

# 2018 September Moderation - Report



## Meeting Details

Meeting took place in:	South
AM or PM session?	AM
Which AM Meeting is this report for?	Languages - Japanese Level 3
Moderation Leader Name	Christina Halliwell
Moderation Leader Email	christena.halliwell@education.tas.gov.au
Minute Keeper	Tricia De Jersey
Minute Keeper Email	tricia.dejersey@education.tas.gov.au

## Attendance

Please enter the name and school for all attendees. This can be copied and pasted from the registration list sent to the Moderation Leader.	Kim Rowlands Friends heath Watts Elizabeth Christina Halliwell Hobart Tricia De Jersey Hobart Melissa Wilkins Curriculum Services Lisa Shinabuma Crystal Krause Rosny
Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the	

meeting.

## Moderation Details for Calibration - Sample 1

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

Criterion 4 = Overall

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?

Not heavy weighting on Kanji, more content based.

90% of Kanji used should have been written as Kanji. Okii, and other basic Kanji were not written as Kanji. Extensive structures, more than 12, were used. Thus Kanji was not considered as important. Structures are marked for being used and then judged on accuracy. Acknowledgement given for trying a structure. The wording 'correctly' is controversial. Do we mark someone for attempting a structure but getting it wrong or must they be used correctly?

Vocabulary was not high. Length was fine. Was it in email-style?

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

Greater accuracy with Kanji, Katakana. Higher level of vocabulary. Accuracy with grammar.

Sample 1 - Summary of group consensus at element level with comments

Pre assessment rating ranged from A to B-

Most people referred to the rubric for the task for exam markers, last year, as it had details. This could explain why we are so divergent in given marks.

Sample 1 - What actions would you recommend for

Be stricter with Kanji accuracy. Give alternatives for difficult grammar.

teachers to help the student attain a higher rating (or ratings)?

## Moderation Details for Calibration - Sample 2

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

Crit 4 = All elements

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

B-

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

It is the correct length. If incorrectly used grammar points are acknowledged higher marks might be considered.

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

Minimum use of required grammar structures. Accuracy in structures.

Sample 2 - Summary of group consensus at element level with comments

A lot of the Kanji was not in the curriculum, perhaps written by a Chinese student. No marks were given for extra Kanji, or taken off for Kanji outside of the curriculum.

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

Drilling grammar. Verb charts. (Back of Bento senior)

## Moderation Details for Calibration - Sample 3

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

Crit 4 = All elements

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

C+

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

Didn't address the task properly, more like a self introduction.

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

Make sure students address tasks properly.

Sample 3 - Summary of group consensus at element level with comments

Need to address the task and plan writing.

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

Discuss how to address topics properly. Work on accuracy with structures, especially particles and sentence ending. Proof reading

## Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each

Crit 4 = All elements

criteria being moderated and IF SELECTED the elements within that criteria

Sample 4 - What rating (or ratings) has the group assigned this sample?

C-

Sample 4 - What evidence supports the rating (or ratings) the group has given?

Not enough level 3 grammar points or patterns given are inaccurate. Katakana use also had mistakes. \*\*\*We all need to be using the same rubric and numbers to do marking. Use suggested rubric for 2018. Last year's rubric did not have numbers to mark against.

Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Higher accuracy for sentence structures. More effort with level 3 structures.

Sample 4 - Summary of group consensus at element level with comments

Kanji was good. Vocabulary was good. Accuracy was low, relevancy was low.

Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Drilling sentence structures

Planning for March Moderation 2019 - Statewide Samples

Please select all that apply

Level 3 or 4

For Level 3 and 4 courses please suggest criteria for consideration

The most divergent from 2018 end of year exams.

by CTL's.

Please enter the name and email address of the person providing the samples:

Melissa Wickins

Email

melissa.wickins@education.tas.gov.au

## Sharing Resources

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

None

## Course Support

Please provide details of any future focus and ways forward you would like Curriculum Services to consider in relation to this course:

Clarity around criterion 4 rubric