

Learning Assessment Guide

Unit Standard 2989 – Version 4

Select, Assess and Read Texts to Gain Knowledge

Level 2 – 3 Credits

Assessment Summary			
Learner to complete			
Learner name:			
Employer:			
NZQA no. (ROL):			
Signed:		Date:	
Assessor to complete			
<input type="checkbox"/> Meets requirements <input type="checkbox"/> More training required <input type="checkbox"/> More evidence required			
Assessor name:		Assessor No.	
Signed:		Date:	

Before you begin...

- As well as this Learning Assessment Guide, you may also want to refer to the unit standard from the NZQA website (<http://www.nzqa.govt.nz>).
- Read the Trainee Information Kit. The kit contains important information and guidelines for Learners and can be found on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.
- Check the learning resources available for this unit standard on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.

The tasks in this assessment are designed to show your assessor that you can:

- Select texts that suit an identified practical purpose.
- Assess the selected texts in relation to the identified purpose.
- Read texts to gain knowledge.

This Learning Assessment Guide is made up of:

- Tasks for you to complete
- The Assessment Guide that the assessor will use to assess your competence.

Special notes relating to this unit standard:

1. Relevant definitions include:

Audience: Who is going to read the text. This could include the demographic of the readers, their position, their interest in the content.

Context: The circumstances surrounding the need for the text, including why the text is being used.

Language: This includes both the style of the language used and the vocabulary.

Layout: How the text is presented including its format.

2. Texts for the purposes of this assessment:

- should not be complex in either use of language or structure.
- may include textbooks, non-fiction books, information sheets, dictionaries, reference books. These may involve technical drawings, maps and other diagrams and illustrations that convey information.
- may also include instructions, notices, advertisements, promotional material, manuals, handbooks, incident reports, minutes, business letters, job descriptions, newspapers.

Instructions

- Read through all the information contained in this Learning Assessment Guide.
- Make sure you understand what is required for each assessment task..
- Clarify anything you are unsure about with your assessor, trainer or supervisor.
- It is important that you read and are familiar with, the terms and definitions contained in the special notes.
- You may provide answers to your questions as:
 - Written evidence.
 - Oral answers recorded by the assessor.
- For written evidence, please complete your answers in a single assessment document. You may use the question sheets provided or your own paper.
- Make sure to keep a copy of the completed assessment for your own records.
- Assessment for this unit standard must be carried out under controlled, supervised conditions (if appropriate).
- All evidence provided for assessment for this unit standard must be your own work.
- Any material copied or taken from another source must be properly acknowledged and referenced.
- Your assessor may ask you further questions if he or she needs further information or clarification of your answers

Assessment Task One – Elements 1 and 2

Introduction

Assessment task one is designed to assess your ability to select texts that suit an identified, practical purpose and to assess the selected texts in relation to that purpose.

Instructions

1. Choose a situation where you must read **three different** types of texts in order to complete a task or to gather information for a particular purpose. If you have already completed such an activity, discuss your evidence with your assessor.
2. Your assessor will need to have access to these texts. If they are not readily available (i.e. on-line or a standard government publication), please attach copies of the Table of Contents and relevant pages if this does not breach copyright.
3. Your texts may be chosen from a range of sources and:
 - should not be complex in either use of language or structure.
 - may include textbooks, non-fiction books, information sheets, dictionaries, reference books. These may involve technical drawings, maps and other diagrams and illustrations that convey information.
 - may also include instructions, notices, advertisements, promotional material, manuals, handbooks, incident reports, minutes, business letters, job descriptions, newspapers.
4. Answer the following questions either in writing or orally.

Questions

For each selected text, briefly explain why you selected it and how you assessed it by answering the questions below.

PART ONE

Text One

- a) Describe or name the text.

- b) What is the text about?

c) How is this text relevant to the purpose you have identified? (How does it fit the context?)

d) The language is appropriate/not appropriate because:

e) The layout is suitable/not suitable because:

f) It suits/does not the target audience because:

Text Two

a) Describe or name the text.

b) What is the text about?

c) How is this text relevant to the purpose you have identified? (How does it fit the context?)

d) The language is appropriate/not appropriate because:

e) The layout is suitable/not suitable because:

f) It suits/does not suit the target audience because:

Text Three

a) Describe or name the text.

b) What is the text about?

c) How is this text relevant to the purpose you have identified? (How does it fit the context?)

d) The language is appropriate/not appropriate because:

e) The layout is suitable/not suitable because:

f) It suits/does not suit the target audience because:

PART TWO

Put the texts in order of importance. Your ranking is based on their suitability for the purpose..
Number one is the most suitable; number three is the least suitable

Rank	Text
1	
2	
3	

If you are answering these questions orally please ask your assessor to complete this section.

All questions in this section have been answered to the required standard.	Date:
Assessor name:	Assessor signature:

Assessment Task Two – Element 3

Introduction

Assessment task three is designed to assess your ability to read texts to gain knowledge.

Instructions

- Use the same three texts you used for Task one to answer these questions.
- You may provide your answers to the following questions in writing or orally.

Text One

- a) Summarise **three** main points of the text and give examples for each from the text.

i

ii

iii

b) Explain any opinions expressed in the text. State if there were no opinions expressed.

2. Text Two

a) Summarise **three** main points of the text and give examples for each from the text

i

ii

iii

b) Explain any opinions expressed in the text. State if there were no opinions expressed.

3. Text Three

a) Summarise **three** main points of the text and give examples for each from the text.

i

ii

iii

b) Explain any opinions expressed in the text. State if there were no opinions expressed.

If you are answering these questions orally, please ask your assessor to complete this section.

<p>All questions in this section have been answered to the required standard.</p>	<p>Date:</p>
<p>Assessor name:</p>	<p>Assessor signature:</p>

Assessment Guide

Your assessor will use this Assessment Guide to assess your competence in Unit Standard 2989.

Element	Task	Evidence required	Judgement
<p>Element 1</p> <p>Select texts that suit an identified practical purpose.</p>	1	Copies of the three chosen texts are attached.	At least three suitable and appropriate texts are chosen that fit the purpose. The texts must be of different types.
<p>Element 2</p> <p>Assess the selected texts in relation to the identified purpose.</p>	1	<p>Copies of the selected texts.</p> <p>Answers to questions.</p> <p>If answers are oral assessor completes the grid at the end of each section with their name, signature and date. Notes of learner's answers are included.</p>	<p>The three texts' purposes are correctly identified in terms of content.</p> <p>The texts are ranked and assessed. The assessment must include the suitability for purpose in terms of context, language, layout and audience.</p>
<p>Element 3</p> <p>Read texts to gain knowledge.</p>	2	<p>Copies of the selected texts.</p> <p>Answers to questions.</p> <p>If answers are oral assessor completes the grid at the end of each section with their name, signature and date. Notes of learner's answers are included.</p>	<p>The main points are summarised and specific examples from the text are used to illustrate the main points.</p> <p>Opinions are correctly identified.</p>