

## English Language Assessment Support Material

<b>Unit standard</b>	27999				
<b>Title</b>	Write a simple connected text on a familiar topic in English Language				
<b>Level</b>	2	<b>Credits</b>	5	<b>Version</b>	4

## Assessor Guidelines

Assessors need to be very familiar with the outcome being assessed by the unit standard. The performance criteria and the guidance information contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

### Note:

These 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 students may have access to the assessment schedule or student exemplar material.

Use of this assessment resource without modification may mean that students' work is not authentic. While this resource exemplifies how to assess students' ability to write a simple connected text on a familiar topic in English language, other assessment activities and approaches could be taken to make the context relevant to students in their environment and ensure that submitted evidence is authentic.

See [Gathering evidence of learner achievement](#)

Assessors should use innovative, valid and fair ways of recognising achievement, without overburdening themselves or the learner with too much assessment.

## Context/Setting

This activity requires students to write a simple connected text on a familiar topic.

It is recommended that:

- the outcomes are assessed as part of an integrated unit of work, relevant to the learning context of the learner;
- assessment be conducted in conjunction with assessment against other English Language unit standards at this level.

## Award of Grades

This unit standard can be awarded with an Achieved grade only.

For Achieved, learners must:

- Write a simple connected text on a familiar topic in English language.

Range:

- one text of at least 120 words;
- text may include but is not limited to a description, information text, recount, response for a specific purpose

## 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 learner's first language.
- Assessment must be conducted in a supportive environment. Learners may request assistance to understand the requirements of the assessment task.
- The assessor must be satisfied that the student can independently demonstrate competence against the unit standard.
- Learners may use a bilingual and/or an English dictionary, but not electronic devices.
- Learners must be given the opportunity to independently edit and proofread their work.
- Learners' drafts must be kept as a condition of assessment; however, drafts are not to be marked.

## Resource Requirements

- Pen and paper
- Bilingual and/or an English dictionary

## Additional Information

- The Common European Framework of Reference for Languages (CEFR) describes language proficiency at six levels. This unit standard is at a level informed by the CEFR. Teachers and assessors are encouraged to refer to the descriptors in the *Supporting Document* to gain a clearer understanding of the competencies required by these standards.
- Learner may use the student checklist to guide their writing and ensure they meet all the performance criteria.
- Between drafts, teachers can provide general guidance to learners 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.
- Learners writing competence must be assessed after they have been given the opportunity to independently edit and proofread their work. Writing may contain errors and inaccuracies, but these must not impede meaning. The assessor must be satisfied that the learner can independently demonstrate competence against the unit standard. For moderation purposes, learner drafts and/or sourced resource materials must be included in the submission.
- 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 Activity

<b>Unit standard:</b>	27999
<b>Standard title:</b>	Write a simple connected text on a familiar topic in English language
<b>Credits:</b>	5
<b>Resource title:</b>	<b>A Past Experience</b>
<b>Assessor guidance:</b>	Use of this assessment resource without modification may mean that students' work is not authentic. The assessor will need to set a different context or topic and develop fresh and relevant texts that reflect the interests and circumstances of their students. The text examples and questions in this assessment activity provide models of possible approaches.

## Model Assessment

### Assessor instructions for students

#### *Introduction*

This assessment activity requires you to write a simple connected text on a familiar topic in English language.

This activity will take place in class time.

- You may ask for help to understand the task instructions.
- Your writing must be in your own words.
- You may use a bilingual and/or English dictionary, but not electronic devices.
- You will be given time to do a draft before your final copy.

Your assessor will check your draft and give you general guidance only.

#### *Task*

Write a recount text about a past event, or an experience you have had. You must write at least 120 words.

Your writing needs to show that you can:

- Write a text where the content and text type are relevant to the task (PC 1.1).
- Structure the text appropriately to the text type (PC 1.2).
- Use language features appropriate to the text type such as simple, compound, and complex sentences, verb forms, cohesive devices (PC 1.3).
- Use conventions appropriate to the text type, e.g. layout and paragraphing (PC 1.3).
- Use vocabulary relevant to the topic and appropriate to the sentence structure (PC 1.4).

You can use the checklist on the next page to check that you have done everything correctly.

