2019 March Moderation - Report

Meeting Details

AM or PM session?	AM
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	Paola Keller
Minute Keeper Email	pkeller@smc.tas.edu.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 Mary's College Hobart 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 meeting.	no one

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?	The writing includes complex structures for example past tense, future tense and imperfect. All structures have been applied correctly demonstrating a good knowledge of them. The passage lacks a wide vocabulary and it is repetitive. Inaccurate use of subjunctive. The majority of the words found in the writing are spelled correctly. There is a good degree of accuracy and fluency. All elements have been assessed.
Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?	A better control of complex grammar structures including conditional and a wider range of vocabulary
Sample 1 - Summary of group consensus with comments to element level if applicable.	This essay read well and demonstrated the student had assimilated the basic structures of Italian.
Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Giving the student more vocabulary exercises and tests in context would help e.g. more reading passages that are aligned to the themes outlined in the course document.

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within	Criterion 4 = Overall

that criterion

Sample 2 - What rating (or ratings) has the group assigned this sample?	t+
Sample 2 - What evidence supports the rating (or ratings) the group has given?	The writing shows a lack of a range of structures, either simple or complex. It is difficult to read. The majority of words found in the passage are spelt correctly but the writing lacks fluency and accuracy. The vocabulary is poor and repetitive.
Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?	A better grasp of vocabulary and grammar would assist the overall meaning of the passage. An increased control of simple structures would have helped this candidate to score a higher grade.
Sample 2 - Summary of group consensus with comments to element level if applicable.	This student obviously needed more time, strategies and support in order to master the basic structures before trying to manipulate more complex structures.
Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	More formative assessment activities and perhaps a greater emphasis on writing Italian at a simple level in passage form.

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 4 = Overall
Sample 3 - What rating (or ratings) has the group assigned this sample?	A-
Sample 3 - What evidence supports	This passage possessed very good flow in Italian, meaning was clear and the story was engaging. A good range of vocabulary and structures were used in the

the rating (or ratings) the group has given?	passage. The vocabulary employed was repetitive but words were spelt correctly. The writing was accurate and fluent.
Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?	A greater range of vocabulary relevant to the task would have allowed the group (and examiners) to give this essay a higher award.
Sample 3 - Summary of group consensus with comments to element level if applicable.	A pleasure to read and a fine example of work that can achieve a result in the A range in a second language.
Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Perhaps more exposure to a higher level of vocabulary could help this student. More levelled reading passages would also help as formative tasks.

Planning for September Moderation 2019 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.	criterion 3

Sharing Resources

Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed.	Teachers shared hard copy and media files in this meeting. Useful texts were also discussed e.g. GCSE Italian by Marco De Biasio

Course Support

Please provide details of any	Teachers expressed concern about the language used in the elements of the criteria listed in the course document Could this please be considered when the courses

future focus and ways forward you would like Curriculum Services to consider in relation to this course:	are reviewed.