

T/618/7010 - English for Higher Education Studies

Assessment

QUESTION 1.

Pre-, While-, and Post-Reading Strategies. (500 words)

Assessment Focus:

Understanding academic texts through pre-, while-, and post-reading strategies.

Question:

Discuss the importance of using pre-, while-, and post-reading strategies when engaging with academic texts. In your response, identify the overall function of an academic text and explain the specific function of sentences, paragraphs, and sections. Use examples from academic texts to demonstrate how these strategies aid comprehension.

Guidance:

- **Identify the overall function of an academic text** (Assessment Criterion 1.1), explaining how pre-reading strategies help you predict this function.
- Next, **identify the specific functions of sentences, paragraphs, and sections** in the text (Assessment Criterion 1.2) by applying while-reading strategies like skimming or scanning.
- Finally, demonstrate your comprehension of a range of academic texts by summarising or discussing the main ideas from those texts, clearly showcasing your **understanding of different parts** of the texts (Assessment Criterion 1.3). Use examples of these strategies as they apply to real academic texts to support your explanation.

QUESTION 2

Academic Vocabulary (500 words)

Assessment Focus:

Using and demonstrating academic vocabulary in context.

Question:

Using a range of subject-specific vocabulary, write a reflective essay on how expanding academic vocabulary improves comprehension and writing in higher education. Provide examples of subject-specific terms from a chosen field of study and explain how accurate use of vocabulary contributes to effective academic communication.

Guidance:

- Demonstrate **active use of a range of subject-specific vocabulary** (Assessment Criterion 2.1). Make sure that you use terms accurately and in appropriate contexts to show your understanding of how these words are applied in academic settings.
- Ensure that you **use the subject-specific vocabulary accurately** throughout your response (Assessment Criterion 2.2), providing clear examples that illustrate your command of the language in your chosen field. This is an opportunity to show your ability to effectively incorporate academic language into your writing.

QUESTION 3

Structure and Cohesion in Writing (500 words)

Assessment Focus:

Sentence, paragraph, and text structure in academic writing.

Question:

Explain the importance of structuring sentences, paragraphs, and full texts according to academic conventions. In your answer, discuss how sentence structure, paragraph cohesion, and overall text organization contribute to clarity in academic writing. Provide examples of how poor structure can lead to miscommunication and how proper referencing and avoiding plagiarism support academic integrity.

Guidance:

- **Demonstrate the ability to use the structure and linguistic conventions of well-written academic sentences and paragraphs** (Assessment Criterion 3.1). Focus on how to structure paragraphs cohesively, linking ideas effectively.
- Illustrate how you **link sentences, paragraphs, and sections together** to ensure overall cohesion in your writing (Assessment Criterion 3.2).
- Finally, provide examples of how to **effectively reference** sources and ensure that you understand how to **avoid plagiarism** (Assessment Criterion 3.3). Ensure that your response shows both the technical aspects of academic writing and an understanding of ethical writing practices.

QUESTION 4

Listening Strategies (500 words)

Assessment Focus:

Pre-, while-, and post-listening strategies to understand academic lectures and discussions.

Question:

Reflect on how pre-listening, while-listening, and post-listening strategies can enhance comprehension of academic lectures. In your essay, discuss the role of linguistic signposts and reference markers in understanding different speakers and delivery styles. Use examples to demonstrate how effective note-taking during lectures can support academic success.

Guidance:

- Describe how you can **recognise linguistic signposts and reference markers** (Assessment Criterion 4.1) when listening to different speakers and various styles of delivery. Explain how these markers help you follow the structure of academic talks.
- Demonstrate how you can **utilise notes made whilst listening to a range of different speakers** (Assessment Criterion 4.2). This can include examples of how effective note-taking strategies during academic discussions or lectures lead to better understanding and retention of information. Show how these strategies support your overall academic success.