

## English for Academic Purposes Assessment Support Material

Unit standard	22892				
Title	Listen to and process information from a spoken text in English for an academic purpose				
Level	4	Credits	5	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 an English language spoken text 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 listen to and process information from a spoken text 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 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:

- Listen to and process information from a spoken text in English for an academic purpose.

## Conditions of Assessment

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

- Learners cannot resubmit this assessment.
- Learners must be given sufficient time to take notes and complete the assessment task.
- Assessment may be conducted in a real situation, or in a simulated situation that closely reflects an academic context. This may include lecture, seminar, interview, panel discussion.
- The learner's purpose should be determined by the assessor and clearly communicated prior to the learner.

## Resource Requirements

- One spoken text for an academic purpose.
- Questions to assess comprehension.
- Additional paper for note taking.
- 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.
- Learner response may be in any form, which may include table, graphic, written, oral. Responses must not be heard or observed by other learners. Responses need not be grammatically correct, but errors must not impede meaning.
- The assessor must be satisfied that the learner can independently demonstrate competency against the unit standard.
- For this unit standard, spoken material:
  - must be at least eight minutes in length;
  - must be listened to uninterrupted;
  - can only be listened to twice;
  - must be one spoken text: monologue or dialogue;
  - must be at a language level of complexity appropriate for learners preparing for university entrance;
  - may include visual aids that do not include information required for the assessment.
- 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:** 22892

**Standard title:** Listen to and process information from a spoken text in English for an academic purpose

**Credits:** 5

**Resource title:** The refugee crisis

**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 listen to information about a familiar, academic topic in a spoken text. You will need to answer questions about the main ideas, supporting details, and specific information while you listen. You will also need to apply this information based on a research question.

This activity will take place in class time.

#### *Task*

Your teacher will provide you with a spoken text with information about a familiar, academic topic.

You will be given a question sheet to complete as you listen. After you have listened the first time, you will be given time to add to your responses. You will also be able to make additional notes. You will then listen to the text a second time. This time, add any missing information, but also make sure you make any additional notes that you may need for Section 2.

You will need to show that you can:

- Identify main ideas (PC 1.1).
- Identify supporting details and specific information (PC 1.2).
- Apply relevant information in a form relevant to your purpose beyond simple information transfer (PC 1.3).

Your purpose is to answer the following research question:

**According to the speaker, what are some solutions to the refugee crisis? Why does the speaker believe that our response to the crisis is a test of our character?**

Read through all the questions in Section 1, and the task in Section 2 before you listen the first time.

While you listen the first time, you should start completing the questions in Section 1. After you have listened the first time, add any information that you remember and highlight the gaps. Note down other important information. When you listen the second time, add the remaining information and further notes. After you have finished listening, complete Section 2.

Name: \_\_\_\_\_

Date \_\_\_\_\_

1. You will hear the talk twice.
2. Section 1: Answer the questions as you listen to the talk.
3. Section 2: Use the information from Section 1 and additional notes to answer the research question.

**Section 1: Main ideas are identified (1.1); Supporting details and specific information are identified (1.2)**

1. According to the speaker, why is the refugee crisis the biggest question of the 21st century?

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2. How many people were displaced due to violence and persecution last year?

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3. If all displaced people formed a country, it would be the \_\_\_\_\_ largest in the world.

4. Most refugees live in: (*circle one answer*)

- a) Western countries
- b) Poorer counties
- c) Their own countries
- d) Europe and the US

5. What fraction of Lebanon's population are refugees? \_\_\_\_\_

6. When was the refugee camp in eastern Kenya established? \_\_\_\_\_

7. The speaker met Silo in: (*circle one answer*)

- a) A city in South Sudan
- b) During a conflict in Somalia
- c) A refugee camp in Kenya
- d) During the Battle of Aleppo

8. Why does the speaker describe the refugee crisis as a “trend” rather than a “blip”?

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9. In the Kampala study, what percentage of refugees needed no aid? \_\_\_\_\_

10. Why is education described as a “lifeline” for refugee children?

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11. What percentage of primary-aged refugee children receive no education? \_\_\_\_\_

12. Refugees often do not live in camps, but in: (*circle one answer*)

- a) hidden facilities
- b) cities
- c) forest settlements
- d) refugee-only cities

13. How does the speaker suggest the humanitarian system should evolve in urban refugee contexts?

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14. Why does the speaker argue against banning refugees from entering Western countries?

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15. The speaker says the refugee crisis is also a test of our \_\_\_\_\_.

