



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

# **National Qualifications Framework Levels 1–3, 2006**

## **English**

## **National Moderator's Report**

## **NATIONAL MODERATOR REPORT FOR ENGLISH**

### **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 ENGLISH COMMENT**

Achievement standard assessment is generally very consistent with the national standard. While achievement standards assessment materials available at [www.tki.org.nz](http://www.tki.org.nz) have been most frequently used, there has been increased use of materials from other sources including materials available from English On Line.

When developing their own assessment tasks for achievement or unit standards assessments, assessors need to include exemplars of student performance. Assessors should note that tki and English On Line assessment tasks include specific examples of student performance and design their own tasks accordingly.

Unit standards assessment can still be problematic. In some instances, unit standards have been incorrectly perceived as assessing at a lower standard than achievement standards in comparable areas and levels and under different assessment conditions.

### **UNIT AND ACHIEVEMENT STANDARDS ASSESSING WRITING**

#### **Conditions for assessment:**

The same conditions for assessment apply when assessing any internally assessed unit or achievement writing standard at Levels 1, 2 and 3. Assessors 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, assessors should ensure that the extent of input does not compromise assessment validity; in other words, the writing is the learners', not the assessors'.

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

Assessors should refer to the following Explanatory Note in all achievement standards assessing writing: "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 (for example, grammar, punctuation, or spelling errors) require attention if a learner is to meet the fourth criterion (writing conventions). If a piece is for assessment, an assessor could annotate a small section of the work in order to indicate the nature of the errors that exist throughout the writing, which the learner then locates and corrects independently. While not stated in equivalent unit standards assessing writing, assessors should ensure that the same conditions apply.

***90052: Produce creative writing and 8813 Produce poetic written text in simple forms***

**90052** assesses similar outcomes to **8813**. Both standards require the same overall standard of writing to gain Achievement (**90052**) and credit (**8813**), although assessors should note that the **8813** range statement requires two pieces of writing.

When assessing **8813**, teachers should refer to the NCEA Level 1 ‘Achievement’ exemplars for the **90052** assessment activities. These exemplars provide an accurate indication of the standard required at credit for unit standard **8813**. When assessing either standard, assessors should treat all four criteria equally and holistically.

**Assessment of the fourth criterion (90052) and performance criterion 1.4 (8813; 8812)**

Assessment should not be based on a counting or ranking of errors. For **90052**, 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. A more noticeable pattern of errors in conventions use is acceptable at Achievement. 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. Assessors should refer to the annotated exemplars available at [www.tki.org.nz](http://www.tki.org.nz) for further details.

The same standard required to gain Achievement for the conventions criterion in **90052** is required to gain credit for P.C.1.4 in **8813**: “Final product is crafted to publication standard.” In this case, the 8813 range statement (“Publication standard means that technical accuracy in spelling, punctuation, and syntax is sufficient so that the writing could be published in a class or school newspaper or magazine with a few minor alterations”) should be viewed at Level 1 as synonymous with “Use writing conventions without intrusive errors” (fourth criterion, **90052**). The same interpretation should also be applied to the identical P.C. 1.4 in **8812: Produce transactional written text in simple forms**.

***90375: Produce crafted and developed creative writing and 8826: Produce poetic written text in complex forms***

***90376: Produce crafted and developed formal transactional writing and 8825: Produce transactional written text in complex forms***

**90375** assesses similar outcomes to **8826**. Both standards require the same overall standard of writing to gain Achievement (**90375**) and credit (**8826**), although assessors should note that the **8826** range statement requires three pieces of writing at credit level. The guidance about assessing writing standards at Level 1 is also applicable at Level 2. When assessing **8826**, teachers should refer to the NCEA Level 2 ‘Achievement’ exemplars for the **90375** assessment activities. These exemplars provide an accurate indication of the standard required at credit for **8826**.

When assessing either standard, assessors should treat all four criteria equally and holistically.

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).

These guidelines are also identical for **90376** and **8825**.

### **Assessment of the fourth criterion (90375; 90376) and performance criterion 1.4 (8826; US 8825)**

At Level 2, writing conventions must be used accurately at Achievement, Merit and Excellence (assessed by the fourth criterion in **90375** and **90376**; PC 1.4 in **8826** and **8825**). Assessors should refer to the annotated exemplars available at [www.tki.org.nz](http://www.tki.org.nz) for further details.

The same standard required to gain Achievement for the conventions criterion in 90375 and 90376 is required to gain credit for P.C.1.4 in **8826** and **8825**: “Final product is crafted to publication standard.” In this case, the **8826** and **8825** range statements: “Publication standard means that technical accuracy in spelling, punctuation, and syntax is sufficient so that the writing could be published in a class or school newspaper or magazine with a few minor alterations” should be viewed at Level 2 as synonymous with: “Use writing conventions accurately” (fourth criterion, **90375, 90376**).

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

**8835: Produce sustained transactional writing in a range of complex forms;**

**8836: Produce sustained poetic writing in a range of complex forms.**

**90720** assesses similar outcomes to both **8835** and **8836**. Both standards require the same overall standard of writing to gain Achievement (**AS 90720**) and credit (**8835; 8836**).

