

# 2020 September Moderation - Report



## Meeting Details

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 3 = 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?

> discussion of each question and acceptable / unacceptable answers  
> Question 6) question a, c and i had more discussion around the subtleties of the language  
> Question 7) c, e had discussion around the correct answer

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

Correct answers gained through extensive vocabulary knowledge

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

C

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

Teachers are encouraged to advise students to read the question carefully as this can cost marks

## 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?

C+

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

The group discussed each answer that the student provided  
 > not many discussion points and everyone was in agreement for Question 6.  
 Question 7) provided material for discussion around questions d, g  
 There was plenty of discussion around what constituted a B- or C+

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

More knowledge of intricacies in the language would allow students to provide more nuanced responses.

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

C+

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

Encourage teachers to provide students with explanations as to how the standards can be interpreted and focus on the reasoning behind mark allocation

Moderation Details for Calibration - Sample 3

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

Criterion 3 = 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?

There was a quick discussion around mark allocation especially around question 6.e  
>There was also a discussion around if the questions should have been weighted differently, suggesting that there are numerous interpretations of the relative importance of certain information / language and structures.

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

Teachers could encourage students to develop greater active vocabulary knowledge

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)?

>as per previous samples

### 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

To be taken from the 2020 TASC exam)

### Sharing Resources

Please record any links to or details of resources that were shared, or describe any

N/A

assessment strategies that were discussed.

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