

## NZQA Assessment Support Material

|                      |  |                |          |                |          |
|----------------------|--|----------------|----------|----------------|----------|
| <b>Unit standard</b> |  | <b>30984</b>   |          |                |          |
| <b>Title</b>         | <b>Demonstrate understanding of simple spoken instructions in everyday situations (EL)</b> |                |          |                |          |
| <b>Level</b>         | <b>1</b>   | <b>Credits</b> | <b>5</b> | <b>Version</b> | <b>1</b> |

**Note**

The following 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 candidates may have access to the assessment schedule or candidate exemplar material. Use of this assessment resource without modification may mean that candidates' work is not authentic. The assessor will need to change the context or aspect of the topic to be investigated.

See Generic Resources and Guidelines at <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/>.

### 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.

### AWARD OF CREDIT



This unit standard can be awarded with an Achieved grade only

## 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 candidate's first language.
- Assessment must be conducted in a supportive and familiar environment, in which the assessor speaks slowly and clearly, and affective barriers are minimised.
- The assessor must be satisfied that the candidate can independently demonstrate competence against the unit standard.
- Candidates may use a bilingual and/or an English dictionary, but not electronic devices.
- Candidate's 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 candidates.
- For the purposes of moderation, if the candidate's response is oral, the assessment must be recorded audio-visually. Recorded work must not be edited. Guidelines for digital visual submissions be found in *Preparing digital visual submissions for moderation*, accessed at: <http://www.nzqa.govt.nz>.

### Context/setting

It is recommended that:

- the outcomes are assessed as part of an integrated unit of work, relevant to the learning context of the candidate;
- assessment be conducted in conjunction with assessment against other English Language unit standards at this level.

### Notes for assessors

- The Common European Framework of Reference for Languages (CEFR) describes language proficiency at six levels. This unit standard is informed by CEFR level A2. Teachers and assessors are encouraged to refer to these descriptors to gain a clearer understanding of the competencies required by these standards. A structured overview of all CEFR related scales can be found at <http://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales>.
- This assessment resource contains one task. However, to achieve this standard, candidates must complete two tasks.
- Candidate's responses may contain significant phonological or linguistic errors and inaccuracies, but these must not obscure meaning. This standard assesses listening skills, not speaking, reading or writing skills.

- Spoken instructions for this unit standard:
  - i. must be appropriate to the spoken mode or a text which is designed for oral delivery;
  - ii. may include but are not limited to – classroom instructions, giving directions, safety instructions;
  - iii. must be repeated once only;
  - iv. may be supported by visual or non-verbal cues;
  - v. must be delivered in clear and comprehensible speech in a familiar accent;
  - vi. 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 assessment schedule is for assessors only and is 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 task**

Candidates will listen to spoken instructions and complete the assessment task.

### **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 given by the assessor must not invalidate the assessment task.
- Read the listening text on the next page once, slowly and clearly
- 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.

### **Listening text: New Zealand cities**

1. Write your full name on the left above the map.
2. Write the date on the right above the map.
3. Write one point six next to Auckland.
4. Write Hamilton next to 170,000.
5. Write Dunedin next to 130,000
6. Write 130,000 next to Tauranga.
7. Write the title *The number of people living in New Zealand cities* under the map.

## Assessment Schedule

|                      |   |                |   |                |   |
|----------------------|---|----------------|---|----------------|---|
| <b>Unit standard</b> |   | <b>30984</b>   |   |                |   |
| <b>Title</b>         | Demonstrate understanding of simple spoken instructions in everyday situations (EL) |                |   |                |   |
| <b>Level</b>         | 1   | <b>Credits</b> | 5 | <b>Version</b> | 1 |

An assessment schedule has been provided for one assessment task only. An assessment schedule will need to be developed for the remaining assessment task required for this unit standard.

### Listening text: New Zealand cities

| Performance Criteria   | Evidence for Achievement  | Judgements for Achievement   |
|--|---|--|
| <p><b>Outcome 1</b><br/>1.1. Task is completed according to instructions.</p> <p>Range    minimum of five single-step instructions per task.</p> | <p>Refer to the completed assessment task below.</p> <ol style="list-style-type: none"> <li>1. <i>Full name is written in the correct place.</i></li> <li>2. <i>Date is written in the correct place.</i></li> <li>3. <i>1.6 is written in the correct place.</i></li> <li>4. <i>Hamilton is written in the correct place.</i></li> <li>5. <i>Dunedin is written in the correct place.</i></li> <li>6. <i>130,000 is written in the correct place.</i></li> <li>7. <i>The title, the number of people living in New Zealand cities, is written in the correct place.</i></li> </ol> | <p>5 out of 7 instructions are completed correctly.</p> <p>NB: Accept incorrect spellings that are recognisable.</p> |

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