

<b>Title</b>	<b>Write a text for a practical purpose in an applied context in English language</b>		
<b>Level</b>	<b>3</b>	<b>Credits</b>	<b>5</b>

<b>Purpose</b>	<p>People credited with this unit standard are able to write a text for a practical purpose in an applied context 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 increasing independence in English.</p>
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<b>Classification</b>	Languages > English Language
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<b>Available grade</b>	Achieved
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### 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*. 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 independently edit and proofread their work. Minor inaccuracies may be present, but these must not impede meaning. The assessor must be satisfied that the learner can independently demonstrate competence against the unit standard. 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  
*An applied context* refers to an employment context or an academic context.  
*A range of language features and vocabulary* refers to the selection of language features and vocabulary to communicate ideas.  
*Coherent* refers to the presentation of ideas in a comprehensible manner and logical order.  
*Cohesive* refers to how ideas are linked effectively between and within paragraphs using cohesive devices. These include conjunctions, connectives, and pronoun reference.  
*Formal letter* refers to letters written in formal language and format for a transactional purpose. Examples of formal letters are letters of complaint, applications, letters to the editor.  
*Inaccuracies* refer to lapses in control in text structure and language features. vocabulary, spelling, and punctuation.  
*Layout* refers to the appropriate formatting of the text according to the text type.  
*Procedural* text refers to a text which gives instructions using imperatives, a description of a process, or recommendations. Examples of procedural texts are instructions, experimental reports, and descriptions of processes.  
*Word choice* refers to meaning, collocation, and lexical groups.

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## Outcomes and performance criteria

### Outcome 1

Write a text for a practical purpose in an applied context in English language.

Range at least 250 words;  
text type may include but is not limited to procedural, formal letter, curriculum vitae.

### Performance criteria

- 1.1 The practical purpose of the text is clearly communicated.
- 1.2 Appropriateness to the practical purpose, audience, and applied context of the text is demonstrated by the content, structure, and layout.
- 1.3 Text is coherent and cohesive but may have minor lapses.

1.4 A range of language features appropriate to the text type is used.

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

1.5 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
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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	31 December 2026
Review	2	29 August 2024	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	0226
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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.