Study Skills Guide
2011
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Section 1: Study skills
Ten step plan for academic success

1. Create a comfortable study environment.
2. Develop a realistic study plan and follow it.
3. Read this guide thoroughly, as it contains general study and academic writing tips which will help you with your studies.
4. Contact your educator for assistance immediately if you do not understand the unit content or assessment requirements.
5. Participate fully in learning activities and online class forums (as well as teletutorials if you are studying by distance education or online). They are a great way for you to engage with the course content, and get to know your educator and fellow students.
6. Read the set texts and other relevant readings. The college librarians can advise you on how to access a range of resources, online or through the college and UNILINC library catalogues.
7. Seek out a ‘study buddy’ with whom you can discuss course content and study experiences.
8. Start assessment tasks early and submit them by their due dates. Student Services is available for assistance.
9. Make use of the Student Services if you need personal support. Given the nature of the material covered in some college units, your studies may trigger strong emotional responses from time to time.
10. Most importantly, believe in yourself and enjoy the journey.

Study skills: Recommended reading

The following texts are available from the college library:


Motivation to study

“People often say that motivation doesn’t last. Well, neither does bathing… that’s why we recommend it daily.”

– Zig Ziglar quotes


The Oxford psychology study dictionary defines motivation as “a term used to refer to processes which activate, direct and sustain behaviour towards achieving a particular goal” (Grivas, 1998, p. 81).
Different forms of motivation

<table>
<thead>
<tr>
<th>Type of motivation</th>
<th>What is it?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrinsic motivation</td>
<td>Motivation from within</td>
<td>• I enjoy learning new things.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• I will be better equipped to obtain a degree.</td>
</tr>
<tr>
<td>Extrinsic motivation</td>
<td>Motivation from external forces</td>
<td>• My parents will be disappointed if I don’t succeed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• I will get a pay rise if I finish my degree.</td>
</tr>
<tr>
<td>Positive motivation</td>
<td>A positive attitude towards the task</td>
<td>• I have the ability to get a degree and I know I can do the work.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• My future income will be much greater when I graduate.</td>
</tr>
<tr>
<td>Negative motivation</td>
<td>A negative attitude towards the task</td>
<td>• My parents will cut off my allowance if I don’t study.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• My friends will think I’m stupid if I fail.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• My family will be disappointed if I drop out.</td>
</tr>
</tbody>
</table>

The most effective forms of motivation tend to be intrinsic and positive. In an educational framework this is because you tend to engage with the study material and become an active learner, which in turn leads to better results. Your dreams, goals and objectives also provide you with sources of motivation.

Dreams, goals and objectives

🤔 What is your dream? Why are you here? What do you see in your future?

Many people have a dream of where they want to be or what they want to do in the future. Their dream provides a clear vision or goal that is ideal to them, and the motivation to achieve that goal. In order to obtain the ‘dream’, it is important to set specific goals and work out realistic steps to achieve those goals.

Goal setting – where do you want to go?

The best way to set and achieve your goals is to write them down, so have a think about it. What do you want to achieve?

**Long-term goals** relating to your studies are outcomes you would like to achieve after you finish your course. These goals are generally set around three to five years into the future. For example, you may want to work as a counsellor in private practice, work as a school guidance counsellor, set up your own business in conflict resolution and mediation, work as a clinical psychologist, or be a more effective leader in management.
Short-term goals relating to your studies are outcomes you would like to achieve over the next year and up to the completion of your course. They tend to be stepping stones towards your long-term goals. For example, completing three units successfully over the next term of study, achieving a credit average in each of your subjects over the year or finishing your degree by the end of the following year are all short-term goals.

Mini-goals relating to your studies are outcomes you would like to achieve over the next day or week, or by the end of term. They tend to be stepping stones towards your short-term goals. Breaking larger tasks into smaller ones will help to provide a sense of achievement. For example, spend two hours completing your weekly readings tonight, write a plan for your essay by the end of tomorrow and complete a first draft of your assessment by the end of the week.

Checklist: Elements of a useful goal

- **Specific** – Does it describe what you want to do in great detail?
- **Measurable** – Does it describe your goals in ways that can be evaluated objectively?
- **Challenging** – Does it require energy and dedication to achieve?
- **Realistic** – Are you capable of achieving this goal? Is it possible?
- **Timely** – Does this goal clearly state when it will be finished?

What is your objective? How will you get there?

In order to complete any goal, you must decide what needs to be done to attain this outcome. An **objective** is something you can **do** to achieve your goal. Like goals, objectives must be specific, and will detail what will be done, **how** and **when**.

For example:

- My goal is to achieve a credit average in each unit this term.
- My objectives are to attend each class/log on each week, engage with the material of the subject, complete the assigned readings each week, review my notes several days after the class/frequently, and begin each assessment according to my timetable.
Your goal setting plan might look something like this:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objectives:</th>
<th>Timeframe</th>
<th>Done?</th>
</tr>
</thead>
</table>
| 1. Complete my Developmental Psychology essay to a credit standard | • ensure I understand the essay topic  
• complete extensive research and ensure I fully understand the material  
• complete an essay plan  
• develop the first draft of the essay  
• ask a trusted friend, family member or colleague to proofread my draft and suggest feedback  
• redraft  
• submit essay on time | • 2 hours  
• 3–4½ days  
• 2–3 hours  
• 2 days  
• 1 day | ✓ |

N.B. Each of these objectives may actually be constructed as a goal with its own objectives (specific steps)

| Total timeframe – 2 weeks |

| 2. | |
| 3. | |

A blank ‘goal setting plan’ can be found in Appendix A.

⚠️ Obstacles – are things getting in the way?

You have decided that your studies are really important to you, and you have set appropriate, specific and realistic goals. However, you are still not achieving your goals. What is preventing you from making progress in your studies?

For example:

<table>
<thead>
<tr>
<th>Obstacle:</th>
<th>Spending three hours travel time each day driving by car to your part-time job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem solving strategy:</td>
<td>Apply for employment closer to college/home, or travel by train so you can study during travel time to reduce the time wasted</td>
</tr>
</tbody>
</table>
Create a list of any responsibilities or activities that are getting in the way of your study:

1.
2.
3.

Once these distractions have been identified it is often possible to develop strategies to solve the problem. Decide which of these commitments are in your control and therefore can possibly be modified. Brainstorm ways to do this and then take action.

Remaining motivated – some ideas to help

- Affirm that you can do it!
- Recognise the achievements you have attained already.
- Devise a list of all the reasons you originally decided to study. Ensure they are positive, and display them in your home and workplace.
- Identify your long-term, short-term and mini-goals. Write them down together with your objectives, and display these in your home and workplace. If you are struggling with motivation place more emphasis on mini-goals, as these tend to be easier to achieve and will help lead to the completion of larger goals.
- Construct a realistic study plan and follow it.
- Consider your time management and decide if you need to develop a more realistic plan.
- Ensure that your study environment is comfortable and conducive to effective study.
- Seek support and encouragement – this may be in the form of family, friends or professionals.

Adapted from:

Time management

Why is it important to manage your time?

There are many good reasons to try to manage your time. Benefits of time management include:

- It is essential for success.
- It allows you to spread your workload over the course.
- It helps you to prioritise your workload.
- It helps you to work out how to use your time as efficiently as possible.
- It reduces the anxiety and stress that is common whilst meeting the demands of study.
- It decreases the likelihood of tasks being left to the last minute which often compromises your performance.
- It helps you to schedule time for fun.
How long do tasks actually take?

Often we over or under estimate the amount of time any given task may take. It is a good idea to time yourself to see how long various tasks actually take. Keep a diary for a full week and note every hour how you have spent your time.

A blank ‘weekly time log’ can be found in Appendix B.

Prioritisation (or ‘It’s as simple as ABC’)

What is really important? What can’t possibly wait? What can be left until the next day or the weekend?

It isn’t enough just to use your time efficiently; it is vital that you prioritise commitments in order to optimise your time and enhance your effectiveness.

<table>
<thead>
<tr>
<th>The ABC approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Categorise commitments according to the following groups:</td>
</tr>
<tr>
<td>Absolutely urgent (high importance)</td>
</tr>
<tr>
<td>Better do it soon (medium importance)</td>
</tr>
<tr>
<td>Can wait (low importance)</td>
</tr>
</tbody>
</table>


For example your ‘to do’ list might include the following tasks:

- watch ‘CSI’
- do the laundry
- do the grocery shopping
- ring Mum to wish her a happy birthday
- write my essay plan
- read pages 34 to 52 of the Introduction to psychology textbook on my essay topic

They may then be categorised as follows:

<table>
<thead>
<tr>
<th>Absolutely urgent</th>
<th>Better do it soon</th>
<th>Can wait</th>
</tr>
</thead>
<tbody>
<tr>
<td>• read pages 34 to 52 of the Introduction to psychology textbook on my essay topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• ring Mum to wish her a happy birthday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• write my essay plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• do the grocery shopping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• do the laundry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• watch CSI (tape it and watch at a low productivity time)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A good example of prioritisation is doing your topic research prior to writing interview questions for a research report. This can save you time by enabling you to write the best possible questions through understanding past research and theory.

N.B. Be careful not to fall into the procrastination trap by putting important stuff under the ‘Can wait’ heading.
How do you use your time? Constructing a time management plan

A realistic time management plan will include:

• commitments: classes, work, family time, sports, gym, committees, etc (including travel time)
• personal time: grooming/ hygiene, relaxing, watching TV, listening to music, shopping, socialising, emailing, phone calls, etc
• essential time: eating, sleeping
• housework: meal preparation, house cleaning, washing dishes, doing laundry, etc

Weekly planning

The total minimum recommended time that you should set aside for studying depends on the course and the unit. For example, some on-campus undergraduate units at ACAP require 3 hours of face-to-face and 6 hours of private study per week.

However, although it is recommended that students have a regular time management plan, it is also important to be flexible. Students often find more study time is required close to assessment due dates, so prioritise your activities to allocate more time to study during these weeks.
A possible timetable for a student studying two units may look like this:

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 am–7 am</td>
<td>Gym</td>
<td>Sleep</td>
<td>Gym</td>
<td>Sleep</td>
<td>Gym</td>
<td>Sleep</td>
<td>Sleep</td>
</tr>
<tr>
<td>7 am–8 am</td>
<td>Shower/breakfast</td>
<td>Shower/breakfast</td>
<td>Shower/breakfast</td>
<td>Shower/breakfast</td>
<td>Shower/breakfast</td>
<td>Sleep</td>
<td>Sleep</td>
</tr>
<tr>
<td>8 am–9 am</td>
<td>Travel to college</td>
<td>Travel to work</td>
<td>Travel to work</td>
<td>Travel to college</td>
<td>Travel to work</td>
<td>Sleep</td>
<td>Sleep</td>
</tr>
<tr>
<td>9 am–10 am</td>
<td>Class</td>
<td>Work</td>
<td>Work</td>
<td>Class</td>
<td>Work</td>
<td>Shower/breakfast</td>
<td>Shower/breakfast</td>
</tr>
<tr>
<td>10 am–11 am</td>
<td>Class</td>
<td>Work</td>
<td>Work</td>
<td>Class</td>
<td>Work</td>
<td>Grocery shopping</td>
<td>Meet friends</td>
</tr>
<tr>
<td>11 am–12 pm</td>
<td>Class</td>
<td>Work</td>
<td>Work</td>
<td>Class</td>
<td>Work</td>
<td>Grocery shopping/ errands</td>
<td>Meet friends</td>
</tr>
<tr>
<td>12 pm–1 am</td>
<td>Lunch</td>
<td>Work</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Work</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1 pm–2 pm</td>
<td>Work</td>
<td>Lunch</td>
<td>Work</td>
<td>Work</td>
<td>Lunch</td>
<td>Housework</td>
<td>Relaxation</td>
</tr>
<tr>
<td>2 pm–3 pm</td>
<td>Work</td>
<td>Work</td>
<td>Work</td>
<td>Work</td>
<td>Work</td>
<td>Housework</td>
<td>Study</td>
</tr>
<tr>
<td>3 pm–4 pm</td>
<td>Work</td>
<td>Home from work</td>
<td>Home from work</td>
<td>Home from work</td>
<td>Home from work</td>
<td>Relaxation</td>
<td>Study</td>
</tr>
<tr>
<td>4 pm–5 pm</td>
<td>Work</td>
<td>Study</td>
<td>Study</td>
<td>Prepare dinner</td>
<td>Study</td>
<td>Study</td>
<td>Prepare dinner</td>
</tr>
<tr>
<td>5 pm–6 pm</td>
<td>Home from work</td>
<td>Prepare dinner</td>
<td>Prepare dinner</td>
<td>Study</td>
<td>Relaxation</td>
<td>Study</td>
<td>Study</td>
</tr>
<tr>
<td>6 pm–7 pm</td>
<td>Prepare dinner</td>
<td>Eat dinner/Family time</td>
<td>Eat dinner/Family time</td>
<td>Eat dinner/Family time</td>
<td>Go out for dinner</td>
<td>Go out for dinner</td>
<td>Eat dinner/Family time</td>
</tr>
<tr>
<td>7 pm–8 pm</td>
<td>Family time/Watch TV</td>
<td>Family time</td>
<td>Study</td>
<td>Study</td>
<td>Out</td>
<td>Out</td>
<td>Study</td>
</tr>
<tr>
<td>8 pm–9 pm</td>
<td>Family time/Watch TV</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Out</td>
<td>Out</td>
<td>Watch TV</td>
</tr>
<tr>
<td>9 pm–10 pm</td>
<td>Watch TV</td>
<td>Read/Relax</td>
<td>Study</td>
<td>Do laundry</td>
<td>Home/Sleep</td>
<td>Out</td>
<td>Watch TV</td>
</tr>
<tr>
<td>10 pm–11 pm</td>
<td>Sleep</td>
<td>Sleep</td>
<td>Sleep</td>
<td>Sleep</td>
<td>Out</td>
<td>Sleep</td>
<td></td>
</tr>
<tr>
<td>11 pm–12 pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 pm–1 am</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Home/Sleep</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
It is your turn now. How will you plan your week?

A blank ‘weekly timetable’ can be found in Appendix C.

**Adapted from:** Chong, J. (2007). *Time management*. Sydney, Australia: University of New South Wales.

### Daily planning

It is also a good idea to plan your daily tasks and one way to do this is to write a ‘To do’ list.

On your ‘To do’ list, it’s a good idea to prioritise your tasks according to the ABC approach (refer to p. 8) as indicated by the letter in brackets after each task in the example below. This helps you to work out what should be done first. Breaking up large tasks into smaller ones makes achievement easier, as does being specific in your task details.

<table>
<thead>
<tr>
<th>Things to do today…</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pay the phone bill (B)</td>
<td></td>
</tr>
<tr>
<td>2. Complete readings for <em>Developmental psychology</em> (pp. 45-65) (A)</td>
<td></td>
</tr>
<tr>
<td>3. Buy a birthday present for Dad (B)</td>
<td></td>
</tr>
<tr>
<td>4. Speak to the librarian at the college about how to search the UNILINC library catalogues (A)</td>
<td></td>
</tr>
<tr>
<td>5. Post letters (C)</td>
<td></td>
</tr>
<tr>
<td>6. __________________________</td>
<td></td>
</tr>
<tr>
<td>7. __________________________</td>
<td></td>
</tr>
</tbody>
</table>

A blank ‘to do’ list (daily planner) can be found in Appendix D.

### Term planning

In order to manage all your subjects and other time commitments, it may be helpful to construct a term plan. This can help you see the big picture and assist you in longer term planning.

On the next page you will find an example of a term assessment planner.

Take note that assessments are due close together at the end of term, so plan to:

- rewrite drafts closer to the due date with additional class material
- ensure a full draft is completed at least one week prior to submission

A blank ‘term planner’ can be found in Appendix E.
### Example of a term assessment planner

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Plan</th>
<th>Due date</th>
<th>Assessment details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manuals for PM &amp; MC</td>
<td>Analysis of assessment tasks for PM a1 &amp; a2 and MC a1 &amp; a2</td>
<td>Week 7 Week 11 Week 8 Week 11</td>
<td>PM a1: Research and plan assessment MC a1: Record personal reflections and research literature PM a1: Write draft 1 MC a1: Record personal reflections and research literature</td>
</tr>
<tr>
<td></td>
<td>Phase 1: Read and research Phase 2: Prepare assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PM a2: Read and research Phase 2: Prepare assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MC a2: Read and research Phase 2: Prepare assessment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit</th>
<th>Week</th>
<th>Assessment details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. N.B. Psychology of the Mind (PM) Mediating Conflict (MC)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Unit</td>
<td>Assessment details</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>--------------------</td>
</tr>
</tbody>
</table>
| 6.   |      | MC a1: Write draft 1  
MC a1: Record personal reflections and research literature (weeks 1-5) |          |      |              |
|      |      |                    |          |      |              |
|      |      |                    |          |      |              |
|      |      |                    |          |      |              |
| Break |      |                    |          |      | MC a1: Redraft assessment |
| 7.   | Psychology of the Mind (PM) | Life history – Reflective Essay | PM a1 due | PM a1: Finalise final copy and submit  
PM a2: Research and plan | PM a1: 2000 words final copy |
| 8.   | Mediating Conflict (MC) | Personal Journal | MC a1 due | PM a2: Evaluate findings and complete draft 1 of the report  
MC a1: Finalise final copy and submit  
MC a2: Research and plan assessment | MC a1: 2500 words final copy  
PM a2: 20 questions  
PM a2: Subject interviewed – friend on Saturday |
<p>| 9.   |      |                    |          |      | MC a2: Subject &amp; room booking for recording |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Unit</th>
<th>Assessment details</th>
<th>Due date</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>PM</td>
<td>Psychology of the Mind</td>
<td>PM a2 due</td>
<td>MC a2: Redraft PM a2: Finalise final copy and submit</td>
</tr>
<tr>
<td>11.</td>
<td>PM</td>
<td>Interview Questionnaire &amp; Research Report</td>
<td>PM a2 due</td>
<td>PM a2: Redraft PM a2: Finalise final copy</td>
</tr>
<tr>
<td>12.</td>
<td>MC</td>
<td>Mediating Conflict (MC)</td>
<td>MC a2 due</td>
<td>MC a2: Mediating Conflict (MC)</td>
</tr>
</tbody>
</table>

