

<b>Title</b>	<b>Write a connected text on a familiar topic in English language</b>		
<b>Level</b>	<b>3</b>	<b>Credits</b>	<b>5</b>

<b>Purpose</b>	<p>People credited with this unit standard are able to write a connected text on a familiar topic in English language.</p> <p>This unit standard is for learners for whom English is an additional language.</p> <p>It is intended for learners with increasing independence in English.</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>	Content, structure, and organisation of the written text are appropriate to the topic, audience and text type. A wide range of language features and vocabulary is used. Text is coherent and cohesive. Meaning of the written text is conveyed but may contain minor inaccuracies.
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<b>Criteria for Excellence</b>	Ideas are developed and linked effectively using a range of cohesive devices. A wide range of language features and vocabulary is used effectively.
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## Guidance Information

- 1 This unit standard may contribute to the New Zealand Certificate in English Language (General) (Level 3) [Ref: 1882].
- 2 It is recommended that:
  - i the outcomes are assessed as part of an integrated unit of work, relevant to the learning context of the learner;
  - ii assessment be conducted in conjunction with assessment against other English Language unit standards at this level.
- 3 This unit standard can be awarded 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.

- 4 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 <https://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales>.
- 5 The requirements of this standard are consistent with the *supporting documents*. They include guidelines relating to appropriate texts, task specifications, and assessment conditions and can be found at <https://www2.nzqa.govt.nz/qualifications-and-standards/english-language/>.
- 6 Assessment support material for *English Language* unit standards provide a model to help assessors develop further tasks that promote quality assessment practice. These documents and can be found at <https://www2.nzqa.govt.nz/qualifications-and-standards/assessment-support-materials/english-language/>.
- 7 All assessment activities must be conducted in English, which must not be the learner's first language.
- 8 Learners may use a bilingual and/or an English dictionary.
- 9 Learners' writing competence must be assessed after they have been given the opportunity to independently edit and proofread their work. Writing may contain some minor inaccuracies, but these must not impede meaning. The assessor must be satisfied that the learner can independently demonstrate competence against the unit standard. For moderation purposes, learner drafts must be included in the submission.
- 10 Guidelines for preparing submissions for moderation can be found at <https://www2.nzqa.govt.nz/tertiary/assessment-and-moderation-of-standards/external-moderation-application/>.
- 11 Definitions

*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. These include conjunctions, connectives, and pronoun reference.

*Connected text* refers to the use of conjunctions and other connectors to explicitly link facts and ideas.

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

*Discussion* refers to a piece of writing that attempts to give two or more sides of a topic or issue. It contains an explanation of purpose, arguments for and against the topic, and a conclusion.

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

*Explanation* refers to statements of how or why the feature or process of a phenomenon changes. It contains a general statement, which describes the phenomenon, an explanation of change, and a conclusion.

*Familiar topic* refers to a topic that is well known and relevant for the learner..

*Generally* means usually or in most cases, with occasional exceptions.

*Inaccuracies* refer to lapses in control in text structure, language features, vocabulary, spelling, and punctuation.

*Information* text refers to a classification and description of information. It contains a logical sequence of facts that are stated without any personal involvement.

*Organisation* refers to the arrangement of ideas into paragraphs, in a logical order.

*Persuasion* refers to the use of words to convince the reader of a view regarding an issue. It contains a statement of viewpoint, supporting evidence, and restatement of viewpoint.

*Range of language features and vocabulary* refers to the selection and use of language features and vocabulary to communicate ideas.

*Recount* refers to the retelling of past events. It contains an orientation, order of events, and re-orientation.

*Report* refers to a document containing information organized in a narrative, graphic or tabular form, and may refer to specific periods, events, occurrences, subjects.

*Wide range of language features and vocabulary* refers to the selection of a variety of language features and vocabulary.

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## Outcomes and performance criteria

### Outcome 1

Write a connected text on a familiar topic in English language.

Range at least 250 words;  
text type may include but is not limited to information, recount, persuasion, discussion, explanation, report.

### Performance criteria

- 1.1 Relevance to the topic, audience, and text type is generally demonstrated by the content, structure, and organisation text.
- 1.2 Coherence and cohesion are generally maintained.
- 1.3 Language features and vocabulary appropriate to the text type are used.

Range language features include complete simple, compound, and complex sentences, verb forms, cohesive devices; vocabulary relevant to topic; and may include formal, objective language.

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<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	17 October 2013	31 December 2019
Rollover and Revision	2	21 May 2015	31 December 2019
Review	3	29 March 2018	31 December 2026
Review	4	29 August 2024	N/A

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

0226

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 at [nqs@nzqa.govt.nz](mailto:nqs@nzqa.govt.nz) if you wish to suggest changes to the content of this unit standard.