English Language Assessment Support Material

Unit standard	31035				
Title	Write moderately complex texts on general topics in English language				
Level	4	**Credits**	15	**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 writing moderately complex texts on general topics in English language, 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 moderately complex texts on general topics 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 grade only.

For Achieved, learners must:

- Write moderately complex texts on general topics in English language.

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.

- Learners may use a bilingual and/or an English dictionary.

- Learners' writing competence must be assessed after they have been given the opportunity to edit and proofread their work. Some minor inaccuracies may be present, but these must not impede meaning.

- Learner's drafts and any supplied or sourced resource materials must be attached as part of the completed assessment.

Resource Requirements

- Pen and paper
- 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.
- This assessment resource contains one task. However, to achieve this standard, candidates must complete a total of three tasks.
- Learners 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 learners that their writing may need further work on ideas, language, structure or accuracy in grammar, spelling and punctuation, but should not identify or correct errors.
- For moderation purposes, learner drafts must be included in the submission.
- 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: 31035

Standard title: Write moderately complex texts on general topics in English language

Credits: 15

Resource title: **Letter of complaint**

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 moderately complex texts on general topics 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.

- You will be given time to do a draft before your final copy.

- Your assessor will check your draft and give general guidance only.

Task

This task requires you to write one text. To achieve the standard, you will need to write a total of three texts. You will write a formal letter of complaint to the local council, addressing the topic below. The text must be set out in the correct format for a formal letter. You can use your own personal details, or you can make up the personal details.

Your writing needs to show that you can:

- Develop the content, text type, structure, and layout of the text to appropriately address the topic, audience, and purpose (PC 1.1).

- Develop ideas and produce text that is coherent and cohesive (PC 1.2).

- Use a wide range of language features appropriate to the text type (PC 1.3).

- Use vocabulary relevant to the topic, and appropriate to the sentence structure (PC 1.4).

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Text 1 (Letter)

Your local council has decided to close the branch library close to your house, in order to save money, and you disagree. Here are some possible reasons why you disagree. You may be able to think of more:

- Nearest other library – 25 km
- Library used by families/students
- Has:
    - books
    - DVDs
    - electronic resources
    - free Wifi
    - community activities, e.g. children's reading groups.

You must write at least 500 words.

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:	PC
Write at least 500 words.	–

Make sure content, structure and layout is appropriate to the topic, audience and purpose. For a formal letter you need to:
• use conventions of a formal letter, e.g.
   o correct layout (line spacing, sender's and receiver's address, date)
   o appropriate greeting and salutation
   o formal language
• include an introduction which states the purpose of the letter.
• write paragraphs that provide additional information about the issue.
• write a conclusion that offers a suggestion and expectation of action.
	1.1

Develop your ideas into a text that is coherent and cohesive. This includes organising ideas into paragraphs with clear topic sentences. The topic sentence will be followed by supporting details that may include: • explaining • expanding • giving examples.	1.2

Use a wide range of language features appropriate to the text type. This includes:
• complete simple, compound and complex sentences.
• appropriate verb forms, e.g.
   o present tenses active voice
   o passive voice
   o modal verbs.
• cohesive devices to clearly link ideas. These may include:
   o grammatical cohesive devices to link ideas clearly, e.g.
      ■ personal pronouns
      ■ demonstratives
      ■ connectives
      ■ conjunctions
      ■ substitution
      ■ ellipsis
   o lexical cohesive devices to connect words, e.g.
      ■ synonyms
      ■ antonyms
      ■ repetition
      ■ collocation
      ■ word sets.
• formal, objective language.
	1.3

Use vocabulary relevant to the topic, and appropriate to the sentence structure, e.g. • topic-specific vocabulary • correct word choice, including meaning, collocations, and lexical groups • correct part of speech.	1.4
Proofread and edit your work.	

