

Our Changing World (Writing): Unit Standard 17144

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NCEA LEVEL 3	
Unit Standard	Performance Criteria
<p>Unit standard 17144 version 3</p> <p>Write information texts (ESOL)</p> <p>Range: two texts, each of 200-250 words, on different topics relevant to the candidate.</p>	<p>1.1 Text structure is appropriate to the genre.</p> <p>Range: general statement followed by detail in logical order.</p> <p>1.2 The text is organised into coherent paragraphs containing topic sentence and relevant supporting detail.</p> <p>1.3 Writing includes the correct use of cohesive devices.</p> <p>Range: may include conjunction, exemplification, pronoun reference.</p> <p>1.4 Writing makes consistent use of verb forms.</p> <p>Range: verb forms may include but are not limited to – active/passive, present/past, singular/plural, verbs used as classifying – is, belongs to, has.</p> <p>1.5 Writing makes correct use of vocabulary, including technical vocabulary, relevant to the topic.</p> <p>Range: meaning, grammatical form, word order.</p> <p>1.6 Spelling and punctuation are mostly accurate.</p> <p>1.7 Sentence structures are complete and convey relevant meaning.</p> <p>Range: sentences may include but are not limited to – simple, compound, complex.</p> <p>1.8 Writing is formal and objective in style.</p>

RESOURCES

Assessment activities, for other unit standards, that could be used in conjunction with unit standard 17144.

- Listening: 'Our Changing World' (unit standard 15009)
- Speaking: 'Our Changing World' (unit standard 17142)
- Reading: 'Our Changing World' (unit standard 17363)

Teacher Sheet

Unit standard 17144, version 3	
Write information texts (ESOL)	
Level 3	5 credits
<p>This unit standard has one element:</p> <p>Element 1 - Students must write two information texts each of approximately 200-250 words. Texts must be on different topics relevant to the students. They must be written on separate occasions.</p>	
<p>Conditions</p> <ul style="list-style-type: none">• Students must be given time to edit and proofread their work.• Writing may contain surface errors but these must not interfere with meaning.• A bilingual and/or English dictionary may be used but not an electronic translator.	
<p>Learning contexts</p> <p>Students should be assessed after they are familiar with the topic. By linking with a reading standard on a similar topic and text type (e.g. unit standard 17363) students will become familiar with content, grammar patterns and specialised vocabulary.</p> <p>The <i>English Language Intensive Programme</i> (ELIP) Stage 3, has suggested teaching components, strategies, language features and sample texts on information report genre: 'Weta' (2c); The Planets (2d); 'Athens' (13c); and 'The Walrus' (13d).</p>	
<p>Notes for Assessors</p> <ul style="list-style-type: none">• Each of the two texts should be assessed in separate assessment events.• It is important that students are familiar with the requirements of the performance criteria.• Teachers should guide students towards completing the task by helping them identify techniques in the exemplars and show how these can be applied to their writing.• Between drafts, teachers can advise students that their writing may need further work on ideas, language, structure or accuracy in spelling and punctuation, but should not correct errors.• Comments written on students' work should be general in nature.• Students can use the checklist to ensure they meet all of the performance criteria.• The assessment schedule is for teachers only and is not to be shared with students during the assessment process.	

Student Sheet: Task 1

Unit Standard 17144, version 3
Write information texts (ESOL)

Level 3

5 Credits

This unit standard has one element:

Element 1 – You must write two information texts each of approximately 200-250 words. Texts must be on different topics that are relevant and written at separate times.

Task 1: Estuaries

You have been reading about estuaries. Now write your own information text on 'Estuaries'.

Name: _____

Date: _____

Conditions

- Do this assessment in class.
- You may use a bi-lingual and/or English dictionary but not an electronic translator.
- You will be given time to do a draft before your final copy.
- You must use your own words and not copy directly from any other texts.
- Read through your writing with the checklist and make any changes you need to.
- Your writing does not need to be perfect but you should try to have as few errors as possible. Your teacher needs to be able to understand what you mean.

Student Sheet: Task 2

Unit standard 17144, version 3
Write information texts (ESOL)

Level 3

5 Credits

This unit standard has one element:

Element 1 – You must write two information texts each of approximately 200-250 words. Texts must be on different topics that are relevant and written at separate times.

Task 2: The effects of wind erosion

You have been reading about the effects of wave erosion on beaches in class. Write your own information text on 'The effects of wind erosion'.

Name: _____

Date: _____

Conditions

- Do this assessment in class.
- You may use a bi-lingual and/or English dictionary but not an electronic translator.
- You will be given time to do a draft before your final copy.
- You must use your own words and not copy directly from any other texts.
- Read through your writing with the checklist and make any changes you need to.
- Your writing does not need to be perfect but you should try to have as few errors as possible. Your teacher needs to be able to understand what you mean.

Checklist

I have:	Task 1 √/x	Task 2 √/x
written approximately 200-250 words		
begun with an opening general statement (1.1)		
followed with supporting detail in logical order (1.1)		
used paragraphs that have a topic sentence followed by detail about the topic sentence (1.2)		
used cohesive devices to link sentences and paragraphs (1.3) <i>e.g. As the glacier scrapes and picks up different materials from the floor and sides of the valley it also changes the way the mountain and valley look.</i>		
used a range of correct verb forms (1.4) <i>e.g. are broken (the passive)</i>		
used vocabulary that is relevant to the topic and has correct meaning, grammatical form and word order (1.5) <i>e.g. The valley glaciers are able to erode the land... The two main methods of erosion...</i>		
spelling and punctuation that is mostly correct (1.6)		
used a range of sentence structures. Sentences are complete and make sense (1.7) <i>e.g. Sometimes a crevasse is formed. (simple) This process also files and polishes exposed rock surfaces. (compound) They begin high in mountain valleys where snow does not melt. (complex)</i>		
used a formal and objective writing style (1.8) <i>e.g. 'It' and 'they' instead of 'I' and 'me'.</i>		
edited and proofread my work.		

Student exemplar on a parallel topic: Write an information text on 'Glaciers and erosion'.

A general opening statement (1.1).
Supporting detail is in logical order (1.1).

Writing makes consistent use of correct verb forms (1.4) e.g. passive, present.

Spelling and punctuation are mostly accurate (1.6).

Sentence structures are complete and convey relevant meaning (1.7) e.g. complex sentence.

Sentence structures are complete and convey relevant meaning (1.7) e.g. a simple sentence.

Cohesive devices are used to link sentences and paragraphs(1.3) e.g. exemplification.

Glaciers are large, slow moving rivers of ice, formed from compacted layers of snow. They begin high in mountain valleys where snow does not melt. Glacial erosion causes the land to be changed in many ways.

The valley glaciers are able to **erode** the land because they pick up and carry debris as they move. The two main methods of **erosion** are called **plucking** and **abrasion**.

Plucking happens when materials **are broken** from the bedrock and forced to move with the glacier down a mountain. Glaciers **can pick up** and carry sediment that **ranges** in size from sand grains to boulders bigger than houses.

During abrasion smaller particles of rock **act** like a large piece of sand paper and **cause** grooves to be carved into the land. This process also **files** and **polishes** exposed rock surfaces.

As the glacier scrapes and picks up different materials from the floor and sides of the valley **it also** changes the way the mountain and valley look. **In the end the valley changes from a v shape to a U shape with smooth wide walls.**

Sometimes a crevasse is formed. This happens when a glacier breaks loose from the mountain. It tears out large pieces of rock and leaves an open space behind. **This crevasse then fills with more snow and the process starts again.**

Glaciers cover about three percent of the earth's surface. However, many glaciers **such as** Franz Josef in New Zealand, are not growing. They are retreating because of global warming.

250 words

A formal and objective writing style is used (1.8).

Writing makes correct use of vocabulary appropriate to topic -correct meaning, grammatical form and word order (1.5).

Writing makes consistent use of correct verb forms (1.4) e.g. active, singular, plural.

Cohesive devices are used to link sentences and paragraphs (1.3) e.g. conjunctions & pronoun reference.

Sentence structures are complete and convey relevant meaning (1.7) e.g. a compound sentence.

Paragraphs have a topic sentence followed by detail about the topic sentence (1.2).

Assessment schedule: Task 1 - Estuaries

Unit standard 17144, version 3 Write information texts (ESOL)		
Level 3	5 credits	
Element 1. Range: two texts, each of approximately 200-250 words and each completed on a separate occasion.		
PCs	Evidence	Judgement
1.1	Text has an opening general statement e.g. <i>Estuaries are those parts of a bay or harbour where fresh and sea water meet.</i> Following statements give supporting detail in a logical order e.g. <i>The fresh water in estuaries comes overland or from rivers. The fresh water brings soil, nutrients and detritus into the estuary. When the tide comes in, twice a day</i>	Text structure is appropriate to the genre of an information text.
1.2	Each paragraph has a topic sentence containing the main idea of the paragraph e.g. <i>All healthy estuaries have a food chain.</i> This is followed by information that relates to and supports the main idea e.g. <i>A food chain starts with plants. These are eaten by herbivores</i>	The text is organised into clear and coherent paragraphs. Each paragraph contains a topic sentence followed by relevant supporting information.
1.3	Evidence is demonstrated that the learner can use a range of cohesive devices to link paragraphs and link within paragraphs. These may include: <u>conjunctions</u> e.g. <i>However estuaries can have an unhealthy food chain.</i> <u>exemplification</u> e.g. <i>Filter-feeders such as feather duster worms...</i> <u>pronoun reference</u> e.g. <i>They sift the detritus....</i>	Writing includes a number of different cohesive devices used correctly most of the time.
1.4	Learner demonstrates control of appropriate verb forms for the chosen topic. These may include: <u>active/passive</u> e.g. <i>A food chain starts with plants... / Many different substances are found in the sediment.</i> <u>present/past</u> e.g. <i>the tide cleans the estuary / estuaries were reclaimed</i> <u>singular/plural</u> e.g. <i>estuary / estuaries</i> <u>classifying verbs</u> e.g. <i>Estuaries are bays or harbours where fresh and sea water mix.</i>	Writing uses verb forms appropriate to an information text correctly most of the time.
1.5	The correct word is chosen (meaning) e.g. topic words such as <i>detritus, estuary, herbivore, eutrophication</i> are used appropriately for meaning. The correct grammatical form of the word is used e.g. <i>Estuaries have healthy food chains.</i> <i>Lots of different animals live in an estuary.</i> The word order is correct e.g. <i>breeding grounds</i>	Writing demonstrates controlled use of vocabulary for meaning, grammatical form and word order. Vocabulary used is appropriate to the topic and includes some technical items.
1.6	Spelling and punctuation errors are minor and do not interfere with meaning.	Spelling and punctuation are mostly accurate.

1.7	<p>Sentence structures are complete and convey relevant meaning. These may include:</p> <p>Simple e.g. <i>Estuaries have healthy food chains.</i></p> <p>Compound e.g. <i>Estuaries are places where the fresh water and seawater meet and are often bays or harbours.</i></p> <p>Complex e.g. <i>The estuaries also have filter-feeders such as tube worms.</i></p>	<p>Writing demonstrates control of sentence structures which are complete and convey relevant meaning.</p>
1.8	<p>A formal and objective writing style is used, for example the use of the third person.</p> <p>e.g. <i>Estuaries are places where the fresh water and sea water meet and are often bays or harbours.</i></p>	<p>Writing is formal and objective in style.</p>

.Assessment schedule: Task 2 – The effects of wind erosion

Unit standard 17144, version 3		
Write information texts (ESOL)		
Level 3	5 credits	
Element 1. Range: two texts, each of approximately 200-250 words and each completed on a separate occasion.		
PCs	Evidence	Judgement
1.1	Text has an opening general statement e.g. <i>Wind erosion occurs when wind removes and distributes sand or soil.</i> Following statements give supporting detail in a logical order e.g. <i>It is a serious problem in many parts of the world especially very dry regions such as North Africa and North America.</i>	Text structure is appropriate to the genre of an information text.
1.2	Each paragraph has a topic sentence containing the main idea of the paragraph e.g. <i>The two main types of wind erosion are weathering and sand or dust storms.</i> This is followed by information that relates to and supports the main idea e.g. <i>First, in weathering, wind picks up particles of soil or sand and blows them against rock.</i>	The text is organised into clear and coherent paragraphs. Each paragraph contains a topic sentence followed by relevant supporting information.
1.3	Evidence is demonstrated that the learner can use a range of cohesive devices to link paragraphs and link within paragraphs. These may include: <u>conjunctions</u> e.g. <i>Dust storms can also change the surface of the earth very quickly</i> <u>exemplification</u> e.g. <i>especially very dry regions such as North Africa and North America.</i> <u>pronoun reference</u> e.g. <i>This causes the rock to erode.</i>	Writing includes a number of different cohesive devices used correctly most of the time.
1.4	Learner demonstrates control of appropriate verb forms for the chosen topic. These may include: <u>active/passive</u> e.g. <i>wind picks up particles of soil; Fine, dry soil is picked up by wind</i> <u>present/past</u> e.g. <i>Wind erosion is a big concern in many countries; For example, in America dust storms had a great effect on farmers.</i> <u>singular/plural</u> e.g. <i>sand dune/sand dunes</i> <u>classifying verbs</u> e.g. <i>The two main types of wind erosion are weathering....</i>	Writing uses verb forms appropriate to an information text correctly most of the time.
1.5	The correct word is chosen (meaning) e.g. topic words such as <i>erosion, particles, vegetation cause, risk, affect, sand dunes</i> are used appropriately for meaning. The correct grammatical form of the word is used e.g. <i>the risk of wind erosion; causing them to erode.</i> The word order is correct e.g. <i>Windbreaks are often planted by farmers to reduce wind erosion.</i>	Writing demonstrates control of vocabulary for meaning, grammatical form and word order. Vocabulary used is appropriate to the topic and includes some technical items.
1.6	Spelling and punctuation errors are minor and do not interfere with meaning.	Spelling and punctuation are mostly accurate.

1.7	<p>Sentence structures are complete and convey relevant meaning. These may include:</p> <p>Simple e.g. <i>Wind erosion is a big concern in many countries.</i></p> <p>Compound e.g. <i>Wind picks up particles of soil or sand and blows them against rock.</i></p> <p>Complex e.g. <i>It is a serious problem in many parts of the world especially very dry regions such as North Africa and North America.</i></p>	<p>Writing demonstrates control of sentence structures which are complete and convey relevant meaning.</p>
1.8	<p>A formal and objective writing style is used, for example the use of the third person.</p> <p>e.g. <i>Wind erosion occurs when wind removes and distributes sand or soil. It is a serious problem in many parts of the world especially very dry regions such as North Africa and North America.</i></p>	<p>Writing is formal and objective in style</p>