

## 40062 Apply reading and writing skills in unfamiliar contexts

<b>Kaupae   Level</b>	2
<b>Whiwhinga   Credit</b>	5
<b>Whāinga   Purpose</b>	<p>This standard is for people who need basic learning and employability skills to pursue education or employment pathways. People credited with this Foundation Skills standard are able to apply reading and writing skills in unfamiliar contexts.</p> <p>This standard has been developed primarily for assessment within programmes leading to the New Zealand Certificate in Foundation Skills (Level 2) [Ref: 2862].</p>

### Hua o te ako me Paearu aromatawai | Learning outcomes and assessment criteria

Hua o te ako   Learning outcomes	Paearu aromatawai   Assessment criteria
1. Apply reading skills in unfamiliar contexts.	a. Read texts of different types to develop reading skills.
	b. Interpret information across texts of different types by using reading skills.
2. Apply writing skills in unfamiliar contexts.	a. Write texts of different types to develop writing skills.
	b. Communicate ideas for a specified purpose by using appropriate writing skills.

### Pārongo aromatawai me te taumata paearu | Assessment information and grade criteria

#### Assessment specifications:

- The requirements of this standard derive from the graduate profile outcomes of the New Zealand Certificate in Foundation Skills (Level 2) [Ref: 2862] and are consistent with the *New Zealand Certificates in Foundation and Bridging Supporting Document*. Links provided below.

All activities, including assessment, must reflect the self-development needs of each learner and must be carried out in accordance with the requirements and conditions of the qualification, and should be informed by the *New Zealand Certificates in Foundation and Bridging Supporting Document*. Link provided below.

The primary focus of learning for this standard is on the learner's self-development.

- Assessment evidence for this standard can be in English or te reo Māori.
- Content related to this standard may be of a highly personal nature. Full and clear consent of people should be obtained before they participate in any associated learning and assessment. All concerned with the teaching/learning and assessment relating to this standard need to be aware of, and respect, any issues of privacy and confidentiality.
- Learners may be assessed against this standard in a real-life context using naturally occurring evidence or in a realistic simulation. A verifier's checklist is acceptable if accompanied by evidence that includes examples from the learner's performance.
- **Reading**  
For the purposes of this standard, texts are written documents (not visual or oral). The reading texts must be of sufficient length and complexity to provide adequate evidence of competence. Suitable texts will require learners to use the skills outlined at koru/step 4 on the Read with Understanding strand of the Learning Progressions for Adult Literacy, or National Curriculum upper level 4/ lower level 5. At all times the quality of the texts, considered as a whole, is more important than length.
- **Writing**  
The texts must be of sufficient length and complexity to provide adequate evidence of competence: it is recommended that the texts total approximately 500 words, including one text of 200 words. Nevertheless, at all times the quality of the writing, considered as a whole, is more important than its length. 'Sufficient complexity' refers to texts that demonstrate the writing demands outlined at koru/step 4 of the Write to communicate strand of the Learning Progressions for Adult Literacy, or National Curriculum upper level 4/ lower level 5.  
Writing texts can be written in any method, including voice-to-text, and can be in any format and for any purpose.
- *Unfamiliar contexts* refers to situations, settings, or topics that are not well-known to the learner. *Text types* refers to different forms of writing, such as explanations, narration, instructions, arguments, description, reports.
- It is expected that the assessor affirms the learner's ability to repeat their performance against the standard.
- All activities relevant to this standard must reflect ngā kaupapa o te Tiriti o Waitangi (the principles of the Treaty of Waitangi).
- All activities must, as relevant to learners and/or this standard, reflect the peoples of the Pacific and other cultures, and their world views.

### **Ngā momo whiwhinga | Grades available**

Achieved.

### **Ihirangi waitohu | Indicative content**

#### **Reading**

Texts of different types should be read and interpreted to identify their purpose, audience, and ideas.

Reading skills that may be developed:

- skimming and scanning
- contextual inference
- analysing text structure
- identifying main ideas
- inferential thinking
- vocabulary expansion
- critical evaluation
- making connections
- adaptive reading strategies
- summarisation
- questioning
- cultural awareness.

## Writing

Texts of different types should be written appropriate to their purpose, audience, and ideas. Writers should have the opportunity to proof, correct, edit their work.

Writing skills that may be developed:

- spelling, punctuation, capitals, paragraph, grammar • writing to audience and conventions according to text type
- proofreading.

## Rauemi | Resources

- New Zealand Certificate in Foundation Skills (Level 2) [Ref: 2862]: [Foundation and Bridging qualifications » NZQA](#)
- New Zealand Certificates in Foundation and Bridging Supporting Document: [Foundation and Bridging qualifications » NZQA](#)
- Te Whare Tapa Whā: [Te whare tapa whā and wellbeing | Healthify](#)
- Fono Fale: [Fonofale – Mycare](#)
- Employability skills: [careers.govt.nz](#)
- [Learning Progressions for Adult Literacy » Ako Aotearoa](#)
- [The New Zealand Curriculum / Kia ora - NZ Curriculum Online \(tki.org.nz\)](#).

## Pārongo Whakaū Kounga | Quality assurance information

**Ngā rōpū whakatau-paerewa** | Standard Setting Body

NZQA National Qualifications Services

<b>Whakaritenga Rārangi Paetae Aromatawai  </b> DASS classification	Core Generic > Core Generic > Foundation Skills - Te Ara Tupu
<b>Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga  </b> CMR	0113

<b>Hātepe   Process</b>	<b>Putanga   Version</b>	<b>Rā whakaputa   Review Date</b>	<b>Rā whakamutunga mō te aromatawai   Last date for assessment</b>
<b>Rēhitatanga   Registration</b>	1	30 May 2024	N/A
<b>Kōrero whakakapinga   Replacement information</b>	N/A		
<b>Rā arotake   Planned review date</b>	31 December 2029		

Please contact NZQA National Qualifications Services at [nqs@nzqa.govt.nz](mailto:nqs@nzqa.govt.nz) to suggest changes to the content of this skill standard.