

English for Academic Purposes Assessment Support Material

Unit standard	22751				
Title	Read and process information in English for academic purposes				
Level	4	Credits	6	Version	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 understanding of English language written text(s) 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 read and process information in English for academic purposes.

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 be conducted in conjunction with assessment against other Level 4 English for Academic Purposes unit standards.

Award of Grades

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

For Achieved, learners must:

- Read and process information in English for academic purposes.

Conditions of Assessment

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

- Text(s) must be unseen by the learner prior to the assessment but must be on a topic familiar to learners.
- The learner's purpose should be determined by the assessor and clearly communicated prior to the assessment.
- Learners may use a bilingual and/or an English dictionary.

Resource Requirements

- Text(s) of an academic nature of at least 1500 words.
- Questions to assess comprehension.
- Activity that requires the learner to process information, including a research question.

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.
- A range of assessment items must be used for assessment against this unit standard, and may include – short answer questions, multiple-choice, matching, gapfill, open-ended questions requiring explanation and interpretation.
- Learner responses may be in any form, which may include – tabular, graphic, written, oral. The quality of the language in the response is not assessed for this unit standard.
- The assessor must be satisfied that the learner can independently demonstrate competency against the unit standard.
- Texts used in this unit standard:
 - must be at least 1500 words in total from one or two related sources that may typically be encountered in the first year of tertiary studies which deal with broad theoretical knowledge in a field of study;
 - must be assessed on one occasion;
 - must be academic in nature;
 - may be from print and online sources that may include extracts from course information, introductory academic texts, non-fiction publications, academic articles or reports;
 - may include – graphics, illustrations, subheadings
- 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

Unit standard: 22751

Standard title: Read and process information in English for academic purposes

Credits: 6

Resource title: **Young migrant settlement experiences and issues in New Zealand: Two perspectives**

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 example and questions in this assessment activity provide models of possible approaches.

Model Assessment

Assessor instructions for students

Introduction

This assessment activity requires you to read and process information in English for academic purposes. You will need to answer questions about the meaning of main ideas and supporting details and explain the writer's purpose. You will also need to extract relevant information from the text and apply this in a task.

This activity will take place in class time.

Task

Your teacher will provide you with a written text with information about a familiar, academic topic. You will need to read the text, and then complete a question sheet. After this, you will complete a writing task where you apply the information from the text to answer a research question.

You will need to show that you can:

- Identify the meaning of main ideas and supporting details to demonstrate understanding and explain the writer's purpose (PC 1.1).
- Extract relevant information from the text and apply this in a form appropriate to your purpose for reading and in a manner beyond simple information transfer (PC 1.2).

Your purpose is to answer the following research question:

What are the differences and similarities between the perspectives of young migrants and the perspectives of stakeholders assisting with settlement?

Young Migrant Settlement Experiences and Issues in New Zealand: Two Perspectives

1. This report presents the findings of a study of settlement experiences of young new settlers from non-English speaking backgrounds (NESB) in New Zealand. The findings draw on two perspectives: (a) the reflections of young migrants and refugees on their settlement experiences, and (b) the views of stakeholders who assist young migrants and their families during their initial period of settlement. While there were differences between these perspectives, findings suggest that despite reasonably positive experiences, young migrants face a range of issues on settlement. This report outlines these, and also suggests some initiatives that may improve the settlement process.
2. The study involved interviews with 80 participants aged between 10 and 14 years; and interviews with, or written responses provided by, 77 participants aged between 17 and 21 years. It also involved meetings with stakeholders: volunteer tutors working with adults and families, and English language teachers working in schools.

Young new settlers

3. Amongst the young new settlers, the 10–14-year-old participants appeared to be adapting to English language use more easily than the 17–21-year-olds. This appeared consistent with Veltman's (2000) contention that those who arrive under the age of 10 years make the most rapid progress in acquiring and using the host society language in the early years of residence (the mean age on arrival was 9.1 for the 10–14-year-old participants compared with 14.5 years for the 17–21 year olds).
4. Overall the young (10–14) participants assessed themselves as much better in English than the older (17–21) group. In the case of the 10–14-year-old participants, 70 per cent or more saw their reading and writing skills in English as being at least the same if not better than in their ethnic language, and 55 per cent or more saw their speaking and listening skills in English as being at least the same if not better than in their ethnic language. Those in the 17–21 age group were less confident about their proficiency in English. About 50 per cent saw their reading, writing and listening skills in English as being the same if not better than in their ethnic language and only 44 per cent claimed that their spoken ability in English was as good if not better than in their ethnic language.
5. The 10–14-year-old participants were less inclined to use their ethnic language with siblings at home or with ethnic friends than the 17–21-year-olds. With their ethnic friends at school, less than half of the 10–14-year-olds said they used their ethnic language 'only' or 'mostly' while in the case of the older (17–21) participants it was just over half. Outside of their place of study or work, 44 per cent of the 10–14-year-olds who had ethnic friends said they used their ethnic language 'only' or 'mostly' in comparison with 64 per cent of the 17–21 age group. While this may lead to opportunities to practise English, it may also lead to less confident use of the ethnic language.
6. In the 10–14 age group, 74 out of 80 (92.5 per cent) reported that they had 'Kiwi' friends. A slightly smaller proportion of the 17–21 age group (69 out of 77, or 89.6 per cent) had 'Kiwi' friends, and they were less likely than the younger (10–14) participants to visit them in their homes, invite them to their homes and mix with them in the evenings.

7. The young migrants and refugees generally expressed positive views on their settlement experiences in New Zealand. Although three quarters of them felt very different when they arrived, now 84 per cent felt welcome here. Over 70 per cent agreed that it was easy to fit into New Zealand life, though more than half considered that it was not easy for them to make 'Kiwi' friends. While 85 per cent indicated that they were glad that they came to New Zealand and that their family was happy to be here, only 33 (41.3 per cent) in the 10-14 age group and 40 (51.9 per cent) in the 17-21 age group saw themselves as living and working in New Zealand in the future.
8. In response to two open-ended questions which asked them to identify what 'is good' and 'not so good' about life in this country, the positive comments of both groups of young migrants outnumbered the negative comments by a ratio of over 2:1. The 10–14 year olds made 236 comments which can be classified as positive and 97 negative comments. The young new settler participants in both age groups gave highest approval to the New Zealand lifestyle, particularly its stress-free, relaxed nature and the clean, green features of the environment. New Zealand was perceived to be peaceful, safe, and they also had positive views on the educational opportunities available to them, the wide range of social and recreational activities, and the increased possibilities to develop their own interests. They commended New Zealanders for the help and support they had received.
9. The weather was the most negative feature of the New Zealand setting. They also reported experiencing problems in adjusting to a different language and culture and making new friends. Some expressed concern at what they saw as discriminatory attitudes and behaviours towards migrants. The older (17–21) participants also criticised the lack of night life and the 'boring' nature of New Zealand city life.

Stakeholders

10. At meetings with a) a group of home tutors who are mainly involved in providing voluntary support for families who want to develop their English language skills and b) a group of teachers which included those providing more English instruction in primary, secondary and tertiary institutions, issues relating to the situation of young new settlers were discussed. While the home tutors brought to these discussions insights into the situations of families, the teachers added views based on classroom experiences.
11. In general, the stakeholders gave a more negative view of the settlement of young migrants and refugees. They identified problems involved in fitting in with New Zealand's youth culture; conflicts between peer group pressures and parental expectations; feeling different and/or isolated; conflicts between traditional beliefs and practices and New Zealand norms of behaviour; adjusting to a different educational system; developing competence in English; and difficulties related to gaining employment. However, they also suggested responses and solutions to the problems and issues they had identified. These suggestions included: assisting young new arrivals to meet other young people in the community; providing targeted assistance for migrant and refugee families with special needs; assisting parents to pass on their culture and language to their children; arranging on-going support for NESB students in educational institutions; organising pre-employment courses for young NESB new settlers; and increasing public understanding and acceptance of diversity.
12. A possible explanation for the dissonance between the young migrants' and the stakeholders' views is that the young new settlers were reflecting on their lived experiences, whereas the ESOL tutors and teachers drew on their knowledge of structures, programmes and their professional experiences in assisting NESB

