

revision structure exercises

Use your notes and exercises from the structure units (introductions, body, paraphrasing and conclusions) to practise all you have learnt. For many of the exercises, there is often more than one possible answer.

1 Complete these organising (thesis) statements with the correct verb.

- 1 This paper will examine/is going to examine three areas.
- 2 Three areas will be examining/will be examined in this paper.
- 3 My report investigates/will investigate this problem in depth.
- 4 Finally, I will be detailing/will be detailed a case study.

2 Choose the correct listing word from below to complete these short organising statements. Sometimes, there are two possible answers, plus there are some words you don't need.

first/ly after before at first then last/ly finally at last
in terms of with reference to namely those of from through to

- 1 My paper will confine itself to just two aspects, _____ prevention and education.
- 2 There are a whole range of factors, _____ social breakdown _____ the economic crisis.
- 3 This essay will examine capitalism _____ its origins in the 19th century.
- 4 This report will address the problem in the following way; by _____ defining key terms, _____ by giving the historical background, and _____ by discussing the groups involved.
- 5 _____ detailing the main theories, this report will _____ apply each to a case study and _____ end with a recommendation for action.

3 Correct these organising statements to make them parallel.

- 1 I will analyse this problem as follows, first detailing the constructivist approach, then the behaviourist approach and then I will compare the advantages of both.
- 2 This paper will answer this question by first defining terms and then it will detail the problems in three separate sections.
- 3 After describing the Church's point of view, the Army's position will be looked at, and then I will detail a case study.
- 4 First, the weakness of this theory will be exposed. Then I will suggest an alternative.
- 5 It is helpful to look at the causes of inflation. Then I will examine possible solutions.

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- 4 Rearrange this introduction for the essay below, starting general, narrowing down, and ending with the organising (thesis) statements.**

Analyse the impact of continuous assessment in improving educational standards in schools

- 1 it is now a good time to decide if this change has had a positive impact on educational standards
- 2 firstly, it will briefly detail the relevant educational theories
- 3 over the last forty years in the UK, there has been a marked shift from testing students by means of timed exams at the end of their course, towards formative assessment of work throughout their course
- 4 finally, it will demonstrate how two practical considerations have fatally undermined key assumptions behind continuous assessment
- 5 this change has been driven by developments in teaching methods, in particular the growth of reflective practice
- 6 before moving on to an analysis of literacy levels in secondary level students.
- 7 this essay will argue that this has not been the case

- 5 Write a topic sentence for this paragraph from the same essay.**

..... The first and most important of these is reflective practice. Donald Schön formalised the approach in the 1980s, defining it as 'the capacity to reflect on action so as to engage in a process of continuous learning' (Schön, 1983). The emphasis is on a cycle of analysing and reflecting on experience to improve educational achievement. Other relevant theories are cognitivism which focuses on developing mental processes above all, and then constructivism, in which learning is built on existing knowledge and experience. All such ideas lend themselves to an ongoing analysis of learning which is at the heart of all continuous assessment.

- 6 Write a linking and/or topic sentence and also a concluding sentence for this next paragraph from the same essay.**

..... One way to decide if these have/this has improved is to examine literacy levels, which we will do at secondary level, and there are a number of revealing statistics. In the early 1980s, changes to education policy meant continuous assessment replaced end of year exams in most schools as the main means of awarding grades. Before then, between 1945 and 1980, the percentage of school leavers defined as functionally literate rose steadily from 58% to 82%, but since, this has fallen and now stands at 69% (Draper, 2011). Similarly, our literacy world ranking has dropped from 3rd place in 1985 to 11th place in 2012 (DOE, 2012).....

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7 Rearrange this next paragraph from the same essay to put it in the correct order.

- 1 Hence, for boys at least, continuous assessment is having a negative effect on standards.
- 2 Many people believe boys in particular are disadvantaged by an assessment system, and it is true that a significant gap is opening up between boys and girls in reading and writing.
- 3 In contrast, under the pre 1980s exam system, boys' grades were on average 12% higher than girls.
- 4 At secondary school, this gap in reading proficiency is 5 percentage points to 10 percentage points, and in writing, it is 10 percentage points to 15 percentage points (Olson, 2011).
- 5 Furthermore, on average, boys are leaving with two fewer GCSEs, and with grades on average 8% lower (Stirling and Cooper, 2010).

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- 8 Paraphrase and combine the 3 sources in the boxes below to write the final body paragraph of this essay on assessment, plus use the bibliography details to add references in your preferred style. Write approximately 200 words.**

Source 1

Parents are not above 'cheating' to help improve their children's grades. In fact, one in three of them admitted to doing coursework for their children, saying that as it was so common, it would be a disadvantage if they didn't.

From:

BBNEducation. *Kids in Crisis?* n.d. Web. 13 July. 2010. <<http://www.bbn/learning/7906/index.htm>>.

Source 2

The government is hoping to produce guidelines for assessments across England in light of the recent scandal where a school was found to be outsourcing Year 12 assessment marking to university undergraduates and paying them per script, even though they did not have any teaching qualifications. Another issue has been huge variation in the number and length of assessments. For the Matriculated Exam Board, three essays of 1000 words per term and the study of five texts were required for the English GCSE, but for the OCP Board, it was two essays of 1500 words per year and just three texts. Many people believe that there should be far greater standardisation.

From:

Gaffyn, Peter. Ed. *Learning Strategies*. London: Corpus, 2010. Print.

Source 3

The main complaint we found from teachers was the amount of time they now have to spend on non-teaching duties. While many would like to work on their subject knowledge, teaching techniques and improving IT skills, they in fact spent most of their time outside the classroom on marking the many assessments that are now required at each Key Stage. Not only that but they had to complete all the paperwork for the validation of these assessments, which for a typical one, was three forms. Multiply this across year groups and the result on average was 30 minutes a day on form filling, and 90 minutes on marking, time which could have been better spent on lesson planning. Further, as one teacher remarked, "I am often marking work that I know has been copied off the Internet in large part, but even if I can prove it and the student admits it, they can just do the assessment again, so cheating then, is a risk worth taking."

From page 43 in:

Carlton, Naomi and Elias Tobin. *Change and Continuity, 1975–2010*. 2nd ed. London: Medley Press, 2010. Print.

revision structure exercises

- 9 Rearrange this conclusion from the same essay to put it in the correct order. One of the sentences is not needed as it is new information and therefore irrelevant.**
- 1** Finally and most worryingly, the integrity of the coursework itself has been undermined by overzealous parents and access to the Internet.
 - 2** It is undoubtedly underpinned by worthwhile theories, but since this system has been introduced, literacy at least has declined and boys in particular have been struggling.
 - 3** Given all this, it is perhaps time to re-examine how we test and teach our children, as there is considerable room for improvement.
 - 4** In other countries such as Malaysia and China, final testing is the norm, and they have overtaken us in literacy and numeracy.
 - 5** To conclude, continuous assessment does not seem to have improved standards, and has perhaps even damaged them.
 - 6** Teachers too have had problems, finding the bureaucracy overwhelming, yet even so, there are no common standards across the country.