

Title	Participate in a formal interview in English language		
Level	3	Credits	5

Purpose	<p>People credited with this unit standard are able to participate in a formal interview in English language.</p> <p>This unit standard is for learners for whom English is an additional language.</p> <p>It is intended for learners with increasing independence in English.</p>
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Classification	Languages > English Language
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Available grade	Achieved, Merit, and Excellence
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Criteria for Merit	Conventions and language features are appropriate to a formal interview, with minor lapses. Spoken text is coherent with a degree of fluency and spontaneity. Developed responses are given, with good control of a wide range of appropriate language features to communicate ideas effectively. Meaning of spoken text is conveyed with minor inconsistencies.
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Criteria for Excellence	Conventions and language features are consistently appropriate to a formal interview. Spoken text is coherent with evidence of fluency and spontaneity. Developed extended responses are given. Meaning of spoken text is conveyed with minimal inconsistencies.
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Guidance Information

- 1 This unit standard may contribute to the New Zealand Certificate in English Language (General) (Level 3) [Ref: 1882].
- 2 It is recommended that:
 - i the outcomes are assessed as part of an integrated unit of work, relevant to the learning context of the learner,
 - ii assessment be conducted in conjunction with assessment against other English Language unit standards at this level.

- 3 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.
- 4 This unit standard is at a level informed by the Common European Framework of Reference (CEFR). A structured overview of all CEFR related scales can be found at: <https://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales>.
- 5 The requirements of this standard are consistent with the *supporting documents*. They include guidelines relating to appropriate texts, task specifications and assessment conditions and can be found at: <https://www2.nzqa.govt.nz/qualifications-and-standards/english-language/>.
- 6 Assessment support material for *English Language* unit standards provide a model to help assessors develop further tasks that promote quality assessment practice. These documents and can be found at: <https://www2.nzqa.govt.nz/qualifications-and-standards/assessment-support-materials/english-language/>.
- 7 All assessment activities must be conducted in English, which must not be the learner's first language.
- 8 Interviewer's questions and learner's responses must be tailored to fit within the time frame. Learners may not see the exact questions prior to the interview.
- 9 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>.
- 10 Guidelines for preparing submissions for moderation can be found at: <https://www2.nzqa.govt.nz/tertiary/assessment-and-moderation-of-standards/external-moderation-application/>.
- 11 Definitions
Coherent, for the purposes of this unit standard, refers to the presentation of ideas in a clear and comprehensible manner.
Conventions refer to verbal and non-verbal strategies such as, greeting, formal address, leave-taking, appropriate eye contact; and behaviour and register appropriate to the formal context.
Developed extended responses refer to the linking and explaining of additional details.
Developed responses refer to expanding on statements by developing supporting details.
Errors refer to systematic use of incorrect language features.
Fluency refers to a smooth flow of language with few unnatural pauses.
Inconsistencies refer to variable control in language features, where the learner can self-correct if necessary.
Range of appropriate language features refers to the selection and use of sufficient language features with control to communicate ideas.
Spontaneity refers to responses that are natural and unrehearsed.

Outcomes and performance 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.

Performance criteria

1.1 Conventions and language features are generally appropriate to a formal interview.

1.2 Spoken text is generally coherent with evidence of emerging fluency and spontaneity.

1.3 A range of appropriate language features is used with control.

Range verb forms, vocabulary relevant to the topic, formal register, pronunciation, intonation, stress, pace, audibility.

1.4 Meaning is conveyed, though errors and inconsistencies maybe present.

Planned review date	31 December 2029
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	17 October 2013	31 December 2019
Rollover and Revision	2	21 May 2015	31 December 2019
Review	3	29 March 2018	31 December 2026
Review	4	29 August 2024	N/A

Consent and Moderation Requirements (CMR) reference	0226
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This CMR can be accessed at <https://www.nzqa.govt.nz/framework/search/index.do>.

Comments on this unit standard

Please contact NZQA National Qualifications Services nqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.