2019 March Moderation - Report

Meeting Details

AM or PM session?	AM
Which AM Meeting is this report for?	Languages - Chinese Foundation Level 2
Moderation Leader Name	Monique Gall
Moderation Leader Email	mgall@friends.tas.edu.au
Minute Keeper	Bing Xu
Minute Keeper Email	bing.xu@education.tas.gov.au

Attendance

Please enter the name and school for all attendees. This can be copied and pasted from the registration list sent to the Moderation Leader.	Monique Gall, The Friends School Helen Han, The Friends School Erik Marr, The Hutchins School Shelley Keyes, Hobart College Bing Xu, Elizabeth College Lili Sun-Christie, St Mary College Leigh Cordell, Scotch Oakburn College Louise Ives, Launceston College Bessy Yang, Volunteer at Elizabeth College Dandan Ren, Volunteer at St Mary College Jerry Zhao, Volunteer at The Hutchins School
Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the meeting.	none

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?	A
Sample 1 - What evidence supports the rating (or ratings) the group has given?	Very high standard work, all teachers gave the rating A as there were only a few small mistakes and matches the description for Rating A in the course document: *The learner's response is appropriate to most aspects of the written texts.*
Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?	There were only a few minor errors in grammar and vocabulary. They could possibly be avoided if the student uses a response-checking technique to self-correct.
Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	It was done really well and received the top rating. Teachers can always remind students to leave time during assessments for checking of their work for minor mistakes.

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?	The total mark the student received was 47 out of 71 which is 66% , which was considered a bare minimum for the range of B rating and matches the description for Rating B in the course document: *The learner's response is appropriate to the general aspects of the written texts.*
Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?	The group identified that, for this task, the student would have needed to achieve more than 60 marks out of 71 to receive a rating of A and to bring it into the range of a rating A.

Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	The student did quite well with the first two reading texts. It might be because the time was running out and could not do the third reading text as carefully as the first two texts. This resulted in the loss of marks in the third text. More practice that will help students to master characters to allow them to understand written Chinese and increase the efficiency and speed of doing the questions will be likely to help.

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?	t
Sample 3 - What evidence supports the rating (or ratings) the group has given?	The student only received 21 marks out of the full score of 71. And was not considered to reach the description for Rating C in the course document: *The learner's response is appropriate to some aspects of the written texts.*
Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?	The student would have needed to receive at least 32 marks to assign the rating of C and meet the rating descriptor: *The learner's response is appropriate to some aspects of the written texts*
Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Based on the answers for the questions, the teachers felt that the student understood very little of the reading texts and answered more than half of the questions incompletely or incorrectly. The student needed to be guided to develop their reading skills to allow for the extraction of specific details.

Planning for September Moderation 2019 - 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 September moderation.	Louise Ives

| Email address of the person providing the samples for September moderation | louise.ives@education.tas.gov.au |

Sharing Resources

| Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed. | The teachers on moderation discussed and shared the information about the textbooks they are using this year. Louise Ives from Launceston College introduced a new textbook (can be used online) - Integrated Chinese and the feedback from the students are quite good. |

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 teachers also think the Professional learning on teaching methodologies and assessment would be really helpful. |