

NZQA Assessment Support Material

Unit standard	27999				
Title	Write a simple connected text on a familiar topic (EL)				
Level	2	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 <http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/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 task.
- 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 mid B1. 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>.
- 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 recount text about a past event, or an experience they have had. The written text must be at least 150 words in length.

Assessment Schedule

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Performance criteria		Evidence for achievement	Judgements for achievement
Outcome 1 Write a simple connected text on a familiar topic (EL). Range minimum of 150 words; text type may include but is not limited to – description, information text, recount, response for a specific purpose.		Refer to evidence for 1.1-1.4 below	A simple connected text of at least 150 words is written.
1.1	Content is appropriate to the topic, text type and purpose.	E.g. <i>On Thursday we went... We had to get into groups ... The first place was ... Finally we had lunch at...</i>	Content is relevant to a recount and only includes information relevant to the trip, event or experience that is retold.
1.2	Text structure is appropriate to the text type. Range text structure includes paragraphs.	Writing begins with an orientation e.g. <i>Last month we had our ESOL trip into the city.</i> The events are recounted in chronological order e.g. <i>When we arrived we were divided into groups. The first place we went was... After that we went... When we got there... Finally we had lunch at...</i>	The text is divided into paragraphs. Paragraphs follow each other in a logical order <ul style="list-style-type: none"> • beginning with an orientation • followed by events in chronological order. • finishing with a re-orientation.

Performance criteria	Evidence for achievement	Judgements for achievement
	<p>The text finishes with a reorientation e.g. <i>We all felt very tired that day, but we were very excited because we had seen many new things.</i></p>	
<p>1.3 Writing uses language features and conventions appropriate to the text type. It may contain errors and inaccuracies, but these must not obscure meaning.</p> <p>Range language features include – complete simple and compound sentences, verb forms, cohesive devices; and may include – complex sentences.</p>	<p>Language features include:</p> <ul style="list-style-type: none"> • complete simple sentences e.g. <i>I woke up early that morning.</i> • complete compound sentences e.g. <i>We went to the Govett-Brewster Art Gallery and took photos with our group.</i> • appropriate verb forms <ul style="list-style-type: none"> ○ past tense verb forms e.g. <i>woke, walked, ate</i> ○ infinitives e.g. <i>wanted to go</i> • cohesive devices <ul style="list-style-type: none"> ○ connectives e.g. <i>after that, when, next</i> ○ conjunctions e.g. <i>and, but, so, yet</i> ○ pronoun reference e.g. <i>It was a good experience when we...</i> <p>Language features may also include</p> <ul style="list-style-type: none"> • complex sentences e.g. <i>When we arrived, the teachers divided us into three groups.</i> • prepositions e.g. <i>in, on</i> • adjectives e.g. <i>tired, exciting</i> <p>Conventions include:</p> <ul style="list-style-type: none"> • correct use of upper and lower-case letters • full stops 	<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 used.</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>Word choice includes:</p> <ul style="list-style-type: none"> • correct meaning of word e.g. <i>The building was in a new location.</i> • collocation e.g. <i>took photos, woke up, caught the train</i> 	<p>Vocabulary is relevant to the topic.</p> <p>Vocabulary is appropriate to the sentence structure most of the time.</p>

Performance criteria	Evidence for achievement	Judgements for achievement
	<ul style="list-style-type: none"> • lexical groups e.g. <i>museum, art gallery, restaurant</i> • Grammatical form e.g. <i>took photographs / photographed the ...</i> 	

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>1.1 <i>Content is appropriate to the topic, text type and purpose.</i></p> <p>1.2 <i>Text structure is appropriate to the text type.</i></p> <p><i>Recount includes an orientation, order of events and re-orientation.</i></p> <p><i>Range text includes paragraphs.</i></p>	<p style="text-align: center;">The school hiking trip</p> <p>Last week I went on a hiking camp. It had been planned by my school. I was excited because I really enjoy hiking.</p> <p>We were divided into groups and each group was given a map so that we could find the way. We took it in turns and I was the final one to lead. At the start we were relaxed. However, later many students became tired. I found the hike easy because I do a lot of walking.</p> <p>When it was my turn to lead, I felt that something was not right. I realised that we had taken the wrong route. We spent time talking about it and then we decided to go back. By this time most of us were very tired. In the end, we took a long time to finish. We were supposed to complete the hike by early evening but we got back at night.</p> <p>We had taken the wrong route and were exhausted. Despite this, I liked the camp because it gave me new experiences. I am looking forward to the next time!</p> <p style="text-align: right;">178 words</p>	<p>1.3 <i>Writing uses language features and conventions appropriate to the text type.</i></p> <p><i>Range language features include – complete simple and compound sentences, verb forms, cohesive devices; and may include – complex sentences.</i></p> <p>1.4 <i>Writing uses vocabulary relevant to the topic and appropriate to the sentence structure.</i></p> <p><i>Range word choice, grammatical form</i></p>
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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.