

Formative assessment task

Unit standard 22751, version 2: Read and process information in English for academic purposes.

The Millennium Development Goals

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NCEA Level 4	
Unit standard and Outcome	Evidence requirements
<p>Unit standard 22751, version 2 Outcome 1: Read and process information in English for academic purposes.</p> <p>Range: two texts, each text assessed on a separate occasion.</p>	<p>1.1 The writer's purpose is identified and explained.</p> <p>Range: may include but is not limited to – tone, text structure, vocabulary.</p> <p>1.2 Key information is analysed and evaluated to determine the relevance to the academic purpose.</p> <p>Range: key information includes – literal, implied, and inferred meaning gained from the text.</p> <p>1.3 Relevant information from the text is applied in a form appropriate to the academic purpose.</p> <p>Range: information is applied in a manner beyond simple information transfer; form may include but is not limited to – tabulation, synthesis, summary.</p>

Resources

Formative assessments for other unit standards that could be used in conjunction with unit standard 22751:

- Speaking: 'The Millennium Development Goals' (unit standard 22891)
- Listening: 'The Millennium Development Goals' (unit standard 22892)
- Writing: 'The Millennium Development Goals' (unit standard 22750)

Formative assessment
Assessor guidelines

Unit standard 22751, version 2	
Read and process information in English for academic purposes	
Level 4	5 credits
<p>This unit standard has one outcome: Outcome 1: Read and process information in English for academic purposes. Range: two texts, each text assessed on a separate occasion.</p>	
<p>Conditions</p> <ul style="list-style-type: none">● Texts used in this standard must be:<ul style="list-style-type: none">○ approximately 4000 words from two texts but which do not have to be of equal length.○ at a language level of sufficient complexity to satisfy the academic requirements of university entrance (refer to explanatory note 3 for further information).○ must have an academic orientation and be informational and/or transactional.○ may be from sources that include but are not limited to – course handbook, newspaper, introductory text, non-fiction book.○ may include – graphics, illustrations, subheadings.○ may be on different or similar topics.○ must each be for a different academic purpose.● Candidates' responses may be in any form, including written, oral, tabular, concept map, graphic. The medium of the response and the quality of the language in the response will not be assessed for this unit standard.● The assessor must be satisfied that the candidate can independently demonstrate competency against the unit standard.● The academic purpose is to be provided by the teacher/assessor. <p>Assessment contexts</p> <p>This assessment activity should follow formative work in which the candidates have had the opportunity to become familiar with the topic, question types and vocabulary through a range of listening, speaking, reading and writing activities. It is recommended that this assessment be linked with unit standard 22750, <i>Write a crafted text using researched material in English for an academic purpose</i>, or unit standard 22749, <i>Write texts under test conditions in English for academic purposes</i>.</p> <p>Notes for assessors</p> <ul style="list-style-type: none">● It is important that assessors and candidates are familiar with the evidence requirements and the explanatory notes of the unit standard.● Each text must be assessed on a separate occasion.● Refer to your organisation's policies before offering further assessment opportunities.	

Formative assessment
Student instructions

Unit standard 22751, version 2	
Read and process information in English for academic purposes	
Level 4	5 credits
This unit standard has one outcome: Outcome 1: Read and process information in English for academic purposes. Range: two texts, each text assessed on a separate occasion.	
Task 1: The academic purpose for this task is to examine how much progress has been made towards achieving the Millennium Development Goals.	

Student checklist

In this assessment task you will need to show that you can do the following:
Identify and explain the author's purpose (1.1). You should explain how some of the following helped you to understand the writer's purpose: <ul style="list-style-type: none">● tone e.g. formal or informal.● structure e.g. the headings, layout and paragraphing.● vocabulary e.g. academic, technical and specialised vocabulary or everyday vocabulary.
Analyse and evaluate key information to decide on its relevance to your purpose for reading (1.2). This may include: <ul style="list-style-type: none">● literal meanings e.g. the exact meaning of what is written.● implied meanings e.g. what the author suggests.● inferred meanings e.g. what conclusion you can make on the basis of the information given.
Relevant information is processed in your own words, to enable you to use it for the academic purpose (1.3). This may include: <ul style="list-style-type: none">● tabulation i.e. arrange information in a table.● synthesis i.e. combine information and process it into a new form.● summary i.e. a short outline which includes the main points but not the details of the original text.

Formative assessment
Reading text

The Millennium Development Goals – How far have we come?

How far?

The eight United Nations Millennium Development Goals (MDGs) were adopted in 1995 with the aim to end extreme poverty by 2015. By 2012 Ban Ki-moon, Secretary-General, United Nations (UN), claimed: "The target of reducing extreme poverty by half has been reached five years ahead of the 2015 deadline" (United Nations, 2012). However as 2015 draws near, interested parties are assessing progress and asking where to next?

According to the United Nations Children's Fund and the World Health Organisation Joint Monitoring 2012 Programme Report, (UNICEF and WHO, 2012) one of the first MDG targets to be met was to provide an improved water supply. The MDG was to halve the proportion of people who lack dependable access to improved sources of drinking water. The report states that more than two billion people were supplied with an improved water source between 1990 and 2010.

The most obvious success has been the significant reduction of people living in extreme poverty. Worldwide, the proportion of people living in extreme poverty fell from nearly a third in 1990 to 19% in 2004. If this trend continues, the MDG target of halving those living on less than \$1.25 a day, should be met. One example is the provision of seed and fertiliser subsidies, which in Africa has benefitted farmers enormously. Such subsidies have turned Malawi from a country staving off famine in 2005 into a country harvesting crop surpluses.

UN statistics reveal further success stories. Progress towards meeting the target to achieve universal primary education is also evident. Net enrolment in primary education in the developing world increased from 80% in 1990/1 to 88% in 2004/5. Two thirds of this increase occurred after 1999 (United Nations, 2008). Child mortality statistics also show some positive improvements (United Nations, 2012). Between 1990 and 2004, the proportion of children under five years of age who are underweight, decreased by one-fifth across the world. Immunization campaigns, particularly the international Measles Initiative, have been highly successfully and have also been used to deliver other public health services such as mosquito nets and vitamin A supplements. The HIV/AIDS epidemic has stabilised in most regions and global funding has helped control malaria. On current trends, tuberculosis will have been halted and will start to reverse, although new infections are rising in some areas.

Success has also impacted on women. Every region has made progress toward ensuring that all women receive antenatal care at least once during every pregnancy. Contraceptive use has risen from 55% in 1990 to 64% in 2005 (United Nations, 2008). There have been gains in female participation in paid, non-agricultural employment, which demonstrates some movement towards the goal to promote gender equality. Women in South Asia, Western Asia, and Oceania, regions where women traditionally had low participation rates in the paid labour market, have made the greatest gains. Unfortunately, rates for female participation in paid labour in North Africa, an area with very low female participation, have been largely unchanged. Female political participation is also gradually growing. The number of women representing

constituencies in parliaments around the world rose to 17% in 2007 compared to 13% in 1990 (United Nations, 2008).

Uneven progress of the MDGs

However the statistics do not tell the whole picture. In reality, although the total amount of world poverty has fallen, progress has been uneven, and most of the goals will not be met by the deadline. Targets on hunger, primary education and gender equality have not been met. Progress overall has been uneven between wider global areas, between countries and between districts and groups within countries (United Nations, 2013). Developing nations are on track to meet the poverty target, largely because of strong growth in China and India, which disguises lack of progress elsewhere. World hunger has, in fact, been on the rise since the adoption of the MDGs, with nearly a billion people subject to periods of hunger. Significant improvements in nutrition in China and East Asia and lesser improvements in the Middle East, Latin America, and the Caribbean, account for the positive statistics and mask failures to meet this goal elsewhere. In sub-Saharan Africa and Western Asia the proportion of hungry people has actually increased. It is of concern that, between 1990 and 2004, the proportion of national consumption by the poorest fifth of the population in developing regions, decreased from 4.6% to 3.9% (United Nations, 2008). Globally, the number of hungry people rose from 842 million in 1990-92 to 1.02 billion people in 2009. The goal of halving the number of people suffering from hunger is unlikely to be met globally unless better progress is made in South Asia and, once again, Sub-Saharan Africa.

