



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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New Zealand Certificates in English
Language (NZCEL)

Guiding Document

May 2019

New Zealand Certificates in English Language (NZCEL)

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NZ Certificates in English Language (NZCEL)

Guiding Document

The purpose of this guiding document is to provide detailed information to support NZCEL providers and consistent practice.

The guiding document is not intended as a teaching and learning guide. Programme and assessment task design remain the responsibility of the education organisation.

NZCEL QUALIFICATION STRUCTURE

The NZCEL suite consists of nine qualifications at seven different levels informed by the Common European Framework of Reference (CEFR). These are:

- NZCEL Foundation (Level 1) (CEFR A1) [Ref:1879] (60 credits)
- NZCEL Level 1 (CEFR A2) [Ref:1880] (60 credits)
- NZCEL Level 2 (CEFR mid B1) [Ref: 1881] (60 credits)
- NZCEL Level 3 General (CEFR high B1) [Ref: 1882] (60 credits)
- NZCEL Level 3 Applied (CEFR low B2) [Ref: 3667] (60 credits)
- NZCEL Level 4 Academic (CEFR mid B2) [Ref: 1883] (60 credits)
- NZCEL Level 4 General (CEFR mid B2) [Ref: 3669] (60 credits)
- NZCEL Level 4 Employment (CEFR mid B2) [Ref: 3668] (60 credits)
- NZCEL Level 5 Academic (CEFR high B2) [Ref: 1884] (60 credits)

Refer to Appendix 1 for *New Zealand Certificates in English Language Landscape*.

EDUCATION PATHWAYS

Entry criteria: NZCEL providers are expected to accurately place learners in the correct NZCEL programmes of study that best reflect their abilities and needs. They must use an initial placement test that clearly discriminates English Language proficiency across all NZCEL levels. This should be followed by more intensive diagnostic testing in the first weeks of the programme to confirm and enable accurate placement of learners.

Note that for English language learners transitioning into tertiary institutions from the secondary school context, NCEA achievement and/or placement on the *English Language Learning Progressions* should be taken into consideration for placement purposes.

Pathways: Progression from one NZCEL level to the next is illustrated in Appendix 2 for *NZCEL Progressions Mapped to CEFR and IELTS Levels*. This helps inform placement into NZCEL programmes.

It is recommended that learners progressing through the suite of qualifications take NZCEL Level 3 Applied prior to enrolling in Level 4 Academic. It is also recommended that learners take NZCEL Level 4 Academic, if they intend to study NZCEL Level 5.

Refer to Appendix 3 for *NZCEL Study Pathways into Mainstream Programmes*.

RECOGNITION OF LEARNING

Education organisations must have policies and procedures in place for managing Credit Recognition and Transfer (CRT), and Recognition of Prior Learning (RPL). These policies and procedures, and associated fees, must be available to the learners prior to enrolment.

Where recognition of existing skills and knowledge is required by the learner, this will be arranged by the education organisation delivering the NZCEL programme leading to the qualification.

To facilitate CRT, education organisations must clearly demonstrate the equivalency between each of the outcomes in the graduate profile, and the assessment components of their programmes.

Relevant unit standards already achieved by the learner may be credited to the qualification.

CRT and RPL must take into consideration provider policies and procedures, as well as NZQA guidelines.

For further guidance go to:

- Recognising learning for credit: Guidelines for recognition and award of learning for credit <https://www.nzqa.govt.nz/qualifications-standards/recognising-learning/>

GUIDANCE TO SUPPORT ASSESSMENT

General Conditions

- There is no required sequence for the assessment of graduate outcomes.
- Graduate outcomes must be assessed via tasks relevant to the context of the learner and the purpose of the qualification. Tasks may be assessed in authentic or simulated situations.
- It is recommended that the assessment tasks are assessed using an integrated approach where appropriate. This approach involves assessing a range of English language skills as part of a unit of work.
- Text types and assessment settings should reflect the context in which the programme leading to the qualification is being delivered.
- The assessor must be satisfied that the learner can independently demonstrate competence against programme standards of performance, ability or understanding.
- At all levels of NZCEL, monolingual or bilingual dictionaries may be used. It is recommended that electronic devices are not used for summative assessment purposes, except for word processing. Assessors need to ensure that usage of devices does not compromise authenticity and independent demonstration of competence. It is important that dictionaries used by learners are at an appropriate level.

Assessment Support for Learners at Level 1 – Level 2

NZCEL Foundation Level 1:

Assessment must be conducted in a highly supportive environment. This means that the context should be very familiar, assessors can assist learners to understand the requirements of the task, where required, and affective barriers are minimised. In oral exchanges the interlocutor should speak very slowly and clearly and may repeat or rephrase questions. All assessment activities must be in English. However, instructions may be given in the learner's first language.

NZCEL Level 1:

Assessment must be conducted in a supportive environment. This means that the context should be familiar, learners may request assistance to understand the requirements of the task and affective barriers are minimised. In oral exchanges the interlocutor should speak slowly and clearly and may repeat or rephrase questions.

NZCEL Level 2:

Assessment must be conducted in a supportive environment. This means that the context should be familiar, learners may request clarification of task requirements and affective barriers are reduced. In oral exchanges the interlocutor may repeat or rephrase questions.

Learner Responses to Assessment

Reading and listening are receptive skills. The focus must be on evidence indicating understanding, rather than spoken or written accuracy of learner responses.

For speaking and writing, the focus must be on evidence indicating productive skills.

Foundation – Level 2:	Responses may contain phonological, textual or linguistic errors and inaccuracies, but these should not obscure meaning.
Level 3 General	Responses may contain phonological, textual or linguistic errors and/or inaccuracies, but these do not obscure meaning.
Level 3 Applied	Responses may contain minor phonological, textual or linguistic inaccuracies, but these do not obscure meaning.
Level 4:	Responses may contain some minor phonological, textual or linguistic inaccuracies, which do not obscure meaning, or interfere with fluency.
Level 5:	Responses may contain very occasional minor phonological, textual or linguistic inaccuracies, which do not obscure meaning, or interfere with fluency.

Sufficiency Guidance

The sufficiency guidance statements include expected task length, text types, number of assessment occasions etc. which should be referred to when designing assessment tasks.

The number of assessment occasions has been determined to cover the range of discourse/text types for each skill area, and to show sufficient evidence of learners' ability to repeat the same level of performance in different contexts and on different topics. It is expected that there should be three assessments for the 15 credits each graduate profile outcome covers. This is in line with level two and above English Language unit standards, where a five-credit standard typically requires one assessment.

Note that minimum text lengths and times may be exceeded, if appropriate to the learning and teaching context

NZCEL Level 4 Academic

The sufficiency guidance statements include the mandatory unit standards and an expected approach to assessment design to ensure that programmes contain sufficient learning components and assessments to make up the 60 credits required for the qualification.

Refer to Appendix 4 for *Sufficiency and Assessment Guidance for New Zealand Certificates in English Language (NZCEL)*

Retention of Assessment Materials

Assessment materials must be kept for moderation and NZQA monitoring and assessment purposes. The assessment materials to be retained are:

- all summative assessment tasks used to assess learners (for example, assignments, tests, portfolios, recordings of presentations)
- resources used by the assessor to guide their judgements (for example, learner resource material attached to the completed assessment, assessment schedules, marking guides or rubrics, evidence and judgement statements)
- marked learner work for all assessment tasks including any resubmissions or further assessment opportunities.

For more information, institutes of technology and polytechnic providers should refer to the *Quality Assurance Rules* found at:

<https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/qa-rules/external-evaluation-rules-2016/statements-of-confidence-categorisation-frequency-incentives-sanctions/14/>

and private training establishments should refer to *PTE enrolment and academic records rules* found at:

<https://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/enrolment-academic-records-amend2016.pdf>

OTHER GUIDANCE

Clarifications of Graduate Profile Outcome Terms

Term	Clarification
Listening:	
gist	Understanding the gist of a text involves asking the question: 'What is this text as a whole about?' It is related to identifying the overall meaning and may involve skimming, avoiding detail and omitting or giving less attention to some sections of texts.
key information	Key information is the most important information in texts at lower levels.
main idea	Main idea is the most important or central thought of a paragraph or larger section of text.
specific information	Specific information refers to discrete items, for example dates, times, places, names, prices, percentages, numbers, measurements, acronyms, addresses, URLs. Specific information is often expressed as nouns and adjectives.
supporting details	Supporting details refer to additional information that explains, develops or illustrates the speaker's main idea, for example reasons, causes, examples.
Topics/situations:	
predictable	Predictable situations and contexts are very familiar and may involve social situations or text structures for which the learner knows what is expected. Prior knowledge and understanding enable learners to understand and respond appropriately.
everyday topics	Topics which learners can be expected to experience in their everyday life.
familiar and routine topics	Familiar and routine topics include those which are relevant to learners and which learners understand because they have had multiple experiences and/or exposure to them.
reasonably familiar topics	Reasonably familiar topics may include those about which learners are building their understanding e.g. topics studied in mainstream subject classes or thematic studies or which may be outside the learners' everyday experience(s).

Reading:

complex	At NZCEL Level 5 learners can understand texts which include many inter-related facts and/or ideas communicated using academic and/or specialised vocabulary and complex sentence structures.
gist	Understanding the gist of a text involves asking the question: 'What is this text as a whole about?' It is related to identifying the overall meaning and may involve skimming, avoiding detail and omitting or giving less attention to some sections of texts.
key information	Key information is the most important information in texts at lower levels.
main idea	Main idea is the most important or central thought of a paragraph or larger section of text.
specific information	Specific information refers to discrete items, for example dates, times, places, names, prices, percentages, numbers, measurements, acronyms, addresses, URLs. Specific information is often expressed as nouns and adjectives.
supporting details	Supporting information refers to additional information that explains, develops or illustrates the writer's main idea, for example reasons, causes, examples.
straightforward texts	At NZCEL Level 2, learners can understand texts which are uncomplicated in terms of their content and structure. Such texts do not require learners to infer meaning.

Writing:

simple connected texts	Simple connected texts use a limited range of conjunctions and other connectives to explicitly link facts and ideas.
connected texts	Connected texts use conjunctions and other connectives to explicitly link facts and/or ideas.
clear connected texts	Clear connected texts use a range of conjunctions and other connectives to explicitly link facts and/or ideas.
moderately complex texts	At NZCEL Level 4, learners can produce texts which include inter-related facts and/or ideas communicated using some academic and/or specialised vocabulary and some complex sentence structures.

Speaking and Writing:

Inaccuracies	Refer to lapses in control in written text structure and language features, vocabulary, spelling and punctuation.
Inconsistencies	Refer to variable control in spoken language features, where the learner can self-correct if necessary.
errors	Refer to systematic use of incorrect language features.

Vocabulary Levels

The sufficiency statements for NZCEL Levels 1-4 refer to the *New General Service List* (NGSL). This list, along with tools for profiling texts, supporting research and materials and frequently asked questions can be accessed at: <http://www.newgeneralservicelist.org/>.

The sufficiency statements for NZCEL Levels 4-5 refer to the *New Academic Word List* (NAWL). This list, along with tools for profiling texts, teaching materials and supporting information can be accessed at: <http://www.newgeneralservicelist.org/nawl-new-academic-word-list/>.

Language Skills and Control Descriptors

The NZCEL Language Skills and Control Descriptors specify the linguistic abilities which learners are expected to demonstrate at each level. These should inform the development of assessment tasks to meet the graduate profile outcomes.

Refer to Appendix 5 for *NZCEL Language Skills and Control Descriptors*

OPTIONS FOR PROVIDING EVIDENCE OF ACHIEVEMENT

The following options can be considered when approaching assessment of NZCEL learning outcomes:

1. Formative and summative assessment

Formative assessment is used to inform teaching and learning to improve student achievement. It involves the teacher and the learner gaining information from assessment and using this collaboratively to plan future learning activities. Formative assessment is constant, through classroom observations and interactions.

Summative assessment is intended to summarise student achievement at a particular time. It measures the outcome of an educational programme i.e. the relevant skills and knowledge gained by the conclusion of the programme.

For further information go to:

<http://assessment.tki.org.nz/Using-evidence-for-learning/Gathering-evidence/Topics/Formative-and-summative-assessment>

2. Unit standards

- **English Language unit standards**

The English Language unit standards are designed to align with the NZCEL qualifications in content and credit value. They can be used to assess all or part of the NZCEL qualifications.

These standards can be accessed at:

<http://www.nzqa.govt.nz/framework/explore/domain.do?frameworkId=2163624110>

Assessment support material for a range of English Language unit standards can be accessed at <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/assessment-support-material/el-resources/>

Refer to Appendix 6 *English Language (EL) and English for Academic Purposes (EAP) unit standards – mapped to NZCEL graduate profile outcomes*.

- **English for Academic Purposes (EAP) unit standards**

The Level 3 EAP standards can be used to assess part of NZCEL (Applied) (Level 3) [Ref: 3667].

The Level 4 EAP standards are mandatory for NZCEL (Academic) (Level 4) [Ref:1883]. Note that while Level 4 EAP standards are mandatory, programmes must also include sufficient learning components and assessment to make up the 60 credits required for the qualification.

Refer to Appendix 6 *English Language (EL) and English for Academic Purposes (EAP) unit standards – mapped to NZCEL graduate profile outcomes* to show additional standards which can be used to meet this requirement.

NOTE: When assessing against unit standards for NZCEL, assessment requirements may differ e.g. text length. Providers need to be mindful of the differences and take care to ensure that the requirements of both NZCEL and unit standards are met.

All EAP standards can be accessed at:

<http://www.nzqa.govt.nz/framework/explore/domain.do?frameworkId=2011717366>

Assessment support material can be accessed at:

<http://www.nzqa.govt.nz/ncea/subjects/eap/>

More information on the review and development for English Language and EAP standards can be found on the NZQA website: <http://www.nzqa.govt.nz/qualifications-standards/standards/reviews-and-developments/>

3. Naturally occurring evidence

This is evidence derived from activities and/or completed assessments within a learning programme and/or from a learner's actual work performance and/or everyday life. It can be collected from a range of real contexts, including classroom or workplace over a period of time. Evidence can be gathered from:

- learning activities in other subjects that a learner is studying
- employment documentation or evidence of work tasks e.g. work logs, incident reports
- involvement with family, sport, leisure or community e.g. creating a budget, comparing purchases
- study in a mainstream subject or academic discipline or other directed study at New Zealand Qualifications Framework Levels 3-5.

Note that learner evidence from other subject or discipline areas must be:

- assessed by an English language specialist
- verified for authenticity.

Learner evidence from naturally occurring evidence must be recorded and securely stored for moderation, NZQA monitoring and assessment purposes.

For further information regarding collection of evidence and verification see:

<http://www.nzqa.govt.nz/assets/qualifications-and-standards/qualifications/ncea/NCEA-subject-resources/Literacy-and-Numeracy/Resources/Planning-implementation-and-assessment/Guidelines-for-assessing-Literacy-and-Numeracy-unit-standardsJan13.pdf>

For NZQA guidance on different ways of gathering evidence to demonstrate that learners have met graduate profile outcomes see:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/gathering-evidence-of-achievement/>

4. Portfolio of assessment

This is a systematic way of collecting evidence that a learner has met qualification outcomes. It is a form of authentic assessment that can be used for both formative and summative assessment purposes.

All portfolio evidence contributing to the achievement of learning outcomes must be recorded and securely stored for moderation, and NZQA monitoring and assessment purposes.

E-portfolios are increasingly used to record assessment evidence and also offer a portable record of achievement. For more information go to: <http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/assessment-tools-and-approaches/>

Other Related Links

Authenticity – the assurance that evidence of achievement produced by a learner is their own:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

Managing assessment to prevent and detect academic fraud:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/preventing-detecting-academic-fraud/>

Generic resources and guidelines on good assessment practice:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/>

ASSESSMENT OPPORTUNITIES

With regards to resubmissions or further assessment opportunities:

- Tertiary providers must refer to their organisation's policies
- Secondary school providers must refer to NZQA policies found at:
<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/gathering-evidence-of-achievement/assessment-opportunities-in-schools/>

Resubmission of Learner Work

It is expected that assessors would use professional judgement before offering a resubmission to a learner, bearing in mind that:

- a resubmission should be offered only where the assessor judges the learner capable of identifying and correcting the minor inaccuracies themselves
- no further teaching or specific feedback should occur between the final submission date and the resubmission
- only general feedback should be given. Assessors should take care not to over-direct the learners. An example of general feedback is directing the learner to the particular performance criterion or criteria they did not meet
- the learner must still be able to independently demonstrate competency against the unit standard.

Note that:

- if the resubmission contains a lot of changes to the original assessment performance, or they are significant, it is not a re-submission
- if the evidence is gathered by portfolio, or over an extended period, the use of checkpoints and feedback/feedforward will usually remove the need for a resubmission
- learners cannot resubmit their piece of work for English for Academic Purposes standard 22749, *Write a text under test conditions in English for an academic purpose*, and 22892, *Demonstrate understanding of a spoken text and process information in English for an academic purpose*.

Further assessment opportunity

When a learner has not provided evidence of achievement from previously assessed work, providers can offer a further opportunity for assessment of a standard. This is a re-assessment with a different text and a different set of questions.

TYPES OF DISCOURSE/TEXTS FOR ACADEMIC, GENERAL and EMPLOYMENT CONTEXTS

NZCEL Level 3 Applied

The Level 3 Applied qualification is intended to enable language development in different applied settings, academic, community and/or employment context(s).

Examples of types of discourse that can be taught and assessed in programmes leading to NZCEL Level 3 Applied include:

Level 3:

Academic:	Listening	– lectures, tutorials
	Speaking	– small group work, oral presentations, interactions or negotiations with tutor or education provider
	Reading	– handouts, reference materials, web-based materials
	Writing	– assignments, essays, reports, reflective journals, note-taking, emails, referencing materials, reading logs
General:	Listening	– talks, broadcasts, meetings, extended conversations
	Speaking	– committee meetings, extended interactions/conversations with neighbours, government agencies, professionals, tradespeople
	Reading	– leisure/recreational, social and news media, instructions
	Writing	– emails, minutes, blog/diary, instructions
Employment:	Listening	– briefings, presentations, team meetings, health and safety instructions
	Speaking	– team meetings, interactions/communicating with clients, customers and colleagues, presentations, job interviews
	Reading	– reports, manuals, emails, minutes, proposals, promotional materials, safety notices, job descriptions, instructions
	Writing	– reports, minutes, note-taking, record keeping, emails, application letters, CVs, proposals, procedures (operations and health and safety procedures)

NZCEL Level 4

The three qualifications at Level 4 are intended to enable language development in three settings: academic, general and employment.

Examples of types of discourse that can be taught and assessed in programmes leading to each of the three qualifications include:

Level 4:

Academic:	Listening	– lectures, seminars, tutorial groups, small group work
	Speaking	– tutorial group discussion, small group work, oral presentation, negotiating
	Reading	– textbooks, handouts, journal articles, reference materials, web-based resources
	Writing	– assignments, essays, reports, reflective journals, note-taking, referencing

General	Listening	– talks, broadcasts, meetings, extended conversations
	Speaking	– committee meetings, extended interactions/conversations with neighbours, government agencies, professionals, tradespeople
	Reading	– leisure/recreational, social and news media, instructions
	Writing	– emails, minutes, blog/diary, instructions
Employment	Listening	– briefings, presentations, team meetings
	Speaking	– team meetings, interactions/communicating with clients, customers and colleagues, job interviews, presentations
	Reading	– reports, manuals, regulations, minutes, proposals, promotional materials
	Writing	– reports, minutes, note-taking, record keeping, application letters, CVs, proposals, memoranda

RELEVANT WEBLINKS TO ENGLISH LANGUAGE DESCRIPTORS AND FRAMEWORKS

Common European Framework of Reference for Languages: Learning, Teaching, Assessment: Structured Overview of all CEFR scales:

<https://rm.coe.int/168045b15e>

Canadian Language Benchmarks: English as a second language for adults (2012). Centre for Canadian Language Benchmarks: Ottawa

<http://www.cic.gc.ca/english/pdf/pub/language-benchmarks.pdf>

English Grammar Profile (2015). Cambridge University Press:

<http://www.englishprofile.org/english-grammar-profile>

English Language Intensive Programme: Year 7-13 Resource (2003). Auckland: National Migrant and Refugee Education Team, Ministry of Education:

<http://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/English-Language-Intensive-Programme-Years-7-13>

English Language Learning Progressions: a resource for mainstream and ESOL teachers (2008). Wellington: Ministry of Education:

<http://esolonline.tki.org.nz/ESOL-Online/Student-needs/English-Language-Learning-Progressions>

English Vocabulary Profile (2015). Cambridge University Press:

<http://www.englishprofile.org/wordlists>

Global Scale of English Learning Objectives for Academic English (2016). Pearson English:

<https://www.english.com/blog/gse-learning-objectives-academic-english>

Global Scale of English Learning Objectives for Adult Learners (2016). Pearson English:

<https://www.english.com/blog/gse-learning-objectives-for-adults>

Global Scale of English Learning Objectives for Professional English (2016). Pearson English:

<https://www.english.com/blog/gse-learning-objectives-professional-english>

Guidelines for approval of New Zealand qualifications at levels 1– 6 for listing on the New Zealand Qualifications Framework:

<http://www.nzqa.govt.nz/assets/Providers-and-partners/Registration-and-accreditation/Programme-approval-and-provider-accreditation/guidelines-programme-approval-accreditation-level1-6.pdf>

Internationally Recognised English Proficiency Outcomes for International Students as determined by NZQA:

<http://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqf-related-rules/the-table/>

New Academic Word List (2013). Browne, C. et al

<http://www.newgeneralservicelist.org/nawl-new-academic-word-list/>

New General Service List (2013). Browne, C. et al

<http://www.newgeneralservicelist.org>

NGSL English Vocabulary Interactive Resource: Lancaster University:

<http://corpora.lancs.ac.uk/vocab/analyse.php>

Text Analyzer:

<http://www.roadtogrammar.com/textanalysis/>

Text Inspector (2015). Cambridge University Press:

<http://www.englishprofile.org/wordlists/text-inspector>

The Global Scale of English

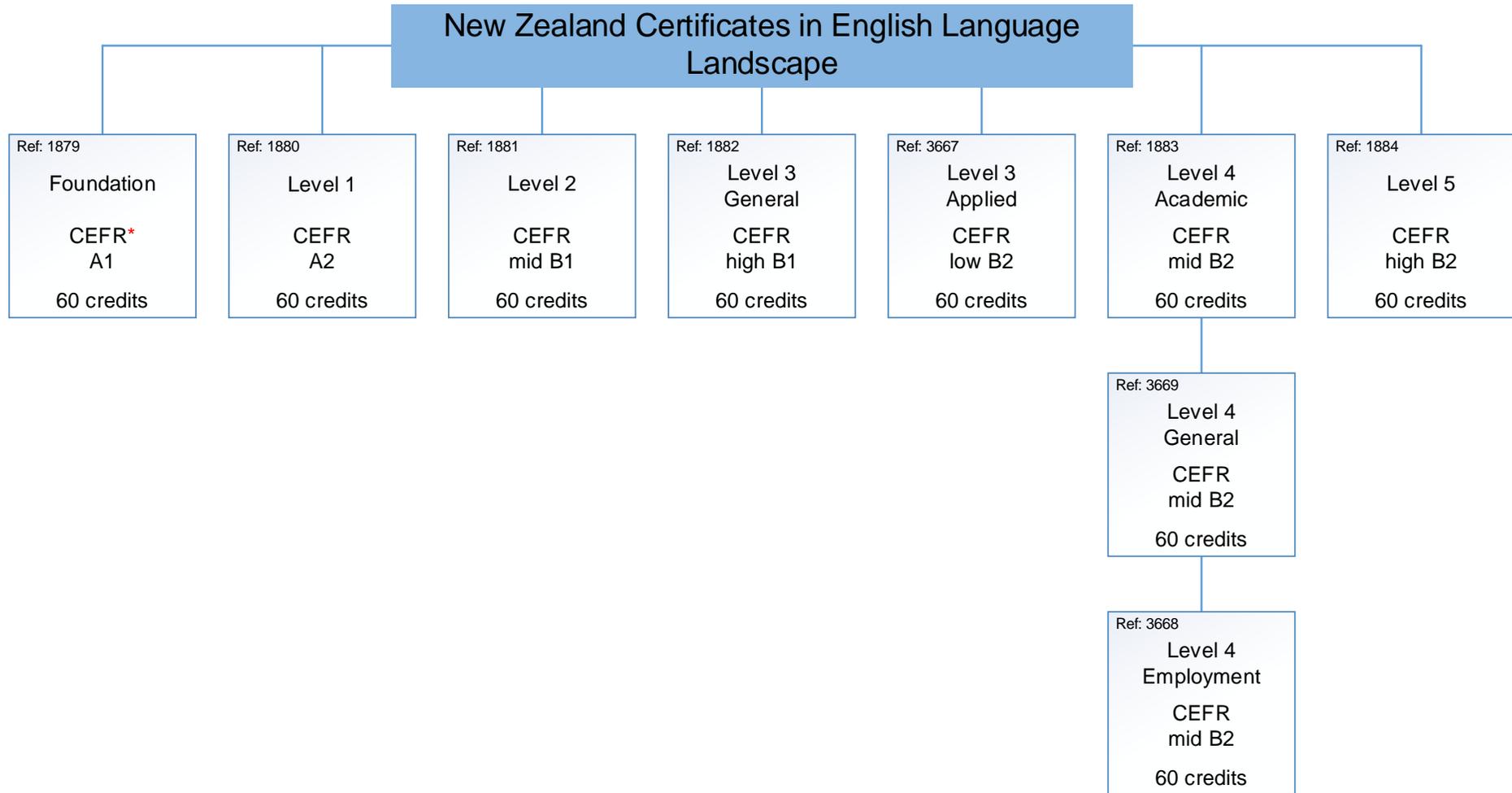
<https://www.pearson.com/english/about/gse.html>

