

## English Language Assessment Support Material

<b>Unit standard</b>	30978				
<b>Title</b>	Listen to and understand basic English language spoken texts in common everyday situations				
<b>Level</b>	1	<b>Credits</b>	10	<b>Version</b>	2

## 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 basic English language spoken texts in common everyday situations, 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 understand basic English language spoken texts in common everyday situations.

This unit standard is at Foundation level.

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 English Language unit standards at this level.

## **Award of Grades**

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

For Achieved, learners must:

- Listen to and understand basic English language spoken texts in common everyday situations.

## Conditions of Assessment

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

- All assessment activities must be conducted in English, which must not be the learner's first language. Task instructions may be given in the learner's preferred language.
- Assessment must be conducted in a highly supportive and familiar environment, in which the assessor speaks slowly and clearly, and affective barriers are minimised.
- Learners need to be given time to read any written instructions and questions before the listening task. Clarification of task instructions may be requested by the learner, so long as this does not lead the learner to the correct answer.
- Learners may use a bilingual and/or English dictionary.
- Learners' responses may be oral or written or by non-verbal demonstration. If responses are oral or demonstrated, they must not be heard or observed by other learners.

## Resource Requirements

- Spoken text
- Questions assessing comprehension
- Dictionary

## 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.
- This assessment resource contains **one task** for an informational text. However, to achieve this standard, candidates must complete **two tasks**: one informational text and one interactional text.
- Responses may contain significant phonological or linguistic inaccuracies but must be recognisable. This standard assesses listening skills, not spoken, reading or written skills.
- Each spoken text for this standard:
  - must include at least three points by the speaker(s);
  - must contain information relevant to the learner;
  - must be appropriate to the spoken mode or a text designed for oral delivery;
  - must be repeated once only;
  - may be supported by visual and non-verbal cues;
  - must be delivered in clear speech;
  - can be listened to face-to-face, or in pre-recorded audio or audio-visual format. If audio-visual materials are used, these must not include large amounts of written text.
  - must be guided by the first 500 words of the *New General Service List*  
<https://www.newgeneralservicelist.com/>
- 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 resubmission or further assessment opportunity.

## Assessment Activity

**Unit standard:** 30978

**Standard title:** Listen to and understand basic English language spoken texts in common everyday situations

**Credits:** 10

**Resource title:** School sports day

**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 examples and questions in this assessment activity provide models of possible approaches.

## Model Assessment

### Instructions for assessors

- Give the candidates time to read the student instructions and the questions.
- Candidates may ask for clarification of the task instructions, although guidance given by the assessor must not invalidate the assessment task.
- Read the listening text once, slowly and clearly or play the audio recording if one is available.
- Allow candidates to answer questions as they listen.
- Allow candidates time to review answers before reading/playing the text a second time.
- Read/play the text a second time.
- Allow candidates time to complete the task.

### Assessor instructions for students

#### *Introduction*

This assessment activity requires you to listen to and understand basic English language spoken texts in common everyday situations.

This activity will take place in class time.

#### **Task**

This assessment task assesses one of two tasks that you will need to complete to achieve this unit standard.

For this assessment you must listen to a text and answer questions.

- Read the questions and make sure that you understand them.
- Listen to the text. You will hear it two times.
- Answer the questions while you listen.

You will need to show that you can:

- Identify basic information to demonstrate understanding of spoken text (PC 1.1).

## Assessment task

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

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

**Listen to the text and answer the questions. Circle one answer for each question.**

1. *When is the sports day?*

Monday      Tuesday      Wednesday      Thursday

2. *What time does it start?*

8.50      9.00      10.50      9.15

3. *What time will it finish?*

3.30      3 o'clock      2 o'clock      2.30

4. *What sport will we start with?*



football



rugby



cricket



basketball

5. *What do you need to bring?*



Bottle



hat



bag



umbrella

## **Transcript – for assessor use only**

### **Sports day**

Next week we will have a sports day.

The sports day will be on Wednesday.

All students have to come.

The sports day starts at 9.15.

We will meet in the school field.

We will finish at 2 o'clock.

We will play different sports.

We will start with football.

It may be hot.

Please bring a sunhat.

## Assessment Schedule

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An assessment schedule has been provided for one assessment task only (informational). An assessment schedule will need to be developed for the remaining assessment task required for this unit standard (interactional).

## Assessment Criteria

Performance Criteria	Evidence for Achievement	Judgements for Achievement
<b>Outcome 1</b>  Listen to and understand basic English language spoken texts in common everyday situations.  Range: <ul style="list-style-type: none"><li>two spoken texts: one informational text and one interactional text, each on a different topic and in a different context, assessed on separate occasions;</li><li>informational text may include everyday announcements, warnings, simple advertisements;</li><li>interactional text may include common everyday enquiries and/or requests.</li></ul>	Refer to the evidence for 1.1 below.	A spoken text is listened to and understood.

<p>1.1 Basic information is identified to demonstrate understanding of spoken text.</p> <p>Range:</p> <ul style="list-style-type: none"><li>• at least three items of information for each text.</li></ul>	<p>The following answers:</p> <ol style="list-style-type: none"><li>1. <i>Wednesday</i></li><li>2. <i>9.15</i></li><li>3. <i>2 o'clock</i></li><li>4. <i>Football</i></li><li>5. <i>Hat</i></li></ol>	<p>Basic information is identified.</p> <p>Three out of five answers are correct.</p>
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**Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the unit standard.**