

English Language Assessment Support Material

Unit standard	31002				
Title	Read and understand a straightforward English language written text for a routine practical purpose				
Level	2	Credits	5	Version	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 understanding of a straightforward English language written text for a routine practical purpose, 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 and understand a straightforward English language written text for a routine practical purpose.

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 for a routine practical 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.
- Learners may use a bilingual and/or an English dictionary.
- Learners' responses may be oral or written, as relevant and appropriate.

Resource Requirements

- One straightforward English language written text for a practical purpose
- Questions to assess 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.
- 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.
- A range of item response types must be used for assessment against this unit standard. This may include short answer questions, multiple-choice, true/false/not given, sorting, matching, gap-fill.
- For this unit standard, written text:
 - must be approximately 300–450 words;
 - may have complementary illustrations or diagrams, but these must be 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 learners prior to the assessment;
 - may be abridged versions designed for learners;
 - must be familiar in sequence, layout, structure, and language features;
 - 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: 31002

Standard title: Read and understand a straightforward English language written text for a routine practical purpose

Credits: 5

Resource title: **Safety guide for headphones**

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 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 read and understand a straightforward English language written text for a routine practical purpose. You will need to show that you can identify what the purpose of the text is. You will also need to show that you can understand important information in the text.

This activity will take place in class time.

Task

Your teacher will provide you with a text.

You will need to read the text and then answer the questions.

You will need to show that you can:

- Identify the practical purpose of the text (PC 1.1).
- Identify key information for understanding the practical purpose of the text (PC 1.2).
- Identify the meaning of essential vocabulary as used in the text (PC 1.3).

Reading text

Safety Guide for Headphones



Don't damage your ears

Today, thirty percent more teenagers have hearing problems. This is higher than it was in the 1980s and 1990s. Many experts think this is because more teenagers now use headphones.

Choose the right headphones

There are three types of headphones, each with their own benefits and disadvantages.

1. **Headphones which go right over the ear** and are often better at stopping outside noise.

Benefits and disadvantages:

- Better sound quality lets you use a lower volume.
- Not small or easy to carry.



2. **Earbuds** go inside your ears.

Benefits and disadvantages:

- They are much smaller and easier to carry.
- They do not completely remove outside noise so are good to use near traffic.
- People often increase volume to dangerous levels in places where there is a lot of noise.



3. **Isolating earbuds** are better at removing outside sounds.

Benefits and disadvantages:

- They cover the inside part of your ear so you don't hear outside sounds.
- You are more likely to keep the volume at a safe level.
- They can stop you from hearing traffic sounds. This can be dangerous for runners or cyclists and can cause accidents.



How long and how loud?

Once you have chosen your headphone, how can you protect your ears from damage?

Loud sounds can cause permanent damage to your ears and result in permanent hearing loss. What is most important is the **volume** of the sound and **how long** you listen.

It is important to follow the 60/60 rule.

This means play your music at no more than **60 percent of the volume** for no more than **60 minutes a day**.

Never listen to music at 85 decibels (dB) or higher.

A decibel is how we measure the level of sound. Normal speech is about 60 dB and a whisper is about 30.

If other people can hear your headphones, turn the music down.

If people standing around you can hear your music, it's too loud. If you have ringing in your ears after taking your headphones off, your music is too loud.

What can you do about hearing loss?

By the time you find you are having trouble hearing, it is too late. Hearing loss is permanent and can't be fixed.

Remember only you can protect your hearing and stop any kind of hearing loss!

Assessment task

Name: _____

Date: _____

Read the text and answer the questions below.

The practical purpose of the text is identified (1.1).

1. What is the purpose of this text?

Key information for understanding the practical purpose of the text is identified (1.2).

2. Circle the correct answer – True / False / Not given

a. Most teenagers now have problems with their hearing.	True / False / Not given
b. Headphones which go right over the ear have the best sound.	True / False / Not given
c. Isolating earbuds can stop you from hearing outside noise.	True / False / Not given
d. People should not listen to music at more than 60% volume.	True / False / Not given
e. When you know you have hearing loss, you should book an appointment at a hearing clinic.	True / False / Not given
f. Friends should be able to hear your music when you have headphones on.	True / False / Not given

3. Answer the following questions.

- a. Which are the safest headphones for people who want to use them outdoors?

- b. Which two headphones are better for keeping noise to a safe level?

- c. What are the two main things that can damage hearing when using headphones?

- d. What is the 60/60 rule?

- e. How is sound measured?

- f. What are two signs that the music you are listening to is too loud?

Assessment Schedule

Unit standard	31002				
Title	Read and understand a straightforward English language written text for a routine practical purpose				
Level	2	Credits	5	Version	2

Assessment Criteria

Performance Criteria	Evidence for Achievement	Judgements for Achievement
Outcome 1 Read and understand a straightforward English language written text for a routine practical purpose. Range: <ul style="list-style-type: none"> text type may include but is not limited to directions, instructions, notices, signs, advertisements, labels, personal communication, forms, recipes, operating instructions, procedures, and experiments. 	Refer to evidence for 1.1–1.2 below.	A straightforward text for a routine, practical purpose is read and understood in terms of identifying its purpose and obtaining key information.
1.1 The practical purpose of the text is identified.	Answer is similar to the following: 1. <i>To help people use headphones safely/information for people who use headphones (to stop hearing loss).</i>	The central reason for the text is identified. Answer is correct.
1.2 Key information for understanding the practical purpose of the text is identified. Range: <ul style="list-style-type: none"> ten items of information. 	2. The following answers: a) <i>False</i> b) <i>True</i> c) <i>True</i> d) <i>True</i>	Information that is essential for understanding the purpose of the text is obtained. At least ten out of twelve answers are correct.

	<p>e) <i>Not given</i></p> <p>f) <i>False</i></p> <p>3. The following answers:</p> <p>a) <i>Earbuds</i></p> <p>b) <i>Headphones and isolating earbuds</i> (both needed)</p> <p>c) <i>Volume and how long you listen</i> (both needed)</p> <p>d) <i>60 percent volume for no longer than 60 minutes</i></p> <p>e) <i>Decibels</i></p> <p>f) <i>People can hear your music; ringing in your ears</i> (both needed)</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.