

Title	Write to communicate ideas for a purpose and audience		
Level	1	Credits	4

Purpose	This is a unit standard to assess aspects of literacy in English language. People credited with this unit standard are able to write to communicate ideas for a purpose and audience.
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Classification	Core Generic > Work and Study Skills
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Available grade	Achieved
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Guidance Information

- 1 For the purposes of this unit standard, *literacy* is defined as: the written and spoken/signed language people use in their everyday life, learning and work. It includes reading, writing, speaking, and listening. Skills in this area are essential for good communication, active participation, critical thinking and problem solving.

Literacy standards are not the same as English, English Language, or Communication Skills standards.

This is one of three unit standards for literacy. The other two are:

- Unit 26625, *Actively participate in spoken interactions*
- Unit 26624, *Read texts with understanding*.

- 2 Evidence must be gathered on the basis of naturally occurring evidence from a range of real contexts. Therefore assessment for this unit standard must not be one-off assessment events designed specifically for this purpose.

Naturally occurring evidence must be derived from activities within a learning programme and/or from a candidate's actual work performance and/or everyday life. It is important the candidate is made aware that evidence of competence may be gathered while undertaking their study or work and that this does not create undue stress for them. The assessor must be satisfied that the naturally occurring evidence can be attributed to the candidate. Naturally occurring evidence may be collected in a portfolio where the evidence has been verified. A verifier's checklist is acceptable if accompanied by evidence that includes examples from the candidate's performance.

Real contexts are part of the candidate's everyday life and may include their classroom, their workplace, and other contexts.

Evidence gathered from:

- a candidate's classroom may be sourced from different subjects or courses, or from different topics or aspects of the same course

- a candidate's workplace may be sourced from an employment focus (i.e. relating to employment documentation and conditions) or from a job-performance focus (i.e. regular work tasks)
 - other contexts may be sourced from a candidate's involvement with family, sport, leisure, or community.
- 3 The assessor must be satisfied that the candidate has demonstrated an ongoing transferable competency against the unit standard as a whole, over a period of at least one month. All performance criteria of the standard must be met in each of at least three separate written texts.
- 4 Assessors must be confident that the candidate is able to use conventional English. Therefore assessment for this unit standard must not be based solely on abbreviated or coded language such as text language or jargon specific to one group.
- 5 The texts must be of sufficient length and complexity to provide adequate evidence of competence: it is recommended that the texts total approximately 500 words, including one text of at least 200 words. Nevertheless, at all times the quality of the writing, considered as a whole, is more important than its length. 'Sufficient complexity' refers to texts that demonstrate the writing demands outlined at koru/step 4 of the *Write to communicate* strand of the *Learning Progressions for Adult Literacy*, available at <https://ako.ac.nz/alnacc>.
- 6 Candidates must have been given the opportunity to plan, compose, revise, and edit their writing and they may receive general guidance while doing so, but no specific assistance. They may use paper or electronic resources to assist their writing, including dictionaries and spell-checkers.
- 7 Definition
Text type refers to different forms of writing, such as explanations, narration, instructions, arguments, description, reports.

Outcomes and performance criteria

Outcome 1

Write to communicate ideas for a purpose and audience.

Range two different purposes across three texts;
 purpose may include but is not limited to – persuade, inform, describe, narrate, explain, instruct, recount.

Performance criteria

1.1 Ideas expressed are appropriate to purpose and audience.

1.2 Organisation of ideas is appropriate to purpose and text type.

Range at least one text must be continuous and paragraphed; all texts should be paragraphed if the length or text type require it.

1.3 Language is appropriate to purpose and audience.

- 1.4 Written texts demonstrate sufficient technical accuracy to communicate the purpose to the intended audience.

Range technical accuracy – verb tense, subject-verb agreement, spelling, punctuation.

Planned review date	31 December 2025
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	20 August 2010	31 December 2014
Revision	2	15 January 2014	31 December 2019
Rollover	3	21 May 2015	31 December 2019
Review	4	18 May 2017	N/A
Rollover and Revision	5	27 January 2022	N/A

Consent and Moderation Requirements (CMR) reference	0113
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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.