

Estimated Study Score Indicator

Study Score Range	Hours of Study for Subject per Week	Types of Study Techniques Used	Study Behaviours	Effective Use of Class time	Practice Exam Completed
Below 15	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Does not try. Gives up easily or does not attempt work. Does not spend time out of class reading or thinking about concepts covered. 	<ul style="list-style-type: none"> Rarely focuses in class. Sometimes works on tasks given. 	<ul style="list-style-type: none"> None
15 – 20	<ul style="list-style-type: none"> 1 hours 	<ul style="list-style-type: none"> Rote Memorisation Summarising 	<ul style="list-style-type: none"> Gives up when they feel a topic, question or concept is too hard. Does not ask clarifying questions. Poor grasp of key words. 	<ul style="list-style-type: none"> Sometimes focuses in class. Sometimes works on tasks given. Does not discuss or think about topics. 	<ul style="list-style-type: none"> Approx. 1 or more practice exam completed under timed conditions, and self-corrected using VCAA assessor's report and teacher feedback.
21 – 29	<ul style="list-style-type: none"> 1.5hours 	<ul style="list-style-type: none"> Practise essays Summarising Mind maps Cue cards 	<ul style="list-style-type: none"> Tries a different approach when stuck on a topic, question or concept. Completes independent study. Asks questions as soon as they do not understand. Can remember definitions for key words. 	<ul style="list-style-type: none"> Focuses in class. Always works on tasks given. Does discuss or think about topics. Uses the unit outline (VCAA Study Design – Key Knowledge) to assess what they know and what they need to learn leading up to a SAC. 	<ul style="list-style-type: none"> Approx. 3 or more practice exam completed under timed conditions, and self-corrected using VCAA assessor's report and teacher feedback.
30 – 35	<ul style="list-style-type: none"> 2 hours 	<ul style="list-style-type: none"> Mnemonic Devices Practise essays Summarising Mind maps Cue cards Create own essay questions to respond to 	<ul style="list-style-type: none"> Tries more than one approach when stuck on a topic, question or concept. Looks online (Google etc.) for help with something they do not understand. Asks questions after trying to find the answer themselves. Questions are general or nonspecific. 	<ul style="list-style-type: none"> Focuses in class at all times. Asks general questions. Seeks feedback on work and acts on feedback. 	<ul style="list-style-type: none"> Approx. 5 or more practice exam completed under timed conditions, and self-corrected using VCAA assessor's report and teacher feedback.

36 – 40	<ul style="list-style-type: none"> 2.5 hours 	<ul style="list-style-type: none"> Mnemonic Devices Practise essays under timed conditions and self-corrected, then seeking teacher feedback Summarising Mind maps Cue cards Create own essay questions to respond to 	<ul style="list-style-type: none"> Tries a variety of approaches until they understand a topic, question or concept. Knows which section of notes or textbook to look at for help. Asks questions after independent thinking about the problem. Questions are targeted or about a specific idea or concept. Can explain concepts to people with limited understanding. 	<ul style="list-style-type: none"> Focuses in class at all times. Asks specific questions. Discusses topics with teachers and peers. Seeks feedback on work and acts on feedback. 	<ul style="list-style-type: none"> Approx. 8 or more practice exam completed under timed conditions, and self-corrected using VCAA assessor's report and teacher feedback.
40 and above	<ul style="list-style-type: none"> 3 or more hours 	<ul style="list-style-type: none"> Mnemonic Devices Practise essays under timed conditions and self-corrected, then seeking teacher feedback Mind maps Cue cards Create own essay questions and write essay 	<ul style="list-style-type: none"> Seeks and acts on feedback outside of class. Uses subject key words fluently when discussing a topic, question or concept. Thinks about the way concepts work or fit together outside of class. Can explain concepts to people who don't understand. 	<ul style="list-style-type: none"> Focuses in class at all times. Asks questions. Discusses topics with teachers and peers. Seeks feedback on work and acts on feedback. Uses the unit rubric and study design frequently to assess what they know and what they are ready to learn, and acts on identified weaknesses. 	<ul style="list-style-type: none"> Approx. 10 or more practice exam completed under timed conditions, and self-corrected using VCAA assessor's report and teacher feedback.

Note:

- Study is in addition to homework.**

• Study encompasses effective study techniques for the individual, techniques such as rote memorisation are not recommended and are usually not effective.

• Study is also most effective when distractions such as phones, music and TV are kept to a minimum.

Please note: This Indicator is designed to be a general guide and does not take into account variation between individuals, differences in study preferences or other extenuating circumstances.