

# 2019 March Moderation - Report



## Meeting Details

AM or PM session?

AM

Which AM Meeting is this report for?

Languages - Chinese Level 3

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?

C-

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

The total marks the student received was 27 out of 60 and just below what most participants considered a suitable cut-off for C-. It was a little bit controversial with this sample, some of the teachers thought it should be t+ but the others considered it to be a C-. The preference for C- was slightly in the majority and this matches the C rating for Criterion 3: *The learner's response reflects understanding of most main points / general aspects of the written text. Points of detail, additional information and / or specifics may not be addressed.*

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

Better understanding of the written texts and more complete, detailed answers need to be provided to receive higher scores, especially the last text of the reading section. For this, the student needed to answer all the questions in Chinese, including true or false questions.

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

More practice in Part B of the Reading and Comprehension (reading extended passages of Chinese characters). Teachers are advised to reinforce to students the need to follow the exam paper instructions (questions in Chinese – answers in Chinese).

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 student received approximately 38 out of 60 marks which many participants considered to be around the borderline between B- and C+. Again, there was some controversy about the final rating and the slight majority teachers supported the rating "B-".

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

The student needed to provide more evidence in individual responses. (e.g. including details such as adjectives). Students should try not to leave any answers blank as the marking system rewards correct responses, rather than penalising wrong ones.

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

The student received a similar percentage of marks for all of the three questions in this section. The teachers suggested that more practice of reading characters and texts would be able to improve the overall understanding of the texts and achieve better results for section B. More practice in Part B of the Reading Comprehension, especially to reinforce strategies for answering multiple choice questions.

### 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?**

A

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

The student received 55 marks out of the full score of 60.

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

This evidence aligns with Rating A on the course document: The learner's response reflects understanding of all main points / general aspects and points of additional detail, additional information and / or specifics given in the written text.

**Sample 3 - What actions would you recommend for teachers to help the student attain**

N/A.

a higher rating (or ratings)?

**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.

Bing Xu

Email address of the person providing the samples for September moderation

bing.xu@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 shared the textbook and resources used for teaching and student learning. Louise Ives from Launceston College is using a new textbook - Integrated Chinese for Chinese class this year and the students quite like it. The Friends School feels the textbook - Pass Chinese is really good to use. Apart from the two mentioned, Nihao 1, 2 and 3, Chinese Made Easy are the books teachers are using for Chinese 2C and 3C teaching. The teachers also discussed about the midyear assessment and delegated the tasks for the collaboration of the exam paper for the midyear exam.

**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 focus for the next moderation is a Chinese writing task. The teachers would like to get together and discuss about the aspects of the Chinese writing, marking rubrics and assessment standards.

