

Formative task - Assessor Guidelines

Unit standard		30508			
Title	Write a short crafted text for a specified audience using resource material in English for an academic purpose				
Level	3	Credits	6	Version	1

Note

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. The assessor will need to change the context or aspect of the topic to be investigated.

See Generic Resources and Guidelines at

<http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/>.

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

Award of credit

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

To be awarded credit for this unit standard 30508, students must write a short crafted text for a specified audience using resource material in English for an academic purpose.

Conditions of assessment

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



- The student must write a minimum of 500 words.
- Students' writing competence must be assessed after they have been given the opportunity to edit and proofread their work. Drafting should

be submitted to the teacher for general guidance only. General guidance is to direct a student back to given performance criteria e.g. particular aspects of grammar. It is not to identify individual errors of content, grammar, sequence, or discourse.

- Student's writing may contain inaccuracies in surface features, but these should not interfere with meaning.
- The assessor must be satisfied that the student can independently demonstrate competency against the unit standard.

Resource requirements

Resource documents used by the student

- may be provided by the assessor and must be attached to the completed assessment.
- must be in English language
- must be at a level of sufficient complexity to satisfy the requirements of this standard for example – course textbook, introductory academic text, non-fiction book, journal article;
- should use vocabulary which is based on a text of an academic nature.

Context/setting

Students 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 3 English for Academic Purposes unit standards. By linking with a reading standard on a similar topic and text type, (e.g. unit standard 30511) students 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.

Notes for assessors

- The Common European Framework of Reference for Languages (CEFR) describes language proficiency at six levels. This unit standard is informed by CEFR level low B2. Teachers and assessors are encouraged to refer to these descriptors to gain a clearer understanding of the competencies required by these standards. A structured overview of all CEFR related scales can be found at <http://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales>.
- Although the level of the written text must meet the requirements of CEFR low B2, some vocabulary from a higher level that is relevant to the topic and context should be used in order to meet the requirements of the standard.
- It is important that both assessors and students are familiar with the outcome, guidance information and performance criteria of the unit standard.
- The audience of the crafted text needs to be determined and made explicit.
- Students may use the model text in this document and the checklist to guide their writing and to ensure they meet all the performance criteria.
- This standard focuses on assessment of writing. It is acknowledged that a significant amount of reading is required, but the reading is not to be assessed for this unit standard.

- The assessment schedule is for assessors only and is not to be shared with students during the assessment process.
- Appropriate assessment conditions as per your organisation's guidelines must be adhered to, in order to ensure authenticity of student evidence and to safeguard the validity of assessment.
- Refer to your organisation's policies before offering a resubmission or further assessment opportunities.

Assessment task

Students have been reading about what happens when immigrants begin to adjust to living in a new country. They will use relevant ideas from their reading to write an essay answering the following research question:

The academic purpose is to write a problem solution essay about the research question.

Research question: Many adolescent immigrants experience a range of difficulties settling in to a new country. Outline some of these problems and discuss some possible solutions.

The audience

Students are writing the text for schools and community groups who are interested in this issue.

Model text on a parallel topic

Research question: Discuss the causes of language loss in migrant communities and outline some possible solutions.

<p>Writing addresses the topic in a manner appropriate to audience and academic purpose (1.1)</p>	<p>There are many reasons why immigrants lose their first language. Economic, social and political factors can all influence migrants to only speak the language of the country they have moved to. The loss of a language, can be very harmful to children, families, and communities. Possible solutions include family, school and government support to make sure that minority languages are kept and valued.</p>
<p>Writing uses source material (1.6)</p>	<p>One reason for language loss is that immigrants may decide that it is better for their economic future to learn the new language. Amano, (as cited in Morelle, 2014) found that countries that were more financially successful, experienced a more rapid loss of minority languages. The more quickly new immigrants adopt the main language, the greater the risk is that they will lose their own.</p>
<p>Text structure has overall progression, paragraphing and some use of cohesive devices (1.3)</p>	<p>Another important factor which causes children to lose their first language is the parents' choice of the home language. Many parents believe that their children must learn the main language to take succeed. According to Mummy (n.d), if parents use the dominant language at home, it will increase possible loss of children's first language. In addition, Mummy (n.d.) believes that younger children in the family are more likely to lose their native language because their older brothers and sisters often refuse to use their first language in the home.</p>
<p>Ideas are developed and display a knowledge base to achieve the academic purpose (1.2)</p>	<p>If minority languages are going to succeed they need to be valued, especially by the government. In many countries the government does not see the need to fund first language programmes in schools. Children who attend school are often not given a choice to continue using their home language in bilingual programmes. According to a New Zealand Ministry of Education report (2004), in order for bilingual education to be effective, the whole school, led by the principal, needs to place equal value on both languages.</p> <p>There are many negative consequences of language loss reported by researchers. Wong Fillmore (1991, p.342) states that the results of losing a first language affect "the social, emotional, cognitive, and educational development of language minority children". Researchers believe that one</p>

