

## NZQA Assessment Support Material

<b>Unit standard</b>		<b>31014</b>			
<b>Title</b>	<b>Participate in a straightforward spoken interaction on a familiar topic (EL)</b>				
<b>Level</b>	<b>2</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 <http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/>.

### Assessor guidelines

Assessors need to be very familiar with the outcomes 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 environment, reducing affective barriers.
- Clarification of the tasks may be requested by the candidate.
- Two candidates may be assessed simultaneously, but each candidate must fulfil the requirements of the unit standard independently.
- For the purposes of moderation, the assessment must be face-to-face and recorded audio-visually. There must be an audio and visual recording of both participants. Recorded work must not be edited. Guidelines for digital visual submissions for moderation can be found at: <http://www.nzqa.govt.nz>.

### Context/setting

It is recommended that:

- the outcomes are assessed in authentic or simulated situations, relevant to the learning context of the candidate, as part of an integrated unit of work;
- 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 at a level informed by CEFR mid B1. 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>
- Candidates may use the Student Checklist to guide preparation and to ensure they meet all the performance criteria.
- The assessment schedule is for assessors only and is not to be shared with candidates during the assessment process.
- Definitions:
  - *Errors* refer to systematic use of incorrect language features.
  - *Inconsistencies* refer to variable control in language features, where the candidate can self-correct if necessary.
- Refer to your organisation's policies before offering a resubmission or further assessment opportunity.

### Assessment task

Candidates will participate in an interaction to make arrangements to go to the cinema.

- Hand out the role play cards on the next two pages to the students.
- Collect the role play cards in at the end of each assessment.

### Role play card: Student A

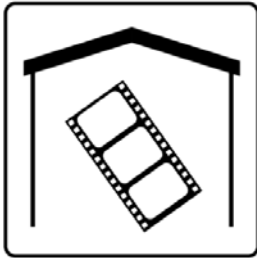
The information below shows your weekly schedule, the types of films you like, and film times, meeting places and transport options that suit you. Read this information carefully before your conversation about making arrangements to go to a movie.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Afternoon	busy		busy	busy		busy	busy
Evening		busy		busy		busy	

**Film type:** Action  Romance  Horror  Comedy 

**Film times:** 3pm  6pm  9pm 

**Meeting place:**



cinema



your house (Student A)



Student B's house

**Transport**



## Role play card: Student B

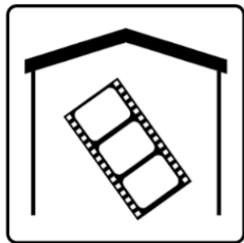
The information below shows your weekly schedule, the types of films you like, and film times, meeting places and transport options that suit you. Read this information carefully before your conversation about making arrangements to go to a movie.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Afternoon	busy	busy			busy	busy	busy
Evening	busy		busy				busy

**Film type:** Action  Romance  Horror  Comedy 

**Film times:** 3pm  6pm  9pm 

### Meeting place



cinema

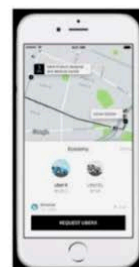
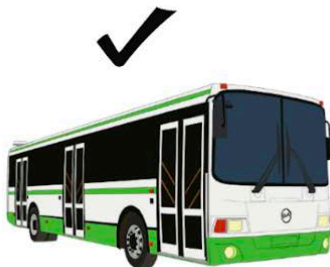


Student A's house



your house (Student B)

### Transport



## Marking Checklist

Unit standard 31014: *Participate in a straightforward spoken interaction on a familiar topic (EL)*

Candidate A: \_\_\_\_\_ Candidate B: \_\_\_\_\_

Performance Criteria	Criteria met Candidate A	Criteria met Candidate B
1.2. Conventions are used e.g. <ul style="list-style-type: none"> <li>• greeting</li> <li>• leave taking</li> <li>• appropriate eye contact</li> <li>• appropriate body language</li> <li>• common courtesies.</li> </ul>	Yes / No Yes / No Yes / No Yes / No Yes / No	Yes / No Yes / No Yes / No Yes / No Yes / No
1.3 Interactive strategies are used e.g. <ul style="list-style-type: none"> <li>• clarifying</li> <li>• asking for repetition</li> <li>• confirming arrangements</li> <li>• giving feedback for example agreeing or disagreeing.</li> </ul>	Yes / No Yes / No Yes / No Yes / No	Yes / No Yes / No Yes / No Yes / No
1.4 Language features and vocabulary are appropriate to the interaction. May include: <ul style="list-style-type: none"> <li>• asking and answering questions</li> <li>• giving reasons for answers</li> <li>• modal verbs e.g. can / can't</li> <li>• compound sentences using connectives e.g. because, and</li> <li>• correct vocabulary (words and grammar).</li> </ul>	Yes / No Yes / No Yes / No Yes / No Yes / No	Yes / No Yes / No Yes / No Yes / No Yes / No
1.5 Evidence of emerging spontaneity	Yes / No	Yes / No
1.1 Purpose of the interaction is achieved i.e. make arrangements to go to a movie <ul style="list-style-type: none"> <li>• Day - <i>Friday</i></li> <li>• Time - <i>evening</i></li> <li>• Type of film - <i>comedy</i></li> <li>• Show time - <i>9pm</i></li> <li>• Meeting place - <i>Student A's house</i></li> <li>• Time - <i>a time is agreed, this should be before 9pm</i></li> <li>• Transport – <i>walking</i>.</li> </ul>	Yes / No Yes / No Yes / No Yes / No Yes / No Yes / No Yes / No	Yes / No Yes / No Yes / No Yes / No Yes / No Yes / No Yes / No

Assessor: \_\_\_\_\_

Date: \_\_\_\_\_

## Assessment Schedule

<b>Unit standard</b>		<b>31014</b>			
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Performance criteria	Evidence for achievement	Judgements for achievement
<p><b>Outcome 1</b> Participate in a straightforward spoken interaction on a familiar topic (EL).</p> <p>Range: two to three minutes in duration.</p>	Refer to evidence for 1.1-1.5 below.	An interaction of at least two to three minutes is completed.
<p>1.1. Straightforward spoken interaction is carried out to achieve the purpose.</p>	<p>Arrangements are made to go to the movie</p> <p><i>Day - Friday</i> <i>Time - evening</i> <i>Type of film - comedy</i> <i>Show time - 9pm</i> <i>Meeting place - Student A's house</i> <i>Time - a time is agreed, this should be before 9pm</i> <i>Transport – walk / walking</i></p>	The arrangements made are sufficient to achieve the purpose.

<p>1.2 Conventions of spoken interactions are used in a manner appropriate to context and participants.</p> <p>Range conventions include – greeting, leave taking, eye contact, body language, common courtesies.</p>	<p>This includes:</p> <ul style="list-style-type: none"> <li>greeting / responding to greeting e.g. <i>Hi, how are you?</i></li> <li>leave taking / responding to leave taking e.g. <i>Okay, see you on Friday.</i></li> <li>common courtesies e.g. <i>What have you been doing?</i></li> <li>appropriate body language and eye contact</li> </ul>	<p>Appropriate conventions are used.</p>
<p>1.3 Interactive strategies are used as appropriate to the context.</p> <p>Range interactive strategies may include but are not limited to – clarification, confirmation, request for repetition, providing feedback.</p>	<p>These may include:</p> <ul style="list-style-type: none"> <li>clarification e.g. <i>I can't go on Sunday because I have to meet my sister.</i></li> <li>confirmation e.g. <i>So I'll meet you here at 4.30 on Friday.</i></li> <li>request for repetition e.g. <i>Do you mean 6pm?</i></li> <li>providing feedback e.g. <i>Oh, I don't really enjoy horror movies.</i></li> </ul>	<p>Sufficient, appropriate interactive strategies are used.</p>
<p>1.4 Language features and vocabulary are appropriate to the interaction. The interaction may contain phonological or linguistic errors and inconsistencies, but these do not obscure meaning.</p> <p>Range language features may include but are not limited to – question forms, modals, compound sentences, connected discourse, appropriate word choice and grammatical form.</p>	<p>This includes:</p> <ul style="list-style-type: none"> <li>question forms e.g. <i>What time do you want to meet?</i></li> <li>modal verbs e.g. <i>Would you like to go to the movies this week?</i></li> <li>compound sentences e.g. <i>I'm sorry, but I really don't like romance or horror movies.</i></li> <li>connected discourse e.g. <i>That's a good idea, so when</i></li> </ul>	<p>Language features are appropriate to the interaction.</p> <p>Vocabulary is appropriate to the interaction.</p> <p>Interaction may contain errors and inconsistencies but these must not interfere with meaning.</p>

	<p><i>would you like to go?</i></p> <ul style="list-style-type: none"> <li>• word choice e.g. <i>cinema, comedy, bus.</i></li> <li>• grammatical form e.g. <i>the cinema</i> not <i>a cinema</i>; <i>Where do you want to meet?</i> not <i>Where do you want to meeting?</i></li> </ul>	
1.5 Spontaneity is beginning to emerge.	Some responses are unplanned e.g. <i>I hadn't thought of meeting there.</i>	There is evidence of emerging spontaneity.

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