

## NZQA Assessment Support Material

|                      |                                                     |                |          |                |          |
|----------------------|-----------------------------------------------------|----------------|----------|----------------|----------|
| <b>Unit standard</b> | <b>28070</b>                                        |                |          |                |          |
| <b>Title</b>         | <b>Write a response for a specific purpose (EL)</b> |                |          |                |          |
| <b>Level</b>         | <b>3</b>                                            | <b>Credits</b> | <b>5</b> | <b>Version</b> | <b>3</b> |

### Note

The following guidelines are supplied to enable assessors to carry out valid and consistent assessment using this internal assessment resource.

Assessors must manage authenticity for any assessment from a public source, because candidates may have access to the assessment schedule or candidate exemplar material. Use of this assessment resource without modification may mean that candidates' work is not authentic. The assessor will need to change the context or aspect of the topic to be investigated.

See Generic Resources and Guidelines at <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/>.

### Assessor guidelines

Assessors need to be very familiar with the outcome being assessed by the unit standard. The outcomes, performance criteria and guidance notes contain information, definitions and requirements that are crucial when interpreting the standard and assessing learners against it.

### AWARD OF CREDIT



This unit standard can be awarded with an Achieved, Merit, or Excellence grade.

## CONDITIONS OF ASSESSMENT



This assessment will take place over a timeframe set by the assessor.

- All assessment activities must be conducted in English, which must not be the candidate's first language.
- The assessor must be satisfied that the candidates can independently demonstrate competence against the unit standard.
- Candidates may use a bilingual and/or an English dictionary, but not electronic devices.
- Candidates must be given the opportunity to edit and proofread their work.

### Context/setting

It is recommended that:

- the outcomes are assessed as part of an integrated unit of work, relevant to the learning context of the candidate;
- assessment be conducted in conjunction with assessment against other English Language unit standards at this level.

### Notes for assessors

- The Common European Framework of Reference for Languages (CEFR) describes language proficiency at six levels. This unit standard is informed by CEFR high B1. Teachers and assessors are encouraged to refer to these descriptors to gain a clearer understanding of the competencies required by these standards. A structured overview of all CEFR related scales can be found at <http://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales>.
- Candidates may use the checklist to guide their writing and to ensure they meet all the performance criteria.
- Between drafts, teachers can provide general guidance to candidates that their writing may need further work on ideas, language, structure or accuracy in grammar, spelling and punctuation, but should not identify or correct errors.
- Candidates' drafts and any supplied or sourced resource materials must be attached as part of the completed assessment.
- The assessment schedule is for assessors only and is not to be shared with candidates during the assessment process.
- Refer to your organisation's policies before offering a resubmission or further assessment opportunity.

## Assessment task

Candidates write a response that relates to their learning context. Some examples are given below:

Respond by expressing a viewpoint on:

- a text you have read e.g. a book, a news article
- a movie you have seen
- a recent experience or event
- a process you have observed
- new information received.

Ensure candidates have thought about their purpose for writing. For example, it may include responding to links between themselves and a text by relating it to a personal experience. It could also involve making links between an event, a process or new information and previous knowledge, experience and ideas.

The written text must be at least 250 words in length.

## Source material

“Listen up: wearing headphones can endanger life, study finds” by Alexandra Topping. Retrieved from, <https://www.theguardian.com/technology/2012/jan/16/headphones-can-endanger-life-study>.

## Assessment Schedule

|                      |                                              |                |   |                |   |
|----------------------|----------------------------------------------|----------------|---|----------------|---|
| <b>Unit standard</b> |                                              | <b>28070</b>   |   |                |   |
| <b>Title</b>         | Write a response for a specific purpose (EL) |                |   |                |   |
| <b>Level</b>         | 3                                            | <b>Credits</b> | 5 | <b>Version</b> | 3 |

### Outcome 1

Write a response for a specific purpose (EL).  
Range: a minimum of 250 words.

