

**Form Name:** Years 11&12 March Moderation 2018 - Report

**Submission Time:** March 13, 2018 12:00 pm

## Meeting Details

**Meeting Venue:**

North

**AM or PM session?**

AM

**Which Learning Area is this Report for?**

Languages (including EALD)

**Which AM Meeting is this report for?**

Languages - Japanese Foundation Level 2 & Japanese Level 3

**Moderation Leader Name**

Christena Halliwell

**Moderation Leader Email**

christena.halliwell@education.tas.edu.au

**Minute Keeper (if available)**

Crystal Krause

**Minute Keeper Email**

crystal.l.krause@education.tas.gov.au

## Attendance

**Please enter the Name, school and email address for all attendees - you should be able to copy and paste this from the Attendance list you were sent - removing anyone who didn't attend and adding**

Christena Halliwell

Kim Rowlands

Tricia de Jersey

Heath Watts

Crystal Krause

Clare Enright

**anyone who was extra on the day**

**Extras - please enter the names and schools (and email addresses if you have them) of anyone extra who wasn't on your attendance list:**

Dana Hutchinson

**Apologies/absences - please enter the names and schools (and email addresses if you have them) of anyone on your attendance list who did not attend**

Rochelle Hoare

## Moderation and Annotations for Sample 1

**Sample 1 - Criteria assessed against**

C2

**What rating (or ratings) has the group assigned this Sample?**

B+

**What evidence supports the rating (or ratings) the group has given**

The focus of discussion was around how many structures were used and accuracy of use in determining award.

At level 3 major mistakes or issues at a basic level plus particle problems, errors in past tense and requiring repetition of questioning might take them out of a range, B or B+ range.

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

To get to A- the tense and accuracy with particles and less repetition of question techniques. Sample 1 had an excellent range of structures and vocab, quite natural responses compared to a c standard.

## Moderation and Annotations for Sample 2

**Sample 2 - Criteria assessed against**

C2

**What rating (or ratings) has the group assigned this Sample?**

**What evidence supports the rating(s) the group has given**

not moderated as there was consensus in grading.

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

## Moderation and Annotations for Sample 3

**Sample 3 - Criteria assessed against**

C2

**What rating (or ratings) has the group assigned this Sample?**

c-/ c+/ t

**What evidence supports the rating(s) the group has given**

Lots of repetition of the questions, a fair few questions not understood at least 8. There was some evidence of comparison and confidence lacking, understanding of more than half of the questions, could respond to some questions yet error or sentences incomplete. Some responses pretty well rehearsed, simple sentences, narrow range of structures. The student could be understood and in the c range, in comparison to a t which would be no responses and the student couldn't answer most questions and not even answer the basics.

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

## Moderation and Annotations for Sample 4

**Sample 3 - Criteria assessed against**

C2

**What rating (or ratings) has the group assigned this Sample?**

**What evidence supports the rating(s) the group has given**

Errors in tense and particles, kept leaving out koto and didn't respond accurately to most koto questions which takes them out of the A range. The student had some variety in structures with some error in use yet some correct use.

The student would need to have less planned responses, use of a wider range of vocabulary and minimal to no error to improve grade.

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

## Planning for September Moderation 2018

**Are you planning on:**

Larger number of samples for all teachers to assess in advance of the meeting - with the option of teachers to bring further work for conferencing

**Please list the criteria to be moderated:**

C4

**Briefly describe the type of task you plan to look at:**

September moderation, discussion focused on writing as it has the most discrepancies with marks internal to external according to TASC results. Criteria 4 in this year's exam northern group were thinking about the guided essay question with the same question compared to the free essay yet a free essay has more variation in marks due to broadness of the question and is open to interpretation ie number of structures used, kanji, format of the essay. Consensus among groups to moderate C4 free essay: large number of pre – assessment but no samples needed to bring to the meeting.

You will be hosting a Japanese student in your home for 2 months. Write them a letter to outlining what to expect about life in Tasmania.

Level 2 thinking writing as well C4, samples and questions need to be done by the end of term 2. Preference for self-introduction: for a future host family and tell them as much about your daily schedule, hobbies, yourself and your family, friends and school life. Approximately 250 characters, excluding title and greetings. Use as much kana as possible

**Please state the name of the person supplying the samples for the September moderation**

Christena Halliwell

**Email**

christena.halliwell@education.tas.edu.au

## Sharing Resources

mainly talking and sharing examples of C4 questions.

## Annotated Exemplars

**Which of the samples you have looked at today along with your meeting notes might be suitable to develop further into an annotated exemplar?**

Sample 1  
Sample 2  
Sample 3  
Sample 4