

<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>Purpose</b>	<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>
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<b>Classification</b>	Languages > English Language
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<b>Available grade</b>	Achieved, Merit, and Excellence
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<b>Criteria for Merit</b>	<p>The specific purpose of the response is communicated clearly. Content, structure and organisation are appropriate to the specific purpose. Ideas or issues are explained and connections made to personal experience. Text is coherent and cohesive with minor lapses. A range of language features and vocabulary is used. Meaning of text is conveyed with minor inaccuracies.</p>
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<b>Criteria for Excellence</b>	<p>Ideas or issues are well developed and connections made to previous learning and understanding. Text is coherent and cohesive with minimal lapses. A wide range of language features and vocabulary is used. Meaning of text is conveyed with minimal inaccuracies.</p>
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<b>Entry information</b>	
<b>Recommended skills and knowledge</b>	Unit 27999, <i>Write simple texts on familiar topics (EL)</i> , or demonstrate equivalent knowledge or skills.

**Explanatory notes**

- 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 *Merit* grade to be awarded, the candidate must meet the *Achieved* and *Merit* criteria. For *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 B1.
- 4 This unit standard may contribute to the New Zealand Certificate in English Language (Level 3) [Ref: 1882]. Assessment of outcomes must clearly reflect the qualifier (general, workplace or academic) being studied.
- 5 All assessment activities must be conducted in English, which must not be the candidate's first language.
- 6 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.
- 7 Candidates may use an English dictionary, but not electronic devices, other than for word processing.
- 8 Candidate's response for a specific purpose may be assessed in conjunction with:
  - Unit standard 28058, *Read and demonstrate understanding of a range of written texts independently (EL)*.
- 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 relevant resource materials or a list of resources must be attached as part of the completed assessment. The assessor must be satisfied that the candidate can independently demonstrate competence against the unit standard.
- 10 Assessment support material for *English Language* unit standards can be found at [www.nzqa.govt.nz/asm](http://www.nzqa.govt.nz/asm).
- 11 Definitions

*A limited range of language features and vocabulary* refers to the selection and use of sufficient language features and vocabulary to communicate ideas.

*A range of language features and vocabulary* refers to the selection and use of language features and vocabulary to communicate ideas effectively.

*A response for a specific purpose* involves expressing viewpoints on a written 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.

*A wide range of language features and vocabulary* refers to the selection of a variety of language features and general and topic related vocabulary used to communicate ideas precisely and fluently.

*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.

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

*Errors* refer to consistent use of incorrect language features.

*Inaccuracies* refer to incidental errors in text structure, language features, vocabulary, spelling and punctuation.

## Outcomes and evidence requirements

### Outcome 1

Write a response for a specific purpose (EL).

Range two texts each of 200 – 300 words, each written for a different specific purpose, assessed on separate occasions.

### Evidence requirements

1.1 The specific purpose of the response is communicated. Content, structure and organisation of the response are generally appropriate to the specific purpose. Ideas or issues are described and developed. Text is generally coherent and cohesive. A limited range of language features and vocabulary is used. Meaning of the text is generally conveyed but may contain errors and inaccuracies.

Range language features may include but are not limited to – complete simple, compound and complex sentences; verb forms; prepositional phrases; noun groups; pronoun forms; formal, objective language; connectives; comparative and contrastive adjectives and adverbs; punctuation.

<b>Replacement information</b>	This unit standard replaced unit standard 17370.
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<b>Planned review date</b>	31 December 2017
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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	N/A
Rollover and Revision	2	21 May 2015	N/A

**Consent and Moderation Requirements (CMR) reference**

0226

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

**Please note**

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMR). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

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**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.