

# ASIAN LANGUAGES

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## SUBJECT EXPERT GROUP RESPONSE TO FEEDBACK ON THE PHASE 1 MATERIALS

The Asian Languages Subject Expert Group (SEG) would like to thank those members of the teaching community and wider public who put their time into reviewing the Phase 1 Review of Achievement Standards (RAS) subject content for Asian Languages. We received 73 responses to the survey.

It was encouraging to read that there was general confidence in, and support for, the Learning Matrix, mana ōrite mo te mātauranga Māori, the Teaching, Learning and Assessment guidance, and the sample Course Outlines.

Your feedback indicated that there is a need for clarification of some subject content, and we also heard that you want professional learning and development (PLD) to help you deliver the new subject content for Asian Languages. You also highlighted the need for further development of support materials, such as a glossary to avoid ambiguity in the language used in the subject content, and Vocabulary Lists at each Curriculum Level to give a better steer for kaiako teaching the new content and assessing the new standards. A number of respondents expressed opposition to the approved subject name of Mandarin, and some respondents advocated for different standards for additional and heritage language learners.

The feedback has been collated into themes and the SEG has responded to each theme.

### Theme One

*Consistency of subject content across all languages.*

### Response

We acknowledge the feedback from respondents who argued that maintaining uniformity across the Achievement Standards, regardless of language type, is desirable. Some respondents did not see enough of a difference between the languages to warrant a more bespoke approach than has previously existed. We also heard that the current uniform approach provides efficiencies for schools delivering multiple language subjects, or those with particularly small departments.

While we recognise that uniformity has its benefits, we are also open to the opportunity provided by this comprehensive review to question the assumptions that have previously been made regarding our assessment frameworks. Allowing the possibility of variation is in line with the general principles of the NCEA Change Package and its focus on increased inclusivity, accessibility, and recognition of diversity within the qualification. The inclusion of Pacific knowledges, contexts, and perspectives, in addition to mātauranga Māori, is a specific mandate within this review. Requiring complete alignment between Pacific, Asian,

and European language materials from the outset would have been contrary to the stated aims of the project.

We are careful to acknowledge that what works for Asian Languages may not necessarily work as well for European or Pacific Languages. Therefore, whilst we would ensure equity of challenge across language groups, we remain open to retaining deliberate variations in approach across these subjects where differences clearly exist. We understand the Ministry will continue to work closely with the European and Pacific Languages SEGs in the next stage of development to establish where those appropriate areas of alignment or divergence exist.

## **Theme Two**

*Seeking clarification of assessments.*

### **Response**

Assessment will be clarified in detail when Phase 2 subject content is published in August. Phase 2 includes the draft Achievement Standards, Conditions of Assessment, Internal Assessment Activities, and associated materials. Further guidance including exemplars of student work will be provided after the Pilot year in 2022. Feedback on Phase 2 subject content will also be welcomed.

The Phase 1 content for Asian Languages currently published and engaged on is foundational subject content, providing an indication as to the direction for assessment. This is published early in the development process to give you the opportunity to comment on the proposed teaching and learning at a formative stage. The SEG is currently using the compiled Phase 1 survey feedback to refine the subject content.

## **Theme Three**

*Combining listening and reading in Achievement Standard 1.3.*

### **Response**

We noted the concern around this combined comprehension standard. Further discussion around this standard will be undertaken to consider the following:

- the advantages and disadvantages of combining or separating the two skills in one standard
- appropriate question types for listening and reading
- length and type of assessment
- capabilities that will be assessed at Level 1

## **Theme Four**

*Achievement Standard 1.2 – Presentation.*

## **Response**

We noted the concern around the language proficiency that is required to communicate about culture at Level 1. We will seek to address this concern when developing Internal Assessment Activities in Phase 2 which will provide level-appropriate assessment examples.

We also acknowledge the concern around the overlapping nature of Achievement Standard 1.2 and Achievement Standard 1.4 as written evidence is allowed in AS 1.2 and required in AS 1.4. This area of concern will also be addressed by the SEG in Phase 2.

## **Theme Five**

*Achievement Standard 1.4 – Writing.*

## **Response**

Respondents who expressed concern about this standard being externally assessed presumed the external assessment would be a time-limited external examination. This is not the intention. External assessments will be allowed to be carried out in a range of formats, including examination, portfolio, workbook, common assessment activity (CAA) etc. Examples of external assessments that are not examinations can be found in mini-pilot subjects: English, Religious Studies, Visual Art, Science, and Te Ao Haka.

## **Theme Six**

*New vocabulary and grammar lists.*

## **Response**

We acknowledge the strong demand for either updating existing or developing new vocabulary lists for each language subject to support assessment and ensure consistency across schools. As a result, the Ministry of Education has agreed to support the development of Vocabulary Lists for all languages as a part of the RAS.

## **Theme Seven**

*Need for PLD around implementing mātauranga Māori.*

## **Response**

Change 2 of the NCEA Change Package calls for mana ōrite mō te mātauranga Māori. Realising this change means we ensure mātauranga Māori is equitably valued and resourced in NCEA, broadening access to mātauranga Māori pathways and increasing teacher capability. This means incorporating mātauranga Māori, te ao Māori and te reo Māori appropriately into the new content for Asian languages.

The subject content provides capability support:

- The Learning Matrix and Course Outlines illustrate how mātauranga Māori can be woven through teaching and learning

- The glossary will define kupu Māori used in the subject content
- Assessment resources, student exemplars, and examples of Teaching and Learning Programmes developed in the pilot year will further exemplify the integration of mātauranga Māori in the future.

[A further response from the Ministry can be found here.](#)

## **Theme Eight**

*Even spread of credits*

### **Response**

We acknowledge the concern around the uneven spread of credits. The allocated number of credits for each standard will need to reflect the required evidence and related workload for students. Along with the review of the Assessment Matrix we will review the credit weighting of each standard.

## **Theme Nine**

*Mandarin or Chinese*

### **Response**

In 2020, the Ministry sought permission from the Minister to consult on a number of changes to the NCEA Level 1 subject list. Amongst these was the proposal to change the name of the Chinese-language learning subject to Mandarin, in order to better reflect the significant learning covered in the subject (the spoken language that ākonga learn is Pǔtōnghuà, which is the Mandarin name given to China's official language and includes approximately 200 dialects). Mandarin is the accepted English term for the common language of mainland and greater China, but it is important to maintain a clear distinction of this from Chinese, since there is no single 'Chinese' language.

During public engagement on the provisional list, no significant feedback opposing the name change was received. The new name Mandarin was included in the NCEA Level 1 subject list, which was finalised by the Minister and released in December 2020.

During the recent public engagement on the Phase 1 materials for Level 1 subjects, we have received responses to the draft subject content for Asian Languages indicating that some teachers are not supportive of the name having been changed to Mandarin and would like the subject name reverted to Chinese.

A submission from the New Zealand Chinese Language Teachers' Association (NZCLTA) has been considered by the Ministry and a further response is planned.

## **Theme 10 and Theme 12**

*Learning Matrix and Course Outlines*

## **Response**

We have noted the concern that both the Learning Matrix and the Course Outlines contain too much content and that some of that content might not be appropriate for NCEA Level 1. Changes to the Learning Matrix will be considered to provide level appropriate progression and content. The Course Outlines will be reviewed during Phase 2 and republished in August alongside the Assessment materials. The glossary will also be reviewed to ensure it best supports a consistent interpretation of the subject content.

## **Theme 11**

### *One-off assessment for Achievement Standard 1.1*

This interaction standard will be aligned with European Languages standard AS 1.1 to include two pieces of evidence.