

## Belonging (Reading): Unit standard 17364

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NCEA LEVEL 3	
Unit standard	Elements and performance criteria
Unit standard 17364, version 4 Read persuasive texts (ESOL)	<p><b>Element 1:</b> Read persuasive texts (ESOL).</p> <p>Range: two complete texts, each from a separate context.</p> <p>1.1 The main issue and the writer's point of view are identified.</p> <p>1.2 Arguments and supporting evidence are identified and linked.</p> <p>1.3 Cohesive devices and their meanings are identified.</p> <p>Range: at least two lexical cohesive devices, which may include but are not limited to – repetition of nouns, use of synonyms; at least two grammatical cohesive devices, which may include but are not limited to – pronouns, references, conjunctions.</p> <p>1.4 Persuasive language and its meaning are identified.</p> <p>Range: persuasive language may include but is not limited to – modality, quantifiers, emotive language, rhetorical questions, repetition of phrases.</p> <p>1.5 The meaning of essential vocabulary as used in each text is given.</p> <p>Range: ten words.</p>

## RESOURCES

Assessment activities for other unit standards that could be used in conjunction with unit standard 17364:

- [Speaking: 'Belonging' \(unit standard 17359\)](#)
- [Listening: 'Belonging' \(unit standard 15009\)](#)
- [Writing: 'Belonging' \(unit standard 17370\)](#)

## Teacher guidelines

<b>Unit standard 17364, version 4</b>	
<b>Read persuasive texts (ESOL)</b>	
<b>Level 3</b>	<b>4 Credits</b>
<p>This unit standard has one element: <b>Element 1:</b> Read persuasive texts (ESOL). Range: two complete texts, each from a separate context.</p>	
<p><b>Conditions</b></p> <ul style="list-style-type: none"><li>• All assessment activities must be conducted in English, which must not be the student's first language.</li><li>• Student responses may be oral or written.</li><li>• Written responses need not be grammatically correct, but errors must not interfere with meaning.</li><li>• Students may use an English dictionary, but not an electronic translator.</li><li>• Assistance may be given to understand the requirements of the task.</li></ul>	
<p><b>Learning contexts</b></p> <p>Students should be assessed after they are familiar with the topic. By reading on topics with a similar text type and structure, students will become familiar with the text structure and language features of persuasive texts.</p> <p>The <i>English Language Intensive Programme</i> (ELIP) Stage 3 has suggested teaching components, strategies and language features for this text type: e.g. '<i>Recreational drugs should not be legalised.</i>' ELIP 9(c). However it should be noted that these ELIP texts do not meet the length requirements for this unit standard (refer to special note 5i).</p>	
<p><b>Notes for Assessors</b></p> <ul style="list-style-type: none"><li>• It is important to be aware of the special notes in the standard.</li><li>• Each of the two texts should be assessed at a different time as part of a wider area of study.</li><li>• This assessment activity should follow class activities in which the students have had the opportunity to become familiar with the topic through a range of listening, speaking, reading and writing activities. The context and vocabulary should be familiar to the students.</li><li>• The question tasks should also be familiar to the students and this can be achieved by including similar question types in the formative work.</li><li>• Students should not have seen the text before the assessment activity.</li><li>• Refer to your institution's policies before offering further assessment opportunities.</li><li>• If resubmission takes place, the teacher should ensure that the correct answers are not inadvertently indicated prior to the resubmission opportunity. For example, in a true or false exercise, it would be inappropriate to indicate the correct answers on the student's script.</li></ul>	

Student instructions: Task 1

<b>Unit standard 17364, version 4</b>	
<b>Read persuasive texts (ESOL)</b>	
<b>Level 3</b>	<b>4 Credits</b>
<p>This unit standard has one element:  <b>Element 1:</b> Read persuasive texts (ESOL).            Range: two complete texts, each from a separate context.</p>	
<p><b>Task 1: Should Physical Education be compulsory?</b></p> <ul style="list-style-type: none"> <li>▪ Do this activity in class.</li> <li>▪ You may ask the teacher to explain the instructions.</li> <li>▪ You may use an English dictionary, but not an electronic translator.</li> <li>▪ Your spelling and grammar do not need to be perfect, but your teacher needs to be able to understand what you mean.</li> </ul>	

Student checklist: Task 1

In this assessment task you will need to show that you can do the following:	
Say what you think the main issue of the text is.	1.1
Say what you think the writer's point of view is.	1.1
Find arguments and supporting evidence in the text.	1.2
Link arguments with the correct pieces of supporting evidence.	1.2
Find examples of cohesive devices and explain their meaning. Cohesive devices could include: repetition of nouns e.g. <b>Vehicles</b> include, <i>These <b>vehicles</b>, other <b>vehicles</b></i> use of synonyms e.g. <i>bikes, bicycles</i> pronoun reference e.g. <b>They</b> are very harmful to the environment conjunctions e.g. <b>However</b> many people still think...	1.3
Find examples of persuasive language and identify their meaning. Examples of persuasive language could include: modal verbs e.g. <i>must, should</i> quantifiers e.g. <i>all, every, many</i> emotive language e.g. <i>destructive, devastating, perilous</i> rhetorical questions e.g. <i>So why do some people continue to drive to work?</i> repetition of phrases e.g. <i>We know that <b>fossil fuels</b>... In addition the fumes from <b>fossil fuels</b>...</i>	1.4
Give the meaning of important vocabulary from the text.	1.5

## Reading text: Task 1

### **Should Physical Education be compulsory?**

In New Zealand, Physical Education (PE) is compulsory in state schools until the age of 16. Some students and parents complain about PE because they believe that their children shouldn't have to participate in physical activity if they don't want to. However participation in PE is an important element of all-round schooling, as well as being vital to individual development, society's well-being and national sporting achievement.

School is about educating the whole person rather than just a purely academic experience. In PE, students are helped to achieve a level of sporting skills. Compulsory PE allows young people to discover sporting ability or that they enjoy sport. For some students sport will provide a college scholarship and even a career. PE is an essential part of the school curriculum and without it schools are failing to educate the whole person.

PE is different to other subjects because it teaches life skills. Playing team sports builds character and encourages students to work with others. It teaches children how to win and lose with good grace and builds a strong school spirit through competition with other schools. In addition, the experience of playing on a team builds strong friendships at school, and these can last for years after the students leave school. Participation in sport at school encourages students to take part in healthy activities, such as sporting teams and clubs. Furthermore, this often continues into adult life when people continue to play sports for teams and clubs, providing them with opportunities to make friends and take part in a range of sporting and social activities.

Participation in school sport is vital to society as well as individuals. Encouraging physical activity is critical in fighting child obesity and developing a lifelong habit of exercise. New Zealand is now the nation with the sixth highest amount of obesity in the world. Obesity costs taxpayers a huge amount of money for healthcare. Individuals should not have the right to a 'choice' about being fat. What can be more important for our schools than to encourage public health? If PE is made voluntary, it seems obvious that many students will not choose it. This will damage their health and damage public health. The health of society is not perfect even with compulsory PE – but how much worse might it be without it? PE is a significant part of compulsory education and must remain so. If it doesn't, we may become one of the world's unhealthiest nations.

School sport is also essential to our national achievement. If we don't have compulsory PE, it will be much harder to pick out individuals with sporting talent to represent our country. Without school support, many sports will collapse. It will be difficult to make up full teams and talented individuals at schools will be deprived of sporting opportunities. Not everyone is academic so why deprive those talented sports students of the chance to excel? The main purpose of state education is helping students, but another significant

aim is to get a good return on the government's investment, and this includes finding and training top sports people to represent New Zealand.

Sport shouldn't be seen as an alternative to academic study. It should be a part of every student's life, in addition to their other studies. Sadly most students' workload is very heavy and increases every year. If school sport becomes voluntary then students are increasingly likely to drop PE. Without compulsory PE the individual's ability to live a full and healthy life and participate fully in society will be reduced. It is therefore essential that PE remain a full part of the school curriculum.

595 words

<b>Level 3</b>	<b>Unit standard 17364, version 4 Read persuasive texts (ESOL)</b>	<b>4 Credits</b>
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Name ..... Date.....

Read the text and answer the questions below.

**1. Identifying the main issue of the text (1.1)**

What is the main issue of this text?

a. I think the main issue in this text is .....

.....

**Identifying the writer's point of view (1.1)**

What is the writer's point of view about this topic?

b. The writer's point of view on this topic is that.....

.....

c. Choose a phrase or sentence from the text that supports your answer and write it below.

.....

.....

.....

## 2. Arguments and supporting evidence are identified and linked (1.2)

Put these arguments and supporting evidence into the correct place.

**Write the correct letter in the chart.** The first one has been done for you.

A	It builds strong friendships.
B	PE is different to other subjects because it teaches life skills.
C	Students who are good at sport will have fewer opportunities.
D	It stops children getting fat.
E	PE allows people to discover that they enjoy sport.
F	PE can provide scholarship and even jobs.
G	School sport is very important to our national sports.
H	It teaches children about winning and losing.
I	PE allows students to discover their sporting ability.

Arguments	Supporting evidence
School is about all-round education not just academic education.	<ul style="list-style-type: none"> <li>• i) ...I.....</li> <li>• ii) .....</li> <li>• PE helps students develop skills in sports.</li> <li>• iii) .....</li> </ul>
iv) .....	<ul style="list-style-type: none"> <li>• It builds character and encourages students to work with others.</li> <li>• v) .....</li> <li>• It builds a strong school spirit.</li> <li>• vi) .....</li> <li>• It encourages students to play sports when they leave school.</li> </ul>
Participation in school sport is good for society as well as individuals.	<ul style="list-style-type: none"> <li>• vii) .....</li> <li>• It encourages the habit of exercise.</li> <li>• It helps to keep the public healthy.</li> </ul>
viii) .....	<ul style="list-style-type: none"> <li>• It will be much harder to find top athletes. There will be fewer sports teams.</li> <li>• ix) .....</li> <li>• It helps to find top sports people to represent New Zealand.</li> </ul>



### 3. Cohesive devices and their meanings are identified (1.3)

a. Use the whole text to find all of the words that mean people who are at school. One example has been done for you.

- i) young people
- ii) .....
- iii) .....
- iv) .....

b. Use the whole text to find three words that are used with the word 'sporting'. One example has been done for you.

- i) sporting ability
- ii) .....
- iii) .....
- iv) .....

PE is different to other subjects because **it** teaches life skills. Playing team sports builds character and encourages students to work with others. It teaches children how to win and lose with good grace, and builds a strong school spirit through competition with other schools. In addition, the experience of playing on a team builds strong friendships at school, and **these** can last for years after the students leave school. Participation in sport at school encourages students to take part in healthy activities, such as sporting teams and clubs. Furthermore, this often continues into adult life when people continue to play sports for teams and clubs, providing **them** with opportunities to make friends and take part in a range of sporting and social activities.

#### c. Pronouns

Find the pronouns in bold in the text above and write the noun or phrase they refer to.

- i) 'it' (line 1) .....
- ii) 'these' (line 6) .....
- iii) 'them' (line 9) .....

d. Connectives

Look at these words in the text above.

because (line 1)

such as (line 7)

In addition (line 4)

Furthermore (line 8)

How do the words or phrases above change the meaning of a sentence?  
Write **one** word or phrase in each section of the chart.

It introduces an example	It introduces another supporting idea.	It introduces a reason
i) .....	ii).....	iii).....

**4. Persuasive language and its meaning is identified (1.4)**

Participation in school sport is vital to society as well as individuals. Encouraging physical activity is critical in fighting child obesity and developing a lifelong habit of exercise. New Zealand is now the nation with the sixth highest amount of obesity in the world. Obesity costs taxpayers a huge amount of money for healthcare. Individuals **should** not have the right to a 'choice' about being fat. What **can** be more important for our schools than to encourage public health? If PE is made voluntary, it seems obvious that many students will not choose it. This will damage their health and damage public health. The health of society is not perfect even with compulsory PE – but how much worse might it be without it? PE is a significant part of compulsory education and **must** remain so. If it doesn't, we may become one of the world's unhealthiest nations.

School sport is also essential to our national achievement. If we don't have compulsory PE, it will be much harder to pick out individuals with sporting talent to represent our country. Without school support, many sports will collapse. It **will** be difficult to make up full teams and talented individuals at schools will be deprived of sporting opportunities. Not everyone is academic so why deprive those talented sports students of the chance to excel? The main purpose of state education is helping students, but another significant aim is to get a good return on the government's investment, and this includes finding and training top sports people to represent New Zealand.

a. Look at the text above. Find three words in the text above that the writer uses to tell readers how important PE is. The first one has been done for you.

- i) ...vital...
- ii) .....
- iii) .....
- iv) .....

b. Look at the modal verbs in bold in the text above. Which modal verb means the following:

Meaning	Modal verb
It is very important that this is done.	i)
This is going to happen.	ii)
It is a good idea that this happens.	iii)

c. Use the text above to find an example of a rhetorical question. Copy it below.

i).....

Why does the writer use this rhetorical question?

ii) .....

.....

.....

**5. Meaning of essential vocabulary in each text is given (1.5)**

Match the words with the correct meanings as used in the whole text. There are more words than meanings.

an element	academic	a nation	an experience
a range	obesity	a habit	to represent
to excel	an alternative	an individual	vital
health	compulsory	to encourage	spirit

a.	something that you do or that happens to you
b.	to help someone do something
c.	a part of something larger
d.	a group of things of the same kind
e.	to act or do something for your country
f.	to do very well at something
g.	to do with studying and learning
h.	a different choice
i.	something you must do
j.	another word for a country
k.	something you do often
l.	very important

Student instructions: Task 2

<b>Unit standard 17364, version 4</b>	
<b>Read persuasive texts (ESOL)</b>	
<b>Level 3</b>	<b>4 Credits</b>
<p>This unit standard has one element:  <b>Element 1:</b> Read persuasive texts (ESOL).            Range: two complete texts, each from a separate context.</p>	
<p><b>Task 2: Embrace the difference!</b></p> <ul style="list-style-type: none"> <li>▪ Do this activity in class.</li> <li>▪ You may ask the teacher to explain the instructions.</li> <li>▪ You may use an English dictionary but not an electronic translator.</li> <li>▪ Your spelling and grammar do not need to be perfect but your teacher needs to be able to understand what you mean.</li> </ul>	

Student checklist: Task 2

In this assessment task you will need to show that you can do the following:	
Say what you think the main issue of the text is.	1.1
Say what you think the writer's point of view is.	1.1
Find arguments and supporting evidence in the text.	1.2
Link arguments with the correct pieces of supporting evidence.	1.2
Find examples of cohesive devices and explain their meaning. Cohesive devices could include: repetition of nouns e.g. <b>Vehicles</b> include, <i>These vehicles</i> , <i>other vehicles</i> use of synonyms e.g. <i>bikes</i> , <i>bicycles</i> pronoun reference e.g. <b>They</b> are very harmful to the environment conjunctions e.g. <b>However</b> many people still ...	1.3
Find examples of persuasive language and identify their meaning. Examples of persuasive language could include: modal verbs e.g. <i>must</i> , <i>should</i> quantifiers e.g. <i>all</i> , <i>every</i> , <i>many</i> emotive language e.g. <i>devastating</i> , <i>damaging</i> , <i>destructive</i> rhetorical questions e.g. <i>So why do people still drive to work?</i> repetition of phrases e.g. <i>We know that <b>these fossil fuels</b>... In addition <b>these fossil fuels</b> ...</i>	1.4
Give the meaning of important vocabulary from the text.	1.5

## Reading text: Task 2

### **Embrace the difference!**

New Zealand has experienced the arrival of large numbers of migrants in recent years. These migrants have come from many areas including Asia, the Pacific Islands, Europe, Africa and the Middle East. There are people who argue that this is changing New Zealand, and that new migrants must abandon their own customs and culture to adopt New Zealand ways. This is a narrow-minded and short-sighted approach that is damaging to individuals, to New Zealand, and to the world. The fact is that migrants bring massive benefits to us all.

The idea that new migrants should abandon their culture and adopt the customs and culture of New Zealand is plainly wrong. We are a nation of migrants. Can you imagine what New Zealand would be like if this had happened? It would still be a Maori speaking country, with a tribal society, a basic economy, and we might still be wearing traditional Maori clothes. Now, I am not saying that this would be a bad thing, but what about all of the things we wouldn't have if migrants had abandoned their culture and customs on arrival in New Zealand. No rugby, no cricket, no fish and chips!

New Zealand is a more interesting country because of migrants. New Zealanders have benefitted from access to art and literature, food, fashion and music from many cultures. Writers and musicians such as Albert Wendt, Nesian Mystik and Scribe, and entertainment such as Bro' Town have all contributed to our society. And what about fashion and Style Pasifika? New Zealanders now have a wide variety of festivals to attend from Pasifika to Chinese New Year to Diwali. There is also a huge range of food available in shops and restaurants. If migrants had abandoned their heritage, what a boring country New Zealand would be!

Furthermore the contribution of new migrants to the New Zealand economy is immense. We are a small island nation and have to trade to survive. We can work and trade with other countries more easily because of our migrant population. The skills and knowledge of migrants make this possible, for instance, the ability to speak different languages, knowledge of other countries, and personal connections outside New Zealand. We are successful as a result of new migrants maintaining their links with their home countries, culture and language.

There are also serious moral issues involved in suggesting that migrant communities abandon their culture and customs. It is one thing to ask new migrants to live by the laws of New Zealand, but it is wrong to insist that they completely change their way of life. There are many different ways of living. The state does not have the right to say one way is better than others. If a society claims to allow personal choice, then it must respect the personal choice of migrants to keep their heritage. Anything else is prejudice. Surely none of our citizens want to live in a country that supports discrimination.

Greater understanding of different cultural groups also promotes understanding between nations. We should welcome the fact that people can support both New Zealand and Pakistan or Tonga or England. Tolerance of difference and of other cultures results in more understanding and less conflict. Tolerance shows that we have moved beyond the damaging stereotyping and lack of understanding that causes wars.

It is obvious that it benefits us all if migrants maintain their culture and customs. The multicultural diversity of New Zealand is a strength for us and for international understanding. Our islands may be small but we can show the world the benefits of multiculturalism.

597 words

<b>Level 3</b>	<b>Unit standard 17364, version 4 Read persuasive texts (ESOL)</b>	<b>4 Credits</b>
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Name ..... Date.....

Read the text and answer the questions below.

**1. Identifying the main issue of the text (1.1)**

What is the main issue of this text?

a. I think the main issue in this text is .....  
.....

**Identifying the writer's point of view (1.1)**

What is the writer's point of view about this topic?

b. The writer's point of view on this topic is that.....  
.....

c. Choose a phrase or sentence from the text that supports your answer and write it below.

.....  
.....  
.....



## 2. Arguments and supporting evidence are identified and linked (1.2)

Put these arguments and supporting evidence into the correct place.

**Write the correct letter in the chart.** The first one has been done for you.

A	This will help stop wars that are caused by lack of understanding.
B	There are many different ways of living.
C	Migrants contribute to the New Zealand economy.
D	We have new writers and musicians.
E	Multicultural diversity is good for international understanding.
F	Understanding between different cultural groups encourages understanding between nations.
G	There are many more festivals to go to.
H	They speak other languages.
I	Multicultural diversity is good for New Zealand.

Arguments	Supporting evidence
New Zealand is a more interesting country because of migrants.	<p>i) ....D...</p> <p>We have new entertainment and fashion.</p> <p>ii) .....</p> <p>There is a better variety of food in shops and restaurants.</p>
iii) .....	<p>New Zealand needs to trade with other countries.</p> <p>Migrants have skills to help us trade with these countries.</p> <ul style="list-style-type: none"> <li>• iv) .....</li> <li>• They know about the countries they have come from.</li> <li>• They have personal connections in these countries.</li> </ul>

It is wrong to tell migrants to give up their culture and customs.	v) ..... People have the right to make a choice about how they live. It is prejudice to say that one way of life is better than another.
vi) .....	Tolerance of difference and of other cultures results in more understanding and less conflict. vii) .....
It is good for everyone if migrants keep their customs and culture.	viii) ..... ix) .....

### 3. Cohesive devices and their meanings are identified (1.3)

a. Use the whole text to find all of the words that refer to New Zealand. One example has been done for you.

- i) state
- ii) .....
- iii) .....
- iv) .....

b. What words in the text mean 'people who live in New Zealand'?

- i) individuals
- ii) .....
- iii) .....
- iv) .....



**4. Persuasive language and its meaning is identified (1.4)**

There are people who argue that this is changing New Zealand, and that new migrants must abandon their own customs and culture to adopt New Zealand ways. This is a narrow-minded and short-sighted approach that is damaging to individuals, to New Zealand, and to the world. The fact is that migrants bring massive benefits to us all.

a. In the text above, which two words tell us that the writer thinks that asking migrants to abandon their culture and customs is wrong?

i) .....

ii) .....

b. In the text above, which two words tell us that the writer thinks that having migrants in New Zealand is a good thing?

.....

The idea that new migrants **should** abandon their culture and adopt the customs and culture of New Zealand is plainly wrong. We are nation of migrants. **Can** you imagine what New Zealand would be like if this had happened? It would still be a Maori speaking country, with a tribal society, a basic economy and we **might** still be wearing traditional Maori clothes. Now, I am not saying that this would be a bad thing, but what about all of the things we wouldn't have if migrants had abandoned their culture and customs on arrival in New Zealand. No rugby, no cricket, no fish and chips!

c. Look at the modal verbs in bold in the text above. Which modal verb means the following:

Meaning	Modal verb
asks if you are able to do something	i)
indicates a possibility	ii)
a recommendation or advice	iii)

d. In the text above find an example of a rhetorical question. Copy it below.

i).....

Why does the writer use this rhetorical question?

ii) .....

.....

.....

### 5. Meaning of essential vocabulary in each text is given (1.5)

Match the words with the correct meanings as used in the whole text.

culture diversity a contribution	prejudice a society an ability	moral to attend to insist	suggesting to trade promotes
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a.	having lots of different types of things or people
b.	to buy and sell things
c.	something that is right, not bad
d.	to go to an event
e.	giving a plan or an idea to think about
f.	the way of life of a group of people
g.	having the skill or knowledge
h.	to try to make someone do something
i.	unfair dislike of someone or something
j.	encourages, makes people think it is a good idea to do something
k.	a group of people living together
l.	something that is given

Assessment schedule Task 1 - Should Physical Education be compulsory?

Unit standard 17364, version 4 Read persuasive texts (ESOL)		
Level 3		4 Credits
<p><b>Element 1:</b> Read persuasive texts (ESOL). Range: two complete texts, each from a separate context.</p>		
Performance criteria	Evidence	Judgment
<p>1.1 The main issue and the writer's point of view are identified.</p>	<p>1a. Answers similar to: <i>Sport should be compulsory in schools / school sport</i></p> <p>1b. Answers similar to: <i>The writer thinks sport should be compulsory.</i></p> <p>1c. Any answer that exemplifies the writers opinion e.g. <i>PE must remain compulsory.</i></p>	<p>The main idea and the writer's point of view are identified.</p> <p>All correct.</p>
<p>1.2 Arguments and supporting evidence are identified and linked.</p>	<p>2. ii) and iii) E and F in any order iv) and v) B and H in any order vi) A vii) D viii) G ix) C</p>	<p>Arguments and supporting evidence are identified and linked.</p> <p>Six out of eight answers are correct.</p>
<p>1.3 Cohesive devices and their meanings are identified.</p> <p>Range: at least two lexical cohesive devices, which</p>	<p>3a. ii), iii), iv) <i>kids, students, children,</i> 3b. ii), iii), iv) Any three of: <i>sporting – skills, talent(s) opportunities, teams, clubs, activities</i></p> <p>3c. i) <i>PE</i></p>	<p>Cohesive devices and their meanings are identified.</p> <p>3a. Two out of three answers are correct.</p>

<p>may include but are not limited to – repetition of nouns, use of synonyms; at least two grammatical cohesive devices, which may include but are not limited to – pronouns, references, conjunctions.</p>	<p>ii) (strong) <i>friendships</i>  iii) <i>students / people</i></p> <p>3d.  i) <i>such as</i>  ii) <i>Furthermore or In addiiton</i>  iii) <i>because</i></p>	<p>3b. Two out of three answers are correct.</p> <p>3c. Two out of three answers are correct.</p> <p>3d. Two out of three answers are correct.</p>
<p>1.4 Persuasive language and its meaning are identified.</p> <p>Range: persuasive language may include but is not limited to – modality, quantifiers, emotive language, rhetorical questions, repetition of phrases.</p>	<p>4a. i), ii), iii) <i>critical, essential, significant</i></p> <p>4b.  i) <i>must</i>  ii) <i>will</i>  iii) <i>should</i></p> <p>4c.  i) Any ONE of the following:  <i>What can be more important for our schools than to encourage public health?</i>  <i>But how much worse might it be without it?</i>  <i>Why deprive those talented sports students of the chance to excel?</i>  ii) Any reasonable answer e.g.  <i>To draw the reader into the discussion / to make the reader think about the topic.</i></p>	<p>Persuasive language and its meaning are identified.</p> <p>4a. Two out of three answers are correct.</p> <p>4b. Two out of three answers are correct.</p> <p>4c. Both answers are correct.</p>
<p>1.5 The meaning of essential vocabulary as used in each text is given.</p>	<p>5.  a.(an) experience  b. encourage  c. (an) element</p>	<p>The meaning of ten items of essential vocabulary is given.</p> <p>Ten out of twelve answers are correct.</p>



Range: ten words.	d. (a) range e. (to) represent f. (to) excel g. academic h. (an) alternative i. compulsory j. (a) nation k. (a) habit l. vital	
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Assessment schedule Task 2 – Embrace the difference!

Unit standard 17364, version 4 Read persuasive texts (ESOL)		
<b>Level 3</b>		<b>4 Credits</b>
<p><b>Element 1:</b> Read persuasive texts (ESOL). Range: two complete texts, each from a separate context.</p>		
Performance criteria	Evidence	Judgment
1.1 The main issue and the writer's point of view are identified.	<p>1a. Answers similar to: <i>The contribution of migrants to New Zealand. Should migrants abandon their own culture?</i></p> <p>1b. Answers similar to: <i>The writer thinks migrants should not abandon their own culture / having different cultures is good for New Zealand.</i></p> <p>1c. Any answer that exemplifies the writers opinion e.g. <i>The fact is that migrants bring massive benefits to us all.</i></p>	<p>The main idea and the writer's point of view are identified.</p> <p>All correct.</p>
1.2 Arguments and supporting evidence are identified and linked.	<p>2. ii) G iii) C iv) H v) B vi) F vii) A viii and ix) I and E in any order</p>	<p>Arguments and supporting evidence are identified and linked.</p> <p>Six out of eight answers are correct.</p>
1.3 Cohesive devices and their meanings are identified.	<p>3a. ii), iii), iv) in any order: <i>nation, country, (small) island(s)</i></p>	<p>Cohesive devices and their meanings are identified.</p>

<p>Range: at least two lexical cohesive devices, which may include but are not limited to – repetition of nouns, use of synonyms; at least two grammatical cohesive devices, which may include but are not limited to – pronouns, references, conjunctions.</p>	<p>3b. ii), iii), iv) Any three of: <i>population, migrants, inhabitants, citizens</i></p> <p>3c. Answers similar to: i) <i>(new) migrants</i> ii) <i>New Zealanders/ New Zealand</i> iii) <i>the writer</i></p> <p>3d. i) <i>for instance</i> ii) <i>Furthermore</i> iii) <i>as a result of or because</i></p>	<p>3a. Two out of three answers are correct.</p> <p>3b. Two out of three answers are correct.</p> <p>3c. Two out of three answers are correct.</p> <p>3d. Two out of three answers are correct.</p>
<p>1.4 Persuasive language and its meaning are identified.</p> <p>Range: persuasive language may include but is not limited to – modality, quantifiers, emotive language, rhetorical questions, repetition of phrases.</p>	<p>4a. i), ii) <i>narrow minded, short-sighted</i></p> <p>4b. <i>massive benefits</i></p> <p>4c. i) <i>can</i> ii) <i>might</i> iii) <i>should</i></p> <p>4c. i) <i>Can you imagine what New Zealand would be like if this had happened?</i> ii) Any reasonable answer e.g. <i>To make the reader think about what it would be like to live in New Zealand if all migrants in the past had given up their culture and customs.</i></p>	<p>Persuasive language and its meaning are identified.</p> <p>4a and b. Two out of three answers are correct.</p> <p>4c. Two out of three answers are correct.</p> <p>4c. Both answers are correct.</p>

<p>1.5 The meaning of essential vocabulary as used in each text is given.</p> <p>Range: ten words.</p>	<p>5.</p> <ul style="list-style-type: none"> <li>a. diversity</li> <li>b. (to) trade</li> <li>c. moral</li> <li>d. (to) attend</li> <li>e. suggesting</li> <li>f. culture</li> <li>g. (an) ability</li> <li>h. (to) insist</li> <li>i. prejudice</li> <li>j. promotes</li> <li>k. (a) society</li> <li>l. (a) contribution</li> </ul>	<p>The meaning of ten items of essential vocabulary is given.</p> <p>Ten out of twelve answers are correct.</p>
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