



Australian
National
University

Exams, tests, and quizzes

ANU Library Academic Skills



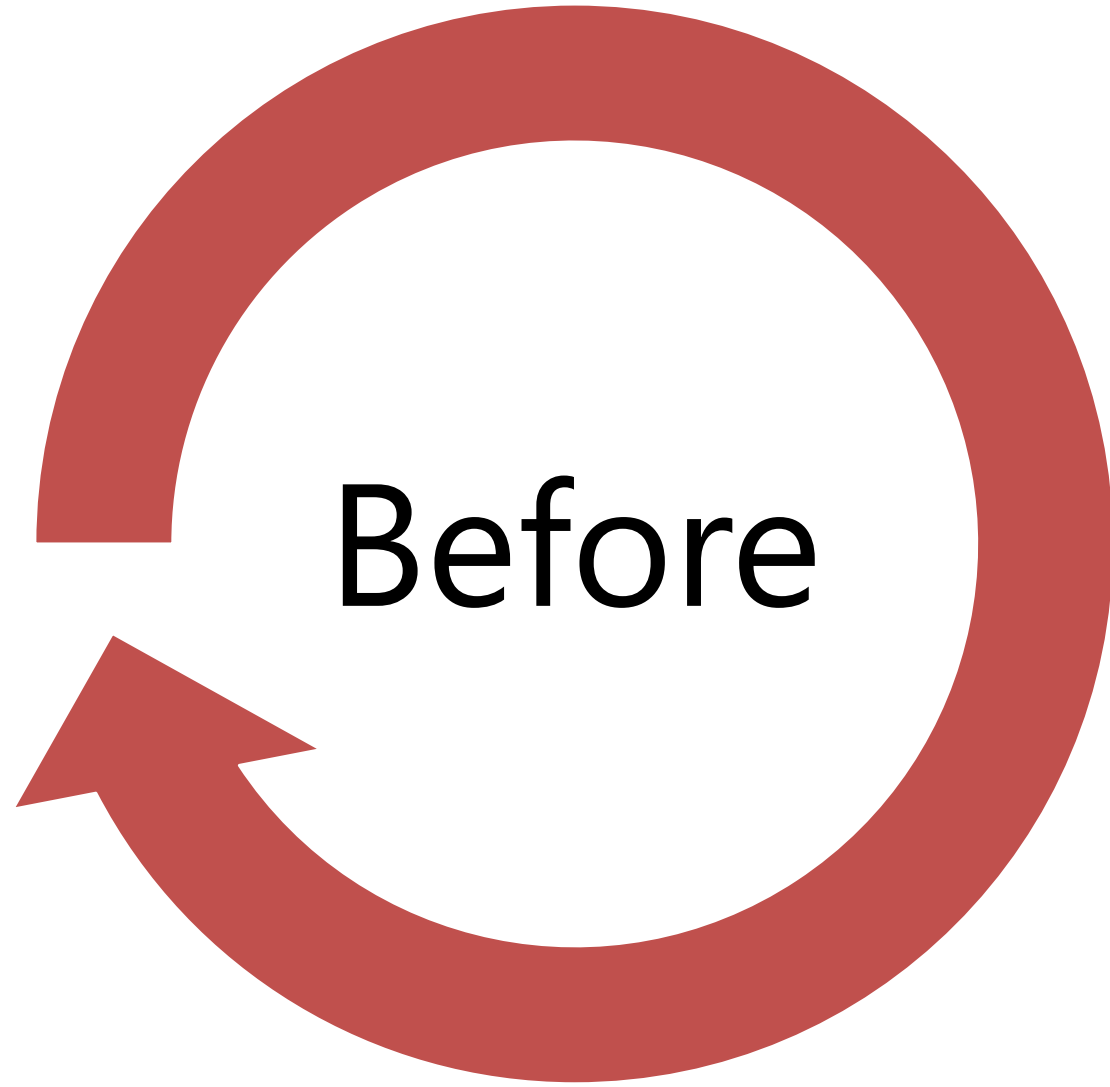
Australian
National
University

The Australian National University acknowledges, celebrates and pays our respects to the Ngunnawal and Ngambri people of the Canberra region and to all First Nations Australians on whose traditional lands we meet and work, and whose cultures are among the oldest continuing cultures in human history.

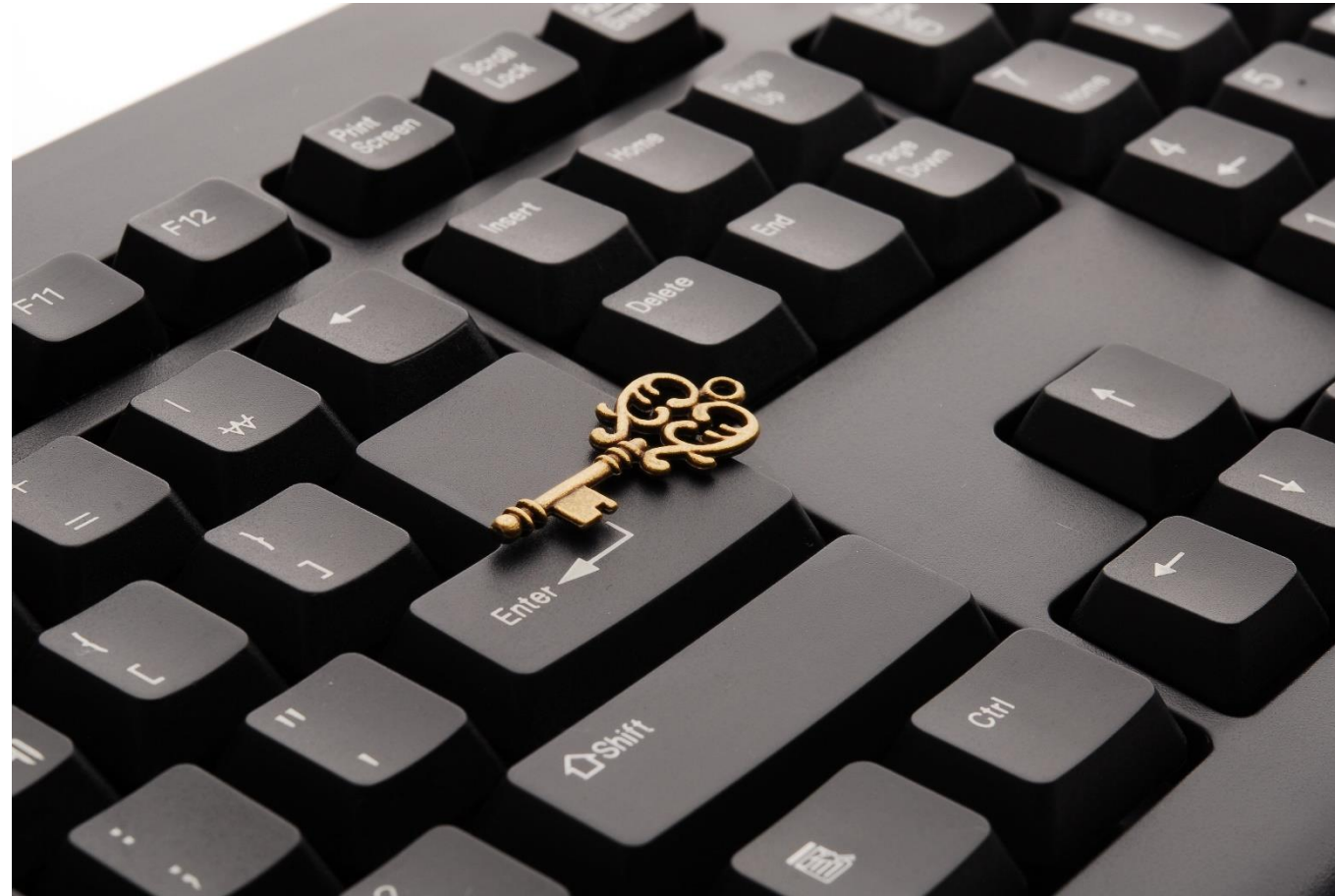
Make a friend 😊

Ask your neighbour

- Where are they from?
- What are they studying?
- Marvel, DC, or neither?
- Go-to snack when prepping for exams?



Preparation is key



Find out the ANU exam rules

- Where and when are exams held?
- What if I'm sick?
- What if I need special assistance?
- www.anu.edu.au/students/program-administration/assessments-exams
- To prepare for online exams, consult the Proctorio FAQs:
 - <https://www.anu.edu.au/students/program-administration/assessments-exams/proctorio-faqs>

Find out all you can about your exam, test or quiz

- Consult your class summaries, Wattle sites, and convenors to learn:
 - What type of exam / test / quiz?
 - What type of questions?
 - Online or in person?
 - How long?
 - What's it worth?
 - What is the purpose of the quiz / test? (To challenge you to apply knowledge gained? To check you are keeping up with weekly content?)





SEMESTER PLANNER

Course	Weeks		1	2	3	4	5	6	Break	Break	7	8	9	10	11	12	Exam	Exam	Exam		
Tasks	%		20/2	27/2	6/3	13/3	20/3	27/3	3/4	10/4	17/4	24/4	1/5	8/5	15/5	22/5	29/5	5/6	12/6		
BUNZ-00-0002	Tut Quiz	10		DUE	DUE	DUE	DUE	DUE			DUE	DUE	DUE								
	Mid semester	25		—————									DUE								
	Report	15																		DUE	
	Exam	50	—————	—————	—————	—————	—————	—————	—————	—————	—————	—————	—————	—————	—————	—————	—————	—————	—————	DUE	
WUZ-00-0002	Mid sem	30		—————										DUE							
	Tut tests	10	—————			DUE					—————			DUE							
	Exam	60	—————	—————	—————	—————	—————	—————	—————	—————	—————	—————	—————	—————	—————	—————	—————	—————	—————	DUE	
H-22-00-0002	Tut Quiz	15		DUE	DUE	DUE	DUE	DUE			DUE	DUE	DUE	DUE	DUE						
	Mid semester	25					—————					DUE									
	Exam	60	—————	—————	—————	—————	—————	—————	—————	—————	—————	—————	—————	—————	—————	—————	—————	—————	—————	DUE	
U-01-0002	Quiz	10		DUE	DUE	DUE	DUE	DUE			DUE	DUE	DUE	DUE	DUE						
	Assignment	20	—————			DUE					DUE	—————	—————	—————	DUE						
	Exam	20	—————	—————	—————	—————	—————	—————	—————	—————	—————	—————	—————	—————	—————	—————	—————	—————	—————	DUE	

Academic Skills & Learning Centre
 W anu.edu.au/students/learning-development
 E academicskills@anu.edu.au
 T +61 2 6125 2972

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 W anu.edu.au/students/health-wellbeing/counselling
 E counsellingcentre@anu.edu.au
 T +61 2 6125 2442

Access & Inclusion
 W anu.edu.au/students/health-wellbeing/diversity-inclusion
 E access.inclusion@anu.edu.au
 T +61 2 6125 5036

Careers
 W anu.edu.au/students/contacts/student-experience-career-development
 E careers@anu.edu.au
 T +61 2 6125 3593

Medical Services
 W anu.edu.au/students/health-wellbeing/medical-services
 E health.reception@anu.edu.au
 T +61 2 6125 3598

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 W anusa.com.au
 E sa.admin@anu.edu.au
 T +61 2 6125 2444

PARSA
 W parsa.anu.edu.au
 E parsa@anu.edu.au
 T +61 2 6125 4187

Dean of Students
 W anu.edu.au/students/contacts/dean-of-students
 E dean.students@anu.edu.au
 T +61 2 6125 4184

Chaplaincy
 W anu.edu.au/students/contacts/chaplaincy
 E chaplaincy@anu.edu.au
 T 6125 4246

Emergency
 T 000

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 T +61 2 6125 2249 (Press 1 for Emergency)

Note-taking...

Apples are better than oranges. Discuss

The importance of fruit as part of a healthy diet is well accepted and encouraged by health professionals. Current dietary guidelines promote the daily consumption of fruit to assist in the prevention of cancer (Cancer Council of Australia, 2014), cardio vascular disease (National Heart Foundation of Australia) and other chronic and degenerative diseases (Department of Health). Whilst there is still much to be learned about the chemical nutrients of different fruit, and whether some fruits are more beneficial than others, there is no debate about the need to encourage fruit consumption. Understanding the differences between fruit in terms of cultivation, storage and use is important because it influences fruit consumption and dietary advice. This essay argues that when these factors are taken into consideration, whilst both fruits offer nutritional advantages, apples are superior to oranges. In particular, the health benefits of the chemical compounds in apples along with their advantages in terms of versatility and availability, give them distinct advantages over oranges as a fruit of choice.

When compared directly, apples and oranges both have excellent nutritional content. Oranges in general contain more vitamins, in particular they are very high in vitamin C as they contain 69.7mg per average serving compared with 9.8mg in apples (Food Composition Table, 2009). However, apples provide more energy, containing on average 460 kilojoules of energy compared to 259 in oranges (2009, p. 47). Apples contain more fibre and iron but both fruits have similar amounts of potassium, magnesium and phosphate with oranges containing slightly more (Cunningham, Milligan, & Trevisan, 2001, pp. 10-13). Overall, in terms of common vitamins and minerals, apples and oranges are of equal nutritional benefit.

Whilst vitamins and minerals are considered nutritionally important, other chemicals are more directly related to benefits in terms of cancer and heart disease prevention, and here apples have some distinct properties. Research has highlighted the importance of antioxidants which act on oxygen or "free radicals" that are directly involved in cancer and coronary heart disease (Bravo, 1998). Found in many fruits, antioxidants can prevent the attachment of free radicals on biomolecules or DNA, which in turn may help prevent disease from occurring (van de Sluis, Dekker, de Jager, & Jongen, 2001, p. 3606). According to Szeto, Tomlinson and Benzie (2002, p. 59), "optimising antioxidant intake will become a primary aim in preventive medicine, and determining bioavailability of antioxidants from different food sources will become a priority." Apples are an excellent source of the antioxidant polyphenols (Francini & Sebastiani, 2013, p.182). In particular, the peel of apple is high in phenolic compounds (Wolfe, Wu, & Lui, 2003, p. 613). Whilst oranges contain some antioxidants, the levels are not as high as whole apples (Vinson, Su, Zubik, & Bose, 2001, p. 5319). This very important new area of research has given insight into particular fruits which can offer unique health benefits.

Having a variety of ways to prepare and consume fruits will encourage more consumption and it is here that apples have a clear advantage. Although both apples and oranges can be dried and juiced, apples are much more popular and versatile in both these forms. Apple juice, in particular, is used as a base for many other types of fruit juices. Apples are popular in both raw and cooked form, again being used as a base for many dishes (Woodier, 2001). Oranges, by contrast, tend to be used only in a limited way in the cooked form (Usman & Davidson, 2014). This versatility makes apples an ideal diet choice as they can be adapted for a variety of taste preferences.

In order to gain the health benefits from eating more fruit, fruit must be readily and easily available and apples in general do much better in this area than oranges. Although apples are not very drought tolerant and prefer cooler climates, they are grown in many countries around the world (Aussie Apples, 2014). There are over 7,000 varieties of apples that have been or are currently grown worldwide (Woodier, 2001) with different varieties being suited to particular climates and soil types. Each state in Australia has regions where apples are successfully grown (Aussie Apples, 2014). Oranges are much harder to grow and have a shorter growing period (Industry, 2014) and

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Cornell note-taking system

October 3

Types of Leadership Theory

Pg. 127

Cue Column

MASLOW

Self-actualization

Esteem

Social

Security

Physiological

Motivational Theories -
- Explain how human relations affect motivation.

Note-Taking Area

Maslow's Hierarchy of needs (motivational theory)

1. Physiological Needs - survival, food, shelter
2. Security Needs - stability and protection
3. Social Needs - friendship and companions
4. Esteem Needs - status and recognition
5. Self-Actualization - self-fulfillment

- * Developed By Abraham Maslow
- * Must meet lower needs first.

Theory X - holds that people are naturally irresponsible.

Theory Y - holds that people are naturally self-motivated and responsible.

- * Developed by Douglas McGregor
- * What type of leader you are is determined by which theory you believe in.

Pg. 122

Why do some believe in Theory X and others Theory Y?

Motivational theories explain how and why people are motivated. 2 motivational theories are Maslow's hierarchy of needs and Theory X and Y

Summary Area

Notes column – authors' key points

Aim

- What are the author/s aims?
- What is the research question?

Argument

- What are the author/s arguing?
- What is their answer to the question?

Main points

- What points support their argument?
- What are their main reasons?

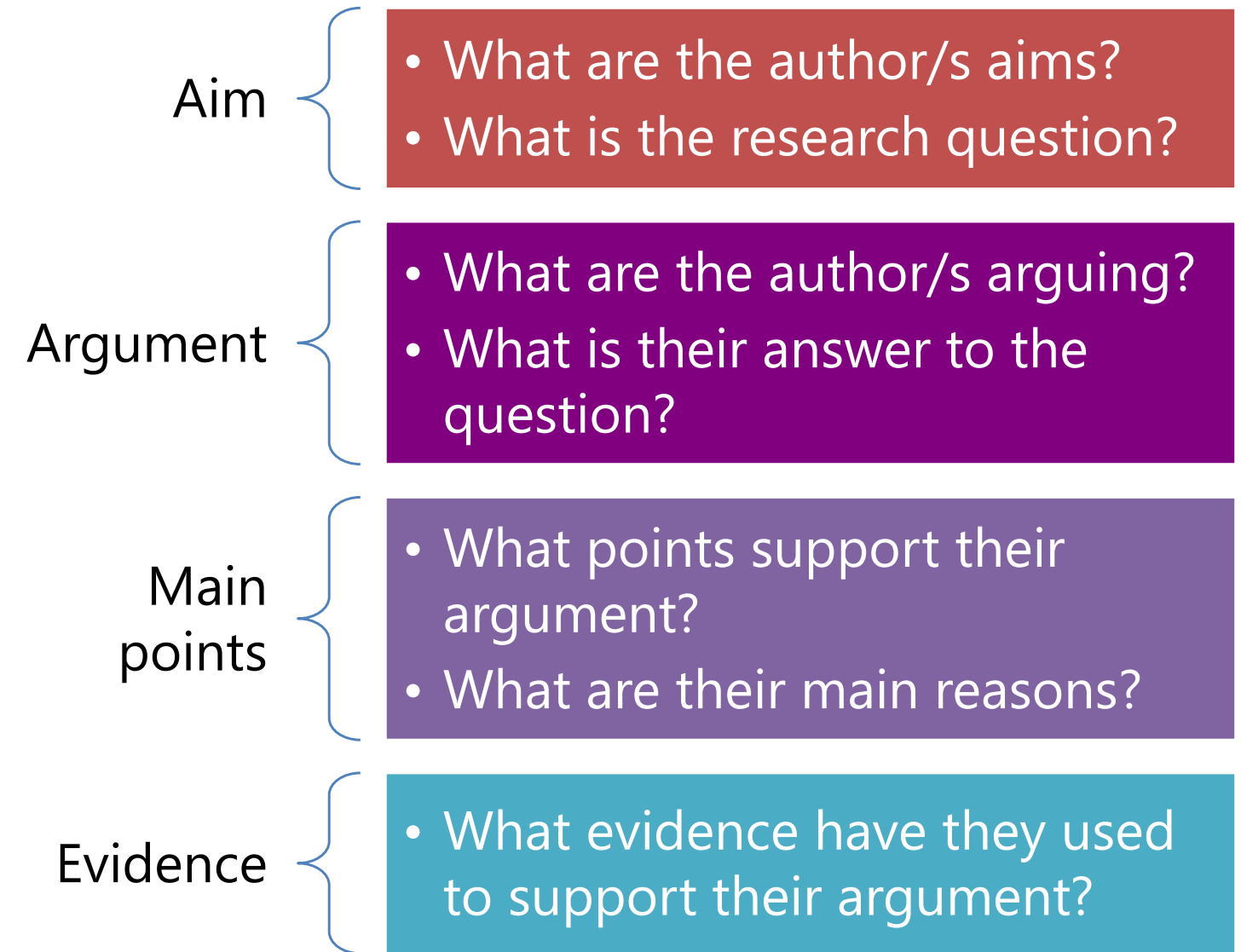
Evidence

- What evidence have they used to support their argument?

Cue column – your ideas

- Strengths and weaknesses?
- How valid are the research methods?
- How strong/compelling is the evidence?
- How logical is the argument and subsequent conclusion?
- How does this fit in to other research in the field?

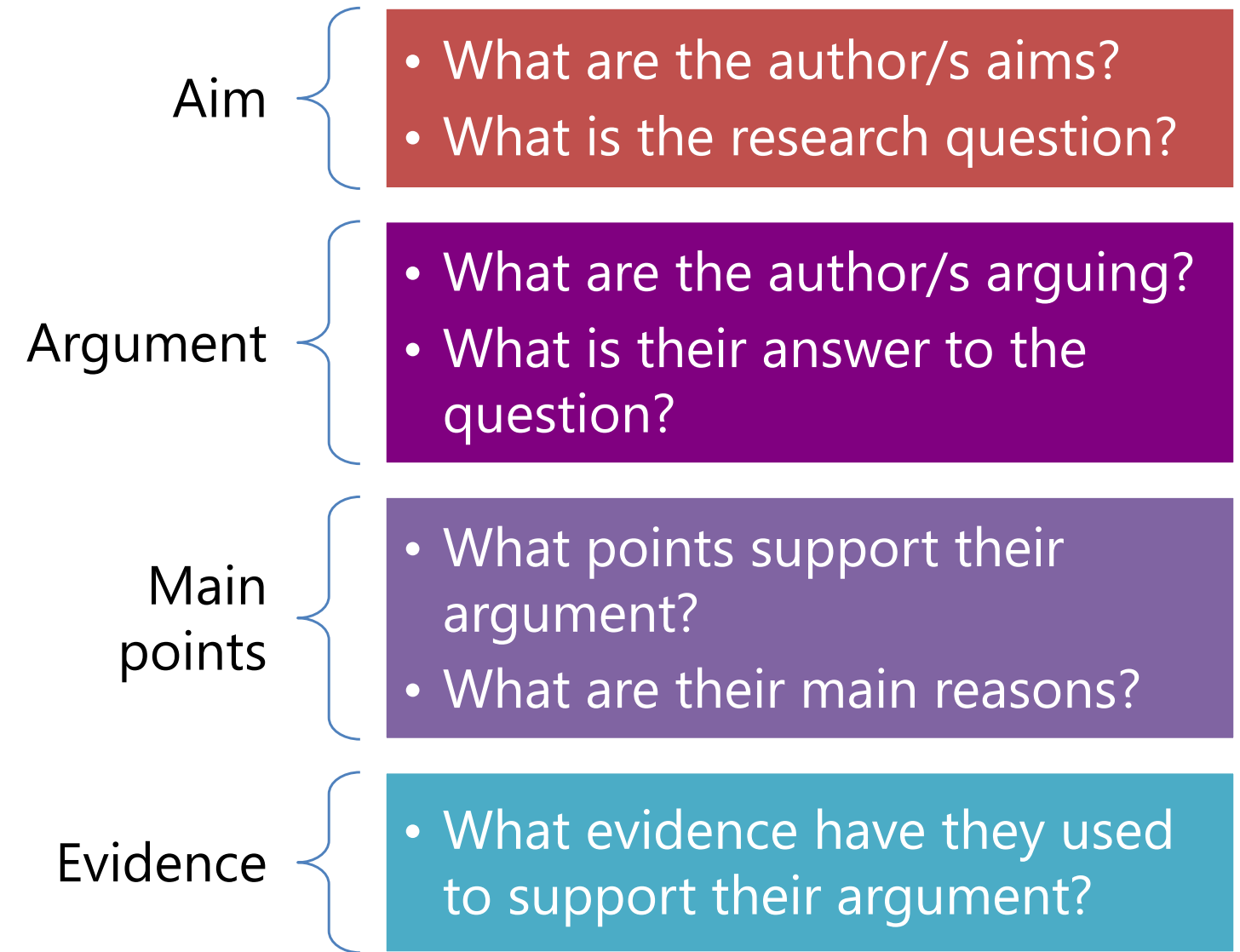
Notes column – authors' key points



Cue column – your ideas

- Strengths and weaknesses?
- How valid are the research methods?
- How strong/compelling is the evidence?
- How logical is the argument and subsequent conclusion?
- How does this fit in to other research in the field?

Notes column – authors' key points



Summarise how the argument and ideas and apply to your questions.

inter personal
 leadership
 business

COMPETENCIES

framing
 buildy
 social
 capital
 model/Bam

people
 concern
 for
 product
 important
 managing
 country
 chop
 middle
 level
 team

1. Job centred
 dimensions
 2. Employee
 centred
 dimensions

Analysed
 Practical
 Creative
 Cognitive
 Resource
 Theory

Bad leadership
 Incompetence
 Personal not
 not meet
 objectives
 not build
 ahead teams
 not build
 relationships
 not adapt

Five factor theory
 1. Openness
 2. Conscientiousness
 3. Extraversion
 4. Agreeableness
 5. Neuroticism

Change

character
 Moral

Advantageous
 Displacement of
 responsibility
 impact
 pre-emptive
 ingroup bias
 overduy credit
 subjects of interest

Assess
 360° feedback

1. Change
 2. action learning
 3. development
 4. coaching
 5. mentoring

Achievement

Behaviour

Emotional
 Intelligence

Attributes

Great man
 theory
 Values
 Vision
 Empathy
 Consistency
 Integrity

**Ethics
 values
 attitudes**

**Power
 influence**

Supervisors
 understand supervisors world
 adapt to supervisor style

Punishment

Myths
 performance
 administration

Goal Setting
 Empowerment

Motivation

Operant
 approach
 reward
 punishment
 Contingent
 Non-contingent
 Extinction

Leadership

"the process of influencing an
 organised group toward accomplishing
 its goals"

process not position
 science and art
 rational + emotional
 Different but complementary
 to management

NOT
 all common sense
 born not made
 learned through
 hard knocks

Power
 Expert power
 Referent power
 Legitimate power
 Reward power
 Coercive power
 Personalised
 Socialised

Influence factors

rational persuasion
 inspirational appeals
 consultation
 ingratiation
 personal appeals
 exchange
 coalition tactics
 pressure tactics
 legitimising tactics
 hard
 soft
 rational LMX

Satisfactory
 Unacceptable
 Inequity
 Inequity
 Inequity

Affected
 Herzberg's 2 factor
 organisational justice

Teams

Learning to learn

reflection
 experience
 education

Interaction Model

Leaders
 Followers
 Situation

SITUATION

situational
 engineering
 role theory
 multiple-influence

THEORY

- Leader member exchange
- Normative decision model
 Levels of performance
 decision quality + accept
 decision time
- Structural leadership
 task performance
 relationship between
 follower readiness
- Contingency model
 least preferred alternative
 situational favorability
- Path-goal theory

Nature of
 groups
 process
 Social loafing
 Social facilitation
 Group development

Group roles
 task role
 relationship
 dysfunctions

Teamwork
 characteristics
 Skills
 onboarding
 learning from experience
 learning from others
 journal
 technical competency

