



# *NCEA Information Pack Level 3 KOREAN*

This document is a synthesis of the information available to teachers on the NZQA and TKI websites.

# *TABLE OF CONTENTS*


General Information	3
Moderator Newsletters	4
Achievement Standard – Spoken presentation	6
Achievement Standard – Interact	8
Achievement Standard – Writing portfolio	11
Assessment Specifications – External Standards	13
Achievement Standard – Listening	15
Achievement Standard – Reading	17
Clarifications	19
Languages Verification Process for Schools	22
Examination timetable 2018	28

### [ILEP newsletter](#)


- Every quarter, on behalf of the Ministry of Education, ILEP produces a comprehensive newsletter with information about what is happening in the language teaching community. The newsletter has general information as well as subject specific articles and stories.
- If you would like to contribute or subscribe to the ILEP newsletter, please contact Tina Kosleck, Community Engagement Coordinator – [community@ilep.ac.nz](mailto:community@ilep.ac.nz)


### [ILEP Facebook](#)


- Our social media page allows you to stay informed about what is happening in Languages across the country – events, workshops, scholarships etc. Like our page to remain informed and connected.

 Korean Language Mentor, Hyun-Joo Kim, can be contacted here for school visits, workshops and support – please feel free to contact her if you would like any further assistance:

- [korean@ilep.ac.nz](mailto:korean@ilep.ac.nz)

 Here is a link to the Korean page on the NZQA website - [Korean Resource Page](#). You will find links to all the NCEA levels, past examinations, assessments, moderator reports etc.

 NZQA NCEA internal assessment exemplars of student work - [Korean Student Work Exemplars](#). This link takes you to exemplars of student work to help you with your own judgements when marking internal assessments for your students.

 The listserv is the online community of teachers of Korean around the country, and is an easy way to keep up-to-date with what is happening with Korean teachers. Teachers post questions, ideas and information that relate to teaching Korean language and culture in New Zealand schools. Teachers of Korean from primary to secondary (all language proficiencies) are welcome to subscribe and contribute.

- To become part of the Korean listserv, please contact Sue Kim, President of NZKLTA (New Zealand Korean Language Teachers Association)
- [suekim@netnz.school.nz](mailto:suekim@netnz.school.nz)

## [Moderator Newsletters](#)

The link above will take you to the webpage for the Moderator Newsletters. These will now come out twice per year, and will give you updates and information on any changes to NCEA. Please ensure that you check this page from time to time, as the information they provide can be very important and have a significant effect on the way you are assessing your students. The moderator newsletters are for ALL languages in the learning languages area.

Examples from 2016 – 2017 include:

Feb 2016:

### **Changes to the evidence requirements for Writing and Interact**

From 2016 the requirement for the Writing and Interact standards is a minimum of two pieces of evidence, as described in the [recent Circular](#). The suggested word count and time requirements have not changed, as previous moderation has shown that most students were clearly meeting these within the first two pieces of evidence.

Where work submitted for moderation is work from 2015, two pieces of evidence should be submitted if they provide sufficient evidence to meet the standard, otherwise a maximum of three pieces can be submitted.

The moderation clarifications documents have been updated to reflect the changes made to the revised Conditions of Assessment.

May 2016

### **Submitting digital evidence**

Students should be clearly identified in all interactions with the names on the audio files matching the student identifier on the moderation coversheet.

If evidence is not videoed there needs to be accompanying support material which identifies the speaker beyond simply stating who the first speaker is. For example, provide time codes or a short summary in English on two or three of the key things mentioned by the student.

Further guidance in submitting digital evidence can be accessed [here](#).

### **Changes to the Clarifications documents for Writing and Presentation**

The [clarifications documents](#) for these standards have been updated to reflect the guideline in the CoA that states that more than one opportunity for feedback on writing drafts may affect the authenticity of the work.

August 2016

### **Conditions of Assessment - authenticity**

Language teachers are recommended to familiarise themselves with the 2016 Conditions of Assessment. These particularly include a reference to the importance of safeguarding the authenticity of student work with regard to the level of teacher feedback and feed forward. More than one opportunity for teacher feedback will compromise the authenticity of student work.

Feb 2017

### **Updates to Level 3 Achievement Standards**

The Ministry of Education published updated versions for the Level 3 Achievement Standards in most subjects in November, 2016. The changes appear to be limited to a new planned review date of 31 December 2018, and Explanatory Note 1 now including a reference to Te Marautanga o Aotearoa for all subjects except Te Reo, English and Learning Languages. However, assessors are advised to check the revised Level 3 standards relating to their programmes against the previous versions. Both the new and the previous versions appear together on the relevant NZQA [subject pages](#).

## Achievement Standard

<b>Subject Reference</b>		Korean 3.2			
<b>Title</b>		Give a clear spoken presentation in Korean that communicates a critical response to stimulus material			
<b>Level</b>	3	<b>Credits</b>	3	<b>Assessment</b>	Internal
<b>Subfield</b>	Languages				
<b>Domain</b>	Korean				
<b>Status</b>	Registered	<b>Status date</b>	4 December 2012		
<b>Planned review date</b>	31 December 2019	<b>Date version published</b>	4 December 2012		

This achievement standard involves giving a clear spoken presentation in Korean that communicates a critical response to stimulus material.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Give a clear spoken presentation in Korean that communicates a critical response to stimulus material.</li> </ul>	<ul style="list-style-type: none"> <li>Give a clear, convincing spoken presentation in Korean that communicates a critical response to stimulus material.</li> </ul>	<ul style="list-style-type: none"> <li>Give a clear, effective spoken presentation in Korean that communicates a critical response to stimulus material.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from the Learning Languages learning area, Communication strand, Curriculum Level 8 of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; and is related to the material in the *Teaching and Learning Guide for Languages*, Ministry of Education, 2012 at <http://seniorsecondary.tki.org.nz>.
- Give a clear spoken presentation* involves explaining and justifying a viewpoint in culturally appropriate spoken Korean. Communication is achieved overall despite inconsistencies in, for instance:
  - language features
  - pronunciation
  - intonation
  - gesture
  - rhythm patterns
  - delivery speed or audibility
  - stress patterns

- tones.

*Give a clear, convincing spoken presentation* involves explaining and justifying a viewpoint, in Korean that is generally credible and connected. A range of language and language features are selected and used that are fit for purpose and audience. Communication is not significantly hindered by inconsistencies.

*Give a clear, effective spoken presentation* involves explaining and justifying a viewpoint, in Korean that is controlled and integrated. A range of language and language features are capably selected and successfully used that are fit for purpose and audience. Communication is not hindered by inconsistencies.

- 3 *Clear* refers to language that gives no doubt as to intended meaning.
- 4 *Critical response* refers to a presentation which includes analysis, interpretation, or evaluation of stimulus material.
- 5 *Stimulus material* refers to any linguistically and culturally appropriate material used as a starting point for a spoken presentation, such as text, poster, music video, lyrics, literature, TV, film, personal experience and the observation of cultural practices. Contexts may be concrete or abstract. The stimulus material may either be chosen by the student or provided by the assessor.
- 6 Conditions of Assessment related to this achievement standard can be found at [www.tki.org.nz/e/community/ncea/conditions-assessment.php](http://www.tki.org.nz/e/community/ncea/conditions-assessment.php).

### Replacement Information

This achievement standard replaced unit standard 14916 and AS90577.

### Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233

## Achievement Standard

<b>Subject Reference</b>		Korean 3.3			
<b>Title</b>		Interact clearly using spoken Korean to explore and justify varied ideas and perspectives in different situations			
<b>Level</b>	3	<b>Credits</b>	6	<b>Assessment</b>	Internal
<b>Subfield</b>	Languages				
<b>Domain</b>	Korean				
<b>Status</b>	Registered		<b>Status date</b>	4 December 2012	
<b>Planned review date</b>	31 December 2019		<b>Date version published</b>	4 December 2012	

This achievement standard involves interacting clearly using spoken Korean to explore and justify varied ideas and perspectives in different situations.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Interact clearly using spoken Korean to explore and justify varied ideas and perspectives in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>Interact clearly using convincing spoken Korean to explore and justify varied ideas and perspectives in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>Interact clearly using effective spoken Korean to explore and justify varied ideas and perspectives in different situations.</li> </ul>

### Explanatory Notes

- 1 This achievement standard is derived from the Learning Languages learning area, Communication strand, Curriculum Level 8 of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; and is related to the material in the *Teaching and Learning Guide for Languages*, Ministry of Education, 2012 at <http://seniorsecondary.tki.org.nz>.
- 2 *Interact clearly using spoken Korean* involves taking an active part in discussion with a degree of fluency and spontaneity. Taking an active part in discussion may be demonstrated by accounting for and sustaining own views. Spontaneity refers to the ability to maintain and sustain an interaction without previous rehearsal. Interaction may be hindered in some places by inconsistencies in, for instance:
  - language features
  - pronunciation
  - intonation
  - rhythm patterns
  - delivery speed or audibility



- stress patterns
- tones.

*Interact clearly using convincing spoken Korean* involves interaction showing:

- use of a range of language that is fit for purpose and audience
- generally successful selection from a repertoire of language features and strategies to maintain the interaction.

Interaction is not significantly hindered by inconsistencies.

*Interact clearly using effective spoken Korean* involves interaction showing:

- successful use of a range of language that is consistently fit for purpose and audience
- skilful selection from a repertoire of language features and strategies to maintain the interaction.

Interaction is not hindered by inconsistencies.