The Global Scale of English: Measure English learning progress

<https://www.pearson.com/english/about/gse/assessment.html>

APPENDICES

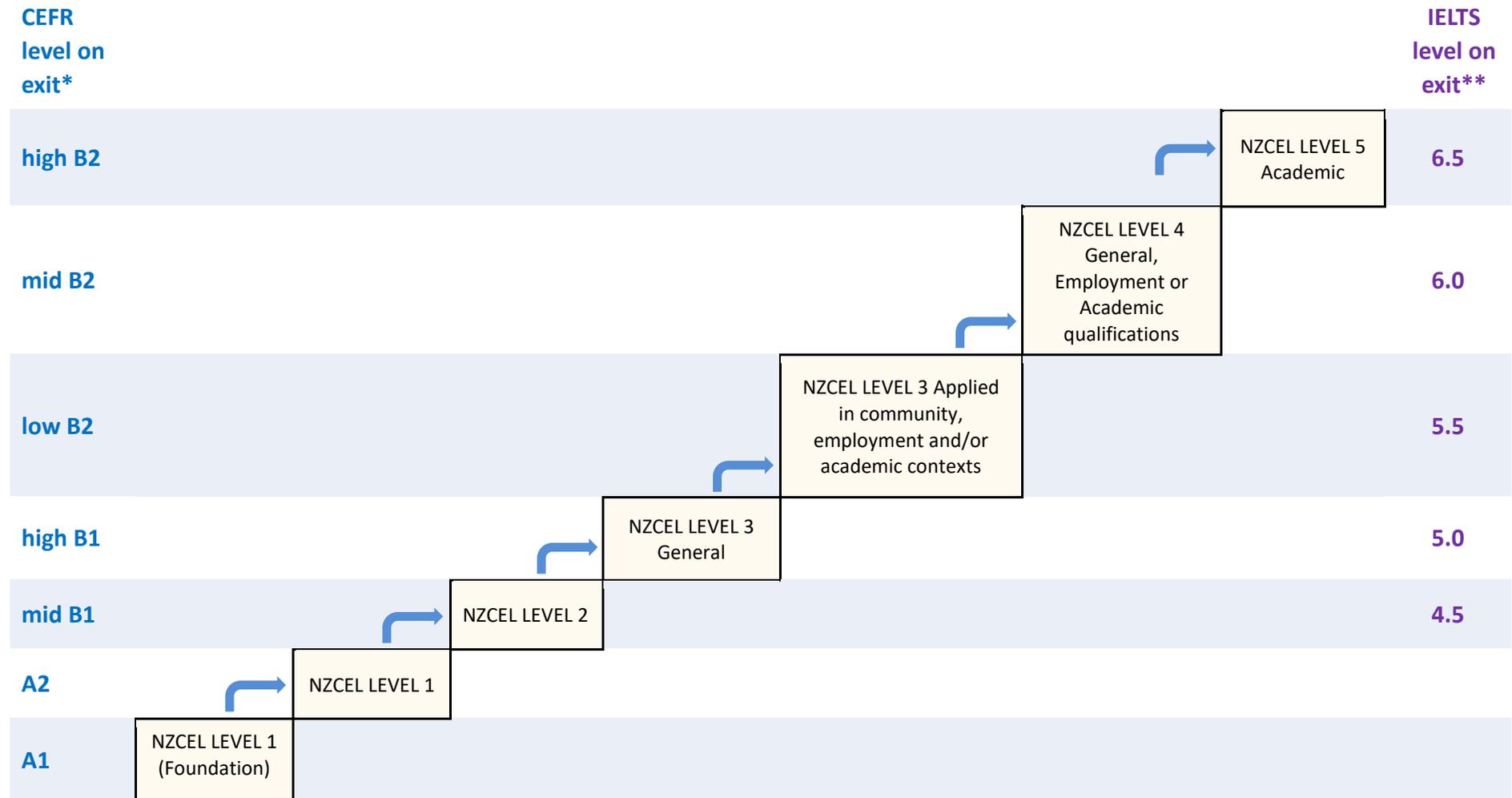
Appendix 1: NZCEL Landscape



* CEFR = Common European Framework of Reference

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Appendix 2: NZCEL Progressions Mapped to CEFR and IELTS Levels



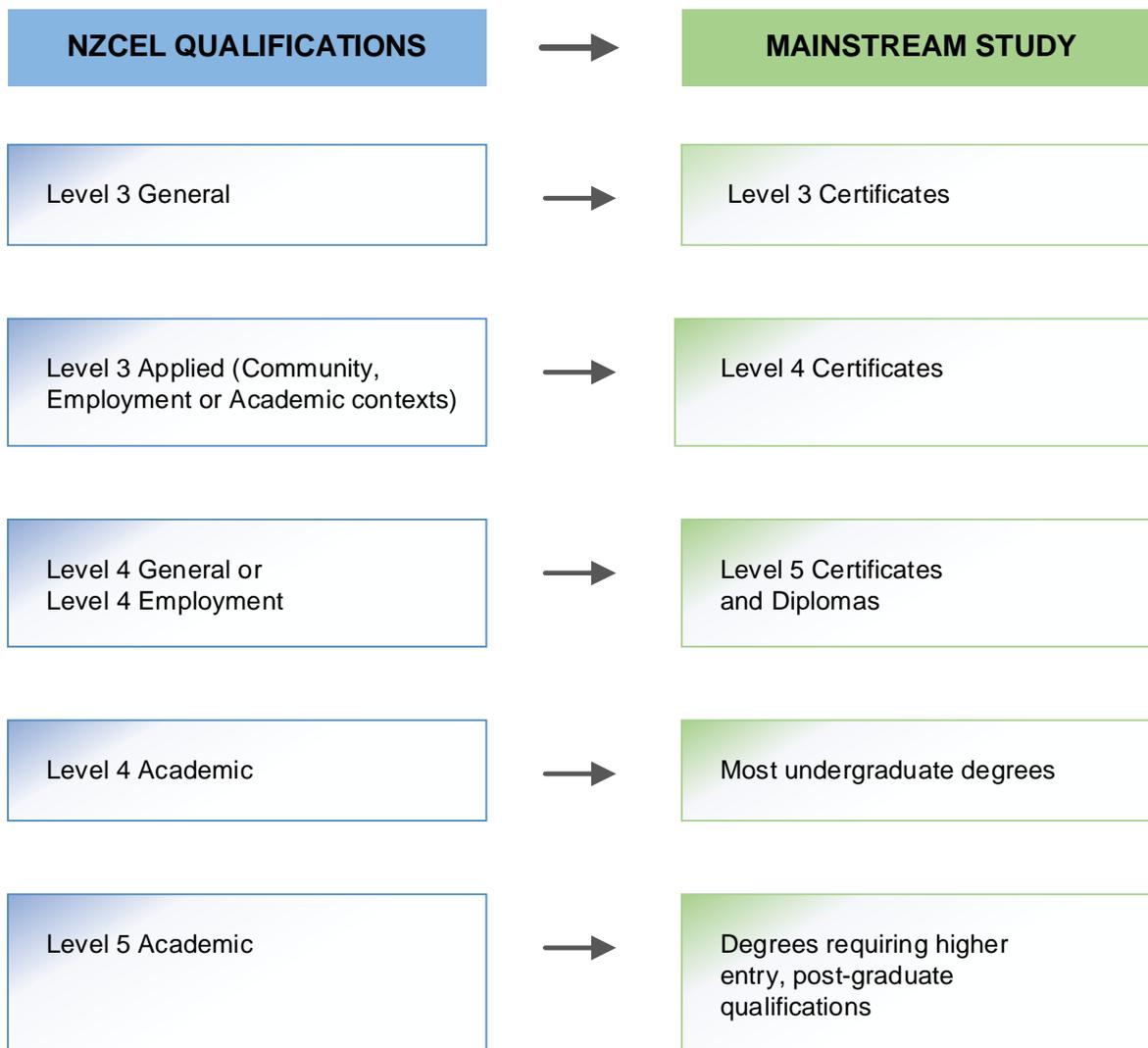
* CEFR refers to Common European Framework of Reference

** IELTS refers to International English Language Testing System

Appendix 3: NZCEL Study Pathways into Mainstream Programmes

NZCEL Study Pathways into Mainstream Programmes

Graduates of NZCEL may meet the English proficiency requirements to enrol in mainstream programmes, as shown below:



Appendix 4: Sufficiency and Assessment Guidance for New Zealand Certificates in English Language (NZCEL)

The tables below specify the expected minimum number of assessment occasions.