FORMAL ORGANISATION

levels of authority

INFORMAL ORGANISATION

leader
 behavior
 follower
 situation

1. Task

task autonomy
 task feedback
 task structure

trade off
 rewards
 punishment

Weekly notes

- Lecture notes
- Tutorial exercises
- Readings
- Assessments

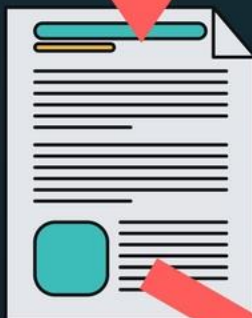
Topic summary sheet

- Terms
- Themes
- Theories
- Theorists

Course summary sheet

- Systematic, schematic overview
- Retrieval system to work backwards

Topic 1

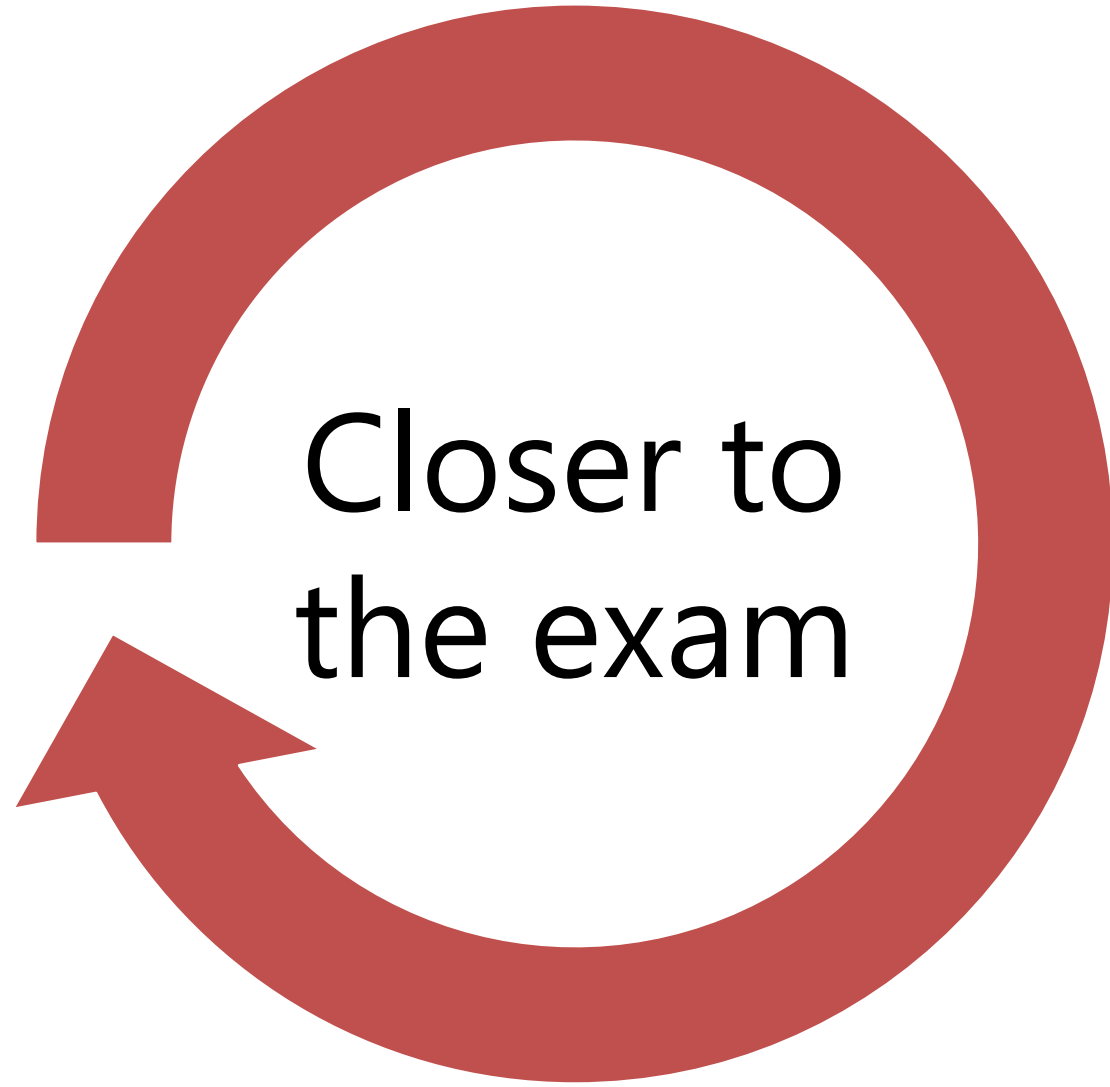


Topic 2



Topic 3





Create an exam study schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00 AM							
7:30 AM							
8:00 AM							
8:30 AM							
9:00 AM	Practice questions for exam 1	Pretend exam 3	Pretend exam 4	Practice questions for exam 2	Pretend exam 2	Practice questions for exam 3	
9:30 AM							
10:00 AM							
10:30 AM							
11:00 AM							
11:30 AM	Lunch						
12:00 PM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
12:30 PM	Pretend exam 1	Revise notes for exam 2	Revise notes for exam 1	Mini pretend exam 3	Revise notes for exam 4	Revise notes for exam 1	
1:00 PM							
1:30 PM							
2:00 PM							
2:30 PM							
3:00 PM							
3:30 PM	Practice questions for exam 3	Practice questions for exam 4	Practice questions for exam 1	Practice questions for exam 2	Work	Hobby	
4:00 PM							
4:30 PM							
5:00 PM							
5:30 PM	Dinner	Dinner	Dinner	Dinner		Dinner	
6:00 PM							
6:30 PM							
7:00 PM	Revise notes for exam 3	Revise notes for exam 4	Sport				
7:30 PM							
8:00 PM							
8:30 PM							
9:00 PM							
9:30 PM							

Maintain work-study-life balance



Some revision techniques

- Revisit your notes from the semester
- Create summary sheets to consolidate your notes and your learning
- Library website has some past exam papers:
 - <http://anulib.anu.edu.au/collections/past-exam-papers>
- Course textbook practice questions
- Create your own questions and quizzes
 - E.g. Quizlet, Kahoot
- Form peer study groups (3-4 people) to quiz and support each other's learning

Consider making an exam plan:

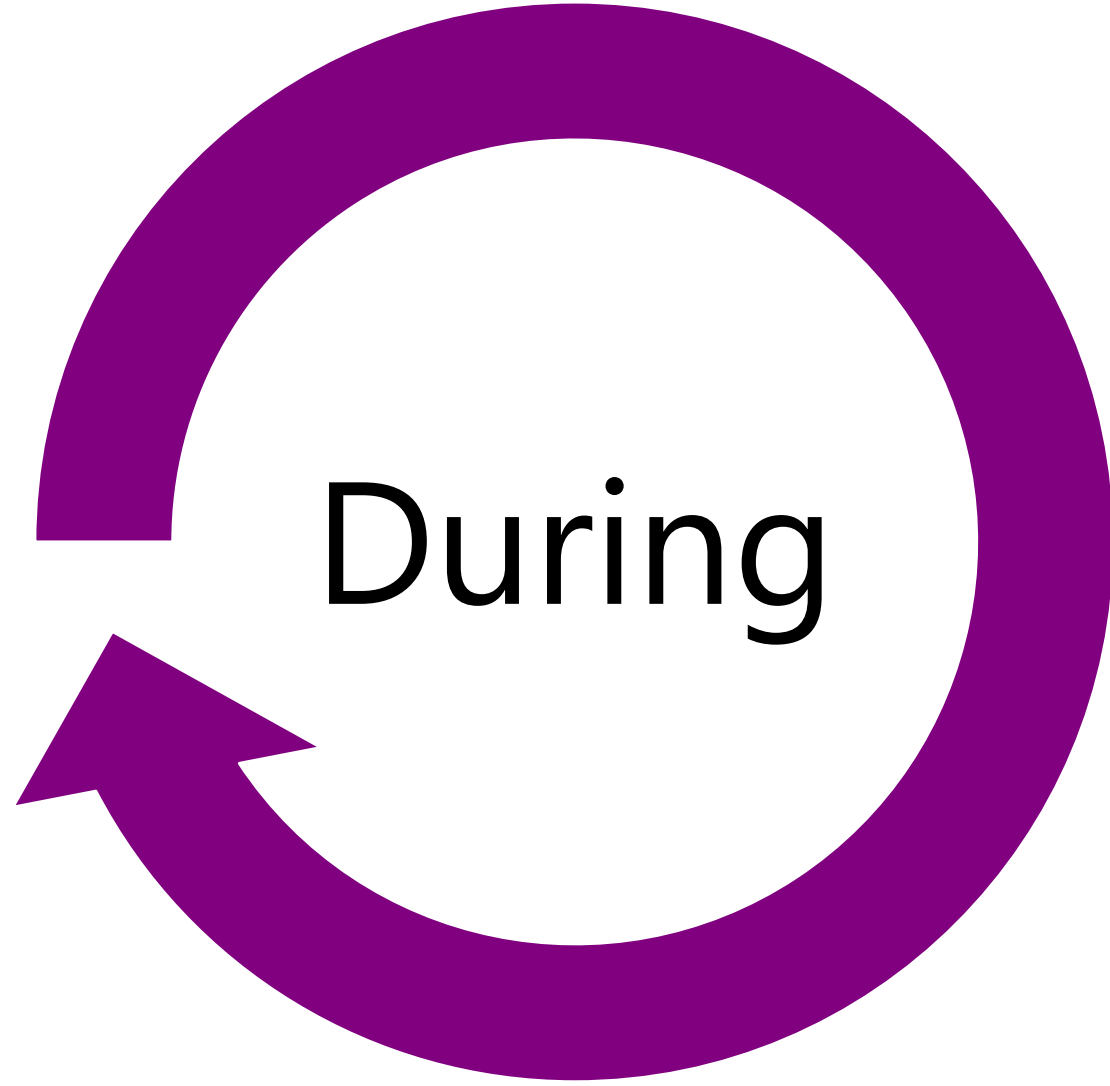
- Based on what you know about the exam / test / quiz:
 - Allocate approximate time for each section/question
 - Consider your plan of attack for each question type
 - Allow reading and planning time

Sample plan for 3 hour exam

question type	value	total time	approx. time per question
30 multiple choice	30%	45 mins	1½ mins
10 short answer	30%	50 mins	5 mins
1 essay	40%	65 mins	-
Time to review answers	-	20 mins	-



Be flexible with your plan – in case of nasty surprises!



What not to do!



Elton, B., Curtis, R., & Atkinson, R. (Writers), & Davies, J.H. (Director). (1990). Mr Bean (Season 1, Episode 1) [TV series episode]. In *Mr Bean*. Tiger Television. <https://www.youtube.com/watch?v=9LhLjpsstPY>

What to do!

- Answer every question
- Ensure every answer is on point
- Use all the time allocated

Read carefully and stick to the question

- Sample short answer question (Archaeology):
- You are interested in excavating a shell midden in South Australia. Who might you need to consult before you could implement such a task. Why?

~~Describe
shell
midden~~

~~Where
South
Australia?~~

~~How to
excavate
shell
midden~~

Why
them?

~~Why
South
Australia?~~

~~Why
excavate
shell
midden?~~

Who to
consult?

Using your time

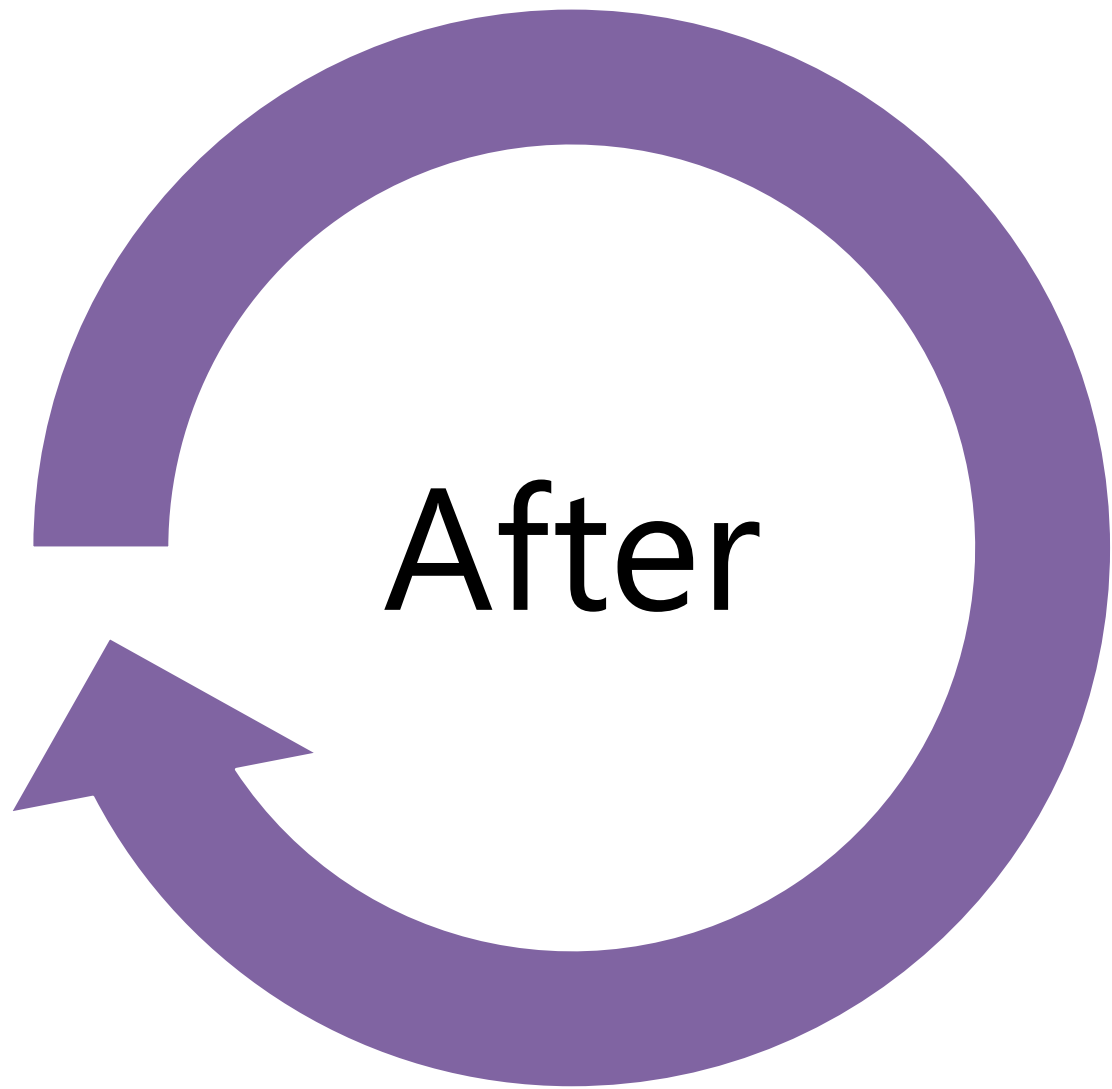
- Be strategic and use your time effectively
- In which order will you answer the questions?
 - Will the 3 pass method work for you?
 - 1st pass: the ones you know for sure
 - 2nd pass: the ones you think you might know
 - 3rd pass: the ones you have to guess at

