

## 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 |

### Student guidelines

#### CONDITIONS OF ASSESSMENT

This is a **closed book assessment** and will take place over a time frame set by your assessor.

For assessment against this standard:

- Before listening to the text, you will be told what the academic purpose of the listening is.
- You will be given time to read through the questions.
- You will hear the text twice.
- After the second listening you will be given enough time to complete the assessment task.
- You will be given time at the end of the assessment to check your answers.
- Your responses may be in any form. This may include table, graphic, written, oral.
- Your responses do not need to be grammatically correct, but any errors you make should not interfere with meaning.
- You cannot resubmit this assessment.
- Refer to the checklist below to help you with your assessment.



#### Assessment task

You have been studying the topic of learning strategies. Listen to this presentation and complete the task below.

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

#### Research question

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

## Student Checklist

| <b>In this assessment task you will need to show you can do the following:</b>   | <b>PC</b> |
|--|-----------|
| Identify key information in the text relating to the academic purpose.   | 1.1       |
| Identify detailed and/or supporting information that is relevant to the key information.   | 1.2       |
| Apply the information in a form that is relevant to the key information you have identified. This could be: <ul style="list-style-type: none"><li>• summarising i.e. to write the main ideas only of what you have heard</li><li>• outlining i.e. to make a list of the main points</li><li>• tabulating i.e. to arrange the information in a systematic form such as in a table or bullet points.</li></ul> | 1.3       |

## Assessment task

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Student instructions

1. You will hear the talk twice.
2. Section 1: Answer the questions and complete the table as you listen to the talk.
3. Section 2: Use the information from Section 1 to answer the research question.

### Section 1: Answer the questions and complete the tables as you listen.

Key information relating to the academic purpose is identified (1.1)

Detailed and/or supporting information relevant to the key information is identified (1.2)

|    | Key information is identified (PC 1.1) | Detailed and/or supporting information is identified                |
|----|--|---|
| A. | i) What words should students learn?   | Further details:<br><br>ii)   |
| B. | i) Stage 1                             | What does this involve?<br><br>ii)<br><br>iii)<br><br>iv)<br><br>v) |
| C. | i) Stage 2                             | What does this involve?<br><br>ii)<br><br>iii)<br><br>iii)          |

|    |            |  |
|----|------------|--|
| D. | i) Stage 3 | What does this involve?<br><br>ii)<br><br>iii) |
|----|------------|--|

**Section 2**

Understanding is applied in a form relevant to the academic purpose. This may include but is not limited to - summarising, outlining, tabulating. (1.3).

Explain what vocabulary students should learn and the best ways to do this. You may use bullet points, draw a diagram or write a paragraph.