

## English Language Assessment Support Material

<b>Unit standard</b>	28070				
<b>Title</b>	Write a response for a specific purpose in English language				
<b>Level</b>	3	<b>Credits</b>	5	<b>Version</b>	4

### Assessor Guidelines

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

#### Note:

These 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 students may have access to the assessment schedule or student exemplar material.

Use of this assessment resource without modification may mean that students' work is not authentic. While this resource exemplifies how to assess writing an English language response for a specific purpose, other assessment activities and approaches could be taken to make the context relevant to students in their environment and ensure that submitted evidence is authentic.

See [Gathering evidence of learner achievement](#)

Assessors should use innovative, valid and fair ways of recognising achievement, without overburdening themselves or the learner with too much assessment.

## Context/Setting

This activity requires students to write a response for a specific purpose in English language.

It is recommended that:

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

## Award of Grades

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 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.

## Conditions of Assessment

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

- All assessment activities must be conducted in English language, which must not be the learner's first language.
- Learners may use a bilingual and/or English dictionary.
- Learners' writing competence must be assessed after they have been given the opportunity to independently edit and proofread their work.
- The assessor must be satisfied that the learner can independently demonstrate competence against the unit standard.

## Resource Requirements

- Pen and paper
- Dictionary

## Additional Information

- The Common European Framework of Reference for Languages (CEFR) describes language proficiency at six levels. This unit standard is at a level informed by the CEFR. Teachers and assessors are encouraged to refer to the descriptors in the *Supporting Document* to gain a clearer understanding of the competencies required by these standards.
- Writing may contain errors and inaccuracies, but these must not impede meaning.
- Learners may use the student checklist to guide their writing and to ensure they meet all the performance criteria.
- Between drafts, teachers can provide general guidance to learners 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.
- For moderation purposes, learner drafts must be included in the submission.
- Any supplied or sourced resource materials must be attached as part of the completed assessment.
- The assessment schedule is for assessors only and not to be shared with learners during the assessment process.
- Refer to your organisation's policies before offering a resubmission or further assessment opportunity.

## Assessment Activity

**Unit standard:** 28070

**Standard title:** Write a response for a specific purpose in English language

**Credits:** 5

**Resource title:** Write a response

**Assessor guidance:** Use of this assessment resource without modification may mean that students' work is not authentic. The assessor will need to set a different context or topic and develop fresh and relevant texts that reflect the interests and circumstances of their students. The text examples and questions in this assessment activity provide models of possible approaches.

## Model Assessment

### Assessor instructions for students

#### *Introduction*

This assessment activity requires you to write a response for a specific purpose in English language.

- Your writing must be in your own words.
- You may use a bilingual and/or English dictionary.
- You will be given time to do a draft before your final copy.
- Your assessor will check your draft and give general guidance only.

#### *Task*

Write a response that relates to your learning context. Some examples are given below.

Respond by expressing a viewpoint on:

- a text you have read
- a movie you have seen
- a recent experience or event
- a process you have observed
- new information received.

Make sure you have thought about your purpose for writing. For example, it may include responding to links between yourself 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 your previous knowledge, experience and ideas.

You must write at least 250 words.

Your writing needs to show that you can:

- Communicate the specific purpose (PC 1.1).
- Describe and develop ideas and issues (PC 1.2).
- Ensure that content, structure, and organisation of the response is appropriate to the specific purpose (PC 1.3).
- Generally, maintain coherence and cohesion (PC 1.4).
- Use language features and vocabulary generally appropriate to the text type (PC 1.5).

For Merit and Excellence, there are additional criteria. Use the checklist on the next page to check that you have done everything you need to do.

