

How to be a successful university student

This task set contains: Teacher instructions Answer key Tapescript Learner response sheet	Marking and feedback to learners When marking the learners' responses please adhere strictly to any answer key provided in the task set. As it is critical to keep all documents in the task set secure for future assessment purposes, please DO NOT hand out the answer key after marking or allow learners to keep their corrected response sheets when giving feedback.
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Learning Context

Insert information about how the students were prepared for the task; e.g., vocabulary instruction, discussions on the topic, grammatical preparation, practice similar skills or activities in other contexts.

Assessor instructions for administering the task

1. Cue the recording.
2. Give the learners the response sheet.
3. Explain to learners what they will have to do by using the Assessor script.

Assessor script:

This is an assessment task to demonstrate your understanding of a spoken presentation. Write your name and the date on the answer sheet. [Give learners time to complete.] You will hear a presentation about success at university. Listen to the presentation and answer the questions on your answer sheet. You can write your answers but if you want to give your answers verbally, raise your hand now. [Take learner aside to make arrangements for answering verbally.] You will hear the presentation 3 times. Your answers don't have to be complete sentences and they can contain errors in grammar or spelling, but your meaning must be clear. To achieve this learning outcome, you need to answer question 8 correctly. You also need to answer either question 1 or 5 correctly. You need to answer 4 questions correctly out of questions 2, 3, 4, 6 and 7.

You may use a dictionary, if you like. You now have 2 minutes to read the questions. [Wait 2 minutes.] You will now hear the presentation for the first time. Listen and write answers to the questions. [Play the recording.] You now have 30 seconds to check your answers. [Wait for 30 seconds and recue the recording during this time.] You will now hear the conversation for the second time. Listen and write your answers on the answer sheet. [Play the recording.] You now have 30 seconds to check your answers. [Wait for 30 seconds and recue the recording during this time.] You will now hear the recording for the third and final time. Listen and complete your answers. [Play the recording.] You now have 30 seconds to check and complete your answer sheet. [Wait 30 seconds.] Please put your pens down. I will now collect your answer sheets. [Collect all answer sheets.]

Conditions for assessment

1. Allow learners to use dictionaries.
2. The listening text will be played three times as per assessor script above.
3. The listening text is a spoken face-to-face, online, radio or TV presentation. It is approximately 3 minutes in duration. It is on a relevant topic. It contains specific information which supports or elaborates on main ideas. It is monologic. It is spoken at average speed by a fluent speaker, not classroom teacher. It may contain some numerical information.
4. Responses may be spoken or written. If responses are to be spoken, assessor must record the responses on the learner's answer sheet.

Answer key

In order to achieve the learning outcome learners must correctly identify topic of presentation (Q8); identify main ideas (Q1 or 5); identify specific information which supports or elaborates on main ideas—at least 4 of the remaining 5 questions. Note that sentences need not be grammatically correct or in sentence form, but errors must not interfere with meaning.

1. *Any one of the following*: commitment, (learning) new skills, focus, (ask for) help and support
2. 40 **and** 8–10 (both must be correct)
3. nobody
4. *Any one of the following*: be independent learner; develop new skills (workshops, etc); keep on top of workload
5. balance between university and other commitments/put study first (one of the two)
6. ask
7. 80% **and** friends (both must be correct)
8. success at university

Transcript: How to be a successful university student

Good morning and welcome to this Orientation Week talk about how to be a successful university student.

The first major point I would like to make is that **university requires commitment. University requires commitment.**

Of course it does, you say. But just think: how many subjects are you doing? You need to do 8–10 hours of study per subject per week. Say you are doing a full time load of four subjects. That means you are undertaking a full time job when you become a student, especially when you add in the time you are in lectures. That's what you are committing to—a 40 hour week at least.

You're an adult learner, and you manage your own time and freedom—nobody will be checking on you, so you will need to have this commitment from the very beginning.

The second thing is to **expect to learn and practice new skills** if you are going to succeed. **Expect to learn and practice new skills.**

A study at our university showed that only 45% of first year students felt well prepared for university work. So? For you, it means three things: one, be more independent in your learning at uni than in other places; two, work at developing your study skills—find out what workshops are on, to help you with time management or research or writing; and three, keep up with the workload. Keep on top of your work because it's easier than catching up. These three things may all be new challenges, and important new skills for you.

The third major point is that you need to **stay focused on your studies**. **Stay focused on your studies.** Find a **balance** between university, work, family and social life and other commitments. It's a challenge, but an important one. It's a good idea to **put study first** before everything else while you get settled in and see how much else you can do.

Lastly, **don't be afraid to ask for help and support**. **Don't be afraid to ask for help and support.** University teachers have complex jobs, and are not always able to give timely feedback or personal attention. You can ask for feedback though. You can also get feedback and support from other places like student support services or the language and writing centre. And don't forget, a group of friends is also a good support at uni—80% of new students agree it is important to have a close group of friends for support.

So that's four things: commitment, new skills, focus, and support. If you're smart about those four things, you will find your university experience is successful. It's a challenge, and I wish you all the very best.

Name of learner _____ Date _____

Task Instructions: Listen to the presentation and answer the questions.

1. What is **one** of the four components of success at university?

2. As a full-time university student, I must expect to do at least _____ hours of work per week. That is _____ hours per subject, in addition to class time.

3. Who will be checking to see how I am working? _____

4. What is **one** way to learn or practice new skills at university?

5. Briefly explain what the presenter means by **focus on studies**.

6. If I want feedback I can _____ my teachers or access other support services.

7. Complete the sentence: According to _____ of new students, _____ are important for support.

8. Tick the correct answer. The **topic** of this presentation is:
 - Full time jobs
 - Commitments outside university
 - Friendship at university
 - Success at university

Name of learner _____ Date _____

For teachers/assessors only	
The learner:	Assessor ticks questions answered correctly and ticks outcomes achieved.
1.1 identifies topic of presentation.	Qu. 8 <input type="checkbox"/> 1.1 <input type="radio"/>
1.2 identifies main ideas.	Qu. 1 <input type="checkbox"/> Qu. 5 <input type="checkbox"/> 1.2 <input type="radio"/> Only one of these must be correct.
1.3 Identifies specific information which supports or elaborates on main ideas.	Qu. 2 <input type="checkbox"/> Qu.3 <input type="checkbox"/> Qu.4 <input type="checkbox"/> Qu. 6 <input type="checkbox"/> Qu.7 <input type="checkbox"/> 1.3 <input type="radio"/> Four of these must be correct.

Outcome of task:	Date:
Name and signature of assessor:	
Name and signature of learner:	