



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1–3, 2005

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 judgments 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 learner the opportunity to meet the requirements of the standard
- have an assessment schedule that gives evidence of appropriate learner responses and clear judgments 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

Achievement standard assessment is generally consistent with the national standard. While 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.

Unit standard task design and assessment can still be problematic. In some instances, unit standards are incorrectly perceived as assessing at a lower standard and under different assessment conditions. The proposed revision of English unit standards in 2006 may help to address these issues.

AS 90052: *Produce creative writing*

Assessment of all criteria has generally been accurate for this standard. Teachers 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, Merit and Excellence levels. For the fourth criterion, writing conventions must be used accurately at Merit and Excellence levels. At 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 Merit or Excellence ("*... accurately*"). Some random errors are acceptable at Merit or Excellence. Repeated or significant error patterns in syntax, eg sentence fragments where structures are not used intentionally and 'run-on' syntax, or other significant error patterns, 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 90052 activities available from 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 (AS 90052) and Credit (US 8813), although teachers should note that the US 8813 range statement requires two pieces of writing.

When assessing US 8813, teachers should refer to the NCEA Level 1 achievement exemplars for the AS 90052 assessment activities which are available from www.tki.org.nz. These exemplars provide an accurate indication of the standard required at Credit for US 8813.

Conditions for assessment

The same conditions for assessment apply when assessing the internally assessed writing AS 90052 and US 8813, or any internally assessed unit or achievement writing standard at any level. Teachers must be satisfied that the work is the learners'. Learners should complete internally assessed writing work in class. If the pieces are to be used for assessment, teachers should ensure the extent of teacher input does not compromise assessment validity; in other words, the writing is the learners', not the teachers'.

In a small number of writing standards moderation submissions, teachers have written annotations identifying individual errors throughout pieces of writing. The extent of these annotations or teacher input into learners' writing could invalidate the assessment of these pieces.

Teachers should refer to Explanatory Note 11 in AS 90052: *“The learner must demonstrate an independent command of written English, including the accepted usage of writing conventions.”* If a piece of writing is for assessment, a teacher might indicate that certain types of errors, eg grammar, punctuation, or spelling errors, require attention if a learner is to meet the fourth criterion (writing conventions). If a piece is for assessment, a teacher could annotate a small section of the work to indicate the nature of the errors that exist throughout the writing, which the learner then locates and corrects. The same requirement applies to US 8813.

AS 90058: Deliver a speech in a formal situation

Teacher judgments have generally been accurate for this standard. Teachers should note that learners who simply read their speeches will not meet the first criterion, *“... communicate ideas ...”*, or the third criterion, *“... appropriate eye contact, variation of voice and body language”*, at any level. To meet the first criterion at Achievement, *“speak in a formal situation to communicate ideas with supporting detail”*, or at Merit or Excellence levels, learners must speak for a minimum of three minutes. 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 2002.¹

Moderation submissions for this standard, or any oral language standard, must include filmed evidence submitted in VHS or DVD format. Submissions should be edited into sequence and learners must be clearly identified in a cover sheet.

AS 90058 and US 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 8816, teachers 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 2002.² These exemplars provide an accurate indication of the standard required at Credit level for US 8816.

¹ Copies may be obtained from www.vislearn.co.nz

² Ibid.

AS 90059: Produce a media or dramatic presentation

Teacher judgments have been accurate for this standard.

If dramatic performances are produced for assessment, teachers should note that learners who simply read texts of their performances will not meet the first criterion, “... *communicate ideas* ...”, or second criterion, “... *use techniques* ...”, at any level. To meet the first criterion at Achievement, “*communicate straightforward ideas in a presentation for a specific audience and purpose;*”, or at Merit or Excellence levels, learners should perform individually for at least two minutes. Group performances intended for assessment should take this into account.

If dramatic performances are produced for assessment, 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 2002.³

Moderation submissions for dramatic performances, or any oral language standard, must include filmed evidence submitted in VHS or DVD format. Submissions should be edited into sequence and learners must be clearly identified in a cover sheet.

If static images are produced for assessment, close reference should be made to the static image exemplars for the AS 90059 activity *Shapeshifter*, issued to schools by the Ministry of Education in 2003. The images are also available online through www.tki.org.nz.

Teachers should note that an accompanying commentary is required with all presentations. This commentary, which explains at least one visual and one verbal technique and their effects, is usually presented in written form but can also be presented using other formats. Teachers should refer to Explanatory Note 3.

