

Field Humanities**Review of *Languages* Level 1 achievement and unit standards****Unit standards**

Subfield	Domain	ID
Languages	Chinese	12095-12102
	Cook Islands Māori	16719-16726
	French	12127-12134
	German	12223-12229
	Japanese	12067-12073
	Korean	14900-14906
	Samoan	12193-12200
	Spanish	12160-12167

Achievement standards

Domain	ID	Subject reference
Chinese	90072-90077	Chinese 1.1-1.6
Cook Islands Māori	90078-90083	Cook Islands Māori 1.1-1.5, 1.7
French	90084-90089	French 1.1-1.6
German	90090-90095	German 1.1-1.6
Indonesian	90096-90101	Indonesian 1.1-1.6
Japanese	90102-90107	Japanese 1.1-1.6
Korean	90108-90113	Korean 1.1-1.6
Samoan	90119-90124	Samoan 1.1-1.5, 1.7
Spanish	90125-90130	Spanish 1.1-1.6

The Ministry of Education and NZQA National Qualifications Services have completed a review of the achievement and unit standards listed above.

New Registration date December 2010

Date new versions published December 2010

Planned review date December 2014

Summary of review and consultation process

In 2008 the Ministry of Education (MoE) and NZQA began to review achievement and unit standards in light of the revised New Zealand Curriculum (NZC). This Alignment of Standards (AoS) review also addressed duplication of outcomes, credit parity, fairness, consistency, and coherence. The AoS review was guided by the revised NZC itself and the Standards Review Guidelines. A copy of the NZC is available at <http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum>.

Teacher subject associations were involved in the review, and draft achievement standards were the focus of wide consultation, especially with secondary schools and teachers. Extensive resources, including student exemplars, were also developed to support these standards, and are available on the MoE and/or the NZQA websites.

The review of unit standards included consultation with tertiary providers to assess continued relevance and likely future use of the standards. Unit standards that duplicate achievement standard outcomes and those without the likelihood of future tertiary use were recommended for expiry.

National consultation was undertaken in 2009, with the results analysed by Research New Zealand. The responses were generally positive.

The review of unit and achievement standards at Level 1 was completed in time for implementation in schools in 2011. Standards at Levels 2 and 3 will be implemented in 2012 and 2013 respectively.

Main changes resulting from the review

- All NZC level 6 (NZQF Level 1) outcomes derived from the NZC are now assessed using achievement standards, and there are no longer any unit standards linked to the NZC.
- Existing achievement standards were reviewed and new achievement standards were developed to align with the NZC. See [list](#) below.
- Grading criteria for achievement standards were reviewed in accordance with the Standards Review Guidelines.
- Unit standards that recognised similar outcomes as achievement standards were recommended for expiry. See [Review Categories table](#) below.

For a detailed description of the review of, and the changes to, the Languages standards see appendix 1 at the end of this report.

Impact on Accreditation and Moderation Action Plan (AMAP)

All new achievement standards have been registered on AMAP 0233.

Impact of changes on [NCEA Exclusions List](#)

For transition purposes, the following exclusions will apply for new achievement standards. This transition will apply until December 2011 only.

New achievement standard	Excluded against each of these standards
90868	12095, 90072
90869	12097, 90073
90870	12096, 90074
90871	12098
90872	12099, 12100, 90077
90873	16719, 90078
90874	16721, 90079
90875	16720, 90080
90876	16722
90877	16723
90878	12127, 90084
90879	12129, 90085
90880	12128, 90086
90881	12130

New achievement standard	Excluded against each of these standards
90882	12131, 12132, 90089
90883	12223, 90090
90884	12225, 90091
90885	12224, 90092
90886	12226
90887	12227, 12228, 90095
90888	90096
90889	90097
90890	90098
90892	90101
90893	12067, 90102
90894	12069, 90103
90895	12068, 90104
90896	12070
90897	12071, 12072, 90107
90898	14900, 90108
90899	14902, 90109
90900	14901, 90110
90901	14903
90902	14904, 14905, 90113
90903	12193, 90119
90904	12195, 90120
90905	12194, 90121
90906	12196
90907	12197
90908	12160, 90125
90909	12162, 90126
90910	12161, 90127
90911	12163
90912	12164, 12165, 90130

Review Categories and changes to classification, title, level, and credits

The following summary shows the changes made to the standards as a result of the review. All changes are in **bold**. Where a new or new version of an externally assessed achievement standard is registered, the following designation appears after the title [Externally Assessed].

Key to review category	
A	Dates changed, but no other changes are made - the new version of the standard carries the same ID and a new version number
B	Changes made, but the overall outcome remains the same - the new version of the standard carries the same ID and a new version number
C	Major changes that necessitate the registration of a replacement standard with a new ID
D	Standard will expire and not be replaced

Externally assessed achievement standards categorised as category C or D expire at the end of	December 2010
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Internally assessed achievement standards and unit standards categorised as category C or D expire at the end of	December 2011
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Humanities > Languages > Chinese

ID	Title	Level	Credit	Review Category
12095	Identify main points and specific details from spoken texts in Chinese in predictable contexts	1	6	C
90072	Listen to and understand simple spoken Chinese in familiar contexts	1	6	C
90868	Demonstrate understanding of a variety of spoken Chinese texts on areas of most immediate relevance [Externally Assessed]	1	5	
12096	Converse in Chinese in predictable contexts	1	6	C
90074	Converse in simple Chinese in a familiar context	1	3	C
90870	Interact using spoken Chinese to communicate personal information, ideas and opinions in different situations	1	5	
12097	Give a talk in Chinese	1	2	C
90073	Deliver a prepared talk in simple Chinese on a familiar topic	1	3	C
90869	Give a spoken presentation in Chinese that communicates a personal response	1	4	
12098	Identify main points and specific details from short written texts in Chinese	1	6	C
90075	Read and understand simple written Chinese in familiar contexts	1	6	C
90871	Demonstrate understanding of a variety of Chinese texts on areas of most immediate relevance [Externally Assessed]	1	5	
12099	Give written information in Chinese in simple formats	1	4	C
12100	Write informal correspondence and a narrative in Chinese	1	6	C
90076	Write text in simple Chinese on a familiar topic	1	3	C
90077	Write crafted text in simple Chinese on a familiar topic, with the support of resources	1	3	C
90872	Write a variety of text types in Chinese on areas of most immediate relevance	1	5	
12101	Translate into English short passages of Chinese on a predictable topic	1	3	D
12102	Demonstrate knowledge of a selected Chinese cultural aspect	1	2	D

Humanities > Languages > Cook Islands Māori

ID	Title	Level	Credit	Review Category
16719	Identify main points and specific details from spoken texts in CIs Māori in predictable contexts	1	6	C
90078	Listen to and understand simple spoken Cook Islands Māori in familiar contexts	1	6	C
90873	Demonstrate understanding of a variety of spoken Cook Islands Māori texts on areas of most immediate relevance [Externally Assessed]	1	5	
16720	Converse in CIs Māori in predictable contexts	1	6	C
90080	Converse in simple Cook Islands Māori in a familiar context	1	3	C
90875	Interact using spoken Cook Islands Māori to communicate personal information, ideas and opinions in different situations	1	5	
16721	Give a talk in CIs Māori	1	2	C
90079	Deliver a prepared talk in simple Cook Islands Māori on a familiar topic	1	3	C
90874	Give a spoken presentation in Cook Islands Māori that communicates a personal response	1	4	
16722	Identify main points and specific details from short written texts in CIs Māori	1	6	C
90081	Read and understand simple written Cook Islands Māori in familiar contexts	1	6	C
90876	Demonstrate understanding of a variety of Cook Islands Māori texts on areas of most immediate relevance [Externally Assessed]	1	5	
16723	Give written information in CIs Māori in simple formats	1	4	C
90082	Write text in simple Cook Islands Māori on a familiar topic	1	3	C
90877	Write a variety of text types in Cook Islands Māori on areas of most immediate relevance	1	5	
16724	Write informal correspondence and a narrative in CIs Māori	1	6	D
16725	Translate into English short passages of CIs Māori on a predictable topic	1	3	D
16726	Demonstrate knowledge of a selected Cook Islands cultural aspect	1	2	D
90083	Participate in a familiar Cook Islands Māori cultural situation using visual and specialised Cook Islands Māori language	1	3	D

Humanities > Languages > French

ID	Title	Level	Credit	Review Category
12127	Identify main points and specific detail from spoken texts in French in predictable contexts	1	6	C
90084	Listen to and understand simple spoken French in familiar contexts	1	6	C
90878	Demonstrate understanding of a variety of spoken French texts on areas of most immediate relevance [Externally Assessed]	1	5	
12128	Converse in French in predictable contexts	1	6	C
90086	Converse in simple French in a familiar context	1	3	C
90880	Interact using spoken French to communicate personal information, ideas and opinions in different situations	1	5	
12129	Give a talk in French	1	2	C
90085	Deliver a prepared talk in simple French on a familiar topic	1	3	C
90879	Give a spoken presentation in French that communicates a personal response	1	4	
12130	Identify main points and specific detail from short written texts in French	1	6	C
90087	Read and understand simple written French in familiar contexts	1	6	C
90881	Demonstrate understanding of a variety of French texts on areas of most immediate relevance [Externally Assessed]	1	5	
12131	Give written information in French in simple formats	1	4	C
12132	Write informal correspondence and a narrative in French	1	6	C
90088	Write text in simple French on a familiar topic	1	3	C
90089	Write crafted text in simple French on a familiar topic, with the support of resources	1	3	C
90882	Write a variety of text types in French on areas of most immediate relevance	1	5	
12133	Translate into English short passages of French on a predictable topic	1	3	D
12134	Demonstrate knowledge of a selected French cultural aspect	1	2	D

Humanities > Languages > German

ID	Title	Level	Credit	Review Category
12223	Identify main points and specific details from spoken texts in German in predictable contexts	1	6	C
90090	Listen to and understand simple spoken German in familiar contexts	1	6	C
90883	Demonstrate understanding of a variety of spoken German texts on areas of most immediate relevance [Externally Assessed]	1	5	

ID	Title	Level	Credit	Review Category
12224	Converse in German in predictable contexts	1	6	C
90092	Converse in simple German in a familiar context	1	3	C
90885	Interact using spoken German to communicate personal information, ideas and opinions in different situations	1	5	
12225	Give a talk in German	1	2	C
90091	Deliver a prepared talk in simple German on a familiar topic	1	3	C
90884	Give a spoken presentation in German that communicates a personal response	1	4	
12226	Identify main points and specific details from short written texts in German	1	6	C
90093	Read and understand simple written German in familiar contexts	1	6	C
90886	Demonstrate understanding of a variety of German texts on areas of most immediate relevance [Externally Assessed]	1	5	
12227	Give written information in German in simple formats	1	4	C
12228	Write informal correspondence and a narrative in German	1	6	C
90094	Write text in simple German on a familiar topic	1	3	C
90095	Write crafted text in simple German on a familiar topic, with the support of resources	1	3	C
90887	Write a variety of text types in German on areas of most immediate relevance	1	5	
12229	Translate into English short passages of German on a predictable topic	1	3	D

Humanities > Languages > Indonesian

ID	Title	Level	Credit	Review Category
90096	Listen to and understand simple spoken Indonesian in familiar contexts	1	6	C
90888	Demonstrate understanding of a variety of spoken Indonesian texts on areas of most immediate relevance [Externally Assessed]	1	5	
90097	Deliver a prepared talk in simple Indonesian on a familiar topic	1	3	C
90889	Give a spoken presentation in Indonesian that communicates a personal response	1	4	
90098	Converse in simple Indonesian in a familiar context	1	3	C
90890	Interact using spoken Indonesian to communicate personal information, ideas and opinions in different situations	1	5	

ID	Title	Level	Credit	Review Category
90099	Read and understand simple written Indonesian in familiar contexts	1	6	C
90891	Demonstrate understanding of a variety of Indonesian texts on areas of most immediate relevance [Externally Assessed]	1	5	
90100	Write text in simple Indonesian on a familiar topic	1	3	C
90101	Write crafted text in simple Indonesian on a familiar topic, with the support of resources	1	3	C
90892	Write a variety of text types in Indonesian on areas of most immediate relevance	1	5	

Humanities > Languages > Japanese

ID	Title	Level	Credit	Review Category
12067	Identify main points and specific details from spoken texts in Japanese in predictable contexts	1	6	C
90102	Listen to and understand simple spoken Japanese in familiar contexts	1	6	C
90893	Demonstrate understanding of a variety of spoken Japanese texts on areas of most immediate relevance [Externally Assessed]	1	5	
12068	Converse in Japanese in predictable contexts	1	6	C
90104	Converse in simple Japanese in a familiar context	1	3	C
90895	Interact using spoken Japanese to communicate personal information, ideas and opinions in different situations	1	5	
12069	Give a talk in Japanese	1	2	C
90103	Deliver a prepared talk in simple Japanese on a familiar topic	1	3	C
90894	Give a spoken presentation in Japanese that communicates a personal response	1	4	
12070	Identify main points and specific details from short written texts in Japanese	1	6	C
90105	Read and understand simple written Japanese in familiar contexts	1	6	C
90896	Demonstrate understanding of a variety of Japanese texts on areas of most immediate relevance [Externally Assessed]	1	5	
12071	Give written information in Japanese in simple formats	1	4	C
12072	Write informal correspondence and a narrative in Japanese	1	6	C
90106	Write text in simple Japanese on a familiar topic	1	3	C
90107	Write crafted text in simple Japanese on a familiar topic, with the support of resources	1	3	C
90897	Write a variety of text types in Japanese on areas of most immediate relevance	1	5	
12073	Demonstrate knowledge of a selected Japanese cultural aspect	1	2	D

