

Making Carbon Dioxide: ESOL unit standard 2981 (version 7)

Adapted to meet the requirements of version 7.

This assessment task assesses **one** of three tasks required by this unit standard.

NCEA LEVEL 2	
Unit standard	Elements and performance criteria
Unit standard 2981, version 7 Read texts giving instructions in familiar contexts (ESOL)	Element 1: Read texts giving instructions in familiar contexts (ESOL). Range: three texts in familiar contexts. Performance criteria 1.1 The purpose of each text is identified with reference to layout, and any headings or graphics. 1.2 Instructions in each text are followed correctly to complete the task. 1.3 The meaning of essential vocabulary as used in each text is given. Range: ten words.

Teacher guidelines

Unit standard 2981, version 7	
Read texts giving instructions in familiar contexts (ESOL)	
Level 2	3 credits
This unit standard has one element: Element 1: Read texts giving instructions in familiar contexts (ESOL). Range: three texts in familiar contexts.	
Conditions <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, or in sentence form, but errors must not interfere with meaning.• A bilingual and / or English dictionary but not an electronic translator may be used.• Assistance may be given to understand the requirements of the task.	
Learning context <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 evaporation (6c); 'How to use a Calculator' (6d); 'Growing a Bean Seed' (12d); 'How to Recycle Aluminium Cans' (21c); 'To make a Model of a Cell' (21d)</p> <p>Note, in this standard it is important that instructions contain an imperative verb form and for some of them to include more than one clause.</p>	
Notes for Assessors <ul style="list-style-type: none">• It is important to be aware of the special notes of the standard.• Each of the three 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 school'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.• It is important that students can carry out the instructions independently. Assessors need to ensure that students cannot observe and copy the actions of other students.	

Student instructions

Unit standard 2981, version 7 Read texts giving instructions in familiar contexts (ESOL) Level 2 3 credits	
Element 1: Read texts giving instructions in familiar contexts (ESOL). Range: three texts in familiar contexts.	
Task: Making carbon dioxide.	
Conditions <ul style="list-style-type: none">• Do this activity in class.• You may ask for help to understand what you need to do.• You may use a bilingual and / or 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.	

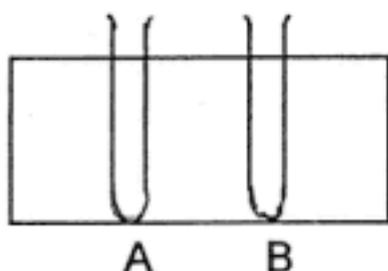
Student checklist

In this assessment task you will need to show that you can do the following:	
Identify why the text was written using layout, and any headings, illustrations or diagrams.	1.1
Follow the instructions in the text to complete the task.	1.2
Give the meaning of ten important words from the text.	1.3

Reading text
Making Carbon Dioxide

A. Making Carbon Dioxide Gas

1. Put a board onto the bench.
2. Collect from the teacher:
 - test tubes
 - a rubber bung with delivery tube
 - a test tube rack
 - a felt pen
3. Put the 2 test tubes in the rack as shown in the diagram.

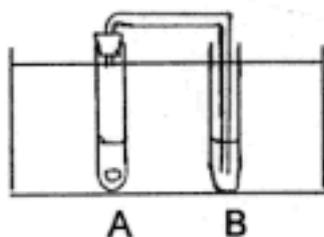


4. Label one test tube A and the other test tube B.
5. Collect from the teacher:
 - a piece of calcium carbonate
 - a bottle of hydrochloric acid
 - a bottle of limewater
6. Put approximately 2 cm of limewater in test tube B.
7. Put one piece of calcium carbonate and about 2 cm of hydrochloric acid in test tube A.

B. Testing to see if the gas is carbon dioxide

You will know that the gas is carbon dioxide if the limewater goes milky.

