

3 August 2022

Tēnā koe [REDACTED]

Official Information Act Request

Thank you for your request under the Official Information Act 1982, received by the Ministry of Education and transferred to NZQA on 13 July 2022 seeking

.....*the 2022 literacy assessment recently trialled, and the marking schedules.*

Reading assessment

The reading assessment activity is withheld under section 9(2)(b)(i) of the OIA Act, to protect information where the making available of information would disclose a trade secret. The documents contains live assessment material we intend to use for future assessments. The questions may be released within 3-4 years of the assessment being used, as we replace them with newly developed questions.

We are releasing the marking key for the 2022 literacy reading assessment activity for *US32403: Read written texts to understand ideas and information*, which is assessed using selected response questions.

Writing assessment

We are releasing parts one and two of the 2022 writing assessment for *US32405: Write texts to communicate ideas and information* and withholding part three, which comprises six short answer questions under s9(2)(b)(i) of the OIA to protect information where the making available of information would disclose a trade secret.

We have also attached pages 1 and 2 of the writing assessment guidance which is available on the NCEA education website.

At the time of writing this response, the marking of the writing assessment is not complete, therefore, we are unable to provide the marking key to you. The marking key is developed from the Outcomes and Performance Criteria of the standard.

For information regarding the literacy standard, US32405, refer to:

<https://ncea.education.govt.nz/literacy-and-numeracy/literacy/writing/unit-standard>

As part of the commitment to open and transparent government, NZQA is proactively releasing responses to Official Information Act requests which are of public interest. NZQA intends to publish its response to this request on its website as part of its next quarterly release of documents. Your name and contact details will be removed before publication.

If you require further assistance or believe we have misinterpreted your request, please contact Elizabeth Templeton in the Office of the Chief Executive, email elizabeth.templeton@nzqa.govt.nz or telephone (04) 463 3339.

If you are dissatisfied with our response, you have the right, under section 28(3) of the Official Information Act 1982, to lodge a complaint with the Office of the Ombudsman at www.ombudsman.parliament.nz. You can also telephone 0800 802 502 or write to the Ombudsman at PO Box 10152, Wellington, 6143.

Nāku nā



Dr Grant Klinkum
Pouwhakahaere/Chief Executive

Literacy Reading Assessment 1 (Term 2 2022 Pilot)

Marking Key – auto marked

Question

1a [b]

1b [b]

1c [d]

1d [c]

1e [b]

2a [c]

2b [d]

2c [b]

2d [a]

3a [[b]

3b [d]

3c [d]

3d [a]

4a [c]

4b paragraph 5

4c [d]

4d [a]

4e [c]

5a [d]

5b [b]

5c [b]

5d [a]

5e [c]

6a [b]

6b [c]

6c [b]

6d [d]

6e [c]

7a [b]

7d [a]

7c [b]

7d [c]

7e [c]

8a [c]

8b [d]

To be completed by candidate

NSN

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School Code

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32405

TERM 2



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KĪA NOHO TAKATŪ KI TŌ ĀMUA AO!

Literacy 2022

32405 Write texts to communicate ideas and information

Credits: Five

PILOT ASSESSMENT

| OUTCOMES | |
|----------|--|
| 1 | Write meaningful texts for different purposes and audiences. |
| 2 | Use written language conventions to support communication. |

There are two topic options in this booklet. Choose **ONE** and answer the **THREE** questions for that option.

If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–24 in the correct order and that none of these pages is blank.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE ASSESSMENT.

INSTRUCTIONS

There are two topic options in this writing assessment:

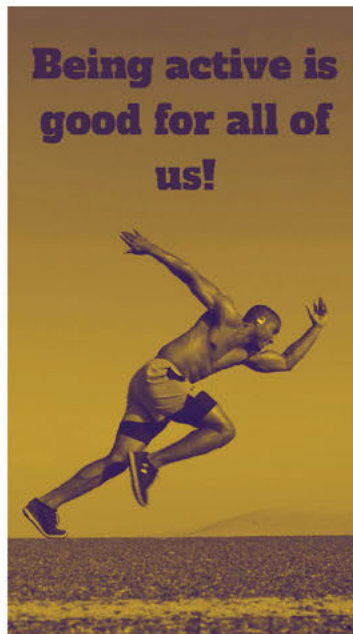
- **EITHER** Option A: Let's Get Active
- **OR** Option B: Looking After our Environment

Look at the images on pages 2 and 3, then choose ONE of the two options. Both are at the same level of difficulty and have the same types of questions.

Choose (✓) ONE option, then turn to the page specified.

- Let's Get Active – **TURN TO PAGE 4**
- Looking After our Environment – **TURN TO PAGE 14**

Option A: Let's Get Active



Option B: Looking After our Environment



EITHER: OPTION A: LET'S GET ACTIVE

Note: Answer this option OR Option B.

QUESTION ONE

Fewer young people are involved in sport now than in the past.

Community leaders working on the Let's Get Active campaign have asked you for your thoughts on this issue. Your thoughts will be shared with teachers, coaches, and other people involved in supporting young people in playing sport.

Explain your views on this issue. You could include:

- why fewer young people play sport
- whether or not this is a problem
- what could be done to encourage more young people to be active.

Write between 250 words and 350 words. Your writing will be assessed on the way you organise and develop your ideas, and the appropriateness and accuracy of your language choices.

PLANNING

QUESTION TWO

As thanks for your help with the Let's Get Active campaign, you are given a \$250 voucher for sports gear and \$1000 to donate to a community organisation of your choice that encourages young people to be active.

Write a thank-you email to the Let's Get Active co-ordinator, Moana Jones. You could include:

- what you want to purchase with your voucher
- which organisation you have chosen to receive the \$1000 donation
- why you chose that organisation
- how this donation will make a positive contribution to the community.

Write between 100 words and 200 words. Your writing will be assessed on the way you organise and develop your ideas, and the appropriateness and accuracy of your language choices.

PLANNING

QUESTION THREE

(a) **Trade Secret - 9(2)(b)(i)** [Redacted]

■ [Redacted]

■ [Redacted]
■ [Redacted]

[Redacted]

■ [Redacted]

[Redacted]

[Redacted]

■ [Redacted]

■ [Redacted]
■ [Redacted]

[Redacted]

(b) **Trade Secret - 9(2)(b)(i)** [Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

(c) [Redacted]

[Redacted]

(d) [Redacted]

[Redacted]

[Redacted]

OR: OPTION B: LOOKING AFTER OUR ENVIRONMENT

Note: Answer this option OR Option A.

QUESTION ONE

You have been asked to write an article for your community newspaper about how you think your local environment could be improved (for example, air or water quality, pollution, or pest control).

You could include:

- why this is something that could be improved
- what needs to be done to improve it
- how it would benefit the community.

Write between 250 words and 350 words. Your writing will be assessed on the way you organise and develop your ideas, and the appropriateness and accuracy of your language choices.

PLANNING

QUESTION TWO

A local company, Kotahi Builders, offers to build a playground or other facility (such as public toilets or a picnic and barbecue area) for your local neighbourhood. They are seeking input from locals about what would work best.

Write an email to the manager of the business, Timoti Taylor, in which you:

- thank him for supporting your neighbourhood
- provide ideas about what sort of facility would work best
- describe how this would benefit your neighbourhood.

Write between 100 words and 200 words. Your writing will be assessed on the way you organise and develop your ideas, and the appropriateness and accuracy of your language choices.

PLANNING

QUESTION THREE

(a) **Trade Secret - 9(2)(b)(i)** [Redacted]

■ [Redacted]

■ [Redacted]
■ [Redacted]

[Redacted]

■ [Redacted]

[Redacted]
[Redacted]

■ [Redacted]

■ [Redacted]
■ [Redacted]

[Redacted]

(b) Trade Secret - 9(2)(b)(i) [Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

(c) [Redacted]

[Redacted]

[Redacted]

[Redacted]

(d) [Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Extra space if required.
Write the question number(s) if applicable.

QUESTION
NUMBER

32405

Literacy: Writing (32405) Assessment Guidance

Used to find evidence for Outcome 1: Write meaningful texts for different purposes and audiences

| | The standard | Below the standard | At the standard | Above the standard |
|-----|---|--|--|---|
| 1.1 | <p>Select and use content that is appropriate to purpose and audience.</p> <p>Content: the relevance, quantity, quality, selection and elaboration of ideas for the topic.</p> | <ul style="list-style-type: none"> • Purpose and main idea may be unclear and/or cluttered by irrelevant detail. • May be unclear because writing has competing ideas. • Main idea may be unclear because supporting detail is too general or even off-topic. | <ul style="list-style-type: none"> • Main idea is evident, with some elaboration, which may be general or limited. • Relevant ideas with some elaboration. • Mostly simple ideas - related to the personal, immediate world of the writer (concrete, predictable, familiar, personal and/or close to writer's experience). • Some more complex ideas evident. | <ul style="list-style-type: none"> • A main idea or topic is clear, focused and interesting, with appropriate detail. • The deliberate choice of relevant ideas or subject matter to engage and influence the reader. • Elaboration should be relevant and may include background information, factual detail, evidence, description, explanation, analysis or evaluation. |
| 1.2 | <p>Use text structures in ways that are appropriate to purpose, audience and text type.</p> <p>Structure / organisation: the presence and development of structural features appropriate to the specified purpose; the organisation of ideas into a coherent text.</p> | <ul style="list-style-type: none"> • Attempts at organisation; may be a "list" of items. • Beginning and ending not clear. • Ideas not clearly linked into a coherent 'whole'. • May contain some of the component parts that are typically associated with a text written for a particular purpose. | <ul style="list-style-type: none"> • Organisation is appropriate, but conventional. • Attempt at introduction and conclusion. • The way ideas are linked to each other and to the broader context of the writing and/or the wider world results in a text that is meaningful to the reader. • Contains the component parts that are typically associated with a text written for a particular purpose. | <ul style="list-style-type: none"> • Effective structure and sequencing. • Inviting introduction and satisfying closure. • The relationships between ideas, or ideas and detail/s, are clear and the writing 'flows' with clear text connectives, consistency of verb tense, and accuracy of referring words (e.g., pronouns) across the text as a whole. |

| | | | | |
|-----|---|---|---|---|
| 1.3 | <p>Make language choices that are appropriate to purpose and audience.</p> <p>Language choices: the presence and development of language features and vocabulary appropriate to the specified purpose and audience.</p> | <ul style="list-style-type: none"> • Words may be correct but mundane. • Common words chosen, limited evidence of appropriate language selection. • Monotonous, often repetitious, sometimes inappropriate for purpose/audience. | <ul style="list-style-type: none"> • Language is functional and uses many everyday words: words that are related to the personal world of the writer; words that are used frequently. Some precise words used. • Descriptions may be overdone at times. • Register and tone are appropriate to purpose and audience. • There is some variation in sentence type and length. | <ul style="list-style-type: none"> • Vocabulary: broad range of words, word choice energizes writing. Precise, carefully chosen words that are descriptive, expressive, academic, technical or abstract, as required by the text type. Strong, fresh, vivid images. • Sentences have an easy flow and rhythm; effective variety in length and structure. • Language choices (e.g., figurative language, narrative perspective, tense) suggest careful selection for appropriate register and tone. |
| 1.4 | <p>Write text that demonstrates sufficient technical accuracy to communicate meaning, without intrusive errors in spelling, punctuation, or grammar.</p> <p>Technical accuracy: the quality, effectiveness and correctness of sentences.</p> | <ul style="list-style-type: none"> • Limited evidence of control of conventions. • Some awkward sentence constructions. • Common simple patterns used; several sentences begin the same way. | <ul style="list-style-type: none"> • Control of most writing conventions. • Errors reflect risks with unusual or sophisticated structures. • Sentences generally well controlled; may lack variety in length and structure. | <ul style="list-style-type: none"> • Strong control of conventions. • Errors are few and minor. |