Title	Write a clear connected text in an applied context in English language
Level	3	Credits	5

Purpose	People credited with this unit standard are able to write a clear connected text in an applied context in English language. This unit standard is for learners for whom English is an additional language. It is intended for learners with increasing independence in English.

Classification	Languages > English Language

Available grade	Achieved

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 context (employment or academic) 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 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. Document*. 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   Assessment must be conducted in a supportive environment. Learners may request assistance to understand the requirements of the assessment tasks.

7   Learners may use a bilingual and/or an English dictionary.

8   Learners' writing competence must be assessed after they have been given the
     opportunity to edit and proofread their work. Some minor inaccuracies may be
     present, but these must not impede meaning. Learner's drafts and any supplied or
     sourced resource materials must be attached as part of the completed assessment.
     For moderation purposes, learner drafts must be included in the submission.

9   Guidelines for preparing submissions for moderation can be found at
     https://www2.nzqa.govt.nz/tertiary/assessment-and-moderation-of-
     standards/external-moderation-application/.

10   Definitions
     Applied context refers to an employment context or an academic context.
     Clear, connected text refers to writing that presents ideas in a way that flows and
     does not place a strain on the reader.
     Coherent refers to the presentation of ideas in a comprehensible manner and logical
     order.
     Cohesive refers to how ideas are linked between and within paragraphs using
     cohesive devices. These include conjunctions, connectives, and pronoun reference.
     Content refers to the selection and development of ideas related to the topic.
     Discursive text refers to a piece of writing that attempts to give two or more sides of a
     topic or issue. It contains an explanation of purpose, arguments for and against the
     topic, and a conclusion.
     Explanatory text refers to statements of how or why the features or process of a
     phenomenon changes. It contains a general statement, which describes the
     phenomenon, an explanation of change, and a conclusion.
     Inaccuracies refer to lapses in control in text structure, language features,
     vocabulary, spelling, and punctuation.
     Information text refers to a classification and description of information. It contains a
     logical sequence of facts that are stated without any personal involvement.
     Organisation refers to the arrangement of ideas into paragraphs, in a logical order.
     Persuasive text refers to the use of words to convince the reader of a view regarding
     an issue. It contains a statement of viewpoint, supporting evidence, and restatement
     of viewpoint.
     Report refers to a document containing information organized in a narrative, graphic
     or tabular form, and may refer to specific periods, events, occurrences, subjects.
     Wide range of language features and vocabulary refers to the selection of a variety of
     language features and vocabulary, used effectively.

Outcomes and performance criteria

Outcome 1

Write a clear, connected text in an applied context in English language.

Range   at least 300 words;
         text type may include but is not limited to information, persuasive, discursive,
         explanatory, report.

Performance criteria

1.1   Content, structure and organisation of the text appropriately address the topic, audience and applied context.

1.2   Coherence and cohesion are maintained in the text.

1.3   A wide range of language features appropriate to the text type are used in the writing.

        Range   language features may include but are not limited to complete simple, compound, and complex sentences, verb forms, cohesive devices; formal, objective language.

1.4   Vocabulary relevant to the topic and applied context is used.

        Range   word choice, grammatical form.

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 at nqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.