

2021 March Moderation - Report



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 3 = 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 has answered many questions well.

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

More details would be required, especially for the deeper level of understanding questions.

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

We discussed at length marking to the scheme and coming up with a numerical result vs using the rubric from the standard. There are various challenges with that. Firstly, it is impossible to know/see whether a student actually used external references or not, rendering half the rubric useless... Secondly, all marks are of equal value numerically. This is problematic as mentioning that someone likes to wear jeans is way easier than extracting information about the relationship between siblings from the text.

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

Q3 If a student doesn't mention the hair they lose 3 out of 5 marks in this case, so encourage students to look for as many details as possible for each answer.

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 gives ample evidence of understanding.

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

More details would be required, especially for the deeper level of understanding questions.

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

We discussed at length marking to the scheme and coming up with a numerical result vs using the rubric from the standard. There are various challenges with that. Firstly, it is impossible to know/see whether a student actually used external references or not, rendering half the rubric useless... Secondly, all marks are of equal value numerically. This is problematic as mentioning that someone likes to wear jeans is way easier than extracting information about the relationship between siblings from the text.

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

Q3 If a student doesn't mention the hair they lose 3 out of 5 marks in this case, so encourage students to look for as many details as possible for each answer.

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?

B

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

This is the best out of the three samples in terms of marks, however, it still lacks deeper understanding.

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

For an A-result, the student really needs to get close to full marks on most questions.

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

We discussed at length marking to the scheme and coming up with a numerical result vs using the rubric from the standard. There are various challenges with that. Firstly, it is impossible to know/see whether a student actually used external references or not, rendering half the rubric useless... Secondly, all marks are of equal value numerically. This is problematic as mentioning that someone likes to wear jeans is way easier than extracting information about the relationship between siblings from the text.

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

Q3 If a student doesn't mention the hair they lose 3 out of 5 marks in this case, so encourage students to look for as many details as possible for each answer.

Planning for September Moderation 2021 - Statewide Samples

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

C2 Speaking

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

Marie-Rose Genovese will provide .mp3 recordings

Sharing Resources

Please record any links to or details of resources that were shared, or describe any

none

assessment strategies that were 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:

Please add more details to the criteria rubrics. It would also be helpful to include the 't' and 'z' ranges in the rubrics.