

Internal Assessment Resource

Languages Level 3

This resource supports assessment against Achievement Standard 91824

Standard title: Interact clearly using NZ Sign Language to explore and justify varied ideas and perspectives in different situations

**Credits:** 6

Resource title: Young people and the community

**Resource reference:** Languages 3.3A 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 | |
| Date version published by Ministry of Education | January 2025  To 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. | |

Internal Assessment Resource

Achievement standard: 91824

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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 community issues that concern young people. The activity requires students to interact using effective NZSL to explore and justify varied ideas and perspectives. Students submit a portfolio of at least two interactions for assessment. Each person’s contribution to the interactions should total about 4 minutes, but quality is more important than quantity.

Four scenarios are provided. Successful tasks are adapted from the scenarios to make them relevant to your students and to reflect their interests. It is important each scenario is capable of offering varied ideas and perspectives.

The context for each interaction must be different and involve different participants so that students have the opportunity to use a variety of language and language features. Examples could include: an interaction between students, one between the student and a native signer, or one between the student and you. Consult with students when making decisions about participants or media, for example, whether the interaction is face-to-face or using communication technology.

This task could be used in conjunction with Achievement Standard 91825 *Sign a variety of text types in clear New Zealand Sign Language to explore and justify varied ideas and perspectives.* In other words, students could be assessed for their interactions and their signing for a variety of purposes using the same learning context. If this is done, ensure that the students are not achieving double credit for simply reusing the same ideas and language.

Conditions

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

Students will be rewarded for contributing to, maintaining, and sustaining 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 language and conversational strategies appropriate to the audience and purpose in order to explore and justify varied ideas and perspectives in different situations.

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.

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

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Provide specific details on:

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

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.

Resource requirements

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:
* <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 3 Languages NZSL Conditions of Assessment  
  <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>

Internal Assessment Resource

Achievement standard: 91824

Standard title: Interact clearly using spoken NZ Sign Language to explore and justify varied ideas and perspectives in different situations

Credits: 6

Resource title: Young people and the community

Resource reference: Languages 3.3A New Zealand Sign Language

Student instructions

Introduction

This assessment activity requires you to take part in a minimum of two interactions 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 an issue of concern to you.

Three possible scenarios are provided.

In your interactions, you should:

* show you are taking an active part in the discussion
* spontaneously maintain and sustain the interaction without rehearsal
* skilfully select and use a range of language and language features that are fit for purpose and audience.

You will be assessed on how effectively you use New Zealand Sign Language to explore and justify varied ideas and perspectives.

It is suggested that your interactions total about 4 minutes, but quality is more important than quantity.

You may not use cue cards or a pre-learnt role-play or dialogue as an interaction, but you may use materials that are authentic and appropriate to the context, for example, a map or an image.

All contributions 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 any language from the language samples in the assessment schedule unless it has been significantly altered. Because this standard assesses interaction, the language you use should fit naturally into the discussion.

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

Task

In consultation with your teacher, select a minimum of two of the following scenarios for your interactions. The scenarios are suggestions only and should not limit your ideas.

Teacher note: For each scenario, consult with students about suitable pairs, groups, and media for example, face-to-face or using technology. The following contexts are examples only. If possible, add one or more of your own, reflecting areas that are a focus of the teaching and learning programme, or specific class experiences during the year.

In your interactions, aim to:

* sign clearly, so your meaning is understood
* demonstrate a degree of fluency and spontaneity by maintaining and sustaining interactions without previous rehearsal
* use appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification
* make appropriate use of cultural conversation such as courtesies and gestures.

### *Becoming a Youth Parliament representative*

Your local member of parliament (MP) is seeking applications for a young person to represent your electorate in the New Zealand Youth Parliament.

<http://www.myd.govt.nz/news/2015/youth-parliament-2016-members-announced.html>

As well as youth MP’s, other young people are chosen to be members of the press gallery and report on the proceedings. Discuss the pros and cons of applying to be an MP or a journalist in the next Youth Parliament. You must explore and justify varied perspectives.

You could do this as part of a group discussion in class, with your teacher and another student, with a native signer and another student, or through the use of a social networking tool.

