

NZQA Assessment Support Material

Unit standard		22892			
Title	Demonstrate understanding of a spoken text and process information in English for an academic purpose				
Level	4	Credits	5	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.
- For assessment against this standard, the academic purpose must be communicated to the candidate prior to the assessment.
- Candidates should not have heard the spoken text before the assessment activity.

CONDITIONS OF ASSESSMENT - CONTINUATION



- Candidates must be given sufficient time to take notes and complete the assessment task after the second listening session.
- Candidates' responses must not be heard or observed by other candidates.
- Responses must be given without prompting.

Resource requirements

Spoken material:

- must be listened to uninterrupted and be repeated twice;
- must be at least 8 minutes in length;
- must be one spoken text: monologue or dialogue;
- must be at a language level of sufficient complexity to satisfy the academic requirements of university entrance. Vocabulary should be based on an authentic text of an academic nature;
- may include visual aids e.g. DVD, digital presentation.

Context/setting

- Candidates should be assessed after they are familiar with the topic of migration and migration policy.
- 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 area.
- Assessment is conducted in a real situation, or in a simulated situation which closely reflects an authentic academic context. This may include but is not limited to – lecture, seminar, interview, panel discussion.
- The assessor must be satisfied that the candidate can independently demonstrate competency against the unit standard.

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, guidance information and performance criteria of the unit standard.
- Candidate responses may be in any form, which may include but is not limited to – table, graphic, written, oral.
- Responses need not be grammatically correct, but errors must not interfere with meaning.
- Candidates cannot resubmit this assessment.
- 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.

Assessment activity

The academic purpose of the task is to identify solutions to a problem and the significance of the problem for the global community.

In this assessment, candidates are required to listen to a text to identify:

- solutions to a problem
- the significance of the problem under discussion.

and to use the information to answer the following research questions:

- According to the speaker what are some solutions to the refugee crisis?
- Why does the speaker believe that our response to the crisis is a test of our character?

Listening transcript

The refugee crisis is a test of our character

This talk is about the millions of refugees: what help they need and what our responsibilities are. I truly believe that the biggest question in the 21st century concerns our duty to strangers. The future "you" is about your duties to strangers. You know better than anyone, the world is more connected than ever before, yet the great danger is that we're consumed by our divisions. And there is no better test of that than how we treat refugees.

And here are the facts about the refugee situation: First there are a lot of refugees. There were 65 million people displaced from their homes by violence and persecution last year. If it was a country, that would be the 21st largest country in the world. Most of those people, about 40 million, stay within their own home country, but 25 million are refugees. That means they cross a border into a neighbouring state. Most of them are living in poor countries, like Lebanon, where one in four people is a refugee. That's a quarter of the whole population of Lebanon!

Furthermore, people are refugees for a long time. I went to what was the world's largest refugee camp, in eastern Kenya. It was built in 1991-92 as a "temporary camp" for Somalis fleeing the civil war. At the camp, I met Silo. And I said to Silo, "Do you think you'll ever go home to Somalia?" And she said, "What do you mean, go home? I was born here." So later I asked how many of the 330,000 people in that camp were born there, and the answer was 100,000 people.

Now, those are long-term, generational challenges and that's why I say that this refugee crisis is a trend and not a blip. And it's complex, and when you have big, large, long-term, complex problems, people think nothing can be done. But I think people do want to make a difference, they just don't know whether there are any solutions to this crisis. And what I want to tell you today is that though the problems are real, the solutions are real, too.

These are the things I believe we can do.

Solution one: these refugees need to get into work in the countries where they're living, and the countries where they're living need massive economic support. For example, in Uganda in 2014, they did a study: 80 percent of refugees in the capital city Kampala needed no humanitarian aid because they were working. They were supported into work.

Solution number two: education for kids is a lifeline, not a luxury, when you're displaced for so long. Kids can bounce back when they're given the proper social, emotional support alongside literacy and numeracy. I've seen it for myself. But half of the world's refugee children of primary school age get no education at all, and three-quarters of secondary school age get no education at all. That's crazy.

Solution number three: most refugees are in urban areas, in cities, not in camps. What would you or I want if we were a refugee in a city? We would want money to pay rent or buy food and clothes. That is the future of the humanitarian system, or a significant part of it: give people cash so that you boost the power of refugees and you'll help the local economy as well.

And there's a fourth solution, too, that's controversial but needs to be talked about. The most vulnerable refugees need to be given a new start and a new life in a new country, including in the West. The numbers are relatively small, hundreds of thousands, not millions, but the symbolism is huge. Now is not the time to be banning refugees, as the Trump administration proposes. It's a time to be embracing people who are victims of terror.

This is not just a crisis, it's a test. It's a test that civilizations have faced down the ages. Firstly, it's a test of our humanity. It's also a test of us in the Western world of who we are and what we stand for. Finally, it's a test of whether we are willing to take responsibility for our mistakes.

So, why is a test of our humanity? Well firstly, it's because it shows if we can treat all people equally. And refugees are a hard case. They do come from faraway parts of the world. They have been through trauma. They're often of a different religion. Those are precisely the reasons we should be helping refugees. These are not reasons for doing nothing.

What is more in the modern world, we have no excuse. We can't say we don't know what's happening in South Sudan, Aleppo or Syria. It's there, in our smartphone in our hand. Ignorance is no excuse at all. Fail to help, and we show we have no moral compass at all.

It is also a test of our political beliefs and values. It is our responsibility to provide safety. Refugees seeking sanctuary have seen the West as a source of hope and a place of haven. Russians, Iranians, Chinese, Eritreans, Cubans, they've come to the West for safety. It is dangerous to throw that trust and hope away.

And there's one other thing our response to the refugee crisis reveals about us: whether we take responsibility for our own mistakes. I'm not one of these people who believes that all the problems in the world are caused by the West. They're not. But when we make mistakes, we should recognize it. It's not an accident that the United States, has taken more refugees from Vietnam than any other country. And there are more recent mistakes in Iraq and Afghanistan. When you break something, you have a duty to try to help repair it, and that's our duty now.

And my point to you is, it should be natural and innate in us to help. Tell yourself, this refugee crisis is manageable, not unsolvable, and each one of us has a personal responsibility to help make it so. Because this is about the rescue of us and our values as well as the rescue of refugees and their lives.

Adapted from a TED talk by David Miliband:

https://www.ted.com/talks/david_miliband_the_refugee_crisis_is_a_test_of_our_character

Assessment Schedule

Unit standard	22892				
Title	Demonstrate understanding of a spoken text and process information in English for an academic purpose				
Level	4	Credits	5	Version	4

PC	Evidence for achievement	Judgements for achievement
	Q1: As noted	Not marked as part of this assessment.
PC 1.1 Key information in the text is identified to determine its relevance to the academic purpose.	<p>Q2: Answers similar to the following:</p> <p>Solutions</p> <ul style="list-style-type: none"> • Refugees need work in the countries where they're living, and the countries where they're living need a lot of economic support • Refugee children must get an education • Refugees need cash (money) and / or giving refugees cash will help the local economy • Refugees need a new life in a new country <p>Ways the crisis is a test of our character</p> <ul style="list-style-type: none"> • It shows if we can treat all people equally • It's a test of our humanity / If we know about the crisis and don't help we have no humanity • It's a test of our political beliefs / It's a test that we can put our political beliefs into practice • It shows that we can take responsibility for our mistakes 	<p>Main ideas relevant to the academic purpose are correctly identified.</p> <p>Three out of four solutions are identified and three out of four ways the crisis is a test of character are identified.</p> <p>N.B. Responses need not be grammatically correct, but errors must not interfere with meaning.</p>

<p>PC 1.2 Detailed and/or supporting information in the text is analysed for relevance to the key information.</p>	<p>Q3: Answers similar in meaning to those in the model answers below.</p>	<p>Understanding of the relevance of supporting ideas is demonstrated.</p> <p>N.B. Responses need not be grammatically correct, but errors must not interfere with meaning.</p>
<p>PC 1.3 Key information is processed and synthesised in a form relevant to the academic purpose. This may include but is not limited to – rephrasing, paraphrasing, summarising, outlining, tabulating.</p>	<p>Q.4. Candidates summarise ideas using their own words to answer the research questions.</p> <p>Answer similar in meaning to those in the model answers below.</p>	<p>Information and/or ideas in the spoken text are processed and combined in a different format.</p> <p>N.B. Responses need not be grammatically correct, but errors must not interfere with meaning.</p>

Model answers Question 3

What solutions to the refugee crisis are suggested?	Detailed/supporting information	Analyse the extent to which the supporting detail supports the speaker's statements
Solution one: Refugees need to get into work in the countries where they're living. The countries need economic support.	In Uganda in 2014, they did a study: 80 percent of refugees in the capital city Kampala needed no humanitarian aid because they were supported into work.	This is one example of what happens when refugees are supported into work. It would be good to know if it has happened in other countries. We don't know how they were supported into work.
Solution number two: Education for refugee children is essential.	<p>Kids can bounce back when they're given the proper social, emotional support alongside literacy and numeracy.</p> <p>Half of the world's refugee children of primary school age get no education at all, and three-quarters of secondary school age get no education at all.</p>	This tells us about the importance of education to help kids get over the experience of being refugees and it identifies how many refugee students don't receive education. However, it doesn't mention how we can provide education for refugee children.
Solution number three: give people cash so that you boost the power of refugees and you'll help the local economy.	<p>Most refugees are in urban areas, in cities, not in camps.</p> <p>Refugees in cities need money to pay rent or buy clothes.</p>	The supporting detail shows that funding for refugees will be used in cities not camps. It supports the statement that giving money to refugees will help refugees get the things they need and that it will put money into the local economy.
Solution number four: The most vulnerable refugees need to be given a new start and a new life in a new country.	<p>There are not many refugees in this category.</p> <p>Now is not the time to be banning refugees. It's a time to be embracing people who are victims of terror.</p>	There is no information to support the statement e.g. why this should be done. There is only information on the number of refugees in this category and why we shouldn't be stopping refugees.

In what way does the speaker believe that the refugee crisis is a test?	Detailed/supporting information	Why does the speaker believe that this is a test of our character?
It's a test that we can treat people equally.	Refugees are different. They: <ul style="list-style-type: none"> • come from faraway parts of the world. • have been through trauma. • often of a different religion. 	We need to care about all people, not just those that are like us.
The crisis is a test of our humanity.	We have no excuse for not knowing because we see it on our smartphones.	If we do nothing it shows that we do not care what happens to others.
It is a test of our political beliefs and values.	Refugees seeking sanctuary have seen the West as a source of hope and a place of haven. Russians, Iranians, Chinese, Eritreans, Cubans, they've come to the West for safety. It is dangerous to throw that trust and hope away.	It is our responsibility to provide safety / We need to act on our beliefs.
It is a test of whether we take responsibility for our own mistakes.	When we make mistakes, we should recognise them. The United States, has taken more refugees from Vietnam than any other country. But there's more recent history, in Iraq and Afghanistan.	It's important to put right mistakes made by a country in their foreign policy if it has caused a refugee crisis.

Model answer Question 4

Summarise in your own words how the speaker thinks the refugee crisis can be solved and why he believes the crisis is a test of character. Use information from the text to support your answer.

David Milliband thinks that the refugee crisis is a very complex problem but he suggests a number of possible solutions. He firstly argues that refugees need to be able to work in the country they are living in. This has happened in Kampala, Uganda and because of this the refugees didn't need any aid. This is one example of what happens when refugees are supported into work. Another solution he recommends is to make sure refugees receive education. At present large numbers of refugees do not attend primary or secondary schools. Refugees can recover if they are supported into education. Another interesting solution is to give money to refugees living in cities. Money is important for two reasons – to empower refugees and also improve the local economy. This would create independence, not dependence. The final solution is probably the most difficult. He thinks that the most at risk refugees should be resettled by other countries. There are not many refugees who are in this category so he thinks it should be possible to do this.

Milliband believes that our response to the refugee problem is a test of our character in several ways. It shows that we can treat people who are different to us equally. His second point is that we can't avoid knowing what is happening so if we do nothing it shows that we do not care what happens to others. He also states that the crisis tests our political values and beliefs and if we are really willing to provide a safe place for refugees. It is a test of our character as a nation. It is dangerous to throw that trust and hope away. Finally, it shows whether we are willing to fix political mistakes. When you make mistakes in countries like Vietnam, Iraq and Afghanistan, it is important to help fix them. It should be natural for us to help refugees because our response is a test of our humanity, that is our character.