- 3 *Clearly* refers to language that gives no doubt as to intended meaning.
- 4 *Explore and justify varied ideas and perspectives* involves finding out about, evaluating, and giving explanations or evidence to support or challenge the ideas and perspectives of others.
- 5 *Different situations* refers to a range of culturally appropriate contexts in spoken Korean eg informal and formal, social, conversational, cultural, familiar and impromptu or unrehearsed contexts. Interactions may be face-to-face or technologically facilitated.
- 6 Interactions are characterised by:
  - a genuine purpose
  - negotiating meaning
  - initiating and maintaining
  - participating and contributing
  - contextually appropriate language
  - use of cultural conventions eg courtesies, gestures
  - use of interactive strategies, such as fillers, questioning, interrupting, recognising cues, agreeing and disagreeing, thanking, encouraging, apologising, pausing, prompting, seeking clarification.

Not all characteristics may be evident in one interaction.
- 7 The quality of the selection of interactions, considered as a whole, is more important than the length.
- 8 Conditions of Assessment related to this achievement standard can be found at [www.tki.org.nz/e/community/ncea/conditions-assessment.php](http://www.tki.org.nz/e/community/ncea/conditions-assessment.php).

## Replacement Information

This achievement standard replaced unit standard 14915 and AS90578.

**Quality Assurance**

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233

## Achievement Standard

<b>Subject Reference</b>		Korean 3.5			
<b>Title</b>		Write a variety of text types in clear Korean to explore and justify varied ideas and perspectives			
<b>Level</b>	3	<b>Credits</b>	5	<b>Assessment</b>	Internal
<b>Subfield</b>	Languages				
<b>Domain</b>	Korean				
<b>Status</b>	Registered		<b>Status date</b>	4 December 2012	
<b>Planned review date</b>	31 December 2019		<b>Date version published</b>	4 December 2012	

This achievement standard involves writing a variety of text types in clear Korean to explore and justify varied ideas and perspectives.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Write a variety of text types in clear Korean to explore and justify varied ideas and perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Write a variety of text types in clear convincing Korean to explore and justify varied ideas and perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Write a variety of text types in clear effective Korean to explore and justify varied ideas and perspectives.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from the Learning Languages learning area, Communication strand, Curriculum Level 8 of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; and is related to the material in the *Teaching and Learning Guide for Languages*, Ministry of Education, 2012 at <http://seniorsecondary.tki.org.nz>.
- Write a variety of text types in clear Korean* involves organising text in a linguistically and culturally appropriate format and style, and organising informed content which is fit for purpose and audience. Communication is achieved overall, despite inconsistencies such as:
  - format
  - spelling
  - lexical choice
  - level of formality
  - language conventions
  - language features.

*Write a variety of text types in clear convincing Korean* involves developing ideas and perspectives in Korean which is generally credible and connected. A range of language and language features are selected and used that are fit for purpose and audience. Communication is not significantly hindered by inconsistencies.

*Write a variety of text types in clear effective Korean* involves developing ideas and perspectives in Korean which is controlled and integrated. Language and language features are capably selected and successfully used that are fit for purpose and audience. Communication is not hindered by inconsistencies.

- 3 *Variety of text types* refers to a range of different text types which have been created for different audiences and purposes.
  - 4 *Clear* refers to language that gives no doubt as to intended meaning.
  - 5 *Explore and justify varied ideas and perspectives* involves evaluating and giving explanations or evidence to support own ideas and perspectives as well as supporting or challenging those of others.
  - 6 The quality of the texts, considered as a whole, is more important than length.
  - 7 Conditions of Assessment related to this achievement standard can be found at [www.tki.org.nz/e/community/ncea/conditions-assessment.php](http://www.tki.org.nz/e/community/ncea/conditions-assessment.php).
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### **Replacement Information**

This achievement standard replaced unit standard 14918, unit standard 14919, unit standard 14927, AS90580, and AS90581.

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### **Quality Assurance**

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233

## Assessment Specifications

### Level 3 Korean 2018

#### General information

<b>Domain</b>	Korean
<b>Mode of Assessment</b>	Written Examination
<b>Standards</b>	91558 91561

#### Information relating to both achievement standards

The examination will require responses written in English, te reo Māori, and/or Korean to a variety of extended written and spoken Korean texts.

Instructions and questions will be in English and Korean.

Texts will relate to society, for example:

- education and employment
- media and entertainment
- travel and tourism
- historical events.

Each question will provide opportunities for candidates to show evidence for Achievement, Achievement with Merit, and Achievement with Excellence; and each question will be marked holistically to provide a single grade.

For further guidance on language and contexts, see

- Level 8 of [The New Zealand Curriculum](#), Learning Media, Ministry of Education, 2007
- the [Teaching and Learning Guide for Languages](#), Ministry of Education, 2012.

These external standards are assessed via a Verification Process which is outlined on the [Korean subject page](#).

