

Title	Read and understand moderately complex texts in an academic context (EL)		
Level	4	Credits	10

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 moderately complex texts in an academic context (EL).</p>
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Classification	Languages > English Language
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Available grade	Achieved
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Prerequisites	Unit 30996, <i>Read and understand a moderately complex text in an applied context (EL)</i> ; or Unit 31003, <i>Read and understand a text for a practical purpose in an applied context (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) mid B2. It is intended for learners with 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 (Academic) (Level 4) [Ref: 1883]. Assessment of outcomes must clearly reflect the academic context 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 must not use electronic devices other than for word processing.
- 8 Candidate's responses may be oral, or written, as relevant and appropriate. Responses may contain some minor textual or linguistic inaccuracies, but errors must not obscure meaning, or interfere with fluency. This standard assesses reading skills, not spoken or written skills.
- 9 A range of assessment tasks must be used for assessment against this unit standard, and 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 be a minimum of 2000 words over two texts. These texts need not be of equal length;
 - ii must be authentic, according to the text type used;
 - iii may have complementary illustrations or diagrams;
 - iv must be related to contexts that are relevant to the candidate;
 - iv must not have been seen by the candidate prior to the assessment;
 - v may be abridged versions designed for language candidates;
 - vi must use the conventions of the text-type and be authentic in sequence, layout, vocabulary, structure, tense, register;
 - vii must be guided by the first 2500 words of *New General Service List*.
- 11 References
Browne, C., Culligan, B., Phillips, J. 2013. *New General Service List*, Cambridge University Press
Coxhead, A. (2000). *A New Academic Word List*. TESOL Quarterly, 34(2), 213-238. Available at:
<http://www.victoria.ac.nz/lals/resources/academicwordlist/information.aspx>.
- 12 Assessment support material for *English Language* unit standards can be found at:
www.nzqa.govt.nz.
- 13 Definitions
Book reviews refer to an evaluation of a text. It establishes context with background information, describes the text and concludes with an opinion or judgment.
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.
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 ideas refer to the most important or central thought of a paragraph or larger section of text.

Moderately complex texts, for the purposes of this unit standard, refer to texts which include inter-related facts and/or ideas which are communicated, using complex sentence structures.

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 moderately complex texts in an academic context (EL).

Range two texts for different academic purposes, each of a different text type, assessed on separate occasions; texts for academic purposes may include but are not limited to – journal articles, book reviews, text book chapters, internet articles.

Performance criteria

1.1 The overall meaning or purpose of the text or viewpoint of the writer is identified and evaluated in relation to the academic purpose.

1.2 Main ideas and supporting details in the text are identified, analysed and evaluated for relevance to the purpose of the text.

Range minimum of three main ideas and six supporting details for each text.

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

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

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.