

2021 September Moderation - Report



Meeting Details

Which meeting is this report for?

Chinese 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 4 = Overall

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

A-

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

Character formation is consistently accurate
Commands a wide range of structures and vocabulary
accurate use of grammar constructions, with only minor errors

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

A few grammar errors but quite minor, so that the meaning is not affected. e.g. []

Didn't address the question as well as could have. It was a letter but didn't introduce themselves. No introduction or conclusion. No greeting. It is problematic that this is not included in the current criterion 4, but ultimately results in the student not using the wide range of structures and characters that could be used for this task.

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

As Above

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

Provide targeted feedback regarding the use of a wide range of structures. E.g. if they are writing a letter, use the full range of the format to show off the full range of vocabulary and structures.

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?

B

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

Character errors e.g. 住, 周, 年

Grammar errors including missing some verbs and inaccurate word order.

Formatting errors; positioning errors

Some incorrect or incomplete characters

Inaccurate word usage at times

The student didn't answer part of the question. e.g. no school life mentioned. This is not addressed in the current criterion elements, but could still be used as a way to demonstrate a wider range of vocabulary, characters and structures.

Has a range of simple and complex sentences but not a wide range of structures, which would be required for this to reach an 'A' standard.

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

Fewer errors in character usage and formation in particular.

Accurate usage of key characters e.g. 帅 vs 师

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

As Above

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?

Errors in the use of characters such as 要
 Generally, structure shows a degree of fluency and accuracy
 Grammatical Mistakes - missed part of words. Missed a conjunction (也)
 Missed question particles such as 吗

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

The student would need to demonstrate controlled nuanced language and a high degree of fluency and accuracy of structures

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

As Above

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 providing the samples for moderation

Louise Ives

Sharing Resources

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

Louise acknowledged the amazing work that CLTAT have done for the Chinese Competition and the prizes as well.

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:

CL: Languages acknowledged, and thanked everyone for the work behind the new TCE Chinese L2, especially the critical friend / sponsor school support.