NZCEL FOUNDATION	NZCEL LEVEL 1	NZCEL LEVEL 2
<p>Listening:</p> <ul style="list-style-type: none"> • A minimum of two very short basic oral texts, in two different common everyday contexts. • Texts must include at least three points by the speaker(s). • Texts should be supported by video or other visuals but these must not include large amounts of written text. • Listening skills may be assessed as part of the oral exchanges, or as separate assessments. • Listening text must be repeated once only. 	<p>Listening:</p> <ul style="list-style-type: none"> • A minimum of two short simple oral texts, in two different predictable, everyday contexts. • Texts must be approximately 30 to 45 seconds in duration. • Texts should be supported by video or other visuals, but these must not include large amounts of written text. • Listening skills may be assessed as part of the oral exchanges, or as separate assessments. • Listening text must be repeated once only. 	<p>Listening:</p> <ul style="list-style-type: none"> • A minimum of two straightforward oral texts, on two different familiar contexts. • Texts must be approximately 1½ to 2 minutes in duration. • Texts may be supported by video or other visuals, but these must not include large amounts of written text. • Listening skills may be assessed as part of the oral exchanges, or as separate assessments. • Listening text must be repeated once only.
<p>Speaking:</p> <ul style="list-style-type: none"> • A minimum of two very short oral exchanges, or one oral exchange and one presentation, in two different contexts. • Duration: each exchange must include at least three turns by the learner and the presentation must include 4-6 statements. 	<p>Speaking:</p> <ul style="list-style-type: none"> • A minimum of two short oral exchanges, or one oral exchange and one presentation, in two everyday different contexts. • Duration: each exchange must include at least six turns by the learner and the presentation must be approximately one minute. 	<p>Speaking:</p> <ul style="list-style-type: none"> • A minimum of two short oral exchanges, or one oral exchange and one presentation, in two different familiar and routine contexts. • Duration: each exchange and the presentation must be approximately 2-3 minutes. • Presentations may be supported by video or other visuals, but these may

NZCEL FOUNDATION	NZCEL LEVEL 1	NZCEL LEVEL 2
<ul style="list-style-type: none"> • Presentations may be supported by video or other visuals, but these may include only a minimal amount of written text. 	<ul style="list-style-type: none"> • Presentations may be supported by video or other visuals, but these may include only a minimal amount of written text. 	<p>include only a minimal amount of written text.</p>
<p>Reading:</p> <ul style="list-style-type: none"> • A minimum of two very short basic texts from different common everyday contexts. Each should be assessed on a separate occasion. • Texts should be limited to very high frequency words and phrases and/or basic sentences with visual support where appropriate. • Vocabulary level: must be guided by the first 500 high-frequency words of the <i>New General Service List</i> (Browne, Culligan and Phillips, 2013). • Text length: approximately 50-100 words per text. • Responses can be written, oral or by non-verbal demonstration. 	<p>Reading:</p> <ul style="list-style-type: none"> • A minimum of two simple texts from different predictable, everyday contexts. Each should be assessed on a separate occasion. • Vocabulary level: must be guided by the first 1000 high-frequency words of the <i>New General Service List</i> (Browne, Culligan and Phillips, 2013). • Text length: approximately 200-250 words per text, with visual support where appropriate. • Responses can be written, oral or by non-verbal demonstration. 	<p>Reading:</p> <ul style="list-style-type: none"> • A minimum of two texts on different familiar and routine topics. Each should be assessed on a separate occasion. • Vocabulary level: must be guided by the first 1500 words of the <i>New General Service List</i> (Browne, Culligan and Phillips, 2013). • Text length: approximately 350-450 words per text, with visual support where appropriate. • Responses can be written, oral or by non-verbal demonstration.
<p>Writing:</p> <ul style="list-style-type: none"> • At least two very short simple texts. Each should be assessed on a separate occasion. • Text length and structure: a minimum of 20 words for each text. Texts are likely to contain isolated words, phrases and very simple sentences. 	<p>Writing:</p> <ul style="list-style-type: none"> • At least two texts on different everyday topics. Each should be assessed on a separate occasion. • Text length and structure: a minimum of 75 words for each text, using simple cohesive devices e.g. <i>and, but, because</i>. 	<p>Writing:</p> <ul style="list-style-type: none"> • At least two texts on different familiar topics. Each should be assessed on a separate occasion. • Text length and structure: a minimum of 150 words for each text, including compound and some complex sentences as appropriate to the text type.

NZCEL LEVEL 3 (General)

Listening:

- A minimum of three spoken texts in total.
- Two of the texts must be from different contexts, with at least one monologue and one dialogue. At least one text should be assessed under test conditions. The texts must be repeated once only. Each should be assessed on a separate occasion.

Text length: each of a minimum of 3 minutes.

- The third text may be assessed via naturally occurring evidence/portfolio.
- Texts may be supported by video or other visuals, but these must not include large amounts of written text.
- Responses can be written, oral or by non-verbal demonstration.

Speaking:

- A minimum of three spoken texts in total.
- Two of the texts must be from different contexts, with at least one monologue and one dialogue. At least one text should be assessed under test conditions. Each should be assessed on a separate occasion.

Text length: each of a minimum of 4 minutes.

- The third text may be assessed via naturally occurring evidence/portfolio.
- Texts may be supported by video or other visuals, but these may include only a minimal amount of written text.

Reading:

- A minimum of three texts in total.
- Two of the texts must be from different contexts, with at least one text assessed under test conditions.
Note: Evidence for two texts can be collected via naturally occurring evidence/portfolio.
- Text length: approximately 1700 words over three texts.
- Vocabulary level: must be guided by the first 2000 words of the *New General Service List* (Browne, Culligan and Phillips, 2013)
- Responses can be written, oral or non-verbal.

Writing:

- A minimum of three texts in total.
- Two of the texts must be of different text types and on different topics. Each should be assessed on a separate occasion.
Note: Evidence for two texts can be collected via naturally occurring evidence/portfolio. It is highly recommended that one text be assessed under test conditions.
- Text length and structure: a minimum of 250 words per text, with layout and linguistic features appropriate to the text type.

NZCEL LEVEL 3 (Applied)	NZCEL LEVEL 4 (General and Employment)	NZCEL LEVEL 5 Academic
<p>Listening:</p> <ul style="list-style-type: none"> • A minimum of three spoken texts in total. • Two of the texts from different contexts, with at least one monologue and one dialogue. At least one text to be assessed under test conditions. Texts must be repeated once only. Each should be assessed on a separate occasion. Text length: each of a minimum of 5 minutes. • The third text may be assessed via naturally occurring evidence/portfolio. • Texts may be supported by video or other visuals, but these must not include large amounts of written text. • Responses may be written, oral or by non-verbal demonstration. 	<p>Listening:</p> <ul style="list-style-type: none"> • A minimum of three spoken texts in total. • Two of the texts from different contexts, with at least one monologue and one dialogue. At least two texts to be assessed under test conditions. Texts must be repeated once only. Each should be assessed on a separate occasion. Text length: each of a minimum of 8 minutes. • The third text may be assessed via naturally occurring evidence/portfolio. • Texts may be supported by video or other visuals, but these must not include large amounts of written text. • Responses may be written, oral or by non-verbal demonstration. 	<p>Listening:</p> <ul style="list-style-type: none"> • A minimum of three spoken texts in total. • Two of the texts from different contexts, with at least one monologue and one dialogue. At least two texts to be assessed under test conditions. Texts must be repeated once only. Each should be assessed on a separate occasion. Text length: each of a minimum of 10 minutes. • The third text may be assessed via naturally occurring evidence/portfolio. • Texts may be supported by video or other visuals. but these must not include large amounts of written text. • Responses may be written, oral or by non-verbal demonstration.
<p>Speaking:</p> <ul style="list-style-type: none"> • A minimum of three spoken texts in total. • Two of the texts from different contexts, with at least one monologue and one dialogue. At least one text to be assessed under test conditions. Each should be assessed on a separate occasion. Text length: each of a minimum of 5 minutes. 	<p>Speaking:</p> <ul style="list-style-type: none"> • A minimum of three spoken texts in total. • Two of the texts from different contexts, with at least one monologue and one dialogue. At least one text to be assessed under test conditions. Each should be assessed on a separate occasion. Text length: each of a minimum of 8 minutes. 	<p>Speaking:</p> <ul style="list-style-type: none"> • A minimum of three spoken texts in total. • Two of the texts from different contexts, with at least one monologue and one dialogue. At least one text to be assessed under test conditions. Each should be assessed on a separate occasion. Text length: each of a minimum of 10 minutes.

NZCEL LEVEL 3 (Applied)	NZCEL LEVEL 4 (General and Employment)	NZCEL LEVEL 5 Academic
<ul style="list-style-type: none"> The third text may be assessed via naturally occurring evidence/portfolio. All texts must be audio and visually recorded. Texts may be supported by video or other visuals, but these include only a minimal amount of written text. 	<ul style="list-style-type: none"> The third text may be assessed via naturally occurring evidence/portfolio. All texts must be audio and visually recorded. Texts may be supported by video or other visuals, but these must include only a minimal amount of written text. 	<ul style="list-style-type: none"> The third text may be assessed via naturally occurring evidence/portfolio. All texts must be audio and visually recorded. Texts may be supported by video or other visuals, but these must include only a minimal amount of written text.
<p>Reading:</p> <ul style="list-style-type: none"> A minimum of three texts in total. Two of the texts must be of different text types and on different topics. Each should be assessed on a separate occasion. <p>Note: For Academic, evidence for one text can be collected via naturally occurring evidence/portfolio. Two texts to be assessed under test conditions</p> <p>For Community and Employment, evidence for two texts can be collected via naturally occurring evidence/portfolio. One text to be assessed under test conditions.</p> <ul style="list-style-type: none"> Text length: a minimum of 2000 words over three texts. Vocabulary level: must be guided by the first 2000 words of the <i>New General Service List</i> (Browne, Culligan and Phillips, 2013) and specialised terms in the applied context. Responses can be written, oral, or non-verbal. 	<p>Reading:</p> <ul style="list-style-type: none"> A minimum of three texts in total. Two of the texts must be of different text types and on different topics. Each should be assessed on a separate occasion. <p>Note: Evidence for two texts can be collected via naturally occurring evidence/portfolio. One text to be assessed under test conditions.</p> <ul style="list-style-type: none"> Text length: a minimum of 3500 words over three texts. Vocabulary level: must be guided by the first 2500 words of the <i>New General Service List</i> (Browne, Culligan and Phillips, 2013) Linguistic features of the target text types must incorporate appropriate vocabulary, grammar and style. Responses can be written, oral or non-verbal. 	<p>Reading:</p> <ul style="list-style-type: none"> A minimum of three texts in total, assessed under test conditions. Two of the texts must be of different text types and on different topics. Each should be assessed on a separate occasion. Text length: a minimum of 5000 words over three texts. Vocabulary level: must be guided by first 3000 words of the <i>New General Service List</i> (Browne, Culligan and Phillips, 2013) the <i>New Academic Word List</i> (Browne, Culligan and Phillips, 2013) and specialised terms in the academic context. Linguistic features of the target text types must incorporate appropriate vocabulary, grammar and style. Responses can be written, oral or non-verbal.

