

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 Foundation Level 2

Moderation Leader Name

Martin Huber

Moderation Leader Email

mhuber@calvin.tas.edu.au

Minute Keeper

Ans 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

NA

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?

A-

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

correct punctuation and spelling, though mostly simple words are used

use of simple sentences

good command of structures and vocabulary

very high degree of fluency and easily comprehensible

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

applying more complex sentence structures

Sample 1 - Summary of group consensus at element level with comments

-

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

-

ratings)?

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?

generally correct spelling and use of punctuation
 typical B student who needs to work on word order
 general consensus is that this candidate would benefit from checking work when finished
 some degree of fluency, but occasionally unclear

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

use more varied structures and vocabulary
 move away from a 'shopping list' style

Sample 2 - Summary of 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)?

reading and analysis of good German texts

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?

verbs are either conjugated incorrectly or entirely absent
 many spelling errors
 terrible command of structures
 understanding is possible to some degree but there is a major 'cringe factor'

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

focus on correct use of present tense and verb conjugation

Sample 3 - Summary of group consensus at element level with comments

-

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

to provide correct sentences and then put in gaps so that candidate needs to manipulate one particular part of the sentence at the time.

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?

C+

Sample 4 - What evidence supports the rating (or ratings) the group has given?

repeated mistakes (e. g. small l for Lieblings.....)

inconsistent use of capitals

use of short, simple sentences

command of vocabulary OK

command of structures weak -> prepositions, cases

a bit repetitive

some degree of fluency present

Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?

more complex sentences

correct use of prepositions and cases

Sample 4 - Summary of group consensus at element level with comments

-

Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

see Sample 2

Planning for March Moderation 2019 - Statewide Samples

Please select all that apply

Level 1 or 2

For Level 1 or 2 courses please nominate the criteria for moderation.

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:

-

