

2021 March Moderation - Report



Which meeting is this report for?

Japanese Foundation Level 2

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 2 = Overall

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

A-

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

Quite fluent with excellent understandings of the questions.

Lacking more complex structures.

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

Just be careful of copying polite words from the questions eg. "gokazoku"

Needing some more complex structures.

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

A- consensus

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

Be wary of polite words in questions.

Needing some more complex sentence patterns.

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 2 = Overall

Sample 2 - What rating (or ratings) has the group assigned this sample?

C

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

Too many errors in the use of structures.

Message was understood but there were too many errors for communication to be easily facilitated.

Frequent errors in pronunciation in the initial speech putting the candidate in the "C" range, but the remainder of the interview was more in the lower "B" range.

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

Needing more modelling/practice of pronunciation.

Sample 2 - Summary of group consensus with comments to element level if applicable.

Quite a lot of difference in opinion for this piece. The task was explained as an impromptu speech with extra questions.

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

Re particviewles and past tense structures.

Extra practice for responding to Japanese spontaneously.

Pronunciation needs to be modelled for the student and practiced more regularly.

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 2 = Overall

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

B-

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

Errors and intonation issues but generally good understanding.
 Use of simple sentences.
 Reasonable range of structures and vocabulary.
 Relatively high error rate but this does not prevent the listener from understanding the overall message.

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

Intonation issues were quite distracting.
 Felt like this student was stronger than the previous sample.
 Student was moving into the B range.

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

B-

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

Practice intonation with modelling, listening to the end of the sentences.
 Practice longer sounds in particular.
 Analyse the types of errors and develop strategies for avoiding / correcting them.

Planning for September Moderation 2021 - Statewide Samples

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

Criterion 1

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

Christena Halliwell

Sharing Resources

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

JATNET - please consider joining, especially new teachers.

MLTAT - also have sharing sessions, and PL for language teachers.

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:

Not enough time to discuss, but we would love some time to discuss this in teacher networks.

CL Languages has requested us to give feedback on course development within the Year 9-12 project.