

Formative assessment task

Unit standard 22750, version 4: Write a crafted text for a specified audience using researched material in English for an academic purpose

The Millennium Development Goals
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NCEA Level 4	
Unit standard and Outcome	Evidence requirements
<p>Unit standard 22750, version 4</p> <p>Outcome 1: Write a crafted text for a specified audience using researched material in English for an academic purpose.</p>	<p>1.1 Writing addresses and develops the topic in a manner appropriate to audience and academic purpose.</p> <p>1.2 Ideas are developed and display a broad knowledge base to achieve the purpose of the discussion.</p> <p>1.3 Text structure has clear overall progression, paragraphing and some effective use of cohesive devices.</p> <p>1.4 Writing uses a formal style appropriate to the academic context. Style includes but is not limited to – lexical and grammatical features, and a variety of sentence structures.</p> <p>1.5 Writing makes consistent use of appropriate lexical and grammatical forms throughout the text.</p> <p>1.6 Writing integrates source material. Integration includes but is not limited to direct quotation, paraphrasing, summary, analytical interpretation, synthesis, and informed judgment.</p> <p>1.7 Source material is acknowledged. This includes but is not limited to – in-text citation, and a reference list. Acknowledgment must be in accordance with a recognised format (e.g. APA).</p>

Resources

Formative assessments for other unit standards that could be used in conjunction with unit standard 22750:

- Speaking: 'The Millennium Development Goals' (unit standard 22891)

- Listening: 'The Millennium Development Goals' (unit standard 22892)
- Reading: 'The Millennium Development Goals' (unit standard 22751)

Formative assessment
Assessor guidelines

Unit standard 22750, version 4	
Write a crafted text for a specified audience using researched material in English for an academic purpose	
Level 4	6 credits
<p>This unit standard has one outcome: Outcome 1: Write a crafted text for a specified audience using researched material in English for an academic purpose.</p>	
<p>Conditions</p> <ul style="list-style-type: none"> • Candidate is required to write one text of 800 words. • Candidate's writing may contain inaccuracies in surface features, but these must not interfere with meaning. • Candidate's writing 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. Please refer to the clarification regarding teacher guidance available at http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/eap/clarifications-2/22750/ • The assessor must be satisfied that the candidate can independently demonstrate competency against the unit standard. • Resource material used by the candidate must be attached to the completed assessment. All resource material used must be in English language. 	
<p>Assessment contexts</p> <p>Candidates should be assessed after they are familiar with the topic. Linking this assessment with preparation for other listening, speaking and reading standards on a similar topic (e.g. unit standard 22751) may assist candidates to become familiar with content, text structure, language features and specialised vocabulary.</p>	
<p>Notes for assessors</p> <ul style="list-style-type: none"> • 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 both assessors and candidates are familiar with the outcome, performance criteria and guidance information of the unit standard. • The audience for the crafted text needs to be determined and made explicit. • Candidates may use the model text and the checklist to guide their writing and to ensure they meet all of the performance criteria. 	

- The assessment schedule is for assessors only and is not to be shared with candidates during the assessment process.
- Refer to your organisation's policies before offering opportunity.

Formative assessment
Assessment schedule: Task 1

Unit standard 22750, version 4
Write a crafted text for a specified audience using researched material in English for an academic purpose
Level 4

This unit standard has one outcome:

Outcome1: Write a crafted text using researched material in English for an academic purpose.

Evidence requirements	Evidence	
<p>1.1 Writing addresses and develops the topic in a manner appropriate to audience and academic purpose.</p>	<p>Writing answers the question by defining and developing the topic as required by the research question, the academic purpose and the audience e.g. <i>The Millennium Development Goals (MDGs) were established in the Millennium Declaration in September 2000. They included ... These were approved by..... . Much has been achieved by the MDGs however, examination of the data reveals</i></p> <p>Achievements of the MDGs are evaluated e.g. <i>Progress towards the other goals has also been varied. The goal of universal primary education has just been missed. ...</i></p> <p>Recommendations are made e.g. <i>Increased investment in human development is needed to increase progress towards ending poverty and also stimulate economic growth, ...</i></p> <p>Refer to model texts for further examples of expected learner responses.</p>	<p>The writing develops the topic in a manner appropriate to audience and academic purpose, keeping to the purpose of the text and an appropriate tone.</p>

<p>1.2 Ideas are developed and display a broad knowledge base to achieve the purpose of the discussion.</p>	<p>Each paragraph contains a different idea that is relevant to the purpose of the text, is clarified and/or expanded, has supporting details and displays a broad knowledge base e.g. <i>Progress towards the other goals has also been varied. The goal of universal primary education has just been missed. Although the goal has been missed primary school enrolment A positive achievement is.... and that about</i></p>	<p>Writing demonstrates a broad knowledge base developed through reading and research, expanding on the topic and drawing conclusions. Ideas displayed are relevant to the purpose of the text and display a broad knowledge base.</p>

<p>1.3 Text structure has clear overall progression, paragraphing and some effective use of cohesive devices.</p>	<p>The text as a whole has an introduction, paragraphs which follow a logical order and a conclusion (refer to annotated exemplar).</p> <p>Ideas are linked between and within paragraphs, using cohesive devices which may include:</p> <p>Connectives e.g. <i>Furthermore, questions remain about ...</i> Reference e.g. <i>These concerns ...</i> Synonyms e.g. <i>aid, assistance</i> Lexical chains e.g. <i>The reduction in global poverty has been largely due to rapid growth of a few countries in Asia, such as China, India, Indonesia and Vietnam. The actual number of the poor in sub-Saharan Africa, South ...</i> Connections between ideas are signaled e.g. <i>Importantly... Conversely ... Although...</i></p>	<p>The structure generally follows a clear progression and effective use of cohesive devices.</p>
<p>1.4 Writing uses a formal style appropriate to the academic context. Style includes but is not limited to – lexical and grammatical features, and a variety of sentence structures.</p>	<p>Writing uses a formal academic style</p> <p>Lexical items are generally used in a formal manner e.g. precise, objective language.</p> <p>Grammatical features are generally appropriate to a formal academic style. These could include:</p> <ul style="list-style-type: none"> • appropriate tense e.g. <i>it has been suggested</i> (passive), <i>could be spent</i> (modals), <i>the consensus... is leaning</i> (continuous) • use of hedging e.g. <i>generally</i> (adverb) <i>might</i> (modal verb), <i>most</i> (modifier) • the use of impersonal forms e.g. <i>It is evident...</i> rather than <i>I believe...</i> <p>A variety of appropriate sentence structures is used e.g. simple, compound and complex sentences. e.g.</p> <p><i>The Millennium Development Goals (MDGs) were established in the Millennium Declaration in September 2000.</i> (simple sentence)</p> <p><i>The focus on clear, measurable goals had a simplicity but disguised the underlying causes of poverty.</i> (compound sentence)</p> <p><i>According to the UN, over 6.2 million malaria deaths were prevented between 2000 and 2015, particularly for children under five years of age in sub-Saharan Africa.</i> (complex sentence)</p>	<p>Style is generally appropriate to the academic context.</p> <p>Academic vocabulary is used consistently and grammatical structures are used consistently.</p>

	<p>A formal tone is used Slang, contractions and colloquialisms are not used.</p>	
<p>1.5 Writing makes consistent use of appropriate lexical and grammatical forms throughout the text.</p>	<p>Lexical and grammatical forms are generally used accurately throughout the text.</p> <p>Refer to 1.3 and 1.4 for examples of possible lexical and grammatical forms.</p> <p>Refer to the exemplars available at NZQA (http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/eap/exemplars-3/) for guidance on the expected standard of accuracy.</p>	<p>Writing demonstrates appropriate grammatical forms.</p>
<p>1.6 Writing integrates source material. Integration includes but is not limited to direct quotation, paraphrasing, summary, analytical interpretation, synthesis, and informed judgment.</p>	<p>Source material is integrated into the text to support ideas. This may include:</p> <ul style="list-style-type: none"> ● paraphrasing: <i>Parks concludes that ...</i> ● synthesis e.g. <i>Many commentators have noted that ...</i> ● summary: <i>Whilst progress has been made towards achieving many of the goals</i> ● analytical interpretation e.g. <i>It is evident that ... the conclusion can be drawn...</i> ● informed judgement e.g. <i>Given the statistical data..., it is important...</i> 	<p>Source material is integrated with the writer's own ideas, linking to a topic on the topic.</p> <p>This could include direct quotations, summarising, analytical interpretation, and informed judgment, s</p>
<p>1.7 Source material is acknowledged. This includes but is not limited to – in-text citation, and a reference list. Acknowledgment must be in accordance with a recognised format (e.g. APA).</p>	<p>Source material is acknowledged correctly in the text. This could include:</p> <ul style="list-style-type: none"> ● quotations: the exact words from source material are used and acknowledged with speech marks and citation e.g. (McArthur, 2013, p.3) ● paraphrased or summarised information i.e. a comment from source material is put into the writer's own words and acknowledged with a citation e.g. <i>McArthur (2013) argued that ...</i> <p>A reference list, using a recognised format such as APA, is included at the end for all sources used in the text.</p>	<p>References are included using a recognised format.</p>

Formative assessment
Student instructions

Unit standard 22750, version 4	
Write a crafted text for a specified audience using researched material in English for an academic purpose	
Level 4	6 credits
<p>This unit standard has one outcome: Outcome 1: Write a crafted text for a specified audience using researched material in English for an academic purpose.</p>	
<p>Outcome 1</p> <p>You have been reading about migration and migration policy. Choose one specific MDG or a geographical area where work has been undertaken to improve the lives of the poorest people</p> <p>Use relevant ideas from your reading to write an essay answering the following research questions:</p> <ul style="list-style-type: none">● <i>What problems were faced in the area you have selected?</i>● <i>What solutions were proposed?</i>● <i>Evaluate the extent to which the Millennium Development Goal been achieved with regard to the specific MDG or the area of focus you have selected.</i> <p>Identify the audience you are writing for, related to your academic purpose. For example, your audience may be international aid organisations, a refugee funding organisation or a group of volunteers who work in developing countries.</p>	
<p>Conditions</p> <ul style="list-style-type: none">● You must write a minimum of 800 words.● You should ensure your writing has as few errors as possible.● Use the checklist to ensure you have met all the requirements. Make any changes you need to.● Your assessor will check your draft and give general feedback.● Source material used must be in English and must be attached to your final copy.	

Student checklist

In your final written text you will need to show you can do the following:

Write approximately 800 words.

Address and develop the topic as required by the research question(s), audience and the academic purpose (1.1).

This should include a statement of the topic, thesis statement, body paragraphs and a conclusion.

Your text should develop the topic in a manner appropriate to the research question(s), audience and the academic purpose e.g.

- discussion e.g. *a definition/statement of the topic followed by advantages, disadvantages and summary.*
- problem-solution e.g. *a definition/statement of the topic followed by an outline of the problem(s), consideration of possible solutions and a conclusion.*
- comparing-contrasting e.g. *a definition/statement of the topic followed by an outline of the main similarities and differences.*
- evaluation e.g. *in an evaluation paragraph, state your overall evaluation in a thesis statement followed by supporting judgements based on criteria to prove your point of view. You may finish with a recommendation.*

Develop ideas and demonstrate a wide understanding of the topic area (1.2).

Each paragraph contains a different idea that is clarified and/or expanded, has supporting details and a concluding statement. Ideas are drawn from a variety of sources e.g.

Progress on child and maternal mortality, malnutrition, access to safe drinking water and adequate sanitation also slowed down in the 1990's, compared with earlier decades. The HIV/AIDS epidemic and in particular, has resulted in conditions in some areas worsening in the 1990s.

In fact, statistics indicate that in 2011, eighty-two percent of all deaths of children under five occurred in sub-Saharan Africa and south Asia which has disappointed many

Create a text that is clear, cohesive and coherent with a logical progression (1.3).

Ideas are linked and developed between and within paragraphs and connections between ideas are signaled. For example, by using:

- connectives e.g. *In the same way.... In contrast....*
- reference e.g. *These concerns...*
- synonyms e.g. *money, funds, cash*
- lexical chains e.g. *economy, sector, economic*

Use a formal style appropriate to the academic context (1.4). This could include

Lexical features appropriate to a formal academic style e.g.

- complex, precise language, specialised and technical vocabulary
- slang, contractions or colloquialisms are not used.

Grammatical features appropriate to a formal academic style are used e.g.

- the use of reference, such as pronouns to maintain clear links e.g. *This is evident ... it is also ...*
- the use of ellipsis and substitution to avoid repetition e.g. *These (suggestions - ellipsis) included the following ... There was **one** recent example ...* (substitution)
- appropriate tense e.g. *it has been suggested* (passive voice), *could be spent* (modal verbs), *the consensus...is leaning* (continuous)
- a variety of appropriate sentence structures e.g.
 - *The simple provision of resources is unlikely to be sufficient to ensure that poor countries attain the MDGs.* (simple sentence)
 - *The goal of halving the number of people without safe water by 2015 was on track, but recent statistics show this progress is endangered.* (compound sentence)
 - *Progress on child and maternal mortality, malnutrition, access to safe drinking water and adequate sanitation also slowed down in the 1990s, which reflects on the ability of the MDGs to meet the current targets.* (complex sentence)

A formal and objective tone is used e.g.

- the use of impersonal forms e.g. *It is evident...* rather than *I believe...*
- hedging or imprecise language such as the use of adverbs and adjectives of probability e.g. *unlikely, presumably*, frequency adverbs e.g. *generally, seldom* and modal forms e.g. *may, appears, tends*
- the full form of words is used rather than contractions e.g. *it is, do not*.

Use appropriate lexical and grammatical forms consistently (1.5).

Lexical forms are generally accurate and are used appropriately e.g.

- correct word choice e.g. collocations *child mortality, drinking water, debt relief*
- correct part of speech, correct prefixes, suffixes.

Grammatical forms are generally accurate and used appropriately e.g.

- complete sentences
- appropriate tense
- appropriate use of reference.

Integrate source material into the text to support your answer (1.6). This could include:

- paraphrase i.e. a comment from the source materials is put in your own words e.g. *Parks concludes that ...*
- synthesis i.e. two or more ideas are combined e.g. *As 2015 draws nearer many commentators are ...*
- summary i.e. main points from the source materials on an idea are put into your own words e.g. *Whilst progress has been made towards achieving many of the*

goals ...

- analytical interpretation i.e. ideas are explained or clarified e.g. *It is my opinion that...; the conclusion can be drawn...*
- informed judgement i.e. an opinion is given or ideas are evaluated e.g. *Given the statistical data..., it is important...*

Acknowledged source material appropriately within the text (1.6). This could include:

- quotations: the exact words from source material are used and acknowledged with speech marks and citation e.g. *(Sogge, 2010, p.10)*
- paraphrased / summarised information is acknowledged with a citation e.g. *Sogge, (2010) points out that ...*

Cite sources correctly in a reference list at the end that uses a recognised format such as APA referencing.

Formative assessment: Model text

To what extent have Millennium Development Goals been achieved? What problems will need to be tackled to ensure further progress?

<p>Writing addresses and develops the topic in a manner appropriate to audience and academic purpose e.g. the introduction defines the topic, includes a thesis statement and is followed by a series of paragraphs with an appropriate structure (1.1)</p> <p>Ideas are developed and display a broad knowledge base to achieve the purpose of the discussion (1.2)</p> <p>Text structure has clear overall progression, paragraphing</p>	<p>The Millennium Development Goals (MDGs) were established in the Millennium Declaration in September 2000. They included 8 goals, 18 targets and over 40 indicators to tackle poverty. These were approved by the United Nations (UN) General Assembly, adopted by the UN as part of the Millennium Roadmap and were endorsed by 189 countries. Much has been achieved by the MDGs. However, examination of the data reveals that the lives of approximately 1.5 billion people in conflict affected countries and on the extreme margins of society have not been improved by the goals.</p> <p>An examination of data shows that the target to reduce extreme poverty rates by half was met five years ahead of the 2015 deadline. Unfortunately, the actual situation is far more complicated and decidedly less positive. The reduction in global poverty has been largely due to rapid growth of a few countries in Asia, such as China, India, Indonesia and Vietnam. The actual number of the poor in sub-Saharan Africa, South Asia and Latin America has increased by approximately 10 million every year since 1990. At present about the same number of people as a decade ago, approximately 1.2 billion people, subsist on less than US\$1 per day. Furthermore, the target of halving the proportion of people suffering from hunger has narrowly been missed. The proportion of undernourished people in the developing regions has fallen from 23.3 per cent in 1990 to 12.9 per cent in 2014 (Food and Agriculture Organisation of the United Nations, 2015)</p> <p>Progress towards the other goals has also been varied. The goal of universal primary education has just been missed. Although the goal has been missed, primary school enrolment figures have shown an impressive rise with the primary school enrolment rate in developing regions reaching 91 per cent by 2015, up from 83 per cent in 2000 (United Nations, 2017). A positive achievement is that the education gender gap has halved for primary children (United Nations, 2012) and that about two-thirds of developing countries achieved gender parity in primary education.</p> <p>The goal of halving the number of people without safe water by 2015 was achieved. Between 1990 and 2015, 2.6 billion people</p>	<p>Writing uses a formal style appropriate to the academic context e.g. lexical and grammatical features, and a variety of sentence structures (1.4)</p> <p>Ideas are developed and display a broad knowledge base to achieve the purpose of the discussion e.g. each paragraph contains a different idea that is clarified and/or expanded, has supporting details and a concluding statement (1.2)</p>
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<p>and some effective use of cohesive devices.1.3)</p> <p>Writing addresses and develops the topic in a manner appropriate to audience and academic purpose e.g. paragraphs on problems are followed by paragraphs on possible solutions (1.1)</p>	<p>gained access to improved drinking water, meaning the target of halving the proportion of people without access to safe water was achieved (United Nations, 2017). Worldwide, 2.1 billion people have gained access to improved sanitation (United Nations, 2017). However improving sustainable development and reducing loss of biodiversity has been more difficult to achieve.</p> <p>In addition, progress on child and maternal mortality and halting the spread of disease has been limited. According to the UN, over 6.2 million malaria deaths were prevented between 2000 and 2015, particularly for children under five years of age in sub-Saharan Africa (United Nations, 2017). The global malaria incidence rate has fallen by an estimated 37 per cent and the mortality rate by 58 per cent (United Nations, 2017). The global under-five mortality rate declined by more than half, dropping from 90 to 43 deaths per 1,000 live births. However, this was less than the target of two-thirds (United Nations, 2017). Between 1990 and 2015, the maternal mortality ratio was cut nearly in half. (United Nations, 2017). However this also failed to achieve the two-thirds reduction that was aimed for. The number of new HIV infections fell by 40% between 2000 and 2013. Unfortunately the HIV/AIDS epidemic and in particular, the increase in the number of women with HIV/AIDS, the resurgence of other diseases and the difficulty in establishing effective and affordable health services, has resulted in conditions in some areas worsening in the 1990s (World Health Organisation, 2005).</p> <p>The affordability of the MDGs and its successor the Sustainable Development Goals is a key issue that will need to be tackled to ensure further progress. Whilst the MDGs should have been globally affordable and technically possible, there were significant obstacles in individual areas and countries. In part, goals were not being met because of under-investment in basic social services such as primary health care and sanitation. The poorest countries were unable to achieve improvements without extra international support. Significantly more development aid plus reform of domestic policies and organisations will be needed if the new goals are to be met, and these may not be forthcoming.</p> <p>Increased investment in human development is needed to increase progress towards ending poverty and also stimulate economic growth, create more jobs, enhance people's productivity and generate additional income for countries. This has been ably demonstrated in India and China. However, the</p>	<p>Writing uses a formal style appropriate to the academic content e.g. specialised vocabulary, use of hedging, tone (1.4)</p> <p>Writing makes consistent use of appropriate lexical and grammatical forms through the text e.g. tense - modals, continuous and simple tenses, passive voice (1.5)</p>
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<p>Writing addresses and develops the topic in a manner appropriate to audience and academic purpose e.g. there is a conclusion with suggestions for further action (1.1)</p> <p>A reference list is included (1.7)</p>	<p>cost of achieving similar results in other areas will be high. The poorest areas face significant obstacles to economic development. Many face extreme geographical limitations; they may be landlocked or small areas, such as islands, be a long way from world markets with limited roading and transport infrastructure, suffer from tropical diseases, environmental degradation or climate change. Other countries are caught in a poverty trap where ill health, poor nutrition and limited education mean the availability of workers with the required skill is restricted hindering economic development. In 2002 the United Nations Children’s Fund (UNICEF), the World Bank and the World Health Organization (The Guardian, 2012) estimated that it would cost an additional \$50 billion a year to meet the MDGs by 2015. Whilst this figure represented only about one-fifth of one per cent of income in donor countries, most donor nations did not contribute anything like this amount.</p> <p>The MDGs were important in mobilising international support to improve the lives of the world’s poorest people. The MDGs have also led to global debate and have impacted on international policy. However this was not been sufficient to achieve the goals. The focus on clear, measurable goals had a simplicity but disguised the underlying causes of poverty. The new objectives of the Sustainable Development Goals must be pursued in ways that are appropriate to country context and target groups and are tailored to country-specific circumstances and must be funded to achieve these goals.</p> <p>962 words</p> <p>References</p> <p>Food and Agriculture Organisation of the United Nations. (2015). <i>The State of Food Insecurity in the World Meeting the 2015 international hunger targets: taking stock of uneven progress</i>. Rome</p> <p>McArthur, J. (2013). <i>Own the Goals: What the Millennium Development Goals have accomplished</i>. Retrieved from: http://www.brookings.edu/research/articles/2013/02/21-millennium-dev-goals-mcarthur</p> <p>The Guardian (2012). <i>Millennium Development Goals: Tackling Child Mortality</i>. Retrieved from: http://www.guardian.co.uk/global-development/interactive/</p>	<p>References are cited in the text (1.7)</p> <p>Writing integrates source material. Integration includes but is not limited to direct quotation, paraphrasing, summary, analytical interpretation, synthesis, and informed judgment. (1.6)</p>
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[2012/aug/28/millennium-development-goals-child-mortality-interactive](http://www.guardian.co.uk/global-development/interactive/2012/aug/28/millennium-development-goals-child-mortality-interactive)

The United Nations (2012). *The Millennium Development Goals report, 2011*. Retrieved from: <http://www.un.org/millenniumgoals/pdf/MDG%20Report%202012.pdf>

The United Nations (2017). *We can end poverty: Goal 2: Achieve universal primary education*. Retrieved from: <http://www.un.org/millenniumgoals/education.shtml>

The United Nations (2017). *We can end poverty: Goal 4: Reduce child mortality*. Retrieved from: <http://www.un.org/millenniumgoals/childhealth.shtml>

The United Nations (2017). *We can end poverty: Goal 7: Environmental sustainability*. Retrieved from: <http://www.un.org/millenniumgoals/environ.shtml>

World Health Organisation (2005). *WHO estimates of the causes of death in children*. Retrieved from: <http://www.guardian.co.uk/global-development/interactive/2012/aug/28/millennium-development-goals-child-mortality-interactive>