

# STUDY PLAN



Study Skills and Organisational strategies



# 1. ORGANISING MYSELF



Organising myself over the summer.  
Preparation is key and will make  
next year much easier.  
Each subject needs its own system.

Each subject has different sections and chapters, when planning our subject system it is important to know so that each topic gets regular attention throughout the year.



Here is an example of what a subject system looks like. Having a broken down topic section allows you to choose a topic for your study plan while keeping awareness of all of the other topics. This example is Leaving Certificate HL math, but one should be made for all subjects. (Do this in the summer.)

Subject Area (Paper One)	Topics to cover (Mark each topic every time you study it)
Number	3.1 Number Systems <ul style="list-style-type: none"> <li>• Irrational Numbers</li> <li>• Complex Numbers (also 4.4)</li> <li>• Induction</li> <li>• Limits</li> <li>• Patterns, Sequence and Series</li> </ul> 3.2 Indices (and Logs) 3.3 Arithmetic (Financial Maths)
Algebra	4.1 Expressions <ul style="list-style-type: none"> <li>• Add, Subtract, Multiply, Divide</li> <li>• Factorising Expressions</li> <li>• Simplify Rational Algebraic Expressions</li> <li>• Binomial Theorem</li> </ul> 4.2 Solving Equations <ul style="list-style-type: none"> <li>• Linear Equations</li> <li>• Quadratic Equations</li> <li>• Simultaneous Equations</li> </ul>

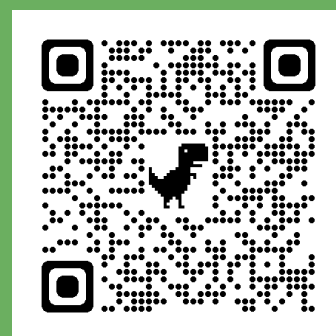
Subject Area (Paper One)	Topics to cover (Mark each topic every time you study it)
Algebra	<p>4.2 Solving Equations</p> <ul style="list-style-type: none"> <li>• Cubic Equations</li> <li>• Index Equations</li> <li>• Exponential Equations</li> </ul> <p>4.3 Inequalities</p> <ul style="list-style-type: none"> <li>• Linear Inequalities</li> <li>• Quadratic Inequalities</li> <li>• Rational Inequalities</li> <li>• Modulus Inequalities</li> </ul> <p>4.4 Complex Numbers (also in 3.1)</p> <ul style="list-style-type: none"> <li>• Add, Subtract, Multiply, Divide</li> <li>• Conjugate Roots</li> <li>• Argand Diagram</li> <li>• Polar Form</li> <li>• De Moivre's Theorem for Expansions, Roots, Trigonometric Proofs</li> <li>• Prove DeMoivre's Theorem</li> </ul>
Functions	<p>5.1 Functions</p> <ul style="list-style-type: none"> <li>• Graph Cubic, Exponential, Logarithmic &amp; Trigonometric Functions</li> <li>• Injective, Surjective and Bijective</li> <li>• Inverse of Function</li> <li>• Quadratics in Complete Square Form</li> <li>• Limits and Continuity of Functions</li> </ul> <p>5.2 Calculus</p> <p>Differentiation</p> <ul style="list-style-type: none"> <li>• First Principles</li> <li>• Differentiation by Rule</li> <li>• Rates of Change</li> <li>• Max &amp; Min</li> </ul> <p>Integration</p> <ul style="list-style-type: none"> <li>• Anti-differentiation</li> <li>• Average Value</li> <li>• Area Bounded by Curves</li> </ul>

Subject Area (Paper Two)	Topics to cover (Mark each topic every time you study it)
Probability and Statistics	<p>1.1 Counting</p> <ul style="list-style-type: none"> <li>• Permutations &amp; Combinations</li> </ul> <p>1.2 Concepts of Probability</p> <ul style="list-style-type: none"> <li>• Mutually Exclusive</li> <li>• Independent Events</li> <li>• Addition &amp; Multiplication Rules</li> </ul> <p>1.3 Outcomes of Random Processes</p> <ul style="list-style-type: none"> <li>• Bernoulli Trials</li> <li>• Normal Distribution</li> </ul> <p>1.4 Statistical Reasoning</p> <p>1.5 Collecting &amp; Organising Data</p> <p>1.6 Representing Data</p> <ul style="list-style-type: none"> <li>• Graphs</li> <li>• Mean &amp; Standard Deviation</li> <li>• Correlation</li> </ul> <p>1.7 Analysing Data</p> <ul style="list-style-type: none"> <li>• Margin of Error</li> <li>• Hypothesis Testing</li> </ul>
Geometry and Trigonometry	<p>2.1 Synthetic Geometry</p> <ul style="list-style-type: none"> <li>• Constructions</li> <li>• Theorems</li> </ul> <p>2.2 Co-ordinate Geometry</p> <ul style="list-style-type: none"> <li>• Line</li> <li>• Circle</li> </ul> <p>2.3 Trigonometry</p> <ul style="list-style-type: none"> <li>• SOH CAH TOA &amp; Pythagoras</li> <li>• Sine and Cosine Rules</li> <li>• Sectors and Arcs</li> </ul>

Subject Area (Paper Two)	Topics to cover (Mark each topic every time you study it)
Geometry and Trigonometry	2.3 Trigonometry <ul style="list-style-type: none"> <li>• 3D Problems</li> <li>• Graphs</li> <li>• Trigonometric Equations</li> <li>• Derive 8 Trigonometric Formulae</li> <li>• Apply Formulae (Solve Identities)</li> </ul> 2.4 Transformations & Enlargements
Number	3.4 Length, Area and Volume <ul style="list-style-type: none"> <li>• Polygons</li> <li>• Nets</li> <li>• Composite Shape Problems</li> <li>• Trapezoidal Rule</li> </ul>

## Study Tip

Each topic can be searched on [Studyclix.ie](https://www.studyclix.ie) and multiple exam paper questions for that topic emerge.



Once you have created your subject systems it is easy to pick and choose topics for your study plan. You should have three separate study plans, for which you can use the Study Plan Timetables.

# TOP TIPS FOR CREATING YOUR STUDY PLAN

1

## Set clear goals

Identify what you want to achieve through your study plan.

2

## Create a schedule

Determine how much time you can dedicate to studying each day and create a schedule that works for you.

3

## Prioritise tasks

Figure out which tasks are the most important and focus on those first.

4

## Break tasks into smaller parts

Divide larger tasks into smaller, more manageable ones to avoid feeling overwhelmed.

5

## Take breaks

Take breaks regularly to avoid burnout and maintain focus.

6

## Use Exam Papers

These will keep your study focused and relevant.

7

## Track your progress

Keep track of your progress to stay motivated and adjust your study plan accordingly. Put a red tick beside each topic after you have studied it. Keep an eye on the areas that are rarely ticked.

8

## Stay motivated

Remind yourself of your goals and the benefits of achieving them.

9

## Clear your study space from distractions

Put your devices away and only use them on your breaks.

10

## Create your study plan the night before

Don't leave it until the morning/day of.

11

## Keep on top of your homework

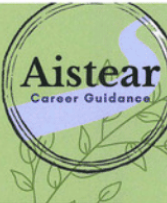
Commit to your study plans but make room for your hobbies and extra curricular activities too. Your time after school should reflect your commitment to your desired results, extra curricular and hobbies are important but they should not take up the majority of your time.

Here are some examples of what your study plans could look like:



## Afterschool Study Plan

Time	Monday	Tuesday	Wednesday	Thursday	Friday
4:00pm to 6:00pm	Maths Homework (40m) English Homework (20m) French Homework (20m) Maths Inequalities Paper 1 2019 Q5 (40m)	Science: 2018 Q3(a) Q5 all (30m) Maths: 2021 Paper 2 Q4 a Q6(b) (30m) Business Studies: Budget 2016 Q4 2017 Q5 (1h)	Maths homework (20m) English homework (40m) French homework (20m) Irish Paper 2 2019 Q5, Q7 (40m)	Irish: homework (30m) Maths 2020 Paper 2 Q5, Q6 (30m) Science homework (30m) French homework (30m)	Maths homework (40m) Irish Paper 2 2020 Q5 (20m) Business Studies Law and Budget # 2018 Q4 2019 Q6 (1 hour)
6:30pm to 8:00pm	GAA Training	French: homework (30m) English homework (30m) Spanish homework (30m)	Music	Business Studies Final accounts 2019 Q1 2020 Q1 (1 hour) CSPE Essay (30m)	Scouts



## Weekend Study Plan

Time	Saturday	Sunday
9:30am to 11:00am	Maths: Quadratic equations + Simultaneous equations 2018 Paper 1 Q5a 2019 Paper 2 Q6(b) (45m)	Accounting: Focus on questions - 2021 Do q1 } Exam papers (1.5h) - 2020 Do q1 }
11:30 am to 1:00 pm	English: Poetry: Robert Frost Notes and quotes (45m)	English: Learn quotes (homework) (25m)
2:00pm to 4:00pm	Biology: Reproductive System 2017 Q4, 2015 Q5b 2020 Q76(b) (50m)	French: Comprehension practice Rep EP's 2017 Q3 + 2019 Q3 (1hr5m)
	Irish: Essay (Homework) (40m)	Maths: Prior principles 2017 P1 Q5, 2015 P1 Q4 2019 P1 Q5 (45m)
	French: Short questions (homework) Create verb mind map. (50m)	Margin of Error + hypothesis testing 2019 P2 Q5 2020 P2 Q6 (45m)

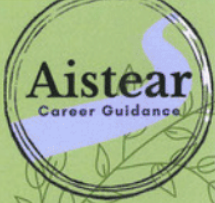
You should make Study Plans for holidays, weekends and for after-school.

There are templates available at the end of this booklet, and templates with time guidelines are available on request.




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# 2. STUDY TECHNIQUES

# MIND MAPPING

A mind map is a visual tool that helps to organise and generate ideas. To create a mind map, follow these instructions:

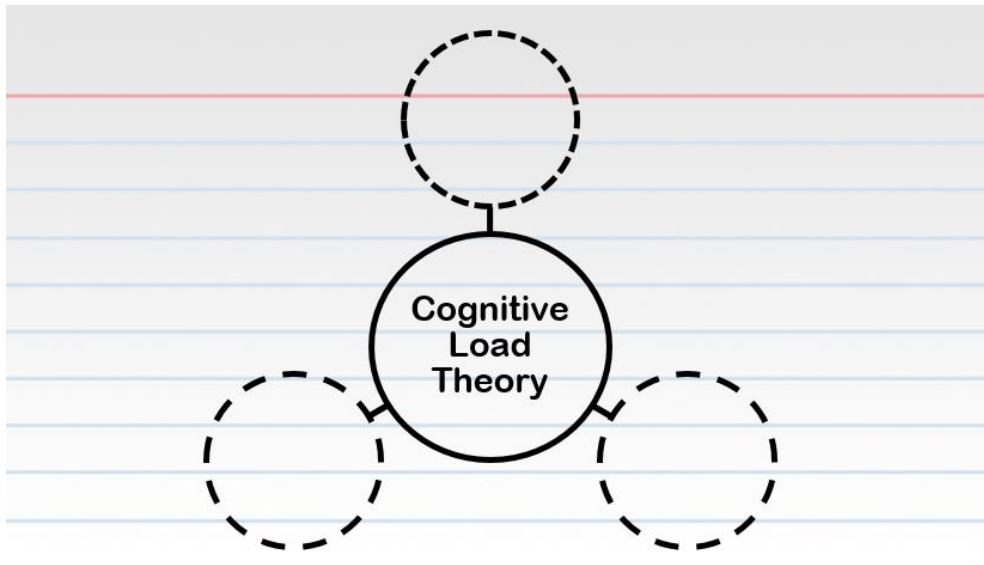
1. Start with a central idea and write it in the center of a blank page.
2. Draw branches from the central idea, and write related ideas or subtopics on each branch.
3. Continue to add branches and ideas, creating a web-like structure.
4. Use colors, symbols, and images to make your mind map more visually appealing and memorable.
5. Review your mind map and use it as a reference for any project or task.



# FLASHCARDS

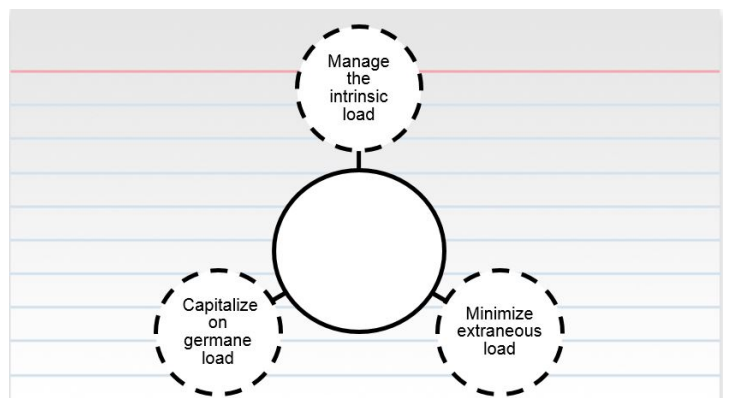
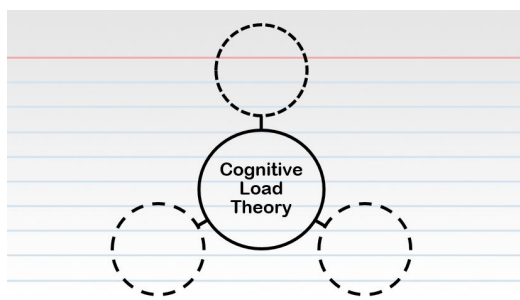
Using flashcards is one of the most common study methods, and it is the one many students are most familiar with. Flashcards help students to engage in active recall or a process wherein students actively engage in learning by stimulating our memories and creating lasting connections to the material.

When you create flashcards, you should incorporate images as well as words to help improve your active recall. Here's an example:



You should also review flashcards in both "directions." Often, students will study one side of the flashcard, either the "question" or "answer" based on how they think the test will be structured. In order to help you truly learn the information and create meaningful connections, you should study both parts of the flashcard.

**Here is an example:**



# TIPS FOR MAKING AND USING FLASHCARDS

**Learn; don't memorise.** Flashcards can be dangerous if only used to regurgitate facts rather than actually learning the material. Make sure your flashcards are engaging with more than simple definitions. You might even put in a few that ask an application question to help you actively learn the concept.

**Create your own cards.** There are plenty of programs that will help you with creating flashcards; however, you will lose the benefits of manually writing them out and the repetition that process creates. Moreover, if use someone else's cards or cards created by publishers, you won't be able to put them in your own words. By creating your own, you get all of the benefits of using the process (not just the product!) as a study aid.

**Involve your senses.** The more senses you involve in your study habits, the more apt you are to actively engage with the material. By creating your own cards, you involve touching and seeing. If you study with a friend or say your answers aloud, you involve hearing and seeing. If you flip through the cards during a break, you involve touching, hearing, and seeing. All of these sense will help you move the material to your long-term memory.

**Make them fun!** No one said that using flashcards had to be boring. Use different coloured index cards and markers to help you visualise the information. Determine a reward system based on correct responses. Create a flashcard game with your study group: divide into teams and keep score.

# SPECIFIC RECALL

1. Choose a subject
2. Focus on the exam papers
3. Choose an exam question and work backwards. Even if you have no clue of the answer - find the answer in your textbook and start on the question.

## Using Specific Recall, you can:

- Avoid reading endless pages of information not knowing which parts are important or not
- Cut out a lot of work and unnecessary 'chapters' in textbooks
- Get used to exam paper layout, marking schemes and answering questions
- Get your brain used to reading a question and recalling the specific information, just like in an exam

Repeat this technique over and over again in all subjects, until you have completed all your exam paper questions.

## An example of using specific recall for Leaving Certificate History

My topic is 'The pursuit of sovereignty and the impact of partition' I generate exam paper questions on this topic from study clix. A QR code for the StudyClix website is available in the 'Organising Myself' part of this booklet.

The screenshot shows a web interface for '3.IRL Sovereignty & the impact of partition'. At the top right is a 'New assessment' button. Below the title are three tabs: 'Questions' (selected), 'Videos & Notes', and 'Community'. A '15 Questions' indicator is visible. The main content area displays '2022 - Question 3' with a 'State exam' tag. The question text reads: 'Ireland: Topic 3 The pursuit of sovereignty and the impact of partition, 1912-1949 Answer one of the following questions:'. It lists four questions, each worth 100 marks: 1. 'During the period 1912-1920, what factors contributed to the partition of Ireland? (100)', 2. 'How did the Unionist party in power respond to the challenges it faced, 1920-1945? (100)', 3. 'What was the impact of the Eucharistic Congress, 1932, on Irish life? (100)', and 4. 'During the period 1923-1945, why did Irish governments find it difficult to achieve economic success? (100)'. A 'Show marking scheme' link is at the bottom. Below this is a preview of '2021 - Question 3' with a 'State exam' tag.

# ESSAY LEARNING INSTRUCTIONS

1. Use the Aistear 'Essay Learning' template.
2. Write your essay in paragraphs
3. Identify the key terms/key points from each chapter and put them in the key point margin (use single words or expressions.)
4. Highlight the key terms. Use different colours to link key points/themes among chapters.
5. Use bullet points to summarise each page. Use highlighters to show links between key points in the summary.

Look to the next page for an example using the Essay Learning Template.

Essay Title: Sylvia Plath

<b>Key Points</b>	Based on the poems I have studied for my leaving Certificate, I have found Plath's poetry to be deeply personal and quite disturbing. I found Plath's poetry to be filled with raw emotion and reflective of the mental turmoil she has suffered. Plath tackles challenging and personal issues such as break ups, miscarriages and psychiatric treatment throughout her poetry.
<b>Intro</b>	
<b>Challenging + personal issues</b>	
<b>Suffering</b>	
<b>'Elm'</b>	
<b>Personification of Elm</b>	In 'Elm', the disturbing aspect of Plath's poetry is particularly evident. The poem addresses Plath's fear of mental breakdown in the opening stanza. Plath uses personification to give voice to the elm, a tree closely linked to spirituality and allows the elm to interrogate and taunt a highly distressed woman. The elm is confident and even arrogant. It claims to 'know the hollow' which is 'what you fear'. The woman fears sinking further into her depression, but receives no comfort or sympathy from the tree in the following stanzas. Heaving voices is a very common sign of mental illness, but here could also suggest that noise and silence were having a negative impact on the woman's stability.
<b>Spiritualism</b>	
<b>Depression</b>	
<b>Isolation and Silence</b>	
<b>'Child'</b>	'Child' is one Plath's most personal poems. It was written just weeks before her tragic death and addresses her young son, Nicholas. The poem is full of heartbreak. Plath lists what she wishes she could provide for her son "colour and ducks, the zoo of the now". She understands that a mother's job is to provide for her son. The final line 'Cling without a star' encapsulates Plath's depression. For her, the world has shrunk until it is unbearably claustrophobic.
<b>Anxiety</b>	
<b>Future</b>	
<b>Motherhood</b>	
<b>Personal Issues</b>	Her world is full of darkness. In a number of her poems she expresses fear that she will be an inadequate mother. Personal issues are never far from the surface in Plath's poetry.
<b>'Poppies in July'</b>	
<b>Disturbing Imagery</b>	'Poppies in July' offers yet another example of Plath's ability to forge disturbing imagery from seemingly innocuous elements. From the opening line, when she describes the poppies as "little hell flowers" we are presented with disarmingly violent and aggressive interpretations of the delicate flower.
<b>Violence + aggression</b>	
<b>Summary</b>	
	Challenging + personal issues - depression - anxiety
	Personification to convey distress - Spiritualism
	Motherhood



# 3. TIMING STRATEGY AND SETTING THE SCENE

# THE POMODORO TECHNIQUE

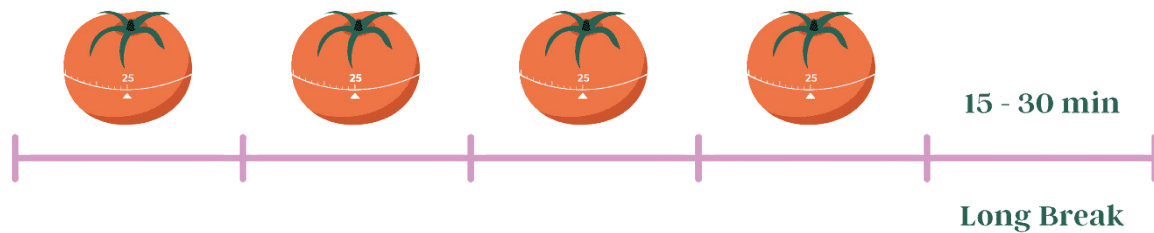
The Pomodoro Technique is a time management method that involves breaking work into 25-minute intervals separated by short breaks. It was developed by Francesco Cirillo in the late 1980s and is designed to improve productivity and concentration.

Some students will manage a 40 minute task or even up to an hour on a long question ( like accounting question 1) Others find their mind drifting after 20 minutes. If you find your concentration levels dipping try the pomodoro technique.

**One pomodoro: 25 minutes + 5 minutes break**



**Complete 4 Pomodoros then take a longer break**



# SETTING THE SCENE: LOOKING AFTER YOURSELF

It is essential that you look after both your physical and mental well-being while you study. There are several things you can do to help:

## **Sleep:**

Having a good night's sleep will mean you are feeling rested and full of energy for the study you take part in.

Aim for 8 hours of sleep, and if you are feeling tired, don't be afraid to rest or take a nap. It could be the perfect recharge you need to get back on top of your game.

## **Eat well:**

Completing exams that can take up to three hours, coupled with the fact that there may be more than one in a day, means you need endurance. Ensuring you have the right food and drink will mean you are energised, alert and ready to tackle the exams head-on.

## **Schedule regular breaks and time off:**

Everyone's study plan will look different. Students will choose what works best for them. What won't work is studying for hours upon hours on end. You will end up burnt out. Take time to clear your head, rest and catch up with friends and family. You will feel the benefit of it.

## **Stay active:**

One of the most common things I hear students say in the lead-up to exams is that they have put their training to the side until exams are over. The hours spent training could be used for studying instead, but there are significant benefits of exercise that will actually help with the study.

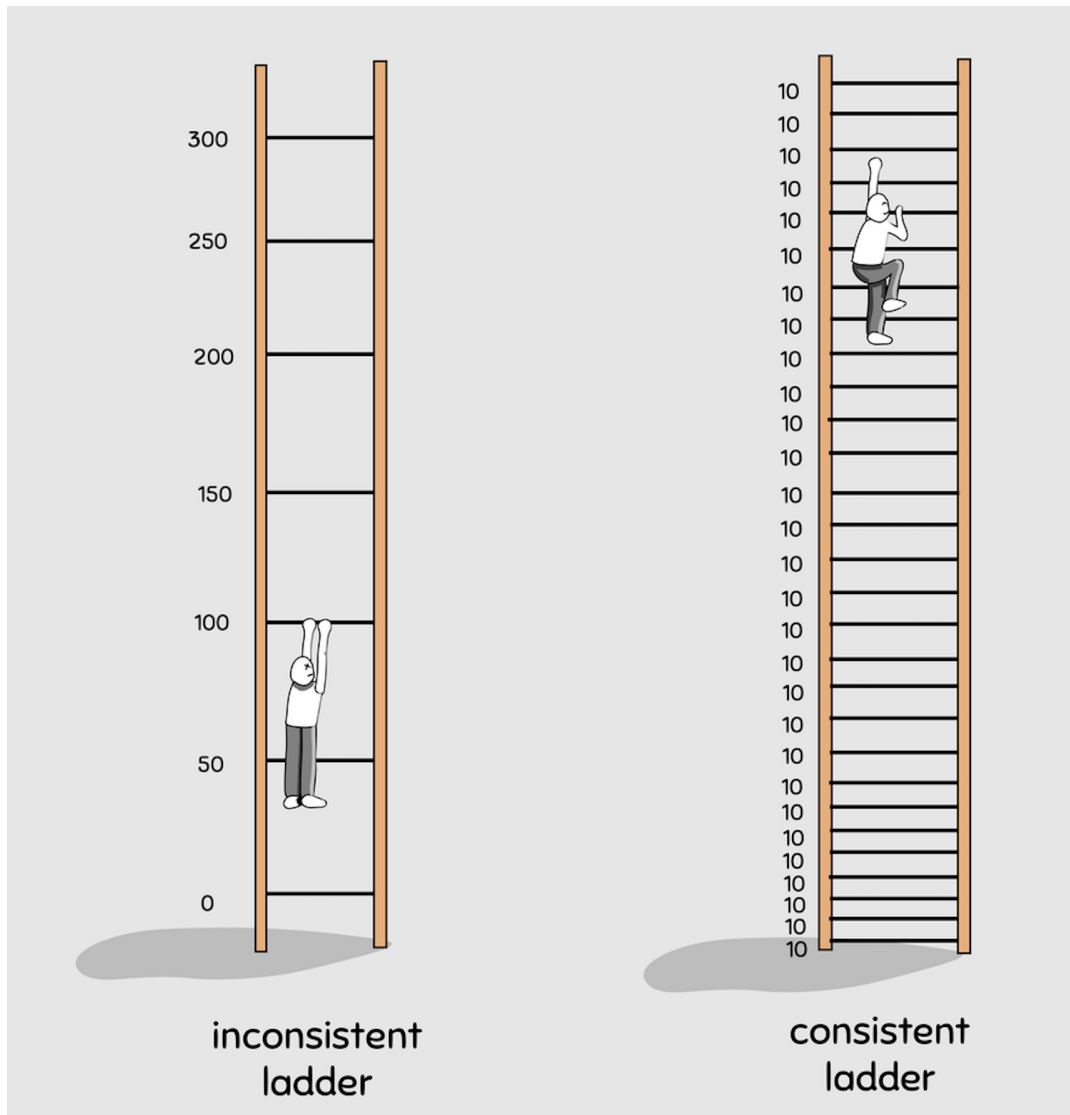
So, rather than give it up, you should stay active. Staying active while studying has been shown to strengthen memory, lead to better concentration and increase energy levels, all of which will lead to more productive study!

## **Support:**

As you get closer to the exams, you may start to feel anxious or overwhelmed. You are not alone in how you feel because there are so many people in the same boat as you.

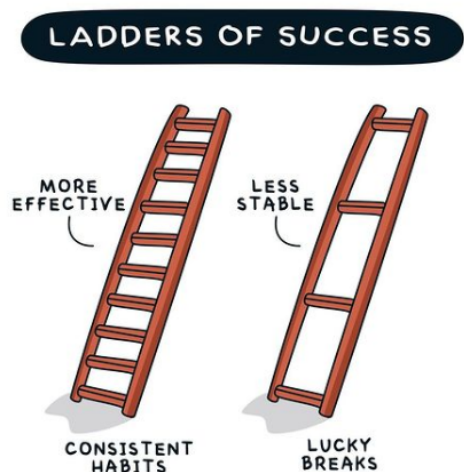
Don't suffer in silence. Reach out and chat with someone. It can be a friend, family member or teacher.

# CONSISTENCY IS KEY



There is no substitute for consistency when it comes to reaching your goals. The reason is simple: consistency leads to momentum. The more consistently you do something, the easier it becomes, and the more momentum you build up.

Eventually, what was once a struggle becomes a habit, and habits are hard to break. That's why consistency is so important- it is the key to progress and making lasting change. So if you're looking to achieve a goal, remember to be consistent (no matter what), and eventually, you'll reach your destination.



# 4.A TEMPLATES



# ESSAY LEARNING

Essay Title: \_\_\_\_\_

**Key  
Points**

**Summary**

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- The Pomodoro Technique
- Looking After Yourself

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- Essay Learning Templates
- Study Plan Templates

## **4.B Template Examples**

# Afterschool Study Plan

**Aistear**  
Career Guidance

Time	Monday	Tuesday	Wednesday	Thursday	Friday







# Ranking Ladder



**Most Important**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

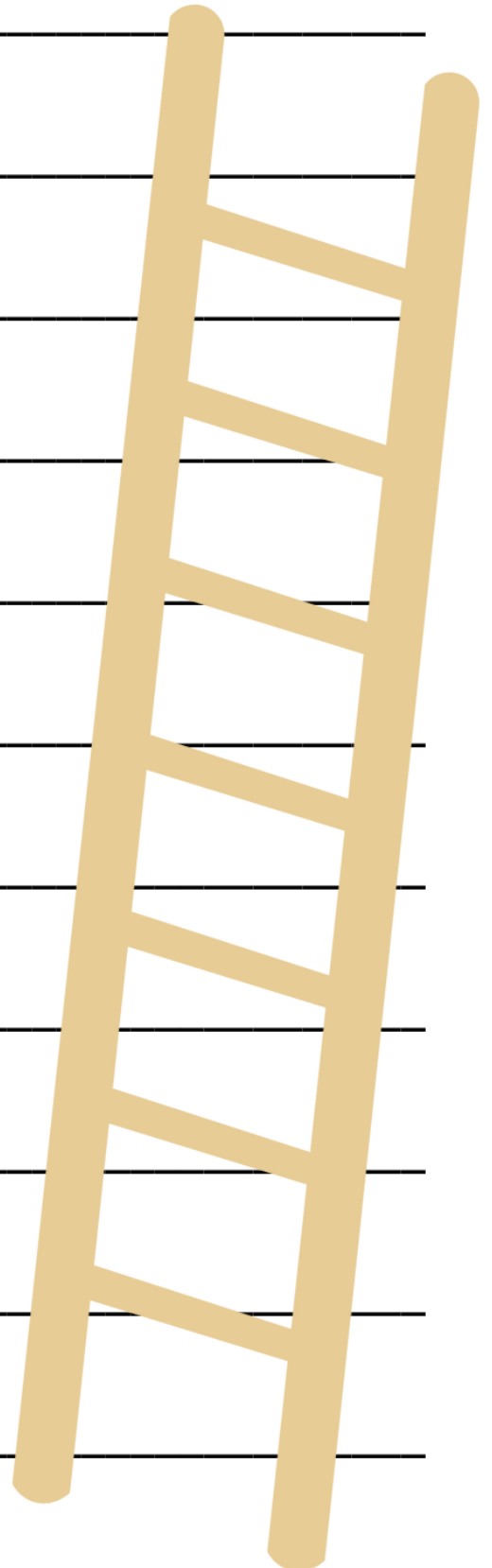
8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

**Least Important**



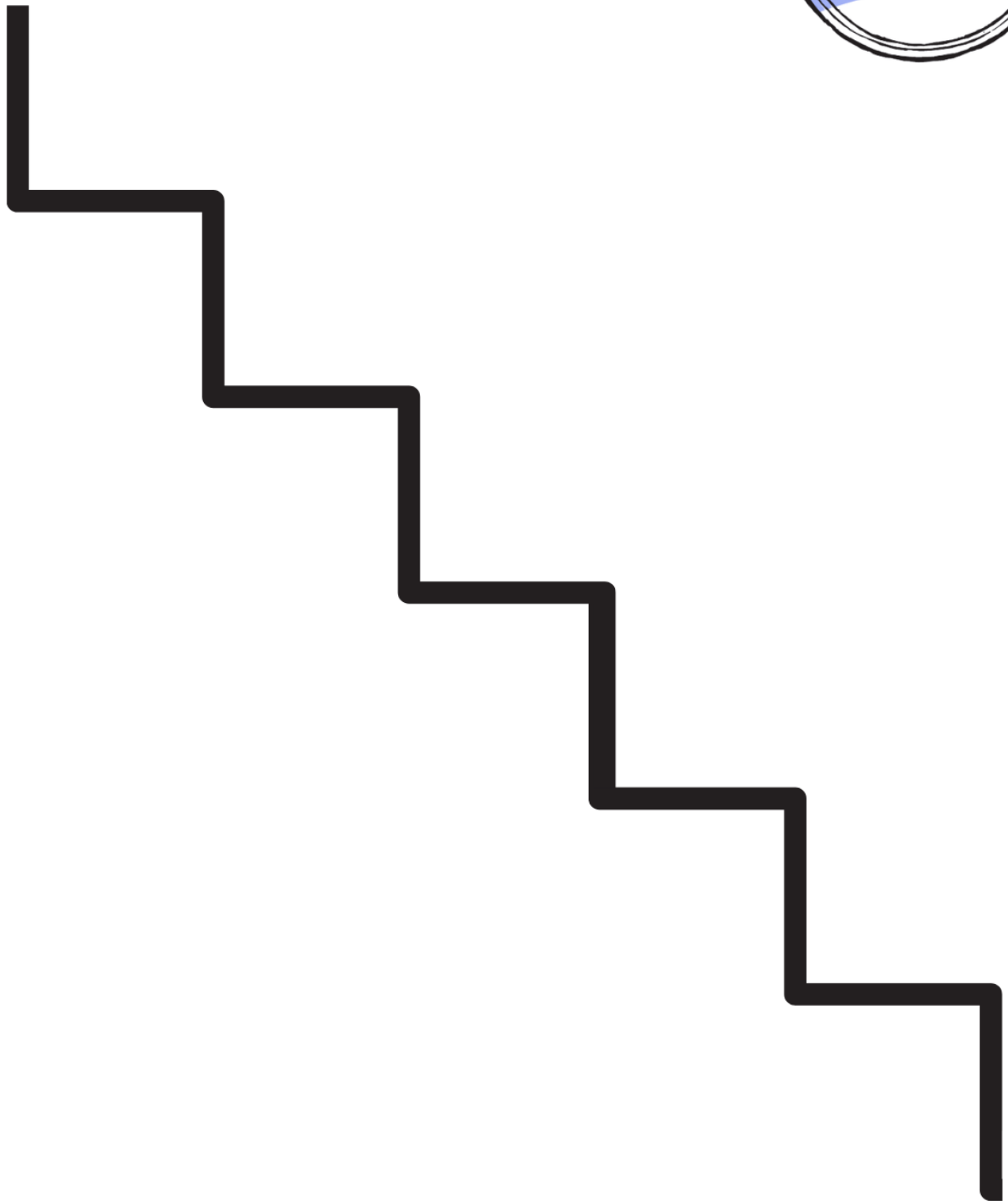
# Diamond 9



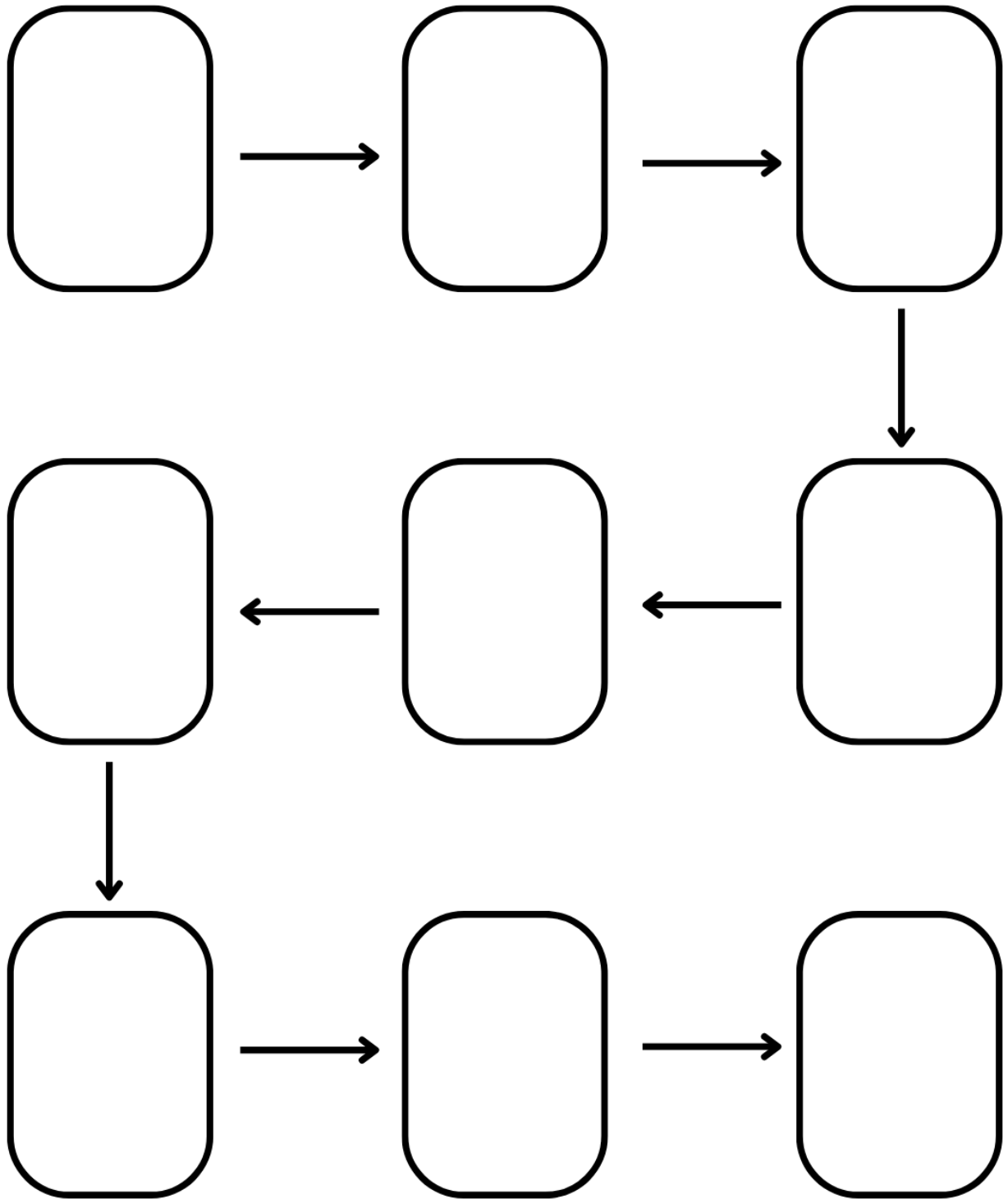
Most Important


Least Important

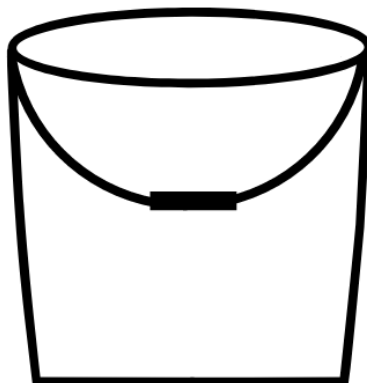
# Progression Steps



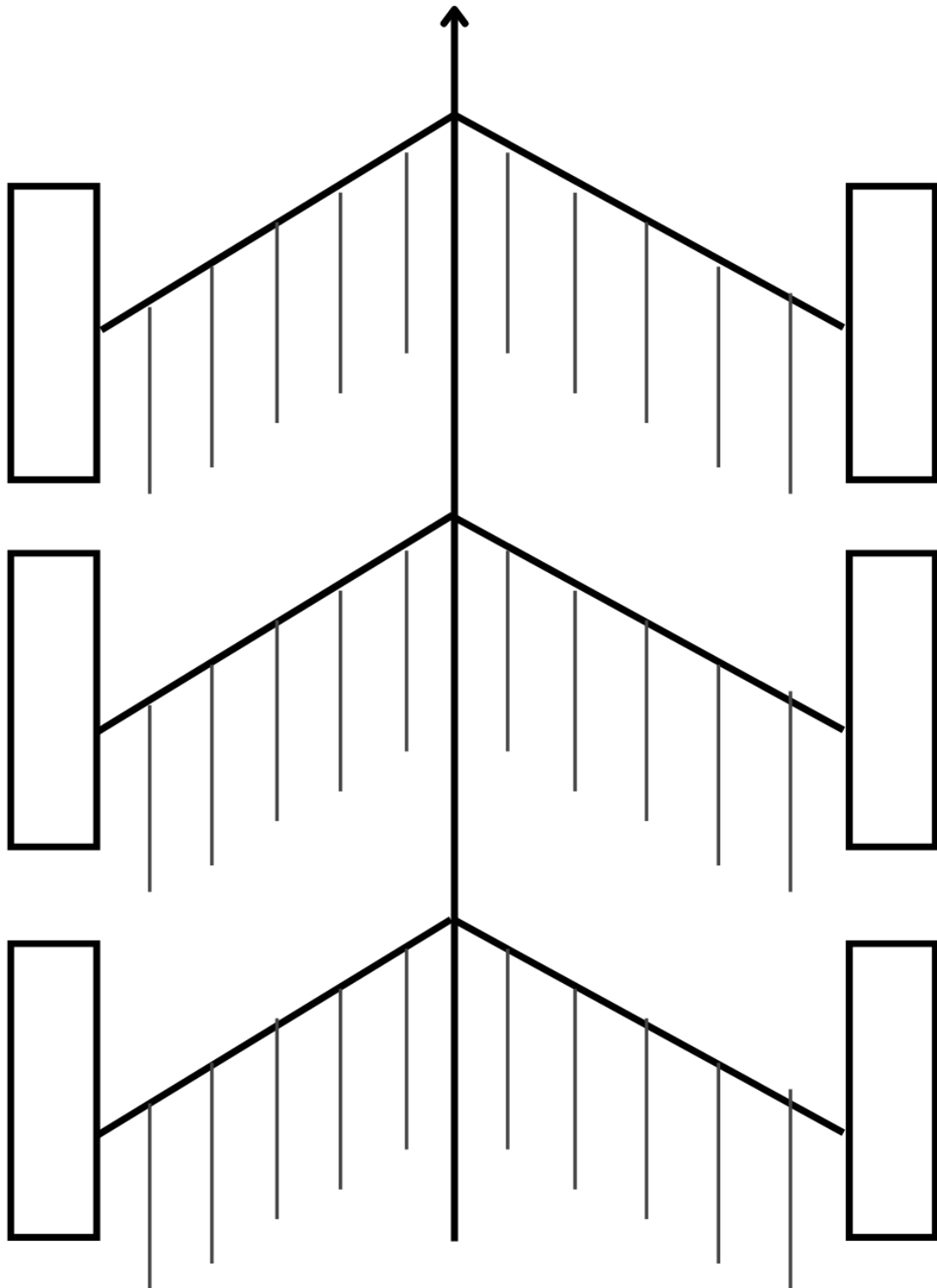
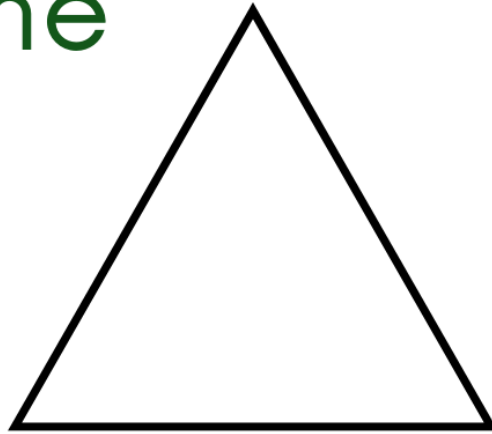
# Sequence Chart



