

## Belonging (Listening): Unit Standard 15009

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NCEA LEVEL 3	
Unit standard	Elements and performance criteria
Unit standard 15009, version 5  Understand spoken information in different contexts (ESOL)	<p><b>Element 1:</b> Understand spoken monologues in different contexts (ESOL).</p> <p>Range: two spoken texts on separate topics from different individual speakers.</p> <p><b>Performance criteria</b></p> <p>1.1 Main idea of each spoken text is identified.</p> <p>1.2 Specific information communicated in the spoken texts is identified.</p> <p>Range: at least five pieces of information for each text.</p> <p><b>Element 2:</b> Understand interviews or exchanges between two people.</p> <p>Range: at least two interviews or exchanges on different topics.</p> <p><b>Performance criteria</b></p> <p>2.1 The purpose of each interview or exchange is identified.</p> <p>2.2 Main idea of each interview or exchange is identified.</p> <p>2.3 Specific information communicated in the interviews or exchanges is identified.</p> <p>Range: at least five points.</p>

## RESOURCES

Assessment activities for other unit standards that could be used in conjunction with unit standard 15009:

- [Speaking: 'Belonging' \(unit standard 17359\)](#)
- [Reading: 'Belonging' \(unit standard 17364\)](#)
- [Writing: 'Belonging' \(unit standard 17370\)](#)

## Teacher guidelines

<b>Unit standard 15009, version 5</b>	
<b>Understand spoken information in different contexts (ESOL)</b>	
<b>Level 3</b>	<b>4 Credits</b>
<p>This unit standard has two elements:</p> <p><b>Element 1:</b> Understand spoken monologues in different contexts. Range: two spoken texts on separate topics from different individual speakers.</p> <p><b>Element 2:</b> Understand interviews or exchanges between two people. Range: at least two interviews or exchanges on different topics.</p>	
<p><b>Conditions</b></p> <ul style="list-style-type: none"><li>• All assessment activities must be conducted in English, which must not be the student's first language.</li><li>• Spoken text may be repeated once only. It can be presented face-to-face or electronically.</li><li>• Students need to be given time to read and ask for clarification of questions before the listening task.</li><li>• Student responses may be oral or written. If responses are oral they must not be heard or observed by other students.</li><li>• Responses do not need to be grammatically correct, but must be able to be understood.</li></ul> <p><b>Learning contexts</b></p> <p>Students should be assessed after they are familiar with the topics. By reading and writing on similar topics, the context, vocabulary and question types will become familiar to the students.</p> <p><b>Notes for Assessors</b></p> <ul style="list-style-type: none"><li>• It is important to be aware of the special notes in the standard.</li><li>• The listening tasks should be assessed at different times</li><li>• Students should not have heard the spoken text before the assessment activity.</li><li>• Responses must be given without prompting.</li><li>• Students should be given time to check their answers after the assessment.</li><li>• Refer to your institution's policies before offering further assessment opportunities.</li><li>• If resubmission takes place, the teacher should ensure that the correct answers are not inadvertently indicated prior to the resubmission opportunity. For example, in a true or false exercise, students should redo that part of the assessment on an unmarked copy.</li></ul>	

Student instruction sheet: Element 1

<b>Unit standard 15009, version 5</b>	
<b>Understand spoken information in different contexts (ESOL)</b>	
<b>Level 3</b>	<b>4 credits</b>
This unit standard has two elements: <b>Element 1:</b> Understand spoken monologues in different contexts. Range: two spoken texts on separate topics from different individual speakers.	
<b>Conditions</b>  In this task you will listen to someone talking to your class. <ul style="list-style-type: none"><li>• Before listening to the text, you will be given time to read through the questions and check with your teacher if you need help to understand.</li><li>• You can hear the text again once only.</li><li>• Your spelling and grammar do not need to be perfect but your teacher needs to be able to understand what you mean.</li><li>• You will be given time at the end of the assessment to check your answers.</li></ul>	

Student checklist: Element 1

In this assessment task you will need to show that you can do the following:	
Say what you think the main idea of the spoken text is.	1.1
Show that you understand at least five details from the spoken text.	1.2

**Unit standard 15009, version 5**  
**Understand spoken information in different contexts (ESOL)**  
**Level 3** **4 Credits**

**Element 1: Understand spoken monologues in different contexts.**

Before each task:

- Allow students time to read the questions and ask for help to understand them if needed.
- Read each text out loud at normal speed.
- Allow a couple of minutes before reading the text a second time.
- Allow time for students to complete and/or check their answers.

