

English for Academic Purposes Assessment Support Material

Unit standard	30509				
Title	Listen to and process information about a familiar topic in a short spoken text in English for an academic purpose				
Level	3	Credits	5	Version	3

Assessor Guidelines

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

Note:

These 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. While this resource exemplifies how to assess understanding of an English language spoken text in an academic context, other assessment activities and approaches could be taken to make the context relevant to students in their environment and ensure that submitted evidence is authentic.

See [Gathering evidence of learner achievement](#)

Assessors should use innovative, valid and fair ways of recognising achievement, without overburdening themselves or the learner with too much assessment.

Context/Setting

This activity requires students to listen to and process information about a familiar topic in a short spoken text in English for an academic purpose.

It is recommended that:

- the outcomes are assessed as part of an integrated unit of work, relevant to the learning context of the learner;
- assessment be conducted in conjunction with assessment against other Level 3 English for Academic Purposes unit standards.

Award of Grades

This unit standard can be awarded with an Achieved grade only.

For Achieved, learners must:

- Listen to and process information about a familiar topic in a short spoken text in English for an academic purpose.

Conditions of Assessment

This assessment will take place over a timeframe set by the assessor.

- Learners cannot resubmit this assessment.
- Learners must be given sufficient time to take notes and complete the assessment task.
- Assessment may be conducted in a real situation, or in a simulated situation that closely reflects an academic context. This may include lecture, seminar, interview, panel discussion.
- The learner's purpose should be determined by the assessor and clearly communicated prior to the assessment.
- The assessor must be satisfied that the learner can independently demonstrate competency against the unit standard.

Resource Requirements

- One short spoken text for an academic purpose.
- Questions to assess comprehension.
- Additional paper for note taking.
- Activity that requires the learner to process information, including a research question.

Additional Information

- The Common European Framework of Reference for Languages (CEFR) describes language proficiency at six levels. This unit standard is at a level informed by the CEFR. Teachers and assessors are encouraged to refer to the descriptors in the *Supporting Document* to gain a clearer understanding of the competencies required by these standards.
- Learner response may be in any form, which may include table, graphic, written, oral. Responses must not be heard or observed by other learners. Responses need not be grammatically correct, but errors must not impede meaning.
- For this unit standard, spoken material:
 - must be at least five minutes in length;
 - must be listened to uninterrupted;
 - can only be listened to twice;
 - must be one spoken text: monologue or dialogue;
 - must be at a language level of sufficient complexity for the academic context, for example, oral material taken from introductory academic text, non-fiction media;
 - may include visual aids that do not include information required for the assessment.
- The assessment schedule is for assessors only and not to be shared with learners during the assessment process.
- Refer to your organisation's policies before offering a further assessment opportunity.

Assessment Activity

Unit standard:	30509
Standard title:	Listen to and process information about a familiar topic in a short spoken text in English for an academic purpose
Credits:	5
Resource title:	Learning vocabulary
Assessor guidance:	Use of this assessment resource without modification may mean that students' work is not authentic. The assessor will need to set a different context or topic and develop fresh and relevant texts that reflect the interests and circumstances of their students. The text example and questions in this assessment activity provide models of possible approaches.

Model Assessment

Assessor instructions for students

Introduction

This assessment activity requires you to listen to information about a familiar topic in a short spoken text. You will need to answer questions about the main ideas, supporting details, and specific information while you listen. You will also need to apply this information based on a research question.

This activity will take place in class time.

Task

Your teacher will provide you with a spoken text with information about a familiar, academic topic.

You will be given a question sheet to complete as you listen. After you have listened the first time, you will be given time to add to your responses. You will also be able to make additional notes. You will then listen to the text a second time. This time, add any missing information, but also make sure you make any additional notes that you may need for Section 2.

You will need to show that you can:

- Identify main ideas (PC 1.1).
- Identify supporting details and specific information (PC 1.2).
- Apply relevant information in a form relevant to your purpose beyond simple information transfer (PC 1.3).

Your purpose is to answer the following research question:

Identify and explain how students can learn vocabulary more effectively.

Read through all the questions in Section 1, and the task in Section 2 before you listen the first time.

While you listen the first time, you should start completing the questions in Section 1. After you have listened the first time, add any information that you remember and highlight the gaps. Note down other important information. When you listen the second time, add the remaining information and further notes. After you have finished listening, complete Section 2.

Name: _____ Date: _____

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

Section 1: Main ideas are identified (1.1); Supporting details and specific information are identified (1.2).

1. What is the key to learning new vocabulary?

2. Which two groups of words are the most important?

- _____
- _____

3. What is the first stage?

4. How can your phone help you? Circle one answer.

- a) You can use it to look up words.
- b) You can type words into your phone.
- c) You can practice texting other people.
- d) You can record words on your phone.

5. Two examples of card games are _____ and _____.

6. How does the keyword method work? Circle one answer.

- a) You link a word in the new language to a word in your own language that sounds the same.
- b) You choose a key word, e.g. 'furniture' and write down words in the same group (e.g. table, chair).
- c) You choose a word beginning with your favourite letter and learn all words with that letter.
- d) You pick out the key words and focus on these only.

7. What can you do to learn longer words? Circle one answer.

- a) Use your knowledge of the different parts of the word.
- b) Write them on your hand so that you see them frequently.
- c) Make a song with the words in them.
- d) Learn the words letter by letter.

8. What is the second stage?

9. Most of our forgetting occurs within _____

10. What is spaced repeated practice? Circle one answer.

- a) It means practicing at the same time every day until you learn the words.
- b) It means practicing with the same space between practises, for example every 8 hours.
- c) It means making the times between your practices longer and longer.
- d) It means practicing every day in different places.

11. When you practice putting words into sentences, _____ can tell you if you are correct.

12. What is the third stage?

13. What does the speaker suggest you do at this stage?

You can use _____.

14. You can also _____. Finally, you can use online quizzes.

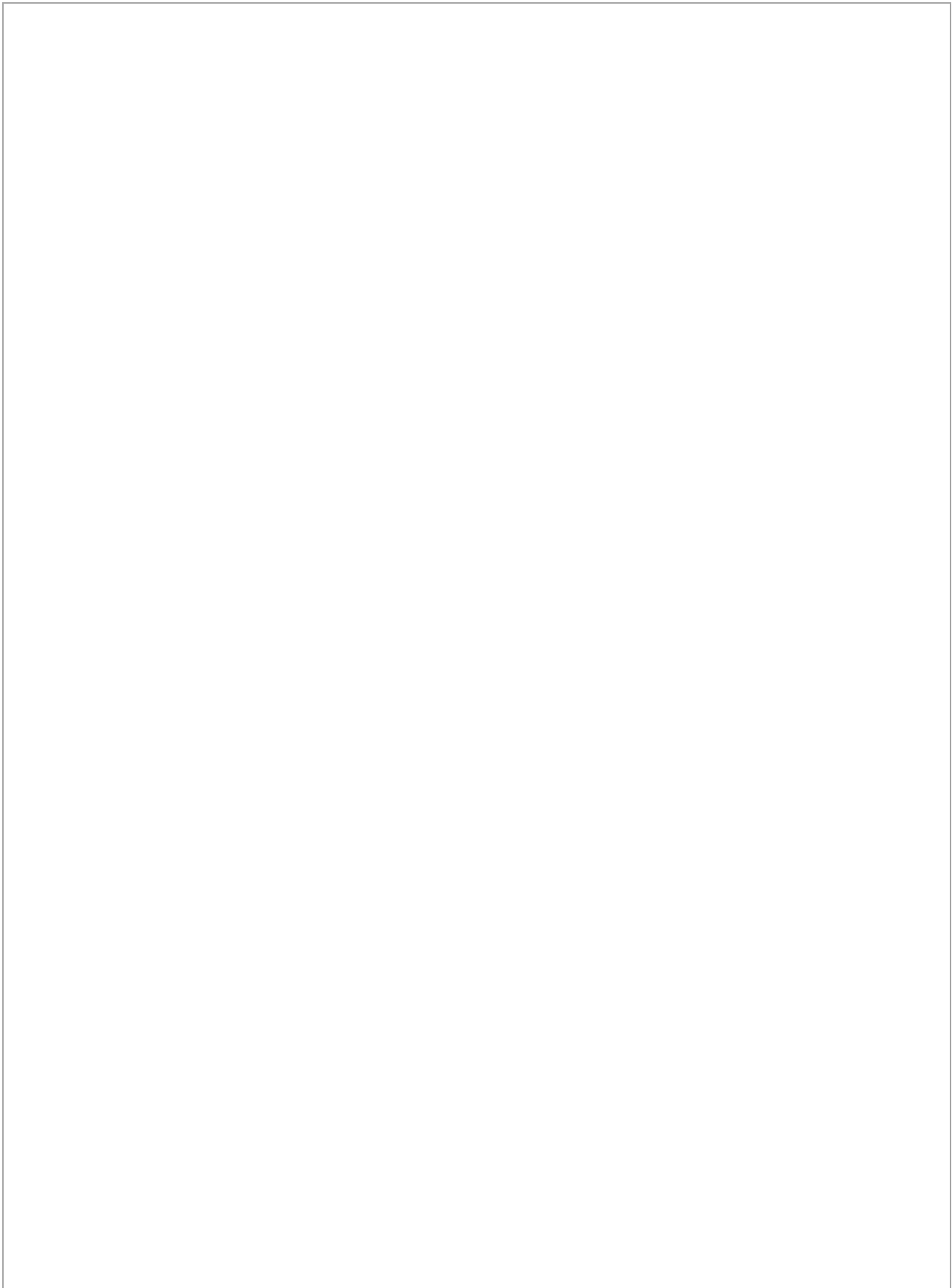
15. Two examples of online quizzes are _____ and _____.

Section 2: Relevant information is applied in a form relevant to the learner's purpose beyond simple information transfer (1.3).

On the next page, create a draft for a poster. The purpose for the poster is to **identify and explain how students can learn vocabulary more effectively**.

You should include a title, then identify the important information students need to know about learning new vocabulary, including different stages. Make sure you explain the information as well, using your own words. You can use information from section 1, as well as any other information you noted down or remember from the presentation.

You will not be marked on the presentation of your poster, but only on the contents.



Transcript – for assessor use only

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 and learning them can be difficult. The key to learning vocabulary is to focus on the most important words.

The English language contains about a quarter of a million words but 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.

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.

The first technique is to say or write the words you are learning – this can help you 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.

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), 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, especially for longer 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, or house, where green plants are grown. The Latin root 'fin' means end. Knowing this can help you work out the meaning final, finished or infinite.

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. 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, making the times between revisions longer and longer. 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).

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. If you type the sentences into a word document, you can get software like Grammarly to check if you are using the word correctly.

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.

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 test 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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Assessment Criteria

Performance Criteria	Evidence for Achievement	Judgements for Achievement
1.1 Main ideas are identified.	Section 1 Answers similar to: 1. <i>Focus on the most important words</i> 3. <i>Memorising</i> 8. <i>Recycling</i> 12. <i>Testing (yourself)</i>	Main ideas are identified. Three out of Qs. 1, 3, 8, and 12 are correct.
1.2 Supporting details and specific information are identified.	Section 1 Supporting details: 4. <i>d – You can record words on your phone.</i> 6. <i>a – You link a word in the new language to a word in your own language that sounds the same.</i> 7. <i>a – Use your knowledge of the different parts of the word.</i> 10. <i>c – It means making the times between your practices longer and longer.</i> 13. <i>Use word cards to test yourself (or similar).</i> 14. <i>Get a friend of family member to test you (or similar).</i>	Supporting details are identified. Four of Qs. 4, 6, 7, 10, 13, and 14 are correct. Specific information is identified.

	<p>Specific information:</p> <p>2. <i>First 2,000 words</i> <i>Academic wordlist</i> (1 point each)</p> <p>5. <i>Memory</i> <i>Snap</i> (1 point each)</p> <p>9. <i>20 minutes</i></p> <p>11. <i>Grammarly</i></p> <p>15. <i>Quizlet</i> <i>Memrise</i> (1 point each)</p>	Six items from Qs. 2, 5, 9, 11, and 14.
<p>1.3 Relevant information is applied in a form relevant to the learner's purpose beyond simple information transfer.</p> <p>Range:</p> <ul style="list-style-type: none"> This may include summarising, outlining or tabulating. 	<p>Section 2</p> <p>Answers may vary in format but should include:</p> <ul style="list-style-type: none"> Three of the four main ideas, i.e. <ul style="list-style-type: none"> <i>Focus on the most important words</i> <i>Memorising</i> <i>Recycling</i> <i>Testing (yourself)</i> Explanation of each main idea, including supporting details and/or specific information, such as: <p><u><i>Recycle the words</i></u></p> <p><i>It is important to recycle the words and use them over and over, because we forget very quickly. Here are two ways to do this:</i></p> <ul style="list-style-type: none"> <i>Use spaced repeated practice. That means practice and leave longer and longer times between your practices</i> <i>Use the words in sentences and get software to check if you use them correctly.</i> 	<p>Information is applied by communicating the main stages and strategies students should use to learn vocabulary.</p> <p>A minimum of three of the main ideas are identified and expanded on.</p>

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the unit standard.