NZQA Assessment Support Material

Unit standard	28070			
Title	Write a response for a specific purpose (EL)			
Level	3	Credits	5	Version	3

Student guidelines

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 your assessor.

- Your writing must be in your own words.
- You may use a bilingual and/or an English dictionary, but you must not use electronic devices.
- You will be given time to do a draft before your final copy.
- Your assessor will check your draft and give general guidance only.

Note:

- Your drafts and any source material used must be attached to your final copy.
- When you have finished, read through your writing using the checklist and make any changes you need.
- Make sure that your writing has as few mistakes as possible.

Assessment 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.

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 and Merit
Describe ideas or issues and follow with supporting details that develop these.	As for Achieved	Link ideas effectively using a range of different cohesive devices. These may include: • conjunctions to link independent clauses e.g. *and, but, so, for, yet,* • a range of connectives to link ideas between paragraphs e.g. *In the same way.... Nevertheless....Additionally...However* • a range of connectives to link ideas within paragraphs e.g. *as well as...for example...in fact...such as...also* • pronoun reference to refer back to nouns e.g. *this...these...it...he/she*
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 written text would: • set the context and include background	Ensure that content, structure and organisation are appropriate to the topic and response text type. This may include: • a summary of the film • your reaction to the film • an evaluation of the film's effectiveness	As for Achieved and Merit

To Achieve	To Achieve with Merit	To Achieve with Excellence
information on the text • describe the main characters, their relationships, key incidents and main themes, including connections to your own personal experience and/or prior knowledge. conclude with an opinion and/or recommendation.		
Use a range of language features appropriate to the text type you have used to communicate ideas. Language features may include: • complete simple, compound and complex sentences • appropriate verb forms • cohesive devices (see examples above) formal, objective language e.g. *This response will focus on…* instead of *I will focus on…* The full forms of words are used instead of contractions. There is an absence of slang and colloquialisms.	Use a wide range of language features to communicate ideas.	Use an extended range of language features to communicate ideas effectively.
Use a range of vocabulary appropriate to the text type and relevant to the topic, to communicate ideas.	Use a wide range of vocabulary to communicate ideas.	Use an extended range of vocabulary to communicate ideas effectively. This may include: • correct meaning of vocabulary • academic and specialised vocabulary • correct grammatical form of vocabulary
Proofread and edit your work to ensure that the meaning of the text is clear and that mistakes have been corrected.		