

Internal Assessment Resource

Languages Level 2

This resource supports assessment against Achievement Standard 91801

Standard title: Interact using New Zealand Sign Language to share information and justify ideas and opinions in different situations

**Credits:** 5

Resource title: Work and leisure

**Resource reference:** Languages 2.3A 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 | January 2025To support internal assessment from 2025 |
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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

The contexts for this activity are work, leisure, and careers. The activity requires students to interact using effective New Zealand Sign Language to share information and justify ideas and opinions in different situations including the opinions of others. They will present a portfolio of a minimum of two interactions for assessment. Each student’s personal contribution to all interactions should total about 4 minutes, but quality is more important than quantity.

If you have access to a native signer, one of the interactions could take place between the student and the native signer.

The interactions should be kept together in an electronic portfolio. You and your students may decide to keep learning logs to go with the selection of interactions, but this is entirely up to you.

Conditions

Although some interactions will be in pairs or groups, each student’s work must be assessed individually.

Methods for recording interactions could include using a smart phone, a tablet, a computer with suitable software, and a video camera. The recording of the interactions must be of good enough quality to ensure that all participants can be seen clearly. It must be stored in a safe and accessible location with secure backup.

Students will be rewarded for contributing to and maintaining the interaction. Their range of language in the interactions is not shown through grammatical structures but rather through their ability to use a range of appropriate language and conversational strategies to share and justify information, ideas and opinions in different situations and maintain and sustain the interaction.

Provide specific details on:

* recording interactions using an electronic device
* naming files
* storing files
* backing files up securely in accordance with your school’s NCEA policies and procedures.

Your overall judgement will be made on the basis of the total evidence contained in the recordings and should embody confidence that the student is working at that level reasonably consistently rather than accidentally and occasionally.

Authenticity

The use of chatbots, generative AI, paraphrasing tools, or other tools that can automatically generate the New Zealand Sign Language content is not permitted and material generated by these tools should not be used throughout the assessment.

Teachers must closely supervise the process of evidence collection to ensure that students:

* do not practise the **exact task** with their partner(s) prior to the assessment
* do not rote-learn or script role plays
* do not use New Zealand Sign Language notes, language learning resources, or dictionaries **during** the interactions.

Additional information

This material should be read in conjunction with

* The Senior Secondary Teaching and Learning Guide 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/>.

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Student instructions

Introduction

This activity requires you to present a portfolio of a minimum of two interactions conducted in New Zealand Sign Language. Interactions will be in pairs or groups, but your work will be digitally recorded and assessed individually. You are to take part in and digitally record at least two signed interactions about work, leisure, and careers.

In your interactions you will:

* select language to communicate effectively and clarify meaning between yourself and the people you are talking to, taking into account the purpose and audience
* express and justify opinions, including the opinions of others, with examples and references
* begin appropriately, participate actively, keep the interaction going, clarify meaning when necessary, and encourage the involvement of the person interacting with you
* use your language and cultural knowledge to communicate and interact appropriately with your audience.

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

Your interactions must be recorded. Methods include using a smart phone, a tablet, a computer with suitable software and a video camera. The recording of these interactions must be of good enough quality to ensure that all participants can be seen clearly. The recording must be stored in a secure, accessible location.

Interactions will be in pairs or groups, but your work will be assessed individually.

Your interactions will not be evaluated individually but altogether as a single piece of evidence. Your personal contribution to the interactions should total about 4 minutes, but quality is more important than quantity.

Use conversational strategies, where appropriate. These are very important for the overall quality of your interactions. Strategies include using fillers, asking questions, interrupting, recognising cues, agreeing and disagreeing, thanking, encouraging, repeating, apologising, pausing, prompting, seeking clarification.

All work must be your own. The use of chatbots, generative AI, paraphrasing tools, or other tools that can automatically generate the New Zealand Sign Language content is not permitted and material generated by these tools should not be used throughout the assessment.

Teachers must closely supervise the process of evidence collection to ensure that students:

* do not practise the **exact task** with their partner(s) prior to the assessment
* do not rote-learn or script role plays
* do not use New Zealand Sign Language notes, language learning resources, or dictionaries **during** the interactions.

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

Interactions will take place throughout the year, during or at the end of a relevant programme of work.

**Task**

The following scenarios provide the contexts for interactions about work, leisure and careers. These are only suggestions about what you might discuss.

Teacher note: The following three contexts are examples only. If possible, add one or more of your own, reflecting areas that you focus on in your teaching and learning programme, or special experiences that your class have had in the course of the year.

Discussion with friend/s about subject choices and possible careers

It is subject choice time for next year. Discuss with your friend/s the subjects you are going to take next year and why. You might discuss the pros and cons of the job you would like to have when you leave school, the rate of pay, the hours, and any other advantages of particular jobs. You’ll need to make sure you share information and ideas, including the opinions of others, and that you justify the ideas and opinions you share.

Conversation about leisure time

Discuss how you and your friends spend your leisure time and what is important to you. Share information and ideas, including the opinions of others, about teenagers in New Zealand and what you find important and/or worrying and/or exciting. You’ll need to make sure you justify ideas and opinions you share.

You could carry out this task face to face or through the use of social networking tools.

Interview about part-time work

Your teacher is worried that perhaps students are doing too much part-time work. S/he suggests you discuss the part-time work you do, the reasons you do it, and the advantages and disadvantages of your job. If you don’t have part-time work, you could talk about what would be your ideal part-time work or justify why you are not working part-time. You’ll need to make sure you share information and ideas, including the opinions of others, and that you justify ideas and opinions you share.

Submit the recordings of a minimum of two interactions for assessment.

Assessment schedule: Languages 91801 New Zealand Sign Language - Work and leisure

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student interacts using NZSL to share information and justify ideas and opinions in different situations.The student provides recordings of at least two signed interactions in different situations with realistic purposes. The student’s overall contribution to the total interactions is about 4 minutes. Interactions are characterised by the appropriate use of language features and strategies, such as fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification. Cultural conventions are used where appropriate.Communication is achieved overall, although it may be hindered in some places by inconsistencies.For example:[Film – 2.3A Work and leisure - Achieved - NZSL](https://vimeo.com/155732756)The examples filmed are indicative samples only. | The student interacts using convincing NZSL to share information and justify ideas and opinions in different situations.The student provides recordings of at least two signed interactions in different situations with realistic purposes. The student’s overall contribution to the total interactions is about 4 minutes.A range of language is used that fits the specific purpose and audience for each interaction. The student maintains interactions through the generally successful selection from a repertoire of language features and strategies, such as fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification. Cultural conventions are used where appropriate.Communication is not significantly hindered by inconsistencies.For example:[Film – 2.3A Work and leisure - Merit - NZSL](https://vimeo.com/155732749)The examples filmed are indicative samples only. | The student interacts using effective NZSL to share information and justify ideas and opinions in different situations.The student provides recordings of at least two signed interactions in different situations with realistic purposes. The student’s overall contribution to the total interactions is about 4 minutes.A range of language is used that consistently fits the specific purpose and audience for each interaction. The student maintains interactions through skilful selection from a repertoire of language features and strategies, such as fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification. Cultural conventions are used where appropriate.Communication is not hindered by inconsistencies.For example:[Film – 2.3A Work and leisure - Excellence - NZSL](https://vimeo.com/155732754)The examples filmed are indicative samples only. |

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