

NCEA Languages Remote Learning and Assessment

NZQA has considered the impacts of the Covid-19 virus on teaching, learning and assessment programmes for NCEA Languages. This document includes guidance for both internal and external Languages Achievement Standards.

General Guidance

For most standards, students may need access to a camera/phone and internet to upload video/photo evidence to a digital platform for assessors to access. This may pose issues around access and equity for some students, which you will need to consider in your programme planning.

All authenticity and validity guidelines in the Conditions of Assessment and Clarifications documents are equally valid for internally assessed standards done through a digital platform.

Languages Matrix

KEY: A colour-coding system to categorise standards according to the advice in this document.

Green	These standards are suitable for remote teaching, learning and assessment.
Blue	Teachers can facilitate assessment against these standards by remote learning with guidance (refer to General Guidance above).
Red	These standards require a collaborative process or interaction with others, and are not suitable for remote teaching, learning and assessment.

Domain	Level 1	Level 2	Level 3
Languages	<p>Listening 1.1</p> <p>Demonstrate understanding of a variety of spoken [language] texts on areas of most immediate relevance</p> <p>Teaching and learning leading to assessment of this standard is suitable for remote interaction. The current assessment specifications continue to apply.</p> <p>5 credits External</p>	<p>Listening 2.1</p> <p>Demonstrate understanding of a variety of spoken [language] texts on familiar matters</p> <p>Teaching and learning leading to assessment of this standard is suitable for remote interaction. The current assessment specifications continue to apply.</p> <p>5 credits External</p>	<p>Listening 3.1</p> <p>Demonstrate understanding of a variety of extended spoken [language] texts</p> <p>Teaching and learning leading to assessment of this standard is suitable for remote interaction. The current assessment specifications continue to apply.</p> <p>5 credits External</p>

Domain	Level 1	Level 2	Level 3
	<p>Presentation 1.2</p> <p>Give a spoken presentation in [language] that communicates a personal response</p> <p>Teaching and learning towards assessment of this standard is suitable remotely. The current Assessment Specifications will continue to apply.</p> <p>4 credits Internal</p>	<p>Presentation 2.2</p> <p>Give a spoken presentation in [language] that communicates information, ideas and opinions</p> <p>Suitable for remote learning and assessment on digital platforms such as video conferencing and online documents.</p> <p>4 credits Internal</p>	<p>Presentation 3.2</p> <p>Give a clear spoken presentation in [language] that communicates a critical response to stimulus material</p> <p>Teaching and learning towards assessment of this standard is suitable remotely. The current Assessment Specifications will continue to apply.</p> <p>3 credits Internal</p>
	<p>Interact 1.3</p> <p>Interact using spoken [language] to communicate personal information, ideas and opinions in different situations</p> <p>Students can have real discussions on chosen topics via digital platforms, e.g. a recorded video session. Interactions done this way could mitigate many of the issues of over scaffolding or prior rehearsal of interactions. This could be a recorded phone call in its most simplistic form.</p> <p>Those without access to any digital platform would need to be assessed later in the year.</p> <p>5 credits Internal</p>	<p>Interact 2.3</p> <p>Interact using spoken [language] to share information and justify ideas and opinions in different situations</p> <p>Students can have real discussions on chosen topics via digital platforms, e.g. a recorded video session. Interactions done this way could mitigate many of the issues of over scaffolding or prior rehearsal of interactions. This could be a recorded phone call in its most simplistic form.</p> <p>Those without access to any digital platform would need to be assessed later in the year.</p> <p>5 credits Internal</p>	<p>Interact 3.3</p> <p>Interact clearly using spoken [language] to explore and justify varied ideas and perspectives in different situations</p> <p>Students can have real discussions on chosen topics via digital platforms, e.g. a recorded video session. Interactions done this way could mitigate many of the issues of over scaffolding or prior rehearsal of interactions. This could be a recorded phone call in its most simplistic form.</p> <p>Those without access to any digital platform would need to be assessed later in the year.</p> <p>6 credits Internal</p>

Domain	Level 1	Level 2	Level 3
	<p>Reading 1.4</p> <p>Demonstrate understanding of a variety of [language] texts on areas of most immediate relevance</p> <p>Teaching and learning leading to assessment of this standard is suitable for remote interaction. The current assessment specifications continue to apply.</p> <p>5 credits External</p>	<p>Reading 2.4</p> <p>Demonstrate understanding of a variety of written or visual [language] text(s) on familiar matters</p> <p>Teaching and learning leading to assessment of this standard is suitable for remote interaction. The current assessment specifications continue to apply.</p> <p>5 credits External</p>	<p>Reading 3.4</p> <p>Demonstrate understanding of a variety of extended written and/or visual [language] texts</p> <p>Teaching and learning leading to assessment of this standard is suitable for remote interaction. The current assessment specifications continue to apply.</p> <p>5 credits External</p>
	<p>Writing 1.5</p> <p>Write a variety of text types in [language] on areas of most immediate relevance</p> <p>This standard lends itself to remote learning as students can write at any time. Clear guidelines around authenticity will need to be given to ensure there is not overuse of tools such as Google Translate and the internet. Submitting drafts may help mitigate this occurrence.</p>	<p>Writing 2.5</p> <p>Write a variety of text types in [language] to convey information, ideas, and opinions in genuine contexts</p> <p>This standard lends itself to remote learning as students can write at any time. Clear guidelines around authenticity will need to be given to ensure there is not overuse of tools such as Google Translate and the internet. Submitting drafts may help mitigate this occurrence.</p>	<p>Writing 3.5 Write a variety of text types in clear [language] to explore and justify varied ideas and perspectives</p> <p>This standard lends itself to remote learning as students can write at any time. Clear guidelines around authenticity will need to be given to ensure there is not overuse of tools such as Google Translate and the internet. Submitting drafts may help mitigate this occurrence.</p> <p>Teacher feedback on any drafts needs to remain general and be once only in total, as</p>

	<p>Teacher feedback on any drafts needs to remain general and be once only in total, as per the Conditions of Assessment which guide current practice.</p>	<p>Teacher feedback on any drafts needs to remain general and be once only in total, as per the Conditions of Assessment which guide current practice.</p>	<p>per the Conditions of Assessment which guide current practice.</p>
	<p>5 credits Internal</p>	<p>5 credits Internal</p>	<p>5 credits Internal</p>