



Meeting Details

Meeting took place in:

Statewide

AM or PM session?

AM

Which meeting is this report for?

Languages - 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 4 = Overall
Criterion 5 = Overall

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

Criterion 4: A Criterion 5: B+

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

Cr.4 There was not enough variety to get an A+ (but task was 200 characters long so maybe unreasonable to ask for variety). There were some mistakes (う in とungskyou) but used honorifics おなまえ) , humble form (family) which was good.

Cr.5 Some mistakes in Katakana but did not hinder understanding.

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

Higher percentage of correct katakana. Should read: all Katakana correct in order to get an A. Use more Kanji from within the range prescribed for productive use in the syllabus. ◦

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

Teachers could focus more on teaching students to write long vowel sounds such as スポーツ、ゲーム、おはよう、さようなら、おとうさん

ratings)?

Moderation Details for Calibration - Sample 2

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

Criterion 4 = Overall
Criterion 5 = Overall

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

Criterion 4: C Criterion 5: C

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

Cr.4 Limited range of structures, no use of possessive but doesn't take away from meaning. Word order was solid, but particle use was limited.

Cr.5 Hiragana is correct, names were in katakana (mostly correct). Some kanji attempted but limited range. Difficult to judge as different teachers have different order of content and some may not have covered many Kanji at the time when this task was produced.

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

Use particles more accurately, such as **の**. Take care with structure of sentence endings and writing long sounds.

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

Advise students not to repeat phrases too often such as **-好きです**. Instead, develop a strategy for variety – demonstrate the different words / phrases you can use. To avoid the development of bad habits, teachers should correct students' Kanji mistakes early on, such as **何**

Teachers could prescribe names for students to use; this could help with forcing students to produce more katakana and reduce the need for 'redactions' on sample scripts.

Moderation Details for Calibration - Sample 3

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

Criterion 4 = C
Criterion 5 = C

criterion

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

Cr.4 Ideas were slightly repetitive, which meant the use of a limited range of set phrases (すんでいます). This didn't necessarily show ability to use this structure in other contexts. However, at this level it is expected that phrases will be rote-learnt.

Cr.5 Kanji was attempted to a good level but with many errors.

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

Less repetition, a wider range of Kanji written accurately.

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

When teaching Hiragana, focus on shape for accurate reproduction, especially for い which can look like り. Also focus on す and お

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

Discussion about needing "all" characters written correctly to receive an A. We all agreed that this was unreasonable, especially in test conditions.

Course Support

Please provide details of any future focus

Cr.5 The wording for this criterion needs to be revised; use of *a//*katakana characters. There may be some minor errors in the formation of the

and ways forward
you would like
Curriculum Services
to consider in
relation to this
course:

script

Perhaps the wording could be "Where words are required to be written in Katakana, they are used correctly with minor errors in the formation of the script accepted."

The same applies to Kanji and Hiragana

CL has noted this concern in light of the upcoming syllabus review process.