

Our Changing World (Listening): Unit Standard 15007

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NCEA LEVEL 2	
Unit Standard	Elements and Performance Criteria
Unit standard 15007, version 4 Understand spoken information and instructions in a range of familiar contexts (ESOL)	<p><u>element 1</u></p> <p>Understand spoken information in a range of familiar contexts, using ESOL.</p> <p>Range: at least three types of spoken text, which may be repeated twice on request.</p> <p><u>performance criteria</u></p> <p>1.1 Type of spoken material is identified.</p> <p>1.2 Specific information in a spoken text is identified.</p> <p>Range: at least three pieces of information for each of the three types of spoken information.</p>

	<p><u>element 2</u></p> <p>Follow multi-step spoken instructions in familiar contexts, and request repetition as required, using ESOL.</p> <p>Range: at least five sets of spoken instructions with two or more steps.</p> <p><u>performance criteria</u></p> <p>2.1 Task is completed according to instructions.</p> <p>2.2 Request for repetition of instructions is relevant to the task.</p>
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RESOURCES

Assessment activities, for other unit standards, that could be used in conjunction with unit standard 15007.

- Speaking: 'Our Changing World' (unit standard 17360)
- Reading: 'Our Changing World' (unit standard 2986)
- Writing: 'Our Changing World' (unit standard 17368)

Teacher sheet

Unit standard 15007, version 4	
Understand spoken information and instructions in a range of familiar contexts (ESOL)	
Level 2	5 credits
<p>This unit has two elements.</p> <p>Element 1: Understand spoken information in a range of familiar contexts. Range: at least three types of spoken text, which may be repeated twice on request.</p> <p>Element 2: Follow multi-step instructions in familiar contexts, and request repetition as required. Range: at least five sets of spoken instructions with two or more steps. The instructions must use imperative clauses.</p>	
<p>Conditions</p> <ul style="list-style-type: none">• Understanding may be demonstrated by verbal or non-verbal response.• For element 1 parts of the text may be repeated TWICE on request.• For element 2 the text may be repeated on request. <p>Learning contexts</p> <p>It is important that topics used for spoken texts are familiar to students. This can be achieved by linking to writing topics (e.g. unit standard 17368) and reading topics (e.g. unit standard 2986). The listening transcripts for element 1 can model the conversations needed for unit standard 17360.</p> <p>Notes for Assessors</p> <ul style="list-style-type: none">• Before listening to the text students should be given time to read the questions and look up any unknown words in a dictionary.• In the case of a resubmission, care should be taken that any marking or comments made by the assessor do not indicate the right answer to the students.• Give students time at the end of the assessment to check answers.	

Student sheet (Element 1)

Unit standard 15007, version 4	
Understand spoken information and instructions in a range of familiar contexts (ESOL)	
Level 2	5 credits
Element 1: Listen to and understand three spoken texts on different topics. For this element you will do three separate assessment tasks.	
Conditions	
<ul style="list-style-type: none">• You will be given time to read the questions before you listen to the text.• You may ask any questions you want to and you may use a dictionary to check words before the assessment starts.• You will hear the text once.• Do not ask questions during the spoken text.• When the recording (or your teacher speaking) is finished you may ask for the text to be repeated twice.	
You will be given time at the end of the assessment to check your answers.	
Glossary	
Text means the spoken words you will listen to.	
Identify means to say what something is e.g. The main idea is	
Recording means an audio tape, video or CD.	

Checklist: Element 1

You will need to:	
identify the type of spoken text it is e.g. a radio programme, two teachers talking to each other.	1.1
identify three pieces of information from the text by answering questions about what is said in the text.	1.2

Teacher sheet: Task 1 (Element 1)

Assessment for unit standard 15007, version 4
Understand spoken information and instructions in a range of familiar contexts (ESOL)

Level 2 **5 credits**

Element 1 - Understand spoken information

Before each task:

1. Allow students time to read the questions.
2. Students may ask questions if needed and use a dictionary to look up any unknown words.
3. The words in italics are not part of the assessment and should be read twice to the students before the assessment begins.
4. Read each text out loud (or play a recording of the transcript).
5. Read the text a second and third time if requested.
6. Allow time for students to complete and/or check their answers.

Task 1: Read the following instructions twice to your students.

1. *Find Task 1 and read the questions.*
2. *Now listen to the text and answer the questions.*

Kyu-Jin: Hi Mrs Chen. This is Kyu-Jin. I'm sorry to phone so late but can I speak to Sam, please?

Mrs Chen: That's okay, Kyu-Jin, Sam's right here. I'll get him for you.

Kyu-Jin: Hi Sam. We've got to meet so that we can work on our science presentation. What dates are you free?

Sam: I'm at basket ball practice tomorrow. What about Thursday after school?

Kyu-Jin: No, I've got soccer practice on Thursday. Can you make it on Saturday?

Sam: Yes, Saturday's good. What about meeting at my house so we can use the computer for our poster?

Kyu-Jin: Good idea, what time?

Sam: What about 10 o'clock? I don't like getting up too early at the weekend!

Kyu-Jin: 10 is fine with me too. Now where do you live and how do I get there?

Sam: 24 Smith Road. It's the street opposite the petrol station. My house is the last house on the right.

Kyu-Jin: Okay, that's 10 o'clock on Saturday morning at your house. See you then.

Sam: Bye.

4. *Now check your answers.*

Student sheet: Task 1 (Element 1)

Assessment for unit standard 15007, version 4	
Understand spoken information and instructions in a range of familiar contexts (ESOL)	
Level 2	5 credits

Name _____ Date _____

Element 1 - Understand spoken information

1. Read the student instruction sheet carefully before starting the assessment task.
2. Listen carefully and follow the teacher's instructions.
3. Your teacher will read the text to you or play a recording.
4. Listen carefully and answer the questions while you listen.
5. When the text is finished you may ask for it to be repeated twice.
6. Check your answers.

Task 1

1. What type of spoken text is this? (Circle one)

a school lesson

a telephone conversation

a conversation

a speech

2. Answer the questions below

a. Why do Kyu-Jin and Sam need to meet?

.....

b. Why can't Kyu-Jin meet on Thursday?

.....

c. What day are they going to meet?

.....

d. Where are they going to meet?

.....

Teacher sheet: Task 2 (Element 1)

Assessment for unit standard 15007, version 4	
Understand spoken information and instructions in a range of familiar contexts (ESOL)	
Level 2	5 credits

Element 1 - Understand spoken information

Before each task:

1. Allow students time to read the questions.
2. Students may ask questions if needed and use a dictionary to look up any unknown words.
3. The words in italics are not part of the assessment and should be read twice to the students before the assessment begins.
4. Read each text out loud (or play a recording of the transcript).
5. Read the text a second and third time if requested.
6. Allow time for students to complete and/or check their answers.

Task 2: Read the following instructions twice to your students.

1. *Find Task 2 and read the questions.*
2. *Now listen to the text and answer the questions.*

Good morning class. Could everyone sit down please. You do not need your text books today.

We have been studying estuaries. In today's lesson we will look more closely at water and do an experiment.

When fresh water from rivers goes into an estuary, it mixes with salt water from the sea.

Different types of water have different densities. Salt water is more dense than fresh water. Cold water is denser than hot water. When two types of water with different densities meet they form layers.

Our experiment will look at what happens when waters with two different types of density meet.

Now find a partner to work with today and come and get a materials list.

4. *Now check your answers.*

Student sheet: Task 2 (Element 1)

Assessment for unit standard 15007, version 4	
Understand spoken information and instructions in a range of familiar contexts (ESOL)	
Level 2	5 credits

Name _____ Date _____

Element 1 - Understand spoken information

1. Read the student instruction sheet carefully before starting the assessment task.
2. Listen carefully and follow the teacher's instructions.
3. Your teacher will read the text to you or play a recording.
4. Listen carefully and answer the questions while you listen.
5. When the text is finished you may ask for it to be repeated twice.
6. Check your answers.

Task 2

1. What type of spoken text is this? (Circle one)

school notices a speech a lesson a conversation

2. Answer the questions below.

a. What topic have the students been studying?

.....

b. What are they going to do today?

.....

c. What happens when two different types of water meet?

.....

d. Write down one thing the students have to do.

.....

Teacher sheet: Task 3 (Element 1)

Assessment for unit standard 15007, version 4
Understand spoken information and instructions in a range of familiar contexts (ESOL)

Level 2

5 credits

Element 1 - Understand spoken information

Before each task

1. Allow students time to read the questions.
2. Students may ask questions if needed and use a dictionary to look up any unknown words.
3. The words in italics are not part of the assessment and should be read twice to the students before the assessment begins.
4. Read each text out loud (or play a recording of the transcript).
5. Read the text a second and third time if requested.
6. Allow time for students to complete and/or check their answers.

Task 3: Read the following instructions twice to your students.

1. *Find Task 3 and read the questions.*
2. *Now listen to the text and answer the questions.*

Sam: Hi, Kyu-Jin. Come on in. How are you?
Kyu-Jin: I'm fine, thanks. Have you been busy? I seem to have lots of homework at the moment.
Sam: No, I've only got this project to do. But my dad has been working hard and I've had to do lots of extra jobs in the house.
Kyu-Jin: That's bad. I'm really lucky, my parents never ask me to do anything in the house. Will your dad have to work this hard for much longer?
Sam: I hope not! Shall we get started on the project?
Kyu-Jin: Good idea. Now what did you find out about lugworms?
Sam: I researched physical characteristics and I found a good diagram that we could use on our poster. What did you find out about different types of lugworms?
Kyu-Jin: It was a lot of work! There are lots of different types of lugworms but there are three main groups; burrowers, filter feeders and predators.
Sam: Did you say predators? Does that mean they eat animals?
Kyu-Jin: Yes, it does and they live in lots of different places.
Sam: Okay, it looks like we have lots of information so let's get started.

4. *Now check your answers.*

Student sheet: Task 3 (Element 1)

Assessment for unit standard 15007, version 4	
Understand spoken information and instructions in a range of familiar contexts (ESOL)	
Level 2	5 credits

Name _____ Date _____

Element 1 - Understand spoken information

1. Read the student instruction sheet carefully before starting the assessment task.
2. Listen carefully and follow the teacher's instructions.
3. Your teacher will read the text to you or play a recording.
4. Listen carefully and answer the questions while you listen.
5. When the text is finished you may ask for it to be repeated twice.
6. Check your answers.

Task 3

1. What type of spoken text is this? (Circle one)

- | | |
|----------------|--------------------------|
| instructions | a telephone conversation |
| a conversation | a speech |

2. Answer the questions below.

a. Why is Sam busy?

.....

b. What did Sam find for the project?

.....

c. How many different types of lugworms are there?

.....

d. Does Sam think they have enough information for their project?

.....

Assessment Schedule: Task 1 (Element 1)

<p align="center">Unit standard 15007, version 4 Understand spoken information and instructions in a range of familiar contexts (ESOL)</p>		
Level 2		5 credits
<p>Element 1: Understand spoken information in a range of familiar contexts. Range: at least 3 types of spoken text, which may be repeated twice on request.</p>		
PC	Evidence	Judgement
1.1	The type of spoken text is identified. 1. A telephone conversation	Type of spoken language is identified. Answer is correct.
1.2	Answers similar to: 2a. To work on their science project 2b. He has soccer practice 2c. Saturday 2d. At Sam's house / 24 Smith Road	Specific information is identified. 3 out of 4 must be correct.

Assessment Schedule: Task 2 (Element 1)

<p align="center">Unit standard 15007, version 4 Understand spoken information and instructions in a range of familiar contexts (ESOL)</p>		
Level 2		5 credits
<p>Element 1: Understand spoken information in a range of familiar contexts. Range: at least 3 types of spoken text, which may be repeated twice on request.</p>		
PC	Evidence	Judgement
1.1	The type of spoken text is identified. 1. A lesson	Type of spoken language is identified. Answer is correct.
1.2	Answers similar to: 2a. Estuaries 2b. Look more closely at water / Do an experiment 2c. They form layers 2d. Find a partner / Come and get a materials list	Specific information is identified. 3 out of 4 must be correct.

Assessment Schedule: Task 3 (Element 1)

Unit standard 15007, version 4 Understand spoken information and instructions in a range of familiar contexts (ESOL)		
Level 2		5 credits
Element 1: Understand spoken information in a range of familiar contexts. Range: At least 3 types of spoken text, which may be repeated twice on request.		
PC	Evidence	Judgement
1.1	The type of spoken text is identified. 1. A conversation	Type of spoken language is identified. Answer is correct.
1.2	Answers similar to: 2a. His dad has given him lots of jobs to do 2b. A diagram / information on physical characteristics 2c. Lots / 3 (main groups) 2d. Yes	Specific information is identified. 3 out of 4 must be correct

Student sheet (Element 2)

Unit standard 15007 (version 4) Understand spoken information and instructions in a range of familiar contexts (ESOL)	
Level 2	5 credits
<p>Element 2: You will follow multi-step (more than one at a time) instructions. Ask for the instructions to be repeated if you need to. For this element you will do five assessment tasks.</p> <p>Conditions</p> <ul style="list-style-type: none">• You will be given time to read the questions before you listen to the text.• You may ask any questions you want to and you may use a dictionary to check words before the assessment starts.• You will hear the instructions once.• Do not ask questions during the spoken text.• As you listen, do what the instructions tell you to do.• When the teacher has finished reading the instructions, you may ask for part or all of the instructions to be repeated. <p>You will be given time at the end of the assessment to check your answers.</p>	

Checklist: Element 2

You will need to:	
listen and follow the spoken instructions your teacher gives you.	2.1
ask your teacher to repeat any of the instructions you need to hear again.	2.2

Teacher sheet: Task 1 (Element 2)

Assessment for unit standard 15007, version 4	
Understand spoken information and instructions in a range of familiar contexts (ESOL)	
Level 2	5 credits

Element 2 – Understand spoken instructions

Before each task:

1. Allow students time to read the questions.
2. Students may ask questions if needed and use a dictionary to look up any unknown words in the questions.
3. The words in italics are not part of the assessment and should be read twice to the students before the assessment begins.
4. Read each text out loud.
5. Read parts of the text again if requested.
6. Allow time for students to complete and/or check their answers at the end of each task.

Task 1

Read the following instructions twice to your students:

1. *Look at assessment task 1.*
2. *The words you need to use are in the box below the diagram.*
3. *Now listen and complete these instructions.*

- | |
|---|
| <ol style="list-style-type: none">1. Write your name on the dotted line that is on the left, above the diagram.2. Write the date on the dotted line that is on the right, above the diagram.3. Write the title “Diagram of an estuary” on the dotted line that is in the middle above the diagram.4. Label number 3 ‘sea’ and number 4 ‘land’. |
|---|

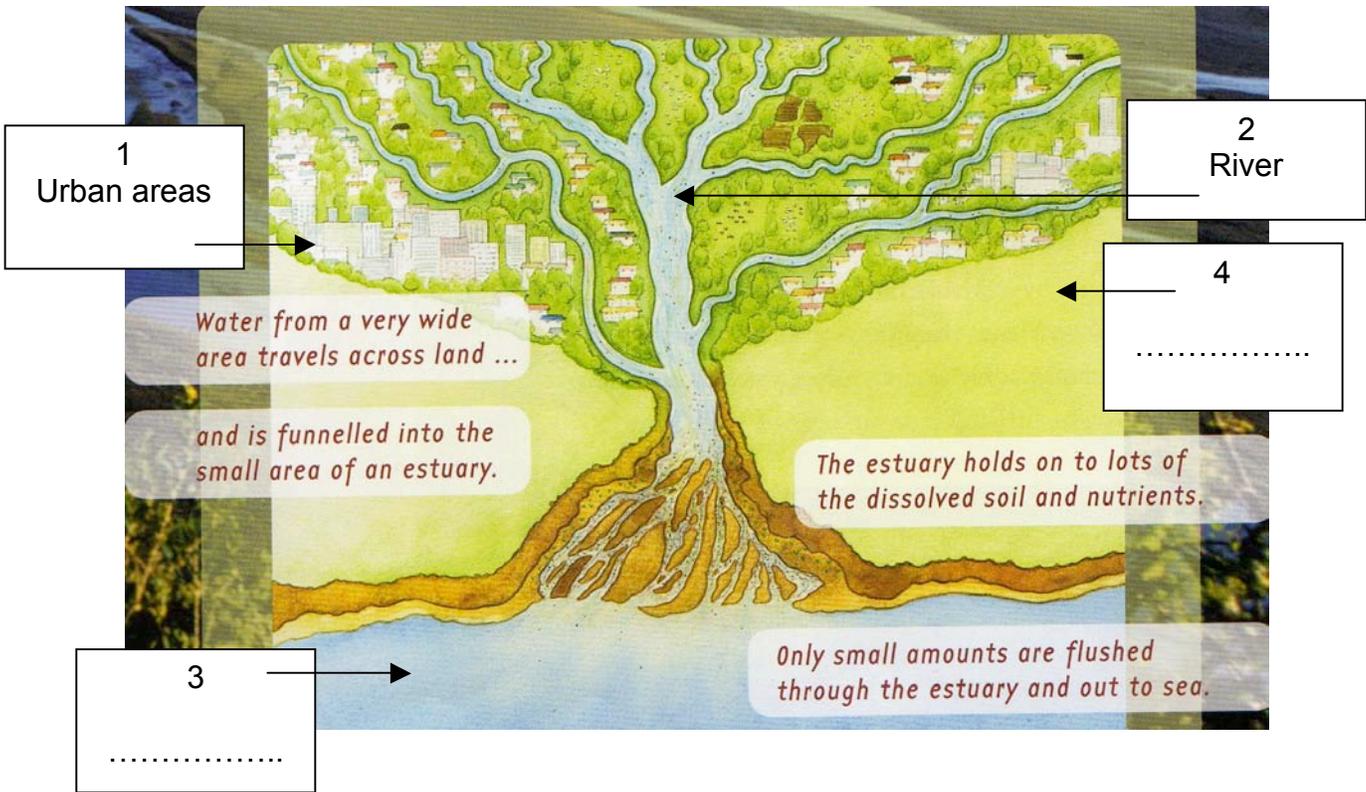
4. *Check your answers.*

Student sheet: Task 1 (Element 2)

Unit standard 15007, version 4	
Understand spoken information and instructions in a range of familiar contexts (ESOL)	
Level 2	5 credits
Element 2: In this element you will follow multi-step instructions. Ask for the instructions to be repeated if you need to.	

.....

.....



Vocabulary to use in your answers		
Diagram of an estuary	Land	Sea

Teacher sheet: Task 2 (Element 2)

Assessment for unit standard 15007, version 4	
Understand spoken information and instructions in a range of familiar contexts (ESOL)	
Level 2	5 credits

Element 2 – Understand spoken instructions

Before each task:

1. Allow students time to read the questions.
2. Students may ask questions if needed and use a dictionary to look up any unknown words in the questions.
3. The words in italics are not part of the assessment and should be read twice to the students before the assessment begins.
4. Read each text out loud.
5. Read parts of the text again if requested.
6. Allow time for students to complete and/or check their answers at the end of each task.

Task 2

Read the following instructions twice to your students:

1. *Look at assessment task 2.*
2. *The words you need to use are in the box at the bottom of the page.*
3. *Now listen to and complete these instructions.*

- | |
|---|
| <ol style="list-style-type: none">1. Write your name and the date on the correct lines and underline them both.2. Draw a picture of a leaf in the blank circle and write the word 'Plants' in the box below that circle.3. Choose the correct words from the box at the bottom of the page and write them in the spaces in the title box. |
|---|

4. *Check your answers.*

Student sheet: Task 2 (Element 2)

