

Belonging (Reading): Unit standard 2969

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NCEA LEVEL 2	
Unit standard	Elements and performance criteria
Unit standard 2969, version 7 Read recounts in familiar contexts (ESOL)	<p>Element 1: Read recounts in familiar contexts (ESOL).</p> <p>Range: two complete texts, each of a different type.</p> <p>Performance criteria</p> <p>1.1 The sequence of events is identified within each text.</p> <p>1.2 Details that are key to understanding each text are described.</p> <p>Range: key details include – characters, events, setting.</p> <p>1.3 The connections between key events are identified.</p> <p>Range: may include but is not limited to – time relationships, cause and effect.</p> <p>1.4 The meaning of essential vocabulary as used in each text is given.</p> <p>Range: ten words.</p>

RESOURCES

Assessment activities for other unit standards that could be used in conjunction with unit standard 2969:

- Listening: 'Belonging' (unit standard 15007)
- Speaking: 'Belonging' (unit standard 1287)
- Writing: 'Belonging' (unit standard 3477)

Teacher guidelines

Unit standard 2969, version 7	
Read recounts in familiar contexts (ESOL)	
Level 2	4 credits
<p>This unit standard has one element: Element 1: Read recounts in familiar contexts (ESOL). Range: two texts, each of a different type.</p>	
<p>Conditions</p> <ul style="list-style-type: none">• All assessment activities must be conducted in English, which must not be the student's first language.• Understanding may be demonstrated by oral or written response.• Written responses need not be grammatically correct, but errors must not interfere with meaning.• An English dictionary may be used, but not an electronic translator.• Assistance may be given to understand the requirements of the task.• A range of reading tasks must be used in assessment activities. These could include open-ended questions, multiple choice, true/false, sorting, cloze.	
<p>Learning contexts</p> <p>Assessment should follow class activities in which the students have had the opportunity to become familiar with the topic and vocabulary through a range of listening, speaking and writing activities. The question types should also be familiar to the students and this can be achieved by including similar question types in the formative work. 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); 'John F Kennedy' (3d); 'Captain James Cook' (9c); 'A Field Trip to Rotorua' (9d); 'Museum Trip' (18c) and 'My Picnic' (18d).</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.• Texts must be at least 200 words in length and be a biography, historical recount or personal recount.• Each of the two texts should be assessed at a different time as part of a wider area of study.• Students should not have seen the text before the assessment activity.• Refer to your institution's policies before offering further assessment opportunities.• If resubmission takes place, the assessor should ensure that the correct answers are not inadvertently indicated prior to the resubmission opportunity. For example, in a true or false exercise, students should redo that part of the assessment on an unmarked copy.	

Student instructions: Task 1

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Task 1: Becoming a New Zealander	
<p>Conditions</p> <ul style="list-style-type: none"> • Do this activity in class. • You may ask for help to understand the instructions. • You may use an English dictionary, but not an electronic translator. • Your spelling and grammar do not need to be perfect, but your teacher needs to be able to understand what you mean. 	

Student checklist: Task 1

In this assessment task you will need to show that you can do the following:	
Put events that happened in the text in the correct order.	1.1
Describe details in the text including characters, events and setting.	1.2
Identify connections between key events in the text. These may include: - time e.g. when events happen - cause and effect e.g. why events happen	1.3
Give the meaning of ten important words from the text.	1.4

Reading text: Task 1

'Becoming a New Zealander'

Today, I became a New Zealander. People who are not born here have to go through a special ceremony if they want to become New Zealand citizens. That's what my family did today.

I was born in Taiwan, and I moved to New Zealand with my family five years ago when I was eleven years old. We bought a citrus fruit orchard in a place called Kihikihi, which is just south of Te Awamutu. Our brick home in Kihikihi is nothing like my home in Taiwan. In Taiwan, we lived in a five-storey apartment building in the city. It was surrounded by other tall buildings that were full of families just like ours. No-one had backyards and there were certainly no farm animals nearby!

My parents moved to New Zealand because it is less crowded than Taiwan. They believed that my brother and I would have better opportunities in New Zealand than in Taiwan.

Although I never want to lose my Taiwanese heritage, becoming a New Zealander meant a lot to me. I felt as though an invisible wall had been pulled down. Going through the citizenship ceremony made me feel more like the other people around me, not just like a visitor anymore.

When the mayor called my name at the ceremony, I thought I would be nervous. I usually feel shy when I have to stand up in front of people. But not this time. I felt proud when I stood before my family and the other people in the room to receive my certificate. It wasn't long before I was back in my seat again – this time as a New Zealander.

There were several other people in the room who had also become New Zealand citizens. They were from England, South Africa, China, the Netherlands, and Singapore. We all received citizenship certificates and information packs.

The mayor also gave each family at the ceremony a special gift of a kowhai tree to acknowledge the commitment they had made to their new home.

We will plant our tree in the garden to remember the day we all became New Zealanders.

352 words

Adapted from 'Becoming a New Zealander' as told to Sharon Holt by Miao Yu Su (in Choices: Branching Out, 2003, Learning Media, Wellington).