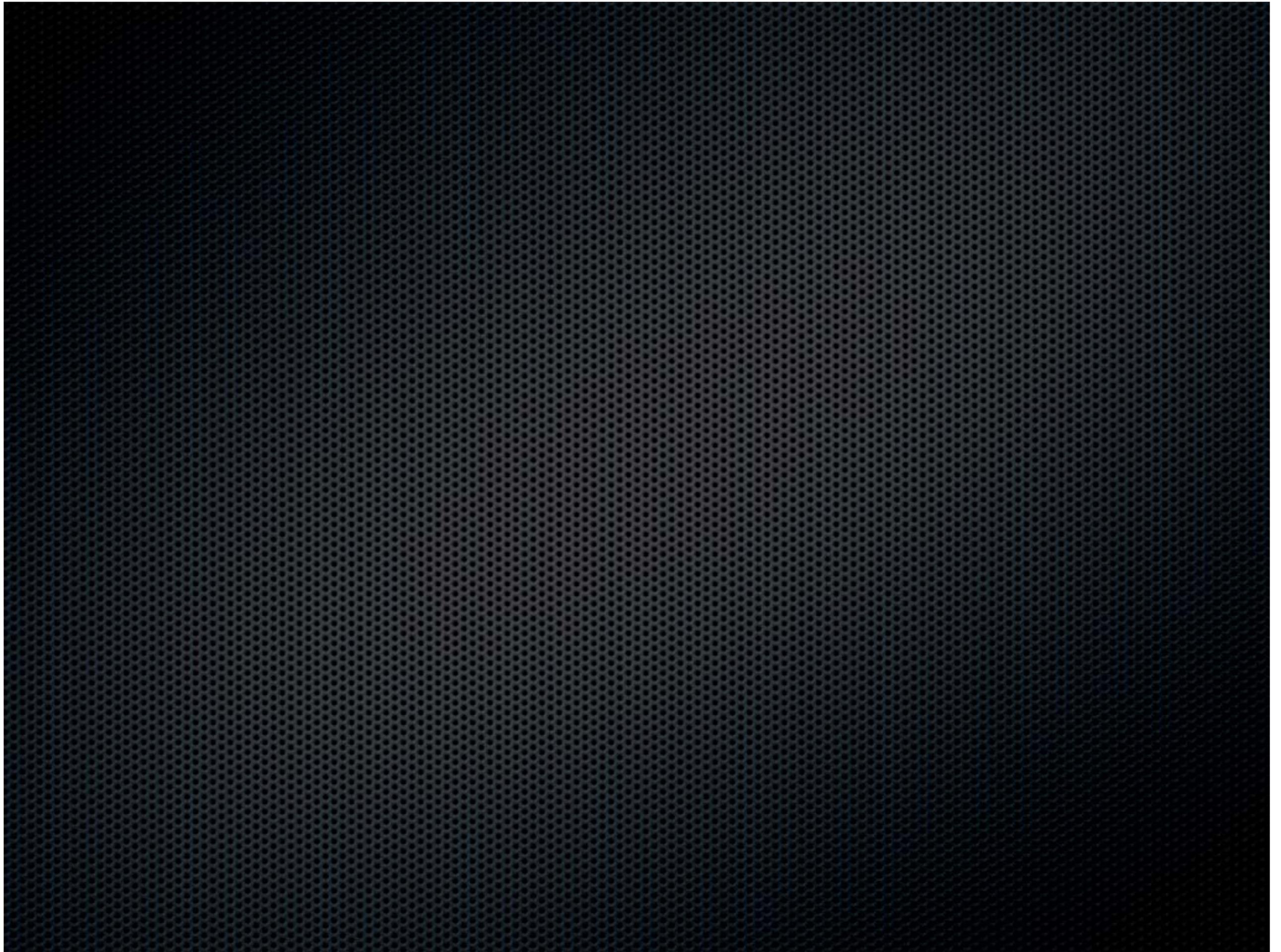
## 2. Basic Study

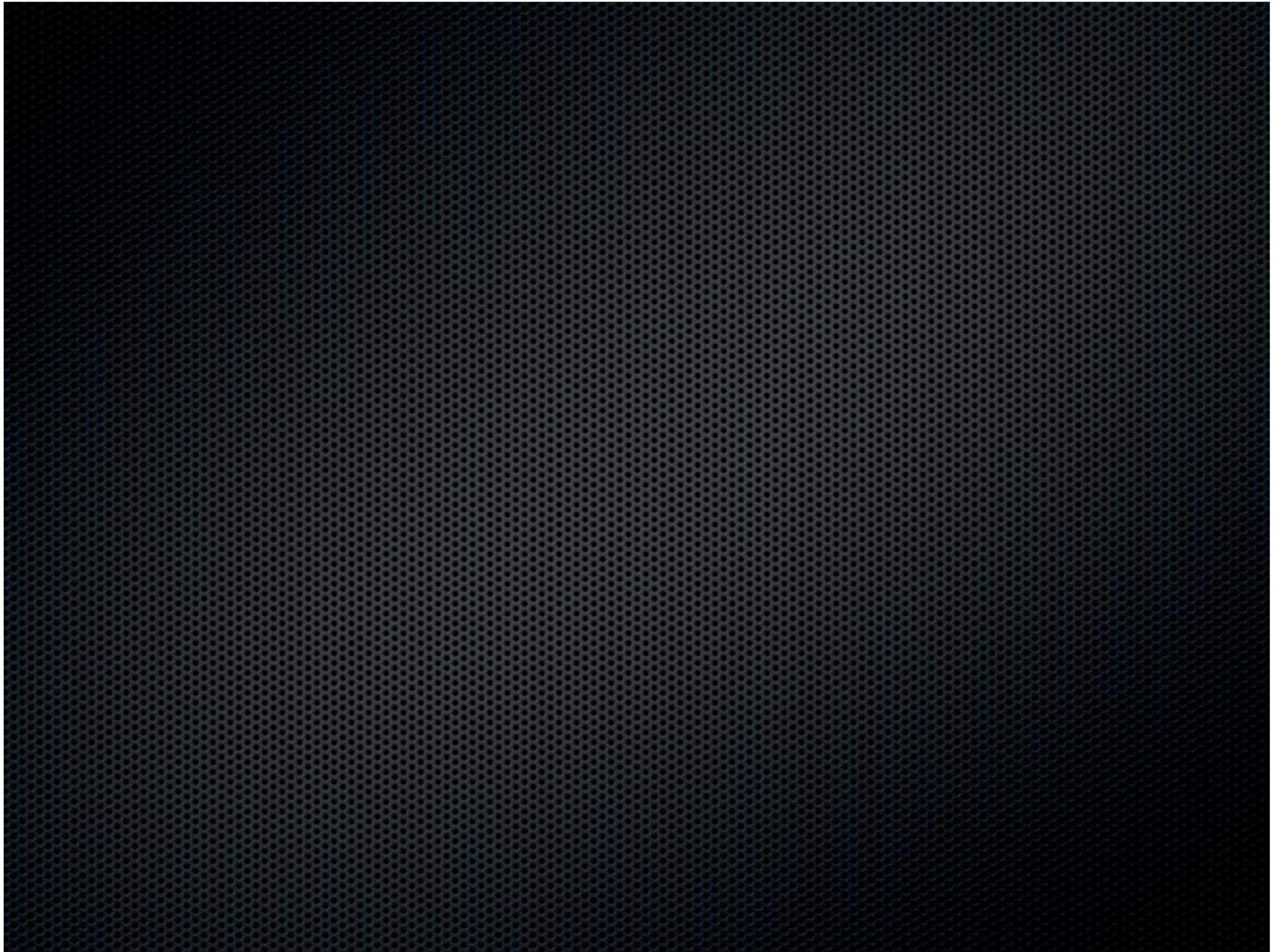
- Notes are good and necessary
- Link them to syllabus
- Put these in a separate study folder (hard or soft copies)
- The key here is to be confident in what you know, not worrying about what you don't

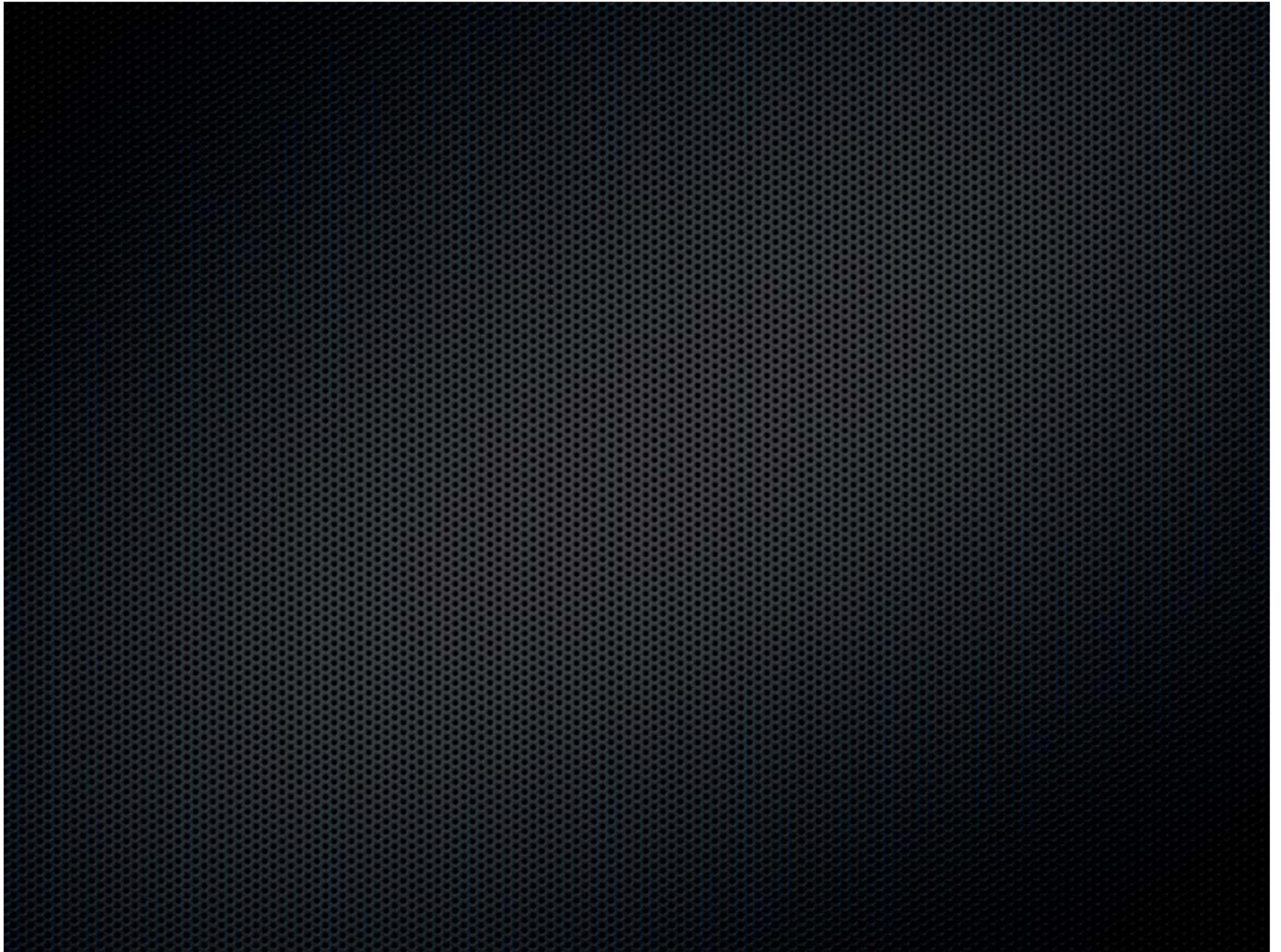
Students learn to:
<ul style="list-style-type: none"><li>• explain the contribution to the development and expression of Islam of ONE significant person OR school of thought, other than Muhammad and the Four Rightly Guided Caliphs, drawn from:<ul style="list-style-type: none"><li>– Khadijah Bint Khuwaylid</li><li>– Aisha Bint AbuBakar</li><li>– Fatima Al Zahra</li><li>– Imam Malik</li><li>– Imam Abu Hanifa</li><li>– Imam Al-Ghaff</li><li>– Abu ali Hussein Ibn Sina</li><li>– Rabi'a al-Adawiyya</li><li>– Al-Ghazali</li><li>– Sayyid Maududi</li><li>– Sayyid Qutb</li><li>– another person or school of thought significant to Islam</li></ul></li><li>• analyse the effect of this person OR school of thought on Islam</li><li>• <b>describe</b> and explain Islamic ethical teachings on bioethics OR environmental ethics OR sexual ethics</li><li>• <b>describe</b> ONE significant practice within Islam drawn from:<ul style="list-style-type: none"><li>– Friday prayer at the mosque</li><li>– Funeral ceremony</li><li>– Hajj</li></ul></li><li>• <b>describe</b> how this practice expresses the beliefs of Islam</li><li>• <b>explain</b> the significance of this practice for both the individual and the Muslim community</li></ul>

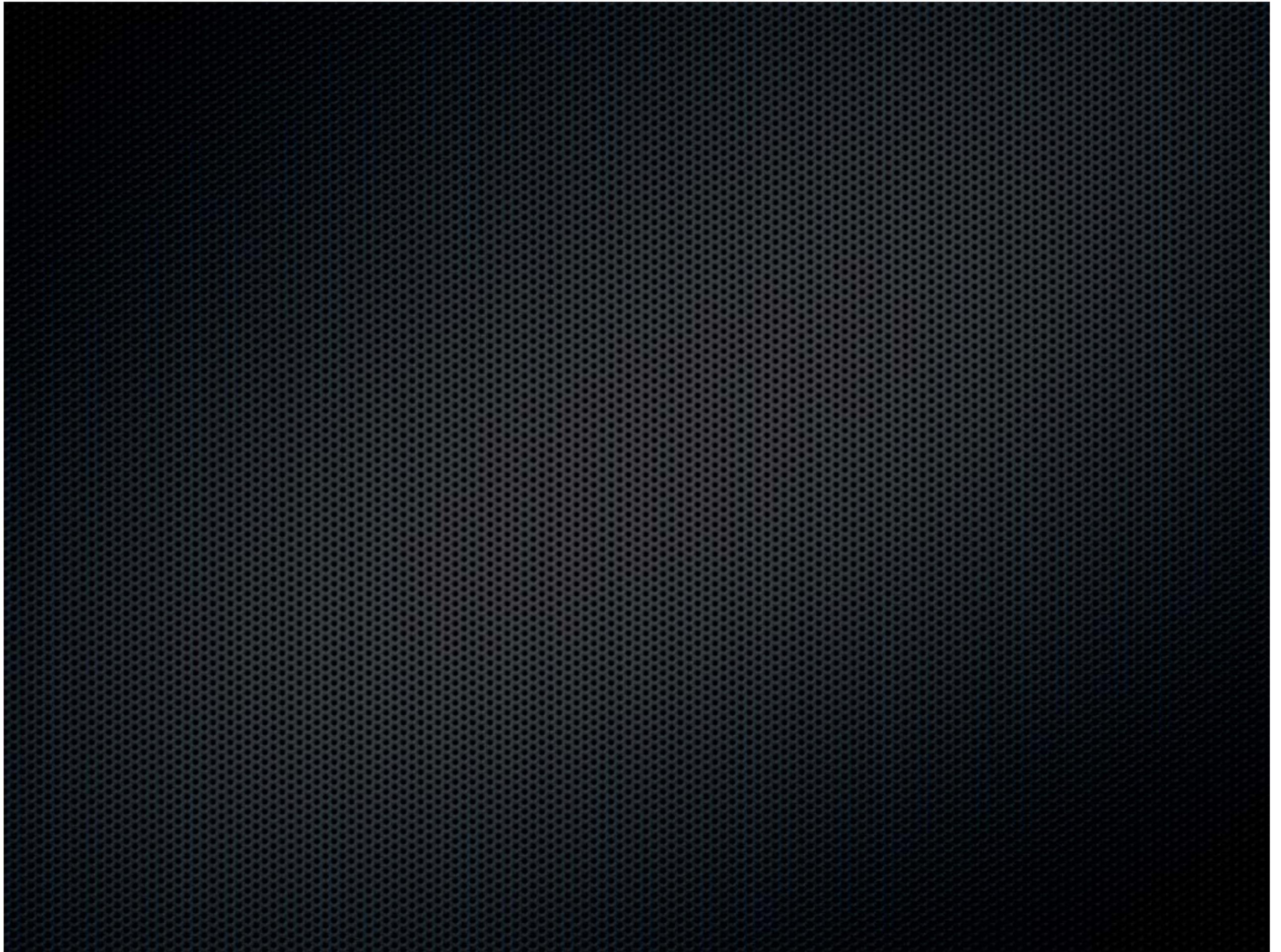
- This can literally be hundreds of thousands of words worth.
- If we try to memorise **all** of this information we are going to stress ourselves out, because we worry about what we may forget.
- Markers want to see that you can apply a concept into a new situation. They are not testing your memory.
- It would be so easy to stay here and just read over these notes. But, we need to step it up.
- To help us do this, we use the principle of 5.

