

2020 March Moderation - Report



Meeting Details

Which meeting is this report for?

Italian 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 5 = 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?

The candidate has selected a more academic challenging topic as it requires a comparison that covers the whole English-speaking world in all its variance as opposed to just Italian language and Standard Australian English. The assignment was well-researched and observations about the role and prominence of both figures were clearly drawn and supported.

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.

The group felt that whilst the wording in element 1

".. aspects of contemporary daily life " may seem problematic at first reading of this assignment, it should not affect the assignment's validity or grade. The group reasoned that both Shakespeare and Dante, irrespective of their historical positions, are very much part of contemporary English and Italian daily life as they have never ceased to be taught in schools and universities. Both literary figures and their influence are part of contemporary daily educational discourse and therefore an assignment of this nature contributes to the said discourse. A literal interpretation of "contemporary" is not appropriate in this instance. The Italian language directly comes from Dante's influence and this is part of how modern Italian developed and how its development is explained today in Italian schools.

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

The cultural influences of both authors could have been better addressed and illustrated in the essay, given that culture and language are inseparable.

Moderation Details for Calibration - Sample 2

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

Criterion 5 = 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?

This assignment has been well- researched but there is not enough critical reflection to move it to an A rating. The situation in both countries is explained well but the imbalance in the information presented distorts the overall effect of the essay. The flow of the essay is occasionally hampered by awkward phraseology and grammar usage. The referencing is good.

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

The assignment would have benefited from better planning and editing. The candidate could have given more critical thought to how the research was presented in the body of the work. The assignment seems to lack balance and seems to be a little vague regarding how Italy is combating terrorism today. The student has conflated mafia activities with terrorism where this could be a separate subject.

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

The assignment remained a solid B rating, even though there was some evidence of critical thinking.

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

see previous comments above

Planning for September Moderation 2020 - 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.

Shane and Paola

Sharing Resources

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

GCSE resources on line
Italian government funding

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:

We need to remove the culture assignment in the future as it takes away from the language learning time. We see language and culture as being inseparable, whereas the culture assignment deals with stereotyping and cliches which could offend speakers of the target cultures. We could possibly add an extra criterion for speaking but that would need to be discussed across all languages.