

# 2021 March Moderation - Report



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 4 = 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 uses a range of grammatical structures in their writing, but they do not demonstrate a **wide** range of structures and vocabulary, nor do they demonstrate nuanced language.

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

A higher degree of accuracy and a wider range of grammatical structures used.

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

The consensus is that there was not enough evidence of a command of grammatical structures or nuanced language for the work to be given a higher mark.

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

They needed to attempt to use some more varied grammatical structures to show that they had a command of the whole course, not just parts of the course.

## Moderation Details for Calibration - Sample 2

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

Criterion 4 = 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 made many spelling errors, as well as not demonstrating a wide range of grammatical structures. The student did not demonstrate a good understanding of basic grammatical structures such as accusative and dative declension of definite and indefinite articles.

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

The student need to show mastery of the basic grammatical structures that are actually part of the Level 2 course as well as improving their spelling.

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

The group agreed that the student did not demonstrate knowledge and understanding of a broad range of the grammatical structures in the course document.

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

The teacher should work with the student on some of the basic structures that would be assumed knowledge for a student undertaking this course.

## Moderation Details for Calibration - Sample 3

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

Criterion 4 = Overall

Sample 3 - What rating (or ratings) has the group assigned this sample?

C-

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

The student makes many mistakes and does not demonstrate an understanding of many of the grammatical structures listed in the course document. The student does, however, write in such a way that the reader can understand what they are writing which is why it was given a pass for this criterion. Spelling and punctuation are poor.

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

The student would need to demonstrate greater understanding of the grammatical structures in the Level 3 course document.

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

We agreed that the student had written in a way that they were able to be understood, and this was the saving grace for them achieving a pass rating.

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

The student should be given some practice in writing smaller pieces of work so that they can really concentrate on their spelling. They should also have a "cheat sheet" for practice writing which indicates which grammatical structures they have learnt and need to demonstrate in their writing.

### Planning for September Moderation 2021 - Statewide Samples

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

Criterion 2: communicate in spoken German

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

the group and Marie-Rose will choose from the samples provided as .mp3 recordings.

### Sharing Resources

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

There was some discussion around the fact that the course standards for Criterion 4 do not include a reference to the type or genre of written piece that the students are required to write. It is difficult, therefore, to mark them down (or up) if the question is requiring students to write a persuasive piece of writing.

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:

I think it would be good to do some PL around the nature of questions, and maybe for us to identify as a group what sort of questions are A, B and C standard as this is the language common to other learning areas. (This actually stems from the discussion we had for the Foundation course).