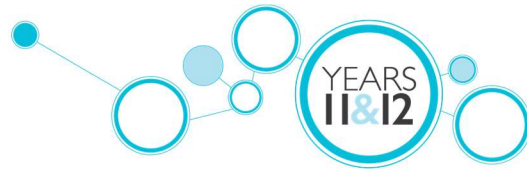


2019 September Moderation - Report



Meeting Details

Meeting took place in:

North

AM or PM session?

AM

Which meeting is this report for?

Languages - 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?

B

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

Format and punctuation generally accurate. Some disagreement on the content: some believed the range of structures and vocabulary was a little simplistic (more like a piece of Level 2 writing) and not much depth, whereas some found the text had quite varied content. Most agreed that both simple and complex structures were used. There were some grammatical errors, but these did not impede understanding. Language not sufficiently nuanced and controlled to merit an A. Everyone agreed on a B.

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

More nuanced and controlled language, greater use of complex structures and consistently accurate character formation.

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

Focus more on content and accuracy of grammar, ensuring that as wide a range of structures and vocabulary as possible (and as appropriate to the task) is used in order to demonstrate the student's language skills.

applicable.

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

Use each element of the standard in relation to given task, to show students how they can improve their marks. E.g. show students the difference between “correct character formation” and “generally correct character formation”. Or demonstrate the difference between simple and complex structures, so that students have a list of the kind of structures they need to demonstrate in their writing assessments.

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?

Everyone agreed this text easily met all the requirements for an A for all elements. It was noted, however, that it was written by a student from a Chinese background and therefore, was not an ideal example of work for a second language acquisition task.

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

Nothing additional. This was an excellent piece of writing.

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

n/a

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

n/a

Moderation Details for Calibration - Sample 3

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

Criterion 5 = Overall

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

A-

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

Character formation: whilst the construction was essentially accurate, some characters could have been more precise. There were errors in some of the complex language patterns, but the reader could still clearly understand what was written. Sentences are quite complex and overall, the piece is well written. Writing has high degree of fluency and accuracy; but lacks nuanced language usage - therefore, not quite an A.

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

The piece requires more controlled, nuanced language usage. Would need to make character formation very precise.

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

Overall, the piece is well written. Writing has high degree of fluency and accuracy; but lacks nuanced language usage - therefore, not quite an A. The piece requires more controlled, nuanced language usage. Would need more precise character formation.

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

Focus on precise character formation and accuracy of complex grammar. Teachers could give students a range of vocabulary and phrases, with modelling of appropriate usage, so that students can build up the capacity to incorporate nuanced, subtle language into their writing.

Planning for March Moderation 2020 - Statewide Samples

For all courses please nominate the criteria and elements (if

Criterion 5 - Contemporary Chinese Culture - cultural assignment

desired) for moderation.

Sharing Resources

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

Helen will email link to a resource.

Monique will email text type exemplars to everyone.

Course Support

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

The Curriculum Leader joined the group and in response to suggestions that inaccurate text type formats would influence the final grade awarded to sample A, advised that appropriate use of text type is not included in any elements of criterion 4 so there is currently no need for CS to provide text type exemplars that reflect Chinese style. The CL made a note of the group's view that appropriate text type is an important element of extended writing tasks in Chinese.

We would also like more opportunities to get together to share resources and ideas.

We all agreed that we could use past exams as one of our teaching tools; as well as referring to the examination reports.

Ni Hao series is still used by many teachers as the primary coursebook; Integrated Chinese, Pass Chinese and A+ are excellent secondary resources.