16. The speaker says that “refugees are a hard case”. Give one example of what makes them “a hard case”.

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17. The speaker argues that in today’s world: *(circle one answer)*

- a) ignorance of global crisis is unacceptable
- b) smartphones spread wrong information
- c) social media should be banned
- d) news travels too slowly

18. \_\_\_\_\_ has taken the most Vietnamese refugees.

19. Name two countries mentioned where the West made recent mistakes.

\_\_\_\_\_ and \_\_\_\_\_

20. What does the speaker mean when he says the refugee crisis is also about “the rescue of us”?

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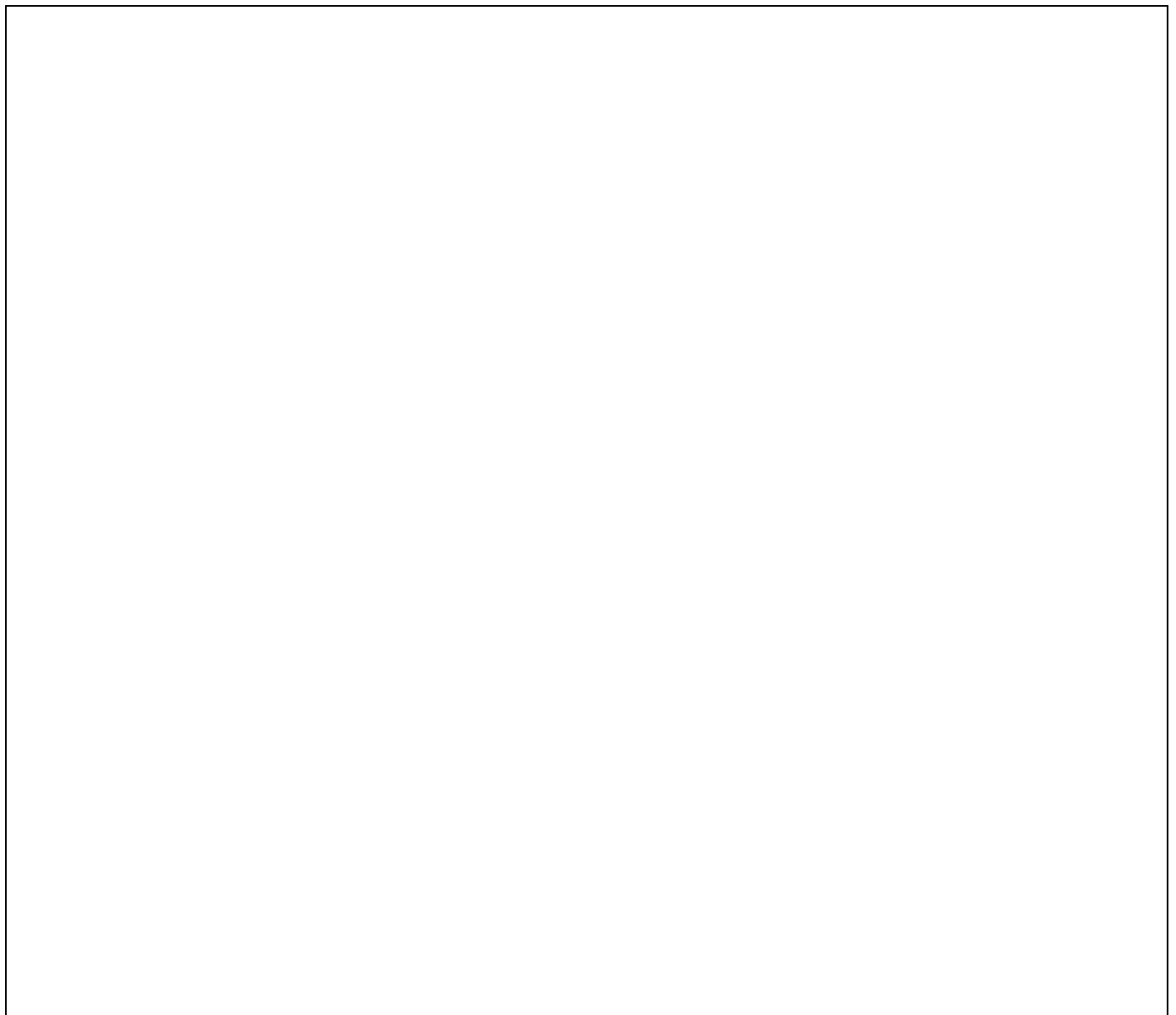
**Section 2: Relevant information is applied in a form appropriate to the learner’s purpose and in a manner beyond simple information transfer (1.3).**

Below, create a mind map or an infographic (showing connections and key ideas visually).

