2018 September Moderation - Report

Meeting Details

Meeting took place in:	South
AM or PM session?	PM
Which PM Meeting is this report for?	Languages - German Level 3
Moderation Leader Name	Martin Huber
Moderation Leader Email	mhuber@calvin.tas.edu.au
Minute Keeper	Ans van Heijster
Minute Keeper Email	ans.van.heijster@education.tas.gov.au

Attendance

Please enter the name and school for all attendees. This can be copied and pasted from the registration list sent to the Moderation Leader.	Ans van Heijster, Elizabeth College Britta Hartmann, The Friends' School Mary Garland, Hobart College Liz McLean, Newstead College Martin Huber, Calvin Christian School
Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who	None

did not attend the meeting.

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?	C+
Sample 1 - What evidence supports the rating (or ratings) the group has given?	discussion centered around the specific parts of Criteria 4 "Command of a range of structures and vocabulary" and "use of both simple and complex sentences" mostly simple and short sentences command of narrow range of vocab/structures clear struggle with present perfect tense reasonable degree of fluency, understandable too many gender, case and conjugation mistakes slightly under the word count
Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?	a wider range of conjunctions, not only "und" and "aber". practise the use of past partiples
Sample 1 - Summary of group consensus at element level with comments	n/a

Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	use good examples of complex sentences to work on provide verb exercises and practise in sentences

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Crit 4 = All elements
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?	discussion centered around same parts of Criteria 4 as for sample 1 use of both simple and more complex sentences but mostly with 'und' used 'wann' instead of 'als' solid range of vocabulary and good command of present perfect high degree of fluency and readers clearly understand the message some repetitiveness -> 'shopping list' pattern
Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?	see Sample 1 explore the use of different conjunctions and sentence structures avoid using the same structure repeatedly
Sample 2 - Summary of	n/a

group consensus at element level with comments	
Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	see Sample 1

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Crit 4 = All elements
Sample 3 - What rating (or ratings) has the group assigned this sample?	t
Sample 3 - What evidence supports the rating (or ratings) the group has given?	discussion centered strongly around whether this was a 'pass' or not -> it was deemed not to pass because: regular first language interference; attempt to translate from English terrible command of word order and verb conjugation mostly short sentences and some failed attempts at more complex sentences
Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?	all aspects of writing need to improve including verb conjugation, use of past participles, spelling, word order
Sample 3 - Summary of group consensus	n/a

at element level with comments	
Sample 3- What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	model correct German sentences, then let students re-write them with slightly different content and/or context grammar drills

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Crit 4 = All elements
Sample 4 - What rating (or ratings) has the group assigned this sample?	B+
Sample 4 - What evidence supports the rating (or ratings) the group has given?	mostly correct spelling and punctuation, except the very common word 'Donnerstag' use of simple and some complex sentences good command of structure and vocabulary some good use of past participles but some conjugation and tense errors high degree of fluency too short (187 words!)
Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?	requires more varied use of conjunctions which would allow more complex sentence structures

Sample 4 - Summary of group consensus at element level with comments	n/a
Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	provide practice of range of conjunctions in order to be able to produce more complex sentences

Planning for March Moderation 2019 - Statewide Samples

Please select all that apply	Level 3 or 4
For Level 3 and 4 courses please suggest criteria for consideration by CTL's.	Criteria 2 (speaking)
Please enter the name and email address of the person providing the samples:	Marie-Rose Genovese
Email	marie-rose.genovese@education.tas.gov.au

Sharing Resources

Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed.	did not have time

Course Support

Please provide details of any future focus and ways forward you would like Curriculum Services to consider in relation to this course:

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