

NZQA Assessment Support Material

Unit standard		30999			
Title	Read and understand moderately complex texts (EL)				
Level	4	Credits	10	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.
- 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 must not use 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 B2. 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 assessment task (practical). However, to achieve this standard, candidates must complete another task (transactional). Each task must be for different purposes, assessed on separate occasions.
- A range of item response types must be used for assessment against this unit standard. This may include, but is not limited to – short answer questions, multiple-choice, true/false/not given, sorting, matching, gap-fill, open-ended questions requiring explanation and interpretation.
- Candidate's responses may contain some minor textual or linguistic inaccuracies, but errors must not obscure meaning, or interfere with fluency. This standard assesses reading skills, not spoken or written skills.
- For this unit standard, texts:
 - i. must be a minimum of 2000 words in total over two texts. These texts need not be of equal length;
 - ii. must be authentic, according to the text type used;
 - iii. may have complementary illustrations or diagrams;
 - iv. must be related to contexts that are relevant to the candidates;
 - v. must not have been seen by the candidates prior to the assessment;
 - vi. may be abridged versions designed for language candidates;
 - vii. must use the conventions of the text-type and be authentic in sequence, layout, vocabulary, structure, tense, register;
 - viii. must be guided by the first 2500 words of *the 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, 'Guide to good renting - for tenants' and complete the assessment task.

The text can be found in the Student guidelines.

Assessment Schedule

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An assessment schedule has been provided for one assessment task only. An assessment schedule will need to be developed for the remaining assessment task required to achieve this unit standard.

Task 1: Guide to good renting - for tenants (practical text)

Performance Criteria	Evidence for Achievement	Judgements for Achievement
<p>Outcome 1 Read and understand moderately complex texts (EL).</p> <p>Range two texts for different purposes, assessed on separate occasions; one text must be for a practical purpose, the other text must be a transactional text; text for a practical purpose may include but is not limited to – report, social and news media,</p>	<p>Refer to evidence for 1.1-1.3 below.</p>	<p>A moderately complex text is read and understood in terms of identifying and linking main ideas and supporting details, making connections within and across sections of the text and identifying and evaluating the overall purpose.</p>

Performance Criteria	Evidence for Achievement	Judgements for Achievement
<p>formal letter relating to community interests, procedural text; transactional text may include but is not limited to – review, discussion, persuasive text, informational text.</p>		
<p>1.1. Main ideas and supporting details in each text are identified and linked within each text.</p> <p>Range a minimum of three main ideas and six supporting details.</p>	<p>Question 1. The following answers:</p> <ul style="list-style-type: none"> i. J ii. G iii. B iv. E v. D or L vi. L or D vii. F viii. A ix. I or C x. C or I xi. K xii. H 	<p>Three main ideas are identified; six supporting details are identified and linked to the main ideas.</p> <p>At least 3 of answers i-iv are correct.</p> <p>At least 6 of answers v-xii are correct.</p>
<p>1.2. Connections are made within and across sections of the text.</p> <p>Range connections may include but are not limited to – causal, sequential, comparative, additive, and exemplification through lexical and grammatical cohesive devices.</p>	<p>Question 2. Connections are made within sections. Answers similar to:</p> <ul style="list-style-type: none"> i. <i>It means tenants and landlords both have rights and responsibilities.</i> ii. <i>It automatically becomes periodic</i> iii. <i>Look for financial help through Ministry of Social Development</i> iv. <i>ID, credit history and references</i> v. <i>You may have to pay</i> 	<p>Questions are answered in a manner that demonstrates connections within sections of the text, and between different sections of the text.</p> <p>At least 5 out of 7 answers are correct for question 2.</p> <p>Question 2 requires understanding of the following connections:</p>

Performance Criteria	Evidence for Achievement	Judgements for Achievement
	<p>vi. <i>Take photos of damages before you move in</i></p> <p>vii. <i>Apply to the Tenancy Tribunal and receive compensation</i></p> <p>Question 3. Connections are made across sections of the text. Answers similar to:</p> <p>i. <i>Sign the tenancy agreement</i></p> <p>ii. <i>The type of tenancy; your budget; which area you want to live in</i></p> <p>iii. <i>If your home is not safe; if repairs are not made; if improvements are not made as agreed; if the landlord did not lodge the bond; if the house does not meet legal requirements (any three)</i></p> <p>iv. <i>The landlord has to return the bond unless you owe rent or have broken something. A property inspection report can prove what condition things were in before you moved in.</i></p> <p>1 - <i>Fast Track Resolution</i> 2 - <i>Mediation</i> 3 - <i>Tenancy Tribunal hearing</i></p>	<ul style="list-style-type: none"> ● Explanation - reference (questions i, vi) ● Causal - connective; reference; ellipsis (questions ii, v, vi, vii) ● Exemplification - repetition of key word; class/subclass (questions iii, iv) <p>3 out of 5 answers are correct for Question 3</p> <p>Question 3 requires understanding of the following connections:</p> <ul style="list-style-type: none"> ● Comparative - layout (question i) ● Additive - discourse markers, (questions i, ii) ● Exemplification - lexical repetition (question iii) ● Sequential - time phrases (questions iv and v).

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<p>1.3. The overall meaning or purpose of the text, or viewpoint of the writer is identified and evaluated.</p>	<p>Question 4: Answers similar to the following:</p> <ul style="list-style-type: none"> i. <i>The overall purpose is to give information and advice to tenants. Yes, the writer achieves this purpose to a great extent. The text contains advice on the whole process from looking for a rental through to solving problems. It contains advice and also links to where the reader can get more information.</i> Or - any opinion that is well supported. ii. <i>I think this is an important purpose as more and more people in New Zealand are renting. There are many things that can go wrong (for example not getting your bond back or having to pay for damage caused by another tenant,) so you need to know what to do.</i> Or - any opinion that is well supported. 	<p>The central intent of the overall text is identified and evaluated.</p> <p>i. and either ii. or iii. 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.