

<b>Title</b>	<b>Write a connected text on a familiar topic (EL)</b>		
<b>Level</b>	<b>3</b>	<b>Credits</b>	<b>5</b>

<b>Purpose</b>	<p>This unit standard is for people for whom English is an additional language.</p> <p>People credited with this unit standard are able to write a connected text on a familiar topic (EL).</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 and text type. Text is coherent and cohesive with minor lapses. A wide range of language features and vocabulary is used. Meaning of the written text is conveyed with minor inaccuracies.
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<b>Criteria for Excellence</b>	Ideas are linked effectively using a range of different cohesive devices. Text is coherent and cohesive with minimal lapses. An extended range of language features and vocabulary is used effectively. Meaning of the written text is conveyed with minimal inaccuracies.
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<b>Prerequisites</b>	Unit 27999, <i>Write a simple connected text on a familiar topic (EL)</i> , a demonstrate equivalent knowledge and skills.
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## Guidance Information

- 1 *English Language (EL)* refers to the acquisition of English as an additional language.
- 2 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 candidate must meet the *Achieved* and *Merit* criteria. For the *Excellence* grade to be awarded, the candidate must meet the *Achieved, Merit* and *Excellence* criteria.
- 3 This unit standard is at a level comparable to the Common European Framework of Reference (CEFR) high B1. It is intended for learners with increasing independence

in English. A structured overview of all CEFR related scales can be found at <http://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales>.

- 4 This unit standard may contribute to the New Zealand Certificate in English Language (General) (Level 3) [Ref: 1882]. The requirements of this standard are consistent with the NZCEL Guiding Document. This document includes guidelines relating to appropriate texts, task specifications and assessment conditions and can be found at <http://www.nzqa.govt.nz>.
- 5 All assessment activities must be conducted in English, which must not be the candidate's first language.
- 6 The assessor must be satisfied that the candidate can independently demonstrate competence against the unit standard.
- 7 It is recommended that:
  - i the outcomes are assessed as part of an integrated unit of work, relevant to the learning context of the candidate;
  - ii assessment be conducted in conjunction with assessment against other English Language unit standards at this level.
- 8 Candidates may use a bilingual and/or an English dictionary, but not electronic devices.
- 9 Candidate's writing competence must be assessed after they have been given the opportunity to edit and proofread their work. Candidate's drafts and any supplied or sourced resource materials must be attached as part of the completed assessment.
- 10 Assessment support material for *English Language* unit standards can be found at [www.nzqa.govt.nz](http://www.nzqa.govt.nz).
- 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.

*Discursive* text 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.

*Explanatory* text 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.

*Extended range of language features and vocabulary* refers to the selection of a variety of language features and vocabulary, used to communicate ideas precisely and fluently.

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

*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.

*Persuasive* text 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, used effectively.

## Outcomes and evidence requirements

### Outcome 1

Write a connected text on a familiar topic (EL).

Range     minimum of 250 words;  
             text type may include but is not limited to – information, recount, persuasive, discursive, explanatory, report.

### Performance Criteria

1.1       Content, structure and organisation of the written connected text are generally appropriate to the topic, audience and text type. The written text is generally coherent and cohesive. A range of language features and vocabulary appropriate to the text type is used. Meaning of the written text is generally conveyed but may contain errors and inaccuracies.

Range     language features include – complete simple, compound and complex sentences, verb forms, cohesive devices; vocabulary relevant to topic; and may include but are not limited to – formal, objective language.

<b>Planned review date</b>	31 December 2023
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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	N/A

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

0226

This CMR can be accessed at <http://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.