



Meeting Details

Meeting took place in:

Statewide

AM or PM session?

AM

Which meeting is this report for?

Languages - 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 3 = Overall

Sample 1 - What rating (or ratings) has the group assigned this sample?

B

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

The student's responses were appropriate to the general aspects of the text. The student was able to provide answers that scored within a B range based on using a percentage rating as is necessary with this type of task. The student was not able to address all the elements of certain questions.

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

the student would need to be able to provide responses that covered most aspects of all the questions.

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

The student was able to understand the gist of a solid passage of Italian appropriate to themes and topics presented in the syllabus, but was unable to articulate many of the potential finer details of responses.

Sample 1 - What

They would need to provide opportunities for the student to read more

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

frequently and more widely. They would need show students how to develop strategies for mastering basic vocabulary and word building skills. Teachers could provide more samples of the same nature e.g. based around the same themes and topics, in order to reinforce the required vocabulary and structures.

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 3 = Overall

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

C+

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

This student was able to show an understanding of some aspects of the text but only at a basic level. There was some evidence that this student was just beyond the emerging stage of understanding functional written Italian as the candidate was able to secure a solid pass at this level.

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

There needs to be less confusion in answering basic questions for a text of this length and complexity. The student would need to pay closer attention to the question itself and the number of marks attributed to the question.

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

This student needs more support from the teacher as they lack basic skills for working with a passage in a second language e.g. not providing enough detail or being able to find the relevant detail(s) to answer a question. It would help to show the student how to break down the question, consider the marks allocated and then build up an answer from the passage that includes all the required elements. Modelling good answering techniques.

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

The teacher should provide a vocab list for basic functional Italian and revise grammar structures more often. Run mini-lessons targeting procedures for approaching a reading comprehension in a second language, highlighting the most important strategies.

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 3 = Overall

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?

The student struggled with many questions and managed only part answers for the later sections of the reading comprehension. The partial answers provided indicate that the student misunderstood whole sections of the passage.

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

Evidence of understanding the requirements of each question including an awareness that the individual mark indicates the number of elements and, or complexity required per answer.

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

the group felt that this student would need a great deal of support both within and outside of class in order to achieve a passing grade in criterion 3 at level 2. There are so many possible factors for a lack of performance in this task that it is impossible to reasonably diagnose the needs of this student based solely on the answers in this task.

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

This student would benefit from regular tutorials or individual sessions with his/her teacher with each session focusing on an aspect of the language that is currently posing a problem for the student (e.g. tense, conjunctions, complex constructions, dictionary technique, time management in assessment situations). They would need to commit to studying all reviewing all aspects of the language. The teacher could provide a support list of vocab and chunk the teaching of the grammar so the student is not overwhelmed.

Planning for March Moderation 2020 - Statewide Samples

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

criterion 5 - all elements

moderation.

Sharing Resources

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

the group has decided to hold a meeting in the coming weeks dedicated to resource sharing as there was not enough time to do so at this session.

Course Support

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

We would like more time to consider resources in line with the upcoming rewriting of the current syllabuses.