

Formative task - Assessor Guidelines

Unit standard		30509			
Title	Demonstrate and apply understanding of a short spoken text in English for an academic purpose				
Level	3	Credits	5	Version	1

Note

Assessors must manage authenticity for any assessment from a public source, because candidates may have access to the assessment schedule or student exemplar material.

Use of this assessment resource without modification may mean that candidates' work is not authentic. The assessor will need to change figures, measurements or data sources or set a different context or topic.

See Generic Resources and Guidelines at

<http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/>.

Assessors need to be very familiar with the outcome being assessed by the unit standard. The outcomes, performance criteria and the 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.

To be awarded credit for this unit standard 30509, candidates must demonstrate and apply understanding of a short spoken text in English for an academic purpose

Conditions of assessment

This is a **closed book assessment** and will take place over a timeframe set by the assessor.



- Candidates must be given sufficient time to take notes and complete the assessment task after the second listening.
- Candidates cannot resubmit this assessment.
- Candidate responses may be in any form, which may include but is not limited to - table, graphic, written, oral. Responses must not be heard or observed by other candidates.
- Responses need not be grammatically correct, but errors must not interfere with meaning.
- The assessor must be satisfied that the candidate can independently demonstrate competency against the unit standard.
- Assessment should be conducted in a real situation, or in a simulated situation which closely reflects an authentic academic context. This may include but is not limited to - lecture, seminar, interview.
- For assessment against this standard, the academic purpose must be communicated to the candidate prior to the assessment.

Resource requirements

Spoken material:

- must be listened to uninterrupted and be repeated once;
- must be a minimum of four minutes in length;
- must be one spoken text;
- must be at a language level of sufficient complexity to satisfy the academic requirements of study at New Zealand Qualifications Framework Levels 3, 4 and 5 - for example, course textbook, introductory academic text, non-fiction book, journal article;
- should use vocabulary which is based on a text of an academic nature;
- may include visual aids e.g. DVD, digital presentation.

Context/setting

It is recommended that assessment for this standard is linked with study and assessment in other learning areas. This could include:

- unit standard 30511 *Read and apply information in English for academic purposes*;
- unit standard 30508 *Write a short crafted text for a specified audience using resource material in English for an academic purpose*;
- unit standard 30507 *Write a short text under test conditions in English for an academic purpose*;
- unit standard 30510 *Deliver a short oral presentation in English for an academic audience*.

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 low B2. Teachers and assessors are encouraged to refer to these descriptors to gain a clearer understanding of the competencies required by this standard. A structured overview of all CEFR related scales can be found at <http://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales>
- It is important that assessors and candidates are familiar with the guidance information, including definitions, the outcome and performance criteria of the unit standard.
- Although the level of the spoken text must meet the requirements of CEFR low B2, some vocabulary from a higher level that is relevant to the topic and context should be used in order to meet the requirements of the standard.
- Candidates should not have heard the spoken text before attempting the assessment task.
- Responses must be given without prompting.
- The assessor must be satisfied that the candidate can independently demonstrate competency against the unit standard.
- Appropriate assessment conditions as per your organisation's guidelines must be adhered to, in order to ensure authenticity of student evidence and to safeguard the validity of assessment.
- Refer to your organisation's policies before offering further assessment opportunities. Note, this task cannot be resubmitted.

Assessment task

In this assessment task candidates are required to listen to a text to demonstrate and apply understanding.

The academic purpose of the task is to identify problems and solutions for bicultural children.

Research question

What are some of the problems faced by bicultural children as they grow up in New Zealand?
What are some possible solutions?

Listening task

Instructions for assessors

- Give the candidates time to read the student instructions and the questions.
- Candidates may ask for clarification of the outcome, performance criteria and questions, although guidance given by assessor must not invalidate the assessment task.
- Read the text once at normal speed.
- Allow candidates time to complete Part A.
- Read the text a second time.
- Allow candidates time to revisit Part A if required and to complete Part B.

Listening transcript

What does being a New Zealander mean today? There is a large group of people who are born into two cultures. But sadly, it's often the way we look, that determines what box others place us in. In today's lecture I'm going to let one of these bicultural New Zealanders tell you her story and then I'll conclude by looking at some possible ways forward.

Kia ora, my name is Lisa. My mother is Pākehā and my father, who was Maori, died when I was seven. My mother raised me and my sister on her own — and in the school holidays, she'd send me off to Nelson to reconnect with Dad's family.

