English Language Assessment Support Material

Unit standard	31004				
Title	Read and understand an English language written text for a practical purpose				
Level	3	**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 English language written text for a 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 an English language written text for a 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 Level 3 English Language unit standards.

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

Thia 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 student can independently demonstrate competence against the unit standard.
- Learners may use a bilingual and/or an English dictionary, but not electronic devices.
- Learner responses may be oral, written, or visual, as relevant and appropriate.

Resource Requirements

- One practical reading text
- 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 assessment tasks 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, open-ended questions requiring explanation and interpretation.
- Responses may contain textual or linguistic errors and inaccuracies, but these must not obscure meaning. This standard assesses reading skills, not spoken or written skills.
- For this unit standard, texts:
  - must be approximately 450– 600 words;
  - 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 use the conventions of the text type and be authentic in sequence, layout, vocabulary, structure, tense, and register;
  - 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.
  - *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 and text connectives.
  - *Lexical cohesive devices* refer to the use of word associations or semantic relationships between vocabulary items which 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 key words, collocation, class/sub-class relationships, and whole/part relationships.
- 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.

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Assessment Activity

Unit standard: 31004

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

Credits: 5

Resource title: **Performing CPR**

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 an English language written text for a practical purpose.

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 an English dictionary.

- 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, 'Performing CPR' on Pages 6–8 and complete the assessment task on Pages 9–12.

Your answers need to show that you can:

- Identify the practical purpose, main ideas, supporting details, and specific information in a written text and make connections within and across sentences and text (PC 1.1).

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

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Reading Text

Performing CPR

Quick Help

> **If you have a person in urgent need of medical attention, <u>call 111</u> now and ask for an ambulance.**
>
> - Push on the person's chest hard and fast 30 times.
>
> - Breathe into their mouth 2 times.
>
> - Keep going until an ambulance arrives.
>
> **Chest compressions are the most important part of CPR.** If you can't give breath to the person, continue with chest compressions, pushing hard and fast.

Why is CPR important?

Performing CPR can mean the difference between life and death.

CPR is required if someone is:
- not moving or reacting,
- not breathing properly, or
- if their heart stops beating after an injury or sudden illness.

CPR is a manual method of pumping blood around a person's body. It keeps the oxygen in the blood pumping to the heart and brain so that they do not die. This gives time for an ambulance and a medical professional to arrive. Performing CPR is not difficult – it could save a life.

Before doing CPR

Before performing CPR, check carefully to decide what emergency care is necessary. The 'D.R.S.A.B.C.D' method is used for the assessment.

Dangers: Check for any danger to you, the person, or people nearby – things like traffic or live electrical wires. Do what you can to reduce the danger.

Response: Are they responding? Ask "what's your name?" or say "open your eyes" or "squeeze my hand". Then grasp and squeeze the person's shoulders firmly. If they move or make a noise, that's a response.

Send for help: Call 111 and ask for an ambulance.

Airway: Tilt their head back and lift their chin, this will open their airway. Make sure the person's tongue isn't blocking the airway. If there's anything in the person's mouth, use two fingers to sweep it out.

Breathing: Check for normal breathing. Look, listen, and feel if the person is breathing. Is their chest moving? Can you hear them breathing? Gasping for air occasionally is not breathing normally.

CPR: If the person is not breathing normally, start CPR. See the next section 'How to perform CPR on adults' for detailed instructions on CPR.

Defib: Defib is short for 'defibrillator', like the one pictured below. If there is a defibrillator nearby, attach it to the person as soon as possible and follow the instructions. Only use a defibrillator if the person is unresponsive and not breathing properly. But remember – performing CPR is most important.
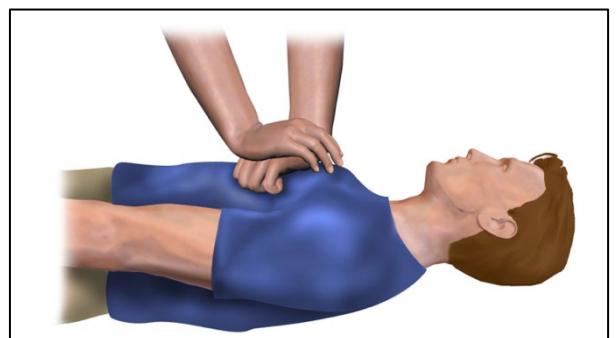

Section 4

How to perform CPR on adults

First, do 30 chest compressions (pushes). Remember, this is the most important part of CPR:

1. Put the person on their back.
2. Place the heel of one hand in the centre of their chest.
3. Place the heel of your other hand directly on top of the first hand.
4. Lean over the person with your elbows locked and your arms straight.
5. Push down firmly and fast 30 times. Push down one-third of the depth of their chest.
6. Don't worry about pushing too hard – you need to push hard and fast.

Then, breathe into the person 2 times:

1. Tilt the person's head back with one hand and lift their chin with your other hand.
2. Take a deep breath and seal your lips around the person's mouth.
3. Block their nose by pinching the soft part of the nose or pushing your cheek against it.
4. Blow into the person's mouth until you see the chest rise.
5. Remove your mouth, take a fresh deep breath, and blow again into the person's mouth.

