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| <b>Title</b> | <b>Demonstrate understanding of complex spoken texts (EL)</b> |                |           |
| <b>Level</b> | <b>4</b>  | <b>Credits</b> | <b>15</b> |

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| <b>Purpose</b> | <p>This unit standard is for people for whom English is an additional language.</p> <p>People credited with this unit standard are able to demonstrate understanding of complex spoken texts (EL).</p> |
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| <b>Classification</b> | Languages > English Language |
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| <b>Available grade</b> | Achieved |
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| <b>Prerequisites</b> | <p>Unit 30981, <i>Demonstrate understanding of a moderately complex spoken text in an applied context</i>;</p> <p>Unit 30986, <i>Demonstrate understanding of moderately spoken instructions in an applied context</i>;</p> <p>Unit 30989, <i>Demonstrate understanding of a moderately complex spoken interaction in an applied context</i>; or demonstrate equivalent knowledge and skills.</p> |
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## Guidance Information

- 1 *English Language (EL)* refers to the acquisition of English as an additional language.
- 2 This unit standard is at a level comparable to the Common European Framework of Reference (CEFR) mid B2. It is intended for learners with independence in English. A structured overview of all CEFR related scales can be found at <http://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales>.
- 3 This unit standard may contribute to the New Zealand Certificate in English Language (General) (Level 4) [Ref: 3669]. The requirements of this standard are consistent with the *NZCEL Guiding Document*. This document includes guidelines relating to appropriate texts, task specifications and assessment conditions and can be found at <http://www.nzqa.govt.nz>.
- 4 All assessment activities must be conducted in English, which must not be the candidate's first language.
- 5 Candidates 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 candidate, so long as this does not lead the candidate to the correct answer.

- 6 The assessor must be satisfied that the candidate can independently demonstrate competence against the unit standard.
- 7 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.
- 8 Candidates may use an English dictionary, but not electronic devices to understand task instructions.
- 9 Candidate's responses may be oral or written. If responses are oral, they must not be heard or observed by other candidates. Responses may contain minor phonological or linguistic inaccuracies, but errors must not obscure meaning. This standard assesses listening skills, not spoken, reading or written skills.
- 10 Spoken texts for this unit standard:
- must be a minimum of eight minutes;
  - must be appropriate to the spoken mode, or a text which is designed for oral delivery;
  - may be repeated once only;
  - must be delivered in clear and comprehensible speech;
  - 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 the purpose of Outcome 1, a talk is information delivered by a single speaker.
- 12 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 can be found in *Preparing digital visual submissions for moderation*, accessed at: <http://www.nzqa.govt.nz>.
- 13 Assessment support material for *English Language* unit standards can be found at [www.nzqa.govt.nz](http://www.nzqa.govt.nz).
- 14 Definitions
- Complex spoken informational texts* refer to texts which include inter-related facts and/or ideas, for example presentations and broadcasts.
- Complex spoken interactional texts* refer to interactions which involve extended conversations between two or more participants, for example interviews, discussions, meetings, negotiations, problematic transactions, complex instructional interactions;
- 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).
- Spoken texts* refer to spoken informational or interactional texts encountered in social and community contexts relevant to the candidate.
- Supporting details* refer to additional information that explains, develops or illustrates the speaker/writer's main idea, for example reasons, causes, examples.

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## Outcomes and performance criteria

### Outcome 1

Demonstrate understanding of complex spoken informational texts.

Range minimum of two talks, each on a different topic, assessed on separate occasions.

### Performance criteria

1.1 Understanding of complex spoken informational texts is demonstrated by identifying main ideas, supporting details and specific information.

Range minimum of four main ideas for each text;  
minimum of six supporting details for each text;  
minimum of six pieces of specific information for each text.

1.2 Understanding of complex spoken informational texts is demonstrated by identifying the overall meaning and/or the viewpoint of the speaker.

### Outcome 2

Demonstrate understanding of complex spoken interactional texts.

Range minimum of two interactions, each for a different purpose, assessed on separate occasions.

### Performance criteria

2.1 Understanding of complex spoken interactional texts is demonstrated by identifying main ideas, supporting details and specific information.

Range minimum of four main ideas for each text;  
minimum of six supporting details for each text;  
minimum of six pieces of specific information for each text.

2.2 Understanding of complex spoken interactional texts is demonstrated by identifying the points of view of the speakers.

Range may include but are not limited to – implied, inferred, tone.

2.3 Understanding of complex spoken interactional texts is demonstrated by identifying the overall purpose.

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| Replacement information |   |
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|                         | This unit standard replaced unit standard 28053, unit standard 28054 and unit standard 28055. |

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| <b>Planned review date</b> | 31 December 2023 |
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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 | N/A                      |

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| <b>Consent and Moderation Requirements (CMR) reference</b> | 0226 |
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

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**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.