



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

# **National Qualifications Framework Levels 1-3, 2003**

## **English**

### **National Moderator's Report**

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### General Guidance for Assessors of Achievement and Unit Standards

The purpose of external moderation is to provide reassurance that assessor judgements are at the national standard and are made on the basis of assessment activities that are fair and valid.

All assessment materials are expected to:

- give the learner the opportunity to meet the requirements of the standard
- have an assessment schedule that gives evidence of appropriate learner responses and clear judgements at all levels.

The Ministry of Education contracted subject experts to write assessment resources for achievement standards. These are not pre-moderated. The intention is that they are modified to suit teaching programmes and learner needs. They do not provide 'rules' but suggest different ways of assessing to the nationally registered standard.

### General Overall Comment

In 2003, the moderation of internally assessed achievement standards and several unit standards in English has proved to be effective in establishing national consistency of assessor judgements. Most assessors have used the materials available from the TKI website for achievement standards assessment.

Videotaped evidence of learner performance for speaking assessments (for both achievement and unit standards moderation at all levels) assist smoderator understanding of assessor judgement.

## Level One

### 90052 *Produce creative writing*

The first, second and third criteria all require that distinctions are made between Achievement, Achievement with Merit and Achievement with Excellence.

The fourth criterion is the same for Achievement with Merit and Achievement with Excellence: *Use writing conventions accurately*. For Achievement this criterion is: *Use writing conventions without intrusive errors*. There is clear distinction between the requirement for Achievement, and Achievement with Merit and Achievement with Excellence. To meet the merit or excellence level, writing is expected to be largely free from errors in spelling, punctuation, grammar, syntax, and paragraphing. A few random errors or minor editing lapses are acceptable. Repeated error patterns in syntax (several run on sentences, or sentence fragments where these have not been used for deliberate effect in a creative writing piece, for example), or other patterns of significant error (consistent mis-capitalisation, tense sequence or spelling errors for example), or a combination of various errors, will result in writing which does not meet the standard for this criterion for Achievement with Merit or Achievement with Excellence.

For Achievement, *without intrusive errors* means that the error rate can be slightly higher. However, the learner should display a reasonable understanding and command of writing conventions.

Assessors should ensure that the level of guidance given to learners, particularly in relation to writing conventions, does not compromise the validity of the assessment. Assessors can offer appropriate guidance that the writing may need further work on conventions

Assessors should note that learners may have access to dictionaries and thesauruses to check their writing. Word processing is acceptable, as is the use of spelling and grammar checkers. Such checkers can help with certain errors, but a learner must still make several decisions about the correct use of conventions, in addition to the assistance provided by a spelling and grammar checker. Assessors should note that some advanced programmes with features such as text prediction may invalidate the assessment of writing conventions and other criteria. Assessors should ensure that computer programmes learners are using do not invalidate assessment of 90052.

### **90058 *Deliver a speech in a formal situation***

In assessing the third criterion, *Speak audibly to an audience using some appropriate eye contact, variation of voice and body language*, assessors should ensure that learners sustain an adequate level of audience contact. Learners who read their speeches with little or no audience contact will not meet this criterion. For Achievement with Merit and Achievement with Excellence, learners should sustain audience contact throughout their speeches with significant and increasing degrees of confidence and impact.

### **90059 *Produce a media or dramatic presentation***

Assessors have a clear understanding of the national standard.

Assessors should note that in order to meet the third criterion (which is the same for Achievement, Achievement with Merit, and Achievement with Excellence): *Identify verbal and visual/dramatic techniques used and their intended effect*, learners must include a commentary on at least one visual technique and one verbal technique they have used, and the intended effects of these techniques. This commentary could be made in a variety of ways, including annotated draft notes and sketches, oral commentary, written notes, learning log, or video commentary.

### **90060 *Research, organise and present information***

The first three criteria remain the same for Achievement, Achievement with Merit, and Achievement with Excellence. For the first criterion: *Plan research by stating topic, posing key questions and identifying possible sources*, learners should provide some sources which reflect their initial thinking on where they might find useful materials.

For the second criterion: *Collect, select and record relevant information, recording sources in an accepted format*, learners must provide evidence that they have selected information, not simply copied information with no attempt made at selection. A variety of formats are acceptable for recording information.

For the third criterion: *Record steps taken during research process*, learners must complete a log which includes dated entries listing details of the resources consulted.

For the fourth criterion: *Organise and present the information as a final product*, learners must include sufficient conclusions linked to their information for Achievement with Merit. For Achievement with Excellence, learners will also include sufficient judgements that could be linked to more than one source.

The final product for 90060 can be in written, oral or visual/verbal format or a combination of these. At Level 2, standard 90381 requires a written report on a language or literature topic.

## Level Two

### **90374 *Deliver a presentation using oral and visual language techniques***

This achievement standard requires delivery of an oral presentation. Learners must present material clearly, using appropriate oral and visual language and presentation techniques, for a specific audience and purpose.

In assessing the second criterion: *Use appropriate oral and visual language and presentation techniques for a specific audience and purpose*, assessors should note that the presentation is primarily oral and employs verbal and visual communication techniques to enhance the presentation. The visual techniques could include the use of static, moving or electronic images, or aspects of dramatic presentation, as components in the oral presentation. For Achievement with Merit, these techniques will be combined in a competent manner. For Achievement with Excellence, these techniques will be integrated and used with considerable skill and expertise throughout the presentation.

### **90375 *Produce crafted and developed creative writing***

### **90376 *Produce crafted and developed formal transactional writing***

The first, second and third criteria all require that distinctions are made between Achievement, Achievement with Merit and Achievement with Excellence. For Achievement with Excellence, the ideas (first criterion) must be developed, convincing and integrated so that there is coherence over the complete piece.

In the second criterion, *commands attention* means that the writing is consistently crafted and controlled through use of a distinctive style, inventive use of language, use of a wide range of diction, or through its innovative syntax, so that a stylistic coherence is sustained over the whole piece.

Structural coherence is also expected for Achievement with Excellence (third criterion).

The fourth criterion is the same for achievement, merit and excellence: *Use writing conventions accurately*. The evidence required needs to be consistent for each grade. For Achievement, the writing is expected to be largely free from errors in spelling, punctuation, grammar, syntax, and paragraphing. A few random errors or minor editing lapses are acceptable. However repeated error patterns in syntax (for example, several run on sentences or sentence fragments where these have not been used for deliberate effect in a creative writing piece), or other patterns of significant error (consistent mis-capitalisation, tense sequence or spelling errors for example), or a combination of various errors, will result in writing which does not meet the standard for this criterion.

Refer also to comments in the last two paragraphs of 90052.

### **90381 *Investigate a language or literature topic and present information in written form***

For the first criterion: *Propose research questions*, learners need to be given direction that at least one or more of the questions should be open and evaluative, thereby allowing learners to meet the second criterion for Achievement with Merit or Achievement with Excellence, where they need to *interpret* (Merit) or *make qualitative judgements* (Excellence).

Assessors should note Explanatory Note 2: *It is intended that the subject of research should be related to a student's study of language or literature texts and be of sufficient content and breadth to provide opportunity for conclusions to be drawn and presented.*

Some research topics included in moderation submissions have been too narrow and, in some cases, little more than close reading exercises linking a few texts. The intention of this standard is that learners undertake an investigation, which is of sufficient content and breadth to provide opportunity for conclusions to be drawn and presented.

## **UNIT STANDARDS**

**8808 *Read an inclusive range of written texts and record the reading experience***

**12905 *Read an inclusive variety of written texts and record the reading experience***

Texts chosen for wide reading should reflect the appropriate curriculum objective levels for personal reading (Curriculum Levels 5/6 for 8808, Levels 6/7 for 12905).

A range of texts covering at least two categories (8808) or three categories (12905) should include texts of varying lengths, including extended texts. Most or all of the texts should be selected by the learner.

For both unit standards, responses are required to be *convincing*. The response could explore one or more aspects of the learner's engagement with the text and should be focused on more than whether the learner liked or disliked the text. The response should be supported by at least two specific details, which should be relevant and developed.

**8825 *Produce transactional written text in complex forms***

Assessors should note that the standard of transactional writing expected is the same as that required for Achievement for 90376.