

English Language Assessment Support Material

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|----------------------|--|----------------|----|----------------|---|
| Unit standard | 30992 | | | | |
| Title | Listen to and understand complex English language spoken texts | | | | |
| Level | 4 | Credits | 15 | Version | 2 |

Assessor Guidelines

Assessors need to be very familiar with the outcomes 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 complex English language spoken texts, 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 four complex English language spoken texts that have not been previously studied. Two of the texts must be talks (monologues) and two must be interactions.

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 grade only.

This unit standard has two outcomes.

For Achieved, learners must:

1. Listen to and understand complex English language informational spoken texts.

Range:

- two talks, each on a different topic, assessed on separate occasions.

2. Listen to and understand complex English language interactional spoken texts.

Range:

- at least two interactions, each for a different purpose, assessed on separate occasions.

Conditions of Assessment

This assessment will take place over a timeframe set by the assessor.

- All assessment activities must be conducted in English language, which must not be the learner's first language.
- Learners must be given time to read 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 an English dictionary.
- Learners' responses may be oral or written. If responses are oral, they must not be heard or observed by other 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.
- 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 submissions can be found at:
<https://www2.nzqa.govt.nz>

Resource Requirements

- Four spoken texts: two talks and two interactions
- 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.
- This assessment resource contains one task for Outcome 2: *Listen to and understand complex English language interactional spoken texts*. However, to achieve this standard, learners must complete a total of two tasks for Outcome 2, as well as two tasks for Outcome 1: *Listen to and understand complex English language informational spoken texts*.
- Spoken texts for this unit standard:
 - must be at least eight minutes;
 - must be appropriate to the spoken mode, or a text which is designed for oral delivery;
 - may 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.
- 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: 30992

Standard title: Listen to and understand complex English language spoken texts

Credits: 15

Resource title: **Planning a dream holiday**

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 listen to and understand four complex English language spoken texts and answer questions about main ideas, supporting details, specific information, and overall meanings, viewpoints, and purposes.

This activity will take place in class time.

Task

You will need to do four tasks, two for each outcome. For each task, your teacher will provide you with a complex English language spoken text.

For Outcome 1, you will need to show that you can:

- Identify and explain main ideas, supporting details and specific information of each talk. You need to get at least four main ideas, six supporting details, and six items of specific information correct for each text (PC 1.1).
- Identify and explain the overall meaning and/or the viewpoint of the speaker in each talk (PC 1.2).

For Outcome 2, you will need to show that you can:

- Identify and explain main ideas, supporting details and specific information of each interaction. You need to get at least four main ideas, six supporting details, and six items of specific information correct for each text (PC 2.1).
- Identify and explain the points of view of the speakers in each interaction (PC 2.2).
- Identify and explain the purpose of each interaction (PC 2.3).

Below is one task for Outcome 2.

You will be given a question sheet to complete as you listen. After you have listened the first time, you will be given time to add to your responses. The text will then be read a second time, and you can check your responses and add any missing information.

Outcome 2: Assessment task

Name: _____

Date: _____

Listen to the text and answer the questions.

P.C 2.1 Main ideas, supporting details and specific information of each interaction are identified and explained.

1. Why does the customer want to spend money?

Option 1:

2. What is the first option for a trip?

3. Name two destinations on this trip:

- _____
- _____

4. Why is it better to travel in the opposite direction?

5. What can you do on this trip if you like wildlife?

6. Name three activities you can do on the ship:

- _____
- _____
- _____

7. How long is the trip?

8. What are the disadvantages with this option?

Option 2:

9. What is the second option?

10. Name two destinations on this trip:

- _____
- _____

11. What is included in the price?

12. How much is the trip?

13. How many passengers will there be?

14. What is the main disadvantage with this option?

Option 3:

15. What is the third option?

16. How many nights is this trip?

17. Name two destinations on this trip:

- _____
- _____

18. Does the transportation have air conditioning?

19. What is the cost?

20. What are the advantages of this trip?

General

21. What four things is the customer looking for in her trip?

- _____
- _____
- _____
- _____

P.C. 2.2 The points of view of the speakers in each interaction are identified and explained.

22. Which option does the customer seem most interested in? Why?

23. Which option does the seller seem to think is best? Why?

P.C. 2.3 The overall purpose of each interaction is identified and explained.

24. Briefly explain the purpose of this interaction.

Transcript – for assessor use only

Listening text: Planning a dream holiday

Travel Agent = TA, Customer = C

TA: Good morning. Please take a seat. How can I help you?

C: Err, yes. I'm looking for some help in planning a dream holiday.

TA: A dream holiday?

C: Yes, I recently had quite a significant lottery win, so I'd like to treat myself and take a well-deserved break from work.

TA: Oh, congratulations. Well, I'm sure that we can find something suitable for you. When are you planning to go?

C: As soon as possible if I can.

TA: And what kind of holiday did you have in mind?

C: I'm not really sure. I've had some pretty enjoyable holidays in the past, but I've always had to limit some of the things that I do and the places that I visit because I've been on quite a tight budget, but that isn't the case now, so I can afford to splash out.

TA: That sounds great. Do you have any idea of where in the world you would like to spend your vacation?

C: Not really. Maybe you can show me some destinations and that might give me a few ideas.

TA: Right. Let me just have a look at our website. OK, how about a cruise? Have you ever travelled by luxury liner before?

C: No, I haven't.

TA: Well, here's a great deal on a cruise on The Star Princess. The cruise departs from Los Angeles and then pretty much travels down the Pacific Coast. You get to call in at places like Cabo San Lucas in Mexico, Puntarenas in Costa Rica, Lima in Peru, and it finishes in Santiago in Chile. Or, if you prefer, you could take the same cruise in the opposite direction starting in Chile and finishing in Los Angeles. That way might be better, as you'd be travelling from colder to warmer climates.

C: And what kind of things can you do on the cruise?

TA: Well, for example, in Mexico you have a choice of activities, ranging from the relaxed to quite exciting. There are quite a few things to do on the water, such as sailing and snorkelling. You can go on a horseback ride on the beach, and you can relax on a private beach. However, if you are feeling a little bit more adventurous, you can go on a fantastic zipline adventure or you could enjoy a four-by-four desert and camel adventure. I've been on one of those before in Qatar – it was incredible. And if you are more into wildlife, you can go whale watching or you can even swim with dolphins.

C: That sounds pretty interesting. And what about in some of the South American ports?

TA: Well, for example, in Lima you can tour the city by day or night, and you can even go on a Segway tour of the city if you like. You can visit the Pachacamac ruins and see the famous Peruvian prancing horses, but my recommendation would be to take the three-day tour to see the ancient Incan capital of Cuzco and the fabulous Inca ruins at Machu Picchu.

C: I like the sound of that. And what is there to do when you're on board the ship?

TA: There's loads to do. The Star Princess has a theatre and a cinema, there are bars, nightclubs and discos on board, there's a casino that's open twenty-four hours a day. If you want a bit of exercise there are Zumba

classes and there's a gym, and of course there's always plenty to do on deck with four swimming pools, sun decks and a range of deck sports.

C: And how many days would we be at sea?

TA: The Los Angeles to Santiago cruise is sixteen days, and nine of those days are at sea. Prices range from only 1,676 dollars to 7,338 dollars depending on the type of room. All meals and drinks are included apart from alcoholic drinks.

C: Hmm. Sixteen days is a bit short. I was hoping for something a bit longer, and I don't really want to spend that much time at sea. Do you have any other cruises where you get more time to visit places? I really like places with a bit of history. I know that Machu Picchu is historic, but I was wanting a bit more.

TA: There's a 21-night Mediterranean cruise that might be more what you are looking for. The cruise is on the Crown Princess, and if it's history that you're looking for, then this would be the perfect cruise. It starts in Athens, then sails to the historic city of Santorini, then up the Aegean Sea to Kotor in Montenegro. The next two days you visit Messina and Naples in Italy, and then move on to Barcelona and Gibraltar. The cruise also calls in at Marseilles, Rome and Corfu, as well as other ports, before returning to Athens.

C: Wow, that does sound pretty interesting. And does this cruise include similar things to the Pacific one?

TA: Yes, all the meals are included, as well as non-alcoholic drinks. The Crown Princess is slightly bigger than Star Princess, so there are more shows to enjoy, and there are also tennis courts and hot tubs, too. It's quite a bit more expensive than the Star Princess Cruise, though. Prices start at around 6,000 dollars, not including return airfare.

C: That's reasonable. Having the chance to visit all of those ancient cities does sound interesting. But you said that the ship is larger than the other one. How many people will be on the ship?

TA: The Crown Princess can take 3,080 passengers, and it has around 1,200 crew as well.

C: That's over 4,000 people! Although I love the idea of being able to visit all those great places, I'm not sure I could stand being cooped up with 4,000 other people for three weeks. I'll have to think about that. Do you have any holidays that are a bit quieter, with not so many people?

TA: Let me see. Maybe a safari adventure might be more your style. They usually have much smaller groups, maybe only 10 to 20 people in total.

C: Go on.

TA: This 'Road to Zanzibar and Spice Islands Sailing Adventure' might suit you. It's 19 nights in total, so nearly as long as the Mediterranean cruise. It starts in Nairobi in Kenya, and then you head to the famous Serengeti National Park. You'll get to stay a couple of nights in the park in a camp, so you will be able to hear all of the African wildlife at night. The big five game animals are all in the National Park. The tour also includes a trip to the Ngorongoro Crater, where you can see the endangered black rhinoceros.

C: How comfortable is the transportation?

TA: It says here that the roads are quite bumpy, so travel might be quite slow, but the vehicles are purpose-built to give you the best view of the wildlife. There's no air-conditioning, though, so it will get quite hot and dusty. There's a leader, driver and cook provided on the tour, so you are well looked after. I think that this would be a good holiday for anyone who likes to bond in a small team.

C: And what about the sailing?

TA: Yes, the last eight days of the holiday are spent on a yacht sailing around the Zanzibar Archipelago. You will get the chance to sail the boat yourself, and will be taught how to change sails, steer, and so on. The weather is usually quite calm at this time of year, so that shouldn't be a problem. Prices for this trip start at just over 5,000 dollars exclusive of airfares.

C: Well, I do like being outdoors and having the chance to share an adventure with a few fellow travellers. Sounds quite interesting, especially the sailing bit at the end. Hmm. But I'm not sure. Let me think about all three and I'll get back to you later today with a decision.

TA: That's not a problem. I think you should seriously consider the Mediterranean cruise though. I know that there are a lot of people on the ship but there are plenty of places to hide on board, and you'll also get to spend a lot of time onshore and go exploring by yourself.

C: Yes, that's true, but I think I need to explore a few more options before I make up my mind.

TA: Alright, so, just to help me find exactly what you are looking for, can you recap on your top four priorities?

C: Well, as I've already said, I really want somewhere that has a bit of history. Castles, museums, ancient ruins, that kind of thing. I also want somewhere that has a bit of peace and quiet. It doesn't need to be in the middle of nowhere, I just don't want to be surrounded by crowds.

TP: And what about your last two criteria?

C: Well, I really like meeting the local people when I travel somewhere, to learn their culture, taste their food and maybe even see things that other tourists wouldn't see.

TA: Got that. And your last wish?

C: Look, I've just won a lot of money, so I want to take advantage of that. I want luxury travel, so that means travelling business class or first class, great hotel rooms or cabins on boats, and basically not worrying about the cost of anything.

TA: Sounds good. I will try and get a few more ideas for you by tomorrow.

(approx. 9 minutes 10 seconds)

Assessment Schedule

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|---------------|--|---------|----|---------|---|
| Unit standard | 30992 | | | | |
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| Level | 4 | Credits | 15 | Version | 2 |

An assessment schedule has been provided for one assessment task only (one interaction). An assessment schedule will need to be developed for the remaining three assessment tasks required for this unit standard (one interaction and two talks).

