

Title	Read and understand a moderately complex text in an applied context (EL)		
Level	3	Credits	5

Purpose	<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 read and understand a moderately complex text in an applied context (EL).</p>
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Classification	Languages > English Language
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Available grade	Achieved
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Prerequisites	Unit 30997, <i>Read and understand a text on a familiar topic (EL)</i> , or 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 is at a level comparable to the Common European Framework of Reference (CEFR) low B2. 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>.
- 3 This unit standard may contribute to the New Zealand Certificate in English Language (Applied) (Level 3) [Ref: 3667]. Assessment of outcomes must clearly reflect the applied context (employment or academic) being studied. 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>.
- 4 All assessment activities must be conducted in English, which must not be the candidate's first language.
- 5 The assessor must be satisfied that the candidate can independently demonstrate competence against the unit standard.

- 6 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.
- 7 Candidates may use a bilingual and/or an English dictionary, but not electronic devices.
- 8 Candidate's responses may be oral, written or visual, as relevant and appropriate. Responses may contain textual or linguistic errors and inaccuracies, but these must not obscure meaning. This standard assesses reading skills, not spoken or written skills.
- 9 A range of item response types must be used across tasks. This may include, but is not limited to – short answer questions, multiple-choice, true/false/not given, sorting, matching, gap-fill, open-ended questions requiring explanation and interpretation.
- 10 For this unit standard, texts:
- i must each be approximately 650-750 words;
 - ii must be authentic, according to the text type used;
 - iii may have complementary illustrations or diagrams. If so these must be placed so that the relationship between text and illustration is clear to the candidate;
 - iv must be on reasonably familiar topics which are relevant to learners and may include those about which learners are building their understanding in their applied context;
 - v must not have been seen by the candidate prior to the assessment;
 - vi may be abridged versions designed for language candidates;
 - vii must be guided by the first 2000 words of *New General Service List*.
- 11 Reference
Browne, C., Culligan, B., Phillips, J. 2013. *New General Service List*, Cambridge University Press.
- 12 Assessment support material for *English Language* unit standards can be found at www.nzqa.govt.nz.
- 13 Definitions
Grammatical cohesive devices refer to the use of language to relate ideas and information and make links between different parts of a text. Examples of grammatical cohesive devices are reference, substitution and ellipsis and text connectives.
Information text refers to writing that classifies and presents information. It contains a logical sequence of facts that are stated without any personal involvement.
Integrated across the text refers to building meaning across sentences by combining information.
Lexical cohesive devices refer to the use of word associations or semantic relationships between vocabulary items which enable readers to make links between items in a text and track how meaning is developed. Examples of lexical cohesive devices are the use of synonyms, antonyms, repetition of key words, collocation, class/sub-class relationships, and whole/part relationships.

Main idea refers to the most important or central thought of a paragraph or larger section of text.

Moderately complex text, for the purposes of this unit standard, refers to a text which includes inter-related facts and/or ideas which are communicated, some academic and/or specialised vocabulary and complex sentence structures.

Persuasive text refers to the use of words to convince the reader of his/her view regarding an issue. It contains a statement of viewpoint, supporting evidence and restatement of viewpoint.

Report text refers to a document containing information in a narrative, graphic or tabular form, and may refer to or describe an event or situation usually as the result of observation, inquiry, or research.

Supporting details refer to additional information that explains, develops or illustrates the speaker/writer's main idea, for example reasons, causes, examples

Outcomes and performance criteria

Outcome 1

Read and understand a moderately complex text in an applied context (EL).

Range text type may include but is not limited to – information, persuasive, report.

Performance criteria

1.1 Main ideas and supporting details are integrated across the text.

Range minimum of three main ideas and five supporting details.

1.2 Connections are made within and across sections of the text.

Range connections may include but are not limited to – causal, sequential, comparative, additive; exemplification through lexical and grammatical cohesive devices.

1.3 The overall meaning or purpose of the text or viewpoint of the writer is identified.

Planned review date	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	29 March 2018	N/A

Consent and Moderation Requirements (CMR) reference	0226
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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 if you wish to suggest changes to the content of this unit standard.