

# VCE PSYCHOLOGY UNIT 3

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### STUDY TIMETABLE 2009

WEEKS	AREAS OF STUDY	ASSESSMENTS	DATES
WEEK 1	THE BRAIN		FRIDAY 13 FEB
WEEK 2	RESEARCH METHODS		FRIDAY 20 FEB
WEEK 3	THE NERVOUS SYSTEM		FRIDAY 27 FEB
WEEK 4	RESEARCH METHODS		FRIDAY 6 MAR
WEEK 5	ERA SAC 2 – PREPARATION		FRIDAY 13 MAR
WEEK 6	SAC 1 – THE BRAIN AND NERVOUS SYSTEM TEST	TEST SAC 1*	FRIDAY 20 MAR
WEEK 7	THE VISUAL PERCEPTUAL SYSTEM		FRIDAY 27 MAR
WEEK 8	VISUAL PERCEPTION – PERCEPTUAL SET & ILLUSIONS		FRIDAY 3 APR
<b>FIRST TERM VACATION– SATURDAY 4 APRIL TO SUNDAY 19 APRIL</b>			
WEEK 9	SAC 2 ERA VISUAL PERCEPTION – “RAT/MAN” EXPERIMENT	ERA SAC 2#	FRIDAY 24 APR
WEEK 10	NORMAL WAKING CONSCIOUSNESS		FRIDAY 1 MAY
WEEK 11	ALTERED STATES OF CONSCIOUSNESS		FRIDAY 8 MAY
WEEK 12	SLEEP		FRIDAY 15 MAY
WEEK 13	SAC 3 PREPARATION / “CATCH-UP” WEEK		FRIDAY 22 MAY
WEEK 14	SAC 3 – STATES OF CONSCIOUSNESS TEST	TEST SAC 3 *	FRIDAY 29 MAY
WEEK 15	EXAM REVISION		FRIDAY 5 JUNE
WEEK 16	EXAM REVISION		FRIDAY 12 JUNE

\*SAC sent out from D.E.C.V.

# SAC contained in the coursebook

**Before reading any further remove the next two pages  
and give them to your supervisor.**



February, 2009

Dear Supervisor,

Thank you for agreeing to perform the role of supervisor for your student/s studying with the DECV in 2009.

There are some specific requests we have of you in relation to the administration of School Assessed Coursework (SACs).

Please note:

**SAC 1** is a supervised test, to be conducted under test conditions and will be sent out from the DECV to be administered to students in Week 6.

**SAC 2** is an Empirical Research Activity (ERA). ERA preparation is done in Week 5, and all instructions, data and authentication sheets are contained in Week 9 of the course book.

**SAC 3** is a supervised test, to be conducted under test conditions and will be sent out from the DECV to be administered to students in Week 14.

### **Supervisor's Role with SACs**

We ask that you take the following steps when administering this assessment work by ensuring that:

- the student receives the SAC on the appropriate day or days;
- the student has a suitable place to complete the task;
- the student signs the declaration of authentication included with the SAC, to verify that the conditions set by the teacher have been followed;
- you, the supervisor, sign the declaration, attesting that the distribution and collection conditions have been met (where appropriate);
- all work is posted back to the DECV on the date specified by the teacher;
- Students do not need to be directly supervised for the time period of the assessment, UNLESS the SAC is a test. In this case, we ask that the task be administered under strict test conditions.

The SACs are to be distributed in the timeframe specified by the DECV teacher. This timeframe can be found on the next page. In most cases students are permitted access to their own notes and resources and may have carried out research to be prepared for the task, prior to receiving the SAC from you. Students must work on the assessment task alone and are not to receive assistance from other people to complete the work.


**Supervisor's Copy**
**PSYCHOLOGY UNIT 3 – STUDY TIMETABLE 2009**

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\*SAC sent out from D.E.C.V.

# SAC contained in the coursebook

Students Details:

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Teacher Details:

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## INTRODUCTION WELCOME TO VCE PSYCHOLOGY UNIT 3.

The VCE Psychology study design was reaccredited by VCAA for 2005.

The first thing you must do to study this unit at the Distance Education Centre (DECV) is to purchase the following text:

### **Textbook**

*Title:* Nelson Psychology: VCE Units 3 & 4,  
*Authors:* van Iersal, Bradley, Coon, Houlihan, Koerner, Montalto, Rossborough and Stone.  
*Publication Year:* 2005  
*Publisher:* Nelson

*If you have not already done so, you must purchase this text as soon as possible. It is not possible to complete this course at the DECV without this particular book.*

There is also an online site for the textbook which has additional information and student resources.

The website address is [www.nelsonpsychology.com.au/](http://www.nelsonpsychology.com.au/)

### **Student Login:**

*User name – psych34*

*Password – learning*

## CONTACTING THE DECV

When studying a course by distance you can feel lonely and isolated at times. Remember you can contact your teacher if you need help or are having problems. You can contact your teacher between 9 a.m. and 4 p.m. by phone, fax, writing, or E-mail.

All the contact numbers and addresses are at the back of your course notes.



*Psychology is a science that will provide you with a framework for thinking about human behaviour.*

## LAUNCH PAD CD 2008

You should have received the following with your course materials –



A CD entitled '**Launch Pad**'. Viewing this is a good place to start your studies with the DECV. This includes information on Study Skills, Contacts and Software.

A *Student Guide to Distance VCE* which is a booklet explaining the VCE and DECV rules and regulations, how to manage your time and essential VCE and DECV dates.

If you haven't received either of these please contact the DECV.

## COMPUTERS AND E-MAIL

Having access to a computer and the internet may help you complete the requirements of this course, but it is **not** essential. Although there are references to the use of internet resources and activities in the course notes, you will find that you will be given the option to do a similar activity that does not require computer or internet access.

That being said, we do encourage you to use computers as much as you can during this course, even (and especially) if you are unsure of your computer skills. Becoming confident and competent with use of information technology is a skill that will assist you not only in your studies but also in your working life as well.

You can use information technologies in the following ways:

- **Word processing** may be used to create your submissions each week
- **Graphing programs** such as Excel may be used whenever you are asked to present a table or graph
- **Multi-media** such as PowerPoint may be used to present work in some weeks. If this medium is appropriate it will be indicated in the activity
- **The World Wide Web** is a useful tool. Throughout this course many interesting and relevant web site addresses have been given. You can also gain information about the DECV from our web site: [www.distance.vic.edu.au](http://www.distance.vic.edu.au)
- **E-mail** can be used to contact me and to send in your weekly work by attaching word documents to a message.
- **Launch Pad CD** contains useful information relating to study skills, contacts and software.

I will give you my E-mail address in the first week. If you would like information regarding submitting work by E-mail, or any other information technology questions, just contact me.

## ASSESSMENT REQUIREMENTS

**There are three ways you will be assessed in Unit 3 VCE Psychology:**

- whether or not you get a satisfactory (S) or not satisfactory (N) for your achievement of the outcomes through weekly work for the three areas of study: Biological Bases of Behaviour, Visual Perception and States of Consciousness.
- your mark for School Assessed Coursework.
- your mark for the mid-year examination.

### **Obtaining an “S”**

In order to get a Satisfactory result for VCE Psychology, you must show that you have satisfactorily achieved the three VCAA outcomes for each area of study of the unit through weekly work. These outcomes are:

***Outcome 1:** Explain the main functions of the brain and nervous system and the role of those functions in determining behaviour, including the cognitive and behavioural functions of the right and left cerebral hemispheres and the purpose and limitations of brain research methods.*

***Outcome 2:** Explain the visual system and how information is transmitted and perceived as an example of brain function, including the characteristics of the visual perception system, its organisation and the effects of past experience on perception.*

***Outcome 3:** Explain the states of consciousness and explore the relationships between consciousness and thoughts, feelings and behaviour, including the difficulties and limitations in the measurement of the states of consciousness.*

To get an “S” for the achievement of these outcomes you **MUST**

#### **1. Submit all the activities indicated each week**

Activities you must send are indicated by the logo **SEND**. You are reminded about which activities you need to submit in the checklists at the end of each week’s work, and on the top cover sheet for each week. It is essential that you submit the required work on time each week. Where other schools have attendance requirements, the DECV attendance requirements are the weekly submission of work. If you are having problems completing the work within the weekly deadline, you should contact me as soon as possible.