#### Specific information for individual external achievement standards

<b>Standard</b>	<b>91558</b>
<b>Title</b>	Demonstrate understanding of a variety of extended spoken Korean texts
<b>Version</b>	2
<b>Number of credits</b>	5

#### Format of the assessment

Candidates will listen and respond to recordings of three spoken texts, which they will hear three times, the first as a whole, and twice in sections, with a pause after each section.

As candidates listen, they may make notes in the listening notes boxes provided. Before each spoken text begins, they will have 30 seconds per question to preview the questions. At the end of each text, they will have a few minutes to review their answers.

<b>Standard</b>	<b>91561</b>
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<b>Title</b>	Demonstrate understanding of a variety of extended written and/or visual Korean text(s)
<b>Version</b>	1
<b>Number of credits</b>	5
<b>Format of the assessment</b>	
Candidates will read and respond to three written texts of different text types.	

## Achievement Standard

<b>Subject Reference</b>		Korean 3.1			
<b>Title</b>		Demonstrate understanding of a variety of extended spoken Korean texts			
<b>Level</b>	3	<b>Credits</b>	5	<b>Assessment</b>	External
<b>Subfield</b>	Languages				
<b>Domain</b>	Korean				
<b>Status</b>	Registered		<b>Status date</b>	4 December 2012	
<b>Planned review date</b>	31 December 2019		<b>Date version published</b>	12 December 2013	

This achievement standard involves demonstrating understanding of a variety of extended spoken Korean texts.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Demonstrate understanding of a variety of extended spoken Korean texts.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate clear understanding of a variety of extended spoken Korean texts.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate thorough understanding of a variety of extended spoken Korean texts.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from the Learning Languages learning area, Communication strand, Curriculum Level 8 of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; and is related to the material in the *Teaching and Learning Guide for Languages*, Ministry of Education, 2012 at <http://seniorsecondary.tki.org.nz>.

- Demonstrate understanding* involves making meaning of spoken Korean by responding in own choice of English, Te Reo Māori and/or Korean to the information and varied perspectives in the Korean heard.

*Demonstrate clear understanding* involves selecting relevant information and varied perspectives from the texts and communicating them unambiguously.

*Demonstrate thorough understanding* involves expanding on relevant information and varied perspectives from the texts with supporting detail. Evidence shows understanding of the implied meanings or conclusions within the text.

- 3 *Spoken Korean texts* refers to a variety of aural Korean passages eg media extracts on topics of social interest, conversations, interviews, short stories, reports. The texts will reflect the relationship between language and culture and be adapted as appropriate.
  - 4 *Extended* refers to developed texts on both concrete and abstract matters. This may include texts that develop a line of argument.
  - 5 Evidence may include:
    - clarifying information, ideas and opinions
    - summarising information, ideas and opinions
    - producing, annotating, amending, and completing visual representations of ideas eg maps, sketches, diagrams
    - rephrasing Korean statements for a different or specific purpose eg making a recommendation, giving advice.
  - 6 Assessment Specifications for this achievement standard can be accessed through the Languages Resources page found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/>.
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### **Replacement Information**

This achievement standard replaced unit standard 14914 and AS90576.

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### **Quality Assurance**

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233



## Achievement Standard

<b>Subject Reference</b>		Korean 3.4			
<b>Title</b>		Demonstrate understanding of a variety of extended written and/or visual Korean texts			
<b>Level</b>	3	<b>Credits</b>	5	<b>Assessment</b>	External
<b>Subfield</b>	Languages				
<b>Domain</b>	Korean				
<b>Status</b>	Registered		<b>Status date</b>	4 December 2012	
<b>Planned review date</b>	31 December 2019		<b>Date version published</b>	4 December 2012	

This achievement standard involves demonstrating understanding of a variety of extended written and/or visual Korean texts.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Demonstrate understanding of a variety of extended written and/or visual Korean texts.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate clear understanding of a variety of extended written and/or visual Korean texts.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate thorough understanding of a variety of extended written and/or visual Korean texts.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from the Learning Languages learning area, Communication strand, Curriculum Level 8 of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; and is related to the material in the *Teaching and Learning Guide for Languages*, Ministry of Education, 2012 at <http://seniorsecondary.tki.org.nz>.

- Demonstrate understanding* involves making meaning of written and/or visual Korean by responding in own choice of English/Te Reo Māori and/or Korean to the information and varied perspectives in the Korean read and/or viewed.

*Demonstrate clear understanding* involves selecting relevant information and varied perspectives from the texts and communicating them unambiguously.

*Demonstrate thorough understanding* involves expanding on relevant information and varied perspectives from the texts with supporting detail. Evidence shows understanding of the implied meanings or conclusions, where relevant, within the texts.

