

# 2021 September Moderation - Report



## Meeting Details

Which meeting is this report for?

Italian 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?

C

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

Whilst the student understands the questions, the answers provided are fragmented with frequent hesitation. The use of English cut the flow of the conversation.

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

The student would need to use more complex sentences with a better range of vocabulary and grammar. The fluency and accuracy would also need to increase.

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

The group agreed that should the student act on the advice given, they should be able to achieve a higher result.

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

The student should be provided with more guided listening and speaking activities. Templates with suggested answers identifying relevant details to demonstrate strategies for focused listening would help this student greatly.

## Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF

Criterion 2 = Overall

SELECTED the elements within that criterion

Sample 2 - What rating (or ratings) has the group assigned this sample?

A-

Sample 2 - What evidence supports the rating (or ratings) the group has given?

The student's language was mostly in the A range (CL Note: a wide range of both simple and complex structures and vocabulary within the parameters of the course content). Occasional errors in pronunciation resulted in the A- award.

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

Increased accuracy of pronunciation, stress and intonation.

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

N.A.

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

The teacher needs to specifically focus on pronunciation, stress and intonation with this student because it can potentially block comprehension - also, extended listening tasks could also help to strengthen student performance.

### 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?

C-

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

This student struggled with a limited range of basic structures in the language as well as limited accuracy in pronunciation and there was a limited degree of accuracy in the vocabulary and grammar. The reliance on English was frequent and sometimes prevented the listener from understanding what was being said.

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

The student would need a better command of structures and vocabulary. More focused work on intonation and pronunciation would allow this student to make the progress necessary to achieve a better grade.

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

Please see above

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

This student would need more individualised attention and revision of structures, pronunciation and intonation in order to improve the level of performance.

### Planning for March Moderation 2022 - Statewide Samples

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

Criterion 3- all elements

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

Shane Parker/ Paola Keller

### Sharing Resources

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

Teachers discussed new resources and potential textbooks that may suit the new syllabus.

### 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 will remain in communication in order to swap ideas and resources for the new syllabus. This will be our major focus going into the future.

The CL: Languages thanked everyone for feedback and comments on the DRAFT L2 Italian course documents, especially critical friends and sponsor school staff.