

## English Language Assessment Support Material

<b>Unit standard</b>	28062				
<b>Title</b>	Participate in a formal interview in English language				
<b>Level</b>	3	<b>Credits</b>	5	<b>Version</b>	4

## 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 participation in a formal English language interview, 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 participate in a formal interview.

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*, *Merit*, or *Excellence* grade. For the *Achieved* grade to be awarded, the outcome must be achieved as specified in the outcome statement. For the *Merit* grade to be awarded, the learner must meet the *Achieved* and *Merit* criteria. For the *Excellence* grade to be awarded, the learner must meet the *Achieved*, *Merit* and *Excellence* criteria.

## 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.
- Interviewer's questions and learner's responses must be tailored to fit within the timeframe. Learners may not see the exact questions prior to the interview.

## Resource Requirements

- Camera for recording
- Application for employment form (see below)
- Interview questions

## 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.
- For quality assurance purposes, including moderation, assessment against this standard must be recorded both aurally and visually. Recordings must ensure the learner is clearly visible. Recorded work must not be edited. Guidelines for digital visual submissions can be found at <https://www2.nzqa.govt.nz>.
- Learners may use the Student Checklist to guide preparation and to ensure they meet all the performance criteria.
- 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:** 28062

**Standard title:** Participate in a formal interview in English language.

**Credits:** 5

**Resource title:** **Job interview**

**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

### Assessor instructions for students

#### *Introduction*

This assessment activity requires you to participate in a formal interview in English language.

#### **Task**

You will participate in a formal interview for at least four minutes. The context of your interview will be chosen by your assessor and will be appropriate to your learning context.

In the interview you will need to talk about the past, present and future. You may need to:

- talk about yourself;
- tell the interviewer some things about your past;
- talk about qualities you have and things you do well;
- tell the interviewer what you want to do in the future.

Your assessor will consider:

- your use of conventions and language features
- your presentation of ideas (clear and understandable)
- your use and control of language features to communicate clearly
- inconsistencies and whether you can self-correct.

Your will need to show that you can:

- Use conventions and language features that are generally appropriate to a formal interview (PC 1.1).
- Speak coherently with evidence of emerging fluency and spontaneity (PC 1.2).
- Use a range of appropriate language features with control. This includes verb forms, vocabulary relevant to the topic, formal register, pronunciation, intonation, stress, pace and audibility (PC 1.3).
- Convey the meaning, though errors and inconsistencies may be present (PC 1.4).

For Merit and Excellence, there are additional criteria. Use the checklist on page 6 to check that you have done everything you need to do.

**Complete this job application form.  
You will need to give it to your interviewer before your interview.**

## **Application for Employment**

### **Personal Information**

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

Address: \_\_\_\_\_

Mobile number: \_\_\_\_\_ Email: \_\_\_\_\_

### **Position**

Position you are applying for: \_\_\_\_\_

Available start date: \_\_\_\_\_

### **Education**

School name: \_\_\_\_\_ City/country: \_\_\_\_\_

Years attended: \_\_\_\_\_ Highest qualification: \_\_\_\_\_

School name: \_\_\_\_\_ City/country: \_\_\_\_\_

Years attended: \_\_\_\_\_ Highest qualification: \_\_\_\_\_

### **Employment History**

List any work experience below (include dates):

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## Student Checklist

### In this assessment task, you will need to show you can do the following:

Participate in a formal interview for at least four minutes.

To Achieve	To Achieve with Merit	To Achieve with Excellence
Use conventions and language features that are generally appropriate to a formal interview, with some lapses.	Use conventions and language features that are appropriate to a formal interview, with minor lapses.	Use conventions and language features that are consistently appropriate to a formal interview.

**Conventions** include the use of verbal and non-verbal strategies such as:

- giving a formal greeting and leave-taking, e.g. *Good morning/good afternoon; Thank you for your time; Goodbye.*
- addressing the interviewer in a formal way, e.g. *Mr Roberts.*
- making appropriate eye contact with the interviewer.
- behaving appropriately throughout the interview, e.g. sitting appropriately, nodding and smiling to show interest.
- clarifying when you don't understand, e.g. *Do you mean...?*
- responding to and giving feedback, e.g. *Yes, I think that's right.*
- checking or confirming, e.g. *So I need to come in the afternoon?*

**Language features** include the use of formal language such as:

- using the full form of words, e.g. 'yes', instead of 'yep'.
- not using slang expressions, e.g. *cool.*

Present ideas in a generally clear and understandable way. There is evidence that your language can flow smoothly without long pauses. Some of your responses are natural and unplanned.	Present ideas in a clear way so that they can be understood, with much of your language flowing smoothly without long pauses. Many of your responses are natural and unplanned.	Present ideas in a very clear and understandable way with most of your language flowing smoothly without long pauses. Most of your responses are natural and unplanned.
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<p>Respond to questions, demonstrating control of enough language features to communicate ideas.</p> <p><b>Language features</b> include grammatical, lexical and phonological features relevant to content and context.</p> <p><b>Grammatical features</b> include:</p> <ul style="list-style-type: none"> <li>verb forms, e.g. past, present and future forms</li> <li>modals, e.g. <i>can, could, might</i>.</li> </ul> <p><b>Lexical features</b> may include but are not limited to:</p> <ul style="list-style-type: none"> <li>correct word choice, e.g. <i>study/studying</i></li> <li>grammatical form, e.g. <i>I am studying...</i></li> <li>formal register, e.g. using polite language.</li> </ul> <p><b>Phonological features</b> include:</p> <ul style="list-style-type: none"> <li>correct pronunciation so that you can be easily understood</li> <li>correct intonation, stress and rhythm to convey meaning</li> <li>speaking at the right speed (not too fast and not too slow)</li> <li>making sure you can be heard (not too quiet).</li> </ul>	<p>Give developed responses by expanding on statements with supporting details, e.g. <i>Last year I took music for the first time. It was quite hard. I had a lot of new things to learn, such as reading music.</i></p> <p>Give responses that show good control of a wide range of appropriate language features to communicate ideas effectively (see above for examples of language features).</p>	<p>Give developed extended responses by linking and explaining additional details, e.g. <i>Last year I took music for the first time. It was quite hard though. I had a lot of new things to learn, such as reading music. I think it's quite difficult for anyone to take up music at this stage but I seem to be doing well.</i></p>
<p>There may be incorrect language features and mistakes that you can self-correct in your presentation, but the meaning is clear.</p>	<p>The meaning of your spoken text is presented with some mistakes that you can self-correct.</p>	<p>The meaning of your spoken text is presented with only a few mistakes that you can self-correct.</p>

## Interview Questions (for assessor only)

### Possible questions for a job interview

Candidates should not see these questions before the interview. In formative activities they can be given questions that are similar but not exactly the same, and not in the same order. Use of the prompt questions, under each bulleted question, is optional. During the interview, only ask the extra questions if students have not met all of the standard's requirements and/or to ensure that the interview is at least four minutes long.

This is a formal interview, so it is essential that the interviewer models formal language and does not let the interview lapse into a casual chat. It is therefore important to set the context at the beginning of the interview.

- Good morning. *Wait for a response.*
- I understand you want to apply for a part-time job with us. *Wait for a response.*
- So first of all, I'd like to learn a bit more about you. Can you tell me a little about yourself?
  - *Additional prompt questions:*
    - *What country do you come from?*
    - *How long have you lived in New Zealand?*
- What work experience have you had?
- Tell me about your current situation. What are you doing at the moment?
- Can you tell me why you want this job?
- Tell me about the skills you have.
  - *Additional prompt questions:*
    - *What are/were your best subjects at school?*
    - *What have been some of your achievements?*
- What do you think are your strengths?
- What are your weaknesses?
- How do you get on with other people?
- What are your future plans?
  - *Additional prompt questions:*
    - *What do you think you will be doing in five years' time?*
- Is there anything you would like to ask about the job?
- Well, it's been nice meeting you. We will let you know by email as to whether we can offer you the job.

Thank you for coming in. *Allow time for a reply.*

### Marking Checklist

Unit standard 28062: *Participate in a formal interview in English language*

Candidate's name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Achieved</b>	<b>✓/x</b>	<b>Achieved with Merit</b>	<b>✓/x</b>	<b>Achieved with Excellence</b>	<b>✓/x</b>
Language used throughout the interview is generally formal, with some lapses.		Language used throughout the interview is formal, with a few minor lapses.		Language used throughout the interview is consistently formal.	
Non-verbal interactive strategies and behaviour are generally appropriate to a formal interview, with some lapses.		Non-verbal interactive strategies and behaviour are appropriate to a formal interview, with a few minor lapses.		Non-verbal interactive strategies and behaviour are consistently appropriate to a formal interview.	
Verbal interactive strategies are generally appropriate to a formal interview, with some lapses.		Verbal interactive strategies are appropriate to a formal interview, with some lapses.		Verbal interactive strategies are consistently appropriate to a formal interview.	
Spoken text is generally clear and understandable, with evidence of emerging fluency and spontaneity.		Spoken text is clear and understandable, with a degree of fluency and spontaneity.		Spoken text is clear and understandable, with evidence of fluency and spontaneity.	
Responses demonstrate control of a range of appropriate language features. These include use of past, present and future verb forms and modals.		Developed responses are given, with good control of a wide range of appropriate language features to communicate ideas effectively. Developed responses include expanding on statements by giving supporting details.		Developed extended responses are given by linking and explaining additional details.	
Spoken text may contain errors and inconsistencies, but these do not obscure meaning.		Meaning of spoken text is conveyed with minor inconsistencies.		Meaning of spoken text is conveyed with minimal inconsistencies.	
Interview lasts for a minimum of four minutes.					
<b>All criteria are met for: Achieved</b>		<b>Merit</b>		<b>Excellence</b>	

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

## Assessment Schedule

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## Assessment Criteria

### Outcome 1

Participate in a formal interview in English language.

Range may include but is not limited to a job interview, course interview; at least four minutes in duration.

Achieved	Merit	Excellence
<p><b>1.1 Conventions and language features are generally appropriate to a formal interview.</b></p>	<p><b>Conventions and language features are appropriate to a formal interview, with minor lapses.</b></p>	<p><b>Conventions and language features are consistently appropriate to a formal interview.</b></p>
<p><b>Judgement</b> Verbal and non-verbal strategies and language used are appropriate most of the time to the formal context of a job interview. The errors, inconsistencies and lapses do not obscure meaning.</p> <p><b>Evidence</b> This means that some of the following conventions and language features are used appropriately most of the time.</p> <p><b>Conventions</b> A formal register is used most of the time in the interview, with some lapses, e.g.</p>	<p><b>Judgement</b> Verbal and non-verbal strategies and language used are appropriate to the formal context of a job interview. Lapses are minor and do not affect understanding.</p> <p><b>Evidence</b> This means that many of the following conventions and language features are used correctly with few mistakes.</p> <p><b>Conventions</b></p>	<p><b>Judgement</b> Verbal and non-verbal strategies and language used are appropriate to the formal context of a job interview.</p> <p><b>Evidence</b> This means that most of the following language features and conventions are consistently used</p> <p><b>Conventions</b> A formal register is used consistently throughout the interview, appropriate to the situation, occasion, subject matter and relationship between participants, e.g.</p>

<ul style="list-style-type: none"> <li>opening greeting, form of address and closing are generally formal and polite, e.g. <i>Good morning, Ms Allan. Thank you.../Goodbye</i></li> <li>appropriate eye contact is maintained most of the time</li> <li>generally appropriate behaviour, e.g. sitting appropriately, nodding and smiling.</li> </ul> <p><b>Language features</b></p> <p>A formal register is generally used in lexical choice with some lapses, e.g.</p> <ul style="list-style-type: none"> <li>the use of formal language e.g. 'yes' instead of 'yep'</li> <li>the absence of slang expressions.</li> </ul>	<p>A formal register is used in the interview, appropriate to the situation, occasion, subject matter and relationship between participants with some minor exceptions, e.g.</p> <ul style="list-style-type: none"> <li>opening greeting and closing are formal and polite</li> <li>clarification is used when necessary, e.g. <i>Do you mean...?</i></li> <li>feedback is responded to, e.g. <i>Yes, that's right</i></li> <li>checking or confirming is used, e.g. <i>So, I need to start at 4pm?</i></li> <li>appropriate eye contact is maintained</li> <li>appropriate behaviour, e.g. sitting appropriately, nodding and smiling to show interest.</li> </ul> <p><b>Language features</b></p> <p>A formal register is consistently used in lexical choice throughout the interview, with some lapses, e.g.</p> <ul style="list-style-type: none"> <li>the use of formal language, e.g. <i>I found it very difficult</i> instead of <i>It was so bad</i></li> <li>the absence of slang expressions.</li> </ul>	<ul style="list-style-type: none"> <li>opening greeting and closing are formal and polite, e.g. <i>Good morning, Ms Allan. It's good to meet you. Thank you for your time. I have appreciated it.../Goodbye, looking forward to hearing from you</i></li> <li>clarification is used when necessary, e.g. <i>I'm not sure what you mean. Is it necessary to...?</i></li> <li>feedback is given, e.g. <i>That sounds like it would work well</i></li> <li>feedback is responded to, e.g. <i>Yes, I can start straight away</i></li> <li>checking or confirming is used, e.g. <i>So the hours are 4–8pm every day?</i></li> <li>appropriate eye contact is maintained throughout the interview</li> <li>behaviour is consistently appropriate, e.g. sitting appropriately, nodding and smiling to show interest.</li> </ul> <p><b>Language features</b></p> <p>A formal register is consistently used in lexical choice throughout the interview, with some lapses, e.g.</p> <ul style="list-style-type: none"> <li>the use of formal language, e.g. <i>I am a hard worker</i> instead of <i>I, like, work really hard out</i></li> <li>the absence of slang expressions.</li> </ul>
<p><b>Achieved</b></p> <p><b>1.2 Spoken text is generally coherent with evidence of emerging fluency and spontaneity.</b></p>	<p><b>Merit</b></p> <p><b>Spoken text is coherent with a degree of fluency and spontaneity.</b></p>	<p><b>Excellence</b></p> <p><b>Spoken text is coherent with evidence of fluency and spontaneity.</b></p>
<p><b>Judgement</b></p> <p>Ideas are presented in a generally clear and understandable way. Speech mostly flows smoothly</p>	<p><b>Judgement</b></p> <p>Ideas are presented in a clear way so that they can be understood, with much of the language flowing</p>	<p><b>Judgement</b></p> <p>Ideas are presented in a very clear and understandable way with most language flowing smoothly without</p>

<p>without long pauses. Some responses are natural and unplanned.</p> <p><b>Evidence</b></p> <p>This means that:</p> <ul style="list-style-type: none"> <li>• some responses show evidence of learnt language patterns</li> <li>• there are some responses that demonstrate use of unrehearsed language</li> <li>• responses may include some hesitations but are clear and can be understood most of the time.</li> </ul>	<p>smoothly without long pauses. Many responses are natural and unplanned.</p> <p><b>Evidence</b></p> <p>This means that:</p> <ul style="list-style-type: none"> <li>• the candidate may adjust learnt language patterns to suit questions</li> <li>• a number of responses are unrehearsed</li> <li>• responses are clear and can be understood.</li> </ul>	<p>long pauses. Most responses are natural and unplanned.</p> <p><b>Evidence</b></p> <p>This means that:</p> <ul style="list-style-type: none"> <li>• responses demonstrate an ability to respond to questions with mostly natural, unrehearsed language and minimal hesitation</li> <li>• responses are consistently clear and easily understood.</li> </ul>
<p><b>Achieved</b></p> <p><b>1.3 A range of appropriate language features is used with control.</b></p> <p><b>Range: verb forms, vocabulary relevant to the topic, formal register, pronunciation, intonation, stress, pace, audibility.</b></p>	<p><b>Merit</b></p> <p><b>Developed responses are given, with good control of a wide range of appropriate language features to communicate ideas effectively.</b></p>	<p><b>Excellence</b></p> <p><b>Developed extended responses are given.</b></p>
<p><b>Judgement</b></p> <p>Responses show the ability to use enough language features to communicate ideas.</p> <p>Range:</p> <ul style="list-style-type: none"> <li>• language features include – grammatical, lexical and phonological features relevant to content and context; grammatical features include – verb forms (present, past and future), modals;</li> <li>• phonological features include – pronunciation, intonation, stress, pace, audibility, rhythm.</li> <li>• lexical features may include but are not limited to correct word choice, grammatical form, formal register.</li> </ul>	<p><b>Judgement</b></p> <p>Responses are developed by expanding on statements with supporting details.</p> <p><b>Evidence</b></p> <p>This means that responses to questions are expanded with good control of a wide range of language features:</p> <ul style="list-style-type: none"> <li>• Grammatical language features, e.g. <i>I've lived in New Zealand for the last five years and before that I was living in Taiwan. At the moment I study at Kingswood College and I'm in Year 13. Next year I might go to university or I could have a gap year instead.</i></li> </ul>	<p><b>Judgement</b></p> <p>Responses are developed and extended by linking and explaining additional details.</p> <p><b>Evidence</b></p> <p>This means that the candidate can make connections across a spoken response. These may include using cohesive devices to:</p> <ul style="list-style-type: none"> <li>• link cause or result, e.g. <i>At the moment I study at Kingswood College and I'm in Year 13. I'm planning on having a gap year so I'm looking for a job to earn some money to help pay for my studies.</i></li> </ul>

<p><b>Evidence</b></p> <p>This means that responses to questions include use of the following language features with some lapses:</p> <ul style="list-style-type: none"> <li>Grammatical language features e.g. <i>I used to live in Taiwan. Now I live in New Zealand. This is my last year at Kingswood College. Next year I will go to university.</i></li> <li>Lexical language features: e.g. <i>I think I am good at Maths. I've always had high marks at school.</i></li> <li>Phonological language features are appropriate to a formal interview and are used with good control.</li> </ul>	<ul style="list-style-type: none"> <li>Lexical language features are used with good control, e.g. <i>Maths is my favourite subject at school and I've always received high grades. I think that should help me in this job.</i></li> <li>Phonological language features are appropriate to a formal interview and are used with good control.</li> </ul>	<ul style="list-style-type: none"> <li>show a sequence, e.g. <i>I've had a few part-time jobs. First of all I had a paper run. At the same time I did some babysitting jobs. After that I helped out at our friend's dairy in the holidays. I think these jobs have helped to develop my skills.</i></li> </ul>
<p><b>Achieved</b></p> <p><b>1.4 Meaning is conveyed, though errors and inconsistencies maybe present.</b></p>	<p><b>Merit</b></p> <p><b>Meaning of spoken text is conveyed with minor inconsistencies.</b></p>	<p><b>Excellence</b></p> <p><b>Meaning of spoken text is conveyed with minimal inconsistencies.</b></p>
<p><b>Judgement</b></p> <p>There is some repeated incorrect language use, but responses can be understood.</p> <p><b>Evidence</b></p> <p>Refer to the examples above.</p>	<p><b>Judgement</b></p> <p>There are with only a few lapses in control of language. The speaker is easy to understand and can self-correct, if necessary.</p> <p><b>Evidence</b></p> <p>Refer to the examples above.</p>	<p><b>Judgement</b></p> <p>The speaker demonstrates sustained control of language throughout the interview.</p> <p><b>Evidence</b></p> <p>Refer to the examples above.</p>
Interview is a minimum of four minutes long.		

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