



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

# **National Qualifications Framework Levels 1–3, 2004**

## **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 materials that are fair and valid.

All assessment materials are expected to:

- give the student the opportunity to meet the requirements of the standard
- have an assessment schedule that gives evidence of appropriate student 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 student needs. They do not provide 'rules' but suggest different ways of assessing to the nationally-registered standard.

### General Overall Comment

Achievement Standards have continued to be assessed by schools at the national standard. While Achievement Standards assessment materials available on the TKI website have been most frequently used, there has been increased use of materials from other sources including materials available from English Online as well as locally produced materials.

### AS 90052: *Produce creative writing*

Assessment of all criteria has generally been accurate. Assessors have treated all four criteria equally and holistically. The first, second and third criteria (assessing ideas, style and structure) all require distinctions to be made at Achievement, Achievement with Merit and Achievement with Excellence levels. For the fourth criterion, writing conventions must be used accurately at Achievement with Merit and Achievement with Excellence levels. At the Achievement level, writing conventions must be used without intrusive errors.

Assessment of the fourth criterion should not be based on a counting or ranking of errors. Several combinations of reasons may result in a piece not meeting the standard; being assessed at Achievement: 'use writing conventions without intrusive errors'; or at Achievement with Merit or Achievement with Excellence: '...accurately.' Some random errors are acceptable at Achievement with Merit or Achievement with Excellence. Repeated or significant error patterns in syntax (eg: sentence fragments – where structures are not used intentionally; and 'run on' syntax); or other patterns of significant error (eg: mixed tense sequences, mis-capitalisation, spelling errors) will result in writing that does not meet the standard for this criterion.

Close reference should be made to the exemplars for the 90052 activities, available from [www.tki.org.nz](http://www.tki.org.nz), for assessment of all criteria.

### AS 90052 and US 8813

Achievement Standard 90052 assesses similar outcomes to unit standard 8813 *Produce poetic written text in simple forms*. Both standards require the same overall standard of writing to gain Achievement (90052) and Credit (8813), although assessors should note that 8813 requires two pieces of writing at Credit level.

When assessing unit standard 8813, assessors should refer to the NCEA Level 1 ‘achievement’ exemplars for the AS 90052 assessment activities, available from [www.tki.org.nz](http://www.tki.org.nz). These exemplars provide an accurate indication of the standard required at ‘credit’ for unit standard 8813.

### **Extent of teacher guidance**

Very few moderation submissions indicated that there had been significant assessor input, to the extent that the writing could not be validly used for summative assessment purposes.

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

Assessor judgements have been accurate. Assessors should note that candidates who simply read their speeches will not meet the first or third criterion at any level.

Close reference should be made to the exemplars for the relevant AS 90058 activities on the NCEA Level 1 *Speeches and Performances* video issued to schools by the Ministry of Education in 2002 and available through [www.vislearn.co.nz](http://www.vislearn.co.nz).

Moderation submissions for this standard, or any oral language standard, must include videotaped evidence. Assessors should refer to the guidelines established in SecQual 2005/009 for the submission of videotaped evidence.

### **Achievement standard 90058 and unit standard 8816**

Achievement Standard 90058 assesses similar outcomes to unit standard 8816 *Deliver transactional oral text*. Both standards require the same overall standard of oral delivery.

When assessing US 8815, assessors should refer to the ‘achievement’ exemplars for the AS 90058 *Unaccustomed As I Am, Out On A Limb, Welcome Details, and Show Us How* activities on the NCEA Level 1 *Speeches and Performances* video issued to schools by the Ministry of Education in 2002 and available through [www.vislearn.co.nz](http://www.vislearn.co.nz). These exemplars provide an accurate indication of the standard required at ‘credit’ for unit standard 8816.

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

Assessor judgements have been accurate. If dramatic performances are produced for assessment, assessors should note that candidates who simply read texts of their performances will not meet the first or second criterion at any level.

Close reference should be made to the exemplars for the relevant AS 90059 activities on the NCEA Level 1 *Speeches and Performances* video issued to schools by the Ministry of Education in 2002 and available through [www.vislearn.co.nz](http://www.vislearn.co.nz).

Moderation submissions for this standard, or any oral language standard, must include videotaped evidence. Assessors should refer to the guidelines established in SecQual 2005/009 for the submission of videotaped evidence.

### **AS 90059 and US 8815**

Achievement standard 90059 (where students are producing dramatic performances) and unit standard 8815 *Deliver interpretations of poetic text* require the same overall standard of presentation. When assessing unit standard 8815, assessors should refer to the ‘achievement’ exemplars for the 90059 *Shaping Up* and *Looking Back* activities on the NCEA Level 1 *Speeches*

*and Performances* video issued to schools by the Ministry of Education in 2002 and available through [www.vislearn.co.nz](http://www.vislearn.co.nz). These exemplars provide an accurate indication of the standard required at 'credit' for unit standard 8815.

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

The first three criteria assess the research process and are identical at all levels. For the first criterion 'Plan research by stating topic, posing key questions and identifying possible sources', candidates should ensure they include from their initial planning details indicating where they might find useful resources, in addition to the other requirements of the criterion.

For the second criterion 'Collect, select and record relevant information, recording sources in an accepted format', candidates must provide evidence that they have selected information, not simply copied information with no attempt at selection, in addition to the other requirements of the criterion.

For the third criterion 'Record steps taken during research process', candidates must provide a log that includes dated entries listing details of the sources consulted.

To gain merit for the fourth criterion (assessed at Achievement, Merit and Excellence levels), candidates must provide sufficient conclusions based on the information presented. To gain Excellence, candidates must provide sufficient conclusions or judgements based on the information presented.

Close reference should be made to the exemplars for the AS 90060 activities available from [www.tki.org.nz](http://www.tki.org.nz) for assessment of all criteria.

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

Assessor judgements have been accurate. Assessors should note that candidates who simply read their presentations will not meet the second or third criterion at any level.

Close reference should be made to the exemplars for the relevant AS 90374 activities on the NCEA Level 2 *Speeches and Performances* video issued to schools by the Ministry of Education in 2003 and available through [www.vislearn.co.nz](http://www.vislearn.co.nz).

Moderation submissions for this standard, or any oral language standard, must include videotaped evidence. Assessors should refer to the guidelines established in SecQual 2005/009 for the submission of videotaped evidence.

### **Achievement standard 90374 and unit standard 8827**

Achievement standard 90374 and unit standard 8827 *Perform interpretations of poetic texts and evaluate performance* require the same overall standard of oral presentation. When assessing unit standard 8827, assessors should refer to the 'achievement' exemplars for the AS 90374 *Rich Talk* activity on the NCEA Level 2 *Speeches and Performances* video issued to schools by the Ministry of Education in 2003 and available through [www.vislearn.co.nz](http://www.vislearn.co.nz). These exemplars provide an accurate indication of the standard required at 'credit' for unit standard 8827. Assessors should note that unit standard 8827 requires two performances at credit level as well as written evaluations.

### **Achievement standard 90374 and unit standard 8828**

Achievement standard 90374 and unit standard 8828 *Deliver transactional oral texts and evaluate their delivery* require the same overall standard of oral presentation. The comments above are

applicable to 8828. When assessing unit standard 8828, assessors should refer to the ‘achievement’ exemplars for the 90374 *Art of Persuasion* and *I Know Where You’re Coming From* activities on the NCEA Level 2 *Speeches and Performances* video issued to schools by the Ministry of Education in 2003 and available through [www.vislearn.co.nz](http://www.vislearn.co.nz). These exemplars provide an accurate indication of the standard required at ‘credit’ for unit standard 8828. Assessors should note that unit standard 8828 requires two deliveries at credit level as well as written evaluations.

**AS 90375: Produce crafted and developed creative writing**

**AS 90376: Produce crafted and developed formal transactional writing**

Assessment of all criteria has generally been accurate. Assessors have treated all four criteria equally and holistically. The first, second and third criteria (assessing ideas, crafting and structure) all require distinctions to be made at Achievement, Achievement with Merit and Achievement with Excellence levels. At Level 2 there is an expectation that ideas and crafting of the writing in particular will be increasingly sophisticated and developed (assessed by the first and second criteria). Unlike the Level 1 writing standard 90052, writing conventions must be used accurately at all levels (assessed by the fourth criterion).

Assessment of the fourth criterion should not be based on a counting or ranking of errors. Several combinations of reasons may result in a piece not meeting the standard. Some random errors are acceptable. Repeated or significant error patterns in syntax (eg sentence fragments – where structures are not used intentionally; and ‘run on’ syntax); or other patterns of significant error (eg mixed tense sequences, mis-capitalisation, spelling errors) will result in writing that does not meet the standard for this criterion.

Close reference should be made to the exemplars for the AS 90375 and AS 90376 activities available from [www.tki.org.nz](http://www.tki.org.nz) for assessment of all criteria.

**Achievement standard 90376 and unit standard 8825**

Achievement standard 90376 assesses similar outcomes to unit standard 8825 *Produce transactional written text in complex forms*. Both standards require the same overall standard of writing to gain Achievement (90376) and Credit (8825), although assessors should note that unit standard 8825 requires three pieces of writing at credit level.

When assessing unit standard 8825, assessors should refer to the NCEA Level 2 ‘achievement’ exemplars for the 90376 assessment activities available from [www.tki.org.nz](http://www.tki.org.nz). These exemplars provide an accurate indication of the standard required at ‘credit’ for unit standard 8825.

**Achievement standard 90375 and unit standard 8826**

Achievement standard 90375 assesses similar outcomes to unit standard 8826 *Produce poetic written text in complex forms*. The comments above are applicable to unit standard 8826. When assessing unit standard 8826, assessors should refer to the NCEA Level 2 ‘achievement’ exemplars for the 90375 assessment activities available from [www.tki.org.nz](http://www.tki.org.nz). These exemplars provide an accurate indication of the standard required at ‘credit’ for unit standard 8826.

**Extent of teacher guidance**

Very few moderation submissions for any of these standards indicated that there had been significant assessor input, to the extent that the writing could not be validly used for summative assessment purposes.

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

The first criterion assesses the research process and is identical at all levels. For the first criterion ('Propose research questions and select relevant information from a range of referenced sources'), candidates should ensure they include evidence that they have selected information (in data chart or note form, for example), in addition to the other requirements of this criterion.

Care should be taken in the topics selected and the research questions proposed to allow for the interpretation of information (at merit) and qualitative judgements (at excellence). At Achievement with Excellence, candidates have often integrated commentary on various sources based on the information presented.

Close reference should be made to the exemplars for the relevant AS 90381 activities available from [www.tki.org.nz](http://www.tki.org.nz) for assessment of all criteria.

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

Candidates should select texts for wide reading that mostly reflect curriculum objective levels 6 / 7 of the personal reading substrand of the English curriculum.

Responses to texts read should be convincing, exploring an aspect of the candidate's engagement with the text. Each response should be supported by at least two relevant specific details from the text. It is acceptable for candidates to give more than two responses focusing on different aspects of one text, then support each response with one relevant specific detail. Responses should be recorded in written form.

Close reference should be made to the 12905 assessment activity available from <http://english.unitecology.ac.nz/resources/units/level2.html> for assessment of all criteria. In particular this activity offers useful examples of wide reading entries, as well as an example of suitable text selection across the nine texts required.

**AS 90720: Produce an extended piece of writing in a selected style**

Assessment of all criteria has generally been accurate. Assessors have treated all four criteria equally and holistically. The first, second and third criteria (assessing ideas, crafting and structure) all require distinctions to be made at Achievement, Achievement with Merit and Achievement with Excellence levels. Writing conventions must be used accurately at all levels.

Assessors should pay particular attention to the Explanatory Notes. As indicated in the title, this standard assesses writing in a selected style. Candidates should be given the opportunity to 'explore and develop a writing genre...' In 2004, popular genre have included narratives, column writing and film reviews. The intention of Explanatory Note 2 is to highlight that this standard should not be used as a further opportunity to assess literary essays. Assessors should note that there are already three literary essays required in the externally assessed standards.

Explanatory Note 2 also states that candidates 'should present a substantial piece of writing, in terms of length, sophistication/complexity and degree of refinement.' At Level 3 assessors should ensure that candidates have plenty of opportunity to 'craft controlled writing' (second criterion), which is required at achievement, merit, and excellence levels. Explanatory Note 8 provides useful guidance on crafting, as a 'systematic process of reworking and reshaping the writing, selecting language deliberately to achieve a coherent, planned whole.'

Assessment of the fourth criterion should not be based on a counting or ranking of errors. Several combinations of reasons may result in a piece not meeting the standard. Some random errors are



acceptable. Repeated or significant error patterns in syntax (eg: sentence fragments – where structures are not used intentionally; and ‘run on’ syntax); or other patterns of significant error (eg: mixed tense sequences, mis-capitalisation, spelling errors) will result in writing that does not meet the standard for this criterion.

Close reference should be made to the exemplars for the AS 90720 activities available from [www.tki.org.nz](http://www.tki.org.nz) for assessment of all criteria.

### **Achievement standard 90720 and unit standard 8835**

Achievement standard 90720 assesses similar outcomes to unit standard 8835 *Produce sustained transactional writing in a range of complex forms*. While the 8835 range statement includes other forms not identified in 90720’s Explanatory Note 2, such as literary essays and reports, both standards require the same overall standard of writing to gain Achievement (90720) and credit (8835) for common writing forms. Assessors should note that 8835 requires four pieces of writing at credit level.

For relevant common forms, assessors should refer to the NCEA Level 3 ‘achievement’ exemplars for the AS 90720 *Things That Make You Hmmm* and *Screen Time* assessment activities (available from [www.tki.org.nz](http://www.tki.org.nz)) when assessing unit standard 8835. These exemplars provide an accurate indication of the standard required at ‘credit’ for unit standard 8835.

### **Achievement standard 90720 and unit standard 8836**

Achievement standard 90720 assesses similar outcomes to unit standard 8836 *Produce sustained poetic writing in a range of complex forms*. While the 8836 range statement includes other forms not identified in 90720’s Explanatory Note 2, such as poetry, both standards require the same overall standard of writing to gain Achievement (90720) and Credit (8836) for common writing forms. Assessors should note that unit standard 8836 requires three pieces of writing at credit level.

For relevant common forms, assessors should refer to the NCEA Level 3 ‘achievement’ exemplars for the 90720 *Meeting Kurt* and *Worst Journey In The World* assessment activities (available from [www.tki.org.nz](http://www.tki.org.nz)) when assessing unit standard 8836. These exemplars provide an accurate indication of the standard required at ‘credit’ for unit standard 8836.

### **Extent of teacher guidance**

Very few moderation submissions for any of these standards indicated that there had been significant assessor input, to the extent that the writing could not be validly used for summative assessment purposes.

### **AS 90725: Construct and deliver an oral presentation**

Assessor judgements have been accurate. Assessors should note that candidates who simply read their presentations will not meet the first or third criterion at any level.

Assessors should consider Explanatory Notes 3 and 5 carefully. The term ‘construct’ (Explanatory Note 5) means that a ‘structured presentation’ is developed which could involve a range of ‘presentation techniques’ (Explanatory Note 3). In this regard close reference should be made to the exemplars for the 90720 activities on the NCEA Level 3 *Speeches and Performances* video issued to schools by the Ministry of Education in 2004 and available through [www.vislearn.co.nz](http://www.vislearn.co.nz).

Moderation submissions for this standard, or any oral language standard, must include videotaped evidence. Assessors should refer to the guidelines established in SecQual 2005/009 for the submission of videotaped evidence.

### **Achievement standard 90725 and unit standard 8837**

Achievement standard 90725 and element 1 of unit standard 8837 *Conduct a seminar using a transactional oral text* require a similar standard of oral presentation. When assessing unit standard 8837 assessors should note that element 2 requires students to ‘facilitate group discussion on the chosen topic as part of the seminar,’ a significant additional component to the presentation.

### **AS 90726: Complete independent research on a language or literature topic and present findings in written form**

The first and second criteria assess the research process and are identical at all levels. For the first criterion, the research questions proposed must allow candidates to ‘formulate questions that extend from existing information and encourage research into new areas.’ (Refer to Explanatory Note 3). The research questions should be suitably framed so that candidates can ‘present findings’ (at Achievement); ‘develop judgements’ (at Achievement with Merit); and ‘consistently develop original, perceptive judgements’ (at Achievement with Excellence).

For the second criterion (‘Select relevant information from a range of referenced sources’), candidates should ensure they include evidence that they have selected information (in data chart or note form, for example), in addition to the other requirements of this criterion.

For the third criterion, assessors should note that the term ‘findings’ refers to ‘analysis or judgements and/or commentary leading to conclusions’ (Refer to Explanatory Note 7), based on the research information selected.

Close reference should be made to the exemplars for the relevant 90726 activities available from [www.tki.org.nz](http://www.tki.org.nz) for assessment of all criteria.