There is not one, and only one, correct way to work through a paper. The way that you decide is best for you, is the way to go.

You should:
- **use perusal time** productively.
  - Decide the order in which you will do units
  - You might read long passages and their items first.
  - You might then choose to start with a particular unit and just continue working.
- **not leave out** any items. There is no penalty for incorrect responses.
- **mark the response** in your booklet as well as on your response sheet.
- **keep track of time.** Do not spend too much time on any one unit or item.
  You can come back to any you are finding difficult. You should try to have at
  least 25 items done in the first 40 minutes.
- **know what you still have to do** in the time available.

**Advice**
How much time do you have for each question?
Time allowed is 2 hours 30 minutes for 80 questions.
This means you could have just under 2 minutes per question.
You are allowed to write on the question booklet, but **answers need to be on the answer sheet.**

**Tactics**
1. **Highlight/underline important words** in the stimulus and the stem.
2. **Eliminate responses** you think are incorrect until the best response is left.
3. **Calculate the correct answer** and then look for it in the responses.
4. **Work backwards** from the alternatives given (often numerical items).
5. **Guess as a last resort.** Guessing is better than leaving a blank.

**The Questions**
The question tells you what it is that you are supposed to do with the information contained. Often the information is quite detailed and lengthy and people tend to place their efforts on reading the information and neglect to read the question properly. The question stem will tell you what you are required to do to answer the question successfully. **READ THE QUESTION CAREFULLY.**

**The Answers**
The Good News: The Answer is in front of you.
The Bad News: you have to work out which one it is.

**3 Strategies To Increase Correct Answers**

1. **Process of elimination**
   Read each answer carefully and try to identify what is wrong with each option. If there is a flaw – eliminate this as an option.

2. **Factual Scope**
   Often a passage will contain all the factual information you need to answer the question. Unless assumptions or deductions are specifically requested, it is not advisable to answer outside the factual scope of the question.

   Try to avoid answers that contain information not in the factual scope.

Most questions are looking for logical reasoning from the information supplied. If an answer is adding new information, it is skewing from the question and likely to be a wrong answer.
e.g. if a question is about average rainfall of Australian capital cities, then any answer which doesn’t mention capital cities or rainfall in Australian Capital cities should be avoided as it is outside the factual scope of the question.

3. **Wording**

   Often specific words contained in answer options are clues for elimination. Extreme words such as **Always, never, must, only, exactly, definitely, totally** strongly commit an answer option to very specific parameters, which may not always apply.

   LEARN TO IDENTIFY EXTREME WORLDS AND BE WARY OF THEM.

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**Distractors**

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**MYTHS**

1. There will usually be two options that are opposite in meaning and the key will be one of these.

2. D (or A, B or C) is usually the correct response.

3. There is always one option that is obviously incorrect.

4. There will never be more than two (or any other number) of the same letter in order, e.g. C C C

5. The longest response is usually the key.

6. 150 minutes to answer 80 items, therefore never spend more than about 2 minutes per item.
AST Short Response - Unit 5 2010 Paper - How to do a Literary Analysis

- Check the nominated marks allocated to the question and the space allowed. This will give you an indication of the depth of answer required.
- Read the text/s through once without making any written comments. This will help you to simply know the content of the texts.
- Read each one again – this time write down (on draft paper) what you think are the main ideas being given in each text.
- Include evidence.
  - This means a particular, word, phrase, section or sentence which expresses an idea.
  - Study the particular language used and consider the meaning of the words
    - Do they carry more than one idea – what are these? e.g. the word ‘alone’ in Simon’s song could be both lonely and empowered.
    - Are they used literally or figuratively (a secondary meaning) – how? What device is used e.g. metaphor, personification, simile, tone? e.g. an island is a literally a piece of land surrounded by water, but figuratively it evokes ideas of isolation.
    - Why are they included? Do they link to something else? Do they serve a particular purpose?
    - Do they work together with something else in the text – what and how?
- Identify specific writing structures e.g. sentence lengths, use of grammar, punctuation, stanzas and consider the effect and purpose of these.
- Consider links within the text to other ideas, concepts or elements of the world. e.g. “No man is an Island” is now a well known saying so we already have preconceptions about its meaning.
- Track similarities
  - Compare the written features of the text/s as well as the ideas
- Track contrasts
  - This means things that are common to both texts but used differently or carry different meanings e.g. Donne says we are not an island whereas Simon says the exact opposite.
  - It could also be different ways of communicating similar ideas e.g. language and style
- Decide on which comparisons and contrasts you will discuss – allocate a paragraph for each one.
- When you analyse there are various levels of analysis you can achieve, all of which require use of textual evidence/examples/quotes:
  - Remembering – this just describes and repeats the content
  - Understanding – this shows you have understood and have made sense of the ideas and content.
  - Analysing – this is taking the information apart and exploring relationships. It is also where you make some links and explain how and why something appears in the text.
  - Evaluating – This includes both understanding and analysis levels. It also involves justifying your opinions by making judgements and discussing the validity of ideas in the text. You do this through close examination of the text (see points above) and by providing a detailed and supported discussion of the ideas and content of the text and their importance.
Writing an Art Response – Using the Four Point Plan

Before writing your response consider how many point are allocated to the answer and how much space is given. Not all of the questions below will be applicable – choose the ones that best fit the artwork.

1. Description
Describe everything you see in detail. Exclude interpretations and evaluations, and instead take an objective* inventory of the work. Point out single features such as objects, trees, and people. Then point out abstract elements such as texture, shape, line and colour.

*A test of objectivity would be that most people would agree with your statement.

