

2020 September Moderation - Report



Meeting Details

Which meeting is this report for?

Languages - French Level 3

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?

C

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

Responses lacked detail for questions worth 3-5 marks. One question not answered at all

fine for 1-2 marks

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

more details are required for higher marks against individual questions.

Sample 1 - Summary of group consensus with comments to element level if applicable.

question f might have been missed out as the layout was not clear - they may have missed the question altogether, which has reduced the student's possible score.

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

more details, practise questions to give as much detail as possible, particularly for 5 marks answers.

Remind students to check that they have answered all the questions on a paper.

Remind students to check for the number of marks allocated to a question as this will guide them in the amount of information they need to provide.

Moderation Details for Calibration - Sample 2

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

Criterion 1 = Overall

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

C

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

not enough/precise info provided for most questions.

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

more precise + detailed answers required

Sample 2 - Summary of group consensus with comments to element level if applicable.

- * Q(a) - some important aspects missing so not full marks
- * Q(b) - all ok
- * Q(c) - 1/2-1 mark
- * Q(d) - 1
- * Q (e) - 2 marks
- * Q (f) - the group wondered whether the question actually helped students understand the passage –they had to remember lots of details, so it became a bit of a memory exercise.
- * Q (g) - not just work but homework

Consistency – markers gave some words 1/2 mark depending on the accuracy of the overall response. Impact of this kind of marking on final marks was discussed.

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

Suggest to students to write what they hear - not paraphrase - use precise language.

Practise with students the difference between overall ideas as responses and responses that provide specific, rich details and relate this to the marks allocated to each question.

Moderation Details for Calibration - Sample 3

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

Criterion 1 = Overall

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?

not enough detail, some lack of precision

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

more precise, more detail
misunderstood spectacle/spectacular. Work on the importance of differentiating similar words – applies both in English and French.

Sample 3 - Summary of group consensus with comments to element level if applicable.

accuracy - some markers were stricter than others. Merits of relative marking was discussed.

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

more accurate/detailed
listen carefully so as not to need to paraphrase or summarise

Planning for March Moderation 2021 - Statewide Samples

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

C4 drawn from the 2020 TASC exam session

Sharing Resources

Please record any links to or details of resources that were shared, or describe any

Use other past papers from other sources to help them with variety.

assessment strategies
that were discussed.

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:

Shorter oral passages rather than rely on comprehension not memorising of small
details.

More global understanding.

Not having 5 marks as that requires too many details to be memorised.