Humanities > Languages > Korean

ID	Title	Level	Credit	Review Category
14900	Identify main points and specific details from spoken texts in Korean in predictable contexts	1	6	C
90108	Listen to and understand simple spoken Korean in familiar contexts	1	6	C
90898	Demonstrate understanding of a variety of spoken Korean texts on areas of most immediate relevance [Externally Assessed]	1	5	
14901	Converse in Korean in predictable contexts	1	6	C
90110	Converse in simple Korean in a familiar context	1	3	C
90900	Interact using spoken Korean to communicate personal information, ideas and opinions in different situations	1	5	
14902	Give a talk in Korean	1	2	C
90109	Deliver a prepared talk in simple Korean on a familiar topic	1	3	C
90899	Give a spoken presentation in Korean that communicates a personal response	1	4	
14903	Identify main points and specific details from short written texts in Korean	1	6	C
90111	Read and understand simple written Korean in familiar contexts	1	6	C
90901	Demonstrate understanding of a variety of Korean texts on areas of most immediate relevance [Externally Assessed]	1	5	
14904	Give written information in Korean in simple formats	1	4	C
14905	Write informal correspondence and a narrative in Korean	1	6	C
90112	Write text in simple Korean on a familiar topic	1	3	C
90113	Write crafted text in simple Korean on a familiar topic, with the support of resources	1	3	C
90902	Write a variety of text types in Korean on areas of most immediate relevance	1	5	
14906	Demonstrate knowledge of a selected Korean cultural aspect	1	2	D

Humanities > Languages > Samoan

ID	Title	Level	Credit	Review Category
12193	Identify main points and specific details from spoken texts in Samoan in predictable contexts	1	6	C
90119	Listen to and understand simple spoken Samoan in familiar contexts	1	6	C
90903	Demonstrate understanding of a variety of spoken Samoan texts on areas of most immediate relevance [Externally Assessed]	1	5	

ID	Title	Level	Credit	Review Category
12194	Converse in Samoan in predictable contexts	1	6	C
90121	Converse in simple Samoan in a familiar context	1	3	C
90905	Interact using spoken Samoan to communicate personal information, ideas and opinions in different situations	1	5	
12195	Give a talk in Samoan	1	2	C
90120	Deliver a prepared talk in simple Samoan on a familiar topic	1	3	C
90904	Give a spoken presentation in Samoan that communicates a personal response	1	4	
12196	Identify main points and specific details from short written texts in Samoan	1	6	C
90122	Read and understand simple written Samoan in familiar contexts	1	6	C
90906	Demonstrate understanding of a variety of Samoan texts on areas of most immediate relevance [Externally Assessed]	1	5	
12197	Give written information in Samoan in simple formats	1	4	C
12198	Write informal correspondence and a narrative in Samoan	1	6	C
90123	Write text in simple Samoan on a familiar topic	1	3	C
90907	Write a variety of text types in Samoan on areas of most immediate relevance	1	5	
12199	Translate into English short passages of Samoan on a predictable topic	1	3	D
12200	Demonstrate knowledge of a selected Samoan cultural aspect	1	2	D
90124	Participate in a familiar Samoan cultural situation using visual and specialised Samoan language	1	3	D

Humanities > Languages > Spanish

ID	Title	Level	Credit	Review Category
12160	Identify main points and specific details from spoken texts in Spanish in predictable contexts	1	6	C
90125	Listen to and understand simple spoken Spanish in familiar contexts	1	6	C
90908	Demonstrate understanding of a variety of spoken Spanish texts on areas of most immediate relevance [Externally Assessed]	1	5	
12161	Converse in Spanish in predictable contexts	1	6	C
90127	Converse in simple Spanish in a familiar context	1	3	C
90910	Interact using spoken Spanish to communicate personal information, ideas and opinions in different situations	1	5	

