

## English Language Assessment Support Material

<b>Unit standard</b>	30990				
<b>Title</b>	Listen to and understand an English language spoken interaction in a familiar context				
<b>Level</b>	3	<b>Credits</b>	5	<b>Version</b>	2

### 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.

#### 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 interaction in a familiar context, 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 and respond to an English language spoken interaction that has not been previously studied.

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 need to 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' 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.
- 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>

## Resource Requirements

- One spoken text: an interaction
- Questions to assess listening 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.
- 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 interaction for this unit standard:
  - must be at least three minutes;
  - may include interviews, discussions, meetings, practical transactions;
  - may be more than two speakers;
  - must be appropriate to the spoken mode or a text 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.
- Learners may use a bilingual and/or an English dictionary, but not electronic devices.
- The transcript and assessment schedule are 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:** 30990

**Standard title:** Listen to and understand an English language spoken interaction in a familiar context

**Credits:** 5

**Resource title:** **University 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 example and questions in this assessment activity provide models of possible approaches.

## Model Assessment

### Instructions for assessors

- Give the learners time to read the student instructions and the questions.
- Learners may ask for clarification of the task instructions although guidance given by the assessor must not invalidate the assessment task.
- Read the transcript, once at a normal speed, or play the audio recording if one is available.
- Allow learners time to answer questions as they listen.
- Allow learners time to review answers before reading/playing the text a second time.
- Read/play the text a second time.
- Allow learners time to complete the task.

### Assessor instructions for students

#### *Introduction*

This assessment activity requires you to listen to an English language spoken interaction in a familiar context and answer questions about main ideas, specific information, supporting details and the overall purpose of the interaction.

This activity will take place in class time.

#### *Task*

For this assessment you must listen to a spoken interaction in English language.

- You will be given a question sheet to complete as you listen.
- After you have listened for the first time, you will be given time to add to your responses.
- Then you will listen to the spoken interaction a second time.
- You will have time to check your responses and add any missing information.

You will need to show that you can do the following:

- **To Achieve**, you will need to show that you understand the spoken text by identifying at least four main ideas and at least six items of specific information (PC 1. 1)
- **To achieve with Merit**, you will need to show that you understand the spoken text clearly by identifying supporting details.
- **To achieve with Excellence**, you will need to show that you understand the spoken text thoroughly by identifying the overall purpose of the interaction and the relationship between the speakers.

## University interview

Read through the questions carefully before you listen the first time.

**Section 1: Understanding of the spoken interaction is demonstrated by identifying main ideas, specific information and supporting details.**

**Circle the correct answer:**

1. What kind of an interview is this?

- a) Harry wants to apply for a hospital internship.
- b) Harry wants to be admitted to a university programme.
- c) Harry wants to get a job as a doctor.
- d) Harry wants to learn more about hospital radio.

2. What is the name of the person who asks the first questions in the interview?

- a) Dr Brown.
- b) Dr Duncan.
- c) Dr Singh.
- d) Dr Harison.

3. How old is Harry?

- a) Harry is 80.
- b) Harry is 16.
- c) Harry is 18.
- d) Harry is 19.

4. What subjects is Harry currently studying?

- a) Calculus, Chemistry, Biology and Statistics.
- b) Calculus, Classics, Statistics and Business.
- c) Chemistry, Biology, English and Statistics.
- d) Biology, Calculus, Physics and Statistics.

5. When did Harry first want to become a doctor?

- a) When he was a child, and his father had an operation.
- b) After his friend got injured.
- c) When he was a child, and his grandfather had an operation.
- d) When he was 16 and his Biology teacher encouraged him to study medicine.

6. Why does Harry want to become a doctor?

- a) His father is a doctor, and he wants to follow in his footsteps.
- b) He enjoys reading about medicine in his free time.
- c) His experience in hospitals and care homes inspired him.
- d) He likes the idea of earning a high salary.

**Complete the following statements with the information you have heard:**

7. Harry volunteered at the hospital radio in \_\_\_\_\_.
8. Harry helped at a local hospice and at \_\_\_\_\_ care home.

**Circle the correct answer:**

9. What does Harry believe are the key responsibilities of a doctor?
- a) Visiting patients on the ward every day and filling in forms.
  - b) Inventing new medicines and publishing medical research.
  - c) Helping staff look after the elderly in care homes.
  - d) Treating patients and communicating well with both patients and colleagues.
10. What does Harry believe is an important skill for doctors?
- a) Being physically strong.
  - b) Knowing multiple languages.
  - c) Constantly learning and staying updated.
  - d) Being able to invent new medicines and cures.

**Fill in the gap with a missing word:**

11. Harry's mother is a \_\_\_\_\_.
12. Harry's friend broke his \_\_\_\_\_.
13. Harry's friend won't be able to play \_\_\_\_\_ for a long time.

**Circle the correct answer:**

14. How did Harry help a friend who had broken his leg?
- a) Harry took his friend to see a doctor.
  - b) Harry signed his cast.
  - c) Harry made sure his friend stayed positive and worked on achieving small goals during recovery.
  - d) Harry and his friend watched football games together.
15. How did Harry's friend feel after being injured?
- a) He felt angry because Harry did not visit him.
  - b) He felt lucky.
  - c) He felt excited when he watched Harry play football.
  - d) He felt unhappy and frustrated because he couldn't play football.

**Fill in the gap with a missing word:**

16. How many hours per week to medical students spend on studying in the first years? \_\_\_\_\_
17. Harry has been taking evening classes in \_\_\_\_\_.

**Circle the correct answer:**

18. What question does Harry ask at the end of the interview?

- a) He asks if the university offers opportunities to study abroad.
- b) He asks when he will find out if he has been accepted into the university programme.
- c) He asks how much doctors earn per year.
- d) He asks how long he can study overseas?

19. Where can Harry find more information about the *360 Programme*?

- a) In the University of Auckland brochure.
- b) At the interview.
- c) On the university website.
- d) During orientation week.

**Section 2: Thorough understanding of spoken information is demonstrated by identifying the overall purpose of the interaction and the relationship between the speakers. (Excellence)**

20. What is the purpose of Harry's interview with Dr Singh and Dr Duncan?

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21. What is the relationship between Harry, Dr Singh and Dr Duncan?

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(END OF ASSESSMENT PAPER)

## Transcript – for assessor use only

**Harry:** Good afternoon. My name is Harry Brown, and I'm here for my university interview.

**Dr Singh:** Good afternoon, Harry. I'm Dr Singh, and this is Dr Duncan. We will be interviewing you today. Please take a seat.

**Harry:** Thank you.

**Dr Singh:** To start, can you tell us a little bit about yourself?

**Harry:** Sure. My name is Harry, I'm 18 years old, and I am at high school. I'm studying Biology, Chemistry, Calculus, and Statistics at school. As you know, I hope to become a doctor in the future.

**Dr Singh:** Why do you want to be a doctor? What do you hope to achieve in this career?

**Harry:** Actually, I've been interested in becoming a doctor ever since I was six or so and my dad had an operation. But more recently, I've done a lot of work experience in different areas. For example, I worked at the hospital radio in Hamilton and volunteered in the hospital wards. I also helped at the Hamilton Hospice and St Margaret's Care Home. While I was there, I saw how doctors and nurses work together as a team, and I found it really inspiring. This experience made me even more determined to study medicine.

**Dr Duncan:** Apart from treating patients, what do you think are the other responsibilities of a doctor?

**Harry:** Of course, treating patients is the main job, but doctors also need to be highly knowledgeable and continue learning throughout their careers. Medicine is always changing, so doctors must stay up to date. Also, they need to communicate well – not just with their patients but also with their colleagues.

**Dr Duncan:** You seem to have a good understanding of the medical profession. What have you done to make sure this is the right career for you?

**Harry:** I have done a lot of volunteer work, which gave me experience in different medical settings. Also, my mother is a nurse, so I've learned a lot about the profession from her.

**Dr Singh:** Can you give us an example of a time when you helped a friend through a difficult situation? What was the problem, and how did you support them?

**Harry:** Yes, I have had a few experiences like that. Recently, one of my friends broke his leg, and the doctors told him he wouldn't be able to play football for a long time. He felt really frustrated and left out. I helped him stay positive by encouraging him to focus on small goals during his recovery. We celebrated his progress, no matter how small, which helped him stay motivated.

**Dr Duncan:** That sounds like great support. It sounds like you have the right personality and motivation. Studying medicine is also very hard work. You need discipline and good study habits. You will be studying for 6 years, and many students spend 50–60 hours per week in their study in the first few years.



**Harry:** I don't think that is a problem. I am used to spending time studying. This year I have studied my ordinary subjects, plus scholarships, and also taken evening classes in Italian.

**Dr Duncan:** Sounds like you are a hard worker, Harry. Do you have any questions for us?

**Harry:** Yes, I'd like to know if your university offers opportunities for students to study abroad.

**Dr Singh:** Yes, Harry. Our **360 International** program gives University of Auckland students a chance to study in different countries. Some of these programs are short-term, while others last for a full academic year. You can find more details about the **360 International** programme on the University of Auckland website.

**Harry:** That sounds amazing.

**Dr Duncan:** Well, Harry, thank you for coming today. It was a pleasure speaking with you.

**Harry:** Thank you for your time.

## Assessment Schedule

<b>Unit standard</b>	30990				
<b>Title</b>	Listen to and understand an English language spoken interaction in a familiar context (EL)				
<b>Level</b>	3	<b>Credits</b>	5	<b>Version</b>	2

### Listening text: University Interview

## Assessment Criteria

Performance Criteria Achievement	Performance Criteria Achievement with Merit	Performance Criteria Achievement with Excellence
1.1. Main ideas and specific information are identified. Range    at least four main ideas at least six items of specific information	1.1 Clear understanding of spoken information is demonstrated by identifying supporting details.	1.1 Thorough understanding of spoken information is demonstrated by identifying the overall purpose of the interaction and the relationship between the speakers.

	Achievement	Achievement with Merit	Achievement with Excellence
<b>Evidence</b>	<b>Main ideas – any four must be correct.</b> 1. b 6. c 9. d 10. c 14. c 18. a <b>Specific Information – any six items must be correct.</b> 2. c 3. c 4. a 7. Hamilton 8. St Margarets 16. 50–60 17. Italian 19. c	<b>Additional supporting details are identified – any four of the following:</b> 5. a 11. nurse 12. leg 13. football 15. d	<b>Answer 20 must be correct.</b> <b>Answers similar to this:</b> <i>20. The overall purpose of the interview is for Harry to show his motivation, experience and understanding of medical profession so that the two professors can assess his suitability for studying medicine.</i>

	Achievement	Achievement with Merit	Achievement with Excellence
			21. <i>Harry has never met Dr Singh and Dr Duncan before. He is an applicant for medical school and the two doctors are colleagues.</i>

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