

2019 March Moderation - Report



Meeting Details

AM or PM session?

PM

Which PM Meeting is this report for?

Languages - French Level 3

Moderation Leader Name

Kristin Leeds

Moderation Leader Email

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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.

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

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

Sophie Gibson

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?

A- /B- (exam result for this sample was a C+)

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

South: Wide range of structures
Correct spelling
Errors not significant (e.g. missing accents) North: Reasonable range of grammar.
Good change between past tenses (pc and imp.) Length is too short. Too many scattered errors throughout, particularly towards the end, with routine vocabulary.

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

More text (50 more words) to meet the exam specifications
Paragraphing

Curriculum Leader: Further discussion with the marking team clarified the reason for the lower exam mark. The candidate's response was well at least 20% short of the 250 word guidelines on the exam paper. This weakness was identified by both groups. Feedback to participants has been provided.

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

South: Few significant errors, Good flow North: ensure that students understand the importance of abiding by exam requirements (e.g. number of words, answering the question etc)

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

More timed practice for writing tasks. Emphasis on meeting the word count stipulated on exam papers, as it is generally not possible for a student to demonstrate the knowledge and skills required for a rating A in fewer than 250 words.

Moderation Details for Calibration - Sample 2

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

Criterion 4 = Overall

elements within that criterion

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

A- /B+ (exam result for this sample was a B-)

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

South: Very wide range of grammatical structures (including some structures not included in the syllabus (e.g. elle aura partie, elle aurait aimé) Use of advanced vocabulary
Accurate spelling and punctuation North: Good range of vocabulary
Attempts to show a good range of grammar but makes errors as it gets more difficult. The effort to try to show a wide range of tenses however, the lack of accuracy in this does let this paper down a bit.

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

South: Higher degree of accuracy North: To increase the grade, take the more forced ideas out of the paper (see fashion paragraph) as the forced structures have hindered understanding.
Avoid translating English structures into French. Suggest 2 simple sentences and then one more difficult.

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

High level of complexity

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

South: Some unusual expressions - encourage simpler descriptions. Some tense choices incorrect - encourage simpler expressions North: Suggest 2 simple sentences and then one more difficult.

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/B (A-)

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

South: Good range of structures (e.g. past, future, object pronouns, reflexive verbs, negative constructions) North: Positives - Writing dialogues is a difficult task - well put together. Spelling errors of major French landmarks. Good range of tenses - avoids a lot of repetition. Minor agreement issues.

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

Higher degree of grammatical accuracy

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

Deceptively simple (actually contains quite a large range of grammatical structures and could be the reason the groups initially marked the sample lower.)

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

Targeted practice for difficult grammar constructions such as agreements.

Planning for September Moderation 2019 - Statewide Samples

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

Reading (Criterion 3) Teachers suggested the section of the reading exam that requires Q and A in French.

Sharing Resources

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

See Level 2 meeting notes

Course Support

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

See Level 2 meeting notes re elements in syllabus not being helpful for assessment (i.e. too vague and subjective). A general discussion was held about our concerns about the scaling of French. Students see a huge gap between the work they must put in and the standard they must reach, and the points awarded to the subject by TASC. A general discussion was held about the lack of consistency of the degree of difficulty between the five languages.

Why isn't the Level 3 course a Level 4 course? (The students are awarded bonus points by universities, so clearly this subject is recognised as cognitively demanding.) We are very sad that the UCP has been discontinued this year and worry about the repercussions for student numbers and pathways past Level 3 into university language studies.