| <b>Achieved</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Merit</b>    | <b>Excellence</b> |
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| The specific purpose of the response is communicated.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                 |                   |
| <p><b>Judgement</b><br/>The text expresses viewpoints on a written or visual text, an experience, a process, an event, or new information.</p> <p><b>Evidence</b><br/>This means that:</p> <ul style="list-style-type: none"> <li>The reason for the response is stated in the introduction.</li> <li>It includes the focus of the response which is to give a viewpoint on a visual text e.g. <i>This response will focus on the film's effectiveness in promoting New Zealand. It will also look at what happens when two different cultures meet.</i></li> </ul> | As for Achieved | As for Achieved   |

| <p style="text-align: center;"><b>Achieved</b></p> <p>Ideas or issues are described and developed.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p style="text-align: center;"><b>Merit</b></p>    | <p style="text-align: center;"><b>Excellence</b></p> <p>Ideas are linked effectively using a range of cohesive devices.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>Judgement</b><br/>Ideas or issues are described and followed with supporting detail that elaborates and expands on the ideas or issues.</p> <p><b>Evidence</b><br/>Each paragraph has a topic sentence which describes the main idea e.g. <i>I was interested that the main character is not from New Zealand.</i></p> <p>It is followed with sentences that explain, expand or give evidence and/or examples about that idea e.g. <i>He had a different accent and did not seem to know about the Māori customs. For example, he did not know how to act when the Māori challenged him with a haka.</i></p> | <p style="text-align: center;">As for Achieved</p> | <p><b>Judgement</b><br/>The writer shows a deeper understanding of ideas and issues by making connections to previous knowledge, experience and ideas using a number of different cohesive devices.</p> <p><b>Evidence</b><br/>A range of cohesive devices, including connectives, conjunctions and pronoun reference, is used to link ideas across the whole text and within paragraphs and sentences e.g. <i>The man spoke with a different accent <b>and also</b> did not appear to understand <b>Māori customs. For instance, he</b> did not know how to act when the Māori challenged <b>him</b> with a <b>haka</b>.</i></p> <p><i><b>In the same way</b> difficulties can occur when there is a lack of understanding between two different cultures. In my own experience...</i></p> <p>Lexical cohesive devices e.g.</p> <ul style="list-style-type: none"> <li>• synonyms e.g. <i>humorous, funny</i></li> <li>• repetition of key words e.g. <i>culture</i></li> <li>• lexical chains e.g. <i>Aotearoa, New Zealand, the youngest country</i></li> </ul> <p>Grammatical cohesive devices e.g.</p> <ul style="list-style-type: none"> <li>• pronoun reference e.g. <i>different cultures met...<b>they</b> didn't understand...</i></li> </ul> |

| Achieved | Merit | Excellence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|          |       | <ul style="list-style-type: none"> <li>• connectives e.g.               <ul style="list-style-type: none"> <li>○ <i>In the same way</i> (comparison)</li> <li>○ <i>although</i> (contrastive)</li> <li>○ <i>additionally</i> (additive)</li> <li>○ <i>after</i> (temporal)</li> </ul> </li> <li>• conjunctions e.g.               <ul style="list-style-type: none"> <li>○ <i>because</i> (causal)</li> <li>○ <i>and</i> (addition)</li> <li>○ <i>but</i> (contrastive)</li> </ul> </li> <li>• exemplification e.g. <i>for example, such as</i></li> <li>• comparatives e.g. <i>effective, most effective</i></li> <li>• determiners e.g. <i>the, each</i>.</li> </ul> |

| Achieved                                                                                                                                                                                                                                                                                                                  | Merit                                                                                                                                                                                                                                                                       | Excellence |
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| <p>Content, structure and organisation of the written text are appropriate to the specific purpose.</p> <p><b>Judgement</b><br/>The content, structure and organisation of the response is generally appropriate to the specific purpose which is to focus on the effectiveness of the film in promoting New Zealand.</p> | <p>Content, structure and organisation of the written text are appropriate to the topic and text type.</p> <p><b>Judgement</b><br/>The appropriate conventions for a written response text are followed in the selection of content and the way the text is structured.</p> | -          |

