



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1-3, 2003

Languages

National Moderator's Report

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General Guidance for Assessors of Achievement and Unit Standards

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

All assessment materials are expected to:

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

The Ministry of Education contracted subject experts to write assessment resources for achievement standards. These are not pre-moderated. The intention is that they are modified to suit teaching programmes and learner needs. They do not provide 'rules' but suggest different ways of assessing to the nationally registered standard.

General Overall Comment

The moderation of internally assessed achievement and unit standards in Languages and Latin in 2003 showed that the majority of assessors used or modified the exemplars from the TKI website. Very few unit standards were used in assessment. A growing number of activities were developed by assessors for use with their own classes.

Level One

90073, 90079, 90085, 90091, 90097, 90103, 90109, 90120, 90126

Give a prepared talk in target language on a familiar topic

Evidence is required at Achievement, Achievement with Merit and Achievement with Excellence levels of at least one level 6 structure and level 6 language as part of the criterion of *simple vocabulary and structures* in accordance with Explanatory Note 2. This needs to be made clear to learners in the activity and must be part of the assessment schedule.

While the standard requires *some of the required information* at Achievement, *most of the required information* at Achievement with Merit, and *all the required information* at Achievement with Excellence, the moderation process signaled that in future a similar interpretation to the Level 2 standard should be adopted in line with the reviewed standard for 2004. The information given by the learner has to have *some development* for Achievement with Merit and *substantial development* for Achievement with Excellence level. Learners need to be given information about this in the activity. Although examples of learner response are required in the assessment schedule, it is also good teaching practice to supply learners with examples in the target language, on a different topic from the one being assessed.

A similar interpretation to the Level 2 standard is recommended in the future over the *error* criterion for Achievement with Merit and Achievement with Excellence levels. Fluency is not a criterion of the standard at Level 1, but is at Level 2.

The quality of the tapes supplied from assessors with their submission materials was a concern to moderators. It is helpful if the talks of only the eight students required for moderation are forwarded as part of the submission material.

The students should be introduced by name and listed on the cover sheet according to their speaking order. These talks must be audible to be moderated.

If a tape-recorder is stopped during a talk it is helpful to be informed of the reason for this for moderation purposes and for national consistency. It should be remembered that only ten words are allowed on cue cards, not ten phrases.

90074, 90080, 90086, 90092, 90098, 90104, 90110, 90121, 90127

Converse in target language in a familiar context

Evidence is required at Achievement, Achievement with Merit and Achievement with Excellence level of at least one level 6 structure and level 6 language as part of the criterion of *simple vocabulary and structures* in accordance with Explanatory Note 2.

While the standard requires *some of the required information* at Achievement, *most of the required information* at Achievement with Merit, and *all the required information* at Achievement with Excellence, the moderation process signaled that in future a similar interpretation to the Level 2 standard should be adopted in line with the reviewed standard for 2004. In this way, the quality of the language used is judged in the assessment schedule rather than the quantity of points covered. Likewise, learners need to be given information in the activity about the need for *some development* at Achievement with Merit level and *substantial development* at Achievement with Excellence so that a consistent judgement over breadth of the language used can be achieved.

The questions used should be the same for all learners, though the order in which they are asked does not have to be the same. Learners should not be given the questions before the assessment takes place. It is important that the activity is set very carefully for the conversations to sound natural and yet still have an opportunity for *substantial development* and *wide variety of simple vocabulary and structures*.

90077, 90089, 90095, 900101, 90107, 90113, 90121, 90130

Write text in target language on a familiar topic, with the support of resources

Evidence is required at Achievement, Achievement with Merit and Achievement with Excellence levels of at least one level 6 structure and level 6 language as part of the criterion of *simple vocabulary and structures* in accordance with Explanatory Note 2. This must form part of the criterion on the assessment schedule.

While the standard requires *some of the required information* for Achievement, *most of the required information* for Achievement with Merit, and *all the required information* for Achievement with Excellence, the moderation process did signal that in future a similar interpretation to the Level 2 standard should be adopted in line with the reviewed standard for 2004. Likewise, learners need to be given information in the activity about the need for *some development* at merit level and *substantial development* at excellence, and this also needed to form part of the criteria of the assessment schedule.

The intention of this standard is to allow learners to exhibit skill in less formal (and more interesting) types of writing. Simple writing of letters or diaries does not meet the requirements of the standard.

Level Two

90383, 90389, 90396, 90402, 90408, 90485, 90414, 90420, 90427

Give a prepared spoken presentation in target language on a less familiar topic

The title for this achievement standard differs from its Level 1 counterpart. A *spoken presentation* is required in the target language *on a less familiar topic*. The definition of *less familiar* in Explanatory Note 4 must be adhered to.

Evidence is required at Achievement, Achievement with Merit and Achievement with Excellence levels of at least one level 7 structure and level 7 language as part of the criterion of *a variety/wide variety of vocabulary and structures* according to the Explanatory Note 2. This must form part of the criterion of the assessment schedule. According to Explanatory note 6 the spoken presentation must be *of a minimum length of two minutes, not about two minutes* as for the conversation standard.

For Achievement with Merit and Achievement with Excellence, it is important that the spoken presentation is *organised* as this forms part of the criteria of the standard and must be adhered to. Learners need to be told this in the instructions to their activity. *Delivery is confident and fluent* is a criterion of Achievement with Excellence only.

90384, 90390, 90397, 90403, 90409, 90486, 90415, 90421, 90428
Converse in target language in a less familiar context

The title for this standard, as for the 2.2 standard, refers to *less familiar* and again it is important that this is reflected in the nature of the task. Evidence is also required at Achievement, Achievement with Merit and Achievement with Excellence levels of at least one level 7 structure and level 7 language as part of the criterion of *variety/wide variety of vocabulary and structures* according to the Explanatory note 2. This must form part of the criterion of the assessment schedule. The learner's contribution to the conversation may be *about two minutes* and he/she should be given direction about this in the instructions.

Questions used should be the same for all learners, though the order in which they are asked does not have to be the same, and learners should not be given these questions in their task. It is important that the activity is set very carefully for the conversations to sound natural and yet still offer learners an opportunity for *substantial development* and *wide variety of vocabulary and structures*.

It should be noted that the word *simple*, which appears in Level 1, has been removed from the language criterion at Level 2 and that *interaction is confident and fluent* is a criterion of Achievement with Excellence only.

90387, 90400, 90406, 90412, 90489, 90418, 90431
Produce crafted writing in target language on a less familiar topic, with the support of resources

The title for this standard refers to *crafted writing* on a *less familiar topic*. It is important that this is reflected in the nature of the task and that learners are informed in the instructions that *crafted* refers, to text that is *organised* and *drafted and reworked to produce a polished piece of writing* (Explanatory Note 4).

Evidence is also required at Achievement, Achievement with Merit and Achievement with Excellence levels of at least one level 7 structure and level 7 language as part of the criterion of *a variety/wide variety of vocabulary and structures* in accordance with according Explanatory Note 2. This must form part of the criterion of the assessment schedule. The word *simple*, which appears in Level 1, has been removed from the language criterion for Level 2 and *language is used confidently* is a criterion of Achievement with Excellence only. Most assessors noted the development criterion correctly and assessed accordingly.

The required minimum word length (see Explanatory Note 6) must be given to the learners in their instructions and also form part of the criteria of the assessment schedule.

The intention of this standard is to allow learners to exhibit skill in less formal (and more interesting) types of writing. Types may include letters or diaries, a short story, research project, brochure, job application, curriculum vitae, email etc (see Explanatory Note 7).