

# Norwood VCE Study Tips

2025

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# WHY DO WE NEED STUDY TECHNIQUES

All students need to have effective study skills to succeed, and this handbook helps build upon these skills. Having a range of techniques will boost your ability to study, retain and recall information.

## How to utilise this resource

- Understanding the skills in this handbook
- Apply them to your learning and subject areas
- Trial a variety of the techniques until you find YOUR FAVOURITE
- Stay consistent with the idea you utilise (be mindful that some subjects may require something different)
- Speak to your teachers if you are unsure
- Don't leave this handbook in your bag or back of your locker

## Setting up your study space

1. Create privacy: distraction free zone
2. Get good lighting: try setting up a desk near natural light. For reading, having a light over your shoulder to illuminate your textbook
3. Make it comfortable: have a chair that reduces the strain on your neck and shoulders. Feet flat on the floor and knees at 90 degrees, forearms flat on the table
4. Control noise: music can help put you in a good mood, but also be a distraction. Classical music or ambient noise can be less distracting
5. Use scents: essential oils can help increase concentration and retention
6. Stay organised: reduce clutter and tidy your space. Have folders and storage to keep things safe and out of the way
7. Manage your time: use a clock to help set up your schedule
8. Make it personal: studying can be stressful, so create a space with colours and decor that appeal to you
9. Remove distractions: place your phone on Do Not Disturb, TV off
10. Keep it clean: when your desk is messy, your mind can be messy, so keep your space clean

## Setting up Study Session

Step 1: Prepare your study space (resources needed)

Step 2: Set a task or goals for the session (write on a posted note)

Step 3: Free yourself from distractions (phone away, close social media tabs on laptop)

Step 4: Determine the length of study time (30-50 minutes then have a 10-15-minute break)

Step 5: Try and do your most difficult tasks when your concentration is strongest OR if you're feeling unmotivated do a small achievable task first to BOOST your confidence

Step 6: Cross out or tick once a task is completed

# QUICK REMINDERS

## Time Management

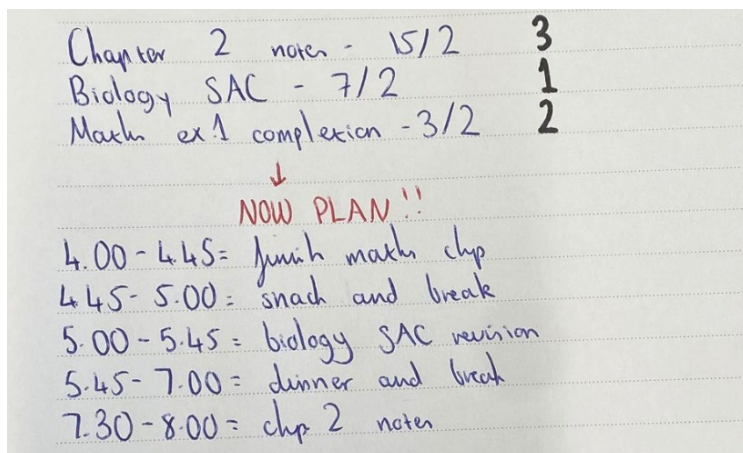
Learning how to use your time effectively is crucial in building personal and school life balance, reducing stress, handing in assessments on time as well as being prepared for all SACs and exams

### MAIN TIPS:

- Write in existing commitments or events (include how long they take)
- Pre-read course outlines from teachers with SAC dates and add these in
- Block out designated study periods and break time (going for a walk, watching a movie)
- Use different colours
- Take time when at home to write down what needs to be completed and number these from least to most important
- Find a method that works for you- technology vs paper organisational tools

### HOW TO PRIORITISE:

- Write your list of tasks to do
- Look at due dates and write these next to the task
- Working from the soonest date to last date, begin numbering from 1



## Study Planner

Step 1: Print and laminate (next page)

Step 2: Block out breaks, training sessions and work etc.

