

2021 March Moderation - Report



Which meeting is this report for?

French 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?

A-

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

Positives: some long and complex sentences; vocabulary range good for this level; good clarity of story

Negatives: accents, spelling; short on the word count (149 words)

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

Consistently fulfilling the criterion requirements. For examiners and teachers to understand that the criterion specifies the need to show an overall understanding rather than the specific skills required for Level 3.

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)?

Use of conjunctions to give the story a better 'flow'. Discussion of penalties for low word count; examiners must be guided by the requirements of the exam. Examiners last year were more generous because of the problems created for some students by COVID and cognisant of the quality of the writing rather than the quantity of words. Quality of the language, not word count, will always be the key influence on the marks awarded.

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?

B

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

Positives: a use of tenses, some good use of grammatical structures, some longer and more complex structures

Negatives: repetition of topic, making agreement of the past participle using avoir when it was not needed

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

Consistently fulfilling the criterion requirements. For examiners and teachers to understand that the criterion specifies the need to show an overall understanding rather than the specific skills required for Level 3.

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)?

A problem with the student going 'off topic' although there is nothing in the standards which says 'you must stay on the topic'. Development of the new courses will discuss this issue. Revision of prepositions with countries; forming the passé composé correctly.

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?

C

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

Positives: some good basic structures, used irregular verbs, essentially a logical story

Negatives: adjective agreement not made, spelling errors, accents missing, confusion of 'français' and 'la France', basic errors of 'je suisans'

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

Consistently fulfilling the criterion requirements. For examiners and teachers to understand that the criterion specifies the need to show an overall understanding rather than the specific skills required for Level 3.

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

agreement with grade

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

There is a need to focus on getting the basics right before trying to write more complex texts. There is a need for students to understand that French tenses are 'three tenses in one' in comparison to English. There is also a need to proof and check what you have written; aim for quality over quantity if you are running out of time.

Planning for September Moderation 2021 - Statewide Samples

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

Criterion 2

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

All teachers will provide samples (saved as .mp3) to Holly Lutzow (Moderation Leader) for consideration

Sharing Resources

Please record any links to or details of resources that were shared, or describe any

NA

assessment strategies
that were discussed.

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:

NA