

NZQA Assessment Support Material

Unit standard	22751				
Title	Read and process information in English for academic purposes				
Level	4	Credits	6	Version	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 a **closed book assessment** and will take place over a timeframe set by the assessor.

- Answers must be in the candidate's own words.
- This assessment does not have to be completed as a 'one off' test.
- 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 of settlement experiences of migrants and refugees into New Zealand, and have developed effective reading strategies and note taking methods.
- 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. Linking this assessment with learning activities or research on a similar topic and using similar text types, may assist candidates to 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 academic purpose must be approved by the teacher/assessor.
- The assessment schedule is for assessors only, and it is not to be shared with candidates during the assessment process.
- Candidates should not have studied the texts before the assessment activities.
- Candidate responses may be in any form, which may include but are not limited to – tabular, concept map, graphic, written, oral. The medium of the response and the quality of the language will not be assessed for this unit standard.
- Candidates may only use a model reading text with model responses to guide their reading and processing of PCs 1.1 and 1.2, if this does not compromise their ability to independently demonstrate competence against the standard.
- Candidates may use a checklist to ensure that they have met all the evidence requirements.
- The two reading texts, note-taking, planning and final responses for PCs 1.1 and 1.2 must be submitted to meet all evidence requirements.
- Refer to your organisation's policies before offering a resubmission or further assessment opportunities.
- Evidence for this standard can be assessed as naturally occurring evidence, so long as the requirements of the standards are met. This assessment could be integrated into research activities carried out in a range of learning contexts.
- The assessor must be satisfied that the candidate can independently demonstrate competency against the unit standard.

Resource requirements

Texts used in this unit standard:

- must be a minimum of 3000 words in total from two texts. These texts do not have to be equal in length;
- must be assessed on a separate occasion;
- must be at a language level of sufficient complexity to satisfy the academic requirements of university entrance. Vocabulary should be based on authentic texts of an academic nature;
- must have an academic orientation;
- may be from sources that include but are not limited to – course text book, introductory academic text, non-fiction book, journal article;
- may include – graphics, illustrations, subheadings;
- must each be for a different academic purpose.



Assessment activity

The academic purpose is to examine the settlement experiences of migrants and refugees into New Zealand, and make suggestions about how these can be improved.

In this activity students are required to read and process information in English from a text.

Assessment Schedule

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PC	Evidence for achievement	Judgements for achievement
Outcome 1	Part A: Key information 'As identified'.	Part A: Key information from the text is identified. (Note: this part is not required for the standard. However, it supports candidates to answer Part B.)
PC 1.1 Literal, implied and/or inferred meaning gained from the text are identified, analysed and evaluated to determine their relevance to the academic purpose. PC 1.2 Relevant information from the text is applied	<p>Part B: Using bullet point form Information is similar to that provided in the sample answers.</p> <p><u>Similarities</u> 1) Learning a new language was a difficulty</p> <p>Evidence from the text:</p> <ul style="list-style-type: none"> • 'getting used to English' (migrants and refugees) • 'becoming good at English (stakeholders) <p>Reason for this similarity:</p> <ul style="list-style-type: none"> • Stakeholders (Teachers) can observe and teach the migrants and refugees in the classroom and notice these problems • Migrants and refugees are back to learning a language at the similar level as a baby and are 	PC 1.1 Parts B and C, and D (if needed) (Note: The quality of the language in the candidate's responses will not be assessed (GI 5), although expression should not impede meaning.) Part B - Similarities: Three similarities between the two perspectives are deduced and explicitly stated. A plausible possible reason, which must show analysis and evaluation of key information from the text, is given for each similarity.

in a form appropriate to the academic purpose and in a manner beyond simple information transfer. Form may include but is not limited to – tabulation, synthesis or summary.

dependent on translations. This is frustrating, tiring and embarrassing.

2) Integration with peer groups

Evidence from the text:

- Migrants and refugees 'difficult to make Kiwi friends' (over 50% migrants and refugees). Depends on age (92.5% - 10-14yrs old – said they had Kiwi friends / 89.6% of 17-21yrs old had Kiwi friends and less likely to meet them outside of school.
- Stake holders said there were problems fitting in with youth culture. Recommended special efforts to help migrants and refugees meet Kiwi friends in the same peer group.

Reason for this similarity:

- Both groups believe that to become part of New Zealand society young migrants and refugees need to communicate and socialise with people of the same age.
- Having Kiwi friends helps language learning, stops loneliness in a new country and helps migrants and refugees have good self-esteem.

3) Cultural conflicts

Evidence from the text:

- Migrants and refugees gave no specific examples, but they said it was difficult 'getting used to' New Zealand culture.
- Stakeholders said there were differences between traditional ideas conflicting with New Zealand cultural practices.

Reason for this similarity:

- This is expected as New Zealand culture is very different to the cultures, traditions and values of the

migrants and refugees in this study. There are differences with marriage, food, religion, education, language and parent's expectations.

- The migrants and refugees will have talked with their teachers in their English language classes about the different traditions, values and systems in their cultures.

Differences

1) How easy it is for young settlers to fit into NZ way of life?

Evidence from the text:

- Migrants and refugees had a positive view:
 - clean and green environment and safe place
 - most (84%) felt welcome in NZ
 - most (85%) "were glad they came to NZ"
 - educational opportunities were good
 - both settler groups had twice as many positive comments than negative ones about life in NZ
- Stakeholders had a negative view and focused on problems and solutions only
 - problems e.g. being part of teenage culture and differences between traditional beliefs and NZ norms
 - solutions e.g. new migrants and refugees get financial help and government should contribute more to help them settle.

Reason for this difference:

- Migrants and refugees
 - didn't have enough English (vocabulary and grammar) to criticise
 - didn't feel they could criticise their adopted country

Part B - Differences: Three differences between the two perspectives are deduced and explicitly stated. A plausible possible reason which must show analysis and evaluation of key information from the text, is given for each difference.

Over the three similarities and differences, the candidate has shown that they have understood literal, implied and/or inferred meaning from the text.

Part C

A similarity is selected, and the selection is justified in terms of improving the settlement experience into NZ for migrants and refugees. The justification demonstrates evaluation of the similarities.

- in their own country, they cannot criticise the government and because of consequences e.g. jail. They don't realise they can do this in NZ.
- Stakeholders
 - are native speakers of English; therefore, they have enough language to criticise
 - as professional practitioners, they are wanting the best for their clients
 - they understand that they are able to criticise the government in NZ

2) The importance of weather

Evidence from the text:

- For the migrants and refugees this was the greatest problem, but the stakeholders did not identify this problem.

Reasons for this difference:

- Migrants and refugees:
 - This is a common conversational topic and is easy to talk about for the migrants and refugees. It is conversational English rather than academic.
 - This is a topic for the migrants and refugees that does not criticise the government nor can the government change this.
 - They have come from countries where they are used to a hotter climate or a more predictable climate.
- Stakeholders
 - The stakeholders are more concerned about what they can change, not what they can't.
 - The stakeholders are used to the weather in NZ.

3) Education

Evidence from the text:

- Migrants and refugees
 - optimistic

PC 1.2

Through answering the questions for Parts B and C appropriately, the candidate applies relevant information from the text in a form appropriate to the academic purpose. Student responses need to be presented in an appropriate form, organised and sufficiently in their own words to show application beyond simple information transfer.

- different options available
- praised NZ for the help they have received
- Stakeholders
 - saw only challenges rather than positives
 - education system difficult to understand
 - made suggestions e.g. helping families with special needs children, having programmes after their education to help them get employment

Reasons for this difference

- Migrants and refugees
 - some have never had the opportunity to be educated
 - they don't want to voice their opinion as they are grateful to NZ
 - afraid of speaking out because they can't in their own country
 - don't have the language to criticise
- Stakeholders
 - have not experienced another education system especially those where the migrants have come from
 - take for granted the education system we have in NZ
 - are professional practitioners who want the best for their clients.

Part C

1) Similarity which is most important

Selected similarity: Integration with peer groups

Why is this similarity the most important? Both age groups of new settlers had positive views about settling in NZ, and both made friends with NZ peers. Of the younger group, "92.5 per cent reported that they had 'Kiwi' friends". This was a bit less

Part C

A similarity is selected, and the selection is justified in terms of improving the settlement experience into NZ for migrants and refugees. The justification demonstrates evaluation of the similarities.

for the older group but it was still most of them. But lots of them said it was hard to make these 'Kiwi' friends and in another question 'making friends' was reported as a difficulty. Stakeholders also "identified problems fitting in with NZ's youth culture" so both groups see it is a problem. It is the most important because the settlers identify it, even though they try to give positive answers. If the settlers do not make 'Kiwi' friends they get fewer opportunities to learn English and may suffer more from loneliness, and it hinders them becoming part of New Zealand society.

2) Difference which is the most important

Selected difference: How easy it is for young settlers to fit into NZ way of life

Why is this difference the most important? Both age groups of settlers were positive about living in NZ. It was hard at the start but then most of them "84 per cent felt welcome here" and even though it was hard to make 'Kiwi' friends, they felt welcome. They were also positive about all the support they received from New Zealanders. Both groups were glad that they came to New Zealand and their families were happy to be here. The stakeholders have a much more negative view as they see the bigger picture. They reported that there were issues about differences with peer groups, culture, conflicting beliefs and expectations and getting used to a different way of life. The young migrants/refugees' views came from their first hand experiences. But the stakeholders are teachers and tutors of these young settlers and are basing their views on their professional experience and are more able to give criticism. It is most important because there needs to be more recognition and support for programmes that help these young settlers fit in – "full social participation in a civil society" to NZ.

A difference is selected, and the selection is justified in terms of improving the settlement experience into NZ for migrants and refugees. The justification demonstrates evaluation of the differences.

Part D - Critical thinking about the academic purpose and Reading Text 1

Specific further information could include any of the following:

- Need to get some specific examples of the general points that are in the text. For example, explanation of the types of cultural conflicts which the migrants and refugees had experienced. The reading did not also elaborate on the negative point of weather which the migrants and refugees identified so more examples and details about why they are so dissatisfied with it.
- The stakeholders sample is small and narrow so need to get information from other NZ stakeholders, such as employers and/or government officials and/or migrant youth workers.
- The text only covers young migrants and refugees. Need to find out about the settlement experiences of older (adult) migrants and refugees – especially because some of them may not get to mix with New Zealanders as much because they don't go to school. It would also be helpful to find out what the older settlers' experience of working in New Zealand is like.

Part D

(**Note:** if adequate evidence to satisfy PC 1.2 in terms of evaluation and the required range items has been provided in Part C, then Part D is not required for the standard. However, if further evidence of evaluation with respect to the academic purpose is required (or further evidence of the candidate understanding literal, implied and inferred meaning – PC 1.2 range items), this may be gained from Part D.)

Specific further information is identified that would be helpful to allow the academic purpose to be met. This further information must be relevant to the academic purpose, and demonstrate analysis and evaluation of key information from the text (literal, implied and/or inferred).