Step 3: In free blocks list the specific task you wish to complete

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm	Break	Break	Break	Break	Break		
5pm	Watch car catch	NETBALL	PE car catch	Watch road car catch	WORK		
6pm	PE notes	English quiz car catch	Math question catch up	PE SAC - dot print b			
7pm	RUN		RELAX				
8pm							
9pm							

*Accountability: empowers students to take charge of their education and personal growth. Students who understand that their actions and choices have consequences become more proactive in their learning journey*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
8am							
9am							
10am							
11am							
12 noon							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							
10pm							



# STUDYING IN THE SCHOOL ENVIRONMENT

## Private Study

- **Clear Clutter:** Keep the area free from unnecessary items that could distract students. Focus on essentials like books, supplies, and materials.
- **Natural Light:** If available, arrange the desks near windows to take advantage of natural light. It can improve mood and energy levels.
- **Seating:** Make sure the chairs and desks are comfortable and at an appropriate height
- **Quiet Environment:** Try to limit loud noises and movement around the study space. Use partitions or curtains to create a quieter, more focused area.
- **Accessible Resources:** Keep essential tools like pencils, erasers, paper, and reference materials within easy reach. Have all books and resources ready to go
- **Movement Breaks:** After 20-30 minutes get a drink to stretch legs. Be accountable and come straight back
- **Focus Tools:** Use headphones to minimise noise

## Group Study

### WHAT TO DO?

- Create a common goal for the session and then:
  - a) Work as a team to brainstorm information on whiteboard spaces
  - b) Use each other's cue cards to create questions to quiz one another
  - c) Complete a practice SAC/Exam and mark each other's work



# LEARNING IN THE CLASSROOM

Your classroom time helps build upon and further comprehend prior knowledge whilst extending and learning how to apply added information.

## MAIN TIPS

- Come to class with all resources
- Stay up to date with homework- use your planner and create tasks/to do list
- Prepare by looking at lessons plans prior to the lesson. This allows you to ensure you have all resources and completed any pre work
- Listen carefully during class
- Complete all activities as these are planned with meaning and relevance
- Use learning goals and success criteria to ensure you have understood the lesson and identify if you have any questions
- Take advantage of the opportunities to apply the new learning
- Ask for help when you do not understand. Your teachers are there to help you
- Engage with all your subject and teachers' expectations

and	&, +
Equals	=
Does not equal	≠
Is approximate, similar to	≈
Is less than	<
Is greater than	>
Increase	↑
Rapid increase	↑↑
Decrease	↓
Rapid decrease	↓↓
with	w/
without	w/o
Compared to	cf.
Use few words	imp= improvement info= information eval= evaluation lrg= large max= maximum min= minimum
Therefore	∴
Because	b/c or ∵
Linked, connected	↔

## Setting up Notes


- Have headings and dates
- Underline, highlight, use a different colour for key words/terminology
- Once you have written it down, re-read to make sure you understand. If not, ask questions
- Add visuals- pictures, diagrams, charts, mind, maps

## SENTENCE METHOD

Write one piece of information in one sentence, rather than a paragraph. Include only key points/words, use symbols/abbreviations.

**Movement Precision**

Gross Motor Skill	Fine Motor Skill
<ul style="list-style-type: none"> <li>• Skills that involved the recruitment of large muscle groups.</li> <li>• Less emphasis on precision</li> <li>• Examples:               <ul style="list-style-type: none"> <li>• Kicking a football</li> <li>• Jumping a hurdle</li> <li>• Bowling a cricket ball</li> <li>• Running</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Recruit small muscle groups</li> <li>• Require precise movements</li> <li>• Examples:               <ul style="list-style-type: none"> <li>• Picking up a dart</li> <li>• Spinning a basketball on your finger</li> <li>• Bouncing a ball before a tennis serve</li> </ul> </li> </ul>




CH 1 PowerPoint Notes: Movement Skills

What is a skill?  
 -the ability to do something well  
 -Learn through practice and experience

