

2021 March Moderation - Report



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 4 = 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?

Positives: Passé composé mostly done well; story coherent, logical sequencing of story

Negatives: tenses sometimes confused or not formed correctly; spelling errors; accents often missed; agreement not made; vocabulary errors

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

Consistently fulfilling the criterion requirements which are stated in the TASQ subject document

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)?

The importance of how to read the dictionary (e.g. difference between le sujet and la matière) were given as examples of the need to do that. Plus: the need to stop at least five minutes before the end of the time as it is essential to check what you have written. It is a matter of quality rather than quantity and checking can improve what has been written.

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?

C

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

Positives: a logical story for the most parts and some good points: Je suis née
Negatives: Lots of errors with verb agreement/gender agreement, noun choice, forming verbs, direct objects, lots of repetition

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

Consistently fulfilling the criterion requirements which are stated in the TASQ subject document

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)?

Errors made although the vocabulary (la petite amie) which was incorrectly written in the student's work as 'la petit amie'- was in the question wording and only needed to be copied. Simple / basic errors such as this, not spelling je m'appelle, not using 'avoir' for ages etc are glaring errors which can lower the impression of the whole text.

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: reasonably logical story although not a complex text

Negatives: a simple text, lots of mistakes in vocabulary and grammar structures (il aime regardé); lots of repetition which was almost overcome by repeating the story with a person of different gender

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

Consistently fulfilling the criterion requirements which are stated in the TASQ subject document

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)?

To progress skills and move beyond the present tense; revise agreement of nouns/possessive adjectives; using 'de' after a negative

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 send 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 assessment strategies that were discussed.

NA

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