Teachers should note that the **8835** range statement requires four pieces of writing at credit level; the **8836** range statement requires three pieces of writing at credit level. Guidance about assessing writing standards at other levels is also applicable at Level 3.

While the **US 8835** and **US 8836** range statements include other forms not identified in **90720** Explanatory Note 2 (such as literary essays and reports – **8835**; poetry – **8836**), both standards require the same overall standard of writing to gain Achievement (**90720**) and credit (**8835, 8836**) for common writing forms. For relevant common forms, teachers should refer to the NCEA Level 3 ‘Achievement’ exemplars for the relevant **90720** assessment activities when assessing US 8835 and 8836. These exemplars provide an accurate indication of the standard required at credit.

When considering writing genre for **90720**, assessors’ attention is drawn to Explanatory Note 1: “It is intended that students at this level have the opportunity to explore and develop a writing genre of their choice and should present for assessment a substantial piece of writing in terms of length, sophistication or complexity, and degree of refinement.” The intention of this and subsequent Explanatory Notes 3 – 10 is to encourage writing in other genre apart from essays on literature which are already extensively assessed in externally assessed standards.

### **ACHIEVEMENT STANDARDS ASSESSING SPEAKING**

Moderation submissions for any speaking standard must include filmed evidence submitted in VHS or DVD-R format. Assessors should refer to the guidelines set out in Sequel S2005 / 009 for the submission of evidence.

Close reference should be made to the exemplars for the relevant speaking activities on the NCEA Level 1, 2 and 3 *Speeches and Performances* videos issued to schools by the Ministry of Education and available through [www.vislearn.co.nz](http://www.vislearn.co.nz).

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

Assessors should note that learners who simply read their speeches will not meet the third criterion (“...appropriate eye contact, variation of voice and body language.”) at any level. In order 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.

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

Assessors should note that learners who simply read their presentations will not meet the second criterion (“use ...presentation techniques...”) or third criterion (“present material clearly”) at any level. In order to meet the first criterion (“...communicate ideas...”) at Achievement, Merit or Excellence levels, learners must speak for a minimum of four minutes for formal presentations or at least two minutes for dramatic presentations. Group performances intended for assessment should take this into account. Some group presentations did not allow certain individuals enough opportunity to provide sufficient evidence in order to be assessed against the standard.

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

Assessors should note that learners who simply read their presentations will not meet the first criterion (“construct and deliver a presentation that communicates with an audience”) or the third criterion (“use a range of presentation techniques...”) at any level. It is also important that learners understand what is required in terms of a range of appropriate presentation techniques. Some students did little more than read from notes with no variation in presentation, either in visual or verbal terms.

In order to meet the first and second criteria (second criterion: “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 (third criterion) overshadowed the assessment of other criteria, where Merit or Excellence was awarded without giving sufficient consideration to the substance of the ideas being presented.

In most instances, students based their presentations on appropriate literature or language topics. However, teachers should ensure that the ideas presented are appropriate at Level 3 and adequately reflect 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.

**ACHIEVEMENT STANDARDS ASSESSING RESEARCH**

When preparing moderation submissions for research standards, assessors are reminded that they should present evidence of learners meeting all the criteria for the standard. In some submissions, only the research reports were presented for moderation.

**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 their initial planning details indicating where they might find useful resources, in addition to the other requirements of the criterion. Learners should have the opportunity to demonstrate skills in setting up research by planning and developing their own individual research topics, rather than a single research topic being set for the whole class. While a greater breadth of topic choice is possible at Level 1 (at Levels 2 and 3, learners must research a language or literature topic), Level 1 research topics should be based on authentic English contexts and be relevant to the learners’ English programme. Topics should reflect Level 6 curriculum achievement objectives.

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 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 brief specific 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 judgements based on the information presented. At Excellence level, such conclusions and judgements often make links across sources used, integrating information from more than one source as the basis for perceptive commentary. At Level 1, the research presentation is usually made in written form, but can also be presented using other formats. Assessors should refer to Explanatory Note 5.

***90381: Investigate a language or literature topic and present information in a 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”), 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 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. A bibliography is required. Assessors should refer to exemplars in Level 2 research activities available at [www.tki.org.nz](http://www.tki.org.nz) for acceptable formats.

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) when assessing the second criterion. Topics should reflect Level 7 curriculum achievement objectives and be relevant to the learners’ literature or language programmes. As with research at other levels, learners should have the opportunity to demonstrate skills in setting up research by planning and developing their own individual research topics. Assessors 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 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 at Achievement Objective Level 7 of the English curriculum. 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, learners have often integrated commentary on various sources based on the information presented. Assessors should refer to Explanatory Note 5.

This standard can contribute towards a learner’s writing credits for University Entrance literacy purposes. At Level 2, the research presentation must be written in an appropriate report format. Reference should be made to Explanatory Note 9 which describes a structure appropriate for a written report. When assessing the third criterion at Achievement and Merit levels (“Structure and organise information and ideas in an appropriate written format”), assessors are reminded that “an appropriate written format” also means that 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 **90375** and **90376** (where a few random errors, or minor editing lapses, are acceptable), assessors should note that, as a guideline, the minimum standard of conventions use required is that conventions are used without intrusive errors (refer to **90052**). When assessing the third criterion at Excellence level (“Structure and organise information and ideas in an appropriate and effective written format”), assessors should note that the minimum standard of conventions use required is that conventions are used accurately (refer to **90375** and **90376**). This criterion also requires that information and ideas are structured and organised.

**90726: Complete independent research on a language or literature topic and present findings in writing.**

Topics should reflect Level 8 curriculum Achievement Objectives and be relevant to the learners’ literature or language programmes. As with research at other levels, learners should have the opportunity to demonstrate skills in setting up research by planning and developing their own individual research topics. Assessors 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 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 at Level 8 of the English curriculum.

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 2). The research questions should be suitably framed so that candidates can “present findings” (Achievement); “develop judgements” (Merit); and “consistently develop original, perceptive judgements” (Excellence).

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 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. A bibliography is required. Assessors should refer to exemplars in Level 3 research activities available at [www.tki.org.nz](http://www.tki.org.nz) for acceptable formats.

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. Some assessors 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 on presenting sufficient analysis or judgements based on this information, as required by the criteria.

This standard can contribute towards a learner’s writing credits for University Entrance literacy purposes. Teachers should note that the third criterion now includes: “in an appropriate written format” at all levels in version 2 of **90720**. At Level 3, the research presentation must be written in an appropriate report format. Reference should be made to Explanatory Note 11. At Level 3, “an appropriate written format” also means 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 **90720**).

## **UNIT STANDARDS ASSESSING WIDE READING**

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

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

**Text selection:**

As these standards assess personal reading, assessors should note that the students should select most if not all of the texts. Text selection should be made at the appropriate curriculum level (Level 6 – **8808**; Level 7 – **12905**). In all cases, learners must read all texts themselves. Entire texts read aloud to the class cannot be included for wide reading.

### Range statements

For **12905**, reading an “inclusive variety of texts” means reading within at least three text categories. For short stories or poems, responses can be based on one short text selected from a poetry anthology or a collection of short stories, as required in the range statement. However, evidence also must be presented that the learner has read more than the single short text which has been used as the basis for the wide reading response. This evidence can be presented in a range of ways, including a list of other short stories or poems read (or the title if a complete collection or anthology has been read) in addition to the text selected for the response.

For **8808**, reading an “inclusive range of texts” means reading within at least two text categories. Single short stories and poems can be included without the requirement that they are selected from wider reading of collections or anthologies.

To guide students in their text selections for both standards, assessors should use the suggested minimum number of short texts and the maximum number of extended texts recommended in the wide reading activities available on English On Line:

**8808:** <http://english.unitecology.ac.nz/resources/resources/ncea/student-resources/8808.html>

**12905:** <http://english.unitecology.ac.nz/resources/resources/ncea/student-resources/12905.html>

In selecting inclusive “ranges” (**8808**) or “varieties” (**12905**) of texts, learners should also include:

- texts with cultural perspectives linked to New Zealand, to other countries and ethnicities
- texts and/or authors with established critical reputations
- texts that are written by both male and female writers, or feature characters or viewpoints from both genders.

### Recording personal responses (P.C. 1.3)

While learners must write their responses to their reading, assessors need to be aware that the technical or stylistic accuracy of the written responses is not being assessed. Learners could give two opinions focusing on different aspects of one text, then support each opinion with one relevant specific detail. The details used to support opinions might include quotations, but that is not required by P.C. 1.3. In some submissions, the link between the personal response and the two specific details was tenuous or avoided completely. Plot summaries do not meet P.C. 1.3.

## UNIT STANDARDS ASSESSING CLOSE READING

### **12420: Read transactional written text closely**

In some submissions, it was evident that learners had not clearly understood the instructions in terms of the levels of response required according to the performance criteria. P.Cs 1.2 and 1.4 specify analysis, but many learners were not presenting analytical statements. This appeared due at times to incorrect terminology in the task instructions. Some learner responses included only explanation and not analysis (which requires a more sophisticated level of interpretation). Close reference should be made to the **12420** assessment activities available via English On Line and ESOL On Line for exemplification of levels of analysis required.

P.C 1.4 requires learners to ‘identify and analyse a technique used to shape the text.’ This performance criterion was at times not met by learners. It would assist learners if guidance were given in the task in regard to techniques that might be identified relevant to the text, such as



narrative techniques, structural elements or featured techniques including recurring motifs, symbols or stylistic elements.

The use of pre-prepared answer sheets or templates can give learners a useful indication of the length and level of detail in the evidence they should present. Instructions should be clear so that learners know how many points they need to make to achieve the standard. Assessors are reminded that the range is for two texts so that the elements should essentially be met twice.