

Belonging (Speaking): Unit standard 1287

Writers: Jenni Bedford and Breda Matthews

NCEA LEVEL 2	
Unit standard	Elements and performance criteria
<p>Unit standard 1287, version 8</p> <p>Talk about self in an interview using learnt language patterns (ESOL).</p>	<p>Element 1: Talk about self in an interview using learnt language patterns (ESOL).</p> <p>Performance criteria</p> <p>1.1 Personal information about self and family is provided on request.</p> <p>Range: at least nine examples which may include but are not limited to – first name, surname, address, phone number, age, marital status, nationality, occupation, course of study, interests of self and family members.</p> <p>1.2 Interview responses include description of recent experience.</p> <p>Range: at least one statement using the simple past tense.</p> <p>1.3 Interview responses include reference to personal skills and/or qualities.</p> <p>Range: at least one statement using the simple present tense.</p> <p>1.4 Interview responses include reference to future plans.</p> <p>Range: at least one statement using future verb forms.</p> <p>1.5 Interview responses include use of interactive strategies.</p> <p>Range: interactive strategies may include – clarifying, giving and/or responding to feedback.</p> <p>1.6 Evidence is present that spontaneity in responses is beginning to emerge.</p> <p>1.7 Non-verbal communication is used to support and respond to the conversation.</p> <p>Range: may include – smiling, frowning, nodding, shrugging.</p>

RESOURCES

Assessment activities for other unit standards that could be used in conjunction with unit standard 1287:

- Listening: 'Belonging' (unit standard 15007)
- Reading: 'Belonging' (unit standard 2969)
- Writing: 'Belonging' (unit standard 3477)

Teacher guidelines

Unit standard 1287, version 8 Talk about self in an interview using learnt language patterns (ESOL) Level 2 4 credits
--

This unit standard has one element:

Element 1: Talk about self in an interview using learnt language patterns (ESOL).

Conditions

- All assessment activities must be conducted in English, which must not be the student's first language.
- Students may be assessed in an actual or simulated interview.
- For the purposes of moderation, the assessment must be recorded visually, e.g. on video tape or DVD. For guidance on how to submit materials for moderation please refer to <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-subject-resources/preparing-digital-visual-submissions-for-moderation/>
- The interview must take three to five minutes. Interviewer's questions and student's responses must be tailored to fit within this timeframe.
- Interview questions must not be provided prior to the assessment.
- Other students must not be present during the interview.

Learning contexts

Assessment for this unit standard should take place as part of a wider course of study and after students have had the opportunity to become familiar with the language patterns, vocabulary and question types through a range of speaking and listening activities.

Notes for assessors

- It is important to be aware of the special notes in the standard.
- Student's speech may occasionally include hesitations and or grammatical errors, but these must not interfere with meaning.
- Pronunciation, intonation, stress and rhythm may occasionally be unconventional, but these must not interfere with meaning.
- Students need to provide evidence that they can adjust learnt language patterns by initiating and/or responding during the interview.
- Refer to your institution's policies before offering further assessment opportunities.

Student instructions

Unit standard 1287, version 8 Talk about self in an interview using learnt language patterns (ESOL) Level 2 4 Credits
<p>This unit standard has one element: Element 1: Talk about self in an interview using learnt language patterns (ESOL).</p>
<p>Conditions</p> <ul style="list-style-type: none"> • The interview will take three to five minutes and will be recorded. • At times you may hesitate or make grammatical errors, but these must not interfere with meaning. • Your pronunciation, intonation, stress and rhythm may occasionally be unconventional, but these must not interfere with meaning.

Student checklist

In the interview you need to:	
Answer questions about yourself and your family.	1.1
Talk about something that happened to you recently, using the simple past tense e.g. <i>Last weekend I went to Rotorua and had a good time.</i>	1.2
Talk about something you are good at or the kind of person you are, using the simple present tense e.g. <i>I am good at playing soccer (and/or) I think I am a good team player.</i>	1.3
Talk about what you want to do in the future e.g. <i>When I leave school I'm going to...</i>	1.4
Use interactive strategies when you are asked questions: clarifying e.g. <i>'Do you mean...?'</i> giving feedback e.g. <i>'Yes, I think that's right...'</i> responding to feedback e.g. <i>Thank you</i>	1.5
Show that you can ask questions or answer questions using language that you haven't learned.	1.6
Use non- verbal communication to support what you say e.g. <i>smile, frown, nod, shrug</i>	1.7

Assessor interview guidelines

Possible interview questions

Students should not see these interview questions before the interview. In formative activities they can be given similar questions but not exactly the same and not in this order.

During the interview, only ask the extra questions if students have not met the requirements (performance criteria or length of interview).

1.5	Good morning (student's name). I'm going to ask you some questions about yourself and your family. Is that OK? (Wait for student to respond)
1.1	Can you please tell me your first name? And what is your surname? What is your address? And your phone number? How old are you? What country do you come from? What subjects are you taking at school this year? What do you like doing in your spare time? Tell me about your family. <u>Extra question if needed:</u> What does your family like to do in their free time?
1.2	What did you do last weekend? <u>Extra question if needed:</u> What did you do in the holidays?
1.3	Can you tell me about something you are good at? <u>Extra question if needed:</u> What do other people like about you?
1.4	What do you think you will do when you leave school? <u>Extra question if needed:</u> What kind of job would you like to do in the future?

Marking checklist

Student's name: Date.....

Performance criteria		A/NA
1.1	Nine pieces of information about self & family (circle those answered correctly) <ul style="list-style-type: none"> • First name; surname; address; phone number; age; nationality; course of study; interest; family information 	
1.2	<ul style="list-style-type: none"> • One statement about a recent experience. • Simple past tense used correctly. 	
1.3	<ul style="list-style-type: none"> • One statement about a personal skill or quality. • Simple present tense used correctly. 	
1.4	<ul style="list-style-type: none"> • One statement about future plans. • Future verb forms used correctly. 	
1.5	Interactive strategies (circle those used) <ul style="list-style-type: none"> • Clarifying; giving feedback; responding to feedback; asking a question 	
1.6	<ul style="list-style-type: none"> • Some unplanned language is used. 	
1.7	Non-verbal communication (circle the strategies used) <ul style="list-style-type: none"> • Smiling; frowning; nodding; shrugging. 	