Formative assessment task
Unit standard 22892: Demonstrate understanding of a spoken text and process
information in English for an academic purpose
The Millennium Development Goals
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NCEA Level 4	
Unit standard and Outcome	**Performance Criteria**
Unit standard 22892, version 4 **Outcome 1:** Demonstrate understanding of a spoken text and process information in English for an academic purpose	1.1 Key information in the text is identified to determine its relevance to the academic purpose. 1.2 Detailed and/or supporting information in the text is analysed for relevance to the key information. 1.3 Information is processed and synthesised in a form relevant to the academic purpose. This may include but is not limited to – rephrasing, paraphrasing, summarising, outlining or tabulating.

Resources
Formative assessments for other unit standards that could be used in conjunction
with unit standard 22892:
- Speaking: 'The Millennium Development Goals' (unit standard 22891)
- Reading: 'The Millennium Development Goals' (unit standard 22751)
- Writing: 'The Millennium Development Goals' (unit standard 22750)

Unit standard 22892, version 4
Demonstrate understanding of a spoken text and process information in English for an academic purpose

Level 4 **5 credits**

This unit standard has one outcome:
Outcome 1: **Demonstrate understanding of a spoken text and process information in English for an academic purpose**

Conditions
- Spoken material:
  - must be listened to uninterrupted and be repeated once;
  - must be at least eight minutes in length;
  - must be one spoken text: monologue or dialogue;
  - must be at a language level of sufficient complexity to satisfy the academic requirements of university entrance. Vocabulary should be based on an authentic text of an academic nature;
  - may include visual aids (e.g. DVD, digital presentation).
- Candidates must be given sufficient time to take notes and complete the assessment task after the second listening session.
- Candidates cannot resubmit this assessment.
- Candidate response may be in any form, which may include but is not limited to – table, graphic, written, oral.
- Responses must not be heard or observed by other candidates.
- Responses need not be grammatically correct, but errors must not interfere with meaning.
- The assessor must be satisfied that the candidate can independently demonstrate competency against the unit standard.
- Assessment is conducted in a real situation, or in a simulated situation, which closely reflects an authentic context. This may include but is not limited to - lecture, seminar, interview, panel discussion.
- For assessment against this standard, the academic purpose must be communicated to the candidate prior to the assessment.

Assessment context
It is recommended that assessment of this unit standard is conducted in conjunction with study and assessment in other learning areas and with other English for Academic Purposes unit standards.

Notes for assessors
- The unit standard is at a level comparable to the Common European Framework of Reference for Languages (CEFR) mid B2. It is recommended that teachers have a good understanding of the competencies required at this level.
- It is important that assessors and candidates are familiar with the performance criteria and of the unit standard.
- Candidates should not have heard the spoken text before the assessment activity.
- Responses must be given without prompting.

- If visual aids are used (e.g. DVDs) they should not include written text.
- Where written assessment tasks are used, the learners must have time to read and seek clarification of the questions before the listening task begins.
- Candidates should be given time to check their answers after the assessment.

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Outcome 1: Demonstrate understanding of a spoken text and process information in English for an academic purpose.

- Allow students time to read the questions and ask for clarification if needed.
- Read the text out loud.
- Allow time for students to complete their answers.
- Read the text out loud a second time.
- Allow time for students to complete and/or check their answers.

Transcript: Outcome 1

Read the following to your students

- *The academic purpose of the task is to discuss the achievements of the Millennium Development Goals and what needs to be done next to improve the lives of the world's poorest people.*
- *Find the task and read the questions.*
- *You will hear the spoken text twice.*
- *Now listen to the text and complete the task.*
- After the texts have been read say *'Now check your answers'.*

Millennium Development Goals: Bill Gates speaking at the United Nations

Mr. President, excellencies, ladies and gentleman. It is unusual for a member of the philanthropic sector to be given the opportunity to address Heads of State here at the United Nations. I'm honoured by it and I'm also encouraged. I see it as a sign of partnership that the world understands that no sector acting alone can achieve the goals for humanity that are the mission of United Nations. We are here today to assess where we stand on the Millennium Development Goals.

As I look at it, the Millennium Development Goals are like a report card that helps us judge our performance. On it will be written the areas in which we're falling short of our targets and our funding commitments. These points are very important and they need to be addressed. It is crucial to evaluate our performance but I think it's also important at this point to evaluate the goals themselves as a force for change.

So here's my evaluation. I think the Millennium Development Goals are the best idea for focusing the world's attention on fighting global poverty, hunger, health and education that I've ever seen. I love the Millennium Development Goals. With all the mountains of measures and studies and reports in the world, these Millennium Development Goals have broken through and grabbed broad attention. Some of the numbers are good and some are not, but the fact that the world is focusing on these numbers is excellent. It means people see where things are going well and understand how we can spread those successes. They see where we're falling short and they see the need to apply more effort and do things differently. That is the purpose of these goals and it's a brilliant purpose. So, independent of the individual measures, on the question of raising the visibility of the suffering faced by the world's poorest people, I give the Millennium Development Goals an A.

