

Achievement Standard

Subject Reference New Zealand Sign Language 1.1

Title Interact in New Zealand Sign Language to share and respond to information, ideas, and opinions

Level 1 **Credits** 5 **Assessment** Internal

Subfield Languages

Domain New Zealand Sign Language

Status Approved **Status date** December 2023

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Purpose Statement

Students are able to interact in New Zealand Sign Language to share and respond to information, ideas, and opinions.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">Interact in New Zealand Sign Language to share and respond to information, ideas, and opinions	<ul style="list-style-type: none">Interact capably in New Zealand Sign Language to share and respond to information, ideas, and opinions	<ul style="list-style-type: none">Interact skilfully in New Zealand Sign Language to share and respond to information, ideas, and opinions

Explanatory Notes

1 *Interact in New Zealand Sign Language to share and respond to information, ideas, and opinions* involves:

- using relevant language in unrehearsed and unscripted conversation
- referring to events or experiences in the present, as well as the past or future
- achieving overall communication despite inconsistencies.

Interact capably in New Zealand Sign Language to share and respond to information, ideas, and opinions involves:

- using interactive strategies to support conversation
- using a range of language
- building on aspects of the information, ideas, and opinions exchanged
- achieving communication that is not significantly hindered by inconsistencies.

Interact skilfully in New Zealand Sign Language to share and respond to information, ideas, and opinions involves:

- using interactive strategies to enhance conversation
- using a range of language successfully
- achieving communication that is not hindered by inconsistencies.

- 2 *Language* refers to vocabulary, formulaic expressions, and sentence structures that are used to share and respond to information, ideas, and opinions in relation to personal matters, events, or experiences relevant to the student. Language use should be appropriate to the context of an immediate signed response.

A range of language refers to showing evidence of variety in language use.

Examples include:

- breadth in vocabulary use
- using different sentence types
- coverage of different communicative functions appropriate to the context (for example, providing descriptions, outlining plans, accepting, or rejecting).

Using a range of language successfully involves demonstrating consistent mastery of quality language appropriate to the level and chosen context.

Examples include:

- generally accurate production of language overall
- use of grammatical markers such as facial expressions
- well-chosen and varied vocabulary and structures
- controlled use of New Zealand Sign Language sentence structures.

- 3 *Interactive strategies* are used to facilitate or maintain conversation and are appropriate to the context.

Examples include:

- asking and responding to questions
- reacting to the speaker to show understanding
- self-correcting
- seeking clarification.

Interactive strategies that enhance conversation refer to strategies which help to ensure a quality exchange and require a higher degree of linguistic proficiency to achieve.

Examples include:

- prompting
- engaging with and extending on specific detail in a partner's responses
- showing flexibility to move between points
- anticipating and responding to conversational cues.

- 4 When interacting in New Zealand Sign Language, *inconsistencies* are mistakes which affect overall communication or clarity of message.

Examples include:
 - sign choice
 - accuracy of signs
 - grammar (for example syntax, signing space, facial expressions, body language).
- 5 This achievement standard is intended to assess students who are acquiring skill in New Zealand Sign Language. The level it describes is designed to be accessible to those who only begin formal study of the language in junior secondary school.
- 6 Refer to the NCEA [glossary](#) for Māori, Pacific, and further subject-specific terms and concepts.
- 7 This achievement standard is derived from the Learning Languages Learning Area at Level 6 of *The New Zealand Curriculum*: Learning Media, Ministry of Education, 2007.

Quality Assurance

- 1 Schools and institutions must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Schools and institutions with consent to assess must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference 0233