Growing up, life was full of problems for me. The first real issue came at school because I just wanted to be like everyone else but I wasn't. So I did what I had to do to fit in with the mainstream at school. For me, this meant not engaging with things Māori, and avoiding the places where large groups of Māori girls sat during break times because these girls were seen as troublemakers and I didn't want others to think I was one too. I understood the unspoken rules. Fail and you're seen as just another Māori. Succeed and you're just like everyone else. I wanted to be like everyone else.

But there was another problem I had and this was the real reason that I didn't want to sit with that group of Māori girls: I was ashamed because I didn't feel like I belonged, and I certainly didn't feel like a "real" Māori. In short I had an identity problem. For example, real Māori, I thought, were tough, got into trouble in class, had boyfriends, and did adult stuff in the weekend. I was a sellout. Being Māori in a state-run school means you're often a square peg trying to fit into a round hole. You learn how to fit in neatly. Or else

you don't, and you become a "problem". My problem was that in learning to fit in with the Pakeha girls I had to learn to ignore the parts of myself that didn't fit in— I even started to think that something about myself wasn't quite right.

It saddens me that the inner conflict I began experiencing as a student 25 years ago is still there for Māori students today. When I started teaching, I again saw the problem of how Māori students just accept the way the school system treats them, because they aren't presented with any other choice. For instance, one of my students spoke about how it felt to sit between cultures — and to feel torn. She told me that she didn't fit the school's ideas about what it means to be Māori, so she'd chosen to think of herself as a Kiwi.

So we've heard about some of the problems Lisa faced as she struggled with knowing who she was, of being caught in the middle and feeling like she had to choose one culture over the other. Melinda Webber, herself bicultural, and a researcher, is interested in how to support and encourage bicultural children as they seek to develop their identity.

Melinda firstly believes that teacher training needs to include identity studies. This is because teachers need to be trained to address the diversity of children in classrooms. Auckland for example, is New Zealand's most culturally diverse city, with over 100 ethnicities and more than 150 languages spoken on a every day. According to Melinda, teachers can't support diverse students if they first don't really understand their own identity.

Growing up Melinda's solution was to create her own space – a space between both worlds. Melinda believes that this 'in between' space can be a very positive and valid place to be in. "It's a place where you can be confused and even angry for a while. That's just a normal process to go through when you are trying to find out about who you are. She thinks that will help children to choose to live in both cultures.

So, to sum up, we've looked at some of the problems faced by children in New Zealand who grow up with two cultures - the desire to fit in and be like everyone else. And then the inner conflict when they have to choose one culture over the other. To support young people, it is important that teachers are trained to be able to acknowledge diversity. It is also important to support young people to be able to choose to live in both cultures. Maybe then New Zealand schools will end up being more inclusive and accepting places.

Adapted from: “*Walking the space in between*” Te Kuaka Issue 3, 2008. Retrieved from <https://cdn.auckland.ac.nz/assets/education/about/news-and-events/docs/tekuaka/Tekuaka%20issue2-08.pdf>

and “*Why I didn't sit with the other Māori girls at school*” by Lianna MacDonald in E_Tangata, Issue 70, 2018. Retrieved from: <https://e-tangata.co.nz/identity/why-i-didnt-sit-with-the-other-maori-girls-at-school/>

**Formative task – Assessment schedule
Unit standard 30509**

e	Demonstrate and apply understanding of a short spoken text in English for an academic purpose				
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Performance Criteria	Evidence for achievement	Judgements for
1.1 Key information relating to the academic purpose is identified.	<p>Accept the problems in any order but the solutions must be linked to the correct problem. Answers similar to the following:</p> <p><u>Problems</u></p> <p>1a) <i>Lisa just wanted to be like everyone else but she wasn't / She did what she had to do to fit in with the mainstream at school.</i></p> <p>1b) <i>She had an identity problem / She didn't want to sit with the Māori girls because she was ashamed / she didn't feel like she belonged, that she was a "real" Māori / In learning to fit in with the Pakeha girls I had to learn to ignore the parts of myself that didn't fit in</i></p> <p>1c) <i>Māori students just accept the way the school system treats them, because they aren't presented with any other choice.</i></p> <p><u>Solutions</u></p> <p>2a) <i>Teacher training needs to include identity studies / teachers can't support diverse students if they first don't really understand their own identity.</i></p> <p>2b) <i>Encourage people to create their own space – a space between both worlds / creating an in between space will help children to choose to live in both cultures.</i></p>	<p>Key information relating to the academic purpose is identified</p> <p>Three out of five answers</p>

