

NZQA Assessment Support Material

Unit standard		28068			
Title	Write a connected text on a familiar topic (EL)				
Level	3	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, Merit, or Excellence grade.



- For the **Achieved** grade to be awarded, the outcome must be achieved as specified in the outcome statement.
- For the **Merit** grade to be awarded, the candidate must meet the Achieved and Merit criteria.
- For the **Excellence** grade to be awarded, the candidate must meet the Achieved, Merit and Excellence criteria.

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.
- 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 high 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 spelling and punctuation, but should not identify or correct errors.
- Candidates' 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 opportunities.

Assessment task

Candidates will write an information text on an occupation they are interested in. The written text must be at least 250 words in length.

Assessment Schedule

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Outcome 1

Write a connected text on a familiar topic (EL)

Range minimum of 250 words;
text type may include but is not limited to – information, recount, persuasive, discursive, explanatory, report.

Achieved	Merit	Excellence
Content, structure and organisation of the written text are generally appropriate to: the topic, audience and text type.	Content, structure and organisation of the written text are appropriate to the topic and text type.	Ideas are linked effectively using a range of different cohesive devices.
Judgement The content, structure and organisation are appropriate to: <ul style="list-style-type: none"> • the topic • an information report text structure • the audience i.e. with a suitable level of formality most of the time. 	Judgement The content, structure and organisation are appropriate to the topic and text type. Any inaccuracies are minor and do not significantly hinder meaning.	Judgement The writer uses cohesive devices to link main ideas, supporting details and specific information across the whole text and within paragraphs and sentences.

Achieved	Merit	Excellence
<p>Evidence This means that:</p> <ul style="list-style-type: none"> The text begins with an opening general statement that names and classifies the topic e.g. <i>Dietitians are health workers. They talk to people about food and help them to choose the right food to be healthy.</i> This is followed by information that is appropriate and in a logical order most of the time e.g. <i>paragraphs on training, places of work, salaries, who dietitians work with.</i> The correct content is grouped into paragraphs most of the time although there may occasionally be a small amount of information that is less relevant e.g. <i>To become a dietitian, you need to study at university. Dietitians need a Bachelor's degree in Science or Consumer and Applied Sciences and must also study Human Nutrition and Food Service Management. Dietitians earn a good salary ...</i> 	<p>Evidence This means that:</p> <ul style="list-style-type: none"> The text begins with an opening general statement that names and clearly classifies the topic e.g. <i>Dietitians are health professionals. They advise people about food and help them to choose the correct food to keep healthy.</i> This is followed by appropriate information in a logical order e.g. <i>paragraphs on training, places of work, salaries, who dietitians work with.</i> The correct content is grouped into paragraphs e.g. <i>Dietitians work in lots of different places and earn quite good salaries. Some work for the government, for example, in the Ministry of Health or in hospitals. Other dietitians work for organisations, such as the Heart Foundation. Many dietitians are self-employed. Some work in ...</i> 	<p>Evidence This means that:</p> <ul style="list-style-type: none"> Words, phrases, sentences and paragraphs are linked to create a text where the relationships between these elements is clear and logical to the reader e.g. <i>between paragraphs To become a dietitian, you need to ... Dietitians work in ... Dietitians work with ... It is easy for dietitians to get a job ...</i> A number of different cohesive devices are used to effectively link ideas within the text. These may include: Lexical cohesive devices, such as: <ul style="list-style-type: none"> synonyms e.g. <i>communities / groups of people</i> repetition of key words e.g. Dietitians are health professionals.... <i>To become a dietitian...</i> lexical chains e.g. <i>people who are sick .. heart attacks ... allergies</i>

Achieved	Merit	Excellence
<p>Most topic sentences are relevant to the information in the paragraph e.g. <i>Dietitians work with different groups of people They work with people who are sick and need to change their diet, for example, people who have had heart attacks. They also work with people who have allergies. Some dietitians work with whole communities to encourage them to eat healthier food.</i></p> <ul style="list-style-type: none"> • Most paragraphs are developed with supporting information and/or examples: e.g. <i>Dietitians work with different groups of people. They work with people who are sick and need to change their diet, for example, people who have had heart attacks. They also work with people who have allergies. Some dietitians work with whole communities to encourage them to eat healthier food.</i> 	<p>Topic sentences are relevant to the information in the paragraphs e.g. <i>Dietitians work in lots of different places and earn quite good salaries. Some work for the government, for example, in the Ministry of Health or in hospitals. Other dietitians work for organisations, such as the Heart Foundation. Many dietitians are self-employed ... Dietitians earn between \$43,300 and \$100,000 a year. However, dietitians in private practice usually earn the most money.</i></p> <ul style="list-style-type: none"> • Paragraphs are developed with appropriate supporting information and examples: e.g. <i>Dietitians work in lots of different places and earn quite good salaries. Some work for the government, for example, in the Ministry of Health or in hospitals. Other dietitians work for organisations, such as the Heart Foundation. Many dietitians are self-employed ... Dietitians earn between \$43,300 and \$100,000 a year. However, dietitians in private practice usually earn the most money.</i> 	<ul style="list-style-type: none"> • synonyms e.g. <i>They earn ... salaries include</i> • substitution / quantifiers e.g. <i>Many are employed...</i> <p>Grammatical cohesive devices, such as:</p> <ul style="list-style-type: none"> • pronoun reference e.g. <i>dietitians work with... They work ...</i> • connectives e.g. <i>although</i> (contrastive) • <i>in addition</i> (additive) • <i>after</i> (temporal) • conjunctions • <i>because</i> (causal) • <i>and</i> (addition) • <i>but</i> (contrastive) • exemplification e.g. <i>for example</i> • comparatives e.g. <i>best, better</i> • determiners e.g. <i>the, each.</i>

Achieved	Merit	Excellence
<ul style="list-style-type: none"> • Formal objective language is used most of the time e.g. <ul style="list-style-type: none"> ○ formal grammar <i>'it' and 'they' instead of 'I' and 'you'</i> ○ formal lexical choice <i>'It is an interesting job'</i> not <i>'It is a cool job.'</i> 	<ul style="list-style-type: none"> • Formal objective language is used with good control e.g. <ul style="list-style-type: none"> ○ formal grammar <i>'It is' and 'they will' instead of 'it's' and 'they'll'</i> ○ formal lexical choice <i>'work with different groups'</i> not <i>'work with lots of people'</i> 	

Achieved	Merit	Excellence
<p>The written text is generally cohesive and coherent.</p>	<p>Text is coherent and cohesive with minor lapses.</p>	<p>Text is coherent and cohesive with minimal lapses.</p>
<p>Judgement Ideas are presented in a comprehensible manner with logical ordering of ideas most of the time. Ideas are linked using conjunctions, connectives and pronouns with a reasonable level of control that may occasionally affect meaning.</p>	<p>Judgement Ideas are presented in a comprehensible manner with logical ordering of ideas. Ideas are linked between and within paragraphs using a larger range of cohesive devices. There may be some lapses in control but these do not significantly affect meaning.</p>	<p>Judgement The text is clear and flows smoothly with a range of cohesive devices used to effectively link ideas across the whole text, between and within paragraphs. There may be a small number of lapses in control which do not affect meaning.</p>

