

English for Academic Purposes Assessment Support Material

Unit standard	30511				
Title	Read and process information on a familiar topic in English for academic purposes				
Level	3	Credits	6	Version	3

Assessor Guidelines

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

Note:

These 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. While this resource exemplifies how to assess understanding of English language written text(s) in an academic context, other assessment activities and approaches could be taken to make the context relevant to students in their environment and ensure that submitted evidence is authentic.

See [Gathering evidence of learner achievement](#)

Assessors should use innovative, valid and fair ways of recognising achievement, without overburdening themselves or the learner with too much assessment.

Context/Setting

This activity requires students to read and process information on a familiar topic in English for academic purposes.

It is recommended that:

- the outcomes are assessed as part of an integrated unit of work, relevant to the learning context of the learner;
- assessment be conducted in conjunction with assessment against other Level 3 English for Academic Purposes unit standards.

Award of Grades

This unit standard can be awarded with an Achieved grade only.

For Achieved, learners must:

- Read and process information on a familiar topic in English for academic purposes.

Conditions of Assessment

This assessment will take place over a timeframe set by the assessor.

- Text(s) must be unseen by the learner prior to the assessment but must be on a topic familiar to learners.
- The learner’s purpose should be determined by the assessor and clearly communicated prior to the assessment.
- Learners may use a bilingual and/or an English dictionary.

Resource Requirements

- Text(s) of an academic nature of at least 800 words.
- Questions to assess comprehension.
- Activity that requires the learner to process information, including a research question.

Additional Information

- The Common European Framework of Reference for Languages (CEFR) describes language proficiency at six levels. This unit standard is at a level informed by the CEFR. Teachers and assessors are encouraged to refer to the descriptors in the *Supporting Document* to gain a clearer understanding of the competencies required by these standards.
- A range of assessment items must be used for assessment against this unit standard, and may include – short answer questions, multiple-choice, matching, gap-fill, open-ended questions requiring explanation and interpretation.
- Learner responses may be in any form, which may include – tabular, graphic, written, oral. The quality of the language in the response is not assessed for this unit standard.
- The assessor must be satisfied that the learner can independently demonstrate competency against the unit standard.
- Texts used in this unit standard:
 - must be at least 800 words in total from one text or two texts on related topics;
 - must be assessed on one occasion;
 - must be academic in nature;
 - may be from print and online sources that may include course textbook, non-fiction book, article;
 - may include – graphics, illustrations, subheadings.
- The assessment schedule is for assessors only and not to be shared with learners during the assessment process.
- Refer to your organisation’s policies before offering a resubmission or further assessment opportunity.

Assessment Activity

Unit standard:	30511
Standard title:	Read and process information on a familiar topic in English for academic purposes
Credits:	6
Resource title:	Revision success
Assessor guidance:	Use of this assessment resource without modification may mean that students' work is not authentic. The assessor will need to set a different context or topic and develop fresh and relevant texts that reflect the interests and circumstances of their students. The text example and questions in this assessment activity provide models of possible approaches.

Model Assessment

Assessor instructions for students

Introduction

This assessment activity requires you to read and process information on a familiar topic in English for academic purposes. You will need to answer questions about the meaning of the main ideas and the supporting details in relation to the topic of the text. You will also need to process relevant information from the text in a form that is appropriate to the task.

This activity will take place in class time.

Task

Your teacher will provide you with a written text with information about a familiar, academic topic. You will need to read the text and then complete a question sheet.

You will need to show that you can:

- Identify the meaning of the main ideas and the supporting details in relation to the topic of the text (PC 1.1).
- Process relevant information from the text and apply this in a form appropriate to your purpose for reading and in a manner beyond simple information transfer (PC 1.2).

Your purpose is to answer the following **research question**:

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

Text: Revision success

- 1 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.
- 2 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.
- 3 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!
- 4 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.
- 5 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).
- 6 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.

7 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.