Continue with the cycle of 30 pushes and 2 breaths until the ambulance arrives.

595 WORDS

Text adapted from: https://www.stjohn.org.nz/first-aid/first-aid-library/resuscitation/adult-cpr/

Images sourced from Wikimedia Commons:

- *Defibrilator - David Palmer, CC BY-SA 4.0, via Wikimedia Commons.*
- *Chest Compressions - BruceBlaus, CC BY-SA 4.0, via Wikimedia Commons.*
- *Blowing air - BruceBlaus, CC BY-SA 4.0, via Wikimedia Commons.*

Assessment task

Name: _____   **Date:** _____

Answer all questions according to information from the text.

1A. Main ideas are identified. (A)

Circle the best answer. Only one answer is correct.

a) Performing CPR is important because…

    i.   it can help someone breathe.

    ii.   it can keep someone alive.

    iii.   it keeps the blood pumping around the body.

    iv.   it is easy to perform.

b) The D.R.S.A.B.C.D method is used because…

    i.   it can save someone's life.

    ii.   it helps you check for things that could hurt you or the person who needs help.

    iii.   it can encourage a response from someone.

    iv.   it helps you decide what emergency care a person needs.

c) The most important part of performing CPR is…

    i.   putting your hands on top of each other on a person's chest.

    ii.   pushing down firmly on a person's back.

    iii.   doing chest compressions.

    iv.   breathing into a person's mouth.

d) When someone performs CPR they…

    i.   check the person is breathing normally.

    ii.   do a cycle of pushes and breaths.

    iii.   push into someone's chest.

    iv.   use the D.R.S.A.B.C.D method.

1B. Supporting details are identified. (A)

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Match each statement below to the correct step of D.R.S.A.B.C.D.

Write the name of the step on the line. Three steps will not be used.

a)   "They aren't squeezing my hand. They're not moving." _____

b)   "I need an ambulance, please."   _____

c)   "I'm starting chest compressions."   _____

d)   "We need to move them so they don't get hit by a car!"_____

1C.   Specific information is identified. (A)

Use **one word**, **number**, **phrase**, or **acronym** from the text to complete each sentence.

e)   If a person needs urgent medical attention, call _____.

f)   Sweep something out of the mouth using _____ fingers to clear the airway.

g)   Before you start CPR, use _____ to assess the situation.

h)   Start _____ if the person is not breathing normally.

i)   First, do _____ chest compressions.

j)   Do not push lightly. You must push into their chest at least _____ deep.

k)   "How quickly should I push into their chest?"
     "You need to push _____."

l)   After chest compressions, breathe into the person's mouth _____ times.

1D. Connections are made within and across sentences and text. (A)

Answer the questions below using information from the text.

a) How are heart and brain cells kept alive during CPR?

_____

b) What might someone do when they have a response?

_____

c) How do you open someone's airway?

_____

d) When might you need to sweep something out of someone's airway?

_____

e) According to D.R.S.A.B.C.D, if someone is gasping for air occasionally, what should you do?

_____

f) Name three parts of your body that you need to use when performing CPR on a person?

_____

g) During CPR, when can you remove your mouth after blowing into someone?

_____

h) After breathing into someone two times, what should you do next?

_____

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1E. The practical purpose of the text is identified. (A)

a) Circle Person A, B, or C from the list and explain how this text could help them in their job.

Circle one person:

Person A: A builder   Person B: A sports coach   Person C: A firefighter

Explain your answer:

_____

_____

_____

_____

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

Fill in the table below.

For each section 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 only one sentence.**

Section Number	Main Ideas	Supporting Details
1	**a)** _____ _____ _____ _____ _____	**i.** Call 111 now if there is a medical emergency and ask for an ambulance. **ii.** _____ _____ _____ _____

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2	**b)** _____ _____ _____ _____ _____	**i.** Blood with oxygen is pumped around the body when CPR is performed. **ii.** _____ _____ _____ _____
3	**c)** _____ _____ _____ _____ _____	**i.** After making sure everyone is safe, check if the injured person is responding. **ii.** _____ _____ _____ _____
4	**d)** _____ _____ _____ _____ _____	**i.** _____ _____ _____ _____ ii. Next, take a deep breath, seal your lips around their mouth, and blow into the person.

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3. The overall purpose of the text is identified with evidence from the text. (E)

a) What is the overall purpose the text?

_____

_____

_____

b) Explain why you think this. Use evidence from the text to support your answer.

_____

_____

_____

_____

_____

_____

_____

_____

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Assessment Schedule

Unit standard	31004				
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Assessment Criteria

Outcome 1
Read and understand an English language written text for a practical purpose

Range   text types may include but are not limited to extracts from health procedures, enrolment procedures, emergency and safety procedures, design briefs, instructions for the operation of equipment.

