

# **NZQA Assessment Support Material**

Unit standard		28068			
Title Write a connected text on a f			miliar topic (EL)		
Level	3	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 <a href="https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/">https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/</a>.

# 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.

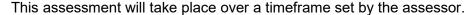
## AWARD OF CREDIT

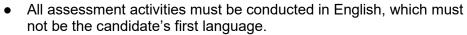
This unit standard can be awarded with an Achieved, Merit, or Excellence grade.

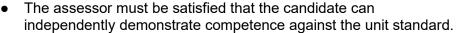


- For the **Achieved** grade to be awarded, the outcome must be achieved as specified in the outcome statement.
- For the **Merit** grade to be awarded, the candidate must meet the Achieved and Merit criteria.
- For the **Excellence** grade to be awarded, the candidate must meet the Achieved, Merit and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

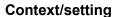
# CONDITIONS OF ASSESSMENT







- 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



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 high 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 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 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 opportunities.

# Assessment task

Candidates will write an information text on an occupation they are interested in. The written text must be at least 250 words in length.

# **Assessment Schedule**

Unit standard	28068				
Title	Write a connected text on a familiar topic (EL)				
Level	3	Credits	5	Version	3

# Outcome 1

Write a connected text on a familiar topic (EL)

Range minimum of 250 words;

text type may include but is not limited to – information, recount, persuasive, discursive,

explanatory, report.

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

#### **Achieved** Merit **Excellence Evidence** Evidence Evidence This means that: This means that: This means that: The text begins with an opening The text begins with an opening general Words, phrases, sentences and statement that names and clearly general statement that names and paragraphs are linked to create a classifies the topic e.g. Dietitians are classifies the topic e.g. Dietitians are text where the relationships health workers. They talk to people health professionals. They advise between these elements is clear about food and help them to choose people about food and help them to and logical to the reader e.g. the right food to be healthy. choose the correct food to keep healthy. between paragraphs To become a dietitian, you need to ... Dietitians work in ... Dietitians work with ... It This is followed by information that is This is followed by appropriate is easy for dietitians to get a job ... appropriate and in a logical order information in a logical order e.g. most of the time e.g. paragraphs on paragraphs on training, places of work, training, places of work, salaries. salaries, who dietitians work with. A number of different cohesive who dietitians work with. devices are used to effectively link The correct content is grouped into ideas within the text. These may paragraphs e.g. Dietitians work in lots of The correct content is grouped into include: different places and earn quite good paragraphs most of the time although there may occassionally be a small salaries. Some work for the government, Lexical cohesive devices, such as: amount of information that is less for example, in the Ministry of Health or • synonyms e.g. communities / relevant e.g. To become a dietitian. in hospitals. Other dietitians work for groups of people you need to study at university. organisations, such as the Heart repetition of key words e.g. Foundation. Many dietitians are self-Dietitians need a Bachelor's degree Dietitians are health in Science or Consumer and Applied employed. Some work in ... professionals.... To become a Sciences and must also study dietitian... Human Nutrition and Food Service lexical chains e.g. people who Management. Dietitians earn a good are sick .. heart attacks ... salary ... allergies

Achieved	Merit	Excellence
Most topic sentences are relevant to the information in the paragraph e.g. 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.	Topic sentences are relevant to the information in the paragraphs e.g. 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.	<ul> <li>synonyms e.g. They earn         salaries include</li> <li>substitution / quantifiers e.g.         Many are employed</li> <li>Grammatical cohesive devices, such         as:         <ul> <li>pronoun reference e.g. dietitians</li></ul></li></ul>
Most paragraphs are developed with supporting information and/or examples: e.g. 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.	Paragraphs are developed with appropriate supporting information and examples: e.g. 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.	<ul> <li>because (causal)</li> <li>and (addition)</li> <li>but (contrastive)</li> <li>exemplification e.g. for example</li> <li>comparatives e.g. best, better determiners e.g. the, each.</li> </ul>

Achieved	Merit	Excellence	
<ul> <li>Formal objective language is used most of the time e.g.</li> <li>formal grammar 'it' and 'they' instead of 'I' and 'you'</li> <li>formal lexical choice 'It is an interesting job' not 'It is a cool job.'</li> </ul>	<ul> <li>Formal objective language is used with good control e.g.</li> <li>formal grammar 'It is' and 'they will' instead of 'it's' and 'they'll"</li> <li>formal lexical choice 'work with different groups' not 'work with lots of people'</li> </ul>		

Achieved The written text is generally cohesive and coherent.	Merit Text is coherent and cohesive with minor lapses.	Excellence Text is coherent and cohesive with minimal lapses.
Judgement 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.	Judgement 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.	Judgement 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.

#### **Achieved** Merit **Excellence Evidence Evidence** Evidence This means that: This means that: This means that: The communication of ideas is more Ideas are linked within paragraphs Ideas are presented in a way that can be logical, unified and consistent. by having a main point and understood and are in logical order most providing supporting details e.g. of the time e.g. To become a dietitian. There are smooth transitions you need to ... Dietitians work in ... To become a dietitian, you need to between paragraphs e.g. To Dietitians work with different ... It is easy study at university. Dietitians need become a dietitian ... Dietitians a Bachelor degree ... They also to get a job... work in ... Dietitians work with ... need to study for ... School students who want to become Ideas are linked between and within Ideas are linked between dietitians should study ... paragraphs using different cohesive paragraphs and in the text as a devices such as pronoun reference, whole using a range of cohesive connectives, conjunctions, repetition of Ideas are linked using a number of devices e.g. *Dietitians* work in lots cohesive devices such as pronoun key nouns and verbs, word chains e.g. of different places and earn quite reference, connectives and To become a dietitian, you need to good salaries. Some work for the conjunctions e.g. *Dietitians work* study at university. Dietitians need a government, for example, in the Bachelor's degree in Science or with different groups of people. Ministry of Health or in hospitals. Consumer and Applied Sciences and They work with people who are Other dietitians work for sick and need to change their must also study Human Nutrition and organisations, such as the Heart diet, for example, people who Food Service Management. In addition, Foundation. **Many dietitians** are they need to study for a Postgraduate have had heart attacks. They also self-employed. A number of work with people who have **Diploma**. School students who want to dietitians work in research or are allergies. become dietitians should study employed by businesses interested chemistry, biology, health, food and in making healthier food. **Dietitians** nutrition or physical education and Cohesion may depend on the use of earn between \$43,300 and a small number of cohesive devices should be interested in working with \$100,000 a year. **However**, used in the same way e.g. *They* people. dietitians in private practice usually work with ... They also work with ... earn the most money. Refer above for a list of lexical and grammatical cohesive devices that could be used.

### **Achieved**

A range of language features appropriate to the text type is used.

#### Merit

A wide range of language appropriate to the text type is used.

### **Excellence**

An extended range of language features appropriate to the text type is used.

Range: language features include – complete simple, compound and complex sentences, verb forms, cohesive devices; vocabulary relevant to the topic; and may include but are not limited to – formal, objective language.

# **Judgement**

**Evidence** 

Sufficient language features are used to communicate ideas. Lapses may occasionally affect meaning.

E.g. There are lots of jobs for dietitians

work in lots of countries.

in New Zealand and overseas. They can

# **Judgement**

Sufficient language features are used to communicate ideas effectively. There may be some lapses in control but these do not significantly affect meaning.

# **Evidence**

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.

# **Judgement**

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.

#### **Evidence**

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.

Achieved Merit Excellence

Language features include but are not limited to:

- a range of complete sentences
  - o simple: Dietitians work in lots of different places.
  - o compound: Dietitians work in lots of different places and earn good salaries.
  - o complex: Dietitians, who work in lots of different places, earn good salaries.
- appropriate verb forms
  - Dietitians work in many different places (active voice)
  - Dietitians are also employed in hospitals (passive voice)
  - o To become a dietitian (infinitive).
  - o cohesive devices
  - o pronoun reference e.g. they, their, them
  - connectives e.g. also, however, for example, in contrast
  - o conjunctions e.g. so, but, or.
- formal, objective language e.g. 'it' and 'they' instead of 'I' and 'me'. 'It is an interesting job' not 'It is a cool job.'

# **Judgement**

Sufficiently accurate vocabulary is selected to communicate ideas although there may be errors when expressing more complex thoughts.

# Judgement

Sufficient, accurate vocabulary is selected to communicate ideas effectively. There may be lapses in control but these do not significantly affect meaning.

# **Judgement**

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.

#### **Evidence**

A range of vocabulary includes:

- the correct vocabulary most of the time e.g. job, wages, food,
- the correct grammatical form of the vocabulary most of the time e.g. health / healthy / healthier.

#### **Evidence**

A wide range of vocabulary includes:

- selecting sufficient correct vocabulary to communicate ideas effectively e.g. employment, salary, diet
- use of noun groups e.g. a new dietitian, healthier food
- selecting the correct grammatical form of the vocabulary e.g. train / trained / training.

#### **Evidence**

An extended range of vocabulary includes:

- selecting precise topic and general vocabulary to communicate ideas effectively e.g. profession, income, nutrition
- use of complex noun groups e.g. a newly qualified dietitian.

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

Final grade 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**

- 1				
	A general opening	Dietitians	Formal and objective	
	statement that names and classifies the subject	Dietitians are health professionals. They advise people about food and help them to choose the right food to stay healthy.	language is used.	
	Ideas are developed and organised into paragraphs.	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.	Writing uses an extended range of vocabulary.  Writing uses an extended range of language features	
	Paragraphs have a topic sentence followed by details about the topic sentence.	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.	of an information report correctly e.g. complete simple, compound and complex sentences, correct verb form, singular, plural, complex noun groups, cohesive devices.	
	Sentences are in logical order.	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.	quantifiers.	
		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.		
		253 words		

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.