



Meeting Details

Meeting took place in:

Statewide

AM or PM session?

AM

Which meeting is this report for?

Languages - 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 1 = Overall

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

C-

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

Although the student seemed to understand the general purpose of the texts the details needed to gain marks were often missing or incorrect.

Answers, although correct, were too vague;

Eg: Spoken text 2.e: "Language being used" was given as the answer, rather than the actual language used.

EG: Spoken text 4.d: "His clothes" was the answer given, rather than what the clothes were.

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

More detail in answers. More accurate answers with specific details rather than generic terms.

Sample 1 - What actions would you recommend for

Advise students to give as much detail as possible when writing answers. Model the different ways that a question can be answered and the

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

differing marks that would be earned – such as in the examples above.

Moderation Details for Calibration - Sample 2

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

Criterion 1 = Overall

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

31/44 points (south) Between 31-33/44 points (north) As a B- becomes a B, overall rating was decided as a B.

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

Answers to some questions were completely missing, although the answers that were given, were mostly accurate.

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

Greater detail in answers. Main points were given but lacked detail.

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

Advise students to write down a guessed answer, rather than leave questions blank.

Moderation Details for Calibration - Sample 3

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

Criterion 1 = Overall

criterion

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

South A-, North B+, Overall B+

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

Student had main points except in part 5 where the student missed details about Ken's time overseas.

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

More detail in answers. Include more verbs in the details as these specifically garnered points.

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

Christena provided a marking scheme which was not used by some teachers. The marking scheme showed how many points were allocated to each piece of information. If this had been used consistently by all teachers, the discrepancy in marks would have been far smaller.

CL note: Part of the moderation process is to consider what would reasonably be expected as an answer to each question. The resulting discussion should serve as a tool to help teachers focus on strategies for helping students improve their responses.

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

More date and number practice: reading, writing, speaking and listening.

Planning for March Moderation 2020 - Statewide Samples

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

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Sharing Resources

Please record any links to or details of

Marking sheet provided by Christena.

resources that were shared or describe any assessment strategies that were discussed.

Course Support

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

Looking at the wording for some of the standards, such as:

"all katakana characters are written accurately"