

Title	Read and understand an English language written text for a practical purpose		
Level	3	Credits	5

Purpose	<p>People credited with this unit standard are able to read and understand an English language written text for a practical purpose.</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>
----------------	--

Classification	Languages > English Language
-----------------------	------------------------------

Available grade	Achieved, Merit, and Excellence
------------------------	---------------------------------

Criteria for Merit	Clear understanding of a written text for a practical purpose is demonstrated by linking main ideas and supporting details.
---------------------------	---

Criteria for Excellence	Thorough understanding of a written text for a practical purpose is demonstrated by identifying the overall purpose of the text with evidence from the text.
--------------------------------	--

Guidance Information

- 1 This unit standard may contribute to the New Zealand Certificate in English Language (General) (Level 3) [Ref: 1882].
- 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 can be awarded with an *Achieved*, *Merit*, or *Excellence* grade. For the *Achieved* grade to be awarded, the outcome must be achieved as specified in the outcome statement. For the *Merit* grade to be awarded, the learner must meet the *Achieved* and *Merit* criteria. For the *Excellence* grade to be awarded, the learner must meet the *Achieved*, *Merit* and *Excellence* criteria.

- 4 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>.
- 5 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/>.
- 6 Assessment support material for *English Language* unit standards provide a model to help assessors develop further tasks that promote quality assessment practice. These documents and can be found at: <https://www2.nzqa.govt.nz/qualifications-and-standards/assessment-support-materials/english-language/>.
- 7 All assessment activities must be conducted in English, which must not be the learners first language.
- 8 Learners may use a bilingual and/or an English dictionary.
- 9 Learners' 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.
- 10 A range of assessment tasks 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, open-ended questions requiring explanation and interpretation.
- 11 For this unit standard, a written text:
 - i must be approximately 450-600 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 learner;
 - iii must be reasonably familiar and relevant, but must not have been seen by the learner prior to the assessment;
 - iv may be abridged versions designed for language learners;
 - v must use the conventions of the text type and be authentic in sequence, layout, vocabulary, structure, tense, register;
 - vi must be guided by the first 2000 words of *New General Service List*.
<https://www.newgeneralservicelist.com/>.
- 12 Guidelines for preparing submissions for moderation can be found at: <https://www2.nzqa.govt.nz/tertiary/assessment-and-moderation-of-standards/external-moderation-application/>.
- 13 Definitions

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 and text connectives.

Lexical cohesive devices refer 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 an English language written text for a practical purpose.

Range text types may include but are not limited to extracts from health procedures, enrolment procedures, emergency and safety procedures, design briefs, instructions for the operation of equipment.

Performance criteria

1.1 The practical purpose, main ideas, supporting details and specific information are identified and connections are made within and across sentences and text.

Range three main ideas, three supporting details and six items of specific information;
connections may include causal, sequential, comparative, additive, and exemplification, through lexical and grammatical cohesive devices.

Planned review date	31 December 2029
----------------------------	------------------

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
--	------

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.