NZQA Assessment Support Material

Unit standard	28000				
Title	Write a simple text for a practical purpose (EL)				
Level	2	Credits	5	Version	3

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 https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/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.
- Assessment must be conducted in a supportive environment. Candidates may request assistance to understand the requirements of the assessment task.
- The assessor must be satisfied that the candidate can independently demonstrate competence 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 B1. 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.
- 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 instructions on how to get a phone connection in New Zealand. The written text must be at least 150 words in length.

This task will require candidates to be familiar with the names of major telecommunication companies and the process for choosing a provider, types of phones available i.e. landline or mobile and the process for getting connected.

Assessment Schedule

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Performance criteria	Evidence for achievement	Judgements for achievement
Outcome 1 Write a simple text for a practical purpose (EL). Range minimum of 150 words; text type may include but is not limited to - instructions, recipes, letters, emails, simple curriculum vitae; practical purposes may include but are not limited to – requesting information, inviting, informing, recommending.	Refer to the evidence for 1.1-1.4 below	A text of at least 150 words giving instructions is written.
1.1 Content is relevant and appropriate to the practical purpose of the text.	This may include but is not limited to: • deciding what type of phone is needed e.g. *landline / mobile* • finding out about telecommunication companies • choosing a telecommunication company getting connected.	Content is relevant and appropriate to the practical purpose by giving instructions on how to get a phone connection in New Zealand.
1.2 Text structure is appropriate to the text type.	Writing begins by stating the purpose of the text e.g. *There are several things to think about when you want a phone.* The steps are given in logical order e.g. *First*	The text identifies the purpose and this is followed by steps in logical order.

Performance criteria	Evidence for achievement	Judgements for achievement
	you must decide if you want …. *Then you must consider which …* *Look at their websites and …* *Finally contact …* *You will need …*	

1.3 Writing uses language features and conventions appropriate to the text type. It may contain errors and inaccuracies, but these must not obscure meaning.
 	
Range language features may include but are not limited to – complete simple, compound and complex sentences, verb forms, cohesive devices; cohesive devices include but are not limited to – conjunctions, connectives and pronoun reference; conventions may include but are not limited to – salutations, layout, paragraphing.
	Language features include:
	• simple sentences e.g. *This usually takes twenty hours.*
	• compound sentences e.g. *Decide on a type of phone and choose the best telephone company for your needs*
	• verb forms
	  o present tense verb forms e.g. *takes, call*
	  o imperatives e.g. *decide, choose*
	  o modals e.g. *should, will*
	  o infinitives e.g. *to use*
	• connectives e.g. *then, first, because*
	• pronouns e.g. *you, your, it*
	
	Conventions include:
	• punctuation e.g.
	  o correct use of upper and lower-case letters
	  o full stops
	• layout e.g.
	  o bullet points
	  o numbering
	  o headings
	
	Language features may also include:
	• complex sentences e.g. *When you have chosen which telecom company to use, you are ready to get started*
	• quantifiers e.g. *some, many*
		Writing contains a range of appropriate language features and the conventions used in instructions.
		
		These are used correctly most of the time.
		
		Meaning is clear although there may be errors and inaccuracies.

Performance criteria	Evidence for achievement	Judgements for achievement
	• adjectives e.g. *best, large* • prepositions e.g. *in, at.*	
1.4 Writing uses vocabulary relevant to the topic and appropriate to the sentence structure. Range word choice, grammatical form.	For example: • correct meaning e.g. *phone company, mobile, landline* • lexical groups e.g. *phone, mobile, landline* • collocation e.g. *phone company* • correct grammatical form e.g. *company / companies*	Writing uses vocabulary that is relevant to the topic. Writing uses vocabulary that is appropriate to the sentence structure most of the time.

Model text on a parallel topic

1.2 Text structure is appropriate to the text type - the purpose is identified, and this is followed by steps in logical order.	**Opening a New Zealand bank account**	1.3 Language features appropriate to the text type are used:
	There are several steps to opening a bank account in New Zealand.	*connectives*
	First you must decide which bank to open an account with. Look at the bank websites and then choose the one that is best for you.	*verb forms e.g. modals, simple present tense, imperatives, infinitives*
1.1 Content is relevant and appropriate to the practical purpose of the text.	Then you must choose what type of account to open. You can open more than one account. Most people want an everyday account that they can use to pay for things and put money into. You may want a savings account or a credit card.	*complete simple sentences*
		complete compound sentences
	Finally, you should open an account. You can do this at a bank or online using the internet.	*pronoun reference*
1.2 Conventions appropriate to the text type are used e.g. layout, paragraphing bullet points	To open an account, you will need:	*complete complex sentences*
	● money to put into your account ● proof of your identity, for example, a passport proof that you are a New Zealand resident, for example, an electricity bill with your name on it.	1.4 Writing uses vocabulary relevant to the topic and appropriate to the sentence structure.
	If you are under eighteen, your parents will need to sign the forms as well.	*Range word choice, grammatical form*
Word length is correct	155 words	

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.