

NZQA Assessment Support Material

Unit standard	31035				
Title	Write moderately complex texts on general topics (EL)				
Level	4	Credits	15	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 <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.
- The assessor must be satisfied that the candidate can independently demonstrate competency 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 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 task. However, to achieve this standard, candidates must complete three written assessment tasks. Each text must be of a different text type and on a different topic, assessed on separate occasions.
- Resource documents used by the candidate may be provided by the assessor.
- 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 formal letter of complaint to the local council, addressing the topic below. The text must be set out in the correct format for a formal letter. Personal details may be real or fictitious. The written text must be at least 500 words in length.

Letter topic:

Your local council has decided to close the branch library close to your house, in order to save money. You believe that the library is important for families and students in the area, and that closing it will mean that many people will no longer have access to a library. The library has a good collection of books, DVDs and electronic resources, as well as free Wifi and several community activities during the week.

Assessment Schedule

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

Performance criteria	Evidence for achievement	Judgements for achievement
<p>Outcome 1</p> <p>Write moderately complex texts on general topics (EL).</p> <p>Range three texts each of a minimum of 500 words, each of a different text type and on a different topic, assessed on separate occasions; text types may include but are not limited to – information, persuasive, discursive, explanatory, formal letter, evaluation.</p>	<p>Refer to evidence for 1.1-1.4 below.</p>	<p>A formal letter of at least 500 words is written.</p>
<p>1.1 Content, structure and layout of the text are appropriate to the topic, audience, purpose and text type.</p>	<p>Material relates to the purpose of the letter - to complain about the closure of the branch library. Refer to the examples below.</p> <p>An awareness of audience is shown in style and content e.g.</p> <ul style="list-style-type: none"> • formal language e.g. <i>It is evident ...</i> • <i>proposed closure ...</i> 	<p>The content relates to the topic and purpose</p> <p>Language, tone and content show awareness of audience.</p>

Performance criteria	Evidence for achievement	Judgements for achievement
	<ul style="list-style-type: none"> • no slang or colloquial expressions • no contractions or abbreviations e.g. <i>do not</i>, not <i>don't</i> <p>Conventions of a formal letter includes:</p> <ul style="list-style-type: none"> • correct layout (line spacing, sender's and receiver's address, date) • appropriate greeting and salutation <p>Introduction states the purpose of the letter and a summary of the issues, e.g. <i>I am writing in response to the proposed closure of Ridgemount library, which I believe will have a negative impact on the local community.</i></p> <p>This is followed by paragraphs presenting additional information and arguments, e.g. <i>As you are aware, the suburb of Ridgemount has a large proportion of low-income families. These families rely on the library...</i></p> <p><i>The library does not simply provide reading materials and other resources to the public, but has also become a place for people to meet, which has made ...</i></p>	<p>Layout of the text is appropriate to the topic, audience, purpose and text type.</p> <p>Writing uses a text structure which achieves the purpose of the text by including:</p> <ul style="list-style-type: none"> • an introduction stating the purpose, • paragraphs presenting additional arguments, and a conclusion offering a solution.
<p>1.2 Ideas are developed and the text is clear, coherent and cohesive.</p>	<p>Each body paragraph contains a relevant topic sentence, e.g. <i>As you are aware, the suburb of Ridgemount has a large proportion of low-income families.</i></p> <p>The topic sentence is developed. This may include:</p>	<p>Ideas are developed within paragraphs and across the text as a whole.</p>

Performance criteria	Evidence for achievement	Judgements for achievement
	<ul style="list-style-type: none"> • exemplification, e.g. <i>For example, Wifi access is not...</i> • explanation, e.g. <i>Traveling from Ridgemount to the Central Library is not...</i> • expansion, e.g. <i>In addition, while books in homes...</i> <p>Refer to examples above (pc 1.1)</p> <p>The ideas are coherent and cohesive. This means that ideas are linked between and within paragraphs e.g.</p> <ul style="list-style-type: none"> • between paragraphs, e.g. <i>As you are aware... Further... Though it may be argued... In conclusion...</i> • within paragraphs, e.g. <i>As a result ... For example, WiFi access... Also... Therefore, travelling from... In addition...</i> <p>This may include the use of the following: referential, grammatical and lexical cohesive devices. Refer to 1.3 for examples.</p>	<p>Ideas are presented in a comprehensible manner and logical order.</p> <p>The text is cohesive and uses a range of cohesive devices appropriately, with only minor inaccuracies.</p>
<p>1.3 Writing uses a wide range of language features appropriate to the text type. It may contain some minor inaccuracies but these do not obscure meaning.</p> <p>Range language features include – complete simple, compound and complex sentences; verb forms; cohesive devices; and may include – formal, objective language.</p>	<p>Language features include:</p> <p>complete simple, compound and complex sentences:</p> <ul style="list-style-type: none"> • simple sentences e.g. <i>The playgroup on Tuesdays is well attended.</i> • compound sentences e.g. <i>Parents are supported and children get homework help.</i> • complex sentences e.g. <i>I am confident that if the council consults the local community on this matter, it will become very clear that continuing library services in the area should be a council priority.</i> 	<p>The text uses a wide range of language features appropriately with only minor inaccuracies which do not obscure meaning.</p>

Performance criteria	Evidence for achievement	Judgements for achievement
	<ul style="list-style-type: none"> • verb forms which may include: <ul style="list-style-type: none"> ○ correct tense, e.g. <i>These families rely on the library...</i> ○ active verb forms, e.g. <i>young people attend</i> ○ passive verb forms, e.g. <i>The playgroup on Tuesdays is well attended.</i> ○ modals, e.g. <i>This should not be the case.</i> cohesive devices which include: <ul style="list-style-type: none"> • grammatical cohesive devices, such as: <ul style="list-style-type: none"> ○ connectives e.g. <i>However, In addition</i> ○ conjunctions e.g. <i>because, and, so</i> ○ substitution e.g. <i>If the council closes the branch they need to know that by doing so...</i> ○ ellipsis e.g. <i>The library does not simply provide reading materials and other resources to the public, but [the library] also has...</i> • lexical cohesive devices, such as: <ul style="list-style-type: none"> ○ synonyms e.g. <i>community, neighbourhood</i> ○ antonyms e.g. <i>beneficial, harmful</i> ○ repetition e.g. <i>reading space, reading</i> ○ collocation e.g. <i>low-income families, local community, library membership</i> ○ word sets e.g. <i>library, resources, books, DVDs</i> • referential cohesive devices, such as: <ul style="list-style-type: none"> ○ personal pronouns e.g. <i>they, it, them</i> ○ demonstratives e.g. <i>these; the (definite article)</i> ○ comparatives e.g. <i>worse, more important</i> 	

Performance criteria	Evidence for achievement	Judgements for achievement
	<ul style="list-style-type: none"> • formal, objective language which may include: <ul style="list-style-type: none"> ○ objective language e.g. <i>It is evident...</i> ○ formal lexical features e.g. specialised and/or academic vocabulary e.g. <i>local community, consultation</i> ○ correct word choice and part of speech e.g. <i>consult / consultation</i> ○ formal grammatical features e.g. Refer to 1.3 above. 	
<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>Topic-specific vocabulary, which includes a range of lower frequency words relevant to the topic e.g. <i>ratepayers, recreation</i>, and academic vocabulary e.g. <i>community, consultation, overall goals, negative impact</i></p> <p>Correct word choice includes:</p> <ul style="list-style-type: none"> • meaning • collocation e.g. <i>local community, low-income families</i> • lexical sets e.g. <i>city, suburb, community, neighbourhood</i> <p>Correct grammatical form, e.g. <i>young people attend, The playgroup on Tuesdays is well attended, attendance at community events...</i></p>	<p>Vocabulary relevant to the topic and appropriate to the sentence structure is used with good control.</p> <p>There may be some minor inaccuracies, including incorrect word choices, but these do not obscure meaning.</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 on a parallel topic: The sale of Norton Park

<p>1.1 <i>Content, structure and layout is appropriate to the topic, audience and purpose and text type</i></p>	<p>31 Parkview Terrace Norton Auckland</p> <p>18 May 2018</p> <p>Auckland Council Private Bag 92300 Victoria Street West Auckland</p> <p>Dear Sir/Madam</p> <p>Re: Sale of Norton Park</p> <p>I am writing in response to the proposed sale of Norton Park and Sports Field, which was announced on the Auckland Council website in February this year. According to the website, the land will be sold and used for a large shopping centre. There appears to have been little or no consultation with residents in the area, or with the sports clubs that regularly use the grounds. As a resident of Norton, I am extremely disappointed in the decision, and would like the council to reconsider.</p>
<p>1.2 <i>Ideas are developed and the text is clear, coherent and cohesive</i></p>	<p>Norton Park has for many years been the central point for the community, and is well used by families, dog walkers and sports clubs. During winter, it is shared by two local soccer clubs, and during summer the grounds are used for a range of junior summer sports as well as secondary school cricket tournaments. The playground has daily use, especially since it was improved by the council last year. Further, walkers (including dog walkers) take advantage of the large area, and the recreational area beneath the trees is often used for community picnics and neighbourhood support events. As Norton Park is the only larger park in the suburb, people would have to travel out of the area for sport and recreation if the park was closed.</p>
<p>1.3 <i>Writing uses a wide range of language features.</i></p>	<p>The council website suggests that the new shopping complex will become a “vibrant focal point” for the community offering “recreation and exciting new connections” as it will include a library and community centre. In reality, it is only another shopping centre, something that Auckland does not need. Further, the community is currently content with the old library and community hall and would prefer to keep the outdoor space that is so popular. While I understand that the land is worth a significant amount of money and the sale would be profitable for the council, it is not in the best interests of the local community, or of Auckland as a city. In fact, the council’s ten-year plan includes</p>

<p>1.4 <i>Writing uses vocabulary appropriate to the topic, and appropriate to the sentence structure.</i></p>	<p>increasing green spaces and recreation areas in the city. Closing yet another park does not fit with the council's overall goals.</p> <p>However, what concerns me the most is that the council has not consulted the local community at all, and there is nothing on the website to suggest that there will be a consultation. The decision to sell the land that now makes up Norton Park appears to have been made without any discussion with the public. As ratepayers, and immediate users, we should be listened to in this matter.</p> <p>I suggest that the council should organise a meeting as soon as possible, where community members, sports clubs and schools could be invited to share their views. This could be held in the park, weather permitting, which would also give council representatives an opportunity to get an understanding of why this park is so valuable to us as a community.</p> <p>I look forward to hearing from you shortly and trust that we will be able to come to an understanding in this matter.</p> <p>Yours faithfully</p> <p>Grant Baker</p> <p style="text-align: right;">530 words</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.