



# NCEA Information Pack Level 1 New Zealand Sign Language

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

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## **LEARNING LANGUAGES NEWSLETTER**

Every quarter, on behalf of the Ministry of Education, Future Learning Solutions – Centre for Languages 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 Learning Languages newsletter, please contact Kath Doody, Programme Coordinator – [fls.languages@uniservices.co.nz](mailto:fls.languages@uniservices.co.nz)

## **LEARNING LANGUAGES Facebook page - @FLS.Languages**

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.

 Here is a link to the New Zealand Sign Language page on the NZQA website - [New Zealand Sign Language 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 - these are not available for NZ sign language at present. Please check the website for any updates. This provides exemplars of student work to help you with your own judgements when marking internal assessments for your students:

 Other Resources for teachers:

- The website, New Zealand Sign Language Teachers' Association has valuable information for teachers. The link <https://www.teachsign.org.nz/nzslta/>
- NZQA NZSL facebook page: The link <https://www.facebook.com/New-Zealand-Sign-Language-NZQA-1139871796032290/>
- NZSL Online Hub <https://www.odi.govt.nz/nzsl/new-zealand-sign-language-online-hub/>
- NZSL Online Facebook page <https://www.facebook.com/NZSLonline/>

## [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 2017 – 2018 include:

### September 2018

#### Evidence requirements for standards

NZQA encourages innovative ways of collecting student evidence that may be used for assessment purposes. This could include evidence that contributes to multiple standards (integrated assessment), or different modes of collecting evidence such as blogs, video clips, etc.

Teachers are reminded that students submitting evidence beyond the requirements of a standard may impact on student workload. Additionally, a succinct response addressing standard criteria is preferable to a large volume of student evidence that may not necessarily deliver evidence of all the criteria of the standard(s) in question.

For more information on gathering evidence, refer to [Gathering evidence of achievement](#).

### Digital submission of Languages materials for moderation

Please see the [guide to making digital submissions \(DOCX, 85KB\)](#).

It is important that students in the Interaction standards are clearly identified – this is beyond simply identifying the first speaker, e.g. if it is not video, then some sentences in English which give an indication of what the assessed speaker says are required.

### February 2017

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](#)

For previous newsletters see link [:](#)

<https://www.nzqa.govt.nz/ncea/subjects/languages/moderator-newsletters/february-2017>

## New Zealand Sign Language L6: Context elaborations

Students are expected to communicate information, ideas, and opinions, and express and respond to personal ideas and opinions in areas of most immediate relevance. The content and language of the communication is targeted beyond the immediate context to include the expression of opinions. Students are expected to understand and produce a variety of text types.

- Context and text type
- Examples showing how the student
- Intercultural communicative competence

### Example 1: Deaf Club

#### Deaf Club film

#### **Context and text type**

Aroha is a hearing person, conversing with Luca, a Deaf person. The conversation is about Aroha's first time at Deaf club. They discuss Aroha's experiences and Luca offers to go with her next time.

#### **Text type**

Informal signed conversation. Interactive.

#### **Examples showing how the student is:**

#### **Communicating information, ideas, and opinions beyond the immediate context**

Aroha uses a yes/no question to gather ideas:

- Nod GREAT IX-me LOVE GO IX-loc AGAIN. INTERESTING SEE DEAF WORLD. y/n q NEXT WEEK

Luca asks a question to initiate the discussion:

- FINE++ PROBLEM whq WHAT

Luca gives information about Deaf club and Deaf culture:

- IX-you MEAN LIKE WAVE OR y/n q FLASHING-LIGHTS

In response to Aroha's question, Luca says that she will go to the Deaf club with her:

- OH IX-you ONLY neg ONE HAVE+++ MAYBE NEXT TIME WE-two GO-TO IX-loc INTRODUCE MEET++ DEAF PEOPLE

NZSL features such as negation, affirmation, pronouns and locatives (through pointing), facial expression and grammar, correct handshapes, appropriate signing space, body language, non-manual signs and different forms of questioning have a bearing on the overall effectiveness of the communication and must be taken into consideration.

OH IX-you ONLY neg ONE HAVE+++ MAYBE NEXT TIME WE-two GO-TO IX-loc INTRODUCE MEET++ DEAF PEOPLE

Aroha is constructing her understanding of Deaf culture as they converse:

IX-me LEARN HOW DEAF ATTENTION

#### **Expressing and responding to personal ideas and opinions**

Aroha expresses her enjoyment at having had a new experience, which is reinforced by facial expression to show emotion:

- YES EVERY-ONE NICE FRIENDLY IX-they PATIENT WHEN IX-me UNDERSTAND<sup>neg</sup> IX-them

Aroha describes a new experience using adjectives:

- AWESOME EXPERIENCE. AMAZING.

Luca responds to Aroha by reiterating her personal viewpoint:

- SIGN LANGUAGE VISUAL HANDS CHATTING-away
- YES KNOW++ POSS-tend DEAF SIGN

### Communicating appropriately in different situations

Aroha uses a formulaic expression to end the conversation:

YES IX-me LOOK-FORWARD SEE-you NEXT WEEK

Questions are used to maintain the flow of the conversation:

- FINE++ PROBLEM<sup>whq</sup> WHAT

Aroha uses clear facial expression to match her views:

LAST SATURDAY NIGHT IX-me FIRST TIME WENT IX-loc DEAF CLUB. IX-me SURPRISE

### Understanding how language is organised for different purposes

The text illustrates the use of short words, phrases and simple sentence patterns which are a feature of conversational exchanges:

- WHY NOT!<sup>nod</sup>

Luca shows respect for Aroha's lack of cultural knowledge:

- OH IX-you ONLY ONE<sup>neg</sup> HAVE+++ MAYBE NEXT TIME WE-two GO-TO IX-loc INTRODUCE MEET++ DEAF PEOPLE

Luca uses a formulaic greeting:

- HI HOW-ARE-YOU

Aroha gives a precise statement about her new learning at the Deaf club:

- IX-me LEARN HOW DEAF ATTENTION

Both signers use non-manual signals to show meaning/opinion. For example to modify a level of emotion like surprise:

- LAST SATURDAY NIGHT IX-me FIRST TIME WENT IX-loc DEAF CLUB. IX-me SURPRISE

Transliterations based on English forms sometimes enter a conversation in NZSL. As the flow of communication is not interrupted, Aroha, a learner of NZSL, clearly understands what Luca says.

- "HOW-ARE-YOU"<sup>y/n q</sup> in NZSL compared with HOW ARE YOU, which is based on spoken English. Luca uses formulaic colloquial expressions that are typically used in informal conversations and are specific to NZSL:

- OH IX-you ONLY ONE<sup>neg</sup> HAVE+++

### Opportunities for developing intercultural communicative competence

Students could research and compare the Deaf community with their own or another culture. They could make connections with comparable aspects of other languages and cultures known to them. What similarities and differences can they identify between their own culture and that of Deaf people? What different technologies are used by Deaf people?

Students could explore their own experiences of being in an unfamiliar cultural setting: visiting a marae or a foreign country. How did they find out expected behaviours? What made behaving appropriately easy or difficult? How might students use the knowledge they have gained to communicate respectfully within the Deaf community?

Students could explore examples of NZSL language features in conversational texts, especially greetings and how conversations are sustained and ended. Students could compare these findings to other known languages.

- [Assessment for qualifications: Level 6](#)
- [What are context elaborations?](#)
- [New Zealand Sign Language L6 context elaborations: Example 2](#)
- [New Zealand Sign Language L6 context elaborations: Example 3](#)

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## NZSL L6: Example 2

- [Context and text type](#)
- [Examples showing how the student](#)
- [Intercultural communicative competence](#)

### Example 2: Hanmer Springs trip

#### [Hanmer Springs trip](#)

#### **Context and text type**

Student recounts the highlights of a recent family trip to hot pools at Hanmer Springs, where she met her Deaf friend and enjoyed talking to her while they relaxed in a pool.

#### **Text type**

Informal recount. Productive.

#### **Examples showing how the student is:**

#### **Communicating information, ideas, and opinions beyond the immediate context**

Student communicates information about a family day trip using past tense. She says where they went.

- LAST WEEKEND MY FAMILY IX-me LCL: DRIVE-to, IX-loc <sup>rhq</sup>WHERE , fs, HANMER SPRINGS IX-LocHOT POOLS

Student expresses an opinion:

- WOW POSS-your HAIR SHORT IX-you LOOK GOOD

Student expresses her opinion using adjectives to describe the view, which she compares with a previous season:

- RELAX SUN (intense) LOOK-around SNOW MOUNTAIN BEAUTIFUL SNOW++ LOVELY CHANGE SPRINGTIME TREES GREEN.

