

Belonging (Speaking): Unit standard 17359

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NCEA LEVEL 3	
Unit standard	Elements and performance criteria
<p>Unit standard 17359, version 4</p> <p>Talk about self in a formal interview (ESOL).</p>	<p>Element 1: Talk about self in a formal interview (ESOL).</p> <p>Range: may include but is not limited to – job interview, course interview.</p> <p>Performance criteria</p> <p>1.1 Opening and closing strategies used are appropriate to the context and to the participants.</p> <p>Range: greeting, establishing eye contact, concluding/finishing.</p> <p>1.2 Language used is appropriate to the situation, occasion, subject matter, and relationship between participants.</p> <p>1.3 Interview response includes description of past history, using past tense forms.</p> <p>Range: at least two extended statements.</p> <p>1.4 Interview responses include description of personal skills and/or competencies, using present tense verb forms.</p> <p>Range: at least two extended statements.</p> <p>1.5 Interview responses includes reference to future plans, using future tense forms.</p> <p>Range: at least two extended statements.</p> <p>1.6 Interview response includes use of interactive strategies.</p> <p>Range: interactive strategies may include but are not limited to – clarifying, giving and/or responding to feedback; Interactive strategies (non-verbal) may include but are not limited to – nodding, smiling.</p>

RESOURCES

Assessment activities for other unit standards that could be used in conjunction with unit standard 17359:

- [Listening: 'Belonging' \(unit standard 15009\)](#)
- [Reading: 'Belonging' \(unit standard 17364\)](#)
- [Writing: 'Belonging' \(unit standard 17370\)](#)

Teacher guidelines

Unit standard 17359, version 4	
Talk about self in a formal interview (ESOL)	
Level 3	4 Credits
<p>This unit standard has one element: Element 1: Talk about self in a formal interview (ESOL). Range: may include but is not limited to – job interview, course interview.</p>	
<p>Conditions</p> <ul style="list-style-type: none">• All assessment activities must be conducted in English, which must not be the candidate’s first language.• Students may be assessed in an actual or simulated formal 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 five to eight 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.	
<p>Learning contexts</p> <p>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, context and vocabulary through a range of speaking and listening activities.</p>	
<p>Notes for assessors</p> <ul style="list-style-type: none">• 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.• An extended statement is a response containing at least one main idea and supporting detail.• Refer to your institution’s policies before offering further assessment opportunities.	

Student instructions

Unit standard 17359, version 4 Talk about self in a formal interview (ESOL)	
Level 3	4 Credits
<p>This unit standard has one element: Element 1: Talk about self in a formal interview (ESOL). Range: may include but is not limited to – job interview, course interview.</p>	
<p>In this task you will be interviewed by a newspaper reporter about your experience of leaving your country and coming to live in New Zealand. You need to:</p> <ul style="list-style-type: none"> • tell the interviewer two to three things about your past • tell the interviewer about two to three things you do well • tell the interviewer two to three things you want to do in the future • ask at least one question. <p>You must answer in long sentences and will need to give the interviewer as much information as possible. Each sentence should have a main idea and some details e.g. <i>'I grew up in a small village in South Korea where everyone knew each other. I made some very good friends so it was hard to leave.'</i></p>	

Student checklist

In the interview you need to:	
Greet the interviewer in a formal way e.g. <i>Good morning/afternoon.</i>	1.1
Establish eye contact with the interviewer.	1.1
Finish the interview appropriately e.g. <i>Thank you ... Goodbye.</i>	1.1
Use appropriate formal language e.g. <i>'Hello' not 'Hi'</i>	1.2
Make two statements about past events and use past tense verb forms correctly e.g. <i>I went to the local school in my village but when I was thirteen we shifted to a nearby town so that I could attend a good high school.</i> (This is one extended statement)	1.3
Make two statements about personal skills and use present tense verb forms correctly e.g. <i>I think I am good at problem solving. That helps me in my Maths.</i>	1.4
Make two statements about future plans and use future tense forms correctly e.g. <i>When I finish university here I think I will return to Korea. I want to spend some time with my family there.</i> (This is one extended statement)	1.5
Use some of these interactive strategies: clarifying e.g. <i>'Do you mean...?'</i> giving feedback e.g. <i>'Yes, I think that's right...'</i> checking e.g. <i>'Is that last year?'</i> nodding to show you agree, smiling	1.6

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, so that you keep the interview within five to eight minutes.

This needs to be a formal interview so it is important that the interviewer models formal language and does not let the interview lapse into a casual chat.

1.1 1.6	<p>Good morning, I'm Mr/Mrs/Ms _____ and I am a reporter for the _____ (name your local newspaper). (Allow time for response).</p> <p>Please sit down. (Expect response). I would like to ask you some questions about your experiences coming to New Zealand and how you have settled into life here. Is that all right? (Wait for response).</p>
1.3	<p>Tell me where you come from and what it was like living there.</p> <p>Tell me about something you did in the past that you enjoyed.</p> <p><u>Extra question:</u> Tell me about your first few weeks when you arrived in New Zealand.</p>
1.4	<p>It must be hard leaving friends and coming to live in a new country. What personal skills or qualities do you have that help you as you settle into New Zealand?</p> <p>What hobby or sport are you good at and why?</p> <p><u>Extra question:</u> What subject are you good at and why?</p>
1.5	<p>What do you want to do when you finish school?</p> <p>What career are you aiming for?</p> <p><u>Extra question:</u> Do you think you will return to your home country?</p>
1.6	<p>Do you have any questions?</p> <p><u>Extra question</u> if student has not used two interactive strategies: Can I take a photo to go with the newspaper article? (wait for response)</p>
1.1	<p>Thank you. That's been very helpful. All the best for your future. (Expect a response).</p>

Marking checklist

Student's name: Date.....

