

Talk about self in a formal interview ESOL unit standard 17359 (version 4)

Adapted to meet the requirements of version 4.

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 using learnt language patterns (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.</p> <p>Range: at least two extended statements.</p> <p>1.5 Interview responses include reference to future plans using future tense forms.</p> <p>Range: at least two extended statements.</p> <p>1.6 Interview response include 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>

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 student'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 videotape 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 through a range of speaking and listening activities, the context and vocabulary and the question types used in the assessment. Students will need time to read and understand the requirements of the task.</p> <p>Notes for assessors</p> <ul style="list-style-type: none">• It is important that assessors and students are familiar with the requirements of the performance criteria and special notes.• 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 with supporting detail.• Refer to your school'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
Element 1: Talk about self in a formal interview.	
<p>In this task you will be interviewed about your career pathway by the careers' adviser at your school. The interview will be recorded and needs to take five to eight minutes.</p> <p>You must answer in complete sentences and give the interviewer as much information as possible. Each sentence should have a main idea and some details e.g. <i>'I think I would like a career in architecture because I've always enjoyed drawing and maths is my strongest subject.'</i></p> <p>It is expected that you will sometimes hesitate, and make a few grammatical and pronunciation errors. However, it is important that the interviewer can understand what you say.</p>	

Student checklist

In the interview you need to:	pc
Greet the interviewer in a formal way e.g. <i>Good morning/afternoon.</i>	1.1
Make eye contact with the interviewer.	1.1
End the interview appropriately e.g. say <i>Thank you ... Goodbye.</i>	1.1
Use appropriate formal language e.g. <i>Good afternoon</i> not <i>Hi</i>	1.2
Make at least two extended statements about past events and use past tense verb forms correctly e.g. <i>I went to school in China until I was thirteen. I took seven different subjects there. Then we came to New Zealand and...</i>	1.3
Make at least two extended statements about personal skills and use present tense verb forms correctly e.g. <i>I think my best subject is music. I belong to an orchestra and play first violin. I am also good at...</i>	1.4
Make at least two extended statements about future plans and future tense verb forms correctly e.g. <i>I would really like to attend a famous music school – maybe in New York if I am lucky enough to get in. I am also going to...</i>	1.5
Use interactive strategies: clarifying e.g. <i>'Is that what you wanted to know?'</i> giving feedback e.g. <i>'Yes, that's right I did take art'</i> checking e.g. <i>'Is that last year? Do you mean...?'</i> nodding to show you agree; smiling	1.6

Guidelines for Interviewer and 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. It is important to ensure questions and responses fit within the time frame of five to eight minutes. Extra questions can be used for this purpose.

It is important to allow the student time to answer each question by giving supporting detail independently, without prompting.

This needs to be a formal interview so it is important that the interviewer models formal language and doesn't let the interview become a friendly chat.

1.1 1.6	<p>Good morning, I'm Mr/Mrs/Ms _____ (Allow time for response).</p> <p>Please sit down. (Expect response).</p> <p>I would like to ask you some questions about your career choice so that we can make sure you take the right subject choices at school. Is that all right? (Wait for response)</p>
1.3	<p>Now, what subjects did you take last year? How did you get on?</p> <p>Extra question: Tell me about your first day (week) at this school.</p>
1.4	<p>Which subject do you do best in? Why do you think that is?</p> <p>Tell me about something you are good at apart from subjects – maybe sport or hobbies?</p> <p>Extra question: What personal qualities do you think you have?</p>
1.5	<p>What job do you hope to do in the future and why?</p> <p>What subjects do you want to take next year?</p> <p>Extra question: What else do you want to do in your future?</p>
1.6	<p>Do you have any questions?</p> <p>Extra question if student has not used two interactive strategies:</p>
1.1	<p>Thank you. All the best with your plans for next year. (Expect a response).</p>

Marking checklist

Student's name: Date.....

Performance criteria		A	NA
1.1	Student greets the interviewer appropriately.		
	Eye contact is made.		
1.2	Language used throughout the interview is formal. No slang is used.		
	Language may occasionally include hesitations, grammatical errors and unconventional pronunciation, stress and rhythm but the meaning is always understandable.		
1.3	Student talks about the past and uses past tense forms correctly most of the time.		
	One extended statement with main idea and supporting detail.		
	One extended statement with main idea and supporting detail.		
1.4	Student talks about the personal skills/competencies and uses present tense verb forms correctly most of the time.		
	One extended statement with main idea and supporting detail.		
	One extended statement with main idea and supporting detail.		
1.5	Student talks about the future and uses future tense forms correctly most of the time.		
	One extended statement with main idea and supporting detail.		
	One extended statement with main idea and supporting detail.		

1.6	<p>At least two interactive strategies are used. (Circle those used)</p> <p>asking a question clarifying</p> <p>giving feedback responding to feedback</p> <p>nodding smiling</p>		
1.1	<p>Student ends appropriately e.g. by saying thank you or goodbye.</p>		

Assessment schedule – Formal interview

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	Judgement
1.1	<p>Greeting is formal and polite e.g. <i>Good morning</i>.</p> <p>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>
1.2	<p>Word choice is formal e.g. <i>Yes</i> not <i>Yeah</i></p>	<p>Formal language is used throughout most of the interview.</p>
1.3	<p>Student makes extended statements about past history supported by details e.g.</p> <p><i>Last year I studied ESOL, technology, maths and science. It was hard for me because my English was not very good.</i></p> <p><i>I passed all of my subjects except for technology. I don't think I was very interested in it.</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>
1.4	<p>Student makes statements about personal skills/competencies, supported by details e.g.</p> <p><i>I think I am good at art. I really like painting and also creating sculptures.</i></p> <p><i>Maths is my best subject. I enjoy it the most because it is easy for me.</i></p>	<p>Two extended 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>

1.5	<p>Student makes extended statements about future plans supported by details e.g.</p> <p><i>Next year I am going to take ESOL, maths, physics and chemistry. I think those subjects will help me most.</i></p> <p><i>I would like to be a civil engineer so when I finish school I will go to university and study engineering</i></p>	<p>Two extended 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>
1.6	<p>Student responses could include: clarifying e.g. <i>Do you mean next year?</i> giving or responding to feedback e.g. <i>Yes, that's right.</i> asking questions e.g. <i>Do you think I have chosen the right subjects?</i> non-verbal strategies e.g. nodding, smiling.</p>	<p>Student responses include at least two interactive strategies.</p>

