

## NZQA Assessment Support Material

<b>Unit standard</b>	<b>22750</b>				
<b>Title</b>	Write a crafted text for a specified audience using researched material in English for an academic purpose				
<b>Level</b>	4	<b>Credits</b>	6	<b>Version</b>	4

### Note

The following guidelines are supplied to enable assessors to carry out valid and consistent assessment using this internal assessment resource.

Assessors must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material. Use of this assessment resource without modification may mean that students' work is not authentic. The assessor will need to change figures, measurements or data sources or set a different context or topic.

While this resource exemplifies written assessments, there are other assessment activities and approaches that could be taken.

See Generic Resources and Guidelines at <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/>.

## Assessor guidelines

Assessors need to be very familiar with the outcome being assessed by the unit standard. The outcomes, performance criteria and the guidance notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

### CONDITIONS OF ASSESSMENT



This is an **open book assessment** that will take place over a timeframe set by the assessor.

- Appropriate assessment conditions as per your organisation's guidelines must be adhered to in order to ensure authenticity of student evidence and to safeguard the validity of assessment.

## Context/setting

- Candidates should be assessed after they are familiar with the topic.
- It is recommended that assessment against this unit standard is conducted in conjunction with assessment against other Level 4 English for Academic Purposes unit standards. By linking with a reading standard on a similar topic and text type (e.g. unit standard 22751) candidates will become familiar with content, text structure, language features and specialised vocabulary.
- Assessment may occur in conjunction with study and assessment in other learning areas.

## Notes for assessors

- The Common European Framework of Reference for Languages (CEFR) describes language proficiency at six levels. The English for Academic Purpose standards align with the mid B2 descriptors. Teachers and assessors are encouraged to refer to these descriptors to gain a clearer understanding of the competencies required by these standards.
- It is important that both assessors and candidates are familiar with the outcome, performance criteria and guidance information of the unit standard.
- The audience for the crafted text needs to be determined and made explicit.
- Candidates may use the model text and the checklist to guide their writing and to ensure they meet all of the performance criteria.
- Candidate's writing must be assessed after they have been given the opportunity to draft, edit and proofread their work.
- Drafting should be submitted to the teacher for general guidance only. General guidance is to direct a candidate back to given performance criteria. It is not to identify specific errors of content, grammar, sequence, or discourse.
- Resource material used by the candidate must be attached to the completed assessment. All resource material used must be in English language.
- The assessment schedule is for assessors only and is not to be shared with candidates during the assessment process.
- Refer to your organisation's policies before offering a resubmission or further assessment opportunities.
- The assessor must be satisfied that the candidate can independently demonstrate competency against the unit standard.
- It is recommended that prior to assessment candidates have prepared by:
  - studying a model text on a parallel topic, such as *First Language Loss* found at the back of this document
  - reading resource documents relevant to the academic purpose.

## Assessment activity

**The academic purpose** is to write a problem solution essay. This will include identification of the main problems facing teenage migrants as they settle into New Zealand followed by a consideration of possible solutions to these problems and a conclusion.

Candidates have read about migration and migration policy. They will write a crafted text for a specified audience using researched material in English to answer the research questions below.

## Research questions

- What are the main problems faced by teenage migrants as they settle into New Zealand?
- Discuss a range of possible solutions to these problems.

## Audience

Candidates are writing the text for support workers in government agencies.

## Assessment Schedule

<b>Unit standard</b>		<b>22750</b>			
<b>Title</b>	Write a crafted text for a specified audience using researched material in English for an academic purpose				
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PC	Evidence for achievement	Judgements for achievement
		Candidate has written one text of a minimum of 800 words.
<p>PC 1.1 Writing addresses and develops the topic in a manner appropriate to audience and academic purpose.</p>	<p>The text contains an introduction of the topic which identifies and outlines the scope of the topic e.g. <i>All migrants to New Zealand deal with challenges in their new country. However, teenage migrants encounter issues that are specific to ...</i></p> <p>This is followed by:</p> <ul style="list-style-type: none"> <li>• paragraphs identifying the problems faced by teenage migrants in New Zealand e.g. <i>One of the most important issues for teenage migrants is the need to learn academic English in a very short ...</i></li> <li>• paragraphs discussing possible solutions to these problems e.g. <i>Schools can assist young migrants to deal with these challenges.</i></li> </ul> <p>The text ends with a conclusion and/or recommendations and may include an opinion or statement directing the reader to further or future related issues e.g. <i>As a result</i></p>	<p>The text answers the question by defining and developing the topic as required by the research questions and the academic purpose, and addresses the audience e.g. the text identifies and discusses problems faced by teenage migrants and possible solutions to these.</p> <p>The text contains an introduction of the topic which identifies and outlines the scope of the topic.</p> <p>This is followed by paragraphs that addresses the research questions, in a logical order.</p> <p>The text ends with a conclusion and/or recommendation(s), and may include an opinion or statement.</p>

	<p><i>of the complex and inter-related issues facing teenage migrants there is no single solution but rather a range of solutions. Consequently, all agencies working with this group will need to ...</i></p>	
<p>PC 1.2 Ideas are developed and display a broad knowledge base to achieve the purpose of the discussion.</p>	<p>Ideas are developed using researched materials. This includes paragraphs with topic sentences e.g. <i>One of the most important issues is the need to learn academic English in a very short period of time.</i></p> <p>Topic sentences are followed by supporting detail that may include:</p> <ul style="list-style-type: none"> <li>• expansion e.g. <i>Research indicates that one of the best ways to do this is to provide ...</i></li> <li>• clarification e.g. <i>This involves ...</i></li> <li>• drawing conclusions e.g. <i>Whilst these strategies do not guarantee success, they will assist teenage migrants to ....</i></li> </ul>	<p>Ideas are developed by identifying problems faced by teenage migrants and discussing possible solutions to these problems.</p> <p>Writing demonstrates wide reading on the topic which is used to provide supporting detail.</p>
<p>PC 1.3 Text structure has clear overall progression, paragraphing and some effective use of cohesive devices.</p>	<p>There is a clear overall structure with an introduction followed by paragraphs in logical order and a conclusion.</p> <p>Ideas are linked with cohesive devices</p> <ul style="list-style-type: none"> <li>• between paragraphs e.g. <i>One of the most important issues is the need to learn academic English in a very short period of time.... A further issue is ... Many teenage migrants also face issues with .... Whilst these are significant issues there are many things that can assist teenage migrants to overcome the challenges posed... Schools have an important role to play in resolving issues of ... Additionally welfare agencies need to ...</i></li> <li>• within paragraphs e.g. <i>It is important that schools assist students to learn academic English as quickly as possible. This might involve providing ... Some schools also provide...</i></li> </ul>	<p>The structure of the text is appropriate to the academic purpose with</p> <ul style="list-style-type: none"> <li>• an introduction,</li> <li>• paragraph(s) identifying problems faced by teenage migrants</li> <li>• paragraphs(s) discussing possible solutions to these problems</li> <li>• and a conclusion</li> </ul> <p>There is clear progression between and within paragraphs.</p> <p>Cohesive devices are used to link ideas between and within paragraphs.</p>

	<p>Cohesive devices include:</p> <ul style="list-style-type: none"> <li>• collocation e.g. <i>academic English, welfare agencies</i></li> <li>• synonyms e.g. <i>problems, issues, challenges</i></li> <li>• reference e.g. pronouns: <i>these, they, some, many</i>; demonstratives: <i>this that</i>; comparatives: <i>easier</i></li> <li>• apposition e.g. <i>Teenage migrants, aged thirteen to nineteen, typically attend ...</i></li> <li>• connectives e.g. <i>furthermore, although</i></li> </ul>	
<p>PC 1.4 Writing uses a formal style appropriate to the academic context.</p> <p>Style includes but is not limited to – lexical and grammatical features, and a variety of sentence structures.</p>	<p>Writing uses a formal academic style. This includes:</p> <p>formal tone e.g.</p> <ul style="list-style-type: none"> <li>• objective language: <i>It is evident...</i> rather than <i>I believe...</i></li> <li>• the use of hedging: <i>The majority of critics believe ...</i> rather than <i>all of the critics believe</i>)</li> <li>• no slang or colloquial expressions</li> <li>• no contractions or abbreviations e.g. <i>do not</i> instead of <i>don't</i>; <i>For example</i> instead of <i>e.g.</i></li> </ul> <p>formal lexical features e.g.</p> <ul style="list-style-type: none"> <li>• specialised, precise, objective and clear vocabulary e.g. <i>bilingual, immigrant</i></li> <li>• correct word choice i.e. meaning and collocation e.g. <i>welfare agencies</i></li> <li>• correct part of speech e.g. <i>migrate, migration</i></li> </ul> <p>formal grammatical features e.g.</p> <ul style="list-style-type: none"> <li>• nominalisation e.g. <i>The contribution of education... / Education contributes...</i></li> <li>• the use of ellipsis and substitution to avoid repetition e.g. <i>These (suggestions) included the following...(ellipsis). There are several instances of...(substitution)</i></li> </ul>	<p>Academic writing conventions are followed in terms of</p> <ul style="list-style-type: none"> <li>• formal style</li> <li>• appropriate vocabulary</li> <li>• grammatical features</li> <li>• sentence structure</li> </ul> <p>Occasional lapses do not interfere with meaning.</p>

	<ul style="list-style-type: none"> <li>• appropriate tense e.g. <i>it has been suggested</i> (passive), <i>could be spent</i> (modals), <i>the consensus is leaning</i> (continuous)</li> </ul> <p>a variety of sentence structures e.g.</p> <ul style="list-style-type: none"> <li>• simple sentences e.g. <i>The positive effects of bilingual classes are well documented in research.</i></li> <li>• compound sentences e.g. <i>Teenage migrants have English language learning needs but also need to take part in age appropriate curriculum lessons.</i></li> <li>• complex sentences e.g. <i>Whilst these strategies do not guarantee success, they provide the means to make success possible.</i></li> </ul>	
<p>PC 1.5 Writing makes consistent use of appropriate lexical and grammatical forms throughout the text.</p>	<p>Lexical forms, such as appropriate specialised vocabulary, are used appropriately throughout the text. Refer to PC 1.4 for examples.</p> <p>Grammatical forms such as appropriate tense, complete sentences and use of reference are used correctly throughout the text. Refer to PC 1.4 for examples.</p> <p>Refer to the exemplars provided by NZQA which identify the required accuracy level of surface and other features. These can be accessed at <a href="http://www.nzqa.govt.nz/ncea/subjects/eap/exemplars-3/">http://www.nzqa.govt.nz/ncea/subjects/eap/exemplars-3/</a></p>	<p>Lexical forms are used appropriately throughout the text. Occasional lapses do not interfere with meaning.</p> <p>Grammatical forms are used correctly throughout the text. Occasional lapses do not interfere with meaning.</p>
<p>PC 1.6 Writing integrates source material. Integration includes but is not limited to direct quotation, paraphrasing, summary, analytical interpretation,</p>	<p>Source material is integrated into the text to support ideas. This includes, but is not limited to:</p> <ul style="list-style-type: none"> <li>• direct quotation: <i>White et al note that young migrants believe that learning English is "the key to belonging and participating in New Zealand life" (2001, p.29).</i></li> <li>• paraphrasing <i>White et al (2001) note that young migrants believe that learning English is key to fitting into New Zealand life.</i></li> <li>• summary e.g. <i>It can be seen that ...</i></li> </ul>	<p>Ideas are supported by linking to research material appropriate to the topic. Research material is utilised.</p> <p>Source material is integrated with the writer's own ideas.</p>

<p>synthesis, and informed judgment.</p>	<ul style="list-style-type: none"> <li>• analytical interpretation e.g. <i>It is my opinion that; the conclusion can be drawn that ...</i></li> <li>• synthesis e.g. <i>The consensus among researchers today, however, is leaning towards...</i></li> <li>• informed judgement e.g. <i>Given the agreement in the research, it is important that ...</i></li> </ul>	
<p>PC 1.7 Source material is acknowledged. This includes but is not limited to – in-text citation, and a reference list.</p> <p>Acknowledgment must be in accordance with a recognised format (e.g. APA).</p>	<p>Source material is acknowledged correctly in the text. This could include:</p> <ul style="list-style-type: none"> <li>• in-text citation which acknowledges the source of the information e.g. <i>(Cummins, 1986, p.23)</i></li> <li>• a reference list at the end using a recognised format such as APA.</li> </ul>	<p>Appropriate in-text and end of text referencing is used.</p> <p>Referencing is used correctly most of the time.</p>

## Model text on a parallel topic

### Academic purpose

*Discuss the issue of first language loss for children from migrant communities. What possible solutions are there to the problems posed by this language loss?*

<p>Writing addresses and develops the topic in a manner appropriate to the audience and academic purpose (1.1)</p>	<p>The positive effects of bilingualism are well documented in research. The term 'subtractive bilingualism' has been used to define what can happen when learning a new language causes migrants to lose their first language. However, many immigrant communities do not realise how quickly children can lose the ability to function in their first language and the harmful effects this can have. It is therefore important that teachers of English to new migrants find ways to promote the use of first language.</p>
<p>Text structure has clear overall progression, paragraphing and some effective use of cohesive devices. (1.3)</p>	<p>Early research suggested that learning two languages in childhood was detrimental to a child's cognitive abilities (Darcy, 1963). This was due to the idea that the knowledge of learning one language did not transfer into the other. It was thought that as more was learned in one language, less could be learned in the other. For this reason, many parents and teachers tried to force children to only learn one language instead of developing the ability to learn both. Research undertaken by Holmes et al in New Zealand (1993) suggests that this attitude to bilingualism has resulted in language loss within three generations of migrants.</p>
<p>Ideas are developed and display a broad knowledge base to achieve the purpose of the discussion (1.2)</p>	<p>The consensus among researchers today, however, is leaning towards the opposite; the idea that knowledge in the two languages would be kept separate instead of influencing each other is rejected by many. For example, when children are fluent in two languages, they know more than one word for the same object or concept. Current research leads to the belief that this can add to the thinking abilities of the child. Bilingual speakers have been shown to perform better on a variety of cognitive tasks. Bialystok (1991) says there is reason to believe that speaking a second language may lead to important changes in brain structure. Yet there are still parents and educators who believe they are doing new migrants a service by encouraging them to focus on the new language only.</p>
<p>Source material is acknowledged in the text. This includes quotations, paraphrases and summaries (1.7)</p>	<p>The group most at risk from language loss in the first generation of migration is young children. According to a study by Watts, White &amp; Trlin (2002), for those in the 10 to 14 year-old age group, English very quickly became established as the dominant language. The young new settlers tended to use their first language when talking to parents and older extended family members, but with siblings increasingly began to use English. These findings reflect other New Zealand studies such as White et al (2001) who documented young migrants' views on English as being "the key to belonging and participating in New Zealand life".</p>
<p>Writing uses a formal style appropriate to the academic context. Style includes but is not limited to – lexical and grammatical features, and a variety of sentence structures. (1.4)</p>	<p>Cummins (1994) draws the distinction between the situations where the first language is developed and the first culture valued, while the second language is added and the situation where the second language is added at the expense of the first language and culture, which are valued less as a result. Cummins and Swain (1986) quote research which suggests students working in the former environment succeed to a greater extent than those in the latter. Bilingual programmes which encourage and promote cognitive skills in the student's first language are more likely to help the students reach academic equivalence in English with their English-speaking peers.</p> <p>Migrant students can either be empowered or disabled by their interaction with educators in schools. In New Zealand, the English language is the language of power. Cummins (1986) states that teachers can empower migrants by acknowledging their language and culture and incorporating it into their</p>



<p>Writing integrates source material. Integration includes but is not limited to direct quotation, paraphrasing, summary, analytical interpretation, synthesis, and informed judgment. (1.6)</p>	<p>programmes. By encouraging students to use their first language to generate their own knowledge they promote an approach where all students can see that being bilingual is positive. Students who are empowered by their school experiences develop the ability, confidence and motivation to succeed academically. They also develop a confident cultural identity that will enable them to function more effectively in society.</p> <p>In areas where there are a large number of migrant children with the same language background it is possible for educational institutions to promote a bilingual educational model. In central Auckland and South Auckland there are schools that have developed bilingual units to support migrant students to maintain their own culture and language (McCaffery &amp; Tuafuti, 1988).</p> <p>It is recognised that not all schools can provide bilingual education for students. In many schools, there is a large number of students with different first languages. However, researchers such as Cummins (1986) have shown that in schools without bilingual programmes, the extent to which individual teachers promote the use of first language in the classroom can enable migrant students to value their language and use it as a knowledge base. It is therefore important that the linguistic and cultural background of all students is identified so that teachers can access this information readily. Schools also need to invest time in professional development of teachers so that they have strategies to encourage first language use in the classroom.</p>
<p>Writing makes consistent use of appropriate lexical and grammatical forms throughout the text. (1.5)</p>	<p>Teachers communicate to students and parents in a variety of ways the extent to which their first language and culture are valued. Powerful messages can be communicated to students regarding the advantages of first language use and development. One of the National Education Goals in New Zealand is that of giving all students, including bilingual students, equal educational opportunities. To do this we must acknowledge and cater for the different learning needs of bilingual students and ensure they and their families are aware of the principles and benefits of bilingualism.</p> <p>Words 897</p>
<p>A reference list using a recognised format is included (1.7)</p>	<p><b>Reference List</b></p> <p>Cummins, J. (1986). Empowering minority students: A framework for intervention. <i>Harvard Educational Review</i>, 56, 18-36.</p> <p>Cummins, J., &amp; Swain, M. (1986). <i>Bilingualism in Education</i>. Essex: Longman.</p> <p>Darcy, N. T. (1963). Bilingualism and the measure of intelligence: Review of a decade of research. <i>Journal of Genetic Psychology</i>, 82, 259-282.</p> <p>Holmes, J., Roberts, M., Verivaki, M. &amp; Aipolo, A. (1993). Language maintenance and shift in three New Zealand speech communities. <i>Applied Linguistics</i>, 14, 1-23.</p> <p>McCaffery, J., &amp; Tuafuti, P. (1998). The development of Pacific Islands bilingual education in Aotearoa/New Zealand. <i>Many Voices</i>, 13, 43-53.</p> <p>Watts, N., White, C., &amp; Trlin, A. (2002). <i>Young migrant settlement experiences and issues in New Zealand: Two perspectives</i>. Palmerston North, N.Z: Massey University.</p>