<p>Writing uses a formal style appropriate to the academic context (1.4)</p> <p>Writing makes generally consistent use of appropriate lexical and grammatical forms throughout the</p> <p>Source material is acknowledged (1.7)text (1.5)</p>	<p>of the main problems is the damage it does to family relationships. For example, children and wider family members are unable to talk together because of an increasing language gap. It is therefore important to focus on solutions to this problem.</p> <p>The success of maintaining a first language depends on many factors, such as family attitudes, school influences and timing. Immigrant parents should be encouraged to speak their native language at home with their children. Cummins (as cited in Wong Fillmore, 1991) believes that given the right encouragement, these families can pass on the best of both worlds to their children, using their home language in addition to the dominant language of their adopted country.</p> <p>Schools can play a key role in helping to make this happen by providing information, support and language resources. Parents should be reassured that their children will have a better chance at academic success when they continue using the first language in the home.</p> <p>As well, the timing and the conditions when new immigrants come into contact with English can affect continued use of their home language, as well as the development of their second language. According to Mummy (n.d.), they should not be required to learn English until their home language is developed. This means that there needs to be government support for bilingual pre-schools.</p> <p>To sum up, there are economic, social and political reasons for languages being lost. This language loss can have damaging effects on the children of immigrants in terms of their social and educational development. It is important that governments, communities and schools have an additive approach and develop programmes that will encourage minority languages to remain strong.</p> <p>References</p> <p>Foltz, A. (2015). <i>When languages die, we lose a part of who we are</i>. Retrieved from: https://theconversation.com/when-languages-die-we-lose-a-part-of-who-we-are-51825</p>
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Morelle, R. (2014). *Economic success drives language extinction*.

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Ministry of Education. (2004). Bilingual Education in Aotearoa, New Zealand. Retrieved from:

<https://www.educationcounts.govt.nz/publications/schooling/5075>

Mumy, A. (n.d.). *Why should parents talk to their children in their own language?* Retrieved from:

<http://www.multilingualliving.com/2013/04/15/why-should-parents-talk-to-their-children-in-their-native-language/#comment-752985>

Wong Fillmore., L. (1991). *When Learning a second language means losing the first*. Retrieved from:

<http://somalikidsbook.com/wp-content/uploads/2015/03/When-second-language-mean-losing-first-.pdf>

Formative task – Assessment schedule Unit standard 30508					
Title	Write a short crafted text for a specified audience using resource material in academic purpose				
Level	3	Credits	6	Version	

PC	Evidence for Achievement	Judgements for
1.1 Writing addresses the topic in a manner appropriate to audience and academic purpose.	<p>The introduction identifies the topic and outlines the purpose of the essay, e.g. <i>Most migrants ...face a number of difficulties as they adjust to.... For teenage immigrants there is added risk as ... Other risk factors include ... This essay will firstly focus on ...and then suggest ...</i></p> <p>This is followed by paragraphs outlining the problems and suggesting solutions e.g. <i>First of all, many teenagers ... can experience poor mental health.</i></p> <p><i>It is also common for adolescent immigrants to have difficulties adjusting at school because... This sense of failure can lead to ... the negative influence of peer pressure.</i></p> <p><i>All of these problems can be ...if solutions are not put in place. It is clear that good mental health services are...</i></p> <p><i>Another vital need is to ensure that schools...</i></p> <p><i>Suggestions for successful ways to prevent...</i></p> <p>Writing ends with a conclusion that provides a summary of problems and solutions and may also give an evaluation e.g. <i>To sum up, it is important for ... which include mental health challenges, difficulties at school and the influence of peer pressure. What the solutions have in common is ... It will be important to ensure enough ... in making these changes.</i></p>	<p>Writing is appropriate to academic purpose most</p> <p>Essay is structured in a addresses the academic the time.</p> <p>The tone and structure awareness of the specific of the time.</p>

