

Title	Listen to and understand an English language spoken interaction in a familiar context		
Level	3	Credits	5

Purpose	<p>People credited with this unit standard are able to listen to and understand an English language spoken interaction in a familiar context.</p> <p>This unit standard is for learners for whom English is an additional language.</p> <p>It is intended for learners with increasing independence in English.</p>
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Classification	Languages > English Language
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Available grade	Achieved, Merit, and Excellence
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Criteria for Merit	Clear understanding of spoken information is demonstrated by identifying supporting details.
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Criteria for Excellence	Thorough understanding of spoken information is demonstrated by identifying the overall purpose of the interaction and the relationship between the speakers.
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Guidance information

- 1 This unit standard may contribute to the New Zealand Certificate in English Language (General) (Level 3) [Ref: 1882].
- 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 can be awarded with an *Achieved*, *Merit* or *Excellence* grade. For the *Achieved* grade to be awarded, the outcome must be achieved as specified in the outcome statement. For the *Merit* grade to be awarded, the learner must meet the *Achieved* and *Merit* criteria. For the *Excellence* grade to be awarded, the learner must meet the *Achieved*, *Merit* and *Excellence* criteria.

- 4 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>.
- 5 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/>.
- 6 Assessment support material for *English Language* unit standards provide a model to help assessors develop further tasks that promote quality assessment practice. These documents and can be found at <https://www2.nzqa.govt.nz/qualifications-and-standards/assessment-support-materials/english-language/>.
- 6 All assessment activities must be conducted in English, which must not be the learner's first language.
- 7 Learners need to 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.
- 8 Learners may use a bilingual and/or an English dictionary.
- 9 Learners' 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 learners. Responses may contain minor phonological or linguistic inaccuracies, but errors must not impede meaning. This standard assesses listening skills, not spoken, reading or written skills.
- 10 Spoken interaction for this unit standard:
 - i must be at least three minutes;
 - ii may include interviews, discussions, meetings, practical transactions;
 - iii may be more than two speakers;
 - iv must be appropriate to the spoken mode or a text designed for oral delivery;
 - v must be repeated once only;
 - vi must be delivered in clear speech;
 - vii 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.
- 11 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>.
- 12 Guidelines for preparing submissions for moderation can be found at <https://www2.nzqa.govt.nz/tertiary/assessment-and-moderation-of-standards/external-moderation-application/>.

13 Definitions

Familiar context refers to a context that is well known and relevant to the learner. *Main ideas* refer to the most important or central thought of a paragraph or larger section of text.

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 an English language spoken interaction in a familiar context.

Performance criteria

1.1 Main ideas and specific information are identified.

Range at least four main ideas;
at least six items of specific information.

Planned review date	31 December 2029
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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

Consent and Moderation Requirements (CMR) reference	0226
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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 if you wish to suggest changes to the content of this unit standard.