# Funnel

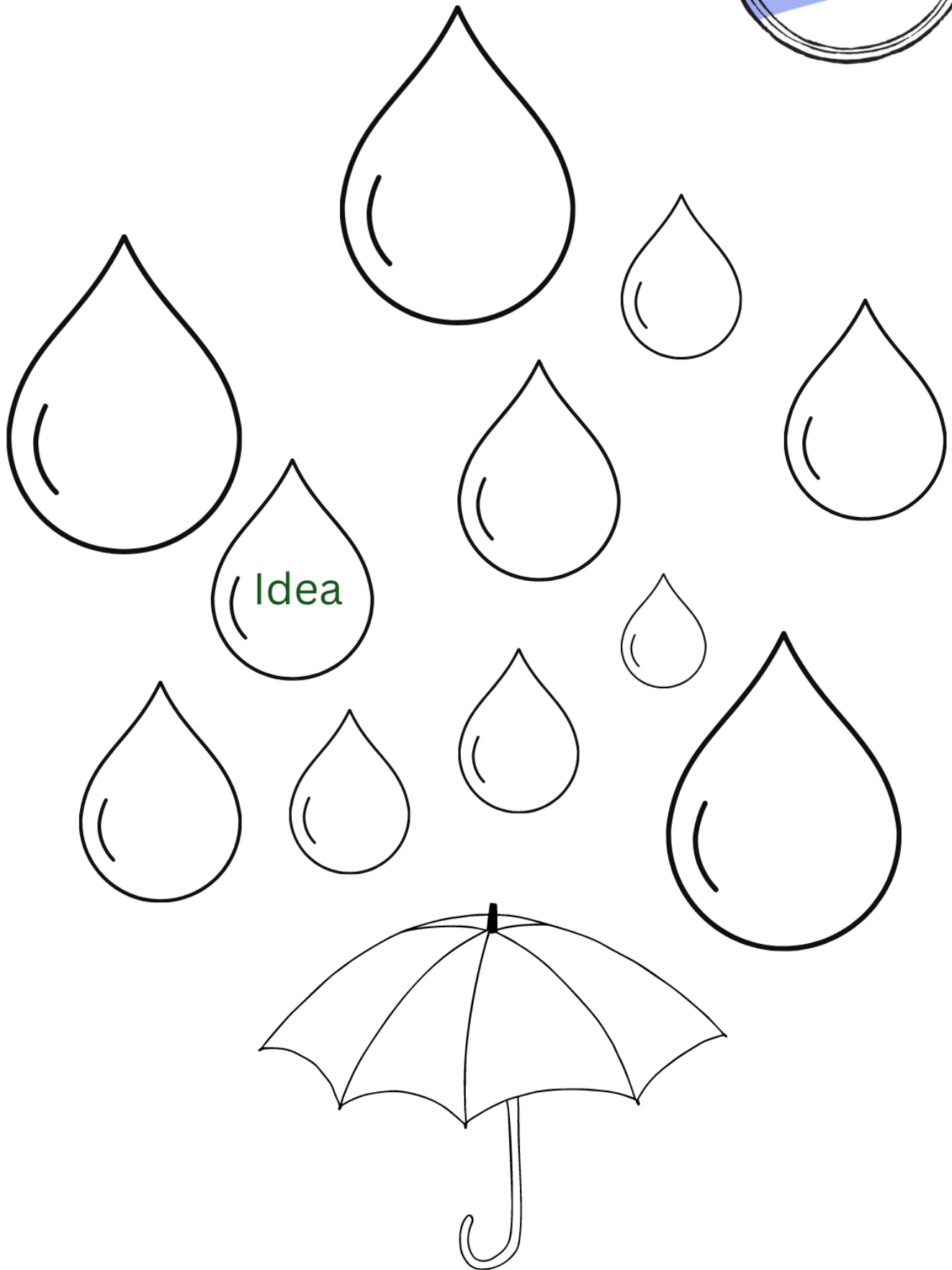


# Fish Bone

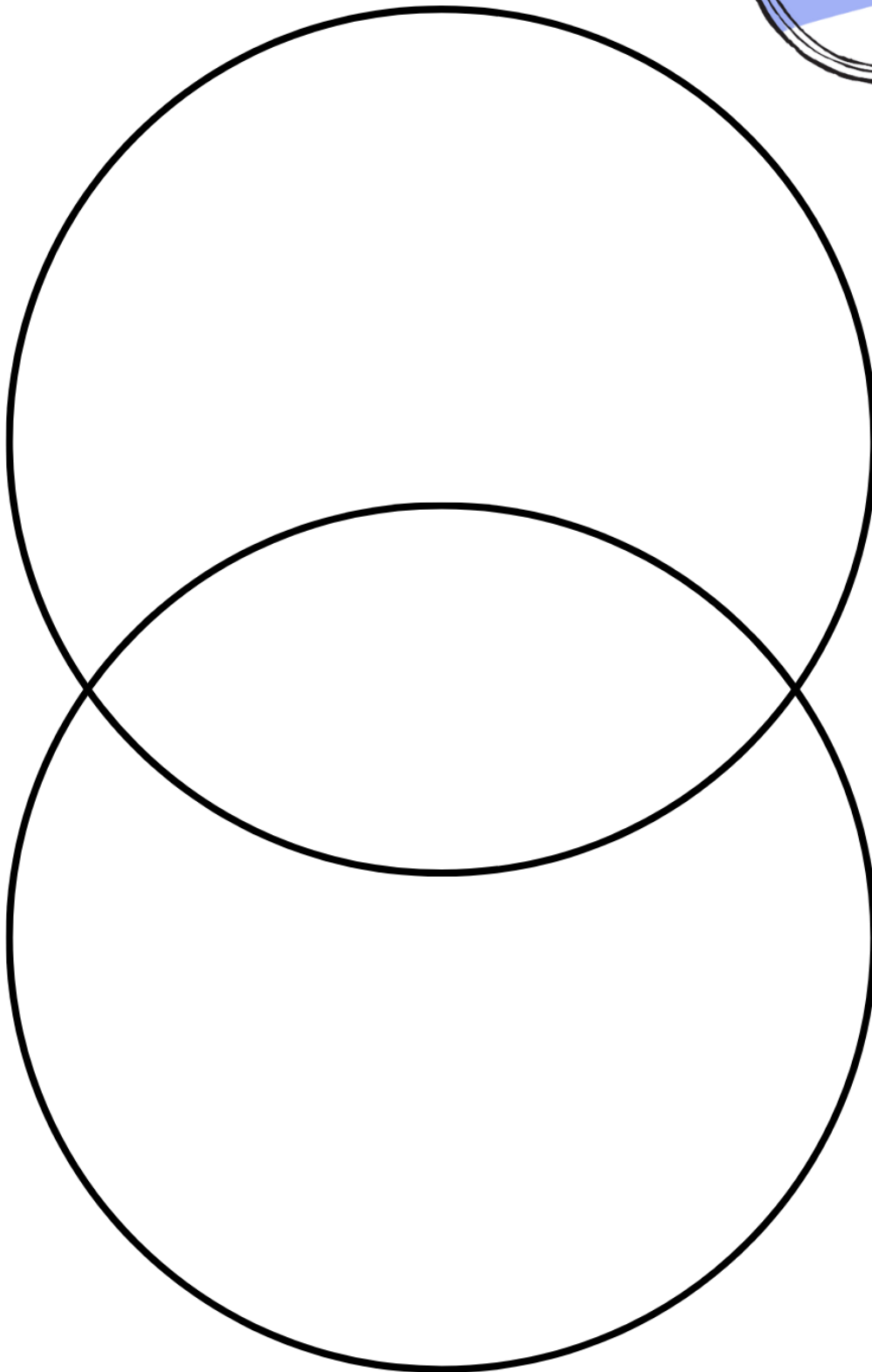




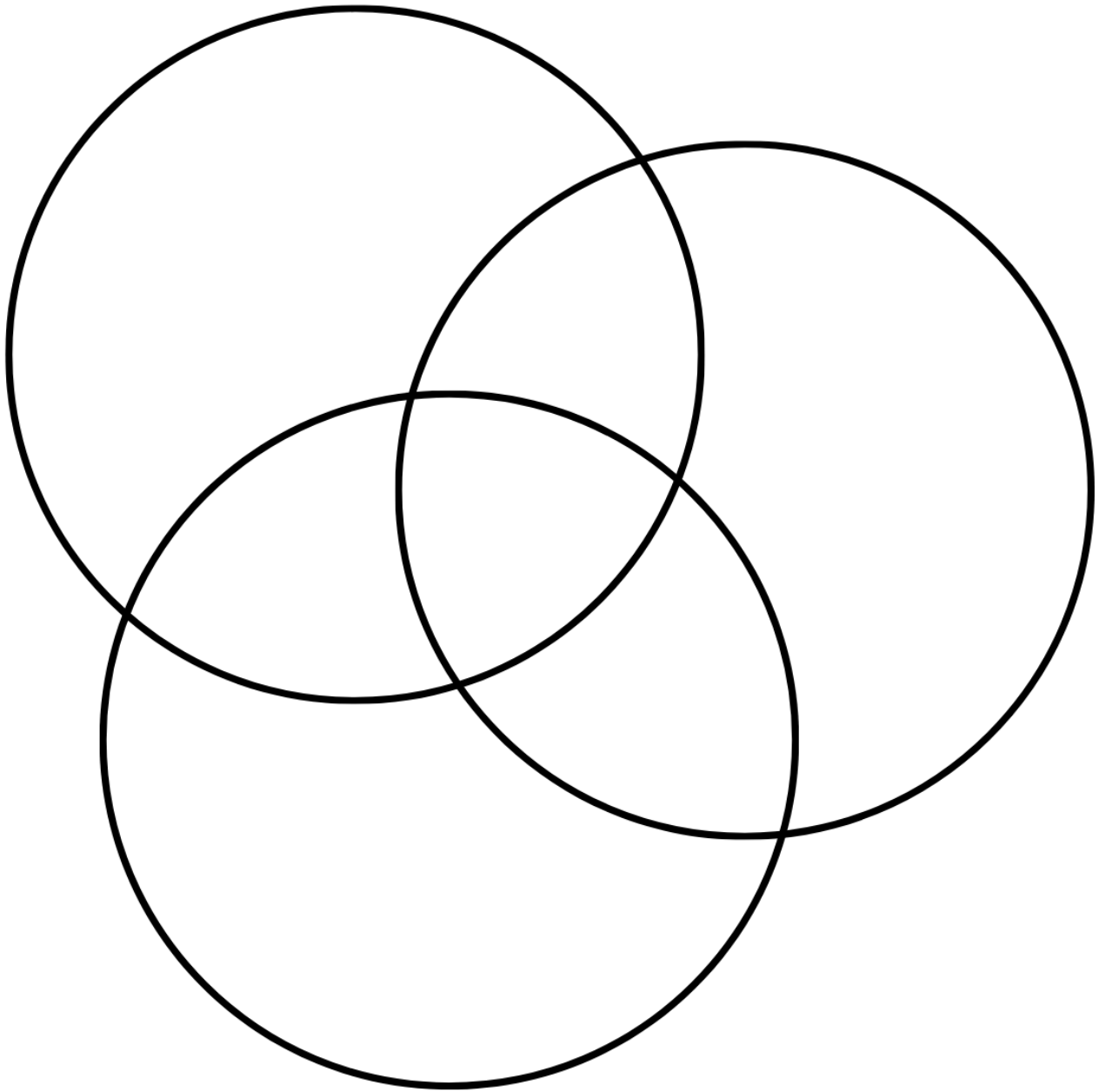
# Brain Storm



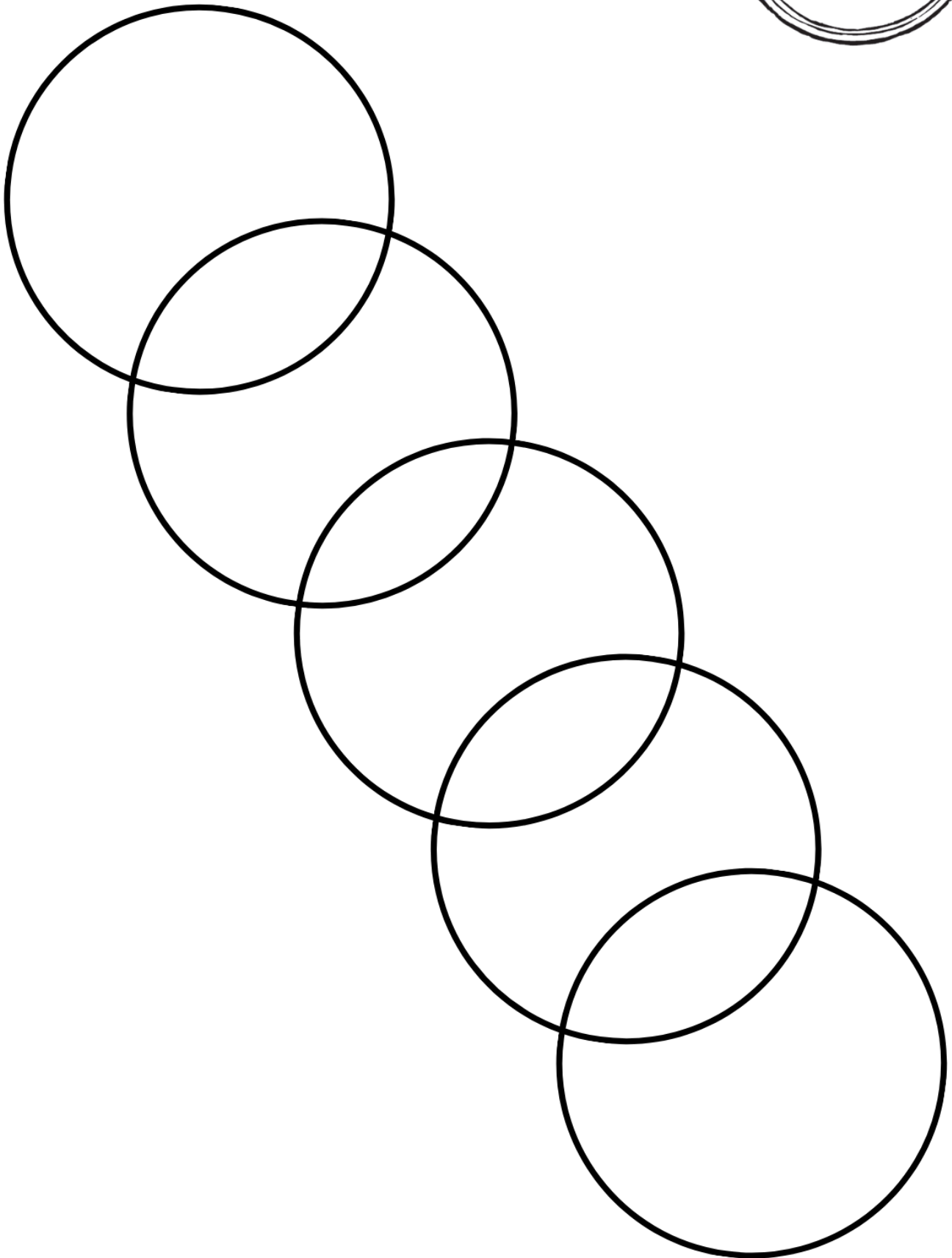
# Double Venn



# Triple Venn

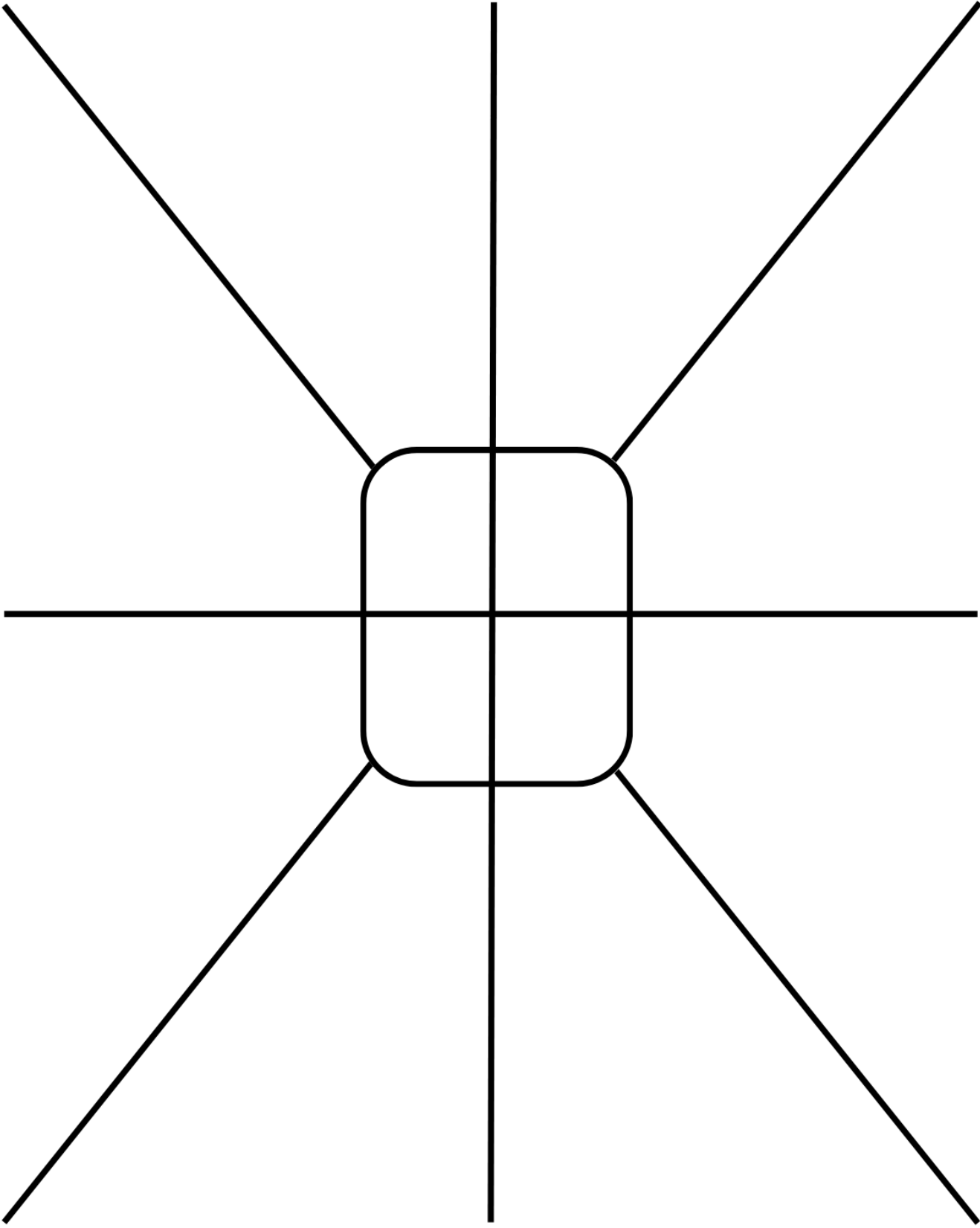


# Linked chain





# Four-Corner Organiser

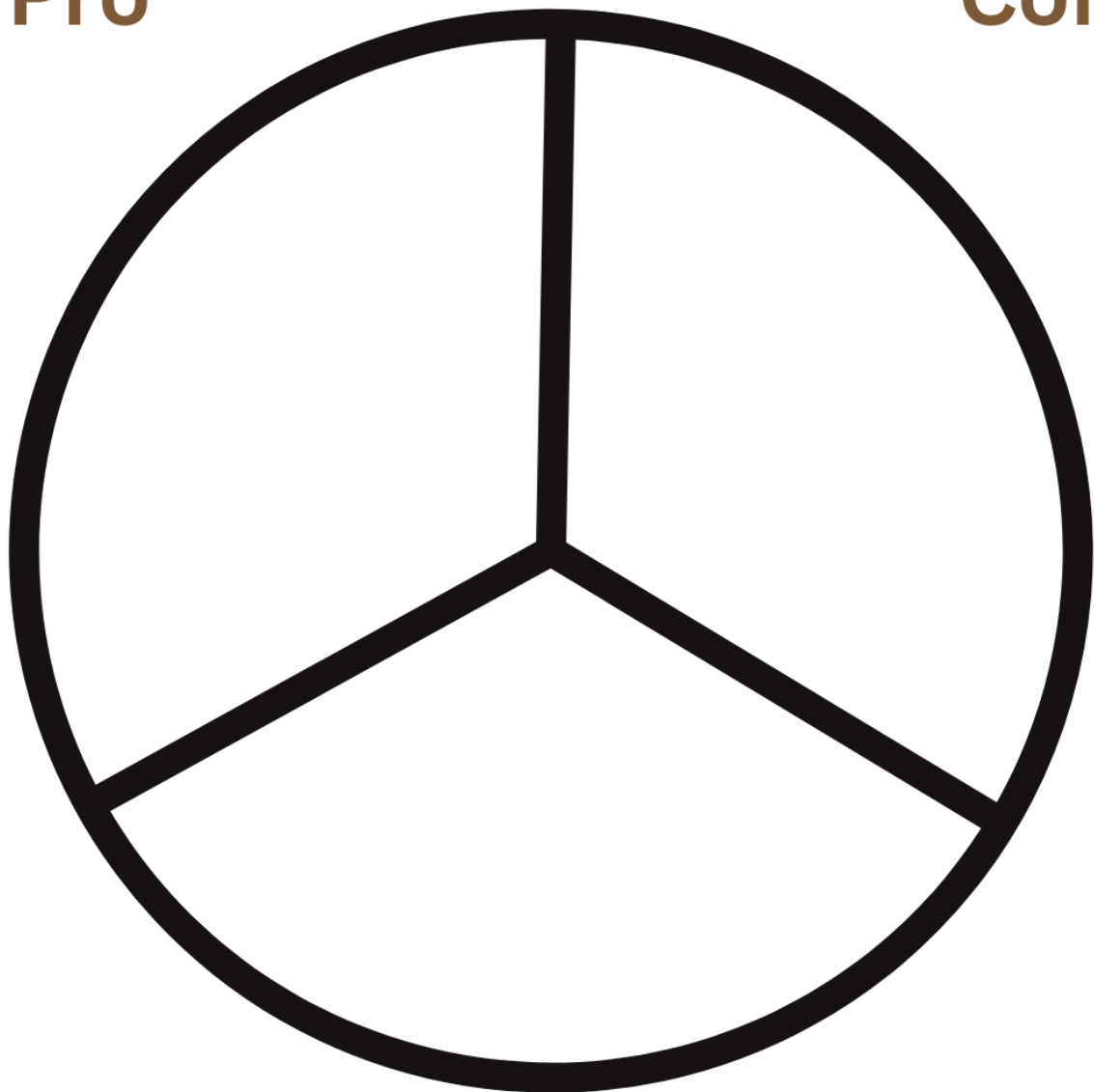


# Tri Pie



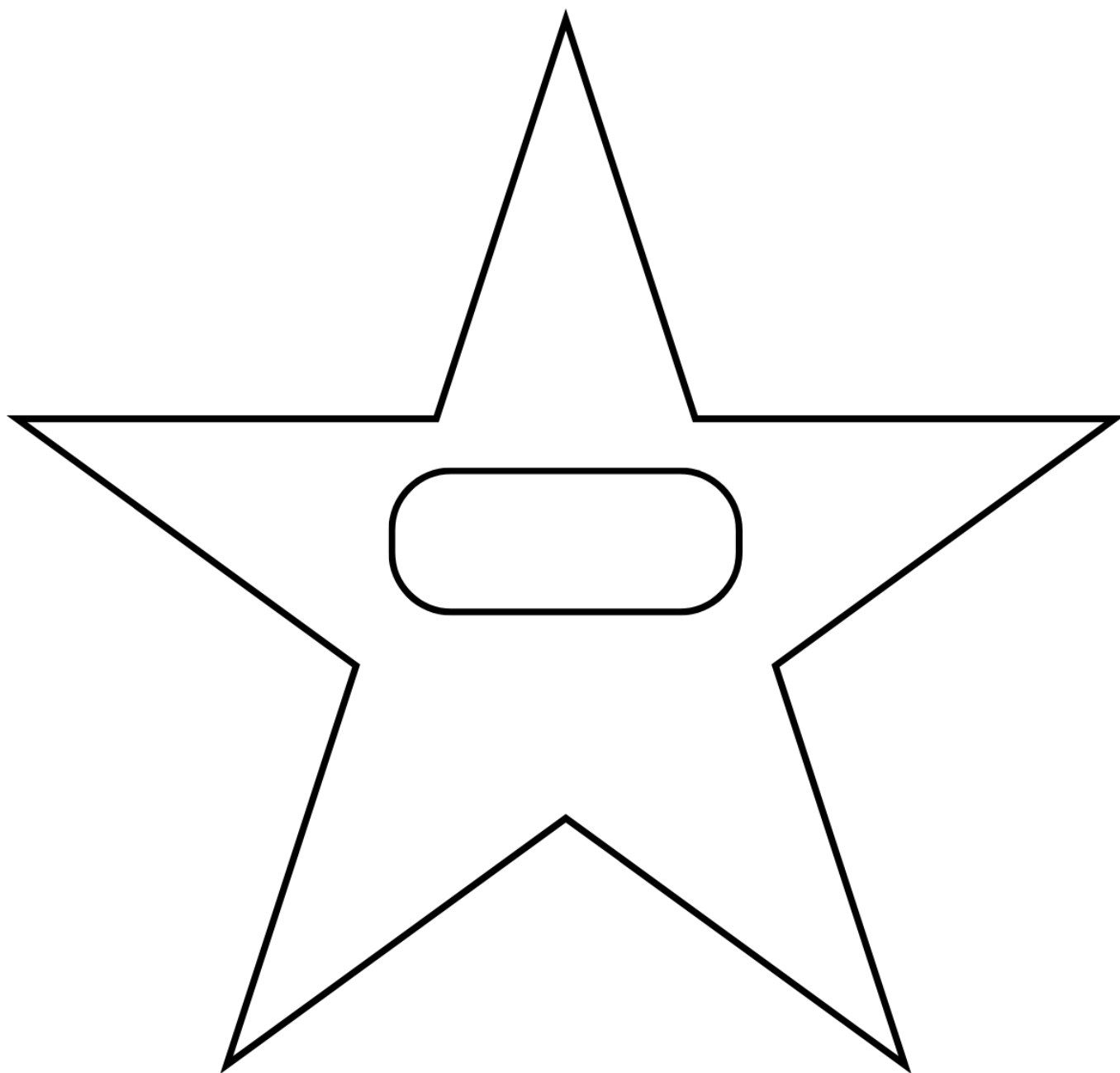
**Pro**

**Con**



**Grey Area**

# Star Diagram





# 4.B TEMPLATE EXAMPLES

Essay Title: Sylvia Plath

<b>Key Points</b>	Based on the poems I have studied for my leaving Certificate, I have found Plath's poetry to be deeply personal and quite disturbing. I found Plath's poetry to be filled with raw emotion and reflective of the mental turmoil she has suffered. Plath tackles challenging and personal issues such as break ups, miscarriages and psychiatric treatment throughout her poetry.
<b>Intro</b>	
<b>Challenging + personal issues</b>	
<b>Suffering</b>	
<b>'Elm'</b>	
<b>Personification of Elm</b>	In 'Elm', the disturbing aspect of Plath's poetry is particularly evident. The poem addresses Plath's fear of mental breakdown in the opening stanza. Plath uses personification to give voice to the elm, a tree closely linked to spirituality and allows the elm to interrogate and taunt a highly distressed woman. The elm is confident and even arrogant. It claims to 'know the bottom' which is 'what you fear'. The woman fears sinking further into her depression, but receives no comfort or sympathy from the tree in the following stanzas. Heaving voices is a very common sign of mental illness, but here could also suggest that noise and silence were having a negative impact on the woman's stability.
<b>Spiritualism</b>	
<b>Depression</b>	
<b>Isolation and Silence</b>	
<b>'Child'</b>	'Child' is one Plath's most personal poems. It was written just weeks before her tragic death and addresses her young son, Nicholas. The poem is full of heartbreak. Plath lists what she wishes she could provide for her son "colour and ducks, the zoo of the now". She understands that a mother's job is to provide for her son. The final line 'Cling without a star' encapsulates Plath's depression. For her, the world has shrunk until it is unbearably claustrophobic.
<b>Anxiety</b>	
<b>Future</b>	
<b>Motherhood</b>	
<b>Personal Issues</b>	Her world is full of darkness. In a number of her poems she expresses fear that she will be an inadequate mother. Personal issues are never far from the surface in Plath's poetry.
<b>'Poppies in July'</b>	
<b>Disturbing Imagery</b>	'Poppies in July' offers yet another example of Plath's ability to forge disturbing imagery from seemingly innocuous elements. From the opening line, when she describes the poppies as "little hell flowers" we are presented with disarmingly violent and aggressive interpretations of the delicate flowers.
<b>Violence + aggression</b>	
<b>Summary</b>	
	Challenging + personal issues - depression - anxiety
	Personification to convey distress - Spiritualism
	Motherhood

# Weekend Study Plan

## Time

9:30am

to

11:00am

11:30 am

to

1:00 pm

2:00pm

to

4:00pm

## Saturday

**Maths**: Quadratic equations +  
Simultaneous equations

2018 Paper 7 Q5a (45M)

2019 Paper 2 Q6(b)(c)

**English**: Poetry: Robert Frost Notes  
and quotes (45M)

**Biology**: Reproductive System

2017 Q4, 2015 Q5b

2020 Q7(c)(b) (50M)

**Irish**: Essay (Homework) (40M)

**Irish**: Essay (Homework) (40M)

**French**: Short questions (homework)

Create verb mind map. (50M)

## Sunday

**Accounting**: Focus on question 1

- 2021 Do q1 } Exam papers.  
- 2020 Do q1 } (1.5h)

**English**: Learn quotes (homework) (25M)

**French**: Comprehension practice  
Prep EP's 2017 Q3  
+ 2019 Q3 (1hr5m)

**Maths** First principles  
2017 P1 Q5, 2015 P1 Q4  
2019 P1 Q5 (45M)  
Margin of Error + hypothesis  
testing (45M)

2019 P2 Q5  
2020 P2 Q6

# After-school Study Plan

Time	Monday	Tuesday	Wednesday	Thursday	Friday
4:00pm to 6:00pm	<p>Maths Homework (40M)</p> <p>English Homework (20M)</p> <p>French Homework (20M)</p> <p>Maths Inequalities Paper 1 2019 Q5 (40M)</p>	<p>Science: 2018 Q5(a) Q5 all (30M)</p> <p>Maths: 2021 Paper 2 Q4a Q6(b) (30M)</p> <p>Business Studies: Budget 2016 Q4 2017 Q5 (1H)</p>	<p>Maths homework (20M)</p> <p>English homework (40M)</p> <p>French homework (20M)</p> <p>Irish Paper 2 2019 Q5, Q7 (40M)</p>	<p>Irish: homework (30M)</p> <p>Maths 2020 Paper 2 Q5, Q6 (30M)</p> <p>Science homework (30M)</p> <p>French homework (30M)</p>	<p>Maths homework (40M)</p> <p>Irish Paper 2 2020 Q5 (20M)</p> <p>Business Studies Law and Budget 2018 Q4 2019 Q6 (1 hour)</p>
6:30pm to 8:00pm	<p>GAA Training</p>	<p>French: homework (30M)</p> <p>English homework (30M)</p> <p>Spanish homework (30M)</p>	<p>Music</p>	<p>Business Studies final accounts 2019 Q1 2020 Q1 (1 hour)</p> <p>CSPE Essay (30M)</p>	<p>Scouts</p>

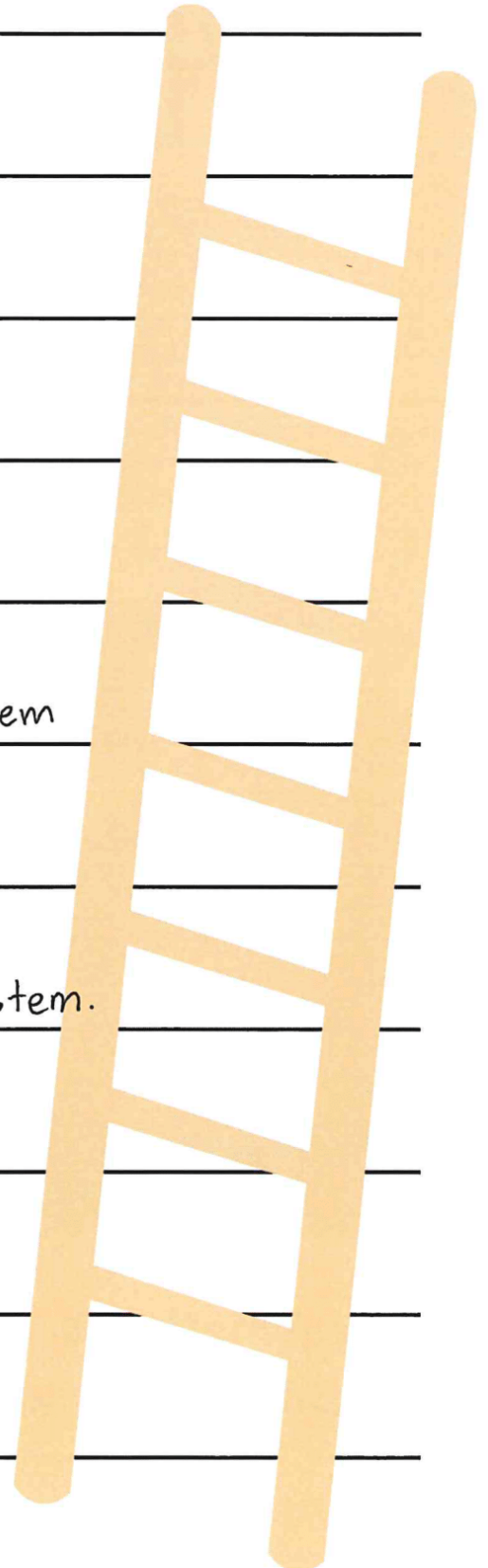
# Ranking Ladder



**Most Important**

1. The Scientific Method
2. Cell Structure
3. DNA and RNA
4. The Cell cycle
5. Protein Synthesis
6. The study of an Ecosystem
7. Kingdom Plantae
8. The Human Digestive System.
9. Viruses
10. Diversity of cells
11. Respiration

**Least Important**



# Diamond 9



Most Important

Microbiology

Cell Biology

Ecology

Genetics

Botany

Biochemistry

Anatomy

Pharmacology

Taxonomy

Least Important

# Progression Steps



Forming and Analysing  
Conclusions.

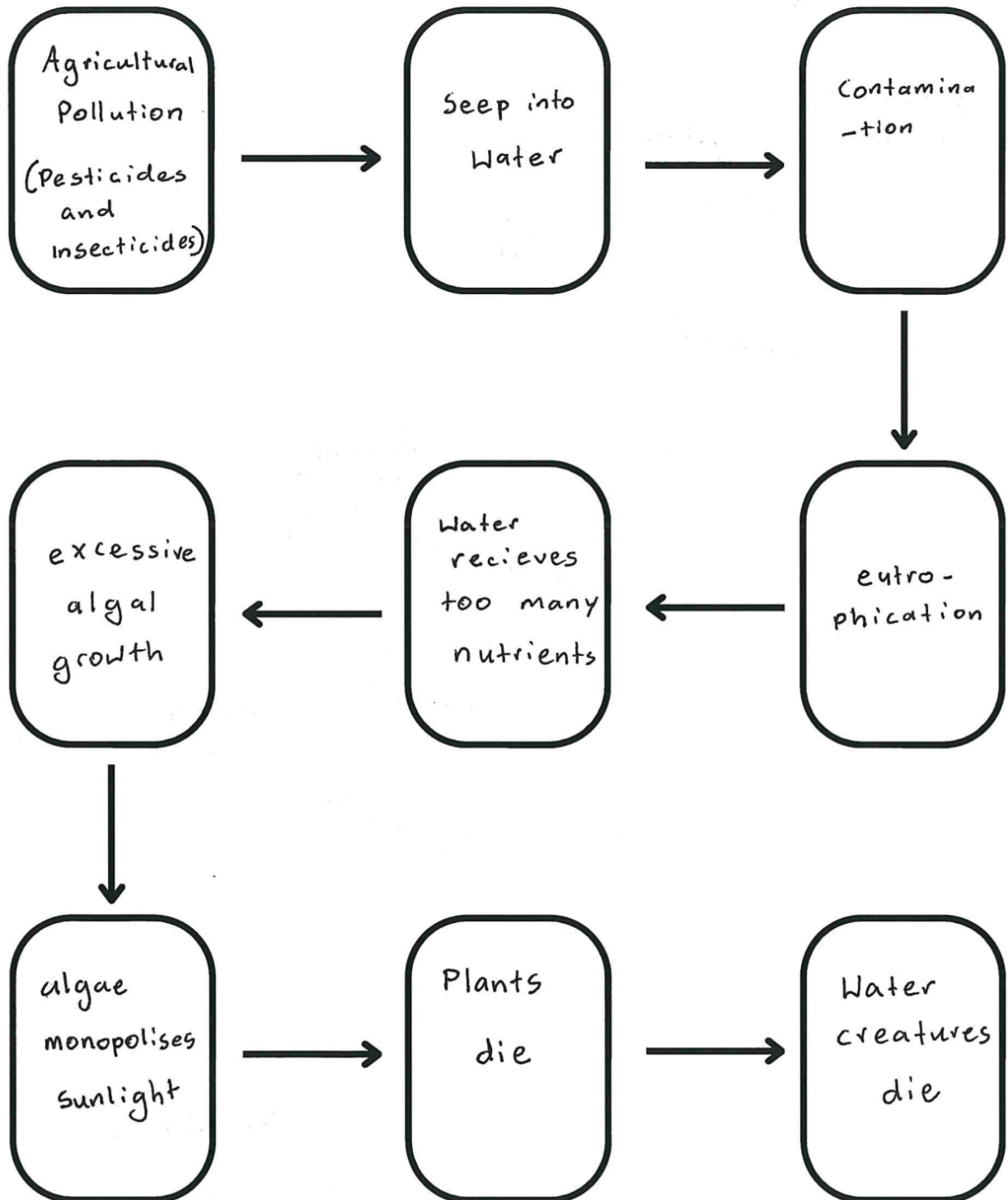
Collecting and Interpreting  
Data

Experimentation

Hypothesis

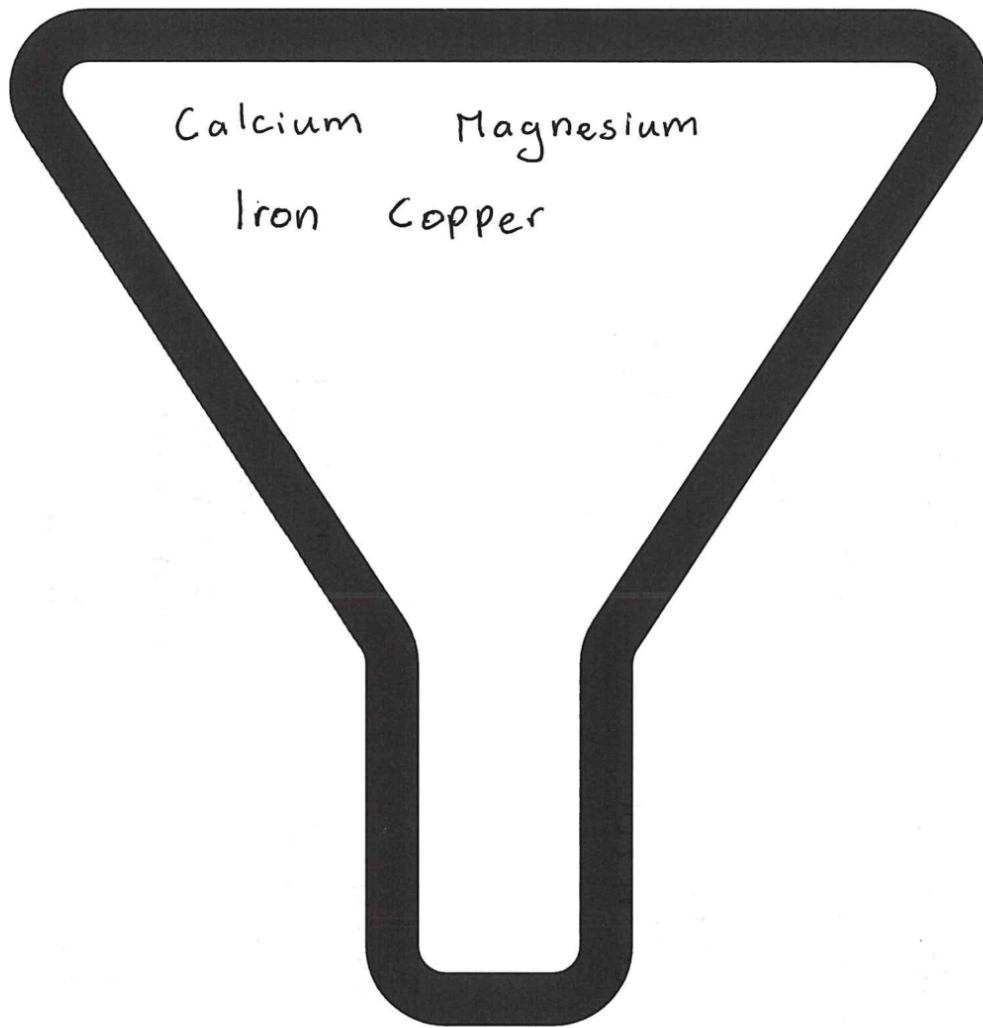
Observation

# Sequence Chart

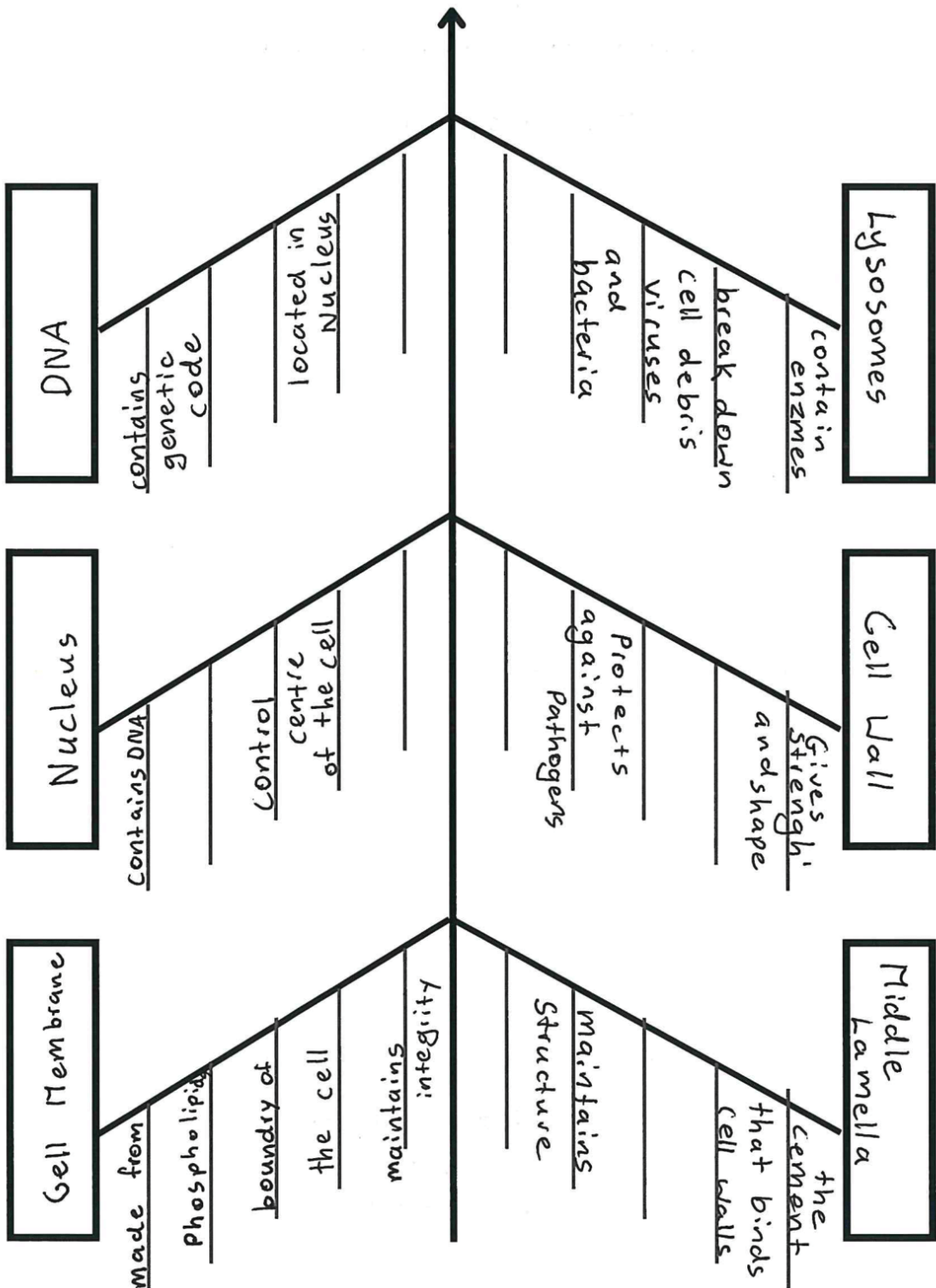
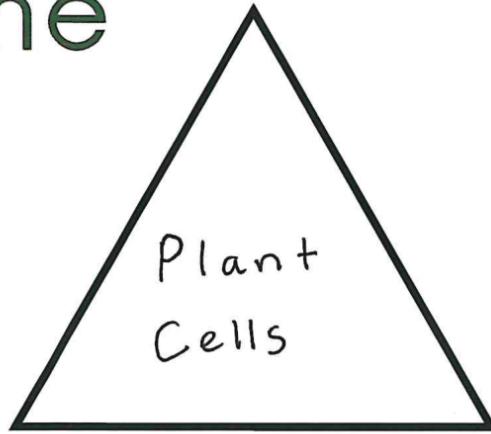




# Funnel



# Fish Bone



# Brain Storm



Metabolism  
(sum of chemical reactions)

(Temp.)

respiration

(Active site)

(Cellular Energy)

(Idea)

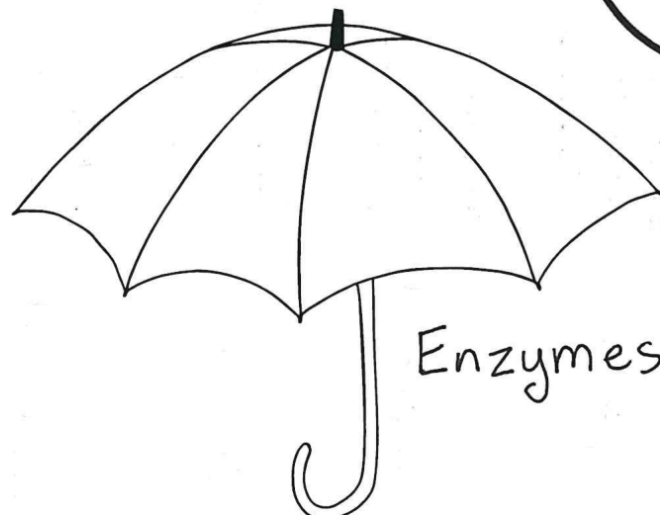
(Pepsin)

(Photo Synthesis)

(Catabolism)

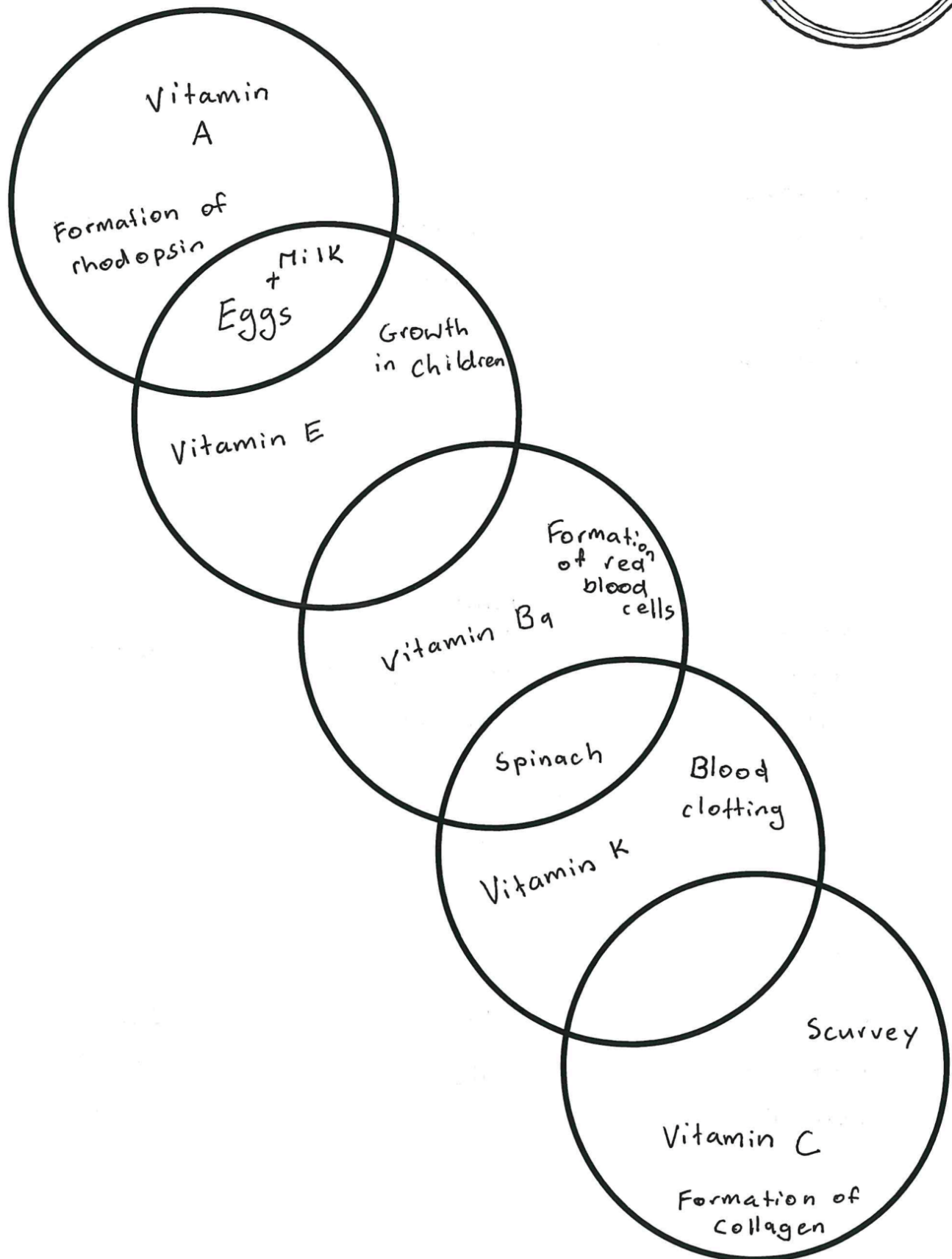
(PH)

(Denatured Enzyme)



