

2020 March Moderation - Report



Meeting Details

Meeting took place in:

South

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?

Element 1 B-; element 2 C+; element 3 C+; element 4 C+; element 5 C+ (overall: C+)

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

Overall feedback -

The inclusion of a poem seems to lend itself to recognition of literary structures and features,

Including an opening chapter may be unfair because it doesn't require the structure and control of pacing as other forms do,

There is no mention of the "before" in the Writing Project.

More specific feedback -

There was evidence of an attempt to use figurative language,

There is a disconnect between the reflection and the pieces,

There is too much dialogue in the Writing Project,

It doesn't have unity/coherence.

Sample 1 - What evidence would you need to see in order to assign a higher

Better control of pacing,

More genre tropes and conventions and understanding of this,

Read within the genre to help develop an understanding - especially the dramatic

rating (or ratings)?

monologue,
Cut down dialogue,
Include sensory detail.

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

There is no attempt to provide background information in the Writing Project
The villanelle was the strongest piece, however the "dramatic monologue" did not conform to the conventions of the genre/form (and there was no connection between these pieces,
A first person perspective for Historical Fiction is questionable (some thought),
How many limited engagements are we going to allow?
We are meant to defer to the Writing Project (if the student can't sustain their writing, it is an indication that it is a weaker folio).

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

Recommend the student reads the genres/forms he/she is writing, to better understand the conventions of the genres/forms,
Help the student understand structure/pacing,
If the student had written a prologue and first chapter, instead of just a first chapter, the audience might have had the sense of estrangement and the piece would have been strengthened (the fact that it is only 18 words into the minimum requirement of the Writing Project raises doubts),
Think about the order of your pieces - if the Writing Project, The Hole, had been placed last, the audience might have finished with a different impression, for example.

Moderation Details for Calibration - Sample 2

Sampl 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

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

Element 1 A-; element 2 A-; element 3 B+; element 4 A-; element 5 A- (overall :EA)

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

Overall, we felt that we really wanted to reward the Folio as it was exceptional in some respects, and felt it most deserved to be rewarded against criterion 2,
It was hard to maintain the narrative tension in the Writing Project's wash of prose
Sometimes the perfect sentence detracted from the narrative

The lack of unity in the third piece

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

It was a little cliched - one teacher recommended reading Hemingway,
Parts of the Reflective Statement were too decorated,
Make sure pieces that are combined as one need to be connected (and the connection needs to be strong and outlined clearly in the Reflective Statement).

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

Loved the connection with the typewriter,
Both Folios are 'sneaking in' an extra piece; and the pieces they are combining as one are not unified.
Can each school give a sample that can be assessed against criterion 6? The student must give permission. Greta needs them by June/July.

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

It was a little bit cliched - one teacher recommended reading Hemingway,
Parts of the Reflective Statement were too decorated,
Don't quote yourself in your Reflective Statement as it's a waste of words.

Planning for September Moderation 2020 - Statewide Samples

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

6

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

Greta Lucas

Sharing Resources

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

N/A

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:

N/A