

NZQA Assessment Support Material

Unit standard		31019			
Title	Participate in sustained spoken interactions (EL)				
Level	4	Credits	10	Version	1

Note

The following guidelines are supplied to enable assessors to carry out valid and consistent assessment using this internal assessment resource.

Assessors must manage authenticity for any assessment from a public source, because candidates may have access to the assessment schedule or candidate exemplar material. Use of this assessment resource without modification may mean that candidates' work is not authentic. The assessor will need to change the context or aspect of the topic to be investigated.

See Generic Resources and Guidelines at <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/>.

Assessor guidelines

Assessors need to be very familiar with the outcome being assessed by the unit standard. The outcomes, performance criteria and guidance notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

AWARD OF CREDIT



This unit standard can be awarded with an Achieved grade only.

CONDITIONS OF ASSESSMENT



This assessment will take place over a timeframe set by the assessor.

- All assessment activities must be conducted in English, which must not be the candidate's first language.
- Two or more candidates may be assessed simultaneously, but each candidate must fulfil the requirements of the unit standard independently.
- For the purposes of moderation, the assessment must be recorded audio-visually. If telephone conversations are used, there must be an audio and visual recording of both participants. 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>.

Context/setting

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.

Notes for assessors

- The Common European Framework of Reference for Languages (CEFR) describes language proficiency at six levels. This unit standard is informed by CEFR level 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>.
- This assessment resource contains one task, a transaction. However, to achieve this standard, candidates must complete two tasks; one transaction and one conversation. Each transaction must be on a different topic, each assessed on separate occasions.
- Two or more candidates may be assessed simultaneously, but each candidate must fulfil the requirements of the unit standard independently.
- Candidates may use the Student Checklist to guide preparation and to ensure they meet all the performance criteria.
- The assessment schedule is for assessors only and is not to be shared with candidates during the assessment process.
- Refer to your organisation's policies before offering a resubmission or further assessment opportunity.

Assessment task

This is one of two assessments that you will need to complete to achieve this unit standard.

Candidates will participate in a sustained transaction of at least 5 minutes in length, where they negotiate tenancy issues as the tenant or landlord.

The role play cards below should be adapted to the context and personal situation of your learners. The candidate should not view the information on their partner's card.

Tenant Role Play Card
<p>You have arranged a meeting with your landlord to discuss some issues with the house you are renting.</p> <p>This is the information you need:</p> <ul style="list-style-type: none">• It is a 2-bedroom house, and the rent is \$280 per week.• You have lived there one year, and you want to stay.• It is difficult to find houses to rent. <p>These are the issues:</p> <ul style="list-style-type: none">• The house is very cold and there is a draught from the windows. The house gets damp in winter. Your landlord has said that the house meets insulation standards.• The house has a built-in gas heater. It only heats the lounge. It's very expensive using electric heaters to heat the bedrooms. You would like to have heat pumps installed.• The fence at the back of the property is broken, and dogs come into your property. You have emailed your landlord about it but he hasn't done anything.• Your landlord wants to increase the rent to \$310 per week. You are not happy with this.

Landlord Role Play Card
<p>You let a two-bedroom house and receive \$280 per week in rent. Your tenant has requested a face-to-face meeting with you to discuss some issues they have with the rental property.</p> <p>These are some of the things you need to take into consideration during the discussion:</p> <ul style="list-style-type: none">• You want to increase the rent from \$280 to \$310.• You haven't increased the rent for 3 years and other landlords have increased theirs.• The rates for the house have gone up.• If you lose your tenant it is easy to find another one, but your tenant is good and reliable, so it is better to keep the same tenant.• You only want to spend money on the property if it will increase the value.• The tenant has emailed you regarding a broken fence. The fence was broken by a neighbour and you are currently negotiating with that neighbour to get it repaired.

Marking Checklist

Unit standard 31019: *Participate in sustained spoken interactions (EL)*

Transaction number: ____ (Note, to achieve this standard another transaction is required)

Candidate's name: _____

Date: _____

PC		Criteria met?
1.1	The learner uses appropriate conventions, e.g. <ul style="list-style-type: none"> • greetings and leave taking • appropriate eye contact and body language, • negotiation • clarifying, confirming, asking for repetition • giving and/or responding to feedback. 	Yes / No
1.2	The learner uses appropriate interactive strategies, e.g. <ul style="list-style-type: none"> • question and answer • agreement and disagreement • assertive strategies • clarification, confirming, asking for repetition • turn-taking strategies • verbal and non-verbal feedback. 	Yes / No
1.3	Learner demonstrates good control of a wide range of grammatical features, including: <ul style="list-style-type: none"> • complex structures • verb tenses/forms • modals, conditionals • question and response forms. 	Yes / No
1.3	Learner demonstrates good control of a wide range of lexical features, including word choice and grammatical form	Yes / No
1.3	Learner demonstrates good control of a wide range of phonological features, including: <ul style="list-style-type: none"> • pronunciation • intonation and stress • pace and rhythm • audibility 	Yes / No
1.3	Any inconsistencies seldom impede communication	Yes / No
1.4	Language is fluent and spontaneous and can easily be understood	Yes / No
	Interaction lasts for at least 5 minutes	Yes / No
	All criteria are met	Yes / No

Assessor: _____

Date: _____

Assessment Schedule

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An assessment schedule has been provided for one assessment task only. An assessment schedule will need to be developed for the remaining assessment task, required to achieve this unit standard.