NZCEL LEVEL 3 (Applied)	NZCEL LEVEL 4 (General and Employment)	NZCEL LEVEL 5 Academic
<p>Writing:</p> <ul style="list-style-type: none"> • A minimum of three texts in total. • Two of the texts must be from different text types and on different topics. Each should be assessed on a separate occasion. <p>Text length and structure: each of a minimum of 300 words, with layout and linguistic features appropriate to the text type.</p> <p>One text to be assessed under test conditions.</p> <ul style="list-style-type: none"> • For Employment and Community, two texts can be collected via naturally occurring evidence/portfolio. One text to be assessed under test conditions. • For Academic, one text can be collected via naturally occurring evidence/portfolio. <p>Two texts to be assessed under test conditions.</p> <ul style="list-style-type: none"> • For Academic, it is expected that one text be a crafted text. 	<p>Writing:</p> <ul style="list-style-type: none"> • A minimum of three texts in total. • Two of the texts must be from different text types and on different topics. Each should be assessed on a separate occasion. <p>Text length and structure: each of a minimum of 500 words, with layout and linguistic features appropriate to the text type.</p> <p>Note: Two texts can be collected via naturally occurring evidence/portfolio. One text must be assessed under test conditions.</p>	<p>Writing:</p> <ul style="list-style-type: none"> • A minimum of three texts in total. • Two of the texts must be from different text types and on different topics. Each should be assessed on a separate occasion. <p>Text length and structure: two texts each of a minimum of 800 words, with layout and linguistic features appropriate to the text type.</p> <p>Note: One text can be collected via naturally occurring evidence/portfolio. One text must be assessed under test conditions.</p> <ul style="list-style-type: none"> • A crafted text of a minimum of 1000 words.

NZCEL LEVEL 4 Academic

Listening:

- A minimum of three spoken texts in total with at least one monologue and one dialogue i.e.
Text 1: EAP unit standard 22892, *Demonstrate understanding of a spoken text and process information in English for an academic purpose.*
Text 2: A monologue or dialogue assessed under test conditions.
Text 3: A monologue or dialogue assessed under test conditions or by using another approach e.g. via naturally occurring evidence/portfolio.
- Texts 2 and 3 must each be a minimum of 8 minutes, repeated once only. They must be from different contexts and on different topics.
- Texts must be assessed on separate occasions. They may be supported by video or other visuals, but these must not include large amounts of written text.

Speaking:

- A minimum of three spoken texts in total i.e.
Text 1: EAP unit standard 22891, *Deliver an oral presentation in English for an academic purpose (a minimum of 8 minutes)*
Text 2: One dialogue assessed under test conditions.
Text 3: A monologue or dialogue assessed under test conditions or by using another approach e.g. via naturally occurring evidence/portfolio.
- Texts 2 and 3 must each be a minimum of 8 minutes. They must be from different contexts and on different topics.
- Texts may be supported by video or other visuals, but these must include only a minimal amount of written text.
- Texts must be assessed on separate occasions and audio-visually recorded.

Reading:

- A minimum of three texts in total i.e.
Texts 1 and 2: EAP unit standard 22751, *Read and process information in English for academic purposes (a minimum of 3000 words in total across two texts)*
- Text 3: Can be collected via naturally occurring evidence/portfolio, with a minimum of two different text types, on different topics.

- Vocabulary level: must be guided by first 2500 words of the *New General Service List* (Browne, Culligan and Phillips, 2013), the *New Academic Word List* (Browne, Culligan and Phillips, 2013) and specialised terms in academic and/or professional fields.
- Linguistic features of the target text types must incorporate appropriate vocabulary, grammar and style.

Writing:

- A minimum of three texts in total i.e.

Text 1: EAP unit standard 22749, *Write a text under test conditions in English for academic purposes* (approximately 500 words)

Text 2: EAP unit standard 22750, *Write a crafted text for a specified audience using researched material in English for academic Purposes* (a minimum of 800 words).

Text 3: A text assessed under test conditions or by using another approach e.g. via naturally occurring evidence/portfolio (a minimum of 500 words).

- There must be a minimum of two different text types, on different topics, with layout and linguistic features appropriate to the text type.
- Texts must be assessed on separate occasions.

NOTE:

While five Level 4 EAP standards (27 credits) are mandatory for NZCEL Level 4 Academic, programmes must also include sufficient learning components and assessment to make up the 60 credits required for the qualification.

Refer to Appendix 6 *English Language (EL) and English for Academic Purposes (EAP) unit standards – mapped to NZCEL graduate profile outcomes* to show additional standards which can be used to meet this requirement.

Appendix 5:

**New Zealand Certificates in English Language (NZCEL)
Language Skills and Control Descriptors**

The NZCEL Language Skills and Control Descriptors specify the linguistic abilities which learners are expected to demonstrate at each level. These should inform the development of assessment tasks to meet the graduate profile outcomes.

NZCEL Foundation – Level 2

	NZCEL (FOUNDATION) (LEVEL 1)	NZCEL (LEVEL 1)	NZCEL (LEVEL 2)
LISTENING	<p>Learner understands:</p> <ul style="list-style-type: none"> meaning of familiar words and very basic phrases for the most common everyday situations, if speech is very slowly and carefully articulated, with long pauses to assimilate meaning, and supported by visual and non-verbal clues. 	<p>Learner understands:</p> <ul style="list-style-type: none"> meaning of frequently used phrases and sentences related to areas of immediate personal need, provided speech is clearly and slowly articulated, and sometimes supported by visual and non-verbal clues. 	<p>Learner understands:</p> <ul style="list-style-type: none"> overall meaning of straightforward factual information on familiar, everyday matters, in clear, standard speech in a familiar accent. Visual clues may support meaning where topic or setting are less familiar.
SPEAKING	<p>Learner's speech:</p> <ul style="list-style-type: none"> is likely to be slow with frequent pauses, hesitations, rephrasing and repair is restricted to a very limited range of learnt words and phrases on familiar and personal topics and in areas of most immediate need. shows very little evidence of connected discourse. exhibits little control of linguistic features. Pronunciation can be understood with some effort by sympathetic interlocutor. 	<p>Learner's speech:</p> <ul style="list-style-type: none"> is likely to be slow with pauses and hesitations. Fluency is just adequate for short conversations on familiar topics in predictable everyday situations. is generally limited to short phrases and short sentences and learnt language patterns, with some evidence of connected discourse. exhibits some control of linguistic features, but errors and inconsistencies occur. Pronunciation is generally clear enough to be intelligible, but repetition may be required by the interlocutor occasionally. 	<p>Learner's speech:</p> <ul style="list-style-type: none"> may be slow to normal, with some hesitations and pauses for planning and repair. Fluency is adequate for simple conversations on familiar and routine, everyday topics. exhibits emerging spontaneity includes short sentences and some longer compound sentences, with clear evidence of connected discourse. is primarily simple, direct and routine, and can be sustained comprehensibly for short stretches. exhibits adequate control of linguistic features, but errors and inconsistencies may sometimes occur.

	NZCEL (FOUNDATION) (LEVEL 1)	NZCEL (LEVEL 1)	NZCEL (LEVEL 2)
			<ul style="list-style-type: none"> • uses a neutral register and observes most common social conventions. • Pronunciation is generally comprehensible.
READING	<p>Learner understands:</p> <ul style="list-style-type: none"> • very short and simple written texts for common everyday situations, a single phrase at a time. • information about very familiar or personal topics, especially with visual support. 	<p>Learner understands:</p> <ul style="list-style-type: none"> • short, simple written texts on simple everyday topics containing frequently used words and phrases when supported by graphics, charts or diagrams. 	<p>Learner understands:</p> <ul style="list-style-type: none"> • main ideas in relatively short, straightforward factual written texts on familiar and routine topics, especially in texts that contain high frequency vocabulary and may be supported by visuals.
WRITING	<p>Learner:</p> <ul style="list-style-type: none"> • can write a small number of words and phrases expressing personal information. • has limited control of a few formulaic expressions, which may be copied or memorised. • can spell personal details and copy familiar words and phrases. 	<p>Learner:</p> <ul style="list-style-type: none"> • can write a limited number of simple phrases and sentences relevant to personal and everyday topics. • can write short texts using a series of sentences linked with simple connectors such as 'and', 'but' and 'because', with some errors. • can spell short, familiar words, but phonetic, non-standard spelling of unfamiliar words often occurs often. 	<p>Learner:</p> <ul style="list-style-type: none"> • can write sentences on familiar topics. • writes-grammatically correct simple and compound sentences and some complex sentences, but may have some persistent errors. • can spell familiar words accurately. Some errors occur, but words are usually recognisable.

NZCEL Levels 3 – 5

	NZCEL (LEVEL 3) General	NZCEL (LEVEL 3) Applied	NZCEL (LEVEL 4)	NZCEL (LEVEL 5)
LISTENING	<p>Learner understands:</p> <ul style="list-style-type: none"> main ideas and specific information in-familiar situations when speech is clear, at a normal speed and in a familiar accent. 	<p>Learner understands:</p> <ul style="list-style-type: none"> overall meaning, main ideas, supporting details and specific information in familiar and reasonably familiar situations, when speech is clear, at a normal speed and in a familiar accent. 	<p>Learner understands:</p> <ul style="list-style-type: none"> the main ideas of more complex speech when delivered at a normal speed and in a familiar accent or dialect. 	<p>Learner understands:</p> <ul style="list-style-type: none"> extended speech of academic or professional relevance which may include a range of idiomatic expressions. can understand a range of accents and dialects when delivered at a natural speed.
SPEAKING	<p>Learner's speech:</p> <ul style="list-style-type: none"> is slow to normal rate with few unnatural pauses. features stretches of language, expressed appropriately and with reasonable precision. has a degree of fluency and spontaneity, and can be understood without much effort. exhibits adequate control of a range of linguistic features, but errors and inconsistencies may sometimes occur. is adapted to register. Pronunciation is clearly intelligible and comprehensible, with only occasional mispronunciations. 	<p>Learner's speech:</p> <ul style="list-style-type: none"> is usually at a normal rate with few unnatural pauses. features stretches of language, expressed appropriately and with precision. has a degree of fluency and spontaneity, and can be understood with minimal effort. exhibits control of a range of linguistic features, but minor inconsistencies may occasionally occur. is adapted to register. Pronunciation is clearly intelligible and comprehensible. 	<p>Learner's speech:</p> <ul style="list-style-type: none"> is spontaneous and fluent, and at a normal rate. is expressed confidently, clearly and politely with regard for relevant conventions. exhibits good control of a range of linguistic features and some minor inconsistencies seldom impede communication. is adapted to style and register. Pronunciation and intonation are clear and relatively natural. 	<p>Learner's speech</p> <ul style="list-style-type: none"> is precise, spontaneous and fluent, and only a conceptually difficult subject hinders a smooth flow of natural language. exhibits appropriate conventions and register. is adapted to context, audience and purpose exhibits good control of a wide range of linguistic features and inconsistencies rarely occur. Intonation and sentence stress are varied to support meaning. Pronunciation and intonation are clear and natural.

	NZCEL (LEVEL 3) General	NZCEL (LEVEL 3) Applied	NZCEL (LEVEL 4)	NZCEL (LEVEL 5)
READING	<p>Learner:</p> <ul style="list-style-type: none"> understands main ideas, and some specific information in a range of written texts on reasonably familiar topics, but may have some difficulty with low-frequency vocabulary. 	<p>Learner:</p> <ul style="list-style-type: none"> understands main ideas, some supporting details, specific information and overall meaning in a range of moderately complex written texts relevant to the applied context, but may still have some difficulty with low-frequency vocabulary. 	<p>Learner:</p> <ul style="list-style-type: none"> understands the main ideas and supporting details of more complex written texts that are moderate in length. 	<p>Learner:</p> <ul style="list-style-type: none"> understands in detail a range of lengthy, more complex written texts of academic relevance, and understands precise and lower-frequency vocabulary.
WRITING	<p>Learner:</p> <ul style="list-style-type: none"> uses high-frequency vocabulary and terms relevant to familiar topics with control. writes reasonably accurate simple, compound and complex sentences, with errors and/or inaccuracies which do not affect intelligibility. uses correct spelling, with only occasional errors. 	<p>Learner:</p> <ul style="list-style-type: none"> uses high-frequency vocabulary and terms relevant to the applied context with good control. writes accurate simple, compound and complex sentences, with minor inaccuracies which do not affect intelligibility. uses correct spelling, with only occasional errors. 	<p>Learner:</p> <ul style="list-style-type: none"> uses a good range of lower frequency vocabulary relevant to the topic, with good control, although some incorrect word choice may occur. writes well-constructed sentences, including a range of complex structures, with some minor inaccuracies which do not affect intelligibility. 	<p>Learner:</p> <ul style="list-style-type: none"> uses a wide range of appropriate vocabulary, including idiomatic expressions, with no significant inaccuracies. writes with a high degree of accuracy across a range of sophisticated grammatical structures.

Appendix 6: English Language (EL) and English for Academic Purposes (EAP) Unit Standards mapped to NZCEL graduate profile outcomes (GPOs)

On completion of the unit standards below, the candidate will meet the requirements for the NZCEL qualification.

READING

Foundation GPO: Understand familiar written words and phrases for the most common everyday situations. CEFR* A1	Level 1 GPO: Understand specific predictable information in simple everyday written texts. CEFR A2	Level 2 GPO: Understand the gist and key points in straightforward written texts on familiar and routine topics. CEFR mid B1	Level 3 General GPO: Understand main points and some specific details of written texts on familiar topics. CEFR high B1	Level 3 Applied GPO**: Understand main points and some specific details of moderately complex written texts on familiar topics relevant to the applied context. CEFR low B2
Unit 30993 5 credits Read and understand words and phrases in common everyday texts (EL Foundation)	Unit 30994 5 credits Read and understand simple texts in everyday contexts (EL)	Unit 30995 5 credits Read and understand a straightforward text on a familiar topic (EL)	Unit 30997 5 credits Read and understand a text on a familiar topic (EL) Graded	Unit 30996 5 credits Read and understand a moderately complex text in an applied context (EL)
Unit 31000 10 credits Read and understand very basic information for common everyday practical purposes (EL Foundation)	Unit 31001 5 credits Read and understand simple texts for everyday practical purposes (EL)	Unit 31002 5 credits Read and understand a straightforward text for a routine practical purpose (EL)	Unit 31004 5 credits Read and understand a text for a practical purpose (EL) Graded	Unit 31003 5 credits Read and understand a text for a practical purpose in an applied context (EL)
N/A	Unit 31005 5 credits Read and understand a range of simple written texts independently (EL)	Unit 31006 5 credits Read and understand a range of straightforward written texts independently (EL)	Unit 31008 5 credits Read and understand a range of written texts independently (EL) Not Graded	Unit 31007 5 credits Read and make connections across a range of written texts independently in an applied context (EL)
				Unit 30511 EAP*** 6 credits Read and apply understanding in English for academic purposes

CEFR* = Common European Framework of Reference

Level 3 GPO** = For the Level 3 Applied community and employment contexts, the standards aligned to the reading GPO are: 30996, 31003 and 31007.
For the Level 3 Applied academic context, the standards are: 31003, 31007 and 30511.

EAP*** = English for Academic Purposes.

Note: Each NZCEL GPO is worth 15 credits.

There are no unit standards available at Level 5.

READING

Level 4 General GPO: Understand main ideas and supporting details of moderately complex written texts of a general nature. CEFR mid B2	Level 4 Employment GPO: Understand main ideas and supporting details of moderately complex written employment texts. CEFR mid B2	Level 4 Academic GPO: Understand main ideas and supporting details of moderately complex written academic texts. CEFR mid B2
Unit 30999 10 credits Read and understand moderately complex texts (EL)	Unit 30999 can be used for this qualification	Unit 30998 10 credits Read and understand moderately complex texts in an academic context (EL)
Unit 31011 5 credits Read and understand a range of extended written texts independently (EL)	Unit 31010 5 credits Read and make connections across a range of extended written texts independently in an employment context (EL)	Unit 31009* 5 credits Read and evaluate a range of extended written texts independently for an academic research topic (EL)
		Unit 22751 EAP 6 credits Read and process information in English for academic purposes <i>Mandatory for Level 4 NZCEL Academic</i>

Unit 31009* = This unit standard was developed to encourage wide-reading at this level. It is optional for Level 4 Academic reading GPO.

Unit standards mapped to NZCEL graduate profile outcomes (GPOs)

WRITING

Foundation GPO: Write simple isolated phrases and sentences giving personal information. CEFR A1	Level 1 GPO: Write short simple texts relating to personal and everyday topics relevant to daily life. CEFR A2	Level 2 GPO: Write simple connected texts on familiar topics. CEFR mid B1	Level 3 General GPO: Write connected texts on reasonably familiar topics. CEFR high B1	Level 3 Applied GPO*: Write clear connected texts on reasonably familiar topics relevant to the applied context. CEFR low B2
Unit 31030 5 credits Write phrases and simple sentences on personal topics (EL Foundation)	Unit 27996 5 credits Write simple texts on everyday topics (EL)	Unit 27999 5 credits Write a simple connected text on a familiar topic (EL)	Unit 28068 5 credits Write a connected text on a familiar topic (EL) Graded	Unit 31033 5 credits Write a clear connected text in an applied context (EL)
Unit 31041 10 credits Write basic texts for practical purposes relevant to self (EL Foundation)	Unit 27997 5 credits Write simple texts for practical everyday purposes (EL)	Unit 28000 5 credits Write a simple text for a practical purpose (EL)	Unit 28069 5 credits Write a text for a practical purpose (EL) Graded	Unit 31044 5 credits Write a text for a practical purpose in an applied context (EL)
Unit 31036 5 credits Complete basic forms with personal information (EL Foundation)	Unit 27998 5 credits Complete simple forms with personal information (EL)	Unit 28001 5 credits Complete a form (EL)	Unit 28070 5 credits Write a response for a specific purpose (EL) Graded	Unit 30508 EAP 6 credits Write a short-crafted text for a specified audience using resource material in English for an academic purpose
				Unit 30507 EAP 5 credits Write a short text under test conditions in English for an academic purpose

Level 3 GPO* = For the Level 3 Applied community and employment contexts, the standards aligned to the writing GPO are: 31033 and 31044. To make up the 15 credits required for this GPO, providers can use these two standards, and an internally developed assessment worth 5 credits.
For the Level 3 Applied academic context, the standards are: 31044, 30508 and 30507.

Note: Each NZCEL GPO is worth 15 credits.

WRITING

Level 4 General GPO: Write detailed, developed, moderately complex texts of a general nature. CEFR mid B2	Level 4 Employment GPO: Write detailed, developed, moderately complex employment texts. CEFR mid B2	Level 4 Academic GPO: Write detailed, developed, moderately complex academic texts. CEFR mid B2
Unit 31035 15 credits Write moderately complex texts on general topics (EL)	Unit 31046 15 credits Write a range of texts for practical purposes in an employment context (EL)	Unit 31040 5 credits Write an evaluation for a specific purpose in an academic context (EL)
		Unit 22749 EAP 5 credits Write a text under test conditions in English for an academic purpose <i>Mandatory for Level 4 NZCEL Academic</i>
		Unit 22750 EAP 6 credits Write a crafted text for a specified audience using researched material in English for an academic purpose <i>Mandatory for Level 4 NZCEL Academic</i>

Unit standards mapped to NZCEL graduate profile outcomes (GPOs)

SPEAKING

Foundation GPO: Participate in simple spoken discourse with familiar people on familiar and personal topics on areas of most immediate need. CEFR A1	Level 1 GPO: Participate in short spoken discourse of immediate personal relevance for social and transactional purposes in predictable everyday situations. CEFR A2	Level 2 GPO: Participate in straightforward spoken interactions on familiar and routine topics. CEFR mid B1	Level 3 General GPO: Participate with some confidence in spoken discourse on reasonably familiar topics. CEFR high B1	Level 3 Applied GPO*: Participate with some confidence in sustained spoken discourse on reasonably familiar topics relevant to the applied context. CEFR low B2
Unit 31024 5 credits Present basic information on an everyday personal topic (EL Foundation)	Unit 31025 5 credits Present simple information on an everyday familiar topic (EL)	Unit 31026 5 credits Present information on a familiar topic (EL)	Unit 31027 5 credits Deliver a developed presentation on a familiar topic (EL) Graded	Unit 30510 EAP 5 credits Deliver a short oral presentation in English for an academic purpose
Unit 31012 10 credits Participate in basic everyday spoken interactions (EL Foundation)	Unit 31013 10 credits Participate in simple everyday spoken interactions (EL)	Unit 31014 5 credits Participate in a straightforward spoken interaction on a familiar topic (EL)	Unit 31016 5 credits Participate in a spoken interaction on a familiar topic (EL) Graded	Unit 31015 5 credits Participate in a spoken interaction in an applied context (EL)
		Unit 31020 5 credits Participate in an interview on a familiar topic (EL)	Unit 28062 5 credits Participate in a formal interview (EL) Graded	Unit 31021 5 credits Participate in a formal interview in an applied context (EL)

Level 3 GPO* = For the Level 3 Applied community and employment contexts, the standards aligned to the speaking GPO are 31015 and 31021. To make up the 15 credits required for this GPO, providers can use these two standards, and an internally developed assessment worth 5 credits.
For the Level 3 Applied academic context, the standards aligned to this GPO are 30510, 31015 and 31021.

Note: Each NZCEL GPO is worth 15 credits.

SPEAKING

Level 4 General GPO: Participate effectively in sustained spoken discourse for social and transactional purposes. CEFR mid B2	Level 4 Employment GPO: Participate effectively in sustained spoken employment discourse. CEFR mid B2	Level 4 Academic GPO: Participate effectively in sustained spoken academic discourse. CEFR mid B2
Unit 31029 5 credits Deliver a developed and sustained presentation (EL)	Unit 31028 5 credits Present workplace information to a specified audience (EL)	Unit 22891 EAP 5 credits Deliver an oral presentation in English for an academic purpose <i>Mandatory for Level 4 NZCEL Academic</i>
Unit 31019 10 credits Participate in sustained spoken interactions (EL)	Unit 31018 5 credits Negotiate a complex spoken transaction in an employment context (EL)	Unit 31017 10 credits Participate in sustained discussions in an academic context (EL)
	Unit 31023 5 credits Participate in a formal interview in an employment context (EL)	

Unit standards mapped to NZCEL graduate profile outcomes (GPOs)

LISTENING

Foundation GPO: Understand familiar words and very basic phrases for the most common everyday situations. CEFR A1	Level 1 GPO: Understand frequently used expressions and simple sentences on areas of most immediate personal relevance in predictable everyday situations. CEFR A2	Level 2 GPO: Understand the gist and key points in straightforward oral texts and exchanges on familiar and routine topics. CEFR mid B1	Level 3 General GPO: Understand main points and some specific details of oral texts on reasonably familiar topics. CEFR high B1	Level 3 Applied GPO*: Understand main points and some specific details of moderately complex oral texts on reasonably familiar topics relevant to the applied context. CEFR low B2
Unit 30978 10 credits Demonstrate understanding of basic spoken texts in common everyday situations (EL Foundation)	Unit 30979 10 credits Demonstrate understanding of simple spoken texts in everyday situations (EL)	Unit 30980 5 credits Demonstrate understanding of a straightforward spoken text on a familiar topic (EL)	Unit 30982 5 credits Demonstrate understanding of a spoken text on a familiar topic (EL) Graded	Unit 30981 5 credits Demonstrate understanding of a moderately complex spoken text in an applied context (EL)
Unit 30983 5 credits Demonstrate understanding of basic spoken instructions in common everyday situations (EL Foundation)	Unit 30984 5 credits Demonstrate understanding of simple spoken instructions in everyday situations (EL)	Unit 30985 5 credits Demonstrate understanding of a straightforward spoken instructions in a familiar context (EL)	Unit 30987 5 credits Demonstrate understanding of spoken instructions in a familiar context (EL) Not Graded	Unit 30986 5 credits Demonstrate understanding of moderately complex spoken instructions in an applied context (EL)
		Unit 30988 5 credits Demonstrate understanding of a straightforward spoken interaction on a familiar topic (EL)	Unit 30990 5 credits Demonstrate understanding of a spoken interaction in a familiar context (EL) Graded	Unit 30989 5 credits Demonstrate understanding of a moderately complex spoken interaction in an applied context (EL)
				Unit 30509 EAP 5 credits Demonstrate and apply understanding of a short spoken text in English for an academic purpose

Level 3 GPO* = For the Level 3 Applied community and employment contexts, the standards aligned to the listening GPO are 30981, 30986 and 30989.
For the academic context, the standards are 30986, 30989 and 30509.

Note: Each NZCEL GPO is worth 15 credits.

LISTENING

Level 4 General GPO: Understand main ideas and supporting details of moderately complex oral texts for social and transactional purposes. CEFR mid B2	Level 4 Employment GPO: Understand main ideas and supporting details of moderately complex oral employment texts. CEFR mid B2	Level 4 Academic GPO: Understand main ideas and supporting details of moderately complex oral academic texts. CEFR mid B2
Unit 30992 15 credits Demonstrate understanding of complex spoken texts (EL)	Unit 30992 can be used for this qualification	Unit 30991 10 credits Demonstrate understanding of formal spoken texts in an academic context (EL)
		Unit 22892 EAP 5 credits Demonstrate understanding of a spoken text and process information in English for an academic purpose <i>Mandatory for Level 4 NZCEL Academic</i>