1. Put the rubber bung into test tube A and then put the delivery tube into test tube B as shown in the diagram.



2. Observe what happens in both test tubes.

Student assessment task

Unit standard 2981, version 7 Read texts giving instructions in familiar contexts (ESOL) Level 2 3 credits

Name Date

Read the text and answer the questions below.

1.1 The purpose of each text is identified with reference to layout, and any headings or graphics

Read the text and look carefully at the layout, headings, and diagrams.

a. Why was this text written?

.....

b. How did the layout, headings and diagrams help you to find out why the text was written? Fill in the chart below.

i) Layout	
ii) Headings	
iii) Diagrams	

1.2. Instructions in each text are followed correctly to complete the task

Your teacher will supervise you as you follow the instructions in your science class. Answer these questions as you go.

a. What can you see happening in test tube A?

.....

b. What can you see happening in test tube B?

.....

c. We know this gas is carbon dioxide because.....

.....

1.3. The meaning of essential vocabulary used in the text is given

Match up the words in the box with their meanings, as used in the text. Put the correct letter beside each meaning. You can use a dictionary.

a) collect	b) label	c) delivery tube	d) a rubber bung
e) a test tube	f) gas	g) observe	h) a felt pen
i) a bench	j) a diagram	k) approximately	l) milky

- i) ___ used to write a label on the glass
- ii) ___ a long table
- iii) ___ a piece of rubber which carries the gas from one test tube to another
- iv) ___ a container made of glass
- v) ___ close to the correct number, not exact
- vi) ___ look carefully
- vii) ___ write a letter or word onto something
- viii) ___ bubbles that form when the acid is put on calcium carbonate
- ix) ___ a pale white colour
- x) ___ get something from another place
- xi) ___ a simple line drawing
- xii) ___ a piece of equipment which stops the gas getting out of the test tube

Assessor checklist for 1.2

Student's name:

Date:

A. Making Carbon Dioxide Gas	A	NA
1. Puts board onto the bench		
2. Collects 2 test tubes, rubber bung and delivery tube, test tube rack and felt pen		
3. Puts test tubes in stand and labels test tubes A & B		
4. Collects calcium carbonate, hydrochloric acid and limewater		
5. Puts limewater in test tube B		
6. Puts calcium carbonate and HCl in test tube A		
B. Testing to see if the gas is carbon dioxide		
1. Puts rubber bung in test tube A and delivery tube in test tube B		

Five out of seven instructions are followed correctly.

Assessment schedule: Task – Making Carbon Dioxide

<p align="center">Unit standard 2981, version 7 Read texts giving instructions in familiar contexts (ESOL) Level 2 3 credits</p>		
<p>Element 1: Read texts giving instructions in familiar contexts (ESOL). Range: three texts in familiar contexts.</p>		
PC	Evidence	Judgement
1.1	<p>1a. Answers similar to: To give instructions for a science experiment/ instructions on how to make and test carbon dioxide</p> <p>1b. Answers similar to: i) Layout: There are two parts A & B/there are numbers/ bulleted lists ii) Headings: The two headings are about making and testing for carbon dioxide. iii) Diagrams: The two diagrams show science equipment.</p>	<p>The purpose of the text is identified. Answers show that layout, headings, and diagrams have been used to identify the text.</p> <p>1a. Answer is correct (at least one purpose).</p> <p>1b). Two out of three answers are correct.</p>
1.2	<p>2.</p> <p>a. Observation given: Fizzing, gas given off, test tube gets warm</p> <p>b. Observation given: Limewater goes milky</p> <p>c. Answer given: Limewater goes milky.</p>	<p>Instructions in the text are followed. Checklist is used to assess each student. Five out of seven instructions are followed correctly.</p> <p>Q2a, 2b, 2c: Two out of three answers are correct.</p>
1.3	<p>3. Correct answers are: i) h ii) i iii) c iv) e v) k vi) g vii) b viii) f ix) l x) a xi) j xii) d</p>	<p>The meaning of essential vocabulary as used in the text is given.</p> <p>10 out of 12 answers are correct.</p>