#### **2. Submit all School Assessed Coursework within deadline**

To receive a satisfactory result for Unit 3 Psychology, the DECV must receive all your School Assessed Coursework (SACs), by the set deadline. This means that SAC work sent by mail must be post stamped on the Friday it’s required to be sent. You must submit the **3** pieces of School Assessed Coursework, each relating to an outcome in the course.

**VCAA  
ASSESSMENT  
RULES**

The VCAA sets down seven rules, which you must observe when preparing work for assessment.

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely his / her own.
2. A student must acknowledge all resources used, including:
  - text, websites and source materials
  - the name/s and status of any person/s who provide assistance and the type of assistance
3. A student must not receive undue assistance from any other person in the preparation and submission of work

**Acceptable** levels of assistance include:

- the incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note taking), but which has been transformed by the student and used in a new context
- Prompting and general advice from another person or source which leads to refinements and / or self-correction.

**Unacceptable** forms of assistance:

- use of, or copying of, another person's work or other resources without acknowledgment
  - corrections or improvements made or dictated by another person.
4. A student must not submit the same piece of work for assessment in more than one study. (This rule may be waived under exceptional circumstances for students granted Special Provision.)
  5. A student who knowingly assists other students in a breach of rules may be punished.
  6. A student must sign that all unacknowledged work completed outside class is the student's own.
  7. A student must sign a general declaration that he / she will obey the rules and instructions for the VCE, and accept its disciplinary provisions.

## SCHOOL ASSESSED COURSEWORK (SACS)

School Assessed Coursework (SACs), are tasks that you will complete throughout this Unit. Each task is related to one of the three outcomes. The tasks are graded and the result you achieve will become part of your study score for this subject. You are not allowed to draft your SACs and you must follow VCAA Assessment Rules.

The guidelines for completing your SACs are quite specific. Because of the stringent time and drafting constrictions, SACs will not be accepted if they are postmarked past the posting deadline indicated in the course notes. If circumstances develop such that your work will not reach the DECV on time you must notify me before the due date. Your explanation must be accompanied by valid supporting material such as a doctor's certificate. If your SAC arrives late I reserve the right not to mark the SAC.

School Assessed Coursework in Unit 3 will form 17% of your final mark for VCE Psychology (Unit 3 & Unit 4). Your marks for your SACs will be moderated against your marks for the exam. Because the marks for SACs might change, I cannot give you a numerical score for each SAC. However, I will indicate to you the standard of your work via the use of a SAC grade.

In the table below, the SACs for each outcome of the course are shown, along with their percentage worth of the total mark you receive for your SACs.

Outcome	Assessment Task	% of Marks Allocated for SACs
1. <i>Explain the major functions of the brain including cortical lobes and hemispheric specialisation, and the role of the nervous system, and evaluate the strengths and limitations of brain research methods.</i>	<b>Test</b> (multiple-choice, short answer & extended response)	<b>40</b>
2. <i>Explain the nature of processes involved in visual sensation and perception</i>	<b>Empirical Research Activity (ERA)</b>	<b>30</b>
3. <i>Compare the characteristics of normal waking consciousness with altered states of consciousness</i>	<b>Annotated Poster</b>	<b>30</b>
<b>Total Marks = 100</b>		

## Receiving your SAC assessments

When your teacher has received and marked all the SACs for a particular section of the course work, your SAC will be returned to you. Your SAC will have feedback and your grade result.

	SAC GRADE	Very Low	Low	Medium	High	Very High
MARK RANGE	Totals 40	1-8	9-16	17-24	15-32	33-40
	Totals 30	1-6	7-12	13-18	19-24	25-30

## MID-YEAR EXAMINATION

All outcomes in Unit 3 will be examined.

The examination will assess a representative sample of the key knowledge and skills that underpin Outcomes 1, 2 and 3 of the unit.

### Format

The examination will have two sections. Section A will consist of multiple-choice questions and Section B will consist of short-answer questions.

Each section will contribute 50 per cent to the examination.

The weighting of each area of study in the study design will be reflected in the examination.

Area of study	Multiple choice approx %	Short answer approx %	Total marks %
Brain and Nervous System	20 %	20 %	40 %
Visual Perception	15 %	15 %	30 %
States of Consciousness	15 %	15 %	30 %
<b>Total</b>	<b>50 %</b>	<b>50 %</b>	<b>100 %</b>

### Conditions

The examination will be completed under the following conditions:

- *Duration:* one and a half hours
- *Date:* You will be notified of the date of the exam as soon as it is published by the VCAA.
- Victorian Curriculum and Assessment examination rules apply.
- A panel appointed by VCAA will mark the examination.

### Contribution to final assessment

Each examination will contribute 33 per cent to the study score

## PSYCHOLOGY STUDY SCORE

Each student's overall achievement will be reported as a Study Score, showing the students level of achievement as a normalised ranking from 0 to 50 relative to the achievements of all students who took the study. This score is used by the Victorian Tertiary Admissions Centre (VTAC) for the calculation of the student's Equivalent National Tertiary Entrance Rank (ENTER).

To receive a study score, students must achieve two or more Graded Assessments in the study and receive "S" for both Units 3 and 4 in the same year unless they have Interrupted Studies status and have met these requirements over two years.

In Psychology the three graded assessments contribute to the study score as follows:

- Units 3 and 4 School – assessed coursework: 34%
- Mid-year examination: 33%
- End-of-year examination: 33%

**REFERENCES /  
BIBLIOGRAPHY**

- The following publications were used to prepare this course book.
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- McGregor, S. (1999). *Piece of Mind*. NSW, Australia: CALM.
- Myers, D.G., (1995). *Psychology (4<sup>th</sup> ed)*. USA: Worth Publishers.
- Restak, R.M., (1984). *The Brain*. USA: Bantam.
- Shaughnessy, J.J. and Zechmeister, E.B. (1997). *Research Methods in Psychology (4<sup>th</sup> ed)*. Sydney: McGraw-Hill.
- Sutherland, S. (1995). *The Macmillan Dictionary of Psychology (2<sup>nd</sup> ed)*. England: Macmillan Press.
- Vainer, L. (1999). *The Psych book (Teachers Manual)*. Australia: A+ Publishing.
- van Iersel, et al. (2005). *Nelson Psychology: VCE units 3 & 4*. Australia: Nelson.

**USEFUL WEBSITES**

**Encyclopaedia of Psychology**

<http://www.psychology.org/>

Contains resources, people and history, careers and organisations, etc

**American Psychological Association**

<http://www.apa.org/>

Allows you to search for information on various psychology related topics

**Current Topics in Psychology**

<http://www.fenichel.com/Current.shtml>

Links to articles, websites, and research tools

**Current Topics in Psychology**

<http://www.vanguard.edu/faculty/ddegelman/amoebaweb/>

Contains topics such as memory, personality, intelligence, learning, sensation and perception, etc.

**Resource File**

<http://psychology.about.com/homework/psychology/mbody.htm>

Great resource site about all different types of psychology

**Australian Psychological Association**

<http://www.psychology.org.au>

**Psychology Info**

<http://www.psywww.com/>

Good site that contains lots of psychology information.

**The Free Dictionary**

[www.thefreedictionary.com](http://www.thefreedictionary.com)

Excellent definitional website.