## Student Checklist

In this assessment task you will need to show you can do the following:	PC
Write at least 120 words.	—
Include only information that is on the topic. For this recount, the information must relate to the past event or experience that you are retelling.	1.1
<p>Use a recount text structure. Your text will have three parts:</p> <ul style="list-style-type: none"> <li>• an orientation <ul style="list-style-type: none"> <li>○ e.g. <i>Last week I went on a hiking camp. It had been planned by my school. I was excited because I really enjoy hiking</i></li> </ul> </li> <li>• events in time order <ul style="list-style-type: none"> <li>○ e.g. <i>We were divided into... At the start... When... Later...</i></li> </ul> </li> <li>• a re-orientation <ul style="list-style-type: none"> <li>○ e.g. <i>We had taken the wrong route... Despite this I liked the camp because.... I am looking forward to the next time!</i></li> </ul> </li> </ul>	1.2
<p>Use a range of language features and conventions appropriate to the text type.</p> <p>For a recount you must include:</p> <ul style="list-style-type: none"> <li>• complete simple and compound sentences <ul style="list-style-type: none"> <li>○ e.g. <i>In the end, we took a long time to finish.</i> (simple sentence) <i>We were supposed to arrive in the evening, but we arrived at night.</i> (compound sentence)</li> </ul> </li> <li>• simple past tense verb forms <ul style="list-style-type: none"> <li>○ e.g. <i>walked, knew, liked</i></li> </ul> </li> <li>• cohesive devices such as: <ul style="list-style-type: none"> <li>○ pronouns, e.g. <i>we, it, they</i></li> <li>○ time connectives, e.g. <i>when, later, next, finally</i></li> <li>○ conjunctions, e.g. <i>and, but</i></li> </ul> </li> <li>• punctuation <ul style="list-style-type: none"> <li>○ e.g. upper and lower case letters, full stops and commas.</li> </ul> </li> </ul> <p>Other language features and conventions may include:</p> <ul style="list-style-type: none"> <li>• complex sentences <ul style="list-style-type: none"> <li>○ e.g. <i>When it was my turn to take the map and lead, I felt something was not right.</i></li> </ul> </li> <li>• prepositions <ul style="list-style-type: none"> <li>○ e.g. <i>in the evening</i></li> </ul> </li> <li>• adjectives <ul style="list-style-type: none"> <li>○ e.g. <i>the wrong way.</i></li> </ul> </li> </ul>	1.3
Ensure your text has few errors and inaccuracies. Your writing must be able to be understood.	1.3
<p>Use a range of vocabulary to fit the topic and your sentences:</p> <ul style="list-style-type: none"> <li>• choose the correct vocabulary e.g. <i>hike, walk, map, lead</i></li> <li>• use the vocabulary correctly e.g. <i>I like hiking / we hiked a long way.</i></li> </ul>	1.4

## Assessment Schedule

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## Assessment Criteria

Performance Criteria	Evidence for Achievement	Judgements for Achievement
<b>Outcome 1</b>  Write a simple connected text on a familiar topic in English language.  Range: <ul style="list-style-type: none"><li>• one text of at least 120 words;</li><li>• text type may include but is not limited to a description, information text, recount, response for a specific purpose.</li></ul>	Refer to evidence for 1.1–1.4 below.	A simple connected recount text of at least 120 words is written.
1.1 The topic and purpose are appropriately addressed by the content and text type.	E.g. <i>On Thursday we went... We had to get into groups... The first place was... Finally we had lunch at...</i>	Content is relevant to a recount and only includes information relevant to the trip, event, or experience that is retold.
1.2 Text structure is appropriate to the text type.  Range: <ul style="list-style-type: none"><li>• text structure includes paragraphs</li></ul>	Writing begins with an orientation, e.g. <i>Last month we had our ESOL trip into the city.</i>  The events are recounted in chronological order, e.g. <i>When we arrived we were divided into group. The</i>	The text is divided into paragraphs.  Paragraphs follow each other in logical order.