Assessment Criteria

| Performance Criteria | Evidence for Achievement | Judgements for Achievement |
|--|--|---|
| Outcome 2 Listen to and understand complex English language interactional spoken texts. Range: <ul style="list-style-type: none">• at least two interactions, each for a different purpose, assessed on separate occasions. | Refer to the evidence for 2.1–2.3 below | A complex English language interactional spoken text is listened to and understood. |
| 2.1 Main ideas , supporting details and specific information of each interaction are identified and explained. Range: <ul style="list-style-type: none">• at least four main ideas for each text. | Answers similar to: <ol style="list-style-type: none">1. <i>She has won the lottery/she wants a dream holiday because she can afford it</i>2. <i>A cruise on the Star Princess/a cruise along the Pacific Coast</i> | Four out of five main ideas. |

| | | |
|---|--|---|
| | <p>9. <i>A Mediterranean cruise/a cruise on the Crown Princess</i></p> <p>15. <i>A safari/Road to Zanzibar adventure/Sailing adventure</i></p> <p>21. <i>History, peace and quiet, meeting local people, luxury travel (all four required).</i></p> | |
| <p>2.1 Main ideas, supporting details and specific information of each interaction are identified and explained.</p> <p>Range:</p> <ul style="list-style-type: none"> • at least six supporting details for each text. | <p>4. Answers similar to: <i>You travel from colder to hotter.</i></p> <p>5. Answers similar to: <i>Whale watching/swim with dolphins.</i></p> <p>6. Any three of the following: <i>Theatres, cinema, bars, nightclubs, discos, casino, Zumba classes, gym, swimming pools, deck sports.</i></p> <p>8. Answers similar to: <i>Too short and too much time at sea.</i></p> <p>11. Both of the following answers: <i>Meals and non-alcoholic drinks.</i></p> <p>14. Answers similar to: <i>Too many people.</i></p> <p>18. The following answer: <i>No.</i></p> <p>20. Answers similar to: <i>Outdoors, and only a few people.</i></p> | <p>Six out of eight supporting details.</p> |
| <p>2.1 Main ideas, supporting details and specific information of each interaction are identified and explained.</p> <p>Range:</p> <ul style="list-style-type: none"> • at least six items of specific information for each text. | <p>3. Any two of the following: <i>Mexico, Costa Rica, Peru, Chile, Cabo San Lucas, Puntarenas, Lima, Santiago, Los Angeles.</i></p> <p>7. The following answer: <i>16 days.</i></p> <p>10. Any two of the following: <i>Athens, Santorini, Kotor, Montenegro, Messina, Naples, Italy, Barcelona, Gibraltar, Marseilles, Rome, Corfu.</i></p> <p>12. The following answer: <i>6,000 dollars (or more).</i></p> | <p>Six out of eight pieces of specific information.</p> |

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| | <p>13. The following answer: 3,080.</p> <p>16. The following answer: 19.</p> <p>17. Any two of the following: <i>Nairobi, Kenya, Serengeti (National Park), Ngorongoro Crater, Zanzibar (Archipelago)</i>.</p> <p>19. The following answer: <i>(just over) 5,000 dollars (or more)</i>.</p> | |
| <p>2.2 The points of view of the speakers in each interaction are identified and explained.</p> <p>Range:</p> <ul style="list-style-type: none"> • may include implied, inferred, tone. | <p>Answers similar to:</p> <p><i>22. The Safari/Option 3. She doesn't give any disadvantages for that one, and says it sounds interesting</i></p> <p><i>23. The Mediterranean cruise/Option 2. He says she should seriously consider it. He also says that even though there are many people there are many opportunities to be alone.</i></p> | <p>Points of views of speakers are identified and explained. Both answers are correct.</p> |
| <p>2.3 The overall purpose of each interaction is identified and explained.</p> | <p>Answer similar to:</p> <p><i>24. The customer wants to buy an expensive trip because she has just won the lottery and is finding out what options there are.</i></p> | <p>The overall purpose is identified and explained. Answer is correct.</p> |

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