



MGTAV Conference 2022
Sunday 21 August

Writing VCE Assessments

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Megan McLaughlin is a member of the MLTAV Committee & PL Subcommittee and the Acting Head of Languages/Head of Japanese at Melbourne Grammar School.

She has been teaching Japanese for over 30 years and been involved in a range of projects supporting the teaching and learning of Languages across Australia.

She is embarrassed to say that her Greek begins and ends with *Kalimera* and *Kalispera*.





Imagination & Confidence

Where to find help on the VCAA Website

Greek Subject Page

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/greek/Pages/Index.aspx>

- Study Design
- School Based Assessment Reports
- Exam Specifications, past examinations and reports
- Support Material (Advice for Teachers, Glossary of Command Terms, FAQs, Recordings of VCE Languages Webinars)

** VCE Languages Webinars

- <https://www.vcaa.vic.edu.au/news-and-events/professional-learning/VCE/Pages/LanguageSupportVideos.aspx>

** Advice for Teachers - Greek

- <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/greek/advice-for-teachers/Pages/Index.aspx>

** Past Papers and Reports

- <https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Greek.aspx>

Where to find help on the MLTAV Website

Website: <https://mltav.asn.au>

VCE Teachers' **Community of Practice** (<https://mltav.asn.au/learn/#!event-list>)

To register your interest in joining this community, please email info@mltav.asn.au quoting **VCE CoP** in the subject line.

VCE Languages **Recorded Webinars** (https://mltav.asn.au/recorded_webinars/)

Holistic assessment using VCAA descriptors, Megan McLaughlin & Tasha Brown

To be uploaded soon...

Using images and video to develop viewing, speaking and writing skills, Jess Rottura, Amanda Rossi & Megan McLaughlin

Unit 1 Outcome 1 (S/N)



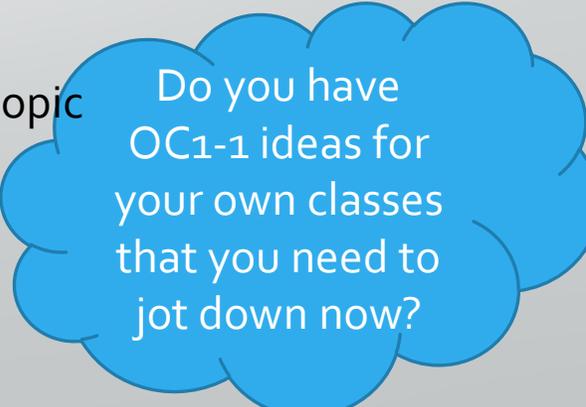
- Establish and maintain an informal, personal, spoken interaction in Greek on a selected subtopic
- Develop understanding that the content and the direction of an exchange are influenced by the participants and the purpose of the interaction
- Consider the influence of cultural perspectives on meaning and mutual understanding
- Example tasks...
 - Participate in a conversation, interview or role-play
 - Give a talk to the class about the selected subtopic, asking and answering questions

A Japanese Example Outcome 1 - 1

Give a talk to the class about yourself, your friends and family, asking and answering questions from your teacher and classmates.

Marking Scheme

- **Maintaining the interaction** (5 marks): comprehension, responsibility for moving the conversation/discussion/interview forward, *aizuchi*, managing information gaps in Japanese
- **Content** (5 marks): range, sophistication/extension of ideas
- **Accuracy** (5 marks): accuracy of grammar, vocabulary
- **Range** (5 marks): variety of grammar and vocabulary appropriate to the topic
- **Spoken Language** (5 marks): pronunciation, intonation, fluency



Do you have OC1-1 ideas for your own classes that you need to jot down now?

