

English for Academic Purposes Assessment Support Material

Unit standard	22749				
Title	Write a text under test conditions in English for an academic purpose				
Level	4	Credits	5	Version	7

Assessor Guidelines

Assessors need to be very familiar with the outcome being assessed by the unit standard. The performance criteria and the guidance information contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

Note:

These 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. While this resource exemplifies how to assess writing a text under test conditions in an academic context, other assessment activities and approaches could be taken to make the context relevant to students in their environment and ensure that submitted evidence is authentic.

See [Gathering evidence of learner achievement](#)

Assessors should use innovative, valid and fair ways of recognising achievement, without overburdening themselves or the learner with too much assessment.

Context/Setting

This activity requires students to write a text under test conditions in English for an academic purpose.

It is recommended that:

- the outcomes are assessed as part of an integrated unit of work, relevant to the learning context of the learner;
- 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) learners 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.

Award of Grades

This unit standard can be awarded with an Achieved grade only.

For Achieved, learners must:

- Write a text under test conditions in English for an academic purpose.

Conditions of Assessment

This assessment will take place over a timeframe set by the assessor.

- Competence for this unit standard must be assessed under test conditions in one sitting:
 - learners must complete one piece of writing of at least 500 words;
 - writing, planning and proof-reading must be done in three hours maximum;
 - learners cannot resubmit this piece of writing.
- Writing must be in response to a research question with reference to an academic text(s) and may include but is not limited to – comparing, contrasting, problem solving, discussing, explaining cause and effect and presenting an argument.
 - The question must not be given to learners prior to assessment.
 - It must refer to resource document(s) given out previously, which learners have been given the opportunity to become familiar with prior to assessment.
 - An unannotated copy of the resource document(s) can be consulted during the assessment.
- Learners may use a bilingual and/or an English dictionary. It is recommended that electronic devices are not used for summative assessment purposes, except for word processing.
- The assessor must be satisfied that the learner can independently demonstrate competency against the unit standard.

Resource Requirements

Resources that link to this task may include:

Coleman, J. (2009). *Research confirms immigration's contribution to New Zealand*. Retrieved from [Research confirms immigration's contribution to New Zealand | Beehive.govt.nz](https://research.govt.nz/immigration-s-contribution-to-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

Additional Information

- The Common European Framework of Reference for Languages (CEFR) describes language proficiency at six levels. This unit standard is at a level informed by the CEFR. Teachers and assessors are encouraged to refer to the descriptors in the *Supporting Document* to gain a clearer understanding of the competencies required by these standards.
- Resource documents for the writing task:
 - must be at a level of complexity that should reflect the linguistic demands of university entrance – for example, course text, introductory academic text, journal article, appropriate oral source;
 - should use vocabulary which is based on texts of an academic nature;
 - may be abridged and/or adapted versions designed for this level.
- It is recommended that prior to assessment learners have prepared by studying a model text on a parallel topic, such as Tourism found at the back of this document, and reading resource documents relevant to the academic purpose.
- Learner writing may contain inaccuracies in surface features, but these must not impede meaning.

- The assessment schedule is for assessors only and not to be shared with learners during the assessment process.
- Refer to your organisation's policies before offering a further assessment opportunity.

Assessment activity

Unit standard: 22749

Standard title: Write a text under test conditions in English for an academic purpose

Credits: 5

Resource title: International migration

Assessor guidance: Use of this assessment resource without modification may mean that students' work is not authentic. The assessor will need to set a different context or topic and develop fresh and relevant texts that reflect the interests and circumstances of their students. The text examples and questions in this assessment activity provide models of possible approaches.

Model Assessment

Assessor instructions for students

Introduction

This assessment activity requires you to write a text under test conditions in English for an academic purpose. Before the assessment, you need to be familiar with the resource materials. During the assessment, you will produce a text under test conditions, where you integrate information from your resource materials and address the research question. You will need to show that you can structure your essay, use cohesive devices, and use appropriate, correct, formal language. You will also need to paraphrase, quote or summarise your sources, and acknowledge these within the text.

Task

You are going to write an essay in response to the following research question:

Research question

The Global Commission on International Migration, initiated by the former 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.

You can use the checklist on the next page to check that you have done everything correctly.

Student Checklist

In this assessment task, you will need to show you can do the following:	PC
Write at least 500 words.	—
Answer the question by defining and developing the topic, as required by the research question.	1.1
Develop the ideas. This includes paragraphs with topic sentences. The topic sentence will be followed by supporting detail that may include: <ul style="list-style-type: none"> clarifying and expanding upon ideas drawing conclusions. 	1.2
Integrate the resource material into the document to support your answer. This could include: <ul style="list-style-type: none"> exemplification paraphrasing direct quotes citation summarising. 	1.2
Ensure your writing has a clear overall structure with an introduction followed by paragraphs organised in logical order and a conclusion. Include logical connections between paragraphs and within paragraphs.	1.3
Use cohesive links. These may include: <ul style="list-style-type: none"> conjunctions connectives pronoun reference collocation synonyms. 	1.3
Use a formal writing style appropriate to the academic context. This includes: <ul style="list-style-type: none"> adopting a formal tone using objective language not using slang or colloquial expressions not using contractions. 	1.4
Use specialised and academic vocabulary: <ul style="list-style-type: none"> correct word choice correct part of speech. 	
Use appropriate grammar: <ul style="list-style-type: none"> the use of reference, such as pronouns, to maintain clear links the use of ellipsis and substitution to avoid repetition 	

<ul style="list-style-type: none"> • appropriate tense. <p>Use a variety of sentence structures:</p> <ul style="list-style-type: none"> • simple sentences • compound sentences • complex sentences 	
<p>Acknowledge source material used in the text. This could include:</p> <ul style="list-style-type: none"> • paraphrasing • summary • synthesis • direct quotation • citation. 	1.5
<p>Proofread and edit your work.</p> <p>Read through your writing using the checklist above to ensure you have met all the requirements.</p>	

Assessment Schedule

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Assessment Criteria

Performance Criteria	Evidence for Achievement	Judgements for Achievement
Outcome 1 Write a text under test conditions in English for an academic purpose Range: <ul style="list-style-type: none">• one text of at least 500 words.	Refer to the evidence for 1.1–1.5 below.	Learner has completed one piece of writing of approximately 500 words.
1.1 The research question is addressed appropriately.	<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 lifestyle. 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</i>	<p>The text answers the question by defining and developing the topic as required by the research question.</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><i>seeking to maintain current levels of migration for a variety of reasons...</i></p> <ul style="list-style-type: none"> • 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 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>	
1.2 Ideas are developed and supported by the resource material to address the research question.	<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</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>

	<p><i>essential if migration is to provide benefits to the individuals and countries concerned.</i></p> <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> • 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> 	
1.3 The text is written in a well organised, clear and coherent manner.	<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.</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>

	<p><i>Additionally, the home country saves money because they do not have to spend on health care, education and other benefits for migrants living overseas.</i></p> <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> • connectives, e.g. <i>furthermore, although, therefore</i>. 	
1.4 A formal writing style appropriate to the academic context is used.	<p>A formal style is used. This will include academic conventions such as:</p> <p>Formal tone, e.g.</p> <ul style="list-style-type: none"> • objective language: <i>It is evident...</i> rather than <i>I believe...</i> • hedging or imprecise language, e.g. <i>The majority of critics believe...</i> rather than <i>all of the critics believe</i> • no slang or colloquial expressions • no contractions or abbreviations, e.g. <i>do not</i> instead of <i>don't</i>; <i>For example</i> instead of, e.g. <p>Formal lexical features, e.g.</p> <ul style="list-style-type: none"> • specialised vocabulary, e.g. <i>migrant, agencies</i> • correct word choice, e.g. meaning and collocation e.g. <i>welfare agencies</i> • correct part of speech, e.g. <i>migrate, migration</i> <p>Formal grammatical features, e.g.</p> <ul style="list-style-type: none"> • nominalisation, e.g. <i>The contribution of immigration... The continued collection of adequate and up-to-date information...</i> 	The tone, lexical and grammatical features and sentence structure are appropriate to the academic context most of the time.

	<ul style="list-style-type: none"> the use of ellipsis and substitution to avoid repetition, e.g. <i>These (suggestions) included the following...</i> (ellipsis); <i>There was one recent instance...</i> (substitution) appropriate verb tense and form, e.g. <i>Some have suggested...</i> (active) <i>It has been suggested</i> (passive), <i>could be spent</i> (modals) use of reference, e.g. <i>This is only one factor ... These include ... There are...</i> <p>a variety of sentence structures, e.g.</p> <ul style="list-style-type: none"> simple sentences, e.g. <i>There are additional advantages to migration.</i> compound sentences, e.g. <i>An unskilled labour force can lower the real wages of local workers and cause unemployment in the new country.</i> complex sentences, e.g. <i>If developed countries stopped taking migrants, the results would be catastrophic.</i> 	
<p>1.5 Source material is integrated and acknowledged within the text.</p> <p>Range:</p> <ul style="list-style-type: none"> may include but is not limited to – paraphrasing, summary, synthesis; direct quotation, citation. 	<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>Source material is acknowledged within the text.</p> <p>Referencing is used correctly most of the time.</p>

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the unit standard.

Model text on a parallel topic

NB. This model text is not authentic learner work and therefore does not contain the errors and first language features that would be expected in work written by learners at this level.

Research question

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.

1.1 The research question is addressed appropriately.	<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. This essay will discuss the advantages and disadvantages of modern tourism.</p>	
1.4 A formal writing style appropriate to the academic context is used.	<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>	1.4 Formal vocabulary is used.
1.3 The text is written in a well organised, clear and coherent manner.	<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 of historical interest such as Venice, and wildlife, for example orangutans in Sumatra.</p>	1.5 Complex sentences are used.
1.5 Source material is integrated and acknowledged within the text.	<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, p. 68).</p>	1.4 Writing uses appropriate tenses.

<p><i>1.2 Ideas are developed and supported by the resource material to address the research question.</i></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, for example in Spain and on 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. 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>584 words</p>	
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