

Title	Read and understand moderately complex English language written texts		
Level	4	Credits	10

Purpose	<p>People credited with this unit standard are able to read and understand moderately complex English language written texts.</p> <p>This unit standard is for people for whom English is an additional language.</p> <p>It is intended for learners with independence in English.</p>
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Classification	Languages > English Language
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Available grade	Achieved
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Guidance Information

- 1 This unit standard may contribute to the New Zealand Certificate in English Language (General) (Level 4) [Ref: 3669].
- 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 texts, 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 Learners may use a bilingual and/or an English dictionary.
- 7 Learner's responses may be oral, or written, as relevant and appropriate. Responses may contain some minor textual or linguistic inaccuracies, but errors must not impede meaning or interfere with fluency. This standard assesses reading skills, not spoken or written skills.

- 8 A range of assessment tasks must be used for assessment against this unit standard and may include short answer questions, multiple-choice, true/false/not given, sorting, matching, gap-fill, open-ended questions requiring explanation and interpretation.
- 9 For this unit standard, texts:
- i must be at least 2000 words in total 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 learner;
 - v must not have been seen by the learner prior to the assessment;
 - vi may be abridged versions designed for language learners;
 - vii must use the conventions of the text-type and be authentic in sequence, layout, vocabulary, structure, tense, register;
 - viii must be guided by the first 2500 words of *The New General Service List* <https://www.newgeneralservicelist.com/>.
- 10 Guidelines for preparing submissions for moderation can be found at: <https://www2.nzqa.govt.nz/tertiary/assessment-and-moderation-of-standards/external-moderation-application/>.
- 11 Definitions
- Analysed* refers to examining, breaking down, or thinking critically about information in order to draw conclusions.
- Connections* refer to the links between ideas signaled by grammatical and lexical cohesive devices.
- 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.
- 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*, refer to texts which include inter-related facts and/or ideas which are communicated, using 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.
- Procedural* text refers to a text which gives instructions or describes a process. Examples of procedural texts are instructions, directions, recipes.
- Evaluated* refers to an evaluation of a text. It establishes context with background information, describes the text and concludes with an opinion or judgment.
- 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 English language written texts.

Range two texts for different purposes, assessed on separate occasions;
one text must be for a practical purpose, the other text must be a transactional text;
text for a practical purpose may include report, social and news media, formal letter relating to community interests, procedural text;
transactional text may include review, discussion, persuasive text, informational text.

Performance criteria

1.1 Purpose or viewpoint of the writer is identified.

1.2 Main ideas and supporting details relevant to the purpose or viewpoint of the writer are identified, analysed and evaluated.

Range three main ideas and six supporting details.

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

Range connections may be causal, sequential, comparative, additive, and exemplification through lexical and grammatical cohesive devices.

Planned review date	31 December 2029
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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	31 December 2026
Review	2	29 August 2024	N/A

Consent and Moderation Requirements (CMR) reference	0226
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This CMR can be accessed at <https://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.