2. Analysis
Explore how the elements of art (line, shape, colour, texture and form) have been organised. How do the objects you described earlier relate to each other? Note similarities and dissimilarities in the art elements and continuities (such as the colour red repeated throughout the work) and of connections (for example, the shape of a window repeated in the shape of a table) between these art elements and the subject matter. What principles of design are used to create the composition? Do you see examples of repetition, gradation, contrast or rhythm? Discuss the focal point, colour relationships and mood of the artwork.

3. Interpretation
Make statements about the meaning(s) of the work. This is the most creative part of your critique. Using a hypothesis, support it with arguments, based on evidence given in the description and analysis. What is happening? What is the artist trying to say? What is the Artist trying to communicate? What does the artwork mean? What ideas do you think the Artist was exploring? What response to the artwork do you have? What imaginative qualities do you think it has? What contextual influences (political, social, cultural, and historical) do you think have affected the Artist’s response?

4. Judgment
(Only use point 4 if the question has asked for your opinion)
This is the most complex part of the critique and requires an opinion regarding the worth of the artwork, based on what was stated in the previous stages of the critique. Evaluate the artwork. Are parts of the work successfully interrelated? Does the work illicit a response or communicate an idea? Are you moved by this work? What do you think of it? What is your aesthetic judgment? And on what is your judgement based? Where do you think it fits in the world of art making? (Does it have a particular place, e.g. Social commentary?) How significant is it in relation to other artworks? (Is it important historically/culturally? Why?)
Question 10

The image on the opposite page was stencilled on a wall.

What impressions are we given by the image? What is suggested by the image? (4)

Your responses will be judged on the:
• accuracy of the description and understanding of the material;
• substance and quality of the interpretation offered.
THE AST WRITING TASK

What Is It?
The task, like the rest of the AST, is an aptitude test: it tests what you can do. It requires you to write an "essay", presenting an argument or point of view.

How To Do It
1. Read the instructions
2. Read all the stimulus material
3. Identify the issues
4. Formulate an hypothesis or case
5. Support your point of view

How To Prepare For It
You can’t study for it. Attend the trial test and make sure you get feedback.

You should have time to plan, draft and revise your work

Read daily newspapers and be informed about current affairs

You should tick off on the checklist on the back of the test paper before you hand your essay in.

Checklist:
- Is the title clear, catchy, focussed and interesting?
- Does the essay thesis relate to the topic of the paper?
- Is the introduction engaging and clear – does it make the reader want to read on – does it introduce the theme and ideas for the essay?
- Does it have a logical flow of ideas and one clear idea for each paragraph.
- Have you included evidence and, if so, is it relevant to the points and the overall idea of the essay
- Is(Are) the paragraph(s) well structured?

P – Single point made at the beginning
E – Expansion of the point
E – Exploration of the idea
strong clear evidence
C – Concluding statement

- Language use – is it persuasive, well handled, clear and well structured?

A Few More Points To Remember:
- You must respond to issues raised in the stimulus material
- You may respond in a number of ways, to one or more of the issues
- Do not paraphrase the material.
- You can use information from your own personal experience if it is relevant to the issues(s) and your arguments.

The titles of the stimulus material can key you in to the issues and provide a focus for your response.

How It Is Assessed
- Scripts are assessed using the criteria set out on the test paper.
- Markers Will Focus On:
  - THOUGHT AND CONTENT
  - STRUCTURE AND ORGANISATION
  - EXPRESSION AND MECHANICS
    (in that order)
25 Apps to Help You Study

Brainscape - word / definition practise for memorising content like languages
Quizlet - word / definition practise for memorising content like languages
Encore – takes online flash card sets (such as from Quizlet) and makes quizzes
Flashcard – word / definition practise for memorising content
Revision Ace – Timetables days to exams and times spent revising
Promodoro – counts down set periods of study time
Study Buddy – gives time-tables, reminders, stores information
Evernote – allows note-taking in lectures and stores information
Simplemind – makes maps of class notes
Dropbox – stores data online
Countdown – shows time remaining until exam dates
Speed Reading Trainer – improves your reading speed
Self-control – blocks distracting websites / emails / messages for set period of time
Maths Alarm Clock – stops your alarm noise once you have solved a maths problem
The Oxford Dictionary – finds any word and its definition
Babylon – online word translator for learning languages
Realcalc Scientific Calculator – a calculation app
Jumpcut – gives you access to text you have copied and pasted before
TED – accesses experts, educational content through video lectures
Sworkit – enables you to make exercise training plans
Circle of 6 – Security app giving notifications of where you are to six people
Examtime – creates online mind-maps, notes, flashcards and quizzes
Droid Scan Pro – portable document scanner
Share Your Board – allows you to take a picture of white-board notes to store and organise
Study Checker – records your study time and breaks
Celebrate

When exams are over, give yourself a treat. It is nice to be able to congratulate yourself for all the hard work you have put in over the year. 

Celebrate your effort, do not wait for the results. That will be another good opportunity to celebrate again!

Give yourself a few days away, buy yourself a gift, or do something you have not done before.

Let it all go and relax. Well done!

Useful Websites

For further information, consult the following websites:

www.learnmindpower.com
www.crystalinks.com/holographic.html
www.bibliotecapleyades.net/ciencia/ciencia_holouniverse04.htm
www.sound-remedies.com
www.affirmationsforpositivethinking.com
www.brainwaves.com
www.braingym.org
www.hermannsolutions.com
www.c4st.org
researcharchive.vuw.ac.nz/handle/10063/2961
earthinstitute.net
mapthemind.org
www.about-goal-setting.com
www.musicalrelaxation.com
turboread.com
learnmem.cshlp.org
www.lumosity.com

When all your exams are over, celebrate by treating yourself to something special for all the preparation you put in. Good work!