

## English Language Assessment Support Material

<b>Unit standard</b>	28068				
<b>Title</b>	Write a connected text on a familiar topic in English language				
<b>Level</b>	3	<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 learners' ability to write a connected 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 write a connected text on a familiar topic in English language.

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*, *Merit*, or *Excellence* grade. For the *Achieved* grade to be awarded, the outcome must be achieved as specified in the outcome statement. For the *Merit* grade to be awarded, the learner must meet the *Achieved* and *Merit* criteria. For the *Excellence* grade to be awarded, the learner must meet the *Achieved*, *Merit* and *Excellence* criteria.

## 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.
- The assessor must be satisfied that the candidate can independently demonstrate competence against the unit standard.
- Learners may use a bilingual and/or an English dictionary.
- Learners must be given the opportunity to edit and proofread their work.
- Learners' drafts must be kept as part of the assessment.

## Resource Requirements

- A pen and paper.
- A 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.
- Writing may contain some minor 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 must be included in the submission.
- 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 spelling and punctuation, but should not identify or correct errors.
- Candidates' drafts and any supplied or sourced resource materials must be attached as part of the completed assessment.
- The transcript and assessment schedule is for assessors only and 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

**Unit standard:** 28068

**Standard title:** Write a connected text on a familiar topic in English language.

**Credits:** 5

**Resource title:** **An Occupation**

**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 write a 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 an 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*

You have been reading about different occupations. Now write your own information text on an occupation that you are interested in. You must write at least 250 words.

To achieve, you will need to show that you can:

- Write a text where the content, structure, and organisation are relevant to the topic, audience, and text type (PC 1.1).
- Maintain general coherence and cohesion (PC 1.2).
- Use appropriate language features and vocabulary for the text type you have used (PC 1.3).

For Merit, you must show you can write a text which is coherent and cohesive and uses a wide range of language features and vocabulary with minor inaccuracies. For Excellence, you must show that you can develop and link ideas and use a wide range of language features and vocabulary effectively

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:**

Write at least 250 words

Write in your own words.

To Achieve	To Achieve with Merit	To Achieve with Excellence
The content, structure and organisation of the text is generally appropriate to the topic, audience and text type.	The content, structure and organisation of the text is appropriate to the topic and text type.	Ideas are linked effectively using a range of different cohesive devices.
Write a text that is generally coherent and cohesive.	Write a text that is coherent and cohesive with minor lapses.	Write a text that is coherent and cohesive with minimal lapses.
Use a range of language features and vocabulary appropriate to the text type.	Use a wide range of language features and vocabulary.	Use an extended range of language features and vocabulary effectively.

**Language features and vocabulary** include:

- complete simple sentences
- compound sentences
- complex sentences
- verb forms,  
e.g. *Dietitians work in ...* (active voice)  
*Dietitians are also employed in ...* (passive voice)  
*To become a dietitian ...* (infinitive).
- cohesive devices
  - pronoun reference, e.g. *they, their, them*
  - connectives, e.g. *although* (contrastive); *in addition* (additive); *after* (temporal)
  - conjunctions, e.g. *because* (causal), *and* (addition), *but* (contrastive)
  - exemplification, e.g. *such as*
  - comparatives and superlatives, e.g. *better, best*
  - determiners, e.g. *each, the*.
- vocabulary relevant to topic
  - correct word choice and noun groups, e.g. *newly qualified dietitian*
  - correct word form, e.g. *qualify/qualified*
  - formal, objective language, e.g. '*It is an **interesting** job*' not '*It is a cool job*'.

To Achieve	To Achieve with Merit	To Achieve with Excellence
Present your ideas in a clear manner with a logical order. Any errors and inaccuracies do not cause difficulties in understanding.	Your text is clear and understandable with minor inaccuracies.	Your text is clear and understandable with minimal inaccuracies.

Proofread and edit your work to ensure that the meaning of the text is clear and that mistakes have been corrected.

## Assessment Schedule

<b>Unit standard</b>	28068				
<b>Title</b>	Write a connected text on a familiar topic in English Language				
<b>Level</b>	3	<b>Credits</b>	5	<b>Version</b>	2

## Assessment Criteria

### Outcome 1

Write a connected text on a familiar topic in English Language.

Range:

- at least 250 words;
- text type may include but is not limited to information, recount, persuasion, discussion, explanation, report.

<b>Achieved</b>	<b>Merit</b>	<b>Excellence</b>
1.1 Relevance to the topic, audience, and text type is generally demonstrated by the content, structure, and organisation text.	Content, structure, and organisation of the written text are appropriate to the topic, audience and text type.	Ideas are developed and linked effectively using a range of cohesive devices.
<b>Judgement</b> The content, structure and organisation are appropriate to the topic, the audience (i.e. with a suitable level of formality most of the time), and an information report text structure.	<b>Judgement</b> The content, structure and organisation are appropriate to the topic and text type. Any inaccuracies are minor and do not significantly hinder meaning.	<b>Judgement</b> The writer uses cohesive devices to link main ideas, supporting details and specific information across the whole text and within paragraphs and sentences.

<p><b>Evidence</b> This means that:</p> <ul style="list-style-type: none"> <li>• The text begins with an opening general statement that names and classifies the topic, e.g. <i>Dietitians are health workers. They talk to people about food and help them to choose the right food to be healthy.</i></li> <li>• This is followed by information that is appropriate and in a logical order most of the time, e.g. <i>paragraphs on training, places of work, salaries, who dietitians work with.</i></li> <li>• The correct content is grouped into paragraphs most of the time although there may occasionally be a small amount of information that is less relevant, e.g. <i>To become a dietitian, you need to study at university. Dietitians need a Bachelor's degree in Science or Consumer and Applied Sciences and must also study Human Nutrition and Food Service Management. Dietitians earn a good salary...</i></li> <li>• Most topic sentences are relevant to the information in the paragraph, e.g. <i>Dietitians work with different groups of people. They work with people who are sick and need to change their diet, for example, people who have had heart attacks. They also work with people who have allergies. Some dietitians work with whole communities to encourage them to eat healthier food.</i></li> <li>• Most paragraphs are developed with supporting information and/or examples, e.g. <i>Dietitians work with different groups of people. They work with</i></li> </ul>	<p><b>Evidence</b> This means that:</p> <ul style="list-style-type: none"> <li>• The text begins with an opening general statement that names and clearly classifies the topic, e.g. <i>Dietitians are health professionals. They advise people about food and help them to choose the correct food to keep healthy.</i></li> <li>• This is followed by appropriate information in a logical order, e.g. <i>paragraphs on training, places of work, salaries, who dietitians work with.</i></li> <li>• The correct content is grouped into paragraphs, e.g. <i>Dietitians work in lots of different places and earn quite good salaries. Some work for the government, for example, in the Ministry of Health or in hospitals. Other dietitians work for organisations, such as the Heart Foundation. Many dietitians are self-employed. Some work in...</i></li> <li>• Topic sentences are relevant to the information in the paragraphs, e.g. <i>Dietitians work in lots of different places and earn quite good salaries. Some work for the government, for example, in the Ministry of Health or in hospitals. Other dietitians work for organisations, such as the Heart Foundation. Many dietitians are self-employed... Dietitians earn between \$43,300 and \$100,000 a year. However, dietitians in private practice usually earn the most money.</i></li> <li>• Paragraphs are developed with appropriate supporting information and examples, e.g. <i>Dietitians work in lots of different places and earn quite good salaries. Some work for the</i></li> </ul>	<p><b>Evidence</b> This means that:</p> <ul style="list-style-type: none"> <li>• Words, phrases, sentences and paragraphs are linked to create a text where the relationships between these elements is clear and logical to the reader, e.g. between paragraphs: <i>To become a dietitian, you need to... Dietitians work in... Dietitians work with... It is easy for dietitians to get a job...</i></li> <li>• A number of different cohesive devices are used to effectively link ideas within the text.</li> </ul> <p>These may include:</p> <p>Lexical cohesive devices, such as:</p> <ul style="list-style-type: none"> <li>○ synonyms, e.g. <i>communities/groups of people</i></li> <li>○ repetition of key words, e.g. <b><i>Dietitians are health professionals... To become a dietitian...</i></b></li> <li>○ lexical chains, e.g. <i>people who are sick... heart attacks... allergies</i></li> <li>○ synonyms, e.g. <i>They earn... salaries include</i></li> <li>○ substitution/quantifiers, e.g. <i>Many are employed...</i></li> </ul> <p>Grammatical cohesive devices, such as:</p> <ul style="list-style-type: none"> <li>○ pronoun reference, e.g. <i>dietitians work with... They work...</i></li> <li>○ connectives such as: <ul style="list-style-type: none"> <li>○ <i>although</i> (contrastive)</li> </ul> </li> </ul>
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<p>people who are sick and need to change their diet, for example, people who have had heart attacks. They also work with people who have allergies. Some dietitians work with whole communities to encourage them to eat healthier food.</p>	<p>government, for example, in the Ministry of Health or in hospitals. Other dietitians work for organisations, such as the Heart Foundation. Many dietitians are self-employed... Dietitians earn between \$43,300 and \$100,000 a year. However, dietitians in private practice usually earn the most money.</p>	<ul style="list-style-type: none"> <li>○ <i>in addition</i> (additive)</li> <li>○ <i>after</i> (temporal)</li> <li>○ <i>conjunctions</i></li> <li>○ <i>because</i> (causal)</li> <li>○ <i>and</i> (addition)</li> <li>○ <i>but</i> (contrastive)</li> <li>○ exemplification, e.g. <i>for example</i>.</li> <li>○ comparatives and superlatives, e.g. <i>better</i>, <i>best</i></li> <li>○ determiners, e.g. <i>the</i>, <i>each</i>.</li> </ul>
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Achieved	Merit	Excellence
1.2 Coherence and cohesion are generally maintained.	Text is coherent and cohesive. Meaning of the written text is conveyed but may contain minor inaccuracies.	Ideas are developed and linked effectively using a range of cohesive devices.
<b>Judgement</b> Ideas are presented in a comprehensible manner with logical ordering of ideas most of the time. Ideas are linked using conjunctions, connectives and pronouns with a reasonable level of control that may occasionally affect meaning.	<b>Judgement</b> Ideas are presented in a comprehensible manner with logical ordering of ideas. Ideas are linked between and within paragraphs using a larger range of cohesive devices. There may be some lapses in control but these do not significantly affect meaning.	<b>Judgement</b> The text is clear and flows smoothly with a range of cohesive devices used to effectively link ideas across the whole text, between and within paragraphs. There may be a small number of lapses in control which do not affect meaning.
<b>Evidence</b> This means that: <ul style="list-style-type: none"> <li>• Ideas are linked within paragraphs by having a main point and providing supporting details, e.g. <i>To become a dietitian, you need to study at university. Dietitians need a Bachelor's degree... They also need to study for... School students who want to become dietitians should study...</i></li> </ul>	<b>Evidence</b> This means that: <ul style="list-style-type: none"> <li>• Ideas are presented in a way that can be understood and are in logical order most of the time, e.g. <i>To become a dietitian, you need to... Dietitians work in... Dietitians work with different... It is easy to get a job...</i></li> </ul>	<b>Evidence</b> This means that: <ul style="list-style-type: none"> <li>• The communication of ideas is more logical, unified and consistent.</li> <li>• There are smooth transitions between paragraphs, e.g. <i>To become a dietitian... Dietitians work in... Dietitians work with...</i></li> </ul>



<ul style="list-style-type: none"> <li>Ideas are linked using a number of cohesive devices such as pronoun reference, connectives and conjunctions, e.g. <i>Dietitians work with different groups of people. <b>They</b> work with people <b>who</b> are sick and need to change <b>their</b> diet, <b>for example</b>, people who have had heart attacks. <b>They also</b> work with people who have allergies.</i></li> <li>Cohesion may depend on the use of a small number of cohesive devices used in the same way, e.g. <i>They work with... They also work with...</i></li> </ul>	<ul style="list-style-type: none"> <li>Ideas are linked between and within paragraphs using different cohesive devices such as pronoun reference, connectives, conjunctions, repetition of key nouns and verbs, word chains, e.g. <i>To become a <b>dietitian</b>, you need to <b>study</b> at university. <b>Dietitians</b> need a Bachelor's <b>degree</b> in Science <b>or</b> Consumer and Applied Sciences <b>and</b> must <b>also study</b> Human Nutrition and Food Service Management. <b>In addition</b>, <b>they</b> need to <b>study</b> for a Postgraduate <b>diploma</b>. School students <b>who</b> want to become <b>dietitians</b> should study chemistry, biology, health, food <b>and</b> nutrition <b>or</b> physical education <b>and</b> should be interested in working with people.</i></li> </ul>	<ul style="list-style-type: none"> <li>Ideas are linked between paragraphs and in the text as a whole using a range of cohesive devices, e.g. <i><b>Dietitians</b> work in lots of different places and earn quite good salaries. <b>Some</b> work for the government, <b>for example</b>, in the Ministry of Health <b>or</b> in hospitals. <b>Other</b> dietitians work for organisations, <b>such as</b> the Heart Foundation. <b>Many dietitians</b> are self-employed. A number of <b>dietitians</b> work in research <b>or</b> are employed by businesses interested in making healthier food. <b>Dietitians</b> earn <b>between</b> \$43,300 <b>and</b> \$100,000 a year. <b>However</b>, <b>dietitians</b> in private practice usually earn <b>the most</b> money.</i></li> <li>Refer above for a list of lexical and grammatical cohesive devices that could be used.</li> </ul>
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Achieved	Merit	Excellence
<p>1.3 Language features and vocabulary appropriate to the text type are used.</p> <p>Range:</p> <ul style="list-style-type: none"> <li>language features include complete simple, compound, and complex sentences, verb forms, cohesive devices;</li> <li>vocabulary relevant to topic;</li> <li>and may include formal, objective language.</li> </ul>	<p>A wide range of language features and vocabulary is used.</p>	<p>A wide range of language features and vocabulary is used effectively.</p>
<p><b>Judgement</b></p> <p>Sufficient language features are used to communicate ideas. Lapses may occasionally affect meaning.</p>	<p><b>Judgement</b></p> <p>Sufficient language features are used to communicate ideas effectively. There may be some lapses in control, but these do not significantly affect meaning.</p>	<p><b>Judgement</b></p> <p>Sufficient language features are used to communicate ideas precisely and fluently. There may be a small number of lapses in control, which do not affect meaning.</p>
<p><b>Evidence</b></p> <p><i>E.g. There are lots of jobs for dietitians in New Zealand and overseas. They can work in lots of countries.</i></p>	<p><b>Evidence</b></p> <p><i>E.g. There are not enough dietitians in New Zealand so it is easy to get a job. New Zealand dietitians also find it easy to get work in other countries such as Australia and the UK.</i></p>	<p><b>Evidence</b></p> <p><i>E.g. There are lots of job opportunities for dietitians in New Zealand and around the world. This is because there is a shortage of qualified dietitians in New Zealand. New Zealand trained dietitians can also work in a number of countries including Australia and the UK.</i></p>

