

NZQA Assessment Support Material

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| Unit standard | 27999 | | | | |
| Title | Write a simple connected text on a familiar topic (EL) | | | | |
| Level | 2 | Credits | 5 | Version | 3 |

Student guidelines

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 your assessor.

- You may ask for help to understand the task instructions.
- Your writing must be in your own words.
- You may use a bilingual and/or an English dictionary, but not electronic devices.
- You will be given time to do a draft before your final copy.
Your assessor will check your draft and give general guidance only.

Note:

- Your drafts and any source material used must be attached to your final copy.
- When you have finished, read through your writing using the checklist and make any changes you need to.
- Make sure that your writing has as few mistakes as possible.

Assessment task

Write a recount text about a past event or experience you have had. You must write at least 150 words.

Student Checklist

| In this assessment task you will need to show you can do the following: | PC |
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| Write at least 150 words. | |
| Include only information that is on the topic. For this recount, the information must relate to the past event or experience that you are retelling. | 1.1 |
| Use a recount text structure. Your text will have three parts: <ul style="list-style-type: none"> • an orientation e.g. <i>Last week I went on a hiking camp. It had been planned by my school. I was excited because I really enjoy hiking.</i> • events in time order e.g. <i>We were divided into... At the start.... When.... Later...</i> • a re-orientation e.g. <i>We had taken the wrong route... Despite this I liked the camp because.... I am looking forward to the next time!</i> | 1.2 |
| Use a range of language features and conventions appropriate to the text type. <p>For a recount you must include:</p> <ul style="list-style-type: none"> • complete simple and compound sentences e.g. <ul style="list-style-type: none"> ○ <i>In the end, we took a long time to finish</i> (simple sentence). ○ <i>We were supposed to arrive in the evening, but we arrived at night</i> (compound sentence) • simple past tense verb forms e.g. <i>walked, knew, liked</i> • cohesive devices such as: <ul style="list-style-type: none"> ○ pronouns e.g. <i>we, it, they</i> ○ time connectives e.g. <i>when, later, next, finally</i> ○ conjunctions e.g. <i>and, but</i> • punctuation e.g. upper and lower case letters, full stops and commas <p>Other language features and conventions may include:</p> <ul style="list-style-type: none"> • complex sentences e.g. <i>When it was my turn to take the map and lead, I felt something was not right.</i> • prepositions e.g. <i>in the evening</i> • adjectives e.g. <i>the wrong way</i> | 1.3 |
| Ensure your text has few errors and inaccuracies. Your writing must be able to be understood. | 1.3 |
| Use a range of vocabulary to fit the topic and your sentences. <ul style="list-style-type: none"> • choose the correct vocabulary e.g. <i>hike, walk, map, lead</i> • use the vocabulary correctly e.g. <i>I like hiking / we hiked a long way</i> | 1.4 |