

2020 March Moderation - Report



Meeting Details

Meeting took place in:

North

Which meeting is this report for?

English - English Foundations 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 4 = Overall, Element 1, Element 2

Criterion 6 = Overall

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

Criterion 4: initially reported as a range of results. Criterion 6: majority voted for B.

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

Criterion 4: Group is discussing the use of the multimodal features as accessible and differing their text to a range of audiences and age range. Arguments for a B include how the student has used a range of technological features in order to appeal to their own age range and to differentiate. Arguments for a C included whether the text in the paragraphs were totally appropriate and whether this piece is sophisticated enough for a B. For example, is the title appropriately used as a structural device?

Criterion 6: Quite a few before meeting votes assigned this piece an A. Discussion includes whether the piece includes enough technical vocab to be an A. Group agreed upon B rating and discussion occurred regarding a B+. No one defended the A ratings that appeared in the pre-voting.

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

We need to see more technical vocab, a title, QR codes that work.

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

Group agreed upon a B rating for all elements/criterion.

applicable.

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

This was not discussed.

Moderation Details for Calibration - Sample 2

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

Criterion 4 = Overall, Element 1, Element 2

Criterion 6 = Overall

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

The amazing spiderman. Mostly B ratings in pre-voting.

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

Criterion 4: discussion of element 2- is the use of structural devices done well enough? Boxes are out of order despite being labelled. Discussion regarding the layout of the text, the assignment takes design elements from comics which could be a strength. Some discussion regarding which is the strongest piece, 1 or 2? Most pre-voting included B's. Agreed on B+ for sample 2 on criterion 4. Criterion 6: B-room agrees.

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

Not discussed.

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

B overall, B+

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

Not discussed.

Moderation Details for Calibration – Samples 3 and 4

Samples 3 and 4 -
Please identify each
criterion being
moderated and IF
SELECTED the
elements within that
criterion

Criterion 4 = Overall, Element 1, Element 2

Criterion 6 = Overall

Samples 3 and 4 -
What rating (or
ratings) has the group
assigned this sample?

Sample 3 and 4 will be discussed here.

Samples 3 and 4 -
What evidence
supports the rating (or
ratings) the group has
given?

The form has provided only 3 forms for our samples. Sample 3 and 4 will be discussed here.

Sample 3: Lens free glasses. Pre-voting mostly A's and B's. Discussion regarding design, has the student created this or used a template? Discussion regarding which part is stronger, the text or design? Moving into sustained text use as it is obvious it is an ad, uses humour and is context appropriate. Use of advertising language is a strength. Voted on criterion 4, room split between A- and B+. Criterion 6: Evidence of persuasive techniques, humour, reference to the 1990's time period and appropriate register. Majority B-, borderline between B- and C+

Sample 4: Why should you buy a baby giraffe? Overall criterion 4: pre-voting C or higher. Group agrees C-/C. No title. Reminiscent of a NAPLAN prompt, concerns raised regarding whether this is a high enough standard for college aged students, is it more like a grade 8 piece of work? Discussions on what is a multimodal text. Criterion 6: mostly B's in pre-submission, majority awarding B in meeting.

Samples 3 and 4 -
What evidence would
you need to see in
order to assign a
higher rating (or
ratings)?

Editing and proofreading needs to be improved for sample 3 and 4.

Samples 3 and 4 -
Summary of group
consensus with
comments to element
level if applicable.

Could we have task design/descriptions as much of our conversation is focused on discussion of the task.

Samples 3 and 4 -
What actions would
you recommend for
teachers to help the
student attain a higher
rating (or ratings)?

Teacher could sit down with student and recap proofreading and editing processes.

Planning for September Moderation 2020 - Statewide Samples

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

C5: compose and craft imaginative texts. C6: use accurate and effective language.

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

Ryan Wiese -. C6

Sharing Resources

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

Not 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:

Not discussed.