

2020 March Moderation - Report



Meeting Details

Meeting took place in:

South

Which meeting is this report for?

English - English Literature 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?

Sample 1 - Crit 2= A; Crit 3 = A

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

Crit 2 - information is integrated into analysis rather than imposed on top.

- "interrogates" by combining own context with historical context

Crit 3 - integrated throughout argument and in combination with criterion 2; extensive knowledge of techniques and conventions. Sophisticated language use in analysis.

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

Earlier use of quotation from poem in essay.

Judicious use of textual evidence would move all samples more firmly into A range.

Closer interrogation of poems themselves.

Closer and more consistent address of set question.

Consideration of ideas of loss - meaning of loss.

Question does not really call for the higher order thinking required by 'Compare and Contrast'

Sample 1 - What actions would you recommend for teachers to help the

Need to make stronger comparison between the two poems.

Need to discuss meaning of "loss".

student attain a higher rating (or ratings)?

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?

Sample 2: crit 2 - A, crit 3 - B+

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

Extensive use of contextual evidence but tending to separate it from analysis of poems.

Insufficient reference to structures and features for A range on C3

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

Judicious use of textual evidence would move all samples more firmly into A range.

Needs more integration between c2 and c3.

Closer interrogation of poems themselves.

Closer and more consistent address of set question.

Consideration of ideas of loss - meaning of loss.

Question does not really call for the higher order thinking required by 'Compare and Contrast'

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

Need to make stronger comparison between the two poems.

Need to discuss meaning of "loss".

Moderation Details for Calibration - Sample 3

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

Criterion 2 = Overall, Element 1

Criterion 3 = Overall

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

Sample 3: Crit 2 A-/ B+, Crit 3 A -/ B+

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

- juxtaposes discussion of the form of the sonnets even though it does not compare and contrast.
- interrogates contextual information (see 2.3 especially well done)
- high level language use.
- tends not to integrate C2 and C3.

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

Judicious use of textual evidence would move all samples more firmly into A range.

Closer interrogation of poems themselves.

Closer and more consistent address of set question.

Consideration of ideas of loss - meaning of loss.

Question does not really call for the higher order thinking required by 'Compare and Contrast'

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

Need to make stronger comparison between the two poems.

Need to discuss meaning of "loss".

Planning for September Moderation 2020 - Statewide Samples

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

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

William Simon

Sharing Resources

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

Microsoft Teams via 9-12 Curriculum

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:

insufficient time for discussion