

## NZQA Assessment Support Material

<b>Unit standard</b>	<b>30509</b>				
<b>Title</b>	Demonstrate and apply understanding of a short spoken text in English for an academic purpose				
<b>Level</b>	3	<b>Credits</b>	5	<b>Version</b>	1

### Note

The following guidelines are supplied to enable assessors to carry out valid and consistent assessment using this internal assessment resource.

Assessors must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material. Use of this assessment resource without modification may mean that students' work is not authentic. The assessor will need to change figures, measurements or data sources or set a different context or topic.

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

### Assessor guidelines

Assessors need to be very familiar with the outcome being assessed by the unit standard. The outcomes, performance criteria and the guidance notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

### CONDITIONS OF ASSESSMENT

This is a **closed book assessment** and will take place over a timeframe set by the assessor.

For assessment against this standard:

- The academic purpose must be communicated to the candidate prior to the assessment.
- The spoken text must be listened to uninterrupted and must be repeated once.
- Candidates must be given sufficient time to take notes and complete the assessment task after the second listening.
- Candidate responses may be in any form, which may include but is not limited to - table, graphic, written, oral. Responses must not be heard or observed by other candidates.



## CONDITIONS OF ASSESSMENT - CONTINUATION



- Responses need not be grammatically correct, but errors must not interfere with meaning.
- Candidates cannot resubmit this assessment.
- The assessor must be satisfied that the candidate can independently demonstrate competency against the unit standard.

### Resource requirements

Spoken material:

- must be a minimum of four minutes in length;
- must be one spoken text;
- must be at a language level of sufficient complexity to satisfy the academic requirements of study at New Zealand Qualifications Framework Levels 3, 4 and 5 - for example, course textbook, introductory academic text, non-fiction book, journal article. Vocabulary should be based on a text of an academic nature and may include visual aids e.g. DVD, digital presentation.

### Context/setting

It is recommended that assessment for this standard is linked with study and assessment in other learning areas. This could include unit standards:

- 30511, *Read and apply information in English for academic purposes*
- 30508, *Write a short crafted text for a specified audience using resource material in English for an academic purpose*
- 30507, *Write a short text under test conditions in English for an academic purpose*
- 30510, *Deliver a short oral presentation in English for an academic purpose.*

### Notes for assessors

- The Common European Framework of Reference for Languages (CEFR) describes language proficiency at six levels. This unit standard is at CEFR level low B2. Teachers and assessors are encouraged to refer to these descriptors to gain a clearer understanding of the competencies required by this standard. A structured overview of all CEFR related scales can be found at <http://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales>.
- Although the level of the spoken text must meet the requirements of CEFR low B2, some vocabulary from a higher level that is relevant to the topic and context should be used, in order to meet the requirements of the standard.
- It is important that candidates are familiar with the requirements of the outcome, performance criteria and the guidance notes of the unit standard.
- Assessment can be conducted in a real or simulated situation, which closely reflects an authentic academic context. This may include but is not limited to – lecture, seminar, interview.
- Candidates should not have heard the spoken text before attempting the assessment task.
- Responses must be given without prompting.
- The assessor must be satisfied that the candidate can independently demonstrate competency against the unit standard.
- Appropriate assessment conditions as per your organisation's guidelines must be adhered to, in order to ensure authenticity of student evidence and to safeguard the validity of assessment.
- Refer to your organisation's policies before offering further assessment opportunities.

## **Assessment task**

In this assessment task candidates are required to listen to a text to demonstrate and apply understanding.

**The academic purpose** of the task is to address the following research question.

### **Research question**

*Explain some of the ways in which students can learn vocabulary more effectively.*

## Listening transcript

### Instructions for assessors

- Give the candidates time to read the student instruction and the questions.
- Candidates may ask for clarification of the outcome, performance criteria and questions, although guidance given by the assessor must not invalidate the assessment task.
- Read the text once at normal speed.
- Allow candidates time to complete Part A.
- Read the text a second time.
- Allow candidates time to revisit Part A if required and to complete Part B.

### Learning vocabulary

In today's talk, I'd like to give some advice about learning vocabulary. Now, there are more words in the English language than it is possible to learn, so it is important to spend time learning the words that are the most useful and it is also important to use effective strategies to learn these words.

The English language contains about a quarter of a million words, so where do you start? Well, 80% of the words we see in most English school and university textbooks are the same 2,000 words. That means those 2,000 words are the most important words to learn, along with the words on the Academic Word List, which has the most common academic words. It will be much easier to learn vocabulary if you limit the number of words you have to learn, and choose the most important ones.

However, learning even two to three thousand words is quite difficult, so it is important to find effective ways to learn vocabulary.

There are three important stages in learning vocabulary. I will explain these three stages and some of the best techniques for each stage.

So, the first stage is memorising the vocabulary.

Now there are lots of different things you can do to memorise vocabulary. You don't need to do all of these things but it is important to select two or three methods that work well for you. That way you will learn more and will not get bored.

The first technique is to say or write the words you are learning - this can help you remember them. You can write them in a notebook, on scrap paper or on sticky notes on your wall – the important thing is that you write them down, because this helps your brain remember them.

Another technique is to record the words or phrases you are learning on your phone and play them to yourself whenever you have some spare time. A normal voice recorder will work well. This way you will get used to the spoken form of the word as well as the written form.

A third method is to write the words you are learning on pieces of paper or post-it notes and put them around your home. Put them in places where they are easy to see and where you spend a lot of time.

You could also improve memorisation by playing card games with your new words. Write the words on cards, with the meanings on separate cards. Then you can play games such as 'Memory' or 'Snap' with a partner by matching words to meanings.

Also, you can use the Keyword method. This method has been found to be very effective with small numbers of words (for example, a few hundred), even over many years. How does it work, you may be asking yourselves? Well, you associate the target word in the foreign language with a word that sounds similar in your own language. We call this the keyword. Then you form a picture in your mind that combines the keyword and the meaning of the target word. Every time you see the target word, you remember the picture you have formed, and then remember the meaning of the target word.

A final tip to help memorise words is to use your knowledge of the parts or roots of words to remember the meaning. For example, 'greenhouse' is a compound word and means a building where green plants are grown. The Latin word 'fin' means end. Knowing this can help you work out the meaning final and finished.

This brings me to the second main stage in learning vocabulary. As well as memorising, it is also important to recycle new words. This is to make sure that you don't forget new words. If learning is not repeated, you will forget the words. Research in Psychology shows that most of our forgetting occurs within 20 minutes after we have first 'learned' something. More is forgotten within one hour, and still more within 8 hours.

So, what can you do to help you recycle the words? Well, to help you recycle you should revise the words after the lesson while you still remember them. However, it is not enough to revise them one time. Research suggests that you need spaced, repeated practice.

Spaced, repeated practice means that you revise straight after the lesson, and then again after 24 hours, again later in the week, and then the next week. You can use some of the same techniques that you used for memorising when you are revising.

You can also recycle the words by connecting the words to words belonging to the same topic or situation that you already know (for example, in tables, diagrams or pictures). These are kind of word families, I guess.

Putting the words into sentences is another useful way to recycle the new words. That way you will practise the word and also how to use it.

A key part of recycling is to spend more time on the words that you find difficult. A simple way of doing this is to delete the words you know from your list. Another way to do this is to post words onto a wall or board, and then take them down when you know them.

And the third and hopefully, final stage is to test yourself to find out which words you already know so that you don't waste time learning them again.

You can do this by testing yourself, for example by using word cards that have the word on one side and the meaning on the other side.

You could also get a friend or family member to test you, using a word list.

Or you could use online quizzes such as Quizlet or Memrise.

Finally remember you will have to keep using or revising the words if you don't want to forget them in the future!

## Assessment Schedule

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PC	Evidence for achievement	Judgements for achievement
1.1 Key information relating to the academic purpose is identified.	<p><u>Section 1</u></p> <p>Answers similar to:</p> <p>A i) <i>The most useful words / the 2000 words (that make up 80% of English) / 2000 words plus the Academic Word List</i></p> <p>B i) <i>Memorising</i></p> <p>C i) <i>Recycling</i></p> <p>D i) <i>Testing (yourself)</i></p>	<p>Key information relating to the academic purpose is identified.</p> <p>Three out of four answers are correct.</p>
1.2 Detailed and/or supporting information relevant to the key information is identified.	<p><u>Section 1</u></p> <p>A ii) and iii) Answers similar to the following:</p> <ul style="list-style-type: none"> <li>• <i>Words from school and or university texts</i></li> <li>• <i>It's easier to learn vocabulary if you limit the number of words you have to learn</i></li> <li>• <i>Choose the most important words to learn</i></li> </ul> <p>B ii), iii) and iii) Answers similar to the following:</p>	<p>Detailed and/or supporting information is identified.</p> <p>Eight out of ten answers are correct.</p>

	<ul style="list-style-type: none"> <li>• <i>Say/ write the words</i></li> <li>• <i>Record the words / phrases</i></li> <li>• <i>Put the words around your home</i></li> <li>• <i>(Put the words on cards and) play games with the words</i></li> <li>• <i>Use the keyword methods</i></li> <li>• <i>Use knowledge of words parts / word roots</i></li> </ul> <p>C ii), iii) and iii) Answers similar to the following:</p> <ul style="list-style-type: none"> <li>• <i>Revise the words</i></li> <li>• <i>Space repeated practice</i></li> <li>• <i>Connect the words</i></li> <li>• <i>Spend more time on words you find difficult</i></li> </ul> <p>D. ii) and iii) Answers similar to the following:</p> <ul style="list-style-type: none"> <li>• <i>Test yourself</i></li> <li>• <i>Get someone to test you</i></li> <li>• <i>Use online quizzes</i></li> </ul>	
<p>1.3 Understanding is applied in a form relevant to the academic purpose. This may include but is not limited to - summarising, outlining or tabulating.</p>	<p><u>Section 2</u></p> <p>Answers may vary in format but should communicate the following:</p> <ul style="list-style-type: none"> <li>• The vocabulary students should learn e.g. <ul style="list-style-type: none"> <li>- <i>the most useful vocabulary / the first 2000 words / the first 2000 words plus the Academic Word List</i></li> </ul> </li> <li>• Ways to learn vocabulary e.g. <ul style="list-style-type: none"> <li>- Choose two or three strategies to help you memorise words e.g. <ul style="list-style-type: none"> <li>○ <i>Saying words</i></li> <li>○ <i>Writing words</i></li> <li>○ <i>Playing games</i></li> </ul> </li> </ul> </li> </ul>	<p>Understanding is applied in the candidate's chosen method by communicating the main stages and strategies students should use to learn vocabulary.</p> <p>A minimum of two out of three stages are identified and expanded on.</p>

- *Using words in sentences*
- *Linking words*
- *Using keywords*
- *Use word parts*

- Recycle vocabulary by revising several times and by spending time on difficult words.
- Finally test yourself.