

2021 March Moderation - Report



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 1 = 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 student performed very well with the first question, but lost marks heavily in the rest of the three questions.

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

The student needs to have better understanding of the texts and answer the questions with more care. The student could write down the notes in pinyin and use the dictionary to help with the understanding when there was time later. The handwriting also needs to be clearer so that there is no doubt about the student's answers.

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

All the teachers had very close marking and agree with the rating given above.

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

Teachers are reminded to teach students about the conventions for writing an address in Chinese. Actual envelopes or parcel labels with a Chinese address could be shown to the students for understanding.

Moderation Details for Calibration - Sample 2

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

Criterion 1 = 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?

The student understood some of the spoken texts and answered about half of the questions correctly.

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

Better understanding of the spoken texts and answering the questions.

Be careful with the multi-choice questions. Extra ticks of the boxes will be penalised, so students should check carefully to see how many answers are required .

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

Use pinyin to take notes from the spoken texts and then utilise the dictionary for help.

More practice with the topic of transportation.

Moderation Details for Calibration - Sample 3

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

Criterion 1 = Overall

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

B

Sample 3 - What evidence supports the rating (or ratings) the

Student understood the majority of the text and answered about two thirds of the questions correctly.

group has given?

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

Student needs to have better understanding of the spoken text and get more correct answers for the questions followed.

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

All the teachers had very similar marks for this sample.

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

Very similar to the previous two samples.

Planning for September Moderation 2021 - Statewide Samples

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

Criterion 4

State the name of the person who will be providing the samples for moderation

Erik Marr is to provide 3 Chinese writing sample for Criterion 4

Sharing Resources

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

The group will share some resources and assessment strategies via email in the next 3-4 days.

Course Support

Please provide details of any future focus and ways forward you

The meeting asked the CL Languages to follow up on their queries regarding language used in exam papers.

would like Years 9 to 12 Learning to consider in relation to this course:

