

# 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 Foundation Level 2
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

Please enter the name and school for all attendees. This can be copied and pasted from the registration list sent to the Moderation Leader.	Paola Keller -St Marys college Shane Parker- Hobart College
Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the	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 student addressed all the elements for this criterion at a very high standard.

## 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 assigned this

A

sample?

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

The student had obviously a very good command of basic grammar and vocab- in fact, probably beyond the level requirements.

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

There is very little to recommend this student does because they are already working beyond the syllabus requirement by scoring so highly.

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

This student obviously has excellent second language skills and in particular, his/her listening skills are of a very high order.

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

The teacher could give more extension listening and vocabulary to the student. The student could easily start some aspects of the level 3 syllabus.

## 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?

C+

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

This student provided a solid set of answers and had gaps where you would expect a C candidate to have them.

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 have a greater control and mastery of basic vocabulary with some evidence of deductive thinking.

Sample 2 - Summary of group consensus at element level with comments

This was a solid example of a C candidate exhibiting all the basic skills required to comfortably pass this subject. The student still struggles with certain aspects of the language in regards to listening e.g. pace, intonation and pronunciation of standard Italian.

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

This student would need to practise Italian vocabulary more often and apply this knowledge more actively in all sections of his/her Italian studies.

### 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 /C-

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

There were many gaps and wrong answers to basic questions, proving that the student had understood the narrative.

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

This student obviously needs to structure his/her independent learning more thoroughly as some errors were far too basic to be acceptable.

ratings)?

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

The student obviously was unaware of the what a listening task required from the point of view of active versus passive vocabulary knowledge.

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

This is a difficult question to answer without knowing the student's situation. However, in general listening tasks create a lot of anxiety in students so that they tend to underperform in these tasks. For this very reason, we selected this criterion to see whether our hypothesis was correct. this student may well receive Cs in all other criteria but equally may end up with a PA.

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.

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