

## NCEA Languages Remote Learning and Assessment

Subject matrices are a guide to assessment where remote teaching, learning and assessment have to take place due to a significant event leading to closure of schools over an extended period of time. For example, lockdown, natural disaster, etc.

### 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

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

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| <b>Green:</b>  | These standards are suitable for remote teaching, learning and assessment.   |
| <b>Blue:</b>   | Teachers can facilitate assessment against these standards by remote learning with guidance (refer to General Guidance above).   |
| <b>Orange:</b> | These standards are suitable for remote teaching and learning provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required. |
| <b>Red:</b>    | These standards require a collaborative process or interaction with others, and are not suitable for remote teaching, learning and assessment.   |

| Level 1   | Level 2   | Level 3  |
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| <p><b>Listening</b><br/><b>1.4</b><br/>External (5 credits)<br/><b>Demonstrate understanding of spoken [language] related to everyday contexts</b></p> <p>Some teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p> | <p><b>Listening</b><br/><b>2.1</b><br/>External (5 credits)<br/><b>Demonstrate understanding of a variety of spoken [language] texts on familiar matters</b></p> <p>Some teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p> | <p><b>Listening</b><br/><b>3.1</b><br/>External (5 credits)<br/><b>Demonstrate understanding of a variety of extended spoken [language] texts</b></p> <p>Some teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p> |

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| <p><b>Communicate</b> <b>1.2</b></p> <p>Internal (5 credits)</p> <p>Asian and European languages:</p> <p><b>Communicate in [language] for a chosen purpose</b></p> <p>Pacific languages:</p> <p><b>Communicate in [language] in relation to a cultural context.</b></p> <p>Students can provide evidence in a range of modes, choosing the best mode to suit their remote situation.</p> <p>If an oral mode of delivery is chosen, the evidence needs to be recorded.</p> <p>Once the assessment has started, teachers cannot provide feedback on the student work.</p> <p>Practices such as viewing drafts on online platforms should be implemented to ensure authenticity. For further advice on how to manage authenticity, see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>The Subject Learning Outcomes, standard, Unpacking, Conditions of Assessment, and Assessment Activities on the NCEA website provide guidance on requirements of the standard and activities.</p> | <p><b>Presentation</b> <b>2.2</b></p> <p>Internal (4 credits)</p> <p><b>Give a spoken presentation in [language] that communicates information, ideas, and opinions</b></p> <p>Students can prepare their presentation with a virtual audience as the chosen audience and a digital platform as the mode of delivery.</p> <p>The presentation will need to be recorded.</p> <p>Authenticity policies should be in place to ensure there is not overuse of internet tools and AI. Practices such as viewing student drafts on online platforms could be implemented. For further advice on how to manage authenticity, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Any feedback on drafts should be general, and only given once.</p> <p>Further support can be found in the assessment resources on TKI, and in the clarification document and exemplars on the language pages on the NZQA website.</p> | <p><b>Presentation</b> <b>3.2</b></p> <p>Internal (3 credits)</p> <p><b>Give a clear spoken presentation in [language] that communicates a critical response to stimulus material</b></p> <p>Students can prepare their presentation with a virtual audience as the chosen audience and a digital platform as the mode of delivery.</p> <p>The presentation will need to be recorded.</p> <p>Authenticity policies should be in place to ensure there is not overuse of internet tools and AI. Practices such as viewing student drafts on online platforms could be implemented. For further advice on how to manage authenticity, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Any feedback on drafts should be general, and only given once.</p> <p>Further support can be found in the assessment resources on TKI, and in the clarification document and exemplars on the language pages on the NZQA website.</p> |
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| <p><b>Interact</b> <span style="float: right;"><b>1.1</b></span></p> <p>Internal (5 credits)</p> <p><b>Interact in spoken [language] to share and respond to information, ideas, and opinions</b></p> <p>Students can have real discussions (unrehearsed and non-scripted) on chosen topics using digital platforms, e.g. a recorded video conversation on the designated task.</p> <p>The interaction is best done with a peer, but could be done with the teacher if communication with a peer is not possible.</p> <p>When students record the video, it should be clear that there are no cue cards or prompts in the target language available.</p> <p>The Level 1 standard requires video submissions. Those without access to any digital platform to record would need to be assessed later in the year.</p> <p>For further advice on how to manage authenticity, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>The Subject Learning Outcomes, standard, Unpacking, Conditions of Assessment, and Assessment Activities on the NCEA website provide guidance on requirements of the standard and activities.</p> | <p><b>Interact</b> <span style="float: right;"><b>2.3</b></span></p> <p>Internal (5 credits)</p> <p><b>Interact using spoken [language] to share information and justify ideas and opinions in different situations</b></p> <p>Students can have real discussions (unrehearsed and non-scripted) on chosen topics using digital platforms, e.g. a recorded video conversation on the designated task.</p> <p>In its most simplistic form, this could be a recorded phone call.</p> <p>The interaction is best done with a peer, but could be done with the teacher if communication with a peer is not possible.</p> <p>When students record, it should be clear that there are no cue cards or prompts in the target language available.</p> <p>Those without access to any digital platform or recording device would need to be assessed later in the year.</p> <p>For further advice on how to manage authenticity, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Further support can be found in the assessment resources on TKI, and in the</p> | <p><b>Interact</b> <span style="float: right;"><b>3.3</b></span></p> <p>Internal (6 credits)</p> <p><b>Interact clearly using spoken [language] to explore and justify varied ideas and perspectives in different situations</b></p> <p>Students can have real discussions (unrehearsed and non-scripted) on chosen topics using digital platforms, e.g. a recorded video conversation on the designated task.</p> <p>In its most simplistic form, this could be a recorded phone call.</p> <p>The interaction is best done with a peer, but could be done with the teacher if communication with a peer is not possible.</p> <p>When students record, it should be clear that there are no cue cards or prompts in the target language available.</p> <p>Those without access to any digital platform or recording device would need to be assessed later in the year.</p> <p>For further advice on how to manage authenticity, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Further support can be found in the assessment resources on TKI, and in the</p> |
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| Level 1  | Level 2  | Level 3   |
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|  | clarification document and exemplars on the language pages on the NZQA website.  | clarification document and exemplars on the language pages on the NZQA website.   |
| <p><b>Reading</b> <b>1.3</b></p> <p>External (5 credits)</p> <p><b>Demonstrate understanding of written [language] related to everyday contexts</b></p> <p>Some teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p> | <p><b>Reading</b> <b>2.4</b></p> <p>External (5 credits)</p> <p><b>Demonstrate understanding of a variety of written or visual [language] text(s) on familiar matters</b></p> <p>Some teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p> | <p><b>Reading</b> <b>3.4</b></p> <p>External (5 credits)</p> <p><b>Demonstrate understanding of a variety of extended written and/or visual [language] texts</b></p> <p>Some teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p> |

