

Title	Write a response for a specific purpose in English language		
Level	3	Credits	5

Purpose	<p>People credited with this unit standard are able to write a response for a specific purpose in English language.</p> <p>This unit standard is for learners for whom English is an additional language.</p> <p>It is intended for learners with increasing independence in English.</p>
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Classification	Languages > English Language
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Available grade	Achieved, Merit, and Excellence
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Criteria for Merit	Content, structure, and organisation of the written text are appropriate to the topic and text type. A wide range of language features and vocabulary is used. Text is coherent and cohesive. Meaning of the written text is conveyed with minor inconsistencies.
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Criteria for Excellence	Ideas are developed and linked effectively using a range of cohesive devices. A wide range of language features and vocabulary is used effectively.
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Guidance Information

- 1 This unit standard may contribute to the New Zealand Certificate in English Language (General) (Level 3) [Ref:1882].
- 2 It is recommended that:
 - i the outcomes are assessed as part of an integrated unit of work, relevant to the learning context of the learner;
 - ii assessment be conducted in conjunction with assessment against other English Language unit standards at this level.
- 3 This unit standard can be awarded 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 learner must meet the *Achieved* and *Merit* criteria. For the *Excellence* grade to be awarded, the learner must meet the *Achieved*, *Merit*, and *Excellence* criteria.

- 4 This unit standard is at a level informed by the Common European Framework of Reference (CEFR). A structured overview of all CEFR related scales can be found at <https://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales>.
- 5 The requirements of this standard are consistent with the *supporting documents*. They include guidelines relating to appropriate texts, task specifications, and assessment conditions and can be found at <https://www2.nzqa.govt.nz/qualifications-and-standards/english-language/>.
- 6 Assessment support material for *English Language* unit standards provide a model to help assessors develop further tasks that promote quality assessment practice. These documents and can be found at <https://www2.nzqa.govt.nz/qualifications-and-standards/assessment-support-materials/english-language/>.
- 7 All assessment activities must be conducted in English, which must not be the learner's first language.
- 8 Learners may use a bilingual and/or an English dictionary.
- 9 Learners' writing competence must be assessed after they have been given the opportunity to independently edit and proofread their work. Writing may contain errors and inaccuracies, but these must not impede meaning. The assessor must be satisfied that the learner can independently demonstrate competence against the unit standard. For moderation purposes, learner drafts must be included in the submission.
- 10 Guidelines for preparing submissions for moderation can be found at <https://www2.nzqa.govt.nz/tertiary/assessment-and-moderation-of-standards/external-moderation-application/>.
- 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

Generally means usually or in most cases, with occasional exceptions.

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 of text and world, such as connections with knowledge, experience, and ideas.

Outcomes and performance criteria

Outcome 1

Write a response for a specific purpose in English language.

Range at least 250 words.

Performance criteria

- 1.1 Specific purpose of the response is communicated.
- 1.2 Ideas or issues are described and developed.
- 1.3 Content, structure, and organisation of the response is appropriate to the specific purpose.
- 1.4 Coherence and cohesion are generally maintained.
- 1.5 Language features and vocabulary generally appropriate to the text type are used.

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

Planned review date	31 December 2029
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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	31 December 2026
Review	4	29 August 2024	N/A

Consent and Moderation Requirements (CMR) reference	0226
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This CMR can be accessed at <https://www.nzqa.govt.nz/framework/search/index.do>.

Comments on this unit standard

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