

2019 March Moderation - Report



Meeting Details

Meeting took place in:

South

AM or PM session?

AM

Which AM Meeting is this report for?

Languages - Japanese Foundation Level 2

Moderation Leader Name

Christena Halliwell

Moderation Leader Email

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Minute Keeper

Tricia de Jersey

Minute Keeper Email

tricia.de.jersey@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.

Heath Watts

Tricia de Jersey

Christena Halliwell

Dana Hutchison

Crystal Krause

Rochelle Hoare

Diane Hyland

Jenny Banbury

Angie Dicker

Anh Quach

Minami Takenawa

Kaori Suto

Apologies/absences - please enter the names of teachers and their

Gemma Ziesel

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 3 = Overall

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

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

lack of accurate information missing information. (e.g. didn't answer d) or e))
Missed question

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

Details in answers. (catch a 15-minute train (wrong) with no times) More details on times, dates and locations. Evidence of understanding the text. (mentioned monkeys but that was for the next day)

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

ask more type 1 questions. Focus more on vocabulary. Show students how to use a dictionary. Work on strategies for reading comprehension. More cultural content to help students identify common places and features in Japan. Help students be aware of grade boundaries ie: what are generally used as the cut-offs for different grades? Have a more consistent marking scheme that is shared with the students to show them how to improve the way they write their answers.

Moderation Details for Calibration - Sample 2

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

Criterion 3 = Overall

that criterion

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

Detailed information
Accurate information
Answered all questions

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

Tokyo and Kyoto mixed up. Tenses confused...changed from future tense to past

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

Teachers felt that we needed more specific standards against which to mark. Words like 'most', 'some' etc seemed to mean different things to different people and it was felt these terms might be difficult for new teachers to interpret.

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

Ask more type 1 questions. Focus more on vocabulary. Show students how to use a dictionary. Work on strategies for reading comprehension. More cultural content to help students identify common places and features in Japan. Help students be aware of grade boundaries ie: what are the generally agreed cut-offs for different grades? Have a more consistent marking scheme that is shared with the students to show them how to improve the way they write their answers.

Moderation Details for Calibration - Sample 3

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

Criterion 3 = Overall

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

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

Gave general information, understood most Katakana.

Sample 3 - What evidence would

Accurately answer the question: ie: what kind of place? requires adjectives.

you need to see in order to assign a higher rating (or ratings)?

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

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

The group looked at the standards

Ask more type 1 questions Focus more on vocabulary. Show students how to use a dictionary. Work on strategies for reading comprehension. More cultural content to help students identify common places and features in Japan. Help students be aware of grade boundaries ie: what are the generally accepted cut-offs for different grades? Have a more consistent marking scheme that is shared with the students to show them how to improve the way they write their answers.

Planning for September Moderation 2019 - Statewide Samples

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

Criterion 5

Sharing Resources

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

Standards marking chart

Course Support

Please provide details of any future focus and ways forward you would like Curriculum Services to

Maybe use the same samples in future years to compare results.

consider in
relation to this
course: