

## English Language Assessment Support Material

|                      |  |                |   |                |   |
|----------------------|--|----------------|---|----------------|---|
| <b>Unit standard</b> | 30997  |                |   |                |   |
| <b>Title</b>         | Read and understand an English language written text on a familiar topic |                |   |                |   |
| <b>Level</b>         | 3  | <b>Credits</b> | 5 | <b>Version</b> | 3 |

### 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 an 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 and understand an 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*, *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 language, which must not be the learner's first language.
- 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, written, or visual, as relevant and appropriate.

## Resource Requirements

- One reading text on a topic that is well-known and relevant to the learner
- 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 across tasks. This may include short answer questions, multiple-choice, true/false/not given, sorting, matching, gap-fill, open-ended questions requiring explanation and interpretation.
- Learners' responses may contain 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, texts:
  - must be approximately 550–600 words;
  - must be authentic, according to the text type used;
  - may have complementary illustrations or diagrams. If so, these must be placed so that the relationship between text and illustration is clear to the learner;
  - must be reasonably familiar and relevant but must not have been seen by the learner prior to the assessment;
  - may be abridged versions designed for language learners;
  - must be guided by the first 2000 words of the *New General Service List*  
<https://www.newgeneralservicelist.com/>
- Definitions for this standard include:
  - *Main ideas* refer to the most important or central thought of a paragraph or larger section of text.
  - *Supporting details* refer to additional information that explains, develops, or illustrates the speaker/writer's main idea, for example, reasons, causes, examples.
  - *Connections* refer to the links between ideas signalled by grammatical and lexical cohesive devices, e.g., causal, sequential, and exemplification.
  - *Grammatical cohesive devices* refer to the use of language to relate ideas and information and make links between different parts of a text. Examples of grammatical cohesive devices are reference, substitution and ellipsis, and text connectives.
  - *Lexical cohesive devices* refer to relationships between vocabulary items that enable readers to make links between items in a text and track how meaning is developed. Examples of lexical cohesive devices are the use of synonyms, antonyms, repetition of keywords, collocation, class/sub-class relationships, and whole/part relationships.

- *Specific details* refer to the discrete items, for example dates, times, places, names, prices, percentages, numbers, measurements, acronyms, addresses, URLs. Specific details are often expressed as nouns and adjectives.
- 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:** 30997

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

**Credits:** 5

**Resource title:** **Driving in New Zealand**

**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.

The text is based on information current as of 2025. The text may require modification if there are changes to driver licensing.

## Model Assessment

### Assessor instructions for students

#### *Introduction*

This assessment activity requires you to read and understand an English language written text on a familiar topic.

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.
- 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, 'Driving in New Zealand' on Pages 6–7 and complete the assessment task on Pages 8–12.

Your answers need to show that you can:

- Identify at least three main ideas and three specific details in a written text and make connections within and across sentences (PC 1.1).

For Merit and Excellence, there are additional criteria. For Merit, you must show clear understanding of the written text by locating and linking the main ideas and supporting details. For Excellence, you must show thorough understanding of the written text by identifying the overall meaning/purpose of the text or viewpoint of the writer, with evidence from the text.

## Reading text

### Driving in New Zealand

#### *Paragraph 1*

New Zealand has a graduated driving licence system. This means that you have to complete a number of stages before getting a full New Zealand driving licence. It usually takes two years to get a full driving licence in New Zealand. There are six main types or 'classes' of licence in New Zealand. This information outlines the rules for getting a full Class 1 licence, which allows you to drive a car, ute or van. If you want to drive a different type of vehicle, such as a truck or motorcycle, these require a different class of licence, and the rules are different.

#### *Paragraph 2*

Before you learn to drive on the road, you must pass the learner licence test. However, there are several things that you must do before you can take this test. First you will have to pay a fee, have your photograph taken, and take an eyesight test. If you fail the eyesight test you will have to see an optometrist. To take the test you need to take proof of your identity and where you live, such as a birth certificate or passport, to the local testing office.

