

# 2021 September Moderation - Report



## Meeting Details

Which meeting is this report for?

Japanese Level 3

## Moderation Details for Calibration - Sample 1

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

B-

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

There is a good range of information but key details are missing. (The response is appropriate to most aspects of the text, but sometimes lacks detail.)

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

More details for a number of the questions. Student needs pay more attention to the marks assigned to each question.

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

We were all a little bit skewed because of the adjustments to our marking schemes. Would have been more consistent with a better marking scheme.

(CL Note: this was a great opportunity to discuss the kind of information that participants thought might be appropriate responses to individual questions.)

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

To show students how to look for the small details in the questions with more marks. Scan quickly through the question paper before answering to make sure that the answer being provided matches the question and does not extend to later questions.

## Moderation Details for Calibration - Sample 3

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

t

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

Not enough relevant detail. The details that the student picked up were obvious details, CD, futon etc (CL Note: and only relevant to some aspects of the text.)

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

More detail in the longer type 2 questions that are asking for general ideas (CL Note: in order to address most aspects of the spoken text.).

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

Many teachers were borderline t+, C- but after discussion about the type of question we agreed on a t range result.

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

Student needs a greater understanding of the vocabulary. Student may have struggled with the speed of the listening - more practice will help to alleviate this difficulty. More tuition on answering techniques needed: for example, if the question is worth 8 marks the student should look for more details.

### Planning for March Moderation 2022 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.

Criterion 4

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

Kim Rowlands

### 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.