

## revision structure answers

(NB often there are more possibilities than given here)

1

- 1 will examine
- 2 will be examined
- 3 will investigate
- 4 will be detailing

2

- 1 namely/those of
- 2 from... through to
- 3 in terms of/with reference to
- 4 first/ly...then... finally/last/ly
- 5 After...then...finally/last/ly

3

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

## Notes

<sup>1</sup>As a new full sentence is coming, you need to separate it, either with full stop/period or semi colon (used when next sentence is an explanation of the one before)

<sup>2</sup>You can leave out 'I will' here as it is understood, and sounds repetitive to repeat it.

## revision structure answers

4

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

- 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.
- 5 This change has been driven by developments in teaching methods, in particular the growth of reflective practice.
- 1 It is now a good time to decide if this change has had a positive impact on educational standards.
- 7 This essay will argue that this has not been the case.
- 2 Firstly, it will briefly detail the relevant educational theories,
- 6 before moving on to an analysis of literacy levels in secondary level students.
- 4 Finally, it will demonstrate how two practical considerations have fatally undermined key assumptions behind continuous assessment.

5

#### *Topic*

There are a number of theories behind assessment. / To start, we can briefly examine a range of theories.

6

#### *Topic/linking*

Then there is the issue of the impact on standards. / The key question is how this has affected educational achievement.

#### *Concluding*

It would seem that the system of continuous assessment has contributed to a decline in standards, or at least not helped them improve. / Such evidence strongly suggests continuous assessment is damaging education.

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- 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.
- 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).
- 3 In contrast, under the pre 1980s exam system, boys' grades were on average 12% higher than girls.
- 1 Hence, for boys at least, continuous assessment is having a negative effect on standards.

## revision structure answers

### 8 (Harvard/APA style for references)

Finally, continuous assessment has been weakened by two practical issues.\* Firstly, there are problems with authenticity, meaning if students always do the work that they are assessed on. One in three parents admits to completing their children's coursework to help with their grades (BBNEducation, n.d.)<sup>1</sup> while some students seem to be copying off the Internet; as one teacher noted, 'I am often marking work that I know has been copied...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' (Carlton and/& Tobin, 2010, p.43).<sup>3</sup> The second issue is bureaucracy. Teachers spend on average two hours a day on the marking and form filling required for assessment (Carlton and/& Tobin, 2010, p.43),<sup>3</sup> and in fact, one school was found to be outsourcing marking to non qualified undergraduates (Gaffyn, 2010).<sup>2</sup> It seems undeniable that teachers' time would be better spent planning more effective lessons. Beyond this, there are serious concerns about the validity of some assessments in the first place, given variations across the exam boards. In GCSE English for example, one might ask for three essays per term, another just two per year (Gaffyn, 2010).<sup>2</sup> All these issues arguably impact on the quality of our education system\*. (209 words)

### Notes

<sup>1</sup> Taken from source 1; <sup>2</sup> Taken from source 2; <sup>3</sup> Taken from source 3; underlined abstract nouns loop big idea around the specific examples from the sources; these words are not found in text but are writer's own group.

\* structural sentences, i.e. topic and concluding

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<sup>1</sup>BBNEducation, *Kids in Crisis?* (n.d.), <<http://www.bbn/learning/7906/index.htm>> [Accessed 13 July 2010].

<sup>2</sup>Naomi Carlton and Elias Tobin, *Change and Continuity*, 1975-2010, 2nd edn (London: Medley Press, 2010), p.43.

<sup>3</sup>Carlton and Tobin, p.43.

<sup>4</sup>Peter Gaffyn, ed., *Learning Strategies* (London: Corpus, 2010).

<sup>5</sup>Ibid.

## revision structure *answers*

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- 5 To conclude, continuous assessment does not seem to have improved standards, and has perhaps even damaged them.
- 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.
- 6 Teachers too have had problems, finding the bureaucracy overwhelming, yet even so, there are no common standards across the country.
- 1 Finally and most worryingly, the integrity of the coursework itself has been undermined by overzealous parents and access to the Internet.
- 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.