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| <b>Title</b> | <b>Read texts to recognise differing points of view on a topic</b> |                |          |
| <b>Level</b> | <b>2</b>   | <b>Credits</b> | <b>3</b> |

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| <b>Purpose</b> | People credited with this unit standard are able to read texts to recognise differing points of view on a topic. |
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| <b>Classification</b> | Communication Skills > Reading |
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| <b>Available grade</b> | Achieved |
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### Guidance Information

- 1 Texts must be written (not visual or oral) and can be soft or hard copy. They must be of sufficient length and complexity to provide adequate evidence of competence. Suitable texts will require learners to use the skills outlined at koru/step 5 on the *Read with Understanding* strand of the *Learning Progressions for Adult Literacy*, available at [The Literacy Learning Progressions - Literacy Progressions \(tki.org.nz\)](https://www.tki.org.nz/Literacy-Learning-Progressions). Texts must be identified and/or submitted for moderation purposes.
- 2 Definition  
*Read* means the candidate can extract meaning from written text. It is not a test of memory. The text may be referenced and re-read during assessment against the standard.
- 3 All activities relevant to this standard must reflect ngā kaupapa o te Tiriti o Waitangi (the principles of the Treaty of Waitangi).
- 4 All activities must, as relevant to candidates and/or this standard, reflect the peoples of the Pacific and other cultures, and their world views.

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### Outcomes and performance criteria

#### Outcome 1

Read texts to recognise differing points of view on a topic.

Range text types may include but are not limited to – articles by newspaper columnists, letters to the editor, editorials, pamphlets, web pages, information and publicity material;  
three differing points of view on the one topic.

#### Performance criteria

- 1.1 The topic being discussed is identified.

- 1.2 The purpose of each text is identified.
- 1.3 Key words and phrases are identified and explained in each text.
- 1.4 Understanding of each text is demonstrated by identifying main points and the writer's point of view.
- 1.5 Reasons and/or examples given by the writer of each text to support their viewpoint are identified.

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| <b>Replacement information</b> | This unit standard replaced unit standard 2993. |
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| <b>Planned review date</b> | 31 December 2027 |
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#### Status information and last date for assessment for superseded versions

| Process               | Version | Date             | Last Date for Assessment |
|-----------------------|---------|------------------|--------------------------|
| Registration          | 1       | 17 April 2009    | 31 December 2016         |
| Rollover and Revision | 2       | 24 October 2014  | 31 December 2020         |
| Review                | 3       | 16 February 2017 | N/A                      |
| Review                | 4       | 24 March 2022    | N/A                      |

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| <b>Consent and Moderation Requirements (CMR) reference</b> | 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](mailto:nqs@nzqa.govt.nz) if you wish to suggest changes to the content of this unit standard.