

NZQA Assessment Support Material

Unit standard		30988			
Title	Demonstrate understanding of a straightforward spoken interaction 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 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 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 interaction for this unit standard:
 - i. must be approximately one and half to two minutes;
 - ii. may include but is not limited to – conversations, enquiries and requests;
 - 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 interaction 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 text on the next page, once at normal speed or play the audio recording if one is available.
- Allow candidates time 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: Finding information at the library

S = Student L = Librarian

- S: Excuse me
L: Yes, how can I help you?
S: Umm I'm doing a research project on famous places in New Zealand.
L: Ok
S: Do you have any books or resources on that?
L: Well, yes we do. I think we have quite a few actually.
S: Could you please show me where they are?
L: Actually, it is a little bit difficult to show you, because we have so many books, in lots of different places. What kinds of books are you after?
S: Um my English is not so good so... something that is not too difficult to understand.
L: OK. Have you looked in the Adult Learning section? That is where we have our ESOL books.
S: Yes, I have been there. But there wasn't really anything. It was mostly just fiction books.
L: Right. We do have a travel section in our non-fiction area. You could try that. There are a few New Zealand travel guides there.
S: Oh, that sounds good. Where do I find it?
L: It's up on the second floor. If you go up the stairs and then straight ahead you should see it.
S: Up the stairs to the second floor and straight ahead?
L: Yes.
S: OK.
L: And, actually, you could try the children's section as well. Do you know where that is?
S: It's on this floor isn't it?
L: Yes, just over there by the lifts. You can see it from here. If you go right to the back there is a New Zealand section, and there are a few books in there that might help.
S: Oh, thank you very much. I will have a look there first.
L: Also, have you looked online?
S: Not really. I am just starting the research project today.
L: Because you will actually find more information online. There are some good sites. I suggest you start with www.newzealand.com – that is the official tourist site.
S: Sorry, could you repeat that so I can write it down? [www....](http://www.newzealand.com)
L: [newzealand](http://newzealand.com) – all in one word, all lowercase. Then dot com
S: www.newzealand.com. I've got it.
L: And feel free to use our computers if you want. Do you know where the computer area is?
S: On the ground floor? By the cafeteria?
L: Yes – that's right. And let me know if you need any more help.
S: I will. Thank you very much. You've been very helpful.

Assessment Schedule

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Listening text: Finding information at the library

Performance Criteria	Evidence for Achievement	Judgements for Achievement
Outcome 1 1.1 The purpose of the spoken interaction is identified.	Question 10. Answer similar in meaning to: <i>Because the student needs help finding resources for a project.</i>	The purpose is identified.
1.2 The main ideas and supporting details in the spoken interaction are identified. Range minimum of six pieces of information.	The following answers: 1. <i>c - Famous places in New Zealand</i> 2. <i>a - Because the books are in many different places</i> 7. <i>True</i>	Two out of three main ideas are identified correctly.
1.2 The main ideas and supporting details in the spoken interaction are identified.	The following answers: 3. <i>c - In the adult learning section</i> 4. <i>a - On the second floor</i>	Four out of six pieces of supporting details are identified correctly.

Range minimum of six pieces of information.	5. <i>False</i> 6. <i>False</i> 8. www.newzealand.com 9. Answer similar to: <i>On the ground floor/by the cafeteria</i>	
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Final grade will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the unit standard.