

## **Does Not Meet 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 both Evidence Requirements. Two texts must be assessed on two separate occasions to meet the range statement of Outcome 1. Only material from the processing of one text, including key excerpts from that text, has been exemplified.

The text read is Newton, K. M. "Othello: Overview." Reference Guide to English Literature. Ed. D. L. Kirkpatrick. 2nd ed. 3 vols. Chicago: Gale, 1991. Literature Resource Center. Gale. Pascack Hills HS Lib., Montvale NJ. 13 Nov. 2008.  
<http://infotrac.galegroup.com/itweb/?db=LitRC>.

Assessment against this unit standard has been conducted in conjunction with study in another learning area (see Explanatory Note 2). Students had read and studied the play Othello.

Exemplar	<b>Does not meet Evidence Requirement 1.1</b>
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>Othello: Overview</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 purpose [1]. The overview of what happens in the first paragraph implies that structure is a feature that enables the identification of this purpose [2].</p> <p>To meet the Evidence Requirement, the student needs to make an explicit reference to structure. At least one specific example would also support this explanation.</p>

## Extract only

The writer's purpose is to discuss the roles of Othello and Iago, and how they influence the play as a whole [1]. Newton begins by discussing other critics' interpretations of the importance of each character, and then compares their ideas with his own. By delving into the roles of Othello and Iago in the first paragraph, Newton offers a clear indication of what the text will explore [2].

Exemplar	<b>Does not meet Evidence Requirement 1.2, 1.3</b>
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"> <li>• analysing and evaluating key information - literal, implied and inferred - to determine the relevance to the academic purpose</li> <li>• applying the relevant information in a form and manner appropriate to that academic purpose.</li> </ul> <p>The student reads the text <i>Othello: Overview</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 holistically show understanding of the text. The student selects appropriate information, using quotation and paraphrasing show a literal understanding of meanings [2]. Key information that is relevant to the academic purpose is selected.</p> <p>Some relevant information from the text is applied in a form that is appropriate to the academic purpose. The student applies key information from the text to present a critical response to some of Newton's ideas. Quotations are used to support points [3], going beyond simple information transfer (Evidence Requirement 1.3).</p> <p>To meet Evidence Requirement 1.2, the student needs go analyse implied and inferred meanings in the key information. The student could consider what Newton is implying about humanity [4] and evaluate the idea of why the two characters fail [5].</p> <p>To meet Evidence Requirement 1.3, the student needs to select information that demonstrates a broader understanding of Newton's views. The synthesis could consider ideas of completion or love.</p>

## Extract only

**Academic purpose:** Discuss the roles of Othello and Iago in Shakespeare's *Othello*. [1]

Newton refers to other critics' views about Othello and Iago. Summarise these views.

*Bradley, like most 19<sup>th</sup> century critics, believed that Othello was a noble man [2], not to blame for what he did as a result of Iago's manipulation.*

*Eliot disagrees with the idea that Othello is a noble figure, claiming that he extenuates the murder of his wife by trying to rebuild his pride in his final speech [2], rather than mourning her death.*

*Leavis perceives Iago as a representation of the traitor within Othello. He believes that Iago was merely a device [2].*

*Bayley sees Iago's role as nothing more than a catalyst [2], setting in motion events that were inevitable.*

Explain how the writer's view differs...

*The writer, K M Newton, disagrees with the notion supported by Leavis and Bayley that Iago was nothing but a dramatic mechanism, and instead believes that both "characters are of equal importance to the play. Newton claims that the story is "weakened" and "distorted" when one character is "elevated at the expense of the other" which he says Bradley does by focussing on Iago. In Newton's eyes, the roles of Othello and Iago are complete contrasts but equally essential to the plot [2].*

"Iago should also be seen as part of the tragedy since his self-conscious cleverness and corrosive resentment prove no more adequate to the world than Othello's noble qualities." Explain what the writer means here.

*In the above statement, Newton suggests that Iago's actions bring him no joy, and that is a tragedy in itself. Iago goes to great lengths to destroy Othello so that he can take his place as "Master" but is unsuccessful. Newton considers this a tragedy because Iago is unable to change his slave-like qualities, which he says implies that "human beings can never attain sufficient completeness [4]."*

...

What might Shakespeare's message for his audience be about this? ...

*"Human beings can never attain sufficient completeness to be the masters of their world" is a message that Newton finds in "Othello". This idea is demonstrated in the plays through the characters of Othello and Iago. Shakespeare uses these characters to illustrate this theme because they are both struggling to obtain a fulfilling life (Iago wants to be a noble figure and Othello needs to conquer his insecurities). Their failure to achieve this is a clear demonstration of the message suggested by Newton [5].*

To what extent do you agree/disagree with the critic's views about the roles of Othello and Iago in *Othello*?

*I disagree with Newton's idea that Othello and Iago are not to blame due to the limitations of their qualities. Different lifestyles provide people with different traits, and Newton says that "one cannot criticize [a person] for lacking those attributes" if they are not "irreconcilable" with the lifestyle [3]. I agree with this statement to an extent, but I believe Othello and Iago are responsible for their crimes regardless of their backgrounds. Newton claims that Iago cannot "change his slave-like qualities," but this should not justify his actions, just as Othello's qualities that are "insufficient to cope with the world" do not exempt him of the responsibility for Desdemona's murder [3].*

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