

Title	Read and understand a text for a practical purpose 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 text for a practical purpose 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 31004, <i>Read and understand a text for a practical purpose (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 English dictionary, but must not use 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 for assessment against this unit standard. 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 may have complementary illustrations or diagrams, but these must be placed so that the relationship between text and illustration is clear to the candidate;
 - iii must be authentic according to the text type used;
 - iv must be reasonably familiar and relevant, but 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 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/asm.
- 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, 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.

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 a text for a practical purpose in an applied context (EL).

Range text type may include, but is not limited to – education or workplace communication, 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 minimum of three main ideas, five supporting details, eight pieces of specific information.

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.

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.