- 3 *Written and/or visual Korean texts* refers to a variety of Korean texts eg media extracts on topics of social interest, short stories, articles, blogs, images, advertisements, diagrams, posters, programmes, and reports. The texts reflect the relationship between language and culture and are adapted as appropriate.
- 4 *Extended texts* refer to developed texts on both concrete and abstract matters. This may include texts that develop a line of argument.
- 5 Evidence may include:
  - clarifying information, ideas and opinions
  - summarising information, ideas and opinions
  - producing, annotating, amending, or completing visual representations of ideas eg maps, sketches, diagrams
  - rephrasing Korean statements for a different or specific purpose eg making a recommendation or giving advice.
- 6 Assessment Specifications for this achievement standard can be accessed through the Languages Resources page found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/>.

### Replacement Information

This achievement standard replaced unit standard 14917, unit standard 14921, and AS90579.

### Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233

## Clarifications for Level 3 Languages

### Presentation

Show: [Languages Homepage](#) | [All Languages clarifications](#)

### Give a clear spoken presentation that communicates a critical response to stimulus material

Updated December 2016. The section on feedback and feed forward has been updated.

#### Feedback and feed forward on drafts

Teacher feedback and feed forward on students' drafts should be holistic to ensure that the final product remains a true representation of the student's ability. More than one opportunity for feedback will compromise authenticity. Complex language, with few or no errors, may indicate that too much feedback has been given.

Language should be the student's own work. Resources should be used appropriately, and large chunks of lifted language should be either avoided completely or referenced and not included in the assessed work.

#### Content

These standards involve explaining and justifying a viewpoint and communicating a critical response. This includes analysis, interpretation, or evaluation of the stimulus material.

Students need to ensure that there is a clear link between their presentation and the stimulus material.

The best presentations are to the point and close to the allocated times. Development does not equal length. Suggested time for a level 3 presentation is two to three minutes. The purpose of this presentation is delivery to an audience. This could be either a face to face or an online audience. Tasks should ensure that students will have a context which requires a presentation as opposed to a piece of writing, e.g. a video/podcast application for a place on an exchange.

#### Communication and Language

As this is a spoken presentation, inconsistencies do not relate solely to errors in vocabulary or grammar. Inconsistencies in communication may relate to the following: language features, pronunciation, intonation, rhythm patterns, delivery speed, audibility, stress patterns, or tones. Incorrect language/inconsistencies will affect the grade to the extent that they hinder communication.

Language features should be taken into account when allocating a grade. A speaker who speaks very quickly without pausing appropriately for new sentences may have a presentation which would receive Excellence as a piece of writing, but which will receive a Merit for this standard. Inconsistencies in delivery speed and stress patterns may mean that the communication of the message is hindered. Delivery may ultimately affect the grade.

The nature of the language features used will also be determined by the fact that this is a spoken presentation, e.g. rhetorical questions, imperatives, use of pauses for emphasis etc.

#### Delivery of presentation

Cue cards/text should only be used for support, and students may not read their presentation in its entirety. If they do so, they cannot be awarded the standard.

## Interact

Show: [Languages Homepage](#) | [All Languages clarifications](#)

### Interact clearly to explore and justify varied ideas and perspectives in different situations.

Updated December 2016. This document has been updated to include language features.

#### Language Features

A repertoire of language features and strategies to maintain the interaction is required for this standard. For this reason, it does not produce evidence towards this standard if students write and learn scripted role plays by heart, or otherwise prepare the total interaction beforehand. Indicators of the ability to maintain an interaction will not be evident in such exchanges.

The standard at level 3 requires evidence of spontaneity, i.e. the ability to maintain and sustain an interaction without previous rehearsal

Features and strategies such as pausing, negotiating meaning, prompting, seeking clarification etc. can only be in evidence when the student is unaware of all questions that are asked and has not prepared all answers. For this reason, the use of cue cards would also render evidence invalid.

Interactions where students can react in a genuine way, and where they are able to naturally control the direction of the interaction, give students the opportunity to meet the criteria.

#### Range

The standard calls for a minimum of two interactions and these must be in different situations. This will mean that the context and/or purpose and/or type will be different for each interaction, e.g. negotiating the best way to spend a Saturday evening with friends will necessitate different language from a discussion of what students did in the holidays.

#### Assessing the collection of evidence

The grade will be awarded for the collection of interactions assessed as a whole, i.e. each interaction will not be assessed individually - the grade will be derived from the overall quality of the work. Students must show that they are working consciously and reasonably consistently at the level, rather than accidentally and occasionally.

The sample tasks suggest about four to five minutes interaction in total for level 3.

#### Language

Incorrect language/inconsistencies will only affect a grade if they hinder communication. It is important to note that accuracy is not a criterion of this standard. In a realistic conversation by learners of a second language, errors are natural and should not be overly penalised.

Whilst inconsistencies that do not affect communication will not affect the grade, for Excellence, there needs to be sufficient language, outside the language with errors, that contributes to the criteria of the successful use of a range of language.

At level 3, students need to move beyond simply providing information and into exploring and justifying a variety of ideas and perspectives. This will involve evaluating, explaining and providing supporting evidence. Students could also support or challenge the ideas and perspectives of others.

## Writing

Show: [Languages Homepage](#) | [All Languages clarifications](#)

### Write a variety of text types to explore and justify varied ideas and perspectives

Updated December 2016. The section on feedback and feed forward has been updated.

#### Feedback and feed forward on drafts

Teacher feedback and feed forward on students' drafts should be holistic to ensure that the final product remains a true representation of the student's ability. More than one opportunity for feedback will compromise authenticity. Complex language, with few or no errors, may indicate that too much feedback has been given.

#### Use of resources

Authentic texts, native speakers, exemplars and digital tools are resources. Students need to be aware that they cannot copy large chunks of text, and that they must adapt and rework the language. Students need to reference direct text in their work, and this will not count as evidence of language. It is inappropriate to have native speakers providing large chunks of language or correcting drafts.

#### Text type

The context and/or purpose and/or text type (a minimum of two) will be different for each piece, e.g. a personal email to a French host family, a blog posting on the class French site about an activity that has taken place and their opinion about it, an invitation to a future party including instructions on what to bring, etc.

#### Curriculum level

The standard requires students to explore and justify varied ideas and perspectives. This involves evaluating and giving explanations or evidence to support their own ideas and perspectives as well as supporting or challenging those of others. To achieve the standard, within the texts, there needs to be evidence of each of the above.

#### Assessing the collection of evidence

The grade will be awarded for the pieces of writing assessed as a whole, i.e. each piece will not be assessed individually; rather, the grade will be derived from the overall quality of the work. Students must show that they are working consciously and reasonably consistently at the level, rather than accidentally and occasionally.

Incorrect language/inconsistencies will only affect a grade if they hinder communication. Whilst inconsistencies that do not affect communication will not affect the grade, for Excellence, there needs to be sufficient language, outside the language with errors, that contributes to the criteria of capable selection and successful use of language.

#### Word limits

There is no word limit for this standard. The sample tasks suggest the following approximate word/character/kana count for level 3: 500 characters for Chinese, 1000 kana for Japanese, or 500 words for all other languages. These are a realistic expectation of the amount that may be needed to provide sufficient evidence from which to make a judgement. At all times quality is more important than quantity.

# NCEA Languages Verification Process for Schools – 2017

## External examinations – Cook Islands Maori, Korean, Lea Faka-Tonga

Updated 6 June 2017

Schools or clusters of schools will continue to produce their own activities for assessing candidates against NCEA external standards for Cook Islands Maori, Korean and Lea Faka-Tonga. Schools should use the relevant Assessment Specifications from the [NZQA subject pages](#).

As for the previous year, the process to be followed depends on whether your individual school has developed and marked the assessments or whether your school is using cluster-developed and marked assessments.

Please be certain which process your school should follow for each of the languages.

### Candidate Entries

All schools need to make candidate entries using the school provider code of the ‘assessing school’, i.e. the school that is responsible for the assessment, moderation and participating in the verification process for these standards.

The ‘assessing school’ will have a subject specialist teacher(s) in the language being assessed; standards based assessment expertise; and will follow processes as outlined in the Consent to Assess rules.

Where the school of enrolment and ‘assessing school’ are different organisations, a Memorandum of Understanding (MoU) **must** be in place between the two schools. NZQA has supplied a sample MoU to schools, which when completed must be held by individual schools. See your NZQA Principal Nominee for a copy.

### Pre-assessment materials critique

Assessments, schedules and resources developed by schools or cluster groups need to be submitted to NZQA for a pre-assessment materials critique to ensure that they are fit for purpose.

Please take note of critiquer feedback, amend, and re-submit for a further critique if required.

All assessment material must be submitted **on, (or preferably before) the end of Term 2, Friday 7 July**.

Email to [examinations@nzqa.govt.nz](mailto:examinations@nzqa.govt.nz), attention Mary Ma’ilo, or courier to Secondary Examinations, attention Mary Ma’ilo, 125 The Terrace, Wellington, 6140

## **Conducting assessment**

In all schools, assessments need to be **completed by the end of Term 3, 29 September**.

Schools which develop their own assessments may conduct these, once approved for use, at any date in Term 3.

Schools which choose to use assessments developed by a cluster of schools must ensure candidates are assessed at the same time and date agreed with the cluster.

Cluster schools are responsible for ensuring their student work is sent securely to the cluster for marking. Using a signature-required courier bag, or personal drop off is highly recommended.

## **Marking Verified Languages assessments**

Schools using their own developed assessments will mark all their own candidates' work.

Candidate work from cluster-developed assessments will be marked and internally moderated by the cluster, overseen by the assessing school(s), or, in the case of Cook Islands Māori, marked by individual schools by arrangement with the cluster following the agreed common assessment schedule.

All schools and clusters must follow a documented process that mirrors their schools' internal moderation processes for confirming marking decisions.

## **Submission of materials for verification**

Samples for verification should be submitted as soon as marking is complete. In all cases, submissions should reach NZQA on, or before, **Wednesday 25 October**.

For school-marked work, each school will send a copy of all assessment resources and eight marked samples of candidate work for each standard. Schools with fewer than eight entries for any one standard will submit all candidate work for that standard. Candidate work selected for verification should best represent the spread of results awarded in the school for each standard assessed.

For cluster-marked work, the cluster coordinator will send all assessment resources and eight marked samples of the candidate work for each standard directly to NZQA for verification.

Details of the submission process and materials for packing verification submissions to NZQA will be sent to schools or clusters in September 2017.

## **Provisional Results entry:**

School-marked assessment schools will enter provisional results online prior to submitting candidate work for verification.

The provisional results entry page in schools' NZQA Provider login **will be open for use from Monday 11 September 2017**.

Cluster-marked assessment schools will not receive provisional results, and will not enter any results until they are finalised in late November.

The marking cluster will retain provisional results and candidate work until they receive the verification feedback directly from NZQA. The cluster will then review marking of non-verified work as needed and finalise results for all candidates.

NZQA will enter a Y code for all candidates involved in cluster assessments to over-ride the usual provisional results part of the process.

## Online verification reports

### School-marked assessments:

Verification reports by standard will be available from 20 November in the school's NZQA Provider login for individual schools that have submitted work for verification.

Instructions on accessing these will be available online in September. If you are unable to access the online instructions, please contact [mary.maiolo@nzqa.govt.nz](mailto:mary.maiolo@nzqa.govt.nz).

Please save a copy of each report for your records.

Schools will also see verified results for those candidates whose work was submitted to NZQA.

If the verifier has agreed with all assessment decisions made by the school for a standard, the provisional results entered by the school will roll over to final-result status and the school will not need to do anything else.

If the verifier does not agree with the assessment decisions made by the school, their decisions will be explained in the verification report. The school must review the report and re-mark all other candidates' work in the light of verifier feedback before entering final results.

### Cluster- marked assessments:

Schools will not receive individual verification reports.

The verification report will be sent directly from NZQA to the cluster marking coordinator by 20 November. The cluster will review marking of all other candidates' work in the light of verifier feedback, and finalise the results for all candidates.

## Final Results Entry

All Schools: Final results must be entered by schools no later than **Friday 1 December**.

Cluster-developed assessments: The assessing school(s) with the responsibility for assessment, moderation and participation in verification must **send the final results to the school of enrolment for final results entry**. The final results entry process involves overwriting the Y code for each candidate who sat the examination.

The cluster coordinator will arrange the return of candidate work to the school of enrolment.



## **Absence/ Derived Grade process**

If a student is absent for the examination, the school's missed and late assessment policy and procedures must be applied.

The absence or impairment for a candidate must comply with NZQA's Derived Grade guidelines and be consistent with the school's missed and late assessment policy. The reason for the absence must be unforeseen or unavoidable and not wilful or for convenience.

The grade reported by the school is:

- to be from evidence gathered before the language examination was held
- based on valid, authentic, and standard specific evidence.

**Work from candidates receiving a derived grade should not be sent for verification.**

## **Appeal process**

The NZQA appeal process applies only to candidate work submitted for verification. Schools will continue to manage their own policies and procedures for work that has not been sent for verification.

An appeal should be lodged where there is such a significant difference between the candidate's provisional and verified results that the school suspects that an assessment or processing error may have occurred. Schools seeking to appeal should download and complete the Languages Verification Appeal Form on the subject page.

All appeals should be with NZQA by **4 December**.

## **Candidates' final results and work**

Candidates must not be told their provisional or final results, or receive their marked work until all NCEA results are released in January 2018.

Candidate work submitted for verification will be returned to schools from 20 November onwards. Schools need to hold all candidate work to return to candidates the following year.