References

Ericsson, K.A., Krampe, R.T., & Tesch-Romer, C. (1993). The role of deliberate practice in the acquisition of expert performance. *Psychological Review*, 100(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>.

Name: _____

Date: _____

Section 1: The meaning of the main ideas and the supporting details are identified in relation to the topic of the text (1.1).

In this section, you will answer the questions to show that you have understood the text.

1. What is the main idea of the first paragraph? Use your own words.

2. What is one detail from paragraph two that supports the idea that students should start revising earlier?

3. According to the text, why is it a mistake to revise all of the information on a topic? Use your own words.

4. Use your own words to explain the difference between recognition and recall.

5. What is one reason why writing examination answers is similar to playing an online game?

Choose the correct answer (A, B, C or D). Circle one.

6. What is the best way to plan revision over time?
 - A. Revise only the week before the test.
 - B. Revise only once after each topic.
 - C. Revise the same topic several times over weeks or months.
 - D. Revise a different topic each day.

7. According to the text, what is the result of simply re-reading notes?
 - A. It helps store the information in long-term memory.
 - B. It only helps with recognition, not recall.
 - C. It improves essay writing skills.
 - D. It creates new ideas.

8. Which activity is most useful for improving recall?
 - A. Highlighting information.
 - B. Reading and re-reading notes.
 - C. Making diagrams or mind maps.
 - D. Memorising the textbook.

Match each strategy with the benefit.

STRATEGY

9. Practising past exam questions
10. Reorganising notes into mind maps
11. Getting enough sleep before an exam

BENEFIT

- A. Helps store information permanently
- B. Prepares students for the exact exam format
- C. Makes important memories easier to access

Your answers: 9. _____ 10. _____ 11. _____

12. The text outlines several revision strategies. In the table below, identify some of the strategies mentioned in the text and write a short explanation about the effectiveness of each strategy (you can use a scale, for example, very effective, effective, not effective or weak strategy) and the reason why you think so. One example has been done for you.

Strategy	Effectiveness & why
a)	
b)	
c)	
d) Re-reading notes	This is not a very effective strategy, because it only helps recognise the information.
e)	
f)	

Section 2: Relevant information from the text is processed in a form appropriate to the learner's purpose and in a manner beyond simple information transfer (1.2).

13. You have read the text about different revision strategies. Your goal is **to examine these strategies and decide which ones are most effective**. In the table above, **circle 2 strategies** you think are the most useful for academic study. **Write a short paragraph** (100 words max) explaining:

- Why you chose these strategies as the best.
- How you could apply them in your own studies.

14. Why might students find it difficult to follow the advice in the text, even if it is helpful? Provide at least two reasons.

Assessment Schedule: Revision Success

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Assessment Criteria

Performance Criteria	Evidence for Achievement	Judgements for Achievement
1.1 The meaning of the main ideas and the supporting details are identified in relation to the topic of the text.	<p>Section 1</p> <p>Questions 1–5 – Answers similar to these:</p> <ol style="list-style-type: none"><i>1. The main idea of paragraph 1 is that many students do not revise effectively, or it is important to know the best way to revise.</i><i>2. There is research that can help students to improve their revision skills or research suggests that it is important to start revision sooner or longer gaps give better results.</i><i>3. Because some of the information is already known, so revising all of it is a waste of time.</i><i>4. Recognition means you know something when you see it; recall means remembering information without help.</i><i>5. Because both need practice to improve, not just memorising steps or information.</i> <p>Question 6–11 – The following answers:</p> <ol style="list-style-type: none"><i>6. c</i><i>7. b</i><i>8. c</i>	Meaning of the main ideas and the supporting details are identified Three out of Qs 1–5 are correct. Four out of Qs 6–11 are correct.

	<p>9. <i>b</i> 10. <i>a</i> 11. <i>c</i> 12. Answers similar to:</p> <table border="1" data-bbox="698 314 1439 1287"> <thead> <tr> <th data-bbox="698 314 1051 366"><i>Strategy</i></th><th data-bbox="1051 314 1439 366"><i>Effectiveness & why</i></th></tr> </thead> <tbody> <tr> <td data-bbox="698 366 1051 552"><i>a) Spaced revision</i></td><td data-bbox="1051 366 1439 552"><i>Very effective. It is because revising over time and increasing the gaps between revision sessions helps memory.</i></td></tr> <tr> <td data-bbox="698 552 1051 738"><i>b) Practising recall</i></td><td data-bbox="1051 552 1439 738"><i>Effective because this strategy helps store information in long-term memory. Reading alone is not enough.</i></td></tr> <tr> <td data-bbox="698 738 1051 890"><i>c) Reorganising information</i></td><td data-bbox="1051 738 1439 890"><i>Very effective because turning notes into mind maps or new formats helps deeper learning and memory.</i></td></tr> <tr> <td data-bbox="698 890 1051 965"><i>d) given</i></td><td data-bbox="1051 890 1439 965"><i>given</i></td></tr> <tr> <td data-bbox="698 965 1051 1160"><i>e) Sleep</i></td><td data-bbox="1051 965 1439 1160"><i>Effective because it makes it easier to remember key ideas. This is because sleep stores useful memories and deletes unimportant ones.</i></td></tr> <tr> <td data-bbox="698 1160 1051 1287"><i>f) Memorising</i></td><td data-bbox="1051 1160 1439 1287"><i>Weak strategy because just trying to remember something has little effect unless you use it actively.</i></td></tr> </tbody> </table>	<i>Strategy</i>	<i>Effectiveness & why</i>	<i>a) Spaced revision</i>	<i>Very effective. It is because revising over time and increasing the gaps between revision sessions helps memory.</i>	<i>b) Practising recall</i>	<i>Effective because this strategy helps store information in long-term memory. Reading alone is not enough.</i>	<i>c) Reorganising information</i>	<i>Very effective because turning notes into mind maps or new formats helps deeper learning and memory.</i>	<i>d) given</i>	<i>given</i>	<i>e) Sleep</i>	<i>Effective because it makes it easier to remember key ideas. This is because sleep stores useful memories and deletes unimportant ones.</i>	<i>f) Memorising</i>	<i>Weak strategy because just trying to remember something has little effect unless you use it actively.</i>	
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1.2 Relevant information from the text is processed in a form appropriate to the learner's	<p>Answers similar to these: 13. Circled best strategies, e.g.:</p>	Q 13: Two strategies are correctly identified/chosen as effective, and this selection is justified by referring to evidence in the text. The response ends with a														

<p>purpose and in a manner beyond simple information transfer.</p> <p>Range:</p> <ul style="list-style-type: none"> • may include – visuals, oral, written. 	<p><i>Spaced revision/Getting enough sleep/Learning new information/Practising recall/Reorganising information</i></p> <p>Answers such as Memorising/Reading and re-reading notes should not be accepted as they are not effective strategies.</p> <p><i>Short justification paragraph (answers similar to this):</i></p> <p><i>I think the most useful revision strategies are practising recall and reorganising information. The text explains that practising recall is better than reading, because it helps you remember information when you need it. Making diagrams or rewriting notes helps you learn more deeply. I already make mind maps sometimes, but I want to practise recall more, like writing answers without looking at my notes. These strategies will help me be better prepared for exams.</i></p> <p>14. Answers similar to this:</p> <p><i>Some students may find it difficult to follow the advice in the text because some of them may not have time to revise a topic many times over a long period of time. Some students may not have motivation, and some may not even understand good strategies and how to apply them (should mention one or two of the reasons).</i></p>	<p>reflection on which strategy the learner already uses, or would like to try, and why.</p> <p>Q. 14: At least two reasons are provided and sufficiently explained.</p>
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the unit standard.