

<b>Title</b>	<b>Write moderately complex texts on general topics (EL)</b>		
<b>Level</b>	<b>4</b>	<b>Credits</b>	<b>15</b>

<b>Purpose</b>	<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 write moderately complex texts on general topics (EL).</p>
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<b>Classification</b>	Languages > English Language
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<b>Available grade</b>	Achieved
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<b>Recommended skills and knowledge</b>	Unit 30133, <i>Write a clear connected text in an applied context (EL)</i> , or Unit 30144, <i>Write a text for a practical purpose in an applied context (EL)</i> , or demonstrate equivalent knowledge or 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) 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]. 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 an English dictionary, but not electronic devices.
- 8 Candidate's writing competence must be assessed after they have been given the opportunity to edit and proofread their work. Candidate's drafts and any supplied or sourced resource materials must be attached as part of the completed assessment.
- 9 Assessment support material for *English Language* unit standards can be found at [www.nzqa.govt.nz](http://www.nzqa.govt.nz).
- 10 Definitions
- 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.
- 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.
- Evaluation* refers to the assessment of the topic against specific criteria, and may include the evaluation of written text, audio-visual text, a product, website, event, community service, educational programme, performance.
- Formal letter* refers to letters written in formal language and format for a transactional purpose. Examples of formal letters are letters of complaint, letters to the editor.
- Inaccuracies* refer to lapses in control in text structure and 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.
- Layout* refers to the appropriate formatting of the text according to the text type.
- 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.
- 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.
- Wide range of language features and vocabulary* refers to the selection of a variety of language features, and general and topic related vocabulary used to communicate ideas effectively.
- Word choice* refers to meaning, collocation and lexical groups.

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## Outcomes and performance criteria

### Outcome 1

Write moderately complex texts on general topics (EL).

**Range** three texts each of a minimum of 500 words, each of a different text type and on a different topic, assessed on separate occasions; text types may include but are not limited to – information, persuasive, discursive, explanatory, formal letter, evaluation.

### Performance criteria

1.1 Content, structure and layout of the text are appropriate to the topic, audience, purpose and text type.

1.2 Ideas are developed and the text is clear, coherent and cohesive.

1.3 Writing uses a wide range of language features appropriate to the text type. It may contain some minor inaccuracies but these do not obscure meaning.

**Range** language features include – complete simple, compound and complex sentences; verb forms; cohesive devices; and may include – formal, objective language.

1.4 Writing uses vocabulary relevant to the topic, and appropriate to the sentence structure.

**Range** word choice, grammatical form.

<b>Replacement information</b>	This unit standard replaced unit standard 28071 and unit standard 28072.
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<b>Planned review date</b>	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

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