

2020 September Moderation - Report



Meeting Details

Which meeting is this report for?

Languages - German 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 4 = 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?

A lot of information has been included in the writing piece. There was a good demonstration of some grammatical structures such as questions and connectors.

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

There are too many errors with verb endings and cases used incorrectly, This resulted in the piece not being able to be considered a straight B.

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

The group agreed that there was generally correct spelling and punctuation.

The piece demonstrated use of both simple and complex sentences and a range of structures through the use of connectors and questions.

There was a lack of accuracy which stopped the piece from being a straight B.

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

There should be some work done with this student on verb conjugations and possessive pronouns.

The teacher should also revise letter writing and devise a checklist for students to use to check their work and encourage them to review their work at the end.

Moderation Details for Calibration - Sample 2

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

Criterion 4 = Overall

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

A-

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

This piece demonstrates excellent spelling, complex sentences with the use of connectors, the ability to use the grammar associated with asking questions. The writer has made few mistakes with these aspects.

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

The student made frequent errors with word order, particularly when using nicht and auch.

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

The groups agreed that the student demonstrated correct spelling and punctuation, with correct usage of capitals for nouns particularly in evidence.

There was evidence of both simple and complex sentence structures because of the ability of the student to use connecting words such as und and leider.

There was a command of a range of structures and vocabulary, but perhaps not to the level to warrant an A on that element.

There was a high degree of accuracy of vocabulary, with any errors not impacting on the readers ability to understand the work.

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

The teacher should implement some practice with word order, particularly with the words nicht and auch.

Moderation Details for Calibration - Sample 3

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

Criterion 4 = Overall

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Sample 3 - What rating (or ratings) has the group assigned this sample?	C+
Sample 3 - What evidence supports the rating (or ratings) the group has given?	The student demonstrated a good use of connecting words such as und and aber. questions
Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?	There were many spelling mistakes, including no capitals for nouns, and inappropriate capitals for ich. There was little evidence that the writer understood German word order conventions. Basic mistakes were made repetitively A greater range of sentence structures would be needed. There was no application of the accusative case.
Sample 3 - Summary of group consensus with comments to element level if applicable.	The group agreed that the piece of writing only demonstrated correct spelling of common and simple words. There was evidence of short, simple sentences, but attempts to use complex sentences were unsuccessful. There was a command of a narrow range of structures and vocabulary. There was a degree of fluency and accuracy, but not enough to warrant a higher grade.
Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	The teacher could encourage students to allow themselves time at the end of a test to read back over work to edit out the simple mistakes. They could also talk to students about having a checklist to ensure that they are checking for the simple mistakes that can easily creep into a piece of writing. There should also be some revision of letter writing, so that the conventions of letter writing are evident in the work.

Planning for March Moderation 2021 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.	Criterion 3
State the name of the person who will be providing the samples for moderation	Marie-Rose Genovese

Sharing Resources

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

We discussed having students use checklists to help with editing a piece of writing in the last five minutes of an assessment task.

Course Support

Please provide details of any future focus and ways forward you would like Years 9-12 Curriculum to consider in relation to this course:

There was some discussion around the vague language used in the standard that made it hard to differentiate between an A, B and C. The standards could certainly be tightened up.

For example, the description for a B and a C for complexity of sentences is confusing: B = use of simple sentences, C = use of short, simple sentences and/or phrases.