Performance criteria		A/NA						
1.1	<p>Student greets the interviewer.</p> <p>Eye contact is made.</p>							
1.2	<p>Language used throughout the interview is formal. No slang is used.</p> <p>Language may occasionally include hesitations, grammatical errors and unconventional pronunciation, stress and rhythm but the meaning is always understandable.</p>							
1.3	<p>Student talks about the past and uses past tense forms correctly most of the time.</p> <ul style="list-style-type: none"> • One statement with supporting detail, and past tense forms used correctly. • One statement with supporting detail, and past tense forms used correctly. 							
1.4	<p>Student talks about personal skills/competencies and uses present tense verb forms correctly most of the time.</p> <ul style="list-style-type: none"> • One statement with supporting detail, and present tense verb forms used correctly. • One statement with supporting detail, and present tense verb forms used correctly. 							
1.5	<p>Student talks about the future and uses future tense forms correctly most of the time.</p> <ul style="list-style-type: none"> • One statement with supporting detail, and future tense forms used correctly. • One statement with supporting detail, and future tense forms used correctly. 							
1.6	<p>At least two interactive strategies are used (circle those used)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">clarifying</td> <td style="width: 50%;">giving feedback</td> </tr> <tr> <td>responding to feedback</td> <td>asking a question</td> </tr> <tr> <td>nodding</td> <td>smiling</td> </tr> </table>	clarifying	giving feedback	responding to feedback	asking a question	nodding	smiling	
clarifying	giving feedback							
responding to feedback	asking a question							
nodding	smiling							
1.1	Student ends appropriately e.g. by saying thank you or goodbye.							

Assessment schedule

Unit standard 17359, version 4 Talk about self in a formal interview (ESOL)		
Level 3		4 Credits
<p>Element 1: Talk about self in a formal interview (ESOL). Range: may include but is not limited to – job interview, course interview.</p>		
PC	Evidence	Judgment
<p>1.1 Opening and closing strategies used are appropriate to the context and to the participants.</p> <p>Range: greeting, establishing eye contact, concluding/finishing.</p>	<p>Greeting is formal and polite e.g. <i>Good morning</i>. Student looks at interviewer's eyes for at least a few seconds during the interview.</p> <p>Student ends his/her part in the interview appropriately e.g. <i>Thank you</i> or <i>goodbye</i></p>	<p>Appropriate greeting and closing has been used and eye contact made.</p> <p>All three are met.</p>
<p>1.2 Language used is appropriate to the situation, occasion, subject matter, and relationship between participants.</p>	<p>Word choice is formal rather than informal e.g. <i>Yes</i> not <i>Yeah</i> or <i>Hello</i> not <i>Hi</i>.</p>	<p>Formal language is used throughout most of the interview.</p>
<p>1.3 Interview response includes description of past history, using past tense forms.</p> <p>Range: at least two extended statements.</p>	<p>Student makes two extended statements about past history supported by details e.g.</p> <p><i>I grew up in a small town in Mexico and then later my family moved to the city. That's where I went to high school.</i></p> <p><i>I really enjoyed all the festivals in Mexico. We had lots of special food and I liked the parades.</i></p>	<p>Two extended statements about past history are made.</p> <p>Each statement has a main idea and supporting detail.</p> <p>Past tense verbs are used correctly most of the time</p>

<p>1.4 Interview responses includes description of personal skills and/or competencies, using present tense verb forms.</p> <p>Range: at least two extended statements.</p>	<p>Student makes two extended statements about personal skills/competencies, supported by details e.g.</p> <p><i>I think I am quite adaptable. I like change and seem to make new friends wherever I go.</i></p> <p><i>I am a good soccer player. It is the national sport in my country and I am a fast runner and a good defender.</i></p>	<p>Two statements about personal skills and/or competencies are made.</p> <p>Each statement has a main idea and supporting detail.</p> <p>Present tense verbs are used correctly most of the time.</p>
<p>1.5 Interview responses includes reference to future plans, using future tense forms.</p> <p>Range: at least two extended statements.</p>	<p>Student makes two extended statements about future plans supported by details e.g.</p> <p><i>When I finish school I'm hoping to go to Victoria University. If I can't get in there I might try Otago.</i></p> <p><i>I think I will major in sports science. I really enjoy sports so after I finish I might become a PE instructor.</i></p>	<p>Two statements about future plans are made.</p> <p>Each statement has a main idea and supporting detail.</p> <p>Future tense forms are used correctly most of the time.</p>
<p>1.6 Interview responses includes use of interactive strategies.</p> <p>Range: interactive strategies may include but are not limited to – clarifying, giving and/or responding to feedback; interactive strategies (non-verbal) may include but are not limited to – nodding smiling.</p>	<p>Student responses could include:</p> <p>clarifying e.g. <i>Do you mean in Mexico?</i></p> <p>giving or responding to feedback e.g. <i>Yes, that's fine.</i></p> <p>asking questions e.g. <i>When will the article be in the paper?</i></p> <p>non-verbal strategies e.g. nodding, smiling.</p>	<p>Student response includes at least two interactive strategies.</p>
<p>Special note 6: Candidates speech may occasionally include hesitations and/or grammatical errors, but these must not interfere with meaning.</p>		<p>Meaning is clear.</p>

Special note 7: Pronunciation, intonation, stress and rhythm may occasionally be unconventional, but these must not interfere with meaning.	
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