

2020 March Moderation - Report



Meeting Details

Which meeting is this report for?

German Level 3

Moderation Details for Calibration - Sample 2

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

Criterion 1 = 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 learner's response reflects understanding of all main points and general aspects and some points of detail, additional information and/or specifics given in the spoken text. Sometimes the student missed two-part questions and only answered one part of the question.

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

The candidate would have to give more details in order to achieve a higher rating. They would need to answer questions completely (eg. two-part questions) and also answer completely, even when information in the recording is not necessarily given in the exact order of the question.

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

It was very difficult at times to see the student's text as too much was blacked out.

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

Remind students to always give explanations rather than just short answers and further refer to the number of marks available for each question.

Instruct students to read the entire question (especially when two-part) and answer all parts of the question.

Moderation Details for Calibration - Sample 3

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

Criterion 1 = 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?

The learner's response reflects understanding of all main points / general aspects and SOME points of detail, additional information and/or specifics given in the spoken text. Sometimes the student missed two-part questions and only answered one part of the question.

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

The candidate would have to give more details in order to achieve a higher rating. They would need to answer questions completely (eg. two-part questions) and also answer completely, even when information in the recording is not necessarily given in the exact order of the question.

At times the student only answered part of the question and even left one question blank.

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

It was very difficult at times to see the student's text as too much was blacked out.

It would be more helpful to have three samples from a variety of abilities.

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

Remind students to always give explanations rather than just short answers and further refer to the number of marks available for each question.

Instruct students to read the entire question (especially when two-part) and answer all parts of the question.

Planning for September Moderation 2020 - Statewide Samples

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

Criterion 3, part B only. (section where students answer Reading Comprehension questions in German)

State the name of the person who will be providing the samples

Marie-Rose Genovese will collect samples from the various German teachers.

for September moderation.

Sharing Resources

Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed.

NA

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:

It would be fantastic to re-write the six rubrics in the assessment standard. The current rubrics are way too vague and therefore often not very helpful.