

2020 March Moderation - Report



Meeting Details

Meeting took place in:

North

Which meeting is this report for?

English - English Literature Level 3

Moderation Details for Calibration - Sample 1

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

Sample 1 - Criterion 2 = A- Criterion 3 = A-

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

CRITERION 2

Historical context and society and culture in the context of meaning. Agreement that this essay is in the A range. There is enough integration between the two; the context is woven in through the two texts. Keats' is not done as well as Harkin's. A query about whether more textual evidence ought to be included to support the 'times'.

CRITERION 3

Relevant examples to substantiate understanding of text structures and conventions

The evaluative component - statements about enhancement of aesthetic appeal. Assessors' meeting - Will had said this was the icing on the cake. Student does use descriptive words suggesting evaluation: "compelling manner". How much textual evidence is required to show appreciation? In SI, the student shows clear understanding of how the textual features have been used to convey meaning to reach the A range.

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

See below

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

Refer to submitted ratings ranging from B to A+ with a predominance of As. The question did not require students to compare and contrast - is it a suitable exam question. The student failed to compare and contrast - Assessors' Report - students in the A range should compare and contrast. Sophisticated responses can be in block form but note Assessors' Report which observed that students' responses to Qns 2&3 were "higher". If students don't do a comparative in Part A, and do not do

a comparative, then are they complying with the exam specs? The exam specs have not changed and so the poetry response in Part A is considered a comparative response. Therefore, the Chief Exam Setter should be advised to include 'compare and contrast' in the question so that students and examiners know that this is part of the exam requirement. The topic should allow students to show they understand how different historical contexts inform different texts. Here, although C4 is not being considered, the student could not be penalised in C4 as the topic did not require it.

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

Removal of brackets when providing examples

More examples to satisfy C3

Perhaps a better balance between the discussion of the poems (there is more on Keats than Harkin), though this is possibly more relevant to C4 than those criteria under discussion.

Moderation Details for Calibration - Sample 2

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

Sample 2 - Criterion 2 = A Criterion 3 = A-

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

CRITERION 2

The difference between A and B are the key words "interrogates" and "evaluates". Where is the evidence? 'Father and Child' is a lyrical and beautiful ...

'Such real subject matter contrasted greatly with the historical context of the 1950s...'

'...Plath is brave in ...' 'Perhaps a jubilant freedom ...'

Have done the 'how and why' throughout the paragraph ...

Confessional poetry / using the self ...

Harwood, did she have "daddy issues"? Perhaps, the persona in the poem is facing 'daddy issues' or the loss of innocence and gaining of experience. Moves to Freud - interrogatory - more evaluative rather than Part B

The meeting felt that the student appreciated the era

Sufficient for an A rating

CRITERION 3

Wide range ... does it evaluate and appreciate?

'could not be any different in style or scope...'

'delicate and impressionistic style'

Less on aesthetic appreciation in Sample 2 than Sample 1. Not as strong on the

conventions as Sample 1.

Consensus rating A-

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

see below

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

Refer to submitted ratings ranging from C+ to A with a predominance of As. Reservations re the topic remain. The range reveals that assessors are not in as much agreement. This essay does more of the compare and contrast than Sample 1

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

Modify absolute use of language ... use modifiers, instead of 'All readers can relate to...' 'they are dealing with daddy issues' Strive for nuance rather than absolutes - a need to show students how to avoid generalisations.

Moderation Details for Calibration - Sample 3

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

Sample 3 - Criterion 2 = A- Criterion 3 = A-

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

CRITERION 2

Strong in connecting context to poem. Does demonstrate understanding and appreciation in terms of aesthetic appeal, 'failure to submit to a Christian God ...'

"something powerful to say about vanity", 'central conceit of the poem elevates...' Impressive weaving of aesthetic appeal

Deals with Shelley in more detail than Donne

Does not elaborate about why Keats wrote in the Petrarchan sonnet form: 3rd, 4th paragraph - some justification for these assertions and statements

Is this too much a Part B response? "Interrogates the relationship between texts, society and culture in the construction of meaning..." Are we splitting hairs? No, how the poem fits within its context. Considered admirable use of critics. Has looked at the reception context - this can be considered for an A in C3 - the construction of meaning. Doesn't suffer from the generalisations of Sample 1

CRITERION 3

Does the response analyse and evaluate aesthetic appeal?

A more integrated approach would be better than this listing. They have identified

literary elements but this is not effective. What is the balance to be between the contextual and the literary elements?

The linking of the examples to the intended meaning of the text can be considered in C4. There is more for C3 on Shelley than Donne.

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

See below

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

Ratings are more spread than for Samples 1&2: C- to A

No conclusion but not assessing C4

We acknowledge that these essays were written in class, open book, typed in 70 minutes.

we did not know this when we marked the samples. We assumed they were end of year and one hour each.

They are all very good quality and evidence a good knowledge of the respective historical eras and the text structures and conventions used to construct the poets' responses to their own situation and experience of loss.

Impressive writing from students so early in the year.

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

More balanced treatment of the texts.

A few more quoted examples of language and techniques from the poems to support statements.

Needs a conclusion.

Planning for September Moderation 2020 - Statewide Samples

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

Literature - possibly Criteria 1 and 4 in relation to the Comparative module (2020 texts) I have discussed this with Will Simon as it was his suggestion.

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

Sharon Beattie can provide some samples of comparative essays from the North

Sharing Resources

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

Love and Loss poetry resources which are on 11/12 Teams for Literature-thanks to Sarah Cupit and William Simon.

Others will add to this as we develop the resources for this new course.

Thank you to Lisa Davies for setting this up for us.

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:

The Teams resource will be a good one as time goes on