

English Language Assessment Support Material

Unit standard	30980				
Title	Listen to and understand a straightforward English language spoken text on a familiar topic				
Level	2	Credits	5	Version	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 a straightforward English language spoken text on a familiar topic, 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 a straightforward English language spoken text on a familiar topic.

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 a straightforward English language spoken text on a familiar topic.

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.
- The assessment must be conducted in a supportive environment. This refers to the assessor reducing affective barriers as necessary.
- Learners must 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.
- For quality assurance purposes, including moderation, if the learner's response is oral or demonstrated, the assessment must be recorded both aurally and visually. Recordings must ensure the learner is clearly visible. Recorded work must not be edited. Guidelines for digital submissions can be found at: <https://www2.nzqa.govt.nz>.

Resource Requirements

- A spoken text on a familiar topic
- Questions to assess comprehension

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.
- Learners' responses may contain minor phonological or linguistic inaccuracies, but errors must not impede meaning. This standard assesses listening skills, not spoken, reading or written skills.
- Spoken texts for this unit standard:
 - must be at least one and a half minutes;
 - may news reports, weather reports, public announcements, school or workplace notices, instructions, advertisements;
 - must be appropriate to the spoken mode, or a text which is designed for oral delivery;
 - must be repeated once only, i.e. read a total of two times;
 - 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.
- The transcript and assessment schedule is for assessors only and not to be shared with candidates during the assessment process.
- Refer to your organisation's policies before offering a resubmission or further assessment opportunity.

Assessment Activity

Unit standard: 30980

Standard title: Listen to and understand a straightforward English language spoken text on a familiar topic.

Credits: 5

Resource title: **The New Zealand system of government**

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 must not lead the learner to the correct answer.
- Read the text on the next page, once at normal speed 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 a straightforward English language spoken text on a familiar topic and answer questions about main ideas and specific information.

This activity will take place in class time.

Task

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

- Before you listen, read the questions and make sure that you understand them.
- You can ask your teacher to clarify task instructions, and your teacher will do so as long as it does not lead you to the correct answer.
- Listen to the text. You will hear it two times.
- Answer the questions while you listen.
- After you have listened the first time, you will be given time to add to your responses.
- After you have listened the second time, you will be given time to complete the task.
- Your spelling and grammar do not need to be perfect, but your assessor must be able to understand what you mean.

You will need to show that you can:

- Demonstrate understanding of the spoken text by identifying main ideas and specific information (PC 1.1).

Assessment task

Name:

Date:

Listen to the text and answer the questions.

1. What type of government does New Zealand have?
2. How often do New Zealanders vote?
 - a. every year
 - b. every three years
 - c. every five years
3. How old do you have to be to vote in an election?
4. What is the New Zealand voting system called?
5. How many votes do you have?
6. How many political parties are there in New Zealand?
 - a. one
 - b. two
 - c. more than two
7. What is the name of one of the big political parties?
8. Name one of the smaller political parties.
9. Can two parties join to make a government? Yes / No
10. Who is the leader of the government?
11. What are the students going to learn about next week?
.....

Model transcript – for assessor use only

Listening text: The New Zealand system of government

The government in New Zealand is a democracy. That is D-E-M-O-C-R-A-C-Y. It means that people vote or choose who is the government. We do this every three years in an election.

So, what is an election? Well, an election is when people vote for the political party and person they want to represent the area they live in. To vote, you must be over eighteen years old and a New Zealand resident.

The voting system we use in New Zealand is called MMP, which stands for Mixed Member Proportional Representation. Don't worry about remembering that. It's easier to just remember MMP. In this system you have two votes. The first is the party vote when you choose the political party you want to vote for. The second vote is for something different. Your second vote is when you choose your local member of parliament. We usually just say MP for short because it's easier.

There are lots of political parties in New Zealand. The two biggest ones are National and Labour. But there are some smaller parties, for example the Greens, New Zealand First and Act.

The government is the party that has the most Members of Parliament. Often two or more parties join together to make the government. The leader of the biggest party becomes the Prime Minister. The Prime Minister is leader of the government.

Okay so what are we going to do next? Well, for homework I want you to find out two things. First, who your local MP is, and second, what party he or she belongs to. And next week we're going to find out about local government in New Zealand.

Assessment Schedule

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Assessment Criteria

Performance Criteria	Evidence for Achievement	Judgements for Achievement
Outcome 1 1.1 Main ideas and specific information are identified to demonstrate understanding of spoken text. Range: <ul style="list-style-type: none"> at least two main ideas; at least six items of specific information. 	The following answers: 1. Democracy 4. <i>MMP/Mixed Member Proportional Representation</i> 7. <i>c) more than two</i>	Main ideas are identified. Two out of three main ideas are identified from Questions 1, 4, and 7.
1.1 Main ideas and specific information are identified to demonstrate understanding of spoken text. Range: <ul style="list-style-type: none"> at least two main ideas; at least six items of specific information. 	2. <i>b) every three years</i> 3. <i>18 (or older)/over 18</i> 5. <i>2</i> 7. One of the following answers: <i>Labour, National.</i> 8. One of the following answers: <i>(the) Greens, New Zealand First, Act.</i> 9. <i>Yes</i> 10. <i>(the) PM/Prime Minister</i> 11. Answers similar to: <i>local government (in New Zealand)</i>	Specific information is identified. Six out of eight pieces of specific information are identified from Questions 2, 3, 5, 7, 8, 9, 10 and 11.

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