

English Language and English for Academic Purposes Unit Standards

Supporting Document – Draft for consultation – August 2025

Section Three E

Planning assessment using English for Academic Purposes (EAP) Level 4 standards

Tertiary context

Secondary context

Supporting learners to develop their own research question/academic purpose (22750)

Unpacking an English for Academic Purposes unit standard (22751)

Creating the assessment

Planning assessment using English for Academic Purposes (EAP) Level 4 standards

In this section, experienced practitioners show how to plan an assessment using Level 4 EAP unit standards. One EAP unit standard 22751 is unpacked in detail. Guidance is also provided on how to create an assessment.

Tertiary Context

Who are the learners?

In the tertiary sector, learners are usually enrolled in a full-time New Zealand Certificate in English (Academic) (Level 4) programme, with around 20 hours a week of class time for between 16 and 18 weeks. They are assessed using Level 4 EAP unit standards as part of the mandatory requirements for the award of the NZCEL qualification, in order to gain entry to further study. The learners can range from 17 to 70 years old and come from very diverse backgrounds.

An integrated programme

This example uses several unit standards to assess learning connected to a unifying theme - The ageing population.

1. Reading	2. Writing	3. Speaking	4. Listening
<i>22751 Read and process information in English for academic purposes</i> <i>31009 Read and evaluate a range of extended English language written texts independently for an academic research question</i>	<i>22750 Write a crafted text using researched material in English for an academic purpose</i> <i>22749 Write a text under test conditions in English for an academic purpose</i>	<i>22891 Deliver an oral presentation in English for an academic purpose</i>	<i>22892 Listen to and process information from a spoken text in English for an academic purpose</i>
There are two different reading assessments. There is one EAP reading assessment (22751). In this	There are two different writing assessments. The first writing assessment (22750) requires learners	The oral presentation assessment requires the learners to deliver a presentation on the issues of	The listening assessment assesses listening using a spoken text about an ageing population.

assessment learners are given a previously unseen text on a topic related to what they have been studying and must complete tasks under test conditions. The English Learner (EL) reading assessment (31009) requires learners to read a range of academic texts. This makes it a good assessment to integrate for the research component for the writing assessment (22750).	to answer a research question by producing a research report based on the texts that they read in reading 31009. This writing also builds on the oral presentation done as a speaking assessment. The second writing assessment requires learners to write an essay under test conditions in response to a research question on the topic of ageing population.	either a growing youth population or an older population in different parts of the world.	
---	---	---	--

All teaching and learning is focused on developing skills and content knowledge on this aging population theme, providing opportunities for rich inter-cultural and intergenerational discussions, inviting guest speakers/lecturers, and making community links.

Learners are supported to develop an academic research question (purpose) either on a growing youth population or an older population linked to EAP unit standard 22891 and 22750. The reading and research done for these assessments, can be logged and assessed against unit standard 31009.

The teacher can either offer a range of prepared research questions or support learners to develop their own. Additionally, a mix of these two approaches is possible with the teacher supplying question frames for learners to personalise. Here are two examples:

What are the similarities and differences between the challenges for youth in _____ (name of country), and the challenges for youth in _____ (name of country)?

What are the effects of an ageing population on _____ (name of sector e.g. health, education, transport) in _____ (name of country)?

While personalising, the question frame reduces the time for the learner to develop an academic purpose. Learners can watch each other's presentations, which provides additional teaching and learning opportunities.

This theme provides rich language and literacy opportunities using EAP unit standards 22891, which can then lead to learners using the same research question/academic purpose for EAP unit standard 22750 - ***Write a crafted text using researched material in English for an academic purpose*** – and providing opportunities to recycle and reuse vocabulary and language structures. It focuses on the 'how' of writing a crafted text, provides an efficient transition to the next assessment and minimises additional teaching of content.

Finally, EAP unit standard 22749 - ***Write a text under test conditions in English for an academic purpose*** - puts pressure on the learner to produce writing with a specific time frame. Leaving this assessment until last allows for the time needed to develop productive knowledge of content, language and literacy. Here is a suggested academic purpose for learners to write about under test conditions:

Some countries use rest homes for their aging populations, while in other countries, their aging parents live until they die with one or all of their children. Discuss the for and against for the aging population living the remainder of their life in rest homes.