**Search Engines**

Dogpile

<http://www.dogpile.com>

Yahoo

<http://www.yahoo.com/>

AltaVista

<http://au.altavista.com>

Websites in this course book were accessible August 15<sup>th</sup> 2007

## STUDY SKILLS 1 SHORT ANSWER QUESTIONS MADE EASY

Below are some helpful steps that will enable you to work through and produce good consistent short answers.

1. **Identify** and underline the **knowledge** to be discussed, and then find the definition/s for this knowledge, so you know exactly what you are discussing.
2. **Identify** and circle the **action** word/s in the question. These words tell you what to do with the knowledge.
3. **Identify** and put in (**brackets**) the **context** or situation for which the knowledge needs to be discussed.  
You should note that there are many questions that only deal with steps 1 and 2 above.

Here is an example:

*Name and describe an ethical practice in the conduct of psychological research with humans (as opposed to animal research).*

1. The **knowledge** to be addressed includes “**ethical practices**” in “**psychological research**”.
2. The **action** words are to “**name**” and “**describe**”.
3. The **context** relates to “**human research**” rather than animal research.

This question is designed to test both the knowledge and understanding of ethical consideration underlying psychological research.

Answer:

*Note: This is the “perfect” answer. If you were able to produce an answer that is close to this, then we will be ‘happy’. ☺*

The Australian Psychological Society (APS) has developed a *Code of Ethics* (1997) as well as a complementary publication called *Ethical Guidelines* (2002) that all psychologists must follow when conducting research with humans (and animals). The code covers rules, regulations and ethics that psychologists need to follow when conducting research such as: obtaining informed consent of potential participants, protecting participants from harm or discomfort, confidentiality and debriefing.

In relation to ‘**informed consent**’ the researcher must obtain written, informed consent from each participant in the study before the experiment commences. If a participant is under the age of 18 or is unable to give consent, then the participant’s parent or guardian must complete the consent form. The consent form should also inform the participant about any possible physical or psychological stress that may be encountered during the experiment and it should state the participant’s right to withdraw at any time. Participants also need to be informed that all data obtained is confidential. The researcher should ensure that any psychologically or physiologically vulnerable person does not participate in the study and where ever possible the researcher should inform the participants about the research procedures to be used or at least provide an opportunity for debriefing after the experiment has been conducted (van Iersal, et al. 2005).

## STUDY SKILLS 2 ACTION WORDS IN QUESTIONS

The following list of words includes terms that are either listed as key skills within the study design or are contained within criteria for assessment work.

Such terms are often key words within the questions on the end-of-semester examinations.

<i>Analyse:</i>	To separate and pick out the main points from the information provided.
<i>Apply:</i>	To use, implement, or put the key concepts / knowledge into practice.
<i>Cite:</i>	To make reference to other material; to refer to the source material used.
<i>Compare:</i>	To assess / measure / point out the similarities and differences between two concepts or aspects of key knowledge.
<i>Conclude:</i>	To reach a deduction based on the information / experimental results.
<i>Contrast:</i>	To assess / measure / point out the difference between two concepts or aspects of knowledge.
<i>Criticise:</i>	To analyse the subject and make judgements, positive as well as negative.
<i>Deduce:</i>	To arrive at conclusions and/or generalisations based on the given facts.
<i>Define:</i>	To give a clear, concise, accurate meaning of the term.
<i>Demonstrate:</i>	To show, explain and describe the relevant concept.
<i>Describe:</i>	To give a detailed account / informative summary / outline of the key knowledge.
<i>Discuss:</i>	To argue the pros and cons of the subject / theoretical issues.
<i>Distinguish:</i>	Name and characterise the key knowledge so that it is clear how they are different from each other.
<i>Evaluate:</i>	To judge, assess, and weigh the merits of the concept / procedure under scrutiny.
<i>Examine:</i>	To explore / investigate / review the key knowledge.
<i>Explain:</i>	To give or clarify the meaning of a concept or the reason for its occurrence.
<i>Factors:</i>	The facts or circumstances that contribute to a result.
<i>Generate:</i>	To create and produce statements based on the given information.
<i>Graph:</i>	To chart / plot given data.
<i>Identify:</i>	To recognise, detect and point out key concepts in a given scenario / information provided.
<i>Illustrate:</i>	To use a diagram and/or examples to help clarify points under consideration.
<i>Implementations:</i>	Why something is significant or important; long term effects.

