

2020 September Moderation - Report



Meeting Details

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 2 = 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?

discussion around B+/A-

The student uses some complex language, which allows it to be defined as an A-

There are some errors, but they are marginal (such as measure word pronunciation), which do not detract from understanding the student's responses as a whole.

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

N/A

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

N/A

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

Support students to build confidence in speaking skills through regular 1:1 exercises.

Moderation Details for Calibration - Sample 2

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

Criterion 3 = 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?

quite fluent and accurate.

There was discussion as to whether this performance was B+ or A-.

The group agreed that it was hard to tell from an audio file the level of student understanding, because non-verbal cues would normally add to a teacher's capacity to identify this.

agreed after a discussion around specific grammatical mistakes that a B+ would be more suitable as the student clearly meets the standards defined in the course document for a B rating.

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

Teachers could practice the 'easier' questions more often with students.

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

Criterion 3 = Overall

elements within that criterion

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

C

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

The group discussed the B that arose as the average of the team's pre-meeting marking but all ultimately agreed that the sample is in the C range
Discussion about the errors that were made
Discussion about the pronunciation issues and lack of fluency demonstrated.

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

Insufficient time to complete discussion of this aspect.

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

n/a

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

Regular practice of pronunciation and tones.

Planning for March Moderation 2021 - 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

Bing Xu

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 9-12 Curriculum to consider in relation to this course:

N/A