

<b>Title</b>	<b>Write a range of texts for practical purposes in an employment context 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 a range of texts for practical purposes in an employment context in English language.</p> <p>This unit standard is for people for whom English is an additional language.</p> <p>It is intended for learners with 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 (Employment) (Level 4) [Ref: 3668].
- 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 Learner's writing competence must be assessed after they have been given the opportunity to edit and proofread their work. Minor inaccuracies may be present, but these must not impede meaning. Learner drafts and any supplied or sourced materials must be attached as part of the completed assessment.
- 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 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 applications, proposals.
- Inaccuracies* refer to lapses in control in text structure and language features, vocabulary, spelling, and punctuation.
- Information* text refers to writing that classifies and describes information. It contains a logical sequence of facts that are stated without any personal involvement. Examples of information texts are articles, and brochures.
- Layout* refers to the appropriate formatting of the text according to the text type.
- Procedural* text refers to a text which gives instructions or a description of a process. Examples of procedural texts are instructions, directions, recipes, experimental reports, descriptions of industrial processes.
- Report* refers to a document containing information organised in a narrative, graphic or tabular form, and may refer to specific periods, events, occurrences, subjects. Examples of reports are workplace and accident reports, and market research reports.
- Targeted curriculum vitae* is designed with a particular audience in mind, and relevant to a specified employment context.
- Wide range of language features* refers to the selection of a variety of language features, 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 a range of texts for practical purposes in an employment context in English language.

- Range     three texts of at least 500 words each, each of a different context and for a different purpose; assessed on separate occasions;  
text types may include but are not limited to procedural, formal letter, workplace report, information, targeted curriculum vitae.

**Performance criteria**

- 1.1 The practical purpose of the topic, text type, audience, and employment context is demonstrated by the content, structure, and layout.
- 1.2 Ideas are developed and the text is coherent and cohesive.
- 1.3 A 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, specialised or technical vocabulary, 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 [nqs@nzqa.govt.nz](mailto:nqs@nzqa.govt.nz) if you wish to suggest changes to the content of this unit standard.