

2020 September Moderation - Report



Meeting Details

Which meeting is this report for?

Languages - French Foundation Level 2

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 1 = Overall

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

t+

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

not enough detail at all
Using question marks makes the student seem unsure

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

more information and try to answer all parts of all questions

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

Students should not write a ? Instead of an answer or part answer. (needs to attempt a definite answer or leave blank)
lots of detail

Moderation Details for Calibration - Sample 2

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

Criterion 1 = Overall

<p>critterion</p>	
<p>Sample 2 - What rating (or ratings) has the group assigned this sample?</p>	<p>B</p>
<p>Sample 2 - What evidence supports the rating (or ratings) the group has given?</p>	<p>strong response for L2 Most details have been provided good level of knowledge for L2</p>
<p>Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?</p>	<p>not completely correct numbers</p>
<p>Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</p>	<p>pay attention to cultural differences - dollars/euros</p>

Moderation Details for Calibration - Sample 3

<p>Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion</p>	<p>Criterion 1 = Overall</p>
<p>Sample 3 - What rating (or ratings) has the group assigned this sample?</p>	<p>C</p>
<p>Sample 3 - What evidence supports the rating (or ratings) the group has given?</p>	<p>Students should not write a ? Instead of an answer or part answer. (needs to attempt a definite answer or leave blank)</p> <p>Offering a choice between not/something means the response is not accurate</p>
<p>Sample 3 - What evidence would you need to see in order to assign a higher rating</p>	<p>more accurate answers are needed. Students should not offer the marker a range of possible answers to choose from as this only serves to demonstrate that the student has not actually understood the language.</p>

(or ratings)?

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

Don't write question marks, but do put something as an educated guess, even if unsure. (one response – not a choice of possible responses.)
Provide more detail

Planning for March Moderation 2021 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.

C4

State the name of the person who will be providing the samples for moderation

Level 2 teachers

Sharing Resources

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

Decided what the task will be for Level 2 moderation for Term 1 2021

Course Support

Please provide details of any future focus and ways forward you would like Years 9-12 Curriculum to consider in relation to this course:

- *It is difficult to get through all the grammar, particularly in the 2C course. Look at the balance between 2C and 3C - not much difference between the 2.
- * Not usually covered in Level 2 + move to Level 3: 3rd person indirect object, reflexive verbs (perfect tense), imperfect tense.
- *Difficult with combined Level 2/3 classes.