2022 NCEA Assessment Report

Standard number: US 32405 Write texts to communicate ideas and information

Outcome 1: requires evidence of the ability to write meaningful texts for different purposes and audiences

This outcome requires candidates to show they can produce two written texts, each for a different purpose and audience. At least one text must be continuous and a minimum of 250 words in length.

In the Common Assessment Activity (CAA), this outcome was assessed by requiring candidates to select two questions related to one of two topics. Each question contained a specific instruction, some content suggestions, a stated length requirement, a planning space, and a reminder that candidates' writing would be assessed on appropriateness, accuracy and organisation of ideas.

1.1   Select and use content that is appropriate to purpose and audience.
This includes addressing the topic/option by establishing a main idea/argument/point and providing details to support that focus.

Candidates who completed the CAA generally provided relevant and appropriate content for the selected purpose, audience and text type.

Some candidates did not meet this requirement because, for example, they went off topic, did not consider the purpose and/or audience, or did not provide sufficient development of ideas.

1.2   Use text structures in ways that are appropriate to purpose, audience and text type.
This includes organising ideas so that the text is meaningful to the reader.

Most candidates used an appropriate structure/format for the stated purpose and audience (e.g., showing they understand that a letter to someone they have never met is structured differently from an email to a friend); sequenced content appropriately (e.g., introduction, conclusion, paragraphs), and linked ideas and details appropriately.

Some candidates did not select an appropriate text structure for the given purpose, audience or text type (e.g., the text moved randomly from point to point) or did not use paragraphs or other devices to aid reader understanding (e.g., appropriate beginnings and endings).

1.3   Make language choices that are appropriate to purpose and audience.
This includes the appropriate use of vocabulary (e.g., precision, register, tone), sentence types (e.g., length, variety, complexity), and tense (e.g., past, present).

Many candidates used appropriate register, tone and vocabulary (e.g., differentiation between ending an email to a family member with *Cheers/See you soon/Ka kite anō,* and ending a letter of application more formally, such as *Yours sincerely/Yours faithfully/Thank you/Nāku noa)*. Many candidates also used appropriate sentence structures and word forms (e.g. using *'he ran quickly'* as opposed to *'he ran quick',* using simple, compound and /or complex sentences).

Some candidates did not show evidence of thinking about word choice, and/or that different words may be more appropriate in different contexts and for different audiences and/or purposes.

1.4 Write text that demonstrates sufficient technical accuracy to communicate meaning, without intrusive errors in spelling, punctuation, or grammar.

This includes having control of most writing conventions. Although some errors are acceptable, they should only occur when a student is attempting more complex structures.

The candidates who met this requirement generally demonstrated control of writing conventions, such as sentence construction, subject-verb agreement, and the appropriate use of tenses, punctuation, pronouns and spelling. They also tended to answer most of the short answer questions (Outcome 2) correctly.

Many candidates had difficulty in meeting this requirement. The majority of the errors involved awkward and/or run on sentences, tense confusion and punctuation, grammar and spelling errors.

Outcome 2: requires evidence of the ability to use written language conventions to support communication

This outcome requires evidence of control of specific language conventions to support communication.

In the CAA, this outcome was tested using a range of short answer questions.

2.1 Construct a variety of complete sentences.
This includes being able to correctly use a range of sentence types.

Most candidates were able to identify and write complete sentences, e.g., simple, compound and complex sentences, although they often had difficulty with the punctuation of the sentence.

Some candidates had difficulty recognising a complete sentence and/or had difficulty in writing one.

2.2 Punctuate correctly to support meaning.
This includes understanding the purposes and conventions of basic punctuation: what punctuation is required, where, and when.

Many candidates did not use capital letters and full stops at the beginning and end of sentences.

2.3 Use grammatical conventions within sentences and paragraphs with sufficient technical accuracy to communicate meaning.
This includes observing the conventions associated with, for example, subject-verb agreement, pronoun reference, appropriate use of word forms, and consistent tense use.

Most candidates answered these questions correctly, although some candidates had difficulty with some or all of these conventions.

2.4 Use and spell everyday high frequency vocabulary with technical accuracy.
This includes being able to use high-frequency words accurately (e.g., words found in the Essential Spelling List 1-7, and/or the first 2000 words of the New General Service List).
While spelling of everyday words was not an issue for many candidates, some made errors with basic vocabulary.

2.5   Make simple changes to improve text coherence and the organisation of the content.
Most candidates answered the sentence sequencing question correctly.

Some candidates had difficulty with recognising what had to be changed in order to clearly communicate the intended message in a sentence. For example, some candidates had difficulty with questions involving sentence ambiguity, (e.g., '*Liam phoned his friend on the boat*').

Some candidates could not recognise the need for any changes.

In Summary

Areas of strength demonstrated by candidates who were clearly at, or above, the required standard:

- followed the instructions and planned their written answers (e.g., used the planning space) so as to meet the requirements of the question.
- focused clearly on the topic/question and provided relevant and appropriate supporting detail/s
- utilised the suggestions provided as the framework for their written answers and were able to elaborate on these with relevant details and examples
- met the text length requirements
- organised and linked their ideas so they met the writing purpose and audience
- used a confident, strong and/or personal voice /language style (as appropriate to purpose and audience)
- showed engagement with the topic and the ability to see things from a different point of view.
- demonstrated knowledge and control of writing conventions appropriate to the purpose and audience
- reviewed, edited, and proofread their written texts.

Areas requiring improvement, demonstrated by candidates who were not at the required standard:

- completing all sections of the assessment (e.g., completing two pieces of writing and the short answer questions)
- meeting all requirements of the standard (e.g., text length)
- using the planning space to organise their ideas (e.g., sequencing ideas/using paragraphs)
- taking note of the reminders, such as 'writing would be assessed on appropriateness, accuracy and organisation of ideas
- writing for the audience and purpose as specified in the task
- providing relevant examples and sufficient detail to extend ideas beyond just a listing of ideas or examples
- formatting and organising their writing appropriately
- editing and/or proofreading their work for content, structure, language appropriateness, and technical accuracy (particularly run-on/ incomplete sentences, spelling, punctuation, capital letters, apostrophes and the use of conjunctions)
- developing planning strategies to help candidates organise content/ideas prior to drafting texts, e.g., brainstorming, graphic organisers, note taking.
- developing an understanding of 'appropriateness' for purpose and audience (e.g., paragraphing, language choices)
- understanding the use, appropriateness, and effectiveness of sentence composition (e.g., different sentence lengths/types/beginnings/linking)
- constructing simple, compound and complex sentences

- understanding the use of appropriate punctuation (e.g., comma use, capital letters, full stops, apostrophes)
- developing familiarity with processes of reviewing and editing to ensure their writing makes sense and that there is overall clarity and coherence
- proofreading written work
- developing wider vocabularies (by reading a range of different text types, covering varied topics and contexts).