Enzymes

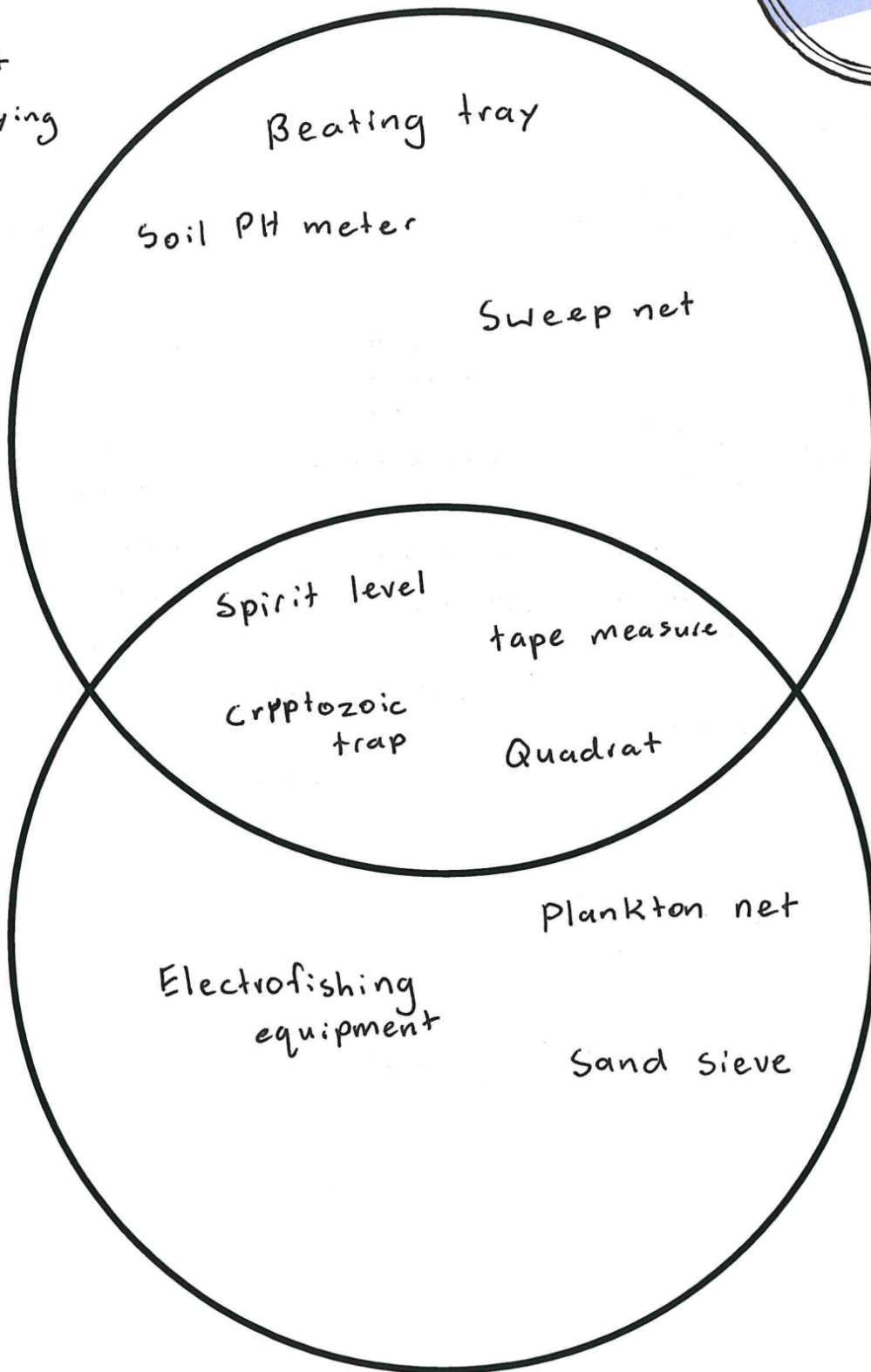
# Linked chain



# Double Venn

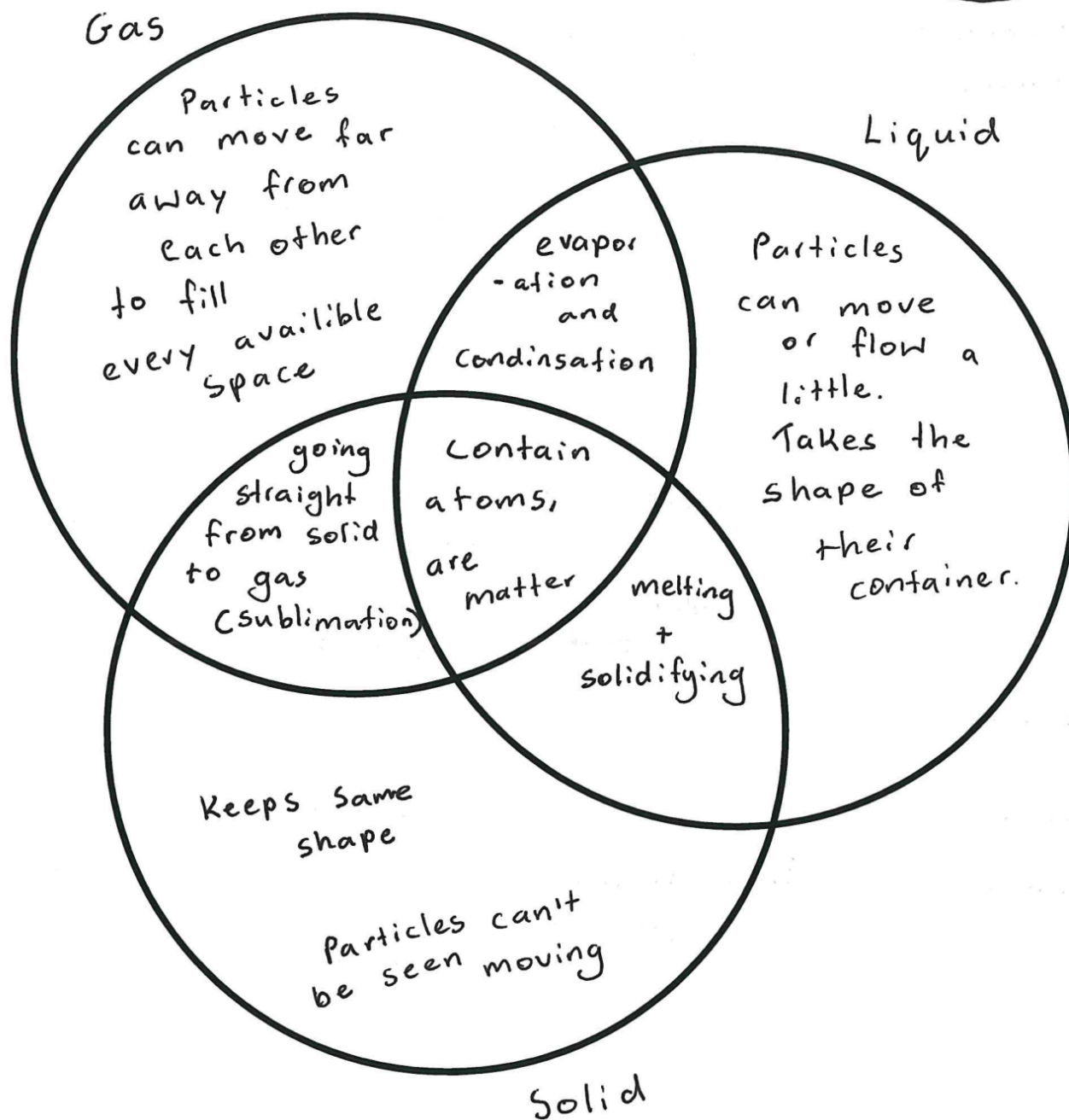


Equipment  
for studying  
Woodland



Equipment  
for studying  
Seashores

# Triple Venn

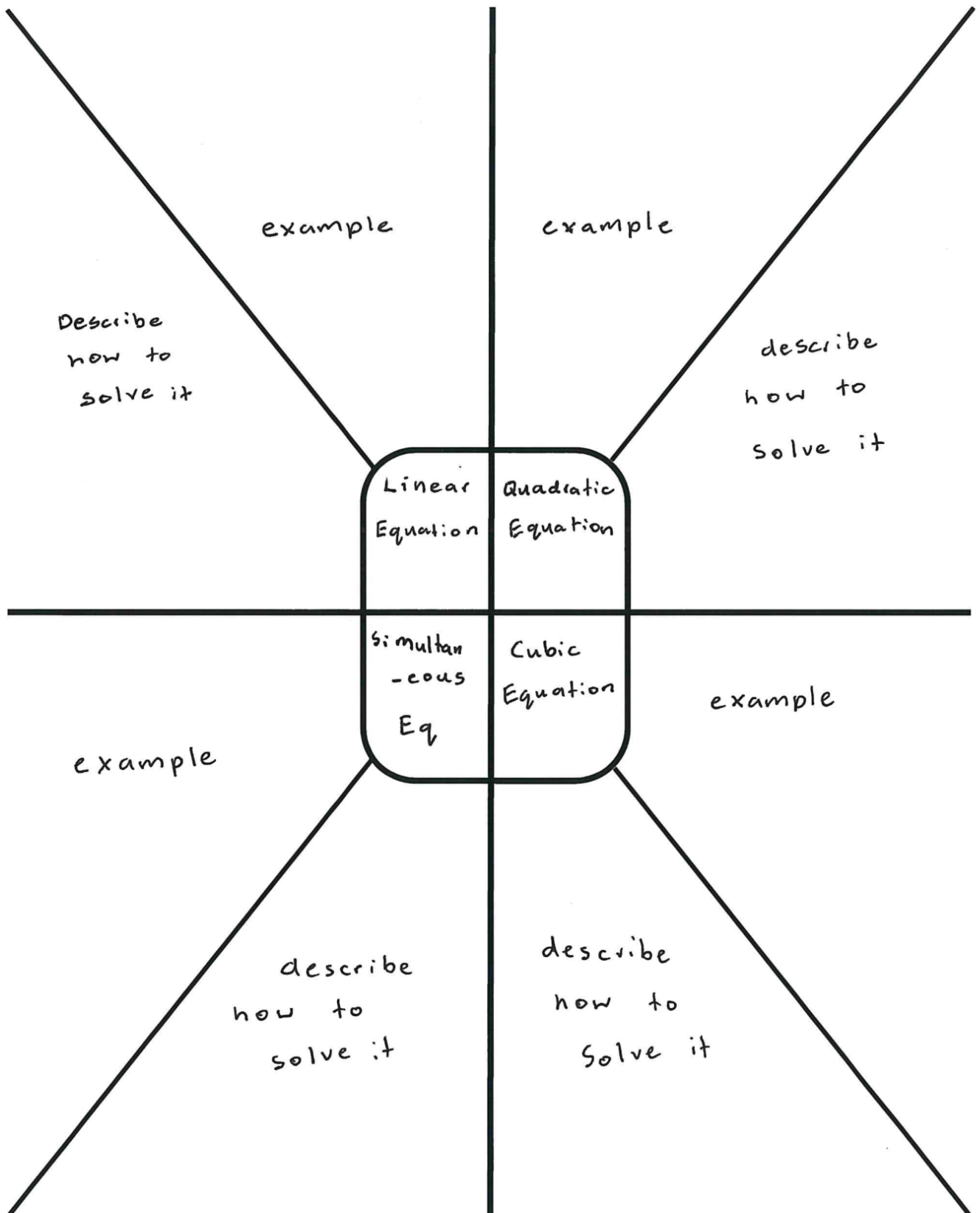


# Cross Classification Chart



Criteria Board	Raw Material	Characteristics	Uses	Thickness
Plywood	Hardwood & Softwood Veneers	Visible grain strong available in large sheets	Furniture Walls ceilings	3mm to 25mm
Chipboard	Woodchips and sawdust	No Grain unless veneer -ed. Easy to decorate	Furniture manufacture, no framing	12 - 25mm
Veneers	Thin sheets of Wood	Distinct wood grain, very thin, weak without base	Ornamental surfaces for artificial boards.	1 - 25mm
Hardboard	a Pulp reduced from wood chips	Doesn't split. No grain without veneers	Furniture backs, drawer bottoms	3mm - 9mm
Strip-core board.	Strips of wood and veneer.	Visible grain strong. No warping	Furniture panels, doors	1mm

# Four-Corner Organiser





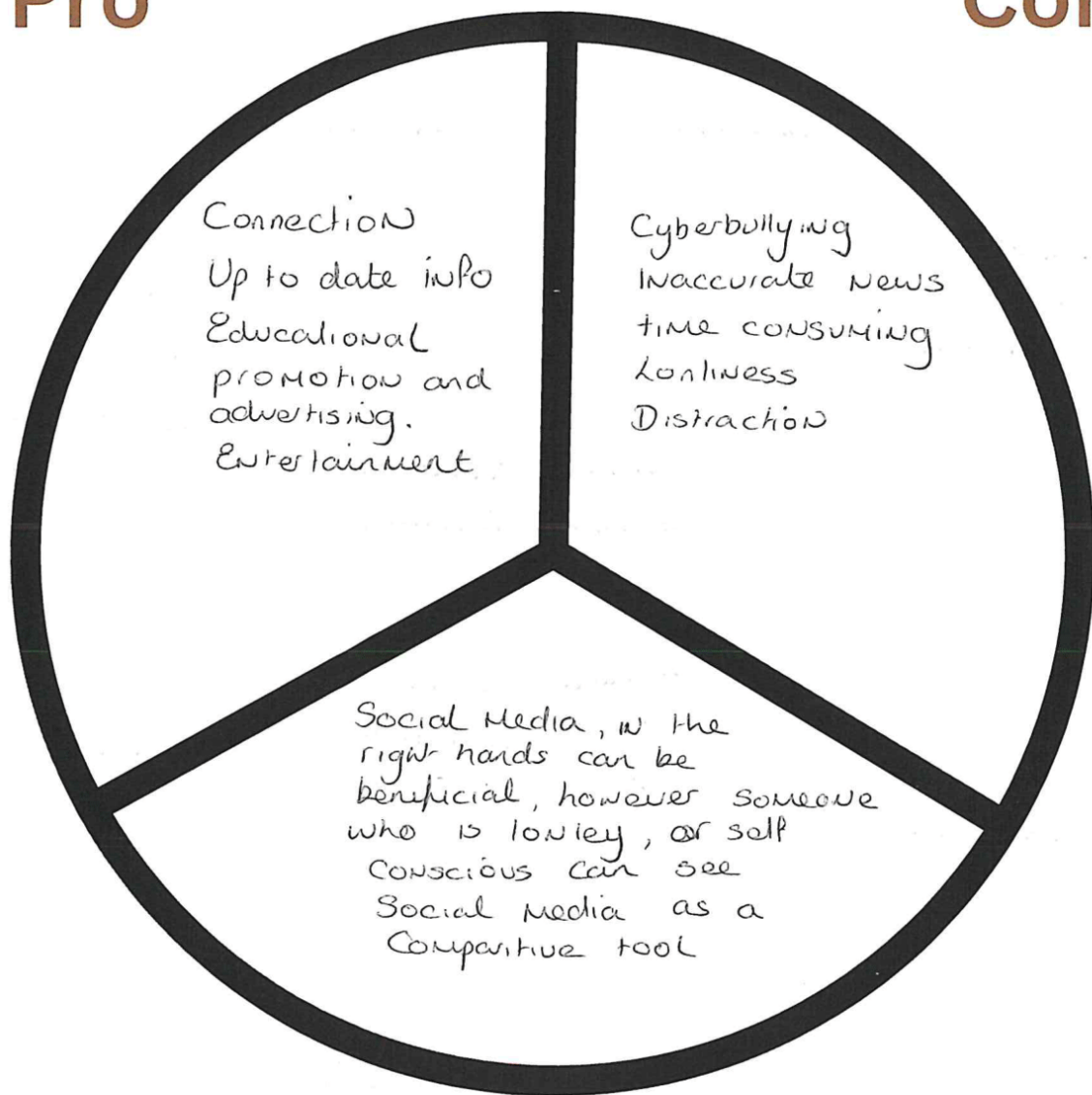
# Tri Pie



Social Media Essay,

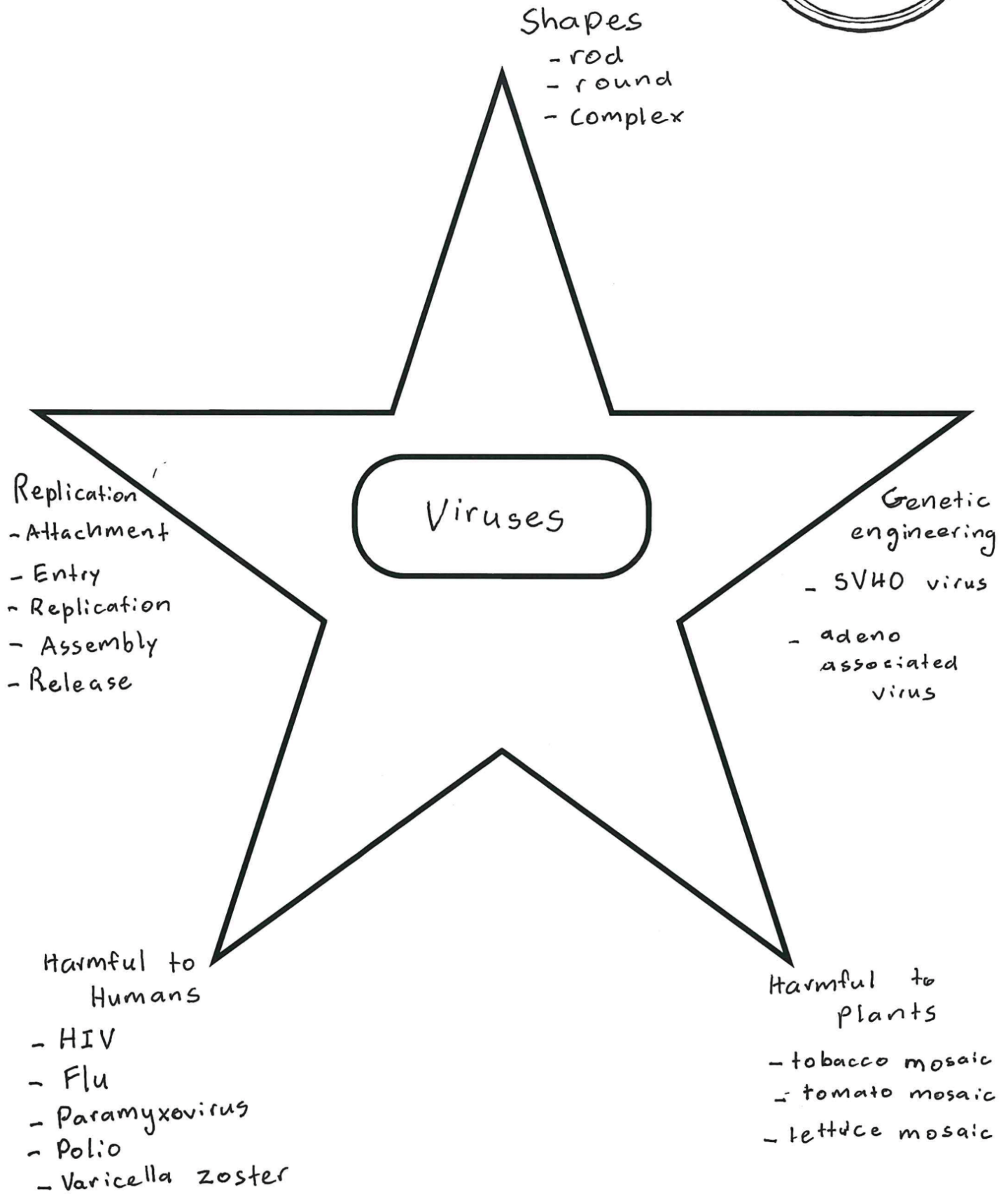
**Pro**

**Con**



**Grey Area**

# Star Diagram







# Weekend Study Plan

**Aistear**  
Career Guidance

**Time**

**Saturday**

**Sunday**