**Requirements**

- **PM a2**: 2000 words final copy
- **MC a2**: 2500 words final copy

**Due date**

- **PM a2 due**
- **MC a2 due**

**Assessment details**

- Interview Questionnaire & Research Report
- Mediating Conflict (MC)
- Role Play & Self-Critique

**Plan**

- MC a2: Redraft
- PM a2: Redraft
- PM a2: Finalise final copy and submit
- MC a2: Finalise final copy and submit
- MC a2: Finalise final copy
Procrastination: Why do we put it off, find an excuse or allow ourselves to be distracted?

Generally all the thinking we do about the difficulty in starting or continuing a task is worse than the task itself. Often getting started is the hardest part, and so the best way to counter procrastination tends to be to take the first step.

**Strategies to manage procrastination**

The first step is to identify why you may be procrastinating. This allows you to find solutions to meet your study goals.

<table>
<thead>
<tr>
<th>Do you?</th>
<th>Then you could…</th>
</tr>
</thead>
</table>
| Fear failure?               | • focus on goal setting  
|                             | • reframe thoughts more positively  
|                             | • simply begin, knowing that you can redraft later                           |
| Have anxiety about the task?| • break the task or goal into mini-goals  
|                             | • seek assistance in ensuring you properly understand the task              |
| Manage your time badly?     | • prioritise tasks  
|                             | • create realistic daily, weekly and term plans                             |
| Have personal issues?       | • seek professional support  
|                             | • seek support from family or friends                                        |
| Have trouble concentrating? | • ensure your study space is distraction-free and comfortable with good lighting  
|                             | • study at a library where there are fewer distractions  
|                             | • complete the more difficult tasks when you are most alert  
|                             | • study when the house is most quiet, perhaps late at night or early in the morning, depending on when you are most effective  
|                             | • ask family or friends to support you by not disturbing you during your study times |
Most importantly take some time out each day to have quiet time, even if it’s only five minutes. This time may be used for meditation, yoga, exercise, or just to sit and be. When you do achieve goals or meet deadlines you may like to reward yourself by doing something special.


**Memory and learning skills**

**Active learning**

Active learning involves interacting with the material covered in your course. This can involve:

- preparing for lectures by completing the readings and reflecting on the material that you’ve read
- discussing material with others
- organising your notes and asking yourself relevant questions
- redrafting assessments
- looking for links between information
- reflecting on both yourself and the materials you studied
- reflecting on and learning from assessor feedback

**Chunking**

Short-term memory can generally hold about seven (give or take two) bits or ‘chunks’ of information. However, the size of these chunks can vary. By grouping several pieces of information into a single chunk it is possible to remember larger bits of information. Therefore, chunking information involves taking pieces of information and grouping them to create a single ‘chunk’.

For example:

A phone number may be difficult to remember as single digits, however grouped into three separate groupings or chunks it becomes easier to recall.

| 1800809299 | or | 1800 809 299 |

In the same way relevant course material can be grouped or chunked to assist with recalling information, for example by using acronyms or mnemonics. This example of chunking from *The skilled helper* (Egan, 2007) is suggested to assist a counsellor to tune in and actively listen to clients:

**SOLER**

- **S**: Face the client **Squarely**.
- **O**: Adopt an **Open** posture.
- **L**: Remember that it is possible at times to **Lean** toward the other.
- **E**: Maintain good **Eye** contact.
- **R**: Try to be relatively **Relaxed** or natural in these behaviours (p. 76).
Organising information

Organising information clearly makes it easier to understand and remember. Concept pyramids are a way of organising information or ideas in a hierarchical manner according to basic headings or categories. These pyramids can be helpful because they clearly demonstrate the links and relationships between various concepts.

For example, the most general information is at the top and then every level of the pyramid displays another aspect of the chosen topic.

Section 2: Assessment
Introduction

‘Thinking work’ is actually very difficult work. At first if I didn’t understand something right away, I assumed it meant that I was not cut out for... [higher education]. Doing assignments and research isn’t like doing the washing up. It’s more like growing a garden – you’ve got to dig the ground, fertilise it, add compost, plant, water, wait, get the bugs out, and wait again for the plants to flower (Vivekananda & Shores, 1996, p. 9).

Throughout your studies at the college you will be asked to undertake many different types of assessments, from academic essays to research reports to literature reviews, and for psychology students examinations.

Essays, reflective essays, reports and other non-examination assessment

Descriptions of these assignment types are available in the Academic skills guide. Although the structure of different types of assignments may differ, there are fundamental rules which once mastered can help you write any type of assignment.

Recommended reading

The following texts are available through the college library:


What is the purpose of completing assignments?

The purpose of assignments is to show that you understand the content of your unit and can apply it in context, as required by the assignment question and marking criteria. Many students find that assignments help them to understand the material and integrate it into their learning.

Assignments attract different grades according to how well the assessment task has been complete. A good assignment will incorporate wide reading and research, as well as appropriate referencing, into a cohesive response to the question or task.
Assignment writing process

Assignment writing involves a process and best results will occur when approached as a series of steps. Cottrell (2008) has developed a seven-point procedure for writing assignments that may be especially helpful in guiding your thinking and preparation for assignment writing:

1. Clarify the task.
2. Collect and record information.
3. Organise and plan.
4. Reflect and evaluate.
5. Outline plan and write first draft.
6. Work on first draft.
7. Complete the final drafts (pp. 176-177).

The diagram below summarises this seven-point procedure, and the following sections explain the procedure in more detail.