## Student Checklist

In this assessment task, you will need to show you can do the following:		
Write at least 250 words		
Write in your own words		
To Achieve	To Achieve with Merit	To Achieve with Excellence
Communicate to the reader why the response was written, e.g. a viewpoint on a written/visual text, experience, a process, an event, or new information.	As for Achieved.	As for Achieved.
Describe ideas or issues and follow with supporting details that develop these.	As for Achieved.	Develop ideas and link these effectively throughout your writing.
<p>Ensure that content, structure and organisation are appropriate to the specific purpose of the response. This may include making links between your own personal experience and the text, or linking the text with something you already know about. You can also make links to ideas, e.g. a response to a film would:</p> <ul style="list-style-type: none"> <li>• set the context and include background information on the film</li> <li>• describe the main characters, their relationships, key incidents and main themes, including connections to your own personal experience and/or prior knowledge</li> <li>• conclude with an opinion and/or recommendation.</li> </ul>	<p>Ensure that content, structure and organisation are appropriate to the topic and response text type. This may include:</p> <ul style="list-style-type: none"> <li>• a summary of the film</li> <li>• your reaction to the film with supporting evidence</li> <li>• an evaluation of the film's effectiveness.</li> </ul> <p>Describe the main characters, their relationships, key incidents and main themes, ensuring that you include your thoughts and make connections to your own personal experience and/or prior knowledge.</p>	As for Achieved and Merit.

<p>Present your ideas in a logical order and link your ideas using cohesive devices, e.g.</p> <ul style="list-style-type: none"> <li>• conjunctions to link clauses, e.g. <i>and, but, so, because, if, although, while</i></li> <li>• connectives to link ideas, e.g. <i>In the same way... Nevertheless... Additionally... However... as well as... for example... in fact... such as... also</i></li> <li>• pronoun reference to refer to nouns e.g. <i>this... these... it... he/she.</i></li> </ul>	<p>Make sure your text is coherent and cohesive throughout. This means all the information is presented logically and that there are links using cohesive devices, such as connectives, conjunctions and referencing.</p>	<p>Make sure you use a range of cohesive devices. This means using several different types of conjunctions, connectives, and linking words to link text both within and between paragraphs.</p>
<p>Use language features appropriate to the text type you have used.</p> <p><b>Language features</b> may include:</p> <ul style="list-style-type: none"> <li>• complete simple, compound and complex sentences</li> <li>• appropriate verb forms</li> <li>• cohesive devices (see examples above)</li> <li>• formal, objective language, e.g. <i>This response will focus on...</i> instead of <i>I will focus on...</i> The full forms of words are used instead of contractions. There is an absence of slang and colloquialisms.</li> </ul>	<p>Use a wide range of language features to communicate ideas.</p>	<p>Use a wide range of language features to communicate ideas effectively.</p>
<p>Use a range of vocabulary relevant to the topic and appropriate to the text type.</p>	<p>Use a wide range of vocabulary to communicate ideas.</p>	<p>Use an extended range of vocabulary effectively. This may include:</p> <ul style="list-style-type: none"> <li>• correct meaning of vocabulary</li> <li>• academic and specialised vocabulary</li> <li>• correct grammatical form of vocabulary.</li> </ul>
<p>Proofread and edit your work to ensure that the meaning of the text is clear and that mistakes have been corrected.</p>		

## Assessment Schedule

Unit standard	28070				
Title	Write a response for a specific purpose in English language				
Level	3	Credits	5	Version	4

## Assessment Criteria

### Outcome 1

Write a response for a specific purpose in English language.  
Range at least 250 words.

Achieved	Merit	Excellence
Specific purpose of the response is communicated.		
<b>Judgement</b> The text expresses viewpoints on a written or visual text, an experience, a process, an event, or new information.  <b>Evidence</b> This means that: <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><b>Achieved</b></p> <p><b>Ideas or issues are described and developed.</b></p>	<p><b>Merit</b></p>	<p><b>Excellence</b></p> <p><b>Ideas are developed and linked effectively using a range of cohesive devices.</b></p>
<p><b>Judgement</b></p> <p>Ideas or issues are described and followed with supporting detail that elaborates and expands on the ideas or issues.</p> <p><b>Evidence</b></p> <p>Each paragraph has a topic sentence that 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>As for Achieved.</p>	<p><b>Judgement</b></p> <p>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></p> <p>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</b>. <b>For instance</b>, he did not know how to act when the Māori challenged <b>him</b> with <b>a 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:</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:</p> <ul style="list-style-type: none"> <li>• pronoun reference, e.g. <i>different cultures met... <b>they</b> didn't understand...</i></li> <li>• connectives, e.g. <ul style="list-style-type: none"> <li>○ <i>In the same way</i> (comparison)</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ <i>although</i> (contrastive)</li> <li>○ <i>additionally</i> (additive)</li> <li>○ <i>after</i> (temporal)</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
Content, structure, and organisation of the response is appropriate to the specific purpose.	Content, structure, and organisation of the written text are appropriate to the topic and text type.	
<p><b>Judgement</b></p> <p>The content, structure and organisation of the response is generally appropriate to the specific purpose that is to focus on the effectiveness of the film in promoting New Zealand.</p> <p><b>Evidence</b></p> <p>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</i></li> </ul>	<p><b>Judgement</b></p> <p>The appropriate conventions for a written response text are followed in the selection of content and the way the text is structured.</p> <p><b>Evidence</b></p> <p>This means that:</p> <p>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> </ul>	As for Merit.

<p><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></p> <ul style="list-style-type: none"> <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, 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>	<ul style="list-style-type: none"> <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><b>Achieved</b></p> <p><b>Coherence and cohesion are generally maintained.</b></p>	<p><b>Merit</b></p> <p><b>Text is coherent and cohesive.</b></p>	<p><b>Excellence</b></p> <p>Ideas are linked effectively using a range of cohesive devices.</p>
<p><b>Judgement</b></p> <p>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></p> <p>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</i></li> </ul>	<p><b>Judgement</b></p> <p>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></p> <p>This means that:</p> <ul style="list-style-type: none"> <li>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. <i><b>At another level</b>, the film explored what can happen when people from different <b>cultures</b> meet for the first time.</i></li> </ul>	<p><b>Judgement</b></p> <p>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></p> <p>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</i></li> </ul>

<p><i>we see the working man making the mountains and the lakes.</i></p> <ul style="list-style-type: none"> <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><i>They</i></b> didn't understand each other's language or <b><i>customs and</i></b> this nearly resulted in conflict. <b><i>However</i></b>, this is resolved when...</p>	<p>director Andrés Borghi having breakfast. <b><i>It</i></b> then goes on to an unexpected encounter with a <b><i>Māori</i></b> tribe. The <b><i>tangata whenua</i></b> challenge him with a haka. <b><i>As a result...</i></b></p> <ul style="list-style-type: none"> <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><b>Achieved</b></p> <p>Language features and vocabulary generally appropriate to the text type are used.</p>	<p><b>Merit</b></p> <p>A wide range of language features and vocabulary is used. Meaning of the written text is conveyed with minor inconsistencies.</p>	<p><b>Excellence</b></p> <p>A wide range of language features and vocabulary is used effectively.</p>
<p>Range language features include complete simple, compound, and complex sentences, verb forms, cohesive devices, formal language, vocabulary relevant to the topic.</p>		
<p><b>Judgement</b></p> <p>Sufficient language features are used to communicate ideas. Lapses may occasionally affect meaning.</p> <p>Sufficient, accurate vocabulary is selected to communicate ideas although there may be errors when expressing more complex thoughts.</p> <p><b>Evidence</b></p> <p>E.g.</p> <p><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</i></p>	<p><b>Judgement</b></p> <p>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>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></p> <p>E.g.</p> <p><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</i></p>	<p><b>Judgement</b></p> <p>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>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></p> <p>E.g.</p> <p><i>This short film which focuses on how New Zealand was created gives an insight into what can happen when</i></p>

<p><i>fills up the lake with water, they do a haka. It made me feel very interested.</i></p> <p>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><i>they challenge him with a haka, he doesn't understand what is happening. I thought it was very effective.</i></p> <p>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><i>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>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><b>Language features</b> may include:</p> <ul style="list-style-type: none"> <li>• a range of complete sentences <ul style="list-style-type: none"> <li>○ simple, e.g. <i>This is a short film about how New Zealand was created</i></li> <li>○ compound, e.g. <i>A giant working man is doing his final day at work, but the Māori tribe are not impressed</i></li> <li>○ complex, e.g. <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 <ul style="list-style-type: none"> <li>○ correct verb forms, e.g. <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, e.g. <i>Viewers are shown...</i></li> </ul> </li> <li>• cohesive devices, e.g. <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>		

**Final grades 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

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.

This text is in response to the following source text: "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>.

<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;">275 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>
--	--	--