

Internal Assessment Resource

Languages Level 2

This resource supports assessment against Achievement Standard 91799

**Standard title:** Demonstrate understanding of a variety of New Zealand Sign Language texts on familiar matters

**Credits:** 5

**Resource title:** Time to quit

Resource reference: Languages 2.1B New Zealand Sign Language

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| 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 |

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

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Teacher guidelines

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 a familiar matter.

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 provided cannot be used without significant re-contextualisation, as the film 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 an holistic examination of a minimum of two pieces of student evidence.

Conditions

This is an individual, in-class assessment task.

Students will have been exposed to a variety of vocabulary and language structures specific to the chosen theme and relevant to Level 7 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:
* <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>
* Managing authenticity when assessing remotely <https://www.nzqa.govt.nz/assets/About-us/Publications/Covid19-Updates/Managing-authenticity-when-assessing-remotely.pdf>
* NCEA Level 2 Languages NZSL Conditions of Assessment: <http://ncea.tki.org.nz/>.

Time to quit

[Time to quit video link](https://www.healthed.govt.nz/resource/time-quit-0)

Show film from 17:55 minutes to 20:02 minutes, then 23:33 minutes to 26:49 minutes, without audio.

This assessment activity requires students to watch a film about quitting smoking, demonstrate thorough understanding of the text 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

You have watched a film about quitting smoking.

1. Use the information in the film to explain how the body begins to repair itself after quitting smoking.

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| Time period | What happens? |
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1. How does the person from the Quitline blog feel about giving up smoking? Use information from the film to explain the reasons they feel like this.

Write your answer in the box provided.

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| Explanation of feelings about giving up smoking |
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Student instructions

Introduction

This assessment activity requires you to demonstrate thorough understanding of a New Zealand Sign Language text on a familiar matter. You will view a film in NZSL then answer questions, give opinions and justify your responses based on information in the text. The context for this activity is quitting smoking.

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 healthy eating and body piercing. 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 a film in NZSL and may answer questions in English, te reo Māori or NZSL.

The evidence collected from these viewing activities will be used to make an 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 justifying 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 view the film as a whole.
* The second and third times, you will view the film in sections, with a pause after each.
* At the end of the passage, you will have a few minutes to review your answers.

You should attempt all questions.

All work must be your own.

Assessment schedule: Languages 91799 New Zealand Sign Language - Time to quit

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student demonstrates understanding of a variety of New Zealand Sign Language films on familiar matters.  The student submits evidence from at least two tasks in different contexts and for different purposes.  The student views two films in NZSL and responds to the information, ideas and opinions about the events, people, places and experiences viewed.  The student makes meaning of the messages in the text. Overall, the message being conveyed is understood. The response is consistent.  For example (note this is a partial extract only):  Question 1   * *After 24 hours your lungs are better because carbon monoxide is out of your system.*   Or question 2   * *Pleased to have quit smoking because have lost weight.*   *The examples above are indicative samples only.* | The student demonstrates clear understanding of a variety of New Zealand Sign Language films on familiar matters.  The student submits evidence from at least two tasks from different contexts and for different purposes.  The student views two films in NZSL and responds to the information, ideas and opinions about the events, people, places and experiences viewed.  The student demonstrates a clear understanding of the messages in the text by selecting relevant information, ideas, and opinions from the text and communicating them unambiguously.  For example (note this is a partial extract only):  Question 1   * *After 1 year the risk of heart attack is halved because heart beat is normal and blood pressure is down.*   Or question 2   * *Have more energy, feels better about themselves because has beaten addiction to smoking.*   *The examples above are indicative samples only.* | The student demonstrates thorough understanding of a variety of New Zealand Sign Language films on familiar matters.  The student submits evidence from at least two tasks from different contexts and for different purposes.  The student views two films in NZSL and responds to the information, ideas and opinions about the events, people, places and experiences viewed.  The student demonstrates a thorough understanding of the messages in the text by expanding with supporting detail on relevant information, ideas, and opinions from the film and showing understanding of the implied meanings or conclusions within the text.  For example (note this is a partial extract only):  Question 1   * *No longer worried about dying early because risks of heart attack and cancer are halved. I’ll be around for my family.*   Or question 2   * *Much more self-worth, more energy and no longer afraid of dying young. Thinks that if they can quit, anyone can.*   *The examples above are indicative samples only.* |

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.