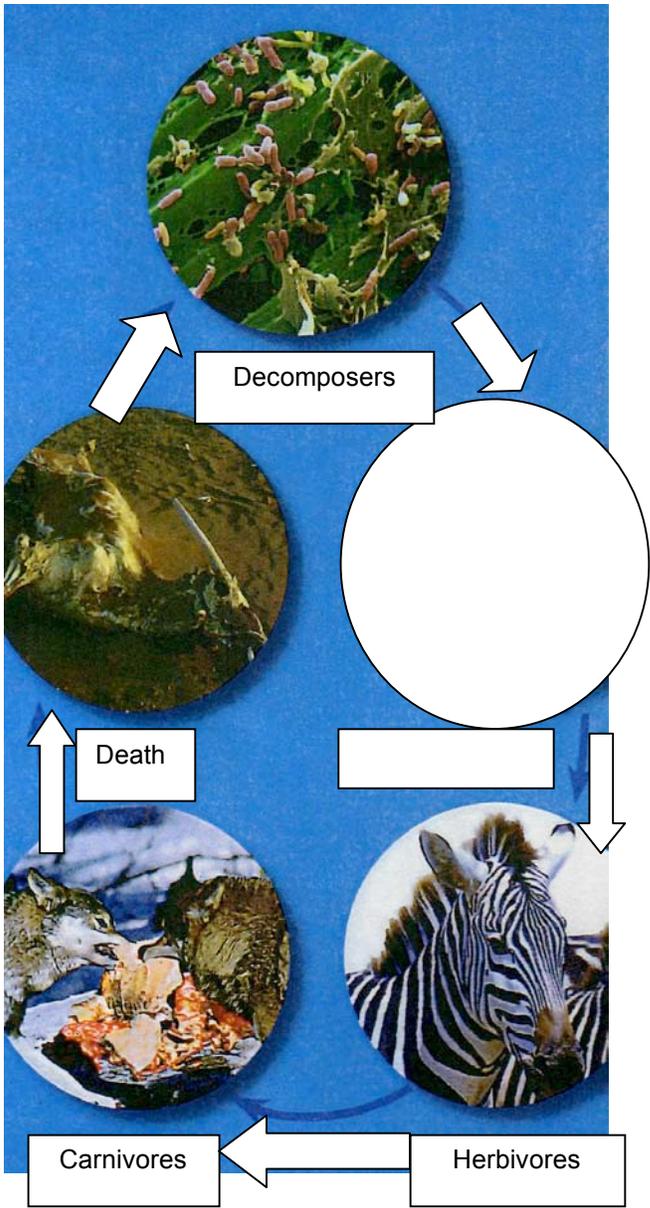
Name

Date:

Unit standard 15007, version 4
Understand spoken information and instructions in a range of familiar contexts (ESOL)

Level 2 **5 credits**

Element 2: In this element you will follow multi-step instructions. Ask for the instructions to be repeated if you need to.



Title

A food has no real beginning and no real

Words to use in your answer

plants
chain
end

Teacher sheet: Task 3 (Element 2)

Assessment for unit standard 15007, version 4	
Understand spoken information and instructions in a range of familiar contexts (ESOL)	
Level 2	5 credits

Element 2 – Understand spoken instructions

Before each task:

1. Allow students time to read the questions.
2. Students may ask questions if needed and use a dictionary to look up any unknown words in the questions.
3. The words in italics are not part of the assessment and should be read twice to the students before the assessment begins.
4. Read each text out loud.
5. Read parts of the text again if requested.
6. Allow time for students to complete and/or check their answers at the end of each task.

Task 3

Read the following instructions twice to your students:

1. *Look at assessment task 3.*
2. *The words you need to use are in the box at the bottom of the page.*
3. *Now listen to and complete these instructions.*

- | |
|---|
| <ol style="list-style-type: none">1. Write the title 'How plants get energy' above the diagram and underline the title.2. Write O² in the bubbles that do not have O² in them and write 'oxygen' in the space in the sentence below the bubbles.3. Write the word 'leaves' in box 1 and 'roots' in box 2. |
|---|

4. *Check your answers.*

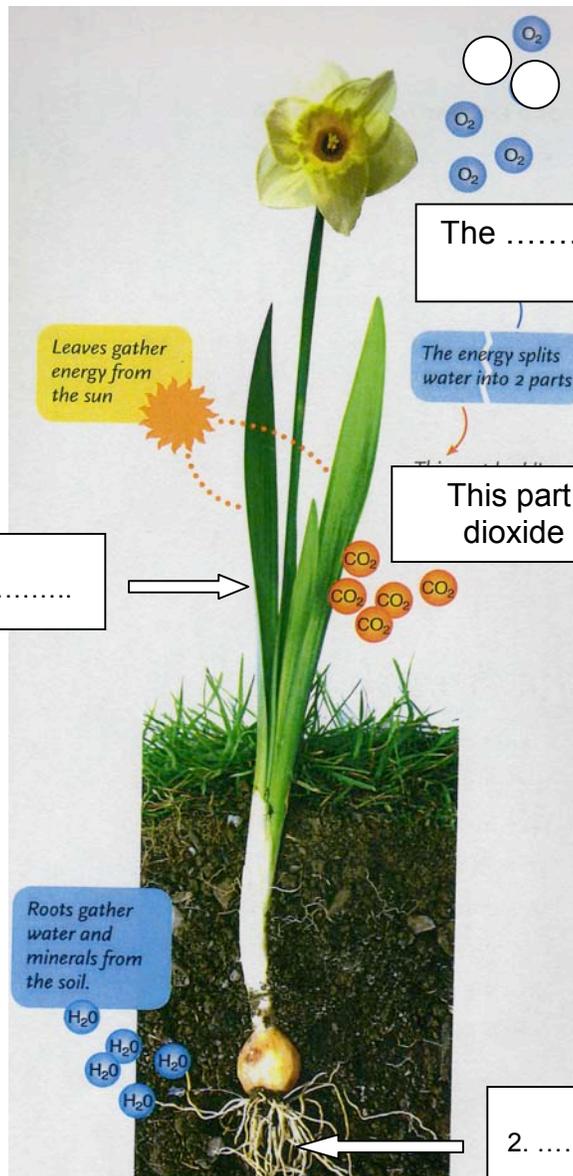
Student sheet: Task 3 (Element 2)

