

# 2021 September Moderation - Report



## Meeting Details

Which meeting is this report for? German 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 2 = 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 student demonstrated a high degree of fluency with a wide range of vocabulary. Structures used were mostly correct, however, the student did experience difficulty with the subjunctive.

Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?  
More self-correction, better ability to respond appropriately to spontaneous changes in conversation.

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

Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?  
Frequent practice of spoken language. Regularly provide opportunities to respond to spontaneous questions to encourage the student to develop skills to respond to changes in the direction of a conversation.

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?

Good pronunciation of a limited range of language but only simple sentences or sentence fragments are used. The student speaks very slowly but is able to convey information/meaning clearly nonetheless. (CL note: ability to convey meaning is generally an indicator for a B or even an A; however, as the meaning conveyed is confined to a limited range of language, this would not be sufficient to lift the award for the overall assessment to a B standard.)

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

Increased tempo of delivery with less hesitation.. More complete sentences using a range of accurate structures would be required.

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

NA

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

This student would really benefit from writing out complex structures to build a better understanding of how to form them, then practising the structures out loud. Also practising speaking as much as possible,(CL comment: regardless of whether errors are made), would be highly beneficial.

Moderation Details for Calibration - Sample 3

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

Criterion 2 = 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?

Student mostly speaks with a degree of fluency but with some hesitation at times. There is some self-correction and some more complex structures are used. Student has a wide range of vocabulary, however, they made some very basic structure mistakes as well. There were some appropriate “filler phrases” too. (CL Note: this suggests attempts to use nuanced language, which indicates one aspect of a potential “A” award.

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

More accuracy with a wide range of grammatical structures, (CL Note: especially with simpler structures.)

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

NA

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

Frequent practice of spoken language. Regularly provide opportunities to respond to spontaneous questions to encourage the student to develop skills to respond to changes in the direction of a conversation.

Planning for March Moderation 2022 - Statewide Samples

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

Criterion 5

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

Marie-Rose Genovese

## Sharing Resources

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

Other business:

We would also like to thank Marie-Rose for her input into the development of the new syllabus.

The timeline for collecting these samples was too tight. Some teachers did not have enough time to gather and submit samples.

## 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:

The CL: Languages thanked all teachers for their comments and feedback on the DRAFT L2 German course, especially critical friends and sponsor school staff.

Other business:

- We would also like to thank Marie-Rose for her input into the development of the new syllabus.

- The timeline for collecting these samples was too tight. Some teachers did not have enough time to gather and submit samples. (CL Note: the samples for March 2022 are required by 19 November at the latest.)