

## English Language Assessment Support Material

<b>Unit standard</b>	30995				
<b>Title</b>	Read and understand a straightforward English language written text on a familiar topic				
<b>Level</b>	2	<b>Credits</b>	5	<b>Version</b>	2

## 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 read and understand a straightforward English language written text on a familiar topic, 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 read a straightforward English language written text, that has not previously been studied, 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:

- Read and understand a straightforward English language written text on a familiar topic.

Range:

- Text may include but is not limited to a description, information text, recount.

## Conditions of Assessment

This assessment will take place over a timeframe set by the assessor.

- All assessment activities must be conducted in English language, 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 English dictionary, but not electronic devices.
- Learner responses may be oral or written, as relevant and appropriate.

## Resource Requirements

- One reading text on a topic familiar to learners
- Questions to assess reading comprehension

## 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.
- A range of item response types must be used, such as short answer questions, multiple-choice, true/false/not given, sorting, matching, gap-fill.
- Learners' responses may contain phonological, textual, or linguistic errors and inaccuracies, but these must not impede meaning. This standard assesses reading skills; not spoken or written skills.
- For this unit standard, a *straightforward text* refers to a text which is uncomplicated in terms of its content and structure.

The written text:

- must be approximately 350–450 words;
- must use simple and compound sentences, and may include complex sentences;
- may have complementary illustrations or diagrams placed so that the relationship between text and illustration is clear to the learner;
- must be familiar and relevant but must not have been seen by the learner prior to the assessment;
- may be abridged versions designed for learners;
- must be guided by the first 1500 words of the *New General Service List*  
<https://www.newgeneralservicelist.com/>

- The assessment schedule is for assessors only and not to be shared with learners during the assessment process.
- Refer to your organisation's policies before offering a resubmission or further assessment opportunity.

## Assessment Activity

**Unit standard:** 30995

**Standard title:** Read and understand a straightforward English language written text on a familiar topic

**Credits:** 5

**Resource title:** **The Wahine**

**Assessor guidance:** 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 example and questions in this assessment activity provide models of possible approaches.

## Model assessment

### Assessor instructions for students

#### *Introduction*

This assessment activity requires you to read and understand a straightforward 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.
- You may use a bilingual and/or English dictionary, but not electronic devices.
- You can write the answers or say them to your assessor.
- Your spelling and grammar do not need to be perfect, but your assessor needs to be able to understand what you mean.

#### *Task*

Read the text, 'The Wahine' on the next page and complete the assessment task on pages 7–8.

Your answers need to show that you can:

- Identify the main idea or purpose of the overall text (PC 1.1).
- Identify at least six items of specific information (PC 1.2).
- Identify at least three connections between details (PC 1.3).

## Reading text

### The Wahine

Many people in New Zealand remember when the ferry Wahine sank in Wellington Harbour. The ferry left Lyttleton in the South Island for Wellington on the night of 9th April, 1968. There were 743 people on the ferry. The Wahine arrived just outside Wellington Harbour the next morning, at the same time as a huge storm, Cyclone Giselle.

Just as the Wahine reached the harbour entrance, the ship's radar stopped working and a huge wave pushed the ship towards the rocks. As a result, the captain decided it would not be safe to sail into the harbour. He tried to turn the ship around but couldn't get the ship back out to sea. The storm and waves pushed the Wahine onto the rocks and the ship's engines stopped working.

The captain reported the accident and tried to keep the passengers safe. He dropped the anchors to keep the ship in one place. Then he ordered the crew to close the watertight doors. The passengers were told what had happened and what to do next. They were given instructions to put on their life jackets and to go to the assembly points around the ship.

However, the situation got worse when the Wahine moved closer to the rocks. A smaller boat tried to pull the ferry off the rocks but failed. Later, the deputy harbour master managed to climb on board the Wahine. At 1.15pm the captain and deputy harbour master gave the order for people to get off the ship.

The crew were able to get only four lifeboats into the water and many people ended up in the water. One lifeboat filled with water and the passengers fell into the sea. Some people swam to small rescue boats that had come to help. Others tried to hold onto the sides of lifeboats or swim to land. The captain and deputy harbour master were the last people to leave the ferry. They were in the water just by the Wahine for an hour before being rescued.



The Wahine tipped onto its side

At 2.30pm the Wahine tipped onto its side and the first of the survivors reached land. Fifty-one people died in the disaster. Some drowned or died from the cold. Others were thrown against the rocks by the waves on the opposite side of the harbour and died there.

Ten weeks later there was an investigation into the accident. It said that there had been mistakes but that the weather was very bad. The report also said that more people would have died if they had got off the ship sooner. This was because the rescuers would not have been there to help.

## Glossary

anchor	a heavy metal object on a rope or chain that is dropped over the side of a ship or boat to keep it in one place.
deputy	the second person in charge of something.
harbour master	the person who is in charge of a harbour.
investigation	this is when a group of people look at all of the facts to find out what happened, and why it happened.

## Student Assessment Task

### The Wahine

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Read the text and answer the questions below.

#### 1. The main idea or purpose of the overall text is identified (1.1)

The purpose of the text is to:

- a. explain what caused the Wahine disaster.
- b. give information about the Wahine disaster.
- c. tell people what to do in an accident on a ship.

#### 2. Specific information is identified (1.2)

a. On what date did the Wahine leave Lyttleton? \_\_\_\_\_

b. Where is Lyttleton? \_\_\_\_\_

c. What was the name of the storm? \_\_\_\_\_

d. How many people were on the ferry? \_\_\_\_\_

e. What time were the passengers told to get off the ship? \_\_\_\_\_

f. Five lifeboats were put into the sea. \_\_\_\_\_

True / False / Not given

g. The Wahine tipped onto its side in the afternoon. \_\_\_\_\_

True / False / Not given

h. The Wahine sank at 5pm. \_\_\_\_\_

True / False / Not given

**3. Connections between details are identified (1.3)**

a. Give one reason why the captain didn't sail the ship into the harbour?

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b. When did the captain tell the crew to close the watertight doors? Circle ONE answer.

- i. Before he dropped the anchors
- ii. After he dropped the anchors
- iii. At the same time as he dropped the anchors

c. What were two things that people who fell in the water tried to do?

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d. Who was in the water for an hour before they were rescued?

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e. When was the investigation into the Wahine disaster held?

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## Assessment Schedule

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## Assessment Criteria

Performance Criteria	Evidence for Achievement	Judgements for Achievement
<b>Outcome 1</b> Read and understand a straightforward English language written text on a familiar topic  Range: <ul style="list-style-type: none"><li>text type may include but is not limited to a description, information text, recount.</li></ul>	Refer to evidence for 1.1–1.3 below.	A straightforward text on a familiar topic is read and understood in terms of identifying the main idea or purpose, specific information, and connections between details.
1.1 The main idea or purpose of the overall text is identified.	Question 1. The answer is b. To give information about the Wahine disaster.	The most important or central thought of the overall text is identified.
1.2 Specific information is identified.  Range: <ul style="list-style-type: none"><li>six items of information.</li></ul>	Question 2. The following answers: <ol style="list-style-type: none"><li>9th April/1968</li><li>the South Island</li><li>(Cyclone) Giselle</li><li>743</li><li>1.15pm</li><li>False</li><li>True</li><li>Not given</li></ol>	Specific information that explains, develops or illustrates the writer's main idea is identified.  Six out of eight answers are correct.

<p>1.3 Connections between details are identified.</p> <p>Range:</p> <ul style="list-style-type: none"> <li>three connections of different types.</li> </ul>	<p>Question 3: Answers similar to the following:</p> <ol style="list-style-type: none"> <li>One of the following: <i>Because the ship was too close to the rocks/a wave pushed the ship close to the rocks/The radar wasn't working</i></li> <li>Answer is ii. <i>After he dropped the anchors</i></li> <li>Any two of the following: <i>swam to rescue boats/held on to lifeboats/swam to land</i></li> <li><i>The captain and the deputy harbour master</i></li> <li><i>Ten weeks after the ship sank.</i></li> </ol>	<p>Question 3 requires understanding of at least three different types of the following connections:</p> <table border="1" data-bbox="1471 309 2122 738"> <thead> <tr> <th data-bbox="1471 309 1740 404">Connection types</th><th data-bbox="1740 309 2122 404">Question and connections from the text</th></tr> </thead> <tbody> <tr> <td data-bbox="1471 404 1740 531">Sequential</td><td data-bbox="1740 404 2122 531">Question b (then), Question e (later)</td></tr> <tr> <td data-bbox="1471 531 1740 595">Causal</td><td data-bbox="1740 531 2122 595">Question a (as a result)</td></tr> <tr> <td data-bbox="1471 595 1740 659">Quantifiers</td><td data-bbox="1740 595 2122 659">Question c (some, others)</td></tr> <tr> <td data-bbox="1471 659 1740 738">Pronoun reference</td><td data-bbox="1740 659 2122 738">Question d (they)</td></tr> </tbody> </table> <p>Three out of five answers are correct that show understanding of three different types of connections (i.e. sequential, causal, quantifiers, and pronoun reference).</p>	Connection types	Question and connections from the text	Sequential	Question b (then), Question e (later)	Causal	Question a (as a result)	Quantifiers	Question c (some, others)	Pronoun reference	Question d (they)
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**Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the unit standard.**