

2020 March Moderation - Report



Meeting Details

Meeting took place in:

North

Which meeting is this report for?

English - English Writing 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 3 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5

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

C+ overall

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

Element 1 - C+ was a consensus - Uses clear, simple sentence/poetic structures - not a huge variety in the sentences. Some evidence of clauses Occasional attempts but not always successful.

Element 2 - C+ - Select and uses literary and structural presentation - accurate dialogue and attempted to play with dialogue. Consistent paragraphing. Monologue not a dramatic monologue. Poem fits tenuously.

Element 3 - C+ Select and uses basic structural elements. Use of Dinkus. Poem punctuation not included.

Element 4 - C+ - punctuation good but not consistent. Some control of pacing and some dialogue not punctuated carefully. A lot of use of ellipsis.

Element 5 - C - conflict between what has been mentioned in RS and what has been done in the folio pieces. Poem - chooses a complex form and confused regarding metre. Tension not built up - more of the same idea/emotion repeated.

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

* remove poem - tenuous link to the monologue and literary conventions of monologue not really evident

* complexity of writing not evident for a B

* student would benefit from reading their writing and dialogue aloud to listen for

cadence/authenticity.

* engagement could be stronger

* RS structure more cohesively and Writing Project needs greater discussion

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

Group consensus - C+ - as per above discussion by element

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

Read work aloud

Listen for Cadences i dialogue

Engage student in discussion re flow, unity and relevance of poem.

Editing discussion.

Help develop structure and complexity of RS.

Think about purpose and impact - be aware of audience

Deeper understanding of genre conventions. - read widely.

Use a range of narratives - rather than just first person. Demonstrate variety. Can have one voice but set the scene and explain via RS how student makes voice distinctive.

Moderation Details for Calibration - Sample 2

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

Criterion 3 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5

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

Sample 2 A-

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

Element 1 - A- :evidence of intended effect - Eg poem creates a sense of disjointed nature of life through the poem's structure and this is explained in the RS. the narrative pieces show stylistically how they can engage an audience. Purpose is clear and a sense of craft is evident. Complex sentence structure that creates a strong effect. Imagery is cohesive.

Element 2 - A- : clearly purposeful experimentation. Musical cadence

Element 3 - A- : students really tries to make effect. Skilful, sustained and complex. RS also sustained and clear

Element 4 - A- as above

Element 5 - A-: Engages the audience - skilful vocabulary

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

To strengthen - Character of Freya - not sure if an internal monologue
Amy Winehouse piece - keep in the viewpoint of the alcohol for greater consistency across piece
Genre - identify genre (? historical fiction)

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

A- (consensus reached)

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

Focus on clarity of meaning - some phrases could be interpreted as a bit pretentious. Strong images but ensure clarity is there for the reader.
Unity of Winehouse piece - could be strengthened across the piece.
Reflect. S - avoid citing own writing.
PS - intros keep short and focused.

Planning for September Moderation 2020 - Statewide Samples

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

Criterion 6 as two shorter pieces

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

Criterion 6, Gina Slevac, Sharon Beattie, Anne Gunn (Glenn Wyllie has a Folio with an author piece)

Sharing Resources

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

Ran out of time to discuss 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:

No time to discuss this.