

## NZQA Assessment Support Material

<b>Unit standard</b>		<b>28062</b>			
<b>Title</b>	<b>Participate in a formal interview (EL)</b>				
<b>Level</b>	<b>3</b>	<b>Credits</b>	<b>5</b>	<b>Version</b>	<b>3</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 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, Merit, or Excellence grade.

## 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.
- Interviewer's questions and candidate's responses must be tailored to fit within the time frame. Candidates may not see the exact questions prior to the interview.
- For the purposes of moderation, 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 high 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 for their interview 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 refers to a lack of 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 a formal interview for at least four minutes.

The context of the interview needs to be chosen by the assessor and should be appropriate to the learning context of the candidates.

In the interview candidates will need to talk about the past, present and future. Candidates may need to:

- talk about themselves;
- tell the interviewer some things about their past;
- talk about their qualities and skills;
- tell the interviewer what they want to do in the future.

## Interview questions (for assessor only)

### Possible questions for a job interview

Candidates should not see these questions before the interview. In formative activities they can be given questions which are similar but not exactly the same and not in the same order. Use of the prompt questions, under each bulleted question, is optional. During the interview, only ask the extra questions if students have not met all of the standard's requirements and/or to ensure that the interview is at least four minutes long.

This is a formal interview so it is essential that the interviewer models formal language and does not let the interview lapse into a casual chat. It is therefore important to set the context at the beginning of the interview.

- Good morning. *Wait for a response.*
- I understand you want to apply for a part-time job with us. *Wait for a response.*
- So first of all, I'd like to learn a bit more about you. Can you tell me a little about yourself?

*Additional prompt questions:*

- *What country do you come from?*
- *How long have you lived in New Zealand?*

- What work experience have you had?
- Tell me about your current situation. What are you doing at the moment?
- Can you tell me why you want this job?
- Tell me about the skills you have.

*Additional prompt questions:*

- *What are/were your best subjects at school?*
- *What have been some of your achievements?*

- What do you think are your strengths?
- What are your weaknesses?
- How do you get on with other people?
- What are your future plans?

*Additional prompt questions:*

- *What do you think you will be doing in five years time?*

- Is there anything you would like to ask about the job?
- Well, it's been nice meeting you. We will let you know by email as to whether we can offer you the job. Thank you for coming in. (Allow time for a reply.)

## Marking Checklist

Unit standard 28062: *Participate in a formal interview (EL)*

Candidate's name: \_\_\_\_\_ Date: \_\_\_\_\_

Achieved	✓/x	Achieved with Merit	✓/x	Achieved with Excellence	✓/x
Language used throughout the interview is generally formal, with some lapses.		Language used throughout the interview is formal, with a few minor lapses.		Language used throughout the interview is consistently formal.	
Non-verbal interactive strategies and behaviour are generally appropriate to a formal interview, with some lapses.		Non-verbal interactive strategies and behaviour are appropriate to a formal interview, with a few minor lapses.		Non-verbal interactive strategies and behaviour are consistently appropriate to a formal interview.	
Verbal interactive strategies are generally appropriate to a formal interview, with some lapses		Verbal interactive strategies are appropriate to a formal interview, with some lapses		Verbal interactive strategies are consistently appropriate to a formal interview.	
Spoken text is generally clear and understandable, with evidence of emerging fluency and spontaneity.		Spoken text is clear and understandable, with a degree of fluency and spontaneity.		Spoken text is clear and understandable, with evidence of fluency and spontaneity.	
Responses demonstrate control of a range of appropriate language features. These include use of past, present and future verb forms and modals.		Developed responses are given, with good control of a wide range of appropriate language features to communicate ideas effectively. Developed responses include expanding on statements by giving supporting details.		Developed extended responses are given by linking and explaining additional details.	
Spoken text may contain errors and inconsistencies, but these do not obscure meaning.		Meaning of spoken text is conveyed with minor inconsistencies.		Meaning of spoken text is conveyed with minimal inconsistencies.	
Interview lasts for a minimum of 4 minutes					
<b>All criteria are met for: Achieved</b>		<b>Merit</b>		<b>Excellence</b>	

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

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

## Assessment Schedule

<b>Unit standard</b>		<b>28062</b>			
<b>Title</b>	Participate in a formal interview (EL)				
<b>Level</b>	3	<b>Credits</b>	5	<b>Version</b>	3

### Outcome 1

Participate in a formal interview (EL)

Range may include but is not limited to – job interview, course interview; minimum of four minutes in duration.

