

# 2020 September Moderation - Report



## Meeting Details

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 3 = 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?

Looking at the total score of 18.5-19/24 shows whether or not "Some" details or "most" details were understood. It was important to go beyond just word-for-word recognition and establish a global picture of the student's understandings.

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

More details would need to be provided in the answers. Some details were missed out.

Better exam technique is required. For example, the student needs to look for little words (like adverbs) and make sure to reflect them in their written answers. Students need to understand that marks allocated represent how many pieces of information are required.

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

B level sample.

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

Help students develop better exam technique (like understanding marks allocation).

## Moderation Details for Calibration - Sample 2

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

Criterion 3 = Overall

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

C+

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

Some questions for example, Question 5 and 3 did not have all of the details required. Some incorrect details like "never look for a public phone"  
Understanding grammar points is a higher skill than just understanding vocabulary.  
This sample didn't always pick up on the grammatical structures presented.

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

Better overall (global) understanding of the text as Question 11 asked for.  
Better understandings of grammatical structures.

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

C+ The student understood only just over half of the information required. Many finer details were missed.

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

Teachers need to share their marking scheme with students to ensure students consistently understand how to achieve their best performance.  
Encourage students to look for details. Check for grammatical points not just vocabulary. Students need to know that there are no "trick questions" so don't over-think questions.

Planning for March Moderation 2021 - Statewide Samples

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

Criterion 2

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.

No time.

## Course Support

Please provide details of any future focus and ways forward you would like Years 9-12 Curriculum to consider in relation to this course:

Mary Garland shared opportunities for teachers to provide input for new course development.