## 0.14

- Include:* To incorporate appropriate material.
- Interpret:* To explain and clarify the key knowledge / data / experimental results.
- Justify:* To show adequate grounds / reasons for conclusions reached.
- Label:* To correctly identify and name tables, graphs, and/or charts.
- Limitations:* Explanation of how something is not useful or nor relevant.
- List:* To give a catalogue of items / steps concepts.
- Organise:* To arrange and order data / information into convenient and appropriate form.
- Outline:* To give the main points / facts, leaving out minor details.
- Recognise:* To identify the key knowledge / trends and patterns within the information provided.
- Relate:* To show the relationship of various facts / concepts with each other; to connect / link the present findings to previous research.
- Research:* Systematically investigation of a hypothesis pertaining to an aspect of the key knowledge.
- State:* To present in a clear, concise manner.
- Suggest:* To propose alternate options or directions for further research.
- Summarise:* To abbreviate / condense material in order to give a general account of the main features of the relevant information.
- Synthesis:* To integrate theoretical information and data.
- Understand:* To demonstrate a clear comprehension of the key knowledge, concepts and methods used in research.
- Use:* To apply the key knowledge in a given situation.
- With reference to:* Include the concept / information in your answer.

## STUDY SKILLS 3 MAKING THE MOST OF YOUR TEXTBOOK

The following information is to help you to develop your study skills using a textbook. It is worthwhile reading this information many times during the semester as a reminder of what is important in the effective use of the textbook.

The following three steps are suggested when reading a textbook:

### 1. Identify the broad issues

Before you commence reading a new chapter, scan it to identify the broad issues and get a rough picture of what's coming. Doing this will help you absorb and remember information when you do your detailed reading. Take note of:

- The chapter title
- The first paragraph
- Any introductory statement of the aims of the chapter
- Major headings and subheadings
- Illustrations
- *Material typeset in a special way* – perhaps in bold type or in a different colour, or in a box or separate section
- The last paragraph.

### 2. Absorb and organise the material

Once you've scanned the chapter, you're ready to read it properly. You should be trying to *absorb the information by fitting it into a logical structure*. You want to be able to remember not only the key points, but also how they fit together. Here are some suggestions:

- ✓ *Feel the rhythm of the language*, the way the author builds a paragraph out of pieces of information, explanations, list of points and even questions. Once you get the author's wavelength you will find it easier to absorb what is being said.
- ✓ *Identify the main points*. Look for the topic sentence in each paragraph and use the topic sentences to help you sort out the main points in the section or chapter that you are looking at.
- ✓ *Look carefully at the illustrations*. They give concentration an enjoyable break, and help explain and make meaningful points in the text. While also helping you retain information. Recalling the illustration helps you recall the related text.
- ✓ *Mentally summarise the main ideas on each page before you turn to the next one*. A pause for this purpose at the end of each page helps you absorb what you have just read.
- ✓ *Summarise the main points of the chapter in writing*. It is worth making written notes. If you can later remember the framework of the information you should also be able to recall much of the detail that went with it.

### 3. Annotate (mark up) the textbook

The textbook is a tool. Here's how to make it useful when you come to revise for the test.

- ✓ Jot down notes and related ideas in the margin
- ✓ *Underline key phrases* and sentences, perhaps putting numbers in the margin beside the key points.
- ✓ *Summarise the key points* at the top and bottom of the page.

Think about how different marks (symbols) or colours can be used for different things.

❖ *Don't highlight or underline everything; it defeats the purpose.*

Highlighting text helps you revise. It forces you to focus on the main points. It provides you with a summary for revision purposes. Individual students do it differently. That's why it's easier to revise from a book you have annotated yourself.

As a note, if you want to sell your text at the end of the year, then use a pencil.

An example of annotating:

Definition of  
Replication

Replication involves conducting a study again to establish whether the results obtained can be duplicated and are therefore reliable and able to be applied to other people across a range of situations and settings.



## STUDY SKILLS 4 MIND – MAPS “A Powerful Approach to Note Taking”

Mind Maps are very important techniques for improving the way you take notes. By using Mind Maps you are showing the structure of the subject and linkages between points, as well as the facts contained in normal notes. Mind Maps hold information in a format that your mind will find easy to remember and quick to review.

Mind Maps abandon the list format of conventional note taking. They do this in favour of a two-dimensional structure. A good Mind Map shows the ‘shape’ of the subject, the relative importance of individual points and the way in which one fact relates to others. Mind Maps are more compact than conventional notes, often taking up one side of paper. This helps you make associations easily. If you find out more information after you have drawn the main Mind Map, then you can easily integrate it with little disruption.

Mind Maps are also useful for:

- Summarising information
- Consolidating information from different research sources
- Thinking through complex problems, and
- Presenting information that shows the overall structure of the subject

### Advantages of Mind-Mapping over Conventional Note-Making/Taking

- according to Barry and Tony Buzan

1. Time saved by noting: 50-95 per cent.
  2. Time saved by reading: over 90 per cent of total.
  3. Time saved reviewing MM notes: over 90 per cent.
  4. Time saved by not having to search for key words: more than 90 per cent.
  5. Concentration on real issues enhanced.
  6. Essential key words made more easily discernible.
  7. Juxtaposed key words (nearness &/or relations between words)
  8. Appropriate associations between key words helped
  9. Recall stimulated, and left-right brain use stimulated.
  10. Flow of thought encouraged
  11. Natural eagerness to learn can be helped or preserved.
  12. Regular use can favour receptiveness, confidence and alertness.
- [Buzan and Buzan 89-90]

### Mnemonics

Mnemonics are memory aids, which can be achieved in any way, including leaving a note for oneself. Many mnemonics are concerned with the forming of mental images which will help you remember connections between items, or lists.

Mind Maps can also be effective *mnemonics*. Remembering the shape and structure of a Mind Map can provide the retrieval cues necessary to remember the information within it. They engage much more in the process of assimilating and connecting facts than conventional notes.

## Drawing Basic Mind Maps

To take notes on a subject using a Mind Map, draw it in the following way:

1. Write the title of the subject in the centre of the page, and draw a circle around it and draw a small diagram or symbol to represent the title (this is what Taylor refers to as a 'thumbnail diagram').
2. Think about your topic. What ever facts 'pop' into your head regarding the topic is what you write down! If you cannot think of anything then go back to your text book and research the topic. Each of your facts should be linked to the main heading by a line / branch.
3. You can then add facts and ideas by drawing more, smaller, branches on to the appropriate main branches, just like a tree.
4. To link ideas and thoughts on different branches, use arrows, colours, underlining and boxes or different shapes.
5. You should end up with many different branches, full of relevant information, spread across your page!

Here is an example of a very simple Mind Map.