Name

Date:

Unit standard 15007, version 4
Understand spoken information and instructions in a range of familiar contexts (ESOL)
Level 2 **5 credits**
Element 2: In this element you will follow multi-step instructions. Ask for the instructions to be repeated if you need to.

.....



Words to use in your answers

How plants get energy

O²

oxygen

leaves

roots

Teacher sheet: Task 4 (Element 2)

Assessment for unit standard 15007, version 4	
Understand spoken information and instructions in a range of familiar contexts (ESOL)	
Level 2	5 credits

Element 2 – Understand spoken instructions

Before each task

1. Allow students time to read the questions.
2. Students may ask questions if needed and use a dictionary to look up any unknown words in the questions.
3. The words in italics are not part of the assessment and should be read twice to the students before the assessment begins.
4. Read each text out loud.
5. Read parts of the text again if requested.
6. Allow time for students to complete and/or check their answers at the end of each task.

Task 4

Read the following instructions twice to your students:

1. *Look at assessment activity.*
2. *The words you need to use are in the box at the bottom of the page.*
3. *Now listen to and complete these instructions.*

<ol style="list-style-type: none">1. Draw a tall tree at the back between the two other tall trees.2. Draw a row of four small trees in front of the tall trees and a row of grass at the front.3. Draw another wind direction arrow from the tall trees to the grass and write wind direction in box 1.
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4. *Check your answers.*

Student Sheet: Task 4 (Element 2)

Name

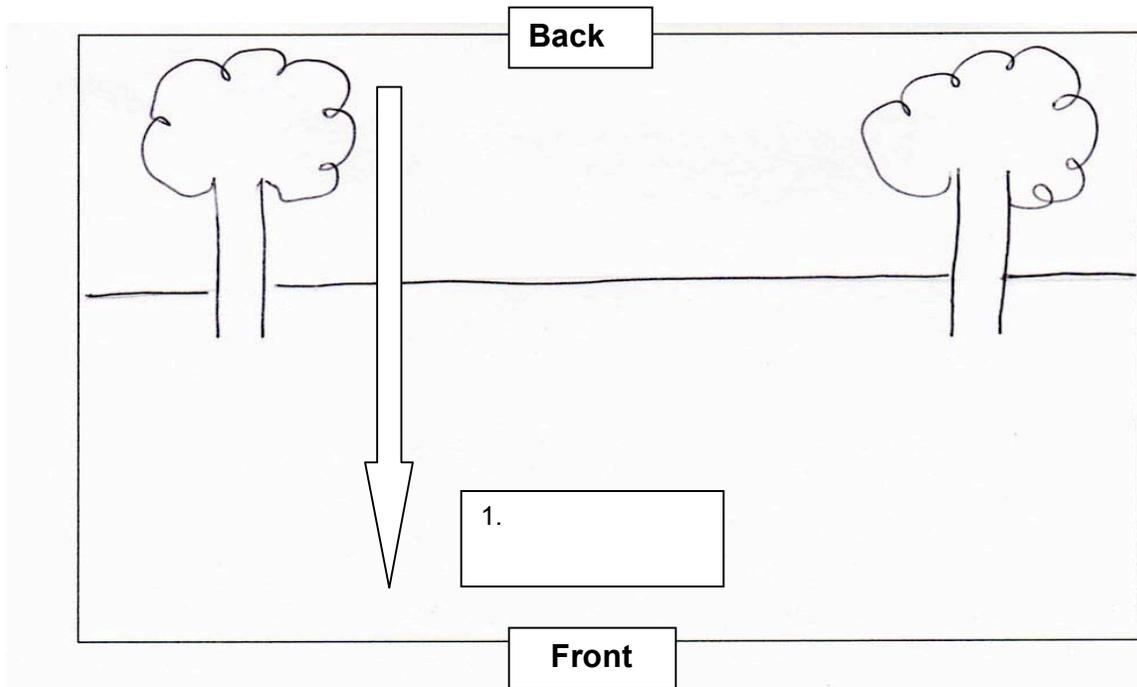
Date:

Unit standard 15007, version 4
Understand spoken information and instructions in a range of familiar contexts
(ESOL)

Level 2 **5 credits**

Element 2: In this element you will follow multi-step instructions. Ask for the instructions to be repeated if you need to.

How trees form a wind barrier



Key

	tall trees
	small trees
	grass

Words to use in your answers

Wind direction

Teacher sheet: Task 5 (Element 2)

Assessment for unit standard 15007, version 4	
Understand spoken information and instructions in a range of familiar contexts (ESOL)	
Level 2	5 credits

Element 2 – Understand spoken instructions

Before each task:

1. Allow students time to read the questions.
2. Students may ask questions if needed and use a dictionary to look up any unknown words in the questions.
3. The words in italics are not part of the assessment and should be read twice to the students before the assessment begins.
4. Read each text out loud.
5. Read parts of the text again if requested.
6. Allow time for students to complete and/or check their answers at the end of each task.

Task 5

Read the following instructions twice to your students:

1. *Look at assessment activity 5.*
2. *The words you need to use are in the box at the bottom of the page.*
3. *Now listen to and complete these instructions.*

- | |
|--|
| <ol style="list-style-type: none">1. Write the number 2 in the empty circles in the North Island and the number 3 in the empty rectangle on the left of the South Island.2. In the key, write Little Spotted Kiwi on the line next to the number 1 and North Island Brown Kiwi on the line next to number 2.3. Draw an arrow from number 6 to Stewart Island and write Great Spotted Kiwi on the line next to number 3 in the key. |
|--|

4. *Check your answers.*

Student Sheet: Task 5

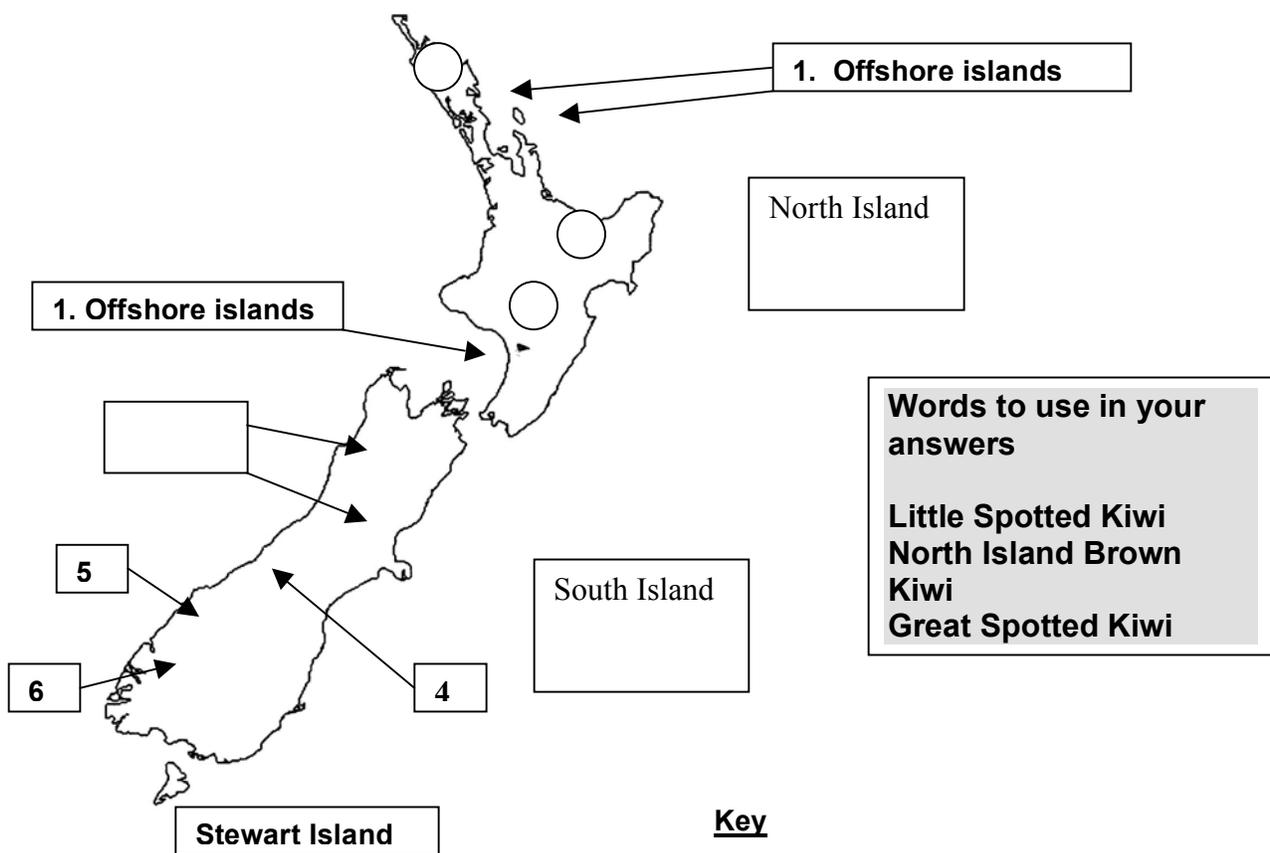
Name

Date:

ESOL Unit standard 15007 (version 4)
 Understand spoken information in a range of contexts (ESOL)
Level 2 **5 credits**

Element 2: In this element you will follow multi-step instructions. Ask for the instructions to be repeated if you need to.

