



National Certificate of Educational Achievement  
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

## **Exemplar for Internal Achievement Standard New Zealand Sign Language Level 1**

This exemplar supports assessment against:

**Achievement Standard 92356**

**Communicate in New Zealand Sign Language in relation to a cultural  
context**

An annotated exemplar is a sample of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade.

New Zealand Qualifications Authority

To support internal assessment

Grade: Achieved

For Achieved, the student needs to communicate in New Zealand Sign Language in relation to a cultural context.

This involves expressing information, ideas, and opinions relevant to the context and referring to events or experiences in the present as well as the past or future. Communication will be achieved overall despite inconsistencies.

The student has shared information on David Smith, who is a volleyball player in America. The student was able to express his opinion – “I (IX) LIKE HIM” (David), and refer to past events and experiences, e.g. “David GREW UP”, “my old coach SHOW ME a video from YouTube”. The student used basic NZSL grammar to talk about the past, e.g. “BORN WHERE, GAVE ME”.

The student linked this presentation to a deaf cultural context by mentioning that the volleyball player grew up with hearing aids and can talk well, and that he is a Deaf/Hard of Hearing role model.

The student maintained good eye contact with the class reflecting awareness of the practices of deaf culture.

To reach Merit, the student would need to demonstrate a range of language. This could be through use of a wider vocabulary and detail, e.g. Adding “BORN WHEN” before signing the date. This would also make meaning clearer for the audience.

The student could also show facial expressions a little more when expressing the level of emotion. For example, in the video, he signed that he is very confident and a great volleyball player. He could add NZSL grammatical facial expressions to add a meaning to the verb or adjectives.

Grade: Merit

For Merit, the student needs to communicate capably in New Zealand Sign Language in relation to a cultural context.

This involves using a range of language and building on aspects of the information, ideas, and opinions expressed. Communication will not be significantly hindered by inconsistencies.

The student has delivered lively and positive information about his learning journey in NZSL, and describes this journey with his cousin. He refers to past and/or future events and experiences, e.g. "FUTURE, LEARN NZSL WHY, FUN" as positive information, also giving a basic opinion. There is a range of vocabulary and use of different sentence types.

The student was able to build on aspects of the information, e.g. "FUTURE, ME WANT LEARN NZSL MORE, WHY FUN, INTERESTING. ME FEEL MOTIVATE++ LEARN NZSL".

For Excellence, more controlled use of NZSL sentence structures and generally accurate production is needed. For example, there is an error in the sign production at the beginning of the sentence "MY COUSIN PRACTISE TEACH... EACH-OTHER SIGNS" (wrong handshape and movement).

Further, there would also be additional mastery and accuracy of handshapes, placement, and orientation for some signs, e.g. "LEARN+++", "IDEA", "COUSIN", "EACH-OTHER", "MORE", and "FAST" will lend greater clarity of expression if more controlled.

Grade: Excellence

For Excellence, the student needs to communicate skilfully in New Zealand Sign Language in relation to a cultural context.

This involves using a range of language successfully and connecting the information, ideas, and opinions cohesively. Communication will not be hindered by inconsistencies.

The student has demonstrated successful command of New Zealand Sign Language within the context of deaf culture. The student referred to two people who teach sign language and deaf awareness as sources to support their learning about deaf culture outside of the classroom.

The student refers to past and future events and experiences, showing awareness of tense structure. For example, "ME LEARN NZSL TWO YEARS" and "ME CONTINUE LEARN NZSL NEXT YEAR".

He showed the ability to cohesively integrate and connect information, ideas, and opinions using successful NZSL structures, e.g. "ME LIKE WATCH YOU TUBE CHANNELS. TWO CHANNELS ME LIKE" (listing grammar and contrastive structure), "EMMA MEMMA SIGN NAME" (signs sign name) "SHE SPREAD AWARENESS HEARING PEOPLE HOW TO INTERACT WITH DEAF PEOPLE. IX-me THINK GREAT IDEA WHY?" (RH question) "MANY HEARING PEOPLE DON'T KNOW HOW TO TALK TO DEAF PERSON" (connecting information cohesively).

There were minor signing inconsistencies, however these did not impact on clear communication, e.g. "OUTSIDE (error) THE CLASSROOM".