With sub-Saharan Africa so far behind meeting the poverty target, what difference have the MDGs made towards achieving targets around water supply? While the water target has been met according to the United Nations (United Nations, 2013) nearly four in ten people (39%) in sub-Saharan Africa, approximately 800 million of the world's poorest people, will need to wait decades for access to safe drinking water. Inequality of access to safe drinking water continues to present a significant challenge that has not been solved by the MDGs. The accompanying MDG target for halving the proportion of people without safe sanitation is one of the most off-track of all the MDG targets. Predictions suggested that this will not be achieved globally until 2026 despite the fact that meeting this target is essential if killer diseases in developing countries are to be eradicated. Currently a staggering 37% of the world's population (2.5 billion people) live without adequate sanitation. Achievement of this goal is seriously impacted by the cost of infrastructure and supplying water in rural areas.

Child deaths are falling but at the current rate are well short of the two-thirds target. Child mortality more than halved in Latin America, the Caribbean, Asia and Northern Africa but remains high in parts of Southern Asia and sub-Saharan Africa. In the latter, the total number of children who have died has increased. In most countries there has been a substantial reduction in under-five mortality rates. However the largest changes have occurred within the richest 40% of households, in urban areas, or within families where the mothers had at least some education.

In the area of improving maternal health, the shortfall in progress is also marked. The goal to reduce maternal deaths by three quarters is only on target on two areas, East Asia and the Caucasus and Central Asia (United Nations, 2013). It is unlikely that the 2015 target will be met in any other areas. The number of women who die in childbirth every year remains in the hundreds of thousands and is highest in Sub-Saharan Africa (United Nations, 2013). The Millennium Development Goals Report, (2012), states that "the regions with the highest maternal mortality, sub-Saharan Africa and Southern Asia, are also those with the lowest

coverage of births attended by skilled health personnel—less than half” (United Nations, 2012). High adolescent birth rates have not been significantly reduced, whilst funding for family planning is falling behind. More recently there has been a ‘feminization’ of the HIV epidemic, and in 2006, women comprised 48% of those living with HIV. In 2005, only 11% of pregnant women in low and middle income countries who were HIV-positive, received treatment to prevent the transmission of the virus to their newborns. In 2005, it has been estimated that 80% of the 15.2 million children, who have lost one or both parents to AIDS, are in sub-Saharan Africa (World Savvy Monitor, 2008).

Countries in sub-Saharan Africa have seen great improvements in education provision by abolishing school fees and offering free school lunches. However the MDG to ensure universal primary education is also unlikely to be met. Whilst there has been some spending on providing teachers and classrooms, it has been limited and the school drop-out rate is high. In some cases, the quality of tuition has actually dropped. A third of primary school age children in rural areas of the developing world are not in school, and 18% of children in urban areas are not in school. Furthermore, in areas where there is or has recently been conflict, official data is not usually available. If this data were available and included in the statistics, it is likely that the apparent improvements in this area would be significantly less.

Additionally, progress towards achieving gender equality is, at best, patchy. Girls and children from poor and families are the least likely to be enrolled in primary school. Girls are over-represented in the group of primary school age children not attending school in 2005 (United Nations, 2008). Worldwide, 57% of primary aged children not attending school were girls. Over 60% of unpaid family workers are women and women in rural areas are especially likely to be unpaid (United Nations, 2008). In 2007 only 19 countries had at least 30% female representation in national parliaments (United Nations, 2008).

The development aid debate

One reason for these failures is that although the amount of development assistance has increased in the last ten years, the wealthiest nations have not met their commitment to donate 0.7% of gross national income. Of the G8 countries (a forum for the governments of eight of the world's largest national economies), the government of the United Kingdom gives the highest level of aid at 0.51% and the government of Italy the lowest at 0.15%. The US government is not far ahead at 0.20%, although due to the size of its economy, it supplies the greatest total amount of development assistance. The governments of the G8 countries also failed to meet a promise, made at the Gleneagles summit in 2005, to double aid to Africa by 2010.

The governments of the G8 countries maintain that this is due to the global financial crisis. In his opening address to the UN General Assembly in September 2008, Ban Ki Moon warned, “... all of our work – financing for development, social spending in rich nations and poor, the Millennium Development Goals ... is endangered by the global financial crisis” (Ban Ki-moon, 2008). However, Jeffrey Sachs, an MDG adviser to Ban Ki-moon has pointed out that the amount of development aid fell far short of expected targets well before the financial crisis started (Sachs, 2010).