- Identify and analyse the task carefully.
- Read the marking criteria.
- Summarise your view.
- Identify what you know.

- Collect and record resources:
  - Identify the types of your sources.
  - Make notes.
  - List your references.

- Is the question answered?
- Are the marking criteria addressed?
- Check the structure.
- Do a final edit.

- Work on the structure.
- Ensure you have evidence to support your ideas.
- Construct a reference list.

- Create a mind map/listing.
- Plan.

- Do you have enough evidence?
- Has your idea changed?

- Clarify your plan.
- Assess the number of words you will need for each idea.
- Construct the first draft.
- Ensure the marking criteria has been addressed.
Step 1: Clarify the assignment task

Before you start:

- Identify the assignment task carefully – consider the assignment guidelines, the
  number of components within the task, the purpose of the assignment and the
  marking criteria in terms of content and process.
- Analyse the assignment task. Topic analysis can include identifying task descriptors,
  key concepts and limiting words/phrases (this step is explained in more detail
  below).
- Write one line to summarise your view or main argument. This will become your
  thesis statement (thesis statements are covered in more detail in the Academic skills
  guide).
- Brainstorm to identify what you already know.
- Decide what information you must find.
- Keep the marking criteria in mind as you prepare to research and write your
  assignment. Grades are based on how well you meet the marking criteria. There are
  two forms of marking criteria:
  1. content: the content that needs to be covered for the assignment to meet a
     satisfactory standard
  2. process: what needs to be done for the assignment to meet a satisfactory
     standard – process criteria includes structure, written expression,
     presentation and referencing

How to analyse an assignment task

There are three steps in analysing an assignment task:

1. Circle the task descriptor/s.
2. Bracket the limiting word/s.
3. Underline the key concept/s.

Identifying task descriptors

A task descriptor informs you how to approach your assignment task, for example
whether you need to describe or define a concept, or whether you need to analyse an idea
or compare several ideas. Task descriptors are usually verbs or what you have to do in
the assignment. The following table has some examples of task descriptors you may
come across:
| account for | explain, give reasons for |
| analyse | break an issue down into its component parts, discuss them and show how they interrelate |
| assess | consider the value or importance of a particular issue or practice, paying due attention to the positive, negative and disputable aspects, and citing the judgements of any known authorities as well as your own |
| argue | make a case, based on appropriate evidence for and/or against a point of view |
| describe | identify the main aspects of an idea or topic, or the sequence in which a series of incidents or behaviours occurred |
| discuss | examine an issue, taking into consideration debate surrounding the issue |
| evaluate | make an appraisal of the value of a particular theory or practice in relation to proven and accepted theories or practices |
| outline | indicate the main features of a topic or sequence of events, setting them within a clear structure or framework to show how they interrelate |
| review | critically evaluate a topic or literature by assessing its relevance in light of the current theory and best practice |
| critically reflect | clarify the meaning of your experience and practices in relation to current academic theory; critique your assumptions and actions by comparing them to and contrasting them with the general theoretical concepts of the unit of study |
| critique | formally analyse a particular body or work, theory or practice |


**Identifying limiting words**

Limiting words refine the key concept to make it more specific and tell you which aspect of the key concept you need to concentrate on. Often limiting words of phrases involve the three ‘P’s – period of time, place and population. However, please note that not all assignment tasks have limiting words.

**Identifying key concepts**

The key concept is the focus of your assignment task in terms of what you need to research. Commonly key concepts are nouns. If you do not identify the key concept/s correctly, you may miss the point of the assignment task.
The following diagram shows how to analyse a topic.

An example of topic analysis:

- **Topic:** the issues facing [adolescent children of alcoholic parents].

- **Task descriptor** – ‘outline’. You need to indicate the main features of a topic or sequence of events, setting them within a clear structure or framework to show how they interrelate.

- **Key concepts** – The focus of this essay is the ‘issues’, and since this term is so broad you need to address the task in light of the task descriptor and limiting words. For example, you might explore issues arising from alcoholism generally, academic/educational issues, social issues and personal/emotional issues (see page 26 of this guide).

- **Limiting words/phrases** – ‘adolescent children with alcoholic parents’ is the limiting phrase. You should restrict your analysis to the population of adolescent children with alcoholic parents.

**Step 2: Collect and record information**

**Researching sources**

Due to the numerous types and sources of information available, you must also be focussed when you are researching sources – only look for and record relevant information. The following tips may help when you are researching sources:

- sources – books, articles, reports, surveys, lecture notes, interviews, radio, television, newspapers, DVDs

- types of material – facts, ideas, theory, opinions, experience
method – ask yourself, “Do I need this and how will I use this material?”

recording – notes of ideas, names, theories, data, and examples and where these were found – this will help you with your referencing when you write your assignment

Books, chapters in edited books, scholarly websites and journal articles (preferably peer reviewed journals) all form part of the range of sources that should be used in academic research.

**Academic credibility (what is ok to use)**

It is vital to examine sources to determine how credible and reliable they are, and how relevant they are to your assignment task. Germov (2000) suggests a series of questions to ask yourself when deciding on the strengths and weaknesses of a resource:

- How recent/up-to-date is this information?
- Who is the author? What are his/her academic credentials in the discipline? Is he/she an authority in the field?
- Is this information limited by gender, age, socioeconomic status, country or cultural specificity?
- Which academic discipline has generated this information?
- Are the results from research convincing? Are there other studies that support or disagree with these findings?
- Were any parts of the study problematic?
- What argument is presented by the author? Does the author make assumptions in putting forward this claim? Do they provide evidence in support of their argument?
- Are the concepts or theories chosen for discussion and evaluation relevant? Should others have been included?

Generally if a book or journal is available at a university or tertiary institution library, or through a library database, it is considered acceptable to use. Most sources of a general nature such as newspapers, popular magazines, encyclopaedias and general websites are not considered academic, and are therefore not acceptable to use.

