

2021 September Moderation - Report



Meeting Details

Which meeting is this report for?

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 2 = Overall

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

C

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

There was communication occurring, despite the errors. Quoting the TASC document 'C' criterion descriptors: 'a limited degree of fluency and accuracy', 'Whilst there are errors, listeners generally understand what is said.'

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

More detailed answers. Lots of simple grammatical elements missed. Adjectival agreement. Verbs conjugated incorrectly: '*Je travaillez*', '*je lève* (instead of *je me lève*). A detailed response rather than a simple 'Oui'.

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

Moderation agreement with the rating

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

Understanding the difference between written grammar and the need for leeway in Criterion 2 by valuing communication and not always expecting language perfection. It is important to encourage students to "have a go" a using spoken French, even if there are errors in what is said.

Moderation Details for Calibration - Sample 2

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

Criterion 2 = Overall

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

B

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

A range of vocabulary and a degree of fluency in responses. Longer responses provided opportunities for the student to demonstrate a range of vocabulary and structures.

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

Less hesitation; the student did not always understand the question initially and needed to be prompted or asked the question in a different way before responding.

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

Moderation agreement with the rating

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

To gain an A in this criterion, the student would need to achieve the requirements: 'a high degree of fluency and accuracy', 'Listeners clearly understand what is said.'

Moderation Details for Calibration - Sample 3

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

Criterion 2 = Overall

Sample 3 - What rating (or ratings) has the group assigned this sample?

B-

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

Correct use of reflexive verb (*je me lève*). Command of a range of sentence structures.

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

No basic errors (e.g. *Je suis 16 ans*). Less hesitation. Longer responses to demonstrate a wide range of structures and vocabulary. Accurate use of articles.

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

Moderation agreement with rating

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

A good focus for students would be to work on conjugating verbs correctly. Also to note the importance of adjectival agreement in French as it is one of the crucial elements of the language.

Work on helping students produce 'nasal' sounds to provide for more authentic pronunciation.

Planning for March Moderation 2022 - Statewide Samples

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

Criterion 3 - read and respond to written French texts

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

Toni Byers

Sharing Resources

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

Did not discuss.

Course Support

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

Did not discuss.

Course Support – CL: Languages spoke about course development and thanked the French teachers for the advice, samples and ideas they had proposed for the course development. The current course is 22 years old and needs updating. New resources etc will be developed next year.

There is a 'button' on the Canvas page if people want to submit ideas for course development. The French course has definite requirements as it must be aligned with the CCAFL and French courses in other states.
