

NZQA Assessment Support Material

Unit standard	30508				
Title	Write a short crafted text for a specified audience using resource material in English for an academic purpose				
Level	3	Credits	6	Version	1

Student guidelines

CONDITIONS OF ASSESSMENT

This is an **open book assessment** that will take place over a time frame set by your assessor.



For assessment against this standard:

- Your writing must be in your own words.
- You need to write at least 500 words.
- Source material used needs to be in English and must be attached to your final copy.
- Your assessor will check you draft and give general guidance only.
- Read through your writing using the checklist below to ensure you have met all the requirements. Then make any changes you need to your writing.
- You should ensure your writing has as few errors as possible.

Assessment task

The academic purpose is to write an essay outlining the different causes that have led to the increase in digital learning, and the possible effects of digital learning now and in the future.

Research questions

You have been reading about digital learning and how education has changed and become increasingly reliant on computers. Use relevant ideas from your reading to write an essay answering the following research questions.

In recent years, learning has changed significantly, and classroom learning is no longer the only form of learning available. More and more students are learning using digital tools. What has caused this change? What are the possible effects now and in the future?

The audience you are writing for is schools and educational institutions who are considering changing to a more digital learning environment.

Student Checklist

In this assessment task you will need to show you can do the following:	PC
Write at least 500 words.	
<p>Answer the question by defining and developing the topic as required by the academic purpose and research question. Ensure you consider the audience of your essay.</p> <p>For example, a cause-and-effect essay will include”</p> <ul style="list-style-type: none"> • An introduction which identifies the topic, provides a brief background and states the purpose of the essay. • Paragraphs outlining possible causes. • Paragraphs outlining possible effects, whether negative or positive. • A conclusion that sums up causes and effects. It may also include suggestions. 	1.1
<p>Develop ideas and show that you have a good level of knowledge about the topic. This includes writing paragraphs with topic sentences.</p> <p>The topic sentence will be followed by supporting details that may include:</p> <ul style="list-style-type: none"> • expanding • explaining • giving examples • supporting with ideas from source materials through quoting or using your own words. 	1.2
<p>Structure your text in a logical way. This includes:</p> <ul style="list-style-type: none"> • an introduction • body paragraphs in a logical sequence • a conclusion. <p>Use cohesive devices to link ideas within a paragraph and between paragraphs. These may include:</p> <p>Grammatical cohesive devices to link ideas clearly:</p> <ul style="list-style-type: none"> • connectives e.g. <i>However, Further, Even though</i> • conjunctions e.g. <i>and, but, so, or</i> • substitution e.g. <i>this result is...</i> • ellipsis e.g. <i>and (they/the children) may become adults with low literacy.</i> <p>Lexical cohesive devices to connect words:</p> <ul style="list-style-type: none"> • synonyms i.e. a word or phrase that means exactly or nearly the same as another word or phrase • antonyms i.e. a word opposite in meaning to another • repetition • collocation i.e. when words go together e.g. reading ability • word sets e.g. <i>education, literacy, reading.</i> <p>Referential cohesive devices to refer back to previous information or point forward:</p> <ul style="list-style-type: none"> • personal pronouns e.g. <i>it, they, them</i> • demonstratives: <i>this, these, that, those</i> (pronouns); <i>the</i> (definite article); <i>here, now, there, then</i> (adverbs). 	1.3
Use a formal writing style appropriate to an academic context. This includes:	1.4

<p>Appropriate vocabulary:</p> <ul style="list-style-type: none"> • academic vocabulary • specialised vocabulary • correct word choice and part of speech. <p>Appropriate grammar:</p> <ul style="list-style-type: none"> • verb forms e.g. <i>social and economic background also <u>affects</u> children...</i>(active) <i>this result <u>is caused by</u>...</i>(passive), <i>they <u>may</u> become adults with low literacy...</i> (modals) • the use of ellipsis and substitution to avoid repetition (see above) • nominalisation i.e. verbs turned into nouns e.g. <i>the reading ability of children.</i> <p>Formal tone:</p> <ul style="list-style-type: none"> • objective language e.g. <i>It is possible...</i> rather than <i>I think...</i> • the use of hedging or imprecise language e.g. <i>The author suggests...; One possible reason... This can affect...</i> • formal language instead of slang or colloquial expressions • the full form of words instead of contractions or abbreviations e.g. <i>was not</i> instead of <i>wasn't</i>; <i>For example</i> instead of <i>e.g.</i> <p>A variety of sentence structures such as:</p> <ul style="list-style-type: none"> • simple sentences e.g. <i>On the other hand, low literacy can lead to poverty and poor parenting.</i> • compound sentences e.g. <i>The schools need to look at their teaching and assessment practices, and parents need to become more active in helping their children with their education.</i> • complex sentences e.g. <i>When these children start secondary school, they will fall behind in all subjects if they are not good at reading.</i> 	
<p>Use correct vocabulary and grammatical forms throughout the text. This will include:</p> <ul style="list-style-type: none"> • formal language, specialised vocabulary and correct part of speech. Refer to PC 1.4 above for examples. <p>Use correct grammar and sentence structure. Refer to PC 1.4 above for examples.</p>	1.5
<p>Use source material to support your writing. This includes:</p> <ul style="list-style-type: none"> • Direct quotation: the exact words from source material are copied and acknowledged with speech marks and citation e.g. <i>Further, they may be “time-poor parents perhaps not reading to their children at night” (Collins, 2017).</i> • Paraphrasing: rewrite the main points from the source materials using your own words e.g. <i>The PIRLS survey found that a home environment with many books and with support from parents was important for good reading scores (Mullis et al., 2017).</i> • Summary e.g. <i>A recent international study... shows that New Zealand children do not have good literacy skills and are behind children from other developed countries (Mullis et al., 2017).</i> • Synthesis: combining the information in two or more sources. 	1.6
<p>Acknowledge source material used in the text. This includes:</p> <ul style="list-style-type: none"> • In-text citation e.g. <i>This can mean that the next generation will also grow up with difficulties in reading (Tertiary Education Commission, 2010).</i> • A reference list at the end using APA (or other acceptable format). 	1.7
<p>Proofread and edit your work.</p>	