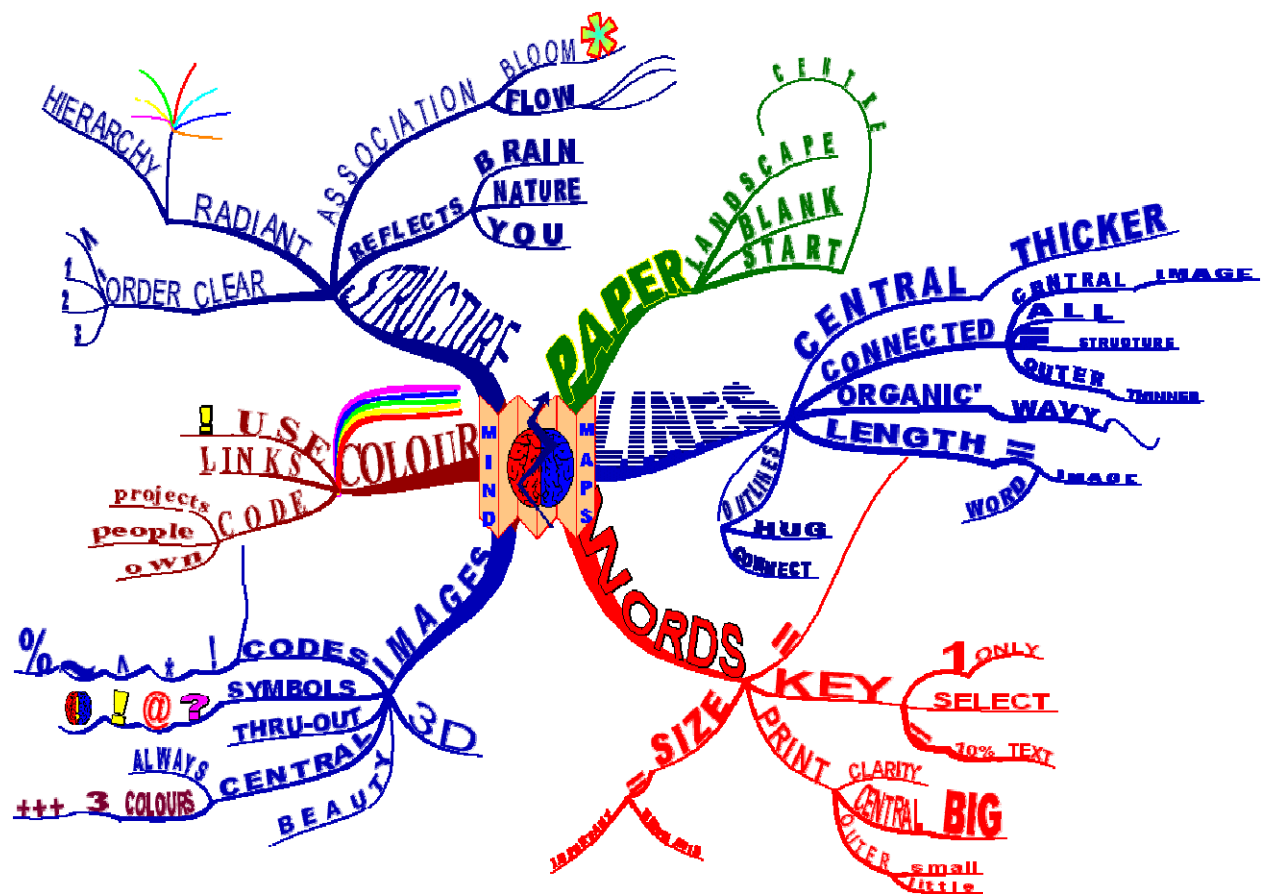


## Improving your Mind Maps

Your Mind Maps are your own property: once you understand how to make notes in the Mind Map format, you can develop your own conventions to take them further. The following suggestions may help to increase the effectiveness of your Mind Maps:

- *Use single words or simple phrases for information:*  
Most words in normal writing are padding, as they ensure that facts are conveyed in the correct context, and in a format that is pleasant to read. In your own Mind Maps, single words and meaningful phrases can convey the same meaning more potently. Excess words just clutter the Mind Map.
- *Print words:*  
Joined up to indistinct writing can be more difficult to read.
- *Use colour to separate different ideas:*  
This will help you to separate ideas where necessary. It will also help you visualise the Mind Map for recall. Colour also helps to show the organisation of the subject.
- *Use of thumbnail diagrams, symbols and images:*  
Where a diagram, symbol or picture means something to us, use it. Pictures can help you remember information more effectively than words.
- *Using cross-linkages:*  
Information in one part of the Mind Map may relate to another part. Here you can draw in the lines to show the cross-linkages. This helps you to see how one part of the subject affects another.

Below is an example of an advanced Mind Map. This is what you should be aiming to achieve!



❖ Refer to page 217 of your textbook for more information about memory concept maps.