children and adults. In addition, the young migrants were likely to feel inhibited in expressing their personal feelings and making negative comments about their reception in New Zealand, particularly to interviewers who were older and host society members. The stakeholders, on the other hand, had no such restraints and used the opportunity to articulate professional concerns and to critique what they saw as a lack of official recognition and support for the programmes they were involved in. The study does provide evidence that in investigating immigrant and refugee settlement issues it is important to gain different perspectives. Rather than being seen as contradicting each other, these perspectives should be regarded as being complementary and extending our overall understanding of young migrant settlement issues.

Limitations of the survey

13. It is acknowledged that the survey described in this report does have limitations. It involves only 157 young immigrants and refugees who were contacted through the Home Tutor ESOL schemes. This may mean that the participants were more likely to come from families with less experience in English than other settler groups. At the same time the participants were a group who had succeeded in accessing English language programmes and associated support in New Zealand. The stakeholders who were consulted in this study came from a particular interest group – those involved in ESOL instruction. Naturally enough, their major concern was with English language development, although they also share an understanding of the social, cultural, and work-related concerns of new settlers, as English language proficiency intersects with many other issues related to settlement.

The combined results and recommendations

14. The combined results suggest that while many of the young migrant participants were making considerable efforts to fit into life in this country, New Zealand could do more to facilitate their settlement by providing them with the opportunities to develop and use their skills, knowledge and talents that meet Baubock's criteria for full social participation in a civil society (Baubock, 2000). It is suggested that:
 - a) a partnership approach be adopted in assisting young new settlers – that is, an approach involving the young people themselves, their families, the ethnic communities to which the young migrants and refugees belong, host society members and local and central government organisations;
 - b) encouragement be given to young migrants and refugees to seek out and use opportunities to develop English language proficiency;
 - c) migrant and refugee families be provided with up-to-date information, effective counseling and support, when required, to assist them in adjusting to the new environment;
 - d) ethnic communities be given financial and other assistance to help them to provide language and cultural maintenance programmes;
 - e) members of the host society be made more aware of the needs of young NESB migrants and refugees and be encouraged to be more accepting and supportive of them;
 - f) institutions, particularly educational and training institutions, should cater for the social, cultural and linguistic needs of young new settlers by designing and implementing special programmes for those with particular educational concerns (e.g. students who have had little or no experience of schooling in their countries of origin), as well as by creating and maintaining a supportive environment in which young new settlers feel welcome and valued;

- g) local and central government should contribute more to the settlement of young NESB migrants and refugees through initiatives such as the training and recruitment of dedicated migrant youth workers; and
- h) in recognition of the strategic importance of facilitating the incorporation of young new settlers into the New Zealand society, an overall policy framework be developed at the government level to guide and coordinate developments designed to assist NESB migrants and refugees and help them to fulfil their social, cultural and economic potential.

Adapted from:

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

1778 words

Name: _____

Date: _____

Section 1: The meaning of the main ideas and the supporting details are identified to demonstrate understanding and explain the writer's purpose (1.1).

In this section, you will answer the questions to show that you have understood the text.

1. Which statement best represents the **main idea** of **paragraph 8**? Circle one.

- a) The 10–14-year-old migrants were more positive than the older group and were able to list many positive aspects.
- b) The most positive aspects of New Zealand life were environment, education, and leisure activities.
- c) All of the young migrants, regardless of age, found their experience in New Zealand to be mainly positive.
- d) The young migrants made almost 100 negative comments about their experience in New Zealand.

2. Which statement best represents the **main idea** of **paragraph 9**? Circle one.

- a) A few of the migrants had experienced discrimination, but not all.
- b) The younger participants were unhappy about the weather, and the older ones were unhappy about the night life.
- c) The migrants were able to identify several issues they were unhappy with.
- d) The migrants were happy about life in New Zealand except for the weather.

3. Which statement best represents the **main idea** of **paragraph 11**? Circle one.

- a) The main issues identified by stakeholders were conflicts between family expectations and New Zealand youth culture.
- b) The stakeholder provided a more negative view of settlement and explained the challenges faced by young migrants.
- c) It is crucial to prevent discrimination and provide more support for NESB students.
- d) The stakeholders identified problems and suggested solutions.

4. Which statement best represents the **main idea** of **paragraph 13**? Circle one.

- a) For more reliable findings, a larger group of participants should have been used.
- b) The type and number of participants might mean that the findings are not completely reliable.
- c) The young migrants all came from families with little experience with English.
- d) It is likely that the stakeholders who participated was biased because they were all English teachers.

5. The study involved four groups of participants. List these, including how many participants were in each (if stated) and how data was collected.

Group	How many participants? (if given)	Data collection method
a)	b)	c)
d)	e)	f)
g)	h)	i)
j)	k)	l)

6. Compare the language experiences of the younger (10–14 years old) and older (17–21 years old) migrants. Use your own words. Include supporting details, such as explanations and examples.

	Younger migrants (10–14 years old)	Older migrants (17–21 years old)
English language	a)	b)
Own/ethnic language	c)	d)

7. What do the responses from young migrants tell you about their ability to make Kiwi friends? Use your own words.

8. According to the authors, why might the young migrants have given mainly positive answers? Use your own words.

9. Paragraph 14 lists the authors' recommendations. In the table below, summarise the recommendation in no more than 5 words. Then outline what issue or problem each recommendation will address, and give your reasons. You should base your answers on information in the text. Some recommendations may address more than one issue. One example has been done for you.

Recommendation	What issue(s) will the recommendation address?
a) <i>partnership approach</i>	<i>This recommendation can address most of the issues (except the weather and the lack of nightlife). This is because it involves all the important parties in settlement and will therefore bring out ways of addressing a range of matters.</i>
b)	<i>This recommendation can address the issue(s) of:</i> <i>This is because:</i>
c)	<i>This recommendation can address the issue(s) of:</i> <i>This is because:</i>
d)	<i>This recommendation can address the issue(s) of:</i> <i>This is because:</i>
e)	<i>This recommendation can address the issue(s) of:</i> <i>This is because:</i>
f)	<i>This recommendation can address the issue(s) of:</i> <i>This is because:</i>
g)	<i>This recommendation can address the issue(s) of:</i>

	<i>This is because:</i>
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10. What do you think was the writer’s purpose in writing this text? Your answer should be one sentence.

11. Explain why you think this is the writer’s purpose. Use specific examples from the text.

Section 2: Relevant information is extracted from the text and applied in a form appropriate to the learner's purpose and in a manner beyond simple information transfer (1.2).

In this part, you will produce an essay outline to show that you can apply the information from the text for a specified purpose. Complete the table below by adding notes for each section. You don't need to write full paragraphs.

Purpose

Your purpose is to compare the perspectives of young migrants with the perspectives of stakeholders assisting with settlement. Prepare an outline for an essay that would address the following research question:

What are the differences and similarities between the perspectives of young migrants and the perspectives of stakeholders assisting with settlement?

Introduction:
Similarities:
Differences:
Conclusion:

Assessment Schedule

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Assessment Criteria

Performance Criteria	Evidence for Achievement	Judgements for Achievement
1.1 The meaning of the main ideas and the supporting details are identified to demonstrate understanding and explain the writer's purpose.	<p>Section 1</p> <ol style="list-style-type: none"> <i>c – All of the young migrants, regardless of age, found their experience in New Zealand to be mainly positive.</i> <i>c – The migrants were able to identify several issues they were unhappy with.</i> <i>d – The stakeholders identified problems and suggested solutions.</i> <i>b – The type and number of participants might mean that the findings are not completely reliable.</i> The following answers: <ol style="list-style-type: none"> <i>Migrants (10–14)</i> <i>80</i> <i>Interviews</i> <i>Migrants (17–21)</i> <i>77</i> <i>Interviews, written responses</i> <i>Home tutors</i> 	<p>Meaning of main ideas and supporting details are identified.</p> <p>Three out of Qs. 1–4 are correct.</p> <p>Nine correct from Qs. 5 a–l.</p>

	<p>h. <i>Not Given</i></p> <p>i. <i>Meetings</i></p> <p>j. <i>English teachers</i></p> <p>k. <i>Not given</i></p> <p>l. <i>Meetings</i></p> <p>6. Answers similar in meaning to:</p> <p>a. <i>These were better at English, because they arrived at a younger age; they were particularly confident in reading and writing, but a majority were also more confident in listening and speaking in English than in their ethnic language.</i></p> <p>b. <i>These were not as good at English, but still good. About half found it easier to write, listen and read in English than their own language, but speaking was more difficult.</i></p> <p>c. <i>They did not use their ethnic language much. At school, less than half used it with friends of the same language, and only 44% used it as the main language with ethnic friends outside school.</i></p> <p>d. <i>They used their ethnic language more – a bit more than half used it at school and 64% used it with their friends outside school.</i></p> <p>7. <i>They struggled to make Kiwi friends, but most of them had some. The younger group had more kiwi friends, and the older group had fewer. The older group also did not see their Kiwi friends as much outside school.</i></p> <p>8. <i>They may not have felt comfortable enough to give their honest opinion, and they only spoke about how they felt, not about general issues.</i></p>	<p>Four correct from Qs. 6a, 6b, 6c, 6d, 7, and 8.</p>
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	<p>10. <i>Discussing experiences and issues relating to young migrants and providing recommendations/solutions</i> (or similar, but should indicate that it relates to both problems/issues and solutions/recommendations).</p> <p>11. <i>The text describes the settlement of young migrants from different perspectives and outlines the issues they face. It ends with a list of recommendations to improve their settlement experiences</i> (or similar).</p>	
<p>1.2 Relevant information is extracted from the text and applied in a form appropriate to the learner's purpose and in a manner beyond simple information transfer.</p> <p>Range:</p> <ul style="list-style-type: none"> may include – visuals, oral, written. 	<p>Section 2</p> <p>Answers will vary, but should contain the following:</p> <p>Notes for the introduction, e.g.:</p> <ul style="list-style-type: none"> Background Some indication of purpose <p>Notes for similarities, e.g.:</p> <ul style="list-style-type: none"> <i>Both groups felt it was important that young migrants settle well.</i> <i>Both found English language a potential issue; important for both that migrants become good at English.</i> <i>Integrating with peer groups – migrants said it was difficult to make Kiwi friends; stakeholders said there were problems fitting in with youth culture.</i> <i>Getting used to the culture – migrants said it was difficult getting used to New Zealand culture; stakeholders said there were differences between traditional ideas</i> 	<p>Information is selected from the text and applied through inclusion in the essay outline.</p> <p>Responses may vary but must demonstrate that the learner can extract information that is relevant to the research question and apply this in the given format.</p>

	<p><i>conflicting with New Zealand cultural practices.</i></p> <p>Notes for differences, e.g.:</p> <ul style="list-style-type: none"> • <i>Migrants had a more positive view, and focused on the good environment, felt welcome in New Zealand, and were pleased about opportunities; stakeholders had a negative view and focused on problems and solutions only.</i> • <i>For the migrants, the main issue was the weather, but the stakeholders did not mention this at all.</i> • <i>Different views on education – migrants focused on the different options available; stakeholders saw only challenges rather than positives.</i> <p>Notes for the conclusion, e.g.:</p> <ul style="list-style-type: none"> • summary/reflection 	
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the unit standard.