

Belonging (Writing): Unit standard 17370

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NCEA LEVEL 3	
Unit standard	Elements and performance criteria
Unit standard 17370, version 4 Write expressing a viewpoint (ESOL)	<p>Element 1: Write expressing a viewpoint (ESOL).</p> <p>Range: two texts, each on different topics, of 250-300 words.</p> <p>1.1 Text structure and content are appropriate to a text expressing a viewpoint.</p> <p>Range: text structure includes – statement of viewpoint, supporting evidence, restatement of the viewpoint.</p> <p>1.2 Texts are written in complete simple, compound, and complex sentences, and convey information relevant to the view point.</p> <p>1.3 Ideas are developed and organised into coherent paragraphs, each paragraph containing argument, point and elaboration.</p> <p>1.4 Writing uses cohesive devices.</p> <p>Range: cohesive devices may include but are not limited to – additive, causal, comparative, conditional conjunctions, pronoun reference.</p> <p>1.5 Writing uses language features of a text expressing a viewpoint.</p> <p>Range: language features include – timeless present tense, modal verbs, active and passive voice, impersonal forms (there is, it may be); evaluative and persuasive language.</p> <p>1.6 Writing uses a range of vocabulary relevant to the topic and the audience, and appropriate to the sentence structure.</p> <p>Range: meaning and grammatical form.</p>

Assessment activities for other unit standards that could be used in conjunction with unit standard 17370:

- [Speaking: 'Belonging' \(unit standard 17359\)](#)
- [Reading: 'Belonging' \(unit standard 17364\)](#)
- [Listening: 'Belonging' \(unit standard 15009\)](#)

Teacher guidelines

Unit standard 17370, version 4	
Write expressing a viewpoint (ESOL)	
Level 3	5 credits
<p>This unit standard has one element: Element 1: Write expressing a viewpoint. Range: two texts, each on different topics of 250-300 words.</p>	
<p>Conditions</p> <ul style="list-style-type: none">• Students must be given time to edit and proofread their work. Drafts must be attached as part of the completed assessment.• Writing may contain surface errors, but these must not interfere with meaning.• An English dictionary may be used, but not an electronic translator.• Students may use resource material, and this must be attached to the completed assessment.	
<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 17364) students will become familiar with content, grammar patterns and specialised vocabulary. The <i>English Language Intensive Programme</i> (ELIP) Stage 3, has suggested teaching components, strategies, language features and sample texts at this level: <i>Should the Legal Age of Smoking Be Raised?</i> (17(c); <i>Should New Zealand stay Nuclear Free?</i> 17(d). Note, these texts are above the word count for this unit standard.</p>	
<p>Possible topics areas could include questions around:</p> <p>Global, community, school/work or personal issues and choices.</p>	
<p>Possible audiences</p> <p>Readers of an editorial, a letter to the editor, a blog, an article in a local newsletter or magazine.</p>	
<p>Notes for Assessors</p> <ul style="list-style-type: none">• It is important to be aware of the special notes in the standard.• Each of the two texts should be assessed in separate assessment events.• 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 e.g. 'There are a number of incorrect articles in this paragraph'.• The assessment schedule is for teachers only and is not to be shared with students during the assessment process.• Students can use the checklist to ensure they meet all of the performance criteria.• Refer to your institution's policies before offering further assessment opportunities.	

Student instructions: Task 1

ESOL Unit Standard 17370, version 4	
Level 3	Write expressing a viewpoint (ESOL)
	5 Credits
<p>This unit standard has one element: Element 1: Write expressing a viewpoint. Range: two texts, each on different topics of 250-300 words.</p>	
<p>Task 1: Life balance You have been discussing life balance between study, work and free time for teenagers. Now write an article for the school magazine expressing your opinion on the question: Do teenagers have enough free time to lead a balanced life?</p> <p>Name: _____</p> <p>Date: _____</p>	
<p>Conditions</p> <ul style="list-style-type: none">• Do this assessment in class.• You will be given time to do a draft before your final copy and you will need to attach it to your final copy.• 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.• You may use an English dictionary, but not an electronic translator.• You must use your own words and not copy directly from other texts. Source material must be handed in with your draft and final copy.	

Student instructions: Task 2

ESOL Unit Standard 17370, version 4	
Write expressing a viewpoint (ESOL)	
Level 3	5 Credits
<p>This unit standard has one element: Element 1: Write expressing a viewpoint. Range: two texts, each on different topics of 250-300 words.</p>	
<p>Task 2: Teenagers and independence You have been learning about the attitudes of different cultural groups to teenagers. Write an essay in which you give your opinion on the topic: Should parents and caregivers have the right to make decisions for teenagers?</p> <p>Name: _____</p> <p>Date: _____</p>	
<p>Conditions</p> <ul style="list-style-type: none">• Do this assessment in class.• You will be given time to do a draft before your final copy and you will need to attach it to your final copy.• 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.• You may use an English dictionary, but not an electronic translator.• You must use your own words and not copy directly from other texts. Source material must be handed in with your draft and final copy.	

Student checklist

In this assessment task you will need to show that you have done the following:	Task 1 √/x	Task 2 √/x
Written approximately 250 – 300 words.		
Begun with an opening statement giving background information and stating what my viewpoint is on the topic (1.1). e.g. <i>Yesterday a girl I didn't know well asked me if if I wear the hijab sleeping and in the shower! So if you have any strange ideas about the hijab, let me put you right!</i>		
Followed with supporting evidence and information that is relevant to the topic (1.1 & 1.2) e.g. <i>The truth is that Muslim women only cover themselves in front of men who are not close relatives like brothers, fathers, and uncles.</i>		
Developed my ideas and organised them into paragraphs. Each paragraph contains a different idea with an argument, point and elaboration (1.3) e.g. <i>Another major misconception is that Muslims who wear traditional dress are immigrants who don't know English. Sometimes people treat me like I can't understand what they are saying! In fact I came to New Zealand when I was two-years-old. I got NCEA level 2 last year and I got a merit endorsement!</i>		
Written in complete simple, compound, and complex sentences (1.2) e.g. <ul style="list-style-type: none"> - simple sentence: <i>I chose the hijab.</i> - compound sentence: <i>People have to judge me on who I am and not on how I look.</i> - complex sentence: <i>The truth is that Muslim women only cover themselves in front of men who are not close relatives.</i> 		
Used a range of cohesive devices (1.4) e.g. <ul style="list-style-type: none"> - additive conjunctions: <i>also, besides, and, as well, etc.</i> - causal conjunctions: <i>consequently, despite this, then, etc.</i> - comparative conjunctions: <i>alternatively, in other respects, etc.</i> - conditional conjunctions: <i>if, even though, yet etc.</i> - pronoun reference: <i>it, she, he, they, these, those, this</i> 		

<p>Used a range of language features to express my viewpoint (1.5) e.g.</p> <ul style="list-style-type: none"> - timeless present tense: <i>The hijab gives me freedom.</i> - modal verbs: <i>would, should, could, might, can</i> - active and passive voice: <i>I am just like you.</i> (active); <i>Teenagers are brainwashed into...</i> (passive) - impersonal forms: <i>There are benefits...</i> - evaluative language: <i>...if you have any strange ideas...</i> - persuasive language: <i>..let me put you right! The truth is...</i> 		
<p>Used a range of vocabulary relevant to the topic and the audience, and appropriate to the sentence structure(1.6) e.g. <i>close relative, hijab, NCEA level 2, endorsement</i></p>		
<p>Written a conclusion that includes a restatement of my viewpoint (1.1) e.g. <i>But I'm not weird, I'm not dumb, I am just like you. I am a Muslim and a Kiwi and if you have questions about my hijab your should just ask me.</i></p>		
<p>Edited and proofread my work.</p>		

Opening statement giving background information and stating viewpoint on the topic (1.1).

So what do you know about the hijab?

Yesterday a girl I didn't know well asked me if I wear the hijab sleeping and in the shower! So, **if you have any strange ideas** about the **hijab**, let me put you right!

Emotive language (1.4)

Used a range of vocabulary relevant to the topic and the audience (1.6)

Followed with supporting evidence and information that is relevant to the topic (1.2)

The truth is that Muslim women only cover themselves in front of men who are not close relatives. At home with my father, brothers and uncles, I don't need to wear my hijab.

Additive conjunction (1.5)

Developed my ideas and organised them into paragraphs (1.3)

Another major misconception is that Muslims who wear the traditional dress are immigrants who don't know English. Sometimes people treat me like I am dumb and can't understand what they are saying! In fact I came to New Zealand **when** I was two-years-old. **I got NCEA level 2 last year and I got a merit endorsement!**

Temporal conjunction (1.5)

Compound sentence (1.4)

Each paragraph contains a different idea with an argument point and elaboration (1.3)

Lots of people think I was forced to wear the hijab by my parents. But for me, my parents had nothing to do with it. **I chose the hijab**. Wearing the hijab gives me freedom. **People have to judge me on who I am and not on how I look or my clothes. Teenagers are brainwashed** into 'Buy this, buy that, you're supposed to look like this'. My hijab protects me from this. It allows me to be who I am. **I don't have to worry about being popular through buying things that are fashionable.** People who are friends with you **because** of the way you look aren't real friends. People who judge you by your personality **are** true friends, because people can change looks but they don't really change personalities.

Passive voice (1.7)

Complex sentence (1.4)

Causal conjunction (1.5)

Timeless present tense (1.6)

Written a conclusion that includes a restatement of viewpoint (1.6)

You **can** face prejudice when you wear a hijab. But I'm not weird, I'm not dumb, I **am** just like you. I am a Muslim and a Kiwi and **if** you have questions about my hijab you should just ask me.

Modal (1.6)

Conditional conjunction (1.5)

Assessment schedule: Task 1 – Do teenagers have enough free time to lead a balanced life?

Unit standard 17360, version 4		
Write expressing a viewpoint (ESOL)		
Level 3		5 credits
Element 1. Range: two texts, each of approximately 250-300 words and each on a different topic		
PCs	Evidence	Judgement
<p>1.1 Text structure and content are appropriate to a text expressing a viewpoint.</p> <p>Range: text structure includes – statement of viewpoint, supporting evidence, restatement of the viewpoint.</p>	<p>Text provides background information and a statement of viewpoint e.g The majority of New Zealand teenagers find that they have little real ‘free time’ due to the pressure of school work. <i>Some people believe that there are many benefits in ensuring that teenagers use as much time as possible studying. However many people argue that work pressures mean that student are not able to lead a balanced life.</i></p> <p>Following paragraphs give supporting evidence e.g. <i>It is not unusual for teenagers in Years 11 to 13 to have three or more hours of homework a night after a full day’s study.</i></p> <p>Conclusion restates the viewpoint e.g. <i>It should be obvious to everyone that whilst teenagers do need to study after school is over, they also need time to pursue hobbies, interests and friendships that will enable them to become well-rounded individuals.</i></p>	<p>Text structure and content are appropriate to a text expressing a viewpoint most of the time.</p> <p>This includes a statement of viewpoint, supporting evidence, restatement of the viewpoint.</p>
<p>1.2 Texts are written in complete simple, compound, and complex sentences, and convey information relevant to</p>	<p>A range of sentence forms is used correctly. These include: simple sentences e.g. <i>Individual study helps to ensure success at school.</i> compound sentences e.g. <i>Free time is essential to mental well-being and the development of well-rounded individuals.</i></p>	<p>Texts are written in complete simple, compound, and complex sentences most of the time.</p> <p>Sentences convey information</p>

the view point.	complex sentences e.g. <i>Teachers argue that students, who do not study at home, will not do well.</i> Information is on the topic e.g. As in all of the sentences above.	relevant to the viewpoint most of the time.
1.3 Ideas are developed and organised into coherent paragraphs, each paragraph containing argument, point and elaboration.	Each paragraph makes sense and has an appropriate structure including: argument point e.g. <i>Studying at home is vital to academic success.</i> elaboration e.g. <i>Without substantial amounts of private study it is not possible to cover the curriculum or learn the necessary content.</i>	Ideas are developed and organised into coherent paragraphs. Each paragraph contains an argument, point and elaboration.
1.4. Writing uses cohesive devices. Range: cohesive devices may include but are not limited to – additive, causal, comparative, conditional conjunctions, pronoun reference.	Evidence is demonstrated that the learner can use a range of cohesive devices to link paragraphs and link within paragraphs. These may include: causal conjunctions e.g. <i>Students stops taking part in sports and other activities because</i> comparative conjunctions e.g. <i>In spite of this some people still argue that ...</i> conditional & additive conjunctions e.g. <i>If students have less homework they will also ...</i> pronoun reference e.g. <i>This would be a disaster for students who ...</i>	Writing uses a range of cohesive devices correctly most of the time. These may include additive, causal, comparative, conditional, conjunctions and pronoun reference.
1.5 Writing uses language features of a text expressing a viewpoint. Range: language features include – timeless present tense, modal verbs, active and passive voice, impersonal forms (there is, it may be); evaluative and persuasive language.	Learner is able to use the following language features to express a viewpoint: timeless present tense e.g. <i>This causes ...</i> modal verbs e.g. <i>Schools should maintain the current ...</i> active voice e.g. <i>Teachers give homework ..</i> passive voice e.g. <i>Homework is given</i> impersonal forms e.g. <i>The loss of freedom of choice is significant</i> evaluative language e.g. <i>loss of personal time is extremely damaging</i> persuasive language e.g. <i>It is essential to students well-being that ...</i>	Writing includes a range of language features of a text expressing a viewpoint. Language features are used correctly most of the time.

<p>1.6 Writing uses a range of vocabulary relevant to the topic and the audience, and appropriate to the sentence structure.</p> <p>Range: meaning and grammatical form.</p>	<p>The learner uses a range of vocabulary relevant to the topic. The correct word is chosen (meaning) e.g. topic words such as <i>compulsory, academic, creativity, freedom of choice</i> are used appropriately for meaning.</p> <p>The correct grammatical form of the word is used e.g. <i>It is important the students develop...</i> <i>The development of ...</i></p>	<p>Writing includes a range of vocabulary relevant to the topic and the audience, and appropriate to the sentence structure.</p> <p>Meaning and grammatical form of the vocabulary is correct most of the time.</p>
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Assessment schedule: Task 2: Should parents and caregivers have the right to make decisions for teenagers?

Unit standard 17360, version 4 Write expressing a viewpoint (ESOL)		
Level 3		5 credits
Element 1. Range: two texts, each of approximately 250-300 words and each on a different topic		
PCs	Evidence	Judgement
<p>1.1 Text structure and content are appropriate to a text expressing a viewpoint.</p> <p>Range: text structure includes – statement of viewpoint, supporting evidence, restatement of the viewpoint.</p>	<p>Text provides background information and a statement of viewpoint e.g. <i>Many New Zealand teenagers would like more freedom and less parental control. However many parents argue that teenagers lack the maturity to make good decisions and need parental guidance and supervision.</i></p> <p>Following paragraphs give supporting evidence e.g. <i>Many parents and teenagers argue about a range of decisions including</i></p> <p>Conclusion restates the viewpoint e.g. <i>It should be obvious to everyone that whilst teenagers do need some parental control and guidance they also need to learn to make independent decisions..</i></p>	<p>Text structure and content are appropriate to a text expressing a viewpoint most of the time.</p> <p>This includes a statement of viewpoint, supporting evidence, restatement of the viewpoint.</p>
<p>1.2 Texts are written in complete simple, compound, and complex sentences, and convey information relevant to the viewpoint.</p>	<p>A range of sentence forms is used correctly. These include: simple sentences e.g. <i>Teenagers need to learn to make good choices.</i> compound sentences e.g. <i>They need the opportunity to make good choices and to experience failures.</i> complex sentences e.g. <i>Teenagers will not become responsible adults if they never get the opportunity to learn independent decision making.</i> Information is on the topic e.g. As in all of the sentences above.</p>	<p>Texts are written in complete simple, compound, and complex sentences most of the time.</p> <p>Sentences convey information relevant to the viewpoint most of the time.</p>

<p>1.3 Ideas are developed and organised into coherent paragraphs, each paragraph containing argument, point and elaboration.</p>	<p>Each paragraph makes sense and has an appropriate structure including: argument point e.g. <i>Many teenagers feel that they should be in control of their own lives.</i> elaboration e.g. <i>They argue that they have the right to decide who their friends are, where they go, how long they stay out ...</i></p>	<p>Ideas are developed and organised into coherent paragraphs. Each paragraph contains an argument, point and elaboration.</p>
<p>1.4 Writing uses cohesive devices.</p> <p>Range: cohesive devices may include but are not limited to – additive, causal, comparative, conditional conjunctions, pronoun reference.</p>	<p>Evidence is demonstrated that the learner can use a range of cohesive devices to link paragraphs and link within paragraphs. These may include: causal conjunctions e.g. Parents worry because ... comparative conjunctions e.g. In spite of this some parents still argue that ... conditional & additive conjunctions e.g. If parents have less control they worry that they will also ... pronoun reference e.g. This would be a disaster for teenagers who ...</p>	<p>Writing uses a range of cohesive devices correctly most of the time. These may include additive, causal, comparative, conditional, conjunctions and pronoun reference.</p>
<p>1.5 Writing uses language features of a text expressing a viewpoint.</p> <p>Range: language features include – timeless present tense, modal verbs, active and passive voice, impersonal forms (there is, it may be); evaluative and persuasive language.</p>	<p>Learner is able to use the following language features to express a viewpoint: timeless present tense e.g. <i>This results in ...</i> modal verbs e.g. Parents must explain active voice e.g. <i>This causes ...</i> passive voice e.g. <i>Arguments are caused...</i> impersonal forms e.g. <i>Developing a good relationship</i> evaluative language e.g. <i>Lack of communication is extremely damaging</i> persuasive language e.g. <i>It is essential to maintain ...</i></p>	<p>Writing includes a range of language features of a text expressing a viewpoint.</p> <p>Language features are used correctly most of the time.</p>
<p>1.6 Writing uses a range of</p>	<p>The learner uses a range of vocabulary relevant to the topic.</p>	<p>Writing includes a range of</p>

<p>vocabulary relevant to the topic and the audience, and appropriate to the sentence structure.</p> <p>Range: meaning and grammatical form.</p>	<p>The correct word is chosen (meaning) e.g. topic words such as <i>communication, maturity, responsibility</i> are used appropriately for meaning.</p> <p>The correct grammatical form of the word is used e.g. <i>It is important that parents and teenagers maintain...</i> <i>The maintenance of ...</i></p>	<p>vocabulary relevant to the topic and the audience, and appropriate to the sentence structure.</p> <p>Meaning and grammatical form of the vocabulary is correct most of the time.</p>
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