

**Form Name:** Years 11&12 March Moderation 2018 - Report

**Submission Time:** March 13, 2018 2:37 pm

## Meeting Details

**Meeting Venue:**

South

**AM or PM session?**

PM

**Which Learning Area is this Report for?**

Languages (including EALD)

**Which PM Meeting is this report for?**

Languages - French Foundation Level 2 & French Level 3

**Moderation Leader Name**

Katharine Podmore

**Moderation Leader Email**

kpodmore@friends.tas.edu.au

**Minute Keeper (if available)**

Holly Lutzow

**Minute Keeper Email**

lutzowh@fahan.tas.edu.au

## Attendance

**Please enter the Name, school and email address for all attendees - you should be able to copy and paste this from the Attendance list you were sent - removing anyone who didn't attend and adding**

Ans van Heijster  
Holly Lutzow  
Julie Inman  
Anne Lynch  
Katharine Podmore  
Kristin Leeds  
Caroline Jackson  
Toni Byers

anyone who was extra on the day

Extras - please enter the names and schools (and email addresses if you have them) of anyone extra who wasn't on your attendance list:

none

Apologies/absences - please enter the names and schools (and email addresses if you have them) of anyone on your attendance list who did not attend

Shane Parker, Sophie Gibson

## Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against

C2

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

Borderline t/C-

What evidence supports the rating (or ratings) the group has given

Able to self-correct at times

Able to use comparative and verb + infinitive structure

A large amount of errors - very poor grammatical accuracy

Poor fluency - a lot of hesitation

Poor pronunciation with unfamiliar vocabulary

Willingness to respond with extended answers

Answers generally able to be understood by listeners

<b>What evidence would you need to see in order to assign a higher rating (or ratings)?</b>	Improved accuracy and fluency
<b>What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</b>	Focus on expanding vocabulary Focus on verb conjugation and tense construction

## Moderation and Annotations for Sample 2

<b>Sample 2 - Criteria assessed against</b>	C2
<b>What rating (or ratings) has the group assigned this Sample?</b>	B+
<b>What evidence supports the rating(s) the group has given</b>	Good use of a range of structures and tenses Good pronunciation Good flow/fluency
<b>What evidence would you need to see in order to assign a higher rating (or ratings)?</b>	Fewer errors
<b>What actions would you recommend for teachers to help the student attain a higher rating (or</b>	A focus on grammar

ratings)?

### Moderation and Annotations for Sample 3

**Sample 3 - Criteria assessed against**

C2

**What rating (or ratings) has the group assigned this Sample?**

C+

**What evidence supports the rating(s) the group has given**

Mostly good pronunciation

Mostly responded with full sentences

Listening comprehension issues, despite prompts from teacher - affected responses

Mostly used present tense - unable to construct other tenses

Poor recording - difficult to hear - so difficult to come to a consensus

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

Command of a wider range of tenses

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

Focus on tense construction, particularly past tense

Focus on listening comprehension

**Summary of any further samples moderated**

<b>Further samples - Criteria assessed against</b>	C2
<b>What ratings have the group assigned this/these Sample(s)?</b>	A-
<b>What evidence supports the ratings the group has given</b>	<p>Good range of vocabulary - e.g. adjectives</p> <p>Good pronunciation</p> <p>Good use of conjunctions</p> <p>Able to make and respond to jokes</p> <p>Began well but petered out towards the end - perhaps rehearsed answers and then fatigued? - quite a few small mistakes creeping in during the second half of the recording</p>
<b>What evidence would you need to see in order to assign a higher rating (or ratings)?</b>	Slightly better accuracy
<b>What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</b>	Focus on grammar - particularly prepositions

## Planning for September Moderation 2018

<b>Are you planning on:</b>	Small number of same samples for all teachers statewide to assess in advance of the meeting - with the expectation that all teachers bring further work for
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	conferencing
<b>Please list the criteria to be moderated:</b>	3
<b>Briefly describe the type of task you plan to look at:</b>	A shared mid-year exam task (a French to French reading comprehension text).
<b>Please state the name of the person supplying the samples for the September moderation</b>	Holly Lutzow
<b>Email</b>	lutzowh@fahan.tas.edu.au

## Sharing Resources

<b>Please provide details of any resources or teaching or assessment strategies, useful links etc. that were shared in the meeting.</b>	An oral activity - Chutomots - to advance oral proficiency
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## Course Support

<b>Please provide details of any future focus and ways forward you would like Curriculum Services to consider in relation to this</b>	<p>Syllabus development working party meetings should take place during school hours and relief should be provided.</p> <p>'T' descriptors should be included in assessment documents so that evidence can be given as to why a student is not a 'C' candidate.</p>
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**course:**

In instructions for QA, teachers should be told that +/- marks can be allocated before they actually begin the task.

Words in descriptors such as 'frequent', 'limited' should be more precise.

The difference in the course content documents for levels 2 and 3 are too similar. It is almost impossible to cover all of the required grammar in one year in colleges, and then there are only a handful of extra structures required in the level 3 course.

It would be extremely useful for oral exams to be recorded and the texts available for moderation the following year.

## Annotated Exemplars

**Which of the samples you have looked at today along with your meeting notes might be suitable to develop further into an annotated exemplar?**

Other: None

**Any comments:**

Audio quality not sufficient. Samples were from mid-year exam, so not appropriate standard.