#### *Paragraph 3*

To get a learner licence, you must take a theory test. This checks your knowledge of the road code. It has thirty-five questions, and you take the test on a computer. The questions are multi-choice and true/false questions. You must answer thirty-two questions correctly. Once you have your learner licence you can drive on the road. However, you must have someone who has a full licence in the car with you at all times. You must also have 'L' plates on the car when you are driving.

#### *Paragraph 4*

The next step is to get a restricted licence. To do this you have to do a practical test, which you can do six months after you get a learner licence. There are several things you must do before you can take the practical test. You will need to do the eyesight test again. You must also make sure your vehicle has a warrant of fitness, registration and working brake and indicator lights. It must also have 'L' plates on display.

#### *Paragraph 5*

The practical test is a test of your driving ability. It takes about thirty minutes and there is another fee. You must have your learner licence with you on the day of the test, or you will not be allowed to take the test. The testing officer will check your driving. He or she will want to know that you are a safe driver and that you notice the things around you when you are driving, for example, children playing near the road. The testing officer will also want to see if you can change your speed and direction when you need to, and that you can do a number of different things, for example, three-point turns, and hill starts.

*Paragraph 6*

Once you have a restricted licence there are special rules. You can only drive between 10pm and 5am or have other passengers in the car if you have a supervisor with you. A supervisor is someone who has a full licence. If you are under twenty years old, you cannot drink any alcohol before you drive.

*Paragraph 7*

After 18 months of safe driving, you can get a full licence. Although you will have to do a full licence on-road test, another eyesight test and pay another fee, you will not need to do another theory test. The full licence road test has three parts: basic driving, detecting and responding to dangers in built-up areas, and detecting and responding to dangers on higher speed roads, for example, motorways.

*Paragraph 8*

However, if you want to get your full licence sooner, you can do a defensive driving course or an advanced driving course. This will allow you to get a full licence in twelve months, but you must already have your restricted licence. These courses help you learn to make better decisions when you drive. They train you to look out for possible dangers and work on improving your control of the car. Taking a defensive driving course is usually encouraged before getting a full licence because it creates more safe and confident drivers.

714 words

## Student Assessment Task

### Driving in New Zealand

Name: .....

Date: .....

Read the text and complete the assessment task.

#### 1A. Main ideas are identified. (A)

From the list of headings below, match each heading to one paragraph from the text. The best heading will reflect the paragraph's main idea.

*There are two headings that do not match any paragraphs.*

*You only need to write the paragraph number and heading number.*

#### Headings

- |                                  |                                    |
|----------------------------------|------------------------------------|
| 1. Getting your full licence     | 4. Having a supervisor             |
| 2. Rules on a restricted licence | 5. How to get a restricted licence |
| 3. The road code                 | 6. The driving test                |

| Paragraph Number | Heading Number |
|------------------|----------------|
| a)               |                |
| b)               |                |
| c)               |                |
| d)               |                |



**1B. Specific details are identified. (A)**

Use specific information from the text to complete the sentences below.

- a) In New Zealand, people without a licence normally take \_\_\_\_\_ to get their full licence.
- b) You can drive a car, ute or van on a full \_\_\_\_\_ licence.
- c) If you answer \_\_\_\_\_ questions correctly, you'll get your learner licence.
- d) The \_\_\_\_\_ checks people's driving during a practical test.
- e) You can get your full licence in \_\_\_\_\_ by doing a defensive driving course.

**1C. Connections are made within and across sentences. (A)**

- a) Name three types of vehicles that are mentioned in the text.

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- b) Why does the local testing centre need your passport or birth certificate?

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- c) What takes thirty minutes to do?

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**d)** Complete the table below.

Name the types of tests someone must take to get their learner and restricted licence and explain what skills/knowledge each test assesses.

| To get a...        | You must take a... | It will test your...    |
|--------------------|--------------------|-------------------------|
| Learner licence    | i. _____<br>test   | _____<br>_____<br>_____ |
| Restricted licence | ii. _____<br>test  | _____<br>_____<br>_____ |

**e)** How does a testing officer know if someone is a safe driver?

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**f)** Which group of people are not allowed to drive between 10pm and 5am?

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**g)** If you have your restricted licence, what must you do before you can get a full licence?

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**h)** What must you do to get your full licence sooner?