Distribution of Kiwis in New Zealand



Key

1
2
3
4	Okarito Rowi
5	Haast tokoeka
6	Southern tokoeka

Assessment Schedule: Task 1 (Element 2)

Unit standard 15007, version 4 Understand spoken information and instructions in a range of familiar contexts (ESOL)		
Level 2		5 credits
<p>Element 2: Follow multi-step spoken instructions in familiar contexts and request repetition as required, (ESOL). Range: At least 5 sets of spoken instructions with 2 or more steps.</p>		
PC	Evidence	Judgement
2.1	<p>1. Student's name is written on the dotted line on the left, above the diagram.</p> <p>2. The date is written on the dotted line on the right, above the diagram.</p> <p>3. The title "Diagram of an estuary" is written on the dotted line in the middle above the diagram.</p> <p>4. Number 3 is labelled 'sea' and number 4 is labelled 'land'.</p>	<p>Task is completed according to instructions.</p> <p>2 out of 4 correct.</p>
2.2	<p>Repetition is requested if needed.</p> <p>Requests are relevant to the task.</p>	<p>Request for repetition of instructions is relevant to the task.</p> <p>If students do not need to ask for repetition they should not be penalised.</p>

Assessment Schedule: Task 2 (Element 2)

Unit standard 15007, version 4 Understand spoken information and instructions in a range of familiar contexts (ESOL)		
Level 2		5 credits
<p>Element 2: Follow multi-step spoken instructions in familiar contexts and request repetition as required (ESOL). Range: At least 5 sets of spoken instructions with 2 or more steps.</p>		
PC	Evidence	Judgement
2.1	1. Student's name and the date are written on the correct lines and underlined. 2. A picture of a leaf is drawn in the blank circle and the word 'Plants' written in the box below that circle. 3. Title is completed as below "A food chain has no real beginning and no real end ".	Task is completed according to instructions. 2 out of 3 correct.
2.2	Repetition is requested if needed. Requests are relevant to the task.	Request for repetition of instructions is relevant to the task. If students do not need to ask for repetition they should not be penalised.

Assessment Schedule: Task 3 (Element 2)

Unit standard 15007, version 4 Understand spoken information and instructions in a range of familiar contexts (ESOL)		
Level 2		5 credits
<p>Element 2: Follow multi-step spoken instructions in familiar contexts and request repetition as required (ESOL). Range: At least 5 sets of spoken instructions with 2 or more steps.</p>		
PC	Evidence	Judgement
2.1	<p>1. The title 'How plants get energy' is written above the diagram and the title is underlined.</p> <p>2. O² is written in the blank bubbles that 'oxygen' is written in the space in the sentence below the bubbles.</p> <p>3. The word 'leaves' is written in box 1 and 'roots' is written in box 2.</p>	<p>Task is completed according to instructions.</p> <p>2 out of 3 correct.</p>
2.2	<p>Repetition is requested if needed.</p> <p>Requests are relevant to the task.</p>	<p>Request for repetition of instructions is relevant to the task.</p> <p>If students do not need to ask for repetition they should not be penalised.</p>

Assessment Schedule: Task 4 (Element 2)

<p align="center">Unit standard 15007, version 4 Understand spoken information and instructions in a range of familiar contexts (ESOL)</p>		
Level 2		5 credits
<p>Element 2: Follow multi-step spoken instructions in familiar contexts and request repetition as required (ESOL). Range: At least 5 sets of spoken instructions with 2 or more steps.</p>		
PC	Evidence	Judgement
2.1	1. A tall tree is drawn at the back between the two other tall trees. 2. A row of four small trees is drawn in front of the tall trees and a row of grass is drawn at the front. 3. Another wind direction arrow is drawn from the tall trees to the grass and the words 'wind direction' are written in box 1.	Task is completed according to instructions. 2 out of 3 correct
2.2	Repetition is requested if needed. Requests are relevant to the task.	Request for repetition of instructions is relevant to the task. If students do not need to ask for repetition they should not be penalised.

Assessment Schedule: Task 5 (Element 2)

Unit standard 15007, version 4 Understand spoken information and instructions in a range of familiar contexts (ESOL)		
Level 2		5 credits
<p>Element 2: Follow multi-step spoken instructions in familiar contexts and request repetition as required (ESOL). Range: At least 5 sets of spoken instructions with 2 or more steps.</p>		
PC	Evidence	Judgement
2.1	<p>1. The number 2 is written in the empty circles in the North Island and the number 3 is written in the empty rectangle on the left of the South Island.</p> <p>2. 'Little Spotted Kiwi' is written on the line next to the number 1 and 'North Island Brown Kiwi' is written on the line next to number 2.</p> <p>3. An arrow is drawn from number 6 to Stewart Island and 'Great Spotted Kiwi' is written on the line next to number 3 in the key.</p>	<p>Task is completed according to instructions.</p> <p>2 out of 3 correct.</p>
2.2	<p>Repetition is requested if needed.</p> <p>Requests are relevant to the task.</p>	<p>Request for repetition of instructions is relevant to the task.</p> <p>If students do not need to ask for repetition they should not be penalised.</p>