The purpose for the mind map or the infographic is to answer both of the research questions in a coherent format by using the information from the talk.

*Research questions:*

1. *What are the solutions to the refugee crisis according to the speaker?*
2. *Why does the speaker believe that our response to the crisis is a test of our character?*





## Transcript – for assessor use only

### The refugee crisis is a test of our character

This talk is about the millions of refugees: what help they need and what our responsibilities are. I truly believe that the biggest question in the 21st century concerns our duty to strangers. The future “you” is about your duties to strangers. You know better than anyone, the world is more connected than ever before, yet the great danger is that we’re consumed by our divisions. And there is no better test of that than how we treat refugees.

And here are the facts about the refugee situation: First there are a lot of refugees. There were 65 million people displaced from their homes by violence and persecution last year. If it was a country, that would be the 21st largest country in the world. So what happens to them? Most of those people, about 40 million, stay within their own home country, but 25 million are refugees. That means they cross a border into a neighbouring state, and generally, that is where they remain. Therefore, most refugees are living in poor countries, like Lebanon, where one in four people is a refugee. That’s a quarter of the whole population of Lebanon!

Furthermore, people are refugees for a long time. I went to what was the world’s largest refugee camp, in eastern Kenya. It was built in 1991–92 as a “temporary camp” for Somalis fleeing the civil war. At the camp, I met Silo. And I said to Silo, “Do you think you’ll ever go home to Somalia?” And she said, “What do you mean, go home? I was born here.” So later I asked how many of the 330,000 people in that camp were born there, and the answer was 100,000 people.

Now, those are long-term, generational challenges and that’s why I say that this refugee crisis is a trend and not a blip. And it’s complex, and when you have big, large, long-term, complex problems, people think nothing can be done. But I think people do want to make a difference, they just don’t know whether there are any solutions to this crisis. And what I want to tell you today is that though the problems are real, the solutions are real, too.

These are the things I believe we can do.

Solution one: these refugees need to get into work in the countries where they’re living, and the countries where they’re living need massive economic support. For example, in Uganda in 2014, they did a study: 80 percent of refugees in the capital city Kampala needed no humanitarian aid because they were working. They were supported into work.

Solution number two: education for kids is a lifeline, not a luxury, when you’re displaced for so long. Kids can bounce back when they’re given the proper social, emotional support alongside literacy and numeracy. I’ve seen it for myself. But half of the world’s refugee children of primary school age get no education at all, and three-quarters of secondary school age get no education at all. That’s crazy.

Solution number three: most refugees are in urban areas, in cities, not in camps. What would you or I want if we were a refugee in a city? We would want money to pay rent or buy food and clothes. That is the future of the humanitarian system, or a significant part of it: give people cash so that you boost the power of refugees and you’ll help the local economy as well.

And there’s a fourth solution, too, that’s controversial but needs to be talked about. The most vulnerable refugees need to be given a new start and a new life in a new country, including in the West. The numbers are relatively small,

hundreds of thousands, not millions, but the symbolism is huge. Now is not the time to be banning refugees, as the Trump administration proposes. It's a time to be embracing people who are victims of terror.

This is not just a crisis, it's a test. It's a test that civilizations have faced down the ages. Firstly, it's a test of our political beliefs and values. It is our responsibility to provide safety. Refugees seeking sanctuary have seen the West as a source of hope and a place of haven. Russians, Iranians, Chinese, Eritreans, Cubans, they've come to the West for safety. It is dangerous to throw that trust and hope away. On a global scale, the numbers that need to seek refuge in the west are not huge.

It is also a test of our humanity. Finally, it's a test of whether we are willing to take responsibility for our mistakes.

So, why is a test of our humanity? Well firstly, it's because it shows if we can treat all people equally. And refugees are a hard case. They do come from faraway parts of the world. They have been through trauma. They're often of a different religion. Those are precisely the reasons we should be helping refugees. These are not reasons for doing nothing.

What is more in the modern world, we have no excuse. We can't say we don't know what's happening in South Sudan, Aleppo or Syria. It's there, in our smartphone in our hand. Ignorance is no excuse at all. Fail to help, and we show we have no moral compass at all.

