

<b>Title</b>	<b>Write moderately complex texts on general topics in English language</b>		
<b>Level</b>	<b>4</b>	<b>Credits</b>	<b>15</b>

<b>Purpose</b>	<p>People credited with this unit standard are able to write moderately complex texts on general topics in English Language.</p> <p>This unit standard is for learners for whom English is an additional language.</p> <p>It is intended for learners with independence in English.</p>
----------------	---

<b>Classification</b>	Languages > English Language
-----------------------	------------------------------

<b>Available grade</b>	Achieved
------------------------	----------

### Guidance Information

- 1 This unit standard may contribute to the New Zealand Certificate in English Language (General) (Level 4) [Ref: 3669].
- 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*. 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 an English dictionary.

- 7 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.
- 8 Guidelines for preparing submissions for moderation can be found at:  
<https://www2.nzqa.govt.nz/tertiary/assessment-and-moderation-of-standards/external-moderation-application/>.
- 9 Definitions
- Coherent* refers to the presentation of ideas in a comprehensible manner and logical order.
- Cohesive* refers to how ideas are effectively 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, 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, or performance.
- 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.
- 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*, 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.

## Outcomes and performance criteria

### Outcome 1

Write moderately complex texts on general topics in English Language.

**Range** three texts of between 250 - 650 words, a combined total of 1,500 words, across all three texts, 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, text type, structure, and layout of the text are developed to appropriately address the topic, audience, and purpose.
- 1.2 Ideas are developed and the text is coherent, and cohesive.
- 1.3 A wide range of language features appropriate to the text type is used.

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

- 1.4 Vocabulary relevant to the topic, and appropriate to the sentence structure, is used.

**Range** word choice, grammatical form.

<b>Planned review date</b>	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

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