**Transcript: Element 1, task 1**

Read the following to your students.

- *Find task 1 and read the questions.*
- *Now listen to the text.*
- *Answer the questions as you listen.*

Hi everyone. Welcome to Year 11. This meeting is to make sure that you understand what NCEA is. I'll explain what NCEA is, how it is assessed and how you will get your results.

NCEA stands for National Certificate of Educational Achievement. It is New Zealand's national qualification. There are three levels: levels 1, 2 and 3. Students usually start level 1 in year 11.

Each subject will have internal or external assessments. Internal assessments are tests or assignments you do at school or at home. You do these at the end of each topic. External assessments are end of year exams. There will be assessments for most of the topics you study, for example, in Maths you will do an assessment for number or algebra.

When you pass an assessment you will get credits. To get NCEA level 1 you

need 80 level 1 credits. These need to include 8 literacy credits. This means particular reading and writing credits. You also need 8 numeracy credits. Numeracy credits are particular Maths credits.

NCEA is marked using grades of 'Not achieved', 'Achieved', 'Merit' and 'Excellence'. So the top grade is 'excellence', the second grade is 'merit' and the third grade is 'achieved'. You will get credits for all of these grades. A 'not achieved' grade means your work is not good enough yet. Teachers will tell you your results after each assessment. If you don't understand why you got a grade or think your mark is wrong you should talk to your teacher.

If you get lots of 'Excellence' or 'Merit' grades your NCEA certificate will be endorsed. To get an 'Excellence' endorsement, you need 50 credits at Excellence. To get a 'Merit' endorsement you need 50 credits at 'Merit' or 'Excellence'.

Now, how can you see your results? Well, you can see all of your results on the NZQA website on the learner homepage. The web address is on the handout.

At the end of the year you will get a printed 'Results Notice'. There is a 'Record of Achievement' and this will have all of your results on it.

Now are there any questions?

- Now check your answers.

Student sheet: Assessment task (Element 1, task 1)

<b>Unit standard 15009, version 5</b>	
<b>Understand spoken information in different contexts (ESOL)</b>	
<b>Level 3</b>	<b>4 Credits</b>

Name ..... Date.....

Listen to the spoken text and answer the questions below.

**1. Identifying the main idea of the spoken text (1.1)**

Choose the **main** idea from the following ideas in the spoken text by ticking the correct box.

a. to tell students how many credits they need to get NCEA level 1	
b. to tell students about internal and external assessments	
c. to tell students what NCEA is and how it works	
d. to tell students how to get good NCEA grades	

**2. Identifying specific information in the spoken text (1.2)**

a. Fill in the missing parts of the chart to show you have understood specific information.

The National Certificate of Educational Achievement (NCEA)	<ul style="list-style-type: none"> <li>• is New Zealand’s national qualification</li> <li>• i) there are ..... levels.</li> </ul>
Each subject will have internal or external assessments.	<ul style="list-style-type: none"> <li>• Internal assessments are assignments you do at school or at home.</li> <li>• ii) external assessments are .....</li> </ul>

To get NCEA level 1 you need	<ul style="list-style-type: none"> <li>• iii) .....</li> <li>• 8 literacy credits and</li> <li>• iv) .....</li> </ul>
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b. Circle 'true' (T) or 'false' (F).

- i) You must not talk to your teachers about your grades T / F
- ii) Students who get 50 credits at 'merit' or 'excellence' will get an endorsed certificate. T / F
- iii) You will be sent a results sheet at the end of the year. T / F



**Unit standard 15009, version 5**  
**Understand spoken information in different contexts (ESOL)**  
**Level 3** **4 Credits**

**Element 1: Understand spoken monologues in different contexts.**

Before each task:

- Allow students time to read the questions and ask for help to understand them if needed.
- Read each text out loud at normal speed.
- Allow a couple of minutes before reading the text a second time.
- Allow time for students to complete and/or check their answers.

**Transcript: Element 1, task 2**

Read the following to your students.

- *Find task 2 and read the questions.*
- *Now listen to the text.*
- *Answer the questions as you listen.*

Good morning everyone. Mr. Hillier has asked me to talk at assembly about my experience of starting school in New Zealand. I'm going to use this time to tell you about some simple things that can help new students.

My name is Eun Ji. I'm a school prefect, a member of the volleyball team and I'm on the multi-cultural committee. I came to New Zealand four years ago from Korea. I was very excited about coming here and a bit nervous. Some of the things in New Zealand schools surprised me and some were very difficult for me. But now I am very happy here. Before I came to New Zealand I had learnt English for six years. I was always top in my class for English. But when I started at school in New Zealand I was shocked because I didn't understand what people were saying. People spoke very quickly and with a different accent.

Some people were kind to me but others weren't. The kind people spoke slowly or used simpler words so I could understand. But the other people just

ignored me. This happened a lot in class. In Korea we always try to help new students and are interested in learning about other countries. I was surprised, sad and lonely when people did this. I became quite shy and I thought that people were laughing at me because of my poor English, or that they thought I was stupid. This was a big problem for me because I couldn't improve my English if people didn't speak to me.

Then my Mum told me to join the volleyball team. In the team I had to listen and talk to my teammates. After a while I would talk to my teammates in class and around school as well. And I even talked to their friends too. It was a big change for me and from then on my life at school got better and better.

So I have two things to ask you. I'd like Kiwi students to take time to make new students feel welcome. Even if you can't speak their language you can smile at them! And new students, you have to get out there and do something to mix with Kiwi students, even though it is difficult.

**Unit standard 15009, version 5**  
**Understand spoken information in different contexts (ESOL)**  
**Level 3** **4 Credits**

Name ..... Date.....

Listen to the spoken text and answer the questions below.

**1. Identifying the main idea of the spoken text (1.1)**

Choose the **main** idea from the following ideas in the spoken text by ticking the correct box.

a. Eun Ji is a school prefect and a member of the volleyball team.	
b. Some people are kind to new students.	
c. It is hard to understand Kiwis when they speak.	
d. Eun Ji's experiences at school and how to help new students.	

**2. Identifying specific information in the spoken text (1.2)**

a. Fill in the missing parts of the chart to show you have understood specific information.

I came to New Zealand four years ago from Korea.	I was excited and nervous.  Some things <ul style="list-style-type: none"> <li>• i) .....</li> <li>• were very difficult for me.</li> </ul>
But when I started school in New Zealand I was shocked because I	People spoke <ul style="list-style-type: none"> <li>• ii) .....</li> </ul>

<p>didn't understand what people were saying.</p>	<ul style="list-style-type: none"> <li>• iii) .....</li> </ul>
<p>Some people were kind to me but others weren't.</p>	<ul style="list-style-type: none"> <li>• The kind people spoke slowly or used simpler words.</li> <li>• Other people iv) ..... .....</li> </ul>

b. Answer these questions. You do not have to write full sentences.

i) How did Eun Ji feel when people ignored her? .....

ii) What did Eun Ji's mum tell her to do?

.....

iii) What is **one** thing Eun Ji wants Kiwi students to do?

.....

Student instruction sheet: Element 2

<b>Unit standard 15009, version 5</b>	
<b>Understand spoken information in different contexts (ESOL)</b>	
<b>Level 3</b>	<b>4 Credits</b>
This unit standard has two elements: <b>Element 2:</b> Understand interviews or exchanges between two people. Range: at least two interviews or exchanges on different topics.	
<b>Conditions</b>	
In this task you will listen to an interview.	
<ul style="list-style-type: none"><li>• Before listening to the spoken text, you will be given time to read through the questions and check with your teacher if you need help to understand the questions.</li><li>• You can hear the spoken text again once only.</li><li>• Your spelling and grammar do not need to be perfect but your teacher needs to be able to understand what you mean.</li><li>• You will be given time at the end of the assessment to check your answers.</li></ul>	

Student checklist: Element 2

In this assessment task you will need to show that you can do the following:	
Say what you think the purpose or reason for the interview is.	2.1
Say what you think the main idea of the interview is.	2.2
Show that you understand details from the spoken interview.	2.3

**Unit standard 15009, version 5**  
**Understand spoken information in different contexts (ESOL)**  
**Level 3** **4 Credits**

**Element 2:** Understand interviews or exchanges between two people.

Before each task:

- Allow students time to read the questions and ask for help to understand them if needed.
- Read each text out loud at normal speed.
- Allow a couple of minutes before reading the text a second time.
- Allow time for students to complete and/or check their answers.