Linear online exams

- Check the format of the exam with your course convener
- If it's this type of exam, be prepared to work within these limitations
- Be strategic with your time management: give difficult questions as much time as feasible

Tips for sitting online tests / quizzes / exams

- Do much of what we've already discussed, e.g. keep to time, use all the time available, answer concisely and on point
- In addition:
 - Create an optimal work space
 - Comfortable, well-lit, free from distractions, reliable internet
 - Disable notifications on your computer/phone and close other programs
 - Use note paper to brainstorm, jot down thoughts and ideas, and keep a record of unanswered questions
 - For guidelines on sitting Proctorio online exams, consult the FAQs:
<https://www.anu.edu.au/students/program-administration/assessments-exams/proctorio-faqs>



Reflection

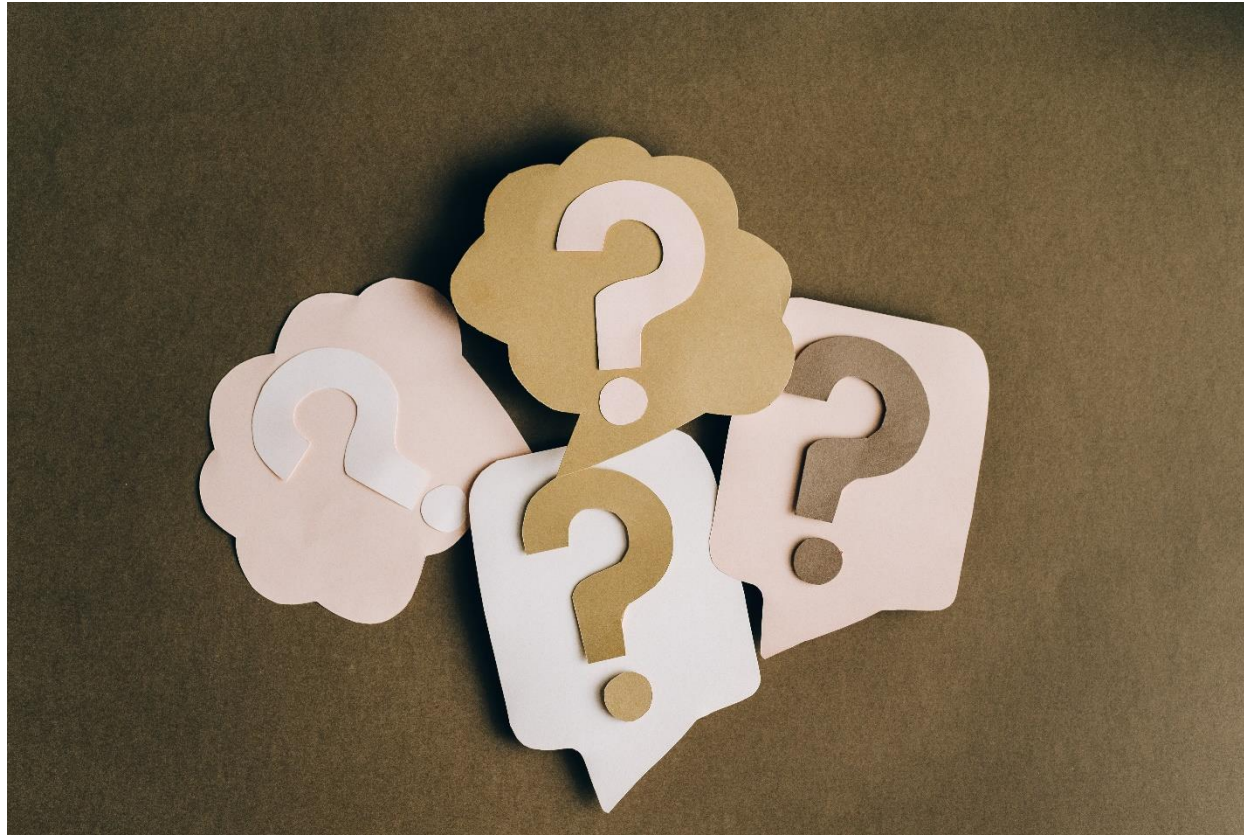
Reflect after completing the exam AND after receiving your grade

- How useful were your notes?
- Did you use the best revision strategy?
- Was your exam plan successful?
- What did you learn from the experience?

Celebrate!



Questions?



ANU Counselling

To make an appointment:

- T: 02 6125 2211
- Or visit Level 3, Health and Wellbeing Building 156, Kambri – next to Club Lime
- Or email: counsellingcentre@anu.edu.au
- <http://www.anu.edu.au/students/contacts/counselling-centre>



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WRITING COACHES

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