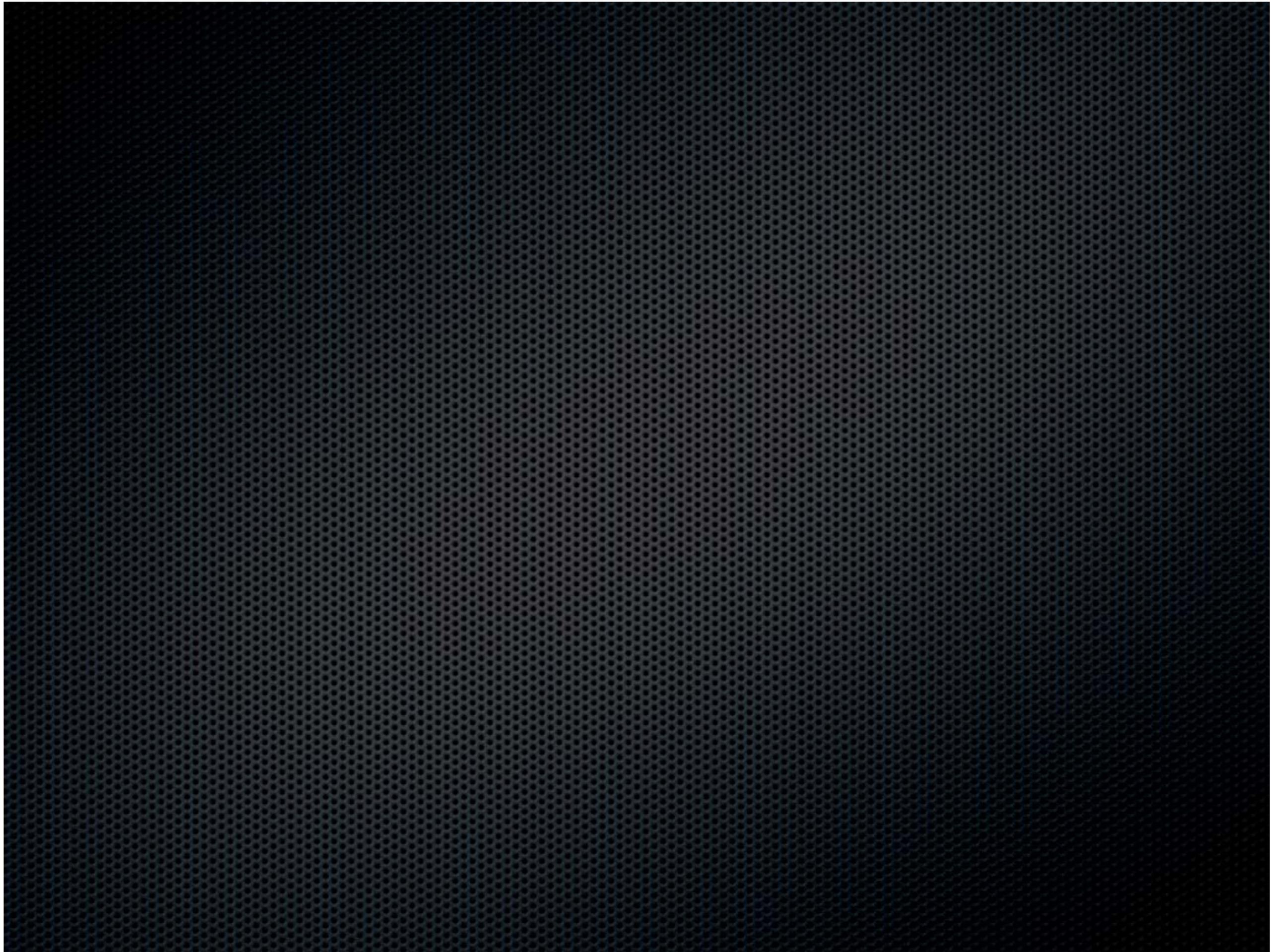








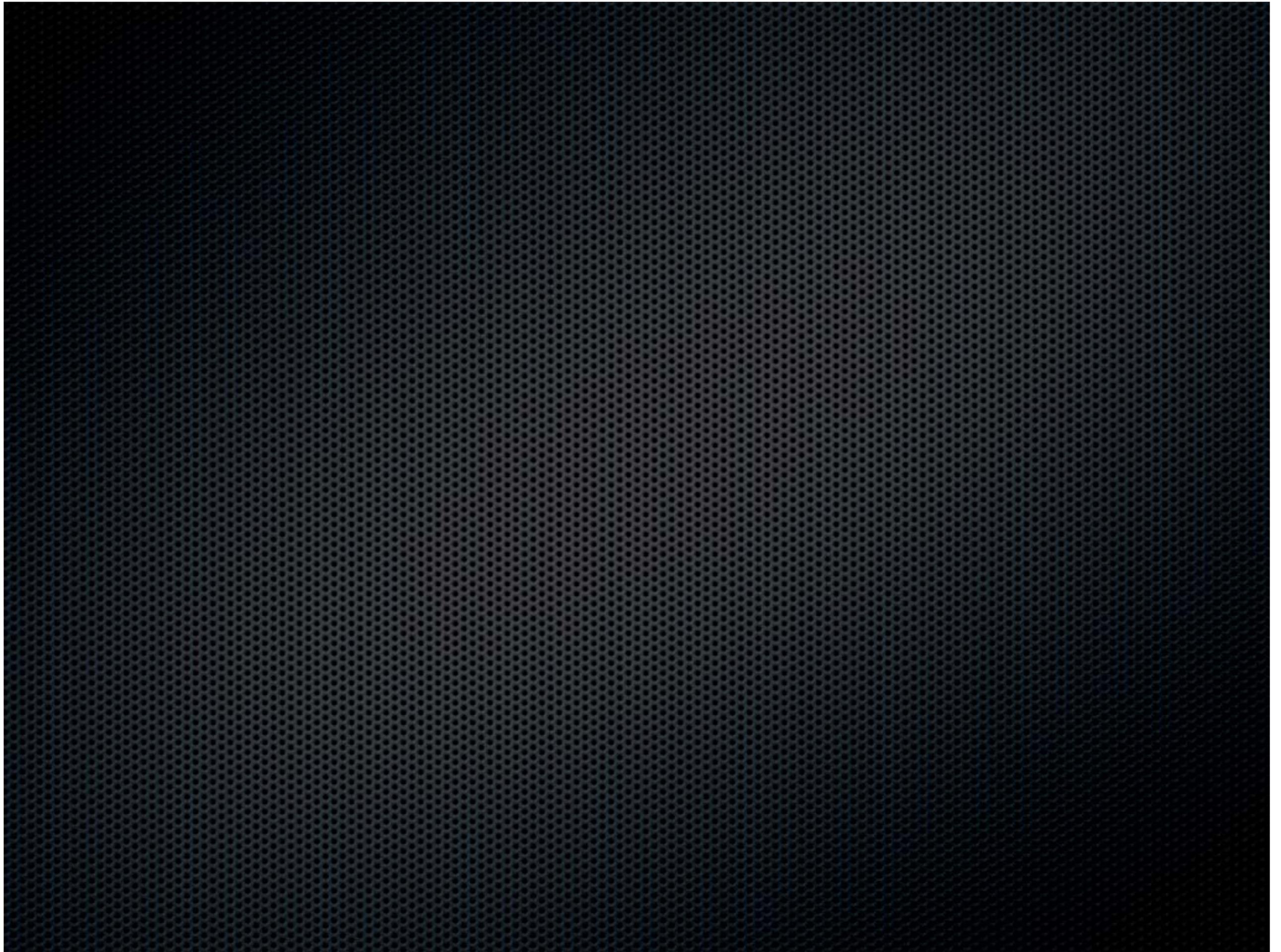


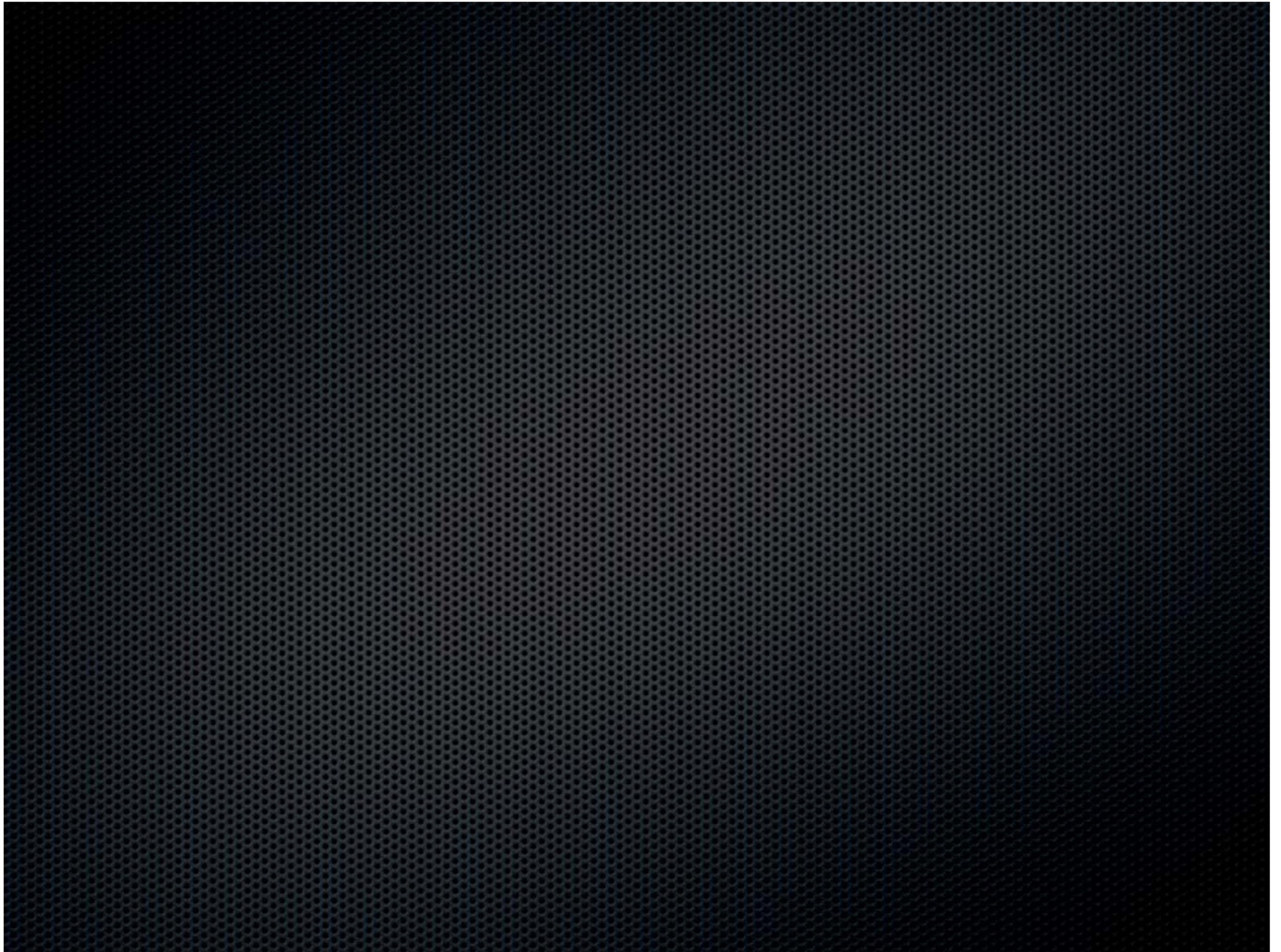


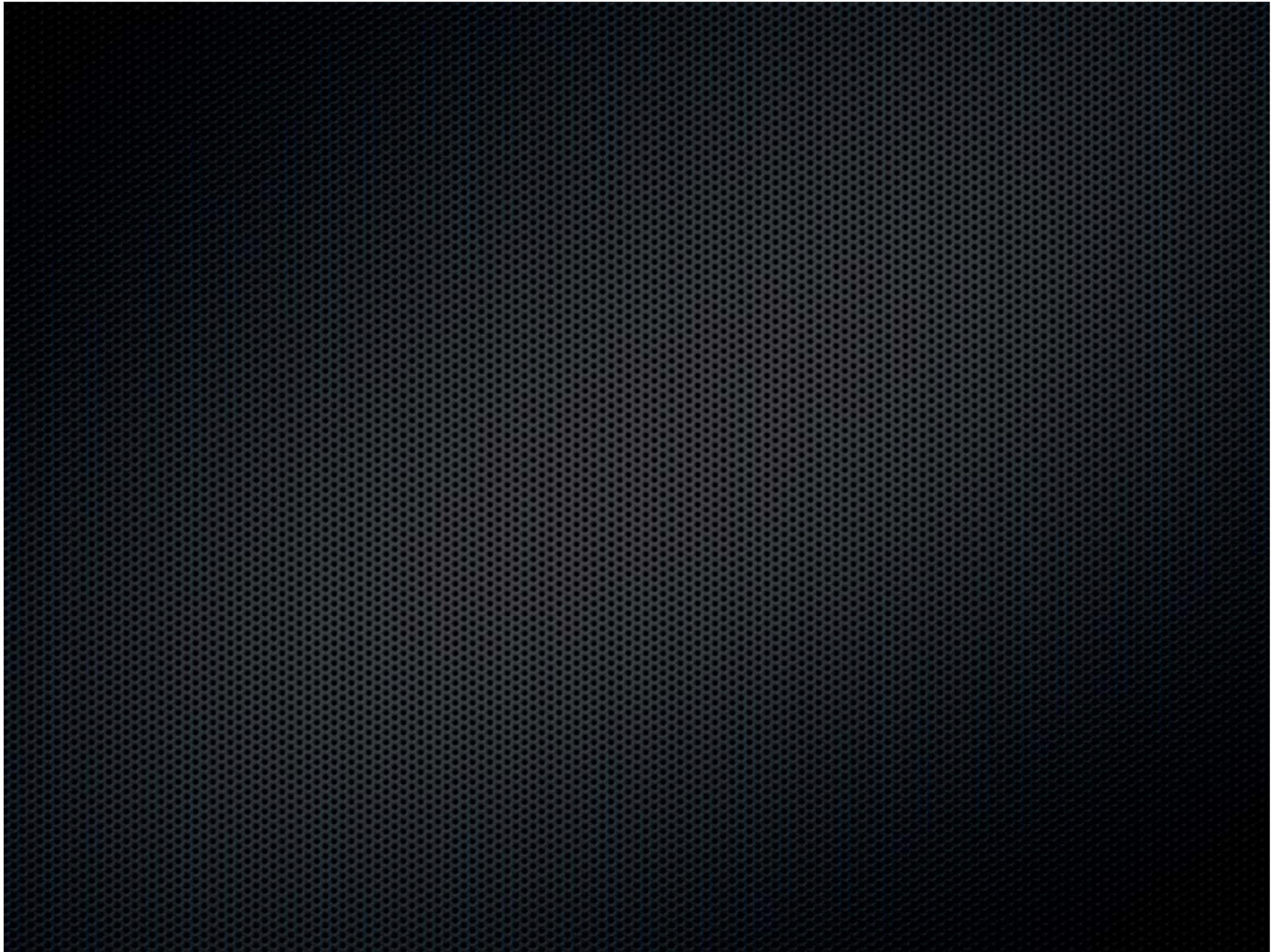
# Good Writing Takes Good Practise

- Get a study buddy
  - Help each other
  - List of potential phrases
- PEEL
  - Flip it
  - Rip it
  - Do it again

“The Hassidim gave power and self worth to tens of thousands of impoverished, wayward Jews. Israel Ben Elizier was the catalyst for the revival of the Hassidim. His principles pertaining to God and devotion provided a palatable framework that the illiterate Jews of the time could follow. Through this and his charismatic and charitable works, the Besht stalled a mass exodus from the tradition.”







# 6. Breaking Open a Task

- We do this to plan a response. This is such an effective study habit, but something we seldom do properly in the exam.

- We are looking for four things in the task to inform our plan.
  1. How many marks is it worth?
  2. Verb - How are we to convey our information?
  3. Content - Which Trigger Chart/s am I to use?
  4. Qualifier - Which part of the trigger chart am I to use?

## Question 2 — Christianity (6 marks)

Explain the importance of Baptism to adherents of Christianity.

- It's a 6 marker. I'm going to have to write about a page.
- Verb = Explain
- Content = the importance of Baptism
- Qualifier = to adherents
- Qualifier = of Christianity

## Question 4 — Islam (8 marks)

*All aspects of life are worship for a Muslim.*

How well does the statement reflect the impact of the significant person or school of thought chosen in part (a)?

- It's an 8 marker. I'm going to have to write a page.
- Verb = Assess - Make a judgment
- Content = the impact of my person
- Qualifier = the statement

# Now we can plan our response

- You need to picture your Trigger Chart for this area.
  - Jot down the section of this you will use
- Now you need to link that to your Principle of 5.
  - Jot again
- Write a number next to each jot in order of this piece.
- Get ready to write.

- If you are a band 5 or 6 candidate, what is the marker going to be looking for?
- Judgment
- Qualifier
- Don't make them search for these, show them straight away!

- *It would be difficult to find a more apt statement to espouse Al-Ghazali's legacy of right conduct for a Muslim.*
- *The statement embodies the essence of Ai'isha's model of right living for a Muslim.*
- *Qutb's entire conviction and sacrifice was that of worship to Allah in all aspects of life.*
- *You should rewrite sentences like this hundreds of times!*

# Incorporating Quotes

- *It is highly doubtful if Islam would have the depth and maturity of thought it currently enjoys if it were not for Al-Ghazali's influence. When he "interrogated the beliefs of each sect and scrutinized the mysteries of each doctrine", played out in his work: Revival of the Religious Sciences, the variants of Islam were able to develop in their tolerance of each other through education, bipartisanship and understanding.*

- Look what happens if we take out the quote:
- *It is highly doubtful if Islam would have the depth and maturity of thought it currently enjoys if it were not for Al-Ghazali's influence. When he ... the variants of Islam were able to develop in their tolerance of each other through education, bipartisanship and understanding.*
- It does not make sense. Thus the complimentary quote was well integrated.

*.It is highly doubtful if Islam would have the depth and maturity of thought it currently enjoys if it were not for Al-Ghazali's influence. He helped the variants of Islam to develop in their tolerance of each other through education, bipartisanship and understanding. This is shown through the quote: "I have interrogated the beliefs of each sect and scrutinized the mysteries of each doctrine", (Revival of the Religious Sciences).*

- This is the same content as the previous sample paragraph. However, see what happens when we take out the quote:
- *It is highly doubtful if Islam would have the depth and maturity of thought it currently enjoys if it were not for Al-Ghazali's influence. He helped the variants of Islam to develop in their tolerance of each other through education, bipartisanship and understanding.*
- The paragraph still has a strong judgment and it makes sense, even without the quote! Thus, it has not been integrated.

- **How do you know when you have finished off the paragraph properly?** Well, at the end of the paragraph, would a reader ask themselves: **so what??**
- If we take this example:
- *The conversion of Saul of Tarsus on his way to Damascus was highly significant: “Saul, Saul, why do you persecute me” (Acts 9:4). Paul had the exceptional charisma, informed political voice and endured exhaustive missionary journeys.*
- **So what?**

- Here, there is a judgement, weak though it is, a complimentary quote with reference, as well as colourful phrasing about the vitality of his contribution. This is great but, **so what?** Here we need to link to the question or the next paragraph. Find an appropriate linking term to do this and answer **so what?**.
- *As a result, Christianity spread throughout the Roman empire with a ferocity unmatched by any world religion, leading from a humble Judaic sect to the 1.2 billion adherents existing today.*

# Making Judgements

- **How do we make a judgement?**
- The **easiest** way to do this is to extract the issue/person/thing from the equation. Then ask: *what would the world be like without the issue/person/thing?*
- By hypothesizing the probable and possible answers to this question, you will invariably make a judgement. Then all you have to do is place in order the important changes that have been made.
- *If Saul of Tarsus had never had his conversion to follow Jesus on his way to Damascus (Acts 9:1-22), then it is highly likely that the responsibility of spreading the Word of Jesus would have been left to Peter or James. Both of these men were capable in their own right, but without the exceptional charisma, informed political voice and exhaustive missionary journeys of Paul, Christianity may well have died out as a sect of Judaism.*

# Choose a figure

- What would the tradition be without them?

- **How do we do this effectively?**
- We use **modality** (extent of the importance: high, medium or low), then we back it up with a **relevant, concrete example** played out with **correct terminology**.

# 7. Approaching the Essay

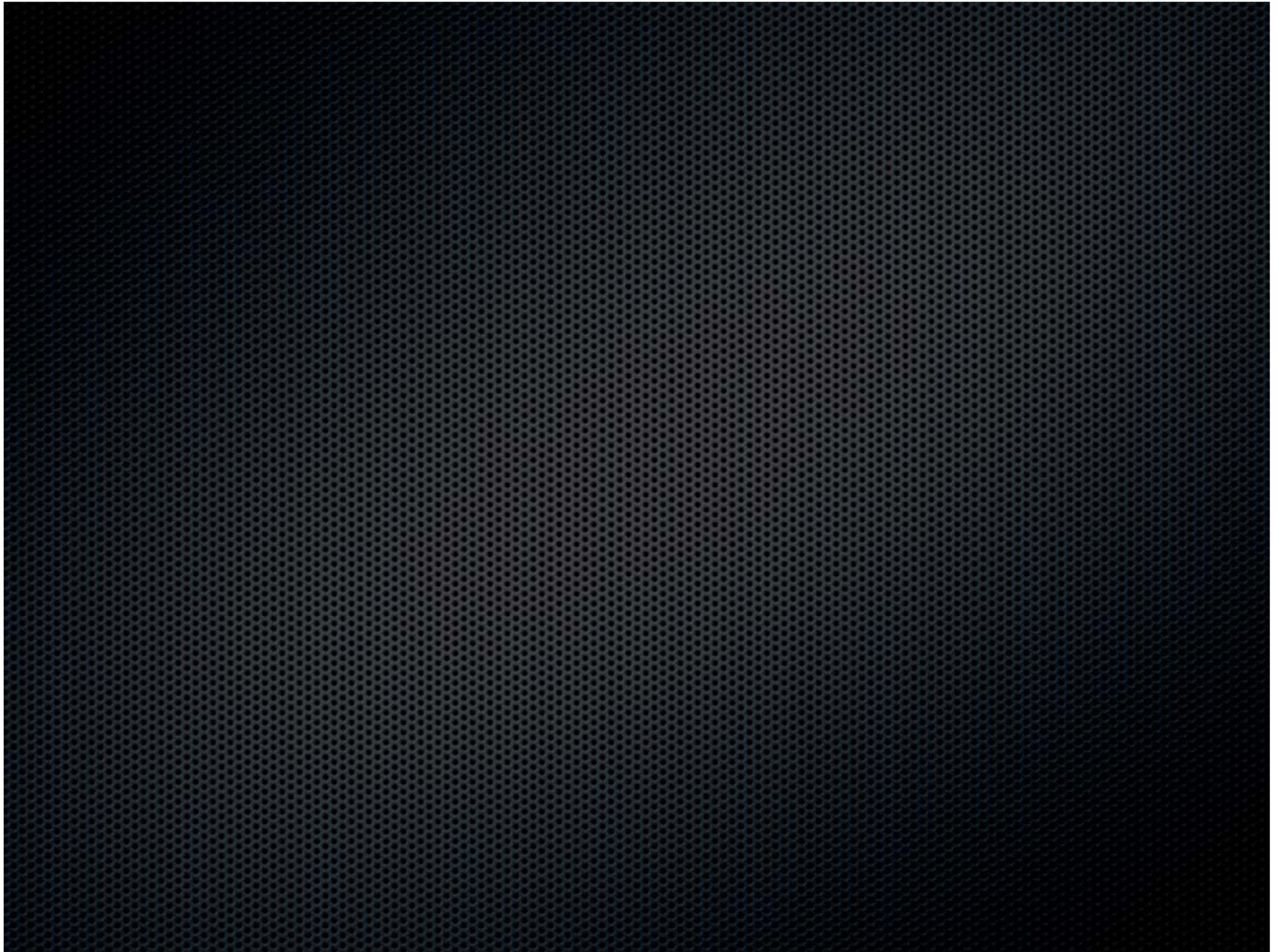
- There is no one perfect way to do this.
- We are going to look at three possible approaches.

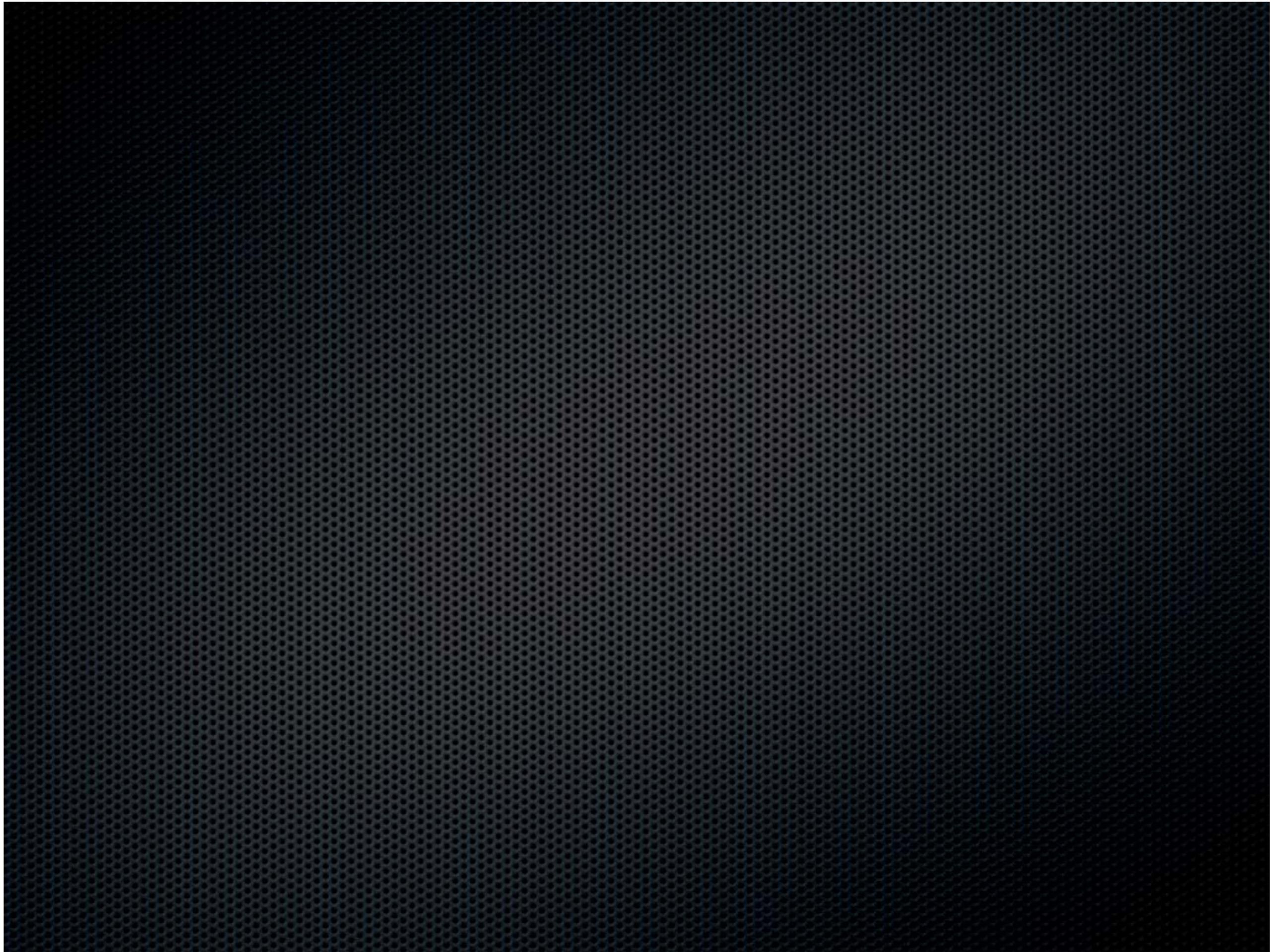
1. Constants and Changes

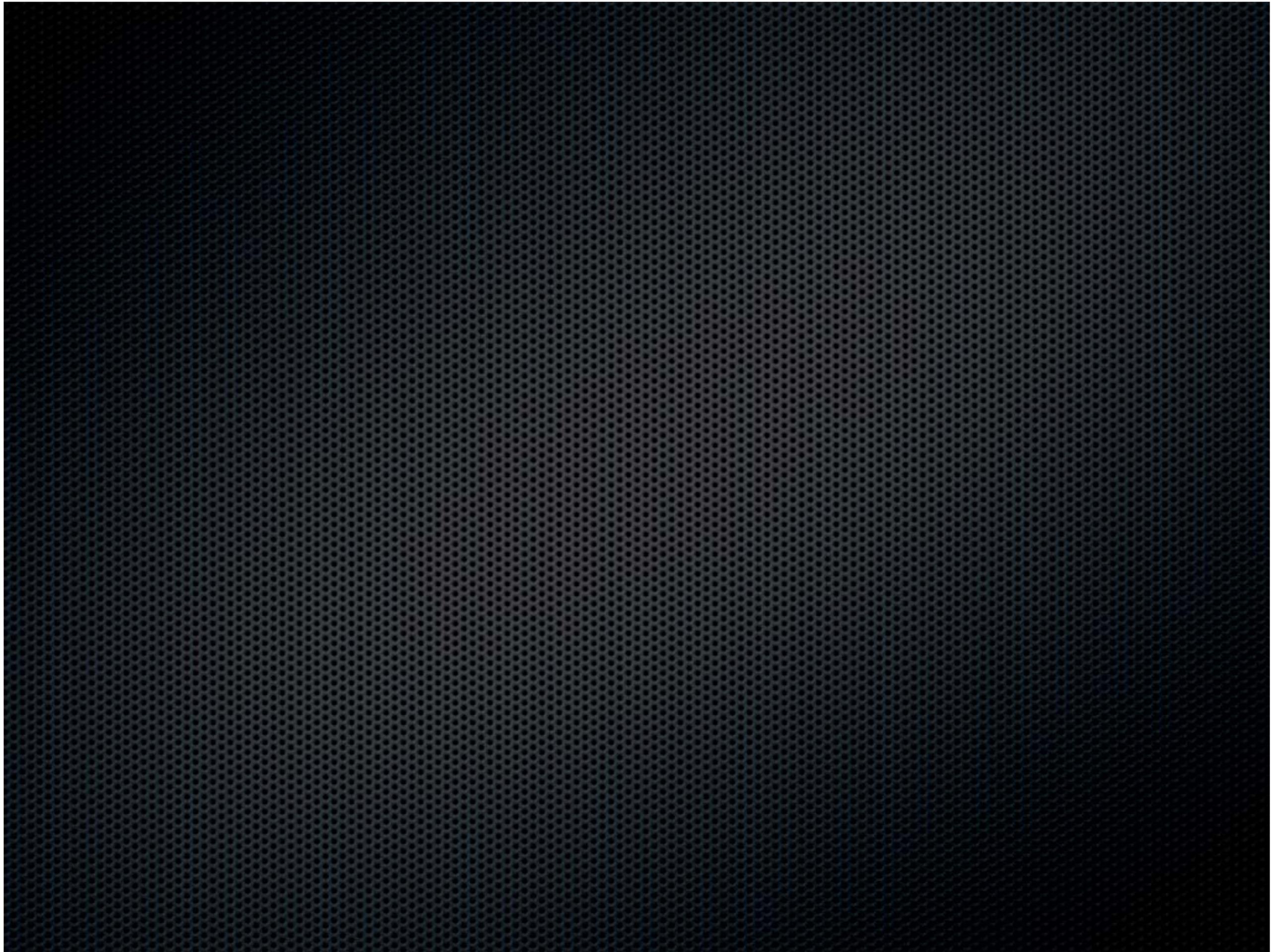
2. Build Up

3. Butterfly effect

- You should plan **THREE** essays for every **ONE** that you write







- *From generation to generation, Judaism teaches us how to deepen our lives, to improve the world and to join with others who have the same lofty aims.*
- With reference to the quotation, explain how Judaism as a living religious tradition gives depth and meaning to the life of the individual and the Jewish community.