#### **Expressing and responding to personal ideas and opinions**

Student expresses happiness that she saw her friend:

- GREAT CATCH-UP WITH IX-her IX-ME <sup>neg</sup>SEE IX-HER LONG-TIME

Student expresses her opinion that price of locker is cheap:

- WE GO-TO CHANGE FINISH PAY UMM \$2 FOR LOCKER. THINK IX CHEAP

Student explains Hanmer Springs is her family's favourite place to relax:

- LAST WEEKEND POSS-my FAMILY IX-me LCL: DRIVE-to, IX-loc <sup>rhq</sup>WHERE , fs, HANMER SPRINGS IX-locHOT POOLS

#### **Communicating appropriately in different situations**

Student uses culturally appropriate behaviours, such as eye contact before beginning a conversation and a small wave to gain attention.

Student uses appropriate facial expression to show her pleasure in the warmth of the pool:

- AHH (2h) WARM

## Understanding how language is organised for different purposes

Pronouns are shown through pointing to indicate who is being referred to:

- SEE POSS-my FRIEND SARA IX-me wave-for-attention IX-she COME-along SIT-next-to-me

IX-loc is used to show location:

- CHRISTCHURCH IX TO IX f/s HAMNER SPRINGS 1 ½ HOUR DRIVE

Classifier is used to show plural, for example, long line of people:

- FINALLY ARRIVE SEE PCL: long-line-of-people WE WAIT++ PCL: move slowly

Non-manual signal is used to show intensity and movement of the sun:

- RELAX SUN (intense) LOOK-around

Raised eyebrows and a rhetorical question are used to introduce the topic of the conversation:

- TOPIC <sup>rhq</sup>WHAT , LASTWEEKEND

Student uses a headshake to show negation:

- IX-me <sup>neg</sup>SEE IX-her LONG-TIME

Student uses UMM as filler to process information:

- WE GO-TO CHANGE FINISH PAY UMM \$2 FOR LOCKER.

## Opportunities for developing intercultural communicative competence

What does a Deaf person need to take into account on trips or holidays? When people travel to other cultures, they experience different expectations. Students could explore these differences.

Students could investigate the way recounts in NZSL are different from recounts and storytelling in another language or culture. What Deaf cultural features in NZSL are particular to recounts and storytelling? For example: the way the story is set up, the language features present and the use of space to enhance the recount.

- Assessment for qualifications: Level 6
- What are context elaborations?
- New Zealand Sign Language L6 context elaborations: Example 1
- New Zealand Sign Language L6 context elaborations: Example 3

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## NZSL L6: Example 3

- [Context and text type](#)
- [Observations a student might make](#)
- [Intercultural communicative competence](#)

### Example 3: Poster for speech competition

#### [Poster for speech competition film](#)

#### Context and text type

The student signing promotes a Speech Competition, advertised in the poster. This clip is to be placed on the Deaf Centre website.

#### Text type

Informal. Receptive.

#### Observations a student might make concerning:

#### Information, ideas, and opinions communicated in the text

Student signing provides details for the event:

- NOW, list IX finger <sup>m-q</sup> WHERE , KELSTON BOYS' HIGH SCHOOL IX- loc <sup>nod</sup> AUDITORIUM IX-loc
- <sup>topic</sup> TIME ,7.00 - 9.00, NIGHT

Student signing gives the categories for the speech competition, using the sign “group” in three locations. (loc left, left middle, loc right)

- IX-loc left GROUP RESEARCH CAN SIGN OR ORAL, SPEECH
- IX-loc middle GROUP TRUE LIFE STORY <sup>nod</sup> CAN SIGN OR SPOKEN ENGLISH
- IX-loc right GROUP NZSL <sup>nod</sup> ONLY SIGN IX

Student attempts to evoke a response in the audience using a formulaic expression, “come on” and an imperative.

- COME-ON, MAKE YOUR PARENT PROUD

#### How the writer expresses personal ideas and opinions

Student signing expresses their own opinion on the value of the prize money by using multi- channel sign.

- COME-ON, <sup>topic-comment</sup> IMPORTANT PRIZE , \$100.00 <sup>nod</sup> mcs-VALUE COME-ON

Student signing challenges others to participate using a rhetorical question and a superlative.

- COMPETE+++ , WHO BEST?

Student signing expresses a personal opinion about the event.

- FANTASTIC ALWAYS, INTERESTING <sup>nod</sup> EVENING , YOU <sup>nod</sup> (all WILL) ENJOY, SAME ME

## How the language in the text is organised for the writer's purpose

Rhetorical questions are used to get the target audience's attention in a Deaf-appropriate way. Listing and rhetorical questions give structure and clarity to information delivery.

- NOW, list IX finger <sup>rh-q</sup> WHERE , KELSTON BOYS' HIGH SCHOOL IX- loc <sup>nod</sup> AUDITORIUM IX-loc
- list 3rd finger <sup>rh-q</sup> WHEN , 24 SEPTEMBER
- 
- List 4th finger <sup>topic-comment</sup> TIME, 7.00 - 9.00 , NIGHT

## Opportunities for developing intercultural communicative competence

Speech competitions are valued in Deaf culture. Students could use this signed poster as a stimulus for reflecting on and discussing the unique features of a Deaf speech competition and the challenges to be met by contestants and organisers. How could students support each other to enter?

Deaf culture has other unique activities that differ from hearing culture, for example Deaf Sport. Students could compare and contrast other Deaf activities with similar activities in hearing culture, identifying the positives for Deaf culture. How do activities such as Deaf sport enrich Deaf culture? Students could consider the specific needs of Deaf people in the sporting world, including investigating the differences between equipment and commands that Deaf and hearing use. What Deaf activities are students involved in already? What activities would they like to be involved in?

Students could prepare posters advertising another Deaf event, for example, KDEC Sports Day and prepare and sign a presentation promoting the event. They could consider the purpose, the target audience and the kinds of language used.

Students could compare two posters; one with strong visual elements and one with strong verbal elements, for example, metaphorical language. Discuss which is more Deaf friendly and why?

- [Assessment for qualifications: Level 6](#)
- [What are context elaborations?](#)
- [New Zealand Sign Language L6 context elaborations: Example 1](#)
- [New Zealand Sign Language L6 context elaborations: Example 2](#)

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## NCEA Level 1 Languages

### Conditions of Assessment

#### General Information

|                          |                           |
|--------------------------|---------------------------|
| <b>Subject Reference</b> | Languages                 |
| <b>Domain</b>            | New Zealand Sign Language |
| <b>Level</b>             | 1                         |

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This document provides guidelines for assessment against internally assessed standards. Guidance is provided on:

- appropriate ways of, and conditions for, gathering evidence
- ensuring that evidence is authentic
- any other relevant advice specific to an achievement standard.

**NB:** It is expected that teachers are familiar with additional generic guidance on assessment practice in schools published on the [NZQA](#) website. This should be read in conjunction with these Conditions of Assessment.

This document should be read in conjunction with *The New Zealand Curriculum* (Ministry of Education, 2007).

#### For All Standards

Internal assessment provides considerable flexibility in the collection of evidence. Evidence can be collected in different ways to suit a range of teaching and learning styles and a range of contexts of teaching and learning. Care needs to be taken to allow students opportunities to present their best evidence against the standard(s) that are free from unnecessary constraints.

It is recommended that the design of assessment reflects and reinforces the ways students have been learning. Collection of evidence for the internally assessed standards could include, but is not restricted to, an extended task, an investigation, digital evidence (such as recorded interviews, blogs, photographs or film) or a portfolio of evidence.

A separate assessment event is not needed for each standard. Often assessment can be integrated into one activity that collects evidence towards two or three different standards from a programme of learning. Evidence can also be collected over time from a range of

linked activities (for example, in a portfolio). This approach can also ease the assessment workload for both students and teachers.

Effective assessment should suit the nature of the learning being assessed, provide opportunities to meet the diverse needs of all students and be valid and fair.

Where manageable, and after further learning has taken place, students may be offered a maximum of one further opportunity for assessment against an assessment standard within a year.

Authenticity of student evidence needs to be assured regardless of the method of collecting evidence. This needs to be in line with school policy

Unmodified extracts from any external source should not be included without acknowledgement of sources and will not be considered for the final achievement judgement.

### **Specific information for individual internal achievement standards**

|                                    |   |
|------------------------------------|---|
| <b>Achievement Standard Number</b> | <b>91795 New Zealand Sign Language 1.1</b>  |
| <b>Title</b>                       | Demonstrate understanding of a variety of New Zealand Sign Language texts on areas of most immediate relevance. |
| <b>Number of Credits</b>           | 5   |
| <b>Version</b>                     | 1   |

The standard involves viewing a range of texts and showing understanding of communication beyond the immediate context, for example about past and/or future events (NZC levels 5 and 6 Learning Languages).

A variety of texts means the context and/or purpose and/or type will be different for each text viewed, e.g. advice about what to do in an earthquake will necessitate a different text type to a conversation about attending a community or school event.

Contexts for the text types should arise naturally from teaching and learning. The language in the texts viewed should not be in advance of curriculum level 6.

In all situations the students should be showing their ability to demonstrate understanding of familiar language related to basic personal information, ideas and opinions. Over the two pieces there will be evidence of each of these.

#### **Structure of the tasks**

Student understanding will be demonstrated in response to a question or questions about the text. All levels of achievement must be possible for each question.

#### **Assessing the collection of evidence**

The grade will be awarded for the collection of responses to texts assessed as a whole, i.e. each response 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.

### **Time**

The sample tasks suggest the time for each text viewed for level 1 should be one to two minutes.

### **Language**

Whether a student answers in English, te reo Māori or New Zealand Sign Language, incorrect language or grammar will only affect the award of a grade if the student's understanding of the text is not clear.

|                                    |  |
|------------------------------------|--|
| <b>Achievement Standard Number</b> | <b>91796 New Zealand Sign Language 1.2</b>   |
| <b>Title</b>                       | Give a presentation in New Zealand Sign Language that communicates a personal response |
| <b>Number of Credits</b>           | 4  |
| <b>Version</b>                     | 1  |

This achievement standard involves using NZSL to give a signed presentation that communicates a personal response.

### **Content**

Language should be appropriate for a presentation. Tasks should ensure that students will have a context which requires a presentation.

This standard involves expressing personal information, ideas and opinions. Students should show that they are able to communicate beyond the immediate context, for example, past and future events. The context for the presentation will decide whether students communicate about both past and future events within the presentation. It may be realistic that students only communicate about one or the other, e.g. a presentation to the class on a past holiday trip may only call for the student to communicate about past events and this would still meet the criteria.

### **Sufficiency of Evidence**

Provided the evidence given meets the communicative purpose(s) of the task(s), the length of the evidence may vary however at all times, quality is more important than length.

One minute to two minutes is a suggested guideline for appropriate length.

Where a presentation is made by a group, each person will be assessed individually.

### **Feedback and Feed Forward**

Teachers may provide suitable feedback and feed forward during the preparation phase of the presentation.

Teacher feedback and feed forward on student's drafts should be holistic to ensure the final presentation remains a true representation of the student's ability. More than one opportunity for feedback could compromise authenticity.

## **Presentation**

This presentation is delivered to an audience. This could be either a real or digital audience, e.g. a vlog.

Communication is the focus of the assessment. The presentation may be supported by prepared notes/cue cards/props/other supporting material/a copy of the text, but not signed verbatim/in its entirety.

Aids to memory such as those suggested above should enhance and not detract from the presentation.

|                                    |  |
|------------------------------------|--|
| <b>Achievement Standard Number</b> | <b>91797 New Zealand Sign Language 1.3</b>   |
| <b>Title</b>                       | Interact using New Zealand Sign Language to communicate personal information, ideas and opinions in different situations |
| <b>Number of Credits</b>           | 5  |
| <b>Version</b>                     | 1  |

This achievement standard involves a range of signed interactions in New Zealand Sign Language to share personal information and opinions in personal and transactional situations.

## **Sufficiency of Evidence**

A range of interactions involves at least two interactions.

Tasks should provide opportunities for students to demonstrate language use across a range of contexts and for a range of purposes, and enable achievement at all levels.

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 to students discussing what they did in the holidays.

Provided the evidence given meets the communicative purpose(s) of the task(s), the length of the evidence may vary. However, at all times, quality is more important than length.

A total of three minutes is a guideline for this standard.

Where an interaction involves a pair or group, each person will be assessed individually.

The focus of this standard is the successful negotiation of meaning in a realistic context.

In interactions, there is a level of spontaneity not apparent in prepared signed presentations. Students should use the language they have acquired in as natural a way

as possible, i.e. not artificially using long sentences and complex structures where native signers would not naturally do so.

Features of interactions which contribute to natural communication include such things as:

- referring back to things that have already been said
- clarifying
- negotiating meaning
- using colloquial and formulaic expressions appropriate for the contexts.

### **Collection of Evidence**

- The interactions could involve pair, group or class based interactions, which may be 'free' and/or 'controlled' production (*Ellis, 2005*).
- It may be appropriate for prompts such as photos, mind-maps or diagrams to be available to students during an interaction.
- Records of evidence will be digital recordings in various formats, e.g. video, cell phone.

### **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, 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.

It is not appropriate to have students first writing, then learning by heart, scripted role plays. Quality indicators such as the ability to maintain an interaction will not be evident in such exchanges.

### **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.

There are two features of this standard: a repertoire of language features and strategies, i.e. students will be rewarded for contributing to and maintaining the interaction, and a range of language.

The use of language and language features should be controlled and appropriate and not used because students think that it is a 'quantity' of these that will allow them to meet the criteria. Quality (features used when appropriate) is more important than quantity.

At this level students will show evidence of language to communicate personal information, ideas and opinions. Over the two pieces there will be evidence of each of these.

In order to fulfil the NZC level requirements, the student must also show that, over the two pieces of evidence, they are able to communicate beyond the immediate context, for example about past and/or future events (NZC levels 5 and 6 Learning Languages).

## Feedback and Feed Forward

Teacher feedback and feed forward after watching interactions may improve students' understanding of the interaction criteria for future interactions.

|                                    |  |
|------------------------------------|--|
| <b>Achievement Standard Number</b> | <b>91798 New Zealand Sign Language 1.5</b>   |
| <b>Title</b>                       | Sign a variety of text types in New Zealand Sign Language on areas of most immediate relevance |
| <b>Number of Credits</b>           | 5  |
| <b>Version</b>                     | 1  |

This achievement standard involves signing a variety of texts to communicate in New Zealand Sign Language on areas of immediate relevance.

### Text type

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

### Evidence

A range of commonly used real life resources which may be used to support drafting and reworking could include authentic texts, native signers, exemplars and digital tools. Students need to be aware that they cannot copy large chunks of signed text and that they must adapt and rework the language. Students need to reference direct signed text in their work and this will not count as evidence of language. It is inappropriate to have native signers providing large chunks of language or correcting drafts.

### Sufficiency of evidence

A variety of texts involves at least two pieces of signing.

Tasks should provide opportunities for students to demonstrate language in different contexts and for a range of purposes, and enable achievement at all levels. Provided the evidence meets the communicative purpose(s) of the task(s), the length of the evidence may vary however at all times, quality is more important than length.

The portfolio should be about 3 minutes in total. This is a realistic expectation of the time needed to provide sufficient evidence from which to make a judgement. At all times quality is more important than quantity.

### Collection of Evidence

Evidence of at least two text types should be collected. This ensures that the assessor has sufficient evidence to attest that a student is working at the specified level reasonably consistently rather than accidentally and occasionally. Selection of evidence would be made by the student. The final selection is considered as a whole for grade allocation.

### **Feedback and feed forward on drafts**

Feedback and feed forward should ensure that the final evidence remains the student's own work. The feedback for final assessment should not be as detailed as indicating specific errors. It should be more descriptive than this and focus on what is needed to achieve the standard. The teacher can feed forward by referring to the assessment criteria, and/or exemplars.

Accuracy is not a criterion of the standard and not an expectation for Excellence. Most second language learners make errors. Complex language, with few or no errors, may indicate that too much feedback has been given.

## Achievement Standard

|                            |  |                               |                  |
|----------------------------|--|-------------------------------|------------------|
| <b>Subject Reference</b>   | New Zealand Sign Language 1.1  |                               |                  |
| <b>Title</b>               | Demonstrate understanding of a variety of New Zealand Sign Language texts on areas of most immediate relevance |                               |                  |
| <b>Level</b>               | 1  | <b>Credits</b>                | 5                |
|                            |  | <b>Assessment</b>             | Internal         |
| <b>Subfield</b>            | Languages  |                               |                  |
| <b>Domain</b>              | New Zealand Sign Language  |                               |                  |
| <b>Status</b>              | Registered   | <b>Status date</b>            | 19 November 2015 |
| <b>Planned review date</b> | 31 December 2020   | <b>Date version published</b> | 19 November 2015 |

This achievement standard involves demonstrating understanding of a variety of New Zealand Sign Language (NZSL) texts on areas of most immediate relevance.

### Achievement Criteria

| Achievement   | Achievement with Merit  | Achievement with Excellence  |
|---|---|--|
| <ul style="list-style-type: none"> <li>Demonstrate understanding of a variety of New Zealand Sign Language texts on areas of most immediate relevance.</li> </ul> | <ul style="list-style-type: none"> <li>Demonstrate clear understanding of a variety of New Zealand Sign Language texts on areas of most immediate relevance.</li> </ul> | <ul style="list-style-type: none"> <li>Demonstrate thorough understanding of a variety of New Zealand Sign Language texts on areas of most immediate relevance.</li> </ul> |

### Explanatory Notes

Version 1 was republished in December 2015 to update the hyperlink to the conditions of assessment in explanatory note 6.

- This achievement standard is derived from the Learning Languages Communication Strand Curriculum Level 6 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, 2010 at <http://seniorsecondary.tki.org.nz>.
- Demonstrate understanding* involves students making meaning of NZSL by responding in their choice of NZSL, English and/or te reo Māori to the information, ideas, and opinions about the events, people, places, and experiences of the sign language that is viewed.

*Demonstrate clear understanding* involves selecting relevant information, ideas, and opinions from the texts and communicating them unambiguously.

*Demonstrate thorough understanding* involves expanding on relevant information, ideas, and opinions from the texts with supporting detail; and showing understanding of the implied meanings or conclusions within the text.

- 3 *New Zealand Sign Language texts* refer to signed texts containing language beyond the immediate context (e.g. past and future events), such as short conversations, vlogs, announcements, instructions and reports. Some of the texts will reflect the relationship between language and Deaf culture.
- 4 *Areas of most immediate relevance* refers to basic personal information and past, present, and/or future experiences (e.g. family, shopping, local area, events and activities).
- 5 Evidence may include:
  - clarifying information, ideas and/or opinions
  - summarising information, ideas and/or opinions
  - producing, annotating, amending, or completing visual representations of ideas (e.g. maps, sketches, diagrams).
  - retelling NZSL statements for a different/specific purpose (e.g. making a recommendation, giving advice).
- 6 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

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### Quality Assurance

- 1 Providers and Industry Training Organisations must be accredited 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



## Internal Assessment Resource

### Languages Level 1

This resource supports assessment against Achievement Standard 91795

**Standard title:** Demonstrate understanding of a variety of New Zealand Sign Language texts on areas of most immediate relevance

**Credits:** 5

**Resource title:** What to do next year?

**Resource reference:** Languages 1.1A New Zealand Sign Language

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

Date version published by Ministry of Education      May 2016  
To support internal assessment from 2016

Authenticity of evidence      Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.

Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.

## Internal Assessment Resource

**Achievement standard:** 91795

**Standard title:** Demonstrate understanding of a variety of New Zealand Sign Language texts on areas of most immediate relevance

**Credits:** 5

**Resource title:** What to do next year?

**Resource reference:** Languages 1.1A New Zealand Sign Language

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### Teacher guidelines

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The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

### Context/setting

This activity requires students to demonstrate thorough understanding of an NZSL text on an area of most immediate relevance.

You will need to select or create a text in NZSL that ensures achievement at each level of the standard is possible. The activity provided is only an example to show how evidence can be collected. To ensure the authenticity of student responses, the activity cannot be used without significant re-contextualisation, as the films and indicative responses are available online.

Students should have opportunities throughout the year to gather evidence of viewing and understanding New Zealand Sign Language. A single event would not provide enough evidence to adequately assess achievement against the standard.

Students will provide at least two pieces of evidence throughout the year. Final grades will be decided by the teacher using professional judgment based on a holistic examination of a minimum of two pieces of student evidence.

### Conditions

This is an individual, in-class assessment task.

The task should be formatted with space for viewing notes as well as the questions and space for answers.

Students will have been exposed to a variety of vocabulary and language structures specific to the chosen theme and relevant to Level 6 of the New Zealand Curriculum.

## Resource requirements

Video recording equipment will be required for students answering in NZSL.

## Additional information

This resource material should be read in conjunction with:

- the Senior Secondary Teaching and Learning Guides for Languages:  
<http://seniorsecondary.tki.org.nz/>
- Authenticity considerations are on NZQA website:  
<http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/authenticity/>
- NCEA Level 1 Languages NZSL Conditions of Assessment:  
<http://ncea.tki.org.nz/>.

## URL for film: What to do next year?

### Film

This activity requires students to watch a film showing interviews between a careers adviser and two students about subject choices for next year, demonstrate thorough understanding of the interviews and complete a series of responses to questions. The film will be shown three times: the first time, the students will watch the film as a whole. The second and third times, students will view the film in sections, with a pause after each. Before the film begins, students will have a short time to preview the questions.

As students watch, they may make notes. You may choose to provide preformatted sheets for students to use when making their notes.

The questions can be answered in either NZSL or English or te reo Māori. However, answers given in NZSL must not be lifted directly from the film because the purpose of the task is to assess comprehension, not recall. Comprehension of information must be demonstrated.

Students who choose to answer in NZSL must be recorded in such a way that their responses are not able to be seen and copied by others who are doing the task at the same time.

## Questions

### Question One:

According to what the students say, apart from NZSL, what other subjects do Student 1 (S1) and Student 2 (S2) think they will study next year, and why?

Student 1

| Subjects | Reasons for choosing |
|----------|----------------------|
|          |                      |

Student 2

| Subjects | Reasons for choosing |
|----------|----------------------|
|          |                      |

**Question Two:**

The careers adviser offers advice to S1 and S2. Based on the video, what does the careers adviser consider to be important when choosing subjects? Support your answer with evidence from the video.

| Important considerations when choosing subjects |
|---|
|   |

## Internal assessment resource

**Achievement standard:** 91795

**Standard title:** Demonstrate understanding of a variety of New Zealand Sign Language texts on areas of most immediate relevance

**Credits:** 5

**Resource title:** What to do next year?

**Resource reference:** Languages 1.1A New Zealand Sign Language

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### Student instructions

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#### Introduction

This assessment activity requires you to demonstrate thorough understanding of a New Zealand Sign Language text on an area of most immediate relevance. You will view a film in NZSL then answer questions, give opinions and justify your responses. The context for this assessment is interviews between a careers adviser and two students about subject choices for year 12.

The following instructions provide you with a way to structure your work to demonstrate what you have learnt to allow you to achieve success in this standard.

Teacher note: Other contexts could include different types of interviews. The contexts should be drawn from the teaching and learning programme so students are familiar with the language being viewed.

#### Task

You will be required to complete at least two viewing activities throughout the year. Each will be an individual in-class activity. You will view texts in NZSL and may answer questions in either English, te reo Māori or NZSL.

The evidence collected from these activities will be used to make a holistic judgement on your overall grade.

Successful viewing involves:

- understanding what you have viewed
- identifying the main information / ideas
- selecting the correct information to answer questions and justify your answers
- giving examples to show understanding.

Before the film begins you will have time to preview the questions. You will watch the film THREE times. Use the pauses to make viewing notes to help you answer the questions.

- The first time, you will watch the film as a whole.

- The second and third times, you will view the film in sections, with a pause after each.
- Before the film begins, you will have a short time to preview the questions.

You should attempt ALL the questions.

All work must be your own.

## Assessment schedule: Languages 91795 New Zealand Sign Language - What to do next year?

| Evidence/Judgements for Achievement  | Evidence/Judgements for Achievement with Merit   | Evidence/Judgements for Achievement with Excellence  |
|--|--|--|
| <p>The student demonstrates understanding of a variety of New Zealand Sign Language texts on areas of most immediate relevance.</p> <p>The student submits evidence from at least two tasks in different contexts and for different purposes.</p> <p>The student views two films in NZSL and responds to the information, ideas and opinions about the events, people, places and experiences.</p> <p>The student understands the overall message being conveyed in the films.</p> <p>The student has lexical information largely correct and has understood the sense of the text without being able to develop explanatory answers.</p> <p>For example :</p> <p>Question 1</p> <ul style="list-style-type: none"> <li><i>I would choose bio and chem to keep Mum happy.</i></li> </ul> <p>Or question 2</p> <ul style="list-style-type: none"> <li><i>Being happy in your work.</i></li> </ul> <p><i>The examples above are indicative samples only.</i></p> | <p>The student demonstrates clear understanding of a variety of New Zealand Sign Language texts on areas of most immediate relevance.</p> <p>The student submits evidence from at least two tasks in different contexts and for different purposes.</p> <p>The student views two films in NZSL and responds to the information, ideas and opinions about the events, people, places and experiences.</p> <p>The student demonstrates a clear understanding of the messages being conveyed in the films by selecting and communicating unambiguously relevant information, ideas and opinions from the films.</p> <p>The student has developed an explanatory answer without indicating a grasp of fine detail and nuance.</p> <p>For example:</p> <p>Question 1</p> <ul style="list-style-type: none"> <li><i>I would choose bio and chem to keep Mum happy because she wants me to work in Health.</i></li> </ul> <p>Or question 2</p> <ul style="list-style-type: none"> <li><i>Start with things you enjoy and explore possible careers.</i></li> </ul> <p><i>The examples above are indicative samples only.</i></p> | <p>The student demonstrates thorough understanding of a variety of New Zealand Sign Language texts on areas of most immediate relevance.</p> <p>The student submits evidence from at least two tasks in different contexts and for different purposes.</p> <p>The student views two films in NZSL and responds to the information, ideas and opinions about the events, people, places and experiences.</p> <p>The student demonstrates a thorough understanding of the messages being conveyed in the films by expanding with supporting detail on relevant information, ideas and opinions from the films.</p> <p>The student shows understanding of nuance and meanings not necessarily stated obviously in the text.</p> <p>For example:</p> <p>Question 1</p> <ul style="list-style-type: none"> <li><i>I would choose bio and chem so I could combine working in health with working outdoors because I love mountain biking and running.</i></li> </ul> <p>Or question 2</p> <ul style="list-style-type: none"> <li><i>Link your interests to a course and a job as well as keeping your options open.</i></li> </ul> <p><i>The examples above are indicative samples only.</i></p> |

The final grade will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

## Achievement Standard

|                            |  |                               |                  |
|----------------------------|--|-------------------------------|------------------|
| <b>Subject Reference</b>   | New Zealand Sign Language 1.2  |                               |                  |
| <b>Title</b>               | Give a presentation in New Zealand Sign Language that communicates a personal response |                               |                  |
| <b>Level</b>               | 1  | <b>Credits</b>                | 4                |
|                            |  | <b>Assessment</b>             | Internal         |
| <b>Subfield</b>            | Languages  |                               |                  |
| <b>Domain</b>              | New Zealand Sign Language  |                               |                  |
| <b>Status</b>              | Registered   | <b>Status date</b>            | 19 November 2015 |
| <b>Planned review date</b> | 31 December 2020   | <b>Date version published</b> | 19 November 2015 |

This achievement standard involves giving a presentation in New Zealand Sign Language (NZSL) that communicates a personal response.

### Achievement Criteria

| Achievement   | Achievement with Merit   | Achievement with Excellence  |
|---|--|--|
| <ul style="list-style-type: none"> <li>Give a presentation in New Zealand Sign Language that communicates a personal response.</li> </ul> | <ul style="list-style-type: none"> <li>Give a convincing presentation in New Zealand Sign Language that communicates a personal response.</li> </ul> | <ul style="list-style-type: none"> <li>Give an effective presentation in New Zealand Sign Language that communicates a personal response.</li> </ul> |

### Explanatory Notes

Version 1 was republished in December 2015 to update the hyperlink to the conditions of assessment in explanatory note 4.

- This achievement standard is derived from the Learning Languages Communication Strand Curriculum Level 6 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, 2010 at <http://seniorsecondary.tki.org.nz>.
- Give a presentation* involves expressing personal information, ideas and opinions. Communication is achieved overall, despite inconsistencies in:
  - articulation of signs
  - vocabulary choice
  - sign order (syntax)
  - facial grammar and expression
  - use of space for reference

- fluency and pace of delivery.

*Give a convincing presentation* involves developing information, ideas and opinions in NZSL that is generally credible and connected. The presenter selects and uses a range of language and language features that are fit for purpose and audience. Communication is not significantly hindered by inconsistencies.

*Give an effective presentation* involves developing information, ideas and opinions in NZSL that is controlled and integrated. The presenter capably selects and successfully uses a range of language and language features that are fit for purpose and audience. Communication is not hindered by inconsistencies.

3 *Communicates a personal response* may include but is not limited to:

- describing and/or responding to images or cultural practices
- telling a story or stories
- reporting family, personal, or everyday events
- describing opinions, emotions, or feelings elicited by stimulus material
- self-introduction or welcome.

4 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

## Quality Assurance

- 1 Providers and Industry Training Organisations must be accredited 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



## Internal Assessment Resource

### Languages Level 1

This resource supports assessment against Achievement Standard 91796

**Standard title:** Give a presentation in New Zealand Sign Language that communicates a personal response

**Credits:** 4

**Resource title:** On Exchange!

**Resource reference:** Languages 1.2A New Zealand Sign Language

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

Date version published by Ministry of Education February 2016  
To support internal assessment from 2016

Authenticity of evidence Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.

Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.

## Internal Assessment Resource

**Achievement standard:** 91796

**Standard title:** Give a presentation in New Zealand Sign Language that communicates a personal response

**Credits:** 4

**Resource title:** On Exchange!

**Resource reference:** Languages 1.2A New Zealand Sign Language

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### Teacher guidelines

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The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

### Context/setting

This activity requires students to give an effective presentation in NZSL, expressing personal information, ideas, and opinions.

A variety of contexts and scenarios are possible for a signed presentation, and the selection will depend on individual teaching programmes and the interests and needs of your students.

Students need to be aware that, at this level, they are required to communicate beyond the immediate context, for example, about the past and/or the future. Discuss with students how this might be done.

### Conditions

Presentations will be given in front of the class and recorded for assessment purposes. They should be about one minute in length, but quality is more important than quantity.

Provide specific details on recording interactions using an electronic device, naming files, storing files securely and backing files up.

Students may work alone, in pairs, or in a group. Where two or more students construct and perform a presentation together, each must have a significant role in both the creation and presentation so there is sufficient evidence for assessment of individual performance.

When delivering their presentation, students may have with them: prepared notes, cue cards, props, other supporting material, or a copy of the text, but they may not read directly from their notes. To do so will mean they have not met the standard.

## Resource requirements

Recording equipment will be required.

## Additional information

This resource material should be read in conjunction with:

- the Senior Secondary Teaching and Learning Guides for Languages:  
<http://seniorsecondary.tki.org.nz/>
- Authenticity considerations are on NZQA website:  
<http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/authenticity/>
- NCEA Level 1 Languages NZSL Conditions of Assessment:  
<http://ncea.tki.org.nz/>.

## Internal Assessment Resource

**Achievement standard:** 91796

**Standard title:** Give a presentation in New Zealand Sign Language that communicates a personal response

**Credits:** 4

**Resource title:** On Exchange!

**Resource reference:** Languages 1.2A New Zealand Sign Language

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### Student instructions

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#### Introduction

This assessment activity requires you to give a presentation in NZSL, expressing personal information, ideas, and opinions.

You are going to be assessed on how effectively your presentation in New Zealand Sign Language communicates information, ideas, and opinions.

Your presentation should be approximately one minute long, but quality is more important than quantity. Your presentation will be recorded for assessment and moderation purposes.

Before the assessment, your teacher will discuss the requirements of the standard, including what you need to show in your signed presentation.

Your teacher will tell you how your presentation will be recorded and stored.

The following instructions provide you with a way to structure your work to demonstrate what you have learnt to allow you to achieve success in this standard.

#### Task

Your class has won a prize offered by Deaf Aotearoa – an exchange trip to visit a Deaf school. The association would like you to give a presentation, either to your exchange class or to your own class on your return. Prepare and give an effective signed presentation in NZSL in which you communicate personal information, ideas and opinions about this exchange trip.

In your presentation, aim to:

- use language and language features that are fit for the purpose of the presentation and the audience
- control and integrate the language and language features
- minimise inconsistencies (for example in articulation of signs, vocabulary, sign order, facial grammar and expressions, use of space for reference, fluency and pace of delivery) that could hinder communication.

Possible signed presentations could include but are not limited to the following.

### ***On exchange***

- A self-introduction, including your personal details, hobbies, interests and your hopes and wishes for your time at the Deaf school.
- An autobiography of your life so far, for example, using a photo album (paper or digital) to talk to the Deaf students at the school or your host family about your life, both past and present, and family.
- A description of a typical school day for a teenager from where you live, using yesterday or tomorrow as examples of your own day.
- A presentation on your home town, including what you hope they will do when they come to visit your school.
- An explanation about what you do in your free time or on the weekend, giving an example of what you did last weekend or hope to do next weekend.
- A thank-you to your host family or host school, with special mention of what was your favourite part of the trip.

### ***On return to your school***

- A presentation on the trip, describing where you went, what you did, saw, ate, and so on.
- Your experiences and impressions of a Deaf school or family life, with examples from your time there.
- A presentation of unique local things you discovered while on the trip.

All work must be your own. Extracts from external sources should not be included without acknowledging the sources. Any extracts from external sources will not be considered in the final achievement judgement.

You may not use the language from the language samples unless it has been significantly reworked.

You can use prepared notes, cue cards, props, or other supporting material. But you must not read directly from your notes. If you read directly from your notes you will not meet the standard.

## Assessment schedule: Languages 91796 New Zealand Sign Language – On Exchange!

| Evidence/Judgements for Achievement   | Evidence/Judgements for Achievement with Merit   | Evidence/Judgements for Achievement with Excellence   |
|---|--|---|
| <p>The student gives a presentation in New Zealand Sign Language that communicates a personal response related to an exchange trip to a Deaf school.</p> <p>The signed presentation is approximately one minute long.</p> <p>In the presentation, the student shares personal information, ideas, and opinions about the exchange trip.</p> <p>There is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p> <p>Communication is achieved overall, although it may be hindered by inconsistencies in some places.</p> <p>For example:<br/><a href="#">Film</a></p> <p><i>The examples filmed are indicative samples only.</i></p> | <p>The student gives a convincing presentation in New Zealand Sign Language that communicates a personal response related to an exchange trip to a Deaf school.</p> <p>The signed presentation is approximately one minute long.</p> <p>In the presentation, the student shares personal information, ideas, and opinions about the exchange trip.</p> <p>There is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p> <p>There is development of the information, ideas, and opinions that is generally credible and connected.</p> <p>The student selects and uses language and language features that are fit for purpose and audience.</p> <p>Communication is not significantly hindered by inconsistencies.</p> <p>For example:<br/><a href="#">Film</a></p> <p><i>The examples filmed are indicative samples only.</i></p> | <p>The student gives an effective presentation in New Zealand Sign Language that communicates a personal response related to an exchange trip to a Deaf school.</p> <p>The signed presentation is approximately one minute long.</p> <p>In the presentation, the student shares personal information, ideas, and opinions about the exchange trip.</p> <p>There is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p> <p>There is development of the information, ideas, and opinions that is controlled and integrated.</p> <p>The student capably selects and successfully uses language and language features fit for purpose and audience.</p> <p>Communication is not hindered by inconsistencies.</p> <p>For example:<br/><a href="#">Film</a></p> <p><i>The examples filmed are indicative samples only.</i></p> |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

## Clarifications for Level 1 Languages

### Presentation

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

#### Give a spoken presentation that communicates a personal response

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 expressing personal information, ideas and opinions. In order to fulfil the NZC level requirements, the student must also show that they are able to communicate beyond the immediate context, for example, past and future events. The context for the presentation will decide whether students communicate about past and/or future events within the presentation.

The best presentations are to the point and close to the allocated times. Development does not equal length. Suggested time for a level 1 presentation is one minute.

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 recording introducing yourself to an intended host family.

#### 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, 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. at level 1 this could be the use of simple rhetorical questions such as 'don't you think?'

#### 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.

## Achievement Standard

|                            |  |                               |                  |
|----------------------------|--|-------------------------------|------------------|
| <b>Subject Reference</b>   | New Zealand Sign Language 1.3  |                               |                  |
| <b>Title</b>               | Interact using New Zealand Sign Language to communicate personal information, ideas and opinions in different situations |                               |                  |
| <b>Level</b>               | 1  | <b>Credits</b>                | 5                |
|                            |  | <b>Assessment</b>             | Internal         |
| <b>Subfield</b>            | Languages  |                               |                  |
| <b>Domain</b>              | New Zealand Sign Language  |                               |                  |
| <b>Status</b>              | Registered   | <b>Status date</b>            | 19 November 2015 |
| <b>Planned review date</b> | 31 December 2020   | <b>Date version published</b> | 19 November 2015 |

This achievement standard involves interacting using New Zealand Sign Language (NZSL) to communicate personal information, ideas and opinions in different situations.

### Achievement Criteria

| Achievement   | Achievement with Merit   | Achievement with Excellence   |
|---|--|---|
| <ul style="list-style-type: none"> <li>Interact using New Zealand Sign Language to communicate personal information, ideas and opinions in different situations.</li> </ul> | <ul style="list-style-type: none"> <li>Interact using convincing New Zealand Sign Language to communicate personal information, ideas and opinions in different situations.</li> </ul> | <ul style="list-style-type: none"> <li>Interact using effective New Zealand Sign Language to communicate personal information, ideas and opinions in different situations.</li> </ul> |

### Explanatory Notes

Version 1 was republished in December 2015 to update the hyperlink to the conditions of assessment in explanatory note 9.

- This achievement standard is derived from the Learning Languages Communication Strand Curriculum Level 6 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, 2010 at <http://seniorsecondary.tki.org.nz>.
- Interact using New Zealand Sign Language* involves engaging in a range of exchanges in NZSL. The interactions must be for a given purpose and could be face-to-face or technologically facilitated. Interaction may be hindered in some places by inconsistencies in:
  - articulation of signs
  - vocabulary choice

- sign order (syntax)
- facial grammar and expression
- use of space for reference
- fluency and pace of delivery
- understanding.

*Interact using convincing NZSL* involves using a range of language that is generally fit for the context and the generally successful selection from a repertoire of language features and strategies to support the interaction. Interaction is not significantly hindered by inconsistencies.

*Interact using effective NZSL* involves successfully using a range of language that is consistently fit for the context and the skilful selection from a repertoire of language features and strategies to support the interaction. Interaction is not hindered by inconsistencies.

- 3 *Personal information* includes opinions, ideas and information that relate to the student's life, and may include Deaf cultural responses.
- 4 *Communicate* means to share personal information, ideas and opinions that are relevant to the context (e.g. conversations about past and future events, incidental social exchanges, short plays and unprepared interactions on areas of most immediate relevance).
- 5 *Different situations* include a selection of transactional, social, conversational, cultural and routine contexts.
- 6 Areas of most immediate relevance refers to basic personal information and past, present and/or future experiences (e.g. family, shopping, local area, events and activities).
- 7 Interactions are characterised by:
  - a genuine purpose
  - negotiating meaning
  - initiating and maintaining
  - participating and contributing
  - natural language
  - using different language for different purpose(s)
  - using conventions (e.g. cultural, courtesies)
  - contextually appropriate language
  - using simple interactive strategies such as fillers, questioning, thanking, apologising, pausing, prompting, seeking clarification.

Not all characteristics may be evident in one interaction.

- 8 The quality of the texts, considered as a whole, is more important than the length.
- 9 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

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## Quality Assurance

- 1 Providers and Industry Training Organisations must be accredited 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



## Internal Assessment Resource

### Languages Level 1

This resource supports assessment against Achievement Standard 91797

**Standard title:** Interact using New Zealand Sign Language to communicate personal information, ideas and opinions in different situations

**Credits:** 5

**Resource title:** Win a Trip

**Resource reference:** Languages 1.3A New Zealand Sign Language

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

Date version published by Ministry of Education February 2016  
To support internal assessment from 2016

Authenticity of evidence Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.

Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.

## Internal Assessment Resource

**Achievement standard:** 91797

**Standard title:** Interact using New Zealand Sign Language to communicate personal information, ideas and opinions in different situations

**Credits:** 5

**Resource title:** Win a Trip

**Resource reference:** Languages 1.3A New Zealand Sign Language

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### Teacher guidelines

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The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

### Context/setting

This activity requires students to interact using effective New Zealand Sign Language to communicate personal information, ideas and opinions in different situations. A range of their signed interactions in a variety of situations will be recorded and presented for assessment.

The type of interaction will depend on the scenario or activity chosen. Guide students about the types of interactions they might have, and/or create or adapt interactions to suit the topic being studied at the time.

In 2010, a competition was held by the Veteran's Affairs Department to find students to accompany the Prime Minister to the ANZAC commemoration at Gallipoli.

The scenario for this activity is that the New Zealand government is holding a competition to select five students to accompany the Prime Minister on a tour of Deaf schools in the United Kingdom. The organisation responsible for the tour is looking for students who have made a real effort to use NZSL as much as possible. To enter the competition, the students have to make a collection of their best NZSL interactions.

Provide or ensure students select for themselves situations that allow them to show their control of language.

Include a range of interactions that involve free, meaning-focused language production, as well as more controlled and form-focused production. It is not appropriate for students to learn, rehearse, and then present scripted role plays.

## Conditions

Students will need to begin recording interactions from the beginning of the assessment process, which may be as early as term 1, and manage the storage of their recordings.

Provide specific details on recording interactions using an electronic device, naming files, storing files securely and backing files up.

Methods for recording interactions include using a video camera or a cell phone.

Students will select for assessment a minimum of two recorded interactions from different situations. Their total individual signed contribution over their selected interactions needs to be about three minutes.

Make sure you give feedback to students throughout the year to help them submit recordings that represent their best work. You might ask a student to change their selection if you think it does not reflect their full ability.

Students are rewarded for contributing to and maintaining the interaction. Their command of language in the interactions is shown mainly through their ability to use a range of appropriate conversational strategies to maintain and sustain the interaction, rather than through their ability to use grammatical structures.

Assess the students holistically across the range of evidence provided. Students need to show they can use the language consciously and reasonably consistently, rather than accidentally and occasionally.

## Resource requirements

Students will need access to video recording equipment.

## Additional information

This resource material should be read in conjunction with:

- the Senior Secondary Teaching and Learning Guides for Languages:  
<http://seniorsecondary.tki.org.nz/>
- Authenticity considerations are on NZQA website:  
<http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/authenticity/>
- NCEA Level 1 Languages NZSL Conditions of Assessment:  
<http://ncea.tki.org.nz/>.

## Internal Assessment Resource

**Achievement standard:** 91797

**Standard title:** Interact using New Zealand Sign Language to communicate personal information, ideas and opinions in different situations

**Credits:** 5

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**Resource reference:** Languages 1.3A New Zealand Sign Language

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### Student instructions

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#### Introduction

This task requires you to interact in NZSL to communicate personal information, ideas and opinions in different situations. You will interact with a classmate, your teacher, and/or in groups.

In your interactions you should:

- Express personal opinions, ideas and information
- Use a range of suitable language and language features that is fit for purpose and audience
- Skilfully select language features and strategies that support your interactions.

You are going to be assessed on how effectively you interact using NZSL to communicate personal information, ideas and opinions in different situations.

The following instructions provide you with a way to structure your work to demonstrate what you have learnt to allow you to achieve success in this standard.

#### Task

Complete this work over time, throughout the year. During the year, you will make video recordings of yourself using NZSL in a range of signed interactions and in different situations.

Cue cards may not be used. You may use authentic context material suitable to the task, for example, a shopping list or map, but you may not read from it.

As you work, record each interaction and store it in a suitable manner.

At the end of the assessment period, select a minimum of two of your recorded interactions in different contexts for assessment.

Make sure that in your selected interactions, your total signed contribution is about three minutes and all the work is your own. Quality is more important than quantity.

Do not use language from the examples in the assessment schedule unless you have significantly reworked it.

Teacher note: Provide details of when you will give students interactions to record and provide specific details on recording interactions using an electronic device, naming files, storing files securely and backing files up. Give students advance written notice of the context and situation for each interaction.

## **Scenario**

The New Zealand government is offering five places in an official delegation to travel with the Prime Minister to visit schools for the Deaf in England as youth ambassadors for New Zealand, and do some sightseeing and shopping. The organisation responsible for the tour is looking for students who have made a real effort to interact using NZSL as much as possible because students selected must be confident interacting with Deaf students in the schools you visit. For your entry, you have to make a collection of your best NZSL interactions.

Make sure you choose different situations for each interaction and check each choice with your teacher before you begin work on it.

The organisation has provided the following examples to guide you.

Imagine you win the trip. Your conversations could include:

- discussing an everyday event, such as, going to a party
- helping a tourist you meet in your town who is from England
- what do you hope to see and do in England?
- what do you need to pack for an overseas trip?
- what to expect on the long flights to and from the United Kingdom
- tips on packing light for the trip
- gifts for your host family
- points to include in a self-introduction
- suitable gifts for your host family
- keeping in touch with your family while you are on the trip
- the importance of NZSL as an official language of NZ.

Teacher note: Adapt these examples to suit your students and context.

## Assessment schedule: Languages 91797 New Zealand Sign Language – Win a Trip

| Evidence/Judgements for Achievement   | Evidence/Judgements for Achievement with Merit  | Evidence/Judgements for Achievement with Excellence   |
|---|---|---|
| <p>The student interacts using NZSL to communicate personal information, ideas and opinions in different situations.</p> <p>The student provides recordings of at least two different signed interactions.</p> <p>The total student contribution to the interactions is about three minutes.</p> <p>The interactions are in different situations, for example, planning an event, discussing a party, or helping a tourist.</p> <p>The interactions show the student sharing personal information, ideas and opinions that are relevant to the task.</p> <p>Over the interactions, there is evidence of communicating beyond the immediate context, for example, communicating about the past and/or future.</p> <p>Communication is achieved overall, although the interactions may be hindered in some places by inconsistencies.</p> <p>For example:<br/><a href="#">Film</a></p> <p><i>The examples filmed are indicative samples only.</i></p> | <p>The student interacts using convincing NZSL to communicate personal information, ideas and opinions in different situations.</p> <p>The student provides recordings of at least two different signed interactions.</p> <p>The total student contribution to the interactions is about three minutes.</p> <p>The interactions are in different situations, for example, planning an event, discussing a party, or helping a tourist.</p> <p>The interactions show the student sharing personal information, ideas and opinions that are relevant to the task.</p> <p>Over the interactions, there is evidence of communicating beyond the immediate context, for example, communicating about the past and/or future.</p> <p>The student uses a range of language that is fit for the context.</p> <p>The student is generally successful in selecting from a repertoire of language features and strategies to support the interaction.</p> <p>Interaction is not significantly hindered by inconsistencies.</p> <p>For example:<br/><a href="#">Film</a></p> <p><i>The examples filmed are indicative samples only.</i></p> | <p>The student interacts using effective NZSL to communicate personal information, ideas and opinions in different situations.</p> <p>The student provides recordings of at least two different signed interactions.</p> <p>The total student contribution to the interactions is about three minutes.</p> <p>The interactions are in different situations, for example, planning an event, discussing a party, or helping a tourist.</p> <p>The interactions show the student sharing personal information, ideas and opinions that are relevant to the task.</p> <p>Over the interactions, there is evidence of communicating beyond the immediate context, for example, communicating about the past and/or future.</p> <p>The student successfully uses a range of language that is consistently fit for the context.</p> <p>The student skilfully selects from a repertoire of language features and strategies to support the interaction.</p> <p>Interaction is not hindered by inconsistencies.</p> <p>For example:<br/><a href="#">Film</a></p> <p><i>The examples filmed are indicative samples only.</i></p> |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

## **Interact**

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

### **Interact to communicate personal information, ideas and opinions 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.

Features and strategies such as pausing, negotiating meaning, prompting, seeking clarification etc. can only be seen 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 three minutes interaction in total for level 1.

#### **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 successful use of a range language.

At level 1, students will show evidence of language to communicate personal information, ideas and opinions. Over the collected evidence there will be evidence of each of these.

In order to fulfil the NZC level requirements, the student must also show that, within the collected evidence, they are able to communicate beyond the immediate context, for example about past and/or future events (NZC levels 5 and 6 Learning Languages).

## Achievement Standard

|                            |  |                               |                  |
|----------------------------|--|-------------------------------|------------------|
| <b>Subject Reference</b>   | New Zealand Sign Language 1.5  |                               |                  |
| <b>Title</b>               | Sign a variety of text types in New Zealand Sign Language on areas of most immediate relevance |                               |                  |
| <b>Level</b>               | 1  | <b>Credits</b>                | 5                |
|                            |  | <b>Assessment</b>             | Internal         |
| <b>Subfield</b>            | Languages  |                               |                  |
| <b>Domain</b>              | New Zealand Sign Language  |                               |                  |
| <b>Status</b>              | Registered   | <b>Status date</b>            | 19 November 2015 |
| <b>Planned review date</b> | 31 December 2020   | <b>Date version published</b> | 19 November 2015 |

This achievement standard involves signing a variety of text types in New Zealand Sign Language (NZSL) on areas of most immediate relevance.

### Achievement Criteria

| Achievement   | Achievement with Merit   | Achievement with Excellence   |
|---|--|---|
| <ul style="list-style-type: none"> <li>Sign a variety of text types in New Zealand Sign Language on areas of most immediate relevance.</li> </ul> | <ul style="list-style-type: none"> <li>Sign a variety of text types in convincing New Zealand Sign Language on areas of most immediate relevance.</li> </ul> | <ul style="list-style-type: none"> <li>Sign a variety of text types in effective New Zealand Sign Language on areas of most immediate relevance.</li> </ul> |

### Explanatory Notes

Version 1 was republished in December 2015 to update the hyperlink to the conditions of assessment in explanatory note 6.

- 1 This achievement standard is derived from the Learning Languages Communication Strand Curriculum Level 6 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, 2010 at <http://seniorsecondary.tki.org.nz>.
- 2 *Sign a variety of text types in New Zealand Sign Language* involves composing and organising information in a linguistically and culturally appropriate format and style, and may include:
  - drafting
  - reworking over a period of time.

