

## Belonging (Writing): Unit standard 3477

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NCEA LEVEL 2	
Unit standard	Elements and performance criteria
Unit standard 3477, version 7 Write recounts on familiar topics (ESOL)	<p><b>Element 1:</b> Write recounts on familiar topics (ESOL).</p> <p>Range: two recounts on different topics, each of 125-150 words.</p> <p><b>Performance criteria</b></p> <p>1.1 Text structure is appropriate to recount writing</p> <p>Range: orientation, record of events in chronological order, reorientation.</p> <p>1.2 Ideas are organised into coherent paragraphs.</p> <p>1.3 Texts are written in complete simple and compound sentences linked in time order using cohesive devices.</p> <p>1.4 Writing uses language features of a recount.</p> <p>Range: language features include – temporal conjunctions to sequence events, pronoun forms, prepositional phrases to indicate time and place, past tense verb forms.</p> <p>1.5 Writing uses a range of vocabulary relevant to the topic, and appropriate to the sentence structure.</p> <p>Range: meaning and grammatical form.</p>

### RESOURCES

Assessment activities for other unit standards that could be used in conjunction with unit standard 3477:

- Listening: 'Belonging' (unit standard 15007)
- Speaking: 'Belonging' (unit standard 1287)
- Reading: 'Belonging' (unit standard 2969)

## Teacher guidelines

<b>Unit standard 3477, version 7</b>	
<b>Write recounts on familiar topics (ESOL)</b>	
<b>Level 2</b>	<b>4 credits</b>
This unit standard has one element. <b>Element 1:</b> Write recounts on familiar topics (ESOL). Range: two recounts on different topics, each of 125-150 words.	
<b>Conditions</b> <ul style="list-style-type: none"><li>• Students must be given time to edit and proofread their work.</li><li>• Writing may contain inaccuracies, but errors must not interfere with meaning.</li><li>• A bilingual and/or English dictionary may be used but not an electronic translator.</li></ul>	
<b>Learning contexts</b> <p>Assessment should follow class activities in which the students have had the opportunity to become familiar with the topics through a range of listening, speaking, and reading activities. By linking with a reading standard on a similar topic and text type (e.g. unit standard 2969) students will become familiar with content, grammar patterns and specialised vocabulary.</p> <p>The <i>English Language Intensive Programme</i> (ELIP) Stage 2, has suggested teaching components, strategies, language features and sample texts on recount genre: 'Class Picnic' (3c); A field trip to Rotorua (9d); 'Museum trip' (18c); and 'My Picnic' (18d).</p>	
<b>Notes for Assessors</b> <ul style="list-style-type: none"><li>• It is important to be aware of the special notes in the standard.</li><li>• Recounts for the purposes of this assessment refer to the retelling of past events, such as personal experiences.</li><li>• Each of the two texts should be assessed at separate times as part of a wider area of study.</li><li>• Teachers should guide students towards completing the task by helping them identify techniques in the exemplar and show how these can be applied to their own writing.</li><li>• 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.</li><li>• Comments written on students' work should be general in nature e.g. 'Check that you have a topic sentence in each paragraph'.</li><li>• Students can use the checklist to ensure they meet all of the performance criteria.</li><li>• The assessment schedule is for teachers only and is not to be shared with students during the assessment process.</li><li>• Refer to your institution's policies before offering further assessment opportunities.</li></ul>	

Student instructions: Task 1

<b>Unit standard 3477, version 7</b>	
<b>Write recounts on familiar topics (ESOL)</b>	
<b>Level 2</b>	<b>4 Credits</b>
This unit standard has one element: <b>Element 1:</b> Write recounts on familiar topics (ESOL). Range: two recounts on different topics, each of 125-150 words.	
<b>Task 1: 'From there to here'</b> Write a recount text on your experiences of leaving your own country and settling into New Zealand.  Name: _____  Date: _____	
<b>Conditions</b> <ul style="list-style-type: none"><li>• Do this assessment in class.</li><li>• You may use a bilingual or an English dictionary but not an electronic translator.</li><li>• You will be given time to do a draft before your final copy.</li><li>• You must use your own words and not copy directly from any other texts.</li><li>• Read through your writing with the checklist and make any changes you need to.</li><li>• 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.</li></ul>	

Student instructions: Task 2

<b>Unit standard 3477, version 7</b>	
<b>Write recounts on familiar topics (ESOL)</b>	
<b>Level 2</b>	<b>4 Credits</b>
This unit standard has one element: <b>Element 1:</b> Write recounts on familiar topics (ESOL). Range: two recounts on different topics, each of 125-150 words.	
<b>Task 2: 'A class trip'</b> Write a recount text about a class trip you have been on.  Name: _____  Date: _____	
<b>Conditions</b> <ul style="list-style-type: none"><li>• Do this assessment in class.</li><li>• You may use an English dictionary but not an electronic translator.</li><li>• You will be given time to do a draft before your final copy.</li><li>• You must use your own words and not copy directly from any other texts.</li><li>• Read through your writing with the checklist and make any changes you need to.</li><li>• 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.</li></ul>	

## Student checklist

In this assessment task you will need to show you have done the following:	Task 1 √/x	Task 2 √/x
Written approximately 125-150 words.		
<p>Begun with an orientation that tells the reader who the people are, what time it happened and whereabouts (1.1) e.g. <i>Last summer I went with my homestay family to a very special beach near Whangarei.</i></p> <p>Followed with a sequence of events in order of the time it happened e.g. <i>After two hours... When we came over the last hill... First we decided...</i></p> <p>Ended with a reorientation that links to the introduction and evaluates what happened e.g. <i>We were all very tired but I was so happy. I will always remember this wonderful day at such a special beach.</i></p>		
Organised ideas into paragraphs that make sense (1.2) e.g. <i>First we decided to go... The water was cold... we had fun playing with a large ball.</i>		
<p>Used simple and compound sentences that are complete and linked in time order with cohesive devices (1.3)</p> <ul style="list-style-type: none"> <li>- simple sentences e.g. <i>First we decided to go for a swim.</i></li> <li>- compound sentences e.g. <i>After two hours we parked the car and walked for twenty minutes.</i></li> </ul>		
<p>Used the following language features of a recount (1.4)</p> <ul style="list-style-type: none"> <li>- temporal conjunctions to sequence events e.g. <i>when, after</i></li> <li>- pronoun forms e.g. <i>I, my, we</i></li> <li>- prepositional phrases to indicate time and place e.g. <i>At about 4pm (time); back to the car (place).</i></li> <li>- past tense verb forms e.g. <i>walked, had bought, were,</i></li> </ul>		
Used a range of vocabulary that fits the topic. The meaning is correct and the correct grammatical form is used (1.5) e.g. <i>clear blue water (correct order of adjectives)</i>		
Checked my work to make sure that that the meaning is clear.		

Model exemplar on a parallel topic  
Topic: Write a recount text on 'A day at the beach'.

There is an orientation that introduces the people, the time and the place (1.1).

**Last summer** I went with my homestay family to a very special beach near Whangarei.

Temporal conjunctions are used to sequence events (1.4)

**After two hours we parked the car and walked for twenty minutes.** Everyone had to carry food for lunch and swimming gear.

Compound sentences linked in time order are used (1.3)

**When** we came over the last hill we saw the clear blue water and the pure white sand. We were the only people there.

Ideas are organised into coherent paragraphs (1.2)

Simple sentences linked in time order are used (1.3)

**First we decided to go for a swim.** The water was cold but we soon got used to it. We had fun playing with a large ball.

There is a record of events in chronological order (1.1)

Writing uses pronoun forms and past tense verb forms (1.4)

By now **we were** hungry. My homestay dad **had brought** a portable barbecue so **we cooked** sausages. The food **was** delicious.

Prepositional phrases of time and place are used (1.4)

I wanted to stay longer but it was getting late. **At about 4pm** we walked **back to the car.**

A reorientation links to the orientation and evaluates the experience (1.1).

We were all very tired but I was so happy. I will always remember this wonderful day at such a special beach.

*150 words*