# Integrating Evidence into Paragraphs

1. **Skim the following paragraph. What is it about?**

In some specific situations examination results are not negatively impacted by test anxiety. Despite the general agreement about the negative relationship between test anxiety and achievement, the issue is, in fact, more complex. When the examination is less threatening, the impact of test anxiety is lower or even absent. Eysenck (1988, as cited in Tobias, 1990) ‘summarised’ the evidence for the relationship between task difficulty and anxiety and found that anxiety tended to facilitate performance on easy tasks and hinder it on difficult tasks. It is certainly possible that such findings could be extended to examinations at a tertiary level. This is supported by Hembree’s (1988: 56) claim that test anxiety does not affect performance in elective courses at university, probably because students experience greater ease in dealing with the material in courses they choose themselves. Test anxiety also appears to have different impacts at different levels of tertiary education/. Chapell et al. (2005: 271) ‘found’ that male students studying at postgraduate level experienced no significant impact of test anxiety on their performance. The relationship between test anxiety and examination results is, therefore, far from straightforward.

1. **Complete the following steps:**
2. Put (brackets) around the topic sentence.
3. Put /slashes/ around any sentences that connect the evidence to the topic sentence.
4. In citations: underline the family names of the authors cited, the years of publication, and page numbers.
5. Put ‘parentheses’ around any reporting verbs used to report authors’ words (e.g. ‘suggests’).
6. Highlight in gray summarise of sources’ aims, methods or findings.
7. *Italicise* any explanation or critical evaluation of the evidence.
8. **Highlight in bold** phrases used to show relationships/links between different sources.
9. Put [square brackets] around the concluding sentence.
10. **The elements you highlighted in grey describe the sources.**
11. **In yellow, highlight those elements which show the writer’s own comment on the sources. Decide what type of comment it is:**
* Critique of the source’s methodology
* Speculation about the potential significance or implications of the source
* Showing how different sources disagree
* Showing how different sources build on each other
* Pointing out the complexity of the issue
* Mention of the relevance of the source to the writer’s own research

Adapted from:

Turner, K., Krenus, B., Ireland, L. & Pointon, L. (Eds) (2011) *Essential Academic Skills, Second Edition.* Oxford: Oxford University Press.