Practical steps

Professor Sachs argues that the aid that is given could be used much more effectively (Sachs, 2010). He points out that the most successful aid programmes have been those that are

designed by developing nations. However, richer countries have tended to focus on their own projects, rather than combine funds to support programmes designed by developing nations.

Donor nations counter this criticism by pointing out that corruption and poor management of funds within developing countries frequently hinders the effective use of aid and the outcome of aid programmes. The UN has urged governments in the developing world to improve tax collection, particularly from wealthy elites within developing nations, and to ensure that economic growth benefits the very poor (United Nations, 2008).

Another reason for failure is the inferior position of women and girls in many poor nations. Some of this is due to inequalities that are an ingrained part of the cultures of many developing countries. Many involved in the field of international development argue that if this issue is not addressed, the achievement of MDGs related to children, health and education will be compromised.

The way forward?

These issues have led to a variety of responses from those involved in international development aid. Some argue that the goals should not just be aspirations. They would like the MDGs established as fundamental human rights by the UN legislation, to which governments could be held to account. Other interested parties insist that the way forward is to call for greater commitment to meet aid pledges. Another group of commentators point to the structural causes of global poverty, including

- the burden of foreign debt in the developing world,
- trade restrictions, that prevent poor countries from developing their economies in ways that would best meet the needs of their people.

These are seen as the main obstacles to ending poverty.

"The MDGs have been useful in mobilising money and energy," says Olivier De Schutter, the UN's Special Reporter on the right to food. "But they attack the symptoms of poverty - underweight children, maternal mortality, HIV prevalence - while remaining silent on the deeper causes of underdevelopment and hunger" (De Schutter, 2010).

There are those who argue that achieving the Millennium Development Goals is on track for 2015, if the political will to provide the right combination of money, and policies continues. But there is also skepticism, and critics point out that specific steps, practical action plans and planning beyond 2015 are needed to achieve the MDGs.

2141 words

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Formative assessment
Assessment task 1

Unit standard 22751, version 2	
Read and process information in English for academic purposes	
Level 4	5 credits

Outcome 1: Task 1

Name

Date.....

Academic purpose

The academic purpose for this task is to examine how much progress has been made towards achieving the Millennium Development Goals.

Read the text and answer the questions below.

The writer's purpose is identified and explained (1.1)

1a. What is **the writer's purpose** in writing this text?

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1b. How did the features of the text help you identify the writer's purpose? Explain with at least two examples, which could include the following:

- vocabulary
- tone e.g. formal or informal language
- text features e.g. bullet points, headings, diagrams
- organisation of ideas
- sentence structure
- text structure e.g. comparing and contrasting, problem solving, discussion

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Key information is analysed and evaluated to determine the relevance to the academic purpose (1.2)

2a. Fill in the table below.

	What is the writer implying about the extent to which this MDG has been met?	What can you infer from the quote about the writer's views on what needs to happen to address the identified issue?
<p>"The MDGs have been useful in mobilising money and energy but they attack the symptoms of poverty - underweight children, maternal mortality, HIV prevalence - while remaining silent on the deeper causes of underdevelopment and hunger"</p> <p>Olivier De Schutter</p>	i)	ii)
<p>"In most countries where there has been a substantial reduction in under-five mortality rates, the largest changes have occurred within the richest 40% of households, in urban areas, or within families where the mothers had at least some education."</p> <p>Olivier De Schutter</p>	iii)	iv)

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2b. Fill in the table below for ONE of these Millennium Development Goal for ONE of these Millennium Development Goal. Tick the goal that you are going to fill in the table for.

Millennium Development Goal	✓
Progress towards achieving a reduction in child mortality.	
Progress towards achieving universal primary education.	

i) Briefly summarise one piece of key information that shows progress towards achieving this goal.	ii) Briefly summarise one piece of key information that shows lack of progress towards achieving this goal.

iii) Evaluate how useful the information in the table above is to your academic purpose, which is to examine how much progress has been made towards achieving the Millennium Development Goals.

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c. Answer the questions below.

i) Briefly summarise the writer's overall opinion of progress towards achieving the Millennium Development Goals.

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ii) To what extent do you agree with the writer's opinion? Explain why you agree or disagree with the writer's opinion. Support your answer by referring to the text and your own knowledge of the topic.

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