Achieved	Merit	Excellence
1.1 The practical purpose, main ideas, supporting details and specific information are identified and connections are made within and across sentences and text.	Clear understanding of the written text for a practical purpose is demonstrated by linking main ideas and supporting details.	Thorough understanding of the written text for a practical purpose is demonstrated by identifying the overall purpose of the text with evidence from the text.
Evidence Question 1A: Main ideas Range: • three main ideas. The following answers: a) *ii. it can keep someone alive.* b) *iv. it helps you decide what emergency*	**Evidence** Question 2: Main ideas and supporting details are linked. Section 1 a) Answers similar to: *Advice on what to do if someone urgently needs medical care.* ii. Answers similar to:	**Evidence** Question 3: The overall purpose of the text is identified with evidence form the text. a) Answers similar to: *To inform the audience of what CPR is, what to do if someone is having a medical emergency, and give instructions on how to perform CPR/To explain the*

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care someone needs.

c) iii. doing chest compressions.
d) ii. do a cycle of pushes and breaths.

Question 1B: Supporting details
Range:
- three supporting details.

a) The following answer: *Response*
b) The following answer: *Send for help*
c) The following answer: *CPR*
d) The following answer: *Dangers*

Question 1C: Specific information
Range:
- six items of specific information.

The following answers:

a) *111*
b) *ambulance*
c) *D.R.S.A.B.C.D*
d) *CPR*
e) *30*
f) *one-third*
g) *fast*
h) *2*

Question 1D: Connections
Range:
- connections may include causal, sequential, comparative, additive, and exemplification, through lexical and grammatical cohesive devices.

Repeat doing 30 chest compressions, then breathe into the person two times until the ambulance arrives.

Section 2

b) Answers similar to:
   CPR can keep someone alive and stop them from dying.

ii. Answers similar to:
   CPR keeps oxygen and blood pumping to the brain and the heart so that an ambulance has more time to arrive.

Section 3

c) Answers similar to:
   What to do to check what help is necessary to support an injured person.

ii. Answers similar to one of the following:

   - *If the injured person is not responding, call 111 and ask for an ambulance.*
   - *Check and make sure that the airway is clear.*
   - *Check for normal breathing by looking at their chest and listening carefully.*
   - *Start CPR if their breathing is not normal.*
   - *Use a defibrillator if there is one nearby and follow the instructions carefully.*

importance of CPR and inform the reader of when and how to perform CPR.

b) Answers similar to*:*

I think this is because the text explains how CPR keeps someone alive, and gives instructions on what to do if someone is having a medical emergency. For example, the D.R.S.A.B.C.D. method is given step-by-step, so people can follow the instructions to give someone the appropriate help they need. Also, if someone needs CPR, it explains how to perform this. Moreover, if someone is in urgent need of medical attention, there is a quick guide on what to do immediately.

Judgement

The overall purpose of thel text is identified and supported by referencing the text.

Both answers must be correct.

Types of connections have been provided in brackets () next to each answer.

a) Answers similar to: *CPR keeps oxygen in the blood pumping to the brain and heart.*

(causal)

b) The following answer: *Move or make a noise.*

(exemplification)

c) The following answer: *Tilt the person's head back and lift their chin.*

(causal)

d) The following answer: *If there's anything in the person's mouth/blocking the airway.*

(causal)

e) The following answer: *Start CPR.*

(sequential)

f) Any three of the following: *hands, elbows, arms, mouth/lips, fingers*

(class/sub-class)

g) The following answer: *When you see their chest rise.*

(sequential)

h) Answers similar to: *Chest compressions / Continue with the cycle of 30 chest compressions and 2 breaths*

(sequential)

Section 4

d) Answers similar to:
CPR on adults involves performing chest compressions and breathing into another person.

i. Answers similar to any one or more of the following:
- *To do chest compressions, push down hard and fast into the chest about one-third deep thirty times.*
- *Breathe into the person twice, while blocking their nose, until their chest rises.*

Judgement

Main ideas and supporting details are located and linked.

Answers demonstrate understanding of the main ideas and specific details and avoid copying full sentences directly from the text.

Three out of four answers from Question 2
a) ii., b) ii., c) ii., and d) i. must be correct.

All parts of each answer must be correct.

Question 1E: The practical purpose is identified.

a) Candidates may select Person A, B, or C. Answers similar to:

It is useful for a builder/sports coach/firefighter to read this text so that they can learn to follow D.R.S.A.B.C.D if someone is injured and know how to perform CPR in an emergency.

Judgement

Question 1A: At least three main ideas are identified.

Three out of four answers from Question 1A a), b), c), and d) are correct. All parts of each answer must be correct.
Question 1B: At least three supporting details are identified.

Three out of four answer from Question 2A a), b), c), and d) are correct.

Question 1C: At least six items of specific information are identified.

Six out of eight answers from Question 2A a), b), c), d), e), f), g), and h) are correct.

Question 1D: Connections are made within and across sentences.

Six out of eight answers from Question 1C a), b), c), d), e), f), g), and h) are correct.

Question 1E: The practical purpose is identified.		
Question 1E must be correct.		

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the unit standard.

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