

## English for Academic Purposes Assessment Support Material

<b>Unit standard</b>	22750				
<b>Title</b>	Write a crafted text using researched material in English for an academic purpose				
<b>Level</b>	4	<b>Credits</b>	6	<b>Version</b>	6

### 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 of a crafted text using researched material 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

- Learners should be assessed after they are familiar with the topic.
- 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) 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 crafted text using researched material in English for an academic purpose.

## Conditions of Assessment

This is an open book assessment that will take place over a timeframe set by the assessor.

- Appropriate assessment conditions as per your organisation's guidelines must be adhered to, in order to ensure authenticity of student evidence and safeguard the validity of assessment.
- Resource material used by the learner must be supplied with the submission for external moderation purposes.
- Writing must be in response to a research question agreed previously between the teacher and the learner which may include but is not limited to – comparing, contrasting, problem solving, explaining cause and effect and presenting an argument.
- 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.
- Learners' writing competence must be assessed after they have been given the opportunity to draft, edit and proofread their work.
- At the planning stage and between drafts, teachers can advise learners that their writing may need further work on ideas, language, structure, or accuracy in spelling and punctuation, but should not correct errors. Assessor guidance must not compromise authenticity.

## Resource Requirement

- An assessment task that requires the learner to write a crafted text using researched material, including a research question.
- Resource material used by the learner, which must be in the English language.

## 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.
- It is recommended that prior to assessment learners have prepared by:
  - studying a model text on a parallel topic, such as *First Language Loss* found at the back of this document
  - reading resource documents relevant to the academic purpose.
- Learners may use the model text and the checklist to guide their writing and to ensure they meet all of the performance criteria.
- Learner's writing may contain inaccuracies in surface features, but these must not impede meaning.
- The assessor must be satisfied that the learner can independently demonstrate competency against the unit standard.
- 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 resubmission or further assessment opportunity.

## Assessment Activity

<b>Unit standard:</b>	22750
<b>Standard title:</b>	Write a crafted text using researched material in English for an academic purpose
<b>Credits:</b>	6
<b>Resource title:</b>	<b>Teenage migrants</b>
<b>Assessor guidance:</b>	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 crafted text using researched material in English for an academic purpose. You will need to research your topic and collect enough information so that you can address the research question. Then you will produce a crafted text, where you integrate information from your resource materials and address your 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 reference them in your writing.

#### *Task*

The purpose of this task is to write a problem-solution essay. For this assessment a problem-solution essay refers to a text that has:

- an introduction with a clear statement of the topic that identifies the key terms, provides a small number of background details, and has a thesis statement that outlines the main problems facing teenage migrants as they settle into New Zealand
- paragraphs with clear topic sentences and supporting details which identify the problems and consider possible solutions to these problems in logical order
- a conclusion that summarises the problems and solutions and makes a concluding statement.
- Writing must be in your own words, with any direct quotations acknowledged in the text.

#### **Research question**

You have read about migration and migration policy. You will write a crafted text of at least 800 words using researched material in English to answer the research question below.

- What are the main problems faced by teenage migrants as they settle into New Zealand?
- Discuss a range of possible solutions to these problems.

You can use the checklist below 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 a minimum 800 words.	—
Address the topic by defining and developing the topic, as required by the research question.	1.1
Develop ideas using researched materials and demonstrate a wide understanding of the topic area. This includes paragraphs with topic sentences. Each paragraph contains a topic sentence with a different idea supported by relevant supporting details.	1.2
Write the text in a well-organised, clear and coherent manner. To do this, ensure the text structure has clear overall progression, paragraphing and some effective use of cohesive devices. Ensure the text as a whole has an introduction, appropriate paragraphs and a conclusion. Use cohesive devices between and within paragraphs to link and develop ideas. These may include: <ul style="list-style-type: none"> <li>• collocations</li> <li>• synonyms</li> <li>• pronoun reference</li> <li>• conjunctions</li> <li>• connectives.</li> </ul>	1.3
Use a formal style appropriate to the academic context. This includes: <b>Formal tone:</b> <ul style="list-style-type: none"> <li>• using objective, not biased or emotive, language</li> <li>• the full form of words rather than contractions.</li> </ul> <b>Formal vocabulary:</b> <ul style="list-style-type: none"> <li>• specialised, precise, and clear vocabulary</li> <li>• correct word choice and collocation, e.g. <i>language loss</i></li> <li>• correct part of speech</li> <li>• no slang or colloquialisms.</li> </ul> <b>Formal, appropriate grammar:</b> <ul style="list-style-type: none"> <li>• the use of reference, such as pronouns, to maintain clear links</li> <li>• the use of ellipsis and substitution to avoid repetition</li> <li>• nominalisation, e.g. <i>the contribution of education</i></li> <li>• appropriate tense.</li> </ul> <b>A variety of sentence structures:</b> <ul style="list-style-type: none"> <li>• simple sentences</li> <li>• compound sentences</li> <li>• complex sentences.</li> </ul>	1.4
Integrate source material into the text to support ideas. This includes, but is not limited to: <ul style="list-style-type: none"> <li>• direct quotations</li> <li>• paraphrasing</li> <li>• summary</li> <li>• synthesis</li> </ul>	1.5

Acknowledge source material correctly in the text. This could include: • in-text citation which acknowledges the source of the information.	
Provide a reference list at the end using a recognised format.	1.6
Proofread and edit your work.  Read through your writing using the checklist above to ensure you have met all the requirements.  Your writing may contain inaccuracies, but your teacher must be able to understand what your writing means.	
Your teacher will check a draft of your work, and give you general guidance, but will not be able to correct your mistakes.	

## Assessment Schedule

Unit standard	22750				
Title	Write a crafted text using researched material in English for an academic purpose				
Level	4	Credits	6	Version	6

## Assessment Criteria

PC	Evidence for Achievement	Judgements for Achievement
<b>Outcome 1</b>  Write a crafted text using researched material in English for an academic purpose.	Refer to the evidence for 1.1–1.6 below.	Learner has written one text of a minimum of 800 words.
1.1  The research question is addressed appropriately.	<p>Writing contains an introduction of the topic which identifies and outlines the scope of the topic, e.g. <i>All migrants to New Zealand deal with challenges in their new country. However, teenage migrants encounter issues that are specific to...</i></p> <p>This is followed by:</p> <ul style="list-style-type: none"> <li>paragraphs identifying the problems faced by teenage migrants in New Zealand, e.g. <i>One of the most important issues for teenage migrants is the need to learn academic English in a very short...</i></li> <li>paragraphs discussing possible solutions to these problems, e.g. <i>Schools can assist young migrants to deal with these challenges.</i></li> </ul>	<p>The text answers the question by defining and developing the topic as required by the research question, e.g. the text identifies and discusses problems faced by teenage migrants and possible solutions to these.</p> <p>The text contains an introduction of the topic which identifies and outlines the scope of the topic.</p> <p>This is followed by paragraphs that address the research questions, in a logical order.</p> <p>The text ends with a conclusion that summarises the problems and solutions and may include an opinion or statement.</p>

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	<p>The text ends with a conclusion that restates the thesis and summarises the main problems and solutions and/or recommendations and may include an opinion or statement directing the reader to further or future related issues, e.g. <i>As a result...</i></p>	
<p>1.2 Ideas are developed and supported by a broad knowledge base.</p>	<p>Ideas are developed using researched materials. This includes paragraphs with topic sentences, e.g. <i>One of the most important issues is the need to learn academic English in a very short period of time.</i></p> <p>Topic sentences are followed by supporting detail that may include:</p> <ul style="list-style-type: none"> <li>expansion, e.g. <i>Research indicates that one of the best ways to do this is to provide...</i></li> <li>clarification, e.g. <i>This involves...</i></li> <li>drawing conclusions, e.g. <i>Whilst these strategies do not guarantee success, they will assist teenage migrants to...</i></li> </ul>	<p>The text contains ideas that are developed by identifying problems faced by teenage migrants and discussing possible solutions to these problems.</p> <p>Writing demonstrates wide reading on the topic that is used to provide supporting detail.</p>
<p>1.3 The text is written in a well organised, clear and coherent manner.</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"> <li>between paragraphs, e.g. <i>One of the most important issues is the need to learn academic English in a very short period of time... A further issue is... Many teenage migrants also face issues with... Whilst these are significant issues, there are many things that can assist teenage migrants to overcome the challenges posed... Schools have an important role to play in resolving issues of... Additionally, welfare agencies need to...</i></li> <li>within paragraphs, e.g. <i>It is important that schools assist students to learn academic English as quickly as possible. This might involve providing... Some schools also provide...</i></li> </ul> <p>Cohesive devices include:</p> <ul style="list-style-type: none"> <li>collocation, e.g. <i>academic English, welfare agencies</i></li> </ul>	<p>The structure of the text is appropriate to the academic purpose with:</p> <ul style="list-style-type: none"> <li>an introduction,</li> <li>paragraph(s) identifying problems faced by teenage migrants</li> <li>paragraph(s) discussing possible solutions to these problems</li> <li>and a conclusion.</li> </ul> <p>There is clear progression between and within paragraphs.</p> <p>Cohesive devices are used to link ideas between and within paragraphs.</p>

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	<ul style="list-style-type: none"> <li>synonyms, e.g. <i>problems, issues, challenges</i></li> <li>reference, e.g. pronouns: <i>these, they, some, many</i>; demonstratives: <i>this, that</i>; comparatives: <i>easier</i></li> <li>apposition, e.g. <i>Teenage migrants, aged thirteen to nineteen, typically attend...</i></li> <li>connectives, e.g. <i>furthermore, although</i>.</li> </ul>	
<p>1.4</p> <p>A formal writing style appropriate to the academic context is used.</p>	<p>Writing uses a formal academic style. This includes:</p> <p><b>Formal tone</b>, such as</p> <ul style="list-style-type: none"> <li>objective language, e.g. <i>It is evident...</i> rather than <i>I believe...</i></li> <li>hedging, e.g. <i>The majority of critics believe ...</i> rather than <i>all of the critics believe</i></li> <li>no slang or colloquial expressions</li> <li>no contractions or abbreviations, e.g. <i>do not</i> instead of <i>don't</i>; <i>For example</i> instead of <i>e.g.</i></li> </ul> <p><b>Formal lexical features</b>, such as</p> <ul style="list-style-type: none"> <li>specialised, precise, objective and clear vocabulary, e.g. <i>bilingual, immigrant</i></li> <li>correct word choice, i.e. meaning and collocation such as <i>welfare agencies</i></li> <li>correct part of speech, e.g. <i>migrate/migration</i></li> </ul> <p><b>Formal grammatical features</b>, such as</p> <ul style="list-style-type: none"> <li>nominalisation, e.g. <i>The contribution of education.../The provision of academic English classes...</i></li> <li>the use of pronoun reference, ellipsis and substitution to avoid repetition, e.g. <i>These (suggestions) included the following... (ellipsis). There are several instances of... (substitution)</i></li> <li>appropriate verb tense and form, e.g. <i>it has been suggested</i> (passive), <i>could be spent</i> (modals), <i>the consensus is leaning</i> (continuous)</li> </ul>	<p>Academic writing conventions are followed in terms of:</p> <ul style="list-style-type: none"> <li>formal style</li> <li>appropriate vocabulary</li> <li>grammatical features</li> <li>sentence structure.</li> </ul> <p>Occasional lapses do not interfere with meaning.</p>

PC	Evidence for Achievement	Judgements for Achievement
	<p>A variety of <b>sentence structures</b>, e.g.</p> <ul style="list-style-type: none"> <li>simple sentences, e.g. <i>The positive effects of bilingual classes are well documented in research.</i></li> <li>compound sentences, e.g. <i>Teenage migrants have English language learning needs but also need to take part in age-appropriate curriculum lessons.</i></li> <li>complex sentences, e.g. <i>Whilst these strategies do not guarantee success, they provide the means to make success possible.</i></li> </ul>	
<p>1.5</p> <p>Source material is integrated and acknowledged within the text.</p> <p>Range:</p> <ul style="list-style-type: none"> <li>may include but is not limited to – paraphrasing, summary, synthesis, direct quotation, citation.</li> </ul>	<p>Source material is integrated into the text to support ideas. This includes, but is not limited to:</p> <ul style="list-style-type: none"> <li>direct quotation, e.g. <i>White et al note that young migrants believe that learning English is "the key to belonging and participating in New Zealand life" (2001, p.29).</i></li> <li>paraphrasing, e.g. <i>White et al (2001) note that young migrants believe that learning English is key to fitting into New Zealand life.</i></li> <li>summary e.g. <i>It can be seen that...</i> analytical interpretation, e.g. <i>It is my opinion that; the conclusion can be drawn that...</i></li> <li>synthesis, e.g. <i>The consensus among researchers today, however, is leaning towards...</i></li> <li>informed judgement, e.g. <i>Given the agreement in the research, it is important that...</i></li> </ul> <p>Source material is acknowledged correctly in the text. This could include:</p> <ul style="list-style-type: none"> <li>in-text citation which acknowledges the source of the information, e.g. <i>(Cummins, 1986, p.23)</i></li> </ul>	<p>Ideas are supported by linking to research material appropriate to the topic. Research material is utilised.</p> <p>Source material is integrated with the writer's own ideas.</p>

PC	Evidence for Achievement	Judgements for Achievement
1.6 Reference list is provided.	A reference list at the end using a recognised format (for example, APA) is provided.	Referencing is done correctly most of the time.

**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. Please note that this example response is located on the following page.

### **Research question**

*Discuss the issue of first language loss for children from migrant communities. What possible solutions are there to the problems posed by this language loss?*

<p><i>1.1 The research question is addressed appropriately. Writing addresses and develops the topic in a manner appropriate to the academic purpose and intended audience.</i></p>	<p>The positive effects of bilingualism are well documented in research. The term 'subtractive bilingualism' has been used to define what can happen when learning a new language causes migrants to lose their first language. However, many immigrant communities do not realise how quickly children can lose the ability to function in their first language and the harmful effects this can have. It is therefore important that teachers of English to new migrants find ways to promote the use of first language.</p>
<p><i>1.3 The text is written in a well organised, clear and coherent manner. Text structure has clear overall progression, paragraphing and some effective use of cohesive devices.</i></p>	<p>Early research suggested that learning two languages in childhood was detrimental to a child's cognitive abilities (Darcy, 1963). This was due to the idea that the knowledge of learning one language did not transfer into the other. It was thought that as more was learned in one language, less could be learned in the other. For this reason, many parents and teachers tried to force children to learn only one language instead of developing the ability to learn both. Research undertaken by Holmes et al in New Zealand (1993) suggests that this attitude to bilingualism has resulted in language loss within three generations of migrants.</p>
<p><i>1.2 Ideas are developed and supported by a broad knowledge base. Ideas clarify and expand upon ideas, and draw conclusions by incorporating theoretical concepts, or by analytical interpretation.</i></p>	<p>The consensus among researchers today, however, is leaning towards the opposite; the idea that knowledge in the two languages would be kept separate instead of influencing each other is rejected by many. For example, when children are fluent in two languages, they know more than one word for the same object or concept. Current research leads to the belief that this can add to the thinking abilities of the child. Bilingual speakers have been shown to perform better on a variety of cognitive tasks. Bialystok (1991) says there is reason to believe that speaking a second language may lead to important changes in brain structure. Yet there are still parents and educators who believe they are doing new migrants a service by encouraging them to focus on the new language only.</p>
<p><i>1.5 Source material is acknowledged in the text. This includes quotations, paraphrases and summaries.</i></p>	<p>The group most at risk from language loss in the first generation of migration is young children. According to a study by Watts, White &amp; Trlin (2002), for those in the 10 to 14 year-old age group, English very quickly became established as the dominant language. The young new settlers tended to use their first language when talking to parents and older extended family members, but with siblings increasingly began to use English. These findings reflect other New Zealand studies such as White et al (2001) who documented young migrants' views on English as being "the key to belonging and participating in New Zealand life".</p>
<p><i>1.4 A formal writing style appropriate to the academic context is used.</i></p>	<p>Cummins (1994) draws the distinction between the situations where the first language is developed and the first culture valued, while the second language is added and the situation where the second language is added at the expense of the first language and culture, which are valued less as a result. Cummins and Swain (1986) quote research which suggests students working in the former environment succeed to a greater extent than those in the latter. Bilingual programmes which encourage and promote cognitive skills in the student's first language are more likely to help the students reach academic equivalence in English with their English-speaking peers.</p>
	<p>Migrant students can either be empowered or disabled by their interaction with educators in schools. In New Zealand, the English language is the language of power. Cummins (1986) states that teachers can empower migrants by acknowledging their language and culture and incorporating it into their programmes. By encouraging students to use their first language to generate their own knowledge they promote an approach where all students can see that being bilingual is positive. Students who are empowered by their school experiences develop the ability, confidence and motivation to succeed academically. They also develop a confident cultural identity that will enable them to function more effectively in society.</p>
	<p>In areas where there are a large number of migrant children with the same language background it is possible for educational institutions to promote a bilingual educational model. In central Auckland and South Auckland there are schools that have developed bilingual units</p>

to support migrant students to maintain their own culture and language (McCaffery & Tuafuti, 1988).

It is recognised that not all schools can provide bilingual education for students. In many schools, there is a large number of students with different first languages. However, researchers such as Cummins (1986) have shown that in schools without bilingual programmes, the extent to which individual teachers promote the use of first language in the classroom can enable migrant students to value their language and use it as a knowledge base. It is therefore important that the linguistic and cultural background of all students is identified so that teachers can access this information readily. Schools also need to invest time in professional development of teachers so that they have strategies to encourage first language use in the classroom.

Teachers communicate to students and parents in a variety of ways the extent to which their first language and culture are valued. Powerful messages can be communicated to students regarding the advantages of first language use and development. One of the National Education Goals in New Zealand is that of giving all students, including bilingual students, equal educational opportunities. To do this we must acknowledge and cater for the different learning needs of bilingual students and ensure they and their families are aware of the principles and benefits of bilingualism.

897 words.

**1.6 A reference list is provided.**

**Reference List**

Cummins, J. (1986). Empowering minority students: A framework for intervention. *Harvard Educational Review*, 56, 18–36.

Cummins, J., & Swain, M. (1986). *Bilingualism in Education: Aspects of Theory, Research, and Practice*. Routledge.

Darcy, N. T. (1963). Bilingualism and the measure of intelligence: Review of a decade of research. *Journal of Genetic Psychology*, 82, 259–282.

Holmes, J., Roberts, M., Verivaki, M. & Aipolo, A. (1993). Language maintenance and shift in three New Zealand speech communities. *Applied Linguistics*, 14, 1–23.

McCaffery, J., & Tuafuti, P. (1998). The development of Pacific Islands bilingual education in Aotearoa/New Zealand. *Many Voices*, 13, 43–53.

Watts, N., White, C., & Trlin, A. (2002). *Young migrant settlement experiences and issues in New Zealand: Two perspectives*. New Settlers Programme, Massey University.