*Use abbreviations/initials and*

*Highlighting key word*

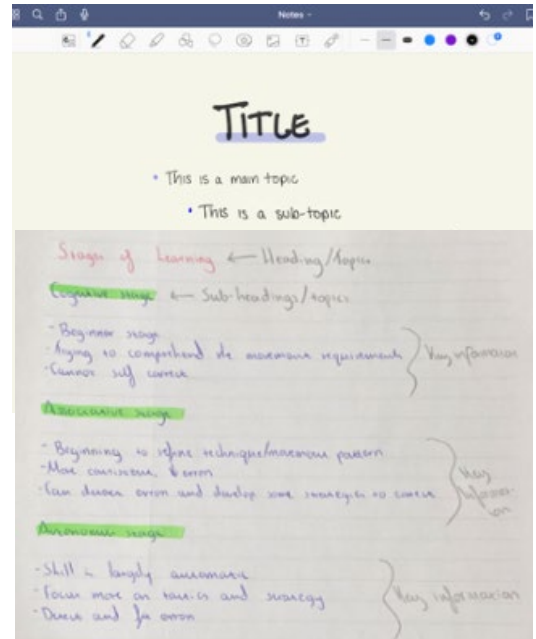
Motor Skill	Define	Example	Continuum (draw)
<b>Gross</b>	Recru. <b>lrg</b> muscle groups	Kicking a football Jumping a hurdle Running	<b>GROSS</b> ← → <b>FINE</b>
<b>Fine</b>	Recru. <b>sm</b> muscle groups	Picking up a stone Bouncing tennis ball Spinning ball on finger	Weightlifting Pole vault Playing chess

## OUTLINE METHOD

- Use separate colours for headings and notes
- Highlight key words and ideas
- Keep all the notes in one book/space

## ANNOTATING NOTES

- Usually written in your own words to help develop your understanding
- Identifies key areas- highlighting, annotating, circling
- Helps you focus
- Quick and easy way to take notes (eg. print out PowerPoints prior to class and add teacher notes)
- This can be done with photos/diagrams to demonstrate your understanding of what you are seeing





# HOMWORK VS REVISION

Question: Do you have homework?

Standard answer: No, I've done all my work

Aspirational answer: I am up to date with my class work, but I'll do some revision to stay on top of my revision notes as I have a SAC soon and I would like to have everything ready for exams

**Homework** is about completing overdue tasks, or that worksheet you didn't finish. **Revision** is for your memory, preparing you for SACs and exams. When you think you have no work to complete, look at this checklist below:

Can I ...	DONE
Summarise my notes- into a Key Knowledge booklet	
Create cue cards- use the new content from this week	
Complete practice exam/SAC/questions	
Watch Edrolo videos	
Make posters/mind maps for revision	
Teach someone about a topic or test myself	
Make a glossary booklet	

## Tools and Techniques

### Key Knowledge and Key Skills ONGOING Checklist

*Building study resources as you go helps YOU by reducing stress and workload leading into SACs and exams*

### WHY?

Ongoing revision is the key to success.

Once something new is presented, we need 5 to 7 exposures to transfer something from short term to long term memory.

## HOW?

1. Create a table with the key knowledge and success (ask your teachers for help or use the VCAA Website)
2. Add your study tools as a checklist
3. When going through the checklist, highlight particular sections using the traffic light system:
  - i. Green =
  - ii. Yellow =
  - iii. Red =
4. This will help you prioritise which ones to focus on first
5. Two days later build one of the resources
6. Tick off your list once done

Key Knowledge	Key Skill	Cue Cards	Posters	Summary Book	FEELING CONFIDENT
classification of movement skills including fundamental movement skills, sport specific skills, open and closed skills, gross and fine skills, and discrete, serial and continuous motor skills	analyse and classify movement skills				
influences on movement including individual, task and environmental constraints on motor skill development	analyse individual, task and environmental factors influencing movement skill development				
qualitative movement analysis principles (preparation, observation, evaluation and error correction)	perform a qualitative analysis of a movement skill using video and systematic observation to analyse and improve a variety of movement skills				

## Cue Cards

### HOW TO?

- Using key words and topics, place these on the front of your cue card
- On the back, list the answer (hint: keep it short)

### WHEN?

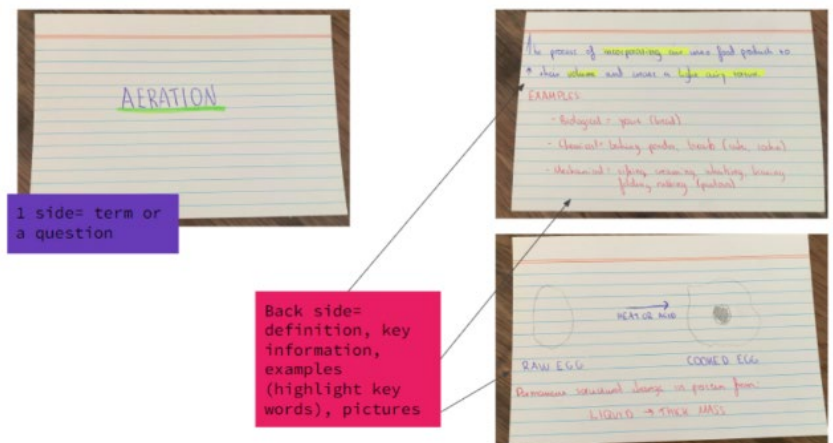
- Once you've learned a new topic:

*eg. finished a chapter or particular PowerPoint, 2 days after, begin building the cards*

### HOW TO USE?

1. Have two separate boxes
  - a. Still learning
  - b. Confident you know them
2. Set a 5-minute timer and read cards aloud
3. When you feel confident, move from still learning to confident box
4. Repeat these steps once a night (max 5 minutes)

*HINT: read aloud and record yourself, you can then listen to these in the morning when getting ready*



# Glossary and Quote Book

## WHY?

- Definitions and quotes can be the foundation of your responses to SAC and exam questions.
- By the end of the year, you have a mini dictionary for each subject!

## HOW?

- Buy a small book. As you learn a new term that day, come home and add it straight to the book.

## Key Knowledge Revision Booklets

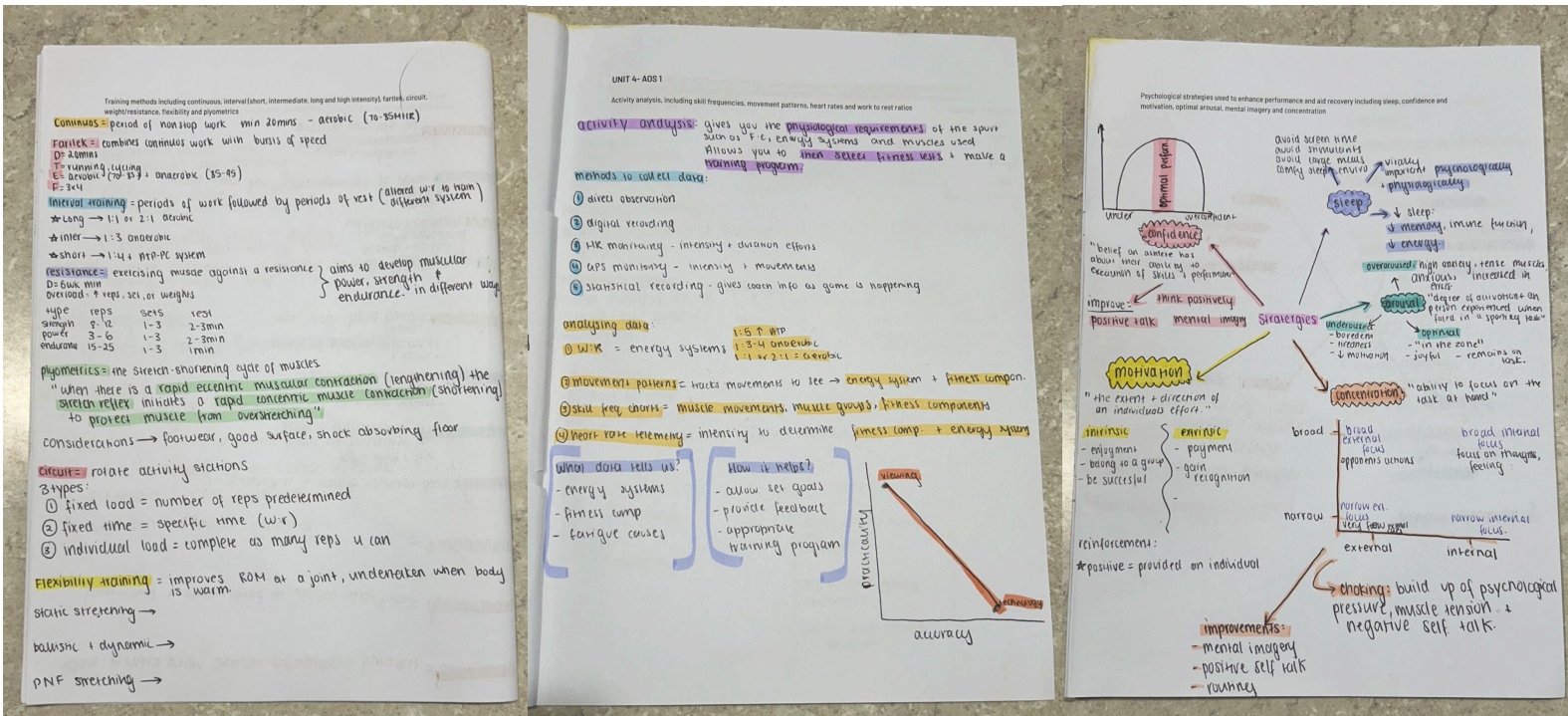
Handwriting activates parts of your brain involved in thinking and working memory and allows you to store and manage information.

## HOW?

- Create a document with a single key knowledge point at the top of the page
- A week after the content, refresh yourself by adding simplified notes under the KK point
- Use diagrams, pictures and colours!

## WHY?

Imagine at the end of the year having a whole small book with notes ready to go to just read over and annotate

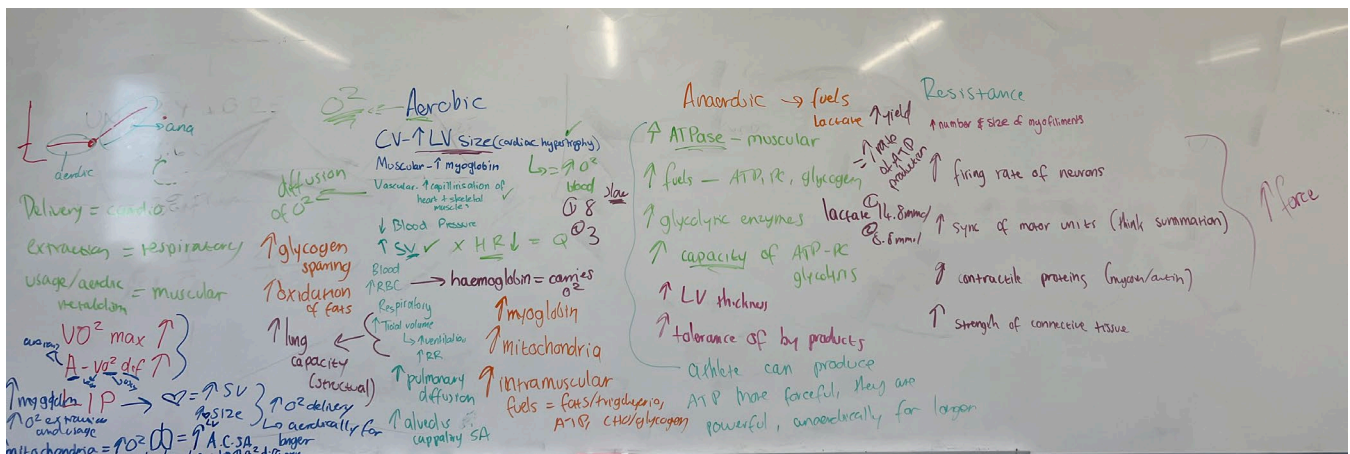


## Brain Dump Power

Memory recall is a complex cognitive process that involves retrieving information stored in the brain. The more efficiently we can recall information, the more effective your revision will be. Brain dumps tap into the science of memory by providing an organised way to access and review the information you need.

### HOW TO?

- Using a whiteboard/A3 laminated paper, windows (use whiteboard markers), place a key topic area, book theme, English essay question or key knowledge point and write everything that comes to mind!
- You could just write around or create a concept/mind map
- After you have “dumped” all the information, then collect a new colour pen and using your notes add any missing links.

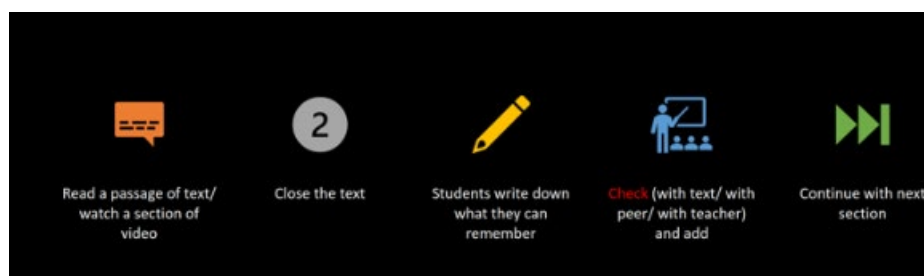


## Retrieve Taking (aka. Reading over notes)

### WHY?

- Helps you identify what you remember and don't
- By checking your notes, it will highlight further key focus areas
- Great way to practice literacy skills of interrupting large texts to improve comprehension of new concepts
- You will naturally write concepts/ideas in your own words

### HOW?



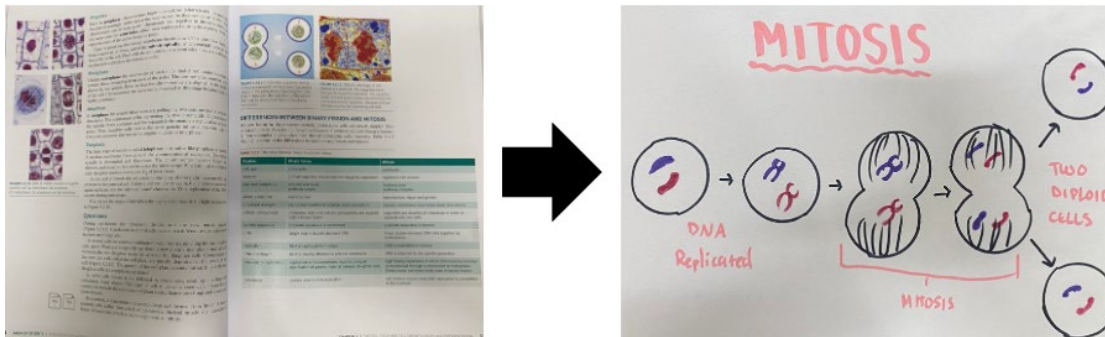


## Words to Diagrams (Study Posters)

*Our brains are designed to process information visually. Pictures are easier for our brains to comprehend than words and we remember graphical information more readily than anything that we read.*

### HOW TO?

- Look at your notes, can you make them into pictures? Could you turn the concept into a mind-map, flow chart, table or a Venn-diagram?
- Read over them, place them on your bathroom mirror or outside the shower so you can read them regularly. Look at the visual and in your head explain what you are seeing.



## Learning Definitions

*Helps to both builds a strong foundation & improves clarity*

### WHAT TO DO?

- Create cue cards: Write the term on one side and its definition on the other. This allows you to test yourself repeatedly.
- Group Definitions: Instead of studying definitions one at a time, group similar terms together (e.g., related concepts or categories). This helps your brain make connections between related ideas.
- Break Down Complex Definitions: If a definition is long or complex, break it down into smaller, more digestible parts. Focus on learning each part individually before combining them.
- Create Acronyms or Rhymes: Develop a simple phrase, acronym, or rhyme to help remember definitions. For example, creating a memorable sentence where each word starts with the first letter of a list of terms.
- Visualization: Try to create a mental image of the definition. If it's abstract, link it to something concrete
- Practice Recall: Test yourself without looking at your notes. This active recall helps you identify weak spots in your memory and reinforces learning.

# SAC PREPERATION

## SAC Notification Sheets

### WHAT TO DO?

- Around each KK point brainstorm what you remember- (max 5 minutes per point)
- Highlight any points where you couldn't add information to
- Add these into your weekly calendar plan (see below)
- Use your cue cards, summary notes to re-read these points
- Book in to see your teacher to go over these sections or ask your teacher for a sample session idea

**NORWOOD COLLEGE**

**SAC Notification**

**U3, O1 Psychology**

Outcome 1: How does the nervous system enable psychological functioning?

**SAC Details:**

Date: Monday 20<sup>th</sup> March, 2025 Location: P9/P10/P11  
 Duration: 40 minutes (9:15-10:00am)  
 Mark Allocation: 40 marks (This will contribute to 50% of your SAC marks for Unit 3)  
 Structure: Students will analyse and evaluate at least one psychological case study, experiment, model or intervention.

**Conditions/Instructions:**

- Students are to write in blue or black pen.
- Students are permitted to bring into the SAC room: pens, pencils, highlighters, erasers, sharpeners, rulers
- Students are NOT permitted to bring into the SAC room: electronic equipment, books, notes, blank sheets of paper and/or correction fluid/white-out.