And there's one other thing our response to the refugee crisis reveals about us: whether we take responsibility for our own mistakes. I'm not one of these people who believes that all the problems in the world are caused by the West. They're not. But when we make mistakes, we should recognize it. It's not an accident that the United States, has taken more refugees from Vietnam than any other country. And there are more recent mistakes in Iraq and Afghanistan. When you break something, you have a duty to try to help repair it, and that's our duty now.

And my point to you is, it should be natural and innate in us to help. Tell yourself, this refugee crisis is manageable, not unsolvable, and each one of us has a personal responsibility to help make it so. Because this is about the rescue of us and our values as well as the rescue of refugees and their lives.

Adapted from a TED talk by David Miliband:

[https://www.ted.com/talks/david\\_miliband\\_the\\_refugee\\_crisis\\_is\\_a\\_test\\_of\\_our\\_character](https://www.ted.com/talks/david_miliband_the_refugee_crisis_is_a_test_of_our_character)

## Assessment Schedule

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## Assessment Criteria

Performance Criteria	Evidence for Achievement	Judgements for Achievement
1.1 Main ideas are identified.	<p>Section 1</p> <p>Answers similar to:</p> <p>1. <i>Because it is the biggest moral and political question of the 21st century. It challenges our collective responsibility to strangers.</i></p> <p>8. <i>Because it is a long-term issue. Millions of refugees need support for years/it is not a temporary problem.</i></p> <p>10. <i>Because it helps children recover emotionally and intellectually/it supports their social, emotional and academic development.</i></p> <p>13. <i>By providing cash aid so refugees can pay for rent and food.</i></p> <p>14. <i>Because it diminishes the West's role as sanctuary/because numbers of refugees are not too high and they need to be given a chance of a new start in a new country.</i></p>	<p>Main ideas are identified.</p> <p>Four out of Qs. 1, 8, 10, 13, 14 and 20 are correct.</p>

	<i>20. Because how we respond to the crisis reflects our values as a society/and (or) our willingness to accept responsibility for past mistakes.</i>	
1.2 Supporting details and specific information are identified.	<p>Section 1</p> <p>Supporting details:</p> <p>4. <i>B</i></p> <p>7. <i>C/ A refugee camp in Kenya</i></p> <p>12. <i>B/ cities</i></p> <p>15. <i>humanity</i></p> <p>16. <i>The come from faraway parts of the world/ They have been through trauma/They're often of different religion</i></p> <p>17. <i>A/Ignorance of global crisis is unacceptable</i></p> <p>Specific information:</p> <p>2. <i>65 million</i></p> <p>3. <i>21st</i></p> <p>5. <i>One in four</i></p> <p>6. <i>1991–92</i></p> <p>9. <i>80%</i></p> <p>11. <i>50%/Half of them</i></p> <p>18. <i>The United States/The USA</i></p> <p>19. <i>Iraq and Afghanistan.</i></p>	<p>Supporting details are identified.</p> <p>Four of Qs. 4, 7, 12, 15, 16 and 17 are correct.</p> <p>Specific information is identified.</p> <p>Six items from Qs. 2, 3, 6, 9, 11, 18 and 19</p>
<p>1.3 Relevant information is 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"> <li>may include – visuals, oral, written.</li> </ul>	Learner has produced a mind map or infographic containing solutions to the refugee crisis and reasons why our response is a test of character. See model answer below.	Information is applied by communicating solutions to the refugee crisis and the reasons why our response to the crisis is a test of our character.

## THE REFUGEE CRISIS IS A TEST OF OUR CHARACTER

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### What are some of the solutions to the refugee crisis according to the speaker?

- **Access to work and economic support**  
Example: Uganda in 2014, 80% of refugees in Kampala did not require humanitarian aid
  - **Education for refugee children**  
Nearly half of primary school-age refugee children are not in school
  - **Cash assistance in urban areas**  
Cash support can boost power of re.Jnd help local economy, and local economy
  - **Resettlement of the most vulnerable**  
Relatively small numbers, significant symbolic value
- 

### Why does the speaker believe that our response to the crisis is a test of our character

- **A test of our humanity**  
Reveals if we can treat all people equally, including refugees who have suffered greatly
- **A test of our political beliefs and values**  
It is our responsibility to provide safety for those seeking sanctuary in the West
- **A test of taking responsibility for mistakes**  
The West has a duty to help repair harms resulting from its own actions

A total of at least four of the main ideas, including solutions and reasons, are identified and expanded on showing evidence of synthesis and accurate interpretation of the audio content.

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