

Title	Listen to and understand complex English language spoken texts		
Level	4	Credits	15

Purpose	<p>People credited with this unit standard are able to listen and understand complex English language spoken texts.</p> <p>This unit standard is for learners for whom English is an additional language.</p> <p>It is intended for learners with independence in English.</p>
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Classification	Languages > English Language
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Available grade	Achieved
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Guidance Information

- 1 This unit standard may contribute to the New Zealand Certificate in English Language (General) (Level 4) [Ref: 3669].
- 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 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.
- 7 Learners may use an English dictionary.

- 8 Learners' responses may be oral or written. If responses are oral, 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.
- 9 Spoken texts for this unit standard:
- i must be at least eight minutes;
 - ii must be appropriate to the spoken mode, or a text which is designed for oral delivery;
 - iii may be repeated once only;
 - iv must be delivered in clear speech;
 - v 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
- 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 that 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 learner.
- Supporting details* refer to additional information that explains, develops, or illustrates the speaker/writer's main idea, for example, reasons, causes, examples.
- Talks* for the purpose of Outcome 1 is information delivered by a single speaker.

Outcomes and performance criteria

Outcome 1

Listen to and understand complex English language informational spoken texts.

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

Performance criteria

- 1.1 Main ideas, supporting details and specific information of each talk are identified and explained.
- Range at least four main ideas for each text;
at least six supporting details for each text;
at least six items of specific information for each text.
- 1.2 Overall meaning and/or the viewpoint of the speaker in each talk is identified and explained.

Outcome 2

Listen to and understand complex English language interactional spoken texts.

Range at least two interactions, each for a different purpose, assessed on separate occasions.

Performance criteria

- 2.1 Main ideas, supporting details and specific information of each interaction are identified and explained.
- Range at least four main ideas for each text;
at least six supporting details for each text;
at least six items of specific information for each text.
- 2.2 The points of view of the speakers in each interaction are identified and explained.
- Range may include implied, inferred, tone.
- 2.3 The overall purpose of each interaction is identified and explained.

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 at nqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.