

# 2020 March Moderation - Report



## Meeting Details

Meeting took place in:

North

Which meeting is this report for?

English - English 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 2 = Overall

Criterion 3 = Overall

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

C2: C+ C3: C

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

C2:

There was significant context provided in the first paragraph. Because the student chose broad topics related to power, there was limited time to demonstrate great depth of knowledge about each, but they have done a reasonable job of providing some background to the issues. General consensus is however that there is not sufficient analysis of these to achieve a B

(We did not rate on element 4, as this relates more to adaptation studies we felt)

C3

There was some small evidence of describing the way that language features had been used for example "the violent attacks" but these were not analysed adequately and lacking adequate depth to warrant a B it was felt

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

There needs to be more analysis of the techniques used to meet the elements for criterion 3

And more analysis of the issues for C2

Perhaps choosing one topic and finding three texts related to this one issue would make it easier for student to explore more thoroughly

It seemed a little rushed and they spent much longer on the first paragraph on

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

context than they did actually analysing the techniques.

C2 C+ - there was much discussion about whether C2 could be given a B- as the response did appear to have some understanding of the range of complex issues - this was communicated this in the opening body paragraph but ultimately it was felt that this understanding was not communicated clearly enough to warrant the B rating

C3 - this was quite weak and someone in the group even made a case for it being a T. Ultimately though it was noted that there was some limited explanation of the language techniques used and had this been better developed the rating could have been have been significantly improved

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

This student's work could be enhanced through re-drafting

They needed to include far more analysis of the techniques used and look for more opportunities to compare the various approaches of each medium/text.

Perhaps by choosing a single topic rather than three, the student would have managed the requirements better. This could have been addressed during the teacher/student negotiation stage.

#### Moderation Details for Calibration - Sample 2

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

Criterion 2 = Overall

Criterion 3 = Overall

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

C2: B-/C+ C3 B

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

C2:

While the response was felt to be well-structured and polished, there was felt to be a real absence of discussion of the theme of racism. It was felt that there were missed opportunities for the student to provide more context on the text creators and more on the issue itself and relevance in the US

C3:

There was a reasonable amount of analysis of the techniques used but most of these were limited to 'tone' and it was felt a more broad analysis of the techniques would have been desirable to improve the rating.

Sample 2 - What evidence would you need to see in order to assign a higher

C2: Greater evidence of understanding the topics and themes - ie brief background and context of racism in the US and background of the text creators and their connection to the topic (speculating on possible bias or neutrality etc)

rating (or ratings)?

C3:

including a greater range of language techniques other than tone.

It was suggested that the student had drawn much from other articles critiquing the chosen texts and when this was coupled with the students own analysis of the texts "it all became a bit busy," and they missed opportunity for clear and developed analysis of particular points

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

C2 - C+ it was felt that despite being quite well-written, the student really had not adequately demonstrated a satisfactory understanding of the topic. They used terms like "systemic racism" but did not define these. Nor did the student provide adequate context on the issue in the US or personal context of the text creators

C3 - B despite being quite strong on analysis of language techniques, it was felt that this was limited to analysis of 'tone' and this needed to be broadened to achieve a higher rating. It was felt there was not evidence of evaluative commentary to warrant an A rating

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

At the planning and drafting stage, perhaps the teacher could ensure that the student has devoted some focus to exploring the issue and understands that they need to provide at least a few sentences giving context on their chosen issue and then some more considering the connection of the text creators to this issue and from this speculating on bias etc. Terms like systemic racism need to be understood and explained

With regards to analysis of language techniques, ensuring that the student is exploring a range (beyond merely tone) and perhaps considering the ways these vary according to the mode etc. would help this student improve

### Planning for September Moderation 2020 - Statewide Samples

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

Criterion 4 Criterion 6 - all elements as per external examination

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

teachers agreed to supply samples for C6 and C4 (draft samples) for September moderation

## Sharing Resources

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

we ran out of time for this

## 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:

Again, the group mentioned dropping from 3 to 2 texts for the genre study

We discussed having a moderation assessing C4 and C6 for the next meeting in draft form. Teachers acknowledged they would be happy to provide these samples and indicated preference from min year exam WITH the essay questions. Would be interested to also consider 'T' samples as often very different interpretation of what constitutes the 'T' on this essential criteria.