**Transcript: Element 2, task 1**

Read the following to your students.

- *Find task 1 and read the questions.*
- *Now listen to the text.*
- *Answer the questions as you listen.*

**Interviewer:** Good morning listeners and welcome to our third programme in the series 'How to have a successful career'. This week we are going to talk to Te Kaihou. Te Kaihou is 16 and has already had huge success designing clothes for young people. Good morning Te Kaihou, and thank you for coming to talk to us today. Can you tell our listeners what has helped you to be so successful at such a young age?

**Te Kaihou:** Well, the most important thing has been my whanau, my family, I couldn't have done what I've done without the help of my family. That's why I call my designs Ngati Babe and Ngati Bro. Ngati is a Maori word that means 'group of'. I can do what I do because of the group I belong to, my family.

**Interviewer:** So how do they help?

**Te Kaihou:** Well, they have always encouraged me but they also give me practical support as well. My mum drives me to look at fabric samples, my cousins model my clothes and my auntie has sold some of my clothes. My mum also gives the best advice I could ever get.

**Interviewer:** Your clothes have a strong Maori influence. Why is that?

**Te Kaihou:** Obviously I'm Maori and my culture is really important to me. I belong to Ngati Porou, Ngati Kahungunu and Ngati Maniapoto. We speak

Maori at home and I went to a Maori speaking school until I was fourteen. I use Maori designs in my clothes a lot.

**Interviewer:** Can you give us an example?

**Te Kaihou:** Umm, I used ideas from my father's moko and my sister's name on t-shirts. My grandmother is called Huia and so I made images of huia birds in a camouflage print.

**Interviewer:** Te Kaihou, you started designing clothes when you were just 12 years old. Why did you do that?

**Te Kaihou:** Well, actually it was because I got too tall and all of my clothes were too small. My family didn't have a lot of money and I thought it might be fun.

**Interviewer:** So how did you start?

**Te Kaihou:** I started off buying things from second hand shops and cutting them up.

**Interviewer:** What sort of things?

**Te Kaihou:** Well, once I bought an old pair of overalls, cut the legs open and sewed them into a cool skirt.

**Interviewer:** Did you have lessons or help?

**Te Kaihou:** No! I don't sew well. I design the clothes and a local lady does the sewing for me. At first I sold my clothes to my family and friends but now they are even sold in other countries.

**Interviewer:** So will you make a career out of fashion?

**Te Kaihou:** At the moment I don't think so. It's really hard to make a full time career out of fashion and I'm thinking about going to medical school and becoming a doctor.

**Interviewer:** Well thank you very much for coming to talk to us and good luck with your designs and your studies.

**Te Kaihou:** Thank you, it's been great.

*Adapted from 'Ngati Babe' by Karen Phelps from Choices: Looking Cool.*

- Now check your answers.

**Unit standard 15009, version 5**  
**Understand spoken information in different contexts (ESOL)**  
**Level 3** **4 Credits**

Name ..... Date.....

Listen to the spoken interview and answer the questions below.

**1. Identifying the purpose of the interview (2.1)**

What is the main purpose of the interview? Tick the correct box.

a. to provide information about how to have a successful career	<input type="checkbox"/>
b. to encourage young people to become fashion designers	<input type="checkbox"/>
c. to tell people about Maori culture and fashion	<input type="checkbox"/>

**2. Identifying the main idea of the interview (2.2)**

Choose the **main** idea from the following ideas in the interview by ticking the correct box.

a. Te Kaihou went to a Maori speaking school until she was 14.	<input type="checkbox"/>
b. Te Kaihou buys clothes in second hand shops.	<input type="checkbox"/>
c. Te Kaihou's family have been important to her success.	<input type="checkbox"/>
d. Te Kaihou uses Maori designs in her clothes.	<input type="checkbox"/>



### 3. Identifying specific information in the interview (2.3)

- a. What does the word 'Ngati' mean? .....
- b. Who models some of Te Kaihou's clothes? Tick **one** answer.
- i) her Mum
  - ii) her cousins
  - iii) her aunt
- c. Who gives Te Kaihou good advice? Tick **one** answer.
- i) her Mum
  - ii) her cousins
  - iii) her aunt
- d. What language does Te Kaihou speak at home? .....
- e. How old was Te Kaihou when she started designing clothes? .....
- f. Circle 'true' (T) or 'false' (F).
- i) Te Kaihou designs the clothes and a local lady sews them. T / F
  - ii) Te Kaihou wants to be a fashion designer when she leaves school. T / F

**Unit standard 15009, version 5**  
**Understand spoken information in different contexts (ESOL)**  
**Level 3** **4 Credits**

**Element 2: Follow multi-step instructions in familiar contexts.**

Before each task:

- Allow students time to read the questions and ask for help to understand them if needed.
- Read each text out loud at normal speed.
- Allow a couple of minutes before reading the text a second time.
- Allow time for students to complete and/or check their answers.

**Transcript: Element 2, task 2**

Read the following to your students.

- *Find task 2 and read the questions.*
- *Now listen to the text.*
- *Answer the questions as you listen.*

**Mrs. Hanson:** Good morning Chen. How are you?

**Chen:** Fine, thank you Miss. Am I in trouble?

**Mrs. Hanson:** No, you're not! We're really pleased with you.

**Chen:** Thanks

**Mrs. Hanson:** No, I interview every student after the first three to four weeks.

**Chen:** Oh, okay. So you want to know about my school work?

**Mrs. Hanson:** Not really. I mostly want to know about the teams and clubs you have joined. Can you tell me which ones you're doing?

**Chen:** Sorry. What do you mean?

**Mrs. Hanson:** What other activities are you doing? Have you joined any extra curricular activities like sports teams or clubs.

**Chen:** No, I haven't. Do I have to?

**Mrs. Hanson:** No, you don't have to but it is a very good idea.

**Chen:** I don't really have enough time. I need to study to improve my English.

**Mrs. Hanson:** Joining in school activities is one of the best ways to improve

your English, Chen. If you join a team you will make a new group of friends. You'll mix with Kiwis and speak English.

**Chen:** I guess so, but I'm not sure how to join.

**Mrs. Hanson:** Listen to the daily notices or ask at the office for a list of activities. There are over fifty different activities from athletics to table tennis.

**Chen:** I played volleyball and soccer at my school in China.

**Mrs. Hanson:** Okay. The volleyball trials are this week.

**Chen:** I'm not sure I will be good enough.

**Mrs. Hanson:** There are lots of different teams at different levels. I'm sure there will be a team for you.

**Chen:** I'll think about it. What day are the trials?

**Mrs. Hanson:** Let me look at the computer. Okay they are on Tuesday.

**Chen:** And where do I go?

**Mrs. Hanson:** They are on at 3.30 in the new gym. You'll need to take your PE kit and sports shoes. Will you go?

**Chen:** I'll think about it.

**Mrs. Hanson:** Do. And come and tell me if you got in the team.

- Now check your answers.

<b>Unit standard 15009, version 5</b> <b>Understand spoken information in different contexts (ESOL)</b> <b>Level 3</b> <span style="float: right;"><b>4 Credits</b></span>
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Name ..... Date.....

Listen to the spoken interview and answer the questions below.

**1. Identifying the purpose of the interview (2.1)**

What is the main purpose of the interview? Tick the correct box.

a. to find out how the student has settled into a school	
b. to find out what subjects the student is studying	
c. to find out the school clubs or teams the student has joined	

**2. Identifying the main idea of the interview (2.2)**

Choose the **main** idea from the following ideas in the interview by ticking the correct box.

a. Information about the school clubs and teams is in the daily notices.	
b. Joining school clubs and teams is a good idea.	
c. The volleyball trials are on Tuesday.	
d. Studying hard is more important than joining clubs and teams.	

