

2021 September Moderation - Report



Meeting Details

Which meeting is this report for?

German Foundation Level 2

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 2 = Overall

Sample 1 - What rating (or ratings) has the group assigned this sample?

B+

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

- the student was able to talk about herself in detail
- they used simple and complex sentences and a range of vocabulary
- while there were some grammatical errors, the meaning was clear at all times
- their pronunciation was mostly accurate, with only a few errors

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

- greater accuracy of grammatical structures, such as verb conjugation
- a wider variety of vocabulary
- asking for clarification in German, rather than English

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

- the student was able to talk about herself in detail
- while there were some grammatical errors, the meaning was clear at all times
- their pronunciation was mostly good, with only a few errors

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

- for the student to improve, we suggested they extend their vocabulary and practise speaking more often

Moderation Details for Calibration - Sample 2

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

Criterion 2 = 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 student was able to provide some information about themselves in short, simple phrases

- there were several grammatical errors, (command of a narrow range of structures and vocabulary) but the meaning was mostly clear. (CL: this last point would indicate a performance in the B range, but in isolation would not be sufficient to justify a B)

- some errors in pronunciation, but it remained understandable (CL: this positions the student closer to a B, but on its own would not be enough to establish a B across the board)

- the student spoke very slowly at first

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

- greater ability to use a range of structures and vocabulary, such as separable verbs and conjugation

- use of a wider range of vocabulary for each topic

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

See above

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

- to extend their vocabulary for each topic studied

- practise speaking activities more often

- It is recommended that teachers do not let students read their answers from a sheet as this does not actually demonstrate speaking skills and gives students no motivation to try to communicate directly, thereby influencing their capacity for fluency.

Planning for March Moderation 2022 - Statewide Samples

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

C5 and C6

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

Marie-Rose Genovese and Martin Huber

Sharing Resources

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

No links or resources were shared. Specific teaching strategies were not discussed.

Course Support

Please provide details of any future focus and ways forward you would like Years 9 to 12 Learning to consider in relation to this course:

We did not have time to discuss this; however, the CL: Languages thanked the German teachers for all their feedback and suggestions about the new Level 2 courses, especially the critical friends and sponsor school staff.