

NZQA Assessment Support Material

Unit standard	27997				
Title	Write simple texts for practical everyday purposes (EL)				
Level	1	Credits	5	Version	3

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, which must not be 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 write two texts. Each text must be for a different purpose, 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 instructions on how to return a faulty item to a shop. The written text must be at least 75 words in length.

Assessment Schedule

Unit standard		27997			
Title	Write simple texts for practical everyday purposes (EL)				
Level	1	Credits	5	Version	3

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>Outcome 1</p> <p>Write simple texts for practical everyday purposes (EL).</p> <p>Range two texts, each of a minimum of 75 words, each for a different purpose, assessed on separate occasions; text types may include but are not limited to – simple letters, notes, invitations, emails, simple instructions; practical everyday purposes may include but are not limited to – requesting information, inviting, informing, thanking, apologising.</p>	<p>Refer to the evidence for 1.1-1.4 below</p>	<p>A text giving instructions of at least 75 words is written.</p>
<p>1.1 Content is appropriate to the practical purpose of the text.</p>	<p>The instruction relates to returning an item to the shop.</p> <p>Refer to the learner samples in 1.2.</p>	<p>The content is generally appropriate to the practical purpose of giving instructions for returning an item to the shop.</p>

Performance criteria	Evidence for achievement	Judgements for achievement
<p>1.2 Text structure is appropriate to the text type.</p>	<p>The text states the purpose e.g. <i>This is how you return an item to the shop.</i></p> <p>The text has a list of what is required to complete the task e.g.</p> <p><i>You need to bring:</i></p> <ul style="list-style-type: none"> • <i>the broken item</i> • <i>a receipt</i> <p>The text has steps in logical order e.g.</p> <ol style="list-style-type: none"> 1. <i>Go to the shop.</i> 2. <i>Find the customer service desk...</i> 	<p>The text type is an instruction text which states the purpose and has the steps to be carried out in logical order.</p>
<p>1.3 Writing uses simple language features and conventions appropriate to the text type. It may contain errors and inaccuracies, but these must not obscure meaning.</p> <p>Range simple language features may include but are not limited to – complete simple and compound sentences, simple verb forms, simple cohesive devices; conventions may include but are not limited to – salutations, layout.</p>	<p>Language features include:</p> <ul style="list-style-type: none"> • complete simple sentences e.g. <i>Find the customer service desk.</i> • complete compound sentences e.g. <i>Take the broken item to the shop and find the customer service desk.</i> • simple verb forms e.g. <i>is, live, are, get</i> • imperatives e.g. <i>go, take, bring</i> • simple cohesive devices e.g. <i>and, but, because</i> <p>Layout may include:</p> <ul style="list-style-type: none"> • bullet points • numbered list 	<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>Appropriate conventions are followed.</p>

<p>1.4 Writing uses vocabulary relevant to the topic and appropriate to the sentence structure.</p>	<p>E.g.</p> <ul style="list-style-type: none"> • word choice e.g. <i>item, shop, receipt</i> 	<p>Vocabulary is generally relevant to the topic.</p>
<p>Range word choice, grammatical form</p>	<p>E.g.</p> <ul style="list-style-type: none"> • grammatical form e.g. <i>an item, broken</i> not <i>broke</i> 	<p>Vocabulary is appropriate to the sentence structure most of the time.</p>

Model text on a parallel topic

<p>1.2 <i>Text structure is appropriate to an instruction text with a brief introductory sentence and statement of text purpose, followed by a list of what is needed to complete the task, and the steps you need to take.</i></p> <p>1.1 <i>All of the content relates to the practical purpose.</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;">How to get a library card</p> <p>A library card is very useful because it helps you get free books and DVDs. This text tells you how to get a library card.</p> <p>To get a library card you will need:</p> <ul style="list-style-type: none"> • a letter that has your address on it • ID. <p>This is how you get a library card:</p> <ol style="list-style-type: none"> 1. Go to the main desk at the library. 2. Take a library membership form and fill it in. 3. Give the form to the librarian and show your ID and letter. 4. Get a library card. 5. Now you can start to borrow books! <p style="text-align: right;">95 words</p>	<p>1.3 <i>Writing uses simple language features and conventions:</i></p> <ul style="list-style-type: none"> - <i>appropriate layout</i> - <i>simple present tense</i> - <i>simple sentences</i> - <i>imperatives</i> - <i>compound sentences</i> - <i>simple cohesive devices</i> - <i>correct word length</i>
---	--	---

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.