

2020 March Moderation - Report



Meeting Details

Meeting took place in:

South

Which meeting is this report for?

Languages - French 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 5 = Overall

Criterion 6 = Element 5, Element 6, Element 7

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

Criterion 5 = A, Criterion 6 = B+

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

Criterion 5:

The student selected an inquiry-based topic, which gave them the opportunity to compare French and Australian culture and reflect critically. They express a very good understanding of the topic and addressed the criterion descriptors well.

Criterion 6:

The reference list is substantial, reflecting a great deal of research. Sources of images and information are cited fully.

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

Criterion 5:

NA

Note - the student has written more than 1000 words. This is not disallowed in the course document, but leads to the question - is this equitable if other students adhere to the suggested word count?

Criterion 6:

The reference list is not in alphabetical order.

The final page with images is not well formatted and so is not easy to follow.

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

Criterion 6:

There was a lot of discussion as to whether culture should, in fact, be separated from language and assessed separately, as is the case with this syllabus.

Teachers have no way of knowing if the student was well organised or submitted the work on time, so were unable to assess those elements.

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

Criterion 5:

NA

Criterion 6:

Put reference list in alphabetical order and present images more clearly.

Moderation Details for Calibration - Sample 2

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

Criterion 5 = Overall

Criterion 6 = Element 5, Element 6, Element 7

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

Criterion 5 = C-, Criterion 6 = C

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

Criterion 5:

The student's text is very detailed and heavy on facts. The question posed by the student in the introduction was not answered sufficiently. It is more of history-style essay rather than an issues-based inquiry. There is no comparison or link to Australian culture, meaning it does not address the criterion descriptors.

Criterion 6:

There is no in-text referencing. The bibliography serves no purpose as it is not clear which information comes from which source within the student's work.

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

Criterion 5:

The student's work is missing critical reflection or any comparison with Australian culture. Comments were made that teachers need to guide students in their choice of topic and their awareness of the criterion descriptors.

Criterion 6:

In-text referencing, so the sources of information are linked to the information presented.

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

Criterion 5:

We feel there is an issue with the "work requirement" section of the syllabus document, as it doesn't align well with the criterion descriptors.

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

Criterion 5:

The student needed to select a topic - or form a question - that allowed for critical reflection.

Criterion 6:

Students should be encouraged to look closely at the elements of the criterion to ensure they cover the task. Teachers should highlight to students that, although the course syllabus does not mandate comparison with Australia, the elements clearly do.

Students should be encouraged to use in-text referencing.

Planning for September Moderation 2020 - Statewide Samples

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

Criterion 1 - listening and responding

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

Kristin Leeds

Sharing Resources

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

We are going to share resources via Drop Box - Julie Inman created one during our meeting and sent out an invitation to teachers in the south.

We are also going to organise an informal meeting for teachers in the south to share larger files via USB.

Ideas for listening tasks:

Use advertisements and film trailers for listening tasks in class.

Scaffold past listening exams by providing short vocabulary lists - students draw lines between French and English words before the task.

Similarly, for mid-year exams - provide a list of vocabulary for students to learn in advance as they won't know more advanced vocabulary at that stage.

Course Support

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

Reconsider the way culture is assessed in future syllabus documents.