

Internal Assessment Resource

Languages Level 3

This resource supports assessment against Achievement Standard 91822

**Standard title:** Demonstrate understanding of a variety of extended New Zealand Sign Language texts

**Credits:** 5

**Resource title:** Poverty

Resource reference: Languages 3.1A 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 2017To support internal assessment from 2017 |
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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 extended NZSL text on both concrete and abstract matters.

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 assessment task.

Students will have been exposed to a variety of vocabulary and language structures specific to the chosen theme and relevant to Level 8 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 3 Languages NZSL Conditions of Assessment: <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>

Poverty

[3.1 A PAUSES Poverty – NZSL video link](https://vimeo.com/200772682)

This assessment activity requires students to watch a film clip about global poverty issues and demonstrate thorough understanding of the text by answering a series of 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.

Students watch may make notes as they watch. 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 clip about global poverty issues.

1. Use the information in the film to explain the presenter’s perspective on poverty. Expand on relevant information with supporting details from the text.

Write your answer in the box provided.

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| The presenter’s perspective on poverty with supporting details. |
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1. According to the text what are the causes and effects of poverty? Expand on relevant evidence with detail from the text to support your answer.

Write your answer in the box provided.

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| Causes and effects of poverty, with supporting details. |
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Student instructions

Introduction

This assessment activity requires you to demonstrate thorough understanding of an extended New Zealand Sign Language text. 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 a presentation on global poverty.

You will be assessed on how thoroughly you demonstrate your understanding.

The following instructions provide you with a structure to achieve success in this standard by demonstrating what you have learnt.

Teacher note: Other contexts could be biodiversity, global warming or fair trade. 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 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 and varied perspectives,
* selecting relevant information and perspectives,
* expanding with supporting details from the text to justify your answers.

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 notes.

You should attempt all questions.

All work must be your own.

Assessment schedule: Languages 91822 New Zealand Sign Language - Poverty

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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 extended New Zealand Sign Language texts on concrete and abstract 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 and varied perspectives viewed.The student makes meaning of the information and perspectives in the text. Overall, the general messages are understood. The response is consistent.For example (note this is a partial extract only):Question 1* Poverty is not fair. The poor don’t have enough money to live on. Rich people should not ignore the problem.

Or question 2* One cause is losing a job and not being able to get another. Another cause is war that causes people to flee and take nothing.

*The examples above are indicative samples only.* | The student demonstrates clear understanding of a variety of extended New Zealand Sign Language texts on concrete and abstract 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 and varied perspectives viewed.The student demonstrates a clear understanding of the messages in the text by selecting relevant information and varied perspectives from the text and communicating them unambiguously.For example (note this is a partial extract only):Question 1* Poverty is not fair, and data shows half the children in the world are in poverty. It is shocking that poor people cannot get out of the poverty trap.

Or question 2* Causes and effects are related. If you lose your job and can’t find another, you become poor. If you have no money, you can’t pay for good food or housing. You cannot change your life and are stuck in poverty.

*The examples above are indicative samples only.* | The student demonstrates thorough understanding of a variety of extended New Zealand Sign Language texts on concrete and abstract 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 and varied perspectives viewed.The student demonstrates a thorough understanding of the messages in the text by expanding with supporting detail on relevant information and varied perspectives the text and showing understanding of the implied meanings or conclusions within the text. For example (note this is a partial extract only):Question 1* Poverty is not fair, and statistics are shocking, especially for children, who cannot change their lives. It is not right for people to live in poverty, unable to improve their situations, while the rich ignore them.

Or question 2* Poverty divides people because it causes inequality. The rich have almost all the money and the poor are caught in a poverty trap. For example, poor children cannot go to school because they have to work. No education means they cannot improve their lives. Wages are low so there is no spare money for better food or housing.

*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.