

2020 September Moderation - Report



Meeting Details

Which meeting is this report for?

Languages - Italian Level 3

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?

A

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

The response was almost perfect.

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

The student needed to provide a greater degree of accuracy through using the dictionary. The student may have been overconfident and felt they didn't need to use it. It was noted that the student added information that wasn't included in the passage.

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

The group arrived at the same rating

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

The student needs to note that guessing can be useful but it must be based on the language used in the text

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?

Overall the group awarded a C rating according to the marking schedule

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

The student would need to achieve a greater degree of accuracy and provide more specific details. The student should not leave entire questions blank.

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

The group arrived at the same rating.

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

To avoid providing no responses to a question, the student should attempt to infer some meaning through using the dictionary to answer. The student needs to work harder on developing his or her range of vocabulary and structures to improve his or her overall level of reading comprehension. The student should carefully note the number of marks awarded for each question as this should have indicated that his or her answer may have not been developed enough e.g. a one word answer is an unlikely expectation for a question worth 2 marks.

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?

A-

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

The student struggled with the two-part question e.g. answering only the "what" element of a "What and Why?" question. The student missed details in a question that was worth 2 -3 points.

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

The student would need to provide greater detail and take note of the number of marks awarded to each question.

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

same as above

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

Explicit teaching of how to identify more important details in a reading passage.
Stressing the importance of checking how many marks each question is worth and comparing it to answers provided.

Planning for March Moderation 2021 - Statewide Samples

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

Criterion 4-overall

State the name of the person who will be providing the samples for moderation

TASC will be providing the samples

Sharing Resources

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

The group looked at booklets created by members

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:

We would like to see a greater focus on the speaking and listening skills of the course e.g. development and sharing of materials appropriate to Tasmanian students.

We would like to see a more structured pathway for years 9 and 12 based on themes and topics and not so much on grammatical structures, which seem to be considered more important at present.