Secondary Context

Who are the learners?

Level 4 English for Academic Purposes secondary school learners also come from diverse backgrounds. They may also include learners who speak English as their first language. They will most likely have four to five hours in an English for Academic Purposes class while approximately twenty hours of learning will occur in *The New Zealand Curriculum* learning areas. They will usually be taking the Level 4 EAP unit standards to provide credits towards their NCEA Level 3 qualification, and to meet [the University Entrance literacy requirements](#). The full suite of English for Academic Purposes standards provides a comprehensive academic literacy course to support and connect with secondary subjects and/or tertiary studies. Learners can range from 16 to 20 years old.

An Integrated Programme

The table below presents an integrated assessment approach that prepares learners for the demands of study at undergraduate level. It uses a unifying theme of 'From Plate to Policy: Food and Public Health'.

Learners build up knowledge, academic language, and critical thinking skills across all four modes – listening, speaking, reading, and writing, so that they can fully demonstrate their academic language skills. Teaching and learning sequences may be delivered as “modules”. An example of this is shown in the table below.

From Plate to Policy: Food and Public Health			
Module 1: What's really on our plates?	Module 2: The Obesity Epidemic	Module 3: The Government and Food	Module 4: A Case Study
<i>Learners build vocabulary knowledge and critical awareness around food, nutrition, and consumption in preparation for understanding Module 2: The Obesity Epidemic.</i>	<i>Based on learning from Module 1, learners make connections between consumption patterns and obesity. Learners explore the causes and effects of obesity, making links to national and global trends, and the wider world.</i>	<i>Learners consider government responses to the obesity epidemic, such as fat or sugar taxes or healthy food subsidies. Different perspectives about the extent of the government's role and responsibilities are explored, analysed, and evaluated.</i>	<i>Learners continue to consider the role and responsibility of the government. Research questions are modelled and used to analyse and evaluate a case study of a government policy or intervention related to food, such as school lunch programmes or healthy eating campaigns.</i>

These four modules explore rich and interconnected themes and content about a variety of issues and perspectives that work across the four modes. The length of these teaching and learning sequences and the timing of assessment should be carefully considered to ensure learner readiness.

The content and language skills taught through the unit can be used to develop assessment tasks that meet the requirements of Level 4 EAP standards.

A possible selection of Level 4 EAP standards in relation to ‘From Plate to Policy: Food and Public Health’ unit are outlined below.

1. Listening	2. Reading	3. Writing	4. Speaking
22892 <i>Listen to and process information from a spoken text in English for an academic purpose.</i>	22751 <i>Read and process information in English for academic purposes</i>	22750 <i>Write a crafted text using researched material in English for an academic purpose</i> AND/OR 22749 <i>Write a text under test conditions in English for an academic purpose</i>	22891 <i>Deliver an oral presentation in English for an academic purpose</i>

This standard assesses listening using a spoken text related to the obesity epidemic. It is sat after students have shown adequate understanding of Modules 1 and 2.	For this standard, the assessment task gives learners a previously unseen text that discusses perspectives on government responsibilities as relevant Module 3. They must answer questions about the text under test conditions.	For 22750, learners develop an individual research question (the academic purpose) about a public health issue. They will apply their knowledge from the unit, as well as the research skills modelled to them in Module 4.	For 22749, learners write an essay under test conditions in response to a research question on the topic of food and public health. Their essay must refer to resource document(s) that learners have previously studied in class and are familiar with from Modules 1 - 4.	Finally, learners deliver an oral presentation on a public health issue. They may use the research they completed as part of 22750 by modifying their essay into a presentation, or they may also explore a relevant issue previously studied during the unit.
--	--	---	---	--

Standard selection and the total number of standards offered must reflect learners' needs, readiness, and learning context. For example, if found to be more suitable, standards from the Level 3 EL suite and Level 3 and 4 EAP suite can be used in conjunction with any Level 4 EAP standards to assess learners.

At secondary, learners are usually offered at least one reading and one writing standard from Level 4 EAP standards 22749, 22750, and 22751 because they contribute to University Entrance Literacy.

Of additional consideration when planning an integrated programme is that EAP unit standard 22750 meets University Entrance literacy requirements for both reading and writing. However, it cannot be used for both. This will provide the opportunity for learners to use 22750 credits as evidence for either UE Lit reading or writing, as these cannot be used for both.

Level 4 EAP standards 22749, 22750, and 22751 also contribute to meeting the University of Auckland's Academic English Language Requirement (AELR), which is a requirement of entry into all University of Auckland bachelor's degree programmes.

Information about the AELR can be found at <https://www.auckland.ac.nz/en/students/academic-information/aelr.html>.

Information about Literacy requirements for university and standards that can contribute to this can be found at <https://www2.nzqa.govt.nz/ncea/understanding-secondary-quals/university-entrance/literacy-for-ue/>.

Supporting learners to develop their own research question/academic purpose (22750)

For unit standard 22750, learners must write a crafted text using researched material in English for an academic purpose. To do this, they craft an academic essay, paper, or report in response to a research question that is agreed upon by the teacher and the student.

In accordance with **GI 9**, below are further examples of research question frames (and variations) with example research questions, that can be given to learners to work with the subject area they are interested in.

Carefully guide and support each learner to craft their research question to keep them motivated. Leaving them to just 'come up with' a question will just frustrate them, draw out the process, and eventually demotivate them.

<p>1. Cause and effect</p> <p><i>Why did this action / event happen? What are the causes of this action / event?</i></p> <p>Example research questions:</p> <ul style="list-style-type: none"> a) How does exercise affect the rate of carbon dioxide production? b) What were the causes of the Mau movement? 	<p>2. Comparison</p> <p><i>How are two things / events similar or different?</i></p> <p>Example research questions:</p> <ul style="list-style-type: none"> a) What are the similarities between te reo Māori and Gāgana Samoa? b) What are the key differences between Apple and Microsoft? 	<p>3. Function or Purpose</p> <p><i>What is the function or purpose of something?</i></p> <p>Example research questions:</p> <ul style="list-style-type: none"> a) How do hormones work in the human body? b) What is the function and purpose of restorative justice?
<p>4. Evaluative / Problem Solving</p> <p><i>How good is X? How effective is Y? What is the best way to...?</i></p> <p>Example research questions:</p> <ul style="list-style-type: none"> a) Is Ryman Healthcare a good investment? b) How effective is Eco-tourism? 	<p>4. Processes / Stages</p> <p><i>How does something happen? What processes make something happen? What are the stages that something goes through?</i></p> <p>Example research questions:</p> <ul style="list-style-type: none"> a) What are the processes and stages to building a successful restaurant? b) How has Samoan music evolved? 	<p>5. Properties / Characteristics</p> <p><i>What are the characteristics of something?</i></p> <p>Example research questions:</p> <ul style="list-style-type: none"> a) What are the physical properties needed to be considered when making a piece of furniture?

		b) What are the characteristics of a successful tourism business in New Zealand?
--	--	--

Encourage learners to develop two to three possible research questions with teacher feedback -feedforward support. This process takes time; hence, the process needs to begin early.

The work towards 22750 can also be used for the academic oral presentation standard (22891).

In the secondary context, it is important that learners are given the opportunity to connect with subject material from across the curriculum that allows them to best demonstrate the requirements of the standard, even if an integrated unit of work has been used (such as the one in the previous subsection).

For example, a Year 13 learner in an NCEA Level 3 Economics class may be able to transfer the learnings, assessments, and resources acquired in Economics to their research question for 22750. Any work or resources used and submitted towards 22750 must adhere to the requirements of the standard. This means that the transfer of any work or resources from the NCEA Level 3 Economics class (such as classwork, set tasks, and formative or summative assessment) must be in accordance with the **Guidance Information (GI)** of US 22750. Existing assessment from NCEA Level 3 Economics will not meet the requirements of 22750. It then follows that the learner's writing must be developed so that it is able to meet the Outcomes and Performance Criteria of US 22750.

As per **GI 9** of US 22750, the assessor must be satisfied that the learner can independently demonstrate competency against the unit standard. Assessor guidance to the learner on their writing must not compromise authenticity (**GI 7**).

Here are possible Economics research questions:

- How does international trade benefit New Zealand as a country?

- What causes inflation, and how does it affect the economy globally?
- How can economic policies improve the health and well-being of citizens in New Zealand?

The last research question draws on both the student's curriculum knowledge from Economics and the theme from the integrated unit of work in the previous subsection.

DRAFT

Unpacking an English for Academic Purposes unit standard (22751)

The **title** of unit standard English for Academic Purposes 22751 is *Read and process information in English for academic purposes*.

The version is **version 6 (see Figure 1)**.

It sits at **Level 4 (see Figure 1)** and is worth **6 credits (see Figure 1)**. This equates to 60 notional learning hours and is especially significant in the tertiary context for NZCEL.

NZQA unit standard

22751 version 6

Page 1 of 3

Title	Read and process information in English for academic purposes		
Level	4	Credits	6
Purpose	People credited with this unit standard are able to read and process information in English for academic purposes. English for Academic Purposes unit standards are designed to assess a learner's readiness to study at undergraduate level.		
Classification	Languages > English for Academic Purposes		
Available grade	Achieved		

Figure 1: unit standard details

This is the latest version of the unit standard and can be used from 27 June 2024 (**see Figure 2**). Schools are encouraged to assess against current versions from this last date, although there is some leeway for transition.

Planned review date	31 December 2029
---------------------	------------------

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 2026
Rollover	5	28 July 2022	31 December 2026
Review	6	27 June 2024	N/A

Figure 2: unit standard version control information

The **Guidance Information (GI)** for this unit standard provides key details about the standard. **GI 1** refers to the suite of five English for Academic Purposes (EAP) unit standards at Level 4. It also informs users that this standard contributes to the award of the New Zealand Certificate in English Language (NZCEL) (Academic) (Level 4) qualification. The five EAP unit standards are a mandatory requirement for this qualification. EAP unit standards 22749 and 22751 are also used in the secondary sector to provide evidence towards meeting University Entrance (UE).

GI 2 specifies the level at which this unit standard sits. The level for all unit standards is informed by the Common European Framework (CEFR). For the secondary sector, further details of alignment of different levels of unit standards with the English Language Learning Progressions are provided in [Supporting Document Section 1](#). For the tertiary sector, further details of alignment of different levels of unit standards with the CEFR and other frameworks are provided under information for *Alignments with Language Frameworks* (tertiary) in the NZCEL Supporting Document Consultation section.

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].
- 2 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 <http://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales>.
- 3 The requirements of this standard are consistent with the [NZCEL Supporting Document](#). This document includes guidelines relating to the level as informed by the Common European Framework of Reference (CEFR) and promotes consistent assessment practice.
- 4 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.
- 5 Text(s) must be unseen by the learner prior to the assessment but must be on a topic familiar to learners.

Figure 3: unit standard guidance information (part 1)

GI 3 directs users to resources and support to assist teachers and assessors, including example assessment tasks and information for assessors (example marking schedules).

GI 4 emphasises the integrated approach that can be used with English for Academic Purposes and English Language unit standards. It also notes that “. . . *Assessment may occur in conjunction with study and assessment in other learning areas*”, which for the secondary sector means that this unit standard could be assessed in the context of a subject area other than English language, provided learner’s written crafted text meets the guidelines and conditions detailed in this unit standard.

GI 5 clarifies the requirement for any text(s) used in this assessment to be unseen by learners prior to the assessment. This differs from requirements for writing and speaking EAP unit standards but is similar to the requirements for listening EAP unit standards.

- 6 Texts used in this unit standard:
 - i must be at least 1500 words in total from one or two related sources that may typically be encountered in the first year of tertiary studies which deal with broad theoretical knowledge in a field of study;
 - ii must be assessed on one occasion;
 - iii must be academic in nature;
 - iv may be from print and online sources that may include extracts from course information, introductory academic texts, non-fiction publications, academic articles or reports;
 - v may include – graphics, illustrations, subheadings.

