

Meets Requirements Exemplars for English for Academic Purposes Level 4

These exemplars support assessment against:

Unit Standard US22751 version 2

Read and process information in English for academic purposes

An annotated exemplar is an extract of student evidence, with a commentary, to explain requirements of the standard. These will assist assessors to make assessment judgements against those requirements.

New Zealand Qualification Authority

To support internal assessment from 2014

The same piece of student evidence has been used to exemplify the three Evidence Requirements. Two texts must be assessed on two separate occasions to meet the range statement of Outcome 1. Only some material from the processing of one text, including key excerpts from that text, has been exemplified.

The '*Mythbuster: Immigration – the real story*' article may be found at:

<http://www.redpepper.org.uk/immigration-the-real-story/>

Exemplar	Meets Evidence Requirement 1.1
1.	<p>To meet Evidence Requirement 1.1, students must read and process information in English for academic purposes (Outcome 1). This involves identifying the writer's purpose, and explaining how certain features (such as the use of tone, structure and vocabulary) helped to identify the purpose of the text.</p> <p>The student reads the text '<i>Mythbuster: Immigration – the real story</i>' as one of the two texts required. This text has an academic orientation and a level of language complexity sufficient for the requirements of university entrance (Explanatory Note 3).</p> <p>The student identifies the writer's audience [1] and purpose [2]. Although identification of audience is not required, it does support the identification of the purpose. The student gives an overview and examples [3] which demonstrate that the purpose for writing is understood. This is supported by an explanation and examples of three uses of vocabulary by the writer: comparatives [4], antonyms [5] and persuasive words [6].</p>

Extract only – student evidence is in italics

1. Explain who the audience is and why the author is addressing this audience:

The audience for this text is mainly for the people like government officers, politicians and British citizens that believe those myths in UK [1]. The author is trying to tell them that the way they mostly judge migrants is wrong [2]. He is trying to eliminate people's prejudice towards immigration and let the government see some unfair facts so that they can think of some better solutions to support migrants especially refugees. Eg. Employment policy – give them the proper jobs that they're fit in; public services – better welfare provision for refugees, housing arrangement and so on [3].

1b. Explain what features helped you identify the purpose. Choose one feature from the list and **explain** with an **example** from the text.

- Vocabulary
- Tone (e.g. formal or informal language, tense used)
- Text features

The author uses vocabulary to help me identify the purpose. He uses many comparative degree words such as "smaller", "lower", "even more" and "higher" to compare different treatments between migrants and non-migrants [4]. He also uses some antonyms such as "hot" and "cold"; "soft" and "tough"; "detention" and "deportation" as a way to debunk the myths [5]. Some persuasive words are being used such as "persecution", "devastating" and "stateless" to aid the text become more convincing [6].

Exemplar	Meets Evidence Requirements 1.2, 1.3
2.	<p>To meet Evidence Requirements 1.2 and 1.3, students must read and process information in English for academic purposes (Outcome 1). This involves:</p> <ul style="list-style-type: none"> • analysing and evaluating key information - literal, implied and inferred – to determine the relevance to the academic purpose • applying the relevant information in a form and manner appropriate to that academic purpose. <p>The student reads the text <i>'Mythbuster: Immigration – the real story'</i> as one of the two texts required. The academic purpose [1] is appropriate and has scope for the student to demonstrate understanding as required for the B2 reading descriptors of the Common European Framework of Reference for Languages.</p> <p>The answers (not all exemplified) holistically show understanding of the text. Appropriate information is selected and literal understanding is shown [2]. Meanings are analysed and linked to the implications [3] and inferences [4]. The student makes connections [5], with sufficient analysis of Dorling's comment to show understanding of implications [6].</p> <p>The comparison [7] connects to the academic purpose. The student selects relevant information and finishes with a conclusion and judgement as a result of evaluating this information [8].</p> <p>The information from the text is applied in a form that is appropriate to the academic purpose. The recommendations are relevant and in the student's own words [9].</p> <p>To meet the Evidence Requirements more securely, the student could rely less on direct quotes to support the recommendations [9]. The student could support the analysis of the implications of migration [5] by including key information about UK's declining birth rate and aging population.</p>

Extract only – student evidence is in italics

Academic purpose for reading this text: to discuss and **make recommendations to agencies about migrants and asylum seekers** [1].

Myth: The flood of immigrants is unsustainable.

What are two reasons why the British should NOT be concerned about migration figures in their country?

i. *The number of migrants arriving to Britain was more or less the same as the number of people leaving* [2].

ii. ...

According to the text, what are at least two main differences in the way asylum seekers and migrants are treated upon arrival in the UK? Give a **reason** for each answer.

i. ...Reason: ...

ii. ...Reason: ...

iii: *The rules governing the entry of non-EU immigrants are more stringent while it is more free to EU citizens across UK*[2].

Reason: *There are lots of requirement for asylum seekers such as bank statements and exam results and repetitive process such as regular intervals. This is a way for the government to ensure that they're not causing any threat towards Europeans since they don't know the background of those asylum seekers* [4].

Myth: The flood of immigrants is unsustainable

“The past decade has seen higher net numbers of migrants. However, rather than being unsustainable, this migration is actually **vital** [5] for the functioning of our society (the UK).”

i) What does this text imply about the benefits of the higher rate of migration in the UK? (**Make sure you use your own words.**)

The higher rate of migration provide more tax revenues and services [5]. *This is helping build UK's economy in a way* [4].

ii) What inference or conclusion can you make about possible effects of a lower rate of migration for the British society?

Dorling says that “Britain has too little immigration.” [6] *She thinks that Britain must have more people to pay taxes and provide and use services and immigration is a way of getting these to grow* [3]. *So the economy might be degenerated because of a lower rate of migration in Britain* [6].

Myth: They come here for our generous welfare system

Compare the views of the author and the right wing parties on the immigrants' dependence on the British welfare system and services. Provide evidence for each of your answers.

i) Difference: *Right wing parties* [7] *think that asylum seekers' intention coming to UK is for the welfare system. However, the author* [7] *uses a research by Home office to clarify that there was NO EVIDENCE supporting that they know about the UK benefits system before they came. Besides, some people don't even know where their destination will be when they were escaping on a boat or something. It was already a fortune for them being safe* [8].

ii) Difference: ... *Therefore, asylum seekers don't really gain many benefits from welfare system. Conversely, their situation is somehow even worse than the poor British* [8].

iii) Difference: ...

Based on this information, make recommendations to the UK government and/or agencies on the treatment of migrants and asylum seekers.

Recommendation in own words	Evidence: may include direct quotes or paraphrases
<i>The welfare system should provide more money for asylum seekers</i>	<i>5.23 pounds a day makes it very hard for asylum seekers to survive. But some refugees are too scared to return to their countries so loads of them who can't get benefits are destitute in UK.</i>
....
...
...	...
<i>Treatment in detention centres for asylum seekers should be better so that basic human rights are given [9]</i>	<i>"hundreds of cases of abuse of detainees at the hands of security guards during detention." Children get detained if their parents are. This is wrong as this kind of abuse isn't acceptable in any other system like jail.</i>