| Achieved                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Merit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Excellence |
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| <p><b>Evidence</b><br/>This means that:</p> <ul style="list-style-type: none"> <li>The response begins with an introduction which gives the background to the film and includes the specific purpose e.g. <i>The short film 'Working Day' was created by Andrés Borghi as part of a competition by Tourism New Zealand to find the best short film that showcases New Zealand.</i></li> <li>It is followed by paragraphs arranged in a logical order that may include responding to links between text and self and or text and the world e.g. <i>As someone from another culture, I was surprised that the main character wasn't a New Zealander. In fact, the "working man" is the film's writer, director and actor.</i></li> <li>Most paragraphs have relevant topic sentences e.g. <i>The film opens with a man waking up to an alarm. It then goes on to show...</i></li> <li>The response ends with a conclusion summarising main ideas or issues covered.<br/>e.g. <i>To sum up, this short film is effective in showing what a beautiful country New Zealand is. It also shows people the place that Māori have in Aotearoa.</i></li> </ul> | <p><b>Evidence</b><br/>This means that:<br/>Content, structure and organisation are appropriate to the topic e.g. The film 'Working Day' and to the text type of a response. Paragraphs are appropriate to the content of a film review e.g.</p> <ul style="list-style-type: none"> <li>a summary of the film e.g. <i>The film shows the creation of Aotearoa, "the youngest country on earth". Andrés Borghi, the writer, director and actor, is shown having breakfast when he realises that it is the last day of creation. The main focus is his meeting with Māori as he is finishing work on the mountains and lakes.</i></li> <li>the writer's reaction to the film with supporting evidence e.g. <i>This film is very short but right from the beginning I was interested in what was going to happen next. For instance, when the Māori started doing their haka I wondered if they would attack the man.</i></li> <li>an evaluation of the film's effectiveness e.g. <i>The judge of the film, Peter Jackson, said that this film was "fresh and original". I agree because the film is different from anything I have seen before. I think it would attract people to visit New Zealand.</i></li> </ul> | <p>-</p>   |

| <p style="text-align: center;"><b>Achieved</b></p> <p>Text is coherent and cohesive.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p style="text-align: center;"><b>Merit</b></p> <p>Text is coherent and cohesive with minor lapses.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p style="text-align: center;"><b>Excellence</b></p> <p>Text is coherent and cohesive with minimal lapses.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>Judgement</b><br/>Ideas are presented in a comprehensible manner with logical ordering of ideas most of the time. Ideas are linked using conjunctions, connectives and pronouns with a reasonable level of control that may occasionally affect meaning.</p> <p><b>Evidence</b><br/>This means that:</p> <ul style="list-style-type: none"> <li>• Ideas are presented in a way that can be understood and are in logical order most of the time e.g. <i>To make a successful film, it is important to make sure the audience is interested. Borghi does <b>this</b> by not telling us what is happening <b>and</b> by showing us images. <b>For example</b>, it is only towards the end that we see the working man making the mountains and the lakes.</i></li> <li>• Some of the following cohesive devices are used to link ideas as in the text above: <ul style="list-style-type: none"> <li>○ pronoun reference e.g. <i>they, their, them</i></li> <li>○ connectives e.g. <i>also, because, for example, in addition</i></li> <li>○ conjunctions e.g. <i>so, but, or</i></li> </ul> </li> <li>• Cohesion may depend on the use of a small number of cohesive devices used in the same way e.g. <i>He is making ... He is also making ...</i></li> </ul> | <p><b>Judgement</b><br/>Ideas are presented in a comprehensible manner with logical ordering of ideas. Ideas are linked between and within some paragraphs using a larger range of cohesive devices. There may be some lapses in control, but these do not significantly affect meaning.</p> <p><b>Evidence</b><br/>This means that:</p> <p>Ideas are linked between and within paragraphs by using different grammatical and lexical cohesive devices such as word chains, synonyms, pronoun reference, connectives and conjunctions e.g. <b>At another level</b>, the film explored what can happen when people from different <b>cultures</b> meet for the first time. <b>They</b> didn't understand each other's language or <b>customs and</b> this nearly resulted in conflict. <b>However</b>, this is resolved when ...</p> | <p><b>Judgement</b><br/>The text is clear and flows smoothly with a range of cohesive devices used to effectively link ideas across the whole text, between and within paragraphs. There may be a small number of lapses in control, which do not affect meaning.</p> <p><b>Evidence</b><br/>This means that:</p> <ul style="list-style-type: none"> <li>• Ideas are linked between paragraphs and in the text as a whole by using a range of grammatical and lexical cohesive devices e.g. <i>'Working Day' is a short, humorous film which won a 2010 Tourism <b>New Zealand</b> contest. <b>It</b> won this award because it captured the spirit of <b>Aotearoa</b> "the youngest country on earth". The film <b>first of all</b> begins with the actor and director Andrés Borghi having breakfast. <b>It</b> then goes on to an unexpected encounter with a <b>Māori</b> tribe. The <b>tangata whenua</b> challenge him with a haka. <b>As a result....</b></i></li> <li>• The communication of ideas is more logical, unified and consistent with smooth transitions between paragraphs e.g. <i>To create a successful film, it is important to... Borghi does this by... He is also able to engage...</i></li> </ul> |

