

Achievement Standard

Subject Reference New Zealand Sign Language 1.4

Title Respond in New Zealand Sign Language related to everyday contexts

Level 1 **Credits** 5 **Assessment** External

Subfield Languages

Domain New Zealand Sign Language

Status Approved **Status date** December 2023

Planned review date December 2028 **Date version published** December 2023

Purpose Statement

Students are able to respond in New Zealand Sign Language related to everyday contexts.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">Respond in New Zealand Sign Language related to everyday contexts	<ul style="list-style-type: none">Respond capably in New Zealand Sign Language related to everyday contexts	<ul style="list-style-type: none">Respond skilfully in New Zealand Sign Language related to everyday contexts

Explanatory Notes

- 1 *Respond in New Zealand Sign Language related to everyday contexts* involves:
- using language to express information, ideas, and opinions
 - referring to events or experiences in the present, as well as the past or future
 - achieving overall communication despite inconsistencies.

Respond capably in New Zealand Sign Language related to everyday contexts involves:

- using a range of language
- building on aspects of the information, ideas, and opinions expressed
- achieving communication that is not significantly hindered by inconsistencies.

Respond skilfully in New Zealand Sign Language related to everyday contexts involves:

- using a range of language successfully
- connecting information, ideas, and opinions
- achieving communication that is not hindered by inconsistencies.

- 2 *Language* refers to vocabulary, formulaic expressions, and sentence structures that are used to share information, ideas, and opinions in relation to personal matters, events, or experiences relevant to the student and the student's culture(s) and identities.

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, simple description, instructions, sequencing).

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
- well-chosen and varied vocabulary and structures
- controlled use of New Zealand Sign Language sentence structures.

- 3 *Everyday contexts* relate to events or experiences that are familiar and relevant to the student.

Examples include:

- food
- daily routines
- around town
- sports.

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

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.
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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
