

Formative assessment task

Unit standard 22751, version 4: Read and process information in English for academic purposes.

The Millennium Development Goals
Writers: Jenni Bedford and Breda Matthews

NCEA Level 4	
Unit standard and Outcome	Evidence requirements
Unit standard 22751, version 4 Outcome 1: Read and process information in English for academic purposes.	1.1 Literal, implied and/or inferred meanings gained from the text are identified, analysed and evaluated to determine their relevance to the academic purpose. 1.2 Relevant information from the text is applied in a form appropriate to the academic purpose and in a manner beyond simple information transfer. Form may include but is not limited to – tabulation, synthesis, summary.

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 4	
Level 4	6 credits
This unit standard has one outcome: Outcome 1: Read and process information in English for academic purposes.	
Two texts are required for this standard. This task assesses one text.	
Conditions <ul style="list-style-type: none">● Texts used in this standard:<ul style="list-style-type: none">○ must be a minimum of 3000 words in total from two texts. These texts do not have to be equal in length;○ must be assessed on a separate occasion;○ must be at a language level of sufficient complexity to satisfy the academic requirements of university entrance. Vocabulary should be based on authentic texts of an academic nature;○ must have an academic orientation;○ may be from sources that include but are not limited to – course textbook, introductory academic text, non-fiction book, journal article;○ may include – graphics, illustrations, subheadings;○ must each be for a different academic purpose.● Candidates' responses may be in any form, which may include but are not limited to - tabular, concept map, graphic, written, oral. 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 must be approved by the teacher/assessor.

Assessment contexts

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, *Write a crafted text for a specified audience using researched material in English for an academic purpose*, or unit standard 22749, *Write a text under test conditions in English for an academic purpose*.

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 the guidance information of the unit standard.

Formative assessment
Assessment schedule

<p style="text-align: center;">Unit standard 22751, version 4 Read and process information in English for academic purposes</p>		
Level 4		
<p>This unit standard has one outcome: Outcome 1: Read and process information in English for academic purposes.</p>		
Performance criteria	Evidence for Achievement	Judgments for Achievement
	<p>Part A: Key information related to the academic purpose is identified.</p>	<p>Part A: Key information from the text is identified. (Note: this part is not required for the standard. However, it supports candidates to answer Part B.)</p>
<p>1.1 Literal, implied and/or inferred meaning gained from the text are identified, analysed and evaluated to determine their relevance to the academic purpose.</p>	<p>Part B Q1. Any reasonable answers that identify three goals, the progress that has been made and possible reasons for the progress. This should be in the candidate's own words. e.g. Goal: Eradicate extreme poverty and hunger</p> <ul style="list-style-type: none"> ● Overall, there has been a decline in the numbers of people affected by poverty. ● One reason suggested is the subsidies given to poorer nations to support farmers to produce food. 	<p>Part B: Q1, Q2 & Q3 Key information is analysed and evaluated to determine the relevance to the academic purpose.</p> <p>Candidate is able to:</p> <ul style="list-style-type: none"> ● analyse literal, implied and or inferred meanings. ● evaluate key information in relation to the academic purpose.

	<ul style="list-style-type: none"> • However, the writer suggests that although there has been progress in some countries, there are others in which people living in poverty have increased. <p>Goal: Reduce child mortality</p> <ul style="list-style-type: none"> • There has been a significant reduction in the 	<p>(Note: The quality of the language in the candidate's responses will not be assessed, although expression should not impede meaning.)</p>
	<p>number of underweight children in the world.</p> <ul style="list-style-type: none"> • However the main success stories have been the result of targeted immunisation campaigns to reduce diseases. • This has led to a reduction in measles, tuberculosis and malaria. The HIV/AIDS epidemic is no longer a major concern in most countries. • It was suggested that global funding has contributed to the progress that has been made. <p>Goal: Promote gender equality</p> <ul style="list-style-type: none"> • The most progress in gender equality has been in females being paid for work. • One reason suggested for the increase was that it occurred only in countries that had a very low rate of female participation previously. • However, this has not happened in North Africa. • One reason suggested is that women in rural areas are more likely to be unpaid. 	

	<p>Q2. Any reasonable answers that identify three goals, the lack of progress that has been made and possible reasons for the lack. This should be in the candidate's own words. e.g.</p> <p>Goal: Achieve universal primary education</p> <ul style="list-style-type: none"> ● Rural areas in the developing world have the highest rate of children not attending primary school (one third). ● In cities 18% of primary age children do not attend school. ● It is suggested that the data would show an even greater lack of progress if they had data from areas 	
	<ul style="list-style-type: none"> where there are wars. ● The writer suggests that there has not been enough spending in this area and not enough effort made to keep children in school. <p>Goal: Improve maternal health</p> <ul style="list-style-type: none"> ● The aim was to reduce maternal deaths by three quarters. ● Progress has been made in some areas but it remains high in sub-Saharan Africa and South Asia. ● It is suggested that the rate of death is high in these areas because births skilled health workers are not often present to help in deliveries. 	

	<ul style="list-style-type: none"> • There is also not enough money being put into family planning <p>Goal: Safe sanitation</p> <ul style="list-style-type: none"> • This is the goal where there has been the least progress. It has been predicted that this goal won't be met until 2026. At present 37% of people do not have proper sanitation and this leads to diseases that kill. • It is suggested that the main cause for lack of progress is the high cost of installing sanitation in rural areas. <p>Q3. A goal is selected where some progress has been made but also where that progress is uneven. There is an evaluation that takes into consideration opposing views on progress. e.g. There are differing views on whether progress has been</p>	<p>Q3 A goal is selected, and the differing views are evaluated. It is written in the candidate's own words with evidence from the text.</p>
	<p>made in the goal to eradicate extreme poverty and hunger. The figures suggest that there has been good progress with the percentage of the very poor falling to 19% in 2004. However, the writer is critical of this view and maintains that although developing countries may meet the target, that is not so for areas such as sub-Saharan Africa and Western Asia. In these areas the number of hungry people</p>	<p>Over Q1, Q2 & Q3, the candidate has shown that they have understood literal, implied and/or inferred meaning from the text.</p>

	<p>living in poverty has risen. It will be important in the future to focus attention and funding on these areas if the target is to be met worldwide.</p>	
<p>1.2 Relevant information from the text is applied in a form appropriate to the academic purpose and in a manner beyond simple information transfer. Form may include but is not limited to – tabulation, synthesis or summary.</p>	<p>Part C: The candidate has summarised the writer’s opinion on overall progress that has been made in achieving the MDGs and given some reasons for lack of progress. e.g. According to the writer, progress on meeting the targets set for each goal is not even. The goal targets for hunger, primary education and gender equality have not been reached.</p> <p>The writer believes that statistics for poverty for countries such as China and India are responsible for the encouraging statistics. However, areas such as sub-Saharan Africa and Western Asia have experienced a growth in poverty.</p> <p>Similarly, although the water target has been successfully met, there are still too many areas where people can’t access safe drinking water.</p> <p>Child deaths are still too high in parts of South Asia and sub-Saharan Africa. Likewise the goal to lower maternal</p>	<p>Part C The candidate applies relevant information from the text in a form appropriate to the academic purpose. Candidate responses need to be presented in an appropriate form, organised and sufficiently in their own words to show application beyond simple information transfer.</p>
	<p>deaths has only been met in two areas.</p>	

	<p>The main reasons given for lack of progress is that the more wealthy countries haven't contributed the amounts promised. Professor Sachs also believes that the money that has been given has not been used as well as it could have been. He thinks that the most needy countries should be in control of developing their own programmes.</p>	
	<p>Part D: Critical thinking about the academic purpose Further information (that is not in the text) is identified that would be useful in order to meet this academic purpose. e.g.</p> <ul style="list-style-type: none"> ● The writer is critical of the UN view on the targets that have been met. It would be useful to read an independent view that is positive. ● It would be useful to have a review from the countries who are receiving aid in order to get an opinion on how effective the aid is in meeting targets. ● The text says that 'interested parties are assessing progress' in meeting the MDGs. However, the text does not give a good coverage of the views of these interested parties. ● The data given is not recent enough. Most of the statistics are from 2008. In order to evaluate the progress accurately we need data from 2015. 	<p>Part D: (Note: if adequate evidence to satisfy PC 1.2 in terms of evaluation and the required range items has been provided in Part B, then Part D is not required for the standard. However, if further evidence of evaluation or understanding of the literal, implied and inferred meaning is needed – this may be gained from Part D.)</p> <p>Specific further information is identified that would be helpful to allow the academic purpose to be met. This further information must be relevant to the academic purpose, and demonstrate analysis and evaluation of key information</p>

		from the text (literal, implied and/or inferred).
--	--	---

Formative assessment
Student instructions

Unit standard 22751, version 4	
Read and process information in English for academic purposes	
Level 4	6 credits
This unit standard has one outcome: Outcome 1: Read and process information in English for academic purposes.	
Task 1: The academic purpose for this task is to examine what progress was 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 key information from the text. Analyse the key information and evaluate it to decide on its relevance to your purpose for reading. 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 and/or inferred meanings e.g. what conclusion you can make on the basis of the information given. 	1.1

<p>Process relevant information and apply it in a different form that is appropriate to the academic purpose. This may include:</p> <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. 	1.2
--	-----

Formative assessment
Reading text

The Millennium Development Goals – How far have we come?

How far?

The eight United Nation’s 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 now that the deadline has been met, interested parties are assessing progress that has been made.

According to the United Nations Children’s Fund (UNICEF, 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.

Progress towards meeting the target to achieve universal primary education was 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 showed some positive improvements (United Nations, 2012). Between 1990 and 2004, the proportion of children under five years of age who were underweight, decreased by one-fifth across the world. Immunization campaigns, particularly the international Measles Initiative, were 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. Tuberculosis has 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 received 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 demonstrated 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 also showed an increase. 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 fell, progress was uneven, and most of the goals were not met by the 2015 deadline. Targets on hunger, primary education and gender equality have not been met. Progress overall was uneven between wider global areas, between countries and between districts and groups within countries (United Nations, 2013). Developing nations were on track to meet the poverty target, largely because of strong growth in China and India, which disguised lack of progress elsewhere. World hunger has in fact risen 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, accounted for the positive statistics and masked failures to meet this goal elsewhere. In sub-Saharan Africa and Western Asia the proportion of hungry people actually increased. 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 was unlikely to be met globally.

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 37% of the world's population 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 remained 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 was also marked. The goal to reduce maternal deaths by three quarters was only on target in two areas, East Asia and the Caucasus and Central Asia (United Nations, 2013). 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), stated 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 was 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 has not been 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 was, at best, patchy. Girls and children from poor and families were the least likely to be enrolled in primary school. Girls were 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 were 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 because this issue was not addressed, the achievement of MDGs related to children, health and education was compromised.

The way forward?

These issues have led to the development of the Sustainable Development Goals (SDGs) that seek to build on the MDGs and aim to go further to end all forms of poverty. The new goals are unique in that they call for action by all countries, poor, rich and middle-income to promote prosperity while protecting the planet.

1865 words

References

Ban Ki-moon (2008). *The State of the World*. Retrieved from <http://www.un.org/sg/articles/articleFull.asp?TID=85&Type=Op-Ed>

De Schutter, O. (2010). *Millennium Development Goals Need More Emphasis on Human Rights. Share the World's Resources.* Retrieved from <http://www.stwr.org/poverty-inequality/critiquing-the-millennium-development-goals.html>

Sachs, J. (2010). *Millennium Goals, Five years to Go.* Huffington Post. Retrieved from http://www.huffingtonpost.com/jeffrey-sachs/millennium-goals-five-yea_b_730898.html

UNICEF and the World Health Organisation. (2012). *Progress on drinking water and sanitation 2012 Update.* Retrieved from <http://www.unicef.org/media/files/JMPreport2012.pdf>

United Nations, (2008). *The Millennium Development Goals Report.* Retrieved from http://www.un.org/millenniumgoals/2008highlevel/pdf/newsroom/mdg%20reports/MDG_Report_2008_ENGLISH.pdf

United Nations, (2012). *The Millennium Development Goals Report.* Retrieved from <http://www.un.org/millenniumgoals/pdf/MDG%20Report%202012.pdf>

United Nations, (2013). *Millennium Development Goals Progress Chart.* Retrieved from http://www.un.org/millenniumgoals/pdf/report-2013/2013_progress_english.pdf

United Nations (2015). *Sustainable Development Goals. 17 Goals to Transform our world.* Retrieved from <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

World Savvy Monitor (2008). *Millennium Development Goals. Global Poverty and International Development, Issue 5.* Retrieved from http://worldsavvy.org/monitor/index.php?option=com_content&view=article&id=354&Itemid=535

Formative assessment

Unit standard 22751, version 4 Read and process information in English for academic purposes Level 4 6 credits

Outcome 1: Task 1

Name

Date.....

Academic purpose

The academic purpose for this task is to examine what progress was made towards achieving the Millennium Development Goals by 2015.

Read the text and answer the questions below.

Part A

Identify and record the key/main points and supporting details in the text that are relevant to the academic purpose.

Part B

Literal, implied and/or inferred meaning gained from the text are identified, analysed and evaluated to determine their relevance to the academic purpose (1.1).

1. Identify **three goals** where some progress has been made. Analyse the reasons for progress in these areas. Present these in bullet point or paragraph form **in your own words**. For each:
 - i) Clearly identify the goal.
 - ii) Justify your selection of this goal by analysing progress that has been made.
 - iii) Suggest at least one possible reason for the progress.

Analysis of progress in meeting the goals

Goal:
Progress made and reason for progress

Goal:
Progress made and reason for progress

Goal:
Progress made and reason for progress

2. Identify **three goals** where progress is lacking. Analyse the reasons for this. Present these in bullet point or paragraph form **in your own words**.

For each:

- i) Clearly identify the goal and the areas where progress is lacking.
- ii) Justify your selection of this goal by analysing the lack of progress made.
- iii) Suggest at least one possible reason for the lack of progress.

Analysis of Difference

Goal:
Lack of progress in meeting the goal and reasons for this lack

Part C

1.2 Relevant information from the text is applied in a form appropriate to the academic purpose and in a manner beyond simple information transfer. Form may include but is not limited to – tabulation, synthesis, summary.

Summarise the writer's opinion on overall progress that has been made in achieving the MDGs and give some reasons for lack of progress.

Part D - Process relevant information and apply it in a different form that is appropriate to the academic purpose.

Academic Purpose

The academic purpose for this task is to examine what progress was made towards achieving the Millennium Development Goals.

1. What further information, which hasn't been provided by this text, would be useful in order to meet this academic purpose? Explain how this information would help you to better answer your research question.