| <p style="text-align: center;"><b>Achieved</b></p> <p>A range of language features appropriate to the text type is used.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p style="text-align: center;"><b>Merit</b></p> <p>A wide range of language features is used.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p style="text-align: center;"><b>Excellence</b></p> <p>An extended range of language features is used effectively.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p>Range language features include – complete simple, compound and complex sentences, verb forms, cohesive devices, formal language.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Judgement</b><br/>Sufficient language features are used to communicate ideas. Lapses may occasionally affect meaning.</p> <p><b>Evidence</b><br/>e.g.<br/><i>This is a short film about how New Zealand was made. It is so funny the way it shows the man when he first meets the Māori people. The man is doing his last day at work, but the Māori tribe are not happy. When he fills up the lake with water, they do a haka. It made me feel very interested.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Judgement</b><br/>Sufficient language features are used to communicate ideas effectively. There may be some lapses in control but these do not significantly affect meaning.</p> <p><b>Evidence</b><br/>e.g.<br/><i>This short film focuses on how New Zealand was created and is done in a very humorous way. A giant working man is hard at work on his final day of creation, but the Māori tribe are not impressed. When they challenge him with a haka, he doesn't understand what is happening. I thought it was very effective.</i></p> | <p><b>Judgement</b><br/>Sufficient language features are used to communicate ideas precisely and fluently. There may be a small number of lapses in control which do not affect meaning.</p> <p><b>Evidence</b><br/>e.g.<br/><i>This short film which focuses on how New Zealand was created gives an insight into what can happen when different cultures meet. After the creator fills up a lake with water, the Māori tribe challenge him with a haka. However, he doesn't realise the meaning of it. The film was an effective way of showing cultural misunderstanding.</i></p> |
| <p>Language features may include:</p> <ul style="list-style-type: none"> <li>• a range of complete sentences e.g. <ul style="list-style-type: none"> <li>○ simple: <i>This is a short film about how New Zealand was created.</i></li> <li>○ compound: <i>A giant working man is doing his final day at work, but the Māori tribe are not impressed.</i></li> <li>○ complex: <i>After finding him filling up the water in a lake, they challenge him with a haka.</i></li> </ul> </li> <li>• appropriate verb forms e.g. <ul style="list-style-type: none"> <li>○ correct verb forms: <i>the creator of the film <b>presents</b> us with (present)...It <b>made</b> me feel (past)...It <b>will be</b> interesting (future)... <b>to see</b> what happens (infinitive)</i></li> <li>○ passive voice: <i>Viewers are shown...</i></li> </ul> </li> <li>• cohesive devices such as <i>conjunctions, pronoun reference, connectives</i> (see above for examples)</li> <li>• formal language e.g. '<i>It was very effective</i>' rather than '<i>It was a cool movie</i>'.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

| <p style="text-align: center;"><b>Achieved</b></p> <p>A range of vocabulary appropriate to the text type is used.</p>                                                                                                                                                                                                                                                                                                                                                | <p style="text-align: center;"><b>Merit</b></p> <p>A wide range of vocabulary is used.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p style="text-align: center;"><b>Excellence</b></p> <p>An extended range of vocabulary is used effectively.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>Judgement</b><br/>Sufficient, accurate vocabulary is selected to communicate ideas although there may be errors when expressing more complex thoughts.</p> <p><b>Evidence</b><br/>A range of vocabulary includes:</p> <ul style="list-style-type: none"> <li>• correct use of vocabulary most of the time e.g. <i>work, meets, Māori tribe</i></li> <li>• correct grammatical form of vocabulary most of the time e.g. <i>work; worked; working</i></li> </ul> | <p><b>Judgement</b><br/>Sufficient, accurate vocabulary is selected to communicate ideas effectively. There may be lapses in control but these do not significantly affect meaning.</p> <p><b>Evidence</b><br/>A wide range of vocabulary includes:</p> <ul style="list-style-type: none"> <li>• selecting sufficient, correct vocabulary to communicate ideas effectively e.g. <i>techniques, communication.</i></li> <li>• use of noun groups e.g. <i>the visual effect.</i></li> <li>• selecting the correct grammatical form of the vocabulary e.g. <i>a challenge, challenging</i></li> </ul> | <p><b>Judgement</b><br/>Sufficient, accurate vocabulary is selected to communicate ideas precisely and fluently. There may be a small number of lapses in control which do not affect meaning.</p> <p><b>Evidence</b><br/>An extended range of vocabulary includes:</p> <ul style="list-style-type: none"> <li>• selecting precise, correct topic and general vocabulary e.g. <i>icons, symbols, cross-cultural communication</i></li> <li>• use of complex noun groups e.g. <i>a giant, humble working man</i></li> <li>• selecting the correct grammatical form of the vocabulary e.g. <i>to impress, impressed, impressive</i></li> </ul> |

