

2021 March Moderation - Report



Which meeting is this report for?

Japanese Level 3

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?

Good grammatical knowledge, with good understanding of questions.
A few small mistakes with fluency and particles.

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

Practising pronunciation, particularly Katakana words.
A little more practice of past tense.

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

Group consensus that this student is an A-

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

Modelling of pronunciation.
More regular practice of past tense.
Inclusion of polite sentence endings - eg. onegaishimasu.

Moderation Details for Calibration - Sample 2

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

Criterion 2 = Overall

elements within that criterion

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

T+

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

Not enough level three structures. Teachers are reminded to refer to the content lists in the TASC course documents.

There was more "parroting" back rather than responses that clearly demonstrated actual understanding.

Frequent use of English and no help strategies when the student got stuck.

Student needed to have several attempts at many questions.

Tense, particle and Katakana pronunciation mistakes.

In parts, some instances where communication was not understood.

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

Teach coping strategies for when a student gets stuck or needs help in English so that they can maintain fluency.

Needing more confidence/accuracy in basic sentence structures.

More level 3 structures.

More interview practice to help build fluency.

Avoid using English and use help strategies instead.

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

The group was still a little divided as to whether or not the student should pass. Some felt that they would give the student the benefit of the doubt at the end of year by focussing on what the student *can* do. Others felt strongly that this student was still only at a T level.

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

More interview-style practice.

Coping strategies for exams (exam technique).

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?

Good understandings and mostly good fluency.

Did not always finish sentences off.

Needing some more level 3 structures.

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

Greater accuracy.

Better use of plain form Japanese.

Better control of particles.

Lacked a bit of spontaneity.

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

B+ due to comments above.

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

Revision of plain form.

Revision of particles.

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

Heath Watts

Sharing Resources

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

Not applicable

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 this. Participants were encouraged to consider the draft course documents and give feedback from 23 March.