Achievement Standard

Subject Reference   New Zealand Sign Language 1.3

Title   Interact using New Zealand Sign Language to communicate personal information, ideas and opinions in different situations

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

Subfield   Languages

Domain   New Zealand Sign Language

Status   Registered   **Status date**   19 November 2015

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This achievement standard involves interacting using New Zealand Sign Language (NZSL) to communicate personal information, ideas and opinions in different situations.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
• Interact using New Zealand Sign Language to communicate personal information, ideas and opinions in different situations.	• Interact using convincing New Zealand Sign Language to communicate personal information, ideas and opinions in different situations.	• Interact using effective New Zealand Sign Language to communicate personal information, ideas and opinions in different situations.

Explanatory Notes

Version 1 was republished in December 2015 to update the hyperlink to the conditions of assessment in explanatory note 9.

1   This achievement standard is derived from the Learning Languages Communication Strand Curriculum Level 6 of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and is related to the material in the *Teaching and Learning Guide for Languages*, Ministry of Education, 2010 at http://seniorsecondary.tki.org.nz.

2   *Interact using New Zealand Sign Language* involves engaging in a range of exchanges in NZSL. The interactions must be for a given purpose and could be face-to-face or technologically facilitated.
Interaction may be hindered in some places by inconsistencies in:
   • articulation of signs
   • vocabulary choice

- sign order (syntax)
- facial grammar and expression
- use of space for reference
- fluency and pace of delivery
- understanding.

Interact using convincing NZSL involves using a range of language that is generally fit for the context and the generally successful selection from a repertoire of language features and strategies to support the interaction. Interaction is not significantly hindered by inconsistencies.

Interact using effective NZSL involves successfully using a range of language that is consistently fit for the context and the skilful selection from a repertoire of language features and strategies to support the interaction. Interaction is not hindered by inconsistencies.

3   *Personal information* includes opinions, ideas and information that relate to the student's life, and may include Deaf cultural responses.

4   *Communicate* means to share personal information, ideas and opinions that are relevant to the context (e.g. conversations about past and future events, incidental social exchanges, short plays and unprepared interactions on areas of most immediate relevance).

5   *Different situations* include a selection of transactional, social, conversational, cultural and routine contexts.

6   Areas of most immediate relevance refers to basic personal information and past, present and/or future experiences (e.g. family, shopping, local area, events and activities).

7   Interactions are characterised by:
- a genuine purpose
- negotiating meaning
- initiating and maintaining
- participating and contributing
- natural language
- using different language for different purpose(s)
- using conventions (e.g. cultural, courtesies)
- contextually appropriate language
- using simple interactive strategies such as fillers, questioning, thanking, apologising, pausing, prompting, seeking clarification.

Not all characteristics may be evident in one interaction.

8   The quality of the texts, considered as a whole, is more important than the length.

9   Conditions of Assessment related to this achievement standard can be found at http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards.

Quality Assurance

1   Providers and Industry Training Organisations must be accredited by NZQA before they can register credits from assessment against achievement standards.

2   Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

     Consent and Moderation Requirements (CMR) reference   0233