

Title	Write a response for a specific purpose (EL)		
Level	3	Credits	5

Purpose	<p>This unit standard is for people for whom English is an additional language.</p> <p>People credited with this unit standard are able to write a response for a specific purpose (EL).</p>
----------------	--

Classification	Languages > English Language
-----------------------	------------------------------

Available grade	Achieved, Merit, and Excellence
------------------------	---------------------------------

Criteria for Merit	Content, structure and organisation of the written text are appropriate to the topic and text type. Text is coherent and cohesive with minor lapses. A wide range of language features and vocabulary is used. Meaning of the written text is conveyed with minor inaccuracies.
---------------------------	---

Criteria for Excellence	Ideas are linked effectively using a range of different cohesive devices. Text is coherent and cohesive with minimal lapses. An extended range of language features and vocabulary is used effectively. Meaning of the written text is conveyed with minimal inaccuracies.
--------------------------------	--

Prerequisites	Unit 27999, <i>Write a simple connected text on a familiar topic (EL)</i> , or demonstrate equivalent knowledge and skills.
----------------------	---

Guidance Information

- 1 *English Language (EL)* refers to the acquisition of English as an additional language.
- 2 This unit standard can be awarded with an *Achieved, Merit, or Excellence* grade. For the *Achieved* grade to be awarded, the outcome must be achieved as specified in the outcome statement. For the *Merit* grade to be awarded, the candidate must meet the *Achieved* and *Merit* criteria. For the *Excellence* grade to be awarded, the candidate must meet the *Achieved, Merit* and *Excellence* criteria.
- 3 This unit standard is at a level comparable to the Common European Framework of Reference (CEFR) high B1. It is intended for learners with increasing independence

in English. A structured overview of all CEFR related scales can be found at <http://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales>.

- 4 This unit standard may contribute to the New Zealand Certificate in English Language (General) (Level 3) [Ref: 1882]. The requirements of this standard are consistent with the *NZCEL Guiding Document*. This document includes guidelines relating to appropriate texts, task specifications and assessment conditions and can be found at <http://www.nzqa.govt.nz>.
- 5 All assessment activities must be conducted in English, which must not be the candidate's first language.
- 6 The assessor must be satisfied that the candidate can independently demonstrate competence against the unit standard.
- 7 It is recommended that:
 - i the outcomes are assessed as part of an integrated unit of work, relevant to the learning context of the candidate;
 - ii assessment be conducted in conjunction with assessment against other English Language unit standards at this level.
- 8 Candidates may use a bilingual and/or an English dictionary, but not electronic devices.
- 9 Candidate's writing competence must be assessed after they have been given the opportunity to edit and proofread their work. Candidate's drafts and any supplied or sourced resource materials must be attached as part of the completed assessment.
- 10 Assessment support material for *English Language* unit standards can be found at www.nzqa.govt.nz.
- 11 Definitions

Coherent refers to the presentation of ideas in a comprehensible manner and logical order.

Cohesive refers to how ideas are linked between and within paragraphs using cohesive devices. These include conjunctions, connectives and pronoun reference.

Content refers to the selection and development of information and ideas related to the topic.

Errors refer to systematic incorrect use of language features.

Inaccuracies refer to lapses in control in text structure, language features, vocabulary, spelling and punctuation.

Range of language features and vocabulary refers to the selection of language features and vocabulary to communicate ideas.

Response for a specific purpose involves expressing viewpoints on a written or visual text, an experience, a process, an event, or new information. It may include responding to links between: text and self, such as personal contexts and prior knowledge or text and world, such as connections with knowledge, experience and ideas.

Outcomes and performance criteria

Outcome 1

Write a response for a specific purpose (EL).

Range a minimum of 250 words.

Performance criteria

1.1 The specific purpose of the response is communicated. Ideas or issues are described and developed. Content, structure and organisation of the response are appropriate to the specific purpose. Text is coherent and cohesive. A range of language features and vocabulary appropriate to the text type is used. Writing may contain errors and inaccuracies, but these must not obscure meaning.

Range language features include – complete simple, compound and complex sentences, verb forms, cohesive devices, formal language, vocabulary relevant to topic.

Replacement information	This unit standard replaced unit standard 17370.
--------------------------------	--

Planned review date	31 December 2023
----------------------------	------------------

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	17 October 2013	31 December 2019
Rollover and Revision	2	21 May 2015	31 December 2019
Review	3	29 March 2018	N/A

Consent and Moderation Requirements (CMR) reference	0226
--	------

This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Comments on this unit standard

Please contact NZQA National Qualifications Services nqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.