ID	Title	Level	Credit	Review Category
12162	Give a talk in Spanish	1	2	C
90126	Deliver a prepared talk in simple Spanish on a familiar topic	1	3	C
90909	Give a spoken presentation in Spanish that communicates a personal response	1	4	
12163	Identify main points and specific details from short written texts in Spanish	1	6	C
90128	Read and understand simple written Spanish in familiar contexts	1	6	C
90911	Demonstrate understanding of a variety of Spanish texts on areas of most immediate relevance [Externally Assessed]	1	5	
12164	Give written information in Spanish in simple formats	1	4	C
12165	Write informal correspondence and a narrative in Spanish	1	6	C
90129	Write text in simple Spanish on a familiar topic	1	3	C
90130	Write crafted text in simple Spanish on a familiar topic, with the support of resources	1	3	C
90912	Write a variety of text types in Spanish on areas of most immediate relevance	1	5	
12166	Translate into English short passages of Spanish on a predictable topic	1	3	D
12167	Demonstrate knowledge of a selected Hispanic cultural aspect	1	2	D

Appendix 1

Development of Learning Languages Standards

Process of Aligning Standards with the New Zealand Curriculum

Changes to the assessable knowledge required by the new achievement objectives in the NZC were identified. These focus on the ability to interact and make meaning. Initial feedback shaped the work needed to re-think the matrix and the subsequently developed achievement standards.

The result was a matrix of achievement standards titles that demand clear evidence of the students' ability to use the target language for communicative purposes. The titles in the draft matrix show that the achievement standards:

- are derived from the NZ curriculum – the assessment of skills within the communication strand is evident in each title
- have a clear purpose: each title clearly indicates that only one criterion will be assessed
- reflect a notional 10 hours of learning, practice and assessment for an average candidate – the increase of credit value for the interact achievement standard also takes into account that for this particular skill, both listening and speaking are needed to be successful.

From this matrix achievement standards were developed that improved grade criteria, explanatory notes and definitions to provide teachers, students and parents with clear details of assessment requirements.

Feedback from national consultation has resulted in titles which describe the outcomes in a more meaningful way, in explanatory notes that more clearly unpack the requirements of the achievement standards, and in minor readjustment of credit allocation across the achievement standards.

Addressing Duplication

There were approximately 125 achievement standards and 180 unit standards under review across the languages represented in this process. Once the aligned achievement standards were developed duplication of outcomes with existing unit standards was identified. These unit standards were then recommended for expiry.

Addressing Credit Parity

The Credit Parity principle - one credit should reflect a notional 10 hours of learning, practice and assessment for an average candidate - gives a clear guideline to the allocation of credit value. This principle has been used to allocate credits to all achievement standards.

The written or written and visual text (1.4) achievement standard has been allocated 5 credits, which is a realistic indication of the cumulative learning required to gain this achievement standard.

The only internal achievement standard in the draft matrix that is not assessed in a portfolio format is the spoken presentation (1.2) achievement standard. Though there is very little change to the existing achievement standard, the increased focus on communication in the NZC was one part of the rationale to increase the current credit value from 3 to 4 credits. The other part was the acknowledgement that students have to synthesise all the learning up to the point of assessment to be successful, and raising the current credit value emphasises this.

The understanding of spoken texts (1.1) achievement standard provides students with an additional opportunity to gain credits in this skill that is an essential component for communicative capabilities. Though also assessing cumulative learning up to the point of assessment, the credit value takes into account that students have two standards, which assess this skill, and thus the achievement standard has been allocated 5 credits.

External and Internal Assessment

Student and teacher workload, as well as the appropriateness of the modes of assessment in the draft matrix in view of the NZC and its focus on assessing *Interacting and Making meaning*, were considered in recommending modes of assessment. All speaking opportunities are assessed internally, as they are currently, and so is the writing. Current assessment of listening and reading skills in external examinations provide perceived national consistency of grading. The external modes are retained for the 1.1 and 1.4 achievement standards.

The outcome that was assessed in the previous 1.7 achievement standard (*Participate in a familiar (selected language) cultural situation using visual and specialised (selected language) language*) can now be assessed in the new 1.3 achievement standard.

Overall the changes are not major apart from the omission of the existing external writing achievement standard. This achievement standard was deleted because the outcome being assessed did not align with the curriculum learning area outcomes. Writing in an examination setting does not provide communicative opportunities to use target language.