

Title	Read and understand a straightforward English language written text on a familiar topic		
Level	2	Credits	5

Purpose	<p>People credited with this unit standard are able to read and understand a straightforward English language written text on a familiar topic.</p> <p>This unit standard is for learners for whom English is an additional language.</p> <p>It is intended for learners who are developing independence in English.</p>
----------------	--

Classification	Languages > English Language
-----------------------	------------------------------

Available grade	Achieved
------------------------	----------

Guidance Information

- 1 This unit standard may contribute to the New Zealand Certificate in English Language (Level 2) [Ref: 1881].
- 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 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>.
- 4 The requirements of this standard are consistent with the *supporting documents*. They include guidelines relating to appropriate text, task specifications, and assessment conditions and can be found at <https://www2.nzqa.govt.nz/qualifications-and-standards/english-language/>.
- 5 All assessment activities must be conducted in English, which must not be the learner's first language.
- 6 Assessment must be conducted in a supportive environment. Learners may request assistance to understand the requirements of the assessment tasks.
- 7 Learners may use a bilingual and/or an English dictionary.

- 8 Learner responses may be oral or written, as relevant and appropriate. Responses may contain phonological, textual, or linguistic errors and inaccuracies, but these must not impede meaning. This standard assesses reading skills, not spoken or written skills.
- 9 A range of item response types must be used. such as short answer questions, multiple-choice, true/false/not given, sorting, matching, gap-fill.
- 10 For this unit standard, the written text:
- i must be approximately 350 - 450 words;
 - ii must use simple and compound sentences, and may include complex sentences;
 - iii may have complementary illustrations or diagrams placed so that the relationship between text and illustration is clear to the learner;
 - iv must be familiar and relevant but must not have been seen by the learner prior to the assessment;
 - v may be abridged versions designed for learners;
 - vi must be guided by the first 1500 words of the *New General Service List*
<https://www.newgeneralservicelist.com/>.
- 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
- Connections* refer to the links between ideas signalled by grammatical cohesive devices, e.g., causal, sequential, and exemplification.
- Description* refers to a description of place, person or thing, beginning with a general statement of topic, followed by detail.
- Essential vocabulary* refers to vocabulary that is necessary to understand the text, typically content words that relate to the topic.
- Information* text refers to writing that classifies and presents information. It contains a logical sequence of facts that are stated without any personal involvement.
- Main idea* refers to the most important or central thought of a paragraph or larger section of text.
- Recount* refers to the retelling of past events. It contains an orientation, record of events in a clear chronological sequence, and reorientation, using past tense verb forms.
- Specific information* refers to discrete items, for example, dates, times, places, names, prices, percentages, numbers, measurements, acronyms, addresses (including web addresses).
- Straightforward text* refers to a text which is uncomplicated in terms of its content and structure.

Outcomes and performance criteria

Outcome 1

Read and understand a straightforward English language written text on a familiar topic.

Range text type may include but is not limited to a description, information text, recount.

Performance criteria

1.1 The main idea or purpose of the overall text is identified.

1.2 Specific information is identified.

Range six items of information.

1.3 Connections between details are identified.

Range three connections of different types.

Planned review date	31 December 2029
----------------------------	------------------

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	29 March 2018	31 December 2026
Review	2	29 August 2024	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 at nqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.