

NZQA Assessment Support Material

Unit standard		30995			
Title	Read and understand a straightforward text on a familiar topic (EL)				
Level	2	Credits	5	Version	1

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.
- Candidate's responses may be oral or written, as relevant and appropriate.

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>.
- A range of item response types must be used for assessment against this standard. This may include, but is not limited to – short answer questions, multiple-choice, true/false/not given, sorting, matching, gap-fill.
- Candidates' responses may contain phonological, textual or linguistic errors and inaccuracies, but these must not obscure meaning. This standard assesses reading skills, not speaking or writing skills.
- For this unit standard, texts:
 - i. must each be approximately 350-450 words;
 - ii. must use simple and compound sentences, and may include complex sentences;
 - iii. may have complementary illustrations or diagrams, which must be placed so that the relationship between text and illustration is clear to the candidates;
 - iv. must be familiar and relevant but must not have been seen by the candidates prior to the assessment;
 - v. may be abridged versions designed for candidates;
 - vi. must be guided by the first 1500 words of *New General Service List*.
- 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 read the text, 'The Wahine' and complete the assessment task.

The text can be found in the Student guidelines.

Assessment Schedule

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Reading text: The Wahine

Performance Criteria	Evidence for Achievement	Judgements for Achievement
<p>Outcome 1 Read and understand a straightforward text on a familiar topic (EL).</p> <p>Range text type may include but is not limited to - description, information text, recount.</p>	Refer to evidence for 1.1-1.4 below.	A straightforward text on a familiar topic is read and understood in terms of identifying the main idea or purpose, specific information, connections between details and the meaning of essential vocabulary.
1.1. The main idea or purpose of the overall text is identified.	Question 4. The answer is b. To give information about the Wahine Disaster.	The most important or central thought of the overall text is identified.

Performance Criteria	Evidence for Achievement	Judgements for Achievement
<p>1.2. Specific information is identified.</p> <p>Range six pieces of information.</p>	<p>Question 1. The following answers</p> <p>a. <i>9th April / 1968</i> b. <i>the South Island</i> c. <i>(Cyclone) Giselle</i> d. <i>743</i> e. <i>1.15 pm</i> f. <i>False</i> g. <i>True</i> h. <i>Not given</i></p>	<p>Specific information that explains, develops or illustrates the writer's main idea is identified.</p> <p>6 out of 8 answers are correct.</p>
<p>1.3. Connections between details are identified.</p> <p>Range connections may include but are not limited to – causal, sequential, exemplification.</p>	<p>Question 2: Answers similar to the following:</p> <p>a. <i>The next day / the next morning / 10th April</i> b. One of the following: <i>Because the ship was too close to the rocks / a wave pushed the ship close to the rocks / The radar wasn't working</i> c. <i>No</i> d. Answer is ii. <i>After he dropped the anchors</i> e. Any two of the following: <i>swam to rescue boats / held on to lifeboats / swam to land</i> f. <i>The captain and the deputy harbour master</i> g. <i>2.30 pm (on 10th April, 1968)</i> h. <i>Ten weeks after the ship sank</i></p>	<p>Question 2 requires understanding of the following connections:</p> <ul style="list-style-type: none"> ● Sequential - next, then, at, later, (Questions a, d and g) ● Causal - as a result (Question b) ● Contrastive – but, or (Questions c and e) ● Quantifiers – some, others (Questions e) ● Pronoun – they (Question f) <p>6 out of 8 answers are correct.</p>

Performance Criteria	Evidence for Achievement	Judgements for Achievement
<p>1.4. The meaning of essential vocabulary as used in the text is identified.</p> <p>Range ten words and/or phrases.</p>	<p>Question 3. The following answers:</p> <ul style="list-style-type: none"> a. <i>entrance</i> b. <i>huge</i> c. <i>(the) captain</i> d. <i>crew</i> e. <i>passengers</i> f. <i>life jacket</i> g. <i>instructions</i> h. <i>climb</i> i. <i>tipped</i> j. <i>survivors</i> k. <i>mistake</i> l. <i>rescuers</i> 	<p>Key words in sections of the text are identified and linked to meaning.</p> <p>10 out of 12 answers are correct.</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.