



National Certificate of Educational Achievement  
TAUMATA MĀTAURANGA Ā-MOTU KUA TĀEA

## **Exemplar for Unit Standard**

### **English Language Level 1**

This exemplar supports assessment against:

Unit Standard 31025

Present simple information on an everyday familiar topic (EL)

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

	Grade Boundary: High Achieved
1.	<p>For Achieved, the learner needs to present simple information on a familiar everyday topic.</p> <p>This involves:</p> <ul style="list-style-type: none"> <li>• ensuring the presentation contains simple information appropriate to the topic</li> <li>• using learnt language patterns with some evidence of connected discourse</li> <li>• speaking audibly and comprehensibly, although pauses, hesitations, errors and inconsistencies may occur</li> <li>• using conventions appropriate to the delivery of information.</li> </ul> <p>This learner has presented simple information about Chinese New Year.</p> <p>The presentation is appropriate to the topic, and uses learnt language patterns in the present tense such as <i>'What is...?'</i>, <i>'Chinese New Year is...'</i>, <i>'We usually celebrate...'</i> and <i>'I really like...'</i>. Connected discourse is evidenced by the use of simple conjunctions, such as <i>'or'</i>, <i>'so'</i>, <i>'because'</i> and <i>'after'</i> to link ideas, as well as the relative pronoun <i>'which'</i>.</p> <p>The presentation is audible and can be understood throughout. There are occasional inconsistencies in pronunciation, e.g. <i>'standing'</i>, <i>'throwing'</i>, and grammatical structures, e.g. <i>'on my grandmother's house'</i>, <i>'such like'</i>, <i>'for a long time ago'</i>, but these do not obscure meaning. The pace of delivery is maintained, with only occasional rephrasing, e.g. <i>'for the new, for the whole year'</i>, <i>'photos that we, how we celebrate'</i>.</p> <p>Presentation conventions, notably eye contact and gesture, are used appropriately and consistently throughout. Verbal strategies are used, such as direct address to the audience (<i>'Those of you who are wondering why we eat a lot of sticky foods...'</i>) and a rhetorical question (<i>'Have you ever had a special event that you can spend your time with your family or friends?'</i>).</p>

	Grade: Achieved
2.	<p>For Achieved, the learner needs to present simple information on a familiar everyday topic.</p> <p>This involves:</p> <ul style="list-style-type: none"> <li>• ensuring the presentation contains simple information appropriate to the topic</li> <li>• using learnt language patterns with some evidence of connected discourse</li> <li>• speaking audibly and comprehensibly, although pauses, hesitations, errors and inconsistencies may occur</li> <li>• using conventions appropriate to the delivery of information.</li> </ul> <p>The learner has presented simple information about how he uses his laptop.</p> <p>The presentation is appropriate to the topic and uses repeated language patterns such as <i>'I like to use...'</i>, <i>'I use...'</i>, and <i>'I like watching'</i>. Connected discourse is evidenced by the use of simple conjunctions, such as <i>'and'</i>, <i>'but'</i> and <i>'because'</i> to link ideas, as well as a subordinating conjunction <i>'if'</i>.</p> <p>The presentation is audible and can be understood throughout. Pronunciation is clear, and intonation and stress are used. Errors occur in lexical features, e.g. <i>'sometime'</i>, <i>'watch video'</i>, and grammatical structures, notably verb forms, e.g. <i>'I needs...'</i>, <i>'can gives me'</i>, and tenses, e.g. <i>'what I needed'</i>, <i>'knew what I am going to learn'</i>, but these do not obscure meaning. The pace of delivery is maintained, with only one occurrence of rephrasing (<i>'My laptop is one, I like to use...'</i>).</p> <p>Presentation conventions are used appropriately, notably eye contact, although there is a time lag between spoken content and slideshow changes. Verbal strategies are used, including direct address to the audience, e.g. <i>'You know what?'</i>, and a humorous question at the conclusion.</p>

	Grade Boundary: Low Achieved
3.	<p>For Achieved, the learner needs to present simple information on a familiar everyday topic.</p> <p>This involves:</p> <ul style="list-style-type: none"> <li>• ensuring the presentation contains simple information appropriate to the topic</li> <li>• using learnt language patterns with some evidence of connected discourse</li> <li>• speaking audibly and comprehensibly, although pauses, hesitations, errors and inconsistencies may occur</li> <li>• using conventions appropriate to the delivery of information.</li> </ul> <p>This learner has presented simple information on Tết, the Vietnamese New Year.</p> <p>The presentation is appropriate to the topic and uses learnt language patterns in the present tense, such as <i>'It is the most important celebration...'</i>, <i>'It is an occasion for...'</i>, <i>'Vietnamese believe...'</i>.</p> <p>There is sufficient evidence of connected discourse in the use of simple conjunctions, such as <i>'and'</i>, <i>'so'</i> and <i>'because'</i> to link ideas, as well as pronoun reference (e.g. <i>'This is...'</i>, <i>'which'</i>).</p> <p>The presentation is audible and can generally be understood. Occasional mispronunciation of words and phrases, e.g. <i>'prepare'</i>, <i>'church'</i>, <i>'hope'</i>, and lack of intonation require some effort by the listener to comprehend. Grammatical and lexical inconsistencies occur, e.g. <i>'It take places'</i>, <i>'to enjoyment'</i>, <i>'with brightly decorate the colour lanterns'</i>, <i>'they are decorate'</i>), but these do not obscure meaning. The pace of delivery is maintained throughout.</p> <p>Some presentation conventions are used appropriately. Reference to the slideshow is sufficiently balanced by eye contact with the audience.</p> <p>For a more secure Achieved, the learner could use clear pronunciation more consistently, as well as more presentation conventions, such as body language and verbal strategies.</p>