	<p><i>first place we went was... After that we went... When we got there... Finally, we had lunch at...</i></p>	<p>The text begins with an orientation, is followed by events in chronological order, and finishes with a re-orientation.</p>
<p>1.3 Language features and conventions appropriate to the text type are used in the writing.</p> <p>Range:</p> <ul style="list-style-type: none"> <li>language features include complete simple and compound sentences, verb forms, cohesive devices; and may include complex sentences.</li> </ul>	<p>The text finishes with a reorientation, e.g. <i>We all felt very tired that day, but we were very excited because we have seen many new things.</i></p> <p>Language features include:</p> <ul style="list-style-type: none"> <li>complete simple sentences <ul style="list-style-type: none"> <li>e.g. <i>I woke up early that morning.</i></li> </ul> </li> <li>complete compound sentences <ul style="list-style-type: none"> <li>e.g. <i>We went to the Govett-Brewster Art Gallery and took photos with our group.</i></li> </ul> </li> <li>appropriate verb forms <ul style="list-style-type: none"> <li>past tense verb forms e.g. <i>woke, walked, ate</i></li> </ul> </li> <li>infinitives <ul style="list-style-type: none"> <li>e.g. <i>wanted to go</i></li> </ul> </li> <li>cohesive devices <ul style="list-style-type: none"> <li>connectives e.g. <i>after that, when, next</i></li> <li>conjunctions e.g. <i>and, but, so, yet</i></li> <li>pronoun reference e.g. <i>It was a good experience when we...</i></li> </ul> </li> </ul> <p>Language features may also include:</p> <ul style="list-style-type: none"> <li>complex sentences <ul style="list-style-type: none"> <li>e.g. <i>When we arrived, the teachers divided us into three groups.</i></li> </ul> </li> <li>prepositions</li> </ul>	<p>Simple language features appropriate for a recount text are used.</p> <p>Meaning is clear although there may be errors and inaccuracies.</p>

	<ul style="list-style-type: none"> <li>○ e.g. <i>in, on</i></li> <li>● adjectives           <ul style="list-style-type: none"> <li>○ e.g. <i>tired, exciting.</i></li> </ul> </li> </ul> <p>Conventions include:</p> <ul style="list-style-type: none"> <li>● correct use of upper and lower-case letters</li> <li>● full stops.</li> </ul>	Appropriate conventions are used.
<p>1.4 Sentence structure is appropriate, and vocabulary relevant to the topic is used in the writing.</p> <p>Range:</p> <ul style="list-style-type: none"> <li>● word choice, grammatical form.</li> </ul>	<p>Word choice includes:</p> <ul style="list-style-type: none"> <li>● correct meaning of word           <ul style="list-style-type: none"> <li>○ e.g. <i>The building was in a new location</i></li> </ul> </li> <li>● collocation           <ul style="list-style-type: none"> <li>○ e.g. <i>took photos, woke up, caught the train</i></li> </ul> </li> <li>● lexical groups           <ul style="list-style-type: none"> <li>○ e.g. <i>museum, art gallery, restaurant.</i></li> </ul> </li> </ul> <p>Grammatical form.</p> <p>E.g. <i>took photographs / photographed the...</i></p>	<p>Vocabulary is relevant to the topic.</p> <p>Vocabulary is appropriate to the sentence structure most of the time.</p>

**Final grades 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

NB. This model is not an authentic example of student work. Therefore, it does not contain the errors and first language features that would be expected in work written by candidates at this level.

<p>1.1 <i>The topic and purpose are appropriately addressed by the content and text type.</i></p> <p>1.2 <i>Text structure is appropriate to the text type.</i></p> <p><i>Recount includes an orientation, order of events and re-orientation.</i></p> <p><i>Range:</i></p> <ul style="list-style-type: none"><li>• <i>text includes paragraphs.</i></li></ul>	<p><b>The school hiking trip</b></p> <p>Last week I went on a hiking camp. It had been planned by my school. I was excited because I really enjoy hiking.</p> <p>We were divided into groups and each group was given a map so that we could find the way. We took it in turns and I was the final one to lead. At the start we were relaxed. However, later many students became tired. I found the hike easy because I do a lot of walking.</p> <p>When it was my turn to lead, I felt that something was not right. I realised that we had taken the wrong route. We spent time talking about it and then we decided to go back. By this time most of us were very tired. In the end, we took a long time to finish. We were supposed to complete the hike by early evening but we got back at night.</p> <p>We had taken the wrong route and were exhausted. Despite this, I liked the camp because it gave me new experiences. I am looking forward to the next time!</p>	<p>1.3 <i>Language features and conventions appropriate to the text type are used writing.</i></p> <p><i>Range:</i></p> <ul style="list-style-type: none"><li>• <i>language features include complete simple and compound sentences, verb forms, cohesive devices; and may include complex sentences.</i></li></ul> <p>1.4 <i>Writing uses vocabulary relevant to the topic and appropriate to the sentence structure.</i></p> <p><i>Range:</i></p> <ul style="list-style-type: none"><li>• <i>word choice, grammatical form</i></li></ul>
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178 words