Communication is achieved overall, despite inconsistencies, such as:

- articulation of signs

- vocabulary choice
- sign order (syntax)
- facial grammar and expression
- use of space for reference
- fluency and pace of delivery.

*Sign a variety of text types in convincing New Zealand Sign Language* means that there is development of the information, ideas and opinions which is generally credible and connected. The signer selects and uses a range of language and language features that are fit for purpose and audience. Communication is not significantly hindered by inconsistencies.

*Sign a variety of text types in effective New Zealand Sign Language* means that there is development of the information, ideas and opinions which is controlled and integrated. The signer capably selects and successfully uses a range of language and language features that are fit for purpose and audience. Communication is not hindered by inconsistencies.

- 3 *Areas of most immediate relevance* refers to basic personal information and past, present, and/or future experiences.
- 4 *Variety* refers to texts selected from a range of different text types, which have been created for different purposes.
- 5 The quality of the texts, considered as a whole, is more important than the length.
- 6 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

## Quality Assurance

- 1 Providers and Industry Training Organisations must be accredited 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



## Internal Assessment Resource

### Languages Level 1

This resource supports assessment against Achievement Standard 91798

**Standard title:** Sign a variety of text types in New Zealand Sign Language on areas of most immediate relevance

**Credits:** 5

**Resource title:** Planning a Silent Camp

**Resource reference:** Languages 1.5A New Zealand Sign Language

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

Date version published by Ministry of Education February 2016  
To support internal assessment from 2016

Authenticity of evidence Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.

Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to sign.

## Internal Assessment Resource

**Achievement standard:** 91798

**Standard title:** Sign a variety of text types in New Zealand Sign Language on areas of most immediate relevance

**Credits:** 5

**Resource title:** Planning a Silent Camp

**Resource reference:** Languages 1.5A New Zealand Sign Language

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### Teacher guidelines

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The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

### Context/setting

This activity requires students to develop a portfolio in which they gather evidence of signing a variety of text types in effective New Zealand Sign Language on areas of most immediate relevance. The students will keep all of their signed recordings throughout the year and then select a minimum of two of their best and most effective pieces.

The context of this portfolio is an NZSL silent camp for youth, which will be attended by Deaf and hearing teenagers who are learning NZSL. The signed work that students complete during the year is in preparation for the camp and may allow students to make contact with other students who will be attending the camp.

For this portfolio, a variety of contexts and scenarios for signing are possible, and the selection will depend on individual teaching programmes and the interests and needs of your students.

It is important that you require students to sign a range of different text types that are for genuine purposes and that allow students to show their control of NZSL in different contexts.

The signing tasks could be in both free (spontaneous) and controlled (prepared) situations.

Adapt these to suit your students and context or use them as a guide for them to create their own texts.

### Conditions

Students will need to begin signing and storing texts from the beginning of the assessment process, which may be as early as term 1, and manage the storage of

their recordings.

Provide specific details on recording evidence of interactions using an electronic device, naming files, storing files securely and backing files up.

Students should not include extracts from external sources without acknowledging the sources. Do not include any extracts from such sources for consideration in your final achievement judgement.

Provided a student's video meets the communicative purposes of the tasks, the length may vary. It is suggested the total length of the portfolio is about three minutes. However, at all times, quality is more important than length.

Make sure you give feedback to students throughout the year to help them to submit signed texts that represent their best work. You might ask a student to change their selection if you think it does not reflect their full ability.

Assess the students holistically across the range of evidence provided. Students need to show they can use the language consciously and reasonably consistently, rather than accidentally and occasionally.

## **Resource requirements**

If students sign a vlog, they may need access to a computer.

Video recording technology will be required.

## **Additional information**

This resource material should be read in conjunction with:

- the Senior Secondary Teaching and Learning Guides for Languages: <http://seniorsecondary.tki.org.nz/>
- Authenticity considerations are on NZQA website: <http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/authenticity/>
- NCEA Level 1 Languages NZSL Conditions of Assessment: <http://ncea.tki.org.nz/>

## Internal Assessment Resource

**Achievement standard:** 91798

**Standard title:** Sign a variety of text types in New Zealand Sign Language on areas of most immediate relevance

**Credits:** 5

**Resource title:** Planning a Silent Camp

**Resource reference:** Languages 1.5A New Zealand Sign Language

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### Student instructions

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#### Introduction

This activity requires you to sign a variety of texts of different types in New Zealand Sign Language. All of your signing will be based on the topics and language you are studying at the time.

You are going to be assessed on how effectively you use New Zealand Sign Language to communicate personal information, ideas and opinions in a range of different text types.

The following instructions provide you with a way to structure your work to demonstrate what you have learnt to allow you to achieve success in this standard.

#### Task

During the year, sign a variety of texts in NZSL to communicate personal information, ideas and opinions.

Teacher note: Provide specific details to suit your context, including such aspects as final submission due date, in- or out-of-class work, and whether or not you will allow them to rework their signing before their final submission.

At the end of the assessment period, select your best work for assessment.

#### ***Silent Camp scenario***

Over the Christmas holidays, you will be going with your NZSL class to a silent camp for Deaf and hearing students who are learning NZSL. Your teachers have arranged for you to have signed exchanges with other student attendees during the year so you can get to know each other better.

The signing for the exchanges could include, for example:

- a vlog you create and add to during the year, giving information about yourself and your school
- an online video message to the NZSL Teachers' Association, the camp organisers, asking questions about the camp
- a presentation about your home town, ready to share at the camp

- contributions to a class vlog planning the itinerary, with things you want and don't want to do on the way to and from camp
- suggestions for fundraising to pay for camp, or arrangements for transport to and from camp
- a signed text for your school website encouraging students to participate and giving students and families information about the camp e.g. where and when
- an explanation of what needs to be packed for the trip
- useful expressions for the camp – think about the situations you may be in and anticipate the language you will need
- on return from camp, a video update about your experience suitable for sharing on Facebook
- another text type agreed with your teacher.

As you complete these, store them safely as directed by your teacher.

Teacher note: Provide specific details on recording interactions using an electronic device, naming files, storing files securely and backing files up.

At the end of the assessment period, select a minimum of two of your most effective video recordings for assessment. The suggested total length of your portfolio is three minutes, but quality is more important than quantity. Include a variety of text types.

All work must be your own. You should not include extracts from external sources without acknowledging the sources, and these extracts will not count towards the assessment.

You may not use the language from the language samples unless it is significantly reworked.

## Assessment schedule: Languages 91798 New Zealand Sign Language – Planning a Silent Camp

| Evidence/Judgements for Achievement  | Evidence/Judgements for Achievement with Merit   | Evidence/Judgements for Achievement with Excellence   |
|--|--|---|
| <p>The student signs a variety of text types in NZSL on areas of most immediate relevance.</p> <p>The student provides at least two examples of signed texts.</p> <p>The student’s texts are of different text types and are for genuine purposes.</p> <p>The texts provide a total of about three minutes’ signing.</p> <p>The texts communicate basic personal information, ideas and opinions.</p> <p>Over the texts, there is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p> <p>The student composes and organises information in a linguistically and culturally appropriate format and style.</p> <p>Communication is achieved overall, although it may be hindered in some places by inconsistencies.</p> <p>For example:<br/><a href="#">Film</a></p> <p><i>The examples filmed are indicative samples only.</i></p> | <p>The student signs a variety of text types in convincing NZSL on areas of most immediate relevance.</p> <p>The student provides at least two examples of signed texts.</p> <p>The student’s texts are of different text types and are for genuine purposes.</p> <p>The texts provide a total of about three minutes’ signing.</p> <p>The texts communicate basic personal information, ideas and opinions.</p> <p>Over the texts, there is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p> <p>The texts show development of the information, ideas and opinions that is generally credible and connected.</p> <p>The student selects and uses a range of language and language features that are fit for purpose and audience.</p> <p>Communication is not significantly hindered by inconsistencies.</p> <p>For example:<br/><a href="#">Film</a></p> <p><i>The examples filmed are indicative samples only.</i></p> | <p>The student signs a variety of text types in effective NZSL on areas of most immediate relevance.</p> <p>The student provides at least two examples of signed texts.</p> <p>The student’s texts are of different text types and are for genuine purposes.</p> <p>The texts provide a total of about three minutes’ signing.</p> <p>The texts communicate basic personal information, ideas and opinions.</p> <p>Over the texts, there is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p> <p>The texts show development of the information, ideas and opinions that is controlled and integrated.</p> <p>The student capably selects and successfully uses a range of language and language features that are fit for purpose and audience.</p> <p>Communication is not hindered by inconsistencies.</p> <p>For example:<br/><a href="#">Film</a></p> <p><i>The examples filmed are indicative samples only.</i></p> |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.