<b>Achieved</b>	<b>Merit</b>	<b>Excellence</b>
Conventions and language features are generally appropriate to a formal interview, with some lapses.	Conventions and language features are appropriate to a formal interview, with minor lapses.	Conventions and language features are consistently appropriate to a formal interview.
<b>Judgement</b> Verbal and non-verbal strategies and language used are appropriate most of the time to the formal context of a job interview. The errors, inconsistencies and lapses do not obscure meaning.	<b>Judgement</b> Verbal and non-verbal strategies and language used are appropriate to the formal context of a job interview. Lapses are minor and do not affect understanding.	<b>Judgement</b> Verbal and non-verbal strategies and language used are appropriate to the formal context of a job interview.
<b>Evidence</b> This means that some of the following conventions and language	<b>Evidence</b> This means that many of the following conventions and language features are used	<b>Evidence</b> This means that most of the following language features and conventions are consistently used

<p>features are used appropriately most of the time.</p> <p><u>Conventions</u> A formal register is used most of the time in the interview, with some lapses. e.g.</p> <ul style="list-style-type: none"> <li>opening greeting, form of address and closing are generally formal and polite e.g. <i>Good morning Ms Allan. Thank you.../Goodbye.</i></li> <li>appropriate eye contact is maintained most of the time.</li> <li>generally appropriate behaviour e.g. sitting appropriately, nodding and smiling.</li> </ul> <p><u>Language features</u> A formal register is generally used in lexical choice with some lapses e.g.</p> <ul style="list-style-type: none"> <li>the use of formal language e.g. 'yes' instead of 'yep'.</li> <li>the absence of slang expressions.</li> </ul>	<p>correctly with few mistakes.</p> <p><u>Conventions</u> A formal register is used in the interview, appropriate to the situation, occasion, subject matter and relationship between participants with some minor exceptions. e.g.</p> <ul style="list-style-type: none"> <li>opening greeting and closing are formal and polite.</li> <li>clarification is used when necessary e.g. <i>Do you mean...?</i></li> <li>feedback is responded to e.g. <i>Yes, that's right.</i></li> <li>checking or confirming is used e.g. <i>So I need to start at 4pm?</i></li> <li>appropriate eye contact is maintained.</li> <li>appropriate behaviour e.g. sitting appropriately, nodding and smiling to show interest.</li> </ul> <p><u>Language features</u> A formal register is consistently used in lexical choice throughout the interview, with some lapses. e.g.</p> <ul style="list-style-type: none"> <li>the use of formal language e.g. <i>I found it very difficult</i> instead of <i>It was so bad.</i></li> <li>the absence of slang expressions.</li> </ul>	<p>appropriately.</p> <p><u>Conventions</u> A formal register is used consistently throughout the interview, appropriate to the situation, occasion, subject matter and relationship between participants. e.g.</p> <ul style="list-style-type: none"> <li>opening greeting and closing are formal and polite e.g. <i>Good morning Ms Allan. It's good to meet you. Thank you for your time. I have appreciated it.../Goodbye, looking forward to hearing from you.</i></li> <li>clarification is used when necessary e.g. <i>I'm not sure what you mean. Is it necessary to...?</i></li> <li>feedback is given e.g. <i>That sounds like it would work well.</i></li> <li>feedback is responded to e.g. <i>Yes, I can start straight away.</i></li> <li>checking or confirming is used e.g. <i>So the hours are 4-8pm every day?</i></li> <li>appropriate eye contact is maintained throughout the interview.</li> <li>behaviour is consistently appropriate e.g. sitting appropriately, nodding and smiling to show interest.</li> </ul> <p><u>Language features</u> A formal register is consistently used in lexical choice throughout the interview, with some lapses. e.g.</p> <ul style="list-style-type: none"> <li>the use of formal language e.g. <i>I am a hard worker</i> instead of <i>I, like, work really hard out</i>.</li> <li>the absence of slang expressions.</li> </ul>
---	---	---

<p style="text-align: center;"><b>Achieved</b></p> <p>Spoken text is generally coherent with evidence of emerging fluency and spontaneity.</p>	<p style="text-align: center;"><b>Merit</b></p> <p>Spoken text is coherent with a degree of fluency and spontaneity.</p>	<p style="text-align: center;"><b>Excellence</b></p> <p>Spoken text is coherent with evidence of fluency and spontaneity.</p>
<p><b>Judgement</b></p> <p>Ideas are presented in a generally clear and understandable way. Speech mostly flows smoothly without long pauses. Some responses are natural and unplanned.</p>	<p><b>Judgement</b></p> <p>Ideas are presented in a clear way so that they can be understood, with much of the language flowing smoothly without long pauses. Many responses are natural and unplanned.</p>	<p><b>Judgement</b></p> <p>Ideas are presented in a very clear and understandable way with most language flowing smoothly without long pauses. Most responses are natural and unplanned.</p>
<p><b>Evidence</b></p> <p>This means that</p> <ul style="list-style-type: none"> <li>• some responses show evidence of learnt language patterns.</li> <li>• there are some responses that demonstrate use of unrehearsed language.</li> <li>• responses may include some hesitations but are clear and can be understood most of the time.</li> </ul>	<p><b>Evidence</b></p> <p>This means that</p> <ul style="list-style-type: none"> <li>• the candidate may adjust learnt language patterns to suit questions.</li> <li>• a number of responses are unrehearsed.</li> <li>• responses are clear and can be understood.</li> </ul>	<p><b>Evidence</b></p> <p>This means that</p> <ul style="list-style-type: none"> <li>• responses demonstrate an ability to respond to questions with mostly natural, unrehearsed language and minimal hesitation.</li> <li>• responses are consistently clear and easily understood.</li> </ul>



<p style="text-align: center;"><b>Achieved</b></p> <p>Responses demonstrate control of a range of appropriate language features.</p>	<p style="text-align: center;"><b>Merit</b></p> <p>Developed responses are given, with good control of a wide range of appropriate language features to communicate ideas effectively.</p>	<p style="text-align: center;"><b>Excellence</b></p> <p>Developed extended responses are given.</p>
<p><b>Judgement</b> Responses show the ability to use enough language features to communicate ideas. Range: language features include – grammatical, lexical and phonological features relevant to content and context; grammatical features include – verb forms (present, past and future), modals; phonological features include – pronunciation, intonation, stress, pace, audibility, rhythm. lexical features may include but are not limited to – correct word choice, grammatical form, formal register.</p>	<p><b>Judgement</b> Responses are developed by expanding on statements with supporting details.</p>	<p><b>Judgement</b> Responses are developed and extended by linking and explaining additional details.</p>
<p><b>Evidence</b> This means that responses to questions include use of the following language features with some lapses:  Grammatical language features e.g. <i>I <b>used</b> to live in Taiwan. Now I <b>live</b> in New Zealand. This <b>is</b> my last year at Kingswood College. Next year I <b>will go</b> to University.</i></p>	<p><b>Evidence</b> This means that responses to questions are expanded with good control of a wide range of language features: Grammatical language features e.g. <i>I've <b>lived</b> in New Zealand for the last five years and before that I <b>was living</b> in Taiwan. At the moment I <b>study</b> at Kingswood College and I'm in Year 13. Next year I <b>might</b> go to university or I <b>could</b> have a gap year instead.</i></p>	<p><b>Evidence</b> This means that the candidate can make connections across a spoken response. These may include using cohesive devices to:</p> <ul style="list-style-type: none"> <li>• link cause or result e.g. <i>At the moment I study at Kingswood College and I'm in Year 13. I'm planning on having a gap year <b>so</b> I'm looking for a job to earn some money to help pay for my studies.</i></li> </ul>

Lexical language features: e.g. <i>I think I am <b>good at</b> Maths. I've always had <b>high marks</b> at school.</i>	Lexical language features are used with good control: e.g. <i>Maths is <b>my favourite subject</b> at school and I've always <b>received high grades</b>. I think that should help me in this job.</i>	<ul style="list-style-type: none"> <li>show a sequence e.g. <i>I've had a few part time jobs. <b>First of all</b> I had a paper run. <b>At the same time</b> I did some babysitting jobs. <b>After that</b> I helped out at our friend's dairy in the holidays. I think these jobs have helped to develop my skills.</i></li> </ul>
Phonological language features are appropriate to a formal interview with some lapses.	Phonological language features are appropriate to a formal interview and are used with good control.	

<b>Achieved</b> Spoken text may contain errors and inconsistencies, but these do not obscure meaning.	<b>Merit</b> Meaning of spoken text is conveyed with minor inconsistencies.	<b>Excellence</b> Meaning of spoken text is conveyed with minimal inconsistencies.
<b>Judgement</b> There is some repeated incorrect language use, but responses can be understood.	<b>Judgement</b> There are with only a few lapses in control of language. The speaker is easy to understand and can self-correct, if necessary.	<b>Judgement</b> The speaker demonstrates sustained control of language throughout the interview.
<b>Evidence</b> Refer to the examples above.	<b>Evidence</b> Refer to the examples above.	<b>Evidence</b> Refer to the examples above.

Interview is a minimum of four minutes long.

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