

<b>Title</b>	<b>Write a text under test conditions in English for an academic purpose</b>		
<b>Level</b>	<b>4</b>	<b>Credits</b>	<b>5</b>

<b>Purpose</b>	<p>People credited with this unit standard are able to write a text under test conditions in English for an academic purpose.</p> <p>English for Academic Purposes unit standards are designed to assess a learner's readiness to study at undergraduate level.</p>
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<b>Classification</b>	Languages > English for Academic Purposes
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<b>Available grade</b>	Achieved
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### Guidance Information

- 1 This unit standard is one of a suite of five English for Academic Purposes Level 4 standards. It contributes to the New Zealand Certificate in English Language (Academic) (Level 4) [Ref: 1883].
- 2 This unit standard is at a level informed by the Common European Framework of Reference (CEFR). A structured overview of all CEFR related scales can be found at <http://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales>.
- 3 The requirements of this standard are consistent with the [NZCEL Supporting Document](#). This document includes guidelines relating to the level as informed by the Common European Framework of Reference (CEFR) and promotes consistent assessment practice.
- 4 It is recommended that assessment against this unit standard is conducted in conjunction with assessment against other Level 4 English for Academic Purposes unit standards. Assessment may occur in conjunction with study and assessment in other learning areas.
- 5 Competence for this unit standard must be assessed under test conditions in one sitting:
  - i learners must complete one piece of writing of at least 500 words;
  - ii writing, planning and proof-reading must be done in three hours maximum;
  - iii writing may contain inaccuracies in surface features, but these must not impede meaning;
  - iv learners cannot resubmit this piece of writing.
- 6 Writing must be in response to a research question with reference to an academic text(s) and may include but is not limited to – comparing, contrasting, problem solving, discussing, explaining cause and effect and presenting an argument. The question must not be given to learners prior to assessment. It must refer to resource

document(s) given out previously, which learners have been given the opportunity to become familiar with prior to assessment. An unannotated copy of the resource document(s) can be consulted during the assessment.

- 7 Learners may use a bilingual and/or an English dictionary. It is recommended that electronic devices are not used for summative assessment purposes, except for word processing.
- 8 The assessor must be satisfied that the learner can independently demonstrate competency against the unit standard.
- 9 Resource documents for the writing task:
  - i must be at a level of complexity that should reflect the linguistic demands of university entrance – for example, course text, introductory academic text, journal article, appropriate oral source;
  - ii should use vocabulary which is based on texts of an academic nature;
  - iii may be abridged and/or adapted versions designed for this level.
- 10 Assessment support material for *English for Academic Purposes* unit standards can be found at <https://www2.nzqa.govt.nz/qualifications-and-standards/assessment-support-materials/english-for-academic-purposes/>.
- 11 Guidelines for preparing submissions for moderation can be found at <https://www2.nzqa.govt.nz/tertiary/assessment-and-moderation-of-standards/external-moderation-application/>.
- 12 Definitions

*Appropriately* refers to writing that addresses the research question in a manner suitable for the intended audience and academic purpose.

*Cohesive devices* refer to how ideas are linked between and within paragraphs using conjunctions, connectives, and pronoun reference.

*Formal writing style* refers to lexical and grammatical features and variety of sentence structures common in academic writing. It does not usually contain slang, colloquialisms, contractions.

*Ideas are developed* refers to the skills of clarifying and expanding upon ideas, drawing conclusions, e.g., incorporation of theoretical concepts, analytical interpretation, making informed judgments.

*Test conditions* refer to a point in time assessment with a specific duration under supervised examination conditions.

*Well organised* refers to logical paragraphing and cohesive devices, ensuring clear and coherent flow.

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## Outcomes and performance criteria

### Outcome 1

Write a text under test conditions in English for an academic purpose.

### Performance criteria

- 1.1 The research question is addressed appropriately.

- 1.2 Ideas are developed and supported by the resource material to address the research question.
- 1.3 The text is written in a well organised, clear and coherent manner.
- 1.4 A formal writing style appropriate to the academic context is used.
- 1.5 Source material is integrated and acknowledged within the text.

Range may include but is not limited to – paraphrasing, summary, synthesis; direct quotation, citation.

<b>Planned review date</b>	31 December 2029
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#### Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	19 March 2010	31 December 2012
Review	2	19 July 2012	31 December 2019
Rollover and Revision	3	16 April 2015	31 December 2019
Review	4	18 May 2017	31 December 2026
Rollover	5	28 July 2022	31 December 2026
Review	6	27 June 2024	N/A
Republished	7		N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	0226
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This CMR can be accessed at <https://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.