

## NZQA Assessment Support Material

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

### Student guidelines

#### CONDITIONS OF ASSESSMENT

This is a **closed book assessment**.



For assessment against this standard:

- Answers must be in your own words.
- Your responses may be in a number of different forms, including written, oral, a table, concept maps or graphics.
- Use the checklist below to ensure that you have met all the evidence requirements.

#### Assessment task

For this unit standard, you will be required to complete two assessments on separate texts, on separate occasions. These guidelines provide one assessment task (text) only. A second text will be provided.

In this task, you will read and apply understanding of a text.

**The academic purpose** is to investigate a range of revision strategies and determine which are the most useful in order to answer the following research question:

#### Research question

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

## Student Checklist

In this assessment task you will need to show that you can do the following:	PC
<p>Identify the key information in the text. This means to find the most important information.</p> <p>Analyse the key information in the text. This means to examine something in detail, in order to explain or interpret it. This may involve making links with other ideas.</p> <p>Evaluate the information to decide on its relevance to your purpose for reading.</p>	1.1
<p>Apply the information from the text in a form that is appropriate for the academic purpose. This must be in your own words and could include:</p> <ul style="list-style-type: none"><li>• a table i.e. arrange the information in a systematic form such as in a table or bullet points.</li><li>• synthesis i.e. combine different ideas/information into a whole.</li><li>• summary i.e. write the main ideas only of what you have read.</li></ul>	1.2

## Assessment Task

Read the following text and answer the questions.

### Text: Revision success

Good revision skills can result in better grades as well as less time spent on revision. Many students believe that they know how to revise, but in fact not every student revises well. Fortunately, there is research on memory and learning which can help students to improve their revision skills.

First, it is important to revise a topic several times over a long period of time. Many students start revising one or two weeks before an examination. However, research suggests that it is important to start revision sooner and to revise the same information several times at increasing intervals (Stafford, 2014). This might mean revising the same thing the day after a lesson, then after two days, the next week, and then the next month. In addition, students who leave longer gaps between revision sessions often get better results (Stafford, 2014). In fact, the longer the gaps, the better the results! Therefore students need to start revising sooner, should revise more often and should not leave revision to the night, or even the week, before an examination.

It is also important to spend more time learning new information. A common mistake students make is to revise all of the information on a topic. Revising all of the information is a waste of valuable time because some of it is already known. Students need to test themselves to find out what information they do not know and spend time learning that information. This can be discouraging if there is a lot of new information to learn. However, a world-recognised expert in learning has pointed out that real improvement in a skill requires 10,000 hours of practice (Ericsson, Krampe, & Tesch-Romer, 1993). It is therefore important to keep learning the new information, even if there is a lot of it!

The revision process can be made easier if students know the best method of learning new information, and understand the difference between recognition and recall. Recognition and recall are two very different psychological processes. Re-reading notes and information leads to recognition but this does not improve the ability to recall the information when it is needed. Recognition is a much easier task than recall. This is why multiple-choice tests are often easier than fill-in-the-blanks tests or writing essays. For example, it is easier to recognise the correct answer from a group of choices than it is to have to recall the answer out of one's own head. Even powerful feelings of recognition do not guarantee the ability to recall the information. You can prove this to yourself by thinking of your favourite song. Now try to sing the song from start to finish. You will quickly realise that recognition or 'knowing' the song, does not mean that you can recall all of the words. In examinations students get marks for recalling relevant information and using it to answer a question; not for recognising information.

To improve recall students need to do something with the information they are trying to learn and not just read or even memorise their notes. Research shows that reading and re-reading notes does not help learning (Stafford, 2014). It is also argued by Stafford that simply trying to remember something has been shown to have "almost no effect" (2014) on the amount of information that is remembered later. To improve learning, students need to reorganise the information in some way. This could mean making new revision notes of class or lecture notes, turning notes into mind maps or diagrams, relating the information to other information, or practising writing answers to examination questions. Doing this makes sure that the information is stored in the long-term memory. Long-term memory is a system for permanently storing and recalling information for later use. Information stored in long-term memory is available for life. In contrast, short-term memory is exactly that, short! It can hold about seven items for no more than 20 or 30 seconds at a time (McLeod, 2013).

Practising recalling relevant information and using it in specific tasks is also a very important revision strategy. Research confirms that practising is one of the best ways to improve recall of information (Stafford, & Dewar, 2013). It is also important to practise the type of tasks that will be in the examination. If an examination involves writing an essay, it is important to practise essay writing. If it involves doing Maths equations, it is important to do Maths equations. Re-reading or even memorising the information for the essay or the Maths question is not enough. According to Stafford (2014), writing examination answers is a skill, just like playing an online game is a skill. It is not possible to get better at an online game by trying to memorise game moves. It is only possible to get better by practising.

Research also shows that sleep is important for learning (Neuroscience News, 2012). Experiments have shown that a full night's sleep helps people to both learn new skills and to store new information. Sleep plays an important part in revision because this is when the brain creates long-term memories. In addition, research also shows that irrelevant memories are deleted during sleep, which results in the important memories becoming easier to access (Mehta, as cited in Neuroscience News, 2012). Staying up all night to revise is definitely a bad idea and getting a good night's sleep before an examination is very important.

872 words (including in text citations)

## References

Ericsson, K.A., Krampe, R.T., & Tesch-Romer, C. (1993). The Role of Deliberate Practice in the Acquisition of Expert Performance. *Psychological Review*. Vol. 100. No. 3, 363-406.

McLeod, S. (2013). *Stages of Memory Encoding Storage and Retrieval*. Retrieved from <https://www.simplypsychology.org/memory.html>

Neuroscience News (2012) *Researchers discover that the sleeping brain behaves as if it's remembering something*. Retrieved from <http://neurosciencenews.com/researchers-discover-that-the-sleeping-brain-behaves-as-if-its-remembering-something-entorhinal-cortex/>

Stafford, T. (2014). *Five secrets to revising that can improve your grades*. Retrieved from <https://www.theguardian.com/education/2014/jan/08/five-secrets-of-successful-revising>.

Stafford, T., & Dewar, M. (2013). *Tracing the Trajectory of Skill Learning With a Very Large Sample of Online Game Players*. Retrieved from <http://www.tomstafford.staff.shef.ac.uk/?p=221>.

**Assessment task: Answer the following questions**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Part A**

Meaning gained from the text is identified, analysed and evaluated to determine its relevance to the academic purpose (1.1).

Question 1

Identify two effective strategies and two different, ineffective revision strategies that are given in the text.

<b>a) Identify the strategy</b>	<b>b) What does this strategy involve? You may write sentences or use bullet points.</b>

<b>c) Identify the strategy</b>	<b>d) What does this strategy involve? You may write sentences or use bullet points.</b>
<b>e) Identify the strategy</b>	<b>f) What does this strategy involve? You may write sentences or use bullet points</b>

<b>g) Identify the strategy</b>	<b>h) What does this strategy involve? You may write sentences or use bullet points.</b>

Question 2

- a) Rank the strategies from Question 1 in order of relevance to the academic purpose. Put the most relevant revision strategy at the top and the least effective revision strategy at the bottom.

- b) Explain your ranking. Your answer must be in your own words and not copied from the text. Refer to the information from the text in your answer. Write approximately 100 - 150 words.



## Part B

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 (1.2).

### Question 3

Produce recommendations of revisions strategies that students should use. Your recommendations may be in a short paragraph, in bullet points or a combination of visuals and writing. You should refer to the information from the text but your answer must be in your own words and not copied from the text.