

<b>Title</b>	<b>Listen to and understand moderately complex English language spoken instructions in an applied context</b>		
<b>Level</b>	<b>3</b>	<b>Credits</b>	<b>5</b>

<b>Purpose</b>	<p>Learners credited with this unit standard are able to listen to and understand moderately complex English language spoken instructions in an applied context.</p> <p>This unit standard is for people for whom English is an additional language.</p> <p>It is intended for learners with increasing independence in English.</p>
----------------	--

<b>Classification</b>	Languages > English Language
-----------------------	------------------------------

<b>Available grade</b>	Achieved
------------------------	----------

### Guidance Information

- 1 This unit standard may contribute to the New Zealand Certificate in English Language (Applied) (Level 3) [Ref: 3667]. Assessment of outcomes must clearly reflect the context (employment or academic) being studied.
- 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 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>.
- 4 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/>.
- 5 All assessment activities must be conducted in English, which must not be the learner's first language.

- 6 Learners must be given time to read any written instructions and questions before the listening task. Clarification of task instructions may be requested by the learner, so long as this does not lead the learner to the correct answer. Responses may contain minor phonological or linguistic errors and inaccuracies, but these must not impede meaning. This standard assesses listening skills, not spoken, reading or written skills.
- 7 Learners may use a bilingual and/or an English dictionary.
- 8 Learners' responses may be oral, written or by demonstration. If responses are oral or by demonstration, they must not be heard or observed by other learners.
- 9 Spoken instructions for this unit standard:
- i must contain information that is relevant to the learner;
  - ii must include at least one set of spoken instructions and at least six multi-step instructions within the one task;
  - iii must be appropriate to the spoken mode or a text which is designed for oral delivery;
  - iv may be repeated once only;
  - v must be delivered in clear speech;
  - vi must involve simulated or actual tasks;
  - vii must be instructions for an applied context, such as operation of equipment (employment), an activity or project (academic);
  - viii must be of sufficient detail and complexity. This may include the use of dependent clauses such as conditionals, and indirect speech.
  - ix 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.
- 10 For quality assurance purposes, including moderation, if the learner's response is oral or demonstrated, the assessment 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>.
- 11 Guidelines for preparing submissions for moderation can be found at  
<https://www2.nzqa.govt.nz/tertiary/assessment-and-moderation-of-standards/external-moderation-application/>.
- 12 Definitions
- Moderately complex spoken instructions* refer to instructions with additional information. They are multi-step, requiring three or more related steps in the same instruction.
- Multi-step instructions* refer to three or more sequential directives.
- Specific information* refers to discrete items, for example dates, times, places, names, prices, percentages, numbers, measurements, acronyms, addresses (including web addresses).

---

## Outcomes and performance criteria

### Outcome 1

Listen to and understand moderately complex English language spoken instructions in an applied context.

### Performance criteria

- 1.1 The purpose of the set of instructions is clearly stated.
  - 1.2 Sequence of steps is provided.
  - 1.3 Instructions are linked to specific information.
- 

<b>Planned review date</b>	31 December 2029
----------------------------	------------------

### Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	29 March 2018	31 December 2026
Review	2	29 August 2024	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	0226
--	------

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](mailto:nqs@nzqa.govt.nz) if you wish to suggest changes to the content of this unit standard.