Although the internet provides a vast deposit of readily accessed information, keep in mind that anyone can create a website and put any information on it. Therefore, if you are going to use a website as a source for an assignment, it is important to check that the website is of an academic nature. Ask yourself the following questions:

- Is the author of the website an identifiable and reputable professional in the field?
- Is the information presented in a biased or balanced manner?
- Can the information on the website be verified elsewhere?
- Can any research results be confirmed elsewhere?

**N.B.** Wikipedia is **not** considered a reliable academic source as it can be edited by anyone.

Use your textbooks as a starting point for your research as this will help you to get an overall understanding of your topic. Another good place to start is by going to the college library website and accessing the Gale virtual reference, where you can find a database of encyclopaedias and specialised reference sources.
A peer reviewed journal is a scholarly periodical which requires articles submitted for publication to be judged by an independent panel of scholarly experts or scientific peers. Articles need to be approved by a majority of these peers to be accepted for publication by the journal. You can access these journals by going to the college library website.

For more information on finding academic resources and assessing their suitability, have a look at Turner, K., Ireland, L., Krenus, B., & Pointon, L. (2008). Essential academic skills (pp. 32-45). Melbourne, Australia: Oxford University Press.

**Reading skills**

- Read with purpose – read in different ways depending on the purpose of your reading. **Scan** the text for an overview, **skim** the text for specific information or read **slowly** to gain a deeper understanding of the text.
- Ask questions as you read.
- Make sure you understand as you read – if necessary re-read, take notes, devise diagrams or speak out loud to understand the meaning.
- Notice the subheadings, and the opening and closing paragraphs of a text – these can assist in identifying the author’s position on an issue.
- Become a critical reader.

**Critical reading**

A critical reader is not someone who is negative about what they read, but someone who doesn’t blindly accept everything they read as absolute truth. They constantly question as they read and in this way assess the validity of each idea or resource.

In order to read critically, it may be helpful to ask these sorts of questions:

- What is the author’s assertion?
- Do you agree with the author’s ideas?
- Does the author use empirical evidence to support their ideas?
- Does the author present opinion as fact?
- Does the author use valid reasoning?
- Is the issue presented in a balanced manner?
- Are complex ideas oversimplified?
- Does the author present views out of context?

**Adapted from:**

The SQ3R model

Another useful tool for reading effectively is the SQ3R model, the details of which are presented in this table:

| Survey | Scan the section of text in order to get an overview. You are not trying to read in detail for understanding here, just to get an overall idea of the content of the text. This may involve reading subheadings, the abstract, the section summary, the first and last paragraphs and/or review questions. |
| Question | As you survey ask yourself questions. You may do this by turning chapter or section headings into questions, or by asking yourself how this new information relates to previously learned information. |
| Read | As you start to read look for answers to the questions you first raised. Note any words that have been underlined, italicised or bold printed. Study any diagrams, charts, graphs, etc. Slow down your reading and if necessary re-read parts which are not clear. After a short section, stop and recite what you have understood. |
| Recite | Summarise the text in your own words and say your summary aloud. |
| Review | Create flashcards with the new terms or ideas, develop questions about the content and then answer them, briefly re-survey the text (as you did in the survey section), create a glossary page with key terms, develop a mind map of new ideas, or use mnemonic devices to remember the material. |


Note taking

Effective note taking is a vital skill in writing an assignment task as efficiently and productively as possible. Developing a good method of note taking can help you to recognise the main ideas, think critically, analyse, question, remain focused, establish connections and draw conclusions about the text being read. Good note taking skills will also ensure that you are able to identify where various ideas have been found which makes proper referencing much easier.

There are many ways to take effective notes. Some people find it good to use catalogue cards, others prefer to use sheets of A3 paper. It is a matter of working out what suits you best. Generally you need to make sure you include the following information:

- reference details – author, year of publication, title of book/article, journal title, place of publication, publisher, page numbers, web address, date accessed, etc
- paraphrased or summarised ideas of the text and possibly several direct quotes
- personal responses to the text and various ideas found within it
One method of note taking involves dividing the page into three columns as shown below:

| Reference details: Author’s surname and initial, year of publication, book/article title, journal title, publisher, place of publication, page numbers of article, internet site details |
|---|---|---|
| Page number | Notes | Comments |
| Ensure you write down the page number – especially for direct quotes | • Paraphrased notes: rewriting somebody else’s ideas in your own words – do this by understanding the idea and then writing it in your own words without looking at the source  
• Summarised information: an overview of the main idea  
• Direct quotes: put inverted commas around the quote to make sure you remember these are someone else’s words | Your responses or thoughts on what you have read.  
Consider questions such as:  
• How does this information relate to other texts?  
• Important links?  
• How is this relevant?  
• Do I agree or disagree? Why?  
• Is there anything new or different being discussed here?  
• What conclusions can be drawn? |

Adapted from: Ferfolja, T. (2002). Note-making from written text. Sydney, Australia: University of New South Wales.


**How to abbreviate notes**

It is also useful to develop a method of recording notes that enables you to abbreviate words in a way that is understandable and clear to you. It must be pointed out that abbreviations are useful in your own notes, but are not used in academic writing. The system of abbreviations must be something that you will remember and can use consistently, and can include a combination of words and symbols. Some examples of abbreviations are:

<table>
<thead>
<tr>
<th>e.g.</th>
<th>for example</th>
<th>::</th>
<th>therefore</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.e.</td>
<td>that is</td>
<td>w</td>
<td>with</td>
</tr>
<tr>
<td>b/c</td>
<td>because</td>
<td>→</td>
<td>leads to/cause</td>
</tr>
<tr>
<td>w/o</td>
<td>without</td>
<td>Ch.</td>
<td>chapter</td>
</tr>
<tr>
<td>ψ</td>
<td>psychology</td>
<td>N.B.</td>
<td>take note</td>
</tr>
<tr>
<td>&amp;</td>
<td>and</td>
<td>etc</td>
<td>and the rest</td>
</tr>
</tbody>
</table>
Step 3: Organise and plan

Planning helps to organise information and simplify ideas. Use brainstorming to create a plan to link ideas.