## 2018 Timeline for the 2017 verification process

Dec 2016	Assessment Specifications for all external standards available on subject pages on NZQA website.
To reach NZQA on or before 7 July 2017	Schools or clusters submit tasks and assessment schedules to NZQA for pre-assessment materials critique, at least two months prior to the assessment date. Send materials by email to <a href="mailto:examinations@nzqa.govt.nz">examinations@nzqa.govt.nz</a> or post to Secondary Examinations, PO Box 160, Wellington, 6140 If required, schools or clusters then modify materials and resubmit for a second pre-assessment critique, no later than one month prior to the assessment date.
1 Sept	Final date for confirmation of external entries in the data file submitted to NZQA.
11 Sept	Email from NZQA to confirm individual school or cluster submissions. Pack-out and further instructions sent to schools this week. The provisional results entry page will be open for use (for individual schools only).
By 29 Sept	Schools conduct assessments for external standards, and then mark candidate work themselves or send to the cluster for marking.
Reach MoE by 13 Oct	Cook Islands schools dispatch assessment activities and work for up to eight candidates per standard to the Cook Islands Ministry of Education in Avarua.
To reach NZQA by 25 Oct	<b>School-marked assessments:</b> schools enter provisional results online and send verification sample of assessment materials and candidate work for up to eight candidates per standard to NZQA as soon as marking is complete. <b>Cluster-marked assessments:</b> the marker(s) send provisional results and agreed verification sample of assessment materials and candidate work to NZQA as soon as marking is complete.
27 Oct	Verifiers commence verification process.
From 20 Nov	<b>School-marked assessments:</b> Verified results and reports visible online to schools. <b>All:</b> Verified samples of candidate work returned to schools or clusters this week. Schools and cluster marker(s) review verification reports and re-mark remaining candidate work as required. <b>Cluster-marked assessments:</b> The assessing school(s) will send final results to enrolment schools who will overwrite Y results with final results for all candidates. Candidate work returned to schools.
1 Dec	<b>Complete final results entry.</b>
To reach NZQA by 4 Dec	Appeals from schools to NZQA
15 Dec	Appeals completed and schools informed of decisions.
Jan 2018	NZQA notifies results to candidates. Schools return assessed work to candidates.

# <sup>2018</sup> Enquiries

Please refer any enquiries relating to this process to:

Gill McLean

National Assessment Facilitator for Cook Islands Māori, Korean and Lea Faka-Tonga

Telephone: 04 463 4388

Email: [gill.mclean@nzqa.govt.nz](mailto:gill.mclean@nzqa.govt.nz)

Enquiries about candidate entries and results, or verification samples may be referred to:

Mary Ma'ilo

Operations Officer, Secondary Examinations

Telephone: 04 463 3036

Email: [mary.mailo@nzqa.govt.nz](mailto:mary.mailo@nzqa.govt.nz)

2018 EXAMINATION TIMETABLE					
DATE	TIME	LEVEL 1	LEVEL 2	LEVEL 3	SCHOLARSHIP
Wed 7 Nov	9.30 am	Social Studies	Dance	Art History	Earth & Space Science
	2.00 pm		French		Drama
Thurs 8 Nov	9.30 am	Media Studies	Earth & Space Science	Drama	Chemistry
	2.00 pm	Sāmoan / Spanish	Japanese	Te Reo Rangatira / Social Studies / Psychology	Sāmoan
Fri 9 Nov	9.30 am		Physics	Business Studies	Calculus
	2.00 pm	Geography	German	Dance	Agricultural & Horticultural Science
WEEKEND					
Mon 12 Nov	9.30 am	English			
	2.00 pm		Media Studies	Home Economics	Statistics
Tue 13 Nov	9.30 am	French	Business Studies	Calculus	English
	2.00 pm	Economics		Accounting	Media Studies
Wed 14 Nov	9.30 am		Mathematics & Statistics		Classical Studies
	2.00 pm	Music	Accounting	History	French
Thurs 15 Nov	9.30 am	Science		Making Music	History
	2.00 pm	Chemistry	Geography	Chemistry	Te Reo Rangatira
CANTERBURY ANNIVERSARY DAY					
WEEKEND					
Mon 19 Nov	9.30 am		English		
	2.00 pm	History	Te Reo Māori	Biology	Economics
Tue 20 Nov	9.30 am	Mathematics & Statistics			Biology
	2.00 pm		Drama	Physics	Art History
Wed 21 Nov	9.30 am	Japanese		English	
	2.00 pm	Home Economics	Economics		Geography
Thurs 22 Nov	9.30 am	Agricultural & Horticultural Science	Art History	Statistics	
	2.00 pm	Chinese	Spanish / Health	Earth & Space Science	
Fri 23 Nov	9.30 am	German	Biology	Geography	Physics
	2.00 pm	Physics	Home Economics	Classical Studies	Japanese
WEEKEND					
Mon 26 Nov	9.30 am	Drama	Chemistry	Music Studies	Spanish
	2.00 pm	Health	Sāmoan / Education for Sustainability	Te Reo Māori / Latin	Chinese
Tue 27 Nov	9.30 am	Biology	Music	Media Studies	Accounting
	2.00 pm	Business Studies	Social Studies	Agricultural & Horticultural Science / German / Chinese	
Wed 28 Nov	9.30 am	Te Reo Rangatira / Latin	Agricultural & Horticultural Science	Sāmoan	Te Reo Māori / Latin
	2.00 pm		History	Health	Music
Thurs 29 Nov	9.30 am	Accounting	Te Reo Rangatira / Latin	Japanese	German
	2.00 pm	Dance	Classical Studies	Spanish	
Fri 30 Nov	9.30 am	Te Reo Māori / Art History	Chinese	French	
	2.00 pm	Classical Studies		Economics	