

## NZQA Assessment Support Material

<b>Unit standard</b>	<b>30982</b>				
<b>Title</b>	<b>Demonstrate understanding of a spoken text on a familiar topic (EL)</b>				
<b>Level</b>	<b>3</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 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.
- 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 or demonstrated 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>.
- Candidate's responses may contain minor phonological or linguistic errors and inaccuracies, but these must not obscure meaning. This standard assesses listening skills, not speaking, reading or writing skills.

- Spoken texts for this unit standard:
  - i. must be a minimum of three minutes;
  - ii. may include – news reports, public announcements, school or workplace communications;
  - iii. must be appropriate to the spoken mode, or a text which is designed for oral delivery;
  - iv. must be repeated once only;
  - v. must be delivered in clear and comprehensible speech.
  - 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 a spoken text giving information 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 transcript on the next page, once at normal speed or play the audio recording if one is available.
- Allow candidates time 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: Visiting a marae

As you know, when we're in Rotorua for our trip, one of the special things we will be doing at Rotorua is to visit a marae. For some of you this will be the first time you've been on a marae, so it's important that you understand what will happen and the correct way to behave.

The pōwhiri is the ceremony used to welcome visitors onto the marae.

Before the pōwhiri it is important to show respect.

- First of all, we need to arrive early. This is because it is considered impolite to walk onto a marae once a pōwhiri has started. We need to arrive at 10 am.
- We should dress formally so you will be wearing school uniforms.
- You should turn off your cell phones and keep them off throughout the pōwhiri.

It is also important that we are organised for the pōwhiri.

- We need to give a koha (or gift of money) so we'll organise this beforehand.
- Every group needs to have a speaker organised and Mark has offered to be our speaker.

The pōwhiri will begin with a karanga or call of welcome. This is usually done by women only. Our hosts will begin and a female from our group will reply and lead us slowly from the gateway towards the meeting house. We will all walk on as a group with women in the front and men at the back.

It is very important to remember customs at the whareniui or meeting house. Before reaching it, we all need to pause and stand with our heads bowed to remember the ancestors who have passed away. It is important to take our shoes off before we enter the meeting house. We will be shown where to sit but we stay standing until the karakia or prayer is completed. Men usually sit at the front.

Two important things to remember. Firstly, no eating or drinking during the welcome and secondly don't walk in front of a speaker on the marae.

Speeches can take place either in the meeting house or on the marae ātea. Speeches are usually given by the men. The hosts will begin with formal speeches and greetings. Then Mark will speak for us by giving a speech in Māori. Each speech is followed by a song or waiata. We will sing the song 'Te Aroha'. We have all practised it so you shouldn't need the words. Our male representative will speak next and then lay a koha for the host people when finished. Finally, we will all line up to greet our hosts by shaking hands and a hongiri. Remember that's the custom of pressing noses together.

After the pōwhiri our hosts will call us into the dining hall for food. It is polite to let the kaumatua or elders go first. We need to wait until the karakia or grace has been said before we start eating. Don't sit together as it's important we mix with our hosts. It's a good opportunity to learn as much as you can about Māori customs and culture.

I think that's probably enough for now. After we have finished at the marae we'll be going to a sheep show at the Agrodome. In the evening we'll have our farewell dinner. Are there any questions?

## Assessment Schedule

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### Listening text: Visiting a marae

Performance Criteria	Achieved	Merit	Excellence
	<p>1.1. Understanding of spoken text is demonstrated by identifying the main ideas and specific information.</p> <p>Range    minimum of four main ideas; minimum of six pieces of specific information.</p>	<p>1.1. Clear understanding of spoken information is demonstrated by identifying supporting details.</p>	<p>1.1 Thorough understanding of spoken information is demonstrated by identifying the overall meaning/purpose of the text or viewpoint of the speaker with evidence from the text.</p>
<b>Evidence</b>	<p><b>Main ideas</b> Answers similar in meaning to:</p> <p>2.    <i>Respect.</i></p> <p>6.    <i>karanga or call of welcome (from the hosts)</i></p> <p>7.    <i>(important) customs (at the wharenui or meeting house)</i></p>	<p><b>Supporting details</b> Answers similar in meaning to:</p> <p>4. Any one of the following:</p> <ul style="list-style-type: none"> <li>• <i>Arrive early</i></li> <li>• <i>Dress formally (wear school uniform)</i></li> <li>• <i>Turn off cell phones</i></li> </ul>	<p>Question 20. Answers similar to:</p> <p><i>A visit to a Marae / The Pōwhiri / What happens when you visit a marae.</i></p> <p><i>The speaker gives instructions for what to do before, during and after the pōwhiri.</i></p>

Performance Criteria	Achieved	Merit	Excellence
<p><b>Evidence</b></p>	<p>10. One of the following:</p> <ul style="list-style-type: none"> <li>• <i>in the meeting house (wharehenui)</i></li> <li>• <i>on the marae (ātea)</i></li> </ul> <p>14. <i>the dining hall for food.</i></p> <p><b>Specific information</b></p> <p>The following answers:</p> <p>1. <i>c. Rotorua</i></p> <p>3. <i>b. 10 am</i></p> <p>9. <i>c. at the front of the meeting house</i></p> <p>11. <i>Mark</i></p> <p>12. <i>a. a song</i></p> <p>16. <i>a sheep show / Agrodome)</i></p> <p>17. <i>(farewell) dinner</i></p>	<p>5. Both of the following answers:</p> <ul style="list-style-type: none"> <li>• <i>a. a koha / gift of money).</i></li> <li>• <i>d. a speaker</i></li> </ul> <p>8. Answer similar to: <i>Take shoes off</i></p> <p>13. One of the following:</p> <ul style="list-style-type: none"> <li>• <i>shake hands</i></li> <li>• <i>hongi / press noses</i></li> </ul> <p>15. Answer similar to: <i>Wait until the karakia (or grace) has been said.</i></p>	<p>Question 21. Answers similar to:</p> <p><i>To prepare the students for the marae visit by going over the customs and what will happen. The text says that it's important the students understand what will happen and know the correct way to behave.</i></p>

Performance Criteria	Achieved	Merit	Excellence
<b>Judgements</b>	<p><b>Main ideas</b> – Questions 2, 6, 7, 10, 14 Four out of five main ideas are identified correctly</p> <p><b>Specific information</b> – Questions 1, 3, 9, 10, 11, 12, 16, 17 Six out of eight pieces of specific information are identified correctly.</p>	<p><b>Supporting details</b> – Questions 4, 5, 8, 13, 15. Four out of five supporting details are identified correctly.</p>	<p><b>Overall purpose / meaning</b> – Questions 20 and 21. The overall meaning / purpose of the spoken interactional text is identified correctly.  Both answers are correct.</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.