**Key Knowledge**

- the roles of different subdivisions of the cortical and peripheral nervous systems in responding to, and processing and coordinating with, sensory stimuli received by the body to enable conscious and unconscious responses, including spinal reflexes
- the role of neurotransmitters in the transmission of neural information across a neural synapse to produce excitatory effects (as with glutamate) or inhibitory effects (as with gamma amino butyric acid (GABA)) as compared to neuromodulators (such as dopamine and serotonin) that have a range of effects on brain activity
- synaptic plasticity – resulting from long-term potentiation and long-term depression, which together act to modify connections between neurones (learning, encoding and pruning) – as the fundamental mechanism of memory formation that leads to learning
- internal and external stressors causing psychological and physiological stress responses, including the hypothalamic-pituitary-adrenal response to acute stress, and the role of cortisol in chronic stress
- the gut-brain axis (GBA) as an area of emerging research, with reference to the interaction of gut microbes with stress and the nervous system in the control of psychological processes and behaviour
- the explanatory power of Hans Selye's General Adaptation Syndrome as a biological model of stress, including alarm reaction (fight/flight), resistance and exhaustion
- the explanatory power of Richard Lazarus and Lazarus-Folkman's Transactional Model of Stress and Coping to explain stress as a psychological process (primary and secondary appraisal only)
- use of strategies (approach and avoidance) for coping with stress and improving mental wellbeing, including context-specific effectiveness and coping flexibility

**SAC/STP disclaimer:**  
 Students must use information as presented only. Accuracy or details on this SAC/STP or simply what it or is not included, or in any way give an unfair advantage over other students. Students must understand that although action will occur and their marks will be aggregated in terms of their marks, it is the student's responsibility to inform the HOD of any issues that information about the SAC/STP is being passed on, or that a student has passed or under assessment.

\*NB: A medical certificate will be required if you do not attend the scheduled SAC date.

Page 1 of 1

By identifying key focus areas, revision looks less overwhelming and becomes more productive

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm	Break	Break	Break	Break	Break		
5pm	Revise dot point 4						
6pm			Practice SAC				
7pm		Revise dot point 6					
8pm							
9pm							

*Use SAC notification sheet* (with arrow pointing to 5pm)

*Use focus to session* (with arrow pointing to 7pm)

*Create a mini revision plan* (with arrow pointing to 6pm)

*Listen to edrolo*  
*Create a mind map*  
*Complete questions* (on a yellow sticky note)

### What a study session could involve?

1. Identify focus area (particular key knowledge point)
2. Read cue cards or class notes
3. After reading mind map/brain dump all the information you remember
4. Complete practice questions specific to this point
5. Watch edrolo videos

### Completing practice SACs

#### Option 1:

- Open book, no time
- When using your notes write in another colour to identify tricky areas



Option 2:

- Closed book, no time

Option 3:

- Closed book, timed

### Tackling Questions

*If you do not know, move one! You can always come back to questions you get stuck on; complete the questions you know then work backwards filling out skipped questions.*

### Multiple choice

When answering multiple choice questions it is always best to **CROSS** out the answers that we know are not correct. We can then put our energy (and our brain) into selecting the correct answer.

#### Question

Which of the following is a serial skill?

- Darts
- Shot put
- Triple jump
- Riding a bike

### Short Answer

Understanding what the question is asking you to do is key to receiving full marks. Follow QAFMA to help:

**Q** – Questioning word

Use sentence starters: One benefit of ...

**A** – Area of the course

Show separation of ideas: One sentence per mark  
Use idea and elaborate

**F** – Focus of the question

Use date and stimulus material: if these a graph, include the DATA

**M** – How many marks?

Technical language: if asked to compare/contrast= unlike, additionally or to discuss the cause and effect= this results in or due to this

**A** – Allocation of marks

Help guide the examiner: firstly ... secondly ... in conclusion

Highlight key words- command term, focus of question

**Question 1** (2 marks)

A dance routine is classified as a serial skill.

Identify **one** characteristic of a serial skill and **outline** why a dance routine is classified as a serial skill.

Questioning word	Identify, Outline
Area of the course	Unit 3, AOS 1
Focus of the question	Serial skills and dance routine
Marks	2
Allocation of marks	1=characteristic of serial skills 1=dance link

## Data

If you have been given a graph or table with data, make sure to INCLUDE the date in your response! Marks are commonly awarded to the inclusion of data, and not given if no data is present.

When reading graphs, follow TAR:

