

## NZQA Assessment Support Material

<b>Unit standard</b>	<b>27996</b>				
<b>Title</b>	<b>Write simple texts on everyday topics (EL)</b>				
<b>Level</b>	<b>1</b>	<b>Credits</b>	<b>5</b>	<b>Version</b>	<b>3</b>

### Note

The following guidelines are supplied to enable assessors to carry out valid and consistent assessment using this internal assessment resource.

Assessors must manage authenticity for any assessment from a public source, because candidates may have access to the assessment schedule or candidate exemplar material. Use of this assessment resource without modification may mean that candidates' work is not authentic. The assessor will need to change the context or aspect of the topic to be investigated.

See Generic Resources and Guidelines at <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/>.

### Assessor guidelines

Assessors need to be very familiar with the outcome being assessed by the unit standard. The outcomes, performance criteria and guidance notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

### AWARD OF CREDIT



This unit standard can be awarded with an Achieved grade only.

## CONDITIONS OF ASSESSMENT



This assessment will take place over a timeframe set by the assessor.

- All assessment activities must be conducted in English, and not be in the candidate's first language.
- Assessment must be conducted in a supportive environment. Candidates may request assistance to understand the requirements of the assessment tasks.
- The assessor must be satisfied that the candidate can independently demonstrate competence against the unit standard.
- Candidates may use a bilingual and/or an English dictionary, but not electronic devices.
- Candidates must be given the opportunity to edit and proofread their work.

### Context/setting

It is recommended that:

- the outcomes are assessed as part of an integrated unit of work, relevant to the learning context of the candidate;
- assessment be conducted in conjunction with assessment against other English Language unit standards at this level.

### Notes for assessors

- The Common European Framework of Reference for Languages (CEFR) describes language proficiency at six levels. This unit standard is informed by CEFR level A2. Teachers and assessors are encouraged to refer to these descriptors to gain a clearer understanding of the competencies required by these standards. A structured overview of all CEFR related scales can be found at <http://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales>.
- This assessment resource contains one task. However, to achieve this standard, candidates must complete two written assessment tasks. Each text must be of a different text type, assessed on separate occasions.
- Candidates may use the student checklist to guide their writing and to ensure they meet all the performance criteria.
- Between drafts, teachers can provide general guidance to candidates that their writing may need further work on ideas, language, structure or accuracy in grammar, spelling and punctuation, but should not identify or correct errors.
- Candidate's drafts and any supplied or sourced resource materials must be attached as part of the completed assessment.
- The assessment schedule is for assessors only and is not to be shared with candidates during the assessment process.
- Refer to your organisation's policies before offering a resubmission or further assessment opportunity.

### Assessment task

Candidates will write a text describing the area they live in. The written text must be at least 75 words in length.

## Assessment Schedule

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An assessment schedule has been provided for one assessment task only. An assessment schedule will need to be developed for the remaining assessment task on a different text type, required to achieve this unit standard.

Performance criteria	Evidence for achievement	Judgements for achievement
<p><b>Outcome 1</b></p> <p>Write simple texts on everyday topics (EL).</p> <p>Range minimum of two texts, each of at least 75 words, each of a different text type, assessed on separate occasions. Text types may include but are not limited to – simple descriptions, recounts.</p>	<p>Refer to the evidence for 1.1 – 1.4 below</p>	<p>A simple description of at least 75 words is written.</p>
<p>1.1 Content relates to the topic of the text.</p>	<p>Relevant details may include e.g.</p> <p><i>location, size, population, facilities / services</i></p>	<p>The content is relevant to the topic.</p>
<p>1.2 Text structure is appropriate to the text type.</p>	<p>E.g.</p> <p><i>I live in Napier. It is a large town in the North Island. It is on the east coast. Over sixty thousand people live in Napier. I live in a part of Napier called Westshore. It is in the north of the city. It is near the airport and the beach. There are lots of houses and two primary schools in</i></p>	<p>The text type is a description which names the area to be described and this is followed by details in logical order.</p>

Performance criteria	Evidence for achievement	Judgements for achievement
<p>1.3 Writing uses simple language features appropriate to the text type. It may contain errors and inaccuracies, but these must not obscure meaning.</p> <p>Range basic language features include – complete simple and compound sentences, simple verb forms, simple cohesive devices.</p>	<p><i>Westshore. You can shop in Westshore or get a bus to the shopping mall in Napier.</i></p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• complete simple sentences e.g. <i>It is on the east coast.</i></li> <li>• complete compound sentences e.g. <i>You can shop in Westshore or get a bus to the shopping mall in Napier.</i></li> <li>• simple verb forms e.g. <i>is, live, are, get</i></li> <li>• simple cohesive devices e.g. <i>and, but, because</i></li> </ul>	<p>Simple language features appropriate to the text type are used.</p> <p>Meaning is clear although there may be errors and inaccuracies.</p>
<p>1.4 Writing uses vocabulary relevant to the topic and appropriate to the sentence structure.</p> <p>Range word choice, grammatical form.</p>	<p>E.g.</p> <ul style="list-style-type: none"> <li>• word choice e.g. <i>large, city, school, airport, island</i></li> <li>• grammatical form e.g. <i>a part, lots of houses</i></li> </ul>	<p>Vocabulary is generally relevant to the topic.</p> <p>Vocabulary is appropriate to the sentence structure most of the time.</p>

Final grade will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the unit standard.

### Model text on a parallel topic

<p>1.2 <i>Text structure is appropriate to a description with the town named followed by details in logical order.</i></p> <p>1.1 <i>All of the content relates to the topic.</i></p> <p>1.4 <i>Writing uses vocabulary relevant to the topic and appropriate to the sentence structure.</i></p>	<p style="text-align: center;"><b>My house</b></p> <p>I live in a small house in Blenheim. I live with my husband and my two children. My house has a lounge, a kitchen, a dining room and three bedrooms. It also has a garage and a large garden. The lounge is my favourite room because it is big and has large windows. The bedrooms have big wardrobes but we never have enough space for my children's toys. My children like the garden best because they have a trampoline there.</p> <p style="text-align: right;">79 words</p>	<p>1.3 <i>Writing uses simple language features:</i></p> <ul style="list-style-type: none"><li>- <i>simple sentences</i></li><li>- <i>simple present tense</i></li><li>- <i>simple cohesive devices</i></li><li>- <i>compound sentences</i></li><li>- <i>correct word length</i></li></ul>
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NB. This model text is not authentic candidate's work and therefore does not contain the errors and first language features that would be expected in work written by candidates at this level.