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 US 8815, teachers should refer to the achievement exemplars for the AS 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 2002.⁴ These exemplars provide an accurate indication of the standard required at credit level for US 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*”, learners 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*”, learners 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

³ Ibid.

⁴ Ibid.

criterion. Evidence for this criterion could be provided in a range of forms, including written notes or highlighted sections of printed materials. Regardless of how the information is presented, sources must be clearly acknowledged.

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

To gain Achievement for the fourth criterion, learners must organise and present information in a sufficiently clear way, usually by grouping findings under research questions or under sources used. For Achievement, learners must summarise information collected from earlier stages in the research process. Learners who merely copy information collected, without any evidence of processing, will not meet this criterion.

To gain Merit, learners must provide sufficient conclusions based on the information presented, which includes making a sufficient commentary based on the information presented.

To gain Excellence, learners must provide sufficient conclusions and judgments based on the information presented. At Excellence level, such conclusions and judgments often make links across sources used, integrating information from more than one source as the basis for perceptive comment. The research presentation is usually made in written form, but can also be presented using other formats. Teachers should refer to Explanatory Note 5.

Close reference should be made to the exemplars for the AS 90060 activities available from www.tki.org.nz for assessment of all criteria.

Some moderation submissions have included only research presentations, assessed by the fourth criterion. Submissions for AS 90060 should also include evidence for the first three criteria:

- planning research (posing research questions; identifying possible sources)
- selecting material
- recording research steps.

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

Teacher judgments have generally been accurate for this standard. Teachers should note that candidates who simply read their presentations will not meet the first criterion, “... *communicate ideas ...*”, second criterion, “*use ... presentation techniques ...*”, or third criterion, “*present material clearly*”, at any level. To meet the first criterion at Achievement, Merit or Excellence levels, learners must speak for a minimum of four minutes for formal presentations or two minutes for dramatic presentations. Group performances intended for assessment should take this into account.

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 2003.⁵ Moderation submissions for this standard, or any oral language standard, must include filmed evidence submitted in VHS or DVD format. Submissions should be edited into sequence and learners must be clearly identified in a cover sheet.

⁵ Ibid.

AS 90374 and US 8827

Achievement Standard 90374 and Unit Standard 8827 *Perform interpretations of poetic texts and evaluate performance* require the same overall standard of oral presentation at Achievement or Credit level. When assessing US 8827, teachers 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 2003.⁶ These exemplars provide an accurate indication of the standard required at Credit level for US 8827. Teachers should note the US 8827 range statement requires two performances at Credit level as well as written evaluations for each performance.

AS 90374 and US 8828

Achievement Standard 90374 and Unit Standard 8828 *Deliver transactional oral texts and evaluate their delivery* require the same overall standard of oral presentation at Achievement or Credit level. The comments above are applicable to US 8828. When assessing US 8828, teachers should refer to the achievement exemplars for the AS 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 2003.⁷ These exemplars provide an accurate indication of the standard required at Credit level for US 8828. Teachers should note that the US 8828 range statement requires two deliveries at Credit level as well as written evaluations of each delivery.

AS 90375: Produce crafted and developed creative writing**AS 90376: Produce crafted and developed formal transactional writing**

Assessment of all criteria in both these standards has generally been accurate. Teachers 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, Merit and 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, AS 90052, writing conventions must be used accurately at all levels (assessed by the fourth criterion).

To meet the fourth criterion, a few random errors or minor editing lapses are acceptable. Assessment of this 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. Evidence of repeated error patterns in syntax, eg sentence fragments, where structures are not used intentionally, and 'run-on' syntax, or other aspects of grammar, spelling and punctuation, eg mixed tense sequences, mis-capitalisation or 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 for assessment of all criteria.

AS 90376 and US 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 and Credit, although teachers should note that the US 8825 range statement requires three pieces of writing at Credit level.

⁶ Ibid.

⁷ Ibid.

When assessing US 8825, close reference should be made to the assessment activities available through English Online and ESOL Online for assessment of all criteria. Teachers should also refer to the NCEA Level 2 achievement exemplars for the AS 90376 assessment activities available from www.tki.org.nz. These exemplars provide an accurate indication of the standard required at Credit level for US 8825.

