

Formative task - Assessor Guidelines

Unit standard		30511			
Title	Read and apply understanding in English for academic purposes				
Level	3	Credits	6	Version	1

Note

Assessors must manage authenticity for any assessment from a public source, because candidates may have access to the assessment schedule or candidate exemplar material. Use of this assessment resource without modification may mean that candidates' work is not authentic. The assessor will need to change figures, measurements or data sources or set a different context or topic.

See Generic Resources and Guidelines at

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

Award of credit

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

Conditions of assessment

This assessment is a **closed book assessment** and will take place over a timeframe set by the assessor.



- Candidate 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 competence against this unit standard
- The academic purpose must be approved by the teacher/assessor.

Resource requirements

Texts used in this unit standard:

- must be a minimum of 1500 words in total from two texts. These texts do not have to be equal in length;

- must each be assessed on a separate occasion;
- must be at a language level of sufficient complexity to satisfy the academic requirements of study at New Zealand Qualifications Framework Level 3 – for example, course textbook, introductory academic text, non-fiction book, journal article.
- vocabulary should be based on 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, feature article;
- may include – graphics, illustrations, subheadings;
- must each be for a different academic purpose;
- must be unseen by the candidate prior to the assessment but must be on a topic familiar to learners.

Context/setting

Candidates should be assessed after they are familiar with the topic of belonging and have developed effective reading strategies. 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 listening standard on a similar topic and text type, (e.g. unit standard (e.g. 30509) 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. The Level 3 English for Academic Purpose standards align with the low B2 descriptors. Teachers and assessors are encouraged to refer to these descriptors to gain a clearer understanding of the competencies required by these standards.
- Although the level of the text meets the requirements of CEFR low B2, there is some vocabulary from a higher level that is relevant to the topic and context in order to meet the requirements of the standard (refer to Guidance Information 4iii in the unit standard document).
- It is important that both assessors and candidates are familiar with the outcome, performance criteria and guidance information including the definitions of the unit standard.
- Candidates may use a checklist to ensure that they have met all the evidence requirements.
- The two reading texts, note-taking, planning and final responses for Performance Criteria 1.1 and 1.2 must be submitted to meet all evidence requirements.
- The assessment schedule is for assessors only, and it is not to be shared with candidates 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

In this task candidates are required to read and and apply understanding in English for academic purposes.

The academic purpose is to investigate problems facing teenage migrants and possible solutions to these problems.

Research question

What should New Zealand educators and schools do to assist teenage migrants settle into their new country and schools?

**Formative task – Assessment schedule
Unit standard 30511**

Title	Read and apply understanding in English for academic purposes				
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PC	Evidence for achievement	Judgements for
<p>1.1. Meaning gained from the text is identified, analysed and evaluated to determine its relevance to the academic purpose.</p>	<p>Part A: Answers similar to the following:</p> <p>Problem 1</p> <p>a. <i>Poor mental health</i></p> <p>b. <i>Any two of the following causes:</i></p> <ul style="list-style-type: none"> i. <i>Stressful stage of life</i> ii. <i>Loss of friends</i> iii. <i>Dealing with a new language</i> iv. <i>Dealing with a new culture</i> v. <i>Discrimination</i> vi. <i>Bullying</i> <p>c. <i>Any two of the following effects:</i></p> <ul style="list-style-type: none"> i. <i>Stress</i> ii. <i>Depression</i> iii. <i>Poor behaviour</i> iv. <i>Poor concentration</i> v. <i>Eating problems</i> vi. <i>Drug and or alcohol use</i> <p>Problem 2</p> <p>a. <i>Adjusting to a new school</i></p> <p>b. <i>Any two of the following causes:</i></p> <ul style="list-style-type: none"> i. <i>Keeping parents happy</i> ii. <i>Fitting in with other students</i> iii. <i>Fitting in with schools / teachers expectations</i> <p>c. <i>Any two of the following effects:</i></p> <ul style="list-style-type: none"> i. <i>Feeling of not belonging</i> ii. <i>Failing at school</i> <p>Problem 3</p>	<p>Two out of three problems identified and analysed appropriate causes and effects.</p> <p>Accept the problems in reasonable answers.</p>