Achieved	Merit	Excellence
<p>Language features include but are not limited to:</p> <ul style="list-style-type: none"> <li>a range of complete sentences <ul style="list-style-type: none"> <li>simple, e.g. <i>Dietitians work in lots of different places</i></li> <li>compound, e.g. <i>Dietitians work in lots of different places, and they earn good salaries</i></li> <li>Complex, e.g. <i>Dietitians, who work in lots of different places, earn good salaries.</i></li> </ul> </li> <li>appropriate verb forms <ul style="list-style-type: none"> <li><i>Dietitians work in many different places</i> (active voice)</li> <li><i>Dietitians are also employed in hospitals</i> (passive voice)</li> <li><i>To become a dietitian</i> (infinitive)</li> <li>cohesive devices</li> <li>pronoun reference, e.g. <i>they, their, them</i></li> <li>connectives, e.g. <i>also, however, for example, in contrast</i></li> <li>conjunctions, e.g. <i>so, but, or.</i></li> </ul> </li> <li>formal, objective language, e.g. <i>'it'</i> and <i>'they'</i> instead of <i>'I'</i> and <i>'me'</i>. <i>'It is an interesting job'</i> not <i>'It is a cool job'</i>.</li> </ul>		
<p><b>Judgement</b> Sufficient accurate vocabulary is selected to communicate ideas although there may be errors when expressing more complex thoughts.</p>	<p><b>Judgement</b> Sufficient, accurate vocabulary is selected to communicate ideas effectively. There may be lapses in control, but these do not significantly affect meaning.</p>	<p><b>Judgement</b> Sufficiently accurate vocabulary is selected to communicate ideas precisely and fluently. There may be a small number of lapses in control, which do not affect meaning.</p>
<p><b>Evidence</b> A range of vocabulary includes:</p> <ul style="list-style-type: none"> <li>the correct vocabulary most of the time, e.g. <i>job, wages, food</i></li> <li>the correct grammatical form of the vocabulary most of the time, e.g. <i>health/healthy/healthier.</i></li> </ul>	<p><b>Evidence</b> A wide range of vocabulary includes:</p> <ul style="list-style-type: none"> <li>selecting sufficient correct vocabulary to communicate ideas effectively, e.g. <i>employment, salary, diet</i></li> <li>use of noun groups, e.g. <i>a new dietitian, healthier food</i></li> <li>selecting the correct grammatical form of the vocabulary, e.g. <i>train/trained/training.</i></li> </ul>	<p><b>Evidence</b> An extended range of vocabulary includes:</p> <ul style="list-style-type: none"> <li>selecting precise topic and general vocabulary to communicate ideas effectively, e.g. <i>profession, income, nutrition</i></li> <li>use of complex noun groups, e.g. <i>a newly qualified dietitian.</i></li> </ul>

<b>Achieved</b>	<b>Merit</b>	<b>Excellence</b>
Meaning of the written text is generally conveyed but may contain errors and inaccuracies.	Meaning of the written text is conveyed with minor inaccuracies.	Meaning of the written text is conveyed with minimal inaccuracies.
<b>Judgement</b> Meaning of the text is generally clear but there may be errors and inaccuracies.	<b>Judgement</b> Meaning of the text is clear but there may be minor inaccuracies which do not significantly affect meaning.	<b>Judgement</b> Meaning of the text is clear but there may be minimal inaccuracies which do not affect meaning.
<b>Errors</b> refers to the systematic use of incorrect language features. <b>Inaccuracies</b> refers to lapses in control of the text structure, language features, vocabulary, spelling and punctuation.		
<b>Evidence</b> Refer to examples above.	<b>Evidence</b> Refer to examples above.	<b>Evidence</b> Refer to examples above.

**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: Information report

NB. This model text is at Excellence level. It 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.

<p><i>A general opening statement that names and classifies the subject</i></p> <p><i>Ideas are developed and organised into paragraphs.</i></p> <p><i>Paragraphs have a topic sentence followed by details about the topic sentence.</i></p> <p><i>Sentences are in logical order.</i></p>	<p style="text-align: center;"><b>Dietitians</b></p> <p>Dietitians are health professionals. They advise people about food and help them to choose the right food to stay healthy.</p> <p>To become a dietitian, you need to study at university. Dietitians need a Bachelor's degree in Science or Consumer and Applied Sciences and must also study Human Nutrition and Food Service Management. In addition, they need to study for a Postgraduate Diploma. School students who want to become dietitians should study chemistry, biology, health, food and nutrition or physical education and should be interested in working with people.</p> <p>Dietitians work in lots of different places and earn quite good salaries. Some work for the government, for example, in the Ministry of Health or in hospitals. Other dietitians work for organisations, such as the Heart Foundation. Many dietitians are self-employed. A number of dietitians work in research or are employed by businesses interested in making healthier food. Dietitians earn between \$43,300 and \$100,000 a year. However, dietitians in private practice usually earn the most money.</p> <p>Dietitians work with different groups of people. They work with people who are sick and need to change their diet, for example, people who have had heart attacks. They also work with people who have allergies. Some dietitians work with whole communities to encourage them to eat healthier food.</p> <p>It is easy for dietitians to get a job because there are not enough dietitians in New Zealand. There are also lots of opportunities to work in many other countries and New Zealand-trained dietitians can work in the UK and Australia.</p> <p style="text-align: right;">253 words</p>	<p><i>Formal and objective language is used.</i></p> <p><i>Writing uses an extended range of vocabulary.</i></p> <p><i>Writing uses an extended range of language features of an information report correctly, e.g. complete simple, compound and complex sentences, correct verb form, singular, plural, complex noun groups, cohesive devices, quantifiers.</i></p>
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