Figure 4: unit standard guidance information (part 2)

GI 6 provides specific guidance for the input texts to be used in the unit standard. This information includes guidance around areas such as text length, the appropriacy of texts for the academic purpose and level, the appropriate text type, and information on how many times the unit standard should be assessed.

- 7 The learner's purpose should be determined by the assessor and clearly communicated prior to the assessment.
- 8 Learners may use a bilingual and/or an English dictionary.
- 9 A range of assessment items must be used for assessment against this unit standard, and may include – short answer questions, multiple-choice, matching, gap-fill, open-ended questions requiring explanation and interpretation.
- 10 Learner responses may be in any form, which may include – tabular, graphic, written, oral. The quality of the language in the response is not assessed for this unit standard.
- 11 The assessor must be satisfied that the learner can independently demonstrate competency against the unit standard.

Figure 5: unit standard guidance information (part 3)

GI 7 to 11 provide guidance on areas such as use of dictionaries, test conditions, and some guidance for assessment writers as to appropriate item types that can be used in the assessment. Assessment writers should consider how well different item types address the different performance criteria when designing assessments. For example, multiple choice questions might be suitable for performance criterion 1.1 for this unit standard, but would not be appropriate for performance criterion 1.2, where information has to be *applied*. For performance criterion 1.2, an item type such as open-ended questions would be far more appropriate.

- 12 Assessment support material for *English for Academic Purposes* unit standards can be found at <https://www2.nzqa.govt.nz/qualifications-and-standards/assessment-support-materials/english-for-academic-purposes/>.
- 13 Guidelines for preparing submissions for moderation can be found at <https://www2.nzqa.govt.nz/tertiary/assessment-and-moderation-of-standards/external-moderation-application/>.
- 14 Definitions
Learner's purpose refers to answering questions which may include but not limited to comparing, contrasting, discussing, problem solving, explaining cause and effect and presenting an argument.
Simple information transfer is the straightforward sharing of facts or data without in-depth analysis or interpretation.
Writer's purpose refers to the specific reason or intention behind creating a piece of written content. It involves the goals, objectives, or motivations that drive an author to convey information, ideas, emotions, or opinions through their writing.

Figure 6: unit standard guidance information (part 4)

GI 12 and 13 provide links to additional support material, including a sample assessment for this unit standard. It also includes a link to the guidelines around moderation of this standard.

GI 14 provides a list of definitions for terms used within this standard, including terms used in both the **Guidance Information** and in the **Outcomes** and **Performance criteria**.

The final section of the unit standard provides information about the outcomes and performance criteria for the standard. **The Outcome** (or learning outcome) is the same as the title of the unit standard i.e. *Read and process information in English for academic purposes*. The unit standard gives information about the **Performance criteria** which must be achieved to meet this standard.

For unit standard 22751, there are two performance criteria, both of which must be met to achieve the standard. However, other unit standards may have as many as nine different performance criteria, **all** of which must be met to achieve the standard.

Outcomes and performance criteria

Outcome 1

Read and process information in English for academic purposes.

Performance criteria

- 1.1 The meaning of the main ideas and the supporting details are identified to demonstrate understanding and explain the writer's purpose.
- 1.2 Relevant information is extracted from the text and applied in a form appropriate to the learner's purpose and in a manner beyond simple information transfer.

Range may include – visuals, oral, written.

Figure 7: unit standard outcome and performance criteria

Performance criterion 1.2 also includes details as to the range of responses that would be acceptable to demonstrate having met the standard. Note the Range statement lists some of the ways by which learners may be able to demonstrate having met the standard, but other appropriate response types may also be used.

Creating the assessment

Choosing or creating a text

Using the information in **GI 5** and bearing in mind the overall theme, a text is selected on the topic of aging populations in developing countries. The following is an excerpt from the introduction:

The problem of the aging population in developed countries

Low birth rates are a feature of many developed countries as more and more people choose to limit their families. In many of these countries, birth rates have been declining for a number of years, leading to significant imbalances in numbers between those who earn an income and pay taxes, and those who have left the workforce after reaching retirement age. The imbalance also impacts on the availability of care for elderly, particularly in cultures where aged care is institutionalised. As the imbalance is likely to continue increasing, it is crucial to explore ways of mitigating it; however, there is little agreement about the best solution.

The text explains how the imbalance started, explains how choices made by young adults today will increase the imbalance, and then offers some different strategies that have been used, or promoted, to address the imbalance, including raising the retirement age, promoting childbirth, and encouraging immigration.

Creating the tasks

PC 1.1 (see above) can be assessed in various ways, as long as the learner is given the opportunity to identify the **meaning** of main ideas and supporting details in a way that demonstrates understanding, and to explain the writer's purpose. According to GI 9, there must also be range of task types – it cannot be only tabulation, only short-answer questions, or only multiple choice for example.

Let's look at paragraph 5 from the text:

Increased immigration is a solution that, if given the right conditions, can address the imbalance not only through growing the workforce, but also through addressing gaps in a particular field. Migrants who enter the country and are able to rapidly engage in the workforce will contribute to the national income and, in that way, support the financing of aged care and pensions. Further, the facilitation of skilled migration of doctors and nurses also serves to address the challenges of a health sector that needs to grow in order to cater to the needs of an aging population. The extra staff is needed as individuals over 70 visit medical centres almost five

times as often as younger people, with the frequency increasing with age. In addition, migrants often engage in care work, taking on important practical roles to care for the elderly. However, countries who address shortages in the workforce through immigration also need to ensure that they provide suitable conditions for migrants and their families, or the workforce may become transient with individuals moving to other countries with better conditions. Conditions that promote long-term settlement of a valued migrant workforce include high quality education for their children, possibilities of sponsoring their own parents, and receiving the same rights as other residents in terms of welfare and benefits.

To assess whether the learner understands the meaning of main ideas and supporting details in this paragraph, it is possible to do a tabulation task in combination with other paragraphs, where the learner selects paraphrased main ideas and supporting details. It is also possible to do a less structured task where learners write the main idea in their own words and explain the most important supporting details. However, for this example, a combination of multiple choice and short answer questions was chosen. Main ideas are assessed using multiple choice where learners must choose the best statement, as in the following example for paragraph 5:

Which statement most accurately describes the main idea of paragraph 5?

- a) Skilled migration is the best way of addressing the imbalance between a population that is getting older and a workforce that is getting smaller.
- b) Immigration will solve the problem of an aging population because migrants bring their young families with them.
- c) Encouraging migrants to move to the country will increase the number of working people and also make it easier to find people for the jobs that need to be filled.
- d) Migrants are important because many of them work as carers for elderly people.

Supporting details are assessed using gap-fills, tabulation, and short-answer questions. Below are examples of short-answer questions for paragraph 5:

Why are more doctors needed? Use your own words and do not copy from the text.

How can countries ensure that migrant workers continue working there? Use your own words and do not copy from the text.

To assess the final aspect of PC 1.1, about the writer's purpose, questions like the following can be used:

What do you think was the writer's purpose in writing this text? Your answer should be one sentence.

Explain why you think this is the writer's purpose. Use specific examples from the text.

PC 1.2 must provide the learner with the opportunity to *apply* information, and this should be done in relation to the 'Learner's Purpose', defined in **GI 14** as:

Learner's purpose refers to answering questions which may include but not be limited to comparing, contrasting, discussing, problem solving, explaining cause and effect and presenting an argument.

In this example the purpose is as follows:

Learner's purpose

Your purpose for reading this article is to answer the following research question:

In many developed countries, the proportion of individuals over the age of 65 is increasing which means that there are not enough working-age people to provide for and look after the elderly. Discuss what the best solution would be.

There are several ways for learners to apply information, for example:

- Creating a table with the problem, the solutions, and an evaluation of the solutions.
- A short essay.
- A mind map or essay plan.
- A set of slides.
- In an interview, discussion, or speech.

Below is one example:

In this part, you will produce an essay outline to show that you can apply the information from the text. Complete the table below by listing possible solutions. Then, write a conclusion stating which solution you think is best. Alternatively, a learner could discuss with a teacher their solutions and then based on their discussion put forward their best solution and why they have selected their solution.

List possible solutions:

Write a conclusion stating which solution is the best one:

DRAFT