

2019 March Moderation - Report



Meeting Details

AM or PM session?

PM

Which PM Meeting is this report for?

Languages - French Foundation Level 2

Moderation Leader Name

Kristin Leeds

Moderation Leader Email

kleeds@gyc.tas.edu.au

Minute Keeper

Holly Lutzow

Minute Keeper Email

lutzowh@fahan.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.

Kristin Leeds
Holly Lutzow
Julie Inman
Shane Parker
Caitlin Clark
Fabrice Dauchez
Sam Gleeson
Abdul-Karim Kamara

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

Sophie Gibson

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being

Criterion 4 = Overall

moderated and IF SELECTED the elements within that criterion

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

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

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

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

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

B

Relatively complex vocabulary for Level 2. Mostly accurate spelling and punctuation. Able to use a range of grammatical structures (some past tense and imperfect and a negative construction). Attempts at object pronouns. Issues with accuracy.

Student needs to stay on topic. Sections appear as though they belong to a different writing task/topic. Higher degree of accuracy

The content of the story is quite strange (goes from the description of a family pâtisserie to a stalker scenario) but it is difficult to moderate as details of the task are unknown (i.e. exact wording of topic, word limit, access to dictionary, time limit, homework task or classroom test?)

Encourage student to avoid using English words and colloquialisms. Encourage the student to focus on accuracy rather than experiment with language in order to produce a high level piece of creative writing. Set simple questions rather than complex ones for students at this level.

Moderation Details for Calibration - Sample 2

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

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

Criterion 4 = Overall

A

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

Wide range of grammatical structures used with a high degree of accuracy. Good structure and flow.

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

NA

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

Very high standard for Level 2

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

Use of French style speech marks

Moderation Details for Calibration - Sample 3

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

Criterion 4 = 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?

Some grammatical structures used correctly (i.e. near future, past, imperfect, object pronouns)

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

Better spelling (common words spelt incorrectly - août, aujourd'hui, cheveux, Angleterre). A higher degree of accuracy overall

ratings)?

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

Would be good to know if this piece of work was completed at the start or end of the year

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

Encourage practice of spelling of common words

Planning for September Moderation 2019 - Statewide Samples

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

Writing (Criterion 4)

Sharing Resources

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

Media files shared by Shane Parker
Recommendation to use GCSC titles for writing practice.

Course Support

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

There was no moderation task - what happened? - without it we do not know what we are assessing.
Please include parameters in the future: with or without dictionary, word length timed in-class or done at home etc. This will make our discussions much more focused and provide better guidance for inexperienced teachers.
Elements/Standards in the syllabus are not helpful and too vague and subjective. Could they be reviewed when the course documents are reviewed please?.
The amount of grammar required for students in Level 2 is almost the same as Level 3. It should be much lower, otherwise it is inequitable and limits the concept

course:

of learning progression.