	<p>a. <i>Negative peer pressure</i></p> <p>b. Any two of the following:</p> <ul style="list-style-type: none">i. <i>Wanting to fit in</i>ii. <i>Making friends with wrong people</i>iii. <i>Parents not knowing who their friends are</i> <p>c. Any two of the following effects:</p> <ul style="list-style-type: none">i. <i>Failing at school</i>ii. <i>Join gangs</i>iii. <i>Poor behaviour at school</i>iv. <i>Drug taking</i>v. <i>Drinking too much alcohol</i>vi. <i>(Involvement in) crime</i>	
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	<p>Solution 1. <i>I ranked value of the languages, culture and religions of migrants as the most important thing schools must do to assist teenage migrants.</i></p> <p>Explanation: <i>I chose this because if migrants don't feel welcome they will find it difficult to fit in and to learn. This will cause them to fail and may cause other problems. If this happens other help will be needed.</i></p> <p>Solution 2: <i>I ranked providing enough academic support as the second most important thing schools must do to assist teenage migrants.</i></p> <p>Explanation: <i>I chose this as the second most important solution because if students start to fail at school it will cause all of the other problems and it is better to stop problems happening than to try and fix the problem later. So it is important that schools do everything they can to help migrants succeed. It is very important that migrants learn English as quickly as possible and that they have all of the subject help they.</i></p> <p>Solution 3: <i>I ranked having school based health services as my final thing that schools must do to assist teenage migrants.</i></p> <p>Explanation: <i>I chose this as my third solution because if schools give migrants enough help this shouldn't be needed by many students. However there might some migrants who have other problems that make things worse for them and it is important that they get help as soon as possible. If there is help in the school this can happen.</i></p>	<p>question.</p> <p>Candidates answers w clearly justify choice in academic purpose.</p> <p>N.B. This is a reading the medium of the resp quality of the language will not be assessed fo as long as answers are</p>
<p>1.2. Relevant information from the text is applied in a form appropriate to the</p>	<p>Part B:</p>	<p>An appropriate strateg</p>

<p>academic purpose and in a manner beyond simple information transfer. Form may include but is not limited to – tabulation or summary.</p>	<p>Question 3</p> <p>Question 3. Candidate responses will vary in format. An example of a possible response in table form is given below.</p>	<p>Information is summarised and student's selected methods are provided in a logical order and in a timely manner.</p> <p>Problems and possible solutions are provided in a logical order and in a timely manner.</p> <p>Information is clear and concise for most of the time.</p> <p><i>NB. This is a reading assessment. The medium of the response should be the language in the response. The language in the response will be assessed for this unit. The answers are comprehensive.</i></p>
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Part B: Question 3

Helping new migrants

What you may see	Possible causes	What this may lead to	What schools should do
<p>Isolated, lonely student</p> <p>Unusual friendship choices</p> <p>Poor behavior / changes in behaviour</p> <p>Loss or gain in weight</p>	<ul style="list-style-type: none"> ● Adjusting to a new culture ● Language problems ● Loneliness ● Feelings of not belonging ● Bullying / discrimination 	<ul style="list-style-type: none"> ● Academic failure ● Mental health issues e.g. <ul style="list-style-type: none"> ○ depression ○ eating disorders ○ drug or alcohol abuse 	<p>Value other cultures and languages</p> <p>Communicate with families</p> <ul style="list-style-type: none"> ● bilingual help <p>Provide academic support</p> <ul style="list-style-type: none"> ● English classes ● subject support ● homework clubs ● bilingual help <p>Provide early intervention</p> <ul style="list-style-type: none"> ● train all staff and students to recognise early signs ● have <ul style="list-style-type: none"> ○ guidance ○ bilingual help

Formative Assessment Task – Student guidelines

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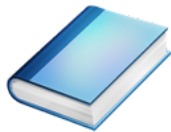
Award of credit

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

For this unit standard, you will be required to complete two assessments on separate texts, on separate occasions. This assessment is for one task (text) only.

Conditions of assessment

This assessment is a closed book assessment.



- Answers must be in your own words.
- Your responses may be in a number of different forms, including written, oral, a table, concept maps or graphics.
- Use the checklist below to ensure that you have met all the evidence requirements

Assessment task

In this task, you will read and apply understanding of a text.

The academic purpose is to investigate problems and possible solutions to the problems that teenage migrants face in a new country and determine which are the most important solutions in order to answer the following research question:

Research question

What should New Zealand educators and schools do to assist teenage migrants settle into their new country and schools?

Student checklist

In this assessment task you will need to show that you can do the following:	PC
Identify the key information in the text. This means to find the most important information. Analyse the key information in the text. This means to examine something in detail, in order to explain or interpret it. This may involve making links with other ideas. Evaluate the information to decide on its relevance to your purpose for reading.	1.1
Apply the information from the text in a form that is appropriate for the academic purpose. This must be in your own words and could include: <ul style="list-style-type: none">• a table i.e. arrange the information in a systematic form such as in a table or bullet points.• summary i.e. write the main ideas only of what you have read.	1.2

Assessment Task

Read the following text and answer the questions.

Teenage migrants

Most migrants who settle into a new country face a number of difficulties as they adjust to a new language, new culture and new environment. Teenage migrants have to deal with the issues that face all migrants. However, they also have additional problems which includes dealing with the usual identity problems that many teenagers have. As a result, they face a number of risks which include mental health issues, failing in the school system and being influenced in a negative way by other young people.

First of all, many teenagers who arrive in a new country can experience poor mental health. According to Galler and Sher (2010) this is because they are coping with a stressful stage of life as a teenager. Additionally, they are experiencing the loss of their previous friends and adjusting to a new culture and language. They could also be experiencing discrimination and bullying. Parents are often experiencing their own problems and do not realise what their teenage children are going through and many teenage migrants choose not to worry their parents further. All of these risks can result in poor mental health because they increase the stress experienced by teenage migrants. This stress can lead to depression. Furthermore there is a

strong link between depression in young people and poor behaviour or concentration, school failure, eating problems and even using drugs or alcohol. These other problems often mask the depression.

It is also common for teenage migrants to have difficulties adjusting at school because they are trying to “live in two worlds” (Winbush & Selby, 2015). At home they want to keep their parents happy with culturally appropriate behaviour, but at school they try and change their behaviour to fit in with other students and with their teachers’ expectations. Even for adults this would be extremely difficult. It can lead to feelings of not really belonging to either world (Pietersen, 2000). Added to this is the difficulty of learning a new language and often coping with a different style of learning. Teenagers who were successful students in their own country can struggle in the new school environment and begin to fail.

This sense of failure can lead to another risk, which is the negative influence of peer pressure. In a desire to fit in, teenage immigrants may be drawn into friendships with social groups who are also failing at school and even join gangs. If the teenager’s parents don’t speak much English or are simply new to an area, they may not be aware of who their child’s friends are. These friendships may lead them into behaviour they would not usually be a part of. This can include poor behaviour at school to more serious consequences, such as drug taking, drinking too much alcohol and even crime.

All of these problems can be costly for the new country if solutions are not put in place. It is clear that good mental health services are needed which focus especially on the needs of teenagers. It is vital that people are trained in understanding the particular needs of teenage immigrants. For example, in New Zealand there have been many changes introduced in the last few years and this has resulted in more effective services and the proposed expansion of school-based health services (Ministry of Health - Manatū Hauora, 2016). However, according to Galler and Sher (2010) there is still more that needs to be done to make sure that those who need the services can access them easily.

Another vital need is for schools to find the best ways to support newly arrived immigrants. It is first of all important to create a school culture in which the languages, cultures and religions of immigrant students are valued. Another consideration is ensuring that teenage migrants have enough academic support to succeed at school. This might involve providing enough English language lessons and English language support for other subjects, as well as additional help such as bilingual support people and homework clubs. The use of bilingual support people can also help to bridge the gap between the two cultures and improve communication between schools and families.

Suggestions for successful ways to prevent teenage immigrants from the negative effects of peer pressure include making family relationships stronger, using peer support systems and helping students establish strong positive relationships with adults at school, including teachers and guidance staff. In particular, early recognition and help in schools would be of benefit and

not just to young migrants. A 2014 study found that high quality school-based health services impact positively on student health and wellbeing outcomes. These interventions led to improved student outcomes for depression, suicide risk, female contraception use, school engagement, and fewer emergency department presentations (Auckland UniServices as cited in Ministry of Health, 2016).

To sum up, it is important for government agencies and schools to know the risks for teenage new settlers, which include mental health challenges, difficulties at school and the influence of peer pressure.

What the solutions have in common is the importance of helping these young people to feel connected - to adults at school, to their families, to friends and to government agencies who can provide support. It will be important to provide enough time and money to make these changes.

874 words

Glossary

expectations (n) - the requirements, things you have to do

mask (v) - to cover up, so that you can't see something

peer (n) - a person of the same age

peer pressure (n) - influence from other people

References

Galler, D., & Sher, L. (2010). *The effects of immigration on the mental health of adolescents: Depression, post-traumatic stress disorder, substance abuse, delinquent and suicidal behavior among immigrant youth*. Retrieved from:
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https://www.researchgate.net/profile/Mela_Sarkar/publication/233242343_Parents'_Attitudes_Toward_Heritage_Language_Maintenance_for_Their_Children_and_Their_Efforts_to_Help_Their_Children_Maintain_the_Heritage_Language_A_Case_Study_of_Korean-Canadian_Immigrants/links/551ae02d0cf2bb7540786466.pdf

Winbush, C., & Selby R. (2015). *Finding home: South African migration to New Zealand*. Retrieved from: <https://anzswjournal.nz/anzsw/article/viewFile/16/126>

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>

Assessment task: Answer the following questions

Name _____

Date _____

Part A

Meaning gained from the text is identified, analysed and evaluated to determine its relevance to the academic purpose (1.1).

Question 1

What are three problems teenage migrants can face in their new countries that are identified in the text. *You may write sentences or use bullet points.*

Identify the problem	What are two causes of this problem?	What are two effects of this problem?
a) Problem 1	b)	c)
d) Problem 2	e)	f)

g) Problem 3	h)	i)

Question 2

a) What are two possible solutions suggested in the text?

Problem	Solutions - give two possible solutions
Problem 1	

Problem 2	
Problem 3	

b) Choose the three best solutions in order of relevance to the academic purpose and explain your ranking. Put the most relevant solution at the top and the least effective solution at the bottom. Your answer must be in your own words and not copied from the text. Refer to the information from the text in your answer. Write approximately 100 - 150 words.

Solution	Explanation of ranking

Part B

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 or summary (1.2).

Question 3

Produce a table, diagram or flowchart for schools who have students who are new migrants It should help teachers to identify students who need help, the problems they may face and suggest solutions e.g. things schools can do to help.

You should refer to the information from the text but your answer must be in your own words and not copied from the text.