

Title	Participate in a sustained formal interview in English language		
Level	4	Credits	5

Purpose	<p>People credited with this unit standard are able to participate in a sustained formal interview in English language.</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>
----------------	--

Classification	Languages > English Language
-----------------------	------------------------------

Available grade	Achieved
------------------------	----------

Guidance Information

- 1 This unit standard may contribute to the New Zealand Certificate in English Language (Employment) (Level 4) [Ref: 3668].
- 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 The interview may be simulated or an authentic situation. Interviewer's questions and learner's responses must be tailored to the time frame. Learners may not see the exact questions prior to the interview.

- 7 For quality assurance purposes, including moderation, assessment against this standard 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>.
- 8 Guidelines for preparing submissions for moderation can be found at <https://www2.nzqa.govt.nz/tertiary/assessment-and-moderation-of-standards/external-moderation-application/>.
- 9 Definitions
- Assertive strategies* refer to expressing ideas and needs in an open and direct way that is respectful of others e.g. offering opinions and suggestions, disagreeing respectfully.
- Cohesive devices* refer to conjunctions, connectives, and pronoun reference.
- Conventions* refer to verbal and non-verbal strategies such as greeting, form of address, leave-taking, appropriate eye contact; and behaviour and register appropriate to the formal context.
- Fluency* refers to a smooth flow of language with few unnatural pauses.
- Inconsistencies* refer to variable control in language features, where the learner can self-correct if necessary.
- Spontaneity* refers to responses that are natural and unrehearsed.
- Well-developed extended responses* refer to the linking and explaining of additional details.

Outcomes and performance criteria

Outcome 1

Participate in a sustained formal interview in English language.

Range may include job interview, performance appraisal, course interview, media interview;
at least eight minutes in duration.

Performance criteria

- 1.1 Manner appropriate to the purpose, participants, and specified context is employed in using formal interview conventions.
- Range opening and closing, common courtesies, body language, register.
- 1.2 Well-developed and extended responses incorporating relevant details and examples are given.

- 1.3 Good control in using a wide range of appropriate language features to effectively communicate is demonstrated.

Range grammatical, lexical, and phonological features relevant to content and context;
 grammatical features may include a range of verb forms, modality, discourse markers, cohesive devices.
 lexical features may include specialist and technical vocabulary, formal register, appropriate word choice, collocations;
 phonological features may include pronunciation, intonation, stress, pace, audibility, rhythm.

- 1.4 A range of interactive and assertive strategies appropriate to a formal interview are included in responses.

Range may include clarifying, confirming, asking for repetition, asking questions, giving or responding to feedback, non-verbal strategies, exemplifying, negotiation, persuasive language.

- 1.5 Evidence of spontaneity and fluency is observed in the spoken interaction, which can be understood with minimal effort.

Planned review date	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

Consent and Moderation Requirements (CMR) reference	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 at nqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.