U1 O1 Feedback Slip Example

十一年生 - 有名な日本人の紹介 (U101)

Name _____ Date _____

Criteria	/5
A – Content <input type="checkbox"/> Breadth of ideas, information <input type="checkbox"/> Development beyond the basic <input type="checkbox"/> Sophistication of expression (eg. Use of anecdotes, comparisons, etc)	
B – Accuracy <input type="checkbox"/> Particles <input type="checkbox"/> Sentence patterns <input type="checkbox"/> Vocabulary	
D – Range <input type="checkbox"/> Range of grammar <input type="checkbox"/> Range of vocabulary <input type="checkbox"/> Appropriateness of grammar and vocabulary selections	
E – Maintaining the Exchange <input type="checkbox"/> Preparation <input type="checkbox"/> Comprehension <input type="checkbox"/> Engagement with audience and/or other speakers <input type="checkbox"/> NO ENGLISH USED	
F – Spoken Language <input type="checkbox"/> Accuracy of vowel sounds <input type="checkbox"/> Vowel & consonant length <input type="checkbox"/> "R" sound <input type="checkbox"/> Loan words <input type="checkbox"/> Tempo	
F – Participation as Audience <input type="checkbox"/> Range of questions asked <input type="checkbox"/> Extension/clarification of information and/or ideas <input type="checkbox"/> Attentive listening	
Total (30)	

Unit 1 Outcome 2 (S/N)



- Interpret information from **two texts** on the same subtopic presented in Greek and respond in writing in Greek and in English.
- Example tasks...
 - Write a descriptive summary of a film including information from a review of the film
 - Listen to a conversation and view a map to write directions
 - Read an article and listen to an announcement to write instructions.

A Japanese Example Outcome 1 - 2

Do you have
OC1-2 ideas for
your own classes
that you need to
jot down now?

U1 Outcome 2 – 近所



Respond in writing in Japanese to spoken, written or visual texts presented in Japanese

On completion of this unit the student should be able to listen to, read and obtain information from spoken and written texts.

Task 1A

Listen to spoken texts (e.g. conversations, interviews, broadcasts, video) about neighbourhoods in Japan and Australia to obtain information to complete notes, charts or tables in Japanese or English.

Task 1B

Read written texts (e.g. extracts, advertisements, letters) about neighbourhoods in Japan and Australia to obtain information to complete notes, charts or tables in Japanese or English.

Marking Scheme

Listening	Response in English (content only)		
	Response in Japanese (content)		
	Response in Japanese (language range & accuracy)		
Reading	Response in English (content only)		
	Response in Japanese (content)		
	Response in Japanese (language range & accuracy)		

Unit 1 Outcome 3 (S/N)



- Present information, concepts and ideas in writing in Greek on the selected subtopic and for a specific audience and purpose.
- Example tasks...
 - Create a written presentation which may include pictures; this may be supported by media such as Photo Story or PowerPoint
 - Write an imaginative children's story

A Japanese Example Outcome 1 - 3

Do you have OC1-3 ideas for your own classes that you need to jot down now or would like to discuss with the others?

Unit 1 Outcome 2 – 日課

Outcome 3

On completion of this unit the student should be able to produce a personal response to a text focussing on real or imaginary experience.

To achieve this outcome the student should demonstrate the knowledge and skills to:

Key knowledge and skills

- use structures related to explaining, describing, comparing and commenting on events or experiences
- use simple stylistic techniques such as repetition, contrast
- summarise, explain, compare and contrast experiences, opinions and ideas
- infer ideas and feelings
- link ideas, events and characters
- make use of relevant reference materials
- identify main ideas, events and sequences of action
- provide personal comment/perspective on aspects of the texts
- respond appropriately for the audience, purpose and context described



Task

Drawing on information you have read and experiences in Japan, if applicable, write journal entry of about 400-ji about your response to the daily routine of students and their families in Japan. Your journal entry should be in plain form and focus on your reactions, thoughts and ideas. It may include comparisons with your experiences in Australia or elsewhere.

An appropriate focus text will be studied in class prior to completing this written response.

Marking Scheme

Content	range and selection of relevant information/concepts from texts, sophistication/extension of basic ideas and depth of personal reflection	
Form	appropriate layout for a journal entry, appropriate choice of register, linking of ideas within and between paragraphs	
Language Range	variety of grammar and vocabulary appropriate to the topic, full range of expected kanji	
Language Accuracy	grammar, vocabulary and script	

Daily Routine in Japanese

- Evening -

お風呂に入ります
本を読みます
夕飯を食べます



Daily Routine in Japanese		
	朝起きる Asaoku	- Wake up in the morning
	お風呂に入る Ofuroni hairu	- Take a bath
	通学する Tsugaku suru	- Commute to school
	買い物する Kaimono suru	- Go shopping
	雨に濡れる Ameni nureru	- Get wet in the rain
	写真を撮る Shashinwo toru	- Take a photo
	タバコを吸う Tabakowo suu	- Smoke a cigarette
	飲みに行く Nomini iku	- Go out drinking

Unit 2 Outcome 1 (S/N)



- Respond in writing in Greek to spoken, written or visual texts presented in Greek.
- Example tasks...
 - Write a personal answer to an email
 - Write an informative blog in response to texts
 - Respond in a written letter to a radio announcement or editorial

A Japanese Example Outcome

2 - 1

Task

In response to texts about leisure activities in Japan, write an article for your school Japanese magazine that includes a variety of information drawn from texts. You may include relevant sketches or images captioned in Japanese, if you wish, but the actual writing component should be at least 300ji in total.

You should draw on information from at least three of the resources (written, audio-visual and/or visual) provided.

Marking Scheme

Content	range and selection of relevant information/concepts from texts, sophistication/extension of basic ideas, clear reference to the texts		
Form	appropriate layout for a magazine article, appropriate choice of register, linking of ideas within and between paragraphs		
Language Range	variety of grammar and vocabulary appropriate to the topic, full range of expected kanji		
Language Accuracy	grammar, <u>vocabulary</u> and script		

to the selected subtopic suitable for understanding and conveying general information and information on and language for relating information in writing and rhetorical questions in Japanese

ing key concepts and information from written, spoken, visual or audio-visual texts

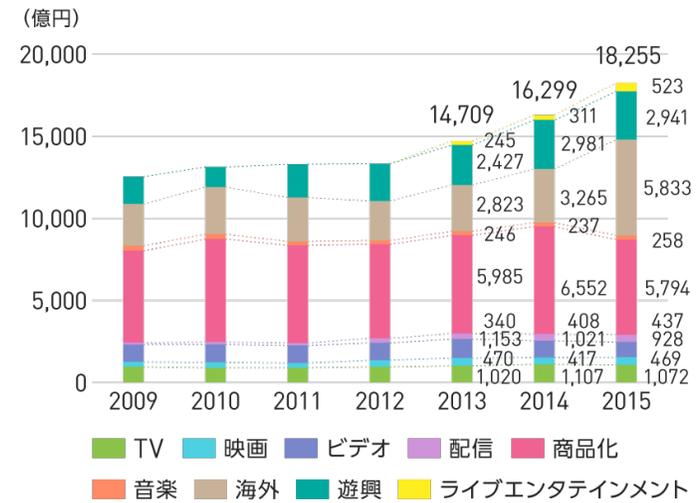
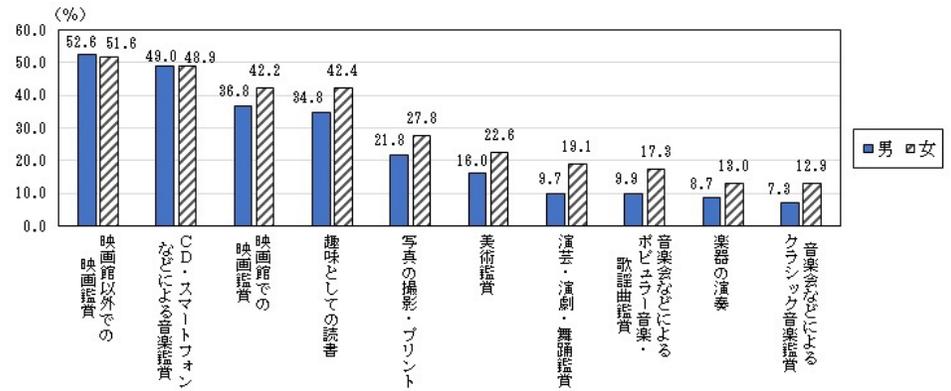
estions and link to ideas and information provided in the exchange
eral meaning and specific meaning
grammar, characters, layout and punctuation
as appropriate.

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relevant information/concepts tion/extension of basic ideas, texts		
A magazine article, appropriate ing of ideas within and between		
id vocabulary appropriate to the pected kanji and script		





Unit 2 Outcome 2 (S/N)



- Extract information **from texts** provided in Greek and respond to the texts in writing using elements of this information.
- Focus on for identifying and synthesizing information presented in Greek and for recounting information in Greek.
- Recognise and account for other perspectives in their interpretation of information, ideas and opinions.
- Example tasks...
 - Describe in writing an experience seen from different perspectives
 - Write a reflective article on a cultural insight, such as the attitudes of Greek-speaking people in Australia and elsewhere to traditional customs
 - Evaluate opposing arguments put forward on an issue such as attitudes to health or the long-term impact of social media on society

A Japanese Example Outcome

2 - 2

Task

Write an essay (in Japanese) of at least 500*ji* to evaluate the pros & cons of an aspect of eating out in Japan. You may make comparisons with Australia. Some possible topics would be:

- a comparison of two different restaurants
- eating out compared with eating at home
- eating Japanese food compared with food from other cultural traditions
- the importance of seasonal influences on food choice and presentation

Background information texts and some prompting questions will be provided on CANVAS and you are encouraged to do some reading and research of your own as well. Your writing should include comparison, evaluation and opinion.

Marking Scheme

Content	range and selection of relevant information/concepts from texts, sophistication/extension of basic ideas	
Form	appropriate layout for an essay, appropriate choice of register, linking of ideas within and between paragraphs	
Language Range	variety of grammar and vocabulary appropriate to the topic, full range of expected kanji	
Language Accuracy	grammar, vocabulary and script	



Unit 2 Outcome 3 (S/N)



- Explain information, ideas and concepts orally in Greek to a specific audience about an aspect of culture within communities where Greek is spoken.
- Example tasks...
 - Narrate a life story, event or incident that highlights an aspect of culture
 - Tell the class a personal or reflective story about a cultural event
 - Present and explain an aspect of culture, referring to a portfolio or a PowerPoint presentation.

A Japanese Example

Outcome 2 - 3

Students choose any aspect of Japanese culture that interests them.

In the past these have included Ninja, religion, tea ceremony and fugu (blowfish).

Task

Present and explain an aspect of Japanese culture in Japanese, providing a task for the audience to assist them to summarize/remember the content for future reference.

You may choose any aspect of Japanese culture that interests you and make use of reference materials in Japanese and English. You should make use of visual, digital media or other resources to support your presentation.

You should submit the text of your presentation for review in advance of the final presentation.

Marking Scheme

Script Review		
Drafting Notes		
• Content	Range and selection of relevant information, sophistication/ extension, organisation of ideas in the presentation	/5
• Range	Appropriate selection and variety of vocabulary and grammar	/5
• Accuracy	Accurate use of vocabulary, grammar and script	/5
Oral Presentation		
• Content	In addition to the accurate delivery of the script, additional instructions, explanations, etc. given in Japanese during the execution of the chosen activity	/5
• Delivery	fluency of presentation, effective use of supporting material	/5
• Oral	Accurate and natural pronunciation, intonation and tempo	/5



Unit 3



SAC 1 (20 marks)

- Participate in a spoken exchange in Greek to resolve an issue.
- A 3–4-minute role-play focussing on negotiating a solution to a personal issue.



SAC 2 (15 marks)

- Interpret information from texts and write responses in Greek.
- Responses to specific questions or instructions using information extracted from **written, spoken and viewed texts** on the selected subtopic.



SAC 3 (15 marks)

- Express ideas in a personal, informative or imaginative piece of writing in Greek.
- An approximately 250-word personal, informative or imaginative piece of writing.

Unit 3 SAC 1

Feedback Slip Example

VCE Japanese SL: Performance Descriptors for Formative SAC3-1 (role-play)

	DESCRIPTOR: typical performance in bottom and top range				
	Very low	Comments		Very high	
Unit 3 Outcome 1 Participate in a spoken exchange in Japanese to resolve a personal issue.	Exchanges a limited range of simple ideas and concepts. Provides very limited information that reflects very few aspects of culture or cultural perspectives.	Content Areas Covered: <input type="checkbox"/> Time <input type="checkbox"/> Destination <input type="checkbox"/> Travel Companions <input type="checkbox"/> Activities <input type="checkbox"/> Transport <input type="checkbox"/> Accommodation	Problems Resolved: <input type="checkbox"/> Money <input type="checkbox"/> Getting lost <input type="checkbox"/> Getting sick <input type="checkbox"/> Losing things <input type="checkbox"/> Safety	Exchanges a very broad range of relevant ideas and concepts. Provides highly appropriate information for the audience, context and purpose of the task, including terms, ideas and idioms that take into account cultural perspectives.	
	Expresses limited information and preferences about the issue.			Links highly relevant ideas logically, and provides a point of view or a preference to persuade the other person. Highly effective use of negotiation strategies in order to reach a resolution about the issue.	
	Uses a very narrow range of simple vocabulary and grammar with a very limited level of accuracy. Pronunciation, intonation, stress and tempo interfere with ability to convey meaning.	Patterns Used:	Things to fix:	Pronunciation: Intonation: Tempo:	Demonstrates a very high level of fluency, accurately using a very wide variety of vocabulary, grammar and expressions. Demonstrates highly appropriate pronunciation, register, intonation, stress and tempo.
	Makes few links with the other speaker. Very limited response to non-verbal forms of communication or cues for turn-taking. Demonstrates little capacity to participate in the exchange.	Repair Strategies: <input type="checkbox"/> もう一度行ってください <input type="checkbox"/> ...って何ですか。 <input type="checkbox"/> Repeat part of question <input type="checkbox"/> ええと、あのう <input type="checkbox"/> ENGLISH 😞			Establishes and maintains links with the other speaker in a highly effective manner. Successfully uses non-verbal forms of communication and cues for turn-taking. Uses a broad range of communication and repair strategies as required.

Further Comments:

Outcome 2 – the hardest to write?

TOPIC

- Make sure you have read/reminded yourself about the Key Knowledge and Key Skills in the Study Design
 - You can never read it often enough
 - Don't rely on hearsay
- Decide your topic ⇔ Have a search for resources (realia, online, texts, tickets, books, magazines, photos, wrappers, people to interview...)
- Ideally have some resources that are similar for your teaching program and for your SAC

SAC

- Decide on your task ⇔ Choose from your resources and put those ones aside (you must have listening, viewing and reading covered)
- Don't let the task get out of control... know the time limit that will apply and be reasonable in your expectations
- Try to have different information about the chosen sub-topic in different texts – it makes it so much easier to be sure that the students have used all three!