| <p style="text-align: center;"><b>Achieved</b></p> <p>Meaning of the written text is generally conveyed but may contain errors and inaccuracies.</p>                                         | <p style="text-align: center;"><b>Merit</b></p> <p>Meaning of written text is conveyed with minor inaccuracies.</p>                               | <p style="text-align: center;"><b>Excellence</b></p> <p>Meaning of the written text is conveyed with minimal inaccuracies.</p>                      |
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| <p><b>Judgement</b><br/>Meaning of the text is generally clear but there may be errors and inaccuracies.</p> <p><b>Evidence</b><br/>Refer to examples above.</p>                             | <p><b>Judgement</b><br/>Meaning of the text is clear but there may be minor inaccuracies.</p> <p><b>Evidence</b><br/>Refer to examples above.</p> | <p><b>Judgement</b><br/>Meaning of the text is clear but there may be minimal inaccuracies.</p> <p><b>Evidence</b><br/>Refer to examples above.</p> |
| <p>Errors refer to consistent use of incorrect language features. Inaccuracies refer to incidental errors in text structure, language features and vocabulary, spelling and punctuation.</p> |                                                                                                                                                   |                                                                                                                                                     |

Final grade will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the unit standard.

### Model text on a parallel topic

|                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><i>The specific purpose of the response is communicated.</i></p> <p><i>Content, structure and organisation of the written text are appropriate to the specific purpose, topic and text type.</i></p> <p><i>Links made between text and prior knowledge (definitions)</i></p> <p><i>Ideas are linked effectively using a range of different cohesive devices.</i></p> | <p style="text-align: center;"><b>The risks of wearing headphones</b></p> <p>The newspaper article, “Listen up: Wearing headphones can endanger life, study finds” written by Alexandra Topping, focuses on some of the negative effects of wearing headphones outside. My purpose in responding to this article is to ensure students at my school are aware of these dangers.</p> <p>I was shocked by the statistics reported in the survey that show a rising trend in the number of accidents caused by people wearing headphones. Over the last six years there have been three times as many accidents reported, including deaths as well as serious injury. What really concerned me was the percentage of teenagers involved in accidents, with one in ten of these cases being under eighteen years old. Our school was recently affected when a student wearing headphones stepped onto a pedestrian crossing without looking and didn’t notice a car coming at speed. The boy was hit but fortunately survived. That should have been a wake-up call for students at our school.</p> <p>So, what is the cause behind these accidents? According to previous studies, headphone wearers have been shown to be less able to hear a range of noises. In fact, it is known that listening to loud music through headphones can damage our hearing range. If this is combined with inattentiveness through listening to music, there is a very real danger that distraction will cause an accident.</p> <p>The article concludes by saying that further studies in this area are needed. However, my point is that we cannot afford to wait for more research in this area. I would like to see headphone use included in Health lessons at all schools. Your life may depend on it!</p> <p style="text-align: right;">276 words</p> | <p><i>Text is coherent and cohesive.</i></p> <p><i>Ideas or issues are described and developed.</i></p> <p><i>Response to links between text and personal context (definitions)</i></p> <p><i>An extended range of language features and vocabulary is used effectively.</i></p> <p><i>Meaning of the written text is conveyed with minimal inaccuracies.</i></p> |
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NB. This model text is at Excellence level. It is not authentic candidate’s work and therefore does not contain the errors and first language features that would be expected in work written by candidates at this level.