Brainstorming

Brainstorming involves thinking about your assignment topic and writing down all thoughts related to this topic. Ideally this should be an uncensored process in which you record everything regardless of its seeming relevance or irrelevance at the time; there will be opportunity to delete unnecessary ideas or concepts later. If you initially find brainstorming difficult, it may be helpful to complete some more reading before attempting it again.

Brainstorming may be undertaken in a variety of ways. Two methods – mind mapping and listing – are outlined below.

Mind mapping

Mind mapping is a fairly unstructured and diagrammatical way to present ideas. It involves writing the assignment topic in the centre of the page within a bubble. This bubble then has connecting bubbles added to show links to the topic, as well as links to other concepts generated from the mind map.

For example:

**Topic: Outline the issues facing adolescent children of alcoholic parents**
Listing

The assignment plan appears in the same order as it will be written. The list begins with the topic at the top of the page followed by the keywords and a list of the ideas generated through the brainstorming exercise.

For example:

**Topic:** Outline the issues facing adolescent children of alcoholic parents  
**Keywords:** issues, adolescent children, alcoholic parents  
**List of ideas:**
- the definitions of ‘alcoholic’, ‘adolescent children’, ‘issues’
- normal adolescent issues and issues specific to living with an alcoholic parent:
  - academic/educational issues – lack of suitable study environment in the home, lack of support for study
  - social issues – possibly shame involved with having parent who behaves inappropriately when drunk, embarrassed to bring friends home
  - personal/emotional issues – difficult relationship with parent, guilt over the inability to ‘fix’ the parent, depression
  - everyday functioning – extra household duties, added responsibilities taking care of younger siblings, having to work part-time to provide extra financial support
- possible issues arising from alcoholism – physical and emotional absence, domestic violence, financial issues


Step 4: Reflect and evaluate

Once information has been found, you need to consider the following questions:
- Do you have enough evidence to support your argument or have your ideas changed?
- Are there opposing ideas and do you have evidence of these?
- Has the information gathered helped to consolidate your ideas?

At this stage review the information you have gathered, and check that you have sufficient detail to begin outlining your plan and writing your first draft.

Step 5: Outline, plan and write first draft

- Clarify (solidify) your assignment plan (see the section below on how to create an assignment plan).
- Assess the number of words dedicated to each idea.
- Construct a first draft – write this quickly and use subheadings to assist in the draft stage (then delete for essays in your final draft, as instructed on page 30 of this guide, according to assignment genre requirements which is available in the *Academic skills guide*).
• Ensure that all the marking criteria are adequately addressed.
• Remain focused on writing a draft and don’t get sidetracked with written expression, spelling, style or complex sentences at this point – keep it as simple as possible for now.

Creating an assignment plan – it’s as simple as 1, 2, 3, 4
1. Read through the assignment question and accompanying information, including the marking criteria, to determine exactly what you are required to do.
2. Perform your topic analysis and identify the key concepts. Take note of the task descriptors and the limiting words in the assignment question, and make sure you are clear about what you are being asked to do.
3. Brainstorm ideas using one of the methods above or your own strategy.
4. It is often helpful to separate the word count so each section has an approximate number of words to include.

Step 6: Work on first draft

Improve your first draft – this may involve several rewrites:
• When you have completed your first draft, check the structure of the assignment task to see if all the important features are present. You can do this by referring to the ‘Assignment genre: definitions and compositions’ section in the Academic skills guide.
• Check your spelling, grammar, writing style, sentence structure and word choice.
• Ensure evidence has been supplied to support ideas and those ideas are clearly outlined.
• Construct a reference list and make sure proper referencing has been used throughout the assignment.
• Check the word count.

Always keep copies of all stages of your drafts. This allows you to refer back to previous ideas. For example you might name your drafts:
• CM_Assignment1_Draft 1.doc
• CM_Assignment1_Draft 2.doc
• CM_Assignment1_Draft 3.doc (major editing)
• CM_Assignment1_Final.doc

N.B. CM stands for conflict management

Step 7: Final draft

Review your draft – undertake proofreading and editing at this point.

An effective way to proofread your work is to print off a hard copy and read it aloud. If possible, read it to a friend or family member for extra feedback. Read it slowly and carefully, making sure to read each word on the page and not what you expect to be on the page. This should make any grammatical errors obvious and should also alert you to missing words.
While the computer spellchecker tool can be helpful, be aware that it can create issues if words have more than one meaning or you have used a correctly spelled word where you meant to use another. It is preferable to use a dictionary to confirm correct spelling. Be very cautious when using a grammar checker on the computer.

Read through your work several times for:

- **Meaning, content and argument:**
  - Has the question been answered? Have you done what was required, for example analysed, discussed, etc?
  - Is the topic clearly indicated?
  - Have essential definitions been given?
  - Is there relevance in all points and arguments made?

- **Organisation and structure** (the concepts below are explained in detail in Section 1 of the *Academic skills guide*):
  - Is there a clear topic sentence in each paragraph?
  - Do the supporting sentences fit each topic sentence, for example by adding evidence, explanations or elaborations?
  - Are the paragraphs logical (one idea per paragraph)?
  - Does each individual sentence make sense by itself? Do they each express one clear idea?
  - Have the arguments been summarised?
  - Does the conclusion fit the introduction?
  - Is the topic restated (not repeated)?
  - Is the line of argument restated?

- **Evidence and research material:**
  - Is the evidence convincing?
  - Is the evidence sufficient?
  - Is there any irrelevant material?

- **References:**
  - Have all quotes and references been accurately recorded?

- **Style:**
  - Has first person writing style been used appropriately?
  - Has third person writing style been used appropriately?

- **Punctuation, spelling and grammar**

- **Presentation:**
  - Have you met the length requirements? 10% more or less is acceptable.

Redraft until you are satisfied with the quality of the piece.

Examinations

There are different types of exams, such as written and oral exams, and there are different types of questions and tasks that make up exams. This section will consider written exams. Many of the skills and techniques discussed here have already been explored above.

Exams tend to be fairly standardised. There are three main forms of examinations, all of which are commonly used in tertiary assessment. These are multiple choice exams, short answer questions and essay questions. Examinations may comprise combinations of some or all of these alternatives.