Achieved	Merit	Excellence
<p>Evidence This means that:</p> <ul style="list-style-type: none"> Ideas are linked within paragraphs by having a main point and providing supporting details e.g. <i>To become a dietitian, you need to study at university. Dietitians need a Bachelor degree ... They also need to study for ... School students who want to become dietitians should study ...</i> Ideas are linked using a number of cohesive devices such as pronoun reference, connectives and conjunctions e.g. <i>Dietitians work with different groups of people. They work with people who are sick and need to change their diet, for example, people who have had heart attacks. They also work with people who have allergies.</i> Cohesion may depend on the use of a small number of cohesive devices used in the same way e.g. <i>They work with ... They also work with ...</i> 	<p>Evidence This means that:</p> <ul style="list-style-type: none"> Ideas are presented in a way that can be understood and are in logical order most of the time e.g. <i>To become a dietitian, you need to ... Dietitians work in ... Dietitians work with different ... It is easy to get a job...</i> Ideas are linked between and within paragraphs using different cohesive devices such as pronoun reference, connectives, conjunctions, repetition of key nouns and verbs, word chains e.g. <i>To become a dietitian, you need to study at university. Dietitians need a Bachelor's degree in Science or Consumer and Applied Sciences and must also study Human Nutrition and Food Service Management. In addition, they need to study for a Postgraduate Diploma. School students who want to become dietitians should study chemistry, biology, health, food and nutrition or physical education and should be interested in working with people.</i> 	<p>Evidence This means that:</p> <ul style="list-style-type: none"> The communication of ideas is more logical, unified and consistent. There are smooth transitions between paragraphs e.g. <i>To become a dietitian ... Dietitians work in ... Dietitians work with ...</i> Ideas are linked between paragraphs and in the text as a whole using a range of cohesive devices e.g. <i>Dietitians work in lots of different places and earn quite good salaries. Some work for the government, for example, in the Ministry of Health or in hospitals. Other dietitians work for organisations, such as the Heart Foundation. Many dietitians are self-employed. A number of dietitians work in research or are employed by businesses interested in making healthier food. Dietitians earn between \$43,300 and \$100,000 a year. However, dietitians in private practice usually earn the most money.</i> <p>Refer above for a list of lexical and grammatical cohesive devices that could be used.</p>

<p style="text-align: center;">Achieved</p> <p>A range of language features appropriate to the text type is used.</p>	<p style="text-align: center;">Merit</p> <p>A wide range of language appropriate to the text type is used.</p>	<p style="text-align: center;">Excellence</p> <p>An extended range of language features appropriate to the text type is used.</p>
<p>Range: language features include – complete simple, compound and complex sentences, verb forms, cohesive devices; vocabulary relevant to the topic; and may include but are not limited to – formal, objective language.</p>		
<p>Judgement Sufficient language features are used to communicate ideas. Lapses may occasionally affect meaning.</p> <p>Evidence <i>E.g. There are lots of jobs for dietitians in New Zealand and overseas. They can work in lots of countries.</i></p>	<p>Judgement Sufficient language features are used to communicate ideas effectively. There may be some lapses in control but these do not significantly affect meaning.</p> <p>Evidence <i>E.g. There are not enough dietitians in New Zealand so it is easy to get a job. New Zealand dietitians also find it easy to get work in other countries such as Australia and the UK.</i></p>	<p>Judgement Sufficient language features are used to communicate ideas precisely and fluently. There may be a small number of lapses in control, which do not affect meaning.</p> <p>Evidence <i>E.g. There are lots of job opportunities for dietitians in New Zealand and around the world. This is because there is a shortage of qualified dietitians in New Zealand. New Zealand trained dietitians can also work in a number of countries including Australia and the UK.</i></p>

Achieved	Merit	Excellence
<p>Language features include but are not limited to:</p> <ul style="list-style-type: none"> ● a range of complete sentences <ul style="list-style-type: none"> ○ simple: <i>Dietitians work in lots of different places.</i> ○ compound: <i>Dietitians work in lots of different places and earn good salaries.</i> ○ complex: <i>Dietitians, who work in lots of different places, earn good salaries.</i> ● appropriate verb forms <ul style="list-style-type: none"> ○ <i>Dietitians work in many different places</i> (active voice) ○ <i>Dietitians are also employed in hospitals</i> (passive voice) ○ <i>To become a dietitian</i> (infinitive). ○ cohesive devices ○ pronoun reference e.g. <i>they, their, them</i> ○ connectives e.g. <i>also, however, for example, in contrast</i> ○ conjunctions e.g. <i>so, but, or.</i> ● formal, objective language e.g. ‘<i>it</i>’ and ‘<i>they</i>’ instead of ‘<i>I</i>’ and ‘<i>me</i>’. ‘<i>It is an interesting job</i>’ not ‘<i>It is a cool job.</i>’ 		
<p>Judgement Sufficiently accurate vocabulary is selected to communicate ideas although there may be errors when expressing more complex thoughts.</p>	<p>Judgement Sufficient, accurate vocabulary is selected to communicate ideas effectively. There may be lapses in control but these do not significantly affect meaning.</p>	<p>Judgement Sufficiently accurate vocabulary is selected to communicate ideas precisely and fluently. There may be a small number of lapses in control, which do not affect meaning.</p>
<p>Evidence A range of vocabulary includes:</p> <ul style="list-style-type: none"> ● the correct vocabulary most of the time e.g. <i>job, wages, food,</i> ● the correct grammatical form of the vocabulary most of the time e.g. <i>health / healthy / healthier.</i> 	<p>Evidence A wide range of vocabulary includes:</p> <ul style="list-style-type: none"> ● selecting sufficient correct vocabulary to communicate ideas effectively e.g. <i>employment, salary, diet</i> ● use of noun groups e.g. <i>a new dietitian, healthier food</i> ● selecting the correct grammatical form of the vocabulary e.g. <i>train / trained / training.</i> 	<p>Evidence An extended range of vocabulary includes:</p> <ul style="list-style-type: none"> ● selecting precise topic and general vocabulary to communicate ideas effectively e.g. <i>profession, income, nutrition</i> ● use of complex noun groups e.g. <i>a newly qualified dietitian.</i>

