

2020 March Moderation - Report



Meeting Details

Meeting took place in:

South

Which meeting is this report for?

English - English Applied 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 2 = Overall

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

C2 - none this sample was very difficult to assess given the multimodal format and competing viewpoints

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

The organisation of the image and text show an understanding of the power of images as evidence of digital conventions.

- o Difficult to assess- requires background and context.
- o Large range of thought with how to mark this- requires nuanced visual/arts based knowledge

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

A context statement would be helpful to match the final product with the student's intentions. That is element 4 'uses relevant examples and evidence'.

This sample does not provide either of those necessarily except as implied through the image. Members of the group felt there were insufficient examples and evidence and rated the sample as a C on C2.

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

For this sample, only elements 4 and 5 apply and there was very limited use of language. The focus on imagery required assessment against element 4 and 5. The other elements relate to other forms of multimodal communication and thus not relevant to this sample.

However, teachers felt further exploration of how to assess multimodal tasks was important. This sample was quite difficult to assess as a stand-alone piece and there were many different interpretations of the sample by different teachers.

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

The teachers at the meeting felt accurate assessment of such a multi-modal piece required a written context statement. Thereby the student could express their intentions and intended meaning for a visual text. The student could also articulate techniques utilised and the intended effect. The marking process would then allow for assessment of the effectiveness of the communication.

Moderation Details for Calibration - Sample 2

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

Criterion 5 = Overall, Element 1, Element 2

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

- Overall C+ / B- (please note this was sample 1, the report does not have an entry option for sample 1)

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

- o Recalling rather than describes
- o Requires more evidence
- o Preparatory work that was done was good, however, the final piece showed some knowledge gaps
- o Difficult to know how to mark given that there are two tasks.
- What does it mean by the term "overall"- is it all elements or overall

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

- o Missing a whole lot in sense of context.
- o Lacking critical explanations

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

- o Element 1 : B/ C+
- o Element 2: B- (lots to advocate towards a higher mark, but a C would mark down most other students in a lot of applied English classes)

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

- o Preparatory work that was done was good, however the final piece showed some knowledge gaps
- o Difficult to know how to mark given that there are two tasks.

Moderation Details for Calibration - Sample 3

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

Criterion 5 = Overall, Element 1, Element 2

Sample 3 - What rating (or ratings) has the group assigned this sample?

Sample 2 - Overall: B/ B+

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

- o Stronger contextual analysis
- o Written expression great

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

- o Difficult task to give as it expects students to have an understanding of context which tend to be a higher order level of thinking.

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

- o Table not as high quality, and extended questions don't quite answer the prompt. This is a significant miss as they the often miss context, audience and purpose.

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

- o Easy guiding principles to push into an A, particularly relating to the purpose and being concise with a point
- Also, the task needs to ask more explicitly for the content related to the elements being assessed.

Planning for September Moderation 2020 - Statewide Samples

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

Criterion 2 overall and Criterion 3 overall (for March Moderation)

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

Abigail Haight Gabriella Adams and Sarah Banks

Sharing Resources

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

With such a large group and multiple samples, there was not time to share resources.

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:

Teachers identified the challenges students met in trying to understand context, purpose and audience in relation to texts. The demographic for this course is often for students undertaking VET pathways and more everyday texts would be appropriate as would the course focus.