

NZQA Assessment Support Material

Unit standard	30980				
Title	Demonstrate understanding of a straightforward spoken text on a familiar topic (EL)				
Level	2	Credits	5	Version	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 candidates may have access to the assessment schedule or candidate exemplar material. Use of this assessment resource without modification may mean that candidates' work is not authentic. The assessor will need to change the context or aspect of the topic to be investigated.

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 guidance notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

AWARD OF CREDIT



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

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 candidate's first language.
- Assessment must be conducted in a supportive environment. This refers to the assessor reducing affective barriers as necessary.
- The assessor must be satisfied that the candidate can independently demonstrate competence against the unit standard.
- Candidates may use a bilingual and/or an English dictionary, but not electronic devices.
- Candidate's response 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 candidates.
- For the purposes of moderation, if the candidate's response is oral, the assessment must be recorded audio-visually. Recorded work must not be edited. Guidelines for digital visual submissions be found in *Preparing digital visual submissions for moderation*, accessed at: <http://www.nzqa.govt.nz>.

Context/setting

It is recommended that:

- the outcomes are assessed as part of an integrated unit of work, relevant to the learning context of the candidate;
- assessment be conducted in conjunction with assessment against other English Language unit standards at this level.

Notes for assessors

- The Common European Framework of Reference for Languages (CEFR) describes language proficiency at six levels. This unit standard is informed by CEFR level mid B1. Teachers and assessors are encouraged to refer to these descriptors to gain a clearer understanding of the competencies required by these standards. A structured overview of all CEFR related scales can be found at: <http://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales>.
- Candidate's responses may contain phonological or linguistic errors and inaccuracies, but these must not obscure meaning. This standard assesses listening skills, not speaking, reading or writing skills.
- Spoken text for this unit standard:
 - i. must be approximately one and a half to two minutes;
 - ii. may include but are not limited to – news reports, weather reports, public announcements, school or workplace notices, instructions, advertisements, short conversations or short talks;
 - iii. must be appropriate to the spoken mode or a text designed for oral delivery;
 - iv. must be repeated once only;

- v. must be delivered in clear standard speech in a familiar accent;
 - vi. 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 assessment schedule is for assessors only and is 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 task

Candidates will listen to a spoken text and complete the assessment task.

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 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.

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 M.P. 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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Performance Criteria	Evidence for Achievement	Judgements for Achievement
<p>Outcome 1</p> <p>1.1 Understanding of spoken text is demonstrated by identifying the main ideas and the specific information.</p> <p>Range minimum of two main ideas; minimum of six pieces of specific information.</p>	<p>The following answers:</p> <p>1. Democracy</p> <p>4. <i>MMP / Mixed Member Proportional Representation</i></p> <p>7. <i>c) more than two</i></p>	<p>Main ideas are identified.</p> <p>Two out of three main ideas are identified.</p>
<p>1.1 Understanding of spoken text is demonstrated by identifying the main ideas and the specific information.</p> <p>Range minimum of two main ideas; minimum of six pieces of specific</p>	<p>2. The following answer: <i>b - every three years</i></p> <p>3. The following answer: <i>18 (or older) / over 18</i></p> <p>5. The following answer: 2</p> <p>7. One of the following answers: <i>Labour, National</i>.</p> <p>8. One of the following answers: <i>(the) Greens</i>,</p>	<p>Specific information is identified.</p> <p>Six out of eight pieces of specific information are identified.</p>

Performance Criteria	Evidence for Achievement	Judgements for Achievement
information.	<p><i>New Zealand First, Act.</i></p> <p>9. The following answer: Yes</p> <p>10. The following answer: <i>(the) PM / Prime Minister</i></p> <p>11. Answers similar to: <i>local government (in New Zealand)</i></p>	

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