

2019 September Moderation - Report



Meeting Details

Meeting took place in:

Statewide

AM or PM session?

AM

Which meeting is this report for?

Languages - 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?

B+

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

General discussion around diversity of results. Student followed the guiding questions too closely. All agreed that format a bit untidy: Did not paragraph appropriately and did not use separate boxes for punctuation. Student did not indent two spaces at the beginning of each paragraph. This requirement for two spaces is not specified in the Level 2 Criterion 4 Element 1. CL Languages advised she would follow this idea up. The group discussed the idea of exemplars that reflect Chinese text types, for both students and teachers - for example, diary, letter, email and personal profile. We all agreed to introduce formatting as early as possible in Chinese Foundation to prepare students for Level 3.

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

See above.

Sample 1 - Summary of group consensus with comments to

See above

element level if applicable.

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

Introduce students earlier to specific format of different text types, according to the Chinese Mandarin style of writing.

CL note: while correct text type is not an element of the criterion, a student's work cannot be penalised for such errors. Concerns raised regarding the cultural relevance of text format have been noted and warrant further discussion when curriculum renewal is scheduled.

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?

The results ranged from A- to C. Some thought the content a little uninteresting: Student did not discuss pets, hobbies and/or interests. This means the student did not provide a wide variety of structures and vocabulary. Also, the text was too short - did not meet word count. This also meant that the student could not demonstrate a wide range of vocabulary and structures. There were minor grammatical errors. Student used simple sentences but demonstrated a command of structures and vocabulary expected at this early stage of learning.

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

More variety of content - not so strictly adhering to the outline (ideas/questions) provided by the topic.

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

See above

Sample 2 - What actions would you recommend for

Encourage students to use their own ideas when writing a profile.

teachers to help the student attain a higher rating (or ratings)?

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?

A-

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

Results ranged A to B. Some thought sentence structures not as complex as Sample 2; whereas some thought there were some structures used very well, especially considering this is level 2 (e.g. 也是, 都喜欢, 也喜欢). There were some minor grammatical errors. Word count requirement met. Several incorrect characters but overall, well written example of level 2 achievement in the A range.

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

More accurate character formation.

Use of more complex structures and vocabulary.

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

See above

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

Give guiding lists and encourage students to use more complex structures and to check their work to ensure no grammatical errors. Focus on accuracy when writing characters.

Planning for March Moderation 2020 - Statewide Samples

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

Criterion 5 Contemporary Chinese Culture

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