

NZQA Assessment Support Material

Unit standard	30511				
Title	Read and apply understanding in English for academic purposes				
Level	3	Credits	6	Version	1

Note

The following guidelines are supplied to enable assessors to carry out valid and consistent assessment using this internal assessment resource.

Assessors must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material. Use of this assessment resource without modification may mean that students' work is not authentic. The assessor will need to change figures, measurements or data sources or set a different context or topic.

See Generic Resources and Guidelines at <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/>.

Assessor guidelines

Assessors need to be very familiar with the outcome being assessed by the unit standard. The outcomes, performance criteria and the guidance notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

CONDITIONS OF ASSESSMENT

This is a **closed book assessment** and will take place over a timeframe set by the assessor.

For assessment against this standard:

- The academic purpose must be approved by the teacher/assessor.
- Candidates should not have studied the texts before the assessment activities.
- Candidate responses may be in any form, which may include but are not limited to – tabular, concept map, graphic, written, oral. The medium of the response and the quality of the language in the response will not be assessed for this unit standard.
- The assessor must be satisfied that the candidate can independently demonstrate competency against the unit standard.



Resource requirements

Texts used in this unit standard:

- must be a minimum of 1500 words in total from two texts. These texts do not have to be equal in length;
- must each be assessed on a separate occasion;
- must be at a language level of sufficient complexity to satisfy the academic requirements of study at New Zealand Qualifications Framework Level 3 – for example, course textbook, introductory academic text, non-fiction book, journal article. Vocabulary should be based on texts of an academic nature;
- must have an academic orientation;
- may be from sources that include but are not limited to – course textbook, introductory academic text, non-fiction book, journal article, feature article;
- may include – graphics, illustrations, subheadings;
- must each be for a different academic purpose;
- must be unseen by the candidate prior to the assessment.

Context/setting

- Candidates should be assessed after they are familiar with the topic of study skills and have developed effective reading strategies.
- It is recommended that assessment against this unit standard is conducted in conjunction with assessment against other Level 3 English for Academic Purposes unit standards. Linking this assessment with learning activities or research on a similar topic and using similar text types, may assist candidates to become familiar with content, text structure, language features and specialised vocabulary.
- Assessment may occur in conjunction with study and assessment in other learning areas.

Notes for assessors

- The Common European Framework of Reference for Languages (CEFR) describes language proficiency at six levels. The Level 3 English for Academic Purpose standards align with the low B2 descriptors. Teachers and assessors are encouraged to refer to these descriptors to gain a clearer understanding of the competencies required by these standards.
- Although the level of the text meets the requirements of CEFR low B2, there is some vocabulary from a higher level that is relevant to the topic and context in order to meet the requirements of the standard (refer to Guidance Information 4iii in the unit standard document).
- It is important that both assessors and candidates are familiar with the outcome, performance criteria and guidance information of the unit standard.
- Candidates may use a checklist to ensure that they have met all the evidence requirements.
- The two reading texts, note-taking, planning and final responses for Performance Criteria 1.1 and 1.2 must be submitted to meet all evidence requirements.
- The assessment schedule is for assessors only, and it is not to be shared with candidates during the assessment process.
- Appropriate assessment conditions as per your organisation's guidelines must be adhered to, in order to ensure authenticity of student evidence and to safeguard the validity of assessment.
- Refer to your organisation's policies before offering a resubmission or further assessment opportunities.

Assessment task

In this task candidates are required to read and apply understanding in English for academic purposes.

The academic purpose is investigation followed by recommendation.

Research question

What revision strategies should students use to revise effectively for examinations?

Assessment Schedule

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Note: The assessment schedule below is for one reading assessment only. For this unit standard, evidence is required for two texts. See 'Resource requirements', on page 3.

PC	Evidence for achievement	Judgements for achievement
1.1 Meaning gained from the text is identified, analysed and evaluated to determine its relevance to the academic purpose.	<p>Part A:</p> <p>Question 1 a, c, e, g</p> <p>Two effective and two ineffective strategies are identified. Answers similar to the following:</p> <p>Effective strategies include:</p> <ul style="list-style-type: none"> • <i>Starting revision sooner</i> • <i>Revising information repeatedly</i> • <i>Learning the information you don't yet know</i> • <i>Practising the tasks that will be in the exam</i> • <i>Putting the information in a new form e.g. mind maps</i> • <i>Getting enough sleep</i> <p>Ineffective strategies include:</p> <ul style="list-style-type: none"> • <i>Starting revision one or two weeks before the examination</i> • <i>Revising all of the information on a topic</i> 	Three out of four strategies are correctly identified.

- *Re-reading notes*
- *Staying up late the night before an examination*

Question 1 b, d, f, h.
Answers similar to the following:

Revise information several times with longer gaps between the revision sessions e.g. the day after a lesson, two days later, a week later and a month later.

Question 2
Answers similar to the following

I ranked focusing on new information as the strategy most relevant to the academic purpose because it is necessary to learn the information before you can practice and you need to make sure that you know all of the information not just some of it. I ranked practicing second because the research shows it is an effective strategy. Research shows that practicing helps students to recall information (Stafford & Dewar, 2013). I ranked reading notes third and staying up late fourth because they are not relevant to the academic purpose and these strategies should not be used by students. Just reading notes improves recognition by not recall. In addition staying up late actually stops people learning so is the least relevant to the academic purpose. If students don't get enough sleep they won't learn or remember new information (Neuroscience News, 2012). Therefore I would not include it in recommendations of strategies for students to use.

Three out of four strategies are correctly analysed by identifying what students have to do to use this strategy.

Three out of four strategies are evaluated correctly for relevance to the academic purpose which is answering the research question.

N.B. This is a reading assessment and the medium of the response and the quality of the language in the response will not be assessed for this unit standard as long as answers are comprehensible.

<p>1.2 Relevant information from the text is applied in a form appropriate to the academic purpose and in a manner beyond simple information transfer. Form may include but is not limited to – tabulation or summary.</p>	<p>Part B:</p> <p>Question 3</p> <p><i>e.g. The first thing you should do is to start revising sooner and to learn information several times. It's important to leave longer and longer time gaps between revision sessions. You also need to test yourself to find out what information you don't already know and then spend time only learning that information. Students shouldn't waste time on information that you already know. You also need to practice recalling the information and doing the types of tasks you will have to do in the exams. You can do this by making new notes, diagrams tables or mind maps or by doing practice questions. Finally it is important to get enough sleep especially after revising anything and the night before the examination because this helps to improve memory.</i></p>	<p>Appropriate strategies are selected most of the time.</p> <p>Information is summarised using the student's selected method.</p> <p>Strategies are provided in a logical order.</p> <p>Information is clear and comprehensible most of the time.</p> <p><i>NB. This is a reading assessment and the medium of the response and the quality of the language in the response will not be assessed for this unit standard as long as answers are comprehensible.</i></p>
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