

# **New Zealand Qualifications Framework Levels 1 – 3, 2011**

## **Languages**

### **National Moderator's Report**

## National Moderator's Report for Languages

### General Guidance for Assessors

The purpose of external moderation is to provide reassurance that teacher judgements are at the national standard and are made on the basis of assessment materials that are fair and valid.

All assessment materials are expected to:

- give the student the opportunity to meet the requirements of the standard
- include an assessment schedule that gives evidence of appropriate student responses and clear judgements at all levels.

To help to ensure best assessment practice teachers need to access the Subject Specific Resources for Languages on the NZQA website. Substitute the appropriate language as the last word e.g. : [www.nzqa.govt.nz/Chinese](http://www.nzqa.govt.nz/Chinese)

The resources on this webpage include:

1. annotated student exemplars
2. clarification of issues with the standards
3. newsletters - current and archived editions
4. previous national moderator reports
5. a link to the TKI resources

### General

- When creating tasks which require a collection of evidence over time there are a variety of options e.g the teacher may give the students an umbrella theme with a number of tasks attached or a series of individual tasks with different contexts. It may be done at the beginning of the year or based on student input and done throughout the year.
- In any scenario it is important that the student/s have some supporting information within the task to guide them into meeting the suggested outcome.
- Only three pieces of portfolio evidence are required and more should not be sent for moderation. The pieces selected should be those which show the student has met the criteria and justify the grade awarded.
- Providing teacher assessment schedules or feedback sheets is optional however this can often be helpful with regard to understanding teacher grading and identifying students.
- It is important to clearly label tracks on CDs and ensure that the track labelling matches the moderation cover sheet.

In Japanese, for communicating beyond the immediate context, the present, future and past tense of verbs are relatively simple. To accompany their verbs, students should be encouraged to use a variety of particles, classifiers and manipulate *true* and *na* adjectives in the present and past tenses. In their writing portfolio they should be encouraged to use appropriate kanji.

The plain form of verbs may be taught if appropriate to the teaching context, especially when wanting to indicate the future, however it is not a requirement. The future can be expressed by 'time' words e.g. *ashita*, *raishuu*, *rainen*, etc or the simple *tai/ takunai desu* or adjective plus *deshoo* or adjective plus *to omoimasu*.

### **New Level 1 Achievement Standards**

#### **Interaction - 90880, 90885, 90909, 90895, 90870, 90905**

The emphasis in the standard is on the student's ability to interact and show an ability to maintain an interaction.

- Error tolerance is important. Long, complicated language is not expected. The teacher judgement will be based not solely on the language used but more by the student's ability to maintain and sustain an interaction. Only naturally occurring evidence of this will contribute to the grade. Language errors will only affect the grade to the extent that they truly hinder communication.
- *Inconsistencies* refer to more than grammatical errors (see EN 3 of the standard)

The following will not result in evidence that will reflect the intent of the standard:

- writing then learning a scripted role play
- practising a dialogue over and over again until it is considered 'perfect' and then recording
- the teacher posing questions to which the student gives pre-prepared answers

Feedback and feed forward from teachers may happen at the end of an interaction that has been submitted as a way to inform the next one.

The student being assessed needs to be clearly identified. Videoing interactions, where possible, and where the teacher has given additional notes to describe the speakers, does provide this clarity. Recordings need to be audible and some thought needs to be given as to how to manage this when students are all recording together in the same room.

Teachers need to ensure that *in different situations* is clearly allowed for within the task. See EN 3 of the standard for examples.

If two or more students are being assessed in one task the task needs to ensure that each student has the opportunity to meet the standard at every level.

#### **Writing - 90882, 90887, 90912, 90897, 90872, 90907**

- The standard requires students to communicate an opinion – this could be overt (*I think that...*) or more subtle (expressing preference through comparison) however this is necessary in some form to achieve the standard.
- During the learning process students may access a large number of authentic texts. Students may need to be reminded about plagiarism and that all work must reflect their own learning.
- Evidence of the drafting process is not required for moderation.

Appropriate feedback is detailed in the writing clarifications document for this standard.

**Level 2 and 3 conversations**

Students asking one question at the end of a conversation which is largely teacher driven does not provide sufficient evidence of *convey and seek* (level 2) or *exchange and support* (level 3). Students need to show at this level that they are able to take some part in maintaining and/or sustaining the conversation.

Teachers who have assessment tasks that are proven and work well for the conversation standard may find these can be easily adapted to suit the new interact standard.

**The National Moderator reports will be replaced by newsletters and clarifications documents from 2012.**