| Level 1 | Level 2   | Level 3  |
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|         | <p><b>Writing</b> <span style="float: right;"><b>2.5</b></span><br/>Internal (5 credits)</p> <p><b>Write a variety of text types in [language] to convey information, ideas, and opinions in genuine contexts</b></p> <p>This standard is suitable for remote assessment, as students can write at any time. Clear guidelines around authenticity will need to be given to ensure there is not overuse of internet tools and AI. Requiring drafts may help mitigate this.</p> <p>For further advice on how to manage authenticity, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Teacher feedback on any drafts should remain general and be given only once, as per the Conditions of Assessment which guide current practice</p> <p>Further support can be found in the assessment resources on TKI, and in the clarification document and exemplars on the language pages on the NZQA website.</p> | <p><b>Writing</b> <span style="float: right;"><b>3.5</b></span><br/>Internal (5 credits)</p> <p><b>Write a variety of text types in clear [language] to explore and justify varied ideas and perspectives</b></p> <p>This standard is suitable for remote assessment, as students can write at any time. Clear guidelines around authenticity will need to be given to ensure there is not overuse of internet tools and AI. Requiring drafts may help mitigate this.</p> <p>For further advice on how to manage authenticity, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Teacher feedback on any drafts should remain general and be given only once, as per the Conditions of Assessment which guide current practice.</p> <p>Further support can be found in the assessment resources on TKI, and in the clarification document and exemplars on the language pages on the NZQA website.</p> |