AS 90375 and US 8826

Achievement Standard 90375 assesses similar outcomes to Unit Standard 8826 *Produce poetic written text in complex forms*. The comments above are applicable to US 8826. When assessing US 8826, teachers should refer to the NCEA Level 2 achievement exemplars for the AS 90375 assessment activities available from www.tki.org.nz. These exemplars provide an accurate indication of the standard required at Credit level for US 8826.

Conditions for assessment

The same conditions for assessment apply when assessing the internally assessed writing AS 90375 and US 8826, or AS 90376 and US 8825, or any internally assessed unit or achievement writing standard at any level. Teachers must be satisfied that the work is the learners'. Learners should complete internally assessed writing work in class. If the pieces are to be used for assessment, teachers should ensure that the extent of teacher input does not compromise assessment validity. In other words, the writing is the learners', not the teachers'.

In a small number of writing standards moderation submissions, teachers have written annotations identifying individual errors throughout pieces of writing. The extent of these annotations or teacher input into learners' writing could invalidate the assessment of these pieces.

Teachers should refer to Explanatory Note 12 in either achievement standard: "*The learner must demonstrate an independent command of written English, including the accepted usage of writing conventions.*" If a piece of writing is for assessment, a teacher might indicate that certain types of errors, eg grammar, punctuation, or spelling errors, require attention if a learner is to meet the fourth criterion (writing conventions). If a piece is for assessment, a teacher could annotate a small section of the work to indicate the nature of the errors that exist throughout the writing, which the learner then locates and corrects. The same requirement applies to US 8825 and US 8826.

AS 90376

In some instances, this standard appeared to be assessed under 'test' conditions. This practice did not allow learners to draft, rework and present writing at the appropriate standard. Learner work assessed under test conditions displayed errors in crafting and structure, as well as a low level of accuracy in the use of writing conventions. Teachers were not always accurate in their interpretation of the level of crafting and accuracy required.

Learners should have several opportunities during the year to develop their formal and creative writing skills.

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

Assessment of all criteria for this standard has generally been accurate.

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*", learners must provide evidence that they have selected information, not simply copied information with no attempt at selection. This is in addition to the other requirements of the criterion. Evidence for this criterion could be provided in a range of forms, including written notes or highlighted

sections of printed materials. Regardless of how the information is presented, sources must be clearly acknowledged.

Care should be taken in the topics selected and the research questions proposed to allow for the interpretation of information (at Merit level) and qualitative judgments (at Excellence level) when assessing the second criterion. Teachers are reminded of Explanatory Note 2: *“The subject of research must be related to the students’ study of English literature or language texts and be of sufficient depth and breadth to provide opportunity for relevant conclusions to be drawn and presented.”* In some instances, this guidance has not been followed, as indicated by learners’ assessed work included in some moderation submissions. Either the choice of literature or language texts, or the manner in which the texts were investigated, led to some limited learner responses that did not reflect the level of investigation or text selection expected up to Level 7 of the English Curriculum. At Level 2, there is an expectation that the commentary and opinions based on information presented will be increasingly developed and insightful, especially at Excellence level. At Excellence, candidates have often integrated commentary on various sources based on the information presented. Teachers should refer to Explanatory Note 5.

This standard can contribute towards a learner’s writing credits for University Entrance literacy purposes. When assessing the third criterion at Achievement and Merit levels, *“Structure and organise information and ideas in an appropriate written format”*, teachers are reminded that “an appropriate written format” means writing conventions are used with a reasonable degree of accuracy. While the standards of accuracy are not quite those expected for assessment of the fourth criterion of AS 90375 and AS 90376, where a few random errors, or minor editing lapses, are acceptable, teachers should note that, as a guideline, the minimum standard of conventions use required is that conventions are used without intrusive errors (refer to AS 90052). When assessing the third criterion at Excellence level, *“Structure and organise information and ideas in an appropriate and effective written format”*, teachers should note that the minimum standard of conventions use required is that conventions are used accurately (refer to AS 90375 and AS 90376). This criterion also requires that information and ideas are structured and organised. Reference should be made to Explanatory Note 9 which describes a structure appropriate for a written report.

Teachers should note that this third criterion is also incorporated into AS 90726 Version 2 as of 2006.

Close reference should be made to the exemplars for the relevant AS 90381 activities available from www.tki.org.nz for assessment of all criteria.

Some moderation submissions have included only research reports, assessed by the second and third criteria. Submissions for AS 90381 should also include evidence for the first criterion (proposing research questions and selecting material).

US 12419: Read poetic text closely

US 12420: Read transactional text closely

The assessment tasks submitted for moderation have not always allowed learners the opportunity to meet the requirements of this standard. The level of explanation and analysis required has not been demonstrated consistently in learner responses. Teachers have accepted responses such as ‘identification’ of a main idea, eg Performance Criteria 1.1, as acceptable, whereas the standard requires ‘explanation’ of the main idea with reference to the text. The higher levels of interpretation required for analysis, eg Performance Criteria 1.2, have not always been recognised.

Close reference should be made to the US 12420 assessment activities available through English On line and ESOL Online for assessment of all criteria.

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

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.

Texts selected should reflect up to Level 7 curriculum personal reading objectives. However, in the case of more reluctant readers, this selection might include one or two ‘easier reads’ over the nine texts. Close reference should be made to the US 12905 assessment activity available from <http://english.unitecology.ac.nz/resources/units/level2.html> for assessment of all criteria. This activity offers examples of:

- wide reading responses
- an inclusive variety of texts
- ‘shorter and longer’ texts and ‘easier and more difficult’ reading levels
- selections from three, or more, different categories:
 - *Pride and Prejudice* (pre-20C fiction)
 - *Daggers* (fiction)
 - *I Am Not Esther* (NZ fiction)
 - *Closed, Stranger* (NZ fiction)
 - ‘The Wait’ (short story from learner writing anthology) ‘This Other Place’ (short story anthology) NB: For poetry or short stories, the range statement requirement that learners read short story collections and poetry anthologies can be interpreted as several short texts that may be drawn from various sources rather than a single published collection.
 - Michael King, ‘Listener’ (extended article)
 - *The Last Seven Months of Anne Frank* (non-fiction)
 - ‘8 Minutes’ (hyperfiction text, through English Online)
 - *Feed* (science fiction)

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

Assessment of all criteria has generally been accurate for this standard. Teachers 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, Merit and Excellence levels. Writing conventions must be used accurately at all levels.

Teachers should pay particular attention to Explanatory Note 2. 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 ...*”. The intention of Explanatory Note 2 is to highlight that this standard should not be used as a further opportunity to assess literary essays. Teachers should note that there are already three literary essays required in the externally assessed standards. From 2006, six AS 90720 assessment activities are available on www.tki.org.nz, offering a wide range of writing genre.

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, teachers should

ensure 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*”.

To meet the fourth criterion, a few random errors or minor editing lapses are acceptable. Assessment of this 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. Evidence of repeated error patterns in syntax, eg sentence fragments, where structures are not used intentionally, and ‘run-on’ syntax, or other aspects of grammar, spelling and punctuation, eg mixed tense sequences, mis-capitalisation, or 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 for assessment of all criteria.

AS 90720 and US 8835

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

For relevant common forms, teachers should refer to the NCEA Level 3 achievement exemplars for the relevant AS 90720 assessment activities (available from www.tki.org.nz) when assessing US 8835. These exemplars provide an accurate indication of the standard required at Credit level for US 8835.

AS 90720 and US 8836

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

For relevant common forms, teachers should refer to the NCEA Level 3 achievement exemplars for relevant AS 90720 assessment activities (available from www.tki.org.nz) when assessing US 8836. These exemplars provide an accurate indication of the standard required at Credit level for US 8836.

Conditions for assessment

The same conditions for assessment apply when assessing the internally assessed writing AS 90720, US 8835 and US8836, or any internally assessed unit or achievement writing standard at any level. Teachers must be satisfied that the work is the learners’. Learners should complete internally assessed writing work in class. If the pieces are to be used for assessment, teachers should ensure that the extent of teacher input does not compromise assessment validity. In other words, the writing is the learners’, not the teachers’.

In a small number of writing standards moderation submissions, teachers have written annotations identifying individual errors throughout pieces of writing. The extent of these annotations or teacher input into learners' writing could invalidate the assessment of these pieces.

Teachers should refer to Explanatory Note 5 in the achievement standard: *“The learner must demonstrate an independent command of written English, including the accepted usage of writing conventions.”* If a piece of writing is for assessment, a teacher might indicate that certain types of errors, eg grammar, punctuation, or spelling errors require attention if a learner is to meet the fourth criterion (writing conventions). If a piece is for assessment, a teacher could annotate a small section of the work to indicate the nature of the errors that exist throughout the writing, which the learner then locates and corrects. The same requirement applies to US 8835 and US 8836.

AS 90725: Construct and deliver an oral presentation

Assessment of all criteria has generally been accurate for this standard. Teachers should note that candidates who simply read their presentations will not meet the first criterion, *“construct and deliver a presentation that communicated with an audience”*, or the third criterion, *“use a range of presentation techniques ...”*, at any level. To meet the first and second criteria, *“develop and support ideas”*, at Achievement, Merit or Excellence levels, learners must speak for a minimum of six minutes. Group performances intended for assessment should take this into account.

Occasionally, strong presentation techniques (criterion three) overshadowed the assessment of other criteria; Achievement with Merit or Excellence was awarded when the ideas presented were at a lower level. In most instances, learners based their presentations on appropriate literature or language topics. However, teachers should ensure the ideas presented are appropriate at Level 3 and adequately reflect up to Level 8 curriculum achievement objectives.

A small number of presentations were little different from Level 2 presentations, except for a few minutes extra duration at the same level. Although these presentations were apparently based on TKI-sourced activities, there seemed to be little link between the presentations and the activities. Close reference should be made to the exemplars for the AS 90720 activities on the NCEA Level 3 *Speeches and Performances* video, issued to schools by the Ministry of Education in 2004.⁸

Moderation submissions for this standard, or any oral language standard, must include filmed evidence submitted in VHS or DVD format. Submissions should be edited into sequence and learners must be clearly identified in a cover sheet.

AS 90725 and US 8837

Element 1 of Unit Standard 8837 *Conduct a seminar using a transactional oral text* assesses similar outcomes to Achievement Standard 90725. In addition, teachers should note that Element 2 of US 8837 requires that techniques are appropriately used to:

- facilitate discussion and related activities
- encourage effective contributions.

To provide valid evidence for US 8837 Element 2, seminars will be significantly longer than the minimum six-minute presentations assessed against AS 90725. Seminars might include additional components such as short planned group activities, discussion and reporting that arises from this work.

⁸ Ibid.

As an alternative to assessing against US 8837, seminars could be assessed for AS 90725. Reference should be made to Exemplar E on the NCEA Level 3 *Speeches and Performances* video for an example of an appropriate seminar structure and length (Section 1, *Heavenly Creatures* seminar and facilitation starting at 38m 19s.). Additional exemplars will be available for AS 90725 and US 8837 during 2006.

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

The first and second criteria for this standard 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 2). The research questions should be suitably framed so candidates can “*present findings*” at Achievement level, “*develop judgments*” at Merit level, and “*consistently develop original, perceptive judgments*” at Excellence level.

For the second criterion, “*Select relevant information from a range of referenced sources*”, learners must provide evidence that they have selected information, not simply copied information with no attempt at selection, in addition to the criterion’s other requirements. Evidence for this criterion could be provided in a range of forms, including written notes or highlighted sections of printed materials. Regardless of how the information is presented, sources must be clearly acknowledged.

For the third criterion, assessors should note that the term “*findings*” refers to “*analysis or judgments and/or commentary leading to conclusions*” (refer to Explanatory Note 7), based on the research information selected. Some teachers are interpreting the term “findings” too narrowly. In some cases, learners are being assessed only on their ability to collect information and write down details gathered, rather than displaying the higher levels of analysis or judgments based on this information required by the criteria.

Teachers are reminded of Explanatory Note 2: “*The subject of research must be related to the students’ study of English literature or language texts and be of sufficient depth and breadth to provide opportunity for relevant conclusions to be drawn and presented.*” In some instances, this guidance has not been followed as indicated by learners’ assessed work included in some moderation submissions. Either the choice of literature or language texts, or the manner in which the texts were investigated, led to some limited learner responses that did not reflect the level of investigation or text selection expected up to Level 8 of the English Curriculum.

Close reference should be made to the exemplars for the relevant AS 90726 activities available from www.tki.org.nz for assessment of all criteria.

This standard can contribute towards a learner’s writing credits for University Entrance literacy purposes. From 2006, teachers should note that the third criterion has been modified at all levels in Version 2 of AS90720 to include “*in an appropriate written format*”. Reference should be made to Explanatory Note 11. At Level 3, “an appropriate written format” means that a structure appropriate for a written report is used and that writing conventions are used accurately. Explanatory Note 11 also states that “*the report would be expected to show accurate use and control of writing conventions*” (refer to standard AS 90720).

Some moderation submissions have included only research reports, assessed by the third criterion. Submissions for AS 90725 should also include evidence for the first and second criteria (proposing research questions and selecting material).