<p>1.2 Detailed and/or supporting information relevant to the key information is identified.</p>	<p>Candidates identify detailed and/or supporting ideas by selecting those most relevant to the main ideas. Answers similar in meaning to the following.</p> <p><u>Problems</u></p> <p>1ai) <i>This meant not engaging with things Māori / avoiding the places where large groups of Māori girls sat during break times / Māori were seen as troublemakers / she didn't want others to think she was one too.</i></p> <p>1bii) <i>Real Māori, were tough, got into trouble in class, had boyfriends, and did adult stuff in the weekend / She wasn't like them.</i></p> <p>1ciii) <i>A student spoke about how it felt to sit between cultures — and to feel torn / She didn't fit the school's ideas about what it means to be Māori, so she'd chosen to think of herself as a kiwi.</i></p> <p><u>Solutions</u></p> <p>2ai) <i>Auckland is New Zealand's most culturally diverse city, with over 100 ethnicities and more than 150 languages spoken on a every day.</i></p> <p>2bii) <i>It's a place where you can be confused and even angry for a while / That's just a normal process to go through when you are trying to find out about who you are.</i></p>	<p>Detailed and/or supporting information identified.</p> <p>Four out of five answers identified.</p>
<p>1.3 Understanding is applied in a form relevant to the academic purpose. This may include but is not limited to - summarising, outlining or tabulating.</p>	<p>E.g. <i>One of the main problems experienced by bicultural children as they grow and develop is a lack of identity. This problem is especially difficult for teenagers who want to fit in with their peers. It often leads them to choose one part of who they are over the other part. School culture can often make this problem worse.</i></p> <p><i>Possible solutions include ensuring that teacher training includes diversity studies. Also, students can be helped to establish their identity by first of all encouraging them to</i></p>	<p>Understanding is applied in a chosen method by candidates to support the main ideas of the text.</p>

	<p><i>choose their own space between the two cultures. Then they can gradually learn to choose to live in and enjoy both cultures.</i></p>	
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Formative task - Student Guidelines

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Level	3	Credits	5	Version	1

Award of credit

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

Conditions of assessment

This assessment is a closed book assessment and will take place over a time frame set by your assessor.



- Before listening to the text, you will be told what the academic purpose of the listening is.
- You will be given time to read through the questions.
- You will hear the text twice.
- You will be given enough time to take notes and complete the assessment task after the second listening.
- You will be given time at the end of the assessment to check your answers.
- Your responses may be in any form. This may include table, graphic, written, oral.
- Your responses do not need to be grammatically correct, but any errors you make should not interfere with meaning.
- You cannot resubmit this assessment.
- Refer to the checklist below to help you with your assessment

Assessment task

In this assessment task you will listen to a text to demonstrate you understand it. You will then apply understanding.

The academic purpose of the task is to identify problems and solutions for bicultural children.

Research question

What are some of the problems faced by bicultural children as they grow up in New Zealand?
What are some possible solutions?

Student checklist

In this assessment task you will need to show you can do the following:	PC
Identify key information in the text that links to the academic purpose.	1.1
Identify detailed and/or supporting information that is relevant to the key information.	1.2
Apply the information in a form that is relevant to the key information you have identified. This could be: <ul data-bbox="240 768 1187 905" style="list-style-type: none">● Summarising i.e. to write the main ideas only of what you have heard● Outlining i.e. to arrange information in a format● Tabulating i.e. to arrange the information in a systematic form such as in a table or bullet points.	1.3

Assessment task

Name Date.....

Student instructions

1. You will hear the talk twice.
2. Section 1: Answer the questions and complete the table as you listen to the talk.
3. Section 2: Use the information from Section 1 to answer the research question.

Section 1: Answer the questions and complete the tables as you listen.

Key information relating to the academic purpose is identified (1.1)

Detailed and/or supporting information relevant to the key information is identified (1.2)

	Key information	Detailed and/or supporting information
1a)	<u>Problem:</u>	1ai) <u>What did she do as a result of this problem?</u>
1b)	<u>Problem:</u>	1bii) <u>What did she do as a result of this problem? Give an example.</u>

1c)	<u>Problem:</u>	1ciii) <u>An example of this</u>
2a)	Solution	2ai) <u>An example</u>
2b)	Solution	2bii)
2c)	Solution	2ciii)

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