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## 2. Main ideas and supporting details are located and linked. (M)

Fill in the table below.

For each paragraph number given, identify and paraphrase the main idea and one supporting detail that is not given. One supporting detail for each paragraph has been provided for you.

Remember, paraphrase means to rewrite the idea using your own words. **Your paraphrase must be no longer than one sentence.**

| Paragraph Number | Main Ideas | Supporting Details   |
|------------------|------------|--|
| 1                | a)         | i.   |
|                  |            |  |
|                  |            |  |
|                  |            |  |
|                  |            |  |
|                  |            | ii. In New Zealand, you can drive a car, van or ute on a full Class 1 licence. |
| 2                | b)         | i.   |
|                  |            |  |
|                  |            |  |
|                  |            |  |
|                  |            |  |
|                  |            | ii. Provide the testing centre with evidence of your address and identity.     |

|   |   |   |
|---|---|---|
| 3 | <p>c)</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <p>i.</p> <hr/> <hr/> <hr/> <hr/> <p>ii. If you drive on a learner licence, you must display 'L' plates on your car. Also, someone with full licence must join you while you drive.</p> |
| 8 | <p>d)</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <p>i.</p> <hr/> <hr/> <hr/> <hr/> <p>ii. If you feel unconfident when you drive, taking a defensive driving course can help you.</p>  |

**3. The overall meaning/purpose of the text or viewpoint of the writer is identified, with evidence from the text. (E)**

**a)** What is the purpose of the whole text?

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**b)** Explain why you think this. Refer to the text in your answer.

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## Assessment Schedule

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|---------------|--|---------|---|---------|---|
| Unit standard | 30997  |         |   |         |   |
| Title         | Read and understand an English language written text on a familiar topic |         |   |         |   |
| Level         | 3  | Credits | 5 | Version | 3 |

## Assessment Criteria

### Outcome 1

Read and understand an English language written text on a familiar topic

Range: text type may include information, persuasive, recount.

| Achieved  | Merit   | Excellence  |
|---|---|---|
| 1.1 Main ideas and specific details of a written text are identified, and connections are made within and across sentences.   | Clear understanding of the written text is demonstrated by locating and linking the main ideas and supporting details.  | Thorough understanding of the written text is demonstrated by identifying the overall meaning/purpose of the text or viewpoint of the writer, with evidence from the text.  |
| <b>Evidence</b><br><br>Question 1A: Main ideas<br>Range: at least three main ideas.<br><br>Any of the following pairs of answers in any order:<br><br>a) <i>Paragraph 4, Heading 5. How to get a restricted licence</i><br><br>b) <i>Paragraph 5, Heading 6. The practical test</i> | <b>Evidence</b><br><br>Question 2: Main ideas and supporting details are located and linked.<br><br>Paragraph 1<br><br>a) Answers similar to:<br><i>To get a full license in New Zealand, you have to go through several steps.</i> | <b>Evidence</b><br><br>Question 3: The overall purpose of the text is identified with evidence from the text.<br><br>a) Answers similar to:<br><br><i>To explain to readers all of the things they have to do to get a full New Zealand driving licence (for a car, van or ute)/To explain to readers the different driving licence stages in New Zealand and the things they</i> |

|   |  |  |
|---|--|--|
| <p>c) <i>Paragraph 6, Heading 2. Rules on a restricted licence</i></p> <p>d) <i>Paragraph 7, Heading 1. Getting your full licence.</i></p> <p>Question 1B: Specific details<br/>Range: at least three specific details.</p> <p>The following answers:</p> <p>a) <i>two years</i><br/>b) <i>Class 1</i><br/>c) <i>thirty-two (32)</i><br/>d) <i>testing officer</i><br/>e) <i>twelve months.</i></p> <p>Question 1C: Connections<br/>Range: Connections may be causal, sequential, comparative, additive, and exemplification through lexical and grammatical cohesive devices.</p> <p>Types of connections have been provided in brackets () next to each answer.</p> <p>a) Any three of the following: <i>car, van, ute, truck, motorcycle</i><br/>(class/sub-class relationships)</p> <p>b) Answers similar to: <i>as proof of your identity and where you live</i><br/>(exemplification)</p> | <p>i. Answers similar to any one or more of the following:</p> <ul style="list-style-type: none"> <li><i>Getting a full licence in New Zealand takes about two years.</i></li> <li><i>New Zealand has six different licence classes.</i></li> <li><i>Getting a full truck or motorcycle licence is different than getting a full car licence.</i></li> </ul> <p>Paragraph 2</p> <p>b) Answers similar to:<br/><i>You must do a number of things before taking a learner licence test.</i></p> <p>i. Answers similar to:</p> <ul style="list-style-type: none"> <li><i>First you will pay, get a photo taken, and get your eyesight checked.</i></li> </ul> <p>Paragraph 3</p> <p>c) Answers similar to:<br/><i>A theory test about the road rules must be passed before you can get a learner licence.</i></p> <p>i. Answers similar to any one or more of the following:</p> <ul style="list-style-type: none"> <li><i>The theory test is done on a computer and has 35 true or false, or multichoice questions.</i></li> </ul> | <p><i>have to do to get a full New Zealand driving licence (for a car, van or ute).</i></p> <p>b) Answers similar to:</p> <p><i>I think this because the text tells reader about the three types of licences, the learner, restricted and full licences. It also tells readers what they need to do for each stage, for example, pay a fee, take an eyesight test. It also explains the rules people have to follow for each licence.</i></p> <p><b>Judgement</b></p> <p>The most important or central thought of the overall text is identified and supported by referencing the text.</p> <p>Both Questions 3 a) and b) must be correct.</p> |
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| <p>c) The following answer: <i>The practical test</i><br/>(pronoun reference)</p> <p>d) Answers similar to (1 mark):<br/>i. <i>theory test; road code knowledge</i><br/>(class/sub-class; pronoun reference)</p> <p>ii. <i>practical test; driving ability</i><br/>(class/sub-class; text connectives)</p> <p>e) Answers similar to:<br/><i>The testing officer will see that they notice the things around them when you are driving, like if there are children playing near the road.</i><br/>(exemplification)</p> <p>f) Answers similar to:<br/><i>People who have restricted licences.</i><br/>(pronoun reference)</p> <p>g) Any two of the following:<br/> <ul style="list-style-type: none"> <li><i>wait 18 months</i></li> <li><i>do a full licence on road test</i></li> <li><i>do an eyesight test</i></li> <li><i>pay a fee</i></li> </ul> (sequential)</p> <p>h) The following answer: <i>pass a defensive driving course / advanced driving course</i><br/>(conditional)</p> <p><b>Judgement</b><br/>Question 1A: At least three main ideas are identified.</p> | <ul style="list-style-type: none"> <li><i>To pass the theory test, you must get 32 questions right.</i></li> </ul> <p>Paragraph 8</p> <p>d) Answers similar to:<br/><i>By taking a defensive driving or advanced driving course, you can get your full licence quicker.</i></p> <p>ii. Answers similar to any one or more of the following:</p> <ul style="list-style-type: none"> <li><i>If you take a driving course on your restricted licence, you can get your full licence in 12 months</i></li> <li><i>You can learn how to make better choices and drive more carefully in the defensive or advanced driving courses.</i></li> </ul> <p><b>Judgement</b></p> <p>Main ideas and supporting details are located and linked.</p> <p>Answers demonstrate understanding of the main ideas and supporting details and avoid copying full sentences directly from the text.</p> <p>Three out of four answers from Question 2<br/>a) i., b) i., c) i., and d) ii. must be correct.</p> <p>All parts of each answer must be correct.</p> |  |
|---|---|--|



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|--|--|--|
| <p>Three out of four answers from Question 1A a), b), c), and d) are correct. All parts of each answer must be correct.</p> <p>Question 1B: At least three specific details are identified.</p> <p>Three out of five answers from Question 2A a), b), c), d), and e) are correct.</p> <p>Question 1C: Connections are made within and across sentences.</p> <p>Seven out of nine answers from Question 1C a), b), c), d) i., d) ii., e), f), g), and h) are correct.</p> |  |  |
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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.**