

NZQA Assessment Support Material

Unit standard	22749				
Title	Write a text under test conditions 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 an **open book assessment** that will take place over a maximum of two hours, including planning and proof-reading.

- Competence for this standard must be assessed under test conditions.
- Answers must be in the candidate's own words.
- Only an unannotated copy of the resource document(s) may be used during the assessment.

CONDITIONS OF ASSESSMENT - CONTINUATION



- Monolingual or bilingual dictionaries may be used. It is recommended that electronic devices are not used for summative assessment purposes, except for word processing.
- Candidates cannot resubmit this piece of writing.
- 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 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 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, guidance information and performance criteria of the unit standard.
- Candidate's writing may contain inaccuracies in surface features, as long as these do not interfere with meaning.
- This standard focuses on assessment of writing. It is acknowledged that a significant amount of reading is required, but the reading is not to be assessed for this unit standard.
- Refer to your institution's policies before offering a resubmission or further assessment opportunities.
- Writing must be in response to a question, based on resource document(s) given out previously, with which candidates have been given the opportunity to become familiar prior to assessment. Candidates must not be given the question prior to the assessment. An unannotated copy of the resource document(s) may be used during the assessment.
- Resource documents and the content expressed in the writing tasks must be at a level of sufficient complexity to satisfy the academic requirements of university entrance. Vocabulary should be based on an authentic text of an academic nature.
- It is recommended that prior to assessment candidates have prepared by:
 - studying a model text on a parallel topic, such as *Tourism* found at the back of this document
 - reading resource documents relevant to the academic purpose.

Assessment activity

The academic purpose is to write an essay discussing the advantages and disadvantages of migration.

Sample research question

The Global Commission on International Migration, initiated by the UN Secretary General Kofi Annan, proposed that migration policies must maximise the potential of migrants and migration but that they must also reduce the negative consequences of migration for the countries of departure and destination, as well as for the individuals involved in migration.

Discuss the advantages and disadvantages of migration. Illustrate your answer with reference to specific examples from a range of countries.

Resources

Resources that link to this task may include:

Coleman, J. (2009). Research confirms immigration's contribution to New Zealand. Retrieved from <https://www.beehive.govt.nz/release/research-confirms-immigration039s-contribution-new-zealand>

Migration Advisory Committee (UK). (2012). Migration Advisory Committee Reports: Analysis of the impacts of migration. Retrieved from <https://www.gov.uk/government/collections/migration-advisory-committee-reports-analysis-of-the-impacts-of-migration>

OECD. (2014). Migration Policy Debates: *Is migration good for the economy?* Retrieved from <https://www.oecd.org/migration/OECD%20Migration%20Policy%20Debates%20Numero%202.pdf>

United Nations. (2013). *International Migration Policies: Government views and priorities*. Retrieved from http://www.un.org/en/development/desa/population/publications/pdf/policy/InternationalMigrationPolicies2013/Report%20PDFs/z_International%20Migration%20Policies%20Full%20Report.pdf

Assessment Schedule

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PC	Evidence for achievement	Judgements for achievement
		Candidate has completed one piece of writing of approximately 500 words.
PC 1.1 Writing addresses and develops the topic in a manner appropriate to audience and academic purpose.	<p>The text is a discussion. It contains an introduction of the topic which identifies and outlines the scope of the topic e.g.</p> <p><i>Migration is an opportunity for individuals to improve their standard of living and life style. The impact of this shift is significant for the individual, the country of departure, and the country of destination. In order to maximise the benefits for all and to minimise negative consequences, the advantages and disadvantages of immigration need to be examined.</i></p> <p>This is followed by:</p> <ul style="list-style-type: none"> • paragraphs discussing the advantages of migration e.g. <i>However, many countries are now actively seeking to maintain current levels of migration for a variety of reasons....</i> • paragraphs discussing the disadvantages of migration. e.g. <i>Much of the current discussion of migration centres around the problems associated with migration...</i> 	<p>The text answers the question by defining and developing the topic as required by the research questions and the academic purpose.</p> <p>Text contains an introduction that identifies and outlines the topic, followed by a discussion of the advantages and disadvantages, and a conclusion and/or recommendations.</p>

	<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.</p> <p><i>Migration is therefore not one single issue with a simple list of advantages and disadvantages. There are many types of migration each with its own related circumstances. Nonetheless, it is the case that individuals will continue to seek to migrate and that some host countries and some of the countries migrants leave will continue to encourage migration. The continued collection of adequate and up-to-date information will be essential if migration is to provide benefits to the individuals and countries concerned.</i></p>	
<p>PC 1.2 Ideas are developed and the material is integrated from the resource document(s) to achieve the academic purpose.</p>	<p>Ideas are developed. This includes paragraphs with topic sentences e.g. <i>There is an increasing trend for governments in developed countries to seek to maintain current levels of migration.</i></p> <p>Topic sentences are followed by supporting detail that may include:</p> <ul style="list-style-type: none"> • expansion e.g. <i>Research indicates that only 22 percent of countries want to lower immigration. Additionally...</i> • clarification e.g. <i>This means that ...</i> • drawing conclusions e.g. <i>The continued collection of adequate and up-to-date information will be essential if migration is to provide benefits to the individuals and countries concerned.</i> <p>Evidence that materials from the source(s) is integrated into the discussion. This could include:</p> <ul style="list-style-type: none"> • integrating quotes into sentences e.g. <i>In the context of population ageing Coleman (2001) believes that "the search for appropriate responses to manage future population decline has directed attention to international migration" but many countries have not considered...</i> • summarising e.g. <i>Numerous studies have shown...</i> 	<p>The text contains ideas that are developed by identifying the advantages and disadvantages of migration.</p> <p>The text contains material from the resource document(s) that is integrated into the discussion and references relevant examples from a range of countries.</p>

	<ul style="list-style-type: none"> paraphrasing e.g. <i>Coleman considers the impact on populations and their concerns regarding migration, including the impact on wages, living standards and demographics (Coleman, 2001).</i> 	
<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"> between paragraphs e.g. <i>There are advantages for host countries. These include... There are also advantages for the countries that migrants leave... On the other hand, a number of disadvantages have caused problems in both host countries and home countries... A further group of disadvantages includes...</i> within paragraphs e.g. <i>What is more, there are advantages for home countries. The wages that migrant workers earn abroad and send to their families at home are of huge benefit for a migrant's home country. In some cases, money from migrants is worth almost half as much as the commodities that their home countries export. Additionally, the home country saves money because they don't have to spend on health care, education and other benefits for migrants living overseas.</i> <p>Cohesive devices include:</p> <ul style="list-style-type: none"> collocation e.g. <i>overseas remittances, health care</i> synonyms e.g. <i>host country, receiving country</i> reference e.g. pronouns: <i>it, they, some, many</i>; demonstratives: <i>this, that</i>; comparatives: <i>easier</i> apposition e.g. <i>Some degree of international migration, in both directions, is normal for any modern society</i> connectives e.g. <i>furthermore, although, therefore.</i> 	<p>The text structure has a clear logical progression between and within paragraphs.</p> <p>Cohesive devices are used effectively most of the time.</p>

PC 1.4

Writing uses a formal style appropriate to the academic context. Formal style includes but is not limited to – lexical and grammatical features, and a variety of sentence structures.

A formal style is used. This will include academic conventions such as:

formal tone e.g.

- objective language: *It is evident...* rather than *I believe...*
- hedging or imprecise language e.g. *The majority of critics believe ...* rather than *all of the critics believe.*
- no slang or colloquial expressions
- no contractions or abbreviations e.g. *do not* instead of *don't*; *For example* instead of *e.g.*

formal lexical features e.g.

- specialised vocabulary e.g. *migrant, agencies*
- correct word choice e.g. meaning and collocation e.g. *welfare agencies*
- correct part of speech e.g. *migrate, migration*

formal grammatical features e.g.

- nominalisation e.g. *The contribution of immigration... / Immigration contributes...*
- the use of ellipsis and substitution to avoid repetition e.g. *These (suggestions) included the following...*(ellipsis). *There was one recent instance...*(substitution)
- appropriate tense e.g. *It was thought...*(active) *it has been suggested* (passive), *could be spent* (modals)
- use of reference e.g. *It is evident ... These include ... There are...*

a variety of sentence structures e.g.

- simple sentences e.g. *There are additional advantages to migration.*
- compound sentences e.g. *An unskilled labour force can lower the real wages of local workers and cause unemployment in the new country.*
- complex sentences e.g. *If developed countries stopped taking migrants, the results would be catastrophic.*

The tone, lexical and grammatical features and sentence structure are appropriate to the academic context most of the time.

<p>PC 1.5 Writing uses simple, compound, and complex sentence structures and makes use of appropriate grammatical forms for an academic context.</p>	<p>Sentence structure is appropriate and there is a variety of sentence structures. Refer to examples above (1.4).</p> <p>Appropriate grammatical forms such as correct tense, complete sentences and use of reference are used throughout the text. Refer to examples above (1.4).</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 http://www.nzqa.govt.nz/ncea/subjects/eap/exemplars-3/.</p>	<p>The variety of sentence structures used is appropriate for an academic context. Occasional lapses do not interfere with meaning.</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 Source material is acknowledged within the text. Acknowledgement may include but is not limited to – quotation, citation, paraphrasing or summary.</p>	<p>Source material is acknowledged. This could include:</p> <ul style="list-style-type: none"> • quotation e.g. <i>In 2005 “only 22 per cent of countries wanted to lower immigration, down from 40 per cent in 1996” (United Nations, 2006).</i> • citation e.g. <i>According to Coleman (2001) there is a considerable impact of migration on the host population.</i> • paraphrasing e.g. <i>In 2005 there were 191 million international migrants with developing countries absorbing most of the increase in the number of migrants (United Nations, 2006).</i> • summarising e.g. <i>It is clear that research supports the view that....</i> 	<p>Appropriate in-text referencing is used.</p> <p>Referencing is used correctly most of the time.</p>

Model text on a parallel topic

Tourism accounts for a significant, and growing, proportion of gross global product. However, fears about the costs of tourism increasingly focus on the environmental damage done, as well as the economic fragility of dependence on tourist income. What are the advantages and disadvantages of modern tourism? Illustrate your answer with reference to specific examples from a range of countries.

<p>Writing addresses and develops the topic in a manner appropriate to audience and academic purpose (1.1)</p>	<p>Since the Second World War tourism has become one of the world's major industries with a marked increase in the number of tourists and the amount of money spent. However, there are increasing concerns about the impact of tourism on the environment, the people, and the economies of those countries that are affected by this growth in tourist numbers.</p>	<p>Writing uses formal vocabulary (1.4)</p>
<p>Writing uses formal style appropriate to the academic context (1.4)</p>	<p>Tourism has a considerable and positive impact on the world economy. By 1996 tourism represented 10.6% of gross global product. Tourism contributed a total of US\$ 855 billion to the world economy in 2009 and tourism's contribution to employment is expected to rise from 235,785,000 jobs (8.1%) in 2010 to 303,019,000 jobs (9.2% or one job in every 10.9) in 2020 (World Travel and Tourism Council, 2011). Furthermore, there is every indication that the contribution of tourism to Gross Domestic Product (GDP) will continue to rise (United Nations World Trade Organisation, 2011).</p>	<p>Writing uses complex sentences (1.5)</p>
<p>Text structure has a clear overall progression paragraphing and some effective use of cohesive devices (1.3)</p>	<p>Tourism has also been viewed as a renewable resource that brings significant benefits to the host countries. This includes increased income through both spending and taxation. Tourism creates more jobs both in the tourist business and elsewhere in the economy via the 'tourist multiplier effect' (Barcelona Field Studies Centre (2011, p124) Benefits include increased investment, more infrastructure and facilities, and valuable foreign exchange. Tourism also encourages countries to protect areas of natural beauty, such as the Great Barrier Reef, or historical interest such as Venice, and wildlife, for example orangutans in Sumatra.</p>	<p>Writing uses compound sentences (1.5)</p>
<p>Source materials is acknowledged within the text (1.6)</p>	<p>However, there is increasing concern with the costs of tourism and it has been suggested that at present these costs are paid for by the local inhabitants, in terms of both money, loss of culture and amenities. Countries dependent on tourism are vulnerable to changes in tourist numbers as can happen when there is a major disaster, such as the tsunami in Samoa, terrorist threats as in Luxor, Egypt, or when a destination simply goes out of fashion. Money that could be spent improving conditions for the local population is used to build infrastructure for the tourist industry and this spending is concentrated in small areas rather than spread across the country. Furthermore, many of the jobs created by tourism are low paid and the income generated by tourism frequently leaves the country. Blake and Arbache, quoted in Kalafatis estimates that between 55% to 75% of tourism income "leaks back to developed countries." (2010, p68).</p>	<p>Writing uses appropriate tenses (1.4)</p>
	<p>There are additional disadvantages to tourism. Significant environmental damage occurs in popular sites such as the Great Wall of China. The impact of building, such as the development of stretches of coastline, has had a huge impact on a number of areas,</p>	

<p>Ideas are developed and material is integrated from resource documents to achieve the academic purpose (1.2).</p>	<p>for example in Spain and to Australia's Gold Coast. Tourism can result in significant damage to local wildlife and their habitats, as in the Great Barrier Reef, Australia. Furthermore, tourism can undermine local culture and traditions. One such example comes from Bali where tourists have been taken to Balinese funerals without the permission of the families of the deceased (McLaren, 1998). Furthermore, air travel also has a huge environmental impact in terms of carbon footprint.</p> <p>It is therefore apparent that a significant amount of work needs to be undertaken to strengthen contacts between different members of the tourism market and other interested parties, so that the numerous competing needs and interests can be reconciled. Only then will it be possible to develop strategies to resolve the less beneficial impacts of tourism.</p> <p style="text-align: right;">547 words</p>	
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