

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 Foundation Level 2

Moderation Leader Name

Shane Wolfe

Moderation Leader Email

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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 - Scoth 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.

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, Element 4

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?

A good range of structures including perfect and imperfect tenses. The student has not always formed these structures correctly, but has done so frequently enough to show a reasonably solid understanding of more complex forms. She has really made an effort to demonstrate familiarity with a number of grammatical concepts and has clearly gone beyond the ability to reproduce learned phrases (though this in itself is still a useful skill).

Spelling is generally very accurate. Very good range of vocabulary.

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

Greater accuracy needed. There are many errors here, both in the more complex forms and in much simpler areas that should be fairly solid by the end of level 2. Only occasionally does this reach a point where the sentence is incomprehensible. In most cases the errors have not significantly affected the flow of the passage.

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

element 1 - A- - only a smattering of spelling errors. Spelling of a number of often incorrectly spelled words (eg vaisselle, heureuse, couteaux, beaucoup) was accurate. Generally accurate use of accents.

element 2 - B- - Generally good. Sentences are quite long and involve subordinate clauses. They are well beyond short, simple statements. However, there are a few points where the forms are inaccurate to the point where the meaning of the sentence is lost.

element 3 - B - A very good range of structures, but often used inaccurately. An excellent range of vocabulary.

element 4 - B - Generally comprehensible, even in the more complex passages, but sometimes loses the meaning of the sentence altogether.

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

Stronger understanding of grammatical forms needed. She is clearly familiar with a number of forms, and understands how they work, but is still unsteady using them.

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?

Very strong across all the elements. An excellent range of grammatical forms which are generally very accurate (especially agreement of etre verbs in the perfect). There are some errors, but they suggest oversight rather than a lack of understanding of the grammar as they are often correctly used in other parts of the essay. She has made an effort to consciously demonstrate what she knows

Fluent. A real attempt to relate a short event.

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

There is still room to improve on accuracy, but the level is high enough for an A

Sample 2 - Summary of group consensus at element level

A against all elements

with comments

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

n/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?

B-

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

This sample was strong in the area of accuracy, but lacked much variety or complexity of form. It was largely about accurately reproducing a number of basic phrases about home and family, and the student has done this very well.

However, for a higher rating it would need to demonstrate familiarity (though not necessarily 100% accuracy) with more complex forms such as past tenses or object pronouns.

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

Familiarity with a wider range of more complex structures. Also, a wider range of vocabulary.

Sample 3 - Summary of group consensus at element level with comments

element 1 - A - spelling very accurate

element 2 - C+ - little complexity in the sentence structures

element 3 - C+ - limited range of structures (no shift in tense for example)

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

element 4 - A - while limited in range, the fluency is very good. It is always very clear what the student means.

This piece perhaps reflects what grammar the student has covered to this earlier point in the year. If it were an end of year piece, it would be expected that a greater range of structures had been covered.

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Crit 4 = All elements

Sample 4 - What rating (or ratings) has the group assigned this sample?

D /D+

Sample 4 - What evidence supports the rating (or ratings) the group has given?

This sample covers only a small range of structures and vocabulary. In most cases these are inaccurately done. These errors are frequent and significant enough to suggest a basic lack of understanding of the grammar rather than occasional oversights. The student has frequently left verbs in the infinitive and used no subject, thus suggesting that they haven't yet sufficiently grasped the idea of conjugation of verbs.

Phrases such as "elle s'appelle STUDENT NAME moi" instead of "je m'appelle STUDENT NAME" are very weak, as this is a very basic and early learned phrase, in spite of the fact that its grammar is quite complex. It should just be a memorised phrase.

Frequent poor spelling, missing "s" on plural nouns, use of "moi" for "mes" and a number of other such errors mean this is not a C level.

Sample 4 - What evidence would you need to see in

For a C, it would be expected that the student could reproduce commonly used phrases with a reasonable degree of accuracy. Generally accurate conjugation of

order to assign a higher rating (or ratings)?

regular present tense verbs is really something of a benchmark for a C.

Sample 4 - Summary of group consensus at element level with comments

element 1 - C-
element 2 - D
element 3 - D
element 4 - C-/D+

Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

This student has yet to consolidate basic grammatical concepts such as verb conjugation. There is simply not enough range in this passage to demonstrate understanding of various forms, and what is here is often incorrect.

Planning for March Moderation 2019 - Statewide Samples

Please select all that apply

Level 1 or 2

For Level 1 or 2 courses please nominate the criteria for moderation.

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

Shane Wolfe

Email

shane.wolfe@education.tas.gov.au

Sharing Resources

Course Support

Please provide details of any future focus and ways forward you would like

Note - I am able to provide samples for level 2 if required, but don't wish to monopolise this area. If someone from a Southern school would like to submit samples again too, I'm quite happy not use any from my students.

Curriculum
Services to
consider in
relation to this
course: