

2018 September Moderation - Report



Meeting Details

Meeting took place in:	South
AM or PM session?	PM
Which PM Meeting is this report for?	Languages - French Level 3
Moderation Leader Name	Katharine Podmore
Moderation Leader Email	kpodmore@friends.tas.edu.au
Minute Keeper	Julie Inman
Minute Keeper Email	jjinman@friends.tas.edu.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.	Julie Inman, Katharine Podmore, Anne Lynch Sophie Gibson Shane Parker Holly Lutzow Toni Byers Kristin Leeds
Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the	n/a

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

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?

B+

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

Passé composé - avoir and être

Future

Imparfait

Relative pronouns

	<p>Tried past participle agreements</p> <p>DOP/IOP</p> <p>Negatives</p>
<p>Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?</p>	<p>Spelling</p> <p>Improve some of the basic language</p> <p>Verb endings/agreements</p>
<p>Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</p>	<p>Placement and understanding of when to use 'y'</p> <p>Proof-reading checklist prior to writing an essay</p> <p>General verb endings</p> <p>Passé composé v. imparfait</p>

Moderation Details for Calibration - Sample 2

<p>Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion</p>	<p>Crit 4 = All elements</p>
<p>Sample 2 - What rating (or ratings) has the group assigned this sample?</p>	<p>A-</p>
<p>Sample 2 - What evidence supports the rating (or ratings) the group has given?</p>	<p>Very creative narrative</p> <p>Vocabulary was beyond the average</p> <p>Descriptive</p> <p>Good use of imparfait and passé composé in the same sentence</p> <p>Flow, story telling, sense of atmosphere</p>

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

Proof-read - made some corrections
Nuance, complex language
No mistake prevented comprehension of the text

More attention to basic mistakes
More proofreading

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

Further use of dictionary for spelling (proofreading)
s'appelle - wrong spelling
sounds - on/en in 'poncer'/'penser'
Learn more basic words/phrases

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?

Hardly any gender (agreements)
Lots of common mistakes
Some correct verb conjugations
Range of tenses

Sample 3 - What evidence would you need to see in

Gender agreements
à/a - accents in general on several words

order to assign a higher rating (or ratings)?

après

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

Learn genders

Learn common words to avoid 'simple' mistakes - après, à, s'appelle

Proof-reading - using a dictionary

Consistency with spelling - not a different spelling of a word every time it's written

Basic rules of nouns - endings/genders

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.

Criterion 4

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

Melissa Wickins

Email

melissa.wickins@education.tas.gov.au

Sharing Resources

Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed.

none

Course Support

Please provide details of any future focus and ways forward you would like Curriculum Services to consider in relation to this course:

Only allowing I B for an EA

Literacy tick for French as a language

Remove culture criterion