**3. Identifying specific information in the interview (2.3)**

a. What does Mrs. Hanson want to know most about? Tick ONE answer.

Chen's school work.	<input type="checkbox"/>
The clubs and teams Chen has joined.	<input type="checkbox"/>

b. How many different clubs and activities are there at the school? .....

c. What **two** sports did Chen play in China? .....

d. What day are the volleyball trials on? .....

e. What time are the volleyball trials? .....

f. Where are the volleyball trials being held? .....

g. What **two** things does Chen need to take to the volleyball trials? .....

Assessment schedule: Element 1, task 1

<b>Unit standard 15009, version 5</b> <b>Understand spoken information in different contexts (ESOL)</b>		
<b>Level 3</b>		<b>4 credits</b>
<b>Element 1:</b> Understand spoken monologues in different contexts. Range: two spoken texts on separate topics from different individual speakers		
<b>PCs</b>	<b>Evidence</b>	<b>Judgment</b>
1.1 Main idea of each spoken text is identified.	1. c	The main idea in the spoken text is correctly identified.  Answer is correct.
1.2 Specific information communicated in the spoken texts is identified.  Range: at least five pieces of information for each text.	2a. i) 3 (levels) ii) (end of year) exams iii) 80 (level 1) credits iv) 8 numeracy credits  2b. i) F ii) T iii) T	Specific information in the spoken text is correctly identified.  Five out of seven answers are correct.

Assessment schedule: Element 1, task 2

<b>Unit standard 15009, version 5</b>		
<b>Understand spoken information in different contexts (ESOL)</b>		
<b>Level 3</b>	<b>4 credits</b>	
<b>Element 1:</b> Understand spoken monologues in different contexts.		
Range: two spoken texts on separate topics from different individual speakers		
<b>PCs</b>	<b>Evidence</b>	<b>Judgment</b>
1.1 Main idea of each spoken text is identified.	1. d	The main idea in the spoken text is correctly identified.  Answer is correct.
1.2 Specific information communicated in the spoken texts is identified.  Range: at least five pieces of information for each text.	2a. i) surprised me ii and iii) in any order: spoke (very) quickly (have/had) a different accent iv) ignored me  2b. i) one of: sad, lonely or shy ii) one of: make new students feel welcome or smile at them / new students iii) one of: make new students feel welcome or smile at them / new students	Specific information in the spoken text is correctly identified.  Five out of seven answers are correct.

Assessment schedule: Element 2, task 1

<b>Unit standard 15009, version 5</b> <b>Understand spoken information in different contexts (ESOL)</b>		
<b>Level 3</b>		<b>4 credits</b>
<b>Element 2:</b> Understand interviews or exchanges between two people. Range: at least two interviews or exchanges on different topics.		
<b>PCs</b>	<b>Evidence</b>	<b>Judgment</b>
2.1 The purpose of each interview or exchange is identified.	1. a	The purpose of the interview is correctly identified.  Answer is correct.
2.2 Main idea of each interview or exchange is identified.	2. c	The main idea of the interview is correctly identified.  Answer is correct.
2.3 Specific information communicated in the interviews or exchanges is identified.  Range: at least five points.	3. a. group (of) b. ii) her cousins c. i) her mum d. Maori e. 12 f. i) T ii) F	Specific information in the interview is correctly identified.  Five out of seven answers are correct.



Assessment schedule: Element 2, task 2

Unit standard 15009, version 5 Understand spoken information in different contexts (ESOL)		
Level 3	4 credits	
<p><b>Element 2:</b> Understand interviews or exchanges between two people. Range: at least two interviews or exchanges on different topics.</p>		
PCs	Evidence	Judgment
2.1 The purpose of each interview or exchange is identified.	1. c	The purpose of the interview is correctly identified.  Answer is correct.
2.2 Main idea of each interview or exchange is identified.	2. b	The main idea of the interview is correctly identified.  Answer is correct.
2.3 Specific information communicated in the interviews or exchanges is identified.  Range: at least five points.	3. a. The clubs and teams Chen has joined b. (over) 50 c. volleyball and soccer (both required) d. Tuesday e. 3.30 f. the (new) gym g. PE kit and sports shoes (both required)	Specific information in the interview is correctly identified.  Five out of seven answers are correct.