Multiple choice questions

Multiple choice questions usually take about a minute each to read, decide on an answer and enter the response. Normally one or two answers will be obviously incorrect. Of the remaining possible answers the student who has some knowledge of the subject will be able to eliminate another answer, usually leaving two alternatives from which to choose. Try not to change your answers. Your first answer will usually be the right one. If a question is difficult, mark it, move on and come back at the end if you have time.

There are various myths around multiple choice questions. You may be told that certain kinds of choices within a question will give a clue to the correct answer. For example, the first alternative or the last alternative will be the likely correct choice. Another suggestion is that the longest alternative is the correct answer, as this most likely is the one that captures the subtlety of information required to reflect the complexity of the problem. However, if the person setting the examination has developed the test with the proper technical support and has pre-tested the answers, these theories are unlikely to be true. So the best advice is not to attempt to use tricks or gimmicks in attempting an answer.

Short answer questions

Short answer questions test discreet bits of knowledge and are much more focused than essay questions, therefore responses are expected to be brief and to the point. Usually these types of questions will be quite specific, so pay attention to what you are being asked to do and do it. If the instruction is to compare and contrast then compare and contrast, if the instruction is to define a term then define the term. It is important to use complete sentences unless otherwise instructed.

Essay questions

Within an essay exam there will usually be two or three essays to write within the time allowed, usually two or three hours.

It is essential to understand and answer the question. In exam essay questions, the examiner tests your understanding of a topic, the concepts and issues, rather than rote memory of facts. Focus and structure are important, therefore examiners will expect an introduction, body and conclusion for each answer.

Students often ask, especially if they have run out of time in the exam, if it is a good idea to write short notes or a list of points in answer to a question rather than write an essay. In answer to this, firstly any answer is probably better than no answer, so listing the main points that you would have used in your essay is probably better than not attempting an answer at all. Secondly it is always good practice to approach the lecturer of your class, who will probably be involved in setting and marking the exam, and ascertain the expectations that they have.
However, you should also remember that answers may be marked by someone other than your educator and also many times an answer will be double marked (assessed independently by two people). There may even be external moderation of the answers by someone who is not associated with your school or department. You need to remember that your answer has to answer the question so you cannot simply try to write down what you think your educator wants to see. **Answer the question in a way that you believe a reasonable and informed person would understand.**

### Before the exam

Exams can lead to a certain amount of anxiety and stress in students, but these can be minimised by good preparation and study time management before the exam.

#### Prepare notes with the examination in mind

Reading your subject material weekly is essential. Revise after each lecture or class. Revising as you go helps you to identify areas or topics that you have not understood well, and gives you the opportunity to seek help or do extra research. Leaving study until the end of term usually means you are leaving it too late.

Preparing your own summary notes is preferable to using ready-made notes, because you are actively engaging with the material. Preparing notes helps to develop a better understanding of the connections between areas of the subject.

Understanding the whole subject and not just the isolated parts is very useful in doing well in exams, because it helps you to see the reasons for and the connections between the concepts. Mind maps, diagrams and flow charts can be used to create associations. Summary tables are also good for organising material.

#### Managing your time

Develop a weekly study timetable (see the relevant section in this guide on page 8). Revision needs to be regular and continuous.

Studying for the exam at the end of term should be the final step in the ongoing learning process, so plan your study during term to avoid last minute frenzy and cramming session.

#### Practice

Practicing with past exam questions helps you to prepare for and predict the sort of questions that will be asked. Practice also helps to identify gaps in your understanding.

#### Studying with others

Studying with others in pairs or groups helps understanding and memory, and it facilitates the sharing of ideas and perspectives.

#### The exam

During the exam it is important to concentrate, manage your time well and read the instructions carefully, and it is essential to answer the questions.
**Reading time – use it wisely!**

Exams usually allow 10 minutes reading time before the exam proper starts. During reading time:

1. **Read through all of the sections of the exam paper so that you know what is expected.**

2. **Read the instructions.** Many students lose marks because they don’t read the instructions carefully. It is very easy to think that this is an obvious point and that it would not happen to you, but stress and anxiety can lead even the best prepared student to skim over a sentence or a paragraph and lose the meaning. Read the instructions and then read them **again.** For example if the instruction states “Answer three of the following five questions” then answer three, **not** all five.

3. **Use the time to organise your responses to the question, including deciding which questions to do first, how much time to devote to each question and how you will answer the questions.** Although you are not allowed to start writing the answer to a question, you are usually allowed to jot down ideas or plans on the reverse of pages.

4. **Assign the time available to each of the questions according to the marks allocated to each question.**

   **Example 1:**

   You have a two hour exam (120 minutes) with two essays worth 50% each. Leave 10 minutes at the end for review so allocate 55 minutes per essay.

   **Example 2:**

   You have a two hour exam which has two sections – a short answer section with five short answers worth 10% each (50% total) and 50 multiple choice questions worth 50%. Leaving 10 minutes at the end for review, this means that you would allocate 11 minutes (55 divided by five) of the first 55 minutes for each short answer and a minute for each of the multiple choice questions.

**Tips**

In exams which have mixed types of assessments many students find it better to write the essays first, but it is best to develop your own strategy.

In the case of essays and short answer questions remember to **answer the question.** Irrelevant information does not attract marks so don’t be tempted to include information that you have learnt only because you have learnt it.

If you have not finished a question in the time you have allocated leave that question and move on to the next. Come back to it if you have time at the end.

**Answer or attempt to answer all required questions or tasks.** A mark, no matter how small, is better than no mark at all.

Allow ten minutes at the end to review your paper and finish off any incomplete answers.

During the exam, **do not be tempted to spend more time than you have allocated for any task.** Come back to that task if there is time at the end.
References


## Appendix A: Goal setting plan

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<th>Goal</th>
<th>Timeframe</th>
<th>Objectives: What I need to do to achieve my goal.</th>
<th>Steps I need to take to achieve my goal.</th>
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# Appendix B: Weekly time log

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## Appendix C: Weekly timetable

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# Appendix D: Daily planner

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## Appendix E: Term planner

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