

English Language Assessment Support Material

Unit standard	30982				
Title	Listen to and understand an English language spoken text on a familiar topic				
Level	3	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 an 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 an 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*, *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.
- 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.
- Learner 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

- 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 three minutes;
 - may include news reports, public announcements, school or workplace communications;
 - must be appropriate to the spoken mode, or a text which is designed for oral delivery;
 - must be repeated once only;
 - 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.
- 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 visual submissions can be found at:
<https://www2.nzqa.govt.nz>.
- 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: 30982

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

Credits: 5

Resource title: Visiting a marae

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 an English language spoken text on a familiar topic and answer questions about main ideas, specific information, supporting details, and the overall meaning/purpose of the text.

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:

- Identify main ideas and specific information (PC 1.1).

For Merit and Excellence, there are additional criteria. For Merit, you must show you can identify supporting details. For Excellence, you must show you can identify the overall meaning/purpose or viewpoint of the speaker with evidence from the text.

Assessment task

Name:

Date:

Listen to the text and answer the questions.

Part A

Understanding of spoken text is demonstrated by identifying main ideas, supporting detail and specific information.

1. Where is the marae? *Circle one answer.*

- a. Hamilton
- b. Tauranga
- c. Rotorua
- d. Wellington

2. What is important to show before the pōwhiri?

.....

3. What time do the students need to arrive? *Circle one answer.*

- a. 9 am
- b. 10 am
- c. 9 pm
- d. 10 pm

4. What is one thing the students should do before the pōwhiri starts?

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5. What do the students need to organise for the pōwhiri?

Circle all of the answers that are correct.

- a. a koha (gift of money)
- b. a karanga
- c. groups
- d. a speaker

6. What does the pōwhiri begin with?

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7. What is important to remember at the wharenu or meeting house?

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8. What do the students need to do before they go into the meeting house?

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9. Where do the men sit? *Circle one answer.*

- a. on the left of the meeting house
- b. at the back of the meeting house
- c. at the front of the meeting house
- d. anywhere they like

10. Name one place where the speeches take place.

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11. What is the name of the student who will give a speech?

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12. What have all of the students practised? *Circle one answer.*

- a. a song
- b. a speech
- c. a dance
- d. a hongi

13. What is one thing that happens after the koha is given?

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14. Where do the visitors go after the pōwhiri?

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15. What do the students need to wait for before eating?

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16. Where are the students going after the marae visit?

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17. What are the students going to do in the evening?

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Part B

Thorough understanding of spoken information is demonstrated by identifying the overall meaning/purpose of the text or viewpoint of the speaker with evidence from the text (Excellence).

20. What would be a good title for this spoken text?

Give reasons for your choice from the spoken text.

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21. What is the main purpose of the text? Give evidence from the spoken text.

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Model transcript – for assessor use only

Listening text: Visiting a marae

As you know, when we're in Rotorua for our trip, one of the special things we will be doing at Rotorua is to visit a marae. For some of you this will be the first time you've been on a marae, so it's important that you understand what will happen and the correct way to behave.

The pōwhiri is the ceremony used to welcome visitors onto the marae.

Before the pōwhiri it is important to show respect.

- First of all, we need to arrive early. This is because it is considered impolite to walk onto a marae once a pōwhiri has started. We need to arrive at 10 am.
- We should dress formally so you will be wearing school uniforms.
- You should turn off your cell phones and keep them off throughout the pōwhiri.

It is also important that we are organised for the pōwhiri.

- We need to give a koha (or gift of money) so we'll organise this beforehand.
- Every group needs to have a speaker organised and Mark has offered to be our speaker.

The pōwhiri will begin with a karanga or call of welcome. This is usually done by women only. Our hosts will begin and a female from our group will reply and lead us slowly from the gateway towards the meeting house. We will all walk on as a group with women in the front and men at the back.

It is very important to remember customs at the wharenu or meeting house. Before reaching it, we all need to pause and stand with our heads bowed to remember the ancestors who have passed away. It is important to take our shoes off before we enter the meeting house. We will be shown where to sit but we stay standing until the karakia or prayer is completed. Men usually sit at the front.

Two important things to remember. Firstly, no eating or drinking during the welcome and secondly don't walk in front of a speaker on the marae.

Speeches can take place either in the meeting house or on the marae ātea. Speeches are usually given by the men. The hosts will begin with formal speeches and greetings. Then Mark will speak for us by giving a speech in Māori. Each speech is followed by a song or waiata. We will sing the song 'Te Aroha'. We have all practised it so you shouldn't need the words. Our male representative will speak next and then lay a koha for the host people when finished. Finally, we will all line up to greet our hosts by shaking hands and a hongi. Remember that's the custom of pressing noses together.

After the pōwhiri our hosts will call us into the dining hall for food. It is polite to let the kaumatua or elders go first. We need to wait until the karakia or grace has been said before we start eating. Don't sit together as it's important we mix with our hosts. It's a good opportunity to learn as much as you can about Māori customs and culture.

I think that's probably enough for now. After we have finished at the marae we'll be going to a sheep show at the Agrodome. In the evening we'll have our farewell dinner. Are there any questions?

Assessment Schedule

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Assessment Criteria

Outcome 1

Listen to and understand an English language spoken text on a familiar topic.

Achieved	Merit	Excellence
<p>1.1 Main ideas and specific information are identified.</p> <p>Range:</p> <ul style="list-style-type: none"> • at least four main ideas; • at least six items of specific information. <p>Judgement</p> <p>Four out of five main ideas are identified correctly from Questions 2, 6, 7, 10 and 14.</p> <p>Six out of eight items of specific information are identified correctly from Questions 1, 3, 9, 10, 11, 12, 16 and 17.</p> <p>Evidence for main ideas</p> <p>Answers similar in meaning to:</p>	<p>Clear understanding of spoken information is demonstrated by identifying supporting details.</p> <p>Judgement</p> <p>Four out of five supporting details are identified correctly from Questions 4, 5, 8, 13 and 15.</p> <p>Evidence for supporting details</p> <p>Answers similar in meaning to:</p> <p>4. Any one of the following:</p> <ul style="list-style-type: none"> • <i>Arrive early</i> • <i>Dress formally (wear school uniform)</i> • <i>Turn off cell phones.</i> 	<p>Thorough understanding of spoken information is demonstrated by identifying the overall meaning/purpose of the text or viewpoint of the speaker with evidence from the text.</p> <p>Judgement</p> <p>The overall meaning/purpose of the spoken interactional text is identified correctly with evidence from the text. Questions 20 and 21 are both correct.</p> <p>Evidence for overall meaning/purpose.</p> <p>20. Answers similar to: <i>A visit to a Marae/The Pōwhiri/What happens when you visit a marae.</i></p>

<p>2. <i>Respect.</i></p> <p>6. <i>karanga or call of welcome (from the hosts).</i></p> <p>7. <i>(important) customs (at the wharenui or meeting house).</i></p> <p>10. One of the following: <ul style="list-style-type: none"> • <i>in the meeting house (wharenui)</i> • <i>on the marae (ātea).</i> </p> <p>14. <i>the dining hall for food.</i></p> <p>Evidence for specific information The following answers:</p> <p>1. <i>c. Rotorua.</i></p> <p>3. <i>b. 10 am.</i></p> <p>9. <i>c. at the front of the meeting house.</i></p> <p>11. <i>Mark.</i></p> <p>12. <i>a. a song.</i></p> <p>16. <i>a sheep show/Agrodome.</i></p> <p>17. <i>(farewell) dinner.</i></p>	<p>5. Both of the following answers: <ul style="list-style-type: none"> • <i>a. a koha/gift of money</i> • <i>d. a speaker.</i> </p> <p>8. Answer similar to: <i>Take shoes off.</i></p> <p>13. One of the following: <ul style="list-style-type: none"> • <i>shake hands</i> • <i>hongi/press noses.</i> </p> <p>15. Answer similar to: <i>Wait until the karakia (or grace) has been said.</i></p>	<p>Evidence: <i>The speaker gives instructions for what to do before, during and after the pōwhiri.</i></p> <p>21. Answers similar to: <i>To prepare the students for the marae visit by going over the customs and what will happen.</i></p> <p>Evidence: <i>The text says that it's important the students understand what will happen and know the correct way to behave.</i></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.