

Complete one task by writing a speech. Write 450-600 words.

*On the final exam, you will be given a choice of text types, but for this assessment you are required to write a speech.

Recently, your community has received a large number of immigrants. The city has decided to host a conference that brings together city officials, organizations, and institutions to explore ways to help new immigrants integrate into society, and you have been asked to present your ideas to this audience. Write a text that describes the importance of integration, outlines potential challenges to integration, and presents steps that community actors can take to support the integration of new immigrants.

Imagine that you have to leave this country, a place that you are familiar with, to go to a foreign land where people speak languages that you don't understand and do things in ways different from yours. When ~~you are sick~~, ~~you are~~ ^{and want to} see a doctor, you are confused about the signs in the hospital, lost in the building and stuck in the procedure, because they have a completely different medical system. You are clueless and helpless. My fellow citizens, the same problem ^{is} happening right now, ^{right} here in ~~our~~ our community. The scene you imagined is, ~~the~~ sadly, the everyday norm for our new immigrants. We must give them a hand. The whole community needs to work together to help them integrate.

~~It is~~ A question often arises in this context: Why is ~~it~~ it important to promote integration? A ^{widely-held} ~~widespread~~ belief is that immigrants take away our resources but give nothing in return. Actually, segregation is what pushes immigrants away from contributing ^{to} the community. It ~~is~~ often results in hate crimes, poverty and a lack of understanding. Instead, integration brings people together and create benefits for the whole community. New immigrants who are accepted are likely to start their own business ~~and give~~ to create jobs and generate incomes. We've always boasted how open, caring and friendly our community is, ~~and~~ so now ~~it is time for us~~ ^{we should} to live up to our values. Instead of the ~~common~~ common question, shouldn't we ask: Why do we not want integration?

Despite all those benefits, integration remains a challenge. Among

all, language is the largest barrier. How can people integrate into a city if they can't communicate with the locals? Another difficulty is logistics. Doctors that have only worked with local patients can't learn a language overnight and let the new immigrants understand them perfectly. Our professional training system needs to adapt to the new ~~situ~~ demand. Only if we give the immigrants more acceptance, can these problems be overcome. Only if we think no more that they are a burden, but acknowledge their potential contribution to our economy, ^{can} these problems be overcome. Only if we are patient to help them ^{integrate} step by step, can these problems be overcome.

Now it is time for ^{our} city officials, organizations and institutions to take the first step. The government plays a vital role in supporting the immigrants. Your new policies ^{will} help immigrants to get jobs and equal wages. Organizations supported by volunteers and community members can help immigrants feel warmly welcomed. Your social events, such as community dinners, ^{will} be a great opportunity for new comers to get to know people and get help. ~~Institute~~ Institutions should provide information in different languages. Your new ~~signs with~~ multilingual employees at reception will help immigrants greatly.

Integration can be hard. It requires continuous effort from all of us, from the whole community. Let's work together towards our goal of integration, for our new immigrants, for ourselves, and for a better community!

Plan

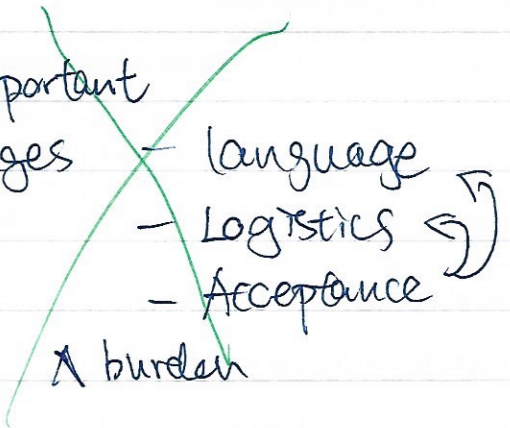
Intro

Why important

Challenges

- language
- Logistics
- Acceptance

A burden



Name: [REDACTED]

Date: January 28, 2020

Criterion A: Language

How successfully does the candidate command written language?

- To what extent is the vocabulary appropriate and varied?
- To what extent are the grammatical structures varied?
- To what extent does the accuracy of the language contribute to effective communication?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-3	Command of the language is limited. Vocabulary is sometimes appropriate to the task. Basic grammatical structures are used. Language contains errors in basic structures. Errors interfere with communication.
4-6	Command of the language is partially effective. Vocabulary is appropriate to the task. Some basic grammatical structures are used, with some attempts to use more complex structures. Language is mostly accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.
7-9	Command of the language is effective and mostly accurate. Vocabulary is appropriate to the task, and varied. A variety of basic and more complex grammatical structures is used. Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.
10-12	Command of the language is mostly accurate and very effective. Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions. A variety of basic and more complex grammatical structures is used effectively. Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication.

Criterion A Mark: 12

Notes:

Strengths: Excellent incorporation of idioms and varied vocabulary. You used a variety of complex sentences and nailed them!!!

Areas for Improvement:

Name: [REDACTED]

Date: January 28, 2020

Criterion B: Message

To what extent does the candidate fulfill the task?

- How relevant are the ideas to the task?
- To what extent are ideas developed?
- To what extent do the clarity and organization of ideas contribute to the successful delivery of the message?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-3	The task is partially fulfilled. Few ideas are relevant to the task. Ideas are stated, but with no development. Ideas are not clearly presented and do not follow a logical structure, making the message difficult to determine.
4-6	The task is generally fulfilled. Some ideas are relevant to the task. Ideas are outlined, but are not fully developed. Ideas are generally clearly presented and the response is generally structured in a logical manner, leading to a mostly successful delivery of the message.
7-9	The task is fulfilled. Most ideas are relevant to the task. Ideas are developed well, with some detail and examples. Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message.
10-12	The task is fulfilled effectively. Ideas are relevant to the task. Ideas are fully developed, providing details and relevant examples. Ideas are clearly presented and the response is structured in a logical and coherent manner that supports the delivery of the message.

Criterion B Mark: 12

Notes:

Strengths: Clear structure and organization that enhances the delivery of the message. Well-chosen examples.

Areas for Improvement:

Paper 1 Assessment Type: Multiculturalism Speech

Name: [REDACTED]

Date: January 28, 2020

Criterion C: Conceptual understanding

To what extent does the candidate demonstrate conceptual understanding?

- To what extent is the choice of text type appropriate to the task?
- To what extent are register and tone appropriate to the context, purpose and audience of the task?
- To what extent does the response incorporate the conventions of the chosen text type?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-2	Conceptual understanding is limited. The choice of text type is generally inappropriate to the context, purpose or audience. The register and tone are inappropriate to the context, purpose and audience of the task. The response incorporates limited recognizable conventions of the chosen text type.
3-4	Conceptual understanding is mostly demonstrated. The choice of text type is generally appropriate to the context, purpose and audience. The register and tone, while occasionally appropriate to the context, purpose and audience of the task, fluctuate throughout the response. The response incorporates some conventions of the chosen text type.
5-6	Conceptual understanding is fully demonstrated. The choice of text type is appropriate to the context, purpose and audience. The register and tone are appropriate to the context, purpose and audience of the task. The response fully incorporates the conventions of the chosen text type.

Criterion C Mark: 12/0

Notes:

Strengths: Sounds authentic, like a real speech: you, we; repetition; rhetorical questions; rule of three. Great hook and final conclusion/call to action. Good job directly addressing the audience with specific suggestions for each group.

Areas for Improvement:

Overall Mark: 30/30 7