<p style="text-align: center;">Achieved</p> <p>Meaning of the written text is generally conveyed but may contain errors and inaccuracies.</p>	<p style="text-align: center;">Merit</p> <p>Meaning of the written text is conveyed with minor inaccuracies.</p>	<p style="text-align: center;">Excellence</p> <p>Meaning of the written text is conveyed with minimal inaccuracies.</p>
<p>Judgement Meaning of the text is generally clear but there may be errors and inaccuracies.</p>	<p>Judgement Meaning of the text is clear but there may be minor inaccuracies which do not significantly affect meaning.</p>	<p>Judgement Meaning of the text is clear but there may be minimal inaccuracies which do not affect meaning.</p>
<p>Errors refers to the systematic use of incorrect language features. Inaccuracies refers to lapses in control of the text structure, language features, vocabulary, spelling and punctuation.</p>		
<p>Evidence Refer to examples above.</p>	<p>Evidence Refer to examples above.</p>	<p>Evidence Refer to examples above.</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: Information report

<p><i>A general opening statement that names and classifies the subject</i></p> <p><i>Ideas are developed and organised into paragraphs.</i></p> <p><i>Paragraphs have a topic sentence followed by details about the topic sentence.</i></p> <p><i>Sentences are in logical order.</i></p>	<h3 style="margin: 0;">Dietitians</h3> <p>Dietitians are health professionals. They advise people about food and help them to choose the right food to stay healthy.</p> <p>To become a dietitian, you need to study at university. Dietitians need a Bachelor's degree in Science or Consumer and Applied Sciences and must also study Human Nutrition and Food Service Management. In addition, they need to study for a Postgraduate Diploma. School students who want to become dietitians should study chemistry, biology, health, food and nutrition or physical education and should be interested in working with people.</p> <p>Dietitians work in lots of different places and earn quite good salaries. Some work for the government, for example, in the Ministry of Health or in hospitals. Other dietitians work for organisations, such as the Heart Foundation. Many dietitians are self-employed. A number of dietitians work in research or are employed by businesses interested in making healthier food. Dietitians earn between \$43,300 and \$100,000 a year. However, dietitians in private practice usually earn the most money.</p> <p>Dietitians work with different groups of people. They work with people who are sick and need to change their diet, for example, people who have had heart attacks. They also work with people who have allergies. Some dietitians work with whole communities to encourage them to eat healthier food.</p> <p>It is easy for dietitians to get a job because there are not enough dietitians in New Zealand. There are also lots of opportunities to work in many other countries and New Zealand-trained dietitians can work in the UK and Australia.</p> <p style="text-align: right;">253 words</p>	<p><i>Formal and objective language is used.</i></p> <p><i>Writing uses an extended range of vocabulary.</i></p> <p><i>Writing uses an extended range of language features of an information report correctly e.g. complete simple, compound and complex sentences, correct verb form, singular, plural, complex noun groups, cohesive devices, quantifiers.</i></p>
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NB. This model text is at Excellence level. It 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.