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Assessment Schedule

Unit standard	31035				
Title	Write moderately complex texts on general topics in English language				
Level	4	Credits	15	Version	2

Assessment Criteria

Performance Criteria	Evidence for Achievement	Judgements for Achievement
Outcome 1 Write moderately complex texts on general topics in English Language. Range: • three texts of between 250–650 words, a combined total of 1,500 words, across all three texts, • each of a different text type and on a different topic, assessed on separate occasions. • text types may include but are not limited to information, persuasive, discursive, explanatory, formal letter, evaluation.	Refer to the evidence for 1.1–1.4 below.	A formal letter of at least 500 words is written.
1.1 Content, text type, structure, and layout of the text are developed to appropriately address the topic, audience, and purpose.	Material relates to the purpose of the letter – to complain about the closure of the branch library. Refer to the examples below. An awareness of audience is shown in style and content, e.g. • formal language, e.g. *It is evident… proposed closure...*	The content relates to the topic and purpose Language, tone and content show awareness of audience.

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	• no slang or colloquial expressions • no contractions or abbreviations, e.g. *do not*, not *don't.* Conventions of a formal letter includes: • correct layout (line spacing, sender's and receiver's address, date) • appropriate greeting and salutation,	Layout of the text is appropriate to the topic, audience, purpose and text type.
	Introduction states the purpose of the letter and a summary of the issues, e.g. *I am writing in response to the proposed closure of Ridgemount library, which I believe will have a negative impact on the local community.* This is followed by paragraphs presenting additional information and arguments, e.g. *As you are aware, the suburb of Ridgemount has a large proportion of low-income families. These families rely on the library...* *The library does not simply provide reading materials and other resources to the public, but has also become a place for people to meet, which has made…*	Writing uses a text structure which achieves the purpose of the text by including: • an introduction stating the purpose, • paragraphs presenting additional arguments, and • a conclusion offering a solution.
1.2 Ideas are developed and the text is coherent, and cohesive.	Each body paragraph contains a relevant topic sentence, e.g. *As you are aware, the suburb of Ridgemount has a large proportion of low-income families.* The topic sentence is developed. This may include: • exemplification, e.g. For example, *Wifi access is not…* • explanation, e.g. *Traveling from Ridgemount to the Central Library is not...*	Ideas are developed within paragraphs and across the text as a whole. Ideas are presented in a comprehensible manner and logical order.

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	• expansion, e.g. *In addition, while books in homes…*	
	Refer to examples above (PC 1.1).	The text is cohesive and uses a range of cohesive devices appropriately, with only minor inaccuracies.
	The ideas are coherent and cohesive. This means that ideas are linked between and within paragraphs e.g.	
	• between paragraphs, e.g. *As you are aware… Further… Though it may be argued… In conclusion…* • within paragraphs, e.g. *As a result … For example, WiFi access… Also… Therefore, travelling from… In addition…*	
	This may include the use of the following: referential, grammatical and lexical cohesive devices. Refer to 1.3 for examples.	
1.3 A wide 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; and may include formal, objective language.	Language features include: complete simple, compound and complex sentences: • simple sentences, e.g. *The playgroup on Tuesdays is well attended.* • compound sentences, e.g. *Parents are supported and children get homework help.* • complex sentences, e.g. *I am confident that if the Council consults the local community on this matter, it will become very clear that continuing library services in the area should be a Council priority.* verb forms which may include: • correct tense, e.g. *These families **rely** on the library...* • active verb forms, e.g. *young people **attend*** • passive verb forms, e.g. *The playgroup on Tuesdays **is well attended**.*	The text uses a wide range of language features appropriately with only minor inaccuracies which do not obscure meaning.

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- modals, e.g. *This **should** not be the case.*

cohesive devices which include:

- grammatical cohesive devices, such as:
    - connectives, e.g. *However, In addition*
    - conjunctions, e.g. *because, and, so*
    - substitution, e.g. *If the Council closes the branch, they need to know that by **doing so**…*
    - ellipsis e.g. *The library does not simply provide reading materials and other resources to the public, but [the library] also has…*
- lexical cohesive devices, such as:
    - synonyms, e.g. *community, neighbourhood*
    - antonyms, e.g. *beneficial, harmful*
    - repetition, e.g. *reading space, reading*
    - collocation, e.g. *low-income families, local community, library membership*
    - word sets, e.g. *library, resources, books, DVDs.*
- referential cohesive devices, such as:
    - personal pronouns, e.g. *they, it, them*
    - demonstratives, e.g. *these; the* (definite article)
    - comparatives, e.g. *worse, more important.*

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1.4 Vocabulary relevant to the topic, and appropriate to the sentence structure, is used.

Range:

- word choice, grammatical form.

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Topic-specific vocabulary, which includes a range of lower frequency words relevant to the topic, e.g. *ratepayers, recreation*, and academic vocabulary, e.g. *community, consultation, overall goals, negative impact.*

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Vocabulary relevant to the topic and appropriate to the sentence structure is used with good control.

There may be some minor inaccuracies, including incorrect word choices, but these do not obscure meaning.

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| | Correct word choice includes: | |
| | meaning collocation, e.g. *local community, low-income families* lexical sets, e.g. *city, suburb, community, neighbourhood.* Correct grammatical form, e.g. *young people **attend**, The playgroup on Tuesdays is well **attended**, **attendance** at community events…* | |

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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Model text on a parallel topic

NB. This model text is not authentic learner work and therefore does not contain the errors and first language features that would be expected in work written by learners at this level.

	31 Parkview Terrace Norton Auckland 18 May 2018 Auckland Council Private Bag 92300 Victoria Street West Auckland
1.1 Content, text type, structure, and layout of the text are developed to appropriately address the topic, audience, and purpose.	Dear Sir/Madam **Re: Sale of Norton Park** I am writing in response to the proposed sale of Norton Park and Sports Field, which was announced on the Auckland Council website in February this year. According to the website, the land will be sold and used for a large shopping centre. There appears to have been little or no consultation with residents in the area, or with the sports clubs that regularly use the grounds. As a resident of Norton, I am extremely disappointed in the decision, and would like the Council to reconsider.
1.2 Ideas are developed and the text is coherent, and cohesive.	Norton Park has for many years been the central point for the community, and is well used by families, dog walkers and sports clubs. During winter, it is shared by two local soccer clubs, and during summer the grounds are used for a range of junior summer sports as well as secondary school cricket tournaments. The playground has daily use, especially since it was improved by the Council last year. Further, walkers (including dog walkers) take advantage of the large area, and the recreational area beneath the trees is often used for community picnics and neighbourhood support events. As Norton Park is the only larger park in the suburb, people would have to travel out of the area for sport and recreation if the park was closed.
1.3 A wide range of language features appropriate to the text type is used. *1.4 Vocabulary relevant to the topic, and appropriate to the sentence structure, is used.*	The council website suggests that the new shopping complex will become a "vibrant focal point" for the community offering "recreation and exciting new connections" as it will include a library and community centre. In reality, it is only another shopping centre, something that Auckland does not need. Further, the community is currently content with the old library and community hall and would prefer to keep the outdoor space that is so popular. While I understand that the land is worth a significant amount of money and the sale would be profitable for the Council, it is not in the best interests of the local community, or of Auckland as a city. In fact, the Council's ten-year plan includes increasing green spaces and recreation areas in the city. Closing yet another park does not fit with the Council's overall goals. However, what concerns me the most is that the Council has not consulted the local community at all, and there is nothing on the website to suggest that there will be a consultation. The decision to sell the land that now makes up Norton Park appears to have been made without any discussion with the public. As ratepayers, and immediate users, we should be listened to in this matter.

I suggest that the Council should organise a meeting as soon as possible, where community members, sports clubs and schools could be invited to share their views. This could be held in the park, weather permitting, which would also give Council representatives an opportunity to get an understanding of why this park is so valuable to us as a community.

I look forward to hearing from you shortly and trust that we will be able to come to an understanding in this matter.

Yours faithfully

Grant Baker

532 words