Of course, attention alone won't change the future. We also need greater innovation both in the tools we discover and the way we deliver them. Scientific innovation led to the smallpox vaccine. Combining that with an innovative approach to delivering it helped us track the disease, immunise around it and eradicate it. Likewise, child deaths have declined from 20 million a year in 1960, to under 10 million today, through childhood vaccination. Because of innovation, discovery and delivery, smallpox has been eradicated and the expansion of childhood vaccinations achieved. These are two of the greatest accomplishments in the history of global well-being.

Why will the future be better than the past? Today we have new advances in biotechnology, computers and the internet, that will give us the power to solve many more problems and that's why our future will be better than the past. As an example, the world is working on breakthroughs in agriculture, including drought resistant maize that can be used in Africa. This would bring dramatic increases in yield to help African farmers adapt to climate change. Researchers are working on new vaccines, including for livestock. The simplicity of developing these means they can be brought to market for just a few million dollars and by preventing families from losing their livestock to disease, the economic benefits are quite dramatic. Groups like the 'Medicines for Malaria' venture are coming up with new synthetic drugs that work, like Artemisinin. In early studies, single doses of these drugs cured malaria, something we've never seen before.

So the opportunities for innovation are incredible and the Millennium Development Goals can guide the search for new discoveries by showing us where innovation can bring the biggest returns. This is their genius and I'm optimistic about what they can help us accomplish. They can bring together new partnerships, the private sector, the philanthropic sector and government and UN agencies working in new ways.

We need to acknowledge that progress in several areas is disappointing, but disappointing should not mean discouraging. This is the first time we've had the whole world focused on these problems, and so it's not surprising we don't get perfect grades. So I disagree with those who only focus only on the disappointment and try to spread around blame. People aren't motivated by blame, people are

motivated by success, and we have many successes and opportunities for many more.

When the Millennium Declaration was adopted in 2000, my wife Melinda and I would have never predicted the power of these goals to bring together new partnerships, the private sector, the philanthropic sector and government and UN agencies working in new ways.
And we certainly never expected that eight years later one of our daughters would come home from school with an assignment to learn about the Millennium Development Goals. She was especially troubled to learn how many mothers die during childbirth. In it's own way this concern of the world's children is just as important to our future as the attention of the people gathered here today. There is more power in these goals than we had imagined and now that we've seen it, we want to work with you to intensify it, and push the day when all people, no matter where they are born, can live a life filled with health and opportunity. Thank you.

The spoken text has been adapted from:
https://www.gatesfoundation.org/media-center/speeches/2008/09/bill-gates-speaks-at-the-united-nations

Unit standard 22892, version 4 Demonstrate understanding of a spoken text and process information in English for an Level 4		
Outcome 1: Demonstrate understanding of a spoken text and process information in English for an ac		
Evidence requirements	**Evidence**	
-	1. As noted by the student	Not marked assessment
1.1 Key information in the text is identified to determine its relevance to the academic purpose.	2. Answers similar in meaning to: What are the achievements of the Millennium Development Goals? 1. *They focus the world's attention on fighting poverty* 2. *Guide the search for new discoveries/ show us where innovation can bring the biggest returns* 3. *Brings together new partnerships (private sector, philanthropic sector, government and UN* 4. *It gets the attention of the world's children / the next generation* What needs to be done next to improve the lives of the world's poorest people? 1. *Greater innovation (in discovery of tools and the way we deliver them)* 2. *Advances / Improvements in biotechnology, computers and the internet.*	Main ideas re purpose are Four out of s correctly ider N.B. Respon grammatical not interfere
1.2 Detailed and/or supporting information in the text is analysed for relevance to the key information.	2. Answers similar in meaning to those in the model answers below.	Understandir supporting id demonstrate N.B. Respon grammatical not interfere
1.3 Key information is processed and synthesised in a form relevant to the academic purpose.	3. Candidates summarise ideas using their own words to answer the research questions in a manner appropriate to the academicpurpose.	Key informat synthesised academic pu

Range may include but is not limited to - rephrasing, paraphrasing, summarising, outlining, tabulating.	Summary is similar in meaning to the model answer below. There is evidence that key points have been processed and synthesised. e.g. *The speaker identifies two things that need to be done to improve poverty for the poorest people. The first is to … This will include both …. The second way is to …..*	

Detailed and/or supporting information in the text is analysed for relevance to the key information (1.2)

Question 3

Now use your notes to complete the table on the following pages.

Key information What are the achievements of the Millennium Development Goals?	Detailed / supporting information	Analys detailed/supp To do this, identi detailed informat information.
Achievement one: They focus the world's attention on fighting poverty	● Measures and studies have been done / grabbed attention ● Some figures are good others bad ● Focuses attention these results ● Can see what has worked and where more effort is needed	Points out that st they show good a used to tell us wh not tell what thos results were so if assessment is co
Achievement two: Guides the search for new discoveries/ shows us where innovation can bring the biggest returns	● He's optimistic about what they can achieve ● They bring together new partnerships	The supporting d information on ho for new discoveri This supporting d and information a does not support
Achievement three: Brings together new partnerships	These include private sector, the philanthropic sector, government and UN agencies	He does not prov of these organisa they are doing.
Achievement four:	● His daughter learnt about he MDGs	

Key information	Detailed/supporting information	Analys...
It got the attention of the word's children / the next generation	● She was upset when she learnt how many mothers die in childbirth	He gives one spe... provide a range ... argument.

Key information What needs to be done next to improve the lives of the world's poorest people?	Detailed/supporting information	Analys... detailed/supp... To do this, identif... information supp... information.
1. Greater innovation (in discovery of tools and the way we deliver them)	Smallpox ● discovery of vaccine ● new way to deliver it ● now able to track the disease and immunise ● and eradicate it ● child deaths have declined from 20 million p.a. to under 10 million p.a.	He provides infor... smallpox includin... smallpox vaccine... tracking it. He as... reduction in child... prove that this is ... don't know what ... clean water.
2. Improvements in biotechnology, computers and the internet.	● Drought reistent maize would lead to increased yield in Africa ● New vaccines for livestock ● Synthetic drugs e.g. Artemisinin can cure malaria	He gives three ex... are being worked... improvements in ... support his point ... biotechnology, co... help the world's p...

Information is processed and synthesised in a form relevant to the academic purpose. This may include but is not limited to – rephrasing, paraphrasing, summarising, outlining or tabulating (1.3).

Question 4

Summarise the speaker's views of the achievements of the Millennium Development Goals and what needs to be done next to improve the lives of the world's poorest people. Write 150-200 words only.

The speaker believes that the Millennium Development Goals have four main achievements. These are that they have made people think about fighting poverty, have helped people to decide on what needs to be done and also what work is needed to get the biggest reduction in poverty. According to the speaker a further achievement is that the MDGs have led to the development of cooperation between public and private organisations including international organisations such as the United Nations. The final achievement identified is that the MDGs have resulted in

more young people becoming concerned with the issue of poverty and how to solve it.

The speaker identifies two things that need to be done to improve poverty for the poorest people. The first is to increase the amount of innovation that can reduce child deaths. This will include both new vaccines, better ways to get these to people and then monitoring how helpful these are. The second way is to develop improved technology. He argues that this will result in better food supplies. For example, maize that can survive droughts and healthier animals. He also argues that new vaccines can cure diseases such as malaria.

Formative assessment
Student instructions

Unit standard 22892, version 4
Unit standard 22892, version 4 **Demonstrate understanding of a spoken text and process information in English for an academic purpose** **Level 4**   **5 credits**
Outcome 1: Demonstrate understanding of a spoken text and process information in English for an academic purpose.
In this task you will listen to a recording or to someone talking. ● Before listening to the text, you will be told what the academic purpose of the listening task is. ● You will be given time to read through the questions. ● You will hear the text twice. ● Your responses do not need to be grammatically correct, but any errors you make should not interfere with meaning. ● You will be given time at the end of the assessment to check your answers. The academic purpose of the task is to discuss the achievements of the Millennium Development Goals and what needs to be done next to improve the lives of the world's poorest people.

Student checklist

In this assessment task you will need to show that you can do the following:	
Identify key information in the text and decide how relevant it is to the academic purpose.	1.1
Analyse detailed and/or supporting information and decide how relevant it is to the key information.	1.2
Process and synthesise the information in a form that is relevant to the academic purpose. This could be: − rephrasing i.e. put what you have heard in a different way. − paraphrasing i.e. keep the meaning of what you have heard but put it in your own words. − summarising i.e. write the main ideas only of what you have heard − outlining i.e. list the main points − tabulating i.e. arrange the information in a systematic form such as in a table, bullet points.	1.3

Assessment task

Name ……………………………………………………….

Date…………….…………………

Key information in the text is identified to determine its relevance to the academic purpose (1.1)

Question 1

Use the refill paper provided to make notes to help you answer the following research questions:

- According to the speaker what are the achievements of the Millennium Development Goals?
- According to the speaker what needs to be done next to improve the lives of the world's poorest people?

Question 2

In the space below identify 4 main points that provide key information to help you to answer the research achievements of the Millennium Development Goals?
1.
2.

3.

4.

In the space below identify 2 main points that provide key information to help you to answer the research[...] be done next to improve the lives of the world's poorest people?

1.

3.

Detailed and/or supporting information in the text is analysed for relevance to the key information (1.2)

Question 3

Now use your notes to complete the table on the following pages.

Key information What are the achievements of the Millennium Development Goals?	Detailed / supporting information	Analyse th detailed/supporti inf To do this, identify t detailed information key information.
Achievement one:		

Achievement two:		
Achievement three:		

Achievement four:		

Key information What needs to be done next to improve the lives of the world's poorest people?	Detailed/supporting information	Analyse th detailed/supporti inf To do this, identify t detailed information information.
1.		.
2.		

Information is processed and synthesised in a form relevant to the academic purpose. This may include but is not limited to – rephrasing, paraphrasing, summarising, outlining or tabulating (1.3).

Question 4

Summarise the speaker's views on the achievements of the Millennium Development Goals and what needs to be done next to improve the lives of the world's poorest people. Write 150-200 words only.