

2018 September Moderation - Report



Meeting Details

Meeting took place in:

North

AM or PM session?

PM

Which PM Meeting is this report for?

Languages - French Level 3

Moderation Leader Name

Shane Wolfe

Moderation Leader Email

shane.wolfe@education.tas.gov.au

Minute Keeper

Shane Wolfe

Minute Keeper Email

shane.wolfe@education.tas.gov.au

Attendance

Please enter the name and school for all attendees. This can be copied and pasted from the registration list sent to the Moderation Leader.

Shane Wolfe - Don College
Gemma Ziesel - St Brendan-Shaw College
Fabrice Dauchez - Scotch Oakburn College
Abdul-Karim Kamara Launceston College

Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the

No apologies

meeting.

Annotated Sample

Please specify which moderated sample has been selected as being the most appropriate to be the annotated sample, should the meeting choose to do so.

Sample 1

Please list the criteria (and elements if specified) being moderated for this sample

Criterion 4

Please be specific as to why this sample was chosen - provide as much detail as possible relating back to the evidence it contains against the standards

This sample was given a B+ against criterion 4. The group felt that it showed a strong basic understanding of French grammar at a pretertiary level. For example, it consistently used perfect and imperfect tenses accurately. When there were small errors in these constructions they were clearly careless oversights, but still showed that the student understood the differences between these tense and how they should be constructed.

The student generally used a range of object pronouns accurately and could do so in a range of tenses. Basic points such as agreement of adjectives were largely accurate, as would be expected at this level.

There were a few quite complex structures which showed an understanding of a much higher level of grammar, including use of que and qui, use of ce que, reflexives, modal verbs in a variety of tenses and with object pronouns.

Only once or twice did the student use phrases which were largely incomprehensible.

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, Element 1, Element 2, Element 3

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

B+

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

High degree of accuracy

Mistakes suggest oversight rather than fundamental lack of understanding

Good control of basics for this level - perfect, imperfect, object pronouns, adj agreement.

Good attempts at more complex structures - que and qui, ce que, modals in other tenses (eg je devrais faire), irreg past participles, future tense, use of y.

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

Perhaps accurate use of subjunctives or passives

Virtually no basic errors (things like "il etais" or "au le" are not acceptable at this level)

Sample 1 - Summary of group consensus at element level with comments

element 1 - A
element 2 - B+
element 3 - B+

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

As listed above

Moderation Details for Calibration - Sample 2

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

Crit 4 = All elements

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

A-

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

High level of accuracy and considerable variation and sophistication of forms

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

There are still occasional errors, including a few clangers such as "J'ai ponce". You would expect not to see these for a straight A

Moderation Details for Calibration - Sample 3

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

Crit 4 = All elements

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?

Reasonable competent use of a variety of structures. Understands basics such as perfect, imperfect and object pronouns.

quite a high level of minor errors, so me of which have no real effect on the understanding (eg missed accents - a

frequent issue) but some of which are more significant as they alter the basic grammatical meaning (eg pour passe le weekend, using an acute accent, [which this programme won't allow me to add in to illustrate what I mean!!!], rather than an -er on the end of the verb).

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

Much greater accuracy in terms of minor errors such as agreements, accents or things like "la hostel".

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

As specified above

Planning for March Moderation 2019 - Statewide Samples

Please select all that apply

Level 3 or 4

For Level 3 and 4 courses please suggest criteria for consideration by CTL's.

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Please enter the name and email address of the person providing the samples:

n/a n/a

Email

shane.wolfe@education.tas.gov.au

Sharing Resources

Course Support

Please provide details of any future focus and ways forward you

would like
Curriculum
Services to
consider in
relation to this
course: