

# Transcriptions – Task 3

$$1 + 1 + 3 = 5$$

| Page Schema      | B27 Discourse Pattern   | Semantic Relations  |
|------------------|---|---|
|                  | <p><u>Generalisation</u></p> <p>Restricting the number of admissions to university degree programmes in New Zealand based on employment opportunities based on employment opportunities for graduates is an unacceptable practice for the Government to employ. It is an infringement against human rights. Why should a government have control over what people would like to study or gain knowledge about?</p>  | <p>bonding</p>  |
| <p>Container</p> | <p><u>Examples</u></p> <p>Of course the main issue here is funding. If a programme is offered at university the institute needs money to run it and therefore they need student numbers to be at a profitable level. By restricting admissions they ensure that programmes will always be full and that they operate profitably. If not they are cut of from the university calendar as happened with the Korean Department at Waikato University.</p> <p><u>matching</u></p> <p><u>contrast</u></p> <p>It follows that universities are operating on a supply and demand basis if we allow this type of practice to occur. Is this morally acceptable? An institution at tertiary level should be there to ensure "higher learning" is available to those who want it. We can not allow allow the government to use it as a factory for producing graduates to meet the exact demand for various jobs and companies. throughout New Zealand.</p>   | <p>condition consequence } Bonding</p> <p>means result } Bonding</p> <p>condition consequence } Bonding</p> <p>condition consequence (inv.) } Bonding</p> <p>means purpose } Bonding (Rhetorical Coupling)</p> <p>means purpose } Bonding (Rhetorical Coupling)</p> |
| <p>Container</p> | <p><u>matching</u></p> <p><u>similarity</u></p> <p>On the other hand it may be naive to think that any student in the present world climate is interested in acquiring knowledge for knowledge's sake. Students in today's world seem focussed on taking the shortest path to a career. We see this concern for choosing a job rearing its head even in high schools. Perhaps the government feels that it is following the trend of modern society in trying to provide work for those who have paid for a university degree.</p> <p><u>matching</u></p> <p><u>contrast</u></p> <p>It has become a world in which the 'user' pays and unfortunately education must be paid for. The government ensures that if a student pays thousands of dollars for their degree they get a job at the end of the process when the Government has restricted admissions. This is a realistic approach for New Zealand's particular employment problems. We do not have enough jobs to go round and it is wasteful to educate someone in an area where they will be unable to utilize this education.</p> <p><u>matching</u></p> <p><u>contrast</u></p> <p>In conclusion we can see that the New Zealand government is in an awkward position. While ideally we should allow human beings the chance to study what they want the Government needs to be very practical and take finance into the equation when it comes to allowing universities to offer graduate programmes.</p> | <p>bonding } Bonding (Rhetorical Coupling)</p> <p>means result (inv.) } Bonding</p> <p>bonding } Bonding</p> <p>condition consequence } Bonding</p> <p>Amplification (Term Spec.) } Bonding</p> <p>Concession (Contradiction) } Bonding</p>                         |

- 20 semantic relations
- Bonding (x9)
  - Condition Consequence (x4)
  - Amplification (x1)
  - Means Result (x2)
  - Means Purpose (x2)
  - Contrast (x1)

| Image Schema     | B28<br>Discourse Pattern                      |  | Semantic Relations   |
|------------------|---|--|--|
|                  | <p><u>Topic</u></p> <p><u>Restriction</u></p> | <p>In spite of there being insufficient employment opportunities for university graduates in NZ today, the number of admissions of New Zealanders is not restricted. Many would argue that there should be restrictions on admissions of New Zealanders, but there are a number of reasons why this would be a backward step for tertiary education in NZ.</p>   | <p>Concession<br/>Contraexpectation</p> <p>Concession<br/>Contraexpectation</p>  |
| <p>Container</p> | <p><u>Illustration</u></p>                    | <p>Firstly, it is vitally important for the general welfare of any country, that it's population has a high standard of education. Finishing secondary school is the first aim for students, but there needs to be a good proportion of students who continue to tertiary level. It has been proven again and again that the standard of living of any country equates to the standard of education. Countries with the least educated population are invariably the poorest and have fewer opportunities to climb out of their economic situations because they have fewer skills to draw on.</p> <p>Also, higher education leads to the creation of jobs. If there are too few jobs for our graduates at the moment, cutting back on admissions to university courses will only decrease the number of jobs still further. This is because the more highly educated people are, the more able they are to see opportunities to create new jobs for themselves and for other people, and to have the skills to make a success of these.</p> <p>Job numbers fluctuate with various local and world economic circumstances, so cutting back on admissions to university may solve the problem of too few jobs in the short term, long term it would be disastrous as the resource of skilled and educated people would not be available when the economic climate is more favourable. This, coupled with the fact that innovation generates innovation, which require will educated people, clearly points to the need to educate our population to tertiary level.</p> <p>It would be a backward step indeed if we were to decide upon limiting the admissions of New Zealanders to university. In my opinion it would be the beginning of an economic slide for New Zealand, leading to the kind of social disruption that we see in third world countries today.</p> | <p>Bonding</p> <p>Bonding</p> <p>reason result (inv.)</p> <p>means result</p> <p>condition consequence</p> <p>reason result (inverted)</p> <p>means result</p> <p>reason result (inv.)</p> <p>reason result (inv.)</p> <p>condition consequence (inv.)</p> <p>means result</p> |

21 Semantic Relations .

- Concession Contraexpectation (x2)
- Contrast (x1)
- Reason Result (x5)
- Bonding (x9)
- Means Result (x4)
- Condition Consequence (x1)

| Page Schema                            | B29 Discourse Pattern  | Semantic Relations   |
|--|--|--|
|  | <p><u>Generalisation</u> It has been said recently the due to the present economic situation within New Zealand that New Zealand cannot afford the real cost of large numbers of students at university. This is because the supposed financial returns are insufficient due to a lack of employment opportunities for graduates. This essay will discuss arguments for and against this proposition.</p>  | <p>reason result<br/>reason result (inv.)<br/>reason result (inv.)</p>   |
| <p>container<br/>matching contrast</p> | <p><u>Examples</u> Concern has been noted that <sup>numbers</sup> of admissions, other than by academic achievement has increased. There is therefore, a perception that the quality of degrees has decreased in order to accommodate students from these non academic backgrounds. This consequently has had a flow on effect with the perception that certain qualifications have very little validity on both the national and the international areas. This in consequence has perhaps helped contribute to the idea that a university education has no real place in the economic climate in New Zealand.</p> | <p>reason result<br/>reason result (inv.)<br/>reason result<br/>reason result</p>  |
| <p>container</p>                       | <p><u>Conversely</u> there are those who feel that a university education benefits New Zealand in other ways other than as straight skills acquisition for employment. This can be seen by the belief that an informed and critical thinking population can only enhance society in New Zealand. Children will benefit through parents being more active in their learning. Also for those who wish to take advantage of the 'second chance' opportunities they will be able to maximise their employment potential. These two aspects can only improve New Zealand's society.</p>                                 | <p>Grounds<br/>Conclusion (inv.)<br/>Means Result (inv.)<br/>Means Result<br/>Bonding<br/>Bonding</p>  |
| <p>matching similarity</p>             | <p><u>Also</u>, even if graduates should choose to leave the shores of New Zealand this can often have advantages. This can be seen by the 'expats' promoting New Zealand goods providing a point for the sharing of information, knowledge and by possibly returning with contacts and knowledge that will benefit New Zealand in a 'future time'.</p> <p>Despite the concerns of the 'dumbing down' of university degrees I feel that admissions should not be restricted because New Zealand can benefit in a variety of ways by having an extensive population of university students.</p>                     | <p>Concession<br/>Contraexpectation<br/>Bonding<br/>Bonding<br/>Means Result (inv.)<br/>Concession<br/>Contraexpectation<br/>Means Result (inv.)<br/>reason result (inv.)<br/>reason result (inv.)</p> |

20 Semantic Relations

- Reason Result (x 8)
- Means Result (x 4)
- Bonding (x 5)
- Concession Contraexpectation (x 2)
- Condition Consequence (x 1)

| Page Schema<br>Container. | B30<br>Discourse Pattern  | Semantic Relations  |
|---------------------------|---|---|
| Container                 | <p><u>Examples</u></p> <p><b>Contrast</b></p> <p>Restricting the number of admissions to university on the basis of there being insufficient employment opportunities assumes that the sole reason for people entering university is to eventually find employment. This may not necessarily be the case. Some students may wish to enrol purely out of the pursuit of knowledge, especially the more mature students. Other students may already be employed, and want to supplement their knowledge within a particular field. By restricting the admissions of these people, the government would not be addressing the problem of insufficient employment opportunities, and they would also be discriminating against those whose reasons for studying are different to those of the mainstream.</p> | <p>Reason-Result } Grounds Conclusion (inv.) } Statement Denial</p> <p>means purpose }</p> <p>Simple Contrast</p>               |
| Container                 | <p><b>Bonding</b></p> <p>There may be many reasons why the government may wish to restrict numbers of admissions, but if the sole reason for this is because there is insufficient employment, then perhaps all students ought to be made aware of this before they enrol. Student advisors could inform potential students that a degree will not guarantee employment, and ask them to consider strongly their decision to enrol. In this way perhaps students will restrict themselves.</p>  | <p>Bonding } Means Result</p> <p>Condition Consequence } Simple Contrast</p> <p>bonding } Means result</p> <p>Means Result</p>  |
| Container                 | <p><b>Bonding</b></p> <p>If the reason for restricting the numbers is actually to cut down on student debt unpaid by lack of subsequent employment, then this should certainly be considered. Restricting numbers would mean less debt. However, if numbers are restricted, then how will the 'lucky few' be selected? On the basis of the academic record? Their bank balance? Their locality to the institution? This selection process could discriminate against many people, especially those with insufficient funds.</p>   | <p>Condition Consequence } Concession</p> <p>Condition Consequence } Contraexp.</p> <p>Means Result } Condition Consequence</p> |
| Container                 | <p><b>Bonding</b></p> <p>I would suggest that insufficient employment opportunities is not grounds enough to restrict numbers. If there were other reasons to support the restriction, then perhaps the case would be stronger.</p>   | <p>Condition Consequence } Grounds Conclusion (inv.)</p>  |

Contrast (x2)  
Concession Contraexp. (x1)

20 Semantic Relations.  
Condition Consequence (x4)  
Means Result (x4)  
Grounds Conclusion (x2)  
Bonding (x4)  
Reason Result (x1)  
Means Purpose (x1)  
Statement Denial (x1)



| mag. Schema       | B31<br>Discourse Pattern  | Semantic Relations   |
|-------------------|---|--|
| Generalisation    | <p>Tertiary education has been a popular topic for debate in New Zealand in recent years particularly with regards to employment opportunities after graduation. A question, which has been proposed is whether the New Zealand government should restrict admission into Universities to a certain number because for the bad employment situation. There are a number of arguments both for and against this proposition.</p>   | <p>Amplification (Predicate Spec.)</p> <p>Reason Result (inv.)</p> <p>Bonding</p>  |
| Examples          | <p>An argument for this proposition is that having a large number of skilled / educated but unemployed people is not of benefit to the economy. People are often put into great debt through tertiary education. Having no job makes it impossible to repay that debt.</p>  | <p>Bonding</p> <p>Grounds Conclusion (inv.)</p>  |
| Matching Contrast | <p>Also, the economy needs unskilled labourers to do jobs like cleaning and rubbish collecting to support those at the top.</p>   | <p>Means Purpose.</p>  |
| ontainer          | <p>However, as a democratic country it is inappropriate to place restrictions on people's potential and rights. Education is something that we should be able to choose to do. Restricting people's rights may cause social discontent.</p> <p>Moreover, having an educated population leads to social and economic development. If we educate our people we are encouraging them to set out and create their own employment opportunities. One educated entrepreneur can create the need for more educated employees.</p> <p>Evidently, there are several arguments for and against this issue. Further discussion regarding this may be required to come to a true consensus.</p> | <p>Reason Result</p> <p>means Result</p> <p>Bonding</p> <p>Bonding</p> <p>Means Result</p> <p>Condition Consequence</p> <p>Condition Consequence</p> <p>Bonding</p> <p>Means Result.</p> <p>Bonding.</p> |

226 words

16 Semantic Relations

- (13)
- Means Result (x4)
- Bonding (x6)
- Reason Result (x3)
- Means Purpose (x1)
- Condition Consequence (x2)
- Amplification (x1)

Transcriptions – Task 3

1 + 1 + 1 = 3 [1]

| Page Schema    | B32 Discourse Pattern  | Semantic Relations   |                            |
|----------------|--|--|----------------------------|
| Generalisation | <p>There are a number of arguments for both restricting the number of admissions of New Zealanders to university degree programmes because of the lack of suitable job opportunities available, and for allowing free admission of suitably qualified students to those same degree programmes, despite the apparent lack of employment opportunities.</p>   | <p>Reason Result (inv.)</p> <p>Concession</p> <p>Contrastive Alternation</p>                                       |                            |
|                |  |  | <p>Matching Contrast</p>   |
| Examples       | <p>The main reason that restrictions should be imposed is that of taxpayer contributions to the considerable expense of educating a New Zealand student to degree level. Whereas the student is required to contribute a substantial amount of the cost of tertiary education, it is only in the vicinity of 20% of the total cost incurred. The balance is funded by the government directly from taxpayer contributions. This would appear to be a rather inappropriate use of the country's finances if there are not likely to be sufficient employment opportunities available at the completion of such study.</p> | <p>Reason Result</p> <p>Bonding</p> <p>Concession</p> <p>Contraexpectation</p> <p>Condition Consequence (inv.)</p> |                            |
|                |  |  | <p>Matching Similarity</p> |
|                |  |  | <p>Matching Contrast</p>   |
| Examples       | <p>A further reason for restricting entry into degree programmes when the certainty of suitable jobs is absent, is the increasing accumulation of student debt from years of tertiary study, and the subsequent consequences which this is bringing to a generation of New Zealanders in their future lives. Their lack of ability to borrow to buy houses businesses and cars, as well as the stress engendered by their indebtedness over a life time, will undoubtedly cause a number of social problems for an entire generation.</p>  | <p>Reason Result (inv.)</p> <p>Bonding</p> <p>Grounds Conclusion</p>   |                            |
|                |  |  | <p>Matching Contrast</p>   |
| Examples       | <p>In direct contrast to the above arguments, it could be considered that the government should allow free access to degree programmes to all suitably qualified New Zealanders as education can be considered an investment for life and eventually there will be a payback in the form of entrepreneurialism, burgeoning business, and innovative developments of other commercial enterprises, many of which will add to the health of the economy.</p>   | <p>Bonding</p> <p>Reason Result (inverted.)</p>  |                            |
|                |  |  | <p>Matching Similarity</p> |
| Examples       | <p>In addition, well qualified New Zealanders are able to travel overseas and find placement in appropriate fields of employment out of New Zealand. Eventually these people return and bring skills and experience back to New Zealand, thus contributing to the country in the long term.</p>  | <p>Bonding</p> <p>Chronological Sequencing.</p>  |                            |
|                |  |  | <p>Matching Similarity</p> |
| Examples       | <p>On balance then it can be seen that there are compelling reasons for both restricting entry to University degrees as well as allowing free access by all qualified New Zealanders. Eventually the country should benefit in different ways from whichever policy is pursued.</p>  | <p>Contrastive Alternation</p> <p>Means Result (inverted.)</p>   |                            |
|                |  |  | <p>Matching Contrast</p>   |

20 Semantic Relations 386 words

- Contrast (x1)
- Chronological Sequencing (x1)
- Condition Consequence (x1)
- Reason Result (x5)
- Bonding (x6)
- Means Result (x2)
- Contrastive Alternation (x2)
- Concession Contraexpectation (x2)



Transcriptions – Task 3

1 + 1 + 1 = 3



| Page Schema              | B33 Discourse Pattern   | Semantic Relations  |
|--------------------------|---|---|
| Generalisation           | The situation of NZ universities is such that there are now large numbers of students enrolling in the various courses. The problem is, however, that there are less positions offered to graduates than there are people who are available to take them. There are reasons for and against the idea of the NZ government restricting intake numbers, they will be discussed here.  | <ul style="list-style-type: none"> <li>Simple Contrast</li> <li>Bonding</li> </ul>  |
| Container (Evaluation 1) | <p>In the first instance, it is the fundamental right of every person to further their education by going to University if they have the right requisites, they should be allowed this right. The fact that there are insufficient job opportunities should be secondary to this.</p> <p>Another reason against the proposition is that by having a large number of graduates finish university, employers in those field are able to be more selective about who they choose to give a position to. They are able to choose the candidate that is the most suited to the position, rather than compromising their ideas or simply offering a position to a person who is less suitable, but was the best person available at the time.</p>   | <ul style="list-style-type: none"> <li>Means Result (inv.)</li> <li>Condition Consequence</li> <li>Bonding</li> <li>Concession</li> <li>Contrary-expected (inv.)</li> <li>Means Result</li> <li>Contrastive Alternation</li> <li>Bonding</li> </ul>   |
| Container (Evaluation 2) | <p>Having said this, it must also be stated that there are also reasons supporting the idea that the New Zealand government should restrict enrolment numbers for university students. When a student decides to go to university, they invest a great deal of time, money and hard work into their course. They are furthering themselves so that they can then take up a position where they will be a valued and well-educated employee. However, with the current situation as it is, this is not guaranteed to every student. This sense of 'disillusionment' could affect many graduates, meaning they may feel as though their time and effort has been wasted. It could therefore be argued that by reducing university numbers, students will have a much more achievable ultimate goal when they finish their studies.</p> <p>In conclusion, there are very varied reasons for and against the idea of the New Zealand government restricting the number of university students due to lower employment opportunities. Upon making a decision, all these mentioned factors must be taken into account and weighed up so that the best outcome may be achieved for all involved.</p> | <ul style="list-style-type: none"> <li>Concession</li> <li>Contrary-expected</li> <li>Condition Consequence</li> <li>Bonding</li> <li>Means Purpose</li> <li>Concessive</li> <li>Contrary-expected</li> <li>Amplification (Predicate Spec)</li> <li>Grounds</li> <li>Conclus</li> <li>Means Result</li> <li>Reason Result (inverted)</li> <li>Bonding</li> <li>Means Purpose</li> </ul> |

20 Semantic Relations - 370 words

- Concession
- Contrary-expected (x4)
- Grounds
- Conclus (x1)
- Means Result (x3)
- Reason Result (x2)
- Contrastive Alternation (x1)
- Means Purpose (x2)
- Bonding (x5)
- Condition Consequence (x2)

| Page Scheme | B34 Discourse Pattern  | Semantic Relations  |
|-------------|--|---|
|             | <p><u>Generalisation</u> There are arguments both for and against placing restrictions upon the number of admissions of New Zealanders to university degree programs because of the lack of sufficient employment opportunities for university graduates in New Zealand today.</p>   | <p>contrast Reason Result (inv)</p>   |
| Container   | <p><u>Examples</u> A persuasive argument for placing restriction upon admissions to certain university programs is that if there are substantially more graduates than jobs in a particular field, then the market value of the qualification decreases. Graduates from an area that is over-supplied may not only struggle to find employment but may also find that both their salaries and their working conditions are adversely affected by the quantity of prospective employees. It is only logical that if a business can easily find new employees, and if employees have difficulty in obtaining employment, the employer is in a very strong bargaining position and the employees are in a comparatively weak one. This situation can decrease the value placed upon the profession and have far-reaching implications for the future status of that profession.</p> | <p>Condition Consequence Amplification (Predicate Spec)<br/>Reason Result<br/>Bonding<br/>Bonding<br/>Contrastive Alternation<br/>Condition Consequence<br/>Reason Result<br/>Reason Result<br/>Bonding</p> |
|             | <p><u>Matching</u> In addition, an area that is over-supplied with graduates may begin to require higher and higher levels of education, resulting in an unnecessary need for professionals to be over-qualified. Faced with two hundred applications for a single position, the quickest way for an employer to reduce the number is to choose only those with higher qualification. These qualifications may not be necessary for the job, but may come to be necessary for the job market. This situation can force graduates into spending enormous amounts of time and money studying for qualifications which may not be strictly necessary.</p>   | <p>Reason Result<br/>Means Result (inverted)<br/>Bonding<br/>Concession Contraexpectation<br/>Means Result</p>  |
|             | <p><u>Similarity</u> On the other hand, it is an enormous exercise of control over students' choices to restrict the entry into particular programmes simply because of pressures upon the employment market. As long as students are fully informed about their employment prospects, they should be allowed to have a free choice. It could be argued that it is not just to force students out of fields in which they are interested simply because of numbers, and that is is not the government's place to be doing this.</p>  | <p>Reason Result (inv)<br/>Grounds<br/>Condition Consequence<br/>Reason Result (inv)<br/>Bonding<br/>Conclusion</p>   |
| Container   | <p><u>Contrast</u> It could also be argued that although the professionals themselves may not wish it, strong competition in particular fields promotes excellence. It may be simply self-serving of, for example, lawyers to complain about the number of law graduates. Professionals who have been in comfortable and privileged positions may not wish for strong competition.</p>   | <p>Concession Contraexpectation<br/>Statement<br/>Reason Result (inv)<br/>Exemplification</p>   |
|             | <p><u>Similarity</u> In conclusion, this is a serious proposition which should not be considered lightly. If the government were to place such restrictions it would need to be in consultation with universities and professionals, and the far-reaching implications of such a move would need to be considered.</p>   | <p>Condition Consequence<br/>Bonding</p>  |

28 Semantic Relations

445 words

(32)

Contrastive Alternation (x1)  
Grounds Conclusion (x1)

Reason Result (x8)  
Condition Consequence (x)  
Bonding (x8)  
Contrast (x1)  
Means Purpose (x1)  
Concession Contraexpectation (x2)  
Statement Exemplification (x1)

Transcriptions – Task 3

1 + 4 + 2 = 7

3.

| Page Schema | B35 Discourse Pattern  | Semantic Relations  |
|-------------|--|---|
|             | <p><u>Preview</u></p> <p>Amplification (Term Spec)</p> <p>Within the topic are many sub questions, for example, should the NZ Government be the body which decides these things, given that most institutions are so under-funded that they must make their own decisions, based on what they consider necessary for their survival. Secondly, are the government or even the universities in the business of forecasting employment prospects for university graduates.</p>   | <p>Reason Result</p> <p>Condition Consequence (inv)</p> <p>Bonding</p>  |
| Container   | <p><u>Details</u></p> <p><u>Situation</u></p> <p>In the past, many graduates have expected to find work only in NZ and have turned to other fields when this proved impossible. However a significant number always went overseas, and nowadays, with our "global economy" people expect to go straight overseas when they complete their studies and this is considered normal. Therefore it really doesn't matter anymore how many jobs are available for graduates in N.Z.</p>  | <p>Condition Consequence (inv)</p> <p>Grounds Conclusion</p> <p>Concession Contraexpectation</p>  |
|             | <p><u>Problem 1</u></p> <p>The issue that arises from this become, is it right for the N.Z. taxpayer to fund or at least subsidize training for other countries in the world without any realistic hope of recouping the money? The answer to this may be that many graduates eventually return home, because they consider N.Z. to e a great place to raise children. So, should the N.Z. government concentrate on ensuring that NZ remains an attractive place concentrating on issues like the environment.</p>  | <p>Condition Consequence (inv)</p> <p>Reason Result (invert.)</p> <p>Means Purpose (inverted)</p> <p>Bonding</p>  |
|             | <p><u>Solution 1</u></p> <p>Amplification</p> <p>The N.Z. government and "market forces" have made various attempts to encourage students to support courses that they consider to be beneficial to the economy. At the present, they are promoting science. This is unlikely to work, however, as the simple fact is that scientists are paid very poorly in this country.</p>  | <p>Bonding</p> <p>Reason Result (inverted)</p> <p>Bonding</p>   |
|             | <p><u>Evaluation 1</u></p> <p>These policies produce a giant headache for the universities themselves in that many other courses are under subscribed and lecturers and students in these courses will often find the course has been cancelled or resources reduced. Inevitably a situation of oversupply develops and we find there is a new group of graduates who can't find jobs anyway.</p>  | <p>Bonding</p> <p>Reason Result (inverted)</p> <p>Reason Result (inverted)</p>  |
| Container   | <p><u>Problem 2.</u></p> <p>My personal opinion is that a balance is required. People should follow their hearts and study the subjects, they really enjoy, and believe they will, in the end, find a job that suits them. Fortunately, globalisation has taken some of the worry out of looking for jobs. This also means we must have graduates who can cope with cultural change and are capable of becoming "world citizens". It's pointless trying to be a good accountant, when your real interest is foreign languages. The world is full of different types of people and it is unfortunate if universities are forced into the position of deciding courses on the basis of what's good for N.Z. They should always cater for the needs of their students in as diverse a way as possible. Employment will sort itself out according to market forces, but second guessing trends is often a futile exercise.</p> | <p>Bonding</p> <p>Bonding</p> <p>Condition Consequence (inverted)</p> <p>Condition Consequence</p> <p>Bonding (Rhetorical Coupl)</p> <p>Concession Contraexpectation.</p> |

24 Semantic Relations

467 words

- Condition Consequence (x5)
- Reason Result (x5)
- Bonding (x8)
- Concession Contraexpectation (x2)
- Grounds Conclusion (x1)
- Means Purpose (x1)
- Amplification (x2)

Transcriptions – Task 3

1 + 4 + 2 = 7

[3]

| Page Schema                | B36 Discourse Pattern  | Semantic Relations   |
|----------------------------|--|--|
| Generalisation Situation   | Employment opportunities in New Zealand are changing in their nature and number. This appears to be a particular problem for university graduates, many of whom are going overseas to find employment. To some, this is seen as a waste of the country's education resources. One solution could be to restrict entry to university The arguments for this are flawed and short sighted.   | Reason-Result<br>Grounds<br>Conclusion<br>Statement<br>Denial  |
| Container Examples         | One argument for restricting admission is that students' hopes for the future are raised, only to be dashed when, after several years of study and the accumulation of a large debt, they are unable to find work. The financial cost to the country and the individual, as well as the emotional cost of disillusionment is high. In addition, the earning or productive potential for the individual is lost to the country if that person seeks employment overseas. Prevention is supposedly better than cure.   | Concession<br>Contraexpect<br>Bonding<br>Condition<br>Consequence (inv.)   |
| Matching                   |  |  |
| Container Contrast         | However, this method of prevention could conceivably create more problems than it solves. A reduction in student numbers could result in a serious shortage of labour when the job market improves. Restrictions could also lead to social inequities if they were not managed carefully. There is also an issue beyond that of employment. Many people do not study in order to pursue a career or for financial gain but rather for the sake of studying itself, to improve their minds. This surely is a benefit to society as a whole regardless of employment outcomes. | Concession<br>Contraexpectation<br>Condition<br>Consequence<br>Condition<br>Consequence (inverted)<br>Supplementary Alternation<br>Bonding |
| Solution 2                 | A better solution to this problem would be to leave university admissions as they are and to tackle employment issues from a different approach. The government could promote all employment as worthwhile and desirable. It could also restrict immigration. There are as many immigrants with degrees who cannot find employment in New Zealand. They should not have been encouraged to come here under false pretensions of availability of employment.  | Means<br>Result (inverted)<br>Bonding<br>Reason<br>Result (inverted)<br>Condition<br>Consequence (inv.)                                    |
| Solution 3                 |  |  |
| Evaluation 1 (restatement) | In conclusion, restriction of university admissions is <sup>not</sup> the answer and could actually be deleterious to both the society and economy of New Zealand.   | Bonding  |

332 words. (23 Semantic Relations)

- Supplementary Alternation (x1)
- Condition Consequence (x4)
- Bonding (x9)
- Concession Contraexpectation (x1)
- Statement Denial (x1)
- Grounds Conclusion (1)
- Means Result (1)

| Page Schema  | Discourse Pattern  | Semantic Relations   |
|--|--|--|
| <p>Source</p> <p>↓</p> <p>Path</p> <p>↓</p> <p>Goal</p> <p>Container 1</p> <p>↓</p> <p>Container 2</p>   | <p><b>B37</b></p> <p><u>Generalisation</u></p> <p>There has been an ongoing debate in the media over whether or not university admissions should be limited so as to more closely match graduates with the job market. I shall compare and contrast arguments for and against the restriction of the number of admissions of New Zealanders to university.</p>   | <p>Means Purpose</p> <p>Bonding</p>  |
|  | <p><u>Situation</u></p> <p>Reason Result</p> <p>Firstly there is need to examine the source of the debate. In the last few decades, the structure of university funding has changed. Government funding has reduced in real terms. This has affected all aspects of university life. One of the ways that universities have fought the battle of the EFTS – the competition (with other universities) for as many equivalent full time students as possible – has been to throw open their doors, to lower the entry requirements.</p> | <p>Bonding</p> <p>Means Result (inverted)</p>  |
|  | <p><u>Problem</u></p> <p>The growth in tertiary institutions and in the number of students has seen a glut in some areas of the job market where there is an oversupply of graduates. This 'enforcement of riches' has two main consequences' the graduates stay in New Zealand without the satisfaction of taking their chosen career path, or their brains are (at least temporarily) drained from our job pool as they leave the country.</p>   | <p>Reason Result</p> <p>Contrastive Alternation</p> <p>Reason Result</p>             |
|  | <p><u>Solution and Evaluation 1</u></p> <p>One way of solving the problem of an over-supply of graduates would be to restrict university admissions. This would have a number of positive benefits. Hopes of a job would not be false. Higher entry standards would result in higher overall standards in secondary and tertiary education.</p>  | <p>Means Result (inverted)</p> <p>Supplementary Alternation</p> <p>Reason Result</p> |
| <p><u>Evaluation 2</u></p> <p>Such arguments can be matched on the other side of the debate. New Zealand could become under-educated, freedom of choice would be denied, and the funding philosophy from which the problem stems would be reinforced.</p> <p>The funding philosophies of successive governments play an integral part. Pruning university admissions or allowing heavily-laden limbs to drop off, does not get to the root of the problem.</p> | <p>Reason Result</p> <p>Reason Result</p> <p>Means Result</p> <p>Bonding</p>   |  |

20 Semantic Relations  
 Means Result (x5)  
 Reason Result (x6)  
 Bonding (x7)  
 Contrastive Alternation (x1)

12. Transcriptions – Task 3

1 + 2 + 1 = 4



| Page Schema  | Discourse Pattern |  | Semantic Relations  |
|--------------|-------------------|--|---|
| Topic        | Restriction       | It is true to say that restricting the number of admissions of NZers to university would alleviate the pressure which is currently on some of the more academic and skilled areas of employment. However, a restriction of this sort is not the best answer for solving the current problems of unemployment amongst the university qualified.   | <div style="display: flex; align-items: center;"> <div style="border-left: 1px solid black; padding-left: 5px;">Means Result</div> <div style="margin-left: 10px;">} Concession<br/>} Contraexpecta</div> </div>  |
| Illustration | Bonding           | <p>Firstly in order for a restriction on the number students to have any realistic effect, it would be necessary to implement it over all students, including international students as well as NZ citizens. The result being that the total number of graduates would be reduced. Having fewer university graduates would certainly reduce the competition for academically skilled employment.</p> <p>It is apparent that reducing the number of university qualified people could reduce competition for employment, this would, however, come at the expense of quality. A key motivational factor for any student is competition with fellow students. If there is guaranteed success and employment security for the students, regardless of their level of achievement, then they will understandably settle for less.</p> <p>The result of this will be that the standard of New Zealand tertiary education will be lowered and there will be a lower professional and academic standard throughout New Zealand. Of course, the international stage will always provide sufficient competition for the top scientific and academic areas, but there may be a lack of competition amongst the national, New Zealand-centred professions and research areas.</p> | <div style="display: flex; align-items: center;"> <div style="border-left: 1px solid black; padding-left: 5px;">Means Purpose</div> <div style="margin-left: 10px;">} Means Result</div> </div> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="border-left: 1px solid black; padding-left: 5px;">Reason Result</div> <div style="margin-left: 10px;">} Bonding</div> </div> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="border-left: 1px solid black; padding-left: 5px;">Means Result</div> <div style="margin-left: 10px;">} Concession<br/>} Contraexpecta</div> </div> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="border-left: 1px solid black; padding-left: 5px;">Condition Consequence</div> <div style="margin-left: 10px;">} Bonding</div> </div> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="border-left: 1px solid black; padding-left: 5px;">Bonding</div> <div style="margin-left: 10px;">} Reason Result</div> </div> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="border-left: 1px solid black; padding-left: 5px;">Concession<br/>Contraexpectation</div> </div> |
| Content      |                   | <p>It may be argued, however, that reducing the number of admissions to New Zealand universities, (both of NZ citizens and international students) would generate greater competition for university entrance, and thus the students accepted would be of a higher standard. The result being that classes would be smaller, but the less able would be culled away, allowing the remaining group to excell.</p>   | <div style="display: flex; align-items: center;"> <div style="border-left: 1px solid black; padding-left: 5px;">Reason Result</div> <div style="margin-left: 10px;">} Means Result</div> </div> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="border-left: 1px solid black; padding-left: 5px;">Means Result</div> </div>   |

17 Semantic Relations.

- Means Result (x5)
- Concession Contraexpect. (x3)
- Condition Consequence (x1)
- Bonding (x4)
- Reason Result (x3)
- Means Purpose (x1)

Transcriptions – Task 3

1 + 1 + 2 = 4

| Page Schema | B39<br>Discourse Pattern                    |   | Semantic Relations   |
|-------------|---|---|--|
|             | <u>Generalisation</u>                       | It can be argued that, due to limited employment opportunities for university graduates in New Zealand today, entry to such tertiary establishments should be restricted by that government. However, one could also argue that the paucity of job opportunities exists across the majority of employment sectors, both skilled and unskilled, and therefore, that this is not reason to deny people the training of their choice.  | <div style="display: flex; align-items: center;"> <div style="border-left: 1px solid black; padding-left: 5px;">Reason Result</div> <div style="border-left: 1px solid black; padding-left: 5px;">Reason Result</div> <div style="margin-left: 20px;">} Concessive<br/>Contrary Expectation</div> </div>   |
| Container   | <u>Examples</u><br><br>Matching<br>Contrast | Proponents of a selection process at entry level to N.Z. universities offer as one argument the fact that insufficient employment opportunities exist for graduates. As a result, upon gaining their qualifications, these graduates are forced to join the ranks of unemployed job seekers, or to take up unskilled employment that bears little or no relation to their qualifications. Alternatively many recent graduates become part of what is known as the "brain drain" and quit our shores to take up highly paid and skilled employment overseas, notably in countries, such as the U.K. and Australia. Why, therefore, one could argue, should the government waste taxpayers money on training skilled workers whose knowledge will be used to benefit the employers and economies of these other countries? Would it not be wiser to restrict the number of students going through the N.Z. tertiary system in order that sufficient jobs exist for them in our own country upon graduation? | <div style="display: flex; align-items: center;"> <div style="border-left: 1px solid black; padding-left: 5px;">Reason Result</div> <div style="border-left: 1px solid black; padding-left: 5px;">Reason Result</div> <div style="margin-left: 20px;">} Supplementary<br/>Alternation</div> </div> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="border-left: 1px solid black; padding-left: 5px;">Condition</div> <div style="border-left: 1px solid black; padding-left: 5px;">Consequence (incl.)</div> <div style="margin-left: 20px;">} Reason Result</div> </div> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="border-left: 1px solid black; padding-left: 5px;">Means</div> <div style="border-left: 1px solid black; padding-left: 5px;">Purpose</div> <div style="margin-left: 20px;">} Alternation</div> </div> |
| Container   | Matching<br>Contrast                        | On the other hand, if one considered the current employment situation in N.Z., it would appear that these are limited opportunities across most employment sectors. This is, therefore, no reason to deny people tertiary training if they so <sup>wish</sup> which. Furthermore, not allowing people access to university training will <sup>lead</sup> to a reduced number of people with the requisite skills and knowledge to enable N.Z. to compete in the world arena. Additionally, people should have the right to the education of their <sup>choice</sup> . Therefore, the government's focus should be on creating more jobs in all areas, rather than restricting training.   | <div style="display: flex; align-items: center;"> <div style="border-left: 1px solid black; padding-left: 5px;">Condition</div> <div style="border-left: 1px solid black; padding-left: 5px;">Consequence</div> <div style="margin-left: 20px;">} Grounds<br/>Conclusion</div> </div> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="border-left: 1px solid black; padding-left: 5px;">Reason Result</div> <div style="margin-left: 20px;">} Reason Result</div> </div> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="border-left: 1px solid black; padding-left: 5px;">Bonding<br/>(Rhet. Comp.)</div> <div style="margin-left: 20px;">} Reason Result</div> </div>  |

- Supplementary Alternation (x1)
- Grounds Conclusion (x1)
- Reason Result (x1)
- Condition Consequence (x2)
- Contrastive Alternation (x1)
- Concessive Contrary Expectation (x1)
- Bonding (x3)

Transcriptions – Task 3

1 + 1 + (3) 3 = 5

| Page Schema | B41<br>Discourse Pattern |   | Semantic Relations   |
|-------------|--------------------------|---|--|
|             | <u>Generalisation</u>    | There are a number of arguments for and against the proposition that the New Zealand Government should restrict entry to university courses because of the lack of job opportunities for graduates. However, it will be demonstrated here that relatively freer access to such courses is the preferable option.  | <p>Amplification Reason Result<br/>Reason Result<br/>Amplification</p> <p>Concession<br/>Contraexpectation</p> |
| container   | <u>Examples</u>          | One argument in favour of restricting admissions is the cost to the state of education. Where a graduate is able to work within their field of study, it can be said that the cost of their training was worthwhile: the worker base acquires the specialized skills of this individual, and the state recovers its costs through taxation.   | <p>Bonding<br/>Bonding<br/>Bonding</p> <p>Bonding</p>  |
| container   |                          | While this position has an attractive logic to it, it overlooks the broader issue of the beneficial effects of a wider base of educated workers. Firstly, by opening up university entry to a greater number of students who are all competing for a restricted number of jobs, a healthy atmosphere of competition is created which encourages students to strive to achieve more during their study. Thus the overall quality of graduates improves, and this must be beneficial to industry.               | <p>Concession<br/>Contraexpectation</p> <p>Means Result<br/>Result<br/>Result</p> <p>Bonding<br/>Bonding</p>   |
|             |                          | Secondly, it should be recognized that New Zealand's culture of career advancement is somewhat different to the perceived idea that one graduates and then automatically participates in the field of one's study. Often a graduate find employment in a completely different arena, or else at the bottom rung of their chosen field, and then after some time – having been shaped by our work ethic – proceeds to work in a field which is relevant to their qualification, either directly or indirectly. | <p>Amplification</p> <p>Chronol. Sequenc.</p> <p>Bonding</p> <p>Contrastive Alternation</p>                    |

(17)

- Amplification (x3)
- Reason Result (x2)
- Means Result (x1)
- Chronological Sequencing (x2)
- Bonding (x6)
- Concession Contraexpectation (x1)
- Contrastive Alternation (1)
- Contrast (x1)

Transcriptions – Task 3

1 + 1 + 2 = 4

| Image Scheme | B42 Discourse Pattern   | Semantic Relations   |
|--------------|---|--|
|              | <p><b>Generalisation</b></p> <p>In recent years the numbers of admissions to university has increased greatly. This is necessary because of the changing employment market in New Zealand, but it has also led to insufficient employment opportunities for those who hold degrees.</p>   | <p>Reason Result (inv.)</p> <p>Bonding (Rhet. Comp.)</p> <p>Amplification</p>  |
| Container    | <p><b>Examples</b></p> <p>A greater emphasis has been placed on education and qualifications when applying for a job. However there are still many jobs, perhaps the majority, which do not require long periods of study. Many jobs are learnt much better on site rather than in a classroom. The number of jobs which do require degrees is limited and therefore, some would say that degrees should also be limited. Producing too many university graduates will mean that there will always be a group of people who are unable to find the work they are trained for in New Zealand. This will lead to even more people being forced to take their skills overseas, adding to an already serious problem.</p> | <p>Concession</p> <p>Contradiction</p> <p>Bonding</p> <p>Grounds Conclusion</p> <p>Reason Result</p> <p>Reason Result</p> <p>Concession</p> <p>Contradiction</p> |
| Container    | <p>However some would also say that the 'brain drain' problem is not due to the lack of jobs, but rather the higher salaries that can be earned overseas. If this is true, and salaries remain the same, then limiting the number of graduates will only cause the levels of expertise in New Zealand employment to decrease. Already there are several employment sectors which lack qualified personnel, such as doctors and other medical specialists.</p>   | <p>Bonding (Rhet. Comp.)</p> <p>Condition Consequence</p> <p>Statement Exemplification</p>   |
|              | <p>Many would also argue that education should be upheld as a right available to any New Zealander. By taking away the opportunity to study in a university, the government would limit peoples opportunity to improve themselves.</p>  | <p>Means Result</p> <p>Contrastive Alternation</p>   |

(15)

- Contrastive Alternation (x1)
- Amplification (x1)
- Bonding (x3)
- Grounds Conclusion (x1)
- Reason Result (x4)
- Concession Contradiction (x2)
- Means Result (x1)
- Statement Exemplification (x1)
- Condition Consequence (x1)

| age Schema       | B43<br>Discourse Pattern |  | Semantic Relation   |
|------------------|--------------------------|--|---|
|                  | <u>Generalisation</u>    | Restricting university admissions in New Zealand would have considerable impact on the social and economic structure of the country.   | } Means Result  |
| <u>Container</u> | <u>Examples</u>          | Those in favour of such a move, would argue that the massive accumulation of student debt, now into the billions, would be reason alone to impose restrictions.  | } Reason Result   |
|                  |                          | The limited employment opportunities for graduates here, means that a large proportion of graduates would head overseas – the well-publicised ‘brain drain’. As the government pays a high proportion of tuition fees the N.Z. taxpayer is funding this free export. | } Reason Result<br>} Means Result<br>} Bonding<br>} Contrastive Alternation |
|                  |                          | If restrictions were imposed, many of the low-academic entrants would be ‘weeded out’ before govt money was spent on them. Only the most dedicated, talented students would be invested in. Degrees would carry more weight, there would be no ‘easy degrees’.       | } Reason Result<br>} Bonding<br>} Condition Consequence                     |
|                  | Matching Contrast        | However, it is a complex issue, and there are several counterarguments to the above points.<br><u>Concession / Contraexpect.</u>   | } Bonding   |
|                  |                          | Many graduates who go overseas do return, this will always be home for many. They bring knowledge, money and expertise from overseas, a lucrative return on the initial govt. investment here.   | } Reason (inv.) Result<br>} Bonding   |
|                  |                          | If lower academic students are excluded from entering university, they lose the life experience and outlook broadening possibilities offered there.  | } Condition Consequence   |
|                  |                          | Some of the highest contributors to society have not excelled in a formal, academic fashion, but the framework of university is a necessary platform to many careers today - their contribution would be lost to society.  | } Concession<br>} Contraexpectation.<br>} Condition Consequence (-)         |

(16)

- Reason Result (x4)
- Condition Consequence (x3)
- Means Result (x2)
- Bonding (x4)
- Concession Contraexpectation (x2)
- Contrastive Alternation (x1)

| Image Schema                 | B44 Discourse Pattern   | Semantic Relation  |
|------------------------------|---|--|
| <u>Topic and Restriction</u> | I strongly disagree with the above statement; the New Zealand Government should NOT restrict the number of admissions of New Zealanders to university degree programmes.  | Reason Result (inv.)   |
| <u>Illustration</u>          | <p>Firstly, there are insufficient job opportunities for many New Zealanders, not just those with degrees. If the Government were to apply restrictions as to how many New Zealanders could obtain degrees, then there would be an even higher rate of unemployment I am sure. There would be even more people applying for the same jobs and less applying for specialised jobs that require a university degree. Because there would be less people, and therefore, less range of people, those specialised job positions may be filled by less equipped people. This would affect New Zealand society on the whole at several different levels and areas. The gap between educated and uneducated would become wider and possibly, also, the gap between rich and poor.</p> <p>Moreover, education is a right. I believe education is such an integral part of our growth, personally and nationally. If a person desires to learn, let them learn. If there is an insufficient number of jobs, create new ones. There is an ever decreasing number of people willing to work for community and social welfare organisations, such as CYFS(Children and Young Family Service). A possible solution is to steer more people towards those kinds of jobs. The Government could raise the profile of such jobs and increase the pay rates, killing two birds with one stone; university graduates obtaining jobs, and the integral social welfare positions being filled.</p> <p>There are plenty more solutions to this problem which would have better effects than just restricting admissions. Restriction would lead to dangerous consequences for our health, economy and progress as a nation. There are better solutions.</p> | <p>Condition Consequence</p> <p>Contrastive Alternation</p> <p>Reason Result</p> <p>Bonding</p> <p>Amplification (Pred. Spec.)</p> <p>Bonding</p> <p>Condition Consequence</p> <p>Reason Result</p> <p>Bonding</p> <p>Bonding</p> <p>Means Result</p> <p>Bonding</p> <p>Means Result</p> <p>Bonding</p> <p>Amplification</p> |

Amplification (x1)  
 Contrastive Alternation (x1)

Reason Result (x4)  
 Condition Consequence (x1)  
 Bonding (x6)  
 Means Result (x2)

Transcriptions – Task 3

2 + 2 + 2 = 6

2

| Page Schema | B45 Discourse Pattern   | Semantic Relation   |
|-------------|---|---|
|             | <p><u>Generalisation</u></p> <p>The proposition that the New Zealand Government should restrict admission numbers into national universities can be viewed from two perspectives either as a realistic and just proposal or as a step which will return the system to one which does not provide equitable opportunities.</p>   | <p>Contrastive Alternation</p> <p>Bonding</p>   |
|             | <p>It would be interesting to discover which method the New Zealand Government would implement in order to begin this 'culling' procedure. If the key to a successful application was dependent on recent academic achievements, would this not be the undoing of the present method which seeks to break the barriers of age, race, gender etc. In contrast to this an argument in support of this proposal would claim that the 'elite' students should be given preferential treatment, as they will best support the workforce, and were the students likely to gain employment in the current situation.</p> | <p>Means Result</p> <p>Condition Consequence</p> <p>Bonding</p> <p>Reason Result (inverted)</p> <p>Contrast</p> |
| Container   | <p><u>Examples.</u></p> <p>If the Government seeks to restrict tertiary education opportunities for a wider scope of students, they are not allowing them to support society and themselves to their best ability. Many students complete University degrees and choose a different field of study, thus lessening the burden on particular studies. For example many students elect to teach overseas on completion of their degrees.</p>  | <p>Condition Consequence</p> <p>Reason Result</p> <p>Statement Exemplification</p>                              |
|             | <p>Although this was not the intended course of action (initially, the opportunity to support themselves has arisen from their attainment of degree (related to teaching or otherwise).</p>   | <p>Concession</p> <p>Contraexpectation</p>  |
| Container   | <p>Comparatively the Government will argue that this current situation is driving NZ students into new countries, rather than remaining in NZ and supporting the local economy as the Government has to support the students.</p>   | <p>Means Result</p> <p>Contrastive Alternation</p> <p>Simple Comparison</p> <p>(16)</p>                         |

Concession Contraexpectation (x1)  
 Bonding (x4)

Condition Consequence (x2)  
 Reason Result (x2)  
 Contrastive Alternation (x2)  
 Contrast (x1)  
 Means Result (x2)  
 Comparison (x1)  
 Statement Exemplification (x1)



| Page Schema | B47 Discourse Pattern         |   | Semantic Relations  |
|-------------|-------------------------------|---|---|
|             | Generalisation<br>Problem     | A great deal of (tension) in amongst today's society is the issue as to whether or not the New Zealand Government should restrict the number of admissions of New Zealanders to university degree programmes as there are insufficient employment opportunities for university graduates in New Zealand.                        | Reason Result (inverted)  |
|             | Solution<br>Evaluations 1 & 2 | The proposition put forward by the government definitely has many for and againsts and needs to be looked into in great depths to come up with any realistic solution.  | Bonding<br>Means Purpose  |
| container   | Examples<br>Evaluation 2      | There is of course a notable insufficiency in our employment opportunities in New Zealand but this will always be so and is not solely because of the influx of university graduates.   | Bonding<br>Concession<br>Contraexpectation                        |
|             | Bonding                       | If we do restrict the number of admissions to university degree programmes then these people that inevitably miss out will be forced to either look for alternative education overseas thus causing different problems altogether, or will have to enter short term employment unqualified and destined to be 'stuck in a rut.' | Condition Consequence<br>Contrastive Alternative<br>Reason Result |
|             | Solution 1<br>Evaluation 2    | The next thing to take into account is exactly how they intend to do this. Does it mean the abolishment of student loans, which were set up to provide students that were not able to necessarily afford it, to have the opportunity to study. In turn, does it mean that these will be the students that miss out.             | Means Purpose (inverted)<br>Bonding                               |
| container   | Evaluation 1                  | On the other hand if we take a look for a moment at the advantages of this proposition we can then see that by limiting the number of admissions to the programmes would of course enable the majority of graduating students to guaranteed employment.   | Condition Consequence<br>Means Result                             |
|             |                               | But with these things taken into consideration it can be clearly seen that the disadvantages far outweigh the advantages. And to restrict the number of admissions would create far greater problems than those that already exist.   | Condition Consequence<br>Means Result                             |
|             |                               | In conclusion I can see an ....   | (18)  |

- Concession Contraexpectation (x1)
- Contrastive Alternation (x1)
- Comparison (x1)
- Reason Result (x3)
- Means Result (x2)
- Means Purpose (x3)
- Condition Consequence (x3)
- Bonding (x3)

21. Transcriptions – Task 3

1 + 1 + 3 = 5

| age Schema | B48<br>Discourse Pattern   | Semantic Relations   |
|------------|--|--|
|            | <u>Generalisation</u><br>If it is true that there are, in fact, a lack of employment opportunities for graduates then the proposition put forth in the above statement could be argued for or against.   | Condition Consequence  |
| Container  | <u>Examples</u><br><u>Matching</u><br><u>Contrast</u><br>Firstly, the New Zealand Government does not have unlimited resources, and it would seem that educated citizens without the hope of employment would be a waste of limited resources. However, it is also not advisable to restrict education as in the modern world education of the masses is vitally important. Even if university graduates have no job to go to for which they trained, they would be more use to society with education rather than without.  | Reason Result } Concess<br>Condition Consequence }<br>Reason Result (inverted) }<br>Condition Consequence }<br>Bonding }<br>Condition Consequence } Paraphrase<br>Condition Consequence }<br>Statement Exemplification } Concess<br>} Contra-<br>} -expecta<br>} (inverte) |
| Container  | Secondly, if we has a large number of qualified professional with no jobs to go to we may lose highly-trained people to other countries. Technology that we may be developing in the universities and other training institutions may be lost. On the other hand, when people are put in a difficult situation, they usually find a solution to the problem at hand. There is a saying that does something like "necessity is the mother of invention". So if New Zealanders find themselves in a difficult situation like having no job to go to, they will find a substitute job. Just because someone trains to be a lawyer, for example, does not mean they necessarily have to work as one when they have finished their training, although this is, of course, preferable. | Condition Consequence }<br>Bonding }<br>Condition Consequence } Paraphrase<br>Condition Consequence }<br>Statement Exemplification } Concess<br>} Contra-<br>} -expecta<br>} (inverte)   |
|            | So, in conclusion, it can be seen from the above arguments that there are both sound reasons for the government to restrict the number of students matriculating to university and against. However, I doubt the statement that there are insufficient jobs for graduates in New Zealand is true as we seem to import a huge number of professionals from overseas. Therefore, I think the government should change the law and instead of restricting university admissions restrict immigration.   | Contrastive Alternation }<br>Reason Result (inverted) } Reason<br>Contrastive Alternation } Result<br>} (12)   |

- Condition Consequence (x 6)
- Reason Result (x 4)
- Concession Contraexpectation (x 1)
- Contrastive Alternation (x 2)
- Bonding (x 1)
- Paraphrase (x 1)
- Statement Exemplification (x 1)

| Topic Schema     | B40 Discourse Pattern   | Semantic Relations   |
|------------------|---|--|
|                  | <p><u>Generalisation</u></p> <p>Restricting students from obtaining university degrees would hurt New Zealand in many ways</p>  | <p>Condition<br/>Consequence</p>   |
| <p>container</p> | <p><u>Examples</u></p> <p>Firstly, restricting citizens from getting degrees would create a large working class. This would cause New Zealand to become the next Taiwan. Countries from around the world would look to NZ as a place where a large blue-collar group would be ready at ??????? to produce anything from Adidas shoes to micro-wave ovens. Probably the worst effect would be the opening of bowling alleys on every corner.</p> <p>Of course, this perception of NZ a source of untapped workers would also bring a large amount of wealth to the factory owners. Thusly, if you believe in the "trickle down" theory of economy, it could mean the end of unemployment, and create a large spending boom. I mean <u>ing</u> bowling is not all that bad is it? Of course, the economic situation of NZ might look up, but what about the well-being of the people?</p> | <p>Means Result<br/>Reason Result</p> <p>Bonding<br/>Reason Result</p> <p>Reason Result<br/>Condition Consequence</p> <p>Bonding (Rhetorical Coupling)</p>                               |
| <p>container</p> | <p>Should <u>less</u> people obtain advanced degrees, another problem could result. Freedom. Knowledge gives one the freedom to, well, do just about anything they choose. I try and imagine myself if I had not gone to university. I would probably be a nice person, and probably intelligent too, but so much knowledge would never have explored. I think back to Prof. Goldstein and his Socratic Method of Teaching. Oh how ignorant I would have been. Even worse, how naïve I would be today. Education opens so many doors to us. There are financial records of course, but I feel the self-respect gained is a reward enough.</p> <p>Restricting educational opportunities, despite the possible financial benefit, would in my opinion would have disastrous effects.</p>  | <p>Condition Consequence<br/>Means Result</p> <p>Concession<br/>Contraexpectation<br/>Bonding<br/>Condition Consequence</p> <p>Concession<br/>Contraexpectation</p> <p>Reason Result</p> |

Concession- Contraexpectation (x2)

Reason Result (x5)  
Means Result (x2)  
Bonding (x5)  
Condition Consequence

| Page Schema | B49 Discourse Pattern   | Semantic Relations   |
|-------------|---|--|
|             | <p><u>Generalisation</u><br/>                     Problem<br/>                     Solution<br/>                     Evaluation (1+2)</p> <p>There are limited employment opportunities for many graduates in New Zealand today. One way the government could address this problem is to restrict enrolments limited the number of New Zealand students entering university. This idea has some advantages and some drawbacks.</p>  | <p>Means Result (inverted)<br/>                     Bonding<br/>                     Bonding (Rhetorical Coupling)</p>   |
| Container   | <p><u>Examples</u><br/>                     Evaluation 1</p> <p>First, by lowering the number of admissions by New Zealand students, the government would reduce the number of students with student loans, decreasing the large debt accumulated by so many students.</p> <p><u>Bonding</u></p> <p>In addition, competition for entry to university would increase, and the numbers could be made up of more motivated or intelligent students. This may increase the status of degrees at New Zealand universities within New Zealand.</p> <p>The idea would also reduce the effect of 'brain drain' as less of the intelligent people in New Zealand would go overseas. they would not have the qualifications to get a good job overseas, and therefore would be more likely to stay here.</p>  | <p>Means Result<br/>                     Means Result<br/>                     Bonding<br/>                     Means Result<br/>                     Reason Result<br/>                     Reason Result</p>   |
| Container   | <p><u>Evaluation 2</u></p> <p>However, if the restriction only applies to New Zealand students, this would increase the ratio of international students to New Zealand students. The result may be an increase [in] the number of skilled immigrants in New Zealand and decrease the number of skilled New Zealanders, in effect giving those few good jobs available to people from overseas.</p> <p>Furthermore, the effect of 'brain drain' is often not a negative effect, as many educated New Zealanders earn large amounts of money overseas and return to New Zealand later with that money. These people can then create their own employment, which avoids the problem altogether.</p> <p>In conclusion, restricting new Zealand admissions to New Zealand universities would be one way of dealing with insufficient employment opportunities, but it may not be the best way.</p> | <p>Condition Consequence<br/>                     Contrastive Alternation<br/>                     Reason Result (inverted)<br/>                     Bonding<br/>                     Means Result<br/>                     Concession Contraexpectation</p> |

- Concession Contraexpectation (x1)
- Contrastive Alternation (x1)
- Means Result (x8)
- Reason Result (x3)
- Condition Consequence (x1)
- Contrast (x1)
- Bonding (x5)

| Page Schema             | B50 Discourse Pattern                                      | Semantic Relations   |   |
|-------------------------|--|--|---|
| <p>---<br/>contains</p> | <p>Problem 1.<br/>Solution 1.<br/>Evaluation 1</p>         | <p>With the insufficient employment opportunities for university graduates in New Zealand, the problem doesn't have to be solved by restricting the admission of New Zealanders to university degree programmes. As known, New Zealand has many students who, once finished their degree, go overseas. They do their big O.E. and most are able to find work overseas, in their own field or are even re-trained in another field.</p> <p>The restriction of admission New Zealanders to university degree programmes would make it far harder for these people, to find jobs, here in New Zealand and overseas.</p>   | <p>Concession<br/>Contraexpectation</p> <p>Bonding</p> <p>Means Result</p>  |
|                         | <p>Problem 1.<br/>Solution 2.<br/>Evaluation 2.</p>        | <p>The problem New Zealand has, is that there are not enough jobs available for these graduates in New Zealand itself. What makes more sense, but <del>trying</del> <sup>trying</sup> to boost the New Zealand economy, make the country more "friendly" for overseas companies to open new daughter/mother companies here in N.Z. We would keep our academic people in New Zealand. Push the salaries up to an European Level (in the same field). New Zealand will benefit and there will be more work for the graduates. Ireland is a very good example how it can work in a possitive way. Don't stop / restrict people from entering university. To educate people makes a country a healthy country.</p> | <p>Amplification (Predicate Spec)</p> <p>Means Purpose</p> <p>Means Result (inv.)</p> <p>Bonding</p> <p>Means Result</p> <p>Contrastive Alternation</p> <p>Reason Result (inverted)</p> |
| <p>---<br/>contains</p> | <p>Solution 1 (continued)<br/>Evaluation 1 (continued)</p> | <p>Another reason, which I think is important not to restrict the admission to New Zealanders to university degree programmes, that more and more overseas students (especially Asian) come to study here in New Zealand. For the Asian student, New Zealand is very cheap to study.</p> <p>I would fear the moment, that there are more Asian student than New Zealand student, only because of money reasons. To make it more attractive for New Zealanders, <del>it</del> would be a good start to lower the university fees. There are still a lot of people out there who struggle with an enormous student loan to pay off, after they finish their degree / Master / Ph D.</p>                          | <p>Reason Result (inverted)</p> <p>Reason Result (inverted)</p> <p>Reason Result (inverted)</p>   |
| <p>---<br/>contains</p> | <p>Evaluation 1 (continued)</p>                            | <p>Any restrictions in admission of university would be restrictions for overseas students and not for the New Zealander students.</p>   | <p>Bonding<br/>Rhetorical Coupling</p>  |

- Concession Contraexpectation (x1)
- Means Purpose (x1)
- Means Result (x6)
- Reason Result (x4)
- Amplification (x1)
- Bonding (x4)
- Contrastive Alternation (x1)

2

| Image Schemes       | B1 Discourse Patterns   | Semantic Relations   |
|---------------------|---|--|
| Generalisation      | There are <u>many arguments</u> for and against the idea of restricted entry into a New Zealand university. One question that must be asked when referring to the above statement is, what is meant by restricted? Will it simply be more expensive or does restricted mean that a higher level of academic achievement is needed from students before entry requirements are met. If it is simply a cost-hike on fees, well I don't think this approach would be feasible. The uproar among the populace would be huge. I don't think the government <u>could</u> get away with it   | <ul style="list-style-type: none"> <li>Amplification</li> <li>Supplementary Alternation</li> <li>Condition Consequence</li> <li>Grounds Conclusion (inverted)</li> </ul>   |
| matching contrast   |   | Bonding<br>Bonding   |
| Container 1         | <p><u>Examples</u></p> <p>So let's take 'restricted' as meaning a better bursary grade is needed for entry (or some such academic grad). Reasons for this argument, I believe, include the assumption that there won't be as many students go into university just for the sake of going to one – whether they simply don't know in what direction they are headed, or whether they think some vocation will just pop up for them after completing a degree, any degree.</p> <p>Restrictions on entry would also mean less crowded campuses, more resources for those lucky enough to be there. It would also mean that those students at university would appreciate the fact and perhaps be happier and achieve higher.</p> | <ul style="list-style-type: none"> <li>Contrastive Alternation</li> <li>Reason Result (inverted)</li> <li>Means Result</li> <li>Means Result</li> <li>Condition Consequence (inverted)</li> <li>Condition Consequence</li> </ul> |
| matching similarity |   | Bonding<br>Bonding<br>Bonding  |
| Container 2         | <p>Reasons <u>against</u> include would almost certainly mean a lower standard of morale among the populace without higher education (i.e. stuck in low-paying jobs consisting of menial, repetitive jobs. Totally unstimulating). It is also a shock for those who have a natural, ingrained thirst for knowledge.</p>   | <ul style="list-style-type: none"> <li>Condition Consequence (inverted)</li> <li>Condition Consequence</li> </ul>  |

255 words 16 Semantic Relations

- Reason Result (x1)
- Means Result (x2)
- Bonding (x4)
- Amplification (x1)
- Condition Consequence (x4)
- Contrastive Alternation (x1)
- Supplementary Alternation (x1)
- Grounds Conclusion (x2)

2

| Image Schema | B2 Discourse Pattern |   |
|--------------|----------------------|---|
| Containers   | Generalisation       | <p>The premise that there are insufficient employment opportunities for university graduates in New Zealand is not substantiated here by any empirical data to support such an argument. Without provided such information the basis of this hypothesis can not be fully argued on it is subjective to one's experience. To say there are insufficient employment opportunities would require qualification of this statement. Is the author referring to a particular area of study? As New Zealand frequently bemoans a 'brain drain' where graduates leave New Zealand in search of higher paying jobs with better prospects off-shore. The statement is confusing. The areas of potential study in university are extremely diverse, it is unlikely the entire graduating class of any particular year should find satisfactory employment unattainable is highly unlikely at best.</p> |
|              | Examples             |   |
|              | Matching Similarity  | <p>One could argue, however, that be it intentionally or accidentally the New Zealand government is indeed restricting admission by virtue of the exorbitantly high cost of obtaining a degree and the potential to be overwhelmed by debt of anyone game (or stupid) enough to desire formal qualification. Although I am sure that avid capitalists may well support such an argument as restricting the ability of the general population to obtain degrees. This would affectively leave a significant portion of the youth unskilled and unqualified, providing an excellent source of cheap, consumable labour which can be exploited and used to generate surplus value, increasing profitability while reducing opportunities for challenge against their situation.</p>  |

241 words

14 Semantic Relations

- Bonding (x4)
- Reason Result (x2)
- Amplification (x1)
- Grounds Conclusion (x1)
- Concession Contraexpectation (x1)
- Condition Consequence (x1)
- Statement Denial (x1)
- Means Result (x2)
- Statement Exemplification (x1)

Bonding (Rhetorical coupling) Means Result

| Page Schema  | B3 Course Pattern  |   |   |                                      |                                  |                |
|--------------|--|---|---|--------------------------------------|----------------------------------|----------------|
| Introduction | <p>The government should perhaps restrict the number of admissions to university because there are too many graduates and not enough suitable employment opportunities available. <u>However</u> on the same token you need a degree for almost everything today. For example, working in a bank, why should you necessarily need a degree for that, you never used to. The demand for university graduates could also be rising because of this, therefore you could say the government should not restrict admissions to university.</p> | <p>Reason (Result Inverted)</p>   | <p>Concession<br/>Contraexpectation</p> |                                      |                                  |                |
| Container 1  |  |   |   | <p>Bonding (Rhetorical Coupling)</p> | <p>Statement Exemplification</p> |                |
|              |  | <p>Reason Result (Link)</p>   | <p>Grounds<br/>Conclusion</p>           |                                      |                                  |                |
|              |  |   |   |                                      |                                  |                |
|              |  | <p>The employment opportunities that are available to graduates may not necessarily reflect their degree. A graduate may end up working in an entirely different field. An arts student may end up working as a manager. Because of this you could very well say that there are insufficient employment opportunities for university graduates. Restricting the number of admissions would reduce the number of graduates, leaving graduates to obtain suitable employment opportunities. This could also force many people to study overseas. So the talent may leave the country. New Zealand may end up with less educated people to create sufficient employment opportunities for other graduates. So therefore the employment prospects for graduates may diminish.</p> | <p>Bonding</p>                          | <p>Statement Exemplification</p>     |                                  |                |
|              |  |   |   |                                      | <p>Grounds<br/>Conclusion</p>    | <p>Bonding</p> |
|              |  |   | <p>Reason Result</p>                    | <p>Grounds<br/>Conclusion</p>        |                                  |                |
|              |  |   |   |                                      |                                  |                |
|              |  |   |   |                                      |                                  |                |

Matching Contrast

Matching

Means Result

185 words

16 Semantic Relations

- Bonding (x 5)
- Reason Result (x 4)
- Grounds Conclusion (x 3)
- Means Result (x 1)
- Concession Contraexpectation (x 1)
- Statement Exemplification (x 2)

| Page Schema | B4 Discourse Patterns  | Semantic Relations  |
|-------------|--|---|
|             | <p><u>Generalisation</u></p> <p>Being an international student, I must admit that I am unfamiliar with the debate surrounding admission to university degree programmes and employment opportunities. However, I believe that I can competently compare and contrast arguments surrounding the subject based on similar controversies within my home country. Therefore, I will proceed with my discussion of the issue, reminding the reading of the position from which I come.</p>  | <p>Reason Result</p> <p>Concession</p> <p>Grounds Conclusion (intr.)</p> <p>Bonding</p> <p>Contraexpectation</p> <p>Amplification</p>   |
| Container 1 | <p><u>Examples</u></p> <p>Supporters of restricting university admission in order to increase employment opportunities argue that ease in attaining higher education has flooded the job market. With the influx of highly educated persons comes a greater competition for employment opportunity. Increased competition allows employers to decrease pay levels and salaries because degree holders must take a position whenever or become available. Competition means that employers can be choosy, while employees must compete for what ever is available.</p>  | <p>Reason Result</p> <p>Bonding</p> <p>Reason Result</p> <p>Means Result</p> <p>Reason Result (inverted)</p> <p>Reason Result</p> <p>Bonding</p> <p>Reason Result</p> <p>Reason Result</p> <p>Amplification (Presc. Spec.)</p>                  |
| Container 2 | <p><u>Matching Contrast</u></p> <p>From the alternative point of view competition for employment is virtuous for nearly the same reasons opposition find competition detrimental. With more degree holders, students must work hard to excell in their field, be the most qualified and know the skills most thoroughly. Therefore, employers have a wide variety of very capable potential employees from which to choose. The quality of workers increase the quality of the work, which inturn improves the business or area of employment.</p> <p><u>Matching Contrast</u></p> <p>Further, opposition to restricting university admittance suggests that decreasing the amount of univesity educated citizens does not behoove the interest of the country as a whole. If there are only enough degree holders to fill the available positions, there is little incentive for new business ventures from overseas or whing entrepreneurs. Therefore, the growth of the economy would be stilted by curbing the number of students admitted to university programs.</p> | <p>Contrastive Alternation</p> <p>Reason Result</p> <p>Grounds Conclusion</p> <p>Amplification</p> <p>Means Result</p> <p>Condition Consequence</p> <p>Condition Consequence</p> <p>Bonding</p> <p>Means Result (intr.)</p> <p>Grnd. Concl.</p> |
|             | <p><u>matching contrast incomplete</u></p> <p>In conclusion, perspectives on the values of competition are central to the debate at hand. Competition is seen as detrimental for those who fear that the result will be a drop in wages and job availability. On the contrary, competition is .....</p>  | <p>Contrastive Alternation</p> <p>Bonding</p>   |

25 Semantic Relations.  
 Reason Result (x7)  
 Bonding (x5)  
 Grounds Conclusion (x3)  
 Amplification (x3)

Concession Contraexpectation (x1)  
 Contrastive Alternation (x2)  
 Condition Consequence (x2)

Transcriptions – Task 3

2 + 4 + 1 = 7

3

| age Schema  | B5 Discourse Pattern   | Semantic Relations  |
|-------------|--|---|
|             | <p><u>Problem</u></p> <p>Matching</p> <p>Contrast</p> <p>In agreement with the statement, job prospects for a university graduate seem to be scarce. This point can be backed up by the fact that so many young New Zealanders are heading offshore to gain employment. If the government however was to restrict the number of admissions into degree programs the country could be left with the situation of having too many unskilled workers, than having to increase the already large number of professionals that are encouraged to <u>imigrate</u> to fill job spaces.</p>  | <p>Statement Exemplification.</p> <p>Reason Result</p> <p>Condition Consequence</p>   |
| container 1 | <p><u>Solution 1</u></p> <p>Matching</p> <p>Contrast</p> <p>Student debt also could <u>factor</u> as an argument. If the government cut degree admissions then student loans would <u>decrease</u> and money could be spent on making jobs for those who go through the system. This would lead to student loans being paid off faster and also provide positive aspects for the economy.</p>  | <p>Condition Consequence</p> <p>Means Result</p> <p>Means Result</p> <p>Means Result</p> <p>Bonding</p> <p>Bonding</p>                      |
| container 2 | <p><u>Evaluation</u></p> <p>How ever education is a right in this country and restricting it anymore than it already is could lead to considerable protest under the U. N. Bill of Human rights – all people have the right to education.</p>  | <p>Condition Consequence</p> <p>Reason Result (inv.)</p>  |
|             | <p><u>Solution 2.</u></p> <p>Bonding</p> <p>If the government is to do anything, it needs to diversify the export market. In roads need to be taken to use the scientific technology that is being taught. New Zealand will not grow economically if the high standard of skills taught in New Zealand and much sought after offshore are not put into practice here. N. Z. is being branded <u>as</u> a nice place to visit, but I wouldn't want to live here, not only by visitors but by students who can already see that in order to make a comfortable living and pay off student debt they need to head offshore.</p> | <p>Condition Consequence</p> <p>Bonding</p> <p>Condition Consequence (inv.)</p> <p>Concession Contraexpectat</p> <p>Means Result (inv.)</p> |

17 Semantic Relations

275 words

Bonding (x4)

Means Result (x4)

Condition Consequence (x5)

Statement Exemplification (x1)

Concession Contraexpectation (x1)

Reason Result (x2)

1 + 3 + 2 = 6

Page Schema  
Container 1

| B6<br>Discourse Patterns |   | Semantic Relations   |  |
|--------------------------|---|--|--|
| <p><u>Examples</u></p>   | <p>The idea to restrict the number of admissions of New Zealanders to university degree programmes has merits in that, because of the lack of employment opportunities the students would most likely have to take their newly aquired skills abroad. If this is left to continue for too long, New Zealand could end up being left behind in terms of new advancements produced by the estranged students. By letting this happen New Zealand would/could find itself becoming more reliant on other more advanced nations, having lost all of its opportunities for growth through the new ideas these students may have developed.</p> | <p>Reason Result<br/>Reason Result<br/>Condition Consequence<br/>Reason Result (inv.)<br/>Reason Result (inv.)</p> | <p>Reason Result (inv.)<br/>Means Result<br/>Reason result</p> |
| <p>Means Result</p>      | <p>Some graduated students who decide to move overseas for employment, may not pay back any student loans they had aquired in getting their qualifications. This would cost New Zealand both time and money as it tries to recover the costs of their education.</p>  | <p>Amplification (Term Spec)<br/>Reason Result (inv.)</p>  | <p>Reason result</p>   |
| <p>Means Purpose</p>     | <p>This idea could be looked at in a different light however. If New Zealand was seen as developing qualified graduates, other countries may infact have their own student population wishing to come to New Zealand for the great educational benefits that they would gain. Once here they could possibly/probably come to love the lifestyle we are so blessed to have, and decide to remain in NZ and start their own businesses to New Zealand's benefit.</p>  | <p>Condition Consequence<br/>Chronological Sequence</p>  | <p>Condition Consequence<br/>Chronological Sequence</p>        |

Container 2

14 Semantic Relations

218 words

- Reason Result (x5)
- Means Result (x3)
- Condition Consequence (x2)
- Chronological Sequence (x1)
- Means Purpose (x1)
- Amplification (x1)
- D. (x1)

Transcriptions – Task 3

1 + 1 + 1 = 3

1

| Image Schema   | B7 Discourse Pattern   | Semantic Relations  |
|--|--|---|
|  | <p><u>Generalisation</u> The idea that the number of admissions of New Zealanders to university degrees programs should be limited is a very problematical question, regardless of the reason for this limitation. It can be argued from both sides quite successfully (that is for and against) with those for this claiming that there are not enough jobs to warrant unlimited numbers into degrees. <u>Those who gain a degree</u> will often have a large student debt and with a limited pool of jobs it becomes increasingly likely that a large number of graduates will go unemployed and unable to clear the debt. Furthermore, these people would argue, the larger the number of students without jobs the higher the unemployment benefit will be (as there will be an increasing burden the sum total being paid out will go up) and the more the taxpayer will have to pay to support them.</p> | <p>Bonding</p> <p>Reason Result</p> <p>Bonding</p> <p>Reason Result</p> <p>Reason Result</p>                            |
| <p>Cluster 1<br/>Reasons for<br/>the proposition</p> | <p><u>Examples</u></p>   |   |
|  | <p><u>matching contrast</u></p>  |   |
| <p>Cluster 2<br/>Reasons<br/>against</p>             | <p>In response to this, those against the limitation of student numbers in enrolment for degree papers, would claim that there are new <u>jobs</u> cropping up daily, many of which did not exist before. These jobs will require intelligent people who are willing to learn and the earning of a degree will show the employer this willingness. Furthermore it would be wrong to limit the number of people able to enrol in these papers as it disadvantages those who are capable or ready to learn giving a larger pool of unskilled labourers who will have no opportunity to further their careers due to lack of education. This again will lead to larger unemployment lines and higher taxpayer support.</p>  | <p>Bonding</p> <p>Reason Result</p> <p>Reason Result (inverted)</p> <p>Reason Result (inverted)</p> <p>Means Result</p> |
|  | <p><u>matching similarity</u></p>  |   |
|  | <p>Both of these <u>arguments</u> contain a similar outcome, massive unemployment. The means at which they arrive at this outcome are completely different. One side states that through the large number of skilled students and few jobs, the student debt and unemployment will increase. In contrast the argument against claims that unskilled labour will increase with few skilled workers and those who are unskilled will go unemployed increasing the taxpayer burden.</p>   | <p>Bonding</p> <p>Means Result</p> <p>Means Result</p>  |

333 words

20 Semantic Relations

Bonding (x10)

Reason Result (x4)

Means Result (x3)

Bonding

| Page Schema | B9<br>Discourse Patterns |   |  |                                 |
|-------------|--------------------------|---|--|---------------------------------|
|             | Generalisation           | I would argue against the above statement. People who are studying at university may not just be doing so in order to gain the knowledge necessary for future employment. Other reasons include personal enjoyment and satisfaction, or extending ones interest in a particular area.   | Means Purpose<br>Means Purpose   | Bonding (Rhetorical Coupling)   |
| Container 1 | Examples                 | As well as depriving people of an opportunity to extend their minds and abilities, restricting the number of admissions to universities would make it more difficult to return a profit. Less students coming into the university means less fees being paid. The university may feel the need to cost-cut in certain areas, and this may negatively influence the standard of the facilities available to students who do get accepted.<br><br>Even if the opportunities for employment in New Zealand are limited, university graduates may choose to take their skills overseas. Insufficient employment opportunities in New Zealand is not a good enough reason to place these restrictions.   | Reason Result<br>R/R Bonding<br>R/R Bonding<br>Reason Result<br>Concession<br>Contraexpectation<br>Grounds<br>Conclusion                 | Bonding<br>Bonding<br>Bonding   |
| Container 2 | Contrast                 | However, the expense of educating a student who is not likely to find employment at the end of it can be high. The student loan debt would increase considerably because university graduates are unable to find employment which can provide an income level sufficient to have the individuals student loan paid back. By restricting the number of admissions to university, the likelihood of this phenomena occuring is reduced.<br><br>Less university graduates means more of the population would be better suited to jobs requiring less skills and education. The more of these people who are working, the better because then the government does not have to suplliment their fees and pay allowances to support students while they are studying.<br><br>Overall, the option of restricting then number of admissions is better for the government because it is cheaper. | Reason Result<br>Reason Result (inv.)<br>Amplif. Result<br>Means result<br>Reason Result<br>Reason Result (inv.)<br>Reason Result (inv.) | Reason Result (inv.)<br>Bonding |

22 Semantic Relations

- Reason Result (x10)
- Bonding (x6)
- Means Purpose (x2)
- Concession Contraexpectation (x1)
- Grounds Conclusion (x1)
- Amplification (x1)
- Means Result (x1)



| Page Schema | B10 Discourse Pattern   | Semantic Relations   |
|-------------|---|--|
| Container 1 | <p><u>Problem</u></p> <p><u>Solution</u></p> <p>Denial Correction</p> <p>I don't believe that is the answer. It is a good idea to only lecture classes that have jobs at the end of them and maybe changed degrees to suit jobs more, for instance, if a job has a set criteria for employment, then the student who wants to do that particular job only gets taught the requirements for the position. The student should do the set papers for the degree to obtain the job, but should also have the <u>choose</u> of 8 papers, which he/she can use if maybe a job arises in a different field. The papers should be named under an official job, heading only. This is so students have an accurate direction for being able to obtain that specific job.</p> <p>The <u>Government</u> could get rid of a lot of make-up time papers, which really have no great importance for the roles of many jobs.</p> <p>Shorten the amount of papers which have to be completed, for the gaining of a degree.</p> <p><u>Why is it that</u> totally different degrees have the same amount of papers for them to be completed. Is it about money or about success.</p> <p>Does the government need the extra money from these extra make-up time papers.</p> <p><u>Evaluation</u></p> <p>If a student knows his/her field, but fails one of these papers which enable him or her to complete the course &amp; makes them do the paper again for course completion, therefore stopping the students from entering the work force and also clocking up another huge loan, and also stopping a position being fulfilled by a talented person in that particular field in the work force.</p> <p>I ask you why are they there i.e. (make-up paper).</p> | <p>Bonding (Rel. Caus.)</p> <p>Condition Consequence</p> <p>Bonding</p> <p>Condition Conseq. (inv.)</p> <p>Reason Result (inv.)</p> <p>Bonding</p> <p>Bonding</p> <p>Reason Result (inv.)</p> <p>Condition Consequence</p> |

11 Semantic Relations

Bonding (x4)

Condition Consequence (x3)

Reason Result (x2)

Statement Exemplification (x1)

Denial Correction (x1)



| Page Schema | B11 Discourse Patterns  | Semantic Relations  |
|-------------|---|---|
| Container 1 | <p><u>Problem</u></p> <p>I totally agree with the statement made about there not being enough jobs for students qualified. I know a fully qualified accountant without a job and there are many more like him. <u>The problem</u> is that employment opportunities do not exist outside university either. Taking students out of university is not going to create more jobs. If there were worthwhile jobs out in the world (New Zealand), less students would go to university. To</p> <p><u>Solution 2</u></p> <p>encourage people to find jobs in the general labour workforce the government should take measures to increase the earning bracket of this group. Because frankly I think they deserve it; they do a lot more than the fat arse lawyers. But I suppose when I think about it</p> <p><u>Evaluation 2</u></p> <p>society is naturally doing this. It is more worthwhile economically to do an apprenticeship and start earning money than hocking up a student loan. Because once you make that first bit of money, with it you can make more money. For example, with two thousand dollars I set up a Paintball Range which made money so I could buy a car and a place to live, which in turn means that I can save even more money. It is the classic example of the rich getting richer.</p> <p><u>Evaluation 1</u></p> <p>The statement made is irrelevant. If the government were to cut the number of people entering university it would be like saying there are not enough cookies in the jar. Instead of putting some more in, they are saying, we will restrict the number of people who can eat them.</p> | <p>Bonding</p> <p>Bonding</p> <p>Means Result</p> <p>Condition Consequence</p> <p>Means Purpose (inverted)</p> <p>Reason Result (inv)</p> <p>Grounds Conclusion (inv)</p> <p>Contrastive Alternation</p> <p>Reason Result (inv)</p> <p>Statement</p> <p>Reason Result (inv)</p> <p>Means Result</p> <p>Means Result</p> <p>Means Result</p> <p>Condition Consequence</p> <p>Contrastive Alternation</p> |

- \* (17) Semantic Relations. \* (-1) Means Result (x4)
- Grounds Conclusion (x1)
  - Condition Consequence (x2) ✓
  - Contrastive Alternation (x2) ✓
  - Bonding (x4)
  - Statement Exemplification (x1) ✓
  - \* Means Purpose (x1)
  - Reason Result (x2)

| age Schema   | B12<br>Discourse Pattern |  | Semantic Relations   |
|--|--------------------------|--|--|
| <p>container 1</p> <p>Example</p> <p>Matching</p> <p>Contrast</p> <p style="text-align: center;">↑<br/>↓</p> |                          | <p>A New Zealander should not come to university for reasons of employment alone. A university programme should be a liberal one to expand and encourage a student. A student at the beginning of a degree, particularly straight out of school has little knowledge of what they want or need or will do in the future. An undergraduate programme should be one of exploration. Being introduced to new topics and methods of knowledge. However the beginning student needs to have some ideas of where they would like their studying to end up. So despite there being insufficient employment opportunities for university graduates in New Zealand, today admissions should not be restricted by employment prospects. Some one with a university degree is still more likely to get a job. Weather in the field of thier degree or not. The self pride and satisfaction of obtaining a degree can be valuable to more than just employment prospect. Mental well being is a factor o obtaining a degree. When the getting out of the house and having some contact with others can be valuable for those attending a university programme.</p> | <p>Denial</p> <p>Correction</p> <p>Means Purpose</p> <p>Amplification (Predicate Spec)</p> <p>Grounds</p> <p>Conclusion</p> <p>Concession</p> <p>Contrast</p> <p>Concession (Contraexpect)</p> <p>Reason Result (inverted)</p> <p>Statement Exemplification</p> <p>Grounds Conclusion (inverted)</p> |
|  | <p>Generalisation</p>    | <p>The question also arises whether it is ethical to restrict or not restrict these programme. At the beginning of such a programme who can decide who would be better or more suited to the particular programme. Should everyone be given an opportunity to prove their skills and abilities in a programme. Some cut off critera could perhaps be made for those obviously not going to be successful in their acedemic endeavours. Though seemingly unsuitable students may blossom and grow with proper encouragement.</p>  | <p>Contrastive alternation</p> <p>Concession</p> <p>Contraexpectation</p> <p>Contrastive Alternation</p>   |

13 Semantic Relations

- Concession Contraexpectation (x3)
- Grounds Conclusion (x2)
- Means Purpose (x1)
- Means Result (x1)
- Contrastive Alternation (x2)
- Statement Exemplification (x1)
- Denial Correction (x1)
- Amplification (x1)
- Reason Result (x1)



| Page Schema  | B13<br>Discourse Pattern             |  | Semantic Relations  |
|--------------|--------------------------------------|--|---|
| Container    | <u>Evaluation</u><br>(to Solution 1) | <p>I don't think there should be any restrictions on the number to university degree programmes as I think there are lots of New Zealanders who are able to use their degrees overseas and earn better money for it. Though there maybe limited opportunities for some graduates in certain fields there are still numerous other fields where they could utilize their skills and talents.</p> <p>If the government did impose restrictions I think that education would become very elitist, even more so than it is now. What right do the government have to say "Yes" or "No" to your education that you are paying for.</p> <p>New Zealand's intellectual economy would be poorer if such a decision was in fact introduced. More people would end up in skilled labour jobs and maybe not doing what they want to.</p> <p>What would it mean for international students? Many NZ universities have large populations of these students. Their financial contribution is not to be taken lightly, nor are the pin-offs (???) of these students. They bring their money to live eat and be entertained.</p> | <p>Reason Result (inverted)</p> <p>Bonding</p> <p>Concession<br/>Contraexpectation</p> <p>Condition<br/>Consequence</p> <p>Condition consequence (inv.)<br/>contrastive alternation</p> <p>Grounds Conclusion (inverted)</p> <p>?</p> |
| if the topic | <u>Solution 2</u>                    | <p>What I think should be looked at is the quality of the degree programmes at New Zealand Universities. The government should be making sure that its New Zealand graduate students are getting quality education for the amount of money they are paying. The government continues to talk about the student deficit of the country and really they do nothing to entice graduate students to help reduce the debt.</p>  | <p>Bonding</p> <p>Amplification (Predicate Spec.)</p> <p>Concession<br/>Contraexpectation</p> <p>Means Purpose</p>  |
|              | <u>Solution 3</u>                    | <p>I think the government should look at ways of employing graduate students in fields that can be commercialized and sold to make profits for the country and also help get rid of their loan debts.</p>  | <p>Amplification (Predicate Spec.)</p> <p>Means Purpose</p>   |

15 Semantic Relations

- Bonding (x4)
- Concession Contraexpectation (x2)
- Amplification (x2)
- Means Purpose (x2)
- Condition Consequence (x2)
- Contrastive Alternation (x1)
- Reason Result (x1)
- Grounds Conclusion (x1)

Transcriptions – Task 3

3 + 3 + 1 = 7

3

| Image Schema           | B14 Discourse Pattern   | Semantic Relations  |
|------------------------|---|---|
| <p>↑<br/>Container</p> | <p><u>Generalisation</u> There are many arguments for and against the restrictions of admissions of New Zealanders to university degree programmes but the reason should not be because of insufficient employment opportunities. The logic for this argument stands that if you decrease the number of university graduates, the number of unavailable jobs for these graduates will also decrease. This logic stands to be flawed as it then creates and adds to a pool of unqualified citizens searching for jobs. As this logic is flawed other motives must be looked for to access the reasoning for this proposition. This must most certainly be a financial one.</p> | <p>Condition<br/>Consequence</p> <p>Reason Result (inv.)</p> <p>Means Purpose</p> <p>Reason Result (inv.)</p> <p>Condition<br/>Consequence</p> <p>Bonding</p> |
|                        | <p><u>Examples</u></p> <p>Matching</p> <p>Contrast</p>  |   |
|                        | <p>The proposal is specifically for New Zealanders because only New Zealanders are able to apply for such benefits like student loans. International students pay a lot of money to study here but if the supposed reason is because of a shortage of job vacancies then they should also be excluded. It has also been a well publicised fact that a lot of Graduates are finishing their studies and leaving their huge student debts behind.</p>   | <p>Reason Result (inv.)</p> <p>Concession<br/>Contraexpectation</p> <p>Bonding</p>  |

176 words

- 11 semantic relations:
- Reason Result (x 3)
  - Condition
  - Consequence (x 2)
  - Concession Contraexpectation (x 1)
  - Bonding (x 3)
  - Statement Denial (x 1)
  - Means Purpose (x 1)

| Page Scheme  | B15 Discourse Pattern  | Semantic Relations   |
|--------------|--|--|
|              | <p><u>Generalisation</u></p> <p>Is it really the governments place to decide who will and will not have the opportunity to gain a higher level of education? By taking this attitude we would be limiting both ourselves and the country through not offering equal opportunity to all.</p> <p>I feel that those proposing to attend university and gain higher qualifications are already educated enough to look around before deciding which courses they will attend, and degrees they will gain to discover what job opportunities there are for them when they graduate.</p>   | <p>contrastive alternation</p> <p>means result</p> <p>Bonding</p> <p>Means Purpose</p>   |
| Container 1  | <p><u>Examples.</u></p> <p>Although it is true that with the increasing numbers of students choosing to attend university and gain degrees, <u>the number of job opportunities</u> available is decreasing. Many are finding it difficult to gain access into their chose feilds with just the basic qualifications gained at university = as any experience others may have will give them an edge in the battle for a job.</p>   | <p>Bonding</p> <p>Means Result</p> <p>Concession</p> <p>Contrapexptat</p>  |
| Container 2. | <p>However in saying this, it is not to say that there is the same level of competition for jobs in the overseas market, many young people are choosing to graduate from university with an internationally recognised degree and head off overseas where there are better job opportunities and often a higher level of pay.</p>  | <p>Concession</p> <p>Contrapexpt.</p> <p>Reason Result (inv)</p> <p>Bonding</p>  |
|              | <p>In suggesting it be <u>the government that restricts</u> university intake levels, don't they already do this to some extent? With the 'user pays' attitude and high interest levels on student loans many who may opt for university decide against it when life long debt could be the result – if the degree they choose is one without many job opportunities. So in away the thought of financial burden acts as a deterant by the government already so many from lower socio-economic standings are restricted anyway.</p>   | <p>Bonding</p> <p>Condition consequence (inv)</p> <p>Means result.</p> <p>Bonding</p>  |
|              | <p>What would be the result of restricting entrance to university? Ask any young schoolleaver (without acedemic ambitions) <u>how</u> difficult it is to find work without experience, and how difficult it is to gian experience without a job Without the three years of training a university degree offers, the market place would be flooded with an excess of job seekers – all unqualified and inexperienced, this may be fine for a few years but then what would happen when all vacant aprenticeships were filled., trainy hairdressers + other university alternatives taken? We would again be faced with a lack of job opportunities at the other end of the scale – rather than have many overqualified, man would be under qualified instead.</p> | <p>Condition consequence</p> <p>Condition consequence</p> <p>Reason Result</p> <p>Concession</p> <p>Contrapexptat</p> <p>Statement Exemplification</p> |

22 semantic relations

406 words

- Concession Contrapexptation (x3)
- Means Purpose (x1) ✓
- Statement Exemplification (x1)
- Means Result (x4)
- Condition Consequence (x4)
- Reason Result (x2)
- Bonding (x6) ✓
- Contrastive Alternation (x1)

$$3 + 3 + 3 = 9 \quad 10$$

A

| Page Schema | B16 Discourse Pattern                           | Semantic Relations   |
|-------------|---|--|
|             | <p><b>General</b></p> <p>matching contrast.</p> | <p>This thesis is based on the idea that education at universities takes place only to give people the ability to take specific jobs which demand a certain stage of universitarian education. This idea can not be taken for garanted.</p> <p>Means Purpose } Statement Denial</p>  |
| Container 1 | <p><b>Particular</b></p>                        | <p>The reason for a person to take part in a degre program may be the which to personal development or the need of knowledge for personal reasons as well as the will to prepare for a certain job. Many students do not regard their studies as a mere preparation for their later occupation. But even if one regards the university as the place where people are merely trained for their later occupation, the question still is wheather it can be helpful to have done a degree, even if one is doing a job for which this degree has not been requested. General skills may have been trained during the study of one specific subject, which are transferable to very different works or subjects.</p> <p>Bonding } Amplification (Predicate Spec.)</p> <p>Means Result } Bonding (Rhet. Coup)</p> <p>Concession } Contraexpectation</p> <p>Bonding (Rhet. Coup)</p> <p>Bonding</p> |

162 words

9 Semantic Relations

Bonding (x4)

Means Purpose (x1)

Means Result (x1)

Amplification (x1)

Concession: Contraexpectation (x1)

Statement Denial (x1)

| Page Scheme | B17 Discourse Pattern | Semantic Relation  |
|-------------|-----------------------|--|
|             | <u>Topic</u>          | Admission into NZ universities are currently restricted by Bursary results for those under 20 years old and there is an open policy for over 20 year olds. It is obvious that those students who have entered in the over 20 year old policy are then only able to continue beyond first year, dependent upon grades. This policy means that university is an opportunity for anyone over 20 and restricted by grades for those under 20. Some may consider that this open policy would allow a flood of graduates in New Zealand that will result in an excess in qualified workers. Certainly it is true that where universities have an open policy, as compared to a restricted one, there are more students enrolling and therefore a greater number qualifying. However, this can not be considered a negative situation. With more people competing in the market place for positions, the standard of workers to choose from would give a greater pool. This can only be good news for employers in New Zealand and an incentive for the student to increase grades and to include voluntary or some applicable experience. It can be seen in any job application situation that there could be the initial number of applicants, many of whom have the same qualification. These are reduced to the number to be interviewed and often the deciding factor is grades or additional work or life experience. To limit the university entrances by the number of jobs available is to reduce the need to compete of which some of the more mediocre students may approve. However, to do this could be considered as controlling applicants, graduates, and the quality of employees. Not a scenario New Zealand should consider entering into with the fiercely competitive international world. |
|             | <u>Restriction</u>    | <ul style="list-style-type: none"> <li>Bonding</li> <li>condition consequence (inv.)</li> <li>Bonding</li> <li>means result</li> <li>Bonding</li> <li>Concession</li> <li>Contraexpectation</li> </ul>   |
| Container   | <u>Illustration</u>   | <ul style="list-style-type: none"> <li>means result</li> <li>means result</li> <li>Bonding</li> <li>means result</li> <li>Chronological Sequence</li> <li>Means Result</li> <li>Bonding</li> <li>Reason Result (inv.)</li> </ul>   |

290 words

- Means Result (x5)
- Bonding (x8)
- Reason Result (x1)
- Condition Consequence (x1)
- Concession
- Contraexpectation (x1)
- Chronological Sequence (1)

41. Transcriptions – Task 3

1 + 2 + 1 = 4 =

1

| Image Schema | Discourse Pattern   | Semantic Relations   |
|--------------|---|--|
|              | <p><b>B18</b></p> <p><u>Generalisation</u></p> <p>The NZ Government has a population of citizens that is increasingly university educated. The role of the govt should be to make a job market or encourage entrepreneurial businesses to employ university graduates rather than consider restricting applicants because of any overload of educated individuals.</p>  | <p>Amplification (Predicate Spec.)</p> <p>Bonding (Rhet. Compl.)</p> <p>Reason result (inv.)</p> <p>Grounds Conclusion (inverted)</p> <p>Condition consequence</p> <p>means result</p> |
| Container    | <p><u>Examples</u></p> <p>The government should consider restricting admissions to students in order to make university a thing of competition. In a way competition for a degree means the possibility of the number of university students those who want to pursue education with an intense seriousness and <del>dream</del> <sup>dream</sup> of achievement. The availability for a NZ education makes achieving a degree unimportant. I sense a lack of seriousness among students, a lack of achievement and importance toward education, &amp; perhaps this is because of the availability of a tertiary education.</p> | <p>means purpose</p> <p>means result</p> <p>Bonding</p> <p>Bonding</p>   |
| Container    | <p><u>Matching Contrast</u></p> <p>If the government restricted the number of applicants, it would accept those more interested in getting an education. These students might make an impact upon NZ by creating a job market that wants to compete nationally as well as globally making the standards &amp; dreams of kiwis a more important objective in life.</p>   | <p>means result (inv.)</p> <p>Bonding</p>  |
| Container    | <p><u>Matching Contrast</u></p> <p>There lies the rub. For NZ to create an employable job market. The government/society must create competition so that opportunities &amp; ideas only get better and the quality increases. Restricting education is one way of creating competition, but is also a way of closing opportunities to many capable individuals.</p>   | <p>means result</p> <p>Bonding (Rhet. Compl.)</p>  |
|              | <p>The government should not restrict university admissions because NZ needs a more educated society that has skills, know how to work in groups, formulate ideas &amp; communicate.</p>  | <p>Bonding</p> <p>Reason Result</p>  |
|              | <p>The people who graduate with university degrees have skills to rejuvenate and spark possible opportunities. There is nothing wrong with an educated society – the problem lies in creating jobs. This country must spark ideas to create new job markets and retain N Zealanders in this country rather than see them escaping overseas to pursue more viable &amp; profitable careers.</p>  | <p>means result</p> <p>Bonding (Rhet. Compl.)</p> <p>means result</p> <p>means purpose</p> <p>contrastive alternation</p>  |

319 words

23 semantic relations

Grounds Conclusion (x2)

Amplification (x1)

Means Result (x7)

Bonding (x7)

Means Purpose (x2)

Reason Result (x2)

Condition Consequence (x1)

Transcriptions – Task 3

$3 + 3 + 2 = 8$

3

| Page Schema    | B19 Discourse Pattern   | Semantic Relations   |
|----------------|---|----------------------|
| Generalisation | To restrict the numbers of university graduates in such a way, would be detrimental to the cultural and economic life of New Zealand. By penalising prospective students  | Means Result         |
| Examples       | in such a manner, the government would show itself to be ignorant and bigotted. By stating that you are unable to attend university, because you are unlikely to attain a suitable job afterwards seems to be rather pessimistic.   | Means result         |
| Bonding        | Besides, who can say that by reducing the numbers of university graduates the job availability will increase? By acting in this manner, the govt. will actually increase the 'brain drain' effect – therefore completely cancelling any 'positive' effect they thought they would achieve by their actions, as all the talent - both imminent, and realised, will most definately seek out greener pastures n other parts of the world. This sort of restrictive behaviour is an infringement on our basic human rights. Those being our right to enjoy an education, for the sake of learning, rather than job availability. This dictatorial style would only enable even grosser human rights breaches in other areas. | Reason Result (inv.) |
|                | By  | Condition            |
|                | By  | Consequence          |
|                | By  | Reason Result (inv.) |
|                | By  | Means Result         |
|                | By  | Bonding              |
|                | By  | Means Result         |
|                | By  | Means result         |

- 12 Semantic Relations
- Means Result (x 5)
  - Reason Result (x 2)
  - Bonding (x 4)
  - Condition Consequence (x 1)

3 + 3 + 2 = 8

| Page Schema   | B20 Discourse Pattern   | Semantic Relations  |
|---|---|---|
| <p>Container 1</p> <p>Examples</p> <p>matching contrast</p> | <p>The New Zealand Government should restrict the number of admissions of New Zealanders to university degree programs. <u>First</u>, there has been a confession by the New Zealand government that there is not enough jobs offered for graduates in the workplace today. By restricting admissions to universities, it will sort out those who are serious in furthering themselves and weed out those who do not want to further themselves. Furthermore, by restricting university entrance, the amount of people who have to take out student loans to cover their costs will decrease; therefore more students will have less debt to pay later in their lives. And the less people taking out student loans, the less money the New Zealand government has to borrow for this venture.</p> <p><u>However</u>, why should not a person want to further themselves? A lot of students that did not do very well at school in their earlier years might want to have second chance. A good example of the former sentence is Bob Jones He did not gain school certificate, yet he is now a property developer in New Zealand. From his limited education, he would have to learn aspects about business that he did not learn at school.</p> | <p>Amplification (Predicate Spec.)</p> <p>Means Result</p> <p>Bonding</p> <p>Bonding</p> <p>Means Result</p> <p>Means Result</p> <p>Reason Result (inv.)</p> <p>concession contraexpectation</p> <p>Amplification (Predicate Spec.)</p> <p>Statement Exemplification</p> <p>Bonding</p> |

- 201 words
- 12 semantic relations
- Means Result (x 3)
  - Reason Result (x 1)
  - Concession
  - Contraexpectation (x 1)
  - Bonding (x 4)
  - Amplification (x 2)
  - Statement Exemplification (x 1)

| Page Schema      | B21 Discourse Pattern   | Semantic Relations  |
|------------------|---|---|
|                  | <p><u>Generalisation</u></p> <p>This argument has both positive and negative points. The New Zealand government have already restricted the number of admissions to New Zealand universities by making the students work hard for top marks. Such specified courses, for example engineering require an A average and ask the student to maintain this high average paving the way for the top intellectual students to continue their studies, and those who are not as intellectually gifted to move on to something more of their level.</p> <p><u>Contrast</u></p>  | <p>Means Result (inv.)</p> <p>Statement Exemplification</p> <p>means result</p> <p>Bonding</p>  |
| <p>Container</p> | <p><u>Examples</u></p> <p>Although employment is a large motivation for enduring through years of university studies, many people study on a leisure activity type basis. They are only interested in gaining more knowledge for themselves and so who can make a decision for discluding these type of people? Why should they be stopped from going to university with a desirable motivation to learn.</p> <p>More than often students also change their mind about what degree they want to pursue They may be accepted in to one course which does not offer a high chance rate of a job, but then change their minds and decide to pursue a totally different career, where employment could be more readily available.</p>   | <p>Concession</p> <p>Contraexpectation</p> <p>Bonding</p> <p>Reason Result (inv.)</p> <p>Condition Consequence (inv.)</p> <p>reason result (inv.)</p> <p>Bonding (Contrastive Coupling)</p> |
| <p>Container</p> | <p><u>Matching Contrast</u></p> <p>There is however the problem of some degrees not offering a high percentage rate of employment Maybe in these cases the Government should consider a restriction but as mentioned before a lot of these types of courses are pursued mainly for enjoyment anyway.</p> <p>In my case a Bachelor of Arts rarely brings about abundant employment, it depends on what you decide to major in and what you will do with these majors. As a drama student there is an understanding brought about that many people fail in their acting careers and do not get far at all. This however has never troubled me as it will never stop my passion for the art and my enjoyment while pursuing it. X</p> <p>There should not be a restriction placed on courses that people want to do and are happy about doing employment or not!</p> | <p>Condition Consequence</p> <p>Concession</p> <p>Contraexpectation</p> <p>Concession</p> <p>Contraexpectation</p> <p>concession contraexpectation (inv.)</p>                               |

20 Semantic Relations.

- Concession Contraexpectation (x4)
- Bonding (x8)
- Condition Consequence (x3)
- Means Result (x2)
- Reason Result (x2)

4 + 4 + 1 = 9



| age Schema | B22 Discourse Pattern                                  | Statement  | Amplification  |
|------------|--|--|--|
|            | <u>Topic</u><br><u>Restriction</u>                     | There should be a higher standard for entrance into University degree programmes but this should be the only restriction.  | Concession<br>Contraexpectation  |
| starter    | <u>Illustration</u><br>Reason Result (inv.)<br>Bonding | It would be unfair to tell a person of capable intelligence that they can not enter university because of the number of people entering. But then give someone else of lesser intelligence but of a minority group (ie women, maori, etc) entrance. This seems cruel. There needs to be a standard and if you reach that standard that's great your in. The standard should be as justice is (or ideally should be). | contrastive alternation } Amplification (Predicate Spec.)<br>condition consequence } Bonding |
|            |  | To say there are insufficient employment opportunities ignores the fact that there are often over 150 job positions advertised in the Waikato Times, and many more advertised on internet site such as jobnet. Unfortunately many of these positions are not exactly where a university graduate believes he/she should start out. They are lower than a vice presidency and thus are ignored.                       | Bonding } Statement Denial } Concessive<br>Bonding } Contraexp                               |
|            | <u>Problem</u>   | If there was a restriction on University entrance the question arises of where would all the others go?  | Condition Consequence  |
|            |  | To remove the "saturation" of university students would just mean there would be a saturation in another employment area, such as McDonalds positions. So what would this achieve?   | Condition Consequence  |
|            | <u>Solution</u>  | Possibly a solution to this problem is to raise the caliber of teaching and subjects. STOP DUMBIFYING THE COURSES! Let a University degree gain back some of its prestige and actually mean something.   | means result. (inv.) } Means Result  |
|            |  | This will allow those suited to academia to actually achieve something and those unsuitable a chance to realise a better calling in life.  | contrastive alternation } Bonding  |
|            | <u>Evaluation</u>                                      | By dumbifying courses like management, they have made it easier for everyone to get a management degree which makes it mean less to employers, which in turn means that a person holding the management degree doesn't get the job because every tom, dick, and harry has one!   | Reason Result } Means Result<br>Reason Result (inv.) }                                       |
|            |  | Even McDonalds is offering papers in management so what makes a uni student so special if they have the same as a McD's worker?  | Concessive<br>Contraexpectation  |

- 22 Semantic Relations
- Concession Contraexpectation (x3)
  - Amplification (x1)
  - Statement Denial (x1)
  - Amplification (x1)
  - Reason Result (x3)
  - Means Result (x3)
  - Condition Consequence (x1)
  - Bonding (x5)
  - contrastive Alternation (x1)

| Page Schema  | B23 Discourse Pattern  | Semantic Relations   |  |
|--------------|--|--|--|
| Container    | <p><u>Solution 1</u><br/>and<br/><u>Evaluation</u><br/><br/><u>Problem</u></p> | <p>Restricting the number of admissions of New Zealanders to university degree programmes would indeed mean that there are less graduates looking for work upon graduation. However, I do not believe that this is going to result in a higher percentage of university graduates attaining employment. In my opinion, the problem is not in the quantity, its in the quality. So many universities offer such general degrees, that it is difficult for graduates to apply for employment in areas requiring specific skills.</p>   | <p>Means-Result<br/>Means-Result<br/>Bonding<br/>Reason-Result</p> <p>Concession<br/>Contraexpectation (Contrastive Causality)<br/>Statement Exemplification</p> |
| Container    | <p><u>Solution 2</u></p>   | <p>I believe that the problem needs to be addressed within the curriculum structure. If a degree is more specialized, and demanded a higher standard of work, with more tutorials &amp; experience in particular areas, then graduates would be much more equipped upon finishing University. This would also solve the numbers problem. Because the easier a degree is, the more attractive it will be. It will gain a greater number of students, and therefore, produce a greater number of graduates. Those graduates are then released into the workforce, with their general &amp; easily attainable degrees, and you have the afore mentioned problem occur; not enough jobs.</p> | <p>Condition Consequence<br/>Reason-Result (link)<br/>Means-Result<br/>Reason-Result</p> <p>Bonding<br/>Reason-Result<br/>Bonding</p>                            |
| Evaluative 2 | <p><u>Evaluative 2</u></p>   | <p>Restricting admission numbers won't help this problem. However, if Universities make the degrees more difficult to attain and the paper content more valuable, it would have the desired effect of producing less graduates. It would also mean that those who did graduate had a degree that was usable, and made them employable.</p>   | <p>Bonding<br/>Concession<br/>Contraexpectation</p>  |

238 words

(16)

Reason Result (x 3)

Means Result (x 4)

Concession

Contraexpectation (x 2)

Condition Consequence (x 2)

Bonding (x 4)

Statement Exemplification (x 1)

Reason-Result

Concession

| Image Schema                                   | B24<br>Discourse Pattern  | Semantic Relations.   |
|--|---|---|
| <p>Contrast</p> <p>Problem</p> <p>Solution</p> | <p>This proposition of restricting admission does seem to make sence. To get a university degree is very expensive &amp; to insure that people who spend all that money actually can get a job at the end is important. This is especially so in areas such as law and management. However many people get jobs in fields that are not strictly related to their degree, and people can also go overseas when they are finished. This then, of course, brings up the issue of the 'brain drain'. But restricting admissions will result in a similar situation. <u>One thing to do</u> would be to try &amp; encourage people to study in areas where their may be employment when they are finished. To identify areas where we need more skilled workers. Those areas where there are no jobs need to be identified also, &amp; here restrictions should be made. I'm sure there are other arguements for &amp; against, but I can't think of any right now ...</p> <p>Also many people go to university not just to get training for a job &amp; to ear<sup>n</sup> more money, but to further their education, to learn for the sake of learning.</p> | <p>Grounds<br/>Concession<br/>(inverted)</p> <p>Bonding</p> <p>Bonding</p> <p>Bonding</p> <p>Bonding</p> <p>Means Result</p> <p>Bonding<br/>(Contrastive Coupling)</p> <p>Concessive<br/>Contraexpe</p> |

197 words

8 semantic relations

Bonding (x5)

Means Result (x1)

Grounds Conclusion (1)

Concessive

Contraexpectation (x1)

Transcriptions – Task 3

3 + 3 + 1 = 7

[3.]

| Page Schema                 | B25 Discourse Pattern |   | Semantic Relations   |
|-----------------------------|-----------------------|---|--|
| Container arguments against | General               | It has been proposed by some that the New Zealand government should take direct action in regulating enrollment at universities due to a lack of jobs for those emerging with degrees. This suggestion, while valid, may have missed some important ideas about education.  | Reason Result (inv.)<br>Concession<br>Contraexpectation  |
|                             | Particular            | When entering a tertiary institution there is an unspoken expectation that your efforts, and money, will not go unnoticed by employers when you leave. Is employment though the only reward of education? Could not the attainment of knowledge be reward in itself? University is not only a place where we learn the specifics of a particular field of study, but also a chance to learn how to develop ourselves. This chance to better ourselves is a right that all people should embrace.  | Means Result<br>Bonding (Contrastive Coupling)<br>Bonding<br>Grounds Conclusion  |
|                             | Means Result          | The limiting of numbers to university has the effect of imposing a class structure on society, removing the rights of one group to education and thus limiting their potential and capacity in life. Also if the government were to step in and actively regulate admission, how would the students be selected? Would it be the rich and the smart who attended university? Or would it be those who acted first that got the places? The only fair way to achieve the result would be to have all apply by a certain date and then select randomly from all the applicants. | Means Result (inv.)<br>Means Result<br>Means Result<br>Means Result (inverted)<br>Supplement<br>Alternative<br>Condition Consequence |
|                             |                       | As a current university student the thought that my studies may not lead directly to a job doesn't scare me. I feel that I have learnt enough here at university to adapt to whatever situation I need to take to support myself and a family, with retraining always being an option. I do not expect to earn a certain dollar value for my degree as I have felt the benefits in other areas.   | Amplification (Spec Spec)<br>Means Purpose<br>Result Result (inverted)   |
|                             |                       | I feel that it would not be right for the government to step in and it would actually harm the country more than having a high number of highly qualified unemployed.   | Contrastive Alternation  |
| 2.                          | 2.                    |   | (21)   |

- Concession Contraexpectation (x2)
- Grounds Conclusion (x1)
- Bonding (5)
- Alternative (x1)
- Means Result (x5)
- Reason Result (x2)
- Amplification (x1)
- Condition Consequence (x1)
- Contrastive Alternation (x1)

Transcriptions – Task 3

3 + 3 + 3 = 9

Discourse Pattern

| Image Schema | C201                  |  | Semantic Relation   |
|--------------|-----------------------|--|---|
|              | <u>Generalisation</u> | <p>Nowadays, every New Zealanders has right to study at university. Numbers of New Zealanders gain university degree.</p> <p>However, the employment opportunities for university graduates in New Zealand have dropped today. So somebody argues that the N.Z. Government should restrict the number of admissions of N.Z. to university degree programmes. In my opinion, the number of restriction of university degree is completely unnecessary.</p>  | <p>Bonding</p> <p>Reason Result</p> <p>Concession, Contraexpectati</p>                        |
| bottainer    | <u>Example</u>        | <p>Bachelor degree is a very basic level of studying. Students understand some basic theories these knowledges might be useful to everybody among their whole lives everyone should master them.</p> <p>However, employment opportunities have dropped down all over the world not just at New Zealand. People gain their degree do not mean they can get a job. Learning degree programmes just help them find a job or be better in working. So insufficient employment opportunities is not equal to restriction of the number of university degree programmes.</p> <p>In conclusion, following the high developing of technology, New Zealanders and other countries' citizen absolutly need more education. The Government should allow more people to admiss university degree programmes.</p> | <p>Bonding</p> <p>Concession, Contraexpect</p> <p>Reason Result</p> <p>Grounds Conclusion</p> |

177 words

- 7 Semantic Relations
- Reason Result (x2) ✓
- Concession Contraexpectation (x2)
- Bonding (x2)
- Grounds Conclusion (x1)

Transcriptions – Task 3

3 + 3 + 4 = 10

Discourse Pattern

| Page Schema                                     | C202 |   | Semantic Relation  |
|---|------|---|--|
| <p>Generalisation<br/>Matching<br/>Contrast</p> |      | <p>In New Zealand, now there are not enough opportunities for university graduates to get jobs, but restricting the number of studying in university is not a good ideal for changing the situation.</p>  | <p>Concession<br/>Contraexpectation</p>  |
| <p>Example</p>                                  |      | <p>If the government only let few people graduate in university, the employment opportunities may be increased for people who graduated from university. However, other people who did not have chance to study in degree programmes still do not have insufficient jobs. If people have degree, they still can take a job which do not need much professional skill. However, some abilities will be required when people get some jobs. So having a university degree can not cause the employment opportunities reduced.</p> <p>Also, university can set more different major for students, so people can study different skill and they will not have to take same job.</p> | <p>Condition<br/>Consequence<br/>Condition<br/>Consequence<br/>Grounds<br/>Conclusion<br/>Means<br/>Result</p> |

137 words

- 5 Semantic Relations
- Condition Consequence (x2)
  - Means Result (x1)
  - Concession Contraexpectation (x1)
  - Reason Result (x1)

Transcriptions – Task 3

3 + 3 + 4 = 10

4

Discourse Pattern

| Page Schema      | C205  |  | Semantic Relation   |
|------------------|---|--|---|
|                  | <u>Generalisation</u>                           | <p>Today, more and more young people graduate from Universities, and join the society to find employment opportunities in New Zealand. However, these opportunities are reducing everyday. So some people suggest the government to control the number of admissions of New Zealanders to universities. so that control the stress from the employment opportunities. But this suggestion may be not useful.</p>   | <p>Binding<br/>Concession<br/>Contrast<br/>Reason Result</p>  |
| <u>Container</u> | <p><u>Example</u><br/>Matching<br/>Contrast</p> | <p>Firstly, the university is for educating the people in a academic level., also it is the important place for people do the scienscal reaserch. It is not a special place for taining the people. Almostly people go to university that is for improve their knowledge, it is really good for the society to be improved in the future.</p> <p>Secondly, the goverment does not have any right to limit people have the chance to study in University. Everybody has the chance of education. The employment opportunities are reducing, which is cased by population, unfair combination, and so on. The high education is not the excuse.</p> <p>Finally, to study in the University is not the only chance to get the employment. Many people consider that graduate from the university is a easy way to get the job. However, this reason cases opportunities are reducing, because too many people keep this idea to find the job.</p> | <p>Binding<br/>Binding (Contrastive Coupling)<br/>Concession<br/>Contradiction<br/>Reason Result (inverted)</p> |

212 words

- 7 Semantic Relations
- Concession Contradiction (x2)
- Binding (x3)
- Reason Result (x2)

# Transcriptions – Task 3

$$3 + 3 + 5 = 11$$

4

## Discourse Pattern

| Page Schema   | C206 |   | Semantic Relation  |
|---|------|---|--|
| <p>Generalisation</p> <p>Part 1</p> <p>Container</p> <p>Example</p> |      | <p>As a current student in Waikato University, I don't think it is very necessary to restrict the number of admissions of kiwis to go back to university degree programmes. It is true that there are insufficient employment opportunities in New Zealand, but not only caused by people go back to university and get a new degree, this is not the main reason for less employment opportunities.</p> <p>On the other hand, the reasons of less employment opportunities are different and various, such as government policies, economic fluctuation and inflation.</p> <p>Furthermore, more people are coming back to university is a good sign of economic is going well in New Zealand, people is feeling lack of knowledge more people is getting educated. The development of educational level is a very important sector to prove if a country is developed.</p> <p>Finally, people who is worry about getting a job become more difficult, because of more people go back to university is really not necessary. Graduates have many benefits and priorities than others, they are young and confident, full of passion, so that the New Zealand government do not have to restrict anyone who wants to university degree programmes.</p> | <p>Bonding (Contrastive Coupling)</p> <p>Denial Correction</p> <p>Condition Consequence (inverted)</p> |

194 words

3 semantic relations

Bonding (x1)

Denial Correction (x1)

Condition Consequence (x1)

Transcriptions – Task 3

3+3+3=9



Discourse Pattern

| Page Schema    | C207 |   | Semantic Relations   |
|----------------|------|---|--|
| Generalisation |      | <p>It is reasonable for students intended to go to a university. But it is becoming more and more clear a fact that employment opportunities for university graduates are not optimistic New Zealand today. There for some person advised that Government should restrict the number of admissions of people to university degree programmes. But I think, it is totally worry. My opinion comes from following aspects.</p>  | <p>Grounds Conclusion</p>  |
| Example        |      | <p>First, the aim of education is not just for student to get a good job. People need to be educated , is because our nature need to be trimmed, so that we can understand the meanings of the life. The higher education you get the more knowledge you will acquiered, and it is well known that knowledge is power, the power of civilization, the power keeps the human's history goes on.</p> <p>Second, restrict the number of admissions of students to university can not rise the employment opportunities for people. The insufficient of employment opportunities for university graduates, is not necessarily caused to be the large number of university graduates. So we can simply restrict the admissions to solve this problem.</p> <p>Finally, it is a very complex reason caused this situation, and we need to find away step by step, not blandly.</p> | <p>Reason Result<br/>Means Purpose<br/>Reason Result<br/>Bonding (Contrastive Coupling)<br/>Bonding<br/>Grounds Conclusion</p> |

206 words

- 7 semantic relations
- Reason Result (x2)
- Grounds Conclusion (x2)
- Bonding (x2)
- Means Purpose (x1)

Transcriptions – Task 3

3+3+4=10

Discourse Pattern

| Page Schema   | C208 |  | Semantic Relation   |
|---|------|--|---|
| <p>Generalisation<br/>Topic</p> <p>Restric</p> <p>Container</p> |      | <p>Nowadays, there are insufficient employment opportunities for university graduates in New Zealand today and some people say that the New Zealand Government should restrict the number of admissions of New Zealanders to university, but others disagree with this opinion. From my point of view, I am disagree with the opinion and I will give my reason as follow.</p>   | <p>Reason Result</p> <p>Statement Denial</p>  |
| <p>Example<br/>Illustrat</p>                                    |      | <p>Firstly, You can earn a lot of knowledge in university. It is well known that knowledge is power and people can earn knowledge from different ways, however the most effective way is study at school especially in university. From university, people can earn knowledge that who interested in and they have opportunities to make friend who came from different countries. Hence, after three or four years study, they are not only to gain a lot of useful knowledge but also can enrich their living experience.</p> <p>Secondly, Government should encourage the New Zealanders to study in university. If a country want to develop quickly, she must need a lot of people with very high education level. In one hand, some people enter university to study, it can afford more employment opportunities for public. On they other hand, after they graduate from university, it is easy for them to find a good job and contribuit to society.</p> <p>From what I have mentioned above, otherwise there are insufficient employment opportunities for New Zealander, however, from university you can gain a lot of useful knowledge and make lots of friend have different background and you will have more chance in the future. So the Government should encourage people to enter the university.</p> | <p>Concession Contraexp</p> <p>Bonding</p> <p>Bonding</p> <p>Condition Consequence</p> <p>Reason Result Invert</p> <p>Bonding</p> <p>Grounds Conclusion</p> |

266 words

- 10 Semantic Relations
- Concession Contraexpectation (x1)
  - Reason Result (x2)
  - Grounds Conclusion (x1)
  - Bonding (x4)
  - Condition Consequence (x1)
  - Statement Denial (x1)

Discourse Pattern

| Page Schema      | C209                            |   | Semantic Relations  |
|------------------|---------------------------------|---|---|
| <p>Container</p> | <p>Generalisation<br/>Topic</p> | <p>As the developing of society, more and more people can get a higher education in New Zealand. However, with the more university graduates, there is a problem about employment opportunity. So some people think the government should control the number of admission of entering universities. In my</p>   | <p>Reason<br/>Result<br/>Concession<br/>Contraexpectation<br/>Reason<br/>Result</p> |
|                  | <p>Restriction</p>              | <p>opinion, getting education is every person's right and the government should not limit that.</p>   | <p>Bonding</p>  |
|                  | <p>Example<br/>Illustration</p> | <p>First of all, people have right to get education. That is also an important thing that the government should do. People can entry universities if they got enough conditions just like finishing their high school, or they got a good test in language test system. For example, a lot of chinese students come to NZ to enter universities. it must cause some problems of employment. but they trying their best to complete their education is not only to work but also to improve themselves. to suit the society, to develop their country.</p>   | <p>Condition<br/>Consequence (inverted)</p>   |
|                  |                                 | <p>Secondly, a country wants to be developed, there should be a lot of good educated people. They learn technology, skill, research. Even they can not get a job, they still can teach the young generation. It will be good to the future of the country even the future of human beings.</p> <p>Finally, I think it needs all kinds of programmes graduates in NZ to develop the country. We know NZ is a argiculture country If the government wants to make it better than before they should make more people to get high education.</p> <p>To sum up, education is very good for a country, so I think NZ government should not limit the number, people can get education.</p> | <p>Condition<br/>Consequence<br/>Grounds<br/>Conclusion</p>                         |

270 words

- 7 semantic relations
- Reason Result (x2)
- Condition Consequence (x2)
- Bonding (x1)
- Concession Contraexpectation (x1)

Transcriptions – Task 3

$3 + 3 + 4 = 10$

4

Discourse Pattern.

| Page Schema | C210                  |  | Semantic Relations                        |
|-------------|-----------------------|--|---|
|             | <u>Generalisation</u> | Recent years, the employments opportunities for University graduates in New Zealand are becoming more and more insufficient. As the counter measure of this phenomenon, some people claim that the New Zealand Government should restrict the number of admissions of New Zealanders to University degree programmes. From my point of view, even may not be exactly correct, it can be reasonable in some of the situations but certainly sometimes would be ridiculous.                | Reason Result                             |
| container   | <u>Examples</u>       | On one hand, Since more graduates expect employment opportunities, the competitions are quite tough in the society which leads to an unbalance of the relationship between supplies and demands. As the result, what the government should do is to control the situation. And as one of the methods, restricting the number of people who can enter the University may be help. It reduce the number of requirement of the employment opportunity indirectly by redusing the graduates. | Reason Result<br>Reason Result<br>Bonding |
| container   |                       | On the other hand, restricting the number may have some negative effects on the  |   |

161 words

4 semantic relations  
Reason Result (x3)  
Bonding (x1)

Transcriptions – Task 3

3 + 3 + 5 = 11

Discourse Pattern

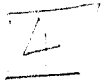
| Page Schema      | C212                |   | Semantic | Relation                                       |
|------------------|---------------------|---|----------|--|
| <u>Container</u> | <u>Restriction</u>  | I think it should not be restricted the number of admissions of New Zealanders to university degree programmes.   | }        |  |
|                  | <u>Illustration</u> | Because not all the students will leave at New Zealand when they graduate. They've got much more opportunities to oversea to work. Maybe they will find out that if you go out of your own country, you will learn more experiences for their life.   | }        | Reason<br>Result<br>(inverted)                 |
|                  |                     | We study in New Zealand are not only wanna work at New Zealand, we can show out our knowledge. to all of the world, let them know what we can do better than them or not better than them, and then we can find out what we don't have, what our weak points are! and then we can come back to New Zealand to improve the education system. | }        | Condition<br>Consequence                       |
|                  |                     | If the government restrict it, that means we've got less student to graduate – But can they sure who graduate from university is the best. The Answer will easy to be seen.   | }        | Condition<br>Consequence                       |
|                  |                     | There're more student got their degree, more opportunities they will have. New Zealand is not the only country you can work for.  |          |  |
|                  |                     | I think the government must give this decision to the New Zealanders. They will choose what they want, what the best way is. That means we have to vote it. I think the result will be the best way.  | }        | Bonding<br>Amplification<br>(Predictive Spec.) |

222 words

5 Semantic Relations.  
 Condition Consequence (x2)  
 Reason Result (x1)  
 Bonding

Transcriptions – Task 3

$3 + 5 + 5 = 13$



Discourse Pattern

| Page Schema      | C213     |   | Semantic                 | Relations |
|------------------|----------|---|--------------------------|-----------|
| <p>Container</p> | <p>?</p> | <p>It is a tendency of ongoing to enter the university for International students to get to high degree. Why does the New Zealanders to enjoy the degree programmes.</p> <p>You know, although the New Zealanders have the superiority; comparing with other people. They may feel competitive if people who don't have PR. but can get the high degree. What causes the phenomenon of insufficient employment opportunities? In my opinion, it is a significant problem. The rate of unemployment in some industrial countries such as American is higher than New Zealand. Why there are so many Americans want to entry those famous university. Is the American Government looking forward to have more people who lose their jobs. I'm sure, to restrict the number of admissions of New Zealanders to university degree programmes is not so wise choose.</p> <p>Unemployment is very common in modern society. excellent person who own the high degree well ability of working, or good looking (it's a joke) can replace other people's position, of course, they have poor condition. So in the conclusion of above, we can say we should encourage everyone to strive for the university degree.</p> | <p>} Simple Contrast</p> |           |

188 words

1 semantic relation  
Simple Contrast (x1)

Transcriptions – Task 3

3 + 3 + 5 = 11

Discourse Pattern

| Page Schema    | C214 |   | Semantic   | Relations |
|----------------|------|---|--|-----------|
| Generalisation |      | <p>There are more competitive in different kinds of careers all over the world. New Zealand has the same situation as well. The amount of unemployment is increasing year by year. Some of the students finished degree programmes in University, but after graduated, they can not find a job in New Zealand today.</p>  | <p>Chronological Sequence</p>  |           |
| Container      |      | <p>Although it exist this situation in the society, I against for the New Zealand Government should restrict the number of admission of New Zealanders to University degree programmes.</p>   | <p>Concession<br/>Contraexpectation</p>  |           |
| Example        |      | <p>In my opinion, if the Government restrict the people to go to University, it will reduce the diathesis of the people, they will learn less, know less, even loss their opportunities to get the higher education. If the government do this, it will make the employment oppotunities less and less. The situation of unemployment will get more serious. And then will cause more society problems. In my mind, the government should encourage more people to go the University, undergraduate students can have oppotunities to try to get the higher level education. Postgraduate students can find the work and learn more what they want. Let the students learn more skills and knowledges, so they can do better at work and do more distributions for the country.</p> | <p>Condition<br/>Consequence<br/>Condition<br/>Consequence<br/>Means<br/>Purpose</p> |           |
|                |      | <p>University is which a place train the people to do well at work and how to find a good job in the futurn. You can learn more skills and knowledges in it.</p>  |  |           |

237 words

- 5 semantic relations
- Condition Consequence (x2)
- Means Purpose (x1)
- Chronological Sequence (x1)

Transcriptions – Task 3

3+3+3 = 9

4

Discourse Pattern

| Page Schema | C215                  |  | Semantic Relations   |
|-------------|-----------------------|--|--|
|             | <u>Generalisation</u> | <p>Nowadays, a sensitive social problem if the suitable aged individual should be limited to be enrolled by university because they can not find an ideal job after graduate from university in NZ. The purpose of this essay, illustrating the students should be educated by university even though there is seldom employment chance for graduates in NZ.</p>   | <p>Concession<br/>Contraexpectation<br/>(inverted)</p>   |
| Container   | <u>Example</u>        | <p>Firstly, university graduates are the reflection about the educational level of the whole nation. Civilization is the major character of the people who are educated. It is unaccepted that employment opportunities can be seemed as a element which limits the education chance.</p> <p>Secondly, university graduates still have chance to find a job even if the insufficient employments opportunities. It means that the university graduates can find an ideal job after an temporary waiting period. However, the person who does not have the university degree can not find the job as same as university graduates after a waiting period. This is because he did not learn university degree programmes.</p> <p>Finally, the university graduates still can go aboard and find an ideal job if they can not be employed in NZ. This is because that the university graduates have learned and completed their major in their universities. As a result, these special knowledge are very useful for them to find an ideal job in the global labor markets.</p> <p>In conclusion, I do believe that, the New Zealand education department can find a point in order to make a balance between employment opportunities and education chance for New Zealander.</p> | <p>Condition<br/>Consequence (inverted)</p> <p>Concession<br/>Contraexpectation</p> <p>Reason<br/>Result (inverted)</p> <p>Reason<br/>Consequence (inverted)</p> <p>Reason<br/>Result (inverted)</p> |

252 words

- 7 semantic relations.
- Reason Result (x3)
- Condition Consequence (x2)
- Concession Contraexpectation (x2)

# Transcriptions – Task 3

$$3+3+3=9$$

4

Discourse Pattern

| Page Schema                             | C216   | Semantic Relation   |
|---|--|---|
| Topic<br><i>Chronology<br/>Sequence</i> | Nowdays, with the development of education more and more New Zealanders are going to university after they were graduate from high school. Because of that, it is showed that lots of graduates have pressure for finding the job. but I don't think that New Zealand Government restrict the number of admissions of people to university can insufficient employment opportunities for university graduates. | Reason Result<br>Reason Result                                  |
|   | Restriction  |   |
| Illustrative<br><i>Order</i>            | Firstly, the employment press not only be caused by graduates, this is the normal problem in the world. the New Zealand Government can open the New Zealand's marketing more and more International companies will be attracted to built their company in New Zealand, if they do that, they need many workers. It can deal with the pressure of employment in New Zealand.                                    | Condition Consequence<br>Reason Result<br>Condition Consequence |
|   | Secondly, restricting the number of New Zealands to university will cut down the quality of New Zealands, so many people can't going study and get more knowledge, the New Zealand also have not enough graduates with high education to work for many areas for New Zealand Government the development of New Zealand will be hindered.   |   |
|   | Thirdly, if the university graduates are more that the society needs the New Zealand Government can make them go to abroad, to get money from other country for New Zealand.   |   |
|   | To sum up, I   |   |

213 words

6 semantic relations:  
Reason Result (x3)  
Condition Consequence (x2)  
Means Result (x1)

Transcriptions – Task 3

Discourse Pattern

| Page Schema      | C217                       |  | Semantic Relation                                      |
|------------------|----------------------------|--|--|
|                  | <p><u>Topic</u></p>        | <p>In today's New Zealand society, more and more people go to the university to study. Some people said the New Zealand Government should restrict the number of admissions of New Zealanders to university degree programmes. Because of insufficient employment chances for people who has university graduates in today's New Zealand. In my opinion, I don't agree this statement. I will give my explanation following two parts.</p>   | <p>Reason<br/>Result</p>                               |
| <p>container</p> | <p><u>Restriction</u></p>  | <p>Firstly, more and more people go to the University is a good thing. It has more benefit to the New Zealand's whole society. This is because that people can learn more knowledge from university study, it can raise personal civilization, so more people have good civilized level, the whole society will go to a high civilized level. In a word, the number of people who go to the university is increasing that is a really good for personal and the New Zealand Society.</p> <p>Secondly, the insufficient employment opportunities for university graduates is not enough reason. Because New Zealand's economic basics on agriculture. Many university student study in other department. So many student who have high education go to foreign country to find a job. So I think New Zealand should create their own industry aparenment. Therefore, many high graduated student will stay in New Zealand and make money for their own country.</p> | <p>Reason<br/>Result</p> <p>Bonding</p>                |
|                  | <p><u>Illustration</u></p> | <p>In all, I think many people can go to university to study is a very good thing. It can create more assets. So the Government restrict the number is not good. The Government should econgage this manner, it really helpful for New Zealand.</p>  | <p>Reason<br/>Result</p> <p>Grounds<br/>Conclusion</p> |

261 words

6 Semantic Relations.  
Reason Result (x3)  
Bonding (x2)  
Grounds Conclusion (x1)

**Transcriptions – Task 3**

Discourse Pattern

| Page Schema | C218       |  | Semantic Relation  |
|-------------|------------|--|--|
| Job pattern | No pattern | <p>In Generally people think that university graduates are more sufficient employeem rather than ungraduate employee but It is not always right anouncement to say.</p> <p>In New Zealand Government support New Zealander to study at higher education. They are running student roan and give them to little amount money to support their study, but low percents of students are graduate. which means It is hard to through the course to many people student probably have to work. or other things to do with their study.</p> <p>people who graduate university course they have high qualification to get a good job. but All the university graduaters are good and excellent in their job.</p> <p>If somepeople have a high recommendation from university professor but he or she is not too involving into work. She or he was good student in university but not in real world.</p> <p>On the other hand, people who did not get a higher qualification. but then are still brilliant in their job. Many well-known person in the world. They did not get a high quarlification, but they still have a brilliant mind in head to success their life.</p> <p>In summary, the paper approval that they graduated university degree is not everything. Government should give a equally chance to everyone to employment opportunities.</p> | <p>Simple Contrast</p> <p>Means Purpose</p> <p>Bonding</p> <p>Concession Contraexpectation</p> <p>Concession Contraexpectation</p> |

212 words

5 Semantic Relations  
 Simple Contrast (x1)  
 Bonding (x1)  
 Means Purpose (x1)

# Transcriptions – Task 3

Discourse Pattern

| Page Schema                           | C219     |   | Semantic Relations                               |
|---------------------------------------|----------|---|--|
| <p>container ?</p> <p>container ?</p> | <p>?</p> | <p>I'm not sure about this topic but I think it's like there have to have restrict the admission of New Zealanders for enter University. If it's topic I want say something I heard New Zealander can enter University with nothing since when they are become 20 years old That's unfair to international student we have to study hard for enter University</p> <p>Nevertheless New Zealander don't study and international student study hard. International student have to have more higher make in exam for enter university. (eg. New Zealander can enter uni with three C but in my case I have to get more than 205 in exam and then we have to have IELTS test)</p> <p>Sorry I think the topic was wrong. But I'm not sure It is collect or not. anyway I disagree with it. If they don't have insufficient employment they didn't study hard. or they didn't understand about the course So NZ Government should restrict.</p> <p>However university graduates in NZ is more 'hard' then Korean University.</p> <p>I heard University graduates in NZ is very hard for international students.</p> <p>I think NZ Government already have the restrict. So my opinion they don't have to have more restrict just keep it like now.</p> <p>If thy do more restrict I think just few people will graduates in NZ (except New Zealander)</p> | <p>Simple Contrast</p> <p>Grounds Conclusion</p> |

220 words

2 Semantic Relations  
 Simple Contrast (x1)  
 Grounds Conclusion (x1)

Transcriptions – Task 3

3 + 3 + 5 = 11

4

Discourse Pattern

| Image Schema | C221                 |   | Semantic Relation   |
|--------------|----------------------|---|---|
|              | <u>Problem</u>       | New Zealanders who are finish university degree programmes are very hard to find a good job. The reason for that is there are too much new zealanders into University at the same time.   | Reason Result (inverted)  |
|              | <u>Solution</u>      | Do the new zealand government should restrict the number of admissions of New Zealanders to university degree programmes as there are insufficient employment opportunities for university graduates in New Zealand today. In my opinion, I                       |   |
|              | <u>Evaluation</u>    | think that the new zealand government should not do that. Of course, government restricts the number of admissions of New Zealanders to university degree programmes will bring a lot of opportunities for people who get university graduates.                   |   |
|              | Matching<br>Contrast | However, this is not important for a country. This just important for a individual.   |   |
| intention    |                      | The important point for country is make people who live in this country have a high education. Everybody can get a high education also can reduce the crime in the country.   |   |
|              |                      | Somebody point out that If everybody go into university and get graduates, How can they find a job. In fact, I think this is a personal prebelm. Because If this person is a good student, he will try to work very hard in order to get a good mark or good job. | Condition Consequence<br>Grounds Conclusion (inverted)<br>Condition Consequence |
|              |                      | In conclusion, I think the new zealand government should not restrict the number of admission of new zealanders to university degree programmes as there are insufficient employment opportunities for university graduates in New Zealand today.                 |   |

237 words

- 3 semantic relations
- Reason Result (x1)
- Condition Consequence (x1)
- Grounds Conclusion (x1)

## Discourse Pattern

| Page Schema    | C222  | Semantic Relations.   |
|----------------|---|---|
| Generalisation | Our world is a developing world. It needs more and more high education people. New Zealand has a small population. This makes New Zealand market can not develop to a higher level than the other big country like U.S.A. So, just in New Zealand, the employment opportunities are not enough for more and more university graduates people. But look at the whole world, high education people far not enough for its develop. Many countries need a lot of high education people to work for them. Therefore, The New Zealand Government no need to restrict the number of admissions of New Zealanders to university degree programmes. In one hand, When these people graduate, they're not only for New Zealand. Many countries need them to work for their society. In the other hand, every | Reason Result   |
| Container      | <p>Example</p> <p>New Zealander has their right to learn more things. They can choose to get more knowledge. The New Zealand Government can not refuse people do this. So, The New Zealand Government shouldn't restrict the number of admissions of New Zealanders to university degree programmes.</p>  | <p>Bonding</p> <p>Reason Result</p> <p>Grounds Conclusion</p> |

177 words

7 Semantic Relations

Reason Result (x4)

Bonding (x2)

Grounds Conclusion (x1)

Transcriptions - Task 3

3+3+3 = 9

Discourse Pattern

| Page Schema      | C223                |   | Semantic Relations                                |
|------------------|---------------------|---|---|
|                  | <u>Topic</u>        | <p>Nowadays, there are more and more university graduates find them in a dilemma in which they do have to enter a university or college course, but can not find a job after graduation in N Z, due to the plenty number of tertiary graduates. As a result, there is a trend that a great number of people want NZ government to restrict the number of admissions of kiwi to tertiary degree programmes in order to let more unemployed tertiary graduates to find a job. I do not agree this point of view because of those following reason.</p>  | <p>Reason Result</p>                              |
| <p>container</p> | <u>Restriction</u>  | <p>A base of civilization development is the education .review the history of human history, each progress of a civilization was the breakthrough of human idea which was the foundation of the education progress. Take "Confucious" for example, who was the pioneer of acient china education, and built a criteria in chinese brain that still has its value in today's society. If we had more educated people like "confucious", ous society would be more civilized. the same as NZ's society. So the NZ government should not limit the number of admissions to uni degree.</p>   | <p>Condition Consequence } Grounds Conclusion</p> |
|                  | <u>Illustration</u> | <p>Secondly, the more admission to uni degree, the less social pressure it will have. There are a lot of people unemployed . they have nothing to do at home. This would lead crime. They will give them revenge to the society. We always know this kind of thing from news such as papers or TV. Therefore NZ government should give everyone a opportunity to uni degree.</p> <p>Last but by no means least, the more admission to uni degree, the more finicial support the uni will have from the student's tuition, such as oversea students in NZ. We came from another country to NZ, built a sound finicial foundation for NZ. so NZ dollars has increased dramatically. The universities wwuld like to have more oversea students to support them in terms of finice. S9 NZ government should give more oversea students opportunity to uni.</p> <p>All in all, from the advantagies of NZ society and finice, NZ Government should not limit the number of admissions to uni degree.</p> | <p>Reason Result } Grounds Conclusion</p>         |

356 words

Condition Consequence (x1) 7 Semantic Relations  
 Reason Result (x2)  
 Grounds Conclusion (x3)

Transcriptions – Task 3

4 + 4 + 5 = 13

4

Discourse Pattern

| Image Schema | C224                    |   | Semantic                                 | Relations                            |
|--------------|-------------------------|---|--|--------------------------------------|
| <p>X-</p>    | <p><u>Situation</u></p> | <p>More people come to New Zealand nowadays, and this make the New Zealand Government might be think restriction of the number of admissions are needed.</p> <p>Many young New Zealander going out from New Zealand because of insufficient employment opportunities, and it makes more old people that stay in New Zealand to spend their life peacefully.</p>   | <p>} Reason<br/>} Result</p>             |                                      |
|              | <p><u>Problem</u></p>   | <p>It is true that employment opportunities is too little, for example African's people come to New Zealand with high degree, but they could be not getting occupation.</p> <p>For somehow, New Zealander still differ African people, Asian, or I just say Non-New Zealander. It could be the ethic race &lt;skin colour and accent that the way they spoke&gt;. is one of the major problem in New Zealand. Another reason is they might be jealous. Non-New Zealander could come to New Zealand and study in University, and that because they have more money, rather than New Zealander who studying in their own country.</p> | <p>} Statement<br/>} Exemplification</p> |                                      |
|              | <p><u>Solution</u></p>  | <p>If the restriction is applied, then many people will not have a high degree and this make more insufficient employment opportunities. I suggest the best way to do is to suggest the New Zealander's government to make a new occupation . And this could make New Zealander income increases as well as the employment opportunities increase.</p>  | <p>} Reason<br/>} Result</p>             | <p>} Condition<br/>} Consequence</p> |

212 words

- 4 Semantic Relations
- Reason Result (x2)
- Statement Exemplification (x1)
- Condition Consequence (x1)

Discourse Pattern

| Page Schema | C225                  |   | Semantic Relations  |
|-------------|-----------------------|---|---|
|             | <u>Generalisation</u> | The New Zealand Government should restrict the number of admissions of New Zealanders to university degree programmes or not is a struggle social problem right now. Some people think that there are insufficient employment opportunities for university graduates in New Zealand today. However, some people think that is unfair.   |   |
| Container   | <u>Example</u>        | <p>In my opinion, the New Zealand Government shouldn't restrict the number of admissions of New Zealanders to university degree programmes. People have the rights to get the university degree programmes if they really work hard. It is unfair to make them fail because the extremely limited number of admissions of university degree programmes.</p> <p>On the other hand, I think the New Zealand Government should solve the problem which there are insufficient employment opportunities for university graduates in New Zealand instead of restricting the number of admissions of New Zealanders to university degree programmes. That is the most important thing in New Zealand today.</p> <p>All of these are the reasons why I do not agree with the proposition. It is really a significant problem that the New Zealand Government should solve right now.</p> | <p>Reason Result (inverted)</p> <p>Condition Consequence (inverted)</p> <p>Reason Result (inverted)</p> <p>Contrastive Alternation</p> <p>Banding</p> |

181 words

5 semantic relations  
 Reason Result (x2)  
 Condition Consequence (x1)  
 Contrastive Alternation (x1)  
 Banding (x1)

Transcriptions – Task 3

3+3+2=8

Discourse Pattern

| Page Schema | C226           |  | Semantic  | Relations  |
|-------------|----------------|--|---|--|
|             | Generalisation | <p>Nowadays, we can not deny the fact that some New Zealanders are difficult to find satisfactory working position in the society. Some people think that the government should decrease the number of students with high degree in universities. Other people argue that controlling the number of students in university degree can not improve the situation of unemployment. In the following essay, I will do further to analyse about the two different comments.</p>  | <p>Bonding<br/>(Contrastive Coupling)</p>   |  |
| Container   | Example        | <p>From modern people's daily life, it is really very important to have a decent job. This is not only because you can earn a lot of money, rather than this, a good job is a guarantee of various aspects. We can be used to the pressure if you only have high degrees, also, the human public relationship, and practice experience are also very important elements.</p> <p>On the other hand, we can not think that to study a high degree in a university is just for getting a good job, because mastering some knowledge is also useful for ourselves. Knowledge can improve one's spirit world. Although you can be employed by a famous company, you can use your own knowledge and your ability to create your business career.</p> <p>All in all, insufficient opportunities should be improved by the government, but the number of admissions couldn't be decreased because studying a high degree is not only for a good job, but for students themselves to get good life.</p> | <p>Bonding</p> <p>Bonding</p> <p>Means Result</p> <p>Means Concession Purpose</p> <p>Reason Result (inverted)</p> | <p>Reason Result (inverted)</p> <p>Bonding</p> <p>Reason Result (inverted)</p> |

238 words

9 Semantic Relations

- Bonding (x4)
- Reason Result (x2)
- Means Purpose (x1)
- Means Result (x1)

Transcriptions – Task 3

3 + 3 + 4 = 10

Discourse Pattern

| Image Schema | C227                | Semantic   | Relational |
|--------------|---------------------|--|------------|
| Container    | <u>Topic</u>        | <p>Reason Result</p>   |            |
|              | <u>Restriction</u>  |  |            |
|              | <u>Illustration</u> | <p>Statement Exemplification</p> <p>Means Purpose</p> <p>Reason Result</p> <p>Supplement Alternation</p> |            |
|              |                     |  |            |

369 words

5 Semantic Relations  
 Reason Result (x2)  
 Statement Exemplification (x1)  
 Means Purpose (x1)

Discourse Pattern

| Page Schema | C229      |  | Semantic Relation  |
|-------------|-----------|--|--|
| Container   | Situation | Knowledge is becoming more and more important in our life, probably that's why now most of the students who graduates from high school are willing to keep on study in the university. Acturally, this is quite easy for the students from New Zealand. the low entrence requirment can make them get into the university very easily. But as the result, seems there are insufficient employment opportunities for them when they finish their study in the university. Acturally, this is just one reson for it. as we all know more, and more | Grounds<br>Conclusion<br>Reason<br>Result<br>Bonding<br>Bonding (Contrastive Coupling) |
|             | Problem   | international students come to New Zealand. When they graduate, some of them will occupy some employment opportunities, that's make the opportunities for the local students become less, but it is much harder for  | Reason<br>Result   |
|             | Solution  | international students to get into the university, so if the government restrict the admission of kiwi students to get into the university that not only can make the contest between local student and international students fair and also decrease the unemployment rate for the kiwi students when they graduates.   | Condition<br>Consequence<br>Bonding  |
|             |           |  | 173 words  |

- 7 Semantic Relations
- Reason Result (x2)
  - Bonding (x3)
  - Grounds Conclusion (x1)
  - Condition Consequence (x1)