In the discussion, you could:

* consider the advantages and disadvantages of each role
* analyse and evaluate the plus, minus and interesting features of being in the Youth Parliament
* explore and justify the influence you may be able to exert on an issue of concern to you
* predict the future benefits for the young people chosen
* explain or give evidence to support or challenge misconceptions about the Youth Parliament.

The suggestions above are just some aspects of Youth Parliament you could discuss. In your interaction, you could discuss different aspects, but they must allow you to engage with ideas in ways that are expected at level 8 of the curriculum.

### *Technology, good or bad for education?*

Your class is planning a debate on the moot that technology has a positive impact on education in New Zealand. Talk to a classmate about definitions of the words in the moot, and arguments that could be presented for both the affirmative and negative teams. You must explore and justify varied perspectives.

You could:

* examine dictionary definitions to ensure you agree on the meaning of the moot
* justify the evidence and arguments to support one side of the moot and challenge those of the other side
* predict the winning team in the debate and evaluate the likelihood of such a win.

The suggestions above are just some aspects of the debate you could discuss. In your interaction, you could discuss different aspects, but they must allow you to engage with ideas in ways that are expected at level 8 of the curriculum.

### *Want to help save the environment?*

Many New Zealanders are passionate about trying to save the environment. Taking steps to conserve and reuse is easier than we might think. Have a conversation in which you discuss ways the environment can be saved by simply changing our daily habits. You must explore and justify varied perspectives.

You could:

* consider the benefits to New Zealand from small changes in habits
* predict the ways personal changes can help save the environment
* analyse environmental issues affecting New Zealand, and discuss justifications for personal changes helping to solve these issues
* evaluate explanations that could be used to challenge the ideas of those who think the environment does not need saving or who think personal changes will not be effective
* explore evidence that saving the environment is important not only to individuals but also to the planet
* identify positive and negative effects of personal changes on the environment.

The suggestions above are just some aspects of saving the environment you could discuss. In your interaction, you could discuss different aspects, but they must allow you to engage with ideas in ways that are expected at level 8 of the curriculum.

Assessment schedule: Languages 91824 New Zealand Sign Language – Young people and the community

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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 explore and justify varied views and perspectives in different situations.  The student provides recordings of at least two signed interactions in different situations.  The student’s overall contribution to the total interactions is about 4 minutes.  The student takes an active part in the interactions by accounting for and sustaining their own views.  The student maintains and sustains the interaction without previous rehearsal.  Interactions are characterised by use of appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification.  Cultural conventions are used where appropriate.  Communication is achieved overall, although interactions may be hindered in some places by inconsistencies.  [3.3A Interaction – Achieved](https://vimeo.com/429807212)  *The examples above are indicative samples only.*  *Discussion of a movie released in cinemas.* | The student interacts using convincing NZSL to explore and justify varied views and perspectives in different situations.  The student provides recordings of at least two signed interactions in different situations.  The student’s overall contribution to the total interactions is about 4 minutes.  The student takes an active part in the interactions by evaluating and giving explanations or evidence to support or challenge the idea and perspectives of others.  The student uses a range of language that is fit for purpose and audience.  The student is generally successful in selecting from a repertoire of language features and strategies to maintain the interaction.  Interactions are characterised by use of appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification.  Cultural conventions are used where appropriate.  Interactions are not significantly hindered by inconsistencies.  [3.3A Interaction - Merit](https://vimeo.com/429797070)  *The examples above are indicative samples only.* | The student interacts using effective NZSL to explore and justify varied views and perspectives in different situations.  The student provides recordings of at least two signed interactions in different situations.  The student’s overall contribution to the total interactions is about 4 minutes.  The student takes an active part in the interactions by evaluating and giving explanations or evidence to support or challenge the ideas and perspectives of others.  The student successfully uses a range of language that is consistently fit for purpose and audience.  The student skilfully selects from a repertoire of language features and strategies to maintain the interaction.  Interactions are characterised by use of appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification.  Cultural conventions are used where appropriate.  Interactions are not hindered by inconsistencies.  [3.3A Interaction - Excellence](https://vimeo.com/429796782)  *The examples above 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.