

2018 September Moderation - Report



Meeting Details

Meeting took place in:	South
AM or PM session?	PM
Which PM Meeting is this report for?	Languages - Italian Level 3
Moderation Leader Name	Paola Keller
Moderation Leader Email	pkeller@smc.tas.edu.au
Minute Keeper	shane parker
Minute Keeper Email	shane.parker@education.tas.gov.au

Attendance

<p>Please enter the name and school for all attendees. This can be copied and pasted from the registration list sent to the Moderation Leader.</p>	Paola Keller- St Marys College Shane Parker- Hobart College
<p>Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the</p>	N/A

meeting.

Annotated Sample

Please specify which moderated sample has been selected as being the most appropriate to be the annotated sample, should the meeting choose to do so.

Sample 1

Please list the criteria (and elements if specified) being moderated for this sample

Criterion 1

Please be specific as to why this sample was chosen - provide as much detail as possible relating back to the evidence it contains against the standards

This sample was chosen as an example of an A student. It allowed the team to set the standard for the other levels.

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 1 = Overall

Sample 1 - What rating (or ratings) has the group

A

assigned this sample?	
Sample 1 - What evidence supports the rating (or ratings) the group has given?	The student addressed all the necessary elements at an A level
Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?	As this student made few errors, the only improvement she/he could have would be full marks.
Sample 1 - Summary of group consensus at element level with comments	the student was able to score very highly whilst understanding the spoken text delivered at the correct pace,tempo, pitch, tone and intonation. He/she experienced little difficulty with the vocabulary demonstrating that they could work at a high level of proficiency
Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	This student is obviously a strong autonomous learner and follows teacher instruction and advice carefully. Greater exposure to a broader thematic vocabulary could help this student. The student could be encouraged to use a broad range of listening activities including youtube, radio and podcasts.

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Crit 1 = All elements
Sample 2 - What rating (or ratings) has the group assigned this sample?	B
Sample 2 - What evidence supports the rating (or	The student understood most aspects of the listening text.

ratings) the group has given?	
Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?	The student would need to provide more detailed/complex answers to demonstrate that he/she comprehended a larger portion of the recording.
Sample 2 - Summary of group consensus at element level with comments	This student would probably score higher if the recording was slower with greater pauses. Whilst the student has a good range of vocabulary, she lacks confidence in applying her knowledge. Some educated guesses at words but not always correct.
Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Work on developing stronger study habits regarding vocabulary and offer the student greater exposure to the spoken word and texts.

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Crit 1 = 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?	This student provided very simple answers, demonstrating poor control of basic vocabulary and structures.
Sample 3 - What evidence would you need to see in order to assign a	The student would certainly have to increase his/her vocabulary range significantly to score a pass in the listening. The student would not leave any blanks in the answer

higher rating (or ratings)?	section.
Sample 3 - Summary of group consensus at element level with comments	This student would probably struggle across the entire course as oral grammar and vocabulary are good predictors of written competency.
Sample 3- What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	The teacher could provide more regular vocabulary lists and tests for this student in order to keep him/her on track. Teacher could start to practise listening exam more frequently and earlier with this student.

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.	criterion 4
Please enter the name and email address of the person providing the samples:	Paola Keller
Email	pkeller@smc.tas.edu.au

Sharing Resources

Course Support