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| **Title** | **Write an academic text under test conditions (EAP)** |
| **Level** | **4** | **Credits** | **5** |

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| **Purpose** | Learners credited with this unit standard are able to write an academic text under test conditions.English for Academic Purposes (EAP) unit standards are designed to assess a learner’s readiness to study at undergraduate level. |

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| **Classification** | Languages > English for Academic Purposes |

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| **Available grade** | Achieved |

**Guidance Information**

1. This unit standard is one of a suite of five English for Academic Purposes Level 4 standards. It contributes to the New Zealand Certificate in English Language (Academic) (Level 4) [Ref: 1883]. The requirements of this standard are consistent with the *NZCEL Guiding Document*. This document includes guidelines relating to appropriate text, task specifications, and assessment conditions and can be found at <http://www.nzqa.govt.nz>

2 This unit standard is at a level comparable to the Common European Framework of Reference (CEFR) mid B2. 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 It is recommended that assessment against this unit standard is conducted in conjunction with assessment against other Level 4 English for Academic Purposes unit standards. Assessment may occur in conjunction with study and assessment in other learning areas.

4 Competence for this unit standard must be assessed under test conditions in one sitting. Learners must complete one piece of writing of approximately 500 words, including planning and proof-reading in three hours maximum. Learners cannot resubmit this piece of writing.

5 Writing must be in response to a research question with reference to an academic text(s). The question must not be given to learners prior to assessment. The question must refer to resource document(s) given out previously, with which learners have been given the opportunity to become familiar prior to assessment. An unannotated copy of the resource document(s) can be consulted during the assessment.

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

It is recommended that electronic devices are not used for summative assessment purposes, except for typing.

7 Learner’s writing may contain inaccuracies in surface features, as long as these do not interfere with meaning.

8 The assessor must be satisfied that the learner can independently demonstrate competency against the unit standard.

1. Resource documents for the writing task:
2. must be at a level of sufficient complexity that should reflect the linguistic and vocabulary demands of university entrance – for example, course text, introductory academic text, academic journal article.
3. should use vocabulary which is based on a text of an academic nature
4. may be abridged and/or adapted versions designed for this level.

10 This unit standard focuses on the assessment of writing. It is acknowledged that a significant amount of reading is required, but the reading is not to be assessed for this unit standard.

11 Assessment support material for *English for Academic Purposes* unit standards can be found at: [www.nzqa.govt.nz/asm](https://www.nzqa.govt.nz/qualifications-standards/standards/assessment-support-material/english-for-academic-purposes-eap-assessment-support-materials-asm/).

12Definitions

*Research question* may include – comparing, contrasting, problem solution, cause and effect, discussion, argument.

*Ideas are developed* refers to the skills of clarifying and expanding upon ideas, drawing conclusions.

*Formal style* refers to vocabulary, grammar, and sentence structure common in academic writing. It does not usually contain slang, colloquialisms, contractions, etc.

*Cohesive devices* refer to how ideas are linked between and within paragraphs using cohesive devices. These include conjunctions, connectives, and pronoun references.

**Outcomes and performance criteria**

**Outcome 1**

Write an academic text under test conditions

**Performance criteria**

* 1. The research question is addressed in a manner appropriate to the purpose.
	2. Ideas are developed based on the resource material.

1.3 Text is structured with a clear overall progression.

Range paragraphing, use of cohesive devices.

1.4 A formal writing style appropriate to the academic context is used.

Range lexical and grammatical features, variety of sentence structures.

1.5 Source material is integrated and acknowledged within the text.

Range in text citation, reference list. Integration may include direct quotation, paraphrasing, summary, synthesis, informed judgment.

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| **Planned review date** | 31 December 2028 |

**Status information and last date for assessment for superseded versions**

| **Process** | **Version** | **Date** | **Last Date for Assessment** |
| --- | --- | --- | --- |
| Registration | 1 | 19 March 2010 | 31 December 2012 |
| Review | 2 | 19 July 2012 | 31 December 2019 |
| Rollover and Revision | 3 | 16 April 2015 | 31 December 2019 |
| Review | 4 | 18 May 2017 | 31 December 2025 |
| Rollover | 5 | 28 July 2022 | 31 December 2025 |
| Review | 6 |  | N/A |

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| **Consent and Moderation Requirements (CMR) reference** | 0226 |

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 if you wish to suggest changes to the content of this unit standard.