

Assessment Schedule – 2025

New Zealand Sign Language: Demonstrate understanding of New Zealand Sign Language related to everyday contexts (92357)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrate understanding</i> involves:</p> <ul style="list-style-type: none"> identifying the meaning of relevant aspects of information, ideas, and opinions communicating understanding despite inconsistencies. 	<p><i>Demonstrate sound understanding</i> involves:</p> <ul style="list-style-type: none"> connecting the meaning of relevant aspects of information, ideas, and opinions with supporting detail communicating understanding that is not significantly hindered by inconsistencies. 	<p><i>Demonstrate thorough understanding</i> involves:</p> <ul style="list-style-type: none"> interpreting the meaning from a comprehensive selection of relevant information, ideas, and opinions with precision communicating understanding that is not hindered by inconsistencies.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Shows very little understanding and does not communicate the general meaning of the signed text</p> <p>and / or responses in NZSL are substantially reproduced with little mediation by candidate.</p>	<p>Provides insufficient evidence of understanding for Achievement; one part of the response may be completely missing, or several parts may be weak; does not communicate the general meaning of the signed text</p> <p>and / or responses in NZSL are substantially reproduced with little mediation by candidate.</p>	<p>Demonstrates some understanding and communicates some of the general meaning of the signed text.</p> <p>Simplistic ideas with limited information or ideas related to the signed text.</p>	<p>Demonstrates understanding and communicates the general meaning of the signed text.</p> <p>Provides information or ideas related to the signed text.</p>	<p>Demonstrates understanding and unambiguously communicates some of the meaning by selecting and using relevant supporting detail from the signed text.</p>	<p>Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting and using relevant supporting detail from the signed text.</p>	<p>Demonstrates thorough understanding and communicates some of the implied meanings by providing supporting detail from the signed text to justify conclusions.</p>	<p>Demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the signed text to fully justify conclusions.</p>

N0 = No response; no relevant evidence.

Notes for markers

The evidence provided below is **not** a complete list of all acceptable responses, nor is it an indication of the exact wording / response required. Assessment judgments are based on the level of understanding shown, rather than knowledge of all the individual lexical items, e.g. “netball”. Quoting or direct translation alone are not sufficient evidence that the candidate understands the meaning of the text **soundly** or **thoroughly**. Inconsistencies are errors that impede overall meaning and therefore impact on the effectiveness of the response. Errors of less impact should be disregarded.

Professional judgment and marker determination of validity of evidence

The marker will determine a grade using their professional judgment based on a holistic examination of the evidence provided. Candidates’ responses for Achievement and higher must include evidence from **both** sessions.

Evidence – Session One

TASK	Question	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<i>What did Ana do on Tuesday?</i>	<ul style="list-style-type: none"> • Had dinner with Suzy. • Suzy is a friend. 	<ul style="list-style-type: none"> • Went to her friend Suzy’s house for dinner. 	<ul style="list-style-type: none"> • Went to her friend Suzy’s house for dinner and Suzy cooked her favourite food, Chicken (name, location, activity).
(b)	<i>What are Ana’s plans for the weekend?</i>	<ul style="list-style-type: none"> • She plans to go shopping. 	<ul style="list-style-type: none"> • She plans to buy some new netball shoes. 	<ul style="list-style-type: none"> • She hopes to buy new netball shoes, and this will make her feel happier about going to netball practice.
(c)	<i>How did Ana’s feeling about her sport activities change?</i>	<ul style="list-style-type: none"> • She didn’t want to go to netball because her netball shoes were no good. • She felt better after she went. 	<ul style="list-style-type: none"> • She didn’t want to go to netball practice because her shoes were no good. • She felt better after going and came up with a plan. 	<ul style="list-style-type: none"> • Ana’s netball shoes were old and no good and she didn’t want to go to practice. • She was glad she forced herself and she decided to go shopping on the weekend for some new shoes.

Evidence – Session Two

TASK	Question	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<i>Why is Bella planning to travel?</i>	<ul style="list-style-type: none"> • She planned to visit her friend. 	<ul style="list-style-type: none"> • She planned to visit her friend in Weston 	<ul style="list-style-type: none"> • She planned to go by bus to visit her friend, who lives in Weston.
(b)	<i>What was Bella's original travel plan?</i>	<ul style="list-style-type: none"> • She was going by bus. 	<ul style="list-style-type: none"> • She planned to go by bus to Weston. 	<ul style="list-style-type: none"> • She planned to catch two buses to get to Weston.
(c)	<i>Why did Bella's plans change?</i>	<ul style="list-style-type: none"> • The friend she has just met suggested going by train. 	<ul style="list-style-type: none"> • Her friend said the train would be faster. • One train trip was better than catching two buses. 	<ul style="list-style-type: none"> • She said it would be more relaxing catching the train. • Bella wouldn't have to worry about when to get off, like she would if she had to change buses.
(d)	<i>What did Bella finally decide to do?</i>	<ul style="list-style-type: none"> • Going by train is easier. 	<ul style="list-style-type: none"> • To go by train is easier as it is only one journey, not two. 	<ul style="list-style-type: none"> • She plans to go by train because it is faster and more relaxing, as there is less to worry about. • Bella can enjoy the view without worrying about when to get off.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0–2	3–4	5–6	7–8