English for Academic purposes Assessment Support Material

Unit standard	30508				
Title	Write a short crafted text using resource material in English for an academic purpose				
Level	3	Credits	6	Version	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 writing of an English language text in an academic context, 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 a short crafted text using resource material in English for an academic 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 against this unit standard is conducted in conjunction with assessment against other Level 3 English for Academic Purposes unit standards. By linking with a reading standard on a similar topic and text type (e.g. Unit Standard 30511) candidates will become familiar with content, text structure, language features and specialised vocabulary.

Award of Grades

This unit standard can be awarded with an Achieved grade only.

For Achieved, learners must:

- Write a short crafted text using resource material in English for an academic purpose.

Conditions of Assessment

This assessment will take place over a timeframe set by the assessor.

- Candidates should be assessed after they are familiar with the topic.

- Learners are required to write one text of at least 500 words.

- Writing must be in response to a research question agreed previously between the teacher and the learner which may include but is not limited to – comparing, contrasting, problem solving, explaining cause and effect and presenting an argument. Resource material used by the learner must be supplied with the submission for external moderation purposes. All resource material used must be in the English language.

- Learners' writing competence must be assessed after they have been given the opportunity to edit and proofread their work. At the planning stage and between drafts, teachers can advise learners that their writing may need further work on ideas, language, structure, or accuracy in spelling and punctuation, but should not correct errors. Assessor guidance must not compromise authenticity.

- Learner's writing may contain inaccuracies in surface features, but these must not impede meaning.

- The assessor must be satisfied that the learner can independently demonstrate competency against the unit standard.

Resource Requirements

Resource documents used by the learner:

- may be provided by the assessor;
- must be attached to the completed assessment;
- must be in English language;
- must be at a level of sufficient complexity appropriate to the academic context - for example, course text, introductory academic text, journal article, appropriate oral source;
- should use vocabulary which is based on a text of an academic nature;
- may be abridged and/or adapted versions designed for this level.

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.
- Learners may use the model text in this document and the checklist to guide their writing and to ensure they meet all the performance criteria.
- This standard focuses on assessment of writing. It is acknowledged that a significant amount of reading is required, but the reading is not to be assessed for this unit standard.
- 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.

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Assessment Activity

Unit standard: 30508

Standard title: Write a short crafted text using resource material in English for an academic purpose

Credits: 6

Resource title: **Digital learning**

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 write a short crafted text using resource material in English for an academic purpose. You will need to research your topic and collect enough information so that you can address the research question. Then you will produce a crafted text, where you integrate information from your resource materials and address your research question. You will need to show that you can structure your essay, use cohesive devices, and use appropriate, correct, formal language. You will also need to paraphrase, quote or summarise your sources, and reference them in your writing.

Task

You are going to write an essay in response to the following research question:

Research question

In recent years, learning has changed significantly, and classroom learning is no longer the only form of learning available. More and more students are using digital tools. What has caused this change? What are the possible effects now and in the future?

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.	–
Answer the question by defining and developing the topic as required by the research question. For example, a cause-and-effect essay will include: • an introduction which identifies the topic, provides a brief background and states the purpose of the essay. • paragraphs outlining possible causes. • paragraphs outlining possible effects, whether negative or positive. • a conclusion that sums up causes and effects. It may also include suggestions.	1.1
Develop ideas and show that you have a good level of knowledge about the topic. This includes writing paragraphs with topic sentences. The topic sentence will be followed by supporting details that may include: • expanding • explaining • giving examples • supporting with ideas from source materials through quoting or using your own words.	1.2
Structure your text in a logical way. This includes: • an introduction • body paragraphs in a logical sequence • a conclusion. Use cohesive devices to link ideas within a paragraph and between paragraphs. These may include: Grammatical cohesive devices to link ideas clearly: • connectives, e.g. *However, Further* • conjunctions, e.g. *and, but, so, or, although* • substitution, e.g. *This result is…* • ellipsis, e.g. *and (they/the children) may become adults with low literacy.* Lexical cohesive devices to connect words: • synonyms, i.e. a word or phrase that means exactly or nearly the same as another word or phrase • antonyms, i.e. a word opposite in meaning to another • repetition • collocation, i.e. when words go together, e.g. *reading ability* • word sets, e.g. *education, literacy, reading*.	1.3

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Referential cohesive devices to refer back to previous information or point forward: • personal pronouns, e.g. *it, they, them* • demonstratives, i.e. *this, these, that, those* (pronouns); *the* (definite article); *here, now, there, then* (adverbs).	
Use a formal writing style appropriate to an academic context. This includes: Appropriate vocabulary: • academic vocabulary • specialised vocabulary • correct word choice and part of speech. Appropriate grammar: • forms, e.g. *social and economic background also affects children*… (active) *this result is caused by...* (passive), *they may become adults with low literacy…* (modals) • the use of ellipsis and substitution to avoid repetition (see above) • nominalisation, i.e. verbs turned into nouns, e.g. *the reading ability of children.* Formal tone: • objective language, e.g. *It is possible…* rather than *I think…* • the use of hedging or imprecise language, e.g. *The author suggests...*; *One possible reason… This can affect…* • formal language instead of slang or colloquial expressions • the full form of words instead of contractions or abbreviations, e.g. *was not* instead of *wasn't*; *For example* instead of *e.g.* A variety of sentence structures such as: • simple sentences, e.g. *On the other hand, low literacy can lead to poverty and poor parenting.* • compound sentences, e.g. *The schools need to look at their teaching and assessment practices, and parents need to become more active in helping their children with their education.* • complex sentences, e.g. *When these children start secondary school, they will fall behind in all subjects if they are not good at reading.*	1.4
Use source material to support your writing. This includes: • direct quotation: the exact words from source material are copied and acknowledged with speech marks and citation, e.g. *Further, they may be "time-poor parents perhaps not reading to their children at night" (Collins, 2017).* • paraphrasing: rewriting the main points from the source materials using your own words, e.g. *The PIRLS survey found that a home environment with many books and with support from parents was important for good reading scores (Mullis et al., 2017).* • summary, e.g. *A recent international study… shows that New Zealand children do not have good literacy skills and are behind children from other developed countries (Mullis et al., 2017).* • Synthesis, i.e. combining the information in two or more sources.	1.5

Acknowledge source material used in the text. This includes:
 	
    •   In-text citation, e.g. *This can mean that the next generation will also grow up with difficulties in reading (Tertiary Education Commission, 2010).*
    •   A reference list is provided (e.g. APA or other acceptable format).
	1.6

Proofread and edit your work.	

Assessment Schedule

Unit standard	30508				
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Assessment Criteria

Performance Criteria	Evidence for Achievement	Judgements for Achievement
Outcome 1 Write a short crafted text using resource material in English for an academic purpose Range: • one text of at least 500 words.	Refer to the evidence for 1.1–1.6 below.	A short crafted text is written.
1.1 The research question is addressed appropriately.	Writing follows a structure that includes introduction, paragraphs outlining causes and effects, and a conclusion. The introduction identifies the topic and outlines the purpose of the essay, e.g. *Learning is gradually changing from traditional classroom teaching to more digital approaches... This essay will explore some of the reasons for the change, and the possible consequences in the future.* This is followed by paragraphs outlining causes and effects, e.g.	Writing is appropriate to the research question most of the time. Essay is structured in a way that clearly addresses the research question most of the time.

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	Recent improvements in technology, such as the development of tablets, have made digital learning affordable for most people. *A digital learning environment can have many positive effects, such as...* Writing ends with a conclusion that provides a summary of causes and effects and may also give suggestions, e.g. *Digital learning has developed over several years, and will continue to develop in the future. It has become popular because of the availability of technology and connectivity, and because of the modern population, which is globalised and mobile. Digital learning environments are convenient as students do not need to travel to class and can study at times that suit them. However, digital learning environments can also lead to increased isolation, which means that students may lose motivation. Schools that choose a digital environment need to find ways to keep students from becoming isolated.*	
1.2 A relevant knowledge base is displayed to achieve the purpose of the task.	Each body paragraph contains a relevant topic sentence, e.g. *Many factors contributed to the increase in digital learning, but the most important one was the internet.* The topic sentence is developed. This may include: • exemplification, e.g. *Internet connections are now available in most parts of the world.* • explanation, e.g. *This means that students anywhere…* • expansion, e.g. *Further, by connection to the internet…*	The text demonstrates candidate's knowledge of the topic. Text demonstrates ability to develop ideas to meet the academic purpose.

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1.3 Writing is structured using cohesive devices and showing overall progression.	Writing follows an appropriate structure with an introduction, followed by paragraphs that develop ideas logically, and ending with a conclusion. Refer to PC 1.1 for examples.
	
	Cohesive devices may include:
	
	• grammatical cohesive devices, such as:
	   ○ connectives, e.g. *However, In addition*
	   ○ conjunctions, e.g. *because, and, so*
	   ○ substitution, e.g. *Many factors contributed to the increase in digital learning, but the most important <u>one</u> was the internet.*
	   ○ ellipsis, e.g. *students are connecting to classmates to complete tasks but [they] do not always…*
	
	• lexical cohesive devices, such as:
	   ○ synonyms, e.g. *internet/online environment*
	   ○ antonyms, e.g. *traditional classroom/modern environment*
	   ○ repetition, e.g. *computer use, computers*
	   ○ collocation, e.g. *digital learning, download information*
	   ○ word sets, e.g. *digital tools, tablets, computers.*
	
	• referential cohesive devices, such as:
	   ○ personal pronouns, e.g. *they, it, them*
	   ○ demonstratives, e.g. *these; the* (definite article)
		The text demonstrates clear structure, with paragraphs in a logical progression.
		
		Ideas are related and linked with some grammatical, lexical and referential cohesive devices within and between paragraphs.

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	○ comparatives e.g. *better, less effective*	
1.4 A formal writing style appropriate to the academic context is used.	Formal style may include: lexical features, such as: • academic vocabulary, e.g. *consider, increased* • specialised vocabulary, e.g. *digital platform, connectivity* • correct word choice and part of speech, e.g. *learning environment, to learn new skills* grammatical features, such as: • verb forms, e.g. *Online learning <u>gives</u> all students...* (active); *this isolation <u>is caused</u> by...* (passive); *digital learning environments <u>can</u> also lead to...* (modals) • the use of ellipsis and substitution to avoid repetition, e.g. *<u>this isolation</u> is caused by...* • nominalisation, e.g. *<u>recent improvements in technology</u>*. formal tone, such as: • objective language, e.g. *A digital learning environment can have many positive effects.* • the use of hedging or imprecise language, e.g. *Others <u>suggest</u> that face-to-face learning...* • formal language instead of slang or colloquial expressions, e.g. *information* (instead of '*info*') • the full form of words instead of contractions or abbreviations, e.g. *online platforms cannot* (instead of *can't*) a variety of sentence structures, such as: • simple sentences, e.g. *Internet connections are now available in most areas of the world.*	The vocabulary, grammar, sentence structure and tone are formal and appropriate to the academic context most of the time. A variety of sentence structures is used.

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	• compound sentences, e.g. *Digital learning has developed over several years and will continue to develop in the future.* • complex sentences, e.g. *However, digital learning environments can also lead to increased isolation, which means that students may lose motivation.*	
1.5 Source material is integrated within the text. Range: • may include but is not limited to – quotation, paraphrasing, summary, and synthesis.	This includes: • quotation, e.g. *Lack of contact with the teacher can be "particularly detrimental" for students who struggle with motivation (Jacob, 2016).* • paraphrasing, e.g. *Mitra's experiment involved placing computers in remote parts of India without any instruction.* • summary, e.g. *Mitra (2007) suggests that children can teach themselves, without a teacher, using only technology.* • synthesis, e.g. *While Mitra (2007) believes technology by itself is enough, Jacob (2016) suggests...* • citation, e.g. *(Jacob, 2016).*	Ideas are supported by source materials. All ideas taken from resource materials are clearly indicated, using an appropriate recognised method.
1.6 Reference list is provided.	This includes: • reference list using APA or other recognised format.	Source material used is acknowledged in a reference list, and follows standard conventions.

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

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.

Research question

Recent studies have shown that New Zealand school students have a lower rate of literacy/reading compared to other developed countries. What are the reasons for this? What are the possible consequences for this in the future?

1.1 *The research question is addressed appropriately.*	A recent international study, Progress in International Reading Literacy Study (PIRLS), shows that New Zealand children do not have good literacy skills and are behind children from other developed countries (Mullis et al., 2017). In fact, one quarter of all Year 5 children have low or very low ability to read. In addition, the reading ability of children has gone down since the last survey in 2011. This essay will look at the causes of the decrease in literacy and what the consequences could be in the future for these children and the country.
1.5 *Source material is integrated within the text.*	One possible reason for the poor result is the way schools teach and assess children. Massey University Professor Tom Nicholson suggests that the schools need to teach children the sounds of letters, and not only teach them to read by looking at the whole word (Collins, 2017). Chris Hipkins, the education minister, thinks that it is the fault of the old government, who created a new way to assess children. Hipkins suggests these assessments were "too narrowly focused" so that children did not learn enough (Collins, 2017).
1.3 *Writing is structured using cohesive devices and showing overall progression.* 1.2 *A relevant knowledge base is displayed to achieve the purpose of the task.*	However, it is also possible that the real reason is not about the school, but about the family situation of the children. According to the PIRLS survey, a home environment with many books and with support from parents is important for good reading skills (Mullis et al., 2017). Other studies have found that social and economic background also affects children's achievement at school (Ferguson et al, 2008). Even though New Zealand is a developed country, there are big social and economic differences between children. Some children are from families that are poor or live in bad housing, which affects their health and education (Unicef, 2017). However, in the PIRLS survey, children from wealthy backgrounds had dropped the most since the last survey. One Auckland school teacher suggests that this result is caused by parents who are busy with their smartphones instead of talking to their children. Another cause might be that they are "time-poor parents perhaps not reading to their children at night" (Collins, 2017).
1.4 *A formal writing style appropriate to the academic context is used.*	Regardless of the reason, low reading ability in children can have serious consequences both for the children and for the country. When these children start secondary school, they will fall behind in all subjects if they are not good at reading. Low reading levels also mean they will not be able to continue to higher study and may become adults with low literacy. For adults, good literacy is "associated with higher earnings and increased chances of being in stable employment" (Tertiary Education Commission, 2010, p.5). On the other hand, low literacy can lead to poverty and poor parenting. This can mean that the next generation will also grow up with difficulties in reading (Tertiary Education Commission, 2010). If many people in the country grow up with low education, this will eventually affect the economy and development of New Zealand.
	Even though New Zealand is a highly developed country, many children are struggling with low literacy levels. This can lead to unemployment and other difficulties when these children grow up. It is important that something is done to improve reading levels. The

	schools need to look at their teaching and assessment practices, and parents need to become more active in helping their children with their education. Most importantly, the government will need to ensure that children do not grow up in poverty. If this is not done, New Zealand as a country will suffer in the future.
1.6 *Reference list is provided.*	582 words

References

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