

NZQA Assessment Support Material

Unit standard		30997			
Title	Read and understand a text on a familiar topic (EL)				
Level	3	Credits	5	Version	1

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 <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/>.

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 award with **Achieved**, learners must the outcome must be achieved as specified in the outcome statement
- For award with **Merit**, learners must meet the Achieved and Merit criteria
- For award with **Excellence**, learners 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 candidate's first language.
- The assessor must be satisfied that the candidates can independently demonstrate competence against the unit standard.
- Candidates may use a bilingual and/or an English dictionary but must not use electronic devices.
- Candidate's responses may be oral, written or visual, as relevant and appropriate.

Context/setting

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>.
- A range of item response types must be used for assessment against this standard. This may include, but is not limited to – short answer questions, multiple-choice, true/false/not given, sorting, matching, gap-fill, open-ended questions requiring explanation and interpretation.
- All assessment activities must be conducted in English, which must not be the candidate's first language.
- Candidate's responses may contain minor textual or linguistic errors and inaccuracies, but these must not obscure meaning. This standard assesses reading skills, not speaking or writing skills.
- For this unit standard the texts:
 - i must be approximately 550 - 600 words;
 - ii must be authentic, according to the text type used;
 - iii may have complementary illustrations or diagrams, if so these must be placed so that the relationship between text and illustration is clear to the candidates;
 - iv must be reasonably familiar and relevant, but must not have been seen by the candidates prior to the assessment;
 - v may be abridged versions designed for language candidates;
 - vi must be guided by the first 2000 words of *New General Service List*.
- 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 opportunity.

Assessment task

Candidates will read a text, 'Driving in New Zealand' and complete the assessment task.

The text can be found in the Student guidelines.

Assessment Schedule

Unit standard		30997			
Title	Read and understand a text on a familiar topic (EL)				
Level	3	Credits	5	Version	1

Reading text: Driving in New Zealand

Outcome 1

Read and understand a text on a familiar topic (EL).

Range: text type may include but is not limited to – information, persuasive, recount.

Achieved	Merit	Excellence
<p>Understanding of written text is demonstrated by identifying and linking the main ideas and supporting details.</p> <p>Range minimum of three main ideas and three supporting details.</p>	<p>Clear understanding of written text is demonstrated by locating and linking the main ideas and supporting details.</p>	<p>Thorough understanding of written text is demonstrated by identifying the overall meaning/purpose of the text or viewpoint of the writer, with evidence from the text.</p>
<p>Evidence</p> <p>Question 1. The following answers</p> <p>Main ideas</p> <p>i. /</p> <p>ii. H</p>	<p>Evidence</p> <p>Question 3. Accept any reasonable answer that correctly identifies the main point, a relevant supporting detail and explains the relationship between the two.</p>	<p>Evidence</p> <p>Question 4A. Answers similar to:</p> <p><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</i></p>

Achieved	Merit	Excellence
<p>iii. C iv. K</p> <p>Supporting details</p> <p>v. F vi. D vii. A viii. J G</p>	<p>Answers similar to:</p> <p>Question 3A.</p> <p>i) <i>What happens in the practical test.</i></p> <p>ii) <i>The testing officer will check your driving</i></p> <p>iii) <i>this gives more information about what will happen in the test (expansion)</i></p> <p>Question 3B</p> <p>iv) <i>The rules for a restricted licence</i></p> <p>v) <i>A supervisor is someone who has a full licence.</i></p> <p>vi) <i>This is an explanation for one of the rules (explanation)</i></p>	<p><i>explain to readers the different driving licence stages in New Zealand and the things they have to do to get a full New Zealand driving licence (for a car, van or ute).</i></p> <p>Question 4B. 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>Question 3C</p> <p>vii) <i>How to get a full licence.</i></p> <p>viii) <i>The full licence road test has three parts motorways.</i></p> <p>ix) <i>This gives examples of the things you need to do to get a full licence (exemplification)</i></p>	

Achieved	Merit	Excellence
<p>Judgement</p> <p>Main ideas and supporting details are identified and linked.</p> <p>Three out of four main ideas are correct.</p> <p>Three out of five supporting details are correct.</p>	<p>Judgement</p> <p>Main ideas and supporting details are located and linked.</p> <p>Two of Questions 3A, B and C, must be correct. All parts of each answer must be correct.</p> <p>Supporting details may</p> <ul style="list-style-type: none"> • expand e.g. by giving additional facts and figures • exemplify • explain • clarify • contrast 	<p>Judgement</p> <p>The most important or central thought of the overall text is identified and supported by referencing the text.</p> <p>Both answers are correct.</p>

<p style="text-align: center;">Achieved</p> <p>Connections are made within and across sentences.</p> <p>Range connections may include but are not limited to – causal, sequential,</p>	<p style="text-align: center;">Merit</p>	<p style="text-align: center;">Excellence</p>
<p>Evidence</p> <p>Question 2A.</p> <p>i) The following answer - <i>No</i></p> <p>ii) Any three of the following</p> <ul style="list-style-type: none"> • <i>car</i> • <i>van</i> • <i>ute</i> • <i>truck</i> • <i>motorcycle</i> <p>iii) Answers similar to: <i>The practical test (of driving ability for a restricted licence)</i></p> <p>iv) The following answer - <i>No</i></p> <p>v) Answers similar to: <i>People who have restricted licences.</i></p> <p>vi) Any two of the following</p> <ul style="list-style-type: none"> • <i>wait 18 months</i> • <i>do a full licence on road test</i> • <i>do an eyesight test</i> • <i>pay a fee</i> <p>vii) The following answer - <i>No</i></p> <p>viii) The following answer – <i>After</i></p>	<p style="text-align: center;">As for Achieved</p>	<p style="text-align: center;">As for Achieved</p>

Achieved	Merit	Excellence
<p>Questions 2B. The following answers</p> <p>i) The following answers a) <i>identity</i> b) <i>working</i> d) <i>practical</i> e) <i>supervisor</i></p> <p>ii) <i>b) fee</i></p> <p>iii) <i>a) what you know</i></p> <p>iv) <i>ability</i></p> <p>v) <i>check</i></p> <p>vi) <i>notice</i></p> <p>vii) <i>responding</i></p> <p>viii) <i>dangers</i></p> <p>iv) <i>built-up area</i></p>	<p>As for Achieved</p>	<p>As for Achieved</p>
<p>Judgement</p> <p>Question 2A. Six out of eight answers are correct.</p> <p>Question 2A includes questions which require understanding of the following grammatical cohesive devices:</p> <ul style="list-style-type: none"> • <i>class/sub-class</i> 	<p>As for Achieved</p>	<p>As for Achieved</p>

Achieved	Merit	Excellence
<ul style="list-style-type: none"> • <i>if</i> (conditional) • <i>although</i> (concessive/comparative) • <i>or</i> (alternative / comparative) • <i>however</i> (contrastive) • <i>you, it</i> (pronoun reference) • <i>once</i> (sequential) <p>Question 2B. Ten out of twelve answers are correct.</p>	As for Achieved	As for Achieved

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