Unit 3 SAC 2

Feedback Slip Example

VCE Japanese Second Language: Performance Descriptors

VCE JAPANESE SECOND LANGUAGE SCHOOL-ASSESSED COURSEWORK	<u>Specific Comments:</u>
	Listening: Reading: Viewing:
Performance Descriptors	

Unit 3 Outcome 2 Interpret information from texts and write responses in Japanese.	DESCRIPTOR: typical performance in each range				
	Understanding & interpretation of concepts, key ideas and detailed information in the texts.				
	Limited	Some	Sound	Detailed	Very Detailed
	Selection and effective use of relevant information to represent different points of view or perspectives.				
	Limited	Limited	Satisfactory	Appropriate & Relevant	Highly Approp. & Rel.
	Language range and accuracy.				
Very Narrow	Narrow	Satisfactory	Broad	Very Broad	

Comments:



Unit 3 SAC 3 Feedback Slip Example

2021 Unit 3 Outcome 3

Name: _____ Student Number: _____

Express ideas in a personal, **informative** or imaginative piece of writing in Japanese

QUESTION 1

You have received a letter from your Year 12 Japanese friend, Kenji, asking about your plans for the future. You and Kenji know each other well and share an interest in gaming, **volleyball** and international cuisine. Write a reply to his letter about your future plans.

QUESTION 2

Write a speech for a student assembly in Japan about the kinds of part-time work Australian students typically do. You should include information about things such as the tasks they do, when they work, how much they earn and what they do with their money.

QUESTION 3

Your Japanese friend works in a primary school in Japan. She has asked you to write a children's story about the adventures of an Australian character (person, animal or made-up) to introduce her students to aspects of what their lives might be like when they grow up.

Performance Descriptors:

<p>Aiming for Very High:</p>	<p>A highly effective and original piece of personal, informative or imaginative writing. Presents very many ideas, thoughts or responses on an aspect of the selected subtopic. Includes a broad range of highly relevant and culturally appropriate content.</p>	<p>Uses a very broad variety of language appropriately (including spelling, grammar, punctuation and script) with a very high level of accuracy and clarity. Demonstrates highly effective stylistic features, language, layout and other elements for the text type, purpose and audience.</p>	<p>Ideas are organised and sequenced highly effectively within and between paragraphs, achieving cohesiveness in the writing as a whole, and in accordance with the features of the text type. Includes, where appropriate, a highly effective use of an introduction, body and conclusion.</p>
	<p>→ Ideas, thoughts, responses</p>	<p>→ Range & accuracy of language and script</p>	<p>→ Text type, organisation of ideas, flow</p>

Grade: _____

Unit 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. **Area of Study 1 and Area of Study 2 may focus on the same subtopic.** **Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2.**

Students build on their knowledge of Greek-speaking communities, **considering cultural perspectives and language** and **explaining personal observations.** Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Greek.

Students identify and reflect on cultural products or practices that provide insights into Greek-speaking communities. **Cultural products or practices can be drawn from a diverse range of texts, activities and creations.** **Students reflect on they ways culture, place and time influence values, attitudes and behaviours.** They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

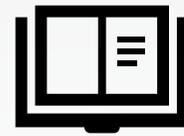


Unit 4



SAC 1 (20 marks)

- Share information, ideas and opinions in a spoken exchange in Greek.
- A 3–4-minute interview providing information and responding to questions about a cultural product or practice.



SAC 2 (15 marks)

- Analyse information from **written, spoken and viewed** texts for use in a written response in Greek.
- An approximately 250-word written response for a specific audience and purpose, incorporating information from three or more texts.



SAC 3 (15 marks)

- Present information, concepts and ideas in evaluative or persuasive writing on an issue in Greek.
- An approximately 300-word evaluative or persuasive piece of writing.

Unit 4 SAC 1

Feedback Slip Example

VCE Japanese Second Language: Performance Descriptors

		DESCRIPTOR: typical performance in each range				
Unit 4 Outcome 1 <i>Share information, ideas and opinions in a spoken exchange in Japanese.</i>	Range of information (including terms, <u>ideas</u> and idioms) about a cultural product or practice that takes into account cultural perspectives.					
	Limited	Some	Satisfactory	Detailed	Very Detailed	
	Responds to questions with relevant ideas that are linked logically. Offers justification of opinions and distinguishes <u>factual information</u> and personal perspectives.					
	Limited	Some	Range	Broad Range	Very Broad Range	
	Range of vocabulary, grammar and expressions. Appropriateness of pronunciation, register, intonation, stress and tempo.					
	Very Limited	Limited	Satisfactory	High	Very High	
	Demonstrates oral language to link with the interlocutor. Uses non-verbal forms of communication, cues for turn-taking and communication and repair strategies as required.					
	Limited	Some	Satisfactory	Effective	Highly Effective	

Comments:

SACs 1 and 2 and Oral Examination Discussion

- Oral Exam Discussion

- Annotated image ⇒
- Brainstorm questions far and wide (and get others to answer them as well)
- Write one question per card and try to create well linked conversations when blindly picking up cards to create conversations
- Beginning in younger years in FL, English and/or TL to talk about moving or still images (viewing), including collecting **ALL** relevant known and/or desired vocabulary

Thinking about image

Tuesday, 14 September 2021 8:38 AM

Text

- Style
- name of series
- Name of place
- Title of image



Building/trees/snow

- Time of year
- Possibly ryokan
- Place for travellers on the Tokaido to stop and rest
- Unusual for Kanbara to have heavy snow
- A time of general hardship/natural disasters in Japan

Snow covered pine

- Where is Kanbara? Forest, mountains, large trees
- Reminiscent of Hokusai's Great Wave off Kanagawa
- Hiroshige and Hokusai were THE two masters of Ukiyo-e. Hiroshige was strongly influenced by Hokusai.

Travellers on the road

- What do their clothes reveal about them
- Why might they be out in the dark & snow?
- Why might they be on the road
- Traders?

Images



Mt Fuji, bullet train, open space, great weather

The train follows an old route, with minor variations (why?)
Is the blue & white of the train coincidental?
Impact of faster access between Tokyo and Kyoto



Otsu station on the Old Tokaido, Hiroshige Ukiyo-e

Different kinds of travellers
Omiyage/gifts
Calligraphy & text
Relationships between people
Use/value of different animals



Convenience store, snacks, low shelves

Broad range of services offered by convenience stores
Impact of small homes/kitchens on shopping habits
Cheaper and greater range than A.

Unit 4 SAC 2

Feedback Slip Example

VCE Japanese Second Language: Performance Descriptors

Name: _____

Unit 4 Outcome 2 Analyse information from written, spoken and viewed texts for use in a written response in Japanese.	DESCRIPTOR: typical performance in each range				
	Understanding and interpretation of concepts, key ideas, detailed points and specific items of information in the texts. Recognition of cultural, linguistic or contextual aspects critical to meaning in the texts.	Very Limited	Some	Sound	Detailed
Information extracted from the texts. The response shows relationships and comparisons between the ideas and perspectives expressed or observed in the texts.	Very Limited	Limited	Sound	Detailed	Very Detailed
Range and accuracy of language (including spelling, grammar and punctuation and where relevant, script). Sequenced and structured ideas within and between paragraphs; demonstration of language used for analysis or comparison of ideas. Response suited to the audience, purpose and text type.	Disjointed	Sequenced	Organised	Broad	Very Broad

Comments:

Unit 4 SAC 3

Feedback Slip Example

VCE Japanese Second Language: Performance Descriptors

Unit 4 Outcome 3 Present information, concepts and ideas in evaluative or persuasive writing on an issue in Japanese.	DESCRIPTOR: typical performance in each range				
	Information, concepts and ideas on an issue associated with a subtopic and its cultural implications. Use of <i>Evaluative/Persuasive writing</i> techniques				
	Very Limited	Limited	Satisfactory	Broad	Very Broad
	Range and accuracy of language (including spelling, grammar and punctuation and where relevant, script). Use of writing conventions suited to the audience and purpose.				
	Very Narrow Range	Narrow Range	Satisfactory Range	Broad Range	Very Broad Range
	Ideas are <u>organised</u> and sequenced within and between paragraphs to achieve cohesiveness appropriately to the text type. Use of an introduction, body and conclusion.				
	Disjointed	Sequenced	<u>Organised</u>	Effective	Highly Effective

Comments:

