

# 2021 September Moderation - Report



## Meeting Details

Which meeting is this report for?

Japanese Foundation Level 2

## Moderation Details for Calibration - Sample 1

Sample 1 - What rating (or ratings) has the group assigned this sample?

C+

Sample 1 - What evidence supports the rating (or ratings) the group has given?

Student provided some details for answers for most of the questions.

The mistakes that the student made were mostly inaccuracies as a result of not hearing accurately. (CL Note: students did not hear and reproduce the katakana syllables correctly to be able to identify the words being referred to.)

Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Provide more details for each question. The student needs to show greater understanding of spoken Katakana words.

Sample 1 - Summary of group consensus with comments to element level if applicable.

Teachers discussed whether students should be penalised for not writing 'Australian' for nationality i.e. they just wrote Australia. It was decided that we should not penalise students for this. We also agreed that we should not penalise students for writing year group using the Australian system if they are asked for year level. We agreed that students should not be asked questions that require them to spell English names from Katakana words.

CL Note: It is important to note that assessment processes should reward performance. There is no scope for students to be penalised in criterion-based assessment. The moderation meeting has made an appropriate decision to ignore the challenges identified above if the overall message is understandable.

Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

More Katakana practice and pronunciation of sounds and syllables. Romaji practice for representing sounds would also help.

## Moderation Details for Calibration - Sample 2

Sample 2 - What rating (or ratings) has the group

A-

assigned this sample?

Sample 2 - What evidence supports the rating (or ratings) the group has given?

Student responded accurately with a range of details to almost all of the questions.

Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?

More detail on those questions where some details were missing.

Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Teach students to look for more details. Direct the student to read the question more carefully and to ensure their answer matches the question. Be careful of double-barrelled questions and ensure that answers provided cover both elements of these questions.

### Moderation Details for Calibration - Sample 3

Sample 3 - What rating (or ratings) has the group assigned this sample?

B+/A-

Sample 3 - What evidence supports the rating (or ratings) the group has given?

The student gave details to questions about most aspects of the text.

Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?

More detail for each question.

Sample 3 - Summary of group consensus with comments to element level if applicable.

We really need some indication of the cut offs for results.

Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Encourage students to provide more detail for each response.

### Planning for March Moderation 2022 - Statewide Samples

For all courses please nominate the criteria and

Criterion 4 and Criterion 5

elements (if desired) for moderation.

State the name of the person who will be providing the samples for moderation

Rebecca Seward-Linger

### Sharing Resources

Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed.

<https://jpf.org.au/>

### Course Support

Please provide details of any future focus and ways forward you would like Years 9 to 12 Learning to consider in relation to this course:

More guidance for teachers regarding cut offs for A, B, C and t results.

(CL Note: recommend more guidance for teachers as to how to define potential A, B and C standards for CI, as the current criterion 1 standards are unclear.)

The CL: Languages thanked all teachers involved in feedback for the redevelopment of the Level 2 Japanese course, in particular for the involvement of critical friends and sponsor schools.