	<p>An awareness of the academic audience is shown in style and content. Refer to examples above.</p>	
<p>1.2 Ideas are developed and display a knowledge base to achieve the academic purpose.</p>	<p>Each body paragraph contains a relevant topic sentence e.g. <i>First of all, many teenagers who arrive in a new country can experience poor mental health.</i></p> <p>The topic sentence is developed. This may include:</p> <ul style="list-style-type: none"> ● Explanation e.g. <i>This is because they are coping with a stressful stage of life as a teenager.</i> ● Expansion e.g. <i>Additionally they are experiencing the loss of their peer group and...</i> ● Exemplification e.g. <i>For example, in New Zealand there have been many...</i> 	<p>The text demonstrates c knowledge of the topic.</p> <p>Text demonstrates abilit to meet the academic p</p>
<p>1.3 Text structure has overall progression, paragraphing and some use of cohesive devices. These devices include but are not limited to –grammatical, lexical and referential.</p>	<p>Writing follows an appropriate structure with an introduction, followed by paragraphs that develop ideas logically and ends with a conclusion. Refer to PC 1.1 for examples.</p> <p>Cohesive devices may include:</p> <p>Lexical cohesive devices such as:</p> <ul style="list-style-type: none"> ● synonyms e.g. <i>change...adjust...get used to</i> ● antonyms e.g. <i>negative...positive</i> ● repetition e.g. <i>migrant children... children of new migrants</i> ● collocation e.g. <i>at risk...peer pressure</i> ● word sets e.g. ● <i>teenagers...adolescents...youth</i> <p>Grammatical cohesive devices such as:</p> <ul style="list-style-type: none"> ● connectives e.g. <i>However, In addition</i> ● conjunctions e.g. <i>because, and, so</i> ● substitution e.g. <i>One of these is..</i> ● ellipsis e.g. <i>this (problem) is caused by...</i> <p>Referential cohesive devices such as:</p> <ul style="list-style-type: none"> ● personal pronouns e.g. <i>they, it, them</i> ● demonstratives e.g. <i>these;</i> ● definite article e.g. <i>the</i> ● comparatives e.g. <i>better, less effective</i> 	<p>The text demonstrates c paragraphs in a logical p</p> <p>Ideas are related and lin grammatical, lexical and cohesive devices within paragraphs.</p>

<p>1.4 Writing uses a formal style appropriate to the academic context. Formal style includes but is not limited to – lexical and grammatical features, and a variety of sentence structures.</p>	<p>Formal style may include:</p> <p>Lexical features such as:</p> <ul style="list-style-type: none"> • academic vocabulary e.g. <i>sufficient...evident...ensure</i> • specialised vocabulary e.g. <i>peer pressure...mental health</i> • correct word choice and part of speech e.g. <i>They have to adjust...they are adjusting to...</i> <p>Grammatical features such as:</p> <ul style="list-style-type: none"> • verb forms e.g. <i>Teenagers lose the ability...</i> (active); <i>The change in attitude was led by...</i> (passive); <i>This should be encouraged...</i> (modal). • the use of ellipsis and substitution to avoid repetition (refer to examples in 1.3) • nominalisation e.g. <i>The strengthening of home and school bonds...</i> <p>Formal tone such as:</p> <ul style="list-style-type: none"> • objective language e.g. <i>It is important</i> rather than <i>I think it is important...</i> • the use of hedging or imprecise language e.g. <i>This could result in...it may be necessary...</i> • formal language instead of slang or colloquial expressions e.g. <i>the majority</i> instead of <i>lots of people</i> • the full form of words instead of contractions or abbreviations e.g. <i>cannot</i> instead of <i>can't</i>. <p>A variety of sentence structures such as:</p> <ul style="list-style-type: none"> • simple sentences e.g. <i>People need to be trained to understand the needs of teenage immigrants.</i> • compound sentences e.g. <i>There is the difficulty of learning a new language and coping with a different style of learning.</i> • complex sentences e.g. <i>Teenagers who were successful students in their own country can struggle in the new school environment.</i> 	<p>The vocabulary, grammar structure and tone are formal and appropriate to the academic context of the time.</p> <p>A variety of sentence structures are used.</p>
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<p>1.5 Writing makes generally consistent use of appropriate lexical and grammatical forms throughout the text.</p>	<p>For examples of appropriate lexical forms, refer to PC 1.4.</p> <p>For examples of appropriate grammatical forms, refer to PC 1.4.</p>	<p>Lexical and grammatical forms are used correctly throughout the text.</p>
<p>1.6 Writing uses source material. This includes but is not limited to – direct quotation, paraphrasing, summary, and synthesis.</p>	<p>This may include:</p> <ul style="list-style-type: none"> ● Quotation e.g. ...because they are trying to “live in two worlds” (Winbush & Selby, 2015). ● Paraphrasing e.g. <i>According to Galler and Sher (2010), this is because they are coping with a stressful stage of life as a teenager.</i> ● Summary e.g. <i>A survey by Winbush, & Selby found that adolescent immigrants often have difficulties adjusting at school.</i> ● Synthesis, e.g. <i>Both Cummins (2001a) and Kouritzin (1999) believe that diversity is seen as a problem rather than a benefit to society.</i> 	<p>Ideas are supported by evidence.</p> <p>All ideas taken from research are clearly indicated, using a recognised method.</p>
<p>1.7 Source material is acknowledged. This includes but is not limited to – in-text citation, and a reference list in accordance with a recognised format (e.g. APA).</p>	<p>This may include:</p> <ul style="list-style-type: none"> ● in-text citation e.g. <i>(Galler & Sher, 2010).</i> ● a reference list using APA or other recognised format. 	<p>Source material used is acknowledged within the text and in a reference list that follows standard conventions.</p>

Formative task - Student Guidelines

Unit standard	30508				
Title	Write a short crafted text for a specified audience using resource material in English for an academic purpose				
Level	3	Credits	6	Version	1

Award of credit

To be awarded credit for this unit standard 30508 you must write a short crafted text for a specified audience using resource material in English for an academic purpose.

Conditions of assessment

This assessment is an open book assessment that will take place over a time frame set by your assessor.



- Your writing must be in your own words.
- You need to write at least 500 words.
- Source material used needs to be in English and must be attached to your final copy.
- Your assessor will check your draft and give general guidance only.
- Read through your writing using the checklist below to ensure you have met all the requirements. Then make any changes you need to your writing.
- You should ensure your writing has as few errors as possible.

Assessment task

You have been reading about what happens when immigrants begin to adjust to living in a new country. Use relevant ideas from your reading to write an essay answering the following research question:

Research question: Many adolescent immigrants experience a range of difficulties settling in to a new country. Outline some of these problems and discuss some possible solutions.

The academic purpose is to write a problem solving essay about the research question.

The audience you are writing for are schools and community groups who are interested in this issue.

Student Checklist

In this assessment task you will need to show you can do the following:	PC
Write at least 500 words.	-
<p>Answer the question by defining and developing the topic as required by the academic purpose and research question. Ensure you consider the audience of your essay.</p> <p>For example, a problem solving essay will include:</p> <p>An introduction which identifies the topic, provides a brief background and states the purpose of the essay e.g. <i>There are many reasons why immigrants lose their first language... The loss of a language, can be very harmful to...Possible solutions include ...</i></p> <p>Paragraphs outlining possible causes e.g. <i>One reason for language loss...Another important factor is...</i></p> <p>Paragraphs outlining possible solutions e.g. <i>The success of maintaining a first language depends on many factors...Schools can play a key role in ... According to Wong Fillmore, the timing and the conditions...</i></p> <p>A conclusion that sums up the main points made. The conclusion may also include suggestions e.g. <i>To sum up, there are economic, social and political reasons for ...This language loss can have devastating results for...It is important that governments, communities and schools adopt an additive approach ...</i></p>	1.1
<p>Develop ideas and show that you have a good level of knowledge about the topic.</p> <p>This includes writing paragraphs with topic sentences e.g. <i>However, it is also possible that the real reason is not about the school, but about the family situation of the children.</i></p> <p>Topic sentences followed by supporting details that may include</p> <ul style="list-style-type: none"> ● expanding e.g. <i>In addition, Hinton revealed that younger children in the family were...</i> ● explaining e.g. <i>This means that there needs to be ...</i> ● giving examples e.g. <i>For example, children and wider family members not being able to ...</i> 	1.2

<ul style="list-style-type: none"> ● supporting with ideas from source materials through quoting or using your own words e.g. <i>Amano, from the University of Cambridge found that the more successful a country ...</i> 	
<p>Structure your text in a logical way. This will include:</p> <ul style="list-style-type: none"> ● an introduction ● body paragraphs in a logical sequence ● a conclusion <p>Use cohesive devices to link ideas within a paragraph and between paragraphs. These may include:</p> <p>Grammatical cohesive devices to link ideas clearly. These may include:</p> <ul style="list-style-type: none"> ● connectives e.g. , <i>Further, Even though</i> ● conjunctions e.g. <i>and, but, so, or</i> ● substitution e.g. this means ... ● ellipsis e.g. <i>The more quickly new immigrants adopt the dominant language, the greater the risk that they will lose their own (language).</i> <p>Lexical cohesive devices to connect words. These may include:</p> <ul style="list-style-type: none"> ● synonyms e.g. <i>home language...native language...minority language</i> ● antonyms e.g. <i>dominant language...minority language</i> ● repetition e.g. <i>the loss of a language... losing a language...language loss</i> ● collocation e.g. <i>take advantage... a key role</i> ● word sets e.g. <i>migrants... new settlers... immigrants</i> <p>Referential cohesive devices to refer back to previous information or point forward. These may include:</p> <ul style="list-style-type: none"> ● personal pronouns e.g. <i>it, they, them</i> ● demonstratives: <i>this, these, that, those</i> (pronouns); <i>the</i> (definite article); <i>here, now, there, then</i> (adverbs) 	<p>1.3</p>

Use a formal writing style appropriate to an academic context. This may include:

1.4

Appropriate vocabulary

- academic vocabulary e.g. *sufficient...evident...ensure*
- specialised vocabulary e.g. *peer pressure...mental health*
- correct word choice and part of speech e.g. *They have to adjust...they are adjusting to...*

Appropriate grammar

- verb forms e.g. *can be very harmful* (modals); it is better ...**to learn** the new language (infinitive); Possible solutions **include** ... (present tense); Hinton **revealed** that... (past tense); If minority languages **are going to**... (future forms);
- the use of ellipsis and substitution to avoid repetition (see above)
- nominalisation e.g. *The success of maintaining a first language depends on ...*

Formal tone e.g.

- objective language e.g. *It is possible...* rather than *I think...*
- the use of hedging or imprecise language e.g. *.....suggests...; One possible reason... This can affect...*
- formal language instead of slang or colloquial expressions e.g. *an important factor* rather than *a huge loss*.
- the full form of words instead of contractions or abbreviations e.g. *was not* instead of *wasn't*; *For example* instead of *e.g.*

A variety of sentence structures e.g.

- simple sentence e.g. *It is therefore important to focus on solutions to this problem.*
- compound sentence e.g. *The loss of a language, can be very harmful to children, families, and to society as a whole.*
- complex sentence e.g. *It is important that governments, communities and schools adopt an additive approach and develop programmes that will encourage minority languages to flourish.*

Use correct vocabulary and grammatical forms throughout the text. This will include:

1.5

- formal language, specialised vocabulary and correct parts of speech. Refer to PC 1.4 above for examples.

Use correct grammar and sentence structure. Refer to PC 1.4 above for examples.

<p>Use source material to support your writing. This may include:</p> <ul style="list-style-type: none"> ● Direct quotation: the exact words from source material are copied and acknowledged with speech marks and citation e.g. <i>Wong Fillmore (1991, p.342) states that the consequences of losing a primary language affect “the social, emotional, cognitive, and educational development of language minority children”.</i> ● Paraphrasing: rewrite the main points from the source materials using your own words e.g. <i>According to Wong Fillmore, the timing and the conditions when ...</i> ● Summary e.g. <i>The more quickly new immigrants adopt the dominant language, the greater the risk that they will lose their own language.</i> ● Synthesis: combining the information in two or more sources e.g. <i>There are many negative consequences of language loss reported by researchers. Wong Fillmore suggests...Cummins (2001) believes ...</i> 	1.6
<p>Acknowledge source material used in the text. This could include:</p> <ul style="list-style-type: none"> ● In-text citation e.g. <i>Cummins (2005) believes that ...</i> ● A reference list at the end using APA (or other acceptable format). 	1.7
<p>Proofread and edit your work.</p>	