Performance Criteria	Evidence for achievement	Judgements for achievement
<p>Participate in sustained spoken interactions (EL).</p> <p>Range minimum of two spoken interactions, one of which must be face-to-face, each on a different topic, each assessed on separate occasions; one transaction and one conversation; each interaction must be a minimum of five minutes.</p>	<p>Refer to evidence for 1.1-1.4 below</p>	<p>A sustained spoken interaction of at least five minutes is completed.</p>
<p>1.1 Conventions of spoken interactions are used in a manner appropriate to topic, context and participants.</p>	<p>Conventions must include:</p> <ul style="list-style-type: none"> • polite and formal greeting and leave taking e.g. <i>Good morning; Thank you for your time. Good bye.</i> • appropriate eye contact and body language. 	<p>Conventions are used appropriately to achieve the purpose of the interaction.</p>

Performance Criteria	Evidence for achievement	Judgements for achievement
	<ul style="list-style-type: none"> • negotiation, e.g. <i>I understand that there has been a general increase in rents; however, I feel that this increase...</i> <p>and will include some of the following as appropriate:</p> <ul style="list-style-type: none"> • clarifying, e.g. <i>Would that be with immediate effect, or would it start next month?</i> • confirming, e.g. <i>So I will get back to you via email within a week.</i> • asking for repetition, e.g. <i>Could you repeat that again please?</i> • giving feedback, e.g. <i>That sounds like a good solution.</i> • responding to feedback, e.g. <i>Yes, that would work. Thank you.</i> 	
<p>1.2 Interactive strategies are used to achieve the purpose of the interaction.</p> <p>Range interactive strategies may include but are not limited to – question and answer, agreement and disagreement, assertive strategies, clarification, confirming, asking for repetition, turn-taking strategies, verbal and non-verbal feedback.</p>	<ul style="list-style-type: none"> • Question and answer, e.g. <i>Could you explain the reason behind the rent increase? In the market overall rents have increased a lot over the last year and from a business perspective it makes sense to keep up with those increases.</i> • Agreement, e.g. <i>Yes, I think that would be a good solution.</i> • Disagreement, e.g. <i>I'm not sure if I agree with that.</i> 	<p>A range of interactive strategies is used to achieve the purpose of the interaction.</p>

Performance Criteria	Evidence for achievement	Judgements for achievement
	<ul style="list-style-type: none"> • Assertive strategies, e.g. <i>I understand your predicament. However, from my perspective, this is an investment, and therefore I need a reasonable return.</i> • Clarification, confirming and asking for repetition - see examples for 1.1. • Turn taking strategies, e.g. <i>Do you agree?</i> (offering a turn). <i>Sorry - you go</i> (after accidental interruption). • Verbal feedback - see examples for 1.1. • Non-verbal feedback, e.g. nodding, looking puzzled, smiling 	
<p>1.3. Spoken interaction demonstrates good control of a wide range of language features to communicate ideas effectively and achieve the purpose of the interaction.</p> <p>Range language features include – grammatical, lexical and phonological features relevant to content and context; grammatical features must include complex structures which may include but are not limited to – verb tenses/forms, modals, conditionals;</p>	<p>Grammatical features used effectively:</p> <ul style="list-style-type: none"> • complex structures, e.g. <i>Although we might not agree completely, I think we might be able to reach a compromise; If you were willing to do something about the insulation problems, I would be happy to pay the higher rent.</i> • verb forms and modals, e.g. <i>I think it would be better to</i> 	<p>Ideas are communicated effectively, using a wide range of language features, to achieve the purpose of the negotiation between the tenant and landlord.</p>

Performance Criteria	Evidence for achievement	Judgements for achievement
<p>question and response forms; lexical features may include but are not limited to – word choice, grammatical form; phonological features include – pronunciation, intonation, stress, pace, audibility, rhythm; spoken text may contain inconsistencies, but these seldom impede communication.</p>	<p>discuss some of the issues with the property first.</p> <ul style="list-style-type: none"> • conditionals, e.g. <i>But if you improved the insulation, wouldn't that add value to the property?</i> • question and response forms - see examples for 1.2 <p>Lexical features:</p> <ul style="list-style-type: none"> • word choice, e.g. <i>tenancy, rental, negotiation, increase</i> • grammatical form, e.g. <i>I don't quite agree. Let's see if we can reach an agreement.</i> <p>Phonological features:</p> <ul style="list-style-type: none"> • pronunciation • intonation • stress • pace • audibility • rhythm 	
<p>Spoken interaction is spontaneous, fluent and can be understood with minimal effort.</p>	<p>There are few hesitations and no indication of pre-learnt scripts.</p>	<p>There is evidence of spontaneity and fluency.</p> <p>Minimal effort is required to understand the interaction.</p>

Final grade will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the unit standard.