

2021 September Moderation - Report



Meeting Details

Which meeting is this report for?

Chinese 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

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?

The task was done as a Mid-Year Assessment so expectations were a bit lower
Clearly Level 2 standard
Errors in some characters
No grammar errors
Meeting queries included: Were students able to use dictionaries?
Did the student write enough?

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

Student should write more in their response in order to demonstrate a wider range of characters and language structures.
Attention to detail to ensure accuracy, for example, Simple characters missed e.g. 人
Proofread response to ensure that there are no errors in the formation of simple characters. Include additional content in the response to demonstrate full range of knowledge and skills at this level.
Student should use less pinyin and write more familiar characters.
Consider more appropriate formatting to support more accurate use of structures and characters.

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

As Above

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

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

A

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

There was a vigorous discussion around which criterion elements to use in order to assess certain aspects of the tasks. e.g. what element should we assess formatting against?

The consensus was the punctuation element of Criteria 4 as there is currently no element of criterion 4 that specifically highlights correct formatting.

Wide range of grammar used accurately

Very broad range of vocabulary

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

Not enough use of names

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

As Above

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

Greater direct instruction around paragraph formatting

Moderation Details for Calibration - Sample 3

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

Criterion 4 = Overall

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

B-

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

There were errors in the formation of some of the characters, but the information was still understandable

There was some pinyin mixed in with the characters.

Although there were errors in structures and characters, you still could understand meaning throughout

Grammar issue with 是

It was taken into account that this was a mid-year assessment

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

Formation of characters needs attention, as does layout of characters and sentences:
e.g. two spaces

Would need to see words written in characters rather than pinyin

Increase in accuracy and breadth of grammar structures

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

As Above

Teachers are reminded to show students how to proofread their work before submission.

Planning for March Moderation 2022 - Statewide Samples

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

Criterion 1

State the name of the person who will be

To be advised

providing the samples for moderation

Sharing Resources

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

N/A

Course Support

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

The CL: Languages thanked all teachers involved in feedback for the redevelopment of the Level 2 Chinese course, in particular for the involvement of critical friends and sponsor schools.

The CL: Languages noted teachers' concerns about the lack of opportunities in the current criteria to reward students for appropriate formatting and adherence to the task (appropriate content) when writing in Chinese and assured the meeting that these concerns had been addressed in the DRAFT L2 Chinese course document currently being developed.