Title	Read and understand moderately complex texts (EL)		
Level	4	Credits	10

Purpose	This unit standard is for people for whom English is an additional language.
	People credited with this unit standard are able to read and understand moderately complex texts (EL).

Classification	Languages > English Language

Available grade	Achieved

Prerequisites	Unit 30996, *Read and understand a moderately complex text in an applied context (EL)*; or Unit 31003, *Read and understand a text for a practical purpose in an applied context*; or demonstrate equivalent knowledge and skills.

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 (General) (Level 4) [Ref: 3669]. Assessment of outcomes must clearly reflect the employment 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/assets/qualifications-and-standards/qualifications/EL-quals/NZCEL-Guiding-Document.pdf.

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, 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 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 candidate;
    v   must not have been seen by the candidate prior to the assessment
    vi may be abridged versions designed for language candidates;
    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.*

11   References
Browne, C., Culligan, B., Phillips, J. 2013. *The New General Service List*, Cambridge University Press

12   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.
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.
Procedural text refers to a text which gives instructions or describes a process. Examples of procedural texts are instructions, directions, recipes.

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.

Review 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 texts (EL).

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 but is not limited to – report, social and news media, formal letter relating to community interests, procedural text;
transactional text may include but is not limited to – review, discussion, persuasive text, informational text.

Performance criteria

1.1   Main ideas and supporting details in each text are identified and linked within each text.

> Range   a minimum of three main ideas and six 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, and exemplification through lexical and grammatical cohesive devices.

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

Replacement information	This unit standard replaced unit standard 28059 and unit standard 28060.

Planned review date	31 December 2023

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

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.