

<b>Title</b>	<b>Read and understand an English language written text for a practical purpose in an applied context</b>		
<b>Level</b>	<b>3</b>	<b>Credits</b>	<b>5</b>

<b>Purpose</b>	<p>People credited with this unit standard are able to read and understand an English language written text for a practical purpose in an applied context.</p> <p>This unit standard is for learners for whom English is an additional language.</p> <p>It is intended for learners with increasing independence in English.</p>
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<b>Classification</b>	Languages > English Language
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<b>Available grade</b>	Achieved
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### Guidance Information

- 1 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, community) being studied.
- 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 to 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 English dictionary.
- 7 Learners' responses may be oral, written, or visual, as relevant and appropriate.

- 8 Responses may contain textual or linguistic errors and inaccuracies, but these must not impede meaning. A range of item response types must be used for assessment against this unit standard. This may include short answer questions, multiple-choice, true/false/not given, sorting, matching, gap-fill, and open-ended questions requiring explanation and interpretation. This standard assesses reading skills, not spoken or written skills.
- 9 For this unit standard, written texts:
- must each be approximately 650-750 words;
  - may have complementary illustrations or diagrams, but these must be placed so that the relationship between text and illustration is clear to the learner;
  - must be reasonably familiar and relevant, but must not have been seen by the learner prior to the assessment;
  - may be abridged versions designed for language learners;
  - must use the conventions of the text type and be authentic in sequence, layout, vocabulary, structure, tense, register;
  - must be guided by the first 2000 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
- Connections* refer to the links between ideas signalled 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, 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 keywords, 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.
- Specific information* refers to discrete items, for example, dates, times, places, names, prices, percentages, numbers, measurements, acronyms, addresses (including web addresses). Specific information is often expressed as nouns and adjectives.
- 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 an English language written text for a practical purpose in an applied context.

Range text types may include but are not limited to education or workplace communications, design briefs, reports, experiments, extracts from operating instructions, and procedures.

### Performance criteria

1.1 Main ideas, supporting details, and specific information relevant to the practical purpose are identified and linked.

Range three main ideas, five supporting details, eight items of specific information.

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

Range six connections including both lexical and grammatical cohesive devices.

<b>Planned review date</b>	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

<b>Consent and Moderation Requirements (CMR) reference</b>	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 at [nqs@nzqa.govt.nz](mailto:nqs@nzqa.govt.nz) if you wish to suggest changes to the content of this unit standard.